

Board of Governors

11 July 2023

Annual Report on Equality, Diversity and Inclusion

1 Summary

- 1.1 This report on Equality, Diversity and Inclusion is provided to the Board of Governors each year to provide assurance that the University is undertaking its duties under the Equality Act (2010). It is also intended to demonstrate the breadth and depth of the work that the University is taking to promote equality, diversity, and inclusion for all. This report provides an update on the University's action on equality, diversity, and inclusion for the 2022-23 academic year.
- 1.2 The University is always looking to improve and to progress issues of equality, diversity, and inclusion. The University's work on EDI continues to be built into the business-as-usual activities across academic schools and professional services and in our student facing activity. It is part of our People strategy and is intrinsic to our learning and teaching and research strategies. It forms an important part of UWL quality assurance and improvement processes. The aim is to ensure that thinking about EDI becomes reflexive and no longer an add-on activity.
- 1.3 The University is proud of the progress it has made in championing equality, diversity, and inclusion both internally and across the sector. The University has one of the most diverse staff across the sector as currently 40% of all staff being from an ethnic minority group. Indeed, we have ethnic minority representation on the senior management group and the highest levels of ethnic minority and in particular Black professors in the UK (Appendix 2). Female representation is also evident at all levels. This success is also reflected in our student profile where we are very successful in improving access to under-represented groups as 51.7% of students at the University are from Black and ethnic minority backgrounds. We have significant numbers of mature students and 53% of whom come from the most deprived areas (IMD1-2 quintiles).
- 1.4 This report is also reviewed by Equality Diversity and Inclusion Advisory Group and Academic Board.

2 Recommendation

- 2.1 The Board of Governors is invited to **CONSIDER** the report and its assurance that the University is meeting the Equality Duty as appropriate.

3 Background

- 3.1 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.

3.2 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. This report sets out the progress made with objectives which go well beyond the requirements of the Public Sector Equality Duty, particularly by recognising that inclusion goes beyond protected characteristics and includes issues of social class.

3.3 In addition to the objectives agreed by the Board of Governors, the University identifies throughout the year where additional activities can be undertaken to further equality and inclusion and these are also contained in this report.

3.4 The University continues to actively implement OfS requirements and expectations relating to the Access and Participation Plan and now the OfS expectations on harassment and sexual misconduct (consultation on going). These issues are also covered by the report.

4 Equality and Diversity Advisory Group

4.1 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 are responsible for undertaking actions as appropriate as well as those with an interest in promoting equality, diversity and inclusion within the University. The Group receives quantitative reports as well as qualitative and reviews issues brought out by the data it receives.

4.2 The EDAG Terms of Reference are reviewed each year to ensure that they continue to be fit for purpose. The Group met on three occasions in 2022-23 and the work that it has championed is set out in this report. It is anticipated (based on membership views relating to the scope of EDI related activity at UWL) that this group will meet four times each year going forward. It will form task and finish groups as necessary.

5 Monitoring of the Protected Characteristics and impact assessments

5.1 The University continues to monitor staff and student diversity data. The data reviewed is set out in Appendix 1 for students and Appendix 2 for staff.

5.2 For students, EDAG also receives information on the social background of students to give a wider picture in line with the University's Equality, Diversity and Inclusion Statement and Policy.

5.3 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 monitor.

5.4 The University continues to use this data to assess the impact of its policy and procedures. The University continues to undertake equality impact assessments through the review of policies through EDAG in Semester 1 of each academic year.

5.5 EDAG has also reviewed the gender and ethnicity pay gaps each year.

6 Student appeals and mitigation

6.1 An explanatory video about the mitigating circumstances process was produced by the University in collaboration with the UWLSU Advice Service to assist student understanding. It was also used as an opportunity to encourage students to engage with the University's extensive support services if needed. There was a decrease in the number of extended or mitigated assessments in 2022/2023 (1.3%) compared to 2021-22 (1.7%) and 2020-21 (2.6%), which may have reflected the lessening impact of the pandemic.

6.2 Black students are the least likely to have requested at least one extension (79.50%)

compared to Asian students (86.20%) or White students (83.40%), but the most likely to have requested mitigation (Black students 55.20%; Asian 52.10%), White 41.80%).

- 6.3 Female students are less likely to have requested an extension, although the difference is minimal. Extension requests (at least 1 extension request) by female students: 83.70%; male students 84%.
- 6.4 Female students are more likely to request at least one mitigation request compared to males: female 48.10%; male 42.20%.
- 6.5 Demographic data on students engaging with mitigating circumstances and appeals processes continue to be reviewed periodically and the data for 2022-23 will be reviewed at the end of the academic year. This will include the use of the process for those from disadvantaged groups.

7 Racial Harassment and Sexual Misconduct

- 7.1 Work was undertaken in 2022 to more widely promote the University's Report and Support software to enable online reporting of issues, including those relating to racial harassment and sexual misconduct. This system provides a useful alternative referral point alongside other existing processes, such as the complaints process, and the support of the Student Welfare Team, where issues may be disclosed directly. This portal is also for the use of staff within the University with issues raised being directed to HR. Its use by staff needs to be better publicised across the University.
- 7.2 The University deals appropriately with any cases of harassment and sexual misconduct appropriately when raised. There are insufficient cases to report on at this time, as this might compromise confidentiality, but the University's approach continues to mature.
- 7.3 The University notes the Office for Students' recent consultation (May 2023) on proposals for a new approach to the regulation of harassment and sexual misconduct affecting students in higher education institutions. A definition of sexual conduct is to be issued by the OfS with the proposed approach. The proposals around processes largely mirror existing practice within the University but the requirements around training of staff could necessitate additional resourcing. The University awaits the outcome of the consultation, which is expected to be released later this year.

8 Policies and initiatives

Athena Swan

- 8.1 UWL was awarded Athena Swan (Bronze) in December 2022 by Advance HE. This highly regarded award has been well received across the University. The application incorporated an approved Action Plan focusing on six key issues emerging from the student and staff data analysed for the application. This included the staff questionnaire. An outline summary of the feedback from the Advance HE panel has been included in previous reports to EDAG, Academic Board and Workforce Advisory Group (Feb-April 2023)
- 8.2 The Action Plan is to be progressed under the direction of the newly formed Athena Swan Steering Group (ASSG) which commenced its work in April 2023. Membership includes representation (which was sought) across Schools/Colleges/Services/Student body.
8.3 Actions are to be divided into what needs to be and can be achieved across each academic year, with monitoring and review over the five-year cycle. Key Actions agreed by the ASSG for 2023- 24 are:
 - Staff focus groups to support the further development of the Staff Questionnaire for 2024
 - Data gathering to focus on intersectionality of identities, which need to include protected characteristics
 - Identify how the progress made with AS is communicated across UWL in relation to the work

of ASSG and individual schools/departments

- Review of all staff JDs to include EDI related work and this reflected in appraisal documentation for 2023/2024
- monitor and report on the work that has commenced in relation to inclusive recruitment processes which has included job advertisements and use of job boards for professional staff recruitment
- Agree workload allocation for EDI related activity for 2023-2024 as a minimum of 15 hours per academic year for academic staff, which must be monitored and reviewed at appraisal and at progression opportunities
- ensure EDI work is developed and recognised consistently across all professional services

8.4 The ASSG will meet four times each year and report to EDAG, WAC and Academic Board.

9 Networks and student groups

LGBTQIA+ inclusion

- 9.1 The action plan devised to ensure more inclusivity and awareness of LGBTQIA+ issues across the University remains under active consideration by EDAG. The staff LGBTQIA+ network has grown in strength and has now held several online and in person meetings to provide a sense of community and peer support, as well as considering how best to enshrine consideration of LGBTQIA+ issues within the University, through membership on EDAG. Representatives from the network met with a Stonewall representative in 2022 to further consider how best to support of the network going forward. The network was part of a joint staff network event in March 2023 and is instituting regular drop-in sessions to provide an ongoing source of support and community for staff. This network continues to be represented on EDAG to ensure that there is direct communication and consultation.
- 9.2 Through the Athena Swan process, three further networks were created; a women's network, a Black Women's network and a THRIVE network. Again, these networks are represented on EDAG, and regular reports are made to the group. However, these groups are run by members but can bring issues of concern or comments from the members on issues being discussed by EDAG.
- (i) The Black Women's Network (BWN) Network has now been in existence for 18 months and has around 40 active members. The network meets monthly, as an agreed terms of reference and a champion. Colleagues (9) who are on the WHEN programme (100 black female professors programme) and members who are also part of the WHEN programme (Career accelerator programme) are members of this network.
 - a. Network events have included Prevention of breast cancer talk with two external speakers and support for two of its members with conferences namely "Ubuntu in Social work" held in March and in April "Changing the story for Black Biomedical Scientists' Conference have been supported by the network.
 - b. Plans in the upcoming year include looking at how physical and digitalised postcards introducing the network can be part of recruitment/onboarding processes and support the development of a network for Black female PHD students with a podcast made specifically, for this.
 - (ii) The Women's network decided to focus on wellbeing and issues impacting all of us in the workplace. An event focusing on the Menopause was well attended by staff. The network plans to continue with events that address issues around wellbeing in the workplace and work/life balance as these are considered fundamental elements in developing a healthy and happy workforce.
 - (iii) The THRIVE network has focused on ensuring that colleagues with an interest and

passion for issues relating to anti-racism and anti-discriminatory practices, continue to meet four times each year, using creative ways to get to know each other, share thoughts/ideas/areas of challenge and good practice within their schools and departments. Topics have included awareness of racism and anti-discriminatory behaviours; how to deal with racist and discriminatory behaviours; speed 'getting to know you' session'. Attendance has run between 12-23 for each session. Informal mentoring for colleagues with shared lived experiences has been suggested by members, which will be taken into the next academic year.

- 9.3 All Networks have had a joint event related to Health and Well Being in March 2023 - this was well received with approximately 25 staff in attendance .

10 Women in STEM

- 10.1 There are also some student groups and other initiatives in schools, such as Women in STEM (WInSTEM) that are reported periodically to EDAG. These now have a standing item on the agenda to ensure that views and issues can be considered on a more systematic basis. This also follows on from the KPMG audit recommendation of 2021-2022.
- 10.2 WInSTEM accentuates that STEM subjects are accessible to everyone, promoting gender and ethnicity equality and emphasising moreover, the diverse contributions of women in these areas. 19 SCE female academic members and 9 female PhD students have been actively involved in a variety of activities including outreach activities such as school visits to the university campus or WInSTEM members visiting schools for Networking events, Careers/HE fairs, Motivational and Inspirational Talks, Lab activities and Exhibitions. A recent initiative partnering with Code First Girls to help our female and binary students to learn or to enhance their coding skills for free, giving them the opportunity to seek employment at top organisations. An eminent female mathematician was recently invited to do a lecture at UWL, which was very well received by Students and staff alike.
- 10.3 Student appreciation of WInSTEM is evident in Module Evaluation Surveys and the nomination of WInSTEM for the Organisation of the Year Award at the Volunteer Award ceremony in April 2023.
- 10.4 The Women in Higher Education Network (WHEN) are a social enterprise committed to propel women to achieve their ambitions and enable Universities and the higher education sector to accelerate change. UWL are participating in 2 programmes run by WHEN - 100 Black Women Professors and Career Accelerator.

100 BWP

- 10.5 100 BWP Is a first of its kind 12-month accelerator and change programme which aims for equity of opportunity for Black women academics. Staff supporting this are The Vice-Chancellor, Members of the VCE, PVC Dean-Chair of EDAG, HR Director, Head of Schools, and members of the UWL community.
- 10.6 Invitations for applications for the 100 BWP programme were sent to all Heads of Schools to be forwarded to staff.
- 10.7 UWL has 9 members of staff from the schools of SBMS, CLBS, CNMH, SHSS who are being supported by Line Managers and will be allocated mentors and sponsors who will act as a career champion.
- 10.8 The event was launched in January this year, with staff attending a celebration of the previous year's cohort from other universities. Staff were invited to a 2-day residential where they discussed career strategies aligned to achieving their academic success. Staff are allocated a coach with whom they will receive career coaching sessions looking in detail at academic promotion criteria and complete a gap analysis. After individual sessions staff will meet with their Line Manager and coach.
- 10.9 On the 27th of April 2023, 70 senior leaders from Universities of West London, Manchester,

City University, Exeter, Leeds, the Open University, East London, and University of East Anglia met for a cross institutional opportunity to explore inclusive leadership framework, to share best practice and develop plans. The institutions will meet again to discuss progress on objectives agreed.

- 10.10 UWL was highlighted for its “golden nuggets” and for the feedback we had received on how well we support our staff. UWL came back with ideas from other Universities, who have been doing (media promotions via photoshoots and interviews). The DVC at the Open University raised the Union Black Course which is free to staff and students across the UK.
- 10.11 Later in the programme, staff will be invited to meet with the Vice Chancellor to build relationship and help the Vice Chancellor to learn about the lived experiences of UWL Black women academics.
- 10.12 The cohort participants will be publicly announced and celebrated. Their details would be made available as expert and panel speakers providing networking opportunities.

Career Accelerator

- 10.13 22 staff from across Academic Administration, Academic Quality and Standards Office, CELT, College of Nursing, Midwifery and Healthcare, HR, Library, London College of Music (LCM), Research and Enterprise, School of Biomedical Sciences, Student Experience, Student Services, and The Claude Littner Business School attended. The 2-day workshop supported staff to create clarity and focus on career direction and increase career fulfilment. During the event staff created career action plans, practiced raising their visibility. They had the opportunity to be guided by Executive Career Coaches and industry experts. As well as the two-day workshop, staff will attend action learning sets.
- 10.14 Invitations for applications for the Career Accelerator Programme were sent to Heads of Schools and Departments to be forwarded to staff.
- 10.15 WHEN and UWL will report on the impact of the programme in a year. Subject to a review of its success, it is anticipated staff will be eligible to apply for both programmes again next year.

11 Inclusive reading lists

- 11.1 Activities have continued throughout the year between the Library Service and schools/colleges to increase the quantity of inclusive reading lists at UWL and, also the amount of inclusive material available within the library. 21 months of library book budget analysis has shown, 20% of spending has been on inclusive items and 25% of unique items purchased have been inclusive. [Guidelines have been drafted](#) to help in consistency and to support staff on researching whether an item is inclusive (Inclusive based on authorship and/or content). Working groups have been established at school/college level to develop these guidelines more and create subject level advice to help increase the number of inclusive reading lists.
- 11.2 Interim evaluation analysis for 22/23 has shown a statistically significant decrease on the awarding gap between Black and White students, where the reading list is rated as very highly inclusive (from 2.6% to 1.5%) or highly inclusive (1.6% to -0.5%). The gap for medium lists has grown (31.8% to 35.4%).

12 Student Peer Mentoring

- 12.1 Peer Mentoring at UWL has been revised and offers varied opportunities for mentor pairings, beyond the traditional basis of course and levels of study. This includes mentor-mentee pairings requested by a student with a similar lived experience to them. It can also include including protected characteristics such as age, gender, sexuality, ethnicity, religion, parental status, nationality, or wellbeing need.
- 12.2 In AY21/22 the UWL peer mentoring scheme saw 150 students volunteer to be Peer Mentors

and 161 students request the support of a Peer Mentor.

- 12.3 Of the 113 pairings that were made, 19% of the volunteer peer mentors were Black, 20% Asian and a total of 45% with Black, Asian or minority ethnicity.
- 12.4 Of the peer mentees requesting support, 25% were Black students, 22% Asian and a total of 55% were of Black, Asian or minority ethnicity. The 10% difference indicates that there are more requests for support from BME students than offers to provide support as mentors, but the difference is not extreme and has reduced over recent years.
- 12.5 Shared Lived Experience mentoring, allows students to request to have personal factors and lived experiences included when pairing, if requested by both a mentor and mentee. These factors include age, gender, care leaver status, ethnicity, sexuality, parental status, nationality, or religion. This list is not exhaustive and the inclusion of personal factors in pairings is completely optional.
- 12.6 45 of the total 113 peer mentor pairings made in AY21/22 included one or more shared lived experience with age, gender, ethnicity, and parental status found to be the most common factors requested.
- 12.7 The Wellbeing Peer Mentoring branch also had 17 pairings made where a disability or shared wellbeing need were factored in when pairings were made.
- 12.8 Academic outcomes have been found to be very positive for both mentors and mentees, when compared with the wider university averages for submission rates, average grades achieved and resits required. Both mentors and mentees had 8% higher submission rates, Mentors achieved 5% higher than average grades while mentees achieved 6% higher than average grades. Mentors were 6% less likely to require resits while mentees were 5% less likely.

13 People Like us

- 13.1 The Office for Students (OfS) developed the Mental Health Challenge Competition (MHCC) programme to provide funding to higher education (HE) providers. Its aim was to support the development and testing of interventions to improve mental health and wellbeing among students.
- 13.2 The University is part of an OfS funded project to support Black and minority ethnic students with their mental health. This is collaborative project between the University of West London (UWL), West London NHS Trust and UWL Students' Union aims to achieve a reduction in the risk of BAME students developing mental ill health. The project has been set up to provide mental health and wellbeing support to Black Asian Majority Ethnic (BAME) communities, using digital innovations. The project seeks to address racial and cultural barriers and provide a safe space for students to talk. Participants can engage through in-person community workshops, online MS Teams virtual community groups, and social media content, which allows them to engage in their own time, and when they are available.
- 13.3 A range of specific support groups for Black, Asian, and Global Majority Ethnic students were formed, and some of the pre-recorded content was co-produced with students, staff, the SU and the collaborative group. An important element of the project was that the practitioners delivering the group workshops were members of the community peer trainers with lived experience of mental ill health as well as practitioner trainers with clinical expertise. The learning coming out of the project is innovative and will inform on further work around mental health.
- 13.4 Analysis indicates fruitful results of the direct interventions which we would like to develop further. Data will be made available in June 2023.

14 Faith and Spirituality

- 14.1 The work of the Faith and Spirituality Management Group remains within the remit of the

Senior Pro-Vice Chancellor (Education and Student Experience) and the Students' Union

- 14.2 The work of the Faith and Spirituality Management Group has been ongoing through active discussion between the Senior Pro-Vice Chancellor (Student Experience) and the Students' Union. The Faith and Spirituality group has not officially convened this academic year as we have been recruiting a new Interfaith advisor. However, this has not stopped conversations with students, through the SU, in relation to matters of faith.
- 14.3 We are presently shortlisting for the post of Interfaith advisor which is no longer being supplied from the Church of England and therefore will have no specific faith connection or allegiance. When the post is filled, the Faith and Spirituality group will reconvene.
- 14.4 The University has identified a specific prayer room at all campuses and has added the additional timetabled space, which is accessed through specific calendar access, and is as advertised in the prayer room spaces. There is an ongoing project to monitor usage of the prayer rooms and the additional space that is supplied via timetable via SAM so that we can understand the demands of this space.
- 14.5 We have also discussed the need to avoid major religious celebratory dates for examinations going forward. Whilst Christmas is observed, this has not been the case for other religious observances such as Eid.

15 Analysis of student data¹

- 15.1 Appendix 1 shows the demographics of the University population. As outlined above, the University has a successful track record of addressing participation gaps between equality groups. In 2022/23² academic year, student participation for all students³ studying at the University broken down by equality groups is set out below. The University now monitors the participation of those within its UK Subcontracted partners and this information is detailed fully in Appendix 1.
- **Gender:** In 2022/23, 45% of students are males; an increase of approximately 2% from 2021/22 academic year. At a School level, SCE comprise mainly males (78%), while CNMH (83%) and SHSS (79%) comprise mainly females.
 - **Ethnicity:** 51.7% of the student body come from a Black, Asian and Ethnic Minority background; an increase of 13.8% from the year of comparison. 26% of the students are Asians and 17% are from a Black background. At a school level, apart from LCM, all other Schools comprise mainly students coming from Black, Asian and Ethnic Minority communities.
 - **Disability:** Approximately 10% of the student body declared a disability in 2022/23; a decrease of approximately 1% from the year of comparison. At a School level, SoL (26%), LCM (22%), SHSS (21%), and LSFMD (20%) have the higher proportion of students who declared a disability.
 - **Age on entry:** In 2022/23, 66.8% of the student body is mature; a decrease of 2.1% from 2021/22. CLBS (84%) and CNMH (81%) comprise mainly mature students.
 - **IMD Groups:** 53.3% of all UWL students are coming from a most deprived area (IMD1-2); a very minor decrease of 0.4% from 2020/21. CLBS, SBS, and SoL have the higher proportion of students coming from IMD1-2 group; 64%, 61% and 58% respectively.
- 15.2 A breakdown of all UWL students based on their Course Level is presented in the Table below.

¹ The data presented in this section reflect all UWL students. A breakdown between UWL only and UK Subcontracted partners is presented in Appendix 1.

² 2022/23 data is not yet finalised, so it may change slightly

³ All students include UG & PG, UWL and UK Subcontracted students

Table 1 Student profile based on their Course Level

Demographic	UG 2021/22	UG 2022/23	UG YoY dif.	PG 2021/22	PG 2022/23	PG YoY dif.
Gender - Male	43.7%	44.9%	1.2%	41.7%	45.6%	3.9%
Gender - Female	55.9%	54.4%	-1.5%	57.9%	54.0%	-3.9%
Ethnicity - Black, Asian and Ethnic Minority	39.7%	45.9%	6.2%	31.8%	69.6%	37.8%
Ethnicity - White	39.2%	43.1%	3.9%	27.6%	24.9%	-2.7%
Ethnicity - Black	18.0%	17.0%	-1.0%	17.0%	17.0%	0.0%
Ethnicity - Asian	12.0%	20.0%	8.0%	10.0%	47.0%	37.0%
Ethnicity - Mixed	5.0%	4.0%	-1.0%	3.0%	2.0%	-1.0%
Ethnicity - Other	5.0%	5.0%	0.0%	2.0%	3.0%	1.0%
Disability - Disability	11.1%	10.2%	-0.9%	9.1%	8.8%	-0.3%
Disability - No known disability	88.9%	89.8%	0.9%	90.9%	91.2%	0.3%
Age on entry - Mature	68.0%	66.4%	-1.6%	72.0%	68.0%	-4.0%
Age on entry - Young	32.0%	33.3%	1.3%	28.0%	30.6%	2.6%
IMD groups - IMD1-2	56.0%	55.5%	-0.5%	42.9%	42.3%	-0.6%
IMD groups - IMD3-5	41.2%	40.7%	-0.5%	50.7%	50.4%	-0.3%
Religion - Religion	76.0%	75.0%	-1.0%	78.0%	80.0%	2.0%
Religion - No religion	19.0%	18.0%	-1.0%	18.0%	14.0%	-4.0%

15.3 Data inspections within UG students indicate that:

- **Gender:** 54.4% of UWL student population taking an UG degree are females; 1.5% decrease from 2021/22 AY.
- **Ethnicity:** 45.9% of UG students are coming from Black, Asian and Ethnic Minority communities; an increase of 6.2% from 2021/22 AY.
- **Disability:** 10% of UG students declared a disability.
- **Age on entry:** 66% of UG students are mature; a decrease of 1.6% from the year of comparison.
- **IMD Groups:** 55.5% of the student body taking an UG degree come from a most deprived area; a very minor decrease of 0.5%

15.4 Data inspections within PG students indicate that:

- **Gender:** 54% of UWL student population taking a PG degree are females; 3.9% decrease from 2021/22 AY.
- **Ethnicity:** 69.6% of PG students are coming from Black, Asian and Ethnic Minority communities; an increase of 37.8% from 2021/22 AY.
- **Disability:** 8.8% of PG students declared a disability.
- **Age on entry:** 68% of PG students are mature; a decrease of 4% from the year of comparison.
- **IMD Groups:** 42% of the student body taking a PG degree come from a most deprived area; a decrease of 0.6%.

16 Staff Diversity Data

16.1 The profile of staff is attached at Appendix 2 and reflects gender, age, ethnicity, disability, religious belief, and sexual orientation.

16.2 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. 40% of its staff

are from Black Asian and Ethnic Minority backgrounds with 41% of Academic Staff, which is significantly better than the London Higher Education (HE) sector average of 16.9% (DLA Piper Workforce Performance Indicators).

- 16.3 This year's data also shows breakdowns in a more intersectional way in respect of looking at gender and ethnicity together across a number of the tables in appendix 2 and shows some encouraging indicators in respect of female staff from ethnic minority backgrounds.
- 16.4 EDAG considered the diversity profile of staff both in terms of the headline data and 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 is being addressed through the Athena Swan action plan.
- 16.5 Some highlights from the data are as follows:
- 42% of all staff are female from BAEM backgrounds
 - in SCE 22% of the academic staff are female from BAEM backgrounds
 - 35% of our top 5% earners are female
 - 21% of our Professors are from BAEM backgrounds
 - 62 professional services staff have progressed to more senior roles in the last 12 months
 - 64% of those who have progressed are female
 - 30% of those who have progressed are from BAEM background

17 Continuing Implementation of the Equality, Diversity and Inclusion Objectives

- 17.1 As outlined above, as part of the Public Sector Equality Duty under the Equality Act (2010), the University is required to have one or more objectives and that it is taking a pro-active approach to equality, diversity, and inclusion across the institution. In 2019, a decision was made when the APP was introduced to align the University's objectives with the APP objectives to ensure that there was streamlined consideration of student EDI issues. This is supplemented by actions to promote EDI undertaken by schools and services. A similar approach is now being taken with staff objectives as these are now embedded into the People Strategy.
- 17.2 To ensure that progress is being made, EDAG monitors the progress of the objectives by receiving periodic reports on the APP and progress with the People Strategy and Athena Swan.

18 Student related objectives⁴

- 18.1 The student related objectives are derived from the APP and an evaluation of progress is shown below.

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

- 18.2 The University has an increasingly diverse student body and is generally performing well against this objective. In 2021/22, UWL entrants were typically mature (aged 21 and over), and/or accessing HE from a deprived area (IMD group's 1-2). To put that into perspective, 75% (N=4,610) of entrants in 2021/22 were mature and only 25% (N=1,570) were young (under 21) – the access gap with respect to age on entry then is said to be positive at 50% (i.e. 75% mature entrants minus 25% young) because the underrepresented group is overrepresented at UWL. In terms of Index of Multiple Deprivation (IMD), 62% (N=3,870) entered from quintiles 1 and 2 (most deprived areas) compared to 36% (N=2,200) from quintiles 3-5 (least deprived area) – therefore, the access gap with respect to IMD is a positive 26%.
- 18.3 One area of focus for the University is access by ethnicity which is significantly impacted by

⁴ The figures/analytics presented in this section reflect APP Population (i.e., First degree, FT, UK Domicile)

our UK subcontracted partners. In 2021/22, 38% (N=2,420) of UWL entrants came from a Black, Asian, and Ethnic Minority background (14% Black, 12% Asian and 12% Mixed/Other). Therefore, in this case there is an access gap for Black, Asian and Ethnic Minorities of 15.7% (i.e. they are underrepresented in terms of access at UWL).

To narrow the degree awarding gap (structural & unexplained) for students from underrepresented backgrounds

- 18.4 The University has been targeting a reduction in the awarding gap between White graduates, and graduates from Black, Asian, and Ethnic Minority backgrounds to 12% by 2023. In 2021/22, 74% of students from Black, Asian, and Ethnic Minority backgrounds graduated with a good degree (first or upper second-class degree), compared to 83% of White graduates. Although the University still has an awarding gap at 8.9% (i.e. 74% minus 83%), we're currently performing ahead of target.
- 18.5 However, there is further work to be undertaken around awarding gaps with specific actions being identified as part of the Education Review. Areas for improvement are IMD, where there is a gap of 8.5% between most (IMD1-2) and least (IMD3-5) deprived groups; and the intersectional impact of certain characteristics, including, but not limited to IMD x Ethnicity.

To improve continuation rates of students from underrepresented background

- 18.6 Improving continuation rates for students coming from a Black, Asian and Ethnic Minority background, particularly Black students is a key area of work for the University. In 2020/21, the continuation rate of White students was 86.5% whereas for students from Black, Asian and Ethnic Minority backgrounds it was just 80.7%. Therefore, there was a continuation gap of 5.8%, meaning students from these backgrounds were significantly more likely to be drop-out compared to their white peers. Focusing in on Black students (which the data shows are traditionally the most likely to not continue), their continuation rate was 80.2% giving an even more significant continuation gap of 6.3%.
- 18.7 There are continuation gaps in other areas that University is working towards eradicating, mainly with respect to mature students and students coming from the most deprived areas. We are working both at UWL and with our UK Subcontracted partners to improve these figures through our work on retention monitoring generally and through improvements in the student experience

19 Staff related objectives

- 19.1 The staff related objectives agreed in March 2021 are being reviewed by EDAG as the majority of these are now reflected in the Athena Swan action plan and will be taken forward by the Athena Swan Steering Group.
- 19.2 The creation of new objectives in addition to the above will be developed by a sub-group of EDAG and brought forward to wider group, VCE and other relevant forums for agreement.

20 Appendices

- 20.1 Appendix 1 Student Profile
20.2 Appendix 2 Staff Profile

Dr Charmagne Barnes
PVC Dean - CNMH
Chair of Equality and Diversity Advisory Group (EDAG)
May 2023

The contributions of academic and professional staff to the formulation of this report are duly acknowledged

Appendix 1: An assessment of performance between UWL and UK Subcontracted partners data

Table 1 presents a breakdown between UWL and Subcontracted students, and all students for 2021/22 AY; a preliminary data for 2022/23¹ AY is also presented to allow YoY comparisons.

Data inspections on **all students**² indicate an increase of approximately 14% of students coming from a Black, Asian and Ethnic Minority background, with a significant increase of 14% on Asian students. Please refer to the pie charts (Figure 1) for details. A summary of the performance is presented in Section 10 of the report.

The assessment of performance for **UWL population only** demonstrates few changes year on year. These are as follows:

1. **Gender:** In 2022/23, 43% of students are males; an increase of approximately 3% from 2021/22 academic year. At a School level, SCE comprise mainly males (78%), while CNMH (81%) and SHSS (79%) comprise mainly females.
2. **Ethnicity:** 65% of the student body is coming from a Black, Asian and Ethnic Minority background; an increase of approximately 21% from the 2021/22 AY. 35% of the students are Asians and 22% are from a Black background. At a School level, apart from LCM, all other Schools comprise mainly Black, Asian and Ethnic Minority students. SBS, CLBS, and SCE have higher proportion of students coming from such communities; 80%, 78% and 75% respectively.
3. **Disability:** 12% of the student body declared a disability in 2022/23; a decrease of 1% from 2021/22. At a School level, SoL has the higher proportion of students who declared a disability; a rate of 26%.
4. **Age on entry:** In 2022/23, approximately 59% of the student body is mature; a decrease of 3% from the previous AY. CNMH comprise mainly mature students (81%).
5. **IMD Groups:** 48.9% of UWL student population is coming from a most deprived area (IMD1-2); a decrease of 0.4% from 2021/22. SBS and SoL have the higher proportion of students coming from the IMD1-2 group; 61% and 58% respectively.

Please refer to the pie charts (Figure 2) for details

Data inspections for **UK Subcontracted partners** indicate very few and minor changes. The higher increase on the proportion of students is on ethnicity, with an increase of approximately 6% on students coming from a White background. Please refer to the pie charts (Figure 3) for details³.

¹ 2022/23 data is not yet finalised, so it may change slightly

² All students include UG & PG, UWL and UK Subcontracted students

³ Please note the references to Schools are the Schools that 'own' the course

Table 1: Student profile

Demographic	Category	UWL only 2021/22	UWL only 2022/23	UWL only YoY dif.	UK Subcontracted partner 2021/22	UK Subcontracted partner 2022/23	UK Subcontracted partner YoY dif.	All students 2021/22	All students 2022/23	All students YoY dif.
Gender	Male	40.6%	43.2%	2.6%	50.0%	49.4%	-0.6%	43.2%	45.0%	1.8%
Gender	Female	59.0%	56.2%	-2.8%	49.6%	49.9%	0.3%	56.3%	54.3%	-2.0%
Ethnicity	Black, Asian and Ethnic Minority	44.6%	65.2%	20.6%	21.1%	20.2%	-0.9%	37.9%	51.7%	13.8%
Ethnicity	White	27.9%	27.8%	-0.1%	58.0%	63.9%	5.9%	36.5%	38.7%	2.2%
Ethnicity	Black	22.0%	22.0%	0.0%	6.0%	6.0%	0.0%	18.0%	17.0%	-1.0%
Ethnicity	Asian	14.0%	35.0%	21.0%	7.0%	7.0%	0.0%	12.0%	26.0%	14.0%
Ethnicity	Mixed	5.0%	4.0%	-1.0%	4.0%	4.0%	0.0%	5.0%	4.0%	-1.0%
Ethnicity	Other	4.0%	5.0%	1.0%	4.0%	4.0%	0.0%	26.0%	5.0%	-21.0%
Disability	Disability	13.1%	12.0%	-1.1%	4.7%	4.8%	0.1%	10.7%	9.8%	-0.9%
Disability	No known disability	86.9%	88.0%	1.1%	95.3%	95.2%	-0.1%	89.3%	90.2%	0.9%
Age on entry	Mature	62.1%	59.1%	-3.0%	85.6%	84.7%	-0.9%	68.9%	66.8%	-2.1%
Age on entry	Young	37.9%	40.1%	2.2%	14.4%	15.2%	0.8%	31.1%	32.6%	1.5%
IMD groups	IMD1-2	49.5%	48.9%	-0.6%	62.7%	60.9%	-1.8%	53.7%	53.3%	-0.4%
IMD groups	IMD3-5	47.0%	46.6%	-0.4%	34.1%	35.2%	1.1%	42.9%	42.3%	-0.6%
IMD groups	Religion	75.0%	75.0%	0.0%	81.0%	79.0%	-2.0%	76.0%	77.0%	1.0%
IMD groups	No religion	21.0%	19.0%	-2.0%	13.0%	14.0%	1.0%	19.0%	17.0%	-2.0%

Looking at the intersectionality of White Working Class as an additional group, the data indicate that 23% of the student body (including both UWL and UK Subcontracted partners) is classified as WWC in comparison to 77% of students who classified as non-WWC.

Table 2: Percentage rates for White Working Class (WWC) students⁴

Year	Category	Type	UWL only	UK Subcontracted partners	All students
2021/22	WWC	Enrolments	1192	1929	3121
2021/22	WWC	% of total	12.8%	44.7%	22.8%
2021/22	Non WWC	Enrolments	8150	2394	10544
2021/22	Non WWC	% of total	87.2%	55.3%	77.2%
2022/23	WWC	Enrolments	1212	2233	3445
2022/23	WWC	% of total	12.3%	43.8%	23.0%
2022/23	Non WWC	Enrolments	8637	2869	11506
2022/23	Non WWC	% of total	87.7%	56.2%	77.0%

⁴ Includes England domiciled students with known ethnicity.

Figure 1: The charts below show a comparison between the 2021/22 student profile and the latest 2022/23 profile for all students



UWL/ Partn... (All)

Course level (All)

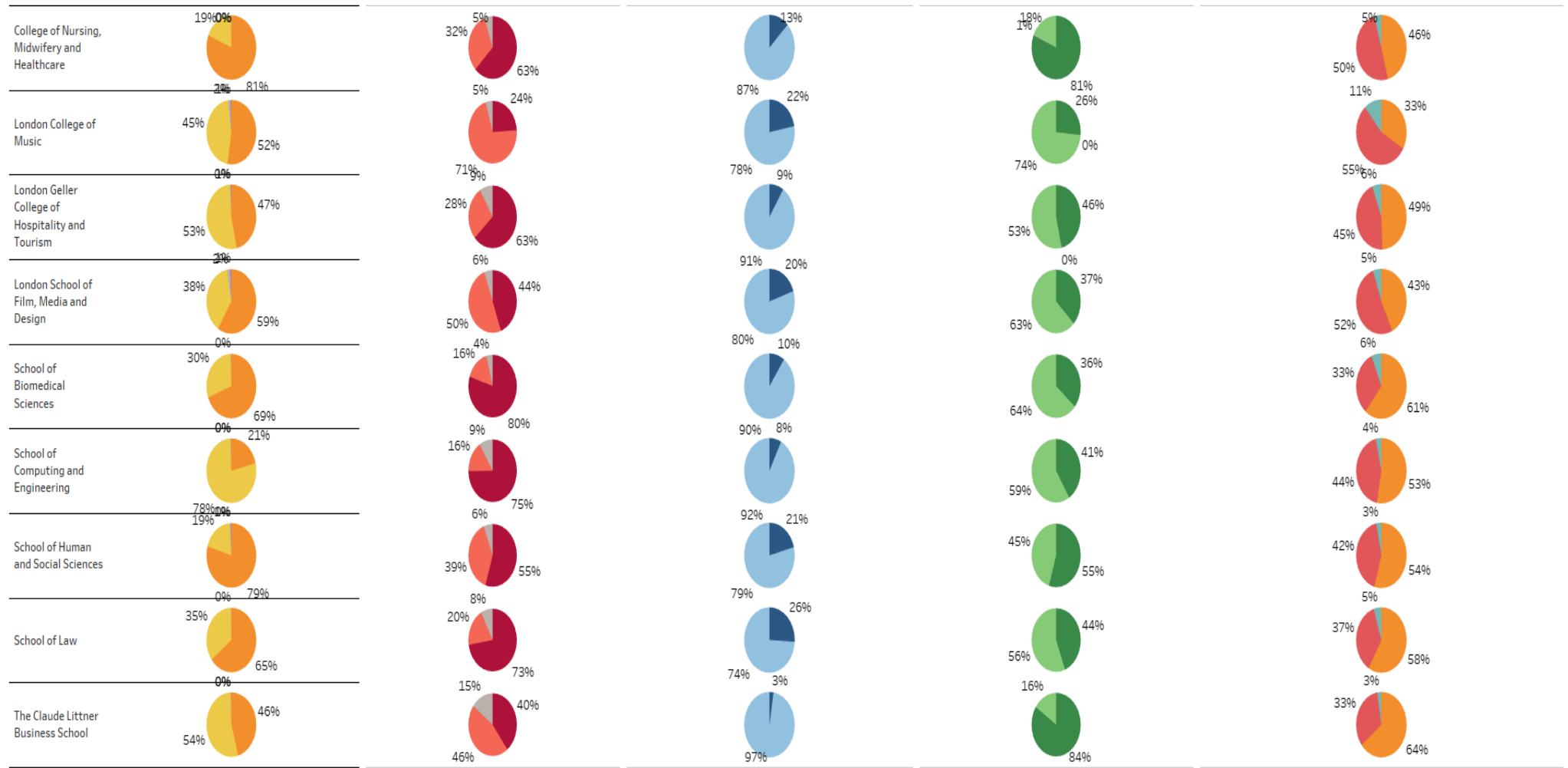
Gender

BAME?

Disability

Age on entry

IMD groups



Gender
 Female (Orange), Male (Yellow), Other (Grey), Unknown (Purple)

Ethnic group (BAME/Non BAME)
 BAME (Red), Non BAME (Light Red), Unknown (Grey)

Disability_YN
 Disability (Dark Blue), No known disability (Light Blue)

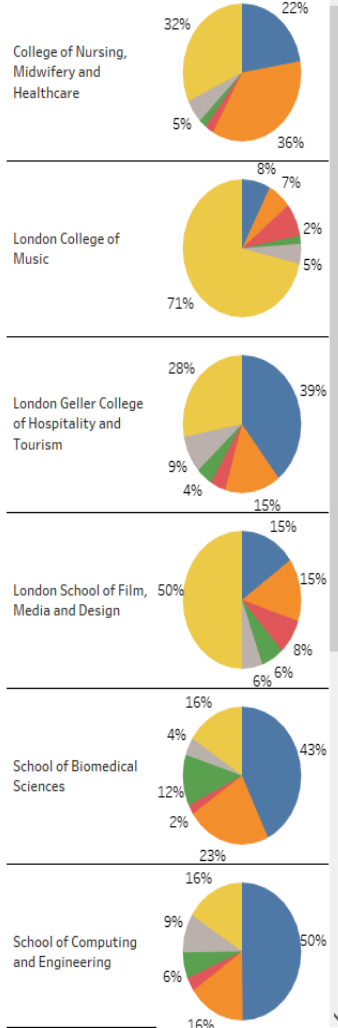
Age on entry (Young/Mature)
 Mature (Dark Green), Young (Light Green), Unknown (Grey)

IMD Quintile group
 Quintiles 1 & 2 (Orange), Quintiles 3 - 5 (Red), Unknown (Light Blue)

UWL/ Partner
 (All)

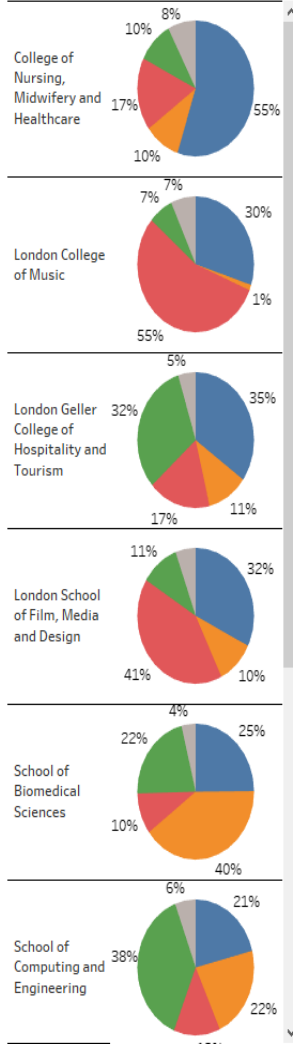
Course level
 (All)

Ethnic group



Ethnicity
 Asian
 Black
 Mixed
 Other
 Unknown
 White

Religion



Religion of belief
 Christian
 Muslim
 No religion
 Other religions/Spiritual
 Unknown

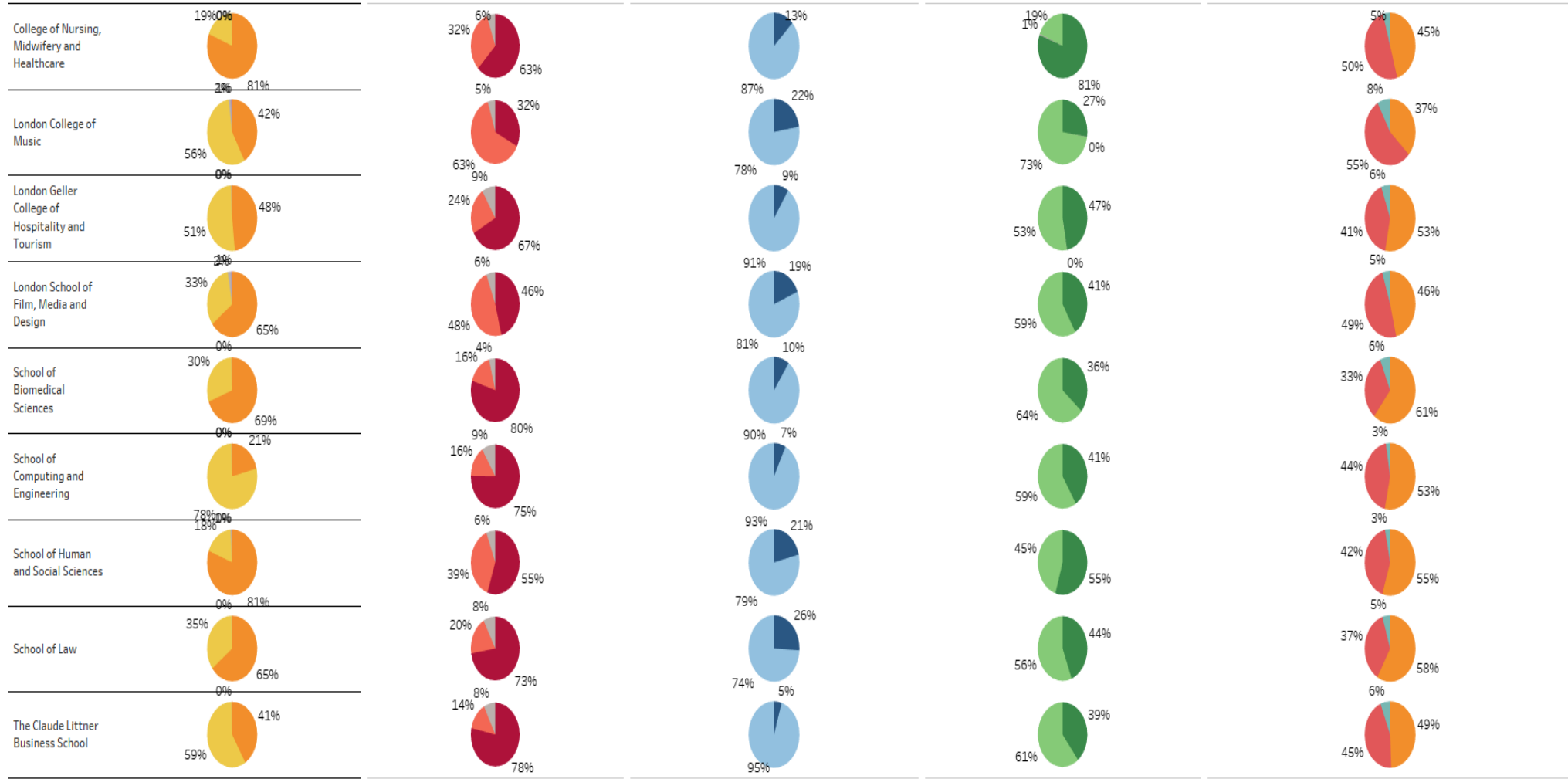
Figure 2: The charts below show a comparison between the 2021/22 student profile and the latest 2022/23 profile for UWL data only



UWL/ Partn... [UWL only]

Course level (All)

Gender BAME? Disability Age on entry IMD groups



Gender
 Female (Orange)
 Male (Yellow)
 Other (Grey)
 Unknown (Purple)

Ethnic group (BAME/Non BAME)
 BAME (Dark Red)
 Non BAME (Light Red)
 Unknown (Grey)

Disability_YN
 Disability (Dark Blue)
 No known disability (Light Blue)

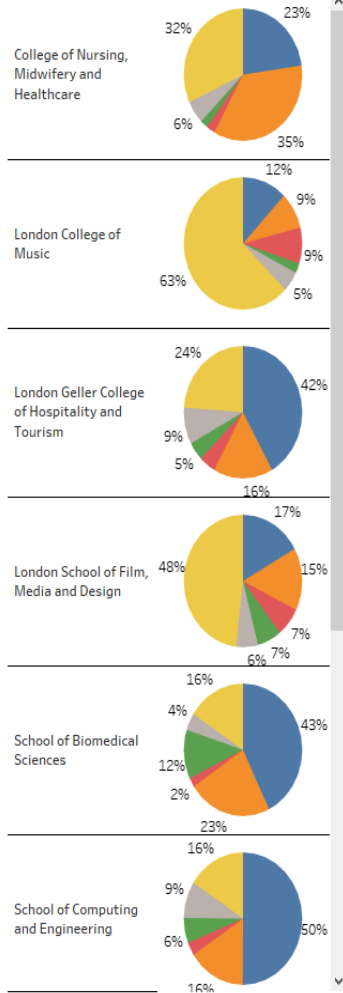
Age on entry (Young/Mature)
 Mature (Dark Green)
 Young (Light Green)
 Unknown (Grey)

IMD Quintile group
 Quintiles 1 and 2 (Orange)
 Quintiles 3 - 5 (Red)
 Unknown (Light Blue)

UWL/ Partner
UWL only

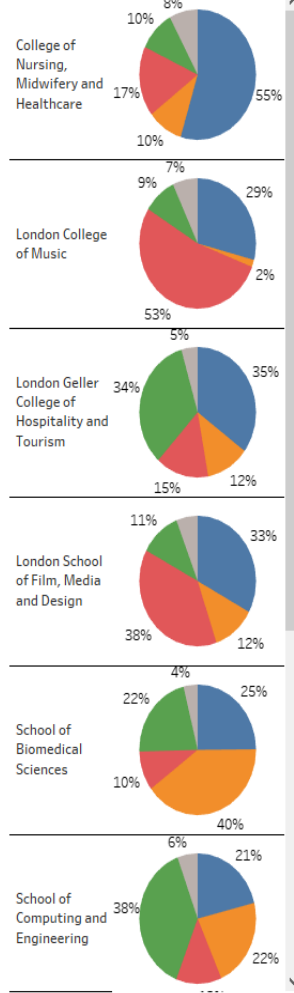
Course level
(All)

Ethnic group



Ethnicity
Asian
Black
Mixed
Other
Unknown
White

Religion



Religion of belief
Christian
Muslim
No religion
Other religions/Spiritual
Unknown

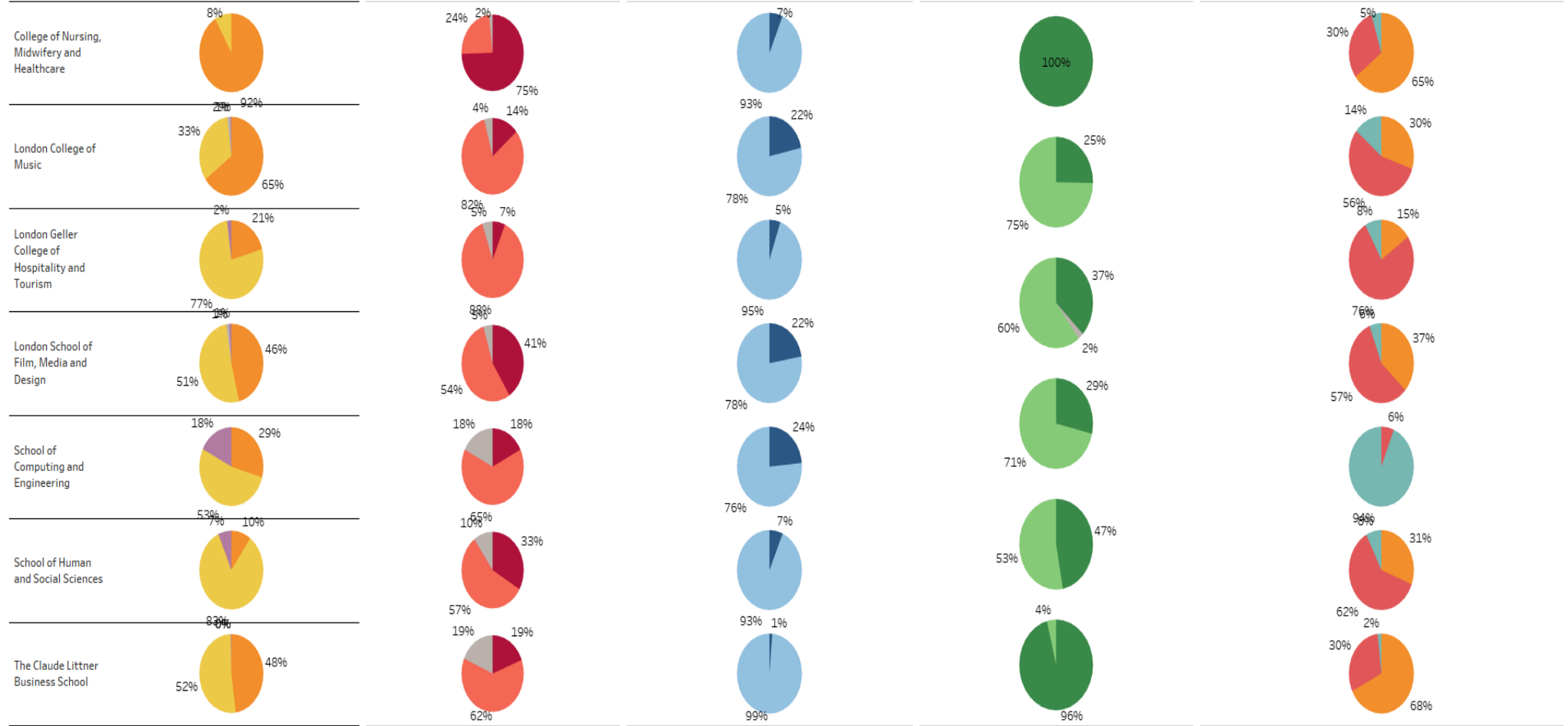
Figure 3: The charts below show a comparison between the 2021/22 student profile and the latest 2022/23 profile for UK Subcontracted partners only



UWL/ Partn... Subcontracted partners

Course level (All)

Gender BAME? Disability Age on entry IMD groups



Gender
 Female (Orange), Male (Yellow), Other (Grey), Unknown (Purple)

Ethnic group (BAME/Non BAME)
 BAME (Dark Red), Non BAME (Light Red), Unknown (Grey)

Disability_YN
 Disability (Dark Blue), No known disability (Light Blue)

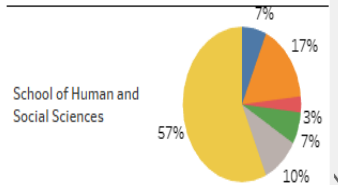
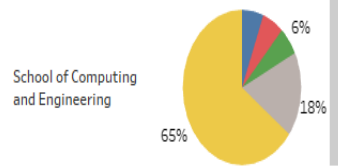
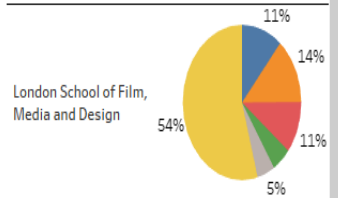
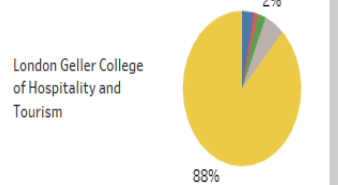
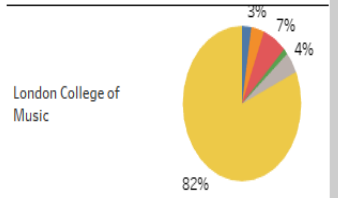
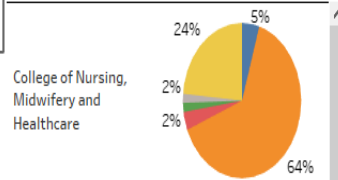
Age on entry (Young/Mature)
 Mature (Dark Green), Young (Light Green), Unknown (Grey)

IMD Quintile group
 Quintiles 1 and 2 (Orange), Quintiles 3 - 5 (Red), Unknown (Teal)

UWL/ Partner
Subcontracted partners

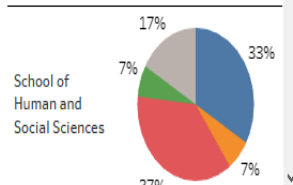
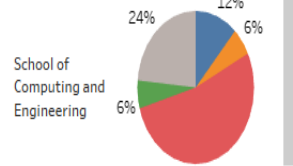
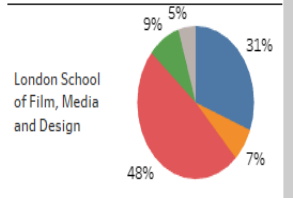
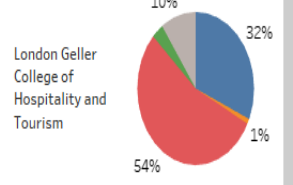
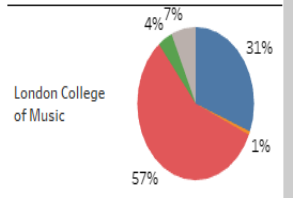
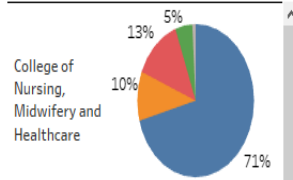
Course level
(All)

Ethnic group



Ethnicity
 Asian
 Black
 Mixed
 Other
 Unknown
 White

Religion



Religion of belief
 Christian
 Muslim
 No religion
 Other religions/Spiritual
 Unknown

Staff Equality and Diversity Profile

2022/23

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

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 slightly since the 2021/22 Academic Year.

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	56%	52%	54%
Support staff	66%	68%	70%
All staff	57%	56%	55%

Source: ResourceLink, 30 April 2023, DLA Piper Workforce Performance Indicators

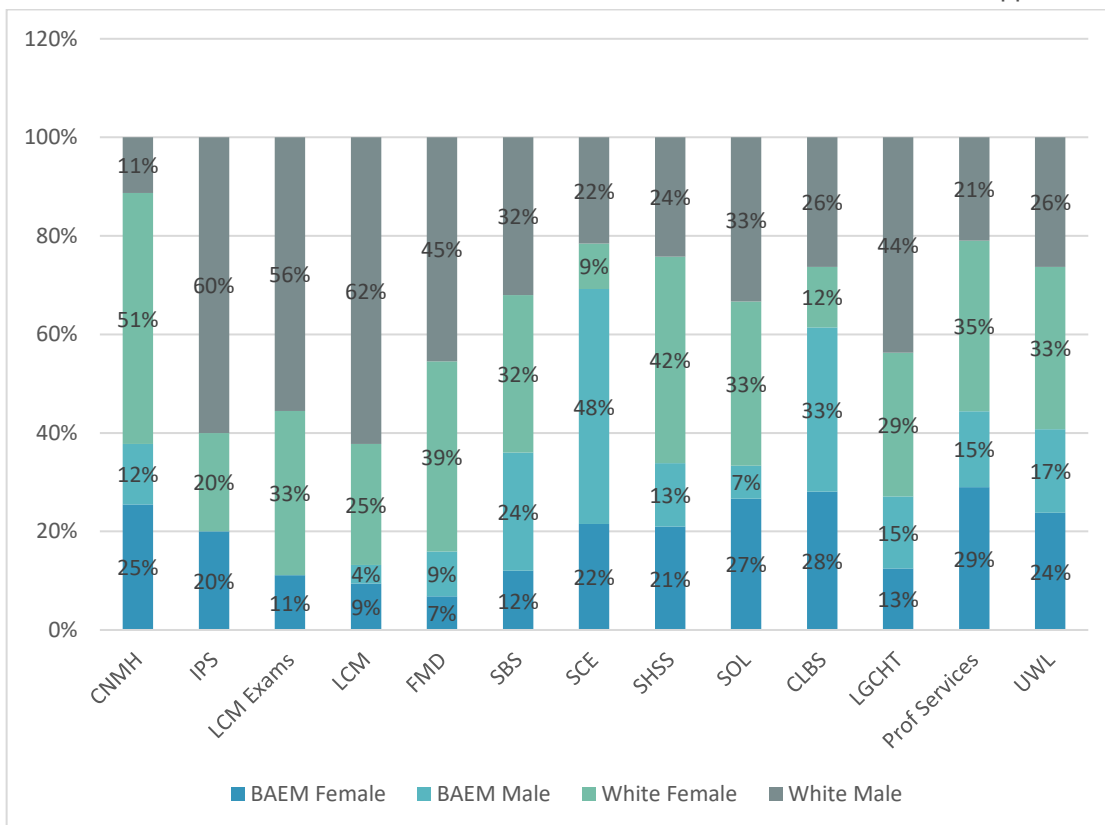
Table 2 Percentage of female and BAEM in the University of West London workforce

Category	Female	Female BAEM
Academic staff	50%	36%
Managerial and professional staff	56%	41%
Support staff	66%	48%
All staff	57%	42%

Source: ResourceLink, 30 April 2023

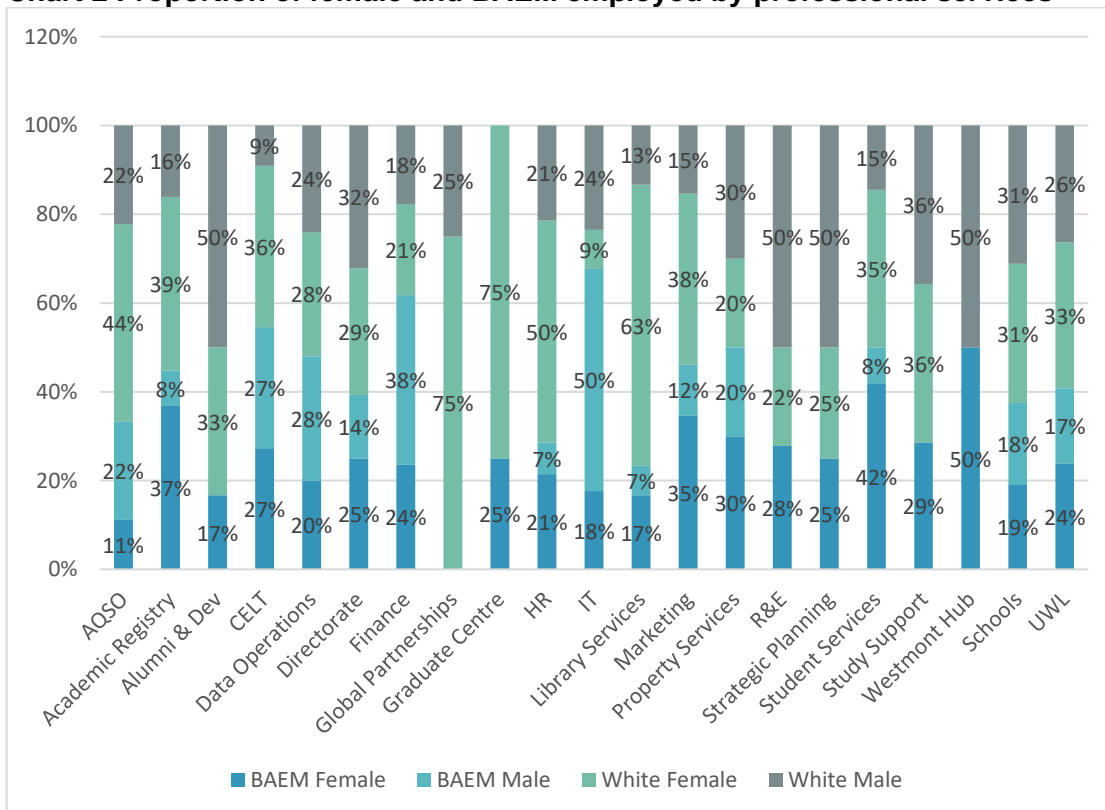
- 1.2 There are significant variations between schools, with female BAEM making up 28% of staff within the Claude Littner Business School compared to 7% in the London School of Film, Media & Design and 9% in the London College of Music, as shown in chart 1 below.

Chart 1 Proportion of female and Black Asian and Ethnic Minority (BAEM) staff employed by school



Source: ResourceLink 30 April 2023

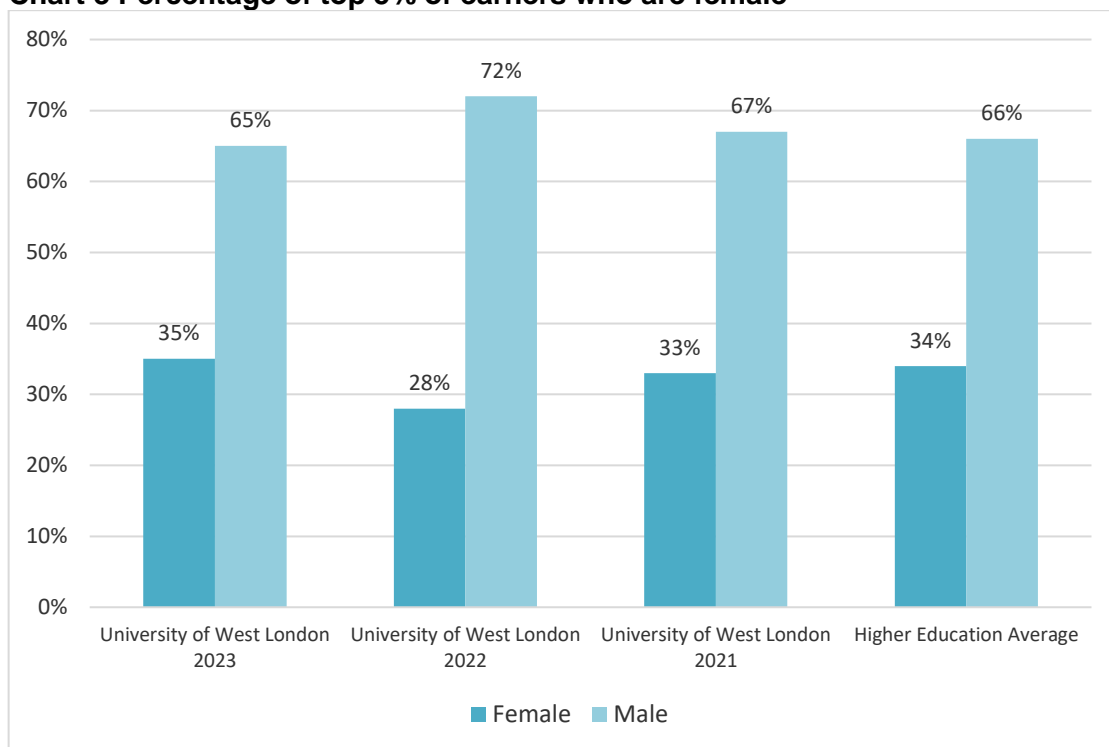
Chart 2 Proportion of female and BAEM employed by professional services



Source: ResourceLink 30 April 2023

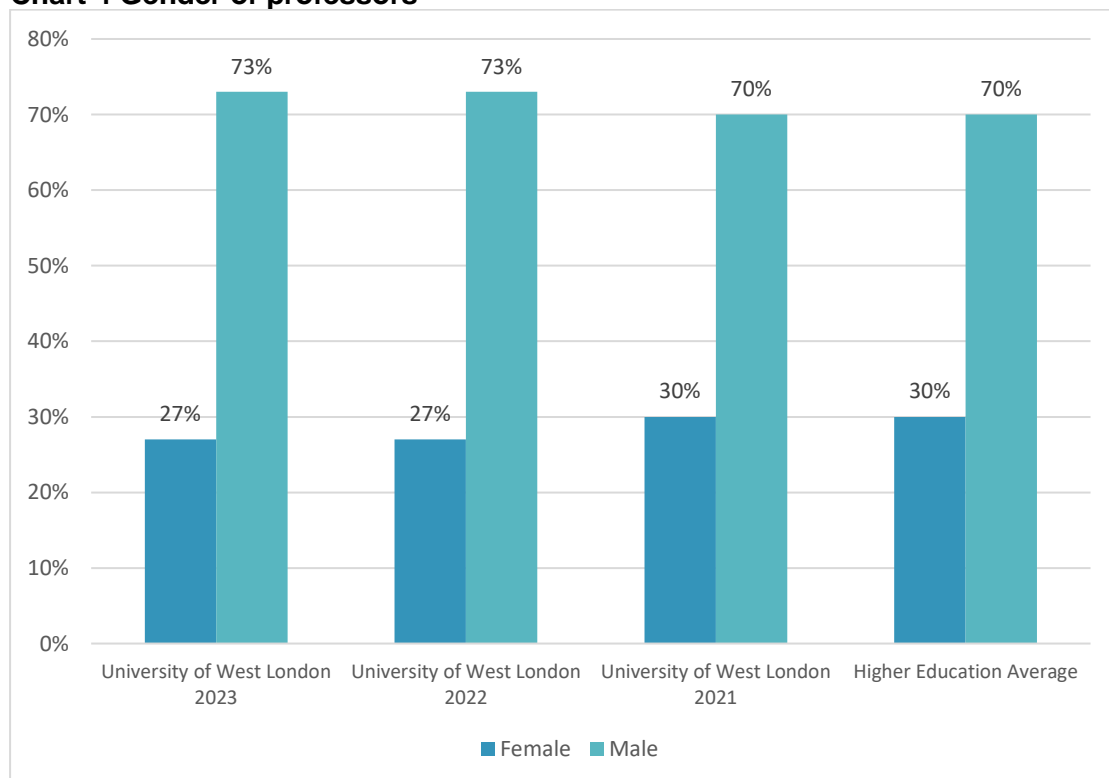
1.3 The percentage of females in the top earning group at the University has improved from last year and is above the sector average.

Chart 3 Percentage of top 5% of earners who are female



Source: ResourceLink, 28 February 2021, 30 April 2022, 30 April 2023, DLA Piper Workforce Performance Indicators

Chart 4 Gender of professors

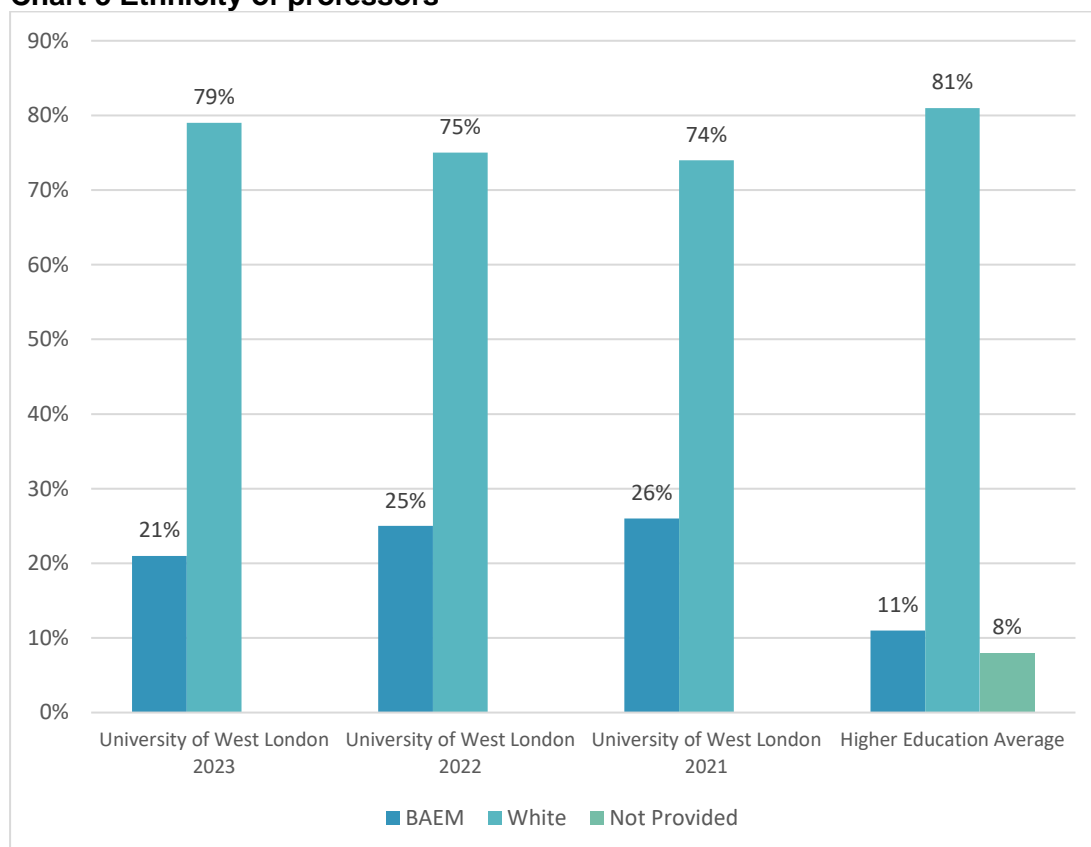


Source: ResourceLink, 28 February 2021, 30 April 2022, 30 April 2023, Higher Education Statistics Agency 2021/22

Category	Female	Male	Total
Associate Professor	11	19	30
Professor	13	35	48

Source: ResourceLink, 30 April 2023

Chart 5 Ethnicity of professors

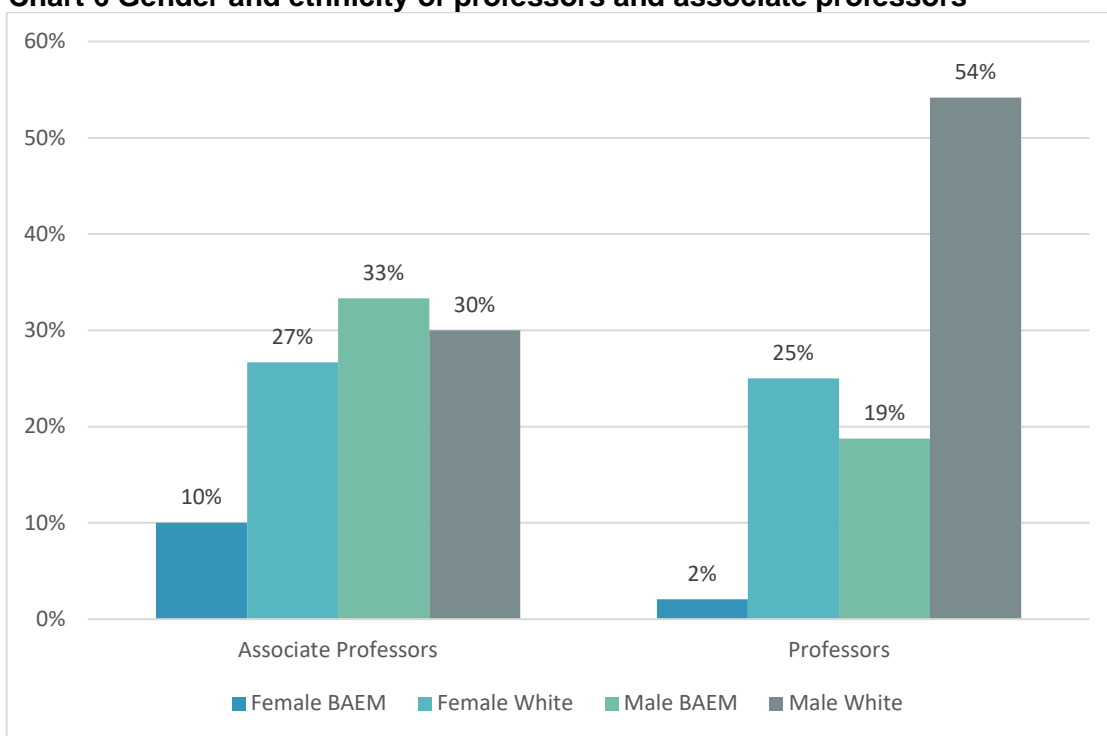


Source: ResourceLink, 28 February 2021, 30 April 2022, 30 April 2023, Higher Education Statistics Agency 2021/22

Category	BAEM	White	Total
Associate Professor	13	17	30
Professor	10	38	48

Source: ResourceLink 30 April 2023

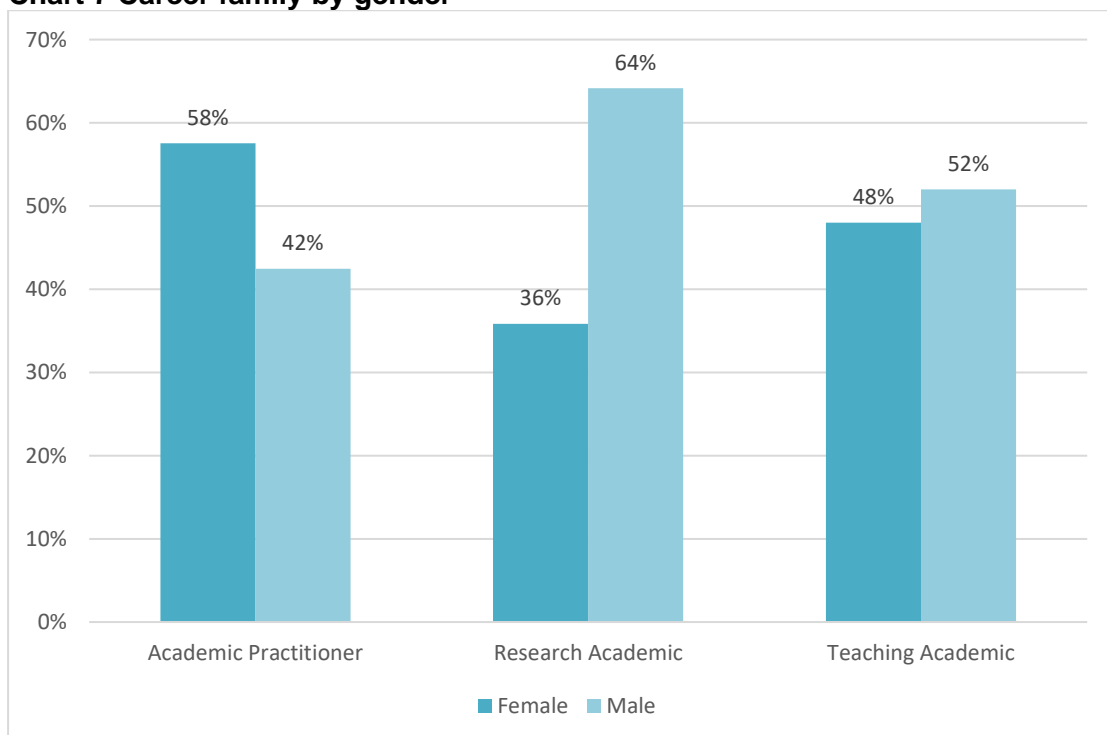
Chart 6 Gender and ethnicity of professors and associate professors



Category	BAEM Female	BAEM Male	Total
Associate Professor	3	10	13
Professor	1	9	10

Source: ResourceLink 30 April 2023

Chart 7 Career family by gender



Source: ResourceLink 30 April 2023

- 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

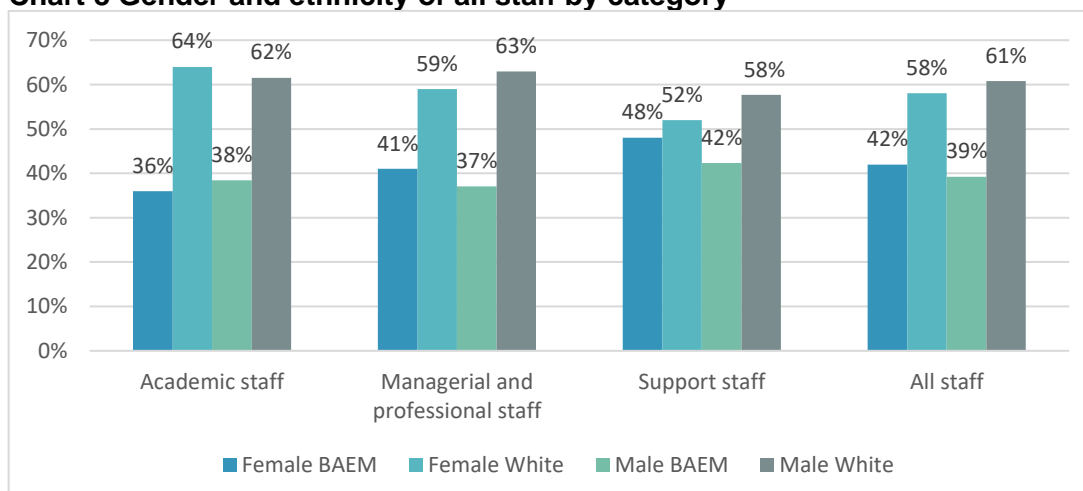
- 2.1 The proportion of permanent staff from Black, Asian and Minority Ethnic groups (BAEM) is 40%, which compares favourably with the higher education sector, where 13% of staff are from BAEM backgrounds, as shown in table 2 below. The BAEM population in West London is between 35% and 45% and the percentage of academic staff from BAEM backgrounds is 41%.

Table 3 Percentage of permanent workforce who are from BAEM groups

Category	University of West London	London Higher education average	Higher education average	Higher education median
Academic	41%	16.9%	13%	13%
Managerial & professional staff	39%	19.3%	9%	6%
Support staff	45%	27.7%	13%	8%
All staff	40%	22.4%	13%	10%

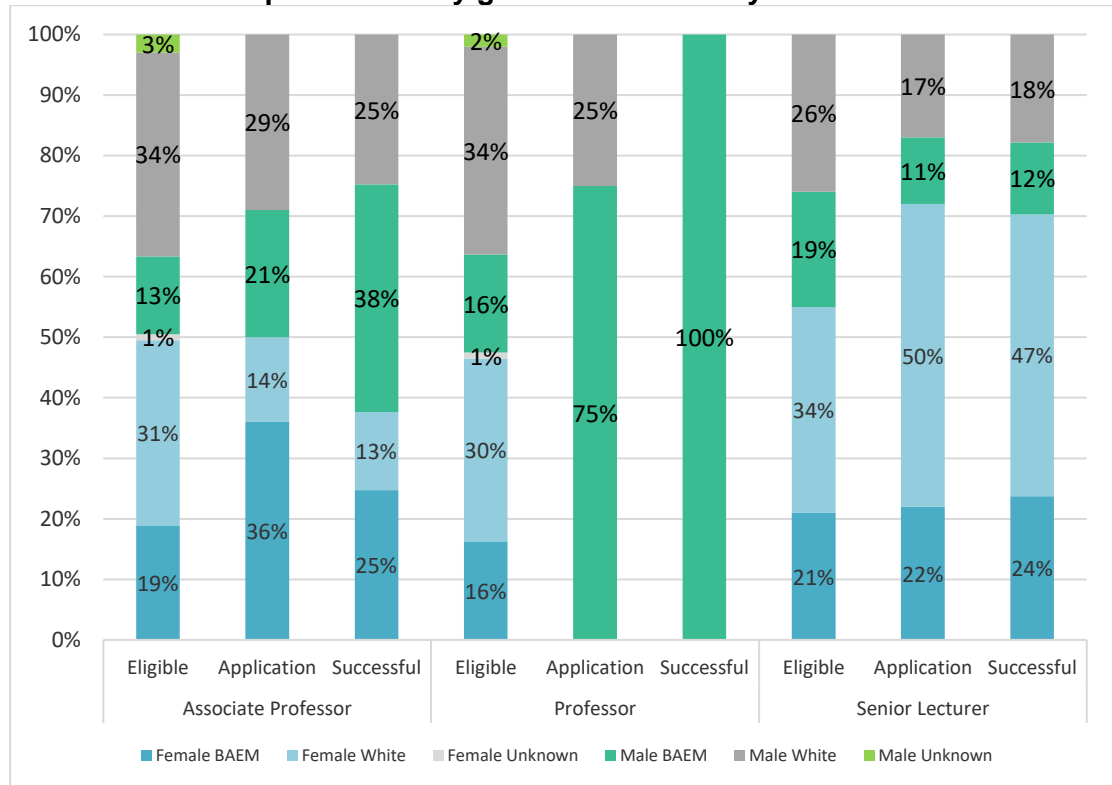
Source: ResourceLink 30 April 2023, DLA Piper Workforce Performance Indicators 2018

Chart 8 Gender and ethnicity of all staff by category



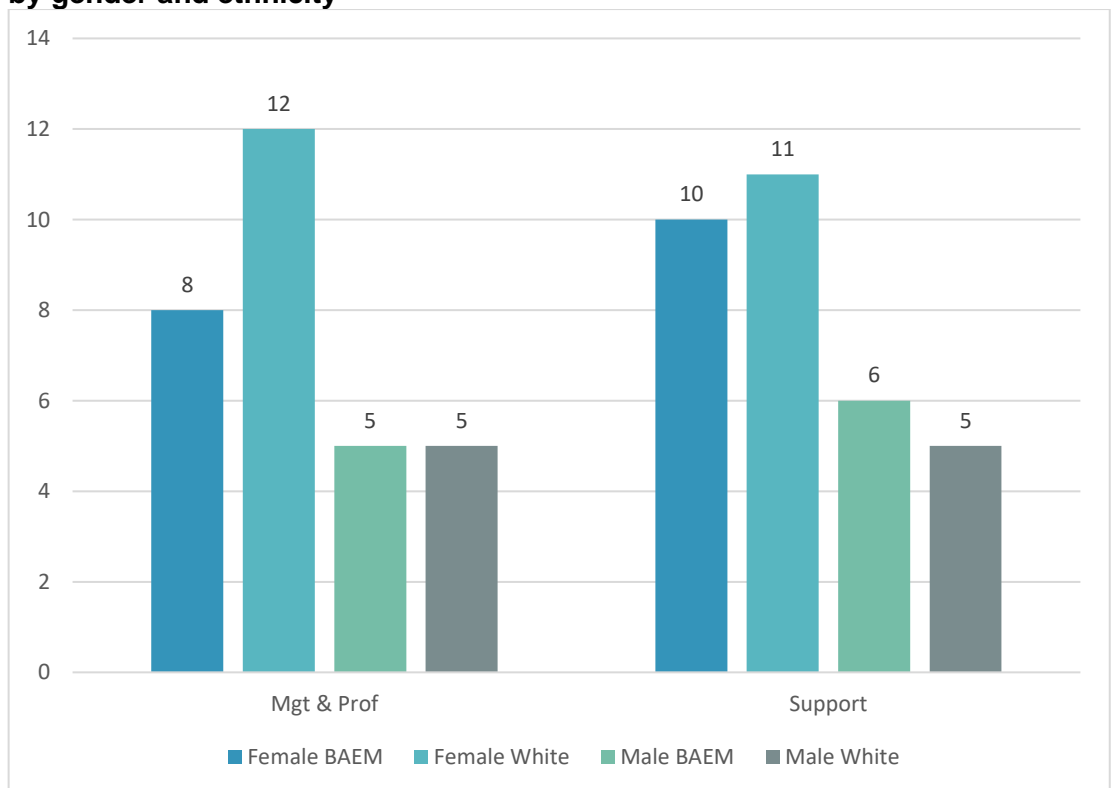
Source: ResourceLink 30 April 2023

Chart 9 Academic promotions by gender and ethnicity



Source: ResourceLink 30 April 2023

Chart 10 Promotion/progression of managerial and professional support staff by gender and ethnicity



Source: ResourceLink 30 April 2023

3. Disability

- 3.2 The proportion of staff with a disclosed disability has improved from 5.4% to 6.5% during the past 12 months. 0.8% preferred not to declare whether or not they have a disability. 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.

Table 4 - Percentage of workforce with a disability

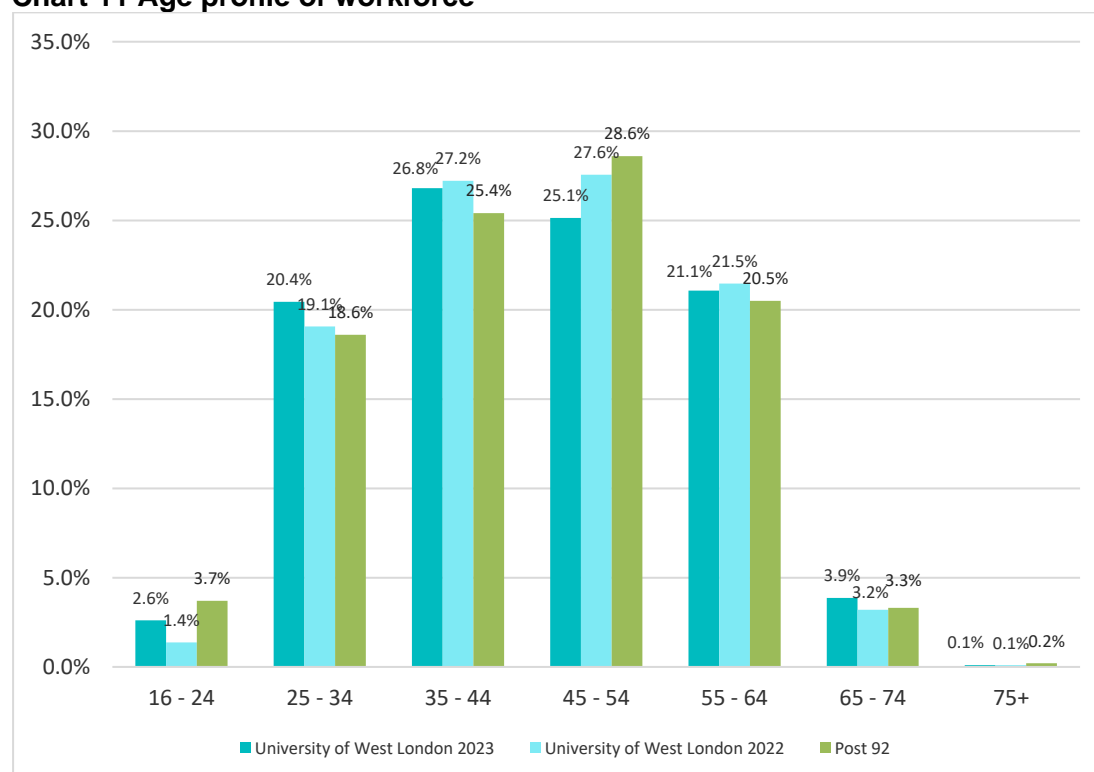
Category	University of West London	London Higher education average	Higher education average	Higher education median
All staff	6.5%	5.5%	5.2%	5.0%

Source: ResourceLink 30 April 2023, DLA Piper Workforce Performance Indicators

4. Age

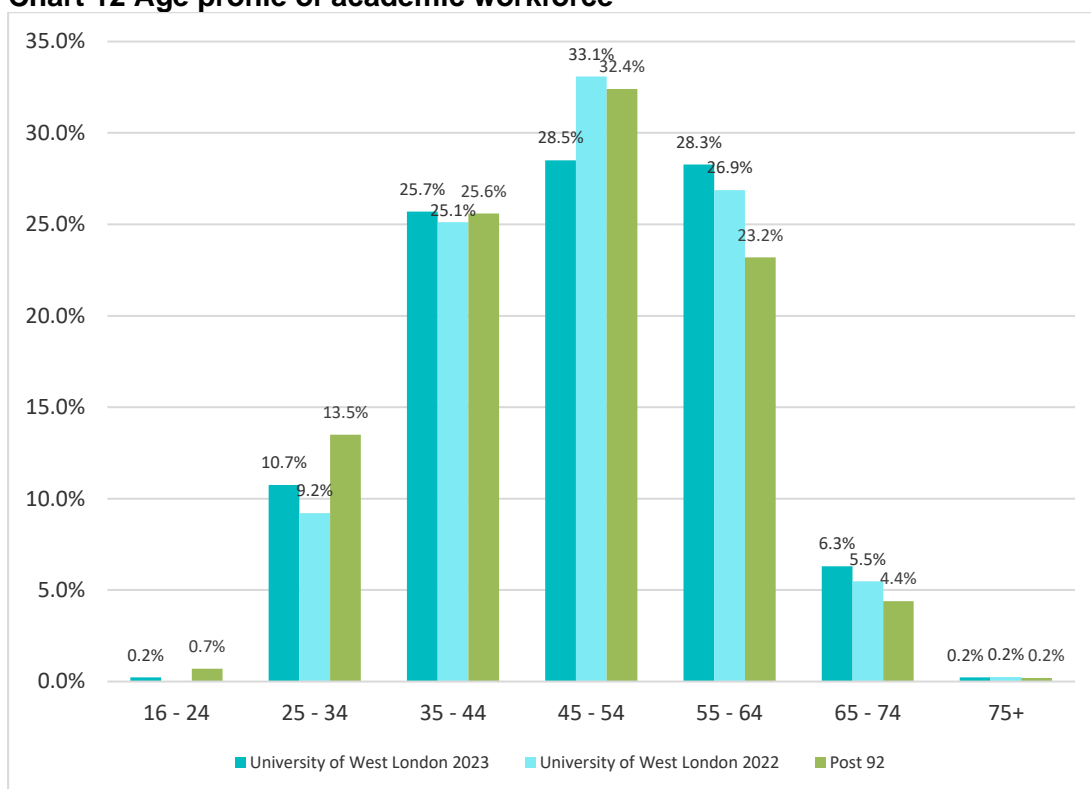
- 4.1 The proportion of staff aged 26-34 has increased slightly during the past 12 months. However, as shown in chart 13, the proportion of academic staff aged 25-34 is lower than other Post 92 institutions. Overall, the percentage of staff in the age groups 45-54 has decreased during the past 12 months.

Chart 11 Age profile of workforce



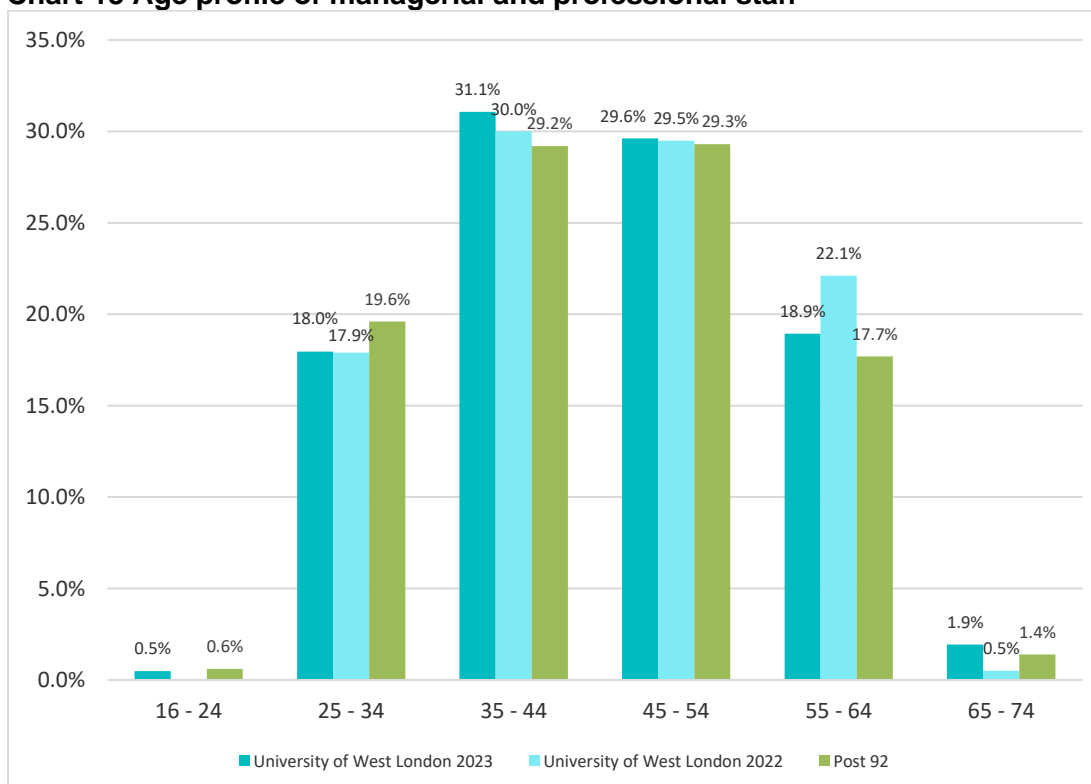
Source: ResourceLink 30 April 2023, DLA Piper Workforce Performance Indicators

Chart 12 Age profile of academic workforce



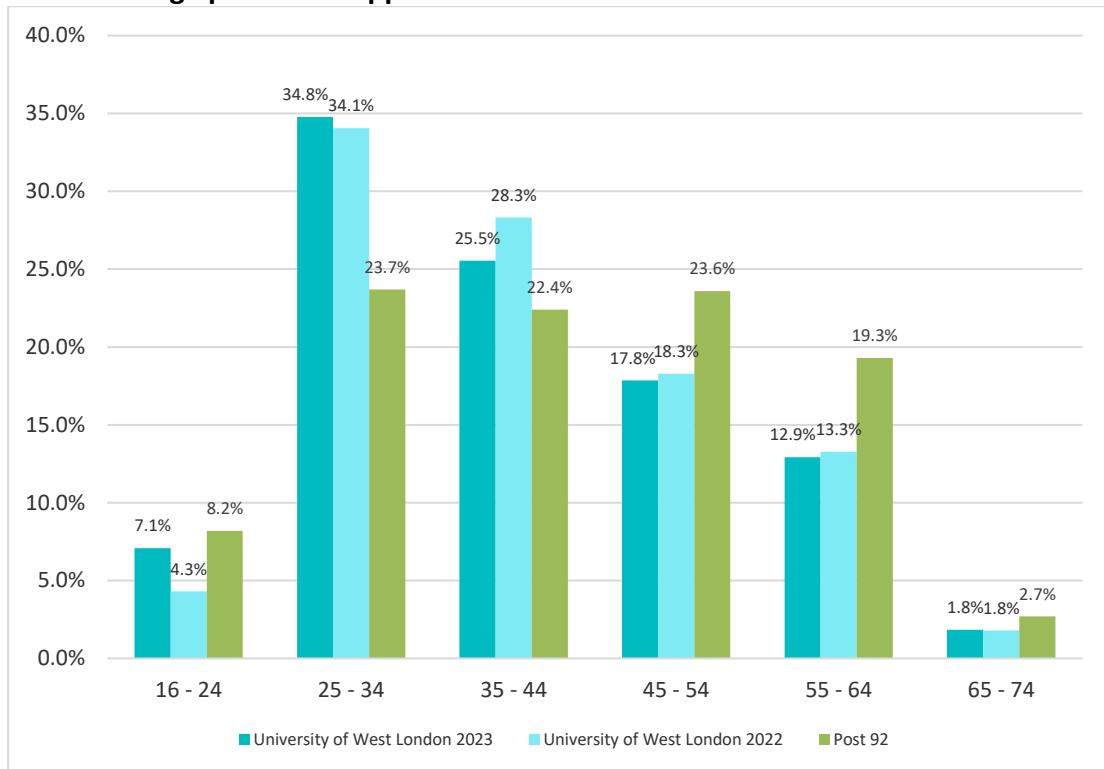
Source: ResourceLink 30 April 2023, DLA Piper Workforce Performance Indicators

Chart 13 Age profile of managerial and professional staff



Source: ResourceLink 30 April 2023, DLA Piper Workforce Performance Indicators

Chart 14 - Age profile of support staff

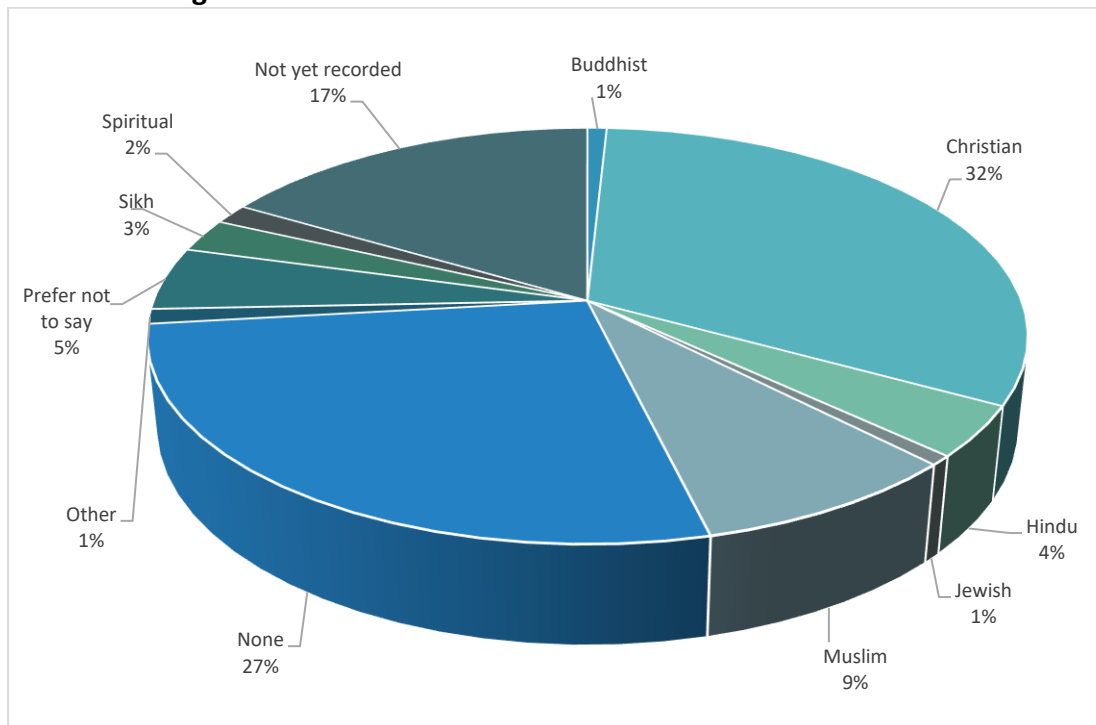


Source: ResourceLink 30 April 2023, DLA Piper Workforce Performance Indicators

5. Religious Belief and Sexual Orientation

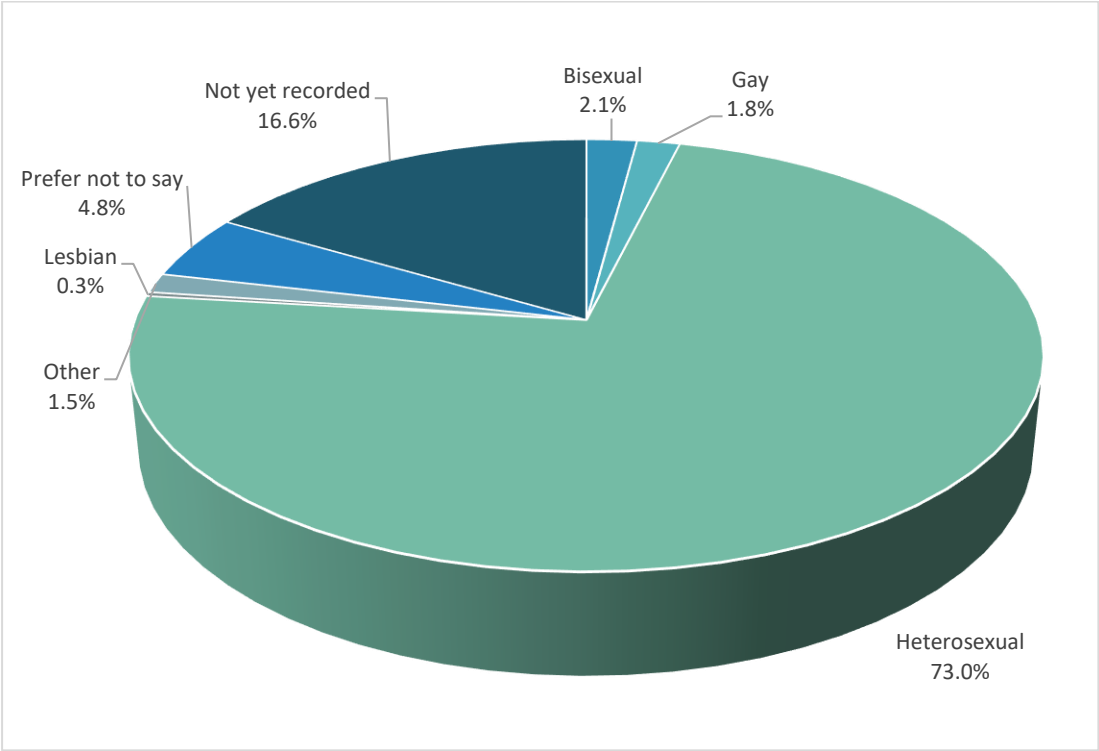
5.1 The number of staff having declared their religious belief and sexual orientation is 79% compared to 80% last year.

Chart 15- Religious belief



Source: ResourceLink 30 April 2023

Chart 16 - Sexual orientation



Source: ResourceLink 30 April 2023