Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2023

UNIVERSITY OF THE
WEST *of* SCOTLAND
UWS

Equality, Diversity & Inclusion

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Table of Contents

Foreword

As Principal and Vice-Chancellor of University of the West of Scotland, I am immensely proud of the substantial progress the University has made since the publication of our Public Sector Equality Duty Report in 2021, where we set out our refreshed Equality Outcomes for 2021 – 2025.

Our Mainstreaming Report outlines some of our key successes since 2021. Some highlights include the creation of two new Equality, Diversity and Inclusion (EDI) posts, our refreshed Equality Impact Assessment Toolkit, publishing our Equality Diversity and Human Rights Code, and significantly contributing to several projects facilitating international EDI collaboration.

The Equality Outcome section of this report identifies the progress made towards meeting our Equality Outcomes set in 2021. We have also revised Equality Outcomes four and five, to better reflect and address the EDI challenges that UWS faces, which will enable us to drive meaningful and impactful change that benefits students and staff alike.

The Scottish Funding Council and the Equality and Human Rights Commission have come together to identify the most persistent inequalities in Scotland's colleges and universities and to pave the way for the removal of these inequalities. They have asked institutions to address them by contributing to a set of National Equality Outcomes (NEOs) as part of their Public Sector Equality Duty. Throughout this report, it will be highlighted where current work at UWS is contributing to the NEOs.

The final section of this report outlines the action plan, which focuses on key areas where we will concentrate our efforts over the next two years to develop and enhance our work further. This will contribute to achieving our equality outcomes, mainstreaming equality within UWS and further promoting an inclusive culture.

Diversity is one of our main strengths as an institution. UWS is a university where ability, not background, matters. I look forward to continuing to support and create an inclusive culture which celebrates difference and unlocks the talents of our colleagues and students.

Professor James A. Miller FRSE
Principal and Vice-Chancellor

Introduction

This 2023 report is an interim update on progress of University of the West of Scotland's (UWS) Public Sector Equality Duty (PSED) Mainstreaming and Equality Outcomes Report, published in 2021. This report is divided into four sections:

Chapter 1

Mainstreaming Equality: this reviews our progress made in relation to mainstreaming equality within our institution since 2021, in relation to the Equality Act 2010:

- o Eliminating unlawful discrimination, harassment, and victimisation.
- o Fostering good relations between people from different groups.
- o Advancing Equality of Opportunity.

Chapter 2

Equality Outcomes: This reviews our progress made in relation to the Equality Outcomes set out in the PSED 2021 report:

- o Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces.
- o Disclosure rates have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion or belief and sexual orientation.
- o Female staff and minority ethnic staff apply for promotion to a comparable degree as other staff.
- o We have improved the gender balance on our programmes that have a gender imbalance greater than 75:25.
- o Male staff and students and minority ethnic staff and students have increased engagement with UWS mental health support services.

Chapter 3

Data: This section outlines the equalities data we collect in relation to our court, staff and students.

Chapter 4

Future Action: This chapter outlines the UWS action plan for the next two years detailing what action UWS will take to achieve our Equality Outcomes by April 2025, how we will work towards tackling the National Equality Outcomes, and what actions we are taking to ensure we close our pay gaps.

About University of the West of Scotland

UWS is Scotland's most successful university for widening access. Strategy 2025 sets out the ambitions for the University for the next five years and lays the foundation for UWS through to 2050.

UWS is a significant force in global knowledge creation, innovation and a leading provider of undergraduate, postgraduate and research degree education. At the heart of this is the UWS commitment to widening access, equality, diversity and inclusion.

The University is committed to changing lives, transforming communities and encouraging enterprise through outstanding, distinctive and progressive higher education. At UWS, we are committed to creating a culture where everyone can meet their potential. These values are embodied in 'Our Truths' outlined below:

- We are here for our students.
- We are a global university.
- We are a knowledge-rich organisation.
- UWS graduates are world-ready.
- We value our people and UWS is a great place to work.

As one of Scotland biggest modern universities, UWS has a workforce of 1,744 staff and a student population of 17,408 (AY 2022/23 spread over five campuses; four located across the west of Scotland in Ayr, Dumfries, Lanarkshire and Paisley, and a campus based in central London.

Ninety percent of research at UWS is world-leading, internationally excellent, or recognised internationally, according to the Research Excellence Framework (REF 2021).

UWS is one of the top 200 universities for impact in delivering the United Nations Sustainable Development Goals and is Scotland's leading university for its impact on decent work and economic growth (The Times Higher Education Rankings 2022: decent work and economic growth). UWS is the 23rd ranked university in the world for its impact in reducing inequalities (The Times Higher Education Impact Rankings 2022: Reduced Inequalities).

The University was placed by The Times Higher Education (THE) in the top 150 universities in the 2022 THE Young University Rankings. UWS was also named Higher Educational Institution of the Year at The Herald Higher Education Awards 2022.

Data

In line with GDPR and to prevent any identifiable data being published, several measures have been taken throughout this report when presenting data.

Wherever possible, a percentage and number will be given throughout this report. However, where the number of staff or students is less than five this has been indicated as "<5" and the corresponding percentage has been removed.

If a table only has one number that is less than five only numbers or percentages will be reported on (and where the number is less than five) this will be indicated as "<5" as to prevent the percentage and number being worked out from the other data available in the table.

In a few tables, there is only one number that is less than five and only the corresponding percentage has been removed. This is because these tables show groupings of staff or students and thus the data is less identifiable.

Where data is benchmarked throughout this report to the Higher Education Statistics Agency (HESA) Scotland equivalent the dataset from HESA will be the 2020 -2021 data, as this is the most up-to-date data available at the time of writing this report.

UWS has one campus based in London and we take cognisance that our staff and students at this campus are more racially and ethnically diverse than our campuses based within Scotland. Therefore, the numbers displayed are not an accurate comparison to the Scottish census or HESA data. In future reports we will consider how to compare and present our ethnicity data in a more representative way.

Terminology

There are a number of terms in use around race and ethnicity. UWS as an institution is aware of the sensitivities and complexities involved in the use of terms such as Black and Minority Ethnic (BME) and/or Black, Asian and Minority Ethnic (BAME). Reference to such acronyms depends on the context in which they are being used and why. UWS has a strong focus on advancing equity and eliminating discrimination and consequently refers to the barriers and discrimination faced by minority ethnic groups. For our data and research to be relevant and useful, we adopt 'BME' (Black and minority ethnic) as a commonly used term to ensure consistency with other public bodies/policy frameworks and to benchmark against their data. However, we are aware of the limitations of this term and try wherever possible to put information in context, or disaggregate the data where relevant.

Chapter 1: Mainstreaming Equality

Terminology

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What is Mainstreaming?

Mainstreaming equality simply means incorporating equality into the day to day working and business as usual of UWS.

Higher Education Institutions (HEIs) must report on the progress they have made to mainstream equality within their organisations. The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Foster good relations between people who share a protected characteristic and those who do not.
3. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.

This chapter highlights several examples which evidence how UWS is meeting the three needs of the Equality Act 2010, general duty. This chapter is not an exhaustive list of all the EDI mainstreaming activity which has taken place, but instead offers some examples to provide an overview of what UWS has been working on over the past two years.

Mainstreaming Equality at UWS

How did we eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010?

This section highlights how we have been mainstreaming equality to eliminate unlawful discrimination, harassment and victimisation. We have made progress in this regard through supporting staff and students to increase their knowledge of equality and diversity and enhancing support for staff and students to report discrimination, harassment and victimisation.

EDI Training and Development

Staff and students have been given access to quality online equality, diversity and inclusion training. This training makes it clear what UWS expects regarding the attitudes, behaviours and values which reflect our core truths.

We want to ensure that we build skills, knowledge and understanding of equality, diversity and inclusion. We have increased our range of equality, diversity and inclusion-related online training and now have a significantly wider suite of training available.

Previously we offered fundamental training in unconscious bias and inclusion essentials. We continue to offer this as this provides a beneficial grounding in the basics of equality, diversity and inclusion. We also want staff to be able to explore in greater depth the specific protected characteristics and understand the barriers that can be experienced by particular groups in order to provide responsive support.

Therefore, we have expanded our training offer to include modules across a range of characteristics such as gender, race, disability and sexual orientation. This training is available to all staff, and we have recently made a suite of training available to students also. Staff have access to training on Equality Impact Assessments to aid them in understanding what Equality Impact Assessments are and how these should be utilised. In addition, equality, diversity and inclusion is now integrated into our Women's Leadership and Development Programme and within our Leadership and Management Development Programme.

UWS has recently introduced the Academic, Social and Professional skills for Innovation, Reflection and Endeavour (ASPIRE) curriculum. ASPIRE modules help deepen learning, and support students to build the mindset and skills needed to succeed in today's world. The ASPIRE curriculum will ensure that all students at SCQF level 7 will complete modules with a specific focus on EDI with modules focusing on cultural awareness, equality or equity, inclusion, and intersectionality.

The Equality, Diversity and Inclusion team also provide bespoke training to teams across the University to enhance understanding of equality, diversity and inclusion.

Table 1 - Staff EDI Training Numbers

Title	2019-2020	2020-2021	2021-2022	Grand Total (2020 -22)
Unconscious Bias	239	87	116	203
Inclusion Essentials	261	89	148	237
Cultural Awareness	0	34	68	102
Understanding Race Bias	17	43	41	84
Disability Confident	21	46	57	103
Gender Matters	43	42	65	107
Inclusive Language and Communications	40	53	56	109
Sexual Orientation	0	28	46	74
Trans and Non-Binary	0	41	43	84
The Effective Bystander	12	16	16	32
Understanding Equality Impact Assessment	14	28	44	72

Table 2 - Student EDI Training Numbers

Title	2019-2020	2020-2021	2021-2022	Grand Total
Unconscious Bias		59	20	79
Inclusion Essentials		9	1	10
Cultural Awareness				
Understanding Race Bias		9	1	10
Disability Confident		8	2	10
Gender Matters		8	1	9
Inclusive Language and Communications				
Sexual Orientation		8	3	11
Trans and Non-Binary				
The Effective Bystander		8	1	9
Understanding Equality Impact Assessment				
Grand Total		109	29	138

Staff and student take-up of UWS EDI training has been low and falling over the past years as can be seen from table 1 and table 2 above. To address this, the Associate Dean for EDI is currently reviewing our training offer and is considering what staff and student training needs are. Work is also being undertaken to establish mandatory EDI training. Further information can be found in Chapter 4 highlighting details of future action to address the low engagement with EDI training.

The UWS Report and Support system was launched on 25 October 2021. This is an online platform that is used by institutions across the UK to provide a centralised platform for students and staff to seek support and guidance from a designated and trained staff member who may refer them to appropriate services.

In addition to being a reporting platform, the tool provides access to a wealth of internal and external sources of support for students and staff, including detail relating to the support available from local and national organisations.

This will enable UWS to better support students and staff. The data gathered via Report + Support is critical to shifting culture and can inform the monitoring of trends at UWS. Analytics from the Report and Support Tool are provided to the EDI Committee on a regular basis to determine any future actions in relation to the data trends. More information on Report and Support can be found in the key areas of work under Equality Outcome 1.

Procurement
Our published Procurement Plan refers to embedding inclusion and diversity by including it as an evaluation criteria in all tenders. A question is included in all UWS tenders asking organisations what methodology is in place to support the UWS Equality, Diversity and Human Rights Code. The code aims to establish an inclusive culture free from discrimination and based upon the values of fairness, dignity and respect.

How did we foster good relations between people who share a protected characteristic and those who do not?
This section showcases the work the University has undertaken to foster good relations between people from different groups. Examples of this work include EDI Policies and Practices, our Leadership and Governance Arrangements, and our Staff Networks.

EDI Policies and Practices
Equality Impact Assessments (EIAs) are a fundamental tool to ensure that EDI is integral to decision-making and the development of policy and practices. To ensure staff feel confident completing Equality Impact Assessments and that they have the tools to complete the assessments in a meaningful way the EDI Committee implemented an Equality Impact Assessment toolkit. The toolkit launch included raising awareness of equality impact assessments with staff, making training available on equality impact assessments, and ensuring that completed equality impact assessments are published on the external web page.

The new approach with detailed guidance and the EIA template in a single toolkit has given staff the tools and confidence to complete EIAs and thus advance equality for all protected characteristics. Since the refresh we have seen an increase in the

number of Equality Impact Assessments being completed resulting in EDI being considered at the beginning of projects and the development of policy and procedures.

Leadership Arrangements

It is important for governing bodies to demonstrate leadership and accountability for embedding a culture which is both inclusive and anti-racist across the institution to understand issues relating to anti-racist practice across the University. In order to support Court members to understand the issues and apply a critical anti-racist lens to their discussions, a session on 'Tackling Racism on Campus' was delivered. Further sessions offering a deeper dive into the area will help to set expectations, provide oversight and scrutiny.

The University's commitment to equality, diversity and inclusion is reflected in governance and management arrangements at every level of the University. Recently we have enhanced our resource and capacity to deliver on our Equality, Diversity and Inclusion ambitions.

Two additional Equality, Diversity, and Inclusion posts have been created and recruited for. A senior post, Associate Dean of EDI will provide strategic and operational leadership on EDI in the University, assuming leadership responsibility for operationalising key areas and driving organisational change that creates an inclusive environment for both staff and students.

An EDI Advisor post was created and is responsible for promoting and championing EDI within UWS implementing the overall EDI strategy in line with the wider action plans and organisational development activities.

The creation of these two posts shows a commitment to ensuring that UWS has the capacity and resource to successfully drive forward EDI initiatives and create an inclusive environment where EDI is mainstreamed throughout the organisation.

Governance Arrangements

The [Equality, Diversity & Inclusion Committee](#) is responsible for supporting the strategic direction and monitoring inclusion within the University and is chaired by the Deputy Vice-Chancellor who also holds lead responsibility for EDI.

Furthermore, the [Equality, Diversity and Human Rights Code](#) was published in 2021. UWS is committed to advancing and promoting equality and diversity in all its activities and aims to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect. The elements included in the Code are central to all UWS activities and the Code applies to all who represent UWS, both staff and students.

The EDI Champions Forum has been refreshed, ensuring that each school and department has a champion attending. The forum is used as a space to share best practice, any upcoming EDI events and to collaborate to work towards shared aims. The refresh of the EDI Champions Forum will support EDI being mainstreamed in all areas and levels of UWS. Shared aims for the group to work towards will also mean that the forum will have more strategic direction and is able to contribute to the wider EDI ambitions within individual areas.

Staff Network - Menopause
Menopause is a normal progression within a woman's life, however it can have significant impact both physically and psychologically. The symptoms of menopause can be severe and long lasting. However, menopause is still a subject which is considered 'taboo'. Menopause is a considerable life-stage for a substantial proportion of the UWS staff. With 58% of UWS staff being female, we want to ensure that our staff are supported and feel confident to ask for help if they need it.

To challenge the taboo associated with menopause we launched our first Menopause Café in September 2020 during Menopause Awareness Month, led by a local expert on menopause and its effects. We have listened and acted on feedback from the menopause cafes and created a menopause network and guidance for line managers.

The menopause guidance for managers was launched in 2021. The aim of the guidance is to raise awareness of menopause and to provide information and advice to enable managers to better support staff going through menopause. In addition to the guidance, training for managers and staff has been implemented during 2021-22 with 32 managers trained.

The Menopause Staff Network provides a space for those experiencing menopause to share their experiences and runs information sessions for all UWS staff to raise awareness of menopause symptoms and how these can be managed.

How did we advance equality of opportunity between people who share a relevant protected characteristic and those who do not?
This section details the examples of mainstreaming equality which contribute to advancing equality of opportunity. Work in this area includes various initiatives to support positive Mental Health and Wellbeing, work on Widening Participation, and UWS' international collaboration on EDI work.

Mental Health and Wellbeing
At UWS, we believe that the health and wellbeing of our staff and students is of paramount importance and have several avenues of support in place for staff and students.

UWS has an online cognitive behavioural therapy program, called SilverCloud. This program offers a supportive framework available to all students and staff, across campuses, enhancing wellbeing and providing support for issues such as depression, anxiety and stress. Feedback from Counselling and Disability staff has been very positive, commenting that students have found the resources to be relevant to them and helpful. 274 staff and students used SilverCloud between August 2021 and December 2022.

A UWS Breakfast Club was launched on 26 September 2022 to support student wellbeing, and offers free breakfasts to our students on Ayr, Lanarkshire and Paisley campuses, Monday to Friday every week to help them fuel up for the day ahead. Further work is being done to explore this scheme in Dumfries and London.

To support physical wellbeing, students and staff have free access to our gyms in Paisley, Lanarkshire and Ayrshire. In addition, we have a range of in-house activities and training to raise awareness of mental health and wellbeing.

Staff can access the UWS in-house Occupational Therapy Service, and an Employee Assistance Service that is open 365 days a year. Immediate family members are also able to access the Employee Assistance programme. Our Employee Assistance programme is available in different languages for those whose first language is not English. A translation option is offered, and counsellors use qualified interpreters to give advice and support in over 200 languages.

The UWS Employee Assistance Programme was called 108 times between 1 September 2020 and 31 August 2021 and 204 times during 1 September 2021 and 31 August 2022. This shows an increase in the use of the Employee Assistance Programme with utilisation in 2020-2021 being 8.1% and 14% in 2021-2022.

To address student and staff wellbeing and ensure that UWS has a sustainable and strategic approach, we published the UWS Mental Health and Wellbeing Plan 2021-2024 in November 2021. This is an institution-wide approach where the support and promotion of positive mental health and wellbeing is embedded throughout UWS. The ongoing development of a whole university approach will continue to be informed by frameworks for health promotion including the Healthy Universities and Stepchange frameworks. The approach aims to develop a culture of compassion and support at UWS and raise awareness of issues surrounding mental health. The Mental Health and Wellbeing plan will be reviewed and redrafted annually to reflect internal and external priorities in relation to mental health and wellbeing. Mental health and wellbeing has been highlighted as a priority area going forward and further information on how UWS plans to further address wellbeing can be found in Chapter 4: Future Action.

At UWS widening participation has always been central to our institution. We believe in supporting and enabling students to achieve their potential regardless of their background.

Widening participation addresses patterns of under-representation in higher education. It is also part of a governmental education policy in Scotland and the UK. Widening participation attempts to increase the proportion of young people entering higher education, from under-represented groups. UWS works with prospective students from groups that are currently under-represented, including students:

- From low-income backgrounds and low socio-economic groups.
- Who are the first in their generation to consider higher education.
- Who attend schools and colleges where performance is below the national average, this includes FOCUS West or SHEP schools.
- Who are care-experienced.
- Who are young carers.
- Who are estranged from their families.
- From under-represented ethnic backgrounds.

UWS works with prospective students from groups that are currently under-represented through many pre-entry initiatives to encourage applicants from all backgrounds. Initiatives include: FOCUS West Routes for All Programme and Scottish Wider Access Programme (SWAP).

We offer college transitions support and articulation through our work with pupils of all ages across Scotland to engage them in inventive ways and encourage them to develop as citizens and to view university as a realistic and achievable goal for them, regardless of their background. UWS also supports students in eight Scottish colleges to study for degrees – either within their own colleges, or by moving to UWS courses.

International Collaboration

UWS is part of an international project to encourage more women into senior roles in higher education.

Funded by the British Council, UWS is part of the Gender Advancement for Transforming Institutions (GATI) project, which sees the University work with higher education institutions in India to address the gender gap and encourage diversity and inclusion.

The partnership has seen UWS deliver eight workshops to institutions in India to guide and support them through their Equality Charters, as well as involving them in existing UWS initiatives and women-focused programmes. These workshops have included the importance of mentoring in gender advancement and leadership in a gender balanced culture.

The University will also enrol a female academic from each partner institution in India to UWS's pioneering Women's Leadership Development programme. Through this initiative, UWS will introduce continuous professional development opportunities for participants, and mentorship programmes to transformation.

The GATI model draws inspiration from the Athena SWAN Gender Equality Charter and accreditation framework, which was developed and operated by Advance HE. Find out more about the GATI Project here.

UWS has also participated in the SEA-UK Leadership Exchange. The aim of this project is to engage in knowledge-exchange, in the subject of Leadership in Gender, Equality, Diversity and Inclusion (GEDI), to share our experience in this area and to develop a future international network for transformational activity.

UWS was recently selected to be part of "The Women in Science: Gender Equality Partnerships" which is an initiative of the British Council to facilitate partnerships between British and Brazilian higher education institutions. These partnerships seek the development of institutional policies and practices that promote gender equality in the areas of STEM, based on the guidelines of the Brazil Gender Equality Framework for Higher Education Institutions.

Through this project, UWS will engage in transnational knowledge exchange, sharing best practice in gender equality interventions with reference to the Athena Swan Charter and the Brazilian Gender Equality Framework. UWS will lead the establishment of an international network for longitudinal support and networking, help to drive transformational practice in each of the participating members, and to support the completion of the self-assessment process.

Chapter 2: Review of Current Equality Outcomes (2021 – 2025)

What is an equality outcome?

Equality outcomes are strategic and express results institutions will achieve to improve people's life chances over a four-year period. Universities and colleges in Scotland publish a set of equality outcomes to meet the Scottish specific duties of the Equality Act 2010 public sector equality duty every 4 years.

This year, we are reviewing the progress made to date on our Equality Outcomes for 2021-2025. We regard our equality outcomes as an important strategic tool in supporting our continued commitment and success in relation to equality and inclusion.

Overall, the purpose of the equality outcomes is to:

- Outline a framework for ensuring equality of opportunity, supporting diversity, and celebrating inclusion.
- Act as a tool to support positive change that impacts on students, staff and the University community as a whole.
- Enable everyone associated with the University to have a clear understanding of our commitment to equality, diversity and inclusion.
- Ensure that responsibility for equality, diversity and inclusion is clearly identified and led effectively from the highest levels.

National Equality Outcomes

The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) have come together to identify the most persistent inequalities in Scotland's colleges and universities and to pave the way for their removal.

The National Equality Outcomes target improvements to the retention, representation and success of students and staff with a range of protected characteristics, as well as the procedures, services and support that colleges and universities should offer them to address any discrimination and disadvantage.

The UWS Equality Outcomes are being revisited in academic year 2022 - 2023 to take into account the newly published Equality and Human Rights Commission and Scottish Funding Council National Equality Outcomes guidance.

Chapter 4 outlines the future action that UWS will be taking to further advance our Equality Outcomes and indicate where these actions contribute to the National Equality Outcomes.

Equality Outcome 1

Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces.

Key Activity

Gender-based violence and racial harassment were highlighted as priority areas that require to be addressed at pace in our [2022 EDI Annual Review](#).

The UWS Report and Support system was launched on 25 October 2021. This is an online platform that is used by institutions across the UK to provide a centralised platform for students and staff to seek support and guidance from a designated and trained staff member who may refer them to appropriate services. In addition to being a reporting platform, the tool provides access to a wealth of internal and external sources of support for students and staff, including detail relating to the support available from local and national organisations.

Analytics from the Report and Support Tool will be provided to the EDI Committee on a regular basis to determine any future actions in relation to any data trends identified. During the reporting period of October 2021 – December 2022, Report and Support had a low utilisation by staff and students, therefore it is difficult to draw any conclusions of evidence or trends. There were five staff reports in this timeframe, and 14 student reports.

Utilisation of Report and Support is thought to be low due to a lack of awareness. Other factors that may be contributing to low reporting include that there are other formal and informal reporting mechanisms such as mediation, raising a grievance and complaints procedure. Furthermore, low reporting may be due to staff and students not feeling safe to report, or a perception that reports will not result in a meaningful outcome.

In addition to the above, anti-racist assets from the Advance HE project 'Tackling Racism on Campus' were launched. The EDI Committee supported the development of a utilisation plan for the launch. These resources offer an online toolkit to support conversations about racial harassment, rights, and responsibilities.

Future Action

Future action on Equality Outcome 1 will focus on further monitoring, promotion and embedding of Report and Support. Further detail can be found in Chapter 4 of this report.

Equality Outcome 2

Disclosure rates for staff and students have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion and belief and sexual orientation.

Key Activity

A number of 'Data Matters' campaigns have been held to raise awareness to staff of why protected characteristic data is required and the ways that this data supports UWS in their efforts to ensure that EDI is at the heart of all that they do.

Staff declaration is also now included in the Management and Leadership Development Programme to highlight the importance of knowing the diversity of your team. It is also highlighted in the EDI Calendar. As can be seen in the tables three and four, the current figures indicate that although more staff are disclosing their protected characteristics most protected characteristics have seen a percentage decrease. This area continues to require support to ensure increased declaration.

Table 3 - Staff Protected Characteristics Declaration

Staff	Info	31/07/2020		31/07/2021		31/07/2022		Comments
	Populated	Number	Percentage	Number	Percentage	Number	Percentage	Decrease in those disclosing. The 'not known' field is increasing
		1305	97.5%	1322	97.5%	1660	95%	
Ethnicity	Not Known	14	1%	16	1.2%	64	4%	
	Prefer Not to Say	19	1.5%	17	1.3%	20	1%	
Sexual Orientation	Populated	900	62.5%	835	65%	1122	64.3%	Small decrease in those disclosing
	Not Known	463	32.2%	441	31%	532	30.5%	
	Prefer Not to Say	75	5.2%	79	5.9%	90	5.1%	
Religion	Populated	662	49.5%	690	50.9%	704	40.3%	Decrease in those disclosing
	Not Known	666	49.8%	652	48.1%	595	34.1%	
	Prefer Not to Say	10	.7%	13	0.9%	445	25.5%	
Disability	Populated	879	65.7%	908	67%	1244	71.3%	Increase in those disclosing
	Not Known	459	34.3%	447	33%	500	28.6%	

Table 4 - Staff Gender Reassignment Declaration

Title	Info	31/07/2020	31/07/2021	31/07/2022	Comments
Gender Reassignment	Populated	18.3%	17.2%	14.9%	Decrease in those disclosing
	Not Known	82.5%	82.6%	84.6%	
	Prefer Not to Say	<5	<5	0.4%	

Table five shows that student data tends to have greater declaration rates in all areas so efforts to date have focused on increasing staff declaration. In relation to student learner analytics, Workstream six of the Student Experience Project is leading on activity to develop a UWS ethical framework based on the 'DELICATE' model.

Table 5 - Student Protected Characteristics Declaration

Students	Info	2020 – 2021		2021 - 2022		Comments
		Number	Percentage	Number	Percentage	Small increase in those disclosing.
Ethnicity	Populated	20850	94.68%	22943	96.74%	
	Not Known	1043	4.74%	657	2.77%	
	Prefer Not to Say	129	0.59%	115	0.48%	
Sexual Orientation	Populated	16158	73.37%	17303	72.96%	Small decrease in those disclosing. Slight increase in the 'prefer not to say' field
	Not Known	4569	20.75%	4671	19.7%	
	Prefer Not to Say	1295	5.88%	1741	7.34%	
Gender Reassignment	Populated	16982	77.11%	17917	75.55%	Small decrease in those disclosing and a slight increase in 'not known'
	Not Known	4653	21.13%	5360	22.60%	
	Prefer Not to Say	387	1.76%	438	1.85%	
Religion	Populated	17838	81.00%	19859	83.74%	Small increase in those filling out this field
	Not Known	3154	14.32%	2664	11.23%	
	Prefer Not to Say	1030	4.68%	1192	5.03%	
Disability	Populated	18455	83.80%	20577	86.77%	Small increase in those filling out this field
	Not Known	3567	16.20%	3138	13.23%	

Future Action

Future action will focus on running more 'Data Matters' campaigns to ensure that staff and students understand what their data is used for and who can access it. We will also focus on building a culture of psychological safety to ensure staff and students feel safe to disclose this information. Further work will also be done to embed an understanding of why the disclosure of sensitive information is important into managers' training. Further detail on specific actions can be found in Chapter four.

Equality Outcome 3

Female staff and Black & Minority Ethnic (BME) staff apply for promotion to a comparable degree as other staff

Key Activity

Key Activity has centred on reviewing the current academic promotions framework to ensure it is inclusive for all academic staff and recognises the full breadth of work they are involved in. Academic promotions were suspended during the pandemic but have since relaunched with light touch changes to the process. Table six shows a breakdown of academic promotions in 2022 by sex and ethnicity.

Table 6 - Academic Promotions 2022

	AC3 Lecturers	Senior Lecturers	Readers	Professors
Total number of applications	16	35	23	14
Number of female applications	7	21	9	5
Number of male applications	9	14	14	9
Total number of BME applications	<5	<5	7	<5
Total number of successful applications *	15	17	7	6
Number of successful female applications	7	12	<5	<5
Number of successful male applications	8	5	<5	5
Total number of successful BME applications	<5	<5	<5	<5

* Note: this total includes three applications for AC3 Lecturers who applied through the process but were appointed independently from the Academic Promotions process.

Future Action:

Future action will focus on the development of a revised academic career development framework and academic promotions process. We will also continue working towards programmes which will deliver an intersectional approach to improvement such as Athena Swan and the Race Equality Charter. Further details can be found in Chapter four.

Equality Outcome 4

We have improved the gender balance on our programmes that have a gender imbalance greater than 75:25.

Key Activity

Schools continue to work towards greater gender balance in their programmes and have a significant variety of activities in place to support their efforts. As can be seen in table seven several schools still show a significant gender imbalance.

Table 7 - students in each school broken down by sex

School	Female 2020-2021		Female 2021-2022		% Change Females 2020 - 2022	Male 2020-2021		Male 2021-2022		% Change Males 2020 - 2022
	Number	Percentage	Number	Percentage	Percentage	Number	Percentage	Number	Percentage	Percentage
Business & Creative Industries (BCI)	3897	47.65%	4056	46.57%	- 1.08%	4282	52.35%	4653	53.43%	+ 1.08%
Computing, Engineering & Physical Sciences (CEPS)	703	24.68%	1042	28.81%	+ 4.13%	2145	75.32%	2575	71.19%	- 4.13%
Education & Social Sciences (ESS)	3431	81.07%	3676	81.22%	+ 0.15%	801	18.93%	850	18.78%	- 0.15%
Health & Life Sciences (HLS)	5473	80.93%	5527	80.65%	- 0.28%	1290	19.07%	1326	19.35%	+ 0.28%

CEPS, ESS and HLS all have significant imbalances with one sex representing 70% of the students within the school. These imbalances reflect wider educational trends, e.g., female students are more likely to choose female-dominated paths in teaching (School of Education & Social Sciences) and nursing (School of Health and Life Sciences) more frequently and Computing and Engineering attract more male students.

Revised Equality outcome 4: Create and progress a SMART Action plan which seeks to address staff and student gender inequalities and imbalances at UWS at both a school and institutional level.

This Equality Outcome has been reviewed and reshaped for the final two years of this PSED reporting cycle. As UWS has limited influence over the gender balance of applications for specific programmes, this equality outcome has been reshaped to focus on the creation of a Gender Equality Action Plan. This SMART action plan will be informed by the inequalities that UWS has identified through our collected evidence. The actions within this plan will address general gender inequalities from an intersectional view and take action to address any gender imbalances.

Future Activity
Future activity will focus on rigorous analysis of UWS staff and student data to determine where gender horizontal and hierarchal inequalities and imbalances at UWS lie. This analysis will inform the creation of a SMART action plan to address gender inequalities and imbalances at UWS at both a school and institutional level.

Equality Outcome 5

Male staff and students and black and minority ethnic staff and students have increased engagement with UWS mental health support services.

Key Activity

Significant work has been done to address the known issues of hesitancy in male students accessing support for mental health issues.

This work includes:

- Running male-only workshops to help encourage building good habits and establish practices to maintain these.
- Presentations to UWS sports captains to share the wellbeing support available to the predominantly male participants in their sports teams.
- Male students with low engagement are contacted and offered counselling support through a liaison between the Success Team and Counselling Team.
- A men's physical and mental health lunch event was held with a mental health questionnaire and information shared with participants about the wellbeing support available at UWS.
- Male UWS students who are international students, Doctoral students and residents in UWS accommodation are updated monthly by newsletters with wellbeing tips and information on how to access counselling support.
- Video has been created by the men's mental health group, with a UWS student encouraging fellow males to reach out for counselling support if they are struggling and providing details on how to do this.
- On campus mental health support events with male counsellors meeting students to help clarify what the service offers, i.e., confidential, talking therapy, non-judgemental, safe space to talk.

To better equip our counselling service to support all students, counselling staff undertook a full day of intercultural therapy competency training with external specialists. There has also been the development of information sessions and an information video targeted at international students who may not have same cultural understanding of counselling.

To ensure that our mental health support is inclusive and accessible to all, our Health Assured Service for staff and students is also available in a number of languages.

As is detailed in Table eight there has been a higher number of people accessing our Employee Assistance Programme overall. There has been an increase in the number of males accessing the service, however the percentage of males has decreased due to the other categories (female and not given) increasing.

Table 4 - Male and Female staff accessing the Employee Assistance Programme

	2020-2021		2021-2022	
Male	Number	Percentage	Number	Percentage
	24	22.2%	37	18.1%
Female	66	61.1%	103	50.5%
Not Given	18	16.7%	64	31.4%

We do not currently hold any data on the ethnicity of the staff who access our Employee Assistance Programme and as such we cannot comment on these numbers.

As can be seen from Table nine, the amount of male and female students engaging with the wellbeing service has not changed significantly since the 2018 – 2019 academic year.

Table 5 - Student breakdown by sex of those engaging with the Wellbeing Service

Sex	2021/2022 No. of students	2021/2022 As % of all students accessing counselling	2020/2021 No. of students	2020/2021 As % of all students accessing counselling	2019/2020 No. of students	2019/2020 As % of all students accessing counselling	2018/2019 No. of students	2018/2019 As % of all students accessing counselling
Female students	383	69.6%	363	70.3%	391	69.1%	402	69.6%
Male students	167	30.4%	152	29.5%	173	30.6%	162	28.0%
Students - gender not known	0	0%	<5	-	<5	-	14	2.4%
Total no. of students	550	100%	516	100%	566	100%	578	100%

Table 10 indicates the number of students who have accessed counselling by ethnicity. There have been fluctuations in the number of students accessing the counselling service. One number of note is that those who have refused to disclose information, or where the information is not known, has decreased.

Table 10 - Number of Students accessing counselling broken down by ethnicity

Ethnicity	2021/2022* No. of students	2021/2022* As % of all students	2020/2021 No. of students	2020/2021 As % of all students	2019/2020 No. of students	2019/2020 As % of all students	2018/2019 No. of students	2018/2019 As % of all students
Arab	10	1.8%	9	1.7%	<5	-	<5	-
Asian British - Bangladeshi	<5	-	<5	-	<5	-	8	1.4%
Asian British - Indian	19	3.4%	16	3.1%	<5	-	6	1%
Asian British - Pakistani	25	4.5%	16	3.1%	17	3%	7	1.2%
Black British - African	31	5.6%	29	5.6%	20	3.5%	15	2.6%
Black British - Caribbean	<5	-	<5	-	0	0%	0	0%
Chinese	5	0.9%	<5	-	5	0.9%	<5	-
Gypsy or Traveller	0	0	0	0%	0	0%	<5	-
Information refused or not known	<5	-	<5	-	6	1.1%	20	3.5%
Mixed - White & Asian	5	0.9%	<5	-	<5	-	8	1.4%
Mixed - White & Black African	<5	-	<5	-	<5	-	<5	-
Mixed - White & Black Caribbean	<5	-	0	0%	<5	-	<5	-
Other Asian background	9	1.6%	9	1.7%	7	1.3%	<5	-
Other Black background	5	0.9%	6	1.2%	5	0.9%	0	0%
Other ethnic background	<5	-	<5	-	5	0.9%	8	1.4%
Other mixed background	7	1.3%	7	1.4%	7	1.3%	6	1%
Other White background	25	4.5%	30	5.8%	36	6.4%	35	6.1%
White	386	70.2%	365	70.7%	428	75.3%	446	77.2%
White - Scottish	11	2.0%	8	1.5%	13	2.3%	5	0.9%

The access of counselling for several groups of students from minority ethnic backgrounds has increased since the 2018 – 2019 academic year including those who are Arab, Asian British – Indian, Asian British – Pakistani, Black British – African, Black British – Caribbean, Chinese, Other Asian background, Other Black background, and Other mixed background.

Revised Equality Outcome 5:

We will improve staff and student wellbeing by increasing opportunities to engage with wellbeing activities through our Colleague Survey Action Plan and the Mental Health and Wellbeing Plan.

This Equality Outcome has been revised to address that staff and students may access support for their mental health and wellbeing through a variety of different channels and, as such, engagement with UWS mental health support services is not indicative of wellbeing.

Therefore, we will focus on improving staff and student wellbeing overall with a specific focus on those who have lower reports of wellbeing at UWS. This will be done via our Colleague Survey Action Plan which has a significant focus on mental health and wellbeing as well as our dedicated Mental Health and Wellbeing Plan.

Future Action
Future action under Equality Outcome 5 will focus on establishing baseline figures on staff and student wellbeing at UWS and continuing to progress our Mental Health and Wellbeing Plan. We will also ensure management is equipped to address work life balance issues and appropriate wellbeing resources are available to support staff.

Chapter 3: Court, Staff and Student Equalities Monitoring

Court Equalities Monitoring

The diversity of Court members is monitored through consideration of the following 10 characteristics – Gender; Gender Re-Assignment; Race; Sexual Orientation; Disability; Age; Religion or Belief; Pregnancy or Maternity; Marital Status and BSL User.

However, due to the low numbers in some areas it is not possible to publish the breakdown of these figures. Table 11 shows the breakdown of Court members by sex.

Table 11 - Court members by sex

	As of 31 July 2021		As of 31 July 2022	
	Female	Male	Female	Male
Court Member	8	13	8	13
Court Lay Member	<5	8	<5	8
Senate	15	21	17	19

Court equalities monitoring information is submitted to the Governance & Nominations Committee in aggregated format and used to the inform recruitment, selection and appointment of new lay Governors. Court also monitors the gender representation of the membership in line with the Gender Representation on Public Bodies (Scotland) Act 2018.

Text included in our adverts highlights that applications from people who would increase the diversity of the Court are particularly welcomed and that we may employ positive action where diverse candidates can demonstrate their ability to perform the role equally well. Where we use recruitment consultants to support the process, they are made aware of our ambitions regarding the diversity of Court, and we also ensure a gender-balanced selection panel is in place.

Following a review, a new sub-Committee of the Court (the Resources & People Committee) was established in 2021 with responsibility, inter-alia to review strategic reports on the University's people resources including equality, diversity and inclusivity. Each People Report to the Resources & People Committee includes an update on the work of the Equality, Diversity & Inclusivity (currently a sub-Committee of the Senate).

Staff Equalities Monitoring

This section outlines the results of data collection, required by the Scottish Government, demonstrating changes that have occurred in recruitment, selection and retention.

Staff Age Profile

Overall, the age range of staff remained consistent 2021 – 2022. However, there has been an increase in recruitment of staff in the under 50 age group, and the under 50 proportion has increased (from 54.8% to 60.7%), whereas those aged 51+ has decreased (from 45.2% to 39.3%). A full breakdown of the staff age profile can be found in Appendix one, Table 12.

This reflects an accurate data range as 100% of staff completed their protected characteristic information in relation to 'Age'. We attribute this to our successful Data Matters campaign, which addressed the issues of how data provided on protected characteristics is stored and used and prompted staff to re-visit their personal files, to provide, and/or update, the information provided.

Overall, the UWS staff profile is older compared to the Higher Education Statistics Agency (HESA) Scotland equivalent as can be seen in Table 13, Appendix one. UWS employs a higher percentage of employees over the age of 46 than the national average.

Disability Staff Profile

Overall, those indicating whether or not they have a disability increased in 2022 with those who did not fill out the field (unknown) dropping from 31.14% to 28.38%. The disclosure related to Disability increased from 6.81% to 7.40%. Full details for 2021 and 2022 can be found in Table 14, Appendix one.

The percentage of UWS staff who have disclosed a disability is higher than the 2020/21 benchmark HESA data for Scotland of 4.2%.

Religion and Belief Staff Profile

The percentage of staff not disclosing their religion has decreased. However, those who have not filled in this information (marked as unknown) has increased. Overall, there were some slight fluctuations across most of the categories but no significant changes.

A full breakdown of the religion and belief staff profile for 2021 and 2022 can be found in Table 15, Appendix one.

Sex Staff Profile

The UWS split by sex is 58.3% female / 41.7% male and this has not changed significantly since 2021. The female proportion is higher than HESA Scottish staff benchmark for the sector, i.e., 45.7% female overall.

A further breakdown of staff by sex for 2021 and 2022 can be found in Appendix one – Table 16.

Sexual Orientation Staff Profile

Overall, an increased number of staff declared their sexual orientation in 2022 (rising from 59.7% in 2021 to 64.3% in 2022). Simultaneously, the percentage for whom this information was Unknown decreased (from 34.6% to 30.5%) and the percentage who 'declined' to provide the information went down as well (5.7% to 5.2%).

A further breakdown of staff by sexual orientation for 2021 and 2022 can be found in Table 17, Appendix one.

Race Staff Profile

Overall, the UWS staff profile is predominantly white. However, the proportion of ethnic minority staff within UWS increased over time (from 8.6% to 12.6%). In 2020/21 UWS was slightly below the HESA Scottish benchmark Ethnic minority staff level (11.9% in 2020/21). However, the current figure is in line with last year's benchmark figures.

In 2021 4.8% did not disclose their ethnicity and in 2022 4.9% did not disclose their ethnicity showing a small increase. Further details can be found in Table 18, Appendix one.

As mentioned previously, UWS has one campus based in London and we take cognisance that our staff at this campus will reflect the local population which is more racially and ethnically diverse than our campuses based within Scotland. Therefore, the numbers above and in Table 18 are not an accurate comparison to the Scottish HESA data. In future reports we will consider how to compare and present our ethnicity data in a more representative way.

Staff Working Patterns

The majority of UWS staff tend to adopt a standard work approach. A range of informal flexible working arrangements have been encouraged during the pandemic to support staff and students.

The same percentage but a higher number of UWS staff worked flexibly in 2022, compared to 2021. Flexible working occurred more frequently in Professional Services staff (12%), when compared to academic staff (5%).

By comparison, the number of staff working part-time decreased overall and the proportion of those doing so was higher in Professional Services staff at 27.9% (228) when compared to academic staff (12.3% or 106).

Further details can be found in Appendix one – Table 19. Tables 20 - 21 in Appendix one also show a breakdown of professional services staff and academic staff by working pattern.

Both Professional Services and Academic staff have seen a slightly higher number of staff working part time. However, within the academic staff the number has gone up, but the percentage has had a minor decrease.

Hourly and sessional workers decreased in both academic years overall, which is consistent with the UWS aim of reducing reliance on such contracts. However, there was a higher percentage and number of academic staff with an hourly working pattern.

Please note: the data in this section is based on roles, as opposed to individuals, and some staff undertake multiple positions simultaneously; for example, one member of staff may be employed as a senior invigilator, invigilator and scribe across one academic year. Thus, total staff numbers may appear higher than in previous sections.

Senior Management Working Patterns
Most senior management staff work a standard contract at 61.3%. However, the percentage of senior management staff has reduced since 2021 when 73.8% worked a standard contract. Over the past two years we have seen an increase in the number and percentage of senior management staff who are opting to work flexibly (13% to 29%). There has been a decrease in those working part time (11.5% in 2021 to 8.1% in 2022). Fewer than five senior members of staff worked an hourly contract in both 2021 and 2022. No senior member of staff has worked a sessional contract over the past two years.

The UWS family-friendly policies, including flexible and part-time working, are offered to all staff, at all levels, with no qualifying period of employment required.

Staff with a Disability Working Patterns
The number of staff who declared a disability mostly worked to a standard contract (55.8% in 2022 and 54.9% in 2021). However, it is worth noting that a standard contract does not necessarily mean that these staff work from a UWS location during their working hours. UWS has recently introduced hybrid working guidance – allowing most staff more flexibility in where they work. Most staff have the option to work from home some of their time, whilst other roles can completely be done from home. This may allow some colleagues with a disability more flexibility, and thus, reduce their need for part-time or flexible working.

Those working flexibly and part-time increased, with those working flexibly at 10% (up from 7% in 2021) and those working part-time at 17.8% (up from 14.2% in 2021).

Staff who disclosed a disability on hourly contracts decreased from 17.7% in 2021 to 14.7% in 2022 as did those on sessional contracts from 6.2% in 2021 to <5 in 2022.

Ethnic Minority Working Patterns

Staff who declared their ethnicity as ethnic minority mostly worked to a standard contract (54.9%), those who worked part-time increased significantly from 6.6% to 13%. Those from an ethnic minority who adopted a flexible approach to working decreased from 4% to 2% and those on an hourly contract slightly increased (from 27.5% to 29.7%).

Full details of the number and percentage of Ethnic Minority staff working patterns in 2021 and 2022 can be found in Table 22 in Appendix one.

Sexual Orientation & Gender Reassignment Working Patterns

The percentage of LGBT+ staff at UWS working a standard contract has increased significantly from 2021 to 2022 (57.3% in 2022 from 47.9% in 2021).

Those working part time has increased slightly from 12.3% in 2021 to 13.4% in 2022.

Those working flexibly has decreased from 10% in 2021 to 7% in 2022 as has those working an hourly contract from 27.4% in 2021 to 20.7% in 2022.

LGBT+ staff working a sessional contract was fewer than 5 in both 2021 and 2022. Please do note that any LGBT+ staff who did not disclose their sexual orientation or gender reassignment were not included in these totals.

Working Pattern by Sex

The majority of male staff are on a standard working pattern (64.8%) with the percentage of male staff working flexibly staying the same over 2021 and 2022 at 6%. The number of men working part-time has slightly increased from 10.5% to 11.1%. Hourly-paid and sessional male workers reduced in number, consistent with the UWS strategy to be less reliant on such contracts.

Female UWS staff also predominantly worked a standard pattern, however, female staff working a standard pattern is significantly lower than male staff working at 47.2% compared to 64.8% for males.

Those with flexible working hours decreased slightly from 12% in 2021 to 11% in 2022 and there was also a slight decrease in part-time working hours from 26.1% in 2021 to 25.4% in 2022. Hourly-paid and sessional working also decreased for female staff, consistent with the UWS strategy to be less reliant on such contracts.

Full details of the number and percentage of male and female staff working patterns in 2021 and 2022 can be found in Table 23 in Appendix one.

Working Pattern by Age Group

As can be seen in tables 24 and 25 in Appendix one the tendency to work flexibly has fluctuated by age group from 2021 to 2022 with a decrease seen in the 31 – 40 age group (from 22.8% to 21.5%) and 51 – 60 age group (37.0% to 29.5%). The under 20 age group saw no change in the percentage of staff working flexibly. All other age groups had increased the percentage of those working flexibly.

Summary of Staff Profile and Working Patterns
Overall, staffing levels have increased from 1660 staff in 2021 to 1744 staff in 2022 with the following trends evident:

- Overall, the age profile of staff has remained consistent over the past two years and is older compared to the Higher Education Statistics Agency Scotland equivalent. However, it indicated an increase in recruitment of staff in the under 50 age group.
- Disability reporting improved and remains higher than the HESA Scotland benchmark (7.4% of UWS staff reported some form of disability, compared to 4.2% for Scotland).
- Religion & Belief: Roman Catholic and no religion were the most frequently chosen categories, at 9.4% and 9.7% respectively.
- Sex: the UWS staff profile is predominantly female (58%), which is higher than the HESA Scotland benchmark (45.7%).
- Sexual Orientation: an increased number of staff declared their sexual orientation in 2022 (rising from 59.7% in 2021 to 64.3% in 2022). The percentage who 'declined' to provide the information decreased (5.7% to 5.2%).
- Ethnic Minority: UWS staff predominantly declared as white but the BME staff % is increasing (from 8.6% to 12.6%) and this percentage is slightly higher than the HESA Scottish benchmark Ethnic minority staff level (11.9% in 2020/21).

The majority of staff adopt a standard working pattern, however several numbers in this section of the report are worth highlighting:

- Flexible working is more commonly seen in Professional Services contracts (12%), when compared to academic contracts (5%).
- Hourly and sessional workers decreased in both academic years overall, which is consistent with the UWS aim of reducing reliance on such contracts.
- Over the past two years we have seen an increase in the number and percentage of senior management staff who are opting to work flexibly.
- Flexible and part-time working approaches are evidenced in every sub-group of staff, including staff declaring a disability, BME staff, younger age groups (i.e., below 40) and, increasingly, males.

Staff Recruitment Profile

As can be seen in table 26 in Appendix one, there were more male applicants in both 2021 (53.6%) and 2022 (61.7%) for academic and research vacancies. There was also a higher percentage of males (61.7%) who were shortlisted compared to the percentage of females shortlisted (41.2%). However, there was a higher percentage of females appointed (55.6%) in 2022.

As can be seen in table 27 in Appendix one there were a higher number of female applicants within professional services in 2021 (66.3%) and 2022 (55.6%). There were also a higher percentage of female applicants shortlisted and appointed in both 2021 (63.3% shortlisted and 65.9% appointed) and 2022 (61.9% shortlisted and 64.1% appointed) within professional services.

The percentage of applications from those from an ethnic minority background has largely increased in 2022 (from 7% to 58.4%) for academic vacancies. There has also been a sharp increase the percentage of ethnic minority applicants shortlisted (from 11.8% to 48.6%) and appointed (from 23.7% to 36.8%). Further details including the number of BME candidate applications, shortlisted and appointed can be found in table 28 in Appendix one.

Within professional services there has also been an increase in ethnic minority applicants (from 1.6% to 22.0%), as well as those shortlisted (from 3.4% to 13.9%). More details can be found in table 28 in Appendix one.

There has been an increase in those who have disclosed a disability applying for an academic role at UWS (from 1% to 6%). There has also been an increase in those being shortlisted (from 3.2% to 10.2%). However, there has been a slight percentage decrease in those being appointed (9.7% to 9%).

There has been an increase in those who have disclosed a disability applying for a professional services role at UWS (from 0.8% to 10.5%). There has also been a large increase in those disclosing a disability being shortlisted (from <5 to 47 applicants) and being appointed (from <5 to 16 applicants). Table 29 in Appendix 1 shows the academic and professional services vacancy applications from applicants who disclosed a disability which were received, shortlisted and appointed in 2021 and 2022.

Any candidate who meets the essential criteria and declares a disability is guaranteed an interview under the University's disability confident scheme.

Staff Promotions
When considering the number of male and female applications in 2019 to 2022 broken down by sex and school the numbers are low with most schools having fewer than five applications from male and female applicants. Therefore, limited meaningful analysis can be done on these numbers as they are not large enough to show any trends.

Recruitment
- The number of academic vacancies rose from 92 to 123, with a related rise in applicants from 1682 to 2049.
- The number of professional services staff vacancies also increased from 46 to 112, with a rise in applications from 1176 to 1271.
- For professional services roles, the number of females who applied, were shortlisted and were appointed increased from 2021 to 200. However, the percentage in all three of these categories decreased for females.
- For academic roles the number and percentage of female applications decreased whilst the number of females shortlisted and who were appointed increased. The percentage of females shortlisted and appointed decreased.
- Ethnicity: the number & percentage of ethnic minority applicants for academic and professional services vacancies increased. Across the board there was also an increase in ethnic minority applicants being shortlisted and appointed.
- The number and percentage of applicants and those shortlisted for academic and professional services positions disclosing a disability increased.
- However, the percentage of appointees who disclosed a disability within academic roles decreased slightly (from 9.7% to 9%). Within professional services this saw an increase across both the number and percentage.

Adoption, Maternity, Paternity and Shared Parental Leave

The number of staff going on maternity leave decreased from 33 in 2021 to 22 in 2022. The number of staff taking adoption leave did not change with no staff taking this type of leave in 2021 or 2022. The number of staff on paternity leave has also decreased slightly from 9 in 2021 to 8 in 2022. Those taking shared parental leave has increased from 0 in 2021 to <5 in 2022. <5 staff did not return to work in 2021 after taking some type of family leave, whereas all staff returned to work in 2022.

Leavers:

Overall, 179 staff left in 2021 and 203 left in 2022 and the profile of those who did so was as follows:

- More females left than males (62% in 2021 and 57.1% in 2022).
- Of those leaving, 6.7% declared a disability in 2021 and 5.9%% did so in 2022.
- The percentage of leavers for whom it was unknown if they had a disability was high in both years, at 36.3% in 2021 and 30% in 2022.
- 6.1% of those leaving in 2021 were from an ethnic minority, which increased to 9.9% in 2022.
- Leavers who indicated they preferred not to say what their ethnicity was 12.3% in 2021 and 7.9% in 2022.
- It is not known what the sexual orientation is of the majority of those who left in 2021 and 2022. With 51% unknown in 2021 and 29% unknown in 2022.
- 42% of leavers were heterosexual and 3% of those leaving in 2021 and 4% in 2022 described themselves as gay.
- The majority of those who left in 2021 did not disclose their religion or it was not known (65.4% combined) and, of staff who did disclose, the largest percentage was 8.9% who described themselves as Atheist, a trend that was replicated in 2022 (48.2% not disclosed / not known & 9.9% Atheist).
- There were leavers in each age profile in 2021 with the largest percentage of leavers in the 66+ category (24.6%). In 2022 there were no leavers who were 20 or younger and the largest percentage of leavers were 31 – 40 (33%).
- Staff who left featured in every service category with most leavers in 2021 and 2022 being employed by UWS for more than 30 years (25.4% and 22.5% respectively).
- The majority of those leaving UWS did so on a voluntary basis. Of those who left on an involuntary basis, 50% were female in 2021, rising to 75% in 2022.
- In each year, the majority who left UWS voluntarily were white. Of those who left involuntarily, 0% defined as ethnic minority in 2021 and 2022.

More detailed figures can be found in tables 30 to 32 in Appendix one.

Disciplinary Cases & Grievances

Within 2019 – 2022 less than five formal disciplinary cases have been reported each year. In 2019 less than five of these cases included bullying or harassment. From 2020 onwards less than five of these formal disciplinary cases included bullying or harassment.

The number of disciplinary cases investigated in 2019 was 5, however from 2020 – 2022 the number of cases investigates has been less than five each year.

The number of cases resulting in disciplinary action has been less than five each year from 2019 – 2022.

Please note that the above information only includes formal disciplinary cases. From January 2021 there have been:

- 13 formal grievances
    - 9 not upheld
    - <5 partially upheld
    - <5 ongoing
- <5 informal grievances, all of which had an informal resolution put into place.

Student Equalities Monitoring

The following section refers to students on all campuses, at both under- and post-graduate level (including post-graduate taught and research). In academic year 2020/21, the total number of students was 19,524, which increased to 21,520 in 2021/22.

Age

The UWS student age profile tends towards older age groups, with 52.56% aged 25 and over in 2021-2022. A full breakdown of the UWS student age profile can be found in table 33 in Appendix 23.

UWS has fewer students than the Scottish average within younger categories (20 and under and the 21 – 24 age category). UWS has more students in the 25 – 29 age category by 3% and 8% more students in the 30 and over age category.

Table 33 in Appendix two also shows the benchmark Scottish HESA average age groups.

Sex

UWS Students were predominantly female (61.32%) and, again, this exceeds the Scottish 2020/21 HESA average, of 59%. Table 34 in Appendix two shows the UWS student breakdown by sex in academic years 2020 – 2021 and 2021 – 2022.

Race

The number of students who are Black and Minority Ethnic increased from 2020 to 2022 (25.11% to 33.64%). The HESA 2020/21 benchmark indicates that 10% of the Scottish student population is from a Minority Ethnic background. With 25.11% of UWS students falling into this category in 2020 - 2021 UWS sits above the Scottish benchmark.

As mentioned previously, UWS has one campus based in London and we take cognisance that our students at this campus are more diverse than our campuses based within Scotland. Therefore, the numbers mentioned above and displayed in table 35 in Appendix two are not an entirely accurate comparison to the HESA data. In future reports we will consider how to present compare and present our ethnicity data in a more representative way.

Disability

The percentage of students declaring a disability had a small increase from 2020 - 2021 to 2021 - 2022 from 9.52% to 9.54%. This is lower than the Scottish HESA average in 2020/21 of 15%. Please see table 36 in Appendix two for a further breakdown.

Sexual Orientation

The percentage of students who identified as LGBT+ increased from 6.83% to 8.06%. The percentage who did not provide this information also increased from 5.88% to 7.34%. Please see table 37 in Appendix two for a further breakdown.

Religion or Belief

Overall, all religious categories were represented in the UWS student profile, with Christian (28.83%) and non-religious (36.80%) chosen most frequently. The percentage who chose no religion is lower than the Scottish HESA average of 60%.

The percentage for whom this information was not provided decreased from 14.32% to 11.23%. The percentage of those who refused to disclose this data increased from 4.68% to 5.03%. Please see table 38 in Appendix two for a further breakdown.

School Student Profiles

Sex

Across both years, no School was evenly balanced, with the strongest imbalances seen in the School of Education and Social Sciences (81.07% female in 2020/21 and 81.22% female in 2021/22) and the School of Health and Life Sciences (80.93% female in 2020/21 and 80.65% female in 2021/22).

The next most gender imbalanced school was the School of Computing, Engineering and Physical Sciences which is male-dominated (24.68% female in 2020/21 and 28.81% female in 2021/22).

These imbalances reflect wider educational trends, e.g., female students are more likely to choose female-dominated paths in teaching (School of Education & Social Sciences) and nursing (School of Health and Life Sciences) more frequently and Computing and Engineering attract more male students.

Please see Table seven in this report for a further breakdown.

Age

Each School is weighted towards students aged over 21, which will include, for example, those who were school-leavers when entering UWS but are now in L9 or above.

Please see tables 39 and 40 in Appendix two for further detail and breakdown of Schools by age.

<u>Race</u>

In all Schools, the white ethnic category is in the majority & the trend fluctuates across Schools over two years, decreasing across all the Schools.

The Refused / Not Known percentage decreased in the School of Business and Creative Industries and the School of Education and Social Sciences.

Please see tables 41 and 42 in Appendix two for further detail and breakdown of Schools by race.

<u>Disability</u>

The percentage of those disclosing a disability has seen slight fluctuations across schools. With one significant change seen in the School of Computing, Engineering & Physical Sciences as the percentage of students who have disclosed a disability decreased from 11.38% to 8.82%.

Please see tables 43 and 44 in Appendix two for further detail and breakdown of Schools by students who have disclosed a disability.

In summary, the Schools exhibit the following trends:

School	Increasing	Decreasing
Business & Creative Industries	Black and Minority Ethnic Disability declaration	Female 20 and under age group White/race not known
Computing, Engineering & Physical Sciences	Female Race not known	20 and under age group White Black and Minority Ethnic Disability declaration
Education & Social Sciences	Female Black and Minority Ethnic Disability declaration	20 and under age group White/race not known
Health & Life Sciences	Black and Minority Ethnic Disability declaration	Female 20 and under age group White/race not known

Chapter 4: Future Action

Theme	Action	Progress	Success Measure	Responsible	Relevant to
Staff and student EDI training This theme will address the low uptake of EDI training. It will also help to foster an environment where staff and students feel safe and engaged at work, placement or study.	We will critically review our staff EDI training offering and implement a new suite of training.	Training currently being reviewed. New training due to be implemented by 2025	New EDI training implemented Completion rates of EDI training	Associate Dean of EDI	UWS Equality Outcome 1 UWS Equality Outcome 2 National Equality Outcomes: - Disabled staff and students report feeling safe in the tertiary system. - Trans staff and students report feeling safe to be themselves in the tertiary system. - Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.
	We will implement a clear approach to statutory, compliance, mandatory and EDI training for both new and existing colleagues.	Agreed policy in place by June 2023	Staff completion rates of EDI training	Associate Dean of EDI	
	Implement modules for students with a specific focus on EDI within the Academic, Social and Professional skills for Innovation, Reflection and Endeavour (ASPIRE) curriculum.	Implemented	Implementation of ASPIRE modules for students on EDI	Director of Learning & Teaching Enhancement	
	Continue to develop how we embed EDI into module and programme design and delivery (ILR)	To be completed in 2023	ILR's EDI questions and prompts refreshed	EDI Consultant/ Head of Quality Enhancement	

Staff and Student sensitive information declaration This theme will encourage staff and students to declare their sensitive information. It will also support open and transparent conversations to build psychological safety.	Run data matters campaigns with messaging focusing on who can access protected characteristic data and how this data helps make better decisions for our employees.	Ongoing. Data matters campaigns have run previously and will continue to be run.	Increased staff and student sensitive information declaration.	EDI Consultant/ Director of Student Success	UWS Equality Outcome 2 National Equality Outcome: ● Disabled staff and students report feeling safe in the tertiary system. ● Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts. ● Trans staff and students report feeling safe to be themselves in the tertiary system.
	Implement Reasonable Adjustments Guidance for disabled staff.	Guidance to be submitted to EDI Committee in April 2024	Guidance implemented	HR Operations Manager/ EDI Consultant	
	Develop Trans Guidance for staff and students to promote understanding and awareness of trans identities.	Draft has gone to EDI Committee. Reviewed guidance to go to EDI Committee in April 2023.	Increased disclosure of gender reassignment amongst staff and students. Trans staff and students report feeling safe at UWS	EDI Consultant/ VP People/ Director of Organisational Effectiveness/ Head of Registry	
Wellbeing	Development of a UWS Wellbeing Plan;	Embedded by 2025	Success and retention rates of	VP People	UWS Equality Outcome 1

This theme will ensure management is equipped to address work life balance issues and appropriate wellbeing resources are available to support staff and students.	• Undertake a wellbeing survey to obtain baseline data to plan appropriate wellbeing interventions • Review wellbeing and occupational health resourcing • Facilitate campus-based wellbeing conversations • Re-establishment of EDI/Wellbeing Group • Promote an environment where work life/home balance is supported through the introduction of positive behaviours e.g. *No meeting Fridays.* To be informed through wellbeing survey data and wellbeing conversations • Proposal to introduce free fitness facilities to colleagues including	Free fitness facilities introduced in Ayr, Lanarkshire and Paisley	students who declare a mental health condition should improve. And both staff and students will be more aware of how to access mental health support.		UWS Equality Outcome 2 UWS Equality Outcome 5 National Equality Outcomes: • The success and retention rates of college and university students who declare a mental health condition will improve. • Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course. • Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of

				race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.
Continue work on the academic workload model to ensure a sustainable workload for academic colleagues	Review of workload model April 2023	Reporting of workload satisfaction through colleague survey	Director of Organisational Effectiveness/ Deputy Vice Chancellor	
Review and develop new institutional and academic calendars to minimise 'pinch' points.	Academic year 2023 – 2024	Monitoring of absence levels (days lost to wellbeing related issues (mental health, work related stress, anxiety)	Director of Strategic Planning & Development/ Deputy Vice Chancellor	• Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.
Implement report and support mechanism.	Complete	Implementation of system	VP People/ Director of Student Success	• Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose
Increase embedding of Report and Support to ensure that staff and students know how to access support about violence, abuse, harassment and how to report their experiences.	Ongoing	Percentage increase in staff and student engagement in reporting and supporting mechanisms	Director of Student Success /EDI Consultant/ Employee Relations Business Partner	
Regular updates with ongoing evaluation of Report and Support will	Most recent update to EDI	Update on Report and Support to	Director of Student	• Institutions can evidence approaches that prevent and

	be received by the EDI Committee to monitor the use of Report and Support.	Committee in February	EDI Committee every 6 months	Success/ EDI Consultant	respond to violence, harassment and abuse
	Student Counselling Services to monitor protected characteristics in order to develop baseline data	Ongoing. Counselling services continue to monitor service use.	Improved understanding of target groups, leading to improved communication efforts	Director of Student Success	• Men (staff and students) know how to access mental health support (recognising intersectionality within that group).
	Counselling and support staff trained to understand mental health issues and needs of ethnic minority groups and males	Complete. All counselling staff (8 staff members) undertook a full day cultural competency training external specialists.	Increased awareness and understanding of mental health needs for particular groups leading to increased engagement	Director of Student Success	• The retention outcomes for university students aged 25 and over will improve.
	Work with key local partners to raise overall awareness of hate crime and hate crime reporting	Ongoing. Hate Crime conference run in October 2021 and October 2022	Number of hate crimes reported and detected Third party reporting is increased	EDI Consultant /Local partners	
	Continue to offer students disability support to students through dedicated Disability Advisors and offering study	Ongoing	Disabled student satisfaction	Director of Student Success	

	resources and assistive technology				
Recruitment, Promotions and Career Pathways This theme will define clear and objective criteria for progression and clarify team priorities and encourage staff to discuss their workload where necessary.	Lead on a full review of My Contribution. Phase 1 - consulting colleagues across the University, and looking for opportunities to improve the way we as an organisation approach performance and development conversations Phase 2 - Improve our people-related systems to support colleagues with My Contribution conversations and reporting and supporting LMS	Review commenced in December 2022 for implementation of revised process in July 2023 Budget to support new system will be requested as part of operational planning and budgeting	Reporting metrics from My Contribution Reviews	VP People	UWS Equality Outcome 3 UWS Equality Outcome 4 Gender Pay Gap Occupational Segregation Ethnicity Pay Gap National Equality Outcomes: • Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts. • Where representation is not proportionate to the relevant
	Develop a revised academic career development framework and academic promotions process	Deliver proposal for Academic Career Development Framework by January 2023, and launch of revised promotions	Internal promotion rate for academic staff % of unsuccessful academic promotions are reduced	Director of Organisational Effectiveness/ Deputy Vice Chancellor	

		process by July 2023			population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.
	Introduce career development framework to support colleagues within PSS along with supporting learning interventions	Deliver proposal and implementation plan by September 2023	Internal promotion rate for academic staff and PSS Participation rates across development activities	VP People	
	Increase and widen participation in internal programmes and activities that are designed to address occupational segregation, e.g., Women's Leadership Programme, Management Development Programme, HigHER, etc.	ongoing	Higher participation rate for internal programmes	Talent & OD Consultant / EDI Consultant/ Staff networks	
	Review our recruitment practices to ensure they are inclusive.	Ongoing To be completed by April 2024	Recruitment practices reflect best practice	Associate Dean of EDI/ Recruitment & HR Administration Manager	
	Embedding and review of Work Well approach	Implemented November 2022,	Work Well approach	Director of Organisational	

	(with consideration to both the University performance and work life balance)	Review to be carried out Spring 2023	implemented and evaluated	Effectiveness/ Deputy Vice Chancellor	
	In future equality monitoring reports consider how our London campus influences numbers particularly related to race and ethnicity and report on this more clearly to ensure appropriate action is taken to address imbalances and underrepresentation.	Will include this in future PSED report in 2025	Future PSED reports separate out our London campus staff and students	EDI Coordinator/ HR Systems and Payroll Manager/ Head of Strategic Planning	
Leadership and improvement programmes This theme will ensure an intersectional and institution wide approach to EDI is taken across UWS.	Appointment of Associate Dean of EDI	Appointment made	Appointment of Associate Dean of EDI	Deputy Vice Chancellor	Gender Pay Gap Occupational Segregation Ethnicity Pay Gap National Equality Outcomes: • Where representation is not proportionate to the relevant population, increase the representation of
	Development of EDI strategic direction	Strategic direction to be in place for September 2023	Strategic direction for UWS EDI activity identified	Associate Dean of EDI	
	Within our next court recruitment round we will trial different recruitment methods to	ongoing	More diverse court membership	VP Governance & University Secretary	

				disabled staff in the workforce and on college Boards and university Courts.
diversify our court profile				
Continue working towards programmes which will deliver an intersectional approach to improvement e.g., Athena Swan, HR Excellent in Research and the Race Equality Charter.	Ongoing Athena Swan to be submitted 2023

Race Equality Charter to be submitted 2025 | Athena Swan Bronze Awarded

Race Equality Charter Bronze Awarded | Athena Swan Lead / Head of Research/ Associate Dean of EDI | • Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist. |
| Create and progress a SMART Action plan which addresses the gender inequalities and imbalances at UWS at both a school and institutional level. | Ongoing | Creation of action plan | Athena Swan Lead | • Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards. |
| Develop a structured approach to senior Leadership Development including supporting transitions into senior leadership. | Defined approach in place by June 2023 | Programme in place | Principal and Vice Chancellor | • Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non- |

	Engage with and explore the development of bespoke asset-based programmes (such as mentoring) to enhance and extend the leadership opportunities of existing UWS BME staff.	Action plan in place by 2025	Programmes created and run	Associate Dean of EDI	teaching staff to align with student representation in the sector. • Institutions will have regard to significant [sex] imbalances on courses and take action to address it

Appendix 1: Staff Equalities Monitoring

Table 12 – UWS staff age profile 2021 - 2022

Age group	UWS 2021		UWS 2022	
	Number	Percentage	Number	Percentage
20 and Under	6	0.4%	13	0.7%
21-30	157	9.5%	204	11.7%
31-40	365	22.0%	401	23.0%
41-50	372	22.4%	441	25.3%
51-60	549	33.1%	509	29.2%
61-65	136	8.2%	132	7.6%
66+	75	4.5%	44	2.5%
Unknown	0	0.0%	0	0.0%

Table 13 - UWS age comparison to Scottish average

Age Group	HESA/Scotland % 2020 - 2021	UWS % 2020 - 2021	UWS % 2021 - 2022
25 & Under	6.4%	3.7%	4.8%
26 - 35	28.9%	14.8%	17.7%
36 - 45	27%	24.0%	26.2%
46 - 55	21%	27.4%	25.9%
56 - 65	13.4%	25.5%	22.9%
66+	2.7%	4.5%	2.5%

Table 14 – disability staff 2021 - 2022

Year	Disability		No Disability		Unknown		Total
	Number	Percentage	Number	Percentage	Number	Percentage	
2021	113	6.81%	1030	62.05%	517	31.14%	1660
2022	129	7.40%	1120	64.22%	495	28.38%	1744

Table 15 - Religion and belief staff profile 2021 -2022

Religion or belief	2021	2022
Agnostic	3.6%	3.4%
Atheist	8.1%	7.9%
Church of Scotland	8.3%	7.8%
Roman Catholic	9.9%	9.4%
Other Christian	6.4%	7.1%
Buddhist	<5	0.3%
Hindu	0.5%	0.7%
Humanist	<5	<5
Jewish	<5	0.0%
Muslim	0.8%	1.4%
Sikh	0.1%	0.0%
Islam	0.8%	1.4%
Other	0.7%	0.9%
No Religion	6.9%	9.7%
Not Disclosed	29.3%	23.3%
Unknown	24.3%	26.5%

Table 16 – sex staff profile 2021 - 2022

Sex	2021		2022	
	Number	Percentage	Number	Percentage
Female	962	58.0%	1016	58.3%
Male	698	42.0%	728	41.7%
Other	0	0.0%	0	0.0%

Table 17 - staff sexual orientation staff profile 2021- 2022

Sexual Orientation	2021	2022
Bi Sexual	1.2%	1.3%
Gay Man	1.8%	1.9%
Gay Woman	1.3%	1.4%
Straight / Hetrosexual	55.1%	59.3%
In another way	<5	<5
Not sure	<5	0.3%
Unknown	34.6%	30.5%
Prefer not to say	5.7%	5.2%

Table 18 - staff ethnicity profile

Ethnicity	2021		2022	
	Number	Percentage	Number	Percentage
Asian	69	4.2%	113	6.5%
Black	42	2.5%	64	3.7%
Chinese	15	0.9%	24	1.4%
Mixed	13	0.8%	18	1.0%
White other	116	7.0%	139	8.0%
White	1308	78.8%	1278	73.3%
Other	18	1.1%	24	1.4%
Unknown (Prefer not to say)	79	4.8%	84	4.8%

Table 19 - Staff working patterns

All Staff Working Pattern	2021		2022	
	Number	Percentage	Number	Percentage
Flexible	156	9%	163	9%
PT	324	19.5%	339	19.4%
Standard	856	51.6%	952	54.6%
Hourly	279	16.8%	253	14.5%
Sessional	45	2.7%	37	2.1%

Table 20 - Professional services staff working pattern

Professional Services Staff Working Pattern	2021		2022	
	Number	Percentage	Number	Percentage
Flexible	101	12%	98	12.0%
PT	223	25.8%	228	27.9%
Standard	350	40.6%	397	48.5%
Hourly	144	16.7%	58	7.1%
Sessional	45	5.2%	37	4.5%

Table 21 - academic staff working pattern

Academic Staff Working Pattern	2021		2022	
	Number	Percentage	Number	Percentage
Flexible	47	6%	47	5%
PT	94	12.8%	106	12.3%
Standard	461	62.6%	517	59.8%
Hourly	134	18%	194	22.5%
Sessional	0	0%	0	0%

Table 22 - Ethnic minority working pattern

Ethnic Minority Staff Working Pattern	2021		2022	
Flexible	7	4%	6	2%
PT	11	6.6%	32	13.0%
Standard	103	61.7%	135	54.9%
Hourly	46	27.5%	73	29.7%
Sessional	0	0%	0	0%

Table 23 - Staff working pattern broken down by sex

Female Staff Working Pattern	2021 Male		2021 Female		2022 Male		2022 Female	
Flexible	45	6%	111	12%	47	6%	116	11%
PT	73	10.5%	251	26.1%	81	11.1%	258	25.4%
Standard	438	62.8%	418	43.5%	472	64.8%	480	47.2%
Hourly	131	18.8%	148	15.4%	119	16.3%	134	13.2%
Sessional	11	1.6%	34	3.5%	9	1.2%	28	2.8%

Table 24 - working pattern by age group 2021

Working Pattern by Age Group 2021	Flexible		PT		Standard		Hourly		Sessional	
20 and Under	0	0.0%	0	0.0%	0	0.0%	6	2.2%	0	0%
21-30	5	3.2%	19	5.9%	66	7.7%	66	23.7%	<5	-
31-40	31	19.9%	74	22.8%	198	23.1%	57	20.4%	5	11.1%
41-50	36	23.1%	73	22.5%	218	25.5%	35	12.5%	10	22.2%
51-60	72	46.2%	120	37.0%	305	35.6%	36	12.9%	16	35.6%
61-65	11	7.1%	29	9.0%	55	6.4%	40	14.3%	<5	-
66+	<5	-	9	2.8%	14	1.6%	39	14.0%	12	26.7%

Table 25 - working pattern by age group 2022

Working Pattern by Age Group 2022	Flexible		PT		Standard		Hourly		Sessional	
20 and Under	0	0.0%	7	2.1%	<5	-	<5	-	0	0.0%
21-30	6	3.7%	29	8.6%	106	11.1%	63	24.9%	0	0.0%
31-40	28	17.2%	73	21.5%	214	22.5%	81	32.0%	5	13.5%
41-50	40	24.5%	84	24.8%	253	26.6%	56	22.1%	8	21.6%
51-60	69	42.3%	100	29.5%	297	31.2%	29	11.5%	14	37.8%
61-65	20	12.3%	38	11.2%	61	6.4%	13	5.1%	0	0.0%
66+	0	0.0%	8	2.4%	19	2.0%	7	2.8%	10	27.0%

Table 26 - Academic and Research Vacancy Applications broken down by sex

Academic and Research Vacancy Applications	2021 1682 applications received for 92 vacancies						2022 2049 applications received for 123 vacancies					
Academic	Female		Male		Unknown		Female		Male		Unknown	
Academic Applications	716	42.6%	902	53.6%	64	3.8%	686	33.5%	1265	61.7%	98	4.8%
Academic Shortlisted	160	47.1%	174	51.2%	6	1.8%	189	41.2%	253	55.1%	17	3.7%
Academic Appointed	57	61.3%	36	38.7%	0	0.0%	80	55.6%	63	43.8%	<5	-

Table 27 - Professional Services vacancies applications broken down by sex

Professional services vacancy applications	2021 1176 applications received for 46 vacancies						2022 Info 1271 applications received for 112 vacancies					
Professional Services	Female		Male		Unknown		Female		Male		Unknown	
PSS Applications	780	66.3%	351	29.8%	45	3.8%	707	55.6%	514	40.4%	50	3.9%
PSS Shortlisted	131	63.3%	71	34.3%	5	2.4%	236	61.9%	136	35.7%	9	2.4%
PSS Appointed	27	65.9%	14	34.1%	0	0.0%	66	64.1%	36	35.0%	<5	-

Table 28 - Vacancy applications from BME applicants

Vacancy applications from BME applicants	Academic 2021		Academic 2022		Professional Services 2021		Professional Services 2022	
Applications	118	7.0%	1196	58.4%	19	1.6%	280	22.0%
Shortlisted	40	11.8%	223	48.6%	7	3.4%	53	13.9%
Appointed	22	23.7%	53	36.8%	<5	-	10	9.7%

Table 29 - Vacancy applications from applicants with a disability

Vacancy applications from applicants with a disability	Academic 2021		Academic 2022		Professional services 2021		Professional services 2022	
Applications	16	1.0%	122	6.0%	9	0.8%	134	10.5%
Shortlisted	11	3.2%	47	10.2%	<5	-	47	12.3%
Appointed	9	9.7%	13	9.0%	<5	-	16	15.5%

Table 30 - Leavers data broken down by sex, disability, ethnicity and sexual orientation

Type		2021		2022	
Sex Profile	Female	111	62.0%	116	57.1%
	Male	68	38.0%	87	42.9%
Disability Profile	Declared Disabled	12	6.7%	12	5.9%
	Declared Not Disabled	102	57.0%	130	64.0%
	Not Disclosed	0	0.0%	0	0.0%
	Not Known	65	36.3%	61	30.0%
Ethnicity Profile	Asian	5	2.8%	11	5.4%
	Black	<5	-	5	2.5%
	Chinese	0	0.0%	<5	-
	Mixed	<5	-	<5	-
	Not disclosed	0	0.0%	0	0.0%
	Other	<5	-	<5	-
	White	132	73.7%	145	71.4%
	White other	11	6.1%	21	10.3%
	Unknown (prefer not to say)	22	12.3%	16	7.9%
Sexual Orientation Profile	Gay	5	3%	8	4%
	Heterosexual	75	42%	122	60%
	Not sure	0	0%	0	0%
	Not disclosed	8	4%	14	7%
	Unknown	91	51%	59	29%

Table 31 - Leavers data broken down by religion and age

Type		2021		2022	
Religion Profile	Agnostic	<5	-	<5	-
	Atheist	16	8.9%	20	9.9%
	Buddhist	0	0.0%	<5	-
	Church of Scotland	8	4.5%	13	6.4%
	Hindu	0	0.0%	<5	-
	Humanist	0	0.0%	0	0.0%
	Islam	0	0.0%	<5	-
	Jewish	0	0.0%	<5	-
	Muslim	<5	-	<5	-
	No Religion	8	4.5%	25	12.3%
	Not Disclosed	65	36.3%	50	24.6%
	Other	<5	-	0	0.0%
	Other Christian	9	5.0%	16	7.9%
	Roman Catholic	13	7.3%	21	10.3%
	Sikh	0	0.0%	0	0.0%
	Unknown	52	29.1%	48	23.6%
Age Profile	20 and Under	<5	-	0	0.0%
	21-30	17	9.5%	21	10.3%
	31-40	36	20.1%	67	33.0%
	41-50	26	14.5%	39	19.2%
	51-60	34	19.0%	32	15.8%
	61-65	21	11.7%	21	10.3%
	66+	44	24.6%	23	11.3%
	Not Disclosed	0	0.0%	0	0.0%
	Unknown	0	0.0%	0	0.0%

Type		2021		2022	
		Number	Percentage	Number	Percentage
Service Profile	<1 year	33	13.8%	47	17.9%
	1-2 years	39	16.3%	53	20.2%
	3-5 years	28	11.7%	38	14.5%
	6-10 years	33	13.8%	21	8.0%
	11-15 years	25	10.4%	15	5.7%
	16-20 years	10	4.2%	16	6.1%
	21-25 years	5	2.1%	10	3.8%
	26-30 years	6	2.5%	<5	-
	>30 years	61	25.4%	59	22.5%
Voluntary	Female	110	62.1%	113	56.8%
	Male	67	37.9%	86	43.2%
	White	142	80.2%	162	81.4%
	Ethnic minority	14	7.9%	21	10.6%
	Not disclosed	0	0.0%	0	0.0%
	Unknown	21	11.9%	16	8.0%
Involuntary	Female	<5	-	<5	-
	Male	<5	-	<5	-
	White	<5	-	<5	-
	Ethnic minority	0	0.0%	0	0.0%
	Not disclosed	0	0.0%	0	0.0%
	Unknown	<5	-	0	0.0%

Appendix 2: Student Equalities Monitoring

Table 33 – UWS student age profile and HESA Scotland comparison

Age	2020-2021		2021-2022		2020-2021 HESA Scotland
	Number	Percentage	Number	Percentage	33%
20 and under	5614	25.49%	5400	22.77%	29%
Age 21-24	5400	24.52%	5851	24.67%	14%
Age 25-29	3873	17.59%	4780	20.16%	24%
Age 30 and over	7135	32.40%	7684	32.40%	33%

Table 34 - student breakdown by sex

Sex	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
Female	13504	61.32%	14302	60.31%
Male	8518	38.68%	9404	39.65%
Not Known	0	0.00%	9	0.04%

Table 35 - Student breakdown by race

Race	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
Black and Minority Ethnic	6127	25.11%	8417	33.64%
White	14723	66.86%	14526	61.25%
Ethnicity Not Known	1043	4.74%	657	2.77%

Table 36 - student breakdown by disability

Disability	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
Has a Disability	2096	9.52%	2262	9.54%
No Known Disability	16359	74.28%	18315	77.23%
Not Known	3567	16.20%	3138	13.23%

Table 37 - Student breakdown by sexual orientation

Sexual Orientation	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
LGBT+	1505	6.83%	1911	8.06%
Heterosexual/Straight	14653	66.54%	15392	64.90%
Prefer not to say	1295	5.88%	1741	7.34%
No data	4569	20.75%	4671	19.70%

Table 38 - student breakdown by religion or belief

Religion or Belief	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
Buddhist	103	0.47%	127	0.54%
Christian	6717	30.50%	6838	28.83%
Hindu	544	2.47%	1259	5.31%
Jewish	12	0.05%	12	0.05%
Muslim	1403	6.37%	2304	9.72%
Sikh	148	0.67%	364	1.53%
Non-religious	8673	39.38%	8728	36.80%
Any other religion or belief	133	0.60%	157	0.66%
Prefer not to say	1030	4.68%	1192	5.03%
Prefer to self-describe (such as spiritual etc.)	105	0.48%	70	0.30%
No data	3154	14.32%	2664	11.23%

Table 39 - schools broken down by sex 2020 -2021

Schools by sex	20 and under		Age 21-24		Age 25-29		Age 30 and over	
2020 - 2021	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Business & Creative Industries	2084	25.48%	2285	27.94%	1502	18.36%	2308	28.22%
Computing, Engineering & Physical Sciences	799	28.05%	897	31.50%	600	21.07%	552	19.38%
Education & Social Sciences	1346	31.81%	977	23.09%	586	13.85%	1323	31.26%
Health & Life Sciences	1385	20.48%	1241	18.35%	1185	17.52%	2952	43.65%

Table 40 - Schools broken down by sex 2021 - 2022

Schools by sex	20 and under		Age 21-24		Age 25-29		Age 30 and over	
2021-2022	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Business & Creative Industries	1951	22.38%	2469	28.32%	1818	20.85%	2480	28.45%
Computing, Engineering & Physical Sciences	726	20.07%	1000	27.65%	991	27.40%	900	24.88%
Education & Social Sciences	1342	29.65%	1087	24.02%	758	16.75%	1339	29.58%
Health & Life Sciences	1380	20.14%	1295	18.90%	1213	17.70%	2965	43.27%

Table 41 - Schools broken down by race 2020 -2021

Schools by Race	Black and Minority Ethnic		White		Not Known	
2020-2021	Number	Percentage	Number	Percentage	Number	Percentage
Business & Creative Industries	4008	49.00%	3189	38.99%	919	11.24%
Computing, Engineering & Physical Sciences	1029	36.13%	1765	61.97%	20	0.70%
Education & Social Sciences	406	9.59%	3709	87.64%	101	2.39%
Health & Life Sciences	684	10.11%	6060	89.61%	3	0.04%

Table 42 - Schools broken down by race 2021 - 2022

Schools by Race	Black and Minority Ethnic		White		Not Known	
2021-2022	Number	Percentage	Number	Percentage	Number	Percentage
Business & Creative Industries	4936	56.61%	3138	35.99%	594	6.81%
Computing, Engineering & Physical Sciences	1880	51.98%	1657	45.81%	50	1.38%
Education & Social Sciences	772	17.06%	3735	82.52%	4	0.09%
Health & Life Sciences	829	12.10%	5996	87.49%	9	0.13%

Table 43 - Schools broken down by students who have disclosed a disability 2020 - 2021

Schools by students who have disclosed a disability	Disability		No Disability		No Data	
2020-2021	Number	Percentage	Number	Percentage	Number	Percentage
Business & Creative Industries	436	5.33%	4628	56.58%	3115	38.09%
Computing, Engineering & Physical Sciences	324	11.38%	2416	84.83%	108	3.79%
Education & Social Sciences	558	13.19%	3510	82.94%	164	3.88%
Health & Life Sciences	778	11.50%	5805	85.83%	180	2.66%

Table 44 - Schools broken down by students who have disclosed a disability 2021 - 2022

Schools by students who have disclosed a disability	Disability		No Disability		No Data	
2021-2022	Number	Percentage	Number	Percentage	Number	Percentage
Business & Creative Industries	510	5.85%	5531	63.44%	2677	30.71%
Computing, Engineering & Physical Sciences	319	8.82%	3164	87.48%	134	3.70%
Education & Social Sciences	603	13.32%	3789	83.72%	134	2.96%
Health & Life Sciences	830	12.11%	5830	85.07%	193	2.82%

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