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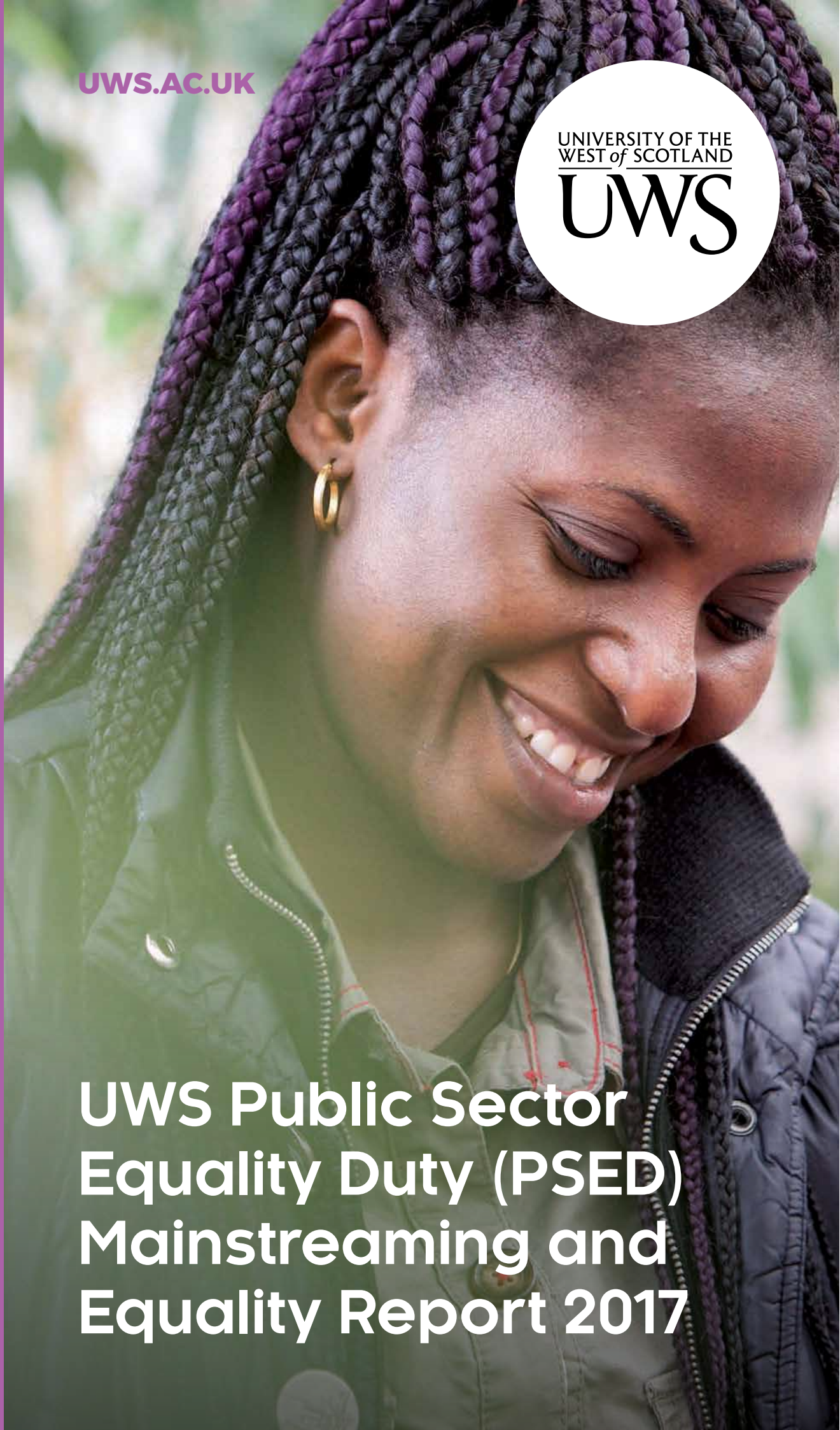
UWS



UWS Public Sector Equality Duty (PSED) Mainstreaming and Equality Report 2017

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Athena SWAN Member

Stonewall DIVERSITY CHAMPION SCOTLAND

Equality & Diversity

The University of the West of Scotland is now ranked in the elite 5% of universities across the world and also recognised in the top 200 universities under 50 years of age. The university is taking fantastic steps towards becoming a leading 21st century university since we published our first mainstreaming report in 2013 which includes our absolute commitment to equality and diversity.

Our successes are varied, wide-ranging and powerful. We are clear in our commitment to ensure that our Truth, "we are an inclusive organisation that welcomes and values diversity" is embedded into our practice.

Our Equality and Mainstreaming Report outlines some of our key successes and more importantly sets ambitious challenges for the future. These challenges will require innovation, confidence and commitment. This report identifies areas where we can develop and enhance our work further. We have achieved recognition in our work with widening participation, developing family friendly policies and ensuring that we have a safe campus for staff and students. We strive to ensure that all protected characteristics are supported at the university.

As we continue to develop as a 21st century university, we will embed further examples of good practice to ensure that we support our staff and students to be free of discrimination, harassment and victimisation. We continue to support a culture of diversity and inclusion as well as embedding equality and diversity in our institutional policy framework.

I am proud that our commitment continues to be demonstrated in our actions as well as our words.

As a university that encourages everyone to Dream, Believe, Achieve, our commitment to change lives and transform communities is at the heart of our purpose. Being a university that takes equality, diversity and inclusivity seriously means that we continue to be a great place to work and study.

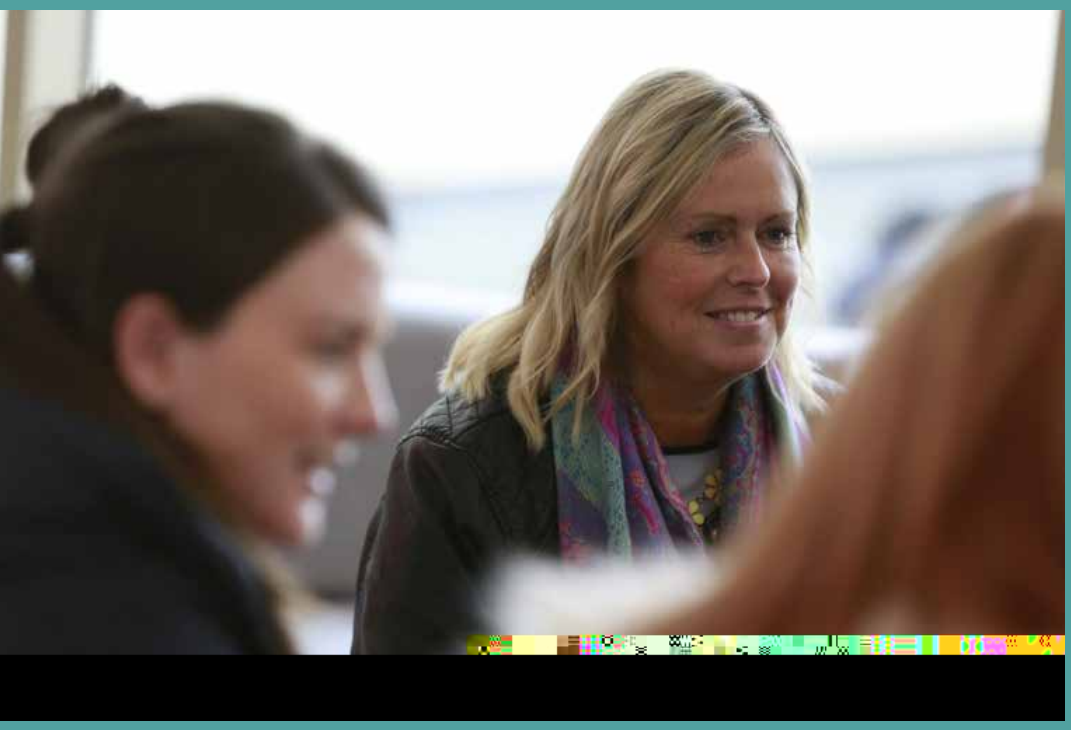
I am proud of UWS and of what we have achieved in the last four years; let's make our next stage of the journey even better.

PROFESSOR CRAIG MAHONEY
PRINCIPAL AND VICE - CHANCELLOR

Executive Summary

This report sets out the measures, activities and successes at UWS in our commitment to embeded equality and diversity across all Schools, Departments and in the ways we conduct business at UWS. We understand that a focus on this area as an institutional priority not only makes good business sense, but has a positive impact on the communities that we serve as we continue to develop our UWS brand both in the local context, nationally and internationally across the globe.

UWS is widely recognised as one of Scotland's leading institutions in widening participation in Higher Education (HE). In 2015/16, 27% of Scottish-domiciled undergraduate entrants to UWS (1,297 students) were from the 20% most deprived postcodes, and 48.4% (2,322 students) were from the 40% most deprived postcodes.[1]



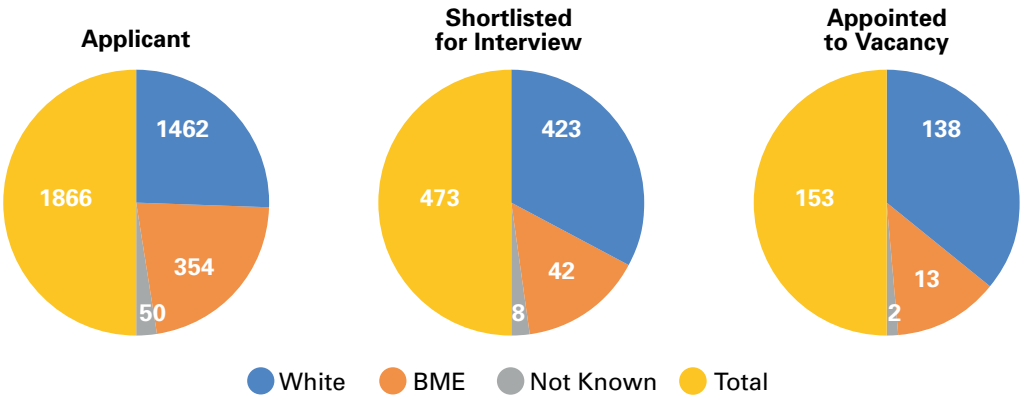
[1]NM2. The number and proportion of Scottish domiciled undergraduate entrants from the 20% and 40% most deprived postcodes.

Professional Services

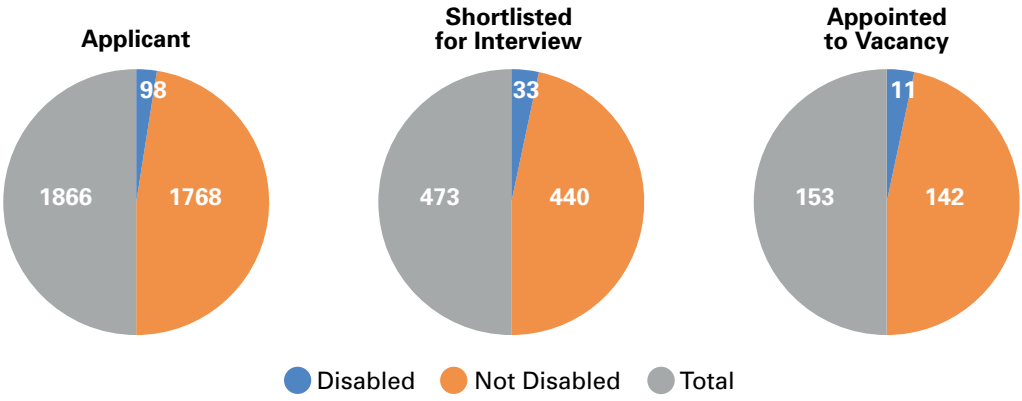
Of the 1,866 applications received for Professional Services vacancies, 354 were received from applicants with a BME background (18.97%). 50 applicants opted not to declare their ethnicity. A further 98 applicants declared a disability accounting for 5.25% of applicants. A total of 473 applicants were shortlisted and invited to attend an interview with 42 (8.88%) from a BME background and 33 (6.98%) with a declared disability. 13 BME applicants and 11 applicants with a declared disability were appointed. 2 were appointed with an unknown ethnicity background.

In the 2015 reporting data, eight people were then appointed with a BME background and no individual with a declared disability were appointed.

Professional Services Vacancies Ethnicity Recruitment Profile 2016



Professional Services Vacancies Disability Recruitment Profile 2016



The online web recruitment facility may have attributed to the changes in these recruitment figures with more people disclosing their sensitive information to the online system and application process. Further monitoring of the web recruitment facility and equality data will continue as we enhance our HR system functionality.

Staff Leavers Profile

Between 1st January 2016 and 31st December 2016, 511 employees left the university. Analysis of the data revealed that 256 were core members of staff, and that 22 per cent had left through a voluntary severance and voluntary early retirement (VS/VER) scheme.

A breakdown of the data reveals that 21.92 per cent of leavers were core staff in academic and research positions. A further 26.03 per cent were core staff working in professional services. Of the remainder, just 2.15 per cent worked in senior management, while the largest group, at 49.90 per cent of all leavers, had been engaged on variable working hours contracts.

The following series of tables shows the number of staff leaving the university in 2016, broken down by each protected characteristic.

Gender Profile

	Female	Male	Total
Headcount	285	226	511
Percentage	55.77%	44.23%	100%

Disability Profile

	Disabled	Not Disabled	Not Disclosed	Total
Headcount	23	290	198	511
Percentage	4.50%	56.75%	38.75%	100%

Ethnicity Profile

	White	BME	Not Disclosed	Total
Headcount	423	44	44	511
Percentage	82.78%	8.61%	8.61%	100%

Marital Status Profile

	Civil Partnership	Co-Habiting	Divorced	Married	Separated	Single	Widowed	Not Disclosed	Total
Headcount	1	18	13	192	2	159	5	121	511
Percentage	0.20%	3.52%	2.54%	37.57%	0.39%	31.12%	0.98%	23.68%	100%

Sexual Orientation Profile

	Bisexual	Gay	Heterosexual	Not Disclosed	Unsure	Total
Headcount	1	2	103	404	1	511
Percentage	0.20%	0.39%	20.16%	79.06%	0.20%	100%

Religion Profile

	Buddhist	Church of Scotland	Hinduism	Muslim	Not Disclosed	Other (Belief)	Roman Catholic	Other Christian	Other Religion	Total
Headcount	3	142	5	8	1617	15	126	73	105	2094
Percentage	0.14%	6.78%	0.24%	0.38%	77.22%	0.72%	6.02%	3.49%	5.01%	100%

Age Profile

	20 & Under	21 – 25	26 –30	31 – 35	36 – 40	41 – 45	46 – 50	51 – 55	56 – 60	61 – 65	66+	Total
Head count	12	78	61	46	35	46	31	39	53	73	37	511
Percentage	2.35%	15.26%	11.94%	9.00%	6.85%	9.00%	6.07%	7.63%	10.37%	14.29%	7.24%	100%

Service Profile

	<1 Year	1 – 2 Years	3 – 5 Years	6 – 10 Years	11 – 15 Years	16 – 20 Years	21 – 25 Years	26 – 30 Years	>30 Years	Total
Headcount	110	85	43	50	51	27	17	14	51	511
Percentage	33.86%	16.63%	8.41%	9.78%	9.98%	5.28%	3.33%	2.74%	9.98%	100%

Gender - Breakdown Reasons for Leaving

	Female	Male	Total
Dismissal	1	2	3
End of Fixed Contract	128	98	226
Other Reason	6	4	10
Resignation	75	49	124
Retirement	11	18	29
Severance	0	1	1
Termination of Contract	3	2	5
Transfer - System	1	1	2
Voluntary Early Retirement	6	3	9
Voluntary Severance	54	48	102
	285	226	511

Ethnicity - Reasons for Leaving

	BME
Death in Service	0
Dismissal	0
End of Fixed Contract	23
Other Reason	0
Resignation	13
Retirement	2
Severance	0
Termination of Contract	1
Transfer - System	0
Voluntary Early Retirement	0
Voluntary Severance	5
	44

Disability - Reasons for leaving

	Declared Disabled
Death in Service	0
Dismissal	0
End of Fixed Contract	12
Other Reason	0
Resignation	6
Retirement	0
Severance	0
Termination of Contract	0
Transfer - System	0
Voluntary Early Retirement	0
Voluntary Severance	5
	23

Promotions

'Promotions' is defined in this document as a UWS employee who has moved to a higher grade by changing job, has been given a successful regrading or achieving a promotion via the Academic Promotions process during the specified reporting period.

Academic Promotions

24 applications were received under the University's established Academic Promotions process for 2016/2017. The data has shown that 17 males (70.83%) submitted an application in comparison to 7 females (29.17%) seeking a promotion in this period. Of these applications, 8 achieved approval status which comprised of 4 females and 4 males achieving an equal 50% split for each gender. 16 applications were not approved which comprised of 13 males and 3 females.

25% of the approved promotions recorded were from BME staff with no known disability being recorded.

29 applications were received in 2015/2016 with 12 applications being approved. The previous data has shown that 17 applicants (58.62%) were recorded as male with 12 (41.38%) recorded as female applicants. Of those approved, 9 staff were male (75%) and 3 were female (25%). The number of female employees seeking a promotion under the Academic Promotions process has slightly increased with 12 females making an application in the current year and 3 receiving approval. This compares to 7 female applications in the previous year and 3 gaining approval.

This information was not reported in the 2015 published report therefore there is no visible data comparison available.

UWS Occupational Segregation Report 2017

Introduction

Occupational segregation is a term used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs. For example, women tend to be concentrated in certain jobs (such as nursing, caring, catering, cleaning, and clerical roles). Previous research has shown that occupational segregation is one of the main causes of pay gaps in the UK as often these jobs earn lower rates of pay. Understanding the scope and causes of occupational segregation crucial if we are able to tackle gender, disability and ethnicity pay gaps in our institution.

There are two main dimensions to occupational segregation:

Horizontal segregation: workers with certain characteristics are clustered in certain types of jobs across an organisation; and

Vertical segregation: workers with certain characteristics are clustered at certain levels of jobs within an organisation's hierarchy

Some of the underlying causes of occupational segregation include:

- stereotyping (e.g. occupational and societal stereotyping based on disability, gender, race)
- lack of flexible working opportunities
- unequal access to training/development
- undervaluing some kinds of jobs

Tackling occupational segregation is an essential step to creating more equal employment and development opportunities within Scottish HEIs. Fewer opportunities for staff constrains the pool of talent available to an employer as well as limiting the possibilities for individual employees to develop and thrive. Eliminating occupational segregation is about ensuring greater economic prosperity, and social equality, through more effective use of skills.

UWS recognises that tackling the problem of occupational segregation is a national priority and that by reducing the imbalance of men and women across different job types and grades we can help to bring about gender equality.

Methodology and Calculation

The Equality Challenge Unit (ECU) recommends that information is provided on occupational segregation by gender, disability and race.

Occupational Segregation at UWS

In the analysis that follows we provide a breakdown of job family by the protected characteristics of gender, disability and ethnicity.

Looking at the data by gender, there is generally a good gender split in the Academic & Research and the Senior Management job families. As is the case sector-wide, there is a predominance of females in Professional Services. In this analysis we have looked at the total number of jobs, which is higher than the original staff FTE figure used previously. Hence, the observed increase reflects the multiple jobs held by some staff across UWS and which requires them to be counted in more than one grouping.

Breakdown by Job Family - Horizontal segregation

GENDER

50.1% of all academic staff at UWS are female. This compares favourably to the national average of 45% for all UK Higher Education institutions (Source: HESA, 2014–15).

65.7% of all Professional Services roles are held by female staff. The national average for all UK Higher Education institutions is 63% (Source: HESA, 2014–15).

45% of all Senior Management roles are held by female staff. There is no comparable HESA data.

Job Family	Headcount Female	% of Total	Headcount Male	% of Total	TOTAL
Academic & Research	355	50.1%	353	49.9%	708
Professional Services	1105	65.7%	577	34.3%	1682
Senior Management	27	45.0%	33	55.0%	60
TOTAL	**1487**	**60.68%**	**963**	**39.32%**	**2450**

DISABILITY

Over 7 million people or 18% of the working-age population in Britain are disabled as defined as by the Equality Act 2010 (Source: Employers' Forum on Disability). Although, 3.5% of our staffing complement is declared disabled, it is worth noting that just under half our staffing complement are unknown in relation to their disability status.

Job Family	Declared Disabled	% of Total	Declared Not Disabled	% of Total	Undisclosed	% of Total	TOTAL
Academic & Research	19	2.7%	338	47.7%	351	49.6%	708
Professional Services	62	3.7%	843	50.1%	777	46.2%	1682
Senior Management	5	8.3%	27	45%	28	46.7%	60
TOTAL	**86**	**3.5%**	**1208**	**49.3%**	**1156**	**47.2%**	**2450**

RACE

The size of the minority ethnic population in 2011 was just over 200,000 or 4% of the total population of Scotland, based on the 2011 ethnicity classification (Scotland's 2011 census). The University is therefore comparatively well represented with 6.6% within the Black and Ethnic Minority category. The minority ethnic population is well represented in the Academic & Research and Professional Services job families but under-represented in the Senior Management job family.

Job Family	Black & Ethnic Minority	% of Total	White	% of Total	Undisclosed	% of Total	TOTAL
Academic & Research	61	8.6%	603	85.2%	44	6.2%	708
Professional Services	100	5.9%	1443	85.8%	139	8.26%	1682
Senior Management	1	1.7%	51	85%	8	13.3%	60
TOTAL	**162**	**6.6%**	**2097**	**85.6%**	**191**	**7.8%**	**2450**

Job Family information can be further broken down to a greater level of detail showing occupational groupings:

Breakdown by Occupational Category - Horizontal segregation

GENDER

Job Family	Headcount Female	% of Total	Headcount Male	% of Total	TOTAL
Academic & Research	355	50.1%	353	49.9%	708
Administrative & Clerical	559	70.9%	229	29.1%	788
Campus Support	336	65.0%	181	35.0%	517
Professional (Non-Academic)	176	68.2%	82	31.8%	258
Senior Management	27	45.0%	33	55.0%	60
Technical & IT	34	28.6%	85	71.4%	119
TOTAL	**1487**	**60.7%**	**963**	**39.3%**	**2450**

DISABILITY

Job Family	Declared Disabled	% of Total	Declared Not Disabled	% of Total	Undisclosed	% of Total	TOTAL
Academic & Research	19	2.7%	338	47.7%	351	49.6%	708
Administrative & Clerical	27	3.4%	393	49.9%	368	46.7%	788
Campus Support	21	4.1%	260	50.3%	236	45.6%	517
Professional (Non-Academic)	10	3.9%	139	54.5%	109	41.6%	258
Senior Management	5	8.3%	27	45.0%	28	46.7%	60
Technical & IT	4	3.4%	51	42.8%	64	53.8%	119
TOTAL	**86**	**3.5%**	**1208**	**49.3%**	**1156**	**47.2%**	**2450**

RACE

Job Family	Black & Ethnic Minority	% of Total	White	% of Total	Undisclosed	% of Total	TOTAL
Academic & Research	61	8.6%	603	85.2%	44	6.2%	708
Administrative & Clerical	45	5.7%	657	83.4%	86	10.9%	788
Campus Support	42	8.1%	432	83.6%	43	8.3%	517
Professional (Non-Academic)	10	3.9%	240	93.0%	8	3.1%	258
Senior Management	1	1.7%	51	85.0%	8	13.3%	60
Technical & IT	3	2.5%	114	95.8%	2	1.7%	119
TOTAL	**162**	**6.6%**	**2097**	**85.6%**	**191**	**7.8%**	**2450**

Breakdown by Grade - Vertical segregation

Grades containing fewer than three people have been removed in order to provide anonymity to potentially identifiable individuals.

GENDER

The following table highlights those grades where there is male gender dominance of over 60% in yellow or a male gender dominance of over 70% in red.

Professional Services Grade 1 and Grade 3 have roles which are predominantly filled by females across society – cleaners and invigilators (Grade 1) and administrative and clerical roles (Grade 3). It is worth noting that within Professional Services grades 1-4, 67% are female. Within the higher graded Professional Services grades 5-8 (generally deemed to be of graduate level), 62% are female.

The fact that over 70% of our Professorial staff are male indicates that the university must work to encourage more women into such roles. There is a similar picture for those on SS3 grade which are predominantly our Assistant Dean roles.

Grade	Headcount Female	% of Grade Total	Headcount Male	% of Grade Total	Total
Academic & Research Ac1	14	70%	6	30%	20
Academic & Research Ac2	110	56%	85	44%	195
Academic & Research Ac3	170	51%	161	49%	331
Academic & Research Ac4	42	40%	64	60%	106
Academic & Research FE64 L	7	47%	8	53%	15
Academic & Research Professor	11	29%	27	71%	38
Graduate Placement	2	40%	3	60%	5
Modern Apprentice	5	56%	4	44%	9
Professional Services Grade 1	387	71%	158	29%	545
Professional Services Grade 2	214	58%	153	42%	367
Professional Services Grade 3	181	70%	78	30%	259
Professional Services Grade 4	117	68%	56	32%	173
Professional Services Grade 5	86	65%	47	35%	133
Professional Services Grade 6	74	60%	50	40%	124
Professional Services Grade 7	29	60%	19	40%	48
Professional Services Grade 8	7	54%	6	46%	13
Senior Management Grade 1	14	54%	12	46%	26
Senior Management Grade 3	4	27%	11	73%	15
Senior Management Grade 4	4	57%	3	43%	7
Senior Management Grade 5	3	50%	3	50%	6
Senior Management Grade 6	2	50%	2	50%	4

DISABILITY

The high number of staff who have an unknown disability status makes it difficult to draw any firm conclusions from the data.

Grade	Declared Disabled	% of Total	Declared Not Disabled	% of Total	Undisclosed	% of Total	TOTAL
Academic & Research Ac1	0	0%	16	80%	4	20%	20
Academic & Research Ac2	4	2%	128	66%	63	32%	195
Academic & Research Ac3	12	4%	149	45%	170	51%	331
Academic & Research Ac4	2	2%	33	31%	71	67%	106
Academic & Research FE64 L	0	0%	0	0%	15	100%	15
Academic & Research Professor	1	3%	11	29%	26	68%	38
Graduate Placement	0	0%	4	80%	1	20%	5
Modern Apprentice	1	11%	8	89%	0	0%	9
Professional Services Grade 1	29	5%	286	52%	230	42%	545
Professional Services Grade 2	8	2%	166	45%	193	53%	367
Professional Services Grade 3	6	2%	130	50%	124	48%	260
Professional Services Grade 4	6	3%	88	51%	79	46%	173
Professional Services Grade 5	6	5%	74	56%	53	40%	133
Professional Services Grade 6	5	4%	42	34%	77	62%	124
Professional Services Grade 7	1	2%	30	63%	17	35%	48
Professional Services Grade 8	0	0%	10	77%	3	23%	13
Senior Management Grade 1	4	15%	10	38%	12	46%	26
Senior Management Grade 3	0	0%	9	60%	6	40%	15
Senior Management Grade 4	1	14%	3	43%	3	43%	7
Senior Management Grade 5	0	0%	4	67%	2	33%	6
Senior Management Grade 6	0	0%	1	25%	3	75%	4

RACE

With 4% of the total population of Scotland in the Black and Ethnic Minority category (Scotland's 2011 census), 12 out of 21 of our grades are positively represented in respect of BME.

Grade	BME	% of Total	White	% of Total	Undisclosed	% of Total	TOTAL
Academic & Research Ac1	3	15%	16	80%	1	5%	20
Academic & Research Ac2	12	6%	162	83%	21	11%	195
Academic & Research Ac3	33	10%	281	85%	17	5%	331
Academic & Research Ac4	7	7%	97	92%	2	2%	106
Academic & Research FE64 L	1	7%	14	93%	0	0%	15
Academic & Research Professor	5	13%	30	79%	3	8%	38
Graduate Placement	2	40%	3	60%	0	0%	5
Modern Apprentice	0	0%	8	89%	1	11%	9
Professional Services Grade 1	58	11%	418	77%	69	13%	545
Professional Services Grade 2	21	6%	317	86%	29	8%	367
Professional Services Grade 3	5	2%	227	87%	28	11%	260
Professional Services Grade 4	4	2%	165	95%	4	2%	173
Professional Services Grade 5	2	2%	130	98%	1	1%	133
Professional Services Grade 6	6	5%	116	94%	2	2%	124
Professional Services Grade 7	0	0%	45	94%	3	6%	48
Professional Services Grade 8	1	8%	12	92%	0	0%	13
Senior Management Grade 1	1	4%	20	77%	5	19%	26
Senior Management Grade 3	0	0%	15	100%	0	0%	15
Senior Management Grade 4	0	0%	7	100%	0	0%	7
Senior Management Grade 5	0	0%	5	83%	1	17%	6
Senior Management Grade 6	0	0%	2	50%	2	50%	4

Employment Engagement Survey (b-Heard) Diversity Monitoring

UWS held its second employee engagement survey 'b-Heard' in 2016 which returned a 72% response rate. Whilst this was marginally lower than in the previous survey in 2014 of 73%, it is well above sector norms. The survey reflected a gender spilt of 392, 38% male and 641, and 62% female.

All staff who completed the survey were given the opportunity to complete a diversity monitoring form. The recorded responses are outlined below.

In relation to the question of disability, the following definition was provided:

"The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment which has a substantial and long term (i.e. has lasted or is expected to last at least 12 months) adverse effect on one's ability to carry out normal day to day activities. This definition includes conditions such as cancer, HIV, mental illness and learning difficulties."

Of those that responded, 55, 5.5% stated that they have a disability, 861, and 87% did not have a disability and 75, 7.5% did not respond.

Recorded responses in relation to three of the other protected characteristics are outlined in the tables below.

Sexual Orientation

8	847	30	8	97
Bi sexual	Heterosexual	Gay/Lesbian	Other	Do not wish to disclose my sexual orientation

Ethnic Origin

78	14	826	44	7
Any other white background	Irish	British	Do not wish to disclose ethnic Origin	Any other Asian background

Religion or Belief

60	409	10	361	25	112
Atheist	Christian	Muslim	No Religion	Other	Do not wish to disclose

Overall the diversity reporting in the b-Heard survey provides greater detail than our iTrent (HR recording system) does. This is apparent in the disability reporting, where the b-Heard survey would suggest that 5.5 per cent of those who responded have a disability, compared with just 2.8 per cent in our iTrent records. Even when we include staff on variable hours contracts the iTrent figure rises only to 3.34 per cent, which is still below the b-Heard results. Moreover, the fact that only 72 per cent of our workforce responded to the b-Heard survey suggests that our actual disability figure could be even higher.

Our analysis also shows a higher number of staff declaring themselves as coming under the protected characteristics of LGBT (a further nine) and religion and belief (a further two declaring themselves to be Muslim) compared with our figures on iTrent.

This suggests that staff are more confident about reporting their diversity data when they are told that it will remain anonymous. UWS will work to create a culture of confidence and clarity, and to instil a better understanding of the importance and impact of equality and diversity reporting in staff. Our intention is to demonstrate that the data will be used to improve services and support staff. For while we acknowledge that providing this information is optional, tackling non-disclosure rates is essential if we are to promote a diverse workforce that understands and supports the need for transparency and inclusivity.

Identified Actions for Occupational Segregation

The following are identified actions to improve EDI at UWS.

1. Communicating the belief that every contribution matters, and that dignity and respect extends to all staff. This will be addressed through the introduction of a new performance and development review scheme called, "My Contribution," and related workshops being held for all staff across the University.
2. Ensuring that managers are supported in developing progressive, fair and consistent practices. This is being carried out through training and development initiatives such as workshops within our Staff and Management Development Programme, Unconscious Bias and Equality Matters training,
3. Increase and widen participation in internal and external programmes and activities that will help tackle occupational segregation, e.g. Athena SWAN Charter, Leadership Foundation for Higher Education's Aurora programme, Race Equality Charter, leadership development, mentoring programmes and other CPD activities.
4. A significant number of these initiatives are on-going within UWS and will continue to be promoted and facilitated. As well as these national initiatives, the University runs a highly successful Inspiring Women programme of events.
5. Continue to support equality and diversity networking externally, through ECU's Scottish HEI Liaison group and other partnerships.

Profile of Governing Body

Court, Senate and executive Committee Gender Composition March 2017

COURT

Male	Female	Total
11	10	21
52%	48%	100%

COURT LAY MEMBERS

Male	Female	Total
7	8	15
47%	53%	100%

In 2013 there was a proactive effort to increase the diversity of Court membership resulting in an increase in both gender and BME representation. We have reviewed the Courts's recruitment process, including a review of our equality monitoring forms and how we market court vacancies, with the aim of securing representation across all protected characteristics.

SENATE

Male	Female	Total
18	18	36
50%	50%	100%

As can be seen from the table above Senate has balanced representation in terms of gender. Members of Senate also include members of the Executive as outlined below.

EXECUTIVE

Male	Female	Total
6	3	9
67%	33%	100%

The Executive comprises the Principal, Depute Principal, Chief Operating Officer, Vice Principal Global Engagement, Vice Principal Academic, Vice Principal Engagement, Vice Principal Advancement, Director of Corporate Support, Chief Finance Officer. Both the Principal and Depute Principal are male skewing the gender balance of the Executive.

UWS Gender Pay Gap Report 2017

Introduction

The gender pay gap is a measure of the difference between men's and women's average earnings. This review of UWS salary data includes all posts in the university structure. The figures below reflect the salaries as of 31st December 2016. The data has been analysed to provide a detailed salary breakdown and comparison.

The gender pay gap reporting regulations define a, "relevant employee," as all those employed by the University on the snapshot date and therefore includes hourly paid as well as full time and part time core workers. It also requires the University to report on hourly rates.

Methodology and Calculation

While there is no single measure that fully deals with the complexity of the differences between men's and women's pay, in this report we use the mean hourly earnings (excluding overtime). Including overtime can skew the results because men work relatively more overtime than women, and using hourly earnings better accounts for the fact that men typically work more hours per week than women.

The gender pay gap at UWS is calculated as the difference between average hourly earnings (excluding overtime) of men and women as a proportion of average hourly earnings (excluding overtime) of men's earnings.

The mean average is calculated by adding all individual employees hourly rate of pay and dividing by the total number of employees. The mean is a useful measure because it includes the highest and lowest rates of pay, and because those on the highest rates of pay tend to be men, and those on the lowest rates of pay tend to be women, it captures a more complete picture of the gap.

UWS presents the mean gender pay gap as a reflective and accurate headline figure.

Mean Pay Gap Calculation:

(Mean hourly rate of pay of male employees – Mean hourly rate of pay of female employees) / Mean hourly rate of male employees x 100

GENDER PAY GAP

Mean Salary for Females across UWS	£15.16
Mean Salary for Males across UWS	£18.27
MEAN PAY GAP	**17.0%**

In March 2015, the mean gender pay gap at UWS was 19.9% therefore, there has been a 2.9% reduction as compared to this data set.

It should be noted however that staff on hourly contracts were not included in the earlier calculation.

It should also be noted that our two highest earners at UWS are male skewing the overall mean male salary. It is worth noting that if they are removed from the data set then the pay gap figures are as follows:

Mean Salary for Females across UWS (with exclusion)	£15.16
Mean Salary for Males across UWS (with exclusion)	£18.10
MEAN PAY GAP (with exclusion)	**16.2%**

Pay Gap by Grade

In line with ECU guidance, we present pay gaps in favour of men as negative numbers and pay gaps in favour of women as positive numbers to support consistency in reporting.

Grades which contain less than 3 people have been removed in order to provide anonymity to potentially identifiable individuals.

The following table indicates the percentage value of any pay gaps by grade. This is shown as - % if females are paid less than males. Pay gaps of more than -5% are highlighted in red, negative pay gaps under -5% are highlighted in yellow. Those figures where the pay differential is neutral or positive are highlighted in green.

PAY GAP BY GRADE

Grade	Female	Male	Average	% Difference Female to Male
Modern Apprentice	4.63	5.21	4.89	-11%
Professional Services Grade 1	8.46	8.42	8.45	0%
Graduate Placement	9.48	8.85	9.10	7%
Professional Services Grade 2	9.48	9.63	9.54	-2%
Professional Services Grade 3	11.32	11.09	11.25	2%
Professional Services Grade 4	13.48	13.83	13.59	-3%
Academic & Research Ac1	15.80	13.76	15.19	15%
Professional Services Grade 5	17.01	17.19	17.07	-1%
Academic & Research Ac2	19.85	19.58	19.73	1%
Professional Services Grade 6	21.39	21.49	21.43	0%
Academic & Research FE64 L	23.18	23.03	23.10	1%
Professional Services Grade 7	24.33	24.28	24.31	0%
Academic & Research Ac3	24.90	25.26	25.08	-1%
Professional Services Grade 8	28.16	28.84	28.47	-2%
Academic & Research Ac4	29.28	29.20	29.23	0%
Senior Management Grade 1	35.02	36.21	35.57	-3%
Academic & Research Professor	38.96	40.04	39.74	-3%
Senior Management Grade 3	45.04	44.07	44.33	2%
Senior Management Grade 4	48.55	49.47	48.94	-2%
Senior Management Grade 5	57.12	55.36	56.24	3%
Senior Management Grade 6	67.12	65.28	66.20	3%

As can be seen from the above table, there is one grade where the gender pay gap is greater than -5%. Pay gaps of -5% or more are generally regarded as significant, potentially requiring further analysis and the development of specific action plans/ interventions.

Under the grade of Modern Apprentice, we have one male who is paid at a higher rate due to his age being higher than the other Modern Apprentices, and so he is paid the wage for his age category. Taking this individual out of the equation results in a gender difference in favour of women (0.2%).

The National Picture

The Office for National Statistics (ONS) provides the following national comparator data.

19.3% gender pay gap (2015)

18.1% gender pay gap (2016)

In April 2016 the gender pay gap for full-time and part time employees decreased from 19.3% in 2015 to 18.1% in 2016, the largest year-on-year drop since 2010. This is also the lowest gender pay gap since the survey began in 1997, when the gap for all employees was 27.5%.

Higher Education Statistics Agency (HESA) reports that the gender pay gap for the Higher Education sector has significantly narrowed over the last decade. The mean gender pay gap fell from 18.9% in 2003/04 to 14.1% in 2014/15.

NB – HESA figures are based on the median and mean annual basic salaries of men and women across full-time roles only.

UWS Equal Pay Statement

University of the West of Scotland is committed to the principles of equal pay for work of equal value for all of our employees, irrespective of gender or any other protected characteristics.

In 2006, we implemented a new pay and grading structure in line with the National Framework Agreement for the Modernisation of Pay Structures, underpinned by an analytical job evaluation scheme (HAY) designed to assess the relative value of work undertaken by staff.

Our pay and grading framework basis for achieving equal pay across the University and is supported by complementary reward processes which take into account the requirement for equality and fairness in remuneration practices.

We continue to operate this analytical job evaluation scheme (HAY) to underpin the determination of the relative value of all jobs in our pay and grading structures within an overall framework that is consistent, transparent and fair. The University understands that equal pay between males and females is a legal right in accordance with the Equality Act 2010, Public Sector Equality Duty and European law.

The University approach is not simply to meet our legal obligations under Equal Pay, but to extend our work much further than this by celebrating equality and diversity and ensuring that the UWS community is based on fairness, equality, cultural diversity, dignity and respect.

We aim to reflect equal pay with respect to remuneration, development and career progression for all staff in ensuring that the level of reward is appropriate to the relative size and content of each job. It is in the interests of the University to ensure that we have fair and objective pay and remuneration systems as this assists in attracting and retaining the best employees. The University's policies and procedures associated with pay and remuneration have been developed and implemented with a view to eliminating all bias. In addition, we regularly review our processes, in partnership with the recognised trade unions, to ensure their integrity in relation to equal pay considerations.

We believe that ensuring equal pay for work of equal value demonstrates the University's commitment to its employees through equitable, fair and transparent pay and reward mechanisms whilst effectively managing University finances. We believe avoiding unfair discrimination in the 'application of equitable and fair pay and performance systems that reward excellence' helps the University to realise its ambitions.

Our equal pay objectives are to:

- Carry out regular monitoring of the impact of our pay practices and review the application of its policies and procedures.
- Undertake regular equal pay reviews in line with guidance issued by the Equalities and Human Rights Commission (EHRC), as required under PSED.
- Monitor starting salaries for new staff, ensuring they adhere to our Starting Salary Guidance.
- Assess and review findings of equal pay reviews, in conjunction with our recognised local Trade Unions, and take action where necessary.

The results of equal pay auditing informs future action planning in relation to potential issues identified, i.e. addressing occupational segregation. Additionally, other diversity initiatives upon which the University is embarking, may positively impact upon aspects of equal pay and occupational segregation, e.g. the Public Sector Equality Duty Equality Outcomes and Athena SWAN Charter status.

If members of staff have a complaint about the lack of equal pay they should, in the first instance, speak to their line manager, Head of Department or Dean who will consult the Department of People and OD. If these informal approaches do not satisfy the member of staff should contact their HR Business Partner.

The Department of People and OD will undertake regular equal pay reviews. The findings of these reviews will be considered by the EDI Committee.

Identified Actions to Close the Pay Gap

The following are identified actions that the University will take in order to continue addressing the race, disability and gender pay gap.

1. We will develop mechanisms to close pay gaps through the creation of an Equal Pay Working Group.
2. We will report the pay gap on a six monthly basis to the EDI Committee and Senate.
3. We will identify grades where there are unequal pay gaps and foster initiatives to address said gaps.
4. We will ensure that University's Starting Salary Guidance is adhered to.
5. We will review and communicate extensively the University's Equal Pay Statement.
6. We will actively encourage more women to apply for Professorial roles, through promotion of the UWS Family Friendly suite of policies, promotions workshops and professoriate mentoring.

Equality Outcomes Report 2013 - 2017

This report will outline our progress from 2015 to 2017, with reference to some of our progress since 2013.

The Equality outcomes are based on evidence gathered in 2013 and in consultation with staff and external stakeholders. A breakdown of the associated action plan can be found in Appendix 1

The 2013 Equality Outcomes were as follows:

1. The university has a culture where study and work is free from discrimination, bullying, harassment and hate crime; and people feel confident about being part of the UWS community
2. Staff and students have opportunities to increase their knowledge and awareness of Equality Diversity and Human Rights and can demonstrate this knowledge by responding appropriately, knowledgeably and confidently to all members of the university community
3. The curriculum and the way in which we assess students are accessible and inclusive across UWS. It promotes equality of opportunity and advances understanding between diverse groups
4. Policies, practices and decisions take account of the impact on all members of the university community
5. There is greater understanding of the characteristics and needs of students and staff as a result of improved quantitative and qualitative data collection and resultant analyses. Action based on these analyses is aimed at eliminating discrimination, promoting equality of opportunity and advancing understanding between diverse groups
6. University buildings and services have been adapted to meet the diverse needs of students and staff.

Progress against the outcomes is evident across UWS as the following section demonstrates.

Progress of Equality Outcomes 2013 – 2017

Equality Outcome 1

The university has a culture where study and work is free from discrimination, bullying, harassment and hate crime; and people feel confident about being part of the UWS community.

WIDENING PARTICIPATION

UWS works closely with colleges to establish new articulation routes, including pathways such as HND Human Resource Management (HRM) at South Lanarkshire College into 3rd year BA HRM, and HND Complementary Therapies at the City of Glasgow College into BSc Professional Health Studies.

In the current academic year (2016/17), UWS has successfully recruited 200 students to fill our allocation of additional funded places spread across seven partner colleges. To assist these students and others within partner colleges, in the past year UWS' External Engagement team has delivered transition support to 68 groups of HN students across 23 different campuses.

UWS has also developed, implemented and participates in a number of widening access programmes, including FOCUS West programme which aims to increase progression

rates to higher education among pupils from target schools that have low participation rates in higher education (less than current regional average progression rate baseline of 17 per cent).

FOCUS West is part of the Schools for Higher Education Programme (SHEP) initiative. Under the programme UWS works with 20 schools in the West of Scotland to deliver the Routes for All programme, which supports S5 and S6 pupils who are considering applying for further and higher education courses. In 2015-16, 2.7 per cent (129 students in total) of Scotland-domiciled undergraduate entrants to UWS came from these schools.[1] UWS also collaborates with Glasgow Caledonian University, which delivers a similar programme to the other 17 schools involved in FOCUS West.

The diversity of our own student population reflects this commitment to widening access. In 2015-16, 66.2 per cent (3,208 students) of Scotland-domiciled undergraduate entrants to UWS were female, 33.7 per cent (1,632 students) male. In terms of age, we remain leaders in attracting over-21s to HE: in 2015-16, 58.2 per cent (2,818 students) of Scotland-domiciled undergraduate entrants to UWS were over 21 years old, an increase of 3.9 percentage points on 2014-15. A total of 9 per cent (434 students) of UWS entrants in 2015-16 declared themselves as having some form of disability, while the proportion of care leavers was 0.5 per cent (25 students). Finally, black and minority ethnic students made up 8.3 per cent (403 students) of entrants, an increase of 1.1 percentage points on 2014-15.[2]

The retention rates amongst these groups are also improving to align closely with the university's overall retention rate. The provisional figure in 2015/16 for Scottish domiciled entrants to full-time degree programmes continuing or exiting with an award in the year following entry is 86.9 per cent.[2]

Of the Scotland-domiciled entrants to full-time degree programmes, 84.7 per cent of females (1,973 students) continued or exited with an award the following year in comparison with 79.8 per cent (1,167 students) of males. As highlighted by the Scottish Funding Council (SFC), retention rates amongst male students tend to be lower than those of female students. Retention of over-21s was 82.1% (1,528 students) compared with 83.4% of under-21s (1,615 students). For our black and minority ethnic students, the retention rate of 82.5 per cent (297 students) is very similar to that for white students (82.9% or 2,828 students). Interestingly, the retention rate for our students with a disability was 87.2 per cent (326 students) – 4.9 percentage points higher than the 82.3% rate (2,817 students) for those with no declared disability.

STUDENT AMBASSADOR PROGRAM

In 2015-16, UWS helped over 1,000 associate students to access university facilities, information and skills support while still at college. This included access to Moodle, the library and Student Union facilities. The scheme is open to all college students enrolled on a course that could lead to articulation to a UWS degree.

LEADERSHIP FOR FEMALE STAFF

UWS participates in the Aurora Leadership Programme, a programme designed to support female staff and facilitated by the Leadership Foundation for HE (LFHE). In the four years between 2013 and 2016/17, 54 female staff from UWS – 27 academic & research staff and 27 professional services staff – attended the programme. When asked what new skills they had developed as a result of the Aurora Programme, they gave the following responses:

"Far more confident and reflective on how to approach challenges. I also feel far braver." "The networking opportunities were invaluable. I think I have a greater self-awareness now as a result of the course." "I've become more aware of the skills I have and how I can approach different situations in a better way".

[1]NM3. The proportion of Scottish domiciled undergraduate entrants from Schools for higher Education Programme (SHEP).
[2]NM4. The proportion of Scottish domiciled undergraduate entrants by different protected characteristic groups and care leavers.

ATHENA SWAN

UWS was awarded the Athena Swan Award in November 2015, further submission have followed with the school of Engineering and Computing in November 2016 with the School of Sports and Science submitting in April 2017. A strategic group has been set up to oversee the development of Athena Swan across schools and professional services.

STUDENT SUPPORT

The Hub provides a one-stop shop for student support and is supported by a diverse range of staff and students who have all completed unconscious bias and tailored equalities training.

We are always looking for opportunities to improve, however, and when Student Services identified gaps in our LGBT+ skills and practices, particularly to support transgender students, our Disability and Counselling teams took the lead. Team members have now attended training on disability and transgender, and a specialist speaker was invited to give a talk on transgender to our Student Services staff. The Disability Service has since distilled the information from all these training events into a good practice guide. It has also devised an inclusivity audit that all student services teams have completed, the results of which have been used to identify areas of good practice as well as areas for development. The Disability Service and Registry have also established a simple procedure for students wishing to change their name and/or gender.

In addition, a transition programme has recently been introduced to support new students with Autism Spectrum Disorder, with follow-up events scheduled for trimester two.

MENTAL HEALTH SUPPORT

An online cognitive behavioural therapy (CBT) programme of mental health self-help tools is now available to all staff and students.

UWS INSPIRING WOMEN

The first Inspiring Women talk took place in 2014. Since then we have continued to develop these events, inviting inspirational speakers to inspire, motivate and challenge an audience of staff, students and invited guests. Each year we host four speakers in addition to those who participate in our Annual Celebratory Day. Previous speakers have included Baroness Sue Campbell CBE, Dominika Zurawska, and Baroness Nosheena Mobarik CBE. (Full details of all our speakers can be found on our **UWS Inspiring Women** page.) The third Inspiring Women Celebratory Day is scheduled for June 2017. We encourage local communities, and particularly local schools, to join us at these events.

GOVERNANCE

The Equality Diversity and Inclusivity Committee was established in 2015 to oversee and support equality work across UWS. The group is led by our Chief Operating Officer and reports to Senate.

Equality Outcome 2

Staff and students have opportunities to increase their knowledge and awareness of Equality Diversity and Human Rights and can demonstrate this knowledge by responding appropriately, knowledgeably and confidently to all members of the university community.

Equality and Diversity Training remains a priority for UWS. With the exception of some new staff, all senior staff and all managers responsible for recruitment have attended Unconscious Bias training. Plans are in place to deliver further Unconscious Bias training to new staff by the end of the calendar year. In addition, all Student Services staff have now received transgender awareness training.

Elsewhere we have developed a new suite of training that focuses on staff development, including topics such as customer services and working with international students, and are currently developing our peer support training. In the School of Education, as part of a curriculum development exercise programme leaders are reviewing how equality and diversity modules can be embedded into teacher training.

Following an equality and diversity review of the REF we now have an equality action plan that will form a core part of our REF activities and outputs. Another framework – our Academic Professional Development Framework – is being designed to include equality and diversity.

Finally, an induction guide for postgraduates has been drafted and will be reviewed with a view to implementation by the end of the calendar year.

Equality Outcome 3

The curriculum and the way in which we assess students are accessible and inclusive across UWS. It promotes equality of opportunity and advances understanding between diverse groups.

Equality and diversity in assessment continues to be part of the Quality Enhancement Support Team (QuEST) quality handbook, staff are required to consider equality and diversity in all module descriptors, and this is an ongoing development which will embed equalities in to inclusive teaching and assessment.

UWS has been acknowledged in the Enhancement Led Institution Review (ELIR) for diversity in reflective analysis and this will form part of the submission for 2019/2020

The School of Business and Enterprise have embedded equality and diversity into the HR Honours programme. In addition they invite guest lectures on equality and diversity to enhance this teaching. Similarly the School of Education have developed options for Equality and Diversity specific programmes. Moving forward we will look at how we can share this good practice across all schools.

Student Services continue to have input into the Assessment Committee which supports our disabled students. This has facilitated the implementation of our policy which supports a marking criteria that is inclusive and transparent that allows reasonable adjustment for assessments.

Each Campus has a space of contemplation which is available to all staff and students. The multi chaplaincy team also provide support and guidance to students and staff when required. The opportunity to celebrate in multi faith events is also provided.

A Global Citizenship module which will be available to all students, is in development.

The School of Educations is working with Scottish Government on various initiatives to improve male and BME recruitment to our core IPP programmes. Khadija Mohammed, a lecturer, is Chairperson of SAMEE (Scottish Association of Minority Ethnic Educators) and acts as a very useful source of expertise in this area.

Equality Outcome 4

Policies, practices and decisions take account of the impact on all members of the university community.

EQUALITY IMPACT ASSESSMENT (EIA)

Equality Impact Assessment has been mainstreamed in to our policy design process. All policies must be impact assessed before going to committee for approval. We have Equality Impact Assessment training as an online tool and a policy guideline on how to conduct and EIA.

We have equality impact assessed all key policy changes and new programs such as the REF 2014 and the Leadership Research Program. We conducted EIA on a number of policies such as:

- Work life balance Policy
- Returners Scheme
- Carers Policy
- Student Pregnancy and Maternity Policy

ESTATES DESIGN AND PLANNING

Consultation with relevant student and equality groups is used to inform our design and planning activities. A good example of this can be seen in the inclusion of gender neutral toilets as part of the redesign of the student Hub and library space.

POLICY EDUCATION

Workshops have also been held to inform staff of the benefits of the work life balance policies.

Equality Outcome 5

There is greater understanding of the characteristics and needs of students and staff through improved quantitative and qualitative data collection and resultant analyses. Action based on these analyses is aimed at eliminating discrimination, promoting equality of opportunity and advancing understanding between diverse groups.

All our HR systems have been updated since July 2015 to stream line our recruitment process and to allow equality reporting as required. A review of the iTrent system is ongoing in order to provide the best reporting mechanism for training and development.

Our pay gap review of 2015 will be followed up by a further report in 2017 as required by legislation.

A Business School project did not go ahead due to staffing changes.

Equality Outcome 6

University buildings and services have been adapted to meet the diverse needs of students and staff.

All our campuses are disability-compliant. We encourage and seek input from all relevant and interested parties to ensure that this remains the case. For example, our Student Services department has an input to our Assessment Committee, and following feedback from staff and students we reinstated 'Consideration in Marking' in our Assessment Handbook to support accessible and inclusive assessment.

On our Paisley campus too, the student hub and library space was developed in consultation with disabled students to ensure that both would be accessible and meet requirements. A further outcome of consultation was the inclusion of gender neutral toilets. For our new campus, under construction in Lanarkshire, we are holding engagement meetings with staff and students. Local stakeholders, including the relevant equalities organisations, are also being invited to share their views on the proposed design. Also advising on this development is our equalities consultant and a member of our disability support team.

UWS Equality Outcomes 2017 - 2021

Following the review of our equality outcomes 2013 to 2017 we have analysed potential opportunities to develop initiatives to create an inclusive UWS. This along with considerations of our corporate strategy, discussions with staff, students and unions and gleaning good practice from equality groups such as the ECU has resulted in the development of the following Equality Outcomes.

SUSAN MITCHELL - CHIEF OPERATING OFFICER
EXECUTIVE CHAIR OF THE EQUALITY, DIVERSITY AND INCLUSIVITY COMMITTEE

Equality Outcome 1

PROTECTED CHARACTERISTICS: RACE

Black and Minority Ethnic staff and students are engaged and supported through active participation.

Evidence:

- Scottish Government commitment to delivering race equality for Scotland specifically targets education.
- We have a significant number of BME staff and a high ratio of BME students. We recognised the need to engage more with this staff and student population.
- SAUWS which has recently advertised for a Black Liberation officer have also recognised a need to engage more with BME students.
- BME staff have shown an appetite for engaging with our new staff equality groups.
- We also have staff who represent UWS as race equality experts on external organisations.

Success Measures:

- Achievement of the Race Equality Charter by 2020.
- Demonstrable Engagement with BME staff and students.
- UWS partnership developed with SAUWS Black Liberation officer to develop student engagement with Black and minority Ethnic Students.

Equality Outcome 2

PROTECTED CHARACTERISTICS: ALL

We will improve our diversity disclosure rates in order to support staff and reflect the diverse workforce of UWS.

Evidence:

- Variations in reporting of staff data. E.g. returns in information from the confidential b-Heard survey in comparison to our own HR systems.
- We have no staff groups representing the protected characteristics established although work has begun in this area.
- There is significant under reporting on the protected characteristic of Faith and Belief, Sexual Orientation, Disability

Success Measures:

- Higher disclosure rates of diversity data
- Plans, policies and projects developed in relation to equality data analysis.

Equality Outcome 3

PROTECTED CHARACTERISTICS: LGBT+

UWS is an inclusive employer and supports all LGBT+ staff in the workplace.

Evidence:

- A lack of disclosure in reporting LGBT+ status, Stonewall research "open for business" states that LGBT inclusion leads to greater economic performance, better business performance and stranger individual performance their sense of achievements.
- Stonewall workplace Equality Index 2016 survey found that staff who were comfortable being out to everyone were 67% more likely to be satisfied compared to correspondents who weren't comfortable being out to anybody.
- Low disclosure rate from staff evidence based on increased numbers reported in the confidential b-Heard Survey.
- No current engagement with LGBT+ staff although work has begun.

Success Measures:

- Improved engagement with LGBT+ staff
- Stonewall Diversity Index place achieved by 2020
- Development Student and Staff LGBT+ forum and LGBT history month events supported by UWS.

Equality Outcome 4

PROTECTED CHARACTERISTICS: GENDER

The University is committed to improving the gender balance by promoting participation in all areas of UWS.

Evidence:

- Occupational Segregation demonstrates that there is still a higher number of males than females at a senior level
- UWS is taking part in a joint project with the Scottish Funding Council (SFC) in a project called “Attracting Diversity” Project Alternative Admissions Criteria for Physics to remove barriers for applicants without traditional maths and physics Higher qualifications.

Success Measures:

- Occupational Segregation reduced and improved gender balance
- More women in senior positions
- Development of Athena Swan accreditation
- Development and implementation of a Gender Action Plan.

Equality Outcome 5

PROTECTED CHARACTERISTICS: DISABILITY

The University is fully inclusive and meets the best practice on inclusive provision and accessibility for staff and students. UWS achieves disability standards by 2020.

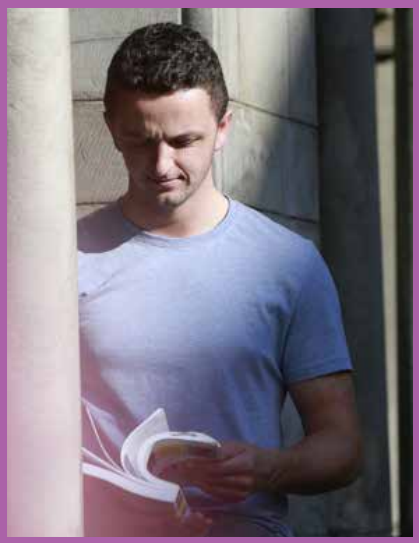
Evidence:

- Student disability Support team recommendations to provide specific disability access to be able to support a wider range of students.
- Although we are compliant we need to ensure that we are accessible for future students.
- 8.9% of our students have a disability across the 5 campuses

Success Measures:

- Disabled Go Status
- New Campus is accessible for all students

This report outlines our commitment to delivering an inclusive organisation that supports its staff and students. In advancing our commitment we will publish an action plan which will be overseen by our Equality Diversity and Inclusivity Committee. UWS welcomes this opportunity to make a difference in how we deliver equality and diversity in Scotland.



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