

## UWS Mainstreaming Report - April 2013

### Introduction

This report is the first mainstreaming report from the university under the Scottish Public Sector specific duties. The report shows how we have mainstreamed equality and diversity, and begun on the journey to avoiding discrimination, promoting equality of opportunity and promoting understanding of difference, integral to UWS functions.

The report covers progress that we have made in integrating the general equality duty to the exercise of UWS functions, processes and policies. It includes a breakdown of employee information for protected characteristics, recruitment, retention and staff development. Finally it contains information on plans to improve data collection in preparation for subsequent reports.

The benefits we expect from further mainstreaming include; equality and diversity becoming more integrated in the structures, behaviours and culture of the university; a better measure of how we are promoting equality; and a larger contribution to continuous improvement and better performance.

### Examples of Mainstreaming

The mainstreaming of equality in UWS is promoted using tools such as equality impact assessment and by ensuring that equality features appropriately in business planning templates, committee or other decision-making reports and other policy development mechanisms. The following are a few examples of specific mainstreaming activity from areas of the university:

- The UWS Learning and Teaching Strategy 2011-2015 incorporates inclusive learning and teaching principles and encourages inclusive practice in curriculum design. . The development work on this was led by the Learning Teaching and Assessment Board, chaired by the Vice-Principal for Learning and Teaching
- In the ICT department, where licencing allows, enabling support software is no longer held on 'special' machines and is either installed on or available from most machines across all campuses. Recent implementation of thin client devices for students also took into account the requirements for enabling support software as part of the design, implementation and test phases.
- The Director of ICT reviews the results of equality monitoring and currently the proportion of females to males within the department is much higher than the national average for ICT. The age profile, despite recent voluntary severance /early retirement, has a higher proportion of employees over 45 than in the national ICT profile.<sup>1</sup>
- The School of Culture and Creative Industries elects not to name one individual as an equality and diversity 'champion' but operates a distributed model whereby programme teams, in particular, take a collective approach to managing equality and

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<sup>1</sup> Diversity Management in the ICT Industry Challenges and Issues for Social Dialogue  
Dr Juliet Webster  
Work and Equality Research

diversity in relation to the student experience. Specific initiatives include a recruitment policy of interviewing all suitable applicants who have acquired the minimum qualification threshold for places on the School's portfolio of accredited programmes.

- The University pay and grading structure for all staff categories is underpinned by HAY job evaluation methodology. This supports the principle of equal pay for work of equal value for all employees and aims to ensure that University pay systems are fair and free from bias.
- The recently appointed Studio Manager in the School of Culture and Creative Industries is developing a system of tailored 'help cards' to include with all equipment on loan so that all students feel confident about using specialist technical 'kit' independently. The school has established an online system for lending that will be used to monitor equipment borrowing and so capture trends of 'underborrowing' by specific groups (e.g. younger women) which we can then seek to address.
- The library service developed a new Collection Development Policy in 2011. This was produced in alternative formats with the help of the Enabling Support department and includes a statement on provision for those with a disability assessment.
- In developing a new undergraduate curriculum the Business School ran a series of workshops on Equality to inform the writing of modules and how they would be implemented in practice.

In implementing actions to meet our equality outcomes we will continue this mainstreaming approach.

### **Service provision**

UWS has over 18000 students and we collect data at application, admission and annually for academic results to analyse how different people use our services and how they perform as students. We are working to extend data collection to include all protected characteristics.

Student surveys are also conducted annually and it is the responsibility of each academic school to take action based on the data in their particular area.

# Employment Report

## HR Statistical data 2012

The University analyses the equality data collected on staff and applicants for employment in order to identify any trends that require action, to inform our policies and practices and to deliver our responsibilities under the Equality Act 2010. The data is stored in accordance with Data Protection legislation and access is restricted to HR staff only and in accordance with role responsibilities. The University has commissioned a new self-service HR/payroll system (I-Trent) and is in the implementation phase of data set-up and reporting. In future the reporting function will have the capacity to provide extensive data reports that can support identification of any gaps or potential inequalities in our performance as an employer. This will enable local managers to investigate the causes of these gaps and take steps, including positive action initiatives, to address or mitigate the causes.

This is therefore the first report that includes data on all the protected characteristics. The data is a combination of data transferred to the system following the staff equality data survey in 2010 and data which employees have updated themselves.

Later in 2013 we will remind all employees to confirm or update their equality data which will lead to improvements in the accuracy of data held and improve analyses of any changes or trends in the workforce.

In the summer of 2013 the e-recruitment component of the system will be implemented and all future recruitment data will hold equality data inputted by applicants themselves and will lead to a more complete data set although still enabling applicants to opt out, if this is their preference.

### **Workforce (core) September 2012**

This report includes data on the wider group of equality protected characteristics. We are pleased to report a consistently high ethnicity declaration with the unknown ethnicity figure remaining below 5%. The rate of declaration of disability has increased from under 1% to 2.6% and we will take further steps to reduce the level of 'not knowns'.

Data on the new protected characteristics sets the baseline for data analyses and our initial priority will be on reducing the not known data. Once the full results of the 2011 census (Scotland) are published we will be able to undertake some comparative analyses. In addition we are working with the staff who are developing the I-Trent system with the aim, where possible, of uniformity of equality headings, taking account of HESA requirements, and ensuring an appropriate range of categories for the different equality characteristics extending this to include gender identity. We will refine the categories for religion and belief in I-Trent to take account of the Scottish census categories. The data reported below only includes those categories where staff have provided data.

#### **Key facts:**

<b><u>Sex(gender)</u></b>	Male	Female
	580	819
	41.5%	58.5%

<b><u>Disability</u></b>	Disabled	Not Disabled	Not Known
	36	260	1103
	2.6%	19%	79%

<b><u>Ethnicity</u></b>	White Ethnicity	Black & Minority Ethnicity	Not Known
	1300	51	48
	93%	3.6%	3.4%

<b><u>Marriage and Civil Partnership</u></b>	Married	Civil partnership	Not Married	Not Known
	653	6	168	572
	47%	0.4%	12%	41%

<b><u>Sexual Orientation</u></b>	Declined to say	Bisexual	Gay man	Gay woman (lesbian)	Heterosexual	Not Known	Not sure
	138	0	7	5	513	735	1
	9.9%	0.0%	0.5%	0.4%	36.7%	52.5%	0.1%

<b><u>Religion or belief (includes no belief)</u></b>	No religion or belief	Not Known	Church of Scotland	Buddhist	Roman Catholic	Hindu	Muslim	Other Christian	other religion
	9	1041	170	3	100	3	2	64	7
	1%	74.41%	12.15%	0.21%	7.15%	0.21%	0.14%	4.57%	0.50%

<b><u>Age</u></b>	20 & under	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
	3	24	61	102	144	193	274	276	221	87	14
	0%	2%	4%	7%	10%	14%	20%	20%	16%	6%	1%

<b><u>Pregnancy and Maternity</u></b>	
(01/04/12- 31/01/13)	
maternity/adoption leave	23
Returned from leave	10
left	1
currently on leave	12

## **Recruitment (1st August 2011-31st July 2012)**

The undernoted data reports on academic and support staff (AT&S) recruitment

### **Academic recruitment**

- There were 61 academic advertisements (47 of which were advertised externally) covering 65 posts attracting 595 applications.
- Completed equality monitoring forms show 65% of applicants were male and 31% female. Women achieved success, (11% higher at shortlisting and 2% at appointment compared to men) but in the predominantly female areas of education and nursing. 19 of the posts were in science, engineering and technology and attracted 25 applications from women, 8 progressed to shortlisting and 1 woman was appointed. (7 of the posts attracted no female applicants)
- 7 females and 9 males were appointed to promoted posts. Males were more successful at the levels above senior lecturer particularly in Health, Nursing and Midwifery.
- 4% of applicants declared a disability, 4% of those shortlisted and 4% of those appointed (2 appointments) had declared a disability.
- BME applications (26%) were concentrated in posts in science, computing and engineering and business and achieved an 16% success rate (9 appointments)

### **Administrative, technical and services (AT&S) recruitment**

- There were 95 AT&S advertisements (55 of which were advertised externally) covering 129 posts attracting over 1600 applications.
- Completed equality monitoring forms show 35% of applicants were male and 62% female. 86 females and 36 males were appointed.
- Women had a higher success rate at shortlisting (by 4%) and on appointment (by 2%) compared to men but this was, in the main, to posts that are generally stereotypically associated with women, and have a predominantly administrative focus. Males were mainly appointed to posts in science or to technology related roles, which are generally stereotypically male. However males achieved appointment in some roles mainly occupied by women, albeit in low numbers, e.g. note-taker, cleaners and admin roles (9 in total) Posts that have the word "Manager" in the job title had an appointment distribution of 7 females and 6 males,
- 4% of applicants declared a disability, 3% of those shortlisted and 2% of those appointed (2 appointments) had declared a disability.
- 7% of applicants, 4% of shortlisted and 6% of appointees (7 appointments) declared a BME background. The range of posts included posts in science, estates and buildings and student services

### **Staff Development**

We are currently in the process of transferring training records to the new I-Trent system with the aim of enabling analysis by protected characteristics. However this data only includes training organised centrally by Human Resources. It does not include training and development that takes place in and via schools and departments and we will work towards how to encompass this data to enable fuller analysis.

## **Staff Retention**

Data from I-Trent recorded 108 leavers for the period 1<sup>st</sup> April 2012 - 31<sup>st</sup> January 2013 (10 months).

Key facts:

- 39% were male and 61% female
- 4.63% had declared a disability
- 1.85% were BME

This is the first set of reported leaver data and we will monitor future leavers to identify if there are any trends that require further investigation. This first set does not contain any significant statistical variations in terms of the overall workforce.

## **Staff awareness and understanding**

Staff awareness and expertise in areas of equality, diversity and human rights are promoted through training programmes and involvement in mainstreaming activities.

All staff have access to basic equality and diversity training aimed at developing their approach to managing equality and diversity. Specific, specialised training is also offered on meeting the needs of students with disabilities; equality impact assessment; inclusive learning and teaching practice; and working with international students. Mentoring is also available for staff who have specific roles in equality and diversity areas.

Employee Relations Team - Sheila Ross HR Adviser