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UNIVERSITY OF THE
WEST of SCOTLAND

UWS

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

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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.

A handwritten signature in black ink that reads "C Mahoney". The signature is fluid and cursive.

PROFESSOR CRAIG MAHONEY
PRINCIPAL AND VICE - CHANCELLOR

Executive Summary

This report sets out the measures, activities and successes at UWS in our commitment to embed 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



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

Mainstreaming Equality

The University has made substantial progress on its mainstreaming responsibilities over the reporting period. We have made significant efforts to embed our equalities work within the University, with all policies subject to an Equality Impact Assessment before approval, development of training programmes in Equality Matters and Unconscious Bias, as well as bespoke training as required.

Key successes include:

- Becoming a Stonewall Diversity Champion in 2016, committing to ensuring that our practices and procedures are LGBT friendly
- Signing up to the national Listen campaign, tackling discrimination and stigma for young people in and leaving the care system
- Being awarded Gold Healthy Working Lives Award, demonstrating an ongoing commitment to improving the health, safety and wellbeing of our employees
- A joint staff/student campaign, Standing Safe in preventing sexual violence on university and college campuses across the UK, which won a Suzy Lamplugh National Personal Safety Award
- Our staff are leading on equality issues in the areas of Scottish Football, Race Equality Rights, Minority Ethnic Educators, and International Holocaust Remembrance
- Hosting events to promote inclusion such as International Week, World Hijab Day and International Women's Day

The future of Equality and Diversity at UWS focuses on reviewing and refreshing existing policies and approaches in order to increase institutional confidence in this area and to embed training and development across the organisation. We have a renewed approach to partnership working, which involved collaboration with our Students Association (SAUWS) and staff equality groups and external partners. An action plan has been identified in order to further support our commitment to mainstreaming equality and diversity at UWS.



Equalities Data Reporting

We report on the gender pay and occupational segregation of our staff under the requirements of the Equality Act 2010.

Analysis of our profile shows that in December 2016 we had a workforce of 2094 (FTE 1327) spread over five campuses.

Overall, females make up 61% of our workforce. They constitute 66% of Professional Services, and 50% of the Academic and Research staff body. 45% of the roles constituted as senior management are occupied by women. 3.5% of the total UWS workforce have a disclosed disability, with a slightly higher percentage at senior management level.

6.6% of our total workforce are disclosed as BME and we know that 3.5% are on hourly rate pay. Further work has been identified to develop a better understanding of where and how we support BME staff. This has been reflected in our Equality Outcomes and our commitment to achieve the Race Equality Charter.

Our Employment Engagement Survey suggests that there is growing confidence in staff reporting their diversity data when they are assured that it is anonymous. UWS will work to ensure that we create a culture of confidence and clarity with staff to improve understanding of the importance and impact of equality and diversity reporting. We aim to demonstrate that the gathered data is used to improve services and support our staff. This has been reflected in our Equality Outcomes and is key to delivering a workforce that is diverse and understands and supports the need to create a culture that is transparent and inclusive.

PROMOTION

Our data show that proportionately larger numbers of males are applying for academic promotion than females (17 vs 7 applications respectively). Equal numbers of males and females (4 of each) were approved for promotion from the applications received. 25% of the approved promotions were from BME staff. The number of females applying for academic promotion has slightly improved since 2015.

RECRUITMENT

UWS leads, and is a partner in, many initiatives to encourage people from the widest possible range of backgrounds to access Higher Education. For 73 Academic and Research vacancies in 2016, approximately one third of applications are made from those who declare themselves as female. We note that a higher rate of males are selected for interview, however we note that females appear to have a higher success rate compared to shortlisted male applicants. Around 44% of the applicants for these Academic and Research vacancies disclosed that they were from a BME background. 295 of these were shortlisted, and 22 were appointed.

Over the same period, Professional Services reflect a 57% rate of applications from females. Significantly more females were shortlisted, and almost twice the number of females shortlisted were appointed than the number of men.

GENDER PAY GAP REPORT

UWS has a pay gap of 17%, however when the two highest earners (which skewed the overall male mean salary) are removed our pay gap is 16.2%. It is worth noting that the national current average published by HESA is 18.1%, having decreased from a reported pay gap of 27.5% in 1997.

UWS Equal Pay Statement

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; 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 avoiding unfair discrimination in the application of equitable and fair pay and performance systems that reward excellence helps the University to realise its ambitions.

In order to meet our objectives in ensuring equal pay we will create an Equal Pay Working group, report six monthly to the Equality Diversity and Inclusivity Committee (EDI) and Senate, we will foster initiatives to address any identified unequal pay gaps.

UWS Equality Outcomes 2017 - 2021:

Equality Outcome 1 - Protected Characteristics: Race

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

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.

Equality Outcome 3 - Protected Characteristics: LGBT+

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

Equality Outcome 4 - Protected Characteristics: Gender

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

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.



Welcome.
Hola.
Salaam.



Introduction

This report reflects how far we have come since our first mainstreaming report in 2013 and what we commit to in striving to live up to our University of The West of Scotland (UWS) Truth “We are an inclusive organisation that welcomes and values diversity”.

Achieving equality and diversity takes commitment, drive and focus. At UWS we strive to create the structures, leadership and support to make this happen.



30%

A white circle containing the text '30%' in a teal color, positioned above the explanatory text.

UWS serves as the local university to over 30% of the population of central Scotland,

UWS Purpose

University of the West of Scotland's purpose is to change lives, transform communities and encourage enterprise through outstanding, distinctive and progressive higher education.

Our focus is on personalised learning experiences supported by internationally recognised research. UWS graduates will be work-ready and contribute locally and globally. These values are embodied in OurTruths.

UWS Our Truths

- We are here for our students
- Our teaching is our passion, and it reaches to the future
- We understand that a graduate career is important to our students
- We are a knowledge-rich organisation
- We believe in partnership with business (private, public and global)
- We are an International University
- We are an inclusive organisation that welcomes and values diversity
- UWS is a great place to work and study
- UWS is a university that dares to be different



As one of Scotland's biggest modern universities UWS serves as the local university to over 30% of the population of central Scotland. In addition our national and international reach continues to grow.

We have a workforce of 2094 staff and a student population of 16,535 spread over five campuses, four located across the West of Scotland in Paisley, Ayr, Hamilton and Dumfries and an international one based in London.

The Times Higher Education (September 2016) recently placed UWS in the top five percent of the world.

In 2014 our research was rated internationally excellent and leading in the Research Excellence Framework (REF).

UWS is widely recognised as one of Scotland's leading institutions in widening participation in Higher Education (HE). UWS leads, and is a partner in, many initiatives to encourage people from the widest possible range of backgrounds to access Higher Education.



16,535
Student Population

Leadership and Governance in Delivering Equality

UWS has embedded the values of equality and diversity in Our Truths. In addition we have committed in our corporate strategy to, “develop a culture where our people are supported to be highly motivated, creative and collaborative. Making a difference to the communities we serve - in Scotland and across the globe.”

We believe it is everyone’s responsibility to deliver equality, diversity and inclusivity at UWS. This is overseen by our University Court and Senate and supported by the Vice Chancellor Executive Group (VCEG).

Our Chief Operating Officer is the Executive Chair of our Equality, Diversity and Inclusivity (EDI) committee which also has representation from other VCEG members, students, and staff from our Schools and Departments across the University. The EDI committee reports to Senate.

Legal Context

Following the enactment of the 2010 Equality Act, the Public Sector Equality Duty (PSED) came into force on 5 April 2011. The PSED consists of a general duty supported by specific duties that are set out in the Scottish Specific Duty Regulations 2012.

The Protected Characteristics outlined in the legislation are as follows: Age, Disability, Gender, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation.

The general duty requires (HEI), in the exercise of their functions, to have due regard to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people from different groups
- Fostering good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups

In order to demonstrate due regard, institutions must consider the three needs of the general duty when making decisions, for example, when:

- Developing, evaluating and reviewing policies
- Designing, delivering and evaluating services, including education provision
- Commissioning and procuring services from others

The specific duties were to:

- Develop a set of Equality Outcomes that covered all protected characteristics
- Report on progress on the mainstreaming of the general duty into all functions
- Assess the impact of policies and practices against the needs of the general duty
- Gather and use information on employees
- Publish gender pay gap information
- Publish statements on equal pay for gender race and disability
- Have due regard to the general duty in specified procurement practices
- Publish information in a manner that is accessible

In 2016 new reporting requirements were added to the legal duty. Hence in 2017 we are now also required to report on the following:

- Publish governing bodies/board diversity information in mainstreaming reports
- Information on the protected characteristics of the governing body/board has and/or will be used to improve diversity amongst members
- Publish equal pay statements to include disability, race and gender for institutions with 150 or more staff

UWS Mainstreaming Report 2013-2017

UWS is committed to embedding equality and diversity in the way we conduct business across all Schools, Departments. We understand this 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.

The 2014/2015 Higher Education Statistics Agency (HESA) performance indicators showed 95% of all UWS graduates were in work or further study six months after graduation. Professional employment figures eight percent above the national average.

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UWS leads, and is a partner in, many initiatives to encourage people from the widest possible range of backgrounds to access Higher Education.

We first reported on our commitment to equality and diversity in 2013. In continuation of our journey we take a holistic approach to ensure that the actions we take are sustainable and impactful. Our progress outlined below demonstrates how we foster good relations, tackle discrimination and advance equal opportunities for people of different groups.

Progress on Mainstreaming Responsibilities

We endeavour to reach out to all communities to encourage people from the widest possible range of backgrounds to access higher education. For example, we are the leading university for articulating students from Further Education colleges. In 2015/16 UWS supported over 1,000 Associate Students to gain access to University facilities, information and skills support while still at college.

UWS has signed up to the national pledge 'Listen' campaign, which tackles discrimination and stigma for young people either in or having left the care system, and sees all of Scotland's universities become "Corporate Parents" to their students applying from care.



In 2016 the University became a Stonewall diversity Champion and is working with Stonewall to ensure that our practices and procedures are Lesbian, Gay, Bisexual and Transgender + (LGBT+) friendly. This aim is reflected within our equality outcomes 2017-2021.

We are working with external partners and stakeholders to enhance the work that we will deliver across all protected characteristics. For example the Centre for Ethnic Minority Voluntary Organisations (CEMVO Scotland) and the Diversity and Equality Alliance in Renfrewshire (DEAR). We also have partnership agreements with Oxfam and Alzheimer Scotland.

UWS has been received the Gold Health Working Lives Award. To achieve this award an organisation must be able to demonstrate its commitment to improving the health, safety and wellbeing of its employees and show evidence of positive behavioral change. Part of demonstrating our commitment to improving health, safety and wellbeing of our staff is holding awareness raising events on long term health conditions such as mental health and diabetes across our campuses. Staff have access to counselling services through our Occupational Health department. We have Epilepsy Friendly Accreditation with champions trained in each of the UWS campuses. We also hold Lifestyle screening events in partnership with the NHS and voluntary organisations, which looks at key areas of health such as blood pressure, cholesterol and body weight.

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

In March 2017, UWS received, a “Highly Commended,” at the Family Friendly Working Scotland Awards. This award was in recognition of our suite of family friendly policies and our supportive approach to flexible working to encourage work-life balance. As part of our application we submitted a case study from the School of Health, Nursing & Midwifery (HNM) the impact of our policies and practices in real life situations. This case study below is one example of our policy in operation.

Case Study - UWS Flexible Working Policy

“ I have found UWS’s flexible working policy very user friendly and easy to follow. I submitted an application after being in post for one year and UWS were very receptive in looking to accommodate my request.

The process was extremely straight-forward and timeframes included in the policy were followed.

Having had my initial request approved, I condensed my hours in to a 4 day working pattern. Not only was this extremely beneficial to my work / life balance, it also helped to provide staff with support being available after ‘normal’ working hours.

The flexibility works both ways within the School and with forward planning my Line Manager knows that I can accommodate requirements on my non-working day should this be needed.

Open and transparent communication across the School and UWS allows staff the opportunity to review flexible practices and set in motion requests, and I think a number of staff are now seeing the benefits of this and taking forward requests.

The easiness of this flexible working request, as well as the speed at which it was granted and put into practice has afforded me an excellent balance between family life and work, without having had to reduce to part-time working hours.

I am extremely grateful to UWS for this opportunity and to all the staff who enabled this to happen. ”

In September 2016 a joint staff/student collaboration with external organisations launched the Standing Safe Initiative. The Standing Safe initiative, is committed to playing a leading role in preventing sexual violence at university and college campuses across the country, sees UWS students engage in a range of activities during the academic year to raise awareness of sexual violence and the support available to prevent it. This is a student/staff initiative against sexual violence at UWS which won a Suzy Lamplugh National Personal Safety Award. The Suzy Lamplugh National Personal Safety Awards celebrate and recognise individuals and groups who, through their work and commitment to personal safety, make a real contribution to keeping people safe. Also Gender Based Violence (GBV) awareness sessions are delivered to all pre-registration nurses by the population health team NHS Scotland.

Members of our staff lead on equality issues with the Scottish Football Association (SFA), Coalition for Race Equality Rights (CRER), Scottish Association of Minority Ethnic Educators (SAMEE) and the International Holocaust Remembrance Alliance, amongst others.

To support the breadth of work that we are delivering on mainstreaming, we have developed an Equality and Diversity Quarterly bulletin to keep staff informed of progress on our Equality actions and to encourage staff to engage with planned activities and programs. A selection of the events and activities we have delivered are outlined opposite:

Events Promoting and Celebrating Diversity

There is a clear appetite amongst staff and students to develop and celebrate diversity. Such events are great opportunities to share experience and learn from people of different protected characteristics. This was evidenced as world hijab day coincided with Chinese New Year, and UWS students turned this into an opportunity share experiences and to celebrate internationalism in the wider context.

World Hijab Day 1 February 2017

In partnership with our People and Organisational Development (People & OD), staff and students from the School of Education organised events across the University celebrating World Hijab day, which is a nationwide event. UWS branded this event using the hashtag **#howdoyouwearyours?**

The staff and student collaboration was a great success with both local and international students and staff participating. The event allowed students to try on a hijab, and have conversations about what it means and how it impacts on the lives of women who choose to wear hijab. The students involved represented both hijab and non-hijab wearing students. The success of the day has encouraged staff and students to plan an even bigger celebratory event for next year.

International Women's Day

Over the past few years UWS has celebrated International Women's Day, 8th March, in different ways. In 2016 UWS screened the film 'Girl Rising' across five of our campuses. Girl Rising is a documentary film follows nine girls from Haiti, Nepal, Ethiopia, India, Egypt, Peru, Cambodia, Sierra Leone and Afghanistan on their journey to pursue and education. In 2017 we held a special Inspiring Women talk as part of our UWS Inspiring Women series with Baroness Nosheena Mobarik CBE as our keynote speaker. All our events are open to all staff, students and external guests. More information about our Inspiring Women series of events can be found later in the report.

International Week

The University celebrates International week annually. This year we extended activities to incorporate all staff and students across all 5 campuses. The event gives participants the opportunity to share experiences, stories of culture and discuss the meaning of internationalism.

LGBT History Month

In 2015 we held our first transgender workshop which was student led and the Rainbow Laces Campaign was hosted by the School of Sport and Science.

In 2017 the Students' Association for the University of the West of Scotland (SAUWS) hosted two events in conjunction with Paisley Arts Centre and UWS hosted a seminar on "Challenges facing the LGBT+ Jewish community". UWS Student Services hosted an LGBT national training day and the training template has since been rolled out across student services to assess inclusion.



Embedding Equalities

We first set out our commitment to mainstreaming in 2013. In 2015 we presented a joint report on our mainstreaming activity and Equality Outcomes as we had identified Equality Outcomes that supported the mainstreaming activity, this report can be found at: www.uws.ac.uk/Equality/. Where actions were identified within our Equality Outcomes, progress has been reported in our Equality Outcomes Action Plan. Reflections regarding some of the wider activity supporting the mainstreaming activity are detailed below:

Equality Impact Assessment (EIA)

The EIA process is now embedded into our policy development process. We ensure that all policies have been subject to EIA before going for committee approval. EIA training is available on line and we have an EIA policy and guideline. To ensure that we develop best practice in relation to EIA, our policy and guidelines will be regularly reviewed over the next 4 years. Further details are outlined in our Equality Outcomes Progress Report.

Training and Development

In 2014, UWS carried out an Employee Engagement Survey (b-Heard), using Best Companies. Following the survey, representatives from across the university took part in a working group to address a number of themes identified from the qualitative data. One of the outcomes from this group was the development of a Staff and Management Development Programme.

This programme offers a wide range of training opportunities for all staff, some examples are: Coaching, Working with International Students, Customer Service, Giving and Receiving Feedback, you can find the full list at: <http://epublications.uws.ac.uk/POD/StaffDevelopmentDirectory>

A core element embedded in these training programs is the values of equality and diversity. In addition, tailored programs around leadership, team building and human resource training incorporate EDI issues.

We have an online 'Equality Matters' and 'Unconscious Bias' training resource available to all our staff and we have delivered workshops on unconscious bias to all levels of staff within the university.

Almost 250 members of staff have attended unconscious bias training to date. Our People & OD department also provides bespoke equality training for teams as required.

All new academic staff are required to undertake Postgraduate Certificate in Teaching and Learning in Higher Education (PgCert TLHE) and equality and diversity training forms a core part of this programme.

Staff training is vital in delivering an effective business but also in ensuring that we have a workforce that is supported to deliver our key objectives. Whilst we recognise that online training as a tool is effective and accessible, in order to challenge attitudes and have a safe space for discussion, face to face training is a valued element within the suite of training opportunities for staff.



Personal Tutor Support - Peer Support Program

One of our corporate actions outlined in our Educational Enabling Plan is that all our students have a positive and transformative student experience. Fundamental to this is our Personal Tutor Support. Personal Tutors provide support and guidance throughout the student's journey, they share and reinforce a set of core values:

- Equality
- Democracy
- Mutual Respect
- Collaboration
- Diversity and Sustainability

The training provision for Personal Tutors is currently under development and will have specific equality and diversity components.

Professoriate

A Professoriate group to support female professors was established in 2015. Informal mentoring and peer support as well as networking opportunities are key benefits, particularly for newly appointed professors.



Multifaith Chaplaincy Support at UWS

UWS recognises the important role played by religion and spirituality in human and cultural formation and is committed to encouraging and supporting students and staff in the expression of their faith and beliefs.

Our Multifaith Chaplaincy Team has members from a wide range of different faiths. There are currently four teams based at our Scottish campuses and support is available for our London Campus students through email by our Multifaith Chaplains and also through their faith and belief organisations in the community. The ethos of the UWS Chaplaincy service is to encourage staff and students to engage with their own faith and belief organisations in the local community and to help raise awareness of other faiths, beliefs and cultures.

Through the Multifaith Chaplaincy Team the University offers:

- a multi faith and belief team
- personal support for students and staff, regardless of religious affiliation
- one-to-one support
- someone who will listen in confidence
- information on ceremonies and events for faiths and beliefs
- celebrations and events for all faiths and none
- a drop-in space for reflection and prayer

A Space of Contemplation is available for prayer, contemplation and meditation at our Scottish campuses:

- Information on the UWS Multifaith chaplaincy is available at www.uws.ac.uk/multifaithchaplaincy where further information can be found on:
- churches and organisations around our campuses
- who the Multifaith Chaplains are at each campus
- useful links to other relevant information including SilverCloud which is the new online module aimed at providing students with a self-help toolkit to improve their mental well-being

Mainstreaming Action Plan 2015

In our 2015 Mainstreaming Action Plan we identified seven recommendations for addressing occupational segregation. A summarised table of progress is outlined below:

Review Flexible Working Policy	Review completed
Review all our family friendly Policies	Review of family-friendly policies completed including our Carer Policy
Highlight the importance of the University Guidance on starting salaries	Guidance and statement on salaries are now included in recruitment packs.
Collate and report workforce occupational segregation data and identify actions to discourage occupation segregation. Actions being taken forward as part of Athena Swan submission	Data on occupational segregation on gender completed as part of the Athena Swan submission Development of case studies on going and workshops on flexible working complete.
Gather and analyse data on staff development, including staff view on training accessibility.	Data on attendance and evaluation is currently gathered manually. Investment into a system that records training events and analysis reports of evaluation and impact are underway.
Extend mentoring schemes which supports career progression.	In addition to the mentoring scheme for Aurora participants, People & OD and Research Services to provide an overview of mentoring and its benefits for mentors, those mentored and UWS at the launch of the 'Research Mentoring Programme'. Following this, mentors and those being mentored were offered training to ensure that both would get the most out of the programme. Mentoring workshops were also run for the School of Science for the Athena Swan Programme. Open workshops are available to all members of staff across all campuses. We also offer workshops to staff interested in becoming a mentor and for staff looking to find out how mentoring could help their careers.
Improve data gathering and report in the effect of maternity leave on retention.	Complete and reported on as required.

We will continue to build on this work and will seek opportunities to develop innovative ways to ensure that equalities is firmly embedded into our university culture. Where actions have not been completed or are on-going, we will continue to ensure that we use a mainstreaming approach.

UWS Mainstreaming Report 2017 to 2021

We move into the next phase of our mainstreaming plan with a commitment to meet our General Duty and embed the core principles of eliminating discrimination, advancing opportunities and fostering good relations.

Moving forward we have prioritised the following actions:

- We will review our Equality Impact Assessment (EIA) Process with a view to refreshing and renewing confidence in delivering effective EIA's. We will publish our EIA's on our website and will develop best practice models to guide staff in their work.
- We will continue to embed equality and diversity into mainstream training programmes. Furthermore, we will develop face to face equality and diversity training for staff to challenge attitudes and to provide a safe space for discussion on equality topics. Equality and diversity training will be a requirement for all staff.
- We will develop an Equality & Diversity calendar that is staff and student led. This will provide an opportunity to share good practice across all the protected characteristics and will be an opportunity to show-case the work and talents of staff, students and external speakers.
- We will work in partnership with our Students Association (SAUWS) to ensure that there are joint efforts, through project work and partnership events, to support and celebrate diversity at UWS.
- We will develop and support Staff Equality Groups, with Gender, Disability, Black and Minority Ethnic (BME) and LGBT+ by 2019, and all protected characteristics covered by 2021. A set of provisional terms and conditions have been drafted however final terms will be approved by the groups themselves.
- We will ensure that our procurement procedures align with our commitment to delivering inclusivity, equality and diversity. Our service design will take cognisance of accessibility in designs and function.



UWS Gender Pay Gap and Occupational Segregation Analysis

Reporting Period –
1st January 2016 to 31st December 2016

Introduction

University of the West of Scotland is committed to equality and diversity and continues to support and uphold the principles of equal pay for work of equal value. The University's current pay and grade structure has been externally and independently quality assessed as part of the implementation of the Joint Negotiating Committee for Higher Education Staff (JNCHES) Framework Agreement for the Modernisation of Pay Structures. New posts/jobs continue to be scrutinised and graded using the University's established Grading Procedure.

This document seeks to analyse the University's equality pay data which has been recorded and compiled using the University's HR Information System (iTrent). The data included in this document has been produced in accordance with the public sector equality duty (PSED) requirements which came into force on 5 April 2011.

The University is required to include all staff in this report, including staff with zero hour/variable hours' contracts of employment and those employed at the most senior levels. This aims to provide a comprehensive description of our current staffing and any gaps if appropriate. The University's previous Public Sector Equality Duty Publications Report 2015 did not include staff engaged on zero/variable hours contracts of employment therefore an increase in staffing figures can be seen.

UWS Staff Profile Data

We currently have 2094 employees, which includes those individuals currently engaged on a contract of employment with variable working hours. This figure comprises of 1258 females (60.08%) and 836 males (39.92%). The following provides a breakdown of these employees as of December 2016 as recorded under each protected characteristic.

Staff Gender Profile

Gender	Female	Male	Total
Headcount	1258	836	2094
Percentage	60.08	39.92	100

Staff Disability Profile

Disability	Disabled	Not Disabled	Not Disclosed	Total
Headcount	70	1018	1006	2094
Percentage	3.34	48.62	48.04	100

Staff Ethnicity Profile

Ethnicity	White	BME	Not Disclosed	Total
Headcount	1796	140	158	2094
Percentage	85.77	6.69	7.55	100

Staff Marital Status Profile

Marital Status	Civil Partnership	Co-Habiting	Divorced	Married	Separated	Single	Widowed	Not Disclosed	Total
Headcount	15	87	59	961	24	403	18	527	2094
Percentage	0.72	4.15	2.82	45.89	1.15	19.25	0.86	25.17	100

Staff Sexual Orientation Profile

Sexual Orientation	Bisexual	Gay	Lesbian	Heterosexual	Not Disclosed	Unsure	Total
Headcount	2	14	13	645	1415	5	2094
Percentage	0.10	0.67	0.62	30.80	67.57	0.24	100

Staff Religion Profile

Religion	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

Staff Age Profile

Age	20& Under	21- 25	26-30	31- 35	36- 40	41 - 45	46- 50	51- 55	56 - 60	61 - 65	66+	Total
Headcount	35	125	152	188	218	197	270	361	263	146	139	2094
Percentage	1.67	5.97	7.26	8.98	10.41	9.41	12.89	17.24	12.56	6.97	6.64	100

Maternity and Adoption Retention Figures during period 01/01/2016 – 31/12/2016

Staff Group	No Change to Working Hours	Reduced Working Hours	Compressed Working Hours	No Return to Work	Maternity Leave Ongoing	Total
Academic & Research	4	1	0	1	4	10
Professional Services	6	5	0	1	11	23
Total	10	6	0	2	15	33

Paternity Leave Figures during period 01/01/2016 – 31/12/2016

Staff Group	Paternity Leave in Period
Academic & Research	5
Professional Services	4
Total	9

Analysis

In our mainstreaming report of 2015 we reported on the workforce data representing our core staff. Shown below is a representation of our staff which include our hourly rate staff population. When this is included in the statistics, 2 out of the 9 protected characteristics show an increase in % population. Further work is identified through our Equality Outcome 1 (2017-2021) to understand why this should be the case.

The 2016+ represents the staff figures including hourly rate paid staff

Staff profile

BME	2013	2015	2016	2016+
	51	64	66	140

Disability	2013	2015	2016	2016+
	36	30	41	70

Undisclosed Data

When reviewing our staff data, we recognise that when we analyse the % of staff who have not disclosed information, there is an increase when comparing core staff population with all staff including hourly. Further work is identified through our Equality Outcome 2 (2017-2021) to understand this better.

	2013	2015	2016	2016+	%
Sexual Orientation	873	1018	836	1415	67.57%
Religion and Belief	1041	1148	1002	1617	77.2%
Disability	1103	1021	615	1006	48%

Recruitment and Selection with New Appointments

Between 1st January 2016 and 31st December 2016, 176 advertisements were published via the University's online recruitment website which comprised of both academic and professional services roles. The online recruitment website was launched in July 2015 providing the University with a database to access electronic recruitment and selection data. Online equality monitoring forms are included in the application process. With the introduction of this online function and the University's Employee Self Service functionality, the equality data available has been produced using iTrent with the individual controlling their own data set. All disabled applicants who meet the minimum criteria for a role are invited to attend an interview.

In 2016, the University received a total of 3,221 applications for the 176 online advertised jobs. While the overall number of jobs advertised has reduced since our last published report in 2015, the number of applications the University has attracted has increased. In 2015 report showed the University had advertised 280 jobs attracting over 2,868 applications compared to 176 advertised jobs in 2016 with 3,221 applications.

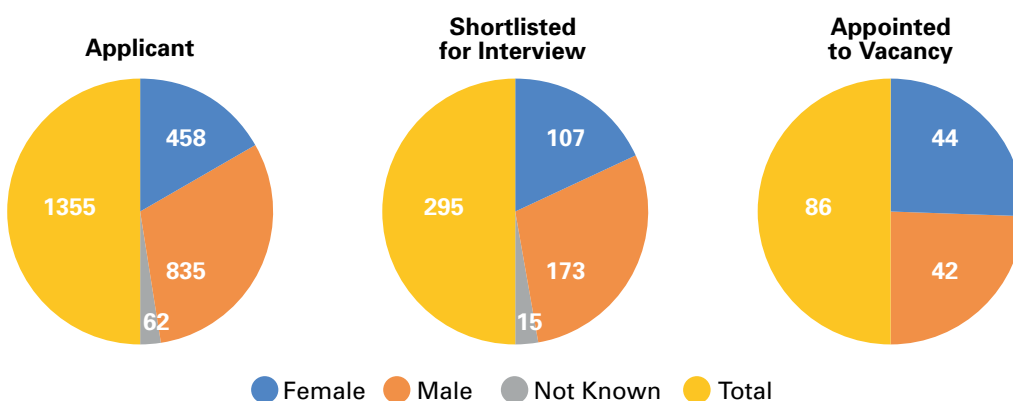
Gender Recruitment Profile

Academic and Research Vacancies

UWS received 1,355 applications for 73 Academic and Research vacancies. These can be broken down as follows.

- 458 female applicants (33.80%)
- 835 male applicants (61.62%)
- 62 applicants (4.58%) opted not to declare their gender when submitting their application
- A higher rate of males were shortlisted for interview (173), females (107). Nevertheless females appeared to have a higher success rate compared to shortlisted male applicants
- 44 females appointed, 14.91% of those shortlisted were appointed
- 42 males appointed, 14.24% of those shortlisted were appointed

Academic & Research Vacancies 2016

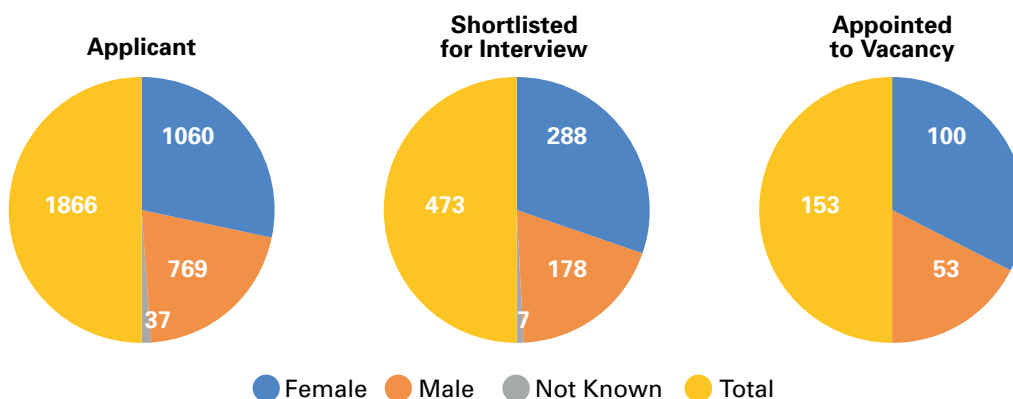


Professional Services Vacancies

1,866 applications were received for 103 Professional Services vacancies. These can be broken down as follows.

- 1,060 female applicants (56.81%)
- 769 male applicants (41.21%)
- 37 applicants (4.58%) opted not to declare their gender when submitting their application
- Significantly more females were shortlisted (288) than males (178) and 7 were unknown
- 100 females (21.14%) of those shortlisted were appointed and 53 (11.20%) males were appointed

Professional Services Vacancies 2016



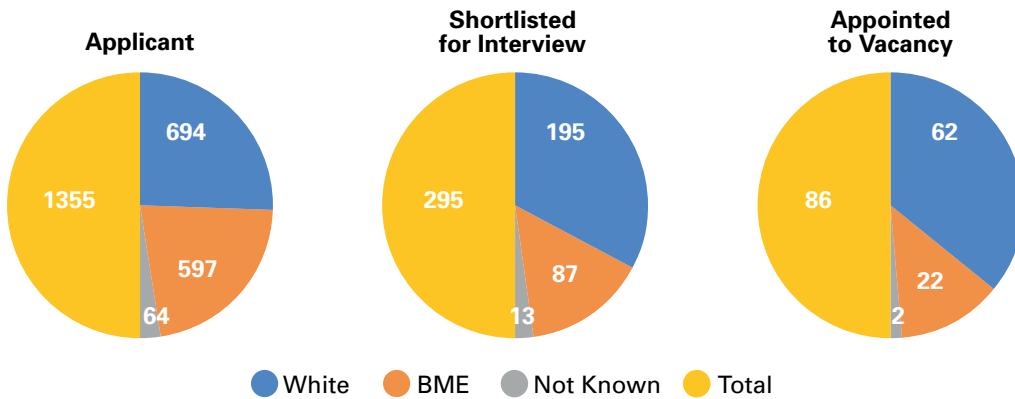
In terms of appointments females tended to have a better success rate than males in securing an appointment for both categories of jobs. This differs slightly to the reporting data in 2015 in which females had a higher success rate for Academic and Research jobs (38.5% to 33.33%) but a slightly lower success rate for Professional Services jobs (23.40% to 21.20%).

Ethnicity and Disability Recruitment Profile

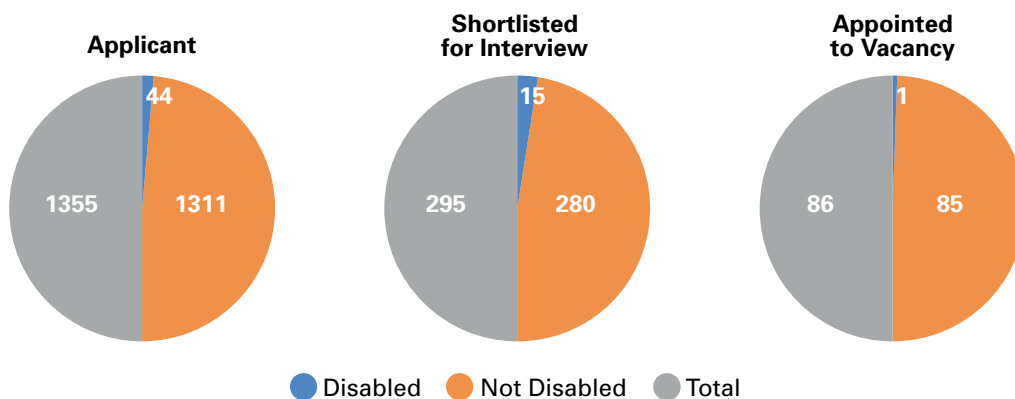
Academic and Research

Of the 1,355 applications received for Academic and Research vacancies, 597 were from applicants with a BME background (44.06%). 64 applicants (4.72%) opted not to declare their ethnicity during this recruitment process. 44 applicants declared a disability accounting for 3.25% of applicants. A total of 295 applicants were shortlisted and invited to attend an interview with 87 (29.49%) from a BME background and 15 (5.08%) with a declared disability. 22 BME applicants were appointed, two unknown and one with a declared disability. In 2015, three BME applicants were appointed and no applicants were appointed with a declared disability.

Academic & Research Vacancies Ethnicity Recruitment Profile 2016



Academic & Research Vacancies Disability Recruitment Profile 2016

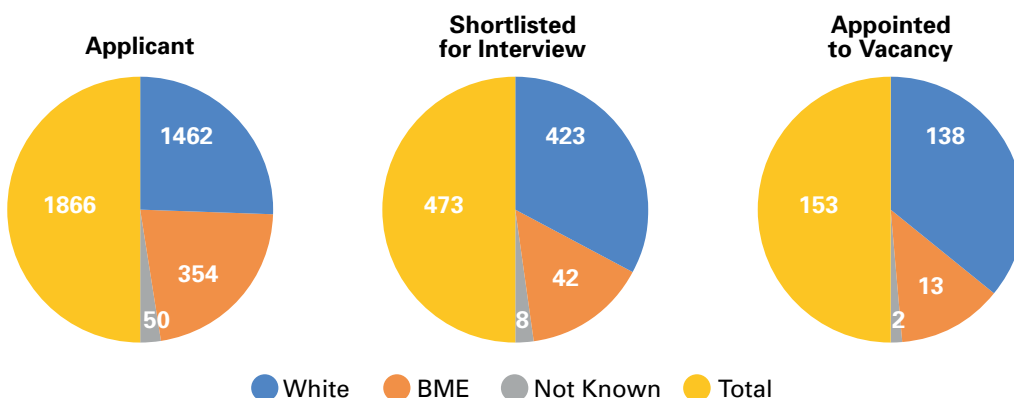


Professional Services

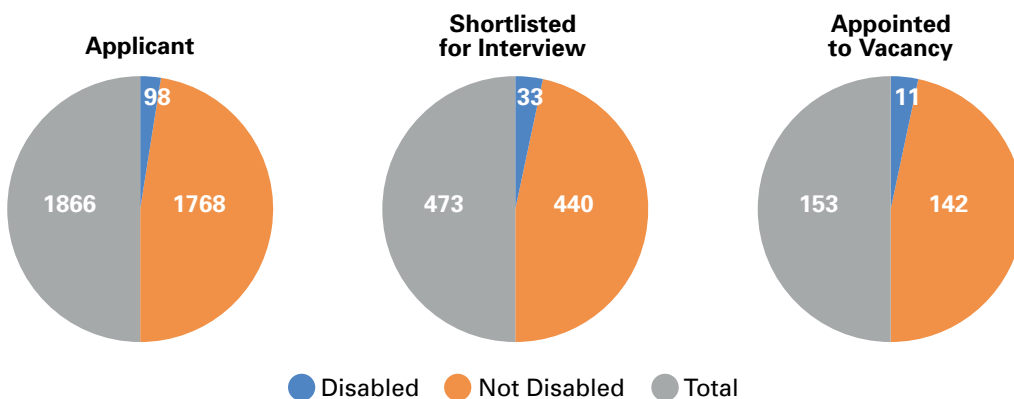
Of the 1,866 applications received for Professional Services vacancies, 354 were received from applicants with a BME background (18.97%). 50 applicants opted not to declare their ethnicity. A further 98 applicants declared a disability accounting for 5.25% of applicants. A total of 473 applicants were 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 split 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.

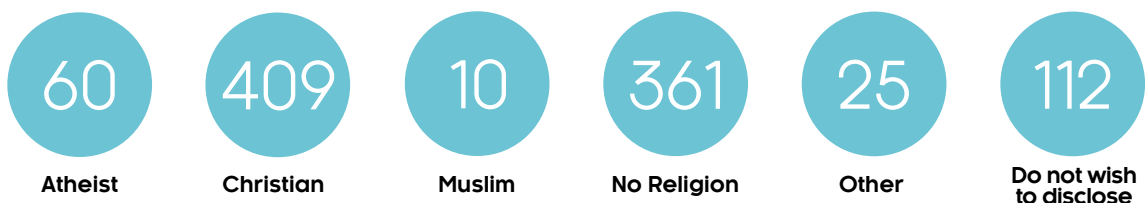
Sexual Orientation



Ethnic Origin



Religion or Belief



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.

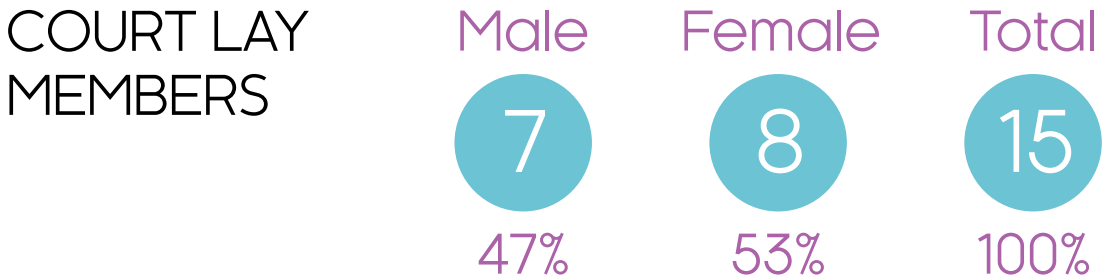
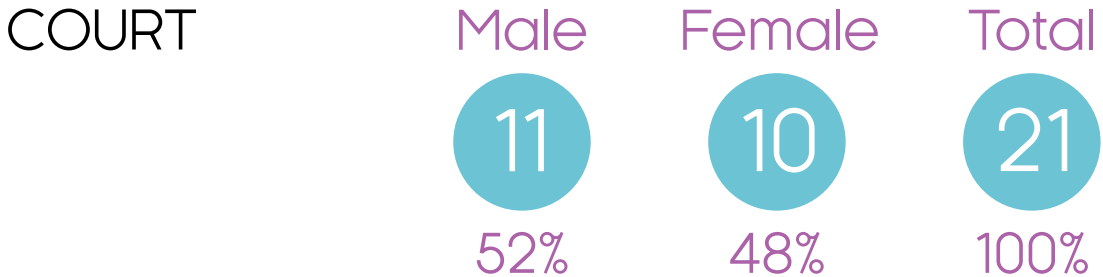
Identified Actions for Occupational Segregation

The following are identified actions to improve EDI at UWS.

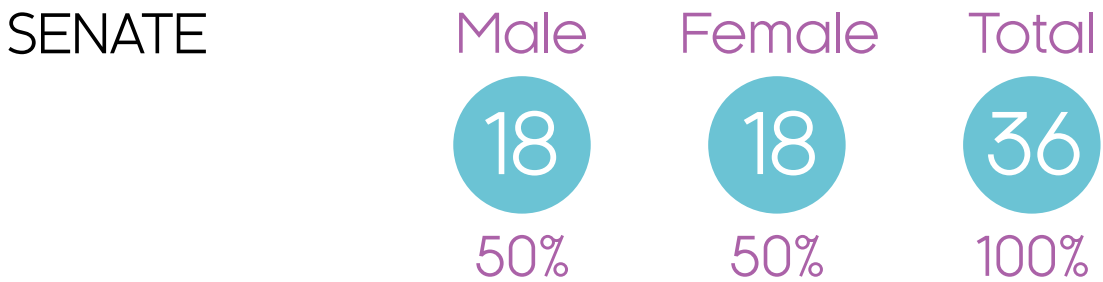
1. Communicating the belief that every contribution matters, and that dignity and respect extends to all staff. This will be addressed through the introduction of a new performance and development review scheme called, "My Contribution," and related workshops being held for all staff across the University.
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

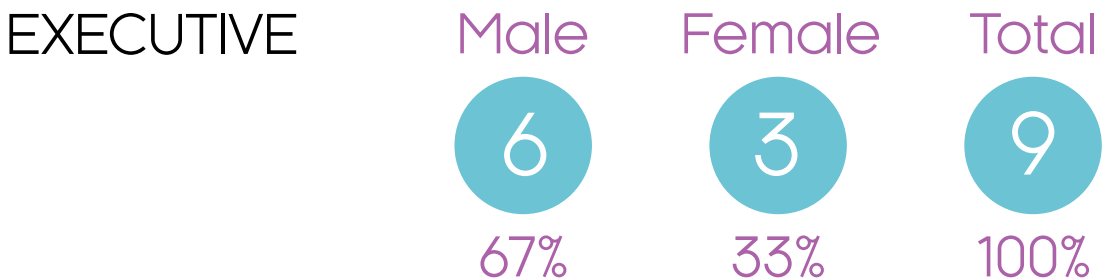
Court, Senate and executive Committee Gender Composition March 2017



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.



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.



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”.*

¹NM3. The proportion of Scottish domiciled undergraduate entrants from Schools for higher Education Programme (SHEP).

²NM4. 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. The third Inspiring Women Celebratory Day took place in June 2017; key note speakers included Professor Shân Wareing, Pro Vice Chancellor Education and Student Experience, London South Bank University, Rebecaa Stinson, Head of Trans Inclusion Stonewall UK and Poonam Gupta OBE, Founder of PG Paper, entrepreneur and philanthropist. We encourage local communities, and particularly local schools, to join us at these events. For further information on the Inspiring Women series please contact the UWS People and Organisational Development Department.

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 Education 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 stronger 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:

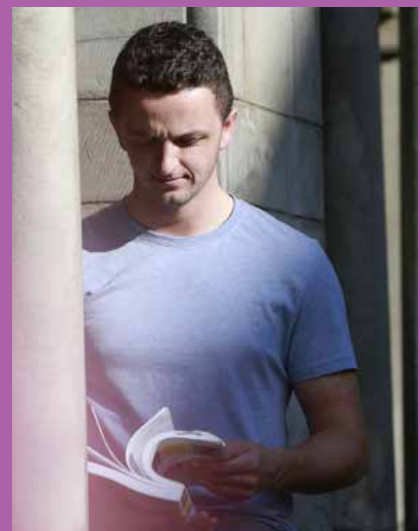
- Student disability Support team recommendations to provide specific disability access to be able to support a wider range of students
- Although we are compliant we need to ensure that we are accessible for future students
- 8.9% of our students have a disability across the 5 campuses

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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