Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021

UNIVERSITY OF THE
WEST *of* SCOTLAND
UWS

Equality, Diversity & Inclusion

#UWSequality Make a difference

Contents

Foreword

As Principal and Vice-Chancellor, I am proud of our many achievements and the substantial progress the University has made to ensure that equality, diversity and inclusion are at the heart of all that we do. Diversity is one of our core strengths as an institution. UWS is a university where ability, not background, matters.

We cannot ignore the tragic events of 2020 and the subsequent powerful anti-racism protests across the UK and the world. Universities must play a role in facilitating change to stamp out prejudice and build diverse and supportive cultures of respect and fairness for all.

At UWS, we continue to support an inclusive culture which celebrates difference and unlocks the talent in our staff and students. We are committed to ensuring our staff and students are free of discrimination, harassment and victimisation.

Our Mainstreaming and Equality Report outlines some of our key successes and more importantly, sets ambitious challenges for the future which will require innovation, confidence and commitment. This report identifies areas where we can develop and enhance our work further.

Covid-19 has undoubtedly brought with it many challenges and has further highlighted the many inequalities that still exist in our society. Our review of progress in relation to mainstreaming equality and our refreshed Equality Outcomes 2021-2025 gives us an opportunity to counter the disproportionate impact of Covid-19 on particular protected characteristics as well as refocus our energies to meet the challenges of the future.

I am proud of what we have achieved in the last four years and that our commitment continues to be demonstrated in our actions as well as our words.

Professor Craig Mahoney,
Principal and Vice-Chancellor

Introduction

The University of the West of Scotland (UWS) is committed to ensuring that equality is at the heart of everything we do in order to raise aspirations, increase opportunities and inspire achievement.

The purpose of this report is to review progress made by UWS in relation to meeting the general and specific duties of the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. See Appendix 1 - Legislative Background.

The report is then divided into 3 distinct chapters:

1. **Mainstreaming Equality:** This reviews our progress made in relation to mainstreaming equality within our institution

2. **Review of Current Equality Outcomes:** This reviews our progress made in relation to our current equality outcomes 2017-21

3. **Refreshed Equality Outcomes 2021-2025:** This provides our evidence base and refreshed equality outcomes for 2021-2025

The Scottish Funding Council have signed a Memorandum of Understanding with the Equality, Diversity and Human Rights Commission to become the regulator of this report. This is to create greater synergy between our Outcome Agreements and Public Sector Equality Duty Reporting in order to progress equality, diversity and inclusion for staff and students. This report therefore should be read in conjunction with the **UWS Outcome Agreement Update (2019 -20)** and our **UWS Strategy 2025**.

17424 Students

ACROSS 5 Campuses

1637 Staff

About the University of the West of Scotland

UWS is Scotland's most successful university for widening access. The University's Corporate Strategy, UWS Strategy 2025 sets out the ambitions for the University of the West of Scotland (UWS) for the next five years, and lays the foundation for the University towards 2050.

UWS is a significant force in global knowledge creation, innovation and a leading provider of undergraduate, postgraduate and research degree education.

At the heart of this is the UWS commitment to widening access, equality, diversity and inclusion.

The University sets the standard for the sector: welcoming almost 2,500 students each year from disadvantaged backgrounds, providing smooth and efficient learner journeys through entry with advanced standing to nearly 1,200 students per year, and delivering excellent learning and teaching, support and graduate skills development to support students to remain in education and reach a positive outcome.

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

- We are here for our students

- We are a global university

- We are a knowledge-rich organisation

- UWS graduates are world-ready

- We value our people and UWS is a great place to work

As one of Scotland biggest modern universities, UWS serves as the local university for over 30% of the population of central Scotland.

We have a workforce of 1637 staff and a student population of 17,434 (AY 2020/21) spread over 5 campuses, 4 located across the West of Scotland in Ayr, Dumfries, Lanarkshire and Paisley and a campus based in London.

The University was placed by The Times Higher Education (THE) in the top 600 universities in the 2021 World University Rankings and in the top 150 in the 2020 THE Young University Rankings. UWS ranked 2nd in the Scottish social inclusion table in the Times/ Sunday Times Good University Guide 2021.

External Influences

Scottish Funding Council (SFC)

The **UWS Outcome Agreement 2019-20** sets out how the University of the West of Scotland (UWS) will build on its significant recent progress to help deliver the national priority areas identified by the SFC. Indicative ambitions will be revised annually and are dependent on SFC funding confirmation.

As the leading institution in Scotland for articulation and recruitment from disadvantaged areas, UWS's commitment over the Outcome Agreement period is to maintain this sector-leading position.

Covid-19

The Covid-19 crisis has served to highlight that the direct and indirect effects of contracting the illness as well as the lockdown measures put in place to control spread of the virus, are significant and unequal. It is also expected that as well as having an impact in the shorter term that longer term impacts may also be experienced.

Before the Covid-19 crisis, persistent inequalities such as poverty, health, access to education and life chances were already evident. The pandemic has exacerbated these existing inequalities and exposed the vulnerability of particular protected characteristic groups.

Naturally, the University's overriding priority is the safety and wellbeing of colleagues, students and the wider UWS community. There has been a significant amount of work in progress to ensure that we provide safe, accessible, risk-assessed environments for students and staff. This has included moving to a hybrid learning model where learning whenever possible has been delivered online. There has been accommodation made when students are required to participate in practical lab-based learning classes to ensure that all students can successfully progress through their level of study.

These activities have been co-ordinated through nine work streams in our 'Creating Strength from Adversity project' All planning has been subject to equality impact assessment to ensure that all decisions identify the disproportionate impacts on particular protected characteristic groups and appropriate actions are taken to mitigate any potential negative impacts. This work is ongoing to consider the longer term impacts of Covid-19 recovery.

Leaving the European Union

UWS is an international university with a commitment to global engagement and a belief in the global reach of staff and students. Since the 2016 referendum decision for the UK to leave the European Union, UWS has taken a number of actions to support current and prospective EU students and staff, and to prepare for the departure from the European Union. Throughout the period, the University has modelled scenarios, to measure risks and to identify opportunities. These exercises have considered student recruitment, diversity of the student body and student demographics, research collaborations and partnerships, and innovation and enterprise. Through these exercises, UWS has sought to identify positive opportunities for developing learning and teaching or research and innovation partnerships with existing and potential European partners, to maintain the global impact from UWS graduates and research, and to support the positive impact of cultural diversity on UWS five campuses through EU staff and students.

Enhancement Led Institutional Review

The Quality Assurance Agency (QAA) is responsible for developing and undertaking quality assurance and enhancement activities for higher-education in Scotland. QAA Scotland delivers the external quality review of institutions through Enhancement-led Institutional Reviews (ELIR). This is the process used in Scotland to maintain academic standards and enhance the quality of the student learning experience. QAA Scotland do this on behalf of the university sector and the Scottish Funding Council. Equality and diversity are mainstreamed into this process in line with our Strategy 2025 "We remain committed to widening access, equality, diversity and inclusion."

At the most recent review in November 2019, UWS was commended across a range of areas. Most notable in relation to equality, diversity and inclusion are the commendations for its student-centred culture, widening access and use of quantitative and qualitative data to enhance decision making.

The review stated UWS has developed a genuinely student-centred culture which is reflected in the approach of staff at all levels, and in the institution's focus on learning, teaching and assessment activities which are designed to promote student success.

In addition, the review highlighted that UWS demonstrates a strategic approach to recruiting and supporting a diverse range of students, based on a clear understanding of its student population and a strong commitment to meeting the needs of the communities in which it is located. A range of widening access initiatives are in place which are tailored to particular student groups including targeting engagement with areas designated as SIMD 20 and promoting partnership with local colleges to support student articulation. UWS has made significant progress in improving the retention of students who enter from under-represented groups.

UWS makes good use of quantitative and qualitative data - there is an increasingly sophisticated, integrated, transparent and widely understood approach to using an extensive range of internal and external data to promote enhancement and inform decision-making and evaluation (ELIR Outcome Review 2019).

Research Excellence Framework 2021(REF2021)

The Research Excellence Framework (REF) is the UK's system for assessing the quality of research in UK higher education institutions. It first took place in 2014. The next exercise is currently being conducted and will be finalised during 2021.

The REF Code of Practice embeds consideration of equality, diversity and inclusion. This was supported by ensuring the development of the REF2021 Code of Practice was subject to Equality Impact Assessment (EIA) as well as its implementation. This included ensuring that all staff involved in the REF2021 participated in mandatory training in equality, diversity and inclusion.

The EIA is being reviewed by the REF2021 Strategy Group at key stages of the identification process, up to, and including, the final submission, to ensure that any necessary changes to prevent discrimination or promote equality are taken prior to the submission deadline.

The final version of the REF EIA, including the outcomes of any actions taken to prevent discrimination or advance equality, will be published after the submission has been made.

Chapter 1
Mainstreaming
Equality
2017–21

So what does 'mainstreaming equality' mean?

Mainstreaming the equality duty simply means integrating equality into the day to day working of our institution. In other words, equality should be a component of everything we do.

HEIs must report on the progress it has made to make the general equality duty integral to the exercise of its functions so as to better perform that duty.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

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

This chapter highlights a number of specific examples which evidence how UWS is meeting the three needs of the Equality Act 2010, general duty. For ease of reference a Mainstreaming Action Plan Summary Progress Update can be found on page 34-37

Our **UWS Outcome Agreement Update 2019-20** contains details of our efforts and progress to widen access and mainstream equality, diversity and inclusion within our institution. A brief summary of key activity reported in our Outcome Agreement is available below, however you should refer to the original report for fuller and more detailed information.

The remainder of this chapter is (in the main) to highlight additional activities that are currently not reported elsewhere.

Our UWS Outcome Agreement 2019-20, contains details of progress across a number of equality, diversity and inclusion related areas. Our Strategic engagement with schools allows UWS to play a key role in the local communities as an enabler of student success, and remains focussed particularly on low-participation areas and hard-to-reach groups. UWS' current approach to widening participation involves a broad range of engagement activities with schools and colleges, including:

- The Schools for Higher Education Programme (SHEP)
- Access to a Career in Teaching (ACT) Project
- Scottish Wider Access Programme (SWAP West)
- Ayrshire Chamber of Commerce Schools Event
- Access to Education Programme
- Partnership with colleges and articulation

In addition to the above there are also targeted interventions for the following groups:

- Military veterans/service users
- Asylum seekers
- Gypsy Roma traveller communities
- Care experienced students
- Student carers
- People with criminal convictions

Mental Health and Wellbeing

UWS believe that the health and wellbeing of their staff and students is of paramount importance, this has been especially true during the current pandemic. We have a strategic Equality, Diversity, Inclusion and Wellbeing Coordination Group taking forward the University's approach to addressing issues of well-being, including mental health. The group includes representation from University leadership, student-facing services, academics and Human Resources. There are a range of activity and services to support students' wellbeing and mental health. This includes Student Counselling, Student Disability Services, pre Covid students had free access to our gyms in Paisley, Lanarkshire and Ayrshire (fitness classes have currently moved online).

We have an online space for thinking and feeling better, called SilverCloud. The online cognitive behavioural therapy program offers a supportive framework available to all students and staff, across campuses, enhancing wellbeing and providing support for issues such as depression, anxiety and stress. Feedback from Counselling and Disability staff has been very positive, commenting that students have found the resources to be relevant to them and helpful. Student numbers using SilverCloud were 744 between January 2019 and January 2021.

We hold Healthy Working Lives – Gold Award for our commitment to staff and student mental health and wellbeing. For staff we have an in house Occupational Therapy Service, and an Employee Assistance Service that is open 365 days a year and 7 days a week. This includes access for immediate family members. We also have discounted access to our gyms in Paisley, Lanarkshire and Ayrshire. In addition we have a range of in-house activities and training to raise awareness of mental health and wellbeing.

Gender-based violence

UWS is taking a whole-institution approach to gender-based violence (GBV) as advised in the Equally Safe in Higher Education (ESHE) guidance and toolkit. A cross-university/student group has been established. The primary purpose of the Group is to provide strategic leadership pertaining to the implementation of Equally Safe, the Scottish government's national strategy for the prevention and elimination of Violence against Women and Girls (VAW&G). The group oversees the institution wide approach to the development and implementation of measures at the University which closely reflect the twin themes of the Equally Safe approach – Prevention and Early Intervention. The group have adopted the key principles outlined in the Equally Safe in Higher Education National Toolkit developed at the University of Strathclyde as follows:

- a whole campus strategy – students and staff

- increased training opportunities for staff and students, notably bystander intervention and first responder training

- development of an academic working group that supports research on GBV in Scotland

- Partnership working including University students, staff and their representatives and key external and third sector partners

- 3300 gender-based violence information leaflets were put up across all university campuses and residences

Implementation of the strategy will also reinforce existing policies. The Code of Discipline for Students already provides examples of what constitutes non-academic misconduct including "assault of or threatening behaviour towards any student, member of staff or visitor to the University" and "Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on University

premises or engaged in any University activity", which will continue to be used by the University to tackle gender-based violence. This ensures that our expectations in terms of conduct are clear to students and also that we have a clear basis for disciplinary action where this is appropriate.

Bullying, Harassment and Discrimination

With regard to staff, it is stipulated in terms and conditions of service that the University aims to create an environment where all employees, regardless of equality characteristics are treated with dignity and respect. UWS is committed to the elimination of unlawful discrimination, harassment, victimisation or other prohibited conduct. In support of this, the **UWS Disciplinary procedure** and **guidelines for staff** provide examples of what might constitute gross misconduct such as: in bullying, harassment and discrimination of a colleague, student or member of the public related to race, sex, sexual orientation, disability, religion or believe, age or gender reassignment; Physically violent, threatening, indecent behaviour or inappropriate sexual behaviour. This ensures that expectations of staff are clear whilst providing a basis for disciplinary action where appropriate.

Transgender

UWS is currently developing Trans/Gender Identity Guidance for staff and students at UWS to ensure the University meets its inclusive objectives and to align areas of work already undertaken to support Trans staff and students. UWS works in partnership to raise awareness and understanding of Trans issues.

A partnership between UWS, Students' Union, external equality partnerships and networks such as the LGBT+ Development Group in Ayrshire, the national Trans Edu Group, Stonewall, LGBT Youth and LGBT Plus support the promotion of awareness of support mechanisms for trans individuals within and out with the University. We have organised a range of training both face to face and more recently, online. This training has been available to students and staff. We also have an eLearning training package available to staff and plans are in place to give students access to this training also. All key Human Resources procedures have been reviewed with support from Stonewall Scotland to ensure that the language is inclusive to all gender identities.

British Sign Language

UWS published a **British Sign Language Plan** in BSL and English , as required by the BSL (Scotland) Act 2015. In August 2020 all Scottish Colleges and HEI's were required to review progress made in relation to their BSL Plans and submit to Deaf Action Scotland, 31 out of 34 FE/HE institutions met the deadline and their findings have been collated in an overview report with a set of recommendations on how to move our BSL Plan forward. This report is currently being considered and our action plan will be updated accordingly.

Corporate Parenting Plan

The UWS Corporate Parenting Steering Group membership has been reviewed and this group has reconvened and updated and evaluated targets set in our Corporate Parenting Plan 2015-2018; the UWS Outcome Agreement and the recommendations made in the Blueprint for Fairness Report (2016) by the Commissioner of Widening Access regarding Care Experienced Students.

A cross university and student group for care experienced students was established. This peer support group has been set up by a group of UWS students and the named contact at UWS is working closely with the group to support and jointly organise events and look at opportunities to support care experienced students.

Equality, Diversity and Inclusion across UWS

Schools and professional services continue to mainstream equality within their processes. A key activity for academic staff has been to review teaching materials to ensure that they comply with Accessibility 2018 Regulations. Schools and professional services have also highlighted key equality dates across the academic year to raise awareness and understanding of equality issues, for example HUB staff created book displays to recognise Holocaust Memorial Day, LGBT+ History Month and International Women's Day.

Team UWS purchased LGBT+ Captain rainbow arm bands to wear during matches to show support for LGBT+ individuals. They also supported a campaign to encourage females into sport. This included free gym passes, free trials at all sports clubs and a range of blogs from female sports club members.

The School of Education and Social Sciences supported events for Black History Month, LGBT+ History Month and Holocaust Memorial Day. In addition, Khadija Mohammed, Senior Lecturer was a finalist in the Gen Analytics Herald Awards in the category of Diversity Hero for her work in mentoring Black, Minority Ethnic (BME) educators to support educators to progress within teaching. In addition, Khadija Mohammed, has been honoured as one of **TES Scotland's top 10 people of 2020**.

The honour comes after Khadija was interviewed by TES in February for a podcast in which she discussed her experiences of racism in education, and highlighted her pioneering work to address the issues in the sector.

The School of Computing, Engineering and Physical Sciences is currently undertaking a self-assessment exercise as part of the application for an Athena SWAN Bronze Award in 2021. As part of the School's self-assessment, a review of the uptake of CEPS Staff of EDI-related online training was undertaken in April 2020. A priority for the School is to report on the uptake of this training by School staff on a regular basis.

The School of Health and Life Sciences organised activity to promote males into nursing and care roles. In addition, they have developed a Carers Academy for Carers who support individuals with dementia and also a Foster Carers Academy for carers who support young people.

Each School and department has a dedicated EDI Champion. This role has been redefined and further training is planned to ensure staff are empowered to advance equality initiatives in their areas to support mainstreaming of equality within UWS.

Equality, Diversity and Inclusion across UWS

*School Case Study
Colours of the Alphabet – was screened globally on the 19th February by the UN as part of International Mother Language Day.

*School Case Study
UWS's research on the provision of Holocaust education in schools in Scotland has helped shape future United Nations programmes, influencing teaching pedagogy in Scotland and in the international community.

*School Case Study
A new mobile phone app has launched to help tackle the disproportionate number of ethnic minority people affected by Covid-19.

*School Case Study
UWS's Alzheimer Scotland Centre for Policy and Practice, is a centre of excellence advancing dementia policy and practice through education, applied research and policy influence.

Student Union

The Student's Union continues to work hard to reduce barriers and promote equality in all that they do. Some key achievements over the last year include:

- Established the first Student Union Equality, Diversity and Inclusion Committee looking at ways to coordinate activities and improve equality and diversity at UWS and the Student Union

- All staff, including bar staff, received Bystander Training

- All commercial venues have 'Ask for Angela' and Gender Based Violence Support information available for students

- Worked with UWS Equally Safe in Higher Education working group charged with preventing gender-based violence and promoting gender equality

- Participated in the international 16 Days of Action challenging Gender Based Violence, including supporting the Standing Safe event and promoting the White Ribbon campaign

- Student Union President has been participating in the Scottish Race Equality Network focussing on student groups that will inform future actions

- Student Union president was interviewed by national media following the releasing of the EHRC report on racism across the university sector. They have been working closely with UWS to ensure they are proactive in promoting equality

- The Student Council has passed a number of motions with a focus on improving accessibility and equality, including

  - Supporting the White Ribbon Campaign
  - Increased Halal food options

- Accessible font and internet sites
- Need for Student Safe Spaces

Procurement

Our published **Procurement Plan** (see section 1) refers to embedding inclusion and diversity.

We embed inclusion and diversity by including it as an evaluation criteria in all tenders.

Mainstreaming Equality within Leadership and Governance Arrangements

The University has a clear vision, mission and values that demonstrates a firm commitment to equality, diversity and inclusion. This commitment is reflected in all governance and management arrangements at every level of the University.

The Scottish Funding Council Outcome Agreement (2019 -2020) integrates our commitment to equality, diversity and inclusion and identifies a clear set of corporate aims designed to ensure that equality of opportunity and the on-going development of a culturally diverse community underpin all aspects of activity.

EDI Leadership and Governance Arrangements

What change did we want to see?

We wanted to ensure that at every level of our organisation we had fully embraced the principles of equality, diversity and inclusion in our daily practices, activities and policies in order to implement best practice consistently. We wanted to take account of the added pressure of the current pandemic in relation to equality diversity, inclusion and the wellbeing of our staff and students.

What did we do?

We reviewed our Leadership and Governance model during 2020 and 2021 and made significant changes to how equality, diversity, inclusion and wellbeing was being mainstreamed within UWS.

- We reviewed and changed the membership and terms of reference of our EDI Committee to ensure this Committee were able to make strategic decisions and guide the direction of equality, diversity and inclusion. This Committee is now chaired by the Provost and Deputy Principal. The membership of the group also reflects the strategic nature of the group

- We developed an Equality, Diversity, Inclusion and Wellbeing Co-ordination group to ensure that we considered wellbeing in relation to equality, diversity and inclusion. This group coordinates the activities of a range of special interest groups such as Race Equality, Gender Equality, the Stonewall Working Group and Corporate Parenting Group

- We nominated Senior Allies and Champions across a range of areas, such as race, gender, disability and sexual orientation to ensure that priority areas were being championed at a senior level

- We refreshed and refocussed our previous Inclusivity Champions to give them a clear role within their schools and departments to drive activity at school and departmental level

What difference did we make?

At the outset we have given equality, diversity, inclusion and wellbeing an enhanced platform at every level of our institution. This has refocused our efforts to mainstream equality, diversity and inclusion throughout all functions of our organisation. This is however a newly developed model but we expect the impact to be in the actions we deliver and progress we make with implementing our refreshed equality outcomes for 2021-25. We also expect it to have an impact on staff and student experiences in relation to equality, diversity, inclusion and wellbeing.

EDI Policies and Practices

What change did we want to see?

We wanted our key and fundamental equality, diversity and human rights procedures and guidance documents to reflect our core values, to reflect best practice within the sector, to be meaningful, accessible and provide a solid foundation to enhance mainstreaming of equality, diversity, inclusion and human rights within our institution.

We wanted to ensure that staff had greater confidence not only to complete Equality Impact Assessments (EIA) but also to develop further skills to make decisions through an equality lens.

What did we do?

We reviewed and revamped our two key guidance and procedure documents; our Equality, Diversity and Human Rights Guidance and Procedure; and our Equality Impact Assessment Guidance and Procedure.

Equality, Diversity, Inclusion and Human Rights Code

In 2020, a review of Equality, Diversity and Human Rights Guidance and Procedure was undertaken to ensure this reflected our core values. We also wanted to reflect the recommendations that were the result of the Equality Human Rights Commission Report on Tackling Racism in Universities.

We brought these two documents together into a single and much improved Equality, Diversity, Inclusion and Human Rights Code. This single Code sets out our commitment to equality, diversity, inclusion and human rights.

Revised Equality Impact Assessment process and Toolkit

We reviewed the existing Equality Impact Assessment (EIA) guidelines and procedure and as a result refreshed the guidance to bring it together in a single toolkit to provide more clarity at all stages. The new approach also provides more detail in relation to approval and publication. This refresh is very timely, in the post COVID-19 environment and supports our commitment to an active anti-racist approach. It is anticipated that the new approach with detailed guidance and the EIA template in a single toolkit will give staff the tools and confidence to complete EIAs and thus advance equality for all protected characteristics.

What difference did we make?

We now have fundamental procedures that will improve how we 'do' equality. These procedures are accessible and are currently being implemented across our institution. We expect this new developed Equality, Diversity, Inclusion and Human Rights Code to be central to everything we do within UWS.

Our new Equality Impact Assessment (EIA) Toolkit is currently being piloted but initial feedback has been positive and we have witnessed a significant increase in the use of EIA as a method to make decisions, develop policies and practices. This will continue to be monitored within the reporting period.

EDI Training and Development

What change did we want to see?

In line with our new Leadership and Governance arrangements and revised procedures we wanted to ensure that staff and students had access to quality online equality, diversity and inclusion training to ensure that the attitudes, behaviours and values of our staff and students reflect our core values. We wanted to ensure that we build skills, knowledge and understanding of equality, diversity and inclusion

What did we do?

We have increased our range of equality, diversity and inclusion related online training and now have a significantly wider suite of training available. Previously we offered fundamental training in unconscious bias and inclusion essentials. We continue to offer this as this provides a beneficial grounding in the basics of equality, diversity and inclusion. We also, however wanted staff to be able to explore in greater details the specific protected characteristics and understand the barriers that can be experienced by particular groups in order to provide greater support. We now have training available across a range of protected characteristics such as sex, race, disability, sexual orientation to name but a few.

This training is available to all staff and we have currently made a suite of training available to students also.

In addition, equality, diversity and Inclusion is now also delivered as part of our Women's Leadership and Development Programme and within our Leadership and Management Programme.

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

What difference did we make?

We increased the engagement in training in equality, diversity and inclusion. This enabled our UWS community to enhance knowledge, understanding and awareness of equality, diversity and inclusion. We expect this increased knowledge will contribute the skills and tools staff and students require, to ensure that attitudes and behaviours reflect our core values where everyone is able to succeed and reach their potential. Equality, Diversity and Inclusion Online Training – High Level Snap Shot:

Title	2018-2019	2019-2020	Total
Unconscious Bias	259	281	540
Inclusion Essentials		302	302
Cultural Awareness	–	16	16
Understanding Race Bias	–	50	50
Disability Confident	–	53	53
Gender Matters	–	70	70
Inclusive Language and Communication	–	40	40
Sexual Orientation	–	12	12
Trans and Non Binary	–	30	30
The Effective Bystander	–	23	23
Understanding Equality Impact Assessment	–	54	54

Mainstreaming Equality within UWS

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

Case Study 1 - Disability Confident Scheme

What change did we want to see?

We want to see an increase in the number of disabled individuals that we attract and recruit to UWS. We want to harness the talent of a diverse pool of staff in order that we continue to develop as a dynamic and sustainable institution.

What did we do?

We renewed our application and achieved the Disability Double Tick Scheme. The University satisfies the five commitments which enable us to display the 'two tick' disability symbol.

These are:

- to interview all disabled applicants who meet the minimum criteria for a job vacancy and to consider them on their abilities

- to discuss with disabled employees, at any time but at least once a year, what both parties can do to make sure disabled employees can develop and use their abilities

- to make every effort when employees become disabled to make sure they stay in employment
- to take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work
- to review these commitments each year and assess what has been achieved, plan ways to improve on them and let employees and Jobcentre Plus know about progress and future plans

What difference did we make?

We have witnessed an increase in applications, shortlisted candidates and successfully recruited candidates who have a declared disability. We have also witnessed an increase in staff disclosure about their disability type.

Case Study 2 – Menopause Cafes

What change did we want to see?

Menopause is a normal progression within a woman's life, however it can have significant impact both physically and psychologically. The symptoms of menopause can often be severe and long lasting. However, menopause can still be subject which is considered 'taboo'. We wanted to challenge this to ensure that women are being fully supported.

There is a moral and ethical imperative involved in challenging this taboo and raising awareness of the impact of the menopause on a woman. We also have a duty under the Equality Act 2010 to ensure we eliminate discrimination in relation to age, sex and disability.

Given that 60% of UWS staff are female (2019 & 2020), and 58% of our female staff are aged 46 and older, which is the age from which menopause can impact, menopause is a significant life-stage for a significant proportion of the UWS staff it also makes good business sense to ensure that our staff are supported and feel confident to ask for help and support.

What did we do?

A planned set of communications were issued, including the UWS weekly in-house newsletter (eBulletin), social media and the screen on UWS Connect, our staff intranet. We also included testimonials, from women at different stages of the menopause, each focusing on different symptoms and impacts. We launched our first Menopause Café in September 2020 (Menopause Awareness Month), led by a local expert on menopause and its effects.

What difference did we make?

When we undertook an evaluation, the main benefit that attendees felt was addressing the sense of isolation; that each one was the only one experiencing these symptoms, particularly the psychological ones –

The event was a refreshing reminder that I am not alone in coping with symptoms. Thank you.

It felt it so useful to chat with colleagues and not feel so alone and that they understand

"Just hearing others talk about their experiences - it's good to know you're not the only one!"

Since then, we've held a 2nd Café – with more planned for 2021.

How did we advance equality of opportunity between people who share a relevant protected characteristic and those who do not?

Case Study 1 – Equality Diversity and Inclusion Calendar, 2020 – 2021

What change did we want to see?

We wanted to raise awareness of equality, diversity and inclusion within UWS to increase participation and engagement. We wanted to encourage staff and students within schools and departments to increase their knowledge and understanding but also to mark significant equality dates. We also wanted to promote a range of religious festivals, key equality dates across the year and for staff to know what monthly events the EDI team were planning across the year. In addition we wanted greater visibility of EDI activity within UWS.

What did we do?

We created an EDI bespoke branding 'UWS Equality' with the strapline 'make a difference'. We created a bespoke email address, social media account and updated our external webpages. We also created a range of EDI branded communication tools for use across all our platforms. This was to ensure that EDI communications would be easily identifiable, and that staff and students had clear channels of communications to engage with the EDI team.

We also created an EDI calendar over a full academic year. This detailed key equality dates, religious celebrations and also the

monthly activity from the EDI Team. This was a significant piece of work supported by such organisations as Interfaith Scotland. It has been well received both internally and externally.

What difference did we make?

This has proved to be popular with staff and students able to both recognise the EDI brand as well as interact more easily and engage in EDI activities. In relation to the EDI Calendar, feedback from staff and students has been overwhelmingly positive, both with respect to the detail included and design. EDI activities, dates and events are experiencing increased awareness levels, engagement and interest as result. It has also had the added benefit of increased visibility of EDI activities externally and a number of key external partners have fed back positively and are using the UWS calendar for their own planning.

Case Study 2 – Men's Health

What change did we want to see?

We wanted to ensure that our male staff and students felt they had a safe space to talk about both physical and mental health. Research suggest men are three times more likely than women to die by suicide, men aged 40-49 have the highest suicide rate in the UK and men are less likely to access services (only 36% of referrals to NHS talking therapies are for men). We wanted to ensure that men felt comfortable to talk about both physical and mental health.

What did we do?

November is Men's Health Month and has been renamed Movember, reflecting the charity established by two Australians (Travis Garone and Luke Slattery) in 2003, who re-established the

moustache as a 'thing', by encouraging men to grow a 'Mo' to raise funds. It is also International Men's Day on the 19th November so we used these dates as a framework to organise activity around male mental and physical health.

We designed a communications campaign, designed around men talking about health issues that concerned them. We had one colleague urging men to consider having a prostate check, whilst another two, independently, both raised the issue of men's mental health. This clearly resonated with UWS male staff because, when we arranged a Men's Health discussion in the final week of the campaign, titled 'It's OK Not to Be OK', they signed up – and participated. We went on to organise another two sessions examining mental health and suicide prevention.

What difference did we make?

The post-event evaluation was very positive, generating comments such as:

It was great to talk about mental health and to see such a cross section of male colleagues was very encouraging - I hope we can form a Men's Health Group

An incredibly worthwhile event that I hope to see happen more often

We are now in the process of formalising a UWS Men's Network and have already run two more events, both of which were well received.

How did we foster good relations between people who share a protected characteristic and those who do not?

Case Study 1 – UWS Voices Campaign

What change did we want to see?

We wanted to disrupt and challenge stereotypes through story telling. We wanted to provide a platform for our diverse range of staff, students and partners to tell their story, to give them a voice. We wanted to highlight 'voices' that are often underrepresented or marginalised. We wanted to raise awareness both internally and externally of the diversity that exists within UWS and in our society.

What did we do?

We launched our UWS Voices Campaign – 'Many Voices, One UWS'. To date we have covered voices, to reflect Pride Month, Gypsy Roma Traveller Month, Menopause Awareness Month, men's physical and mental health, Show Racism the Red Card, Black History Month, Disability, Holocaust Memorial Day with further 'voices' planned throughout the year. The voices have been captured in blogs and vlogs and published on the UWS website.

These are shared internally through our staff and student platforms throughout the year.

What difference did we make?

We engaged with a diverse range of staff, students and partners to create the blogs and vlogs. We highlighted 'voices' that are often marginalised or underrepresented. We ensured that equality was kept very much at the forefront of the minds of staff and students.

Case Study 2 UWS Liberty Staff Network Allies Programme

What change did we want to see?

We wanted to create an LGBT+ Allies programme to increase awareness and understanding of LGBT+ issues. We also wanted to promote the LGBT+ Staff Network.

What did we do?

We had a range of activity taking place during LGBT+ History Month in February 2020. This included promoting the idea of allyship, what this would mean and how to become an ally. We set up stalls on each campus and spoke to staff and students about allyship. This included asking students and staff to sign a pledge that they would actively support their LGBT+ colleagues and peers.

What difference did we make?

Over 100 allies signed the pledge to actively support LGBT+ colleagues and peers. They also agreed to display the UWS Liberty in their email signatures and were given opportunities for engaging with UWS Liberty and also to take part in training.

For further details of our mainstreaming work please see the following:

Appendix 2
Mainstreaming Action Plan Summary Progress Update 2021

Appendix 3
Equal Pay and Occupational Segregation Reporting

Appendix 4
Court, Staff and Student Equalities Monitoring

Chapter 2

Review of Current Equality Outcomes 2017–2021

What is an equality outcome?

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

This year, as well as reviewing the progress made on our Equality Outcomes (2017-21) we have also refreshed our Equality Outcomes for 2021-2025.

We regard our equality outcomes as an important strategic tool in supporting our continued commitment and success in relation to equality and inclusion. Overall the purpose of the equality outcomes and the associated action plan is to:

- outline a framework for ensuring equality of opportunity, supporting diversity, and celebrating inclusion

- act as a tool to support positive change that impacts on students, staff and the University community as a whole

- enable everyone associated with the University to have a clear understanding of our commitment to equality, diversity and inclusion

- facilitate our on-going monitoring and evaluation of progress

- ensure that responsibility for equality, diversity and inclusion is clearly identified and led effectively from the highest levels.

In reporting the progress of the Equality Outcome 2017-21, the previous reporting format has been used for continuity. This will be updated for our refreshed outcomes for 2021-25.

Our Equality Outcomes for 2017 -21 are as follows:

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: Sexual Orientation/Gender Reassignment
UWS is an inclusive employer and supports all LGBT+ staff in the workplace

Equality Outcome 4*
Protected Characteristics: Sex
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 2021

*This section has been updated since initial publication.

Equality Outcome 1

Protected Characteristics: Race

What change did we want to see?

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

- Adherence to the Scottish Government commitment to delivering race equality for Scotland specifically targets education
- Having a significant number of ethnic minority staff and a high ratio of ethnic minority students, we have recognised that there is a need to engage more with this staff and student population
- Students' Union who have recently advertised for a Black Liberation officer have also recognised a need for engagement with ethnic minority students
- Ethnic minority staff are enthusiastic and have indicated that they are willing to engage with our new staff equality groups
- We also have staff who represent and act as race equality experts on external organisations.

   	More focus required in this area
   	Good level of progress made/on track to deliver action
   	Action near completion or already completed

Success Measures evidenced by:	Progress
A submission of the Race Equality Charter by 2021* *Wording changed to reflect submission and year to 2021, replacing "achievement" with "submission" of Charter. At this interim stage, the new success measure is more likely to be achieved by 2021. This amendment is based on progress thus far	More Focus
Demonstrable Engagement with ethnic minority staff & students	Complete
UWS partnership developed with Students' Union Black Liberation officer to develop student engagement with ethnic minority students	on Track

What did we do?

Race Equality Working Group

We developed our Race Equality Working Group (REWG). The aim of the REWG is to guide and support the University to act against racism by developing and implementing anti-racism practices and actively promoting race equality within UWS.

The REWG has key objectives developed in consultation with staff and students after an institutional event in September 2020. These include, but are not limited to, guiding and supporting UWS staff and students to engage in critical conversations on race and racism in order develop their racial literacy and a nuanced understanding of race, racism, whiteness, privilege and intersectionality. Training and development activities have been identified as fundamental to successfully meet this objective.

The REWG includes membership from both the staff and student bodies with a range of expertise and lived experience of race equality issues. There are several members of this group who are actively leading and participating in race equality at a national level, so their expertise and guidance provide a firm foundation for this work.

The Co-Chair of the REWG, Senior Lecturer in the School of Education and Social Sciences, Khadija Mohammed, as mentioned previously has been honoured as one of TES Scotland's top 10 people of 2020.

The honour comes after Khadija was interviewed by TES in February for a podcast in which she discussed her experiences of racism in education, and highlighted her pioneering work to address the issues in the sector.

Black History Month – Our Culture Our Future

Black History Month; Our Culture, Our Future, was a new and exciting cultural programme for 2020. UWS were partners in this venture with Renfrewshire Heritage and a range of external partners. In its inaugural year the programme was delivered via online platforms and digitally through Jambo! Radio. The vibrant programme was comprised of; 'Museum of Me' an Online Exhibition curated by children from the African School of Culture focusing on the core theme of identity, exploring what it means to be African and Scottish living in Renfrewshire in 2020.

A range of online and digital performances on Ren TV and Jambo Radio including; singer/songwriter Joshua Idehen; Matt Hickman, lead singer/songwriter of four-piece indie-rock outfit Brownbear; Storyteller Mara Menzies; Storyteller Michael Kerins and a performance from Suleman Chebe, Lead of Glasgow African Balafon Orchestra (GABO).

Several 'Cultural Conversations' were broadcast on Jambo! Radio and pre-recorded for Ren TV;

The programme culminated with an online webinar on the representation of black, Asian, minority ethnic talent in the arts in Scotland and Renfrewshire. Speakers included Milica Milosevic from Creative Scotland, musician Matt Hickman from Brown Bear, Dr Christian Harrison, Programme Leader at University West of Scotland and Stewart Kyasimire, BAFTA nominated black Scottish filmmaker and director. The webinar offered a range of insights for cultural practitioners, students and decision-makers into why black, Asian, minority ethnic representation is vital to the health of our arts sector and to vitality of our art.

Hate Crime Conference

In partnership with Ayrshire Equality Partnership and Police Scotland we developed and delivered a week long online conference in Hate Crime. This included examining Hate Crime in relation to sexual orientation, race, Trans gender identities and disability. UWS lead on the webinar to discuss experiences of racism within HEIs.

The partners recognised that hate crime continues to rise for particular groups within our community, however, under-reporting of such crimes remains an area which requires more focus. Awareness of what constitutes a hate crime required to be made clear for people as well as alternative ways of doing so.

Building on the awareness raising work undertaken in 2017 and 2018 of what a hate crime is and ways to report, the partners held awareness raising sessions across the various partners sites to further raise awareness and also start the conversation. Five events were held from 21 to 25 October 2019, and were facilitated by Police Scotland officers involved in addressing hate crime. The events were promoted across all partner organisations using internal communication channels as well as social media mechanisms. The events were well attended and feedback was extremely positive.

Given the positive feedback on these events, the partners embarked upon hosting a Conference for staff in October 2020. However, as a consequence of Covid-19, the conference had to be postponed. The partners decided that the digital world offered many opportunities and therefore ran a week of webinars from 19 to 23 October 2020 with guest speakers including an introductory welcome from Police Scotland's Chief Superintendent Faroque Hussain.

The Hate Crime webinars proved very successful with over 200 people registering to attend over the week.

Microaggressions Webinar

In partnership with Ayrshire College, City of Glasgow College, Glasgow Kelvin College and Glasgow Clyde College, we delivered a webinar to raise awareness of microaggressions. The online event was attended by 120 people. Of those who completed feedback 100% Strongly Agreed or Agreed that the event had improved their knowledge of microaggressions.

Training and Development

We offered eLearning training in Cultural Awareness, Understanding Race Bias and The Effective Bystander. This was new for 2020 and to date 89 staff have completed this training.

In addition, we promoted training opportunities in order to better understand racism and its many facets in order that staff would feel confident to tackle discriminatory behaviours.

BME Staff Network

The BME staff network with support from EDI Committee members, the Student Union, Police Scotland and Ayrshire Equality Partnership, ran a successful partnership event during Black History Month 2019 at Ayr Campus. This event was attended by a range of community representatives and local authority elected members. The keynote presentations included Chief Superintendent Faroque Hussain, the highest ranking ethnic minority Police Officer in Scotland as well as academic colleagues, covering topics such as leadership, education and social justice. We also displayed a range of art work from Ayrshire College students on the theme of 'Human Rights'. This event was also supported by several senior leaders at UWS.

In 2020, the BME Staff Network have been active within the newly developed REWG and taking part in a range of activities to progress race equality.

New Partnerships

We developed new partnerships with third sector organisations to ensure UWS are reaching out to the communities that they serve, new working partnerships include Dumfries and Galloway Multi Cultural Centre, Polonez, Refugee Council, Pachedu, Interfaith Scotland and Engage Renfrewshire to name but a few.

Senior Race Champion

As mentioned previously, we have recently appointed a Senior Race champion. This will support both the visibility and support the direction of our work in this area.

What difference did we make?

- Ethnic minority staff and students were engaged and actively participated in a range of key events and activities. This was at both a strategic and operational level.
- The UWS community and external partners worked together to raise awareness of racism, culture and language.
- We listened to our ethnic minority community and are in the process of taking further action.

Equality Outcome 1: Future Development

The focus of work will be to continue to engage and support ethnic minority staff students to ensure active participation. We will use the newly developed Advance HE toolkit to guide and support staff and students to engage in critical conversations on race and racism in order develop their racial literacy and a nuanced understanding of race, racism, whiteness, privilege and intersectionality. Our priority will be to embed the newly developed Advance HE Race Equality Toolkit. We will reconsider plans around the Race Equality Charter as activity may be comparable with the Advance HE Race Equality Toolkit. This work will be taken forward in our Equality Outcome 1 of our refreshed Equality Outcomes 2021-2025.

Equality Outcome 2

Protected Characteristics: All

What change did we want to see?

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

- There are variances in reporting of staff data such as returns from the confidential b-Heard survey in comparison to data held in HR systems
- No staff groups representing the protected characteristics have been established although work has begun in this area
- There is significant under-reporting in the areas of Faith and Belief, Sexual Orientation and Disability.

Success measures evidenced by:	Progress
Improvement in disclosure rates of diversity data	On track
Plans, policies and projects developed in relation to equality data analysis.	On track

What did we do?

Data Matters Campaign

We launched an internal campaign, titled Data Matters, to explain why the range of questions, all related to protected characteristics, were asked and how we stored and used this information. We recorded a set of video 'talking heads', from a range of demographic groups, all outlining different aspects of data collection and storage – some from an academic perspective, others adopting a more personal approach.

We encouraged all staff to access their data, both personal and protected characteristic, and check that it was up to date – because things can change over time.

The result? When considering our data for the PSED report, six months after the campaign, the non-disclosure rate for age was zero! And the non-disclosure rates related to disability, ethnicity, faith and belief, sex and sexual orientation had all decreased.

The intention now is to term August the Data Matters month, when the campaign will be revisited and relaunched, to encourage as many colleagues as possible to provide this vital, useful information.

Itrent Update

Equality data fields in iTrent, our staff data management system, were updated to reflect current guidance. This required consultation around sensitivities and input from iTrent specialists as some fields and headings were not easily amended.

In addition, iTrent systems were updated to ensure that all staff could access all features of iTrent from home and on their mobile phone, this includes being able to update their sensitive data.

What difference did we make?

We saw an increase in staff completing their sensitive data on iTrent and a subsequent decrease in non disclosure.

Equality Outcome 2: Future Development

We will continue to focus on encouraging staff disclosure in relation to their protected characteristics through our Data Matters Campaigns. This work will be progressed within Equality Outcome 2 of our refreshed Equality Outcomes 2021-25

Equality Outcome 3

Protected Characteristics: Sexual Orientation/Gender Reassignment

What change did we want to see?

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

Evidence:

- A low rate 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 when compared to correspondents who weren't comfortable being out to anybody
- There was a higher rate of disclosure in the confidential Employee Engagement Survey than in reporting to HR systems
- No current engagement with LGBT+ staff although work has begun.

Success Measures evidenced by:	Progress
Improved engagement with LGBT+ staff	Complete
Stonewall Diversity Index place achieved by 2021* *This success measure has changed to reflect progress so far. Achievement date amended to 2021. At this interim stage, the new success measure is more likely to be achieved by 2021, based on progress so far	On Track
Development Student and Staff LGBT+ forum and LGBT history month events supported by UWS	Complete

What did we do?

UWS now have a well-established LGBT+ Staff Network (UWS Liberty) as well as an active Stonewall Workplace Equality Index (WEI) Working Group. These groups have raised the profile of LGBT+ within UWS and there have been a range of events, training and activities across the academic year to raise awareness and understanding of LGBT+ identities. The submission to the Stonewall Workplace Equality Index was halted by Stonewall due to the current pandemic but it is expected this would be revisited later in 2021. We continue to maintain Stonewall Diversity Champion status.

We ran a successful campaign during LGBT+ History Month with UWS Liberty and the Student's Union. This included a month long social media campaign, LGBT+ book displays in the HUB and libraries, rainbow cakes in refectory areas, rainbow lights (Ayr Campus), Meet and Greet events (Lanarkshire, Paisley and Ayr), rainbow captain arm bands worn for sporting events and launch of our Allies programme with 100+ staff and students allies signing up.

A number of events were in the planning stages early in 2020. One such event was Liberty members helping to host conversation cafes about intersectional identities as part of the Scottish Mental Health Arts Festival. Unfortunately the evolving global COVID-19 pandemic has resulted in these "physical" events being put on hold. To ensure the continued work and availability of the network to fulfil its purpose UWS Liberty have organised a weekly Virtual Lockdown Quiz.

Inclusive Language

In addition we have reviewed our family friendly procedures in partnership with Stonewall to ensure all language used is inclusive all family types.

Training and Development

We have provided a range of eLearning and online training across 2020-21. The online training has been delivered in partnership with the Terrence Higgins Trust, Trans Edu Group and local LGBT+ third sector organisations.

LGBT+ Senior Champion

As mentioned previously, we have recently appointed an LGBT+ Senior champion. This will support both the visibility and support the direction of our work in this area.

What difference did we make?

As an inclusive employer, we demonstrated support for our LGBT+ workforce.

Equality Outcome 3: Future Development

UWS are currently working on the Stonewall Workplace Equality Index. The final submission date has been delayed by Stonewall due to Covid-19 but it is expected that we will revisit this during 2021.

Trans Inclusion/Gender Identity guidance has been drafted and should progress through the approval process. Once approved this will require communication and training for staff. This work is also considered under our gender equality work.

This equality outcome requires greater framing around both staff and student experiences in relation to sexual orientation and trans identity. This work will be progressed within Equality Outcome 1 of our refreshed Equality Outcomes for 2021-25.

Equality Outcome 4

Protected Characteristics: Sex

What change did we want to see?

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 the "Attracting Diversity" Project Alternative Admissions Criteria for Physics to remove barriers for applicants without traditional maths and physics Higher qualifications.

Success measures evidenced by:	Progress
More women in senior positions	On track
Development of Athena Swan accreditation	On track
Development and implementation of a Gender Action Plan	On track
Occupational Segregation reduced and gender balance improved	On track

What did we do?

UWS gender equality work is wide reaching and involves, reporting on the gender pay gap, gender action plan, equally safe in higher education toolkit, Athena Swan, Public Sector Equality Duty and Research in Excellence Framework. This work is summarised below.

UWS HigHER Staff Network

A key highlight in relation to progressing gender equality was the development of the Women's Leadership and Development training. Staff completing this training were given a final task to organise a women's staff network and launch event.

The UWS HigHER Network launched on the 22nd January 2020 with 48 staff in attendance. Their mission is to ensure women within Higher Education, specifically in UWS, are personally developed in their chosen careers, supported in their personal development and encouraged to strive further in their career progression should they wish to. They aim to support women to contribute within UWS, encourage lifelong learning and ultimately attain leadership roles. They aim to nurture and support a greater diversity in leadership within higher education. This event was opened by Joanne Maguire, Executive Director of HR and People and OD who shared her own leadership journey.

Women in Sport Week

In addition, the EDI Adviser, Student Engagement, Student Union and Inspiring Women joined forces to celebrate 'Women in Sport Week' a diversity of females wrote blog posts to encourage others to get into sport, this included high profile individuals such as, Dee Bradbury, Vicky Gumley and Aileen Neilson as well as students and staff across the University.

There have also been several key highlights that are detailed below by the working groups who have contributed to this report.

Gender Action Plan

An updated UWS Gender Action Plan is being developed following the publication of the Scottish Funding Council's guidance to institutions in January. However, in response to Covid-19, the Scottish Funding Council (SFC) have committed to keeping

reporting requirements to an absolute minimum during the emergency situation. As a result, they have decided that institutions do not need to submit an updated Gender Action Plan to the previously set deadline of the end of July 2020. The SFC will be in touch with further updates on when the updated plan is to be submitted.

Meanwhile, the University has established a Gender Action Group, with the Programme Management Office helping to take a more integrated approach. The team will work to streamline various reporting requirements on sex, including the Gender Action Plan, Athena SWAN, Public Sector Equality Duty and the Research in Excellence Framework.

Athena Swan

The Athena SWAN Bronze re-application was submitted in November 2019. Although recognising the positive steps that UWS had taken, with respect to gender balance, the panel requested modifications and the resubmission will now be made in AY 2021-22. Supported by Advance HE, a team has now been formed to work on this, headed by the Provost & Deputy Principal/Deputy Vice-Chancellor , focusing on the April 2022 submission deadline, with some School applications co-ordinated for simultaneous application at that time.

Senior Gender Champion

As mentioned previously, we have recently appointed a Senior Gender champion. This will support both the visibility and support the direction of our work in this area.

What difference did we make?

We supported a range of activity to address gender balance in all areas of UWS.

Equality Outcome 4: Future Development

The University has established a Gender Action Group, with the Programme Management Office helping to take a more integrated approach. The team will work to streamline various reporting requirements on sex, including the Gender Action Plan, Athena SWAN, Public Sector Equality Duty and the Research in Excellence in Research Framework and the Equally Safe in Higher Education Group. The group will consider the short- and longer-term impact on gender equality due to Covid-19 as part of their planning. This work will be taken forward in our refreshed Equality Outcomes 2021-25.

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UWS

Equality, Diversity & Inclusion Calendar 2020-2021

#UWSequality Make a difference

Equality Outcome 5

Protected Characteristics: Disability

What change did we want to see?

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 evidenced by:	Progress
Disabled Go Status (now AccessAble)	More Focus
New Campus is accessible for all students	Complete

What did we do?

AccessAble

A local alternative to AccessAble was examined as it was felt that this would be more sustainable in the longer term. This is still ongoing and further resource is required to ensure that we progress this equality outcome. We also had initial discussions with AccessAble but work was unable to go ahead as planned due to Covid-19 lockdown restrictions.

In addition, digital accessibility has become an area of increased focus especially considering Covid-19 and the need for digital accessibility for staff and students.

Disability Confident Employer

UWS maintained the Disability Confident Employer registration.

Returners Scheme

The Returners Scheme was promoted. This allows staff who have been off work through illness or pregnancy to access funds to support career development that might have been impacted by this longer-term absence.

Carer's Fund

The Carer's Fund was introduced and promoted. This fund is for anyone with caring responsibilities who may require additional support to allow them to attend conferences or other staff development events. The fund will pay for alternative caring support measures to be put in place.

Disability Conversation Café

We raised awareness of disability issues and how these impact on work and study. We held our first Disability Conversation Café in December 2020 with a view to developing a Disability Staff Network.

Senior Disability Champion

As mentioned previously, we have recently appointed a Senior Disability champion. This will support both the visibility and support the direction of our work in this area. We also have an EDI Champion in the Facilities area who actively champions equality, diversity and inclusion from an operational level.

What difference did we make?

Our UWS Campuses are continually developed to ensure accessibility.

Equality Outcome 5: Future Development

In addition to Access Able, further examination and resource for personal care facilities 'are being planned to enhance the experience for students who require this facilityon UWS campuses.

In addition, digital accessibility requires resource and priority moving forward in light of Covid-19. Priority also needs to be given to meet the Accessibility Regulations 2018 to ensure the website and apps meet accessibility requirements. This work will be taken forward through our Mainstreaming Action Plan 2021-2025.
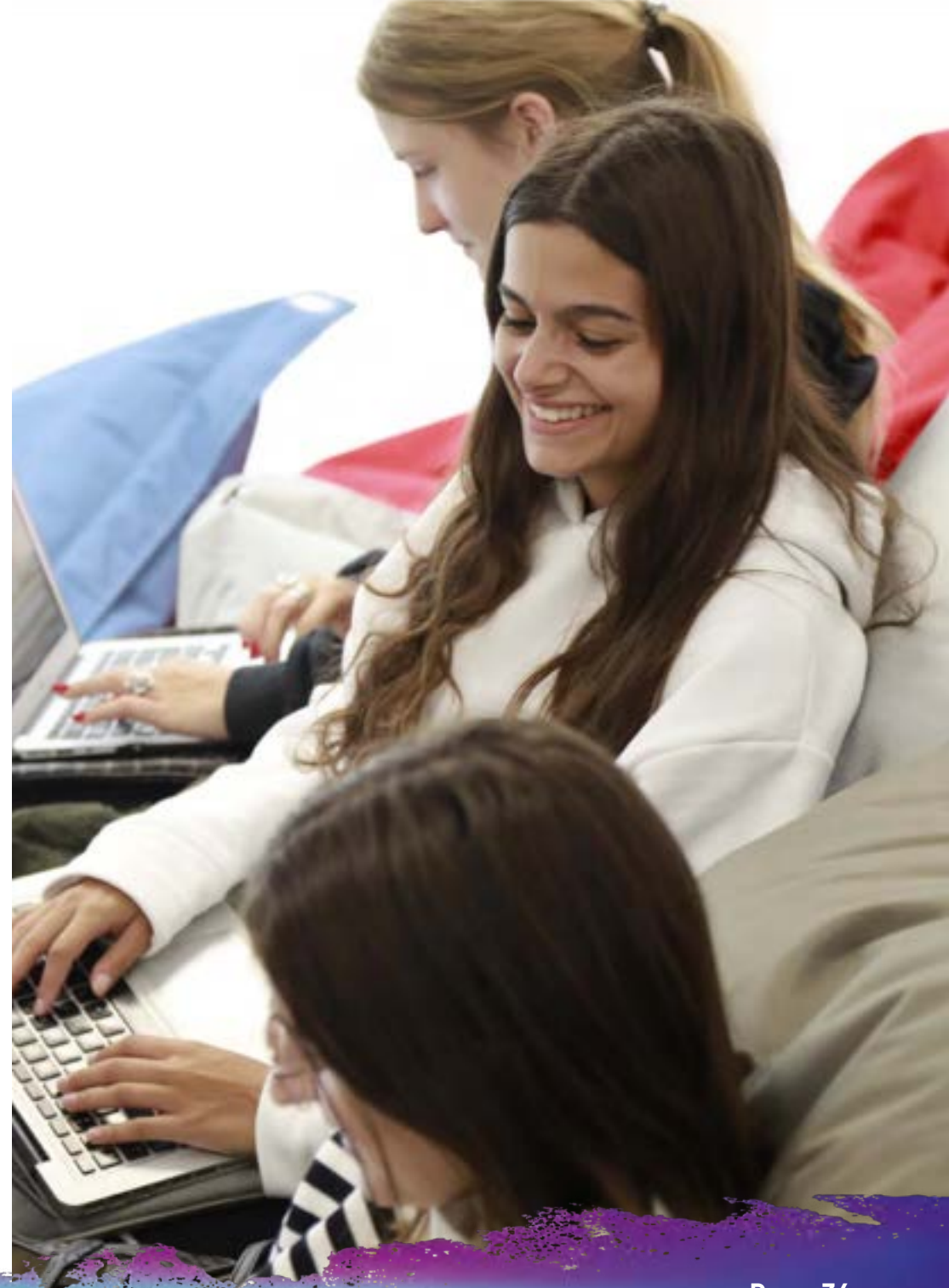
Chapter 3

Refreshed Equality Outcomes 2021-25

Background

Equality outcomes are strategic and express results institutions will achieve to improve people's life chances over a four year period. Universities and colleges in Scotland publish a set of equality outcomes to meet the Scottish specific duties of the Equality Act 2010 public sector equality duty every 4 years. As well fulfilling the aims of the public sector equality duty, our equality outcomes are clearly aligned with our University's mission and values, our Strategy 2025 and the associated goals. Equality Outcomes provide an opportunity to further enhance the work we do in these areas and to have more impact on persistent inequalities.

The refreshed Equality Outcomes (2021-2025) were prepared following research, analysis and evaluation of the experiences of the students, staff and stakeholders. In addition, a range of institutional, national and sectoral data and information in relation to persistent significant inequalities were also considered to support the development of the refreshed outcomes. Significance is not judged solely on the basis of the number of people affected but also considers whether fewer people are more severely affected, with priority given to issues where a substantive proportion of a specific population is affected. Focussing on proportions, rather than absolute numbers, ensured our review considered issues that affect smaller, as well as larger, populations.

The equality outcomes were then finalised with the input of leaders and student representatives from across the University. They were endorsed and approved by our Equality, Diversity and Inclusion

Committee, Vice Chancellor's Executive Group, University Court and Senate.

Consultation

An online survey was promoted through all social media platforms and emailed to all relevant internal and external networks, with the survey also promoted through the Staff newsletter (eBulletin), internal and external meetings.

In addition, focus groups were organised, to provide further opportunities for staff, students and external stakeholders to engage and feedback on our proposed outcomes, with a bespoke focus group organised to ensure full access to users of British Sign Language. We received 60 responses to the online survey and had student representation and staff attending our focus groups. This gave us the opportunity to further consider and refine our equality outcomes based on the feedback we received.

In addition we consulted with:

- UWS Equality, Diversity and Inclusion Committee

- UWS Equality Diversity and Inclusion Student Union Committee

- UWS Equality, Diversity and Inclusion Champions Forum

- UWS Staff networks (Liberty LGBT+ Staff Network, HigHER Women's Network, BME Staff Network)

- Wider staff and student body through internal and external communications and focus groups

- External equality partnerships in Lanarkshire, Renfrew, Ayrshire and Dumfries in Galloway

- External organisations related to protected characteristics.

Equality Outcomes 2021-25

Equality Outcome 1

What we want to achieve:

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

Inequality we want to address:

Particular groups are more vulnerable to experience bullying, harassment and hate (due to the protected characteristics of ethnicity, disability, sex, gender reassignment, sexual orientation and religion)

Evidence:

Although we have low levels of students and staff reporting bullying, harassment and hate, we know from external data sources that it is likely to be under-reported and our aim is to provide an inclusive culture which celebrates difference and unlocks the talent in our staff and students. A number of sources were reviewed including research reports on racial harassment, gender based violence, sexual orientation and gender identity and more generally on Hate Crime. In addition further feedback during the staff and students consultation suggested we include both online and physical spaces and also mention work placement for students thus Equality Outcome 1 was further refined to reflect this.

Equality Outcome 2

What we want to achieve:

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

Inequality we want to address:

In order to effectively plan, implement and measure the success of our equality work, we require a robust evidence base. We currently have low staff disclosure rates for particular protected characteristics and, thus, significant gaps in our evidence base.

Evidence:

We previously set an equality outcome to increase disclosure of protected characteristics in our Equality Outcomes 2017-21. We have made some progress in this area and currently have significant staff disclosure for the protected characteristics of age, sex, ethnicity, marital status, pregnancy and maternity. However we still have significant gaps in relation to disability, gender reassignment, religion or belief and sexual orientation. Student data is more robust with disclosure rates of 95% and above for protected characteristics but there is some variability between Schools especially in relation to ethnicity so this will also be addressed within this equality outcome.

Equality Outcome 3

What we want to achieve:

Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff.

Inequality we want to address:

There are fewer female academic staff in promoted positions in comparison to male staff, resulting in females being under-represented in senior positions. There is also an under-representation of ethnic minority staff at the first academic promoted level, i.e. Senior Lecturer, resulting in fewer ethnic minority staff being able to advance to more senior levels.

Evidence:

A range of data was considered in relation to staff protected characteristics in relation to representation at each level of our institution. Our data gaps in relation to the protected characteristics of, for example, disability and sexual orientation meant that we did not have a meaningful evidence base (this is addressed in Equality Outcome 2) to draw any firm conclusions in relation to representation of these particular protected characteristics. However, we were able to analyse protected characteristic data for which we had a more robust evidence base, specifically age, sex and ethnicity. There was no significant disparity in relation to age but ethnic minority staff are relatively over-represented at Reader level whilst simultaneously under-represented at Senior Lecturer level. Our data also reveals that although female staff are in the majority within UWS, they apply for promotion in lower numbers than male staff, particularly from Lecturer to Senior lecturer Level. Further discussion took place during consultation in relation to the original proposed Equality Outcome that concentrated on Lecturer to Senior Lecturer promotion to consider diversity in both academic and professional roles as well as diversity as senior levels so Equality Outcome 3 was refined to reflect this.

Equality Outcome 4

What we want to achieve:

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

Inequality we want to address

We want to ensure that all students, regardless of their sex, have opportunities to access all degree level programmes.

Evidence:

We analysed a range of protected characteristics to ensure that we had a diversity of representation on our degree programmes and our data reveals that the main imbalance is in relation to sex on some specific degree programmes. This equality outcome generated significant discussion in relation to the achievability of this target within a 4 year timescale, with societal expectations and student programme choices. However there was support to continue to challenge gender stereotypes and ensure that future degree programme choices would be less gendered.

Equality Outcome 5

What we want to achieve:

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

Inequality we want to address:

Particular groups are less likely to engage with mental health and support services, specifically males and minority ethnic groups.

Evidence:

National data trends suggest that males and black and ethnic minority staff are less likely to access mental health services. Currently we have evidence that staff, irrespective of sex, are accessing our Employee Assistance programme and we have some anecdotal evidence that male students are accessing services when services are more targeted towards them. We need to improve both our data in this area and to encourage greater uptake of services by these targeted groups. There was some discussion around including male staff as well as male students, we don't have local data to support this but there is wider national evidence. There was also discussion around measurement and ensuring that it is clear that we are measuring take up of services within UWS so this outcome has been updated to specifically reflect this.

Details of the actions we will take to achieve our Equality Outcomes can be found in Appendix 5

Conclusion

Our Mainstreaming and Equality Report has outlined some of our key successes and, more importantly, our refreshed Equality Outcomes represent ambitious challenges for the future, which will require innovation, confidence and commitment.

UWS is proud of what it has achieved in the last four years and we will continue to progress equality, diversity and inclusion within our institution to ensure our staff and students are safe, supported and achieve their potential.

Appendix 1
Legislative Background

The Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises the previous legislation to provide the United Kingdom with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. This Act introduced a new law called the Public Sector Equality Duty; this is referred to as the General Equality Duty. In Scotland, this duty states that public authorities such as universities must meet a range of specific duties to ensure that equality is considered throughout all of their activities and functions.

Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The General Equality Duty

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

• Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

• Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

• Foster good relations between people who share a protected characteristic and those who do not

Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 require all public authorities to publish the following information by 30 April 2021:

• Regulation 3 – Duty to report progress on mainstreaming the equality duty

• Regulation 4 – Duty to publish equality outcomes & report progress

• Regulation 5 – Duty to assess and review policies and practices

• Regulation 6 – Duty to gather and use employee information

• Regulation 7 – Duty to publish gender pay gap information

• Regulation 8 – Duty to publish statements on equal pay that include gender, race, disability and occupational segregation

• Regulation 9 – Duty to consider award criteria and conditions in relation to public procurement

• Regulation 10 – Duty to publish in an accessible manner

• Regulation 11 – Duty to consider other matters as specified by Scottish Ministers

Protected Characteristics

The Public Sector Equality Duty covers groups or individuals with the following characteristics. These are known as 'protected characteristics' and are recognised within the Equality Act 2010:

• Age

• Disability

• Gender reassignment

• Pregnancy and maternity

• Race

• Religion or belief

• Sex

• Sexual orientation

• Marriage and civil partnership

Therefore, the aim of this report is to review the progress made in UWS in relation to mainstreaming equality, diversity and inclusion within all the University's activities and functions.

Appendix 2
Mainstreaming Action Plan Summary Progress Update 2021

Mainstreaming Action Plan Summary Progress Update 2021

	More focus required in this area
	Good level of progress made/on track to deliver action
	Action near completion or already completed

Action Plan 2017 -2021	Progress to date	Progress 2017-21	Next Steps 2021-2025
Review Equality Impact Assessment (EIA) Process.	UWS has streamlined eighty nine policies to seven overarching Policy Statements for the University.	Completed	Further implement the EIA Toolkit and further develop staff skills and confidence to complete equality impact assessments.
UWS will publish EIA's on their website and will develop best practice models to guide staff in their work.	A new EIA Toolkit has been developed and piloted ready for implementation from 2021.\n\nA new approach to EIA publication has been developed with oversight from a new EIA Group which reports to the EDI Committee.	Completed	Further develop the accessibility of the EIA toolkit in relation to moving to an online system.\n\nImplement the new Equality, Diversity, Inclusion and Human Rights Code.

Action Plan 2017 -2021	Progress to date	Progress 2017-21	Next Steps 2021-2025
Embed equality and diversity into mainstream training programmes. Develop face to face equality and diversity training for staff by 2021.	UWS currently has an online training resource for Unconscious Bias and Equality Matters this forms part of a new member of staff's induction training. Since 2017, UWS has focussed on encouraging the staff population to undertake this training and, whilst the number of staff completing this has increased, there is recognition that more focus is required. Face to face training in EDI has been developed by staff but in the new climate training has moved online. The suite of EDI training has been significantly enhanced. EDI training has also been embedded into the Women's Leadership and Development Programme and Senior Leaders, Leadership and Development Programme	Completed	Develop a robust monitoring training tool to ensure that Managers are aware of the EDI completion rates of their direct reports. Develop further mechanisms within 'My Contribution' to ensure staff complete the necessary training to enhance their skills in EDI Further implement EDI training for students and develop a dedicated Equality Portal on MyDay (Student Platform)
Develop an Equality & Diversity calendar that is staff and student led.	UWS Diversity calendar was completed and published in 2018 and 2019.	Completed	To further develop the calendar to showcase the diversity of voices within UWS.
To continue with the development of the calendars and promote use of the calendar for planning purposes.	The calendar for 2020-21 was further developed and enhanced to increase staff engagement and participation.	Completed	To use the calendar as a planning tool across the academic year to raise awareness and understanding of EDI

Action Plan 2017 -2021	Progress to date	Progress 2017-21	Next Steps 2021-2025
To work in partnership with our Student Union (Students' Union) officers to reflect their EDI events and work within the calendar.	The monthly focus events within the calendar have included working with the Student Union and wider student body. To date LGBT awareness, Black History Month, Show Racism the Red Card, Movember and Men's health.	Completed	To pilot an online newsletter to expand on the items in the calendar in order to reach diverse audiences of staff and students.
UWS will work in partnership with our Students Association (Students' Union) to ensure that there are joint efforts, through project work and partnership events, to support and celebrate diversity at UWS.	UWS and the Student Union have a very positive relationship. They have worked on a number of projects in relation to EDI. The EDI Adviser is a member of the Student EDI Group. The Student Union are also members of specific working groups such as Stonewall Working Group, Race Equality Working Group and Gender Equality Working Group as well as being represented on the EDI Committee and EDI and Wellbeing Coordination Group Since 2017 two staff networks have been established i.e. the BME Staff Network and the LGBT+ Staff Network. The networks meet on a regular basis and the LGBT+ staff group officially launched in 2017, during LGBT History month. They are planning a relaunch during LGBT History Month 2021.	Completed	Continue to develop relationships and work on joint projects to enhance understanding and awareness within the Student Union and also the wider student body.

Action Plan 2017 -2021	Progress to date	Progress 2017-21	Next Steps 2021-2025
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. To provide support to the BME staff network until it is more established. To develop a UWS Women's Network.	We have also established a Women's Staff Network – UWS HigHER Also in development is a Staff Disability Network, the first scoping meeting was held December 2020.	On Track	Further support the establishment of staff peer network support groups. Launch and establish the Staff Disability Network.
To revisit the development of further networks as identified.	Also in early development is a Menopause Staff Network who have met twice during 2020 and 2021 but have not established a formal group as yet and a Men's Group, which have also met twice during 2020 and 2021 but have yet to establish a formal group.	Completed	
UWS service design will take cognisance of accessibility in designs and function.	The Facilities are active members of the EDI Committee, EDIW Coordination Group and EDI Champions group. They consider accessibility in the design and function of their works.	Completed	
UWS will be working with AccessAble to ensure we are reflecting best practice. This is also reflected in our Equality Outcome 5.	Initial contact was made with AccessAble just before lockdown so this work was unable to be progressed.	More Focus	Explore both AccessAble and local alternatives to ensure all campuses are accessible

Action Plan 2017 -2021	Progress to date	Progress 2017-21	Next Steps 2021-2025
UWS will ensure that the procurement procedures align with the commitment to delivering inclusion, equality and diversity. Inclusion will be included as part of the tender evaluation criteria within all contracts >£50k	Inclusion has been included as part of the tender evaluation criteria within a number of contracts including: • Lanarkshire Campus - Removal Services • Lanarkshire Campus – E2 Labs • Waste Management Services • Occupational Health for Students	completed	Further develop knowledge, skills and understanding of accessible environments both physical and online amongst staff and students.

Appendix 3
Equal Pay and
Occupational
Segregation
Reporting

UWS Equal Pay Statement

University of the West of Scotland (UWS) is committed to the principles of equal pay for work of equal value for all of our employees, irrespective of 'protected characteristic' or any other protected characteristics. The University is committed to compliance with legislative requirements as set out in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, Public Sector Equality Duty (PSED).

Our pay and grading framework for achieving equal pay across the University is underpinned by an analytical job evaluation scheme (HAY) and is supported by complementary reward. 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.

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. 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.

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 findings of these reviews will be considered by the University's Equality, Diversity and Inclusion (EDI) Committee.

Gender Pay Gap Report

HEIs are required to publish gender pay gap information (Regulation 7).

HEIs with 20 employees or more must publish information on the percentage difference between men's and women's average hourly pay (excluding overtime) based on the most recent data available.

Introduction

The gender pay gap is a measure of the difference between men's and women's average earnings across the University. The review of the University salary data includes all posts within the University structure. A snapshot of data from 31st July 2020 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. KTP appointments are excluded as their pay is determined by the host organisation rather than UWS.

Methodology & Calculation

While there is no single measure that fully deals with the complex issue of the differences between men's and women's pay, in this report we use mean and median 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 work on average 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.

There are two measures of the gender pay gap – mean and median.

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 as 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.

The median average is calculated by listing all employees' hourly rate of pay and finding the midpoint. The median is not skewed by very low hourly rates of pay or very high hourly rates of pay, and gives a more accurate representation of the typical difference. However, the median can also distort the true picture if there are large numbers of a particular gender at one end of the pay spectrum. There is no consensus on which is the best measure, and instead it can be helpful to publish both, giving preference to the mean, which will give a deeper understanding of any pay gaps.

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.

Median Pay Gap Calculation:

(Median hourly rate of pay of male employees – median hourly rate of pay of female employees) / Median hourly rate of pay of male employees x 100.

UWS Mean and Median Pay Gap

£20.58

Mean salary for females across UWS

£24.28

Mean salary for males across UWS

15%

Mean Pay Gap

£20.23
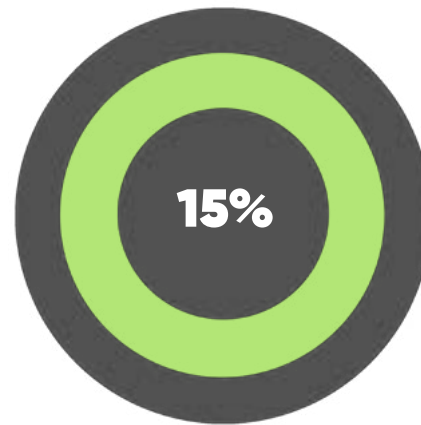
Median salary for females across UWS

£26.36

Median salary for males across UWS

23%
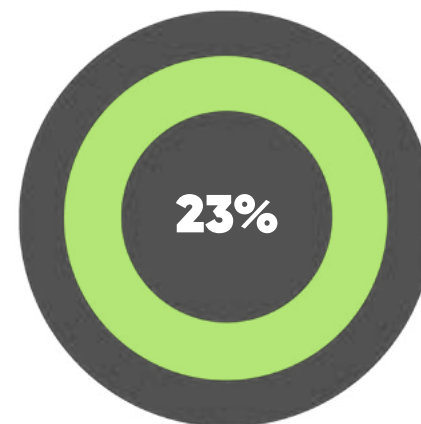
Median Pay Gap

The following table shows comparative data since 2012:

Publication	Snapshot date for data	Mean Gender Pay Gap	Median Gender Pay Gap
Equal Pay Mainstreaming Report 2012/2013	31/08/12	22.00% (core staff only)	Not Published
Equal Pay Mainstreaming Report 2014/2015	31/08/14	19.90% (core staff only)	Not Published
PSED Report 2017	31/12/16	17.00%	27.5% (Not published)
PSED Report 2019	28/02/19	14.39%	23.25%
PSED Report 2021	31/07/21	15.07%	23.25%

There has been a 0.68% increase in the mean gender pay gap compared to 2019 and no change to the median. Further analyses has highlighted that the most significant change is in Grade 7 in relation to a higher gender pay gap (GPG) between the two time periods.

In 2019, Grade 7 had a GPG of +1%. In 2021, Grade 7 had a GPG of −3%. On further investigation, there were 3 female new start employees recently appointed who were placed on the first point of Grade 7, as compared with 4 male employee appointments who were all placed beyond the first point. This includes 2 appointments where the male appointees were placed on the highest salary point. Given our Starting Salary procedure, it is likely that this was as a result of the male appointees being paid a higher salary in their previous employment, thereby providing objective justification for placement further up the salary scale.

Pay Gap by Grade

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

Grade	Total Headcount	Female Average Hourly Rate	Male Average Hourly Rate	Average Hourly Rate	% Difference Female to Male
Academic & Research Ac 1	17	£17.13	£17.12	£17.13	0%
Academic & Research Ac 2	169	£21.87	£21.88	£21.87	0%
Academic & Research Ac 3	321	£26.62	£26.79	£26.70	−1%
Academic & Research Ac 4	124	£30.71	£31.46	£31.13	−2%
Academic & Research FE64	9	£25.70	£24.10	£24.99	7%
Academic & Research Professor	30	£41.63	£40.51	£40.81	3%
Professional Services Grade 1	264	£9.34	£9.34	£9.34	0%
Professional Services Grade 2	229	£10.44	£10.58	£ 10.51	−1%
Professional Services Grade 3	109	£12.26	£11.74	£12.14	4%
Professional Services Grade 4	174	£14.56	£14.88	£14.66	−2%
Professional Services Grade 5	114	£18.57	£18.71	£18.61	−1%
Professional Services Grade 6	93	£23.08	£23.45	£23.18	−2%
Professional Services Grade 7	30	£25.71	£26.38	£26.07	−3%
Professional Services Grade 8	15	£30.19	£30.81	£30.52	−2%
Senior Management Grade 1	30	£36.51	£37.35	£36.86	−2%
Senior Management Grade 2	9	£44.54	£42.60	£43.46	5%
Senior Management Grade 3	9	£51.12	£49.74	£50.51	3%
Senior Management Grade 4 & 5	10	£62.43	£61.77	£62.04	1%
Overall Gender Pay Gap	1756	£ 20.58	£ 24.28	£ 22.04	15%

As can be seen from the table, on page 54 there is no 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.

The National Picture
Office for National Statistics (ONS) – Gender Pay Gap in the UK: 2020

17.4%

Gender pay gap (2019)

15.5%

Gender pay gap (2020)
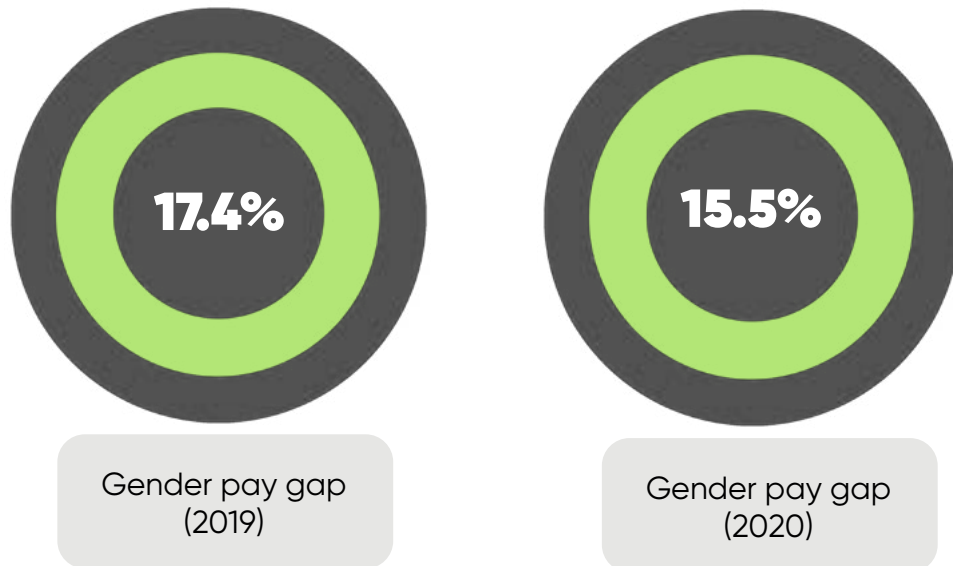
Recommendations
The University should continue to address the pay gap by:

1. Ensure managers are supported in developing and using progressive, fair and consistent practices and approaches

2. Encourage continued and new experimentation in recruitment and selection processes that aim to increase staff diversity, highlighting opportunities for flexible working at the point of recruitment, highlighting institutional participation in a range of positive action initiatives

3. Review our reward procedures to ensure transparency and equity

4. Increase and widen participation in internal and external programmes and activities that are designed to address occupational segregation, e.g. Athena Swan, HigHER, leadership development, etc.

5. Review and revise the University's Academic promotion criteria and procedures

6. Track career and pay progression and report annually to Vice Chancellors Executive Group and the Board of Governors Remuneration Committee

7. Review and revise the recruitment procedure with a particular focus on improving guidance and support for managers

8. Ensure adequate training and take-up of training in the areas of equality, unconscious bias, etc.

9. Work to encourage women to apply for UWS Professorial roles

10. Ensure our Action Plan addresses areas of attraction and progression (and the work reflected in our Athena SWAN agenda)

11. Continue to encourage staff to update their iTrent equality data in order to enable more meaningful analysis.

UWS Ethnicity Pay Gap Report 2021

Introduction

To support our wider commitment to improve the representation of *minority ethnic staff across our workforce, we have chosen to publish our ethnicity pay gap - the difference in average pay between White and Ethnic Minority staff - for the first time.

Our ethnicity pay gap is -23% median and -19% mean, and is in favour of staff who disclose as Ethnic Minority.

This is based on a disclosure rate of 93% of staff who have shared their ethnicity with the University.

Ethnicity	Headcount	% of total
Ethnic minority	127	7.2
White	1514	86.2
Unknown	115	6.5
TOTAL	1756	–

Similar to our gender pay gap report, ethnicity pay gap is a measure of the difference between Ethnic Minority and White average earnings across the University. The review of the University salary data includes all posts within the University structure. A snapshot of data from 31st July 2020 has been analysed to provide a detailed salary breakdown and comparison.

Methodology & Calculation

In this report we use mean and median hourly earnings (excluding overtime).

The ethnicity pay gap at UWS is calculated as the difference between average hourly earnings (excluding overtime) of Ethnic Minority and White employees as a proportion of average hourly earnings (excluding overtime) of White employee earnings.

Mean Pay Gap Calculation:

(Mean hourly rate of pay of White employees – Mean hourly rate of pay of Ethnic Minority employees) / Mean hourly rate of White employees x 100.

Median Pay Gap Calculation:

(Median hourly rate of pay of White employees – median hourly rate of pay of Ethnic Minority employees) / Median hourly rate of pay of White employees x 100.

UWS Mean Pay Gap	
Mean salary for ethnic minority across UWS	£26.01
Mean salary for white across UWS	£21.80
MEAN PAY GAP	**-19%**

| UWS Median Pay Gap	
Median salary for ethnic minority across UWS	£27.15
Median salary for white across UWS	£22.09
MEDIAN PAY GAP	**-23%**

Pay Gap by Grade

The following table indicates the percentage value of any pay gaps by grade. This is shown as - % if Ethnic Minority are paid less than White.

	Pay gaps of more than -5% are highlighted in red
	negative pay gaps under -5% are highlighted in amber
	Those figures where the pay differential is neutral or positive are highlighted in green

Grade	Total Headcount	Ethnic Minority Average Hourly Rate	White Average Hourly Rate	Average Hourly Rate	% Difference Ethnic Minority to White
Academic & Research Ac 1	17	£17.49	£17.08	£17.13	2%
Academic & Research Ac 2	169	£22.07	£21.82	£21.87	1%
Academic & Research Ac 3	321	£26.32	£26.74	£26.70	-2%
Academic & Research Ac 4	124	£30.41	£31.21	£31.13	-3%
Academic & Research FE64	9	-	£25.00	£25.00	-
Academic & Research Professor	30	£40.19	£41.00	£40.81	-2%
Professional Services Grade 1	264	£9.34	£9.34	£9.34	0%
Professional Services Grade 2	229	£10.75	£10.51	£10.51	2%
Professional Services Grade 3	109	£11.03	£12.16	£12.14	-9%
Professional Services Grade 4	174	£14.46	£14.68	£14.66	-1%
Professional Services Grade 5	114	£18.30	£18.62	£18.61	-2%
Professional Services Grade 6	93	£23.56	£23.14	£23.18	2%
Professional Services Grade 7	30	-	£26.09	£26.07	-
Professional Services Grade 8	15	-	£30.52	£30.52	-
Senior Management Grade 1	30	£38.15	£36.65	£36.86	4%
Senior Management Grade 2	9	£41.02	£43.77	£43.46	-6%
Senior Management Grade 3	9	-	£50.51	£50.51	-
Senior Management Grade 4 & 5	10	-	£62.04	£62.04	-
Overall Ethnicity Pay Gap	1756	£ 26.01	£21.80	£22.04	-19%

*115 colleagues have not disclosed their ethnicity and are not counted in the Ethnic Minority and White Median Hourly Rates

Upon closer analysis of the figures in red, low numbers of Ethnic Minority headcount are likely to skew the comparison of the averages. Low numbers aren't representative enough to be compared as averages – for example, if there is one person and they are at the top or bottom of their grade then that really is one person's hourly rate and not an average for Ethnic Minority.

Looking at the data behind the two figures in red, the difference is attributable to the Ethnic Minority incumbents having a smaller length of service and therefore being lower down the salary scale.

The National Picture

Advance HE 2019 reports that, of those UK staff with known ethnicity, 9.8% identified as Ethnic Minority.

Median pay gap between UK White and UK Ethnic Minority: 0.7% (Advance HE 2019)

Mean pay gap between UK White and UK Ethnic Minority: 2.0% (Advance HE 2019)

Recommendations

Improving the representation of Ethnic Minority people across our staff population remains a priority for us and we remain engaged with the following activity:

1. Targeting of local Ethnic Minority communities and groups to promote employment opportunities across Professional Services, providing advice and support through the process.

2. Building ethnic diversity throughout our talent pipeline, with a particular focus on entry level career development roles.

3. Engaging with and exploring the development of targeted programmes to enhance and extend the leadership potential of existing Ethnic Minority staff.

*Technical note - We consider ethnic minority staff to identify in the following ethnic groups (in alphabetical order).

- Any other background
- Asian or Asian British - Bangladeshi,
- Asian or Asian British - Indian,
- Asian or Asian British - Pakistani,
- Black or Black British - African,
- Black or Black British - Caribbean,
- Chinese,
- Gypsy or Traveller,
- Irish Traveller,
- Mixed - White and Asian,
- Mixed - White and Black African,
- Mixed - White and Black Caribbean,
- Other Asian background,
- Other Black Background,
- Other Ethnic Background,
- Other Mixed background.

And white staff to identify in the following ethnic groups

- Other White background,
- White - British,
- White - Irish,
- White - Scottish.

UWS Occupational Segregation Report 2021

Introduction

Occupational segregation is a term that is 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 the lower paid jobs (e.g. caring, catering, cleaning, clerical, cashiering) and the lower grades within an organisation. Previous research has shown that occupational segregation is one of the main causes of the pay gaps in the United Kingdom. Understanding the scope and causes of occupational segregation is key to tackling gender, disability and ethnicity pay gaps within 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

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

These contributory factors impact on individuals and employing organisations. Tackling occupational segregation is an essential step in creating more equal employment and development opportunities within Scottish HEIs. Reduced opportunities for staff constrains the pool of talent available to an employer as well as limiting the possibilities for individual employees to progress. Eliminating occupational segregation is about ensuring greater economic prosperity, linked to more effective skills utilisation, and social equality.

The University recognises that tackling the problem of occupational segregation is a national priority and that addressing the differences in distribution of men and women across different job types and job categories will help to progress gender equality.

Occupational Segregation at UWS

The following provides a gender breakdown by job family, highlighting that there is generally a good gender split within the Academic & Research and the Senior Management job families. As is the case sector wide, there is a dominance of the female gender in Professional Services.

Technical note: based on the characteristics of occupants in position (based on qualifying grades*) as at 31 July 2020.

*includes positions with grades up to and including Senior Management Grade 5, excluding KTPs and any ungraded positions.

Breakdown by Job Family – Horizontal segregation

Gender

52% of all academic staff at UWS are female. This is an increase of 2% since 2017. This compares favourably to the national average for all UK Higher Education institutions of 48% (Source: HESA, 2019-20).

67.5% of all professional services roles are held by female staff. This is a small increase of just under 2% compared to 2017. This can be compared to the national average for all UK Higher Education institutions of 62.2% (Source: HESA, 2019-20 standard occupational classification data of females in professional services roles.

51% of all senior management roles are held by female staff. This is an increase of 6% compared to 2017. There is no comparable HESA data.

Job Family	Headcount Female	% of Total	Headcount Male	% of Total	TOTAL
Academic & Research	349	52.09%	321	47.91%	670
Professional Services	692	67.51%	333	32.49%	1025
Senior Management	31	50.82%	30	49.18%	61
TOTAL	1072	61.05%	684	38.95%	1756

Disability

7.7 million people or 19% of the working-age population in Britain are disabled as defined as by the Equality Act 2010 (Source: Office of National Statistics). 53.6% of disabled people were in employment in 2020. Although, 2.9% of our staffing complement is declared disabled (down 0.6% compared with 2017), 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	Not Known	% of Total	TOTAL
Academic & Research	24	3.58%	334	49.85%	312	46.57%	670
Professional Services	26	2.54%	474	46.24%	525	51.22%	1025
Senior Management	<5	1.64%	31	50.82%	29	47.54%	61
TOTAL	51	2.90%	839	47.78%	866	49.32%	1756

Ethnicity

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 6.55% within the Black and Ethnic minority category (6.6% in 2017). The minority ethnic population is well represented in the Academic & Research job family (and a notable increase of 4.7% on 2017 data) but not so much in the Professional Services and Senior Management job families.

Job Family	Ethnic minority	% of Total	White	% of Total	Not Known	% of Total	TOTAL
Academic & Research	89	13.28%	548	81.79%	33	4.93%	670
Professional Services	35	3.41%	910	88.78%	80	7.80%	1025
Senior Management	<5	4.92%	56	91.80%	<5	3.28%	61
TOTAL	127	7.23%	1514	86.22%	115	6.55%	1756

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	349	52.09%	321	47.91%	670
Administrative & Clerical	375	74.40%	129	25.60%	504
Campus Support	136	62.67%	81	37.33%	217
Professional (Non-Academic)	146	73.00%	54	27.00%	200
Senior Management	31	52.54%	28	47.46%	59
Technical & IT	35	33.02%	71	66.98%	106
TOTAL	1072	61.05%	684	38.95%	1756

Gender bias in occupational categories reflects broader society in relation to more females being in administrative and clerical roles and campus support roles. There is more equality within Academic and Research role and Senior Management roles. There are more males than females in technical roles which is again, reflective of society.

Disability

Job Family	Declared Disabled	% of Total	Declared Not Disabled	% of Total	Not Known	% of Total	TOTAL
Academic & Research	24	3.58%	334	49.85%	312	46.57%	670
Administrative & Clerical	17	3.37%	249	49.40%	238	47.22%	504
Campus Support	0	0.00%	86	39.63%	131	60.37%	217
Professional (Non-Academic)	<5	2.50%	90	45.00%	105	52.50%	200
Senior Management	<5	1.69%	30	50.85%	28	47.46%	59
Technical & IT	<5	3.77%	50	47.17%	52	49.06%	106
TOTAL	51	2.90%	839	47.78%	866	49.32%	1756

We have most disabled employees in our Academic & Research and Administrative & Clerical categories but still with a high number of unknown/undisclosed.

Ethnicity

Job Family	Ethnic minority	% of Total	White	% of Total	Not Known	% of Total	TOTAL
Academic & Research	89	13.28%	548	81.79%	33	4.93%	670
Administrative & Clerical	22	4.37%	444	88.10%	38	7.54%	504
Campus Support	<5	0.92%	184	84.79%	31	14.29%	217
Professional (Non-Academic)	6	3.00%	190	95.00%	<5	2.00%	200
Senior Management	<5	5.08%	54	91.53%	<5	3.39%	59
Technical & IT	<5	4.72%	94	88.68%	7	6.60%	106
TOTAL	127	7.23%	1514	86.22%	115	6.55%	1756

UWS has a good ethnic minority representation in Academic & Research and Professional posts but a very low representation in Campus Support roles.

Breakdown by Grade - Vertical segregation
Grades which contain less than 3 people have been removed in order to provide anonymity to potentially identifiable individuals.

Gender

The table on page 61 highlights those grades were there is male/female gender dominance of over 60% in amber or a male/female 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, food services assistants and invigilators (Grade 1) and administrative and clerical roles (Grade 3). It is worth noting that within Professional Services grades 1-4, 68% are female. Within the higher graded Professional Services grades 5-8 (generally deemed to be of graduate level), 65% 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. This figure has increase by 2% compared with 2017. Senior management grades have a good gender balance overall.

Gender

Grade	Headcount female	% of Grade	Headcount male	% of Grade	Total
Academic & Research Ac 1	13	76.47%	<5	23.53%	17
Academic & Research Ac 2	96	56.80%	73	43.20%	169
Academic & Research Ac 3	170	52.96%	151	47.04%	321
Academic & Research Ac 4	57	45.97%	67	54.03%	124
Academic & Research FE64	<5	55.56%	<5	44.44%	9
Academic & Research Professor	8	26.67%	22	73.33%	30
Professional Services Grade 1	200	75.76%	64	24.24%	264
Professional Services Grade 2	130	56.77%	99	43.23%	229
Professional Services Grade 3	78	71.56%	31	28.44%	109
Professional Services Grade 4	121	69.54%	53	30.46%	174
Professional Services Grade 5	76	66.67%	38	33.33%	114
Professional Services Grade 6	67	72.04%	26	27.96%	93
Professional Services Grade 7	14	46.67%	16	53.33%	30
Professional Services Grade 8	7	46.67%	8	53.33%	15
Senior Management Grade 1	17	56.67%	13	43.33%	30
Senior Management Grade 2	<5	44.44%	<5	55.56%	9
Senior Management Grade 3	<5	55.56%	<5	44.44%	9
Senior Management Grades 4 & 5	<5	40.00%	6	60.00%	10
Total	1072	61.05%	684	38.95%	1756

Disability

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

Grade	Declared Disabled	% of Total	Declared Not Disabled	% of Total	Not Known	% of Total	Total
Academic & Research Ac 1	0	0.00%	10	58.82%	7	41.18%	17
Academic & Research Ac 2	<5	2.96%	105	62.13%	59	34.91%	169
Academic & Research Ac 3	15	4.67%	159	49.53%	147	45.79%	321
Academic & Research Ac 4	<5	2.42%	48	38.71%	73	58.87%	124
Academic & Research FE64	0	0.00%	0	0.00%	9	100.00%	9
Academic & Research Professor	<5	3.33%	12	40.00%	17	56.67%	30
Professional Services Grade 1	8	3.03%	116	43.94%	140	53.03%	264
Professional Services Grade 2	<5	1.75%	116	50.66%	109	47.60%	229
Professional Services Grade 3	<5	1.83%	43	39.45%	64	58.72%	109
Professional Services Grade 4	6	3.45%	87	50.00%	81	46.55%	174
Professional Services Grade 5	<5	3.51%	56	49.12%	54	47.37%	114
Professional Services Grade 6	<5	1.08%	37	39.78%	55	59.14%	93
Professional Services Grade 7	<5	3.33%	12	40.00%	17	56.67%	30
Professional Services Grade 8	0	0.00%	8	53.33%	7	46.67%	15
Senior Management Grade 1	<5	3.33%	14	46.67%	15	50.00%	30
Senior Management Grade 2	0	0.00%	<5	55.56%	<5	44.44%	9
Senior Management Grade 3	0	0.00%	7	77.78%	<5	22.22%	9
Senior Management Grades 4 & 5	0	0.00%	<5	40.00%	6	60.00%	10
TOTAL	51	2.90%	839	47.78%	866	49.32%	1756

Ethnicity

With 4% of the total population of Scotland in the ethnic minority category (Scotland's 2011 census), 8 out of 19 of our grades are positively represented in respect of ethnic minority.

Grade	Ethnic minority	% of Total	White	% of Total	Not Known	% of Total	Total
Academic & Research Ac 1	<5	11.76%	13	76.47%	<5	11.76%	17
Academic & Research Ac 2	33	19.53%	116	68.64%	20	11.83%	169
Academic & Research Ac 3	33	10.28%	280	87.23%	8	2.49%	321
Academic & Research Ac 4	14	11.29%	107	86.29%	<5	2.42%	124
Academic & Research FE64	0	0.00%	9	100.00%	0	0.00%	9
Academic & Research Professor	7	23.33%	23	76.67%	0	0.00%	30
Professional Services Grade 1	9	3.41%	212	80.30%	43	16.29%	264
Professional Services Grade 2	8	3.49%	202	88.21%	19	8.30%	229
Professional Services Grade 3	<5	3.67%	97	88.99%	8	7.34%	109
Professional Services Grade 4	6	3.45%	163	93.68%	<5	2.87%	174
Professional Services Grade 5	<5	1.75%	110	96.49%	<5	1.75%	114
Professional Services Grade 6	6	6.45%	86	92.47%	<5	1.08%	93
Professional Services Grade 7	0	0.00%	29	96.67%	<5	3.33%	30
Professional Services Grade 8	0	0.00%	14	93.33%	<5	6.67%	15
Senior Management Grade 1	<5	6.67%	26	86.67%	<5	6.67%	30
Senior Management Grade 2	<5	11.11%	8	88.89%	0	0.00%	9
Senior Management Grade 3	0	0.00%	9	100.00%	0	0.00%	9
Senior Management Grades 4 & 5	0	0.00%	10	100.00%	0	0.00%	12
TOTAL	127	7.23%	1514	86.22%	115	6.55%	1756

Appendix 4
Court, Staff and Student Equalities Monitoring

Court Equalities Monitoring

The University Court

The Scottish Code of Good HE Governance was revised in 2017. This revised Code includes a separate section on equality & diversity, setting out the responsibilities of the Court to provide leadership in quality and diversity across all protected characteristics, and assume responsibility for the Institutions' strategy and policy on equality and diversity.

In June 2017, Court approved an Equality Statement which outlined Court's approach to promoting equality and diversity and to ensuring that action was taken across a range of different characteristics.

Court's compliance with the revised Code and the Higher Education Governance (Scotland) Act 2016 was reviewed in 2018. This outlined the processes in place to manage the legal compliance and reputational requirements of the equality and diversity and inclusion agenda. The EDI Committee is responsible for leading on equality, diversity and inclusion work within UWS reporting to Senate.

Court subsequently agreed that it was content that appropriate mechanisms and networks were in place to keep abreast of legislation and sector best practice and to comply with the Code. However, given the increased focus on the responsibilities of the Court for equality, diversity and inclusion, it was agreed that the Equality, Diversity & Inclusion Report to Senate should also be submitted to Court for information.

The skills and demographic mix of the membership of the Court is kept under regular review by the Governance & Nominations Committee.

Court Member by Sex

Title	As at 31st July 2019				As at 31st July 2020			
	Female		Male		Female		Male	
Court Member	10	50%	10	50%	10	56%	8	44%
Court Lay Member	7	54%	6	46%	6	60%	<5	40%
Senate	16.5	52%	15.5	48%	13.5	40%	20.5	60%
Total	33.5	–	31.5	–	29.5	–	>28.5	–

The protected characteristics of our Court members are monitored across all 9 protected characteristics. However due to the low numbers in some areas it is not possible to publish this breakdown.

Staff Equalities Monitoring

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

Age Profile AY2019-20

Age group	2019 No.	2019 %	2020 No.	2019 %
20 & Under	16	0.9%	16	1.0%
21-30	151	8.5%	144	8.8%
31-40	314	17.7%	331	20.2%
41-50	352	19.8%	342	20.9%
51-60	586	33.0%	543	33.2%
61-65	173	9.8%	137	8.4%
66+	155	8.7%	124	7.6%
Unknown	27	1.5%	0	0.0%
Total	1774	100%	1637	100%
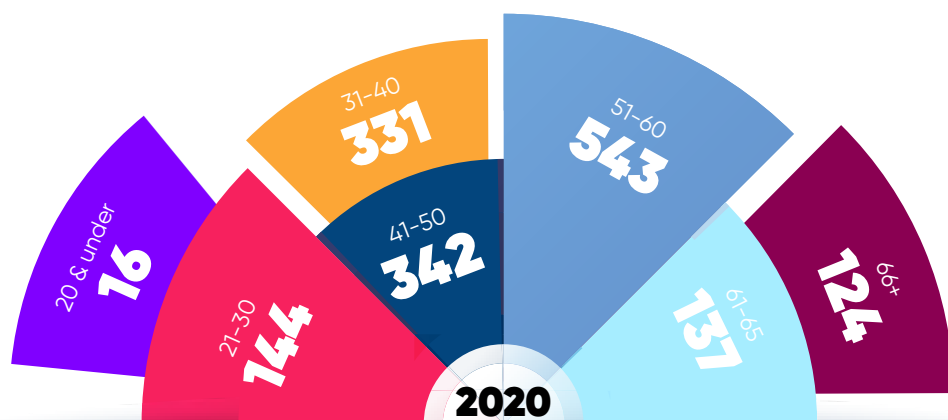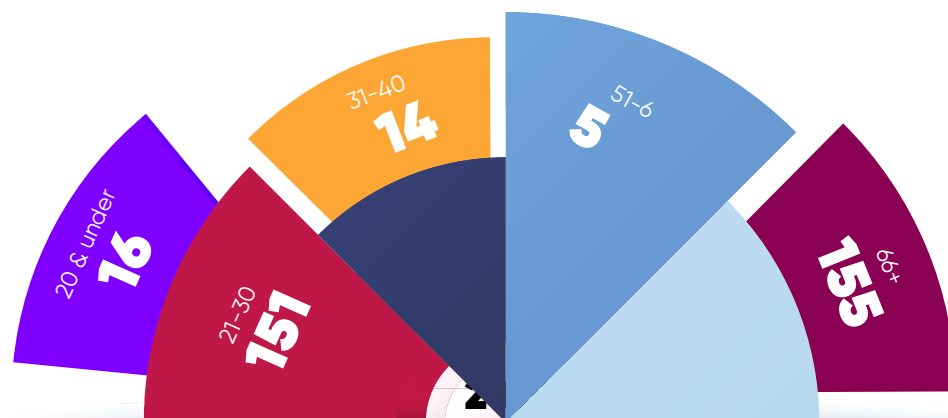
Overall the age range of staff remained consistent over the two year period presented. However it indicated an increase in recruitment of staff in the under 40 age group, over the two-year period presented: the under 40 proportion has increased (from 27.1% to 30%), as has the 41 – 60 year old proportion (from 52.8% to 54.1%), whereas those aged 61+ has decreased (from 18.5% to 16%).

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

Overall, though, the UWS staff profile is significantly older than the Higher Education Statistics Agency (HESA) Scotland equivalent: i.e. UWS staff present in lower proportions for age groups up to 50 years old and higher proportions thereafter.

Age group	HESA / Scotland %	UWS %
30 & Under	19.0%	9.8%
31– 40	26.6%	20.2%
41 – 50	23.8%	20.9%
51 – 60	22.7%	33.2%
61 – 65	5.7%	8.4%
66+	2.1%	7.6%

Disability Profile

Year	Disability		No Disability		Unknown		Total
2019	94	5.3%	955	53.8%	725	40.9%	1774
2020	91	5.6%	938	57.3%	608	37.1%	1637

Overall, disclosure related to Disability also improved in 2020, with 5.6% of staff indicating that they experienced a form of disability in that year (increasing from 5.3% in 2019). This is higher than the benchmark HESA data for Scotland of 3.8%, which was the lowest of the 4 UK nations.

Additionally, an increased number (57.3%) declared that they had no disability and the Unknown % decreased from 40.9% to 37.1%, which, again, was attributed to the Data Matters campaign.

Percentage of total staff who have not disclosed a disability type
2019 – 39.35% (1.5% preferred not to say)
2020 – 37.14% (1.9% preferred not to say)

Percentage of total staff who disclosed having a disability
2019 – 5.3% | 2020 – 5.6%

The percentage of total staff who did not disclose a disability type decreased, although the proportion who 'preferred not to say' increased slightly. This means that although staff have updated their protected characteristic they have chosen the option 'prefer not to say'. It is planned to engage further with the newly developed Staff Disability Network to understand the reasons that staff may choose either not to complete this protected characteristic field but also to determine why staff update by choosing the 'prefer not to say' option.

Religion and Belief

Staff Disclosure 2019 – 35.68% (a percentage increase of 28% over 2018, staff numbers decreased by 13%)

Staff Disclosure 2020 – 38.83% (a percentage increase of 9% over 2019, staff numbers decreased by 8%)

The main difference was the decrease in the percentage of staff who chose to 'not disclose' their religion, i.e. this decreased from 64.3% of all staff to 60.2%, with the categories with a related increase in numbers being Agnostic, Atheist and No Religion.

Overall, there were some slight fluctuations in the Christian and Other Religious categories, with Roman Catholic and Church of Scotland chosen most frequently.

The non-disclosure level reported in the HESA benchmark data (with the qualification that not all institutions returned data for this category) is slightly lower than that of UWS: if the categories of refused and blank are combined, it results in a 53.8% total, compared to 60.2% in UWS. However, the trend is decreasing, which is positive.

Sex profile

This reflects an accurate data range as all staff completed their protected characteristic information in relation to 'sex'. The UWS split by sex is 60.1% female / 39.8% male and this is consistent across both academic years. The female proportion is higher than HESA Scottish staff benchmark for the sector, i.e. 55.0% female overall.

Religion or belief	2019		2020	
Agnostic	38	2.1%	44	2.7%
Atheist	126	7.1%	138	8.4%
Church of Scotland	138	7.8%	133	8.1%
Roman Catholic	150	8.5%	146	8.9%
Other Christian	96	55.4%	94	5.7%
Buddhist	<5	–	<5	–
Hindu	<5	–	6	0.2%
Humanist	6	0.3%	<5	–
Jewish	<5	–	<5	–
Muslim	18	1.0%	18	1.1%
Sikh	<5	–	<5	0.1%
Other	10	0.6%	11	0.7%
No Religion	41	2.5%	55	3.4%
Not Disclosed	1141	64.3%	985	60.2%
Total	1774	–	1637	–

Sex	2019		2020	
Female	1067	60.1%	985	60.2%
Male	706	39.8%	652	39.8%
Other	<5	–	0	–
Total	1774	–	1637	–

Sexual Orientation Profile

2019 – 54.3% either preferred not to say or didn't answer

2020 – 49.0% either preferred not to say or didn't answer

Overall, an increased number of staff declared their sexual orientation in 2020 (rising from 45.4% in 2019 to 50.9% in 2020) and, simultaneously, the percentage & number for whom this information was Unknown also decreased (from 54.3% to 49.0% / 964 to 802). However, the number who 'declined' to provide the information rose slightly (77 to 79).

Of those staff who chose a sexual orientation (41 in 2019 & 52 in 2020), this represents 2.6%, rising to 3.2%, of all staff and this is comparative to the HESA benchmark data (based on the upper estimate of sexual orientation, extracted from those institutions which provided data in this regard).

Orientation	2019		2020	
Bi Sexual	10	0.6%	11	0.7%
Gay man	18	1.0%	24	1.5%
Gay Woman	13	0.7%	17	1.0%
Straight/Heterosexual	763	43.0%	779	47.6%
In another way	<5	0.11%	<5	0.12%
Not sure	<5	0.2%	<5	0.1%
Unknown	964	54.3%	802	49.0%
Total	1774	–	1637	–

Ethnicity profile

Staff Disclosure 2019 - 91.88% - 8.12% did not disclose (1.97% preferred not to say)

Staff Disclosure 2020- 93.65% - 6.35% did not disclose (1.77% preferred not to say)

Our Ethnic Minority Staff Profile: 2019 – 13.0% | 2020 - 13.9%

Overall, the UWS staff profile is predominantly white and this was broadly consistent across both academic years. However, the proportion of ethnic minority staff within UWS increased over time (from 13.0% in 2019 to 13.9% in 2020) and this percentage is significantly higher than the HESA Scottish benchmark Ethnic minority staff level (4.1%).

Over these 2 years, 8.1% did not disclose in 2019, with 2.0% preferring not to say, whereas in 2020, this reduced to 6.3% who did not disclose & 1.8% preferring not to say as a result of our Data Matters Campaign to encourage staff to update their protected characteristic data.

Number of ethnic minority staff declaring a disability: 2019 – 13 | 2020 - 11

Numbers are low for ethnic minority staff declaring a disability – they represent 5.7% and 4.8% of all ethnic minority staff respectively. However, this is higher than the HESA recorded level for this group (3.8%).

Ethnicity	2019		2020	
Asian	51	2.9%	52	3.2%
Black	30	1.7%	27	1.6%
Chinese	18	1.0%	19	1.2%
Mixed	11	0.6%	12	0.7%
White other	101	5.7%	101	6.2%
White	1400	78.9%	1305	79.7%
Other	19	1.1%	17	1.0%
Unknown (prefer not to say)	144	8.1%	104	6.4%

Working pattern

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

However, a higher number (& %) of UWS staff worked flexibly in 2020, compared to 2019, and this occurred more frequently in Professional Services staff (10.3%), when compared to academic staff (7.1%).

By comparison, the number of staff working part-time decreased overall (although not the %), and the proportion of those doing so was higher in academic staff (5.1%), when compared to PSS staff (3.4%).

Levels for staff working part-time in both groups are significantly lower than the overall HESA benchmark level (32.7% overall / 31.5% Professional Services staff / 33.9% Academic).

Hourly and sessional workers decreased in both academic years, which is consistent with the UWS aim of reducing reliance on such contracts.

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

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

All Staff	2019		2020	
Flexible	111	5.8%	157	8.8%
PT	287	14.9%	267	15.0%
Standard	943	49.1%	889	50.0%
Hourly	545	28.4%	434	24.4%
Sessional	35	1.8%	32	1.8%
Total	1921	100.0%	1779	100.0%

Professional Services	2019		2020	
Flexible	78	6.4%	107	10.3%
PT	218	17.8%	190	18.3%
Standard	426	34.8%	374	36.0%
Hourly	467	38.2%	335	32.3%
Sessional	35	2.9%	32	3.1%
Total	1224	100.0%	1038	100.0%

Academic	2019		2020	
Flexible	33	5.1%	48	7.1%
PT	67	10.4%	71	10.4%
Standard	465	72.3%	462	67.9%
Hourly	78	12.1%	99	14.6%
Sessional	<5	–	<5	–

Senior Management

A higher number (& %) of UWS staff worked flexibly in 2020, compared to 2019, and this occurred more frequently in PSS staff (10.3%), when compared to academic staff (7.1%), with a similar trend in those choosing to work part-time (18.3% PSS staff, compared to 10.4% in the academic group).

However, levels for staff working part-time in both groups are significantly lower than the overall HESA benchmark level (32.7% overall / 31.5% PSS / 33.9% Academic).

Hourly and sessional workers decreased overall across UWS, although the academic level rose slightly - this is consistent with the UWS aim of reducing reliance on such contracts generally.

Senior Management numbers increased to 2020, with 8 members of the group opting to work either flexibly or part-time: the UWS family-friendly policies, including flexible and part-time working, are offered to all staff, at all levels, with no qualifying period of employment required.

Disability Working Hours

The number of staff who declared a disability decreased slightly in 2020 and, although the majority worked to a standard contract, flexible and part-time approaches were also chosen, albeit by slightly fewer staff (reduced from 24 to 19).

Ethnic Minority Working Hours

Staff who declared their ethnicity as ethnic minority increased in number in 2020 and, although the majority worked to a standard contract, those who chose part-time remained relatively constant, whereas the percentage of those who adopted a flexible approach increased (from 1.3% to 4.6%).

Senior Management	2019		2020	
Flexible	<5	–	<5	–
PT	<5	3.7%	6	9.8%
Standard	52	96.3%	53	86.9%
Hourly	<5	–	<5	–
Sessional	<5	–	<5	–

Disability Working Hours	2019		2020	
Flexible	6	5.9%	7	7.1%
PT	18	17.8%	12	12.2%
Standard	59	58.4%	62	63.3%
Hourly	17	16.8%	16	16.3%
Sessional	<5	1.0%	<5	–

Ethnic Minority Working Hours	2019		2020	
Flexible	<5	–	11	4.6%
PT	26	11.1%	27	11.2%
Standard	155	66.0%	154	63.9%
Hourly	51	21.7%	49	20.3%
Sessional	<5	–	<5	–

Sexual Orientation/Gender Reassignment (LGBT+) Working Hours

Note: LGBT+ staff who did not disclose their sexual orientation are not included in these totals.

Numbers are low in this group but there is evidence of LGBT staff in each category; i.e. working flexibly and part-time, as well as to a standard contract.

LGBT Working Hours	2019		2020	
Flexible	<5	4.5%	<5	5.3%
PT	<5	–	5	8.8%
Standard	33	75.0%	38	66.7%
Hourly	7	15.9%	10	17.5%
Sessional	<5	–	<5	–

Working Hours by Sex

Although the majority of male staff chose to adopt a standard approach to working, the % of those choosing flexible hour more than doubled (2.4% to 5.0%) and those working on a part-time basis also increased (from 6.2% to 7.0%). Hourly-paid and sessional workers reduced in number, consistent with the UWS strategy to be less reliant on such contracts.

As with males, the majority of females chose to adopt a standard working pattern. However, the number and percentage who had a flexible option in place reduced significantly (from 11.3% of females to 5.0%), as did part-time working (decreased from 20.3% to 7.0%). Hourly and sessional working also decreased generally, consistent with the UWS strategy to be less reliant on these approaches.

Female Working Hours	2019		2020	
Flexible	93	8.0%	122	11.3%
PT	240	20.6%	218	20.3%
Standard	460	39.4%	437	40.7%
Hourly	346	29.6%	272	25.3%
Sessional	28	2.4%	26	2.4%
Total	1167	100.0%	1075	100.0%

Male Working Hours	2019		2020	
Flexible	18	2.4%	35	5.0%
PT	47	6.2%	49	7.0%
Standard	483	64.1%	452	64.2%
Hourly	198	26.3%	162	23.0%
Sessional	7	0.9%	6	0.9%
Total	753	100.0%	704	100.0%

Working Hours by Age Group

The tendency to work flexibly increased, by age group, peaking at age 51 – 60, and thereafter declining, as did the numbers who work part-time. Hourly-paid workers featured in every age group and rose, significantly, for over 60s, reflecting such roles as invigilator & scribe, which tends to attract former staff and individuals who have retired.

Working Hours by Age Group 2019	Flexible		PT		Standard		Hourly		Sessional	
20 and Under	<5	–	<5	–	<5	–	14	2.6%	<5	–
21–30	<5	–	18	6.3%	57	6.0%	88	16.1%	<5	–
31–40	16	14.4%	49	17.1%	197	20.9%	71	13.0%	7	20.0%
41–50	22	19.8%	66	23.0%	217	23.0%	55	10.1%	9	25.7%
51–60	55	49.5%	104	36.2%	374	39.7%	66	12.1%	12	34.3%
61–65	14	12.6%	39	13.6%	75	8.0%	75	13.8%	<5	5.7%
66 and Over	<5	–	11	3.8%	21	2.2%	176	32.3%	<5	14.3%

Working Hours by Age Group 2020	Flexible		PT		Standard		Hourly		Sessional	
20 and Under	<5	–	<5	–	<5	–	16	3.7%	<5	–
21–30	6	3.8%	21	7.9%	71	8.0%	52	12.0%	<5	–
31–40	26	16.6%	54	20.2%	211	23.7%	53	12.2%	6	18.8%
41–50	32	20.4%	61	22.8%	215	24.2%	40	9.2%	8	25.0%
51–60	82	52.2%	94	35.2%	327	36.8%	53	12.2%	12	37.5%
61–65	10	6.4%	26	9.7%	52	5.8%	75	17.3%	<5	–
66 and Over	<5	–	11	4.1%	12	1.3%	145	33.4%	<5	15.6%

Summary

Overall, staffing levels decreased between 2019 and 2020 (the Rebalancing project ended in 2019) – however, the following trends are evident; i.e.

- The **Age** profile of UWS staff tends to be slightly older (than the HESA Scottish benchmark), although numbers aged 40+ and younger are increasing

- **Disability** reporting improved to higher than the HESA Scottish benchmark (5.6% of UWS staff reported some form of disability, compared to 3.8% for Scotland)

- **Religion & Belief**: non-disclosure decreased from 64.3% to 60.2%, although this was slightly higher than the HESA benchmark level of 53.8%; Roman Catholic and Church of Scotland were most frequently chosen religions

- **Sexual Orientation**: non-disclosure decreased from 54.3% to 49.0% and 3.2% of staff indicated that they declared as an LGBT category, which is identical to the HESA benchmark

- **Ethnic Minority**: UWS staff predominantly declared as white but the BAME staff % is increasing (from 13.0% to 13.9%) and is significantly higher than the HESA Scottish benchmark level (4.1%)

- **Sex**: the UWS staff profile is predominantly female (60.1%), which is higher than the HESA Scottish benchmark (55.0%)

- **Flexible Working**: the majority of staff adopt a standard approach to working but there are increasing numbers (& %) who work flexibly (particularly in PSS staff), with the % in this group adopting a part-time work approach also increasing (remaining constant in the UWS academic group)

- Flexible and part-time working approaches are evidenced in every sub-group of staff, including Senior Management, staff declaring a disability, BAME staff, younger age groups (i.e. below 40) and, increasingly, males

- However, the number & % of females who worked both flexibly and part-time increased in 2020 and this was significantly higher (in number and %) than males (31.6% of females in 2020, compared to 12.0% of males).

Staff Recruitment Profile

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

Academic and Research Vacancies - Sex

	UWS received 577 applications for 36 vacancies in 2019						UWS received 1,190 applications for 65 vacancies in 2020					
	Female		Male		Unknown		Female		Male		Unknown	
Academic Applications	246	39%	342	55%	35	6%	521	44%	604	51%	65	5%
Academic Shortlisted	71	49%	71	49%	2	1%	132	56%	94	41%	8	3%
Academic Appointed	21	50%	20	48%	<5	2%	64	50%	18	47%	0	0.0%

The ratio of applicants to vacancies rose between 2019 & 2020 from 16.0 to 18.3 and, whilst female applicants were in the minority in both years (34.0% & 43.8% respectively), they were appointed in higher numbers, albeit marginally in 2019 (18F / 17M). Thus, in both years, a higher percentage of female applicants were appointed (31.% & 5.4% of the total respectively) and constituted 51.4% & 78.0% of the total number of staff appointed.

Professional Services Vacancies - Sex (*Professional Services vacancies includes one Senior Manager vacancy)

	UWS received 598 applications for 57 vacancies in 2019						UWS received 1,305 applications for 54 vacancies in 2020					
	Female		Male		Unknown		Female		Male		Unknown	
PSS Applications	336	56%	235	39%	27	5%	847	65%	404	31%	54	4%
PSS Shortlisted	140	64.2%	70	32.1%	8	3.7%	216	69.2%	86	27.6%	10	3.2%
PSS Appointed	39	57%	28	42%	<5	2%	39	72%	15	28%	0	0.0%

The percentage of those who did not disclose their sex reduced, from 5.9% to 5.5%. The ratio of applicants to vacancies rose between 2019 & 2020 from 10.5 to 24.2 and female applicants constituted the majority of applicants in both years, representing 56.2% and 64.9% of the total respectively, resulting in male applicant percentages of 39.3% & 31.0%. Females were more successful in both years, both in absolute terms and as a percentage of applicants: female appointees (39 & 39) represented 11.6% & 4.6% of all applicants, compared to males (28 & 15), who represented 4.7% & 1.1%. Thus, in both years, a higher percentage of female applicants were appointed (3.1% & 5.4% of the total respectively) and constituted 58.2% & 72.2% of the total number of staff appointed. The percentage of those who did not their sex reduced, from 4.5% to 4.1%.

Academic and Research Vacancies – Ethnic Minority

	Of the 577 applications for 36 Academic and Research vacancies in 2019		Of the 1,190 applications for 65 Academic and Research vacancies in 2020	
	Ethnic minority		Ethnic Minority	
Academic Applications	305	55%	716	60%
Academic Shortlisted	45	42%	104	44%
Academic Appointed	13	36%	18	25%

Professional Services Vacancies – Ethnic Minority

	Of the 598 applications for 57 Professional Services vacancies in 2019		Of the 1,305 applications for 54 Professional Services vacancies in 2020	
	Ethnic minority		Ethnic Minority	
PSS Applications	208	35%	283	22%
PSS Shortlisted	64	29%	54	18%
PSS Appointed	22	32%	5	9%

In both years, ethnic minority applicants constituted the majority of all applicants (52.9% & 60.2% respectively). However a smaller proportion were shortlisted (7.8% & 8.7% of applicants), although this increased to 2020, and ethnic minority appointees represented 37.1% and 22.0% of the total in each year. The non-disclosure rate reduced from 5.9% to 4.3%. other years, ethnic minority applicants constituted the minority of all applicants (34.8% & 21.7% respectively). However a smaller proportion were shortlisted (10.7% & 4.1% of applicants) and ethnic minority appointees represented 32.4% and 9.3% of the total in each year. The non-disclosure rate increased from 3.8% to 4.0%.

Academic and Research Vacancies - Disability

	Of the 577 applications for 36 Academic and Research vacancies in 2019		Of the 1,190 applications for 65 Academic and Research vacancies in 2020	
	Disability		Disability	
Academic Applications	15	3%	60	5%
Academic Shortlisted	6	4%	16	7%
Academic Appointed	<5	6%	<5	5%

Professional Services Vacancies - Disability

	Of the 598 applications for 57 Professional Services vacancies in 2019		Of the 1,305 applications for 54 Professional Services vacancies in 2020	
	Disability		Disability	
PSS Applications	39	6%	92	7%
PSS Shortlisted	21	10%	25	8%
PSS Appointed	6	19	7	13%

The number & percentage of applicants who disclosed disability status increased from 2019 to 2020, and this trend was replicated for those shortlisted. However, the percentage of appointees disclosing a disability decreased, from 6% to 5%. The non-disclosure rate reduced from 9% to 8% in these two years. The number & percentage of applicants who disclosed disability status increased from 2019 to 2020 (from 39/92 & 6% to 7% respectively). However, the percentage of those shortlisted with a disability dropped from 10% to 8% (although the absolute number increased from 21 to 25) but the percentage of appointees disclosing a disability increased, from 9% to 15%.

Staff Promotions

Staff Promotions 2018-19

Schools	No. of Applications		2018		2019	
	2018	2019	Female	Male	Female	Male
School of Business & Creative Industries*	18	9	6	12	<5	6
School of Computing, Engineering and Physical Sciences	6	10	<5	5	<5	9
School of Education and Social Sciences**	<5	10	<5	<5	6	4
School of Health and Life Sciences	5	13	<5	<5	8	5

Staff Promotions 2019-2020

Schools	No. of Applications		2019		2020	
	2019	2020	Female	Male	Female	Male
School of Business & Creative Industries*	<5	<5	<5	<5	<5	<5
School of Computing, Engineering and Physical Sciences	<5	5	0	<5	<5	<5
School of Education and Social Sciences**	<5	6	<5	0	<5	<5
School of Health and Life Sciences	<5	7	0	<5	5	<5

Notes: *Incorporates School of Business & Enterprise and School, of Media, Culture & Society ** Incorporates School of Education

In 2018-2019, 13 applications were received by ethnic minority staff, with <approved

In 2019-2020, 17 applications were received by ethnic minority staff, with 8 approved

Table 1: Application numbers increased, but males overall applied in greater numbers than females. However, there are differences by School. This trend held in BCI and CEPS but not in CEPS and HLS, where female application numbers exceeded males slightly.

Table 2: In HLS females appear more successful than males.

Recruitment: Summary

- The number of academic vacancies rose from 36 to 65 (+80.1%), with a related rise in applicants from 577 to 1190 (+106.2%), whereas the number of professional services staff vacancies dropped from 57 to 54 (-5.3%), with a rise in applications from 598 to 1305 (+118.2%)

- Sex: for both academic & PSS roles, the percentage of females who applied, were shortlisted and were appointed increased from 2019 to 2020, whilst the non-disclosure rate reduced

- Ethnicity: the number & percentage of ethnic minority applicants for academic vacancies increased, as did those shortlisted and a significant minority were appointed (in excess of the UWS ethnic minority %), whilst the non-disclosure rate decreased. Majority of A&R applications were from BAME applications

- Professional services staff: 2019 evidenced a significant minority of ethnic minority applicants and appointees (34.8% & 32.4% respectively), which reduced in 2020 (to 21.7% & 9.3% respectively), although the appointment level is in excess of the HESA Scottish benchmark (4.1%)

- Disability: the number and percentage of applicants for academic positions disclosing a disability increased, although the % of appointees doing so decreased slightly (from 6% to 5%), whilst the non-disclosure rate decreased

- The trend was similar for professional services staff, but the percentage of appointees disclosing a disability increased and, although the non-disclosure level decreased for applicants, it increased slightly for appointees.

Workplace environment and practices by protected characteristic:

Maternity, Paternity, Adoption and Shared Leave

Type	2019	2020
Adoption	0	<5
Maternity	16	24
Paternity	7	14
Shared	<5	0
Return	All returned	<5 non-returns

2019 - 8 people who accessed maternity leave were from Professional Services, and 8 were Academic.

2020 - 17 people who accessed maternity leave were from Professionals Services, and less than 5 didn't return. 7 were Academic.

Leavers' Data:

Type		2019		2020	
Sex Profile	Female	120	59.7%	119	57.5%
	Male	81	40.3%	88	42.5%
Disability Profile	Disabled	13	6.5%	10	4.8%
	Not disabled	113	56.2%	118	57.0%
	Not disclosed	7	3.5%	<5	2.4%
	Unknown	68	33.8%	74	35.8%
Ethnicity Profile	Asian	7	3.5%	<5	–
	Black	<5	–	7	3.4%
	Chinese	<5	–	<5	–
	Mixed	<5	–	<5	–
	Not disclosed	<5	–	<5	–
	Other	<5	–	<5	–
	White	165	82.1%	171	82.6%
	White other	15	7.5%	13	6.3%
	Unknown	<5	–	<5	–
Sexual Orientation Profile	Gay	7	3.5%	<5	–
	Heterosexual	119	59.2%	102	49.3%
	Not sure	0	–	<5	–
	Not disclosed	15	7.5%	11	5.3%
	Unknown	60	29.9%	89	43.0%

Type		2019		2020	
Religion Profile	Agnostic	8	4.0%	<5	–
	Atheist	24	11.9%	21	10.14%
	Buddhist	0	–	<5	–
	Church of Scotland	19	9.5%	16	7.73%
	Hindu	0	–	0	–
	Humanist	0	–	<5	–
	Jewish	0	–	<5	–
	Muslim	<5	2.0%	<5	2.0%
	No reliigion	0	–	0	–
	Not disclosed	68	33.8%	79	38.16%
	Other	<5	–	<5	–
	Other Christian	15	7.5%	11	5.31%
	Roman Catholic	19	9.5%	18	8.70%
	Sikh	<5	–	0	–
	Unknown	42	20.9%	50	24.15%
Age Profile	20 and under	0	–	<5	–
	21 to 30	24	11.9%	26	12.6%
	31 to 40	43	21.4%	41	19.8%
	41 to 50	60	29.9%	35	16.9%
	51 to 60	33	16.4%	58	28.0%
	61 to 65	29	14.4%	36	17.4%
	66 and over	11	5.5%	10	4.8%
	Not disclosed	0	–	0	–
	Unknown	<5	–	0	–

Type		2019		2020	
Service Profile	< 1 year	25	12.4%	28	13.5%
	1 to 2 years	45	22.4%	40	19.3%
	3 to 5 years	47	23.4%	35	16.9%
	6 to 10 years	29	14.4%	43	20.8%
	11 to 15 years	15	7.5%	21	10.1%
	16 to 20 years	16	8.0%	18	8.7%
	21 to 25 years	8	4.0%	<5	–
	26 to 30 years	7	3.5%	11	5.3%
	> 30 years	9	4.5%	6	–
Voluntary	Female	97	62.2%	85	57.0%
	Male	59	37.8%	64	43.0%
	White	133	85.3%	128	85.9%
	Ethnic minority	20	12.8%	18	12.1%
	Not disclosed	<5	–	<5	–
	Unknown	<5	–	0	–
Involuntary	Female	23	51.1%	34	59.6%
	Male	22	48.9%	23	40.4%
	White	32	71.1%	42	73.7%
	Ethnic minority	10	22.2%	12	21.1%
	Not disclosed	<5	4.4%	<5	–
	Unknown	<5	–	<5	3.5%

* One with White ethnicity had Reason for leaving of "Other", not included above

In 2018/19, UWS undertook a rebalancing of staff roles project. Overall, 201 staff left in 2019 and 207 left in 2020 and the profile of those who did so was as follows:

- More females left than males (57.7% in 2019 & 57.5% in 2020)

- Of those leaving, 6.5% declared a disability in 2019 & 4.8% did so in 2020

- 14.9% of those leaving in 2019 were ethnic minority, which reduced to 14.5% in 2020

- The majority of those who left were heterosexual (matching the staff demographic generally) but 3.5% of those leaving in 2019 and 1.9% in 2020 described themselves as gay

- The majority of those who left in 2019 either did not disclose their religion or it was not known (54.7% combined) and, of staff who did disclose, the largest percentage was 11.9% who described themselves as Atheist, a trend that was replicated in 2020 (62.3% not disclosed / not known & 10.1% Atheist)

- Those who left in 2019 featured in every age group from 21 years and older, with the largest single age group being 41 – 50 (29.8%), whereas, in 2020, the under 20 age group also featured (12.4%), with the largest age group being 51 – 60 years (28.0%)

- Staff who left featured in every service category, but, in 2019, the largest service groups leaving were those employed by UWS from up to 5 years (68.2%), whereas, in 2020, these groups represented 49.7% in total and the largest single category was those employed for 6 – 10 years (20.1%)

- With respect to the tables, the majority of those leaving UWS did so on a voluntary basis. Of those who left on an involuntary basis, 51.1% were female in 2019, rising to 59.6% in 2020

- In each year, the majority who left UWS did so voluntarily, the majority of whom were white. Of those who left involuntarily, 22.2% defined as ethnic minority in 2019, with this proportion dropping to 21.1% in 2020.

Grievances

*Formal disciplinary cases only

**Formal disciplinary actions only

List of grievance subject areas

Workload / unsuccessful promotion

Bullying or harassment

Change of processes

List of disciplinary investigation subject areas

Threatening and intimidating behaviour

Bullying or harassment

improper conduct and unethical behaviour'

Inappropriate communication

Threatening and intimidating behaviour

Failure to follow instruction

Title	2019	2020
Number of cases reported	*0	*0
Broad subject of cases reported (e.g. bullying / harassment)	*0 bullying or har- assment	none bullying or harassment
Number of disciplinary cases* investigated	5	*0
Number of cases resulting in disciplinary action**	*0	*0
Broad subject of cases involving disciplinary action (e.g. bullying / harassment)	none bullying or harassment	no actions

*Where low numbers under 5 have been reported this has been rounded to 0 to protect confidentiality

UWS Student Data Profile

The following data refers to students on all campuses, at both under- and post-graduate level (including post-graduate taught and research).

In academic year 2018/19, the total number of students was 20 180, which reduced slightly to 19 941 in 2019/20 (-1.2%). 79.2% were undergraduate students and 67.7% were full-time students.

The UWS student age profile tends towards older age groups, with 19.1% aged 21 or younger, which is significantly lower than the Scottish HESA average, of 52.7%.

In both age groups, students were predominantly female (61.6% of the under 21 age group and 66.0% of the over 21 groups) and, again, this exceeds the Scottish HESA average, of 59.1%.

Ethnicity

Although student numbers decreased slightly, the percentage of Asian and Other groups represented in the student profile increased, resulting in a simultaneous decrease in the White population group (from 82.9% to 81.7%). However, the overall ethnic minority percentage exceeds the Scottish HESA average of 9.3%

Additionally, the percentage for whom ethnicity was either not known or refused decreased, to 2.1% and this is lower than the Scottish HESA average of 2.4%.

Disability

As with ethnicity, the student pool is slightly reduced for 2019/20 but the percentage of students declaring a disability increased to 10.7%, which is lower than the Scottish HESA average of 13.3%, and, of those declaring a disability in 2019/20, 71.3% were registered with the UWS Disability Team .

Sexual Orientation

The % of students who identified as LGBT+ increased from 6.3% to 6.7% and the proportion who did not provide this information reduced from 9.9% to 9.0%.

This is slightly higher than the HESA UK average – the LGBT+ categories combined sum to 5.5%, compared to the 6.7% at UWS.

Type		2018/2019		2019/2020	
Ethnicity	Asian	1367	7.0%	1417	7.3%
	Black	769	3.9%	759	3.9%
	Chinese	221	1.1%	208	1.1%
	Mixed	183	0.9%	176	0.9%
	Other	830	4.2%	1017	5.2%
	Refused/NK	522	2.7%	405	2.1%
	White	16,288	82.9%	15,959	81.7%
	Ethnic minority	3370	17.1%	3577	18.3%
Sexual Orientation	LGB+	1140	6.3%	1190	6.7%
	Other	15,105	83.8%	15,010	84.3%
	NULL	1775	9.9%	1605	9.0%
Disability	Disability disclosed	1925	9.5%	2138	10.7%
	No known disability	18,257	90.5%	17,803	89.3%

Religion or Belief

Overall, all religious categories were represented in the UWS student profile, with Christian and no religion chosen most frequently and all categories evidencing increased numbers, with the exception of Jewish and Muslim. Again, the percentage for whom this information was not provided or refused decreased to 5%, which we attribute to our Data Matters campaign.

The percentage who chose no religion is lower than the Scottish HESA average of 53.1%, as is the group who refused or did not provide this information – the Scottish HESA average is 9.5%.

Type		2018/2019		2019/2020	
Religion or Belief	Any other religion or belief	119	0.6%	120	0.6%
	Buddhist	128	0.6%	135	0.7%
	Christian	7494	37.1%	7631	38.3%
	Hindu	230	1.1%	320	1.6%
	Jewish	22	0.1%	17	0.1%
	Muslim	1476	7.3%	1356	6.8%
	No religion	9279	46.0%	9146	45.9%
	Sikh	56	0.3%	78	0.4%
	Spiritual	137	0.7%	147	0.7%
	Not known	1239	6.1%	991	5.0%

School Student Profiles

Overall student numbers by sex

Sex	2018/2019		2019/2020	
Female	13,029	64.6%	12,986	65.1%
Male	7,130	35.3%	6,948	34.8%
Other	21	0.1%	7	0.0%
Total	20,180	100.0%	19,441	99.9%

School by sex 2018-2019

School	Sex Profile 2018/2019							
	Female	%	Male	%	Other	%	Total	%/UWS
Business & Enterprise	2456	54.4%	2053	45.5%	<5	–	4511	22.4%
CEPS	593	21.5%	2162	78.3%	7	0.3%	2762	13.7%
Education	1861	77.3%	541	22.5%	5	0.2%	2407	11.9%
Health & Life Sciences	5921	81.7%	1321	18.2%	5	0.1%	7247	35.9%
MCS	2198	67.6%	1053	32.4%	<5	–	3253	16.1%
Total	13,029	64.6%	7130	35.3%	–	–	20,180	100.0%

* Please note School restructure – to 4 Schools (CEPS - Computing, Engineering & Physical Sciences)

School by sex 2019-2020

School	Sex Profile 2019-2020						
	Female	%	Male	%	Other	%	%/UWS
Business & Creative Industries	2906	53.8%	2498	46.2%	<5	-	27.1%
CEPS	601	22.0%	2129	78.0%	<5	-	13.7%
Education & Social Sciences	3573	78.8%	957	21.1%	<5	-	22.7%
Health & Life Sciences	5906	81.2%	1364	18.8%	<5	-	36.5%
Total	13,029	65.1%	6948	34.8%	-	0.0%	100.0%

Across both years, no School was evenly balanced, with the strongest imbalance in the Schools of Health & Life Sciences (81.2% female) & Education and Social Science (78.8% female), whereas CEPS is male-dominated, i.e. 78.0% male, with these proportions reflecting wider educational trends, i.e. females students tend to choose teaching (Education) and nursing (HLS) more frequently and Computing and Engineering attract more male students.

81.2%
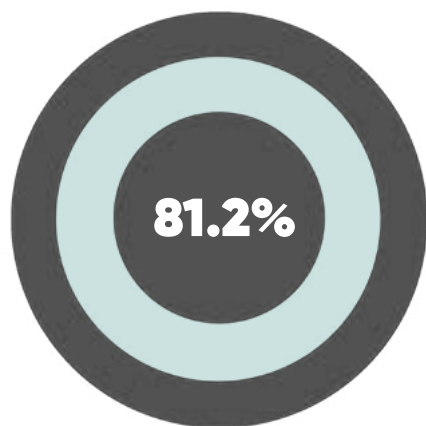
Schools of Health & Life Sciences Female Students %

78.8%
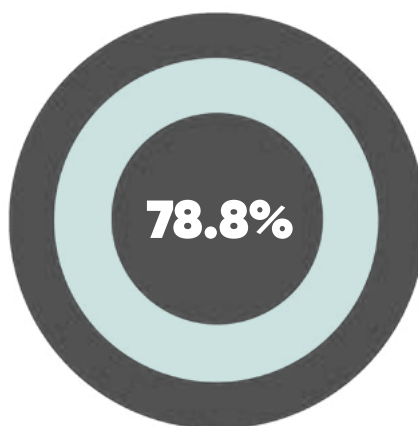
Education and Social Science Female Students %

78.0%
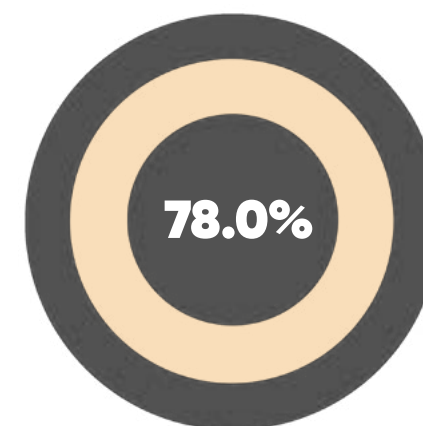
Computer, Engineering & Physical Sciences (CEPS) Male Students %

Age

Each School is weighted towards students aged over 21, which will include, for examples, those who were school-leavers when entering UWS but are now in L9 or above. However, this trend is strongest in HLS and BCI and this was consistent over the last two years.

School	Age Profile 2018/2019					
	Under 21	%	Over 21	%	Total	%/UWS
Business & Enterprise	776	17.2%	3735	82.8%	4511	22.4%
CEPS	627	22.7%	2135	77.3%	2762	13.7%
Education	962	13.3%	1612	67.3%	2407	11.9%
Health & Life Sciences	962	13.3%	6285	86.7%	7247	35.9%
MCS	961	29.5%	2292	70.5%	3253	16.1%

School	Age Profile 2019/2020					
	Under 21	%	Over 21	%	Total	%/UWS
Business & Creative Industries	967	17.9%	4438	82.1%	5405	27.1%
CEPS	638	23.4%	2093	76.6%	2731	13.7%
Education & Social Sciences	1255	27.7%	3279	72.3%	4534	22.7%
Health & Life Sciences	956	13.1%	6315	86.9%	7271	36.5%

Ethnicity

In all Schools, the White ethnic category is in the majority & the trend fluctuates across Schools over 2 years, increasing in Business & Creative Industries and Education & Social Sciences and decreasing in CEPS and HLS.

The Refused / Not Known percentage decreased in CEPS, Education & SS and HLS, remaining constant in Business & Creative Industries.

School	Ethnicity Profile 2018/2019							
	Asian	Black	Chinese	Mixed	Other	Refused/ NK	White	Ethnic minority
Business & Enterprise	19.9% (897)	5.7% (258)	1.2% (55)	1.2% (56)	10.5% (472)	2.4% (107)	59.1% (2666)	38.5%
CEPS	6.5% (179)	4.9% (136)	2.0% (54)	1.3% (37)	4.8% (132)	2.2% (62)	78.3% (2162)	19.5%
Education	3.4% (82)	0.5% (13)	3.2% (78)	0.5% (12)	2.0% (48)	11.5% (276)	78.9% (1898)	9.6%
Health & Life Sciences	1.7% (126)	4.3% (312)	0.3% (19)	0.7% (50)	1.4% (105)	0.6% (41)	91.0% (6594)	8.4%
MCS	2.6% (83)	1.5% (50)	0.5% (15)	0.9% (28)	2.2% (73)	1.1% (36)	91.2% (2968)	6.7%

School	Ethnicity Profile 2019/2020							
	Asian	Black	Chinese	Mixed	Other	Refused/ NK	White	Ethnic minority
Business & Creative Industries	16.3% (879)	4.3% (233)	0.8% (41)	1.3% (68)	12.1% (653)	2.4% (130)	62.9% (3401)	34.7%
CEPS	8.2% (223)	4.7% (128)	3.0% (82)	1.2% (33)	4.7% (129)	2.0% (55)	76.2% (2081)	21.8%
Education & Social Sciences	3.4% (153)	1.6% (74)	1.3% (61)	0.8% (35)	1.9% (87)	4.2% (189)	86.8% (3935)	9.0%
Health & Life Sciences	2.2% (162)	4.5% (324)	0.3% (24)	0.6% (40)	2.0% (148)	0.4% (31)	90.0% (6594)	9.6%

Disability

In each School, the percentage of students disclosing a disability increased, in a range from 8.5% to 12.6%.

School	Disability Profile 2018/2019				
	Disabled	%	No Disability	%	Total
Business & Enterprise	268	5.9%	4243	94.1%	4511
CEPS	339	12.3%	2423	77.7%	2762
Education	171	7.1%	2236	92.9%	2407
Health & Life Sciences	692	9.5%	6555	90.5%	7247
MCS	453	13.9%	2800	86.1%	3253

School	Disability Profile 2019/2020				
	Disabled	%	No Disability	%	Total
Business & Creative Industries	457	8.5%	4948	91.5%	5405
CEPS	345	12.6%	2386	87.4%	2731
Education & Social Sciences	561	12.4%	3973	87.6%	4534
Health & Life Sciences	775	10.8%	6496	89.3%	7271

In summary, then, the Schools exhibit the following trends:

School	Increasing %	Decreasing %
Business & Creative Industries	Male Under 21 age group Mixed Race / Other Ethnicity / White Disability Disclosure	Female Over 21 age group Asian / Black / Chinese ethnicities Ethnic minority overall
CEPS	Female Under 21 age group Asian / Chinese ethnicities Disability Disclosure	Male Over 21 age group Black/ Mixed Race / Other ethnicities Refusal rate: ethnicity BAM overall
Education & Social Sciences	Female Under 21 age group Black / Mixed Race/ White ethnicities Disability Disclosure	Male Over 21 age group Chinese / Other Ethnicity Refusal rate: ethnicity Ethnic minority overall
Health & Life Sciences	Male Over 21 age group Asia / Chinese / Mixed Race / Other ethnicities Refusal rate: ethnicity Ethnic minority overall Disability disclosure	Female Under 21 age group Black ethnicity

High Quality Learning

Student Retention Rates

Since 2014, the University has increased efforts to ensure that students from all backgrounds receive a high quality education that enables and supports them to successfully complete their programme of choice. Retention data to 2017/18 revealed improvements in the proportion of full-time Scottish-domiciled undergraduate entrants returning to study in year two (88.3).

HESA changed their approach to calculation retention in 2018/19 which makes year-on-year comparisons not possible. While UWS's overall retention rate has shown a drop in its progression rate, internally modelled data estimates that UWS will see an improvement in continuation statistics next year.

UWS made the commitment in our Outcome Agreement to equalise student retention rates across all protected characteristics by 2020/21 and there is a continued focus contained Strategy 2025. Initiatives are being implemented to continue to tackle the underlying challenges evident across the sector of lower retention for males, mature students and students from deprived areas, groups represented at UWS.

National Student Survey

Overall satisfaction with UWS in the academic year 2019/20 NSS increased to 89.7% when compared to the previous year (88.9%), which exceeded the Scottish average (83.8%). UWS increased their satisfaction in several categories, namely Learning Opportunities, Learning Community and Student Voice, achieving the highest rating overall in Scotland for one Learning Community factor (i.e. the ability to participate in collaborative learning with other students). NSS results are used by Schools and Departments to identify areas of strong performance and those that need improvement. There is a high level of engagement with the NSS, with 75.3% of eligible students completing the survey in 2020, compared to a national average of 69%.

Student Retention 2019-2020

Equality Characteristics	2019-20
SIMD 20	83.4%
SIMD 40	83.3%
Male	79.7%
Female	85.7%
21 and over	84.0%
Under 21	82.9%
Ethnic minority	80.7%
Disabled	84.2%
Care Experienced	89.5%
All	83.4%

89.7%
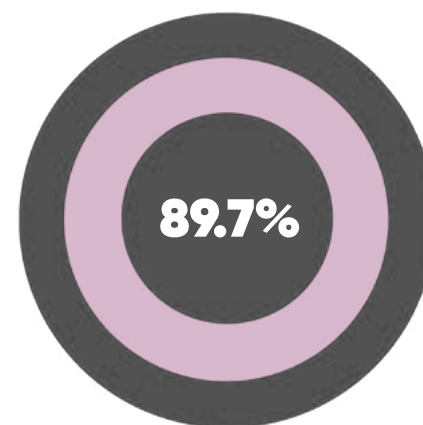
Overall satisfaction with UWS in the academic year 2019/20

Appendix 5
Equality Outcomes Action Plan 2021-25

Equality Outcomes Action Plan 2021-25

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Timescales (Timescales are ongoing until 2025)
1. Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces	All	Ethnicity, Disability, Sexual Orientation, Sex, Gender Reassignment, Religion and Belief	Reporting and supporting mechanisms further reviewed with improvements implemented as required	Percentage increase in staff and student engagement in reporting and supporting mechanisms	POD Student Services	Q4 2021 to implement new system
			Training programme developed and implemented for First Responders	Percentage increase in number of staff trained	Student Services POD	Q4 2021
			Staff training programme to raise awareness and understanding of bullying, harassment and hate	Number of staff accessing training programme	POD	Q2 2022
			Student online equalities training promoted. This to include training on the protected characteristics mentioned	Number of students accessing online training programme	POD Student Services	Q3 2021
			Work with key local partners to raise overall awareness of hate crime and hate crime reporting	Number of hate crimes reported and detected Awareness of hate crime and Third Party reporting is increased	POD Local partners	Q4 2021 – and annually thereafter

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Timescales (Timescales are ongoing until 2025)
1. Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces	All	Ethnicity, Disability, Sexual Orientation, Sex, Gender Reassignment, Religion and Belief	Include a minimum of 4 events and/or campaigns across the academic year to raise awareness of equality issues to promote dignity and respect	Number of events and campaigns to promote dignity and respect and end bullying, harassment and hate	POD Student Union Student Services Staff Networks EDI Champions	Annually
			Work with local partners to review and update the 'Keep Safe' Scheme	Increased awareness of 'Keep Safe' initiative reported by staff and students	EDI Team Student Services Student Union EDI Champions Disability Staff Network Local Authority partners	Q4 2021
			Develop Trans Guidance for staff and students to promote understanding and awareness of trans and gender identity	Increased awareness of trans and gender identity issues	POD Student Union Student Services UWS Liberty	Q3 2021
			Explore ways to demonstrate our commitment to providing safe spaces	Increased visibility of creating safe spaces for staff and students Measure extent to which staff and students feel safe	POD	Q3 2021 and ongoing

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Timescales (Timescales are ongoing until 2025)
2. Disclosure rates have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion or belief and sexual orientation.	All	Disability, Gender Reassignment, Religion and Belief and Sexual Orientation	Ongoing evaluation of staff data to be undertaken, to identify data gaps related to protected characteristics	Over time, disclosure rate for each PC to increase	POD	Annually
			Focused EDI internal communications campaigns, featuring EDI Role Models, to inform staff of storage and use of data, to encourage disclosure. This should include senior role models	Number of communications	EDI Team Marketing Staff Networks	Q3 2021
			Review Induction processes, to encourage disclosure by new staff	Increase in disclosure rates for new staff	POD	Q2 2022
			Ensure disclosure is embedded into Management and Leadership Development Programmes	Increased awareness and understanding of why baseline PC data is required	POD	Q2 2022

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Timescales (Timescales are ongoing until 2025)
3. Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff	All	Sex, Gender Reassignment, Ethnicity, Age, Pregnancy, Maternity, Marriage and Civil Partnership	Review academic promotion process and criteria to broaden pathways and ensure that process is clear and accessible	Revised process developed and implemented Increase in academic staff from under-represented groups applying for promotion to Senior Lecturer	POD Extended VCEG	Q4 2021
			Mentoring support, briefing sessions and guidance designed and delivered to support staff promotion process	Upskilling and support for staff to increase eligibility for promotion Increased % of those considered eligible for promotion indicate their willingness to apply, particularly females and eithnic minority staff	VP L&T VP R&I POD	Q4 2021
			Enhance quality and specificity of feedback to unsuccessful candidates	Clearer guidance and constructive feedback		
			Design and implement an adaptable workforce planning model which meets the university's needs including talent retention, succession, diversity and inclusion Promote promotion success from underrepresented groups	Longer-term, a wider demographic group both apply for promotion and are successful Increase in role models for underrepresented staff	POD Extended VCEG	Q2 2022

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Timescales (Timescales are ongoing until 2025)
4. We have improved the gender balance on our programmes that have a gender imbalance greater than 75:25	All	Sex, Gender Reassignment	Initiate Student Ambassador programme, related to subject areas (such as STEM Ambassadors), which is recognised in the student HEAR	Number of Trained Student Ambassadors to represent a pool of effective recruiters for UWS	Schools Student Engagement staff	Q3 2021
			Student Ambassadors to be trained in outreach activity	Effective promotion to schools in local authorities near to campuses will improve recruitment	Schools	Q4 2021
			SAs to be used to actively target schools & colleges in LA in which each campus is based, to promote UWS		Schools Recruitment	Q12022
			Careers Advisors in each LA / School / College to be contacted / UWS promoted as positive destination	This should target, and improve numbers of, under-represented groups	Recruitment	Q3 2021
			Develop student support mentoring network for students in underrepresented groups/ programmes	Increased engagement of students and mentoring opportunities	Schools Student Engagement staff	Q4 2021

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Timescales (Timescales are ongoing until 2025)
5. Male staff and students and minority ethnic staff and students have increased engagement with UWS mental health support services	All	Sex, Gender Reassignment, Ethnicity	Counselling Services to monitor protected characteristics in order to develop baseline data	Improved understanding of target groups, leading to improved communication efforts	Student Services EDI Team	Q3 2021
			Service evaluation to be undertaken to understand what leads students and staff to access services and also to understand barriers, both real and perceived	Increased uptake of services related to mental health evidenced	Student Services	Q2 2022
			Ongoing targeted mental health campaigns to be highlighted, with clear sign-posting available to related services	Increased awareness of mental health issues generally & improved results in student surveys, e.g. NSS	EDI Team Student Services Ahead Men's Network EDI Champions	Q2 2021 ongoing
			Counselling and support staff trained to understand mental health issues and needs of ethnic minority groups and males	Increased awareness and understanding of mental health needs for particular groups leading to increased engagement	Student Services	Q3 2021
			On the basis of research findings, recommendations to be made on how to address barriers and emerging issues	Increased EDI activity may be required but research will provide an evidence base for this	POD Student Services	Q2 2022

End Note: The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

- Foster good relations between people who share a protected characteristic and those who do not.

Equality Outcomes 2021-25 link to UWS Strategy 2025 (Shaping Our Communities), Scottish Funding Council Priorities and the Scottish National Framework

Equality Outcome	UWS Focus Shaping our communities	SFC Priorities	National Framework
1. Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces	Widening Access: ability, not background, matters	Widening Access Student Safety Gender based violence (ESHE) Student Voice Equality & Diversity Care-experienced, Carers, Estranged Students	Human Rights: eliminate discrimination Education: Learner Voice & Experience
2. Disclosure rates have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion or belief and sexual orientation	UWS: Drivers of change / committed to continual improvement	Widening Access Student Voice Articulation Equality & Diversity Care-experienced, Carers, Estranged Students	Human Rights: promote EDI Culture: welcome a diverse range of students Children: widening access / care-experienced students Poverty: widening access / articulation
3. Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff	Ability, not background, matters Drivers of change – modern outlook/contemporary thinking	Gender: tackling inequality Equality & Diversity	Economy: strategies for widening participation / tackling disadvantage EDI: eliminate discrimination Fair Work & Business: promote gender equality

Equality Outcome	UWS Focus Shaping our communities	SFC Priorities	National Framework
4. We have improved the gender balance on our programmes that have a gender imbalance greater than 75:25	Transformational experience: those who might not have entered HE Ability, not background, matters Drivers of change – modern outlook/contemporary thinking	Widening Access Student Voice Widening Access & Retention Articulation Equality & Diversity School Engagement	Economic: strategies for widening participation Fair Work & Business: promote gender equality in student body Culture: welcome wide range of students Children: widening access
5. Male staff and students and minority ethnic staff and students have increased engagement with UWS mental health support services	Culture of wellbeing: staff and students Health & Wellbeing, linked to sport	Mental Health & Wellbeing Health-related Outcomes	Health: development of mental health strategies for staff and students

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