

EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT 2023/24



UNIVERSITY OF
WESTMINSTER

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MESSAGE FROM OUR VICE CHANCELLOR AND PRESIDENT

Wellbeing, inclusion and sustainable development are the three overarching priorities that flow through all we do. There is strong intersectionality between these themes which we increasingly embrace. For example, well-being or feeling safe, is improved when all our colleagues, students, partners and friends feel safe to be their whole selves, to be valued, invested in and supported, without the need to conform to other groupings when at our University. Another example is that key targets within the 17 United Nations Sustainable Development Goals (UNSDG) relate to gender equality, reducing inequalities, equity in prosperity, reduced poverty, access to health, food, education and similar. Our progress towards these goals has now been recognised within the annual global impact scheme which shows our University rated within the top 8% of universities worldwide for our work on reducing inequalities and gender inequalities for example.

These recognitions arise from our relentless work as a community to embed these priorities in all we do. Aligning so well with our values of being responsible, compassionate and progressive. This report evidences some of our work and shows a wide variety of measures of progress; a snapshot of our endeavours which we embrace so comprehensively as a community.

Much has been achieved, a great deal to celebrate and be proud of, and there is much more to progress in the ever-changing world we all live in. Our commitment and endeavour will remain undiminished. My congratulations to everyone involved- all so worth it.

**Professor Peter Bonfield OBE FEng FIET
Vice-Chancellor and President**



MESSAGE FROM OUR EQUALITY, DIVERSITY, AND INCLUSION COMMITTEE CO-CHAIRS

As the societies and sectors in our contested world face multiple challenges, the importance of inclusive ideas, practices and cultures that come under the term "Equality, Diversity, and Inclusion" become even more urgent. At our University, as our Annual Report highlights, we are making good progress in many areas. Challenges remain, change is not always consistent nor felt, and we are mindful of not resting on our laurels. We derive our hope and determination from the wide range of actions and initiatives undertaken by students and colleagues from across the institution.

**Professor Dibyesh Anand, DVC
Employability and Global Engagement,
Co-chair of EDI Committee**

The Equality, Diversity and Inclusion annual report is a welcome contribution to the cycle of data-driven reporting, evidencing work that demonstrates an increasing focus on equity, accessibility, and belonging. This work is championed by our senior leaders, supported by the Quintin Hogg Trust (QHT) programme, and delivered through the collaborative efforts of colleagues who work intersectionally to bring about change. In consultation with our colleague networks, we continue to hold a microscopic lens up to our policies and practices to ensure they are fit for purpose. While ever mindful of the challenges, I am particularly proud of the recognition and celebration of culture and community that sits within Westminster, ensuring that our University continues to be a place for all.

**Dr Deborah Husbunds, Reader in Race
and Sociocultural Psychology, Co-chair
of EDI Committee**

SUMMARY OF PROGRESS FOR 2023/24

GOVERNANCE AND POLICIES:

1. Between 1st August 2023 and 31st July 2024, 197 colleague promotions were recorded. 85 (43.15%) were academic promotions and 112 (56.85%) were non-academic colleagues. In terms of disability, ethnicity and gender the percentage of colleague promotions were 13.71% colleagues who disclosed a disability; 35.58% BME colleagues and 61.42% female colleagues.
2. 2024 saw a slight reduction in the pay gap between male and female colleagues at 8.91% down from 9.58% in 2023.
3. Following the approval of two new posts for the EDI team in People, Culture and Wellbeing, we successfully recruited an EDI Accreditations Lead and EDI Manager.
4. Our Athena Swan Self-Assessment Team was established with Professor Dibyesh Anand as the UEB sponsor, Professor Miriam Dwek as the chair and Professor Damien Ridge as the deputy chair to oversee our Silver Athena Swan application. This is supported by our new EDI Accreditations Lead Manager James Boston.
5. The Organisational Development Team created a new digital portal, the Westminster Professional Development Academy, enabling colleagues to more easily identify and access training and development.
6. We continue to see increased engagement in 'Report and Support', indicating trust and confidence in the system.
7. Our family friendly policies were reviewed and revised considering legislative changes.
8. Following a successful pilot of the Diversifying Leadership Programme, the Programme has been rolled out for BME colleagues.
9. The University's new Access and Participation Plan (25/26 to 28/29) was developed during the year and successfully submitted to OfS.

RECOGNITION AND CELEBRATION:

10. The University has been recognised in the top 15% of universities worldwide for our work on contributing towards the United Nation's 17 Sustainable Development Goals. We submitted against 10 SDGs in the Times Higher Impact Rankings for 2024 and received our highest scores in SDG 5 Gender Equality, SDG 10 Reduced Inequalities and SDG 12, Responsible Consumption and Production, securing a ranking in the top 26% globally, evidencing our strengths in equality and sustainability.
11. Hosting of major festivals as part of "World in Westminster Cafes" including Diwali, Lunar New Year, Nowruz, Yalda, Hannukah, Vesak, Passover, and Christmas to celebrate diversity and foster a sense of inclusion.
12. The third cohort of the Aurora leadership development programme and mentoring scheme was delivered.
13. The third cohort of the London Higher Mentoring scheme for racially minoritised colleagues was delivered.

CULTURE AND COMMUNITY

14. The prayer and contemplation rooms at our Marylebone campus were transformed into a brand-new multi-faith space for students and colleagues of all faiths and none. The project was a collaboration involving professional services, the Students' Union and Westminster students.
15. 12 students were successfully recruited to Parliamentors Programme, a UN award-winning leadership programme for university students from different faith and belief backgrounds to create real social change.
16. Our Colleague Disability Network joined RIDE HIGHER, NADSN (the National Association of Disabled Staff Networks) initiative to ensure that disabled staff in higher education are seen valued and thrive.
17. Our Colleague Networks continue to grow, innovate and deliver impact.
18. A student team including School EDI champions and university EDI interns worked together through QHT-sponsored EDI programme "Westminster for All".

2024: THE VALUE OF WORKING TOGETHER

EDI QHT PROGRAMME: COMMUNITIES AND COMMUNITY

Our EDI Quintin Hogg Trust (QHT) Programme has been established to power up our institutional engagement with equality, diversity and inclusion, building community and communities at the University, creating a space where all students and colleagues feel safe and comfortable bringing their whole selves to study and work. The project was conceived through a partnership with University of Westminster Students Union, academic and professional service colleagues and the co-chairs of the EDI Committee and has been running for four years.

The following details the events and activities, including World in Westminster (WIW) cafes and Westminster Conversations that the programme has supported between January and December 2024.

THE YEAR IN REVIEW:

January

As the new year began, the University of Westminster ushered in an exciting start with the *WIW Cafe* on 25th January. This event brought students together in a welcoming, vibrant atmosphere to engage in open discussions, share perspectives, and explore global issues. The laid-back, interactive environment allowed attendees to connect across cultures, fostering a sense of community and inclusivity at the heart of Westminster.

February

February was a month of cultural reflection and celebration. The *WOW Meet-up* on 2nd February marked the beginning of a month focused on inclusivity and cultural exchange. The *World in Westminster Cafe: Celebrating LGBT History Month* on 8th February honoured the achievements and history of the LGBT community, offering students a platform to learn, discuss, and celebrate diversity. On 10th February, the *World in Westminster*



Café: Lunar New Year - Kick Off, kicked off the celebrations for the Lunar New Year, bringing festive cheer, cultural performances, and insightful discussions. The *Lunar New Year* celebrations continued on the 13th February, allowing the Westminster community to come together and explore the rich traditions behind the holiday.

A highlight of the month was the *EDI Team Mixer* on 14th February, where students and colleagues collaborated in an informal setting to share experiences and foster inclusivity. Mid-month, the *Black History Year Create (BHYC) Workshop 2* on 21st February explored Black History and Youth Culture, offering a space for learning and reflection. On 22nd February, *Blackness and Belonging* brought students together to discuss identity, race, and the complexities of belonging, offering a thoughtful and robust dialogue. On 25 February, we hosted a conversation with the London Centre for the Study of Contemporary Antisemitism.

March

March at Westminster was a month that celebrated global cultures and focused on important social conversations. On 7th March, the *World in Westminster: Welcoming Ramadan* event offered a reflective and educational moment for students to learn about the significance of Ramadan and its practices. The excitement continued with 8th March *World in Westminster x International Women's Day: Visuals and Voices*, a celebration of women's achievements through art and discussion, highlighting the ongoing journey for gender equality.

On 14th March, the *WIW Cafe Harrow* provided a space for vibrant discussions, while on 15th March, the *WIW Cafe: Nowruz* celebrated the Persian New Year with cultural traditions and joyous performances. The following week, *WIW Cafe Cavendish*, (20th March), continued the celebration of cultural diversity alongside *BHYC Workshop 3* and the *WoW: Let's Talk and Craft about Sexual Ethics* and

Consent session, which sparked important conversations about sexual ethics and personal boundaries. The month also marked the start of Ramadan with the *Iftar 1* on 22nd March, an event that allowed students to break their fast together and reflect on the significance of the holy month. The *WIW Cafe: Regents* on 26th March concluded the month's global diversity celebrations with a gathering at the Regents campus.

April

April brought a series of enriching events that highlighted cultural awareness and youth empowerment. The *BHYC Workshop 4* on 17th April provided an in-depth exploration of Black History and Youth Culture, culminating in powerful reflections on history, identity, and empowerment. Later in the month, *London Culture Week*, 29th April, immersed attendees in the vibrant cultural diversity of London, showcasing performances, exhibitions, and discussions that highlighted the city's rich cultural landscape and the importance of cross-cultural exchange.

May

In May, the University of Westminster hosted a series of thought-provoking events focused on global cultures, social issues, and student engagement. On 7th May, the *Global Uzbekistan Festival* celebrated the unique heritage of Uzbekistan through music, dance, and food, giving students a chance to explore a rich cultural tradition. The *Third Annual Challenging Racism Conference* on 9th May brought together experts, students, and faculty to discuss how to confront and effectively challenge racism in society. A key event, the *DEN International Student SDG Conference* on 10th May, focused on the United Nations' Sustainable Development Goals (SDGs), providing students with a platform to share ideas on creating a more sustainable, equitable, and just world.



June

June at the University of Westminster was marked by impactful events celebrating sustainability, education, and inclusivity. The *Second Annual SDG Conference* on 4th June explored the challenges of the UN's Sustainable Development Goals, while the 4th Annual EDI Open Forum on 5th June reaffirmed the University's commitment to diversity and equity. On 28th June, over 60 students, colleagues, and senior leaders, including Professor Peter Bonfield, joined the London

Pride Parade 2024, marching from Hyde Park Corner to Whitehall Place in a vibrant display of LGBTQ+ pride. This followed the Second Annual Queering Academia Conference on 27th June, emphasising the University's dedication to inclusivity. Reflecting on the Parade, Professor Dibyesh Anand highlighted the collective energy and pride, calling it a renewal of the University's resolve to challenge queerphobia and celebrate diversity. The month ended with a spectacular celebration event in recognition of the completion of the BHYC programme by the student cohort, which was attended by senior leaders, the BHYC Board, Trustees and mentors.



July

July saw the launch of 'Navigating Spaces', a bespoke culturally specific programme to support the personal and professional development of Black colleagues. The programme is delivered by two of our alumni with strong coaching credentials as part of the BME Network's support to colleagues.

September

As September arrived, the University of Westminster excitedly buzzed at the annual Welcome Fair across the Marylebone and Harrow campuses. It was a vibrant introduction to campus, full of colourful stalls, lively displays, and new students eager to dive into university life. For many, it was a chance to explore societies, meet future classmates, and connect with academic departments and support services. A highlight of the fair was the presence of our international students, whose unique experiences added a global flair to the event, reflecting the university's welcoming spirit. Dedicated sessions helped the students feel at home, guiding them in navigating new cultural and academic landscapes. Alongside the fair, Westminster Conversations: Remembering Partition offered a more reflective moment, encouraging students to engage with the profound impact of partition on families and communities. This event created space for meaningful conversations





about identity, loss, and belonging. Together, these events captured the essence of Westminster—an inclusive community where excitement and reflection coexist, fostering connections and deeper understanding.



October

A rich blend of cultural celebrations, purposeful reflection, and thought-provoking discussions marked October at the University of Westminster. The *Día de Muertos* (Day of the Dead) event, part of the *World in Westminster* series, featured Mariachi music, folklore dances, and an ofrenda (memorial altar) introduced by Melissa Ramos Peimbert. This celebration emphasised the university's commitment to inclusivity as part of its Being Westminster 2022-2029 strategy. The Black History Year (BHY) programme unveiled a wall mural, currently featured across two campuses, to recognise the achievements of Hon Docs Levi Roots, Billy Ocean and Baroness Doreen Lawrence. The unveiling was attended by Levi Roots. Just two days later, BHY held its annual Black History Month celebration with speeches from Professors Bonfield and Anand, an oral history reading, and student performances. The event is popular in the University calendar and was open to the public. Later in the month, the *Westminster Conversations: Celebrating Agitation and Allyship* event marked the seventh anniversary of the Black and Minority Ethnic (BME) Network. Co-chair Dr. Deborah Husbands and former co-chair Professor Dibyesh Anand reflected on the Network's milestones, including the *Black History Year* programme, while emphasising that agitation and allyship are essential in driving long-term change. The *Westminster Conversations: Eugenics Conference 2024* sparked critical discussions about eugenics'

historical and contemporary impact. Experts and students came together to explore its ethical, social, and scientific implications, encouraging a deep engagement with these challenging topics. All five events highlighted the university's ongoing dedication to cultural diversity, inclusivity, and intellectual engagement, aligning with the United Nations Sustainable Development Goals (SDGs) 4: Quality Education and 10: Reduced Inequalities.

November

November at the University of Westminster was filled with vibrant celebrations and cultural exchange. The *World in Westminster* series began with a Diwali event organised by the EDI team, UWSU, and student societies. Highlights included rangoli, henna art, a Puja ceremony led by Dr Natasha Ramachandran, and a dance performance by the Bhangra Society. Vice-Chancellor Professor Peter Bonfield and Deputy Vice-Chancellor Professor Dibyesh Anand emphasised the importance of cultural exchange, making Diwali a shared experience for all. This event supported the United Nations SDGs 3, 4, and 10. The *WIW Cafe - Harrow*, held online, featured discussions and activities that brought the University community together to share ideas and celebrate diversity. Later, the *WOW: Diversity Celebration Event*, co-chaired by Dr Kumari Juddoo and Sobia Razzaq, showcased multicultural performances, including Bhangra, Tibetan, Kathak, Bollywood, and Irish dances, culminating in a dance by the EDI team symbolising unity. These events celebrated cultural diversity and reinforced the University's commitment to inclusivity and sustainability.

December

December at the University of Westminster was a month of warmth, light, and celebration as the community came together to honour Chanukah, Christmas, and Yalda. The Chanukah celebration brought students and colleagues together to light the menorah, share traditional foods such as latkes and doughnuts, and learn about the festival's rich history and significance. The event fostered a sense of unity and respect. As Christmas approached, festive decorations adorned the campuses, and various events brought cheer to the university community. Carol singing, a Christmas market, and opportunities to participate in giving campaigns created a joyful and giving atmosphere. The celebration culminated in a community gathering highlighting the spirit of togetherness during the holiday season. The month also included Yalda Night, a cherished Persian tradition marking the year's longest night. Attendees enjoyed poetry readings, music, and shared fruits and nuts symbolising the renewal of life. The event offered an intimate space for cultural exchange, allowing participants to learn about this beautiful tradition while strengthening bonds across diverse cultures. Together, these celebrations embodied the university's dedication to cultural appreciation, diversity, and community spirit, closing the year on a heartwarming note and reinforcing its alignment with the United Nations Sustainable Development Goals (SDGs) 4: Quality Education and 10: Reduced Inequalities. In addition, we partnered with London Centre for the Study of Contemporary Antisemitism to host Robert Fine Lecture.





INCLUSION AND SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs) were adopted by the United Nations (UN) Member States in 2015 as an urgent call for action. They recognise that social, economic, and environmental development must be approached as a holistic set of goals for the world to continue to develop in a way that is sustainable for people, planet and profit.

The Times Higher Education (THE) SDG Impact Ranking is the first attempt to measure how universities around the world perform against the 17 SDGs.

Since our first submission in 2019, the Impact Rankings have been an important driver of our progress. This year, with an overall score of 79.5 out of 100 and in the top 15% of participating universities worldwide, we received our highest scores in SDGs 5 Gender Equality, 10 Reduced Inequalities, and 12 Responsible Consumption and Production.

This is the fifth year in a row that the University has maintained its high overall ranking, with notable achievements across several individual SDGs:

- The number of institutions submitting has increased from 1591 in 2023 to 1963 in 2024.
- We are ranked in the top 201-300 globally.
- We submitted against 10 SDGs with following 3 recorded in top 26% globally:
 - SDG5 Gender Equality - 101-200 globally
 - SDG10 Reduced Inequalities - 101-200 globally
 - SDG12 Responsible Consumption and Production - 101-200 globally

As part of our commitment to embedding sustainable development in all aspects of university life, we ran our second annual University-wide Sustainable Development Goals (SDG) workshop. The event brought together more than 100 participants, including Westminster academics, professional service colleagues, postgraduate researchers, students and alumni, to highlight and celebrate the



transformative contributions they are making through the SDGs, within Westminster and beyond.

A key outcome of the event was the launch of an SDG Coordinating Group and a voluntary SDGs Network open to all. The UEB member co-chairing the SDG Coordinating Group is also the co-chair of the University's EDI Committee and this ensures alignment between EDI and SDGs at senior level. These various initiatives help cement our commitment to embedding the SDGs across our teaching, establishing a unified sustainable development platform for the Westminster community to interact.

Further details on work and progress across the university can be found in our [SDG Annual Report 2023-24](#).

OUR COLLEAGUE NETWORKS

Working together is essential in fostering a strong sense of community and ensuring the best possible experiences for our students and colleagues. Through collaboration we create an environment where everyone feels connected, supported, and empowered to contribute to shared goals.

The events and activities outlined below illustrate how we embed our strategic priorities of **Wellbeing, Sustainability, and Inclusion** into our daily lives. These initiatives are not just abstract goals but tangible efforts that demonstrate our collective commitment to improving the experiences of all members of our community.

Our colleague networks have been at the forefront of change-making through our equality, diversity and inclusion initiatives. By joining our networks, colleagues can benefit both professionally and personally by making a wide range of connections and engaging in such a way that will reward their role within Westminster.

We offer not just our colleagues but people from different walks of life, a safe space, through inspiring and stimulating talks, workshops and seminars.



BME NETWORK

Since January 2024, the BME Network has continued to grow under the leadership of its current co-chairs, who have represented the Network at University-wide committees, including EDI committee, where one co-chair is also the co-chair nominated by the Networks, EDI Education steering group and the BLM Commitments Monitoring Group.

The Network committee meets twice each semester to reflect on progress and plan EDI initiatives.

In October, the former co-chair and co-founder of the Network (Professor Dibyesh Anand, Deputy Vice-Chancellor for Global Engagement and Employability) and Dr Deborah Husbands (also a co-founder) participated in an event where a history of allyship and agitation that has marked the journey of the Network was discussed in an event facilitated by a committee member (Samir Pandya). In November, the co-chairs hosted a well-attended meeting with Network members and senior leaders.

The **Black History Year (BHY)** programme is a key output of the Network and is supported by a programme manager (Paula Cadenhead). An ethos of BHY is to involve colleagues and students from across the University. The BHY steering group has recently been joined by a

colleague from Estates Services (Anthony McPherson), who is producing a video podcast series showcasing Black talent from across the UK. The closing event for the year took place in December and featured an acclaimed author and speaker who explored the roots of racism. This event was hosted by the University's newly appointed EDI Accreditations Lead (James Boston). Other events have included 'Racism in the Beautiful Game' and 'Blackness and Belonging'.



BHY Create saw another successful iteration of Black students complete six months of bespoke training delivered by an accredited trainer and consultant, as well as mentoring. The programme culminated in a

trip to Washington DC, organised in conjunction with Westminster Working Cultures, whereby the students were exposed to models of Black excellence and further enhanced their networking skills. Two members of the BHY Create Board (its chair – Stephen Bunbury - and a supporting member) are conducting an ethically-approved research study into the experiences of this cohort and have collected data from student participants using a diary methods approach. It is anticipated that the findings, once published in a peer-reviewed journal, will be illuminating for the sector.



The **BHY Researchers Network** (open to colleagues and research students) held events throughout the year that were specific to obtaining grants, writing for impact, and supporting early career Black academics, with its first residential writing retreat in July 2024. Participants engaged in guided sessions led by an experienced facilitator, and some reported the completion of data analysis, papers, book chapters and publication successes over the three-day period. The next non-residential writing retreat will take place in December.

The Network co-chairs and Dibyesh Anand published an article in Times Higher Education in February 2024 on the importance and impact of BHY. The Network continues to work intersectionally with all colleague networks and participated in the EDI Forum in June 2024, where its work was showcased.

Dr Deborah Husbands
Stephen Bunbury
Co-Chairs, BME Network

Q+ COLLEAGUE NETWORK

During 2024 we continued to build on our successes with two Open MiQ+ events, one held in February and another in November. These events remain a popular and engaging platform for colleagues and students to connect and share their experiences.

In March, we held our first-ever elections, a significant milestone for the network as we had more than two candidates interested in the role of Co-Chair. As a result, we successfully elected new Co-Chairs and introduced a Q+ Committee with four dedicated volunteers to help guide our initiatives.

We also launched the Informal Q+ Lunch series, designed to foster connections among colleagues across all campuses. The first lunch took place at our New



Cavendish Campus, and we look forward to expanding this initiative further.

Our participation in the 4th Annual EDI Open Forum allowed us to highlight our achievements and discuss the challenges we continue to face. On 27th July we organised a successful Trans Pride event on campus, further promoting inclusivity and visibility within our community, and many members also proudly represented the University of Westminster marching under the University banner at London Pride on 29th June.

Overall, 2024 has been a year of growth, with new initiatives and leadership, as well as continued engagement in key events that strengthen our community both on and off campus.

Maria Jula
Dr Séagh Kehoe
Co-Chairs, Q+ Network

FAITH, SPIRITUALITY, AND BELIEF NETWORK

The Faith, Spirituality and Belief Colleague Network continues to promote a welcoming and inclusive environment at the University, representing the value of faith and belief in the workplace. The Network advocates for the strategic importance of faith and belief at the University, enabling us to serve colleagues on issues of faith and belief.

We achieve this through a range of activities and approaches. We promote interfaith and inter-belief dialogue across the University, collaborating with colleague networks and stakeholders at all levels, and support improved policy, practice, provision and consultation on matters of faith, spirituality and belief.

In 2024, the Network was involved in several key strands, aligned to our long-term strategic themes of ‘spaces’, ‘calendars’ and ‘about us’.

On 9th May, the Network hosted a panel at the *Third Annual Challenging Racisms* conference. The ‘*Intersections of Faith, Belief and Race*’ panel, chaired by Rev’d Dr Matthew Linfoot, featured educator and researcher Memoona Khan, Chine McDonald, director of Theos, and Rabbi Michael Pollak.



Panellists spoke from the perspective of their respective faiths, exploring the interrelationship between ethnicity, race and identity on religion and spiritual belonging. The warm and friendly discussion explored structural discrimination imposed on faith and race identities, internalised inequalities rooted in historical interpretations and the outward projection of the 'other' which can occur from within religions. It was followed by an engaging discussion and debate with participation from the audience.

The Network has been represented on the working party steering the refurbishment of the contemplation room in Marylebone, which provided an opportunity for constructive discussion about how our spaces are utilised for faith purposes, and the resources and furniture required, in a multi-purpose environment. The Network looks forward to being part of the ongoing refurbishment project in other campuses.

The Network was involved in the consultation process for the revision of the University's policy Absence Policy and Procedure - Annual Leave and Absence.

Network colleagues contributed to the wording for a new sub-section on Religious Observance, which captured the University's commitment to serving the diversity of values and customs associated with faith and belief and supporting colleagues who need to re-arrange working hours or take time off for the purpose of religious/faith observance. This consultation highlighted the need for greater visibility of significant religious and faith dates and events, and the desire to empower colleagues at all levels to have conversations about how to facilitate attendance where necessary. The Network is committed to further progressing this important work.

In May, Network members visited Parliament for a presentation on "ParliaMentors". This is a UN award-winning leadership programme where teams of university students from different faiths and non-religious beliefs collaborate to create real social change while being mentored by MPs. Through expert-led training, support from local and national NGOs and access to Westminster, "ParliaMentors" gives students

the networks and skills they need to effect real change in their communities, in their careers and in the political arena.

As a result of the visit, the university successfully recruited a cohort of 12 participants for the year 2024/5.

Rev'd Dr Matthew Linfoot
Dr Noam Weingarten
Co-Chairs, Faith Spirituality and Belief Staff Network

COLLEAGUE DISABILITY NETWORK

The Colleague Disability Network achieved key milestones in 2024 through collaboration with colleagues across the university, including the university's new EDI Manager on setting up clear processes for colleagues' disclosure, reasonable adjustments and reviews of disabilities. We also collaborated with Organisational Development on the Disability Awareness Module, which will be available for all colleagues on BlackBoard in 2025.

We participated in the Challenging Racisms Conference held at the University of Westminster with special guest Speaker Dr Hamied Haroon.

Between them, the co-chairs attended the Oxford Annual Disability Lecture gaining valuable insights on supporting colleagues with hidden disabilities; and had a successful grant application with the British Council Disability Inclusion Partnership on overcoming barriers to achieving inclusive university objectives.

Disability Awareness Training for Managers events were delivered by the Associate Head in SOES.

There were regular meetings with the Disability Reading Group initiated by a colleague from Architecture and Cities, providing an opportunity for colleagues to discuss disability linking to published texts and research papers.

Members of the Network attended the UKCGE Conference – acknowledging diversity within supervisor relationships, and the UK MH and Wellbeing Conference in November 2024.

The Network organised the second successful *Accessibility Symposium* held on 4th December 2024 which was well received and raised the profile of the university and its work on physical and digital accessibility.

The Network also became part of RIDE HIGHER NADSN (the National Association of Disabled Staff Networks) initiative. The aim of NADSN's RIDE HIGHER is to ensure that disabled staff in higher education are seen, valued and can thrive. Further information on RIDEHIGHER can be found [here](#).

Dr Claire Robertson
Daniela De Silva
Co-Chairs, Colleague Disability Network

WOMEN OF WESTMINSTER (WOW)

WOW is committed to achieving SDG 5: Gender Equality and Empowering All Women and Girls and advocating for policies and practices that support gender equality in every facet of professional and personal life. During 2024 we focussed on projects and work to educate and raise awareness.

The WOW network presented the findings of university-funded research into *Menopause* conducted by Tina Cartwright and Anna Cheshire, focusing on key areas of gender equality and women's empowerment. In response to the increasing need for support, WOW launched a Menopause Network group, which meets regularly. The group provides a platform for discussions and resources related to menopause. The Network is also

working in collaboration with People, Wellbeing, and Culture to launch comprehensive Menopause Guidance. This resource will support individuals experiencing menopause and raise awareness within the workplace.

WOW organised several *Women Empowering* workshops, including one, "*Working and Side Hustling*," led by Bhavisha Patel and Dipika Gurnani. These sessions provided practical insights and inspiration for women balancing careers and entrepreneurial ventures.

In celebration of International Women's Day, WOW hosted an event themed #InspireInclusion, which highlighted the importance of gender equality and inclusive practices in the workplace.

WOW actively worked with colleagues on projects focusing on sexual ethics and consent to raise awareness of gender-based violence and promote a safe and respectful environment for all; engaged in meaningful intersectional work with other networks, collaborating on various events, discussions, and initiatives that address diverse women's issues across different communities.

As part of the World in Westminster series, WOW organised a *Global Diversity Celebration* in collaboration with students, the university's Bhangra societies, Tibetan societies, and dance societies. This visually stunning evening showcased the vibrant diversity within our community, with performances including traditional dance, music, and poetry from their varied cultures and backgrounds. The celebration was not only a platform for artistic expression but also an opportunity to foster unity and inclusivity among students from different cultural and ethnic backgrounds. This event reinforced our commitment to creating a welcoming environment where diversity is celebrated and respected.

Sobia Razzak
Dr Kumari Juddoo
Co-Chairs of WOW



UNIVERSITY OF WESTMINSTER STUDENT UNION

2024 was another busy and exciting year for Westminster Students' Union.

The calendar year began with outreach stalls as part of our Welcome Back Programme. We had 200 students visit our stall, where they picked up fidget toys and discussed how they could get involved with events and activities related to EDI. These stalls were replicated throughout the year, with 10 events held in total. A total of 1,400 students picked up stickers, relevant LGBTQ+ flags, sensory toys, and other giveaways, along with signposting leaflets and information relevant to the aims of the stalls. This included information about Black students' mental health, Trans healthcare, and neurodiversity.

In February, we celebrated LGBTQ+ History Month through five different events, including a Queer Activism and Allyship Workshop, a film screening, and an Open Forum for LGBTQ+ students. Across these events, 246 students engaged.

Throughout the year, we also saw the delivery of collaborative *World in Westminster (WIW) Cafés*, an initiative co-led by Nandini Aggarwal (VP of Undergraduate Education) and Professor Dibyesh Anand (DVC Employability and Global Engagement). The series provided a space for meaningful engagement, dialogue, and connection, allowing students to form lasting relationships and networks of support. The *WIW Cafés* were a huge success, becoming a key platform for stakeholders to engage directly with students, discuss ideas, and build a recognised community.

In March, we hosted four events for Women's History Month. One of these events celebrated International Women's Day, with 159 students participating. Our Campaign Organisers ran a stall, offering tea and biscuits and asking students to share who inspires them and what it means to be a woman. We also hosted our annual community gala, which featured over 11 performances, including performances from the Tibetan, Albanian, Bhangra, Bollywood, and Qawwali student groups. This event marked the conclusion of the *World in Westminster* festival, delivered in partnership with the University, and attracted 150 students. The event provided a space for students to celebrate diversity while fostering a sense of community and belonging. One student described her experience:

"Team Malang, the University's Bollywood Dance Competition Team, was first launched at Community Gala 2023, also organised by UWSU. Fast forward to Community Gala 2024, and we came with a team of 12 individuals who won two major competitions across the UK. The Community Gala has always given us the platform to showcase our culture."

In April, we sent three students—an elected Black Student Representative, an elected Women Student Representative, and an elected Disabled Student Representative—to the National Union of Students (NUS) Liberation Conference. One of the representatives said:

"Participating in these critical conversations was not only important for shaping the future of student welfare



and equality but also a personally rewarding opportunity to contribute to positive change on a national scale."

In April, we also announced updates to the Prayer Room facilities on campus, an EDI project the then President of the SU was working on alongside the ISOC and the University.

Over the summer, we planned for the next year of activity and launched our LEDI Framework to staff at the Students' Union Summer Conference. This included equipping our full-time staff team with the skills needed to support the delivery of our EDI work. We also led the recruitment and training of our part-time staff: Community Organisers. This role is for students with an interest in activism and intersectionality. Community Organisers work with students, union staff, and the university to enable initiatives that promote liberation, equity, diversity, and inclusion. They help students develop their campaign skills, celebrate their culture, and provide peer support. They are trained in radical pedagogies, event organising, and inclusive communications to ensure they can connect with students from diverse communities at Westminster. As one of our Community Organisers said:

"Being a community organiser isn't just about making a difference; it's about empowering others to make sure their voices are heard, fostering positive change within our society, and creating opportunities for everyone to move forward together."

In October, with the return of the student body, we launched our Black History Month Programme. This included four events and two stalls, focusing on cultural taboos around mental health and celebrating key Black figures in history. We also shared educational posts on social media, including a *Day in the Life of a Black Student* (which had 5,756 views and over 10 hours of watch time), a post featuring Black author book recommendations (2,969 views), and a video tour of Black History murals around London (3,365 views).

We concluded the year with Trans Day of Remembrance and Disability History Month, hosting stalls and events. This included a training session for neurodiverse students on navigating the job market, as well as an opportunity for students to explore their sensory experiences in a sensory room hosted on-site.

DATA MONITORING AND BENCHMARKING



ACCESS AND PARTICIPATION PLAN: SUMMARY OF ANALYSIS

Westminster's Access and Participation Plan is a key enabler to meeting our Equality, Diversity and Inclusion (EDI) Strategy and delivering the EDI KPIs for education and employability. It provides a detailed analysis of which student groups are a risk of not having equality of opportunity in relation to access to Higher education, continuation and achievement of qualifications, and progression to further study or graduate employment. Progress against current Education and Employability KPIs (taken from our current APP) is set out in Appendix 2.

During the year, the University developed and submitted to the Office for Students (OfS), its Access and Participation Plan (APP) 2025-2029. This was accepted by OfS with only one, minor alteration and is now published on both OfS and [University websites](#). The following sets out our agreed APP objectives which are based on rigorous analysis of data. A range of intervention strategies have been agreed to achieve these objectives. These can be accessed in the full APP at Appendix B:

APP 26-29 OBJECTIVES:

Access to Higher Education:

- We aim to increase the representation of Black, Asian and other Minority ethnic groups and IMD Q1-2 students in the Schools of Arts, Media, and Architecture relative to the student population.

Continuation into second year of study:

- We will eliminate the continuation gaps between young and mature entrants between age bands focussing on closing the 7.9pp gap for entrants aged 21-25 and 4.2pp gap for students aged 31+.
- We will eliminate the 6.4%pp gap between part-time and full-time entrants by developing new transitional support, enhanced learner analytics and ensuring adequate signposting to interventions which support mental health, cost and capacity pressures.

Continuation and Completion:

- We will eliminate the 6.9pp continuation gap between Black and Mixed students and other students (Asian, White, Other) and reduce the 10.4pp completion gap.
- We will eliminate the 1.5pp continuation gap and completion gap 5.5pp between IMD Q1-2 and Q3-5 students.
- Care leavers are at more risk of non-continuation and completion than their peers. We will eliminate the 3.2pp continuation gap and reduce the 18.2pp completion gap by 10pp in this APP period.

Addressing the Awarding Gap:

- We will reduce our male IMD Q1-2 awarding gap by 10pp to 3.3pp.
- We will seek to redress the inequalities of opportunity experienced by IMD Q1-2 students which reflect the



underlying nature of the challenges faced across the life cycle.

- We will reduce the awarding gap between Black, Asian and other Minority ethnic groups and White students by 10pp to 6.9pp by 2029 and eliminate by the remaining gap by 2033.

Progression to graduate employment or further study:

- We will eliminate the overall progression gap of 6.8pp between female and male leavers by 2028/29.
- We will eliminate the overall graduate employment gap between Black and Asian leavers and other leavers of 6.2pp; and the specific gap between Black and Asian female leavers and other leavers of 7.8pp.
- We will reduce the 19.8pp gap by 10pp for progression between leavers with social or communication impairments and other leavers within the plan period.
- We will eliminate the 8.5%pp gap in progression IMD Q1-2 and Q3-5 leavers through a multi-intervention approach.

As a Higher Education Institution, we have specific equality duties, as outlined by the Equality Act (2010). These require public authorities to tackle discrimination, victimisation and harassment, advance equality and foster good relations. It is also our responsibility to publish our equality information on an annual basis.

This report has documented and celebrated the progress we have made in delivering the equality, diversity and inclusion agenda through our strategy, action plan and people. The following section summarises the monitoring and benchmarking of the University's performance through data evaluation.

Accurate equality information enables the University's

management teams to understand what steps need to be taken to address diversity and equality issues in the structure and management of the workforce; prevent direct and indirect discrimination and identify appropriate support and resource for a diverse colleague profile.

COLLEAGUE PROFILES: SUMMARY OF ANALYSIS

The overall picture shows negligible statistical changes in overall colleague profiles over the last twelve months. There has been a slight increase, 2%, in the ethnic diversity of colleagues compared with the previous year, although this is not reflected in senior leadership roles. The gender profile of senior leaders reflects the 2023 picture. However, there has been a significant increase in the representation of women in leadership levels 1 and 3 which is positive for the future.

We continue to increase disclosure around disability, sexual orientation, religion and belief, albeit small, and will focus activities to improve the recording of these protected characteristics.

As we develop our next EDI Strategy and implementation plan, and in collaboration with our colleague networks and EDI Leads, our aim is to achieve significant and measurable improvements in leadership, progression, development, accessibility and colleague and student experiences.

The following are 'thumbnail' summaries for each of the protected characteristics.

DISABILITY

Disability Percentage compared to HE Average 2016 to 2024	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
University of Westminster	3.90%	5.20%	5.40%	5.79%	5.60%	6.81%	8.26%	8.90%
HESA All UK HE Staff	4.72%	4.99%	5.25%	5.52%	5.97%	6.29%	6.85%	7.17%

- There has been a slight increase in our disability disclosure, up to 8.9% from 8.3% in 2023. Whilst the average across the sector has also increased, our disclosure continues to be higher than the sector average at 7.4%. We are not complacent and will focus activities to enhance accessibility and inclusion, to improve our disclosure rates.
- The three-year trend indicates a 2% disclosure increase on 2021-22.

ETHNICITY

Staff Ethnicity in comparison to HE Average 2016-2024	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
University of Westminster	24.40%	25.01%	26.41%	26.66%	27.79%	30.03%	32.00%	34.22%
Professional Services	31.90%	33.67%	33.84%	33.81%	34.19%	36.00%	38.26%	38.95%
HESA All UK HE Staff	13.82%	14.61%	15.42%	16.45%	17.40%	15.78%	16.13%	17.40%

- The University of Westminster's racially minoritised colleague profile stands at 34.2%, an increase of 2% from the previous year and 16.6% above the sector average (17.4%).
- The three-year trend shows a 4% increase on our 2021-22 data. Whilst this is a positive picture, it masks significant disparities between different ethnic groups: Our Asian/Asian British colleague profile has increased by 4.55% over this period (13.55% to 18.05%) and our Black/African/Caribbean/British colleague profile has increased by 0.73% (7.77% to 8.5%).
- The ethnic diversity of senior colleagues shows no improvement on the previous year, except for Research Director, and a reduction in ethnic diversity at Head of School level (16.67% down from 25% in 2023).
- The BME profile has remained static between 2023 and 2024 amongst Assistant Heads of School and Professors.
- Professional Services has a BME profile of 39%, a slight increase on the previous year (38.26%). The BME profile of Professional Services Directors (L3 to L5) shows no change at 0%.
- Given the data, we will review our current activities to better understand their impact and explore other approaches to build up ethnic diversity across all levels of the university.
- The ethnic profile of academic colleagues is 31.33%, an increase of 1.53% on the previous year. When comparing percentage representation by college, WBS remains the highest at 51.73%, an increase of 2.93%; LAS 24.27%, an increase of 5.47%; DCDI 26.41%, an increase of 4.61%. CETI, The Westminster Centre for Education and Teaching Innovation 35.3%, an increase of 17.4%. This is a positive picture, although the largest increases have been seen in the areas with the smallest overall percentage of colleagues.

Comparative size of each College and Professional Services 2024	Percentage
Centre for Education and Teaching Innovation (CETI)	1.68%
College of Design, Creative and Digital Industries (DCDI)	22.65%
College of Liberal Arts and Sciences (LAS)	18.55%
Westminster Business School (WBS)	12.81%
Professional Services	44.31%

GENDER

Female Percentage of Staff 2016 to 2024	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All University of Westminster	53.90%	53.55%	54.25%	54.16%	54.61%	56.08%	56.78%	56.58%
Non-Academic University of Westminster	61.20%	61.70%	62.58%	61.90%	59.85%	63.88%	62.17%	61.72%
HESA All UK HE Staff	54.25%	54.37%	54.60%	54.13%	54.09%	54.06%	54.49%	54.91%

The overall gender split is 57% female and 43% male, identical to 2023 and 2.1% higher than the sector average at 54.9%.

- The three-year trend reveals that the gender balance at Westminster has remained largely unchanged over that period.
- There have been no changes in the gender diversity of senior colleagues on the previous year (Heads of College; Associate Heads of College and Heads of School) and a 1.9% reduction in women at Assistant Head of School level.
- The gender diversity at Leadership levels 4 and 5 has remained unchanged between 2023 and 2024 at 25% and 66.67% respectively. However, there has been a significant improvement in the gender diversity at both leadership levels 1, 62.07% in 2024 up from 50% in 2023; and level 3 at 66.67%, up from 60% in 2023.

AGE

UoW 2023 Staff Age profile in comparison to HE (HESA 2021-2022)	16 to 25	26 to 35	36 to 45	46 to 55	56 to 65	66 and over
All University of Westminster 2023-2024	1.83%	17.06%	27.30%	27.00%	21.86%	4.95%
HESA 2022-2023	5.76%	24.17%	27.80%	23.57%	15.92%	2.78%

- The colleague age profile has not changed significantly since the last report.

SEXUAL ORIENTATION/RELIGION OR BELIEF DISCLOSURE

Sexual Orientation Return - All Staff 2016 to 2024	Recorded	Unrecorded	Religion and Belief Return - All Staff 2016 to 2024	Recorded	Unrecorded
2016-2017	57.48%	42.51%	2016-2017	58.19%	41.80%
2017-2018	57.46%	42.54%	2017-2018	58.44%	41.56%
2018-2019	62.40%	37.60%	2018-2019	62.86%	37.14%
2019-2020	65.97%	34.03%	2019-2020	64.90%	35.10%
2020-2021	67.62%	32.38%	2020-2021	68.54%	31.46%
2021-2022	70.02%	29.98%	2021-2022	72.12%	27.88%
2022-2023	71.79%	28.21%	2022-2023	74.49%	25.51%
2023-2024	74.13%	25.87%	2023-2024	77.70%	22.30%

- Recorded sexual orientation has increased by 2.34% and Religion or Belief by 3.21% which is positive, and we continue to direct activities to improve the reporting of both.

DEVELOPMENT AND PROGRESSION

	Academic Promotions	Non-Academic Promotions	All Promotions	Academic Population (from EDI report 2024)	Non-Academic Population (from EDI report 2024)	Population (from EDI report 2024)
Sex						
Female	58.04%	65.88%	61.42%	51.43%	61.72%	56.58%
Male	41.96%	34.12%	38.58%	48.57%	38.28%	43.42%
Ethnicity (detailed)						
Asian/ Asian British	22.32%	22.35%	22.34%	16.12%	19.98%	18.05%
Black/ African/ Caribbean/ Black British	8.93%	8.24%	8.63%	6.13%	10.88%	8.51%
Mixed/ Multiple Ethnic groups	5.36%	4.71%	5.08%	3.76%	4.85%	4.30%
Other Ethnic Background	4.46%	0.00%	2.54%	4.45%	2.27%	3.36%
Prefer not to say	2.68%	1.18%	2.03%	1.38%	0.89%	1.14%
Unrecorded	6.25%	1.18%	4.06%	3.96%	2.27%	3.12%
White	50.00%	62.35%	55.33%	64.19%	58.85%	61.52%
Ethnicity (simplified)						
BAME	41.07%	35.29%	38.58%	30.46%	37.98%	34.22%
Prefer not to say	2.68%	1.18%	2.03%	1.38%	0.89%	1.14%
Unrecorded	6.25%	1.18%	4.06%	3.96%	2.27%	3.12%
White	50.00%	62.35%	55.33%	64.19%	58.85%	61.52%
Disability Status						
Has (or previously had) a Disability	16.07%	10.59%	13.71%	9.00%	8.80%	8.90%
Prefer not to say	n/a	n/a	n/a	0.10%	0.30%	0.20%
Unrecorded	n/a	n/a	n/a	n/a	n/a	n/a
No Known Disability	83.93%	89.41%	86.29%	90.90%	90.90%	90.90%
Age Group						
16 to 25	0.89%	5.88%	3.05%	0.40%	5.54%	2.97%
26 to 35	19.64%	35.29%	26.40%	9.59%	26.01%	17.80%
36 to 45	29.46%	36.47%	32.49%	27.10%	28.59%	27.84%
46 to 55	30.36%	14.12%	23.35%	31.45%	22.75%	27.10%
56 to 65	17.86%	8.24%	13.71%	25.82%	14.64%	20.23%
66 and over	1.79%	n/a	1.02%	5.64%	2.47%	4.06%

ALL PROMOTIONS

- Between 01 August 2023 and 31 July 2024 197 colleague promotions were recorded.
- 85 were Academic promotions (43.15%) and 112 Non-Academic promotions (56.85%)

Disability

Based on colleagues who have disclosed a disability (8.90% of all colleagues):

- 13.71% of all promotions were colleagues with a disclosed disability.
- Of the Academic promotions 16.07% were colleagues with a disclosed disability
- Of the Non-Academic promotions 10.59% were colleagues with a disclosed disability

Ethnicity

- 38.58% of all promotions were BME colleagues.
- Of the Academic promotions 41.07% were BME colleagues.
- Of the Non-Academic promotions 35.29% were BME colleagues.
- BME is comprised of all colleagues identifying as the following with % of all colleagues and % of promotions:
- Asian / Asian British: 15.96% of all colleagues / 22.34% of all promotions
- Black / African / Caribbean / Black British: 7.47% of all colleagues / 8.63% of all promotions
- Mixed / Multiple Ethnic Groups: 4.23% of all colleagues / 5.08% of all promotions
- Other Ethnic Background: 3.05% of all colleagues / 2.54% of all promotions

Gender

- 61.42% of all promotions were female colleagues, 38.58% male.
- Of the Academic promotions 58.04% were female and 41.96% male
- Of the Non-Academic promotions 65.88% were female, 34.12% male.



Age

- 59.82% of all Academic promotions were in the age groups 36 to 45 (29.46%) and 46 to 55 (30.36%).
- 71.76% of all Non-Academic promotions were in the age groups 26 to 35 (35.29%) and 36 to 45 (36.47%).

Any further breakdown to specific roles/grades was not possible due to the low numbers in certain categories potentially leading to identification or misleading high or low percentages.

EQUAL PAY AUDIT 2023-24



CONCLUSIONS AND RECOMMENDATIONS

The main conclusion from carrying out this Equal Pay Audit is that the University does not have a need for concern over equal pay issues when comparing employees within the same grade.

Where any significant pay gaps (above 5%) were identified within individual pay grades, further investigation and analysis indicated justifiable reasons for these.

We are on track to achieve our Diversity Pay Gap with a slight reduction down from 11% in 2022/23 to 10.3% in 2023/24 (Appendix 1).

Recommendations

1. To recommend EDI Committee consider appropriate methods for increasing and improving data held on protected characteristics, particularly regarding sexual orientation and religious belief. To also consider whether any improvements could be made to disclosed disability data, working with university colleague networks as appropriate.
2. For EDI Committee to consider whether there should be any targeted methods of increasing and improving data within senior leadership roles to reduce any unknown or unrecorded data, to increase understanding of diverse profiles within senior leadership roles e.g., encouraging colleagues at a senior level to review their personal data disclosure.
3. To recommend the EDI Committee continue to promote targeted programmes e.g. EDI Development Programme, to support further diversification of the workforce at the University. This is particularly required within the lower and upper quartiles to address the re-balancing of distribution in relation to gender and ethnicity within the pay structure. Recommend an annual review of programmes and activities to assess the impact on gender and ethnicity pay gaps.

APPENDIX

EQUAL PAY AUDIT AS OF 30TH JUNE 2024

PREPARED BY:

Strategic Resourcing, Reward and Insight
December 2024



WELCOME

The University of Westminster has long supported the principles of equal pay for work of equal value and our annual Equal Pay Audit builds on the University's commitments to equality, diversity and inclusion, as well as our Sustainable Development goals, in particular Gender Equality and Reduced Inequalities. The Equal Pay Audit forms part of a range of activities that support monitoring and provide analysis and recommendations to the EDI Committee. In line with our university values, we choose to go beyond our statutory obligations and review pay gaps across the full range of protected characteristics.

Regular, clear and transparent equal pay monitoring helps to support these key aims and objectives.



INTRODUCTION

What is an equal pay audit?

An equal pay audit is an analysis of an organisation's pay structure to compare the pay of colleagues undertaking equal work within the same pay grade and therefore identify any equal pay gaps. Any identified gaps can be reviewed, addressed and where applicable, explained or eliminated.

Benefits of undertaking an equal pay audit:

- Ensure compliance with the Equality Act 2010
- Go beyond our statutory duties to report more widely on a full range of protected characteristics
- Identify and investigate any gaps and seek to eliminate any gaps that cannot be satisfactorily explained on objective grounds
- Publicly highlight our on-going commitment to equality, diversity and inclusion
- Ensure equal pay is embedded in University wide policies and processes
- Make recommendations to the EDI Committee and wider University as a whole
- Report on and have an overview of any trends within our pay structures over a number of years
- Ensure consistent, fair and transparent pay structures across the University

This audit is undertaken in line with JNCHEs guidance "Equal Pay Reviews: Guidance for Higher Education Institutions" as revised in 2018. This guidance notes that there will be practical constraints on what is possible, with regard to known data on all equality considerations and also recommends that HEI reviews should address equal pay, in respect of part-time employees to reflect legislation on prevention of less favourable treatment for such colleagues.

Methods for calculating the pay gap

Data is extracted from the People, Culture and Wellbeing (PCW) SAP system and all colleagues have their salaries converted to a Full Time Equivalent (FTE) so we are comparing like for like salaries. Within each pay grade the average salary within that grade is calculated and other salaries within the pay grade are compared against this. We then review the relevant comparators for each protected characteristics group e.g. male and female in the case of gender pay gap, to establish if there are any significant gaps.

Pay gaps over 5% are considered to be significant and require further investigation. Gaps under 5% can be caused by natural movements between grades, starters and leavers to the University and general fluctuations within the overall colleague profile.

The final reports produced indicate the percentage value of any pay gaps shown below.

Gender: +% means gap in favour of male group (females paid less), -% means gap in favour of female group.

Ethnicity: +% means gap in favour of white group (ethnically diverse groups paid less), -% means gap in favour of ethnically diverse groups.

Disability: +% means gap in favour of non-Disabled group (disabled group paid less), -% means gap in favour of Disabled group.

All data was taken on the snapshot date of **30 June 2024**.

NB: this review does not look at bonus payments. This is covered by Gender Pay Report as published.

Gender, Ethnicity, & Disability Pay Gaps 2019 to 2024

Year	2019	2020	2021	2022	2023	2024
Gender Pay Gap	10.51%	9.72%	9.50%	10.10%	9.58%	8.91%
Ethnicity Pay Gap	15.95%	15.02%	14.80%	15.15%	15.41%	14.29%
Disability Pay Gap	-1.96%	-3.69%	-3.08%	3.95%	5.17%	1.12%

Historical overview of Equal Pay Audit findings

The University has been undertaking Equal Pay Audits since 2010, initially every two years but they have been undertaken annually since 2018. This has allowed us to build up a clearer picture of trends over the years, but also ensure we can review, disseminate and act on any findings year on year. This year is the 11th Equal Pay Audit undertaken by the University.

The overall Gender and Ethnicity Pay Gaps have remained steady over the last 6 years. The relative size of the groups explains the greater fluctuation in the Disability Status Pay Gap. As the group identifying as having or

previously had a Disability is significantly smaller, changes of only a few individuals can have large effects on the overall calculation.

In the context of a Higher Education Institution that has undertaken pay modernisation, as Westminster has, what we find year on year is that there are few significant pay gaps within grades. The overall pay gaps are reflective of the distribution of different groups across pay grades e.g. in the case of gender, the distribution of men and women across the grades. This may raise issues in relation to equality and diversity, which are important and require action, but are outside the scope of the equal pay review itself.

CONCLUSIONS AND RECOMMENDATIONS

The main conclusion from carrying out this Equal Pay Audit is that the University does not have significant need for concern over equal pay issues when comparing employees within the same pay grade.

Where any significant pay gaps (above 5%) were identified within individual pay grades, further investigation and analysis showed that there were justifiable reasons for these.

2024 Audit Recommendations**November 2024**

1. To recommend EDI Committee give consideration to appropriate methods for increasing and improving data held on protected characteristics, particularly in regard to sexual orientation and religious belief. To also consider whether any improvements could be made to disclosed disability data, working with University colleague networks as appropriate.
2. For EDI Committee to consider in particular whether there should be any targeted methods of increasing and improving data within senior leadership roles to reduce any unknown or unrecorded data, to increase understanding of diverse profiles within senior leadership roles e.g., encouraging colleagues at a senior level to review their personal data disclosure.
3. To recommend EDI Committee continue to promote targeted programmes e.g. EDI Development Programme, to support further diversification of the workforce at the University. This is particularly required within the lower and upper quartiles in order to address the re-balancing of distribution when it comes to gender and ethnicity within the pay structure. Recommend annual review of programmes and activities to assess impact on gender and ethnicity pay gaps.

GENDER

GENDER - DISTRIBUTION

University of Westminster Gender Distribution 2024

Employee Grouping	Female	Male
Colleges	50.71%	49.29%
Professional Services	63.95%	36.05%
All University of Westminster	56.58%	43.42%

Gender distribution at the University and particularly within Academic colleagues is fairly evenly balanced.

Professional Services roles have for some time been dominated by female colleagues, although we know the majority of NG2, NG3 and NG4 roles are held by females suggesting distribution of male and female colleagues within Professional Services is not evenly balanced within the grading structure, and a disproportionate number of female colleagues are within the lower grades. NG1 roles are held almost entirely by male colleagues although there are only 17 role holders within this grade, but only one of these is held by a female colleague.

There are still significantly less females within Prof A and Prof B pay grades, although these are relatively small groups (Prof A - 12 colleagues and Prof B - 19 colleagues). There is better gender representation within Prof C group, 41.5%, where there are 41 colleagues. In the largest groupings of the University, in both the Colleges and in Professional Services roles, the gender distribution is approximately even. This applies to all Lecturer, Reader, and Researcher roles and for NG5 to NG8 roles.

University of Westminster Gender Distribution by Payscale Grouping 2024

Payscale Grouping (Grouped)	Female	Male
L7 to L9	20.00%	80.00%
L1 to L5	59.26%	40.74%
Heads & Associate Heads of Colleges / Research Directors	41.67%	58.33%
Heads & Assistant Heads of Schools	55.56%	44.44%
Professors	34.72%	65.28%
Prin. Lect. / Readers / Prin. Res. Fel.	50.00%	50.00%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	53.82%	46.18%
NG1 to NG5 / Res. Assoc.	65.00%	35.00%

While there are some significant differences in Gender Representation within certain Payscale Groupings such as Professors, these are often relatively small Payscale Groupings i.e., there are small numbers of colleagues paid within these groups.

University of Westminster Population Distribution by Payscale Grouping 2024

Payscale Grouping (Grouped)	Population
L7 to L9	0.25%
L1 to L5	2.67%
Heads & Associate Heads of Colleges / Research Directors	0.59%
Heads & Assistant Heads of Schools	2.23%
Professors	3.56%
Prin. Lect. / Readers / Prin. Res. Fel.	6.23%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	51.83%
NG1 to NG5 / Res. Assoc.	32.64%

GENDER - EQUAL PAY REVIEW

Within individual payscales it is only at the level of Associate Heads of Colleges where a significant (over 5%) Gender pay gap has been identified, with male colleagues being paid 9.21% more than female colleagues. This grouping only contains 6 people in total, with an equal number of males and females. The 3 female appointments are more recent. However, the male appointments do appear to have been at a higher starting level than the female appointments.

Where no pay gap is identified this would mean either male and female colleagues are paid the same, or that there is no female representation within that group. We know there is no female representation within Level 9 (1 person).

Payscale Groupings (Detailed) Gender Pay Gaps 2024

Payscale	Gender Pay Gap
L9	n/a
L7	-4.03%
L5	3.98%
L4	-1.00%
L3	2.63%
L2	4.37%
L1	1.26%
Heads of Colleges	-4.56%
Associate Heads of Colleges	9.21%
Research Directors	2.72%
Heads of Schools	0.13%
Assistant Heads of Schools	-0.84%
PROFA	-1.65%
PROFB	-0.12%
PROFC	0.63%
PL/Reader/PRF	2.19%
SL/SRF/NG7 & NG8	0.68%
L/RF/NG6	0.52%
RA/NG5	1.33%
NG4	-0.61%
NG3	-0.50%
NG2	1.19%
NG1	2.13%
All University of Westminster	8.91%

When the Payscales are grouped together, identifying where the Gender Pay Gap in UoW occurs becomes clearer, as there are now no levels at which there is no female representation and the number of people

within in each grouping is larger. All three of the highest paid groupings exhibit significant Gender Pay Gaps (over 5%), however there are relatively small numbers of colleagues in these groups and therefore one salary can potentially make a significant difference to the overall gender pay gap.

Payscale Groupings (Detailed) Gender Pay Gaps 2024

Payscale	Gender Pay Gap
L7 to L9	11.05%
L1 to L5	8.13%
Heads & Associate Heads of Colleges / Research Directors	6.21%
Heads & Assistant Heads of Schools	3.27%
Professors	3.23%
Prin. Lect. / Readers / Prin. Res. Fel.	2.19%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	1.36%
NG1 to NG5 / Res. Assoc.	2.46%
All University of Westminster	8.91%

GENDER - UNIVERSITY PAY GAP

The previous data confirms that the University does not have any significant need for concern over equal pay issues when comparing male and female colleagues **within** the same pay grade.

The overall results for all colleagues (full and part time) based on gender, identified that female colleagues are paid less on average than male colleagues, by **8.91%**. This represents a small decrease on last year's pay gap of 9.58%. It is not uncommon for pay gaps to go up or down within a percentage or two year-on-year. Natural movement between grades and starters or leavers can cause the overall pay gap to fluctuate.

The pay gap can be attributed to there being fewer female colleagues in more senior roles, and fewer male colleagues in the lower quartile of the pay grades. This is particularly prevalent within Professional Services where the lower quartile is dominated by women. Improvements in the overall gender pay gap at the University would need to be driven by an increase in women in senior roles, as well as an increase in male colleagues within the lower quartile.

UOW Gender Distribution in pay quartiles 2024

Quartile	Female	Male
First (Lower)	69.11%	30.89%
Second (Lower Middle)	56.13%	43.87%
Third (Upper Middle)	51.98%	48.02%
Fourth (Upper)	49.11%	50.89%

If we break the gender pay gap down by Academic and Non-Academic roles, we can see that our academic profile has a less than 5% pay gap between male and female colleagues.

Employee Grouping	Gender Pay Gap
Academic	4.02%
Non-Academic	8.62%
All UoW Colleagues	8.91%

The University's overall gender pay gap still compares favorably with the national gender pay gap of 13.1% (**ONS 2024**), as well as the Higher Education gender pay gap of 10.0% (**UCEA 2023**).

ETHNICITY

ETHNICITY - DISTRIBUTION

University of Westminster Ethnicity Distribution 2024

Payscale	Gender Pay Gap
White	61.52%
BAME	34.22%
Asian/ Asian British	18.05%
Black/ African/ Caribbean/ Black British	8.51%
Mixed/ Multiple Ethnic groups	4.30%
Other Ethnic Background	3.36%
Prefer not to say	1.14%
Unrecorded	3.12%

The overall proportion of our colleagues who describe themselves as white is less than the HE Sector average which is **73.49%** (HESA 2022-2023). Overall, the University has an ethnically diverse colleague population of **34.22%**, significantly higher than the HE sector at 17.4%. We know that the proportion of racially minoritised colleagues becomes increasingly smaller higher up the pay structure.

University of Westminster Payscale Grouping Ethnicity Distributions of Salaried Colleagues 2024

Payscale Grouping	Asian/ Asian British	Black/ African/ Caribbean/ Black British	Mixed/ Multiple Ethnic groups	Other Ethnic Background	Prefer not to say	Unrecorded	White
Heads / Associate Heads of College / Research Directors	7.69%	n/a	7.69%	n/a	n/a	n/a	84.62%
Heads / Assistant Heads of School	13.33%	n/a	2.22%	n/a	n/a	n/a	84.44%
Professors	12.50%	4.17%	1.39%	4.17%	1.39%	5.56%	70.83%
Readers and Principal Lecturers	10.83%	5.83%	4.17%	1.67%	0.83%	1.67%	75.00%
Senior Lecturers and Lecturers	17.29%	7.20%	3.89%	5.62%	1.44%	4.90%	59.65%
Researchers	20.90%	2.99%	4.48%	1.49%	2.99%	n/a	67.16%
L7 to L9	20.00%	n/a	n/a	n/a	n/a	n/a	80.00%
L1 to L5	3.77%	5.66%	1.89%	n/a	1.89%	3.77%	83.02%
NG6 to NG8	14.38%	9.58%	3.51%	1.28%	0.96%	0.64%	69.65%
NG1 to NG5	24.06%	12.03%	5.78%	2.97%	0.78%	2.97%	51.41%
All Payscale Groupings	18.05%	8.51%	4.30%	3.36%	1.14%	3.12%	61.52%

Our figures broken down into Academic and Professional Services confirm the University of Westminster has a more ethnically diverse population when compared with the latest HESA data (2022-2023).

Proportion of Colleagues in White Ethnicity Grouping

Proportion of White Colleagues 2024	Colleges	Professional Services	All UoW Colleagues
University of Westminster	63.94%	58.48%	61.52%
HESA 2023	69.54%	78.27%	73.49%

ETHNICITY - EQUAL PAY REVIEW

Within each of our individual pay grades, there are only two pay grades where there is a percentage gap between white and colleagues of other ethnic backgrounds which is greater than 5%.

There is a gap of 10.93% in Grade L3 and another of 5.62% within the Associate Heads of College. Both of these groupings only contain 6 individuals, and those colleagues who are white have higher salaries. In L3 there is only one individual from a racial minority group, who is also at a lower rate than the others. For the Associate Heads of College only 2 are from racially minoritised groups, and they are both in the lower paid half of the grouping. The highest paid individuals in this grouping are also the longest serving in these roles. Salaries for this grade are independently reviewed as part of the Senior Colleague salary review process, including a final review by the Moderation Panel which takes EDI data into consideration to ensure consistency of application for salary awards.

BAME Pay gaps to White Grouping in Individual Payscale Groupings 2024

Payscale	Ethnicity Pay Gap to White Grouping
L9	n/a
L7	4.81%
L5	n/a
L4	n/a
L3	10.93%
L2	2.80%
L1	1.29%
Heads of Colleges	n/a
Associate Heads of Colleges	5.62%
Research Directors	n/a
Heads of Schools	3.08%
Assistant Heads of Schools	-0.62%
PROFA	2.73%
PROFB	0.49%
PROFC	1.45%
PL/Reader/PRF	2.27%
SL/SRF/NG7 & NG8	1.56%
L/RF/NG6	0.67%
RA/NG5	0.54%
NG4	1.20%
NG3	0.79%
NG2	0.56%
NG1	1.48%
All University of Westminster	14.29%

It is not possible to report pay gaps for Research Directors, Heads of College, or Grades L4, L5, and L9, as there is no representation of colleagues from racially minoritised groups. These payscale groupings are also some of the smallest in the University.

When the payscales are grouped the incidence of the Ethnicity Pay Gap appears more clearly. This is explained by the inclusion of some of the highest pay levels in the University that may have only one or two individuals in them who are all in the White grouping, and therefore it is not possible to calculate a pay gap within the individual payscales themselves. The higher proportion of colleagues from BME backgrounds in the Non-Academic roles also leads to the higher Ethnicity Pay Gap. This is because there is over-representation of racially minoritised groups in the lower paid Non-Academic roles and under-representation in the Management Non-Academic roles.

BAME Pay gaps to White Grouping (Payscale Groups) 2024

Payscale Grouping	BAME Pay Gap to White
L7 to L9	17.96%
L1 to L5	10.67%
Heads & Associate Heads of Colleges / Research Directors	12.95%
Heads & Assistant Heads of Schools	0.05%
Professors	3.18%
Prin. Lect. / Readers / Prin. Res. Fel.	2.27%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	4.58%
NG1 to NG5 / Res. Assoc.	3.74%
Colleges	10.01%
Professional Services	15.71%
All University of Westminster	14.29%

University of Westminster Ethnicity Distribution of Academics and Non-Academics 2024

Ethnicity	Academic	Non-Academic
Asian/ Asian British	16.12%	19.98%
Black/ African/ Caribbean/ Black British	6.13%	10.88%
Mixed/ Multiple Ethnic groups	3.76%	4.85%
Other Ethnic Background	4.45%	2.27%
Prefer not to say	1.38%	0.89%
Unrecorded	3.96%	2.27%
White	64.19%	58.85%

ETHNICITY - UNIVERSITY PAY GAP

By looking at ethnicity pay gaps within the following groupings we can start to get a sense of where and how the overall University ethnicity pay gap emerges.

The Overall Ethnicity Pay Gap for the University is **14.29%**. L1 to L9 now has an increased representation of those from racially minoritised groups, though it should be noted that this representation is more at the lower end of this grouping which drives the remaining significant pay gaps in this group. The Overall UoW Ethnicity Pay Gap compares favorably with the reported Ethnicity Pay Gap within London of **23.8%** (Office for National Statistics 2019).

According to data published in Advance HE, "Equality in higher education – staff statistical data report 2022/23" our ethnicity pay gap is lower than the ethnicity pay gap for London which was 14.4%. For the whole of England (excluding London), the ethnicity pay gap is 2.1%

The diverse population of London stands at 42% in the 2021 census, which largely aligns with the diverse population within our lower quartile (47.52%), but this reduces to 19.20% diversity within the upper quartile.

In the chart below, the red dotted line represents the average white salary within that pay grouping, so we can see where there are clear differences between pay of those who describe themselves as white, and those who have declared a different ethnicity. The largest differences are within the L1 to L9 group, as well as some key differences within Researchers. The groupings with the largest pay gaps are also the smallest groupings in the University and can therefore be significantly impacted by just a few individual salaries. For example, Researchers are a relatively small group at Westminster (67 in total in comparison to 814 Readers and Lecturers) meaning pay gaps could easily emerge based on a small number of higher salaries for those with length of service and established experience. This is also true with the Professorial group, which has a relatively small number of colleagues. We are seeing more colleagues of racially minoritised backgrounds being promoted into Professor roles, which is positive, but initially this means the potential for a higher diversity pay gap as those colleagues are at the beginning of their professorial careers, in comparison to those with more experience and length of service. This is something we will monitor annually through Equal Pay Audits.

Ethnicity Groupings Pay Gaps to White Grouping 2024

Payscale Grouping	Asian/ Asian British	Black/ African/ Caribbean/ Black British	Mixed/ Multiple Ethnic groups	Other Ethnic Background	Prefer not to say	Unrecorded
L1 to L9	-8.16%	17.78%	20.36%	n/a	9.46%	26.58%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	5.83%	n/a	-6.14%	n/a	n/a	n/a
Professors	4.01%	10.18%	-13.18%	-0.85%	7.61%	-0.25%
Readers & Lecturers	8.21%	8.14%	4.93%	7.46%	3.09%	7.17%
Researchers	7.26%	17.05%	10.22%	23.44%	-11.04%	n/a
NG6 to NG8	3.51%	-1.54%	2.44%	-0.54%	4.93%	0.02%
NG1 to NG5	4.68%	3.90%	0.13%	6.71%	3.09%	-0.78%
All University of Westminster	14.85%	16.10%	12.26%	9.33%	2.77%	6.52%

DISABILITY

DISABILITY - DISTRIBUTION

Disability status distribution by payscale groupings 2024

Payscale Grouping	Has (or previously had) a Disability	Prefer not to say	No Known Disability
L1 to L9	10.17%	1.69%	88.14%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	14.04%	n/a	85.96%
Professors	5.56%	n/a	94.44%
Readers & Lecturers	8.72%	0.12%	91.15%
Researchers	11.94%	n/a	88.06%
NG6 to NG8	7.03%	n/a	92.97%
NG1 to NG5	9.53%	0.31%	90.16%
All UoW	8.90%	0.20%	90.90%

The government estimates that 1 in 5 of the working-age population are classed as disabled at any given time but that disabled colleagues are more likely than non-disabled colleagues to be working in lower-skilled occupations. Our distribution of disabled colleagues shows a fairly even spread across the different pay levels, whilst acknowledging that the rates of disclosure and colleagues with a declared disability remain low overall.

DISABILITY - EQUAL PAY REVIEW

Disability pay gaps to no known Disability by Payscale 2024

Disability Pay Gaps by Payscale	Disability Pay Gap
L9	n/a
L7	4.81%
L5	n/a
L4	-1.99%
L3	n/a
L2	-2.31%
L1	-2.98%
Heads of Colleges	15.45%
Associate Heads of Colleges	-9.06%
Research Directors	n/a
Heads of Schools	1.89%
Assistant Heads of Schools	5.04%
PROFA	n/a
PROFB	-4.60%
PROFC	0.19%
PL/Reader/PRF	0.65%
SL/SRF/NG7 & NG8	-0.26%
L/RF/NG6	-0.29%
RA/NG5	0.14%
NG4	1.17%
NG3	0.87%
NG2	-1.59%
NG1	-0.41%
All UoW	1.12%

The three areas where significant disability pay gaps occur (Heads of Colleges, Associate Heads of Colleges, and Assistant Heads of Schools) all have comparatively small populations, so a small number of individuals can have a significant impact, and in the case of the Associate Heads of College the pay gap is in favour of those with a declared disability.

DISABILITY - UNIVERSITY PAY GAP

Overall, isabled colleagues are paid less on average than non-disabled colleagues by **1.12%**. Westminster reflects well against the national disability pay gap of 12.7% (Office for National Statistics 2023); and against the HE sector which reported a disability gap of 9.6% in the Advance HE staff statistical report for 2022/23.

Disability Pay Gaps to No Known Disability by Payscale Groupings 2024

Pay Gap to No Known Disability	Has (or previously had) a Disability
L1 to L9	-6.09%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	1.43%
Professors	-1.53%
Readers & Lecturers	1.89%
Researchers	1.73%
NG6 to NG8	0.67%
NG1 to NG5	0.39%
All UoW	1.12%

The largest Disability Pay Gap occurs within a comparatively small pay scale grouping, L1 to L9 which only has 58 individuals in it or 2.87% of the University. This grouping has a higher representation of those who have or previously had a Disability (10.34%) than the University overall (8.90%). The pay gap here is also negative, so those who have or previously had a Disability are paid at a higher rate than those with no known Disability. The overall Disability Pay Gap has decreased since last year when it was 5.17%. We have noted an increase in disclosure in the senior management and Professors group which is a positive development.

In line with HESA reporting requirements, we have changed our reporting requirements for Disability Status. Recognising that Disability Status is only recorded if we are notified by the individual that they have or previously had a Disability there are now no "Unrecorded" entries for this characteristic i.e., if a colleague has not declared a disability or indicated that they "prefer not to say", then it will be recorded as "No known disability".

The "Prefer Not To Say" grouping only accounts for 0.20% of the total University population. It is possible with only 8.90% of University colleagues declaring a Disability that this is under-reported which would affect the accuracy of the calculated Pay Gap.

AGE

AGE - DISTRIBUTION

Age Group Distributions in pay scale groupings 2024

Payscale Grouping / Age Group	16 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65 and over
L1 to L9	n/a	1.69%	25.42%	38.98%	30.51%	3.39%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	n/a	1.75%	15.79%	33.33%	49.12%	n/a
Professors	n/a	n/a	2.78%	31.94%	45.83%	19.44%
Readers & Lecturers	0.37%	9.09%	29.12%	32.31%	24.32%	4.79%
Researchers	1.49%	32.84%	38.81%	17.91%	2.99%	5.97%
NG6 to NG8	0.32%	15.34%	36.74%	29.07%	16.93%	1.60%
NG1 to NG5	8.59%	33.44%	24.84%	17.97%	12.19%	2.97%
All UoW	2.97%	17.80%	27.84%	27.00%	20.28%	4.10%

The largest age groups across the University are 35 to 44 (27.84%) and 46 to 55 (27.00%). As you go up the pay grades there is an increase of those aged 55 to 64, particularly on the academic side. The highest number of those aged 65 and over is within the Professors group (19.44%).

AGE- EQUAL PAY REVIEW

Where pay gaps occur within the same pay grade when comparing the Average Hourly Rate for the Age Group with that of the Payscale Grouping Overall which are above 5% these are almost entirely negative pay

gaps (they were paid above the Average Hourly rate) for those aged 46 and above and positive pay gaps (they were paid below the Average Hourly rate) for those aged 45 and below.

In a context of salary progression based upon continuous service and length of time in a grade, with annual incremental progression for colleagues in groups up to Level 1/PL/Reader/PRF, the results show salary increases that reflect length of service in a grade for the different age categories.

Where the results have identified pay gaps of more than 5%, further investigation and analysis has revealed that the pay gaps were attributed to salaries increasing with length of service, age in respect of experience and seniority, complexity of roles and market forces in the wider economic context. In addition, in some cases, we are again dealing with a very small group of colleagues. It is therefore very difficult to make statistically significant comparisons on pay, and we run the risk of identifying individuals. Market forces are also a prime consideration when recruiting senior level posts and these vary over time. Sometimes where a pay gap has been identified there is only one individual in that age group in that pay band, or a small number of individuals with many years of service.

PART TIME COLLEAGUES

PART TIME COLLEAGUES - DISTRIBUTION

Employment status Distribution in payscale groupings 2024

Payscale Grouping / Employment Status	Full-time	Part-time
L1 to L9	83.05%	16.95%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	100.00%	n/a
Professors	76.39%	23.61%
Readers & Lecturers	74.69%	25.31%
Researchers	58.21%	41.79%
NG6 to NG8	91.05%	8.95%
NG1 to NG5	84.38%	15.63%
All UoW	80.76%	19.24%

The largest proportion of part time colleagues are within research and academic roles, although this does reflect the nature of some research and academic roles e.g. part academic, part industry, working across the sector etc. The proportion of colleagues in the payscale grouping L1 to L5 that are Part-time have increased by a significant amount over last year, where previous to this year no-one above payscale L2 was Part-time, which may be indicative that Senior Management roles are now more accessible to a wider group. The above figures do not include part time visiting lecturers.

PART TIME COLLEAGUES - EQUAL PAY REVIEW

The University applies the same pay and grading structures and policies to part-time colleagues. Analysis of the difference in average salary of part-time colleagues compared to full time colleagues at each grade level showed one significant difference of 5% or above. This occurred in the L1 to L9 Payscale grouping which is both very small and has very low representation of Part-time working which would explain why this pay gap appears.

SEXUAL ORIENTATION AND RELIGIOUS BELIEF

SEXUAL ORIENTATION AND RELIGIOUS BELIEF - DISTRIBUTION

Historically data analyses in respect of sexual orientation and religious belief have raised some practical difficulties, due to the lack of systematic data in respect of most colleagues. The number of responses to this information has been increasing, but the available data collected could not yet be regarded as 'statistically significant', as any analysis would only represent approximately **76%** of the workforce for either Sexual Orientation or Religious Belief. Once we reach over **90%** return of values in these categories it would mean calculating the pay gaps would be much more meaningful. The University is considering methods of improving the available data to reduce the number of unrecorded entries, working within the challenges of appropriate methods from an information security perspective. It is now possible for UoW Colleagues to maintain this information themselves via Self-Service which has reduced the number of unrecorded records somewhat. We continue to work with appropriate colleague networks to encourage disclosure. In the interim we are now highlighting the distribution of known and unknown information across the pay scales.

Sexual Orientation Distribution in payscale groupings 2024

Payscale Grouping / Sexual Orientation	LGBTQIA+	Prefer not to say	Unrecorded	Heterosexual
L1 to L9	16.95%	8.47%	11.86%	62.71%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	12.28%	8.77%	31.58%	47.37%
Professors	6.94%	9.72%	44.44%	38.89%
Readers & Lecturers	6.39%	10.69%	29.12%	53.81%
Researchers	14.93%	8.96%	13.43%	62.69%
NG6 to NG8	4.79%	8.31%	18.85%	68.05%
NG1 to NG5	7.97%	8.59%	25.16%	58.28%
Colleges	7.64%	10.39%	28.60%	53.37%
Professional Services	7.14%	8.26%	22.43%	62.17%
All UoW	7.42%	9.45%	25.87%	57.27%

Religious Belief Distribution in payscale groupings 2024

Payscale Grouping / Religious Belief	Has a Religious Belief	Prefer not to say	Unrecorded	No Religion
L7 to L9	40.00%	0.00%	0.00%	60.00%
L1 to L5	38.89%	3.70%	7.41%	50.00%
Heads & Associate Heads of Colleges / Research Directors	33.33%	8.33%	41.67%	16.67%
Heads & Assistant Heads of Schools	24.44%	13.33%	33.33%	28.89%
Professors	27.78%	2.78%	40.28%	29.17%
Prin. Lect. / Readers / Prin. Res. Fel.	23.02%	9.52%	44.44%	23.02%
NG6 to NG8 / Lect. / Sen. Lect. / Res. Fel. / Sen. Res. Fel.	37.69%	11.07%	21.56%	29.68%
NG1 to NG5 / Res. Assoc.	47.12%	7.88%	17.58%	27.42%
Colleges	33.93%	10.92%	26.91%	28.24%
Professional Services	45.87%	7.59%	16.52%	30.02%
All UoW	39.22%	9.45%	22.30%	29.03%

PART TIME VISITING LECTURERS

The results showed no significant pay differences between Visiting Lecturer colleagues with respect to gender, ethnicity, disability or age category. The PTVL data recorded largely aligns to the trends within the rest of the University e.g. gender distribution, ethnicity distribution, numbers with declared disability.

From 1st October 2017 all part time Visiting Lecturers are issued with permanent contracts, except for a handful of recognised exceptions e.g. PhD student or limited funding.

Part Time Visiting Lecturers	Headcount	Percentage
College		
DCDI	515	48.60%
LAS	345	34.12%
WBS	132	12.94%
CETI	46	4.34%
Sex		
Female	513	50.04%
Male	525	49.96%
Ethnicity		
Asian/ Asian British	132	13.26%
Black/ African/ Caribbean/ Black British	54	5.26%
Mixed/ Multiple Ethnic groups	46	4.45%
Other Ethnic Background	29	2.89%
Prefer not to say	32	2.95%
Unrecorded	87	8.73%
White	658	62.47%
Disability status		
Has (or previously had) a Disability	59	5.50%
Prefer not to say	7	0.65%
Unrecorded	1	0.10%
No Known Disability	971	93.75%
Age Group		
16 to 25	4	0.39%
26 to 35	193	18.27%
36 to 45	287	26.93%
46 to 55	242	22.76%
56 to 65	200	19.86%
66 and over	112	11.80%
Sexual Orientation		
LGBTQIA+	61	5.72%
Prefer not to say	151	14.01%
Unrecorded	197	21.12%
Heterosexual	629	59.15%
Religious Belief		
Has a Religious Belief	379	35.67%
Prefer not to say	133	12.36%
Unrecorded	192	20.42%
No Religion	334	31.56%
All PTVLs and Teachers	1038	100%

