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# Annual Equality and Diversity Report 2018–19

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This report covers the operation of the University of London in respect of equality, diversity and inclusion for the period 1 August 2018 to 31 July 2019.

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# 1 Executive Summary 2018–19

## **Areas of progress:**

- ▶ UOL participated in the annual Pride in London parade for the first time; coordinating 16 other London based HEIs walking in same section
- ▶ Successful launch of the new UOL (staff) Race Equality Group
- ▶ Comprehensive response to EHC inquiry into racial harassment of students
- ▶ Participation in the UOL Member Institution Inclusion Network expanded
- ▶ The 2019 Gender Pay Gap report published with actions identified and adopted
- ▶ Best practice promoted by the UOL Worldwide Inclusive Practice Working Group
- ▶ The Athena SWAN (gender equality) Self-Assessment Team launched
- ▶ Womens Leadership Development Programme (Aurora) expanded
- ▶ 148 staff attended Active Bystander training
- ▶ New Guidance for Students on Preventing and Responding to Harassment adopted
- ▶ Preparations for new Accessibility (Website) Regulations
- ▶ Comprehensive review of employee 'Family Friendly' policies
- ▶ Launch of new Inclusive Academic Practices working-group
- ▶ Continued engagement with UOL Inclusion Champions
- ▶ A comprehensive Accessibility Audit of the UOL estate completed
- ▶ Commitment to inclusion built into UOL Management Development Course
- ▶ Equality Impact Assessment training delivered to identified teams
- ▶ Mental health awareness training delivered to all Housing staff
- ▶ Annual Equality & Diversity Report presented to Board of Trustees

## **Areas of continued focus:**

- ▶ Promoting the consistent collection of staff and student profile data
- ▶ Further action to address the under-representation of BME staff at senior levels
- ▶ Producing a Race Pay Gap Report with actions to address identified anomalies
- ▶ Preparation for the Athena Swan (gender equality) accreditation submission
- ▶ Adoption of comprehensive action plan to promote inclusive academic practices
- ▶ Continued support to colleagues on completing Equality Impact Assessments
- ▶ On-going work to ensure compliance with the new Website accessibility regulations
- ▶ SAS to complete investigation into identified post-grad attainment gaps
- ▶ Attainment of Disability Confident accreditation (staff)
- ▶ Embedding EDI objectives into the UOL Strategy for the period 2020/25
- ▶ Board of Trustees to adopt measures to promote a more diverse membership

## 2 The University's legal obligations and its commitment to diversity and inclusion

The Equality Act (2010) defines HEIs as public authorities and sets out their obligations under Section 149 and the Public Sector Equality Duty (PSED). The PSED requires institutions to have due regard to a number of general and specific duties. In summary, the University is obliged by the Act to eliminate discrimination, advance equality of opportunity and foster good relations in carrying out its functions as an HEI. This is in respect of nine defined 'Protected Characteristics'<sup>1</sup>. It must also publish information demonstrating its compliance with the PSED, its equality objectives and relevant equality information.

Failure to comply with these legal obligations can result in an investigation by the Equality and Human Rights Commission (EHRC) or in legal challenge by judicial review as it is defined as a public authority by the Act. Such a challenge could also negatively impact on the reputation of the University and, in turn, its ability to recruit the best staff and students.

The University's Statutes set out the principles of equality on which it operates: *"The University shall promote equal opportunities and shall ensure that no unlawful discriminatory test be imposed on any person to enable them to become a holder of office at, or member of staff, student or graduate of, the University, or to receive any advantage or privilege by reason of such position"* (Statute 21).

## 3 Roles and Responsibilities

### i) The Board of Trustees

As the governing body of an HEI, the Board of Trustees is expressly responsible for ensuring that the University complies with its duties as set out in the Equality Act (2010). Governing bodies are listed as accountable for compliance with the Act in the regulations.

HEI sector best practice guidelines are clear on the responsibilities of governing bodies. Element 6 of The Committee of University Chairs 'The Higher Education Code of Governance'<sup>2</sup> (2014) states that: 'The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.'

The Equality Challenge Unit's handbook<sup>3</sup> states (page 5) that 'Since the HEI Governing Body is ultimately responsible for establishing and overseeing the institution's mission and strategy, it is also responsible for ensuring the equality and diversity are appropriately embedded within and advanced in support of that mission and strategy.'

This annual report will assist Trustees by providing a means to ensure that they are able to discharge their duties as set out in the Act and act in accordance with best practice.

1 The Equality Act (2010) defines the Protected Characteristics: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

2 <http://www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf>

3 'Governing bodies, equality and diversity – A handbook for Governors of English HEIs' Equality Challenge Unit (November 2016)

## **ii) The Equality & Diversity Committee**

The Terms of Reference of the Equality and Diversity Committee (EDC) are to promote equality, diversity, accessibility and inclusivity among staff, students and users of the University, across all aspects of the University. The Committee, which meets on a termly basis, is appointed by and reports to the Board of Trustees.

Membership of the Committee comprises of: an independent member of the Board of Trustees (Chair); the University Secretary and Director of HR; representatives of UOL Worldwide, SAS, and the Senate House Library; the Head of Inclusion; the Director of Property and Facilities Management or their nominee; the Chair of the Race Equality Group; representatives from the recognised staff Trade Unions (Unison and UCU); a senior member of the academic staff of SAS; and the Director of HR Services and a member of the Communications Team (co-opted members). The full terms of reference and constitution of the Committee are set out in Ordinance 6, Annex 1.

## **iii) The Head of Inclusion**

The Head of Inclusion role is the sole dedicated inclusion post and reports to the Director of Compliance and Secretary to the Board and to the EDC. The role is responsible for ensuring that the University is aware of its obligations under the Equality Act (2010) and embeds its commitment to inclusion across all areas of its function as an HEI.

# **4 The Diversity & Inclusion Strategy and Action Plan (2016–2019)**

The University's Diversity and Inclusion Strategy (2016-2019) provides a framework to ensure that it will meet its obligations under the Act.

The Strategy sets out eight key strategic objectives across all areas of the University's function. This includes objectives in respect of its role as an HEI; its role of employer and in respect of central services such as estates management, procurement and communications. The objectives were developed following an institution-wide gap analysis and in consultation with key senior staff.

The Strategy is accompanied by a SMART internal action plan with defined and measurable targets that detail how the eight key objectives will be achieved. This action plan, adopted by the Planning and Resources Group (PRG) in July 2016, identifies Senior Responsible Officers for all tasks. It allows the University to monitor progress against agreed objectives in a clear and transparent way and an updated version is presented to EDC at each meeting as a standing agenda item.

## 5 Progress On The Diversity & Inclusion Action Plan (2016–2019) – November 2019 Update

Our 'One University' diversity and inclusion Strategy identifies 8 key objectives. These are divided these into 4 distinct areas: - Leadership, Employment, Student services and Central Services. The following table is a summary of progress on each objective to allow a quick and easy understanding of where attention may be needed.

No	Objective	Area	Status
1	<i>Demonstrate leadership on diversity, promoting the benefits of inclusive practices</i>	Leadership	Green
2	<i>Advance equality of opportunity at all levels, including within senior management</i>	Employment	Amber
3	<i>Be an employer of choice for all, with high levels of staff satisfaction and performance</i>	Employment	Green
4	<i>Provide a working environment that empowers all of our employees to thrive and achieve their full potential</i>	Employment	Green
5	<i>Recruit and support students from the broadest pool with accessible and inclusive teaching programmes</i>	Student services	Green
6	<i>Adopt an inclusive approach to facilities management, working towards developing fully inclusive facilities when building new and improving accessibility for all users of our existing estate</i>	Central services	Amber
7	<i>Embed our commitment to diversity and inclusion into all our central services</i>	Central services	Green
8	<i>Ensure systematic consideration of equality and diversity in our planning and compliance with our duties under the Equality Act (2010)</i>	Central Services	Green

**Key: Green:** On course to meet stated target (no action needed); **Amber:** The target will not be met, however mitigating actions are in place to ensure delivery within reasonable timescales (monitoring required); **Red:** The target will not be met and corrective action is required by the project board (PRG)

### i) Highlights from the Diversity & Inclusion action plan

Progress has been made on the following identified actions:

- ▶ A revised recruitment policy was adopted with measures to promote equality
- ▶ A comprehensive accessibility audit of UOL estate completed January 2019
- ▶ Positive and visible leadership from the VC and Executive Group on diversity and inclusion (e.g. UOL at Pride in London parade and the meetings of the Race Equality Group)
- ▶ Inclusion Champions active across a range of teams and a staff Race Equality Group established
- ▶ Gender Pay Gap report received with actions identified and adopted

- ▶ Equality Impact Assessments completed on a variety of new procedures
- ▶ Internal publicity to improve personal staff data disclosure rates in November 2018
- ▶ The annual Equality & Diversity report was welcomed by the Board of Trustees in January 2019.

Additional D&I activities and successes:

- ▶ The Aurora (womens' leadership) programme expanded
- ▶ Continued work of Inclusive Practice Working Group (UOL Worldwide) to develop best practice in on-line learning
- ▶ New Guidance for Students on Preventing and Responding to Harassment adopted
- ▶ Three well-attended meetings of the University of London Member Institution Inclusion Network involving all 17 member institutions
- ▶ A total of 104 staff completed the on-line equality, diversity and inclusion training
- ▶ 148 staff attended Active Bystander training
- ▶ 13 staff attended Disability Awareness Training
- ▶ 28 staff attended Mental Health Awareness training

## **ii) On-going areas of focus for the forthcoming year**

- ▶ Promoting the consistent collection of staff and student profile data
- ▶ Further actions to address the under-representation of BME staff at senior levels
- ▶ Preparation for the Athena Swan (gender equality) accreditation submission
- ▶ Adoption of actions to promote inclusive academic practices
- ▶ Continued support to colleagues on completing Equality Impact Assessments
- ▶ On-going work to ensure compliance with the new Website accessibility regulations
- ▶ SAS to complete investigation into identified post-graduate attainment gaps
- ▶ Development and adoption of gender inclusive language across the UoL
- ▶ Embedding EDI objectives into the UOL Strategy for the period 2020/25
- ▶ Board of Trustees to adopt measures to promote a more diverse membership

## 6 The Gender Pay Gap Report March 2019

### i) Introduction

The current gender pay gap at the University of London is a result of the higher numbers of women in lower paid roles and the over-representation of men in the most senior roles.

The data shows an increase in the proportion of female members of staff over the last three years from 55.5% in 2015 to 57.5% in 2018. There is a direct correlation between grade and gender split, with a higher proportion of female staff in the lower grades. However, the proportion of female staff in higher grades has risen in recent years and the split at G8 and G9 in 2018 is now at parity, with women fractionally higher in both. This leaves G10 the only grade with a male majority.

The University acknowledges that this pay gap is not acceptable and has agreed a significant number of actions to reduce it. The impact of these measures will be monitored and reported to our Board of Trustees on a regular basis to ensure that progress is made on this critical issue.

### ii) The Gender Pay Gap at the University of London

The following UoL figures are reported in accordance with the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. The total number of relevant employees for this period is 989 and is comprised of 415 male and 574 female employees:

Measure	31 March 2018	31 March 2017	% change
Mean Gender Pay Gap	13.89%	14.84%	- 0.95%
Median Gender Pay Gap	11.69%	10.94%	+ 0.75%
Employee Quartiles <sup>1</sup>		Male %	Female %
Lower Quartile		36 (37)	64 (63)
Lower Middle Quartile		36 (38)	64 (62)
Upper Middle Quartile		41 (41)	59 (59)
Upper Quartile		55 (58)	45 (42)
<sup>1</sup> Last year's figures in brackets			
Proportion of Workforce Receiving Bonus	118 people (12% of total)	67 Female (7%) 51 Male (5%)	
Mean Bonus Pay Gap	25%		
Median Bonus Pay Gap	25%		



### **iii) Summary Findings of the Gender Pay Gap Analysis**

- ▶ The University's mean GPG is calculated at 13.89% and the median GPG at 11.69%
- ▶ The mean GPG is marginally lower than the 2017 figure with the median GPG being marginally higher
- ▶ The mean GPG is lower than the most recently published HE sector average (14.3% reported UCEA) and the UK workforce (18.4% according to the ONS)
- ▶ The GPG in the lower and lower middle quartiles positively favours female employees (3.41% and 0.05% respectively)
- ▶ The GPG in the upper middle and upper quartiles positively favours male employees (1.08% and 10.29% respectively)
- ▶ There has been a significant change in the bonus gender pay gap figures compared to last year, which were 38.89% mean and 64.02% median
- ▶ The % of male and female staff in the lower, lower middle and upper middle quartiles is broadly reflective of the overall employee population (40% male; 60% female). Conversely, 55% of employees in the upper quartile are male.
- ▶ The difference in the distribution of male and female employees across the quartiles is the reason why there is an overall gender pay gap. While there has been an increase in the number of female employees in the Upper Quartile, there remains a significant difference in this quartile that continues to be predominantly male.

### **iv) The difference between the gender pay gap and equal pay calculations**

- ▶ Equal pay calculations identify differentials in the rates paid to women and men for the same or comparable work.
- ▶ Gender pay gap reporting is a comparison of the average male and female salaries in the institution and takes no account of the roles or work involved.
- ▶ Analysis of senior roles at the University reveals that the cause of the gender pay gap remains the relative under-representation of women specifically in the more senior and more highly paid roles.

### **v) Closing the gap**

The University remains committed to taking sustained action to reduce the identified Gender Pay Gap. We will:

- ▶ Conduct a detailed evaluation of the pay of staff in Level 10 with reference to benchmarks agreed by the Remuneration Committee and internal relativities;
- ▶ Monitor progression into the discretionary pay points at all levels;
- ▶ Conduct a separate analysis of senior appointments (internal and external) made within the last 3 years focusing on pay on appointment and pay progression;
- ▶ Conduct a further analysis of the significant change in the Bonus Gender Pay Gap figures; and
- ▶ Set milestones toward achieving equal representation in Levels 8 – 10 as part of the University's next Strategic Plan.

## 7 Celebrating Pride In London (LGBT+ Equality)



This year, for the first time, the University of London participated in the annual Pride in London parade. Colleagues from Senate House walked alongside staff and students from member institutions including the Institute of Cancer Research, Queen Mary University of London, Royal Holloway University of London, SOAS University of London, and London School of Hygiene & Tropical Medicine and City, University of London

In addition, the University of London's Head of Inclusion coordinated a total of 16 London based Higher Education Institutes to walk in the same section of the parade to show common commitment to LGBT+ equality.

Tens of thousands people lined the parade route, showing their support for the University by having their photo taken in the custom selfie-boards and giving words and cheers of encouragement. To mark the end of Pride month, UOL Student Central hosted its very first Post-Parade 'after-party' which was a very successful evening supported by staff and students across a wide range of London universities, with the aim of bringing together our community in the spirit of inclusion, equality and celebrating diversity.

## 8 Comprehensive Access Audit of the UoL estate

During January and February 2019, an expert external agency AccessAble<sup>4</sup> (formerly Disabled Go) were commissioned to complete a comprehensive audit of the accessibility of the UoL estate. This project was initiated to ensure the UoL is compliant with its obligations under the Equality Act (2010), but also to demonstrate our commitment to ensuring that our facilities are as accessible as possible.

Actions identified to improve accessibility in the 25 properties surveyed have been incorporated into planned works and strategic estate development. In addition, AccessAble have produced detailed visitor guides for all UoL buildings, providing advice on the facilities available and the most accessible routes outside and inside the properties. These guides will be posted to UoL websites to allow guests, students and staff with mobility or other accessibility needs prepare for a visit to the UoL estate.

## 9 Guidance for Students on Preventing and Responding to Harassment

The University of London is committed to a safe and secure studying environment in which everyone can effectively contribute to the best of their abilities regardless of their personal characteristics. In order to meet this commitment, in the autumn of 2018, the University developed and adopted guidance in order to prevent harassment and to provide the appropriate support in the event that it is needed.

All central academic bodies of the University of London have adopted our Guidance for Students on Preventing and Responding to Harassment<sup>5</sup>. The aims of adopting this Guidance are to:

- ▶ Confirm the University's commitment to a safe and secure studying environment
- ▶ Set out the measures the University has adopted to prevent harassment
- ▶ Clarify the support available and the process for raising a complaint

The guidance is intended for all students of the central University of London including those who study with UoL Worldwide and the School of Advanced Study. It also provides advice for students living in University of London Halls or Residences or with a complaint about the University of London Housing Services.

<sup>4</sup> <https://www.accessable.co.uk/>

<sup>5</sup> <https://london.ac.uk/5436.html/policies/guidance-students-preventing-and-responding-harassment>



## 10 The UOL Race Equality Group

In October 2018 the UOL launched its first Race Equality Group for staff. The Group was established in recognition of the under-representation of BME staff at the most senior grades and of lower levels of staff satisfaction identified in the last staff survey. Its aims are to listen to staff in order to identify and address barriers to the recruitment, development and retention of BME staff and promote equality and diversity.

The Group has taken an inclusive approach to membership and welcomes all staff regardless of their declared ethnicity to participate in meetings. This is to acknowledge that it is not ethical to leave the task of addressing racism to people who define themselves as BME. So meetings are welcoming to all. However, whilst attendance and participation is inclusive, the agenda remains exclusively focussed on race equality.

Between October 2018 and July 2019 the Race Equality Group met on three occasions with a focus on recruitment procedures and on approaches to personal development. A diverse range of staff attended with between 30 – 60 colleagues contributing to the discussions at each of the meetings.

The Chair of the Race Equality Group was nominated to attend the formal Equality & Diversity Committee in order to represent its recommendations in respect of race equality. One of the first suggestions was for the University to produce an Race Pay Gap in order to identify any anomalies in income for staff.

This recommendation was adopted by the ED Committee with a plan to produce the Race Pay Gap Report by October 2019.





# 11 Analysis of the key staff and student data and summary of actions that result

A detailed analysis of the staff and student data for the period ending 31 July 2019 is available in the appendix to this report (page 12).

## i) Summary of issues identified from workforce data:

### Data collection

An internal campaign to improve staff disclosure rates will continue in 2019/20 across the range of Protected Characteristics as defined by the Equality Act (2010). This will include reassurance on confidentiality and clarification on the use of the data. The success of this initiative will be monitored and progress on collecting staff data reported to the Committee.

### Age

No actions are recommended in respect of age beyond ensuring consistent data collection.

### Disability

More staff declare a disability at the University when compared to London HE sector and to the UK workforce as a whole. However, there is a discernible drop of disabled staff within the most senior grades (9 & 10)

*Actions identified:* The University will attain 'Disability Confident' accreditation in order to promote the recruitment and development of disabled staff. The benefits of Pre-employment screening and of adopting 'Reasonable Adjustment Passports' will also be considered. In addition, the University will explore subscribing to an expert external support and networking agency for disabled UoL staff to promote employee development.

### Race

The proportion of BME staff employed by the University has increased to 25.2% in 2019. Nevertheless, there is evident and under-representation of BME staff at senior grades (9 and 10) at under 10% and this is persistent over the five-year period.

*Actions identified:* The issue of the under-representation of BME staff in senior levels will continue to be the focus of the UoL Race Equality Group in 2020. Actions to promote race equality will be identified and proposed to the Equality & Diversity Committee for adoption. The findings of the first UoL Race Pay Gap Report (October 2019) will inform initiatives to promote race equality at UoL.

### Sex (gender)

The data shows a continued increase in the proportion of female members of staff over the last five years from 55.5% in 2015 to 58.7% in 2019. There is a sustained over-representation of women in the grades 1-5. However, female percentages have risen in the higher grades in recent years with women fractionally higher than men in all but grades 9-10 which is now almost at parity. The proportion of female staff in ART (academic) roles has risen from 39.6% in 2015 to 44.3% in 2019 but is still low when considering the student gender split (71% of new registrations in 2018/19).

*Actions identified:* Embedding the actions identified in the Equality Impact Assessment of Recruitment and Promotion procedures with a focus on the under-representation of women in the most senior grades. These actions include gender balanced interview panels and mandatory unconscious bias training for hiring managers as well as no longer requiring applicants to declare 'current salary'.

It is hoped that the Aurora programme will also help address the under-representation of women in academic roles. The set of actions identified (in section 6. (ii) above) to address the Gender Pay Gap will also target this issue.

The impact of such initiatives must be subject to continued trend analysis.

## **ii) Summary of issues identified from student data:**

### **a) School of Advanced Study**

The age profile of SAS students is to be expected given the postgraduate courses on offer and the continued decline in the proportion of applications from older students is reflective of the sector. However, the drop in continuing registrations from the 18-25 age range remains a concern that warrants further investigation.

In terms of ethnicity, the retention of all groups of students remains positive with the exception of those who did not declare their ethnicity.

The gender data reveals a reduction in the under-representation of male applicants and registrations to SAS courses. This trend became more pronounced in 2019 with only 29% of new registrations coming from male students. This is reflective of trends in the sector in respect of the Humanities.

In respect of religion or belief, the continuing trend of a lower proportion of Muslim students who make successful applications and have lower retention rate is notable. The applications, registrations and continued studies percentage for gay women/lesbians and bisexual students is also low. However, very low numbers in respect of both categories limits meaningful analysis.

Actions identified: SAS to investigate declining proportions of applications from students within the 18-25 age range.

### **b) University of London Worldwide**

Given the international constituency of the UOL Worldwide student body, finding useful comparators to identify any anomalies is problematic.

However, the data demonstrates that there is evidence of an increase in the proportion of students in the 18-21 category with 38% of all registered students. In addition, student retention rates are generally higher for students in the 18-21 groups.

The trend in the attainment of awards is generally upwards which is positive. However, the data shows a significant decline in the proportion of students over the age of 65 and this warrants further investigation.

*Action:* UOL Worldwide should investigate and understand the decline in the registration of 65+ students.

# Appendix (i) Staff data

The total number of full time equivalent University of London staff in January 2019 was 997, up from 957 in 2018.

## Disclosure rates

Data provided by staff in 2019 in respect of each protected characteristic. Figures include a 'Prefer not to say' option:

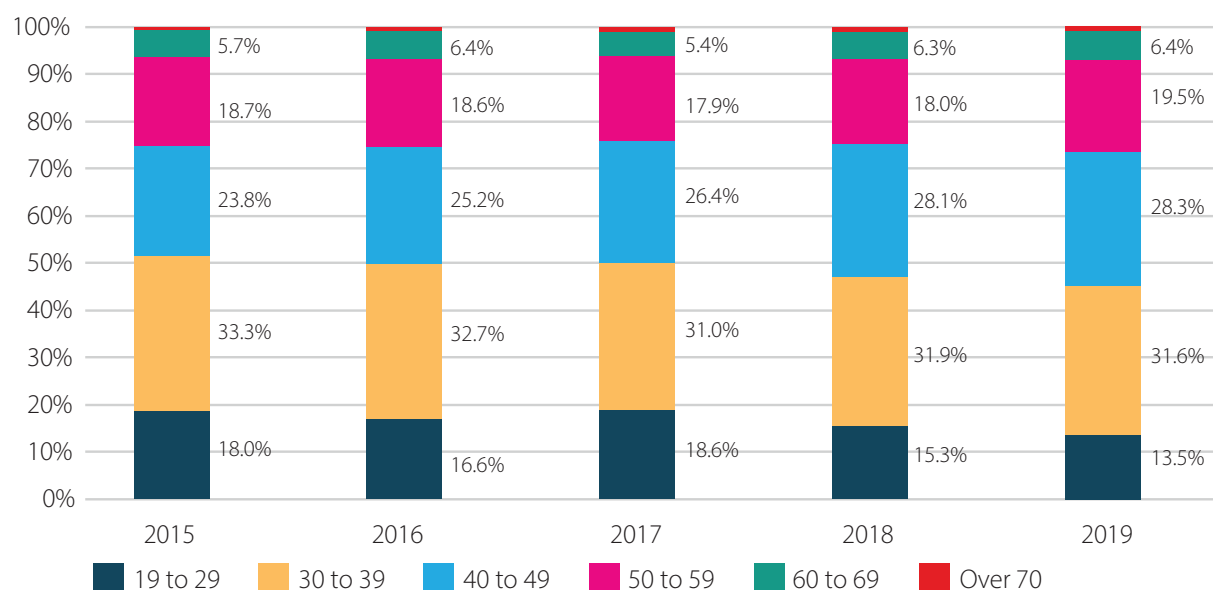
1. Age: 100%
2. Disability: 99.6%
3. Ethnicity: 96.3%
4. Gender reassignment: 13.9%
5. Marriage or civil partnership: 35.3%
6. Pregnancy or maternity: not collected
7. Religion or belief: 33.4%
8. Sex (Gender): 100%
9. Sexual Orientation: 26.6%

The disclosure rates have improved year-on-year but continue to demonstrate low compliance with the requirement to provide data in respect of personal characteristics excepting age, disability ethnicity and sex. This limits the ability of the University to complete meaningful analysis in respect of all other characteristics.

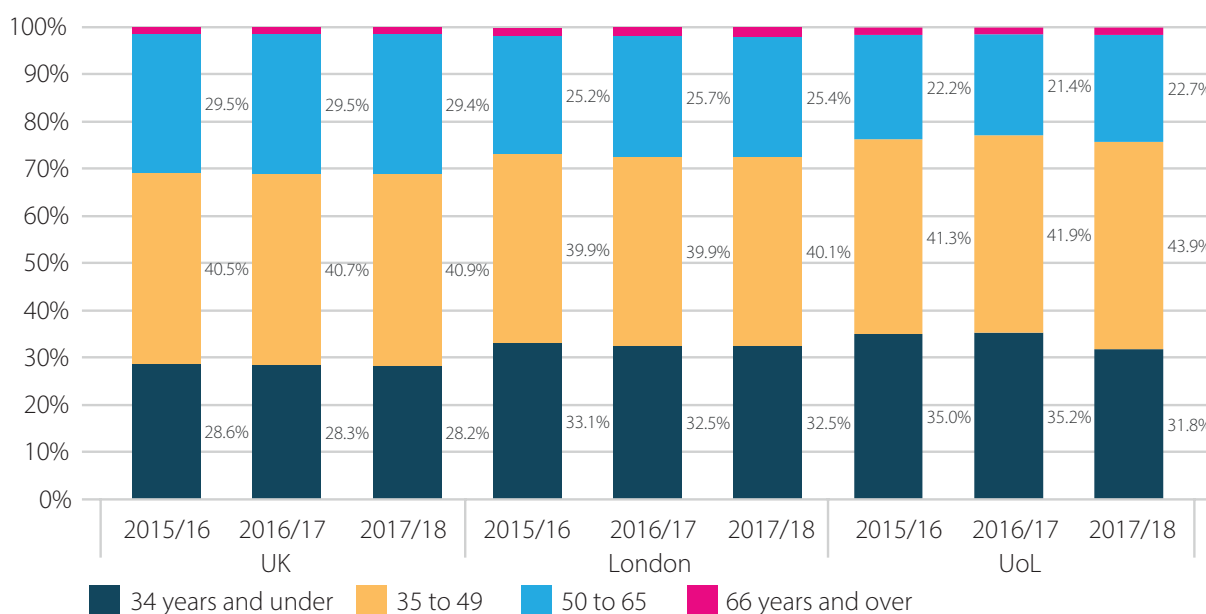
**Action identified:** An internal campaign to improve staff disclosure rates will continue in 2019/20 across the range of Protected Characteristics as defined by the Equality Act (2010). This will include reassurance on confidentiality and clarification on the use of the data.

## 1. Age:

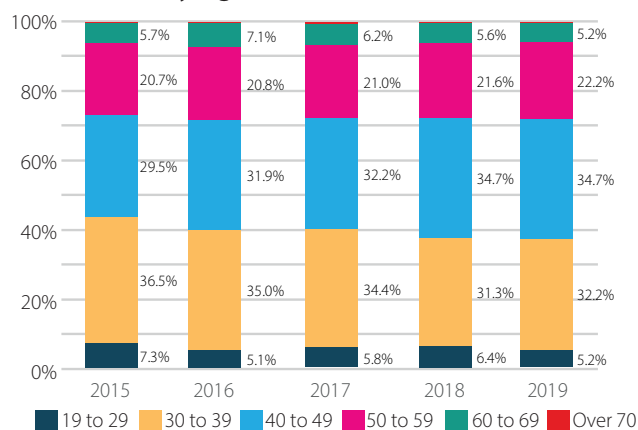
### UoL by Age Group, 2015–19



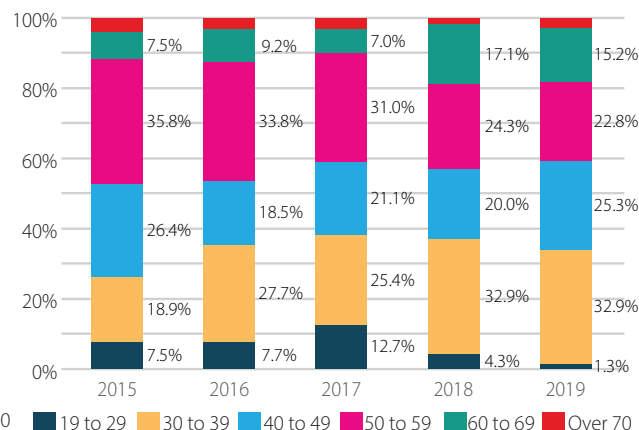
## % Age FTE UoL vs London vs UK



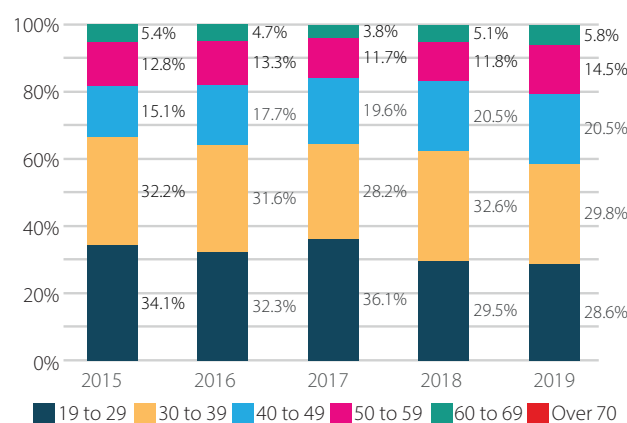
## UoL Administration, Management and Professional by Age, 2015–19



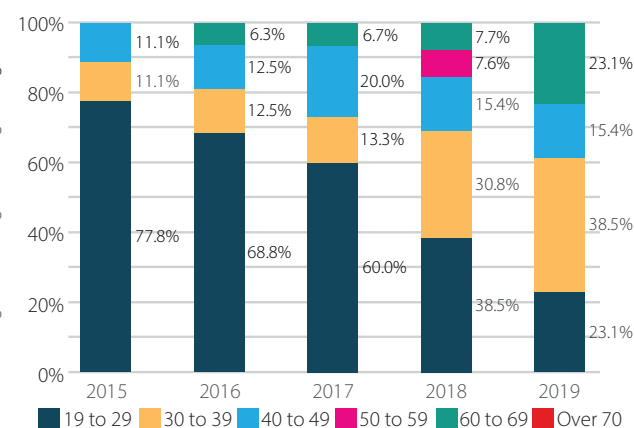
## UoL Academic, Research and Training by Age, 2015–19



## UoL Clerical, Technical and Support by Age, 2015–19



## UoL Manual and Skilled Trades by Age, 2015–19





## Commentary on age data

The data demonstrates that the University has a marginally younger workforce than the average UK and London based HEIs. This can be seen to be positive given the comparatively higher employment rates for people under the age of 25 on a national basis<sup>6</sup>.

The data in respect of job type is broadly in accordance with expectations.

Administration, Management & Professional (AMP) age groups match the overall trend with 40-49 growing to just under 35% of the total population in 2019 at the expense of younger staff.

Clerical, Technical & Support (CTS) conversely, shows a 29.8% proportion of staff from the 30-39 age group with the 50-59s growing to 14.5% and the 19-29s dropping to 28.6%.

The graph for Manual & Skilled Trades (MST) shows a significant shift from young to old; however, this is exaggerated by a small sample size.

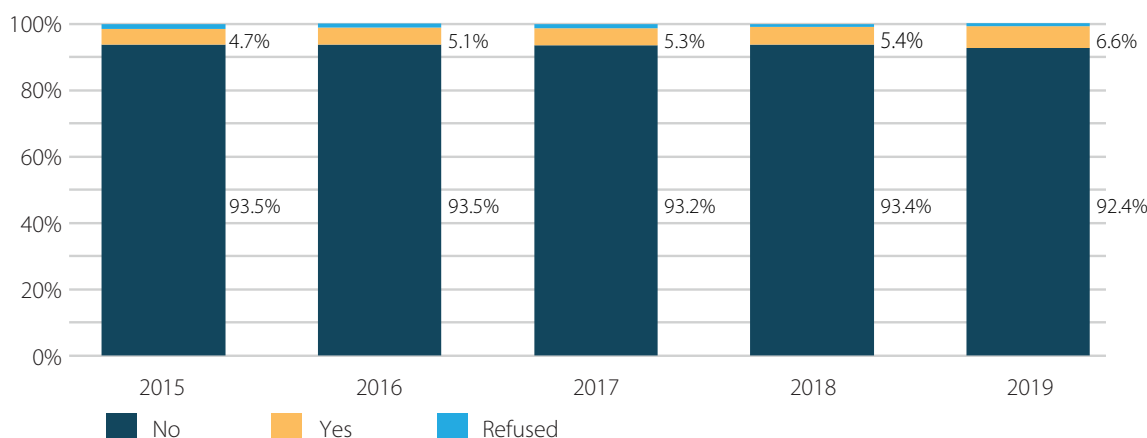
Academic Research & Teaching (ART) as a group has become progressively younger over the last five years, and now shows more equal distribution than 2014 which skewed towards the 50-59 group by almost 36%.

Overall, AMT and ART are fairly equally split between the central three age groups (spanning 30-69), while CTS and MST are skewed young, with over 50% of their staff between the ages of 19 and 39.

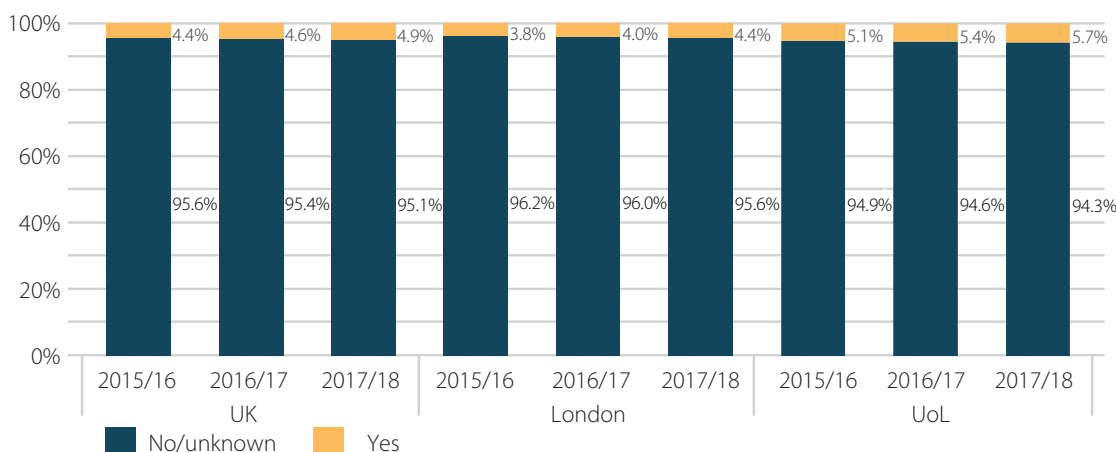
Therefore, no actions are recommended in respect of age beyond ensuring consistent data collection in recruitment processes.

## 2. Disability

### UoL by disability, 2015–19

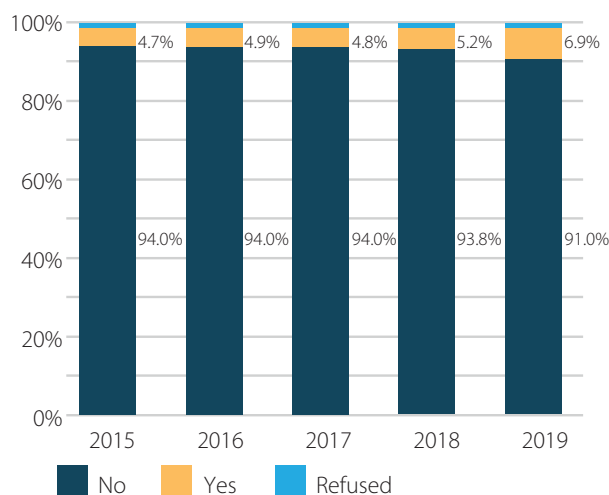


### % disability FTE UoL vs London vs UK

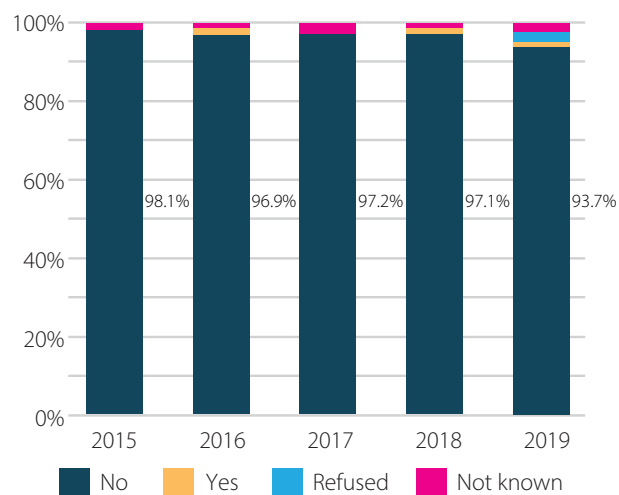


6 <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN05871#fullreport>

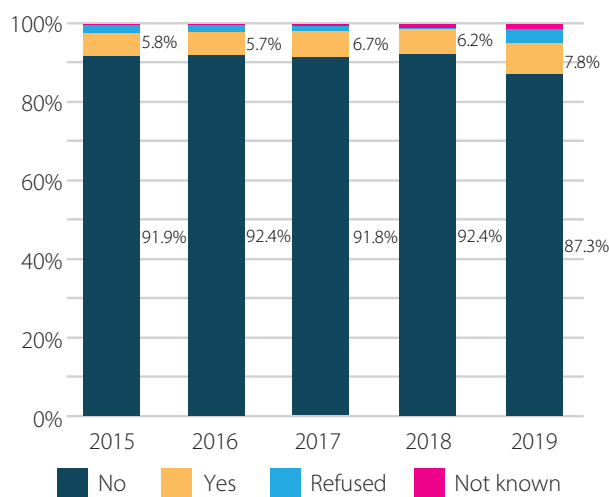
UoL administration, management and professional by disability, 2015–19



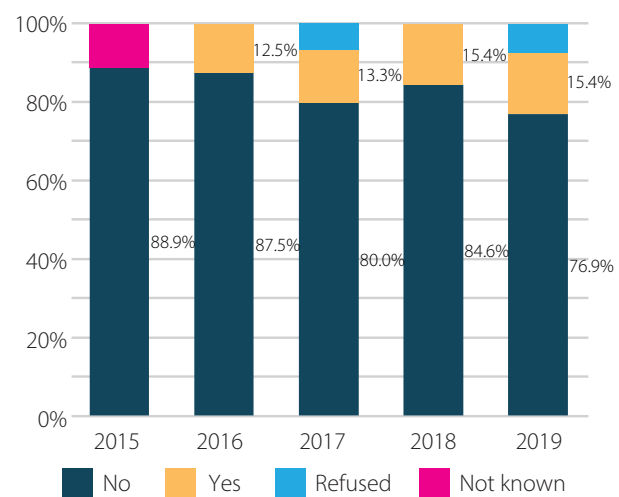
UoL academic, research and training by disability, 2015–19



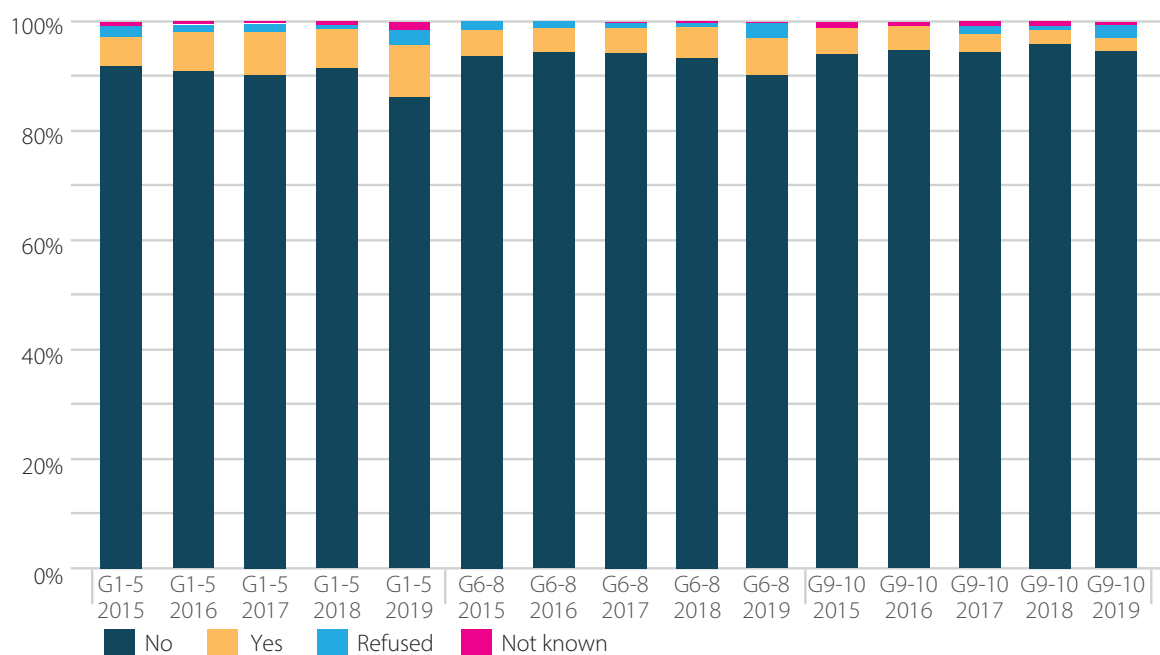
UoL clerical, technical and support by disability, 2015–19



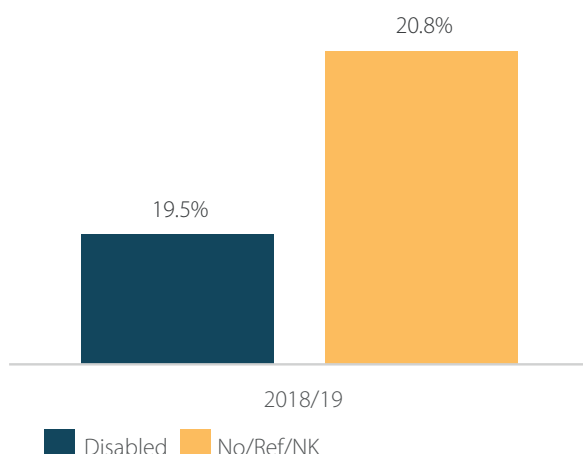
UoL manual and skilled trades by disability, 2015–19



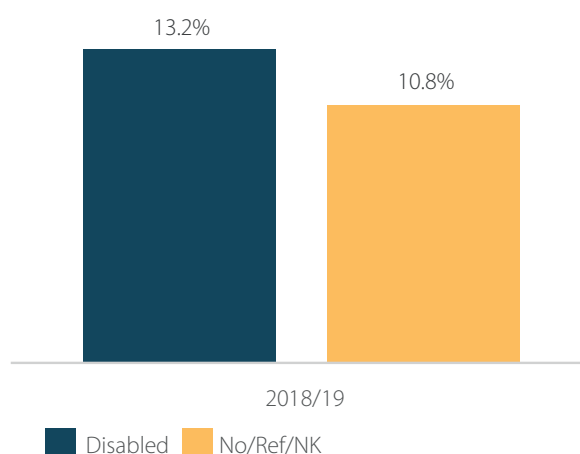
Grade groups by disability, 2015–19



UoL Interview conversion (%) from applicants by disability, 2017/18–2018/19



UoL appointed conversion (%) from interviewed by disability, 2017/18–2018/19



### Commentary on disability data

The proportion of staff stating they are disabled has increased by 4.7% to 6.6% since 2014, with a concurrent drop in 'No' responses. Given that some estimates of the disabled population<sup>7</sup> in the UK are approaching 20%, the University figure is low. Nevertheless, marginally more staff declare a disability at the University when compared to London HE sector and to the UK workforce as a whole.

In terms of recruitment, non-disabled applicants were 2% more likely to be shortlisted than applicants who declare a disability. However, this is balanced by the fact that disabled interviewees were 2% more likely to be appointed post-interview.

The grades 1 – 8 demonstrate the highest proportion of staff declaring a disability. There is a discernible drop of disabled staff within the most senior grades (9 & 10) whilst small numbers impact on this figure. Nevertheless, the five-year trend is of a decline in 'Yes' responses for the most senior roles.

In terms of job classification, AMP, CTS, and ART roles show small increases in staff stating they have a disability. Interesting, there is now a declaration rate of over 15% in the manual and skilled trades.

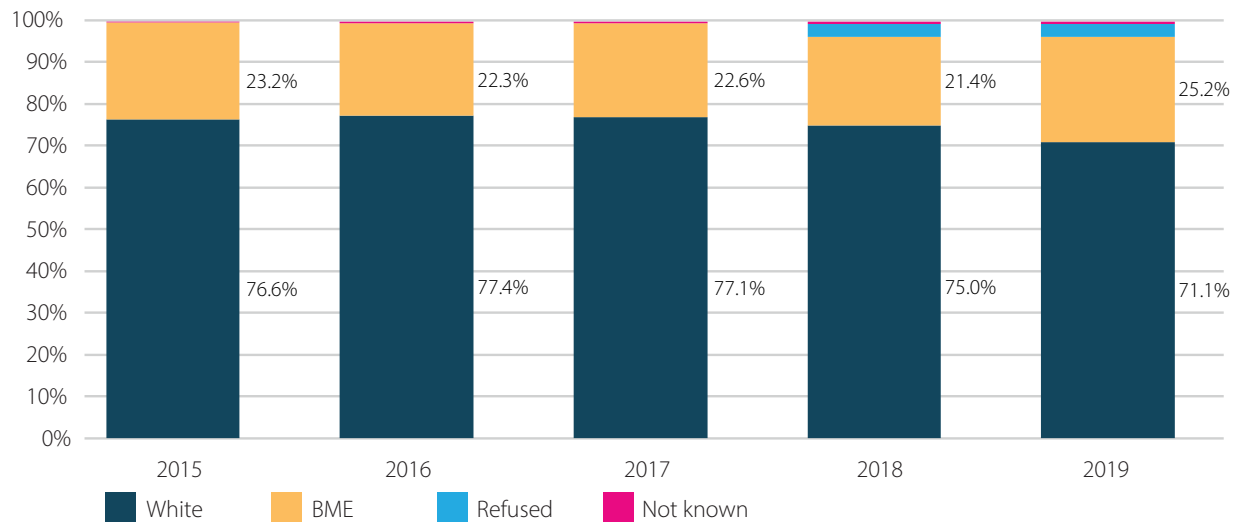
### Actions identified:

The University will attain 'Disability Confident' accreditation in order to promote the recruitment and development of disabled staff. The benefits of Pre-employment screening and of adopting 'Reasonable Adjustment Passports' will also be considered. In addition, the University will explore subscribing to an expert external support and networking agency for disabled UoL staff to promote employee development.

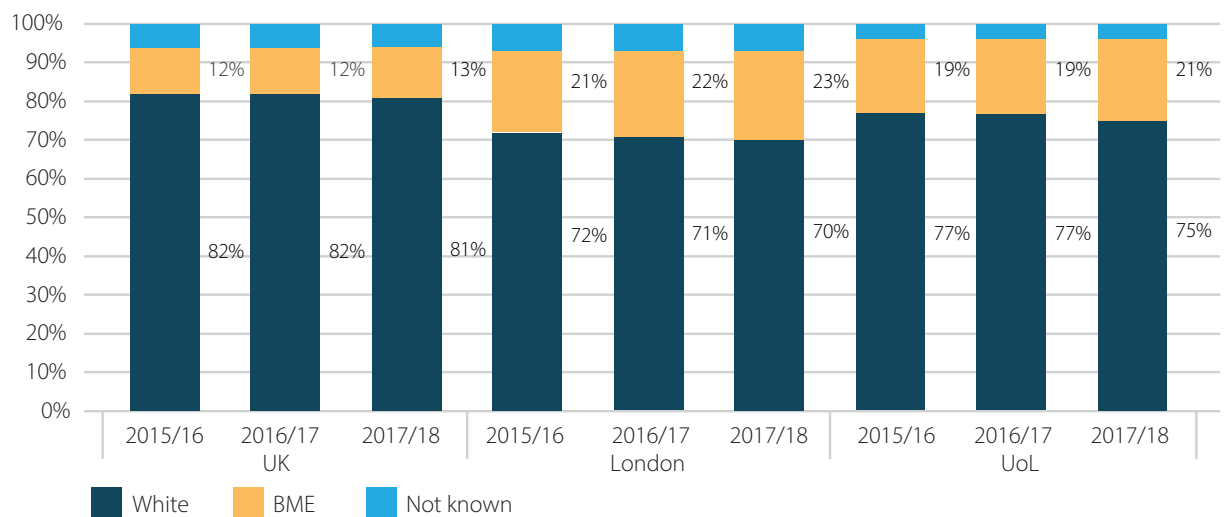
<sup>7</sup> <http://www.dlf.org.uk/content/key-facts>

### 3) Race<sup>8</sup>

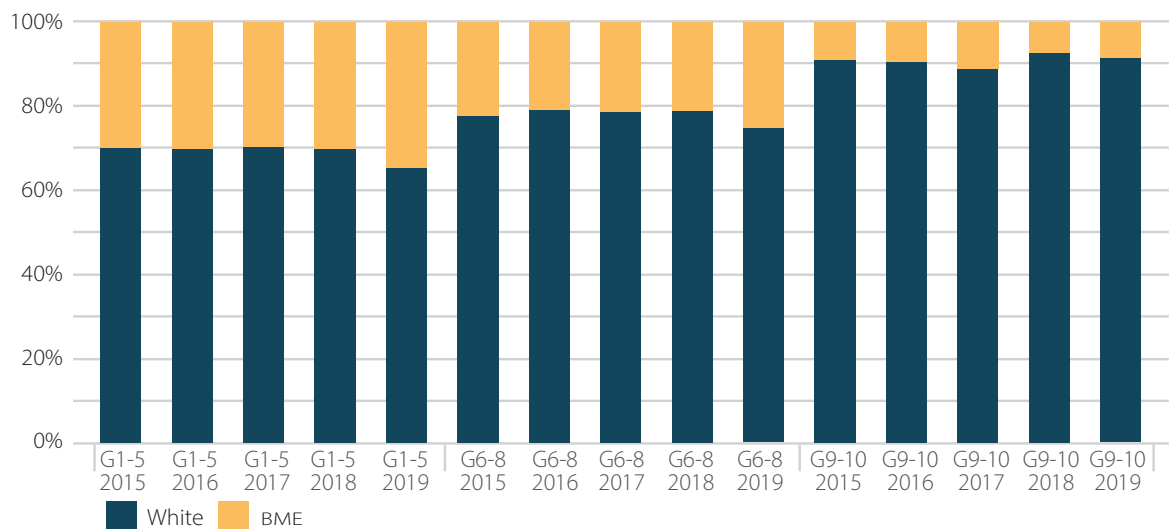
#### UoL by ethnicity, 2015–19



#### % Ethnicity FTE UoL vs London and UK



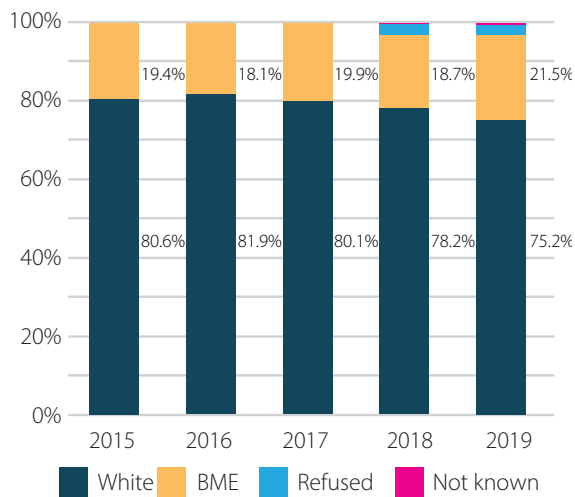
#### UoL grade groups by ethnicity, 2015–19



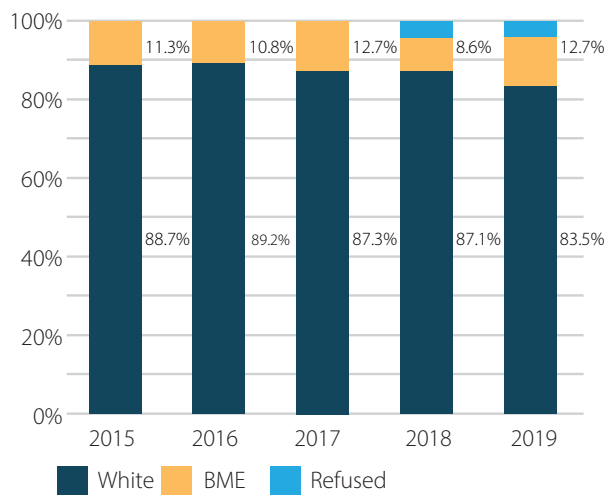
<sup>8</sup> HESA statistics are average FTEs taken over academic years, whereas UoL stats are taken as headcount (main post holder) at a snapshot in time so the sector comparator figures will not be the same



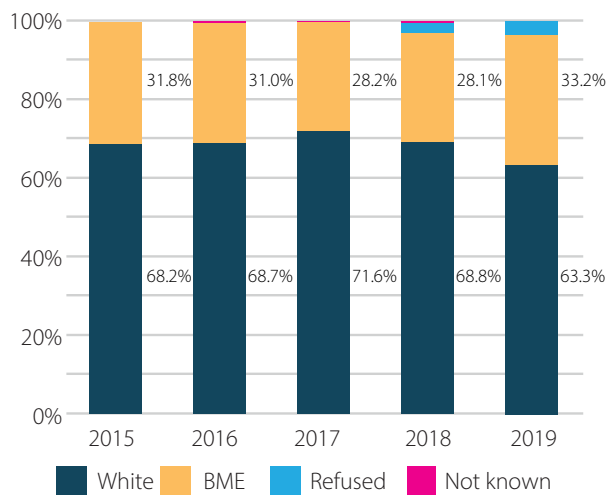
UoL administration, management and professional by ethnicity, 2015–19



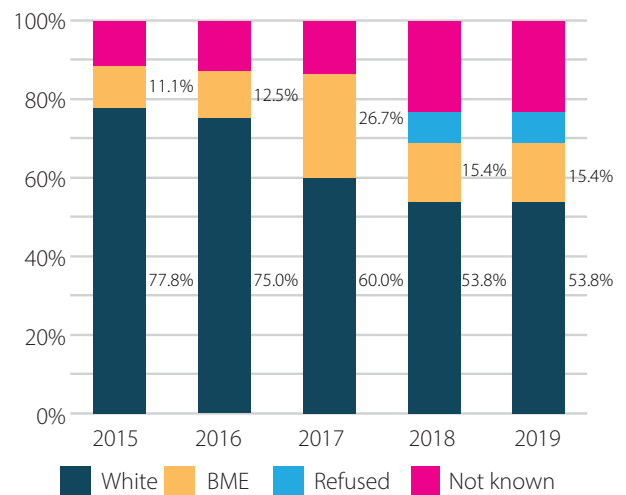
UoL academic, research and training by ethnicity, 2015–19



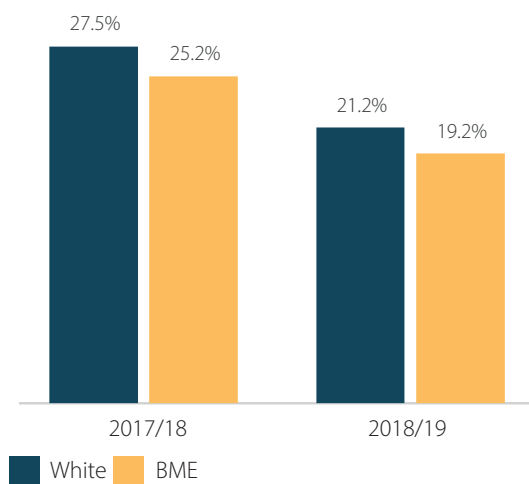
UoL clerical, technical and support by ethnicity, 2015–19



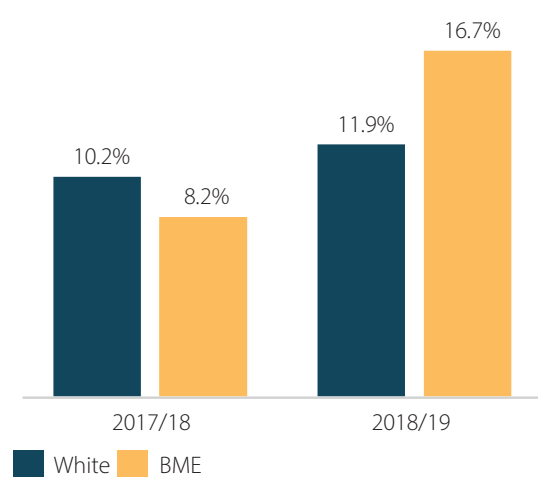
UoL manual and skilled trades by ethnicity, 2015–19



UoL Interview conversion (%) from applicants by ethnicity, 2017/18–2018/19



UoL appointed conversion (%) from interviewed by ethnicity, 2017/18–2018/19



## Commentary on ethnicity data

The proportion of BME staff employed by the University has increased to 25.2% in 2019.

The representation of BME staff compares favourably to the national figure but is marginally below (-2%) the London HE figure.

Nevertheless, there is evident and under-representation of BME staff at senior grades (9 and 10) at under 10% and this is a persistent over the five year period.

In terms of roles, BME staff are notably under-represented in academic (ART) and manual (MST) roles at 12% & 15% respectively.

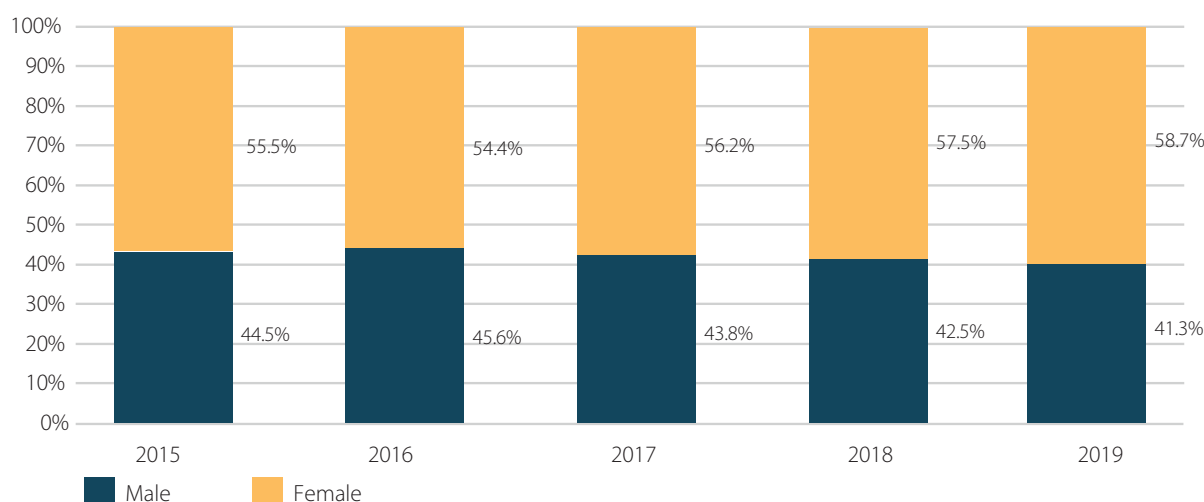
In respect of recruitment, the data shows us that BME applicants are less likely to be invited to interview, although the gap has decreased to 3% since 2017/18. However, once interviewed, BME applicants were 5% more likely to be appointed.

### Actions identified:

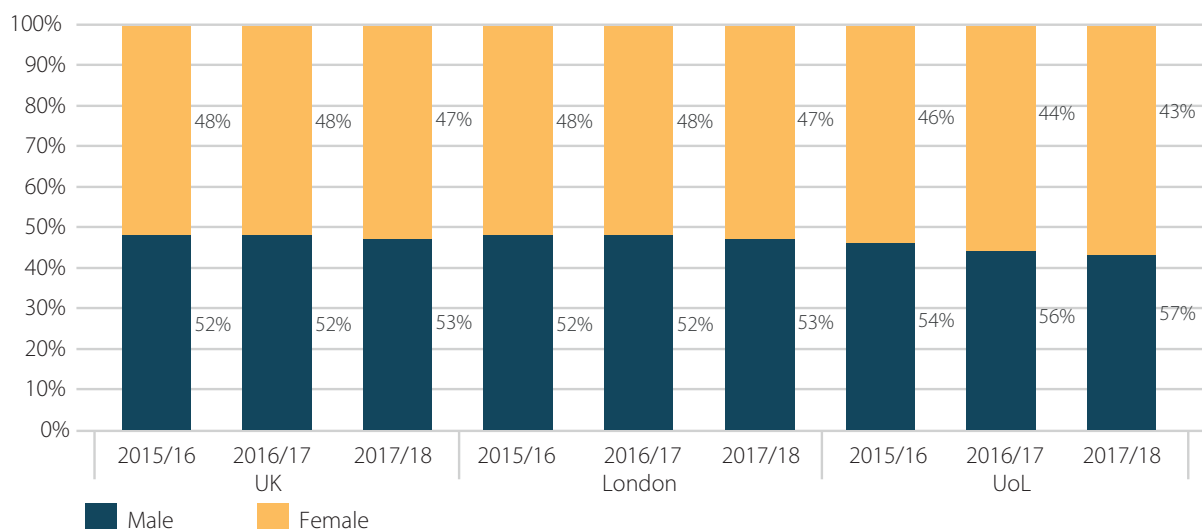
The issue of the under-representation of BME staff in senior levels will continue to be the focus of the UoL Race Equality Group in 2020. Actions to promote race equality to be identified and proposed to the Equality & Diversity Committee for adoption. The findings of the first UoL Race Pay Gap Report (October 2019) will inform initiatives to promote race equality at UoL.

## 4) Sex (gender)

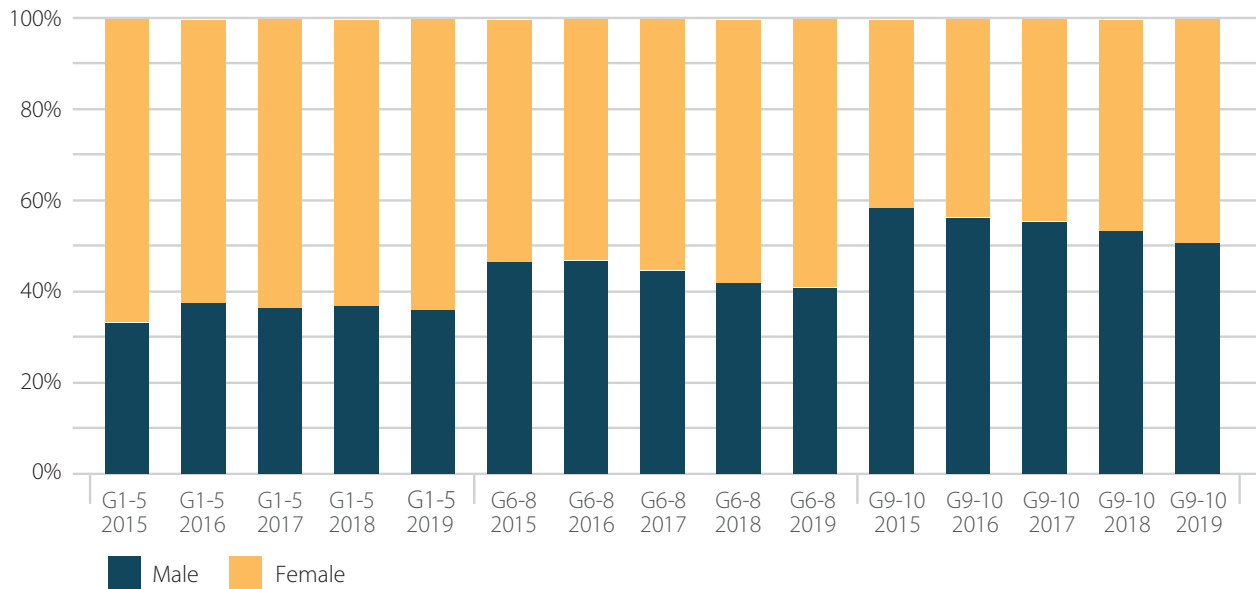
### UoL by egender, 2015–19



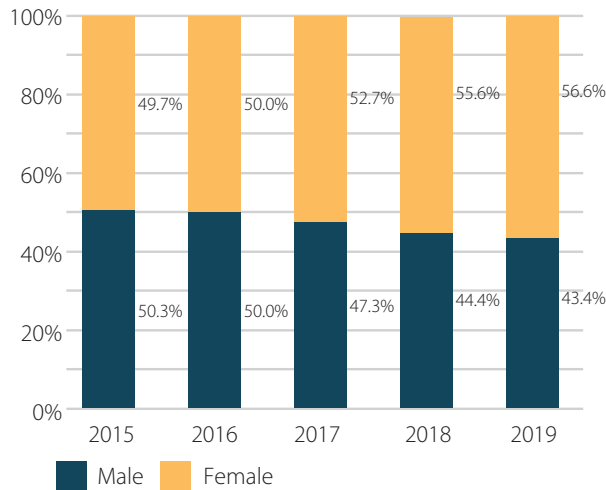
### % Gender FTE UoL vs London and UK



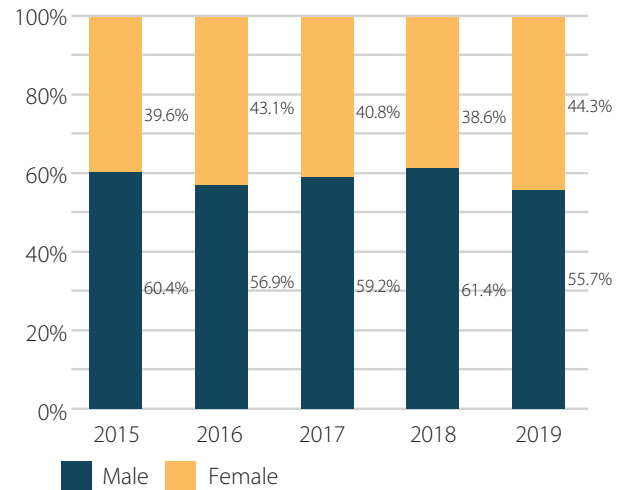
## UoL grade groups by gender, 2015–19



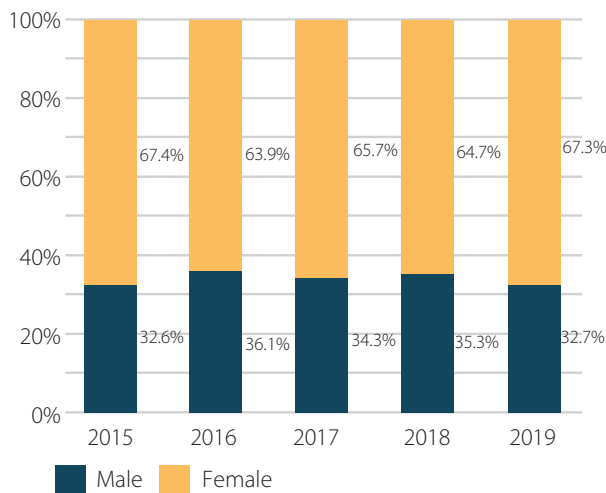
## UoL administration, management and professional by gender, 2015–19



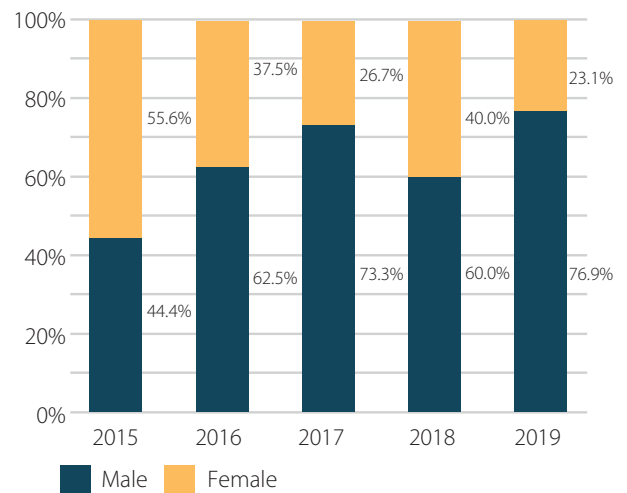
## UoL academic, research and training by gender 2015–19



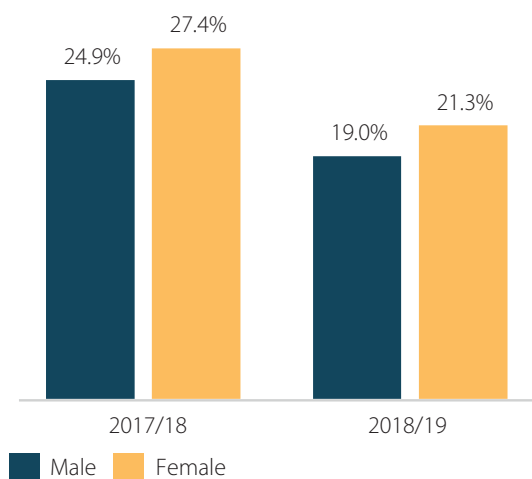
## UoL clerical, technical and support by gender, 2015–19



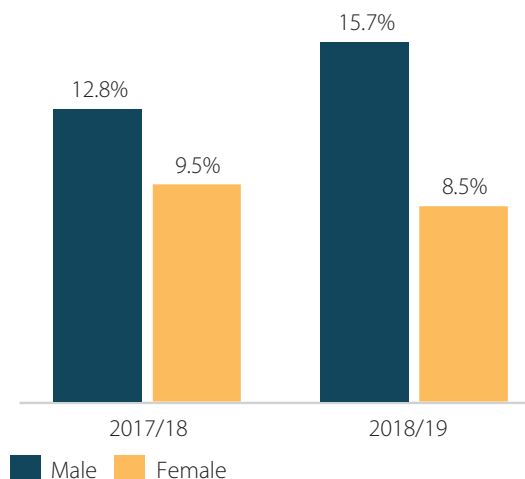
## UoL manual and skilled trades by gender, 2015–19



UoL Interview conversion (%) from applicants by gender, 2017/18–2018/19



UoL appointed conversion (%) from interviewed by gender, 2017/18–2018/19



### Commentary on sex (gender) data

The data shows a continued increase in the proportion of female members of staff over the last five years from 55.5% in 2015 to 58.7% in 2019. This proportion of women employed by the University is in reflective of similar patterns in London HEIs and with the UK HE sector as a whole.

There is a clear but stable over-representation of women in the grades 1-5 with declining female representation in higher grades. However, female percentages have risen at these higher grades in recent years with women fractionally higher than men in all but grades 9-10 which is now almost at parity.

In respect of different job roles, the picture is mixed. The AMP gender split mirrors the overall trend of an increasing female staff proportion now over 56%. Women still significantly outnumber male staff in the CTS roles at 64.6%. The proportion of female staff in ART roles has risen from 39.6% in 2015 to 44.3% in 2019. The proportion of women in MST has fallen, but these fluctuations are exaggerated by the small sample size. The University bringing a largely male MST team in-house during 2019 also affected this percentage.

The recruitment data demonstrates that women are proportionately more likely to be successful at the short-listing stage, but then less successful at being offered a role with the gap increasing to 7% with male interviewees.

### Actions identified:

Embedding the actions identified in the Equality Impact Assessment of Recruitment and Promotion procedures with a focus on the under-representation of women in the most senior grades. These actions include gender balanced interview panels and mandatory unconscious bias training for hiring managers as well as no longer requiring applicants to declare 'current salary'. It is hoped that the Aurora programme will also help address the under-representation of women in academic roles. The set of actions identified (in section 6. (ii) above) to address the Gender Pay Gap will also target this issue.

The impact of such initiatives must be subject to continued trend analysis.



# Appendix (ii) Student data

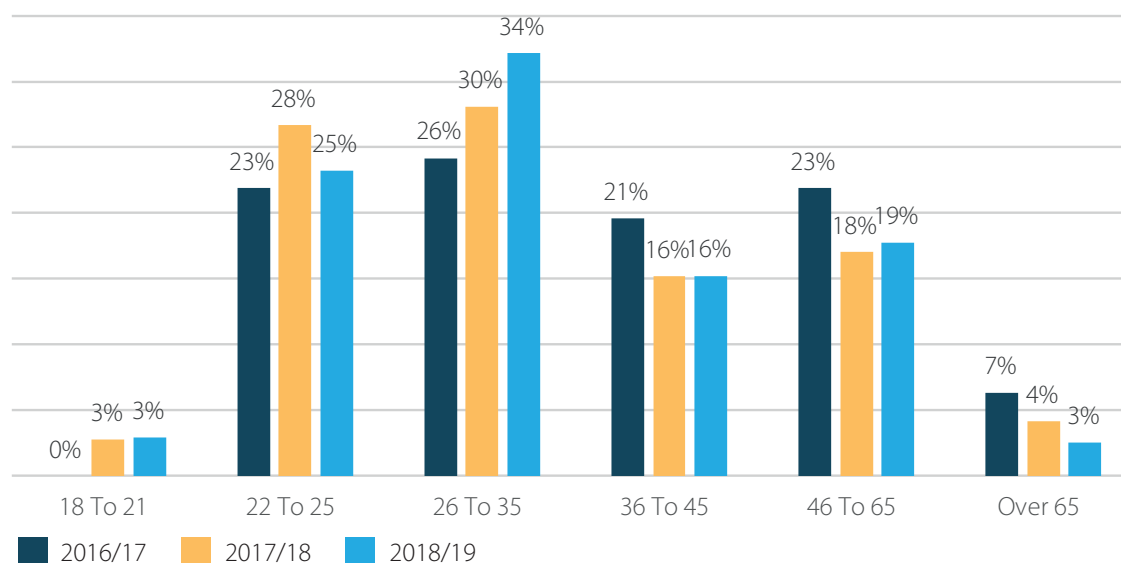
## 1) The School of Advanced Study

The School of Advanced Study (SAS) brings together the specialised scholarship and resources of nine research institutes offering postgraduate study and research opportunities across a wide range of subjects in the humanities.

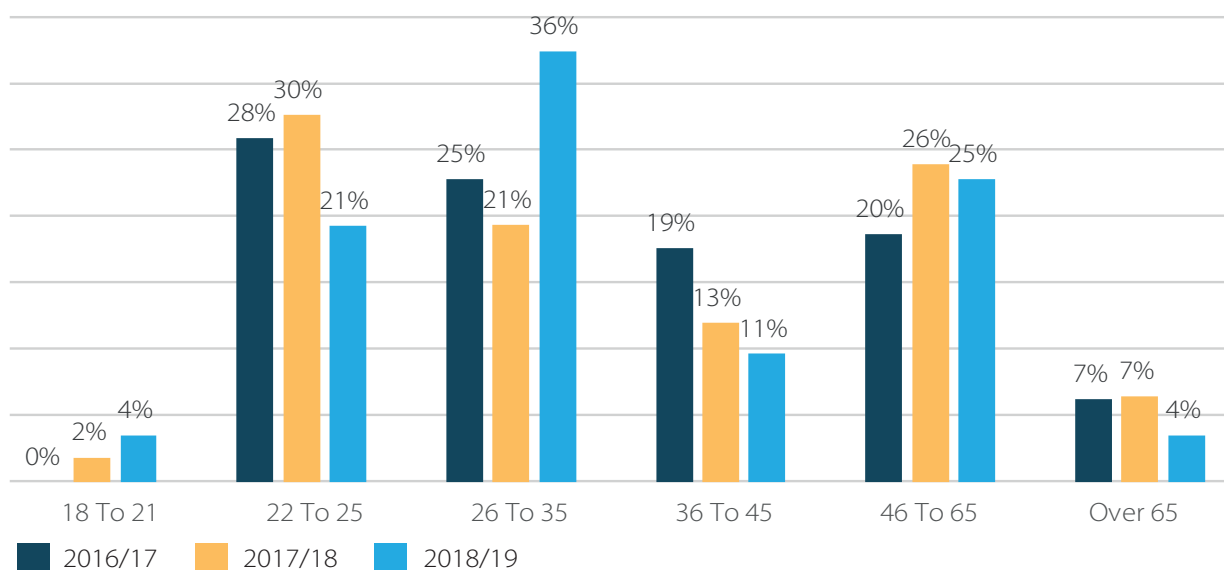
*Data on SAS degree awards was not available prior to the required publish date so analysis of attainment is not included in this report.*

### a) Age

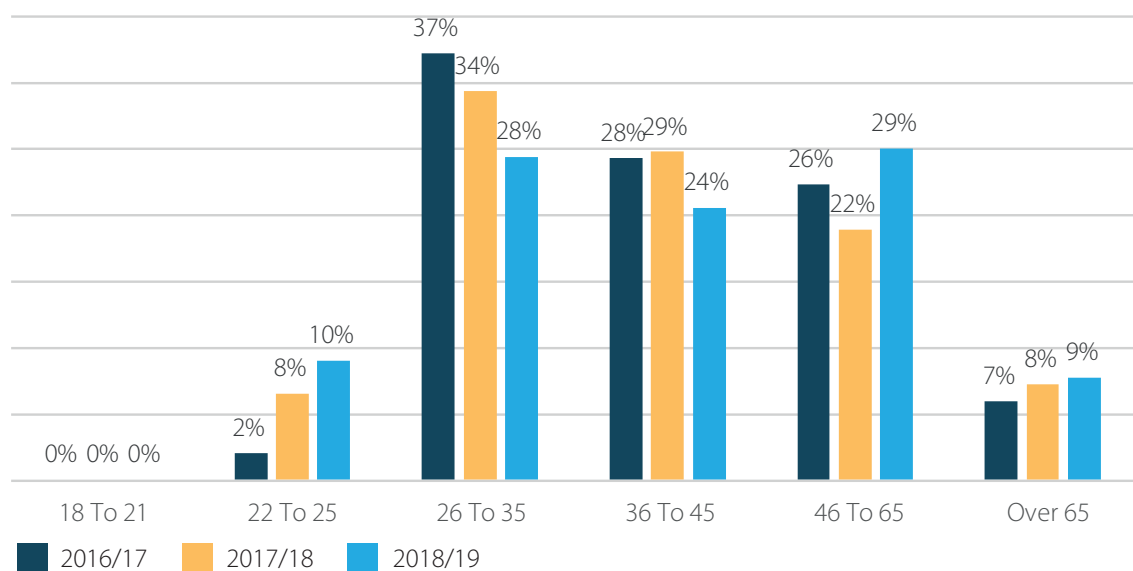
Applications by age group, 2016/17, 2017/18, 2018/19



New registrations by age group, 2016/17, 2017/18, 2018/19

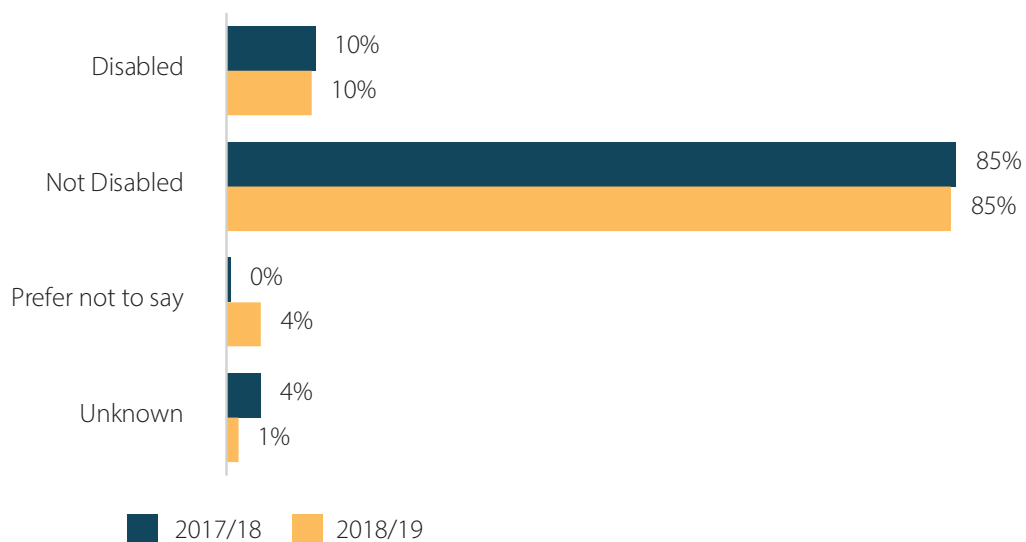


## Continuing registrations by age group, 2016/17, 2017/18, 2018/19

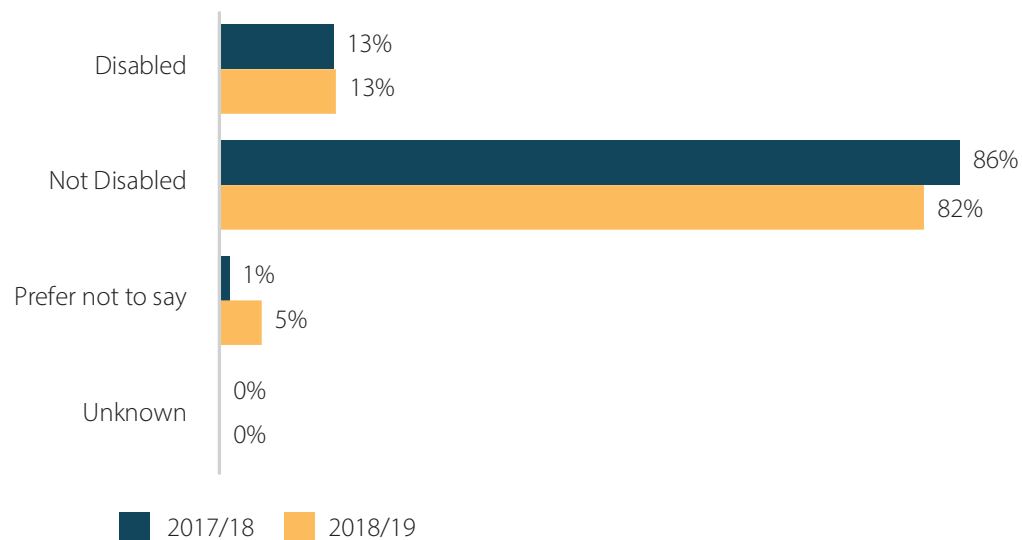


### b) Disability

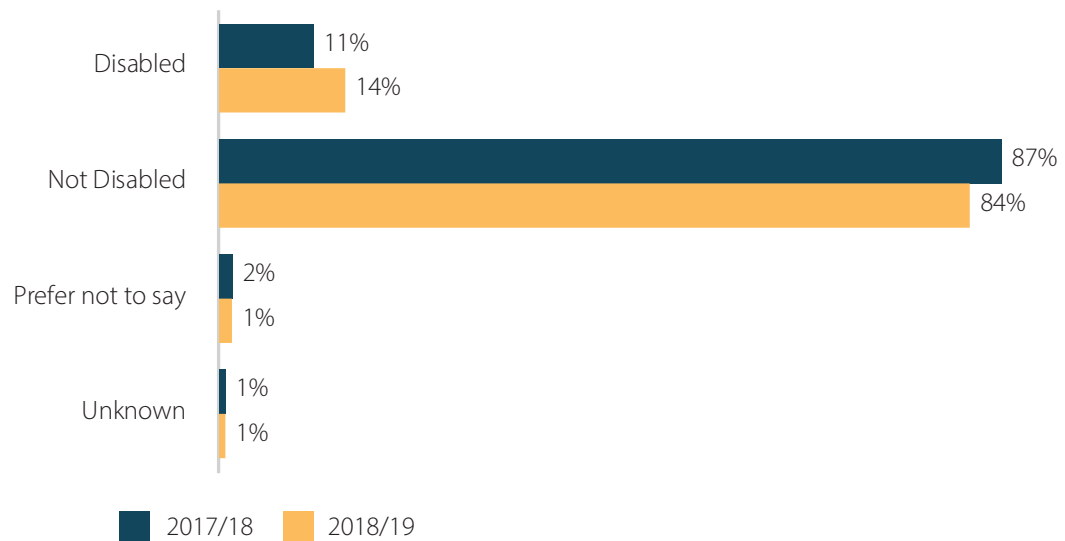
#### Applications by disability, 2017/18 vs 2018/19



#### New registrations by disability, 2017/18 vs 2018/19

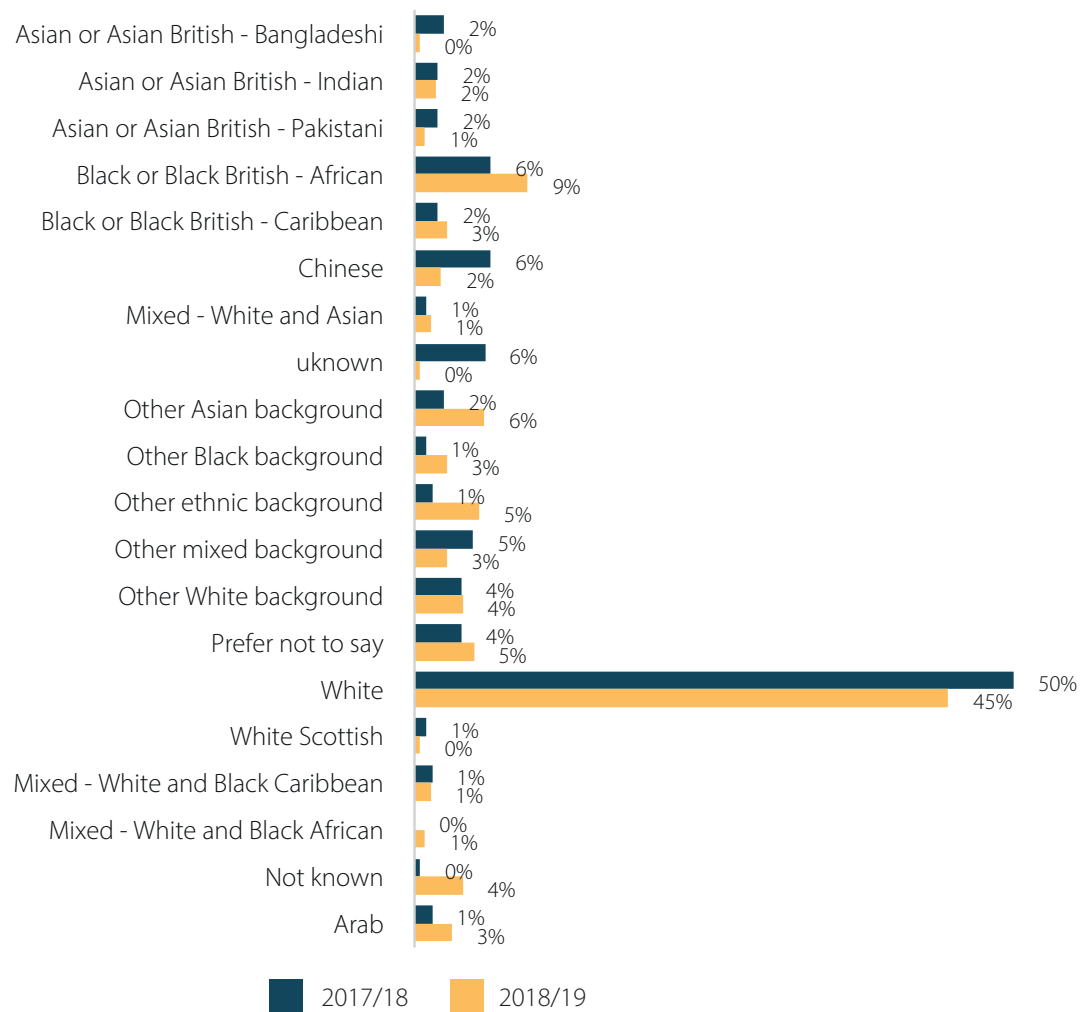


## Continuing registrations by disability, 2017/18 vs 2018/19

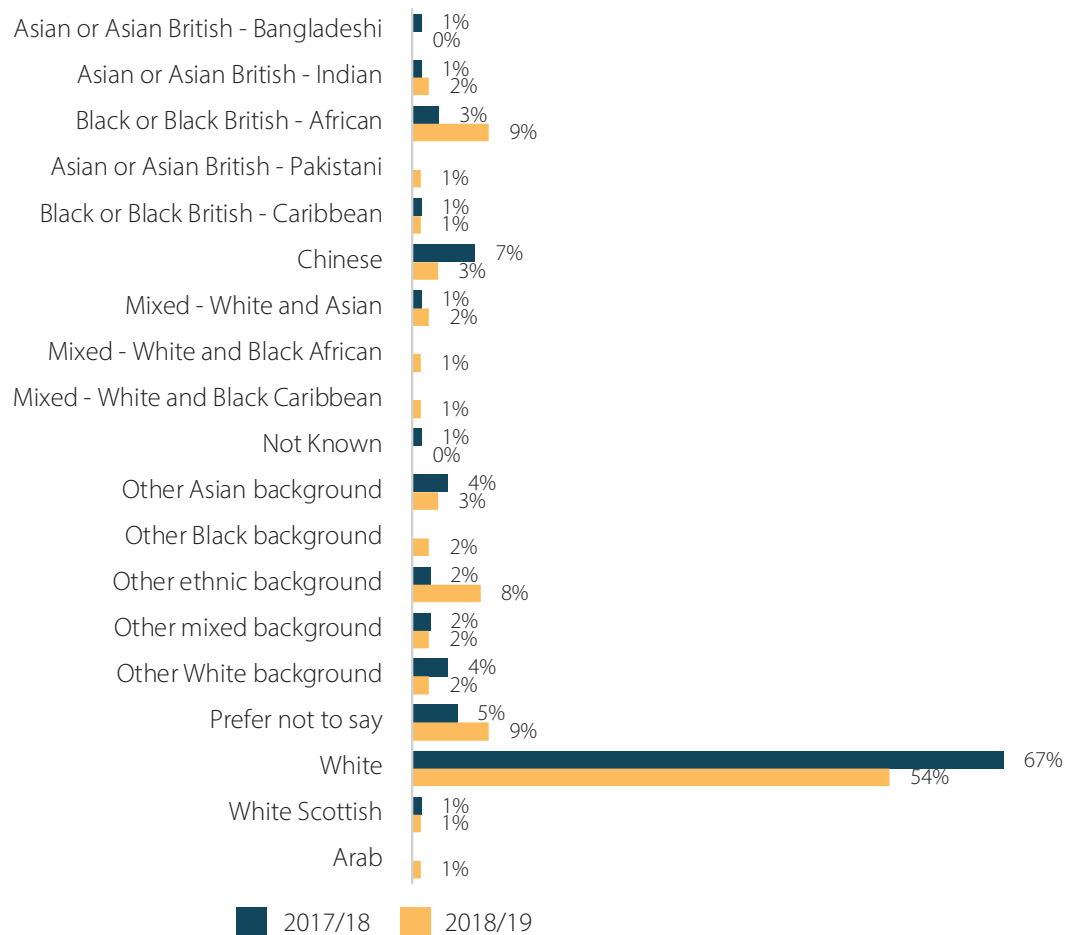


## c) Ethnicity

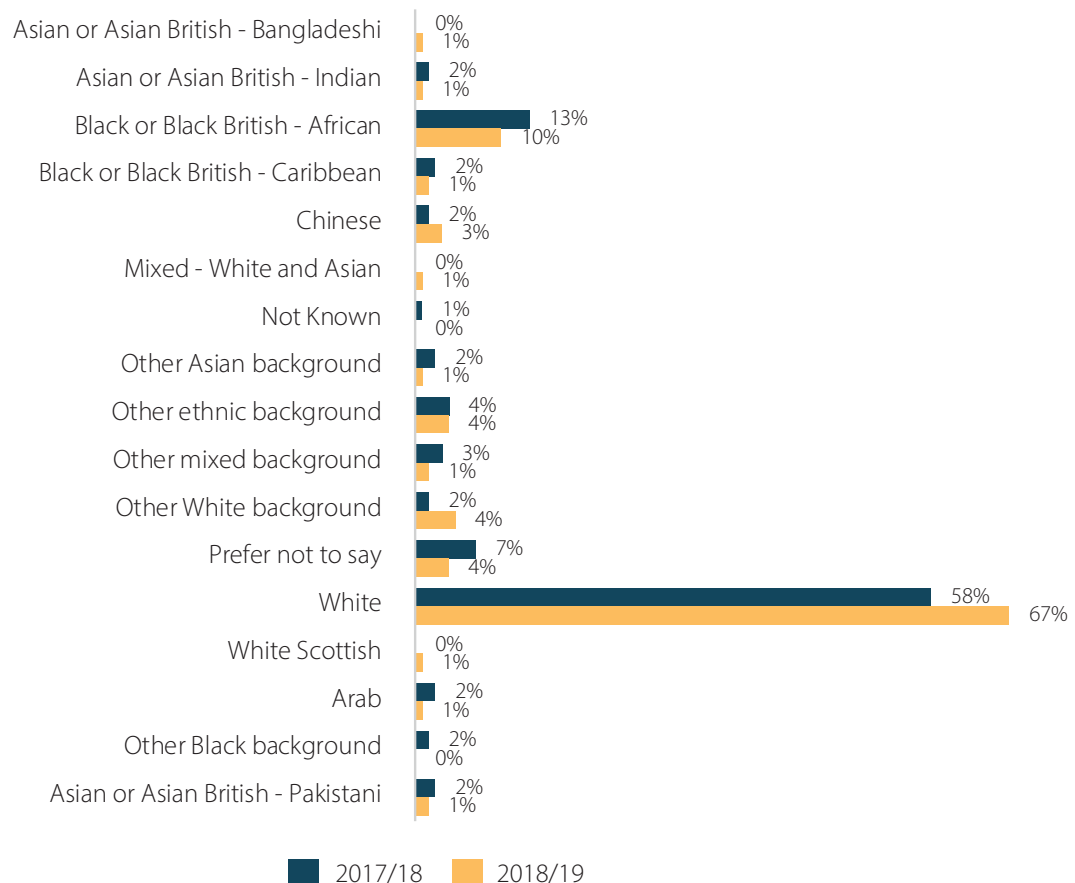
### Applications by ethnicity, 2017/18 vs 2018/19



## New registrations by ethnicity, 2017/18 vs 2018/19

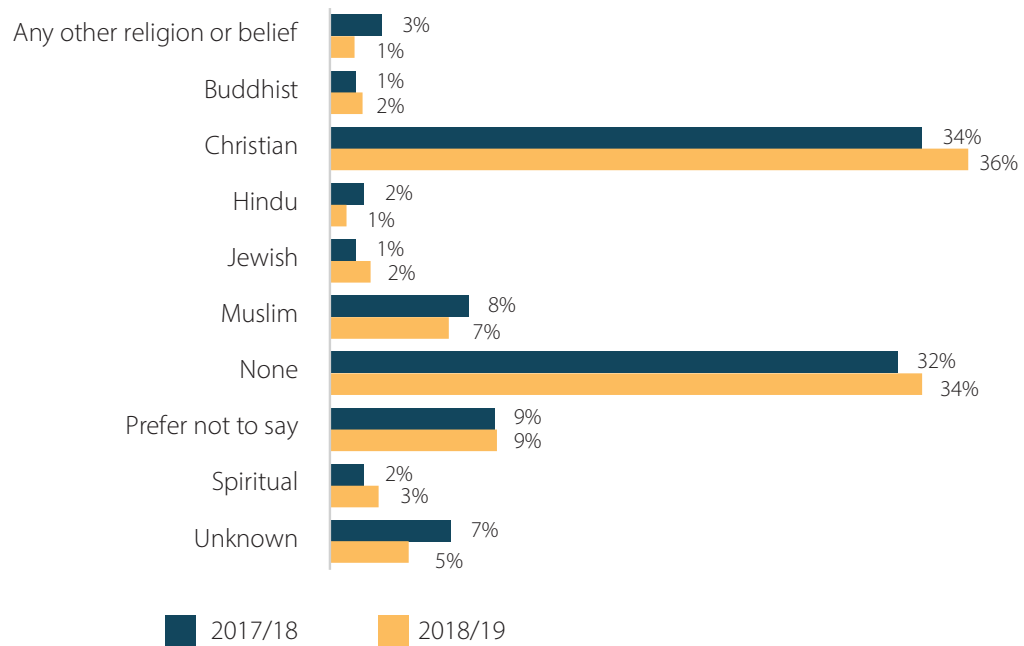


## Continuing registrations by ethnicity, 2017/18 vs 2018/19

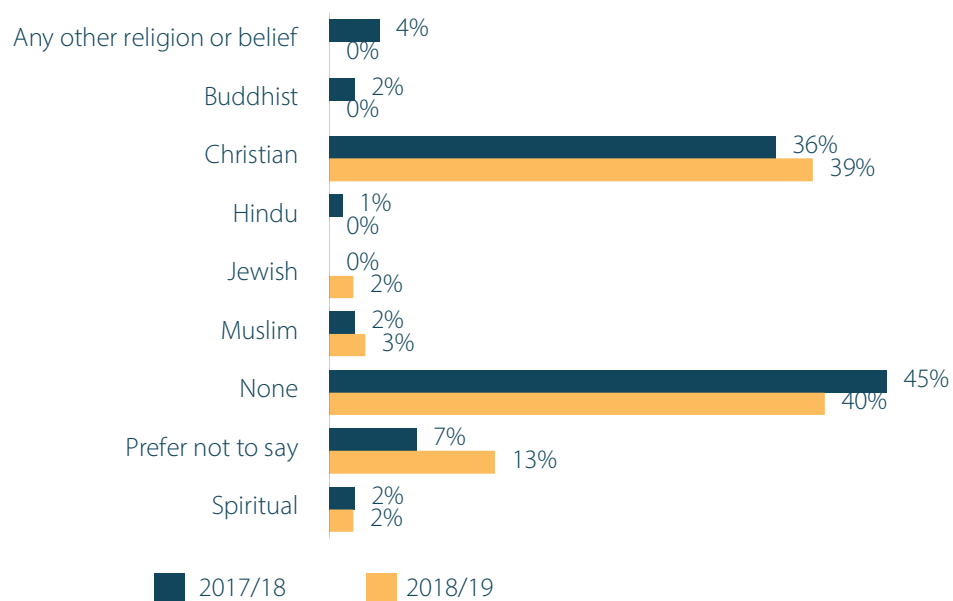


#### d) Religion and Belief

##### Applications by religion, 2017/18 vs 2018/19

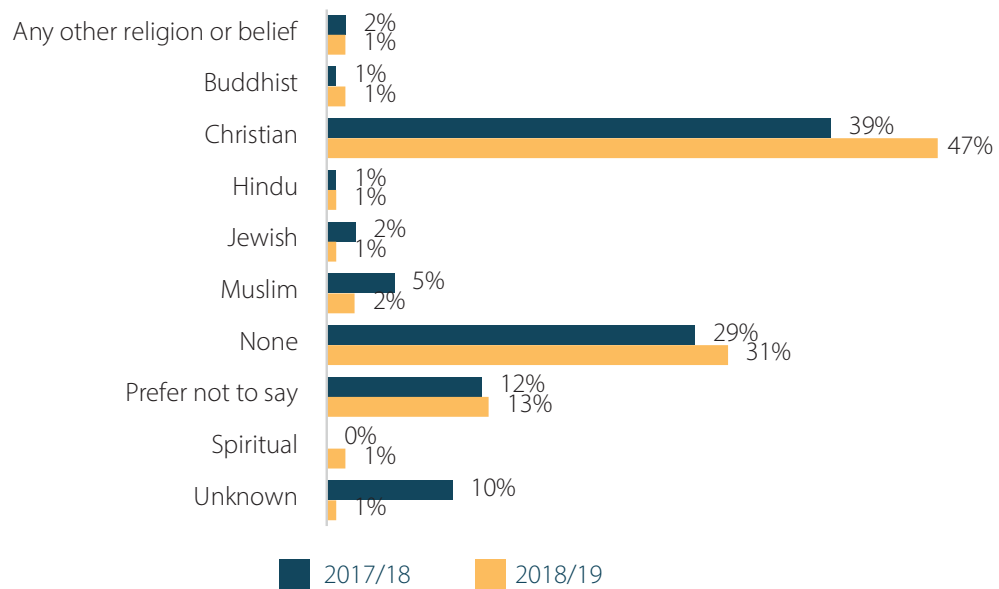


##### New registrations by religion, 2017/18 vs 2018/19



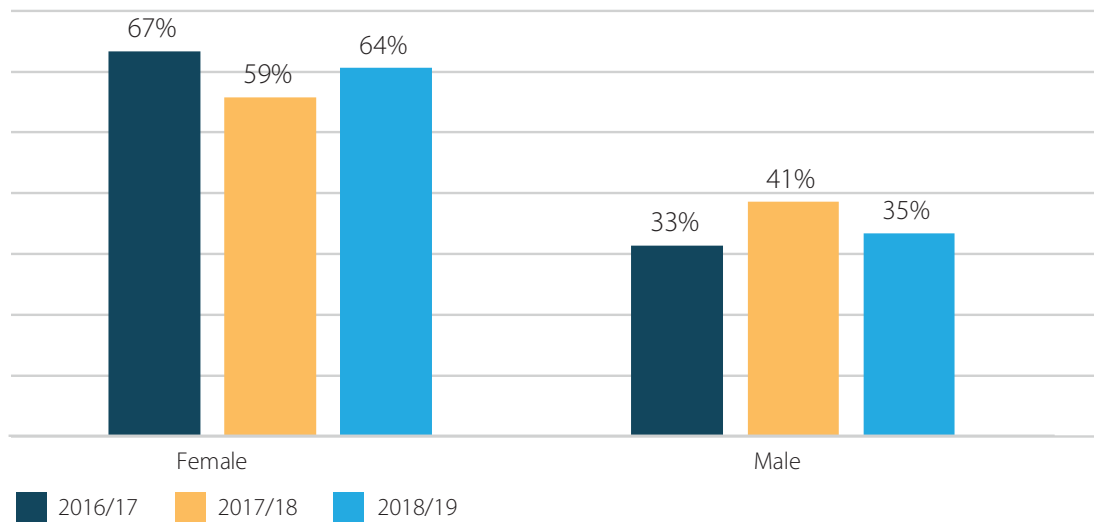


## Continuing registrations by religion, 2017/18 vs 2018/19

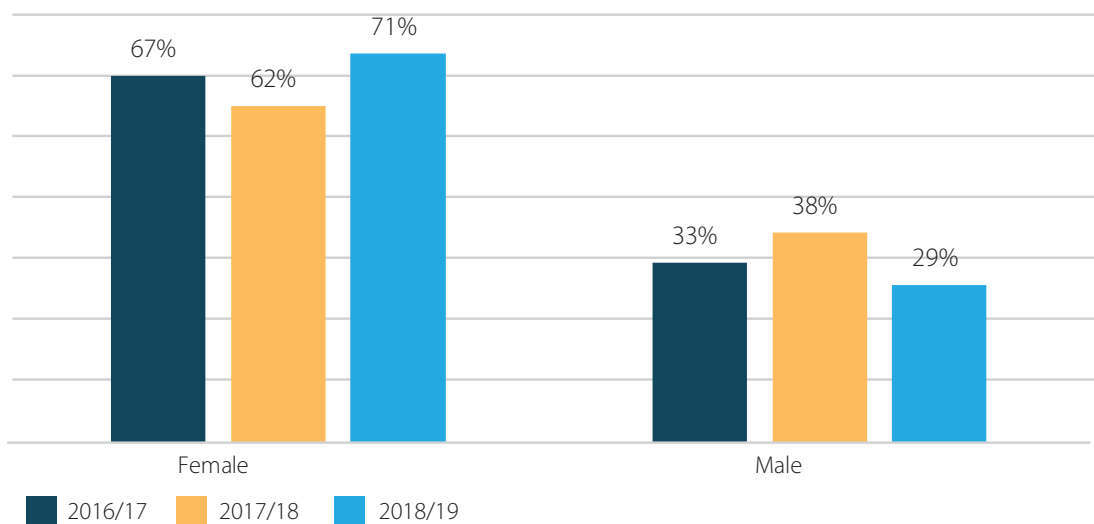


## e) Sex (gender)

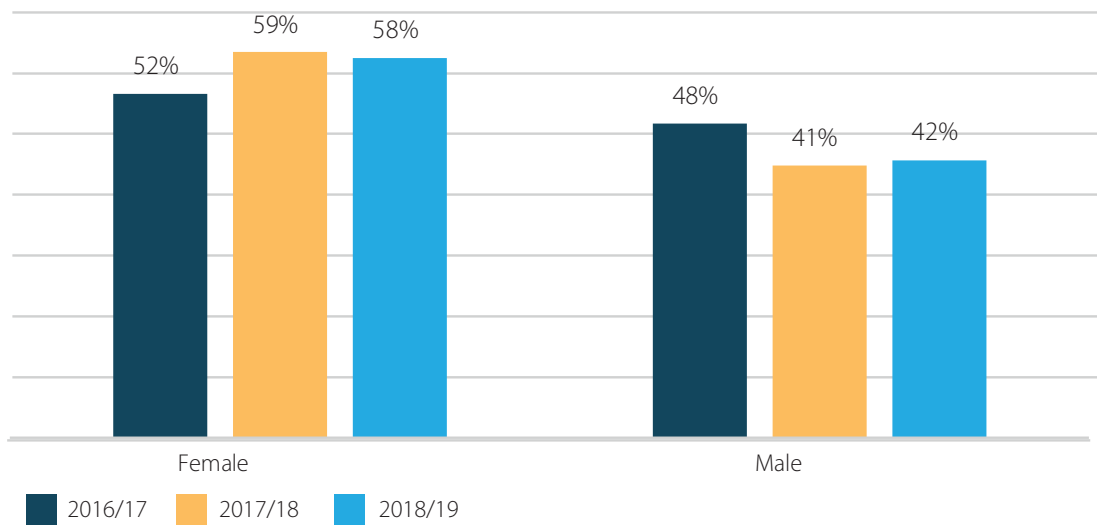
### Applications by gender, 2017/18 vs 2018/19



### New registrations by gender, 2017/18 vs 2018/19

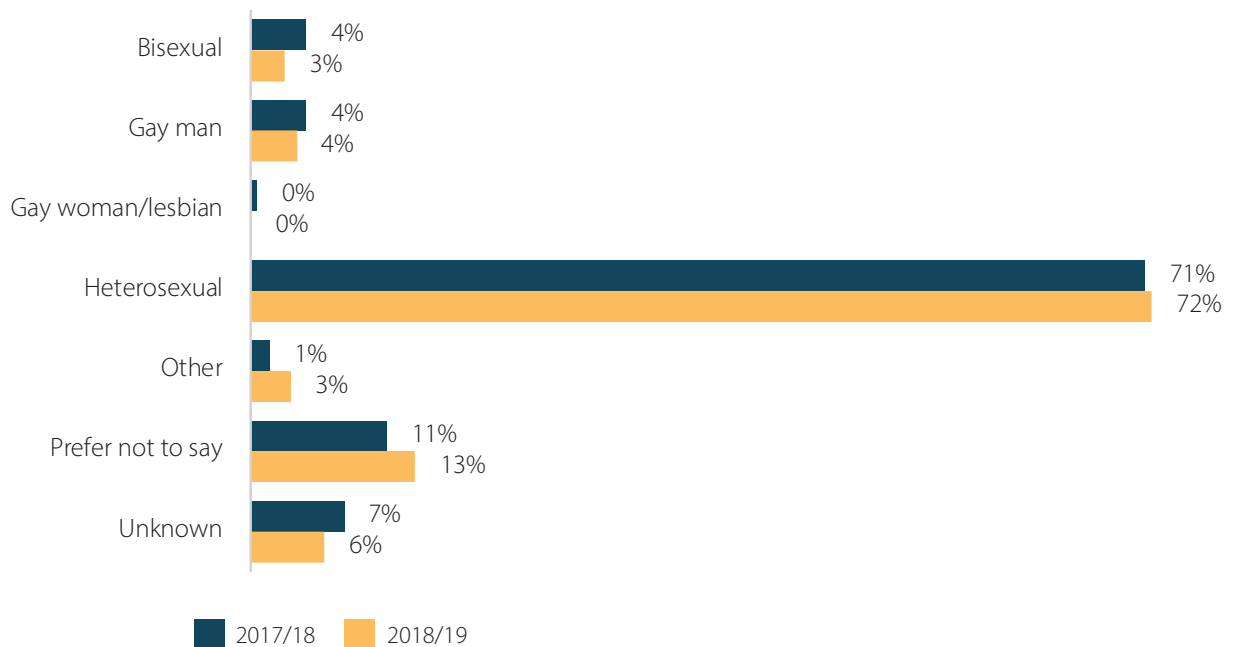


## Continuing registrations by gender, 2017/18 vs 2018/19

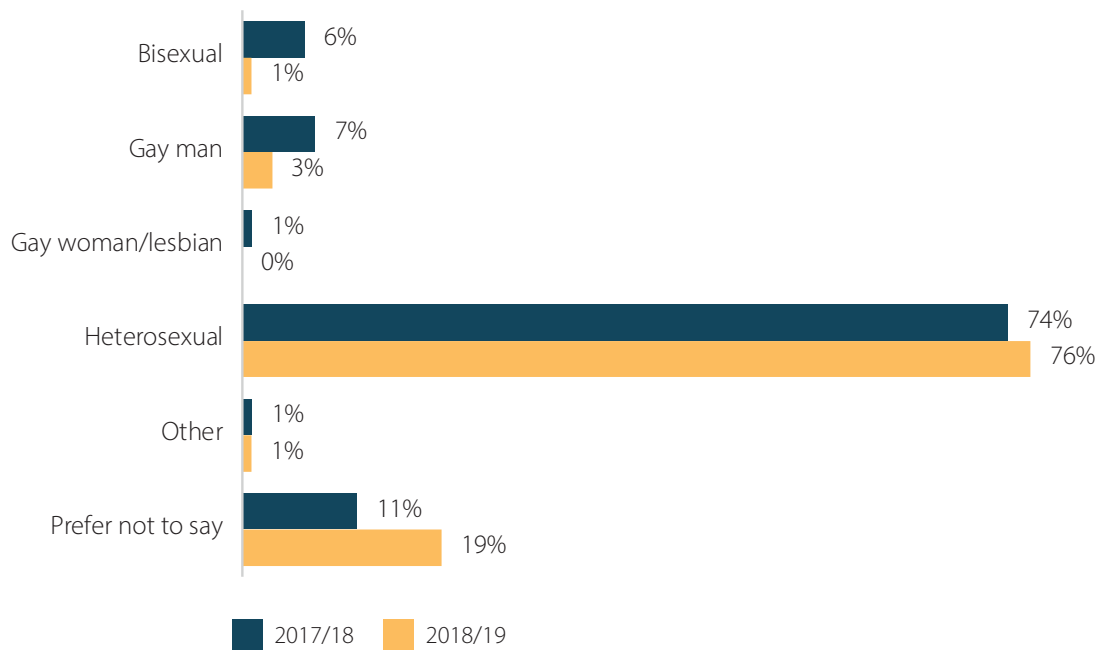


### f) Sexual Orientation

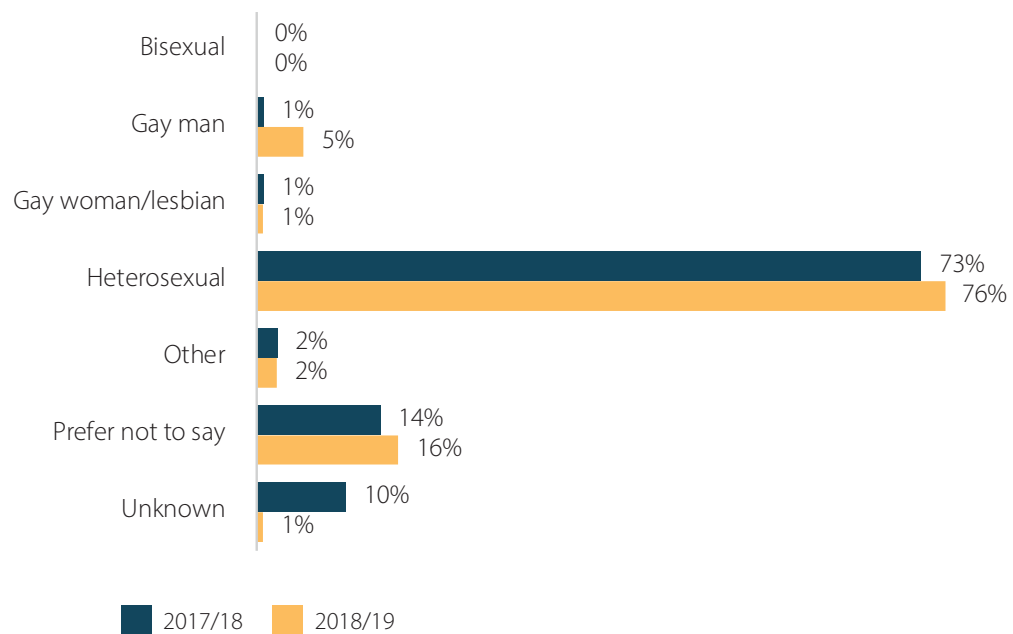
#### Applications by sexual orientation, 2017/18 vs 2018/19



## New registrations by sexual orientation, 2017/18 vs 2018/19



## Continuing registrations by sexual orientation, 2017/18 vs 2018/19



## **Commentary on SAS student data**

The age profile of SAS students is to be expected given the postgraduate courses on offer and the continued decline in the proportion of applications from older students is reflective of the sector. However, the drop in continuing registrations from the 18-25 age range remains a concern that warrants further investigation.

The proportions of students declaring disability is consistent and the data does not reveal an issue with retention.

In terms of ethnicity, the application and registration rates for Black and Minority Ethnic (BME) students have increased across the board whilst those from White UK students have decreased since 2017/18. New registrations by White UK students being down to 54%. Nevertheless, the retention of all groups of students remains positive with the exception of those who did not declare their ethnicity.

The gender data reveals an improvement in the representation of male applicants and registrations to SAS courses. This trend became more pronounced in 2019 with only 29% of new registrations coming from male students. This is reflective of trends in the in the sector in respect of the Humanities.

In respect of religion or belief, the continuing trend of a lower proportion of Muslim students who make successful applications and have lower retention rate is notable. The applications, registrations and continued studies percentage for gay women/lesbians and bisexual students is also low. However, very low numbers in respect of both categories limits meaningful analysis.

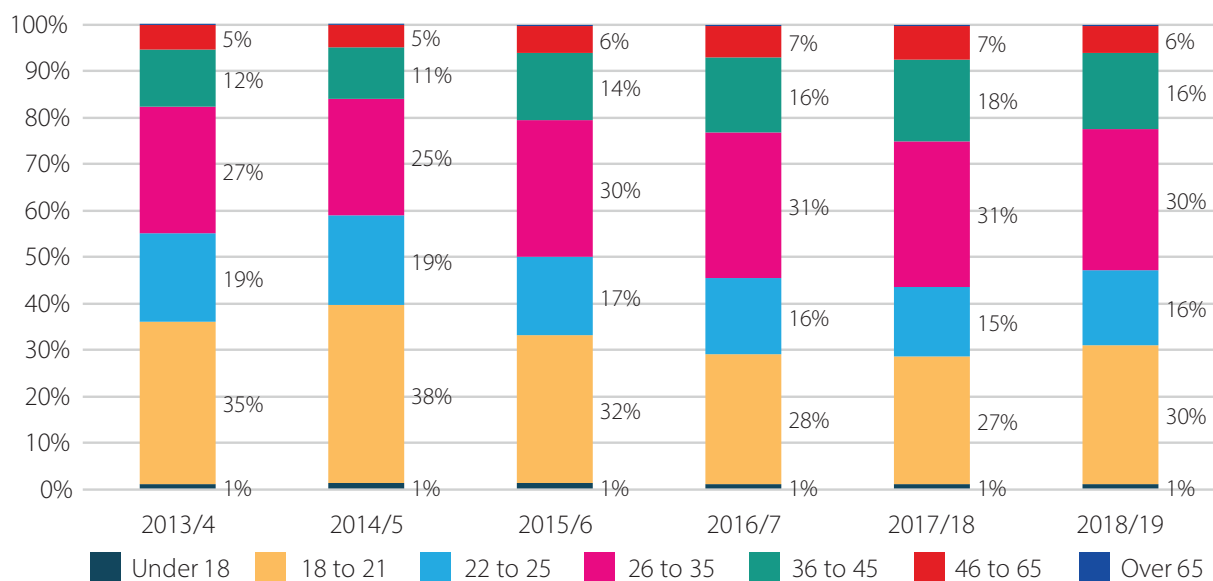
## 2) The University of London Worldwide

The University of London Worldwide provides degrees through distance and flexible learning to over 50,000 students in over 180 countries worldwide studying on 100-plus degrees, diplomas and certificates.

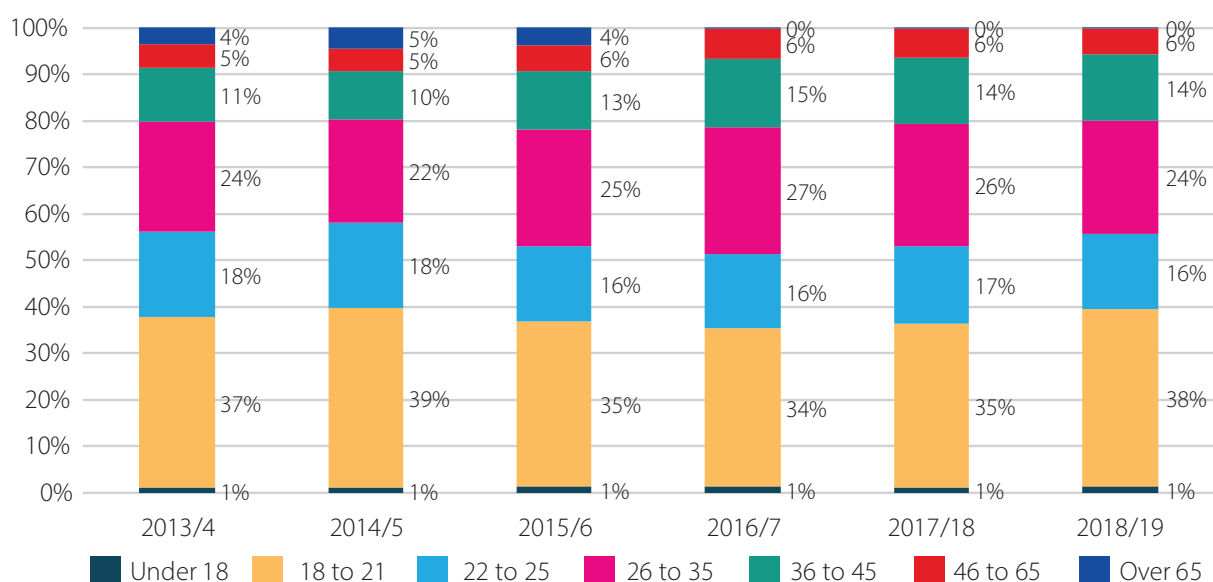
Different definitions of characteristics such as 'disabled' and prohibitive legislation that criminalises declarations of sexual orientation or religion and belief in some countries renders the collection and analysis of broader personal data impossible. Consequently, the data analysed in respect of Worldwide students is limited to age and sex (gender).

### a) Age

#### Applications received by age band

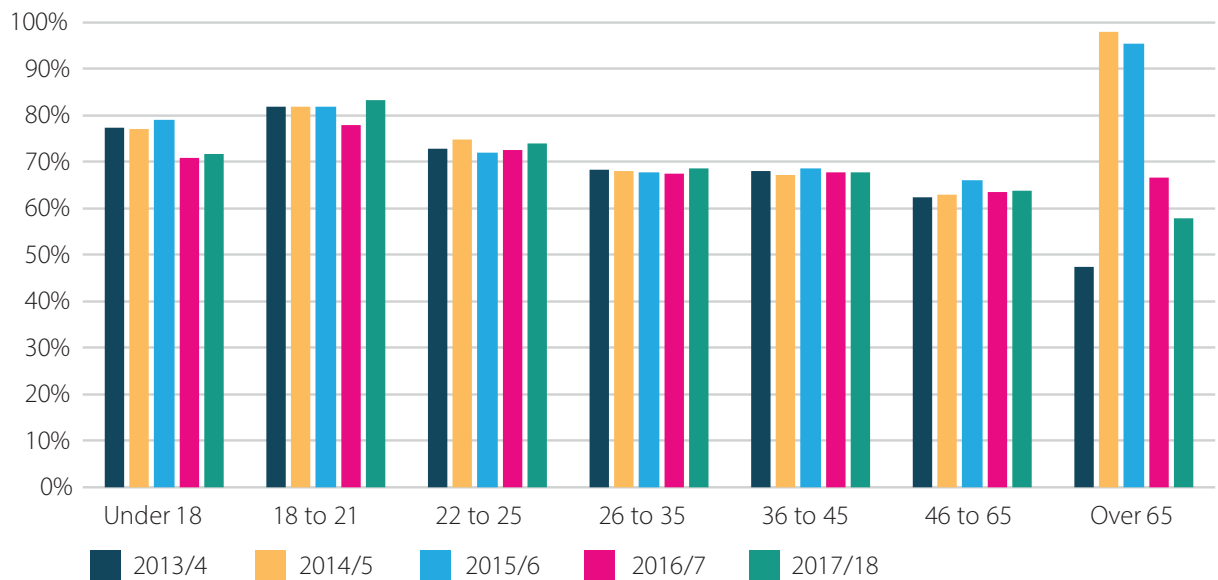


#### New registrations by age band

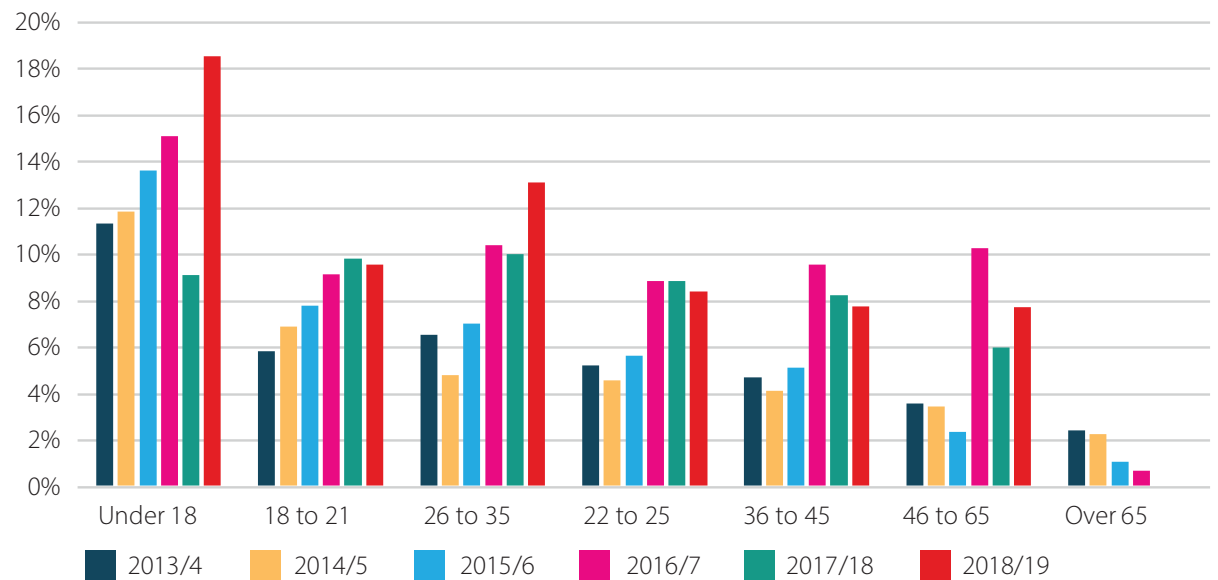




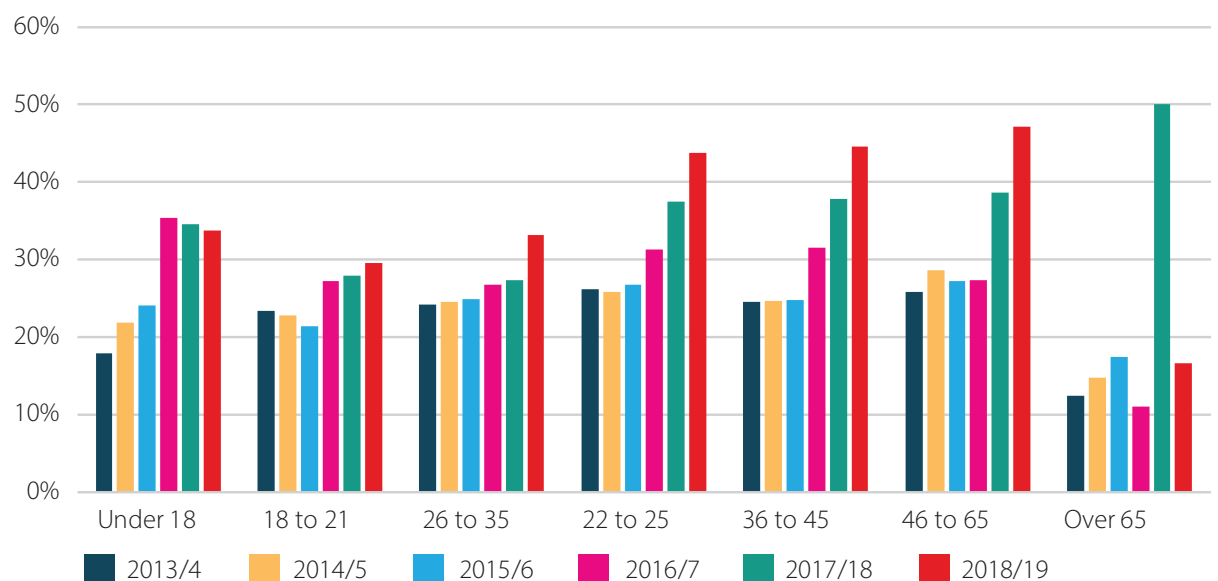
### Continuation rate (Year 1 to 2) by age band



### First class/distinction awards by age band

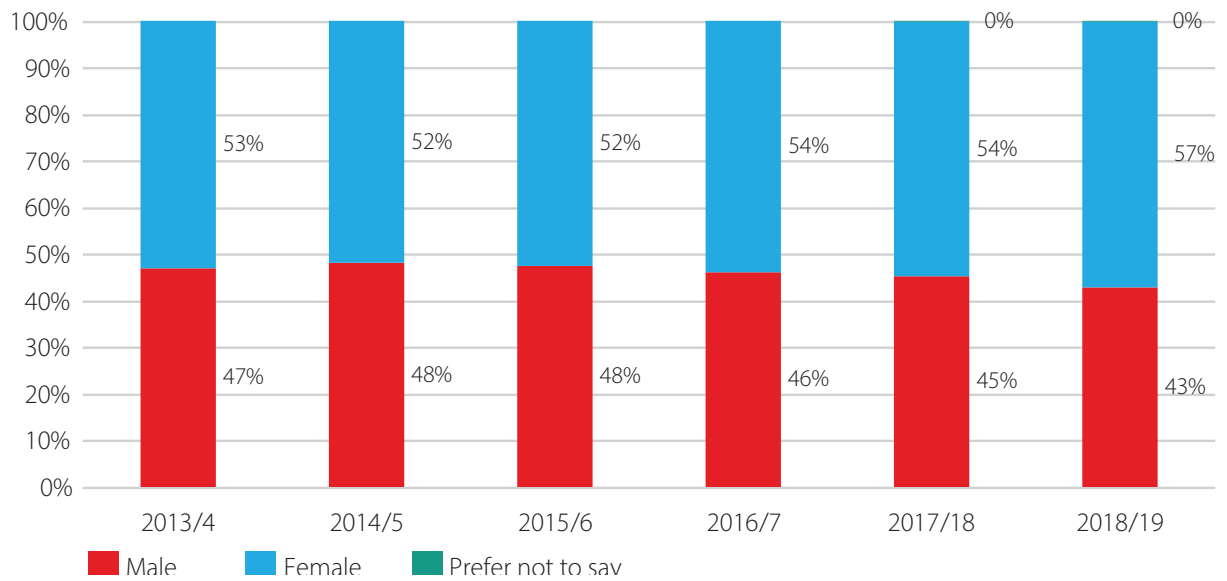


### Upper second/merit awards by age band

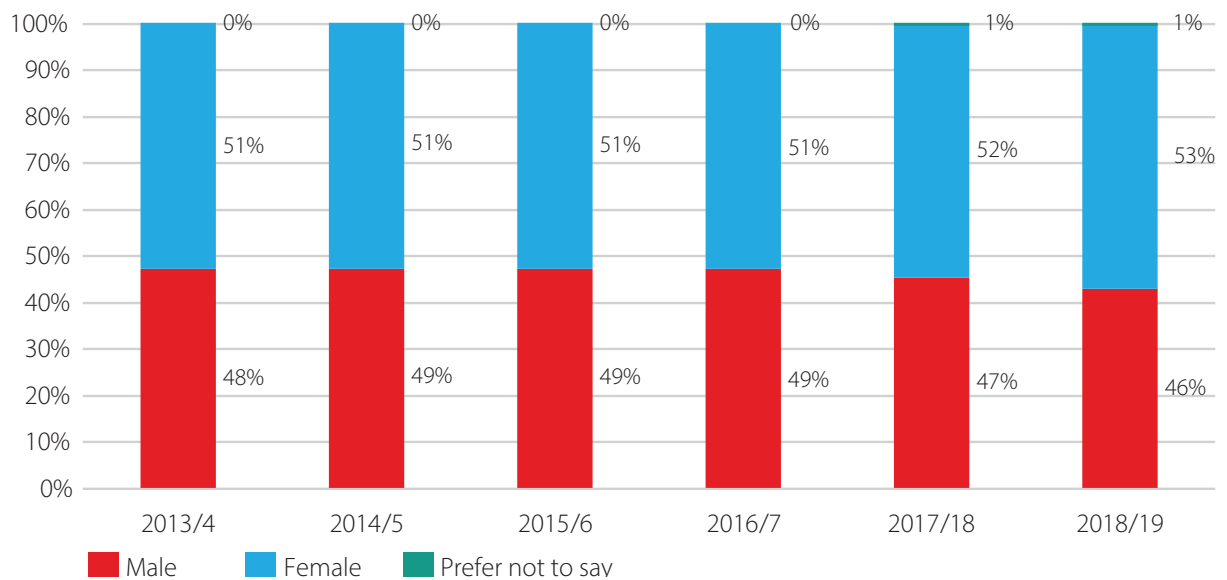


## b) Sex (gender)

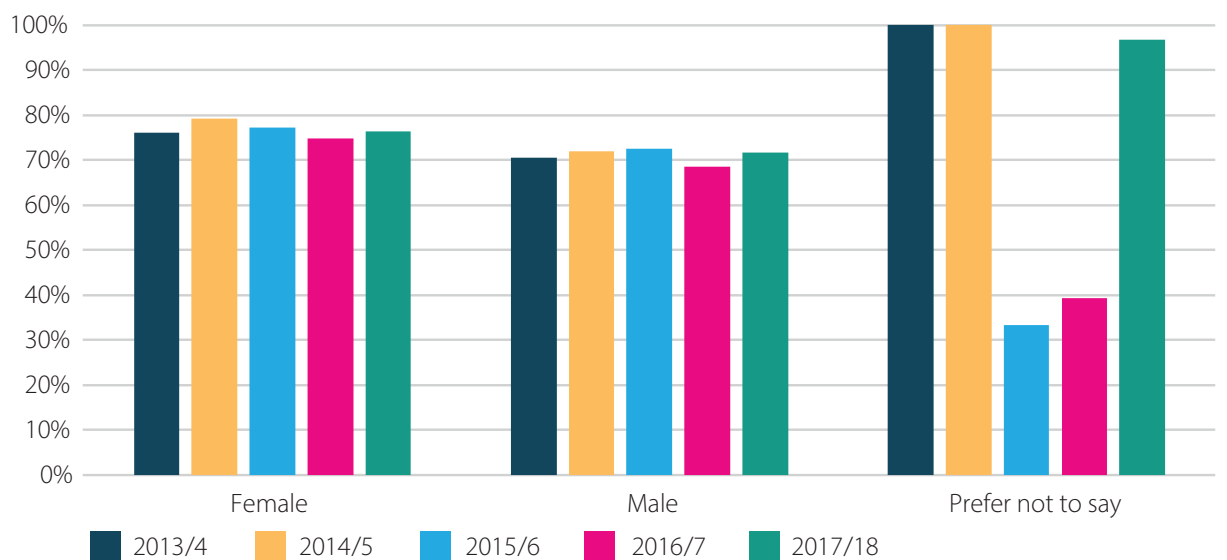
### Applications received by gender



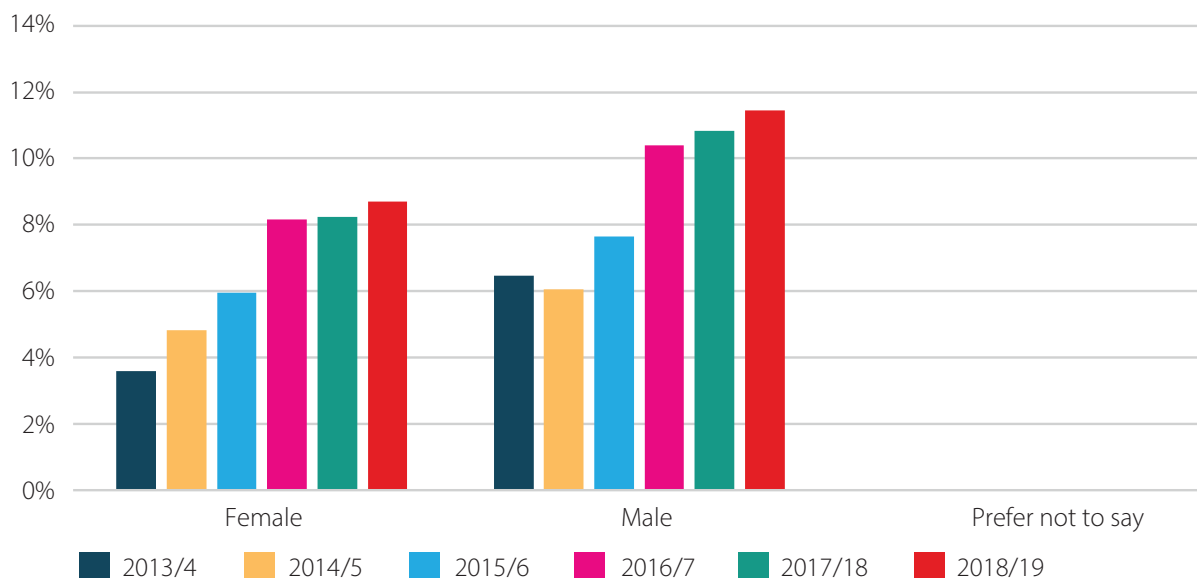
### New registrations by gender



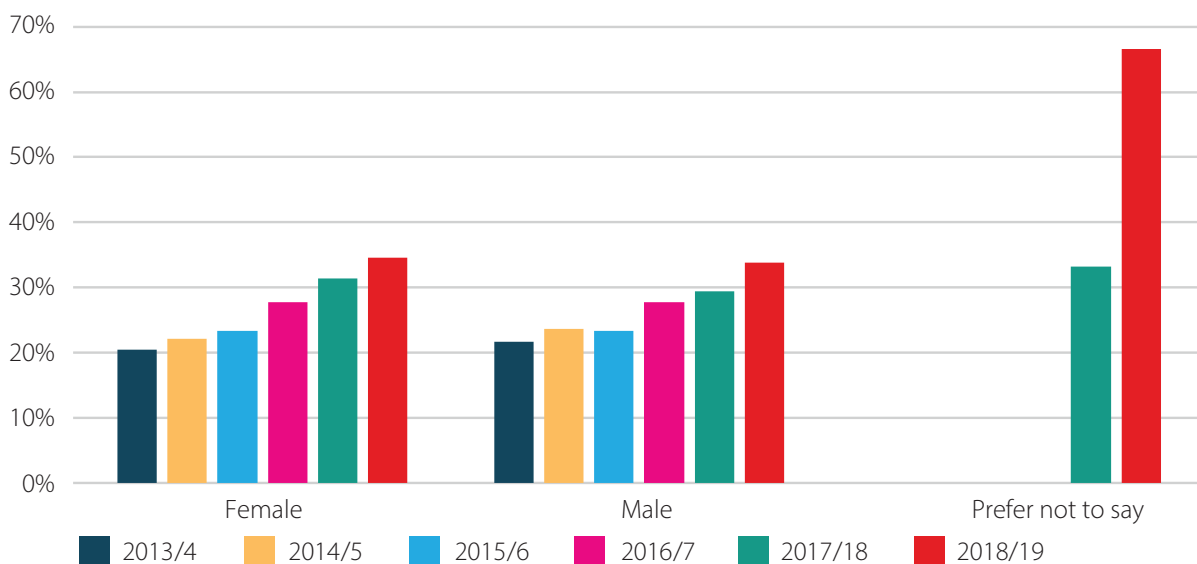
### Continuation rate (Year 1 to 2) by gender



### First class/distinction awards by gender



### Upper second/merit awards by gender



### Commentary on UoL Worldwide age and gender data

Given the international constituency of the UoL Worldwide student body, finding useful comparators to identify any anomalies is problematic.

However, in respect of age, there is evidence of an increase in the proportion of students in the 18-21 category with 38% of all registered students. In addition, student retention rates are generally higher for students in the <18 and 18-21 groups. The trend in the attainment of awards is generally upwards which is positive. However, the data shows a significant decline in the proportion of students over the age of 65 and this warrants further investigation.

The proportions of students applying and being accepted on to their chosen course appears to be broadly balanced in respect of gender, although the last five years saw a drop in applications from women of 5%. There is no evidence of a 'gender penalty' to female students when looking at retention. Male students are more likely to achieve first or distinction degrees, although the difference is relatively small at just over 2%.

If you would like more information, please visit [london.ac.uk](http://london.ac.uk) or contact:

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