

UNIVERSITY OF
WINCHESTER

Equality, Diversity and Inclusion Report 2022-
2023

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INTRODUCTION

The University of Winchester is a values-led institution committed to the principles of diversity, equality, and inclusion where all members of our community can expect to be treated with dignity and respect. We believe that diversity enriches our community, learning experience, and global outlook. We value the views and opinions of all our staff and students and gain from the diversity of culture, background, and ideas they bring. It is our stated strategic aim to have a community that is diverse, inclusive and welcome, where we recognise and value the contribution that every person makes to it. As part of that aim we monitor and support staff and students in underrepresented groups to ensure that opportunities are inclusive. This report has gathered detail to demonstrate the University's position in 2023/24.

For staff actions we have a Gender Pay and Equality Action Plan and a Race Equality Action Plan, created in consultation with our Trade Unions and monitored by our Equality, Diversity and Inclusion Committee. Our student equality Access and Participation Plan is reported to and approved by the Office for Students

We are Stonewall Champions and Disability Confident employers and we have pledged to uphold the principles of the Race Equality Charter. Through our policies, processes, and practice we uphold our duties under the Equality Act 2010 to have due regard towards the elimination of unlawful discrimination, creation of equality of opportunity, and fostering of good relations.

PUBLIC SECTOR EQUALITY DUTY

The Equality Act 2010 protects all individuals from unlawful discrimination, harassment and victimisation. Its protections operate, in a number of ways around nine named protected characteristics: age, disability, sex, gender identity and reassignment, race, religion and belief, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

The University, as a public sector body, has some specific duties to have due regard to the need to:

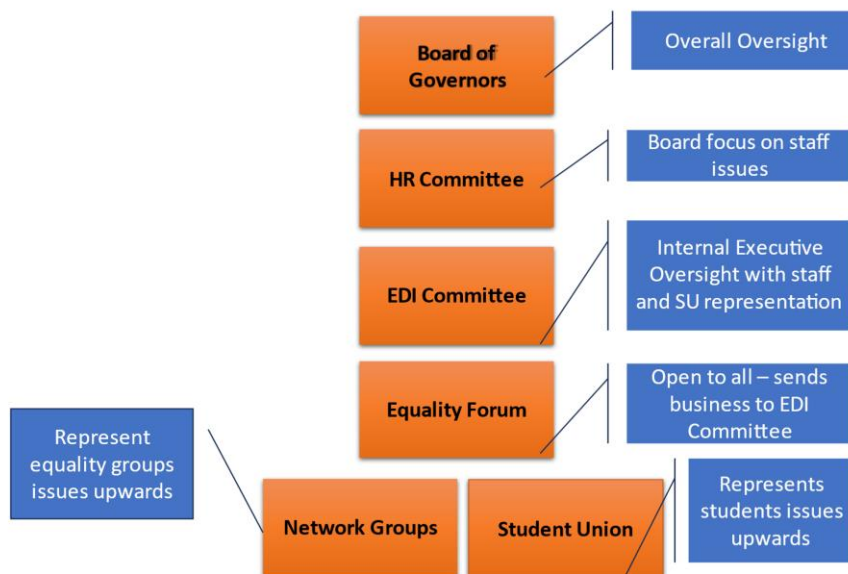
- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited

- Advance equality of opportunity between persons who share a relevant protected characteristic, and persons who do not share it, and
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

EQUALITY, DIVERSITY, AND INCLUSION STRUCTURES IN THE UNIVERSITY

The University's internal structures for ensuring due regard to our equality duties are set out below. Through this structure the University reports to the Board of Governors, which has oversight to ensure that responsibilities are met.

Our network groups meet individually under their own constitutions and feed-up to the Equality Forum which is open to all and is chaired by the Director of Equalities. The Forum reports up to the Equality, Diversity, and Inclusion Committee (EDIC) which oversees our equality related Action Plans, Access and Participation Plans, and equalities work. Oversight by the Governors is reported up from the EDIC through HR Committee.



EXECUTIVE SUMMARY

2022/23 saw the successful appointment of a new Director of HR and the creation of our People Strategy. We continued the collaborative work under our Gender Equality and Pay

Action Plan and our Race Equality Action Plan and launched our renewed participation in the AdvanceHE Aurora scheme. We successfully implemented a wide range of wellbeing programmes, including menopause related events, and these are now established within our wellbeing agenda. Our student Access and Participation Plan was approved by the Office for Students in Autumn 2023.

Our employment rate for Minority Ethnic staff has risen again to 9% in 2022/23 continuing a positive directional trend and is above the 2021 census local demographic for Hampshire of 7.4%. While female staff outnumber male staff in professional services in the higher grade bands, the University, in common with the Higher Education sector as a whole, continues to reflect a differential between female and male academic representation in grades 9 and above and this remains an area of focus.

Our disability disclosure rates continue to improve, increasing by 1.4% in this year. We have observed continual incremental increases in our staff who disclose a neurodivergence and this will be a focus for us in 2024, in line with our Disability Confident commitments.

Our objectives for 2023/24

We will create and embed our Equality Strategy to sit under the People Strategy, reporting progress to the Equality, Diversity, and Inclusion Committee.

We will undertake scoping and support actions relating to neurodivergent staff needs.

We will undertake internal research relating to the preferences, arrangements, and opportunities for part-time staff.

We will initiate a qualitative and data driven analysis of support and progression opportunities for female staff, including evaluation of the impact of the Aurora scheme.

We will embed equality impact considerations across management levels.

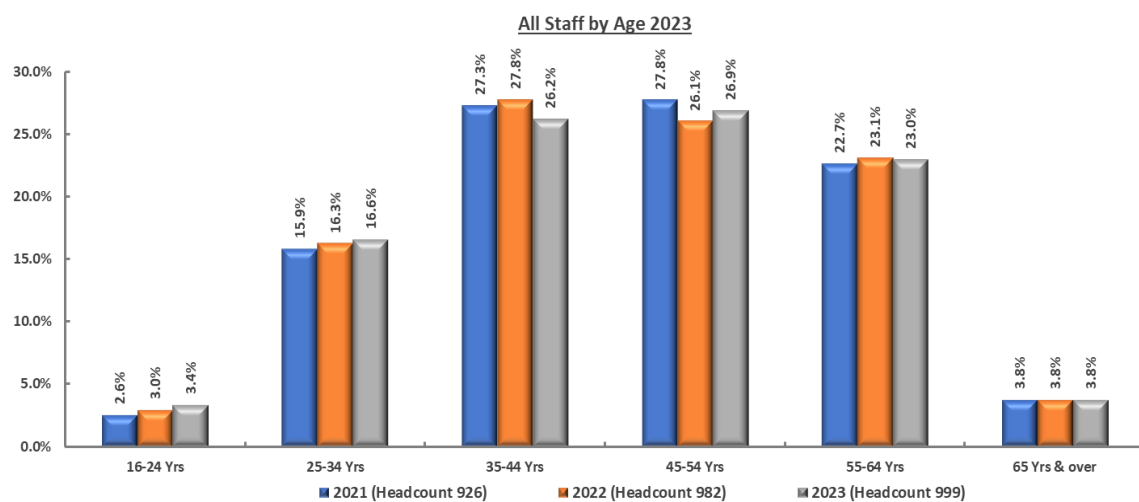
We will implement, monitor, and report on our Access and Participation Plan for students.

STAFF EDI DATA

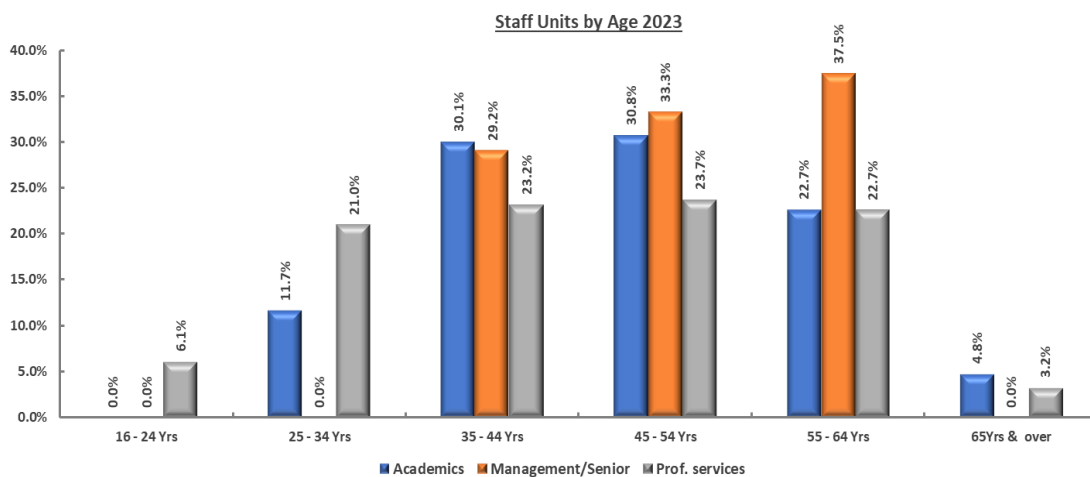
This report relates to a full year of data for the period between 1 August 2023 to 31 July 2023. The data refers to full time and fractional (part time) Academic and Professional Services staff. For snapshot data the census date is 31 July 2023. The data refers to full time and fractional (part time) Academic and Professional Services staff.

While the total number of staff employed by the University in 2022/3 rose from 982 in the previous year to 999 in this cycle, the changes to the statistical data overall compared to last year remain negligible. However, there are instances where this negligible change is nonetheless significant because these are areas where we would like to see significant change.

AGE

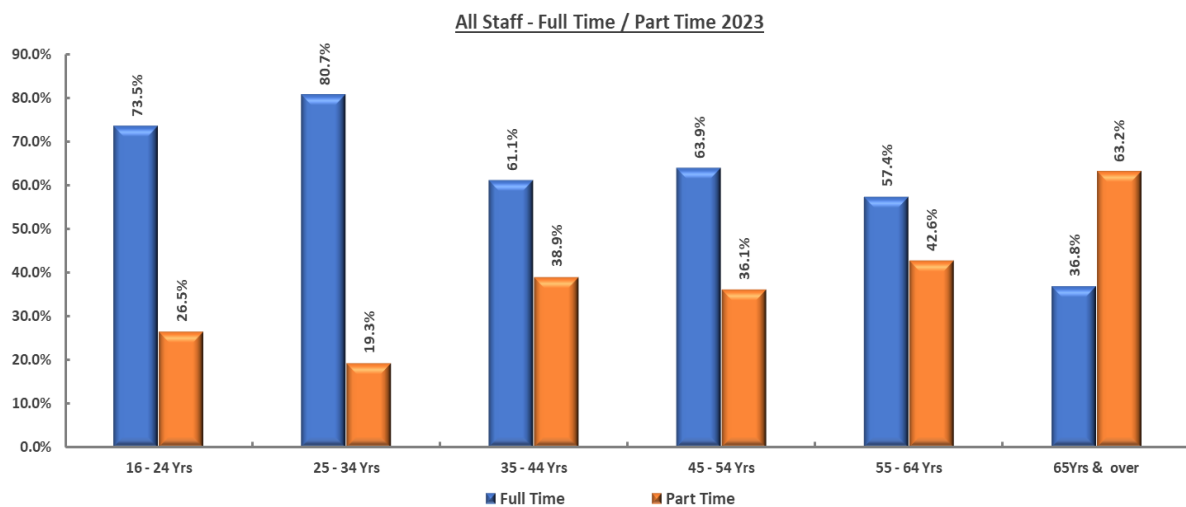


As in previous years, there is a marginal change in the spread of staff across the age bands. Across all departments there has been no more than a 2% variation in the age bands compared to the previous year.



There is variation in age ranges evident across the three broad categories of academic, professional services and management staff, with some of the most significant differences apparent in the managerial staff as against other areas in the 55 to 64 range and the absence of managerial staff below 35 years and above 65 years. However, this variation is due to the small number of people in these roles.

Professional services staff are also heavily represented in the under 35 categories which may, in part be due to the nature of those roles.

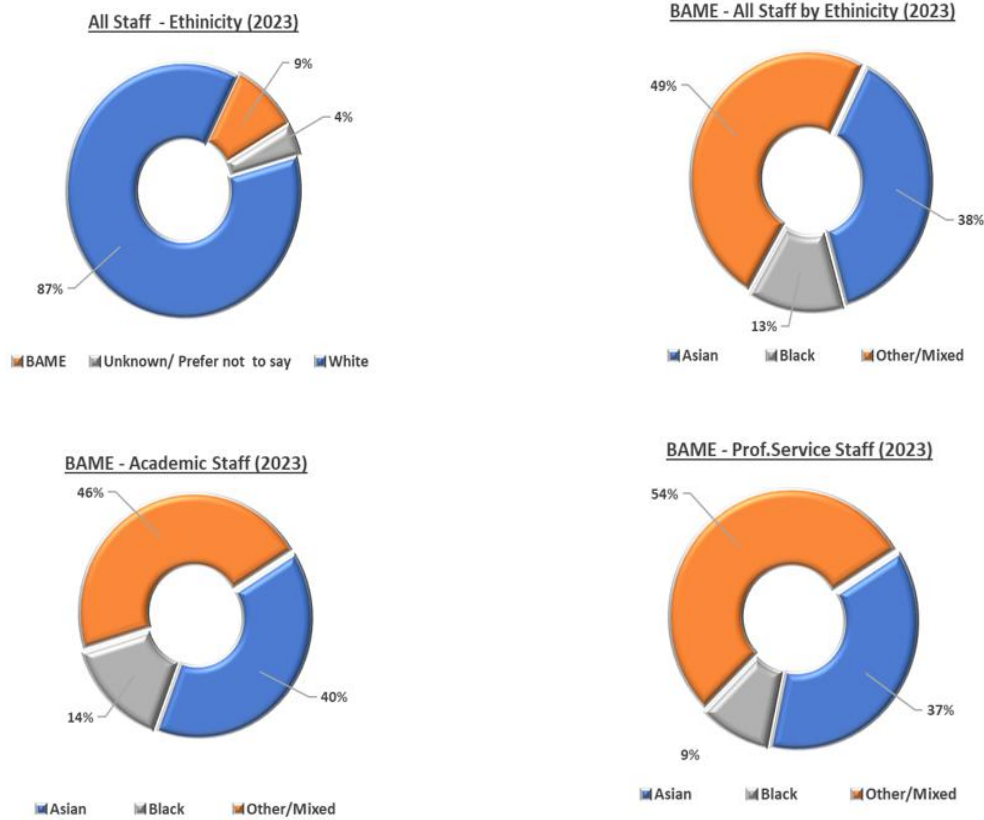


The University employs on both full and part time bases across all age ranges and around a third of contracts are on a part-time basis overall. There is a significant bias towards full-time for each range apart from staff over the 65 years bracket. In 2024 the University will undertake a project to understand the matrix of part-time staff preferences, arrangements, and opportunities in greater detail. The University has a hybrid working policy for staff which allows flexible working arrangements between campus and remote working where work is capable of being undertaken in this way.

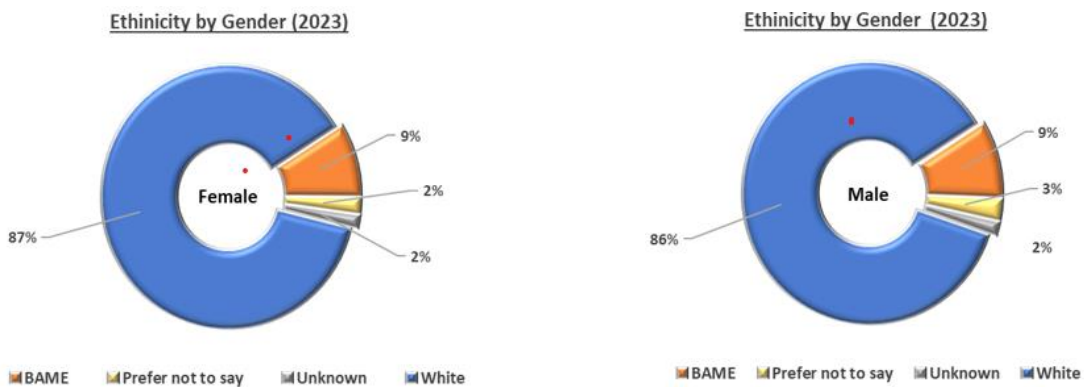
ETHNICITY

'Black Asian and Minority Ethnic' (BAME) is a term that encompasses a wide range of different ethnicities. We recognize that this term does not represent the diversity within this aggregated term. The latest available national data for higher education institutions shows that 14.4% (UUK data for 2019/20) of individuals identify within a Minority Ethnic group, and while the University remains below this figure at 9% we have started to narrow a gap that we had struggled to impact. Local demographic factors may have influenced

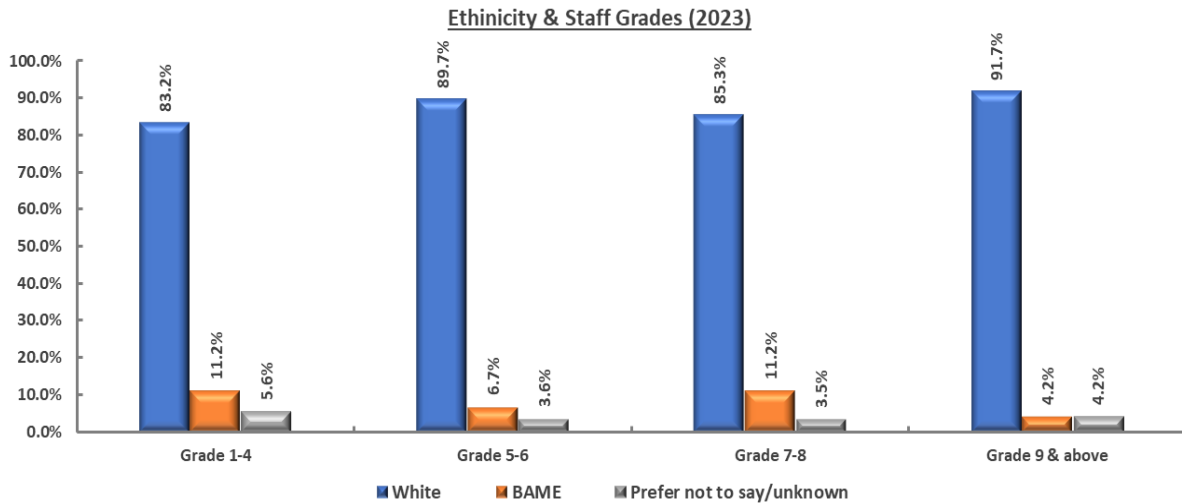
the historically low representation of this group compared to the national figure with 92.6% of Hampshire residents identified as White in the 2021 census data.



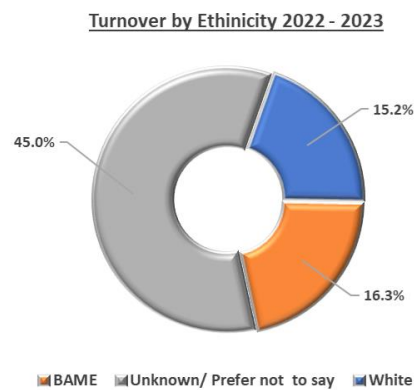
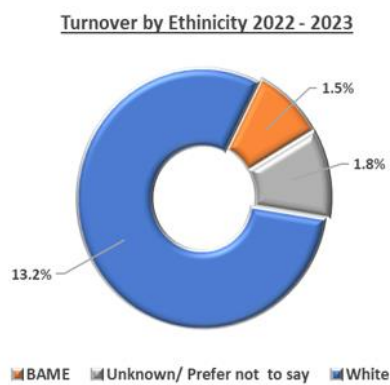
The charts above indicate the greatest underrepresentation within our staffing relates to staff who identify as Black. There is an 8% differential between academic and professional services.



The charts above demonstrate that there is a broad parity of representation between genders employed at the University.



The imbalance in proportion of staff within the grades represents the differential in headcount of 92 Minority Ethnic staff out of 999 total staff. Representation within the BAME category is broadly even across all grades apart from at grades 9 and above.

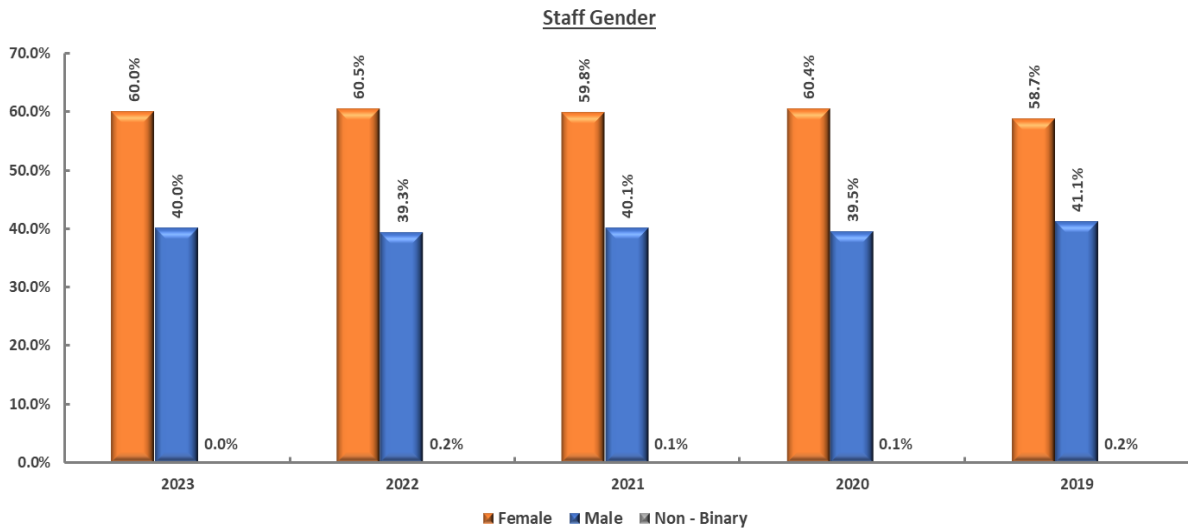


BAME staff are less likely to leave the university than their White colleagues compared to all staff and there is only a 1.1% differential when rates are compared within category [15.2% of White leavers compared to all White staff and 16.3% of BAME leavers compared to all BAME staff].

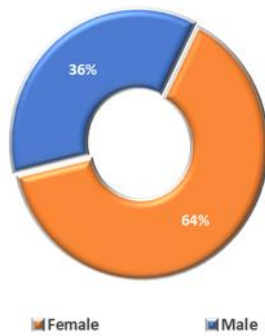
GENDER

The table below demonstrates a gender split across all staff representation which has remained relatively static over the past five years with typically 20% more female staff

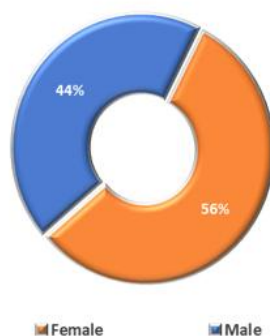
overall than male.



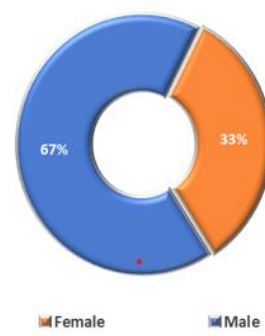
Staff Gender - Prof.Services (2023)



Staff Gender - Academics (2023)

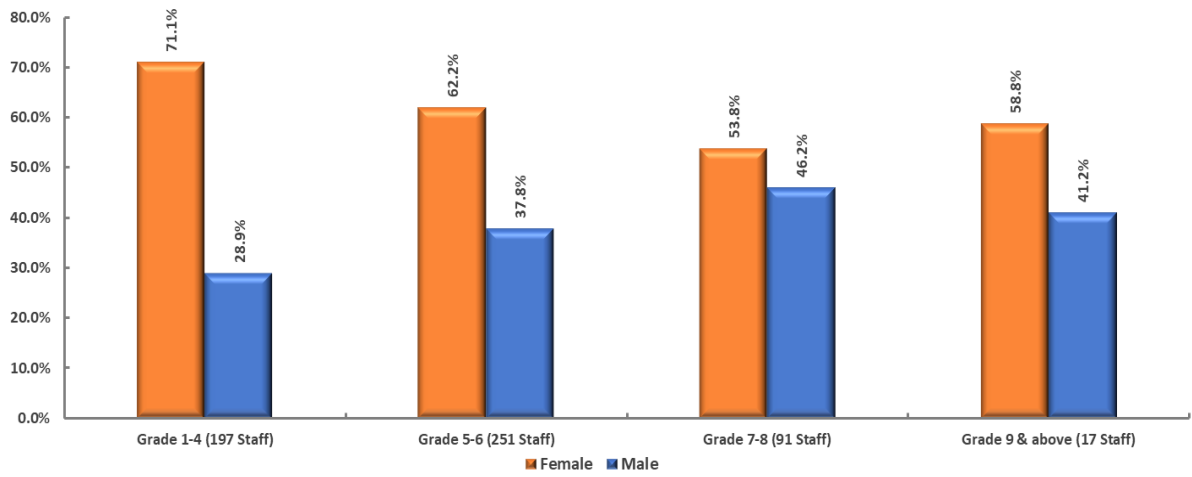


Gender - Management/Senior (2023)

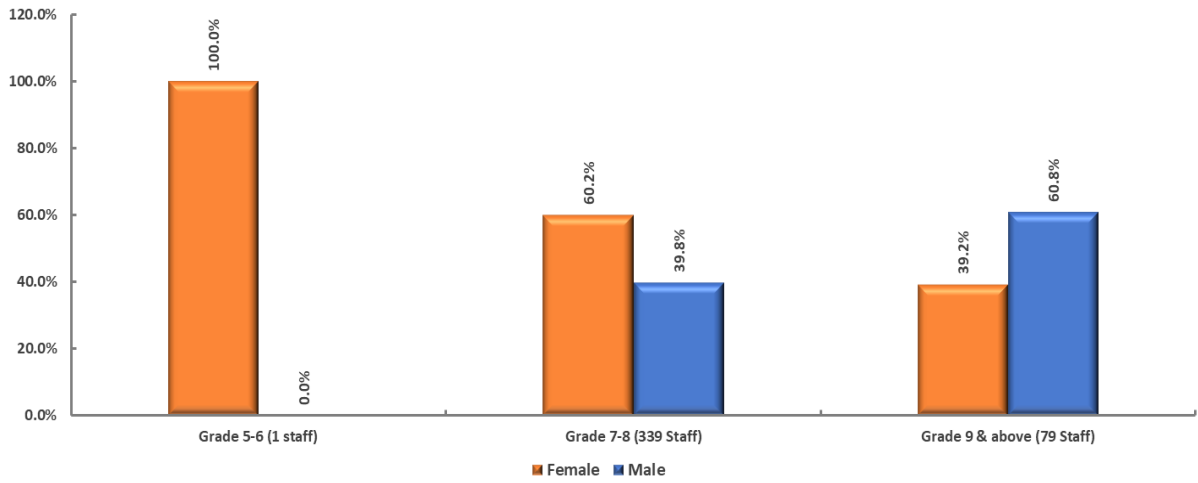


Further breakdown of the data shows an 8% differential with female staff represented in greater numbers in our professional services than in our academic staff. Within professional services staff itself the differential between female and male staff widens showing female staff make up almost two thirds of this category. There is a similar differential in our Senior Management category in the other direction with female staff making a third of this category, but this does represent small numbers where proportionate swings are greater.

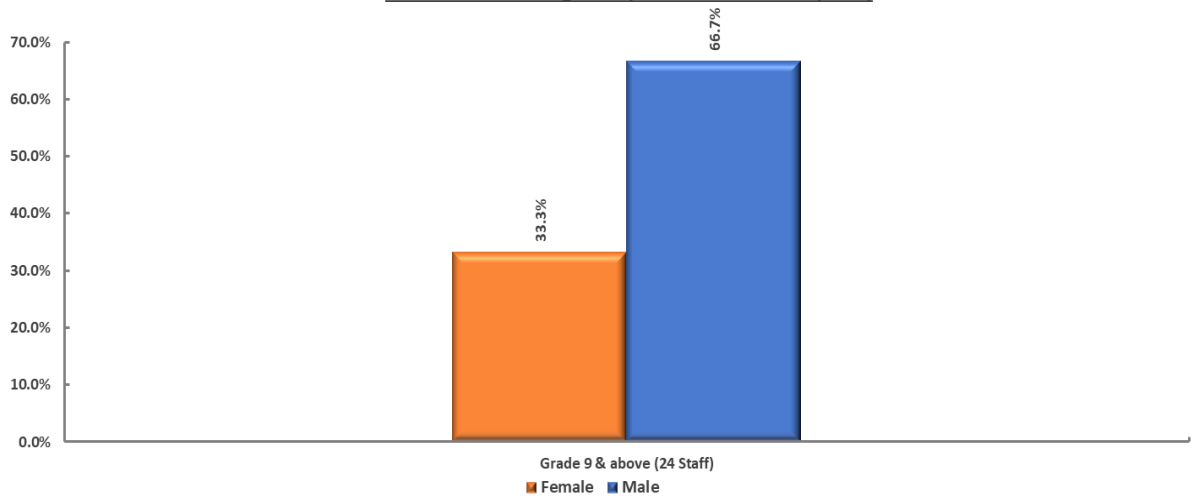
Staff Gender - Professional Services Staff Grades (2023)



Staff Gender - Academic & Research Staff Grades (2023)



Staff Gender - Management/ Senior Staff Grades (2023)



When broken down by grade there is a much more nuanced picture and headcounts have been indicated to contextualise the overall picture.

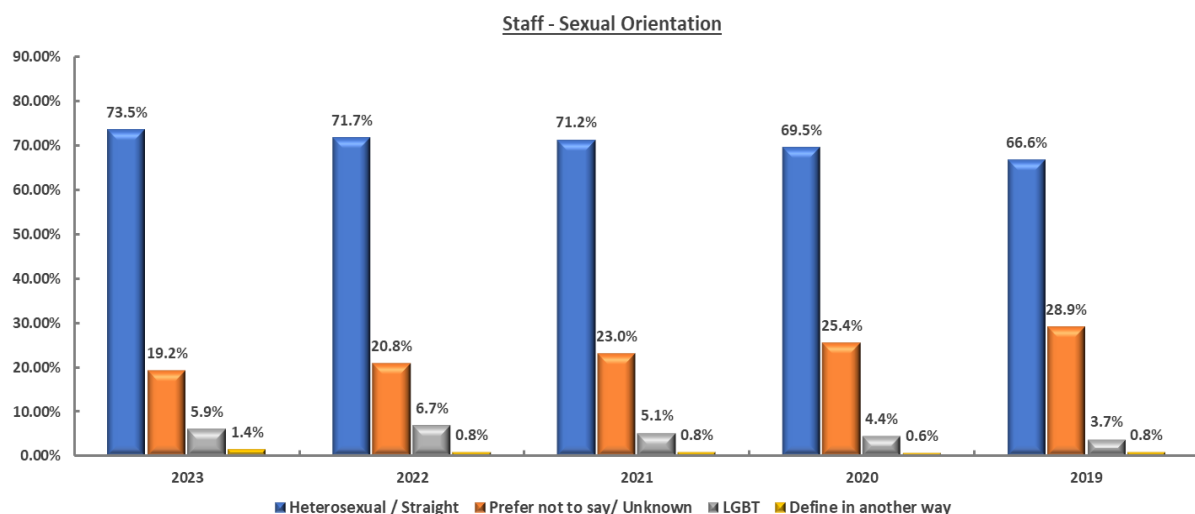
Within Professional Services staff, female staff are proportionately more likely to be represented across the grades, although male staff are more represented at grades 5 and above relative to their overall representation within professional services (36% overall). In grades below 5, female representation is greatest.

While there are greater numbers of female than male academic staff, the chart above shows that male academic staff are more represented in grades 9 and above than female academic staff. However, professional services female staff outnumber male staff at both grades 7 to eight, and nine and above.

Management and senior staff imbalances coupled with the higher proportion of female staff in our professional services on the lower grade points, have been identified as having an effect on the gender pay gap.

SEXUAL ORIENTATION

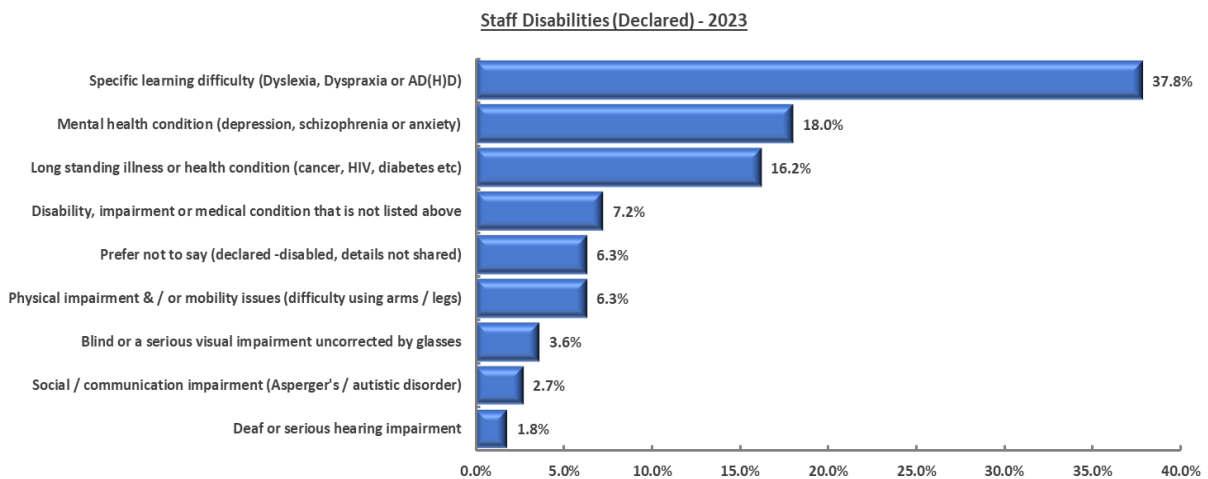
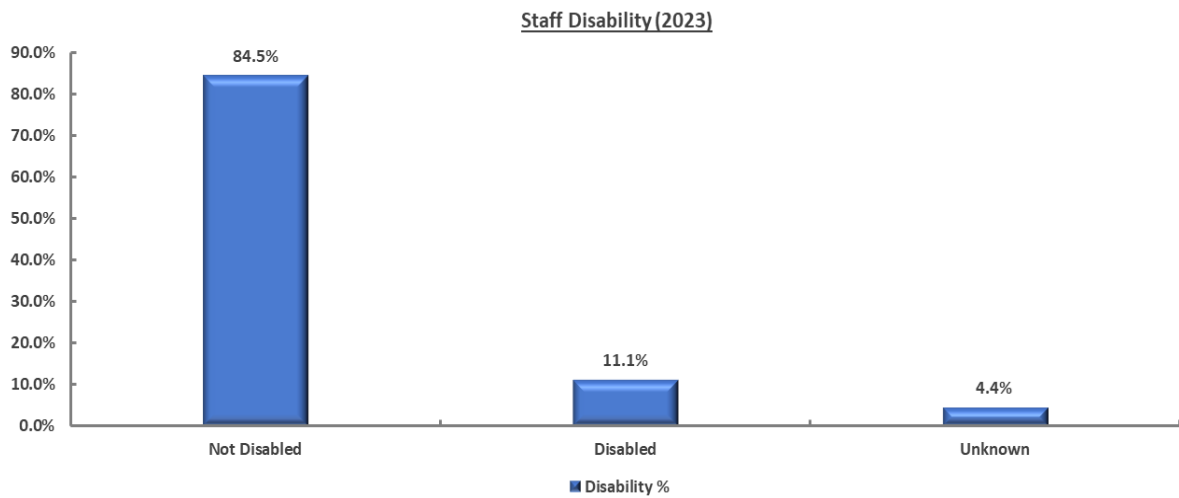
The tables below outline that the number of staff that identify as heterosexual and disclose this information has marginally increased, with a marginal decline in the percentage of staff that identify as LGBTI+ or in another way. The amount of people that choose not to declare their sexual orientation has continued to decrease.



DISABILITY

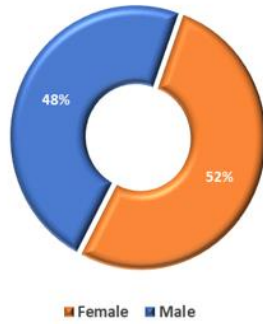
While not all staff chose to declare whether they have a disability or not, 111 members of staff have declared a disability status and only 44 of a total 999 staff are uncategorised. There was a marginal shift upwards of 1.4% in declarations within the disability category this year compared to last and a decrease of 2.2% of those who are unknown. 11.1% of our

staff have disclosed a disability indicating the ongoing success of our Disability Confident employer actions.

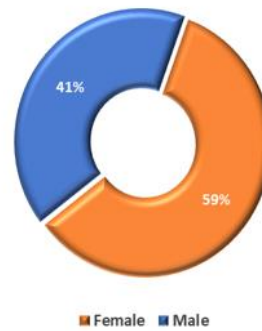


The table above shows a breakdown across broad categories of recorded disabilities with specific learning differences representing the most recorded. This category has also shown a steady incremental increase over the past five years. In 2024 the University will undertake a project to identify specific needs related to this staffing area.

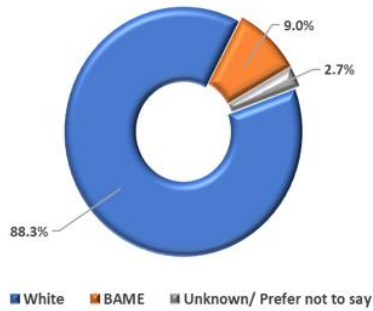
Staff Disability by Gender - Declared Disabled (2023)



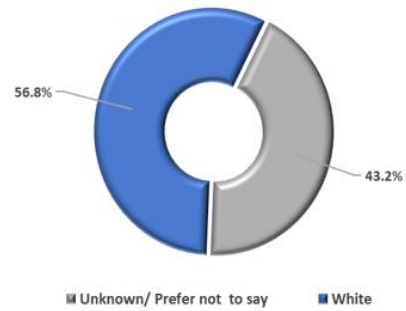
Staff Disability by Gender - Unknown/Prefer not to say (2023)



Staff Disability by Ethnicity - Declared Disabled (2023)



Staff Disability by Ethnicity - Unknown/Prefer not to say (2023)

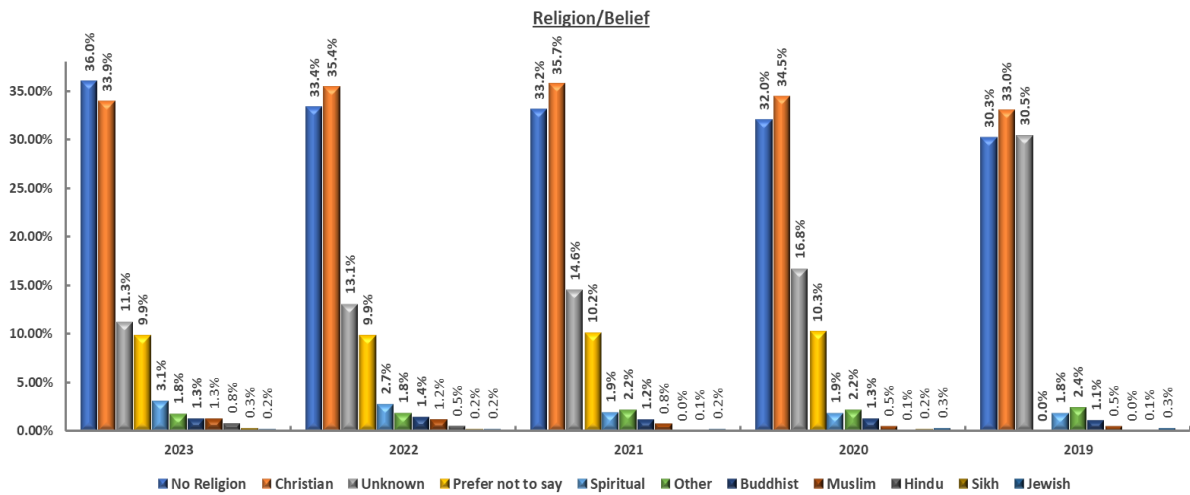
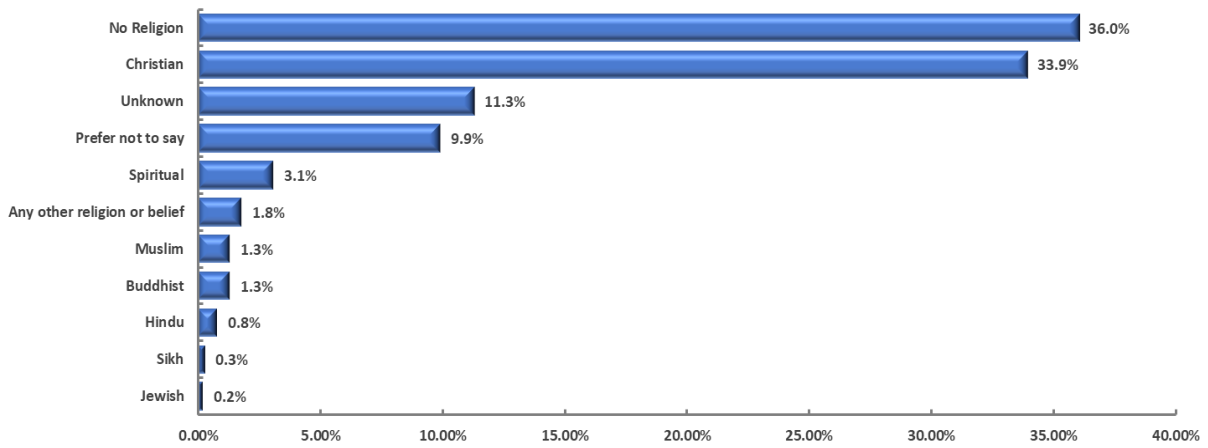


The charts above show that female staff are less likely to declare whether they have a disability or not but where they do declare they are marginally more likely to have a disability than their male counterparts. Minority Ethnic staff are very likely to supply this information and have a proportionally smaller rate of disabilities when compared to their White colleagues. 10.9% of Minority Ethnic staff have a declared disability compared only to other Minority Ethnic staff, compared to 11.3% of White staff as a proportion of White staff showing a broadly comparable rate.

RELIGION/BELIEF

While there has been a decrease in the number of staff members whose religious beliefs are unknown or unstated, the largest declared religion continues to be Christianity. For the first year, staff who record in the No Religion or Belief category outnumber those who record as Christian. Percentages otherwise remain broadly similar year-on-year. We do observe a slight uplift in representation within Muslim, Hindu and Sikh categories which may correlate to an extent with the uplift in underrepresented ethnicity categories.

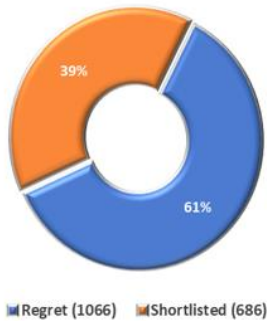
Staff - Religion 2023



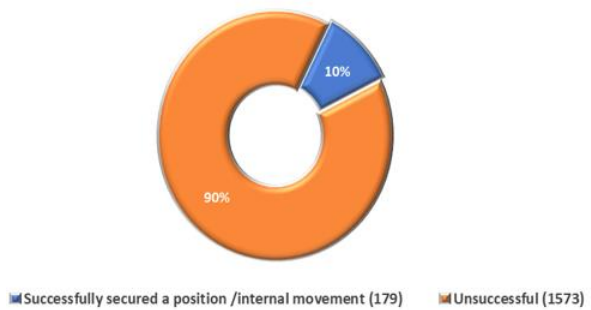
APPLICATION AND RECRUITMENT

Of the 1,752 applications for vacant positions at the University in 2022/23, 686 were shortlisted and 179 successful to an appointed position.

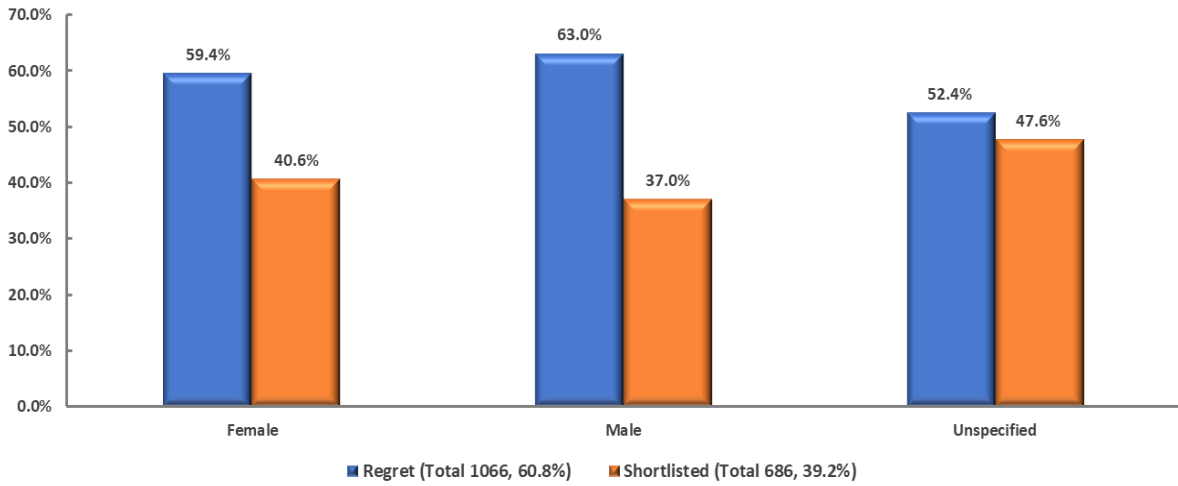
Applicants - Initial Screening Stage (2023)



Applicants - Final Outcome (2023)

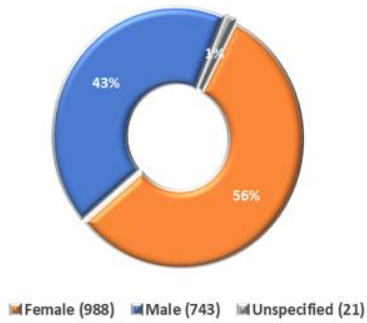


Applicants Status by Gender (2023)

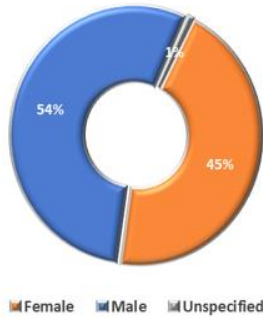


Of those who declared their gender on application, female applicants were 3.6% more likely than male to be shortlisted and 6.0% less likely than those who did not specify. There were very low numbers of applicants who did not specify (21), so proportional representation is skewed here.

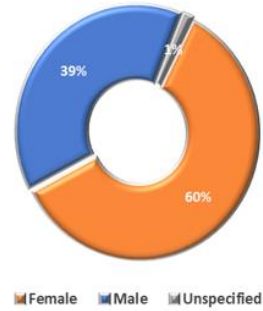
Applicants by Gender (2023)



Applicants by Gender - Academics (2023)

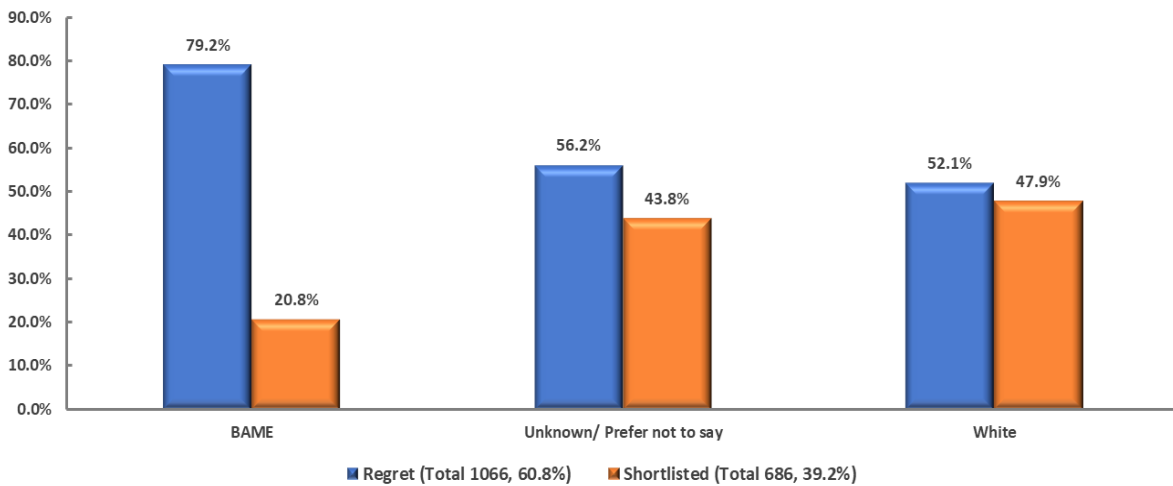


Applicants by Gender - Prof.Services (2023)



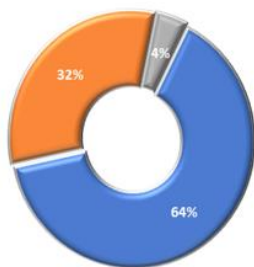
There were proportionally more female applicants than male overall, with the greater proportion of those within professional services, which is reflective of the established staff gender make-up across the established staff figures.

Applicants Status by Ethnicity (2023)

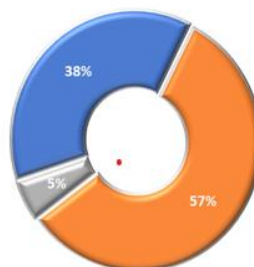


Minority Ethnic applicants were disproportionately unsuccessful in reaching a shortlist than their White counterparts or where applicants did not disclose. The numbers of applicants who did not disclose was small (41) which produces disproportionate results.

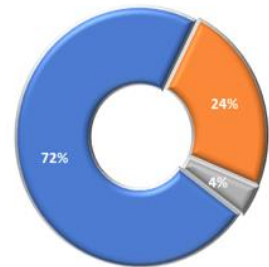
Applicants by Ethnicity (2023)



Applicants by Ethnicity - Academics (2023)



Applicants by Ethnicity - Prof.Services (2023)



White (1125) BAME (554) Unknown/ Prefer not to say (41) BAME Unknown/ Prefer not to say White BAME Unknown/ Prefer not to say White

Overall a third of applicants were Minority Ethnic and of those the majority applied for academic positions, representing more than half of all applications for academic positions.

Overall, Minority ethnic staff had a success rate of 4% application to appointment rate despite our standard blind application process. This is low compared with a success rate of 13% for white candidates but is similar to other years and demonstrates a persistent differential between these categories. Minority Ethnic academic applicants had a success rate of 3% compared to 16% for White applicants, and 5% compared to 13% for professional services (data includes internal applicants). This demonstrates that there is a persistent disparity across these categories at all stages of the recruitment process. We aim to understand this disparity in order to address it but note that the data is not currently sufficiently detailed to understand and eliminate the influence of factors such as qualification for advertised positions. Our current actions are embedded in our Race

Equality Action Plan and our comprehensive mandatory unconscious bias training provision for interview panellists.

DISCIPLINARY AND GRIEVANCE

Of the six disciplinary cases in 2022/23, four were brought against males, one against a Minority Ethnic staff member and none against a staff member with a declared disability. There are no indications that Minority Ethnic staff with a declared disability are disproportionately represented within those numbers, but male staff may be. However, numbers are very small and any variation is unlikely to be significant.

There were six grievances brought in the same period, with one a joint grievance presented by two staff members, and one staff member bringing two grievances. Of those, three were brought by male staff members and three by female staff. One staff member had declared a disability and all staff were recorded as White. Again, representing no apparent equalities issues.

STUDENT EDI DATA

The latest trends in the total student population relating to gender, age, disability, ethnicity/race, sexual orientation and religion/belief are shown below. The data in this report is from the HEIDI+ Student headcount data and HESA Core data as at year end for each academic year. National comparator data throughout this section is taken from HESA Student Data 2021/22 and further analysis from Advance HE Equality in Higher Education: Students Statistical Report 2023 (which provides further analysis and commentary on 2022/23 student data)

The table below shows the total student population, including postgraduate, over the last four years.

	2019/20	2020/21	2021/22	2022/23
Total student number	8,002	8,230	8,280	8,063

GENDER

The student gender profile has remained fairly constant over recent years with a split 65-67% female and 32-35% male, with a small percentage identifying as 'Other'. Nationally, 57% of all HE students in 2022/23 were female, this has been the case since 2016/17.

	HEADCOUNT				%			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Sex								
Female	5,303	5,350	5,513	5,334	66.27%	65.01%	66.58%	66.2%
Male	2,662	2,814	2,662	2,617	33.27%	34.19%	32.15%	32.5%
Other	37	66	105	63	0.46%	0.80%	1.27%	0.8%
Information refused	-	-	-	49	-	-	-	0.6%
Total	8,002	8,230	8,280	8,063	-	-	-	-

Source: HEIDI+ Student headcount

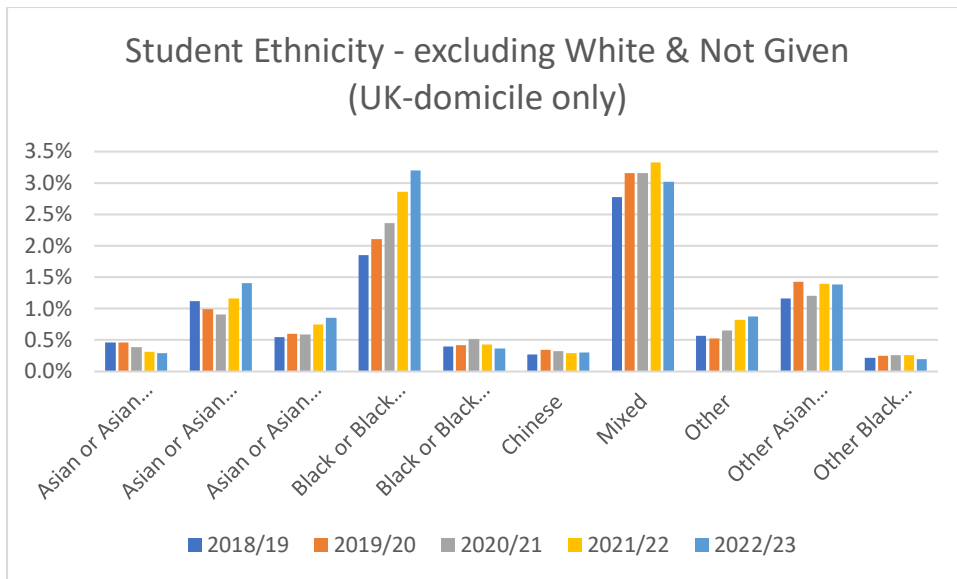
The University's split, with a significantly higher percentage of female students, is reflective of the University's academic portfolio with a high percentage of students studying nursing, allied health, social work and education all of which tend to lead to jobs which are more attractive to females. This is reflective of the national picture with female students making up 77.9% (2022/23) of students studying undergraduate education and teaching courses and 79.7% of students studying on subjects allied to medicine across all degree levels.

To note, the data is based on the HESA recorded sex of the student, with information updated throughout a student's engagement where applicable, a separate identifier is used for gender identity not provided in this report.

ETHNICITY

The University's student population remains predominantly white (c. 80-90%), in 2022/23 87.2% of UK-domicile students identified as White and 81.8% of all domicile students identified as White. However there has been some slow progress with small annual decreases starting at 90.1% (UK domicile only) in 2018/19.

In 2022/23, 3.8% of students identified as UK-domicile Black (increased from 2.5% in 2018.19), 4.2% as UK-domicile Asian (increased from 3.6% in 2018/19) and 0.9% as UK-domicile Other (increased from 0.6% in 2018/19). For context, in the 2021 Census across the local district (Winchester) 93.6% of people identified as White, 3.1% as Asian, 0.6% as Black and 2.0% as Mixed. The small growth in the population of Black students is most likely due to the impact of portfolio developments, particularly the introduction of nursing and allied health programmes.

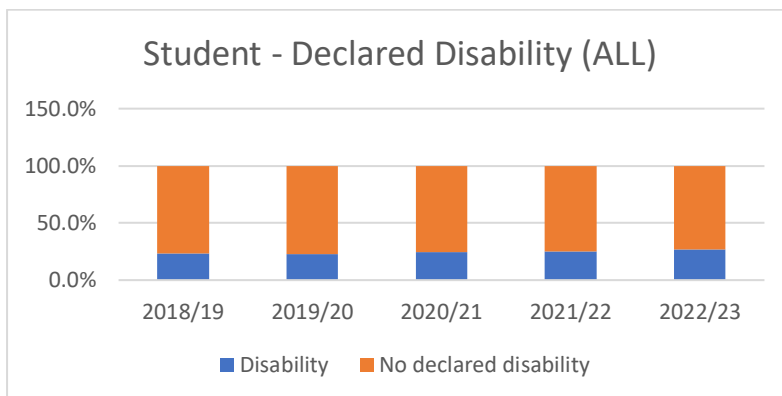


Source: HEIDI+ Student headcount

DISABILITY

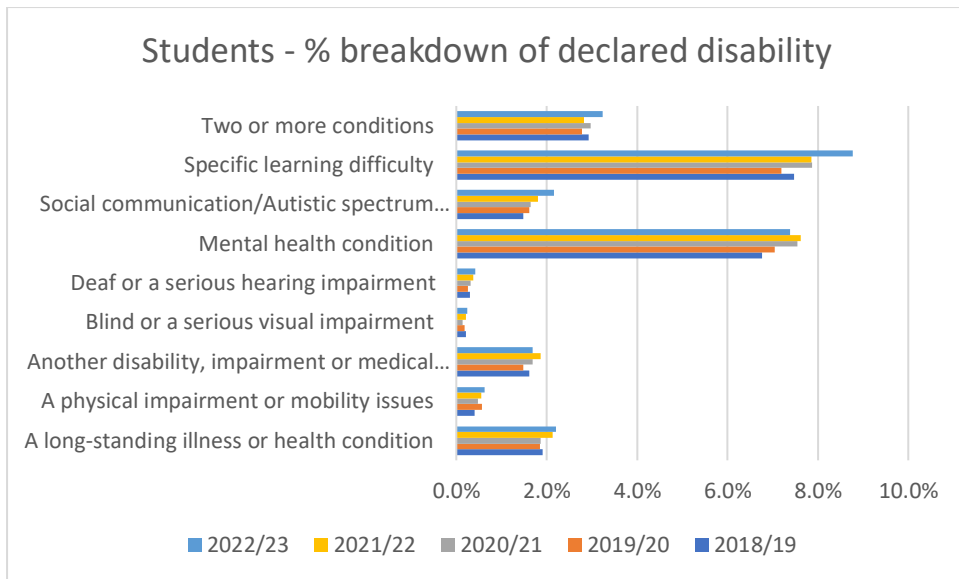
Across the UK HE Sector disability disclosure rates since 2003/04 have nearly tripled rising from 5.4% to 16% in 2021/22, Winchester has traditionally attracted higher proportions of students with a declared disability accounting for 23-26% of the student population in the last four years.

The number of students declaring a disability at the University during the period 2018/19 to 2021/22 has increased slightly from 23.1% (1,793 students) in 2018/19 to 26.7% (2,154 students) in 2022/23.



Source: HEIDI+ Student headcount

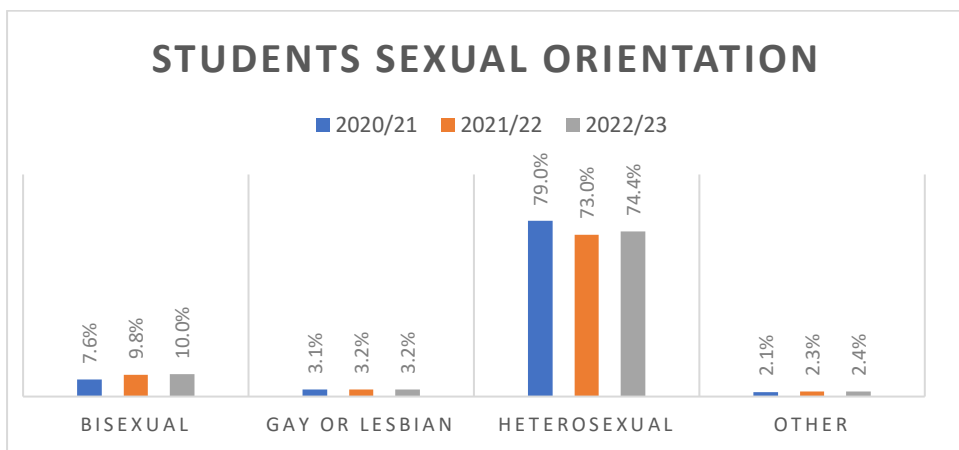
The AdvanceHE report identifies that there has been a rise in students disclosing a mental health condition since 2016/17 and this is reflective in the University's own data which shows an increase from 6.7% (526 students) in 2018/19 to 7.4% (595 students) declaring a mental health condition.



Source: HEIDI+ Student headcount

SEXUAL ORIENTATION

In 2022/23, 13.2% of students at the University identified as Lesbian, Gay, Bisexual or Other (LGBO) compared to a national figure of 3.2% returned in the 2021 census, with 7.5% not responding to the question. However, the 2021 census also showed that young people (aged 16 to 24) are now more than twice as likely to identify as LGBTQ+ than the overall population. We have observed a growth in the proportion of students identifying as bisexual in the past three years, 7.6% in 2020/21 to 10.0% in 2022/23.

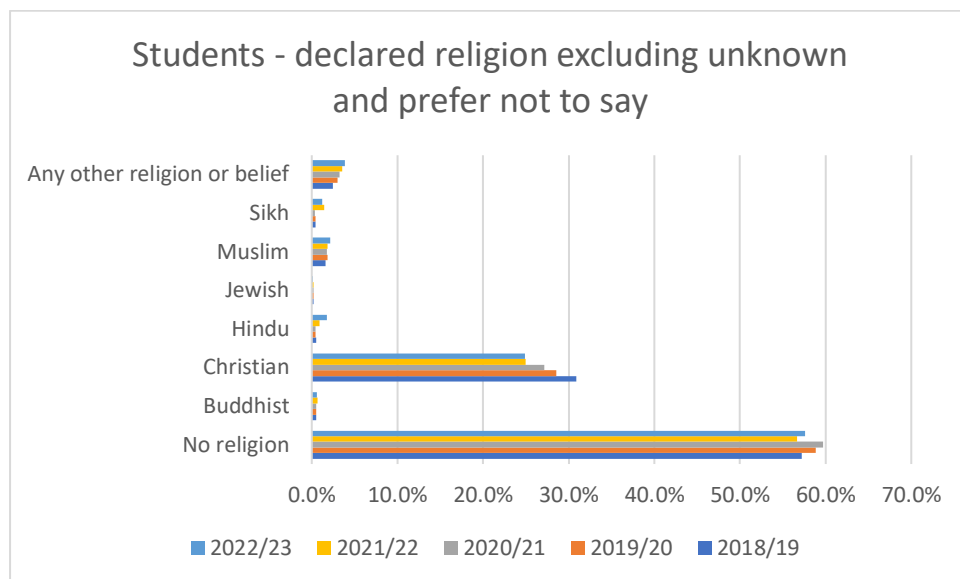


Source: HESA Core data

RELIGION/BELIEF

Since 2018/19, circa 55-60% of students have declared 'no religion'. The proportion of students identifying as Christian has decreased annually from 30.9% in 2018/19 to 24.9% in 2021/22 and has remained stable this year (24.9%). Whereas we have seen small

increases in those identifying under other religions, namely Hindu (0.5% to 1.8%); Sikh (0.5% to 1.2%); Muslim (1.6% to 2.1%); 'any other religion or belief' (2.5% to 3.9%).



Source: HESA Core data

ACCESS AND PARTICIPATION PLAN (APP)

The University's APP sets out how we continue to improve equal opportunities in higher education and is approved by the Office for Students. It outlines the commitment we make in relation to outreach, student success and progression.

Our current APP 2020/21 – 2024/25 sets out an overarching strategy and identifies a number of key student groups where we wish to make greater and faster progress. Priority targets included addressing large degree awarding gaps for non-white students. Based on our analysis of our performance over a number of years we have identified the following areas on which to focus our work.

- To work with local communities to increase the low rates of progression into higher education.
- To increase the diversity of our student body and close the gaps in participation in HE for students from underrepresented groups.
- To create an inclusive learning and teaching environment in which all students, whatever their background, are able to flourish.
- To improve progression rates into further study or graduate employment for all of our students.

In Spring 2022 we were one of forty providers to volunteer to develop a new access and participation plan under a new approach developed by the regulators to address risks to equality of opportunity in higher education. Our new plan, developed in consultation with student consultants and the Student Union, was approved and published in Autumn 2023.