

EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT FOR JANUARY-JULY 2025



UNIVERSITY OF
WESTMINSTER 

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Prepared by:

Clare Peterson, Equality, Diversity, and Inclusion Manager
 Rajat Shah, Equality, Diversity, and Inclusion Officer
 Edgar Lee, International Student Officer

MESSAGE FROM OUR VICE CHANCELLOR AND PRESIDENT

Wellbeing, Inclusion and the UN Sustainable Development Goals are our University priorities that flow through all we do. As this comprehensive and robust annual report demonstrates, we continue to make progress in many different and creative ways to help push forward our underpinning EDI work together. Not just within Westminster, but also in collaboration with many others who share our ethos and hopes for the future, whilst recognising that our journey and focus on these areas will be never ending, I commend and thank those very many people

from our community and outside who work so creatively and with passion help us to progress our work. All so worth it, distinctive and needed. I hope that you find this report useful, informative, inspiring and that it helps all of us continue to have good energy towards a more equitable, inclusive and fairer future. We shall keep pushing...

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



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

Equality, Diversity, and Inclusion are integral to our Westminster way of being. Even as "EDI" becomes contested in some parts of the world, we are confident in our values. Annual Reports can easily turn into bureaucratic, bland exercises that encourage a tick-box approach. At Westminster, where I have been co-leading the EDI work for almost half a decade, I can say with confidence that our annual reporting process includes feelings and hopes as it covers various matters relating to governance, culture, and community. We want to align our reporting with the academic year rather than the calendar year to capture the full scope of activities and initiatives related to equity, diversity, and inclusion at our university. This report highlights how we celebrate diversity while challenging prejudice; it identifies the challenges and opportunities in our mission to embed equity at the heart of our diverse community.

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

During my tenure as Co-Chair of the EDI Committee, the EDI Annual Report has become a vibrant testament to the energy and dedication of our colleagues who serve our University with unwavering passion, purpose, and vision. In a world that is constantly shifting, rather than weakening our resolve, this dynamic environment has only strengthened our community's commitment to seeing EDI mainstreamed in our process and policies. We are taking bold actions to weave inclusion and sustainability into the very fabric of our interactions with students, stakeholders, and each other. At the heart of this report lies a reflection of our core values, beautifully illustrated through the diverse programmes, activities, initiatives and events that characterise Westminster's distinctive identity. I invite you to join me in celebrating the remarkable contributions of everyone involved in this significant compilation of our achievements, as we courageously face the challenges that lie ahead together.

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

SUMMARY OF PROGRESS FOR 2025

GOVERNANCE AND POLICIES:

1. University's EDI Committee led a collaborative engagement process, working with stakeholders to support the development and secure approval of the refreshed Equality, Diversity, and Inclusion Strategy 2025-30.
2. During this period, the EDI Committee reviewed EDI-related feedback from the Performance Development Review process and a summary of the previous year's Engagement and Wellbeing Survey. Results showed that most respondents felt a strong sense of belonging and inclusion within their teams, indicating positive progress. The Committee also considered updates on the Access and Participation Plan and the 2025 THE Impact Rankings to further align strategic priorities in inclusion and sustainability.
3. The Organisational Development Team extended the leadership development programmes, adding the Women in Higher Education Network (WHEN) pioneering programme "100 Black Women Professors NOW", and supported a first cohort of five female colleagues on their Career Accelerator Programme.
4. Between 01 August 2024 and 31 July 2025 194 colleague promotions were recorded. 97 were Academic promotions (50%) and 97 Non-Academic promotions (50%).
5. We continued to see a reduction in both our Mean and Median gender pay gap, with our Mean gap now 5.97% and our Median gap 2.57%. Our Median gap reduced by more than half and is now considered to be statistically not significant.
6. Over the year we worked with oversight of our Self-Assessment Team for Athena Swan accreditation application, operationalised through five interdependent workstreams. A best practice event was held in June 2025, with a clear message: a well-executed Athena Swan process, underpinned by evidence, collaboration, and accountability, can act as a lever for lasting organisational change.

RECOGNITION AND CELEBRATION:

7. In 2025, Westminster was recognised in the top 13% of universities worldwide for its work on contributing towards the United Nations 17 Sustainable Development Goals (SDGs)
8. The Q+ Network was nominated for the Queer Student Awards, winning the QSA University of the Year Award, recognising our work fostering an inclusive and supportive environment for LGBTQ+ students and staff.
9. Our Black History Year Researchers Network was shortlisted and went on to win the Vitae Impact, Culture and Engagement (ICE) Award 2025, for Research Culture Impact through Researcher Development.
10. Hosting major festivals for our diverse and global community as part of World in Westminster Cafes, including Lunar New Year, Nowruz, Passover, Vesak, Diwali, Yalda, Chanukah, and Christmas.

CULTURE AND COMMUNITY:

11. We collaborated with Universities UK in May to host a national summit on "Community Cohesion in Higher Education and Beyond".
12. We collaborated with London Higher in June to host a conference on "EDI in the Higher Education Sector".
13. We hosted our annual Challenging Racisms, Queering Academic and Africa Day conferences.
14. Various Colleague Networks, BME; Q+; Colleague Disability; the Faith, Spirituality and Belief and Women of Westminster conducted activities to promote EDI.
15. In 2025, the University reaffirmed its commitment to building a mentally healthy, compassionate, and inclusive community by formally embarking on its University Mental Health Charter (UMHC) journey.
16. We continued our partnership with the London Higher Mentoring scheme to support career progression for our global majority colleagues; the scheme offers a platform to match mentors and mentees and networking with colleagues from institutions across the capital.
17. Women of Westminster oversaw a soft launch for our new Menopause e-learning module ahead of its formal launch at the start of the new academic year.
18. Continuing to prioritise the challenge of prejudice and the celebration of diversities, we integrated our antiracism practice into the refreshed Equality, Diversity, and Inclusion Strategy 2025-30, aligning our actions with business objectives to ensure lasting impact and accountability.

2025: THE VALUE OF WORKING TOGETHER

FLAGSHIP EDI PROGRAMME

Our flagship EDI programmes “Westminster For All: Equity, Inclusion and Belonging” (supported by the QHT until July) and “Westminster Programme for Enhancing Inclusion, Belonging, and Sustainable Development” (supported by the University since August) engage with students, colleagues, alumni and the wider society through events, empowerment programmes, training sessions, and student internships.

THE YEAR IN REVIEW:

January

January marked a reflective and values-driven start to the year, with a focus on inclusion, access, and holding space for underrepresented voices. The month opened with the Holding the Space Conference, which provided Black academics with a dedicated platform to share lived experiences within higher education. The conference reinforced Westminster’s commitment to listening, care, and institutional responsibility, and created space for honest dialogue around belonging, wellbeing, and systemic barriers.

Alongside this, the World in Westminster Festival: Lunar New Year Celebration commenced across campuses, celebrating a festival observed in over 20 countries. Events at Harrow and Regent Street, including a collaboration with Regent Street Cinema, brought together students, colleagues, and members of the public through cultural performances, workshops, and shared celebration. For many international students, these events



provided continuity, cultural recognition, and a sense of home while they studied away from their families, demonstrating the University’s commitment to culturally responsive practice and inclusive community building.

February

February focused on identity, visibility, and authentic dialogue. The World in Westminster Café: LGBTQ+ History Month created an open space for learning, reflection, and shared understanding of LGBTQ+ histories and lived experiences. This was followed by Westminster Conversations: Coming Out, Staying In, which invited students and colleagues to explore themes of disclosure, identity, safety, and belonging within academic and professional spaces.

During this period, the University also launched the second cohort of the LGBTQ+ Empowerment Programme, strengthening its strategic focus on leadership development, well-being, and confidence-building for LGBTQ+ students.

Collectively, February’s activity emphasised intersectionality, voice, and inclusion, reinforcing Westminster’s commitment to supporting students in navigating identity within a caring and affirming environment.

March

March was characterised by cultural celebration and inclusive dialogue rooted in global traditions and shared values. The University hosted a series of festivals of faith and culture-based events, including Iftar, Nowruz, and Holi: Rang De Basanti, creating welcoming spaces for students to observe, share, and learn about significant religious and cultural moments.

Alongside celebrations, the World in Westminster Café on Neurodiversity encouraged reflection on inclusive learning environments and the importance of recognising diverse cognitive experiences. Together, these activities fostered mutual respect, cross-cultural understanding, and a strong sense of belonging, aligning closely with the University’s EDI strategy and commitment to inclusive student experience.



April

April sustained the University's focus on empowerment, access, and institutional responsibility. A key highlight was the Supporting Refugee Students at the University of Westminster Conference, which brought together colleagues, students, and external partners to share best practices and reflect on compassionate, coordinated approaches to supporting displaced and refugee students. The conference strengthened institutional understanding of the structural, academic, and well-being needs of refugee learners, reinforcing Westminster's commitment to inclusive and responsive support.

The month also featured continued cultural engagement through the World in Westminster Festival: Passover, reaffirming the University's commitment to recognising religious diversity and providing inclusive spaces for observance, learning, and community connection. Collectively, April's activity demonstrated a strategic balance between celebration, care, and systemic inclusion, aligning closely with Westminster's EDI priorities.

May

May marked a shift towards dialogue, critical reflection, and collective responsibility. A series of conversations and conferences, including VJ Day, Africa Day, the Challenging Racisms Conference, and the DEN Student Conference, provided open platforms for students, colleagues, academics, and external guests to engage in meaningful discussion around inclusion, peace, social justice, and global responsibility.

Alongside these conversations, the World in Westminster Festival: Wesak offered opportunities for spiritual reflection, meditation, and learning about Buddhist traditions, fostering wellbeing and compassion across the community. The month also included the Tregime Pjeshkash Event, which celebrated cultural heritage and community through shared experience and storytelling.

Together, May's activity demonstrated Westminster's commitment to moving beyond celebration alone, embedding EDI through dialogue, education, and reflective practice.



June

June focused on institutional learning, collaboration, and embedding equity across practice. The EDI Open Forum brought together colleagues and students from across the University to reflect on progress, share practice, and strengthen cross-departmental collaboration in advancing equity, diversity, and inclusion. The Forum reinforced a shared institutional responsibility for belonging and inclusion.

Complementing this, the Athena Swan Best Practice Event highlighted good practice in gender equality and inclusive academic environments, contributing to sector-informed learning and continuous improvement.

June's activity underscored Westminster's commitment to reflective practice, accountability, and embedding EDI principles into the institution's fabric.

July

July concluded the reporting period with activity centred on visibility, pride, and recognition. The Westminster Conversations: Queering Academia event brought

students and academics together for panel discussions, student-led sessions, and dialogue on leadership, identity, and inclusion within higher education.

This was complemented by the Pride Breakfast and participation in the London Pride March, where students and colleagues celebrated together in a visible demonstration of solidarity and belonging.

The month also marked a significant institutional achievement, with the University of Westminster being named University of the Year at the 2025 Queer Student Awards. This recognition reflected sustained commitment to LGBTQ+ inclusion, student support, and inclusive culture across the institution.

Closing Reflection

From January to July 2025, the University of Westminster delivered a rich and strategically aligned programme of EDI activity that balanced cultural celebration, critical dialogue, empowerment, and institutional reflection. Through conferences, conversations, festivals, and sector engagement, the University continued to foster environments where students and colleagues feel recognised, supported, and able to belong.





INCLUSION AND SUSTAINABLE DEVELOPMENT GOALS

In 2019 the University of Westminster adopted the United Nations' Sustainable Development Goals (UN SDGs) – approved by all 193 UN Member States to scaffold the ambition of the 2030 Agenda for Sustainable Development (2015-2030) – to frame its own strategic decisions. The SDGs 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 University's strategy Being Westminster 2022-2029 officially rooted the SDGs at the heart of all we do in our mission to "help students and colleagues from different backgrounds fulfil their potential and contribute to a more sustainable, equitable, and healthier society".

A key strength of our Sustainable Development related work is Inclusion. We continue to focus on SDG 5 (Gender Equality), SDG10 (Reducing Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions).

In recognition of the importance of sustainable development, in 2024-25 the University Executive Board established an institution-wide SDG Coordinating Group co-chaired by Professor Dibyesh Anand and the Head of Sustainability. More than a vehicle for cascading information, the Group asks all members to actively coordinate and contribute to activities which strengthen our commitment to the SDGs. This illustrates that all colleagues play a role in furthering Westminster's mission.

One measure of Westminster's excellence in demonstrating its commitment to the SDGs can be found in the results of our annual submission to the

Times Higher Education (THE) Impact Rankings. The THE Impact Ranking is the only global performance table that assesses universities against the UN 17 SDGs, and we have participated in the Rankings since 2019.

In 2025, Westminster scored a total of 80.8 out of 100 for this last submission, which places the University in the top 13% overall – up from the top 26% since it first reported six years ago. Westminster has successfully held its place in the top 300 universities in the world, even with the number of universities assessed increasing year on year.

Beyond league tables, there were many SDGs highlights in the 2024-2025 academic year at Westminster. The Sustainability Fund – coordinated by the Sustainability Team and the Centre for Education and Teaching Innovation – was confirmed for another three years thanks to the generous support of Westminster alumnus Graham Hobson. The Sustainability Fund facilitates short-term projects carried out in equal partnership between Westminster students and colleagues. The academic year 2024-25 saw the completion of our 4th cycle of Sustainability Fund projects.

The Sustainability Team revived the annual Sustainability Week and initiated a new SDG Prize to celebrate students' coursework through the lens of the Goals. Westminster hosted the annual London Student Sustainability Conference and – with the help of the new SDG Coordinating Group – held its third annual SDG All Colleague Workshop. To round it off, four of our applications were shortlisted for the prestigious Green Gown Awards recognising sustainability in further and higher education.

These highlights reinforce the SDGs as our connective tissue at Westminster. All the above and more can be found in further detail in our annual [SDG Report 2024-25](#).

RESEARCH AND KNOWLEDGE EXCHANGE

The **Research Culture Statement** has been published on our website, reinforcing our strategic ambition that 'research is for everyone' and emphasising our commitment to inclusive research and knowledge exchange. Throughout 2024/25, we undertook an extensive listening exercise. This included meetings with all the colleague networks and other colleague groups, including CETI, Early/Mid-career researchers (E/MCR), Professors/Readers, research-adjacent colleagues such as technical teams and Organisational Development. This enabled us to identify common themes and priorities as well as findings from a range of recent colleague and student surveys. A Research Culture Report with Priority Areas for action was prepared, circulated, edited and approved by the Research and Knowledge Exchange Steering Committee. The Priority Areas are: 1) people and relationships; 2) communications and celebration; 3) inclusive and equitable research cultures; 4) evaluation and metrics; 5) governance. Ownership of the work for each domain is being established under the overall leadership of the Associate Head of College for Liberal Arts & Sciences.

We are working with Organisational Development to establish a centrally delivered research mentoring scheme and to establish research leadership training. We have piloted (in the College of Design, Creative and Digital Industries) research-focused training for line managers, delivered by the Associate Head of College, and we plan to roll this out in the other colleges. The Researcher Development Working Group has been reinstated as part of developing our Researcher Concordat action plan.

2024/2025 launched a holistic review of the promotion process to Reader and Professor to ensure it is as equitable, transparent and supported as possible. Institutional citizenship and culture will be fundamental to evaluating applications going forward.

Multiple awards and successes for our researchers and research teams included our Black History Year Researchers Network winning the **Vitae Impact Culture and Engagement Award** in September 2025, and the award of a British Council Disability Inclusion grant, led by the Liberal Arts and Sciences Disability Tutor, in partnership with colleagues at WIUT.

As we embarked on the new academic year, we held our **Inaugural Annual Research Culture Symposium** for our Year of Research Culture 25/26 with around 100 attendees from both academic and professional services. This event provided a platform for sharing good practice and for celebrating our work on EDI in research across the University. Further events across 24/25 have included our highly successful Early and Mid-career Researchers and our Readers and Professors forums; these have served as focal points for colleagues to celebrate their success and share their research stories.

ATHENA SWAN CHARTER

The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality in higher education institutions and research. Established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine, the Charter is now used to address gender equality more broadly, and not just barriers that affect women.

Over the past year, we have worked with oversight of our Self-Assessment Team, operationalised through five interdependent workstreams. We held a best practice event in **June 2025**. The message from the event was clear: a well-executed Athena Swan process, underpinned by evidence, collaboration, and accountability, can act as a lever for lasting organisational change. We recently undertook our mid-term review (MTR) with our representative from Advance HE in attendance. The feedback and contribution of our diverse range of colleagues is key for the next phase of our work.





2015 Action Plan Review

We have been evaluating progress against the objectives and criteria in our 2015 Athena Swan Action Plan. Consultations with current and former colleagues have resulted in examples that evidence progress against our 2015 commitments, and a RAG-rated document has been produced. Next, we need to determine the impact of these activities to evidence that we have made an impact in our four chosen areas of gender equity: Institutional Policies; Work-life Balance and Flexible Working; Change in Organisational Culture and Advancing Women's Careers.

Secondary Data Acquisition and Extraction of Insights

Data on appointments and promotions according to gender (and other protected characteristics) for both academic and non-academic roles spanning the past five academic years have been evaluated. There has been an increase in (mainly white) women in higher grade/senior non-academic roles since 2019. There has been a steady increase in the number of applications to Reader and Professor, but gender and ethnicity disparities persist. Women are well represented at Senior Lecturer and Reader levels and often account for equal or greater numbers of applications for promotion compared with men but, at the Professor level, women remain underrepresented. Data on students have been received, and insights extracted. This evidence base will inform the application narrative and design of the future action plan.

Mixed Methods

During 2025, we completed individual and group qualitative interviews with colleagues and students across the University. We conducted a preliminary AI qualitative analysis, which we presented at the Mid-Term Review and will provide the final qualitative reporting in December 2025. Quantitative surveys for all students and colleagues were developed, following wide consultation. Some survey questions for colleagues' map to our previous Colleague Wellbeing and Engagement Survey. For students, questions have been included that are relevant to the Mental Health Charter. The surveys, which were approved by the College Research Ethics Committee, were coded into the JISC platform by Strategy Planning & Performance and launched by the Communications Team and

supported by the Students Union. We expect to report the outcomes of these surveys, which will also collect additional qualitative data, by early February 2026.

Policy Reviews

The policy review working group conducted a systematic evaluation of selected institutional policies. Sub-teams conducted analyses resulting in recommendations that have since undergone a structured evaluative process. Where recommendations require further scrutiny, continued consultations are ongoing to consider resource capacity and operational feasibility.

Research Working Group

Five case studies have been prepared to form a compendium of good practice. The topics covered were: 1) Inclusive Doctoral Research; 2) Gender Inclusive Curriculum; 3) Colleague Recruitment & Gender Pay Gap; 4) Gender Equality Seal (UNDP), and 5) Group Coaching Programmes. The case studies highlight interventions that serve as exemplars of initiatives that have demonstrably advanced gender equity. The compendium will directly inform the future action plan and provide reference material for the application.

MENTAL HEALTH AND WELLBEING

University Mental Health Charter (UMHC) Journey

In 2025, the University of Westminster reaffirmed its commitment to building a mentally healthy, compassionate, and inclusive community by formally embarking on its University Mental Health Charter (UMHC) journey.

The University Mental Health Charter, developed by the charity Student Minds, is a national framework that promotes mental health and wellbeing across higher education. The Charter provides an evidence-informed approach built around four domains: Live, Learn, Work, and Support, and a set of Enabling Themes. It recognises that the mental health of students and colleagues is shaped by equity, inclusion, and the wider learning environment. Our UMHC Steering Group, launched in April 2025 and

championed by the Vice Chancellor, brings together colleagues from across the University to guide our progress. The group is responsible for coordinating activities across the Charter's domains, identifying good practice, and leading an initial gap analysis that will inform a decision in December 2025 about our readiness to apply for the Charter Award.

This work builds on the University's longstanding commitment to fostering an inclusive and supportive culture and aligns with the delivery of our People Strategy, EDI objectives, and wider commitments under Athena Swan, the Sustainable Development Goals, and Access and Participation Plans.

Our next steps include reflecting on the outcomes of the initial gap analysis to decide whether to formally put our name forward for the Charter Award, establishing a dedicated student working group to strengthen student voice and coproduction, and ensuring continued progress toward meeting the Charter's principles of good practice.

Through this process, we are continuing to shape a culture where mental health and wellbeing are everyone's responsibility and where our community can live, learn, work, and thrive together.

Colleague Wellbeing

During 2024/25 activities and events were held to support colleague wellbeing. A few are illustrated below:

World Wellbeing Week: 23 June 2025 – A series of small events promoting holistic wellbeing:

- Street Wisdom Walk – guided mindful walk for reflection and wellbeing
- Meditation & Mindfulness Sessions – to manage emotions and enhance focus

- Guest Speaker on Menopause – expert talk raising awareness and offering practical support

Work commenced on the implementation of the new Recognition and Benefits multi-device platform, 'Westminster Extra'. This platform will serve as a bridge between driving colleague appreciation and recognition, with the following at the heart of how we promote and use it:

- **Commitment**
Recognition and appreciation strengthen loyalty, highlighting where colleagues contributions matter.
- **Connection Between Colleagues'**
Peer-to-peer recognition builds trust, breaks down silos, and encourages stronger collaboration across teams.
- **Sense of Belonging**
Publicly valuing achievements will help colleagues feel included and part of something bigger, fostering true belonging.
- **Community**
Celebrating success together creates a culture of support where everyone moves towards shared goals and contributions are validated.
- **Wellbeing**
All colleagues will have access to a range of wellbeing resources, retailers and organisations that offer discounts and savings that support emotional, mental, physical, and financial wellbeing.

We also sourced a new Colleague Survey vendor to support the University's long-term listening strategy through customisable surveys—engagement, pulse, wellbeing, and lifecycle – to gather feedback, identify trends, and benchmark colleague data.



OUR COLLEAGUE NETWORKS

Our colleague networks continue to play a leading role in driving change through our equality, diversity, and inclusion initiatives. By joining these networks, colleagues gain opportunities for professional and personal growth, developing meaningful connections that enhance their experience and contribution within Westminster.

These networks provide a supportive and inclusive environment for everyone, offering inspiring talks, interactive workshops, and thought-provoking seminars that bring together people from all backgrounds.



BME NETWORK

Since January 2025, the BME Network has continued to grow under the leadership of its current co-chairs, who have represented the Network at various University committees, including the EDI committee, where one co-chair is also the co-chair nominated by Network co-chairs. The BME Network committee meets twice each semester to reflect on progress and plan EDI initiatives.

The Black History Year (BHY) programme is a key output of the Network and is supported by a programme manager (Paula Cadenhead). Besides supporting programmes that emphasise the African diaspora, BHY worked with CETI to hold an event in June to commemorate the Paul Canoville Foundation, where efforts to stamp out racism in football were featured. Eight colleagues are participating in a bespoke empowerment programme for Black staff (Navigating

Spaces) facilitated by executive coaches, where they have engaged in group and individual coaching sessions.

BHY Create saw another successful iteration of Levels 6 and 7 Black students complete six months of bespoke training delivered by an accredited trainer and consultant, as well as mentoring, serving as a blueprint for future empowerment programmes. Following a celebration event in June attended by one of the Deputy-Vice Chancellors (Professor Dibyesh Anand), academic and professional services colleagues, University governors and a QHT Trustee, the programme culminated in a trip to Paris in July, which included a guided walking tour to explore France's historical and nuanced history and its involvement in slavery and colonisation. The lead for the BHY Create Board (Stephen Bunbury) and another member are preparing a journal article based on the experiences of students enrolled in this programme.

The BHY Researchers Network (open to colleagues and PhD research students) held events throughout the year, specific to obtaining grants, writing for impact, and supporting early career Black academics, and is supported by Research Development Manager, Kate Theophilus. Its first annual conference, 'Amplifying Black Scholarship,' was held in June. Professors Andrew Linn, Louise Owusu-Kwarteng, and Mykaell Riley gave



keynotes. Its second annual residential writing retreat took place in July. This was co-facilitated by Professor Alison Eardley (Psychology) and Julia Hendricks (Academic Liaison Librarian), the latter pointing to contributions by Black authors to stimulate a liberatory writing environment. Participants engaged in guided writing sessions, with opportunities for guided mindful walking for health and wellbeing.

The Network continues to work intersectionally with all colleague networks and participated in the annual Challenging Racisms conference in May and EDI Open Forum in June, where its work was showcased.

**Dr Deborah Husbands
Stephen Bunbury
Co-Chairs, BME Network**

Q+ COLLEAGUE NETWORK

Between January and July 2025, the University of Westminster strengthened its commitment to equality, diversity and inclusion through a series of impactful initiatives, events, and achievements led and coordinated by the Q+ Network.

In March, we held co-chairs elections, with Eduardo Lees elected as Co-Chair alongside Maria Jula (re-elected), supported by committee members Michelle Medina Smith and Rhiannon Thomas Val. This continuity ensures stability and sustained leadership for the Network.

In July, members joined the University Pride march. We also supported the Queering Academia Conference (4 July), where members attended and students from the LGBTQ+ Empowerment Programme hosted a queer bingo session and an Ice Breaker, sharing their experiences. This year, 12 students completed the programme, up from 7 the previous year, demonstrating its growing reach and impact. Participants also joined us at Torquay Pride (June), an enriching experience reflected in the positive feedback captured in their programme assessments.

The Open MiQ+ Night after the Queering Academia Conference was fully booked and provided excellent networking opportunities, strengthening community connections. Another Open MiQ+ event in February was less well attended due to Student Engagement Week, highlighting a learning point for scheduling future events more strategically. Both events received positive feedback from attendees, and we plan to continue these in the coming year.

Following the Supreme Court ruling, we introduced a dedicated 20-minute space at the start of Q+ Network Meetings for members to raise current issues and concerns. This has been valuable in providing a safe forum for dialogue and collective support. As part of this, we hosted a discussion on how the University is supporting trans and non-binary students at this time. A formal request was made to the EDI Committee Co-Chairs, who provided details of the activity and support that is taking place. This has been shared with the Network, and we will continue to discuss and monitor this.

To maximise accessibility, we have also committed to planning meetings and events in August, ahead of the start of the new academic year, giving members advance notice to encourage higher participation across the year.



A major highlight was being nominated for the Queer Student Awards (QSA) and winning the QSA University of the Year Award on 26 July, recognising Westminster's work in fostering an inclusive and supportive environment for LGBTQ+ students and staff.

At the end of July, we hosted the Trans Pride Breakfast, which again saw strong attendance. Importantly, we connected with the organisers of Trans Pride, building relationships that will enable collaboration in future years. This event also engaged members of the wider community beyond Westminster, expanding the Network's visibility and reach.

Overall, these initiatives demonstrate measurable impact—through increased programme participation, national recognition, new community partnerships, and enhanced member engagement—showcasing the Network's continued progress in advancing EDI commitments.

**Eduardo Lees
Maria Jula
Co-Chairs, Q+ Network**





FAITH, SPIRITUALITY, AND BELIEF NETWORK

The Faith Spirituality and Belief Colleague Network (FSBN) hosted a panel at the 4th Annual Challenging Racism Conference. The panellist was Rabbi Michael Pollak, addressing the question as to how the theology of definitive faith can accommodate the range of faiths thought taken to be Truth.

The final panel discussion focused on Challenging Islamophobia and Building Belonging for Muslim Students, which examined manifestations of Islamophobia for Muslim students in the Higher Education sector. The talk highlighted the importance of fostering belonging and inclusive institutional practices and policies within universities to ensure students and colleagues are supported. The panel consisted of Yusuf Kaplan, Interfaith Advisor on the Faith and Spirituality team at the University of Westminster, Dr Maisha Islam from the University of Southampton and Professor Anand.

The panels were thought provoking and greatly appreciated by the audience.

The FSBN also initiated a survey of the spread of beliefs of its members. This survey is ongoing.

Yusuf Kaplan
Dr Noam Weingarten
Co-Chairs, Faith Spirituality and Belief Staff Network

COLLEAGUE DISABILITY NETWORK

Between January and July 2025, the Colleague Disability Network has made steady progress toward its mission to enhance the working experience of colleagues with disabilities. In collaboration with the University's EDI Manager, work continues to develop clear processes for colleagues to disclose, agree upon and review reasonable adjustment needs, ensuring support for both affected individuals and for the colleagues and managers working with them. We contributed to the consultation and launch of the new EDI SharePoint pages and worked with Organisational Development to develop a new Disability Awareness module (available on Blackboard from November 2025). We work closely with colleagues in Estates, Timetabling, Safety, Health and Wellbeing, and Information Systems and Support (ISS) teams to ensure that digital and physical accessibility are considered in all University practices. We are also actively involved in ongoing work for the Athena Swan Silver application and are active members on the Research and Knowledge Exchange Office EDI sub-committee.

We participated in two key University of Westminster EDI events between January and July 2025. At the Challenging Racisms Conference (May 2025), we led a scenario-based workshop discussion on the use of action-focused methods that enable positive, supportive teaching, collaboration, and recruitment practices, as employed at the University of Westminster and more broadly in higher education institutions. At the EDI Open Forum (June 2025), we explored concerns raised when the Network launched (in November 2021), highlighting some of the challenges colleagues had shared and the progress we have made to ensure improvements in our internal processes. By initiating discussions on how we have contributed to challenging the stigma associated with sharing information about disability and health conditions, we emphasised our resolve to gain a broader understanding of what our Network will aim to achieve next.

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

WOMEN OF WESTMINSTER (WOW)

The Women of Westminster (WoW) Network has continued to deliver a compelling range of events and initiatives that celebrate, empower, and support women across the University community. Throughout 2024–2025, WoW maintained a strong focus on wellbeing, mentorship, and representation, addressing key themes such as menopause, resilience, compassion, and leadership through inclusive and engaging programmes.

WoW hosted “Mindset and Menopause”, an online session with a renowned mindset coach to mark Menopause Month. The event explored how a positive mindset can transform women’s experiences of menopause, helping them embrace this stage of life with confidence and emotional balance. Attendees shared practical strategies to reduce stigma, navigate challenges, and prioritise wellbeing, reinforcing the importance of open conversations about women’s health in professional settings. Alongside this, the Menopause Support Group, coordinated by Elaine McMillan, continued to provide consistent in-person and virtual meetings across campuses, ensuring accessibility and creating a supportive community for staff experiencing menopause.

March 2025 marked the celebration of International Women’s Day through the #AccelerateAction event, which showcased inspiring stories of perseverance and empowerment. Speakers included Westminster alumna Ruqsana Begum, a world-title Muay Thai and intercontinental boxing champion, and Dannielle Rhimes Lecointe, an award-winning choreographer and creative director. Both women shared their experiences of overcoming barriers in male-dominated fields, encouraging participants to embrace authenticity and resilience in their own journeys.

WoW also created reflective spaces for women in academia through its “Sharing Stories of Fearless Women” session, which focused on compassion, courage, and self-care. Complementing this initiative was the launch of the 2025–2026 WoW Mentoring Programme, delivered in partnership with the Women in Tech Scheme. The programme pairs mentors and mentees across academic and professional sectors, supporting women’s leadership, career confidence, and cross-sector collaboration.

The “Elevating Futures” Programme pilot, led by Sobia Razzak in collaboration with an external community activist, stood out as a major success, providing a significant culturally responsive platform for final-year South Asian women students from highly deprived backgrounds. Designed to address barriers to highly skilled employment, the initiative combined reflective workshops, self-development sessions, culturally relevant counselling, and industry engagement. Participants interacted with inspirational role models such as Baroness Uddin, Asma Khan, and professionals from Sky News and the Home Office, gaining invaluable exposure to diverse career pathways. Feedback highlighted significant growth in participants’ confidence, sense of belonging, and career readiness, with many describing the experience as the first time they felt genuinely seen and supported within higher education. The programme has been recognised as a model of inclusive, student-led intervention that aligns with the University’s EDI objectives, advancing intersectional equity and cultivating long-term social mobility.

As the academic year ended, WoW recruited two new co-chairs, Zahrah Surooprajally and Sevgi Sarialtin.

Sobia Razzak
Dr Kumari Juddoo
Co-Chairs of WOW



UNIVERSITY OF WESTMINSTER STUDENT UNION

During 2024/25 our work was oriented around the following KPIs:

- **KPI 1** - Increase participation with under-engaged students
- **KPI 2** - Ensure 100% of UWSU EDI activity is student-led and informed
- **KPI 3** - Increase the percentage of students who feel part of the UoW community

We honoured the annual History Months events (with 248 attendees at our 5 LGBTQ+ History events) and 202 at our 5 Women's History Month events. We conducted five activities focused on social and cultural inclusion by hosting events, organising forums, and funding student group activities. We ran Holi, Iftar, Purim, an LGBTQ+ café, and a Disabled Students Forum, gathering 506 students across our EDI activities.

We believe in a community-centred approach to building a sense of belonging, so we opened a funding pathway for students to run activities that aim to foster an inclusive environment for diverse audiences and underrepresented communities at Westminster. This year, we awarded over £ 3,000 for activities related to inclusive sports, student employability, and women in leadership.

One student group shared their experience of receiving the funding: "Our society wanted to celebrate Women's Day in a special manner this academic year, 24-25. We wanted to share the stories of successful women in different careers and give us students the chance to network and have the opportunity to do that at our university."

We hired and trained 7 students for our part-time Community Organiser roles. They were trained on UWSU's Liberation, Equality, Diversity and Inclusion (LEDI) framework, radical pedagogies, and community



building to enable them to carry out their roles, tackling issues such as unconscious bias and a lack of student representation. The experience was summed up in this quote: "I'm not exaggerating when I say that community organising has been the most lifechanging and important Uni experience in 4 years of being at Westminster."

Finally, we believe it's essential that our staff are trained and confident in integrating EDI into their day-to-day work and in the support they provide to their students. Therefore, we funded an all-staff Gender Identity and Equality training as well as a neurodiversity training for staff.



DATA MONITORING AND BENCHMARKING



ACCESS AND PARTICIPATION PLAN

Westminster's Access and Participation Plan is a key enabler to meeting our Westminster's new Access & Participation Plan 2025/26-2028/29 came into effect from 1st August 2025. Our Access & Participation Plan (APP) is central to our work as an institution - embedded within our 'Being Westminster' institutional strategy and covering 76.5% of our Undergraduate population in 2024/25.

In recognition of this, the University took the opportunity to adopt the targets outlined within it as our Equality, Diversity & Inclusion Strategy Key Performance Indicators. Doing so ensures collective efforts are focused on the metrics that matter most, as well as avoiding confusion and duplicative effort in monitoring progress in different areas. This will also draw a golden thread from Westminster's institutional strategy to our Education Strategy, the Access & Participation Plan and our Teaching Excellence Framework (TEF) efforts.

Several of the target demographics have small population sizes, such as part-time and students declaring a Social or Communication Impairment, and so to give more confidence that the closing of gaps is a result of our interventions and give more statistical certainty we are using a four-year average. This also aligns with other regulatory exercises such as B3 and TEF.

To ensure we are on track to meet the targets in the Plan, we will use the milestones outlined in our APP for our targets for reporting each year. These milestones and current progress towards the targets are outlined below:

Metric	Target Group	Baseline	2025/2026	2026/2027	2027/2028	2028/2029	Current Position
Access	IMD Q1&2	7	5.3	3.5	1.8	0.0	10.0
	BAME	16.7	14.2	11.7	9.2	6.7	9.4
Continuation	IMD Q1&2	1.5	1.1	0.8	0.4	0.0	0.5
	Black, Mixed	6.9	5.2	3.5	1.7	0.0	3.4
	21-25	7.9	5.9	4.0	2.0	0.0	3.2
	31+	4.2	3.2	2.1	1.1	0.0	6.5
	Part-time	6.4	4.8	3.2	1.6	0.0	1.3
	Care leaver	3.2	2.4	1.6	0.8	0.0	3.4
Completion	IMD Q1&Q2	5.5	4.1	2.8	0.4	0.0	3.2
	Black, Mixed	10.4	7.9	5.4	2.9	0.4	8.1
	Care leaver	18.2	15.7	13.2	10.7	8.2	2.2
Awarding gap	Male IMD Q1&2	13.3	10.8	8.3	5.8	3.3	9.0
	BAME	16.9	14.4	11.9	9.4	6.9	11.2
Progression	IMD Q1&2	8.5	6.4	4.3	2.1	0.0	9.2
	Black, Asian	6.2	4.7	3.1	1.6	0.0	14.5
	Black female, Asian female	7.8	5.9	3.9	2.0	0.0	13.7
	Female	6.8	5.1	3.4	1.7	0.0	2.7
	Social/Comm impairment	19.8	17.3	14.8	12.3	9.8	33.3

The table above shows that we are ahead of the milestones for 11 of our targets and behind on a further nine. As this is the first year of the plan coming into effect, this progress is to be expected and shows that the targets selected for focus in our APP are the right targets, as they are the areas where more progress is required.

Significant work has been undertaken to ensure our activities both target and make the biggest difference to closing gaps for our target demographics as our plan progresses.

As we move from year zero to year one of our new APP, the EDI Education Steering Group, chaired by former DVC (Education) Dr Sal Jaris until July and chaired by DVC (Global Engagement and Employability) Professor Dibyesh Anand since August, is overseeing the implementation. APP remains a primary vehicle for the University to deliver a more equitable outcome for our home undergraduate students.

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.



COLLEAGUE PROFILES: SUMMARY OF ANALYSIS

Colleague profiles have remained largely unchanged over the past year, in line with previous years. From 1st January 2025, we implemented our 'internal recruitment first approach', which could have contributed to this. Ongoing monitoring will be needed to assess any long-term impact.

We continued to increase disclosure around disability, sexual orientation, religion and belief, albeit small, and will retain a focus on activities to improve the recording of these protected characteristics. Over this year colleagues in People, Culture and Wellbeing worked with the Colleague Disability Network to update disability information and proactively communicate the revised guidance and advice via the Network and the new EDI Share Point site.

The following are 'thumbnail' summaries for each of the protected characteristics, including benchmarking with HESA data for the HE sector. Our analysis reveals that we compare favourably with the sector.

1) Table showing the average percentage of female colleagues at the University of Westminster benchmarked against the HE Sector using the HESA (Higher Education Statistical Agency) figures – Four-year trend

Female Percentage of Staff 2021 to 2025	All UoW	HESA All UK HE Staff	UoW Non-Academic
2021-2022	56.08%	54.06%	63.88%
2022-2023	56.78%	54.49%	62.17%
2023-2024	56.58%	55.03%	61.72%
2024-2025	56.96%	55.52%	62.30%

*HESA data for 2024-25 is a calculation based on the previous year's data because the 2024-25 data has not yet been released.

From the table above (1) we can see that the male/female profile at the University has remained consistent over the last four years and is reflective of the gender split across the HE sector. More female colleagues are employed in Non-Academic roles (language taken from HESA to enable benchmarking), and there has been a slight reduction since 2021/22.

2) Table illustrating the female/male profile at the University of Westminster benchmarked against HESA data for the academic year 2024- 25.

Sex Groupings	University of Westminster		HESA	
	Average Headcount	%	Total Headcount	%
Academics	1021		246930	
Female	526.5	51.57%	120,150	48.66%
Male	494.5	48.43%	125,700	50.90%
Non-Academics	1030.5		206765	
Female	642	62.30%	129,500	62.63%
Male	388.5	37.70%	76,475	36.99%
All Colleagues	2051.5		453695	
Female	1168.5	59.96%	249,650	55.03%
Male	883	43.03%	202,175	44.56%

Table 2 sets out a more detailed breakdown of the sex profile at the University and again compares it with the HE Sector. It provides an average headcount together with average percentages. Compared with the sector, the University has a higher number of female academic colleagues and mirrors the number of female colleagues employed in non-academic roles.

3) Table benchmarking the global majority population at the University with the HE Sector average using HESA data: Four-year trend

Global Majority Popn (by %) in comparison to HE Average 2021 to 2025	University of Westminster	HE Average (HESA)	Professional Services
2021-2022	30.03%	15.78%	36.00%
2022-2023	32.00%	16.13%	38.26%
2024-2025	34.22%	18.91%	38.95%
2025-2026	34.33%	20.48%	39.28%

Table 3 indicates that the University is significantly more ethnically diverse than the HE sector, although the sector diversity has increased at a higher rate than the University over the last four years. It is positive that the University's profile has seen an increase.

4) Table illustrating the ethnic breakdown of colleagues at the University of Westminster by Academic/Non-Academic for the academic year 2024-25

Ethnicity Distribution of Academic/Non-Academic Staff 2024-4045	Academic Average Headcount	Academic Percentage	Non-Academic Average Headcount	Non-Academic Percentage
Global Majority	316	30.95%	396	38.43%
Prefer not to say	14.5	1.42%	9.5	0.92%
Unrecorded	41.5	4.06%	21.5	2.09%
White	649	63.57%	603.5	58.56%
All Ethnicities	1021		1030.5	

Table 4 reveals a higher percentage of colleagues from global majority backgrounds within non academic roles. Table 5 breaks down the ethnic classifications into more detail, revealing that the largest global majority at the University are Asian/Asian British. Both tables indicate the low numbers of colleagues who have either 'not recorded' their ethnicity or 'prefer not to say'.

5) Table illustrating a detailed breakdown of the ethnic profile of colleagues at the University of Westminster by Academic/Non-Academic for the academic year 2024-25

Ethnicity Distribution of Academic/Non-Academic Staff 2024-4045	Academic Average Headcount	Academic Percentage	Non-Academic Average Headcount	Non-Academic Percentage
Asian/Asian British	169	16.55%	210.5	20.43%
Black/African/Carribbean/Black British	67.5	6.61%	109	10.58%
Mixed/Multiple Ethnic Groups	37.5	3.67%	51.5	5.00%
Other Ethnic Background	42	4.11%	25	2.43%
Prefer not to say	14.5	1.42%	9.5	0.92%
Unrecorded	41.5	4.06%	21.5	2.09%
White	649	63.57%	603.5	58.56%
All Ethnicities	1021		1030.5	

6) Table benchmarking the average disability profile at the University of Westminster with the HE sector average using HESA data: Four-year trend

Staff Disability in comparison to HE Average 2021 to 2025	University of Westminster	HESA All UK HE Staff
2021-2022	6.81%	6.29%
2022-2023	8.26%	6.85%
2023-2024	8.90%	7.87%
2024-2025	9.19%	8.66%

Table 6 (above) shows that colleagues at the University continue to disclose if they have a disability, resulting in a year-on-year increase, which is positive. Benchmarking with the sector demonstrates that University disclosure continues to be higher than the sector.

7) Table illustrating the sexual orientation profile of colleagues at the University of Westminster Four-year trend. Table includes average headcount for the academic year 2024-25

Sexual Orientation Return - All colleagues 2021-2025	Recorded	Unrecorded	Prefer not to say	LGBTQIA	Heterosexual
% SO Profile 21/22	70.02%	29.98%	n/a	n/a	n/a
% SO Profile 22/23	71.79%	28.21%	n/a	n/a	n/a
% SO Profile 23/24	74.13%	25.87%	n/a	n/a	n/a
% SO Profile 24/25	74.99%	25.01%	9.70%	7.48%	57.81%
Average SO Headcount 24/25	1538.5	513	199	153.5	1186

Table 7 shows that colleagues have continued to disclose their sexual orientation over the last four years. However, just over a quarter of colleagues have not recorded data, which has a negative impact on the University's ability to report accurately. Increasing disclosure of colleague sexual orientation continues to be a priority.

8) Table illustrating the religion and/or belief profile of colleagues at the University of Westminster: Four-year trend. Table includes the average headcount for academic year 2024-25.

Religion & Belief Return - All colleagues 2021-2025	Recorded	Unrecorded	Prefer not to say	Has a Religious belief	No Religion
% R&B Profile 21/22	72.12%	27.88%	n/a	n/a	n/a
% R&B Profile 22/23	74.49%	25.51%	n/a	n/a	n/a
% R&B Profile 23/24	77.70%	22.30%	n/a	n/a	n/a
% R&B Profile 24/25	78.16%	21.84%	n/a	n/a	n/a
Average R&B Headcount 24/25	1603.5	448	196.5	808.5	598.5

Table 8 shows a more positive picture with a larger number of colleagues recording their information, resulting in a six percent reduction in 'unrecorded' data over the four years. We are not complacent though and will maintain our focus on capturing this information alongside sexual orientation.

9) Table benchmarking the colleague age profile against the HE sector using HESA data 2023-24.

UoW 2024-45 colleague Age profile in comparison to HE (HESA 2023-2024)	16 to 25	26 to 35	36 to 45	46 to 55	56 to 65	66 and over
HESA 2023-2024	5.77%	24.44%	27.78%	23.18%	15.96%	2.87%
UoW 2024-2025	2.90%	17.99%	27.54%	26.86%	20.59%	4.12%

Whilst the benchmarking data in Table 9 is not a direct comparison, i.e. the HESA data is for the academic year 2023-24, it reveals that the University's colleague profile is slightly older compared to the HE sector.

10) Table illustrating a detailed breakdown of the age profile of colleagues at the University of Westminster for the academic year 2024-25.

UoW 2024-45 colleague Age profile	16 to 25	26 to 35	36 to 45	46 to 55	56 to 65	66 and over
UoW 2024-2025	2.90%	17.99%	27.54%	26.86%	20.59%	4.12%
Average Headcount	59.5	369	565	551	422.5	84.5
Academic	0.24%	10.28%	26.25%	31.24%	26.20%	5.78%
Average Headcount	2.5	105	268	319	267.5	59
Non-Academic	5.53%	25.62%	28.82%	22.51%	15.04%	2.47%
Average Headcount	57	264	297	232	155	25.5

The analysis in Table 10 shows that there is a higher proportion of academic colleagues in the age categories 46-55; 56-65 and 66 and above and lower proportions in the age categories 16-25; 26-35 and 36-45.



PROMOTIONS

Table Illustrating Promotions between 1st August 2024 – 31st July 2025

	Academic Promotions	Non-Academic Promotions	All Promotions	UoW Academic Population (from EDI report 2025)	UoW Non-Academic Population (from EDI report 2025)	UoW Population (from EDI report 2025)
Sex						
Female	52.58%	61.86%	47.22%	51.57%	62.30%	59.96%
Male	47.42%	38.14%	42.78%	48.435%	37.70%	43.04%
Ethnicity (detailed)						
Asian/ Asian British	15.46%	21.65%	18.56%	16.55%	20.43%	18.50%
Black/ African/ Caribbean/ Black British	6.19%	8.25%	7.22%	6.61%	10.58%	8.60%
Mixed/ Multiple Ethnic groups	n/a	3.09%	1.55%	3.67%	5.00%	4.34%
Other Ethnic Background	5.15%	7.22%	6.19%	4.11%	2.43%	3.72%
Prefer not to say	1.03%	1.03%	1.03%	1.42%	0.92%	1.17%
Unrecorded	3.09%	2.06%	2.58%	4.06%	2.09%	3.07%
White	69.08%	56.70%	62.87%	63.57%	58.56%	61.05%
Ethnicity (simplified)						
Global Majority	26.80%	40.21%	33.52%	30.95%	37.98%	34.22%
Prefer not to say	1.03%	1.03%	1.03%	1.42%	0.89%	1.14%
Unrecorded	3.09%	2.06%	2.58%	4.06%	2.27%	3.12%
White	69.08%	56.70%	62.87%	63.57%	58.85%	61.05%
Disability Status						
Has (or previously had) a Disability	7.22%	6.19%	6.70%	9.30%	9.07%	9.19%
Prefer not to say	n/a	n/a	n/a	0.10%	0.39%	0.24%
Unrecorded	n/a	n/a	n/a	n/a	n/a	n/a
No Known Disability	92.78%	93.81%	93.30%	90.60%	90.54%	90.57%
Age Group						
16 to 25	n/a	8.25%	4.12%	0.24%	5.53%	2.90%
26 to 35	10.31%	29.90%	20.10%	10.28%	25.62%	17.99%
36 to 45	39.18%	32.99%	36.09%	26.25%	28.82%	27.54%
46 to 55	27.84%	11.34%	19.59%	31.24%	22.51%	26.86%
56 to 65	18.55%	12.37%	15.46%	26.20%	15.04%	20.59%
66 and over	4.12%	5.15%	4.64%	5.78%	2.47%	4.12%

Between 01 August 2024 and 31 July 2025 194 colleague promotions were recorded. 97 were Academic promotions (50%) and 97 Non-Academic promotions (50%)

Disability

Based on colleagues who have disclosed a disability (9.19% of all colleagues):
6.70% of all promotions were colleagues with a disclosed disability.
Of the Academic promotions, 7.22% were colleagues with a disclosed disability.
Of the Non-Academic promotions, 6.19% were colleagues with a disclosed disability.

Ethnicity

33.52% of all promotions were BME colleagues.
Of the Academic promotions, 26.80% were BME colleagues.
Of the Non-Academic promotions, 40.21% were BME colleagues.
BME is comprised of all colleagues identifying as the following with % of all colleagues and % of promotions:

- Asian / Asian British: 18.50% of all colleagues / 18.56% of all promotions
- Black / African / Caribbean / Black British: 8.60% of all colleagues / 7.22% of all promotions
- Mixed / Multiple Ethnic Groups: 4.34% of all colleagues / 1.55% of all promotions
- Other Ethnic Background: 3.27% of all colleagues / 6.19% of all promotions

Gender

57.22% of all promotions were female colleagues, 42.78% male.
Of the Academic promotions, 52.58% were female and 47.42% male.
Of the Non-Academic promotions, 61.86% were female, 38.14% male.

Age

67.02% of all Academic promotions were in the age groups 36 to 45 (39.18%) and 46 to 55 (27.84%).
62.89% of all Non-Academic promotions were in the age groups 26 to 35 (29.90%) and 36 to 45 (32.99%).
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.

APPENDIX

EQUAL PAY AUDIT AS OF 2025

PREPARED BY:

Strategic Resourcing, Reward and Insight
January 2026



WELCOME

The University of Westminster is committed to the principle of equal pay for work of equal value, and our annual Equal Pay Audit contributes to our commitments to Equality, Diversity and Inclusion. The Equal Pay Audit also contributes to our Sustainable Development goals such as Gender Equality and Reduced Inequalities. The Equal Pay Audit is part of the range of activities that support our Equality, Diversity and Inclusion policy, and allows us to go beyond our statutory obligations and review pay gaps across a wider range of protected characteristics. Regular review of our pay gaps also contributes to the University's values of being Progressive, Compassionate, and Responsible.

- Westminster will be known as a place where everyone can bring their whole self to work or study and know they belong – our commitment to equality, equity, diversity and inclusion is at the core of how we engage with everyone.
- All Westminster colleagues and students will be in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated.
- As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.



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.

All values in this Equal Pay Audit are valid as of a spot date of 30th June 2025.

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 salaries. All salaries are then converted to an Hourly Rate based on a complete working year consisting of 1826.30 hours. 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 as below;

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

INTRODUCTION

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

Ethnicity: +% means gap in favour of White group (Global Majority groups paid less), % means gap in favour of diverse groups.

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

Bonus Payments are not considered as part of the Equal Pay Audit as the term is not accurately applicable to the additional payments generally received (Honorariums, 30 Market Supplements etc.). These are covered by the Gender Pay Gap figures submitted as part of the annual collection of information by GOV.UK.

Historical overview of Equal Pay Audit findings

The University of Westminster has been undertaking annual Equal Pay Audits since 2018, allowing the trends in changes in pay to be tracked. The Ethnicity and Gender Pay Gaps have followed a general trend of falling over the period 2018 to 2025. The Disability Pay Gap is more volatile which is to be expected as the grouping of those with a Known Disability is much smaller than the Female or Global Majority groupings. This means that a small number of individuals can have a significant impact on the overall Disability Pay Gap. However, the Disability Pay Gap is consistently the lowest of the three Characteristic Pay Gaps, in all years except one since 2018 being less than 5% and in the current year having a value of almost 0%. previously had a Disability is significantly smaller, changes of only a few individuals can have large effects on the overall calculation.

UoW Gender, Ethnicity, Disability Pay Gaps 2019 to 2025	2019	2020	2021	2022	2023	2024	2025
Gender Pay Gap	10.51%	9.72%	9.50%	10.10%	9.58%	8.91%	8.29%
Ethnicity Pay Gap	15.95%	15.02%	14.80%	15.15%	15.41%	14.29%	14.17%
Disability Pay Gap	-1.96%	-3.69%	-3.08%	3.95%	5.17%	1.12%	0.20%

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

The main conclusion from carrying out this Equal Pay Audit is that the University does not have any significant need for concern over equal pay issues when comparing colleagues within the same pay grade. Significant Gender and Ethnicity Pay Gaps were observed in the Leadership payscale groupings, which combined with the overrepresentation of female and Global Majority colleagues in lower paid payscale groupings contribute to the overall Gender and 31

Ethnicity Pay Gaps in the University. However, the comparatively small size of the Leadership Payscale Groupings contributes to the volatility of these figures.

2025 Audit Recommendations

1. That the EDI Committee considers increased communications to encourage engagement with Self Service to improve data accuracy and eliminate gaps. This would include clearer communications explaining why the university collects and holds this information (including legal requirements) to encourage engagement.
2. That ISS and PCW work together to continue improvements to the layout and User Interface of Self-Service to increase User Accessibility and therefore encourage engagement. This would include updated and clearer guidance specifically regarding personal information held and how this can be maintained by either PCW or the individual directly.
3. That the EDI committee continues to promote targeted programmes e.g. Aurora, Global Majority Mentoring, to support further diversification of the workforce across the University. This is particularly required within the lower and upper quartiles to address the re-balancing of distribution when it comes to gender and ethnicity within the pay structure.
4. Carry out an annual review of programmes and activities to assess the impact on gender and ethnicity pay gaps.

UOW POPULATION DISTRIBUTIONS

Senior Management of Professional Services and Colleges and Senior Academics (Professors, Readers, Principal Lecturers, and Principal Research Fellows) make up less than 25% of the Overall University Population. 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 Population Distribution by Payscale Grouping 2025

Payscale Grouping (Grouped)	Population
L7 to L9	0.24%
L1 to L5	2.94%
Heads & Associate Heads of Colleges / Research Directors	0.63%
Heads & Assistant Heads of Schools	2.36%
Professors	3.85%
Prin. Lect. / Readers / Prin. Res. Fel.	6.11%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	51.30%
NG1 to NG5 / Res. Assoc.	32.58%

The Gender Distribution of the University is quite evenly balanced, especially in the Colleges.

University of Westminster Gender Distribution by Staff Area

Employee Grouping	Female	Male
Colleges	51.18%	48.82%
Professional Services	64.74%	35.26%
All University of Westminster	57.27%	42.73%

Professional Services roles have historically and continue to have a higher representation by Females than Males.

University of Westminster Gender Distribution by Payscale Groupings 2025

Payscale Grouping (Grouped)	Female	Male
L6 to L9	20.00%	80.00%
L1 to L5	62.30%	37.70%
Heads & Associate Heads of Colleges / Research Directors	61.54%	38.46%
Heads & Assistant Heads of Schools	61.22%	38.78%
Professors	33.75%	66.25%
Prin. Lect. / Readers / Prin. Res. Fel.	50.39%	49.61%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	53.57%	46.25%
NG1 to NG5 / Res. Assoc.	66.32%	33.68%

In both Professional Services and Colleges, the lower paid roles tend to have the highest Female representation which has also been the case historically. The particularly high Female representation in NG3, NG4, and NG5 and Research Associate roles will have a significant impact as the majority of Professional Services roles are within these grades, collectively 29.69% of the total University population.

Female representation in Professor roles falls as the grades increase, from 36.96% in PROFC to 28.57% in PROFA. Female Representation also falls as the payscales increase in Senior Management roles in Professional Services. Taken together, this will have a significant impact on the University's overall Gender Pay Gap. During 2025, the Professors and Readers Awarding Committee (PRAC) reviewed and updated the promotion criteria for both Reader and Professor roles, as undertaking a large review of all associated processes, including the application and reference process, as well as the role out of changes to development offered to colleagues wishing to progress to Reader and/or Professor. All of these changes, including to promotion criteria, will start to be rolled out during 2026 and it is hoped may positively influence the diversity among our Readers and Professors in the future.

GENDER - EQUAL PAY REVIEW

The particularly high Gender Pay Gap in the L6 to L9 grouping (11.55%) is most easily explained by the very small size of this group (only 5 individuals) with the majority being male. The significant (over 5%) Gender Pay Gap in the L1 to L5 grouping (8.56%), with the majority of this grouping being female (62.30%) and the group size being more significant (61 individuals), may be a point of concern. We will continue to monitor this and note that our Leadership and Management Development programmes are currently under review.

Gender Distribution in Detailed UoW Payscale Groupings 2025

Payscale (Detailed)	Female	Male
L9	0.00%	100%
L7	25.00%	75.00%
L5	33.33%	66.67%
L4	50.00%	50.00%
L3	60.00%	40.00%
L2	69.23%	30.77%
L1	65.52%	34.48%
Heads of Colleges	66.67%	33.33%
Associate Heads of Colleges	60.00%	40.00%
Heads of Schools	41.67%	58.33%
Assistant Heads of Schools	67.57%	32.43%
PROFA	28.57%	71.43%
PROFB	30.00%	70.00%
PROFC	36.96%	63.04%
PL/Reader/PRF	50.39%	49.61%
SL/SRF/NG7 & NG8	52.10%	47.90%
L/RF/NG6	55.67%	44.33%
RA/NG5	59.57%	40.43%
NG4	73.46%	26.54%
NG3	72.89%	27.11%
NG2	48.33%	51.67%
All UoW	57.27%	42.73%

In the more detailed Payscale Groupings we can see more clearly how the pay gaps are occurring. Only in the L9 grouping is there no reported Gender Pay Gap as there is no female representation in that grouping (only 1 individual is represented here). This is an improvement on previous years where there was no female representation at several of the different Leadership grades. In the majority of Payscale Groupings the Gender Pay Gap is not significant (less than 5%) but is most consistently in favour of males. The combination of

Significant Gender Pay Gaps in favour of males in Leadership roles and the over-representation of females in lower payscale groupings combine to create the overall University Gender Pay Gap of 8.29%.

That there are no significant Gender Pay Gaps in the Payscale Groupings NG2 to PROFA is a very positive outcome for the University as these groupings account for over 90% of the University population (93.84%). This confirms that the University has no significant concerns regarding equal pay issues between male and female employees within the same pay grade, excluding those in Leadership roles.

Gender Pay Gaps in Detailed Payscale Groupings 2025

Payscale	Gender Pay Gap
L9	n/a
L7	-6.56%
L5	0.63%
L4	-4.18%
L3	3.97%
L2	6.88%
L1	1.25%
Heads of Colleges	-8.57%
Associate Heads of Colleges	1.45%
Heads of Schools	5.61%
Assistant Heads of Schools	-0.16%
PROFA	-0.11%
PROFB	0.24%
PROFC	0.11%
PL/Reader/PRF	0.94%
SL/SRF/NG7 & NG8	0.20%
L/RF/NG6	0.81%
RA/NG5	1.59%
NG4	-0.40%
NG3	0.19%
NG2	-0.65%
Colleges	2.33%
Professional Services	9.48%
All UoW	8.91%

GENDER - UNIVERSITY PAY GAP

The overall University Gender Pay Gap of 8.29% is a slight reduction from the Gender Pay Gap recorded in 2024 of 8.91%. 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 overrepresentation of females in lower grades can be seen most clearly by looking at the Gender Distribution in individual Pay Quartiles. With Gender distribution in the upper three quartiles being close to 50/50 it is the lowest paid roles in Professional Services that are contributing to our overall Gender Pay Gap. This is the same issue as the University has historically faced regarding the overall Gender Pay Gap and would be addressed by increasing further the female colleague numbers in Leadership roles and increasing the number of male colleagues within roles typically in the lower quartile.

The larger Gender Pay Gap observed within Professional Services compared to Colleges can be attributed to the inclusion of Leadership grades within the Professional Services group, as well as the higher proportion of lower-paid grades with a greater representation of female colleagues.

UoW Gender Distribution in Pay Quartiles 2025

Quartile	Female	Male
First (Lower)	70.13%	29.87%
Second (Lower Middle)	56.35%	43.65%
Third (Upper Middle)	52.69%	47.31%
Fourth (Upper)	49.90%	50.10%

The University's overall gender pay gap still compares favorably with the national gender pay gap of 12.8% (ONS 2025), as well as the Higher Education gender pay gap of 10.0% (UCEA 2023).

ETHNICITY

ETHNICITY-DISTRIBUTION

UoW Ethnicity Distribution 2025

Ethnicity	% of Area
Global Majority	38.84%
Asian/ Asian British	18.72%
Black/ African/ Caribbean/ Black British	8.42%
Mixed/ Multiple Ethnic groups	4.48%
Other Ethnic Background	3.22%
Prefer not to say	1.20%
Unrecorded	3.08%
White	60.88%

HESA Ethnicity Distribution 2024

Ethnicity	% of Area
Global Majority	18.91%
Asian/ Asian British	10.68%
Black/ African/ Caribbean/ Black British	3.55%
Mixed/ Multiple Ethnic groups	2.70%
Other Ethnic Background	1.99%
Prefer not to say	0.00%
Unrecorded	8.87%
White	72.22%

The Ethnicity profile of the University has remained largely the same as the previous year, with those identifying as White making up 60.88% compared to the reported HESA figure for the whole UK HE sector being 72.22% (HESA 2024). Professional Services roles remain more diverse than Academic roles, but for both groups those identifying as White made up less of the populations than for the same groups in the whole UK HE Sector (HESA 2024), this may in part be due to our location in London.

UoW Ethnicity Distribution of Academics and Non-Academics 2025

Ethnicity	Colleges	Professional Services
Asian/ Asian British	16.77%	21.11%
Black/ African/ Caribbean/ Black British	6.64%	10.61%
Mixed/ Multiple Ethnic groups	3.76%	5.36%
Other Ethnic Background	4.02%	2.25%
Prefer not to say	1.40%	0.96%
Unrecorded	4.37%	1.50%
White	63.03%	58.20%

HESA Ethnicity Distribution of Academics and Non-Academics 2025

Ethnicity	Academic	Non-Academic
Asian/ Asian British	12.81%	8.13%
Black/ African/ Caribbean/ Black British	3.40%	3.72%
Mixed/ Multiple Ethnic groups	2.84%	2.53%
Other Ethnic Background	2.71%	1.13%
Prefer not to say	n/a	n/a
Unrecorded	10.16%	7.32%
White	68.08%	77.17%

Overall, the University has a Global Majority population of 34.84% which is significantly higher in the lowest paid quartile and steadily declines as we move through the quartiles up the pay structure, which is also shown in the Payscale groupings.

UoW Ethnicity Distribution by Payscale Groupings 2025

Payscale Grouping	Asian/ Asian British	Black/ African/ Caribbean/ Black British	Mixed/ Multiple Ethnic groups	Other Ethnic Background	Information Refused	Unrecorded	White
L6 to L9	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	80.00%
L1 to L5	4.92%	6.56%	1.64%	0.00%	1.64%	0.00%	85.25%
Heads & Associate Heads of Colleges	23.08%	0.00%	7.69%	0.00%	0.00%	0.00%	69.23%
Heads & Assistant Heads of Schools	6.12%	0.00%	2.04%	0.00%	0.00%	0.00%	91.84%
Professors	11.25%	5.00%	1.25%	3.75%	1.25%	5.00%	72.50%
Prin. Lect. /Readers/Prin. Res. Fel.	9.45%	6.30%	3.15%	1.57%	1.57%	1.57%	76.38%
NG6 to NG8/Lect./Sen. Lect./Res. Fel./Sen. Res. Fel.	17.73%	7.97%	4.03%	4.03%	1.22%	3.75%	61.26%
NG1 to NG5/Res. Assoc.	24.96%	10.93%	6.20%	2.81%	1.18%	2.66%	51.26%
Colleges	16.77%	6.64%	3.76%	4.02%	1.40%	4.37%	63.06%
Professional Services	21.11%	10.61%	5.36%	2.25%	0.96%	1.50%	58.20%
All UoW	18.72%	8.42%	4.48%	3.22%	1.20%	3.08%	60.88%

Proportion of Colleagues in White Ethnicity Grouping 2025

Proportion of White Colleagues 2024	Colleges	Professional Services	All UoW Colleges
UoW	63.06%	58.20%	60.88%
HESA	58.20%	77.17%	72.22%

ETHNICITY - EQUAL PAY REVIEW

Only the Level 7 grouping demonstrated a statistically significant Ethnicity Pay Gap (greater than 5%). Several other Leadership grades reported no measurable Ethnicity Pay Gap because there was no Global Majority representation within those grades. As noted earlier, we are currently reviewing our Leadership and Management Development programmes and participating in the Global Majority Mentoring programme. In addition, we piloted the Women in Higher Education Network (WHEN) 40 100 Black Women Professors Now programme, acknowledging the need to address underrepresentation in ethnic diversity.

When the Payscales are grouped, both the L1 to L5 grouping and the L6 to L9 groupings showed large Ethnicity Pay Gaps, which can be accounted for due to the comparatively small number of individuals within these groups and a few larger salaries creating volatility in the overall Pay Gap. Increased Global Majority representation in the Heads and Assistant Heads of Schools group has led to a change in the Ethnicity Pay Gap in this group from 0.05% in 2024 to -8.5% in 2025.

Global Majority Pay Gaps to White Grouping in Individual Payscale Groupings 2025 (Detailed)

Payscale	Ethnicity Pay Gap to White Grouping
L9	n/a
L7	5.57%
L5	n/a
L4	n/a
L3	4.96%
L2	1.21%
L1	1.47%

Global Majority Pay Gaps to White Grouping in Individual Payscale Groupings 2025 (Detailed)

Payscale	Ethnicity Pay Gap to White Grouping
Heads of Colleges	-1.73%
Associate Heads of Colleges	3.81%
Heads of Schools	-0.33%
Assistant Heads of Schools	-3.01%
PROFA	2.00%
PROFB	2.94%
PROFC	1.09%
PL/Reader/PRF	2.05%
SL/SRF/NG7 & NG8	1.64%
L/RF/NG6	0.59%
RA/NG5	-0.15%
NG4	-0.21%
NG3	1.04%
NG2	0.01%
All UoW	14.17%

Global Majority Pay gaps to White Grouping (Payscales Grouped) 2025

Payscale Grouping	Global Majority Pay Gap to White
L6 to L9	20.72%
L1 to L5	11.07%
Heads & Associate Heads of Colleges / Research Directors	1.02%
Heads & Assistant Heads of Schools	-8.50%
Professors	3.76%
Prin. Lect. / Readers / Prin. Res. Fel.	2.05%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	4.84%
NG1 to NG5 / Res. Assoc.	3.66%
Colleges	10.10%
Professional Services	15.65%
All UoW	14.17%

ETHNICITY - UNIVERSITY PAY GAP

The pay gap between those in the Global Majority Grouping compared to the White grouping overall is 14.17%, which is a small reduction from last year by 0.12%. This still compares favourably with the reported Ethnicity Pay Gap for London of 23.8% (ONS 2019).

London has a Global Majority population of 42% (2021 census) and the overall Global Majority population within UoW is comparable, at 34.84%. In Professional Services roles, the Global Majority population rises to 39.34%, and in Academic roles falls to 31.18%. In both Academic and Professional Services groupings the Global Majority population falls as pay levels increase.

The largest pay gaps for individual Ethnicity groupings to the White grouping (both positive and negative) occur in the Senior and Leadership role groupings. This is in part because these groupings are smaller than others in the analysis but contribute to the overall Ethnicity Pay gap being larger than the majority statistics would indicate. There is a consistent trend of Ethnicity pay gaps in favour of the White grouping across the University.

Ethnicity Groupings Pay Gaps to White Grouping 2025

Payscale Grouping	Asian/ Asian British	Black/ African/ Caribbean/ Black British	Mixed/ Multiple Ethnic groups	Other Ethnic Background	Information Refused	Unrecorded
L6 to L9	20.72%	n/a	n/a	n/a	n/a	n/a
L1 to L5	12.68%	9.44%	12.76%	n/a	n/a	n/a
Heads & Associate Heads of Colleges/Research Directors	-2.95%	n/a	12.95%	n/a	n/a	n/a
Heads & Assistant Heads of Schools	-4.31%	n/a	-21.07%	n/a	n/a	n/a
Professors	4.90%	10.17%	-13.19%	-2.53%	-2.53%	-1.28%
Prin. Lect. /Readers/Prin. Res. Fel.	1.34%	4.02%	-0.02%	2.62%	2.62%	-2.67%
NG6 to NG8/Lect./Sen. Lect./Res. Fel./Sen. Res. Fel.	5.51%	4.73%	4.79%	2.07%	2.07%	2.75%
NG1 to NG5/Res. Assoc.	3.86%	3.33%	1.82%	7.24%	7.24%	-1.23%
All UoW	14.79%	14.79%	14.13%	9.03%	9.03%	6.75%

Ethnicity Distribution within Quartiles 2025

Ethnicity Grouping	First (Lower)	Second (Lower Middle)	Third (Upper Middle)	Fourth (Upper)
Global Majority	47.59%	41.92%	30.00%	19.85%
Prefer not to say	0.77%	1.73%	1.15%	1.16%
Unrecorded	2.31%	3.85%	3.85%	2.31%
White	49.33%	52.50%	65.00%	76.69%

DISABILITY

DISABILITY - DISTRIBUTION

Disability Status Distribution by Payscale Groupings 2025

Payscale Grouping/ Disability Status Popn	Has (or previously had) a Disability	Prefer not to say	No Known Disability
L6 to L9	20.00%	n/a	80.00%
L1 to L5	9.84%	1.64%	88.52%
Heads & Associate Heads of Colleges	15.38%	n/a	84.62%
Heads & Assistant Heads of Schools	10.20%	n/a	89.80%
Professors	6.25%	n/a	93.75%
Prin. Lect. / Readers / Prin. Res. Fel.	9.45%	n/a	90.55%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	9.10%	0.09%	90.81%
NG1 to NG5 / Res. Assoc.	9.75%	0.59%	89.66%
All UoW	9.34%	0.29%	90.38%

The current level of UoW colleagues declaring they have (or previously had) a Disability in 2025 is 9.34%, which is higher than the latest overall figure for the Higher Education sector at 7.87% (HESA 2024).

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 other colleagues to be working in lower-skilled occupations. Our distribution of disabled colleagues shows an even spread across the different pay levels. It is possible that disability rates at the University are under-reported as the default position is to record a colleague as "No Known Disability" until such time as the individual declares a disability. This is in accordance with HESA reporting requirements.

While our proportion of UoW colleagues declaring they have or have previously had a Disability remains largely unchanged (9.34% in 2025, a small increase from 8.90% in 2024) it remains higher than the rate reported by HESA of the UK HE sector of 7.87% (HESA 2024).

DISABILITY - EQUAL PAY REVIEW

Disability Pay Gaps to No Known Disability (Detailed Payscale) 2025

Disability Pay Gaps by Payscale	Disability Pay Gap
L9	n/a
L7	5.57%
L5	n/a
L4	0.20%
L3	n/a
L2	-5.20%
L1	-4.41%
Heads of Colleges	n/a
Associate Heads of Colleges	-2.83%
Heads of Schools	-5.96%
Assistant Heads of Schools	2.00%
PROFA	2.75%
PROFB	2.17%
PROFC	1.81%
PL/Reader/PRF	0.29%
SL/SRF/NG7 & NG8	0.12%
L/RF/NG6	-0.85%
RA/NG5	-0.91%
NG4	-0.68%
NG3	0.14%
NG2	0.62%
All UoW	0.20%

The three areas where significant disability pay gaps occur (L7, L2, and Heads of Schools) all have comparatively small populations, which as previously stated causes the data to be more volatile and prone to swings. In the case of the L2 and the Heads of Schools groupings, the pay gaps are negative and so are in favour of those with a declared disability. It should also be noted that there is no representation of those with a declared disability in several of the Leadership grades. Within most of the University population (NG2 to PROFA) there are no significant Disability Pay Gaps.

DISABILITY - UNIVERSITY PAY GAP

Disability Pay Gaps to No Known Disability by Payscale Groupings (Grouped) 2025

Pay Gap to No Known Disability	Disability Pay Gap
L6 to L9	20.72%
L1 to L5	-8.13%
Heads & Associate Heads of Colleges	8.18%
Heads & Assistant Heads of Schools	1.28%
Professors	-3.55%
Prin. Lect. / Readers / Prin. Res. Fel.	0.29%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel.	-0.04%
NG1 to NG5 / Res. Assoc.	1.05%
	0.20%

Overall, disabled colleagues are paid less on average than other colleagues by 0.20%. The University of Westminster reflects well against the national disability pay gap of 12.7% (Office for National Statistics 2023).

Despite showing a very large pay gap of 20.72% the L6 to L9 grouping has both the highest rates of pay in the University and the smallest number of members (5 individuals) so the appearance of this pay gap is not surprising. Similarly, the Heads & Associate Heads of College grouping only accounts for 13 individuals, so a significant pay gap should not be undue cause for concern. The negative pay gap in grouping L1 to L5 is more surprising as this group comprises 61 individuals, though this is still small enough for a small number of individuals to create a large result. This may also be explained by the continuing growth of disclosure in Leadership payscale groupings rather than using the “Prefer not to say” option.

AGE

AGE - DISTRIBUTION

Age Group Distributions in Payscale Groupings (Grouped) 2025

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	1.52%	24.24%	37.88%	33.33%	3.03%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	n/a	1.61%	16.13%	40.32%	37.10%	4.84%
Professors	n/a	n/a	1.25%	22.50%	55.00%	21.25%
Readers & Lecturers	n/a	7.85%	27.12%	31.04%	26.87%	7.12%
Researchers	1.54%	35.38%	35.38%	15.38%	7.69%	4.62%
NG6 to NG8	n/a	12.91%	38.14%	28.83%	16.22%	3.90%
NG1 to NG5	5.33%	36.23%	23.59%	17.96%	14.00%	2.89%
All UoW	1.73%	17.81%	26.61%	26.23%	22.09%	5.53%

The Age group distribution across the University is largely unchanged from last year, with Academics skewing older than Professional Services. The Academic Age Group Distribution is almost the same as that for the UK HE sector (HESA 2024).

UoW and HESA Age Group Population Distribution 2025

Grouping	16 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65 and over
UoW Academic	0.10%	8.59%	24.90%	29.88%	28.61%	7.91%
UoW Non-Academic	3.32%	26.76%	28.27%	22.68%	15.75%	3.23%
HESA 2024	5.77%	24.44%	27.78%	23.18%	15.96%	2.87%
All UoW	1.73%	17.81%	26.61%	26.23%	22.09%	5.53%

AGE- EQUAL PAY REVIEW**Age Group Pay Gap to Average Hourly Rate for All UoW Colleagues 2025**

Age Group	16 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65 and over
Pay Gap to Average Hourly Rate for All UoW Colleagues	40.33%	23.89%	5.35%	-6.77%	-16.36%	-17.82%

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 have 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 to 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 (Grouped) 2025**

Payscale Grouping / Employment Status	Full-time	Part-time
L6 to L9	100.00%	0.00%
L1 to L5	86.89%	13.11%
Heads & Associate Heads of Colleges / Research Directors	100.00%	0.00%
Heads & Assistant Heads of Schools	100.00%	0.00%
Professors	78.75%	21.25%
Prin. Lect. / Readers / Prin. Res. Fel.	81.89%	18.11%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel.	79.92%	20.08%
NG1 to NG5 / Res. Assoc.	82.42%	17.58%
All UoW	81.67%	18.33%

Employment Status Distribution in Payscale Groupings (EPA 2022 Splits) 2025

Payscale Grouping / Employment Status	Full-time	Part-time
L1 to L9	87.88%	12.12%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	100.00%	0.00%
Professors	78.75%	21.25%
Readers & Lecturers	76.32%	23.68%
Researchers	61.54%	38.46%
NG6 to NG8	91.29%	8.71%
NG1 to NG5	83.41%	16.59%
Academic	77.05%	22.95%
Non-Academic	86.15%	13.85%
All UoW	81.67%	18.33%

There has been a small decrease from last year of the total number of UoW colleagues working part-time as a proportion of the University population. There are still greater numbers of part-time colleagues within Academic and Research roles.

The above figures do not include Part-Time Visiting Lecturers.

EMPLOYMENT STATUS - PART TIME COLLEAGUES - EQUAL PAY REVIEW

Employment Status Pay Gaps to Average Hourly Rate for Payscale Grouping 2025

Payscale Grouping / Employment Status	to Avg. Hourly Rate for Payscale	
	Full-time	Part-time
L6 to L9	0.00%	0.00%
L1 to L5	-0.65%	4.30%
Heads & Associate Heads of Colleges	0.00%	0.00%
Heads & Assistant Heads of Schools	0.00%	0.00%
Professors	-0.51%	1.88%
Prin. Lect. / Readers / Prin. Res. Fel.	0.32%	-1.46%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel	0.36%	-1.42%
NG1 to NG5 / Res. Assoc.	-0.35%	1.62%
Academic	-1.23%	4.13%
Non-Academic	-1.20%	7.48%
All UoW	-0.36%	1.60%

Employment Status Pay Gaps to Average Hourly Rate for Payscale Groupings (EPA 2022 Splits) 2025

Payscale Grouping	to Avg. Hourly Rate for Payscale	
	Full-time	Part-time
L1 to L9	-1.66%	12.06%
College & School Heads/ Assoc. HoCs/ Asst. HoSs	0.00%	n/a
Professors	-0.51%	1.88%
Readers & Lecturers	-0.18%	0.58%
Researchers	0.96%	-1.53%
NG6 to NG8	0.17%	-1.77%
NG1 to NG5	-0.47%	2.34%
Academic	-1.23%	4.13%
Non-Academic	-1.20%	7.48%
All UoW	-0.36%	1.60%

The University applies the same pay and grading structures to part-time colleagues as to full-time colleagues, so instances of pay gaps between part-time and full-time colleagues within payscale groups are not significant (>5%). There is a significant pay gap within Professional Services roles taken as a whole, mainly attributable to more senior and Leadership roles being less likely to be part-time.

SEXUAL ORIENTATION AND RELIGIOUS BELIEF

SEXUAL ORIENTATION AND RELIGIOUS BELIEF - DISTRIBUTION

The University is continuing to bring down the proportion of UoW colleagues with unknown information regarding Sexual Orientation and Religious Belief, though the reduction this year has only been by 1.66% for Sexual Orientation and 0.84% for Religious Belief compared to the previous year. The largest gaps continue to be in senior Academic roles. Systems remain in place to allow UoW colleagues to maintain this information directly via Self-Service, but more engagement is required to reach our aim of having a return of over 90% recorded for either category.

Sexual Orientation Distribution in payscale groupings (Grouped) 2025

Payscale Grouping / Sexual Orientation	LGBTQIA+	Prefer not to say	Unrecorded	Heterosexual
L6 to L9	20.00%	20.00%	0.00%	60.00%
L1 to L5	14.75%	11.48%	9.84%	63.93%
Heads & Associate Heads of Colleges	7.69%	15.38%	23.08%	53.85%
Heads & Assistant Heads of Schools	6.12%	8.16%	30.61%	55.10%
Professors	7.50%	10.00%	42.50%	40.00%
Prin. Lect. / Readers / Prin. Res. Fel.	5.51%	8.66%	43.31%	42.52%
NG6 to NG8 / Lect. / Sen. Lect. / Res. Fel. / Sen. Res. Fel.	6.57%	10.04%	22.23%	61.16%
NG1 to NG5 / Res. Assoc.	9.45%	9.45%	22.60%	58.49%
Colleges	7.60%	10.57%	27.69%	54.15%
Professional Services	7.93%	8.90%	19.94%	63.24%
All UoW	7.75%	9.82%	24.21%	58.23%

Religious Belief Distribution in payscale groupings (Grouped) 2025

Payscale Grouping / Sexual Orientation	Has a Religious Belief	Prefer not to say	Unrecorded	No Religion
L6 to L9	40.00%	0.00%	0.00%	60.00%
L1 to L5	37.70%	6.56%	8.20%	47.54%
Heads & Associate Heads of Colleges	38.46%	7.69%	46.15%	7.69%
Heads & Assistant Heads of Schools	26.53%	16.33%	28.57%	28.57%
Professors	25.00%	3.75%	40.00%	31.25%
Prin. Lect. / Readers / Prin. Res. Fel.	25.98%	10.24%	41.73%	22.05%
NG6 to NG8 / Lect. / Sen. Lect / Res. Fel. / Sen. Res. Fel.	37.90%	11.44%	20.73%	29.92%
NG1 to NG5 / Res. Assoc.	46.68%	7.53%	16.99%	28.80%
Colleges	34.41%	11.00%	26.29%	28.30%
Professional Services	45.23%	8.15%	15.54%	31.08%
All UoW	39.27%	9.72%	21.46%	29.55%

PART TIME VISITING LECTURERS

No significant pay differences were observed for Part-Time Visiting Lecturers with respect to Gender, Ethnicity, Disability, or Age.

Part Time Visiting Lecturers	Headcount	Percentage
College		
Design, Creative & Digital Ind.	492	48.09%
Liberal Arts & Sciences	348	34.02%
Westminster Business School	134	13.10%
CETI	49	4.79%
Sex		
Female	507	49.56%
Male	516	50.44%
Ethnicity		
Asian/ Asian British	130	12.71%
Black/ African/ Caribbean/ Black British	49	4.79%
Mixed/ Multiple Ethnic groups	41	4.01%
Other Ethnic Background	31	3.03%
Prefer not to say	34	3.32%
Unrecorded	87	8.50%
White	651	63.64%
Disability status		
Has (or previously had) a Disability	60	5.87%
Prefer not to say	6	0.59%
Unrecorded	1	0.10%
No Known Disability	956	93.45%
Age Group		
16 to 25	43	0.29%
26 to 35	146	14.27%
36 to 45	269	26.30%
46 to 55	255	24.93%
56 to 65	209	20.43%
66 and over	141	13.78%
Sexual Orientation		
LGBTQIA+	62	6.06%
Prefer not to say	144	14.08%
Unrecorded	207	20.23%
Heterosexual	610	59.63%
Religious Belief		
Has a Religious Belief	377	36.85%
Prefer not to say	138	13.49%
Unrecorded	188	18.38%
No Religion	320	31.28%
All PTVLs and Teachers	1038	

