

Annex 2

**Kingston
University**
London

**Our
Values**

**Ambitious
Inclusive
Innovative
Enterprising**

Kingston University Public Sector Equality Duty Workforce Profile Report

Report Date: 31st March 2026

Data as of: 31st December 2025

Introduction

Kingston University has a strong and sustained commitment to equality, diversity and inclusion, and to promoting a positive culture which celebrates difference, challenges prejudice and ensures fairness. At Kingston University, Inclusive is one of our core values. It is a thread that runs through our work and is one of our key strengths as an institution. We are committed to supporting an inclusive environment and ensuring equality of opportunity to enable all our staff and students to flourish in a welcoming environment.

Why equality, diversity and inclusion matter to us

- **It brings value to our university:** our diversity is a strength that enhances the educational and learning experience for all through bringing different backgrounds, perspectives and ideas.
- **We are a diverse community:** we live in a global and diverse world where our communities come from an increasingly diverse range of backgrounds. We appreciate the benefits of working inclusively in an environment where difference is celebrated and understood.
- **We value diversity in others:** equality, diversity and inclusion are at the heart of our approach to partnership, collaboration and outreach. As a university, we have a responsibility to challenge inequality, find solutions and enact change, leading by example

Our Progress: This report seeks to provide an overview of our progress, key achievements and our strategic EDI objectives that support us in embedding inclusive practices in all that we do and to make EDI part of our everyday. The report reflects our actions over the last calendar year, acknowledging how we meet our obligations in accordance with the Equality Act 2010 and our overall EDI objectives 2021-2025. Our PSED report highlights our key achievements and progress across time in line with our aspirations in addition to reporting on emerging themes as outlined within our staff data and our plans to address them. New PSED objectives to cover the period 2026 – 2030 have been developed and will be implemented from August 2026.

Our Commitment: Working collaboratively with our staff, students, the wider community and key external stakeholders as well as our partnerships and charter marks ensures that we can enhance our approach to EDI and to further develop an inclusive culture where everyone feels accepted and are able to work and learn in a safe and respectful environment. To prioritise equality, diversity and inclusion, we recognise important challenges for the University:

As individuals

- in how we teach, assess and co-create learning
- in how we support students in their learning and university experience
- in how we conduct research and knowledge exchange
- in how we undertake outreach and external engagement activity
- in our learning and working relationships
- in the way we lead and manage

As an organisation

- in developing an inclusive culture where everyone understands their responsibilities and obligations, appreciates benefits, and actively shares good practice
- in mainstreaming the conversation about equality, diversity and inclusion, and ensuring visible role models and positive stories as well as active listening
- through informed and purposeful leadership and engagement to implement improvement and change
- through ensuring strong representation, active participation and inclusive agency in decision-making
- in providing appropriate training, development and support from an EDI perspective

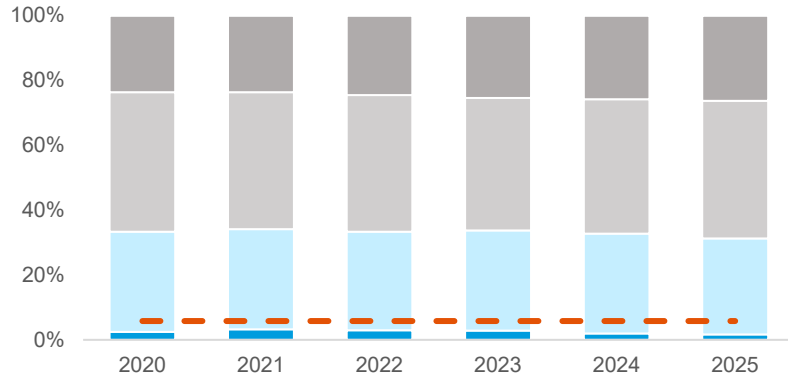
Public Sector Equality Duty Dashboard

This dashboard presents an overview of our workforce profile, with a focus on our progress against our Year 4 Public Sector Equality Duty objectives 2021-2025. The subsequent pages will provide further insights.

Age Profile

Age Group of Salaried Staff Over Time

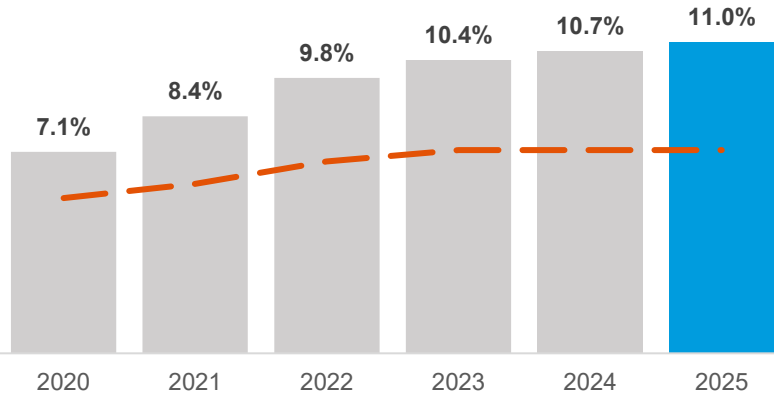
25 and under / 26 to 40 / 41 to 55 / 56 and over / 25 and under benchmark



Disability

Disability Declaration by Staff

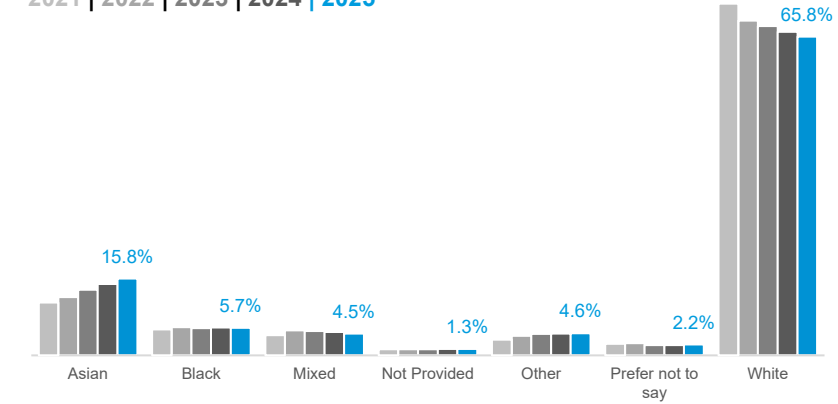
% of Staff who have declared a disability / Advance HE National Benchmark



Ethnicity

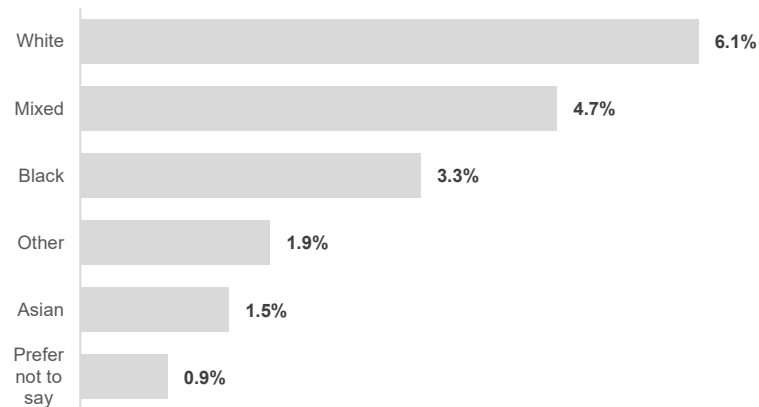
Changes in Ethnicity over time

2021 | 2022 | 2023 | 2024 | 2025



Ethnicity

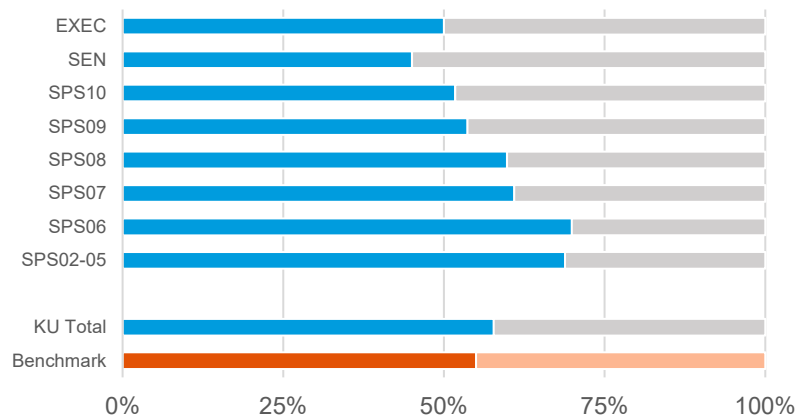
Conversion Rate of Applicants to Hires for Academic, Professional and Technical Roles - 2024/25



Gender Distribution

Gender Distribution By Grade

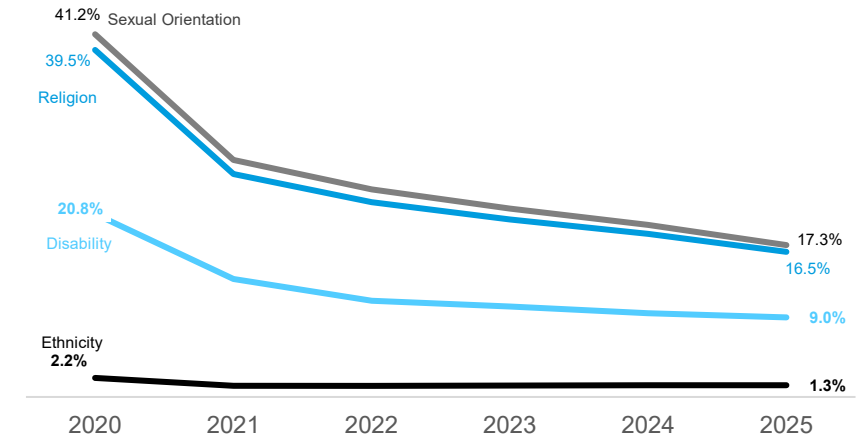
Female / Male / Advance HE Benchmark



Data Gaps

Data gaps (unknown) for diversity fields are reducing

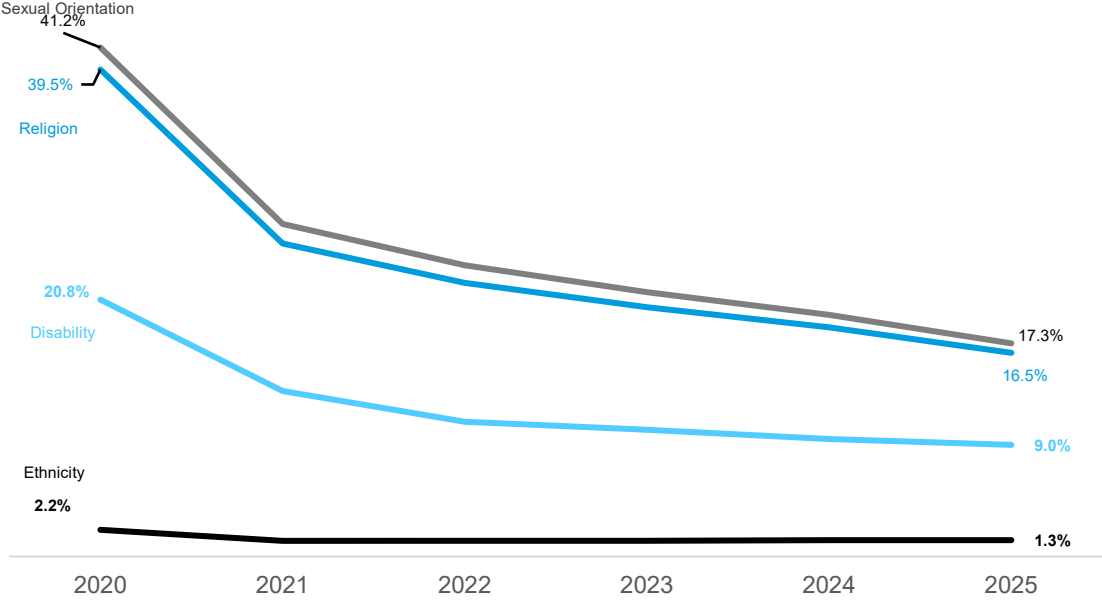
% of staff who have left these fields blank in our HR system



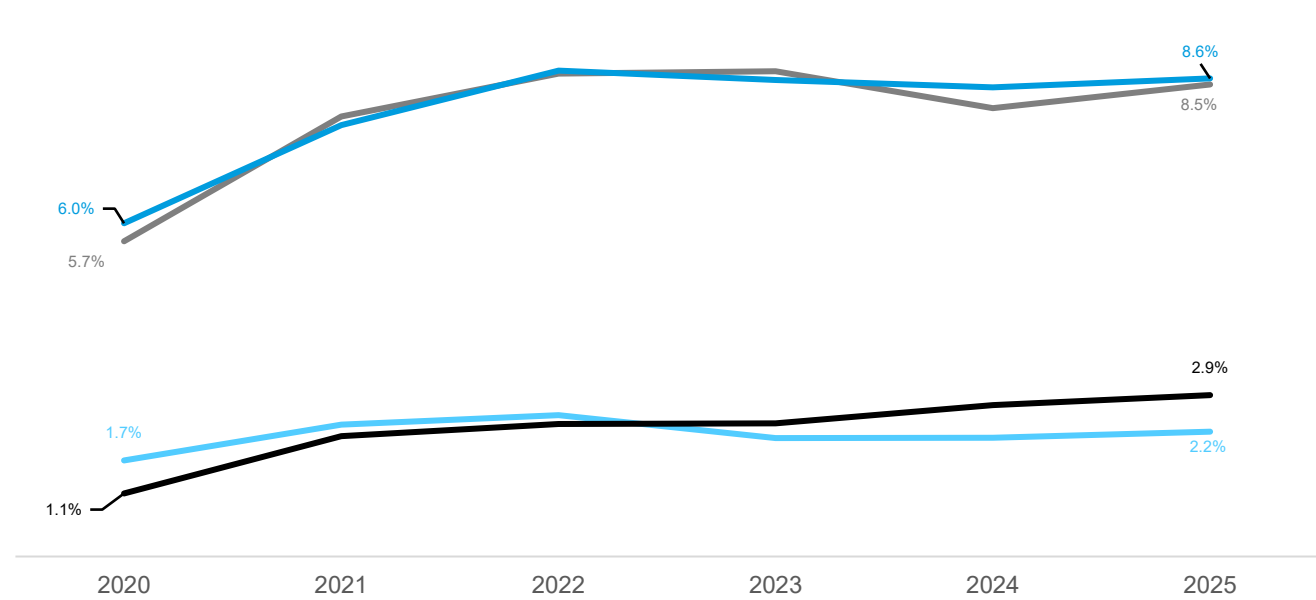
Data Gaps

Data gaps (unknown) for diversity fields are reducing

% of staff who have left these fields blank in our HR system



% of staff who have chosen 'Prefer not to say' for these fields



Insights:

- **Disclosure rates remain strong:** Over 90% disclosure across most characteristics with religion/belief (83%) sexual orientation (82%) remaining lower
- **Ethnicity disclosure remains exceptionally high:** 98.7% of staff have disclosed ethnicity significantly above the HEI benchmark of 90.7%
- **Strong data capture of new starters:** 98% of new starters in 2025 provided full diversity data, reflecting strengthened onboarding processes
- **Annual record check improving data quality:** 63 colleagues updated their diversity information during the first review cycle

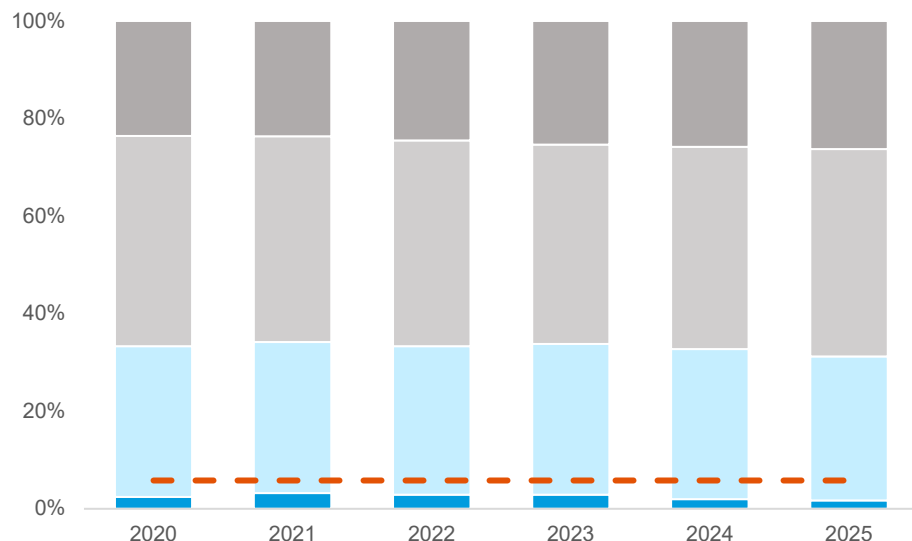
Response:

- **Strengthen confidence in data disclosure:** Partner with staff networks and EDI Committee (including local committees) to reinforce the purpose and value of diversity data.
- **Target lower disclosure rates:** Focus on religion and belief and sexual orientation through Annual Personal Record Review and local engagement
- **Promote data informed workforce planning:** Increase use of the Tableau Workforce Dashboard and support intersectional analysis locally
- **Enhance diversity learning:** Review and update mandatory 'Diversity in the Workplace' module to include the importance of diversity data capture

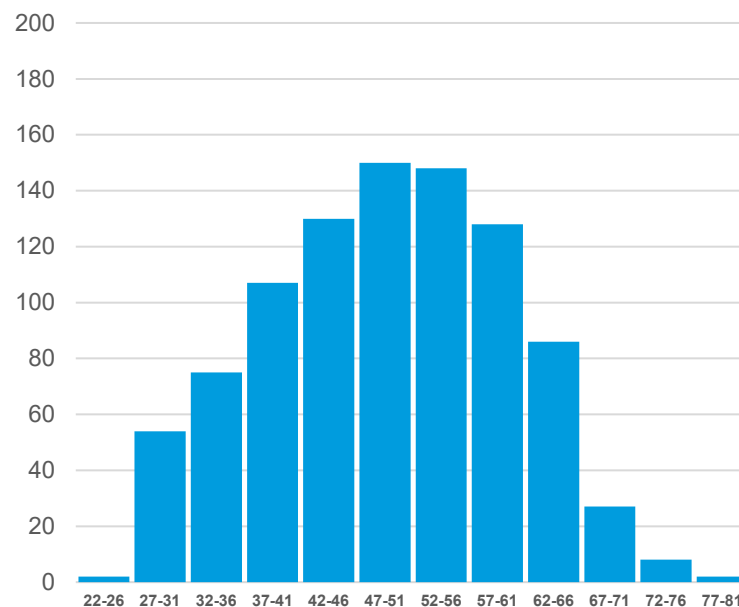
Age Profile

Age Group of Salaried Staff Over Time

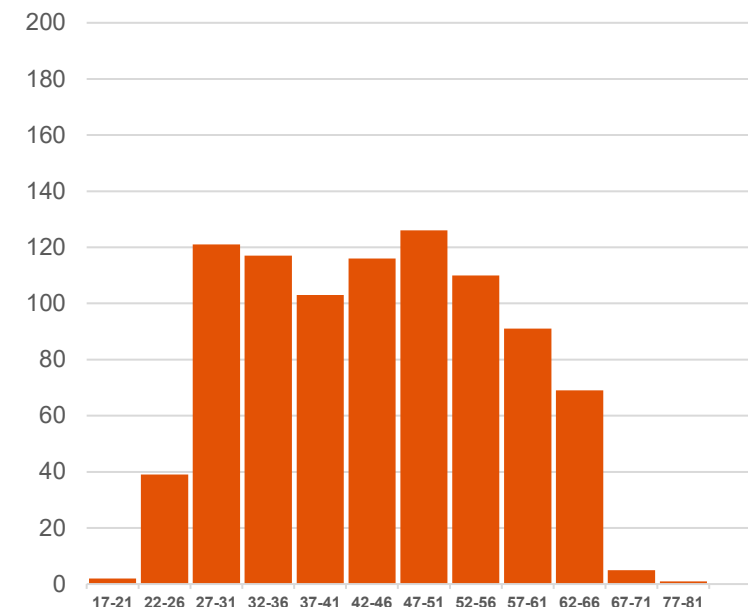
25 and under / 26 to 40 / 41 to 55 / 56 and over / 25 and under benchmark



Academic & Research Age Profile - Dec 2025



Professional & Technical Age Profile - Dec 2025



Insights:

- **Age profile broadly aligned with the sector:** The age distribution of academic and professional services staff reflects sector trends and distributions
- **Older workforce profile:** 26.3% of all staff are 56+ above the HEI benchmark of 18.7%
- **Staff above retirement age:** 3.6% of salaried staff are at or above their normal retirement age
- **Low use of fixed term contracts for early career academics:** 4.7% of academics aged 40 or under are on Fixed Term contracts, well below HEI benchmark of 47.7%

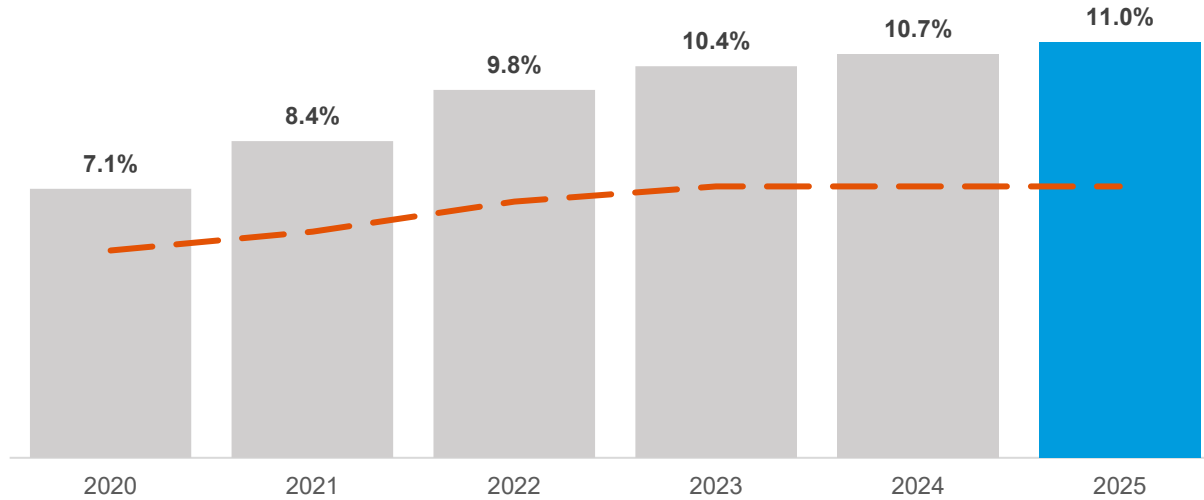
Response:

- **Strengthen succession planning:** Review succession plans across faculties and directorates to consider workforce implications associated with an ageing workforce
- **Attract early career graduates:** Collaborate with the university's graduate employer scheme (Handshake) to attract new graduates into professional services roles
- **Monitor age-related workforce trends:** Continue to monitor age and position and develop targeted actions where gaps are identified
- **Promote staff benefits:** Increase awareness and engagement of KU benefits, particularly the pension scheme for staff who have opted out and new starters

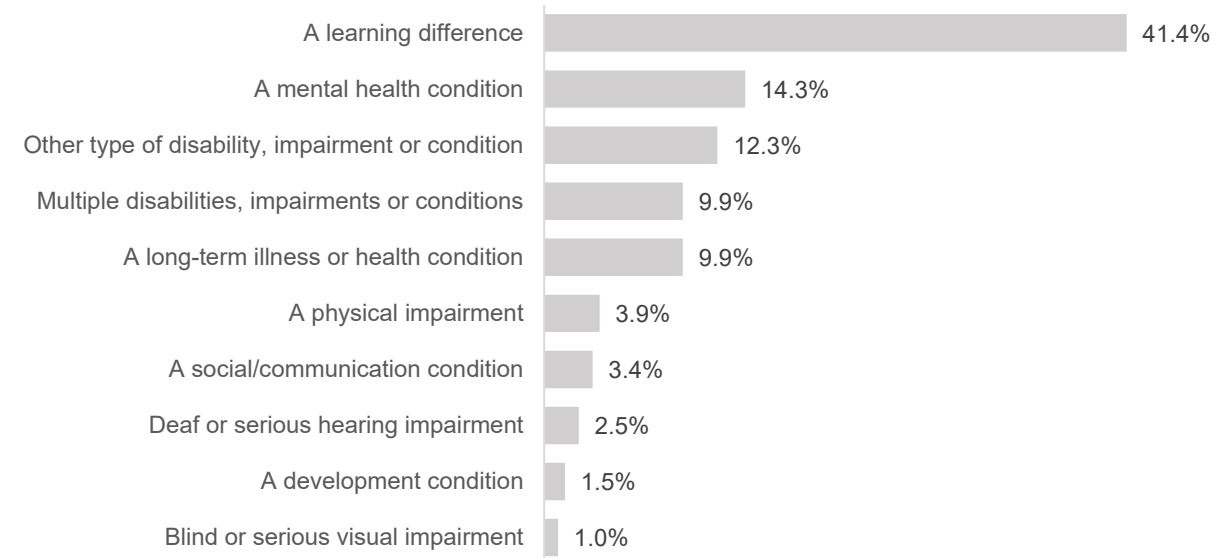
Disability

Disability Declaration by Staff

% of Staff who have declared a disability / Advance HE National Benchmark



What Disabilities do staff declare?



Insights:

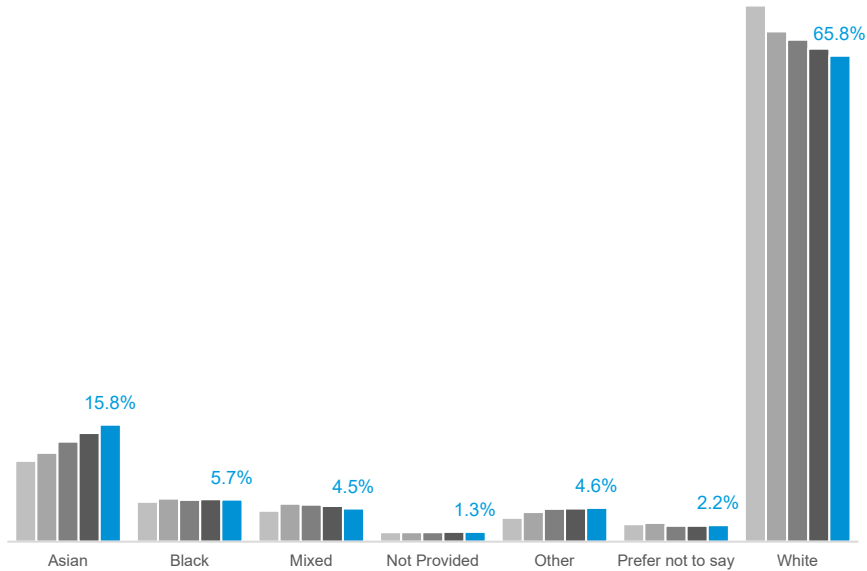
- **Disability disclosure rates above sector benchmark:** 11% of staff have disclosed a disability, up 0.3pp from 2024 and significantly above the HEI benchmark of 7.2%
- **The most disclosed condition remains:** 'a specific learning difficulty' (SpLD) at 41.4% followed by 'a mental health condition' at 14.3%
- **Low "prefer not to say" responses:** Only 2.9% of staff selected 'prefer not to say' indicating strong confidence in our data collection and disclosure process
- **High disclosure rates among new starters:** 99% disclosure rates, with 10.3% of new starters disclosing a disability over the past two years

Response:

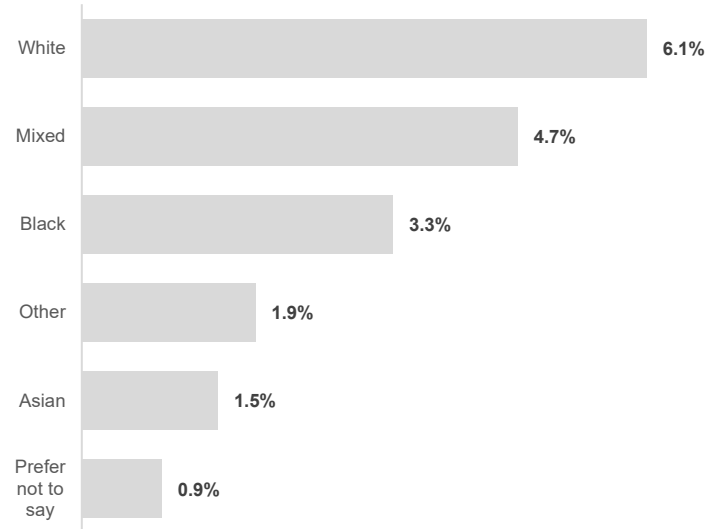
- **Strengthen confidence in disability disclosure:** Review messaging and communication around disability data collection to reduce 'prefer not to say' responses
- **Embed inclusive recruitment best practice:** Ensure recruitment and selection processes support improved disability representation across grades
- **Promote staff wellbeing:** Increase awareness of resources addressing specific characteristics e.g. neurodiversity, psychological and emotional impact of menopause
- **Support staff network activity:** Continue to partner with the Disability Staff Network to deliver its action plan relating to staff

Ethnicity

Changes in Ethnicity over time
2021 | 2022 | 2023 | 2024 | 2025

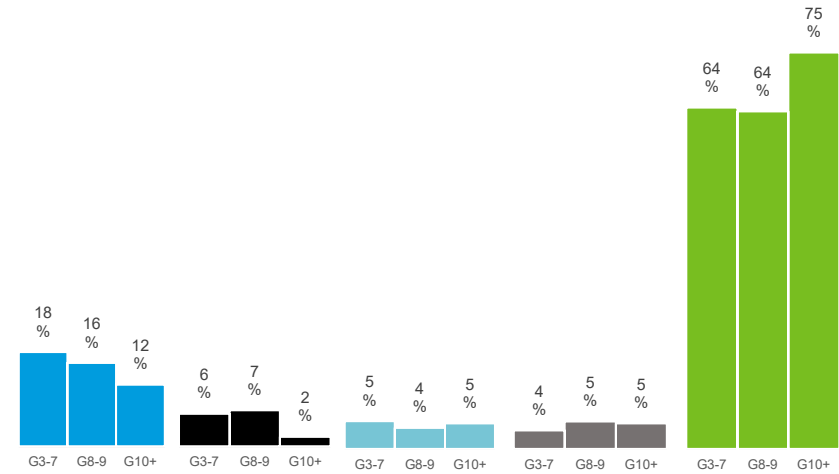


Conversion Rate of Applicants to Hires for Academic, Professional and Technical Roles - 2024/25



Ethnicity at each grade level

Each bar shows the % of that grade group that are Asian / Black / Mixed / Other / White



Insights:

- **Growth in diversity:** 30.4% of staff are from ethnic minority groups (Asian–15.8%; Black–5.7%; Mixed–4.5%; Other–4.6%), significantly above the HEI benchmark of 19.1%
- **BAME representation meets benchmark:** BAME representation has steadily increased across all grades since 2021 and is in line with or above the HEI benchmark
- **Progress at grade 10+:** 23.1% of staff at Grade 10+ are BAME (Asian–11.7%; Black–1.8%; Mixed–4.8%; Other–4.8%) up 1.2pp from 2024
- **Increased applications leads to low conversion:** Conversion rates have decreased since last year due to an increase in the overall number of applications received

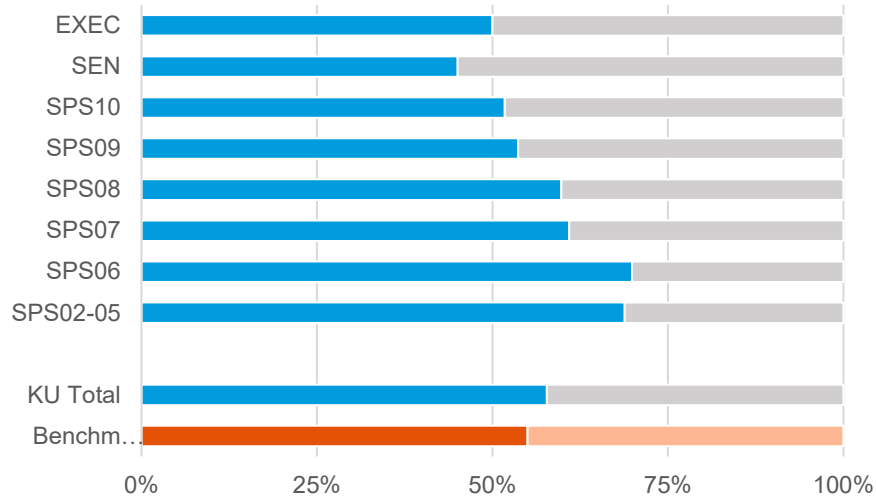
Response:

- **Improve senior representation:** Embed inclusive recruitment practices to address ethnic disparities particularly Black representation at senior levels
- **Review and address contract types:** Conduct an audit to understand the distribution of BAME staff across contract types and develop action plan to address any disparities
- **Improve data on BAME carers:** Establish a process to provide up to date data to the Parents & Carers Support Group co-chairs
- **Explore staff insights on training :** Establish and monitor data on BAME staff participation in training and development and develop actions to address any gaps.

Gender

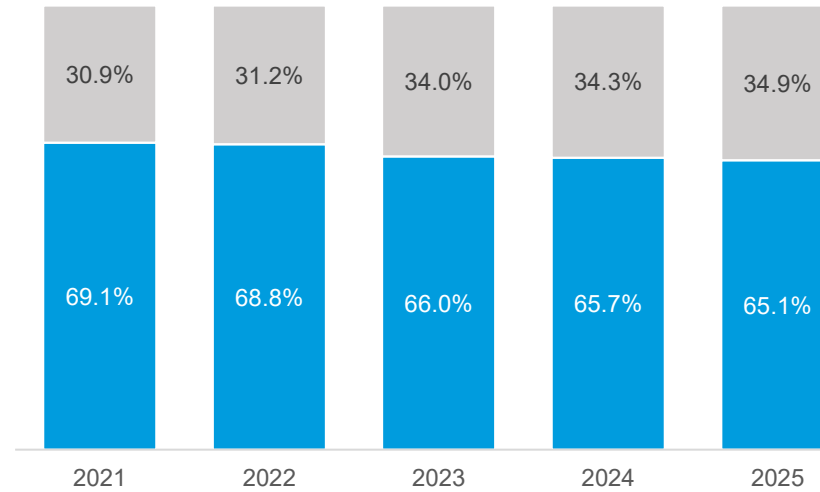
Gender Distribution By Grade

Female / Male / Advance HE Benchmark



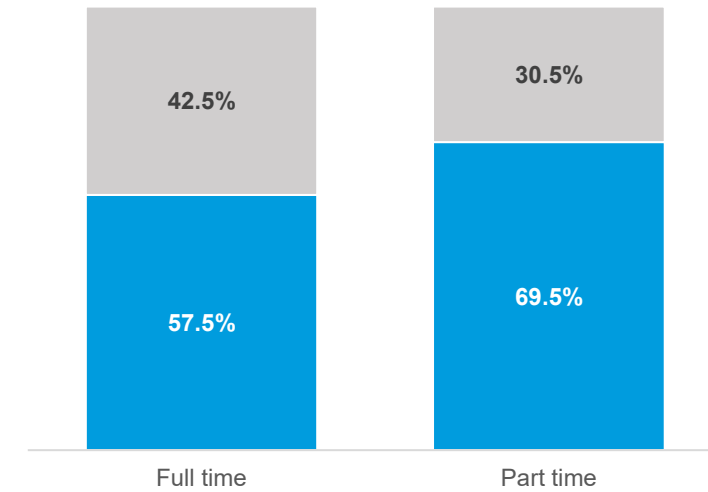
Gender Distribution of Part Time Staff

Female / Male



Gender Distribution of Staff with Caring Responsibilities

Female / Male



Insights:

- **Strong female representation:** 58% of staff are female above the HEI benchmark of 55%
- **Male part time working increasing:** 34.9% of part time staff are men up from 30.9% in 2021
- **Senior gender balance improving:** 45% of senior staff are female (the only grade where male representation is higher than female) well above the HEI benchmark of 36%
- **Caring responsibilities widely reported:** 51.2% of staff (934) staff report caring responsibilities of whom 61% are female and 39% are male

Response:

- **Support career development:** Promote awareness of academic progression routes and improve appraisal guidance and support on career development
- **Review support for carers:** Collaborate with the Parents & Carers support group to assess effectiveness of current support available
- **Embed inclusive recruitment practices:** into recruitment and selection processes to address under-representation across all grades particularly female staff in senior roles
- **Broaden gender balance in early career roles:** Increase focus on recruiting more male staff in junior roles particularly in grades 5-8