

**Kingston
University**
London

**Our
Values**

**Ambitious
Inclusive
Innovative
Enterprising**

Kingston University Public Sector Equality Duty Workforce Profile Report

Report Date: 31st March 2025

Data as of: 31st December 2024

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.

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

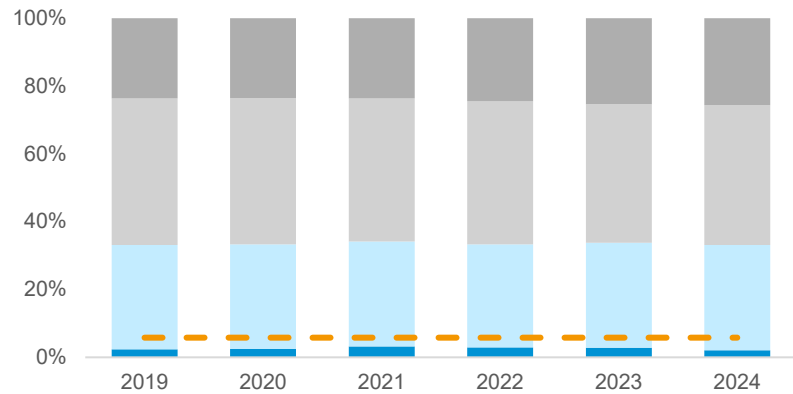
Public Sector Equality Duty Dashboard

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

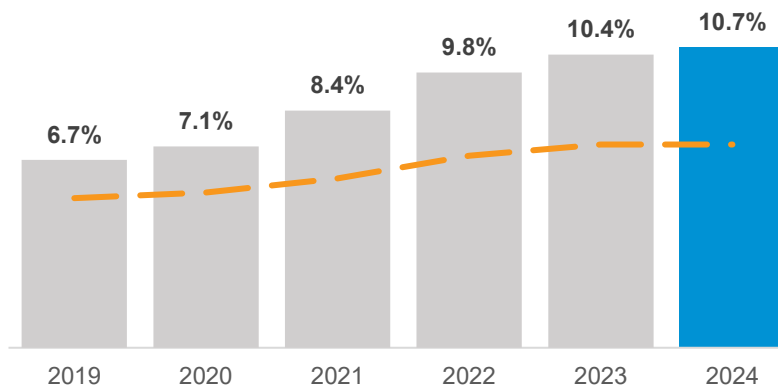
25 and under / 26 to 40 / 41 to 55 / 56 and over / 25 and under benchmark



Disability

Disability Declaration by Staff

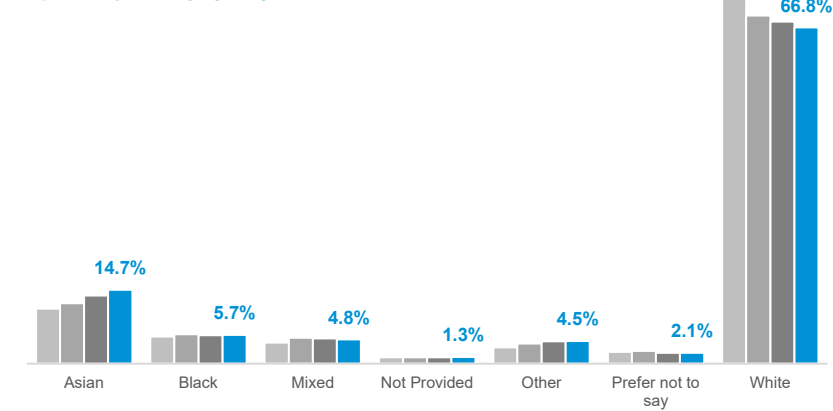
% of Staff who have declared a disability / Advance HE Benchmark



Ethnicity

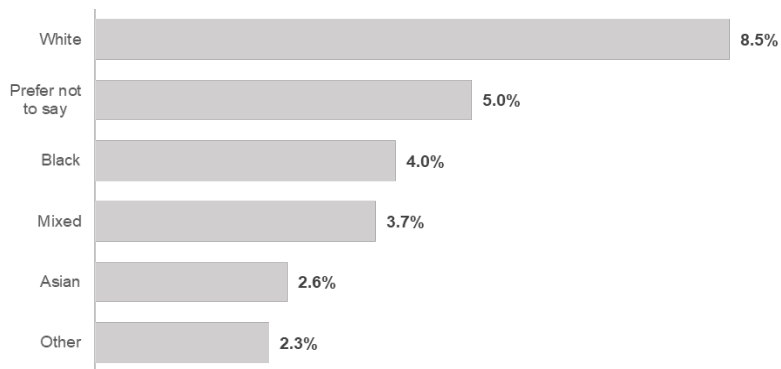
Changes in Ethnicity over time

2021 / 2022 / 2023 / 2024



Ethnicity

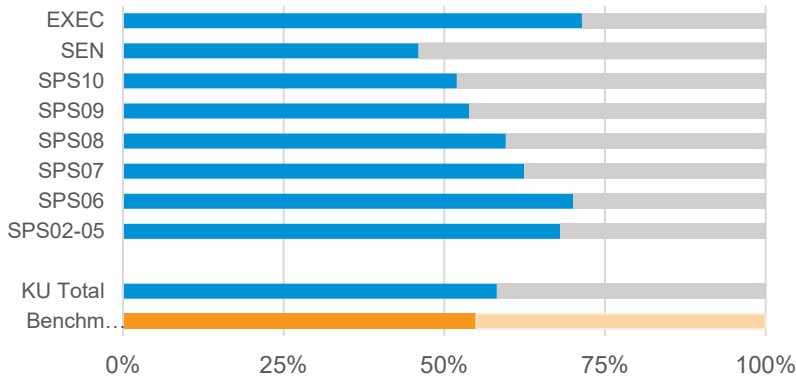
Conversion Rate of Applicants to Hires for Academic, Professional and Technical Roles - No Visa Required - 2023/4



Gender Distribution

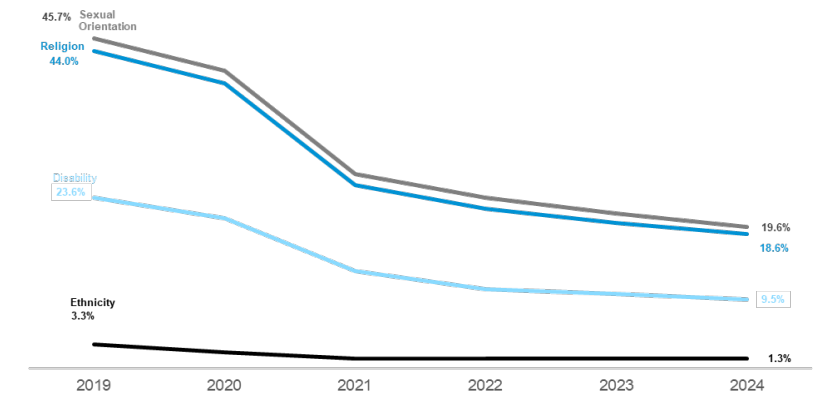
Gender Distribution By Grade

Female / Male / Advance HE Benchmark



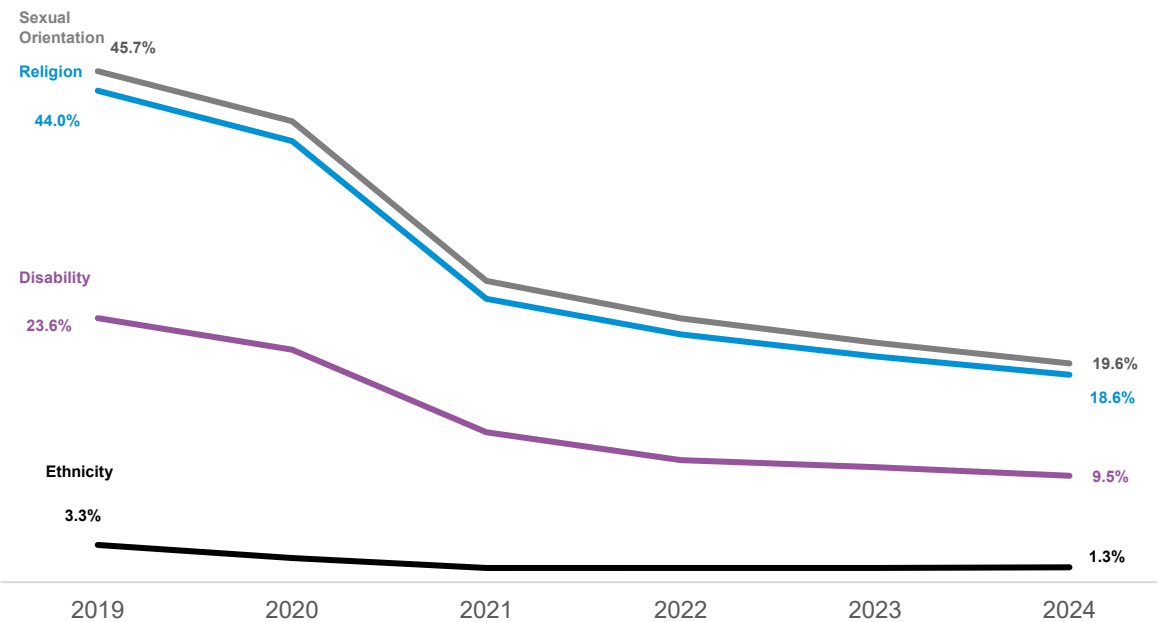
Data Gaps

Data gaps for diversity fields over time

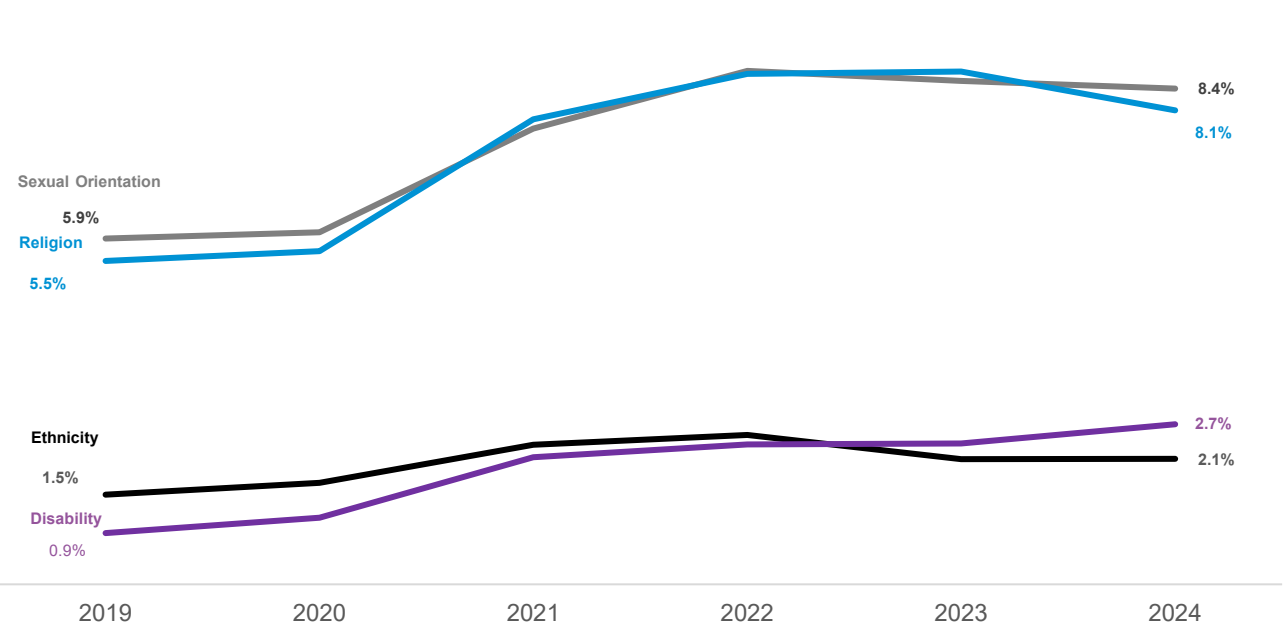


Data Gaps

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 in our HR system



Insights:

- Disclosure rates across all protected characteristics continue to show positive progress reaching over 92% except for religion/belief (84%) sexual orientation (83%)
- 98.7% of staff have declared their ethnicity which significantly exceeds the HEI benchmark of 90.7%
- 99.8% of new starters in the past two years have provided complete diversity information, demonstrating our new approach is delivering the desired results
- As our data gaps and unknowns have decreased, we have developed a clearer and more accurate understanding of our 'Prefer not to say rates'

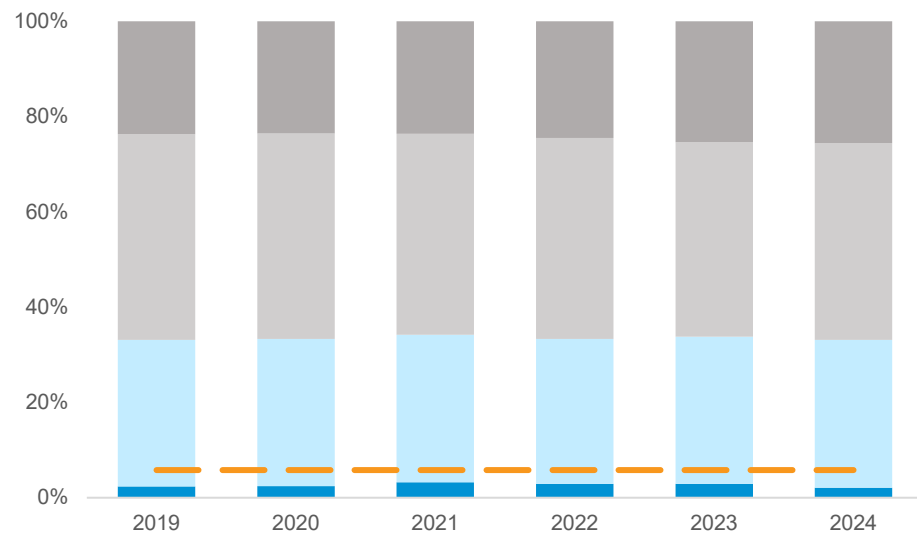
Response:

- Launch an Annual Personal Record Check campaign to inform staff of the importance of data collection to ensure data accuracy and validation
- Launch 'Diversity in the Workplace' compliance training and gather staff feedback to improve modules for future versions
- Collaborate with the LGBTQ+ and Faith & Spirituality staff networks to increase disclosure rates and enhance data capture efforts
- Provide leadership teams with quarterly workforce and EDI data reports via Tableau (in real time) to develop targeted and local action plans

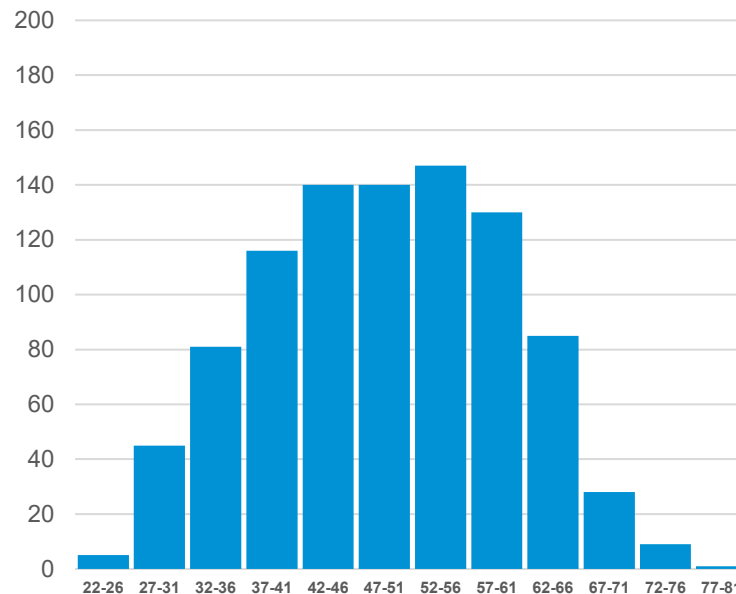
Age Profile

Age Group of Salaried Staff Over Time

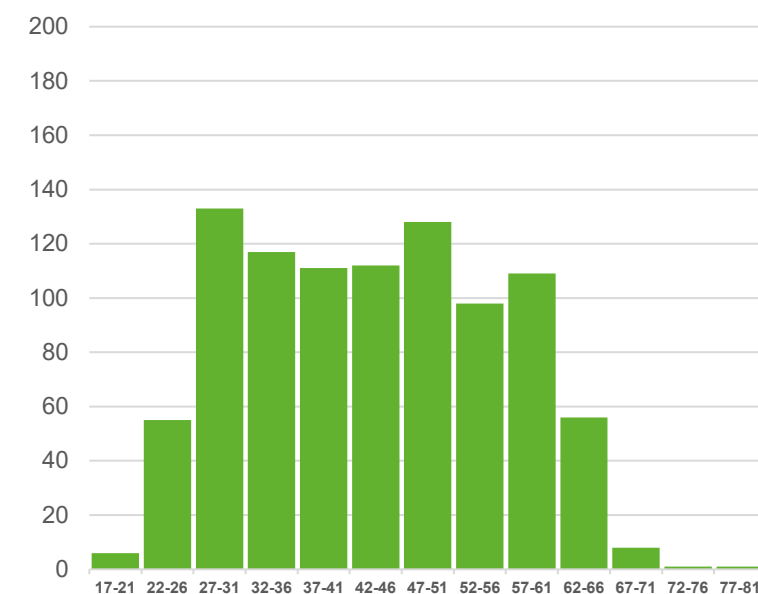
25 and under / 26 to 40 / 41 to 55 / 56 and over / 25 and under benchmark



Academic & Research Age Profile - Dec 2024



Professional & Technical Age Profile - Dec 2024



Insights:

- 25.8% of all staff are 56+ years old, compared with the HEI benchmark of 18.7%
- Our age profile for both academic and professional services staff remains broadly in line with the sector trends and distributions
- The percentage of staff 25 and under within professional services is 2% and remains below our PSED target of 5.0%
- Only 7.8% of academics aged 40 or under are on Fixed Term contracts, compared to an HEI benchmark of 47.7%

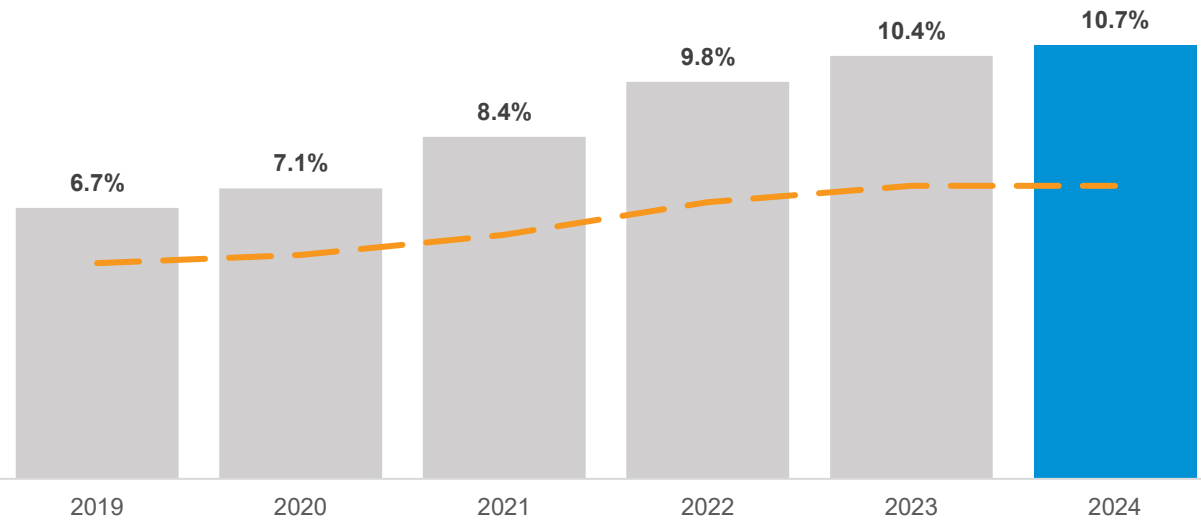
Response:

- Faculties and Directorates to embed succession planning as part of workforce planning activity and approach to one-to-ones
- Develop an approach to attract more employees under the age of 25 years within professional services
- Analyse staff survey responses based on age and position type to develop focused actions
- Continue promoting our Defined Contribution and Defined Benefit pension schemes to ensure all staff are informed of their options

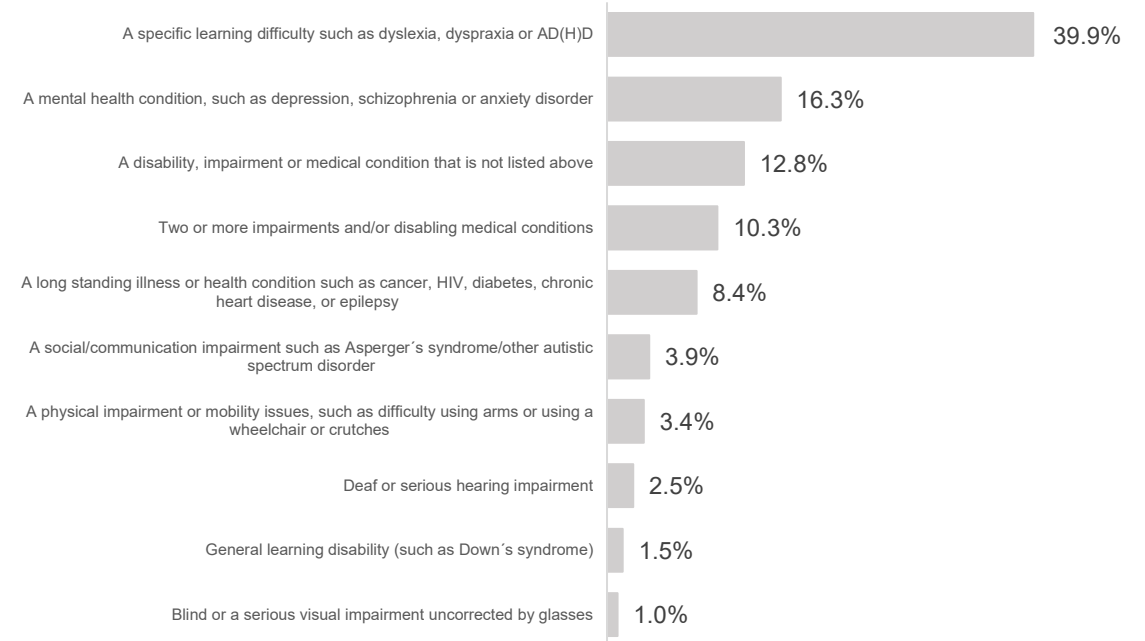
Disability

Disability Declaration by Staff

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



What Disabilities do staff declare?



Insights:

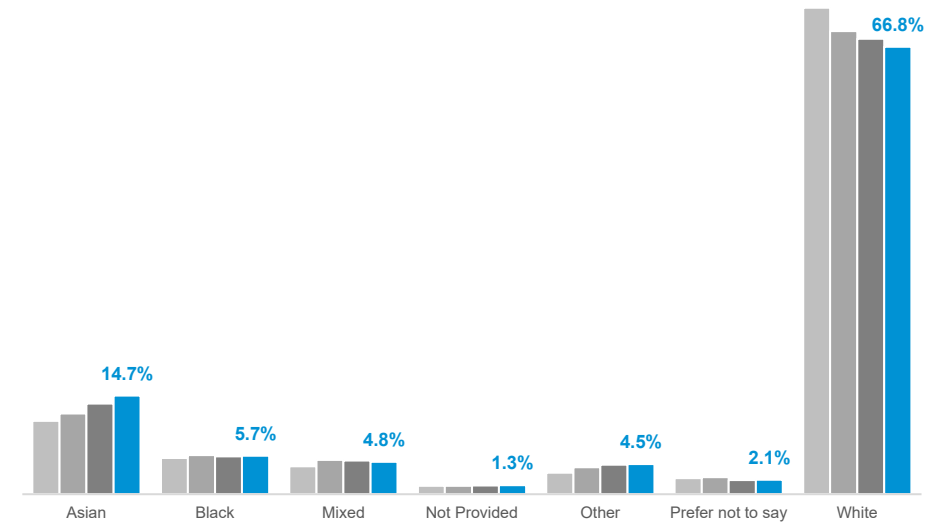
- 10.7% of staff have declared a disability, an increase of 0.3pp from 2023 and significantly above the HEI benchmark of 7.2%
- The most declared condition remains 'a specific learning difficulty' (SpLD) at 39.9% followed by 'a mental health condition' at 16.3%
- The percentage of staff choosing 'Prefer not to say' has risen from 0.9% in 2023 to 2.7% in 2024 driven in part by a rise in declaration rates
- 100% of new starters in the last two years have declared their disability status, with 11.4% of these new starters declaring a disability

Response:

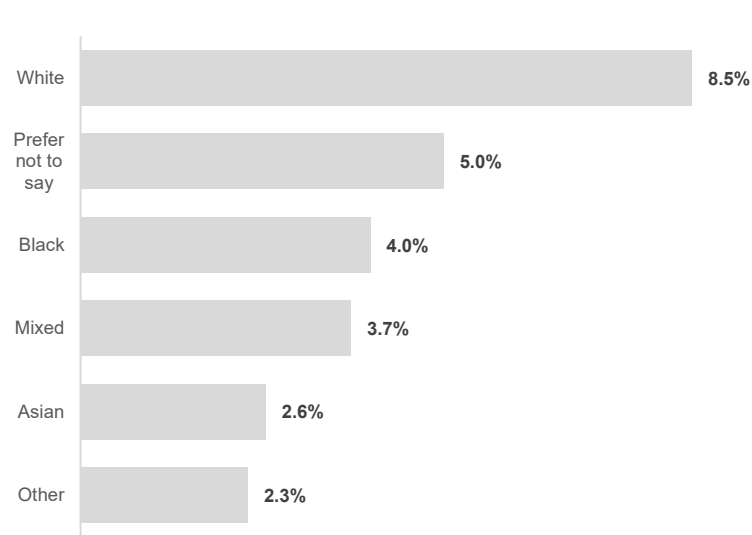
- Partner with our occupational health provider to offer more webinars and appropriate resources via our wellbeing hub on neurodiversity and mental health
- Achieve Disability Confident Employer (Level 2) recognition in 2025 and implement associated enhancements to processes and systems
- Produce and promote guides for disabled staff and line managers to improve staff experience and support
- Further understand and investigate our disability categories and explore ways to make it easier for staff to declare their disability

Ethnicity

Changes in Ethnicity over time
2021 / 2022 / 2023 / 2024

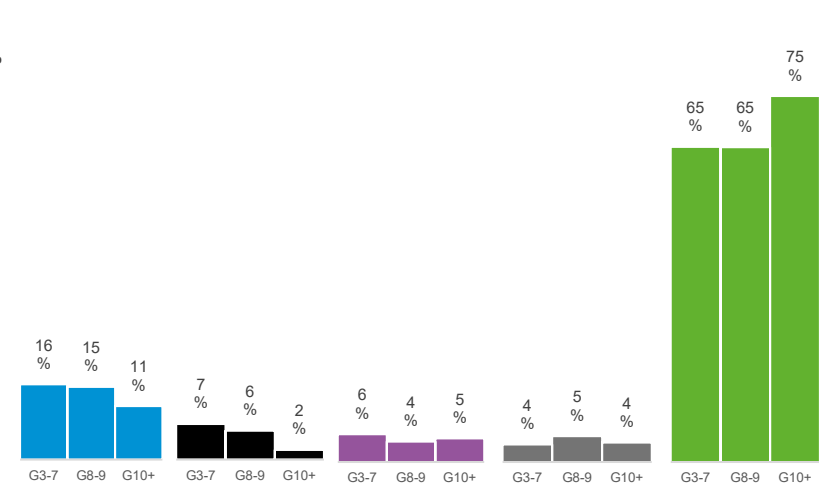


Conversion Rate of Applicants to Hires for Academic, Professional and Technical Roles - 2023/24



Ethnicity at each grade level

Each bar shows the % of current staff in each grade group that are:
Asian / Black / Mixed / Other / White



Insights:

- 29.7% of all current staff are from ethnic groups (Asian–14.7%; Black–5.7%; Mixed–4.8%; Other–4.5%), significantly above the HEI benchmark of 19.1%
- BAME representation has steadily increased across all grades since 2021 and is in line with or above the HEI benchmark at each level
- 21.9% of staff at Grade 10+ are BAME (Asian–11.1%; Black–2.0%; Mixed–4.8%; Other–4.0%) an increase of 1.4pp from 2023, though still below our 25% target
- The applicant to hire conversion rate has decreased mainly due to the increased diversity of our applicant pool

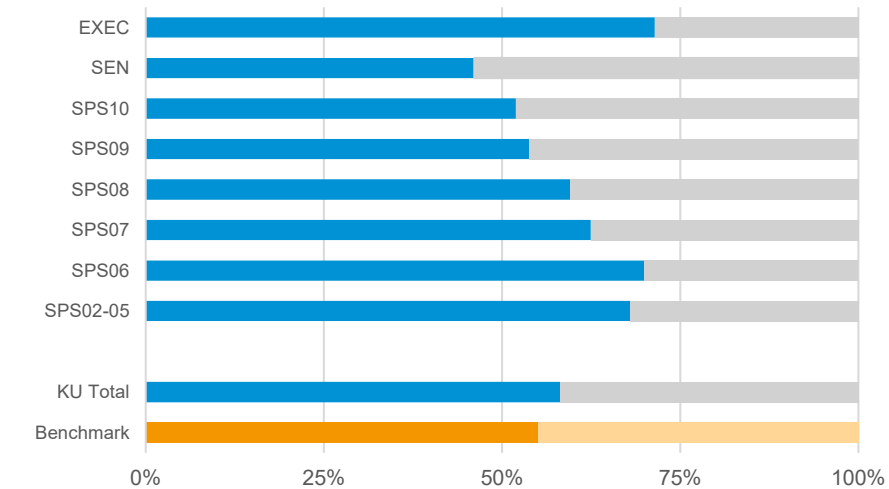
Response:

- Review current recruitment procedures and policies to continuously improve our inclusive recruitment approach
- Share workforce planning and recruitment data with Faculties and Directorates to address under-representation at a local level
- Support hiring managers in implementing recruitment initiatives aimed at addressing under-representation at senior grades
- Investigate continuous decrease of low conversion rates across ethnic groups for discussion with local EDI groups

Gender

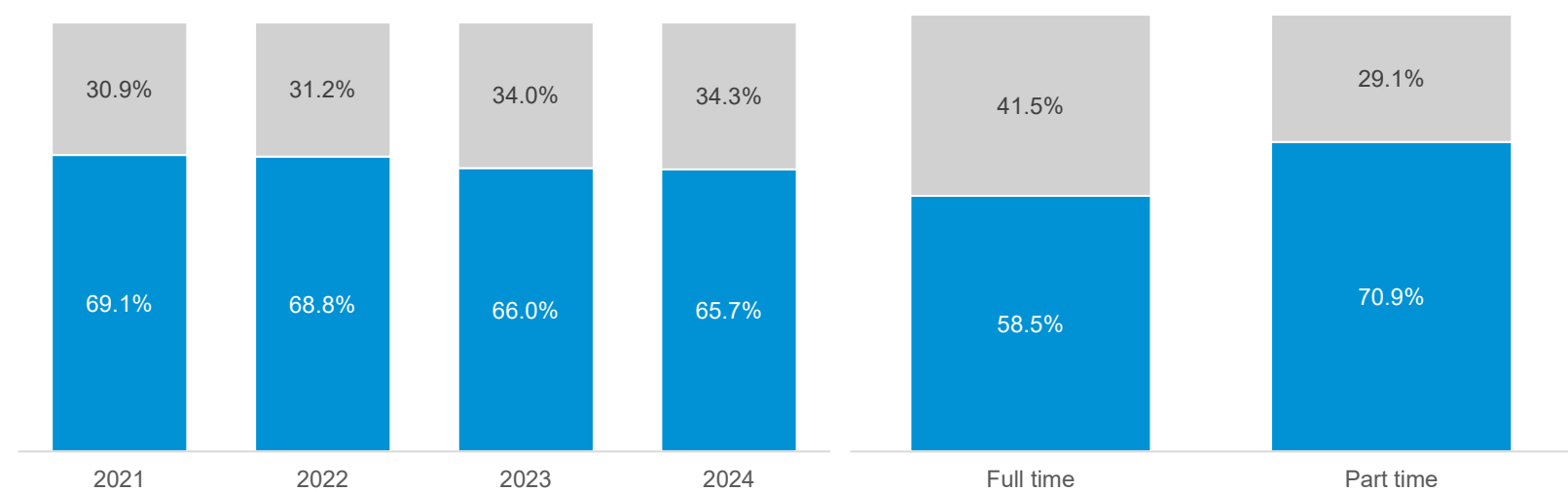
Gender Distribution By Grade

Female / Male / Advance HE Benchmark



Gender Distribution of Part Time Staff

Female / Male



Gender Distribution of Staff with Caring Responsibilities

Female / Male

Insights:

- 58% of all staff are female, comparing favourably to the HEI benchmark of 55%
- 32% of staff at grades G1-5 are male, an increase of 5pp in 2024
- 46% of our senior staff are female (the only grade where male representation is higher than female), which compares highly favourably to the HEI benchmark of 36%
- 932 staff (49.8% of all staff) have identified as having some form of caring responsibility, of whom 62% are female and 38% are male

Response:

- Review areas where male representation has increased (Grades 1-5) and share best practice for scaling these approaches across other areas as required
- Review how we capture caring responsibilities and make recommendations to support carers
- Create a mechanism to gather data on the career progression of Professional and Technical staff
- Conduct intersectional data analysis of gender by ethnicity and grade to identify any gaps/under-representation and develop local plans