University of St Andrews

Mainstreaming and Equality Outcomes Report

2021 - 2024

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# 1. Introduction

Embedding equality, diversity and inclusion practices in the culture of the University is one of St Andrews University’s key goals.  In its strategy the University commits to making “St Andrews a beacon of inclusivity, placing diversity and equality at the centre of everything we do and creating an environment in which all can flourish and realise their potential”.  The achievement of this goal is enabled by various actions plans such as the [Diverse Action Plan](https://www.st-andrews.ac.uk/about/governance/university-strategy/supporting-documents/diverse-action-plan/), and the [People Strategy](https://www.st-andrews.ac.uk/about/governance/university-strategy/supporting-documents/people-strategy-2023-2027/). The University has seen significant progress over the lifetime of the Report including achievement of an [Athena Swan Silver Award](https://www.st-andrews.ac.uk/about/edi-progress-reports/athena-swan-2024/) in March 2024 and a [Race Equality Charter](https://www.st-andrews.ac.uk/race-equality-charter/) Bronze award in October 2024.

The achievement of the University’s ambitions around diversity, are also enabled by the Equality Act 2010 which provides the legislative framework for building diverse and inclusive communities and institutions.

The [Equality Act 2010: Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) requires public bodies to eliminate unlawful discrimination, harassment, victimisation and advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not. To support public bodies to realise the goals of the general duty, the Scottish Parliament extended the Public Sector Equality Duty to include the Scottish Specific Duties. Amongst other stipulations the [Equality Act 2010 (Specific Duties)](https://www.st-andrews.ac.uk/hr/edi/equalityact/) (Scotland) Regulations 2012 requires public bodies to publish a report on mainstreaming the equality duty every two years, to publish a set of equality outcomes at least every four years, to publish a report on progress made in the achievement of the equality outcomes every two years and to gather, use and publish employee information (data) as part of the mainstreaming report.

The Equality and Human Rights Commission (EHRC) monitors and regulates compliance with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. In 2019 the EHRC partnered with the Scottish Funding Council (SFC) to jointly promote the pursuit of equality in the tertiary sector in Scotland. One output of this partnership was the National Equality Outcomes published in the [*Tackling Persistent Inequalities Together*](https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf) Report in 2023. Colleges and Universities are required to develop equality outcomes aligned to the National Equality Outcomes to result in a joined-up endeavour to tackle inequalities in the Scottish tertiary education system.

The report consists of four key sections. Part 2 is a summary of key achievements in the reporting period, part 3 is an outline of the progress made in pursuing the equality outcomes published in 2021 and in mainstreaming equality between 2021 and 2024. This also includes a brief look at how these outcomes are being progressed currently through the various equality plans developed in the latter part of the reporting period (2023/2024). Part 4 provides an introduction to the new equality outcomes set in 2025 to align with the National Equality Outcomesand Part 5 is a section on key highlights of the equality data presented in Appendix 2.

Appendices 1 and 2 show how St Andrews’ 2025-2029 equalities outcomes are mapped onto the national equality outcomes, while Appendix 3 is the equalities data tables.

# 2. Summary of key achievements: 2021-2025

## 2.1. Equality Charters, plans and data

In 2023 the University published the Diverse Action Plan outlining the actions to be taken to support the achievement of the University’s vision – set out in the refreshed Strategy 2022-27 – to make St Andrews a beacon of inclusivity, placing diversity and equality at the centre of everything we do. Actions delivered to date include the development and launch of a new Diversity and Inclusion Calendar as a mechanism for bringing together and promoting diversity initiatives across the University; a strengthening of staff networks recognising their important role in supporting belonging at St Andrews; and revising the student Equality, Diversity and Inclusion Training module.

A key commitment within the Diverse Action Plan is engagement in relevant equality and diversity accreditation schemes. In March 2024, the University was awarded an institutional Athena Swan Silver award (building on the Bronze award secured in 2018) and in October 2024 a Race Equality Charter (REC) Bronze Award. These awards represent the culmination, and external validation, of a wide body of work to advance equality and develop clear plans for future progress. In addition, all 18 Schools now hold Athena Swan awards with two Schools holding a gold award and five holding silver.

Following and building on the completion of the Athena Swan and REC submissions, in 2024 working groups were formed to assess progress in disability and LGBT+ inclusion work and to identify actions that need to be undertaken to further progress this work. The implementation of the institutional Disability and LGBT+ action plans developed as part of this process will be overseen by the University EDI committee.

Central to this work is the enhancement of data collection tools, as identified in both the Athena Swan and REC action plans. In this reporting period the categories of religion and trans/trans-history were added to the Schools Culture Surveys (conducted every 2 years), and Islamophobia and antisemitism were added as reporting categories to the Report and Support System. These changes enable a more comprehensive understanding of the differential experiences minoritised groups have of the institution’s culture.

## 2.2. Policies.

Key policies and guides developed in this period include the Staff Disability Policy, the Academic adjustments for disabled students’ guidance for staff and similar guidance for students. Improved policy consultation processes also resulted in the enhancement of the Special Leave Policy to include a Safe Leave Provision and the enhancement of the Parental Leave for PGR Students Policy to include a provision for miscarriage.

## 2.3. Growth in the diversity of staff and student populations.

2021-2024 witnessed a growth in the diversity of both staff and student populations. This includes a steady growth in the proportions of disability disclosed students from 19.7% to 21.8% and ethnic minority UK domicile students from 13.6% to 18.3%. In terms of staff, the proportions of disability disclosed, ethnic minority and LGBT+ staff in the overall staff population grew from 2.4%, 8.3% and 3.1% in 2021 to 5.6%, 10.1% and 6.9% percentage respectively in 2024.

Improvements to recruitment and selection processes which include the requirement that practices outlined in the Inclusive Recruitment Guide are followed contributed to the growth in staff diversity

Significantly there has also been an increase in the proportion of minoritised staff at the professoriate and senior leadership level with the representation of women in Grade 9 having increased from 27.8% to 31.2% from 2021-2024 and ethnic minority staff at Grade 9 from 2.9% to 4.7%. The proportions of disability declared staff in Grade 9 were 2.7% and 3.6% of the staff in this grade in 2023 and 20242.

The gender composition of the Principal’s Office at 54.5% women and 45.5% men remains representative of the overall staff body which is 52.2% women and 47.8% men.

##  2.4. Gender Pay Gap

The gender composition of the Principal’s Office and the growth in the proportion of women in higher grades and leadership positions has contributed to the narrowing of the mean gender pay gap by 3.3 percentage points from 20.2% in 2020/21 to 16.9% in 2023/24 and the median gender pay gap by 3.1 percentage points from 18.1% in 2020/21 to 15.0% in 2023/24.

## 2.5. Equality leadership and governance

The University continued to strengthen EDI leadership and governance over the reporting period to further enable the realisation of its commitment to equality and diversity. This includes the creation of a Vice Principal, People and Diversity in 2022 to spearhead the University's equality work. Still without many parallels in the higher education sector, this role has been part of a wider expansion of support for EDI, including secondment of academics to lead specific initiatives (such as the Race Equality Charter application). These steps have strengthened the positioning of equality and diversity as one of the key strategic goals of the University.

The University has also revised and enhanced its EDI governance further to establishment of the People and Diversity Assurance Group of Court in 2020 and a Central EDI Committee in 2020. This includes the creation of an overarching University EDI Committee, comprising members of the Principal’s Office and other senior colleagues, to oversee implementation of all equality plans, with supporting delivery groups focused on specific areas (including gender and race), and cross-cutting task and finish groups.

# 3. Progress in the pursuit of the 2021 – 2025 Equality Outcomes and on equality mainstreaming.

St Andrews University published the following equality outcomes in 2021:

Outcome 1: Increased proportion of underrepresented staff recruited.

Outcome 2: Making a University that is accessible and is recognised as encouraging diversity and the appreciation of it in our staff, students, and suppliers.

Outcome 3: Creating a studying, visiting, and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.

Outcome 4: Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.

Outcome 5: Securing greater diversity in governance, management, and leadership.

Given that the 2021-2025 equality outcomes, as presented in the 2021 Equality Outcomes Action Plan, were designed to promote the realisation of the goals of the equality mainstreaming duty, a composite mainstreaming and equality outcomes progress report is provided. The five equality outcomes will be used to structure to the report**.**

##  3.1. Equality Outcome 1. Increase proportion of underrepresented staff recruited.

In the 2021-2025 Equality Outcomes Action Plan, five actions were identified as instrumental to increasing the proportion of underrepresented staff recruited. These are outlined below with an update on progress.

## 3.1.1. Aligning strategic aims to cover the aspects of employment, retention and progression of minority staff with the aspects of the university strategy.

The University Strategy, refreshed in 2022, identifies Diverse as one of five strategic themes, including a commitment to making “real progress in addressing the inequalities and disadvantages experienced by minoritised groups” and “developing appointment processes and career pathways that build diversity, especially at senior levels”  The Strategy also has goals that pertain to the wellbeing, inclusion and belonging of minoritised staff and students whose pursuit, it is anticipated, will build a community in which minoritised staff will be enabled to thrive. These include fostering an inclusive culture and “creating an environment in which all can flourish and realise their potential”. These have been translated into operational objectives in the People Strategy and in the Diverse Action Plan.

## 3.1.2. Availing recruitment success-rate data Schools/Units to ensure that relevant policies and processes are designed to reflect the goal of increasing workforce diversity.

Staff recruitment success-rate data was provided to Schools and Units through use of the 2021 and 2023 published mainstreaming reports. On a continual basis, staff recruitment data is provided for sex and race protected characteristics to School EDI Committees as part of Athena Swan planning and monitoring activities. In progressing this work, the need to improve, expand and standardise equalities data packs provided to Schools and Units to inform planning has been identified through Athena Swan and Race Equality Charter self-assessment processes and actions to address this need have been included in both the 2024 Athena Swan and 2024 Race Equality Charter[[1]](#footnote-2) action plans. Activities that will enable the achievement of these actions include identifying and collating data requirements for all charter action plans and other EDI work, providing standardised equalities data pack to Schools and Units annually whilst also providing Schools and Units with bespoke data on request, and the Head of EDI visiting Schools and Units to present key findings and defining how the findings could be used (REC D8). This work will begin in July 2025.

Schools are expected to comply with the requirement to address disproportionate under representation of a particular group in recruiting for academic and research positions. Through embedded recruitment management procedures, this obligation is brought to the attention of each selection committee by the recruitment team prior to each selection process.

A recruitment toolkit which will provide consolidated and improved guidance for recruitment panels will be launched in April 2025. The toolkit outlines duties, responsibilities and best practice in recruitment processes including around inclusion.

## 3.1.3. Using workforce profile data to drive or initiate discussions and inform the development of organisational diversity goals and ambitions.

The Equality Mainstreaming Report data was presented to the Principal’s Office in April 2021 and April 2023. Protected characteristic data informed the development University Strategy 2022-2027**.** Workforce profile data also informs the development of institutional and School level equality plans.

## 3.1.4. Providing frequent equality of opportunity for staff to participate in recruitment and selection panels, to try to ensure that interview panel members are from diverse backgrounds. Ensure new panellists have completed relevant training.

All members of selection committees are required to have undertaken training which enables learning about unconscious bias and legal protections against discrimination in recruitment and selection. Committee members are reminded of this requirement – and the consequences of not complying with it – prior to the start of every selection process.

Gender diversity of selection panels is a requirement. The University is committed to supporting an increase in the number of minority staff who are enabled to participate in selection processes.   The Athena Swan and Race Equality Charter actions plans include actions on the development of a pool of minoritised staff willing to sit on recruitment panels (AS12 and REC D1). This work is scheduled to commence in 2026. the recruitment toolkit that will be launched in April 2025 includes guidance on convening diverse panels.

Between 2021/22 and 2024/25, 1060 individuals completed the Recruitment and Selection Training Module.

## 3.1.5. Increasing the levels of accessibility and inclusivity of the application process.

The Staff Disability Policy launched in 2022 made it a requirement for inclusive recruitment practices outlined in the Inclusive Recruitment Guide to be followed. These include developing inclusive job descriptions, providing application forms in alternative formats and offering other reasonable adjustments when need is indicated by applicants.  Work to be completed in April 2025 includes updating signposting for reasonable adjustments in job advertisements, and in communication sent to job applicants.

## 3.1. 6. Recruitment related actions in other plans

To continue and to build on work undertaken during the reporting period (2021-2024) recognition of the need to review recruitment and section processes to result in a more diverse staff population is reflected in actions in the People Strategy and Diverse, Athena Swan and Race Equality Charter action plans. The broad overall action is written in the Diverse Action Plan and People Strategy as “Strengthen our recruitment and selection processes to ensure they are fair, inclusive and simple to navigate, looking at where and how we advertise posts, the application and assessment process, the composition of interview panels and guidance to staff” (Dv 28, PS 3).

## 3.2. Equality Outcome 2: Making a University that is accessible and is recognised as encouraging diversity and the appreciation of it in our staff, students, and suppliers.

Progress made in carrying out the actions given in the Equality Outcomes Action Plan whose pursuit contributed to the achievement of outcome 2 will be looked at in turn.

## 3.2.1. Continuing to work towards the Scottish Funding Council Gender Action Plan.

In 2020, the Scottish Funding Council suspended indefinitely the requirement that colleges and universities produce a Gender Action Plan. Advancing the goal of gender parity in St Andrews University continues to be enabled mainly by the Athena Swan planning and plan implementation processes. To avoid repetition, the Athena Swan action plan is discussed further in section 3.3.2.2 of the report.

## 3.2.2. Ensuring new staff attain an assessed understanding of the Equality Act.

All new staff are required to complete learning modules which cover key principles of the Equality Act 2010.  These are the Diversity in the Workplace and Unconscious Bias modules. Staff who routinely have access to a computer complete the modules online whilst in- person training is offered to staff who do not. Staff are also required to refresh and update the Equality Act related knowledge acquired every five years. An assessment is taken at the end of the module. Organisational and Staff Development Services (OSDS) monitor the completion of the staff mandatory modules.

Table 1 indicates the number of newly recruited staff who completed both mandatory training modules online between 2021 and 2024.

### Table1. Number of new staff who completed EDI mandatory modules 2021/22 -2024/5 March.

|  |  |
| --- | --- |
| Staff EDI Online Training Modules (source: OSDS)  | Number of new completions (2021/22-until March 2025  |
| Diversity in the Workplace  | 823 |
| Unconscious Bias  | 824 |

Beyond ensuring that staff have the requisite understanding of the Equality Act 2010, all new students are required to complete mandatory training which covers this content.

This is shown in Table 2.

### Table 2. Number of new students who completed the mandatory Diversity module online from 2022/23 to 2024/25 Feb.

|  |  |
| --- | --- |
| Student Diversity Online Training Module (source: CEED)  | No. of new completions  |
|   | Mar 2022 to Mar 2023  | 1 March 2023 – 29 Feb 2024  | 1 March 2024 – 28 Feb 2025  |
| Undergraduates  | 5243 | 2633 | 2920 |
| Postgraduate Taught  | 132 | 975 | 1160 |
| Postgraduate Research  | 590 | 341 | 383 |
| **Total**  | **5965** | **3949** | **4463** |

In Table 3 is listed other training sessions/modules that cover the Equality Act 2010 principles which have been offered in this reporting period.

### Table 3. Number of courses with Equality, Diversity and Inclusion content offered between 2021 and 2024.

|  |  |  |
| --- | --- | --- |
| Course  | Audience  | Number |
| In person Dignity, Diversity & Respect Training  | Estates and Residential and Business Services.  | 15  |
| Diversity for Managers  | Open to current and potential managers    | 8  |
| Active Bystander Training  | Open to all staff  | 24  |
| Embedding gender-inclusive language principles in pedagogical practice  | Open to all staff  | 4  |
| PGs Student EDI Induction –  | Eight Schools  | 13  |
| Recruitment and Selection Practical –Course  | Open to current and potential recruitment panellists.   | 12  |

Reviewing the mandatory training on offer to staff and students was identified as necessary in the self-assessment processes entailed in the development of the Diverse Action Plan. This is included as an action in the plan (Dv1).

The revision of the mandatory EDI module for students is nearing completion and will be ready to offer to the 2025/26 student intake. The topics explored in the module are; protected characteristics and class, inclusive language and pronouns, forms of bias, bullying and harassment, allyship and bystander intervention, freedom of expression and report and support. Work to review the staff mandatory modules is also in progress and will be completed in December 2025.

## 3.2.3. Ensuring that staff can update their diversity data within the first month of commencing employment within the university.

All staff can update their diversity data through a self- service facility.

## 3.3. Equality Outcome 3: Making a University that is accessible and is recognised as encouraging diversity and the appreciation of it in our staff, students, and suppliers.

Actions pursued as part of implementing the Equality Outcomes Plan to contribute to the achievement of this outcome can be divided into policy and accreditation actions.

## 3.3.1. Policy.

A Staff Disability Policy was developed and published in January 2022 following, amongst other activities, consultation with the [Staff with Disabilities and Neurodivergences Network.](https://www.st-andrews.ac.uk/about/edi/staff-networks/) The Dignity and Respect Policy which addresses bullying and harassment behaviour was reviewed to reflect developments in the equalities legislation and higher education sector. This included the updating of terminology used in the policy.

Other protected characteristics related policies and guides that have been reviewed between 2021 and 2024 include the following:

1. Dignity and Respect at Work Policy
2. Gender-based Violence (including Sexual Misconduct) Policy
3. Staff Flexible Working Policy
4. Academic adjustments for disabled students guidance for staff
5. Academic adjustments for disabled students guidance for students
6. Pronoun Guidance

Enhancement of policies resulting from policy review processes conducted in the reporting period include the addition of a Safe Leave provision to the Special Leave Provision and subsequently the Special Leave Policy. Safe leave makes available ten paid leave days to staff to enable them to make arrangements that will place them in a safe environment when in situations involving violence. They also include changes made to the Parental Leave for PGR Students Policy to include a provision for miscarriage as that found in the staff Maternity Leave Policy.

The target for publishing the reviewed Equality, Diversity and Inclusion Policy in September 2023 was not met for various reasons including long gaps between the policy research (including scanning the equalities legislation environment), consultation processes and the drafting of the revised policy. Because of the need to reconsult on the contents of the policy, the new target set for publishing the revised policy is June 2025.

New protected characteristics related policies and guides that are in the development stages are:

1. Access to Work Guidance
2. Dignity and Respect at Work Guidance
3. Guidance on Assistance Animals on University Estate
4. Religious Observance (Students) Policy

The People Strategy and Diverse Action Plan include several actions, which are currently being implemented, to enhance policy development processes. This includes the creation of opportunities for staff networks to be engaged in policy development processes to ensure the absence of negative impact of policies on specific groups(Dv31) and to publish a list of policies planned for review and development biannually to ensure that members of the institution broadly and minoritised groups can be timeously involved in policy consultation processes (PS20).

In pursuit of a related action in the Athena Swan action plan (AS31), in 2024 an Equality Impact Assessment (EIA) Working Group was established to review the EIA practises of the institution and to design a strategy for improving the levels of compliance with the requirement to assess the impact of decisions, policies, procedures and other interventions on groups with protected characteristics. The work of this group will be completed by June 2025.

## 3.3.2. Accreditation.

## 3.3.2.1. LGBTQ+ Equality accreditation

 A submission to the Stonewall Workplace Equality Index was made in 2021 and 2022. The submission consists of a report on LGBTQ+ inclusion initiatives, data and policies that demonstrate LGBTQ+ inclusion work undertaken in the institution and its outcomes. As part of the submission, a survey conducted by Stonewall also measures the level of inclusion experienced by LGBTQ+ staff in the University. In 2022 the University held a Silver Stonewall Award. Membership to Stonewall was paused in 2023 to allow for the development of an LGBTQ+ self-assessment and planning process that is more tailored to the needs of the University, and which would better enable learning from and benchmarking against other higher education institutions. To this end an LGBTQ+ Working Group, with some members drawn from the [LGBTQ+ Employee Network](https://www.st-andrews.ac.uk/about/edi/staff-networks/) was formed in 2024 to steer this work. Additionally, to support the achievement of this objective, membership to the higher education sector LGBTQ+ Inclusion Benchmarking Forum was acquired in May 2024.

## 3.3.2.2. Gender Equality accreditation.

As indicated in 3.2.1, the goal of advancing gender equality is enabled mainly by Athena Swan self-assessment, planning and implementation processes. In 2024, the University received a Silver institutional Athena Swan Award, a progression from the Bronze award held by the University between 2018 and 2023. The Silver signifies a recognition of the progress made in addressing gender inequalities over this period and the commitment to driving further progress (reflected in the objectives of the 2024-2029 Athena Swan Action Plan).

Key areas of progress achieved between 2017 and 2023 highlighted in the plan are enhanced support for carers, enhanced support for women’s careers to result, amongst other outcomes, in an increase in the proportion of women professors, and improved measures to address gender-based violence (GBV) resulting in St Andrews becoming the first University in the UK to be awarded the EmilyTest Charter (see below).

At School level, within the reporting period, all 18 Schools submitted Athena Swan applications. The current distribution of School level Athena Swan awards and years awarded is shown in Table 4. In 2018 only ten schools had an Athena Swan award. Work done between 2018 and 2022 resulted in all Schools holding an Athena Swan Award. Between 2021 and 2024, seven Schools achieved awards at a higher level than previously held in recognition of the progress achieved in changing practices within their Schools to result in increased gender parity.

### Table 4. Schools’ Athena Swan awards.

|  |  |  |  |
| --- | --- | --- | --- |
| Faculty  | School  | Award held  | Award date  |
| Science / Medicine  | Biology | **Gold**  | Apr 2021  |
| Chemistry | **Silver**  | May 2024  |
| Computer Science | **Silver**  | Oct 2023  |
| Earth & Environmental Sciences | **Bronze**  | Sep 2019  |
| Geography & Sustainable Development | **Bronze**  | Dec 2019  |
| Mathematics & Statistics | **Silver**  | Mar 2024  |
| Medicine | **Silver**  | Mar 2023  |
| Physics & Astronomy | **Silver**  | Dec 2022  |
| Psychology & Neuroscience | **Gold**  | Nov 2024  |
| Arts / Divinity  | Art History | **Bronze**  | Sep 2019  |
| Business School | **Bronze**  | April 2024  |
| Classics | **Bronze**  | Sep 2024  |
| Divinity | **Bronze**  | Sep 2020  |
| English | **Bronze**  | Dec 2019  |
| History | **Bronze**  | May 2024  |
| International Relations | **Bronze**  | Apr 2019  |
| Modern Languages | **Bronze**  | Apr 2021  |
| Philosophical, Anthropological & Film Studies | **Bronze**  | Apr 2020  |

As stated earlier, among the progress outlined in the University’s Athena Swan submission was improved interventions in addressing GBV. These included providing trauma-informed accommodation options, and the creation of innovative consent and bystander intervention training. Recognising its work on GBV the University received the [EmilyTest Gender Based Violence Charter Award](https://news.st-andrews.ac.uk/archive/st-andrews-becomes-first-university-to-receive-gender-based-violence-charter-award/). The EmilyTest is a set of standards colleges and universities can use to assess the quality of their efforts to prevent gender-based violence occurring in their student populations, and the quality of the support given to students who are subjected to gender-based violence. The test has over 40 minimum standards which institutions must meet to be awarded the charter.  Having worked with [EmilyTest](https://www.emilytest.org/) from 2019 as a pilot institution, the University achieved its charter status in 2022. This has positioned St Andrews University as one of the leaders in this space and has enabled it to share best practice with other higher education institutions.

## 3.3.2.3. Race Equality accreditation

In 2021 the University became a signatory of the [Race at Work Charter](https://www.bitc.org.uk/race/the-race-at-work-charter/) pledging to ensure the removal of barriers faced by ethnic minority staff in recruitment and progression. As a signatory, the institution submitted evidence of progression in ethnic minority inclusion. This evidence includes a commitment by leadership to driving race equality and the collection of ethnicity data which shows improved representation of ethnic minority staff and students in the St Andrews community and representation of ethnic minority staff across all occupational levels. Commitment to the Charter will be renewed in 2026.

Signing up to the Charter was part of a wider commitment to advancing race equality and in 2024 the University secured a Bronze Race Equality Charter Award in recognition of its comprehensive assessment of the current levels of ethnic minority inclusion and for developing an action plan whose implementation will further facilitate the removal of barriers to ethnic minority staff and students’ access, progression and success in the institution. The Race Equality Charter submission was a culmination of work that began early in this reporting period. The chair of the Race Equality Charter self-assessment team was appointed in February 2022 and a self-assessment team consisting of academic and professional services staff working at different levels of the institution and of undergraduate and postgraduate students was formed in September 2022. Membership to the Self-Assessment Team was also drawn from the [BAME Staff Network.](https://www.st-andrews.ac.uk/about/edi/staff-networks/) Work for the REC included a rigorous assessment of the University’s culture, curriculum and staff and student life-cycle, and development of an action plan informed by comprehensive data analysis, including the results of race equality-focused surveys and focus groups.

To support common cause and coherence in delivery, the Race Equality Charter Action Plan is aligned to the Diverse and Athena Swan action plans.

## 3.3.2.4. Carers Inclusion accreditation.

The University was awarded the Exemplary Level Award by Carer Scotland in 2020 in recognition of its carer inclusive practices. This is the highest level of the Carer Scotland’s Carer Positive Award. The award was renewed in 2022. One of the criteria for attaining the Exemplary Level Award is the promotion of the principles of the Carers Positive Employer Charter more broadly to other organisations and employers. In this reporting period, amongst other actions, St Andrews University promoted engagement with the charter to other higher education institutions in Scotland and supported Wendy Chamberlain MP for Northeast Fife, in her bid to get the Carer’s Leave Bill passed in the UK Parliament in 2022. Again, above the provisions in this Bill, St Andrews introduced paid leave to assist with non-emergency caring responsibilities for employees registered as carers with the University. The university also has a Caring Fund to support staff with caring costs associated with external opportunities which are often important for career development.

Further carers inclusion work which is currently being undertaken is that in pursuit of objectives in the Athena Swan action plan which include improving workload experiences for women with caring responsibilities (AS17) and providing training for line managers that will ensure that they have a better understanding of how to support staff with caring responsibilities (AS 28). As indicated in the plan one of the groups consulted in the drafting of policies and interventions that might have impact on minoritised groups is the [Parents and Carers Staff Network.](https://www.st-andrews.ac.uk/about/edi/staff-networks/)

## 3.3.2.5. Disability Inclusion accreditation

The University participated in a pilot study of the AdvanceHE Disabled Student Commitment. This participation entailed an assessment of disability services offered to support students through the student life cycle and an identification of areas of improvement. This work is being progressed in 2025 with the aim of signing up to the commitment during the first half of 2025. Depending on the results of the self-assessment, signing up to the Commitment indicates an intention to work towards the principles in the Commitment or publishing a student disability action plan which would have been developed in partnership with disabled students.

A Staff Disability Working Group was established in December 2024 to undertake the development of the Institutional Disability Plan which will foreground disability inclusion work and be aligned with other institutional equality plans. The assessment of the progress in disability inclusion and the identification of actions which will further advance this goal will better enable coherence in the implementation of disability inclusion focused work and better facilitate learning from and benchmarking against work undertaken at other higher education institutions and other organisations more broadly. One of the outputs of this work will be identifying the value of an accreditation scheme that will best support the University in advancing its disability inclusion work. Membership of the Staff Disability Working Group includes members of the Staff with Disabilities and Neurodivergences Network.

## 3.3.2.6. Accreditation actions in other plans.

A commitment to the continuation of using charters as tools to provide impetus, structure and coherence to equalities work and to enable benchmarking is reflected in the Diverse Action Plan which has the following actions: *Maintain existing charters, including in relation to LGBTIQ+, carers, gender (School-level), seeking to enhance the level of award secured where applicable to drive further progress and improvement* (Dv19) and *Use applications for new institutional charters in relation to disability, mental health, and gender-based violence to support self-assessment and progress in these areas (*Dv20).

The need to increase the degree of alignment in the delivery of the actions in the different equality plans has been identified and will, in the main, be addressed through the implementation of a joint delivery plan, the development of which was completed in 2024.

## 3.4. Equality Outcome 4: Designing systems of reward and recognition for staffand students that ensure fair treatment of all, whatever their background and characteristic.

The plan’s actions pursued to promote the fairness of reward and recognition practices are the publication of the pay gaps and equal pay statements and monitoring the completion of mandatory training by managers.

## 3.4.1. Publishing pay-gap reporting, and relevant equal pay statements.

It is a Scottish Specific Duty requirement that public bodies publish gender pay gap information every two years, and equal pay statements for gender, race, and disability every four years.

St Andrews has published a [Gender Pay Gap](https://www.st-andrews.ac.uk/about/edi-progress-reports/gender-pay-gap-report-2024/) report every year of the reporting period. The 2024 Gender Pay Gap report reveals that the University’s mean gender pay gap for 2023-24 (16.9%) has fallen by 3.3 percentage points from 2020/21 (20.2%). The median gender pay gap for 2023-24 (15.0%) has decreased by 3.1 percentage points from 2020/21 (18.1%) indicating an increase in the number of women in higher occupational levels in this reporting period. The increase is mainly attributed to improved promotion and recruitment processes. Closing the Gender Pay Gap has been identified as a key institutional priority and the implementation of several actions in the Athena Swan Plan are contributing towards the achievement of this outcome. These include providing greater clarity around differences in the Grade 9 salary bands given that the majority of women who are at Grade 9 sit at the lower bands of this scale (AS24) and using modelling to assess the positive and negative impact of different pay gap interventions to result in costed proposals to address the pay gap (AS19).

Whilst the University has not published an Ethnicity Pay Gap report in this reporting period, the Race Equality Charter Action Plan contains a comprehensive analysis of the Ethnicity Pay Gap calculated for the years 2018/19 to 2021/22 which shows an overall negative median Ethnicity Pay Gap, but an 18% mean Ethnicity Pay Gap. One of the actions to address this is to develop a costed proposal to narrow the Ethnicity Pay Gap (REC D6)

Gender, Race and Disability equality statements were published in 2021 and have been updated as part of this report.

Responding to the identified need to include pay gap data that reflects inequalities in pay for all minoritised groups in data collated by the institution to inform the development of strategies and plans, amongst the actions in the Athena Swan action plan that pertain to narrowing the gender pay gap is one that requires the EDI and Planning Teams to produce and publish an annual EDI report which will include, amongst other equalities data (representation, progression and promotion), pay gaps for other minoritised groups *(*AS33)*.* Thefirst annual EDI report in which pay gaps are presented will be published in June 2026.

## 3.4.2. Continuing to ensure managers involved in decisions about pay and benefits complete diversity training.

As reported in 3.2.2 Organisational and Staff Development Services monitor the completion of mandatory training modules. Completion reports are sent to Heads of Schools and Units annually to ensure high rates of compliance with the requirement.

## 3.5. Securing greater diversity in governance, management, and leadership.

The Outcomes Action Plan activities that were pursued in the reporting period to contribute to improving the diversity of the institution’s leadership were supporting staff to participate in the AdvanceHE Aurora and Diversifying Leadership programmes, investigating leadership programmes whose target participants are staff with disabilities and ensuring that Court members complete mandatory training.

## 3.5.1. Improving diverse representation in senior and academic management structures.

Between 2021/22 and 2024/25 the University supported 96 academic and professional services female staff to participate in the AdvanceHE Aurora leadership development programme. Again, as shown in Table 5, between 2021/22 and 2025/25, 50 mentees have participated in the Elizabeth Garrett Mentoring Scheme. Launched in 2017, the Elizabeth Garret Mentoring Scheme’s purpose is to address gender inequality in leadership in academia.

###   Table 5. Elizabeth Garrett Mentoring Programme Mentees 2021/22 -2024.2025

|  |
| --- |
|   Elizabeth Garrett Mentoring Programme Participants by Cycle  (OSDS data)  |
| 2021/22  | 14  |
| 2022/23  | 14  |
| 2023/24  | 11  |
| 2024/25  | 11  |
|  |  |

 An internal evaluation of the Aurora programme carried out within the reporting period indicated that participants found the programme useful in developing their confidence in working towards occupying leadership positions.

The gender composition of senior leadership is recorded and monitored as reflected in Tables 6 and 7.

### Table 6. Court Composition March 2025

| Composition of Court as of 25 March  2025   |
| --- |
| **Post**   | **Women**   | **Men**   |
| Rector    | -   |     |
| Senior Lay Member    |     | 1   |
| Non-executive Members    | 4   | 5   |
| Nominated lay Assessors   |     | 1   |
| General Council Assessors   |     | 2   |
| Elected Staff Assessors (Academic staff)   | 2   | 2   |
| Elected Staff Assessor (Non-academic Staff)   | 1   |     |
| Trade Union Nominees   |     | 2   |
| Student representatives   | 1   | 1   |
| Principal and Deputy Principal   | 1   | 1   |
| **Total**  | **9**  | **15**  |

Tables 6 and 7 show an even representation of women in the senior management team including the Principal’s office and a continuing underrepresentation of women in Heads of School positions, in the Professoriate and in Court.

### Table 7.  Senior staff by gender by percentage (%) as at 31 March.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year  | Category  | Principal's Office %  | Senior Management Team%  | Heads of School %  | Service Unit Directors %  | Professors %  |
| **2022**  | **Men**  | 44.4 | 53.3 | 75.0 | 50.0 | 72.1 |
| **Women**  | 55.6 | 46.7 | 25.0 | 50.0 | 27.9 |
|   |   |  |  |  |  |  |
| **2023**  | **Men**  | 45.5 | 60.0 | 84.2 | 51.6 | 72.0 |
| **Women**  | 54.5 | 40.0 | 15.8 | 48.4 | 28.0 |
|   |   |  |  |  |  |  |
| **2024**    | **Men**  | 45.5 | 53.3 | 73.7 | 50.0 | 71.3 |
| **Women**  | 54.5 | 46.7 | 26.3 | 50.0 | 28.7 |

Heads of School for the 2025/26 academic year have just been finalised with seven women HoS (39%).

Interventions being implemented to improve the representation of women in senior academic roles include reviewing recruitment processes to attract more female academic applicants to senior roles (AS1 and AS2) and reviewing promotions criteria and processes to render them easier to navigate and for women to be better supported to participate in them (AS3). This work is entailed in a broader review of academic promotions processes for purposes of diversifying leadership to improve the representation of all minoritised groups in leadership (Dv29 and PS11).

This is a continuation of work undertaken between 2017 and 2022 in the implementation of the 2017 Athena Swan action plan which resulted in more women applying for promotion. 45 women were promoted to Professor between 2016 and 2023.

Between 2017 and 2024, 10 ethnic minority academic and professional services staff have been supported to participate in the AdvanceHE Diversifying leadership programme which is targeted at ethnic minority staff.

The need to further strengthen initiatives designed to increase the internal pool from which ethnic minority individuals are recruited to leadership positions is addressed both in the Athena Swan and Race Equality Charter Action Plans. Hence, informed by data which reflects that there is an underrepresentation of ethnic minority women in the Aurora programme (4%), relative to their proportion in the staff population (8%), an action in the Athena Swan Action Plan will result in the increased support for ethnic minority women to participate in mentoring and leadership programmes (AS22). Similarly, carrying out actions in the Race Equality Charter (REC A6 & A 10) has resulted in an increase in the investment in the participation of ethnic minority academic and professional services staff in the Diversifying Leadership programme and in the expansion of the number of staff in the Principal’s office who sponsor ethnic minority staff who participate in the programme.

Other than supporting ethnic minority staff to access leadership programmes, actions that are currently being pursued as part of the Race Equality Charter Action Plan implementation include, actively recruiting ethnic minority candidates to fill Court vacancies (REC A12). Court membership includes individuals who are from ethnic minority backgrounds, however, the numbers are too small to present here.

Another action currently pursued is collecting data on ethnic minority representation across all committees (REC A12). Again, this is part of a broader action of recording and monitoring the diversity of senior leadership decision making bodies to address under-representation (Dv21).

The investigation of leadership programmes for disabled staff did not yield results whose outcome was the participation of staff in a Disability Leadership programme in the 2021-2024 reporting period. Provision of leadership development opportunities for staff with disabilities will be continued as part of the implementation of the Disability Plan.

## 3.5.2. Conducting checks that governing body members have completed online training modules on Diversity in the Workplace and Unconscious Bias.

 This work is ongoing and as indicated in 3.2.2 Organisational and Staff Development Services (OSDS) monitor the completion of the staff mandatory modules. The Court Office provides annual data on Court member training.

## 3.6. Additional REF 2021 actions.

Actions determined by the outcome of the REF 2021 Equality Impact Assessment process which were added to the Equality Outcomes  Action  Plan area)launching Pronoun & Gender-inclusive Language Training Video as an internal resource and publishing interactive webpages of FAQs and b) introducing a leave entitlement calculator of leave specific policies (family-friendly), as part of the Human Resources and Organisational Staff Development Services enhancement programme.

## 3.6.1. Launch Pronoun & Gender-inclusive Language Training Video.

This action was completed in January 2022 and a Pronouns and Gender-Inclusive Language Video is available for access by staff and students. As noted in 3.2.2 this content is also available in the newly developed mandatory diversity module for students.  It will also be included in the reviewed staff module.

## 3.6.2. Publish interactive webpages of FAQs and leave entitlement calculator of leave specific policies.

An interactive webpage for calculating maternity leave was launched in July 2021. Guides for other leave policies such as the adoption leave, paternity leave and shared parental leave policies have been published on the policies website pages.

## 3.7. Conclusion.

Key achievements in this period include attaining a Silver Athena Swan, Race Equality Charter, EmilyTest Charter and Exemplary Carer Positive Employer awards. All these awards signify the strength and level of commitment to increasing diversity and levels of inclusion and belonging experienced by all staff and students. They also signify the level of work that is undertaken to create this inclusive environment.  Whilst this report focused on work done to pursue the actions in the 2021-2024 Equality Outcomes Action Plan, and in doing so also highlighting equality mainstreaming work undertaken at institutional level, it is important to note that there is inclusion work being undertaken at Schools and Unit level which could not be brought into the scope of this report. That all Schools have Athena Swan awards, and that seven Schools have Silver and Gold awards is also testament to the depth of this work.

As demonstrated, the actions in the Equality Outcomes Action Plan are built on and are being further progressed through existing institutional equality plans and those that are in the development stages like the Disability and LGBTQ+ inclusion plans. The development of the joint delivery plan, completed in 2024, provides a solid foundation for a strategic and coherent approach to the pursuit of diversity, equality and inclusion at St Andrews University.

# 4. Equality Outcomes 2025-2029.

As indicated in the introduction, the Equality and Human Rights Commission (EHRC) and Scottish Funding Council (SFC) developed a set of National Equality Outcomes (NEOs) to whose achievement colleges and higher education institutions are required to contribute as part of fulfilling their Public Sector Equality Duty obligations. The outcomes are published in the *Tackling Persistent Inequalities Together* report.

The NEOs were developed based on quantitative and qualitative data.  The data used and the principles that underpinned the development of the outcomes determined that seven (age, disability, gender re-assignment, race, religion or belief, sex, sexual orientation) of nine protected characteristics are covered by the outcomes and that the outcomes address inequalities that are evidenced to persist in the tertiary system.

Colleges and universities are expected to use their own data to determine the extent to which these inequalities are still a feature of their institutions and the extent to which the NEOs are therefore relevant. Institutions are required to provide evidence to support a decision that they have no need to work towards achieving outcomes related to the ones identified by the EHRC and SFC.

All but two of the 17 outcomes published in the *Tackling Persisting Inequalities Together* report, are relevant to St Andrews University. One of the outcomes not relevant is one that is specific to colleges which is “The success rates for college students aged under 19 will improve”. The other outcome is that which pertains to the retention rate of students over the age of 25 which is given as “The retention outcomes for university students aged 25 and over will improve”. Students who are over 25 years form 1.1% of the undergraduate student population. There is no statistically significant difference between their retention rates and that of other undergraduate students. The University will continue to monitor this circumstance and should the need arise, will develop outcomes and interventions to address it.

St Andrews data collected through tools such as the Staff survey, Schools Culture surveys, the Race Equality Charter, Student Disability Network focus groups and round table discussions reflect that the inequalities identified at national level also still exist in the institution. This data is used in the development of the various plans such as the Diverse, Athena Swan, Race Equality Action, Report and Support, and EmilyTest action Plans which are being implemented to address these inequalities. These plans and plans in the development stage such as the Disability and LGBTQ+ inclusion plans, therefore, largely contain actions and outcomes that can be mapped against the NEOs. There are also Commitments in the development stages such as the Mental Health and Wellbeing and Student Disability Commitments which will help consolidate mental health, wellbeing and student disability work, which contributes towards the achievement of the NEOs.

The results of the mapping exercise are shown in the outcomes tables in Appendices 1 and 2.

The exercise of mapping outcomes in existing action plans against the NEOs however also indicated that there is need to enhance the scope of some of our data collection tools to make them more robust in collecting information on institutional level experiences of minority students. Currently, the main surveys used to collect information on student experiences are the Schools Culture Surveys and the National Student Survey in which St Andrews students participate. The need to collect information on institutional level experience is reflected as actions/outcomes in the Equality Outcomes tables.

As seen in Part 3, actions that were designed to contribute towards the achievement of St Andrews equality outcomes set in 2021 were largely completed and work furthering the progress towards the outcomes is continuing enabled by a number of equality plans developed in the 2021-2024 reporting period. It will be the same plans, two additional plans (the institutional Disability Plan and LGBTQ+ inclusion plans) plus pursuit of actions in the Mental Health and Wellbeing and Student Disability Commitments that will enable St Andrews’ contribution to the achievement of the NEOs.

# 5. Equalities Data

**Highlights of key staff/student trends:**

* The age band 35-54 remains the most common profile of the staffing population from 2022 to 2024 remaining static at around 54%.

* The proportion of staff declaring a disability has increased each year from 2022 to 2024 (3.3% to 5.6%). A Staff Disability Policy was launched in January 2022.

* Women comprise a slightly higher proportion of the staffing population (52.2%). The majority of women (57.9%) are in Managerial, Specialist & Administrative or Academic (Teaching) roles where they also outnumber male staff. Although 55.7% of Academic (Teaching) roles are filled by women, this is the inverse for Academic (Research) roles of which 55.5% are occupied by male staff. The gender profile for Service Unit Directors is balanced over the 2022-2024 period, however, the profile for Heads of School remains unbalanced with 73.7% occupied by male staff. The number and proportion of women professors has slightly improved from 27.9% in 2022 to 28.7% in 2024 (69 to 77 headcount).

* The proportion of BAME continues to increase from 8.3% in 2022 to 10.1% in 2024. This increase is not reflected in the most senior positions in the institution with the proportion of BAME staff in the Principal’s Office/SMT and Heads of School remaining as 0.0%. However, the proportion of BAME professors continues to rise from 3.6% in 2022 to 4.5% in 2024. The proportion of applicants disclosed as BAME has increased across all areas of recruitment: applications, shortlisted, offers, and offers accepted.

* The proportion of staff disclosing religious beliefs has increased from 66.6% to 70.1%. The largest group remains those declaring “no religion” which has also increased from 39.3% to 41.5% in 2024.

* For the sexual orientation disclosure data, the “not known” category has continued to decrease from 24.0% in 2022 to 19.8% in 2024. The proportion of LBG+ staff has also continued to increase from 4.5% in 2022 to 6.9% in 2024. The proportion of applicants disclosed as LGB+ has decreased from a peak in 2023 across all areas of recruitment: applications, shortlisted, offers, and offers accepted.

* At 78.8%, the proportion of overall students within the 16-20 years age band has slightly increased in 2024-25 compared with 77.4% in 2022-23.

* Our student population continues to see a majority of female students (60.5%) with this proportion increasing each year since 2022 (58.9%). Female students are in the majority across all cohorts (undergraduate, postgraduate taught, and postgraduate research) but are more prominent at undergraduate where 61.8% students are female.

* The proportion of students who have declared a disability increased to 30.8% in 2024-25 from 21.1% in 2022-23. The largest group is those with multiple impairments at 13.3%.

* The proportion of students who disclosed as BAME (UK country of domicile only) continues to increase to 18.3% in 2024-25 from 15.1% in 2022-23. Although the proportion of postgraduate taught BAME students has decreased from 20.2% in 2022-23 to 16.6% in 2024-25, this is outpaced by increases at undergraduate and postgraduate research.

* The proportion of students declaring “no religion” has decreased across all cohorts.

* There has been an increase in the proportion of LGB+ students from 18.3% in 2023-24 to 19.7% in 2024-25. There is also an increase in the proportion of “not given” responses from 10.7% to 14.5%. Data was not recorded in the 2022-23 academic year.

# Appendix 1. Equality Outcomes 2025-2029 (Staff)

### Table 1. Aligning National Equality Outcomes and St Andrews Outcomes: Staff inclusion and representation

|  | National Data | National Outcome | St Andrews Baseline Data | St Andrews’ Equality Outcome | In what existing plan/strategy  | To be included in what Plan/Strategy in development | Actions/Objectives in existing plans contributing to the achievement of outcome.  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4. | Scottish hate crime statistics evidence increased harassment to people with a disability | Disabled staff and students report feeling safe in the tertiary system. | Staff Survey 2021, **I believe that the University takes allegations of bullying, harassment and discrimination at work seriously.** 47% of those with a disability (Do you consider yourself disabled = Yes, n = 60) either strongly agree or agree 63% of those without a disability (Do you consider yourself disabled = Yes, n = 1037) | Improve % of disability disclosed staff who believe that the University takes allegations of bullying, harassment and discrimination at work seriouslyto be equal to that of those not disclosing disability.  |  | Institutional Disability Plan | DV 2. Develop a set of behavioural expectations to support the inclusive culture we are trying to create and embed these within key policies and processes, including recruitment, induction and performance management. AS26 Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus groups for 2029 AS application) Increase in named reporting to 66% (Baseline 59% 2021- 22) |
| 5.  | Disabled people are underrepresented in College Boards and Courts. The proportion of disabled staff are not always in line with the local travel to work population (outlined in the 2022 Census) and are not in line with the national census.  | Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and University Courts. | Proportion of 2023-2024 Court members who disclosed a disability is lower than the national census data (24%). (Number is too small to publish) | Improved disclosure and recruitment processes result in an increase in the proportion of Court members who disclose a disability. |  | Institutional Disability Plan | Dv26 Run a campaign to support disclosure of personal data being clear about why the data is needed and how it will be used.Dv21 Record and monitor diversity of senior leadership team (PO) and role holders across the University, including Heads of Units, Heads of School, and Directors of Research, Teaching and EDI and those involved in University governance to identify and address under-representation.Dv29. Ensure promotion processes and transition to leadership roles are transparent and that succession planning for leadership positions supports the emergence of a diverse cohort of future leaders. |
| Percentage of disabled staff in staff population = 5.6.  | Improved disclosure and recruitment processes result in an annual increase in the proportion of staff who disclose a disability. | PS 2 Strengthen our recruitment and selection processes to ensure they are fair, inclusive, and simple to navigate. This will include looking at where and how we advertise posts, the application and assessment process, the composition of interview panels, and guidance to staff. |
| 6 | There is limited quantitative data about the outcomes for trans staff and students. Research from Stonewall and TransEdu suggests that Trans people face harassment on account of their trans status | Trans staff and students report feeling safe to be themselves in the tertiary system | 2021 Staff Survey. 40% Women, 35%Men and 67% Minority Gender Identity (MGI) staff feel unable to influence University PolicyA 2023 roundtable with MGI staff highlighted the need for improved policy support to improve feelings of belonging among Trans and non-binary staff. | AS 24 Increase percentage of MGI staff who feel able to influence University policy and practice to minimum 50% (Baseline 17% 2021) | Athena Swan Action Plan  | Institutional LGBTQ Action Plan. | AS24 Recruit staff with intersectional characteristics to the staff panel being developed as part of the People Strategy to ensure University policy and practice is informed by a wide diversity of voices |
|  |  | 2021 Staff Survey 46% MGI staff feel a strong sense of belonging to the University compared with 66% men and 65% women | AS 29 Increase percentage of MGI staff expressing a strong sense of belonging to the University to 60% (Baseline 45.8% compared with 66.0%W:64.9%M 2021) | Athena Swan Action Plan | Institutional LGBTQ Action Plan. | AS 29 Improve gender inclusive language and enhance pronoun guidance to support belonging and inclusion.AS 30 Develop transitioning at work guidance for staff and line managers with signposting to external resources and expert advice.Dv 2. Develop a set of behavioural expectations to support the inclusive culture we are trying to create and embed these within key policies and processes, including recruitment, induction and performance management |
| AS26 Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus groups for 2029 AS application) AS 26 Increase in named reporting to 66% (Baseline 59% 2021- 22) | Athena Swan Action Plan | AS26. Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the systemREC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour.R&S Action Plan 2024. Building trust in the platform. Improving communication channels for disclosers. Raising awareness through campaigns to result in increased named reports. |
| 7. | As outlined in the EHRC Racial Harassment Inquiry | Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress. | REC survey, 2022**If I report a race-related incident to my institution, appropriate action would be taken.**Staff, BAME, 47% agree (n = 64)Staff, White, 63% agree (n = 626) | REC C1 BAME staff and students in 2029 REC survey report: - reduced experiences of racism on campus to <20% (from REC survey baseline 37%), - increased agreement that it is not tolerated to >75% (from REC survey baseline 59%); - increased awareness of what to do if they encounter it to >70% (from REC survey baseline 53%) | REC Action Plan |  | REC C1 Set behavioural expectations of staff and students regarding racism and embed these expectations into the culture of the institution to reduce inappropriate behaviour towards BAME people.REC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour.AS 26 Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the system.R&S Action Plan 2024. Better representing our diverse University population. Updating ethnicity categories to include and represent the diverse student and staff population. |
| REC C1 Increase agreement that appropriate action would be taken if an incident was reported to 50% in BAME students and 60% in BAME staff (baselines ~30% and ~47% respectively from REC survey). |
| 9.  | Staff data and student data from both sectors and data on representation at Court level outlines under-representation issues. | Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards. | Ethnicity is not recorded for a majority of Court members: of those that are recorded, 0% are BAME in 2023/4. | REC A12 Aggregated BAME/White ethnicity of key bodies to reflect the ethnicity of the body that the committee represents by 07/27: | REC Action Plan |  | REC A12 Court ordnances that may pose membership barriers to BAME people identified and removed/changed by 07/27.Dv21 Record and monitor diversity of senior leadership team (PO) and role holders across the University, including Heads of Units, Heads of School, and Directors of Research, Teaching and EDI and those involved in University governance to identify and address under-representation. |
| 10. |  | Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector. | 2023/4Academic, BAME, 17%Professional services, BAME, 5%UK academic, BAME, 22%UK PS, BAME, 16% | REC D1 Overall BAME attrition from application to offer halved by 07/29: - academic staff –8 percentage points (current baseline –16 percentage points);- professional services staff –9 percentage points (Current baseline –18 percentage points) | REC Action Plan |  | REC D1 Evaluate and reform recruitment and selection processes to reduce BAME candidate attrition through recruitment stagesAS12 Evaluate current hiring policies and procedures to ensure they are fair and fit for purpose and address any areas which may disadvantage BAME women.PS 2 Strengthen our recruitment and selection processes to ensure they are fair, inclusive, and simple to navigate. This will include looking at where and how we advertise posts, the application and assessment process, the composition of interview panels, and guidance to staff |
| AS 12 Recruitment progression gap with BAME women progressing to shortlisting and offer in line with their proportion at applicant stage closed | Athena Swan Action Plan |  |
| AS 12 Better understanding of how BAME women (and men) may be disadvantaged in the recruitment process (tested via post training evaluation) |
| 11.  | There is limited quantitative data about outcomes based on religion and belief. We have used research presented by the Jewish Union of Students, and the lived experiences of people of faith in the development of the race equality project. | Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose. |  Aggregate of EDI School surveys between 2023/4 and 2024/5, 8 Schools (Religion question only added in 2024)**I am satisfied with how bullying and harassment are addressed in the School**(Combined staff and students)No religion/atheist, 44% (n = 233)Christian, 53% (n = 145)Other religion/belief (religions with less than 10 responses grouped here), 21% (n = 33)Spiritual, 23% (n = 22)Jewish, 27% (n = 11) | Religion and Belief inclusion data from 2025 Staff and other surveys collated and religious inclusion data requirements not currently provided for identified and met.  | Realised as part of Diverse Action Plan Action 22 and REC Action Plan Action D8.  |  | DV22 Disaggregate all key data collections by equality groups and develop guidance to ensure a consistent approach to doing so and its effective disseminationREC D8 Identify and collate data requirements from all the charter action plans and other EDI work [07/25-10/25] and Prepare standardised equalities data pack to Schools and Units on an annual basis (on the understanding that Schools and Units will still be able to request bespoke data as needed) [11/25-07/26]. |
| Increased understanding of lived experience of students and staff to investigate and support by expanding incident type options to include Antisemitism and Islamophobia. | R& Support Action Plan 2024 |  |  |
| AS 26 Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus groups for 2029 AS application)AS 26 Increase in named reporting to 66% (Baseline 59% 2021- 22) | Athena Swan Action Plan |  | AS 26 Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the systemREC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour. |
| 12. | Evidenced from the Scottish Government’s Equally Safe strategy including issues, predominantly from women, relating to accessing support and reporting issues. | Staff and students know how to access support about violence, harassment, and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. | Aggregate of EDI School surveys between 2021/2 and 2024/5, 16 Schools The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment Staff, men, 72% (n = 273) Staff, women, 72% (n = 246)  | As above. Categories for reporting include bullying, harassment and violence.  | Athena Swan Action Plan |  | AS 26 Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the systemREC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour. |
|  |  | Institutions can evidence approaches that prevent and respond to violence, harassment, and abuse. |  | The Report and Support Annual report continues to be published, and an annual Report and Support report is provided to the Equally Safe Group for discussion and review to shape actions needed.  |  |  |  |
| 14. | Statistical data outlines that men in society are three times more likely than women to die by suicide. Men are less likely to access mental health support. | Men (staff and students) know how to access mental health support (recognising intersectionality within that group). | Aggregate of EDI School surveys between 2021/2 and 2024/5, 16 Schools**My mental health and wellbeing are supported in my School**Staff, men, 62% (n = 275)Staff, women, 64% (n = 243 | PS 28 Review support for staff wellbeing to identify where provision might be extended or strengthened. | People Strategy |  | In Mental Health and Wellbeing Commitment 2025 We shall ensure staff are aware of the wider benefits available to them which support their emotional, physical and financial wellbeing including access to services and tools such as Mediation, Peppy, and discounts on sporting facilities. |
| 16. | Stonewall Research suggests some LGB students hide their identities in universities and that staff experience barriers that prevent them from being out at work. | Lesbian, Gay and Bisexual staff and students report that they feel safe being ‘out’ at university and college. | REC survey, At the University, I feel I can be myself, without having to change aspects of my identity.Staff, LGBTQIA+, 71% agree (n = 76)Staff, not LGBTQIA+, 84% agree (n = 634)  | LGBTQ+ inclusion data from 2025 Staff Survey collated. | Realised as part of action Diverse Action Plan DV22 | Institutional LGBTQ+ Action Plan. | Dv22 Disaggregate all key data collections by equality groups and develop guidance to ensure a consistent approach to doing so and its effective dissemination. |
| Increase percentage of LGBTQIA+ staff expressing a strong sense of belonging to the University to = that of none LGBTQIA+ staff.  |  | Institutional LGBTQ+ Action Plan. | Dv2. Develop a set of behavioural expectations to support the inclusive culture we are trying to create and embed these within key policies and processes, including recruitment, induction and performance management. |

# Appendix 2. Equality Outcomes 2025-2029 (Students)

### Table 2. Aligning National Equality Outcomes and St Andrews Outcomes: Student inclusion and representation

| NEO | National Data | National Outcome | St Andrews Baseline Data | St Andrews’ Equality Outcome | In what existing plan/strategy  | To be included in what Plan/Strategy in development | Actions/Objectives in existing plans contributing to the achievement of outcome.  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | The outcomes of students, as evidenced by SFC and HESA data, show consistent underachievement for students who declared a mental health condition. The numbers of students disclosing this information is also increasing. | The success and retention rates of college and university students who declare a mental health condition will improve. | Data collected to monitor the disability gap between 2021 and 2024 reveal a consistent pattern of a Disability Awarding Gap. The 2023-2024 Undergraduate attainment is: No disability disclosed, Firsts, 35% Disability disclosed, Firsts, 26% Mental health disability disclosed, Firsts, 24% | Academic Management Group continues to monitor Mental Health Disability Gap attainment gap. Through research, gain a better understanding of the gap which will inform the design of interventions that will result in the narrowing of the gap. (Timelines to be set in the IDP) |  | Institutional Disability Plan.  | In Mental Health and Wellbeing Commitment 2025 We shall continue to work in partnership with internal and external service providers and professional bodies, including the NHS and third sector agencies, to ensure that our mental health and wellbeing services are appropriately designed and delivered, appreciating the diversity of need across our student populationsWe will ensure that all students have access to a Wellbeing Officer within their School. Wellbeing Officers will have a general role description, a shared understanding of expectations, and will be provided with training and support. We will work with Wellbeing Officers in Schools to help them navigate student wellbeing, particularly as it relates to learning in their specific disciplines and fields of study.We will continue to develop resources and activities to support our students as they transition into, through and out of their studies, at all levels of study.We will support our students with the aid of easy-to-use services, systems and processes that they can trust, including the introduction of a new Student Enquiry and Case Management tool |
| A target for narrowing the Mental Health Disability Gap is set based on the findings of the research undertaken.  |
| 4. | Scottish hate crime statistics evidence increased harassment to people with a disability | Disabled staff and students report feeling safe in the tertiary system. | Aggregate of EDI School surveys between 2021/2 and 2024/5, 17 SchoolsI am satisfied with how bullying and harassment are addressed in the School.Student, Disability disclosed: 32% Strongly agree/agree (n = 225)Student, No disability disclosed: 44% Strongly agree/agree (n = 1514) | Enhanced survey tools collect information on satisfaction on how bullying and harassment is experienced by disabled students at an institutional level. |  | Institutional Disability Plan | DV 2. Develop a set of behavioural expectations to support the inclusive culture we are trying to create and embed these within key policies and processes, including recruitment, induction and performance management. AS26 Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus groups for 2029 AS application) Increase in named reporting to 66% (Baseline 59% 2021- 22) |
| Using the Aggregate of EDI School surveys as a baseline, improve % of disability disclosed students who believe that the University takes allegations of bullying, harassment and discrimin**ation at work seriously** to be equal to that of those not disclosing disability. |
| 6 | There is limited quantitative data about the outcomes for trans staff and students. Research from Stonewall and TransEdu suggests that Trans people face harassment on account of their trans status | Trans staff and students report feeling safe to be themselves in the tertiary system | Aggregate of EDI School surveys between 2023/4 and 2024/5, 8 Schools (Trans question only added in 2024) I am satisfied with how bullying and harassment are addressed in the School Student, Trans: 17% Strongly agree/agree (n = 23) Student, Not trans: 42% Strongly agree/agree (n = 412) Student, Trans: 50% Strongly agree/agree (n = 24) Student, Not trans: 74% Strongly agree/agree (n = 434) | Trans students continue to feel heard through regular meetings between senior staff and Saints LGBT+ and through the annual Trans Students’ Roundtable with the Principal.  |  | Institutional LGBTQ Action Plan. | AS 29 Improve gender inclusive language and enhance pronoun guidance to support belonging and inclusion. Dv 2. Develop a set of behavioural expectations to support the inclusive culture we are trying to create and embed these within key policies and processes, including recruitment, induction and performance management |
| Using the Aggregate of EDI School surveys as a baseline, improve % of Trans students who believe that the University takes allegations of bullying, harassment and discrimination seriously to be equal to that of those not trans. |  | Institutional LGBTQ Action Plan. | AS26 Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus groups for 2029 AS application) AS 26 Increase in named reporting to 66% (Baseline 59% 2021- 22)AS26. Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the systemREC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour.R&S Action Plan 2024. Building trust in the platform. Improving communication channels for disclosers. Raising awareness through campaigns to result in increased named reports. |
| 7. | As outlined in the EHRC Racial Harassment Inquiry | Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress. | REC survey, 2022 **If I report a race-related incident to my institution, appropriate action would be taken.** Student, BAME, 30% (n = 281) Student, White, 31% (n = 536)  | REC C1 BAME staff and students in 2029 REC survey report: - reduced experiences of racism on campus to <20% (from REC survey baseline 37%), - increased agreement that it is not tolerated to >75% (from REC survey baseline 59%); - increased awareness of what to do if they encounter it to >70% (from REC survey baseline 53%) | REC Action Plan |  | REC C1 Set behavioural expectations of staff and students regarding racism and embed these expectations into the culture of the institution to reduce inappropriate behaviour towards BAME people.REC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour.AS 26 Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the system.R&S Action Plan 2024. Better representing our diverse University population. Updating ethnicity categories to include and represent the diverse student and staff population. |
| REC C1 Increase agreement that appropriate action would be taken if an incident was reported to 50% in BAME students and 60% in BAME staff (baselines ~30% and ~47% respectively from REC survey). |
| 8 |  | Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist | Attainment 2023-24BAME, First, 30% (n = 189)White, First, 39% (n = 1119)BAME, First/Upper Second, 81%White, First/Upper Second, 90% | REC E2 Ethnicity attainment gap reduction report published by 04/26, and made available to Schools thereafter.REC E2 Ethnicity attainment gaps to be on course to have halved in Schools selected for intervention pilot by 07/29 (e.g. Science & Medicine Schools to have ethnicity attainment gaps reduced to 4 percentage points (current baseline 8 percentage points) | REC Action Plan |  | REC F1 Operational plan for inclusive teaching and curricula released and communicated to Directors of Teaching and Heads of Schools published by 07/25REC F3 Pedagogical Terms of Reference (or Glossary) for antiracist teaching to support improved standardisation of how terminology is used in teaching is published by 09/25.REC F5 Antiracist curriculum reform to have been supported through the EDI Fund in 6 Schools by 07/26 (new scheme so no baseline). All Schools to have 2x inclusive teaching awards by 2028-29 academic year.REC F7 Inclusive teaching award to recognise 8 modules in its first year, 2026-27 academic year (new scheme so no baseline). All Schools to have 2x inclusive teaching awards by 2028-29 academic year  |
| Aggregate of EDI School surveys between 2021/2 and 2024/5, 12 SchoolsThe course curriculum is representative of a diverse range of perspectivesStaff, 60% agreeStudent, 60% agree | 2029 REC survey student agreement increases to: - >80% for “…issues of ethnicity and race are included in academic discussions” (current REC survey baseline 68%) - >70% for “lecturers are confident and competent in facilitating discussions around ethnicity and race” (current REC survey baseline 58%) REC F8 Pulse survey of EDI Directors to show increasing agreement that good pedagogical practice is shared when assessed at the end of each academic year (baseline to be collected in Semester 1 2024-25, and pulse surveys to be taken at the end of each academic year thereafter) |
| 9.  | Staff data and student data from both sectors and data on representation at Court level outlines under-representation issues. | Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards. | Ethnicity is not recorded for a majority of Court members: of those that are recorded, 0% are BAME in 2023/4. | REC A12 Aggregated BAME/White ethnicity of key bodies to reflect the ethnicity of the body that the committee represents by 07/27: | REC Action Plan |  | REC A12 Court ordnances that may pose membership barriers to BAME people identified and removed/changed by 07/27.Dv21 Record and monitor diversity of senior leadership team (PO) and role holders across the University, including Heads of Units, Heads of School, and Directors of Research, Teaching and EDI and those involved in University governance to identify and address under-representation. |
| 11.  | There is limited quantitative data about outcomes based on religion and belief. We have used research presented by the Jewish Union of Students, and the lived experiences of people of faith in the development of the race equality project. | Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose. |  Aggregate of EDI School surveys between 2023/4 and 2024/5, 8 Schools (Religion question only added in 2024)**I am satisfied with how bullying and harassment are addressed in the School**(Combined Staff and Students) No religion/atheist, 44% (n = 233)Christian, 53% (n = 145)Other religion/belief (religions with less than 10 responses grouped here), 21% (n = 33)Spiritual, 23% (n = 22)Jewish, 27% (n = 11) | Enhanced survey tools collect data on degrees of confidence in bullying, discrimination, harassment and victimisation Report and Support functions by religious minority students at an institutional level. | Realised as part of Diverse Action Plan Action 22 and REC Action Plan Action D8.  |  | DV22 Disaggregate all key data collections by equality groups and develop guidance to ensure a consistent approach to doing so and its effective disseminationREC D8 Identify and collate data requirements from all the charter action plans and other EDI work [07/25-10/25] and Prepare standardised equalities data pack to Schools and Units on an annual basis (on the understanding that Schools and Units will still be able to request bespoke data as needed) [11/25-07/26]. |
| Increased understanding of lived experience of students and staff to investigate and support by expanding our incident type options to include Antisemitism and Islamophobia. | R& Support Action Plan 2024 |  |  |
| AS 26 Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus groups for 2029 AS application)AS 26 Increase in named reporting to 66% (Baseline 59% 2021- 22) | Athena Swan Action Plan |  | AS 26 Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the systemREC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour. |
| 12. | Evidenced from the Scottish Government’s Equally Safe strategy including issues, predominantly from women, relating to accessing support and reporting issues. | Staff and students know how to access support about violence, harassment, and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. | Aggregate of EDI School surveys between 2021/2 and 2024/5, 16 Schools The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment Staff, men, 72% (n = 273) Staff, women, 72% (n = 246)  | As above. Categories for reporting include bullying, harassment and violence.  | Athena Swan Action Plan |  | EmilyTest Action Plan 2025. Publish a GBV Policy Commitment. The Policy should include: the institution's stance and approach to GBV, all forms of GBV (e.g. domestic abuse, FGM, honour-based abuse), reporting routes and procedures, timeframes and remits in relation to a report of GBV; what support the institution offers, institution's position on 'outing', the institution's position on enforcement of student misconduct policies. (ET 1.1)EmilyTest Action Plan 2025. Collate and publish figures on GBV reports and outcomes across R&S, SS, Conduct and HR. (ET 1.3)EmilyTest Action Plan 2025. Update EmilyTest webpage (ET 3.6)AS 26 Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours to support greater use of the systemREC C2 Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing with inappropriate behaviour. |
|  |  | Institutions can evidence approaches that prevent and respond to violence, harassment, and abuse. |  | The Report and Support Annual report continues to be published, and an annual Report and Support report is provided to the Equally Safe Group for discussion and review to shape actions needed.  |  |  |  |
| 14. | Statistical data outlines that men in society are three times more likely than women to die by suicide. Men are less likely to access mental health support. | Men (staff and students) know how to access mental health support (recognising intersectionality within that group). | There is no St Andrews specific data.  | Enhanced survey tools collect information on levels of awareness amongst students on how to access mental wellbeing support services. Base line established used to improve awareness raising efforts. |  | Institutional Disability Plan | In Mental Health and Wellbeing Commitment 2025 We will produce a coherent, user-friendly set of online guides on wellbeing service providers and provide clear signposting to available resources to enhance awareness of the support available and how to access it, ensuring that finding and accessing support is not an additional barrier or stressor.We will ensure that all students have access to a Wellbeing Officer within their School. Wellbeing Officers will have a general role description, a shared understanding of expectations, and will be provided with training and support. Working with colleagues who develop policy and guidance, we shall continue to focus on ensuring policy and procedure is easy for students and staff to understand and does not itself cause additional anxiety or stress. |
| 15. | Statistical data shows that course choice and sex imbalance on courses remain an issue. However, the specific targets of the past have not had the required impact. Institutions have asked for flexibility to focus on key subjects where they could make an impact.  | Institutions will have regard to significant imbalances on courses and take action to address it.  | The following Schools have less than 25% of students of a given gender: Art History, 14% male Social Anthropology, 17% male English, 14% male Psychology and Neuroscience, 16% male  | Improved representation of males and females in disciplines where they are underrepresented.  |  | Athena Swan Plans | Prepare standardised equalities data pack to Schools and Units on an annual basis (on the understanding that Schools and Units will still be able to request bespoke data as needed) [11/25-07/26]When equalities data packs are introduced, Head of EDI to visit Schools and Units to present key findings and how they could be used [08/26-08/27]. |
| 16. | Stonewall Research suggests some LGB students hide their identities in universities and that staff experience barriers that prevent them from being out at work. | Lesbian, Gay and Bisexual staff and students report that they feel safe being ‘out’ at university and college. | REC survey, 2022**At the University, I feel I can be myself, without having to change aspects of my identity.**Student, LGBTQIA+, 73% agree (n = 314) Student, not LGBTQIA+, 74% agree (n = 456)  | Using enhanced survey tools monitor levels of inclusion experienced by LGBTQ+ students and increase their levels of inclusion to >73% | Realised as part of action Diverse Action Plan Dv22 | Institutional LGBTQ+ Action Plan. | Dv22 Disaggregate all key data collections by equality groups and develop guidance to ensure a consistent approach to doing so and its effective dissemination. |
|  | Institutional LGBTQ+ Action Plan. | Dv2. Develop a set of behavioural expectations to support the inclusive culture we are trying to create and embed these within key policies and processes, including recruitment, induction and performance management. |

# Appendix 3. Equality Data

## Staff Equality Data

All available data has been provided in tables, however the data sets need to be treated with caution due to people having the right to disclose or not disclose. There are also areas where numbers are very small, such as categories within sexual orientation, ethnicity, and religion or belief.

While data aggregation might be a solution in some cases, we continue to recognise that aggregation might not provide the full picture.

Where data has been redacted to protect individuals, this is indicated by an asterisk ‘\*’.

The data sets include salaried staff only, is provided as at 31 March of given year, by Headcount and as a Percentage collated by HR, analysed by the Planning Unit, and checked by the EDI Team.

## Staff data by Age

**Table 1.1 Staff data by Grade and Age-band by Headcount as at 31 March:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Age-band** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total** |
| **2022** | **16 - 24** | 24 | 15 | 18 | 27 | \* | 19 | \* |  |  |  |  |  | 117 |
| **25 - 34** |  | 31 | 36 | 68 | 73 | 83 | 266 | 54 | \* | \* | \* | 11 | 626 |
| **35 - 44** |  | 44 | 17 | 71 | 64 | 69 | 245 | 205 | 127 | 19 | \* | \* | 870 |
| **45 - 54** |  | 52 | 34 | 65 | 62 | 72 | 130 | 137 | 138 | 111 | \* | \* | 807 |
| **55 - 64** |  | 75 | 48 | 56 | 42 | 53 | 58 | 70 | 62 | 97 | \* | \* | 569 |
| **65+** |  | 11 | 8 | 7 | \* | 7 | 6 | 6 | 9 | 29 | \* | \* | 90 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **16 - 24** | 25 | 17 | 18 | 26 | 15 | \* | \* |  |  |  |  |  | 115 |
| **25 - 34** | \* | 30 | 24 | 59 | 88 | 79 | 247 | 50 | \* |  | \* | 10 | 592 |
| **35 - 44** | \* | 47 | 16 | 62 | 74 | 72 | 219 | 220 | 110 | 23 | 7 | \* | 853 |
| **45 - 54** | \* | 54 | 39 | 65 | 61 | 61 | 122 | 134 | 144 | 98 | \* | \* | 786 |
| **55 - 64** |  | 73 | 48 | 56 | 39 | 61 | 64 | 71 | 66 | 102 | \* | \* | 585 |
| **65+** |  | 12 | 7 | 7 | 6 | 6 | \* | 10 | 9 | 32 | \* | 5 | 100 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024** | **16 - 24** | 26 | 27 | 16 | 36 | 18 | 12 | \* |  |  |  |  |  | 136 |
| **25 - 34** | \* | 29 | 23 | 67 | 80 | 87 | 257 | 53 | \* |  | 5 | 5 | 609 |
| **35 - 44** |  | 49 | 24 | 56 | 89 | 77 | 246 | 247 | 116 | 28 | \* | \* | 946 |
| **45 - 54** |  | 54 | 36 | 66 | 69 | 70 | 144 | 146 | 132 | 98 | \* | \* | 825 |
| **55 - 64** |  | 84 | 44 | 59 | 59 | 60 | 71 | 81 | 70 | 116 | \* | \* | 651 |
| **65+** |  | 12 | 11 | 5 | 7 | 9 | \* | 7 | 11 | 34 | \* | \* | 106 |

### Table 1.2 Staff data by Grade and Age-band by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Age-band** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total %** |
| **2022** | **16 - 24** | 100.0 | 6.6 | 11.2 | 9.2 | \* | 6.3 | \* | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.8 |
| **25 - 34** | 0.0 | 13.6 | 22.4 | 23.1 | 28.3 | 27.4 | 37.7 | 11.4 | \* | \* | \* | 47.8 | 20.3 |
| **35 - 44** | 0.0 | 19.3 | 10.6 | 24.1 | 24.8 | 22.8 | 34.7 | 43.4 | 37.6 | 7.4 | \* | \* | 28.3 |
| **45 - 54** | 0.0 | 22.8 | 21.1 | 22.1 | 24.0 | 23.8 | 18.4 | 29.0 | 40.8 | 43.2 | \* | \* | 26.2 |
| **55 - 64** | 0.0 | 32.9 | 29.8 | 19.0 | 16.3 | 17.5 | 8.2 | 14.8 | 18.3 | 37.7 | \* | \* | 18.5 |
| **65+** | 0.0 | 4.8 | 5.0 | 2.4 | \* | 2.3 | 0.8 | 1.3 | 2.7 | 11.3 | \* | \* | 2.9 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **16 - 24** | 89.3 | 7.3 | 11.8 | 9.5 | 5.3 | \* | \* | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.8 |
| **25 - 34** | \* | 12.9 | 15.8 | 21.5 | 31.1 | 27.3 | 37.4 | 10.3 | \*3 | 0.0 | \* | 43.5 | 19.5 |
| **35 - 44** | \* | 20.2 | 10.5 | 22.5 | 26.1 | 24.9 | 33.2 | 45.4 | 33.3 | 9.0 | 38.9 | \* | 28.1 |
| **45 - 54** | \* | 23.2 | 25.7 | 23.6 | 21.6 | 21.1 | 18.5 | 27.6 | 43.6 | 38.4 | \* | \* | 25.9 |
| **55 - 64** | 0.0 | 31.3 | 31.6 | 20.4 | 13.8 | 21.1 | 9.7 | 14.6 | 20.0 | 40.0 | \* | \* | 19.3 |
| **65+** | 0.0 | 5.2 | 4.6 | 2.5 | 2.1 | 2.1 | \* | 2.1 | 2.7 | 12.5 | \* | 21.7 | 3.3 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024** | **16 - 24** | \* | 10.6 | 10.4 | 12.5 | 5.6 | 3.8 | \* | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.2 |
| **25 - 34** | \* | 11.4 | 14.9 | 23.2 | 24.8 | 27.6 | 35.5 | 9.9 | \* | 0.0 | 18.5 | 25.0 | 18.6 |
| **35 - 44** | 0.0 | 19.2 | 15.6 | 19.4 | 27.6 | 24.4 | 34.0 | 46.3 | 35.2 | 10.1 | \* | \* | 28.9 |
| **45 - 54** | 0.0 | 21.2 | 23.4 | 22.8 | 21.4 | 22.2 | 19.9 | 27.3 | 40.0 | 35.5 | \* | \* | 25.2 |
| **55 - 64** | 0.0 | 32.9 | 28.6 | 20.4 | 18.3 | 19.0 | 9.8 | 15.2 | 21.2 | 42.0 | \* | \* | 19.9 |
| **65+** | 0.0 | 4.7 | 7.1 | 1.7 | 2.2 | 2.9 | \* | 1.3 | \* | 12.3 | \* | \* | 3.2 |

### Table 1.3 Staff by job family and age band by Headcount as at 31 March:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Age band** | **Academic** | **Academic Research** | **Academic Teaching** | **Managerial,Specialist & Administrative** | **Operational & Facilities** | **Technical & Experimental** | **Total** |
| **2022** | **16 - 24** |  | \* | \* | 49 | 45 | 17 | 117 |
| **25 - 34** | 33 | 189 | 67 | 218 | 66 | 53 | 626 |
| **35 - 44** | 205 | 129 | 104 | 303 | 92 | 37 | 870 |
| **45 - 54** | 239 | 50 | 61 | 318 | 115 | 24 | 807 |
| **55 - 64** | 132 | 25 | 36 | 190 | 151 | 35 | 569 |
| **65+** | 37 | 5 | \* | 19 | 23 | \* | 90 |
|  |  |  |  |  |  |  |  |  |
| **2023** | **16 - 24** |  | \* | \* | 54 | 41 | 15 | 115 |
| **25 - 34** | 26 | 159 | 82 | 209 | 62 | 54 | 592 |
| **35 - 44** | 213 | 117 | 91 | 292 | 101 | 39 | 853 |
| **45 - 54** | 217 | 42 | 54 | 335 | 119 | 19 | 786 |
| **55 - 64** | 139 | 24 | 39 | 200 | 148 | 35 | 585 |
| **65+** | 42 | 8 | \* | 21 | 21 | \* | 100 |
|  |  |  |  |  |  |  |  |  |
| **2024** | **16 - 24** |  | \* | \* | 61 | 53 | 16 | 136 |
| **25 - 34** | 29 | 169 | 71 | 222 | 58 | 60 | 609 |
| **35 - 44** | 244 | 123 | 104 | 329 | 108 | 38 | 946 |
| **45 - 54** | 209 | 48 | 67 | 344 | 126 | 31 | 825 |
| **55 - 64** | 152 | 24 | 40 | 241 | 161 | 33 | 651 |
| **65+** | 42 | 6 | 6 | 23 | 23 | 6 | 106 |

### Table 1.4 Staff by job family and age band by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Age band** | **Academic** | **Academic Research** | **Academic Teaching** | **Managerial,Specialist & Administrative** | **Operational & Facilities** | **Technical & Experimental** | **Total %** |
| **2022** | **16 - 24** | 0.0 | \* | \* | 4.5 | 9.1 | \* | 3.8 |
| **25 - 34** | 5.1 | 47.0 | 24.5 | 19.9 | 13.4 | 31.5 | 20.3 |
| **35 - 44** | 31.7 | 32.1 | 38.0 | 27.6 | 18.7 | 22.0 | 28.3 |
| **45 - 54** | 37.0 | 12.4 | 22.3 | 29.0 | 23.4 | 14.3 | 26.2 |
| **55 - 64** | 20.4 | 6.2 | 13.1 | 17.3 | 30.7 | 20.8 | 18.5 |
| **65+** | 5.7 | \* | \* | 1.7 | 4.7 | \* | 2.9 |
|  |  |  |  |  |  |  |  |  |
| **2023** | **16 - 24** | 0.0 | \* | \* | 4.9 | 8.3 | \* | 3.8 |
| **25 - 34** | 4.1 | 45.0 | 30.1 | 18.8 | 12.6 | 32.5 | 19.5 |
| **35 - 44** | 33.4 | 33.1 | 33.5 | 26.3 | 20.5 | 23.5 | 28.1 |
| **45 - 54** | 34.1 | 11.9 | 19.9 | 30.2 | 24.2 | 11.4 | 25.9 |
| **55 - 64** | 21.8 | 6.8 | 14.3 | 18.0 | 30.1 | 21.1 | 19.3 |
| **65+** | 6.6 | \* | \* | 1.9 | 4.3 | \* | 3.3 |
|  |  |  |  |  |  |  |  |  |
| **2024** | **16 - 24** | 0.0 | \* | \* | 5.0 | 10.0 | 8.7 | 4.2 |
| **25 - 34** | 4.3 | 45.3 | 24.4 | 18.2 | 11.0 | 32.6 | 18.6 |
| **35 - 44** | 36.1 | 33.0 | 35.7 | 27.0 | 20.4 | 20.7 | 28.9 |
| **45 - 54** | 30.9 | 12.9 | 23.0 | 28.2 | 23.8 | 16.8 | 25.2 |
| **55 - 64** | 22.5 | 6.4 | 13.7 | 19.8 | 30.4 | 17.9 | 19.9 |
| **65+** | 6.2 | \* | \* | 1.9 | 4.3 | 3.3 | 3.2 |

### Table 1.7 Staff by mode and age-band by Headcount as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Age band** | **Full-time** | **Part-time** | **Total** |
| **2022** | **16 - 24** | 56 | 61 | 117 |
| **25 - 34** | 424 | 202 | 626 |
| **35 - 44** | 592 | 278 | 870 |
| **45 - 54** | 551 | 256 | 807 |
| **55 - 64** | 310 | 259 | 569 |
| **65+** | 28 | 62 | 90 |
|  |  |  |  |  |
| **2023** | **16 - 24** | 51 | 64 | 115 |
| **25 - 34** | 411 | 181 | 592 |
| **35 - 44** | 594 | 259 | 853 |
| **45 - 54** | 553 | 233 | 786 |
| **55 - 64** | 330 | 255 | 585 |
| **65+** | 35 | 65 | 100 |
|  |  |  |  |  |
| **2024** | **16 - 24** | 61 | 75 | 136 |
| **25 - 34** | 415 | 194 | 609 |
| **35 - 44** | 649 | 297 | 946 |
| **45 - 54** | 549 | 276 | 825 |
| **55 - 64** | 343 | 308 | 651 |
| **65+** | 47 | 59 | 106 |

### Table 1.8 Staff by mode and age-band by percentage (%) as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Age band** | **Full-time** | **Part-time** | **Total %** |
| **2022** | **16 - 24** | 2.9 | 5.5 | 3.8 |
| **25 - 34** | 21.6 | 18.1 | 20.3 |
| **35 - 44** | 30.2 | 24.9 | 28.3 |
| **45 - 54** | 28.1 | 22.9 | 26.2 |
| **55 - 64** | 15.8 | 23.2 | 18.5 |
| **65+** | 1.4 | 5.5 | 2.9 |
|  |  |  |  |  |
| **2023** | **16 - 24** | 2.6 | 6.1 | 3.8 |
| **25 - 34** | 20.8 | 17.1 | 19.5 |
| **35 - 44** | 30.1 | 24.5 | 28.1 |
| **45 - 54** | 28.0 | 22.0 | 25.9 |
| **55 - 64** | 16.7 | 24.1 | 19.3 |
| **65+** | 1.8 | 6.1 | 3.3 |
|  |  |  |  |  |
| **2024** | **16 - 24** | 3.0 | 6.2 | 4.2 |
| **25 - 34** | 20.1 | 16.0 | 18.6 |
| **35 - 44** | 31.4 | 24.6 | 28.9 |
| **45 - 54** | 26.6 | 22.8 | 25.2 |
| **55 - 64** | 16.6 | 25.5 | 19.9 |
| **65+** | 2.3 | 4.9 | 3.2 |

## Staff data by Gender

### Table 2.1 Staff data by Grade and Gender by Headcount as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total** |
| **2022** | **Men** | 21 | 72 | 81 | 102 | 90 | 127 | 333 | 269 | 195 | 181 | 8 | 14 | 1493 |
| **Women** | \* | 156 | 80 | 192 | 168 | 176 | 373 | 203 | 143 | 76 | \* | 9 | 1586 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Men** | 20 | 74 | 82 | 100 | 95 | 123 | 320 | 269 | 195 | 180 | 9 | 14 | 1481 |
| **Women** | 8 | 159 | 70 | 175 | 188 | 166 | 340 | 216 | 135 | 75 | 9 | 9 | 1550 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Men** | 20 | 86 | 78 | 93 | 118 | 127 | 335 | 296 | 193 | 190 | 14 | 16 | 1566 |
| **Women** | \* | 169 | 76 | 196 | 204 | 188 | 388 | 238 | 137 | 86 | 13 | \* | 1707 |

### Table 2.2 Staff data by Grade and Gender by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total %** |
| **2022** | **Men** | \* | 31.6 | 50.3 | 34.7 | 34.9 | 41.9 | 47.2 | 57.0 | 57.7 | 70.4 | 53.3 | 60.9 | 48.5 |
| **Women** | \* | 68.4 | 49.7 | 65.3 | 65.1 | 58.1 | 52.8 | 43.0 | 42.3 | 29.6 | 46.7 | 39.1 | 51.5 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Men** | 71.4 | 31.8 | 53.9 | 36.4 | 33.6 | 42.6 | 48.5 | 55.5 | 59.1 | 70.6 | 50.0 | 60.9 | 48.9 |
| **Women** | 28.6 | 68.2 | 46.1 | 63.6 | 66.4 | 57.4 | 51.5 | 44.5 | 40.9 | 29.4 | 50.0 | 39.1 | 51.1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Men** | \* | 33.7 | 50.6 | 32.2 | 36.6 | 40.3 | 46.3 | 55.4 | 58.5 | 68.8 | 51.9 | \* | 47.8 |
| **Women** | \* | 66.3 | 49.4 | 67.8 | 63.4 | 59.7 | 53.7 | 44.6 | 41.5 | 31.2 | 48.1 | \* | 52.2 |

### Table 2.3 Staff by job family and gender by headcount as at 31 March:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Academic** | **Academic Research** | **Academic Teaching** | **Managerial, Specialist & Administrative** | **Operational & Facilities** | **Technical & Experimental** | **Total** |
| **2022** | **Men** | 420 | 226 | 121 | 343 | 263 | 120 | 1493 |
| **Women** | 226 | 176 | 153 | 754 | 229 | 48 | 1586 |
|  |  |  |  |  |  |  |  |  |
| **2023** | **Men** | 413 | 206 | 120 | 357 | 262 | 123 | 1481 |
| **Women** | 224 | 147 | 152 | 754 | 230 | 43 | 1550 |
|  |  |  |  |  |  |  |  |  |
| **2024**  | **Men** | 433 | 207 | 129 | 393 | 278 | 126 | 1566 |
| **Women** | 243 | 166 | 162 | 827 | 251 | 58 | 1707 |

### Table 2.4 Staff by job family and gender by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Category** | **Academic** | **Academic Research** | **Academic Teaching** | **Managerial,Specialist & Administrative** | **Operational & Facilities** | **Technical & Experimental** | **Total %** |
| **2022** | **Men** | 65.0 | 56.2 | 44.2 | 31.3 | 53.5 | 71.4 | 48.5 |
| **Women** | 35.0 | 43.8 | 55.8 | 68.7 | 46.5 | 28.6 | 51.5 |
|  |  |  |  |  |  |  |  |  |
| **2023** | **Men** | 64.8 | 58.4 | 44.1 | 32.1 | 53.3 | 74.1 | 48.9 |
| **Women** | 35.2 | 41.6 | 55.9 | 67.9 | 46.7 | 25.9 | 51.1 |
|  |  |  |  |  |  |  |  |  |
| **2024**  | **Men** | 64.1 | 55.5 | 44.3 | 32.2 | 52.6 | 68.5 | 47.8 |
| **Women** | 35.9 | 44.5 | 55.7 | 67.8 | 47.4 | 31.5 | 52.2 |

### Table 2.5 Senior staff by gender by headcount as at 31 March:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Principal's Office**  | **Senior Management Team**  | **Heads of School** | **Service Unit Directors** | **Professors** |
| **2022** | **Men** | \* | 8 | 15 | 15 | 178 |
| **Women** | 5 | 7 | 5 | 15 | 69 |
|  |  |  |  |  |  |  |
| **2023** | **Men** | 5 | 9 | 16 | 16 | 167 |
| **Women** | 6 | 6 | \* | 15 | 65 |
|  |  |  |  |  |  |  |
| **2024**  | **Men** | 5 | 8 | 14 | 14 | 191 |
| **Women** | 6 | 7 | 5 | 14 | 77 |

### Table 2.6 Senior staff by gender by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Principal's Office %** | **Senior Management Team%** | **Heads of School %** | **Service Unit Directors %** | **Professors %** |
| **2022** | **Men** | \* | 53.3 | 75.0 | 50.0 | 72.1 |
| **Women** | \* | 46.7 | 25.0 | 50.0 | 27.9 |
|  |  |  |  |  |  |  |
| **2023** | **Men** | 45.5 | 60.0 | \* | 51.6 | 72.0 |
| **Women** | 54.5 | 40.0 | \* | 48.4 | 28.0 |
|  |  |  |  |  |  |  |
| **2024**  | **Men** | 45.5 | 53.3 | 73.7 | 50.0 | 71.3 |
| **Women** | 54.5 | 46.7 | 26.3 | 50.0 | 28.7 |

### Table 2.7 Staff by mode and gender by headcount as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total** |
| **2022** | Men | 1049 | 444 | 1493 |
| Women | 912 | 674 | 1586 |
|  |  |  |  |  |
| **2023** | Men | 1032 | 449 | 1481 |
| Women | 942 | 608 | 1550 |
|  |  |  |  |  |
| **2024**  | Men | 1072 | 494 | 1566 |
| Women | 992 | 715 | 1707 |

### Table 2.8 Staff by mode and gender by percentage (%) as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time**  | **Part-time** | **Total %** |
| **2022** | Men | 53.5 | 39.7 | 48.5 |
| Women | 46.5 | 60.3 | 51.5 |
|  |  |  |  |  |
| **2023** | Men | 52.3 | 42.5 | 48.9 |
| Women | 47.7 | 57.5 | 51.1 |
|  |  |  |  |  |
| **2024**  | Men | 51.9 | 40.9 | 47.8 |
| Women | 48.1 | 59.1 | 52.2 |

### Table 2.9 Applications by gender by headcount and percentage (%). Year is academic year (i.e. 1 Aug - 31 Jul) and based on vacancy closing date:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Total Applications by headcount** | **Total Applications by %** |  | **Total Shortlisted by headcount** | **Total Shortlisted by %** |  | **Total Offers by headcount** | **Total Offers by %** |  | **Total Accepted Offers by headcount** | **Total Accepted Offers by %** |
| **2022** | **Men** | 3178 | 50.8 |  | 682 | 40.4 |  | 214 | 38.6 |  | 181 | 39.3 |
| **Women** | 2820 | 45.1 |  | 933 | 55.2 |  | 317 | 57.2 |  | 259 | 56.2 |
| **Not Known** | 260 | 4.2 |  | 75 | 4.4 |  | 23 | 4.2 |  | 21 | 4.6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Men** | 4482 | 49.4 |  | 814 | 41.2 |  | 242 | 40.5 |  | 208 | 40.9 |
| **Women** | 4227 | 46.6 |  | 1068 | 54.1 |  | 331 | 55.4 |  | 281 | 55.2 |
| **Not Known** | 355 | 3.9 |  | 92 | 4.7 |  | 25 | 4.2 |  | 20 | 3.9 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024** | **Men** | 4309 | 52.7 |  | 671 | 41.3 |  | 188 | 40.8 |  | 153 | 41.4 |
| **Women** | 3561 | 43.6 |  | 904 | 55.6 |  | 254 | 55.1 |  | 204 | 55.1 |
| **Not Known** | 304 | 3.7 |  | 51 | 3.1 |  | 19 | 4.1 |  | 13 | 3.5 |

## Staff data by Disability

### Table 3.1 Staff data by Grade and Disability by Headcount as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total** |
| **2022** | **Disability disclosed** |  | 9 | 6 | 20 | 16 | 13 | 26 | 6 | \* | \* | \* |  | 103 |
| **No disability disclosed** | 24 | 219 | 155 | 274 | 242 | 290 | 680 | 466 | 335 | 254 | 14 | 23 | 2976 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Disability disclosed** |  | 9 | \* | 19 | 19 | 18 | 43 | 20 | 10 | 7 | \* |  | 152 |
| **No disability disclosed** | 28 | 224 | 147 | 256 | 264 | 271 | 617 | 465 | 320 | 248 | 16 | 23 | 2879 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Disability disclosed** | \* | 13 | 13 | 16 | 22 | 19 | 49 | 23 | 11 | 10 | \* |  | 182 |
| **No disability disclosed** | 26 | 242 | 141 | 273 | 300 | 296 | 674 | 511 | 319 | 266 | 23 | 20 | 3091 |

### Table 3.2 Staff data by Grade and Disability by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total %** |
| **2022** | **Disability disclosed** | 0.0 | 3.9 | 3.7 | 6.8 | 6.2 | 4.3 | 3.7 | 1.3 | \* | \* | \* | 0.0 | 3.3 |
| **No disability disclosed** | 100.0 | 96.1 | 96.3 | 93.2 | 93.8 | 95.7 | 96.3 | 98.7 | \* | \* | \* | 100.0 | 96.7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Disability disclosed** | 0.0 | 3.9 | \* | 6.9 | 6.7 | 6.2 | 6.5 | 4.1 | 3.0 | 2.7 | \* | 0.0 | 5.0 |
| **No disability disclosed** | 100.0 | 96.1 | \* | 93.1 | 93.3 | 93.8 | 93.5 | 95.9 | 97.0 | 97.3 | \* | 100.0 | 95.0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Disability disclosed** | \* | 5.1 | 8.4 | 5.5 | 6.8 | 6.0 | 6.8 | 4.3 | 3.3 | 3.6 | \* | 0.0 | 5.6 |
| **No disability disclosed** | \* | 94.9 | 91.6 | 94.5 | 93.2 | 94.0 | 93.2 | 95.7 | 96.7 | 96.4 | \* | 100.0 | 94.4 |

### Table 3.3 Staff by mode and Disability by Headcount as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total** |
| **2022** | **Disability disclosed** | 49 | 54 | 103 |
| **No disability disclosed** | 1912 | 1064 | 2976 |
|  |  |  |  |  |
| **2023** | **Disability disclosed** | 94 | 58 | 152 |
| **No disability disclosed** | 1880 | 999 | 2879 |
|  |  |  |  |  |
| **2024**   | **Disability disclosed** | 104 | 78 | 182 |
| **No disability disclosed** | 1960 | 1131 | 3091 |

### Table 3.4 Staff by mode and Disability by percentage (%) as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total %** |
| **2022** | **Disability disclosed** | 2.5 | 4.8 | 3.3 |
| **No disability disclosed** | 97.5 | 95.2 | 96.7 |
|  |  |  |  |  |
| **2023** | **Disability disclosed** | 4.8 | 5.5 | 5.0 |
| **No disability disclosed** | 95.2 | 94.5 | 95.0 |
|  |  |  |  |  |
| **2024**   | **Disability disclosed** | 5.0 | 6.5 | 5.6 |
| **No disability disclosed** | 95.0 | 93.5 | 94.4 |

### Table 3.5 Applications by Disability by headcount and percentage (%). Year is academic year (i.e. 1 Aug - 31 Jul) and based on vacancy closing date:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Total Applications by headcount** | **Total Applications by %** |  | **Total Shortlisted by headcount** | **Total Shortlisted by %** |  | **Total Offers by headcount** | **Total Offers by %** |  | **Total Accepted Offers by headcount** | **Total Accepted Offers by %** |
| **2022** | **Disability disclosed** | 479 | 7.7% |  | 147 | 8.7% |  | 41 | 7.4% |  | 36 | 7.8% |
| **No disability disclosed** | 5779 | 92.4% |  | 1543 | 91.3% |  | 513 | 92.6% |  | 425 | 92.2% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Disability disclosed** | 620 | 8.3% |  | 143 | 8.8% |  | 38 | 7.5% |  | 36 | 7.8% |
| **No disability disclosed** | 6817 | 91.7% |  | 1484 | 91.2% |  | 468 | 92.5% |  | 425 | 92.2% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Disability disclosed** | 640 | 7.5% |  | 173 | 10.6% |  | 54 | 11.1% |  | 44 | 11.1% |
| **No disability disclosed** | 7896 | 92.5% |  | 1460 | 89.4% |  | 431 | 88.9% |  | 351 | 88.9% |

## Staff data by Race (ethnicity and nationality)

### Table 4.1 Staff data by Grade and Ethnicity by Headcount as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total** |
| **2022** | **BAME** |  | 8 | \* | 11 | \* | 20 | 117 | 49 | 27 | 8 | \* | 5 | 255 |
| **White** | 24 | 207 | 148 | 269 | 249 | 270 | 546 | 395 | 289 | 229 | 13 | 14 | 2653 |
| **Not given** |  | 13 | 10 | 14 | \* | 13 | 43 | 28 | 22 | 20 |  | \* | 171 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **BAME** |  | 14 | \* | 13 | 10 | 20 | 108 | 65 | 24 | 10 | \* | 6 | 276 |
| **White** | 28 | 206 | 136 | 246 | 268 | 253 | 513 | 396 | 283 | 226 | 16 | 12 | 2583 |
| **Not given** |  | 13 | 12 | 16 | 5 | 16 | 39 | 24 | 23 | 19 |  | 5 | 172 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **BAME** |  | 14 | 9 | 14 | 18 | 24 | 129 | 70 | 32 | 13 | \* | \* | 332 |
| **White** | 28 | 226 | 131 | 256 | 294 | 270 | 549 | 435 | 277 | 243 | 21 | 11 | 2741 |
| **Not given** |  | 15 | 14 | 19 | 10 | 21 | 45 | 29 | 21 | 20 | \* | \* | 200 |

### Table 4.2 Staff data by Grade and Ethnicity by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total %** |
| **2022** | **BAME** | 0.0 | 3.5 | \* | 3.7 | \* | 6.6 | 16.6 | 10.4 | 8.0 | 3.1 | \* | \* | 8.3 |
| **White** | 100.0 | 90.8 | 91.9 | 91.5 | 96.5 | 89.1 | 77.3 | 83.7 | 85.5 | 89.1 | \* | 60.9 | 86.2 |
| **Not given** | 0.0 | 5.7 | \* | 4.8 | \* | 4.3 | 6.1 | 5.9 | 6.5 | 7.8 | 0.0 | \* | 5.6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **BAME** | 0.0 | 6.0 | \* | 4.7 | 3.5 | 6.9 | 16.4 | 13.4 | 7.3 | 3.9 | \* | 26.1 | 9.1 |
| **White** | 100.0 | 88.4 | 89.5 | 89.5 | 94.7 | 87.5 | 77.7 | 81.6 | 85.8 | 88.6 | \* | 52.2 | 85.2 |
| **Not given** | 0.0 | 5.6 | \* | 5.8 | 1.8 | 5.5 | 5.9 | 4.9 | 7.0 | 7.5 | 0.0 | 21.7 | 5.7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **BAME** | 0.0 | 5.5 | 5.8 | 4.8 | 5.6 | 7.6 | 17.8 | 13.1 | 9.7 | 4.7 | \* | \* | 10.1 |
| **White** | 100.0 | 88.6 | 85.1 | 88.6 | 91.3 | 85.7 | 75.9 | 81.5 | 83.9 | 88.0 | 77.8 | 55.0 | 83.7 |
| **Not given** | 0.0 | 5.9 | 9.1 | 6.6 | 3.1 | 6.7 | 6.2 | 5.4 | 6.4 | 7.2 | \* | \* | 6.1 |

### Table 4.3 Staff by mode and Ethnicity by Headcount as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total** |
| **2022** | **BAME** | 216 | 39 | 255 |
| **White** | 1636 | 1017 | 2653 |
| **Not given** | 109 | 62 | 171 |
|  |  |  |  |  |
| **2023** | **BAME** | 223 | 53 | 276 |
| **White** | 1641 | 942 | 2583 |
| **Not given** | 110 | 62 | 172 |
|  |  |  |  |  |
| **2024**  | **BAME** | 266 | 66 | 332 |
| **White** | 1680 | 1061 | 2741 |
| **Not given** | 118 | 82 | 200 |

### Table 4.4 Staff by mode and Ethnicity by percentage (%) as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total %** |
| **2022** | **BAME** | 11.0 | 3.5 | 8.3 |
| **White** | 83.4 | 91.0 | 86.2 |
| **Not given** | 5.6 | 5.5 | 5.6 |
|  |  |  |  |  |
| **2023** | **BAME** | 11.3 | 5.0 | 9.1 |
| **White** | 83.1 | 89.1 | 85.2 |
| **Not given** | 5.6 | 5.9 | 5.7 |
|  |  |  |  |  |
| **2024**  | **BAME** | 12.9 | 5.5 | 10.1 |
| **White** | 81.4 | 87.8 | 83.7 |
| **Not given** | 5.7 | 6.8 | 6.1 |

### Table 4.5 Applications by Ethnicity by headcount and percentage (%). Year is academic year (i.e. 1 Aug - 31 Jul) and based on vacancy closing date:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Total Applications by headcount** | **Total Applications by %** |  | **Total Shortlisted by headcount** | **Total Shortlisted by %** |  | **Total Offers by headcount** | **Total Offers by %** |  | **Total Accepted Offers by headcount** | **Total Accepted Offers by %** |
| **2022** | **BAME** | 2521 | 40.3 |  | 353 | 20.9 |  | 97 | 17.5 |  | 75 | 16.3 |
| **White** | 3483 | 55.7 |  | 1261 | 74.6 |  | 430 | 77.6 |  | 361 | 78.3 |
| **Not given** | 254 | 4.1 |  | 76 | 4.5 |  | 27 | 4.9 |  | 25 | 5.4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **BAME** | 3822 | 42.2 |  | 439 | 22.2 |  | 97 | 16.2 |  | 84 | 16.5 |
| **White** | 4899 | 54.0 |  | 1455 | 73.7 |  | 476 | 79.6 |  | 406 | 79.8 |
| **Not given** | 343 | 3.8 |  | 80 | 4.1 |  | 25 | 4.2 |  | 19 | 3.7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **BAME** | 3704 | 45.3 |  | 431 | 26.5 |  | 85 | 18.4 |  | 69 | 18.6 |
| **White** | 4161 | 50.9 |  | 1150 | 70.7 |  | 364 | 79.0 |  | 293 | 79.2 |
| **Not given** | 309 | 3.8 |  | 45 | 2.8 |  | 12 | 2.6 |  | 8 | 2.2 |

### Table 4.6 Staff by Ethnicity category and by Headcount and percentage (%) as at 31 March:

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Category** | **Total** | **Total %** |
| **2022** | Asian | 135 | 4.4 |
| Black | 20 | 0.6 |
| Mixed | 52 | 1.7 |
| Other | 48 | 1.6 |
| White | 2653 | 86.2 |
| Not given | 171 | 5.6 |
|  |  |  |  |
| **2023** | Asian | 145 | 4.8 |
| Black | 20 | 0.7 |
| Mixed | 57 | 1.9 |
| Other | 54 | 1.8 |
| White | 2583 | 85.2 |
| Not given | 172 | 5.7 |
|  |  |  |  |
| **2024**  | Asian | 184 | 5.6 |
| Black | 29 | 0.9 |
| Mixed | 59 | 1.8 |
| Other | 60 | 1.8 |
| White | 2741 | 83.7 |
| Not given | 200 | 6.1 |

### Table 4.7 Staff data by Grade and Nationality by Headcount as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total** |
| **2022** | **Non-UK** |  | 30 | 18 | 32 | 17 | 53 | 253 | 164 | 114 | 47 | \* | \* | 745 |
| **UK** | 24 | 197 | 142 | 262 | 241 | 250 | 451 | 308 | 224 | 210 | 13 | 8 | 2330 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Non-UK** | \* | 42 | 17 | 33 | 28 | 44 | 228 | 169 | 111 | 51 | \* | 13 | 738 |
| **UK** | 27 | 189 | 134 | 242 | 255 | 245 | 431 | 316 | 219 | 204 | 17 | 10 | 2289 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Non-UK** |  | 43 | 21 | 43 | 43 | 56 | 253 | 181 | 117 | 59 | \* | \* | 830 |
| **UK** | 28 | 211 | 132 | 246 | 279 | 258 | 469 | 353 | 213 | 217 | 25 | 8 | 2439 |

### Table 4.8 Staff data by Grade and Nationality by percentage (%) as at 31 March:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Apprentice** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **NHS** | **AOX** | **Total %** |
| **2022** | **Non-UK** | 0.0 | 13.2 | 11.3 | 10.9 | 6.6 | 17.5 | 35.9 | 34.7 | 33.7 | 18.3 | \* | \* | 24.2 |
| **UK** | 100.0 | 86.8 | 88.8 | 89.1 | 93.4 | 82.5 | 64.1 | 65.3 | 66.3 | 81.7 | \* | \* | 75.8 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | **Non-UK** | \* | 18.2 | 11.3 | 12.0 | 9.9 | 15.2 | 34.6 | 34.8 | 33.6 | 20.0 | \* | 56.5 | 24.4 |
| **UK** | \* | 81.8 | 88.7 | 88.0 | 90.1 | 84.8 | 65.4 | 65.2 | 66.4 | 80.0 | \* | 43.5 | 75.6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024**  | **Non-UK** | 0.0 | 16.9 | 13.7 | 14.9 | 13.4 | 17.8 | 35.0 | 33.9 | 35.5 | 21.4 | \* | \* | 25.4 |
| **UK** | 100.0 | 83.1 | 86.3 | 85.1 | 86.6 | 82.2 | 65.0 | 66.1 | 64.5 | 78.6 | \* | \* | 74.6 |

### Table 4.9 Staff by mode and Nationality by Headcount as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total** |
| **2022** | **Non-UK** | 579 | 166 | 745 |
| **UK** | 1379 | 951 | 2330 |
|  |  |  |  |  |
| **2023** | **Non-UK** | 561 | 177 | 738 |
| **UK** | 1411 | 878 | 2289 |
|  |  |  |  |  |
| **2024**  | **Non-UK** | 622 | 208 | 830 |
| **UK** | 1440 | 999 | 2439 |

### Table 4.10 Staff by mode and Nationality by percentage (%) as at 31 March:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Category** | **Full-time** | **Part-time** | **Total %** |
| **2022** | **Non-UK** | 29.6 | 14.9 | 24.2 |
| **UK** | 70.4 | 85.1 | 75.8 |
|  |  |  |  |  |
| **2023** | **Non-UK** | 28.4 | 16.8 | 24.4 |
| **UK** | 71.6 | 83.2 | 75.6 |
|  |  |  |  |  |
| **2024**  | **Non-UK** | 30.2 | 17.2 | 25.4 |
| **UK** | 69.8 | 82.8 | 74.6 |

## Staff data by Religion or Belief

### Table 5.1 Staff by Religion or Belief by Headcount and percentage (%) as at 31 March:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** |  **2022** | **2022 %** | **2023** | **2023 %** | **2024** | **2024 %** |
| **Buddhist** | 13 | 0.4 | 18 | 0.6 | 23 | 0.7 |
| **Christian** | 694 | 22.5 | 695 | 22.9 | 741 | 22.6 |
| **Hindu** | 26 | 0.8 | 35 | 1.2 | 36 | 1.1 |
| **Jewish** | \* | \* | \* | \* | \* | \* |
| **Muslim** | 29 | 0.9 | 33 | 1.1 | 42 | 1.3 |
| **No Religion** | 1211 | 39.3 | 1219 | 40.2 | 1359 | 41.5 |
| **Other Religion or Belief** | 67 | 2.2 | 59 | 1.9 | 77 | 2.4 |
| **Sikh** | \* | \* | \* | \* | \* | \* |
| **Prefer not to state** | 288 | 9.4 | 282 | 9.3 | 325 | 9.9 |
| **Not Known** | 737 | 23.9 | 676 | 22.3 | 652 | 19.9 |

### Table 5.2 Applications by Religion or Belief by headcount and percentage (%). Year is academic year (i.e. 1 Aug - 31 Jul) and based on vacancy closing date:

Note: Due to low data per category, data for shortlisted, Offers and Acceptances is not provided.

| **Year** | **Category** | **Total Applications by headcount** | **Total Applications by %** |
| --- | --- | --- | --- |
| **2022** | Baha’i | \* | \* |
| Buddhist | 97 | 1.6 |
| Christian | 1811 | 28.9 |
| Hindu | 494 | 7.9 |
| Jain | \* | \* |
| Jewish | 44 | 0.7 |
| Muslim | 610 | 9.7 |
| No Religion | 2329 | 37.2 |
| Other Religion or Belief | 199 | 3.2 |
| Sikh | 21 | 0.3 |
| Prefer not to specify | 638 | 10.2 |
| Not Known | 10 | 0.2 |
|  |  |  |  |
| **2023** | Baha’i | \* | \* |
| Buddhist | 183 | 2.0 |
| Christian | 2502 | 27.6 |
| Hindu | 540 | 6.0 |
| Jain | \* | \* |
| Jewish | 61 | 0.7 |
| Muslim | 980 | 10.8 |
| No Religion | 3511 | 38.7 |
| Other Religion or Belief | 325 | 3.6 |
| Sikh | 23 | 0.3 |
| Prefer not to specify | 916 | 10.1 |
| Not Known | 11 | 0.1 |
|  |  |  |  |
| **2024** | Baha’i | \* | \* |
| Buddhist | 134 | 1.6 |
| Christian | 2154 | 26.4 |
| Hindu | 597 | 7.3 |
| Jain | 10 | 0.1 |
| Jewish | 66 | 0.8 |
| Muslim | 896 | 11.0 |
| No Religion | 3202 | 39.2 |
| Other Religion or Belief | 232 | 2.8 |
| Sikh | 15 | 0.2 |
| Prefer not to specify | 862 | 10.5 |
| Not Known | \* | \* |

## Staff data by Sexual Orientation

### Table 6.1 Staff by sexual orienation by Headcount and percentage (%) as at 31 March:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  **2022** | **2022 %** | **2023** | **2023%** | **2024** | **2024%** |
| **Asexual** | \* | \* | \* | \* | \* | \* |
| **Bisexual** | 51 | 1.7 | 72 | 2.4 | 94 | 2.9 |
| **Gay Man** | 47 | 1.5 | 56 | 1.8 | 65 | 2.0 |
| **Gay Woman/Lesbian** | 27 | 0.9 | 28 | 0.9 | 33 | 1.0 |
| **Gay or Lesbian** |  |  | \* | \* | \* | \* |
| **Heterosexual** | 1840 | 59.8 | 1841 | 60.7 | 2020 | 61.7 |
| **Other** | \* | \* | 19 | 0.6 | 26 | 0.8 |
| **Prefer Not to Specify** | 362 | 11.8 | 340 | 11.2 | 379 | 11.6 |
| **Not Known** | 738 | 24.0 | 664 | 21.9 | 647 | 19.8 |

***Merged population:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LGB+** | 139 | 4.5 | 186 | 6.1 | 227 | 6.9 |

### Table 6.2 Applications by Sexual orientation by headcount and percentage (%). Year is academic year (i.e. 1 Aug - 31 Jul) and based on vacancy closing date:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Category** | **Total Applications by headcount** | **Total Applications by %** |  | **Total Shortlisted by headcount** | **Total Shortlisted by %** |  | **Total Offers by headcount** | **Total Offers by %** |  | **Total Accepted Offers by headcount** | **Total Accepted Offers by %** |
| **2022** | LGB+ | 843 | 13.5 |  | 203 | 12.0 |  | 67 | 12.1 |  | 60 | 13.0 |
| Heterosexual | 4560 | 72.9 |  | 1257 | 74.4 |  | 418 | 75.5 |  | 344 | 74.6 |
| Not Known | 855 | 13.7 |  | 230 | 13.6 |  | 69 | 12.5 |  | 57 | 12.4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2023** | LGB+ | 1467 | 16.2 |  | 273 | 13.8 |  | 78 | 13.0 |  | 65 | 12.8 |
| Heterosexual | 6357 | 70.1 |  | 1464 | 74.2 |  | 447 | 74.7 |  | 384 | 75.4 |
| Not Known | 1240 | 13.7 |  | 237 | 12.0 |  | 73 | 12.2 |  | 60 | 11.8 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2024** | LGB+ | 1251 | 15.3 |  | 214 | 13.2 |  | 55 | 11.9 |  | 43 | 11.6 |
| Heterosexual | 5843 | 71.5 |  | 1218 | 74.9 |  | 340 | 73.8 |  | 274 | 74.1 |
| Not Known | 1080 | 13.2 |  | 194 | 11.9 |  | 66 | 14.3 |  | 53 | 14.3 |

#

## Student Equality Data:

All available data has been provided in tables; however, the data sets need to be treated with caution due to people having the right to disclose or not disclose. There are also areas where numbers are very small, such as categories within sexual orientation, ethnicity, and religion or belief.

While data aggregation may be a solution in some cases, we continue to recognise that aggregation might not provide the full picture.

Where data has been redacted to protect individuals, this is indicated by an asterisk ‘\*’.

The data is provided as at week 4 of Semester 1 of given year, as Full Time Equivalent (FTE) and as a percentage collated and analysed by the Planning Unit, with input from the EDI Team. Categories include:

* PGR = Postgraduate research
* PGT = Postgraduate taught
* UG = Undergraduate

## Student data by Age

### Table 1.1: Student FTE by 'Age on Entry':

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PGR** | **PGT** | **UG** | **Total** |
| **Age on Entry** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| 16-20 | \* | \* | \* | 14 | 14 | 12 | 8033 | 8014 | 8092 | 8050 | 8030 | 8106 |
| 21-24 | 401 | 420 | 482 | 655 | 658 | 671 | 221 | 236 | 234 | 1277 | 1313 | 1387 |
| 25-34 | 427 | 449 | 473 | 232 | 183 | 234 | 98 | 108 | 97 | 757 | 739 | 803 |
| 35-44 | 55 | 72 | 79 | 23 | 20 | 22 | 19 | 18 | 20 | 97 | 110 | 120 |
| 45-54 | 14 | 13 | 16 | 6 | \* | 6 | \* | 7 | 10 | 24 | 25 | 31 |
| 55-64 | 6 | 5 | 11 | \* | \* |  | \* | \* | \* | \* | 12 | 16 |
| 65+ | \* | \* | \* | \* |  |  | \* | \* | \* | \* | 5 | 6 |
| **Grand Total** | 906 | 964 | 1065 | 931 | 883 | 944 | 8381 | 8388 | 8459 | 10218 | 10234 | 10468 |

### Table 1.2: Student FTE percentage by 'Age on Entry':

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PGR** | **PGT** | **UG** | **Total** |
| **Age on Entry** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| 16-20 | \* | \* | \* | 1.5% | 1.6% | 1.3% | 95.8% | 95.5% | 95.7% | 78.8% | 78.5% | 77.4% |
| 21-24 | 44.2% | 43.5% | 45.2% | 70.3% | 74.5% | 71.1% | 2.6% | 2.8% | 2.8% | 12.5% | 12.8% | 13.3% |
| 25-34 | 47.1% | 46.6% | 44.4% | 24.9% | 20.7% | 24.8% | 1.2% | 1.3% | 1.1% | 7.4% | 7.2% | 7.7% |
| 35-44 | 6.0% | 7.5% | 7.4% | 2.5% | 2.3% | 2.3% | 0.2% | 0.2% | 0.2% | 0.9% | 1.1% | 1.1% |
| 45-54 | 1.5% | 1.3% | 1.5% | 0.6% | \* | 0.6% | \* | 0.1% | 0.1% | 0.2% | 0.2% | 0.3% |
| 55-64 | 0.7% | 0.5% | 1.0% | \* | \* | 0.0% | \* | \* | \* | \* | 0.1% | 0.2% |
| 65+ | \* | \* | \* | \* | 0.0% | 0.0% | \* | \* | \* | \* | 0.0% | 0.1% |
| **Grand Total** | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

## Student data by Gender

### Table 2.1: Student FTE by 'Gender/Sex':

|  |  |  |
| --- | --- | --- |
|  | **Female** | **Male** |
| **Degree Level** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **PGR** | 485 | 504 | 531 | 405 | 447 | 522 |
| **PGT** | 498 | 497 | 521 | 421 | 374 | 419 |
| **UG** | 5158 | 5091 | 5101 | 3183 | 3290 | 3346 |
| **Grand Total** | 6140 | 6091 | 6152 | 4009 | 4111 | 4286 |

### Table 2.2: Student FTE percentage by 'Gender/Sex':

|  |  |  |
| --- | --- | --- |
|   | **Female** | **Male** |
| **Degree Level** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **PGR** | 54.5% | 53.0% | 50.4% | 45.5% | 47.0% | 49.6% |
| **PGT** | 54.2% | 57.0% | 55.4% | 45.8% | 43.0% | 44.6% |
| **UG** | 61.8% | 60.7% | 60.4% | 38.2% | 39.3% | 39.6% |
| **Grand Total** | 60.5% | 59.7% | 58.9% | 39.5% | 40.3% | 41.1% |

## Student data by Disability

### Table 3.1: Student FTE by 'Disability':

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability Disclosure** | **2024-25** | **2023-24** | **2022-23** |
| Blind or have a serious visual impairment uncorrected by glasses | \* | 24 | 21 |
| Deaf or have a serious hearing impairment | 20 | 20 | 23 |
| Disability, impairment or medical condition that is not listed above | 145 | 165 | 165 |
| Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy | 118 | 136 | 115 |
| Mental health condition, such as depression, schizophrenia or anxiety disorder | 617 | 747 | 767 |
| Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches | 38 | 35 | 23 |
| Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder | 134 | 158 | 133 |
| Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D | 703 | 787 | 742 |
| Developmental condition affecting motor, cognitive, social and emotional skills, and speech and language | \* |  |  |
| Two or more impairments and/or disabling medical conditions | 1361 | 271 | 216 |
| **Total number of students with disclosed disability** | 3150 | 2343 | 2204 |
| **Information refused** | 25 |  |  |
| **No disability** | 7044 | 7891 | 8264 |

### Table 3.2: Student FTE percentage by 'Disability':

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability Disclosure** | **2024-25** | **2023-24** | **2022-23** |
| Blind or have a serious visual impairment uncorrected by glasses | \* | 0.2% | 0.2% |
| Deaf or have a serious hearing impairment | 0.2% | 0.2% | 0.2% |
| Disability, impairment or medical condition that is not listed above | 1.4% | 1.6% | 1.6% |
| Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy | 1.2% | 1.3% | 1.1% |
| Mental health condition, such as depression, schizophrenia or anxiety disorder | 6.0% | 7.3% | 7.3% |
| Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches | 0.4% | 0.3% | 0.2% |
| Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder | 1.3% | 1.5% | 1.3% |
| Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D | 6.9% | 7.7% | 7.1% |
| Developmental condition affecting motor, cognitive, social and emotional skills, and speech and language | \* | 0.0% | 0.0% |
| Two or more impairments and/or disabling medical conditions | 13.3% | 2.6% | 2.1% |
| **Total number of students with disclosed disability** | 30.8% | 22.9% | 21.1% |
| **Information refused** | 0.2% | 0.0% | 0.0% |
| **No disability** | 68.9% | 77.1% | 78.9% |

## Student data by Ethnicity

### Table 4.1: Student FTE by 'Ethnicity': - UK Country of Domicile only:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PGR** | **PGT** | **UG** | **Total** |
| **Ethnicity** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **BAME** | 62 | 53 | 53 | 62 | \* | 61 | 905 | 845 | 747 | 1029 | 949 | 861 |
| **White** | 299 | 312 | 376 | 304 | 240 | 236 | 3900 | 4013 | 4118 | 4503 | 4565 | 4729 |
| **Not given** | 10 | 10 | 14 | 7 | \* | 5 | 80 | 85 | 81 | 97 | 96 | 100 |
| **Grand Total** | 371 | 375 | 443 | 373 | 293 | 302 | 4886 | 4943 | 4946 | 5629 | 5610 | 5690 |

### Table 4.2: Student FTE percentage by 'Ethnicity': - UK Country of Domicile only:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PGR** | **PGT** | **UG** | **Total** |
| **Ethnicity** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **BAME** | 16.6% | 14.2% | 12.0% | 16.6% | \* | 20.2% | 18.5% | 17.1% | 15.1% | 18.3% | 16.9% | 15.1% |
| **White** | 80.7% | 83.3% | 84.9% | 81.5% | 82.1% | 78.1% | 79.8% | 81.2% | 83.3% | 80.0% | 81.4% | 83.1% |
| **Not given** | 2.7% | 2.5% | 3.2% | 1.9% | \* | 1.7% | 1.6% | 1.7% | 1.6% | 1.7% | 1.7% | 1.8% |
| **Grand Total** | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

### Table 4.3: Student FTE percentage by 'Ethnicity and BAME categories': - UK Country of Domicile only:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity** | **2024-25** | **2024-25 %** | **2023-24** | **2023-24 %** | **2022-23** | **2022-23%** |
| **Asian** | 478 | 8.5% | 455 | 8.1% | 406 | 7.1% |
| **Black** | 126 | 2.2% | 112 | 2.0% | 100 | 1.8% |
| **Mixed** | 342 | 6.1% | 307 | 5.5% | 289 | 5.1% |
| **Other** | 82 | 1.5% | 76 | 1.3% | 65 | 1.2% |
| **White** | 4503 | 80.0% | 4565 | 81.4% | 4729 | 83.1% |
| **Not known** | 97 | 1.7% | 96 | 1.7% | 100 | 1.8% |
| **Grand Total** | 5629 | 100.0% | 5610 | 100.0% | 5690 | 100.0% |

## Student data by Religion or Belief

### Table 5.1: UG Students FTE by Religion or belief:

|  |  |  |
| --- | --- | --- |
|  | **UG** | **UG %** |
| **Religion or belief** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **No Religion** | 4484 | 4603 | 4737 | 53.5% | 54.9% | 56.0% |
| **Buddhist** | 81 | 79 | 83 | 1.0% | 0.9% | 1.0% |
| **Christian** |  |  | 13 | 0.0% | 0.0% | 0.2% |
| **Christian - Church of Scotland** | 248 | 253 | 251 | 3.0% | 3.0% | 3.0% |
| **Christian - Catholic** | 1069 | 1072 | 1028 | 12.8% | 12.8% | 12.2% |
| **Christian - Other Denomination** | 1041 | 951 | 939 | 12.4% | 11.3% | 11.1% |
| **Hindu** | 202 | 227 | 218 | 2.4% | 2.7% | 2.6% |
| **Jain** |  |  |  |  |  |  |
| **Jewish** | 189 | 173 | 158 | 2.3% | 2.1% | 1.9% |
| **Muslim** | 245 | 254 | 227 | 2.9% | 3.0% | 2.7% |
| **Pagan** | 39 | 161 | 166 | 0.5% | 1.9% | 2.0% |
| **Sikh** | 37 | 40 | 35 | 0.4% | 0.5% | 0.4% |
| **Any other religion or belief** | 120 | 99 | 97 | 1.4% | 1.2% | 1.1% |
| **Information refused/Not given** | 625 | 474 | 507 | 7.5% | 5.7% | 6.0% |
| Grand Total | 8381 | 8388 | 8459 | 100.0% | 100.0% | 100.0% |

### Table 5.2: PGT Students FTE by Religion or belief:

|  |  |  |
| --- | --- | --- |
|  | **PGT** | **PGT %** |
| **Religion or belief** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **No Religion** | 453 | 485 | 502 | 48.7% | 55.0% | 53.2% |
| **Buddhist** | 16 | 13 | 14 | 1.7% | 1.5% | 1.5% |
| **Christian - Church of Scotland** | 17 | 12 | 14 | 1.8% | 1.4% | 1.5% |
| **Christian - Catholic** | 140 | 138 | 132 | 15.0% | 15.6% | 13.9% |
| **Christian - Other Denomination** | 112 | 96 | 100 | 12.0% | 10.9% | 10.6% |
| **Hindu** | 27 | 22 | 35 | 2.9% | 2.5% | 3.7% |
| **Jain** |  |  |  |  |  |  |
| **Jewish** | 11 | 13 | 14 | 1.2% | 1.5% | 1.5% |
| **Muslim** | 19 | 20 | 37 | 2.0% | 2.3% | 3.9% |
| **Pagan** | 3 | 19 | 24 | 0.3% | 2.1% | 2.5% |
| **Sikh** | 1 | 2 | 3 | 0.1% | 0.2% | 0.3% |
| **Any other religion or belief** | 17 | 11 | 16 | 1.8% | 1.2% | 1.7% |
| **Information refused/Not given** | 116 | 52 | 54 | 12.4% | 5.9% | 5.7% |
| **Grand Total** | 931 | 883 | 944 | 100.0% | 100.0% | 100.0% |

### Table 5.3: PGR Students FTE by Religion or belief:

|  |  |  |
| --- | --- | --- |
|  | **PGR** | **PGR %** |
| **Religion or belief** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **No Religion** | 454 | 485 | 566 | 50.1% | 50.3% | 53.2% |
| **Buddhist** | 8 | 6 | 8 | 0.8% | 0.6% | 0.8% |
| **Christian - Church of Scotland** | 9 | 10 | 11 | 0.9% | 1.0% | 1.0% |
| **Christian - Catholic** | 110 | 147 | 180 | 12.1% | 15.2% | 16.9% |
| **Christian - Other Denomination** | 91 | 91 | 104 | 10.0% | 9.4% | 9.8% |
| **Hindu** | 43 | 36 | 26 | 4.7% | 3.7% | 2.4% |
| **Jain** |  |  |  |  |  |  |
| **Jewish** | 8 | 11 | 13 | 0.9% | 1.1% | 1.2% |
| **Muslim** | 42 | 45 | 44 | 4.6% | 4.7% | 4.1% |
| **Sikh** | 1 | 1 |  | 0.1% | 0.1% | 0.0% |
| **Spiritual** | 10 | 16 | 12 | 1.0% | 1.6% | 1.1% |
| **Any other religion or belief** | 25 | 23 | 19 | 2.7% | 2.3% | 1.8% |
| **Information refused / Not Given** | 109 | 95 | 83 | 12.0% | 9.8% | 7.8% |
| **Grand Total** | 133 | 117 | 102 | 14.7% | 12.1% | 9.6% |

## Student data by Sexual orientation

### Table 6.1: Students FTE by Sexual orientation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PGR** | **PGT** | **UG** | **Total** |
| **Sexual orientation** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **Bisexual** | 86 | 106 |  | 99 | 111 |  | 995 | 1086 |  | 1180 | 1303 |  |
| **Gay man** | 22 | 16 |  | 23 | 17 |  | 146 | 161 |  | 191 | 194 |  |
| **Gay woman/lesbian** | 26 | 22 |  | 17 | 29 |  | 189 | 187 |  | 232 | 238 |  |
| **Heterosexual** | 572 | 637 |  | 590 | 599 |  | 5676 | 5805 |  | 6837 | 7041 |  |
| **Other** | 45 | 33 |  | 33 | 37 |  | 218 | 293 |  | 296 | 363 |  |
| **Not given** | 156 | 151 | 1065 | 169 | 90 | 944 | 1156 | 854 | 8459 | 1481 | 1095 | 10468 |
| **Grand Total** | 906 | 964 | 1065 | 931 | 883 | 944 | 8381 | 8388 | 8459 | 10218 | 10234 | 10468 |

### Table 6.2: Students FTE percentage by Sexual orientation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PGR** | **PGT** | **UG** | **Total** |
| **Sexual orientation** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** | **2024-25** | **2023-24** | **2022-23** |
| **Bisexual** | 9.5% | 11.0% | 0.0% | 10.6% | 12.6% | 0.0% | 11.9% | 13.0% | 0.0% | 11.6% | 12.7% | 0.0% |
| **Gay man** | 2.4% | 1.7% | 0.0% | 2.5% | 1.9% | 0.0% | 1.7% | 1.9% | 0.0% | 1.9% | 1.9% | 0.0% |
| **Gay woman/lesbian** | 2.8% | 2.2% | 0.0% | 1.8% | 3.3% | 0.0% | 2.3% | 2.2% | 0.0% | 2.3% | 2.3% | 0.0% |
| **Heterosexual** | 63.1% | 66.1% | 0.0% | 63.4% | 67.9% | 0.0% | 67.7% | 69.2% | 0.0% | 66.9% | 68.8% | 0.0% |
| **Other** | 5.0% | 3.4% | 0.0% | 3.5% | 4.2% | 0.0% | 2.6% | 3.5% | 0.0% | 2.9% | 3.5% | 0.0% |
| **Not given** | 17.2% | 15.7% | 100.0% | 18.1% | 10.1% | 100.0% | 13.8% | 10.2% | 100.0% | 14.5% | 10.7% | 100.0% |
| **Grand Total** | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

1. To facilitate ease of reference, when actions in the People Strategy, Diverse, Athena Swan and Race Equality Charter action plans are mentioned in this report, the number of the actions as given in the plans will be included. [↑](#footnote-ref-2)