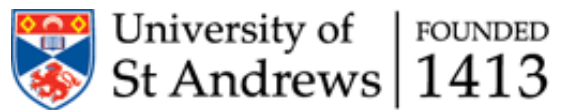


University of St Andrews

Equality Mainstreaming Interim Report (2021 - 2023)

Published 27 April 2023



Institutional sign-off:

Dr Rebekah Widdowfield, Vice-Principal (People & Diversity)
Email: VP People and Diversity vpdiversity@st-andrews.ac.uk

Institutional contact (central EDI Team):

Sukhi Bains, Head of EDI
Email: diversity@st-andrews.ac.uk
Tel: 01334 461649

Published for public view:

<http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/>

This document is available in 'Alternative Format' upon request.

British Sign Language (BSL) users can contact the University via the online BSL Video Relay Interpreting Service: <https://contactscotland-bsl.org>.

| Contents | Page |
|---|-------------|
| 1. Introduction | 3 |
| 2. Legislative context | 3 |
| 3. Strategic context | 4 |
| 4. Equality Outcomes | 6 |
| 5. EDI governance structure | 6 |
| 6. EDI related training | 7 |
| 7. University-wide equalities accreditation | 8 |
| 8. Staff EDI Networks | 11 |
| 9. External/internal leadership and mentoring programmes | 12 |
| 10. Cost of living support | 12 |
| 11. Policies and provision update highlights | 13 |
| 12. Equality data | 15 |
| | |
| Annex A: Equality Outcomes Action Plan (April 2021 – 2025): Completions/updates | 18 |
| Annex B: Staff Equality Data | 28 |
| Annex C: Student Equality Data | 51 |

1. Introduction

The Equality Mainstreaming Report (April 2023) provides an interim update on progress of activities to mainstream equality in the University of St Andrews since the last Mainstreaming Report was published in April 2021. It also provides an overview of statutory compliance to: eliminate discrimination of all kinds; advance equality of opportunity; and foster good relations between staff, students and other stakeholders across all categories of equality, diversity, and inclusion.

Annexes to the report contain further detail as follows:

- A. Provides progress on actions on the set of equality outcomes report from May 2021.
- B. Provides information on protected characteristics of staff as headcount/percentage.
- C. Provides information on protected characteristics of students as full-time equivalent.

2. Legislative context

2.1 Equality Act (2010)

The 2010 Equality Act provides the context for this mainstreaming report. The Act covers nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex; and sexual orientation.

In Scotland, the Act's Public Sector Equality Duty (2011), consists of a General Duty supported by a set of Specific Duties. The General Duty consists of three "needs". These require the University to have due regard, when carrying out its activities, to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups.
- Advance equality of opportunity between people from different groups.

In order to demonstrate *due regard*, the University must consider the needs of the General Duty when making decisions and carrying out its functions, for example, as an employer, as a provider of education, or as a service provider or procurer.

2.2 Scottish Specific Duties (2012)

The duties are set out in the secondary legislation that accompanies the Act, and require the University to:

- Report progress on mainstreaming the General Duty into all functions every two years.
- Publish and deliver a set of equality outcomes that cover all protected characteristics every four years.
- Assess the impact of new and revised policies and practices against the needs of the General Duty on an ongoing basis.
- Gather and publish information on the protected characteristics of employees every two years.
- Publish board diversity information as part of mainstreaming reports, including the gender breakdown of governing body or board members.

- Publish gender pay gap information every two years, and statements on equal pay and occupational segregation for gender, race, and disability every four years.
- Have due regard to the General Duty in specified procurement practices on an ongoing basis.
- Publish the information in a format that is accessible.

This report provides updates on compliance with these duties and draws attention to key initiatives and indicators of progress.

3. Strategic context

3.1 University Strategy

The University's commitment to equality, diversity and inclusion is reflected in the University Strategy (2022 - 2027), with 'Diverse St Andrews' being one of five distinct but equally important themes of the Strategy, along with: World-Leading, Entrepreneurial, Digital and, Sustainable.

As stated within the Strategy:

"Diversity and inclusivity underpin delivery of our strategic themes. Being world-leading requires us to attract and retain the best talent, wherever it is found. Seizing the opportunities of the digital age requires us to ensure we develop skills and support on-going learning in step with technological advancements; and fostering entrepreneurialism and supporting sustainability require the creativity and effective problem solving that come from the ability to draw on a wide range of experiences, insights, and diversity of thinking".

Our key objectives are summarised as follows:

- We will ensure that our teaching, research, and operations are at the forefront of best practice in equality, inclusion, and diversity.
- We will foster an inclusive culture where all feel able to be their authentic selves, and where prejudice and discrimination are robustly challenged.
- We will make real progress in addressing the inequalities and disadvantages experienced by minoritised groups including, but not limited to, those related to race and ethnicity; socio-economic backgrounds; the experience of LGBTIQ+ people in our culture; disability; sex and gender.
- We will build greater diversity across our student community – strengthening the pathways that enable access and success – and in our workforce, particularly at senior levels, ensuring that the leadership of the University has an intrinsic understanding of the perspectives and potential of its community.
- We will take steps to support staff and student physical and mental wellbeing and resilience and to foster a culture of care and compassion.

To achieve these objectives, the University is creating a Diverse St Andrews Action Plan, uses data to regularly measure progress.

Further information is available online:

<https://www.st-andrews.ac.uk/about/governance/university-strategy/>

<https://www.st-andrews.ac.uk/about/governance/university-strategy/diverse/>

3.2 University Court

The University Court is the governing body of the University. The Court has overall responsibility for the governance of the University, including all aspects of strategic planning and the management of resources — financial, human and physical. This responsibility comes via Acts of Parliament, which give the Court authority over all of the University's property and revenues, as well as the power to review the decisions of the University Senate.

The Handbook contains the following highlights of equalities:

- Section 2.4.9: To ensure that appropriate and effective arrangements are in place for promoting equality of opportunity in respect of students, staff and other persons making use of University services or facilities.
- Section 6 c of the Governance and Nominations Committee: The Convenor of the Governance & Nominations Committee is accountable to the University Court for ensuring that Equal Opportunities procedures are at all times observed.
- Section 6 of the People and Diversity Assurance Group: The People and Diversity Assurance Group reports directly to the University Court. The primary purpose of the People and Diversity Assurance Group is to monitor progress on the Diverse St Andrews strategic theme and on the implementation of the University's People Strategy.
- Section 7: The People and Diversity Assurance Group, states one of the remits of the group is to 'To monitor progress on the Diverse St Andrews strategic theme, including receiving progress reports on equality outcomes, addressing the gender and other pay gaps, and other relevant activities and initiatives.

The 'Court Members' Induction Checklist' (section 1.5 of the Handbook), states that the completion of the following online training courses are compulsory:

- GDPR
- Diversity in the Workplace
- Unconscious bias
- Security Essentials

Further information is available online: <https://www.st-andrews.ac.uk/about/governance/court/>

Data on the diversity of Court is available in section 12.1 of this report.

3.3 University Equality Statement

The University's Equality, Diversity and Inclusion Policy (<https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/equalitypolicy/>) is currently being reviewed, with engagement across the University involving a range of staff and student groups.

The Equality Statement, set out in the policy, is included or referenced in:

- Institutional guidance for staff and students
- Equalities awareness and training sessions
- Staff induction
- Online training modules
- Staff handbooks

- Staff and student policies
- Recruitment processes
- Relevant staff, student, and contractor policies
- School EDI webpages
- Online Report & Support Tool

4. Equality Outcomes

The development of Equality Outcomes is required by the Equality Act (2010). Equality outcomes are results that an institution aims to achieve that will further one or more of the parts of the public sector equality duty (eliminate discrimination, advance equality of opportunity and foster good relations).

The Equality Outcomes Action Plan 2021-2025 is provided as Annex A. This sets out the following outcomes:

- 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.

Note: The Equality Outcomes Action Plan will be revisited in AY 2022/23 to take into account the newly published EHRC & SFC National Equality Outcomes guidance (as confirmed by the SFC as of 24 January 2023).

5. EDI governance structure

The Central Equality Diversity Inclusion (CEDI) Committee, chaired by Dr Rebekah Widdowfield, Vice-Principal (People & Diversity), operates as the strategic structure feeding into the Principal's Office on equalities progress and actions. The Institutional Athena Swan Self-Assessment Team, and the Institutional Race Equality Charter Self-Assessment Team (superseding the Race, Ethnicity, Religion & Belief Group), both feed into the CEDI Committee. All Academic Schools have an EDI Committee, convened by an equalities lead. This is typically a School Director of EDI, a role that is recognised in the University's workload allocation guidelines.

The Students' Association Director of Wellbeing & Equality sits on the CEDI Committee, as well as the Students' Association Equal Opportunities Committee.

Court maintains an oversight on EDI issues through the People and Diversity Assurance Group (PDAG) which reports directly to Court. Chaired by a non-Executive member of Court, the primary purpose of PDAG is to monitor progress on the Diverse St Andrews strategic theme and implementation of the University's People Strategy.

6. EDI related training

Our bespoke mandatory online training modules for Diversity in the Workplace, Recruitment & Selection (mandatory for interview panellists), Student Diversity, and Unconscious Bias, are monitored for completions by the central EDI Team, CEED and OSDS as required. Each module requires the user to undertake an end of module assessment based on learning gained, and signposts to relevant policies and guidance. The table below provides the number of new completions.

| Staff EDI Online Training Modules (source: OSDS) | No. of new completions |
|---|-------------------------------|
| AY 2021/22 & 2022/23 (until 1 Mar 2023) | |
| Diversity in the Workplace | 443 |
| Recruitment & Selection | 349 |
| Unconscious Bias | 364 |

| Student Diversity Online Training Module (source: CEED) | No. of new completions |
|--|-------------------------------|
| Mar 2022 to Mar 2023 | |
| Undergraduates | 5243 |
| Postgraduate Taught | 132 |
| Postgraduate Research | 590 |
| Total | 5965 |

List of EDI related awareness and training sessions since May 2021:

| Title | Audience (School/Unit) |
|---|--|
| Dignity, Diversity & Respect Training (bespoke) – designed/delivered by the EDI Team, coordinated by the Estates and RBS Training leads. | Estates (x 5 sessions) Residential Business Services (x 9 sessions) |
| Diversity for Managers training (OSDS Management Passport) – designed/delivered by the EDI Team | Open to current and potential managers (x 6 sessions) |
| Dignity & Respect Policy in Practice training – designed/delivered by HR and OSDS (content review by the EDI Team) | Open to all staff (x 2 sessions) |
| Bitesize for Managers: Dignity & Respect Policy in Practice training – designed/delivered by HR and OSDS (content review by the EDI Team) | Open to current and potential managers (x 2 sessions) |
| HR Policies for Managers: An Introduction – designed/delivered by HR | Open to current and potential managers (x 7 sessions) |
| Active Bystander Training – facilitated by OSDS | Open to staff (x 4 sessions) |
| Embedding gender-inclusive language principles in pedagogical practice – facilitated by OSDS | Open to staff (x 1 session) |
| Gender-inclusive language principles for customer-facing services – facilitated by OSDS | Open to staff (x 1 session) |

| | |
|---|--|
| Gender-inclusive Language Practices in the Culture Sector – facilitated by OSDS | Open to staff (x 2 sessions) |
| Dementia awareness for people managers – Age Scotland, facilitated by OSDS (reviewed by the EDI Team) | Open to current and potential managers (x 1 session) |
| Pre-retirement workshop: Love later life – facilitated by OSDS | Open to staff (x 1 session) |
| Eating Well – Menopause – facilitated by OSDS | Open to staff (x 2 sessions) |
| Let's Talk: Menopause – facilitated by OSDS | Open to staff (x 2 sessions) |
| Menopause Yoga – facilitated by OSDS | Open to staff (x 4 sessions) |
| PhD Student EDI session – designed/delivered by the EDI Team | International Relations (x 1 session) |
| PGs Student EDI Induction – designed/delivered by the EDI Team | Biology (x 1 session) History (x 2 sessions) International Education Institute (x 1 session) International Relations (x 4 sessions) Management (x 2 sessions) Medicine (x 1 session) Modern Languages (x 1 session) Physics & Astronomy (x 1 session) |
| EDI Staff Awareness – designed/delivered by the EDI Team | CEED (x 1 session) Management (x 1 session) Modern Languages (x 1 session) |
| Equality employment law: Professional Skills Curriculum – designed/delivered by the EDI Team, facilitated by CEED | Open to students (x 1 session) |
| Athena Swan workshops – designed/delivered by the EDI Team | EDI School Directors (x 1 session) |
| Recruitment and Selection Practical – designed/delivered by OSDS | Open to current and potential recruitment panellists (x 9 sessions) |
| Wellbeing for Carers – facilitated by OSDS | Open to all staff (x 1 session) |

7. University-wide equalities accreditation

In addition to meeting our legislative duties fully, the University utilises accreditations as a mechanism for externally assessed self-evaluation, to assist the University to identify the type and level of progress required, benchmarked against good sector practice, and support achievement of our diversity ambitions.

7.1 Advance HE Athena Swan Charter

The University holds the Institutional Bronze Athena Swan award. Renewal is due in 2023 with the University currently developing an application for a silver award.

Bronze institution awards recognise that the institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

Recognised across the UK and Ireland higher education sector, Athena Swan has continued to be progressed throughout the institution, with all Schools holding at least a Bronze award as demonstrated in the following table:

| Athena SWAN awards attained | Level | Awarded |
|--------------------------------|--------|----------|
| Institutional | Bronze | May 2018 |
| Art History | Bronze | Oct 2019 |
| Biology | Gold | Apr 2021 |
| Chemistry | Bronze | Apr 2017 |
| Classics | Bronze | May 2019 |
| Computer Science | Bronze | Sep 2017 |
| Divinity | Bronze | Oct 2020 |
| Earth & Environmental Sciences | Bronze | Oct 2019 |
| Economics & Finance | Bronze | Oct 2019 |
| English | Bronze | Dec 2019 |
| Geography & Sustainable Dev. | Bronze | Oct 2019 |
| History | Bronze | Oct 2018 |
| International Relations | Bronze | May 2019 |
| Management | Bronze | Sep 2017 |
| Mathematics & Statistics | Bronze | Oct 2018 |
| Medicine | Silver | Mar 2023 |
| Modern Languages | Bronze | Apr 2021 |
| Phil., Anthro. & Film Studies | Bronze | Apr 2020 |
| Physics & Astronomy | Silver | Dec 2022 |
| Psychology & Neuroscience | Silver | May 2018 |

7.2 Advance HE Race Equality Charter (REC)

The REC is an important national charter mark aimed at improving the representation, progression and success of minority ethnic staff and students in higher education in the UK. The REC framework enables universities to identify and critically reflect on the institutional barriers faced by minority ethnic staff and students. The charter acts as an avenue for the University to raise the profile of race equality and maintain dialogue about what race equality looks like in practice at St Andrews. By better understanding and addressing the experience of minority ethnic staff and students at St Andrews, we will be able to make meaningful and lasting interventions in areas such as staff recruitment, representation, pay gaps and progression; student admissions, representation and attainment; discrimination, bullying and harassment; and curriculum reform.

Understanding the lived experience of our minority ethnic staff and students is vital to advancing race equality, as is being able to identify the areas, practices, attitudes, and cultures in St Andrews which need to change. As a key part of the preparation for our submission to the Race Equality

Charter scheme, we carried out a detailed survey of all students and staff, with analysis currently being conducted. During 2023/24 a five-year REC Action Plan will be developed, with a view to submitting it as part of a Bronze Race Equality Charter application in 2024.

The REC is being led by a REC Chair supported by a Self-Assessment Team comprising staff in academic, professional services, janitorial and directorial roles, and undergraduate and postgraduate students. As part of the University's commitment to advance race and ethnicity equality through a self-assessment process, staff members involved have been supported in the form of 'buyout' from their school/unit roles. Within the self-assessment team there are four Working Groups charged with interrogating data and generating actions in the following domains:

- 1) The Student Lifecycle
- 2) The Staff Lifecycle
- 3) The Curriculum
- 4) Culture

Further information is available online: <https://www.st-andrews.ac.uk/race-equality-charter/>

7.3 Business in the Community Race at Work Charter

The University continues as a signatory of the Prince's responsible business network, Business in the Community (BitC) Race at Work Charter. Documentation of data, good practice and policies, such as the Equality Mainstreaming Report, is provided to the organisation as evidence of analysis and progression on race equality.

7.4 Carer Positive Employer

To further comply with the Carers (Scotland) Act (2016), the University reviews its Carer Scotland Positive Employer Award, demonstrating our commitment and support for staff with responsibilities. The University continues in holding the accreditation at the 'Exemplary' (highest) level, which was successfully renewed in May 2022. Following a review, enhanced Carer's leave provision is being drafted by HR this year to further support our staff with caring responsibilities.

7.5 Emily Test Gender Based Violence (GBV) Charter

Following on from the University's participation in the pilot of the Emily Test GBV Charter (May - November 2021) the institution applied for full charter status in February 2022, and a project was initiated in Spring 2022 to manage our charter submission, which was submitted in March 2023. The project worked with members of the Equally Safe group to map progress against the minimum standards and ensure that feedback from the pilot assessment is being addressed.

In addition to demonstrating how we meet the minimum standards, the University will submit examples of excellence to demonstrate how our Institution could have helped Emily not just to survive, but to thrive. Our mandatory training module in consent and bystander intervention is viewed as an example of best practice in the sector and we are working with EmilyTest to make this available to other universities. A second example of excellence is the installation of the *What were you wearing?* exhibition which was hosted at the University of St Andrews in March 2022. The exhibition, organised in collaboration with Fife Council's Violence Against Women Partnership (FCVAWP), was open to staff, students, and members of the public from across our community and aimed to end victim-blaming and shatter the myth that sexual assault can be attributed to a person's choice of clothes. The third example of excellence submitted to EmilyTest,

is our agreement with Police Scotland for the provision of a new dedicated university community officer.

In October 2022 we hosted EmilyTest and representatives from some of our partnership organisations, Fife Rape And Sexual Assault Centre (FRASAC) and Police Scotland, for a site visit. Over the course of the day, we showcased some of the GBV related work taking place across the Institution, including: the 'What now?' campaign and resources created by the Student Services EmilyTest intern to guide students through their options for reporting, support and academic adjustments following an incident of sexual misconduct; a visit to Agnes Blackadder Hall with one of our Wardennial team where there was also StAnd Together stall on display; and a walkthrough of the student-led Leadership Consent and Healthy Relationships workshops with the GotConsent coordinator. In January 2023, we hosted a further site visit involving staff from our Equally Safe Group to further examine how we meet the minimum standards, this consisted of a combination of virtual and physical walk throughs, where the University showcased our case management system, the Advice & Support Centre (ASC), the Library, meeting with the Wellbeing Officer for the School of International Relations, and finishing with a tour by a student ambassador of St Salvator's Halls of Residence.

7.6 LGBT Charter

The University remains committed to renewing its LGBT Charter (at Foundation level) administered by LGBT Youth Scotland, with work being undertaken for the renewal during 2023/24.

Having commenced work on the LGBT Charter in March 2019, the University's Department of Sport & Exercise and the Athletic Union were awarded the LGBT Charter at Silver level in December 2020 (renewal due in 2025 TBC). The department was the first university sports department in Scotland to complete the LGBT Charter, and was recognised in all sports clubs engaged in highlighting the experiences of LGBTIQ+ people, with a focus on trans visibility.

7.7 Stonewall Workplace Equality Index

In September 2021 and 2022, the University participated in the Stonewall Workplace Equality Index, as part of self-evaluating workplace inclusivity with other UK organisations. This included an online workplace survey, with the University attaining a current ranking of 217th.

8. Staff EDI Networks

Facilitated by the central EDI Team, a range of staff networks are in place specifically focused on supporting and enhancing diversity and engagement across the institution. The general aims of the networks are to:

- Provide a confidential forum to share knowledge and good practice through networking;
- Provide effective solutions in policy/planning development;
- Increase the positive profile of the diversity the network represents.

To ensure the University meets the needs of the networks, a student internship has been secured to evaluate the support provided and to ascertain the aspirations of the networks.

The following table provides the growing number of staff participation in the networks (meeting online/virtually and/or in-person):

| Network name | Launched | Members Jan 2023 | Members Jan 2022 | Members Jan 2021 | Members Jan 2020 | Members Jan 2019 |
|---------------------------------|-------------|------------------|------------------|------------------|------------------|------------------|
| Staff BAME Network | 28 Jun 2018 | 35 | 34 | 27 | 21 | 19 |
| Staff with Disabilities Network | 3 Dec 2020 | 16 | 16 | 9 | - | - |
| Staff LGBTIQ+ Network | 7 Sep 2016 | 35 | 33 | 26 | 26 | 20 |
| Staff Parents & Carers Network | 28 Mar 2019 | 100 | 85 | 80 | 70 | 38 |

9. External/internal leadership and mentoring programmes

The University has financially supported the attendance of staff on the external **Advance HE Aurora Leadership programme for women**, coordinated by the central EDI Team, and with mentoring facilitated by the Organisational and Staff Development Services (OSDS) unit. In Academic years 2021/22 and 2022/23, a total of 55 women were supported on the programme. This brings the aggregate number of women supported by the University, since its investment in 2014, to 165. A student internship has been secured to evaluate the Aurora provision supported by the University.

To further tackle gender under-representation at senior levels, the internal **Elizabeth Garrett Mentoring Programme**, launched in October 2017 supports senior academic women. The Programme is personally sponsored by the Principal, and facilitated by OSDS. The following table provides figures representing the total number of participants per year, since the April 2021 report:

| Elizabeth Garrett Mentoring Programme Participants by Cycle | |
|---|-----------|
| 2021-22 Mentors | 38 |
| 2021-22 Mentees | 14 |
| 2022-23 Mentors | 45 |
| 2022-23 Mentees | 14 |
| Total Mentors | 83 |
| Total Mentees | 28 |

The University supported staff to participate in the external Advance HE, Diversifying Leadership programme for Black, Asian and Minority Ethnic (BAME) staff in 2016/17, 2017/18, 2018/19 and 2020/21, and continues this support during 2022/23.

10. Cost of living support

Ahead of the current Academic Year, the University convened a cross-functional taskforce to coordinate our response to the cost of living challenges facing the country and many other parts of the world. This taskforce includes a number of student representatives and staff from the Union, as well as colleagues from across a wide range of services within the University.

The focus has been on food and drink, lowering barriers to accessing study, warm spaces, sustainability and low waste, employability, and building awareness of this work.

To date, the taskforce, together with the relevant units responsible for service delivery and the Students' Association, has:

1. Discounted by 50% our lunchtime meal deals across all of the University-managed cafes
2. Introduced a 75% Stagecoach bus subsidy to lower commuting costs for members of our community in North East Fife
3. Continued to support students in hardship via our Discretionary funds, and launched a 'Money Mentor' peer to peer internship to build financial skills and literacy in our student population
4. Further promoted part time employment opportunities via our Careers Centre including specific blog posts about the cost of living challenges and access to the employability bursary
5. Paid a one off £500 cost of living supplement to all staff
6. Offered a £300 discretionary payment to postgraduate research students who were not eligible for any other stipend uplifts
7. Offered local and supermarket winter support shopping vouchers to students who stayed in their term time accommodation over the winter break, in recognition that some may have stayed due to the costs of travel or not having a non-term time home to which to return
8. Developed an interactive campus map to ensure that warm spaces, cooking facilities and showers are highlighted for those that may need to access them
9. Published a Cost of Living Guide on the Students' Association website
10. Launched a Cost of Living hub page on the University website in order to keep resources in one easy to find web location, which includes a feedback form.

Members of the taskforce have also contributed to discussions with student leaders and activist groups and to sector-wide consultations and briefings in order to understand need as well as learn from other institutions.

More information available online: <https://www.st-andrews.ac.uk/cost-of-living/>

11. Policies and provision update highlights (since May 2021)

- 11.1 **Staff Flexible Working Policy** qualifying period (26-weeks service) to request flexible working was removed, making it a day-one right, ahead of the legal requirement which is due to come into force later this year. In addition, the restriction on the number of requests that an employee can make in any one year was removed. This goes further than the legislation which will allow employees to make two FWR in any 12-month period.
- 11.2 **Staff Hybrid Working Interim Guide** launched, as a result of the pandemic, to introduce a mix of working in University premises and remotely for employees that can utilise a hybrid working model.

- 11.3 Launched an online '**Maternity Leave Calculator**' to help staff plan their maternity leave and identify the key dates and deadlines before and during their leave.
- 11.4 Staff notification process for Maternity/Adoption/Shared Parental Leave (including Keeping in Touch day notification) moved onto **HR Self-Service**.
- 11.5 New section added to the **Maternity Leave Policy** providing staff information on miscarriage, stillbirth and neonatal death.
- 11.6 **Parental Leave for PGR Students** review resulted in miscarriage provision mirroring that within the staff policy.
- 11.7 FAQs section developed into the following policies to better support staff: **Capability**; and **Dignity and Respect at Work**.
- 11.8 Engagement undertaken on the **Trans Staff & Student policy (inclusive of non-binary)** review, with feedback gained from Transgender Fife, student Saints LGBT+ Society, and information signposted from the EDI Faculty Leads.
- 11.9 **Enhanced Compassionate Leave** provision for staff providing up to 2 weeks paid for all staff, regardless of length of service "who need to care for a dependant who is seriously ill or following the bereavement of a dependant". A new section was also added to the policy to promote staff Bereavement Support Payment.
- 11.10 Introduced **Safe Leave** for "all employees, regardless of length of service, who are victims of violence, assault or abuse of any kind, including victims of identity-based hate crime, may be granted up to 10 days paid safe leave (pro-rated for part time employees) for the purposes of protecting themselves (and their family) and make necessary arrangements." (This was introduced further to the Gender Based Violence, including Sexual Misconduct Policy).
- 11.11 Student Services Advice and Support Centre became a **Third-Party Reporting Centre for Hate Crime** as promoted on the Police Scotland webpage:
<https://www.scotland.police.uk/contact-us/reporting-hate-crime/third-party-reporting-centres/>
- 11.12 Launch of **Peppy**. The University has signed up to 2 services initially for 18-months, namely: **Menopause** and **Men's Health**. The support is for all staff and partners (or other family members) who would benefit from the support offered. The mobile app gives individuals unlimited access to:
- One-to-one personalised chat with an expert practitioner.
 - Up to 40-minute private virtual video or phone consultations with an expert practitioner.
 - Access to virtual events on a range of topics.
 - Tailored courses, featuring video tutorials and practical advice.
 - Resources, including videos, audios and articles featuring evidence based information aligned with NHS guidelines.
 - Access to moderated group chats that allow users to share their experiences and learn from others.

12. Equality data

12.1 Diversity of Court

The University recognises that the effectiveness of governing bodies has been lessened in the past by constituencies that do not reflect or represent the presence of women in society, or indeed within the institutions that they serve. The University supports the Gender Representation on Public Boards (Scotland) Act 2018 legislation, requiring a public board, such as the University Court, to have 50% of non-executive members who are women. The University is also committed to increasing the involvement of other underrepresented groups and to reducing barriers to their participation.

Although, ultimately, we cannot restrict the choice of electorates or external bodies, efforts are focusing on broadening the diversity of candidates for elected posts. These include incorporating statements specifically encouraging applications from women, people from Black, Asian and Minority Ethnic (BAME) backgrounds, and other underrepresented groups; and providing contacts for potential applicants in supporting material.

The gender breakdown of Court as of 17 January 2023 is stated the table below (source: Court Office).

| Composition of Court as of 17 January 2023 | | |
|---|--------------|------------|
| Post | Women | Men |
| Rector | 1 | |
| Senior Lay Member (Acting) | | 1 |
| Independent Co-opted members | 3 | 3 |
| Nominated lay Assessors | | 2 |
| General Council Assessors | | 2 |
| Elected Staff Assessors (Academic staff) | 3 | 1 |
| Elected Staff Assessor (Non-academic Staff) | 1 | |
| Trade Union Nominees | | 2 |
| Student representatives | 2 | 1 |
| Principal and Deputy Principal | 2 | |
| Total | 12 | 12 |

12.2 Diversity of the Principal's Office

The Principal's Office consists of the senior management of the University who hold responsibility for specific areas of the University, such as teaching, research or meeting business needs. The Principal's Office serves the Principal and other key officials of the University. As of 17 January 2023, the profile of the Principal's Office was 43% (6) men, and 57% (8) women. Weblink: <https://www.st-andrews.ac.uk/about/governance/principal/principals-office/>

12.3 Self declaring equality data

The 'Monitoring Diversity' webpage provides information to the University community on the reasons why the University collects staff/student equality and diversity data. Weblink: <https://www.st-andrews.ac.uk/hr/edi/monitoring/>.

To complement this, text is provided on how to staff can update their equality details confidentially online: <https://www.st-andrews.ac.uk/hr/edi/monitoring/data/>

12.4 Information on protected characteristics

Robust equality data are important to underpin our compliance with our statutory duty, not only to help understand the needs and experiences of individuals with protected characteristics, but also to monitor the efficacy of actions.

All available staff data is provided in Annex B. Although not a legal publishing requirement, the available data on the student population has also been provided in Annex C, reflecting good equality monitoring practice in a non-identifiable format, advocated by external organisations (Advance HE, EHRC, and the Scottish Funding Council). The format and detail are similar to that provided in the April 2021 report.

Highlights of key staff/student trends:

- The age range of 35-54 years remains the most common profile of the staffing population from 2020 to 2022.
- 3.3% of staff disclosed a disability in 2022, with a Staff Disability Policy being launched in January 2022. This is an increase on 2020 and 2021 (2.4%). The proportion of applicants disclosed with a disability, has increased year-on-year across all areas of recruitment: applications, shortlisted, offers, and offers accepted.
- Although the gender profile of Heads of School/Service Unit Directors remains unbalanced, women make-up 40% of these posts in 2022, compared to 38% in 2020. The proportion of women professors improved from 24.3% in 2020, to 27.6% in 2022. Men working part-time increased from 38.0% in 2020, to 39.8% in 2022. Work in the area is being further developed through the University's Athena Swan submission process at the higher silver level.
- There have been further increases in the proportion of BAME staff, from 6.9% in 2020, to 8.3% in 2022. The proportion of applicants disclosed as BAME in 2022 compared to 2020, has increased across all areas of recruitment: applications, shortlisted, offers, and offers accepted. This increase is not reflected in the most senior positions in the institution. The Institutional Race Equality Charter Self-Assessment Team are undertaking analysis of the REC Staff Survey (conducted Nov-Dec 2022), with action plan to be drafted for further to progress in this area.
- Staff disclosure of religion or belief has also seen a notable increase over the period, with the 'Not known' category decreasing from 29.2% in 2020, to 23.9% in 2022. The largest group remains those with 'No Religion', at 39.3%.
- For the sexual orientation disclosure data, the 'Not known' category has decreased from 28.9% in 2020, to 24.0% in 2022. The proportion of LGB+ staff has increased from 3.1% in 2020, to 4.5% in 2022. The proportion of applicants disclosed as LGB+ in 2022 compared to 2020, has increased across all areas of recruitment: applications, shortlisted, offers, and offers accepted.

- At 77.4%, the proportion of overall students within the 16 -20 years age band has slightly increased in 2022-23 compared to 75.9% in 2021-22.
- Our student population continues to see a majority of female students (58.9%), in particular at undergraduate and postgraduate taught level, where 60.4% and 55.4% of students respectively are female. Proportion of female students at postgraduate research level has notably increased from 46.1% in 2020-21, to 50.4% in 2022-23. Proportion of male students at postgraduate taught level slightly increased from 44.3% in 2020-21, to 44.6% in 2022-23.
- The proportion of students who disclose disabilities sees a further increase, with the 2022-23 proportion at 21.1%, up from 18.2% in 2020-21. Mental health and Specific learning difficulty remains the notably largest conditions disclosed.
- The proportion of students who disclosed as BAME (UK Country of Domicile only) sees a further increase, with the 2022-23 proportion at 15.1%, up from 12.5% in 2020-21. These increases are across undergraduates, postgraduate research, and postgraduate taught.
- Compared with 2020-21, in 2022-23 there have been slight increases within undergraduates of students in the categories of Christian Catholic, Hindu, Jewish, Muslim, Sikh, Spiritual and no religion.
- There has been a notable increase in the aggregate proportion of LGB+ students, from 17.9% in 2020-21, to 19.5% in 2022-23.

Annex A: Equality Outcomes Action Plan (April 2021 – 2025): Completions & Updates

Purpose of document: Providing list of actions that are completed or updated only, across the University of St Andrews, from 30 April 2021 to date, relating to compliance with legislative equalities duties, in order to sustain a fair studying; visiting; and working environment.

Note: the action plan document acts as a living document.

| Abbreviations of protected characteristics + inclusion: | | | |
|---|---------------------------------------|--------------------------|--------------|
| Age = Age | M/C = Marriage & Civil Partnership | R/B = Religion or Belief | Crs = Carers |
| Dis = Disability | M/P = Pregnancy, Maternity, Paternity | Sex = Sex/Gender | |
| GR = Gender Reassignment | Rac = Race (Ethnicity, Nationality) | S/O = Sexual Orientation | |

Note: AVP Diversity was superseded by VP People & Diversity (June 2022).

| Equality Outcome 1 | | Increased proportion of underrepresented staff recruited. | | | |
|--|--------|--|--|-------------------------------|--|
| Public Sector Equality Duty (2011) alignment | | <ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. | | | |
| No. | Target | Actions | How action will be achieved? Internal/external involvement and stakeholders | Protected Characteristic(s) | Timescale |
| 1.1 | Staff | Align strategic aims to cover aspects of employment, such as retention and progression for BAME, LGBTIQ+, and staff with disabilities, with aspects of the University Strategy. | <p>a) Ensure next University Strategy builds on the current 'Diverse St Andrews' core theme.</p> <p>b) Insert reference to BAME, Gender, LGBTIQ+ and staff with disabilities regarding recruitment, progression, and retention.</p> <p>VP People and Diversity, EDI Team.</p> <p>Update: University Strategy 2022-2027 published enhancing the Diverse theme: https://www.st-andrews.ac.uk/about/governance/university-strategy/diverse/ Diverse Action Plan drafted.</p> | All Dis, G/R, Sex, S/O | Completed: 1 Nov 2022 Completed: 1 Nov 2022 (ongoing from previous University Strategy) |
| 1.2 | Staff | Senior managers ensure increasing workforce diversity in relation to age, | Note: No single-sex shortlists action in place, monitored/enforced by HR Recruitment, EDI Team. | Sex | Ongoing action |

| | | | | | |
|-----|-------|--|---|-----|--|
| | | disability, gender, gender reassignment (inc. Trans) race, religion/belief, sexual orientation, is embedded into recruitment policies and processes, with performance on progress assessed. | <p>a) Recruitment success-rate data presented to school/units EDI leads. Planning, EDI Team.</p> <p>Update: Analysed staff recruitment success-rate data provided across the University via published Equality report. Staff recruitment data is provided for Sex and Race to School EDI Committees as part of Athena Swan actions, by the Planning Unit and EDI Team. Note: Small numbers are not provided due to identifiability.</p> | All | <p>Completed: 30 Apr 2021</p> <p>Ongoing</p> |
| 1.3 | Staff | Data gathered on the current age, disability, gender, gender reassignment (inc. Trans) race, religion/belief, sexual orientation workforce profile must be used to drive or initiate discussions and inform the development of organisational diversity goals and ambitions. | <p>a) Continue to present data trends to the Principal's Office for positive action interventions. Planning, VP People and Diversity, EDI Team.</p> <p>Update: Equality Mainstreaming Report data presented to the Principal's Office (30 April 2021). Protected characteristic data informed development of the published University Strategy 2022-2027 – Diverse theme.</p> | All | |
| 1.4 | Staff | <p>Provide 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.</p> <p>Care should be taken not to rely too heavily on the same people.</p> | <p>a) Ensure new panellists have completed relevant training as stated in action point 1.5.</p> <p>Heads of schools and units, EDI leads, Director of HR, HR Recruitment, EDI Team. Note: Already in place for sex, monitored/enforced by HR Recruitment.</p> | All | Complete and ongoing |

| | | | | | |
|------|-------|--|--|----------------------------------|---|
| 1.5 | Staff | <p>Staff involved in the selection process to have undertaken:</p> <ul style="list-style-type: none"> • Recruitment techniques, including sifting and interviewing training • Unconscious bias training • Diversity awareness training <p>Offer additional practical forms of training.</p> | <p>a) Ensure panellists are checked and enforced to complete the online modules on Diversity (Equality Act 2010) and Unconscious bias before short-listing process commences.</p> <p>Note: Online Recruitment & Selection Training Module already monitored/enforced by HR Recruitment and EDI Team.</p> <p>b) Promote training sessions take-up of the OSDS Recruitment practical techniques training in place. Ensure accessibility adjustments provided where requested.</p> <p>HR Recruitment, OSDS, EDI Team.</p> | <p>All</p> <p>All</p> <p>All</p> | <p>Complete: Jan 2023, and ongoing</p> <p>Complete and ongoing</p> <p>Ongoing</p> |
| 1.12 | Staff | <p>Provide clear and accessible information about the post and how to apply and what to expect within the application process.</p> <p>Consider other ways a person can apply alongside digital (online only application processes could exclude some people).</p> <p>Highlight within adverts/ descriptions inclusive and family friendly policies.</p> <p>Highlight membership of accreditation schemes or attained – making people aware the University has given particular issues specific consideration and are committing to certain standards or expectations.</p> <p>Include a paragraph in the job advertisement to highlight that applicants from a diverse background are encouraged.</p> | <p>b) Ensure applications can be made in alternative format and paper based, with ensuring reasonable adjustments are applied for applicants with different ranges of disabilities.</p> <p>HR Recruitment, EDI Team (advice/support).</p> <p>Update: This requirement forms part of the Staff Disability Policy (launched Jan 2022).</p> | Dis | Ongoing |

| 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. | | | |
|---|---------------|---|--|------------------------------------|---|
| Public Sector Equality Duty (2011) alignment | | <ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). • Advance equality of opportunity between people from different groups. • Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups. | | | |
| No. | Target | Actions | How action will be achieved? Internal/external involvement and stakeholders | Protected Characteristic(s) | Timescale |
| 2.1 | Students | Continue to work towards the SFC Gender Action Plan (Scottish domiciled students to have no greater than 75/25 gender proportion). | <p>a) Support further development of School Athena SWAN action plan renewals utilising guidance from Advance HE and Equate Scotland.</p> <p>b) Gather examples of good practice from schools to present in the SFC Gender Action Plan response report. School EDI Committees, EDI Team, Planning.</p> <p>Update: SFC requirement of the Gender Action Plan has ceased, however School EDI Committees continue to monitor and progress in this area through their Athena Swan work.</p> | <p>Sex</p> <p>Sex</p> | <p>Ongoing via Athena Swan activity</p> <p>Ongoing via Athena Swan activity</p> |
| 2.3 | Staff | Ensure new staff attain an assessed understanding of the Equality Act (2010) via eLearning. | <p>a) Ensure the completing of the online Diversity in the Workplace training module is part of staff induction pack for new starts.</p> <p>b) Ensure the Equality Act (2010) and the relating module is highlighted in the Staff Essentials sessions for new starts. HR Recruitment, EDI Team.</p> <p>Update: Review of staff EDI training forms part of new Diverse Action Plan.</p> | <p>All</p> <p>All</p> | <p>Complete: May 2021 and ongoing</p> <p>Complete: May 2021 and ongoing</p> |

| | | | | | |
|-----|-------|---|--|-----|--------------------|
| 2.4 | Staff | Ensure staff can update their diversity data within the first month of commencing employment with the University. | c) Amend the HR Self Service disability disclosure categories following feedback gained from the Staff with Disabilities Network. EDI Team, HR. Update: Uploaded online https://www.st-andrews.ac.uk/hr/edi/monitoring/data/ | Dis | Complete: Dec 2021 |
|-----|-------|---|--|-----|--------------------|

| | | | | | |
|---|---------------|---|---|------------------------------------|---|
| Equality Outcome 3 | | Creating a studying, visiting, and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics. | | | |
| Public Sector Equality Duty (2011) alignment | | <ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups. | | | |
| No. | Target | Actions | How action will be achieved? Internal/external involvement and stakeholders | Protected Characteristic(s) | Timescale |
| 3.1 | Staff | Undertake review of the 'Equality, Diversity & Inclusion Policy'. | a) Gather feedback from staff and student groups on current Equality policy. b) Ensure policy is reflective of changing legislation and sector practice in line with updated guidance from ACAS, EHRC Scotland, SFC, Scottish Government, Advance HE, and LGBT Youth Scotland. c) Launch policy in Governance zone. EDI Team, HR, Student Services, Students' Association SRC for Equal Opportunities, Institutional Trades Union Consultative Committee, Staff BAME Network, Staff with disabilities Network, Staff LGBTIQ+ Network, Advance HE, Business in the Community, Fife Centre for Equalities, LGBT Youth Scotland. Update: | All All All | Mar 2023 – May 2023 Sep 2023 Sep 2023 |

| | | | | | |
|------|---------------------------|--|---|---------------------------------|---|
| | | | <p>Opportunity for feedback promoted in Staff, UG, PGR and PGT Memo, and with EDI groups and networks from 30 Mar until 31 May 2022 (https://www.st-andrews.ac.uk/hr/edi/eia/engagement/edi-policy-review/).</p> <p>Alignment with EHRC Equality Act (2010) Statutory guidance has been checked.</p> | | |
| 3.5 | Staff | <p>Launch Staff Disability Policy as a sub-document under the overarching Equality Policy, guiding staff on adjustments.</p> | <p>a) Ensure guidance is reflective of changing legislation and sector practice in line with external agencies, taking into account feedback from previous focus groups and new Staff with Disabilities Network.</p> <p>b) Conduct review on policy after 3 years.</p> <p>EDI Team, EHSS, HR Policy Officer, Institutional Trades Union Consultative Committee.</p> <p>Update: Review brought forward and currently being undertaken by EDI Team with the Staff with Disabilities Network and Trade Unions.</p> | <p>Dis</p> <p>Dis</p> | <p>Published: Jan 2022</p> <p>Aug 2024</p> |
| 3.6 | Staff, Students, Visitors | <p>Create policy and practice to minimise the risk of bullying or harassment.</p> | <p>a) Conduct review, as scheduled by HR, on the Dignity & Respect at Work Policy, to be inclusive of updated equalities terminology and good practice with feedback from the University.</p> <p>EDI Team, HR Policy Officer.</p> | All | Complete: Dec 2022 |
| 3.15 | Staff | <p>Undertake self-evaluation exercise in line with accreditation for being an LGBT+ employer.</p> | <p>a) Collate staff policies, equality data, and good practice LGBT+ initiatives, and promote the Stonewall Workplace Equality Index survey to all staff.</p> <p>b) Complete the Stonewall Workplace Equality Index (WEI) submission.</p> <p>EDI Team, HR, Stonewall Scotland.</p> | <p>G/R, S/O</p> <p>G/R, S/O</p> | <p>Complete: Sep 2021, Sep 2022, ongoing</p> <p>Complete: Sep 2021, Sep 2022, ongoing</p> |

| | | | | | |
|------|-------|---|---|--|--|
| 3.17 | Staff | Sustain HE sector recognition for advancing gender equality institutionally and in academic departments. | <p>a) Re-establish new Advance HE Athena SWAN Self-Assessment Team.</p> <p>c) Create gender equality action plan with submission write-up for an Institutional Athena SWAN renewal.</p> <p>d) Support 19 schools in attaining/renewing Athena SWAN (and Institute of Physics Juno) Departmental level accreditation.</p> <p>EDI Team, HR, AVP Diversity, Faculty EDI Leads, OSDS, Planning, Advance HE, IoP.</p> <p>Update: All 19 schools hold an Athena Swan award. School of Medicine awarded Silver (Mar 2023) School of Physics & Astronomy awarded Silver (Dec 2022) Institutional Athena Swan submission revised to 30 Nov 2023.</p> | <p>GR, M/P, Race, Sex, Car</p> <p>GR, M/P, Race, Sex, Car</p> <p>M/P, Sex, Car</p> | <p>Established: Aug 2021</p> <p>Revised: Nov 2023</p> <p>Ongoing</p> |
| 3.19 | Staff | Undertake race equality self-evaluation exercise in line with private and public sector accreditation for being a Race equality inclusive employer. | <p>a) Renew institutional signatory to the external 'Race at Work Charter', by completing the annual returns document to the Prince's responsible business network, Business in the Community.</p> <p>EDI Team, HR, AVP Diversity.</p> <p>Update: Signatory is sustained with no renewal required currently.</p> | Rac | Ongoing |
| 3.20 | Staff | Undertake self-evaluation exercise in line with accreditation for being a Race equality inclusive employer and higher education provider. | <p>a) Commence work on the Advance HE Race Equality Charter initiatives (staff, intersectional data trend analysis, curriculum delivery/design, staff/student surveys, and focus groups), taking into account meeting between IRERBG and the Advance HE REC Team.</p> <p>b) Create actions to tackle gender equality with submission write-up for a Race Charter Bronze application.</p> <p>EDI Team, HR, AVP Diversity, Students' Association, Planning, other REC SAT members.</p> | <p>Rac, R/B, Sex</p> <p>Rac, R/B, Sex</p> | <p>Commenced: Sep 2022</p> <p>Feb 2024.</p> |

| | | | | | |
|--|--|--|--|---------------|--|
| | | | Update: REC Chair and 4 REC Working Group Chairs in place (Sep 2022). Staff/student REC survey conducted (Nov-Dec 2022). Submission due Nov 2023. | Rac, R/B, Sex | |
|--|--|--|--|---------------|--|

| Equality Outcome 4 | | Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic. | | | |
|---|---------------|--|--|------------------------------------|---|
| Public Sector Equality Duty (2011) alignment | | <ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. | | | |
| No. | Target | Actions | How action will be achieved? Internal/external involvement and stakeholders | Protected Characteristic(s) | Timescale |
| 4.1 | Staff | Publish pay gap reporting, and relevant equal pay statements. | <p>a) Conduct gender pay gap analysis, with occupational segregation staff data (where possible).</p> <p>c) Update disability, gender and race statements on segregation and commitment to equal pay.</p> <p>EDI Team, HR Data, Director of HR, Planning, AVP Diversity.</p> | <p>Sex</p> <p>Dis, Rac, Sex</p> | <p>Published: Apr 2021, 2022, ongoing 2023-2025</p> <p>Published: Apr 2021, then 2025</p> |
| 4.2 | Staff | Continue to ensure managers involved in decisions about pay and benefits complete diversity training. | <p>a) Conduct checks of training completions and contact non-completions to pass the Diversity training module. EDI Team, Director of HR.</p> <p>Update: Check conducted by OSDS via new Qlikview Dashboard.</p> | All | Ongoing |

| Equality Outcome 5 | | Securing greater diversity in governance, management, and leadership. | | | |
|--|--------|--|--|-----------------------------|---|
| Public Sector Equality Duty (2011) alignment | | <ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. | | | |
| No. | Target | Actions | How action will be achieved? Internal/external involvement and stakeholders | Protected Characteristic(s) | Timescale |
| 5.2 | Staff | Improve diverse representation in senior and academic management structures. | For recruitment refer to Equality Outcome 1. | Sex | Ongoing |
| | | | a) Support staff to participate on the women only Advance HE Aurora Leadership Programme for grades 6 and above. Update (building upon investment in staff pre-Apr 2021): 2021/22 = 37, 2022/23 = 18 | | |
| | | | b) Support BAME staff participation on the Advance HE BAME Diversifying Leadership Programme for grades 6 and above. Undertake engagement with the Staff BAME Network on participation. Update: 2021/22 = 4, 2022/23 = 2 | | |
| | | d) Investigate leadership programmes specifically for staff with disabilities. Undertake engagement with the Staff with Disabilities Network on participation. Present findings to the CEDI Committee for support. Update: Investigatory meetings conducted by EDI Team with Advance HE, further work required. AVP Diversity, OSDS, EDI Team. | Dis | Undertaking 2023 | |
| 5.3 | Staff | Check that governing body members are aware of the responsibilities under the Equality Act (2010), and impact of unconscious bias. | a) Conduct checks that governing body members have completed online training modules on Diversity in the Workplace and Unconscious Bias. Court Office, EDI Team. Update: | All | Ongoing as part of Court Handbook process |

| | | | | | |
|--|--|--|---|--|--|
| | | | This forms part of the Court Office process for Court members (checked Jan 2023). | | |
|--|--|--|---|--|--|

Additional REF 2021 EIA actions

Public Sector Equality Duty (2011) alignment

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010).
- Advance equality of opportunity between people from different groups.

| No. | Target | Actions | How action will be achieved? Internal/external involvement and stakeholders | Protected Characteristic(s) | Timescale |
|-----|--------|---|--|-----------------------------|--|
| 6.3 | Staff | Launch Pronoun & Gender-inclusive Language Training Video as an awareness video as an internal resource. | a) Embed awareness tool into staff training platform. OSDS, EDI Team. Update: Video embedded within Moodle and instructions published (Jan 2022). New workshops developed on gender inclusive language | G/R, Sex | Complete: Jan 2022 |
| 6.5 | Staff | Publish interactive webpages of FAQs and leave entitlement calculator of leave specific policies (family-friendly), as planned by IT, as part of the Human Resources and Organisational Staff Development Services enhancement programme. | a) Create suite of interactive FAQs. b) Create online calculator facility. c) Engage with relevant staff networks for feedback. EDI Team, HR, Staff Parents & Carers Network. Update: Undertaken above for Maternity leave (Jul 2021) (https://www.st-andrews.ac.uk/hr/edi/pregnancymaternity/ & https://portal.st-andrews.ac.uk/maternity-leave-calculator/). To progress for other leave policies. | M/P, Sex | Undertaken for Maternity leave: Jul 2021 |

Annex B: 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 |
|------|----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-------|
| 2020 | 16 - 24 | 24 | 20 | 21 | 20 | 16 | 17 | * | * | * | * | * | * | 119 |
| | 25 - 34 | 0 | 37 | 27 | 60 | 65 | 74 | 232 | 74 | 8 | 0 | 0 | 8 | 585 |
| | 35 - 44 | 0 | 50 | 31 | 73 | 52 | 60 | 201 | 189 | 113 | 35 | 5 | 4 | 813 |
| | 45 - 54 | 0 | 56 | 28 | 74 | 49 | 73 | 115 | 123 | 122 | 111 | * | * | 753 |
| | 55 - 64 | 0 | 74 | 50 | 51 | 48 | 49 | 60 | 67 | 51 | 90 | * | * | 549 |
| | 65+ | 0 | 12 | * | * | * | * | 6 | 5 | 8 | 28 | * | * | 76 |
| | | | | | | | | | | | | | | |
| 2021 | 16 - 24 | 19 | 18 | 11 | 20 | 13 | 18 | * | * | * | * | * | * | 104 |
| | 25 - 34 | 0 | 31 | 36 | 59 | 77 | 75 | 288 | 73 | * | * | * | 10 | 653 |
| | 35 - 44 | 0 | 48 | 26 | 71 | 68 | 66 | 247 | 198 | 110 | 21 | * | * | 862 |
| | 45 - 54 | 0 | 57 | 27 | 74 | 53 | 70 | 125 | 134 | 132 | 108 | * | * | 787 |
| | 55 - 64 | 0 | 70 | 49 | 55 | 48 | 43 | 61 | 75 | 56 | 87 | * | * | 551 |
| | 65+ | 0 | 11 | 7 | 5 | * | 8 | 8 | * | 8 | 29 | * | * | 88 |
| | | | | | | | | | | | | | | |
| 2022 | 16 - 24 | 24 | 15 | 18 | 27 | 13 | 19 | * | * | * | * | * | * | 117 |
| | 25 - 34 | 0 | 31 | 36 | 68 | 73 | 83 | 266 | 54 | * | * | * | 11 | 626 |
| | 35 - 44 | 0 | 44 | 17 | 71 | 64 | 69 | 245 | 205 | 127 | 19 | * | * | 870 |
| | 45 - 54 | 0 | 52 | 34 | 65 | 62 | 72 | 130 | 137 | 138 | 111 | * | * | 807 |
| | 55 - 64 | 0 | 75 | 48 | 56 | 42 | 53 | 58 | 70 | 62 | 97 | * | * | 569 |
| | 65+ | 0 | 11 | 8 | 7 | * | 7 | 6 | 6 | 9 | 29 | * | * | 90 |

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 % |
|------|----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|---------|
| 2020 | 16 - 24 | 100.0% | 8.0% | 13.1% | 7.1% | 6.9% | 6.2% | * | * | * | * | * | * | 4.1% |
| | 25 - 34 | 0.0% | 14.9% | 16.9% | 21.3% | 28.0% | 26.8% | 37.7% | 16.2% | 2.6% | * | * | 36.4% | 20.2% |
| | 35 - 44 | 0.0% | 20.1% | 19.4% | 25.9% | 22.4% | 21.7% | 32.7% | 41.3% | 37.4% | 13.3% | 45.5% | 18.2% | 28.1% |
| | 45 - 54 | 0.0% | 22.5% | 17.5% | 26.2% | 21.1% | 26.4% | 18.7% | 26.9% | 40.4% | 42.0% | * | * | 26.0% |
| | 55 - 64 | 0.0% | 29.7% | 31.3% | 18.1% | 20.7% | 17.8% | 9.8% | 14.6% | 16.9% | 34.1% | * | * | 19.0% |
| | 65+ | 0.0% | 4.8% | * | * | * | * | 1.0% | 1.1% | 2.6% | 10.6% | * | * | 2.6% |
| | | | | | | | | | | | | | | |
| 2021 | 16 - 24 | 100.0% | 7.7% | 7.1% | 7.0% | 5.0% | 6.4% | * | * | * | * | * | * | 3.4% |
| | 25 - 34 | 0.0% | 13.2% | 23.1% | 20.8% | 29.5% | 26.8% | 39.4% | 15.1% | * | * | * | 38.5% | 21.4% |
| | 35 - 44 | 0.0% | 20.4% | 16.7% | 25.0% | 26.1% | 23.6% | 33.8% | 40.9% | 35.6% | 8.6% | * | * | 28.3% |
| | 45 - 54 | 0.0% | 24.3% | 17.3% | 26.1% | 20.3% | 25.0% | 17.1% | 27.7% | 42.7% | 44.1% | * | * | 25.8% |
| | 55 - 64 | 0.0% | 29.8% | 31.4% | 19.4% | 18.4% | 15.4% | 8.3% | 15.5% | 18.1% | 35.5% | * | * | 18.1% |
| | 65+ | 0.0% | 4.7% | 4.5% | 1.8% | 0.8% | 2.9% | 1.1% | 0.8% | 2.6% | 11.8% | * | * | 2.9% |
| | | | | | | | | | | | | | | |
| 2022 | 16 - 24 | 100.0% | 6.6% | 11.2% | 9.2% | 5.0% | 6.3% | * | * | * | * | * | * | 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% |

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 |
|-------------|----------------|----------|-------------------|-------------------|---|--------------------------|--------------------------|-------|
| 2020 | 16 - 24 | 0 | * | * | 51 | 43 | 20 | 119 |
| | 25 - 34 | 51 | 179 | 52 | 177 | 81 | 45 | 585 |
| | 35 - 44 | 200 | 117 | 76 | 298 | 93 | 29 | 813 |
| | 45 - 54 | 228 | 45 | 48 | 294 | 113 | 25 | 753 |
| | 55 - 64 | 131 | 22 | 23 | 179 | 153 | 41 | 549 |
| | 65+ | 40 | * | 6 | 9 | 17 | * | 76 |
| | | | | | | | | |
| 2021 | 16 - 24 | 0 | * | * | 33 | 40 | 20 | 104 |
| | 25 - 34 | 45 | 217 | 73 | 197 | 71 | 49 | 652 |
| | 35 - 44 | 196 | 138 | 96 | 304 | 95 | 33 | 862 |
| | 45 - 54 | 239 | 56 | 52 | 299 | 117 | 24 | 787 |
| | 55 - 64 | 121 | 29 | 33 | 184 | 151 | 33 | 551 |
| | 65+ | 43 | * | * | 17 | 19 | * | 88 |
| | | | | | | | | |
| 2022 | 16 - 24 | 0 | * | * | 49 | 45 | 17 | 117 |
| | 25 - 34 | 33 | 189 | 67 | 218 | 65 | 53 | 625 |
| | 35 - 44 | 205 | 129 | 104 | 303 | 90 | 37 | 868 |
| | 45 - 54 | 239 | 50 | 61 | 318 | 113 | 24 | 805 |
| | 55 - 64 | 132 | 25 | 36 | 190 | 151 | 35 | 569 |
| | 65+ | 37 | 5 | * | 19 | 23 | * | 90 |

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 % |
|------|----------|----------|-------------------|-------------------|---|--------------------------|--------------------------|---------|
| 2020 | 16 - 24 | 0.0% | * | * | 5.1% | 8.6% | 12.4% | 4.1% |
| | 25 - 34 | 7.8% | 48.5% | 25.1% | 17.6% | 16.2% | 28.0% | 20.2% |
| | 35 - 44 | 30.8% | 31.7% | 36.7% | 29.6% | 18.6% | 18.0% | 28.1% |
| | 45 - 54 | 35.1% | 12.2% | 23.2% | 29.2% | 22.6% | 15.5% | 26.0% |
| | 55 - 64 | 20.2% | 6.0% | 11.1% | 17.8% | 30.6% | 25.5% | 19.0% |
| | 65+ | 6.2% | * | 2.9% | 0.9% | 3.4% | * | 2.6% |
| 2021 | 16 - 24 | 0.0% | * | * | 3.2% | 8.1% | 12.3% | 3.4% |
| | 25 - 34 | 7.0% | 47.8% | 28.4% | 19.1% | 14.4% | 30.2% | 21.4% |
| | 35 - 44 | 30.4% | 30.4% | 37.4% | 29.4% | 19.3% | 20.4% | 28.3% |
| | 45 - 54 | 37.1% | 12.3% | 20.2% | 28.9% | 23.7% | 14.8% | 25.9% |
| | 55 - 64 | 18.8% | 6.4% | 12.8% | 17.8% | 30.6% | 20.4% | 18.1% |
| | 65+ | 6.7% | * | * | 1.6% | 3.9% | * | 2.9% |
| 2022 | 16 - 24 | 0.0% | * | * | 4.5% | 9.2% | 10.1% | 3.8% |
| | 25 - 34 | 5.1% | 47.0% | 24.5% | 19.9% | 13.3% | 31.5% | 20.3% |
| | 35 - 44 | 31.7% | 32.1% | 38.0% | 27.6% | 18.5% | 22.0% | 28.2% |
| | 45 - 54 | 37.0% | 12.4% | 22.3% | 29.0% | 23.2% | 14.3% | 26.2% |
| | 55 - 64 | 20.4% | 6.2% | 13.1% | 17.3% | 31.0% | 20.8% | 18.5% |
| | 65+ | 5.7% | 1.2% | * | 1.7% | 4.7% | * | 2.9% |

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

| Year | Age band | Full-time | Part-time | Total |
|-------------|-----------------|------------------|------------------|--------------|
| 2020 | 16 - 24 | 61 | 58 | 119 |
| | 25 - 34 | 399 | 186 | 585 |
| | 35 - 44 | 561 | 252 | 813 |
| | 45 - 54 | 528 | 225 | 753 |
| | 55 - 64 | 307 | 242 | 549 |
| | 65+ | 24 | 52 | 76 |
| | | | | |
| 2021 | 16 - 24 | 51 | 53 | 104 |
| | 25 - 34 | 446 | 207 | 653 |
| | 35 - 44 | 573 | 289 | 862 |
| | 45 - 54 | 551 | 236 | 787 |
| | 55 - 64 | 311 | 240 | 551 |
| | 65+ | 30 | 58 | 88 |
| | | | | |
| 2022 | 16 - 24 | 55 | 62 | 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 |

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

| Year | Age band | Full-time | Part-time | Total % |
|-------------|-----------------|------------------|------------------|----------------|
| 2020 | 16 - 24 | 3.2% | 5.7% | 4.1% |
| | 25 - 34 | 21.2% | 18.3% | 20.2% |
| | 35 - 44 | 29.8% | 24.8% | 28.1% |
| | 45 - 54 | 28.1% | 22.2% | 26.0% |
| | 55 - 64 | 16.3% | 23.8% | 19.0% |
| | 65+ | 1.3% | 5.1% | 2.6% |
| | | | | |
| 2021 | 16 - 24 | 2.6% | 4.9% | 3.4% |
| | 25 - 34 | 22.7% | 19.1% | 21.4% |
| | 35 - 44 | 29.2% | 26.7% | 28.3% |
| | 45 - 54 | 28.1% | 21.8% | 25.8% |
| | 55 - 64 | 15.9% | 22.2% | 18.1% |
| | 65+ | 1.5% | 5.4% | 2.9% |
| | | | | |
| 2022 | 16 - 24 | 2.8% | 5.5% | 3.8% |
| | 25 - 34 | 21.6% | 18.1% | 20.3% |
| | 35 - 44 | 30.2% | 24.8% | 28.3% |
| | 45 - 54 | 28.1% | 22.9% | 26.2% |
| | 55 - 64 | 15.8% | 23.1% | 18.5% |
| | 65+ | 1.4% | 5.5% | 2.9% |

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 |
|------|----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-------|
| 2020 | Men | 19 | 67 | 74 | 90 | 76 | 113 | 313 | 268 | 169 | 194 | 5 | 15 | 1403 |
| | Women | 5 | 182 | 86 | 192 | 156 | 163 | 302 | 190 | 133 | 70 | 6 | 7 | 1492 |
| 2021 | Men | * | 64 | 71 | 91 | 84 | 121 | 338 | 276 | 179 | 177 | 7 | 16 | 1440 |
| | Women | * | 171 | 85 | 193 | 177 | 159 | 393 | 208 | 130 | 68 | 8 | 10 | 1605 |
| 2022 | Men | * | 72 | 81 | 102 | 90 | 127 | 333 | 269 | 195 | 181 | 8 | 14 | 1493 |
| | Women | * | 156 | 80 | 192 | 168 | 176 | 373 | 203 | 143 | 76 | 7 | 9 | 1586 |

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 % |
|------|----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|---------|
| 2020 | Men | 79.2% | 26.9% | 46.3% | 31.9% | 32.8% | 40.9% | 50.9% | 58.5% | 56.0% | 73.5% | 45.5% | 68.2% | 48.5% |
| | Women | 20.8% | 73.1% | 53.8% | 68.1% | 67.2% | 59.1% | 49.1% | 41.5% | 44.0% | 26.5% | 54.5% | 31.8% | 51.5% |
| 2021 | Men | * | 27.2% | 45.5% | 32.0% | 32.2% | 43.2% | 46.2% | 57.0% | 57.9% | 72.2% | 46.7% | 61.5% | 47.3% |
| | Women | * | 72.8% | 54.5% | 68.0% | 67.8% | 56.8% | 53.8% | 43.0% | 42.1% | 27.8% | 53.3% | 38.5% | 52.7% |
| 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% |

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 |
|------|-------|----------|-------------------|-------------------|---|--------------------------|--------------------------|-------|
| 2020 | Men | 429 | 214 | 96 | 311 | 242 | 111 | 1403 |
| | Women | 221 | 155 | 111 | 697 | 258 | 50 | 1492 |
| 2021 | Men | 420 | 237 | 114 | 315 | 241 | 113 | 1440 |
| | Women | 224 | 217 | 143 | 719 | 252 | 49 | 1604 |
| 2022 | Men | 420 | 226 | 121 | 343 | 262 | 120 | 1492 |
| | Women | 226 | 176 | 153 | 754 | 225 | 48 | 1582 |

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

| Year | Category | Academic | Academic Research | Academic Teaching | Managerial, Specialist & Administrative | Operational & Facilities | Technical & Experimental | Total % |
|------|----------|----------|-------------------|-------------------|---|--------------------------|--------------------------|---------|
| 2020 | Men | 66.0% | 58.0% | 46.4% | 30.9% | 48.4% | 68.9% | 48.5% |
| | Women | 34.0% | 42.0% | 53.6% | 69.1% | 51.6% | 31.1% | 51.5% |
| 2021 | Men | 65.2% | 52.2% | 44.4% | 30.5% | 48.9% | 69.8% | 47.3% |
| | Women | 34.8% | 47.8% | 55.6% | 69.5% | 51.1% | 30.2% | 52.7% |
| 2022 | Men | 65.0% | 56.2% | 44.2% | 31.3% | 53.8% | 71.4% | 48.5% |
| | Women | 35.0% | 43.8% | 55.8% | 68.7% | 46.2% | 28.6% | 51.5% |

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 |
|------|----------|---|--|------------|
| 2020 | Men | 7 | 31 | 181 |
| | Women | 7 | 19 | 58 |
| 2021 | Men | 7 | 32 | 165 |
| | Women | 8 | 17 | 56 |
| 2022 | Men | 8 | 30 | 178 |
| | Women | 7 | 20 | 68 |

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 % |
|------|----------|---|--|--------------|
| 2020 | Men | 50.0% | 62.0% | 75.7% |
| | Women | 50.0% | 38.0% | 24.3% |
| 2021 | Men | 46.7% | 65.3% | 74.7% |
| | Women | 53.3% | 34.7% | 25.3% |
| 2022 | Men | 53.3% | 60.0% | 72.4% |
| | Women | 46.7% | 40.0% | 27.6% |

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

| Year | Category | Full-time | Part-time | Total |
|------|----------|-----------|-----------|-------|
| 2020 | Men | 1017 | 386 | 1403 |
| | Women | 863 | 629 | 1492 |
| | | | | |
| 2021 | Men | 1043 | 397 | 1440 |
| | Women | 919 | 686 | 1605 |
| | | | | |
| 2022 | Men | 1048 | 445 | 1493 |
| | Women | 912 | 674 | 1586 |

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

| Year | Category | Full-time | Part-time | Total % |
|------|----------|-----------|-----------|---------|
| 2020 | Men | 54.1% | 38.0% | 48.5% |
| | Women | 45.9% | 62.0% | 51.5% |
| | | | | |
| 2021 | Men | 53.2% | 36.7% | 47.3% |
| | Women | 46.8% | 63.3% | 52.7% |
| | | | | |
| 2022 | Men | 53.5% | 39.8% | 48.5% |
| | Women | 46.5% | 60.2% | 51.5% |

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 % |
|-------------|------------------|--|--------------------------------|---------------------------------------|-------------------------------|----------------------------------|--------------------------|---|-----------------------------------|
| 2020 | Men | 3352 | 47.8% | 506 | 39.9% | 121 | 32.5% | 101 | 32.4% |
| | Women | 3460 | 49.3% | 728 | 57.4% | 243 | 65.3% | 204 | 65.4% |
| | Not Known | 204 | 2.9% | 34 | 2.7% | 8 | 2.2% | 7 | 2.2% |
| 2021 | Men | 4221 | 52.3% | 756 | 43.7% | 216 | 41.5% | 165 | 40.9% |
| | Women | 3562 | 44.1% | 922 | 53.3% | 288 | 55.3% | 225 | 55.8% |
| | Not Known | 289 | 3.6% | 52 | 3.0% | 17 | 3.3% | 13 | 3.2% |
| 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% |

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 |
|------|-------------------------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-------|
| 2020 | Disability disclosed | * | 8 | 5 | 9 | 6 | 6 | 17 | 8 | * | * | * | * | 69 |
| | No disability disclosed | * | 241 | 155 | 273 | 226 | 270 | 598 | 450 | * | * | * | * | 2826 |
| 2021 | Disability disclosed | * | * | 5 | 9 | 9 | 8 | 22 | 8 | * | * | * | 0 | 73 |
| | No disability disclosed | * | * | 151 | 275 | 252 | 272 | 709 | 476 | * | * | * | 26 | 2972 |
| 2022 | Disability disclosed | 0 | 9 | 6 | 20 | 16 | 13 | 26 | 6 | * | * | * | 0 | 103 |
| | No disability disclosed | 24 | 219 | 155 | 274 | 242 | 290 | 680 | 466 | * | * | * | 23 | 2976 |

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 % |
|------|-------------------------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|--------|---------|
| 2020 | Disability disclosed | * | 3.2% | 3.1% | 3.2% | 2.6% | 2.2% | 2.8% | 1.7% | * | * | * | * | 2.4% |
| | No disability disclosed | * | 96.8% | 96.9% | 96.8% | 97.4% | 97.8% | 97.2% | 98.3% | * | * | * | * | 97.6% |
| 2021 | Disability disclosed | * | * | 3.2% | 3.2% | 3.4% | 2.9% | 3.0% | 1.7% | * | * | * | 0.0% | 2.4% |
| | No disability disclosed | * | * | 96.8% | 96.8% | 96.6% | 97.1% | 97.0% | 98.3% | * | * | * | 100.0% | 97.6% |
| 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% |

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

| Year | Category | Full-time | Part-time | Total |
|------|-------------------------|-----------|-----------|-------|
| 2020 | Disability disclosed | 35 | 34 | 69 |
| | No disability disclosed | 1845 | 981 | 2826 |
| | | | | |
| 2021 | Disability disclosed | 33 | 40 | 73 |
| | No disability disclosed | 1929 | 1043 | 2972 |
| | | | | |
| 2022 | Disability disclosed | 48 | 55 | 103 |
| | No disability disclosed | 1912 | 1064 | 2976 |

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

| Year | Category | Full-time | Part-time | Total % |
|------|-------------------------|-----------|-----------|---------|
| 2020 | Disability disclosed | 1.9% | 3.3% | 2.4% |
| | No disability disclosed | 98.1% | 96.7% | 97.6% |
| | | | | |
| 2021 | Disability disclosed | 1.7% | 3.7% | 2.4% |
| | No disability disclosed | 98.3% | 96.3% | 97.6% |
| | | | | |
| 2022 | Disability disclosed | 2.4% | 4.9% | 3.3% |
| | No disability disclosed | 97.6% | 95.1% | 96.7% |

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 % |
|-------------|--------------------------------|--|--------------------------------|---------------------------------------|-------------------------------|----------------------------------|--------------------------|---|-----------------------------------|
| 2020 | Disability disclosed | 363 | 5.2% | 65 | 5.1% | 12 | 3.2% | 10 | 3.2% |
| | No disability disclosed | 6653 | 94.8% | 1203 | 94.9% | 360 | 96.8% | 302 | 96.8% |
| 2021 | Disability disclosed | 538 | 6.7% | 121 | 7.0% | 27 | 5.2% | 20 | 5.0% |
| | No disability disclosed | 7534 | 93.3% | 1609 | 93.0% | 494 | 94.8% | 383 | 95.0% |
| 2022 | Disability disclosed | 479 | 7.7% | 147 | 8.7% | 41 | 7.4% | 36 | 7.8% |
| | No disability disclosed | 5779 | 92.3% | 1543 | 91.3% | 513 | 92.6% | 425 | 92.2% |

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 |
|------|-----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-------|
| 2020 | BAME | * | 9 | * | 6 | * | 14 | 96 | 36 | 21 | 6 | * | * | 199 |
| | White | * | 221 | 153 | 264 | 221 | 244 | 485 | 380 | 261 | 236 | 11 | 13 | 2511 |
| | Not given | * | 19 | 5 | 12 | 7 | 18 | 34 | 42 | 20 | 22 | * | * | 185 |
| 2021 | BAME | * | 7 | * | 5 | 5 | 20 | 130 | 44 | 24 | 7 | * | 5 | 253 |
| | White | * | 210 | 149 | 267 | 249 | 246 | 562 | 405 | 266 | 217 | 13 | 16 | 2618 |
| | Not given | * | 18 | * | 12 | 7 | 14 | 39 | 35 | 19 | 21 | * | 5 | 174 |
| 2022 | BAME | 0 | 8 | * | 11 | 5 | 20 | 117 | 49 | 27 | 8 | * | 5 | 255 |
| | White | 24 | 207 | 148 | 269 | 249 | 270 | 546 | 395 | 289 | 229 | 13 | 14 | 2653 |
| | Not given | 0 | 13 | 10 | 14 | * | 13 | 43 | 28 | 22 | 20 | * | * | 171 |

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 % |
|------|-----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|-------|---------|
| 2020 | BAME | * | 3.6% | * | 2.1% | * | 5.1% | 15.6% | 7.9% | 7.0% | 2.3% | * | * | 6.9% |
| | White | * | 88.8% | 95.6% | 93.6% | 95.3% | 88.4% | 78.9% | 83.0% | 86.4% | 89.4% | 100.0% | 59.1% | 86.7% |
| | Not given | * | 7.6% | 3.1% | 4.3% | 3.0% | 6.5% | 5.5% | 9.2% | 6.6% | 8.3% | * | * | 6.4% |
| 2021 | BAME | * | 3.0% | * | 1.8% | 1.9% | 7.1% | 17.8% | 9.1% | 7.8% | 2.9% | * | 19.2% | 8.3% |
| | White | * | 89.4% | 95.5% | 94.0% | 95.4% | 87.9% | 76.9% | 83.7% | 86.1% | 88.6% | 86.7% | 61.5% | 86.0% |
| | Not given | * | 7.7% | * | 4.2% | 2.7% | 5.0% | 5.3% | 7.2% | 6.1% | 8.6% | * | 19.2% | 5.7% |
| 2022 | BAME | 0.0% | 3.5% | * | 3.7% | 1.9% | 6.6% | 16.6% | 10.4% | 8.0% | 3.1% | * | 21.7% | 8.3% |
| | White | 100.0% | 90.8% | 91.9% | 91.5% | 96.5% | 89.1% | 77.3% | 83.7% | 85.5% | 89.1% | 86.7% | 60.9% | 86.2% |
| | Not given | 0.0% | 5.7% | 6.2% | 4.8% | * | 4.3% | 6.1% | 5.9% | 6.5% | 7.8% | * | * | 5.6% |

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

| Year | Category | Full-time | Part-time | Total |
|------|-----------|-----------|-----------|-------|
| 2020 | BAME | 171 | 28 | 199 |
| | White | 1588 | 923 | 2511 |
| | Not given | 121 | 64 | 185 |
| | | | | |
| 2021 | BAME | 216 | 37 | 253 |
| | White | 1630 | 988 | 2618 |
| | Not given | 116 | 58 | 174 |
| | | | | |
| 2022 | BAME | 216 | 39 | 255 |
| | White | 1635 | 1018 | 2653 |
| | Not given | 109 | 62 | 171 |

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

| Year | Category | Full-time | Part-time | Total % |
|------|-----------|-----------|-----------|---------|
| 2020 | BAME | 9.1% | 2.8% | 6.9% |
| | White | 84.5% | 90.9% | 86.7% |
| | Not given | 6.4% | 6.3% | 6.4% |
| | | | | |
| 2021 | BAME | 11.0% | 3.4% | 8.3% |
| | White | 83.1% | 91.2% | 86.0% |
| | Not given | 5.9% | 5.4% | 5.7% |
| | | | | |
| 2022 | BAME | 11.0% | 3.5% | 8.3% |
| | White | 83.4% | 91.0% | 86.2% |
| | Not given | 5.6% | 5.5% | 5.6% |

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 % |
|-------------|------------------|--|--------------------------------|---------------------------------------|-------------------------------|----------------------------------|--------------------------|---|-----------------------------------|
| 2020 | BAME | 1947 | 27.8% | 231 | 18.2% | 52 | 14.0% | 43 | 13.8% |
| | White | 4844 | 69.0% | 998 | 78.7% | 309 | 83.1% | 260 | 83.3% |
| | Not given | 225 | 3.2% | 39 | 3.1% | 11 | 3.0% | 9 | 2.9% |
| 2021 | BAME | 2440 | 30.2% | 324 | 18.7% | 70 | 13.4% | 48 | 11.9% |
| | White | 5315 | 65.8% | 1352 | 78.2% | 438 | 84.1% | 345 | 85.6% |
| | Not given | 317 | 3.9% | 54 | 3.1% | 13 | 2.5% | 10 | 2.5% |
| 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% |

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

| Year | Category | Total | Total % |
|-------------|-----------------|--------------|----------------|
| 2020 | Asian | 108 | 3.7% |
| | Black | 9 | 0.3% |
| | Mixed | 41 | 1.4% |
| | Other | 41 | 1.4% |
| | White | 2511 | 86.7% |
| | Not given | 185 | 6.4% |
| | | | |
| 2021 | Asian | 142 | 4.7% |
| | Black | 17 | 0.6% |
| | Mixed | 48 | 1.6% |
| | Other | 46 | 1.5% |
| | White | 2618 | 86.0% |
| | Not given | 174 | 5.7% |
| | | | |
| 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% |

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 |
|------|----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-------|
| 2020 | Non-UK | 0 | 27 | 8 | 25 | 17 | 46 | 222 | 161 | 103 | 54 | * | * | 678 |
| | UK | 24 | 221 | 152 | 257 | 215 | 230 | 392 | 297 | 199 | 210 | 8 | 10 | 2215 |
| 2021 | Non-UK | 0 | 30 | 13 | 29 | 18 | 49 | 283 | 173 | 100 | 48 | * | * | 765 |
| | UK | 19 | 204 | 143 | 255 | 243 | 231 | 447 | 311 | 209 | 197 | 11 | 8 | 2278 |
| 2022 | Non-UK | 0 | 30 | 18 | 32 | 17 | 53 | 253 | 164 | 114 | 47 | * | * | 745 |
| | UK | 24 | 197 | 142 | 262 | 241 | 250 | 451 | 308 | 224 | 210 | 13 | 8 | 2330 |

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 % |
|------|----------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|---------|
| 2020 | Non-UK | 0.0% | 10.9% | 5.0% | 8.9% | 7.3% | 16.7% | 36.2% | 35.2% | 34.1% | 20.5% | * | * | 23.4% |
| | UK | 100.0% | 89.1% | 95.0% | 91.1% | 92.7% | 83.3% | 63.8% | 64.8% | 65.9% | 79.5% | 72.7% | 45.5% | 76.6% |
| 2021 | Non-UK | 0.0% | 12.8% | 8.3% | 10.2% | 6.9% | 17.5% | 38.8% | 35.7% | 32.4% | 19.6% | * | * | 25.1% |
| | UK | 100.0% | 87.2% | 91.7% | 89.8% | 93.1% | 82.5% | 61.2% | 64.3% | 67.6% | 80.4% | 73.3% | 30.8% | 74.9% |
| 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% | 86.7% | 34.8% | 75.8% |

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

| Year | Category | Full-time | Part-time | Total |
|------|----------|-----------|-----------|-------|
| 2020 | Non-UK | 547 | 131 | 678 |
| | UK | 1331 | 884 | 2215 |
| 2021 | Non-UK | 597 | 168 | 765 |
| | UK | 1363 | 915 | 2278 |
| 2022 | Non-UK | 579 | 166 | 745 |
| | UK | 1378 | 952 | 2330 |

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

| Year | Category | Full-time | Part-time | Total % |
|------|----------|-----------|-----------|---------|
| 2020 | Non-UK | 29.1% | 12.9% | 23.4% |
| | UK | 70.9% | 87.1% | 76.6% |
| 2021 | Non-UK | 30.5% | 15.5% | 25.1% |
| | UK | 69.5% | 84.5% | 74.9% |
| 2022 | Non-UK | 29.6% | 14.8% | 24.2% |
| | UK | 70.4% | 85.2% | 75.8% |

Staff data by Religion or Belief

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

| Category | 2020 | 2020 % | 2021 | 2021 % | 2022 | 2022 % |
|--------------------------|------|--------|------|--------|------|--------|
| Buddhist | 13 | 0.4% | 13 | 0.4% | 13 | 0.4% |
| Christian | 627 | 21.7% | 691 | 22.7% | 694 | 22.5% |
| Hindu | 22 | 0.8% | 26 | 0.9% | 26 | 0.8% |
| Jewish | 8 | 0.3% | 8 | 0.3% | 11 | 0.4% |
| Muslim | 20 | 0.7% | 23 | 0.8% | 29 | 0.9% |
| No Religion | 1035 | 35.8% | 1134 | 37.2% | 1211 | 39.3% |
| Other Religion or Belief | 52 | 1.8% | 72 | 2.4% | 70 | 2.3% |
| Prefer not to state | 274 | 9.5% | 296 | 9.7% | 288 | 9.4% |
| Not Known | 844 | 29.2% | 782 | 25.7% | 737 | 23.9% |

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 % |
|-------------|--------------------------|--|------------------------------------|
| 2020 | Buddhist | 85 | 1.2% |
| | Christian | 1967 | 28.0% |
| | Hindu | 363 | 5.2% |
| | Jain | * | * |
| | Jewish | 37 | 0.5% |
| | Muslim | 468 | 6.7% |
| | No Religion | 3250 | 46.3% |
| | Other Religion or Belief | 191 | 2.7% |
| | Sikh | 15 | 0.2% |
| | Prefer not to specify | 639 | 9.1% |
| | Not Known | | |
| | | | |
| 2021 | Buddhist | 87 | 1.1% |
| | Christian | 2055 | 25.5% |
| | Hindu | 471 | 5.8% |
| | Muslim | 6 | 0.1% |
| | No Religion | 70 | 0.9% |
| | Other Religion or Belief | 600 | 7.4% |
| | Sikh | 3636 | 45.0% |
| | Prefer not to specify | 256 | 3.2% |
| | Not Known | 16 | 0.2% |
| | | | |
| 2022 | Buddhist | 97 | 1.6% |
| | Christian | 1811 | 28.9% |
| | Hindu | 494 | 7.9% |
| | Jewish | * | * |
| | Muslim | 44 | 0.7% |
| | No Religion | 610 | 9.7% |
| | Other Religion or Belief | 2329 | 37.2% |

| | | | |
|--|-----------------------|-----|-------|
| | Sikh | 200 | 3.2% |
| | Prefer not to specify | 21 | 0.3% |
| | Not Known | 638 | 10.2% |

Staff data by Sexual Orientation

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

| | 2020 | 2020 % | 2021 | 2021 % | 2022 | 2022 % |
|------------------------------|------|--------|------|--------|------|--------|
| Bisexual | 29 | 1.0% | 36 | 1.2% | 51 | 1.7% |
| Gay Man | 36 | 1.2% | 38 | 1.2% | 47 | 1.5% |
| Gay Woman/Lesbian | 20 | 0.7% | 24 | 0.8% | 27 | 0.9% |
| Heterosexual | 1638 | 56.6% | 1809 | 59.4% | 1840 | 59.8% |
| Other | 6 | 0.2% | 10 | 0.3% | 14 | 0.5% |
| Prefer Not to Specify | 328 | 11.3% | 347 | 11.4% | 362 | 11.8% |
| Not Known | 838 | 28.9% | 781 | 25.6% | 738 | 24.0% |

Merged population:

| | | | | | | |
|-------------|----|------|-----|------|-----|------|
| LGB+ | 91 | 3.1% | 108 | 3.5% | 139 | 4.5% |
|-------------|----|------|-----|------|-----|------|

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 % |
|-------------|--------------|---------------------------------|-------------------------|--------------------------------|------------------------|---------------------------|-------------------|------------------------------------|----------------------------|
| 2020 | LGB+ | 691 | 9.8% | 100 | 7.9% | 28 | 7.5% | 22 | 7.1% |
| | Heterosexual | 5525 | 78.7% | 1020 | 80.4% | 297 | 79.8% | 250 | 80.1% |
| | Not Known | 800 | 11.4% | 148 | 11.7% | 47 | 12.6% | 40 | 12.8% |
| 2021 | LGB+ | 950 | 11.8% | 168 | 9.7% | 59 | 11.3% | 48 | 11.9% |
| | Heterosexual | 6043 | 74.9% | 1349 | 78.0% | 397 | 76.2% | 301 | 74.7% |
| | Not Known | 1079 | 13.4% | 213 | 12.3% | 65 | 12.5% | 54 | 13.4% |
| 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% |

Annex C: 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':

| Age on Entry | PGR | | | PGT | | | UG | | | Total | | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| 16-20 | * | * | * | 12 | 9 | 10 | 8092 | 7900 | 7643 | 8106 | 7912 | 7655 |
| 21-24 | 482 | 500 | 450 | 671 | 793 | 837 | 234 | 218 | 199 | 1387 | 1510 | 1486 |
| 25-34 | 473 | 487 | 446 | 234 | 251 | 262 | 97 | 104 | 101 | 803 | 841 | 809 |
| 35-44 | 79 | 65 | 60 | 22 | 15 | 22 | 20 | 21 | 26 | 120 | 100 | 107 |
| 45-54 | 16 | 22 | 20 | 6 | 7 | 7 | 10 | 13 | 12 | 31 | 42 | 39 |
| 55-64 | 11 | 8 | 9 | 0 | * | * | * | * | * | 16 | 16 | 18 |
| 65+ | * | * | 6 | 0 | * | * | * | * | * | 6 | 6 | 6 |
| Grand Total | 1065 | 1088 | 992 | 944 | 1077 | 1142 | 8459 | 8261 | 7986 | 10468 | 10426 | 10120 |

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

| Age on Entry | PGR | | | PGT | | | UG | | | Total | | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| 16-20 | * | * | * | 1.3% | 0.8% | 0.9% | 95.7% | 95.6% | 95.7% | 77.4% | 75.9% | 75.6% |
| 21-24 | 45.2% | 45.9% | 45.3% | 71.1% | 73.6% | 73.3% | 2.8% | 2.6% | 2.5% | 13.3% | 14.5% | 14.7% |
| 25-34 | 44.4% | 44.7% | 45.0% | 24.8% | 23.3% | 23.0% | 1.1% | 1.3% | 1.3% | 7.7% | 8.1% | 8.0% |
| 35-44 | 7.4% | 5.9% | 6.0% | 2.3% | 1.3% | 1.9% | 0.2% | 0.3% | 0.3% | 1.1% | 1.0% | 1.1% |
| 45-54 | 1.5% | 2.0% | 2.0% | 0.6% | 0.6% | 0.6% | 0.1% | 0.2% | 0.2% | 0.3% | 0.4% | 0.4% |
| 55-64 | 1.0% | 0.7% | 0.9% | 0.0% | * | * | * | * | * | 0.2% | 0.1% | 0.2% |
| 65+ | * | * | 0.6% | 0.0% | * | * | * | * | * | 0.1% | 0.1% | 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 Sex

Table 2.1: Student FTE by 'Sex':

| Degree Level | Female | | | Male | | |
|--------------------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| PGR | 531 | 523 | 457 | 522 | 558 | 533 |
| PGT | 521 | 592 | 634 | 419 | 477 | 505 |
| UG | 5101 | 4941 | 4751 | 3346 | 3314 | 3230 |
| Grand Total | 6152 | 6056 | 5842 | 4286 | 4349 | 4268 |

Table 2.2: Student FTE percentage by 'Sex':

| Degree Level | Female | | | Male | | |
|--------------------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| PGR | 50.4% | 48.4% | 46.1% | 49.6% | 51.6% | 53.9% |
| PGT | 55.4% | 55.4% | 55.7% | 44.6% | 44.6% | 44.3% |
| UG | 60.4% | 59.9% | 59.5% | 39.6% | 40.1% | 40.5% |
| Grand Total | 58.9% | 58.2% | 57.8% | 41.1% | 41.8% | 42.2% |

Student data by Disability

Table 3.1: Student FTE by 'Disability':

| Disability Disclosure | 2022-23 | 2021-22 | 2020-21 |
|--|----------------|----------------|----------------|
| Blind or have a serious visual impairment uncorrected by glasses | 21 | 16 | 13 |
| Deaf or have a serious hearing impairment | 23 | 22 | 21 |
| Disability, impairment or medical condition that is not listed above | 165 | 147 | 145 |
| Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy | 115 | 117 | 88 |
| Mental health condition, such as depression, schizophrenia or anxiety disorder | 767 | 738 | 662 |
| Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches | 23 | 19 | 24 |
| Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder | 133 | 101 | 79 |
| Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D | 742 | 707 | 653 |
| Two or more impairments and/or disabling medical conditions | 216 | 190 | 154 |
| Total number of students with disclosed disability | 2204 | 2057 | 1839 |
| Information refused | 0 | 0 | 50 |
| No disability | 8264 | 8369 | 8231 |

Table 3.2: Student FTE percentage by 'Disability':

| Disability Disclosure | 2022-23 | 2021-22 | 2020-21 |
|--|----------------|----------------|----------------|
| Blind or have a serious visual impairment uncorrected by glasses | 0.2% | 0.1% | 0.1% |
| Deaf or have a serious hearing impairment | 0.2% | 0.2% | 0.2% |
| Disability, impairment or medical condition that is not listed above | 1.6% | 1.4% | 1.4% |
| Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy | 1.1% | 1.1% | 0.9% |
| Mental health condition, such as depression, schizophrenia or anxiety disorder | 7.3% | 7.1% | 6.5% |
| Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches | 0.2% | 0.2% | 0.2% |
| Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder | 1.3% | 1.0% | 0.8% |
| Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D | 7.1% | 6.8% | 6.5% |
| Two or more impairments and/or disabling medical conditions | 2.1% | 1.8% | 1.5% |
| Total number of students with disclosed disability | 21.1% | 19.7% | 18.2% |
| Information refused | 0.0% | 0.0% | 0.5% |
| No disability | 78.9% | 80.3% | 81.3% |

Student data by Ethnicity

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

| Ethnicity | PGR | | | PGT | | | UG | | | Total | | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| BAME | 53 | 50 | 48 | 61 | 61 | 63 | 747 | 673 | 608 | 861 | 783 | 718 |
| White | 376 | 391 | 382 | 236 | 320 | 313 | 4118 | 4178 | 4252 | 4729 | 4889 | 4947 |
| Not given | 14 | 13 | 8 | 5 | 1 | 6 | 81 | 68 | 51 | 100 | 81 | 64 |
| Grand Total | 443 | 453 | 438 | 302 | 382 | 381 | 4946 | 4919 | 4911 | 5690 | 5754 | 5729 |

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

| Ethnicity | PGR | | | PGT | | | UG | | | Total | | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| BAME | 12.0% | 10.9% | 10.9% | 20.2% | 16.0% | 16.5% | 15.1% | 13.7% | 12.4% | 15.1% | 13.6% | 12.5% |
| White | 84.9% | 86.3% | 87.3% | 78.1% | 83.8% | 82.0% | 83.3% | 84.9% | 86.6% | 83.1% | 85.0% | 86.3% |
| Not given | 3.2% | 2.8% | 1.8% | 1.7% | 0.3% | 1.4% | 1.6% | 1.4% | 1.0% | 1.8% | 1.4% | 1.1% |
| 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% |

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

| Ethnicity | 2022-23 | 2022-23 % | 2021-22 | 2021-22 % | 2020-21 | 2020-21 % |
|--------------------|---------|-----------|---------|-----------|---------|-----------|
| Asian | 406 | 7.1% | 368 | 6.4% | 317 | 5.5% |
| Black | 100 | 1.8% | 83 | 1.4% | 78 | 1.4% |
| Mixed | 289 | 5.1% | 278 | 4.8% | 278 | 4.9% |
| Other | 65 | 1.2% | 54 | 0.9% | 45 | 0.8% |
| White | 4729 | 83.1% | 4889 | 85.0% | 4947 | 86.3% |
| Not known | 100 | 1.8% | 81 | 1.4% | 64 | 1.1% |
| Grand Total | 5690 | 100.0% | 5754 | 100.0% | 5729 | 100.0% |

Student data by Religion or Belief

Table 5.1: UG Students FTE by Religion or belief:

| Religion or belief | UG | | | UG % | | |
|--------------------------------|-------------|-------------|-------------|---------------|---------------|---------------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| No Religion | 4737 | 4560 | 4370 | 56.0% | 55.2% | 54.7% |
| Buddhist | 83 | 87 | 77 | 1.0% | 1.1% | 1.0% |
| Christian - Church of Scotland | 251 | 267 | 297 | 3.0% | 3.2% | 3.7% |
| Christian - Catholic | 939 | 893 | 917 | 11.1% | 10.8% | 11.5% |
| Christian - Other Denomination | 1041 | 1095 | 1140 | 12.3% | 13.3% | 14.3% |
| Hindu | 218 | 209 | 173 | 2.6% | 2.5% | 2.2% |
| Jain | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Jewish | 158 | 145 | 133 | 1.9% | 1.8% | 1.7% |
| Muslim | 227 | 198 | 176 | 2.7% | 2.4% | 2.2% |
| Sikh | 35 | 31 | 26 | 0.4% | 0.4% | 0.3% |
| Spiritual | 166 | 177 | 155 | 2.0% | 2.1% | 1.9% |
| Any other religion or belief | 97 | 91 | 94 | 1.1% | 1.1% | 1.2% |
| Information refused | 507 | 508 | 428 | 6.0% | 6.1% | 5.4% |
| Grand Total | 8459 | 8261 | 7986 | 100.0% | 100.0% | 100.0% |

Table 5.2: PGT Students FTE by Religion or belief:

| Religion or belief | PGT | | | PGT % | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| No Religion | 502 | 570 | 587 | 53.2% | 52.9% | 51.4% |
| Buddhist | 14 | 14 | 9 | 1.5% | 1.3% | 0.8% |
| Christian - Church of Scotland | 14 | 10 | 15 | 1.5% | 0.9% | 1.3% |
| Christian - Catholic | 100 | 133 | 154 | 10.6% | 12.3% | 13.5% |
| Christian - Other Denomination | 132 | 158 | 210 | 13.9% | 14.7% | 18.3% |
| Hindu | 35 | 34 | 26 | 3.7% | 3.2% | 2.2% |
| Jain | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Jewish | 14 | 13 | 11 | 1.5% | 1.2% | 1.0% |

| | | | | | | |
|-------------------------------------|-----|------|------|--------|--------|--------|
| Muslim | 37 | 35 | 28 | 3.9% | 3.2% | 2.5% |
| Sikh | * | * | * | * | * | * |
| Spiritual | 24 | 20 | 24 | 2.5% | 1.9% | 2.1% |
| Any other religion or belief | 16 | 14 | 23 | 1.7% | 1.3% | 2.0% |
| Information refused | 54 | 69 | 55 | 5.7% | 6.4% | 4.8% |
| Not given | * | * | * | * | * | * |
| Grand Total | 944 | 1077 | 1142 | 100.0% | 100.0% | 100.0% |

Table 5.3: PGR Students FTE by Religion or belief:

| Religion or belief | PGR | | | PGR % | | |
|--|---------|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| No Religion | 566 | 590 | 534 | 53.2% | 54.2% | 53.9% |
| Buddhist | 8 | 10 | 12 | 0.8% | 0.9% | 1.2% |
| Christian - Church of Scotland | 11 | 12 | 14 | 1.0% | 1.1% | 1.4% |
| Christian - Catholic | 104 | 108 | 96 | 9.8% | 9.9% | 9.6% |
| Christian - Other Denomination | 180 | 188 | 185 | 16.9% | 17.2% | 18.6% |
| Hindu | 26 | 13 | 8 | 2.4% | 1.1% | 0.8% |
| Jain | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Jewish | 13 | 14 | 9 | 1.2% | 1.3% | 0.9% |
| Muslim | 44 | 35 | 29 | 4.1% | 3.2% | 2.9% |
| Sikh | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Spiritual | 12 | 16 | 11 | 1.1% | 1.4% | 1.1% |
| Any other religion or belief | 19 | 15 | 18 | 1.8% | 1.3% | 1.8% |
| Information refused / Not Given | 83 | 91 | 78 | 7.8% | 8.3% | 7.9% |
| Grand Total | 1065 | 1088 | 992 | 100.0% | 100.0% | 100.0% |

Student data by Sexual orientation

Table 6.1: Students FTE by Sexual orientation:

| Sexual orientation | PGR | | | PGT | | | UG | | | Total | | |
|--------------------|-------------|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| Bisexual | 109 | 103 | 78 | 113 | 93 | 95 | 1050 | 1019 | 913 | 1271 | 1215 | 1086 |
| Gay man | 27 | 34 | 33 | 15 | 24 | 19 | 180 | 194 | 195 | 221 | 252 | 247 |
| Gay woman/lesbian | 21 | 18 | 15 | 12 | 12 | 16 | 174 | 156 | 142 | 206 | 186 | 173 |
| Heterosexual | 735 | 754 | 686 | 670 | 812 | 880 | 5923 | 5764 | 5700 | 7328 | 7330 | 7266 |
| Other | 31 | 28 | 29 | 27 | 29 | 27 | 283 | 289 | 251 | 341 | 346 | 306 |
| Not given | 143 | 152 | 151 | 108 | 108 | 106 | 849 | 838 | 784 | 1099 | 1097 | 1040 |
| Grand Total | 1065 | 1088 | 992 | 944 | 1077 | 1142 | 8459 | 8261 | 7986 | 10468 | 10426 | 10120 |

Table 6.2: Students FTE percentage by Sexual orientation:

| Sexual orientation | PGR | | | PGT | | | UG | | | Total | | |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 | 2022-23 | 2021-22 | 2020-21 |
| Bisexual | 10.2% | 9.5% | 7.9% | 11.9% | 8.6% | 8.3% | 12.4% | 12.3% | 11.4% | 12.1% | 11.7% | 10.7% |
| Gay man | 2.5% | 3.1% | 3.3% | 1.6% | 2.2% | 1.7% | 2.1% | 2.4% | 2.4% | 2.1% | 2.4% | 2.4% |
| Gay woman/lesbian | 1.9% | 1.7% | 1.5% | 1.2% | 1.1% | 1.4% | 2.1% | 1.9% | 1.8% | 2.0% | 1.8% | 1.7% |
| Heterosexual | 69.0% | 69.3% | 69.2% | 71.0% | 75.4% | 77.1% | 70.0% | 69.8% | 71.4% | 70.0% | 70.3% | 71.8% |
| Other | 2.9% | 2.5% | 2.9% | 2.9% | 2.7% | 2.3% | 3.3% | 3.5% | 3.1% | 3.3% | 3.3% | 3.0% |
| Not given | 13.4% | 13.9% | 15.2% | 11.4% | 10.0% | 9.2% | 10.0% | 10.1% | 9.8% | 10.5% | 10.5% | 10.3% |
| 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% |