

Diversity & Equality

Annual Report

2019-2020

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# Introduction

Welcome to the annual diversity and equality report for the academic year 2019-2020. The report provides an overview of key activities, outcomes, and key performance indicators relating to our priority areas set out in the [Equality Framework and Action Plan](https://www.liverpool.ac.uk/hr/diversityandequality/policies/) and our work to implement the Public Sector Equality Duty.

Our 6 student equality objectives are to:

* Make significant and sustained improvements in the participation rates for the most disadvantaged and underrepresented groups, and in the diversity of the student population.
* Improve student retention and progression rates for the most disadvantaged and underrepresented groups.
* Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups.
* Improve progression to postgraduate study for people from disadvantaged groups and narrow the gap between advantaged and disadvantaged groups.
* Reduce inequalities in graduate level employment outcomes from different groups and narrow the gap in employment outcomes between advantaged and disadvantaged groups.
* Foster good relations between different communities by providing opportunities to come together, learn and understand one another.

Our 6 staff equality objectives are to:

* Make significant and sustained improvements in the recruitment (application and appointment) rates for the most underrepresented groups in the workforce.
* Make sustained improvements in the retention and progression rates of underrepresented groups in the workforce.
* Make sustained improvements in the diversity of the University’s Management and Governance boards by ensuring fair, transparent, and equitable processes.
* To be a sector leading employer of choice for underrepresented groups within the workforce.
* To be a sector leading Family Friendly employer.
* Embed the principles of diversity and equality leadership practices, and to improve the diversity of our people in leadership positions.

The report is complemented by the Diversity and Equality Infographics Report 2019-2020 ([Summary](https://www.liverpool.ac.uk/intranet/media/livacuk/hr/diversityandequality/dataandreports/infographicreports/D%26E%2CAnnual%2CReport%2C201920%2CTop%2CLevel%2CInfographic%2CFINAL.pdf) and [Full Report](https://www.liverpool.ac.uk/intranet/media/livacuk/hr/diversityandequality/dataandreports/infographicreports/Diversity%2C%26%2CEquality%2CInfographic%2CReport%2C20192020.pdf)) which provides an overview of the staff and student population.

# Response to COVID-19

The global pandemic caused by COVID-19 has significantly disrupted day-to-day business at the University, with the vast majority of staff working from home since March 2020, the suspension of most face to face student teaching, and the subsequent impact on staff/student wellbeing, continuation of employment, and financial uncertainty.

This disruption has also impacted planned diversity and equality work for this year. A significant amount of planned activities have not taken place or have been deferred and replaced by activity to respond to the current circumstances. Therefore this report aims to reflect the work that has occurred, rather than providing a commentary of what has not.

## Flexible Working and Work Life Balance

In response to COVID-19, the following key activities took place:

* A significant portion of staff moved to home working in March and remained home working for the remainder of the year.
* The University adopted a “do what you can” position to support staff working from home, many with childcare, home schooling, and other caring responsibilities. Messages to line managers repeatedly emphasised that they should be flexible and supportive. In a Pulse Survey, 73% of respondents agreed that they had been treated fairly when considering new working arrangements during this period.
* The University introduced the “Work Your Way – Flexible Working Options for Staff” initiative including a new Annual Leave Purchase Scheme taken up by 106 staff, Flexible Working opportunities taken up by 46 staff, Enhanced ‘Career Break’ Opportunities, and Flexible Retirement.
* Two additional one-off University closure days were introduced to aid with staff wellbeing during the lockdown period.
* Two sets of Diversity & Equality Factsheet for Managers were produced, the first providing advice on supporting staff home working, and the second on returning to campus.
* A new project called [RISE](https://www.liverpool.ac.uk/rise/) (Research in an Inclusive and Sustainable Environment) has been launched to investigate how to support researchers in a COVID and post-COVID environment.
* The Equality & Engagement team and The Academy produced resources and development opportunities to support staff and managers to respond to home working. Additionally, resources and development sessions were introduced to support those staff returning to campus in the 2020/21 academic year.

# Bullying & Harassment

The number of staff and students who contacted a Bullying & Harassment Advisor in 2019/20 decreased from 43 to 26, although pre-COVID projections from the first 6 months of the academic year anticipated that the number of contacts would have exceeded 2018/19 without the disruption.

The number of staff making a formal complaint where bullying and harassment was the influencing factor, also remained significantly low at 11; only 2 of which had an equality dimension. Four stage 2 student complaints were received, 1 of which was equality related.

This is in stark contrast to the Equality & Human Rights Commission report into racism in higher education which found that 24% of ethnic minority students and 9% of white students had experienced racial harassment since starting their course. Similarly the Staff Survey 2019 found that 15% of staff had experienced some form of bullying and harassment in the previous year, and 22% of staff would be unlikely to report it if it had happened to them.

The University will be introducing a new Report and Support tool in 2020/21 which aims to support staff and students in reporting bullying and harassment incidents, and a new online Bullying & Harassment training module is to be introduced.

Read the [Annual Dignity at Work and Study Report](https://www.liverpool.ac.uk/intranet/media/livacuk/hr/diversityandequality/dataandreports/reports/Dignity%2Cat%2Cwork%2Cand%2Cstudy%2Creport%2C201920.pdf).

# Racism in Higher Education

In October 2019 the Equality and Human Rights Commission (EHRC) released their report, “[Tackling racial harassment: Universities challenged](https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged)” outlining their findings on the extent of race related bullying and harassment within the higher education sector.

In response, an internal EHRC Working Group was established, chaired by Professor Fiona Beveridge (Executive Pro-Vice Chancellor, Faculty of Humanities and Social Sciences). In May 2020 the murder of George Floyd in the USA resulted in a significant global Black Lives Matter movement further highlighting the urgency of this work. In response, the University took the following steps:

* The University signed the joint National Union of Students and Universities UK Closing the Gap pledge on degree attainment differentials,
* Committed to join the AdvanceHE Race Equality Charter in early 2021,
* Committed to rename Gladstone Hall of Residence due to the Gladstone family’s links to slavery,
* Adoption and publication of a [Race Equality and Anti-Racism Action Plan](https://www.liverpool.ac.uk/media/a4-equality-and-human-rights-commission-2110.pdf),
* Committed to introduce a Report & Support reporting tool for the 2020-2021 academic year.

# Achieving Gender Equality

Work continued throughout 2019/20 on the implementation of the Athena SWAN Charter. The School of Electrical Engineering, Electronics & Computer Science achieved a Bronze Athena SWAN award in November 2019 and the Management School made their first award application.

AdvanceHE changed the Athena SWAN institutional award length from 4 years to 5 years, and with the disruption caused by COVID, the decision was taken to delay the institutional award renewal until November 2021. A 1 year silver extension action plan has been developed to cover 2020-2021.

Due to the restructure of the Faculty of Health and Life Sciences, an interim Athena SWAN application is under development and is due to be submitted in November 2020. If successful this will transfer awards held under the old Faculty structure to departmental level. The four new institutes will then have three years to develop their own Athena SWAN action plans and applications. Five staff were provided with centrally funded places on the Aurora leadership programme for women. The Aurora Alumni Network has continued to meet both in person and online, providing an opportunity for Aurora alumni to hear from role models, share experiences and contribute to University projects (such as the Leadership Commitment Framework) and network with each other.

The impact of our gender equality initiatives continue to be reflected in the annual promotion data, where in 2019 31% of applicants for promotion to professor, and 31% of successful promotions were women. Overall the total proportion of female professors now stands at 31% (HESA, 2018/19).

The University continued to invest in developing women’s careers, supporting 24 women to attend the Aurora Women in Leadership programme (5 centrally and 19 departmentally funded) and launched an Aurora Alumni Network. A number of events aimed at celebrating and promoting women were also held prior to COVID restrictions including a visit from Hollie Ridings, the Chief Flight Director of NASA (organised by Liverpool Women in Science & Engineering (LivWiSE)) who spoke to over 200 high school students and gave a public lecture.

# Disability and the Physical Estate

Significant activity has taken place during this reporting period to enhance the accessibility of our campus. An Inclusive Design Guide has been developed by a National Register of Access Consultant (NRAC) on behalf of the University to ensure best practice and consistency on accessibility building standards applies to all project work. The guide acts as a single point of reference for designers on University projects. Following a six month consultation period the Inclusive Design Guide was formally issued in January 2020.

Major projects in which the design standard is being used on are the Yoko Ono Lennon Centre, the Digital Innovation Factory, the Regius Chair project in Chemistry, and the Equine Isolation Unit in Leahurst.

A new 4 year accessibility improvement strategy has been adopted which will ensure audits are completed for all significant buildings on campus, the development of designs and the delivery of improvement works. In total FRCS invested £625,000 on accessibility works and consultancy during the financial year 2019/20 as part of this plan.

In order to deliver the strategy and ensure consistency of standards we tendered an approved suppliers list for access consultants. E3Cube was appointed to provide audit and project management support for the main Liverpool campus teaching and office buildings; and MAC Consulting to provide audit and project management support for Ness, Leahurst, residential and commercial.

The public realm pedestrian circulation and facilities report and 26 key publicly accessible and teaching Building Audits had been completed by the end of 2019/20. A schedule of building audits for 2020/21 has been approved and work has begun on identifying planned improvement works to be completed in 2020-2021.

# Researcher Development

Researcher Development activities (excluding Prosper) are aimed at Post-doctoral Researchers, Early Career Researchers, Mid-Career Researchers (excluding PDs and ECRs, Academic, Teaching and Research Staff, and Research-related Professional Services Staff.

In June 2020, the University retained its HR Excellence in Research (HREinR) Award, recognising our commitment to principles of the Concordat to Support the Career Development of researchers. Examples of the impact of the Concordat at Liverpool include:

* An updated [Statement of Expectations for Principal Investigators (PIs) and Research Staff](https://www.liverpool.ac.uk/media/livacuk/researcher/documents/Statement%2Cof%2CExpectations%2COctober%2C2019.pdf) which ensures a minimum of 10 days pro rata, per year, for researchers to engage with professional development opportunities.
* 44% more researchers attended the one-day [Annual Research Conference](https://www.liverpool.ac.uk/researcher/research-staff-conference/) in 2019 than in 2018.
* As of July 2020, 25% of research staff are currently engaging with the [University’s mentoring scheme](https://www.liverpool.ac.uk/intranet/mentoring/), of which 72% (151/211) are early career researcher mentees, and a growing number of mentors are PIs.

**Making an Impact** is an annual series of development activities for researchers at all stages of their careers. In response to COVID-19 the programme was delivered online with a [commitment](https://www.liverpool.ac.uk/researcher/making-impact/impact-2020/) to accessibility and inclusivity in an online/home working environment. 23 out of the 57 sessions were recorded, not only to create a rich bank of resources but to also increase accessibility for those with internet issues, people unable to attend, or those that find it beneficial to revisit the session.

650 individuals participated, 22% from Humanities and Social Sciences (FHSS), 8% from professional services, 21% from Science and Engineering (FS&E), 49% from Health and Life Sciences (FHLS). In all, participants’ roles were: 26% ATR, 12% ECR, 2% MCR, 13% PGR, 4% PI, 15 % RPS, 26% PD and 2% other.

## Prosper: Enhancing First-time Postdoctoral Career Development and Success

Work began on the [Prosper Project](https://www.liverpool.ac.uk/researcher/prosper/), a £4.4m externally funded collaborative research project to enhance the career development of post-doctoral staff. A key component of the project is to tackle equality, diversity, and inclusivity issues that usually present barriers to training for postdoctoral researchers.

# Staff Profile

## Staff Recruitment

17,084 job applications were received in 2019/20 via eRecruitment, a 54% decrease compared to 2018/19 as a direct result of a recruitment freeze in response to COVID and the national lockdown. This makes it difficult to make a year on year comparison due to the disruption to the normal recruitment pattern and the mix of jobs advertised. Furthermore a number of posts where frozen due to COVID, and as a result did not complete their recruitment cycles.

However, 52.4% of applications received were from **women**, representing only a minor change from 53.2% the previous year. The proportion of women invited to an interview dropped slightly from 52.7% to 50.1% but the proportions of posts offered to women actually increased from 52% to 52.5%.

5.4% of applications were received from **disabled candidates**, a decrease from 6.7% in 2018/19. However, the proportion invited to interview increased from 8.1% to 10.4%, most likely a result of a smaller overall applicant pool and the use of the Guaranteed Interview Scheme (Two Ticks) by disabled candidates. The proportion offered the post dropped from 4.9% to 4.6%, although 2018/19 was a peak year.

27% of applications were received from **People of Colour**, a significant increase from 22.5% the previous year. This is most likely a result of academic posts being advertised before and during the pandemic which have a higher proportion of PoC applicants, in comparison to other roles (clerical, manual etc.) which for the most part saw a complete freeze. The proportion of PoC invited to an interview increased from 16.3% to 19.2% and the proportions of posts offered to PoC increased from 16.5% to 17.1%.

## Senior Leaders

40% of the University’s Senior Leaders are female, representing little change from the previous year, however, there are no known People of Colour in Senior Leadership roles, and only 2% have disclosed a disability.

*Senior Leaders are positions listed on the University’s Management Structure organogram, with the exception of Level 1 academic department heads. See Pyramids of Power infographics in the Diversity & Equality Infographics Report 2019-2020.*

## Professors

Progress continues to be made on diversifying the Professoriate. Based on HESA data, in the 10 year period from 2009/10 and 2018/19 (the most recent published year), the University has increased the proportion of Female Professors from 12.6% to 31.3%. Racial diversity has not progressed as significantly, though the proportion of People of Colour is now 9% (all), and 9.1% (UK Dom) respectively.

## Academic Promotion

In 2019, 48% of applicants for promotion to **Senior Lecturer** were from women, a slight decrease from 49% in 2018. However, women accounted for 53% of successful applicants, an increase from 45% the previous year.

35% of applicants for promotion to **Reader** were from women, a drop from 44% the previous year. 36% of successful promotions were from women, compared to 52% the previous year. However, 2018 was an outlier year where a large proportion of women were ready to apply for promotion.

Similarly there was a decrease in the proportion of women applying for promotion to **Professor**, decreasing from 42% in 2018 to 31% in 2019. However, a slightly higher proportion of successful candidates were women at 33%.

# Staff Engagement

The 4th triennial staff engagement survey took place in November-December 2019 providing an opportunity to capture the opinions of members of staff about their experience of working at the University, including their attitudes relating to equality and diversity.

Three specific questions were asked in the survey to gauge staff members’ opinion on the University’s commitment to diversity and equality, to ascertain who had experienced bullying and harassment, and whether staff would be willing to report bulling and harassment if it has happened to them.

Overall staff were less likely to think that the University was committed to equality for all with negative (disagree/tend to disagree) responses increasing from 18% (2016) to 21% (2019).

More worryingly, 15% of responses Agreed/Tended to Agree that they had experienced bullying and harassment within the previous 12 months. In the 2016 survey, the response option was Yes/No, so not exactly comparable, however, in 2016 only 4% stated that they had been bullied or harassed. See section 3 for further details on bullying and harassment.

# Students

## Access & Participation Summary

While recognising the deeply challenging educational context for schools and colleges caused by COVID, the University has continued to deliver important outreach and engagement activities for under-represented student groups.

Using digital platforms such as zoom (and schools’ own virtual learning environments e.g. google classrooms), projects such as Fast Trackers, Liverpool Scholars and our Looked After Children mentoring have all been able to be adapted to operate digitally.

2020 was a record year of entry for Liverpool Scholars supported access students coming to Liverpool, with 123 joining us (up from 92 in E2019), including increasing numbers through confirmation and clearing. Through the Realising Opportunities Partnership we welcomed 34 students, an increase from 22 in E2019. Likewise, we recorded an increase in Care Experience student entry for 2020 (to 39, from 35).

The Launchpad to Liverpool orientation module on CANVAS was also delivered successfully, with circa 2,500 students engaging with the module, which aimed to best prepare students from all backgrounds for HE study and included both generic, KnowHow and subject specific orientation content.

In September 2020 the ‘UP Programme’ will be introduced which will support equality and diversity outcomes related to careers and employability and will be promoted to students by the Careers and Employability service on an opt in self-selecting basis through Liverpool Welcome activities, the Guild and Faculty links.

## Student Recruitment (UK Dom)

**Age:** 88% of students entering in 2019/20 were under 21, the highest percentage recorded over the past 5 years, although the overall student count in this area decreased. There was a decrease in the percentage of mature male students more so than female students in this category.

**Disability:** For the second year, the percentage of students registering a disability remained at 10%, although the percentage registering two or more impairments increased by 9% year on year, from 59 to 118 students.

**Ethnicity:** The number and percentage of applications received across all ethnicities increased, with the greatest increase across the mixed ethnicity grouping. The percentage of those applications resulting in offers made remained static for all categories except for Black students (dropping from 65% in 2018/19 to 61% in 2019/20), and the offers accepted by Black applicants dropped from 27% (2018/19) to 22% (2019/20), although a higher proportion resulted in registrations (54% v 60%).

The percentage of white students increased to 56%, although this increase was slight (from 55%) and still equates to a reduction compared to the previous three year average.

The percentage of students not registering or refusing to provide an ethnicity increased to 19% this year, up to a five year high from 10% last year.

**Gender:** The percentage of applications from female students increased marginally year on year, from a 55.9% majority to 56.2%. The percentage of offers made remained static for both genders. The conversion of offers made to accepted reduced slightly for males year on year, although the percentage of applications resulting in registrations increased for both males and females across the two years.

The percentage of female students has remained relatively static over the past 5 years, around 55%.

Key Performance Indicators

# Staff Key Performance Indicators

*Data reported below relates to the following staff equality objectives:*

* *Make significant and sustained improvements in the recruitment (application and appointment) rates for the most underrepresented groups in the workforce.*
* *Make sustained improvements in the retention and progression rates of underrepresented groups in the workforce.*

## Staff Recruitment

* + 1. % Job Applications received

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |  |
| % Disabled | 5.9% | 6.7% | 5.4% | ↓ |
| % Women | 53.2% | 53.2% | 52.4% | ↓ |
| % BAME+ | 35.3% | 37.1% | 41.7% | ↑ |
| % People of Colour | 21.3% | 22.5% | 27.0% | ↑ |
| % People of Colour (UK) | 6.5% | 6.5% | 6.9% | ↑ |
| % LGB+ | 6.8% | 8.0% | 8.7% | ↑ |
| % Religious (ex Christian) | 12.8% | 13.9% | 17.1% | ↑ |

### Gender % Female

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |  |
| % Applications | 53.2% | 53.2% | 52.4% | ↓ |
| % Invited to Interview | 52.6% | 52.7% | 50.1% | ↓ |
| % Post Offered | 50.3% | 52.0% | 52.5% | ↑ |

### Disability % Known Disability

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |  |
| % Applications | 5.9% | 6.7% | 5.4% | ↓ |
| % Invited to Interview | 7.1% | 8.1% | 10.4% | ↑ |
| % Post Offered | 3.1% | 4.9% | 4.6% | ↓ |

### Ethnicity % People of Colour

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |  |
| % Applications | 21.3% | 22.5% | 27.0% | ↑ |
| % Invited to Interview | 16.4% | 16.3% | 19.2% | ↑ |
| % Post Offered | 14.6% | 16.5% | 17.1% | ↑ |

### Ethnicity % People of Colour (UK DOM)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |  |
| % Applications | 6.5% | 6.5% | 6.9% | ↑ |
| % Invited to Interview | 6.6% | 5.2% | 5.6% | ↑ |
| % Post Offered | 6.1% | 4.9% | 7.3% | ↑ |

## Academic Promotion

### % Female

% of applicants → % of successful applicants

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017** | **2018** | **2019** |
| % Senior Lecturer Female | 41% → 41% | 49% → 45% | 48% → 53% |
| % Reader Female  | 32% → 33% | 44% → 52% | 35% → 36% |
| % Professors Female | 37% → 30% | 42% → 44% | 31% → 33% |

### % of promotions People of Colour

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017** | **2018** | **2019** |
| % Professors |  |  | 13.5% → 13.1% |

## Professor Population

Data source: HESA Full Personal Equivalent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***2009/10*** | **2017/18** | **2018/2019** |  |
| % Female | *12.6%* | 29.1% | 31.3% | *↑* |
| % Disabled | *0.6%* | 2.8% | 2.5% | ↓ |
| % PoC | *7.8%* | 8.3% | 9% | *↑* |
| % PoC (UK) | *7.1%* | 7.1% | 9.1% | *↑* |
| % Black | *0.7%* | 0.3% | 0% | ↓ |
| % EU/OSI | *13.3%* | 21.5% | 21.1% | ↓ |

## Athena SWAN

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |
| % Bronze Awards | 38% | 44% | 44% |
| % Silver Awards | 31% | 38% | 38% |
| % Gold Awards | 6% | 6% | 6% |

## Pay Gap Median Calculation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2018** | **2019** | **2020** |  |
| Female v Male | 19.00 | 15.49 | 16.18 | *↑* |
| BAME+ v White British | -13.22 | -12.34 | -14.57 | *↑* |
| PoC v White | -6.03 | -0.53 | -4.89 | *↑* |
| Disabled v No Disability | 11.10 | 9.59 | 9.73 | *↑* |
| LGB+ v Heterosexual | 0.00 | 2.89 | 3.23 | *↑* |

## Staff Survey

Q) The University is committed to providing equality of opportunity for all staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2010** | **2013** | **2016** | **2019** |
| Disagree/Strongly Disagree | 21% | 20% | 18% | 21% |

Q) In the last year I have personally experienced bullying/harassment at the University

Previous question was “Are you currently being harassed or bullied at work?”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2010** | **2013** | **2016** | **2019** |
| Agree/Strongly Agree (2019) | YES: 4% | Yes: 5% | Yes: 4% | 16% |

Q) I would feel confident to report bullying/harassment if it happened to me

Previous question: Have you reported Bullying (only responses to those that said they had been bullied)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2010** | **2013** | **2016** | **2019** |
| Disagree/Strongly Disagree (2019) | NO: 58% | NO: 54% | NO: 47% | 22% |

# Student Key Performance Indicators

*Data reported below relates to the following student equality objectives:*

* *Make significant and sustained improvements in the participation rates for the most disadvantaged and underrepresented groups, and in the diversity of the student population.*
* *Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups.*

## Student Recruitment: UK domiciled first degree entrants only.

### # Applications received

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018/19** | **2019/20** |  |
| Asian | 3899 | 4184 | *↑* |
| Black | 1274 | 1406 | *↑* |
| Mixed | 1458 | 1721 | *↑* |
| Other | 542 | 589 | *↑* |
| White | 25076 | 25954 | *↑* |
| Female | 22575 | 23206 | *↑* |
| Male | 17816 | 18093 | *↑* |

### % Offers Made

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018/19** | **2019/20** |  |
| Asian | 65% | 65% | ↔ |
| Black | 65% | 61% | ↓ |
| Mixed | 79% | 79% | ↔ |
| Other | 57% | 57% | ↔ |
| White | 81% | 81% | ↔ |
| Female | 76% | 76% | ↔ |
| Male | 77% | 77% | ↔ |

### % Offers Accepted

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018/19** | **2019/20** |  |
| Asian | 25% | 27% | *↑* |
| Black | 27% | 22% | ↓ |
| Mixed | 31% | 32% | *↑* |
| Other | 25% | 31% | *↑* |
| White | 35% | 33% | ↓ |
| Female | 32% | 32% | ↔ |
| Male | 30% | 29% | ↓ |

### % Registrations

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018/19** | **2019/20** |  |
| Asian | 52% | 61% | *↑* |
| Black | 54% | 60% | *↑* |
| Mixed | 56% | 57% | *↑* |
| Other | 49% | 62% | *↑* |
| White | 54% | 58% | *↑* |
| Female | 48% | 55% | *↑* |
| Male | 47% | 57% | *↑* |

## Student Degree Attainment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017/18** | **2018/19** | **2019/20** |  |
| White | 88% | 86% | 90% | ↑ |
| People of Colour | 70% | 70% | 78% | ↑ |
| Disabled | 82% | 79% | 86% | ↑ |
| No Disability | 77% | 76% | 85% | ↑ |
| Female | 82% | 80% | 88% | ↑ |
| Male | 72% | 72% | 80% | ↑ |
| UK | 87% | 85% | 88% | ↑ |
| EU | 79% | 80% | 83% | ↑ |
| OSI | 66% | 67% | 78% | ↑ |
| Young <21 | 79% | 78% | 85% | ↑ |
| Mature >21 | 67% | 68% | 77% | ↑ |

# Data Definitions

**Disability**

|  |  |
| --- | --- |
| Disabled | Refers to individuals who have stated that they have a disability as defined by the Equality Act 2010. |
| No Disability | Refers to individuals who have stated that they do not have a disability, declined to answer and unknown. |

**Domicile**

|  |  |
| --- | --- |
| UK | Refers to individuals who are from the UK / British. |
| EU | Refers to individuals who are from the European Union. |
| OSI | Refers to individuals who are from the rest of the world, excluding UK/British and the European Union. |

**Gender**

|  |  |
| --- | --- |
| Female | Refers to individuals who stated they are Female. |
| Male | Refers to individuals who stated they are Male. |

**Ethnicity**

|  |  |
| --- | --- |
| BAME + | Used to refer to all ethnic minority groups, compared to White British. BAME+ includes White Irish, Gypsy/Traveller, White Other, and People of Colour. |
| People of Colour | Used to refer to all Asian, Black, Mixed, and Other Ethnic Groups. Excludes White minority ethnic groups. |
| People of Colour (UK) | Used to refer to all UK Domiciled Asian, Black, Mixed, and Other Ethnic Groups. Excludes White minority ethnic groups and EU/Overseas/International People of Colour. |
| Asian | Refers to the Asian minority ethnic groups of Bangladeshi, Chinese, Indian, Pakistani, and Other Asian background. |
| Black | Refers to Black minority ethnic groups of African, Caribbean, and Other Black background. |
| Mixed | Refers to Mixed minority ethnic groups of White & Asian, White & Black African, White & Black Caribbean, and Other Mixed background. |
| Other | Refers to Other minority ethnic groups of Arab, and Other ethnic background. |
| White British | Refers to individuals who identity as White British only. |
| White | Refers to all White ethnic groups of White British, White Irish, Gypsy/Traveller, and Other White background. |

People of Colour is used within this report to provide a clearer descriptive term to refer to non-white ethnic minority groups. BAME or BME is usually used to denote this however, there is no clear acronym to refer to white minority ethnic groups as part of the collective ethnic minority community, therefore BAME+ is used within this report to enable this distinction.

**Religion**

|  |  |
| --- | --- |
| Religious | Refers to individuals who have stated that they identify as Buddhist, Christian, Hindu, Jewish, Muslim, Sikh, Spiritual, or Other Religious belief. Excludes Atheist, Decline and Unknown. |
| Religious (ex Christian) | Refers to individuals who have stated that they identify as Buddhist, Hindu, Jewish, Muslim, Sikh, Spiritual, or Other Religious belief. Excludes Christian, Atheist, Decline and Unknown. |

**Sexuality**

|  |  |
| --- | --- |
| LGB+ | Refers to individuals who identify as Lesbian, Gay, Bisexual, or Other Sexuality.  |
| Heterosexual | Refers to individuals who identify as being heterosexual / straight. |