UNIVERSITY OF ABERDEEN

MAINSTREAMING EQUALITY AND EQUALITY OUTCOMES REPORT

FOREWORD

I am delighted to introduce the University of Aberdeen's Mainstreaming and Equality Outcomes report which details how we are meeting our legal obligations in relation to equality and also how we plan to continue to strive to achieve excellent practice in equality and inclusion.

Embedding the principles of equality and celebrating the diversity of our campus are core priorities for the University of Aberdeen. We have demonstrated that this is the case by embedding equality and inclusivity within our Strategic Plan 2015 – 2020 and by clearly communicating this commitment to staff and students.

Our work on equality is heavily guided by engaging with staff and students on their experiences and learning from feedback, and by consulting external sources of expertise. As well as driving a cultural shift towards increased tolerance and respect, we have been proud to make a real difference to individuals through initiatives such as Project SEARCH, Athena SWAN, the development of a comprehensive and evolving Mental Health and Wellbeing Strategy and Action Plan, successfully tacking the gender pay gap, and introducing an extensive training programme for staff and students in relation to equality.

The University's senior management team were delighted to be involved in the development of this report; indeed, the University Court has endorsed it. I believe the report demonstrates the continued efforts and commitment of the University to equality and inclusivity. We very much look forward to progressing this work through the implementation of our Action Plan.

Professor Margaret Ross
Vice Principal for People Strategy

1   Introduction

1.1   This report provides an update on (1) the progress made by the University of Aberdeen in meeting its legal requirement to mainstream equality into its functions and fulfil the requirements of the general duty as set out in the Equality Act 2010; and (2) the progress made by the University towards achieving its Equality Outcomes.

1.2   The University developed a Single Equality Scheme in 2013 and reported on progress in 2015. The following five equality outcomes were agreed through a process of consultation with the staff and student community:
- The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally
- Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality;
- The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies;
- The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued; and
- The University will further gender equality and address the gender balance in STEMM subjects.

1.3   These outcomes have provided a clear focus for the University's activities in relation to Equality and Diversity over the last 4 years.

2   Strategic Direction

2.1   The principles of Equality and Diversity are embedded within the University's Strategic Plan 2015 – 2020. The University's mission within the Strategic Plan includes the commitment to embed "*a culture of equality and diversity in which all staff and students thrive".* The values included in the Strategic Plan commit the University to:

- Sustainable partnerships with stakeholders - driving a culture of inclusion and accessibility
- Respect for all within and beyond the University
- An empowered and ambitious community in which all can thrive

2.2   The University has also agreed a specific vision for Equality and Diversity:

To strive to create an *inclusive culture* which *celebrates* the *diversity* of the University's staff and students. In recognising that this diversity brings new and *engaging* perspectives and *enriches* the experience of all who work, study and visit the University we will take a *proactive approach* to embedding and mainstreaming the principles of Equality and Diversity by:

- *Driving* the agenda at the highest strategic level and throughout the University;
- *Communicating* the Equality and Diversity Vision and the University's expectations widely to all staff and students;
- *Challenging* prejudice and discrimination;
- *Sharing* experiences and good practice;
- *Educating* staff and students on Equality and Diversity and their responsibilities;
- *Engaging* staff and students on Equality and Diversity matters.

2.3   One of the most significant changes since the publication of the report in 2015 has been the creation of the role of Vice Principal for People Strategy. This development reflects the importance of the 'People' pillar within the University's Strategic Plan which includes the key goal "to foster a positive culture wherein our people are engaged, committed to our future, and champions of equality and diversity". The role of Vice Principal for People Strategy encompasses the Equality and Diversity agenda. They chair the University's Advisory Group on Equality and Diversity and are a champion for Equality and Diversity.

3   **Structure of Report and Publication**

3.1   The structure of this report has been set out to show clearly how the University is meeting the general duty within the Equality Act 2010. Therefore, there will be information on our progress and actions required in relation to:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity, considering the need to: remove or minimise disadvantage, meet the needs of people with protected characteristics, and encourage participation where it is low and;
- fostering good relations between people from different groups;
- diversity within the composition of boards.

3.2   The report also outlines the progress that the University has made towards meeting our Equality Outcomes since our review in 2015. Information which was provided in our reports of 2013 and 2015 will not be repeated in this report unless required.

3.3   An action plan can be found at Appendix 1and the actions are specifically linked to the items in this report. The action plan is ambitious, but achievable and continues our work to meet the Equality Outcomes. The employee information/data can be found in Appendix 2.

3.4   This report is fully available to staff, students, visitors and other interested groups or individuals. It will be published on the University's Equality and Diversity webpage and will be publicised to staff and students through the University's communication channels e.g. Staff E-zine, Message of the Day, open sessions, College newsletters.

4   **ELIMINATING UNLAWFUL DISCRIMINATION, HARASSMENT AND VICTIMISATION**

This section highlights how we have been working towards meeting the first of the four 'needs' of the general duty within the Equality Act 2010 and mainstreaming equality to eliminate unlawful discrimination, harassment and victimisation. We have made progress in this regard through supporting staff and students to increase their knowledge of equality and diversity, enhancing our promotions process to mitigate against bias, implementing equality impact assessments, reviewing and making clear strides towards eliminating our gender pay gap and enhancing support for staff and students.

4.1   **Equality and Diversity module – *Diversity in the Workplace* Training**

4.1.1   Background

All University staff are required to complete a mandatory online Equality and Diversity training module – *Diversity in the Workplace*. Since publication of the report in 2015, completion rates have increased significantly, with 80% of staff completing this training (an increase of 10% since 2016). We continue to aim for a 100% completion rate and have introduced, since the report in 2015, a requirement that all new staff are to complete this training module within the first three months of their employment. Since the last report we have also introduced a Key Performance Indicator (KPI) on completion rates of the Equality and Diversity training across the University. This KPI requires Directors and Heads of School to monitor the uptake in their areas and report on progress. This has resulted in significant increase in uptake, particularly in the academic areas. We have also implemented a robust training plan around this. The target to reach 100% completion rate has also been embedded into our Athena SWAN action plan.

4.1.2   Impact

The impact of these interventions will be monitored through staff surveys and analysing trends in relation to issues raised with the Staff Wellbeing Coordinators.

Action: Achieve 100% uptake of Diversity in the Workplace on-line training (Action 2.1)

4.2   **Unconscious Bias Training**

4.2.1   Background

Since 2015, the University Unconscious Bias training has been delivered to a range of staff groups, using both internal and external trainers. Thus far, the Senior Management Team, members of the Advisory Group on Equality and Diversity, College Diversity Leads, Human Resources staff and other senior colleagues have received training and/or briefing. Members of the University's Promotion Panels have also received training with a follow-up briefing paper prepared for discussion before each promotion panel meeting. This takes into account unconscious bias research which suggests that raising awareness of bias immediately before a decision-making situation mitigates against bias occurring.

4.2.2   Impact

The impact of the unconscious bias training is evidenced by the feedback received. 95% of respondents to the feedback survey rated the training as Good or Excellent, with respondents commenting that the training had motivated them to make behavioural changes in decision-making situations. Feedback also suggested that all staff should receive the training and that follow-up sessions should be available. We have acted on this feedback by committing to additional training sessions from an external training consultancy.

4.2.3   We are aware that unconscious bias can pervade all areas of the University, from senior management decision-making to one-to-one discussions between staff and/or students. We are committed to continuing the roll-out of training.

Action: Develop and roll out a plan for unconscious bias training, considering both face-to-face and on-line options (Action 2.2).

4.3   **On-line Equality and Diversity Training for Students**

4.3.1   Background

The University has introduced an online equality and diversity training module for students, following an equality and diversity survey of students in 2015. This training is mandatory for all Level 1 students and the uptake has been steadily increasing. To date 711 students of the 2600 students offered the training (27.3%) have completed it. Completion of the training, is added to their degree certificate transcript.

4.3.2   We are clear in our responsibility to ensure that students treat each other and staff with respect and that the students' contribution to creating an inclusive and tolerant culture is equally important as that of staff.

4.3.3   Impact

Our intention is to ensure that all students complete this training and that it becomes viewed as an essential aspect of studying at the University of Aberdeen. This will be enforced through increased communication to students, engaging with Personal Tutors to encourage them to promote the training and gaining feedback on the training so improvements can be made to it

where appropriate. While it is too early to assess the wider impact of this training, feedback on the course so far has been positive.

Action: **Monitor uptake of the student equality and diversity on-line training (Action 2.3)**

Action: **Implement feedback/suggestions process (Action 2.4)**

4.4 Mitigating Bias in the Promotions Process

4.4.1 Background

To mitigate the potential for unconscious bias/discrimination in our promotions process, we have introduced he opportunity for the first stage of the process to be conducted on the basis of a 'blind review'.

4.4.2 Impact

We will monitor the impact of the introduction of this initiative by continuing the routine monitoring we undertake of our promotions submissions and outcomes. Our promotions statistics since 2014 indicated that application rates for promotion are similar for both men and women when distribution within the population is taken into account, however, overall there was no clear trend regarding who was more successful in gaining a promotion (see table 1 below). We provide coaching and training for all mangers on discussing promotions with their staff and we are responding to feedback (which indicated that staff require increased guidance and support in navigating the promotions process) from career development focus groups to ensure that information regarding the promotions process is fully accessible and routinely publicised. We also provide ongoing one-to-one coaching for staff and a well-publicised mentoring scheme. At present we have 42 females and 15 males being mentored through the scheme.

Table 1 :success rates within promotion process by gender

Year	Applied			Successful			Success rates (%)	
	Female	Male	% female	Female	Male	% female	female	male
2014/15	106	96	52.48	65	54	54.62	61.3	56.3
2015/16	90	67	57.32	50	41	54.95	55.6	61.2

Action: **Review the impact of the introduction of blind review on promotion outcomes (Action 3.2).**

Action: **Continue to offer awareness sessions for all staff on the annual promotion exercise (Action 3.3).**

4.5 Equality Impact Assessment

4.5.1 Background

The University continues to assess its policies and decisions through the Equality and Diversity Impact Assessment process. Managers who are proposing new polices or initiatives are required to explain in their covering papers to University committees whether an Equality Impact Assessment is required and provide clear reasons if they believe it is not required. The Advisory Group on Equality and Diversity oversees the Equality Impact Assessment process and provides feedback on assessments presented to them.

4.5.2   Impact

Whilst this process is in place we have established from the quality of the impact assessments presented, that further guidance and training is required in this area and have identified this as a key priority for the forthcoming 6 months.
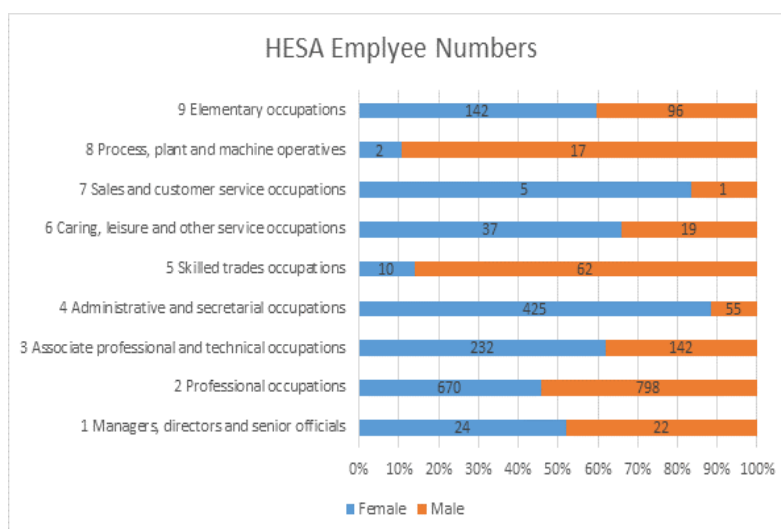
Action: **Revise the guidance in committee paper templates (Action 1.1).**

Action: **Provide additional training on equality impact assessment for appropriate staff (Action 1.2).**

4.6   Equal Pay Statements

4.6.1   Equal pay between men and women is a legal right under both domestic and European law. We recognise that it is our duty to promote equality across the four main strands of gender, ethnicity, disability and age. This duty, and requirement, extends to the provision of equal pay for work of equal value.

4.6.2   The University recognises the importance of ensuring our pay system delivers equal pay for equal work and to be confident that the University is achieving this an Equal Pay Audit is carried out every three years.

4.6.3   The University's Equal Pay Audit analyses four equality strands: gender, ethnicity, disability and age. Our analysis also gives consideration to Occupational Segregation factors.

4.6.4   Our most recent Equal Pay Audit was conducted in December 2016, using snapshot data as at August 2016. The data used in this review excludes the salaries of; Principal, Vice Principals, Clinicians and TUPE transfers with protected grades. The gender balance for the population under review currently stands at 56% female and 44% male. There has been very little change in the overall gender balance over the past four audit periods. Gender pay gap information is presented in section 4.7.

4.6.5   The proportion of black and minority ethnic groups (BME) currently stands at 8% alongside 88% white and 4% unknown. The BME representation has increased slightly from our last audit conducted in 2013. The overall Ethnic Pay Gap (EPG) for 2016 is 3%. This is based on a mean BME salary of £38, 873 and a mean White salary of £40, 206.

4.6.6   The number of employees with a declared disability is currently 103, representing 4% of the total population. For comparison, the number of employees declaring a disability from the 2013 review was 35, representing 1% of the total population. The overall Disability Pay Gap (DPG) is 16%, based on a mean salary of £33,140 per annum compared to a mean salary of £39, 416 per annum for non-disabled staff. The number of colleagues who have a declared disability is low; although the overall Disability Pay Gap is 16%, the low numbers make it difficult to probe further due to data protection and confidentiality.

4.6.7   Research has shown that occupational segregation is one of the main causes of the pay gaps in the United Kingdom (Equality Challenge Unit, 2014). The University is committed to monitoring occupational segregation, equal access to training/development, supporting mobility as well as flexible working opportunities. The spread of the University population across 9 HESA Occupational Groups can be identified in (Table 2 below).

4.6.8   Occupational Segregation analysis according to HESA Groups shows within the University; Groups 1, 2 and 9 are characterised by comparable distribution of males and females. Groups 3 and 6, consist of a higher number of females while groups 4, 7, 5 and 8 are characterised by a significantly higher distribution of a particular gender (Table 2).

Table 2 : Occupational segregation

HESA Emplyee Numbers

Occupation	Female	Male
9 Elementary occupations	142	96
8 Process, plant and machine operatives	2	17
7 Sales and customer service occupations	5	1
6 Caring, leisure and other service occupations	37	19
5 Skilled trades occupations	10	62
4 Administrative and secretarial occupations	425	55
3 Associate professional and technical occupations	232	142
2 Professional occupations	670	798
1 Managers, directors and senior officials	24	22

4.6.9   Examples of imbalanced groups' composition using the University 'Post Long Description' (F/M):

Group 4: Income Assistant (3/0), Payroll officer (5/0), School Finance Person (5/3), Information Assistant (10/2), Senior Information Assistant (13/2), School Administrative Officer (7/1), Clerical Assistant (6/3), Personal Assistant (16/0), Receptionist (6/1), Secretary (81/4)

Group 7: Sales Assistant (3/0)

Group 5: Ground Person (2/17), Assistant Engineer/Electrician (0/6), Electrician (0/8), Engineer (0/6)

Group 8: Maintenance (0/3), Porter/Driver (0/11)

The examples above of imbalanced groups reflect those most commonly reported across all sectors.

The University will continue to analyse Occupational Segregation and strive to achieve a more even distribution of gender across occupations.

4.7   Gender Pay Gap Information

4.7.1   The overall (vertical) Gender Pay Gap (GPG) currently stands at 24% for 2016. This is based on a mean female salary of £34,272 per annum and a mean male salary of £45,334 per annum. When the GPG is calculated based on the median calculation this also stands at 24% and has reduced very slightly from 25% in 2013 and 36% in 2010.

4.7.2   The data used in this review excludes the salaries of; Principal, Vice Principals, Clinicians and TUPE transfers with protected grades. It is important to note that the overall GPG is indicative of the uneven distribution of males and females across the pay grades rather than an issue of equal pay for equal work. The University will conduct annual Gender Pay Gap Reporting to comply with the new Government Legislation and ensure the institution gender pay gap is continually monitored.

4.7.3   Although the gender pay gap overall is 24%, Table 3 below demonstrates the gaps within each grade. The pay gap within grades shows acceptable gaps within the recommended 5%

threshold. The pay gap within each grade does not exceed 2% (except in Grade 9 and 9 off scale).

Table 3: pay gaps by grade

	Number of Employees				MEAN (FTE Salary £'s)			MEDIAN (FTE Salary £'s)		
Grade	Female	Male	Total	% of total population	Female	Male	Gap	Female	Male	Gap
1	135	37	172	6	15839	15831	**0**	15831	15831	**0**
2	56	50	106	4	17198	17217	**0**	16960	17399	**3**
3	205	102	307	11	20548	20710	**1**	21220	21220	**0**
4	167	74	241	9	24544	25105	**2**	25298	25298	**0**
5	210	93	303	11	29337	29585	**1**	30175	30175	**0**
6	337	221	558	20	35978	36061	**0**	36001	37075	**3**
7	239	242	481	17	44985	45003	**0**	46924	46924	**0**
8	130	207	337	12	54440	55221	**1**	55998	55998	**0**
9	13	34	47	2	60925	63917	**5**	61179	64895	**6**
9 Off	55	152	207	7	85449	94165	**9**	78844	84387	**7**
TOTAL	1547	1212	2759	98	34272	45334	**24**	32004	41709	**23**

Pay Gap by Gender and Grade

4.7.3   In general terms the University does not have significant need for concern over Equal Pay when comparing Equal Pay for Equal Work. To ensure the University continues to meet Equal Pay obligations and sector benchmarks we will commit to the following actions to avoid unfair discrimination, to reward fairly the skills, experience and potential of all our staff and thereby to increase efficiency, productivity and competitiveness and enhance the University's reputation and image:-

Action: **Examine our existing and future pay practices for all our employees including part-time workers, those on fixed-term contracts or contracts of unspecified duration (Action 1.3).**

Action: **Carry out regular monitoring of the impact of our pay practices and report at least every three years (Action 1.4)**

Action: **Provide training and guidance to managers and supervisory staff involved in decisions regarding pay and benefits (Action 1.5)**

Action: **Discuss and agree our equal pay policy with representatives of the recognised campus trade unions (Action 1.6)**

4.8   Transgender Policies/Training

4.8.1   Background

We are in discussions with the Scottish Transgender Alliance to deliver training to approximately 50 members of key staff from across the University, both staff and student facing. The Staff and Post Graduate LGBT Network have been proactive in suggesting how the training is delivered.

Action: **Deliver training to appropriate staff by December 2017 (Action 1.7).**

4.8.2   We have engaged with our student transgender forum to ascertain their support needs. The discussions indicated that further clarity is required for our transgender staff and students on

how to request a change of name on certificates, e-mail addresses and ID cards. It was noted that some students where instigating this process through Student Support, but would have preferred to have been empowered to make the requests on their own behalf.

Action: **Promote transgender training as identified in 4.8.1**

4.8.3   In consultation with the Scottish Transgender Alliance we are reviewing the language used in research and surveys conducted at the University to ensure that the wording used for questions relating to gender identity and sexual orientation is inclusive of transgender, non-binary and lesbian, gay and bisexual individuals. At this stage, draft guidelines have been created for the School of Psychology and it is intended that these will be refined for consideration across the University.

Action: **Develop and implement draft guidelines on gender language (Action 1.8)**

4.8.4   Impact

The impact of these initiatives will be monitored through ongoing dialogue with the communities affected, surveys with staff trained and service users. It is anticipated that our work on transgender awareness will encourage staff to appreciate the issues faced by our transgender colleagues and students.

4.9   Widening Participation

4.9.1   Although widening participation and socio-economic status are not included in the Equality Act 2010, there has been increased collaboration between the Equality and Diversity and Widening Participation teams at the University over the last two years, in particular, through the engagement of the Widening Participation Manager in the Advisory Group on Equality and Diversity and through the Equality and Diversity involvement in project work. This collaboration has allowed projects in both areas to take account of equality and diversity outcomes. Two of the most significant of these projects are outlined below.

4.9.2   Scottish Funding Council (SFC) REACH Project

4.9.3   Background

The University is a partner institution with the successful SFC REACH Project. This programme focuses on raising the number of applicants, offers and entrants from disadvantaged backgrounds into high demand and competitive areas of study. REACH focuses on schools with below-average progression rates on to higher education and pupils from the most deprived areas of Scotland.

4.9.4   Impact

We have achieved all targets previously set for applicants from areas of social deprivation (MD40 applicants) into Medicine and Law. Despite the University being in an area which has significantly lower areas of social deprivation than other parts of Scotland, we have been able to raise aspirations and support those pupils who wish to enter legal or medical fields from traditionally low progression areas.

4.9.5   We are now assessing the link between the success of this project and the admissions rates in relation to the protected characteristics.

Action: **Analyse data produced as a result of the REACH project and cross-reference with equality protected characteristics (Action 3.4)**

4.9.6   Equality Challenge Unit (ECU) *Attracting Diversity* Project

4.9.7   Background

The ECU Attracting Diversity Project is a national initiative which involves a number of Higher and Further Education institutions in Scotland. The purpose of this initiative is to develop and implement interventions to attract and increase student diversity, to develop more inclusive approaches in recruitment functions and to better target underrepresented groups.

4.9.8   The University became involved in this project in late 2014. A team from across the University and the Student's Association has been working together to progress the aims of the project with priority objectives as follows:

- To embed the continuous improvement and refinement of equality and diversity considerations in student recruitment functions;
- To embed the continuous improvement and refinement of the University's data recording process in regards to equality and diversity in student recruitment;
- To conduct an analysis of the current data held by the University so as to identify any unintentional equality gaps in student recruitment;
- To conduct a review of the equality data that we do and don't record;
- To embed the continuous improvement and refinement of the recruitment process in response to the data analysis exercise.

4.9.9   In the project's current phase, we will develop an outreach initiative with a local secondary school with the aim of developing a resource which can be used by academic departments to tackle equality barriers and misconceptions at a secondary school level. We will work with a class of S3-S4 pupils to develop a poster and presentation on gender in Computing Science. This initiative will involve a series of on-campus and in-school workshops. A focus group will also be held with parents / guardians to learn about their views of the subject in relation to gender. At the end of the project the pupils will attend an event at the University to give a presentation on what they have learned. The University's team will use the data and information gathered from the work with the schools and the pupils to develop the resource.

4.9.10   Impact

Outreach project: The resource is being developed with the School of Natural and Computing Science. The development of this resource will enable Student Recruitment and Admissions Service (SRAS) to work with academic schools to actively address equality and diversity barriers and misconceptions with local secondary schools, pupils and parents / guardians. This resource is the first outreach activity that SRAS's Widening Participation (WP) Section has specifically developed to address equality recruitment issues.

Understanding E&D in student recruitment: Equality and Diversity is now a day- to-day consideration in the WP Section specifically and across SRAS more generally. Our involvement in the ECU project has helped us to refine and increase understanding of the impact of our practices on equality.

Networking and information sharing: The institution's involvement in the ECU Attracting Diversity initiative has provided the WP Section with networking opportunities and access to information on what other institutions (in both FE and HE sectors) are doing to tackle equality and diversity issues in student recruitment. These opportunities have led to an increase in our understanding of this issue and how we can actively work to reduce barriers and change misconceptions.

Action: Development of appropriate resources to support the initiative to be completed by June 2017 (Action 3.5).

4.10   Enhanced Support Mechanisms for Staff and Students

4.10.1 Background

Since the report in 2015, the University has introduced a revised Academic structure, with new academic line managers, thus enhancing the support offered to staff, including addressing equality issues. An extensive training programme has been provided to the new academic line managers and this has included training on equality and diversity. This represents a significant change in the University's line management structures and, together with the updated performance management and promotions processes creates a more coherent support structure for staff and ensures the opportunity to effectively further communicate and roll out equality initiatives to staff.

To further support academic line managers we will continue to provide our suite of training and development opportunities which will include promoting equality and dealing with equality related concerns.

Action: Continue to deliver training for Academic Line Managers and provide specific sessions on:

- **Promoting equality**
- **Dealing with equality-related staff concerns**
- **Supporting disabled staff**

(Action: 4.2)

4.10.2 Impact

The impact of the introduction of the Academic Line Manager system will be monitored through the staff satisfaction survey. The training for the line managers will be evaluated through feedback questionnaires.

4.10.3 In relation to student support, a system of Personal Tutors has been implemented. Personal Tutors are the first line of support for students and have an important role in monitoring and supporting students with equality concerns. We are clear that Personal Tutors require support to fulfil their role sufficiently and have already provided them with guidance in specific areas, particularly in relation to the Mental Health Strategy.

To further support them we will provide training on supporting students with equality related concerns and raise awareness on the support mechanisms available within the University. See Diagram 1 below.

Personal Tutors

Roles and Responsibilities

▸ Of Personal Tutors
▸ Of Personal Tutees
▸ Of Senior Personal Tutors
▸ Senior Personal Tutor directory

More information

Preparing for your Meeting

▸ Schedule of Personal Tutor:Tutee Meetings
▸ For Personal Tutors
▸ For Personal Tutees

More information

Resources

Support, advice, IT tools. Meetings. Equality & Diversity training. Co-curriculum. Employability. Graduate attributes. Exam preparation and reflection. Feedback.

Access resources

Frequently Asked Questions

▸ From Personal Tutors
▸ From Personal Tutees

Background and Communications

Background information on Personal Tutors, including previous communications.
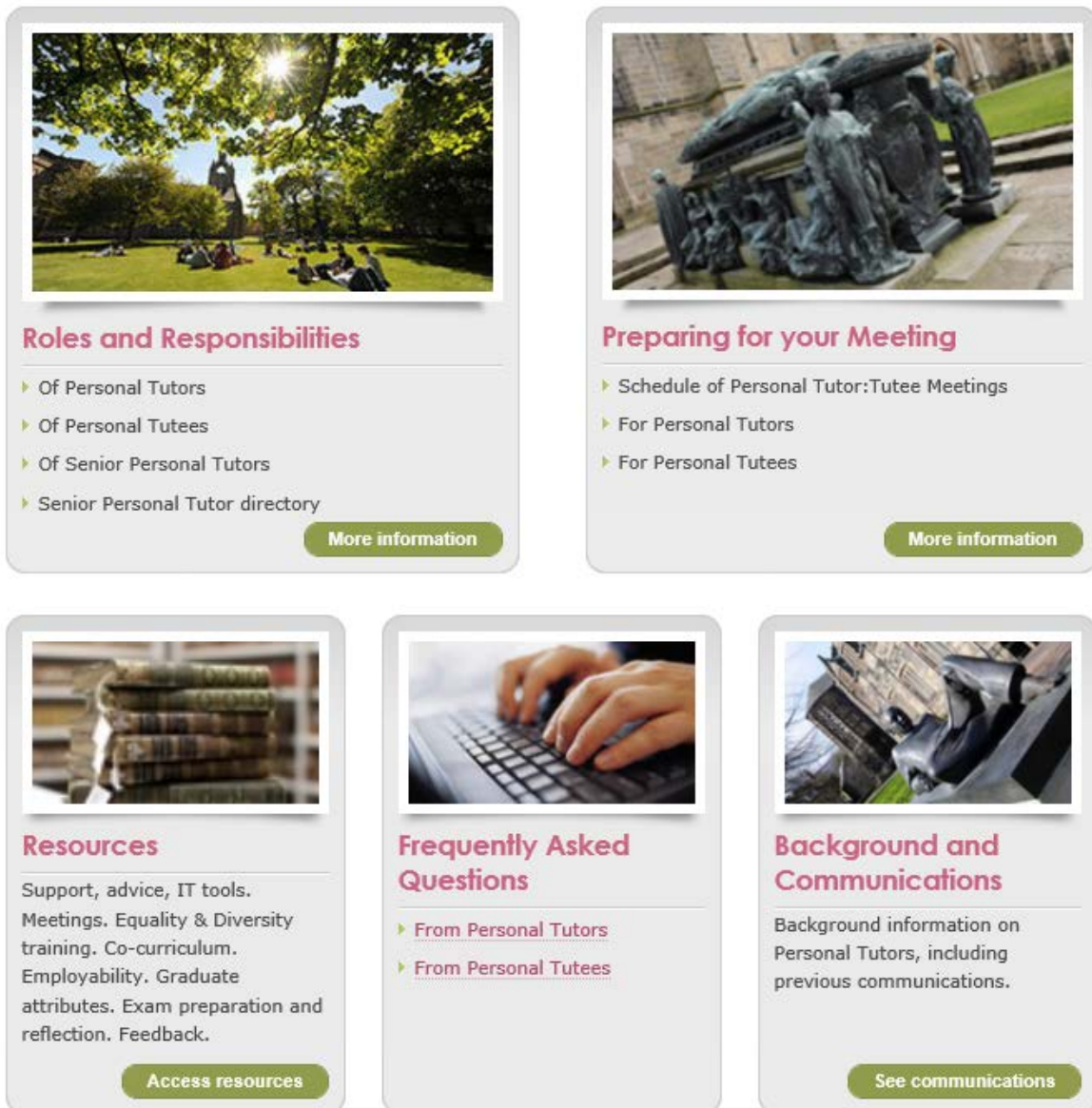
See communications

Diagram 1 : web support for Personal Tutors including equality and diversity guidance and training

Action: **Provide training/briefing to Personal Tutors on:**

- **Supporting students with equality-related concerns**
- **The support mechanisms available at the University**

(Action 4.2)

5   FOSTERING GOOD RELATIONS BETWEEN PEOPLE FROM DIFFERENT GROUPS

This section showcases the work the University has undertaken to meet the second need of the general duty within the Equality Act 2010: to foster good relations between people from different groups and mainstream equality and diversity.

Our equality networks provide opportunities for fostering good relations and the review of our equality governance structures now underpins and facilitates those opportunities. In addition, the networks contribute their valuable insights and views into a range of University groups, including the Employee Engagement Working Group. We continue to enhance our packages to welcome international staff and students, which in the current political climate has become an increasing priority. We are proud of our work with Stonewall Scotland and our increasing ranking in their Workplace Equality Index.

5.1   Equality Network Groups

5.1.1   Background

As reported in the 2015 report, the University has a thriving set of equality network groups. These include the Staff and Post Graduate LGBT Network; the Senior Women's Network; the Disability Network and the Harassment Advisers Network. Since then further enhancements have been made by Groups agreeing to take a self-managing approach. The Staff and Post Graduate LGBT Network has led the way with this approach. The Senior Women's Network has now established a Steering Group and developed a clearer remit for the Network which hadn't previously existed. The Disability Network Group has identified two co-chairs and has outlined a plan for meetings in the forthcoming year and is currently developing a Network Charter. The Harassment Advisers Network will be transferred into the Staff Wellbeing Coordinator remit (Further information about this can be found in section 6.1 below).

5.1.2   Impact

The key outcomes from the Network Groups since the 2015 report are:

- The University signed Stonewall's No Bystander Pledge, but is clear that the pledge, in our University, applies to all of the protected characteristics;
- A Transgender Policy is currently being developed and training being commissioned from the Scottish Transgender Alliance;
- The Networks have contributed to the development of values for the University through the Employee Engagement Group;
- The Network groups have provided specialist guidance and supported the development of a Mental Health and Wellbeing Strategy for the University staff and students.
- The Senior Women's Network members supported the University's 15 delegates on the Leadership Foundation's Aurora Programme by becoming mentors or becoming Aurora Role Models under the banner of "pass it on"; and
- The Senior Women's Network has increased in size to approximately 80 members.

5.1.3   The University Race Working Group is seeking to establish a race network at the University, although we have been involved in a Scottish Race Network organised by the Equality Challenge Unit. Our data indicates the low levels of staff who identify as BME and so this area may pose challenges. However, we are very clear that this is an area which requires to be progressed, particularly in the light of the Brexit vote.

5.1.4   We have been proactive in engaging with staff and students who could potentially be affected by the outcome of the vote and also providing reassurances where possible. For staff, this includes establishing webchats to provide the opportunity for staff to raise questions and convey information as appropriate.

Action: Establish a Race Equality Network Group by November 2017 (Action 4.8)

Action: Continue to monitor the impact of Brexit and provide ongoing support to staff and students (Action 3.11)

5.1.5   We are also in the process of establishing a Parent's Network, which was convened initially in one area of the University to support the development of the University's Athena SWAN submissions. Discussions at the meetings highlighted that it was a helpful Network to the members and the University. In addition, we are establishing a Carers Network, as we are keen to engage with the issues faced by this group of staff and to work towards becoming a 'Carers Positive' employer. We have commenced the process of collecting data in this area.

> **Action:**   **Achieve accreditation as a Carers Positive Employer (Action 4.5)**
>
> **Action:**   **Establish an active Carers Network (Action 4.6)**
>
> **Action:**   **Establish the Parent's Network (Action 4.7)**

5.2   Equality and Diversity Governance

5.2.1   The Governance structure of Equality and Diversity has been reviewed and improved since the 2015 report. This was initiated by an increasing engagement and involvement from all areas of the University in Equality and Diversity initiatives, including Athena SWAN. The review resulted in the Advisory Group on Equality and Diversity becoming more reflective of the diverse nature of our community with a representative from each of the equality network groups now having a place on the Group. We have also added Widening Participation team members to the membership, the University Chaplains and three Heads of School and the Head of the Business School. These changes have been effective since the start of academic year 2016/17 and have already proved positive in relation to the broader range of agenda items and the input of a wider membership. The Advisory Group on Equality and Diversity has also widened its remit to include specific reference to intersectionality.

5.2.2   The increased focus on Athena SWAN and Equality and Diversity has resulted in equality and diversity groups forming in two of our three Colleges or with Athena SWAN teams taking on board wider equality objectives. The chairs of those groups have become equality and diversity champions. The Advisory Group on Equality and Diversity now has three Heads of School in its membership (one for each College) to reflect the growing need for input and collaboration on equality initiatives.

5.2.3   The Gender Equality Steering Group has been revised to better reflect the diversity of the University community and now reports to the Advisory Group on Equality and Diversity, as do the Equality Network Groups. The equality and diversity governance arrangements can be seen in the diagram below.

> **Action:**   **Monitor the impact and effectiveness of the new remit, composition and membership of the Advisory Group on Equality and Diversity (Action 1.10)**
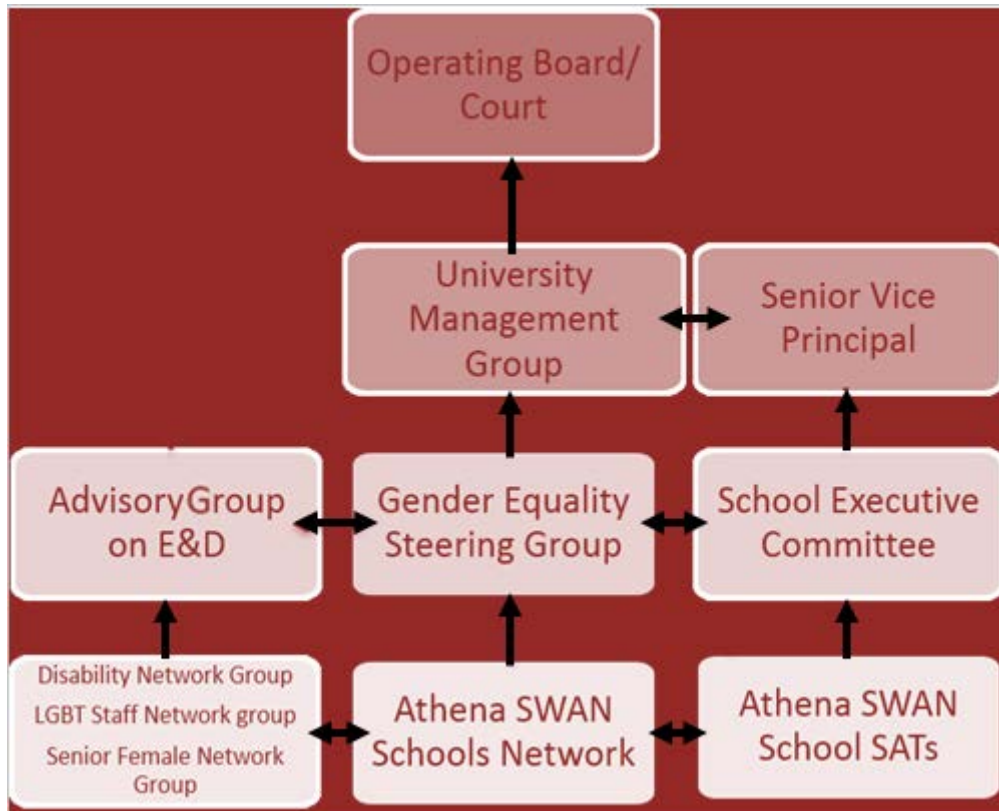
Diagram 2: Equality and Diversity governance structure

5.3   International Student and Staff Induction

5.3.1   The increasing diversity of our student population and in particular international students has promoted relevance of Equality and Diversity issues as part of the induction process for new students to the University. Since 2015 the Equality and Diversity team have introduced specific E&D sessions for international students at the start of term. The feedback from these sessions has been very positive and we will continue to offer these sessions and enhance them where feedback dictates.

5.3.2   We are in the process of enhancing the induction programme for new staff starting with the University and, specifically, staff joining us from overseas by introducing welcome sessions for them and their families. The aim of these sessions is to assist staff and their families settle into working at the University, life in Aberdeen and provide the opportunity to network with others in similar circumstances.

Action: Introduce welcome sessions for international staff and their families (Action 4.11)

5.4   Stonewall Scotland – Diversity Champions Programme

5.4.1   Background

The University is a supporter of Stonewall Scotland and continues to be a Stonewall Diversity Champion. We improved our ranking in the Stonewall Workplace Equality index in 2015/16. The decision was taken not to participate in 2017/18 as we received a substantial level of feedback on the previous submission and were keen to concentrate on delivering on our action plan, resulting from the feedback. We are planning to submit an application for the 2018 process.

5.4.2   Impact

The impact of our involvement with Stonewall has been linked to: the creation of the Staff and Postgraduate LGBT Network, the University's commitment to the No Bystanders Pledge, greater understanding of the needs of the staff and student LGBT community and in increased expertise through attending Stonewall events.

Action: Submit an application to the 2018 Workplace Equality Index
(Action 3.6)

5.5   Employee Engagement

5.5.1   The University has established an Employee Engagement Working Group since the report in 2015. The remit of the Group, chaired by the Vice Principal for People Strategy, is to explore current engagement processes, develop an Employee Engagement Strategy and provide recommendations for improvement. The draft strategy will be presented to the University Court in June 2017.

5.5.2   A range of key objectives have been identified from the Employee Engagement Strategy Working Group including:-

- Embedding a culture of openness, respect, honesty and dignity at work for all members of the University community;

- Promoting opportunities for members of the University community to work in partnership and improve staff and student wellbeing.

- Developing a set of values for the University which further build on the University's Strategic Plan. The values are being finalised, however they will place a significant importance on respect, tolerance and diversity.

Action: Ensure link is made between the Employee Engagement Strategy/Action Plan and equality and diversity considerations.
(Action 4.12)

5.6   Launch of LGBT Boxing Initiative

5.6.1   A new initiative to encourage LGBT people to participate in boxing has been launched. The University of Aberdeen Boxing Club is working in partnership with Boxing Scotland and LEAP Sports to offer classes for LGBT people that aim to challenge perceived barriers to participation in the sport. This initiative was developed as a result of conversations with LGBT students who were keen to participate in boxing, but reluctant to join a club.

Action: Monitor uptake and seek feedback from participants

(Action 3.15)

6   ADVANCING EQUALITY OF OPPORTUNITY

This section details the examples of mainstreaming equality which contribute to advancing equality of opportunity, the third 'need' of the general duty contained in the Equality Act 2010. At the heart of understanding how to advance equality is gaining reliable qualitative and quantitative evidence. We are delighted to have established a University Equality and Diversity Research Group, whose work will provide robust data which can be used to inform policy and practice. Since 2015 the University has established a Mental Health Working Group and launched a Mental Health and Wellbeing Strategy to further equality for staff and students with mental health and wellbeing concerns. Our continuing commitment to advancing equality for

women has proved successful in relation to our Athena SWAN initiatives. We are proud to be advancing equality and raising awareness of learning disabilities through our prize-winning Project SEARCH initiative.

6.1   Equality and Diversity Research

6.1.1   The School of Psychology has led in setting-up a University-wide Equality and Diversity Research Group (EDRG), comprising a multi-disciplinary team of researchers and policy makers from across the University. The purpose of the group is to utilize the knowledge-base and skills available to support rigorous quantitative and qualitative research that will provide an evidence-base that can inform equality and diversity policy and process within the University and potentially across the sector. The research of the EDRG is currently supported by Research Council grant funding and University funding from the *Principal's PhD studentship in Equality and Diversity*.

The group's projects include:

- A systematic review of existing research examining how bias might impact all aspects of higher education;
- A quantitative investigation into whether there are gender differences in marks awarded for work where student gender is known relative to where gender is unknown;
- Quantitative and qualitative examinations of gender differences in help-seeking behaviour; and
- Quantitative and qualitative examinations of gender differences in contributions to small group teaching.

Action: Advisory Group on Equality & Diversity to monitor progress on the projects (Action 3.14)

6.2   Mental Health and Wellbeing

6.2.1   Background

The University has developed a Mental Health and Wellbeing Strategy, including a policy and action plan. The strategy was developed by the University's Mental Health Working Group, chaired by the Vice Principal for People Strategy. The Group undertook an audit of mental health and wellbeing services within the University. The results indicated that the University offers a wide range of support for students and staff with mental health and wellbeing concerns. One of the key objectives of the Mental Health and Wellbeing Strategy is to foster a shift in culture across the University to one which is open about mental health and wellbeing and which encourages staff and students to discuss mental health and wellbeing concerns.

6.2.2   The Mental Health Working Group, which comprised staff with experience in mental health and student sabbatical officers, identified that:

- It was vital to use positive language in policies and guidance related to mental health and wellbeing and that a continuum of mental health conditions would be an appropriate approach given the range of mental health conditions and degree to which they manifest themselves within different individuals;
- Preventative measures were critical to addressing mental health issues. Instilling the principles of 'self-care' and resilience in staff and students would act as underpinning support mechanisms. This also applied to givers of support – there must be recognition that there is a limit to the extent of support which an individual staff member can provide to staff and students with mental health issues;
- The Personal Tutor role would be central to identifying potential mental health issues in students. Personal Tutors would receive specific training and guidance.

6.2.3   The strategy and policy documents also highlight that the University appreciates that mental ill health or wellbeing concerns can arise from factors within or outwith the University, or a

combination of both. The Mental Health Working Group had noted that the new Academic Line Manager arrangements and the introduction of the Personal Tutors would help significantly with identifying any internal factors which may be affecting the mental health of staff or students and managing those effectively.

6.2.4   Impact

The actions which have already been undertaken to support the launch of the Mental Health and Wellbeing Strategy include:

- 59 staff and students have completed Mental Health First Aid training;
- Lunchtime Mindfulness sessions are held weekly;
- Coaching and mentoring schemes are offered to staff;
- A communication was issued in the staff e-zine regarding the work of the Mental Health Working Group which yielded a number of expressions of interest from staff keen to become involved;
- The role of the Harassment Adviser has been reviewed and will be replaced by a wider role of Wellbeing Coordinator. A training plan for the new coordinators has been developed;
- There are plans to recruit a Mental Health Practitioner in the Directorate of Student Life;
- A 'map of support' will be issued to Personal Tutors and those with pastoral care responsibilities along with additional guidance;
- The University entered the 'Britain's Healthiest Workplace' survey and received feedback which is being used to develop targeted actions and events;
- An Employee Assistance Programme was launched in November 2016 providing 24hr telephone counselling and online support;
- The University held its third successful Staff Wellbeing Day on 11 January 2017 and a similar event was held on 30 January for the student community. Another staff event is planned for mid-2017.
- Resilience workshops for students have been delivered
- Students requiring pastoral support now have the option to meet with a 'therapet' dog and pastoral carer from the organisation PEACE (more information at http://www.petandcompanion.com/) in the Inter-faith Centre.

The University is developing, in consultation with staff and students, a calendar of Wellbeing events, the next of which will be a Health and Wellbeing Day at our Foresterhil campus on 30 May 2017. In response to feedback we will also engage with colleagues at Foresterhill on the Mental Health and Wellbeing Strategy at that event..

Diagram 3: Mental health and Wellbeing postcard developed in advance of the formal launch of the University's Mental Health and Wellbeing Strategy

> **Action:** **Monitor the use of the Employee Assistance Programme and analyse trends where they occur in relation to equality issues/bullying/harassment (Action 4.9)**

> **Action:** **Monitor uptake of use of Wellbeing Coordinators and trends in issues to ascertain where further support may be required (Action 4.10)**

6.3 Leadership Foundation Aurora Programme

6.3.1 Background

We have responded to requests, through the career development focus group meetings, to support women's development. One of the key initiatives has been the University's participation in the Leadership Foundation's Aurora Programme. Fifteen female members of staff were funded by the University to attend the programme in 2015/16.

6.3.2 Impact

The impact of this has been significant, with a number of schools now funding their colleagues to attend the programme, therefore creating a cohort of women who have recently undertaken external management development training. We have undertaken a feedback exercise with the participants, collecting comments through an anonymous survey and also through workshop sessions. The feedback suggested that the external networking opportunities were extremely valuable, and this will be factored into the continuous improvement of internal management development training. 82% of delegates reported increased confidence, 36% had applied for promotion and 18% received more positive feedback since their Aurora experience.

6.3.3 We have been keen to employ the 'pass it on' idea and The cohort of delegates have been keen to support other female colleagues, by becoming involved in the University's enhanced Mentoring Scheme and by providing presentations on their learning to University committees and groups. Anecdotal evidence suggests that this has also been highly beneficial career development opportunities for the Aurora delegates.

6.3.4 Due to high demand (70 applicants) and limited spaces for Aurora, we offered internal support for unsuccessful applicants. This included hosting workshops on 'Academic Leadership for Women' and an 'Interviewing for an Academic Job' workshop, both led by Professor Karen Kelsky. A focus group identified concerns relating to career progression including: understanding of the promotions process, and flexible and part-time working advertised as part of job roles.

> **Action:** **Promote increased networking, development and mentoring opportunities (Action 3.12)**

> **Action:** **Monitor uptake and effectiveness of Aurora Leadership development Programme (Action 3.16)**

6.4 Athena SWAN

6.4.1 Background

The University has signed up to the principles of the Athena SWAN Charter which seeks to advance and support the careers of women in higher education.

6.4.2 We currently hold an Athena SWAN Bronze institutional award (and have recently submitted an application to have this renewed) and two of our Schools hold Bronze Departmental awards. All of our Schools will have applied for an Athena Swan award by November 2017.

6.4.3   Impact

This has been an area of real change and the impact on the institution has been significant. Each of our Schools now has a Self-Assessment Team (SATs) which routinely analyses data and implements initiatives which would make a difference at a local level. Some of the SATs are now broadening their remit to encompass broader equality areas, thus increasing awareness and engagement from across the University. The University's Principal meets with the SAT leads on a quarterly basis to hear concerns and to facilitate progress. The SAT leads have also become more involved in wider equality and diversity initiatives and consultations. The initiatives which have stemmed from this includes:

- A highly successful annual International Women's Day Conference since 2014;
- An 'Inspiring Women' exhibition which was created using the profiles of current and past staff and students and is exhibited across the University;
- Established a coaching programme for staff returning from maternity or paternity leave;
- Central funding available for leadership development;
- Re-launched University mentoring programme, which has seen a significant increase in uptake.
- The membership of the Gender Equality Steering Group has been revised to achieve a better gender balance and to reflect the diversity of the University community
- Central funding for maternity leave cover has been proposed
- Portraits of three female Vice Principals (including the University's first female Vice Principal) were unveiled in March 2017 and will be prominently displayed in the Sir Duncan Rice Library (see Diagram 4 below).

Diagram 4: University colleagues with their portraits: Professor Margaret Ross, Vice Principal for People Strategy, Professor Neva Haites, Vice Principal for Development and Professor Clare Wallace, former Vice Principal for Research and Knowledge Exchange and current Chair in Sociology

6.5   Project SEARCH

6.5.1   Background

We have been supporting young people with learning difficulties to gain work experience and jobs through Project SEARCH.

6.5.2   Project SEARCH is a collaboration between the University of Aberdeen, Inspire (Partnership Through Life) charity and the North East Scotland College, operated under a license from the Scottish Consortium for Learning Disabilities (SCLD) and funded by Aberdeen City and Aberdeenshire Councils. The project is based on an international model which originated in the USA and is a one year Internship programme supporting up to 12 young people per year with additional needs to gain skills and experience to go on to employment.

6.5.3   The Interns are supported to undertake 3 internships/work placements over a one year period of study. It is the normal expectation that each participant will undertake 3 placements over the course of the year. The on-site team (which comprises the University Employer Partner Co-ordinator, the Senior Job Coach from Inspire and the Tutor from North East Scotland College),

work together to identify work placement opportunities based on the student's experience, interests and skills assessment. The project has achieved the following local and national recognitions:

- Foremost 'up and coming' site – Project SEARCH 2014 European Conference, Glasgow
- 'Raising Achievement' Award 2014 – Aberdeen Children's and Young People's Services
- Green Gown Awards 2014 Finalist
- Highest Employment Rate in Europe – Project SEARCH 2015 International Conference, Arizona, USA
- First provider in the North East of Scotland to be accredited by Developing Young Workforce (North East) at Gold Level in November 2016

Further information can be found here: http://www.abdn.ac.uk/staffnet/working-here/project-search-2431.php

6.5.4 <u>Impact</u>

To date, the University has supported 32 interns. 23 interns have found and sustained jobs in the North East of Scotland. In November 2015, the 'Interns Into Employment' toolkit was launched to support local businesses in employing Project SEARCH graduates. 'Meet the Intern' events encourage members of the local business community to engage with the project by becoming a Mentor to one of the interns or by delivering a workshop/seminar/talk to the interns on their area of expertise as part of the curriculum.

Action: Measure the impact of the Project SEARCH initiative on the interns and the staff supporting them across the University (Action 3.13)

6.6   Excellence in Diversity Awards

6.6.1   The University was delighted to have been shortlisted in the Excellence in Diversity Awards 2016 and then awarded Highly Commended in the Education category. We have been able to use our achievement as a lever to publicise equality and diversity initiatives within the University and outwith.

Diagram 5: Logo of Excellence in Diversity Awards

7   COURT DIVERSITY

This section details the examples of mainstreaming equality which contribute to advancing equality through improving the diversity within the composition of Court and governing bodies. This is the fourth and newly published amendment to the 'needs' of the general duty contained in the Equality Act 2010.

7.1   The University has been actively seeking to increase the diversity profile of Court, its governing body, since 2015.

7.2   The Court has adopted a Statement of Intent on Diversity which sets out its commitment to its own membership reflecting the diverse nature of the University community insofar as is possible and practicable. This includes a commitment to addressing gender imbalance and the Court

has, in 2016, extended its goal in this regard from 40% to 50%. This goal is across all categories of membership on Court rather than just those members appointed by Court itself. The Court is also part of the Committee of Scottish Chairs' '40:40:20' policy commitment.

7.3   We recognise, however, there are barriers to achieving gender balance on Court, namely that a significant number (2/3rds) of its members are elected or externally appointed by external bodies. We have brought the Statement of Intent on Diversity to the attention of those bodies or individuals who either elect or appoint members. This approach was adopted for the nominations process for General Council Assessors on Court in 2016, where gender balance was achieved in the two positions available.

7.4   The collation of equality monitoring data on new Court members has been introduced and will enable future baseline reporting against all protected characteristics to be undertaken. There have been two vacancies for independent members of Court during the reporting period, with one woman and one man being appointed. In support of both processes the University put in place a number of additional measures to help increase awareness of the positions among under-represented groups, but with a particular focus on women. Those measures included:

- Equality Impact Assessments of the role description, person specification and advertisement were undertaken. Adjustments were made to the wording of the person specification and advertisement to mitigate against the risk of indirect bias against women in terms of the experience required and further text was added to the advertisement emphasising the diversity of the University community.
- Increasing the range of advertising networks used beyond mainstream print media to professional networks for women and other under-represented groups. These have included:

    Public Appointments Scotland;

    Women on Boards;

    Non-Executive Directors;

    Diversity Network Sites (Ethnic Jobsite, Asian Jobsite, Diversity Jobsite, LGBT Jobsite,Disability Network and Disability Jobsite); and

    Communications to staff, students and alumni and inviting nominations for consideration;

- The proactive identification of potential female candidates from the University's own network of contacts;

7.5   The need to achieve gender balance and greater diversity in the overall membership of Court is a key principle underpinning proposals for a new composition of Court that were agreed in December 2016. The proposals will increase the proportion of the membership appointed by Court to 48% and should over time enable the Court to better address the issue of gender balance and diversity. The Court, through its Governance and Nominations Committee, commenced the process of planning for the transition to the new composition with the achievement of gender balance and greater diversity being a key driving factor.

Action: Continue to carry out equality monitoring of Court Membership, reporting to University Management Group (UMG) and Court on progress towards targets (Action 4.4)

7.6   The University Court currently has a composition of 28. The following figures are based on the membership in office as at the following dates since 2015:

Table 4: Gender profile of Court

	31 July 2015 (Financial Year End)	31 July 2016 (Financial Year End)
Men	20	20
Women	7	8
Vacancy	1	0

Table 4 demonstrates that 28.5% of our court membership is female. This has increased from 25.9% in 2015.

8 EQUALITY OUTCOMES

8.1 The University developed a set of equality outcomes in 2013 following extensive consultation with staff and students. These were reviewed in 2015, with progress reported in the 2015 Interim Mainstreaming and Equality Outcomes Report. Our Equality Outcomes, as agreed in 2013 are as follows:

Outcome 1
The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally;

Outcome 2
Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality;

Outcome 3
The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies;

Outcome 4
The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued;

Outcome 5
The University will further gender equality and address the gender balance in STEMM subjects.

8.2 The Outcomes have been reviewed again through a process of additional consultation with:

- Advisory Group on Equality and Diversity
- Senior Women's Network
- Staff and Postgraduate Student LGBT Network
- Wellbeing Coordinators
- Athena SWAN Self-Assessment Team Leads
- Staff Disability Network
- University Management Group
- University Court
- Aberdeen University Student Association
- Human Resources Business Partners
- Campus Trade Unions

8.3 The consultation indicated that there was agreement that the first four Outcomes were strategic/high-level in nature and required to be underpinned with measurable objectives (see attached Action Plan). It was considered inappropriate to change those outcomes themselves, as they have provided overall focus to Equality and Diversity initiatives and were considered to continue to be relevant to our strategic objectives.

8.4   However, it was noted that the fifth Outcome highlighted one protected characteristic, which was appropriate in 2013 and 2015 given the sector and national priorities regarding women's representation in STEMM areas. However, the University's work in this area has identified gender imbalances in other areas, for example the low participation of men in Primary Education or studying for a degree in English and the low participation of women studying Divinity. We have therefore decided to remove Outcome 5 and integrate actions stemming from it into the other four Outcomes.

8.5   Our Equality Outcomes cover all of the equality protected characteristics and we have developed a detailed action plan for continuing to meet the Equality Outcomes.

8.6   The progress made, in the last two years, in relation to furthering the Equality Outcomes can be found below.

8.7   **Outcome 1**
       The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally. Progress since 2015 includes:

Activity	Date
Equality and Diversity is a key pillar of our 2015-20 University Strategic Plan	September 2015
Focus groups were held, involving a range of stakeholders, to develop the University's Strategic Plan	January – September 2015
The University's Outcome Agreement with the Scottish Funding Council includes specific equality objectives and targets which are aligned to the University's Equality Outcomes. See **Action 1.11.**	2015 onwards
All recruitment and selection panels are required to be gender-balanced. If this is not achievable, an explanation must be provided.	Policy developed 2015
All candidates for jobs at the University are required to explain their understanding of equality and diversity and their involvement in promoting equality and diversity in previous roles, during the interview process.	Implemented 2016
Equality and Diversity is prominently displayed on the University's recruitment webpages, with links to further information (see Diagram 6 below).	Implemented 2016
The importance of equality and diversity has been strengthened in our promotion procedure by asking candidates to evidence how they have contributed to the Equality and Diversity agenda in dealing with staffing matters (see Table 5 below).	Implemented 2015
An initial blind review stage has been introduced to promotion procedures to reduce the potential for unconscious bias.	Implemented 2017
Equality implications of new policies and procedures are required to be highlighted to University Management Group/ University committees. For example lower numbers of females in senior roles led to involvement in the Aurora Management Development Programme.	Ongoing Aurora participation 2015/16
Enhancements to the governance of Equality and Diversity. Advisory Group on Equality and Diversity now has a specific remit to consider intersectionality and its membership has been broadened to include Heads of School, representatives from the	Changes implemented from September 2016

Equality Network Groups, the University Chaplains and a Staff Wellbeing Coordinator.	
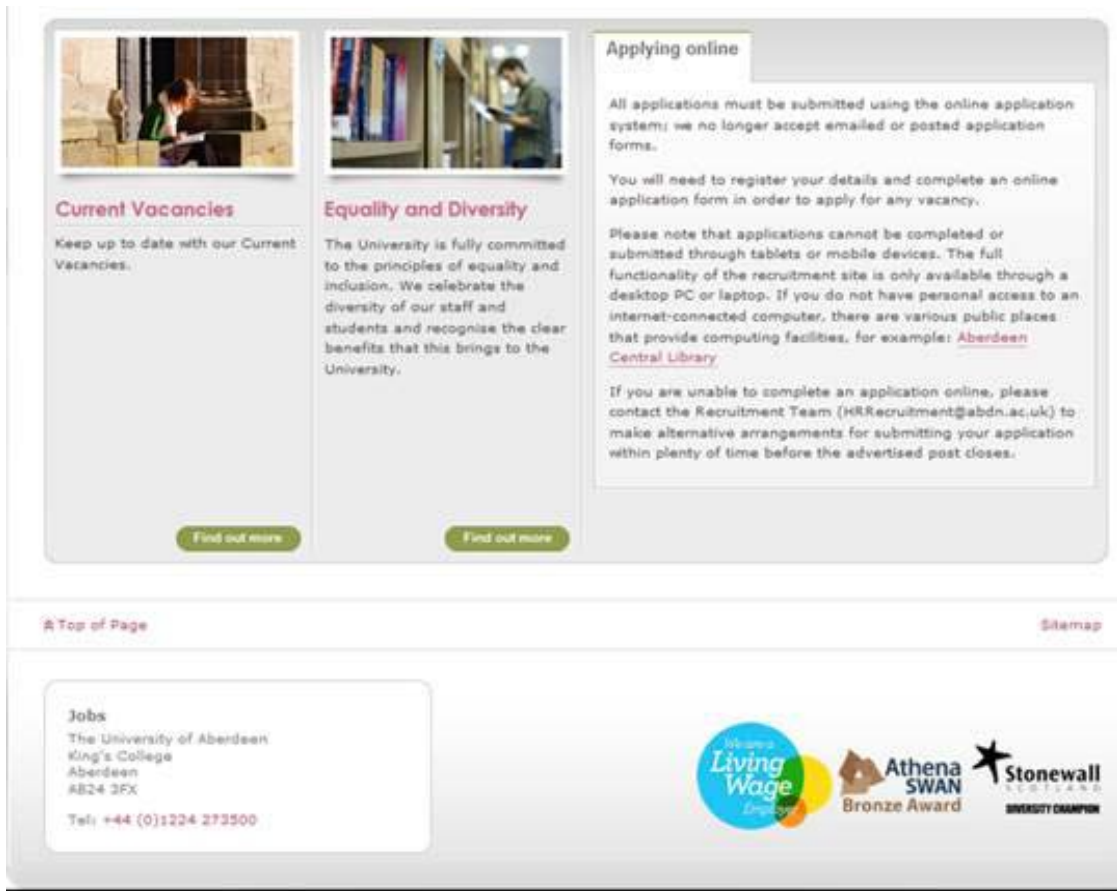
Diagram 6 showing the prominence of Equality and Diversity on our external-facing recruitment pages

Table 5: updated promotions requirements which now include Equality and Diversity activities

Promotion form section	Equality and Diversity requirement/ guidance
Managing People	How you have contributed to the Equality and Diversity agenda of the University in respect of how you have managed staff in areas such as recruitment, development/promotion with specific reference to any examples relating to discrimination, harassment and bullying, work-life balance, family friendly policies and reasonable adjustments for staff with disabilities.
Teamwork and motivation	Covers team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team (including, where applicable, evidence of inter-disciplinary collaboration); motivating others in the team; promoting the Equality and Diversity agenda and providing leadership and direction for the team.

8.8   Outcome 2
Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality. Progress since 2015 includes:

Activity	Date
Staff are required to complete Equality and Diversity on-line training and specific mandatory training for those staff involved in recruitment and selection. Human Resources checks that this training has been undertaken by recruitment panel members.	Implemented since 2014 with interventions ongoing to increase uptake
70% of staff have completed the mandatory training (a significant increase since the report in 2015)	Data captured March 2017
Key Performance Indicators regarding equality and diversity on-line training have been developed and have produced positive engagement resulting in an increased uptake in the training	Developed 2014/15
Heads of Schools now receive quarterly data reports regarding the uptake of the mandatory training in their area in order for them to take appropriate action to ensure that all staff complete the training	Since Sept 2015
Staff undertaking internal management development programmes are required to have completed the on-line Equality and Diversity training prior to commencing the programme	Since 2015
Unconscious bias training has been delivered to approximately 70 staff. Feedback indicates that staff recognised the need to monitor and evaluate their own thoughts and behaviours in relation to decision-making at all levels in the University	2015 - 2017
Staff equality and diversity questionnaire results indicate an increase in knowledge of equality initiatives.	2015 results

8.9   Outcome 3
The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies. Progress since 2015 includes:

Activity	Date
Aurora Leadership Development Programme	15 female delegates attended in 2015/16
Due to high demand (70 applicants) and limited spaces for Aurora, we offered internal support for unsuccessful applicants. This included hosting workshops on 'Academic Leadership for Women' and an 'Interviewing for an Academic Job' workshop, both led by Professor Karen Kelsky (founder and President of The Professor Is In, which provides advice and consulting services on the academic job search and all elements of the academic and post-academic career).	2015/16
Staff Wellbeing Coordinators will be available to staff by June 2017. They will replace the existing Harassment Advisers and will have a wider remit to encompass a range of wellbeing concerns.	June 2017

A Personal Tutor system introduced, which ensures that students always have a point of contact for academic or non-academic concerns	2016
An Academic Line Management structure has been introduced. All managers have received comprehensive training, including training on equality and diversity	2016
Student support website been revised to be more accessible and provide an enhanced level of guidance to students	2017
A University-wide fund for covering maternity leave is proposed	
The Aberdeen University Students Association launched their Body Positive campaign	September 2016
Equality monitoring in relation to attendance at internal management training has been introduced. Positive action measures have been implemented to encourage more males to participate in middle management programmes	Since 2015
Internal leadership roles are not open for nomination; expressions of interest must be invited offering the opportunity to highlight to underrepresented groups	
The University expanded its on-site nursery, which is open to staff and students, to accommodate 76 children in an award-winning Passivhaus building. We have also asked the Nursery Trust to consider an extension of their opening hours. Additional nursery spaces have also been secured for staff on the Foresterhill site to have access to the on-site nursery.	Nursery opened 2012
Guidance on childcare provision is available to all staff through the HR Handbook, HR Partners and through discussions with line managers	Since 2015
Student Support have proposed a policy on Mainstreaming Reasonable Adjustments, which would ensure that the most commonly requested adjustments would be routinely undertaken, to the benefit of all students	Currently being considered by University Management

8.10   Outcome 4
The diversity of the University community will be celebrated and recognised so that all staff and students are respected and valued. Progress since 2015 includes:

Activity	Date
Successful annual International Women's Day (IWD) conferences held, including opportunities for networking. Inspirational speakers have presented at the annual IWD Conference since 2014 which has been consistently over-subscribed. In 2016, 96% of participants rated the overall experience/quality of the event as good/very good. A live web-link to the Conference is provided to encourage wider participation with a Twitter feed throughout. See Diagram 7 below	Conferences held annually since 2014
In 2016 we exhibited female artists' work as part of the conference experience, and included speed mentoring for participants. We will use IWD to raise the profile of our staff and students by including internal speakers at future events.	IWD 2016
Black History Month events held
Holocaust Memorial Day events held	Annually

Three successful Wellbeing Days have been held, with feedback indicating that there is an appetite for more events and that participants had gained knowledge about the support mechanisms open to them in relation to mental health and wellbeing concerns. Approximately 300 staff attended each Wellbeing Day.	2016/17
The Chaplaincy has been re-branded to reflect the wide-ranging work which it undertakes. It is now called the Inter-Faith Centre.	2015
In summer 2016, we launched new branding guidelines which provide clarity to all users and audiences. The development of the brand and supporting documentation followed wide consultation. The brand portal provides information on our messages, visual identity, a branding toolkit, guidelines, advice and support. We are committed to ensuring we promote and celebrate the diverse nature of our community in all publications. In July 2016, an audit highlighted that 56% of images on our website were represented by females. The University is undertaking a review of its website and marketing materials and we will ensure that diversity is a key part of our new website, student prospectus and job adverts.	2016
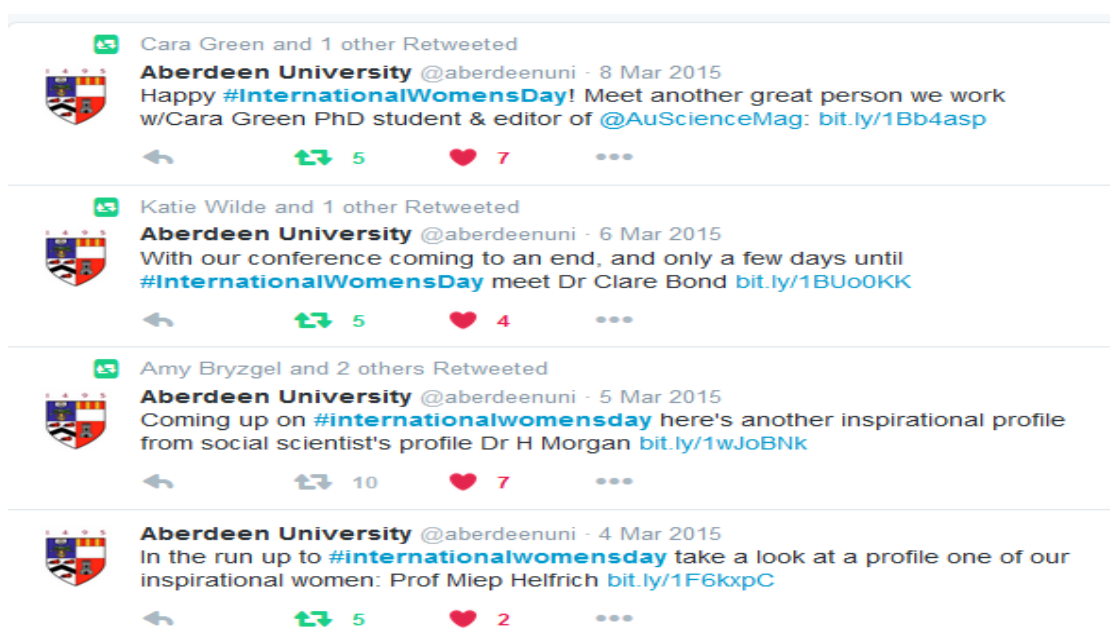
Diagram 7 showing the social media campaign regarding International Women's Day 2016 at the University of Aberdeen

8.11 **Outcome 5**
The University will further gender equality and address the gender balance in STEMM subjects. Progress since 2015 includes:

Activity	Date
Proportion of female academics at Grades 8 and 9 are in an upwards trend	2012-2017
All Academic Schools will have submitted an application to Athena SWAN Charter by April 2017	April 2017
Two Academic Schools have achieved an Athena SWAN Bronze award since 2015 which indicated significant progress	2016
The University submitted an application to have its Institutional Bronze Award renewed in November 2016	November 2016

The University has appointed two Institutional Athena SWAN Officers to drive the gender equality agenda forward	2014/15
In 2016 no significant gender pay gap was reported, including at Professorial grades	2016 Equal Pay Review to be published April 2017
New flexible working policies have been introduced, including a nine-day-fortnight	Implemented 2016
Interview coaching is offered to all internal job candidates	Implemented 2016
The Aberdeen University Students Association has revised and launched new maternity and paternity guidelines for students.	Implemented 2016
The University is developing a Gender Action Plan to support its Outcome Agreement with the Scottish Funding Council.	To be completed by July 2017

9   Staff and Student Information

9.1   Appendix 2 of this report provides staff and student data.

9.2   Since 2015 we have reviewed our data collection practices and undertaken a data cleansing exercise. This has yielded positive results and another such exercise is planned to take place in 2017.

9.3   Since 2015, we can now report on sexual orientation of staff and students, as a direct result of collating information for the Stonewall Workplace Equality Index. We can now also report on the religion/belief of staff, although we recognise that approximately a quarter of our staff have not provided information in relation to this or sexual orientation. The forthcoming data cleansing exercise will support our endeavours to gain information for all staff.

9.4   We are delighted to be able to report that the previous data cleansing exercise undertaken since 2015 has resulted in more appropriate declaration statements in response to the question regarding disability – the 'unknown' reported figure has dropped by 10%, from 12.4% in 2013 to 1.6% in 2016, which indicates that increased numbers of staff have completed equality monitoring forms. However, we recognise that the number of staff declaring a disability remains relatively low in comparison to the general working population, although this continues to be a sector-wide issue. We have also recently incorporated a question regarding carers status into the recruitment equality monitoring form. We will be monitoring the outcome of doing this.

9.5   Overall, our gender figures remain stable. However, we continue to see significant gender imbalances at subject level and already have plans in place to address these. In relation to our goal to increase female representation at senior levels, we have implemented positive action measures, such as requiring recruitment search consultants to be mindful of our equality outcomes when presenting candidates.

9.6   Our data indicates that we have recruited increasing numbers of younger staff (up to age 25 years). This is a positive indication of the University's appeal to younger candidates.

9.7   We collect data on intersectionality for staff and student e.g. (i) age and gender or (ii) race and gender and utilise the analysis to enable a greater understanding of our community, tailor our services and support appropriately and limit the possibility of unconscious bias and discrimination.

    Action: Undertake data cleansing exercise to increase participation in equality monitoring across the University (Action 4.13)

10   Conclusion

10.1   The equality and diversity agenda has continued to be a prominent aspect of the University's priorities since the last report in 2015. Evidence from staff surveys indicates that the level of awareness of equality initiatives has been increasing and the impact of the University's commitment to the Athena SWAN Charter has been positive for all of the equality characteristics. Evidence from a range of sources clearly indicates that equality is increasingly mainstreamed into the core of the University's functions and that the engagement and knowledge of staff and students in this area has developed significantly.

10.2   The University's Equality Outcomes have shaped and guided activities in this area and align with the University's Strategic Plan commitments on equality and diversity.

10.3   We have made progress regarding all of the protected characteristics and our action plan details how we will continue to do so. Examples of activities by characteristic:

Protected characteristic	Development since 2015
Gender	Successful Athena SWAN accreditations and established Athena SWAN teams Aurora leadership Programme – 15 participants with follow-up activities Career Development Focus Groups to support women Proactive Senior Women's Network Gender Pay Gap greatly reduced
Disability	Project SEARCH – 23 interns secured employment Mental Health and Wellbeing Strategy launched Body Positive initiative led by the Aberdeen University Students Association Staff Disability Network Group revised remit and Charter Mainstreaming of reasonable adjustments for students University is developing a British Sign Language Plan
LGBT	Staff LGBT Network now also includes Post Graduate students Increasing rankings in the Stonewall Workplace Equality Index No Bystanders Pledge signed by University Principal and Vice Principal for People Strategy and rolled out to staff
Race	Creation of Race Equality Network in progress International Staff and Student welcome sessions and inductions
Religion/belief	University Chaplaincy is now the Inter-Faith Centre University Chaplains fully integrated into the governance structure of Equality and Diversity
Age	Supporting young people into University through the SFC REACH Project Widening opportunities and breaking down barriers through the ECU Attracting Diversity Project
Gender Reassignment	Transgender policy and training being developed and delivered Review of buildings to incorporate gender neutral toilets where possible and always considered within new-build proposals
Pregnancy and maternity	Maternity and paternity coaching available to staff Maternity leave cover fund proposed Increased nursery childcare provision Breastfeeding rooms established and promoted

10.4   As well as engaging with specific groups, we have also ensured that our equality governance structures address intersectionality and are accessible and applicable to all staff and students. By increasing support to our community through Academic Line Managers and Personal Tutors and strengthening our data collection systems and processes, we have aimed to address the diverse needs of our community. Through our events and public engagement activities, we pursue a policy of celebrating the vibrancy and diversity of our campus.

10.5   We look forward to continuously improving our practice in equality and diversity though delivering on our action plan; and to striving for excellence so that all our staff, students and visitors can be sure of a welcoming, inclusive and tolerant University in which to work and study.

Appendix 1: Equality Outcomes Action Plan 2017 – 2019
Appendix 2: Staff and Student Profile Data 2015-2016

University of Aberdeen

Public Sector Equality Duty

Equality Outcomes Action Plan

2017 – 2019

<u>Outcome 1</u>: **The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally**

Action	Evidence	Responsible person	Timeline	Success Measure
1.1 Provide additional guidance within the committee paper template regarding equality impact assessment 1.2 Provide additional training on equality impact assessment for appropriate staff	Standard of equality impact assessments demonstrate new guidance is required Feedback from consultation on the Outcomes indicated this would be welcomed	Equality and Diversity Adviser	September 2017 July 2017	Increase in understanding of equality impact assessment process measured by increased quality of equality impact assessments Deliver 4 training sessions by Q1 2018
1.3 Examine our existing and future pay practices for all our staff including part-time workers, those on fixed-term contracts or contracts of unspecified duration. 1.4 Undertake regular monitoring of the impact of our practices and report at least every three years. 1.5 Provide training and guidance to managers and	Equal Pay Review	Director of Human Resources	Ongoing and all actions complete by September 2018	Equal pay statements available Gender pay gap reduces Pay Policy published by Q3 2018 Pay and benefits training for managers delivered by Q1 2018

| supervisory staff involved in decisions regarding pay and benefits.

1.6 Discuss and agree our equal pay policy with representatives of the recognised campus trade unions.				
1.7 Deliver Transgender awareness training to student-facing staff	Results of focus groups with student groups	Equality and Diversity Adviser working with Staff and Postgraduate LGBT Network	December 2017	Training delivered Feedback on training positive with identified gaps in support reviewed
1.8 Develop Transgender Guidelines for staff and students	Results of focus groups with student groups	Equality and Diversity Adviser working with Staff and Postgraduate LGBT Network	December 2017	Guidelines developed and publicised
1.9 Review annually the new remit, composition and membership of the Advisory Group on Equality and Diversity	Consultation suggested that the Advisory Group on Equality and Diversity should widen its membership	Vice Principal, People Strategy	Annual review in advance of the first meeting of the academic year – November 2017	Review undertaken and changes implemented where appropriate
1.10 Monitor the impact and effectiveness of the new remit, composition and membership of the Advisory Group on Equality and Diversity	1 year review and discussion at AGED meeting	Equality and Diversity Adviser	May 2018	Review complete
1.11 Deliver on equality objectives within the University's Outcome Agreement with the Scottish Funding Council	SFC Outcome Agreement	Director of Planning working with Equality and Diversity Adviser	2017/2018	Objectives achieved
Outcome 2: Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality				

Action	Evidence	Responsible person	Timeline	Success measure
2.1 Ensure all staff complete the mandatory Equality and Diversity training	70% of all staff have completed the mandatory Diversity in the Workplace module	Director of Human Resources working with Directors and Heads of School	June 2018	100% completion rate
2.2 Develop a plan for implementing unconscious bias, either face-to-face or on-line delivery	Feedback from sessions already undertaken indicated that all staff should be trained in unconscious bias	Equality and Diversity Adviser	June 2017	Plan developed and implemented Training available to all staff
2.3 Monitor the uptake of the student on-line equality training	Figures on the uptake of training	Senior Careers Adviser working with Equality and Diversity Adviser	Ongoing with annual figure produced	100% of First Years completed
2.4 Measure feedback from the training and assess impact			April 2017	Feedback sought and results used to inform changes/additional interventions

Outcome 3: **The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies**

Action	Evidence	Responsible person	Timeline	Success measure
3.1 Review support offered to disabled staff and implement changes where appropriate	Staff Disability Network consultation	Equality and Diversity Adviser	September 2017	Review conducted Recommendations from review implemented
3.2 Monitor the success rates in the promotion process to ascertain impact of 'blind review' and report back to Promotions Review Group	Promotion success rate data	Equality and Diversity Adviser	June 2017 and June 2018	Analysis of promotions data by protected characteristics shows proportionate success rates
3.3 Deliver promotions awareness sessions for staff	Promotion success rate data Feedback on promotions process	HR Partners	July 2017	2 awareness sessions delivered before the 2018 promotions round
3.4 Implement monitoring of the impact of the Widening Participation REACH project in relation to protected characteristics	Link between widening participation initiatives and Equality and Diversity	Head of Widening Participation	ongoing	Monitoring by protected characteristics implemented Data used to improve admission rates in under-represented groups
3.5 Implement actions arising from the Attracting Diversity project, including the	Phase 3 targets for the project	Head of Widening Participation	September 2018	Identified actions implemented

development of appropriate resources				
3.6 Submit an application for the Stonewall Workplace Equality Index 2018	Action plan arising from previous submissions	Equality and Diversity Adviser	September 2017	Application submitted Improvement in ranking
3.7 Develop a calendar of Wellbeing events	Feedback from third Wellbeing Day indicated that staff and students would value calendar of on-going events	Director of Health, Safety and Wellbeing in conjunction with Head of HR Specialist Services	September 2017	Calendar developed and publicised Monitor feedback from events
3.8 Roll out No Bystander pledge	Feedback from launch of the No Bystander pledge	Head of HR Specialist Services	Ongoing engagement	All Directors and Heads of School signed up to the pledge Awareness of pledge increased and measured through Staff Survey
3.9 All academic areas to apply for Athena SWAN award by April 2017	University KPIs Athena SWAN Action Plan	Heads of School working with Athena SWAN Officers	April 2017	Applications submitted
3.10 Develop British Sign Language Plan	Scottish Government consultation	Equality and Diversity Adviser	October 2018	BSL Plan developed following consultation Implementation and impact monitored
3.11 Monitor the impact of Brexit on staff and student experiences and provide ongoing support	Local/internal and national consultation	Director of HR Director of Student Life	ongoing	Appropriate consultation with staff and students undertaken Actions taken in line with government guidance
3.12 Develop a communication plan for promote networking, development and mentoring opportunities for all protected characteristics	Aurora feedback questionnaire Feedback from International Women's Day Conference Discussions at Equality Network Groups	Equality and Diversity Adviser Communications	Communication plan developed by June 2017 ongoing	Communication plan developed and implemented
3.13 Monitor the impact of the Project SEARCH initiative on the interns and the staff supporting them across the University	Currently limited data regarding the impact of the Project, other than data regarding the number of interns who secure employment	Executive Assistant and Policy Officer Equality and Diversity	Implement feedback by September 2017	Data gathered Engagement with placement providers and interns undertaken Changes implemented where appropriate
3.14 Equality and Diversity Research Group to provide	Creating a robust data set in relation to the projects on	Equality and Diversity Research Group Leader	First report due May 2017	Advisory Group on Equality and Diversity involved in establishing

project progress reports and clear outcomes to Advisory Group on Equality and Diversity	which to base future policy decisions/initiatives on	Equality and Diversity Adviser	Results of research due May 2018	outcomes for the Research Group
3.15 Monitor the effectiveness of the LGBT Boxing initiative	Monitor levels of involvement in the initatives	Equality and Diversity Adviser	March 2018	Number of individuals participating
3.16 Monitor the effectiveness of the Aurora Leadership Development Programme	Monitor numbers of participants	Equality and Diversity Adviser	September 2017	Number of individuals participating

Outcome 4: **The diversity of the University community will be celebrated and recognised so that all staff and students are respected and valued**

Action	Evidence	Responsible person	Timeline	Success measure
4.1 Develop guidance on mental health and wellbeing for Personal Tutors and Line Manager	Mental Health Working Group discussions and associated action plan	Director of Health, Safety and Wellbeing, working with Equality and Diversity Adviser	September 2017	Guidelines developed and publicised
4.2 Develop and deliver training for Academic Line Managers and Personal Tutors on: Promoting equality Dealing with equality-related staff or student concerns Supporting disabled staff	Feedback from ALMs and PTs	HR Partners	Training sessions delivered by September 2018	Sessions delivered and feedback received and used to inform future sessions
4.3 Develop a method of capturing the impact / value of the equality network groups	External benchmarking Discussion at Senior Women's Network Steering Group meeting	Equality and Diversity Adviser	September 2017	Template developed and implemented
4.4 Undertake annual equality monitoring of court	Court membership equality profile data	Secretary to Court Equality and Diversity	November 2017	Equality Monitoring report delivered to UMG and Court

membership and report to UMG and Court		Adviser		
4.5 Achieve accreditation as a Carers Positive employer	External benchmarking Results of Equality and Diversity questionnaire	Head of HR Specialist Services	September 2018	Accreditation achieved by September 2018
4.6 Develop a Carers Network		Equality and Diversity Adviser	November 2017	Network established by Q4 2017
4.7 Re-instate the Parents Network	Athena SWAN submissions/action plans	Equality and Diversity Adviser working with Athena SWAN Officer	September 2017	Parents Network established
4.8 Establish Race Equality Network	Discussions at Advisory Group on Equality and Diversity Discussions at Race Equality working Group	Equality and Diversity Adviser	November 2017	Network established Network providing support to members Network feeding in to University policy development
4.9 Monitor trends in relation to equality issues reported through the Employee Assistance Programme and take action to address staff concerns	Management reports from providers of Employee Assistance Programme	Head of HR Specialist Services	Ongoing	Reports received and analysed Equality-related concerns addressed through policy/guidelines/briefings
4.10 Monitor trends in relation to equality issues reported through the Staff Wellbeing Coordinators and Mental Health Champions	Feedback sessions/monitoring forms	Equality and Diversity Adviser	Ongoing	Reports received an analysed Equality-related concerns addressed through policy/guidelines/briefings
4.11 Develop and implement welcome sessions for international staff and their families	Staff profile data Anecdotal feedback that welcome sessions would be helpful	Head of HR Partners/HR Partners	First sessions to be delivered by April 2017 and ongoing from then	Sessions introduced Feedback sought and changes made where appropriate
4.12 Principles of Equality and Diversity to be linked with the development of the Employee Engagement Strategy/Action Plan	Employee Engagement Working Group meetings Equality Network Groups meetings	Head of HR Specialist Services	Ongoing with a view to finalising Employee Engagement Strategy by June 2017	Employee Engagement Strategy agreed and fully recognises and incorporates equality and diversity principles and considerations
4.13 Undertake data cleansing exercise	Gaps in staff profile data Requirement to increase	Head of HR Specialist Services/Equality and	June 2018	Increased levels of return on equality monitoring

	engagement with the equality monitoring process	Diversity Adviser		

University of Aberdeen

Public Sector Equality Duty

Staff and Student Data

Appendix 2

STAFF DATA 01-10-2015 & 01-10-2016

AGE	CASS		CLSM		COPS		Business School		Professional Services		Total UoA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25 and under	4	1.0%	19	1.7%	9	2.3%	0	0.0%	130	10.6%	162	5.0%
26-35	57	13.9%	250	22.8%	92	23.0%	20	24.7%	262	21.3%	681	21.2%
36-45	122	29.8%	297	27.1%	131	32.8%	17	21.0%	282	22.9%	849	26.4%
46-55	120	29.3%	324	29.6%	92	23.0%	28	34.6%	296	24.1%	860	26.7%
56-65	82	20.0%	180	16.4%	64	16.0%	10	12.3%	221	18.0%	557	17.3%
66 and over 66	24	5.9%	26	2.4%	12	3.0%	6	7.4%	39	3.2%	107	3.3%
TOTAL	409	100%	1096	100%	400	100%	81	100%	1230	100%	3216	100%

Table 1a: Staff age by College 2015

AGE	CASS		CLSM		COPS		Business School		Professional Services		Total UoA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25 and under	13	3.1%	52	4.9%	9	2.4%	2	2.6%	196	15.2%	272	8.4%
26-35	73	17.5%	260	24.3%	101	26.8%	20	26.3%	268	20.8%	722	22.4%
36-45	117	28.0%	277	25.9%	119	31.6%	14	18.4%	284	22.1%	811	25.1%
46-55	123	29.4%	301	28.1%	90	23.9%	27	35.5%	306	23.8%	847	26.2%
56-65	72	17.2%	163	15.2%	52	13.8%	9	11.8%	203	15.8%	499	15.5%
Over 66	20	4.8%	17	1.6%	6	1.6%	4	5.3%	30	2.3%	77	2.4%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 1b: Staff age by College 2016

GENDER	CASS		CLSM		COPS		Business School		Professional Services		Total UoA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Female	226	55.3%	671	61.2%	120	30.0%	36	44.4%	752	61.1%	1805	56.1%
Male	183	44.7%	425	38.8%	280	70.0%	45	55.6%	478	38.9%	1411	43.9%
TOTAL	409	100%	1096	100%	400	100%	81	100%	1230	100%	3216	100%

Table 2a: Staff gender by College 2015

GENDER	CASS		CLSM		COPS		Business School		Professional Services		Total UoA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Female	236	56.5%	652	60.9%	109	28.9%	33	43.4%	792	61.5%	1822	56.4%
Male	182	43.5%	418	39.1%	268	71.1%	43	56.6%	495	38.5%	1406	43.6%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 2b: Staff gender by College 2016

DISABILITY	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	10	2.4%	21	1.9%	6	1.5%	2	2.5%	68	5.5%	107	3.3%
No	383	93.6%	1043	95.2%	374	93.5%	75	92.6%	1100	89.4%	2975	92.5%
Unknown	2	0.5%	10	0.9%	2	0.5%	1	1.2%	27	2.2%	42	1.3%
Refused	14	3.4%	22	2.0%	18	4.5%	3	3.7%	35	2.8%	92	2.9%
TOTAL	409	100%	1096	100%	400	100%	81	100%	1230	100%	3216	100%

Table 3a: Staff disability by College 2015

DISABILITY	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	12	2.9%	25	2.3%	7	1.9%	2	2.6%	77	6.0%	123	3.8%
No	391	93.5%	1010	94.4%	353	93.6%	71	93.4%	1142	88.7%	2967	91.9%
Unknown	4	1.0%	15	1.4%	1	0.3%	0	0.0%	31	2.4%	51	1.6%
Refused	11	2.6%	20	1.9%	16	4.2%	3	3.9%	37	2.9%	87	2.7%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 3b: Staff disability by College 2016

FT/PT	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FT	289	70.7%	832	75.9%	359	89.8%	65	80.2%	747	60.7%	2292	71.3%
PT	120	29.3%	264	24.1%	41	10.3%	16	19.8%	483	39.3%	924	28.7%
TOTAL	409	100%	1096	100%	400	100%	81	100%	1230	100%	3216	100%

Table 4a: Staff working hours by College 2015

FT/PT	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FT	278	66.5%	766	71.6%	331	87.8%	59	77.6%	755	58.7%	2189	67.8%
PT	140	33.5%	304	28.4%	46	12.2%	17	22.4%	532	41.3%	1039	32.2%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 4b: Staff working hours by College 2016

ETHNICITY	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	3	0.7%	37	3.4%	16	4.0%	1	1.2%	17	1.4%	74	2.3%
Black	6	1.5%	11	1.0%	5	1.3%	3	3.7%	17	1.4%	42	1.3%
Chinese	3	0.7%	20	1.8%	16	4.0%	5	6.2%	9	0.7%	53	1.6%
Mixed	1	0.2%	4	0.4%	4	1.0%	0	0.0%	7	0.6%	16	0.5%
Other	106	25.9%	231	21.1%	140	35.0%	28	34.6%	145	11.8%	650	20.2%
White	269	65.8%	754	68.8%	187	46.8%	43	53.1%	999	81.2%	2252	70.0%
R/U	21	5.1%	39	3.6%	32	8.0%	1	1.2%	36	2.9%	129	4.0%
TOTAL	409	100%	1096	100%	400	100%	81	100%	1230	100%	3216	100%

Table 5a: Staff ethnicity by College 2015

ETHNICITY	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	2	0.5%	37	3.5%	15	4.0%	2	2.6%	13	1.0%	69	2.1%
Black	7	1.7%	7	0.7%	5	1.3%	3	3.9%	22	1.7%	44	1.4%
Chinese	3	0.7%	16	1.5%	15	4.0%	6	7.9%	6	0.5%	46	1.4%
Mixed	0	0.0%	8	0.7%	4	1.1%	0	0.0%	9	0.7%	21	0.7%
Other	120	28.7%	239	22.3%	140	37.1%	26	34.2%	176	13.7%	701	21.7%
White	265	63.4%	723	67.6%	163	43.2%	38	50.0%	1020	79.3%	2209	68.4%
R/U	21	5.0%	40	3.7%	35	9.3%	1	1.3%	41	3.2%	138	4.3%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 5b Staff ethnicity by College 2016

Religion	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Buddhist	1	0.2%	3	0.3%	1	0.3%	3	3.8%	6	0.5%	14	0.4%
Christian - Church of Scotland	39	9.6%	135	12.4%	23	5.8%	7	8.8%	170	13.9%	374	11.6%
Christian - Other Denomination	46	11.3%	94	8.6%	34	8.5%	6	7.5%	91	7.4%	271	8.4%
Christian - Roman Catholic	21	5.2%	60	5.5%	29	7.3%	6	7.5%	66	5.4%	182	5.7%
Hindu	0	0.0%	14	1.3%	7	1.8%	0	0.0%	7	0.6%	28	0.9%
Jewish	1	0.2%	2	0.2%	3	0.8%	0	0.0%	0	0.0%	6	0.2%
Muslim	3	0.7%	9	0.8%	13	3.3%	3	3.8%	8	0.7%	36	1.1%
No info	123	30.3%	265	24.3%	112	28.1%	22	27.5%	272	22.3%	794	24.7%
No Religion	124	30.5%	415	38.0%	138	34.7%	25	31.3%	502	41.1%	1204	37.4%
Other	2	0.5%	5	0.5%	1	0.3%	0	0.0%	6	0.5%	14	0.4%
Refused	46	11.3%	88	8.1%	37	9.3%	8	10.0%	94	7.7%	273	8.5%
Sikh	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
Spiritual	3	0.7%	5	0.5%	2	0.5%	1	1.3%	8	0.7%	19	0.6%
TOTAL	406	100%	1091	100%	398	100%	80	100%	1222	100%	3216	100%

Table 6a: Staff religion by College 2015

Religion	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Buddhist	1	0.2%	4	0.4%	2	0.5%	2	2.5%	5	0.4%	14	0.4%
Christian - Church of Scotland	43	10.6%	125	11.5%	21	5.3%	6	7.5%	170	13.9%	365	11.3%
Christian - Other Denomination	45	11.1%	95	8.7%	33	8.3%	7	8.8%	106	8.7%	286	8.9%
Christian - Roman Catholic	31	7.6%	62	5.7%	34	8.5%	4	5.0%	71	5.8%	202	6.3%
Hindu	0	0.0%	15	1.4%	6	1.5%	1	1.3%	5	0.4%	27	0.8%
Jewish	1	0.2%	3	0.3%	2	0.5%	0	0.0%	1	0.1%	7	0.2%
Muslim	6	1.5%	10	0.9%	14	3.5%	2	2.5%	11	0.9%	43	1.3%
No info	108	26.6%	237	21.7%	97	24.4%	20	25.0%	253	20.7%	715	22.2%
No Religion	136	33.5%	429	39.3%	130	32.7%	22	27.5%	542	44.4%	1259	39.1%
Other	4	1.0%	4	0.4%	0	0.0%	1	1.3%	8	0.7%	17	0.5%
Refused	41	10.1%	83	7.6%	35	8.8%	10	12.5%	104	8.5%	273	8.5%
Sikh	2	0.5%	3	0.3%	3	0.8%	1	1.3%	11	0.9%	20	0.6%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 6b: Staff religion by College 2016

Sexual Orientation	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bisexual	3	0.7%	6	0.5%	4	1.0%	0	0.0%	13	1.1%	26	0.8%
Gay man	2	0.5%	2	0.2%	2	0.5%	0	0.0%	11	0.9%	17	0.5%
Gay woman	4	1.0%	8	0.7%	1	0.3%	0	0.0%	7	0.6%	20	0.6%
Heterosexual	213	52.1%	657	59.9%	223	55.8%	49	60.5%	777	63.2%	1919	59.7%
No information	129	31.5%	291	26.6%	120	30.0%	23	28.4%	302	24.6%	865	26.9%
Other	2	0.5%	1	0.1%	1	0.3%	0	0.0%	1	0.1%	5	0.2%
Refused	56	13.7%	131	12.0%	49	12.3%	9	11.1%	119	9.7%	364	11.3%
TOTAL	409	100%	1096	100%	400	100%	81	100%	1230	100%	3216	100%

Table 7a: Staff sexual orientation by College 2015

Sexual Orientation	CASS		CLSM		COPS		Business School		Professional Services		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bisexual	3	0.7%	7	0.6%	2	0.5%	0	0.0%	15	1.2%	27	0.8%
Gay man	3	0.7%	6	0.5%	2	0.5%	0	0.0%	12	1.0%	23	0.7%
Gay woman	3	0.7%	8	0.7%	2	0.5%	0	0.0%	10	0.8%	23	0.7%
Heterosexual	235	57.5%	665	60.7%	226	56.5%	45	55.6%	828	67.3%	1999	62.2%
No information	116	28.4%	256	23.4%	104	26.0%	21	25.9%	284	23.1%	781	24.3%
Other	2	0.5%	1	0.1%	1	0.3%	0	0.0%	2	0.2%	6	0.2%
Refused	56	13.7%	127	11.6%	40	10.0%	10	12.3%	136	11.1%	369	11.5%
TOTAL	418	100%	1070	100%	377	100%	76	100%	1287	100%	3228	100%

Table 7b: Staff sexual orientation by College 2016

	Leavers	CASS		CLSM		COPS		Business School		Professional Services		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Gender	Female	42	61%	117	60%	29	39%	8	57%	138	63%	334	58%
	Male	27	39%	78	40%	46	61%	6	43%	80	37%	237	42%
	TOTAL	69	100%	195	100%	75	100%	14	100%	218	100%	571	100%
Disability	Yes	2	3%	2	1%	1	1%	1	7%	7	3%	13	2%
	No	64	93%	179	92%	68	91%	13	93%	188	86%	512	90%
	Unknown	0	0%	6	3%	4	5%	0	0%	20	9%	30	5%
	Refused	3	4%	8	4%	2	3%	0	0%	3	1%	16	3%
	TOTAL	69	100%	195	100%	75	100%	14	100%	218	100%	571	100%
Ethnic origin	Asian	0	0%	7	4%	3	4%	0	0%	1	0%	11	2%
	Black	0	0%	4	2%	2	3%	1	7%	3	1%	10	2%
	Chinese	0	0%	5	3%	6	8%	0	0%	2	1%	13	2%
	Mixed	2	3%	2	1%	1	1%	0	0%	1	0%	6	1%
	Other	26	38%	43	22%	27	36%	2	14%	40	18%	138	24%
	White	37	54%	126	65%	33	44%	11	79%	162	74%	369	65%
	R/U	4	6%	8	4%	3	4%	0	0%	9	4%	24	4%
	TOTAL	69	100%	195	100%	75	100%	14	100%	218	100%	571	100%
Age	25 and under	3	4%	18	9%	5	7%	0	0%	55	25%	81	14%
	26-35	16	23%	71	36%	36	48%	2	14%	54	25%	179	31%
	36-45	15	22%	44	23%	13	17%	2	14%	32	15%	106	19%
	46-55	15	22%	20	10%	8	11%	3	21%	31	14%	77	13%
	56-65	13	19%	38	19%	8	11%	5	36%	36	17%	100	18%
	66 and over	7	10%	4	2%	5	7%	2	14%	10	5%	28	5%
	TOTAL	69	100%	195	100%	75	100%	14	100%	218	100%	571	100%

Table 8a: Leavers 2014/15

	Leavers	CASS No.	CASS %	CLSM No.	CLSM %	COPS No.	COPS %	Business School No.	Business School %	Professional Services No.	Professional Services %	Total No.	Total %
Gender	Female	32	51%	116	63%	32	36%	3	43%	121	60%	304	56%
	Male	31	49%	67	37%	57	64%	4	57%	80	40%	239	44%
	TOTAL	63	100%	183	100%	89	100%	7	100%	201	100%	543	100%
Disability	Yes	2	3%	3	2%	3	3%	0	0%	11	5%	19	3%
	No	58	92%	173	95%	78	88%	7	100%	169	84%	485	89%
	Unknown	0	0%	4	2%	5	6%	0	0%	19	9%	28	5%
	Refused	3	5%	3	2%	3	3%	0	0%	2	1%	11	2%
	TOTAL	63	100%	183	100%	89	100%	7	100%	201	100%	543	100%
Ethnic origin	Asian	1	2%	11	6%	4	4%	0	0%	5	2%	21	4%
	Black	0	0%	6	3%	2	2%	0	0%	4	2%	12	2%
	Chinese	1	2%	3	2%	5	6%	0	0%	2	1%	11	2%
	Mixed	1	2%	0	0%	1	1%	0	0%	1	0%	3	1%
	Other	26	41%	53	29%	30	34%	0	0%	34	17%	143	26%
	White	32	51%	104	57%	42	47%	7	100%	136	68%	321	59%
	R/U	2	3%	6	3%	5	6%	0	0%	19	9%	32	6%
	TOTAL	63	100%	183	100%	89	100%	7	100%	201	100%	543	100%
Age	25 and under	1	2%	7	4%	2	2%	0	0%	47	23%	57	17%
	26-35	16	25%	86	47%	40	45%	3	43%	55	27%	200	58%
	36-45	18	29%	29	16%	22	25%	0	0%	27	13%	96	28%
	46-55	13	21%	21	11%	11	12%	1	14%	39	19%	85	25%
	56-65	11	17%	32	17%	8	9%	1	14%	21	10%	73	21%
	66 and over	4	6%	8	4%	6	7%	2	29%	12	6%	32	9%
	TOTAL	63	100%	183	100%	89	100%	7	100%	201	100%	342	100%

Table 8b: Leavers 2015/16

	Recruitment	Female	Male	R/U	Total	% of F		Female	Male	R/U	Total	% of F
Grade 1	Applicants	506	357	4	867	58%	Grade 6/7	26	19	5	50	52%
	Interviewees	174	90	1	265	66%		7	4	2	13	54%
	Offers	83	39	1	123	67%		3	2	1	6	50%
	Acceptances	79	37	1	117	68%		3	2	1	6	50%
Grade 2	Applicants	677	332	1	1010	67%	Grade 7	72	61	4	137	53%
	Interviewees	142	77	0	219	65%		13	17	3	33	39%
	Offers	34	17	0	51	67%		5	7	1	13	38%
	Acceptances	32	17	0	49	65%		4	5	1	10	40%
Grade 2/3	Applicants	0	0	0	0	0%	Grade 7/8	58	200	12	270	21%
	Interviewees	0	0	0	0	0%		11	16	1	28	39%
	Offers	0	0	0	0	0%		2	11	1	14	14%
	Acceptances	0	0	0	0	0%		2	10	1	13	15%
Grade 3	Applicants	1029	588	21	1638	63%	Grade 7/8/9	37	54	0	91	41%
	Interviewees	231	113	4	348	66%		2	6	0	8	25%
	Offers	70	30	2	102	69%		2	3	0	5	40%
	Acceptances	64	30	2	96	67%		2	2	0	4	50%
Grade 4	Applicants	386	218	8	612	63%	Grade 8	19	58	0	77	25%
	Interviewees	84	44	2	130	65%		4	10	0	14	29%
	Offers	22	16	2	40	55%		1	1	0	2	50%
	Acceptances	21	14	2	37	57%		1	1	0	2	50%
Grade 5	Applicants	663	334	11	1008	66%	Grade 8/9	2	19	0	21	10%
	Interviewees	123	59	4	186	66%		0	2	0	2	0%
	Offers	37	21	4	62	60%		0	1	0	1	0%
	Acceptances	34	19	3	56	61%		0	1	0	1	0%
Grade 5/6	Applicants	146	161	11	318	46%	Grade 9	5	16	0	21	24%
	Interviewees	36	37	6	79	46%		0	6	0	6	0%
	Offers	13	12	3	28	46%		0	4	0	4	0%
	Acceptances	13	10	3	26	50%		0	4	0	4	0%
Grade 6	Applicants	877	748	41	1666	53%	Clinical	29	23	0	52	56%
	Interviewees	201	143	22	366	55%		15	13	0	28	54%
	Offers	52	48	14	114	46%		8	6	0	14	57%
	Acceptances	46	41	14	101	46%		7	6	0	13	54%

Table 9: Staff Recruitment 01-08-2014 - 01-08-2015

Year	Applied			Successful			Success rates (%)	
	Female	Male	% female	Female	Male	% female	female	male
2014/15	106	96	52.48	65	54	54.62	61.3	56.3
2015/16	90	67	57.32	50	41	54.95	55.6	61.2

Table 10: Progression and Promotion

STUDENTS DATA 2015/2016 and 2016/17

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
AGE	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Under 18	0	1	0	20	3923	5806	3923	5827
18-20	40	112	465	714	4638	2960	5143	3786
21-25	536	546	1077	827	1263	781	2876	2154
Over 25	1125	994	1490	1460	649	1135	3264	3589
TOTAL	1701	1653	3032	3021	10473	10682	15206	15356

Table 11a: Student age by level (Headcount).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
AGE	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Under 18	0%	0.1%	0%	1%	37%	54%	26%	38%
18-20	2%	7%	15%	24%	44%	28%	34%	25%
21-25	32%	33%	36%	27%	12%	7%	19%	14%
Over 25	66%	60%	49%	48%	6%	11%	21%	23%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Table 11b: Student age by level (Headcount %).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
GENDER	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Female	801	791	1676	1744	5923	6150	8400	8685
Male	900	862	1356	1277	4550	4532	6806	6671
TOTAL	1701	1653	3032	3021	10473	10682	15206	15356

Table 12a: Student gender by level (Headcount).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
GENDER	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Female	47%	48%	55%	58%	57%	58%	55%	57%
Male	53%	52%	45%	42%	43%	42%	45%	43%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Table 12b: Student gender by level (Headcount %).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
ETHNICITY	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Arab	72	76	51	75	79	104	202	255
Asian	227	221	321	286	456	499	1004	1006
Black	184	171	368	307	216	233	768	711
Chinese	63	67	111	141	193	195	367	403
Mixed	48	44	64	80	278	306	390	430
Other	39	39	56	58	118	152	213	249
White	1060	1028	1999	2036	8860	9099	11919	12163
R/U	8	7	62	38	273	94	343	139
TOTAL	1701	1653	3032	3021	10473	10682	15206	15356

Table 13a: Student ethnicity by level (Headcount).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
ETHNICITY	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Arab	4%	5%	2%	2%	1%	1%	1%	2%
Asian	13%	13%	11%	9%	4%	5%	7%	7%
Black	11%	10%	12%	10%	2%	2%	5%	5%
Chinese	4%	4%	4%	5%	2%	2%	2%	3%
Mixed	3%	3%	2%	3%	3%	3%	3%	3%
Other	2%	2%	2%	2%	1%	1%	1%	2%
White	62%	62%	66%	67%	85%	85%	78%	79%
R/U	0.5%	0.4%	2%	1%	3%	1%	2%	1%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Table 13b: Student ethnicity by level (Headcount %).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
RELIGION	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Any other religion or belief	19	18	21	25	102	98	142	141
Buddhist	45	47	106	91	68	86	219	224
Christian - Church of Scotland	67	59	267	301	938	893	1272	1253
Christian - Other denomination	356	377	516	461	1313	1282	2185	2120
Christian - Roman Catholic	167	175	382	341	976	1065	1525	1581
Hindu	33	30	51	38	68	71	152	139
Jewish	3	5	4	4	16	24	23	33
Muslim	208	199	228	222	331	351	767	772
No religion	519	521	1037	1186	5072	5381	6628	7088
Prefer not to say	196	164	221	220	1056	1095	1473	1479
Sikh	1	1	3	4	21	24	25	29
Spiritual	17	20	49	45	109	108	175	173
Information not known	70	37	147	83	403	204	620	324
TOTAL	1701	1653	3032	3021	10473	10682	15206	15356

Table 14a: Student religion by level (Headcount).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
RELIGION	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Any other religion or belief	1%	1%	1%	1%	1%	1%	1%	1%
Buddhist	3%	3%	3%	3%	1%	1%	1%	1%
Christian - Church of Scotland	4%	4%	9%	10%	9%	8%	8%	8%
Christian - Other denomination	21%	23%	17%	15%	13%	12%	14%	14%
Christian - Roman Catholic	10%	11%	13%	11%	9%	10%	10%	10%
Hindu	2%	2%	2%	1%	1%	1%	1%	1%
Jewish	0.2%	0.3%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Muslim	12%	12%	8%	7%	3%	3%	5%	5%
No religion	31%	32%	34%	39%	48%	50%	44%	46%
Prefer not to say	12%	10%	7%	7%	10%	10%	10%	10%
Sikh	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Spiritual	1%	1%	2%	1%	1%	1%	1%	1%
Information not known	4%	2%	5%	3%	4%	2%	4%	2%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Table 14b: Student religion by level (Headcount %). Table 13b: Student religion by level (Headcount %).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
SEXUAL ORIENTATION	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Bisexual	35	35	34	50	209	260	278	345
Gay man	16	18	30	43	158	148	204	209
Gay woman/lesbian	5	10	15	14	57	65	77	89
Heterosexual	1265	1277	2498	2506	8514	8786	12277	12569
Other	46	50	94	83	126	141	266	274
Prefer not to say	264	234	251	242	1049	1101	1564	1577
Information not known	70	36	110	81	360	176	540	293
TOTAL	1701	1660	3032	3019	10473	10677	15206	15356

Table 15a: Student sexual orientation by level (Headcount).

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE		TOTAL	
SEXUAL ORIENTATION	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Bisexual	2%	2%	1%	2%	2%	2%	2%	2%
Gay man	1%	1%	1%	1%	2%	1%	1%	1%
Gay woman/lesbian	0.3%	1%	0.5%	0.5%	1%	1%	1%	1%
Heterosexual	74%	77%	82%	83%	81%	82%	81%	82%
Other	3%	3%	3%	3%	1%	1%	2%	2%
Prefer not to say	16%	14%	8%	8%	10%	10%	10%	10%
Information not known	4%	2%	4%	3%	3%	2%	4%	2%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Table 15b: Student sexual orientation by level (Headcount %).

LEVEL	RESEARCH POSTGRADUATE				TAUGHT POSTGRADUATE				UNDERGRADUATE				TOTAL			
IS GENDER NOW SAME AS BIRTH?	2015/16		2016/17		2015/16		2016/17		2015/16		2016/17		2015/16		2016/17	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
No	1	1	1	1	3	1	2	0	9	8	15	5	13	10	18	6
Prefer not to say	31	29	22	20	11	14	20	19	66	68	74	68	108	111	116	107
Yes	753	815	763	819	1578	1278	1662	1238	5650	4260	5958	4352	7981	6353	8383	6409
R/U	16	54	5	31	84	63	58	22	194	207	98	105	294	324	161	158
TOTAL	801	899	791	871	1676	1356	1742	1279	5919	4543	6145	4530	8396	6798	8678	6680

Table 16a: Student gender identity by level (Headcount).

LEVEL	RESEARCH POSTGRADUATE				TAUGHT POSTGRADUATE				UNDERGRADUATE				TOTAL			
IS GENDER NOW SAME AS BIRTH?	2015/16		2016/17		2015/16		2016/17		2015/16		2016/17		2015/16		2016/17	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
No	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%	0.2%	0.2%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%
Prefer not to say	4%	3%	3%	2%	1%	1%	1%	1%	1%	1%	1%	2%	1%	2%	1%	2%
Yes	94%	91%	96%	94%	94%	94%	95%	97%	95%	94%	97%	96%	95%	93%	97%	96%
R/U	2%	6%	1%	4%	5%	5%	3%	2%	3%	5%	2%	2%	4%	5%	2%	2%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 16b: Student gender identity by level (Headcount %).

Student retention by gender and disability.		FTE Full Time Undergraduate						% Full Time Undergraduate					
		2013		2014		2015		2013		2014		2015	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Female	No known disability	4392	183	4321	186	4332	177	96%	4%	96%	4%	96%	4%
	Disability Declared	682	46	697	41	697	31	94%	6%	94%	6%	96%	4%
	Unknown/Refused	9	1	16	1	10	2	90%	10%	94%	6%	83%	17%
	TOTAL	5083	230	5034	228	5039	210	96%	4%	96%	4%	96%	4%
Male	No known disability	3448	209	3393	245	3428	189	94%	6%	93%	7%	95%	5%
	Disability Declared	587	30	550	50	531	38	95%	5%	92%	8%	93%	7%
	Unknown/Refused	17	2	16	9	15	2	89%	11%	64%	36%	88%	12%
	TOTAL	4052	241	3959	304	3974	229	94%	6%	93%	7%	95%	5%
TOTAL	No known disability	7840	392	7714	431	7760	366	95%	5%	95%	5%	95%	5%
	Disability Declared	1269	76	1247	91	1228	69	94%	6%	93%	7%	95%	5%
	Unknown/Refused	26	3	32	10	25	4	90%	10%	76%	24%	86%	14%
	TOTAL	9135	471	8993	532	9013	439	95%	5%	94%	6%	95%	5%

Table 17: Student retention by gender and disability 2015/16/17 (FT UG students).

Student retention by ethnicity and gender.		FTE Full Time Undergraduate						% Full Time Undergraduate					
		2013		2014		2015		2013		2014		2015	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Female	White	4527	181	4443	194	4414	177	96%	4%	96%	4%	96%	4%
	Black	72	9	83	6	94	5	89%	11%	93%	7%	95%	5%
	Asian	167	8	172	5	185	4	95%	5%	97%	3%	98%	2%
	Chinese	90	4	92	2	89	4	96%	4%	98%	2%	96%	4%
	Mixed	110	6	116	7	141	9	95%	5%	94%	6%	94%	6%
	Other	40	8	41	3	40	2	83%	17%	93%	7%	95%	5%
	U/R	63	13	69	11	51	8	83%	17%	86%	14%	86%	14%
	TOTAL	5069	229	5016	228	5014	209	96%	4%	96%	4%	96%	4%
Male	White	3495	202	3351	243	3309	188	95%	5%	93%	7%	95%	5%
	Black	58	11	74	11	90	5	84%	16%	87%	13%	95%	5%
	Asian	171	11	198	12	232	6	94%	6%	94%	6%	97%	3%
	Chinese	82	3	71	5	72	1	96%	4%	93%	7%	99%	1%
	Mixed	86	6	91	5	105	5	93%	7%	95%	5%	95%	5%
	Other	50	2	51	5	54	4	96%	4%	91%	9%	93%	7%
	U/R	82	5	84	20	68	15	94%	6%	81%	19%	82%	18%
	TOTAL	4024	240	3920	301	3930	224	94%	6%	93%	7%	95%	5%
TOTAL	White	8022	383	7794	437	7723	365	95%	5%	95%	5%	95%	5%
	Black	130	20	157	17	184	10	87%	13%	90%	10%	95%	5%
	Asian	338	19	370	17	417	10	95%	5%	96%	4%	98%	2%
	Chinese	172	7	163	7	161	5	96%	4%	96%	4%	97%	3%
	Mixed	196	12	207	12	246	14	94%	6%	95%	5%	95%	5%
	Other	90	10	92	8	94	6	90%	10%	92%	8%	94%	6%
	U/R	145	18	153	31	119	23	89%	11%	83%	17%	84%	16%
	TOTAL	9093	469	8936	529	8944	433	95%	5%	94%	6%	95%	5%

Table 18: Student retention by ethnicity and gender 2015/16/17 (FT UG students)

Student retention by age and gender.		FTE Full Time Undergraduate						% Full Time Undergraduate					
		2013		2014		2015		2013		2014		2015	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Female	Under 18	109	11	178	9	152	11	91%	9%	95%	5%	93%	7%
	18-20	2543	138	2568	148	2629	127	95%	5%	95%	5%	95%	5%
	21-25	2234	71	2069	52	2045	62	97%	3%	98%	2%	97%	3%
	Over 25	197	10	219	19	213	10	95%	5%	92%	8%	96%	4%
	TOTAL	5083	230	5034	228	5039	210	96%	4%	96%	4%	96%	4%
Male	Under 18	76	8	102	17	80	8	90%	10%	86%	14%	91%	9%
	18-20	1930	117	1958	155	2002	120	94%	6%	93%	7%	94%	6%
	21-25	1814	96	1704	103	1695	77	95%	5%	94%	6%	96%	4%
	Over 25	232	20	195	29	197	24	92%	8%	87%	13%	89%	11%
	TOTAL	4052	241	3959	304	3974	229	94%	6%	93%	7%	95%	5%
TOTAL	Under 18	185	19	280	26	232	19	91%	9%	92%	8%	92%	8%
	18-20	4473	255	4526	303	4631	247	95%	5%	94%	6%	95%	5%
	21-25	4048	167	3773	155	3740	139	96%	4%	96%	4%	96%	4%
	Over 25	429	30	414	48	410	34	93%	7%	90%	10%	92%	8%
	TOTAL	9135	471	8993	532	9013	439	95%	5%	94%	6%	95%	5%

Table 19: Student retention by age and gender 2015/16/17 (FT UG students).