



Human Resources



University of
Reading

2020–21

ANNUAL DIVERSITY & INCLUSION REPORT

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An Introduction from the Vice-Chancellor

I am pleased to introduce the 2020-21 Diversity and Inclusion (D&I) Report for the University of Reading, prepared by colleagues across Human Resources and Student Services, with the support of our Dean for Diversity and Inclusion, our Planning and Support Office and the Chairs and Co-Chairs of our D&I Staff Networks. This report summarises D&I-related actions and activities over the last year and priorities for the current academic year 2021-22.

This year it also includes a new set of targets for D&I which our University Executive Board recently agreed and which take us forward to our centenary year in 2026. These were developed by a working group led by our Dean for Diversity & Inclusion, with reference to the recommendations from our Race Equality Review, and our action plans for our Athena SWAN silver award, the Stonewall Workplace Equality Index (SWEI) and our Disability and Neurodiversity priorities. I am grateful to our Staff Network Chairs who were key partners in developing these new targets and working in partnership during the year with the University to progress our D&I objectives and support all our colleagues.

This year continued to pose challenges due to the ongoing Covid pandemic. We continued to support the wellbeing of our colleagues and students with a variety of resources and new development opportunities related to the different ways of working driven by the situation and the challenges posed by it.

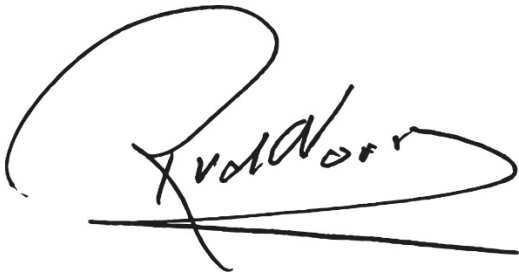
The report from the Race Equality Review was published in May 2021 and included 20 recommendations which now form a key part of the University's D&I work for the coming year and over the longer-term. We are taking action to implement these recommendations towards improving the experience of our BAME colleagues and students University-wide and improving our inclusivity and I appreciate the work of all those involved in developing these recommendations and actions.

In January 2021 I attended a Staff Disability Network meeting at which colleagues impressed upon me that the University of Reading could do more to be a better place for disabled, neurodiverse, and colleagues with chronic or long-term illness, particularly given that the pandemic has had a disproportionate impact in many ways on this group of people. I therefore asked one of our Pro-Vice Chancellors, the UEB Disability Champion Professor Elizabeth McCrum, and our Dean for Diversity and Inclusion, Dr Allán Laville, to lead a Disability & Neurodiversity Review to gain a better understanding of the lived experience of disabled and neurodiverse colleagues and lead to best practice recommendations. I look forward to hearing the outcomes of that review in April 2022.

The Stonewall WEI has been revised and has re-opened for submissions again following a year with no WEI due to Covid. We aspire to further increase our score and retain our Top 100 Employers status and will hear the result of our submission, a collaboration between staff and student representatives, in February 2022. I am also pleased to note the University's involvement with

LGBT+ events in the local community such as Queer Japan and Reading Pride at which colleagues from the University were able to take part in person once again.

I hope you will find this year's report and the new targets to which we have committed ourselves of interest. The updates on our achievements over the past year demonstrate the committed effort by colleagues and students across the University of Reading to create an environment where all staff and students, whatever their background, feel included and enabled to be themselves and achieve their best.

A handwritten signature in black ink, appearing to read 'R. van de Noort', with a large, sweeping initial 'R' and a horizontal line extending from the end of the signature.

Professor Robert Van de Noort
Vice-Chancellor

Section 1 – Overview

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first English university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellors (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.

Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff, including programmes specific to women, BAME and LGBT+ colleagues, to help them develop and progress in their careers. These include external programmes such as Aurora and Springboard for women, the Mandala and Diversifying Leadership programmes for BAME staff, and the Stonewall LGBT+ Leadership Programme, as well as a programme developed internally with The Pacific Institute, RISE (**R**eady for an **I**nclusive and **S**upportive **E**nvironment), covering diversity and inclusion across different characteristics.

As was the case last year, the ongoing pandemic is exacerbating educational disadvantage and affecting us all in different ways. We continue to offer support to both students and staff impacted by the ongoing Covid pandemic.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact. For staff, the University has continued its commitment to support flexible working, job sharing and parental leave, and a transparent and inclusive recognition and reward process.

This year also saw significant disruptions to teaching and learning as a result of the pandemic; to compensate there was considerable focus to ensure all students could access and engage with a flexible and supportive blended approach which included the ability to access teaching at a distance or in person and a new approach to extenuating circumstances.

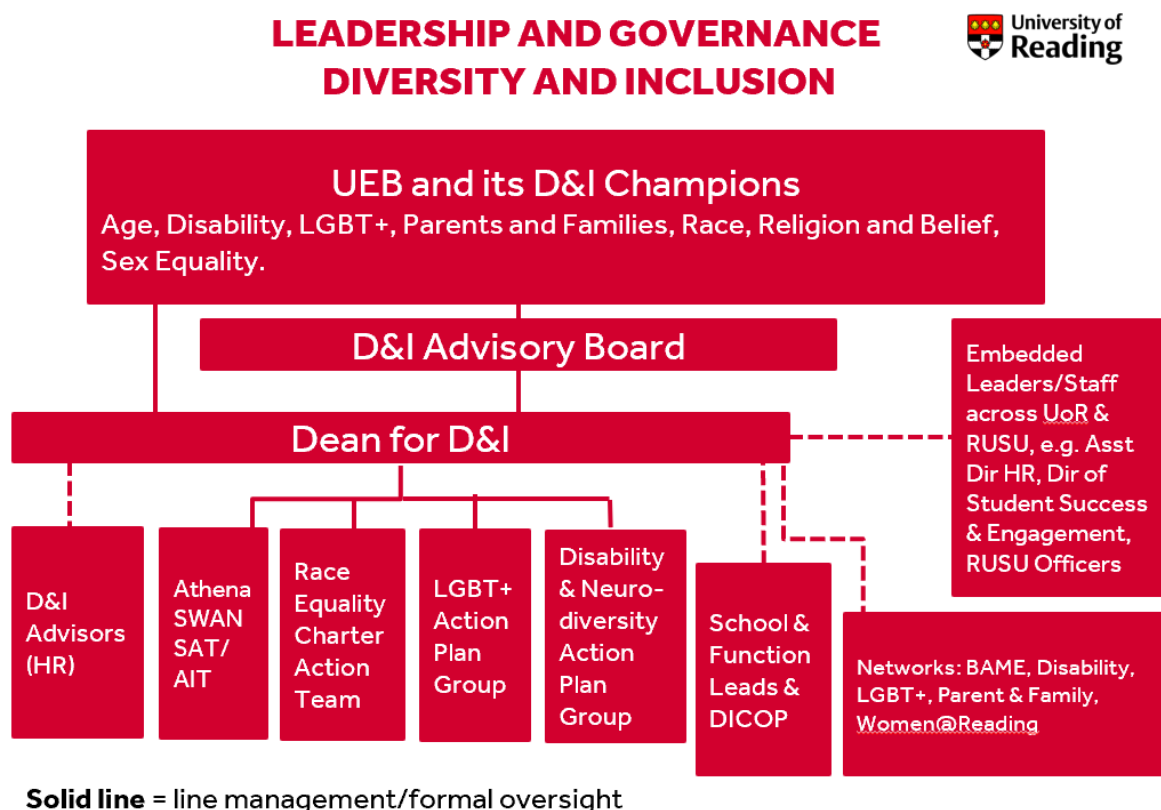
Another focus this year was increasing the support for estranged and care experienced students to ensure that those with minimal or no contact with their family can thrive at the University of Reading. We also significantly increased the amount of financial support available and developed the digital support fund further to support those with limited IT access.

The aim of our Annual Diversity and Inclusion Report is:

- to monitor progress against the diversity and inclusion targets, for both staff and students, new targets were set this year to take us to our centenary year in 2026;
- to provide a summary of our main diversity and inclusion-related actions over the last year;
- to take stock, through an update of diversity and inclusion-related data, of where we are as a university (in many cases making comparison with the national sector); and
- to outline our priorities and priority actions for the 2021-22 academic year.

Governance arrangements for Diversity & Inclusion

The University has robust leadership and governance arrangements for diversity and inclusion that are outlined in the figure below:



At the operational level, the Athena SWAN Implementation Team, the Race Equality Action Team (RE-ACT) Team and the LGBT+ Action Plan Group are responsible for developing and delivering action plans in the 3 diversity and inclusion thematic areas (gender, race and sexual orientation) that were agreed as an institutional priority for staff by the University Executive Board (UEB) in 2015.

Each group is chaired by the Dean for Diversity and Inclusion. In 2020, they were joined by the Disability and Neurodiversity Action Planning Group, co-chaired by the Dean for D&I and an Assistant Director of HR, and the Race Equality Review (RER) Group, co-chaired by the Deputy Vice-Chancellor and the Dean for D&I. The RER Monitoring Group was established following the publication of the review to oversee progress on the recommendations. Following a similar structure, the Disability and Neurodiversity Review Group was set up in Spring 2021 to carry out a Disability and Neurodiversity review focusing on the staff experience. These groups comprise of staff and student membership and work across staff and student D&I priorities. Additionally, Student Services oversee actions in relation to our D&I priorities for students.

Progress is reported by the Dean for Diversity and Inclusion to the Diversity and Inclusion Advisory Board (DIAB) which meets bi-annually, chaired by the Deputy Vice-Chancellor. DIAB membership is from across the University, including representatives of the relevant staff networks and RUSU.

The DIAB challenges the Dean and the action plan groups on progress. However, the University of Reading takes the approach that responsibility for ensuring a diverse and inclusive organisation must be embedded in the day-to-day business of the University. Therefore, Diversity and Inclusion Champions/Leads have been appointed in all 15 academic schools, and work has begun to increase the number of D&I Champions/Leads in Functions. These members of staff are typically given time to carry out a range of activities that are relevant and appropriate for their area. Many Schools also have their own Diversity and Inclusion-related committees to agree local diversity and inclusion actions and monitor progress.

1.1 New Diversity and Inclusion Targets for Staff and Students

Between October 2021 to January 2022, the Dean for Diversity and Inclusion, Dr Al Laville, convened a working group to create the University of Reading 2026 D&I targets. Membership of this working group included colleagues from across the University and RUSU staff, the RUSU Education Officer and RUSU Part-Time Officers. We acknowledge that it is of the utmost importance to have D&I targets for both staff and students. Setting targets ensures measurement and evaluation of key D&I initiatives. Each of these initiatives are central to the development of diverse representation, student experience and attainment, staff experience and advancement, and culture. The methodology employed included considering various benchmarks and performance indicators such as national census data, data comparisons with the sector and University of Reading representation data by protected characteristic. As the national 2021 census data will not be published in full until March 2023, the working group decided that data comparisons with the sector and considering University of Reading representation data is the most meaningful approach to take. The proposed targets were then reviewed by the Diversity and Inclusion Advisory Board, the Diversity and Inclusion Community of Practice and the D&I Staff Networks. In January 2022, the ten University of Reading 2026 D&I targets were approved by the University Executive Board.

Context

The 2026 D&I targets are informed by our current D&I strategic projects. As part of the strategic Diversity and Inclusion (D&I) projects led by Dr Al Laville, Dean for Diversity and Inclusion, we are working towards four accreditation action plans. These include:

- Institutional Silver [Athena SWAN](#) Action Plan – Silver status awarded in February 2020.
- Disability and Neurodiversity Action Plan including completing actions for the [Disability Confident Scheme](#) (Level 1 – Committed), which we signed up to in February 2021. The action plan will include the upcoming recommendations from the University of Reading Diversity and Neurodiversity Review (2022).

- LGBT+ Action Plan including the recent application for the [Stonewall Workplace Equality Index](#) in October 2021.
- Race Equality Charter Action Plan including applying for the Bronze Race Equality Charter Mark in July 2022. The action plan includes recommendations from the [University of Reading Race Equality Review \(2021\)](#).

The ten 2026 D&I targets are required to advance, and have significant impact on, our D&I strategy for representation (Target 1, 3, 4, 6- to 10), student experience and attainment (Target 2, 5, 6 and 9), staff experience and advancement (Target 1, 3, 4, 6- to 10), and culture (Target 3, 4, 6, and 9). By taking a holistic and thematic approach, the targets will support meaningful change at the University of Reading.

Target 1: Declaration of Protected Characteristics

Target	Supporting context
More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self-Service by 2026.	In order to improve our understanding and awareness of representation and staff experience & advancement, we need to improve the declaration rates for disability status, gender reassignment, race and sexual orientation. The January 2022 baselines are 62.5%, 6.8%, 88%, 45.8% respectively.

Target 2: Disability – Student

Target	Supporting context
To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1 st class or 2:1 degree by 2026.	Target in line with the Access and Participation Plan of a 0% awarding gap by 2025. Baseline is 3.1% in favour of those with a disability however, it is important to monitor this as changes in Teaching & Learning approaches and in assessment methods due to the pandemic may have influenced this. Sector average is 0.7% in favour of those students who do not have a disability.

Target 3: Disability – Staff

Target	Supporting context
By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Confident).	The target supports the longer-term implementation of recommendations from the institutional Disability and Neurodiversity Review.

Target 4: LGBT+ Inclusion

Target	Supporting context
To increase number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.	This target will support the LGBT+ Action Plan Group on the themes of representation, student experience, staff experience and culture. December 2021 baseline for LGBT+ and Allies Staff Network is 150 members, proposed target of 300 members.

Target 5: Race – Students

Target	Supporting context
Reduction of the awarding gap to 4% between proportion of BAME and white undergraduates who achieve a 1 st class or 2:1 degree by 2026.	Target is based on Access and Participation Plan. Baseline is 7% and the sector average is 10.8%.

Targets 6, 7 and 8: Race – Staff

Target	Supporting context
The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.	The work associated with the Race Equality Charter Mark will guide and develop upon the work completed within the Race Equality Review (2021).
Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.	<p>Success rates will be reported each year in the D&I annual report and the five-year averaged success rate for Associate Professor and Professor will be published in 2026.</p> <p>Success rates for 2020/21 are as follows:</p> <p>Associate Professor – BAME: 69% (9/13) White: 77% (30/39)</p> <p>Professor – BAME: 33% (1/3) White: 62% (8/13)</p>
To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.	<p>The figure of 16% is the overall percentage of BAME professional services staff.</p> <p>Baselines are: Grade 6: 13.9%, Grade 7: 16.1%, Grade 8: 9.8%.</p>

Targets 9 and 10: Sex Equality – Staff

Target	Supporting context
The University to renew Silver Athena SWAN Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.	The overarching purpose of this work is to guide and advance our work for sex equality through an intersectional lens.
Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.	Baseline is 36.7% for female Professors. Baseline is 51.2% for female Associate Professors. We are currently 8.7% higher than the sector average.

Section 2 – Staff: 2020/21 Key Achievements and 2021/22 Key Actions

2.1 Gender

2020/21 Key Achievements

- We have maintained our Institutional Level Silver Athena SWAN Award, regularly checking progress and reprioritising actions from the Athena SWAN action plan for January 2020 through to February 2025.
- UEB representation remains at 37.5% female.
- Our Vice-Chancellor Professor Robert Van de Noort condemned the [systemic culture of violence towards women](#), and joined with the [President of our Students' Union to call on all the men in our community to take responsibility](#)
- The annual Edith Morley Lecture went ahead online, marking International Women's Day. This year, this special event featured writer, activist, podcaster and journalist, Scarlett Curtis. The University also celebrated this day with a blog piece that brought together colleagues and students, [to give their perspectives](#) on the year's theme 'Choose to Challenge'.
- The Women@Reading Network held several events aimed at advancing equality including: 'Career Conversations - Early career Academics'.



2021/22 Key Actions

- Maintain Institutional Level Silver Athena SWAN Award, regularly check progress and reprioritise actions from Athena SWAN action plan for January 2020 through to February 2025.
- Keep Athena SWAN implementation group (ASIG) active, to ensure that this continues to be representative of Schools/Functions.
- Support Schools and Functions to develop and submit transformed Athena SWAN applications and share best practice across the University.

2.2 Race



2020/21 Key Achievements

- Race Equality Review published in May 2021. [The full report can be accessed and read here.](#) Recommendations are being worked on by relevant staff and progress is being monitored by the Race Equality Review Monitoring Group.
- Following the launch of the Race Equality Action Group (RE-ACT) in early 2019, work has continued on reviewing our race equality priorities and launching activities to deliver them, in partnership with thematic diversity and inclusion leads across the University. The [REC Action plan](#) can be viewed on the UoR diversity and inclusion webpage.
- Continued to support personal and professional development of BAME staff through funding places on the StellarHE programme (2 participants in 2020/21), Advance HE Diversifying Leadership (4 participants in 2020/21) and Mandala programme. This [‘Leadership Development Programmes for BAME Staff’](#) staff portal article details more information on each of these programmes.
- [Black History Month 2020](#) was marked through a series of online events. We continued many of these discussions and online webinars through online events hosted by the BAME Network and webinars organised by the central D&I Team. This [‘Upcoming events’](#) staff portal article details full information.
- [Black History Month 2021](#) saw staff across UoR and students work to create a programme of events, both virtual and in-person. The [inaugural Black History Month lecture](#) was also held with hosts Paul Inman (PVC International) & Parveen Yaqoob (DVC), special guest and chair Rob Neil OBE accompanied by panellists: Ruth Adeniyi, Jeffrey Hinds and Constance Gooding. This event followed on from the 2020 event ‘If Not Now, Then When’ with Rob Neil OBE.
- The **‘Do Black Lives Matter?’** conference was arranged by the Student Community Action Champions Martina Mabale De Burgos, Sheldon Allen and Saif Maher and ran in collaboration with Alliance for Cohesion and Racial Equality (Acre). This was successful collaborative community work. Allan Laville was on the panel with PhD student and local labour councillor, Alice Mpofu-Coles, Reading Refugee Support Group, Thames Valley Police, Reading Borough Council and Community Groups.



Figure 1: Colleagues and students from the University attend the 'Do Black Lives Matter?' conference arranged by the Student Community Action Champions.

2021/22 Key Actions

- Recommendations from the Race Equality Review are being worked on accordingly by the relevant staff and student representatives across UoR. Progress will be continuously monitored by the Race Equality Review Monitoring Group.
- The institution also will be applying for the [Race Equality Charter Mark](#) in the July 2022 round of submissions.

2.3 LGBT+



2020/21 Key Achievements

- Launched [Bi Inclusion training](#) in February 2020, developed and delivered by the Dean for Diversity and Inclusion, as well as student representatives from the Students' Union and LGBT+ Student Society.
- Continued [LGBT+ History Month](#) events online with our Wolfenden Lecture and Seminar events as well as various blog content.
- Ensured we were able to mark key dates such as [International Day against Homophobia, Biphobia and Transphobia \(IDAHOBIT\)](#) by running successful virtual events.

- Continued to deliver training: [Trans Inclusion training](#) and Bi Inclusion training sessions online.
- UoR successfully participated in [Reading Pride: Love Unites 2021](#) which had been celebrated online the previous year due to the pandemic. UoR had a stall that was supported by staff and student volunteers.
- Submitted our Stonewall Workplace Equality Index (WEI) application in early October 2021 with the collaborative efforts from staff and student representatives on the LGBT+ Action Plan Group committee. We are due to hear the outcome in February 2022.
- A collaboration between the Film, Theatre and Television (FTT) Department, the Central D&I Team and a local community hub, The Reading Biscuit Factory led to the successful '[Queer Japan](#)' event in November 2021. Staff and Student Representatives attended the event where the film 'Queer Japan' was screened followed by a panel discussion moderated by Dr Mark Player, lecturer at FTT accompanied by panellists: Graham Kolbeins, Director of *Queer Japan*; Yi Wang, Queer East Film Festival Founder-Director; and Alysssa Henley, Former CEO and current trustee of Reading-based LGBTQ+ charity SupportU.
- Marked [Trans Day of Remembrance 2021](#) with our first in-person flag raising event since the beginning of the pandemic. Speeches and photographs were documented and shared on [#DiverseReading](#) for those who were not able to attend in-person



Images from (from top left to right) Reading Pride 2021, Trans Day of Remembrance 2021 and the Queer Japan screening event in November 2021.

2021/22 Key Actions

- Continue to create space for underrepresented groups within the LGBT+ community through our engagements with community groups as well as other D&I Staff Networks at the University (e.g. BAME and Disability Networks).
- Work collaboratively with the LGBT+ Staff Network and the People Development team to promote the Stonewall Leadership Programmes for the next cohort in the coming year.
- Take actions to advance non-binary inclusion, including providing representation at our annual Wolfenden lecture.
- In line with the 2026 target mentioned above in section 1.1, there is an aim to increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.

2.4 Disability



2020/21 Key Achievements

- We launched a university-wide [Disability and Neurodiversity Review](#). The aims of the review are to raise awareness of the considerations around disability, neurodiversity and long-term health conditions, explore the lived working experience of colleagues via listening exercises, and create recommendations to improve the lived working experience of disabled, neurodiverse and colleagues with a chronic illness. The recommendations will be based on data from the focus groups, the live panel event, survey and stakeholder meetings.
- The Disability and Neurodiversity Action Plan Group has been established and runs regularly, actively contributing to the review, and to progress Disability and Neurodiversity initiatives happening across the University.
- We launched the [Tailored Adjustment Plan](#) template and guidance for colleagues who identify as disabled, neurodiverse or with a long-term health condition. The template provides a framework for discussion in relation to reasonable adjustments.
- [Re-launched the Hidden Disabilities Sunflower Scheme](#) in December 2021. Anyone wishing to indicate that they have an invisible disability can wear a Sunflower lanyard or badge as a

way of signalling to others that they may require additional assistance or considerations, such as extra time or adjustments to work or study environments. A wallet-sized card is also available.

- Hosted numerous [Disability History Month events](#) in December 2021 for all UoR staff and students. This was led by RUSU with support from the central D&I Team and the Staff Disability Network.
- Continued membership of the Business Disability Forum and the Staff Disability Network and celebrated our membership of Purple Space by [taking part in #purplelightup](#) during Disability History month.

2021/22 Key Actions

- Complete and publish the Disability and Neurodiversity review, making recommendations with the aim of improving the lived working experience of disabled, neurodiverse and colleagues with a long-term health condition.
- Establish Disability and Neurodiversity review monitoring group.

2.5 Other Key Achievements for 2020/21

- Worked collaboratively with Events and the Creative & Print (CPS) team on the UoR staff calendar to include more UoR-wide event dates as well as key dates of awareness and celebration.
- The [RISE \(Ready for an Inclusive and Supportive Environment\)](#) programme at the University focusses on individuals creating a more inclusive culture across the University by identifying actions that can be taken at a personal and organisational level. Two cohorts have been delivered in 2021 with a total of 53 participants working through the programme this year. A further 2 cohorts are planned for 2022.

2.6 Staff Network Achievements for 2020/21



BAME Network

Co-Chairs: Bolanle Adebola and Santosh Sinha

The BAME Staff Network brings together academic and professional services colleagues, with a view to:

- providing a supportive space for BAME colleagues to engage with one another
- supporting BAME career progression through targeted communications and programmes
- championing increased BAME representation on key University committees
- supporting the transition of new BAME colleagues into the University
- supporting BAME researchers during their research and work at the University
- contributing to the creation of a culturally inclusive University

2020/21 Key Achievements

- **Racial Awareness**

Our main aim for the 2020/21 session was to raise awareness of the racial experiences of staff at the University. Our activities were accelerated by the murder of George Floyd, which evoked feelings of pain and anger across the globe. Vice-Chancellor Robert Van de Noort issued a [statement](#) recognising the injustice that led to the death of George, while acknowledging the ongoing burden racism places on us. He established a Race Equality Review to be led by the Deputy Vice-Chancellor Prof Parveen Yaqoob and Dean for Diversity and Inclusion, Dr Allan Laville. We [welcomed](#) the review and participated in the process to ensure that our voices were duly heard.

- **Race Equality Review**

The [final report](#) of the Race Equality Review, which sets out 20 recommendations, was published in May 2021. Its recommendations built on the work of network members who designed and undertook the production and examination of qualitative and quantitative data from the survey, focus groups and stakeholder meetings.

- **Black History Month**

We launched the first-ever coordinated programme of events for Black History Month in October 2020. Through our dedicated network events and collaborations across the university, we produced [several events each week](#), which included insights from within and outside the University. We also formally launched the Allies ambit of our network, which currently has over 60 members.

- **BAME Allies resource**

Building on our firm belief that the burden of racial equity is not just for staff from Black, Asian and Minority Ethnicities to bear, we have created a much appreciated [resource to support our allies](#). The resource has been shared with other institutions as well.

- **External engagement**

BAME Network Co-Chairs Bolanle and Santosh contributed to an article in Connected about [Creating a safe space](#) at the University of Reading. They have also spoken at race related events at other institutions including the University of London.

2021/22 Key Actions

Our core objectives for 2021-22 are to improve the visibility of speakers from Black, Asian and Minority Ethnicities, while supporting career advancement of staff from these ethnicities within the University.

- **Inaugural BHM Lecture, Public Lectures and Seminars**

Together with the Events and Diversity and Inclusion teams, we hosted the inaugural Black History Month Lecture and a further public lecture in October featuring leading speakers from Black, and Minoritised Ethnicities. Throughout the academic year, we are hosting further public lectures, as well as seminars showcasing excellent work from colleagues and guests from Black, and Minoritised Ethnicities. We will host Network and Ally events on future-proofing careers and attaining professional advancement within the University.

- **RER Review and REC Charter**

We also look to contribute to the monitoring of the recommendations set out in the Race Equality Review, while contributing to the University's Race Equality Charter application.



Staff Disability Network
Chair: Dr Yota Dimitriadi

The overall purpose of the Staff Disability Network remains: To provide mutual support and a collective voice for Disabled staff at UoR, and to support the UoR in being disability inclusive and disability confident.

The aims of the Group are to:

- Promote positive attitudes towards Disabled people and raise awareness of disability equality, especially in the workplace.
- Give a voice to the UoR community of Disabled colleagues enabling dialogue with all levels of the university.

- Develop feedback and suggestions on UoR policy, planning and implementation as it relates to disabled staff, formally channelled through the Diversity & Inclusion Team.
- Liaise both internally and externally with key groups and individuals to support the aims of the Group.

We are aware that some colleagues do not identify with the term 'Disabled' and neurodiverse, with mental health conditions or chronic illness are terms that we have to include in our Terms of Reference. The decision to emphasise the term Disability is to remind all of the statutory and legislative responsibilities under the Equality Act. We are using 'Disabled' rather than 'disabled' as an encompassing term at the moment but also to show that we support the social model of disability.

2020/21 Key Achievements

The Network has been playing an active role in promoting disability awareness, especially during the lockdown period. It ran a series of weekly digital takeovers inviting external and internal speakers to discuss topics aligned with the group work streams around disclosure, reasonable adjustments, ableism and invisible disabilities. These online sessions complemented work that the Network was doing offline, like leading the Sunflower Lanyards campaign, a successful project that included working together with a number of stakeholders (Human Resources, Diversity & Inclusion Advisors, Student Support Services and the Students' Union [RUSU]), to raise awareness about 'hidden disabilities'. This collaborative approach was extended to campaigning and working with Human Resources and UCU to shape and introduce the Tailored Adjustments Plan (TAP), building on the Business Disability Forum Disability Passport. TAP is a significant development for the University and provides an employee-led framework for discussions with line managers around reasonable adjustments, cutting down the time of going through lengthy Occupational Health processes first. The focus on line managers was also part of the Network's wider focus and leading role in supporting the University signing the Level 1 Disability Confident Committed Employer status in 2021.

This wider University lens on disability awareness is epitomised in the following significant achievement for the Network. After NADSN's report on the post-lockdown considerations for HEI colleagues in spring 2020, the Network launched a survey to capture local data about opportunities and challenges the pandemic posed to inform discussions and arrangements around the return to work. The recommendations from the report contributed to the decision for a staff-centred University-wide review on disability and neurodiversity that is currently taking place. The University enabled the Network to take a strategic role in that change management process by tasking it to lead the listening exercises that will inform recommendations for work practices. At the heart of this organisational review there is the acceptance that inclusive and proactive action is needed despite low disclosure rates and that the qualitative data, shared through the lived experiences of

colleagues taking part in the review, is enough to initiate action. Both points also reinforced more recognition around invisible disabilities and realigning conversations around flexible working arrangements.

2021/22 Key Actions

Plans for the Network for this year include:

- Reinvigorate, update and mobilise our allies to support disability awareness and positive action; that will include identifying Lead Allies to help with further allyship training opportunities and Disability awareness events.
- Reorganise the Network Teams space to:
 - give more voice to colleagues for whom neurodiversity, mental health conditions or chronic illness are terms that associate themselves more with (rather than disability); also to promote more intersectional considerations around awareness and further action.
 - share clear links to disability-related policies & points of support but also to enable further conversations and support UoR in strengthening Disability & Neurodiversity related overarching frameworks.
- Promote recommendations around inclusive communication.
- Promote the need for mandatory line manager training and further disability awareness training opportunities for all.
- Support the relaunch of the Sunflower campaign around invisible disabilities.



LGBT+ Staff Network

Chair: Dr Ruvi Ziegler

Our [Terms of Reference](#) note that the network is open to Staff and PGR students who identify as Lesbian, Gay, Bi, Trans and/or other sexual and gender identities, such as asexual, non-binary, intersex or any others. This includes LGBT+ people with multiple identities and covers all staff and PGR students based anywhere in the UK or Malaysia. It is also open to allies of the above.

In the past year, we have created a new bi rep role (Allan Laville) and have issued [a call for expressions of interest in becoming the network's non-binary and trans reps](#).

2020/21 Key Achievements

- **Educating about LGBT+ contemporary challenges**

Exploring the Brexit effect on LGBT+ rights.

Jessica Lynn's Transgender Journey.

The Wolfenden lecture and seminar focussing on LGBT+ intersectionality during LGBT+ history month (February 2021).

A joint event with the Parent & Family Network on LGBT+ parents.

- **Increasing LGBT+ visibility**

Network/D&I blog-posts about: Lesbian visibility week, Trans day of visibility, pronouns, Bi visibility, LGBT+ rights globally, IDAHOBIT, Reading Pride.

Dr Ruvi Ziegler's interview for [Queer Lawyers of Tomorrow](#) on being out in academia and inclusion in '[Faces of Reading](#)'.

Co-chairs' Interview for [Connected](#), the university's Alumni magazine.

- **Training**

for allies.

on Bi inclusion.

on trans awareness.

- **Public events**

LGBT+ staff network participated in great force in [Reading Pride](#) on 4 September.

- **Recognition**

The LGBT+ staff network was shortlisted for [Employer network of the year](#) by ENEI as part of their Inclusivity Excellence Award.

The University, aided by the network, made its annual [Stonewall WEI submission](#) (outcome expected in February 2022).

2021/22 Key Actions

- The network is planning to hold an **in-person LGBT+ asylum workshop** (open for students in relevant fields) and a public rehearsed reading to be performed by '[Ice and Fire](#)' [Actors for Human Rights](#), led by Seb Aguirre, a Chilean Queer activist – tentatively on Wednesday 2nd February 2022, during the first week of LGBT history month. Venue and exact timings to follow.

- The **Wolfenden lecture and seminar** will hopefully resume in person later this year.
- The staff network is pleased to welcome Michael Kilmister (HBS) as our **new lead Ally** and is hoping to hold training sessions later this year. Hopefully we shall have non-binary and trans reps to lead training on these important topics.



Parent & Family Network

Chair: Ellen McManus-Fry

Maternity Cover Co-Chairs: Lindsey Keys and Nora Honkala

Other Staff Involved: Gunter Kuhnle, Victoria Collins, Ricardo Grau-Crespo, Teresa Bukowska, Victoria Collins, Dennisha Villaverde

The Parent and Family Network has always tried to be reflective of all parental and caring responsibilities, recognising and supporting through dedicated channels such as SEND, Adoption & Fostering etc.

2020/21 Key Achievements

- Collaborative event with the LGBTQ+ networking on parenting.
- Event with external speaker from the Fatherhood Institute to engage more dads in the network.
- Regular Monthly coffee mornings via Teams focussed on themes, i.e. starting secondary & primary school.
- Impact on Parent during Covid-19 Survey had an excellent response, and the report published on the staff portal.
- Members of the network regularly attend events, collaborate and work with each other.
- Chairs & Co-Chairs are involved in the D&I committees.

2021/22 Key Actions

- Regular hosting of events – aim to try to do more face-to-face events dependent on covid restrictions.
- SEND focussed network event.
- Touchpoint survey as a follow up to Covid survey to gauge mood.



Women@Reading

Co-Chairs: Rachel Thorns and Eleanor Draycott

*Other Staff Involved: The Women@Reading Steering Group
- Dr Sue Blackett, Dr Eileen Hyder, Ruth Ng, Karen Drury,
Dr Fola Adeyemo, Prof Parastou Donyai, Dr Tatiana
Rowson, Emma Broomfield, Dr Karen Henderson (9 staff –
mix of academic and professional services)*

Two specific updates to our terms of reference in the last year have been:

1. Develop and support a network of Gender Allies to work with the Network in championing and promoting gender equality across the University and speaking up when they witness discriminatory behaviour or language.
2. Contribute to creating a diverse and inclusive University.

The second one reflecting on the improved engagement we have had with other Diversity Networks to look at issues of intersectionality and where there are areas of common interest across all staff groups that the Networks represent.

2020/21 Key Achievements

- ☐ **Women@Reading Network Microsoft Teams** set up with various Channels of particular interest to members for example, Women's Development (including Leadership Development), Women's Health, Domestic Abuse, Engagement, Events, Ideas board, Tea room – informal chat space, Women in Sport. Some of these will change depending on initiatives we are working on at any given time.
- ☐ Membership of the Network has continued to grow over the last 12 months, membership is currently **193 staff**.
- ☐ **Network survey** undertaken to gain feedback on how members wanted to use the new Teams and on initiatives and events of interest to members
- ☐ Active engagement in **Ways of Working** group to consider approach to “smart working” and the development of new **2026 D&I Targets**.

- Successful delivery of a number of **online events**:

Event title & Speaker/Host	Date	Number attending event
Denise Wilson OBE – “The Gender Pay Gap”	26 th October 2020	22
Learning from.....Joanna Obeyie MBE – joint event with BAME Network	29 th October 2020	61
Professor Tricia Riddell – “Understanding Stress and Building Resilience”	9 th December 2020	56
Sarah Perugia, Leadership Coach “Courage and Confidence	15 th January 2021	80
Gender Ally Training	5 th March 2021	
International Women’s Day Events	w/c 8 th March 2021	
External Speaker – Arti Shah		38
Career Conversations – senior academics		10
Career Conversations – early career academics		17
Career Conversations – professional services		39
Ted Talk – Friday Cinema Club		6

2021/22 Key Actions

- Actions relating to collaborative initiatives with the University relating to Women’s Health (Menopause, Endometriosis and Period Pain) and Domestic Abuse/Violence against Women.
- Developing our links with partners and charities to identify collaborative opportunities e.g. Berkshire Women’s Aid, SMARTWORKS, Royal Berkshire NHS Trust, National Women’s Networking groups.
- Developing opportunities to work collaboratively with other internal Networks – e.g. National Networks day event, Parent and Family Network, Springboard Professional Development Network and engaging with national HEI Women’s Networks.
- Work collaboratively with University and RUSU to develop programme of events for International Women’s Day.
- Grow membership of Network.

Section 3 – Students - Key achievements 2020/21 and key actions 2021/22

This report will focus on specific activity concerning diversity and inclusion issues for students and underrepresented student groups.

This was the second year of the pandemic and therefore considerable focus on ensuring all students could access and engage with teaching and learning and support. The following documents our success for 2020/21 and our areas of focus for 2021/22.

Under-represented students include Black, Asian and minority ethnic students, students from socio economic disadvantage, LGBTQ+ students, commuter students, those who are the first in their family to attend university, students with disabilities, care leavers or estranged students. In some circumstances this can include international students too.

Teaching and Learning in 2020/2021

- In order to mitigate the impact of COVID-19 and as part of our commitment to support students in their learning in these unprecedented times the University introduced a refreshed Teaching and Learning framework to offer a flexible and supportive learning environment to all of our students. This blended learning approach enabled students to access teaching in person or by studying at a distance.
- We adapted the Study Smart MOOC, which all undergraduates are invited to do pre-arrival to include advice on studying online.
- We introduced a support package during the academic year 2020/21 which sat alongside a new approach to extenuating circumstances during the exam period, which was called PREC (post-result EC (PREC)). This enabled students to apply for extenuating circumstances after they received their exam result. It also included a relaxation of the evidence requirements for Extenuating Circumstances requests for coursework extensions, alternative assessments etc.
- The take-home exam format continued for the vast majority of our students, which has proven to be beneficial for students with disabilities and those students experiencing anxiety.
- The academic tutor system (ATS) was supported to continue remotely. Individual support was offered taking academic, personal and professional progress into account.
- CQSD provided a range of staff development sessions, online toolkits and one-to-one support to help staff design and deliver effective emergency blended learning which considers the needs to all students. This support included: strategies to help academic staff support and engage students during remote learning; effective design and use of screencasts; how to create accessible Blackboard courses.
- A new Inclusive Design in Teaching and Learning staff development session was introduced which takes staff through the principles of inclusive design. It identifies strategies for thinking inclusively when developing teaching resources, so that all students may benefit from the adjustments made.

Key actions for 2021/22

- Improve guidance for staff on providing captions on recorded material
- Further improve attendance monitoring systems
- Enable on-campus and studying at a distance for the autumn term
- Preliminary roll out of the University's new learning capture solution (YuJa) and preparation for a full university-wide launch at the start of 2022/23. Learning Capture will provide students with the opportunity to revisit challenging or missed content and enhance revision strategies.

Student Support in 2020/ 2021

Financial support

The University made additional funds available for students in financial difficulty and identified new and different needs in response to the pandemic.

- A total of 646 Student Support Fund awards were made in 2020/21 with a total spend of £818,868. This was over three times higher than the previous academic year.
- In 2020/21, the Digital Support Fund in its first year of operation made 111 awards to students with a total spend of £55,500. The Digital Support fund made awards of £500 to students with low household incomes and from POLAR4 quintile areas 1 to 3. Priority was given to care experienced and estrangement bursary recipients.
- We introduced supermarket e-vouchers to give to students that needed urgent support with food and essential item costs.

Welfare Support

- A 'Looking after yourself' booklet was produced as a resource for students providing helpful wellbeing information, to facilitate the transition to university for both new and returning students, recognising the impacts for many students coming onto campus for the first time due to COVID restrictions.
- The University expanded its support for care leavers to encompass all students who had experience of the care system or were estranged from their parents/ guardians.
- The University made a successful application for the Standalone pledge, which is a public commitment to support students who are studying without the support or approval of a family network.
- The University has run both virtual and in person social events for care leavers and estranged students as well as under 18 students.

Disability

- The University continues to support a significant number of students who have a declared disability at the University, standing at 3438 as of 4 October 2021, an 11% rise compared to last year.
- We ran a student mentor training session for newly recruited Academic and Social Mentors in supporting disabled students in September. This takes place so that we are able to support disabled students for the 2021/22 session and for students requiring support for the Early Start Programme (For autistic students)
- The information day for applicants was adapted to offer vital information for disabled applicants on the essential web site including videos on how to apply for disabled student's allowance.
- The Disability Advisory Service have brought all their leaflets and valuable information together into a useful A-Z guide for all our new and existing students for 2021-22.

Careers and Employability

- Careers Consultants have adapted and delivered careers materials in-line with their department policies, including repeating sessions online, face-to-face delivery and offering tutorial support such as one-to-one meetings via MS Teams.
- Content around declaring a disability or asking for adjustments during a recruitment process is now included as standard in relevant central workshops, and all students booking appointments and workshops are invited to request any reasonable adjustments they need.
- The Careers Service ran a significant number of sessions specifically targeting under-represented student groups for example:
 1. Talking about mental health with employers: applying for work with confidence
 2. Health and disability: applying for work with confidence
 3. First in your family to attend university? How to make the most of your time here to help you discover & achieve your career goals
 4. Racial equality in the workplace & how to find the perfect employer

Student Support key actions for 2021/2022

- To continue to maintain our financial support model recognising and responding to emerging financial need, particularly noting how the pandemic has exacerbated existing inequality for underrepresented students.
- To introduce and implement a laptop loan scheme to support students.
- To continue to promote the support service of the Student Welfare Team to specific groups of students such as care leavers and estranged students, LGBTQ+ refugees, student carers

etc. and build further on the bank of support resources and appropriate information and signposting links.

- Continue to monitor and identify gaps in how the needs of under-represented students are being met across all teams within Student Support.
- Continue the focus on supporting disabled students with the blended teaching and learning framework.
- To develop further the Counselling and Wellbeing Evaluation questionnaire to gain more accurate feedback about students experience of the service.
- To act on student feedback and introduce a new version of the Strategies for Success assessment tool which enables mental health practitioners and students to identify mental health conditions and review a range of supportive skills and outcomes.

Race

Key Achievements

- The Race Equality Review was published with 20 key recommendations for staff and students
- We launched student facing webpages on Racial Justice, key opportunities, and resources on allyship
- A range of events focusing on BAME attainment, experiences in the Black community and Black culture took place at the University in celebration of Black History Month
- The university ran a MyName MyStory campaign which encouraged students and staff to talk about the history and heritage of their name to celebrate diversity and encourage conversations about race.

Key actions for 2021/22

- Launch the Inclusion Consultant student scheme where students work with their school staff to identify and remove barriers in student experience and attainment
- Explicitly address race and racism under the #NeverOk harassment campaign
- Align with the University of Reading Race Review recommendations

Attainment Gap/ Awarding Gaps

The Degree **Awarding Gap**, also known as the Degree **Attainment Gap**, refers to the difference in the proportion of one group receiving a first or a 2:1 compared with another group. Reducing these gaps is a key university priority. The figures below measure undergraduate performance.

Overview

- The creation of the awarding gap steering group and the dissemination of data across the institution has enabled a locally facilitated approach in reducing awarding gaps.
- The university is meeting the awarding gap targets set out in the Access and Participation Plan.
- In the academic year 2020/21, awarding gaps varied between academic schools and departments as in previous years.

Undergraduate

- The white-Black awarding gap nearly halved to 11.3% in 2020/21, falling from the highs of 22.2% and 20.8% in previous years. It remains a large, significant gap and a key priority of the university.
- The awarding gap between white students and Black, Asian and minority ethnic (BAME) students as a collective increased from 9.1% to 10.2% in 2020/21. There was a significant difference in performance between UK-domiciled BAME students and international BAME students, as the white-BAME awarding gap for home students shrunk from 8.2% in 2019/20 to 7% in 2020/21.
- For UK based students, the socio-economic awarding gap reduced to 9.7% in 2020/21. (There is no comparative data set for international students)
- The relatively small but no less significant awarding gap for students with a declared disability, which stood at 1.4% in 2019/20, was 'reversed' in 2020/21: disabled students outperformed students without a declared disability by 0.5%.

Postgraduate

- The white-Black awarding gap, which fell by 3.5% between 2018-19 and 2019-20, sharply increased to 21.8% in 2020/21.
- The white-BAME awarding gap increased from 9% to 11.7%, having been 17.2% in 2018/19.
- The reverse awarding gap for disabled students returned. It swung from -1.5% in 2018/19 to 8.1% in 2019/20 and fell back down to -1.4% in 2020/21.
- The indicators used to measure the socio-economic awarding gap do not apply to this data set.

Key actions for 2021/2022

- The University will develop its data dashboard to look at awarding gaps with an intersectional lens, rather than via single indicators.
- The dramatic reduction in the white-Black awarding gap may reflect the changes to policy and practice brought about by the coronavirus pandemic. The university will investigate the significance of changes such as flexible assessment modes.
- To offer events, resources and opportunities designed to encourage discussions around race and inclusivity. Examples include the launch of the *Racial Justice in Teaching and Learning* journal and informal discussion groups such as *Between The Lines*.
- Continue to work with Schools and Departments to empower staff and improve the inclusivity of the academic experience. Paid student partners known as 'Inclusion Consultants' and the awarding gap steering group are key mechanisms for this.

Representative student voice

Overview

- The Student Panel pilot scheme introduced in November 2020 helped to embed the student voice in the university's strategic decision-making.
- This scheme complimented existing student voice mechanisms such as RUSU Student Representatives and Student Voice meetings.
- The Student Partners scheme supported students to work in partnership with academic colleagues to provide real-time feedback and support for online/blended teaching.

Key actions for 2021/22

- Further embed student partners at the Department and School level, with an additional community of practice approach.
- Continue active listening around student experience and belonging, with a series of focus groups aimed at understanding students' needs regarding accessibility and inclusion.
- Recruit and train a cohort of 'Inclusion Consultants' to identify potential barriers to academic success for Black, Asian and minority ethnic students.

Section 4 – Staff and Student Profile

4.1 Staff Profile

The University of Reading staff profile taken from a 31 March 2021 snapshot is below (N.B. columns may not add up to 100% due to rounding):

Sex

Category	Headcount	Proportion
Female	2340	58.5%
Male	1662	41.5%
Grand Total	4002	100.0%

Ethnicity

Category	Headcount	Proportion
Asian (excl. Chinese)	288	7.2%
Black	90	2.2%
Chinese	110	2.7%
Mixed	63	1.6%
Other	52	1.3%
White	2935	73.3%
Information Refused	95	2.4%
Not Known	158	3.9%
NULL	211	5.3%
Grand Total	4002	100.0%

Sexual Orientation

Category	Headcount	Proportion
Bisexual	41	1.0%
Gay man	50	1.2%
Gay woman / lesbian	21	0.5%
Heterosexual / straight	1695	42.4%
Other	14	0.3%
Prefer not to say	141	3.5%
NULL	2040	51.0%
Grand Total	4002	100.0%

Religion and Belief

Category	Headcount	Proportion
Agnostic	260	6.5%
Atheist	440	11.0%
Buddhist - Hinayana	3	0.1%
Buddhist - Mahayana	16	0.4%
Christian - Orthodox	101	2.5%
Christian - Protestant	392	9.8%
Christian - Roman Catholic	202	5.0%
Confucianism	3	0.1%
Hinduism	62	1.5%
Islam - Shiite	5	0.1%
Islam - Sunni	39	1.0%
Judaism - Orthodox	4	0.1%
Judaism - Reform	7	0.2%
Other	88	2.2%
Sikhism	16	0.4%
Taoism	3	0.1%
Not Specified	419	10.5%
NULL	1942	48.5%
Grand Total	4002	100.0%

4.2 Student Profile

1. All Years

Level of study

Academic Year	IFP&FD	UG	PGT	PGR	Grand Total
2018/9	198	12332	4183	1091	17804
2019/0	242	12335	5002	1155	18734
2020/1	203	12430	6173	1172	19978

Sex

Acad-emic Year	Female		Male		Other		Grand Total
	Head-count	%	Head-count	%	Head-count	%	
2018/9	9958	55.9%	7836	44.0%	10	0.1%	17804
2019/0	10242	54.7%	8476	45.2%	16	0.1%	18734
2020/1	10727	53.7%	9230	46.2%	21	0.1%	19978

Level of study and sex

Level of study	Acad-emic Year	Female		Male		Other		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
IFP&FD	2018/9	153	77.3%	45	22.7%	0	0.0%	198
	2019/0	170	70.2%	72	29.8%	0	0.0%	242
	2020/1	153	75.4%	50	24.6%	0	0.0%	203
UG	2018/9	6864	55.7%	5468	44.3%	0	0.0%	12332
	2019/0	6791	55.1%	5541	44.9%	3	0.0%	12335
	2020/1	6683	53.8%	5746	46.2%	1	0.0%	12430
PGT	2018/9	2351	56.2%	1826	43.7%	6	0.1%	4183
	2019/0	2656	53.1%	2338	46.7%	8	0.2%	5002
	2020/1	3249	52.6%	2914	47.2%	10	0.2%	6173

PGR	2018/9	590	54.1%	497	45.6%	4	0.4%	1091
	2019/0	625	54.1%	525	45.5%	5	0.4%	1155
	2020/1	642	54.8%	520	44.4%	10	0.9%	1172

Department and sex

Department	Acad- emic Year	Female		Male		Other		Grand Total
		Head- count	%	Head- count	%	Head- count	%	
Accounting	2018/ 19	417	51.2%	397	48.8%	0	0.0%	814
	2019/ 20	431	51.9%	400	48.1%	0	0.0%	831
	2020/ 21	357	45.9%	421	54.1%	0	0.0%	778
Agriculture, Policy & Development	2018/ 19	455	59.6%	309	40.4%	0	0.0%	764
	2019/ 20	444	60.2%	293	39.8%	0	0.0%	737
	2020/ 21	448	58.6%	316	41.4%	0	0.0%	764
Archaeology	2018/ 19	99	55.9%	78	44.1%	0	0.0%	177
	2019/ 20	102	55.4%	81	44.0%	1	0.5%	184
	2020/ 21	110	62.1%	67	37.9%	0	0.0%	177
Art	2018/ 19	238	84.4%	42	14.9%	2	0.7%	282
	2019/ 20	233	81.8%	50	17.5%	2	0.7%	285
	2020/ 21	239	81.0%	52	17.6%	4	1.4%	295
Biological Sciences	2018/ 19	698	61.0%	446	39.0%	1	0.1%	1145
	2019/ 20	750	59.7%	504	40.1%	2	0.2%	1256
	2020/ 21	803	60.1%	531	39.7%	3	0.2%	1337

Business & Management	2018/19	731	41.4%	1033	58.5%	1	0.1%	1765
	2019/20	919	36.1%	1626	63.8%	3	0.1%	2548
	2020/21	1229	35.8%	2201	64.1%	5	0.1%	3435
Business Informatics, Systems and Accounting	2018/19	13	48.1%	14	51.9%	0	0.0%	27
	2019/20	14	42.4%	19	57.6%	0	0.0%	33
	2020/21	28	50.0%	28	50.0%	0	0.0%	56
Chemistry	2018/19	117	42.1%	161	57.9%	0	0.0%	278
	2019/20	110	47.0%	124	53.0%	0	0.0%	234
	2020/21	98	46.7%	112	53.3%	0	0.0%	210
Classics	2018/19	133	62.7%	78	36.8%	1	0.5%	212
	2019/20	111	60.7%	72	39.3%	0	0.0%	183
	2020/21	93	53.8%	80	46.2%	0	0.0%	173
Coaching and Behavioural Change	2018/19	244	61.6%	152	38.4%	0	0.0%	396
	2019/20	293	58.7%	206	41.3%	0	0.0%	499
	2020/21	363	58.5%	257	41.5%	0	0.0%	620
Computer Science	2018/19	57	15.1%	321	84.9%	0	0.0%	378
	2019/20	55	14.9%	313	85.1%	0	0.0%	368
	2020/21	62	15.9%	329	84.1%	0	0.0%	391
Construction Management & Engineering	2018/19	151	23.1%	503	76.9%	0	0.0%	654
	2019/20	156	25.0%	468	75.0%	0	0.0%	624
	2020/21	116	19.1%	491	80.9%	0	0.0%	607

Economics	2018/ 19	178	35.7%	321	64.3%	0	0.0%	499
	2019/ 20	188	35.1%	347	64.9%	0	0.0%	535
	2020/ 21	185	33.6%	366	66.4%	0	0.0%	551
Education	2018/ 19	856	80.4%	209	19.6%	0	0.0%	1065
	2019/ 20	881	82.2%	191	17.8%	0	0.0%	1072
	2020/ 21	915	78.9%	244	21.1%	0	0.0%	1159
English Language & Applied Linguistics	2018/ 19	158	83.2%	32	16.8%	0	0.0%	190
	2019/ 20	119	83.8%	23	16.2%	0	0.0%	142
	2020/ 21	108	81.8%	24	18.2%	0	0.0%	132
English Literature	2018/ 19	416	79.8%	104	20.0%	1	0.2%	521
	2019/ 20	374	82.2%	80	17.6%	1	0.2%	455
	2020/ 21	308	79.2%	81	20.8%	0	0.0%	389
Executive MBA	2018/ 19	27	45.0%	33	55.0%	0	0.0%	60
	2019/ 20	26	38.2%	42	61.8%	0	0.0%	68
	2020/ 21	25	36.2%	44	63.8%	0	0.0%	69
Film, Theatre & Television	2018/ 19	150	59.5%	102	40.5%	0	0.0%	252
	2019/ 20	124	54.6%	103	45.4%	0	0.0%	227
	2020/ 21	121	55.3%	98	44.7%	0	0.0%	219
Finance	2018/ 19	205	43.3%	268	56.7%	0	0.0%	473
	2019/ 20	195	45.8%	231	54.2%	0	0.0%	426
	2020/ 21	121	36.6%	210	63.4%	0	0.0%	331

Flexible Executive MBA	2018/19	44	31.4%	96	68.6%	0	0.0%	140
	2019/20	32	32.0%	68	68.0%	0	0.0%	100
	2020/21	30	31.9%	64	68.1%	0	0.0%	94
Food & Nutritional Sciences	2018/19	305	74.4%	105	25.6%	0	0.0%	410
	2019/20	292	70.9%	119	28.9%	1	0.2%	412
	2020/21	294	70.7%	121	29.1%	1	0.2%	416
Full time MBA	2018/19	12	50.0%	12	50.0%	0	0.0%	24
Geography & Environmental Science	2018/19	340	49.9%	342	50.1%	0	0.0%	682
	2019/20	354	50.6%	345	49.4%	0	0.0%	699
	2020/21	318	52.9%	282	46.9%	1	0.2%	601
Henley DBA	2018/19	15	32.6%	31	67.4%	0	0.0%	46
	2019/20	16	33.3%	32	66.7%	0	0.0%	48
	2020/21	23	41.8%	32	58.2%	0	0.0%	55
History	2018/19	237	51.1%	226	48.7%	1	0.2%	464
	2019/20	205	49.9%	206	50.1%	0	0.0%	411
	2020/21	170	46.1%	199	53.9%	0	0.0%	369
Informatics	2018/19	55	66.3%	28	33.7%	0	0.0%	83
	2019/20	41	57.7%	30	42.3%	0	0.0%	71
	2020/21	27	46.6%	31	53.4%	0	0.0%	58
International Business and Strategy	2018/19	5	50.0%	5	50.0%	0	0.0%	10
	2019/20	5	45.5%	6	54.5%	0	0.0%	11

	2020/ 21	4	40.0%	6	60.0%	0	0.0%	10
International Study & Language Institute	2018/ 19	34	47.2%	38	52.8%	0	0.0%	72
	2019/ 20	51	45.1%	62	54.9%	0	0.0%	113
	2020/ 21	31	43.1%	41	56.9%	0	0.0%	72
Languages and Cultures	2018/ 19	250	65.3%	133	34.7%	0	0.0%	383
	2019/ 20	235	63.7%	134	36.3%	0	0.0%	369
	2020/ 21	220	64.5%	121	35.5%	0	0.0%	341
Law	2018/ 19	582	66.0%	300	34.0%	0	0.0%	882
	2019/ 20	600	63.6%	343	36.4%	0	0.0%	943
	2020/ 21	672	64.1%	376	35.8%	1	0.1%	1049
Leadership, Organisations and Behaviour	2018/ 19	43	63.2%	24	35.3%	1	1.5%	68
	2019/ 20	77	51.7%	71	47.7%	1	0.7%	149
	2020/ 21	198	64.7%	106	34.6%	2	0.7%	306
Marketing and Reputation	2018/ 19	5	27.8%	13	72.2%	0	0.0%	18
	2019/ 20	7	29.2%	17	70.8%	0	0.0%	24
	2020/ 21	10	45.5%	12	54.5%	0	0.0%	22
Mathematics and Statistics	2018/ 19	184	36.0%	327	64.0%	0	0.0%	511
	2019/ 20	180	37.3%	302	62.7%	0	0.0%	482
	2020/ 21	133	33.8%	261	66.2%	0	0.0%	394
Meteorology	2018/ 19	59	40.7%	86	59.3%	0	0.0%	145
	2019/ 20	59	43.4%	77	56.6%	0	0.0%	136

	2020/ 21	76	45.8%	90	54.2%	0	0.0%	166
Philosophy	2018/ 19	150	50.8%	145	49.2%	0	0.0%	295
	2019/ 20	148	52.7%	133	47.3%	0	0.0%	281
	2020/ 21	136	55.5%	109	44.5%	0	0.0%	245
Politics & International Relations	2018/ 19	128	37.3%	215	62.7%	0	0.0%	343
	2019/ 20	157	39.8%	237	60.2%	0	0.0%	394
	2020/ 21	146	38.0%	238	62.0%	0	0.0%	384
Psychology & Clinical Language Sciences	2018/ 19	1121	85.2%	194	14.7%	1	0.1%	1316
	2019/ 20	1179	85.7%	194	14.1%	3	0.2%	1376
	2020/ 21	1305	84.9%	230	15.0%	2	0.1%	1537
Real Estate & Planning	2018/ 19	262	34.7%	491	65.1%	1	0.1%	754
	2019/ 20	245	31.9%	521	67.8%	2	0.3%	768
	2020/ 21	261	34.5%	494	65.3%	2	0.3%	757
School of Architecture	2018/ 19	84	50.0%	84	50.0%	0	0.0%	168
	2019/ 20	100	53.2%	88	46.8%	0	0.0%	188
	2020/ 21	110	48.7%	116	51.3%	0	0.0%	226
School of Pharmacy	2018/ 19	560	69.5%	246	30.5%	0	0.0%	806
	2019/ 20	602	71.1%	245	28.9%	0	0.0%	847
	2020/ 21	710	70.6%	295	29.4%	0	0.0%	1005
Strategic Marketing Leadership	2018/ 19	27	51.9%	25	48.1%	0	0.0%	52
	2019/ 20	13	48.1%	14	51.9%	0	0.0%	27

	2020/ 21	2	40.0%	3	60.0%	0	0.0%	5
Typography & Graphic Communication	2018/ 19	113	62.8%	67	37.2%	0	0.0%	180
	2019/ 20	119	66.9%	59	33.1%	0	0.0%	178
	2020/ 21	122	70.5%	51	29.5%	0	0.0%	173

Ethnicity

Ethnicity	2018/9		2019/0		2020/1	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Arab	465	2.6%	504	2.7%	567	2.8%
Asian (Non Chinese)	2094	11.8%	2277	12.2%	2556	12.8%
Black	940	5.3%	1005	5.4%	1213	6.1%
Chinese	1477	8.3%	1598	8.5%	1323	6.6%
Mixed	657	3.7%	755	4.0%	800	4.0%
Other	188	1.1%	197	1.1%	218	1.1%
White	11126	62.5%	11312	60.4%	12192	61.0%
Unknown	857	4.8%	1086	5.8%	1109	5.6%
Grand Total	17804	100.0%	18734	100.0%	19978	100.0%

Level of study and percentage of Ethnicity: BAME

Level of study	2018/9	2019/0	2020/1
IFP&FD	31.3%	38.4%	31.5%
UG	30.9%	33.2%	35.8%
PGT	35.9%	33.1%	26.9%
PGR	41.6%	42.8%	42.7%
Grand Total	32.7%	33.8%	33.4%

Level of Study, Domicile and Ethnicity (2020/1)

Level of study	Domicile	Ethnicity	Headcount
IFP&FD	Non-UK	BAME	54
IFP&FD	Non-UK	White	6
IFP&FD	Non-UK	Unknown	7
IFP&FD	UK	BAME	10
IFP&FD	UK	White	47
IFP&FD	UK	Unknown	79
UG	Non-UK	BAME	1421
UG	Non-UK	White	671
UG	Non-UK	Unknown	447
UG	UK	BAME	3032
UG	UK	White	6704
UG	UK	Unknown	155
PGT	Non-UK	BAME	705
PGT	Non-UK	White	230
PGT	Non-UK	Unknown	60
PGT	UK	BAME	954
PGT	UK	White	3936
PGT	UK	Unknown	288
PGR	Non-UK	BAME	395
PGR	Non-UK	White	176
PGR	Non-UK	Unknown	48
PGR	UK	BAME	106
PGR	UK	White	422
PGR	UK	Unknown	25
Grand Total			19978

Disability status

Disability status	2018/9		2019/0		2020/1	
	Headcount	%	Headcount	%	Headcount	%

Disability declared - In receipt of DSA	817	4.6%	821	4.4%	878	4.4%
Disability declared - Not in receipt of DSA	1737	9.8%	2003	10.7%	2338	11.7%
No disability declared	15250	85.7%	15910	84.9%	16762	83.9%
Grand Total	17804	100.0%	18734	100.0%	19978	100.0%

Level of Study and Disability status

Level of study	Academic Year	Disability declared		No disability declared		Grand Total
		Headcount	%	Headcount	%	
IFP&FD	2018/9	19	9.6%	179	90.4%	198
	2019/0	22	9.1%	220	90.9%	242
	2020/1	28	13.8%	175	86.2%	203
UG	2018/9	2060	16.7%	10272	83.3%	12332
	2019/0	2234	18.1%	10101	81.9%	12335
	2020/1	2356	19.0%	10074	81.0%	12430
PGT	2018/9	378	9.0%	3805	91.0%	4183
	2019/0	465	9.3%	4537	90.7%	5002
	2020/1	712	11.5%	5461	88.5%	6173
PGR	2018/9	97	8.9%	994	91.1%	1091
	2019/0	103	8.9%	1052	91.1%	1155
	2020/1	120	10.2%	1052	89.8%	1172

Age on Entry

Age on Entry	2018/9		2019/0		2020/1	
	Headcount	%	Headcount	%	Headcount	%
17 or younger	193	1.1%	213	1.1%	214	1.1%
18 to 20	10825	60.8%	10762	57.4%	10480	52.5%
21 to 24	2795	15.7%	2972	15.9%	3166	15.8%
25 to 34	2066	11.6%	2474	13.2%	2875	14.4%
35 or older	1925	10.8%	2311	12.3%	3241	16.2%
Unknown	0	0.0%	2	0.0%	2	0.0%
Grand Total	17804	100.0%	18734	100.0%	19978	100.0%

2. First Year only

Age on Entry

Age on Entry	2018/9		2019/0		2020/1	
	Head-count	%	Head-count	%	Head-count	%
17 or younger	86	1.1%	112	1.3%	85	1.0%
18 to 20	3675	45.1%	3606	43.2%	3582	40.5%
21 to 24	1757	21.6%	1946	23.3%	1797	20.3%
25 to 34	1405	17.2%	1453	17.4%	1564	17.7%
35 or older	1224	15.0%	1224	14.7%	1819	20.6%
Unknown	0	0.0%	2	0.0%	0	0.0%
Grand Total	8147	100.0%	8343	100.0%	8847	100.0%

Religion or belief

Religious Belief	2018/9		2019/0		2020/1	
	Head-count	%	Head-count	%	Head-count	%
Any other religion or belief	77	0.9%	81	1.0%	80	0.9%
Buddhist	222	2.7%	222	2.7%	102	1.2%
Christian	2321	28.5%	2262	27.1%	2716	30.7%
Hindu	226	2.8%	241	2.9%	268	3.0%
Information refused	1030	12.6%	1158	13.9%	696	7.9%
Jewish	31	0.4%	31	0.4%	31	0.4%
Muslim	737	9.0%	766	9.2%	942	10.6%
No religion	3319	40.7%	3386	40.6%	3416	38.6%
Not known	0	0.0%	0	0.0%	349	3.9%
Sikh	120	1.5%	111	1.3%	147	1.7%
Spiritual	64	0.8%	85	1.0%	100	1.1%
Grand Total	8147	100.0%	8343	100.0%	8847	100.0%

Sexual Orientation

Sexual Orientation	2018/9		2019/0		2020/1	
	Head-count	%	Head-count	%	Head-count	%
Bisexual	188	2.3%	240	2.9%	314	3.5%
Gay man	82	1.0%	93	1.1%	105	1.2%
Gay woman/lesbian	40	0.5%	45	0.5%	57	0.6%
Heterosexual	6418	78.8%	6444	77.2%	7042	79.6%
Information refused	861	10.6%	886	10.6%	826	9.3%
Not available	0	0.0%	0	0.0%	349	3.9%
Other	149	1.8%	122	1.5%	154	1.7%
Unknown	409	5.0%	513	6.1%	0	0.0%
Grand Total	8147	100.0%	8343	100.0%	8847	100.0%

Section 5 – Diversity and Inclusion Data

5.1 Staff Data

Table 1 – Summary of changes to the Personal Titles Process

2020/21	<ul style="list-style-type: none">▪ In relation to R3, PGR funding is not to be counted towards Research Income – this should instead be included within R4.▪ In relation to T5, scholarship is required to demonstrate impact and ‘identifying market need and establishing and running a financially significant new programme’ has been added as an example of evidence of income generation.▪ The boxes on the application form have been divided into two columns, labelled ‘Claims’ and ‘Evidence’. The word limit is still 300 words per criterion and this should be divided across these two columns.▪ It has been clarified that it is the responsibility of the Head of School to ensure Contextual Statement Part Bs are produced.▪ In relation to Personal Circumstances, it is recognised that the effects of COVID-19 and associated circumstances on the productivity of academic staff will be variable. If an applicant believes that there is a particular effect on them which should be captured, they should raise it with their Head of School and if so agreed by the Head of School, effects on defined criteria should be part of the Personal Circumstances Agreed Statement.▪ Candidates are now permitted to describe the personal circumstances themselves on their Personal Circumstances Declaration Form, although this is not required. The requirement that Personal Circumstances Agreed Statements must not describe the nature of the personal circumstances is unchanged.▪ If the candidate has a disability, this may (with the permission of the applicant) be recorded in the Personal Circumstances Agreed Statement (without disclosing the nature of any disability), in which case it should be noted what reasonable adjustments, if any, have been made in relation to the criteria.▪ Further information has been provided in relation to probation (section 3.9).
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- Further guidance (and an example) has been provided regarding how the two columns on the application form should be completed.
- A limit of 40 pages has been specified for CVs.
- In relation to C1, contributions to successful programmes of Open Day activities should now be “significant”. The following examples have also been added for C1: AP - “Effective liaison with external stakeholders/delivery partners to support achievement of School/University strategic aims” and Professorial - “Leading development of partnerships with external stakeholders/delivery partners to support achievement of School/University strategic aims”.
- The following example has been added for C2, AP – “Clear evidence of how engaging in professional practice has supported your development in your academic role”.
- In relation to C3, the Professorial example of “Effective performance in positions of significant responsibility within the School/ University/UoRM” now includes “/major partnerships (e.g. NUIST)”.
- In relation to R5, we have specified that public engagement should be “planned” and the Professorial examples have been amended so that public lectures now have to be invited, and other public engagement should be “substantial and meaningful”.
- In relation to R6, we have clarified that this should relate to the applicant’s own research as follows: “Has drawn upon own research to achieve, or is in the process of achieving, an effect on, change or benefit, to the national and/or international economy, society, culture, public policy or services, health, the environment, education, or quality of life, beyond academia”.
- In relation to T2, the AP example of “Effective contributions to collaboration with partner institutions, in UK or internationally” now also includes “/delivery partners” and the Professorial example of “Leadership of student access, employability and/or engagement initiatives” now also includes “professional practice”.

	<ul style="list-style-type: none"> ▪ In relation to T3, the following example has been added for AP - “Effective support for development of professional practice skills among students” and the Professorial example of “Leading collaboration with existing partner institutions, in UK and/or internationally” now also includes “/delivery partners”. ▪ In relation to Personal Circumstances, it is recognised that the continued effects of COVID-19 and associated circumstances on the productivity of academic staff will be variable. As with last year, if an applicant believes that there is a particular effect on them which should be captured, they should raise it with their Head of School and, if so agreed by the Head of School, effects on defined criteria should be part of the Personal Circumstances Agreed Statement.
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Table 2 – Personal Titles Summary – Total Successful Applications for Associate Professor and Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Actual no. in brackets.					Successful male or female applicants as % of total successful applicants. Actual no. in brackets.				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
Male	74% (23/31)	70% (32/46)	74% (37/51)	50% (18/36)	65% (28/43)	43% (23/53)	47% (32/68)	44% (37/85)	32% (18/56)	48% (28/58)
Female	73% (30/41)	75% (36/48)	75% (48/64)	69% (38/55)	82% (28/34)	57% (30/53)	53% (36/68)	56% (48/85)	68% (38/56)	48% (28/58)
Unknown	N/A	N/A	N/A	N/A	67% (2/3)	N/A	N/A	N/A	N/A	3% (2/58)

Table 2a. Personal Titles Summary – Successful Applications for Associate Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Actual no. in brackets.					Successful male or female applicants as % of total successful applicants. Actual no. in brackets.				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
Male	85% (17/20)	80% (24/30)	79% (22/28)	48% (10/21)	64% (18/28)	48% (17/38)	60% (24/40)	48% (22/46)	28% (10/36)	44% (18/41)
Female	75% (21/28)	76% (16/21)	67% (24/36)	76% (26/34)	88% (23/26)	52% (21/38)	40% (16/40)	52% (24/46)	72% (26/36)	56% (23/41)
Unknown	N/A	N/A	N/A	N/A	0% (0/1)	N/A	N/A	N/A	N/A	0% (0/41)

Table 2b. Personal Titles Summary – Successful Applications for Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Actual no. in brackets.					Successful male or female applicants as % of total successful applicants. Actual no. in brackets.				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
Male	54% (6/11)	50% (8/16)	65% (15/23)	53% (8/15)	67% (10/15)	40% (6/15)	29% (8/28)	38% (15/39)	40% (8/20)	53% (10/19)
Female	69% (9/13)	74% (20/27)	86% (24/28)	57% (12/21)	63% (5/8)	60% (9/15)	71% (20/28)	62% (24/39)	60% (12/20)	26% (5/19)
Unknown	N/A	N/A	N/A	N/A	100% (2/2)	N/A	N/A	N/A	N/A	11% (2/19)

Table 3 – Applications for Associate Professor via Personal Titles (by Sex)

	Percentage of applicants against sex baseline (total numbers of staff of each sex eligible to apply).				
	16/17	17/18	18/19	19/20	20/21
Male	10% (20/197)	15% (30/206)	9% (28/201)	11% (21/189)	15% (28/185)
Female	13% (28/214)	9% (21/225)	16% (36/225)	15% (34/228)	12% (26/211)

Table 4 – Applications for Professor via Personal Titles (by Sex)

	Percentage of applicants against sex baseline (total numbers of staff of each sex eligible to apply).				
	16/17	17/18	18/19	19/20	20/21
Male	8% (11/145)	11% (16/148)	16% (23/146)	9% (15/158)	9% (15/158)
Female	9% (13/140)	17% (27/156)	18% (28/154)	14% (21/150)	6% (8/143)

Table 5 – Reward Processes (by Sex)

	16/17	17/18	18/19	19/20	20/21
Additional Increment	12 Male – 32% 26 Female – 68%	11 Male – 24.44% 34 Female – 75.56%	7 Male – 24% 22 Female – 76%	15 Male – 32.61% 31 Female – 67.39%	18 Male – 34.61% 34 Female – 65.39%
Contribution Points	19 Male – 32% 40 Female – 68%	15 Male – 28.30% 38 Female – 71.70%	12 Male – 30% 28 Female – 70%	16 Male – 44.44% 20 Female – 55.56%	14 Male – 38.89% 22 Female – 61.11%
Merit Based Promotion	3 Male – 43% 4 Female – 57%	2 Male – 33.33% 3 Female – 66.67%	3 Male – 50% 3 Female – 50%	5 Male – 45.45% 6 Female – 54.55%	25 Male – 35.71% 45 Female – 64.29%

Table 6 – Lump Sum (by Sex)

	16/17	17/18	18/19	19/20	20/21
Number Awarded	192 Male – 41% 281 Female – 59%	220 Male – 42.3% 300 Female – 57.7%	191 Male – 35% 349 Female – 65%	199 Male – 32% 424 Female – 68%	230 – Male 33.62% 453 – Female 66.23% 1 – Unspecified 0.15%
Average Value	£457.31 - Male £483.10 - Female <i>Difference</i> £25.79	£831.72 - Male £758.53 - Female <i>Difference</i> £73.19	£533.32 – Male £464.39 – Female <i>Difference</i> £68.93	£455.23 – Male £387.29 – Female <i>Difference</i> £67.94	£408.15 – Male £348.30 – Female <i>Difference</i> £59.85

Table 7 – Celebrating Success (by Sex)

	16/17	17/18	18/19	19/20	20/21
Male	221 (30%)	192 (34.97%)	296 (34%)	308 (33.59%)	394 (33.28%)
Female	524 (70%)	357 (65.03%)	565 (66%)	609 (66.41%)	790 (66.72%)

Table 8 – Gender Pay Gap

	As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020
Gender Pay Gap (difference in mean hourly rate)	19.58%	20.51%	18.33%	20.64%
Gender Pay Gap (difference in median hourly rate)	20.99%	18.52%	18.48%	23.18%

Table 9 – Personal Titles Summary – Successful Applications for Associate Professor and Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Actual no. in brackets.					Successful White or BAME applicants as % of total successful applicants. Actual no. in brackets.				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
White	75% (45/60)	76% (59/78)	72% (65/90)	64% (48/75)	73% (38/52)	85% (45/53)	87% (59/68)	76% (65/85)	86% (48/56)	66% (38/58)
BAME	50% (4/8)	60% (9/15)	79% (15/19)	55% (6/11)	63% (10/16)	8% (4/53)	13% (9/68)	17% (15/85)	11% (6/56)	17% (10/58)
Not known	100% (4/4)	0% (0/1)	83% (5/6)	40% (2/5)	83% (10/12)	8% (4/53)	0% (0/68)	6% (5/85)	4% (2/56)	17% (10/58)

Table 9a. Personal Titles Summary – Successful Applications for Associate Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Actual no. in brackets.					Successful White or BAME applicants as % of total successful applicants. Actual no. in brackets.				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
White	82% (32/39)	83% (33/40)	72% (34/47)	70% (30/43)	77% (30/39)	84% (32/38)	83% (33/40)	74% (34/46)	83% (30/36)	73% (30/41)
BAME	50% (3/6)	70% (7/10)	67% (8/12)	56% (5/9)	69% (9/13)	8% (3/38)	18% (7/40)	17% (8/46)	14% (5/36)	22% (9/41)
Not known	100% (3/3)	0% (0/1)	80% (4/5)	33% (1/3)	67% (2/3)	8% (3/38)	0% (0/40)	9% (4/46)	3% (1/36)	5% (2/41)

Table 9b. Personal Titles Summary – Successful Applications for Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Actual no. in brackets.					Successful White or BAME applicants as % of total successful applicants. Actual no. in brackets.				
	16/17	17/18	18/19	19/20	20/21	16/17	17/18	18/19	19/20	20/21
White	62% (13/21)	68% (26/38)	72% (31/43)	56% (18/32)	62% (8/13)	87% (13/15)	93% (26/28)	79% (31/39)	90% (18/20)	47% (8/17)
BAME	50% (1/2)	40% (2/5)	100% (7/7)	50% (1/2)	33% (1/3)	7% (1/15)	7% (2/28)	18% (7/39)	5% (1/20)	6% (1/17)
Not known	100% (1/1)	N/A	100% (1/1)	50% (1/2)	89% (8/9)	7% (1/15)	0% (0/28)	3% (1/39)	5% (1/20)	47% (8/17)

Table 10 – Applications for Associate Professor via Personal Titles (by Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each sex eligible to apply).				
	16/17	17/18	18/19	19/20	20/21
White	18% (39/217)	13% (40/309)	16% (47/297)	15% (43/291)	14% (39/274)
BAME	9% (6/65)	14% (10/73)	16% (12/73)	13% (9/69)	17% (13/76)
Not known	10% (3/29)	2% (1/49)	9% (5/56)	5% (3/57)	7% (3/46)

Table 11 – Applications for Professor via Personal Titles (by Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each sex eligible to apply).				
	16/17	17/18	18/19	19/20	20/21
White	9% (21/245)	15% (38/256)	17% (43/251)	13% (32/256)	5% (13/248)
BAME	6% (2/32)	16% (5/31)	23% (7/31)	6% (2/34)	8% (3/38)
Not known	13% (1/8)	0% (0/17)	6% (1/18)	11% (2/18)	60% (9/15)

Table 12 - Reward Processes (by Ethnicity)

	16/17	17/18	18/19	19/20	20/21
Additional Increment	11% BAME 87% White 2% Unknown	3 BAME – 6.67% 41 White – 91.11% 1 Unknown – 2.22%	5 BAME – 17.24% 21 White – 72.41% 3 Unknown – 10.35%	6 BAME – 13.04% 40 White – 86.96% 0 Unknown	18 – BAME 34.62% 31 – White 59.62% 3 Unknown – 5.76%
Contribution Points	5% BAME 93% White 2% Unknown	4 BAME – 7.55% 49 White – 92.45% 0 Unknown	6 BAME – 15% 34 White – 85% 0 Unknown	3 BAME – 8.33% 32 White – 88.89% 1 Unknown – 2.78%	8 – BAME 22.22% 25 – White 69.45% 3 Unknown 8.33%
Merit Based Promotion	0% BAME 100% White 0% Unknown	1 BAME – 16.67% 5 White – 83.33% 0 Unknown	2 BAME – 33.33% 4 White – 66.66% 0 Unknown	2 BAME – 18.18% 9 White – 81.82% 0 Unknown	7 BAME – 10% 62 White – 88.57% 1 Unknown 1.43%

Table 13 - Lump Sum (by Ethnicity)

	16/17	17/18	18/19	19/20	20/21
Number Awarded	42 BAME – 9% 412 White – 87% 19 Unknown – 4%	45 BAME – 8.65% 445 White – 85.58% 30 Unknown – 5.77%	45 BAME – 8% 451 White – 84% 44 Unknown – 8%	47 BAME – 7.54% 535 White – 85.87% 41 Unknown – 6.58%	76 BAME - 11.11% 584 White - 85.38% 24 Unknown – 3.51%
Average Value	£425 BAME £480.47 White <i>Difference = £55.47</i>	£501.80 BAME £827.13 White <i>Difference = £32.91</i>	£412.22 – BAME £497.13 – White <i>Difference = £84.91</i>	£357.98 – BAME £415.09 – White <i>Difference = £57.11</i>	£291.11 BAME £379.76 - White <i>Difference = £88.65</i>

Table 14 - Celebrating Success (by Ethnicity)

	16/17	17/18	18/19	19/20	20/21
BAME	82 (12%)	59 (10.75%)	81 (9.4%)	119 (12.98%)	169 (14.27%)
White	612 (88%)	469 (85.43%)	700 (81.30%)	773 (84.30%)	969 (81.84%)
Unknown/not declared	N/A	21 (3.82%)	80 (9.3%)	26 (2.72%)	46 (3.89%)

Table 15 – Ethnicity Pay Gap

As at 31 March 2016	As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020
19.80%	14.23%	20.98% (mean) 23.30% (median)	19.80% (mean) 25.40% (median)	15.43% (mean) 20.97% (median)

The data for the Ethnicity Pay Gap is taken at the same snapshot date as for statutory Gender Pay Gap reporting and this table has been updated this year to reflect this more clearly.

Table 16 – Grievance Data

16/17	<ul style="list-style-type: none">• There were no grievance or disciplinary matters that had a D&I element in the 2016/17 academic year
17/18	<ul style="list-style-type: none">• 9 grievances related to D&I (1 exit outside of formal process, 1 not pursued by the aggrieved, 6 not upheld, 1 in progress as of the end of 2020)
18/19	<ul style="list-style-type: none">• 13 grievances in total• 5 cases related to D&I (race, gender, pregnancy /maternity, and age)• Of the 13, 2 were upheld 8 were not upheld 2 resolved outside of the formal process and 2 were not progressed.• 13 disciplinary cases in total• 3 cases related to DI (disability, gender)• Of the 13, 2 resulted in no action, 4 resulted in a written warning, 2 resulted in final written warnings, 4 were not progressed (for example, because the individual resigned or was made redundant), and 1 is still in progress as of the end of 2020.
19/20	<ul style="list-style-type: none">• 9 in total• Of which 4 cases related to DI (disability and gender)
20/21	<ul style="list-style-type: none">• 7 in total• Of which 4 were grievances raised by female employees and 3 were grievances raised by male employees.• Of the grievance case two related to D&I (specifically to race and disability).

Table 17 – Contact with Harassment Advisors

16/17	<ul style="list-style-type: none"> • 8 contacts • 6 related to D&I (sexual 2, racial 2, pregnancy 1, gender 1)
17/18	<ul style="list-style-type: none"> • 5 contacts (2 staff, 3 students) • 4 related to D&I (gender, sexual orientation, race and age)
18/19	<ul style="list-style-type: none"> • 3 contacts • 2 related to D&I (sexual harassment and gender)
19/20	<ul style="list-style-type: none"> • 2 contacts in total • Neither related to a D&I issue
20/21	<ul style="list-style-type: none"> • 8 contacts in total • 6 were contacts with female employees and 2 were contacts with male employees • 2 related to a D&I issue (race and disability)

Table 18 – Contact with Wellbeing Peer Support Network (known as HARC Advisors up until 19/20)

16/17	<ul style="list-style-type: none"> • 2 contacts, not related to D&I
17/18	<ul style="list-style-type: none"> • 3 contacts • 1 contact related to D&I (disability)
18/19	<ul style="list-style-type: none"> • 2 contacts, not related to D&I
19/20	<ul style="list-style-type: none"> • HARC Advisors are no longer active. Rather, the Wellbeing Peer Support Network has been established. • 32 contacts in total • Of which 16 from males and 16 from females

	<ul style="list-style-type: none"> Enquiry type: 8 related to personal issue; 10 related to a work place issue; 14 related to a combination of work related and personal issues.
20/21	<ul style="list-style-type: none"> 12 contacts in total 8 were contacts with female employees and 4 were contacts with male employees. Enquiry type: 5 related to personal issues, 3 related to work related issues and 4 were a combination of personal and work related issues.

Table 19 – Committees Data (By Sex)

	16/17		17/18		18/19		19/20		20/21	
	F	M	F	M	F	M	F	M	F	M
Council	11 37%	19 63%	10 37%	17 63%	10 38.5%	16 61.5%	12 46.2%	14 53.8%	12 44.4%	15 55.6%
Strategy and Finance Committee	2 17%	10 83%	2 17%	10 83%	2 17%	10 83%	4 36.4%	7 63.6%	5 35.7%	9 64.3%
University Board of Teaching, Learning and Student Experience	8 53%	7 47%	9 56%	7 64%	9 60%	6 40%	8 73%	3 27%	10 66.7%	5 33.3%
University Board of Research and Innovation	11 52%	10 48%	12 52%	11 48%	9 39.1%	14 60.9%	4 29%	10 71%	6 40%	9 60%
Senate	34 41%	49 59%	47 59%	33 41%	33 47.7%	31 50.8%	27 50%	27 50%	35 55.6%	28 44.4%
University Executive Board	1 14%	6 86%	1 14%	6 86%	2 25%	6 75%	3 37.5%	5 62.5%	3 33.3%	6 66.7%
Remuneration Committee			2 33%	4 67%	2 40%	3 60%	3 50%	3 50%	2 28.6%	5 71.4%

Table 20 – Committees Data (By Ethnicity)

	16/17	17/18	18/19	19/20	20/21
Senate	72 (87%) White 4 (5%) BAME 7 (8%) Unknown	71 (89%) White 3 (4%) BAME 6 (8%) Unknown	55 (84.6%) White 5 (7.7%) BAME 3 (4.6%) Unknown 2 (3.1%) Info refused	48 (84.2%) White 3 (5.3%) BAME 3 (5.3%) Unknown	58 (92.1%) White 3 (4.8%) BAME 2 (3.2%) Unknown
Council	29 (97%) White 1 (3%) BAME	26 (96%) White 1 (4%) BAME	23 (88.5%) White 3 (11.5%) BAME	22 (84.6%) White 4 (15.4%) BAME	23 (88.5%) White 3 (11.5%) BAME
University Executive Board	7 (100%) White	7 (100%) White	7 (87.5%) White 1 (12.5%) BAME	7 (87.5%) White 1 (12.5%) BAME	8 (88.9%) White 1 (11.1%) BAME
Strategy & Finance Committee	12 (100%) White	12 (100%) White	12 (100%) White	10 (90.9%) White 1 (9.1%) BAME	13 (92.9%) White 1 (7.1%) BAME
*University Board for Teaching, Learning and Student Experience					15 (93.8%) White 1 (6.3%) BAME
*Remuneration Committee					7 (100%) White
*University Board for Research and Innovation					12 (80%) White 2 (13.3%) BAME 1 (6.7%) Unknown

* Data not included prior to 2020/21

Table 21 – Declaration Rates

Protected Characteristic	16/17	17/18	18/19	19/20	20/21
Gender	99.96%	100%	100%	100%	100%
Ethnicity	87.35%	93.18%	92.73%	93.1%	92.8%
Disability	86.58%	78%	70.89%	72.8%	65.3%
Sexual Orientation	56.83%	52.87%	48.79%	50%	45.2%
Age	100%	100%	100%	100%	100.0%
Religion or Belief	51.57%	47.25%	43.74%	44.7%	40.6%

Applications tables include all job applications, Success Rates tables omit applications where the result is still pending.

Rows/columns may not add up to 100% due to rounding.

Table 22 – Recruitment, Applications (by Sex)

Gender	Count	Percentage
Female	8797	54.3%
Male	6955	42.9%
Not Known	108	0.7%
NULL	352	2.2%

Table 23 – Recruitment, Applications (by Disability Status)

Disability status	Count	Percentage
Disabled	93	0.6%
Not disabled	685	4.2%
Prefer not to say	634	3.9%
NULL	14800	91.3%

Table 24 – Recruitment, Applications (by Ethnicity)

Ethnicity	Count	Percentage
BAME	6785	41.9%
White	8458	52.2%
Prefer not to say	509	3.1%
Not Known	106	0.7%
NULL	354	2.2%

Table 25 – Recruitment, Success Rates of Applicants by Sex (as a percentage of applications from that sex)

Sex	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
Female	7001	80.5%	970	11.1%	731	8.4%
Male	5730	83.4%	712	10.4%	428	6.2%
Not Known	77	71.3%	19	17.6%	12	11.1%
NULL	6	1.7%	2	0.6%	335	97.7%

Table 26 – Recruitment, Success Rates of Applicants by Disability (as a percentage of applicants of that disability status)

Disability status	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
Disabled	46	49.5%	29	31.2%	18	19.4%
Not disabled	428	63.2%	142	21.0%	107	15.8%
Prefer not to say	388	62.4%	118	19.0%	116	18.6%
NULL	11952	81.7%	1414	9.7%	1265	8.6%

Table 27 – Recruitment, Success Rates of applicants by ethnicity (as a percentage of applicants of that ethnicity)

Ethnicity	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
BAME	5806	86.4%	620	9.2%	296	4.4%
White	6494	77.8%	1020	12.2%	834	10.0%
Prefer not to say	420	83.3%	54	10.7%	30	6.0%
Not Known	86	82.7%	7	6.7%	11	10.6%
NULL	8	2.3%	2	0.6%	335	97.1%

5.2: Student Data

Table 1 - UoR UG admissions by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	11941	53.7%	10983	53.6%	12149	54.8%
	Offers	10200	54.2%	9457	54.6%	10790	55.6%
	Enrols	2393	53.4%	2400	53.2%	2275	53.1%
	Offers as % of Apps		85.4%		86.1%		88.8%
	Enrols as % of Apps		20.0%		21.9%		18.7%
Male	Applications	10292	46.3%	9519	46.4%	10005	45.2%
	Offers	8632	45.8%	7865	45.4%	8600	44.4%
	Enrols	2086	46.6%	2111	46.8%	2013	46.9%
	Offers as % of Apps		83.9%		82.6%		86.0%
	Enrols as % of Apps		20.3%		22.2%		20.1%
Other/ Unspeci- fied	Applications	2	0.0%	3	0.01%	2	0.01%
	Offers	1	0.0%	3	0.02%	0	0.0%
	Enrols	1	0.0%	3	0.07%	0	0.0%
	Offers as % of Apps		50.0%		100.0%		0.0%
	Enrols as % of Apps		50.0%		100.0%		0.0%
Grand Total	Applications	22235		20505		22156	
	Offers	18833		17325		19390	
	Enrols	4480		4514		4288	
	Offers as % of Apps		84.7%		84.5%		87.5%
	Enrols as % of Apps		20.1%		22.0%		19.4%

Table 2 - UoR PGT admissions by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	10266	56.5%	10596	55.8%	11677	53.7%
	Offers	6887	57.2%	7524	57.4%	8226	55.0%
	Enrols	2042	56.2%	2140	56.0%	2514	58.2%
	Offers as % of Apps		67.1%		71.0%		70.4%
	Enrols as % of Apps		19.9%		20.2%		21.5%
Male	Applications	7893	43.4%	8363	44.0%	10040	46.2%
	Offers	5134	42.7%	5557	42.4%	6717	44.9%
	Enrols	1586	43.7%	1674	43.8%	1799	41.7%
	Offers as % of Apps		65.0%		66.4%		66.9%
	Enrols as % of Apps		20.1%		20.0%		17.9%
Other/ Unspecified	Applications	21	0.1%	35	0.2%	28	0.1%
	Offers	10	0.1%	26	0.2%	17	0.1%
	Enrols	4	0.1%	6	0.2%	5	0.1%
	Offers as % of Apps		47.6%		74.3%		60.7%
	Enrols as % of Apps		19.0%		17.1%		17.9%
Grand Total	Applications	18180		18994		21745	
	Offers	12031		13107		14960	
	Enrols	3632		3820		4318	

	Offers as % of Apps		66.2%		69.0%		68.8%
	Enrols as % of Apps		20.0%		20.1%		19.9%

Table 3 - UoR PGR admissions by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	1327	43.6%	1358	42.4%	1409	42.9%
	Offers	450	45.3%	486	48.6%	457	51.5%
	Enrols	233	49.9%	246	55.4%	225	55.4%
	Offers as % of Apps		33.9%		35.8%		32.4%
	Enrols as % of Apps		17.6%		18.1%		16.0%
Male	Applications	1707	56.0%	1841	57.4%	1865	210.0%
	Offers	539	54.3%	511	51.1%	424	47.7%
	Enrols	231	49.5%	197	44.4%	175	43.1%
	Offers as % of Apps		31.6%		27.8%		22.7%
	Enrols as % of Apps		13.5%		10.7%		9.4%
Other/ Unspecified	Applications	12	0.4%	6	0.2%	13	0.4%
	Offers	4	0.4%	3	0.3%	7	0.8%
	Enrols	3	0.6%	1	0.2%	6	1.5%
	Offers as % of Apps		33.3%		50.0%		53.8%

	Enrols as % of Apps		25.0%		16.7%		46.2%
Grand Total	Applic- ations	3046		3205		3287	
	Offers	993		1000		888	
	Enrols	467		444		406	
	Offers as % of Apps		32.6%		31.2%		27.0%
	Enrols as % of Apps		15.3%		13.9%		12.4%

Table 4 - UoR UG students progression by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Passed at 1st	3523	85.0%	3653	93.2%	3489	87.3%
	Passed at 2nd	299	7.2%	127	3.2%	295	7.4%
	Failed at 2nd	75	1.8%	26	0.7%	75	1.9%
	Not qualified at 2nd	97	2.3%	5	0.1%	47	1.2%
	Other	149	3.6%	109	2.8%	89	2.2%
Male	Passed at 1st	2723	78.2%	2903	88.7%	2782	80.5%
	Passed at 2nd	361	10.4%	164	5.0%	351	10.2%
	Failed at 2nd	168	4.8%	72	2.2%	128	3.7%
	Not qualified at 2nd	84	2.4%	9	0.3%	48	1.4%
	Other	148	4.2%	125	3.8%	145	4.2%
Other/ Unspec- ified	Passed at 1st	2	100.0%	1	50.0%	1	100.0%
	Passed at 2nd	0	0.0%	0	0.0%	0	0.0%
	Failed at 2nd	0	0.0%	1	50.0%	0	0.0%
	Not qualified at 2nd	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%
Grand Total	Passed at 1st	6248	81.9%	6557	91.1%	6272	84.2%
	Passed at 2nd	660	8.7%	291	4.0%	646	8.7%
	Failed at 2nd	243	3.2%	99	1.4%	203	2.7%

	Not qualified at 2nd	181	2.4%	14	0.2%	95	1.3%
	Other	297	3.9%	234	3.3%	234	3.1%

Table 5 - UoR UG retention by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Withdrawn	447	7.6%	413	6.9%	410	6.7%
	Retained	5443	92.4%	5544	93.1%	5718	93.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Male	Withdrawn	401	5.5%	393	5.5%	441	6.2%
	Retained	6828	94.5%	6772	94.5%	6634	93.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other/ Unspec- ified	Withdrawn	0	0.0%	0	0.0%	0	0.0%
	Retained	0	0.0%	3	100.0%	1	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	Withdrawn	848	6.5%	806	6.1%	851	6.4%
	Retained	12271	93.5%	12319	93.9%	12353	93.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 6 - UoR PGT retention by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Withdrawn	140	3.7%	119	3.0%	268	5.6%
	Retained	3670	96.3%	3875	97.0%	4528	94.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Male	Withdrawn	100	3.6%	106	3.3%	240	6.0%
	Retained	2679	96.4%	3155	96.7%	3774	94.0%
	Unknown	0	0.0%	0	0.0%	1	0.02%
Other/	Withdrawn	0	0.0%	0	0.0%	1	6.7%

Unspecified	Retained	14	100.0%	10	100.0%	14	93.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	Withdrawn	240	3.6%	225	3.1%	509	5.8%
	Retained	6363	96.4%	7040	96.9%	8316	94.2%
	Unknown	0	0.0%	0	0.0%	1	0.01%

Table 7 - UoR PGR retention by sex over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Female	Withdrawn	29	2.8%	28	2.6%	34	3.1%
	Retained	1022	97.2%	1050	97.4%	1076	96.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Male	Withdrawn	31	3.3%	27	3.0%	31	3.5%
	Retained	901	96.7%	883	97.0%	862	96.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other/ Unspecified	Withdrawn	0	0.0%	0	0.0%	0	0.0%
	Retained	5	100.0%	6	100.0%	12	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	Withdrawn	60	3.0%	55	2.8%	65	3.2%
	Retained	1928	97.0%	1939	97.2%	1950	96.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 8 - UoR UG attainment (First and 2.1) by sex over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Female	1731	85.6%	1957	90.5%	1814	89.0%
Male	1117	76.0%	1362	82.5%	1341	82.1%
Other/Not specified	0	0.0%	3	100.0%	0	0.0%
Grand Total	2848	81.6%	3322	87.1%	3155	85.9%

Table 9 - UoR PGT attainment (Distinction / A or B and Merit / C) by sex over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Female	941	77.3%	1074	83.6%	1026	85.3%
Male	802	79.7%	747	85.1%	849	80.9%
Other/Not specified	2	100.0%	2	100.0%	4	100.0%
Grand Total	1745	78.4%	1823	84.2%	1879	83.3%

Table 10 - UoR UG admissions by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	277	1.2%	257	1.3%	315	1.4%
	Offers	225	1.2%	206	1.2%	257	1.3%
	Enrols	79	1.8%	81	1.8%	107	2.5%
	Offers as % of Apps		81.2%		80.2%		81.6%
	Enrols as % of Apps		28.5%		31.5%		34.0%
Asian - Chinese	Applications	556	2.5%	602	2.9%	607	2.7%
	Offers	486	2.6%	550	3.2%	595	3.1%
	Enrols	386	8.6%	473	10.5%	448	10.4%
	Offers as % of Apps		87.4%		91.4%		98.0%
	Enrols as % of Apps		69.4%		78.6%		73.8%
Asian - excluding Chinese	Applications	2470	11.1%	2461	12.0%	2775	12.5%
	Offers	1989	10.6%	1972	11.4%	2339	12.1%
	Enrols	627	14.0%	644	14.3%	646	15.1%

	Offers as % of Apps		80.5%		80.1%		84.3%
	Enrols as % of Apps		25.4%		26.2%		23.3%
Black	Applications	1178	5.3%	1087	5.3%	1281	5.8%
	Offers	900	4.8%	816	4.7%	1003	5.2%
	Enrols	265	5.9%	242	5.4%	245	5.7%
	Offers as % of Apps		76.4%		75.1%		78.3%
	Enrols as % of Apps		22.5%		22.3%		19.1%
Mixed	Applications	840	3.8%	841	4.1%	973	4.4%
	Offers	708	3.8%	723	4.2%	851	4.4%
	Enrols	177	4.0%	208	4.6%	216	5.0%
	Offers as % of Apps		84.3%		86.0%		87.5%
	Enrols as % of Apps		21.1%		24.7%		22.2%
Other	Applications	241	1.1%	248	1.2%	328	1.5%
	Offers	201	1.1%	200	1.2%	273	1.4%
	Enrols	52	1.2%	60	1.3%	53	1.2%
	Offers as % of Apps		83.4%		80.6%		83.2%
	Enrols as % of Apps		21.6%		24.2%		16.2%
Unknown	Applications	4300	19.3%	4207	20.5%	4580	20.7%
	Offers	3511	18.6%	3474	20.1%	4066	21.0%
	Enrols	241	5.4%	252	5.6%	188	4.4%

	Offers as % of Apps		81.7%		82.6%		88.8%
	Enrols as % of Apps		5.6%		6.0%		4.1%
White	Applications	12373	55.6%	10802	52.7%	11297	51.0%
	Offers	10813	57.4%	9384	54.2%	10006	51.6%
	Enrols	2653	59.2%	2554	56.6%	2385	55.6%
	Offers as % of Apps		87.4%		86.9%		88.6%
	Enrols as % of Apps		21.4%		23.6%		21.1%
<i>BAME total</i>	<i>Applications</i>	<i>5562</i>	<i>25.0%</i>	<i>5496</i>	<i>26.8%</i>	<i>6279</i>	<i>28.3%</i>
	<i>Offers</i>	<i>4509</i>	<i>23.9%</i>	<i>4467</i>	<i>25.8%</i>	<i>5318</i>	<i>27.4%</i>
	<i>Enrols</i>	<i>1586</i>	<i>35.4%</i>	<i>1708</i>	<i>37.8%</i>	<i>1715</i>	<i>40.0%</i>
	<i>Offers as % of Apps</i>		<i>81.1%</i>		<i>81.3%</i>		<i>84.7%</i>
	<i>Enrols as % of Apps</i>		<i>28.5%</i>		<i>31.1%</i>		<i>27.3%</i>
Grand Total	Applications	22235		20505		22156	
	Offers	18833		17325		19390	
	Enrols	4480		4514		4288	
	Offers as % of Apps		84.7%		84.5%		87.5%
	Enrols as % of Apps		20.1%		22.0%		19.4%

Table 11 - UoR PGT admissions by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	845	4.6%	1006	5.3%	1010	4.6%
	Offers	456	3.8%	525	4.0%	576	3.9%
	Enrols	87	2.4%	91	2.4%	113	2.6%
	Offers as % of Apps		54.0%		52.2%		57.0%
	Enrols as % of Apps		10.3%		9.0%		11.2%
Asian - Chinese	Applications	6274	34.5%	6953	36.6%	7067	32.5%
	Offers	4015	33.4%	4979	38.0%	4938	33.0%
	Enrols	536	14.8%	580	15.2%	320	7.4%
	Offers as % of Apps		64.0%		71.6%		69.9%
	Enrols as % of Apps		8.5%		8.3%		4.5%
Asian - excluding Chinese	Applications	2690	14.8%	2598	13.7%	3279	15.1%
	Offers	1792	14.9%	1779	13.6%	2161	14.4%
	Enrols	444	12.2%	458	12.0%	497	11.5%
	Offers as % of Apps		66.6%		68.5%		65.9%
	Enrols as % of Apps		16.5%		17.6%		15.2%
Black	Applications	2193	12.1%	2216	11.7%	2859	13.1%
	Offers	1399	11.6%	1442	11.0%	1862	12.4%
	Enrols	173	4.8%	180	4.7%	310	7.2%

	Offers as % of Apps		63.8%		65.1%		65.1%
	Enrols as % of Apps		7.9%		8.1%		10.8%
Mixed	Applications	845	4.6%	879	4.6%	1031	4.7%
	Offers	549	4.6%	601	4.6%	682	4.6%
	Enrols	88	2.4%	122	3.2%	112	2.6%
	Offers as % of Apps		65.0%		68.4%		66.1%
	Enrols as % of Apps		10.4%		13.9%		10.9%
Other	Applications	127	0.7%	170	0.9%	215	1.0%
	Offers	86	0.7%	105	0.8%	129	0.9%
	Enrols	22	0.6%	19	0.5%	30	0.7%
	Offers as % of Apps		67.7%		61.8%		60.0%
	Enrols as % of Apps		17.3%		11.2%		14.0%
Unknown	Applications	754	4.1%	773	4.1%	811	3.7%
	Offers	477	4.0%	467	3.6%	510	3.4%
	Enrols	243	6.7%	207	5.4%	184	4.3%
	Offers as % of Apps		63.3%		60.4%		62.9%
	Enrols as % of Apps		32.2%		26.8%		22.7%
White	Applications	4452	24.5%	4399	23.2%	5473	25.2%
	Offers	3257	27.1%	3209	24.5%	4102	27.4%
	Enrols	2039	56.1%	2163	56.6%	2752	63.7%

	Offers as % of Apps		73.2%		72.9%		74.9%
	Enrols as % of Apps		45.8%		49.2%		50.3%
<i>BAME total</i>	<i>Applications</i>	<i>12974</i>	<i>71.4%</i>	<i>13822</i>	<i>72.8%</i>	<i>15461</i>	<i>71.1%</i>
	<i>Offers</i>	<i>8297</i>	<i>69.0%</i>	<i>9431</i>	<i>72.0%</i>	<i>10348</i>	<i>69.2%</i>
	<i>Enrols</i>	<i>1350</i>	<i>37.2%</i>	<i>1450</i>	<i>38.0%</i>	<i>1382</i>	<i>32.0%</i>
	<i>Offers as % of Apps</i>		<i>64.0%</i>		<i>68.2%</i>		<i>66.9%</i>
	<i>Enrols as % of Apps</i>		<i>10.4%</i>		<i>10.5%</i>		<i>8.9%</i>
Grand Total	Applications	18180		18994		21745	
	Offers	12031		13107		14960	
	Enrols	3632		3820		4318	
	Offers as % of Apps		66.2%		69.0%		68.8%
	Enrols as % of Apps		20.0%		20.1%		19.9%

Table 12 - UoR PGR admissions by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	777	25.5%	761	23.7%	655	19.9%
	Offers	135	13.6%	140	14.0%	118	13.3%
	Enrols	63	13.5%	53	11.9%	50	12.3%
	Offers as % of Apps		17.4%		18.4%		18.0%
	Enrols as % of Apps		8.1%		7.0%		7.6%
Asian - Chinese	Applications	187	6.1%	233	7.3%	201	6.1%
	Offers	96	9.7%	107	10.7%	99	11.1%
	Enrols	39	8.4%	37	8.3%	29	7.1%
	Offers as % of Apps		51.3%		45.9%		49.3%
	Enrols as % of Apps		20.9%		15.9%		14.4%
Asian - excluding Chinese	Applications	486	16.0%	509	15.9%	649	19.7%
	Offers	182	18.3%	171	17.1%	133	15.0%
	Enrols	58	12.4%	53	11.9%	36	8.9%
	Offers as % of Apps		37.4%		33.6%		20.5%
	Enrols as % of Apps		11.9%		10.4%		5.5%
Black	Applications	522	17.1%	566	17.7%	659	20.0%
	Offers	136	13.7%	134	13.4%	106	11.9%
	Enrols	33	7.1%	31	7.0%	26	6.4%

	Offers as % of Apps		26.1%		23.7%		16.1%
	Enrols as % of Apps		6.3%		5.5%		3.9%
Mixed	Applications	195	6.4%	235	7.3%	248	7.5%
	Offers	51	5.1%	70	7.0%	54	6.1%
	Enrols	14	3.0%	22	5.0%	14	3.4%
	Offers as % of Apps		26.2%		29.8%		21.8%
	Enrols as % of Apps		7.2%		9.4%		5.6%
Other	Applications	19	0.6%	27	0.8%	37	1.1%
	Offers	4	0.4%	6	0.6%	10	1.1%
	Enrols	2	0.4%	4	0.9%	5	1.2%
	Offers as % of Apps		21.1%		22.2%		27.0%
	Enrols as % of Apps		10.5%		14.8%		13.5%
Unknown	Applications	169	5.5%	184	5.7%	163	5.0%
	Offers	66	6.6%	82	8.2%	52	5.9%
	Enrols	39	8.4%	36	8.1%	27	6.7%
	Offers as % of Apps		39.1%		44.6%		31.9%
	Enrols as % of Apps		23.1%		19.6%		16.6%
White	Applications	691	22.7%	690	21.5%	675	20.5%
	Offers	323	32.5%	290	29.0%	316	35.6%
	Enrols	219	46.9%	208	46.8%	219	53.9%

	Offers as % of Apps		46.7%		42.0%		46.8%
	Enrols as % of Apps		31.7%		30.1%		32.4%
<i>BAME total</i>	<i>Applications</i>	<i>2186</i>	<i>71.8%</i>	<i>2331</i>	<i>72.7%</i>	<i>2449</i>	<i>74.5%</i>
	<i>Offers</i>	<i>604</i>	<i>60.8%</i>	<i>628</i>	<i>62.8%</i>	<i>520</i>	<i>58.6%</i>
	<i>Enrols</i>	<i>209</i>	<i>44.8%</i>	<i>200</i>	<i>45.0%</i>	<i>160</i>	<i>39.4%</i>
	<i>Offers as % of Apps</i>		<i>27.6%</i>		<i>26.9%</i>		<i>21.2%</i>
	<i>Enrols as % of Apps</i>		<i>9.6%</i>		<i>8.6%</i>		<i>6.5%</i>
Grand Total	Applications	3046		3205		3287	
	Offers	993		1000		888	
	Enrols	467		444		406	
	Offers as % of Apps		32.6%		31.2%		27.0%
	Enrols as % of Apps		15.3%		13.9%		12.4%

Table 13 - UoR UG students progression by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Passed at 1st	106	70.2%	123	84.8%	145	80.1%
	Passed at 2nd	20	13.2%	9	6.2%	25	13.8%
	Failed at 2nd	9	6.0%	6	4.1%	3	1.7%
	Not qualified at 2nd	8	5.3%	0	0.0%	2	1.1%
	Other	8	5.3%	7	4.8%	6	3.3%
Asian - Chinese	Passed at 1st	375	81.5%	405	92.7%	360	82.9%
	Passed at 2nd	46	10.0%	23	5.3%	52	12.0%
	Failed at 2nd	10	2.2%	4	0.9%	9	2.1%
	Not qualified at 2nd	16	3.5%	0	0.0%	7	1.6%
	Other	13	2.8%	5	1.1%	6	1.4%
Asian - excluding Chinese	Passed at 1st	720	71.9%	949	88.5%	981	80.1%
	Passed at 2nd	121	12.1%	54	5.0%	133	10.9%
	Failed at 2nd	55	5.5%	11	1.0%	38	3.1%
	Not qualified at 2nd	53	5.3%	4	0.4%	24	2.0%
	Other	52	5.2%	54	5.0%	49	4.0%
Black	Passed at 1st	299	66.2%	374	80.6%	318	65.8%
	Passed at 2nd	71	15.7%	39	8.4%	78	16.1%
	Failed at 2nd	28	6.2%	10	2.2%	30	6.2%

	Not qualified at 2nd	23	5.1%	2	0.4%	17	3.5%
	Other	31	6.9%	39	8.4%	40	8.3%
Mixed	Passed at 1st	254	77.2%	299	87.7%	315	82.5%
	Passed at 2nd	35	10.6%	13	3.8%	38	9.9%
	Failed at 2nd	14	4.3%	7	2.1%	9	2.4%
	Not qualified at 2nd	10	3.0%	3	0.9%	7	1.8%
	Other	16	4.9%	19	5.6%	13	3.4%
Other	Passed at 1st	61	68.5%	87	83.7%	82	80.4%
	Passed at 2nd	14	15.7%	7	6.7%	10	9.8%
	Failed at 2nd	3	3.4%	7	6.7%	5	4.9%
	Not qualified at 2nd	4	4.5%	0	0.0%	1	1.0%
	Other	7	7.9%	3	2.9%	4	3.9%
Unknown	Passed at 1st	276	77.5%	346	91.1%	284	80.7%
	Passed at 2nd	38	10.7%	21	5.5%	38	10.8%
	Failed at 2nd	11	3.1%	4	1.1%	12	3.4%
	Not qualified at 2nd	18	5.1%	1	0.3%	6	1.7%
	Other	13	3.7%	8	2.1%	12	3.4%
White	Passed at 1st	4157	86.8%	3974	93.5%	3787	88.3%
	Passed at 2nd	315	6.6%	125	2.9%	272	6.3%
	Failed at 2nd	113	2.4%	50	1.2%	97	2.3%

	Not qualified at 2nd	49	1.0%	4	0.1%	31	0.7%
	Other	157	3.3%	99	2.3%	104	2.4%
BAME total	<i>Passed at 1st</i>	<i>1815</i>	<i>73.1%</i>	<i>2237</i>	<i>87.3%</i>	<i>2201</i>	<i>78.4%</i>
	<i>Passed at 2nd</i>	<i>307</i>	<i>12.4%</i>	<i>145</i>	<i>5.7%</i>	<i>336</i>	<i>12.0%</i>
	<i>Failed at 2nd</i>	<i>119</i>	<i>4.8%</i>	<i>45</i>	<i>1.8%</i>	<i>94</i>	<i>3.3%</i>
	<i>Not qualified at 2nd</i>	<i>114</i>	<i>4.6%</i>	<i>9</i>	<i>0.4%</i>	<i>58</i>	<i>2.1%</i>
	<i>Other</i>	<i>127</i>	<i>5.1%</i>	<i>127</i>	<i>5.0%</i>	<i>118</i>	<i>4.2%</i>
Grand Total	Passed at 1st	6248	81.9%	6557	91.1%	6272	84.2%
	Passed at 2nd	660	8.7%	291	4.0%	646	8.7%
	Failed at 2nd	243	3.2%	99	1.4%	203	2.7%
	Not qualified at 2nd	181	2.4%	14	0.2%	95	1.3%
	Other	297	3.9%	234	3.3%	234	3.1%

Table 14 - UoR UG retention by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Withdrawn	8	3.4%	2	0.9%	3	1.1%
	Retained	227	96.6%	226	99.1%	258	98.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Asian - excluding Chinese	Withdrawn	62	4.1%	44	2.7%	40	2.2%
	Retained	1439	95.9%	1586	97.3%	1785	97.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Black	Withdrawn	18	2.8%	22	3.3%	26	3.5%

	Retained	620	97.2%	650	96.7%	720	96.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Chinese	Withdrawn	17	2.1%	12	1.3%	3	0.3%
	Retained	810	97.9%	883	98.7%	883	99.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Mixed	Withdrawn	19	3.6%	12	2.2%	13	2.2%
	Retained	506	96.4%	544	97.8%	581	97.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other	Withdrawn	5	3.4%	4	2.5%	5	3.0%
	Retained	140	96.6%	158	97.5%	164	97.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Unknown	Withdrawn	468	40.2%	486	37.0%	566	43.7%
	Retained	696	59.8%	828	63.0%	730	56.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%
White	Withdrawn	251	3.1%	224	2.9%	195	2.6%
	Retained	7833	96.9%	7444	97.1%	7232	97.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%
<i>BAME total</i>	<i>Withdrawn</i>	<i>129</i>	<i>3.3%</i>	<i>96</i>	<i>2.3%</i>	<i>90</i>	<i>2.0%</i>
	<i>Retained</i>	<i>3742</i>	<i>96.7%</i>	<i>4047</i>	<i>104.5%</i>	<i>4391</i>	<i>98.0%</i>
	<i>Unknown</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
Grand Total	Withdrawn	848	6.5%	806	6.1%	851	6.4%
	Retained	12271	93.5%	12319	93.9%	12353	93.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 15 - UoR PGT retention by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Withdrawn	3	2.1%	1	0.6%	1	0.5%
	Retained	140	97.9%	169	99.4%	202	99.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Asian - excluding Chinese	Withdrawn	11	1.4%	9	1.1%	18	2.0%
	Retained	779	98.6%	837	98.9%	883	98.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Black	Withdrawn	6	1.9%	9	2.5%	11	2.3%
	Retained	305	98.1%	354	97.5%	476	97.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Chinese	Withdrawn	1	0.1%	1	0.1%	4	0.4%
	Retained	1182	99.9%	1117	99.9%	889	99.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Mixed	Withdrawn	4	2.6%	7	3.5%	6	2.5%
	Retained	150	97.4%	191	96.5%	231	97.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other	Withdrawn	2	5.3%	1	2.4%	0	0.0%
	Retained	36	94.7%	40	97.6%	45	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Unknown	Withdrawn	130	21.9%	77	13.2%	280	28.7%
	Retained	464	78.1%	507	86.8%	695	71.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%
White	Withdrawn	83	2.4%	120	3.0%	189	3.7%
	Retained	3307	97.6%	3825	97.0%	4895	96.3%
	Unknown	0	0.0%	0	0.0%	1	0.02%
<i>BAME total</i>	<i>Withdrawn</i>	<i>27</i>	<i>1.0%</i>	<i>28</i>	<i>1.0%</i>	<i>40</i>	<i>1.4%</i>
	<i>Retained</i>	<i>2592</i>	<i>99.0%</i>	<i>2708</i>	<i>99.0%</i>	<i>2726</i>	<i>98.6%</i>
	<i>Unknown</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
Grand Total	Withdrawn	240	3.6%	225	3.1%	509	5.8%
	Retained	6363	96.4%	7040	96.9%	8316	94.2%
	Unknown	0	0.0%	0	0.0%	1	0.0%

Table 16 - UoR PGR retention by ethnicity over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Arab	Withdrawn	3	1.2%	5	2.0%	2	0.9%
	Retained	242	98.8%	239	98.0%	231	99.1%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Asian - excluding Chinese	Withdrawn	0	0.0%	5	2.2%	5	2.4%
	Retained	229	100.0%	224	97.8%	203	97.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Black	Withdrawn	2	1.4%	1	0.7%	6	3.9%
	Retained	146	98.6%	151	99.3%	147	96.1%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Chinese	Withdrawn	4	3.3%	2	1.5%	2	1.4%
	Retained	117	96.7%	128	98.5%	142	98.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Mixed	Withdrawn	1	1.4%	4	5.6%	1	1.3%
	Retained	70	98.6%	67	94.4%	74	98.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other	Withdrawn	1	4.0%	2	8.3%	0	0.0%
	Retained	24	96.0%	22	91.7%	21	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Unknown	Withdrawn	20	12.2%	17	9.9%	26	14.3%
	Retained	144	87.8%	154	90.1%	156	85.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
White	Withdrawn	29	2.9%	19	2.0%	23	2.3%
	Retained	956	97.1%	954	98.0%	976	97.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
<i>BAME total</i>	<i>Withdrawn</i>	<i>11</i>	<i>1.3%</i>	<i>19</i>	<i>2.2%</i>	<i>16</i>	<i>1.9%</i>
	<i>Retained</i>	<i>828</i>	<i>98.7%</i>	<i>831</i>	<i>97.8%</i>	<i>818</i>	<i>98.1%</i>
	<i>Unknown</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
Grand Total	Withdrawn	60	3.0%	55	2.8%	65	3.2%

	Retained	1928	97.0%	1939	97.2%	1950	96.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 17 - UoR UG attainment (First and 2.1) by ethnicity over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Arab	32	58.2%	51	76.1%	45	76.3%
Asian - Chinese	246	75.2%	370	84.1%	350	81.2%
Asian - excluding Chinese	232	69.3%	340	83.7%	344	78.9%
Black	81	64.3%	106	69.3%	140	78.7%
Mixed	106	77.4%	114	79.2%	121	80.1%
Other	17	56.7%	32	78.0%	32	82.1%
Unknown	115	77.2%	157	89.2%	148	80.4%
White	2019	86.5%	2152	90.1%	1975	90.0%
<i>BAME total</i>	<i>714</i>	<i>70.7%</i>	<i>1013</i>	<i>81.0%</i>	<i>1032</i>	<i>79.8%</i>
Grand Total	2848	81.6%	3322	87.1%	3155	85.9%

Table 18 - UoR PGT attainment (Distinction / A or B and Merit / C) by ethnicity over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Arab	61	79.2%	58	85.3%	99	88.4%
Asian - Chinese	362	65.0%	429	78.1%	224	72.7%
Asian - excluding Chinese	245	72.9%	232	79.7%	198	80.2%
Black	88	75.9%	99	81.1%	100	66.7%
Mixed	39	81.3%	60	88.2%	54	84.4%

Other	10	83.3%	13	92.9%	13	86.7%
Unknown	69	82.1%	56	80.0%	70	73.7%
White	871	87.4%	876	89.1%	1121	88.5%
<i>BAME total</i>	<i>805</i>	<i>70.2%</i>	<i>891</i>	<i>80.1%</i>	<i>688</i>	<i>76.8%</i>
Grand Total	1745	78.4%	1823	84.2%	1879	83.3%

Table 19 - UoR UG admissions by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disability declared	Applications	2595	11.7%	2426	11.8%	2754	12.4%
	Offers	2207	11.7%	2074	12.0%	2407	12.4%
	Enrols	828	18.5%	845	18.7%	743	17.3%
	Offers as % of Apps		85.0%		85.5%		87.4%
	Enrols as % of Apps		31.9%		34.8%		27.0%
No disability declared	Applications	19640	88.3%	18079	88.2%	19402	87.6%
	Offers	16626	88.3%	15251	88.0%	16983	87.6%
	Enrols	3652	81.5%	3669	81.3%	3545	82.7%
	Offers as % of Apps		84.7%		84.4%		87.5%
	Enrols as % of Apps		18.6%		20.3%		18.3%
Grand Total	Applications	22235		20505		22156	
	Offers	18833		17325		19390	
	Enrols	4480		4514		4288	

	Offers as % of Apps		84.7%		84.5%		87.5%
	Enrols as % of Apps		20.1%		22.0%		19.4%

Table 20 - UoR PGT admissions by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disability declared	Applications	741	4.1%	778	4.1%	1145	5.3%
	Offers	500	4.2%	532	4.1%	827	5.5%
	Enrols	329	9.1%	369	9.7%	564	13.1%
	Offers as % of Apps		67.5%		68.4%		72.2%
	Enrols as % of Apps		44.4%		47.4%		49.3%
No disability declared	Applications	17439	95.9%	18216	95.9%	20600	94.7%
	Offers	11531	95.8%	12575	95.9%	14133	94.5%
	Enrols	3303	90.9%	3451	90.3%	3754	86.9%
	Offers as % of Apps		66.1%		69.0%		68.6%
	Enrols as % of Apps		18.9%		18.9%		18.2%
Grand Total	Applications	18180		18994		21745	
	Offers	12031		13107		14960	
	Enrols	3632		3820		4318	
	Offers as % of Apps		66.2%		69.0%		68.8%
	Enrols as % of Apps		20.0%		20.1%		19.9%

Table 21 - UoR PGR admissions by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disability declared	Applications	138	4.5%	143	4.5%	150	4.6%
	Offers	62	6.2%	53	5.3%	69	7.8%
	Enrols	47	10.1%	40	9.0%	56	13.8%
	Offers as % of Apps		44.9%		37.1%		46.0%
	Enrols as % of Apps		34.1%		28.0%		37.3%
No disability declared	Applications	2908	95.5%	3062	95.5%	3137	95.4%
	Offers	931	93.8%	947	94.7%	819	92.2%
	Enrols	420	89.9%	404	91.0%	350	86.2%
	Offers as % of Apps		32.0%		30.9%		26.1%
	Enrols as % of Apps		14.4%		13.2%		11.2%
Grand Total	Applications	3046		3205		3287	
	Offers	993		1000		888	
	Enrols	467		444		406	
	Offers as % of Apps		32.6%		31.2%		27.0%
	Enrols as % of Apps		15.3%		13.9%		12.4%

Table 22 - UoR UG students progression by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disabled - DSA	Passed at 1st	422	79.3%	425	89.7%	383	85.9%
	Passed at 2nd	40	7.5%	12	2.5%	27	6.1%
	Failed at 2nd	16	3.0%	7	1.5%	11	2.5%
	Not qualified at 2nd	7	1.3%	1	0.2%	2	0.4%
	Other	47	8.8%	29	6.1%	23	5.2%
Disabled - No DSA	Passed at 1st	800	78.3%	902	88.5%	804	82.1%
	Passed at 2nd	98	9.6%	59	5.8%	87	8.9%
	Failed at 2nd	34	3.3%	12	1.2%	35	3.6%
	Not qualified at 2nd	24	2.3%	2	0.2%	7	0.7%
	Other	66	6.5%	44	4.3%	46	4.7%
No known disability	Passed at 1st	5026	82.7%	5230	91.7%	5085	84.4%
	Passed at 2nd	522	8.6%	220	3.9%	532	8.8%
	Failed at 2nd	193	3.2%	80	1.4%	157	2.6%
	Not qualified at 2nd	150	2.5%	11	0.2%	86	1.4%
	Other	184	3.0%	161	2.8%	165	2.7%
<i>Disabled total</i>	<i>Passed at 1st</i>	<i>1222</i>	<i>78.6%</i>	<i>1327</i>	<i>88.9%</i>	<i>1187</i>	<i>83.3%</i>
	<i>Passed at 2nd</i>	<i>138</i>	<i>8.9%</i>	<i>71</i>	<i>4.8%</i>	<i>114</i>	<i>8.0%</i>
	<i>Failed at 2nd</i>	<i>50</i>	<i>3.2%</i>	<i>19</i>	<i>1.3%</i>	<i>46</i>	<i>3.2%</i>

	<i>Not qualified at 2nd</i>	31	2.0%	3	0.2%	9	0.6%
	<i>Other</i>	113	7.3%	73	4.9%	69	4.8%
Grand Total	Passed at 1st	6248	81.9%	6557	91.1%	6272	84.2%
	Passed at 2nd	660	8.7%	291	4.0%	646	8.7%
	Failed at 2nd	243	3.2%	99	1.4%	203	2.7%
	Not qualified at 2nd	181	2.4%	14	0.2%	95	1.3%
	Other	297	3.9%	234	3.3%	234	3.1%

Table 23 - UoR UG retention by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disabled - DSA	Withdrawn	18	2.5%	12	1.7%	19	2.5%
	Retained	698	97.5%	712	98.3%	731	97.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Disabled - No DSA	Withdrawn	46	3.4%	56	3.7%	54	3.3%
	Retained	1318	96.6%	1477	96.3%	1576	96.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
No known disability	Withdrawn	784	7.1%	738	6.8%	778	7.2%
	Retained	10255	92.9%	10130	93.2%	10046	92.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
<i>All disability declared</i>	<i>Withdrawn</i>	<i>64</i>	<i>3.1%</i>	<i>68</i>	<i>3.0%</i>	<i>73</i>	<i>3.1%</i>
	<i>Retained</i>	<i>2016</i>	<i>96.9%</i>	<i>2189</i>	<i>97.0%</i>	<i>2307</i>	<i>96.9%</i>
	<i>Unknown</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
Grand Total	Withdrawn	848	6.5%	806	6.1%	851	6.4%
	Retained	12271	93.5%	12319	93.9%	12353	93.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 24 - UoR PGT retention by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disabled - DSA	Withdrawn	1	0.9%	4	4.0%	2	1.6%
	Retained	116	99.1%	96	96.0%	123	98.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Disabled - No DSA	Withdrawn	9	2.2%	19	3.4%	31	4.0%
	Retained	400	97.8%	539	96.6%	743	96.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
No known disability	Withdrawn	230	3.8%	202	3.1%	476	6.0%
	Retained	5847	96.2%	6405	96.9%	7450	94.0%
	Unknown	0	0.0%	0	0.0%	1	0.0%
<i>All disability declared</i>	<i>Withdrawn</i>	<i>10</i>	<i>1.9%</i>	<i>23</i>	<i>3.5%</i>	<i>33</i>	<i>3.7%</i>
	<i>Retained</i>	<i>516</i>	<i>98.1%</i>	<i>635</i>	<i>96.5%</i>	<i>866</i>	<i>96.3%</i>
	<i>Unknown</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>
Grand Total	Withdrawn	240	3.6%	225	3.1%	509	5.8%
	Retained	6363	96.4%	7040	96.9%	8316	94.2%
	Unknown	0	0.0%	0	0.0%	1	0.0%

Table 25 - UoR PGR retention by disability over three years

		2018/19		2019/20		2020/21	
		Head-count	%	Head-count	%	Head-count	%
Disabled - DSA	Withdrawn	1	1.9%	0	0.0%	0	0.0%
	Retained	51	98.1%	50	100.0%	47	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Disabled - No DSA	Withdrawn	2	1.6%	3	2.3%	7	4.2%
	Retained	125	98.4%	127	97.7%	160	95.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
	Withdrawn	57	3.2%	52	2.9%	58	3.2%

No known disability	Retained	1752	96.8%	1762	97.1%	1743	96.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
All disability declared	Withdrawn	3	1.7%	3	1.7%	7	3.3%
	Retained	176	98.3%	177	98.3%	207	96.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
wGrand Total	Withdrawn	60	3.0%	55	2.8%	65	3.2%
	Retained	1928	97.0%	1939	97.2%	1950	96.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 26 - UoR UG attainment (First and 2.1) by disability over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Disabled - DSA	167	83.1%	215	88.1%	202	86.0%
Disabled - No DSA	299	78.5%	374	84.4%	405	86.5%
No known disability	2382	81.9%	2733	87.3%	2548	85.8%
<i>Disabled total</i>	466	80.1%	589	85.7%	607	86.3%
Grand Total	2848	81.6%	3322	87.1%	3155	85.9%

Table 27 - UoR PGT attainment (Distinction / A or B and Merit / C) by disability over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Disabled - DSA	31	81.6%	21	75.0%	34	91.9%
Disabled - No DSA	107	79.3%	128	77.1%	163	83.2%
No known disability	1607	78.3%	1674	84.9%	1682	83.1%
<i>Disabled total</i>	138	79.8%	149	76.8%	197	84.5%
Grand Total	1745	78.4%	1823	84.2%	1879	83.3%

Table 28 - UoR UG attainment (First and 2.1) by sexual orientation over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Heterosexual	2415	82.1%	2807	87.4%	2648	86.3%
LGB (Gay woman/lesbian, Gay man, Bisexual)	154	82.8%	161	87.5%	194	87.0%
Other	27	75.0%	31	86.1%	25	75.8%
Unknown	252	77.1%	323	84.3%	288	83.0%
Grand Total	2848	81.6%	3322	87.1%	3155	85.9%

Table 29 - UoR PGT attainment (Distinction / A or B and Merit / C) by sexual orientation over three years

	2018/19		2019/20		2020/21	
	Head-count	%	Head-count	%	Head-count	%
Heterosexual	1355	80.0%	1452	86.0%	1503	86.0%
LGB (Gay woman/lesbian, Gay man, Bisexual)	57	82.6%	68	91.9%	88	88.9%
Other	51	71.8%	29	72.5%	38	74.5%
Unknown	282	71.9%	274	75.7%	250	69.6%
Grand Total	1745	78.4%	1823	84.2%	1879	83.3%



DIVERSITY AND INCLUSION ANNUAL REPORT 2020/21

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