

UNIVERSITY OF READING
Diversity and Inclusion
Annual Report 2022–23



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Vice-Chancellor's Introduction



I am pleased to introduce the 2022–23 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 academic year 2023–24.

The 2022–23 academic year marked a year of progress for us at the University of Reading. We were able to achieve the Bronze Race Equality Charter Mark award in January 2023. The monitoring of our Race Equality Charter Mark Action Plan will be taken forward by the Race Equality Implementation Team, of which I am proud to be a member, as the University Executive Board's Champion for Race Equity.

The University was also recognised as a University of Sanctuary, after a successful appraisal meeting took place in June 2023. We are particularly proud of the work undertaken by our University of Sanctuary working group, which has included establishing the Sanctuary Scholarship Scheme, funding up to 12 scholarships for refugee students each year; continuing to provide support for the Council for At-Risk Academics (CARA) Fellowship scheme; and engaging with the broader community outside of the University, by working with local partners such as Reading Refugee Support Group to support refugees in Reading.

We know that considering mental health and wellbeing remains important. In last year's report, we shared that the University of Reading signed up to the University Mental Health Charter programme in 2022. Our assessment has taken place, involving colleagues from across the University, with the aim of demonstrating our commitment to deliver a whole-university approach to mental health and wellbeing. We are looking forward to progressing this work over the coming years.

Another growing consideration in our increasingly technological world is that of digital accessibility. I was happy to see the success of the Digital Accessibility 'Look Again' campaign in May 2023 which worked to raise awareness of the importance of digital accessibility amongst our staff. Staff from across the University engaged with the webinars that were co-ordinated and resources on digital accessibility were visited more than 2,600 times. I look forward to seeing how this has impacted understanding of digital accessibility across the University.

Last year we also reported that we ringfenced funding for the new LGBTQIA+ Inclusion Initiative Fund for 2022–23. The Fund was aimed at supporting a range of LGBTQIA+ inclusion projects from University staff and students and I am happy to have seen a collaborative project between staff and students in the Centre for Integrative Neuroscience and Neurodynamics emerge to advance knowledge of LGBTQIA+ inclusion in the field of psychology.

In terms of sex equality, I am pleased to see that we remain ahead of the sector average in terms of the percentage of our female professors and that we have maintained a sex balanced associate professoriate and I look forward to seeing the Athena Swan Self-Assessment Team take shape in 2023–24 ahead of our institutional award renewal in 2025. The Women's Network continues to flourish, with a growing membership and steering group, and I am delighted to see the growing popularity and impact of the Women's Health Cafés and staff who are willing to share their stories amongst colleagues in those spaces.

I hope that you find this year's report provides you with useful insights into how we are progressing against our targets and introduces you to the broad range of equality and inclusion work taking place across, and being undertaken by, our University community.

A handwritten signature in black ink, appearing to read 'R. van de Noort', with a large, sweeping flourish above the name and a horizontal line underneath.

Professor Robert Van de Noort
Vice-Chancellor

Executive Summary

This report covers the diversity and inclusion work across the University in the year 2022–23 and priorities for the 2023–24 academic year and includes information to demonstrate how we meet the [Equality Duty](#) under the [Equality Act \(2010\)](#)

This includes a general duty which “requires public authorities to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristic”
- and specific duties to publish one or more equality objectives at least every 4 years, and information on our general duty compliance every year, as well as gender pay gap data (we also report on the latter separately).

The report also includes comparison with others in the Higher Education sector where possible. This has not always been possible as some of the data currently available from Advance HE and other bodies is ‘experimental’. This means that not enough data is held for it to be considered valid and reliable. We will review this when benchmarking our progress and should the data no longer be experimental in the future, we can use it to make sector comparisons.

The relevant protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The University of Reading takes its responsibilities under the Act very seriously and has identified Diversity and Inclusion targets for some years. In order to focus effort on areas most in need of improvement and prioritise activity, these targets are evaluated each year, and revised every 5 years to ensure they remain meaningful and relevant to the University of Reading and its community. As a result our current targets focus on disability, LGBTQIA+, race and sex, although we continue to progress work in other areas as well.

Full details of work to meet our current targets is included within the report. Achievements worthy of highlighting in this executive summary include:

- We have a reverse awarding gap for disabled students, i.e. Students with a disability – with and without Disabled Students’ Allowance (DSA) – achieved ‘good degrees’ at higher rates than their peers with no known disability. We continue to outperform the sector in this regard, which on average has a gap in favour of students with no known disability.

- We are on track to meet all requirements for Disability Confident Level 1 and already making good progress towards many elements for Level 2.
- We have achieved our target for BAME representation at Grade 7 in professional services and are on track to reach it at Grade 6 by 2026.
- We retain a sex-balanced associate professoriate and although we remain below our target for female professors, the number has increased slightly and we are more than 6 percentage points higher than the sector average.
- We exceeded our target for a Function to successfully apply for a Bronze Athena Swan award when, in March 2023, the University's Technical Services team celebrated becoming the first professional services team in the country to gain a Silver Athena Swan award.
- All Schools with Silver or Bronze Athena Swan awards successfully renewed and retained their awards.
- We are proud to have been awarded the Bronze Race Equality Charter Mark in January 2023, one of 47 in the sector, with only 3 universities holding a Silver award
- We were very pleased to receive University of Sanctuary recognition in June 2023

While we are yet to achieve some of our 2026 targets, we are confident that we are making good progress with some, including:

- Disclosure rates for disability, gender reassignment and ethnicity have all increased towards our target. Disclosure rates for sexual orientation remain steady.
- Our LGBTQIA+ network has seen increasing membership and ally numbers
- The BAME-white awarding gap has narrowed but remains above target so more work is needed here and plans are outlined in the report.
- BAME representation at Grade 8 in professional services has increased but is still below target.
- Focus groups led by HR to discuss professional services career progression have highlighted ways to improve awareness of opportunities and have led to the creation of a career development webpage
- The BAME staff network won some funding from the D&I initiative fund for a project in supporting progression and promotion opportunities for BAME colleagues

We also recognise the need to focus further on the following areas and identify how we might improve where we are not achieving as we had hoped:

- When our awarding gap is split out into different ethnicities, while the gap for Black-white has decreased by 5.3 percentage points, it remains high at 23pp. The report includes more information about plans to try to reduce the gap further within the 'areas of focus' section of Target 5.
- We have more work to do to resolve inequities with regard to numbers of BAME Associate Professors and Professors. Changes made to the process include increased focus on allocation of mentors, additional support with criteria selection, and Heads of School ensuring time and opportunities for activities in criteria C2 and C3 are available – see Table 11 in Annex C for more detail. These will be monitored for their impact by the Personal Titles Committee.

- BAME representation in the professional services at Grade 9 has decreased (see Target 8 section for more detail). Given the small number of roles at this grade, any individual change can have a significant impact, but we will continue to explore reasons for this decrease. Feedback from focus groups led by HR in summer 2022, BAME network activity and sector comparison where possible can all be used to inform what mitigating action might be taken.

Further details on the above, and the staff networks' activities, follows in the body of the report. We also identify ways in which we will continue to strive towards our targets and to make the University of Reading a truly inclusive environment for all our staff and students. In order to do this priorities will need to include maintaining focus on BAME awarding gaps, ensuring that changes made to the personal titles process are having the desired effect, and continuing work to provide BAME colleagues with support to progress their careers, alongside working towards Level 2 of Disability Confident and retention of the institutional Athena Swan Silver Award.

Governance for Diversity and Inclusion

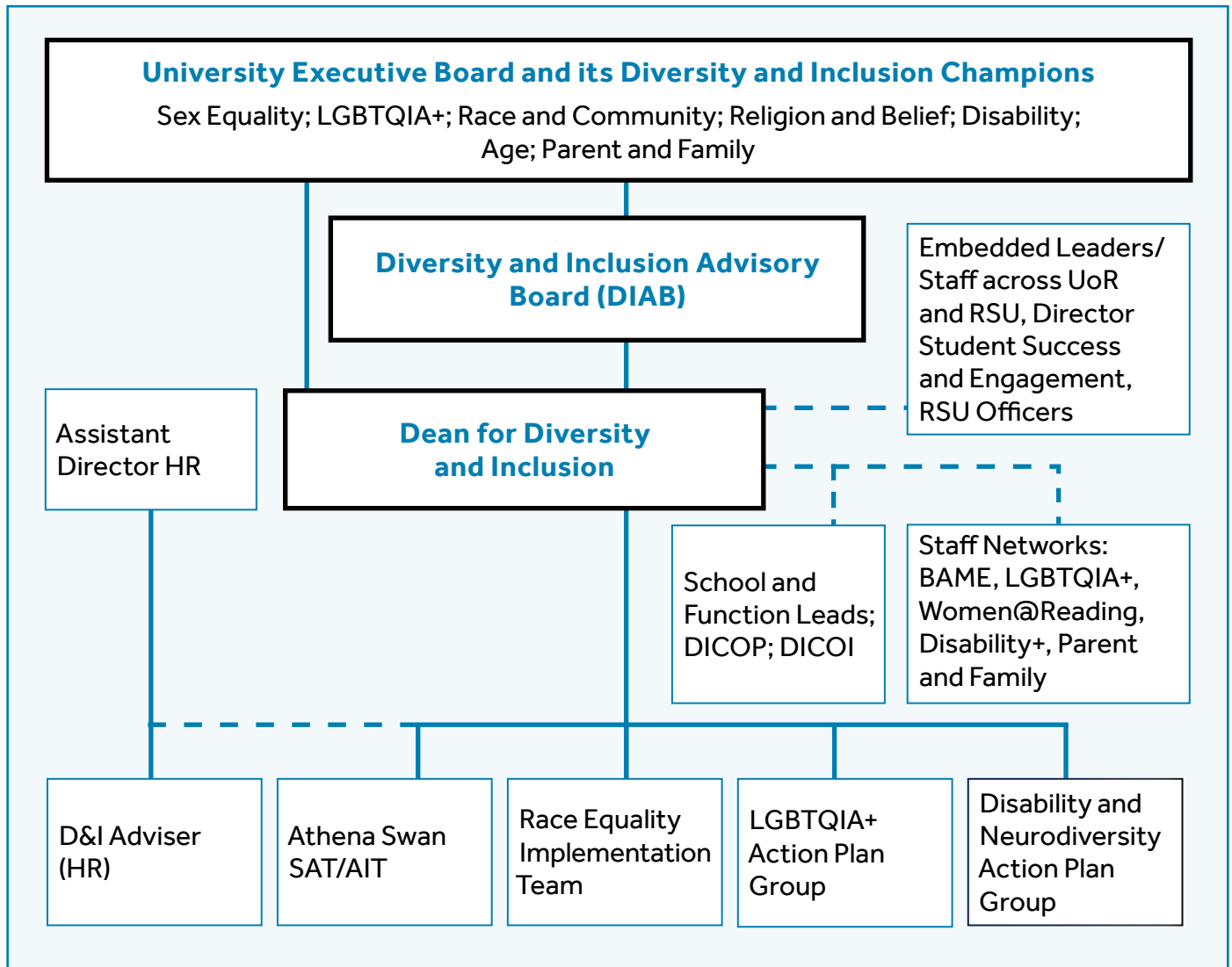


Figure 1. Diversity and Inclusion Governance Structure at the University of Reading. A solid line indicates line management or formal oversight.

Diversity and Inclusion Progress 2022–23

D&I Targets 1–10

The 2026 Diversity and Inclusion (D&I) targets were drafted by members of a cross-University working group which looked at University of Reading representation data and sector comparisons, and approved by the University Executive Board in January 2022. As part of the strategic D&I projects led by Professor Allán Laville, Dean for Diversity and Inclusion, we are working on several action plans. These include:

- Institutional Silver Athena Swan Action Plan – Silver status awarded in February 2020. We will be applying for the renewal of our Silver Athena Swan award in May 2025
- Disability and Neurodiversity Action Plan including the recommendations from the University of Reading Disability and Neurodiversity Review (2022)
- Disability Confident Scheme (Level 1 – Committed) activities, which we signed up to in February 2021.
- LGBTQIA+ Action Plan including projects from the 2023 LGBTQIA+ inclusion fund, which supports meaningful LGBTQIA+ inclusion projects led by our students and colleagues
- Bronze Race Equality Charter Action Plan Bronze status awarded in January 2023. The action plan includes recommendations from the University of Reading Race Equality Review (2021)

The ten 2026 D&I targets support our D&I strategy for representation (Targets 1, 3, 4, 6 to 10), student experience and attainment (Targets 2, 5, 6 and 9), staff experience and advancement (Targets 1, 3, 4, 6 to 10), and culture (Targets 3, 4, 6, and 9). By taking a holistic and thematic approach, our work towards the targets is supporting meaningful change at the University of Reading.

Declaration of Protected Characteristics (Target 1)

Target 1 – 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.

The declaration rates for each protected characteristic for the 2022–23 year can be seen in Table 1.

Table 1 – Protected Characteristic declaration rates at the University of Reading

Protected Characteristic	2018–19	2019–20	2020–21	2021–22	2022–23
Gender	100%	100%	100%	100%	100%
Gender reassignment				9.7%	12.3%
Ethnicity	92.73%	93.1%	92.8%	93.7%	95.7%
Disability	70.89%	72.8%	65.3%	65%	69.6%
Sexual orientation	48.79%	50%	45.2%	44.4%	44.3%
Age	100%	100	100%	100%	100%
Religion or belief	43.74%	44.7%	40.6%	40.3%	40.1%

How are we progressing?

- Disability disclosure rates among staff working in HEIs have consistently increased in the last decade (Advance HE, 2023: 86). We are pleased to see our disability status declaration rate has increased from 65% last academic year to 69.6% in 2022–23.
- It’s not possible to benchmark our progress on gender reassignment declarations against the sector as Advance HE doesn’t currently hold sufficient data for comparison purposes. Although remaining low, and some way from achieving the 75% target, we have also seen an increase in gender reassignment declarations from 9.7% to 12.3%.
- Our declaration rate for sexual orientation has stayed consistent around 44% during 2021–22 and 2022–23. Again, Advance HE does not have sufficient data for sector comparison.
- Declaration rates for ethnicity have increased from 93.7% to 95.7%. This compares favourably with the Advance HE report assertion that “overall, ethnicity was not known for 6.4% of UK staff and 10.5% of non-UK staff” (Advance HE, 2023: 133), as ethnicity unknown for our staff stands at 4.3% i.e. lower than the sector overall.

Area of focus for 2023–24

- We will continue to work with colleagues in internal communications to prompt staff to complete their 'sensitive information' on our employee self-service, while recognising that higher declaration rates are not the only determinant for success in promoting equality in the workplace.
- The Advance HE Equality in Higher Education Statistical Reports suggest that a large percentage of non-declaration is not unusual for sexual orientation and gender reassignment, and the Chartered Institute for Personnel and Development (CIPD) noted that low levels of declaration among LGBTQIA+ staff was "related to low levels of trust regarding if and how data will be used." (CIPD, 2021: 23). The prompts in the above point will therefore include more information on how data is used and confidentiality respected and maintained.
- We aim to increase awareness of how to respect the needs and communication styles of our neurodivergent colleagues. One way in which we are doing this is by procuring Neurodiversity at Work training. This was launched in June 2023 to enable colleagues to increase their awareness of how neurodivergent colleagues experience the workplace and ways we can appreciate different styles of working. We are also developing disability awareness training with an external provider and input from our disabled colleagues. Building an environment of greater awareness, understanding and respect should help colleagues to feel more confident about disclosing a disability.
- If we can continue this momentum and maintain it, we will hit our target of 75% declaration for disability status by 2026 and achieve our 98% target for ethnicity by 2026.
- We recognise that the above activity needs to take into account the variety of reasons people have for not sharing sensitive information about themselves and consider how the approach can enable them to feel safe to do so. This includes being clear about what is being asked and why, how the data is used, and confidentiality of the data, as part of continuing to build a more inclusive organisational culture where people feel able to share their personal information in confidence.
- The University will continue to work with the staff diversity and inclusion networks to create a culture where people feel able to share their sensitive information confidentially. This includes, for example, continuing to expand LGBTQIA+ Allyship training through the LGBTQIA+ staff network and the support of Heads of Functions and Schools. Ten Allyship training workshops were delivered over the course of the 2022–23 academic year, with a total number of 92 attendees.
- It should also be noted that supplying sensitive information is voluntary and therefore some colleagues may choose not to share it regardless of the steps we take to encourage them to do so.

Disability (Targets 2 and 3)

Opening reflections from University Executive Board Champion for Disability, Professor Elizabeth McCrum



“Being a UEB D&I Champion is a really rewarding and enjoyable part of my job. I think I am putting my leadership experience and institutional knowledge to good use as a strong advocate and active hands-on champion.

2022–23 has been another busy year for our work on Disability. I have championed and worked on our University Mental Health Charter submission as part of our work to take a whole-University approach to promoting the mental health and well-being of all members of our university community. I am a member of the Disability and Neurodiversity Action Plan Group, overseeing and implementing the changes recommended by the Disability and Neurodiversity Review.

I have worked closely with the Staff Disability + Network, a strong, supportive and growing network of colleagues amongst whose achievements has been amplifying the lived experiences of colleagues and raising awareness of disability issues. I have benefitted from attending and hosting events organised by the Network and by Reading Students’ Union (RSU), for example during Disability History Month I hosted our Flagship Panel event and spoke at RSU’s Disability History Month Conference.

Over the coming year I aim to continue working with staff and student representatives to help them achieve their priorities, for example around accessibility on campus. I also want to continue work I have already begun – supporting and championing the excellent work being done here on improving digital accessibility.

Being a D&I Champion is an opportunity for me to learn new things. I have taken the opportunity to support my role with CPD such as Disability Discrimination Training. Staff can have a look for this and other training sessions such as those on invisible disabilities and Tailored Adjustment Plans on UoRLearn. Whatever our involvement with D&I we have all still got lots of things to learn.”

Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.

The degree awarding gap in higher education is the difference in the proportion of two student groups receiving a first or second-class undergraduate degree. Portions of these gaps persist after controlling for variables such as prior attainment.

Table 2. UoR UG Attainment (First and 2.1) by disability over three years

Disability	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Disabled – DSA	170	88.2%	150	89.9%	180	84.2%
Disabled – No DSA	360	91.9%	340	82.4%	370	83.1%
No Known Disability	2655	86.0%	2225	81.5%	2035	80.4%
<i>Disabled Total</i>	<i>535</i>	<i>90.7%</i>	<i>490</i>	<i>84.5%</i>	<i>550</i>	<i>83.4%</i>
Grand Total	3185	86.8%	2720	82.1%	2585	81.0%

How are we progressing?

- Students with a disability – with and without Disabled Students' Allowance (DSA) – achieved 'good degrees' at higher rates than their peers with no known disability. This is a continuation of a longstanding trend of a 'reverse awarding gap' in favour of disabled students.
- The Disability Advisory Service (DAS) offers a wide range of support for students with a disability, including support with funding and learning adjustments. Students with the DSA achieved good degrees at the highest rates in two of the three most recent years.
- The University of Reading continues to outperform the rest of the HE sector, in which there is, on average an awarding gap between disabled and non-disabled undergraduates who achieve a First class or 2:1, with non-disabled undergraduates more likely to achieve a First or 2:1 than disabled undergraduates.
- In 2022–23 the postgraduate awarding gap between disabled students without DSA and students with no known disability was 3.7 percentage points (pp). Postgraduate students with the DSA maintained a reverse gap, although the small sample size should be noted. (See Table 3 below)

Table 3. UoR PGT Attainment (Distinction / A or B and Merit / C) by disability over three years

Disability	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Disabled – DSA	35	91.7%	30	77.5%	20	75.9%
Disabled – No DSA	160	86.6%	165	78.7%	185	71.0%
No Known Disability	1415	81.7%	1325	76.9%	1605	74.7%
<i>Disabled Total</i>	<i>195</i>	<i>87.4%</i>	<i>195</i>	<i>78.5%</i>	<i>210</i>	<i>71.5%</i>
Grand Total	1610	82.4%	1520	77.1%	1815	74.3%

Areas of focus for 2023–24

The Disability Advisory Service (DAS) is focusing on the following areas:

- Working together with the Centre for Autism to re-launch an in-house diagnostic assessment service (autism and ADHD), which will be available for a limited number of our more disadvantaged/higher needs students. This will provide better access to adjustments, as well as having an impact on progression, and in employment beyond for those students who gain access to a faster diagnosis
- Introducing Remote Individual Learning Plans (ILPs) for disabled students to get faster access to reasonable adjustments from March 2024
- Working with accommodation services to improve adapted accommodation stock, and guidance for staff on more inclusive working, this will mean students with disabilities have fewer 'stressors' that can affect attainment, if their accommodation is adequate to meet their needs
- Developing guidance for Academic Colleagues on Reasonable Adjustments in 2024–25. This will continue with academics' input, looking at improving reasonable adjustments in the learning environment
- Continually improving our communications to disabled students, our web content and student guidance. This will continue in 2024, including targeted information for parents/carers
- Continue working hard to improve the systems we interact with, including RISIS, and compatibility with CRM
- Having a new dedicated team member who has a focus on support and coordination for Disability Representatives, enabling more departments to have access to support when they need it, and students to have reasonable adjustments implemented more seamlessly
- Continuing to develop our transition project (Early Start) focused on supporting Autistic students to transition to university, whilst scoping other transition project ideas that might support a broader range of disabled students to transition to university

Target 3 – 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 (Employer).

The Disability Confident Scheme supports employers to make the most of the talents disabled people can bring to the workplace. To meet [Disability Confident – Committed \(Level 1\)](#), an organisation must commit to:

- ensure your recruitment process is inclusive and accessible (see tables 33 and 36 for our recruitment data)
- communicate and promote vacancies
- offer an interview to disabled people
- anticipate and provide reasonable adjustments as required
- support any existing employee who acquires a disability or long term health condition, enabling them to stay in work.

The [list of employers signed up to the Disability Confident Scheme](#) can be found on the GOV.UK website. There are 110 UK Higher Education Institutions (UK HEIs)

signed up to the Scheme. Of those HEIs, 27 (including University of Reading) are at Level 1 – Committed, 72 are at Level 2 – Employer, and 11 are at Level 3 – Leader.

How are we progressing?

- The University of Reading has identified work experience as the additional action it will take forward. During the 2022–23 academic year the University has started to work with a local charity, Graft, which aims to eradicate barriers to employment for disabled, neurodivergent or otherwise disadvantaged people.
- Meetings with, and awareness sessions about, Graft and how the University can work with them have led to work placements being set up from November 2023 within the Technical Services team.
- The University has already met many of the above commitments and we aim to complete our actions for Level 1 – Committed by February 2024.

Areas of focus for 2023–24

- We will prepare our self-assessment document for Level 2 – Disability Confident Employer during 2024.
- We will review progress on the work placements with Graft and evaluate any feedback to inform how the programme continues to best support those involved

Comments from the Staff Disability+ Network

The Staff Disability + Network collaborates with the university D&I Team, our UEB Champion and HR to champion disability awareness and advise on disability confidence. We support actively the university commitment to advancing from Level 1 (Disability Confident Committed) to Level 2 (Disability Confident Employer).

Digital Accessibility 'Look Again' Campaign

The University has also focused on making its digital content accessible to all.

In support of recommendation 10 of the Disability & Neurodiversity Review 2022, a staff communication campaign was run in May 2023 to raise awareness of the importance of digital accessibility and provide guidance on how to make content accessible to users of all abilities.

The Look Again campaign encouraged colleagues to take another look at digital content they create to see it from the perspective of someone with accessibility needs and ensure it is designed with them in mind.

Interactive elements allowed colleagues to experience the content from the perspective of someone with colour blindness or a visual impairment and included:

- Using a screen reader
- Webinars – attended by around 200 colleagues in total
- Signposting via stickers and posters – almost 1000 stickers claimed and hundreds more accessing the tips post to download and display in workspaces
- Diverse Reading blog post by staff and students with lived experience – viewed almost 750 times, making it one of the best performing of all time on the site
- Quiz to reflect on learning

The next Digital Technology Services (DTS) survey in December 2023 will be used to gauge if understanding of digital accessibility has increased following the campaign.

LGBTQIA+ (Target 4)

Opening reflections from University Executive Board Champion for LGBTQIA+, Professor Parveen Yaqoob



“As University Executive Board LGBTQIA+ Champion, I stand with colleagues who support the right to live in a safe world, free from discrimination and harassment and I’m proud that the Staff Network is increasingly raising awareness of international issues and speaking up for those who have to fight to have their basic rights respected and upheld.”

This year’s theme for International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) was “Together always, united in diversity,” and reflects the power of solidarity, allyship and community across identities and borders. Allyship plays an important role in our community at the University; it’s championed by our Lead Ally, Michael Kilmister, and it’s been encouraging to see that there have been requests for whole team allyship training this year. The BAME and Disability+ networks have also expressed an interest in learning from this approach, which complements the Active Bystander training that is available on UoRLearn. The importance of listening as an ally can’t be underestimated and we look forward to seeing the outcome of a student listening exercise to understand how things are for them and what we might do better.

It’s been wonderful to see the Staff Network grow in number and to see a formal steering group bring us new energy, a rebranding and some new merchandise, which was on display at a vibrant Reading Pride in September. The social events on campus have increasingly involved more than one network, and sometimes all of them, as with the summer pizza and ice cream get-together! It’s great to see colleagues sharing experience and insight, as well as enjoy each other’s company, and it’s what makes us a community.”

Target 4 – To increase the number of LGBTQIA+ role models and allies by increasing the membership of the LGBTQIA+ and Allies Staff Network by 100% by 2026.

The Chartered Institute of Personnel and Development (CIPD) released their ‘Inclusion at Work: perspectives on LGBTQIA+ working lives’ report in 2021. This cited research published by PwC (2018) that notes the creation of staff networks can offer a “way to provide LGBTQIA+ people with opportunities for voice and participation, while allowing employees to meet others across the organisation, share experiences, support each other and build a platform for positive change” (PwC, 2018 cited in CIPD, 2021: 4).

How are we progressing?

- Table 4 shows that we have made positive progress towards achieving our target, from 150 members in 2020–21 to 176 in 2022–23.
- A new initiative, the Allyship Pledge, was launched by LGBTQIA+ Staff Network Co-Chair, Tahlia-Rose Virdee. The pledge involves Heads of Schools and Functions encouraging their staff members to attend LGBTQIA+ Allyship training. We saw an increase in the uptake of this training and a subsequent increase in the LGBTQIA+ Staff Network.
- The Network also expanded their Steering Group to think best about how existing and new members can act as allies and role models for members.

Table 4 – Members of the LGBTQIA+ Staff Network

2020–21	2021–22	2022–23
150	145	176

Comments from the LGBTQIA+ Staff Network

The increase in membership over the past year has been attributed to further presence and expansion of the events calendar of the LGBTQIA+ Staff Network, as well as the rebrand which has breathed new life and interest into the network.

Areas of Focus for 2023–24

Our LGBTQIA+ Action Plan Group will continue to monitor progress against this target and other actions including:

- continuing to deliver our LGBTQIA+ Allyship training, alongside other important streams of work that further our efforts towards broader cultural change.
- undertaking a series of focus groups with trans and gender non-conforming staff and students at the University in the 2023–24 academic year to better understand their experiences.
- supporting allies further by launching an LGBTQIA+ Allyship Booklet that will feature insights on what good allyship and poor allyship looks like, as informed by feedback from our LGBTQIA+ community. This will hopefully allow people to take their allyship journeys forward in meaningful ways, by helping to embed the learning.

Race (Targets 5 – 8)

Opening reflections from University Executive Board Champion for Race, Professor Robert Van de Noort



As Vice-Chancellor and as the UEB Champion for Race, I will use my platform to amplify the voices of members of our own community who face injustice and discrimination. My role as an ally is to prevent injustice and discrimination as well as address it when it happens.

As a member of the Race Equality Implementation Team, I see first-hand some of the challenges we face in trying to improve the recruitment, progression and experience of BAME colleagues. We have made progress this year with new learning and development and innovative recruitment practices, to attract members of the BAME community to apply for roles at our University.

I commend the work of our Black Asian and Minority Ethnic (BAME) and Allies Staff Network which organised impactful initiatives such as Black History Month activities, Wear Red Day against racism, and engaged the local community, for example in marking the 75th Windrush anniversary. There have been more intersectional dialogues with other networks for example, on maternal health disparities faced by minority groups as well as the experiences of local Black Women in our community. Such events give invaluable insight to me as champion and as Vice-Chancellor.

We face increasing uncertainty with conflicts in the world. They can be a source of friction and upset in our own community, even amongst minoritised groups. At Reading it is incumbent on us all to support the right of freedom of speech and ensuring others are not harassed, so that we can continue to thrive as a community.

Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.

The most recent Advance HE (2023) Equality in Higher Education – Students statistical report found that there was a “white/Black, Asian and minority ethnic awarding gap of 10.7 percentage points” (Advance HE, 2023: 127). When breaking this down into further detail within the BAME category, the report found that: “In terms of the award of first-class degrees, the proportion of Chinese first degree undergraduate qualifiers being awarded a first (36.3%) was slightly higher than that awarded to white first degree undergraduate qualifiers (36.1%). In contrast, the proportion of white qualifiers being awarded a first was more than twice that reported for Black African qualifiers (17.1%).” (Advance HE, 2023: 127)

It is important to note that Advance HE data reports on the previous academic year. Though the most recent report, this data is from 2021–22. Additionally, this ethnicity data is for UK domiciled students only. They state that this is because it is only compulsory to collect ethnicity data for UK domiciled students in the HESA student record ([Advance HE, 2023: 125](#)).

How are we progressing?

See Table 5 in addition to the below:

- The BAME-white awarding gap in 2022–23 was 11%, 2.8 percentage points lower than the gap in 2021–22, but 7% above our target
- The Black-white awarding gap is 23 percentage points in 2022–23. This is a reduction of 5.3 compared to 2021–22, but remains the largest ethnicity awarding gap of the recorded individual ethnicities and a priority concern
- The 'Asian' and 'Unknown' awarding gaps represent large proportions of students and therefore drive the overall BAME- white awarding gap
- Overall rates of good degrees have fallen by 5.8% across the three most recent years as attainment returned to pre-pandemic levels. This is thought to be related to the return to status quo assessment policy following the temporary introduction of pandemic-related changes to assessments.

Table 5 UoR UG Attainment (First and 2.1) by ethnicity over three years

Ethnicity	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Arab	35	83.7%	15	..	20	72.0%
Asian – Chinese	340	83.8%	10	..	20	76.0%
Asian – excluding Chinese	310	84.6%	250	78.2%	280	76.5%
Black	125	85.1%	70	61.5%	80	63.4%
Mixed	110	86.1%	105	85.5%	95	81.2%
Other	30	93.3%	20	75.9%	25	95.8%
Unknown	355	68.9%	815	74.3%	635	75.0%
White	1880	92.4%	1430	89.8%	1435	86.4%
BAME Total	955	84.7%	476	76.0%	515	75.4%
Grand Total	3185	86.8%	2720	82.1%	2585	81.0%

To note from Table 6 below, which refers to postgraduate attainment:

- Asian (excluding Chinese) students outperformed white students by 6.2pp in 2022–23.
- The lowest recorded levels of good attainment are recorded for 'Other' ethnicity students (18.5pp) and Black students (8.4pp).
- In a similar pattern to undergraduate attainment, overall rates of good awards have fallen across the three most recent years.

Table 6 UoR PGT Attainment (Distinction / A or B and Merit / C) by ethnicity over three years

Ethnicity	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Arab	95	88.2%	65	77.8%	55	68.8%
Asian – Chinese	225	73.4%	185	68.0%	195	73.0%
Asian – excluding Chinese	180	79.1%	260	79.3%	440	81.3%
Black	95	68.1%	105	65.2%	145	66.7%
Mixed	50	89.3%	35	73.9%	45	75.4%
Other	10	84.6%	15	71.4%	20	81.5%
Unknown	65	72.4%	60	70.7%	80	56.6%
White	890	87.6%	800	81.5%	835	75.1%
BAME Total	655	77.1%	660	72.9%	895	75.6%
Grand Total	1610	82.4%	1520	77.1%	1815	74.3%

Areas of focus for 2023–24

- Working with Awarding Gap Representatives and School Directors of Teaching & Learning, as well as training, and guidance resources we will empower academic schools and departments to tackle their local awarding gaps through context-specific solutions that meet relevant student needs.
- Awarding gap sizes vary significantly between subjects suggesting the need for tailored solutions, so we will provide bespoke support to those schools and departments in which minority ethnic students are the most concentrated and awarding gaps are the largest and/or most consistent.
- The University will undergo a significant teaching and learning enhancement (Portfolio Review Pathway) in which inclusive teaching and learning will be a central principle
- We will enhance our impact-monitoring capability by appointing a Research & Evaluation team to help grow a robust evidence base for 'what works' in underrepresented student success
- We will publish a new Access and Participation Plan, coming into effect in 2024–25, based on a comprehensive assessment of performance and the most up-to-date theory and practice for closing the ethnicity awarding gap
- We will continue to provide opportunities for minority ethnic students to influence learning environments and help tailor solutions to their needs

Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.

How are we progressing?

- In January 2023 the University of Reading was proud to be awarded the Bronze Race Equality Charter Mark, thanks to the hard work of the Race Equality Action Team, and input from colleagues across the University.
- The Race Equality Implementation Team (REIT) has been established as a central point of monitoring for the Race Equality Charter (REC) Action Plan.

Areas of focus for 2023–24

- The REIT also receives reports from the Decolonising the Curriculum Working Group, the Living Black at University Working Group, and the University of Sanctuary Implementation Group.



Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.

The 2023 Advance HE Equality in higher education – Staff statistical report indicated that around 1 in 10, or 10.1% of, academics were professors, and the majority of these professors, 61.2%, worked in Science, Engineering, and Technology (SET) subject areas ([Advance HE, 2023: 24–26](#)). The picture with regards to ethnicity remained largely similar to the previous academic year.

Among UK academics there was a difference of 2.4% between the proportions of white (11.4%) and BAME (9%) staff who were professors, compared to 2.2% last year. ([Advance HE, 2023: 135](#)). Again, Advance HE acknowledge the nuance of opening up the BAME category as, for example, “17.3% of UK Chinese academics were professors compared with just 3.5% of UK Black academics. Non-UK Chinese academics also had the highest degree of representation (4.3% of whom were professors) while the lowest representation was again among non-UK Black academics (1.8% of whom were professors)” ([Advance HE, 2023: 135](#)).

How are we progressing?

This year, the University of Reading data for this target can be found in Table 7 (Personal Titles Summary – Successful Applications for Associate Professor and Professor (by Ethnicity)), 7a (Associate Professor only), 7b (Professor only).

Due to continued efforts to maintain applicant confidentiality, we have suppressed and rounded our figures again following the Higher Education Statistics Agency’s conventions. This means that in the cases of reporting on success rates in Personal Titles for Associate Professor and Professor, some figures cannot be given and specific comparisons cannot be made in this report. We still provide the data tables for the sake of transparency and consistency.

However, the data for this target has been seen in more detail by those specifically involved in reviewing success rates in applications for personal titles to maintain confidentiality. As a result we can share the general trends we are observing and how these relate to bringing us closer to our target.

- While success rates for promotion to Associate Professor decreased for both BAME and white applicants in 2022–23, there continued to be evidence of a higher success rate for white applicants.
- For Professor, in the 2021–22 academic year there were equitable success rates for white and BAME applicants. However, in the 2022–23 academic year while success rates decreased for both BAME and white, there was a higher success rate for white applicants.

Table 7 – Personal Titles Summary – Successful Applications for Associate Professor and Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Rounded total brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	18/19	19/20	20/21	21/22	22/23	18/19	19/20	20/21	21/22	22/23
White	72% (90)	64% (75)	73% (50)	75% (60)	62% (50)	76% (85)	86% (55)	66% (60)	73% (60)	80% (70)
BAME	.. (20)	.. (10)	.. (15)	.. (20)	.. (15)	17% (85)	11% (55)	17% (60)	20% (60)	18% (70)
Unknown	.. (5)	.. (5)	.. (10)	.. (5)	.. (5)	6% (85)	4% (55)	17% (60)	7% (60)	3% (70)

Table 7a. Personal Titles Summary – Successful Applications for Associate Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Rounded total in brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	18/19	19/20	20/21	21/22	22/23	18/19	19/20	20/21	21/22	22/23
White	72% (45)	70% (45)	77% (40)	79% (40)	.. (20)	74% (45)	83% (35)	73% (40)	71% (40)	.. (20)
BAME	.. (10)	.. (10)	.. (15)	.. (10)	.. (10)	17% (45)	14% (35)	22% (40)	19% (40)	.. (20)
Unknown	.. (5)	.. (5)	.. (5)	.. (5)	N/A	9% (45)	3% (35)	5% (40)	10% (40)	N/A

Table 7b. Personal Titles Summary – Successful Applications for Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Rounded total in brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	18/19	19/20	20/21	21/22	22/23	18/19	19/20	20/21	21/22	22/23
White	72% (45)	56% (30)	.. (15)	.. (20)	57% (30)	79% (40)	.. (20)	.. (15)	.. (20)	.. (20)
BAME	.. (5)	.. (0)	.. (5)	.. (5)	.. (5)	18% (40)	.. (20)	.. (15)	.. (20)	.. (20)
Unknown	.. (0)	.. (0)	.. (10)	.. (0)	.. (5)	3% (40)	.. (20)	.. (15)	.. (20)	.. (20)

Areas of focus for 2023–24

- Following a recommendation from the Race Equality Review in relation to the Personal Titles process, the University Personal Titles Committee established a small group of its members to discuss a series of data and formed a number of recommendations based on analysis of this data.
- For the 2022–23 academic year, these suggested changes can be seen in full in Table 11 in Annex C of this report. These will continue to be monitored in future academic years.

Target 8 – 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.

How are we progressing?

There has been good progress on this target for most grades.

- In Grade 6 BAME professional services representation increased from 10.9% in 2022 to 13.4% in 2023. At this rate of progress, we will achieve the 16% target by 2026.
- For Grade 7 we have been able to achieve our 2026 target in 2023, as BAME representation increased from 11.4% in 2022 to 16% in 2023.
- For Grade 8 we are still below target with 4.2%, but this has increased since 2022 and we are confident about a progressive increasing trend.
- For Grade 9 there has been a decrease from 4.2% in 2022 to 2.3% in 2023. Given small numbers of roles at this grade, any change in occupancy of a role can have a disproportionate impact.

Table 8 – The Percentage of Black, Asian, and Minority Ethnic Professional Services Staff at the University of Reading, Grades 6–9¹

Grade	2019	2020	2021	2022	2023
Grade 6	8.9	9.9	11.6	10.9	13.4
Grade 7	9.7	11.8	11.3	11.4	16
Grade 8	1.0	2.1	2.0	2.9	4.2
Grade 9	7.1	6.4	4.4	4.2	2.3

Areas of Focus for 2023–24

- As part of the HR Strategic Plan focus groups were facilitated by HR colleagues to explore perceptions of professional services career progression in summer 2022. Feedback from the groups included the following areas to focus on in 2023–24:
 - raise awareness of the routes that are currently available to colleagues in relation to personal development and secondments/fixed term roles
 - continue to encourage staff who have successfully progressed to share their experience and learning with colleagues
 - continue to encourage managers to discuss and support the development of their teams
 - understand everyone has responsibility for their own development and to take opportunities available to expand on skills and experience
 - increase understanding that professional services progression cannot replicate the progression process for academics.

¹ The figures in this table differ to those which feature in the previous year’s Annual Report due to a revised methodology.

- Following the focus groups, a Career Development webpage has been created and feedback is being sought to continue to add to and improve the information provided.
- Training for line managers will be reviewed to ensure it is clear that line managers have responsibility for regular 1:1s with their team members to include discussion around development opportunities
- Training for recruitment panels has been updated and relaunched and includes reminding managers of the importance of having a diverse panel and inclusive language in job descriptions and person specifications, as well as advertising to diverse local audiences, to encourage a broader diversity of applicants.
- The above actions should help to encourage and support BAME colleagues to pursue different avenues of career progression into Grade 6 and above, with a particular focus on Grade 8/9 in professional services for the University going forward.

For both targets 7 and 8 the Co-Chairs of the B.A.M.E. and Allies Staff Network have been awarded funding from the D&I initiative fund for their proposed project in supporting progression and promotion opportunities for B.A.M.E. colleagues. Throughout 2022–23, the Network focused on the following areas:

- Appointed three committee members, Bolanle Adebola, Adeyinka Adewale, Osayomore Ogbemudia, who are committed to Mentorship & Career Progression. Notably, Osayomore Ogbemudia is focusing on supporting professional services staff
- Organised five seminars about B.A.M.E. staff career development and progression
- Organised “Media Representation” led by the Press Team imparted experience and skills in enhancing B.A.M.E. staff success and visibility
- A “Career Development in Technical Services” session, with Dr Karen Henderson and Dr Shan Shen sharing invaluable insights and experiences from Technical Services. They offered support and guidance, encouraging participation in the Diversifying Leadership Programme by Advance HE, to empower B.A.M.E. colleagues to excel in their careers and achieve personal development
- An exhibition at the Library showcasing B.A.M.E. staff career development and progression is currently being planned by the Committee.

Sex (Targets 9 and 10)

Opening reflections from University Executive Board Champion for Sex Equality, Professor Elizabeth McCrum



“I have worked closely with Women@Reading this year. A key theme has been Women’s Health. I have benefitted from attending and supporting Women’s Health Cafés discussing issues impacting on women at work such as menstruation, fertility and infertility, and the menopause.”

I have been particularly pleased to be able to champion the work the Network has done on the menopause including the Menopause in the Workplace Guidance for staff, as I know that many have found this useful and have benefitted from more open conversations about ensuring the work environment is supportive of women during their menopause. I co-led a session with the University Leadership Group on the menopause. I particularly enjoyed the Network event with Caroline Nokes MP; it was a brilliant open, engaging and candid insight into her work on menopause discrimination at work and its reception in Westminster.

Women’s History Month is always a particularly busy time as Sex Equality Champion. This year, it was good to see so many people at the In Conversation event I hosted with our Chair of Council Helen Gordon and of course at our annual flagship event – the Edith Morley Lecture given by our own Professor Nazanin Derakshan. Naz is founder and director of BRIC – Building Resilience in Breast Cancer. It was a very moving evening, hearing how the research-informed work of BRIC has supported so many women and, through conversations afterwards inspired by the lecture, learning about the experiences of breast cancer of women across the University.

Over the coming year I want to continue and develop work with HR on closing the gender pay gap. Over the next 6 months we will continue to review the data and undertake listening exercises to inform next steps. I have also joined the Athena Swan Implementation Group to oversee the implementation of the 2019–2025 Action Plan and am looking forward to more inspiring events. I hope to see and speak to you there.”

Target 9 – 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 Athena Swan Charter is a framework to support and transform gender equality within higher education (HE) and research organisations. Institutional and departmental Athena Swan awards help institutions achieve their gender equality objectives. It uses a targeted self-assessment framework to support applicants in identifying areas for positive action as well as recognise and share good practice.

How are we progressing?

- We are one of 29 universities holding an Institutional Silver Award. Three universities and one Research Institute hold an Institutional Gold. A full list of institutional and departmental award holders can be found on the Advance HE website.
- All of our science, technology, engineering, maths (STEM) Schools hold Athena Swan Awards and all Schools and Functions have retained their Awards – see Table 9 below.
- The fact that our Technical Services team became the first professional services team in the country to gain a national charter mark for its commitment to gender equality, receiving a Directorate Professional, Technical and Operational (PTO) Silver Athena Swan Award, is a source of great pride and exceeded our original target.

Table 9 – Athena Swan Charter Mark awards held at the University of Reading

School/Directorate	Athena Swan Charter Mark Award
Technical Services	Silver
School of Mathematical, Physical and Computational Sciences	Silver
School of Politics, Economics, and International Relations	Bronze
School of Psychology and Clinical Language Science	Silver
Henley Business School	Bronze
School of Biological Sciences	Silver
School of Agriculture, Policy and Development	Bronze
School of Chemistry, Food and Pharmacy	Silver
School of Archaeology, Geography and Environmental Science	Silver
School of the Built Environment	Silver

Areas of Focus for 2023–24

- We are due to renew our institutional Athena Swan award in 2025 and as such we will be establishing an Athena Swan Self-Assessment Team (SAT) in the coming 2023–24 academic year to evaluate progress against our action plan and prioritise any further work outstanding.



Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

Over the 2021–22 academic year, “70.3% of professors were male” (Advance HE, 2023: 203). Irrespective of whether staff were employed in Science, Engineering and Technology (SET) or non-SET subject areas, “the proportion of male professors was greater than the proportion of female professors” (Advance HE, 2023: 203).

How are we progressing?

- We are maintaining our sex-balance in the associate professoriate with a slight increase in the percentage of female associate professors.
- There has also been a slight increase in the number of female professors since 2021–22 (see table 10).
- According to HESA, the percentage of female professors sector wide was 30.0% in 2021–22 and 31.1% in 2022–23.
- The University of Reading remains more than 6 percentage points higher than the sector average.

Table 10 – The percentage of female Professors and Associate Professors at the University of Reading

	2020–21 (%)	2021–22 (%) ²	2022–23 (%)
Female Professors	36.7	36.6	37.3
Female Associate Professors	51.2	52.2	55.0

Areas of Focus for 2023–24

- We will continue to monitor the target and identify any possible options to progress this. Changes to the personal titles process will take a couple of years to have an effect so we will not be able to assess impact immediately.

2 The figures in last year's report were based on sector data for the professors and internal data for the associate professors, and with slightly different methodologies. We decided to stay consistent with one methodology. As such, both are based on internal figures with both years using the same methodology.

Staff Networks and Student Services

In addition to making progress towards our targets in 2022–23, there are other areas of work to celebrate. Our diversity networks help to support and promote diversity and inclusion at Reading for staff and Student Services support students throughout their time at University.

This section showcases the work of both the networks and Student Services during 2022–23 and their plans for 2023–24. Thank you to the Network Co-Chairs and Student Services for writing the following updates.

Staff networks

LGBTQIA+ and Allies

Achievements in 2022–23

- The academic year 2022–23 saw several key changes to the LGBTQIA+ Staff Network, most notably the network rebrand. This complete rebrand included the change of the network name from the 'LGBT+ Staff Network' to the 'LGBTQIA+ Staff Network', based on suggestions via a poll in the LGBT+ Action Plan Group on Microsoft Teams.
- As well as the name change, the network marketing tools and merchandise were updated to reflect the rebrand, including new logos, digital email banners, an events banner and pin badges, after winning further funding from the Diversity and Inclusion fund at the University of Reading.
- This was a collective decision made between the Management Team and the wider membership of the network, deemed necessary to ensure that we are being inclusive of our diverse and multi-faceted staff and postgraduate researchers (PGRs) at Reading.



- Another notable achievement is the recruitment of new volunteer staff to manage and support the LGBTQIA+ Staff Network, and the formalisation of a steering group structure, within which existing roles were redefined and new roles incorporated.
- As part of this, Tahlia-Rose Virdee was appointed as the LGBTQIA+ Staff Network Co-Chair in March 2023, to work alongside the existing Management Team: Dr Ruvi Ziegler (Network Co-Chair), Dr Michael Kilmister (Network Lead Ally), and Professor Allán Laville (Dean for Diversity and Inclusion).

- When developing the wider steering group, we appointed the new Heads of Hub Representatives: Dr Calvin Smith (Gay Rep), Ellie Carter (Lesbian Rep) and Mark McClemont (Ace Rep). We also appointed new members for our official Logistics Team: Kayleigh Fryer (Social Secretary/Events Liaison) and Dr Aoife Healy (Community Outreach Officer).
- We have also developed relationships with the Events Team, Marketing and Communications Teams, Creative and Print Services, and Human Resources to support the many activities of the LGBTQIA+ Staff Network.

Since the rebrand of the Network between June 2023 – September 2023, we have been increasing our social media presence regarding the activities of the LGBTQIA+ Staff Network and have promoted our new logo and merchandise both on campus and at Reading Pride in September 2023. We have also been endeavouring to champion LGBTQIA+ orientated research and initiatives on campus, with entries on the #DiverseReading blog to encourage LGBTQIA+ stories, testimonies and initiatives.

- 2022–23 saw an increase in both the offering and uptake of LGBTQIA+ orientated education, including LGBTQIA+ Allyship Training and Bi+ Inclusion Training.
- As well as attending and running a stall at Reading Pride 2023, alongside the Reading Students Union, the LGBTQIA+ Staff Network celebrated International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) on 17th May 2023 with a flag raising event and a small social afterwards for members and friends of the LGBTQIA+ Staff Network.



- Co-Chair of the LGBTQIA+ Staff Network, Dr Ruvi Ziegler hosted the 'Ice and Fire – No Pride in Borders' workshop on the experiences of LGBTQIA+ Asylum Seekers in February 2023, for the second consecutive year. The workshop featured discussions and group exercises on the Asylum system in the UK, followed by moving dramatic readings of real LGBTQIA+ Asylum seeker testimonies from the Ice and Fire Theatre Group and a Q+A with Ruvi, Tahlia and the founder of 'Ice and Fire', Seb Aguire.
- In June 2023, the LGBTQIA+ Staff Network supported the organisation and running of the Wolfenden Lecture featuring talks from LGBTQIA+ Activist Dr Drew Dalton (University of Sunderland/ ReportOUT) and Paralympic champion, Lauren Rowles OBE, chaired and moderated by Dr Ruvi Ziegler.

Looking ahead to 2023–24

We will:

- continue building the LGBTQIA+ Staff Network Steering Group and ensure all roles are filled by the end of the 2023–24 academic year
- set informal goals/targets for each member of the steering group to achieve by the end of the 2023–24 academic year
- consider the possibility of how to recognise allyship in the Celebration of Volunteering Awards
- start developing plan for Sexualities and Gender Research Day for summer term 2024 – an event where we can invite our own staff and students, as well as external speakers to share research and thoughts on Sexualities and Gender
- work with other staff networks at Reading to ensure that there are collaborative/ crossover socials and events to support colleagues with intersectional identities.

Disability+ and Allies

Achievements in 2022–23

- Our MS Teams channels provide focused information, support, exchange of ideas for members of our community and our allies. Our community has grown to 151 members
- Our weekly online catch-ups aim to foster community engagement and provide a responsive and safe platform for listening, connecting people and identifying challenges colleagues face. Input from these meetings informs broader discussions around structural and cultural changes. The weekly meetings also aim to reinforce our Network commitment to hybrid ways of working and training
- Collaborations with external partners like NADSN (National Association of Disabled Staff Networks) and BDF (Business Disability Forum) enable us to liaise with University Networks from across the country, keep up to date with and contribute to disability initiatives. For instance, members of the Network reviewed content as part of the development of the BDF Disability Smart Image Bank; members also contributed to the NADSN Problem Statement around addressing barriers in academia that disabled people working or studying in STEM face. As part of NADSN members took part in presenting to Research Funding bodies
- As all D&I University Networks we took part at the University Community Festival and engaged with colleagues and the wider community on conversations around disability awareness the role of D&I Networks in the workplace

Looking ahead to 2023–24

The Network:

- is aware of the power and courage it takes to share lived experiences and want to channel these experiences into positive action. We introduce themed weekly sessions, led by Network members voicing their lived experiences and sparking discussions. We are hopeful that these discussions will raise disability awareness further and lead to tangible change
- plans to invite staff and student community to participate in a series of art projects with the aim to challenge stereotypes around disability, showcase lived experiences using a range different media and promote further the wider university focus on accessible communication and presentations
- will support the development and as relevant the delivery of the Line Managers' Disability Awareness Toolkit
- will continue working with HR to review TAP (Tailored Adjustment Plan) as part of workplace adjustments
- will deliver live allyship training alongside the development of an asynchronous allyship module on UoRLearn, the University's platform for staff training
- will continue to respond but also actively seek to provide input to University-wide projects and resources that support the work life and professional development of disabled+ colleagues
- remains dedicated to organising events for the International Day of Disabled People and the Disability History Month. We aim for the events to be informative and powered by the lived experiences of our community. We also want the events to celebrate the contributions our disabled colleagues make to our university community
- is keen to work further with Estates and other stakeholders to raise more awareness around disability considerations within the wider sustainability agenda.

Black, Asian, and Minority Ethnic (BAME) and Allies

Achievements in 2022–23

- 2022 summertime brought significant changes to the administration and leadership of the BAME+ Allies network. We thank Bolanle and Santosh for their dedication and unwavering commitments, creating a flourishing University BAME network. Two new BAME Network Co-chairs were appointed: Aleiah Potter and Hong Yang
- Moving into the Autumn term, we successfully held a BAME Workshop titled: What action is needed? It helped to shape network priorities, re-engage members, share views, and listen actively to the needs of the network
- The BAME team also supported a Windrush Generation event and Black Business Workshop as part of the wider 2022 University Calendar of Black History Month activities
- We were so delighted to host, coordinate and contribute to the Black History Month engagement events including central University, RSU and Community-led events
- As a network we also instigated the University participation and inaugural coverage of Wear Red Day (Show Racism the Red card)
- The new Co-Chairs launched a campaign for Steering Committee place/s and role/s which were advertised to network members

- In the Spring term the network hosted, a Careers Progression event which had excellent attendance. It featured guest speaker Dr Clare McCullagh (CQSD) and the event focused on women's academic career progression. The event gave insights to senior categories of teaching fellowships such as the National Teaching Fellowship (NTF), University Teaching Fellowship (UTF), HEA Principal Fellowship (PFHEA) and HEA Senior Fellowship (SFHEA). The Event recording is available
- In February 2023, the network celebrated Race Equality Week and promoted initiatives launched via the Race Equality Matters organisation; aiming to have resources shared across UoR for 2024
- We co-hosted an important event with the Parent and Family Network which platformed discussions on the disparity between Black & Minority groups Maternal Health Care in comparison to experiences and data reflected of white counterparts, a very important topic which led to further intersectional conversations and partnered work amongst networks
- The BAME network were also pleased to celebrate International Day for the Elimination of Racial Discrimination and Stephen Lawrence Day observed alongside Lunar New Year, Holi, Vaisakhi, Ramadan and Eid festivities and celebrations with members
- At the University Community Festival, the network engaged with hundreds of visitors and recruited several new members
- Co-Chairs also spent valuable time connecting and creating collaboration prospects with external organisations and other HEIs, including De Montfort University's Race Equality Network leads (DMU being the only Silver Race Equality Charter Mark awardee at that time)
- In the summertime of 2023, we also organised a Career Progression session aimed at professional service colleagues featuring Karen Henderson
- In addition, we delivered a personal brand/skills-building session for all BAME network members, focused on working with the media (led by Corporate Communications)
- There was also a follow-up session with Allán Laville and external experts McGraw Hill UK on How to Get Published
- The BAME Network & the wider University also helped to support local community activities and events to mark the 75th anniversary of the arrival of the Empire Windrush in Britain in June 1948
- Administratively, we also began to secure BAME Network Steering Committee member appointments and we started planning for a follow-up event to the 'What action is still needed?' session, which reflected on 2022–23, celebrating and engaging network member achievements, and scoping 2023–24 opportunities

Looking ahead to 2023–24

Throughout 2023–24, the Network plans to focus on maintaining and supporting efforts towards achieving targets 7 and 8 as well as several other key objectives:

- Provide a supportive space for BAME colleagues to engage with one another
- Support the transition of new BAME colleagues into the University
- Champion increased BAME representation on key University committees
- Establish and encourage active BAME allyship
- Contribute to the creation of a culturally inclusive University

Network priorities for 2023–24 session:

- Improve the visibility of speakers from Black, Asian and Minority Ethnicities
- Launch a dedicated allyship campaign to raise awareness and activate BAME allies across the University community
- Support BAME career progression and research with targeted communications and initiatives

Women’s Network (Women@Reading) and Allies

Achievements in 2022–23

The Network now has a well-established Teams channel with active participation from members on the channels of particular interest including: Women’s Development, including Leadership Development, Women’s Health, Events, Ideas board, Domestic Abuse, Intersectionality and Women in Sport.

Membership of the Network has grown over this period to 369 members and the Network Steering Group has also grown from 5 to 13 members.

Progress with key initiatives relating to Women’s Health, key activity includes:

- December 2022 – launch and facilitation of monthly in person Women’s Health Cafés on the Whiteknights campus which have become popular with the membership (ranging from between 8–22 people attending sessions so far) and we have plans to introduce a monthly online café in 2023–24 to enable more members who cannot join in person to benefit from having a regular opportunity to meet and discuss topics of interest to them on this theme
- March 2023 – active involvement in developing and supporting a series of well attended University events held to mark Women’s History Month with theme on Women’s health and inequalities in the healthcare system. Highlights included: “An evening with Caroline Nokes MP, Chair of the Women and Equalities Committee” speaking on the cross-party inquiry work she led to highlight menopause discrimination in the workplace (virtual event), the Women@Reading Talking Menopause series, personal perspectives and advice on making adjustments for menopause symptoms at work and the annual Edith Morley Lecture, Coping with cancer: Support, Research, Empowerment. Regaining control after a breast cancer diagnosis presented by Professor Nazanin Derakhsha, Professor of Experimental Psychopathology, and Founder and Director of The BRiC Centre (Building Resilience in Breast Cancer), which focused on coping with a breast cancer diagnosis and connecting research
- We have been actively collaborating with the Human Resources team to contribute to the development of a “Menopause in the Workplace” guide for staff to provide information and signposting on this topic and to also review and improve the breadth of information available on the staff wellbeing webpages. The menopause guide is due to be published in October 2023
- Active engagement with newly appointed Head of SportsPark and their team to develop an event: Women’s Health: benefits of sport and an active lifestyle to be held in October 2023

A series of other well attended events related to women’s development including: May 2023, Imposter Syndrome – What is it and how can I overcome it? (47 attendees), June 2023, Helen Gordon: In Conversation (the first female Chair of the University Council talked about her life and career) with introduction by Prof Elizabeth McCrum, UEB Champion for Sex Equality (71 attendees)

Increased community engagement work with partners and charities, highlights include:

- May 2023 – participation with other D&I Networks in the first University Community Festival
- June 2023 co-delivered webinar with HR to SMARTWORKS charity clients, highlighting range of work opportunities and personal and career development support available

Developing a good working relationship with Professor Elizabeth McCrum, UEB Champion for Sex Equality and formal participation for the first time on the University's Athena Swan Implementation Group to enable us to support the delivery of its action plan.

Working with other D&I Networks to look at how we can work collaboratively where there are common/intersectional topics of interest to enable us to pool effort and resources. We have two key events planned for 2023–24 with the BAME and Allies Network.

Looking ahead to 2023–24

- Appoint new co-chairs and fostering positive collaboration with the steering group
- Work with other D&I networks to collaborate on common/intersectional topics of interest
- Further develop initiatives within the Women and Health theme that is hugely popular with the membership

Parent and Family

Achievements in 2022–23

- We had a steering group committee overhaul and have taken on a model of creating champions who lead within channels of the network e.g. Adoption Champion
- Children's Mental Health Week: Museum of English and Rural Life (MERL) held a few twilight sessions for families – February 2023
- Hosted an event in collaboration with Women@Reading, BAME and Allies Network as well as key stakeholders within health Berkshire Health Care Trust named: Changing the Face of the Maternity Experience for BAME Women – March 2023. This was a panel event with leads within NHS and voluntary sector organisations as well as women with real lived experience
- Launched a 'Back to Work Survey' aiming to understand experience of those returning and if there are any gaps or recommendations
- Assigned a Champion for experience of fathers in the hope to launch a channel next academic year and will be linking in with other HEI leads to support in development
- Delivered a session to the University Senior Leadership Group on 'How can we practise Inclusive and Compassionate Leadership' from the lens of supporting those with parent/carer responsibilities and factors to consider
- Hosted a joint staff network summer event to showcase what we had all been doing, celebrate successes as well as provide space for informal conversations and ideas for next academic year

Looking ahead to 2023–24

- Launch Father Channel – We plan to launch a father channel for our members who are fathers as a dedicated space for them to talk about their feelings and experiences of fatherhood
- Steering Group – increase membership and have more active members taking on projects and championing specific areas
- Host a webinar for Children’s Mental Health Week (Feb 2024)
- Hope to link in with those running our Coffee with a Colleague scheme to add peer support
- Develop an eldercare stream of work
- Carry out a Back to Work Survey in Summer 2023 and create information for line managers on supporting breastfeeding employees
- Work with HR to make clearer that support is there for those who have experienced pregnancy loss
- Move towards a hybrid offering of monthly coffee meet ups

Student services

Achievements in 2022–23

Our transition team delivered a series of social events for under-represented groups to meet others with similar lived experiences. Sanctuary Scholar events were added in line with the University’s successful application to become a University of Sanctuary.

Student Inclusion Consultants continued to work in partnership with academic staff to address barriers to attainment. Their work included the production of ‘guides to university’ tailored towards the needs and experiences of commuter and first-generation students. Strategic interventions to address awarding gaps, as outlined in our Access and Participation Plan, were implemented across the University.

The Student Welfare Team have supported the development and implementation of ‘Report and Support’, a system aimed at increasing the accessibility for students, staff, and visitors to report inappropriate conduct or behaviours. A key focus has been on ensuring that the barriers to reporting are recognised and addressed to provide confidence and reassurance to students that their reports will be managed in a safe and supportive manner.

The Disability Advisory Service (DAS) provided disabled students with easier access to reasonable adjustments and a wider range of resources including videos and written guides. Over 20 autistic students, along with their families, participated in The Early Start transition programme. Our internal operations were enhanced to allow for better data monitoring and improvements to processes like fire safety and the format of Individual Learning Plans.

The Finalist component of our careers support was redesigned to be more accessible, with more flexible ways to engage with the programme, including by embedding it into the curriculum. We also brought blind applications to the Reading Internship Scheme and instigated automatic accessibility bursaries for students from widening participation backgrounds.

The International Advisory Team offered support to international Masters and PhD students during the summer break to maintain a sense of belonging and aggregated support services, information, and advice into a series of user-friendly videos and web pages.

Looking ahead to 2023–24

In 2023–24, bespoke transition support for Young Carers will be added to the complement of transition events for underrepresented groups. Peer Assisted Learning has been adjusted to help provide additional academic support where awarding gaps have been identified.

The well-received 'guides to university' for underrepresented groups will be expanded, with guides written for and by groups such as mature students and religious students. Our new Access and Participation Plan will be published with a refreshed series of activities and interventions aimed at closing continuation and awarding gaps. This work will include a greater emphasis on evaluating the effectiveness of our activities to identify and sustain good practice in achieving equality of opportunity.

The Welfare Team and Reading Students' Union (RSU) will collaborate to promote Report and Support, with a continued focus on addressing the known barriers to reporting and promoting our supportive approach. A new dedicated team of residential Wardens will be established in 2023–24 with the introduction of a central office and duty wardens. Weekly residential events will help to promote inclusivity and positive relations in residential settings. Much of the support offered by this team aligns with the recommendations made by current Black students who participated in the Living Black at University student voice scheme.

The Disability Advisory Service is working together with the Centre for Autism in 2023–24 to re-launch an in-house diagnostic assessment service (autism and ADHD), which will be available for a limited number of our more disadvantaged/higher needs students. Disabled student experience is an essential element of preparations to transition to a semester model in 2024–25 with considerations such as access to adjustments, the appointments process, and assessment timetables.

Our Careers team will focus on enhancing accessibility by converting paper-based information into web pages and downloadable content for the Essentials website. We will seek to better engage student demographics with historically lower levels of interaction with careers activities, such as men from lower socio-economic backgrounds. Furthermore, the Placement Bursary for Pharmacy students in years 2 and 3 will be streamlined to ensure automatic disbursement of £200 or £300 awards for those who are eligible.

The International Advisory Team aims to fully prepare incoming students, covering aspects like settlement, support services, and academic orientation. This initiative also aims to sustain high-quality support for late-arriving international students, fostering their sense of belonging and well-being both during and outside of term time. Collaboration with community groups is planned to integrate international students into activities beyond the campus.

Concluding remarks

It is encouraging to note the progress made against our targets for 2026 as these are driven by the desire to make a real difference for our diverse community of staff. We are on track for meeting the majority of the targets by 2026, with some parts achieved ahead of that deadline. We have been able to make some comparisons against the sector, and it's worth noting that we are above average in areas such as a sex-balanced professoriate and the disabled awarding gap.

While we still need to see improvements in areas such as BAME student awarding gaps and BAME staff progression, it is worth noting that for the most part our actions are enabling us to move in the right direction. Some of the process changes made to enable improvements will take time to have an impact and we recognise the continued need to focus on these areas going forward into 2023 – 24. We will also prioritise working towards retaining our institutional Athena Swan Silver Award and meeting the requirements for Disability Confident Level 2.

Acknowledgements

This report enables us to celebrate the achievements we have made in relation to achieving and working towards our strategic D&I targets and scope areas for improvement in relation to them. It also allows us to showcase work that is ongoing to foster an inclusive community within our University and beyond into the wider community of which we are a part.

We remain grateful to all the people involved in this work – from those in the central D&I team who work to embed inclusion across the University; the colleagues we work with in Reading Students' Union who champion inclusion for our students; our D&I network Co-Chairs, as well as D&I Leads in every School and Function; our University Executive Board Champions; Communications and Digital Accessibility colleagues; colleagues across the University who dedicate time outside their main roles to advance inclusion, and our community partners. These co-ordinated efforts undertaken by our community members make authentic inclusion possible. We plan, as always, to carry these efforts forward to make a place where our staff, students, and visitors feel welcome.

Data Annex

Annex A – Staff Profile

Category	Headcount	Proportion
Female	2355	59.4%
Male	1605	40.5%
Other/Not specified	0	0.0%
Grand Total	3960	100.0%

Category	Headcount	Proportion
Asian (Excluding Chinese)	355	9.0%
Black	115	2.9%
Chinese	140	3.5%
Mixed	80	2.1%
Other	55	1.4%
White	2775	70.0%
Information Refused	90	2.3%
Not known	90	2.3%
NULL	255	6.5%
Grand Total	3960	100.0%

Category	Headcount	Proportion
Bisexual	45	1.2%
Gay man	50	1.3%
Gay woman / lesbian	20	0.5%
Heterosexual / straight	1590	40.1%
Other	25	0.6%
Prefer not to say	135	3.4%
NULL	2095	52.9%
Grand Total	3960	100.0%

Category	Headcount	Proportion
Agnostic	250	6.3%
Atheist	435	11.0%
Buddhist – Hinayana	5	0.1%
Buddhist – Mahayana	15	0.4%
Christian – Orthodox	95	2.5%
Christian – Protestant	360	9.1%
Christian – Roman Catholic	190	4.8%
Confucianism	0	0.0%
Hinduism	55	1.3%
Islam – Shiite	5	0.2%
Islam – Sunni	45	1.2%
Judaism – Orthodox	5	0.1%
Judaism – Reform	10	0.3%
Not Specified	370	9.4%
Other	75	1.9%
Sikhism	15	0.3%
Taoism	5	0.1%
NULL	2020	51.0%
Grand Total	3960	100.0%

Annex B – Student Profile

All Years

Level of Study

Academic Year	UG	PGT	PGR	Grand Total
2020/1	12635	6175	1170	19980
2021/2	12295	5980	1060	19335
2022/3	12670	5726	979	19375

Sex

Academic Year	Female		Male		Other/Not specified		Grand Total
	Headcount	%	Headcount	%	Headcount	%	
2020/1	10725	53.7%	9230	46.2%	20	0.1%	19980
2021/2	10455	54.1%	8865	45.8%	15	0.1%	19335
2022/3	10230	52.8%	8790	45.4%	360	1.8%	19375

N.B. The HESA definition of 'sex' was clarified to refer to legal sex in 2022/3. This year's data has therefore been separated out to indicate that the numbers are not entirely comparable.

Level of Study and Sex

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Headcount	%	Headcount	%	Headcount	%	
UG	2020/1	6835	54.1%	5795	45.9%	0	0.0%	12635
	2021/2	6680	54.3%	5615	45.7%	0	0.0%	12295
	2022/3	6680	52.7%	5795	45.7%	195	1.5%	12670
PGT	2020/1	3250	52.6%	2915	47.2%	10	0.2%	6175
	2021/2	3170	53.0%	2805	46.9%	10	0.1%	5980
	2022/3	3005	52.5%	2605	45.5%	115	2.0%	5725
PGR	2020/1	640	54.8%	520	44.4%	10	0.9%	1170
	2021/2	605	57.3%	445	42.0%	5	0.7%	1060
	2022/3	545	55.8%	385	39.5%	45	4.7%	980

Department and Sex

Level of Study	Academic Year	Female		Male		Other/Not specified		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Accounting	2020/1	355	45.9%	420	54.1%	0	0.0%	780
	2021/2	310	40.6%	455	59.4%	0	0.0%	760
	2022/3	290	37.9%	465	60.6%	10	1.4%	765
Agriculture, Policy & Development	2020/1	450	58.6%	315	41.4%	0	0.0%	765
	2021/2	425	57.3%	315	42.7%	0	0.0%	740
	2022/3	395	53.6%	335	45.3%	10	1.1%	740
Archaeology	2020/1	110	62.1%	65	37.9%	0	0.0%	175
	2021/2	120	63.2%	70	36.3%	0	0.5%	190
	2022/3	150	63.2%	80	33.8%	5	3.0%	235
Art	2020/1	240	81.0%	50	17.6%	5	1.4%	295
	2021/2	240	82.4%	45	16.2%	5	1.4%	290
	2022/3	245	82.9%	40	13.0%	10	4.1%	295
Biological Sciences	2020/1	805	60.1%	530	39.7%	5	0.2%	1335
	2021/2	775	59.7%	525	40.2%	0	0.1%	1300
	2022/3	775	60.5%	485	38.0%	20	1.5%	1280
Business & Management	2020/1	1230	35.8%	2200	64.1%	5	0.1%	3435
	2021/2	1255	37.0%	2135	62.9%	5	0.1%	3395
	2022/3	1260	35.7%	2175	61.6%	95	2.7%	3530
Business Informatics, Systems and Accounting	2020/1	30	50.0%	30	50.0%	0	0.0%	55
	2021/2	30	41.7%	40	58.3%	0	0.0%	70
	2022/3	35	41.1%	55	58.9%	0	0.0%	90
Chemistry	2020/1	100	46.7%	110	53.3%	0	0.0%	210
	2021/2	90	50.0%	90	50.0%	0	0.0%	180
	2022/3	85	47.0%	90	49.2%	5	3.8%	185
Classics	2020/1	95	53.8%	80	46.2%	0	0.0%	175
	2021/2	95	54.7%	75	44.7%	0	0.6%	170
	2022/3	105	57.5%	70	40.2%	5	2.2%	180
Coaching and Behavioural Change	2020/1	365	58.5%	255	41.5%	0	0.0%	620
	2021/2	470	60.5%	310	39.5%	0	0.0%	780
	2022/3	460	61.5%	275	36.9%	10	1.6%	745
Computer Science	2020/1	60	15.9%	330	84.1%	0	0.0%	390
	2021/2	65	17.5%	315	82.5%	0	0.0%	380
	2022/3	75	17.2%	345	78.9%	15	3.9%	435

Level of Study	Academic Year	Female		Male		Other/Not specified		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Construction Management & Engineering	2020/1	115	19.1%	490	80.9%	0	0.0%	605
	2021/2	115	20.6%	445	79.4%	0	0.0%	560
	2022/3	125	23.4%	400	74.4%	10	2.2%	535
Digital Business	2022/3	35	42.0%	45	58.0%	0	0.0%	80
Economics	2020/1	185	33.6%	365	66.4%	0	0.0%	550
	2021/2	125	27.9%	330	72.1%	0	0.0%	455
	2022/3	130	27.7%	325	69.6%	15	2.8%	470
Education	2020/1	915	78.9%	245	21.1%	0	0.0%	1160
	2021/2	930	81.6%	210	18.4%	0	0.0%	1140
	2022/3	800	82.2%	160	16.4%	15	1.4%	975
English Language & Applied Linguistics	2020/1	110	81.8%	25	18.2%	0	0.0%	130
	2021/2	115	81.1%	25	18.9%	0	0.0%	145
	2022/3	95	79.5%	20	17.9%	5	2.6%	115
English Literature	2020/1	310	79.2%	80	20.8%	0	0.0%	390
	2021/2	265	78.9%	70	21.1%	0	0.0%	335
	2022/3	255	75.7%	75	22.8%	5	1.5%	335
Executive MBA	2020/1	25	36.2%	45	63.8%	0	0.0%	70
	2021/2	25	33.3%	50	66.7%	0	0.0%	75
	2022/3	25	28.4%	55	70.4%	0	1.2%	80
Film, Theatre & Television	2020/1	120	55.3%	100	44.7%	0	0.0%	220
	2021/2	125	60.4%	80	39.6%	0	0.0%	205
	2022/3	120	63.5%	65	33.3%	5	3.1%	190
Finance	2020/1	120	36.6%	210	63.4%	0	0.0%	330
	2021/2	110	30.4%	245	69.6%	0	0.0%	355
	2022/3	105	26.5%	280	71.7%	5	1.8%	390
Flexible Executive MBA	2020/1	30	31.9%	65	68.1%	0	0.0%	95
	2021/2	20	26.4%	55	73.6%	0	0.0%	70
	2022/3	25	39.1%	40	60.9%	0	0.0%	65
Food & Nutritional Sciences	2020/1	295	70.7%	120	29.1%	0	0.2%	415
	2021/2	305	75.4%	100	24.4%	0	0.2%	400
	2022/3	270	72.8%	100	26.6%	0	0.5%	370

Level of Study	Academic Year	Female		Male		Other/Not specified		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Geography & Environmental Science	2020/1	320	52.9%	280	46.9%	0	0.2%	600
	2021/2	255	53.5%	220	46.1%	0	0.4%	475
	2022/3	215	47.1%	235	51.4%	5	1.5%	460
Henley DBA	2020/1	25	41.8%	30	58.2%	0	0.0%	55
	2021/2	25	44.2%	30	55.8%	0	0.0%	50
	2022/3	25	41.1%	35	58.9%	0	0.0%	55
History	2020/1	170	46.1%	200	53.9%	0	0.0%	370
	2021/2	115	40.6%	165	59.4%	0	0.0%	280
	2022/3	110	38.0%	175	59.6%	5	2.4%	290
Informatics	2020/1	25	46.6%	30	53.4%	0	0.0%	60
	2021/2	25	44.4%	30	55.6%	0	0.0%	55
	2022/3	0	..	0	..	0	..	0
International Business and Strategy	2020/1	5	..	5	..	0	..	10
	2021/2	5	..	5	..	0	..	10
	2022/3	5	..	0	..	0	..	5
International Study & Language Institute	2020/1	30	43.1%	40	56.9%	0	0.0%	70
	2021/2	25	32.9%	45	67.1%	0	0.0%	70
	2022/3	30	56.4%	25	43.6%	0	0.0%	55
Languages and Cultures	2020/1	220	64.5%	120	35.5%	0	0.0%	340
	2021/2	175	64.3%	95	35.7%	0	0.0%	270
	2022/3	160	62.3%	90	35.4%	5	2.3%	255
Law	2020/1	670	64.1%	375	35.8%	0	0.1%	1050
	2021/2	715	64.9%	385	35.1%	0	0.1%	1100
	2022/3	755	64.1%	410	35.0%	10	0.9%	1175
Leadership, Organisations and Behaviour	2020/1	200	64.7%	105	34.6%	0	0.7%	305
	2021/2	205	58.6%	140	40.8%	0	0.6%	350
	2022/3	185	58.4%	125	40.3%	5	1.3%	315
Marketing and Reputation	2020/1	10	..	10	..	0	..	20
	2021/2	10	..	5	..	0	..	15
	2022/3	10	..	5	..	0	..	10
Mathematics and Statistics	2020/1	135	33.8%	260	66.2%	0	0.0%	395
	2021/2	85	31.5%	185	68.5%	0	0.0%	275
	2022/3	80	32.4%	170	67.2%	0	0.4%	250

Level of Study	Academic Year	Female		Male		Other/Not specified		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Meteorology	2020/1	75	45.8%	90	54.2%	0	0.0%	165
	2021/2	70	45.4%	85	54.6%	0	0.0%	150
	2022/3	65	46.1%	70	50.4%	5	3.5%	140
Philosophy	2020/1	135	55.5%	110	44.5%	0	0.0%	245
	2021/2	110	54.1%	95	45.9%	0	0.0%	205
	2022/3	100	48.3%	105	48.8%	5	2.8%	210
Politics & International Relations	2020/1	145	38.0%	240	62.0%	0	0.0%	385
	2021/2	130	39.3%	200	60.7%	0	0.0%	330
	2022/3	130	41.0%	180	57.1%	5	1.9%	315
Psychology & Clinical Language Sciences	2020/1	1305	84.9%	230	15.0%	0	0.1%	1535
	2021/2	1300	85.4%	220	14.6%	0	0.0%	1520
	2022/3	1360	85.3%	220	13.7%	15	1.1%	1595
Real Estate & Planning	2020/1	260	34.5%	495	65.3%	0	0.3%	755
	2021/2	220	30.6%	495	69.3%	0	0.1%	715
	2022/3	170	24.7%	505	74.0%	10	1.3%	685
School of Architecture	2020/1	110	48.7%	115	51.3%	0	0.0%	225
	2021/2	120	53.4%	105	46.6%	0	0.0%	220
	2022/3	125	56.4%	95	42.3%	5	1.4%	220
School of Pharmacy	2020/1	710	70.6%	295	29.4%	0	0.0%	1005
	2021/2	760	70.3%	320	29.7%	0	0.0%	1085
	2022/3	755	68.9%	325	29.5%	15	1.6%	1095
Strategic Marketing Leadership	2020/1	0	..	5	..	0	..	5
	2021/2	0	..	0	..	0	..	5
	2022/3	0	..	0	..	0	..	0
Typography & Graphic Communication	2020/1	120	70.5%	50	29.5%	0	0.0%	175
	2021/2	100	71.3%	40	28.7%	0	0.0%	145
	2022/3	95	66.2%	45	31.7%	5	2.1%	145

Ethnicity

Ethnicity	2020/1		2021/2		2022/3	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Arab	565	2.8%	155	0.8%	185	1.0%
Asian (Non-Chinese)	2555	12.8%	2200	11.4%	2110	10.9%
Black	1215	6.1%	855	4.4%	805	4.2%
Chinese	1325	6.6%	160	0.8%	220	1.1%
Mixed	800	4.0%	765	4.0%	700	3.6%
Other	220	1.1%	200	1.0%	165	0.9%
White	12190	61.0%	10700	55.4%	8870	45.8%
Unknown*	1110	5.6%	4300	22.2%	6315	32.6%
Grand Total	19980	100%	19335	100%	19375	100%

*N.B. In 2020/1 the ethnicity of students whose permanent residence was outside of the UK/Channel islands were reportable, which is why the percentage of students with 'unknown' ethnicity was much lower.

Level of study and percentage of Ethnicity: BAME

Level of Study	2020/1	2021/2	2022/3
UG	35.9%	33.4%	32.9%
PGT	27.0%	18.5%	13.7%
PGR	42.7%	19.4%	15.2%
Grand Total	33.4%	22.4%	26.8%

N.B. These percentages exclude students whose permanent residence is outside of the UK/Channel Islands.

Disability Status

Disability Status	2020/1		2021/2		2022/3	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Disability declared – In receipt of DSA	880	34.9%	820	32.5%	840	4.3%
Disability declared – Not in receipt of DSA	2340	34.6%	2420	35.8%	2665	13.8%
No disability declared	16760	34.4%	16090	33.0%	15870	81.9%
Grand Total	19975	34.4%	19330	33.3%	19375	100.0%

Level of Study and Disability Status

Level of Study	Academic Year	Disability Declared		No Disability Declared		Grand Total
		Headcount	Percentage	Headcount	Percentage	
UG	2020/1	2385	18.9%	10250	81.1%	12635
	2021/2	2415	19.7%	9875	80.3%	12290
	2022/3	2635	21.1%	9875	78.9%	12510
PGT	2020/1	710	11.5%	5460	88.5%	6170
	2021/2	695	11.7%	5280	88.3%	5980
	2022/3	720	12.6%	5010	87.4%	5725
PGR	2020/1	120	10.2%	1050	89.8%	1170
	2021/2	125	11.8%	935	88.2%	1060
	2022/3	130	13.1%	850	86.9%	980

Age on Entry

Age on Entry	2020/1		2021/2		2022/3	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
17 or younger	215	1.1%	215	1.1%	235	1.2%
18 to 20	10480	52.5%	10350	53.5%	11070	57.1%
21 to 24	3165	15.8%	2720	14.1%	2300	11.9%
25 to 34	2875	14.4%	2755	14.3%	2685	13.9%
35 or older	3240	16.2%	3285	17.0%	3085	15.9%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	19980	100.0%	19335	100.0%	19375	100.0%

First Year Only

Age on Entry

Age on Entry	2020/1		2021/2		2022/3	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
17 or younger	85	1.0%	90	1.1%	71	0.9%
18 to 20	3580	40.5%	3725	45.9%	4019	48.3%
21 to 24	1795	20.3%	1570	19.4%	1509	18.1%
25 to 34	1565	17.7%	1345	16.6%	1366	16.4%
35 or older	1820	20.6%	1385	17.0%	1355	16.3%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	8845	100.0%	8115	100.0%	8320	100.0%

Religion or Belief

Religious Belief	2020/1		2021/2		2022/3	
	Headcount	%	Headcount	%	Headcount	%
Any other religion or belief	80	0.9%	85	1.0%	140	1.7%
Buddhist	100	1.2%	135	1.7%	155	1.9%
Christian	2715	30.7%	2260	27.9%	2205	26.5%
Hindu	270	3.0%	290	3.6%	425	5.1%
Information refused	695	7.9%	680	8.4%	635	7.6%
Jewish	30	0.4%	25	0.3%	20	0.3%
Muslim	940	10.6%	945	11.7%	1010	12.2%
No religion	3415	38.6%	3340	41.1%	3570	42.9%
Not known	350	3.9%	110	1.3%	5	0.1%
Sikh	145	1.7%	140	1.7%	155	1.9%
Spiritual	100	1.1%	105	1.3%	0	0.0%
Grand Total	8845	100.0%	8115	100.0%	8320	100.0%

Sexual Orientation

Sexual Orientation	2020/1		2021/2		2022/3	
	Headcount	%	Headcount	%	Headcount	%
Bisexual	314	3.5%	332	4.1%	495	5.9%
Gay man	105	1.2%	98	1.2%		
Gay woman/ lesbian	57	0.6%	82	1.0%	185	2.2%
Heterosexual	7042	79.6%	6449	79.5%	6745	81.1%
Information refused	826	9.3%	877	10.8%	780	9.4%
Not available	349	3.9%	108	1.3%	5	0.0%
Other	154	1.7%	168	2.1%	115	1.4%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	8847	100.0%	8114	100.0%	8320	100.0%

N.B. Gay man and Gay woman are now grouped together in the HESA specification.

Annex C – Additional Equalities Data

Staff

Table 11 – Summary of changes to the Personal Titles Process

Session	Changes introduced
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).
2021–22	<ul style="list-style-type: none"> • 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”.

Session	Changes introduced
2021–22 cont'd	<ul style="list-style-type: none"> • 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”. • 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.
2022–23	<ul style="list-style-type: none"> • Following a recommendation from the Race Equality Review in relation to the Personal Titles process, the University Personal Titles Committee established a small group of its members to discuss a series of data and formed a number of recommendations based on analysis of this data: • While mentoring of all applicants for personal titles is important, it was proposed that Heads of School in conjunction with their HR partner pay particular attention in allocating mentors to BAME female applicants for associate professor, that mentoring continue immediately following an application that has been unsuccessful and that where helpful there is continuity of mentor across annual cycles • As with all mentors, they should encourage BAME female candidates for associate professor to give careful consideration as to which criteria to select, where they have a choice • The Director of HR or her nominee consider how best recently successful BAME female applicants for associate professor might help new BAME female applicants (perhaps through a workshop)

Session	Changes introduced
<p>2022–23 cont'd</p>	<ul style="list-style-type: none"> • Performance of female BAME applicants in C2 and C3 are noteworthy for their lack of success; to help remedy this, Heads of School need to give careful consideration to providing reasonable time for colleagues to undertake activities that go towards these criteria, to encouraging BAME female colleagues to undertake CPD related to preparing for leadership roles, and to the processes they run for appointment to roles within their school, such that they ensure junior BAME female colleagues feel enabled and empowered to apply for them • In addition in relation to preparedness for C2 and C3, due consideration be given by the expectations and workload pathway of the Strategic Foundation Pathway • Given that preparation for a personal titles application can cover several years, Heads of School should ensure that in the PDR process for junior female BAME colleagues a supportive and realistic approach is taken to encouraging such colleagues such that they are well prepared to make the application at the appropriate time. • Following a recommendation from the Disability and Neurodiversity Review to undertake a review of Personal Circumstances processes to ensure an equitable approach, a group including the Dean for Diversity and Inclusion and several Heads of School was asked to consider what improvements could be made to the process. A number of changes were agreed to improve consistency and a summary of the main changes is below: <ul style="list-style-type: none"> - A rationale for why Personal Circumstances Agreed Statements are not permitted to describe the nature of any candidates’ personal circumstances has been added to the guidance. - The guidance now states that information regarding contractual employment history is permitted within the Personal Circumstances Agreed Statement (no details can be provided for any other circumstances). - It has been clarified that the Head of School and candidate will engage in a collaborative discussion to identify how the candidate’s personal circumstances have impacted the specific Personal Titles criteria. - It has been explicitly stated that information on disability, neurodiversity, or chronic physical or mental health conditions, which impact/have impacted on lived working experience, can be included in the Personal Circumstances Declaration Form. - It has been confirmed that no Committee Members on either the School or University Committee are permitted to raise any information relating to a candidate’s personal circumstances during the meeting which has not been included within the Agreed Statement. - The Personal Circumstances Agreed Statement now requires Heads of School to complete a ‘tick box’ style table, specifying the criteria impacted by the personal circumstances declared, the time period affected and the impact. There is now a separate box for a timeline to be provided, if considered helpful, and an additional box where further information can be provided regarding employment history/ contractual changes, if appropriate. • Additionally <ul style="list-style-type: none"> - It has been further emphasised that it is good practice to specify contribution to collaborative endeavours. - Applicants have been asked not to link to other documents. - Where Schools have candidates from the University of Reading Malaysia, they have been asked to consider whether it would be appropriate to include the relevant Head of Section on the School Committee. - Further clarity has been provided regarding what paperwork will be provided to candidates who are contemplating an appeal.

Table 12 – 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. Rounded total in brackets.					Successful male or female applicants as % of total successful applicants. Rounded total in brackets.				
	18–19	19–20	20–21	21–22	22–23	18–19	19–20	20–21	21–22	22–23
Male	74% (50)	50% (35)	65% (45)	76% (30)	60% (40)	44% (85)	32% (55)	48% (60)	37% (60)	60% (40)
Female	75% (65)	69% (55)	82% (35)	70% (50)	55% (30)	56% (85)	68% (55)	48% (60)	58% (60)	40% (40)
Unknown	N/A	N/A	.. (5)	.. (5)	.. (0)	N/A	N/A	3% (60)	5% (60)	0% (40)

Table 13 – Personal Titles Summary – Successful Applications for Associate Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Rounded total in brackets.					Successful male or female applicants as % of total successful applicants. Rounded total in brackets.				
	18–19	19–20	20–21	21–22	22–23	18–19	19–20	20–21	21–22	22–23
Male	79% (30)	.. (20)	64% (30)	.. (20)	.. (15)	48% (45)	28% (35)	44% (40)	36% (40)	.. (20)
Female	67% (35)	76% (35)	88% (25)	73% (35)	.. (15)	52% (45)	72% (35)	56% (40)	57% (40)	.. (20)
Unknown	N/A	N/A	.. (0)	.. (5)	N/A	N/A	N/A	0% (40)	7% (40)	N/A

Table 14 – Personal Titles Summary – Successful Applications for Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Rounded total in brackets.					Successful male or female applicants as % of total successful applicants. Rounded total in brackets.				
	18–19	19–20	20–21	21–22	22–23	18–19	19–20	20–21	21–22	22–23
Male	65% (25)	.. (15)	.. (15)	.. (10)	54% (25)	38% (40)	.. (20)	.. (20)	.. (20)	.. (20)
Female	86% (30)	57% (20)	.. (10)	.. (15)	.. (10)	62% (40)	.. (20)	.. (20)	.. (20)	.. (20)
Unknown	N/A	N/A	.. (0)	N/A	N/A	N/A	N/A	.. (20)	N/A	N/A

Table 15 – 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).				
	2018–19	2019–20	2020–21	2021–22	2022–23
Male	9% (200)	11% (190)	15% (185)	10% (185)	6% (225)
Female	16% (225)	15% (230)	12% (210)	16% (205)	6% (280)

Table 16 – Applications for Professor via Personal Titles (by Sex)

	Percentage of applicants against sex baseline (total numbers of staff of each sex eligible to apply).				
	2018–19	2019–20	2020–21	2021–22	2022–23
Male	16% (145)	9% (160)	9% (160)	7 % (155)	17 % (155)
Female	18% (155)	14% (150)	6% (145)	11% (155)	7% (170)

Table 17 – Reward Process (by Sex)

	2018–19	2019–20	2020–21	2021–22	2022–23
Additional Increment	7 Male – 24% 22 Female – 76%	15 Male – 32.61% 31 Female – 67.39%	18 Male – 34.61% 34 Female – 65.39%	19 Male – 48.72% 20 Female – 51.28%	11 Male – 24.44% 34 Female – 75.56%
Contribution Points	12 Male – 30% 28 Female – 70%	16 Male – 44.44% 20 Female – 55.56%	14 Male – 38.89% 22 Female – 61.11%	9 Male – 22.50% 31 Female – 77.50%	7 Male – 20.59% 27 Female – 79.41%
Merit Based Promotion	3 Male – 50% 3 Female – 50%	5 Male – 45.45% 6 Female – 54.55%	5 Male – 83.33% 1 Female – 16.67%	5 Male – 55.56% 4 Female – 44.44%	4 Male – 80% 1 Female – 20%

Table 18 – Lump Sum (by Sex)

	2018–19	2019–20	2020–21	2021–22	2022–23
Number Awarded	191 Male – 35% 349 Female – 65%	199 Male – 32% 424 Female – 68%	230 Male – 33.62% 453 Female – 66.23% 1 Unspecified – 0.15%	200 Male – 32.63% 413 Female – 67.37%	197 Male – 32.30% 413 Female – 67.70%
Average Value	£533.32 – Male £464.39 – Female Difference = £68.93	£455.23 – Male £387.29 – Female Difference = £67.94	£408.15 – Male £348.30 – Female Difference = £59.85	£474.90 – Male £418.02 – Female Difference = £56.88	£423.12 – Male £447.33 – Female Difference = £24.21

Table 19 – Celebrating Success (by Sex)

	2018–19	2019–20	2020–21	2021–22	2022–23
Male	296 (34%)	308 (33.59%)	394 (33.28%)	345 (37.21%)	353 (34.64%)
Female	565 (66%)	609 (66.41%)	790 (66.72%)	582 (62.79%)	666 (65.36%)

Table 20 – Gender Pay Gap

	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020	As at 31 March 2021	As at 31 March 2022
Gender Pay Gap (difference in mean hourly rate)	20.51%	18.33%	20.64%	22.07%	19.4%
Gender Pay Gap (difference in median hourly rate)	18.52%	18.48%	23.18%	25.4%	18.7%

Table 21– Applications for Associate Professor via Personal Titles (by Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each sex eligible to apply).				
	2018–19	2019–20	2020–21	2021–22	2022–23
White	16% (300)	15% (290)	14% (275)	14% (275)	7% (330)
BAME	16% (75)	13% (70)	17% (75)	15% (80)	9% (100)
Unknown	9% (55)	5% (55)	7% (45)	10% (40)	0% (85)

Table 22 – Applications for Professor via Personal Titles (by Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each sex eligible to apply).				
	2018–19	2019–20	2020–21	2021–22	2022–23
White	17% (250)	13% (255)	5% (250)	8% (250)	7% (260)
BAME	23% (30)	6% (35)	8% (40)	16% (40)	14% (45)
Unknown	.. (20)	.. (20)	.. (15)	.. (20)	.. (20)

Table 23 – Reward Process (by Ethnicity)

	2018–19	2019–20	2020–21	2021–22	2022–23
Additional Increment	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%	4 BAME – 10.25% 31 White – 79.50% 4 Unknown – 10.25%	8 BAME – 17.78% 37 White – 82.22%
Contribution Points	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%	7 BAME – 17.50% 32 White – 80% 1 Unknown – 2.5%	6 BAME – 17.64% 27 White – 79.94% 1 Unknown – 2.42%
Merit Based Promotion	2 BAME – 33.33% 4 White – 66.66% 0 Unknown	2 BAME – 18.18% 9 White – 81.82% 0 Unknown	2 BAME – 33.33% 4 White – 66.67%	4 BAME – 44.44% 5 White – 55.56%	0 BAME 5 White – 100%

Table 24 – Lump Sum (by Ethnicity)

	2018–19	2019–20	2020–21	2021–22	2022–23
Number Awarded	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%	67 BAME – 10.93% 516 White – 84.17% 30 Unknown – 4.90%	81 BAME – 13.28% 498 White – 81.64% 31 Unknown – 5.08%
Average Value	£412.22 – BAME £497.13 – White Difference = £84.91	£357.98 – BAME £415.09 – White Difference = £57.11	£291.11 – BAME £379.76 – White Difference = £88.65	£484.92 – BAME £428.75 – White Difference = £56.17	£412.96 – BAME £446.75 – White Difference = £33.79

Table 25 – Celebrating Success (by Ethnicity)

	2018–19	2019–20	2020–21	2021–22	2022–23
BAME	81 (9.4%)	119 (12.98%)	169 (14.27%)	163 (17.58%)	172 (16.88%)
White	700 (81.30%)	773 (84.30%)	969 (81.84%)	732 (78.96%)	787 (77.23%)
Unknown/not declared	80 (9.3%)	26 (2.72%)	46 (3.89%)	32 (3.46%)	60 (5.89%)

Table 26 – Ethnicity Pay Gap Table

	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020	As at 31 March 2021	As at 31 March 2022
Ethnicity Pay Gap (Mean)	20.98%	19.80%	15.43%	16.98%	20.57%
Ethnicity Pay Gap (Median)	23.30%	25.40%	20.97%	25.40%	23.26%

Table 27 – Grievance Data

Year	Data
2018–19	13 grievances in total, 5 cases related to D&I. 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 D&I 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.
2019–20	9 in total Of which 4 cases related to D&I
2020–21	7 in total Of the grievance case two related to D&I
2021–22	Total of 5 grievance cases Of the grievance cases 2 related to D&I
2022–23	Total of 6 grievance cases Of the grievance cases 1 related to D&I

Table 28 – Contact with Harassment Advisors

Year	Contact
2018–19	3 contacts in total 2 related to D&I
2019–20	2 contacts in total Neither related to D&I
2020–21	8 contacts in total 2 related to D&I
2021–22	0 contacts in total
2022–23	0 contacts in total

Table 29 – Contact with Wellbeing Peer Support Network

Year	Contact
2018–19	2 contacts, not related to D&I
2019–20	HARC Advisors no longer active; Wellbeing Peer Support Network established. 32 contacts in total Enquiry type: 8 related to personal issue; 10 related to a workplace issue; 14 related to a combination of work-related and personal issues
2020–21	12 contacts in total Enquiry type: 5 related to personal issues, 3 related to work-related issues and 4 were a combination of personal and work-related issues
2021–22	12 contacts in total Of these 2 related to personal issues, 6 related to work related issues and 4 were a combination of personal and work-related issues.
2022–23	7 contacts in total Of these 2 related to personal issues, 2 related to work related issues and 3 were a combination of personal and work-related issues

Table 30 – Committees Data (By Sex)³

	2018–19		2019–20		2020–21		2021–22		2022–23	
	F	M	F	M	F	M	F	M	F	M
Council	38.5% (10)	61.5% (16)	46.2% (12)	53.8% (14)	44.4%	55.6%	42.3%	57.7%	45.83%	54.17%
**Scrutiny and Finance Committee	17% (2)	83% (10)	36.4% (4)	63.6% (7)	30.8%	69.2%	30.8%	69.2%	33.3%	66.7%
University Board of Teaching, Learning and Student Experience	60% (9)	40% (6)	73% (8)	27% (3)	62.5%	37.5%	60%	40%	57.14%	42.86%
University Board of Research and Innovation	39.1% (9)	60.9% (14)	29% (4)	71% (10)	33.35	66.7%	28.6%	71.4%	42.86%	57.14%
Senate	47.7% (33)	50.8% (31)	50% (27)	50% (27)	50.8%	49.2%	49.2%	50.8%	42.9%	57.1%
University Executive Board	25% (2)	75% (6)	37.5% (3)	62.5% (5)	33.3%	66.7%	37.5%	62.5%	30%	70%
Remuneration Committee	40% (2)	60% (3)	50% (3)	50% (3)	50%	50%	60%	40%	80%	20%

³ Student data is no longer included in the figures in Table 30 and Table 31.

Table 31 – Committees Data (By Ethnicity)

	2018–19	2019–20	2020–21	2021–22	2022–23
Senate	84.6% (55) White 7.7% (5) BAME 4.6% (3) Unknown 3.1% (2) Information refused	84.2% (48) White 5.3% (3) BAME 5.3% (3) Unknown	87.7% White 9.2% BAME 1.5% Information refused 1.5% Unknown	81% White 11.1% BAME 4.8% Information refused 3.2% Unknown	78.6% White 14.3% BAME 7.1% Information Refused
Council	88.5% (23) White 11.5% (3) BAME	84.6% (22) White 15.4% (4) BAME	85.2% White 14.8% BAME	88.5% White 11.5% BAME	91.7% White 8.3% BAME
**Scrutiny and Finance Committee	100% (12) White	90.9% (10) White 9.1% (1) BAME	92.3% White 7.7% BAME	92.3% White 7.7% BAME	91.7% White 8.3% BAME
University Executive Board	87.5% (7) White 12.5% (1) BAME	87.5% (7) White 12.5% (1) BAME	88.9% White 11.1% BAME	87.5% White 12.5% BAME	10% BAME 90% White
*University Board of Research and Innovation			80% White 13.3% BAME 6.7% Unknown	92.9% White 7.1% BAME	85.7% White 14.3% BAME
*University Board of Teaching, Learning and Student Experience			87.5% White 12.5% BAME	86.7% White 6.7% BAME 6.7% Unknown	85.7% White 7.1% BAME 7.1% Unknown
*Remuneration Committee			100% White	100% White	100% White

*Data not included prior to 2020–21

**Name change to committee from Strategy and Finance Committee to Scrutiny and Finance Committee

Table 32 – Recruitment, Applications (by Sex)

Sex	Count	Percentage
Female	8765	50.4%
Male	8430	48.5%
Unspecified	130	0.7%
NULL	60	0.3%

Table 33 – Recruitment, Applications (by Disability Status)

Disability status	Count	Percentage
Disabled	35	0.2%
Not disabled	295	1.7%
Prefer not to say	280	1.6%
NULL	16775	96.5%

Table 34 – Recruitment, Applications (by Ethnicity)

Ethnicity	Count	Percentage
BAME	11255	64.7%
White	5440	31.3%
Prefer not to say	525	3.0%
Not Known	165	0.9%

Table 35 – 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	7245	82.7%	790	9.0%	730	8.3%
Male	7385	87.6%	585	7.0%	460	5.5%
Unspecified	95	74.6%	15	11.5%	20	13.8%
NULL	0	0.0%	0	0.0%	60	100.0%

Table 36 – Recruitment, Success Rates of Applicants by Disability (as a percentage of applications of that disability status)

Disability status	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
Disabled	20	61.1%	5	16.7%	10	22.2%
Not disabled	195	65.9%	55	18.2%	45	15.9%
Prefer not to say	205	73.4%	35	12.6%	40	14.0%
NULL	14305	85.3%	1295	7.7%	1175	7.0%

Table 37 – Recruitment, Success Rates of applicants by ethnicity (as a percentage of applications of that ethnicity)

Ethnicity	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
BAME	10160	90.3%	675	6.0%	420	3.8%
White	4030	74.1%	660	12.1%	750	13.8%
Prefer not to say	445	84.6%	50	9.1%	35	6.3%
Not Known	95	56.4%	10	5.5%	65	38.2%

Students

Table 38 – UoR UG admissions by sex over three years

Sex		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	12150	54.8%	12200	54.5%	12300	52.3%
	Offers	10790	55.6%	10950	55.6%	10555	52.8%
	Enrols	2280	52.4%	2340	53.2%	2355	50.9%
	Offers as % of Apps		88.8%		89.8%		85.8%
	Enrols as % of Apps		18.8%		19.2%		19.1%
Male	Applications	10035	45.2%	10190	45.5%	11210	47.7%
	Offers	8630	44.4%	8750	44.4%	9430	47.2%
	Enrols	2070	47.6%	2060	46.8%	2275	49.1%
	Offers as % of Apps		86.0%		85.9%		84.1%
	Enrols as % of Apps		20.6%		20.2%		20.3%
Other/ Unspecified	Applications	0	0.0%	5	0.0%	5	0.0%
	Offers	0	0.0%	0	0.0%	5	0.0%
	Enrols	0	0.0%	0	0.0%	0	0.0%
	Offers as % of Apps	
	Enrols as % of Apps	
Grand Total	Applications	22185		22390		23515	
	Offers	19425		19705		19985	
	Enrols	4350		4400		4635	
	Offers as % of Apps		87.6%		88.0%		85.0%
	Enrols as % of Apps		19.6%		19.7%		19.7%

Table 39 – UoR PGT admissions by sex over three years

Sex		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	11720	53.5%	10390	51.7%	10745	47.0%
	Offers	8260	54.7%	7110	51.6%	7390	50.2%
	Enrols	2555	56.9%	2085	55.8%	2070	56.7%
	Offers as % of Apps		70.5%		68.4%		68.8%
	Enrols as % of Apps		21.8%		20.1%		19.2%
Male	Applications	10155	46.4%	9650	48.1%	11305	49.5%
	Offers	6815	45.2%	6645	48.2%	7185	48.8%
	Enrols	1925	43.0%	1645	44.1%	1570	43.0%
	Offers as % of Apps		67.1%		68.9%		63.5%
	Enrols as % of Apps		19.0%		17.1%		13.9%
Other/ Unspecified	Applications	30	0.1%	40	0.2%	805	3.5%
	Offers	15	0.1%	20	0.1%	160	1.1%
	Enrols	5	0.1%	5	0.2%	10	0.3%
	Offers as % of Apps		60.7%		52.6%		19.7%
	Enrols as % of Apps		17.9%		15.8%		1.5%
Grand Total	Applications	21905		20075		22855	
	Offers	15090		13775		14730	
	Enrols	4485		3735		3650	
	Offers as % of Apps		68.9%		68.6%		64.4%
	Enrols as % of Apps		20.5%		18.6%		16.0%

Table 40 – UoR PGR admissions by sex over three years

Sex		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	1395	42.8%	1545	45.3%	1440	44.1%
	Offers	445	51.4%	475	55.7%	385	53.1%
	Enrols	220	55.0%	210	60.1%	175	58.5%
	Offers as % of Apps		31.9%		30.8%		26.6%
	Enrols as % of Apps		15.9%		13.5%		12.2%
Male	Applications	1855	56.8%	1855	54.4%	1810	55.5%
	Offers	415	47.8%	375	44.0%	335	46.2%
	Enrols	175	43.6%	135	39.6%	120	40.8%
	Offers as % of Apps		22.4%		20.3%		18.4%
	Enrols as % of Apps		9.5%		7.4%		6.7%
Other/ Unspecified	Applications	15	0.4%	10	0.3%	15	0.4%
	Offers	5	0.8%	0	0.2%	5	0.7%
	Enrols	5	1.5%	0	0.3%	0	0.7%
	Offers as % of Apps		53.8%		20.0%		38.5%
	Enrols as % of Apps		46.2%		10.0%		15.4%
Grand Total	Applications	3265		3410		3265	
	Offers	870		855		720	
	Enrols	405		345		300	
	Offers as % of Apps		26.6%		25.1%		22.1%
	Enrols as % of Apps		12.4%		10.1%		9.2%

Table 41 – UoR UG progression by sex over three years

Sex		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Female	Passed as 1st	3485	87.3%	3250	80.8%	3385	81.1%
	Passed as 2nd	295	7.4%	430	10.7%	445	10.7%
	Failed at 2nd	60	1.6%	100	2.5%	115	2.7%
	Not Qualified at 2nd	45	1.1%	65	1.6%	90	2.2%
	Other	105	2.6%	175	4.4%	140	3.4%
Male	Passed as 1st	2785	80.6%	2640	75.6%	2870	76.4%
	Passed as 2nd	355	10.3%	445	12.7%	480	12.8%
	Failed at 2nd	115	3.4%	170	4.9%	165	4.4%
	Not Qualified at 2nd	40	1.1%	75	2.1%	90	2.4%
	Other	160	4.6%	165	4.7%	150	4.0%
Other/ Unspecified	Passed as 1st	0	..	0	..	0	..
	Passed as 2nd	0	..	0	..	0	..
	Failed at 2nd	0	..	0	..	0	..
	Not Qualified at 2nd	0	..	0	..	0	..
	Other	0	..	0	..	0	..
Grand Total	Passed at 1st	6270	84.2%	5890	78.4%	6255	78.8%
	Passed at 2nd	655	8.8%	875	11.6%	925	11.7%
	Failed at 2nd	180	2.4%	270	3.6%	280	3.5%
	Not qualified at 2nd	85	1.1%	140	1.9%	180	2.3%
	Other	265	3.5%	340	4.5%	290	3.7%

Table 42 – UoR UG retention by sex over three years

Sex	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Female	Withdrawn	515	6.9%	625	8.4%	Withdrawn or suspended study	225	3.4%
	Retained	6920	93.1%	6820	91.6%	Not withdrawn or suspended study	6450	96.6%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Male	Withdrawn	480	7.6%	630	9.8%	Withdrawn or suspended study	220	3.8%
	Retained	5815	92.4%	5770	90.2%	Not withdrawn or suspended study	5575	96.2%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Other/ Unspecified	Withdrawn	0	..	0	..	Withdrawn or suspended study	5	3.6%
	Retained	0	..	0	..	Not withdrawn or suspended study	190	96.4%
	Unknown	0	..	0	..	Unknown	0	0.0%
Grand Total	Withdrawn	990	7.2%	1255	9.1%	Withdrawn or suspended study	455	3.6%
	Retained	12735	92.8%	12590	90.9%	Not withdrawn or suspended study	12215	96.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 43 – UoR PGT retention by sex over three years

Sex	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Female	Withdrawn	515	6.9%	625	8.4%	Withdrawn or suspended study	145	4.9%
	Retained	6920	93.1%	6820	91.6%	Not withdrawn or suspended study	2860	95.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Male	Withdrawn	480	7.6%	630	9.8%	Withdrawn or suspended study	130	4.9%
	Retained	5815	92.4%	5770	90.2%	Not withdrawn or suspended study	2480	95.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Sex	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Other/ Unspecified	Withdrawn	0	..	0	..	Withdrawn or suspended study	5	2.6%
	Retained	0	..	0	..	Not withdrawn or suspended study	115	97.4%
	Unknown	0	..	0	..	Unknown	0	0.0%
Grand Total	Withdrawn	990	7.2%	1255	9.1%	Withdrawn or suspended study	275	4.8%
	Retained	12735	92.8%	12590	90.9%	Not withdrawn or suspended study	5450	95.2%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 44 – UoR PGR retention by sex over three years

Sex	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Female	Withdrawn	515	6.9%	625	8.4%	Withdrawn or suspended study	40	7.3%
	Retained	6920	93.1%	6820	91.6%	Not withdrawn or suspended study	505	92.7%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Male	Withdrawn	480	7.6%	630	9.8%	Withdrawn or suspended study	25	7.0%
	Retained	5815	92.4%	5770	90.2%	Not withdrawn or suspended study	360	93.0%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Other/ Unspecified	Withdrawn	0	..	0	..	Withdrawn or suspended study	0	2.2%
	Retained	0	..	0	..	Not withdrawn or suspended study	45	97.8%
	Unknown	0	..	0	..	Unknown	0	0.0%
Grand Total	Withdrawn	990	7.2%	1255	9.1%	Withdrawn or suspended study	70	6.9%
	Retained	12735	92.8%	12590	90.9%	Not withdrawn or suspended study	910	93.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 45 – UoR UG Attainment (First and 2.1) by sex over three years

Sex	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Female	1820	89.4%	1585	85.2%	1460	83.8%
Male	1365	83.5%	1135	78.0%	1075	77.4%
Other/Not Specified	0	..	0	..	50	86.0%
Grand Total	3185	86.8%	2720	82.1%	2585	81.0%

Table 46 – UoR PGT Attainment (Distinction / A or B and Merit / C) by sex over three years

Sex	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Female	850	84.9%	790	81.1%	940	81.5%
Male	755	79.6%	730	73.2%	865	67.7%
Other/Not Specified	5	..	0	..	5	..
Grand Total	1610	82.4%	1520	77.1%	1815	74.3%

Table 47 – UoR UG admissions by ethnicity over three years

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	325	1.5%	340	1.5%	425	1.8%
	Offers	265	1.4%	290	1.5%	350	1.8%
	Enrols	115	2.6%	120	2.8%	150	3.2%
	Offers as % of Apps		81.8%		85.6%		82.0%
	Enrols as % of Apps		35.2%		35.9%		34.9%
Asian – Chinese	Applications	630	2.8%	420	1.9%	455	1.9%
	Offers	620	3.2%	405	2.1%	420	2.1%
	Enrols	465	10.7%	355	8.1%	385	8.3%
	Offers as % of Apps		98.1%		96.2%		92.1%
	Enrols as % of Apps		73.7%		84.6%		84.6%
Asian – excluding Chinese	Applications	2770	12.5%	3015	13.5%	3365	14.3%
	Offers	2340	12.0%	2560	13.0%	2765	13.8%
	Enrols	645	14.8%	720	16.4%	820	17.7%
	Offers as % of Apps		84.5%		84.9%		82.1%
	Enrols as % of Apps		23.3%		23.9%		24.4%

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Black	Applications	1295	5.8%	1480	6.6%	1610	6.9%
	Offers	1015	5.2%	1195	6.1%	1250	6.3%
	Enrols	255	5.8%	330	7.5%	340	7.3%
	Offers as % of Apps		78.4%		80.8%		77.7%
	Enrols as % of Apps		19.6%		22.4%		21.0%
Mixed	Applications	940	4.2%	1075	4.8%	1185	5.0%
	Offers	820	4.2%	940	4.8%	985	4.9%
	Enrols	190	4.4%	255	5.7%	255	5.5%
	Offers as % of Apps		87.3%		87.4%		82.9%
	Enrols as % of Apps		20.2%		23.5%		21.3%
Other	Applications	325	1.5%	315	1.4%	400	1.7%
	Offers	270	1.4%	275	1.4%	320	1.6%
	Enrols	60	1.4%	70	1.5%	65	1.4%
	Offers as % of Apps		83.2%		88.2%		80.0%
	Enrols as % of Apps		18.0%		21.7%		16.7%
Unknown	Applications	4560	20.6%	4180	18.7%	4275	18.2%
	Offers	4040	20.8%	3675	18.7%	3570	17.9%
	Enrols	175	4.0%	160	3.7%	180	3.9%
	Offers as % of Apps		88.6%		88.0%		83.5%
	Enrols as % of Apps		3.8%		3.9%		4.2%
White	Applications	11340	51.1%	11570	51.7%	11790	50.1%
	Offers	10050	51.7%	10365	52.6%	10330	51.7%
	Enrols	2450	56.3%	2390	54.3%	2440	52.7%
	Offers as % of Apps		88.6%		89.6%		87.6%
	Enrols as % of Apps		21.6%		20.7%		20.7%
BAME Total	Applications	6285	28.3%	6640	29.7%	7450	31.7%
	Offers	5330	27.4%	5665	28.8%	6090	30.5%
	Enrols	1730	39.7%	1850	42.0%	2015	43.4%
	Offers as % of Apps		84.8%		85.3%		81.8%
	Enrols as % of Apps		27.5%		27.9%		27.0%
Grand Total	Applications	22185		22390		23515	
	Offers	19425		19705		19985	
	Enrols	4350		4400		4635	
	Offers as % of Apps		87.5%		88.0%		85.0%
	Enrols as % of Apps		19.6%		19.7%		19.7%

Table 48 – UoR PGT admissions by ethnicity over three years

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	1025	4.7%	1055	5.2%	980	4.3%
	Offers	585	3.9%	625	4.5%	585	4.0%
	Enrols	120	2.7%	90	2.4%	90	2.5%
	Offers as % of Apps		57.0%		59.3%		59.6%
	Enrols as % of Apps		11.7%		8.5%		9.2%
Asian – Chinese	Applications	7070	32.3%	4550	22.7%	4405	19.3%
	Offers	4940	32.7%	3335	24.2%	3265	22.2%
	Enrols	320	7.2%	280	7.4%	295	8.1%
	Offers as % of Apps		69.9%		73.3%		74.1%
	Enrols as % of Apps		4.5%		6.1%		6.7%
Asian – excluding Chinese	Applications	3285	15.0%	3790	18.9%	5495	24.0%
	Offers	2165	14.3%	2565	18.6%	3685	25.0%
	Enrols	495	11.0%	530	14.2%	740	20.3%
	Offers as % of Apps		65.8%		67.7%		67.0%
	Enrols as % of Apps		15.1%		14.0%		13.4%
Black	Applications	2895	13.2%	3485	17.4%	5165	22.6%
	Offers	1880	12.4%	2235	16.2%	2710	18.4%
	Enrols	310	6.9%	225	6.0%	255	7.0%
	Offers as % of Apps		64.9%		64.1%		52.5%
	Enrols as % of Apps		10.8%		6.5%		4.9%
Mixed	Applications	1040	4.7%	1215	6.0%	1460	6.4%
	Offers	685	4.5%	765	5.6%	830	5.6%
	Enrols	115	2.6%	100	2.7%	90	2.4%
	Offers as % of Apps		65.8%		63.1%		56.7%
	Enrols as % of Apps		11.3%		8.4%		6.0%
Other	Applications	215	1.0%	195	1.0%	255	1.1%
	Offers	130	0.9%	130	0.9%	180	1.2%
	Enrols	30	0.7%	35	0.9%	45	1.2%
	Offers as % of Apps		60.4%		66.8%		69.6%
	Enrols as % of Apps		13.8%		18.1%		17.5%
Unknown	Applications	825	3.8%	975	4.9%	1875	8.2%
	Offers	525	3.5%	635	4.6%	905	6.2%
	Enrols	210	4.7%	190	5.1%	370	10.1%
	Offers as % of Apps		63.6%		65.0%		48.4%
	Enrols as % of Apps		25.5%		19.5%		19.7%

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
White	Applications	5545	25.3%	4815	24.0%	3210	14.0%
	Offers	4180	27.7%	3485	25.3%	2570	17.5%
	Enrols	2880	64.2%	2285	61.1%	1765	48.4%
	Offers as % of Apps		75.4%		72.4%		80.1%
	Enrols as % of Apps		51.9%		47.4%		55.0%
BAME Total	Applications	15535	70.9%	14285	71.2%	17770	77.8%
	Offers	10385	68.8%	9655	70.1%	11250	76.4%
	Enrols	1395	31.1%	1260	33.8%	1515	41.5%
	Offers as % of Apps		66.8%		67.6%		63.3%
	Enrols as % of Apps		9.0%		8.8%		8.5%
Grand Total	Applications	21905		20075		22855	
	Offers	15090		13775		14730	
	Enrols	4485		3735		3650	
	Offers as % of Apps		68.9%		68.6%		64.4%
	Enrols as % of Apps		20.5%		18.6%		16.0%

Table 49 – UoR PGR admissions by ethnicity over three years

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	655	20.0%	570	16.7%	470	14.4%
	Offers	120	13.7%	125	14.5%	85	11.8%
	Enrols	50	12.6%	40	12.1%	25	8.4%
	Offers as % of Apps		18.2%		21.8%		18.1%
	Enrols as % of Apps		7.8%		7.4%		5.3%
Asian – Chinese	Applications	195	6.0%	195	5.7%	190	5.8%
	Offers	95	10.9%	70	8.4%	65	9.2%
	Enrols	30	6.9%	30	8.4%	30	10.4%
	Offers as % of Apps		48.2%		36.7%		34.7%
	Enrols as % of Apps		14.2%		14.8%		16.3%
Asian – excluding Chinese	Applications	645	19.8%	760	22.3%	800	24.5%
	Offers	130	15.0%	150	17.6%	155	21.5%
	Enrols	35	8.9%	45	12.4%	40	13.0%
	Offers as % of Apps		20.1%		19.7%		19.4%
	Enrols as % of Apps		5.6%		5.7%		4.9%

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Black	Applications	655	20.1%	690	20.2%	835	25.5%
	Offers	100	11.6%	125	14.5%	95	13.5%
	Enrols	25	6.4%	30	8.1%	20	7.0%
	Offers as % of Apps		15.4%		18.0%		11.6%
	Enrols as % of Apps		4.0%		4.1%		2.5%
Mixed	Applications	240	7.4%	270	8.0%	315	9.7%
	Offers	50	5.6%	55	6.7%	55	7.4%
	Enrols	10	3.0%	10	3.2%	15	4.7%
	Offers as % of Apps		20.2%		21.0%		16.8%
	Enrols as % of Apps		5.0%		4.0%		4.4%
Other	Applications	30	1.0%	60	1.7%	40	1.2%
	Offers	10	0.9%	15	1.6%	15	1.9%
	Enrols	5	0.7%	10	2.3%	5	1.3%
	Offers as % of Apps		25.0%		23.7%		36.8%
	Enrols as % of Apps		9.4%		13.6%		10.5%
Unknown	Applications	170	5.2%	230	6.8%	165	5.1%
	Offers	60	6.7%	70	8.2%	45	6.2%
	Enrols	35	8.4%	30	8.7%	20	6.0%
	Offers as % of Apps		34.1%		30.2%		27.1%
	Enrols as % of Apps		20.0%		12.9%		10.8%
White	Applications	665	20.3%	630	18.5%	450	13.8%
	Offers	310	35.5%	245	28.5%	205	28.6%
	Enrols	215	53.0%	155	44.8%	145	49.2%
	Offers as % of Apps		46.4%		38.4%		45.8%
	Enrols as % of Apps		32.2%		24.5%		32.7%
BAME Total	Applications	2430	74.4%	2545	74.7%	2650	81.1%
	Offers	500	57.8%	540	63.3%	470	65.2%
	Enrols	155	38.6%	160	46.5%	135	44.8%
	Offers as % of Apps		20.7%		21.3%		17.7%
	Enrols as % of Apps		6.4%		6.3%		5.1%
Grand Total	Applications	3265		3410		3265	
	Offers	870		855		720	
	Enrols	405		345		300	
	Offers as % of Apps		26.6%		25.1%		22.1%
	Enrols as % of Apps		12.4%		10.1%		9.2%

Table 50 – UoR UG progression by ethnicity over three years

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Arab	Passed as 1st	155	79.8%	145	62.1%	185	66.4%
	Passed as 2nd	30	14.5%	50	22.1%	50	17.1%
	Failed at 2nd	5	1.6%	10	3.4%	15	5.4%
	Not Qualified at 2nd	0	0.5%	10	3.4%	10	4.3%
	Other	5	3.6%	20	8.9%	20	6.8%
Asian – Chinese	Passed as 1st	380	83.1%	365	80.4%	385	78.4%
	Passed as 2nd	55	11.8%	55	12.5%	65	13.2%
	Failed at 2nd	5	1.5%	10	2.4%	15	2.6%
	Not Qualified at 2nd	5	1.3%	5	1.3%	15	3.3%
	Other	10	2.2%	15	3.3%	10	2.4%
Asian – excluding Chinese	Passed as 1st	975	80.0%	940	73.8%	1040	72.9%
	Passed as 2nd	135	11.3%	165	13.0%	210	14.8%
	Failed at 2nd	30	2.6%	45	3.7%	55	3.9%
	Not Qualified at 2nd	20	1.7%	45	3.6%	50	3.6%
	Other	55	4.4%	75	6.0%	70	4.8%
Black	Passed as 1st	330	66.6%	330	59.1%	375	59.9%
	Passed as 2nd	80	16.0%	115	20.2%	140	22.1%
	Failed at 2nd	20	4.3%	40	7.1%	45	7.3%
	Not Qualified at 2nd	15	3.2%	35	5.9%	40	6.2%
	Other	50	9.9%	45	7.7%	30	4.5%
Mixed	Passed as 1st	295	83.0%	310	76.0%	385	83.5%
	Passed as 2nd	35	9.9%	45	11.0%	40	8.7%
	Failed at 2nd	10	2.3%	20	5.1%	15	3.0%
	Not Qualified at 2nd	5	1.7%	10	2.4%	10	2.0%
	Other	10	3.1%	20	5.4%	15	2.8%
Other	Passed as 1st	80	76.6%	80	64.8%	95	66.9%
	Passed as 2nd	15	14.0%	20	15.2%	25	17.3%
	Failed at 2nd	5	4.7%	5	4.0%	10	7.9%
	Not Qualified at 2nd	0	1.9%	0	1.6%	0	0.7%
	Other	5	2.8%	20	14.4%	10	7.2%

Ethnicity		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Unknown	Passed as 1st	250	79.1%	200	76.6%	195	77.5%
	Passed as 2nd	35	10.4%	30	11.5%	25	10.4%
	Failed at 2nd	10	3.8%	15	6.1%	10	4.8%
	Not Qualified at 2nd	5	2.2%	5	1.1%	5	2.8%
	Other	15	4.4%	10	4.6%	10	4.4%
White	Passed as 1st	3810	88.3%	3515	83.7%	3600	84.4%
	Passed as 2nd	270	6.3%	395	9.4%	375	8.8%
	Failed at 2nd	90	2.1%	120	2.9%	115	2.7%
	Not Qualified at 2nd	25	0.6%	35	0.8%	45	1.1%
	Other	115	2.7%	135	3.2%	130	3.1%
BAME Total	Passed as 1st	2210	78.4%	2175	71.1%	2465	72.0%
	Passed as 2nd	350	12.3%	450	14.8%	525	15.4%
	Failed at 2nd	75	2.7%	130	4.3%	155	4.5%
	Not Qualified at 2nd	50	1.8%	105	3.4%	130	3.7%
	Other	135	4.8%	195	6.4%	150	4.4%
Grand Total	Passed at 1st	6270	84.2%	5890	78.4%	6255	78.8%
	Passed at 2nd	655	8.8%	875	11.6%	925	11.7%
	Failed at 2nd	180	2.4%	270	3.6%	280	3.5%
	Not qualified at 2nd	85	1.1%	140	1.9%	180	2.3%
	Other	265	3.5%	340	4.5%	290	3.68%

Table 51 – UoR UG retention by ethnicity over three years

Ethnicity	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Arab	Withdrawn	35	11.4%	5	2.3%	Withdrawn or suspended study	0	1.3%
	Retained	280	88.6%	125	97.7%	Not withdrawn or suspended study	150	98.7%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Asian – Chinese	Withdrawn	30	3.1%	5	6.1%	Withdrawn or suspended study	5	2.0%
	Retained	930	96.9%	90	93.9%	Not withdrawn or suspended study	150	98.0%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Asian – excluding Chinese	Withdrawn	45	2.5%	60	3.4%	Withdrawn or suspended study	65	3.6%
	Retained	1800	97.5%	1665	96.6%	Not withdrawn or suspended study	1705	96.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Black	Withdrawn	35	4.7%	25	4.2%	Withdrawn or suspended study	15	2.5%
	Retained	735	95.3%	595	95.8%	Not withdrawn or suspended study	660	97.5%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Mixed	Withdrawn	15	2.8%	20	3.1%	Withdrawn or suspended study	30	4.7%
	Retained	585	97.2%	590	96.9%	Not withdrawn or suspended study	570	95.3%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Other	Withdrawn	5	3.4%	10	4.9%	Withdrawn or suspended study	5	2.2%
	Retained	170	96.6%	155	95.1%	Not withdrawn or suspended study	135	97.8%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Unknown	Withdrawn	620	39.4%	860	22.0%	Withdrawn or suspended study	90	3.4%
	Retained	950	60.6%	3045	78.0%	Not withdrawn or suspended study	2615	96.6%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Ethnicity	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
White	Withdrawn	200	2.7%	275	4.2%	Withdrawn or suspended study	245	3.8%
	Retained	7285	97.3%	6320	95.8%	Not withdrawn or suspended study	6230	96.2%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
BAME Total	Withdrawn	170	3.7%	120	3.6%	Withdrawn or suspended study	115	3.3%
	Retained	4500	96.3%	3225	96.4%	Not withdrawn or suspended study	3370	96.7%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Grand Total	Withdrawn	990	7.2%	1255	9.1%	Withdrawn or suspended study	455	3.6%
	Retained	12735	92.8%	12590	90.9%	Not withdrawn or suspended study	12215	96.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 52 – UoR PGT retention by ethnicity over three years

Ethnicity	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Arab	Withdrawn	0	1.0%	0	6.9%	Withdrawn or suspended study	0	8.0%
	Retained	210	99.0%	25	93.1%	Not withdrawn or suspended study	25	92.0%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Asian – Chinese	Withdrawn	5	0.4%	5	5.6%	Withdrawn or suspended study	5	8.8%
	Retained	890	99.6%	70	94.4%	Not withdrawn or suspended study	50	91.2%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Asian – excluding Chinese	Withdrawn	20	2.0%	25	4.3%	Withdrawn or suspended study	20	6.6%
	Retained	885	98.0%	585	95.7%	Not withdrawn or suspended study	295	93.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Ethnicity	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Black	Withdrawn	10	2.2%	15	4.3%	Withdrawn or suspended study	10	10.2%
	Retained	480	97.8%	285	95.7%	Not withdrawn or suspended study	95	89.8%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Mixed	Withdrawn	5	2.5%	10	5.3%	Withdrawn or suspended study	5	4.5%
	Retained	235	97.5%	180	94.7%	Not withdrawn or suspended study	85	95.5%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Other	Withdrawn	0	0.0%	0	2.5%	Withdrawn or suspended study	0	0.0%
	Retained	45	100.0%	40	97.5%	Not withdrawn or suspended study	25	100.0%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Unknown	Withdrawn	280	28.6%	410	13.8%	Withdrawn or suspended study	135	4.4%
	Retained	700	71.4%	2550	86.1%	Not withdrawn or suspended study	2945	95.6%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
White	Withdrawn	190	3.7%	225	4.6%	Withdrawn or suspended study	100	4.9%
	Retained	4910	96.3%	4675	95.4%	Not withdrawn or suspended study	1925	95.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
BAME Total	Withdrawn	40	1.5%	55	4.5%	Withdrawn or suspended study	45	6.9%
	Retained	2740	98.5%	1180	95.5%	Not withdrawn or suspended study	580	93.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Grand Total	Withdrawn	510	5.8%	690	7.6%	Withdrawn or suspended study	275	4.8%
	Retained	8350	94.2%	8410	92.4%	Not withdrawn or suspended study	5450	95.2%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 53 – UoR PGR retention by ethnicity over three years

Ethnicity	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Arab	Withdrawn	0	0.9%	0	..	Withdrawn or suspended study	5	..
	Retained	230	99.1%	15	..	Not withdrawn or suspended study	5	..
	Unknown	0	0.0%	0	..	Unknown	0	..
Asian – Chinese	Withdrawn	0	1.4%	0	..	Withdrawn or suspended study	0	..
	Retained	140	98.6%	10	..	Not withdrawn or suspended study	10	..
	Unknown	0	0.0%	0	..	Unknown	0	..
Asian – excluding Chinese	Withdrawn	5	2.4%	0	3.7%	Withdrawn or suspended study	0	..
	Retained	205	97.6%	50	96.3%	Not withdrawn or suspended study	20	..
	Unknown	0	0.0%	0	0.0%	Unknown	0	..
Black	Withdrawn	5	3.9%	0	2.2%	Withdrawn or suspended study	0	..
	Retained	145	96.1%	45	97.8%	Not withdrawn or suspended study	20	..
	Unknown	0	0.0%	0	0.0%	Unknown	0	..
Mixed	Withdrawn	0	1.3%	0	2.6%	Withdrawn or suspended study	0	..
	Retained	75	98.7%	35	97.4%	Not withdrawn or suspended study	10	..
	Unknown	0	0.0%	0	0.0%	Unknown	0	..
Other	Withdrawn	0	..	0	..	Withdrawn or suspended study	0	..
	Retained	20	..	10	..	Not withdrawn or suspended study	5	..
	Unknown	0	..	0	..	Unknown	0	..
Unknown	Withdrawn	25	14.3%	75	6.5%	Withdrawn or suspended study	35	6.6%
	Retained	155	85.7%	1085	93.5%	Not withdrawn or suspended study	495	93.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Ethnicity	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
White	Withdrawn	25	2.3%	15	2.4%	Withdrawn or suspended study	25	6.6%
	Retained	975	97.7%	690	97.6%	Not withdrawn or suspended study	340	93.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
BAME Total	Withdrawn	15	1.9%	5	2.3%	Withdrawn or suspended study	10	10.6%
	Retained	820	98.1%	170	97.7%	Not withdrawn or suspended study	75	89.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Grand Total	Withdrawn	65	3.2%	95	4.7%	Withdrawn or suspended study	70	6.9%
	Retained	1950	96.8%	1945	95.3%	Not withdrawn or suspended study	910	93.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 54 – UoR UG admissions by disability over three years

Disability		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Disability Declared	Applications	2955	13.3%	3005	13.4%	3565	15.2%
	Offers	2605	13.4%	2675	13.6%	3025	15.1%
	Enrols	910	20.9%	870	19.7%	940	20.3%
	Offers as % of Apps		88.1%		89.1%		84.8%
	Enrols as % of Apps		30.8%		28.9%		26.4%
No Disability Declared	Applications	19230	86.7%	19385	86.6%	19950	84.8%
	Offers	16820	86.6%	17030	86.4%	16965	84.9%
	Enrols	3440	79.1%	3535	80.3%	3695	79.7%
	Offers as % of Apps		87.5%		87.8%		85.0%
	Enrols as % of Apps		17.9%		18.2%		18.5%
Grand Total	Applications	22185		22390		23515	
	Offers	19425		19705		19985	
	Enrols	4350		4400		4635	
	Offers as % of Apps		87.5%		88.0%		85.0%
	Enrols as % of Apps		19.6%		19.7%		19.7%

Table 55 – UoR PGT admissions by disability over three years

Disability		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Disability Declared	Applications	1175	5.4%	1070	5.3%	940	4.1%
	Offers	855	5.7%	735	5.3%	725	4.9%
	Enrols	600	13.4%	490	13.1%	485	13.3%
	Offers as % of Apps		72.8%		68.7%		77.0%
	Enrols as % of Apps		51.1%		45.5%		51.6%
No Disability Declared	Applications	20730	94.6%	19000	94.7%	21910	95.9%
	Offers	14235	94.3%	13040	94.7%	14005	95.1%
	Enrols	3885	86.6%	3250	86.9%	3165	86.7%
	Offers as % of Apps		68.7%		68.6%		63.9%
	Enrols as % of Apps		18.7%		17.1%		14.4%
Grand Total	Applications	21905		20075		22855	
	Offers	15090		13775		14730	
	Enrols	4485		3735		3650	
	Offers as % of Apps		68.9%		68.6%		64.4%
	Enrols as % of Apps		20.5%		18.6%		16.0%

Table 56 – UoR PGR admissions by disability over three years

Disability		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Disability Declared	Applications	155	4.8%	170	4.9%	145	4.4%
	Offers	75	8.5%	75	8.7%	60	8.3%
	Enrols	60	15.1%	50	15.0%	35	12.4%
	Offers as % of Apps		47.7%		44.0%		41.7%
	Enrols as % of Apps		39.4%		31.0%		25.7%
No Disability Declared	Applications	3110	95.2%	3240	95.1%	3120	95.6%
	Offers	795	91.5%	780	91.3%	660	91.7%
	Enrols	345	84.9%	295	85.0%	260	87.6%
	Offers as % of Apps		25.5%		24.1%		21.2%
	Enrols as % of Apps		11.0%		9.1%		8.4%
Grand Total	Applications	3265		3410		3265	
	Offers	870		855		720	
	Enrols	405		345		300	
	Offers as % of Apps		26.6%		25.1%		22.1%
	Enrols as % of Apps		12.4%		10.1%		9.2%

Table 57 – UoR UG progression by disability over three years

Disability		2020–21		2021–22		2022–23	
		Head-count	%	Head-count	%	Head-count	%
Disabled – DSA	Passed as 1st	475	84.7%	410	85.7%	350	81.3%
	Passed as 2nd	40	7.0%	35	7.3%	35	8.6%
	Failed at 2nd	15	2.9%	10	2.3%	10	2.8%
	Not Qualified at 2nd	0	0.4%	0	0.4%	5	1.6%
	Other	30	5.2%	20	4.2%	25	5.6%
Disabled – No DSA	Passed as 1st	960	81.8%	860	76.1%	935	77.9%
	Passed as 2nd	120	10.2%	140	12.5%	130	10.8%
	Failed at 2nd	35	3.0%	50	4.3%	55	4.5%
	Not Qualified at 2nd	5	0.6%	15	1.2%	15	1.3%
	Other	50	4.4%	65	5.8%	65	5.6%
No Known Disability	Passed as 1st	4840	84.6%	4620	78.2%	4975	78.9%
	Passed as 2nd	495	8.6%	700	11.8%	760	12.0%
	Failed at 2nd	130	2.2%	210	3.6%	215	3.4%
	Not Qualified at 2nd	75	1.3%	125	2.1%	160	2.5%
	Other	185	3.2%	255	4.3%	200	3.2%
Grand Total	Passed at 1st	6270	84.2%	5890	78.4%	6255	78.8%
	Passed at 2nd	655	8.8%	875	11.6%	925	11.7%
	Failed at 2nd	180	2.4%	270	3.6%	280	3.5%
	Not qualified at 2nd	85	1.1%	140	1.9%	180	2.3%
	Other	265	3.5%	340	4.5%	290	3.7%

Table 58 – UoR UG retention by disability over three years

Disability	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Disabled – DSA	Withdrawn	20	2.5%	25	3.4%	Withdrawn or suspended study	25	3.5%
	Retained	735	97.5%	690	96.6%	Not withdrawn or suspended study	725	96.5%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Disabled – No DSA	Withdrawn	35	2.3%	60	3.5%	Withdrawn or suspended study	100	5.2%
	Retained	1595	97.7%	1640	96.5%	Not withdrawn or suspended study	1810	94.8%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
No known Disability	Withdrawn	750	6.8%	915	8.3%	Withdrawn or suspended study	330	3.3%
	Retained	10285	93.2%	10080	91.7%	Not withdrawn or suspended study	9680	96.7%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
All Disability Declared	Withdrawn	245	9.0%	340	11.9%	Withdrawn or suspended study	125	4.7%
	Retained	2450	91.0%	2510	88.1%	Not withdrawn or suspended study	2535	95.3%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Grand Total	Withdrawn	990	7.2%	1255	9.1%	Withdrawn or suspended study	455	3.6%
	Retained	12735	92.8%	12590	90.9%	Not withdrawn or suspended study	12215	96.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 59 – UoR PGT retention by disability over three years

Disability	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Disabled – DSA	Withdrawn	0	1.6%	10	7.1%	Withdrawn or suspended study	10	12.1%
	Retained	125	98.4%	120	92.9%	Not withdrawn or suspended study	60	87.9%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Disabled – No DSA	Withdrawn	30	4.0%	45	5.1%	Withdrawn or suspended study	40	6.1%
	Retained	745	96.0%	840	94.9%	Not withdrawn or suspended study	615	93.9%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
No known Disability	Withdrawn	440	5.6%	585	7.3%	Withdrawn or suspended study	230	4.6%
	Retained	7455	94.4%	7400	92.7%	Not withdrawn or suspended study	4780	95.4%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
All Disability Declared	Withdrawn	70	7.5%	105	9.5%	Withdrawn or suspended study	50	6.7%
	Retained	890	92.5%	1010	90.5%	Not withdrawn or suspended study	670	93.3%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Grand Total	Withdrawn	510	5.8%	690	7.6%	Withdrawn or suspended study	275	4.8%
	Retained	8350	94.2%	8410	92.4%	Not withdrawn or suspended study	5450	95.2%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 60 – UoR PGR retention by disability over three years

Disability	Retention Status	2020–21		2021–22		Engagement Status	2022–23	
		Head-count	%	Head-count	%		Head-count	%
Disabled – DSA	Withdrawn	0	0.0%	0	4.2%	Withdrawn or suspended study	0	8.3%
	Retained	45	100.0%	45	95.8%	Not withdrawn or suspended study	20	91.7%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Disabled – No DSA	Withdrawn	5	3.6%	10	4.2%	Withdrawn or suspended study	5	6.7%
	Retained	160	96.4%	185	95.8%	Not withdrawn or suspended study	95	93.3%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
No known Disability	Withdrawn	55	3.0%	75	4.3%	Withdrawn or suspended study	60	6.9%
	Retained	1725	97.0%	1705	95.7%	Not withdrawn or suspended study	790	93.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
All Disability Declared	Withdrawn	10	4.7%	20	7.7%	Withdrawn or suspended study	10	7.0%
	Retained	225	95.3%	240	92.3%	Not withdrawn or suspended study	120	93.0%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%
Grand Total	Withdrawn	65	3.2%	95	4.7%	Withdrawn or suspended study	70	6.9%
	Retained	1950	96.8%	1945	95.3%	Not withdrawn or suspended study	910	93.1%
	Unknown	0	0.0%	0	0.0%	Unknown	0	0.0%

Table 61 – UoR UG Attainment (First and 2.1) by sexual orientation over three years

Sexual Orientation	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Heterosexual	2695	87.0%	2225	81.6%	2055	81.0%
LGB (Gay woman/lesbian, Gay man, Bisexual)	180	87.5%	200	87.8%	220	83.3%
Other	25	84.4%	30	71.8%	25	76.5%
Unknown	285	84.8%	260	82.7%	285	80.2%
Grand Total	3185	86.8%	2720	82.1%	2585	81.0%

Table 62 – UoR PGT Attainment (Distinction / A or B and Merit / C) by sexual orientation over three years

Sexual Orientation	2020–21		2021–22		2022–23	
	Head-count	%	Head-count	%	Head-count	%
Heterosexual	1280	85.3%	1195	80.1%	1475	80.6%
LGB (Gay woman/lesbian, Gay man, Bisexual)	75	89.3%	65	78.8%	95	79.7%
Other	35	75.5%	45	75.4%	15	48.4%
Unknown	220	67.9%	215	63.8%	230	49.7%
Grand Total	1610	82.4%	1520	77.1%	1815	74.3%

Diversity and Inclusion Annual Report 2022–23

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