Contents

Introduction ................................................................................................................................................. 3

Progress and impact ................................................................................................................................. 4
  General Duty ........................................................................................................................................... 4
  Gender ....................................................................................................................................................... 4
  Disability .................................................................................................................................................. 5
  Race Equality .......................................................................................................................................... 5
  Faith and Belief ....................................................................................................................................... 5
  LGBT+ ..................................................................................................................................................... 5
  Age .......................................................................................................................................................... 5
  Pregnancy and Maternity ......................................................................................................................... 6

Mainstreaming Outcomes 2016-2021 ....................................................................................................... 7
  General Duty ........................................................................................................................................... 7
  Gender ....................................................................................................................................................... 7
  Disability .................................................................................................................................................. 8
  Race Equality .......................................................................................................................................... 10
  LGBT+ ..................................................................................................................................................... 10
  Faith and Belief ....................................................................................................................................... 11
  Age .......................................................................................................................................................... 11
  Pregnancy and Maternity ......................................................................................................................... 11

Gender Pay Gap .......................................................................................................................................... 13

BAME (Black, Asian & Minority Ethnic) Pay Gap ...................................................................................... 14

Disability Pay Gap ...................................................................................................................................... 14

Appendix 1: Equality Data, Student Population ....................................................................................... 15
  Figure 1: Age of Student Population, 2013 - 2019 .............................................................................. 15
  Figure 2: Declared Disability, 2013 - 2019 ..................................................................................... 15
  Figure 3: Ethnicity, 2013 - 2019 ........................................................................................................ 16
  Figure 4: Faith and Belief, 2015 - 2019 ............................................................................................. 16
  Figure 5: LGBT+ Student Population 2016 - 2019 .......................................................................... 17
  Figure 6: Student Population by Gender 2017 & 2018 (as %)* ....................................................... 17

Appendix 2: Equality Data, Staff Population ............................................................................................ 18
  Figure 7: Age of Staff Population, 2017 & 2018 ............................................................................ 18
  Figure 8: Declared Disability, 2017 & 2018 as a percentage of the staff population ............... 18
  Figure 9: Percentage of Black, Asian & Minority Ethnic in Staff Population ............................ 19
  Figure 10: Faith and Belief, 2017 & 2018, by number ................................................................. 19
  Figure 11: LGBT+ Staff Population 2017 & 2018 ........................................................................... 20
Figure 12a: Staff population by Gender 2017 & 2018 (all) ......................................................... 20
Figure 12b: Staff population by Gender 2017 & 2018 (Academic vs Support)................................. 21
Introduction

The use of the term "equality and diversity" (E&D) is commonplace in the public and private sectors, although organisations differ in what exactly the term means. Many definitions of equality and diversity share similar elements, related to the improvement of an organisation, business or community for a common good or purpose. For Abertay equality and diversity is recognising and valuing that everyone is different, and respecting and encouraging those differences to bring about improvements for organisational and societal benefit. People with different backgrounds, experiences and attitudes bring fresh ideas and perceptions, and a diverse organisation such as that at Abertay can draw upon the widest range of experiences so it can listen to, meet, and provide for, the needs of its employees, students and the community the University serves. The University’s strategic plan 2015 - 2020 further underlines our commitment to equality and diversity in the following statements:

• To offer transformational opportunities to everyone who has the ability to benefit from Abertay’s approach to university education.

• To inspire and enable our students, staff and graduates to achieve their full potential.

• To use our knowledge and expertise to have a positive impact on the world around us.

• Investing in high quality infrastructure to provide an environment which will support and inspire our students and staff.

• Developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.

• Ensure that our recruitment, admissions and assessment policies recognise potential and result in a diverse student population.
Progress and impact

This mainstreaming report sets out the key areas in which the University has progressed over the past two years. In addition our published Outcome Agreement (2018/19) with the SFC highlights the commitments the University has pledged itself to. Items that have had the most beneficial impact on the University in relation to Equality and Diversity are:

General Duty

The University provides mandatory equality and diversity training, including unconscious bias, in recruitment and selection, Research Excellence, Stress management (to address issues surrounding mental well-being) and diversity in the workplace to underpin its commitment to ensuring good relations between people of different protected characteristics.

The continued development of the ‘lead voices’ project to harness interest and enthusiasm from among staff and students in fostering good relations among those with similar and different protected characteristics.

The University has increased the range of equality information it gathers in relation to students since 2015/16 to include information on gender identification, sexual orientation and faith and belief. This has allowed the University to extend the range and depth of analysis of equality information to ensure due regard is paid to all protected characteristics.

The University carried out Staff Engagement Surveys in 2013, 2015 and 2017, including comprehensive equality analysis. Responses on E&D matters were largely very positive in 2015, and improved further in 2017 with a significant improvement to those responding positively regarding the University’s commitment to equality.

Gender

The University was successful in its re-application for the Athena SWAN bronze award in 2018. In addition, the School of Science, Engineering and Technology has also achieved a departmental bronze award.

The University has hosted and contributed to numerous Dundee Women in Science events in this festival since 2014, with a view to improving the engagement of women and girls in STEM (Science, Technology, Engineering and Maths).

In terms of the gender pay gap, the University recognises this is a significant challenge for the University and the wider higher education sector. Our equal pay audit indicates that there are no significant differences in pay between men and women carrying out the same or comparable jobs. However, as for most universities, there are fewer women than men in more senior academic roles, so there is a difference in average pay.

The University has a reasonably balanced senior management group (47% female), a 50/50 split on the University Executive and the balance on our Court has also improved with 50% of lay members being female compared to 44% in 2017.

There has been an improvement in the number of women professors appointed by the University compared to the previous mainstreaming report, up from 11% to 34% of the professorial population.

As part of the University’s commitment to Gender Equality, a Gender Action Plan has been developed since the last mainstreaming report.
Disability
The University has committed to building on its Gold award for the Healthy Working Lives initiative. Amongst other activities, the University has run Health Fairs and Mental Health Awareness programmes with a view to promoting good physical and mental health amongst staff and students.

A review of the Student Mental Health Policy was carried out in 2017/18. As a result, during the 2018/19 academic year the University has undertaken a publicity campaign to increase awareness of mental health.

The number of disabled students enrolled at the University has increased from 540 (2015/16) to 704 (2018/19). This is up by nearly a third.

The University has published and committed to a BSL Action Plan 2018-2024.

Race Equality
Our commitment to equality and diversity was recognised in 2016 when we were the first university in Scotland to be awarded the Race Equality Charter Mark. The University is one of ten Universities in the UK to achieve this accolade. As part of the application process, we developed a race equality action plan, which is now being embedded into our overall Equality Action Plan, and which we will continue to implement.

In 2018, National Student Survey overall satisfaction rates for students from BME (Black and Minority Ethnic) backgrounds were similar to their White counterparts (77% versus 78%).

In the last Research Excellence Framework a higher proportion of BME staff were submitted as part compared to their white counterparts.

As part of Abertay’s internationalisation strategy to create a more international community in the University and in line with our aim to foster students to be “globally conscientious” (part of our Abertay Attributes), the Abertay Language Centre has been running Beginners Spanish and Beginners Chinese classes since 2014-15.

As part of the University quality enhancement activities, all divisions are providing case studies to highlight good practice in embedding Race Equality in the curriculum.

Faith and Belief
The University provides a multi-faith space, accessible to all who wish to use its facilities (students and staff), supported by honorary Chaplains who provide support within the local community on a voluntary basis.

LGBT+
The University is committed to ensuring that Transgender and Non-Binary Students are treated with dignity and respect and receive appropriate support. To this end, the University has developed Gender Identity policies and protocols for staff and students.

The University and Abertay SA supported the first Dundee Pride event. Over 100 staff and students took part in the parade representing the University and its LGBT+ community.

Age
The University has participated in the Modern Apprenticeship programme providing opportunities to 8 young people between the ages of 16-19. The University won an award in 2016 for its Modern Apprenticeship programme, in particular the training plans to support individual development.
Part of the University’s mission to widening access relates to ‘mature learners’. The number of students aged 25 and over has increased since 2015/16 from 880 to 985 in 2017/18, an 11% increase. [Source: HESA, 2019]

Pregnancy and Maternity
Since 2013, the University has introduced a new Flexible Working Policy, which recognises the importance for employees of achieving a balance between work and family commitments. In addition, the University has introduced new Adoption and Shared Parental Leave Policies, both of which provide for pay and benefits similar to those for Maternity Leave.

The University has developed a Pregnancy and Maternity protocol for students. The purpose is to discuss the potential impact of pregnancy and maternity on an individual’s learning at University, including attending lectures and tutorials, placements, and participating in assessments and examinations. The outcome of the discussions will be the production of a plan and a risk assessment to support the student with continued learning and engagement with their academic studies.
Mainstreaming Outcomes 2016–2021

General Duty

Developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.

**Aim 1:** Implement and sustain the ‘lead voices’ project to encourage and support staff and students who identify with particular protected characteristics to garner information and opinions and to consider the implications of University policies and procedures on their protected characteristic as well as on intersectional issues.

**Outcome:** Project is currently on track with staff and students volunteering to become ‘lead voices’. ‘Lead voices’ have been helpful in reaching out to those with protected characteristics to assist in obtaining feedback during the drafting process for new or updated policies and protocols. This in turn has assisted the University in its obligations with regard to Equality Impact Assessments.

**Aim 2:** To ensure equitable admissions to all programmes of study.

**Outcome:** The University remains committed to promoting a fair admissions policy ensuring that we give equal consideration to applicants who apply on time, and who possess the necessary knowledge and skills, regardless of the route taken during their senior phase of studies. Building on our experience of using ‘contextual offers’ over many years, Abertay introduced the criteria in November 2016 in 2018/19 entry had 70 new entrants (5% of our entrants) at University who would not otherwise have been given the opportunity.

Gender

**Aim 3:** To endeavour that, by 2030, no academic subject area has an extreme gender imbalance (75:25) – in line with the Scottish Funding Council Outcome.

**Outcome:** There are currently 7 subject areas that have gender imbalances in 2018 compared to 6 in 2017.

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Female 2018</th>
<th>Male 2018</th>
<th>Female 2017</th>
<th>Male 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Finance and Economics</td>
<td>51.9%</td>
<td>48.1%</td>
<td>63.7%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Business and Management</td>
<td>55.2%</td>
<td>44.8%</td>
<td>66.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>Computing and Mathematics</td>
<td>7.4%</td>
<td>92.6%</td>
<td>5.8%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>7.5%</td>
<td>92.5%</td>
<td>10.9%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Food and Drink</td>
<td>81.0%</td>
<td>19.0%</td>
<td>80.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Games and Arts</td>
<td>32.9%</td>
<td>67.1%</td>
<td>28.1%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Law</td>
<td>65.3%</td>
<td>34.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Nursing and Counselling</td>
<td>95.7%</td>
<td>4.3%</td>
<td>90.7%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Natural and Built Environment</td>
<td>23.3%</td>
<td>76.7%</td>
<td>15.4%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Psychology</td>
<td>82.9%</td>
<td>17.1%</td>
<td>80.8%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Science</td>
<td>64.9%</td>
<td>35.1%</td>
<td>56.7%</td>
<td>43.3%</td>
</tr>
<tr>
<td>Sociology</td>
<td>77.4%</td>
<td>22.6%</td>
<td>70.5%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Sport and Exercise Sciences</td>
<td>39.3%</td>
<td>60.7%</td>
<td>37.8%</td>
<td>62.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49.7%</strong></td>
<td><strong>50.3%</strong></td>
<td><strong>47.4%</strong></td>
<td><strong>52.5%</strong></td>
</tr>
</tbody>
</table>
The University continues with its outreach activities to address gender stereotyping in relation to subject choices. The biggest impact is within the Natural and Built Environment which has seen a 7-point shift in women taking the subject in 2018 compared to 2017.

**Aim 4:** To engage with local schools to tackle gender imbalance earlier and to tackle gender stereotypes.

**Outcome:** The University employed a widening access recruitment officer in 2018 to assist to achieving this aim. Part of the role is to facilitate school visits to the University and for academic staff to delivery workshops within local schools, particularly in subject areas with a poor gender balance.

**Aim 5:** To enhance retention and completion at a subject level where there is a statistically significant gap by gender.

The University has been developing its learner analytics tools (using among other elements, attendance, VLE and assessment completions) to support retention. It is anticipated that full roll out will be available from September 2018. This will allow professional services staff to identify (with a RAG system) students disengaging with their studies; contact students via email, phone and/or text; and implement a series of interventions.

**Aim 6:** Achieve Athena Swan Bronze award for each academic school.

**Outcome:** The School of Science, Engineering and Technology was successful in achieving the Athena Swan Bronze award in November 2018. Dundee Business School and the School of Social and Health Sciences submitted applications and await the outcome.

**Aim 7:** Maintain the institutional Athena Swan award.

**Outcome:** The University was successful in achieving the Athena Swan Bronze award in November 2018.

**Aim 8:** Provide leadership development and mentoring for women through Aurora and other programmes to lessen the gap between men and women in senior positions within the University.

**Outcome:** The University is providing women academics with the opportunity to participate in the TRAM mentoring scheme (with St. Andrews and Dundee Universities). Academic staff can be mentors as well as mentees. Currently there are 17 Mentees and 17 Mentors.

Additionally, the University participates in Aurora, developing future leader programme for people who identified as women. In 2018-19 there are 13 delegates compared to 2017-18, when there were 4 participants.

**Disability**

**Aim 9:** Create a barrier free campus for disabled people.

**Outcome:** The University is to carry out an access audit of the estate in 2019.

**Aim 10:** Invest in high quality infrastructure to provide an environment which will support and inspire our students and staff.
Outcome: The University has recently invested in £4m in refurbishing the Library ensuring that the works carried out used best practice for disabled access within the constrictions of the building.

Aim 11: Develop a BSL action plan by 2018 in consultation with Deaf and hard-of-hearing staff, students and the local community.

Outcome: The University has developed a BSL action plan 2018-2024

Aim 12: Continue to address issues surrounding individual perceptions of declaring mental health issues for staff and students.

Outcome: Since 2014/15, there has been a near threefold increase in the number of students declaring a mental health condition on enrolment from 50 to 148 in 2018/19. The percentage of staff declaring a disability has increased to 28 (2017/18) which is a twofold increase on 2016/17. In addition, the University with input and support from Abertay Students’ Association has reviewed and updated its Student Mental Health Policy in 2018.

Aim 13: Improve the records held on disability for staff to enable meaningful analysis and identification of priorities for action.

Aim 14: Ensure that data is collected in a systematic and secure manner that engenders confidence that information is confidential, on an ongoing basis.

Outcome: A new HR system was implemented in 2017 bringing in two improved process for collection of this information: a) the online recruitment process collects equality data, which is automatically transferred into the records of appointed staff; b) the system has a ‘self-service’ facility, which enables staff to update their own records, and this facility has been publicised to promote self-declaration. The proportion of staff recorded as being disabled has approximately doubled since 2016.

Aim 15: Provide and promote an improved process for all staff to declare whether or not they are disabled by 2018, working with the Lead Voices to encourage full disclosure.

Outcome: The University has been working with the Lead Voices to identify priorities for disabled staff. Discussion has been held regarding disability and wider health information and a particular priority is identified in relation to supporting staff with mental health issues.

Aim 16: Improve employment outcomes for disabled students so that they are the same as their nondisabled counterparts by 2021.

Outcome:

<table>
<thead>
<tr>
<th>Employment and Further Study (as %)</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>93.1</td>
<td>93.2</td>
</tr>
<tr>
<td>Non- Disabled</td>
<td>94.3</td>
<td>96.6</td>
</tr>
</tbody>
</table>

Although not significant there has been a widening of employment and further study outcomes between disabled graduate and their non-disabled counter parts. The University continues to offer career guidance and career development related opportunities support disabled students access the graduate jobs market.

Aim 17: Ensure that our student profile reflects the wider community within which the University sits and maintain a disabled student population of 14% for the next four years.
Outcome: In 2018/19 the percentage of students declaring a disability was 14%. The University has committed via its Outcome Agreement to maintain the percentage of disabled students enrolling on its programmes of study.

Race Equality


Outcome: In progress.

Aim 19: Use focus group sessions to identify areas of good practice and those that require improvement to develop and refine current action plans, every two years from 2017.

Outcome: In progress.

Aim 20: Improve employment outcomes for BAME students so that they are the same as their white counterparts by 2021.

Outcome: There has been a significant improvement in the percentage of Black, Asian and Minority Ethnic students moving into employment and further study (see table below), six months after graduating. The difference in positive destinations has narrowed from 7.6% (2015/16) to 2.3% (2016/17).

<table>
<thead>
<tr>
<th>Employment and Further Study (as %)</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>94.8</td>
<td>96.2</td>
</tr>
<tr>
<td>BAME</td>
<td>87.2</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Aim 21: Embedding Race Equality within the curriculum by identifying at least one case study of good practice per academic division.

Outcome: Completed. These case studies are hosted of the University Teaching Learning and Enhancement (TLE) intranet pages. There will be a TLE seminar in May 2019 to highlight good practice to the wider University teaching community.

Aim 22: Providing a programme of staff development to address the 4 C’s (Competence, Confidence, Capability & Capacity).

Outcome: The University has provided a seminar programme through its TLE seminar series for teaching staff to address the 4 C’s. The Seminar series also forms part of the PG Cert in Academic Practice that all new teaching staff (including PhD students) enrol on. A further seminar is planned in May 2019 using the Divisional case studies to provide further tools to support staff in embedding race equality in the curriculum.

LGBT+

Aim 23: Improve the representation, progression and success of LGBT+ staff and students.

Outcomes: The development of the ‘Lead Voices’ has provided an opportunity for the LGBT+ community to highlight concerns. Aim 24 will assist in identifying further measures to ensure long term sustainable equality outcomes for the LGBT+ community.
Aim 24: Use Lead Voices and focus group sessions to identify areas of good practice and those that require improvement to develop and refine current action plans, every two years from 2017.

Outcome: In progress.

Aim 25: Increased provision of information for ‘Trans’ staff and students.

Outcome: The University has published ‘Guidance for Transgender Staff’ and a ‘Gender Identity Protocol for Students’. Both were reviewed and commented on by those who identify as transgender to ensure support and guidance address the needs of this community.

Aim 26: Increased provision of ‘all gender’ or ‘gender neutral’ bathroom facilities on campus.

Outcome: In progress

Aim 27: Greater partnership working between University support services and the LGBT+ community, particularly around mental health.

Outcome: The University Counselling and Mental Health Service has worked with the LGBT+ society to produce online information addressing a range of issues including mental health.

Faith and Belief

Aim 28: Continue to provide a modern fit for purpose service for staff and students that reflects the needs of the University and the community within it sits.

Outcome: The University continues to engage with a range of faiths and religions in Dundee. This includes the community providing honorary chaplains to address the faith needs of staff and students.

Aim 29: Provision of multi-faith facilities and contemplation space for those with no faith or belief.

Outcome: The University provides multi-faith space that can be booked by any faith. There are also Islamic prayer rooms and a contemplation room for all faiths and none.

Age

Aim 30: Improve the retention of ‘mature’ students to that of younger students by 2021.

Outcome: Based on data from HESA, there been a slight improvement in the percentage of mature students 86.9% (2015/16 entrants) compared to 86.6% (2014/15 entrants). This is round a 5% gap compared to ‘younger’ students (those under 21).

Aim 31: Provide mentoring and career development of early career researchers.

Outcome: Completed. All early career researchers are offered the opportunity to be mentored by experienced research staff.

Pregnancy and Maternity

Aim 32: Improve support for staff and students before, during and after maternity/adoption/parental leave.
**Outcome:** The University has developed a Pregnancy and Maternity protocol for students. This identifies a named contact whose role is to develop a support plan before, during and after maternity/adoption/parental leave. In addition, the University has funded a small research project to further understand the needs of staff and students before, during and after maternity/adoption/parental leave. One success of these two developments is staff and students have formed a support network for those who are pregnant or returning to work or their studies.

**Aim 33:** Develop management guidance on supporting staff.

**Outcome:** In progress

**Aim 34:** Include the needs of pregnant staff and maternity/adoption/parental leave returners in the Sabbatical Leave Policy and mentoring provision.

**Outcome:** In progress
Gender Pay Gap

The overall gender pay gap at the University has increased from 11.4% (2016/17) to 14.5% (2017/18). This is an increase after falling from 14.7% in 2013. This increase primarily due to the percentage of men in higher grade positions compared to women. The median pay gap is 18.6%.

This pay gap reflects the vertical occupational segregation i.e. the higher proportion of women in the lower paid jobs and the higher proportion of men in the highest paid jobs. It should be noted that the University does not outsource cleaning, catering or similar services, so the full range of staff, and the associated vertical occupational segregation, are reflected in the overall pay gap figure. There are no significant gaps within grades, indicating that the reason is vertical occupational segregation, with notably higher numbers of women in lower graded jobs and men in higher graded jobs.

The University has developed robust performance, development and reward policies and procedures to underpin equitable and fair pay for all university staff. The University’s pay and grading structures are underpinned by a systematic and analytical approach, using industry standard tools, to job evaluation. These are designed to measure the relative value of roles in a transparent, consistent and fair way.

The University committed to strengthen its approach to fair pay and will undertake further work to address the gender pay gap. In particular, by providing opportunities for women in relation to management and leadership positions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female Headcount</th>
<th>Average FTE</th>
<th>Male Headcount</th>
<th>Average FTE</th>
<th>All staff Headcount</th>
<th>Average FTE</th>
<th>AvM-AvF</th>
<th>Pay gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>28</td>
<td>£16,613.43</td>
<td>5</td>
<td>£16,623.60</td>
<td>33</td>
<td>£16,614.97</td>
<td>£10.17</td>
<td>0.1%</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>£18,498.00</td>
<td>6</td>
<td>£17,898.67</td>
<td>13</td>
<td>£18,221.38</td>
<td>£599.33</td>
<td>-3.3%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>£20,854.75</td>
<td>9</td>
<td>£20,361.11</td>
<td>25</td>
<td>£20,677.04</td>
<td>£493.64</td>
<td>-2.4%</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>£24,444.90</td>
<td>25</td>
<td>£23,708.88</td>
<td>56</td>
<td>£24,116.32</td>
<td>£736.02</td>
<td>-3.1%</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
<td>£30,276.46</td>
<td>50</td>
<td>£30,258.62</td>
<td>122</td>
<td>£30,269.15</td>
<td>£17.84</td>
<td>-0.1%</td>
</tr>
<tr>
<td>7</td>
<td>51</td>
<td>£38,014.29</td>
<td>38</td>
<td>£38,076.95</td>
<td>89</td>
<td>£38,041.04</td>
<td>£62.65</td>
<td>0.2%</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>£45,368.80</td>
<td>44</td>
<td>£45,925.91</td>
<td>79</td>
<td>£45,679.09</td>
<td>£557.11</td>
<td>1.2%</td>
</tr>
<tr>
<td>9</td>
<td>17</td>
<td>£55,525.59</td>
<td>27</td>
<td>£55,759.04</td>
<td>44</td>
<td>£55,668.84</td>
<td>£233.45</td>
<td>0.4%</td>
</tr>
<tr>
<td>10+</td>
<td>18</td>
<td>£75,406.78</td>
<td>27</td>
<td>£76,814.59</td>
<td>45</td>
<td>£76,251.47</td>
<td>£1,407.81</td>
<td>1.8%</td>
</tr>
<tr>
<td>All grades</td>
<td>275</td>
<td>£35,250.65</td>
<td>231</td>
<td>£41,240.54</td>
<td>506</td>
<td>£37,985.17</td>
<td>£5,989.89</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Table 1: Gender pay gap by grade
BAME (Black, Asian & Minority Ethnic) Pay Gap

The ethnicity pay gap reflects that the majority of BAME staff are in higher paid academic roles. Hence why BME staff are on average paid 5.1% more than their white counterparts. The pay gap between BAME and their white counterparts reflects the vertical occupational segregation i.e. the higher proportion of BAME staff in the highest paid jobs.

Table 2: BAME pay gap

The median pay gap is -12.5\% for BAME staff compared to their white counterparts.

Disability Pay Gap

The disability pay gap reflects those staff who have declared a disability. The pay gap shows that disabled staff are paid an average 2.5\% less than their non-disabled counterparts. The pay gap between disabled staff and non-disabled staff is small by comparison with the gender pay gap. However, due to the low number of staff declaring a disability, it is not possible to draw any conclusions from this data.

Table 3: Disability pay gap

The median pay gap is 2.9\% between disabled and non-disabled staff.

---

\(^1\) Note: a negative figure in this context means that BME staff are paid more than their white counterparts.
Appendix 1: Equality Data, Student Population

Figure 1: Age of Student Population, 2013 - 2019

Figure 2: Declared Disability, 2013 - 2019
Figure 3: Ethnicity, 2013 - 2019

![Ethnicity chart 2013-2019](chart)

- 2013-14: 340 White, 250 BAME
- 2014-15: 4267 White, 3689 BAME
- 2015-16: 297 White, 3717 BAME
- 2016-17: 249 White, 3580 BAME
- 2017-18: 334 White, 3605 BAME
- 2018-19: 358 White, 3792 BAME

Figure 4: Faith and Belief, 2015 - 2019

![Faith and Belief chart 2015-2019](chart)

- 2015-16:
  - None: 2830
  - Christian: 2601
  - Muslim: 2755
  - Other: 1478

- 2016-17:
  - None: 961
  - Christian: 936
  - Muslim: 975
  - Other: 656

- 2017-18:
  - None: 108
  - Christian: 92
  - Muslim: 94
  - Other: 75

- 2018-19:
  - None: 52
  - Christian: 55
  - Muslim: 64
  - Other: 64

- 2015-16:
  - Buddhist: 52
  - Hindu: 22
  - Jewish: 20
  - Sikh: 5
  - Spiritual: 7

- 2016-17:
  - Buddhist: 19
  - Hindu: 10
  - Jewish: 16
  - Sikh: 2
  - Spiritual: 4

- 2017-18:
  - Buddhist: 29
  - Hindu: 17
  - Jewish: 5
  - Sikh: 2
  - Spiritual: 2

- 2018-19:
  - Buddhist: 12
  - Hindu: 16
  - Jewish: 5
  - Sikh: 4
  - Spiritual: 45
Figure 5: LGBT+ Student Population 2016 - 2019

Figure 6: Student Population by Gender 2017 & 2018 (as %)*

As the percentage of student who identify as Transgender is less than 1% these figures are not currently included.
Appendix 2: Equality Data, Staff Population

Figure 7: Age of Staff Population, 2017 & 2018

Figure 8: Declared Disability, 2017 & 2018 as a percentage of the staff population
Figure 9: Percentage of Black, Asian & Minority Ethnic in Staff Population

Figure 10: Faith and Belief, 2017 & 2018, by number
Figure 11: LGBT+ Staff Population 2017 & 2018

Figure 12a: Staff population by Gender 2017 & 2018 (all)
Figure 12b: Staff population by Gender 2017 & 2018 (Academic vs Support)