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Diversity and Equality

Annual Report

2018-2019

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# Introduction

* 1. At the University of Liverpool we are committed to the principles of equality of opportunity for all, of fairness and of inclusion. We are committed to providing an environment within which we recognise and value people’s differences, and aim to capitalise on the strengths that these differences bring to the institution. We support all staff and students in the pursuit of the fulfilment of their potential to succeed. We believe that every individual in our University community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers.
  2. The University is committed to meeting our obligations set out in the Equality Act 2010, and developed the [Equality Framework](https://www.liverpool.ac.uk/hr/diversityandequality/policies/) and associated Action Plan setting out how we intended to meet our obligations under the Public Sector Equality Duty.
  3. Our Equality Vision is to build a strong and lasting culture:
* Which truly values the diversity of experiences, ideas and backgrounds of everyone in our community,
* Which values and enhances the ability or potential to succeed in an environment of support and respect,
* Where opportunities and experiences are open to everyone,
* Where we take personal and professional responsibility for our actions, and for our behaviour towards one another,
* Which is recognised by our peers as a sector leader in the field of equality.
  1. Our Equality Action Plan is structured according to 6 Strategic Student Objectives, relating to student access, progression, outcomes and environments; and 6 Strategic Staff Objectives relating to access, retention & progression, management and governance, family friendly employer, and leadership.
  2. The 2018/2019 Annual Diversity and Equality Report is a technical document providing a progress update against the Equality Framework Action Plan as well as other relevant activities that have taken place in the academic year 2018/2019.

# Equality Data Summary

* 1. A number of actions with the Equality Action Plan aim to address the underrepresentation of staff and students based on their disability, ethnicity and gender. This is measured using staff and student population data collected by the University and reported to the Higher Education Statistics Agency (HESA).
  2. This annual report is not intended to be an in-depth data report on the student and staff lifecycles, however, [Appendix 1](#_Appendix_1:_Student) reports on the total student population, and [Appendix 2](#_Appendix_2:_Staff) reports of the total staff population by disability, gender and ethnicity.
  3. A summary of the key observations of this data set is outlined below.

## Key Observations - Student Data

* **Disability (UK Domicile):** The proportion of Known Disabled students increased for the seventh consecutive year for First Degree and PGR students. However, overall the University has a lower proportion of known disabled students than the sector level comparators.
* *First Degree***:** At subject level, Known Disabled students account for 10% or less on programmes in the JACS Subject Centres: 1) Medicine & Dentistry, C) Law, and D) Business & Administrative Studies. Whereas Known Disabled students account for 15% or more in the JACS Subject Centres: 3) Biological Sciences, 5) Agriculture & Related Subjects, E) Mass Communications & Documentation, G) Historical & Philosophical Studies, and J) Combined Studies.
* **Gender:** The proportion of First Degree students who are female decreased slightly for the first time in 6 years, although it remains over 50%. There was also increases in the proportion of female students at PGT and PGR levels. Overall the University has a lower proportion of female students compared to sector comparators with the exception of the Russell Group for First Degree students.
* *First Degree:* At subject level, female students account for 25% or less on programmes in the JACS Subject Centres: 8) Computer Sciences, 9) Engineering & Technology. Whereas male students account for 25% or less on programmes in the JACS Subject Centres: 2) Subjects Allied to Medicine, 4) Veterinary Science, 5) Agriculture & Related Subjects, and J) Combined Studies.
* **People of Colour (UK Domicile):** The proportion of students who identify as a Person of Colour (PoC) increased for First Degree, PGT and PGR levels. However, the University has a lower proportion of PoC compared to all sector benchmarks reported. The largest ethnic minority group at the University was ASIAN, comparable to the sector overall; however the University is significantly unrepresented by BLACK students compared to the HE Sector overall.
* *First Degree:* At subject level, there was an increase in the proportion of students who identify as a PoC across all subject centres. There was 10% or less PoC students in the JACS Subject Centres: 4) Veterinary Science, 5) Agriculture & Related Subjects, E) Mass Communications & Documentation, F) Languages, and H) Creative Arts & Design. Whereas 40% of students in 1) Medicine & Dentistry identify as PoC.

## Key Observations - Staff Data

* **Disability**: The proportion of staff disclosing a disability continued to increase for the third consecutive year, for all reported staff groups, with the exception of “Professor” and “Senior Manager”. For All Staff (excluding atypical), Liverpool had a higher proportion of known disabled staff than the Russell Group, England HEI’s and the HEI Sector overall.
* **Gender (Female)**: The total proportion of staff who are female has increased for the fourth consecutive year. However, it was the second year in a row that there was a decrease in the proportion of women in Research and Senior Management roles. For the Contract Level: Professor, Liverpool had a higher proportion of female Professors than the Russell Group, North West Institutions, England HEI’s and the HEI Sector overall for the fourth consecutive year.
* **People of Colour (All Domiciles):** The proportion of staff who are known to be from a Asian, Black, Mixed or Other ethnic minority (People of Colour) decreased for the second consecutive year, specifically for All Staff, Academic, and Teaching Only categories. The proportion of PoC on the Contract Level: Professor increased slightly in 2017/18. Overall the University has a lower proportion of staff who are PoC compared to the Russell Group and the sector overall. However, Liverpool did have a larger proportion of staff who are PoC compared to LJMU, Liverpool Hope, LIPA; Chester and Edge Hill.
* **People of Colour (UK Domicile):** The proportion PoC staff increased in 2017/18 for all staff categories reported. The largest proportion of PoC where on T&R, and Research roles. Liverpool had a higher proportion of PoC staff on the Contract level: Professor compared to the Russell Group and North West. Overall the University has a lower proportion of staff who are PoC compared to the Russell Group and the sector overall. However, Liverpool did have a larger proportion of staff who are PoC compared to LJMU, Liverpool Hope, Chester, Edge Hill and Lancaster.

# Student Activity

**In this section we provide an update on the student access and success measures, Curriculum 2021, student training and development, and the National Student Survey.**

## Student Access and Continuation

*Student Action: 1.1.g, 1.2.b, 1.3.b, 1.4.b*

* + 1. Student access and success measures are an integral part of the University’s Access Agreement. The Equality Action Plan replicated these actions to address the underrepresentation of BAME, Disabled and Mature students.
    2. In 2018/19 a new **Access and Participation Plan (APP)** was produced covering 2020/21 to 2024/25, replacing the previous Access Agreements. As part of this process a review was completed against the previous targets. Outlined below is an extract from this data showing the access and success measures for BAME, Disabled and Mature students.
    3. [Appendix 1](#_Appendix_1:_Student) of the report provides additional summary student population data. Please note that the methodology may differ from that used for the APP.

*Source: OfS access and participation dataset. Full Time or Apprenticeship, all Undergraduates*

Table 1: Access Agreement Date References

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** |
| Access | Number of entrants | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
| Continuation | Students continuing in any HE after year 1 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Attainment | Students awarded first or upper second | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
| Progression | Students who go on to highly skilled employment or further study | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |

### Black, Asian and Minority Ethnic Students

* + - 1. Access

Years 4 (2016/17) and 5 (2017/18) recorded lowest gaps between percentage of white and BAME entrants. This trend was also consistent for the gap between white and black students. The % of Asian students accessing Liverpool has increased back to levels recorded in year 1 (2013/14) after a drop in years 2 and 3.

* + - 1. Success (Continuation, BAME)

In Year 5 (2016/17) the first time continuation level for BAME students dropped below that of white students, although difference remained small at 0.7%. Continuation decreased across all ethnicity splits, except for black students, for year 5 (2016/17). Asian students recorded the biggest decrease in continuation compared to previous averages (≈ 2% decrease).

* + - 1. Success (Attainment, Black)

The Year 5 (2017/18) gap in attainment between black and white students was 4.8%. The numbers of students are small thus small fluctuations in absolute performance can impact overall percentages. The number of black students almost doubled between years 1 (2013/14) and 5 (2017/18) – numbers achieving 1st and 2:1 increased by a rate of 2. The majority of these black students achieved a 2:1.

* + - 1. Progression to Employment or Further Study (BAME)

BAME progression into highly skilled employment or further study has remained consistently higher than that of white students over the past 5 years. This is reflected in the TEF performance over benchmark. The average gap over the past five years has been 10%, although for year 5 (2016/17) the gap decreased to 7%. Of all ethnicities, performance for black students was lower than other splits, with performance lower than for white students overall for all but one year.

### Mature Students

* + - 1. Access

Year 5 (2017/18) recorded the lowest percentage of mature students accessing the University. This was also reflected in total number of students with year 5 recording the second lowest number of mature students enrolling. This represented about 100 students compared with year 4 (2016/17). The largest decrease was recorded for students aged between 21 and 25, dropping by almost 2% compared to previous average and year 4 performance.

* + - 1. Success (Continuation)

Continuation rates are consistently lower for mature students compared to young students. The gap has increased to the highest level recorded across all 5 years (4.9% difference). The total number of mature students leaving has increased and this has impacted on the percentages where cohort numbers are relatively small. The TEF performance does however remain above our benchmark and is positively flagged in the most recent dataset.

* + - 1. Success (Attainment)

The Year 5 (2017/18) gap in attainment between young and mature students was 14.6%, higher than in previous years. Attainment for young students has increased consistently, where mature student performance has fluctuated across the five years. This is also reflected in TEF performance, with attainment levels for mature students consistently lower than for young students. Mature student performance has actually improved across all age splits except for students aged 21 – 25 where persistent drops in attainment have been significant enough to affect the mature cohort as a whole.

* + - 1. Progression to Employment or Further Study

Mature progression to highly skilled employment or further study has remained consistently higher than that of young students over the past 5 years. Gaps are (positively) biggest in Medical Sciences, Psychology and Law. The gap has however narrowed in the most recent year, where mature student progression rates have decreased slightly for the first time.

### Disabled students

#### Access

Year 5 (2017.18) recorded the highest percentage of students with a registered disability accessing the University. Year 5 also recorded the highest numbers of students with disabilities enrolling. There has been a year on year increase in the number of students with Cognitive & Learning disabilities accessing UoL across the 5 years. The percentage of students with registered mental health issues has doubled in the last 5 years.

#### Success (Continuation)

Continuation rates for students with registered disabilities has fluctuated across all years, caused by relatively small numbers of students in the cohorts having big impacts on percentages. The gap between students with no known disability has fluctuated as a result – from 3.9% negative gap in year 1 (2012/13) to a 1.3% positive gap in favour of students with disabilities in year 2 (2013/14). Students with mental health issues have consistently lower continuation rates than those with any other disabilities. A positive TEF flag was received for continuation rates amongst disabled students, with performance 2.5% over benchmark.

* + - 1. Success (Attainment)

The Year 5 (2017/18) gap in attainment was 3.7% - the highest level since year 1. This is not reflective of TEF data, where full time students have had consistently higher levels of 1st and 2:1s compared to those with no known disability. Attainment for students with mental health issues has reached a five year high. The decrease between years 4 and 5 can be mainly attributed to students with Sensory Medical & Physical disabilities, although again this is impacted by small numbers of students (full cohort of 35).

* + - 1. Progression to Employment or Further Study

The progression to highly skilled employment or further study for students with registered disabilities has remained above that of students with no known disabilities for years 4 (2015/16) and 5 (2016/17). Performance has risen consistently year on year for students with registered disabilities. Sustained progress has been made each year for students with Cognitive & Learning disabilities and gaps are (positively) biggest in Biosciences, Sociology, Social Policy & Anthropology and Geography, Earth & Environmental Studies.

## Access and Participation Plan 2020/21-2024/25

*Actions: 1.1.g, 1.2.b, 1.3.b, 1.4.b*

* + 1. In 2018/19 a new Access and Participation Plan[[1]](#footnote-1) (APP) was produced for 2020/21 to 2024/25, replacing the previous Access Agreements. The new equality related access and participation plan targets for 2020/21 to 2024 are:
* To reduce the % gap in continuation between mature and young students from 5.3% (2016/17) to 2.3% (2024/25)
* To eliminate the gap in degree outcomes (1/2i) between:
  + White and Black students from 4.5% (2017/18) to 0% (2024/25)
  + White and BAME students from 9.5% (2017/18) to 3% (2024/25)
  + Disabled and Non-Disabled students from 3.9% (2017/18) to 0% (2024/25)
  + Students registered with Mental Health disabilities and Non-Disabled students from 5.8% (2017/18) to 0% (2024/25)
    1. The Widening Participation team in Student Recruitment and Admissions deliver a number of generic and targeted interventions which aim to promote higher education to primary and secondary students.
    2. Key activities[[2]](#footnote-2) include ‘Professor Fluffy Primary Programme (Primary)’, ‘Disrupted Education Project’ (Young people in Merseyside who have experienced a disrupted education e.g. estranged, refugee, experience of care, experience medical issues in school etc), Merseyside Young Medics (Years 9-13), Fast Trackers Mentoring (Year 11 students from Yemeni and Somali backgrounds), Looked after children mentoring, and the Realising Opportunities Programme
    3. The University also offers a number of Targeted Bursaries, Scholarships and Fee Discounts including the Care Leavers' Opportunity Bursary (£3000), Estranged Student Bursary (£1,000 bursary of a partial fee waiver), Mature Student Bursary (£1,000 as a cash bursary or partial fee waiver for one year) and the Asylum Seekers Bursary (from £3,000 to support living costs for each year of study).

## Curriculum 2021

*Student Action: 2.2.a, b, c, e*

* + 1. In 2018/19 the Centre for Innovation in Education launched *The Curriculum 2021 Programme Self Evaluation Questions (PSEQ) and Self Assessment Rubric,* a set of tools designed to help programme teams engage in a three-stage process of alignment with Curriculum 2021 when developing or reviewing programme provision. It is a framework designed to ensure that Liverpool programme provision is aligned with the three Liverpool Hallmarks of research-connected teaching, active learning and authentic assessment and Graduate Attributes of confidence, digital fluency and global citizenship.
    2. The Global Citizenship Self-Assessment Rubric (6.1-6.3) has been designed to include benchmarks for internationalisation, and equality, diversity and inclusion (6.4-6.5). For example, one of the questions posed to curriculum developers is:

*How can you ensure your programme provides students with opportunities to encounter a breadth of diverse perspectives within the disciplinary area (e.g. local, global, LGBT, minority ethnic, disabled, gender, international) through their reading lists, example case studies and other learning materials and activities?*

* + 1. The Framework, guidance, training and support provided by CIE[[3]](#footnote-3) aimed to embed Inclusive Curriculum approaches throughout undergraduate and postgraduate taught teaching.

## Student Training and Development

*Student Actions: 2.4.b, c, g*

* + 1. In September 2018 a new “Diversity and Equality for Students” VITAL module space was launched offering all students the opportunity to complete online training. Modules available and their respective completion number were:
* Introduction to Diversity & Equality (x446),
* Bullying & Harassment in the Workplace (x57);
* Consent Matters: Boundaries, Respect and Positive Intervention (x61)
* Mental Health at Work (x61);
* Sexual Harassment Prevention in the Workplace (x50);
* Tackling Hate Crime (x47); and
* Unconscious Bias (x47)

### Bystander Training (2.4.c)

* + - 1. Between 30 October and the 15 December 2017, the University delivered a HEFCE Catalyst funded Bystander Training project aimed at three categories of student leaders. These were:
* officers of Sport Liverpool clubs (13 workshops, 251 attendees);
* officers of Liverpool Guild of Students societies (18 workshops, 38 attendees); and
* residential advisers in university halls (7 workshops, 62 attendees).
  + - 1. Each workshop was organised into two parts.

1. **Informing and Exploring**: introducing student leaders to sexual misconduct, policy and disciplinary changes within the University; introducing and exploring bystander interventions; and exploring student leaders’ perceptions and attitudes towards sexual misconduct and bystander interventions.
2. **Challenging and Empowering**: scenario-based discussions to challenge student leaders’ perceptions of, attitudes to and behaviours towards sexual misconduct and bystander interventions, as well as reflections upon the problem.
   * + 1. In May 2019 a bystander intervention evaluation report *Tackling sexual harassment in ‘the student experience*’ was completed. The research surveyed 1926 Yr 1 and 2 UG students with follow up focus groups, key findings included:

* A culture of sexual harassment is evident amongst Year 1 and Year 2 undergraduate students at the University of Liverpool.
* Higher percentages of students who are lesbian, gay or bisexual reported having experienced sexually harassing behaviour, than heterosexual students.
* Men reported experiences of sexual harassment as well as women; women reported experiences of sexual harassment at far higher frequencies than men.
* Experience of sexual harassment is spread unevenly across this student population and is concentrated particularly amongst students:
  + in their second year of study;
  + living in private-rented accommodation;
  + involved in Guild societies and sports clubs;
  + who are in some type of leadership role.
* Negative student perceptions of Year 1 and Year 2 undergraduate culture with respect to sexual harassment were apparent across most of the scenarios used in the study.
* Sub-cultures of student life may contribute to the problem of sexual harassment e.g. ‘house-culture’ in the private-rented sector; and types of behaviour that are normalised in some student clubs and societies.
* There is indicative evidence of the Bystander workshops having had an effect, based upon many percentage improvements in the numbers of students who say they would know what to do in response to episodes of sexual harassment across a wide range of behavioural scenarios.
  + - 1. A number of recommendations were made in the report for consideration by the University.
      2. The Guild of Students has continued to deliver Bystander Training with an estimated 1800 students completing the training in 2018/19.

## Degree Attainment

* + 1. Student Objective 3 is to “Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups”. Here is reported the proportion of students who achieved a 1st or 2(i). Students on Clinical Programmes which do not lead to a standard degree classification are excluded from the data.

*Yellow Colour Coding indicates that the proportion of 1/2i is lower than the institutional average. Numbers in BOLD indicate that the population is 10 students or less.*

Table 2: Degree Attainment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| All Students | | 74% | 76% | 76% | 77% | 77% |
| Ethnicity | White | 83% | 85% | 88% | 88% | 86% |
| BAME | 67% | 66% | 68% | 70% | 70% |
| Not Known | 62% | 68% | 59% | 63% | 66% |
| Disability | Known Disability | 84% | 83% | 82% | 82% | 79% |
| No Known Disability | 73% | 75% | 76% | 77% | 76% |
| Domicile | Home | 81% | 83% | 87% | 87% | 85% |
| Other EU | 74% | 80% | 79% | 79% | 80% |
| Overseas | 66% | 66% | 64% | 66% | 67% |
| Not Known | **80%** | **100%** | **25%** | 61% | 68% |
| Age on Entry | Young (<21) | 74% | 77% | 78% | 79% | 78% |
| Mature (21+) | 69% | 69% | 67% | 67% | 68% |
| Gender | Male | 70% | 73% | 70% | 72% | 72% |
| Female | 77% | 79% | 81% | 82% | 80% |

* + 1. White students are significantly more likely to achieve a 1st/2i compared to People of Colour/BAME students at 86% v 70%, a 16 point gap.
    2. Students with a known disability continue to outperform students with no known disability with 79% v 76% achieving a 1st/2i. However, this does represent a long term decreasing trend of the proportion of disabled students achieving a 1st/2i. It should be noted that the number of disabled student population in 2018/19 data is 55% larger than in 2014/15.
    3. Home students are significantly more likely to achieve a 1st/2i compared to Overseas students, 85% v 67% or 18 points difference, although the gap between Home and EU students is only 5 points. Overall the proportion of OSI students achieving a 1st/2i has only marginally improved.
    4. Young (<21) students are significantly more likely to achieve a 1st/2i compared to Mature (21+) students at 78% v 68% or 10 points difference, however the gap has closed from 12 points in 2016/17.
    5. Female students are more likely to achieve a 1st/2i than male students, although the gap closed to 8 points in 2018/19 compared to 11 points in 2016/17.

### Detailed Ethnicity Split

Table 3: Degree Attainment by Ethnic Groups

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| All Students | 74% | 76% | 76% | 77% | 77% |
| Asian or Asian British - Bangladeshi | 83% | 73% | 68% | 60% | 61% |
| Asian or Asian British - Indian | 75% | 72% | 75% | 66% | 77% |
| Asian or Asian British - Pakistani | 64% | 53% | 69% | 75% | 79% |
| Chinese | 67% | 66% | 68% | 70% | 70% |
| Other Asian Background | 68% | 78% | 65% | 75% | 67% |
| Black or Black British Caribbean | 75% | 71% | 74% | 71% | 71% |
| Black or Black British African | 52% | 51% | 61% | 74% | 57% |
| Other Black Background | 38% | 53% | 50% | 61% | 56% |
| Mixed White and Asian | 70% | 81% | 86% | 80% | 89% |
| Mixed White/Black African | **88%** | 77% | 89% | 68% | 79% |
| Mixed White/Black Caribbean | 70% | 79% | 83% | 87% | 77% |
| Other Mixed Background | 68% | 79% | 81% | 86% | 80% |
| Other Ethnic Background | 71% | 59% | 70% | 66% | 72% |
| Arab | 55% | 52% | 52% | 41% | 53% |
| White | 83% | 85% | 88% | 88% | 86% |
| Gypsy/Traveller | n/a | n/a | **100%** | n/a | **0%** |
| Information Refused | 70% | 64% | 83% | 79% | 70% |
| Not Known | 77% | 80% | 61% | 77% | 85% |
| Not Provided | 61% | 66% | 57% | 60% | 63% |

* + 1. Compared to White students, all ethnic minority groups are less likely to achieve a 1st/2i in 2018/19 with the sole exception of Mixed White and Asian.
    2. Compared to the University average all of the mixed ethnicity groups are consecutively more likely to achieve a 1st/2i, and in 2018/19 so were Indian and Pakistani groups.
    3. The proportion of 1st/2i increased between 2017/18 and 2018/19 for the Bangladeshi, Indian, Pakistani, Mixed White and Asian, Other Ethnic Background, and Arab ethnic groups.

### Detailed Disability Split

Table 4: Degree Attainment by Disability Groups

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| All Students | 74% | 76% | 76% | 77% | 77% |
| Blind, serious visual | **78%** | **50%** | **80%** | **75%** | **57%** |
| Deaf or serious hearing | **100%** | **83%** | **89%** | **80%** | **90%** |
| Long standing illness | 83% | 90% | 87% | 83% | 85% |
| Mental health condition | 87% | 76% | 78% | 81% | 79% |
| Physical impairment | **100%** | 100% | 100% | 100% | 79% |
| Social/communication impairment | **57%** | **83%** | **67%** | **74%** | 57% |
| Specific learning difficulty | 85% | 86% | 85% | 86% | 81% |
| Two or more impairments | 80% | 64% | 79% | 72% | 78% |
| Not listed above | 76% | 91% | 77% | 76% | 74% |
| No known disability | 73% | 75% | 76% | 77% | 76% |

* + 1. Compared to students with no known disability, all disability groupings with the exception of Visual Impairment, Social/Communication Impairment, and Other/Not Listed were more likely to achieve a 1st/2i in 2018/19.
    2. The overall trend saw a decrease in the proportion of students with a Mental Health Condition, Physical Impairment, SpLD, Other/Not Listed achieving a 1st/2i; with slight increases for students with a Hearing Impairment, Long Standing Condition, and Two or More impairments achieving a 1st/2i.

## National Student Survey

* + 1. Results from the National Student Survey (2019) show that the overall student satisfaction with their course and the University improved for the majority of equality metrics, except for Young, SpLD, EU, White, Asian, and Male respondents. There was significant increase in the overall satisfaction rate for Black students, from 79.4% to 83.8%; and for Other Ethnicity, from 74.8% to 84%:

Table 5: Overall Satisfaction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **2018** | **2019** | **2018 Comparison** | **2019**  **Sector Comparison** |
| Age | Young | 85.5 | 85.3 | -0.2 | 1.6 |
| Mature | 81.8 | 83.4 | 1.6 | -0.2 |
| Disability | No known Disability | 85.1 | 85.2 | 0.1 | 1.2 |
| SpLD | 86.1 | 84.1 | -2 | 2.9 |
| Other Disability | 82.0 | 82.3 | 0.3 | 0.8 |
| Domicile | UK | 84.7 | 84.6 | 0 | 0.9 |
| EU | 84.2 | 82.5 | -1.7 | 1.2 |
| OSI | 85.7 | 86.1 | 0.4 | 2 |
| Ethnicity | White | 86.0 | 85.3 | -0.7 | 1 |
| People of Colour | 84.1 | 84.7 | 0.6 | 2.4 |
| Asian | 85.9 | 85.2 | -0.7 | 2.2 |
| Black | 79.4 | 83.8 | 4.4 | 1.7 |
| Other | 74.8 | 84.0 | 9.2 | 2.9 |
| Gender | Female | 85.7 | 86.1 | 0.4 | 1.9 |
| Male | 84.0 | 83.7 | -0.3 | 0.7 |
|  | All | 85.0 | 85.1 | 0.1 | 1.4 |

# Staff Activity

**In this section we will provide an update on Athena SWAN and gender equality activities, staff training and development, campus disability access improvements, Mental Health Support, and Leadership Opportunities.**

## Gender Equality & Athena SWAN

In this section we provide an update on Athena SWAN, Academic Promotion, the Statutory Pay Gap, Women in STEMM, and Family Friendly policies.

### Athena SWAN

*Staff Actions: 1.1.a*

* + - 1. Significant work continued to be undertaken in schools and at University level in the implementation of the Athena SWAN Charter across the organisation. Charter mark awards for 2018/19 were as follows:
* AdvanceHE agreed to extend the Athena SWAN awards held in the Faculty of Health & Life Sciences until the end of Project SHAPE, the Faculty restructure.
* The School of Environmental Sciences was successful in being awarded a Silver Departmental Award.
* Unfortunately, the School of the Arts and the Management School Bronze applications were unsuccessful with both planning to reapply in 2020.
  + - 1. The current list of departmental awards is outlined in Table 6:

Table 6

|  |  |
| --- | --- |
| Level of Award | School |
| Bronze | Institute of Clinical Sciences (Renewal)  Institute of Life & Human Sciences (Renewal)  Institute of Veterinary Sciences (Renewal)  School of Electrical Engineering, Electronics & Computer Sciences  School of Engineering (Renewal)  School of Histories, Languages and Cultures  School of Law & Social Justice |
| Silver | Institute of Ageing & Chronic Disease (Renewal)  Institute of Infection & Global Health  Institute of Psychology, Health & Society (Renewal)  Institute of Transitional Medicine  School of Environmental Sciences  School of Physical Sciences |
| Gold | Institute of Integrative Biology |

### Statutory Pay Gap Report

*Staff Action: 1.1.b*

* + - 1. In March 2019 the 3rd annual Gender Pay Gap was calculated as well as the Disability Pay Gap, BAME Pay Gap, People of Colour Pay Gap, and Sexuality Pay Gap. The pay gap is a calculation of all Full Pay Relevant Employees who were paid in March. The Mean and Median Pay Gaps and the Mean and Median Bonus Pay Gaps are calculated, as well as the distribution of different equality groups within 4 equal population quartiles.
      2. Table 7 reports the Median Pay Gap calculation for 2017 to 2019. The Median calculation is the standard calculation used when reporting on the Pay Gap, a –RED number indicates that the pay gap is in favour of the minority equality group e.g. BAME:

Table 7

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017** | **2018** | **2019** |  |
| **Gender** | 19.00% | 19.00% | 15.49% | **↓** |
| **Disability** | 10.63% | 11.10% | 9.59% | **↓** |
| **BAME** | -15.50 | -13.22% | -12.34% | **↓** |
| **People of Colour** | -2.98 | -6.03% | -0.53% | **↓** |
| **LGB** | 0.00% | 0.00% | 2.89% | **↑** |

* + - 1. Overall the University saw a reduction in the Mean and Median Gender Pay Gaps, as well as a Disability, BAME and People of Colour Pay Gaps. The LGB Pay Gap increased this year, however, some fluctuations in the population numbers results in larger percentage changes.
      2. The full pay gap report is available on the [Diversity & Equality website](https://www.liverpool.ac.uk/hr/diversityandequality/pay-gaps/).

### Academic Promotions

*Staff Action: 2*

* + - 1. The 2018 Annual Review (Academic Promotion) round saw an increase in the proportion of successful promotions being women, for Senior Lecturer, Reader, and Professor. In total 36 women were successfully promoted compared to 53 men. In the past 5 years (2014-2018) 59 women have been promoted to Professor (46.8%) compared to 73 men.
      2. Table 8 outlines the percentage of successful promotions to each category that were women:

Table 8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2014** | **2015** | **2016** | **2017** | **2018** |
| Promotion to Senior Lecturer | 47.6% | 49.1% | 40% | 40.9% | 45.2% |
| Promotion to Reader | 37.5% | 45.8% | 26.1% | 33.3% | 52.2% |
| Promotion to Professor | 38.1% | 50.0% | 28.6% | 29.6% | 44.1% |

* + - 1. Table 9 outlines the percentage of female applications for promotion that were successful:

Table 9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2014** | **2015** | **2016** | **2017** | **2018** |
| Promotion to Senior Lecturer | 83.3 | 93.1 | 81.8 | 100 | 73.1 |
| Promotion to Reader | 100 | 100 | 100 | 75 | 85.7 |
| Promotion to Professor | 88.9 | 87.5 | 100 | 72.7 | 93.75% |

### Women in STEMM

*Staff Action: 2.1*

* + - 1. In the Faculty of Science and Engineering, there have been some positive and negative trends in the proportion of female researchers and academics:

Table 10: % Female “Academics” in the Faculty of Science and Engineering

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Jan**  **2015** | **Jan**  **2016** | **Jan**  **2017** | **Jan**  **2018** | **Jan**  **2019** |
| Research | 23.8 | 24.5 | 22.7 | 21.1 | 21.6 |
| Teaching & Research | 15.9 | 17.3 | 17.2 | 19.1 | 19.5 |
| Teaching & Research Grade 10 (Prof) | 5.2 | 7.5 | 8.1 | 7.6 | 9.9 |
| Teaching & Scholarship (Ex Grade 6) | 29 | 30 | 36.2 | 28.3 | 27.7 |

* + - 1. Researchers
* The proportion and number of female researches increased slightly from 64 (21.1%) in Jan 2018 to 66 (21.6%) in Jan 2019, however, this represented a drop from 74 (24.5%) in Jan 2016.
* The number of Female Researchers in the **School of Engineering** increased from 10 (18.2%) to 11 (19%). However, in Jan 2015 there was only 4 (7.5%).
* The number of Female Researchers in the **School of Electrical Engineering, Electronics & Computer Science** (EEE&CS) increased from 5 (13.9%) to 9 (19.1%).
* Physical Sciences, and Environmental Sciences both saw a decrease in the number of female researchers.
  + - 1. Teaching & Research
* The total number of female T&R academics in the **School of EEE &CS** remained the same at 9 (12.9%), although this represents a long term drop from 12 (16.4%) in Jan 2016.
* The total number of female T&R academics in the **School of Engineering** remained the same at 10 (17.9%), this however represented a long term increases from 4 in 2015.
* The **School of Environmental Sciences** saw an increase from 22 (27.2%) to 25 (29.4%) female T&R academics; however, the **School of Physical Sciences** saw a drop from 26 (18.3%) to 24 (17.5%). Both however represent a long term increase in the number of female T&R academics within the Schools.
  + - 1. T&R Professors (Grade 10)
* The number of female professors increased from 9 (7.6%) in Jan 2018 to 13 (9.9%) in Jan 2019.
* There were no female professors in the **School of Engineering**, or the **Department of Electrical Engineering and Electronics**.
* The **Department of Physics** now has 4 female professors, the highest of any department within the Faculty.
  + - 1. Teaching & Scholarship
* Excluding Grade 6 Student Demonstrators, the number of female T&S academics increased from 14 (28.3%) in Jan 2018 to 18 (27.7%) in Jan 2019.
* There are no female T&S professors within the Faculty and 1 man.
  + - 1. In the Faculty of Health & Life Sciences:
* The majority of Research, Research (Clinical), Teaching & Scholarship, and Teaching & Scholarship (Clinical) posts are women.
* The total number of female T&R academics in the Faculty dropped from 128 (39.6%) in Jan 2018 to 119 (39.5%) in Jan 2019.
* The number of female T&R professors increased from 40 (35.4%) in Jan 2018 to 43 (35.5%) in Jan 2019.
* The number of female Clinical Teaching and Research academics increased from 27 (25.5%) in Jan 2018 to 28 (27.7%) in Jan 2019.

Table 11: % Female “Academics” in the Faculty of Health & Life Sciences

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Jan**  **2015** | **Jan**  **2016** | **Jan**  **2017** | **Jan**  **2018** | **Jan**  **2019** |
| Research | 57.3 | 58.2 | 60.7 | 61.7 | 61.1 |
| Teaching & Research | 39.3 | 38.8 | 40.6 | 39.6 | 39.5 |
| Teaching & Research Grade 10 (Prof) | 28 | 31.8 | 35.2 | 35.4 | 35.5 |
| Teaching & Scholarship (Ex Grade 6) | 66.2 | 62.7 | 60.7 | 63.3 | 62 |
| Clinical Research | 61.8 | 52.9 | 58.8 | 56.8 | 55 |
| Clinical Teaching & Research | 32.9 | 30.1 | 26.3 | 25.5 | 27.7 |
| Clinical Teaching & Scholarship | 63.1 | 65.2 | 61.3 | 58.9 | 60.8 |

### STEMM Network

* + - 1. **Liverpool Women in Science and Engineering Society** (LivWiSE) continued to deliver a programme of public events, including public lectures on “A Lab of One's Own”, “The Power of Design Engineering”, “What’s the Future of Energy?” and “Science Superhero’s with Michelle Dickinson”. LivWiSE supported The Girls Network by hosting 8 mentoring events for local high school girls and helping them to recruit mentors from its membership. LivWiSE also hosted a visit from the WISE Campaign from the Iowa State University (USA).
      2. Two new women in STEM groups started in 2018/2019, a **Women in Physics group**, and a **Women in Maths group**, both within the School of Physical Sciences, providing peer support, networking and events.

## Family Friendly Employer

*Staff Action: 5*

* + 1. A number of new guidance documents were produced in 2018/19 to help support working parents in understanding their entitlement to leave, pay and support; and for line managers to help them understand how to support their members of staff.
    2. The following policy changes where implemented in 2018/19:
* **Foster to Adopt**: The Adoption and Surrogacy policy was amended to make it explicit that parents in a foster to adopt arrangement are entitled to Adoption Leave and Pay from the moment they received confirmation of this arrangement, and that they do not have to wait until the adoption is completed (5.1.f).
* **Menopause:** anew Menopause Policy and Guidance document was published in August for employees and managers; a new Menopause Support Group was established; and a number of workshops were held for staff (5.1.i).
* **Living Wage Employer**: The University become a Living Wage Employer, accredited by the Living Wage Foundation (5.1.g).
* **Breastfeeding Charter**: The University joined BAMBI’s, the Liverpool Mayoral Charter to support breastfeeding in public spaces (5.1.h). A full list of all BAMBI locations, as well as the location of Milk Expression Rooms and Baby Changing tables was compiled and added to the website (5.2.b)[[4]](#footnote-4).
  + 1. The following new guidance was published in 2018/19:
* **Shared Parental Leave**[[5]](#footnote-5): A short animation was produced to help explain what Shared Parental Leave is, and how it might work. It was added to the website in August 2019 (5.1.f).
  + 1. The following new services were implemented in 2018/19
* **Family Friendly Advisers[[6]](#footnote-6)**: Following a successful pilot in 2017/18, a network of x19 Family Friendly Advisers was recruited across the University. A Family Friendly Adviser is a member of staff who has volunteered to provide advice to staff in their departments about the family leave policies, as well as advice relating to their role and career.
* **Baby Changing**: New baby changing facilities were installed by the School of Environmental Sciences in the Roxby Building and the Nicholson Building.
* **Online Training**: In October 2018 the University made available to all staff and students LinkedIn Learning (previously Lynda.com). The platform provides a number of development courses in support on flexible working, home working, teleworking; and managing mobile and distance teams. Module examples include Managing Virtual Teams, Setting up your mobile office to work from anywhere, Skype for Business Essential, and Working Remotely (5.2.e)[[7]](#footnote-7).

## Staff Training and Development

*Staff Actions: 2.4.b, g, 3.3.b, 4.3.e, 6.1.d, e*

* + 1. The University offers a number of training and developmental programmes, courses and opportunities throughout the year. The online Diversity & Equality of Opportunity module is a mandatory training course that all members of staff have to complete. Other training courses are mandatory for specific job groups or roles, or is specifically aimed at people who carry out specific functions.
    2. The University also provides a number of self-help and developmental resources that do not specifically relate to legal compliance or processes, but to how they can develop their own understanding and best practice relating to diversity, equality and inclusion.
    3. In 2018/19:
* A new “Diversity & Equality for Staff” VITAL module site was launched in September 2018 to provide staff access to additional online learning materials. Modules within the space were:
  + An Introduction to Changing Behaviours; An Introduction to Personal Agility; and An Introduction to Resilience
  + Bullying & Harassment in the Workplace; Sexual Harassment Prevention in the Workplace; Mental Health at Work; Tackling Hate Crime; and Unconscious Bias
  + Consent Matters: Boundaries, Respect and Positive Intervention; and Responding to Disclosures of Sexual Violence
* Computing Services introduced the online development **service LinkedIn Learning[[8]](#footnote-8)** (previously Lynda.com) in September 2018. The service provides over 50 modules relating to accessibility, web/software tools, diversity and equality, flexible working and wellbeing. It is not currently possible to report completion rates for these courses.
* **Mental Health First Aid Training** *(4.3.e):*119 staff completed Mental Health First Aid Training (half day or 2 days) in 2018/19 bringing the cumulative total to 489 people, exceeding the 2018/19 milestone and just short of the total target of 500.
* **Equality Impact Assessment Training** *(6.1.d):*The University’s target is for all Level 1, 2, and 3 heads of department to have completed this training. In total 178 staff have completed this training. Based on the January 2019 Management Structure diagram the University is significantly behind target:

Table 12

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | **Completed** | **% Completed** |
| Level 3 | 18 | 3 | 16.7% |
| Level 2 | 31 | 5 | 16.1% |
| Level 1 | 54 | 3 | 5.6% |

* **Unconscious Bias Training** *(6.1.e):*The following number of staff completed a Unconscious Bias training session in 2018/19:
  + 143 members of staff completed the generic Unconscious Bias training session that is delivered by the Diversity & Equality Team. Cumulatively 496 people have now completed this training session, far exceeding the original December 2019 target of 350.
  + In May AdvanceHE were commissioned to deliver “REF, D&E and Unconscious Bias” training to staff involved in the Research Excellence Framework. In total 127 attended one of these sessions.
  + A short online Unconscious Bias training module is available in VITAL, which was also completed 222 times.
* The University’s target is for all Level 1, 2, and 3 heads of department to have completed the face to face training.Based on the January 2019 Management Structure diagram the University is significantly off target (this data does not include the REF D&E/UB session data which continued into 2019/20):

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | **Completed** | **% Completed** |
| Level 3 | 18 | 4 (5) | 22.2% (27.8%) |
| Level 2 | 31 | 9 (10) | 29% (32.3%) |
| Level 1 | 54 | 14 (16) | 25.9% (29.6%) |

*NB: (number) includes face-to-face + online*

## Staff Mental Health Support

*Staff Action: 4.3.d*

* + 1. The following events took place in 2018/19 to raise awareness of mental wellbeing and mental health:
* **Mates in Mind**: In October, Facilities, Residential and Commercial Services signed up to the mental health awareness programme ‘Mates in Mind’. The aim of Mates in Mind is to address the stigma of poor mental health and promoting positive mental wellbeing across workplaces.
* **World Mental Health Day 2018**: A series of events took place in October including Yoga and Meditation, Mindfulness taster sessions, and a Community Café.



Figure 1: Nigel Owens MBE with staff from the Institute

of Veterinary Sciences, and the Vet Student LGBT Society.

* **Nigel Owens MBE**: In October 2018 International Rugby Union Referee Nigel Owens spoke at the University about being Gay and his Mental Health difficulties, including attempted suicide, as he came to terms with his sexuality. This event was organised by the Student Vet LGBT Society and the Institute of Veterinary Sciences.
* **Wellbeing Week 2019**: over 1600 staff and students took part in the 4th annual wellbeing week in May 2019, events included workshops on The Positive Approach, Mentoring is good for you, Transform your stress, and Sing your way to happiness. A new Wellbeing Map was also launched during the week providing a helpful guide to wellbeing and welfare facilities on campus.
* **Autism Seminars**: The VGM organised a series of 8 seminars on the topic of Autism between April and August 2019. Topics included “Autism and Reading”, “Autism: Hidden in Plain Sight” and “Autism, Mental Health and Coping Mechanisms”, “A Geneticist Meets Autism” and “My Autistic Adjustments”.
* **Student Support Staff**: In 2018/2019 Student Services recruited 3 additional wellbeing advisers, 2 additional mental health advisers and 1 additional disability adviser.
* **Umbrella Project**: In June 2019, for the second year running the University took park in the ADHD Foundation’s Umbrella Project which celebrates the gifts, talents and employability of those with ADHD and Autism, as well as raising awareness of what it means to be ‘neuro-diverse’.

## Leadership Opportunities

### Leadership Programmes

* + - 1. In 2018/2019 the University continued to support staff to attend the AdvanceHE Aurora Women in Leadership programme (x14); the Senior Women Leaders programme (x1); and the Diversifying Leadership BAME programme (x2). The Academy delivered the 4th cohort of the Springboard development programme for women (x26). Cumulatively 99 women have been supported to complete Aurora, and 91 women to complete the Springboard programme (6.2.b).
      2. In April 2019, the Academy launched a new Aurora Alumni Network, the aim of which is to bring together colleagues who have completed the programme across the University, providing the opportunity to share ideas, good practice and learning, and connect with others.

### Liv to Give – Staff Volunteering

* + - 1. The University launched Liv to Give, the Staff Volunteering Policy in October 2018 providing all members of staff with 3 paid days of volunteering a year. In 2018/19 46 staff used their volunteering days contributing a total of 377 hours to the local community. 3 corporate charities were also chosen through a staff consultation event; Alder Hey Children’s Charity, Claire House Children’s Hospice and The Whitechapel Centre; with £7000 being raised (6.2.d).

### Equality Kick Starter Fund

* + - 1. An Equality Kick Starter Fund was trialled in 2018/19 inviting departments to apply for up to £500 to run an equality project that supported the aims of the Equality Framework. 6 projects were funded totalling £2350 including Merseyside Young Vets, a project to encourage BAME groups and white boys to consider a career as a vet; an events programme in Physical Sciences looking at the experiences of BAME and LGBT scientists; and My Campus Life, a podcast series sharing the voices of diverse students groups in FHSS (6.2.e).

## Disability: Campus Accessibility

*Student Action 1.5*

* 1. The University has a duty to make anticipatory disability reasonable adjustments for staff, students, customers and visitors; as well as individual (reactive) reasonable adjustments (Equality Act 2010). In addition, the University has legal duties to comply with building regulations (specifically Part M) and health and safety regulations relating to the accessibility of the physical estate for disabled people.
  2. In the Equality Action Plan (Student Actions 1.5) the University committed to taking steps to improve the physical accessibility of the University campus to remove or reduce barriers for disabled staff, students, customers and visitors. The type of barriers include the movement around campus; provision of car parking; lifts, steps and stairs; the layout of facilities and services; as well as the provision of sanitary accommodations.
  3. In 2017/18 and 2018/19 a number of concerns relating to physical access were raised by staff, students and the Trade Unions. In response a number of significant actions have taken place, including the following steps taken in the 2018/19 academic year:
* In June 2018, **E3 Consulting**, who are members of the **National Register of Access Consultants** were engaged by the University to provide specialist consultation services, specifically relating to individual reasonable adjustments to the physical estate, access audits, and University design standards.
* A new **Inclusive Campus Steering Group** was constituted, chaired by the Director of Capital Projects and Estate Strategy (FRCS), with a number of sub-groups with remits relating to Buildings, Individual Adjustments, and Policy.
* In December 2018, an external consultant was engaged by Human Resources to conduct a review of the staff reasonable adjustment process and its interface with FRCS providing a report and recommendations on how to improve support for disabled staff.

### Technical Access Audits

* + 1. In 2018/19 E3 Consulting were commissioned to complete technical access audits of the University campus. These audits assessed the compliance of buildings and physical access features against Part M of the Building Regulations, and BS8300 best practice guidance on accessibility. The audit reports set out possible remedial actions including prioritisation and an estimated cost.
    2. **Pedestrian Circulation & Accessible Toilet and Changing Places***:* In February 2019 E3 Consulting completed an access audit of the Pedestrian Circulation around campus, plus a review of the Accessible Toilets associated with Shared Teaching Spaces, and a review of possible locations for Changing Places Toilets. The estimated costs of implementing the recommendations were:
* Pedestrian Circulation: £1,544,658
* Accessible Toilets: £150,331
* Additional Feasibility Studies: £485,160
  + 1. **Building Access Audits:** In 2019 E3 Consulting were instructed to complete full technical access audits of over 90 University buildings on the main Liverpool Campus. This project is estimated to take up to 2 years to complete. To date 16 access audits have been completed including the CTL, Guild of Students, Harold Cohen Library, Sports & Fitness Centre and the Victoria Gallery & Museum.
    2. The estimated costs of implementing all the recommendations for these 16 buildings (excluding further feasibility studies, professional fees and VAT) is a minimum of **£3,688,620.**
    3. The recommendations included within these access audits will be considered by FRCS when commissioning new builds, refurbishments and remedial works. Work is also being undertaken via the Inclusive Campus Steering Group to identify and plan specific disability access remedial works identified within the audits, such as the Shared Teaching Spaces.

### Shared Teaching Space Review

* + 1. In September-October 2018 E3 Consulting conducted as review of the Shared Teaching space catalogue of disability access information. This University developed classification system rated each room as either:
* M1: Access to the classroom is suitable for persons with ambulant disabilities
* M2: Access to the classroom is suitable for wheelchair users
* H: Room is suitable for persons with a hearing impairment
* V: Room is suitable for persons with visual impairment
* AE Access Exceptional: meeting all the requirement above.
  + 1. This new review used a more detailed assessment criteria based on current good practice standards such as travel distance to the nearest Accessible Toilet.
    2. The pre-2018 audit categorised rooms as Access Exceptional to show that the rooms was M2, H and V. However, the 2018 review only classed a room as AE if it met exceptional access requirements in line with building standards, therefore the AE classification is no longer directly comparable. However, in the pre-2018 review, 106 rooms were classed as M2 plus 50 AE rooms totalling 156; this is compared to the 92 rooms classed as M2/AE in 2018.

Table 13

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Number** | |  | **%** | |  |
|  | **Pre-2018** | **2018** |  | **Pre-2018** | **2018** |  |
| **M1** | 213 | 192 | ↓ | 90% | 95% | ↑ |
| **M2** | 106 | 91 | ↓ | 44% | 45% | ↑ |
| **H** | 79 | 142 | ↑ | 33% | 70% | ↑ |
| **V** | 202 | 184 | ↓ | 85% | 91% | ↑ |
| **AE** | 50 | 1 | ↓ | 21% | 0.5% | ↓ |

* + 1. The pre-2018 audit included 239 shared teaching rooms, however the 2018 review only included 202 rooms. Cypress Building (13 rooms) and Cedar House (45 rooms) were not included due to extensive building work at the time; and the Duncan Building (2 rooms) had been decommissioned. 1-7 Abercromby Square had undergone an extensive refurbishment also removing 9 rooms from the Shared Teaching Space catalogue. Furthermore, 502 Lecture Hub (15 rooms) and 128 Mount Pleasant (13 rooms) were added in 2018 as new capacity and had not previously been included. It should also be noted that since the 2018 review was completed, the Muspratt Building (7 rooms) has been demolished.
    2. The renovation of **Cedar House** was completed in September 2019 which is expected to bring over 20 rooms back into the room catalogue. Furthermore, the remedial works undertaken over summer to the shared teaching spaces (see Physical improvements to campus) is expected to reclassify 14 teaching rooms as M2 when next reviewed.

### University of Liverpool Inclusive Design Standard

* + 1. FRCS has commissioned E3 Consulting to draft a University Inclusive Design Standard. The aim of the documents is to be used by people responsible for the built environment, including architects, designers, contractors and professional consultants.
    2. Where used, the new standard will ensure new construction and renovations to existing facilities are accessible to everyone and in particular disabled people, including mobility impaired, sensory impaired and people with learning difficulties.
    3. The standards incorporate the principles of Inclusive Design, which reflects minimum dimensional criteria required and intends to encompass the intent of the Equality and Human Rights Commission, in terms of respecting the dignity of disabled people’s use of the built environment.
    4. The draft document is currently undergoing consultation with stakeholders with the intention to be adopted by Spring 2020.

### Physical improvements to campus

|  |  |
| --- | --- |
|  | Height Adjustable Tables |
| *New Changing Places facility located in the Chadwick Lecture Theatre Building.* | *New height adjustable tables have been installed in a number of lecture theatres.* |

* + 1. In the academic year 2018/2019 the University invested over **£1,136,000** to improve the accessibility of buildings, teaching rooms and access information. Access improvements included:
* The removal of 5 stages at the front of the lecture theatres in Rendall Building, and 2 in Maths. In 2 of these rooms, this involved raising the floor of the room and replacing all of the seating (*1.5.c*).
* The first ever **Changing Places Toilet** was installed in the Chadwick Lecture Theatre building along with 2 new Accessible Toilets, a new entrance ramp and automatic doors. x3 new Accessible Toilets were also added to Oliver Lodge Building (1.5.e).
* A significant amount of work took place to improve the accessibility of some of the shared teaching spaces which included:
  + New external entrance routes into Central Teaching Hub Lecture Theatre A and B; and the Sherrington Building Lecture Theatres
  + Replacement of multiple corridor and room entrance doors in the CTL, Sherrington, Ashton, Harrison Hughes, Eleanor Rathbone, and Gordon Stephenson to best practice standards.
  + 33 new Semi-Permanent and 9 new Permanent wheelchair seating spaces in 13 lecture theatres, as well as new height adjustable tables in 15 lecture theatres.
* **Gladstone and Roscoe Halls of Residence** were completed at Greenbank Student Village adding x5 M2 Accessible Bedrooms (Suitable for an independent wheelchair user), and x1 M3 Accessible Flat (Suitable for a wheelchair user who requires personal / mechanical assistance) to the Accommodation portfolio. This brings the total number of wheelchair accessible bedrooms at Greenbank to x7.
* The refurbishment of **Cedar House** was completed, which included new automatic entrance doors, x2 new accessible toilets, and the full refurbishment of all teaching rooms.
* X10 additional Accessible Parking Bays were installed, x2 in Peach Street Car Park (13.2), x2 in Maths Car Park (13.1), x2 in Car Share Car Park (16), x2 in Eleanor Rathbone Car Park (7) and x2 in Abercromby Square (6) (*1.5.g*).
* **Extensive landscaping** was completed around Cypress, Rendall and Roxby replacing the previous cobbles and gravel path with a flat paved area.

# Looking Forward to 2019/20

Key activities planned for 2019/2020 include:

* **Family Friendly Policies** – we will look to develop the maternity, paternity and adoption leave policies and the guidance available for staff and managers.
* **Flexi Time & Job Share** – we will look into implementing a Flexi Time framework for departments to adopt, as well as an opt-out process of advertising all new appointments as open to Job Share.
* **Athena SWAN Awards** – a number of departments will be making applications for Athena SWAN awards, work will begin on the University’s Gold application, and renewal applications will begin for all FHLS Institutes as a result of the Faculty restructure.
* **Race Inquiry** – we will be conducting an internal inquiry into the experiences of staff and students from ethnic minority groups in response to the Equality & Human Rights Commissions report into racial harassment in higher education.
* **Staff Survey** – we will be analysing the results of the Staff Survey to determine if there are any equality issues.
* **Disability Confident** – we will begin work on our renewal application for the Disability Confident Charter.
* **Accessibility Improvement** – FRCS will investigate the possibility and the opportunities available to adopt an accelerated programme of building works.

# Appendix 1: Student Population Data

Presented in this appendix is the percentage (%) population of disabled, women, and people of colour (PoC) with the University of Liverpool’s student population. All data has been sourced from HEIDI Plus, the Higher Education Statistic Agency data. HESA data is based on the reporting period of the 1 August to 31 July. Data is not provided from Explorer, the University’s data warehouse. All student data is based on “Full Person Equivalent”.

Student is defined as:

All students registered at a higher education (HE) provider who follow courses that lead to the award of a qualification(s) or HE provider credit, excluding those registered as studying wholly overseas. The data specification of the record uses the term 'instance' to describe a student's engagement with the HE provider, which, because a student can have more than one instance of engagement, will exceed the number of students. Unless stated otherwise, student data is based on an instance of engagement. Postdoctoral students are not included in the HESA Student record.

UK Domiciled students is defined as:

Students whose normal residence prior to commencing their programme of study was in the UK, including Guernsey, Jersey and the Isle of Man.

All additional data definitions are available on the HESA website [HERE](https://www.hesa.ac.uk/support/definitions/students).

### What Data is Provided?

Data is provided by Disability (UK), Gender (Female Only), and Ethnicity (People of Colour) (UK). The specific data categories reported are First Degree, Postgraduate Taught (PGT) and Postgraduate Research (PGR) students. First Degree students are further reported by the 19 subject areas using the distinct JACS Subject Centres. Student data is reported up to the 2018/19 academic year.

### Colour Coding

* **Population**: Colour coding is used to denote an increase (green) and a decrease (red) in the % value, it does not denote that the change is positive or negative in terms of achieving equality.
* **Comparison**: Yellow colour coding is used to show that the comparator group has a population % that is smaller than the University of Liverpool’s.

## % Known Disability

*Student Action 1.3*

Over 25% of First Degree students are EU/Overseas, however only 3% of students with a Known Disability are EU/Overseas domiciles. Therefore, with the exception of the table below, student disability data reported here only relates to UK/Home domiciled students.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **First Degree** | 6.79 | 7.39 | 7.91 | 8.53 | 9.05 | 9.75 |
| **Postgraduate Taught** | 2.93 | 3.34 | 4.38 | 4.44 | 4.59 | 6.44 |
| **Postgraduate Research** | 6.52 | 6.94 | 7.43 | 6.87 | 7.03 | 8.12 |

## % Known Disability (UK/Home Domicile Only)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **First Degree** | 8.75 | 9.86 | 10.44 | 11.08 | 11.75 | 12.82 |
| **Postgraduate Taught** | 5.31 | 6.03 | 8.33 | 7.18 | 7.74 | 12.02 |
| **Postgraduate Research** | 9.72 | 9.81 | 10.33 | 10.40 | 10.71 | 12.48 |
| *First Degree by JACS Subject Centres:* |  |  |  |  |  |  |
| **1) Medicine & Dentistry** | 6.22 | 6.52 | 6.55 | 7.31 | 8.00 | 8.74 |
| **2) Subjects Allied to Medicine** | 9.91 | 11.04 | 11.12 | 10.82 | 11.55 | 14.20 |
| **3) Biological Sciences** | 9.98 | 11.67 | 12.74 | 14.81 | 15.60 | 17.14 |
| **4) Veterinary Science** | 9.94 | 9.23 | 7.89 | 10.78 | 12.39 | 13.61 |
| **5) Agriculture & Related Subjects** | 8.33 | 11.49 | 8.86 | 10.67 | 11.54 | 18.60 |
| **6) Physical Sciences** | 9.23 | 10.20 | 11.24 | 12.19 | 13.36 | 14.47 |
| **7) Mathematical Sciences** | 6.51 | 8.01 | 9.79 | 9.82 | 11.13 | 11.79 |
| **8) Computer Sciences** | 9.96 | 13.48 | 12.58 | 14.91 | 13.88 | 14.96 |
| **9) Engineering & Technology** | 7.36 | 8.64 | 11.02 | 11.11 | 9.75 | 11.23 |
| **A) Architecture, Building & planning** | 11.72 | 14.60 | 14.68 | 10.94 | 11.82 | 12.05 |
| **B) Social Studies** | 11.99 | 12.12 | 11.08 | 11.22 | 11.47 | 12.40 |
| **C) Law** | 6.35 | 6.27 | 7.73 | 8.39 | 8.89 | 8.83 |
| **D) Business & Administrative Studies** | 6.38 | 7.57 | 7.85 | 8.88 | 8.43 | 9.20 |
| **E) Mass Communications & Documentation** | 10.78 | 8.33 | 9.29 | 11.54 | 12.50 | 16.18 |
| **F) Languages** | 8.99 | 10.93 | 12.11 | 11.31 | 12.91 | 14.33 |
| **G) Historical & Philosophical Studies** | 10.99 | 15.82 | 14.75 | 13.05 | 14.83 | 15.17 |
| **H) Creative Arts & Design** | 11.90 | 9.92 | 10.80 | 9.49 | 12.64 | 14.70 |
| **I) Education** | 11.11 | 33.33 | 33.33 | 0.00 | 0.00 | 0.00 |
| **J) Combined Studies** | 12.29 | 13.79 | 19.77 | 20.14 | 19.54 | 26.09 |

*Comparison:* ***First Degree*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 8.75 | 9.86 | 10.44 | 11.08 | 11.75 | 12.82 |
| **Russell Group** | 10.68 | 11.36 | 12.25 | 13.09 | 14.17 | 15.53 |
| **England** | 12.85 | 13.59 | 14.34 | 15.05 | 16.09 | 17.33 |
| **HE Sector** | 12.67 | 13.46 | 14.22 | 14.97 | 15.97 | 17.18 |

*Comparison:* ***Postgraduate Taught*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 5.31 | 6.03 | 8.33 | 7.18 | 7.74 | 12.02 |
| **Russell Group** | 8.81 | 9.72 | 10.28 | 11.78 | 13.31 | 14.60 |
| **England** | 9.72 | 10.57 | 11.33 | 13.37 | 14.73 | 15.91 |
| **HE Sector** | 9.57 | 10.40 | 11.15 | 13.01 | 14.46 | 15.63 |

*Comparison:* ***Postgraduate Research*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 9.72 | 9.81 | 10.33 | 10.40 | 10.71 | 12.48 |
| **Russell Group** | 8.98 | 9.48 | 10.19 | 11.21 | 12.27 | 13.63 |
| **England** | 9.71 | 10.13 | 10.94 | 11.85 | 13.10 | 14.40 |
| **HE Sector** | 9.62 | 10.09 | 10.85 | 11.67 | 12.85 | 14.22 |

*Note: HESA data is reported during the first semester and does not take into account student disability disclosures later on in the year, where the University of Liverpool sees a significant increase in the number of disclosures.*

## % Female

*Student Action 1.1*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **First Degree** | 52.47 | 53.84 | 54.66 | 54.94 | 55.04 | 54.41 |
| **Postgraduate Taught** | 51.00 | 51.29 | 52.89 | 51.26 | 53.37 | 54.10 |
| **Postgraduate Research** | 44.72 | 47.88 | 48.05 | 48.46 | 47.02 | 47.08 |
| ***First Degree by JACS Subject Centres:*** | | | | | | |
| **1) Medicine & Dentistry** | 60.18 | 60.15 | 60.66 | 59.36 | 57.79 | 57.54 |
| **2) Subjects Allied to Medicine** | 76.65 | 76.67 | 76.33 | 77.22 | 76.54 | 77.10 |
| **3) Biological Sciences** | 65.91 | 69.13 | 72.60 | 73.52 | 74.15 | 73.63 |
| **4) Veterinary Science** | 80.32 | 81.84 | 81.60 | 82.17 | 81.68 | 80.89 |
| **5) Agriculture & Related Subjects** | 79.78 | 83.52 | 81.71 | 83.75 | 80.72 | 81.72 |
| **6) Physical Sciences** | 31.54 | 33.54 | 36.54 | 38.22 | 38.38 | 39.23 |
| **7) Mathematical Sciences** | 47.02 | 46.86 | 42.09 | 41.86 | 42.85 | 43.14 |
| **8) Computer Sciences** | 16.52 | 27.84 | 16.04 | 16.55 | 17.00 | 16.78 |
| **9) Engineering & Technology** | 12.20 | 13.38 | 15.43 | 16.82 | 17.70 | 18.10 |
| **A) Architecture, Building & planning** | 47.94 | 52.93 | 56.34 | 57.31 | 57.22 | 55.34 |
| **B) Social Studies** | 52.73 | 54.64 | 56.40 | 57.53 | 57.26 | 45.65 |
| **C) Law** | 61.12 | 61.65 | 63.25 | 65.01 | 65.86 | 63.94 |
| **D) Business & Administrative Studies** | 50.96 | 52.84 | 54.17 | 51.87 | 52.34 | 52.00 |
| **E) Mass Communications & Documentation** | 70.37 | 77.82 | 75.98 | 77.09 | 73.86 | 73.00 |
| **F) Languages** | 68.22 | 70.52 | 72.81 | 74.48 | 73.46 | 73.44 |
| **G) Historical & Philosophical Studies** | 52.63 | 53.32 | 53.10 | 53.29 | 56.23 | 56.18 |
| **H) Creative Arts & Design** | 35.59 | 42.93 | 39.08 | 37.77 | 43.00 | 41.59 |
| **I) Education** | 77.78 | 100.00 | 100.00 | - | - | 100.00 |
| **J) Combined Studies** | 69.50 | 71.07 | 75.94 | 81.51 | 79.12 | 76.00 |

*Comparison:* ***First Degree*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sex** | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 52.47 | 53.84 | 54.66 | 54.94 | 55.04 | 54.41 |
| **Russell Group** | 52.85 | 53.11 | 53.43 | 53.73 | 53.94 | 54.20 |
| **England** | 54.95 | 55.17 | 55.44 | 55.59 | 55.73 | 55.82 |
| **HE Sector** | 55.06 | 55.26 | 55.53 | 55.71 | 55.90 | 56.07 |

*Comparison:* ***Postgraduate Taught*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sex** | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 51.00 | 51.29 | 52.89 | 51.26 | 53.37 | 54.10 |
| **Russell Group** | 55.52 | 56.78 | 58.11 | 58.17 | 59.29 | 60.01 |
| **England** | 54.70 | 55.42 | 56.17 | 56.64 | 57.65 | 57.94 |
| **HE Sector** | 54.52 | 55.13 | 56.00 | 56.64 | 57.66 | 58.03 |

*Comparison:* ***Postgraduate Research*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 44.72 | 47.88 | 48.05 | 48.46 | 47.02 | 47.08 |
| **Russell Group** | 46.08 | 46.36 | 46.90 | 47.06 | 47.12 | 47.38 |
| **England** | 47.01 | 47.38 | 47.81 | 48.33 | 48.54 | 48.82 |
| **HE Sector** | 46.94 | 47.35 | 47.76 | 48.23 | 48.48 | 48.74 |

## % People of Colour (UK/Home Domicile Only)

*Student Action 1.2*

HESA data does not report the ethnicity of EU/Overseas students. Therefore, all student ethnicity data only relates to UK/Home Domiciled students. All data presented below is for known ethnicity only, with Unknowns removed from the calculation.

**Yellow=Lower than University Average**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **First Degree** | 15.11 | 16.01 | 15.72 | 15.94 | 15.82 | 16.48 |
| **Postgraduate Taught** | 7.70 | 8.62 | 11.08 | 15.39 | 15.92 | 20.55 |
| **Postgraduate Research** | 15.73 | 14.46 | 13.66 | 13.71 | 13.53 | 14.91 |
| *First Degree by JACS Subject Centres:* |  |  |  |  |  |  |
| **1) Medicine & Dentistry** | 38.34 | 39.40 | 40.38 | 41.02 | 41.83 | 40.87 |
| **2) Subjects Allied to Medicine** | 12.43 | 12.93 | 13.66 | 13.98 | 15.23 | 16.06 |
| **3) Biological Sciences** | 11.43 | 12.10 | 11.25 | 12.55 | 12.61 | 13.65 |
| **4) Veterinary Science** | 4.02 | 3.87 | 4.15 | 4.08 | 4.70 | 5.22 |
| **5) Agriculture & Related Subjects** | 8.43 | 5.75 | 6.33 | 2.67 | 3.85 | 4.65 |
| **6) Physical Sciences** | 6.96 | 8.80 | 9.81 | 10.48 | 11.24 | 10.82 |
| **7) Mathematical Sciences** | 10.80 | 12.10 | 11.46 | 11.58 | 11.77 | 14.48 |
| **8) Computer Sciences** | 19.00 | 19.76 | 19.67 | 21.89 | 24.85 | 25.36 |
| **9) Engineering & Technology** | 17.53 | 19.67 | 23.43 | 23.95 | 23.68 | 24.72 |
| **A) Architecture, Building & planning** | 18.04 | 23.42 | 19.80 | 20.58 | 16.97 | 17.18 |
| **B) Social Studies** | 10.03 | 11.01 | 10.23 | 9.93 | 9.21 | 10.56 |
| **C) Law** | 16.50 | 19.31 | 18.04 | 19.17 | 17.55 | 18.81 |
| **D) Business & Administrative Studies** | 16.07 | 15.38 | 16.16 | 16.46 | 15.96 | 16.08 |
| **E) Mass Communications & Documentation** | 9.15 | 13.46 | 7.43 | 7.51 | 7.07 | 8.24 |
| **F) Languages** | 6.20 | 6.57 | 7.03 | 6.49 | 7.65 | 8.72 |
| **G) Historical & Philosophical Studies** | 4.63 | 5.34 | 6.27 | 7.61 | 8.61 | 10.02 |
| **H) Creative Arts & Design** | 2.40 | 4.27 | 4.35 | 4.11 | 6.82 | 7.76 |
| **I) Education** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **J) Combined Studies** | 14.85 | 14.86 | 15.94 | 15.12 | 10.87 | 14.85 |

*Comparison:* ***First Degree*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| **University of Liverpool** | 15.11 | 16.01 | 15.72 | 15.94 | 15.82 | 16.48 |
| **Russell Group** | 17.72 | 18.52 | 19.40 | 20.46 | 21.56 | 22.55 |
| **England** | 24.48 | 25.47 | 26.35 | 27.27 | 28.25 | 29.11 |
| **HE Sector** | 21.33 | 22.20 | 23.02 | 23.86 | 24.73 | 25.52 |

*Comparison:* ***Postgraduate Taught*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| **University of Liverpool** | 7.70 | 8.62 | 11.08 | 15.39 | 15.92 | 20.55 |
| **Russell Group** | 21.84 | 21.51 | 22.91 | 22.97 | 23.73 | 24.44 |
| **England** | 23.19 | 23.44 | 24.43 | 26.25 | 26.83 | 26.85 |
| **HE Sector** | 21.17 | 21.35 | 22.21 | 23.93 | 24.33 | 24.25 |

*Comparison:* ***Postgraduate Research*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 15.73 | 14.46 | 13.66 | 13.71 | 13.53 | 14.91 |
| **Russell Group** | 15.88 | 16.07 | 16.16 | 16.08 | 16.33 | 17.21 |
| **England** | 17.80 | 18.17 | 18.30 | 18.07 | 18.57 | 19.40 |
| **HE Sector** | 16.39 | 16.75 | 16.90 | 16.73 | 17.19 | 18.07 |

*Comparison: First Degree* ***ASIAN*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 8.42 | 8.70 | 8.17 | 8.33 | 8.21 | 8.59 |
| **Russell Group** | 10.39 | 10.72 | 11.12 | 11.60 | 12.16 | 12.60 |
| **England** | 11.48 | 11.90 | 12.28 | 12.74 | 13.22 | 13.61 |
| **HE Sector** | 10.03 | 10.40 | 10.77 | 11.18 | 11.60 | 11.96 |

*Comparison: First Degree* ***BLACK*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 2.16 | 2.55 | 2.74 | 2.67 | 2.62 | 2.70 |
| **Russell Group** | 2.45 | 2.66 | 2.86 | 3.08 | 3.28 | 3.50 |
| **England** | 7.70 | 8.00 | 8.19 | 8.39 | 8.58 | 8.79 |
| **HE Sector** | 6.57 | 6.82 | 7.00 | 7.17 | 7.34 | 7.53 |

*Comparison: First Degree* ***MIXED*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** | **18/19** |
| **University of Liverpool** | 3.35 | 3.55 | 3.68 | 3.78 | 3.90 | 4.11 |
| **Russell Group** | 3.88 | 4.06 | 4.26 | 4.54 | 4.77 | 5.03 |
| **England** | 3.93 | 4.08 | 4.28 | 4.47 | 4.66 | 4.81 |
| **HE Sector** | 3.53 | 3.66 | 3.85 | 4.03 | 4.21 | 4.36 |

*Comparison: First Degree* ***OTHER*** *by Sector Groupings*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OTHER** | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| **University of Liverpool** | 1.17 | 1.22 | 1.14 | 1.16 | 1.08 | 1.07 |
| **Russell Group** | 1.00 | 1.08 | 1.16 | 1.24 | 1.35 | 1.42 |
| **England** | 1.37 | 1.50 | 1.59 | 1.67 | 1.79 | 1.90 |
| **HE Sector** | 1.20 | 1.31 | 1.40 | 1.47 | 1.58 | 1.68 |

# Appendix 2: Staff Population Data

Presented in this appendix is the percentage (%) population of disabled, women, and people of colour (PoC) with the University of Liverpool’s staff population. All data has been sourced from HEIDI Plus, the Higher Education Statistic Agency data. HESA data is based on the reporting period of the 1 August to 31 July. Data is not provided from the Explorer, the University’s data warehouse. All staff data is based on “Full Person Equivalent” Staff (Excluding atypical).

Staff (Excluding atypical) is defined as:

Staff (excluding atypical) are those members of staff where one or more of the contracts held during the reporting period cannot be defined as atypical, and includes open-ended/permanent and fixed-term contracts. Atypical staff are those members of staff whose contracts involve working arrangements that are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider.

Full Personal Equivalent is defined as:

Individuals can hold more than one contract with a provider and each contract may involve more than one activity. In analyses staff counts have been divided amongst the activities in proportion to the declared FTE for each activity. This results in counts of full person equivalents (FPE). Staff FPE counts are calculated on the basis of contract activities that were active on 1 December of the reporting period (using the HESA staff contract population).

All additional data definitions are available on the HESA website [HERE](https://www.hesa.ac.uk/support/definitions/staff).

### What Data is Provided?

Data is provided by Disability, Gender (Female Only), and Ethnicity (People of Colour) by All and UK Only. The specific data categories reported are for All Staff (excluding atypical roles); Academic (including Research; Teaching & Research; Teaching Only); Non-Academic; Professor; and Senior Manager roles. Staff Data is only currently available in HEDI till the 2017/18 academic year.

### Colour Coding

* **Population**: Colour coding is used to denote an increase (green) and a decrease (red) in the % value, it does not denote that the change is positive or negative in terms of achieving equality.
* **Comparison**: Yellow colour coding is used to show that the comparator group has a population % that is smaller than the University of Liverpool’s.

## % Known Disability

*Staff Actions 1.3, 4.1*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **All Staff** | 3.46 | 3.29 | 3.43 | 4.67 | 5.36 |
| **Academic** | 2.82 | 2.68 | 2.90 | 3.81 | 4.57 |
| **Non-Academic** | 4.06 | 3.86 | 3.92 | 5.41 | 6.07 |
| **Professor** | 1.94 | 2.15 | 2.68 | 3.15 | 2.75 |
| **Senior Manager** | 1.17 | 1.41 | 1.90 | 1.72 | 1.32 |
| **Research** | 3.07 | 3.14 | 3.25 | 3.80 | 4.62 |
| **Teaching & Research** | 2.00 | 1.95 | 2.18 | 3.05 | 3.23 |
| **Teaching Only** | 3.73 | 3.30 | 3.44 | 5.00 | 6.34 |

*Comparison: Sector Groupings*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Disability** | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **University of Liverpool** | 3.46 | 3.29 | 3.43 | 4.67 | 5.36 |
| **Russell Group** | 3.42 | 3.60 | 3.76 | 4.00 | 4.36 |
| **North West** | 5.89 | 5.78 | 5.30 | 5.70 | 5.91 |
| **England** | 4.28 | 4.55 | 4.65 | 4.80 | 5.11 |
| **HE Sector** | 4.24 | 4.48 | 4.55 | 4.72 | 4.99 |

## % Female

*Staff Action 1.1, 3.2*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **All Staff** | 52.64 | 52.85 | 53.82 | 53.86 | 55.24 |
| **Academic** | 39.49 | 39.80 | 40.25 | 41.93 | 43.30 |
| **Non-Academic** | 65.02 | 65.08 | 66.56 | 64.15 | 66.03 |
| **Professor** | 18.47 | 28.00 | 27.38 | 28.90 | 29.12 |
| **Senior Manager** | 26.85 | 39.44 | 45.71 | 39.66 | 39.47 |
| **Research** | 44.42 | 44.85 | 46.60 | 46.14 | 43.66 |
| **Teaching & Research** | 28.81 | 29.68 | 30.52 | 31.33 | 32.89 |
| **Teaching Only** | 50.47 | 49.83 | 48.88 | 52.58 | 54.32 |

*Comparison: Contract Level: Professor*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **University of Liverpool** | 18.47 | 28.00 | 27.38 | 28.90 | 29.12 |
| **Russell Group** | 20.91 | 21.90 | 22.73 | 23.51 | 24.16 |
| **North West** | 21.63 | 24.04 | 24.02 | 24.62 | 25.84 |
| **England** | 22.55 | 23.35 | 24.01 | 24.71 | 25.73 |
| **HE Sector** | 22.35 | 23.15 | 23.92 | 24.61 | 25.55 |

*Comparison: Contract Level: Senior Manager*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **University of Liverpool** | 26.85 | 39.44 | 45.71 | 39.66 | 39.47 |
| **Russell Group** | 28.83 | 30.88 | 33.16 | 34.14 | 35.03 |
| **North West** | 38.34 | 39.90 | 41.94 | 43.26 | 42.99 |
| **England** | 37.48 | 37.94 | 39.18 | 40.23 | 40.75 |
| **HE Sector** | 36.83 | 37.27 | 38.49 | 39.59 | 40.28 |

## % People of Colour (BME) All Domiciles

NB: Unknown Ethnicity has been excluded from the data. *Staff Action 1.2, 3.2*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **All Staff** | 8.66 | 8.86 | 9.85 | 9.63 | 9.18 |
| **Academic** | 13.12 | 13.38 | 14.44 | 12.91 | 13.05 |
| **Non-Academic** | 4.51 | 4.68 | 5.60 | 6.81 | 5.75 |
| **Professor** | 8.56 | 8.15 | 8.59 | 7.91 | 8.52 |
| **Senior Manager** | 2.34 | 4.41 | 4.04 | 3.45 | 4.05 |
| **Research** | 18.75 | 18.31 | 18.99 | 18.06 | 17.77 |
| **Teaching & Research** | 11.60 | 12.30 | 12.18 | 12.25 | 13.40 |
| **Teaching Only** | 9.59 | 9.52 | 13.30 | 8.64 | 8.07 |

*Comparison: Sector Groupings*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **University of Liverpool** | 8.66 | 8.86 | 9.85 | 9.63 | 9.18 |
| **Russell Group** | 12.54 | 13.06 | 13.53 | 14.10 | 14.90 |
| **North West** | 9.60 | 10.17 | 10.48 | 10.85 | 11.10 |
| **England** | 12.87 | 13.17 | 13.68 | 14.29 | 14.91 |
| **HE Sector** | 11.81 | 12.14 | 12.58 | 13.13 | 13.75 |

*Comparison: Contract Level: Professor*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **University of Liverpool** | 8.56 | 8.15 | 8.59 | 7.91 | 8.52 |
| **Russell Group** | 7.69 | 8.04 | 8.11 | 8.25 | 8.65 |
| **North West** | 9.23 | 9.50 | 9.98 | 10.00 | 10.05 |
| **England** | 9.12 | 9.50 | 9.58 | 9.79 | 10.22 |
| **HE Sector** | 8.89 | 9.24 | 9.35 | 9.60 | 10.03 |

*Comparison: North West Institutions*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |
| **University of Liverpool** | 8.66 | 8.86 | 9.85 | 9.63 | 9.18 |
| **LJMU** | 6.57 | 6.66 | 7.15 | 7.32 | 7.79 |
| **Hope** | 6.05 | 5.50 | 6.59 | 6.24 | 5.72 |
| **LSTM** | 13.23 | 12.78 | 11.44 | 10.82 | 12.14 |
| **LIPA** | 4.76 | 5.30 | 6.06 | 6.21 | 6.63 |
| **Chester** | 3.46 | 4.13 | 5.07 | 4.95 | 5.07 |
| **Edge Hill** | 3.18 | 3.82 | 4.37 | 4.25 | 4.94 |
| **Lancaster** | 8.87 | 9.30 | 9.63 | 9.78 | 10.73 |
| **Manchester** | 12.78 | 13.34 | 13.86 | 14.95 | 15.29 |
| **MMU** | 11.73 | 12.34 | 12.15 | 12.27 | 12.59 |
| **Salford** | 12.38 | 13.81 | 12.01 | 12.47 | 12.53 |

## % People of Colour (BME) – UK Domicile Only

*NB: Unknown Ethnicity has been excluded from the data. Staff Action 1.2, 3.2*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** |
| **All Staff** | 5.78 | 5.90 | 6.17 | 5.94 | 6.12 |
| **Academic** | 8.66 | 9.07 | 9.12 | 8.74 | 8.93 |
| **Non-Academic** | 3.73 | 3.70 | 4.14 | 4.13 | 4.26 |
| **Professor** | 6.98 | 6.79 | 7.46 | 7.21 | 8.26 |
| **Senior Manager** | 2.51 | 5.17 | 4.71 | 3.92 | 4.62 |
| **Research** | 11.11 | 10.39 | 10.02 | 9.76 | 10.02 |
| **Teaching & Research** | 9.66 | 10.55 | 10.14 | 10.10 | 10.55 |
| **Teaching Only** | 5.30 | 5.76 | 7.15 | 6.23 | 6.39 |

*Comparison: Sector Groupings*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** |
| **University of Liverpool** | 5.78 | 5.90 | 6.17 | 5.94 | 6.12 |
| **Russell Group** | 8.53 | 8.88 | 9.25 | 9.71 | 10.17 |
| **North West** | 6.68 | 7.01 | 7.12 | 7.46 | 7.69 |
| **England** | 9.24 | 9.57 | 10.05 | 10.64 | 11.12 |
| **HE Sector** | 8.15 | 8.48 | 8.91 | 9.42 | 9.83 |

*Comparison: Contract Level: Professor*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** |
| **University of Liverpool** | 6.98 | 6.79 | 7.46 | 7.21 | 8.26 |
| **Russell Group** | 6.45 | 6.90 | 7.08 | 7.24 | 7.60 |
| **North West** | 7.77 | 8.04 | 8.51 | 8.76 | 8.55 |
| **England** | 7.66 | 8.06 | 8.35 | 8.69 | 9.13 |
| **HE Sector** | 7.32 | 7.70 | 7.97 | 8.34 | 8.78 |

*Comparison: North West Institutions*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **13/14** | **14/15** | **15/16** | **16/17** | **17/18** |
| **University of Liverpool** | 5.78 | 5.90 | 6.17 | 5.94 | 6.12 |
| **LJMU** | 4.28 | 4.30 | 4.56 | 5.44 | 5.38 |
| **Hope** | 4.94 | 5.34 | 4.98 | 5.14 | 5.26 |
| **LSTM** | 4.96 | 5.61 | 7.19 | 5.65 | 6.35 |
| **LIPA** | 4.38 | 5.59 | 6.45 | 6.67 | 7.10 |
| **Chester** | 2.69 | 3.17 | 3.77 | 3.68 | 3.81 |
| **Edge Hill** | 2.43 | 2.95 | 3.40 | 3.06 | 3.44 |
| **Lancaster** | 4.03 | 4.22 | 3.95 | 4.26 | 4.65 |
| **Manchester** | 9.00 | 9.20 | 9.44 | 10.49 | 10.84 |
| **MMU** | 8.60 | 9.19 | 9.10 | 9.15 | 9.77 |
| **Salford** | 7.06 | 7.63 | 6.85 | 7.14 | 7.06 |

Diversity & Equality

The Academy

Human Resources

University of Liverpool

<https://www.liverpool.ac.uk/hr/diversityandequality/>

1. <https://www.liverpool.ac.uk/media/livacuk/about/APP2020-25.pdf> [↑](#footnote-ref-1)
2. <https://www.liverpool.ac.uk/media/livacuk/wideningparticipation/UoL,-,WP,-,A5,Activities,Brochure,(2018-19),V3,(002).pdf> [↑](#footnote-ref-2)
3. Global Citizenship, CIE website <https://www.liverpool.ac.uk/centre-for-innovation-in-education/curriculum-resources/global-citizenship/> [↑](#footnote-ref-3)
4. Breastfeeding and baby facilities (intranet) [www.liverpool.ac.uk/intranet/hr/diversity-equality/gender/breastfeedingbabyfacilities/](http://www.liverpool.ac.uk/intranet/hr/diversity-equality/gender/breastfeedingbabyfacilities/) [↑](#footnote-ref-4)
5. Shared Parental Leave webpage [www.liverpool.ac.uk/working/whyworkhere/familyfriendly/policies/sharedparental/](http://www.liverpool.ac.uk/working/whyworkhere/familyfriendly/policies/sharedparental/) [↑](#footnote-ref-5)
6. Family Friendly Advisers (intranet) [www.liverpool.ac.uk/intranet/hr/my-hr/information/policies/family-friendly-advisers/](http://www.liverpool.ac.uk/intranet/hr/my-hr/information/policies/family-friendly-advisers/) [↑](#footnote-ref-6)
7. Flexible Working Module examples www.liverpool.ac.uk/intranet/hr/diversity-equality/training/linkedinlearning/ [↑](#footnote-ref-7)
8. LinkedIn Learning Login <https://www.liverpool.ac.uk/csd/training/linkedin-learning/> [↑](#footnote-ref-8)