



Diversity & Equality Annual Report

2020/2021

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1. Executive Summary

The Annual Diversity & Equality Report 2020/2021 outlines key activities that have been achieved between the 1st August 2020 to the 31st July 2021.

Key Achievements

- **Athena Swan:** All Academic Schools and Institutes have now been awarded their own Athena Swan departmental award.
- **Race Equality Charter:** The University joined the Advance HE Race Equality Charter and appointed a new Race Equality Officer.
- **Campus Enhancements:** The University's 2nd Changing Places Toilet was opened in the Yoko Ono Lennon Centre.
- **Report & Support:** The University successfully launched a new Report and Support bullying and harassment advice service for staff and students.

Key Challenges

COVID-19: The impact of COVID on the usual business of the University had a significant impact on our equality work including:

- Financial uncertainty leading to a suspension of the implementation of updating family friendly policies.
- The cancellation of the academic annual review (promotion) process, and the exceptional performance award bonus scheme.
- Key contractor for campus accessibility improvements going into liquidation causing the projects to be deferred to 2021/2022.

Key Staff Data Trends

- **Disability:** The number of known disabled staff increased for the 7th consecutive year by 0.6% from 317 (4.5%) to 319 (4.6%).
- **LGB+:** The number of known LGB+ staff increased by 1.6% from 244 (3.5%) to 248 (3.6%).
- **People of Colour:** The number of POC decreased by 2.2% from 675 (9.6%) to 660 (9.5%).
- **Nationality:** The number of EU/OSI staff increased by 1.6% from 1340 (19%) to 1361 (19.7%).
- **Sex/Gender:** The number of female staff decreased by 2.4% from 3777 (53.6%) to 3688 (53.3%); and the number of male staff decreased by 1.2% from 3273 to 3235.
- **Professors:** 32.8% of Professors are Female (*HESA 2019/20*).
- **Senior Leaders:** The proportion of Female Senior Leaders increased from 40% to 44%.

Key Student Data Trends

- **Disability:** The total number of known undergraduate disabled students increased by 4.3% from 2816 (12.7%) to 2938 (13.6%); Postgraduate Taught by 29.4% from 252

(5.1%) to 326 (7.3%); and Postgraduate Research by 21.4% from 201 (10.2%) to 244 (12%).

- **People of Colour:** The total number of undergraduate “People of Colour” students decreased by 10.7% from 7830 (35.4%) to 6990 (32.3%); Postgraduate Taught decreased by 24.7% from 2132 (43.5%) to 1606 (36%); and for Postgraduate Research increased by 5.7% from 685 (34.7%) to 724 (35.6%).
- **Nationality:** The total number of European Union and Overseas/International Undergraduate students decreased by 14.7% from 6295 (28.5%) to 5369 (24.8%); Postgraduate Taught students decreased by 24.4% from 2389 (48.9%) to 1806 (40.6%); and Postgraduate Research students decreased by 1% from 801 (40.6%) to 793 (39%).
- **Sex/Gender:** The total number of female Undergraduate students decreased by 0.2% from 12,149 (54.9%) to 11,915 (55.1%); Postgraduate Taught students by 14.7% from 3013 (61.5%) to 2570 (57.6%); and Postgraduate Research students increased by 6.1% from 962 (48.8%) to 1021 (50.2%).

Looking Ahead to 2021/2022

The following actions / activities are planned for the 2021/2022 academic year:

- **New Policies:** The following new policies will be developed or launched:
 - Fostering Policy for Staff
 - Built Environment, Accessibility and Inclusivity Statement and Policy
 - Anti-Bullying, Harassment and Victimisation Policy
- **Charter Marks:**
 - **Athena Swan:** A new institutional Silver Award application is due to be submitted.
 - **Race Equality Charter:** Preliminary work to start on the Race Equality Charter application, including the formal establishment of the steering group and the sub-committees.
- **Governance:** The new Equality, Diversity, & Inclusion Committee will be re-constituted, replacing the Equality Forum. In addition, a new EDI Committee for Professional Services, and an EDI Committee for the Faculty of Science and Engineering will also be established.
- **Conflict Resolution Advisers:** Recruitment of new Conflict Resolution Advisers to enhance the Report and Support service for staff.

2. Introduction

Welcome to the annual diversity and equality report for the academic year 2020/2021. The report provides an overview of key activities, outcomes, and key performance indicators relating to our priority areas set out in the [Equality Framework and Action Plan](#) and our work to implement the Public Sector Equality Duty.

Our 6 student equality objectives are to:

- Make significant and sustained improvements in the participation rates for the most disadvantaged and underrepresented groups, and in the diversity of the student population.
- Improve student retention and progression rates for the most disadvantaged and underrepresented groups.
- Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups.
- Improve progression to postgraduate study for people from disadvantaged groups and narrow the gap between advantaged and disadvantaged groups.
- Reduce inequalities in graduate level employment outcomes from different groups and narrow the gap in employment outcomes between advantaged and disadvantaged groups.
- Foster good relations between different communities by providing opportunities to come together, learn and understand one another.

Our 6 staff equality objectives are to:

- Make significant and sustained improvements in the recruitment (application and appointment) rates for the most underrepresented groups in the workforce.
- Make sustained improvements in the retention and progression rates of underrepresented groups in the workforce.
- Make sustained improvements in the diversity of the University's Management and Governance boards by ensuring fair, transparent, and equitable processes.
- Be a sector leading employer of choice for underrepresented groups within the workforce.
- Be a sector leading Family Friendly employer.
- Embed the principles of diversity and equality leadership practices, and to improve the diversity of our people in leadership positions.

The report is complemented by the Diversity and Equality Infographics 2020/2021 ([Summary](#) and [Full Report](#)) which provides an overview of the staff and student population.

3. Bullying & Harassment

In October 2020, the University introduced a new “Report and Support” tool for staff and students. The aim of the tool is to enable staff and students to report incidents of bullying, harassment, discrimination, hate crimes and sexual misconduct. For staff, the tool replaced the existing online process to request to speak to a Bullying & Harassment Adviser. For students, the tool introduced for the first time the option to report online (including anonymously), and to speak to a Wellbeing Adviser in Student Welfare, Advice & Guidance. It should be noted that Report and Support is not a complaint process, but an advice and guidance service.

3.1. Staff

The University received 33 Report and Support submissions from members of staff in 2020/2021, an increase from 20 in 2019/2020 but lower than the 43 reported received in 2018/2019. 21 of these cases reported that they were related to a protected characteristics, an increase from 9 the previous year.

17 formal complaints where bullying and harassment was the influencing factor were reported in 2020/2021, an increase from 11. Of these 17, 1 case explicitly related to a protected characteristic.

3.2. Students

The University received 76 Report and Support submissions from students in 2020/2021. 50 of these cases reported that they were related to a protected characteristics.

The number of students making a Stage 2 complaint where bullying and harassment was the influencing factor was 5; of which 4 cases explicitly related to a protected characteristic.

Read the [Annual Dignity at Work and Study Report](#).

4. Disability Equality

In 2020/2021, the University implemented the following disability equality initiatives:

4.1. **Campus Improvements:** Work continued on improving the physical accessibility of the University campus as directed by the Inclusive Campus Steering Group. Key activities are outlined below:

4.1.1. The programme of Building Access Audits continued of the main campus, Leahurst and Ness Botanic Gardens, with 69 audits now completed to date.

4.1.2. The University’s main contractor for minor accessibility works went bankrupt in 2021 causing a significant delay to the planned works schedule. This programme, aimed to address issues identified by the access audits programme, will be reviewed and rescheduled for 2021/2022.

- 4.1.3. The Yoko Ono Lennon Centre was completed. It is the most accessible building on campus including our 2nd Changing Places Toilet, accessible toilets, showers and seating area, an evacuation lift, milk expression/breastfeeding room, and gender neutral toilets.
- 4.1.4. A new permanent ramped access was installed to the Chadwick Lecture Theatre Building.
- 4.1.5. A programme of public realm enhancements was completed which included a complete remodel of Guild Walk removing a series of raised seating areas which posed a significant obstacle to wayfinding; and new ramped/stepped route to the Guild entrance on Mount Pleasant.
- 4.1.6. The University successfully appointed 2 registered National Register of Access Consultants (NRAC) following an open tender process. The NRAC consultants are engaged in a programme of building audits and follow up programme of works to improve the disability accessibility of the University campus.
- 4.1.7. Improvements were made to the Chemistry/Donnon building as part of the Regius Chair project. This included new lift access to mezzanine laboratories.
- 4.2. **Disability & Wellbeing Adviser:** A new post of Disability & Wellbeing Adviser for staff was successfully recruited. This post will provide dedicated support for disabled staff and their managers on workplace reasonable adjustments.
- 4.3. **Disability Connect Mentoring Scheme:** The University launched this new reverse mentoring initiative where student mentors offer their unique insights to help business leaders increase their disability awareness and inform strategies to attract and retain the best talent.
- 4.4. **Autistic Students Employability Programme:** The University joined The Employ Autism Higher Education Network, a ground-breaking higher education employability programme, which aims to unlock the potential of autistic students and help them into full-time work.
- 4.5. **Stress and Anxiety Skills Group:** A Psycho-Social Education skills group called U-CAN launched to help students improve their levels of stress, anxiety and for those with a persistent low mood. The group helps students develop skills to manage their mental health using the 'Living Life to the Full' programme and low intensity Cognitive Behavioural Therapy (CBT) approaches.

5. Gender Equality

In 2020/2021, the University implemented the following gender equality initiatives:

- 5.1. **Athena Swan Awards:** The School of the Arts achieved a Bronze Athena Swan award, meaning that all Academic Schools and Institutes now hold an Athena Swan award. The Faculty of Health & Life Sciences was awarded an interim Silver Athena Swan award in response to the restructure.
- 5.2. **Aurora Leadership Programme:** The University supported a further 13 female members of staff to complete AdvanceHE's Aurora programme.
- 5.3. **North West Action Learning Programme:** led by The Academy, this initiative is in its sixth year and continues to provide women from North West universities in leadership positions an opportunity to join an action learning set with women from other institutions. This programme is specifically aimed at women who have attended Aurora or other similar programmes as a follow-on activity to continue their development.
- 5.4. **International Women's Day:** The University celebrated International Women's Day with a series of events, podcasts, blogs and news stories. Events included the first inaugural Women in Music conference, Women in STEM, Women in Football, A Women's History of the Beatles, and all female lunchtime concert series.
- 5.5. **Endometriosis:** As part of International Women's Day, a special podcast series on Endometriosis was launched. This led to the creation of a formal Endometrioses Support group for staff and students affected by the condition.
- 5.6. **Gender Pay Gap:** The March 2021 Gender Pay Gap reported a reduction in the Mean Pay Gap from 21.2% to 20.5%, and the Median Pay Gap from 16.2% to 14.2%. There was also a reduction in the Mean Bonus Pay Gap from 68.4% to 39.7% and the Median Bonus Pay Gap from 82.9% to 66.7%.
- 5.7. **New HR Policies:** Following an initial pilot in 2019/2020, the University permanently introduced the new staff benefit policies: Annual Leave Purchase Scheme, and the Enhanced Career Break Scheme.

COVID Impacts

In response to the ongoing uncertainty as a result of COVID-19:

- 5.8. The 2020 applications for the Annual Review (Academic Promotion) process, the Exceptional Performance Awards, and additional Increment Points were cancelled. In addition the Clinical Excellence Awards were also cancelled by the NHS. This means that there was no promotion or bonus round this year.

6. Race Equality

In 2020/2021, the University implemented the following race equality initiatives:

- 6.1. **Anti-Racism Action Plan:** In response to the Equality & Human Rights Commission's report into race based harassment in HE, the University published [Tackling Racial Harassment: Universities Challenged - A University of Liverpool Response](#).
- 6.2. **Race Equality Charter:** The University formally joined AdvanceHE's Race Equality Charter. The Charter provides a framework through which the University will work to identify and self-reflect on institutional and cultural barriers standing in the way of Black, Asian and Minority Ethnic staff and students. A new post of Race Equality Officer was recruited to spearhead this initiative.
- 6.3. **Black History Month:** The University celebrated Black History Month with a series of events, podcasts, blogs and news stories. Over 800 listeners tuned in to the podcast series featuring The Lord Mayor of Liverpool, Cllr Anna Rothery; President of the Royal College of Veterinary Surgeons, Dr Mandisa Greene; and Vice-President (HE) of the NUS, Hillary Gyebi-Ababio. Black Composers were celebrated during the Lunchtime Concerts; and events were held featuring author Nana Nubi, and on topics including Decolonising the Curriculum, Black Lives Matter, and Race in International Law.
- 6.4. **COWRIE Scholarships:** The University of Liverpool partnered with the Cowrie Scholarship Foundation (CSF) to help improve access to higher education for Black British students. Under the partnership, the University will cover tuition fees for at least three students from the 2021/2022 academic year, with the CSF covering maintenance and living costs through links with business and individual donors.
- 6.5. **Professor in Modern Slavery:** Dame Sara Thornton was appointed to the role of Honorary Professor in Modern Slavery. Dame Sara, who is the UK's current Independent Anti-Slavery Commissioner, will work to support the activities of the University's Centre for the Study of International Slavery (CSIS), and partners at Liverpool's International Slavery Museum.
- 6.6. **Anthony Walker Foundation:** The University became a corporate partner of the Anthony Walker Foundation. Academics Dr Babatunde Buraimo and Dr Leona Vaughn featured in a city wide campaign to mark Black History Month; and the AWF provided Speak Out! Hate Crime training for staff.
- 6.7. **Report & Support:** The University launched a new "Report & Support" tool to better enable students and staff to seek advice and support when they had experienced bullying, harassment, discrimination or hate crimes.

6.8. **Diversifying Leadership Programme:** The University supported 4 BAME members of staff to participate in the AdvanceHE Diversifying Leadership programme.

6.9. **African Institute for Mathematics Sciences:** The University signed a Memorandum of Understanding (MOU) with the African Institute for Mathematics Sciences (AIMS) to foster new collaborations towards the development of the next generation of scientists.

6.10. **Heilbron Leadership Programme:** The University launched its new leadership programmes, named after Judge Rose Heilbron, Liverpool Alumna and the first female recorder and first female judge to sit at the Old Bailey. 2 places on this programme were reserved for BAME staff.

7. LGBT Equality

In 2020/2021, the University implemented the following LGBT equality initiatives:

7.1. **Student Name Change Policy:** The student name change policy was updated to streamline the process and evidence required for a student to change their name and gender within the University records. The policy was approved with the aim to have the system changes completed for implementation in 2022.

7.2. **LGBT History Month:** The University celebrated LGBT History Month with a series of events, podcasts, blogs and news stories. Blogs included topics as diverse as Sexuality in South Asian History, Queer Cinema, Hidden Archives, Alan Turing, and Sexuality in Ancient Egypt. Architecture launched its very first Queer Students Zine, and the Library published a LGBTHM Reading list.

7.3. **Trans Equality Working Group:** The University established the Trans Equality Working Group in December 2020. The Working Group (with the support of the University's Gender Equality Officer) will review and develop work in the following areas aiming to complete this by the end of 2022;

- Name, gender and pronoun changes on student systems – *Already underway with a new policy approved and work with IT Services to update student record systems (2021)*
- Name, gender and pronoun changes on staff systems
- Overarching policy, guidance and resources to support individuals and those staff supporting staff and students
- Staff training requirements

7.4. **Trans Day of Visibility:** The University celebrated Trans Day of Visibility with the development of an online resource helping to raise awareness and promote Trans equality. This includes positive supportive statements from senior leaders, and staff profiles celebrating the use of pronouns.

7.5. **Trans & Non Binary Peer Support Network:** A new informal peer support group launched for all staff and PGR students who identify as trans, non-binary, gender non-conforming, or questioning.

8. General Diversity & Equality

In 2020/2021, the University implemented the following diversity, equality, and inclusion initiatives:

8.1. **Equality Kickstarter Projects:** 4 projects were supported via the Equality Kickstarter Grant in 2020/2021. The funded projects were:

- The inaugural “Women in Music Conference” which coincided with International Women’s Day
- A workshop on “Decolonising the English Department’s Curriculum”
- 3 workshops on “Challenging conversations: the first step to fostering a diverse and inclusive culture” in the School of Physical Sciences
- A project to raise awareness of mental health by providing “Mental Health First Aid Training for BAME Student Doctors”.

8.2. **Up Careers Programme:** Careers and Employability launched their Up Programmes, a range of direct interventions, and specialised activity offering a unique set of resources and tools. The programme is aimed at students with disrupted education (including Care Experience, Young Carers, Estranged, and Asylum Seekers/Refugees), students who are BAME, LGBTQ+, disabled, mature, and those from areas where participation in higher education is low. Initiatives within UP include 10 students signing up for “Employ Autism Internships”, 48 students signing up for “Mindless Internships”, and 35 students attending “Career Confidence for Women”.

8.3. **Management Essentials Programme:** Inclusivity has been embedded into the modules of the Management Essentials Programme – intended for all new first line managers joining the University. Topics explored include: creating a sense of belonging in the team; appreciating and working with individual differences; overview of HR policies associated with Diversity and Inclusion; ensuring equality in recruitment, working arrangements and work allocation.

8.4. **Hybrid Working:** Throughout the year the University developed its approach to Hybrid Working creating a set of principles and framework, supported by new guidance on Working Well, Remote Working and Hybrid Working. Work started on the creation of a new Hybrid Working Hub in the Hart Building to be opened in October 2021. Faculties and departments have also engaged in what Hybrid Working models work within their business context.

8.5. **Governance:** On review of the University's governance structures, the decision was taken to re-establish the Equality, Diversity & Inclusion Committee (previously the Diversity & Equality Committee) on a par with the other governance committees. In addition, it was agreed to establish a new EDI Committee for the Central Professional Services, and to formalise the EDI Committees within the Faculties where this had not already taken place.

9. Researcher Development

Researcher Development activities (excluding Prosper) are aimed at Post-doctoral Researchers, Early Career Researchers, Mid-Career Researchers (excluding PDs and ECRs), Academic, Teaching and Research Staff, and Research-related Professional Services Staff.

9.1. Researcher Development Activities 2020/2021

Researcher development activities which took place in 2020/2021 included:

- 9.1.1. **Research Staff Conference "Don't stop me now":** The main focus of the conference was Equity, Diversity and Inclusivity. The 1 day conference started with a keynote session by Prof Anthony Hollander on the RISE project and ended with a panel discussion on Inclusivity in Academia. This panel discussion included 6 speakers who utilised their experience and expertise for a wide-ranging discussion dedicated to Inclusivity in Academia.
- 9.1.2. **Research Staff Survey on HR Policies and Induction:** The general output indicated that there was a lack of awareness on policies, particularly "dignity at work & study" (less than 26% aware) and "redundancy" (less than 50% aware), however the research community were more aware about "flexible working", "bullying & harassment" and "diversity & equality of opportunity" policies, with over 80% of those responding to the survey saying that they were aware and/or had accessed the policies.
- 9.1.3. **National Postdoc Conference** (September 2021): Approximately 2000 researchers and research related staff from across the UK and beyond engaged with the wholly virtual [National Postdoc Conference 2021](#) (NPDC21). The programme ensured that equity, diversity, and inclusion were embedded in each throughout. This included the development and implementation of an Inclusive and accessible [event checklists](#) – for organisers, presenters and participants. Sessions included "Allyship in Academia: Creating a Community Where We All Belong", exploring the topic of allyship through the journeys of five researchers sharing their stories on parenthood, gender acceptance, disability and race within academia.
- 9.1.4. **Prosper:** Prosper, funded by Research England and based in The Academy at the University of Liverpool, is a new approach to career development that unlocks postdocs' potential to thrive in multiple career pathways. In 2020/2021

53 postdocs were recruited from the University of Liverpool and started on the [Prosper pilot](#). The first cohort broadly meets the Project's targets with 53% Female, 47% Male and 2% not disclosed; 26% BAME, 70% White and 4% undeclared. In addition 26% declared caring responsibilities, 9% gay or bisexual, and 10% of the cohort declared some form of impairment, health condition, or learning difficulty. 90 postdocs will be recruited across the 3 partners in 2021/2022.

9.2. Research in an Inclusive and Sustainable Environment (RISE):

The Research in an Inclusive and Sustainable Environment (RISE) project began in academic year 2020/21 and is one of the responses being undertaken by the University of Liverpool to the COVID-19 pandemic. Not only has the pandemic necessitated a rapid pivot in research to tackle the crisis, it has simultaneously created new challenges in the research environment, whilst turning a spotlight on issues that already exist.

The RISE project is overseen by the Research and Impact Strategy Committee (RISC) and delivered by a Project Group working across the faculties and with a range of representatives from across our staff networks. These include the BAME, LGBT+ and Disabled Staff Networks, the Research Staff Association, Athena Swan, The Academy and others.

Some of the drivers for Project RISE include:

- gaining a better understanding and planning for the effects of the pandemic on research activity for colleagues with significant caring responsibilities
- increasing the representation of Black, Asian and Minority Ethnic (BAME) colleagues in senior posts and across our research community
- harnessing and focussing the enthusiasm and energy of our postdoc community to highlight long term challenges and willingness to help us respond
- recognising the increased emphasis on the need to translate research into economic growth and social recovery in the post- COVID-19 era.

The three key objectives of the RISE initiative are to:

- **Listen:** to better understand the differentiated effects of COVID on our research and researchers. This phase ran until November 2020 and is now complete.
- **Consider:** to collectively identify a range of new approaches and ways of working to consider adding to our existing best-practice
- **Report:** to develop recommendations on new ways of working, to support our researchers to reach their full potential and to solve the most pressing global challenges.

Update on activities/next steps:

- The first Listen phase of RISE ran in 2020/21 with over 835 colleagues sharing their views and aspirations for change – Key findings can be [found here](#).

- As we look forward to 2021 – 2022, the second, ‘Consider’ Phase conversation of RISE will run from September to November 2021 after which a set of proposals will be made.

10. Access & Participation Summary

While recognising the deeply challenging educational context for schools and colleges caused by COVID, the University has continued to deliver important outreach and engagement activities for under-represented student groups.

For Entry 2021 the University welcomed 580 students from a POLAR4 Quintile 1 Postcode, which is categorised by the Office for Students as a key measure of disadvantage and is regulated as part our Access and Participation Plan. This represents a record number for the University, and is tied to the pilot year of our [Contextual Admissions programme](#).

Working with the Widening Participation Team the University welcomed 47 students from a ‘Disrupted Education’ which is also a record high for students from the most disadvantaged background. In total over 150 young people entered the University through one of our WP supported access projects.

A new Scholarship funded by LFC player Divock Origi was launched. The scholarship was awarded to two students for the 2021/2022 academic year and covers full tuition fees for the duration of their programmes, as well as £3,000 per annum towards living costs. A third student will also be funded in the 2022/2023 academic year, followed by a fourth and final student in 2023/2024.

During lockdown, and in recognition of the need for learning recovery, the University was able to develop virtual mentoring sessions, engaging over 300 students across recruitment/widening participation projects and delivering over 2,000 hours of 1 to 1 support.

11. Staff Data Trends Summary

11.1. Staff Population Snapshot

The [Diversity & Equality Infographic Report](#) provides data on the staff population in January 2021. As a result of COVID-19 measures reducing the number of zero hour and student staff, and the impact of the recruitment freeze, the number of staff decreased from 6998 in 2019/2020 to 6923 in 2020/2021. Key observations include:

- **Age:** The total number of staff aged 18 to 39 & 50-59 decreased, however the total number of 40-49 & 60+ staff increased. The 30-39 age group is the largest at 29.2%.
- **Disability:** The number of known disabled staff increased for the 7th consecutive year to 319. The proportion of disabled staff increased slightly from 4.5 to 4.6%. The most common disability type is Long Term Illness followed by a Specific Learning Difficulty.
- **LGB+:** The number of known LGB+ staff increased for the 5th consecutive year by 0.6% from 244 (3.5%) to 248 (3.6%). Excluding the unknown responses, the proportion of staff identifying as LGB+ increased from 5.5% to 5.7%. The proportion of unknown responses to this question increased from 36.2% to 36.9%.
- **People of Colour:** The number of POC decreased by 2.2% from 675 to 660. This was reflected in a small proportions decrease from 9.57% to 9.53%. The largest POC ethnic group is Chinese, followed by Indian.
- **Nationality:** The proportion of staff from the EU slightly increased from 10.7% to 10.8% and the proportion of Overseas/International staff slightly increased from 8.4% to 8.9%. Overall the number of EU/OSI staff increased by 1.6% from 1340 (19%) to 1361 (19.7%).
- **Religion:** The proportion of Atheist staff remained the same at 31.5%, a slight decrease in the proportion of Christian staff from 29.4% to 28.4%, and a slight increase in “other religious groups” from 4.2% to 4.1%. The unknown religious belief increased from 34.9% to 36%.
- **Sex/Gender:** The total number of men and women both decreased, however, there was a slightly higher number of women no longer working resulting in a 2.4% decrease in the number of female staff from 3777 (53.7%) to 3688 (53.3%); and the number of male staff decreased by 1.2% from 3273 to 3235.

11.2. Senior Leaders

44% of the University's Senior Leaders are female, representing an increase from 40% the previous year, however, there are no known People of Colour and no known disabled staff in Senior Leadership roles; although 7% do identify as LGB+.

Senior Leaders are positions listed on the University's Management Structure organogram, with the exception of Level 1 academic department heads. See Pyramids of Power infographics in the [Diversity & Equality Infographics Report 2020-2021](#).

11.3. Professors

Progress continues to be made on diversifying the Professoriate. Based on HESA data, in the 10 year period from 2009/2010 and 2019/2020 (the most recent published year), the University has increased the proportion of Female Professors from 12.6% to 32.8%. Racial diversity has not progressed as significantly, though the proportion of People of Colour is now 9.6% (all), and 9.5% (UK Dom) respectively.

11.4. Staff Recruitment

18,736 job applications were received in 2020/2021 via eRecruitment, an 8.7% increase compared to 2019/2020. However, the number of applications remained considerably lower than the 31,607 received in 2018/2019 pre-COVID.

See [Appendix 3: Staff Recruitment Tables 2020/2021](#) for full data tables.

Summary by Equality Group

11.4.1. Sex/Gender

Overall:

- 50.5% of applications received were from **women**, representing a 1.9% decrease from 2019/2020.
- Women were significantly more likely to apply for a Grade 1-5 post, where 55% of applications received by Women were for these grades, compared to just 14.2% of male applicants.
- Clinical Teaching Only received the highest proportion of applications from women at 67.8%; whereas Clinical Teaching & Research received the lowest at 27.6%.
- The proportion of applicants invited to interview that were women increased from 50.3% to 52.4%.
- 11% of women who applied for a job were invited to interview, compared to 9.7% of male applicants.
- The proportions of posts offered to women fell slightly from 52.2% to 51.1%.
- 34.5% of female applicants invited to interview were successfully offered the post (an increase from 32.4%), however male applicants interviewed had a slightly higher likelihood of being offered the post at 35.3% (an increase from 30.4%).
- 80% of Manual posts were offered to women, compared to only 25% for Clinical Teaching & Scholarship posts.

11.4.2. Disability

Overall:

- 6.2% of applications were received from **disabled candidates**, an increase from 5.4% in 2019/2020.

- 26.3% of Disabled applicants applied for a Grade 7-10 post, compared to 43.1% of non-disabled applicants.
- Clerical and Technical roles had the highest proportion of disabled applicants at 8.4%, compared to 1.2% for Clinical Teaching only posts.
- The proportion of applicants invited to interview that were Disabled increased from 6.9% to 8.5%.
- 14.7% of disabled people who applied for a job were invited to an interview compared to 10.4% of non-disabled applicants.
- The proportion “offered the post” with a known disability dropped from 4.6% to 4%.
- Overall, in 2020/2021 14.7% of disabled applicants were invited to an interview compared to 10.4% of non-disabled applicants.
- However, only 16.5% of disabled applicants interviewed were offered the post compared to 37.1% of non-disabled applicants interviewed.
- Disabled applicants who use the Disability Guaranteed Interview Scheme (GIS) were more likely to be invited to an interview compared to disabled candidates who do not use it (16% v 11.8%), however, disabled applicants who do use GIS are far less likely to be offered the post compared to those that don’t (11.7% v 31%).
- 8.8% of Technical posts were offered to a disabled candidate, however no disabled candidates were offered a Clinical Research, Clinical T&R, Clinical T&S, Clinical Teaching only or Manual post.

11.4.3. Ethnicity

Overall:

- 33% of applications received were from **People of Colour**, an increase from 27% in 2019/2020.
- 83.6% of applications from POC were for a Grade 6-10 post compared to 42.5% of White applicants, with 49% of POC applying for a Grade 7 post alone compared to 14.4% of White applicants.
- Academic Research received the highest proportion of applications from POC at 66.4%; whereas Clerical received the lowest at 10.8%.
- The proportion of applicants invited to interview that were POC increased from 19.3% to 22.8%.
- 7.3% of POC who applied for a job were invited to interview, compared to 12.2% of White applicants.
- The proportions of posts offered to POC increased from 17.5% to 22.9%.
- 35.5% of POC applicants invited to interview were successfully offered the post (an increase from 28.4%), compared to 34.7% of White applicants who were interviewed.
- The overall likelihood of a POC who applied for a job being offered it increased slightly from 2.5% to 2.6%, however, this compared to 4.2% of White applicants likely to be offered the post.
- 42.6% of Academic Research posts were offered to POC, compared to POC being offered Clinical Research, Clinical T&R, Clinical T&S or Manual posts.

11.4.4. Sexuality

Overall:

- 10.5% of applications received were from Lesbian, Gay, Bisexual, or Other (LGB+) people, an increase from 8.7% in 2019/2020.
- 52.1% of applications from LGB+ applicants were for a Grade 1-5 post compared to 43.2% of Heterosexual applicants.
- Clerical received the highest proportion of applications from LGB+ at 12.9%; whereas Clinical T&R received none.
- The proportion of applicants invited to interview that were LGB+ increased from 8.6% to 9.8%.
- 9.9% of LGB+ people who applied for a job were invited to interview, compared to 10.4% of Heterosexual applicants.
- The proportions of posts offered to LGB+ increased from 8.4% to 9.1%.
- 32.8% of LGB+ applicants invited to interview were successfully offered the post (an increase from 30.7%), compared to 35.5% of Heterosexual applicants who were interviewed.
- The overall likelihood of a LGB+ person who applied for a job being offered it decreased slightly from 3.7% to 3.3%, compared to 3.9% of Heterosexual applicants likely to be offered the post.
- 25% of Clinical T&S posts were offered to LGB+ candidates, compared to LGB+ being offered Clinical Research, Clinical T&R or Manual posts.

11.5. Academic Promotion

No academic promotions took place in 2020/2021 due to COVID-19 response measures.

12. Student Data Trends Summary

12.1. Student Population

The [Diversity & Equality Infographics 2020/2021](#) provides data on the standard undergraduate student population in 2020/2021.

The total number of students (UG, PGT, PGR) decreased from 28,993 in 2020/2021 to 28,106 in 2020/2021. The following Key observations are made from reviewing the standard student population between 2008/2009 to 2020/2021:

12.2. Undergraduate Students

Key Student Data Trends

- **Disability:** The total number of disabled students increased for the 12th consecutive year from 2816 (12.7%) in 2019/2020 to 2938 (13.6%) in 2020/2021. Compared to 2011/2012 (10 years ago), the number of known disabled UG students has increased by 62%.
- **People of Colour:** The total number of “People of Colour” UG students decreased by 10.7% from 7830 (35.4%) in 2019/2020 to 6990 (32.3%) in 2020/2021. This was primarily a drop in Overseas/International students as a result of COVID-19. Compared to 2011/2012 (10 years ago), the number of POC UG students has increased by 52%.
- **Nationality:** The total number of European Union UG students increased by 7% to their highest number from 814 in 2019/2020 to 871 in 2020/2021. The total number of Overseas/International students decreased by 20% from 5481 in 2019/2020 to 4498 in 2020/2021. Overall the proportion of EU/OSI UG students decreased from 28.5% to 24.8%.
- **Sex/Gender:** The total number of female Undergraduate students decreased by 0.2% from 12,149 to 11,915, but overall the proportion of female students slightly increased from 54.9% to 55.1%.

12.3. Postgraduate Taught

- **Disability:** The total number of disabled students increased by 29.4% from 252 (5.1%) in 2019/2020 to 326 (7.3%) in 2020/2021. Compared to 2011/2012 (10 years ago), the number of known disabled PGT students has increased by 79%.
- **People of Colour:** The total number of “People of Colour” PGT students decreased by 24.7% from 2132 (43.5%) in 2019/2020 to 1606 (36%) in 2020/2021. This was primarily a result of the drop in Overseas/International students as a result of COVID-19. Compared to 2011/2012 (10 years ago), the number of POC PGT students has increased by 24%.

- **Nationality:** The total number of European Union PGT students increased by 5.1% to their highest number from 292 to 307. The total number of Overseas/International students decreased by 28.5% from 2097 in 2019/2020 to 1499 in 2020/2021. Overall the proportion of EU/OSI PGT students decreased by 24.4% from 48.9% to 40.6%.
- **Sex/Gender:** The total number of female PGT students decreased by 14.7% from 3,013 (61.5%) to 2,570 (57.6%).

12.4. Postgraduate Research

- **Disability:** The total number of disabled PGR students increased by 21.4% from 201 (10.2%) in 2019/2020 to 244 (12%) in 2020/2021. Compared to 2011/2012 (10 Years ago), the number of known disabled PGR students has increased by 62%.
- **People of Colour:** The total number of “People of Colour” PGR students increased by 5.7% from 685 (34.7%) in 2019/2020 to 724 (35.6%) in 2020/2021. Compared to 2011/2012 (10 years ago), the number of POC PGR students has increased by 38%.
- **Nationality:** The total number of European Union PGR students decreased by 2.7% from 226 to 220. The total number of Overseas/International PGR students decreased by 0.4% from 575 in 2019/2020 to 573 in 2020/2021. Overall the proportion of EU/OSI PGR students decreased by 1% from 40.6% to 39%.
- **Sex/Gender:** For the first time the number of female PGR students was higher than male PGR students increasing by 6.1% from 962 (48.8%) to 1021 (50.2%).

13. Looking Forward to 2021/2022

The following actions / activities are planned for the 2021/2022 academic year:

- **Conflict Resolution Advisers:** The Staff Bullying & Harassment Advisers who provide advice and support via the Report & Support service are to be rebranded as Conflict Resolution Advisers to better reflect the expansion of the type of advice provided by this service. In addition new advisers are to be recruited.

- **New Policies:** The following new policies will be developed or launched:
 - Fostering Policy for Staff
 - Built Environment, Accessibility and Inclusivity Statement and Policy
 - Anti-Bullying, Harassment and Victimisation Policy

- **Charter Marks:**
 - **Athena Swan:** A new institutional Silver Award application is due to be submitted.
 - **Race Equality Charter:** Preliminary work to start on the Race Equality Charter application, including the formal establishment of the steering group and the sub-committees.

- **Governance:** The new Equality, Diversity and Inclusion Committee will be re-constituted, replacing the Equality Forum. In addition, a new EDI Committee for Professional Services, and an EDI Committee for the Faculty of Science and Engineering will also be established.

14. Appendix 1: Staff Key Performance Indicators

Data reported below relates to the following staff equality objectives:

- Make significant and sustained improvements in the recruitment (application and appointment) rates for the most underrepresented groups in the workforce.

14.1. Staff Recruitment

Table 1: % Job Applications Received Trend

	2017/18	2018/19	2019/20	2020/21	
% Disabled	5.9%	6.7%	5.4%	6.2%	↑
% Women	53.2%	53.2%	52.4%	50.5%	↓
% BAME+	35.3%	37.1%	41.7%	47.4%	↑
% People of Colour	21.3%	22.5%	27.0%	33.0%	↑
% People of Colour (UK)	6.5%	6.5%	6.9%	7.1%	↑
% LGB+	6.8%	8.0%	8.7%	10.5%	↑
% Religious (excl Christian)	12.8%	13.9%	17.1%	20.5%	↑
% EU/OSI	31.85	33.38	38.24	43.91	↑

Table 2: % Invitation to Interview Trend

	2017/18	2018/19	2019/20	2020/21	
% Disabled	7.1%	8.1%	10.4%	8.5%	↓
% Women	52.6%	52.7%	50.1%	52.2%	↑
% BAME+	32.72	31.36	36.15	38.64	↑
% People of Colour	16.4%	16.3%	19.2%	22.8%	↑
% People of Colour (UK)	6.6%	5.2%	5.6%	7.3%	↑
% LGB+	6.1%	7.2%	8.6%	9.8%	↑
% Religious (excl Christian)	8.93	8.88	9.55	12.16	↑
% EU/OSI	29.06	29.00	33.03	34.17	↑

Table 3: % Posts Offered Trend

	2017/18	2018/19	2019/20	2020/21	
% Disabled	3.1%	4.9%	4.6%	4%	↓
% Women	50.3%	52.0%	52.5%	51.4%	↓
% BAME+	32.65	31.61	34.20	38.26	↑
% People of Colour	14.6%	16.5%	17.1%	22.9%	↑
% People of Colour (UK)	6.1%	4.9%	7.3%	8.2%	↑
% LGB+	5.6%	6.7%	8.4%	9.1%	↑
% Religious (excl Christian)	7.24	7.92	8.15	10.30	↑
% EU/OSI	28.42	29.02	29.14	33.43	↑

14.2. Staff Population

Table 4: Staff Snapshot Population Trend

	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	
% Disabled	3.5%	4.6%	4.6%	4.5%	4.6%	↑
% EU/OSI	18.1%	18.5%	18.5%	19.1%	19.7%	↑
% Female	54.0%	54.1%	54.4%	53.7%	53.3%	↓
% People of Colour	9.4%	9.1%	9.8%	9.6%	9.5%	↓
% Religious belief	33.3%	33.3%	33.2%	33.5%	33.3%	↓
%LGB+	2.2%	2.7%	2.9%	3.4%	3.6%	↑

14.3. Academic Promotion

14.3.1. % Female

Academic Promotion (Annual Review) was cancelled in 2020/2021 in response to COVID-19.

Table 5: Academic Promotions (Gender) Trend

	2017		2018		2019		2020	
	% of App	% of Succ						
Senior Lecturer	41%	41%	49%	45%	48%	53%	n/a	
Reader	32%	33%	44%	52%	35%	36%		
Professors	37%	30%	42%	44%	31%	33%		

14.4. Professor Population

Table 6: Professor Population by Equality Group Trend (HESA)

Data source: HESA Full Person Equivalent

% Female	2009/10	2017/18	2018/19	2019/20	
Liverpool	12.6%	29.1%	31.3%	32.8%	↑
Russell Group		24.2%	25.2%	26.5%	↑
HE Sector		25.6%	26.7%	27.8%	↑
% Known Disability	2009/10	2017/18	2018/19	2019/20	
Liverpool	0.6%	2.8%	2.5%	2.1%	↓
Russell Group		2.7%	2.8%	2.9%	↑
HE Sector		3.1%	3.2%	3.2%	↔
% People of Colour	2009/10	2017/18	2018/19	2019/20	
Liverpool	7.8%	8.3%	9.0%	9.6%	↑
Russell Group		7.9%	8.2%	8.6%	↑
HE Sector		8.2%	9.6%	10.0%	↑
% Black	2009/10	2017/18	2018/19	2019/20	
Liverpool	0.7%	0.3%	0%	0%	↔
% People of Colour UK	2009/10	2017/18	2018/19	2019/20	
Liverpool	7.1%	7.1%	9.1%	9.5%	↑
Russell Group		7.0%	7.2%	7.5%	↑
HE Sector		8.2%	8.5%	8.7%	↑

<i>% EU/OSI</i>	2009/10	2017/18	2018/19	2019/20	
Liverpool	13.3%	21.5%	21.1%	21.0%	↓
Russell Group		24.0%	24.8%	26.0%	↑
HE Sector		22.7%	23.5%	24.5%	↑

14.5. Departments Holding Athena Swan Awards

Table 7: Proportion of Departments with Athena Swan Awards Trend

	2017/18	2018/19	2019/20	2020/21
% Bronze Awards	38%	44%	44%	41.7%
% Silver Awards	31%	38%	38%	58.3%
% Gold Awards	6%	6%	6%	0%

14.6. Pay Gap Median Calculation

Table 8: Median Pay Gaps Trend

	2018	2019	2020	2021	
Female v Male	19.00	15.49	16.18	14.12	↓
<i>ONS Nationally</i>	<i>17.8</i>	<i>17.4</i>	<i>14.9</i>	<i>15.4</i>	↑
<i>ONS Higher Education</i>	<i>15.3</i>	<i>15.9</i>	<i>13.7</i>	<i>16.2</i>	↑
BAME+ v White British	-13.22	-12.34	-14.57	-12.49	↓
PoC v White	-6.03	-0.53	-0.83	-1.12	↑
Disabled v No Disability	11.10	9.59	9.73	7.02	↓
LGB+ v Heterosexual	0.00	2.89	3.23	4.15	↑

Office for National Statistics (ONS)

15. Appendix 2: Student Key Performance Indicators

Data reported below relates to the following student equality objectives:

- Make significant and sustained improvements in the participation rates for the most disadvantaged and underrepresented groups, and in the diversity of the student population.
- Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups.

15.1. Student Population

The following data tables are based on the Standard Student Population reports¹.

Table 9: Undergraduate (Excluding Foundation Year) Student Population Trend

	2011/12	2018/19	2019/20	2020/21	
% Disabled	7.38%	11.61%	12.73%	13.59%	↑
% EU/OSI	18.92%	28.97%	28.46%	24.84%	↓
% Female	53.51%	54.79%	54.92%	55.13%	↑
% People of Colour	22.35%	34.91%	35.40%	32.34%	↓

Table 10: Postgraduate Taught Student Population Trend

	2011/12	2018/19	2019/20	2020/21	
% Disabled	3.01%	5.73%	5.14%	7.31%	↑
% EU/OSI	63.78%	45.57%	48.93%	40.58%	↓
% Female	56.04%	62.10%	61.49%	57.64%	↓
% People of Colour	54.14%	40.51%	43.51%	36.02%	↓

Table 11: Postgraduate Research Student Population Trend

	2011/12	2018/19	2019/20	2020/21	
% Disabled	6.80%	8.85%	10.19%	12.00%	↑
% EU/OSI	39.22%	43.51%	40.64%	39.04%	↓
% Female	46.74%	47.43%	48.76%	50.22%	↑
% People of Colour	32.56%	34.27%	34.72%	35.61%	↑

¹ Data downloaded 17th November 2021.

15.2. Student Degree Attainment

Table 12: Proportion of Students who Achieved a 1st or 2(i):

	2018/19	2019/20	2020/21	
White	82%	86%	87%	↑
People of Colour	67%	75%	78%	↑
Disabled	75%	82%	84%	↑
No Disability	76%	81%	84%	↑
Female	79%	84%	85%	↑
Male	73%	78%	82%	↑
UK	80%	83%	85%	↑
EU	74%	78%	82%	↑
OSI	68%	78%	81%	↑
Young <21	78%	82%	85%	↑
Mature >21	63%	72%	76%	↑

15.3. Student Satisfaction (National Student Survey)

Table 13: Overall Satisfaction

	2018		2019		2020		2021		UoL Trend	vs Sec
	UoL	Sect	UoL	Sect	UoL	Sect	UoL	Sect		
University	85.0	83.5	85.1	83.7	84.1	82.7	78.7	75.4	↓	↑
Young	85.5	83.5	85.3	83.7	84.0	82.7	78.6	74.8	↓	↑
Mature	81.8	83.4	83.4	83.6	85.3	82.5	79.3	77.3	↓	↑
No Disability	85.1	83.8	85.2	84.0	84.5	83.1	79.3	76.0	↓	↑
SpLD	86.1	81.3	84.1	81.2	82.3	80.5	78.1	72.1	↓	↑
Other Disability	82.0	81.1	82.3	81.5	80.0	80.3	71.9	72.6	↓	↓
Female	85.7	83.9	86.1	84.2	84.2	83.0	79.6	76.0	↓	↑
Male	84.0	82.9	83.7	84.0	84.1	82.1	77.4	74.5	↓	↑
UK Dom	84.7	83.6	84.6	83.7	82.6	82.7	76.5	75.2	↓	↑
EU Dom	84.2	81.3	82.5	81.3	76.4	80.3	74.8	75.1	↓	↓
OSI Dom	85.7	83.7	86.1	84.1	87.5	83.8	84.8	77.7	↓	↑
Asian	85.9	82.6	85.2	83.0	87.3	82.1	84.8	74.5	↓	↑
Black	79.4	82.1	83.8	82.1	77.7	80.5	75.0	74.1	↓	↑
Mixed							69.6	71.1	-	↓
Other	74.8	80.3	84.0	81.1	85.1	79.8	72.7	72.2	↓	↑
White	86.0	84.1	85.3	84.3	82.6	83.3	76.9	76.1	↓	↑

UoL Trend shows the increase or decrease in satisfaction between 2020 and 2021.

The comparison with the sector shows whether the satisfaction rate at Liverpool is higher or lower than the sector average in 2021.

16. Appendix 3: Staff Recruitment Tables 2020/2021

16.1. By Job Group

Table 14: Staff Recruitment % Applications by Job Group and Equality Group 2020/2021

% Applications 20/21	%Disabled	%Female	%PoC	%LGB+
University	6.2	50.5	33.0	10.5
University (UK Dom)	9.1	58.4	7.1	11.9
Academic Research	3.4	36.5	66.4	9.4
Academic T&R	4.5	34.0	50.8	9.4
Academic T&S	3.3	43.6	41.2	9.0
Academic Teaching only	3.2	49.2	37.9	9.6
Clerical	8.4	65.7	10.8	12.9
Clinical Research	1.3	48.0	57.3	5.3
Clinical T&R	3.5	27.6	34.5	0.0
Clinical T&S	2.7	46.6	63.0	5.5
Clinical Teaching only	1.2	67.8	46.0	8.1
Manual	5.5	65.9	11.0	8.5
PMSA	7.1	53.0	21.4	8.6
Technical	8.4	50.8	20.3	10.4

Table 15: Staff Recruitment % Invited to Interview by Job Group and Equality Group 2020/2021

% Applications 20/21	%Disabled	%Female	%PoC	%LGB+
University	8.5	52.4	22.8	9.8
University (UK Dom)	11.4	56.0	7.3	10.8
Academic Research	3.4	34.6	49.4	7.4
Academic T&R	8.3	46.9	37.0	12.5
Academic T&S	8.0	62.0	15.1	8.9
Academic Teaching only	2.1	61.9	13.4	11.3
Clerical	15.6	63.4	9.9	9.0
Clinical Research	0.0	57.1	14.3	0.0
Clinical T&R	0.0	50.0	0.0	0.0
Clinical T&S	9.1	18.2	36.4	9.1
Clinical Teaching only	6.3	56.3	18.8	12.5
Manual	6.9	62.1	17.2	0.0
PMSA	6.8	53.6	15.0	8.5
Technical	10.2	45.3	13.3	7.8

Table 16: Staff Recruitment % Posts Offered by Job Group and Equality Group 2020/2021

% Applications 20/21	%Disabled	%Female	%PoC	%LGB+
University	4.0	51.1	22.9	9.1
University (UK Dom)	5.7	53.3	8.2	10.6
Academic Research	1.9	41.4	42.6	6.8
Academic T&R	1.4	46.5	38.0	9.9
Academic T&S	5.7	54.3	20.0	11.4
Academic Teaching only	2.4	66.7	11.9	11.9
Clerical	5.3	63.9	7.0	8.6
Clinical Research	0.0	50.0	0.0	0.0
Clinical T&R	0.0	50.0	0.0	0.0
Clinical T&S	0.0	25.0	0.0	25.0
Clinical Teaching only	0.0	50.0	16.7	16.7
Manual	0.0	80.0	0.0	0.0
PMSA	3.8	46.6	12.2	9.2
Technical	8.8	48.4	16.5	4.4

16.2. **By Pay Grade**

Table 17: Staff Recruitment % Applications by Grade and Equality Group 2020/2021

% Applications 20/21	%Disabled	%Female	%PoC	%LGB+
Grade 1	0.0	0.0	0.0	0.0
Grade 2	8.3	65.1	8.9	7.7
Grade 3	10.8	65.1	11.3	17.3
Grade 4	8.1	64.5	11.5	12.7
Grade 5	7.7	62.9	13.4	11.6
Grade 6	6.9	60.4	20.5	9.2
Grade 7	3.9	33.2	61.1	9.4
Grade 8	4.1	34.7	52.9	8.4
Grade 9	3.3	31.5	48.3	6.7
Grade 10	1.4	26.4	29.2	5.6

Table 18: Staff Recruitment % Invited to Interview by Grade and Equality Group 2020/2021

% Applications 20/21	%Disabled	%Female	%PoC	%LGB+
Grade 1	0.0	0.0	0.0	0.0
Grade 2	0.0	60.0	8.0	4.0
Grade 3	21.2	63.5	9.6	15.4
Grade 4	18.3	71.3	10.9	13.4
Grade 5	9.7	61.3	11.3	11.6
Grade 6	7.0	62.0	11.9	6.5
Grade 7	5.0	35.6	40.0	9.8
Grade 8	7.6	45.3	33.8	9.5
Grade 9	1.6	44.4	23.8	6.4
Grade 10	0.0	25.0	12.5	0.0

Table 19: Staff Recruitment % Posts Offered by Grade and Equality Group 2020/2021

% Applications 20/21	%Disabled	%Female	%PoC	%LGB+
Grade 1	0.0	0.0	0.0	0.0
Grade 2	0.0	75.0	0.0	25.0
Grade 3	5.3	68.4	5.3	21.1
Grade 4	12.1	74.1	10.3	12.1
Grade 5	4.0	60.0	12.0	9.0
Grade 6	3.4	56.3	11.8	4.2
Grade 7	2.8	38.1	34.9	9.2
Grade 8	4.0	54.5	29.7	9.9
Grade 9	0.0	39.1	26.1	13.0
Grade 10	0.0	25.0	12.5	0.0

17. Appendix 4: Data Definitions

Disability

Disabled	Refers to individuals who have stated that they have a disability as defined by the Equality Act 2010.
No Disability	Refers to individuals who have stated that they do not have a disability, declined to answer and unknown.

Domicile

UK	Refers to individuals who are from the UK / British.
EU	Refers to individuals who are from the European Union.
OSI	Refers to individuals who are from the rest of the world, excluding UK/British and the European Union.

Ethnicity

BAME +	Used to refer to all ethnic minority groups, compared to White British. BAME+ includes White Irish, Gypsy/Traveller, White Other, and People of Colour.
People of Colour*	Used to refer to all Asian, Black, Mixed, and Other Ethnic Groups. Excludes White minority ethnic groups.
People of Colour (UK)	Used to refer to all UK Domiciled Asian, Black, Mixed, and Other Ethnic Groups. Excludes White minority ethnic groups and EU/Overseas/International People of Colour.
Asian	Refers to the Asian minority ethnic groups of Bangladeshi, Chinese, Indian, Pakistani, and Other Asian background.
Black	Refers to Black minority ethnic groups of African, Caribbean, and Other Black background.
Mixed	Refers to Mixed minority ethnic groups of White & Asian, White & Black African, White & Black Caribbean, and Other Mixed background.
Other	Refers to Other minority ethnic groups of Arab, and Other ethnic background.
White British	Refers to individuals who identity as White British only.
White	Refers to all White ethnic groups of White British, White Irish, Gypsy/Traveller, and Other White background.

*People of Colour is used within this report to provide a clearer descriptive term to refer to non-white ethnic minority groups. BAME or BME is usually used to denote this however, there is no clear acronym to refer to white minority ethnic groups as part of the collective ethnic minority community, therefore BAME+ is used within this report to enable this distinction.

Religion

Religious	Refers to individuals who have stated that they identify as Buddhist, Christian, Hindu, Jewish, Muslim, Sikh, Spiritual, or Other Religious belief. Excludes Atheist, Decline and Unknown.
Religious (ex Christian)	Refers to individuals who have stated that they identify as Buddhist, Hindu, Jewish, Muslim, Sikh, Spiritual, or Other Religious belief. Excludes Christian, Atheist, Decline and Unknown.

Sex

Female	Refers to individuals who stated they are Female.
Male	Refers to individuals who stated they are Male.

Sexuality

LGB+	Refers to individuals who identify as Lesbian, Gay, Bisexual, or Other Sexuality.
Heterosexual	Refers to individuals who identify as being heterosexual / straight.