



UNIVERSITY OF
LIVERPOOL

Annual Diversity & Equality Report

2024-2025



Introduction

The University of Liverpool (UoL) is a globally renowned institution, deeply committed to cultivating a diverse and inclusive environment that attracts and supports exceptional talent from around the world. Equality, Diversity, and Inclusion (EDI) are at the heart of our mission, underpinning our ambition not only to meet, but to exceed the statutory requirements of the [Public Sector Equality Duty](#) (PSED) as set out in the Equality Act 2010.

This report highlights the significant progress made in advancing EDI across the University during 2024. It provides a focused overview of achievements in Gender, Race, Disability, and LGBTQIA+ equality, as well as our ongoing work and impact in areas such as bullying and harassment, pay gaps, positive action and staff development.

Accompanying this report is (Appendix A) an infographic which provides a comprehensive overview of both employee and student demographics for the academic year. Further information and analysis relating to specific protected characteristics by workforce (Appendix B) and student population (Appendix C) data comparisons between January 2022 to December 2024.

As of academic year 2023/24 a snapshot of student data will be taken 1st December of each year (as opposed to 31st January used for previous years comparisons) in order to align with HESA reporting/returns and will be provided via the University's Business Intelligence systems.

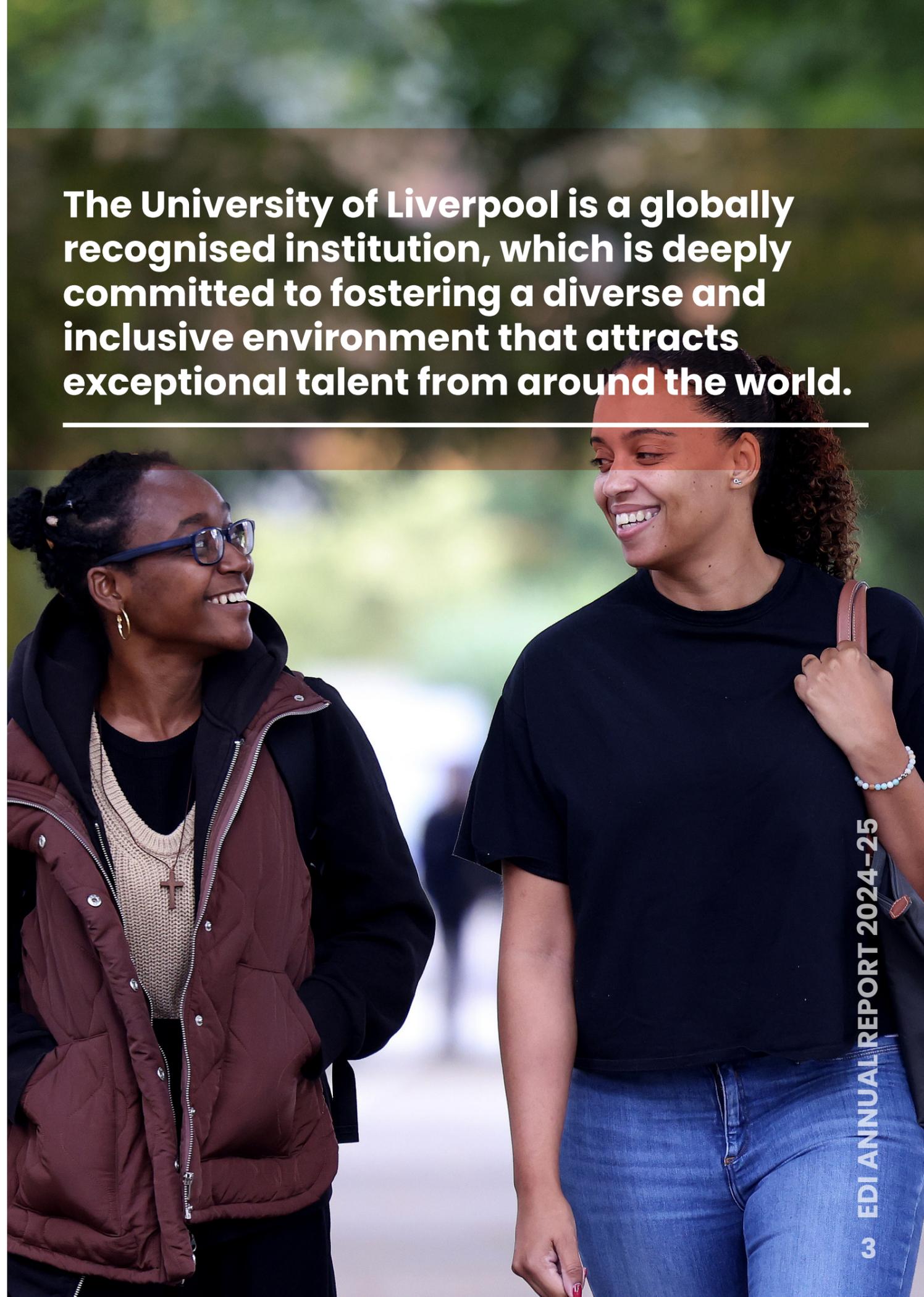
Terminology & Language

For this report, the categories align with those used in UK census data to facilitate comparison and benchmarking. However, it is important to acknowledge that individuals may self-identify using alternative terms that better reflect their personal identities.

'Gender/Sex' refers to sex categories (male and female) as well as gender-identities which may include (but are not limited to) non-binary, gender-fluid and Transgender.
'People of Colour (POC)' refers to the calculation of Black, Asian and Minority Ethnic colleagues in comparison to White colleagues/students.
'Mature Students' are students who are 21 years of age and above.
'International/Overseas' are those who study/work at the University from outside of the UK, including the European Union and Overseas.
'LGBO' refers to Lesbian, Gay, Bisexual, Other sexual orientations, commonly compared to Heterosexual colleagues/students.
'Prefer Not to Say (PNTS)/ Unknown' indicates where equality monitoring information has not been disclosed.
'Known Disability' refers to colleagues who have actively indicated that they have a disability. 'No Known Disability' refers to colleagues who have actively indicated that they do not have a disability. 'Unknown Disability' refer to colleagues who have not provided this information and therefore unknown.

NB: Student disability related data is provided as 'Known Disability' vs 'Unknown Disability' due to the way in which this data is currently recorded/captured on internal systems, with unknowns reflecting students who are not known to have a disability or have not provided this information.

The University of Liverpool is a globally recognised institution, which is deeply committed to fostering a diverse and inclusive environment that attracts exceptional talent from around the world.



Governance of Equality, Diversity & Inclusion

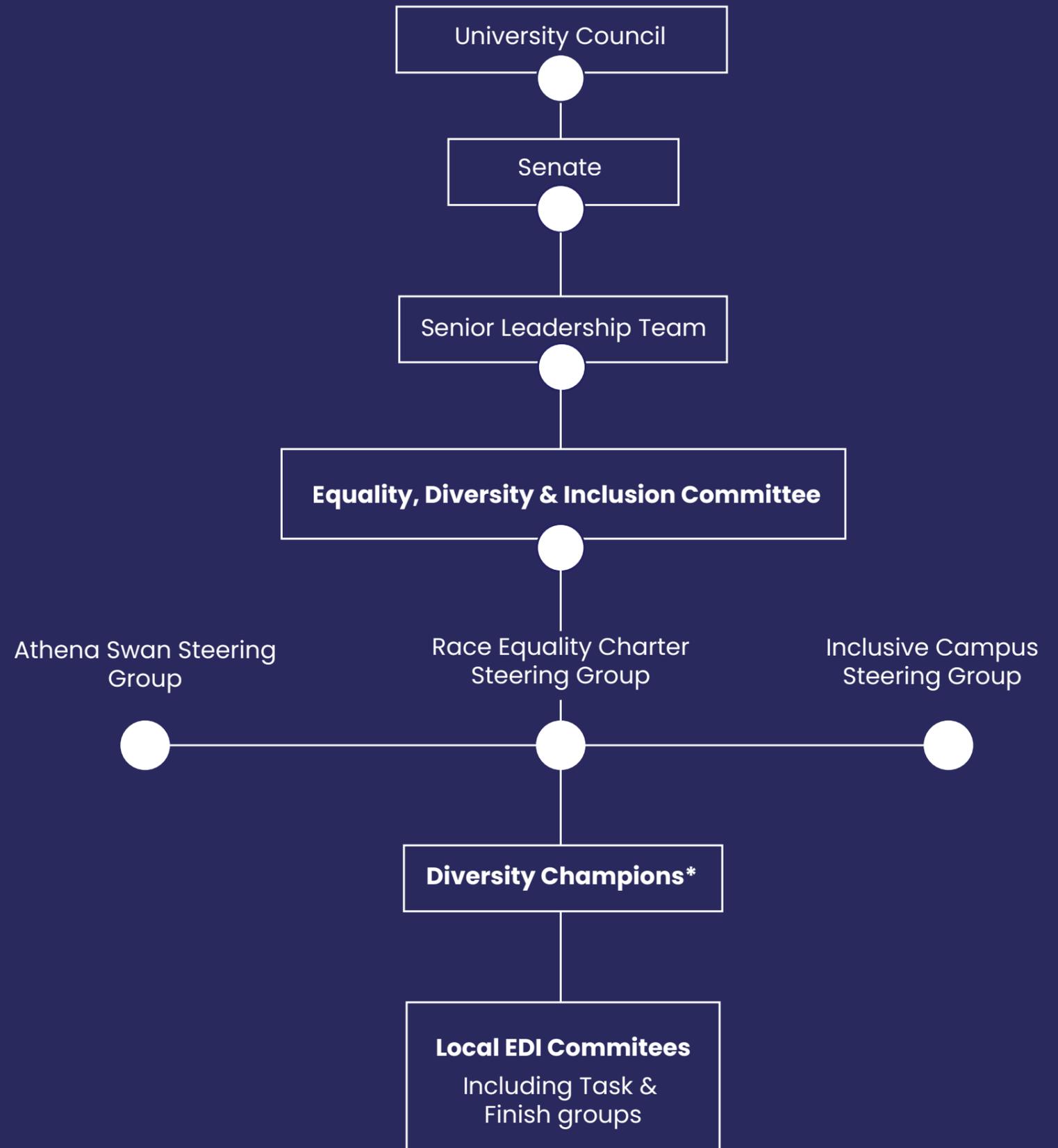
Governance of Equality, Diversity and Inclusion (EDI) at the University of Liverpool is led by the University's **EDI Committee**, which is now chaired by Professor Laura Harkness, Pro-Vice-Chancellor and Head of Faculty for Science & Engineering. This Committee provides strategic oversight and ensures that EDI remains embedded across all areas of University life. Operational delivery and implementation of EDI objectives are managed by the Academy, within the Human Resources (HR) team, ensuring alignment with institutional priorities.

Creating an inclusive environment—where every individual feels respected, valued, and a genuine sense of belonging—requires a collective commitment. The University recognises that all staff and students play a vital role in advancing EDI and upholding its inclusive ethos. To support this, a distributed leadership model has been adopted, with EDI being embedded within local management structures, through faculty level EDI Committees. Members of these Committees act as visible role models, providing leadership within their areas and helping to embed EDI principles throughout the institution.

A copy of the University's EDI Governance Structure can be found [here](#).

The University's EDI Committee provides critical oversight for all aspects of EDI across the University.

Our EDI Governance Structure:



*The University's Diversity Champions Forum is a collective group of all EDI Champions/representatives from across the organisation, including Staff Network Leads.

Staff Networks

The University of Liverpool proudly supports a vibrant network of staff equality groups that are instrumental in cultivating an inclusive, respectful, and empowering workplace culture. These networks are integral to advancing the University's EDI agenda—providing dynamic platforms for collaboration, peer support, and meaningful dialogue. By helping to shape institutional policies and practices, each network contributes uniquely to the University's commitment to equity and belonging, ensuring that diversity is not only recognised but celebrated across the institution.

For a full list of equality staff networks and to find out more click [here](#).

Black, Asian & Minority Ethnic (BAME) Staff Network: This network promotes race equality through active involvement in policy development and providing support, guidance, and signposting for BAME staff. It contributes significantly to the University's work on the Race Equality Charter.

Disabled Staff Network: This network is a forum for staff to discuss matters relating to disability equality and accessibility at the University. The group offers networking opportunities while advocating for improvements in University policy.

LGBTQIA+ Staff Network: The LGBTQIA+ Network is a forum for colleagues who identify as Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, Agender/Asexual, Plus (LGBTQIA+) to discuss matters relating to LGBTQIA+ inclusion. The group provides support and discussion opportunities for its members and works to foster greater inclusion across the University.

Menopause Support Group: This group is open to anyone experiencing any and all stages of menopause, offering a space to share experiences and access support from others.

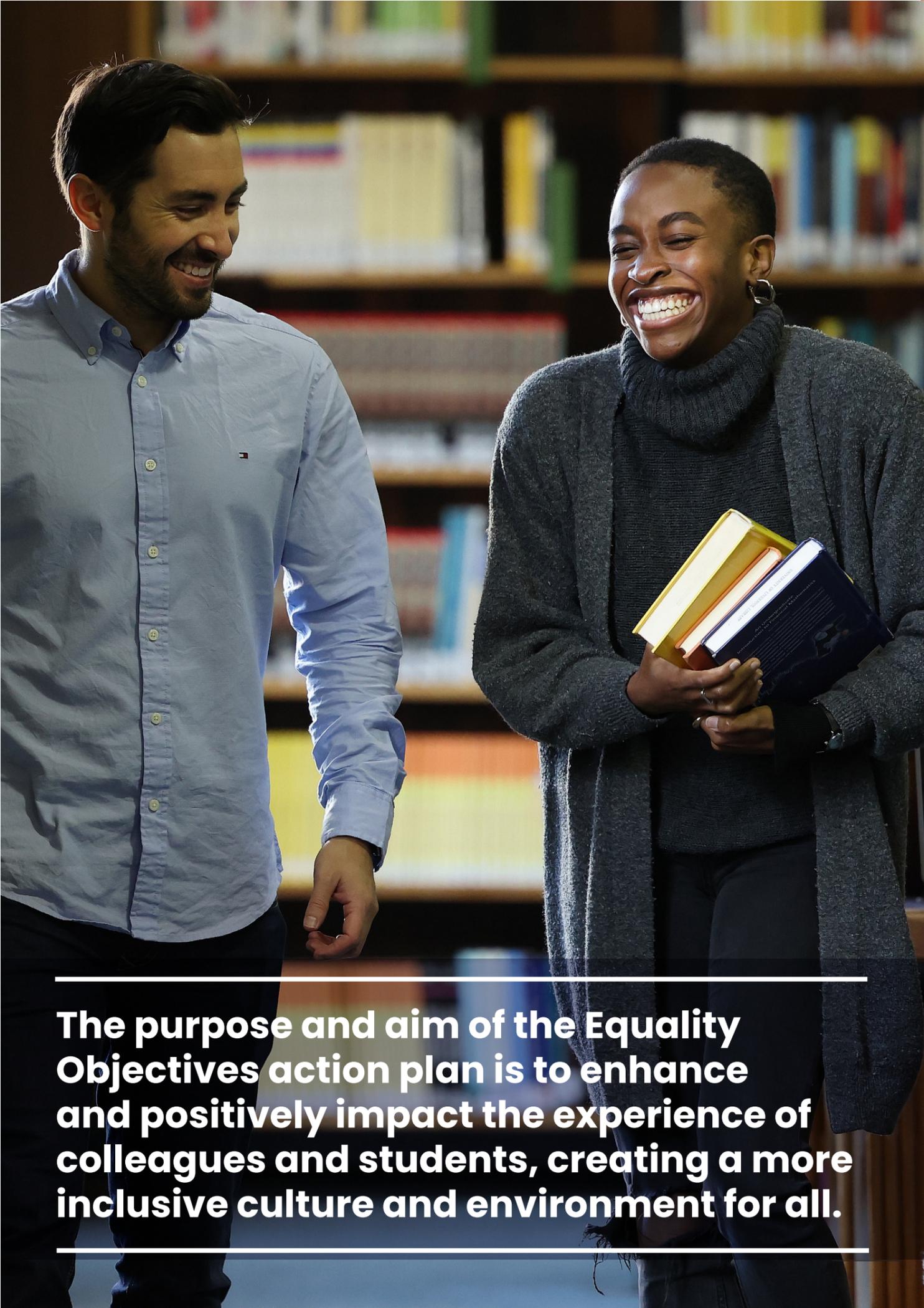
Trans and Non-Binary Peer Support Network: This informal peer support network is open to all trans, non-binary, gender non-conforming, and questioning staff and postgraduate research (PGR) students. It provides a confidential space for sharing experiences and accessing support.

Women@Liverpool: This network provides a dedicated space for people who identify as women, particularly academic women, to share experiences and develop professionally. It supports the University's efforts towards gender equality and contributes to initiatives such as Athena Swan.

Neurodivergent Staff Support Group: A dedicated group that supports neurodivergent staff, fostering understanding, connection, and advocacy within the University community.

These networks contribute significantly to the University of Liverpool's EDI agenda by providing platforms for staff to connect and collaborate while helping to shape policies and practices that promote diversity and inclusion across the institution.





The purpose and aim of the Equality Objectives action plan is to enhance and positively impact the experience of colleagues and students, creating a more inclusive culture and environment for all.

Summary of the Equality Objectives Progress (2024-2025)

During 2024 the University has continued to make significant efforts to progress EDI, in line with the 4 key areas outlined in the [Equality Objectives Action Plan \(EOAP\) 2022-2028](#):

- 1 Increase diversity and representation within our staff & student population.**
- 2 Make significant improvements to enhance staff & student experiences, with a particular focus on those who identify as People of Colour and/or Disabled.**
- 3 Promote a culture where bullying and harassment is not tolerated (with a particular focus on sexual harassment, racism and sexism).**
- 4 Reduce the awarding gap between PoC and White students (with a particular focus on Black student outcomes).**

It is recognised that achieving our EDI objectives is a collective endeavour, and the University of Liverpool continues to prioritise this work at every level. While 2024 presented sector-wide challenges, particularly in relation to financial pressures (as outlined by the [Office for Students](#)), the University has remained steadfast in its commitment to advancing Equality, Diversity and Inclusion (EDI). The following snapshot showcases the University's visible and ongoing commitment to embedding EDI principles across the institution. Even in times of constraint, these efforts reflect a strong and sustained focus on progress, collaboration, and meaningful impact.

In the following pages, we've spotlighted **one key achievement** from each reporting area to illustrate the difference being made. For a fuller picture of progress against the [Equality Objectives Action Plan 2022-2028](#), please refer to the Equality Objectives Progress Update Report (2024/25). (Link to be made available following noting from Senate).

Race Equality



Key Achievement: Mentoring for Race Equity

Following the outstanding achievement of securing the **Race Equality Charter (REC) Bronze Award** on first submission with no revisions, the University has made significant strides in delivering on the priorities outlined in its **Race Equality Charter (REC) Action Plan (2023–2028)**. This plan was designed to lay the groundwork for sustainable, long-term change, with the first three years focused on building a strong infrastructure for monitoring, reporting, training, and continuous improvement.

A major milestone was the successful transition from a self-assessment team to a formal **REC Steering Group** in June 2024. This group now oversees implementation of the action plan, supported by refreshed governance documents and expanded membership—including key representatives from Student Life and the Education Directorate. This broader representation is expected to enhance the impact of REC actions across the institution and enable agile, responsive adaptations to evolving priorities.

A key achievement from the steering group has been the development of the **Mentoring for Race Equity** framework. A provider was secured in summer 2024, with stakeholder focus groups shaping the pilot throughout October–November. This initiative will support inclusive leadership by embedding race equality into decision-making at the highest levels.

Moving forwards, the University has established a strong foundation for the next phase of the Race Equality Charter (REC) Action Plan. Its proactive and intentional approach to race equality is already delivering tangible results such as increased disclosure rates among PoC staff—reflecting growing trust and confidence in institutional processes—and a rise in PoC representation at senior lecturer level, signalling meaningful shifts in career progression and visibility. These outcomes demonstrate that targeted interventions are not only being implemented but are beginning to drive measurable change, laying the groundwork for deeper, sustained impact in the years ahead.

It is also important to note that an **intersectional approach** has been purposefully embedded within both the REC and Athena Swan action plans, ensuring that the University's equality work reflects the complexity of lived experiences across multiple identities. Rather than addressing gender and race in isolation, actions have been designed to consider how these, and other characteristics, influence staff and student experiences.

This integrated strategy has enabled more nuanced interventions, such as targeted support for women of colour in academic progression, and improved data practices that capture overlapping inequalities. By aligning efforts across both frameworks, the University is fostering a more inclusive culture that recognises and responds to the diverse realities of its community, driving more equitable outcomes across the board.

Gender Equality: Key Achievement



Key Achievement: New & Retained Athena Swan Awards

It has been a substantial year in the University's journey toward gender equality and broader EDI goals, with tangible outcomes now emerging from years of sustained, strategic effort. These achievements are not isolated—they reflect a culture shift driven by intentional actions, examples including:

- **Transparency of process**, guidance and information session held to advise on promotion, with the intention to demystify career progression and empower staff to pursue advancement confidently.
- **Targeted leadership development**, such as the **Aurora initiative** for women and the **Diversifying Leadership programme** for racially minoritised staff, which have built capacity and visibility for underrepresented groups in senior roles. Furthermore elective leadership programmes have incorporated Positive Action measures to enhance talent pipeline development; for instance, the Collective Leadership programme reserves two dedicated places to support this initiative.
- **Unconscious bias training** for key decision-makers in 2023/24, ensuring fairer, more inclusive promotion outcomes across departments.

These actions have contributed to the University meeting several key targets in its Athena Swan action plan. Notably:

- The number of **female professors from racially minoritised backgrounds** has risen from 14 in 2021/22 to 22 in 2024—an impressive step toward equitable representation.
- The proportion of **female Teaching & Research professors** has increased from 26% in 2021/22 to 31% in 2024, with the University on track to meet its 32% target by 2026. We are currently in line with the sector benchmark of 30.8% (Advance HE Equality in higher education statistical reports 2024).

The University's commitment to gender equality is further reflected in its continued success **with Athena Swan awards**:

- All 12 academic departments retain their awards, demonstrating sustained excellence in gender equality.
- The Faculty of Health & Life Sciences has achieved **new awards**, post-restructure, including a **Gold award** for ISMIB.
- The School of Histories, Languages & Cultures earned the **second Silver award** in the Faculty of Humanities & Social Sciences, reinforcing the Faculty's dedication to inclusive practice.
- The Faculty of Health & Life Sciences Directorates successfully achieved a **Bronze Athena Swan** application in February 2024, as part of the pilot scheme for Professional, Technical, Operational (PTO) departments. They were one of only four successful Professional Services departments in the UK.

These outcomes go beyond statistics—they reflect meaningful progress in removing structural barriers and creating a more inclusive environment, which the University is committed to building on **moving forwards**.

Disability Equality: Key Achievement



Key Achievement: First Neurodiversity Symposium

The University's **first Neurodiversity Symposium (March 2024)** demonstrated a strong institutional commitment to accessibility, inclusion, and wellbeing. In alignment with the Equality Act 2010, the event was proactively designed to anticipate reasonable adjustments and remove barriers to participation. Key accessibility features included:

- **Quiet and Low-Sensory Spaces:** Green Rooms and Quiet Rooms supported sensory regulation and wellbeing.
- **Hybrid Access:** Live-streaming and recordings enabled flexible participation.
- **Accessible Communication:** Accessibility information, including room layouts, sensory considerations, and assistive technology options, was proactively shared in advance. Event staff were briefed on inclusive practice and responsive communication to ensure a welcoming experience for all.

In terms of the **impact** of the event, the symposium received strong attendance of almost 200 delegates, and positive feedback, with participants describing it as “a model of inclusion in practice.” Staff and students reported increased understanding of neurodiversity, with 73% of responders in post evaluation agreeing that the event provided ideas to improve neuro-inclusion in workplace practises.

The success of the Neurodiversity Symposium catalysed broader institutional change:

- The University's central event management resources include **accessibility considerations**.
- The **Neurodivergent Staff Support Group** has grown into a well-established and valued network, offering a dedicated and supportive space for neurodivergent staff across the University.
- Findings and recommendations from the event are being integrated into **staff development programmes** and **EDI training**, reinforcing a sustainable shift towards neuroinclusive practice across the institution.

Moving forwards reflections have enabled the identification of further areas for enhancement, such as clearer signposting and pre-event accessibility walkthroughs, which are being integrated into future protocols. The symposium exemplified best practice in disability inclusion through proactive planning, measurable impact, and sustained institutional change—moving the University closer to a culture where accessibility is integral to excellence.

LGBTQIA+ Equality: Key Achievement



Key Achievement: University Presence at Liverpool Pride

Throughout 2024, UK universities have been navigating a politically sensitive landscape, particularly around gender identity and sexual orientation, intensified by the lead-up to the general election. This coincided with the evolving implementation of the Higher Education (Freedom of Speech) Act 2023, which introduces new legal duties: protecting lawful freedom of speech, banning non-disclosure agreements in cases of harassment and sexual misconduct, and requiring all institutions to implement codes of practice to uphold these protections.

Despite these complexities, the University remains firmly committed to cultivating an inclusive and welcoming setting for all staff, students, and visitors—regardless of sexual orientation, gender identity, or expression. This commitment was demonstrated through the University's visible presence at the **Liverpool Pride 2024** march supporting the LGBTQIA+ staff network. According to the BBC, Liverpool Pride 2024 attracted a record-breaking **60,000 attendees**, marking the highest turnout in the festival's history. The University's active participation in this landmark event affirmed its support for the LGBTQIA+ community and also enhanced its visibility as an advocate for inclusion.

It is recognised that increasing disclosure rates is essential to understanding the lived experiences of our community and driving meaningful, inclusive change. Disclosure rates in this area remain comparatively lower than other areas; therefore, **moving forwards**, the University is actively committed to strengthening collaboration work with our Staff Networks and using existing data to inform targeted strategies that encourage greater disclosure and foster a culture of openness and trust.

Pay Gap: Key Achievement



Key Achievement: Aurora Women in Leadership Programme

The University remains firmly committed to eliminating pay disparities across all demographic groups and continues to implement strategic, long-term measures to address these inequalities. A cornerstone of this work is the application of Positive Action, alongside the growth and enhancement of leadership and professional development opportunities. These initiatives are comprehensively outlined in the [University's Pay Gap Reports](#), which detail the steps being taken to foster a more equitable and inclusive working environment.

Notably, the University's gender pay gap has shown **sustained improvement**, with the mean gap decreasing for the third consecutive year and the median gap for the second year running. This progress is largely attributed to a modest increase in the representation of women in higher paid roles and a reduction in the proportion of women in lower-graded positions.

Key initiatives supporting this advancement include the University's continued investment in the Aurora Leadership Programme. Since 2013, over 200 women have completed the programme, with 60% of academic participants subsequently achieving promotion. While direct causality cannot be confirmed, this correlation suggests a meaningful impact on career progression and leadership development.

Moving forwards, the University is actively driving efforts to close pay gaps through targeted actions in three key areas: recruitment, career progression support and deepening our understanding of the staff population through improved data and insight. These priorities are central to building a fairer, more equitable workplace for all.

Bullying & Harassment: Key Achievement



Key Achievement: New Bullying & Harassment E-Module for Managers and Leaders

The University upholds a zero-tolerance stance on bullying and harassment, reinforcing its commitment to a safe, respectful, and inclusive community. In alignment with this ethos, targeted interventions have been introduced throughout 2024 to proactively address and reduce such behaviours across the institution; for example the University's **Mediation Service**, which celebrated its first anniversary, has become a trusted and confidential resource, helping colleagues navigate conflict and rebuild working relationships. By offering a safe space for open dialogue, supported by accredited mediators, the service plays a key role in fostering a respectful and inclusive workplace culture.

Following the launch of Learnwell in August 24, one notable **action** includes the development of a **bespoke online training module for managers and supervisors**. This resource is designed to raise awareness, build confidence in responding to incidents, and embed inclusive leadership practices. Delivered via an accessible digital platform, Learnwell also enables data-driven monitoring of engagement and uptake, allowing for continuous evaluation and refinement of our approach.

Moving forwards, the module was scheduled for a soft launch in Spring 2025, with a second module—tailored for all staff—planned for release in the 2025/26. Both modules will be actively promoted to maximise participation and reinforce a culture where mutual respect, psychological safety, and inclusion are not only encouraged but safeguarded.

Equality Monitoring: At a Glance



Key Achievement: Awareness Raising Campaign

The University is deeply committed to improving the accuracy and completeness of its equality monitoring data, recognising that robust diversity data is essential for shaping inclusive policies, identifying inequalities, and responding more effectively to our community. To help close disclosure gaps, the University launched **awareness-raising campaigns** encouraging staff to update their personal records. These efforts have had a **positive impact**, contributing to a slight reduction in “prefer not to say” or “unknown” responses across all protected characteristics. This encouraging trend suggests that more individuals feel confident and supported in sharing their equality data—a vital step toward fostering a culture of openness and trust.

Moving forwards, the University recognises that further targeted work is needed. Enhancing equality data remains a key priority within our EDI strategy, and we will continue to build on this progress through inclusive engagement, transparent communication, and data-informed action planning.

Positive Action: At a Glance



Key Achievement: Disability Coaches Service

Following the development of Positive Action guidance during 2023/24, the University implemented a programme of training to support its rollout and embed understanding across the institution. A total of 14 departmental Positive Action training sessions were delivered, engaging approximately 210 staff members. These sessions aimed to raise awareness of the principles and practical applications of Positive Action, foster inclusive practices, and empower departments to take proactive steps in addressing underrepresentation and promoting equity.

A standout example of Positive Action in practice is the permanent adoption of the **Disability Coaches Service**, designed to deliver transformative peer support for disabled students. Ten disabled students were employed on term-time contracts—many for the first time—with built-in reasonable adjustments fostering confidence, professional development, and graduate readiness. All coaches have since progressed into skilled employment or further study.

The sustained impact of the initiative during 2024 is further demonstrated by:

- Reaching over 800 students in 2024, through in-person support, with additional access provided via a newly introduced live chat service in collaboration with Library colleagues.
- Beyond direct support, coaches shaped institutional culture—speaking at Welcome Week, contributing to policy, and amplifying the disabled student voice across campus.
- The project gained national recognition at the National Association of Disability Practitioners conference, where the inclusion of a student coach sharing their lived experience was widely praised. Several universities are now exploring replication of this pioneering model.

Moving forwards, the team is strengthening collaboration with Careers & Employability to ensure disabled students receive targeted support in securing graduate roles—advancing the University’s strategic goal to close the disability employment gap. The University will continue to proactively seek opportunities to implement inclusive practices that advance equity of opportunity.

Looking Ahead: Year Three Priorities

Equality Objective 1: Increase diversity and representation within our staff & student population.

Identified Priority: Identify and make recommendations on Positive Action opportunities for staff promotion and career progression.

- **Review workforce representation data** by grade, department, and protected characteristic to identify disparities and opportunities to encourage disclosure and improve data accuracy for targeted activity.
- **Ensure consistency with REC action plan objectives** in relation to improving data quality and addressing racialised barriers to progression.
- **Collaborate with Heads of Department** to develop guidance to support their decision making around Annual Review.

Equality Objective 2: Make significant improvements to enhance staff & student experiences, with a particular focus on those who identify as People of Colour and/or Disabled.

Identified Priority: Implement strategies to enhance postgraduate (PG) engagement.

- **Develop a communications plan** aimed at increasing awareness, engagement, and completion of internal surveys—particularly among PoC and Disabled students.
- **Review onboarding processes**, with particular attention to non-conventional entry routes (e.g. postgraduate demonstrators), to identify any gaps that may be affecting the collection of equality monitoring data.
- **Development and dissemination of PG origin stories** to showcase diverse student journeys.

Equality Objective 3: Promote a culture where bullying and harassment is not tolerated (with a particular focus on sexual harassment, racism and sexism).

Identified Priority: Identify solutions to foster a more inclusive culture, informed by key reporting trends.

- **Explore targeted communications strategy** to increase engagement and completion rates for the new Bullying & Harassment modules among staff and line managers, and the Consent & Bystander Training for students.
- **Gather feedback** to identify and address barriers to reporting bullying, harassment, and misconduct. Align efforts with charter actions plans to collaboratively work with equality staff networks for insight (as per Athena Swan action plan), and gaining insight into targeted work being undertaken as part of REC action plans.

Equality Objective 4: Reduce the awarding gap between PoC and White students (with a particular focus on Black student outcomes).

Identified Priority: Create and execute a plan for effective dissemination of Awarding Gap information and associated action planning

- **Develop a communications strategy** to raise awareness of awarding gaps and identify actions that can be taken to address disparities at Faculty and departmental levels.

Acknowledgements

The University of Liverpool is committed to providing an environment which recognises, values, respects and celebrates people's differences and strengths.

The University would like to extend its gratitude to all those who have contributed to improving the inclusivity of its culture at Liverpool. These individuals/groups include:

- EDI committees and EDI steering groups
- Chairs, advocates and members of the Staff Groups/ Networks
- All colleagues and students working on the Race Equality Charter (REC)
- All colleagues working on the implementation of Athena Swan related action plans
- All action holders listed within the University's Equality Objectives Action Plan
- The Guild and Student Societies
- Academics who are research active in the EDI space
- Senior Leadership colleagues

Appendix

Please see accompanying documents:

- a) [Infographic Summary](#)
- b) [Staff Data](#)
- c) [Student Data](#)

A Snapshot of Our University Community: Staff & Students 2024/25

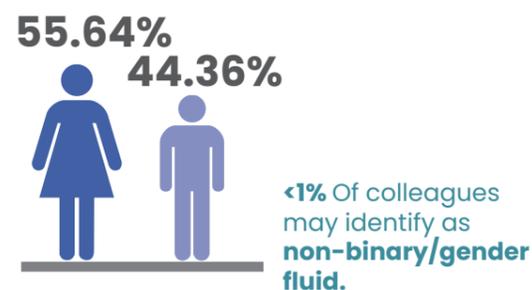
Staff: 7,861

Students: 31,224

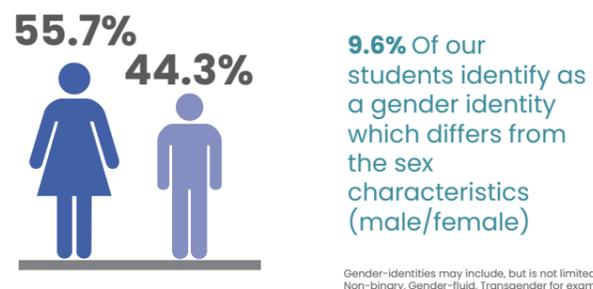
Total students comprises 24,422 Undergraduate + 6,802 Postgraduate.

GENDER

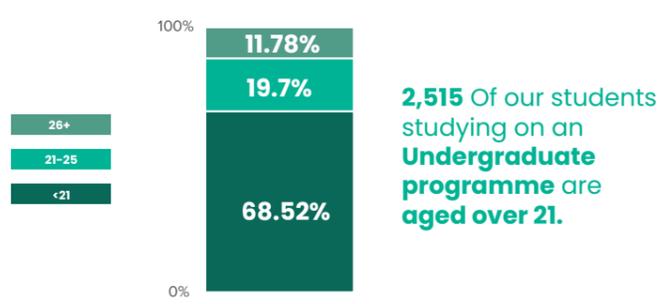
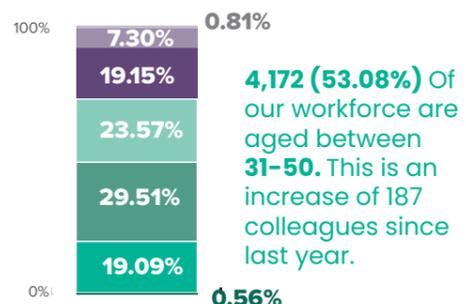
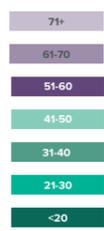
Staff data snapshot December 2023



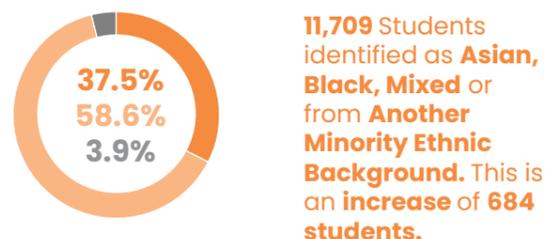
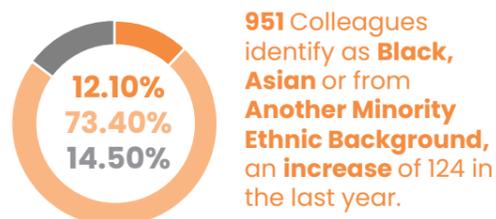
Staff data snapshot December 2024



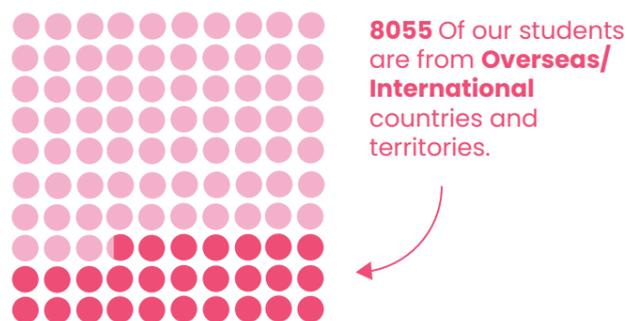
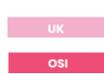
AGE



ETHNICITY



NATIONALITY

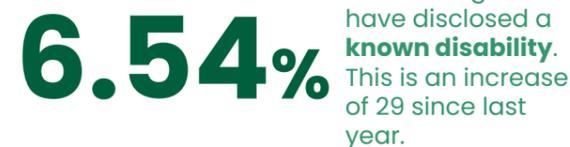


Staff (continued)

Students (continued)

DISABILITY

Known Disability

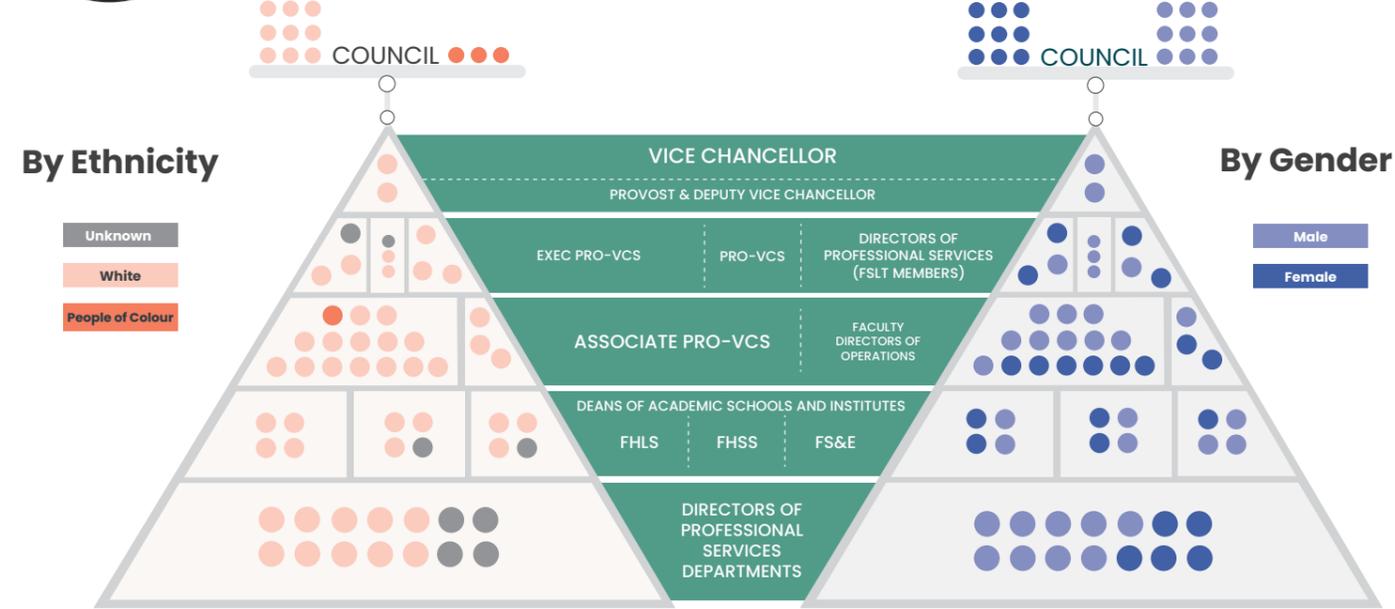


SEXUALITY

LGBO
Heterosexual
Unknown



SENIOR LEADERS & GOVERNANCE



*International (OSI) are those who study/work at the University from outside the UK, including the European Union and Overseas.

Appendix B- Public Sector Equality Duty Staff Profile Data

Staff Profiles

University Profile (Academic and Professional Services colleagues) by Age, Disability, Ethnicity, Sex/Gender, Nationality, Religion/Belief and Sexual Orientation

The latest trends in colleague population data, relating to; age, disability, ethnicity, gender/sex, nationality, religion/belief and sexual orientation are shown below. As of academic year 2023/24 a snapshot of student data will be taken 1st December of each year (as opposed to 31st January used for previous years comparisons) in order to align with student data snapshots, and will be provided via the HR Management Information systems. December 1st ensures the student data is at a steady point in the academic year ahead of January intakes, reconciling the staff snapshot with this date will provide more valuable comparisons between the two data sets.

As of academic year 2024/25, the total number of colleagues was 7861 (↑ from 7,810 last year), of whom, 3843 were Academics and 4043 were Professional Service (PS) colleagues. Each of the following tables below relates to specific protected characteristics, commentary has been provided relating to Academic and PS staff groups.

Summary Workforce Data 2021/22 – 2024/25

From January 2022 to December 2024 the University has seen the following key trends in its workforce profile:

Table 1: Workforce population data from academic year 2021/22 – 2024/25

	Jan 22	Jan 23	Dec 23	Dec 24	24/25 Trend
% Known Disability	5.7%	5.7%	6.2%	6.5%	↑
% Female	54.5%	55.2%	55.6%	55.6%	↔
% International/Overseas	20.8%	21.0%	20.5%	21.1%	↑
% People of Colour	10.3%	10.5%	10.6%	12.1%	↑
% LGBO	4.4%	4.5%	5.2%	6.0%	↑

NB: Arrows are used to indicate if there has been an increase, decrease or levelling of representation of these groups, since the previous academic year.

Workforce Data Annual Comparison (2023/24 – 2024/25)

From data snapshots of December 2023 to December 2024 the University has seen the following key trends in its overall workforce profile (Academic & Professional Services combined):

Age

Table 2: % of All Colleagues across the University by Age Range

All Staff	2023/24	2024/25	
<20	1.51%	0.56%	↓
21-30	20.77%	19.09%	↓
31-40	28.30%	29.51%	↑
41-50	22.73%	23.57%	↑
51-60	18.80%	19.15%	↑
61-70	7.21%	7.30%	↑
71+	0.69%	0.81%	↑

- **Academics:** The majority of Academic colleagues are between the ages of 31-40 (31.77%) (↑) from 31.06% last year, followed by the 41-50 age bracket (24.93%). Average age of Academic Staff members is 41.8.
- **Professional Services:** The majority of PS (Professional Services) colleagues are between 31-40 (27.26%) (↑) from 25.72% last year, followed by the 41-50 age bracket (22.16%) – this is a change from the 51-60 bracket last year. Average age of PS staff members is 42.61.

Disability

Table 3: % of All Colleagues across the University by Disability

All Staff	2023/24	2024/25	
Known Disability	6.21%	6.54%	↑
No Known Disability	75.99%	76.67%	↑
Unknown	17.80%	16.79%	↓

- **Academics:** 5.75% of Academic colleagues disclosed a Known Disability (↑) from 5.31% last year.
- **Professional Services:** 7.30% of PS colleagues indicated a Known Disability (↑) from 7.07% last year.
- **Overall (all staff combined):** 'Long-term Illness or Health Condition' was the highest Known Disability type shared (26.46%), followed by 'Specific Learning Difficulty' (18.68%) and 'Mental health condition' (15.18%).

Ethnicity

Table 4: % of All Colleagues across the University by Ethnicity grouping

All Staff	2023/24	2024/25	
PoC	10.59%	12.10%	↑
White	73.19%	73.40%	↑
PNTS/Unknown	16.22%	14.50%	↓

- **Academics:** 17.07% of Academic colleagues identify as a Person of Colour (PoC) (↑) from 15.12% last year.
- **Professional Services:** 7.32% of PS colleagues identify as a Person of Colour (↑) from 6.36% last year.

Nationality

Table 5: % of All Colleagues across the University by Nationality grouping

All Staff	2023/24	2024/25	
International/Overseas	20.51%	21.05%	↑
UK	79.49%	78.95%	↓

- **Academics:** Most International/Overseas colleagues across the University hold Academic positions (78.49%). The Academic Roles where International/Overseas staff are most prevalent are Teaching & Research (14.60%), Research Only (11.06%) and Teaching Only (5.18%).
- **Professional Services:** International/Overseas colleagues account for only 8.88% of Professional Services Roles. Within these, International/Overseas staff are most prevalent in Clerical roles (3.46%), followed by PMSA (3.14%), Technical (1.76%) and Manual (0.54%).

Gender/Sex

Table 6: % of All Colleagues across the University by Gender/Sex

All Staff	2023/24	2024/25	
Female	55.62%	55.64%	↑
Male	44.38%	44.36%	↓

- **Academics:** 45.64% of Academic colleagues identify as Female (↑) from 45.51% last year.
- **Professional Services:** 65.10% of PS colleagues identify as Female (↑) from 65.01% last year.
- **Overall:** 0.29% of colleagues (both Academic and PS combined) identify as a gender-identity which differs from the sex characteristics (male/female) they were assigned at birth. Gender-identities may include (but are not limited to); non-binary, gender-fluid, Transgender for example.

Religion/belief

Table 7: % of All Colleagues across the University by Religion/Belief

All Staff	2023/24	2024/25	
Religion/Belief	30.96%	31.23%	↑
No Religion/Belief	32.52%	34.27%	↑
Unknown/PNTS	36.52%	34.50%	↓

- **Academics:** 27.82% of Academic colleagues identify as having a religion/belief. The highest proportion of known religion/beliefs amongst Academic colleagues is Christian (75.12%).
- **Professional Services:** 34.43% of PS colleagues identify as having a religion/belief. The highest proportion of known religion/beliefs amongst PS colleagues is Christian (90.37%).

Sexual Orientation

Table 8: % of All Colleagues across the University by Sexual Orientation

All Staff	2023/24	2024/25	
LGBO	5.24%	5.97%	↑
Heterosexual	58.58%	60.26%	↑
Unknown/PNTS	36.18%	33.77%	↓

- **Academics:** 5.80% of Academic colleagues identify as LGBO (↑) from 5.05% last year.
- **Professional Services:** 6.11% of PS colleagues identify as LGBO (↑) from 5.40% last year.

Leadership, Academic Promotion, Recruitment, Modes of Working

Between academic years 2023/24 – 2024/25, the University has seen the following key trends in its Leadership profile, Academic Promotion, Recruitment, and Modes of working.

NB: Due to the large % of Unknown/PNTS data received, the following sections will focus primarily on; Gender/Sex, Ethnicity and Disability related data trends/snapshots.

Leadership

- **Professors:** 31.44% of Professors identify as Female, (↓) from 31.84% last year.
- **Senior Leaders*:** 39.29% of Senior Leader positions are held by women, (↓) from 43.75% in 2022.
- **University Council:** 40.91% of Council members identify as Female, (↓) from 54.55% in 2023/24, and 13.64% identify as People of Colour, the same as last year.

The reduction in the proportion of Female Senior Leaders can be attributed to slight changes in headcount. As the cohort is small, changes have a greater effect on percentage figures.

*'Senior Leaders' are positions listed on the [University's Management Structure organogram](#), with the exception of Level 1 academic department heads. See the University's Leadership & Governance pyramid within [Diversity & Equality Summary Infographic \(Appendix A\)](#).

Academic Promotion

During academic year 2024/25, the University's Annual Review (Academic Promotion) round took place. Outcomes have been presented below by Gender/Sex, Ethnicity, and Disability, comparatively to the previous academic year.

Table 9: Academic Promotion (Annual Review) Outcomes (2023/24 – 2024/25)

	Applicant Headcount	2023/24 Proportion of Applicants (%)	Success Rate (%)	Applicant Headcount	2024/25 Proportion of Applicants (%)	Success Rate (%)	Proportion of Apps Trend	Success Rate Trend
Female								
Senior Lecturer	37	56.06%	89.19%	41	58.57%	82.93%	↑	↓
Reader	10	29.41%	80%	9	34.62%	55.56%	↑	↓
Professor	16	51.61%	75%	12	41.38%	58.33%	↓	↓
POC								
Senior Lecturer	13	19.7%	84.62%	12	17.14%	100%	↓	↑
Reader	5	14.71%	100%	6	23.08%	33.33%	↑	↓
Professor	2	6.45%	50%	2	6.90%	50%	↑	↔
Known Disability								
Senior Lecturer	7	10.61%	100%	5	7.14%	60%	↓	↓
Reader	0	0%		0	0%		↔	↔
Professor	3	9.68%	100%	2	6.90%	50%	↓	↓

Applications received vs appointments (Key findings):

- Number of applications to Senior Lecturer has increased marginally when compared to 2023 (**70 vs 66**). Overall success rate has however fallen to **78.57%** (92.42% in 2023).
- Number of applications to Reader has fallen in 2024 (**26 vs 34**). The overall success rate has effectively halved to **42.31%** (85.29% in 2023).
- Number of Professorial applications also fell marginally in 2024 (**29 vs 31**). Success rate has fallen to **65.52%** (74.19% in 2023).
- When combining figures for all three promotion categories, total application numbers have fallen to 125 from 131 (**-4.58%**) and overall success rate has fallen to **68%** from 86.26% in the 2023 Annual Review round.

Gender/Sex:

- There has been a reduction of 1 in total Female application count across the three promotion categories, however as this is lower than the overall reduction, the total proportion of Female staff applying has increased compared to Annual Review 2023. Females accounted for 49.6% of all promotion applications.
- Application count and proportion of Females applying for Professor have both fallen.
- Success rate has fallen compared to previous Annual Review round for all three promotion categories for a second consecutive year.
- Female’s had higher success rates than the overall population for both Senior Lecturer and Reader applications.

Ethnicity:

- POC applicants represented 16% of all staff that applied for promotion to Senior Lecturer, Reader or Prof in 2024/25, an increase from 15.27% the previous year.
- Headcounts of POC applicants for all application types are near enough identical to the previous year. However, given that overall numbers have fallen, POC proportions are higher overall, particularly in Reader applications.
- POC applications have a 75% success rate overall, higher than the total population. This is largely due to the 100% success rate of POC applicants to Senior Lecturer.

Disability:

- 5.6% of all applications Senior Lecturer, Reader or Prof were made by staff with Known Disabilities in 2024/25, down from 7.63% the previous year.
- Success rates have fallen as well as application counts and percentages sit below the population average. It must be noted that due to working with very small known disability application counts, percentage changes are more volatile.

Intersectionality (Gender & Ethnicity):

- **19.35%** of Women who also identify as POC applied for promotion in 2024/25, of which **91.67%** were successful. Both these percentages are up from the 2023/24 report (11.11% & 85.71%)
- **12.7%** of Men who also identify as POC applied for promotion in 2023/24, of which **50%** were successful. Both percentages have fallen from last year (19.12% & 84.62%)

NB: Due to the low % of Known Disability disclosures, intersectional analysis (above) has taken place above, by gender/sex and ethnicity only, to ensure anonymity.

Recruitment

Since the last snapshot (Dec23), the University has seen the following key trends in its workforce recruitment;

Table 10: Overall Staff Recruitment Outcomes (applied, shortlisted, offered post)

	2023/24			2024/25			% Post Offered Trend
	% Applied	% Short-list	% Post Offered	% Applied	% Short-list	% Post Offered	
Female	49.67%	55.44%	60.24%	47.88%	53.04%	55.04%	↓
POC	42.75%	24.84%	19.88%	48.99%	29.12%	23.32%	↑
Known Disability	7.62%	9.78%	6.91%	7.31%	10.76%	6.50%	↓

Data indicates that;

- **Female** applicants are more likely to be shortlisted and be offered the role than male applicants de-

spite proportionally making up slightly less of the total applicant pool. 2024/25 saw slight decreases in proportions of Female Applicants, Shortlisted and Post Offered.

- **POC** applicants are less likely to be shortlisted or have the role offered to them when compared to White applicants. There have been increases in success rates of PoC applicants being shortlisted and having the post offered to them when compared to the previous year's data.
- Applicants with a **Known Disability** applicants are more likely to be shortlisted but slightly less likely to have the role offered compared to applicants who do not disclose a disability. The higher shortlisting rate may be related to the University's approach to Guaranteed Interview Schemes for disabled applicants. There has been a fall in the proportion of applications disclosing a known disability as well as those being offered the role compared to the previous year's figures.

Modes of Working

Figures below show the proportions of Females, POC, and employees with known disabilities split by Full Time vs Part Time and then Fixed Term vs Permanent with trend arrows comparing 2024/25 to 2023/24 figures.

- **Full Time:** 66.69% Female (↑), 80.99% POC (↑), 69.84% Known Disability (↑)
- **Part Time:** 33.58% Female (↓), 19.01% POC (↓), 30.16% Known Disability (↓)
- **Fixed Term:** 21.88% Female (↓), 37.11% POC (↓), 19.15% Known Disability (↓)
- **Permanent:** 78.88% Female (↑), 62.89% POC (↑), 80.85% Known Disability (↑)

Pay Gap Data 2024 – 2025

The University's [Pay Gap Report](#), provides information on the gender pay gap, in line with the statutory requirement. Headlines from the 2025 report include;

- Mean Gender Pay Gap decreased from 19.60% (2024) to 19.01% (2025).
- Median Gender Bonus Pay Gap has increased to 36.84% (2025) from 0.00% (2024) following the ending of COL payments.
- Median Gender Pay Gap has decreased from 15.28% (2024) to 14.99% (2025)
- Decrease in Mean gender bonus pay gap: 78.28% (2024) to 69.45% (2025)

Top of Form

Although not a legislative requirement, the University also provides; ethnicity, disability and sexual orientation pay gap information, in order to support the University's wider Equality, Diversity and Inclusion (EDI) commitments. Please refer to the [Statutory Pay Gap Report](#) webpages, for a complete analysis.

Bullying & Harassment 2024/25

NB: Data will be shown in the format percentage as a proportion of all reports/actual number of reports (xx%/xx) where they are not less than 10. The figure '<10' will be used to denote instances where reports are less than 10 to protect anonymity.

Between academic years 2023/24 – 2024/25, the University has seen the following key trends in relation to

staff reporting incidents of bullying and harassment:

Report & Support

Table 11: Report & Support cases made by staff (Overall)

	% increase/decrease	
	2024/25	since last year
Number of total cases	77	11.68%

Although the overall number of reports has increased since last year, this could be viewed as a positive, as the increase has followed the launch of an ongoing University-wide 'Report & Support' awareness campaign, which began in early 2022/23. This has continued via the distribution of printed materials for display in departments, briefings on report and support at EDI group meetings, all-staff news stories to mark anti-bullying week, and the inclusion of report and support information within information packs which are distributed at the University Welcome Event for all new staff.

Faculty EDI leads also include Report and Support information within various communications (newsletters, events, local campaigns) which may also have contributed to awareness and usage.

- **An important note on 'Spam' Reports**

During this period, an **additional 47** reports were received that were 'spam' or 'duplicate' reports, and after careful consideration through discussion with the Head of D&E and the Head of Student Advice and Guidance, it was deemed that these were not legitimate reports and could potentially have been made by a 'bot'. This was based on several factors including the repetitive nature of the reports, the time of submission, their frequency, and the fact that they were being made as both a 'member of staff' and 'a student'. These reports therefore have not been included in the total for the 2024/25 academic year shown in table 11 above.

The D&E Team liaised with colleagues from Culture Shift, the Report and Support platform provider, to try to reduce or stop these reports which resulted in an additional feature being implemented to the platform – a 'captcha' feature which helps prevent reports from a 'bot', or act as a deterrent for persistent reporters. The addition of this feature reduced the number of these reports immediately after implementation, and at the time of writing this report, they appear to have stopped altogether.

Reports by Gender:

- There has been a decrease in reports by male colleagues compared to last year **22.37%/17** to **11.62%/10**.
- Females form the majority at **51.16%/44**. This is an increase from last year **39.47%/30**.
- Notable is the wider range of gender identities selected (gender-fluid, non-binary, transgender man and woman) compared to previous years, which may indicate staff have more confidence in disclosing this information **8.13% /<10**.

• Reports by Ethnicity:

- White-British colleagues made the highest number of reports **41.86%/36**, which was slightly lower than the previous year **46.05%/35**, but higher by 1 in terms of actual numbers. ‘Prefer Not to Say’ (PNTS) reports were lower at **16.27%/14**, a decrease from **23.68%/18** in the previous year.
- Reports from Black, Asian, and Minority Ethnic (BAME) staff formed **22.09%/25** of reports. This is a significant increase compared to the previous year **9.22% /<10**.
- ‘Prefer Not to Say’ (PNTS) formed (16.28%/14) which is a decrease from last year (23.68%/18). However, an additional (10.46%/<10) chose the ‘I do not know’ or left the question blank. Therefore, there are (26.74%/23) reports where ethnicity is unknown.

Reported Behaviour (incident types):

- **Bullying:** continues to be the highest ‘reported behaviour’ during 2024/25 - **32.56%/28** of all staff reports, with a decrease in actual numbers of reports of 2- **39.47%/30** in 2023/24.
- **Discrimination:** continues to be the second most common incident type recorded. These account for **18.60%/16** reports, whereas this was **15.79%/12** last year which is a decrease.
- **Harassment:** There has been a slight increase in the number of reports citing ‘harassment’ (**15.12%/13** reports this year, **14.47%/11** reports last year). This was the third most common reported behaviour, as was last year.
- Reports citing; ‘**Victimisation**’, ‘**Hate Crime**’, ‘**Multiple**’, ‘**Physical Assault**’ ‘**Sexual Harassment**’, ‘**Sexual Violence**’, ‘**I Don’t Know**’ ‘**None of the Above**’ and ‘**Other**’, when viewed individually are <10 reports each and collectively make up 33.72% of all staff Report & Support cases.
- **Equality Objective priority areas:** As part of the [University’s Equality Objectives Action Plan \(2022 – 2028\)](#), specific focus has been given to addressing the number of cases citing; ‘**sexism**’, ‘**racism**’ and ‘**sexual harassment**’. Numbers of these incidents were <10 for each reported behaviour in 2023/24 (some cited multiple), in 2024/25 however, some increases are seen in those which cited **sexism**: increased to **18.60%/16**, **racism**: increased to **27.90%/24**, and **sexual harassment** or **sexual violence** remained <10 reports in total.

• Accused Party:

- ‘Member of staff’ was cited as the highest ‘accused party’ (68.60%) a decrease from (77.19%) last year, whereas the increase in actual numbers is greater – 44 last year to 59 this year.
- There has also been a decrease in the number of cases specifically citing a ‘line manager’ as the

accused party in comparison to last year (in terms of actual numbers), (**12.79%/11**) this year, compared with (**39.47%/13**) last year.

Table 12: Report & Support reports made by staff (per location)

The following table illustrates the changes in proportions (%) and actual headcount (where possible) of reports in each area;

	2023/24	2024/25		2023/24	2024/25	
	%	%		Headcount	Headcount	
Central Professional Services (CPS)	18.18%	30.23%	↑	14	26	↑
Health & Life Sciences (HLS)	40.26%	1.16%	↓	31	<10	↓
Humanities & Social Sciences (HSS)	23.38%	12.79%	↑	18	11	↓
Science & Engineering (S&E)	3.90%	37.20%	↑	<10	16	↑
Prefer Not To Say (PNTS)	14.29%	18.60%	↑	11	32	↑

There has been an increase in reports (actual numbers) in CPS and S&E, with a significant increase in reports where users chose the ‘prefer not to say’ option since last year. The rise in reports from CPS and S&E is notable in both categories, whereas reports from HLS has dropped significantly.

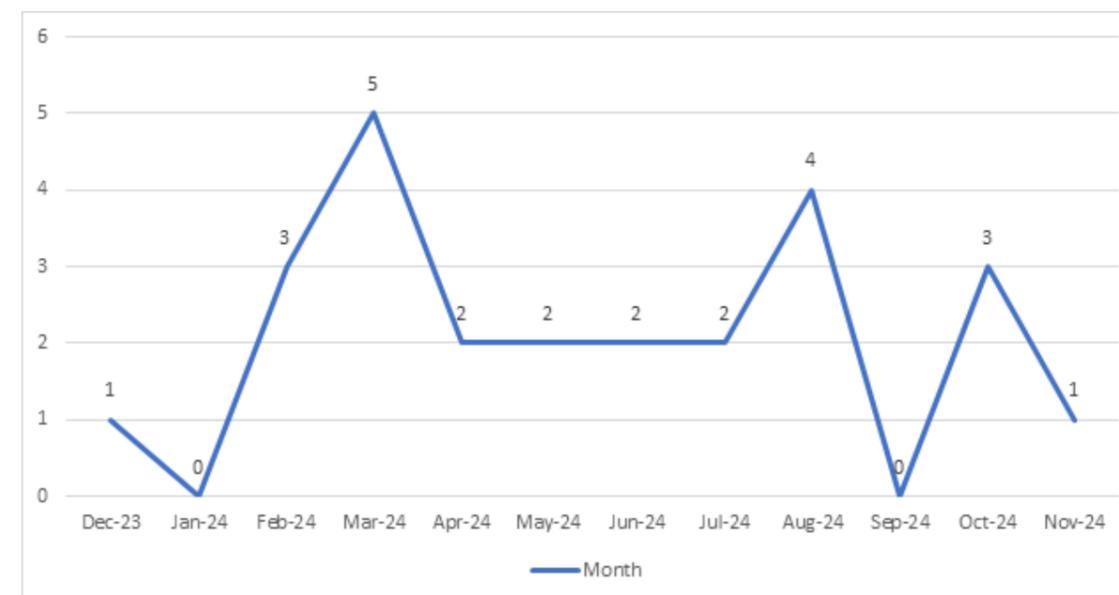
NB: <10 is used where actual numbers were below 10. This ensures anonymity.

Informal/Formal cases via HRBPs

Table 13: Informal/Formal cases made by staff via HRBPs (Overall)

Informal/Formal cases via HRBPs	2023/24	2024/25	% Increase/decrease since last year	
Total cases	5	25	400%	↑
Formal	5	21	320%	↑
Informal	0	4	-	

There has been notable (400%) increase in the number of informal/formal cases made via HR Business Partners directly (HRBPs), this may be due to the ongoing efforts of the annual Report & Support related awareness campaign.



Appendix C- Public Sector Equality Duty Student Profile Data

Student Profiles

University Profile (UG & PG students) by Age, Disability, Ethnicity, Sex/Gender, Nationality, Religion/Belief and Sexual Orientation

The latest trends in student population data, relating to; age, disability, ethnicity, gender, nationality, religion/belief and sexual orientation are shown below. As of academic year 2023/24 a snapshot of student data will be taken **1st December** of each year (as opposed to 31st January used for previous years comparisons) in order to align with HESA reporting/returns and will be provided via the University's Business Intelligence systems.

As of academic year **2024/25**, the total number of students (UG and PG combined) was **31,224** (↑ from 30,928 last year). Of which, **24,422** were Undergraduate (UG) and **6,802** were Postgraduate (PG).

Summary Student Data Trends 2021/22 – 2024/25

From January **2022** to December **2024** the University has seen the following key trends in its overall student profile (UG & PG combined):

Table 1: Overall (UG & PG) student population data 2021/22 – 2024/25

	Jan 22	Jan 23	Dec 23	Dec 24	24/25 Trend
% Known Disability	16.1%	15.3%	16.3%	19.0%	↑
% Female	55.4%	55.3%	50.0%	55.7%	↑
% International/Over-seas	25.3%	28.8%	28.0%	25.8%	↓
% People of Colour	32.7%	37.1%	38.7%	37.5%	↓
% LGBO+	7.9%	8.9%	9.4%	10.8%	↑

NB: Arrows are used to indicate if there has been an increase, decrease or levelling of representation of these groups, since the previous academic year.

Student Data Annual Comparison (2023/24 – 2024/25)

From data snapshots December **2023** to December **2024** the University has seen the following data trends in its student profile:

Age

Table 2: Student population data (2023 – 2024) by Age

	All Students	2023/24	2024/25	
UG	<21	87.4%	87.5%	↑
	Mature (21+)	10.6%	10.3%	↓
	Mature (26+)	2.0%	2.2%	↑
PG (Combined)	<21	0.4%	0.3%	↓
	Mature (21+)	52.1%	53.5%	↑
	Mature (26+)	47.4%	46.2%	↓

PGT	<21	0.5%	0.5%	=
	Mature (21+)	56.0%	60.0%	↑
	Mature (26+)	43.4%	39.5%	↓
PGR	<21	0.0%	0.0%	=
	Mature (21+)	42.5%	42.4%	↓
	Mature (26+)	57.5%	57.5%	=

- **UG:** The majority of UG students are <21 years of age (87.5%) an increase (↑ 1.3pp.) since last year
- **PG:** The majority of PG students are 21+ years of age (53.5%) an increase (↑ 1.4pp.) since last year
- **Faculty:**
 - **HLS:** Has the highest number of 'Mature 26+' UG students (33.1%) out of all three faculties and (33.9%) 'Mature 21+' UG students.
 - **HSS:** Has (30.1%) Mature 26+' and (32.0%) 'Mature 21+' UG students.
 - **S&E:** Has (31.8%) Mature 26+' and (32.2%) 'Mature 21+' UG students.

Disability

Table 3: Student population data (2023 – 2024) by Known Disability

	2023/24	2024/25	
UG Known Disability	17.6%	20.5%	↑
PG (Combined) Known Disability	11.5%	13.9%	↑
PGT	9.2%	11.9%	↑
PGR	17.4%	17.2%	↓

NB: Student disability related data is provided as 'Known Disability' vs 'Unknown Disability' due to the way in which this data is currently recorded/captured on internal systems, with unknowns reflecting students who are *not known* to have a disability or have *not provided this information*

- **UG & PG:**
 - Known Disability disclosures within UG and PG cohorts combined have increased since last year, with 'Specific learning difficulty' (6.2%) being the highest Known Disability type shared, followed by 'Mental health condition' (6.0%).
- **Faculty:**
 - **HLS:**
 - **UG:** HLS has the highest percentage of students with a Known Disability at UG level (21.9%) out of the three Faculties, with 'Specific learning difficulty' (8.2%) being the most common Known Disability type shared by UG students, followed by 'Mental health condition' (6.8%).
 - **PGT:** The most common Known Disability type shared by PGT students being 'Specific learning difficulty' (5.0%), followed by 'Mental health condition' (3.7%).
 - **PGR:** The most common Known Disability type shared by PGR students being 'Specific learning difficulty' (5.9%), followed by 'Mental health condition' (5.6%). 'Two or more impairments' (2.9%)
 - **HSS:**
 - **UG:** HSS has the highest Known Disability type of 'Mental health condition' (7.3%), shared by UG students out of all three Faculties, followed by 'Specific learning difficulty' (6.6%)
 - **PGT:** The most common Known Disability type shared by PGT students being 'Mental health condition'

(3.4%), followed by 'Specific learning difficulty' (2.1%) and 'Two or more impairments' (2.2%)

- **PGR:** HSS has the highest Known Disability type of 'Mental health condition' (7.0%) shared by PGR students out of all three Faculties, followed by 'Specific learning difficulty' (5.2%)

S&E:

- **UG:** The most common Known Disability type shared by UG students being 'Specific learning difficulty' (5.8%), followed by 'Mental health condition' (5.0%)
- **PGT:** The most common Known Disability type shared by UG students being 'Specific learning difficulty' (3.6%), followed by 'Mental health condition' (3.4%)
- **PGR:** The most common Known Disability type shared by PGR students being 'Mental health condition' (4.9%), followed by 'Specific learning difficulty' (4.1%)

Ethnicity

Table 4: Student population data (2023 – 2024) by Ethnicity grouping

		2023/24	2024/25	
UG	POC	34.8%	33.9%	↓
	White	62.5%	63.3%	↑
	Unknown	2.7%	3.8%	↑
PG (Combined)	POC	52.6%	50.3%	↓
	White	45.2%	45.8%	↑
	Unknown	2.2%	3.9%	↑
PGT	POC	56.9%	57.3%	↑
	White	38.5%	38.3%	↓
	Unknown	1.8%	4.4%	↑
PGR	POC	34.7%	38.3%	↑
	White	62.0%	58.5%	↓
	Unknown	3.3%	3.3%	=

• **UG & PG:**

- 37.5% of UG & PG students combined, identify as People of Colour (POC), which is a decrease of 1.1pp. since last year.
- The highest known ethnicity group is White (58.7%), followed by Asian (24.6%), Other (5.3%), Mixed (4.5%), Black (3.2%).
- 3.9% of student's ethnicity data is Unknown, a negative increase of 0.9pp. since last year (Total UG & PG combined Unknown in 2023/24 was 3.0%).

• **Faculty:**

S&E:

- **UG & PG:** The highest known ethnicity group of UG & PG students combined in S&E is White (48.1%), followed by Asian (30.3%), Other (9.8%), Mixed (4.2%), Black (3.3%). 4.4% of S&E student's ethnicity

data is Unknown.

- **UG:** S&E has the highest percentage of students out of all three faculties who identify as People of Colour (POC) at UG level (47.5%), which is a decrease of 1.7pp. since last year.
- **PGT:** 69.1% of PGT level students identify as POC, which is a decrease of 7.8pp. since last year.
- **PGR:** S&E has the highest percentage of PGR level students out of all three faculties who identify as POC 40.0%, which is an increase of 1.9pp. since last year.

HSS:

- **UG & PG:** The highest known ethnicity group of UG & PG students combined in HSS is White (60.5%), followed by Asian (25.0%), Mixed (4.8%), Other (3.4%), Black (2.7%). 3.7% of HSS student's ethnicity data is Unknown.
- **UG:** 29.6% of UG level students identify as POC, which is a decrease of 1.3pp. since last year.
- **PGT:** HSS has the highest percentage of students out of all three faculties who identify as POC at PGT level 71.0%, which is a decrease of 5.5pp. since last year.
- **PGR:** 37.4% of PGR level students identify as POC, which is an increase of 1.9pp. since last year.

HLS:

- **UG & PG:** The highest known ethnicity group of UG & PG students combined in HLS is White (65.5%), followed by Asian (18.9%), Mixed (4.3%), Other (4.0%), Black (3.8%). 3.5% of HLS student's ethnicity data is Unknown.
- **UG:** 30.3% of UG level students identify as POC, which is an increase of 0.8pp. since last year.
- **PGT:** 29.9% of PGT level students identify as POC, which is an increase of 6.2pp. since last year.
- **PGR:** 36.6% of PGR level students identify as POC, which is an increase of 2.7pp. since last year.

Nationality (Home/UK or International/Overseas)

Table 5: Student population data (2023 – 2024) by Nationality (Home/UK or Int/OS)

		2023/24	2024/25	
UG	International/Overseas	22.4%	19.7%	↓
	Home (UK)	77.6%	80.3%	↑
PG (Com- bined)	International/Overseas	32.3	48.0%	↑
	Home (UK)	67.7%	52.0%	↓
PGT	International/Overseas	72.7%	54.6%	↓
	Home (UK)	27.3%	45.4%	↑
PGR	International/Overseas	52.2%	37.0%	↓
	Home (UK)	47.8%	63.0%	↑

- **UG & PG:** 25.8% of UG & PG students combined were classified as International/Overseas (Int/OS), a decrease of 2.5pp. since last year.

• **Faculty:**

S&E:

- **UG:** S&E has the highest percentage of Int/OS UG level (31.6%) out of all three Faculties, a decrease of 2.9pp.

since last year.

- **PGT:** 65.6% of PG students are Int/OS, a decrease of 8.8pp. since last year.
- **PGR:** S&E has the highest percentage of Int/OS PGR students (44.9%) out of all three Facilities, a decrease of 0.9pp. since last year.

HSS:

- **UG:** 19.6% of UG students are Int/OS, a decrease of 2.6pp. since last year.
- **PGT:** HSS has the highest percentage of Int/OS PGT level students (68.9%) out of all three Facilities, an increase of 5.1pp. since last year.
- **PGR:** 44.9% of PGR students are Int/OS, an increase of 0.9pp. since last year.

HLS:

- **UG:** 8.4% of UG students are Int/OS, an increase of 0.2pp. since last year.
- **PGT:** 24.3% of PG students are Int/OS, an increase of 3.2pp. since last year.
- **PGR:** 28.5% of PGR students Int/OS Int/OS, a decrease of 0.4pp. since last year.

Legal Sex & Gender Identity

Table 6: Student population data (2023 – 2024) by Legal Sex

		2023/24	2024/25	
UG	Female	56.2%	56.7%	↑
	Male	43.8%	43.3%	↓
PG	Female	56.2%	56.7%	↑
	Male	43.8%	43.3%	↓
PGT	Female	52.2%	54.8%	↑
	Male	47.8%	45.2%	↓
PGR	Female	51.8%	51.1%	↓
	Male	48.2%	48.9	↑

UG & PG:

- **Sex:** 55.7% of UG & PG students combined are Female (↑ 0.5pp. since last year), 44.3% are Male (↓ 0.5pp. since last year).
- **Gender-identity:** 0.9% of UG & PG students combined identify as a gender-identity which differs from the Sex characteristics (male/female) assigned at birth. Gender-identities may include, but is not limited to; Non-binary, Gender-fluid, Transgender for example.

• **Faculty:**

HLS:

- **UG:** HLS has the highest percentage of Female UG students (72.9%) out of all three Facilities. 27.1% of students are Male.
- **PGT:** HLS has the highest percentage of Female PGT students (74.1%) out of all three Facilities. 25.9% of students are Male.
- **PGR:** HLS has the highest percentage of PGR students who are Female (61.2%) out of all three Facilities. 38.8% of students are male.

HSS:

- **UG:** 61.0% of HSS UG students are Female (39.0% Male).

- **PGT:** 51.7% of HSS PGT students are Female (48.3% Male).
- **PGR:** 55.3% of HSS PGR students are Female (44.7% Male).

S&E:

- **UG:** 32.1% of S&E UG students are Female (67.9% Male).
- **PGT:** 34.4% of S&E PGT students are Female (65.6% Male).
- **PGR:** 34.5% of S&E PGR students are Female (65.5% Male).

Religion/belief

Table 7: Overall UG & PG student population data (2023 – 2024) by Religion/belief

		2023/24	2024/25	
UG & PG	Buddhist	1.1%	1.1%	
	Christian	20.2%	20.2%	
	Hindu	5.7%	4.6%	
	Jewish	0.3%	0.4%	
	Muslim	8.9%	9.1%	
	No Belief/religion	52.4%	53.6%	
	Other religion/belief	1.0%	1.1%	
	Sikh	0.8%	0.9%	
Prefer Not To Say (PNTS) / Unknown		9.6%	9.0%	

• **UG & PG:**

- 37.3% of UG & PG students combined identify as having a Religion or Belief (↓ 0.7pp. since last year), 53.6% identify as having 'No Religion or Belief' (↑ 1.2pp. since last year) and 9.0% 'Prefer Not To Say (PNTS)', which is a positive decrease of 0.6pp. since last year.
- The highest percentage of known Religion or Belief shared by UG & PG students combined is 'No Religion or Belief' (53.6%), followed by 'Christian' (20.2%), 'Muslim' (9.1%), 'Hindu' (4.6%), 'Other religion or belief' (1.1%), 'Buddhist' (1.1%), 'Sikh' (0.9%) and 'Jewish' (0.4%).

• **Faculty (UG & PG);**

S&E:

- The highest known Religion or Belief's indicated by UG & PG students in S&E combined is 'No Religion or Belief' (53.0%), followed by 'Christian' (15.7%), 'Muslim' (14.1%), 'Hindu' (4.6%), 'Other religion or belief' (0.9%), 'Buddhist' (1.1%), 'Sikh' (0.5%) and 'Jewish' (0.3%).
- Unknown/PNTS: 9.9% of S&E students decline to indicate a Religion or Belief.

HLS:

- The highest known Religion or Belief's indicated by UG & PG students in HLS combined is 'No Religion or Belief' (50.3%), followed by 'Christian' (25.3%), 'Muslim' (9.1%), 'Hindu' (3.5%), 'Other religion or belief' (1.0%), 'Sikh' (1.2%), 'Buddhist' (0.6%) and 'Jewish' (0.3%).
- Unknown/PNTS: 8.7% of HLS students decline to indicate a Religion or Belief.

HSS:

- The highest known Religion or Belief's indicated by UG & PG students in HSS combined is 'No Religion or Belief' (56.1%), followed by 'Christian' (19.8%), 'Hindu' (5.2%), 'Muslim' (6.1%), 'Other religion or belief' (1.4%), 'Buddhist' (1.3%), 'Sikh' (1.0%) and 'Jewish' (0.5%).
- Unknown/PNTS: 8.7% of HSS students decline to indicate a Religion or Belief.

Sexual Orientation

Table 8: Student population data (2023 – 2024) by Sexual Orientation

		2023/24	2024/25	
UG	LGBO+	10.8%	12.0%	↓
	Heterosexual	79.6%	73.8%	↓
	PNTS/Unknown	9.6%	14.2%	↑
PG (Com- bined)	LGBO+	7.8%	6.5%	↑
	Heterosexual	78.4%	50.5%	↑
	PNTS/Unknown	13.8%	43.1%	↓
PGT	LGBO+	7.6%	6.9%	↑
	Heterosexual	79.3%	60.1%	↑
	PNTS/Unknown	13.1%	33.1%	↓
PGR	LGBO+	10.6%	5.4%	↑
	Heterosexual	75.7%	25.1%	↑
	PNTS/Unknown	13.7%	69.5%	↓

NB: LGBO+ refers to Lesbian, Gay, Bisexual, Other/Plus sexual orientations.

- **UG & PG:**
 - 10.8% of UG & PG students combined identify as LGBO+ (↑ 0.1pp. since last year)
 - 68.8% identify as Heterosexual/straight (↓ 0.1pp. since last year).
 - 20.4% of students have not disclosed their Sexual Orientation within equality monitoring information (↓ 0.2pp. in PNTS since last year).

Modes of Study

Table 9: Overall Student Modes of Study (2023 – 2024)

		2023/24	2024/25	
UG	Full Time	97.2%	95.3%	↓
	Part Time	2.8%	4.7%	↑
PG (Com- bined)	Full Time	73.7%	72.5%	↓
	Part Time	26.3%	27.5%	↑
PGT	Full Time	70.1%	66.4%	↓
	Part Time	29.9%	33.6%	↑
PGR	Full Time	82.9%	82.9%	=
	Part Time	17.1%	17.1%	=

- **UG & PG (overall)** – Full Time: 92% | Part Time: 8%
- **Faculty:**
 - **HLS:**
 - Full Time (UG): 96.8% | Part Time (UG): 3.2%
 - Full Time (PGT): 40.4% | Part Time (PGT): 59.6%

- Full Time (PGR): 79.4% | Part Time (PGR): 20.6%

- **HSS:**
 - Full Time (UG): 95.7% | Part Time (UG): 4.3%
 - Full Time (PGT): 83.7% | Part Time (PGT): 16.3%
 - Full Time (PGR): 73.9% | Part Time (PGR): 26.1%
- **S&E:**
 - Full Time (UG): 93.1% | Part Time (UG): 6.9%
 - Full Time (PGT): 69.9% | Part Time (PGT): 30.1%
 - Full Time (PGR): 94.2% | Part Time (PGR): 5.8%

Awarding Gap

The following tables provide trended data, in relation to UK domicile student Awarding Gap information, with ethnicity as the comparator, from academic year 2019/20 - 2023/24 as the most recent data set available.

NB: The latest UK domicile student Awarding Gap data the University has access to is academic year **2023/24**. Awarding gap data for 2024/25 will become available in Autumn 2025 and as such, will be included in next year's Annual Diversity & Equality Report.

Table 10: White vs People of Colour (POC) UG Awarding Gap

	2019/20	2020/21	2021/22	2022/23	2023/24	Increase / decrease since previous year
White	89%	92%	90%	89%	87%	↑
PoC	75%	86%	77%	71%	74%	↑
GAP	14%	6%	13%	18%	13%	↓

Table 11: White vs Black UG Awarding Gap

	2019/20	2020/21	2021/22	2022/23	2023/24	Increase / decrease since previous year
White	89%	92%	90%	89%	87%	↓
Black	67%	76%	66%	60%	70%	↑
GAP	22%	16%	24%	29%	17%	↓

According to the data outlined above, both the awarding gaps between White and POC students, and White and Black students has decreased between 2022/2023 and 2023/24.

As part of the recently approved [Access and Participation Plan 2025-2029](#), the University has agreed a new target to reduce the degree awarding gap between Black, Asian and minority ethnic students and white students, from 8.8% in 2021/22 to 4.3% by 2028/29 (with a commitment to eliminate the gap by 2032).

Bullying & Harassment (Student Reports)

Between academic years 2023/24 – 2024/25, the University has seen the following in relation to students reporting incidents of bullying and harassment, via the University’s Report & Support platform.

Report & Support

Table 12: Overall number of Anonymous & Named student Report & Support cases

	2023/24	2024/25	% increase/decrease since last year	
Anonymous	70	133	90% Increase	↑
Named	132	139	5.3 % Increase	↑
Number of total cases	202	272	34.6 % Increase	↑

Although the overall number of reports continues to increase year on year this could be viewed as a positive, as the University is continually promoting the use of Report and Support via an awareness campaign, which began early 2022/23 and has since continued.

Table 13: Report & Support cases made by students relating to Student Gender Identity

The following table illustrates the actual number of reports by headcount and the changes in proportions (%) of reports, the last two academic years;

	2023/24	2024/25	% increase/decrease since last year	
	Num of reports	Num of reports		
Female	129	145	12.4% Increase	↑
Male	45	79	75.5% Increase	↑
Gender- Fluid	0	1	100% Increase	↑
I Don’t Know	8	17	112.5% Increase	↑
Non-Binary	3	6	100% Increase	↑
Other	0	3	300% Increase	↑
Transgender	1	1	0% Increase/decrease	-
Prefer Not To Say (PNTS)	9	11	22.2% Increase	↑

□ **Reports made by Gender:**

- The majority of reports received during 2024/25, where the gender of the person reporting had been indicated, were made by Female students.
- Since last year, there has been a (12.4%) increase in reports made by Female students, (↑ 75.5%) Male, (↑ 100%) by gender fluid students, a 100% ↑ in Nonbinary students and a consistent number of Transgender students reporting. However it should be noted that the number of gender fluid students, Non-Binary students and Transgender students who report via Report and Support remains low.
- There has been a 22.2 % increase in PNTS (gender) since last year.

Table 14: Report & Support cases made by students, By Ethnicity

The following table illustrates the actual number of reports by headcount and the changes in proportions (%) of reports, between the last two academic years;

	2023/24	2024/25	% increase/decrease since last year	
	Num of reports	Num of reports		
White- British, Northern Irish, Scottish, Welsh	80	110	37.5 % Increase	↑
White - Irish	-	6	-	-
Another Asian background	5	5	0% Increase/decrease	-
Another background	3	5	66% Increase	↑
Arab	12	14	16.6% Increase	↑
Asian or Asian British - Bangladeshi	2	3	50% Increase	↑
Asian or Asian British - Chinese	31	21	32.2 % decrease	↓
Asian or Asian British - Indian	19	19	0% Increase/decrease	-
Asian or Asian British - Pakistani	4	6	50% Increase	↑
Asian or Asian British – African	3	4	33% Increase	↑
Mixed or multiple background - Asian and White	4	3	25% decrease	↓
Mixed or multiple background - Black African and White	1	1	0% Increase/decrease	-
Mixed or multiple background - Black Caribbean and White	1	4	300% Increase	↑
‘I Don’t Know’	15	30	50% Increase	↑
Prefer Not to Say (PNTS)	13	11	15.3% decrease	↓

□ **Reports made by Ethnicity:**

- The majority of reports received during 2024/25, where the ethnicity of the person reporting had been indicated, were made by White students.
- The number of reports made by POC students has remained consistent between 24/25 and 23/24 with 85 reports (actual number of reports) over both years. There has been a 300 % increase in Mixed or multiple background - Black Caribbean and White, however the numbers of these students reporting remain low.
- The number of reports made by White students has increased (37.5%) to 110 in 24/25 (actual number of reports) from 80 in 23/24.
- There has been decrease in PNTS (ethnicity) since 23/24 (15.3%).
- There has been a 100% increase in ‘I Don’t Know’ (ethnicity) responses. From 15 in 23/24 to 30 in 24/25.

Table 15: Number of student Report & Support cases by Reported Behaviour

	2023/24	2024/25	% increase/decrease	
	No. of re-ports	No. of reports	since last year	
Sexual Violence	21	24	14.2% Increase	↑
Sexual Harassment	22	11	50% Decrease	↓
Bullying	37	33	10.8% Increase	↑
Harassment	41	76	85.3% Increase	↑
Victimisation	8	7	12.5% Decrease	↓
Discrimination	21	32	52.3 % Increase	↑
Hate Crime	15	33	120% Increase	↑
Domestic Abuse	3	9	200% Increase	↑
Physical Assault	8	9	12.5% Increase	↑
None of The Above	9	14	55.5% Increase	↑
Other	17	24	41.1% Increase	↑

According to the Reported Behaviour data provided above, the highest number of cases received during 2024/25 related to Harassment, an 85.3% increase since last year. It should be noted that a small number of students when reporting Sexual Violence and/or Sexual Harassment report direct to the Wellbeing Team within Student Services and choose not to use Report and Support.

NB: Data on reported behaviour/incident type is currently collected differently to staff reports. For example, 'Accused party' is not reported on within student data. To ensure anonymity '<10' has been used to indicate where less than 10 reports were made.

Table 16: Report & Support cases made by students, per Faculty

The following table illustrates the actual number of reports by headcount and the changes in proportions (%) of reports, from each Faculty between the last two academic years;

	2023/24	2024/25	% increase/decrease	
	Num of reports	Num of reports	since last year	
Central Professional Services (CPS)	2	18	800% Increase	↑
Health & Life Sciences (HLS)	44	65	47.7% Increase	↑
Humanities & Social Sciences (HSS)	101	147	45.5 % Increase	↑
Science & Engineering (S&E)	33	42	31.2 % Increase	↑
Prefer Not to Say (PNTS)	22	-	Not an option in 24/25 data	-

According to the data provided above, the highest number of cases received were from Humanities & Social Sciences (HSS) during 2024/25, a 45.5% increase since last year. As mentioned previously, it should be noted that activity is ongoing (annually) across the University to raise aware of Report & Support, which may explain the increase in cases received.



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