London Metropolitan University

Athena Swan Bronze Award Renewal Submission 2026

Version for External Publication



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Redaction Notice

This version of London Met's Athena Swan Bronze Renewal submission has been published on our website.

Some information has been removed to protect the privacy of staff and students and to comply with data protection requirements. Throughout the submission, black cells in tables and blacked-out areas of graphs indicate where data has been redacted.

A small amount of sensitive university information has also been redacted where necessary. These changes do not affect the main content, findings, or action plan set out in the submission.

Redacted Information

1) All values based on fewer than five individuals have been redacted from tables and figures. This redaction applies to both headcount and percentage data, preventing the potential identification of individuals within small cohorts.

2) Individual staff names and contact detail details where they are not already in the public domain.

3) Any references to commercial commercially sensitive or internal institutional information that was included solely for the assessment process.

4) Internal governance information that is primarily operational rather than of external interest, such as detailed committee membership.

5) Personal photographs of committee members are only included where we have explicit agreement from individuals to publish them externally.

Athena Swan renewal form for universities

Applicant information
When completing your application, please refer to the applicant information pack, which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of university	London Metropolitan University
Date of current application	March 2026
Level of previous award	Bronze
Date of previous award	2021
Contact names	Kevin Coutinho (Co-chair SAT), Chloe Milano (Co-chair SAT), Sharon Lloyd, Saher Ahmed

Word limits

The standard overall word limit is 5,500 words. If any of the additional word allowances below apply to you, please confirm in the relevant box, and these can be added to the overall limit. **All additional words used must be detailed in the word count table on page 1 in the relevant sections they have been applied to.**

Additional word allowances	Agreement
Covid-19 pandemic (500 words): Available to applications submitted in any award round up to and including July 2026. These words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.	I confirm this application has used these additional words. **Yes**
Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (e.g. arising from changes to their staff or student demographic profile, policies, or context).	I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants. **No**
Exceptional Circumstances:	Have additional words been allocated to this

If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table	application as a result of exceptional circumstances? **No**

Section 1: An overview of the university and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count for section 2: 2500

Actual word count: 2509

Letter of endorsement from the head of the university

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university. The letter should highlight the key priorities, achievements and challenges within the university relating to gender equality and how the principles of the Athena Swan Charter are linked to the overall institutional strategy. The letter should outline the personal commitment and involvement of the head of the university (for example, any involvement in the self-assessment or particular actions) and evidence how the university's gender equality work is led and supported by the senior management of the university.

March 2026

Dear Sally,

I am delighted to endorse London Met's Athena Swan Bronze renewal application. It reflects our progress since our first Bronze award in 2021 and demonstrates our determination to address remaining challenges and work towards a Silver application.

The Pandemic and broader sector financial challenges affected our ability to deliver the original action plan. In mitigation, we undertook a review in 2023 of the Action Plan (**AP21**), EDI governance and staffing, relevant policies and information management systems. I have personally championed these by supporting resources and providing leadership commitment.

London Met is one of the UK's most socially inclusive universities, reflected in our values: Ambitious, Inclusive, Collaborative and Creative. Equity and social justice underpin our strategy, and Athena Swan provides a framework to drive accountability and progress. Leadership at London Met is also visible and connected to our community — whether through supporting staff networks or being present at key moments, such as London Pride, which reflect our values in action.

Since 2021, we have made measurable progress:

- Reduced our mean and median gender pay gap to 4.39% and 5.82% respectively (8.55% and 11.7% (2016/17)), well-below sector averages of 9% and 13.7% (Advance HE, 2024).

- Sustained senior leadership representation (44%), whilst acknowledging Females remain under-represented at professorial levels (33%) (**AP21/S7A3**, linked to **AP21/S5.1A8-10** and **AP21/S5.1A7**).

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- Strengthened our BAME pipeline, with growth at Lecturer and Senior Lecturer levels, particularly for Females (**AP21/S7A5**, linked to **AP21/S5.1A8-10** and **AP21/S5.1A7**). In 2024/25, BAME Females represented:
  - 66.7% of the Female population at Lecturer
  - 42.0% at Senior Lecturer
  - 42.9% at Principal Lecturer
  - 28.6% at Reader
  - 23.1% at Professor

- In 2023, LMU launched our first-ever People Strategy, with a workstream focused on Inclusive Culture, Behaviour and Values. This workstream reaffirmed our commitment to expand EDI work and develop charter mark work, resulting in an SLT-endorsed review of people policies. Significant developments include enhancements to our maternity (52-weeks full pay), paternity (8-weeks full pay) and special leave provision, which is amongst the best in the sector. We have also enhanced our guidance and provision around flexible and hybrid working, introduced disability and carers passports and undertaken multiple updates to policies to ensure inclusive language and alignment to our Values. (**AP21/S5.3A.1-4, AP21/S5.3A.1-4, AP21/S7A11, AP21/S7A12, AP21/S7A13**).

- Continued to embed strong EDI practice across our student work through the Access and Participation Plan (APP), whilst also engaging with external frameworks and charter-marks that support accountability and sector benchmarking. London Met is one of only 14 HEIs nationally to secure Disability Confident Leader status (2025), and we actively participate in the Stonewall Workplace Equality Index/Proud Employers programme. We have also sponsored London Pride and UK Black Pride, events that I have personally endorsed and attended, reflecting our commitment to visible leadership and community engagement (**AP21/S6A1**).

- Responding to Pandemic-related challenges; reviewing Athena Swan and EDI governance; launching the Centre for Equity and Inclusion and allocated funding for 3.0FTE permanent staff resources through the Policy and Charter Marks Team (**AP21/S3A4, AP21/S3A7**).

- Supported the career development of Associate Lecturers (AP21/S4A1) through integrating them into regular appraisal processes. This will be further developed in our new action plan.

- Significant investment in a new integrated staff information Human Capital Management Systems (HCMS) to support the provision of timely and relevant monitoring (**AP21/S5.1A1, AP21/S5.1A2, AP21/S5.1A4, AP21/S5.1A10, AP21/S5.2A1, AP21/S5.2A2**). This system became available from 2024 and will enable future developments in the new action plan for 2026-31.

While we are proud of this progress, we remain candid about the challenges ahead. Our submission is structured around five interrelated strategic themes for 2026–31:

1. Embedding Athena Swan principles across LMU
2. Developing intersectional approaches to AS activity
3. Realising a culture where all staff and students belong and can flourish
4. Increasing staff diversity at all levels
5. Advancing student equity, outcomes and progression

I am personally committed to embedding and realising AS departmental submissions across all schools by 2031 and championing this objective at SLT (**AP26/3**). Beyond this, we are well-placed to deliver this next phase. Our People Strategy, investment in workforce data and strengthened governance and staff networks provide a strong foundation for sustained impact and progress.

I reaffirm our commitment to advancing gender equity as part of our broader mission to transform lives through education and confirm the accuracy of the information provided.

Yours sincerely,



Professor Julie Hall
Vice-Chancellor and Chief Executive
London Metropolitan University
j.hall@londonmet.ac.uk

Description of the university and its context

Please provide an introduction to the university. The description should provide an overview of the university. The description should highlight contextual factors that are particular to the university; for example, location, academic focus, discipline coverage, split-site locations or organisational information (such as the institution's structure, relationship with departments or community partners). Outline key contextual changes and developments which have taken place since your last award. Applicants should indicate which departments (if any) hold Athena Swan awards and at what level. Data analysis is covered in subsequent sections and should not be duplicated in this section.

Overview

London Metropolitan University (London Met) is a proudly inclusive civic institution with an established history of widening participation and advancing social justice. Serving more than 16,000 students from over 150 countries, of whom 61% Female, 2/3 BAME, 13% disabled, 24% living in IMD quintile 1 postcodes and 30% IMD quintile 2. London Met reflects the 'Real London' and its diverse communities. Figure 1 illustrates the historical development of London Met.

London Met continues to gain national recognition for this mission. *The Times* University rankings consistently identify London Met as one of the UK's most socially inclusive institutions. In 2025, London Met ranked 27/115 universities for social inclusion and achieved top-ten performance for teaching quality and student experience. In the 2026 overall ranking, London Met improved its position for a second consecutive year. London Met's London Lab works with over partner 600 organisations to take forward our civic mission.

Inclusion is also reflected in our staff community. Of 1,509 employees (836 academic; 673 professional services), 54.7% are female, 39.8% are BAME, 19.4% identify as disabled, and 8.3% identify as LGBTQIA+. Benchmarking against comparator institutions using HEIDI data suggests that this level of ethnic diversity is comparatively high; in particular, representation of BAME females ranges from 16.6% to 35.0% across comparators, and BAME males from 21.3% to 33.4%, both consistently below London Met's profile (DataTable APX2.6.12).

This diverse staff profile shapes both the opportunities and the structural inequalities being addressed through AS, particularly in relation to progression, representation in senior roles, and pay.

London Met operates across three London sites: Holloway Road, Aldgate and Shoreditch (Figure 2). Since 2021, the University has invested more than £58 million in its estate, ensuring high-quality, accessible and modern learning environments.

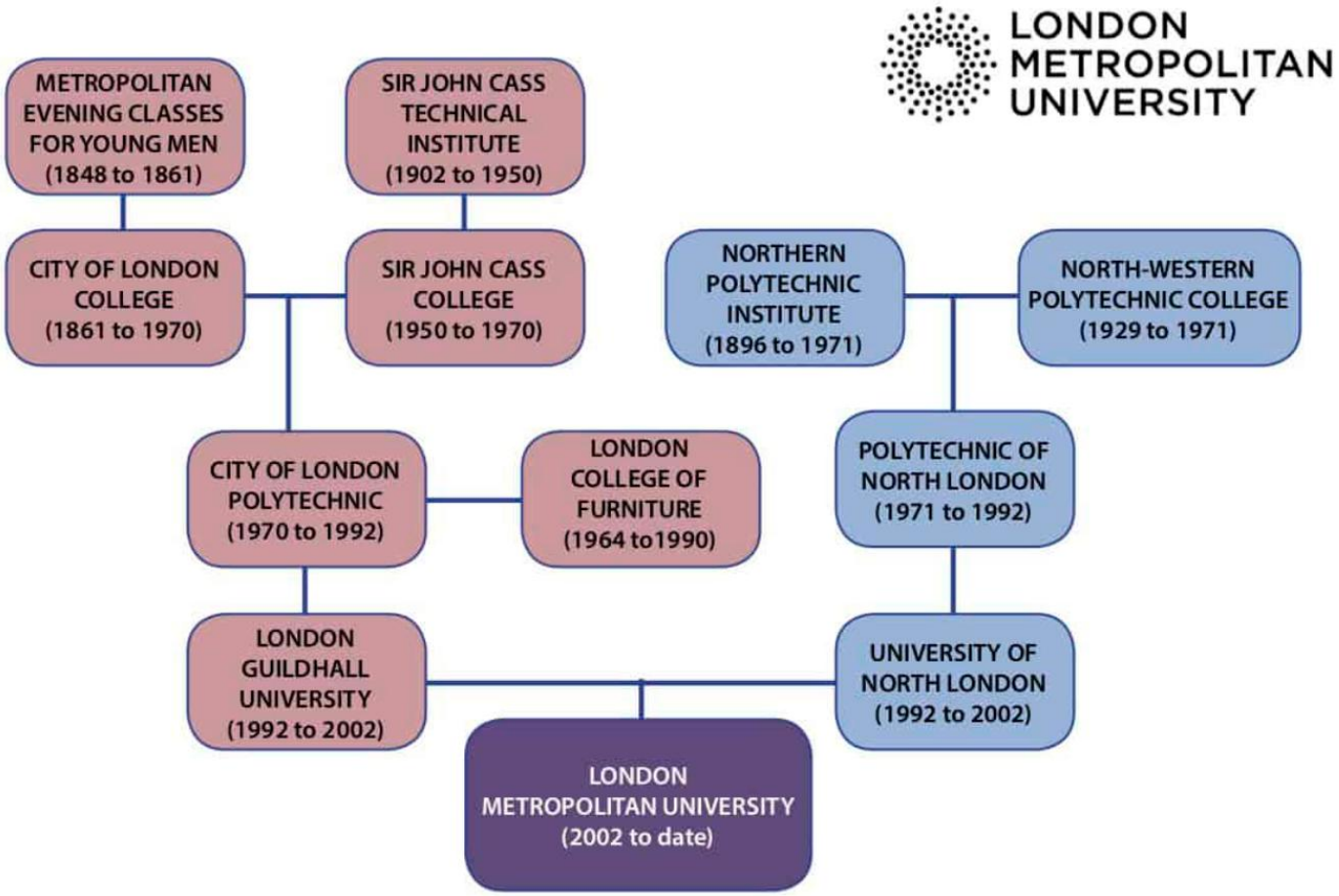


Figure 1: London Met evolution from its historical roots of delivering evening classes to young men in London in 1848, to University status in 2002.

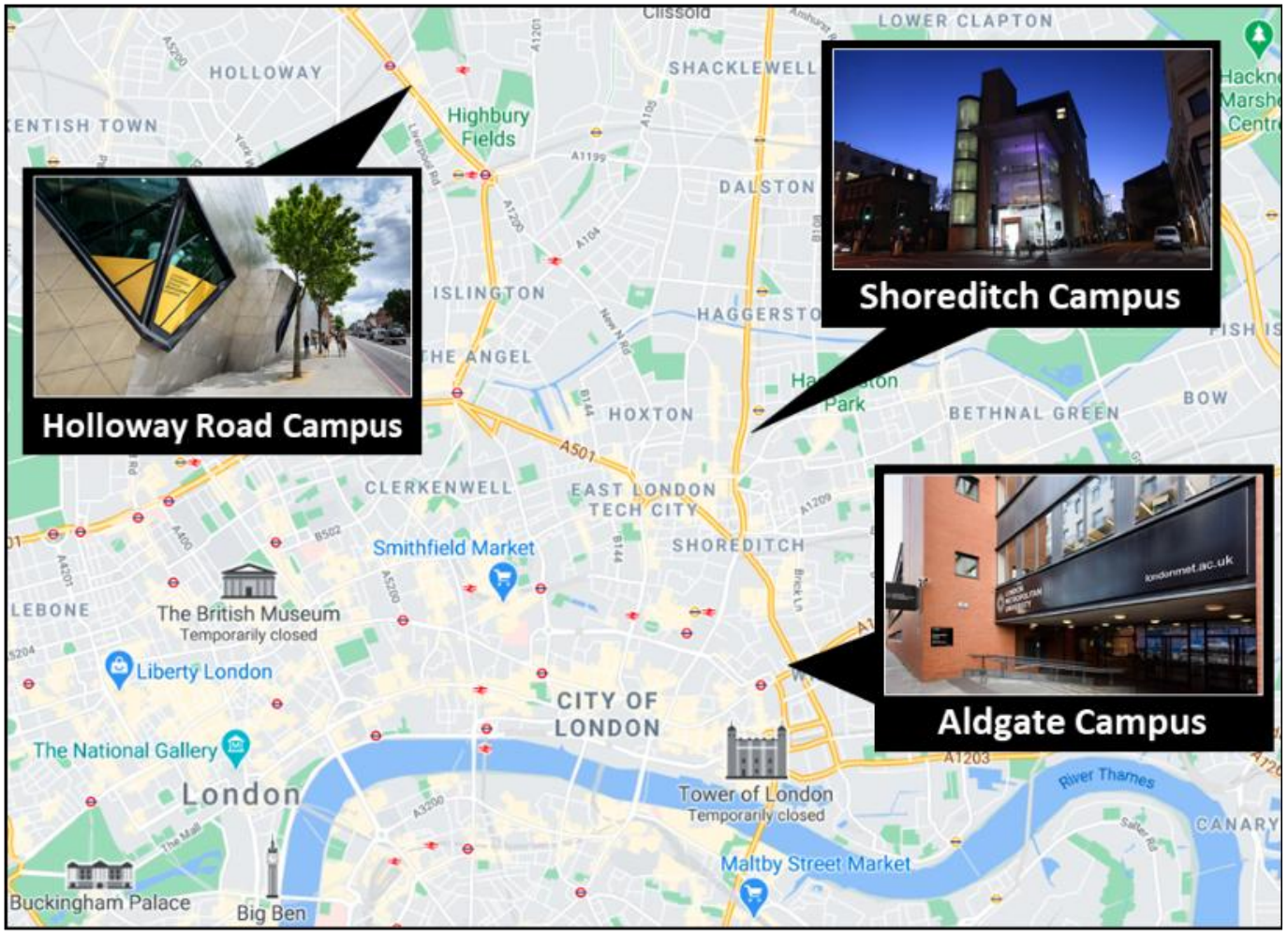


Figure 2: London Met sites across London

Academic Schools

London Met comprises six Academic Schools, each led by a Dean and Deputy Dean (SectionTable 1). Four Schools already demonstrate gender parity within ±10%, reflecting the impact of inclusive recruitment and development practices. Targeted actions within the new Action Plan (**AP26**) will further strengthen representation in the remaining Schools, addressing both staff and student imbalances.

The Schools deliver research and teaching that strongly align with London Met's civic mission, particularly in areas relating to inequality, health, discrimination and community empowerment across London and beyond. 54.7 % of staff and 53.7% of students are female, according to the most recent data (DataTable APX2.3.1, DataTable APX2.1.3).

Academic staff excluding ASLs remain predominantly on indefinite contracts across all years (DataTable APX2.3.1c**)**. In 2019/20, 94.5% of Female and 94.8% of Male academics held indefinite contracts, with FTCs accounting for 5.5% Female and 5.2% Male. In 2024/25, 86.2% for Female and 88.8% for Male, accompanied by an increase in FTCs reaching 13.8% for Female and 11.2% for Male. Including ASLs there are >%F (31.6%) on FTC and Hourly contracts (50.7%) (DataTable APX2.3.1c**)**. Strengthening support for ASLs and improving contractual equity is a core focus (**AP26**).

SectionTable 1: Gender of staff and students in Academic Schools (DataTable APX2.6.5, DataTable APX2.6.7, DataTable APX2.6.1)

Overall/ School	Staff (2024/25)			Students (2023/24)		
	Total	% F	% BAME F	Total	% F	% BAME F
London Met	1509	54.7%	41.5%	13558	61.1%	33.3%
Guildhall School of Business and Law (GSBL)	162	52.5%	44.7%	4336	52.7%	24.3%
School of Art, Architecture and Design (AAD)	208	49.0%	17.6%	1404	65.4%	30.5%
School of the Built Environment (SBEN)	15	33.3%	80.0%	65	21.5%	35.7%
School of Human Sciences (SHSC)	132	56.1%	55.4%	2310	69.8%	35.8%
School of Social Sciences and Professions (SSSP)	212	58.5%	40.3%	3599	79.0%	41.3%
School of Computing and Digital Media (SCDM)	107	32.7%	48.6%	1844	32.8%	26.8%

Benchmarking using HEIDI data against comparator institutions indicates that London Met is distinctive in its higher proportions of BAME academic staff, including both Female and Male academics, with differences ranging from 7.1% to 16.2% above comparator benchmarks (DataTable APX26.12).



School of Art, Architecture and Design



Guildhall School of Business and Law



School of Computing and Digital Media



School of Human Sciences



School of Social Sciences and Professions



School of the Built Environment

Figure 3: London Met research focus by Academic Schools

Researcher development is underpinned by the Concordat and Vitae framework, supported by London Met's centrally coordinated Staff Researcher Development Programme, which provides CPD, mentoring and career pathways for emerging and research-active staff. Ongoing evaluation strengthens an inclusive research culture. Seven units were submitted to REF 2021, with plans to build capacity for REF 2029. The code of practice is being finalised, which includes an outline plan for EDI training associated with REF.

London Met secured an overall Silver rating in the 2023 Teaching Excellence Framework (TEF), recognising high-quality teaching. The panel highlighted strengths in tailored teaching and inclusive practice, reflecting London Met's commitment to equity-driven pedagogy and student support.

London Met's Access and Participation Plan (APP) sets out a whole-provider approach to promoting equality of opportunity for a highly diverse student body, with around 94% of students from under-represented groups. The four-year plan focuses on access, continuation, completion, outcomes and progression, with measurable targets to close gaps, including for Black students, disabled students and those from deprived communities. Interventions include school partnerships, disability support, mentoring, inclusive curriculum approaches and enhanced academic support. Delivery and impact are overseen through joint student-staff governance, supported by financial measures and a robust evaluation framework.

London Met is also committed to advancing gender equity through research. In November 2025, London Met received a Queen Elizabeth Prize for Higher and Further Education, one of only 19 institutions recognised nationally (Figure 4). The award acknowledged the exceptional impact of the University's Child and Woman Abuse Studies Unit, which for nearly four decades, under the leadership of Professor Liz Kelly, has transformed how policymakers, frontline services and institutions understand and respond to violence against women and children.

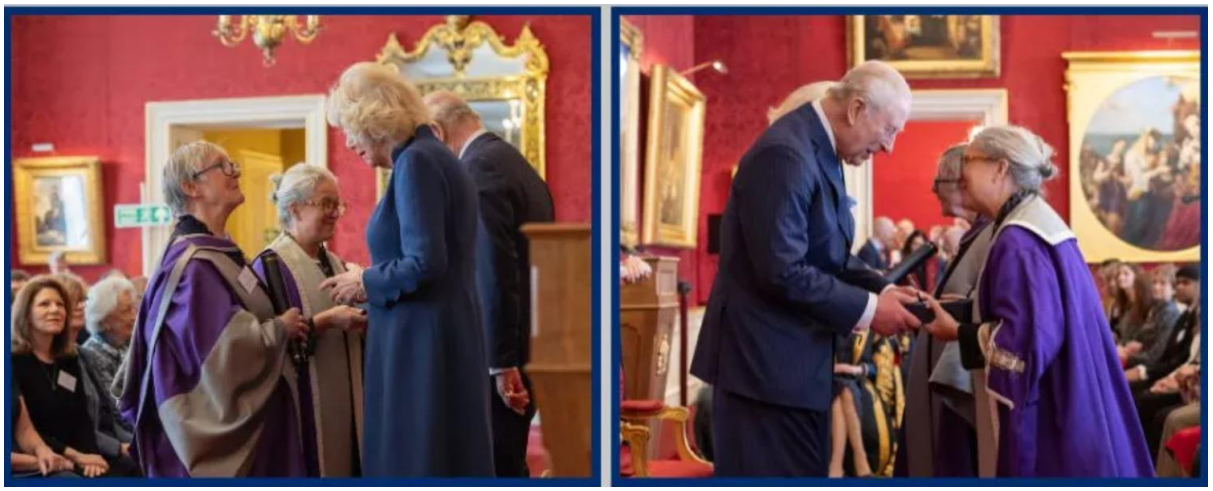


Figure 4: Professor Liz Kelly and Professor Julie Hall receiving the Queen Elizabeth Prize for Higher and Further Education (2025).

CWASU's research has shaped major national and international policy. Examples of this have included the Sexual Offences Act 2003, evaluating the Home Office's 'Support for Migrant Victims' pilot programme (2023), and the rollout of Sexual Assault Referral Centres (2000 onwards). Its work influences policing, legislation and survivor-support frameworks globally. CWASU also established one of Europe's first postgraduate programmes on violence against women and children, which remains highly regarded and has supported the development of practitioners, policy leaders and advocates across the UK and internationally.

An inclusive research culture is central to our mission. The establishment of the Gender and Sexual Diversity Research Group in 2023 supports cross-disciplinary work on gender, sexual diversity and intersectionality, reinforcing our civic mission and commitment to equitable research environments.

The Education for Social Justice Framework (ESJF) continues to shape London Met's teaching and staff development, with 95% of substantive academic staff engaged. Its influence is reflected in national recognition, including five National Teaching Fellowships since 2021 (all awarded to Females) and Collaborative Awards for Teaching Excellence, alongside strong sector contributions from London Met academics. ESJF has also supported major accolades, such as shortlisting for *University of the Year* and *EDI Initiative of the Year* at the 2024 Times Higher Education Awards, achieving first place for Student Value Added in the *Guardian University Guide 2026*, and named runner-up for University of the Year for Social Inclusion in *The Times & Sunday Times Good University Guide 2026*. Together, these achievements demonstrate ESJF's impact on London Met's inclusive and transformative pedagogy.

Professional Services

London Met's central Professional Services (PS) areas includes the following departments:

- Careers and Employability
- Centre for Equity and Inclusion
- Centre for Teaching Enhancement
- Chief Operating Officer's Office (Digital Transformation, Finance, Legal services)
- Deputy Vice-Chancellor / Provost's Office (Including International Support)
- Estates (Including gym staff, Security and Front of House)
- Human Resources & Professional Development
- Information & Technology Services
- International Student Support and Compliance
- Library Services
- Marketing & Communications
- Planning & Insight
- Research Knowledge Exchange and Enterprise
- Student Continuation
- Student Services
- Student Recruitment and Business Development
- Student Zone
- University Secretary's Office
- Vice-Chancellor's Office

In 2024/25, there were 766 members of PS staff, of which 60.8% were Female and 39.2%% were Male (DataTable APX22.4.2), which aligns with benchmarking comparators, which ranges from 62.5%-65.0% (DataTable APX2.6.13)**.** In 2019/2020 PS Females started more likely to be on FTCs compared to 2024/2025 (11.3% to 8.0% and less likely to be on indefinite contracts (70.1%, decreasing to 68.5%) **(**DataTable APX2.5.1**)**.

Governance

London Met has a strengthened and transparent governance framework, providing clear accountability for advancing gender and intersectional equity. The Equality, Equity, Diversity and Inclusion Committee (EEDIC) provides oversight, which receives regular progress updates and provides strategic steer to SLT and ultimately Governors have oversight. Operational delivery is coordinated through the Athena Swan and Race Equality Charter (ASREC) subgroup, bringing together representatives from all Schools, PS, staff networks and students to ensure diverse perspectives inform decision-making.

Sub-committees reporting to the EEDI Committee oversee key areas of CEI activity. Three focus on charter marks and accreditations: ASREC, Stonewall Proud Employers and Disability Confident. The London Met-wide Staff Training Group provides institutional coordination of mandatory and developmental EDI-related training, ensuring consistency, quality and compliance across Schools and PS. The StEPS Task and Finish Group is developing a new Student Pregnancy Policy, and the PHM Sub-committee leads institutional approaches to preventing and responding to harassment and sexual misconduct. An Intersectionality Working Group will be established in 2026 to support delivery of priority targets (**AP26**).

Related Actions, AP26
11. Establish an Intersectionality Working Group to coordinate and embed intersectional practice across the University.

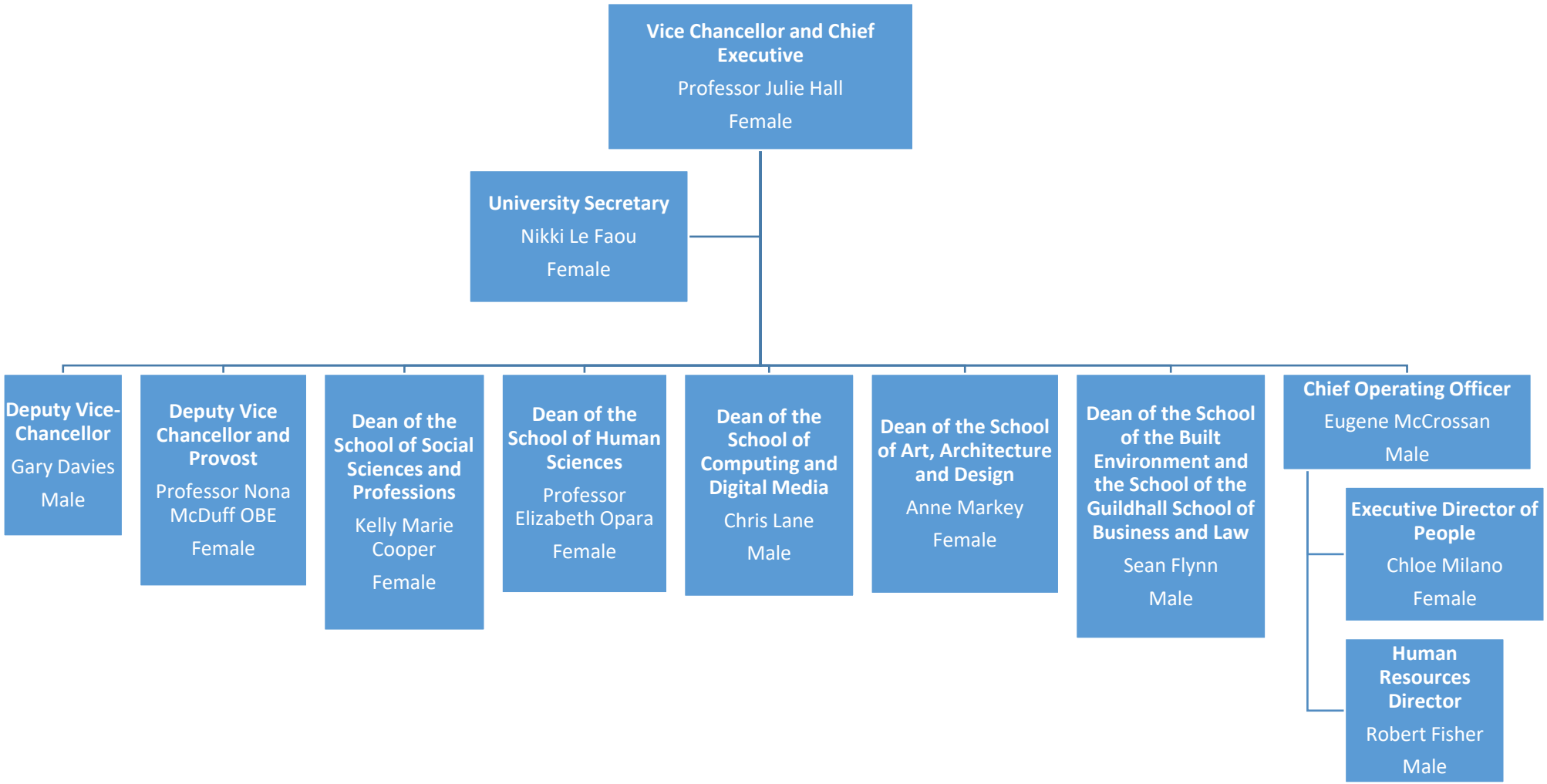


Figure 5: Senior Leadership Team

Staff Networks play a central role in this structure, bringing lived-experience and insight to decision-making through representation on ASREC, EEDIC and related sub-committees. The LGBTQIA+, Global Diversity, disAbility, and Women's Networks are supported by CEI (figure 8). London Met will formalise the role of network leads, improve reporting into governance structures, and enhance cross-network collaboration to support inclusive, transparent and intersectional practice to further strengthen (**AP26**).

Related Actions, AP26
28. To strengthen the influence, recognition and impact of Staff Networks within institutional governance, ensuring their insights inform policy, decision-making and inclusive culture.

Athena Swan Race Equality Charter Sub-committee (ASREC)

The SAT, established in 2019, led the successful 2021 Bronze application. AS governance has been further strengthened and embedded within London Met's formal structures. Oversight is provided by the EEDIC, with delivery coordinated through ASREC. Co-chaired by the Executive Director of People and the Head of Policy and Charter Marks. SectionTable 2 and 3 - demographic information of ASREC and benchmarks against London Met's staff population

SectionTable 2: ASREC Members 2025/26

Photo	Name	Job title	School or Department	Staff Group
No photo	Amaechi Echedolu	Learning and Development Manager	Human Resources & Professional Development	Professional Services
	Dr. Bettina Coleman-Schoels	Principal Lecturer - Head of International Engagement	Guildhall School of Business & Law	Academic
	Brian Tutt	Deputy Dean	School of Social Sciences and Professions	Academic

Photo	Name	Job title	School or Department	Staff Group
	Chloe Milano (Co-chair)	Executive Director of People	Human Resources & Professional Development	Professional Services
	Immy Lawlor (Secretariat)	Policy and Charter Officer	Centre for Equity and Inclusion	Professional Services
	Dr. Katherine Fisher	Senior Lecturer in Physical Chemistry	School of Human Sciences	Academic

Photo	Name	Job title	School or Department	Staff Group
	Kevin Coutinho (Co-chair)	EDI Consultant/Head of Charters and Policy	Centre for Equity and Inclusion	Professional Services
No photo	Ro Tomlin-Wills	Student & Academic Engagement Manager	Centre for Teaching Enhancement	Professional Services
	Rosemary Benson	Head Staff Learning and Development	Human Resources & Professional Development	Professional Services
	Dr. Saher Ahmed	Policy and Charter Marks Manager	Centre for Equity and Inclusion	Professional Services

Photo	Name	Job title	School or Department	Staff Group
	Associate Professor Sharon Lloyd	Deputy Director	Centre for Equity and Inclusion	Professional Services
	Sowmitra Paul	Student/Vice President Equity & Welfare	Students' Union	Student
	Tracey Gormley	Principal HR Adviser (Employee Relations)	Human Resources & Professional Development	Professional Services

Photo	Name	Job title	School or Department	Staff Group
	Professor Úna Louise Fairbrother	Deputy Dean Academic Staff Development	Vice-Chancellor's Office	Academic
	Wilko Luebsen	Evaluation and Insights Lead	Centre for Equity and Inclusion	Professional Services

SectionTable 3: ASREC demographic information

Demographic Information	Results	London Met Staff 2024/25
Gender	70.6% Female 29.4% Male	54.7% Female 45.3% Male (DataTable APX2.6.3)
Ethnicity	41.2% BAME 58.8% White	36.2% BAME 51.1% White 7.3% Not known 0.2% Prefer not to say (DataTable APX2.6.4)
Migratory background	23.5% Yes 41.2% No 35.5% No response	No comparable data
Disabled	23.5% Yes 47.1% No 11.8% Prefer not to say 23.5% No response	19.5% Has a disability (or previously had one) 80.5% Not known (DataTable APX2.6.10)
Caring responsibilities	41.2% Yes 35.3% No 5.9% Prefer not to say 17.6% No response.	No comparable data
LGBTQIA+	64.7% Heterosexual/straight 23.5% LGBTQIA+ 11.8% Prefer not to say	63% Heterosexual/straight 8.3% LGBTQIA+ 24.6% Not known 4.1% Prefer not to say (DataTable APX2.6.9)
Mode of Employment	82.4% Full time 17.6% Part time	58.3% Full time 23.5% Part time 18.0% Zero hours contract (DataTable APX2.6.11)
Staff Group	64.7% Professional Services 29.4% Academic 5.9% Students	50.8% Professional Services 49.2% Academic (DataTable APX2.6.12)

Until 2025, the EEDI Committee oversaw AS activities. In spring 2025 the ASREC was established, which has met regularly since September 2025 to prepare the renewal submission. It will continue to meet twice termly, focused on REC preparatory work and **AP26** delivery. Membership and demographic data are reviewed regularly to ensure workload equity and representation. Termly School and Department briefings and regular ASREC/EEDIC communications will further strengthen transparency and engagement (**AP26**).

Related Actions, AP26
1. To embed robust, transparent and accountable governance structures that ensure sustained progress, clear oversight and institutional ownership of Athena Swan delivery.

Evidence base and consultation

The renewal application draws on a mixed-methods evidence base combining quantitative and qualitative data (Appendices 1 and 2), including:

- HR staff profile data
- Pay gap data
- People Dashboard data (introduced 2023)
- University pulse surveys (2019–2025)
- The 2021 AS survey
- The 2025 CEI Culture Survey (461 respondents, 28.7% participation rate)
- Athena Swan Focus Groups (35 participants)
- Staff networks and consultation activities (2025–2026).

HEIDI data supports external benchmarking (DataTable APX2.6.11-2.6.13)

The HCMS has been implemented and continues to expand in capability. Strengthening data continuity, intersectional analysis and real-time reporting remains a priority (**AP26**), supporting more consistent monitoring and evidence-led decision-making, building on the work in **AP21** (**AP21/S5.1A1, AP21/S5.1A2, AP21/S5.1A10, AP21/S5.2A1, AP21/S5.2A2**).

SectionTable 4: Key milestones

Date	Milestone
2019-2025	University pulse surveys
2021	AS survey
June 2022	Flexible working policy
October 2022	Special Leave: Fertility leave
October 2022	Special Leave: Grandparents' leave
September 2023	Hybrid working policy
2017	Pay gap innovations - ethnicity pay gap
April 2024	Special Leave: Paid carer's leave
November 2025	Staff Network Conference
December 2025	CEI Culture Survey
March 2022	Equality Objectives
February 2026	Athena Swan Focus Groups
March 2026	London Met Equality Objectives 2026-30 and **AP26** approved by SLT

Embedding and sustainability

Departmental SATs will be established across Schools and PS areas in 2026–27, supporting distributed ownership and capacity for a future Silver application. The AP will be regularly reviewed by ASREC to ensure it remains responsive and evidence based (**AP26**).

Related Actions, AP26
3. Establish accountable School-level and Central Professional Services SATs to strengthen EDI delivery and engagement with departmental Athena Swan submissions and action plan delivery. 10. Strengthen intersectional data analysis to inform evidence-based decision-making across staff and student lifecycles, and establish intersectional targets where disparities are identified. 11. Establish an Intersectionality Working Group to coordinate and embed intersectional practice across the University. 12. Optimise the use of Oracle HCM to strengthen monitoring, integration and reporting of EDI data. 22. Establish a centralised system for monitoring and reporting staff completion of mandatory and developmental training to strengthen institutional accountability and compliance.

We enter the next phase of our AS journey with a strong foundation, renewed clarity of purpose and deep institutional commitment. London Met's Equality Objectives reflect the importance we place on advancing gender and intersectional equity, with AS playing a key role in driving this work forward.

The governance, structures and evidence outlined in this section demonstrate that this work is embedded across our culture, strategy and future ambitions. With committed leadership, strengthened data capability and an engaged community, we are well placed to accelerate progress and deliver meaningful, measurable and sustainable change.

Section 2: An evaluation of the university's progress and issues

In Section 2, applicants should evidence how they meet Criteria B and D:

- *progress against the applicant's previously identified priorities has been demonstrated.*
- *evidence-based recognition has been demonstrated of the key issues facing the applicant.*

Recommended word count for section 2: 3000

Actual word count: 3036

Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Guidance

Please provide the most recent iteration of the action plan associated with the university's previous award. Applicants can, if they wish, include a status update column in their RAG-rated action plan (this update is not expected and, if it is included, should be brief and 'factual' - i.e. it should not include any critical commentary on barriers/enablers and learnings – this reflection should be in the main narrative only). Please 'RAG' rate (rate 'red', 'amber' or 'green') the action plan using the following definitions:

+ *Red: No progress was made on this action. For example: The action was never undertaken; the action was started but was permanently discontinued; further work is needed to begin the action or to revise the approach.*

+ *Amber: Partial progress was made on this action. For example: the action has begun but is incomplete; the action was completed but the outcomes or impacts were not as predicted/desired; further work is needed to complete the action or to obtain the desired outcome or impact.*

+ *Green: Good progress was made on this action. For example: the action was completed with outcomes or impacts as (or very close to) predicted/desired; no further work is needed on this action.*

Please provide an overview of the progress achieved in implementing the university's previous action plan. Please describe the methodology of action implementation, evaluation and iteration. Please reflect on actions from the previous action plan that have been rated as amber or red, and any actions which were removed over the course of the award. Please detail how the

university evaluated the success (or otherwise) of actions, and what factors (internal or external to the university) acted as barriers or facilitators to the university's implementation of actions and meeting of success measures. Where challenges to successful implementation were noted, please outline what steps were made to respond to these, and how the action plan was adjusted.
Please describe the main learnings and outcomes from the evaluation of the action plan and consider how the university can apply the learning to ensure an improved implementation of the future action plan, and secure better outcomes or impacts.

Overall Progress and RAG Assessment

AP21, developed under the 2015 framework, focused on academic staff. It comprised of 58 actions, organised into the following sections:

- Section 3 - The self-assessment process
- Section 4 - A picture of the institution
- Section 5.1 - Key career transition points: academic staff
- Section 5.2: Career development: academic staff
- Section 5.3 - Flexible working and managing career breaks
- Section 6 - Supporting trans people

A Gender Equity Development Plan 2022-2025 (GEDP22) (Section 7 in **AP21**) addressed emerging priorities and positive-action initiatives. Although the pandemic and organisational change affected delivery, governance and infrastructure were strengthened. Since 2023, CEI is fully resourced to lead charter-mark activity, with one School preparing to apply by December 2027.
London Met has achieved strong progress across **AP21** -**35 actions (60.3%) are rated Green**, **22 (37.9%) Amber**, **1 (1.7%) Red -** and GEDP22.

The scale of **AP21** contributed to variation in pace, yet many initiatives were successfully launched and embedded (SectionTable 5). Where impact could not be fully evidenced, gaps are now being addressed through the new HCMS, enabling more consistent, intersectional workforce monitoring. These insights have shaped **AP26**, strengthening priorities, accountability and measurable outcomes.

SectionTable 5: Key achievements from AP21

AP21	Achievement	Progress Update
S3A1	Established strengthened AS governance.	• EEDIC established (2024/25). • SAT became ASREC Sub-committee, responsible for charter-marks. • Secured institutional resourcing for three permanent CEI staff for charter work.
S5.3A6	Launch of new and comprehensive updates of all family-friendly policies.	• **Maternity & Adoption Pay:** Increased to **52 weeks' full pay**, qualifying period reduced to 26 weeks (2023). • **Paternity Leave:** Increased **8 weeks** full pay, from 4 (2023). • **Flexible Working (new):** Right to request from **day one** (June 2022); updated to allow **two applications/year** (2024). • **Hybrid Working Policy (new):** Approved and implemented (September 2023). • **Shared Parental Leave:** Updated to reflect enhanced maternity/adoption pay (2023) and new protections (2024). • **Special Leave:** Added paid carer's leave (2024), fertility leave (2022), grandparents' leave (2022) jury service updates (2022). • **Terminology updates across all policies** (2022–2023) to improve gender neutrality and inclusivity.

AP21	Achievement	Progress Update
S4A1 S5.2A7 Multiple examples in section 7	Expansion of career development and mentoring programmes	Strengthened career development pathways for ASLs, academic and PS staff: • ASLs included in MyReview appraisal processes. • Academic staff receive 80 hours/year development (through a comprehensive programme of seminars) through the SRDP, aligned with HR career pathways. • New SLT-commissioned project on teaching staff and pedagogic research. • Expanded mentoring schemes for mid-career, teaching-only and teaching-and-research staff. • Major programmes launched delivered: Aurora, StellarHE, Diversifying Leadership, WHEN Career Accelerator, Stonewall Leadership Programme. • Thrive Winter and Summer Wellbeing programmes expanded supporting skills development, wellbeing, networks and digital skills.
S6A1 S6A2 S7A11 S7A13	Expanded EDI-related education and awareness.	• LGBTQIA+ inclusion added to mandatory courses. • Awareness initiatives introduced on menopause, pregnancy loss, neonatal care and disability. • Induction processes updated, including EDI briefing, Dignity at Work, unconscious bias, pronoun awareness, inclusive language and trans awareness. • EDI briefing, Unconscious bias, Dignity at work, Safeguarding in

AP21	Achievement	Progress Update
		place well before AP21.
S5.1A5	Mandatory training for recruitment and selection in track	• Challenging Unconscious Bias, Recruitment & Selection Essentials training, EDI briefing. • Condition E6 Student Harassment and Sexual Misconduct training. • Equality Impact Analysis training. • Disability awareness training and implementing reasonable adjustments.
S5.1A6	Strengthened induction and compliance processes.	• All new starters must complete EDI, Unconscious Bias/Dignity at Work modules, safeguarding, during probation. • Integration into the HCMS ensures monitoring and compliance.
AP21/S5.1A1, AP21/S5.1A2, AP21/S5.1A4, AP21/S5.1A10, AP21/S5.2A1, AP21/S5.2A2	Significant investment in a new integrated staff information Human Capital Management Systems (HCMS) to support the provision of timely and relevant monitoring.	• This system became available from 2024 and will enable future developments AP26.

Amber-rated actions: progress with limitations

22 Amber actions reflect meaningful but incomplete progress. In most cases, activities began and were embedded, but full impact could not be evidenced.

Data infrastructure and systems change

Strengthening London Met's data infrastructure is improving consistency, but legacy system limitations previously constrained actions requiring monitoring. This affected training completion (AP21/S5.2A1–A2), recruitment monitoring across all stages (AP21/S5.1A1–A4), workload allocation, and exit-interview data (AP21/S4A2) (note we are still building the recruitment data capabilities).

The phased introduction of the HCMS also caused short-term disruption to reporting on appraisal, training and recruitment data (AP21/S5.2A4), AP21/S5.1A5–A6,

AP21/S5.3A1-A6). However, the new system provides more consistent monitoring, improved data quality and more effective AP delivery. These lessons have informed AP26.

Red-rated action and barriers to delivery

One AP21 action was rated **Red**, concerning School/Departmental engagement/submissions. This barrier has been substantially addressed with the new HCMS, which is now an institutional enabler. AP26 contains a VC endorsed action with clearer governance, stronger accountability and robust data structures to deliver this goal.

Learning and Reflection Since Bronze

ASREC's AP21 progress review highlights the need to embed equality work more consistently within governance, operational processes and leadership accountability (Priority A).

AP26 aligns activity with London Met's wider EDI architecture, including REC, staff networks, the People and CEI Strategies.

AP21 Previous Action Plan

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ /Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
Section 3: The self-assessment process (actions relate to section 3 of submission)									
S3A1	Ensure a balanced SAT representation of all genders and career stages.	SAT is 67% Female. SAT is 20% early career, 70% mid-career, and 10% established career.	Ensure that, when SAT members come to the end of their period of office, gender and career stage are considered when recruiting replacements.	SAT Chair	Jun 2021 to Jun 2023	Gender balance of SAT is 45% Male to 55% Female. Membership includes between 25% and 40% of each career stage.	New EEDI Committee formed in 24/25	**A**	**G**
S3A2	Establish an annual review of AWAM, allocating no fewer than 50 hours per annum for SAT members and in excess of 50 hours per annum for section leads, authors, and department application leads.	Consultation showed 50 hours per annum to be insufficient for section leads and authors.	Establish an annual review of workload for Athena Swan work to feed into the AWAM. Ensure that realistic workload allocations are given to SAT members section leads, and authors. Furthermore, ensure that Departmental Athena Swan leads are given allocations in line with the work required, recognising that more work is required when preparing a submission.	SAT Chair	Jun 2021 to Jun 2023	Annual review of Athena Swan workload established. Ordinary SAT members assigned at least 50 hours in the AWAM. Section leads and authors feedback that they are given realistic allowances of at least 50 hours. Departmental leads allowances agreed and adjusted following each review.	AWAM model is being reviewed.	**A**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S3A3	Arrange, when roles are rotated or members leave, for a handover period of one month to smoothly transfer responsibilities.	To allow an efficient transition, it is seen as sensible to establish a hand over period for SAT members.	Include in the SAT's ToR handover periods for one month for staff members.	SAT Chair	Jun 2021 to Jun 2023	Handover periods of one month included in the SAT terms of reference.	Obsolete for the previous SAT. Under the new governance, this has been included in the ASREC ToR.	**A**	**G**
S3A4	Form an implementation group with the Centre for Equity and Inclusion (CEI), which has formal responsibility for oversight of the delivery of our action plan and monitoring and informing on action plan implementation, supporting the CEI in its delivery and reporting to SAT.	To ensure that the Action Plan is implemented.	Form an Action Plan Implementation Group (APIG) and produce ToRs, showing APIG reporting to the SAT. Membership to comprise of existing SAT members; Department Application Leads; Staff Network Representatives; and additional membership, as required.	SAT Chair	Jun 2021 to Dec 2021	APIG established and ToR written and approved. Members appointed and a meeting scheduled set up.	Obsolete for the previous SAT. These responsibilities have been transferred to ASREC and overseen by the new EEDI Committee.	**A**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S3A5	Establish SATs within all Schools and Departments, supporting Department Application Leads.	As part of London Met's plans for departmental Athena Swan applications, it is important that departments set up SATs and agree on submission timetables.	All schools and departments to set up SATs. Introduction to Athena Swan training to be run for the newly established SATs.	SAT Chair	Jun 2021 to Dec 2022	All departments have SATs in place and have agreed on their terms of reference. A training session run for SAT members.	This has not been progressed but will be a priority in the renewal application. Embedding AS and Intersectionality will be the focus of the CEI team and will be a priority in the new action plan.	**A**	**R**
S3A6	Review and update the Action Plan annually, reporting progress and outcomes to the SLT and governors.	It is important to keep the Action Plan up to date and relevant.	1. Establish an annual review of the Action Plan whereby completed actions are removed, timescales are updated, and any new actions required are added. Publish a new version of the Action Plan and produce a progress report for SLT and governors. 2. Establish an annual business schedule for Athena Swan business	SAT Secretary	1. Jun 2021 to Jun 2023 2. Jun 2021 to Dec 2021	1. Annual Action Plan reviews in place. Progress reports sent to SLT and governors annually. 2. Athena Swan Annual Business schedule produced. All regular Athena Swan related activities included in schedule. Schedule used to inform SAT meeting	To be taken forward under the new governance processes. 1. Regular reviews of the Action Plan have occurred. This will be integrated into the EEDI committee governance	**A**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			which includes all regular Athena Swan-related activities including the Annual Action Plan review. Use the schedule to inform SAT meeting agenda.			agenda. Annual Action Plan review included in schedule.	report, annual calendar of activities, annual report to SLT and board. 2. Progress on gender equality and wider inclusion regularly communicated.		
S3A7	Establish regular communication with staff to publicise Athena Swan.	It is important to ensure that all staff are aware of London Met's Athena Swan work.	1. Update all staff, biannually, on institutional progress and school/departmental applications via our Athena Swan intranet page and all-staff newsletter 2. Update our EDI webpages to include the Athena Swan application, action plan, biannual updates, and school/department applications. Responsibility for	1. CEI 2. HR communications	1. Jun 2021 to Jun 2023 2. Jun 2021 to Jun 2022	Biannual updates to staff in place. 1. Responsibility for updating EDI webpages with Athena Swan information agreed. 2. EDI webpages updated to include the Athena Swan application, action plan, biannual updates, and school/department applications.	An engagement plan has been developed for our charter mark activity. 1. The university application has been publicised, but school level submissions have not yet	**A**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ⁄Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			updating the EDI webpages delegated.				been mobilised. 2. Our EDI and CEI pages to be updated and refreshed.		
S3A8	Run the Athena Swan survey and follow-up focus groups every two years.	There is a need to track staff views and collect data on the impact of actions taken.	Review and modify the Athena Swan survey and run the survey every two years. Run follow-up focus groups as a follow-up.	SAT, CEI and HR	Jan 2023 to May 2025	Survey schedule included in Athena Swan Annual Business schedule showing plans to run every two years. Survey runs with at least 60% response rate from all staff groups, and follow-up focus groups run, as necessary.	We have run regular HR pulse surveys, CEI Culture survey and targeted focus groups.	**A**	**G**
Section 4 - A picture of the institution									
S4A1	Offer annual development reviews for Associate Lecturers (ASLs).	Focus groups highlighted gaps in appraisal provisions for ASLs, in that they are not currently included in	1. Ensure that the appraisal process and guidance are adjusted so that it is fit for purpose for ASLs. 2. Offer ASLs the chance to participate in MyReview.	1. SAT Secretary 2. SAT Secretary 3. SAT Secretary	1. Jan 2022 to Jun 2022 2. Sep 2022 to Sep 2024	1. MyReview users report improvement in user guidance and experience of performance review process. They report demonstrable	Positive action training has been approved and includes gender specific initiatives.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		centralised appraisal mechanisms (MyReview).	3. Consultation with ASLs concerning career development support.		3. Sep 2024 Dec 2024	impact on their performance and career development conversations. 2. All ASLs offered the chance to participate in MyReview. Obtain feedback from ASLs confirm that ASLs are offered the chance to participate in performance review conversations. 3. ASLs using MyReview report positive user experience and impact on career / professional development.	1. ASLs are now part of regular appraisal processes. 2. Being refreshed and underway. 3. To be part of our new action plan.		
S4A2	Improve exit interview completion rates.	12.5% of all staff complete exit interviews.	1. Improve the process for offering Exit Interviews to leavers to improve the take-up rate. 2. Improve data so that we have sufficient data to interrogate and spot the trends and fix	1. SAT Secretary 2. SAT Secretary	1. Sep 2021 to Sep 2024 2. Sep 2021 to Sep 2024	1. The take-up rate for exit interview increases to 75%. Offer option to speak with non-line manager. Explore other ideas via SAT.	Exit interview process to be integrated into the new system.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			issues where they exist. Org. culture issues.			Not Met Temps, Casuals or ASLs because of how they leave. No formal acknowledgement at the point of leaving. 2. Focus on substantive. As systems develop, this could change. e-survey route. Embed exit process in recruitment training. Check webpage about this – Leaver's checklist. Check the questions on the exit interview. Links to themes in wider staff survey.			
Section 5.1 - Key career transition points: academic staff									

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S5.1A1	Develop the online e-recruitment system to capture applicant data at all stages.	London Mets recruitment system does not track all stages of the recruitment process, meaning we can only compare application and appointment stages.	Develop the online e-recruitment system to: - Automatically capture applicant data at all recruitment stages -3-year plan. - Link applicant shortlist, interview, and appointment data clearly to the vacancy applied for to enable clearer analysis and reporting.	SAT Secretary	September 2022 - 2025	Recruitment system updated and reports produced showing numbers of women and men at all recruitment stages for each vacancy. The system needs replacing – on the list of priority purchasing.	The recruitment data has not yet been built out in the new HR system. We will utilise the new system to capture enhanced data.	**D**	**G**
S5.1A2	Ensure equal representation of ethnicities on selection panels.	Of the survey respondents who had sat on selection panels, 77.6% of men and 62.7% of women reporting that these always represented men and women. Also, survey data show White staff were most likely to sit on selection panels with BAME women	1. Proactively encourage staff, and BAME women in particular, to undertake recruitment training. 2. Remind recruiting managers and school/departmental heads that recruitment panels should reflect the diversity in their departments, that they must include women and men, and that BAME women are generally underrepresented.	1. HR 2. HR 3. Director of the Centre for Equity and Inclusion	1. Jun 2021 to Dec 2022 2. Sep 2021 to Sep 2022 3. Sep 2022 to Mar 2023	At least 50% of White and BAME women staff have undertaken recruitment training and are qualified to serve on recruitment panels. Add some brief information about Recruitment and Selection essentials; Recruitment training; policy; and representative panels etc.	Mandatory training includes inclusive recruitment training. Recruitment & Selection Policy has been updated. Training has been refreshed.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		particularly underrepresented. 28% of BAME women staff have served on selection panels compared to 45% of White women, and 42% of BAME men compared to 48% of White men.	3. Monitor the composition of recruitment panels and assess how representative they are. This may need to be part of HR system specification.			CPED – recruitment briefings. Schedule for HR team. HoDs reminded that panels should reflect the diversity of their departments and that they must include women and men. Recruitment panels reflect the diversity of London Met: proportions of White and BAME men and women involved in recruitment panels are all within 10% of each other, and all panels contain women and men. Record of who is on the panel is not available yet			

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S5.1A3	Update job advertisement templates.	Focus groups felt that adding information about staff networks, parental leave enhancements, and flexible working to job adverts would attract more applicants from underrepresented groups.	Update job advertisement templates with information about: - Staff networks. - Parental leave enhancements - Flexible working - Career pathways	SAT Secretary HR	Jun 2021 to Jun 2022	Job advertisement templates updated to include more information to attract applications from underrepresented groups. Jobs pages need to be updated to better reflect what makes London Met a good place to work. Check webpages on benefits of working at London Met. Detailed application submission guidance on our webpages to enable applicants to submit quality applications.	Job templates updated and under review. Creating job descriptions and advertising has been updated and is under review.	Not taking forward	**G**
S5.1A4	Ensure that only candidates who have submitted EDI statements are	The recruitment system advances candidates with no EDI statement.	Amend the recruitment system to make sure that only candidates who have submitted the EDI statement are able to be shortlisted.	SAT Secretary	Jun 2021 to Dec 2021	The recruitment system has changed. No candidates without an EDI statement are shortlisted, with	This has been completed. Modified to inclusivity	Not taking forward	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
	shortlisted for interview.	Consultation with recruiting academics and managers shows applicants with no EDI statement are routinely interviewed.				a reminder for candidate. . All job documents have the requirements listed. Refresh of the recruitment guidance and training. Add column to shortlist matrix. Add note on shortlisting email. HoS and Directors mandate no statement/no shortlist.	statements for 2026		
S5.1A5	Ensure that anyone involved in recruitment and selection completes relevant training.	Of the survey respondents who have served on recruitment panels, just 45.0% of men and 48.8% of women reported receiving recruitment	Establish a system to check whether members selected to serve on selection panels have undertaken recruitment and selection, and unconscious bias training.	HR	Sep 2021 to Dec 2022	System of checking training status in place. Recruitment and selection, and unconscious bias for panels. Panel letter guidance.	On track and taken forward into new action plan.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		and selection training.				Data to understand at-risk groups, potentially creating an equity dashboard.			
S5.1A6	Ensure all new starters complete compulsory training regardless of past experience.	Three essential EDI modules, introduced in 2019, form part of our induction process. Completion rates of relevant staff show non-completion of these modules with a need for academics and PSD men especially to improve completion. Modules were perceived as unnecessary when overlapping with prior experience or training; completing	Introduce a process whereby all new starters are reminded to complete Equality and Diversity Briefing, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules during the probationary period, and are not signed off as having completed their probation until the compulsory training is completed. New starters will be told they need to complete these modules irrespective of their past experiences.	HR	Sep 2021 to Sep 2022	All new starters complete Equality and Diversity Briefing, Challenging Unconscious Bias, and Dignity at Work modules before completing their probation. There are 8 modules on mandatory e-learning that provide the essentials.	This is now in place.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		modules taken during previous employment was not seen as an efficient use of time.							
S5.1A7	Ensure all new starters gain access to, and complete, all necessary induction resources.	Survey results for new starters show that, although men and women were equally likely to receive an induction, experiences and perceptions vary. We must ensure induction resources are consistently used by all new starters.	1.Develop comprehensive induction checklists for use in academic and PSD, listing all the induction activities that staff need to undertake. Checklists should be signed by new starters and their line managers when the full induction process is completed. HR to collate the completed checklists. 2. Assess the effect of the introduction of induction checklists.	1. HR 2. HR	1. Sep 2021 to Mar 2022 2. Sep 2021 to Mar 2022	1. Induction checklists produced and process in place to chase non-completers. 2. Analysis shows that all new starters complete the full induction process within six months of starting.	Induction journey in place. Academic Induction Guide developed and deployed in MyView Learning.	**D**	**G**
S5.1A8	Remove the restriction that promotion re-applications are only considered two years after an	Re-applications for promotion are only considered two years after an unsuccessful application.	Change promotion regulation to allow staff to apply the year after an unsuccessful application.	SAT Chair with PVC Research	Sep 2021 to Sep 2022	Promotion regulations changed to allow staff to apply for promotion every year, whether they were unsuccessful the previous year.	We will review promotions data, information, and processes.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
	unsuccessful application.	This is likely to discourage capable and worthy candidates from initially applying for fear of being prevented from reapplying.							
S5.1A9	Improve communications about promotions, including highlighting support available early in the process.	Survey data showed few academics perceived promotions rounds as fair or transparent. Focus groups reinforced this, adding that communication was close to application deadlines, and that guidance can be hard to find and interpret.	1. Publish a roadmap for promotions three months before academic promotions deadline each year. Include promotions timeline and signpost available development and support opportunities. 2. Ensure that MyReview guidance and paperwork for academics is modified such that discussion of preparation and readiness for promotion is an integral part of the discussion. Ensure that all line managers are briefed on the changes and modify	1. SAT Chair with PVC Research 2. CPED 3. HR	1. Sep 2021 to Sep 2023 2. Sep 2021 to Sep 2023 3. Jan 2023 to Jun 2023	1. All promotion rounds are announced at least three months in advance along with a roadmap highlighting available development and support opportunities. 2. MyReview guidance and training modified to include discussion of preparation and readiness for promotion. 3. At least 80% of staff report that communications about promotion	Suite of development opportunities available. New guidance written. New Oracle MyReview system has been introduced. Included question on promotion process in CEI survey.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			appraisee and appraiser training. 3. Collect feedback from staff on communication about the promotions process via the Athena SWAN survey.			rounds are timely and that their MyReview explicitly covers preparation and readiness for promotion.			
S5.1A10	Review the promotion criteria to ensure that they are fit for purpose, particularly for those seeking promotion from senior lecturer on the teaching-only pathway.	Many staff were transferred to the teaching-only pathway in 2018/19. Promotion success rates are low for women and men, and application rates are low for part-time staff.	1.Review the promotion criteria, particularly for the teaching-only pathway to ensure that they: - reflect the achievements that teaching-only staff can realistically achieve. - consider part-time working and career breaks. 2. Publish and publicise a revised set of promotion criteria. Update guidance and ensure that all line managers are thoroughly briefed. Arrange workshops well in advance of the next promotion round.	1. SAT Chair with PVC Research 2. HR 3. HR	1. Sep 2021 to Sep 2022 2. Sep 2022 to Mar 2023 3. Sep 2025 to Dec 2025	1. Review of promotions criteria completed, and criteria revised. 2. Revised criteria and revised guidance produced and published. Line manager briefed. Promotions workshops run six months before the next scheduled promotion round. 3. Application rates for full time and part time senior lecturers both at least 10% of eligible staff with no	We will review the status of this with HR. Promotion briefings offered to interested staff. See updates above regarding promotions.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			3. Review the promotion data to assess the effects of the changes to the promotions criteria.			significant gender differences. Success rates for all groups are at least 60%.			
Section 5.2: Career development: academic staff									
S5.2A1	Implement a centralised system for logging staff completion of training.	No centralised system exists for monitoring the take-up and impact of training, rather several informal systems are in place.	Develop a system for logging the take-up of training by staff. Ensure system can output reports required for Athena Swan submissions.	SAT CPED member with SAT members.	Jan 2022 to Jun 2023	System delivered for recording and reporting on staff uptake of training.	The new system will enable this.	**C**	**G**
S5.2A2	Achieve full completion by all substantive staff of Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules.	E-learning modules are accessed via our MyDevelopment portal. A snapshot of Academic's completion rates from 2019/20 show uptake to be low. Consultation with staff showed that workload often	Brief HoDs that it is a requirement that all staff take Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules. Send reminder as required to ensure that all staff undertake the training.	Director of the Centre for Equity and Inclusion with SAT CPED member	Jan 2022 to Dec 2023	Data show that all staff have undertaken Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules.	We will develop a data collection and analysis process to monitor. All data has been migrated to MyView. Completion rates in some areas are low – will take	**C**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		meant training is not prioritised.					forward in new action plan.		
S5.2A3	Improve signposting and access to academic training.	Relatively low proportions of staff report that they can get the training and development they need to do their job (40% Women and 45% Men) or that they have the right opportunities to learn and grow at work (39% Women and 54% Men).	1.Hold focus groups with staff to establish how the training offer can be improved. Subject coverage and availability of training to be considered. Produce report based on feedback making recommendations for improving the training offer. 2. Update the training provision in line with recommendations. 3. Use Athena Swan survey to assess effect of training changes on staff views.	1. SAT members 2. SAT CPED member 3. SAT members	1. Sep 2022 to March 2023 2. Apr 2023 to Sep 2024 3. Jan 2025 to Jun 2025	1. Four focus groups were held with a diversity of staff. At least 24 staff participated. 2. Changes to training provision implemented. 3. At least 65% of women and men staff report that they can get the training and development they need to do their job and that they have the right opportunities to learn and grow at work.	As above Report on findings produced with recommendations for improving the training offer. Report presented to the SAT and the SLT. Changes to training provision approved.	**D**	**A**
S5.2A4	Ensure all MyReviews are finalised before year end.	An unknown number of MyReviews are lost each year due to not being finalised. This means there is no reliable data	1. Implement a system of reminders for incomplete MyReviews. 2. Brief HoDs as to their responsibilities to ensure that line managers and staff	SAT Secretary	Sep 2021 to Sep 2023	Completion rate for My Review increases to at least 95% (TBC – explore this with staff).		**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		regarding MyReview completion rates. Survey data shows reported completion rates to be between 68%-80%.	complete the My Review process.						
S5.2A5	Introduce mandatory MyReview training for all reviewers and advisory training for all reviewees.	Although promotion and work/life balance should be discussed during MyReview, survey data shows academics' experiences to be inconsistent with men generally reporting a better quality of review than women Only 35% of Male and 15% of Female academics believe that MyReview is	1. Revise training for managers on MyReview. Training to cover all the required elements including promotion and work/life balance. Require all those conducting MyReviews to undertake training at least every three years. 2. Assess the take-up of training. 3. Assess staff view on MyReview using the Athena Swan survey.	1. SAT CPED member 2. SAT CPED member 3. SAT Secretary and SAT members	1. Jan 2022 to Jun 2022 2. Jun 2022 to Dec 2022 3. Jan 2023 to Jun 2023	1. Training for managers on MyReview revised and requirement introduced that managers are required to undertake the new training and subsequently take refresher training every three years. 2. Data confirms that all managers have undertaken revised MyReview training. 3. At least 70% of women and men report believing that	This target set and then we moved into the project. Refreshed the programme to "Confident manager" Series. Introduced "Managers' Leadership Forum" in Jan 2026	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		supported with appropriate training.							
S5.2A6	Devise a research section to MyReview for academics who are, or who want to be, research active.	Focus groups' feedback was that appraisals were not always sufficiently developmental, especially concerning research. Research is not a sufficiently important focus during MyReview, especially for academics eager to gain more research experience who receive little research guidance when a non-research active manager completes their review.	1.Devise and implement an optional research section for MyReview for staff who are, or are seeking to be, research active. If necessary, organise for the research MyReview to be overseen by a research active line manager. 2. Assess staff attitudes to the research section of MyReview using a focus group.	1. SAT Secretary and SAT members with input from PVC Research 2. SAT members	Sep 2023 to Sep 2025	1. Research section for MyReview was devised and introduced. Line managers qualified to deliver the research section identified and paired with staff wishing to undergo the research section. 2. A focus group held with at least 8 research active participants from across London Met. The consensus is that the changes made to MyReview now means that there is sufficient focus on research.	We have enhanced the reviewee feedback section of MyReview.	**C**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S5.3A	Improve provision of, and access to, research career development support including signposting to research opportunities, research mentoring, and targeted mid-career mentoring.	Survey data shows 61% of academic women and 46% of academic men report not having appropriate development opportunities at London Met. Focus groups highlight limited progression without research experience, and that research support is hard to access. Uptake is low amongst academics of mentoring although mentoring schemes were seen as suitable for early careers, rather than middle or	1. Design and implement a mentoring scheme specifically aimed at: - Teaching and research contract staff who wish to develop their research. - Mid-career teaching only staff who are looking to develop their case for promotion. - Ensure mentors are recruited and trained and paired with mentees for a pilot phase followed by a full roll out. 2. Use the Athena Swan survey and follow-up focus groups to assess staff attitudes towards the new mentoring scheme.	1. SAT CPED member 2. SAT Secretary and SAT members	1. Sep 2021 to Sep 2023 2. Jan 2025 to Jun 2025	1. Mentoring scheme for teaching and research staff and mid-career teaching-only staff designed and implemented with at least 20 mentors recruited and trained for the pilot phase. For the pilot phase, at least 20 mentees were involved. For the roll out phase, at least 40 mentor-mentee pairing in operation. 2. At least 75% of women and men report having appropriate development opportunities.	We will review this with the Research Office and also consider ECRs, providing development opportunities and a career pipeline.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		established careers, and mentoring places reported as limited.							
	Section 5.3 - Flexible working and managing career breaks								
S5.3A1	Provide parental leave implementation training for line managers, including a pre-leave checklist completed with staff member and HR.	49% of academic women who have taken maternity leave reported feeling supported. Focus group feedback showed that managers were inconsistently equipped to manage parental leave processes.	1. Develop a checklist for staff and line managers setting out everything that needs to be completed and covered when preparing for maternity leave. 2. Develop and launch an online training course on managing staff preparing for maternity leave. Course also to cover use of the preparing for maternity leave checklist. Ensure all managers take the course and encourage those who are managing staff who are pregnant to retake the course as a refresher.	SAT Secretary and SAT members SAT CPED member SAT CPED member and SAT members	Sep 2021 to Mar 2022 Jan 2022 to Dec 2022 Jan 2024 to Jun 2024	1. Checklist developed and in use. 2. Online course on managing staff preparing for maternity leave developed and launched. All line managers undertake course. 3. Focus group feedback is that maternity leave preparation is well managed and that the preparing for maternity checklist is universally used.	This will be reviewed and feedback collected. There is now a maternity journey on MyView.	**C**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			3. Assess effects of training course and checklist by holding focus group with staff recently returned from maternity leave.						
S5.3A2	Remind Deans, HoDs and line managers that staff on parental leave should not be asked to carry out any work.	Staff report that they were frequently contacted whilst on leave to arrange holiday dates and administrative tasks, meaning work email had to be checked whilst on leave.	Circulate reminder to HoDs that staff on parental leave should not be contacted concerning work matters. Include this in the training course on managing staff preparing for maternity leave.	SAT Secretary	Jun 2021 to Dec 2022	Reminder circulated and information on contacting staff during leave included in the training course on managing staff preparing for maternity leave.	Reminder circulated.	**C**	**G**
S5.3A3	Establish a buddy/mentor scheme for staff on parental leave.	Focus group feedback suggested that staff on parental leave would benefit from more support.	1. In conjunction with the Women's Network, establish a buddy/mentor scheme for staff preparation for maternity/adoption leave. The role of the buddy will be to maintain contact before, during and for a period after maternity leave.	1. SAT Women's Network member and SAT CPED member 2. SAT CPED member	1. Sep 2021 to Sep 2023 2. Jan 2024 to Jun 2024	1. Buddy mentor scheme launched in conjunction with the Women's Network.	To develop further and consider in the new action plan.	**C**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			Offer all staff preparing for maternity leave the chance to participate. 2. Assess effects of training course and checklist by holding focus group with staff recently returned from maternity leave.	and SAT members		All those preparing for maternity leave offered a buddy/mentor. 2. Focus group feedback is that all preparing for maternity leave were offered a buddy/mentor once they had officially informed London Met that they were pregnant.			
S5.3A4	Improve return to work processes for staff.	Less than half (46%) of academic women reported feeling appropriately supported on their return to work. The return-to-work rate for PSD staff is just 65% and 14% leave within 6 months.	1. Routinely offer flexible working options to returners as permanent or temporary options before a staff member returns to work. 2. Temporarily reduce teaching allocations for academic staff returners for a 12-month period. 3. Ensure that maternity leave is accounted for in MyReview.	1. SAT Secretary 2. SAT Secretary 3. SAT CPED member 4. SAT CPED member 5. SAT Secretary 6. SAT members	1. Jan 2022 to Jan 2024 2. Jan 2022 to Jan 2024 3. Jan 2022 to Jan 2024 4. Jan 2022 to Jan 2024	1. Flexible working options are routinely offered to staff before they return to work. 2. Academic staff returners teaching allocation reduced for a 12-month period. 3. MyReview dates are scheduled in agreement with each returning staff member.	This currently done on a more ad hoc basis and needs to be developed further.	**C**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			4. Scheduling MyReview dates in agreement with each returning staff member. 5. Line managers to hold monthly check-in meetings with returners for the first six months. 6. Assess effects of the changes made by holding focus group with staff recently returned from maternity leave		5. Jan 2022 to Jan 2024 6. Jan 2022 to Jan 2024	4. Monthly check-in meetings held with returners. Staff report that support for returners has improved and that staff are routinely offered flexible working, maternity leave is accounted for in My Review, MyReview dates are scheduled in agreement with each returning staff member, and monthly check-in meetings were held with line managers. Also, for academic staff, teaching allocations are reduced.			
S5.3A5	Introduce a centralised system to track flexible working requests and their outcome by employees.	No centralised system exists for recording flexible working requests or authorisations, so no reliable data exists.	Devise and build a central system for recording formal flexible working requests and whether requests were granted. Ensure reports are available for Athena Swan SATs.	SAT Secretary	Jan 2022 to Jan 2024	System in place to record flexible working requests and their outcomes. Reports available for Athena SATs.	To be considered in the new action plan. The new system will facilitate this.	**D**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S5.3A6	Raise awareness of flexible working arrangements and reduce negative perceptions of flexible working.	Focus group consultation showed low awareness to be a barrier to requesting and implementing flexible working. Up to 40% of academics believe flexible working to negatively impact career progression.	1. Prepare a briefing video to explain flexible working options; the process of applying for flexible working and to reiterate that flexible working does not affect career progression. Include viewing the video as part of induction and encourage all other staff to view it. 2. Use the Athena Swan survey to assess changes to staff views on flexible working.	1. SAT CPED member 2. SAT Secretary and SAT members	1. Sep 2022 to Sep 2024 2. Jan 2025 to Jun 2025	1. Video prepared and included as part of the induction process. 2. Data show that at least 75% of staff have accessed and viewed the video. At least 75% of academic and PSD staff agreed that they are aware of flexible working options and that working flexibly does not negatively affect career progression.	To be part of a journey on MyView. Emphasis on commitment to flexible working in the People Strategy. Policies launched and updated, further guidance in 2026. Supporting comms and carers and disability passports.	**C**	**A**
S5.3A7	Make flexible working requests available from the first day of employment.	Staff cannot make flexible working requests until they have over six months of continuous employment.	Change terms of employment so that staff can make flexible working requests from the first day of employment.	HR and Trade Unions	Jun 2021 to Dec 2022	Changes to terms of employment made so that staff can make flexible working requests from the first day of employment.	Introduced this in June 2022.	**C**	**G**
S5.3A8	Establish a focus group to investigate and advise on a review of support for parents with	London Met has no direct childcare provision. Support is currently via the	1. Set up a focus group to examine London Met's childcare provision and make proposals for changes / improvements.	1. SAT Secretary and SAT members 2. SAT Secretary	1. Sep 2023 to Jun 2024 2. Jan 2025 to	1. Focus group set up and report produced making recommendation for improvements to London Met's childcare provision.		**IIIC**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
	childcare responsibilities .	government childcare voucher scheme.	2. Assess staff opinion of childcare provisions following changes using the Athena Swan survey.	and SAT members	Jun 2025	Recommendations presented to the Senior Leadership team. 2. At least 75% of staff with childcare responsibilities agreed that London Met's childcare provision fulfil their needs.	Improvements in parental leave.		
S5.4A1	Establish core work hours within which meetings should aim to be held. Consider the availability of part-time staff when planning meetings.	53% of full-time and 50% of part-time academics agree that meetings are held at times which make it easy to attend.	1. Set a core hours policy to define the hours within which meetings should be held (e.g. 10 am to 4 pm) and publicise the policy to all Deans, HoD and staff. Ensure that part-time staff can attend at least 75% of meetings. 2. Use the Athena Swan survey to check whether meetings are held at times that make it easy to attend.	1. SAT Chair 2. SAT Secretary and SAT members	1. Jun 2021 to Dec 2021 2. Jan 2023 to Jun 2023	1. Core hours policy agreed and publicised. Guidance issued on part-time staff, asking that their availability is considered when setting meeting dates and times. 2. At least 90% of staff agree that meetings are organised in core hours and 75% of full-time staff and 65% of part-time staff agree that meetings are held at times which make it easy to attend.	Hybrid working guidance stipulates that core business hours are between 9am to 5pm. Timings of work/social meetings included in CEI survey.	**C**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S5.4A2	Schedule social events within, or as soon as possible after, core work hours thus eliminating the need for additional or late-night travel.	Just 30% of Male and 14% of Female academic agree that social events are held at times which make it easy to attend.	1. Issue guidance that official social events should as far as possible be held in core hours, or soon afterwards to enable more staff to attend. 2. Use the Athena Swan survey to check how the change in guidance on social events has affected staff's ability to attend.	1. SAT chair 2. SAT Secretary and SAT members	1. Sep 2021 to Dec 2021 2. Jan 2023 to Jun 2023	1. Guidance on social events issued to heads and staff. 2. At least 75% of staff agree that some social events are held at times which make it easy for them to attend.	Staff social events e.g. Summer or Winter begin at 4pm. This has been included in the CEI survey.	**C**	**A**
S5.4A3	Support Schools to apply for Athena Swan awards.	Need to establish targets for Schools to apply for Athena Swan awards and establish support mechanisms.	1. Provide comprehensive data packs to schools to support their Athena Swan work. Ensure that data packs are updated on an annual basis. 2. Establish an Athena Swan representative network to facilitate the sharing of learnings and good practice 3. Establish targets for school/departmental Athena Swan awards.	1. SAT Secretary 2. SAT Chair and SAT members 3. SAT Chair and SAT members	1. Jun 2021 to Jun 2022 2. Jun 2021 to Dec 2022 3. Jun 2021 to Jun 2026	1. Athena Swan data packs provided to Schools along with annual updates. 2. Athena Swan Representative Network established. Three meetings held over the first year and meetings planned. 3. All Schools applied for Athena Swan Bronze awards within four years and one	This will be considered in the new action plan.	**A**	**A**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
						School to have applied for a silver award within five years.			
Section 6 - Supporting trans people									
S6A1	Add mandatory LGBTQIA+ awareness training modules to MyDevelopment.	Consultation with our LGBTQIA+ network showed awareness of transgender issues is low in the University. Members highlighted that no transgender specific MyDevelopment modules exist.	1. Develop LGBTQIA+ awareness module for My Development and require that staff take them. 2. Add the LGBTQIA+ modules to the induction requirements.	1. SAT CPED member with SAT LGBTQIA+ Network member 2. HR	1. Sep 2022 to Sep 2023 2. Sep 2022 to Sep 2023	1. LGBTQIA+ awareness module developed and added to MyDevelopment and made part of the induction mandatory training. 2. All staff undertake the LGBTQIA+ awareness module.	We will use the feedback from Stonewall submissions to improve training planning.	**B**	**G**
S6A2	Include unconscious bias, pronoun awareness, inclusive language, trans awareness, and the harassment contact scheme in	Consultation with our LGBTQIA+ network showed awareness of transgender issues is low in the University. Induction processes do not cover	Add information on unconscious bias, pronoun awareness, inclusive language, trans awareness, and the harassment contact scheme to both the staff and student induction information.	SAT CPED member with SAT LGBTQIA+ Network member	Sep 2022 to Sep 2023	Unconscious bias, pronoun awareness, inclusive language, trans awareness, and the harassment contact scheme added to both the staff and student induction information.	As above	**B**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
	staff and student induction sessions.	transgender awareness.							
Section 7 – Gender Equity Development Plan 2022- 2025									
S7A1 **Refers to:** **S3.A** **S5.4A**	Athena Swan Project Officer	Resources to progress gender equity in the institution and across Schools and departments.	The role will support the progress of the 2021/25 action plan and also support schools and departments progressing towards accreditation.	CPED	Dec-22	Athena Swan Silver by 2025. All Schools and 6 departments will achieve Athena Swan accreditation by 2025	We will establish a target for silver accreditation School targets will be part of the new action plan.	**A**	**G**
S7A2	Gender Equity Programme Consultancy	Resources to progress gender equity in the institution and across Schools and departments	Short-term support to realise the Gender Equity Development Plan and WHEN Career Accelerator	APIG	March – May 2022	Programme consultancy and design.	Completed.	**A**	**G**
S7A3 **Refers to:** **S5.1A8-10 and S5.1A7**	Women's Career Accelerator pilot and programme implementation.	A development programme to support women in academic and professional services to create clarity and focus on career direction and	Sector data: The percentage of women academic staff has risen by almost 7 percentage points since 2003/4 (from 40.0% to 46.7%), although women still form the minority. Women also remain underrepresented in	CPED	May 2022 – July 2025	Feedback from participants at end of programme. Longitudinal monitoring of progress of colleagues participating in the programme:	Piloted with PSD in May 2022. November 2022 joint PSD and academic programme.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		focused action. Aiming to increase career fulfilment and positive career moves for professional services women working in higher education.	SET subject areas, in senior management and professorial roles. London Met data monitoring.			Academic Internal job applications promotions Participants and managers are involved in post event monitoring in February 2022.			
S7A4 **Refers to:** **S5.1A8-10 and S5.1A7**	Career coaching	Build a workplace where women are thriving. Improve pipeline. Improve outcomes for women in staff recruitment/shortlisting and promotions. Improve pay gaps.	See S5.1A8-10 and S5.1A7.	CPED	2022-2025	2022 coaching available, but ad hoc. 2022: audit of coaching availability. 2022/23 work with schools and departments to identify coaching needs.	Coaching and coaching training is available.	**D**	**G**
S7A5 **Refers to:** **S5.1A8-10 and S5.1A7**	Brown Girls Brunch	Build a workplace where women from the British Global Majority are thriving in our workplace.	A supportive network for women in the British Global Majority.	CEI - ICM	2022	Participants report positive impact of networking opportunities.	The Global Diversity Network provides these links.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S7A6	WHEN Unapologetically women conference	Opportunity for women to access the WHEN network and network with women across the sector and access personal and career development.	As the career accelerators are launched, allow women in lower grades to access some networking and personal development.	CPED	2022-2026	Participants report positive impact of networking opportunities.	Completed.	**D**	**G**
S7A7	Interrupt and Boss your Imposter Syndrome	6 Hour Impostor Syndrome workshop bundle focused on helping women of colour professionals spend more time building their confidence and cultivating their genius, instead of wasting it with self-doubt and self-sabotage.	- Understanding Racial Trauma. - Developing psychological safety. - Establishing Emotional Wealth and resilience. - Exploring imposter type. - Power of environment. - Leveraging imposter type.	CPED	2022-2025	Participants report impact on confidence as a result of attending this programme.	Sessions ran and received good feedback.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
S7A8 **Refers to:** **S5.3A.1-4**	Maternity support expectant mothers' online course	Provide a toolkit of maternity support for expectant mothers. Unlimited participant numbers access to online course with support groups.	See S5.3A1-4	CPED	2022-2025	Participants report positive impact. Supportive work culture.	This could be considered in the new action plan.	**C**	**A**
S7A9 **Refers to:** **S7A8**	Men's Health workstream	Provide a suite of guidance and support events for men.	Globally, men die on average 5 years earlier than women, and for reasons that are largely preventable. Which means that it doesn't have to be that way: we can all take action to live healthier, happier, and longer lives. (www.movember.com)	CEI/HR/CPED	2022 - 2025	Supportive work culture.	A men's group was convened to plan a series of activities, including a Men's Health series.	**C**	**G**
S7A10 **Refers to:** **S6A1**	Menopause Awareness	Managers, staff, and women are offered opportunities to develop greater awareness of impact of	Menopausal transition normally begins between 45 and 55 and lasts between 7-14 years. There are outliers to these ages and doesn't take account of premature menopause. In 20/21	CPED	2021 - 2025	Women and Transgender men and non-binary colleagues report that they feel supported by their managers and colleagues, and they are confident	We have published Guidance and training is in place. Menopause related absence is covered in	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		menopause in workplace and support that should be offered to women to enable them to thrive at work.	Circa 200 women in the university in the 45-60 age group. With an additional 65 women likely to enter this cohort during the life of the current action plan. This could represent over half of women in the organization who may encounter menopausal symptoms.			that if they were to raise a concern with their manager or team, that it would be handled sensitively. 95% of managers have attended a menopause awareness session and report that they feel confident in handling conversations about menopause. Menopause guidance developed by the University. Supportive work culture.	our Sickness absence policy. The sickness recording and monitoring mechanism has been updated. This will be reviewed.		
S7A11	Sickness recording - menopause	Establish a mechanism to separate menopause related sickness absence.	Data above plus if an employee or worker is put at a disadvantage and treated less favourably because of their menopause symptoms, this could be discrimination if related to a protected characteristic, for example: age,	HR	2022 - 2025	Informal sickness absence considers the impact of menopausal symptoms on attendance and performance. Coping mechanisms are	Covered in our Sickness policy and procedure.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
			disability, gender reassignment, sex.			discussed and reviewed with. Supportive work culture.			
S7A12 **Refers to:** **S6A1**	Period Policy Development and Awareness	Supports people who menstruate and encourages open communication around periods.	Ensure our practices and procedures are inclusive and support all staff who are affected by menstruation symptoms.	HR	2022-2025	Supportive work culture.	To take forward	**D**	**A**
S7A13	IVF policy development and awareness	Develop guidance and support for absence related to IVF investigations and treatment.	Recognise the emotional pressure of undergoing IVF treatment and understand the potential anxiety and distress which individuals may suffer during the process.	HR	2022-2025	New policy implemented and communicated. Staff (both parents.) report positive impact of policy through Athena Swan survey. Supportive work culture.	Leave for fertility treatment is included in policy.	**D**	**G**
S7A14	Premature birth	Policy/guidance for parents whose babies require neonatal care	New legislation emerging in 2022/23. Will allow parents to take up to 12 weeks of	HR	2023	New policy implemented and communicated.	We introduced paid neonatal leave before	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ /Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		to receive paid leave.	paid leave, in addition to other leave entitlements such as maternity and paternity leave, so that they can spend more time with their baby at what is a hugely stressful time.			Staff report positive impact of policy through Athena Swan survey. Supportive work culture.	it became statutory. The policy has been updated. Enhanced shared parental leave in place		
S7A15	Pregnancy loss	Policy/guidance on pregnancy loss. update bereavement leave policy/ guidance.	250,000 miscarriages in the UK every year, and around 11,000 emergency admissions for ectopic pregnancies. nearly a third of women suffer from post-traumatic stress, a quarter experienced moderate to severe anxiety, and one in 10 had moderate to severe depression.	HR	2022-2025	New policy implemented and communicated. Staff report positive impact of policy through Athena Swan survey. Supportive work culture.	This is in our recently enhanced Special Leave policy.	**D**	**G**
S7A16	Aurora	To encourage anyone identifying as Female or non-binary in academic and professional roles to think about	Encouragement of women's career progression. Enable reflections on careers and navigate ways to strengthen skills and maximise opportunities. Give women the confidence	CPED	2022-2025	Up to 16 places available annually through competitive application process. Participants report on the positive impact of the programme and	Men are encouraged to be part of the mentoring network. This has been	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
		themselves as leaders, to develop leadership skills and to help institutions maximise the potential of these women.	to put themselves forward. An opportunity to meet peers within higher education and beyond and develop a network. An opportunity for me to learn about the career development pathways of leaders within higher education.			can provide evidence of progression in ways that are positive for them. The programme offers opportunities to women from all groups.	superseded by other training.		
S7A17	StellarHE	To encourage leaders identifying as a person of colour to develop further and to help institutions maximise the potential of these colleagues.	Programme for Leaders of colour – men and women. Ensure that women are represented on programme. 4 places per annum. Selection process.	CPED	2022-2025	Up to 4 places available annually through competitive application process. Participants report on the positive impact of the programme and can provide evidence of progression in ways that are positive to them. The programme offers opportunities to women and men from British Global Majority groups.	Completed and featured in the positive action paper.	**D**	**G**

Ref	Aim	Rationale	Planned Actions	Responsibility	Time	Success Measure/ ~~/~~Evidence of Impact	Actions / Progress	Mapped to new themes	RAG
						Participants become future mentors. Mentors report positive impact on their participation in the scheme.			
S7A18	Diversifying Leadership	To encourage anyone identifying as a person of colour in academic and professional roles to think about themselves as leaders, to develop leadership skills and to help institutions maximise the potential of these colleagues.	Programme for people of colour – men and women. Ensure that women are represented on programme. 4 places per annum. Selection process.	CPED	2022-2025	Up to 4 places available annually through competitive application process. Participants report on the positive impact of the programme and can provide evidence of progression in ways that are positive to them. The programme offers opportunities to women and men from British Global Majority groups.	Completed and featured in the positive action paper.	**D**	**G**

Key priorities for future action

Please describe the university's key issues relating to gender equality and explain the key priorities for action.

Guidance

Please reflect on the evaluation of progress and all data sources used to inform the application in order to identify the university's key issues relating to gender equality. Please consider whether and how the institution's gender equality issues have changed since their previous award. Please draw on the analysis of the mandatory datasets (and any additional datasets where relevant). Please analyse data by sex as a minimum and present data tables and/or charts in Appendices 1-2.

Please reflect on insights from the data analysis as these relate to gender equality (e.g. the representation and progression of people of a particular sex, or trans or non-binary status).
Please consider any aspects of good practice that could be translated to other areas, and any areas where improvement could be gained through future action. Please also consider how issues have been influenced by external events; for example, the Covid-19 pandemic.

Please consider how engagement with Athena Swan has developed over the award period in sub-units (such as academic departments and professional, technical and operational directorates), and any need to further embed Athena Swan Principles and activity across the institution in the future.
Based on the identification of the university's key issues, please identify no more than 4-8 key priorities that the university seeks to address with future action. Please ensure these key priorities are appropriate to the university's context and justified based on quantitative and qualitative evidence. Please consider how their priorities address intersectional inequalities.

Please refer to previously identified key priorities. If applicable, applicants can carry previously identified key priorities into the upcoming award period; where previously identified priorities are adjusted or edited for incorporation in the coming award period, please explain the rationale for these changes.

Please ensure priorities are specific and detailed, allowing the university to target attention to areas of greatest need. Other, lower-priority goals can still be addressed through the action plan. Priority areas may be addressed through multiple SMART actions. Please cross-reference to the key priorities in the future action plan.

London Met's evaluation of post-2021 progress draws on different evidence, including the **CEI Culture Survey** (CEICS2025, Appendix 1), **Athena Swan Focus Groups** (Appendix 1), **workforce datasets, including intersectionally available data (Appendix 2)**, and ASREC expertise.

Evidence shows that London Met strengthened policies advancing gender equity, including inclusive recruitment, flexible working, staff networks and governance. To maximise impact, we will ensure continued focus on local cultural change, supported by mechanisms such as manager fora and clearer translation of policy into consistent day-to-day practice.

AP26 prioritises:

Priority A: Embedding AS charter principles across London Met.

Priority B: Develop intersectional approaches to AS activities.

Priority C: Realise a culture where all staff and students belong, flourish and realise their potential and is free of bullying and harassment.

Priority D: Develop policies and practices that increase staff diversity at all levels of the organisation.

Priority E: Implement policies and practices that increase student equity, outcomes and progression.

Priority A: Embedding AS charter principles across London Met.

Embedding AS principles institution-wide, including through VC-endorsed departmental submissions, will strengthen London Met's ability to address gender and intersectional inequalities. Data capability, clearer accountability, consistent SAT structures and enhanced monitoring through HCMS are priorities (**AP26**).

Related Actions, AP26
1. To embed robust, transparent and accountable governance structures that ensure sustained progress, clear oversight and institutional ownership of Athena Swan delivery. 2. Ensure a balanced SAT representation of all genders and career stages. 3. Establish accountable School-level and Central Professional Services SATs to strengthen EDI delivery and engagement with departmental Athena Swan submissions and action plan delivery. 4. Establish regular communication channels to publicise Athena Swan activity internally and externally and support staff engagement. 5. Run the CEI Culture Survey and follow-up focus groups every two years to provide an evidence-base for action and to measure progress and impact.

EDI Work

CEICS2025 and focus groups highlight inconsistent recognition of EDI work and variability in visibility of initiatives across London Met. To support consistency and engagement, guidance will be developed to strengthen how EDI contributions are recognised within the MyReview Performance Review process.

From DataTable APX1.2.13

Strongly Agree/Agree, CEICS2025Q28(i): Equality, Diversity and Inclusion work is recognised when workload is allocated	**Female**	**Male**	**Difference (F-M)**
All	25.7%	28.2%	**-2.5%**
Academic	21.7%	31.0%	**-9.3%**
PS	21.7%	31.0%	**-9.3%**

Related Actions, AP26
6. To review and refresh academic and professional services line-manager guidance for Performance Development Reviews to ensure consistent recognition of EDI contributions within workload and appraisal processes. 7. Review and refresh the performance review process to improve the quality and consistency of PDR delivery.

Impact of COVID-19 on Athena Swan activity

Separate word count: 321

Evidence and consultation for the 2021 award was gathered during the Pandemic. During the Pandemic and aftermath, London Met's equality work focused on institutional policy development and support measures, responding to changing working patterns and staff wellbeing. This included strengthening flexible and hybrid working arrangements, enhancing family-related leave provisions, and implementing wider wellbeing initiatives.

The lack of departmental submissions since 2021 reflects a combination of factors. At that time, capacity was limited, AS activity was not yet supported by an established pipeline of departmental submissions, and institutional efforts were concentrated on delivering the University-level action plan and strengthening systems to enable future activity. This period also coincided with the sector-wide transition to the transformed AS Charter. As a result, institutional work prioritised the development of policies, governance structures and support mechanisms that addressed the experiences of all staff, hence the introduction of the Gender Equity Development Plan 2022–2025, as this more accurately reflected London Met's values and institutional context.

Alongside these strategic developments, workforce data over the same period shows notable shifts in working patterns across staff groups. Among academic staff, Female full-time working increased from 57.9% in 2019/20 to 71.1% in 2024/25**,** with P/T working reducing from 42.1% to 28.9% (DataTable APX2.3). Female Professional Services staff saw F/T working increase from 79.9% to 87.0%**,** while P/T working decreased from 20.1% to 13.0% over the same period (DataTable APX2.5.1c). These trends may reflect the impact of hybrid working, which has enabled more staff to balance caring and wider responsibilities and therefore sustain F/T roles. However, the F/T working gap between Male and Female staff has widened slightly (from **–**8.4% to –9.5%**),** indicating the need for continued focus on flexibility and equitable workload across the institution.

Since 2021, London Met has strengthened the institutional infrastructure supporting equality work. The CEI, which coordinates charter mark activity, has been re-resourced, and AS is a strategic priority with a refreshed governance infrastructure, anchored into institutional strategy, reflected in Priority A of **AP26**.

Related Actions, AP26
8. Ensure that institutional mitigation measures for disruptive events (e.g., COVID-19) are applied equitably and communicated clearly so that all staff understand and benefit from the support available.

Supporting Trans and Non-Binary Staff
London Met strengthened support through updated guidance, harassment protections and engagement with staff networks. Stonewall benchmarking shows increased visibility, alongside areas for improvement. CEICS2025 results further emphasise the value of this work, showing gendered differences in psychological safety and reporting confidence on Bullying, Discrimination, Harassment and Abuse (BDHA) based on trans identity. London Met awaits formal guidance responding to 2025's Supreme Court judgment to inform policy and guidance review for **AP26/9**.

From DataTable, DataTable APX1.4.4 and DataTable APX1.4.3

Strongly Agree/Agree	Female	Male	Difference (F-M)
CEICS2025Q44(i): At London Met, I am confident that appropriate actions would be taken if I reported bullying, discrimination, harassment, or abuse based on trans identity	64.4%	62.6%	1.8%
CEICS2025Q43(i): At London Met, I would know how to report the incident if I witnessed or was personally subjected to bullying, discrimination, harassment or abuse based on gender trans identity	70.1%	79.3%	**-9.2%**

From DataTable APX1.4.2

CEICS2025Q42(i): In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on trans identity:	Female	Male	Difference (F-M)
Never/Rarely	95.1%	92.0%	3.1%
Often/Very Often	0.5%	0.6%	-0.1%

From DataTable APX1.4.1

CEICS2025Q41(i): In the last 12 months, I have experienced bullying, discrimination, harassment, or abuse at London Met based on trans identity	Female	Male	Difference (F-M)
Never/Rarely	93.2%	90.3%	2.9%
Often/Very Often	0%	0%	0%

AP26 will strengthen psychological safety, reporting pathways and institutional responses to discrimination.

Related Actions, AP26
9. Ensure that institutional policies and practices support an inclusive environment for trans staff and students, while meeting legal requirements and maintaining clarity, confidence and consistency across the University community.

Priority B: Develop intersectional approaches to AS activities.

Overall London Met is on par with the sector and London-based peers for percentage Female staff (DataTable APX2.6.11). London Met is a diverse community and is above London-based peers (and the sector and Million+) for both BAME Females and BAME Males. This is true for both Academic and PS staff groups (DataTable APX2.2.12 and DataTable APX2.2.13). The greater diversity of our staff enables more granular ethnicity analyses than may be possible in other institutions, providing a rare opportunity to fully develop intersectional approaches meaningfully. Strengthening use of intersectional data analyses to better understand inequalities, will inform more equitable responses and address different staff lifecycle experiences (**AP26/10-12**).

Academics

The overall BAME Female and BAME Male academic profile at London Met in 2024/25 is significantly higher than HEIDI comparators - BAME Female academic ranging from 19.3% to 31.8% and BAME Male academics ranging from 24.3% to 31.8%.

BAME Female academics are strongly represented in early-career roles but representation declines at more senior levels, as outlined below.

From DataTable APX2.2.2

Role	Number of BAME Females (2024/25)	% of All Females (2024/25)
Lecturer	22	66.7%
Senior Lecturer	66	42.0%
Principal Lecturer	6	42.9%
Reader		
Assistant Professor		
Professor		
Senior Professor		

From DataTable APX2.2.2

Role	Number of White Females (2019/20)	% of All Females (2019/20)	Number of White Females (2024/25)	% of All Females (2024/25)
Lecturer	5	45.5%	10	30.3
Senior Lecturer	75	63.6%	77	49.0%
Principal Lecturer	7	70.0%	8	57.1%
Reader			9	64.3%
Assistant Professor			9	69.2%
Professor			10	76.9%
Senior Professor	0	0%		

Males continue to be overrepresented amongst senior academic staff, comprising 62.9% of Professors and 75.0% Senior Professors (DataTable APX2.2.1). White Males comprise 66.7% of Male Senior Professors and 68.2% of Male Professors.

From DataTable APX2.2.2

Role	Number of White Males (2019/20)	% of All Males (2019/20)	Number of White Males (2024/25)	% of All Males (2024/25)
Lecturer	12	80.0%	15	39.5%
Senior Lecturer	94	74.0%	80	61.5%
Principal Lecturer	10	71.4%	8	47.1%
Reader			8	53.3%
Assistant Professor	0	0%	9	60.0%
Professor			15	68.2%
Senior Professor	0	0%	6	66.7%

BAME Male Professors have increased from 0 in 2019/20 to [redacted] in 2024/25. However, the number remains small, and progression patterns indicate wider structural inequalities affecting both BAME Females and BAME Males.

From DataTable APX2.2.2

Role	Number of BAME Males (2024/25)	% of All Males (2024/25)
Lecturer	20	52.6%
Senior Lecturer	43	33.1%
Principal Lecturer	8	47.1%
Reader	7	46.7%
Assistant Professor		
Professor	7	31.8%
Senior Professor		

From DataTable APX2.2.2

Staff Group	2019/20		2024/25		Increase/Decrease %
BAME Female Professors	0	0.0%			+23.1%
White Female Professors			10	76.9%	-23.1%
BAME Male Professors			7	31.8%	-18.2%
White Male Professors			15	68.2%	+28.2%

Recruitment changes since 2021, including gender-neutral advertising, reduced reliance on ASL, mandatory inclusive recruitment training and positive-action initiatives (**AP21/S4A1, AP21/S5.1A1, AP21/S5.1A4**), have contributed to more equitable representation of BAME Male and Female Academics at Lecturer and Senior Lecturer levels. Promotion processes, strengthened in 2023, with clearer criteria and joint HR-Staff Network workshops (**AP21/S5.1A8-S5.1A10**), helped to

increase transparency and support staff participation. However, Reader and Professor level representation remain priorities (AP26).

CEICS2025 indicates lower perceptions of the following areas for BAME Academic Females, compared to White and All Academic Females:

- Fairness of promotion and progression.
- Comfort speaking up and expressing opinions.
- How valued contributions are.

From DataTable APX1.5.3, DataTable APX1.6.1 and DataTable APX1.6.3

Strongly Agree/Agree	BAME Academic Females	White Academic Females	Difference (BAME-White Academic Females)	All Academic Females	Difference (BAME-All Academic Females)
CEICS2025Q18(ii): Decisions about promotion/progression are made fairly	14.3%	25.0%	**-10.7%**	20.5%	**-6.2%**
CEICS2025Q13(iii) I feel comfortable speaking up and expressing my opinions	57.1%	58.3%	**-1.2%**	59.0%	**-1.9%**
CEICS2025Q25(i) My contributions are valued in my department	57.1%	60.4%	**-3.3%**	60.2%	**-3.1%**

Professional Services

PS data show both progress and some ongoing disparities:

- Overall PS Female profile has increased to 59.4% (2024/25), from 57.1% (2019/20) (DataTable APX2.4.2). This is similar to HEIDI comparator data, which ranges from 62.5%-65.0% (DataTable APX2.6.13).

- Historically, Female representation at the most senior PS grades was lower than overall profile. Thanks to changes to institutional practices, this is only still true of EPSG grade 7 (DataTable APX2.4.1)

Senior PS staff has increased from 2019/20 to 2024/25, with Female representation increasing in all Professional Manager Grades (PMG1-4) and Senior Manager Grades (SEN0-4), except for PMG2 and SEN4 where Females and Males increased by the same number or only Females are represented.

From DataTable APX2.4.2

PTO grade by gender	2019/20		2024/25		Increase/Decrease %
PMG1			**6**	**0.8%**	0.3%
Female					
Male					
PMG2			**6**	**0.8%**	0.6%
Female					0.0%
Male					0.0%
PMG3			**23**	**3.0%**	2.9%
Female		0.0%	11	47.8%	47.8%
Male			12	52.2%	-47.8%
PMG4	**37**	**4.4%**	**12**	**1.6%**	-2.8%
Female	17	45.9%	9	75.0%	29.1%
Male	20	54.1%			-29.1%
SEN0		**0.0%**			0.5%
Female					50.0%
Male					50.0%
SEN1					-0.1%
Female					50.0%
Male				0.0%	-50.0%
SEN2		**0.0%**	**12**	**1.6%**	1.6%
Female			7	58.3%	58.3%
Male			5	41.7%	41.7%
SEN3	**6**	**0.7%**			-0.4%
Female					16.7%
Male					-16.7%
SEN4					0.3%
Female					0.0%

The proportion of Female PSG7-9 staff has also increased**.**

From DataTable APX2.4.2

PTO grade by gender	2019/20		2024/25		Increase/Decrease %
PSG 7	**48**	**5.7%**	**69**	**9.0%**	3.3%
Female	22	45.8%	39	56.5%	10.7%
Male	26	54.2%	30	43.5%	-10.7%
PSG 8	**15**	**1.8%**	**29**	**3.8%**	2.0%
Female	7	46.7%	14	48.3%	1.6%
Male	8	53.3%	15	51.7%	-1.6%
PSG 9	**16**	**1.9%**	**23**	**3.0%**	1.1%
Female	8	50.0%	13	56.5%	6.5%
Male	8	50.0%	10	43.5%	-6.5%

Intersectional analysis shows disparities, with a noticeable drop in BAME Females and Males at higher grades.

From DataTable APX2.4.2 (PMG1-4 grades gender and ethnicity)

Group	2019/20	2024/25	Increase/Decrease %
BAME Females	6.8%	21.3%	+14.5%
BAME Males	9.1%	14.9%	+5.8%
White Females	36.4%	29.8%	-6.6%
White Males	47.7%	29.8%	-17.9%

From Table APX2.4.2 (PSG7-9 grades gender and ethnicity)

Group	2019/20	2024/25	Increase/Decrease %
BAME Females	30.4%	28.1%	-2.3%
White Females	30.4%	36.4%	+6.0%
BAME Males	13.9%	11.6%	-2.3%
White Males	39.2%	33.1%	-6.1%

Benchmarking this intersectionally against the overall PS profile:

From DataTable AXP2.6.8

PS staff by gender and ethnicity	2019/20	2024/25	Increase/ Decrease %
Female	**53.8%**	**58.5%**	+4.7%
BAME	39.9%	42.9%	+3.0%
Not known	0.0%	11.6%	+11.6%
Prefer not to say	0.0%	0.7%	+0.7%
White	60.1%	44.9%	-15.2%
Male	**46.2%**	**41.5%**	-4.7%
BAME	32.8%	41.2%	+8.4%
Not known	0.0%	10.1%	+10.1%
Prefer not to say	0.0%	0.6%	+0.6%
White	67.2%	48.1%	-19.1%

Whilst representation is shifting, White staff remain relatively over-represented at senior grades, and BAME Males remain the most under-represented group in senior PS roles. Targeted actions to address these disparities with committed extra financial resources committed is prioritised (AP26).

Related Actions, AP26
35. Strengthen intersectional progression analysis and implement proportionate, evidence-based interventions to address the underrepresentation of BAME females and males at senior academic and Professional Services grades

HEIDI comparator benchmarking data highlights the ethnic diversity of London Met, with the proportion of BAME PS female staff at comparator institutions ranging from 18.1% to 37.6%, and the proportion of BAME PS Males ranging from 14.4% to 36.7% notably below London Met's profile, particularly for BAME Females (DataTable APX2.6.13)

Related Actions, AP26
10. Strengthen intersectional data analysis to inform evidence-based decision-making across staff and student lifecycles, and establish intersectional targets where disparities are identified. 11. Establish an Intersectionality Working Group to coordinate and embed intersectional practice across the University. 12. Optimise the use of Oracle HCM to strengthen monitoring, integration and reporting of EDI data.

Priority C: Realise a culture where all staff and students belong, flourish and realise their potential and is free of bullying and harassment.

Workplace Culture, Voice and Psychological Safety
London Met is committed to an environment free from BDHA. While progress has been made, CEICS2025 highlights gender differences in culture, psychological safety and trust, with key gaps outlined below. To support this work, an additional 1.5 FTE has been agreed, alongside 3.0 FTE in the Policy and Charters Team.

From DataTable APX1.1.3

Strongly Agree/Agree	PS Female	PS Male	Gender difference (F-M)
CEICS2025Q13(i): I feel like I belong in my department	77.4%	82.9%	-5.5%

From DataTable APX1.1.4, DataTable APX1.1.6 and DataTable APX1.1.5

Strongly Agree/Agree	Academic Female	Academic Male	Gender difference (F-M)
CEICS2025Q13(ii): I feel that people really care about me in my department	49.4%	66.7%	-17.3%
CEICS2025Q13(iii): I feel comfortable speaking up and expressing my opinions	59.0%	72.4%	-13.4%
CEICS2025Q25(i): My contributions are valued in my department	60.2%	77.0%	-16.8%

Related Actions, AP26
13. Improve staff perceptions of contribution recognition and belonging by narrowing gender disparities in perceptions of being valued within departmental cultures. 14. Enhance psychological safety and confidence for all staff to speak up, challenge appropriately, and express their views, with a focus on reducing gender disparities

CEICSQ41(i), 42(i), 43(i), 43(i), 44(i) highlight gendered differences in confidence in expressing opinions, feeling valued and raising concerns around gender-based BDHA.

From DataTable APX1.4.1

Often/Very Often, CEICS2025Q41(i): In the last 12 months, I have experienced bullying, discrimination, harassment, or abuse at London Met based on gender	Female	Male	Difference (F-M)
All	4.1%	0%	4.1%
Academic	7.2%	0%	7.2%
PS	2.2%	0%	2.2%

From DataTable APX1.4.2

Often/Very Often, CEICS2025Q42(i): In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on gender	Female	Male	Difference (F-M)
All	3.6%	0%	3.6%
Academic	6.0%	1.1%	4.9%
PS	2.2%	0%	2.2%

From DataTable APX1.4.3

Strongly Agree/Agree, CEICS2025Q43(i): At London Met, I would know how to report the incident if I witnessed or was personally subjected to bullying, discrimination, harassment or abuse based on gender	Female	Male	Difference (F-M)
All	70.7%	81.6%	-10.9%
Academic	59.0%	79.3%	-20.3%
PS	77.4%	84.1%	-6.7%

From DataTable APX1.4.4

Strongly Agree/Agree, CEICS2025Q44(i): At London Met, I am confident that appropriate actions would be taken if I reported bullying, discrimination, harassment, or abuse based on gender	Female	Male	Difference (F-M)
All	59.9%	68%	-8.1%
Academic	42.2%	59.8%	-17.6%
PS	70.8%	75.6%	-4.8%

Focus groups indicated that current practices do not always support equitable participation or psychologically safe discussions – some environments feeling hierarchical, intimidating, or not inclusive enough for open dialogue, particularly for Females. Disparities between reporting structures and staff confidence highlight the need for clearer communication and consistent signposting across Schools and PS. Strengthening leadership behaviours and reporting clarity is prioritised (**AP26**).

Related Actions, AP26
15. Develop a coherent institutional approach to preventing and responding to gender-based bullying, discrimination, harassment and abuse (BDHA), supported by clear behavioural expectations, strengthened manager capability and data-informed monitoring. 16. Strengthen a culture where bullying, discrimination, harassment and abuse (BDHA) are actively prevented, recognised and challenged, and where staff feel equipped and safe to intervene or escalate concerns. 17. Increase awareness, clarity and accessibility of reporting routes for bullying, discrimination, harassment and abuse (BDHA), so that all staff know how to report concerns and access support. 18. Strengthen trust in institutional responses to BDHA by improving transparency, consistency and fairness in case handling, with a focus on reducing gender gaps in confidence.

Flexible Working, Caring Responsibilities and Career Breaks

London Met has significantly strengthened its family-friendly support and policies between 2021-2026:

I was raised from childhood by my maternal grandparents, who were effectively my parents. I was especially close to grandad, who supported my academic career until his death in summer 2025. Losing him was devastating, and I continue supporting my nan, who has Parkinson's. The new special leave policy allowed me over a week to grieve and also care for nan - time the previous policy wouldn't have provided. I am deeply grateful for this support.

Academic, member of ASREC



London Met Staff

CEICS2025 indicates that these improvements are reflected in the level of positive responses, with a few areas for further refinement.

From DataTable APX1.3.1

CEICS2025Q30(i): My department supports flexible working arrangements	Female	Male	Difference (F-M)
Strongly Agree/Agree	80.2%	71.8%	8.4%
Strongly Disagree/Disagree	8.1%	8.6%	-0.5%

From DataTable APX1.3.3

CEICS2025Q30(iii): The timing of departmental meetings and events takes into consideration those with caring responsibilities	Female	Male	Difference (F-M)
Strongly Agree/Agree	52.7%	53.4%	-0.7%
Strongly Disagree/Disagree	9.9%	10.9%	-1.0%

From DataTable APX1.3.4

CEICS2025Q30(iv): My department provides staff with support around all types of caring leave	Female	Male	Difference (F-M)
Strongly Agree/Agree	50.0%	52.9%	-2.9%
Strongly Disagree/Disagree	5.9%	5.7%	0.2%

From DataTable APX1.2.4

CEICS2025Q16(iii): I am aware of the support available for people with childcare responsibilities	Female	Male	Difference (F-M)
Strongly Agree/Agree	48.2%	47.7%	0.5%
Strongly Disagree/Disagree	25.2%	17.8%	7.4%

From DataTable APX1.2.5

CEICS2025Q20(i) I am aware of the policies and support available for family leave, special leave, or taking a career break	Female	Male	Difference (F-M)
Strongly Agree/Agree	59.9%	56.9%	0.0%
Strongly Disagree/Disagree	20.7%	20.7%	0.0%

From DataTable APX1.2.6

CEICS2025Q23(i): I feel confident I would be supported if I needed to take family leave, special leave (e.g. compassionate leave), or a career break	Female	Male	Difference (F-M)
Strongly Agree/Agree	64.4%	62.6%	1.8%

There are some gender differences in perceptions of support on returning from family/special leave, and variability in practice across Schools and PS areas.

From DataTable APX1.2.7

Strongly Disagree/Disagree, CEICS2025Q23(ii): My department, school or central professional services area actively supports colleagues returning from family leave, special leave, or a career break.	Female	Male	Difference (F-M)
All	9.5%	6.9%	2.6%
Academic	18.1%	6.9%	11.2%
PS	4.4%	7.3%	-2.9%

These highlight the need for greater consistency, clearer expectations for managers and improved local accountability in implementing London Met's family-friendly offer.

While CEICS2025Q30(iii) shows minimal gender differences, overall agreement is low. Given that caring responsibilities are more common amongst Females, even small inequities in event timing, notice or format may disproportionately affect Females, part-time staff and carers. Strengthening expectations around inclusive event planning is therefore important to support equitable participation across Schools and PS.

Related Actions, AP26
19. Strengthen staff confidence in accessing leave and flexible support (including family leave, special leave and career breaks), and ensure consistent application of policies across departments. 20. Ensure consistent, structured and non-disadvantaging return-to-work support following family leave, special leave or career breaks across Academic and Professional Services areas. 21. Improve childcare-related support and enable staff with caring responsibilities to participate fully in work by strengthening awareness, manager capability, equitable workload flexibility, and consistent workload support. 26. Ensure flexible and hybrid working arrangements are consistently understood, implemented and monitored across Schools and Professional Services to support equity, progression and staff confidence. 27. Improve the inclusivity of social events by ensuring timing, format and scheduling reflect caring responsibilities and diverse working patterns.

Induction, Early Role Clarity and Equitable Access to Development
CEICS2025 highlights opportunities to strengthen early role clarity, career development awareness, PDR conversations and line-manager feedback. Confidence is lowest among Academic Females, indicating where targeted support could have greatest impact.

From DataTable APX1.2.2

Strongly Agree/Agree, CEICS2025Q16(i): My induction provided me with the information and support I needed to feel confident in my role	Female	Male	Difference (F-M)
All	34.2%	37.4%	-3.20%
Academic	22.9%	36.8%	-13.90%
PS	41.6%	39.0%	+2.60%

From DataTable APX1.2.3

Strongly Agree/Agree, CEICS2025Q16(ii): I can access the training and development required for me to be able to do my job	Female	Male	Difference (F-M)
All	55.4%	55.2%	0.2%
Academic	44.6%	49.4%	-4.8%
PS	62.0%	61.0%	1.0%

From DataTable APX1.5.4

Strongly Agree/Agree, CEICS2025Q18(iii): I receive useful feedback on my career development through performance reviews	Female	Male	Difference (F-M)
All	50.0%	43.1%	6.9%
Academic	36.1%	42.5%	-6.4%
PS	58.4%	43.9%	14.5%

From DataTable APX1.5.1

Strongly Agree/Agree, CEICS2025Q25(ii): My line manager supports my career development	Female	Male	Difference (F-M)
All	67.1%	69.0%	-1.9%
Academic	51.8%	64.4%	-12.6%
PS	76.6%	74.4%	2.2%

Actions to address these disparities by standardising early-stage processes, improving access to development, strengthening performance and feedback practices, and ensuring managers have access to key information (**AP26**).

Related Actions, AP26
22. Establish a centralised system for monitoring and reporting staff completion of mandatory and developmental training to strengthen institutional accountability and compliance. 23. Review and enhance the training and development offer for academic staff, ensuring clearer access and alignment with academic role expectations, and monitor uptake and satisfaction through an equity lens. 24. Ensure all new starters experience a consistent, high-quality induction that builds confidence, clarity of expectations and early engagement across Schools and Professional Services

Similar gaps appear across career-development indicators around progression and workload allocation.

From DataTable APX1.2.12

Strongly Agree/Agree	Female	Male	Difference (F-M)
CEICS2025Q27(i): The rate people progress in my department is not affected by their gender	39.8%	46.0%	-6.20%

From DataTable APX1.3.2

Strongly Agree/Agree	PSF	PSM	Difference (F-M)
CEICS2025Q30(ii): Workloads in my department are allocated fairly and transparently	54.0%	64.6%	-10.60%

Promotion clarity is a priority (**AP26**).

Related Actions, AP26
25. Strengthen the performance review process to support high-quality developmental conversations, equitable access to opportunities and informed career progression. 29. Strengthen workload planning and monitoring approaches to ensure workload is distributed transparently and experienced as manageable across staff groups.

Staff Networks and Inclusive Culture Initiatives
London Met staff networks have reinforced internal engagement and contributed to external recognition, including Stonewall Workplace Equality Index Silver and Disability Confident Leader status.

The annual Staff Network Conference and regular meetings support collaboration and raise visibility across Schools and PS. However, further work is needed to enhance visibility and impact. Confidence in communication and leadership support is generally positive - continued engagement and positioning networks as strategic partners remains a priority (**AP26**).









From DataTable APX1.1.7 and DataTable APX1.2.1

Strongly Agree/Agree	Female	Male	Difference (F-M)
CEICS2025SQ13(iv): Departmental communications are clear and relevant to me and my role	60.4%	61.5%	-1.1%
CEICS2025Q26(i): Leadership in my school or professional services area actively supports progress on gender equality	65.3%	64.4%	0.9%

Related Actions, AP26
28. To strengthen the influence, recognition and impact of Staff Networks within institutional governance, ensuring their insights inform policy, decision-making and inclusive culture.

Mental Health and Wellbeing
CEICS2025 shows modest gender differences in wellbeing experiences and highlights the need to increase confidence in seeking support, particularly among Female academics. Clearer guidance, improved visibility and more inclusive approaches are priorities (AP26). This builds on progress from AP21, including menopause, period policy, flexible working and family-related leave, with a focus on consistency and intersectional visibility.

From DataTable APX1.2.7, DataTable APX1.2.10 and DataTable APX1.2.11

Strongly Agree/Agree	Female	Male	Difference (F-M)
CEICS2025Q58(ii): My mental health and/or wellbeing are supported in my department	53.6%	55.7%	-2.1%
CEICS2025Q58(iii): I know where to seek support for mental health and/or wellbeing at work health/wellbeing	68.5%	70.1%	-1.6%
CEICS2025Q58(iv): I feel confident asking for mental health and/or wellbeing support at work	49.5%	56.3%	-6.8%

From DataTable APX1.2.8

Strongly Agree/Agree, CEICS2025Q58(i): My current workload is manageable	Female	Male	Difference (F-M)
All	51.4%	58.0%	-6.6%
Academic	36.1%	55.2%	-19.1%
PS	60.6%	63.4%	-2.8%

Related Actions, AP26
30. Increase staff confidence in accessing mental health and wellbeing support, ensuring equitable access and consistent support across all staff groups.

Related Actions, AP26
36. Review and strengthen institutional policies (wellbeing, flexible working, special leave and dignity at work) to embed consistent and informed support for menopause and menstrual health, ensuring staff can access appropriate adjustments that improve wellbeing and experience.

Priority D: Develop policies and practices that increase staff diversity at all levels of the organisation.

Progression to senior roles and advancing gender and intersectional equity remain central to London Met's strategy, supported by increased investment in positive action and development, (**AP26**).

Strengths in Early-Mid Career Representation
Workforce data (Appendix 2) shows gender balance across early and mid-career academic grades. Using the ±10% (40-60%) gender-parity benchmark, all grades except Professor and Senior Professor fall within this range, with most lying between 45–55% Female in 2024/25. This reflects sustained institutional progress since 2019 and demonstrates that London Met's recruitment reforms, inclusive hiring practices and clearer early-career expectations are having a positive effect.

Representation at Lecturer (46.5% Female), Senior Lecturer (54.7% Female) and Reader (48.3% Female) levels further illustrates a solid foundation for gender equity across the academic pipeline. These strengths provide a strong platform on which the University can build to address remaining progression gaps at senior levels (**AP26**).

Associate Lecturers (ASLs)
ASLs constitute a significant proportion of the population of academic staff at London Met. In 2024/25, there were 228 ASLs, representing 30.7% of academic staff (see Appendix 2, DataTable APX2.2.1). Until 2024/25, ASLs were recorded as PS staff, hence the gaps in ASL data in the academic staff profile tables in Appendix 2. ASLs have also been integrated into London Met's appraisal system.

Focus group findings highlight their valuable contribution to student learning and workforce diversity, alongside opportunities to strengthen the role through greater stability, clearer progression pathways, more consistent hours and increased involvement in governance (**AP26**).

Related Actions, AP26
31. Strengthen the integration, development and progression of Associate Lecturers by embedding them more fully within academic structures, ensuring equitable access to opportunities, supporting clear career development pathways, and improving their sense of institutional belonging.

Recruitment and Inclusive Hiring Practices
CEICS202518(i) shows perceptions of fairness in recruitment vary across staff groups with Females responding more negatively, and all staff highlighting perceptions around inequity.

From DataTable APX1.5.2

Strongly Agree/Agree, CEICS2025Q18(i) Decisions about recruitment are made fairly	Female	Male	Gender difference (F-M)
All	40.1%	47.7%	-7.6%
Academics	30.1%	39.1%	-9.0%
PS	46.0%	58.5%	-12.5%

More consistent recruitment processes, with particular attention to data capture across recruitment stages, panel composition and uptake of inclusive recruitment training inform **AP26**, which prioritises strengthening recruitment practice, enhancing transparency, reducing bias and building a more diverse and equitable talent pipeline.

Related Actions, AP26
32. Strengthen institutional understanding of staff turnover and workplace culture by improving how exit data is collected, analysed and used to inform targeted retention and gender equity interventions. 33. Ensure recruitment is fair, inclusive and evidence-based by strengthening data capture, transparency and consistency across the full recruitment lifecycle.

Progression and Senior Representation Challenges

Despite strong early-career representation, Female representation declines at the most senior academic grades, particularly at Professor and Senior Professor. While progress has been made, including a rise in Female Professors, the transition between Senior Lecturer and Professor remains the steepest attrition point.

From DataTable APX2.2.1

Role	Female Academic Staff (2019/20)		Female Academic Staff (2024/25)	Difference (2024/25-2019/20)	
Lecturer	11	42.3%	33	46.8%	4.5%
Senior Lecturer	118	48.2%	157	54.7%	6.5%
Principal Lecturer	10	41.7%	14	45.2%	3.5%
Reader			14	48.3%	28.3%
Assistant Professor	0	0.0% (also 0 Male)	13	46.4%	46.4%
Professor			13	37.1%	17.1%
Senior Professor	0	0.0% (also 0 Male)			25.0%

CEICS2025Q18(11) reinforces these patterns, with Female academics reporting lower confidence in progression processes and the wider environment supporting career advancement. This highlights opportunities to improve transparency,

communication and consistency in local practice and build confidence in progression pathways (AP26).

From DataTable APX1.6.2

Strongly Agree/Agree, CEICS2025Q18(ii) Decisions about promotion/progression are made fairly (Academics)	Female	Male	Difference (F-M)
White	58.4%	74.5%	-16.1%
BAME	57.2%	77.0%	-19.8%

From DataTable APX1.1.6, DataTable APX1.1.5 and DataTable APX1.3.2

Strongly Agree/Agree	Academic Female	Academic Male	Difference (F-M)
CEICS2025Q13(iii): I feel comfortable speaking up and expressing my opinions	59.0%	72.4%	-13.4%
CEICS2025Q25(i) My contributions are valued in my department	60.2%	77.0%	-16.8%
CEICS2025Q30(ii) Workloads in my department are allocated fairly and transparently	30.1%	40.2%	-10.1%

Related Actions, AP26
34. Strengthen the transparency, consistency and support around promotion processes so that staff understand pathways to promotion, are supported to prepare effectively, and experience fair and equitable outcomes. 35. Strengthen intersectional progression analysis and implement proportionate, evidence-based interventions to address the underrepresentation of BAME females and males at senior academic and Professional Services grades

Workload Recognition and Invisible Labour

CEICS2025 highlighted gender differences in perceptions of workload allocation and recognition.

From DataTable APX1.3.2

Strongly Agree/Agree, CEICS2025Q30(ii): Workloads in my department are allocated fairly and transparently	Female	Male	Difference (F-M)
All	45.0%	51.1%	-6.1%
Academic	30.1%	40.2	-10.1%
PS	54.0%	64.6%	-10.6%

From DataTable APX1.1.5

Strongly Agree/Agree, CEICS2025Q25(i): My contributions are valued in my department	Female	Male	Difference (F-M)
All	68.5%	77.6%	-9.1%
Academic	60.2%	77.0%	-16.8%
PS	73.7%	79.3%	-5.6%

From DataTable APX1.2.13

Strongly Agree/Agree, CEICS2025Q28(i): Equality, Diversity and inclusion work is recognised when workload is allocated	Female	Male	Difference (F-M)
All	25.7%	28.2%	-2.5%
Academic	21.7%	31.0%	-9.3%
PS	21.7%	31.0%	-9.3%

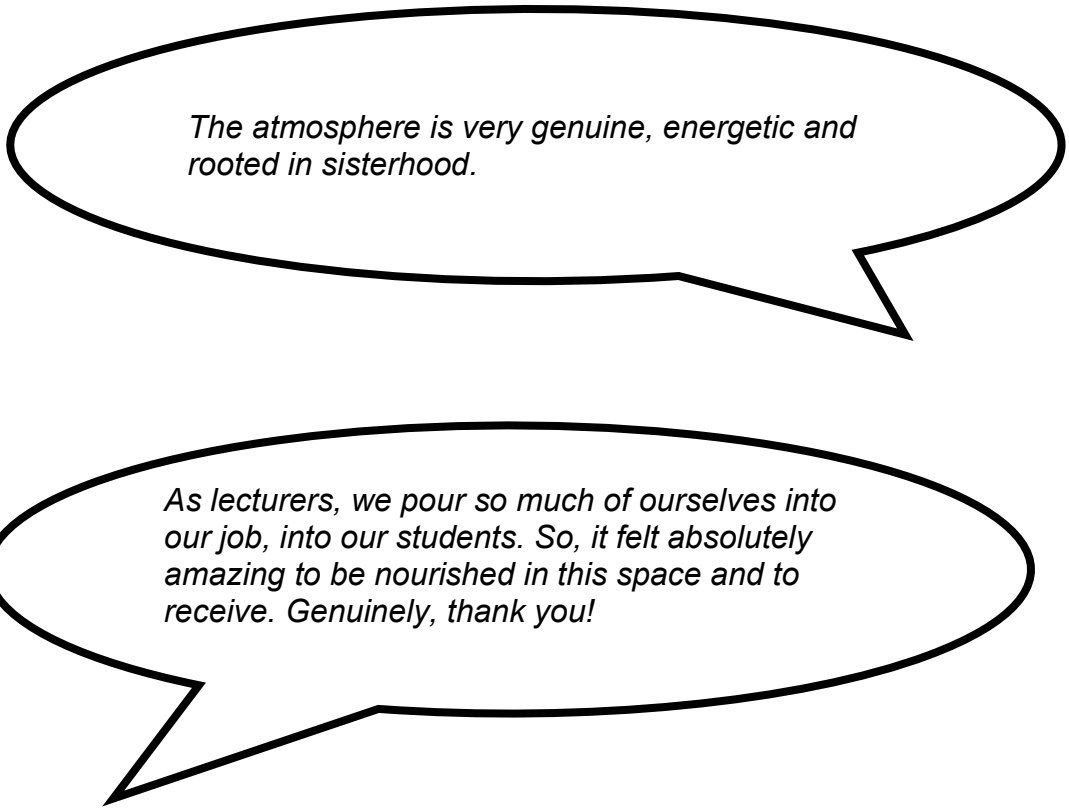
We will ensure formal mechanisms to ensure that EDI, service and citizenship contributions, which disproportionately fall to Females, are consistently recognised within performance review and workload discussions (**AP26**).

Career Development and Leadership Pipelines

London Met offers a range of development opportunities including:

- Aurora
- 100 Black Women Professors Programme
- Springboard for Women
- Stonewall Leadership Programme
- WHEN Career Accelerator
- mentoring through staff networks

Feedback highlights the positive impact of these programmes on confidence, visibility and professional networks. Following the March 2026 WHEN Career Accelerator session, 100% of participants rated the workshop as meeting or exceeding expectations, 100% confirmed they have identified specific career goals and actions and 100% stated they will apply the knowledge and skills gained to their career.



Quotes from WHEN delegate (March 2026)

CEICS2025 shows gendered differences in several aspects of career development that influence progression and future leadership pipelines, reflecting disparities in perceived access to essential development opportunities. The snapshot below shows biggest gaps.

From DataTable APX1.2.3, DataTable APX1.5.1 and DataTable APX1.5.4

Strongly Agree/Agree	Academic Female	Academic Male	Difference (F-M)
CEICS2025Q16(ii): I can access the training and development required for me to be able to do my job	36.1%	23.0%	+13.1%
CEICS2025Q25(ii): My line manager supports my career development	51.8%	64.4%	-12.6%
CEICS2025Q18(iii): I receive useful feedback on my career development through performance reviews	36.1%	42.5%	-6.4%

While London Met offers a strong portfolio of development programmes, there are opportunities to improve communication and consolidate PDR processes (**AP26**). London Met will continue to support progression through positive action, with an additional £50k annual investment planned (**AP26**).

Related Actions, AP26
34. Strengthen the transparency, consistency and support around promotion processes so that staff understand pathways to promotion, are supported to prepare effectively, and experience fair and equitable outcomes.

Priority E: Implement policies and practices that increase student equity, outcomes and progression.

Equitable student access and participation are central to London Met's mission. Gender equality and intersectionality through the lifecycle processes underpinned by AS will support our schools in progressing these goals. London Met is committed to realising departmental/school submissions by the next submission.

Student Gender and Intersectional Outcomes
Student data in section 1 of Appendix 2 shows that the Female population has consistently remained around 60-70% from 2020/23 to 2023/24 at Foundation, UG and PGT levels (DataTable APX2.1.1, DataTable APX2.1.3, DataTable APX2.1.5). Over the same period, the PGR Female population has consistently remained around 50% (DataTable APX2.1.7).

Student data informing the APP also show gendered and intersectional differences in continuation, attainment and progression across specific Schools and student cohorts, particularly for mature students, disabled students and BAME groups. These patterns mirror inequalities observed in staff experience and progression and reinforce the importance of stronger alignment between AS activity and London Met's APP (**AP26**).

Related Actions, AP26
37. Formalise and embed student support and inclusive practices across Schools and Departments to ensure effective delivery of Access and Participation Plan priorities and improve equitable student outcomes, including continuation, completion and progression. 38. Strengthen gender equity across PGT and PGR recruitment and progression pipelines by addressing identified disparities and improving equitable access, participation and outcomes.

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *an action plan is in place to address identified key issues.*

Please provide an action plan covering the five-year award period.

Guidance

Based on the university's evidence base and self-assessment, please present an action plan that addresses the university's key issues and priorities. Please ensure the plan covers ongoing and planned actions for the next five years, and clearly cross-references the key priorities as identified in the previous section.
For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for beginning and completion (and milestones where relevant). Please provide specific detail to indicate what intervention is planned to address identified issues.

Applicants will need to assure themselves that their planned actions are within the law, including when making use of positive action measures (the Equality and Human Rights Commission provide further guidance for those working in England, Scotland and Wales, and the Equality Commission for Northern Ireland offer guidance for those working in Northern Ireland.)

While ongoing self-assessment and data collection actions are likely to be necessary throughout the award period, please ensure these actions are balanced with proactive intervention that will effect change.

It is useful to include the baseline for actions (for example, in a "rationale" column) which will support the creation of measurable targets and the ongoing evaluation of progress. Measurable, quantifiable targets are strongly preferred, where possible. Please ensure actions, and their measures of success, are specific, measurable, achievable, relevant and time-bound (SMART).

London Met's s five-year action plan, formally approved by SLT in March 2026, represents a decisive shift from piecemeal activity to a coherent, institution-wide programme of change. Informed directly by the detailed evidence presented in Appendices 1 and 2 (qualitative and quantitative data), the plan sets out **38 SMART actions** that address the structural, cultural and procedural inequalities identified across the University.

AP26 prioritises:

Priority A: Embedding AS charter principles across London Met.

Priority B: Develop intersectional approaches to AS activities.

Priority C: Realise a culture where all staff and students belong, flourish and realise their potential and is free of bullying and harassment.

Priority D: Develop policies and practices that increase staff diversity at all levels of the organisation.

Priority E: Implement policies and practices that increase student equity, outcomes and progression.

The action plan is structured across **short, medium and long implementation phases**, with short-term (0-12 months), medium-term (1-3 years) and long-term (3-5 years) timescales.

Each theme carries equal weight and together they form a strategic roadmap for sustainable and measurable impact. The 38 actions collectively strengthen London Met’s data capability, improve consistency in people-management practice, enhance visibility and recognition, reduce structural barriers, and foster inclusive academic and Professional Services pipelines.

Progress will be rigorously monitored throughout the five-year period using HR workforce data, structured focus groups, subsequent CEI Culture Surveys and ongoing engagement with Staff, student and networks. The plan is intentionally iterative and responsive, enabling London Met to evolve its approach as new insights emerge and data maturity increases. This action plan positions us not only to deliver meaningful progress during this award period, but to build the institutional conditions required for a strong future Silver application.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
1	To embed robust, transparent and accountable governance structures that ensure sustained progress, clear oversight and institutional ownership of Athena Swan delivery.	Robust governance is essential to ensure sustained progress against the Athena Swan Action Plan within the context of London Met's diverse staff and student community and its commitment to social justice and inclusive practice. The University established ASREC in 2025 to provide dedicated oversight; however, continued effectiveness requires clearly defined accountability, regular review cycles and integration with wider institutional governance structures. Embedding structured monitoring and reporting will strengthen institutional oversight, ensure alignment with the EEDI Committee, SLT and Board of Governors, and support timely identification of risks, gaps and areas requiring intervention. This will ensure that Athena Swan delivery is fully integrated within the University's broader equality and inclusion priorities, rather than operating as a standalone initiative.	1.1	Embed a formal annual Action Plan review cycle, including mid-year progress monitoring and evaluation, aligned to the EEDI Committee governance framework.	**ASREC (SAT) Co-chairs**	First review September 2026, annually thereafter	Annual and mid-year Action Plan review cycles completed and documented from 2026 onwards Evidence of actions reviewed, updated or re-prioritised based on progress monitoring	Short	From existing governance and committee structures	Aligned with University Strategy priorities on People and Culture and effective institutional governance, embedded within EEDI governance and committee reporting structures.
			1.2	Implement annual progress reporting to the EEDI Committee, SLT and Board of Governors, supported by in-year monitoring through ASREC.	**Chair EEDI Committee**	First review September 2026, annually thereafter	Annual progress report submitted to EEDI Committee, SLT and Board of Governors from 2026/27 and embedded within governance calendar Evidence of in-year monitoring through ASREC meetings (e.g. progress tracking, risk identification, escalation where required) Evidence of decisions, interventions or resource allocation arising from governance reporting.	Short	From existing governance and committee structures	Aligned with University Strategy priorities on institutional governance and accountability, delivered through EEDI governance and formal reporting to SLT and the Board of Governors.
			1.3	Undertake an annual review of ASREC Terms of Reference and membership to ensure effective oversight, accountability and appropriate representation. Publish an annual ASREC membership profile to support transparency and alignment with institutional EDI priorities.	**ASREC Co-chairs**/Chair EEDI Committee	First review September 2026, annually thereafter	Annual review of ASREC ToR and membership completed Published ASREC membership profile demonstrates appropriate diversity and representation Clear process in place for membership refresh and succession planning	Short	From existing governance structures, with administrative support for reporting and publication	Aligned with University Strategy priorities on inclusive leadership and representation, embedded within EEDI governance structures and transparent committee membership processes.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
1 ctd.			1.4	Align Athena Swan reporting with wider institutional EDI governance structures (including REC, Disability Confident and Stonewall Workplace Equality Index) to ensure coherence, reduce duplication and support intersectional oversight.	**Chair EEDI Committee/**ASREC Co-chairs	Initiated Jan 2026	Alignment of Athena Swan reporting with wider EDI governance structures evidenced through: - integrated reporting cycles by 2026/27 - reduced duplication across charter reporting - Increased coherence reported through governance feedback (e.g. committee effectiveness reviews or surveys)	Short	From existing EDI governance structures, requiring cross-charter coordination	Aligned with University Strategy priorities on inclusive practice and institutional coherence, embedded within EEDI governance structures and aligned across Athena Swan, REC, Disability Confident and Stonewall frameworks.
2 **2 ctd.**	Ensure a balanced SAT representation of all genders and career stages.	London Metropolitan University has a highly diverse staff and student population; however, this diversity is not always consistently reflected within governance and decision-making structures. Ensuring balanced representation within ASREC is essential to embedding inclusive decision-making and ensuring that institutional priorities are informed by a range of lived experiences. Monitoring ASREC composition against institutional baseline data enables the identification of under-representation across gender, ethnicity and career stage, and supports targeted action to strengthen inclusive participation within governance processes. For example, the 2026 ASREC audit identified a lower	2.1	Undertake an annual review of ASREC/SAT membership (including gender, ethnicity, sexual orientation, disability, career stage, school and professional service representation), benchmarking against institutional staff profile data to identify under-representation.	**ASREC Co-chairs**	First review September 2026, annually thereafter	ASREC membership reflects balanced representation across gender, ethnicity and career stages, aligned to the London Met staff population profile.as per the annual HR Data Report and Student Report	Short	From existing resources (ASREC Co-chairs, CEI support for data collation and analysis)	Aligned with the University Strategy priorities on inclusive leadership, representation and effective institutional governance, supported through EEDI governance structures.
			2.2	When ASREC members reach the end of their term, recruitment processes will be used to improve representational balance across gender, ethnicity and career stage. This will include: - Targeted nominations from Deans of School - Representation from key functional areas (HR, Staff Networks, SU, training and development)	**ASREC Co-chairs**	First review September 2026, annually thereafter	Annual Athena Swan reporting to the EEDI Committee demonstrates measurable improvement against baseline where imbalances are identified.	Short	From existing resources (ASREC Co-chairs, Schools and Professional Services contributing to nominations and representation)	Aligned with the University Strategy priorities on inclusive leadership, staff representation and institutional accountability, supported through EEDI governance structures.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
		proportion of academic staff compared to the institutional profile (30% vs 50%)		- Inclusion of EDI Leads and CEI colleagues - Representation across contract types and career stages - Open calls for membership, including UG/PGT/PGR students						
3	Establish accountable School-level and Central Professional Services SATs to strengthen EDI delivery and engagement with departmental Athena Swan submissions and action plan delivery.	Evaluation of the previous Athena Swan action plan identified inconsistent implementation at School/Department level, driven by a lack of sustained accountability, formal governance structures, and clear reporting mechanisms. This limited the institution's ability to embed Athena Swan actions consistently across academic and professional service areas. The 2024 Culture Survey reinforces this, with only 25.7% of female academic staff and 21.7% of female professional services staff (compared to 28.2% and 31.0% of male staff respectively) agreeing that equality, diversity and inclusion work is recognised within	3.1	Establish and embed accountable School/Department-level Athena Swan governance through formal SAT structures, supported by designated EDI/Athena Swan Leads, with defined leadership, terms of reference, and reporting lines into institutional governance.	**Deans/Deputy Deans (Schools)**/ASREC Co-Chairs, SLT.	From July 2026: SAT establishment/refresh begins	SATs established in 100% of Schools and key Professional Services areas by 2028 Terms of Reference in place and reviewed periodically Named SAT Leads and membership confirmed	Medium	From existing resources, including CEI support, School/Department EDI Leads, and staff time within existing workload and committee structures.	Aligned with the University Strategy priorities on inclusive leadership and representation, embedding EDI within local governance structures.
			3.2	Identify and support School/Department Athena Swan Leads to drive local delivery and develop a pipeline of School-level submissions.	**SMT**	By 2028: SATs established across all Schools/Departments with reporting embedded	Annual reporting from all SATs to ASREC Evidence of Athena Swan actions integrated into School/Department plans Reporting mechanisms aligned with institutional governance cycles	Medium	From existing resources, including existing governance and reporting structures (e.g. ASREC, EEDI Committee), CEI coordination, and staff time.	Aligned with the University Strategy priorities on institutional accountability and governance, strengthening reporting and oversight mechanisms.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
3 ctd.		workload allocation. This indicates that EDI activity is not yet fully embedded within formal structures or consistently recognised at local level. As a large, diverse and locally devolved institution, London Met requires clearer distributed accountability to ensure consistent delivery of EDI priorities. Strengthening School/Department-level governance through formal SAT structures, with defined leadership and reporting into ASREC, represents a deliberate shift towards embedding Athena Swan within core institutional practice rather than as a parallel activity.	3.3	Identify and appoint School-level Athena Swan Leads in all Schools, with defined responsibilities for delivery and progression towards School-level Athena Swan activity and submissions.	**Deans (Schools), DVC and Provost/COO (CPS areas)**	By 2030–31: School-level submission pipeline established	Minimum of 2 School/Department Athena Swan submissions by 2028 At least 3 further submissions by 2030 All Schools engaged in Athena Swan activity by 2031 Improvement in staff survey responses relating to recognition of EDI work (next survey cycle)	Long	From existing resources, including School/Department EDI Leads, CEI support, and staff time allocated through existing workload arrangements.	Aligned with the University Strategy priorities on staff development and progression, supporting distributed leadership and building capacity for Athena Swan delivery.
4	Establish regular communication channels to publicise Athena Swan activity internally and externally and support staff engagement.	Evaluation of the previous action plan identified uneven awareness of Athena Swan activity across Schools and Professional Services, with limited and inconsistent communication contributing to variable engagement. At London Met, where EDI activity is delivered across multiple frameworks	4.1	Develop and deliver a regular internal communications and engagement programme to highlight Athena Swan activity, share progress, and create opportunities for staff involvement, aligned with the CEI engagement strategy and wider institutional chartering activities.	**Deputy Director CE**I/Director of Comms	From June 2026	Termly communication outputs established, including at least one senior leadership communication per term. Measurable increase in staff awareness of Athena Swan activity in the next CEI Culture Survey. Increased participation in Athena Swan engagement activities (e.g. focus groups, consultations).	Short	CEI (Engagement and Partnerships / Policy & Charters), Communications Team, EEDI Committee and ASREC governance structures, existing internal communication channels (e.g. Met Connect), and staff engagement mechanisms (e.g. focus groups, consultations).	Aligned with the University Strategy priorities on People and Culture and institutional transparency, supported through CEI-led engagement and communications activity.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
4 ctd.		and committees, there is a need for clearer, more coordinated communication to ensure visibility, coherence and accountability. Strengthening communication channels will support staff understanding of institutional priorities, increase engagement with Athena Swan actions, and embed EDI more consistently across the University. Improved internal and external communications will also enable the University to demonstrate progress, share good practice, and reinforce its commitment to gender equality within a broader intersectional EDI approach.	4.2	Provide termly updates through established institutional communication platforms (e.g. Met Connect, People Strategy updates).	**Deputy Director of CEI/**Executive Director of People & Director of Comms	From June 2026	Increased staff awareness and understanding of Athena Swan activity and progress, evidenced through survey data and engagement metrics. Improvement in positive responses to the statement: "Leadership in my school or professional service area actively supports progress on gender equality" to at least 75% for both female and male staff in the 2027/28 CEI Culture Survey (from 65.3% and 64.4%).	Short	Communications Team, CEI (Policy & Charters), existing institutional communication platforms and established reporting cycles to SLT and committees.	Aligned with the University Strategy priorities on People and Culture and institutional transparency, supported through CEI-led engagement and communications activity.
			4.3	Provide termly School and Department briefings, sharing key updates and priorities from ASREC and EEDI committees.	**ASREC Co-Chairs/**Chair of EEDI Committee/Deputy Director of CEI	From July 2027	100% of Schools and Professional Services areas receive termly Athena Swan briefings. ASREC and EEDI committee updates and priorities published on the CEI website within 10 working days of meetings.	Short	ASREC and EEDI Committee structures, School/Professional Services leadership teams, CEI (Policy & Charters), and existing briefing and committee reporting mechanisms.	Aligned with the University Strategy commitment to effective governance and accountability, through structured reporting via ASREC and EEDI committees.
			4.4	Share termly public-facing updates through the University website and external channels as part of institutional reporting and PSED compliance.	**Deputy Director CEI/**Communications Team	from July 2026	Increased engagement with Athena Swan activity, evidenced through survey participation and SAT involvement. Survey participation increases by at least 5 percentage points in each CEI Culture Survey cycle.	Medium	CEI (Policy & Charters / Engagement), Communications Team, University website and digital platforms, and existing reporting processes linked to PSED and institutional accountability.	Aligned with the University Strategy priorities on public accountability and civic responsibility, including compliance with PSED and external reporting expectations.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
5	Run the CEI Culture Survey and follow-up focus groups every two years to provide an evidence-base for action and to measure progress and impact.	Regular survey and focus group cycles provide critical insight into staff and student experiences over time, enabling London Met to identify persistent inequalities and evaluate the impact of interventions. The 2025 Culture Survey achieved a strong response rate, providing a robust institutional baseline across key areas including belonging, inclusion, harassment, and progression. However, disparities in experience remain across staff groups, particularly when disaggregated by gender, ethnicity, disability and contract type. There is also variation between academic and professional services staff, and between staff and student experience. This action strengthens London Met's evidence-led approach to equity by embedding a systematic cycle of data collection, analysis and response. It directly supports institutional accountability, informs targeted interventions, and ensures that lived experience is consistently integrated into decision-making. The survey infrastructure also	5.1	Deliver the CEI Inclusion Survey to staff and students every two years, with targeted engagement plans to increase participation among underrepresented groups.	**Director CEI/** Head of Charters Marks and Policy	Next survey Dec 2027 Results delivered March 2028	Survey delivered in line with biennial cycle (staff, 2027, 2029, 2031/students 2026, 2028, 2030) Overall response rate maintained or increased from the 2025 baseline of 28.7% for staff Increased participation from underrepresented groups (staff and students), particularly ASLs and a reduction in PNTS Improved representativeness across protected characteristics	Medium	From CEI Strategy resources	Aligned with University Strategy priorities on insight-led decision-making, inclusive culture, and student and staff voice
			5.2	Conduct structured annual follow-up focus groups to explore emerging themes and intersectional disparities, with clear feedback loops and published "You Said, We Did" summaries.	**Director CEI**/Head of Charters Marks and Policy	Annual cycle: 2025/26, 2026/27, 2027/28	Annual focus groups delivered with diverse participation Increased participation in focus groups (target: +5pp by 2026, sustained growth thereafter) Qualitative insights used to inform CEI and institutional action plans "You Said, We Did" outputs published annually	Medium	From existing resources	Aligned with CEI Plan and University Strategy priorities on engagement, transparency, and continuous improvement
5 ctd.			5.3	Disaggregate quantitative and qualitative data by protected characteristics, staff group, contract type, grade and student cohort to identify structural disparities and inform targeted action.	**Executive Director of People/**Head of Charters and Policy	From March 2026 - to embedded across 5-year cycle	Disaggregated datasets produced for each survey cycle Evidence of intersectional analysis informing action plans Clear links between data insights and improvements in: - staff survey indicators - pay gap data - progression and recruitment outcomes Data used to inform Athena Swan, REC,	Short-medium	From existing resources	Aligned with CEI Plan and People Strategy on data transparency, equity monitoring, and workforce development

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		underpins charter mark submissions (Athena Swan, REC, Disability Confident, Stonewall) and aligns with regulatory expectations around monitoring culture, harassment, and equality outcomes.					Disability Confident and Stonewall submissions			
			5.4	Report findings through formal governance processes (ASREC, EEDI Committee, SLT and Governors) In line with institutional reporting framework (see AP26 A1).	**Chair EEDI Committee**	From March 2026 - to embedded across 5-year cycle	Regular reporting to governance committees in line with agreed cycle Evidence of actions taken in response to survey findings Increased staff and student engagement with CEI initiatives: - baseline: 28.7% (2025 survey) - target: +5.5 percentage points per cycle, reaching ~40% by 2030/31 Demonstrable improvement in key culture indicators across survey cycles	Long	From existing resources	Aligned with existing EEDI governance framework and University Strategy priorities on accountability and institutional performance
6 **6 ctd.**	To review and refresh academic and professional services line-manager guidance for Performance Development Reviews to ensure consistent recognition of EDI contributions within workload and appraisal processes.	While London Met has established approaches to recognising different forms of staff contribution, the 2025 CEI Culture Survey identified clear gender disparities in how EDI work is recognised within workload allocation models. Only 17.6% of female staff disagreed that EDI contributions are recognised, compared to 10.9% of male staff (a gap of 6.7 percentage points).	6.1	Review and update PDR guidance for academic and professional services staff to ensure EDI contributions are consistently recognised, recorded, and considered within workload allocation models.	**Executive Director of People/** SLT	9/1/2027 - 2028	Revised PDR guidance developed, approved by SLT, and implemented by June 2028 Reduction in staff disagreement that “EDI work is recognised in workload allocation” to: - <4pp overall by 2027/28 CEI Culture Survey - <5pp gender gap (Academic Female vs Academic Male) by 2029/30 Evidence of consistent recognition of EDI contributions within PDR	Medium/Long	From existing resources (HR, CEI, and workload allocation frameworks)	Aligned with the University Strategy priorities on People, Culture and Inclusive Practice, ensuring equitable recognition of staff contributions and embedding EDI within core institutional processes.

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		This disparity is significantly more pronounced among academic staff, where 37.4% of female academics reported concerns, compared to 14.9% of male academics (a gap of 22.4 percentage points). This highlights a structural inconsistency in how EDI labour is valued and recognised, particularly for academic women. Strengthening PDR guidance is therefore necessary to ensure consistent institutional practice, support equitable workload allocation, and embed EDI within core performance and progression processes.					processes across Schools and Professional Services			
7 **7 ctd.**	Review and refresh the performance review process to improve the quality and consistency of PDR delivery.	London Met has taken steps to strengthen the Performance Development Review (PDR) process; however, findings from the CEI Culture Survey highlight inconsistencies in how contribution—particularly EDI contributions—is recognised within performance and progression processes. While there is a relatively small overall gender difference in responses to whether EDI contributions are recognised in promotion/progression (Academic Females	7.1	Refresh the PDR training and development offer for line managers to improve consistency in delivery and ensure clear expectations, including recognition of EDI contributions and use of Oracle Talent Performance (MyReview).	**Executive Director of People**/ Head of Learning and Development, Deputy Dean for Academic Staff Development /Schools/Deans/Deputy Deans/Head of Charters and Policy	From June 2027 – annual cycle	Annual PDR training delivered for line managers across academic and professional services staff ≥80% of line managers complete refreshed PDR training by 2027/28 cycle Training materials updated to include guidance on recognising and recording EDI contributions within Oracle Talent Performance Positive shift in staff survey responses relating to consistency and quality of PDR delivery (2027/28 survey)	Medium	HR (Learning & Development); CEI (EDI content input); existing training delivery platforms; line manager time allocation	Aligned with University Strategy priorities on People and Culture, strengthening leadership capability and consistency in people management practices.

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7 ctd.		14.0% strongly disagree/disagree vs Academic Males 6.3%, a difference of 7.6pp), intersectional analysis reveals more significant disparities. Academic females report substantially higher levels of disagreement (25.3%) compared to academic males (8.0%), indicating uneven experiences in how contribution is valued. These findings suggest that while processes exist, their application lacks consistency, clarity, and transparency. Strengthening line manager guidance, training, and system prompts within Oracle Talent Performance (MyReview) will support a more equitable and consistent approach to recognising EDI contributions. This will ensure stronger alignment between PDR, promotion processes, and institutional priorities on inclusive practice and progression.	7.2	Provide targeted promotion briefings and workshops to support staff in evidencing EDI contributions within applications.	**Executive Director of People/** Head of Learning and Development/Deputy Dean for Academic Staff Development	From September 2026 – May 2027 (then annual)	Minimum of 2 promotion workshops/briefings delivered annually from 2026/27 Guidance and case studies on evidencing EDI contributions published and accessible Increased staff awareness of how to evidence EDI contributions (measured via survey or feedback) Increase in proportion of promotion applications referencing EDI contributions (baseline established 2026/27)	Medium	HR (promotion processes and guidance); Academic Development; CEI (EDI input and case studies); internal communications channels	Aligned with University Strategy priorities on Inclusive Career Progression and Talent Development, supporting equitable access to progression opportunities.
			7.3	Embed structured discussion and recording of EDI contributions within the PDR (MyReview) process through updates to Oracle Talent Performance, supported by institutional guidance approved by SLT.	**Executive Director of People/**Head of Learning and Development/HR	March 2027 implementation, embedded into annual PDR cycle	Oracle Talent Performance (MyReview) updated to include a defined section for recording EDI contributions (by March 2027) Institutional guidance approved by SLT and embedded within system prompts and review templates Baseline established through Oracle reporting in 2026/27 PDR cycle ≥75% of completed PDRs include recorded EDI contributions by 2027/28 Qualitative audit (sampled PDRs and/or focus groups) indicates improved clarity and consistency in how EDI contributions are discussed (2027/28) Reduction in disparities in staff survey responses to: "*EDI contributions are recognised in*	Medium	HR (systems and policy); Oracle Talent Performance configuration support; CEI (guidance and content); Planning & Insights (data/reporting); internal communications channels	Aligned with University Strategy priorities on Institutional Accountability, Data-informed decision-making, and Inclusive Practice, embedding equitable recognition within core systems and processes.

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							applications for promotion/progression" - Gender gap reduced from 7.6pp to <3% by 2027/28 - Intersectional gap (Academic Female vs Academic Male) reduced from 17.3pp to <11% by 2027/28 and <5% by 2029/30			
8 **8 ctd.**	Ensure that institutional mitigation measures for disruptive events (e.g., COVID-19) are applied equitably and communicated clearly so that all staff understand and benefit from the support available.	The University has made significant progress in updating policies in response to disruption, including flexible and hybrid working practices and revisions to Special Leave policy. However, the 2025 CEI Culture Survey identified gender disparities in staff perceptions of departmental mitigation during COVID-19. Female staff were less likely to agree that their department had taken action (54.1%) compared to male staff (63.4%). This gap is reflected across both academic and professional services staff. These findings indicate inconsistent implementation and communication of mitigation approaches across departments.	8.1	Apply Equality Impact Assessments (EIAs) to the design and implementation of mitigation measures	**Executive Director of People/COO**/Deputy Director of CEI	From September 2026	100% of institution-wide disruption-related policy changes subject to EIA from 2026 onwards EIA findings reviewed annually by the EEDI Committee Oversight of disruption-related risks through the Institutional Risk Champions Group No gender disparity greater than 5% in perceptions of mitigation measures (CEI Culture Survey 2027/28)	Short/Medium	Existing EIA framework and templates; CEI Policy & Charters team; Planning & Insights data support	Aligned with the University Strategy priorities on institutional governance and inclusive decision-making, supported through EEDI governance and committee oversight
			8.2	Embed flexible, hybrid and caring-related supports into standard institutional practice	**Executive Director of People**/Head of Charters and Policy	From March 2027	Reduction in gender gap in responses to "I feel confident I would be supported…" to <5% (CEI Culture Survey 2027/28) Improved overall staff confidence in institutional responses to disruption Evidence of mitigation practices (flexibility, caring support, workload adjustment) embedded within institutional policy	Medium/Long	Existing flexible working policies; HR policy development capacity; CEI guidance on inclusive practice	Aligned with the University Strategy priorities on people, wellbeing and inclusive working environments

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		A more structured and equitable institutional approach is required to ensure consistency, visibility and staff confidence in future disruption responses.					Reduced variation in staff experience across departments			
			8.3	Ensure PDR and promotion processes enable staff to contextualise the impact of disruptive events	**Executive Director of People**/Deputy Director of CEI/Head of Learning and Development	From March 2027	Institutional guidance on contextual statements published and accessible to all staff by end of 2027 ≥90% of promotion and performance review panel members confirm awareness of contextual guidance Reduction in 9.3pp gender disparities in perceptions of fairness in promotion (CEI Culture Survey) to <5% by 2027/8 Staff report confidence in raising contextual factors (focus groups and survey data)	Medium	Existing PDR and promotions frameworks; Learning & Development provision; CEI guidance on contextual statements	Aligned with the University Strategy priorities on inclusive career progression and fair evaluation processes
			8.4	Document, evaluate and communicate mitigation approaches to inform future institutional responses	**Executive Director of People/COO**/Deputy Director of CEI	From September 2026	Institutional guidance on disruption mitigation developed and shared across Schools and PS departments Increased consistency in mitigation approaches across Schools Reduced variation in staff feedback (CEI Culture Survey and qualitative data) Evidence of institutional learning informing future disruption responses	Medium/Long	CEI Evaluation & Insights team; Culture Survey data; internal communications channels	Aligned with the University Strategy priorities on continuous improvement and institutional learning

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9	Ensure that institutional policies and practices support an inclusive environment for trans staff and students, while meeting legal requirements and maintaining clarity, confidence and consistency across the University community.	Following the April 2025 Supreme Court judgment and increased regulatory scrutiny from the OfS, higher education institutions are required to demonstrate that policies relating to sex, gender identity and inclusion are legally compliant, clearly communicated, and consistently applied. At London Met, this action reflects the need to review and strengthen existing policies to ensure they are aligned with current legal expectations, while maintaining the University's established commitment to dignity, inclusion and respect for all members of the community. This includes addressing potential areas of ambiguity in policy and practice, supporting managers and staff to apply guidance confidently, and ensuring that reporting mechanisms and institutional responses remain robust, trusted and transparent.	9.1	Establish a Trans Policy Review Working Group, reporting to the EEDI Committee, including representation from LGBTQIA+ staff networks, HR, policy leads and student representatives, to oversee the review of Trans Inclusion Guidelines and Transitioning at Work procedures.	**Executive Director of People**/Head of Charters and Policy/HRD and Principal HR Adviser	Start September 2026	Working Group established with agreed Terms of Reference and membership (including staff and student representation) by end of 2026. Clear reporting line into EEDI Committee with documented governance and oversight.	Medium	EEDI Committee, LGBTQIA+ Staff Network, HR and Policy & Charters input	Aligned with the University Strategy priorities on institutional accountability and governance, ensuring clear oversight of policy review through EEDI Committee structures and reporting to senior leadership.
			9.2	Conduct a comprehensive review of all relevant policies, procedures and guidance to ensure compliance with legal requirements and OfS expectations, while maintaining clarity of institutional position on dignity, inclusion and lawful freedom of expression.	**Executive Director of People**/Head of Charters and Policy and HRD and Principal HR Adviser	Start July 2026 – complete January 2027	All relevant policies reviewed, updated and approved by January 2027. Clear communication of updated policies to all staff and students (e.g. intranet, briefings, guidance materials). Evidence of compliance with legal and OfS requirements through policy documentation.	Short-medium	HR, Policy & Charters, legal input where required	Aligned with the University Strategy commitment to regulatory compliance and institutional coherence, ensuring policies are legally compliant, clearly articulated and consistently applied across the University.
			9.3	Embed updated policy guidance into management practice through targeted training, the Managers' Forum, and existing leadership development provision to support consistent and confident application.	**Executive Director of People,** Head of Learning and Development/Head of Charters and Policy/	March 2027 onwards	Updated guidance integrated into mandatory management training and leadership development provision by 2027. ≥40% of managers complete training by September 2027, ≥70% by July 2028, ≥85% by July 2029. Annual internal campaigns delivered to reinforce expectations of respectful conduct and consistent application.	Medium	Learning & Development, CEI training provision, Managers' Forum	Aligned with the University Strategy priorities on people, culture and inclusive leadership, strengthening management capability to apply policy consistently and support an inclusive working and learning environment.

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9 ctd.			9.4	Strengthen monitoring and reporting of trans-related harassment, discrimination and victimisation through existing reporting systems, ensuring data is reviewed annually by the EEDI Committee to inform action planning.	**Executive Director of People**/Chair of EEDI Committee/Deputy Director of CEI	March 2026 and ongoing	Annual anonymised incident data reported to EEDI Committee from Report and Support and HR systems. Evidence of annual trend analysis and action planning where incidents increase. Increase in staff confidence in reporting mechanisms (CEI Culture Survey) from 72.9% baseline (2025) to ≥80% by 2028/9.	Short (ongoing)	Report and Support system, HR data, CEI evaluation and insights	Aligned with the University Strategy priorities on transparency, evidence-informed decision-making and student and staff experience, ensuring data-led monitoring and responsive institutional action.
10	Strengthen intersectional data analysis to inform evidence-based decision-making across staff and student lifecycles, and establish intersectional targets where disparities are identified.	Since 2024, London Met has strengthened its data reporting through the annual HR Data Report and has begun to consider intersectional issues, particularly in relation to staff profile and equal pay. However, analysis remains largely single-axis and does not yet fully reflect the complexity of the University's diverse staff and student populations. As a civic university serving one of the most diverse communities in the UK, overlapping characteristics across race, gender, disability and socio-economic background shape both staff and student experiences. A more structured intersectional approach is required	10.1	Review intersectional workforce data annually and agree time-bound, evidence-based targets where representation or outcome gaps are identified	**Executive Director of People/** Director of Planning and Insights, Head of Policy and Charters/Associate Director of Planning and Insights	March 2026 (initial data analysis) – July 2027 (completion of audit)	Comprehensive intersectional dataset established by July 2027 (e.g. gender/ethnicity/disability intersections across grade, pay and contract type) and endorsed by SLT Data governance protocols agreed with HR and Planning & Insights, including identification of current limitations Annual review of intersectional targets through ASREC and reporting to EEDI Committee Evidence of intersectional analysis informing at least one institutional intervention by 2027 Time-bound targets set for at least two identified intersectional gaps by 2027	Short	HR Data and Workforce Reporting; Planning & Insights datasets and analytical capacity; CEI Policy and Charters team; existing governance structures (ASREC, EEDI Committee)	Aligned with the University Strategy priorities on data-informed decision-making, institutional accountability and equitable workforce outcomes, supported through integrated HR and Planning & Insights reporting.

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10 ctd.		to identify where disparities intersect across recruitment, progression, pay, contract type and student outcomes. Initial work, including intersectional data tables and focus group insights, indicates that some disparities are not visible through single-category analysis. Strengthening this approach will enable the University to target interventions more effectively and improve equity in both staff and student outcomes.	10.2	Use focus groups to contextualise intersectional data and inform action, including mentoring, training and positive action initiatives.	**Director CEI**/Head of Policy and Charters/Head of Learning and Development	February 2026 – ongoing (5-year cycle)	Minimum six intersectional focus groups delivered by 2029 with two undertaken by 2027/8 Findings published through CEI/EEDI Committee annual reporting. At least three institutional actions taken forward, for example a minimum of three staff development or positive action programmes, informed by intersectional analysis Intersectional participation targets established by 2027 (expanding to five by 2029), including WHEN, Stonewall Leadership Programme and London Met Mentoring Annual reporting to interrogate participation trends aligned to agreed targets.	Long	Delivered through CEI Policy and Charters and Engagement functions; Staff Networks and EDI Leads; Learning and Development provision; existing mentoring and development programmes (e.g. WHEN, Stonewall Leadership Programme, London Met Mentoring); HR and Organisational Development support.	Aligned with the University Strategy priorities on inclusive culture, staff development and engagement, ensuring that lived experience informs institutional policy and practice.
10 ctd.			10.3	Integrate intersectional KPIs into staff development programmes, Equality Impact Assessments, positive action initiatives, pay gap analysis and Access and Participation Plan activity.	**Executive Director of People**/Head of Learning and Development/Deputy Director of CEI/Head of Policy and Charters	3/1/2026 - end 2029	Intersectional KPIs embedded across Equality Impact Assessments, staff development programmes and Access and Participation Plan activity by 2027 Annual reporting demonstrates intersectional analysis informing at least three institutional actions Measurable intersectional gaps identified across key characteristics (e.g. gender, ethnicity, disability) and tracked annually Intersectional targets	Medium/Long	CEI Policy and Charters team; HR and Organisational Development; Planning & Insights and APP team; existing EIA processes and institutional reporting frameworks; Learning and Development provision.	Aligned with the University Strategy priorities on inclusive student success, equitable workforce progression and regulatory compliance, embedding intersectionality within core institutional processes.

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							incorporated into Access and Participation Plan activity to support student success by 2027/28			
11	Establish an Intersectionality Working Group to coordinate and embed intersectional practice across the University	London Met's staff and student population reflects significant diversity, and colleagues across Schools and Professional Services are already engaging with intersectional approaches in teaching, student support and practice. However, evidence from institutional insights—including the staff culture survey, workforce data on recruitment, progression and pay, and student outcome data—indicates variation in experience and outcomes across demographic groups. These patterns are not uniform and highlight the need for more consistent and systematic	11.1	Establish an Intersectionality Working Group reporting to the EEDI Committee with defined Terms of Reference and integration into institutional governance	**Executive Director of People/**Head of Policy and Charters	From July 2026 - integrate into academic cycle	Intersectionality Working Group established with approved Terms of Reference by July 2026 Minimum of three meetings held per academic year with defined priorities and actions Annual report submitted to the EEDI Committee evidencing progress, themes and recommendations Evidence of intersectional data being used to inform at least two institutional priorities or interventions by 2027 Evidence that intersectional analysis informs at least two institutional decision-making processes (e.g. policy, curriculum, or service design) by 2028	Medium/Long	From existing CEI and EDI governance resources, including staff time to support coordination, administration and reporting through the EEDI Committee	Aligned with the University Strategy priorities on People, Culture and Inclusive Practice, strengthening institutional approaches to equity through coordinated, evidence-informed activity. Supports delivery of the EDI Strategy and alignment across charter mark frameworks

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11 ctd.		intersectional analysis. Current activity remains uneven and lacks institutional coordination, with limited oversight of how intersectional data is used to inform decision-making. This creates a risk that inequalities are addressed in isolation rather than through a coherent, evidence-informed approach, reducing the effectiveness of institutional interventions and limiting shared learning across the University. Establishing a dedicated Intersectionality Working Group will provide institutional coordination, strengthen the use of intersectional data, and support the development and embedding of consistent approaches across the University. This will enable London Met to move beyond pockets of practice towards a more systematic and impactful institutional approach.	11.2	Coordinate and share intersectional practice across Schools and Professional Services to strengthen institutional learning, support mainstreaming of effective approaches, and lead external engagement	**Executive Director of People**/ **Deputy Director of CEI**/Head of Policy and Charters	Showcase delivered in 2027 Intersectional examples by 2029	Institutional framework for intersectional practice in teaching, learning and service delivery developed and published by 2027 Evidence of adoption of intersectional approaches in at least three Schools or Professional Service areas by 2028 Online repository established and actively used by Schools and Professional Services, with evidence of contribution and application in practice Annual internal showcase delivered from 2027, evidencing impact and sharing practice Participation in at least one external higher education forum or conference annually to disseminate London Met practice Secure external funding to support intersectional projects Establish HE network for intersectionality to share and promote innovative practice in HE, sharing access to symposia and conferences.	Long	CEI resource (Policy and Charters; Inclusive Communities) to support coordination and delivery. EEDI governance structures (EEDI Committee, ASREC) for oversight and alignment. Institutional data and insight functions to support analysis. Existing University communication channels for dissemination and engagement.	Aligned with University Strategy priorities on inclusive education, student success and equity of outcomes, supporting data-informed approaches to address differential experiences. Supports delivery of the EDI Strategy and alignment across Athena Swan, Race Equality Charter and related frameworks.

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12	Optimise the use of Oracle HCM to strengthen monitoring, integration and reporting of EDI data.	London Met has established EDI monitoring and reporting processes to support institutional governance, charter activity and compliance requirements. Oracle HCM has been implemented to support workforce data management; however, its functionality for EDI monitoring and intersectional analysis is not yet fully embedded across institutional reporting. This action focuses on embedding and optimising the use of Oracle HCM to improve the consistency, accessibility and integration of EDI data. This will enable more streamlined reporting, strengthen intersectional analysis, and support more effective use of data in institutional oversight and local action planning. It will also support the continued delivery of Athena Swan commitments and alignment with institutional priorities on insight, accountability and inclusive workforce development.	12.1	Develop and refine standardised dashboards within Oracle for recruitment, promotion, training participation and pay gap monitoring, including intersectional breakdowns where data quality permits.	**Executive Director People**/Associate Director Planning and Insights /Head of Learning and Development/Head of Policy and Charters/	Phased from 2026, with full implementation by 2028/29	EDI dashboards developed and embedded within Oracle by 2028/29 Annual reporting to ASREC, EEDI Committee and SLT incorporates Oracle dashboard outputs Intersectional data used to inform charter submissions and benchmarking activity.	Long	Delivered through Oracle HCM and existing HR systems, supported by the Planning & Insights team, People Directorate and established EDI governance and reporting structures.	Aligned with University Strategy priorities on data-informed decision-making, institutional accountability and inclusive workforce development.
			12.2	Embed manager capability to interpret EDI data through targeted guidance and training linked to Oracle dashboards.	**Executive Director People/** Head of Learning and Development/Head of Policy and Charters	From 2026 to 2029	≥80% of senior managers complete EDI data training by 2029 Evidence of EDI data being used in School and Professional Services action planning and reporting	Long	Delivered through existing Learning & Development provision, HR Business Partnering and CEI guidance, using Oracle dashboard outputs to support manager capability.	Aligned with University Strategy commitments to leadership capability, inclusive management practice and evidence-based planning.
			12.3	Integrate existing SAT and charter monitoring datasets into Oracle to support coherent institutional reporting and intersectional analysis.	**Executive Director People/**Head of Learning and Development/Head of Policy and Charters	From 2026 to 2029	Alignment of Oracle datasets with Athena Swan, REC and other charter reporting requirements Improved consistency and accessibility of protected characteristic data across institutional reporting	Long	Delivered through existing CEI datasets and charter monitoring activity, supported by the Planning & Insights team and Oracle HCM system integration.	Aligned with University Strategy priorities on institutional coherence, regulatory compliance and strengthening equality data infrastructure.

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13	Improve staff perceptions of contribution recognition and belonging by narrowing gender disparities in perceptions of being valued within departmental cultures.	The CEI Culture Survey identified gender differences in perceptions of whether contributions are valued within departments. Female staff were less likely to strongly agree or agree than male staff, with an overall gap of 9.1 percentage points. This pattern was more pronounced among Academic staff, where 60.2% of women compared with 77.0% of men strongly agreed or agreed (a gap of 16.8 percentage points). Among Professional Services staff, 73.7% of women compared with 79.3% of men (a gap of 5.5 percentage points). These findings indicate that recognition of contribution is not consistently embedded within institutional systems and practices and is experienced unevenly across departments and staff groups. This suggests that forms of contribution that fall outside traditional measures of academic or professional success may be less visible or valued, with differential impacts by gender. This has implications for staff experience, progression and belonging, particularly where recognition informs opportunities	13.1	Develop and implement structured approaches to recognising teaching, research, service, pastoral care, EDI and citizenship contributions within departmental cultures across Schools and Professional Services Departments	**Executive Director of People**/**COO**/**DVC**/Deputy Director of CEI/Deans/Director of CTE & CEI	From September 2027 to 2009	Reduce the overall gender gap in perceptions of whether contributions are valued within departments from 9.1 percentage points to ≤5 percentage points by 2027 and ≤2 percentage points by 2029. Reduce the gender gap for Academic staff from 16.8 percentage points to ≤8 percentage points by 2027 and ≤5 percentage points by 2029. Reduce the gender gap for Professional Services staff from 5.5 percentage points to ≤3 percentage points by 2027. Evidence of structured recognition approaches referenced in annual School and Professional Services reporting from 2027. Evidence of recognition mechanisms reflected in departmental communications and award nominations. Evidence of alignment with institutional framework reviewed through EEDI governance and ASREC from 2027.	Long	Staff recognition schemes and local award processes; CEI Culture Survey data; EEDI and ASREC governance structures; internal communications channels.	Aligned with the University Strategy priorities on people, culture and inclusive leadership, supporting a more consistent and equitable staff experience across Schools and Professional Services.
13 ctd.			13.2	Refresh MyReview guidance and manager development provision to ensure consistent recognition of diverse contributions and inclusive feedback practices.	**Executive Director of People**/Head of Learning and Development	From September 2027 to 2028	Updated MyReview guidance developed, approved and published by 2027. ≥85% of line managers complete guidance or development activity on recognition and inclusive feedback by 2027. Survey evidence shows improved discussion of	Medium	MyReview framework and guidance; Learning and Development provision; HR policy and performance processes; internal guidance platforms.	Aligned with the University Strategy priorities on staff development, inclusive management and a positive workplace culture, supported through performance

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		for development, promotion and visibility. A more structured, institutionally-led approach is therefore required to ensure that all forms of contribution are consistently recognised, valued and evidenced across academic and professional services contexts.					contribution recognition in annual reviews by 2028. Managers report increased confidence in recognising diverse contributions through MyReview. Staff survey responses indicate improved confidence that line managers recognise a broad range of contributions by 2028.			and development review processes.
			13.3	Strengthen inclusive recognition and celebration practices and report recognition insights through institutional communications and governance processes.	**Deputy VC and Provost/Director of Comms**/Deputy Director of CEI/Director of CTE & CEI/Communications Team	From September 2026 to 2028	Termly institutional communications published from 2026 highlighting diverse staff contributions. CEI webpages updated annually to showcase recognition and inclusive practice. Recognition and award nomination data disaggregated by gender and staff group and reviewed annually through ASREC. Evidence from School and Professional Services reporting that recognition of diverse contributions is embedded in local communications by 2028.	Medium	Internal communications platforms; CEI webpages and digital content; award nomination processes; EEDI and ASREC reporting structures.	Aligned with the University Strategy priorities on visibility, belonging and institutional accountability, using communications and governance to reinforce inclusive recognition across the University.

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14	Enhance psychological safety and confidence for all staff to speak up, challenge appropriately, and express their views, with a focus on reducing gender disparities	London Met has established foundations through leadership development provision, institutional policies and speaking-up and reporting mechanisms. However, Staff Culture Survey and focus group findings identify gender disparities in perceptions of psychological safety. While 66.7% of female staff report feeling comfortable speaking up and expressing their views, this rises to 72.4% for male staff, with a more pronounced gap in Academic staff groups (59.0% vs 72.4%). These findings indicate that confidence to speak up is uneven and influenced by structural and cultural factors within teams and leadership practices. Focus group insights highlight inconsistencies in inclusive meeting practices, confidence in raising challenge, and clarity of expectations in structured environments. This action will strengthen existing leadership development,	14.1	Integrate inclusive facilitation, inclusive leadership, managing challenge and psychological safety principles into leadership and manager development (MyView pathways, Managers' Forum, Active Bystander approaches).	**Executive Director of People/**Head of Learning and Development/Head of Policy and Charters	From September 2026 to 2029	Reduction in gender gap in "feeling comfortable speaking up and expressing opinions" to ≤7pp by 2027 and ≤4pp by 2029. ≥85% of managers report confidence in facilitating inclusive and psychologically safe discussions (manager feedback surveys, 2027). Training on inclusive facilitation and psychological safety delivered to managers and incorporated into leadership development pathways by 2027. Evidence of application of inclusive leadership behaviours incorporated into PDR or leadership review processes by 2028. Improved positive responses in Staff Culture Survey (2027/28).	Medium	Learning and Development provision, MyView learning pathways, Active Bystander training, Managers' Forum.	Aligned with the University Strategy priorities on People and Culture, inclusive leadership, and staff engagement.
			14.2	Develop, secure SLT approval and implement institutional guidance on inclusive meetings (including agenda design, hybrid participation, inclusive communication and respectful challenge).	**Executive Director of People/**Head of Learning and Development/Head of Policy and Charters	From September 2026 to 2029	Inclusive meetings guidance published by 2028. ≥80% of Schools and Professional Services evidence adoption through local guidance, team practices or staff feedback (survey or focus group data) by 2029. Staff survey and focus group data show increased confidence in raising challenge and contributing in meetings (2027–2029).	Long	Learning and Development, Managers' Forum, internal communications channels.	Aligned with the University Strategy commitment to inclusive practice and effective organisational culture.

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14 ctd.		institutional policies, and speaking-up and reporting mechanisms to embed consistent, institution-wide approaches to inclusive facilitation, challenge, and psychologically safe working environments. This will support a more equitable staff experience and reduce gendered disparities, with implications for equitable participation in decision-making, progression and retention.	14.3	Ensure harassment, whistleblowing and speaking-up pathways are clearly communicated, understood and accessible through induction, departmental communications and manager briefings.	**Executive Director of People/**Deputy Director of CEI/Head of Learning and Development/Head of Policy and Charters/HR Principal Adviser	From September 2026 onwards	Speaking-up and reporting pathways reviewed and refreshed by 2027. Induction materials updated annually from 2026/27. Increased staff confidence in reporting concerns from 72.9% to ≥80% (Staff Culture Survey 2027/28). Annual reporting data reviewed through ASREC to monitor trends and gender disparities. No decline in response times or case handling capacity as reporting increases (monitored annually).	Medium	Report and Support platform, HR policy framework, CEI communications, induction programmes, Condition E6 implementation activity.	Aligned with OfS Condition E6, and University Strategy priorities on accountability and safe working environments.
			14.4	Reinforce and normalise inclusive behaviours through case studies, Staff Networks, CEI communications and leadership forums.	**Executive Director of People/Head of Learning and Development**/Head of Policy and Charters	From September 2026 onwards	Minimum of two case studies on inclusive practice or speaking-up culture shared annually from 2027. Case studies discussed at least annually at Managers' Forum. Evidence of adoption across multiple Schools and Professional Services areas by 2028. Staff survey or focus group evidence indicates increased awareness of expected inclusive behaviours by 2028.	Medium	CEI communications, Staff Networks, Managers' Forum, internal engagement activity.	Aligned with the University Strategy focus on culture, belonging and staff engagement.

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15	Develop a coherent institutional approach to preventing and responding to gender-based bullying, discrimination, harassment and abuse (BDHA), supported by clear behavioural expectations, strengthened manager capability and data-informed monitoring.	London Met has strengthened institutional responses to inappropriate behaviours through policy development, manager guidance, and implementation of Condition E6 requirements, including access to a single source of information. However, the CEI Culture Survey (2025) identified persistent, gendered differences in reported experiences of bullying, discrimination, harassment and abuse (BDHA). Male staff were more likely to report "never" experiencing gender-based bullying or harassment (87.4%) compared to female staff (74.8%). Conversely, female staff were more likely to report experiencing such behaviours (13.1%) compared to male staff (2.9%). Qualitative insights from focus groups also highlighted concerns that issues are not always addressed consistently or taken seriously when raised. These findings indicate the need for clearer behavioural expectations, strengthened preventative approaches, and improved confidence	15.1	Develop, implement and embed a behavioural framework, including clear standards, early intervention expectations, and consistent application through line management and institutional processes.	**Dean and Directors/Director of CEI/** Head of Learning and Development/Head of Policy and Charters	From 2027, ongoing	Reduction in reported gender differences in BDHA experiences from 10.2 percentage points to ≤6 percentage points by 2029/30 (Culture Survey). Annual review confirms all Schools and Professional Services have communicated behavioural standards and expectations. Focus group feedback evidence improved perceptions of respectful workplace culture by 2028.	Medium	Delivered through existing resources, including CEI (Policy and Charters), HR Business Partnering, and institutional governance structures (EEDI Committee and ASREC).	Aligned with University Strategy priorities on People and Culture and creating a respectful, inclusive working environment.
15 ctd.			15.2	Develop and deploy manager training on identifying, preventing and responding to BDHA, including bystander intervention and addressing microaggressions.	**Executive Director of People/Head of Learning and Development**/Head of Charters and Policy/	From 2027, ongoing	Training developed and implemented across 2027 ≥85% of managers complete BDHA prevention training by 2028.	Medium	Delivered through existing resources, including Learning and Development provision, CEI (Policy and Charters), and HR, with additional staffing budget requested to support Condition E6 training delivery (1.5 FTE G6/7 posts for three years).	Aligned with University Strategy priorities on leadership capability and staff development, and regulatory compliance under OfS Condition E6.
			15.3	Establish a BDHA monitoring dashboard (qualitative and quantitative), including gender and intersectional analysis, drawing on Culture Survey data, incident reporting and staff network insights to inform targeted interventions.	**Executive Director of People/DVC and Provost/** Deputy Director of CEI/Head of Learning and Development	From 2028, ongoing	BDHA monitoring dashboard implemented from 2028. Gender and intersectionally disaggregated data reviewed annually by ASREC and EEDI Committee Evidence used to inform People Strategy, Charter Mark submissions and institutional action planning. At least two targeted interventions	Long	Delivered through existing resources, including CEI Insight and Evaluation, HR data systems, Culture Survey infrastructure, and governance reporting through ASREC.	Aligned with University Strategy priorities on data-informed decision-making, accountability and continuous improvement.

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		in institutional responses.					implemented annually in response to identified trends.			
16	Strengthen a culture where bullying, discrimination, harassment and abuse (BDHA) are actively prevented, recognised and challenged, and where staff feel equipped and safe to intervene or escalate concerns.	The 2025 CEI Staff Culture Survey identified clear gendered differences in experiences of witnessing bullying, discrimination, harassment or abuse (BDHA). 82.8% of males (All) reported "never" witnessing BDHA compared to 72.5% of females (All), a difference of 10.3 percentage points. Females (All) were more likely to report witnessing gender-based BDHA (14.0%) than males (5.7%), with a difference of 8.3 percentage points. This disparity was more pronounced among academic staff (25.3% of females compared to 8.0% of males). Focus group insights indicate that while preventative mechanisms exist, they are not consistently visible or understood, particularly in relation to how staff should respond when witnessing BDHA. These findings highlight a gap between policy and practice.	16.1	Integrate bystander intervention and anti-harassment training (including academic and hybrid scenarios) into core staff and manager development pathways.	**Director CEI**/Head of Policy and Charters/Head of Learning and Development	From 2027, ongoing	≥75% of staff complete bystander/anti-harassment training by 2027; ≥90% by 2029. Reduction in gender gap in reported witnessing (8.3pp) by 50% by 2027 and 75% by 2029/30 survey. Increase in staff confidence that concerns are handled appropriately from 58.6% to ≥75% by 2029/30 Annual Managers' Forum session delivered to reinforce appropriate behaviours and responses to BDHA Consistent application of escalation routes evidenced through case handling audits or reporting trends (from 2028) Post-training evaluation shows ≥85% of participants feel confident intervening appropriately.	Medium	From existing resources (CEI training provision, HR/L&D programmes, Report and Support platform)	Aligned with the University Strategy priorities on inclusive culture, staff experience and safe working environments, supported through EEDI governance and evidence-led interventions.
16 ctd.			16.2	Review and refine guidance to clearly set out escalation routes for witnessing BDHA (informal, formal and anonymous), and embed this consistently across induction, manager briefings and	**Executive Director of People**/HR Director/HR Principal HR Adviser/Head of Policy and Charters/Head of Learning and Development	From 2027, ongoing	Guidance on responding to witnessed BDHA published and embedded across all Schools and Departments by 2027 Annual Managers' Forum Session delivered to reinforce appropriate behaviours and responses to BDHA	Medium	From existing resources (HR policy framework, CEI policy and guidance, internal communications channels)	Aligned with the University Strategy priorities on institutional accountability, staff experience and safe working environments.

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		Strengthening confidence, clarity of escalation routes, and consistency of response is required to enable timely and appropriate intervention, reduce inequities in experience, and ensure consistent institutional response to BDHA.		institutional communications.			≥85% of staff report knowing what to do if they witness BDHA by the 2027/28 survey, based on responses to the statement “I would know what to do if I witnessed bullying, discrimination, harassment or abuse based on gender.” Increase in staff confidence that concerns are handled appropriately, with Strongly Agree/Agree responses rising from 58.6% (All staff) to ≥75% by the 2029/30 survey, based on the question on confidence in institutional response			
			16.3	Use CEI Culture Survey data, focus groups and Staff Network insights to monitor witnessing patterns and report annually to ASREC and the EEDI Committee.	**ASREC Co-Chairs**/Head of Policy and Charters	From 2027, ongoing	Annual BDHA witnessing report presented to ASREC with actions tracked through EEDI governance Intersectional analysis embedded in annual reporting of BDHA data Insights from Managers’ Forum sessions used annually to inform institutional responses and targeted interventions Minimum of two targeted preventative interventions introduced annually in response to identified patterns.	Medium	From existing resources (CEI Culture Survey, focus groups, Staff Networks, governance reporting structures)	Aligned with the University Strategy priorities on evidence-led decision making and institutional accountability.

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17	Increase awareness, clarity and accessibility of reporting routes for bullying, discrimination, harassment and abuse (BDHA), so that all staff know how to report concerns and access support.	The 2025 CEI Culture Survey identified clear gender and staff group differences in understanding of how to report bullying, discrimination, harassment and abuse (BDHA). While most staff report confidence in knowing how to report, gaps persist. Females (All) were more than twice as likely as Males (All) to report uncertainty (14.9% vs 6.3%), and negative responses were more pronounced among Academic staff (20.5% of Females (Academics) vs 9.2% of Males). Within Professional Services, Males were more likely to report confidence (84.1% vs 77.4%). Qualitative insights indicate that while mechanisms are in place, they are not always visible, consistently communicated, or easily navigable. This creates a risk of underreporting and reduced trust in reporting processes. This action strengthens institutional consistency, visibility and confidence in reporting routes, aligned to Condition E6 requirements and a preventative, whole-institution approach, supporting	17.1	Integrate clear reporting guidance into staff induction, manager development, staff handbooks and departmental briefings, ensuring managers are equipped and accountable for signposting reporting routes and support mechanisms to support awareness of how to respond to BDHA	**Executive Director of People**/Head of Learning and Development/Head of Policy and Charters/Deans/Deputy Deans of Schools/PHRA (ER)	From 2028, ongoing	100% of new staff induction materials include reporting guidance by 2028 ≥85% of managers confirm understanding of reporting routes through annual compliance checks Reduction in gender gap in “know how to report” responses from 10.9pp to <5% by 2027 and <3% by 2029/30 Reduction in negative responses among Female (Academics) (11.3pp gap) to ≤6pp by 2029/30	Long	Delivered through existing Learning and Development provision (staff induction and manager development), HR policy frameworks, and institutional guidance materials.	Aligned with the University Strategy priorities on People and Culture and inclusive leadership, ensuring all staff and managers are equipped to support safe, transparent and consistent reporting practices across the institution.
			17.2	Deliver structured, regular institutional communications in collaboration with the Prevention, Harassment and Misconduct (PHM) Sub-Committee (e.g. Met Connect, Managers’ Forum, Staff Networks) to reinforce consistent awareness of reporting routes and available support.	**Director CEI**/Co-chairs of PHM Sub-committee	From 2027, ongoing	Minimum termly institutional communications referencing reporting routes from 2027 ≥85% of staff report awareness of support services by 2027/28 survey Reduction in “Neither agree nor disagree” uncertainty from 8.6pp gap to <5% by 2027/28 Increased confidence in reporting processes reflected in Culture Survey qualitative feedback and reduced themes of uncertainty in focus groups (from 2027/28 onwards)	Medium	Delivered through existing institutional communications channels and governance structures, including PHM Sub-Committee activity, staff engagement platforms and staff networks.	Aligned with the University Strategy priorities on institutional accountability, student and staff wellbeing, and effective communication, strengthening awareness of reporting routes and support mechanisms through coordinated institutional engagement.

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		appropriate reporting, timely intervention and increased trust in institutional processes.								
18	Strengthen trust in institutional responses to BDHA by improving transparency, consistency and fairness in case handling, with a focus on reducing gender gaps in confidence.	The 2025 CEI Culture Survey identified gendered differences in confidence in institutional responses to bullying, discrimination, harassment and abuse (BDHA). While 68.4% of staff agreed that appropriate action would be taken, this dropped to 59.8% among male academics and 42.2% among female academics, indicating a gender confidence gap of 17.6%. Qualitative findings from focus groups further highlighted concerns about the consistency of case handling and limited visibility of outcomes, even where processes were followed appropriately. Participants emphasised the need for clearer communication, improved transparency, and assurance that reports lead to meaningful action. This action	18.1	Develop and implement guidance for managers and investigators to ensure consistent communication with individuals raising concerns, including clear updates and outcome explanations (within confidentiality boundaries).	**Executive Director of People**, HR Director, Deputy Director of CEI/Head of Policy and Charters/HR Principal Adviser	From 2027 to 2028	Increase in staff confidence that appropriate action will be taken in response to BDHA, with Agree/Strongly Agree responses reaching ≥75% in the 2027/28 CEI Culture Survey. Reduction in the gender gap in confidence measures compared to the 2025 baseline. Evidence of consistent communication practices reflected in case audits or internal review processes.	Medium	Delivered through existing HR casework and Employee Relations provision; CEI Policy and Charters; and existing staff training provision aligned to harassment prevention and Condition E6.	Aligned with the University Strategy priorities on people, culture and inclusive practice, and supports compliance with OfS Condition E6 through strengthened prevention and response capability.
			18.2	Introduce annual anonymised BDHA case review reporting to ASREC and the EEDI Committee to identify themes, monitor consistency, and inform and track implementation of procedural and practice improvements.	**ASREC Co-Chairs**	From 2027 to 2028	Annual or biennial anonymised BDHA case review presented to ASREC and the EEDI Committee from 2028. Evidence of at least two procedural or practice improvements implemented in response to case review findings. Positive shifts in qualitative feedback relating to transparency and trust in institutional processes (survey and focus groups).	Medium	Delivered through existing Report and Support and safeguarding systems; institutional data and insight functions; and ASREC and EEDI Committee governance structures.	Aligned with the University Strategy priorities on institutional accountability and governance, and supports compliance with OfS Condition E6 through enhanced oversight, monitoring and continuous improvement.

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		establishes a structured feedback loop between case experience, institutional oversight and continuous improvement, strengthening trust and consistency in institutional responses.								
19	Strengthen staff confidence in accessing leave and flexible support (including family leave, special leave and career breaks), and ensure consistent application of policies across departments.	London Met has sector-leading leave benefits for staff, including family leave and special leave policies in place. However, the 2025 CEI Culture Survey identified gendered differences in confidence that staff would be supported if they needed to take family leave, special leave (e.g. compassionate leave), or a career break. Females (All) were more likely than Males (All) to Disagree/Strongly Disagree that they would feel supported (14.9% Females vs 6.9% Males), a difference of 8.0pp. The disparity is more pronounced among academic staff, where 26.5% of Females (Academics) reported Disagree/Strongly Disagree compared to 3.4% of Males (Academics), a difference of 23.1%.	19.1	Promote and embed clear, accessible and standardised communication on leave policies, supporting consistent interpretation and application across the institution.	**Executive Director of People**/Head of Policy and Charters	From September 2026-end 2027	Consolidated leave guidance developed, SLT approved and published by 2027 Leave policies consistently communicated via HR, Met Connect, Managers' Forum and CEI channels Reduction in "Disagree/Strongly Disagree" responses (Academic staff) from 23.1% → ≤12% by 2027 and ≤5% by 2029/30 (Staff Culture Survey)	Short/Medium	HR policy and communications capacity; CEI communications support; existing digital platforms	Aligned with University Strategy priorities on People, Culture and staff experience, supporting transparency and equitable access to institutional policies
			19.2	Standardise expectations for how leave requests are managed across Schools and Professional Services, including clear processes, timelines and documentation.	**Executive Director of People**/Deans/Deputy Deans of Schools/ HR Principal Adviser/ Head of Learning and Development	From September 2026-end 2029	Annual Managers' Forum briefing delivered on consistent application of leave policies Evidence of consistent processes (timelines, documentation, decision-making) across Schools and Professional Services through annual review Variance between Schools/Professional Services identified and addressed through review and escalation where required.	Medium/Long	HR policy framework; manager development and Managers' Forum infrastructure; existing governance and review processes	Aligned with University Strategy priorities on effective management practice, accountability and consistency in staff experience

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19 ctd.		This suggests significantly lower confidence among female academics in accessing leave-related support. Focus group insights reinforce this, highlighting inconsistent return-to-work support, variation in line management approaches, and differing levels of clarity on entitlements and processes. Together, these findings indicate structural inconsistency in how leave policies are interpreted and applied across Schools and Professional Services. This suggests that, while the institutional offer is strong, access to and experience of these policies is not yet consistent. This creates inequitable staff experiences and risks undermining confidence in institutional processes, highlighting the need for clearer guidance, consistent management practice and improved communication across the staff lifecycle.	19.3	Embed clear signposting of leave entitlements into induction, MyReview prompts and wellbeing conversations to support consistent awareness and access.	**Executive Director of People/**Head of Learning and Development	By 2027	Leave entitlements embedded in induction and MyReview templates by 2027 Reduction in "Neither agree nor disagree" responses from 15.8% → <10% by 2027/28 Staff feedback indicates improved clarity and confidence in accessing leave	Medium	Learning and Development provision; MyReview system; induction materials; HR guidance	Aligned with University Strategy priorities on staff development, wellbeing and lifecycle support
			19.4	Publish anonymised case studies demonstrating inclusive and consistent application of leave policies to support shared understanding of good practice.	**Executive Director of People/** HR Principal Adviser/ (ER) **Head of Learning and Development/Head of Policy and Charters**	From September 2026-2028	Minimum of three anonymised case studies published annually from 2027 Case studies integrated into manager briefings and lifecycle guidance Increased uptake and normalisation of carers-related support mechanisms. Improved staff understanding of "what good looks like" (2027/28 survey) Evidence of improved consistency in staff-reported experiences of leave support across Schools by 2029	Medium	CEI insight and evaluation function; HR casework data; internal communications channels	Aligned with University Strategy priorities on inclusive culture, evidence-informed practice and staff engagement

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20	Ensure consistent, structured and non-disadvantaging return-to-work support following family leave, special leave or career breaks across Academic and Professional Services areas.	The 2025 CEI Culture Survey identified clear gendered differences in perceptions of departmental support for colleagues returning from leave, including parental leave, special leave and career breaks. Academic females reported lower levels of agreement than males (6.9% vs 11.2%), with a higher proportion expressing disagreement (18.1% vs 11.2%). Within Professional Services, women were also less likely than men to report positive return-to-work experiences (4.4% vs 7.3%), indicating inconsistency across staff groups and functions. Qualitative insights highlight structural issues in how return-to-work support is experienced, including reliance on individual manager discretion, limited awareness of policies, and inconsistent reintegration planning. This variability creates inequitable experiences and increases the risk that staff with caring responsibilities—disproportionately women—experience disadvantage in workload allocation, progression opportunities and	20.1	Develop institutional lifecycle guidance outlining structured return-to-work support, including workload review, reintegration timelines, and academic-specific considerations (e.g. teaching cycles, REF, research continuity), alongside Professional Services reintegration expectations.	**Executive Director of People** / HR Principal Adviser / Head of Learning and Development / Head of Policy and Charters	From September 2026-2027	Consolidated lifecycle guidance developed, approved by SLT and published by 2027 Guidance co-designed with staff (minimum two focus group consultations) Evidence of implementation through inclusion in HR and manager-facing systems Reduction in Academic female Disagree/Strongly Disagree responses from 11.2 percentage points to ≤6% by 2027/28.	Short/Medium	HR Policy and L&D capacity; CEI input on inclusive practice; staff consultation via existing engagement structures	Aligned with University Strategy priorities on People, Culture and Staff Experience, supporting retention, workforce sustainability and inclusive working practices
			20.2	Embed consistent use of structured return-to-work processes across Schools and Professional Services, including documented return-to-work plans, workload adjustments and phased return agreements.	**Executive Director of People** / Head of Policy and Charters / HR / Deans and Directors	From September 2026-2027	Template adopted across 100% of Schools/PS by end 2027 evidenced through informal feedback and focus groups. ≥80% of returners confirm structured return-to-work discussions occurred (internal monitoring) Focus group evidence demonstrates reduced reliance on informal discretion by 2028.	Short/Medium	HR systems and reporting mechanisms; existing line management processes	Aligned with University Strategy commitment to consistent management practice and equitable staff experience
			20.3	Provide targeted briefing and short-format training for managers on applying return-to-work support policies consistently and sensitively, including academic-specific considerations (teaching cycles, REF considerations, research momentum).	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters / Deans	From September 2026-2027	≥90% of line managers complete return-to-work briefing/training by 2027 Annual review confirms consistent application of phased return principles Improved staff survey responses relating to return-to-work support (Q23(ii)) by 2027/28	Short/Medium	Learning and Development provision; integration into existing management training	Aligned with University Strategy priorities on leadership capability and inclusive management

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20 ctd.		longer-term career development. This action addresses these gaps by moving from informal and variable practice to a more consistent, structured and institutionally supported approach to return-to-work. Strengthening guidance, manager capability and monitoring will support improved staff experience, retention and progression, and ensure alignment with institutional priorities on inclusive practice and staff wellbeing.	20.4	Establish a monitoring framework for returner experience through CEI survey analysis, focus groups and structured feedback, with annual reporting to ASREC and the EEDI Committee	**ASREC Co-Chairs**	From July 2026 onwards	Annual returner experience report presented to ASREC from 2026/27 Minimum two evidence-informed refinements to policy or practice by 2028 Staff feedback reflects increased normalisation of caring responsibilities Monitoring demonstrates reduced disparity in progression, promotion or workload allocation outcomes for staff returning from leave (where data is available) from 2028 onwards	Short	CEI survey data; ASREC governance structures; existing reporting cycles	Aligned with University Strategy priorities on evidence-led decision-making and institutional accountability
			20.5	Establish a Parent and Carers Working Group reporting to ASREC/EEDI Committee to inform policy development and ensure lived experience shapes return-to-work support and peer connection.	**Director of HR** / Head of Policy and Charters / CEI Inclusive Communities Manager	From September 2026	Parent and Carers Working Group established by 2027 Minimum two policy or practice refinements informed by Working Group input by 2028 Working Group outputs formally reviewed through ASREC and inform annual policy updates Improved staff survey feedback on support for caring responsibilities (2027/28 and 2029/30).	Short/Medium	Staff network infrastructure; CEI engagement activity	Aligned with University Strategy priorities on inclusion, belonging and staff voice
			20.6	Publish anonymised and fictional case studies illustrating effective return-to-work planning, workload adjustment and reintegration support across Academic and Professional Services contexts	**Director CEI** / Head of Policy and Charters	From September 2026	Minimum three anonymised case studies published annually from 2027 Case studies embedded in manager briefings, training and lifecycle guidance Evidence of engagement with case studies (e.g. inclusion in training materials, intranet usage)	Short/Medium	CEI insight and communications capacity; existing case study development approaches	Aligned with University Strategy priorities on communication, good practice sharing and continuous improvement

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							2027/28 survey data indicates improved understanding of “what good support looks like”			
21	Improve childcare-related support and enable staff with caring responsibilities to participate fully in work by strengthening awareness, manager capability, equitable workload flexibility, and consistent workload support.	The 2025 CEI Culture Survey identified gendered differences in awareness of support available for staff with childcare responsibilities. 25.2% of female staff reported awareness compared to 17.8% of male staff, indicating a gap of 7.4 percentage points. This disparity is more pronounced among academic staff (36.1% of females vs 20.7% of males). Professional Services data also indicates uneven awareness across staff groups, with particular gaps in academic-facing roles. Focus group findings highlight mixed experiences of managerial support, including both examples of good practice and instances where caring responsibilities were not proactively considered. These findings indicate that this is not solely an issue of awareness, but of inconsistent institutional practice. Variability in how caring responsibilities are recognised and supported at line-	21.1	Embed proactive consideration of caring responsibilities into institutional processes, including induction, MyReview, and workload allocation and planning guidance.	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters	Start September 2026 - 2027	Caring responsibility prompts embedded in induction and MyReview by 2027 Reduction in “Neither agree nor disagree” responses on awareness of support to <10% (from 16.5%) Reduction in gender gap in awareness by at least 50% by 2029/30 Culture Survey Evidence of consistent consideration of caring responsibilities in workload allocation and PDR discussions (via audit, survey or focus groups) Focus group evidence indicates increased normalisation of caring-related conversations.	Medium	Delivered through existing HR systems (MyView/MyReview), L&D provision, and CEI policy and guidance development	Aligned with University Strategy priorities on People, Culture, inclusive working practices, and staff retention and progression
21 ctd.			21.2	Strengthen visibility, accessibility and consistency of information on childcare and caring-related support, including flexible working options, and establish a Parents and Carers Working Group reporting to ASREC and the EEDI Committee to identify systemic barriers, inform institutional communications	**Executive Director of People** / Head of Policy and Charters / Head of Communications / Staff Network Leads	Start September 2026 - 2027	Parents and Carers Working Group established with agreed terms of reference and reporting lines by end 2027 Minimum of two communications, policy or guidance refinements implemented by 2028, informed by Working Group input Annual summary report submitted to ASREC (and EEDI Committee where appropriate),	Medium	Delivered through existing HR communications, CEI digital content (Staff intranet and external website), Staff Networks infrastructure, and ASREC/EEDI governance processes	Aligned with University Strategy priorities on staff experience, inclusive communication, and strengthened governance and accountability

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		manager level risks limiting staff participation, progression and retention. A more structured and embedded approach is therefore required to normalise conversations about caring responsibilities and ensure equitable, proactive support across all staff groups.		and policy, and ensure lived experience informs action planning and delivery.			evidencing key themes and resulting actions Measurable reduction in gender disparity in awareness of childcare-related support, as reported in the 2027/28 and 2029/30 Culture Surveys			
			21.3	Provide targeted guidance and briefing for managers to support proactive planning and consistent consideration of caring responsibilities in workload allocation and team management.	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters	Start September 2026 - 2027	Briefing materials circulated to 100% of line managers by 2027 ≥85% positive evaluation in post-briefing feedback Evidence of improved consistency in workload planning and team management (via survey and/or focus groups) Increased staff confidence in manager support for caring responsibilities.	Medium	Delivered through existing L&D programmes, manager guidance frameworks, and CEI policy support	Aligned with University Strategy priorities on leadership capability, inclusive management practice, and staff experience
22	Establish a centralised system for monitoring and reporting staff completion of mandatory and developmental training to strengthen institutional accountability and compliance.	Ensuring that all staff consistently complete mandatory training is critical to creating a safe, inclusive and accountable institutional environment. At present, the absence of a centralised monitoring approach means that training completion is not consistently tracked or evidenced across Schools and Professional Services.	22.1	Implement and embed a centralised system for logging, monitoring and reporting staff completion of mandatory and developmental training to strengthen accountability, compliance and evidence for charter marks.	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters	Start September 2027	System operational and live by 2028. All mandatory EDI-related training modules integrated into system Dashboards available by department, grade, staff group and protected characteristics. Biannual compliance reports presented to ASREC, EEDI Committee and SLT from 2028.	Long	Existing systems (e.g. Oracle, WebLearn), L&D infrastructure, Data Insights support	Aligned with University Strategy priorities on governance, compliance and data-informed decision-making

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22 ctd.		This limits the University's ability to demonstrate compliance with regulatory requirements, including OfS Condition E6, and reduces transparency in how expectations are applied and monitored. This action addresses the need for a more coherent and visible approach. By establishing a centralised system and embedding training within core staff processes, the University will move from fragmented monitoring to active accountability. This will enable managers to take timely action, improve consistency across staff groups, and strengthen the link between training, behaviour and institutional culture. Improved visibility of training data will support a more evidence-led approach to equality work, enabling the University to identify gaps, address disparities and demonstrate progress across staff experience and culture. It will also provide robust, consistent evidence to support institutional reporting requirements, including charter mark activity, without duplicating effort or	22.2	Embed mandatory training into core institutional processes, including onboarding, manager pathways, performance review processes and automated reminder systems	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters	Start September 2027, deliver end 2028	Mandatory training requirements defined and reviewed annually Training content reviewed annually based on feedback, evaluation and regulatory requirements 100% of new starters assigned mandatory training within first month ≥90% completion rate for mandatory EDI/dignity training by 2028 ≥95% completion rate across all staff groups by 2029, with no significant variation by staff group or protected characteristics.	Long	L&D programmes, onboarding processes, PDR systems, automated communications	Aligned with University Strategy priorities on inclusive culture, staff development and institutional accountability
			22.3	Use training data to identify gaps, prompt targeted follow-up action and inform People Strategy, charter mark reporting and culture change.	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters / Director of Data Insights	Start September 2027, deliver end 2028	Departments below 85% completion trigger targeted support and monitoring Managers have visibility of team completion data and are expected to act through local management processes (e.g. PDR) Training data used annually to inform Athena Swan, REC and institutional reporting to EEDI Committee and SLT Evidence of improved staff confidence in responding to harassment and inclusion issues (staff survey or evaluation data by 2028) Training data informs service planning and institutional readiness to respond to reports and disclosures	Long	Data Insights team, reporting dashboards, CEI evaluation frameworks	Aligned with University Strategy priorities on insight-led planning, continuous improvement and equality outcomes

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		creating parallel systems.					Intersectional reporting capability operational by 2028			
23	Review and enhance the training and development offer for academic staff, ensuring clearer access and alignment with academic role expectations, and monitor uptake and satisfaction through an equity lens.	The 2025 CEI Culture Survey identified differences in perceptions of access to training and development required to perform roles effectively. While overall levels are comparable between genders, disparities are evident within staff groups, particularly among academic staff. Among academic staff, females were more likely than males to disagree/strongly disagree that they could access the training required to do their job (36.1% vs 23.0%, a difference of	23.1	Map, clarify and standardise the academic development offer, including teaching, research, leadership and promotion readiness, to ensure clear, role-aligned pathways and introduce targeted development interventions where gaps are identified.	**Deputy Dean Staff Development** / Deans / Deputy Deans / Head of Learning and Development / Head of Teaching & Learning Development	Start September 2027, deliver end 2028	Consolidated academic development framework reviewed, SLT approved, published and communicated by 2028 Clear role-aligned pathways visible on intranet and in induction materials Reduction in Academic staff Disagree/Strongly Disagree responses to “I can access the training and development required to do my job” from 13.2pp gap to <8pp by 2028 Evidence that development pathways are aligned to promotion criteria and progression routes by 2028.	Long	Existing L&D provision, academic development programmes, intranet and communications infrastructure	Aligned with University Strategy priorities on staff development, academic excellence and progression

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23 ctd.		13.2 percentage points). In contrast, within Professional Services, males were more likely than females to report disagreement (19.5% vs 12.4%, a difference of 7.1 percentage points). These findings indicate that access to development is not experienced consistently across roles and groups, with a pronounced gender disparity within academic staff. Without clear pathways, consistent signposting and monitoring of uptake, there is a risk that development opportunities remain uneven, impacting progression, promotion readiness and equity of experience. This action focuses on strengthening clarity, consistency and accountability within the academic development offer. By establishing clearer role-aligned pathways and improving visibility and monitoring, the University will support equitable access to development, strengthen progression outcomes, and ensure that opportunities are aligned to academic career expectations.	23.2	Establish annual monitoring and reporting of academic development uptake, access and satisfaction, disaggregated by gender, grade, career stage and contract type, to inform targeted action and reduce disparities in progression outcomes	**ASREC Co-Chairs** / Head of Learning and Development / Head of Teaching & Learning Development	Start September 2027, deliver end 2028	Reporting methodology defined by 2028 Annual disaggregated training and development report produced from 2028/29 Intersectional monitoring embedded and used to identify disparities by 2029/30 Deans/Heads of School review uptake annually and take action to address identified gaps Evidence of programme refinement and improved satisfaction with development provision (survey/evaluation data) by 2029/30 Reduction in disparities in access, uptake and progression outcomes linked to development pathways by 2029/30	Long	Data Insights support, CEI evaluation frameworks, L&D reporting systems	Aligned with University Strategy priorities on insight-led planning, inclusive progression and equality outcomes

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24	Ensure all new starters experience a consistent, high-quality induction that builds confidence, clarity of expectations and early engagement across Schools and Professional Services	The 2025 CEI Culture Survey identified disparities in perceptions of induction experience and early confidence in role. Academic staff—particularly women—were less likely than men to report that induction supported confidence in their role (Disagree/Strongly Disagree: 37.3% vs 24.1%). Within Professional Services, men were more likely than women to report dissatisfaction with induction (24.4% vs 17.5%). These differences indicate that induction is not experienced consistently across staff groups and may contribute to unequal early experiences of confidence, clarity and integration. As induction represents a critical transition point into the institution, inconsistent or unclear onboarding risks embedding disparities at the outset of employment. Without a structured, role-aligned approach, new starters may begin their roles without sufficient clarity of expectations, understanding of systems or access to support, with potential impacts on early engagement, sense of belonging, and longer-term retention and progression.	24.1	Develop and implement a structured, role-aligned induction framework for Academic and Professional Services staff, clarifying expectations, systems, key policies and development pathways	**Executive Director of People** / HR Director / Principal Advisors / Deans / Deputy Deans / Head of Learning and Development / Head of Teaching & Learning Development	Start March 2027 Implemented by 2028	Induction framework implemented across Academic and Professional Services by 2028 Increase in staff reporting that induction supported confidence in role (from 33.4% baseline to ≥50% by 2027/28; ≥80% by 2029/30) Reduction in Academics (Female) reporting low confidence in role (<7pp by 2027 survey) Reduction in PS (Males) reporting low confidence in role (<4pp by 2027 survey).	Medium/Long	Delivered through existing HR, Learning and Development, and academic leadership capacity	Supports University Strategy commitments to staff experience, inclusive culture and effective onboarding
			24.2	Establish a central online induction hub integrating policy signposting, mandatory training, development pathways and support routes.	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters / Head of Teaching & Learning Development	Start September 2028 Launched 2029	Central induction hub launched and accessible to all new starters ≥95% of new starters complete core induction components within 3 months Increased staff awareness of key policies, training and support routes (new starter feedback) Improved satisfaction with access to information and clarity of institutional processes (see above).	Long	Delivered through existing digital infrastructure, HR and institutional policy and training frameworks	Supports University Strategy priorities on digital transformation and coherent staff communications (Modern Communications programme)
			24.3	Introduce a structured 30/60/90-day onboarding check-in model for line managers to support early engagement, workload clarity and team integration.	**Executive Director of People** / Head of Learning and Development	Start September 2028 Launched 2029	100% of new starters assigned structured 30/60/90-day check-ins by 2028 ≥80% of staff confirm check-ins took place Improved early role clarity and understanding of expectations in new starter feedback	Long	Delivered through existing People/HR frameworks and line manager development provision	Supports University Strategy priorities on leadership capability and effective people management

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24 ctd.		Focus group feedback reinforced these findings, highlighting inconsistency in onboarding practices and the need for clearer, more coordinated approaches to support early integration and engagement across Academic Schools and Professional Services.					Reduction in reports of unclear expectations or workload ambiguity in first-year staff survey responses.			
			24.4	Establish annual monitoring and reporting of induction satisfaction, completion rates and role-specific experiences to inform continuous improvement.	**ASREC Co-Chairs** / Head of Policy and Charters	Start January 2028 Annual reporting from end 2028	Annual induction report submitted to ASREC and EEDI Committee Disaggregated analysis by gender, staff group and contract type included in reporting Evidence of actions taken in response to induction data and subsequent improvement in key indicators year-on-year. Improved early sense of belonging and confidence in role in staff survey data.	Long	Delivered through existing CEI insight, evaluation and governance reporting structures	Supports University Strategy priorities on evidence-led decision-making, accountability and continuous improvement
25 **25 ctd.**	Strengthen the performance review process to support high-quality developmental conversations, equitable access to opportunities and informed career progression	The 2025 CEI Culture Survey identified variation in how staff experience performance review processes, particularly in relation to receiving useful feedback on career development. While overall responses appear broadly comparable or more positive among female staff, this masks important differences across staff groups. Among academic staff, women were more likely than men to report dissatisfaction with performance review conversations (48.2% vs 32.2%	25.1	Review and refresh performance review guidance to strengthen objective setting, developmental planning and expectations for career-focused conversations.	**Executive Director of People /** Head of Learning and Development	Start Jan 2027 Complete Dec 2027	Updated guidance developed, SLT approved and published by end 2027 Defined institutional standard for high-quality developmental performance review conversations established and communicated Reduction in Academic Female Disagree/Strongly Disagree gap from 16.0pp to ≤8pp by 2027/28 survey Reduction in overall dissatisfaction (All staff) to <5% by 2029/30 survey Increased staff	Medium	From existing resources (HR, Learning & Development, CEI policy input)	Aligned with University Strategy priorities on People, Culture and staff development, and institutional commitments to equitable progression and inclusive management practice

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		Disagree/Strongly Disagree), while within professional services, men reported higher dissatisfaction than women (25.6% vs 18.2%). This indicates that challenges are not uniform, but reflect inconsistency in how performance review processes are implemented across the institution. These findings suggest that the quality and developmental value of performance review conversations varies, with particular disparities in academic areas. Variability in workload allocation, managerial capacity, and the absence of a clearly defined standard for developmental review conversations may contribute to this inconsistency. Culture Survey responses also indicate variability in how staff feel their contributions are recognised, suggesting that EDI, service and citizenship activities are not consistently acknowledged within performance review discussions. Without intervention, this risks limiting equitable access to meaningful feedback,					agreement that reviews support career development (tracked via CEI Culture Survey)			
			25.2	Embed recognition of EDI, service and citizenship contributions within performance review processes, templates and manager prompts.	**Executive Director of People /** Head of Learning and Development / Head of Policy and Charters	Start Jan 2027 Complete Dec 2027	Revised review template includes explicit EDI/service/citizenship recognition by end 2027 Increased reporting of EDI/service contributions in annual audit of review documentation Positive shift in Culture Survey responses relating to recognition and fairness of contribution (2027/28 onwards)	Medium	From existing resources (Policy & Charters, HR systems, CEI guidance)	Aligned with University Strategy commitments to inclusive recognition, equitable workload visibility, and valuing diverse contributions
			25.3	Provide targeted manager development on delivering high-quality developmental feedback and progression-focused conversations.	**Executive Director of People /** Head of Learning and Development / Head of Policy and Charters	Start July 2027, then ongoing (termly)	≥90% of line managers complete performance review briefing/training by end 2027 Manager self-reported confidence in delivering developmental conversations increases (post-training evaluation) Staff survey shows improved agreement on receiving useful career development feedback (≥65% Agree/Strongly Agree by 2027/28) Reduction in disparities between Academic and Professional Services responses.	Medium/Long	From existing resources (Learning & Development provision, internal training delivery)	Aligned with University Strategy priorities on leadership capability, inclusive management, and staff development

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25 ctd.		development opportunities and progression. This action therefore focuses on strengthening the consistency, quality and developmental focus of performance review processes, ensuring that all staff benefit from progression-oriented conversations aligned to institutional expectations.	25.4	Establish monitoring and reporting of review completion, quality indicators and developmental follow-through through HCM reporting and governance oversight.	**Executive Director of People /** Head of Learning and Development / Head of Policy and Charters	Report completion rates by December 2027, then biannually	≥95% review completion rate annually, reported annually from end 2027 Annual report to ASREC/EEDI including disaggregated analysis. Evidence of increased alignment between performance review outcomes and development/progression uptake.	Medium/Long	From existing resources (HCM/Oracle reporting, CEI insights, governance structures)	Aligned with University Strategy priorities on data-informed decision making, accountability and institutional performance monitoring
26	Ensure flexible and hybrid working arrangements are consistently understood, implemented and monitored across Schools and Professional Services to support equity, progression and staff confidence.	London Met launched its Flexible Working Policy following the pandemic to support adaptable working patterns and improve work–life balance. The 2025 CEI Culture Survey identified gendered differences in perceptions of flexible working. Among academic staff, 80.2% of males agreed that their department supports flexible working compared to 71.8% of females, with females also reporting higher levels of disagreement. In contrast, within Professional Services, females reported stronger perceived support than males (83.2% vs 69.5%). These findings indicate uneven experiences both by gender and staff group, suggesting that implementation is not consistent across the institution. Focus group	26.1	Further develop and publish clear institutional guidance for consistent implementation of flexible and hybrid working across Schools and Professional Services Departments.	**Executive Director of People /** HR Principal Adviser / Head of Learning and Development / Head of Policy and Charters	Start March 2027-Dec 2027	Revised guidance approved by SLT and published by end 2027 Reduction in female (Academic) vs male support gap to <3pp (CEC Culture Survey 2027/28) Survey and focus group evidence shows improved clarity and reduced reliance on informal discretion Internal review/audit confirms consistent application of guidance across Schools and Professional Services	Medium	HR Policy team; CEI input; internal communications channels	Aligned with University Strategy priorities on People, Culture and inclusive working practices
26 ctd.			26.2	Review institutional approach to flexible working and embed considerations into performance review, workload allocation and promotion discussions to ensure no disadvantage arising from working pattern	**Executive Director of People** / Head of Learning and Development / Head of Policy and Charters	Start March 2027-Dec 2027	Flexible working reviewed and revised policy/guidance endorsed by SLT and published Prompts embedded in MyReview and workload guidance by end 2027. Annual monitoring confirms no negative differential in promotion or workload allocation outcomes for staff working flexibly. Staff survey responses indicate improved	Medium	HR (Organisational Development & Performance); workload planning processes; MyReview system	Aligned with University Strategy priorities on fair progression, performance and inclusive career development

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26 ctd.		discussions reinforced this, highlighting reliance on informal managerial discretion, lack of clarity around impacts on promotion, workload allocation and research visibility, and uneven application across teams. These inconsistencies are also underpinned by cultural norms around visibility and presenteeism, particularly within academic roles. Institutional data does not yet systematically track the impact of flexible working on progression or workload outcomes. However, the disparity in perceptions, combined with qualitative evidence, indicates a risk that inconsistent implementation may lead to inequitable access to opportunities, reduced visibility and potential disadvantage in career progression. This action addresses the need for clearer institutional guidance, stronger alignment with performance and workload processes, improved manager capability, and intersectional monitoring to identify and address disparities.						confidence that flexible working does not negatively impact career progression (2027/28 CEI Culture Survey). Reduced disparity between Academic and Professional Services staff perceptions of flexible working support (see above) Focus group evidence of reduced reliance on informal discretion and increased consistency of implementation			
			26.3	Strengthen manager capability and cultural confidence in implementing flexible and hybrid arrangements through targeted development, briefings and case-based learning.	**Executive Director of People /** Head of Learning and Development / Head of Policy and Charters	2027-2028	Flexible and hybrid working sessions delivered annually via Managers' Forum and HR training provision, with participation tracked and evaluated ≥90% of line managers complete flexible working briefing by 2028 ≥85% of managers report confidence in implementing flexibility fairly Staff report improved ability to balance work and personal responsibilities without career penalty Qualitative survey comments and focus groups reflect reduced stigma and improved consistency	Medium	HR Learning & Development; existing management development provision; CEI input	Aligned with University Strategy commitment to inclusive leadership and management capability
			26.4	Monitor patterns of flexible and hybrid working uptake by role, grade, gender, contract type and other protected characteristics (where data permits), reporting annually to identify	**ASREC Co-Chairs**	Start 2027 and then annually	Annual disaggregated flexible working report produced from 2027 Findings reported through ASREC/EEDI governance structures Evidence of corrective action where disparities	Medium	HR data systems; CEI Insights & Evaluation	Aligned with University Strategy priorities on data-informed decision making and institutional accountability

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				disparities and inform action.			are identified Charter mark submissions (Athena Swan, REC, Disability Confident, Stonewall) evidence flexible working as a structural enabler of equity			
27	Improve the inclusivity of social events by ensuring timing, format and scheduling reflect caring responsibilities and diverse working patterns.	The 2025 CEI Culture Survey highlights a clear gender disparity in perceptions of whether social event timing considers caring responsibilities, with females reporting lower agreement than males (21.2% vs 11.5%; gap of 9.7pp). This indicates that current approaches to social engagement are not experienced as equally inclusive across the workforce. Qualitative findings from focus groups reinforce this pattern. While social activities are valued as important for connection and community, staff identified that timing, format and short-notice scheduling can unintentionally exclude those with caring responsibilities, part-time contracts, or limited time on campus. These experiences are not isolated, but reflect inconsistent practices across Schools and Professional Services. At present, there is no consistent institutional framework for inclusive event	27.1	Develop and publish institutional guidance on inclusive event planning, including timing, format, advance notice, accessibility and participation, and embed this within existing event planning processes.	**Vice Chancellors Office** / Communications / Head of Policy and Charters / HR Director	July 2026 - December 2027	Guidance developed, SLT endorsed and published by 2027 Guidance embedded within institutional event planning and communications processes Reduction in female "Disagree/Strongly Disagree" responses on event timing (from 9.7pp gap to <5%) by 2027/28 CEI Culture Survey Further reduction to <3% by 2029/30 Culture Survey	Short/Medium	Policy and Charters; HR; CEI input; Communications support	Aligned with University Strategy priorities on People, Culture and staff belonging
27 ctd.			27.2	Require Schools and Professional Services to review event timing and delivery patterns annually to identify and address exclusionary practices (e.g. evening-only, short-notice or campus-bound events), and implement actions locally.	**Deans** / Deputy Deans of Schools	From January 2027 - annual review	Annual review of event timing and delivery patterns completed across Schools and Professional Services from 2027 Summary of findings and actions reported through local governance structures annually Evidence of actions implemented to address identified barriers Increased participation from carers and part-time staff (via event feedback where available) Improved CEI Survey responses on inclusive timing of social events (2027/28)	Short/Medium	School/Professional Services leadership time; existing planning and reporting mechanisms	Aligned with University Strategy priorities on local accountability and inclusive practice

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		planning, and no systematic approach to monitoring how events are scheduled or delivered. As a result, inclusion is dependent on local practice rather than embedded expectation. Without clearer guidance, accountability and shared standards, social activities risk reinforcing exclusion rather than supporting belonging. Addressing this gap is necessary to ensure that opportunities for connection, visibility and participation are accessible to all staff, regardless of working pattern or personal circumstances.	27.3	Engage Staff Networks and carers in shaping inclusive social practices and share good practice through governance and internal communications, (e.g. Met Connect, Managers' Forum).	**Director CEI** / Deputy Director of CEI	Start 2027-annually	Minimum two examples of inclusive event practice shared annually from 2027. Qualitative CEI Survey comments reflect improved belonging and inclusion in 2027/28 (see above). Evidence of hybrid or varied formats embedded as standard practice and shared across Schools and Professional Services by 2028.	Medium	CEI; Staff Networks; internal communications platforms	Aligned with University Strategy priorities on engagement, belonging and inclusive community
28	To strengthen the influence, recognition and impact of Staff Networks within institutional governance, ensuring their insights inform policy, decision-making and inclusive culture.	Staff networks play a critical role in strengthening inclusive culture, surfacing lived experience and informing institutional policy. However, the 2025 CEI Culture Survey highlights uneven recognition of their contribution and inconsistent integration into formal decision-making structures. Survey data indicates a gender disparity in perceived recognition. In response to “My contributions are valued in my department”, 68.5% of	28.1	Formalise the role and recognition of Staff Network leads through clear role descriptions, time allocation guidance and explicit recognition of EDI labour within performance review processes.	**CEI Director** / Deputy Director of CEI / HR/Head of Learning and Development / Inclusive Communities Manager	Start September 2026, completion2027	Role descriptions and guidance published by 2027. ≥80% of Network Leads confirm workload discussions include agreed recognition of their role. Improvement in CEI Survey responses to “My contributions are valued in my department” for females and all staff by 2027/28 (≥85%). Increased recognition of Staff Network contribution within workload discussions to ≥50% Strongly Agree/Agree by 2027/28 and ≥75% by 2029/30.	Short/Medium	CEI (Inclusive Communities / Staff Networks support); HR (performance review/PDR processes).	Aligned with University Strategy priorities on People and Culture, strengthening recognition, engagement and inclusive leadership.

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28 ctd.		females agreed compared to 77.6% of males (a difference of 9.1 percentage points). Among academic staff, 21.7% of females strongly agreed that EDI work is recognised within workload allocation compared to 31.0% of males (a difference of 9.4 percentage points). These findings suggest that staff network contributions and EDI-related labour are not consistently recognised or embedded within institutional processes. Without formal governance routes and clearer recognition mechanisms, there is a risk that network activity is perceived as voluntary or peripheral, limiting its impact on institutional strategy, accountability and culture.	28.2	Strengthen governance integration by establishing formal reporting routes from Staff Networks to ASREC/EEDI Committee, ensuring network insights inform policy development and action planning. Strengthen evaluation of inclusive culture initiatives, using the CEI staff survey and qualitative feedback disaggregated by gender and staff group.	**Executive Director for People/ASREC Co-Chairs/**Inclusive Communities Manager	Start September 2026, fully embedded 2027/28	Formal reporting schedule embedded by end of 2027. Evidence of at least two policy, process or action plan refinements annually informed by Staff Network input by 2028. Staff Networks referenced in annual Athena Swan and REC reporting. Evidence that Staff Network input informs EEDI/ASREC decision-making and action planning through committee papers or reports by 2028.	Short/Medium	CEI governance support; EEDI Committee and ASREC structures; committee secretariat (papers/reporting).	Aligned with University Strategy priorities on institutional accountability and governance, strengthening staff voice within decision-making structures.
			28.3	Maintain and develop the annual Staff Network Conference as a mechanism to evidence impact, share insights, and strengthen cross-network collaboration in support of institutional priorities.	**Director CEI/**Inclusive Communities Manager	Start 2026 - ongoing annually to 2031	Annual Staff Network Conference delivered from 2026 onwards. Increased cross-network participation year-on-year with at least three activities held annually by 2027/28 Post-event evaluation demonstrates increased understanding of Staff Network impact and contribution to institutional priorities. Evidence that the conference informs at least two actions, areas of practice or policy discussions annually by 2028.	Ongoing	CEI (Inclusive Communities/events delivery); Staff Network Leads (content and delivery).	Aligned with University Strategy priorities on People, Culture and engagement, strengthening collaboration, visibility and inclusive practice.

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29 **29 ctd.**	Strengthen workload planning and monitoring approaches to ensure workload is distributed transparently and experienced as manageable across staff groups.	The 2025 CEI Culture Survey identified differences in perceptions of workload manageability. Male staff were more likely than female staff to agree that their workload is manageable (58.0% vs 51.4%, a difference of 6.7pp). This disparity is more pronounced among academic staff, where 55.2% of men agreed compared to 36.1% of women (a difference of 19.0pp). Negative responses were also higher among academic women, with 44.6% reporting Disagree/Strongly Disagree compared to 29.9% of men (a difference of 14.7pp). These findings indicate that workload is not experienced consistently across staff groups, with a notable gender disparity among academic staff. While workload planning processes are in place, variability in implementation and transparency across Schools and Professional Services may contribute to uneven experiences. Strengthening consistency and oversight will support more equitable workload allocation and improved staff experience.	29.1	Review workload planning processes within Schools and Professional Services to identify pressure points and improve transparency, consistency and equitable distribution.	**Deputy Deans** / Deans of Schools / DVC / Executive Director of People	From September 2026-2027	Reduction in Academic Agree/Strongly Agree gender gap (19.0pp → ≤9.5pp) by 2027/28 survey Reduction in overall gender gap to ≤5pp by 2029/30 survey Improved survey responses indicating workload is manageable across staff groups Evidence of documented and reviewed workload planning approaches implemented across Schools and Professional Services by 2027	Medium	Delivered through existing People team resource, School/Professional Services leadership capacity, and CEI insight and evaluation support	Aligned with University Strategy priorities on People, Culture and inclusive staff experience
			29.2	Establish biennial monitoring of workload perceptions and qualitative insights through the CEI Culture Survey and focus groups, reporting to ASREC/EEDI Committee and using findings to inform workload practices	**ASREC Co-Chairs**	From 2027 - annually	Reduction in Females (Academics) Disagree/Strongly Disagree responses from 44.6% baseline to <35% by 2027 Reduction in Staff (All) Disagree/Strongly Disagree responses from 31.7% to <20% by 2027 Annual reporting to ASREC/EEDI Committee demonstrating actions taken in response to findings Qualitative feedback indicates improved consistency of workload experience and reduced peak-period strain by 2028	Medium/Long	Delivered through existing CEI Insight & Evaluation resource, Culture Survey infrastructure, and governance structures	Aligned with University Strategy priorities on evidence-led decision making, accountability and continuous improvement

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30 **30 ctd.**	Increase staff confidence in accessing mental health and wellbeing support, ensuring equitable access and consistent support across all staff groups.	The 2025 CEI Culture Survey identified disparities in staff confidence in seeking mental health and wellbeing support at work. Overall, 56.3% of staff reported confidence in accessing support, with lower confidence among women (49.5%), representing a gender gap of 6.8 percentage points. This disparity is more pronounced within academic roles, where 49.4% of men reported confidence compared to 38.9% of women (9.7pp gap), and is also evident within Professional Services (63.4% men vs 56.2% women; 7.2pp gap). These findings indicate that confidence in accessing support is uneven across both gender and staff groups, with consistently lower confidence among women. Overall confidence levels are also lower than expected for an inclusive and supportive working environment. Qualitative feedback suggests that hybrid working has reduced informal opportunities for support and that there is variability in manager engagement and awareness of wellbeing pathways.	30.1	Strengthen visibility and clarity of wellbeing support pathways, ensuring consistent and accessible signposting across induction, intranet, Met Connect and manager communications.	**Executive Director of People**/Head of Learning and Development/Head of Policy and Charters/Principal HR Adviser (ER)/Community Comms manager	Start July 2026 - December 2027	Wellbeing support pathways reviewed and consistently communicated by 2027 Increase in Staff Agree/Strongly Agree responses (48.1% → ≥65%) by 2027/28 Reduction in gender gap: - Academics: 9.7pp → ≤5pp - Professional Services: 7.2pp → ≤3pp Increased staff awareness of how to access support (survey/focus group evidence)	Short	Existing wellbeing provision (e.g. Employee Assistance Programme and internal support services); HR webpages and Staff Intranet; induction and onboarding materials; Met Connect and internal communications channels; existing wellbeing and flexible working policies	University Strategy (Staff Experience & Wellbeing); People Strategy; CEI Strategy (supporting delivery)
			30.2	Provide targeted guidance and training for line managers on responding to mental health disclosures, maintaining confidentiality, and signposting support appropriately. that link to the Disability Confident Action Plan, including measures in the Managers' Forum	**Executive Director of People /** Head of Learning and Development / Head of Policy and Charters / HR	Start July 2026 - December 2027	≥80% of managers attend wellbeing guidance/training by 2027 Managers report increased confidence in responding to disclosures (internal evaluation) Evidence of appropriate signposting and response through case handling or audit Positive shift in staff feedback on manager support (survey/focus groups)	Medium	Managers' Forum; existing manager guidance and training provision; Disability Confident framework; HR wellbeing policies and procedures; existing EDI and wellbeing training content	University Strategy (Leadership & Culture); People Strategy; CEI Strategy (Staff & Community Development)
			30.3	Normalise help-seeking by integrating wellbeing discussions into performance review conversations.	**Executive Director of People /** Head of Learning and Development / Head of Charter Marks and Policy	Start July 2026 - December 2027	Wellbeing prompts embedded in MyReview by 2027 Evidence of wellbeing discussions in PDR documentation (HCM/sample audit) Increased proportion of staff reporting that wellbeing is discussed in PDR conversations Qualitative feedback	Medium	MyReview/PDR system; existing performance review framework and guidance; HR systems (HCM/Oracle); line manager guidance documentation	University Strategy (People & Performance); People Strategy; CEI Strategy (Culture & Belonging)

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		Taken together, this indicates a need to improve the visibility and consistency of support, strengthen managerial capability, and embed wellbeing within routine processes to ensure equitable access and confidence across all staff groups. Further analysis will consider intersectional differences (e.g. ethnicity, disability and contract type) to ensure targeted and equitable interventions. These findings provide a baseline for monitoring improvements in confidence and reduction in gender disparities over the course of the action plan.					indicates reduced stigma and increased openness (2027–2028)			
			30.4	Use CEI Survey data and focus groups to analyse gender and staff-group differences in help-seeking confidence and refine support accordingly.	**Director CEI /** Head of Policy and Charters	Start July 2026 - Dec 2028	Annual wellbeing confidence summary presented to ASREC/EEDI Committee from 2027. Disaggregated reporting by gender, role and staff group Evidence of at least two targeted interventions or refinements implemented by 2028 in response to survey and focus group findings Sustained increase in overall Agree/Strongly Agree responses across all staff groups by 2029/30	Medium/Long	CEI Culture Survey dataset (2025 baseline); CEI insight and evaluation processes; ASREC and EEDI Committee reporting structures; focus group mechanisms; HR workforce data systems	University Strategy (Data-informed decision-making); People Strategy; CEI Strategy (Insight, Evaluation & Accountability)
31	Strengthen the integration, development and progression of Associate Lecturers by embedding them more fully within academic structures, ensuring equitable access to opportunities, supporting clear career development pathways, and improving their sense of institutional belonging.	Associate Lecturers represent a diverse and growing proportion of the academic workforce. Recent changes to employment arrangements have formalised their status, creating an opportunity to strengthen their integration into the academic community. Institutional data (Appendix 2) shows a 50:50 gender split and a significantly higher proportion of BAME	31.1	Clarify and publish Associate Lecturer role expectations, workload parameters and progression pathways, aligned to institutional workforce planning.	**DVC & Provost** / Deans / Deputy Deans / Deputy Dean Academic Staff Development / HR Director	January 2027-December 2028	Associate Lecturer role framework developed, SLT endorsed and published by end 2027. ≥80% of Associate Lecturers report clarity on role expectations (Staff Survey or targeted survey). Increased awareness of progression pathways evidenced in survey follow-up (ASL sample size permitting). Minimum two policy or practice refinements informed by Associate	Medium/Long	HR policy and workforce planning resource; School-level academic leadership input	People Strategy (Workforce Development & Progression); Education & Student Success Strategy

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31 ctd.		staff within the Associate Lecturer cohort (Table AP2.2.2: 88% BAME female and 28.9% BAME male). This highlights both the importance of this group to workforce diversity and the risk of structural inequalities if progression pathways and inclusion are not consistently supported. Staff Culture Survey findings (2025) indicate that Associate Lecturers can feel disconnected from departmental decision-making and institutional processes, with limited access to development opportunities and unclear routes for progression. This contributes to a weaker sense of institutional belonging compared to permanent academic staff. This creates risks in relation to equitable career progression, retention of diverse talent, and inclusion within academic communities. Without targeted intervention, disparities in access to development, progression opportunities and institutional inclusion may persist.					Lecturer feedback by 2028			
			31.2	Ensure Associate Lecturers have equitable access to development opportunities (teaching enhancement, promotion workshops, research development where appropriate). Ensure Associate Lecturers have equitable access to development opportunities (e.g. teaching enhancement, promotion workshops, and research development where appropriate), with appropriate resourcing and paid time allocation where participation is required.	**DVC & Provost** / Deans / Deputy Deans of Schools / HR Director/ Deputy Dean Academic Staff Development	September 2026 - December 2029	Year-on-year increase in Associate Lecturer participation in development programmes (from September 2026 baseline) Reduction in disparity between Associate Lecturers and permanent academic staff in perceived access to development (Staff Survey 2027/28 and 2029/30) Evidence of targeted development opportunities designed or adapted for Associate Lecturers by 2028 Evidence that required training and development for Associate Lecturers is consistently supported through appropriate payment or workload allocation (audit or policy review by 2028)	Medium/Long	Existing staff development provision (HR/CTE), with local planning for paid engagement where required	People Strategy (Learning & Development); CEI Strategy (Inclusive Learning; Staff & Community Development)
			31.3	Embed Associate Lecturers within departmental and institutional structures (e.g. meetings, communications, MyReview, wellbeing support and staff networks) to strengthen inclusion and institutional belonging.	**DVC & Provost / Deans / Deputy Deans of Schools /** HR Director	2028-2029	≥90% of Associate Lecturers included in performance review or structured check-in processes by 2028 Improved sense of belonging among Associate Lecturers, evidenced through Staff Survey and/or focus groups (baseline 2027, improvement by 2028) Increased participation of	Long	School administrative processes; HR systems (MyReview); communications channels	People Strategy (Engagement & Belonging); CEI Strategy (Equity, Culture & Belonging)

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							Associate Lecturers in staff networks, meetings and institutional forums by 2029 Evidence of consistent inclusion in departmental communications and processes (audit or monitoring) Improved visibility and tracking of Associate Lecturer career progression and movement across roles (baseline established 2027)			
32	Strengthen institutional understanding of staff turnover and workplace culture by improving how exit data is collected, analysed and used to inform targeted retention and gender equity interventions.	Exit interviews and related data provide critical insight into staff experience, including workload, progression, and reasons for leaving. Current uptake and analysis are limited, restricting the University's ability to identify systemic issues and assess the impact of interventions. The 2025 Staff Culture Survey achieved a 28.7% response rate, providing a valuable baseline of staff experience; however, without complementary exit data, there remains a gap in understanding the drivers of staff turnover and whether experiences differ by gender and staff group. Without a more structured and consistent approach to exit data—triangulated with	32.1	Establish annual thematic analysis of exit data, triangulated with CEI Culture Survey results, turnover metrics and Staff Network feedback.	**Executive Director or People** / Head of Policy and Charters / HR Director / HR Principal Adviser	2027-2028	Exit survey/report functionality established within MyView by 2028 Annual exit insight report presented to ASREC/EEDI Committee and SLT from 2028 Exit data disaggregated by gender, role, contract type and staff group Minimum two institutional actions per year implemented in response to identified themes At least one institutional policy, workload or development intervention per year explicitly informed by exit data analysis	Medium	Existing HR systems (MyView/Oracle), CEI Insights & Evaluation, existing reporting cycles	Aligned with University Strategy priorities on data-informed decision-making, people and culture, and institutional accountability
			32.2	Develop complementary 'why people stay' insights through targeted surveys, focus groups and qualitative analysis to inform retention and workforce strategies.	**Executive Director of People /** Head of Policy and Charters / HR	2028-2029	Retention themes identified and reported through staff survey and focus groups by 2028 Evidence of retention insights informing People Strategy, workforce planning and staff experience initiatives Reduction in avoidable turnover in identified priority areas by 2029	Long	CEI, HR, existing survey tools, Staff Networks, focus group infrastructure	Aligned with University Strategy priorities on staff experience, inclusive culture and retention

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		Culture Survey findings and qualitative insight—there is a risk that recurring issues, including those affecting gender equity and progression, remain unaddressed. Strengthening institutional understanding of staff turnover is therefore essential to improving retention, workforce planning and overall staff experience.					Evidence of targeted retention interventions implemented and evaluated in response to identified themes			
33	Ensure recruitment is fair, inclusive and evidence-based by strengthening data capture, transparency and consistency across the full recruitment lifecycle.	London Met has well-developed recruitment systems and a clear commitment to inclusive hiring. However, variation in practice and transparency of decision-making remains. The 2025 CEI Culture Survey identified gender differences in perceptions of recruitment fairness. While 40.1% of staff overall agreed recruitment decisions are fair, this rises to 47.7% for men and drops to 31.3% for women (Academics), with similar disparities in Professional Services (8.3pp gap). These findings indicate that recruitment processes are not experienced as consistently fair across groups. Strengthening data capture, transparency and accountability across the recruitment lifecycle is therefore	33.1	Strengthen recruitment data capture across the full lifecycle (application → shortlist → appointment), enabling analysis by gender and, where appropriate, intersecting characteristics.	**Executive Director of People /** Head of Policy and Charters / HR Director / Director of Planning and Insights	2026-2027	Recruitment lifecycle dashboards operational by 2027, disaggregated by gender, staff group and grade Annual recruitment equity report presented to ASREC/EEDI Committee and SLT from 2027 Reduction in gender disparity in perceptions of recruitment fairness (from 8.3pp baseline) by next CEI survey cycle Evidence of recruitment process refinements in response to data insights Where disparities are identified, action plans are developed and monitored through ASREC/EEDI governance structures	Medium	Planning and Insights data systems; HR systems; CEI analytical support	Aligned with University Strategy priorities on data-informed decision-making, inclusive workforce development and institutional accountability
			33.2	Mandate inclusive recruitment and reasonable adjustments training for all panel members and Chairs.	**Executive Director of People /** Head of Learning and Development / Head of Policy and Charters	By 2029	≥95% of panel members complete inclusive recruitment training by 2029 (≥50% by 2028), embedded within recruitment process compliance Managers report increased confidence in	Medium	From existing resources	

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		essential to reducing bias and improving confidence.					equitable recruitment decision-making (internal evaluation) Evidence of consistent application of inclusive recruitment practices across panels (audit or monitoring)			
33 ctd.			33.3	Standardise recruitment guidance and panel composition principles to improve transparency, consistency and reduce bias, including addressing disproportionate EDI labour.	**Executive Director of People** / Head of Policy and Charters / Head of Learning and Development /PHRA	By 2027	Updated recruitment guidance published and implemented by 2027 At least two manager briefings delivered by 2027/28 Evidence of consistent application of recruitment processes across Schools (audit or monitoring), reducing variation in practice Evidence of balanced and representative panel composition across Schools (monitoring/audit) Reduction in gender disparity in perceptions of recruitment fairness (from 8.3pp baseline) in next CEI survey cycle	Medium	HR policy development; CEI input; existing governance and briefing structures	Aligned with University Strategy priorities on transparent governance, inclusive practice and organisational consistency
			33.4	Use recruitment data to inform wider talent pipeline and progression strategies, including promotion readiness and development programmes.	**ASREC Co-Chairs** / Head of Learning and Development	2027-2028	Recruitment data (application, shortlist, appointment rates) analysed annually alongside promotion and grade distribution data, disaggregated by gender Annual reporting to ASREC, EEDI Committee and SLT identifies areas of underrepresentation or progression disparity by gender and grade Data informs at least two targeted pipeline or progression interventions by 2028 (e.g.	Medium	HR promotion frameworks; existing guidance; CEI advisory input through EEDI/ASREC	Aligned with University Strategy priorities on talent development, progression and equity in career outcomes

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							development programmes, targeted support) Increase in female representation in grades where underrepresentation is identified through baseline data Reduction in gender gap in perceptions of recruitment fairness (from 8.3pp baseline) in next CEI survey cycle			
34	Strengthen the transparency, consistency and support around promotion processes so that staff understand pathways to promotion, are supported to prepare effectively, and experience fair and equitable outcomes.	The 2025 CEI Culture Survey identified gendered differences in perceptions about promotion fairness and progression. Among academic staff, females were more likely than males to disagree that promotion decisions are made fairly (39.8% vs 34.5%, gap 5.3pp). Within Professional Services, females were also more likely to report negative perceptions (25.5% vs 18.3%, gap 7.3pp). There are also gendered disparities in access to useful career development feedback. Among academics, 36.1% of females disagreed or strongly disagreed that they receive useful feedback through performance reviews compared to 23.0% of males (gap 13.1pp). Workforce data reinforces these patterns. Women	34.1	Develop a promotions roadmap outlining timelines, criteria, evidence expectations, case examples and available support, supported by annual briefings and Q&A sessions.	**DVC & Provost /** Head of Learning and Development	2026-2027	Promotions roadmap published and communicated by 2027 Career planning prompts integrated into MyReview by 2027 ≥80% of eligible staff confirm promotion readiness discussions take place annually (via MyReview or staff survey data) Improved staff-reported clarity on progression pathways (measured through Staff Culture Survey or targeted pulse survey) Positive qualitative feedback in focus groups on clarity and accessibility of promotion processes	Medium	HR promotion frameworks and guidance; HR/People team resource; CEI advisory input through EEDI/ASREC	Aligned with University Strategy priorities on People, Culture and inclusive career development
			34.2	Integrate structured promotion readiness and career progression discussions into MyReview cycles, particularly at Senior Lecturer, Reader and equivalent Professional Services grades.	**Executive Director of People /** Head of Learning and Development / HR Director / Deans / Deputy Deans of Schools	2026-2027	Career planning prompts integrated into MyReview by 2027 ≥80% of eligible staff confirm promotion readiness discussions take place annually (measured via MyReview completion data or Staff Culture Survey/pulse survey)	Medium	MyReview framework; HR processes; HR/L&D support; CEI advisory input	Aligned with University Strategy priorities on staff development and inclusive leadership

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34 ctd.		comprise 33% of Professors (15 of 45 roles) and are underrepresented in the upper pay quartile, contributing to a gender pay gap of 5.82%. Senior role distribution also shows imbalance across Senior and Principal Lecturer levels, indicating differential progression outcomes. Emerging analysis indicates that these disparities may be further compounded for Black, Asian and minority ethnic staff, particularly women, highlighting the importance of an intersectional approach to progression and promotion. Taken together, these findings indicate the need to improve the transparency, consistency and effectiveness of promotions processes, to reduce gender disparities in progression experience and outcomes, with particular attention to intersectional inequalities, including those affecting Black, Asian and minority ethnic women, and to increase representation at senior levels.					Reduction in Academic Female/Male gap in responses to “my line manager supports my career development” from 6.4pp to ≤3pp by 2027/28			
			34.3	Strengthen and coordinate targeted development support for staff preparing for promotion, including mentoring, leadership development and peer support opportunities (e.g. Aurora and other relevant internal or external programmes), with a focus on addressing gender disparities in progression.	**Executive Director of People /** Head of Learning and Development / Deans / Deputy Deans of Schools	2026-2028	Increased participation of women in mentoring, Aurora and other promotion-related development opportunities Monitoring of participation in development support by gender and staff group Reduction in Academic and Professional Services gender gaps in access to development to ≤5pp by 2027/28 Increase in female academic promotion application rates (subject to baseline data established through Action 34.5)	Medium	Existing mentoring and development provision; leadership programmes (e.g. Aurora); HR/L&D provision; Managers’ Forum; CEI advisory input	Aligned with University Strategy priorities on staff development, inclusive leadership and progression
			34.4	Ensure promotions panels undertake equity training, apply criteria consistently, and provide clear and constructive feedback to applicants.	**Executive Director of People /** Head of Learning and Development/Deans / HR Director / Deputy Deans of Schools	2027-2028	100% of promotions panel members complete equity training by 2028 (tracked through HR/L&D records) Evidence of consistent application of promotion criteria through periodic panel calibration or review (documented through panel records or annual audit/reporting) Structured and consistent feedback provided to unsuccessful applicants (monitored through HR process documentation or sample audit) Reduction in gender disparities in perceptions	Medium-Long	Existing promotions panel processes; HR policy and guidance; HR/L&D training provision; CEI advisory input	Aligned with University Strategy priorities on governance, fairness and inclusive decision-making

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							of fairness in promotion processes (Staff Culture Survey), linked to baseline 29.3% Agree/Strongly Agree and reduction in gender gap			
34 ctd.			34.5	Use Oracle HCM and institutional data systems to establish consistent reporting on promotion applications, success rates and progression by gender and staff group, enabling identification of disparities and targeted action.	**Executive Director of People /** Head of Learning and Development / ASREC Co-Chairs / Deputy Director of CEI	2027-2029	Baseline dataset established for promotion applications and success rates by gender and staff group by 2027 Annual reporting of promotion application and success rates by gender and staff group to ASREC, EEDI Committee and SLT Identification and reporting of gender disparities in promotion application and/or success rates Where gender disparities are identified, targeted actions agreed and implemented through HR and EEDI governance structures Year-on-year increase in women's representation in the upper pay quartile (baseline established) Increase in women Professors from 33% to 40% by 2029 (subject to vacancy cycles)	Medium-Long	Oracle HCM; HR data and analytics support; Insight and Evaluation resource; reporting through ASREC, EEDI Committee and SLT	Aligned with University Strategy priorities on institutional accountability, governance and data-informed decision-making

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35	Strengthen intersectional progression analysis and implement proportionate, evidence-based interventions to address the underrepresentation of BAME females and males at senior academic and Professional Services grades	Institutional staff profile and HR data indicate persistent inequalities in progression when analysed intersectionally. While there has been progress in the representation of women at senior levels, this has not translated into equitable outcomes for BAME staff. Table AP2.2.2 shows limited progression in BAME female Professors (from zero in 2019/20 to three in 2024/25), with overall representation remaining low. BAME staff are also disproportionately concentrated in lower-grade roles and underrepresented at senior academic and Professional Services levels. This suggests that existing interventions have not fully addressed intersectional barriers to progression, including access to development, sponsorship and career progression opportunities. A more	35.1	Undertake enhanced intersectional analysis of progression data to identify structural disparities and inform targeted interventions	**Executive Director of People**/HR Director/ Head of Policy and Charters/People Strategy Projects Coordinator and Product Owner	2027-2029	Intersectional analysis of progression data (recruitment, promotion, pay quartiles, retention) completed by 2027, building on baseline findings in Table AP2.2.2 and HR datasets Identification of specific progression disparities, including: - Low representation of BAME female Professors (3 in 2024/25, from zero in 2019/20) - Concentration of BAME staff in lower-grade roles Mapping of progression pinch points (e.g. application rates, success rates, grade transitions) across academic and Professional Services pathways Agreed priority intervention areas approved through EEDI Committee governance and reflected in institutional action planning Annual reporting of progression indicators with intersectional breakdowns embedded in HR reporting, enabling tracking of change from the 2024/25 baseline	Medium-Long	Delivery will be supported through existing CEI, HR and Planning & Insights capacity, including staff time for data analysis, reporting and governance. Additional resource may be required for targeted positive action initiatives (e.g. mentoring, sponsorship and development programmes), including programme coordination and facilitation. Data infrastructure and reporting systems will be utilised to support ongoing monitoring.	Aligned with the University Strategy priorities on institutional accountability and data-informed decision-making, strengthening the use of workforce data and governance to identify and address progression disparities.

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35 ctd.		targeted, data-informed approach is required to identify structural disparities and implement proportionate interventions.	35.2	Develop and implement targeted positive action interventions, informed by intersectional analysis of recruitment, promotion, pay and retention data, to address progression barriers affecting BAME females and males and to improve equitable access to promotion, career development and senior leadership pathways.	**Executive Director of People/** Head of Learning and Development/Head of Policy and Charters	2027-2029	Targeted positive action initiatives (e.g. mentoring, sponsorship, promotion-readiness support) designed and delivered from 2027, informed by disparities identified in Action 35.1 Participation data shows increased engagement from BAME females and males, particularly those in lower-grade roles and underrepresented in progression pipelines Evaluation demonstrates improved promotion readiness and increased application rates among participants (e.g. confidence to apply, completion of promotion applications) Evidence of improved progression outcomes over time, including: - Increased representation of BAME staff at senior grades, relative to the 2024/25 baseline - Reduction in disparities in promotion application and success rates between groups Annual monitoring of progression outcomes through HR data and EEDI governance, with comparison against baseline data in Table AP2.2.2	Long	Delivery will be supported through existing HR, CEI and organisational development resources, with an additional budget of £50k per annum allocated to CPD initiatives, including policy development, guidance production and staff training. Operational support will be required for communications, wellbeing campaigns and manager briefings. Estates and facilities budgets will support provision of menstrual products and disposal facilities. Staff Networks will contribute through ongoing engagement and consultation.	Aligned with the University Strategy priorities on people, culture and talent development, supporting equitable progression and improved representation through targeted development and positive action interventions.

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36	Review and strengthen institutional policies (wellbeing, flexible working, special leave and dignity at work) to embed consistent and informed support for menopause and menstrual health, ensuring staff can access appropriate adjustments that improve wellbeing and experience.	Menopause, menstruation and related conditions (including endometriosis, PCOS and perimenopause) can impact concentration, comfort, attendance and wellbeing. Wider sector evidence indicates that menstrual health remains under-recognised in workplace practice. Staff may feel stigma or discomfort raising related needs, and inconsistent management responses can lead to avoidable stress and reduced productivity. Embedding clear, proportionate support aligns with London Met's commitments to dignity at work, wellbeing, flexible working and gender equity. This also aligns with wider sector developments, including changes to Employment Rights legislation relating to menopause and flexible working.	36.1	Review existing wellbeing, flexible working, special leave and dignity policies to ensure menstruation and menstrual health are appropriately recognised and supported, with updates made where required.	**Executive Director of People**/Deputy Director of CEI/HR Principal Adviser/HR Director	2027-2028	Policy review completed and Menopause Action Plan developed and approved by SLT by 2027 Updated policies (wellbeing, flexible working, dignity at work, special leave) explicitly include menopause and menstrual health provisions aligned with institutional commitments.	Medium	HR Policy; CEI; existing wellbeing, dignity at work and flexible working policy frameworks	Aligned with the University Strategy priorities on people, culture and wellbeing, ensuring institutional policies support inclusive working environments and staff health.
			36.2	Produce and implement practical guidance for managers and staff outlining proportionate adjustments (e.g. temporary flexibility, remote working, access to facilities, wellbeing support).	**Executive Director of People/**HR Principal Adviser/Deputy Director of CEI/Head of learning and Development	2027-2028	Practical guidance published and communicated to all managers and staff by 2028 Evidence of increased manager confidence in supporting staff, measured through staff survey or targeted evaluation (baseline established prior to rollout) Increased staff awareness of available support, evidenced through CEI survey data and focus groups Positive qualitative feedback demonstrating improved consistency in management responses	Medium	HR (Learning & Development); CEI; Managers' Forum; existing guidance and training provision	Aligned with the University Strategy priorities on inclusive leadership and people management, strengthening manager capability to support staff wellbeing and equitable working practices.
			36.3	Integrate menopause and menstrual health awareness into wellbeing communications, manager briefings and dignity at work initiatives.	**Executive Director of People/**HR Principal Adviser/Head of Learning and Development/Deputy Director of CEI/HR Principal Adviser	2028-2029	Inclusion of menopause and menstrual health in annual wellbeing campaigns and manager briefings from 2028 Evidence of reduced stigma and improved openness in qualitative feedback (CEI survey/focus groups), benchmarked against 2027 baseline Increased proportion of staff reporting confidence	Long	CEI; HR; Internal Communications; existing wellbeing campaigns and engagement channels	Aligned with the University Strategy priorities on culture and engagement, promoting awareness and reducing stigma around health and wellbeing in the workplace.

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							in discussing health-related needs (where survey measures are available)			
36 ctd.			36.4	Ensure menstrual products and appropriate disposal facilities are available and accessible across campus, particularly in staff facilities.	**Estates**	2028-2029	Menstrual products and appropriate disposal facilities available in agreed locations across campus by 2028 Positive feedback from staff networks and users on accessibility and adequacy of provision	Medium	Estates & Facilities; COO budget; existing campus infrastructure and facilities management	Aligned with the University Strategy priorities on staff wellbeing and inclusive environments, ensuring appropriate facilities and infrastructure support staff needs.
			36.5	Engage Staff Networks to ensure intersectional perspectives (including disability, menopause and trans-inclusive considerations) are reflected in the guidance, and reviewed annually.	**Director of CEI/**Deputy Director CEI/Inclusive Communities Manager	2028-onwards	Annual review of menopause and menstrual health support through Staff Networks and governance structures (ASREC/EEDI) from 2028 Evidence of refinements to policy, guidance and support informed by lived experience (focus groups, network feedback) Demonstrable integration of menopause and menstrual health support within relevant institutional policies and practices	Long	CEI; Staff Networks; EEDI/ASREC governance structures; existing engagement and consultation mechanisms	Aligned with the University Strategy priorities on engagement and institutional accountability, embedding staff voice and lived experience in policy development and review.

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37	Formalise and embed student support and inclusive practices across Schools and Departments to ensure effective delivery of Access and Participation Plan priorities and improve equitable student outcomes, including continuation, completion and progression.	Student-facing actions aligned with the Access and Participation Plan will be embedded through School/ SATs to ensure impact at programme and disciplinary level.	37.1	Schools and SATs to undertake systematic analysis of gendered PGR recruitment, progression, supervision allocation, funding and completion data to identify disparities and inform targeted interventions to improve equitable outcomes.	**Associate PVC Student Success/Deans/Deputy Deans of Schools/Chair of EEDI Committee**/Head of Policy and Charters	2028 onwards	Annual gender-disaggregated PGR data review conducted by Schools from 2028 onwards, including recruitment, progression, supervision allocation, funding and completion Identification of key gender disparities and agreed local actions through School-level governance Evidence of improved supervision experience through PGR satisfaction data (e.g. PRES or internal surveys) Reduction in identified gender disparities in PGR progression and completion over time, relative to baseline data, with improvements in continuation and successful completion rates	Long	Schools; SATs; Planning & Insights; HR data systems; existing PGR and student data reporting frameworks	Aligned with the University Strategy priorities on student success and institutional accountability, strengthening the use of data to identify and address disparities in PGR progression and outcomes.
			37.2	Strengthen and embed inclusive practices within curriculum design, supervision training, assessment moderation and feedback through collaboration with Schools and SATs.	**Deans/Deputy Deans of Schools/Chair of EEDI Committee**/Head of Policy and Charters	2028 onwards	Inclusive curriculum and supervision principles embedded within School programme review and quality assurance processes by 2029 Increased staff engagement in inclusive supervision and assessment training, evidenced through participation data and evaluation Positive student feedback on inclusive practice in supervision, assessment and learning experience (survey and qualitative data) Evidence of changes to curriculum, supervision and assessment practices informed by	Long	Schools; SATs; Centre for Teaching Enhancement (CTE); HR (Learning & Development); existing programme review and quality assurance processes	Aligned with the University Strategy priorities on inclusive learning and teaching, supporting equitable student outcomes through inclusive curriculum, supervision and assessment practices.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
							inclusive approaches (e.g. programme review outcomes, moderation processes) Evidence of improved student outcomes (e.g. continuation, completion, attainment where applicable), with reduced disparities linked to inclusive curriculum, supervision and assessment practices			
38	Strengthen gender equity across PGT and PGR recruitment and progression pipelines by addressing identified disparities and improving equitable access, participation and outcomes.	Appendix 2 Table 1 shows that the balance of undergraduate students has remained stable, with females ranging from 62.8 to 64.0% (2020-24). However, this profile is not sustained at higher degree levels, with the proportion of PGT female students having declined from 68.2 to 60.8% since 2020. At PGR, the proportion of females is 50.5%. This is a complex issue as it is impacted by funding, age profile, subject disciplines and	38.1	Share and embed disaggregated PGT and PGR gender data annually with Deans, Schools and SATs through APP and Athena Swan governance cycles to inform monitoring, target-setting and action planning.	**ASREC Co-chairs**	2027-onwards	Annual gender-disaggregated postgraduate pipeline data presented to ASREC and Schools from 2027 onwards Gender pipeline metrics embedded within School-level Athena Swan action plans by 2028 Evidence of data-informed target setting and action planning at School and institutional level for PGT and PGR recruitment and progression Clear integration of APP monitoring and Athena Swan governance in reviewing postgraduate gender equity	Medium	ASREC; Planning & Insights; Schools; APP monitoring frameworks; existing student data reporting systems	Aligned with the University Strategy priorities on student success and institutional accountability, strengthening the use of data and governance to monitor and address postgraduate gender disparities.

Action No.	Aim	Rationale	Sub-Action No.	Planned Sub-Actions	Responsibility (bold indicates lead responsibility)	Timeframe: Start Date/delivery date	Success Measure/Outcome	Implementation Phase (Short, Medium, Long)	Resources	Strategy Alignment
38 ctd.		therefore it is important to consider this issue locally and from this support broader institution-wide initiatives to secure gender and intersectional equity. Schools will undertake discipline-specific analysis and actions, supported through ASREC governance and annual review.	38.2	Support Schools to undertake discipline-specific analysis of PGT and PGR recruitment, funding access, supervision allocation and progression to identify gender disparities and inform targeted actions within departmental Athena Swan submissions.	**Deans/Deputy Deans of Schools/**Head of Policy and Charters	2027 onwards	All Schools include postgraduate gender equity actions within Athena Swan submissions from 2028 Evidence of discipline-specific interventions informed by local data Annual review of progress through ASREC governance Qualitative insights gathered (e.g. focus groups with PGT/PGR students) to inform and refine actions	Medium	Schools; SATs; Head of Policy & Charters; existing Athena Swan submission processes; local data analysis capacity	Aligned with the University Strategy priorities on inclusive learning and institutional accountability, embedding gender equity within discipline-level planning and Athena Swan action development.
			38.3	Undertake qualitative engagement (e.g. focus groups with PGTs, PGRs and prospective applicants) to identify any gendered institutional and disciplinary barriers to postgraduate progression and participation.	**Deputy VC and Provost/Deans/**Head of Policy and Charters	2027 onwards	Qualitative insights (e.g. focus groups with PGTs, PGRs and applicants) reported to ASREC by 2028 Evidence of at least two institutional or School-level interventions implemented in response to findings Improvements in PGR satisfaction and supervision experience over time, evidenced through survey data and qualitative feedback	Medium-Long	CEI; Schools; Planning & Insights; existing student engagement and consultation mechanisms (e.g. focus groups, surveys)	Aligned with the University Strategy priorities on student voice and engagement, ensuring lived experience informs institutional and School-level interventions.
			38.4	Develop institution-wide and School-level targets to strengthen gender balance within PGT and PGR cohorts where disparities are identified.	**Deputy VC & Provost/Deans/Deputy Deans of Schools/**Deputy Director CEI/Head of Policy and Charters	2027 onwards	3pp improvement in female PGR representation by 2028 (subject to recruitment cycles and baseline variation) 5pp improvement in identified PGT gender disparities by 2029 No widening of gender disparities in postgraduate recruitment and progression over the action plan period	Medium-Long	Deputy VC Office; Schools; Planning & Insights; existing target-setting and performance monitoring frameworks	Aligned with the University Strategy priorities on institutional performance and student success, supporting measurable improvements in postgraduate gender balance through target-setting and monitoring.

Appendix 1: Consultation data

Please present the results of any relevant consultation exercises used to inform the submission, including, if applicable, any data relating to the evaluation of culture.

Please note, **PNTS = Prefer Not To Say**

Appendix 1: Consultation data

Focus Groups

LMU Surveys

CEI Culture Survey – Athena Swan Questions

Theme 1: Belonging and Inclusion

Theme 2: Gender Equality

Theme 3: Work-Life Balance

Theme 4: Bullying and Harassment

Theme 5: Career Development

Intersectional Graphs

Relevant Intersectional Tables

Survey Respondents Demographic Information

Focus Groups

In February 2026, the CEI conducted Focus Groups for the upcoming **Athena Swan submission**, on the following areas:

Table APX1.0.1: Athena Swan Focus Groups 2026

Date	Title	Attendees
Monday 9th February (2 parallel focus groups due to high interest)	Hybrid and Flexible Working	19 in total (9 and 10)
Monday 9th February	Supporting Associate Lecturers to Thrive	[redacted]
Tuesday 10th February	Family Leave and Special Leave	5
Wednesday 11th February (2 parallel focus groups due to high interest)	Fostering Inclusive Culture and Behaviours	20 in total (7 and 13)
Thursday 12th February	What does Intersectionality mean at London Met	10

Qualitative data was collected via Microsoft Teams whiteboard and transcripts, with meeting recording to confirm the accuracy of the transcripts only. These were saved in a private channel on Teams and only accessible by key staff, to maintain confidentiality.

Our methodology for each focus group involved structuring the conversation around three areas relating to the title of the focus group:

Participants' experience of this topic while working at London Met.
What guidance, if any, participants had received on this topic.
Potential solutions that could facilitate the topic.

Key Engagement Statistics

7 individual focus groups were conducted across 4 days. There were also 11 colleagues who participated in more than 1 focus group across the 4 days. The highest attended focus group was 'Fostering Inclusive Culture and Behaviours', with 13 participants in one individual focus group and 20 participants in total across the 2 parallel focus groups. The lowest attended was Supporting Associate Lecturers to Thrive, with under 5 attendees.

Table APX1.0.2: Athena Swan Focus Group Sign Ups, Demographic Data

Staff Group	Signed up		Gender		BAME		LGBTQIA+		Disability	
Academic	18	40%	Female	61.1%	BAME	33.3%	LGBTQIA+	27.8%	Disabled	22.2%
			Male	38.9%	White	50.0%	Heterosexual/straight	50.0%	Not disabled	72.2%
					PNTS	16.7%	PNTS	22.2%	PNTS	5.6%
Professional Services and SLT	27	60%	Female	33.3%	BAME	33.3%	LGBTQIA+	18.5%	Disabled	29.6%
			Male	66.7%	White	66.7%	Heterosexual/straight	66.7%	Not disabled	48.1%
							PNTS	14.8%	PNTS	22.2%

Table APX1.0.3: Athena Swan Focus Group Participants, Demographic Data

Staff Group	Participated		Gender		BAME		LGBTQIA+		Disability	
Academic	[redacted]	37.1%	Female	61.5%	BAME	38.5%	LGBTQIA+	15.4%	Disabled	23.1%
			Male	38.%	White	38.5%	Heterosexual/straight	53.8%	Not disabled	69.2%
					PNTS	23.0%	PNTS	30.8%	PNTS	7.7%
Professional Services and SLT		62.9%	Female	68.2%	BAME	27.3%	LGBTQIA+	13.6%	Disabled	27.3%
			Male	31.8%	White	72.7%	Heterosexual/straight	72.8&	Not disabled	50.0%
							PNTS	13.6%	PNTS	22.7%

London Met Surveys

The first London Met Athena Swan Survey was conducted in 2021. Analysis was done for all staff and split by academic staff: Male and Female (noting that the previous AS application was focussed on academic staff, not all staff). The overall response rate for this was 21.3%.

There have been several organisational surveys that have been conducted since then:

- 2025 Pulse staff survey
- 2023 Pulse staff survey
- 2022 Staff survey
- 2020 Supplementary Staff Survey results**:**
    - In July 2020, a re-survey was carried out in a limited number of professional service departments (PSDs) (Estates, IT Services and Finance, Planning and Insight)
- 2019-20 staff survey to broaden insights.

In 2025 London Met launched its first integrated Culture Survey for staff as part of our evidence-led approach to building an inclusive, fair and supportive workplace. Designed to support and underpin our Athena Swan and wider charter mark work, the survey explores staff experience across themes including belonging, inclusion, equality, wellbeing, work–life balance, career development and speaking-up culture.

These insights are being used to help us understand what it feels like to work at London Met identify strengths and areas for improvement, and inform targeted action plans that support our strategic objectives.

CEI Culture Survey – Athena Swan Questions

Table APX1.0.4: Athena Swan Questions used in the CEI Culture Survey (December 2025)

Number in survey	Question
Theme 1: Belonging and Inclusion	
13 (i)	I feel like I belong in my department
13 (ii)	I feel that people really care about me in my department
13 (iii)	I feel comfortable speaking up and expressing my opinions
13 (iv)	Departmental communications are clear and relevant to me and my role
25 (i)	My contributions are valued in my department
Theme 2: Gender Equality	
25 (iii)	My department has taken action to mitigate the impact of Covid-19 pandemic on staff
26 (i)	Leadership in my school or professional services area actively supports progress on gender equality
27 (i)	The rate people progress in my department is not affected by their gender
28 (i)	Equality, Diversity and inclusion work is recognised when workload is allocated
28 (ii):	Equality, diversity and inclusion work is recognised in applications for promotion/progression
25 (iii)	My department has taken action to mitigate the impact of Covid-19 pandemic on staff
26 (i)	Leadership in my school or professional services area actively supports progress on gender equality
27 (i)	The rate people progress in my department is not affected by their gender
28 (i)	Equality, Diversity and inclusion work is recognised when workload is allocated
28 (ii):	Equality, diversity and inclusion work is recognised in applications for promotion/progression
Theme 3: Work-Life Balance	
30 (i)	My department supports flexible working arrangements
30 (ii)	Workloads in my department are allocated fairly and transparently
30 (iii)	The timing of departmental meetings and events takes into consideration those with caring responsibilities
30 (iv)	My department provides staff with support around all types of caring leave
Theme 4: Bullying and Harassment	

Number in survey	Question
41 (i)	In the last 12 months, I have experienced bullying, discrimination, harassment, or abuse at London Met based on gender
42 (i)	In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on gender
43 (i)	At London Met, I would know how to report the incident if I witnessed or was personally subjected to bullying, discrimination, harassment or abuse based on gender
44 (i)	At London Met, I am confident that appropriate actions would be taken if I reported bullying, discrimination, harassment, or abuse based on gender
Theme 5: Career Development	
18 (i)	Decisions about recruitment are made fairly
18 (ii)	Decisions about promotion/progression are made fairly
18 (iii)	I receive useful feedback on my career development through performance reviews
25 (ii)	My line manager supports my career development
Theme 6: Wellbeing	
16 (i)	My induction provided me with the information and support I needed to feel confident in my role
16 (ii)	I can access the training and development required for me to be able to do my job
16 (iii)	I am aware of the support available for people with childcare responsibilities
20 (i)	I am aware of the policies and support available for family leave, special leave, or taking a career break
23 (i)	I feel confident I would be supported if I needed to take family leave, special leave (e.g. compassionate leave), or a career break
23 (ii)	My department, school or central professional services area actively supports colleagues returning from family leave, special leave, or a career break.
58 (i)	My current workload is manageable
58 (ii)	My mental health and/or wellbeing are supported in my department
58 (iii)	I know where to seek support for mental health and/or wellbeing at work
58 (iv)	I feel confident asking for mental health and/or wellbeing support at work

Theme 1: Belonging and Inclusion

Table APX1.1.1: I feel like I belong in my department

Qu. 13 (i): I feel like I belong in my department																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	22	26.5%	35	40.2%			42	30.7%	32	39.0%			65	29.3%	68	39.1%	9	13.8%	142
Agree	34	41.0%	28	32.2%	6	14.0%	64	46.7%	36	43.9%	9	52.9%	98	44.1%	65	37.4%	15	23.1%	178
Neither agree nor disagree	12	14.5%	9	10.3%	9	20.9%	18	13.1%	7	8.5%			31	14.0%	19	10.9%	13	20.0%	63
Disagree	8	9.6%	8	9.2%	14	32.6%	11	8.0%	6	7.3%			19	8.6%	14	8.0%	15	23.1%	48
Strongly disagree	5	6.0%	7	8.0%	10	23.3%							7	3.2%	8	4.6%	11	16.9%	26
Prefer not to say				0.0%				0.0%		0.0%					0	0.0%			
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

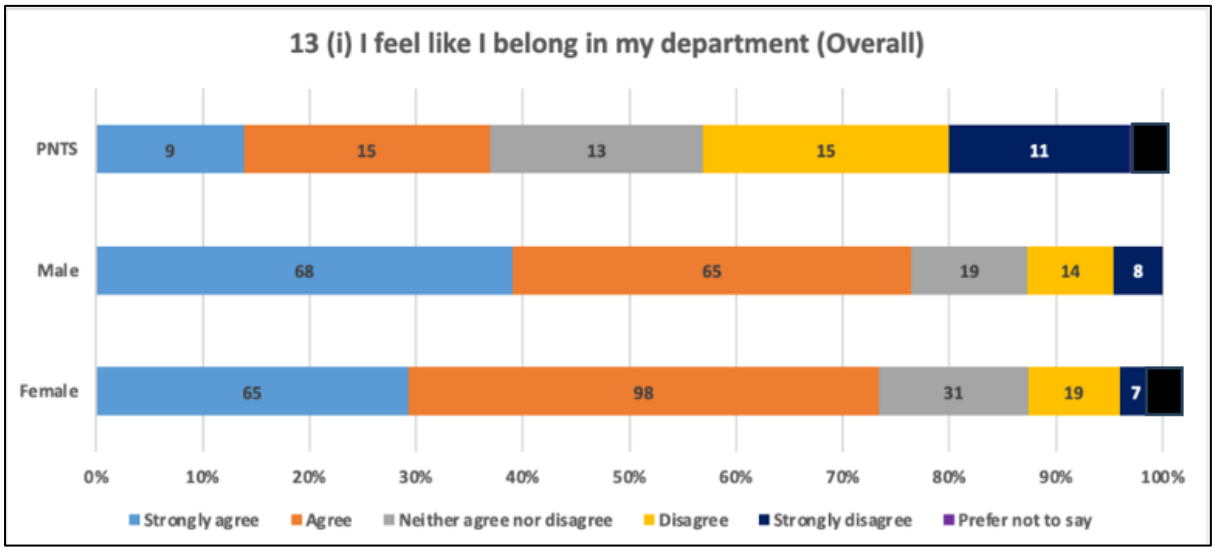


Figure APX1FIG1

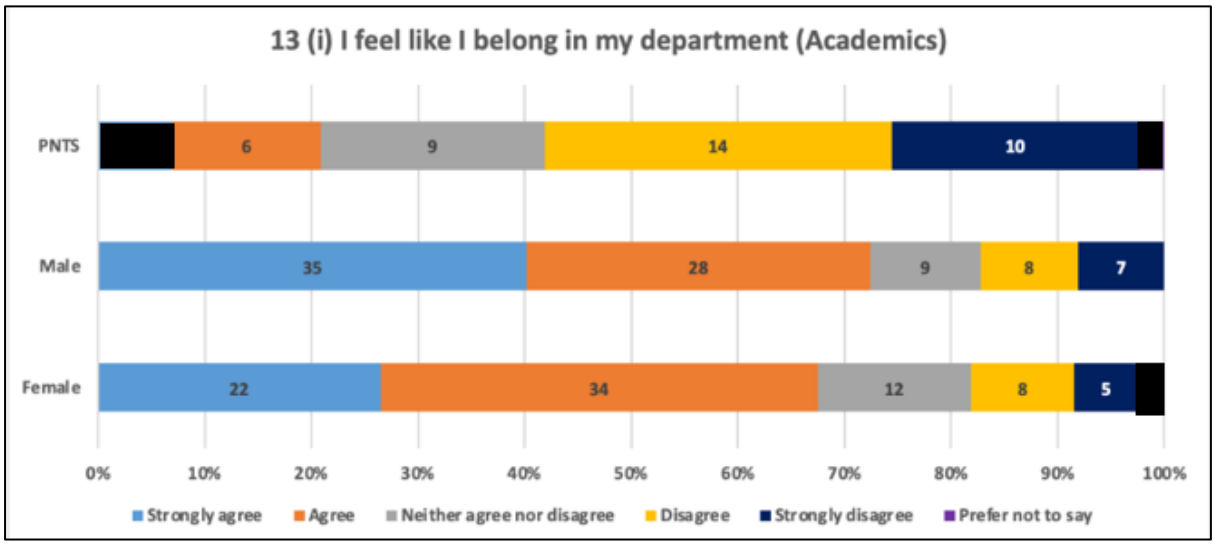


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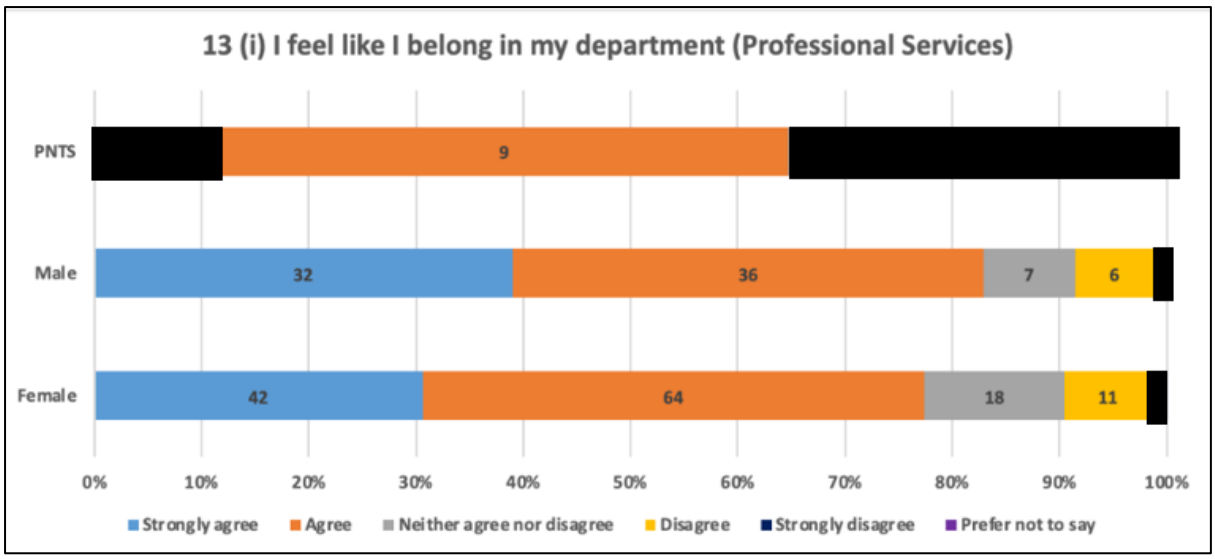


Figure APX1FIG3

Table APX1.1.2: I feel that people really care about me in my department

Qu 13 (ii): I feel that people really care about me in my department																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	20	24.1%	27	31.0%			31	22.6%	21	25.6%			51	23.0%	48	27.6%	8	12.3%	107
Agree	21	25.3%	31	35.6%	6	14.0%	66	48.2%	38	46.3%	5	29.4%	88	39.6%	71	40.8%	13	20.0%	172
Neither agree nor disagree	17	20.5%	14	16.1%	8	18.6%	25	18.2%	10	12.2%	9	52.9%	42	18.9%	27	15.5%	18	27.7%	87
Disagree	16	19.3%	9	10.3%	13	30.2%	13	9.5%	9	11.0%		0.0%	30	13.5%	18	10.3%	13	20.0%	61
Strongly disagree	7	8.4%	6	6.9%	11	25.6%							8	3.6%	10	5.7%	12	18.5%	30
Prefer not to say				0.0%						0.0%		0.0%				0.0%			
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

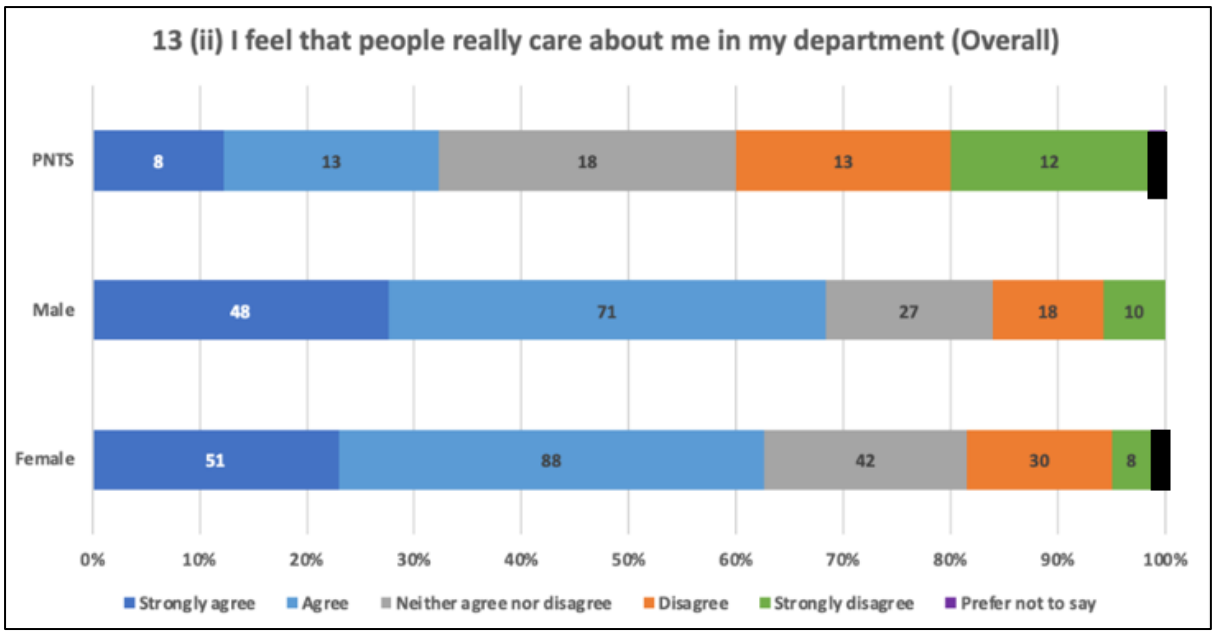


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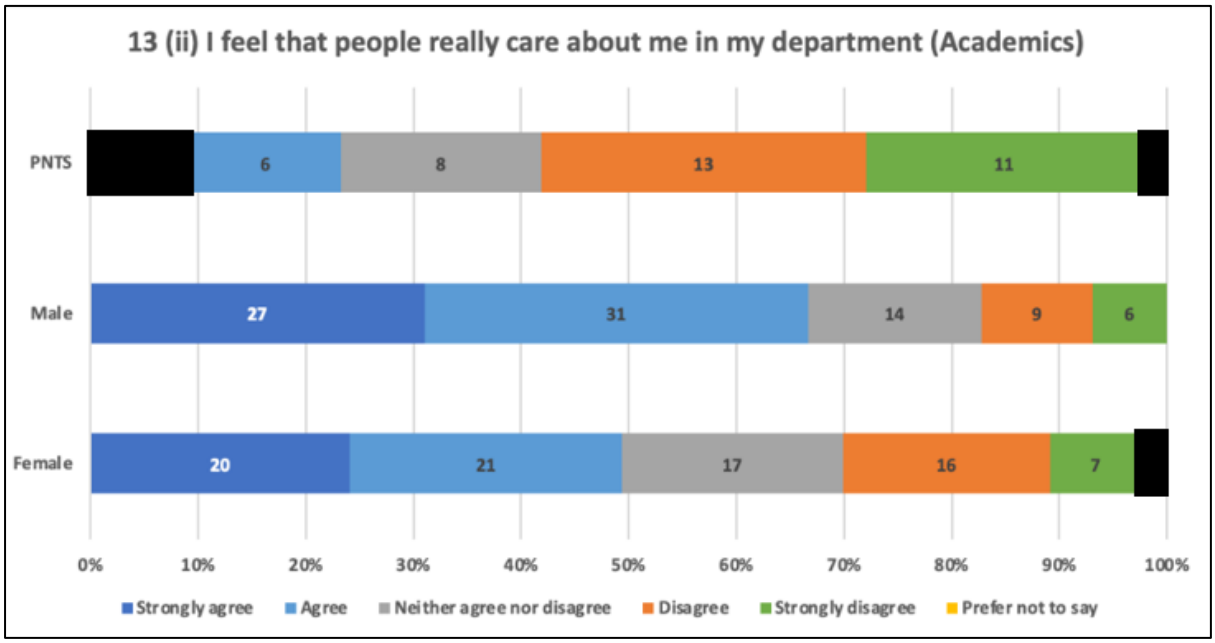


Figure APX1FIG5

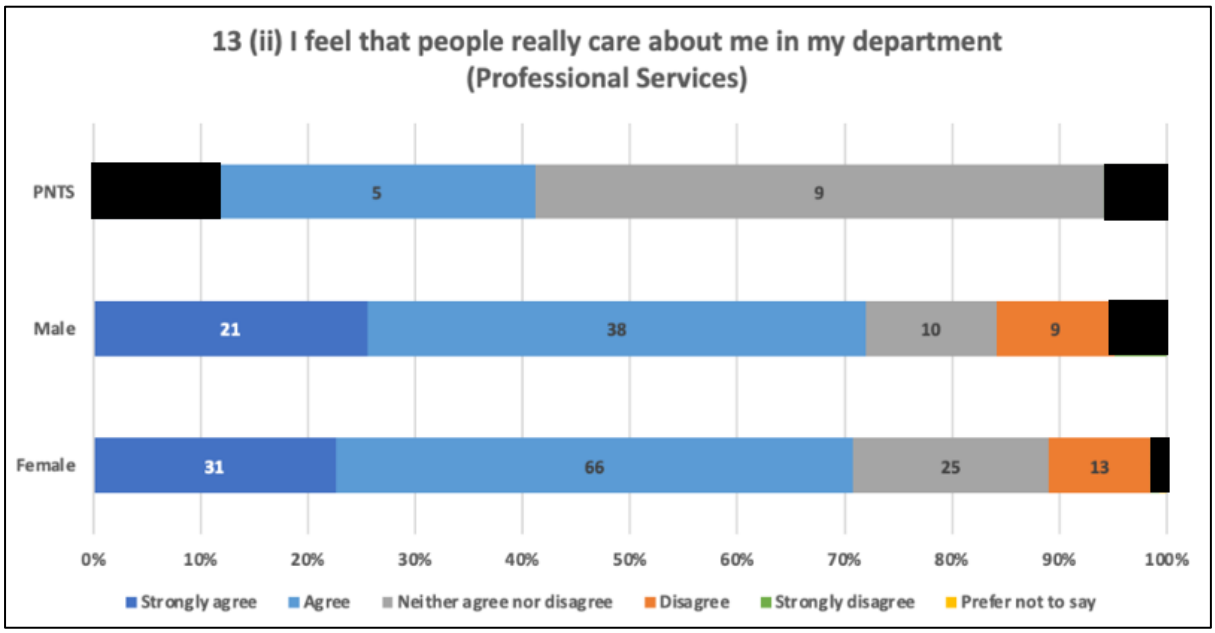


Figure APX1FIG6

Table APX1.1.3: My contributions are valued in my department

Qu 25 (i): My contributions are valued in my department																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	14	16.9%	26	29.9%			27	19.7%	26	31.7%			42	18.9%	53	30.5%	5	7.7%	100
Agree	36	43.4%	41	47.1%	13	30.2%	74	54.0%	39	47.6%	6	35.3%	110	49.5%	82	47.1%	19	29.2%	211
Neither agree nor disagree	13	15.7%	7	8.0%	5	11.6%	23	16.8%	8	9.8%	5	29.4%	37	16.7%	17	9.8%	12	18.5%	66
Disagree	10	12.0%	8	9.2%	9	20.9%	9	6.6%	7	8.5%			19	8.6%	15	8.6%	11	16.9%	45
Strongly disagree	7	8.4%			13	30.2%							10	4.5%	5	2.9%	15	23.1%	30
I don't know										0.0%									8
Prefer not to say		0.0%		0.0%										0.0%		0.0%			
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

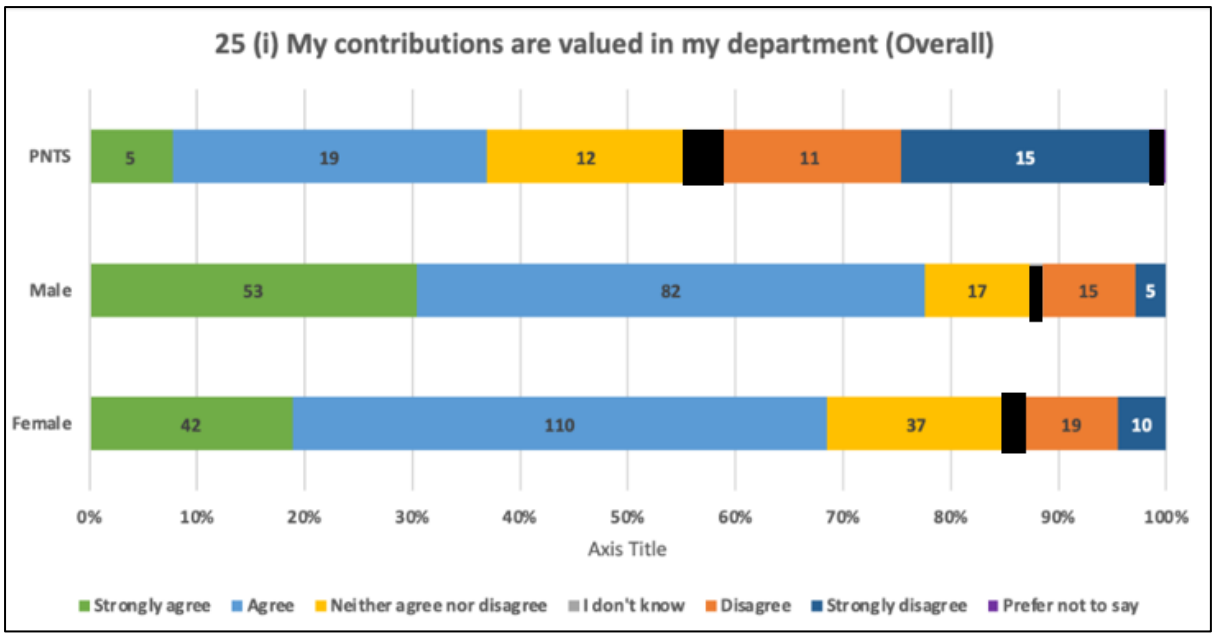


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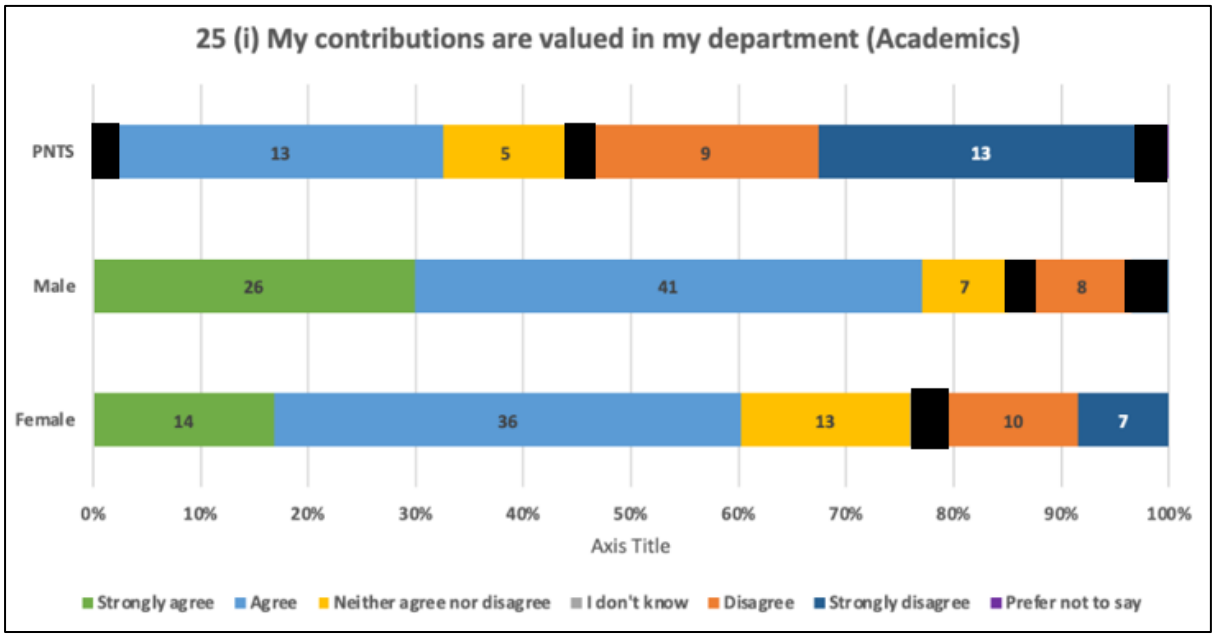


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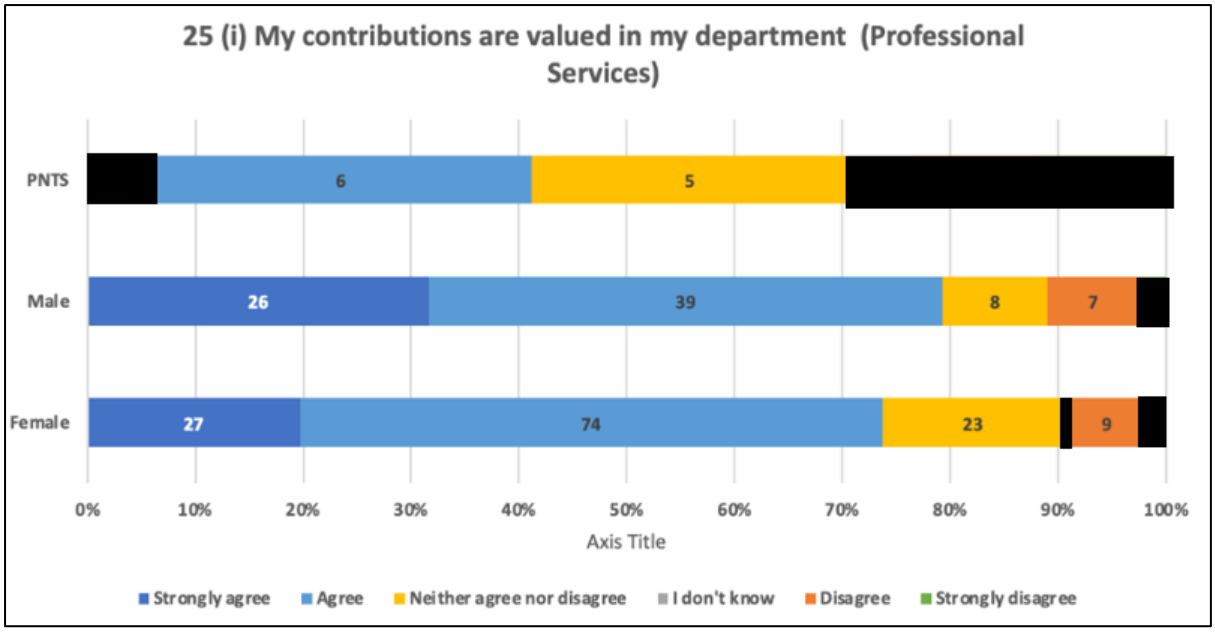


Figure APX1FIG9

Table APX1.1.4: I feel comfortable speaking up and expressing my opinions

Qu 13 (iii): I feel comfortable speaking up and expressing my opinions																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	20	24.1%	28	32.2%			33	24.1%	32	39.0%			54	24.3%	61	35.1%	5	7.7%	120
Agree	29	34.9%	35	40.2%	9	20.9%	65	47.4%	29	35.4%	7	41.2%	94	42.3%	65	37.4%	17	26.2%	176
Neither agree nor disagree	13	15.7%	8	9.2%	7	16.3%	21	15.3%	11	13.4%	6	35.3%	34	15.3%	20	11.5%	15	23.1%	69
Disagree	15	18.1%	10	11.5%	11	25.6%	11	8.0%	7	8.5%			27	12.2%	19	10.9%	12	18.5%	58
Strongly disagree			6	6.9%	13	30.2%	7	5.1%					11	5.0%	9	5.2%	14	21.5%	34
Prefer not to say				0.0%												0.0%			
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

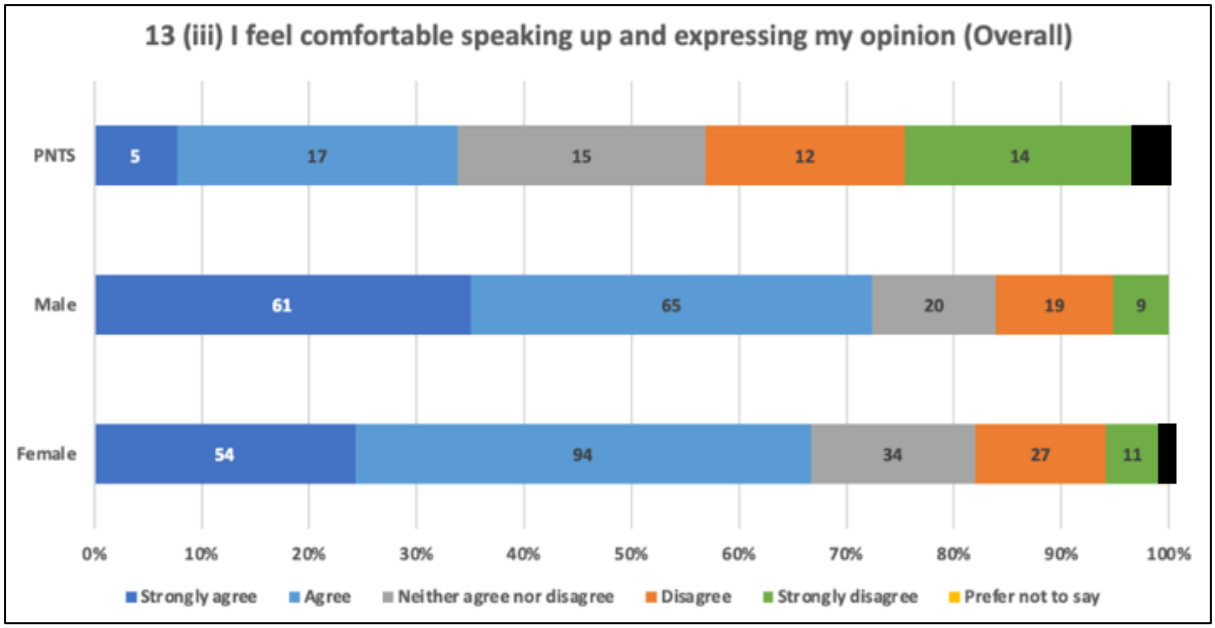


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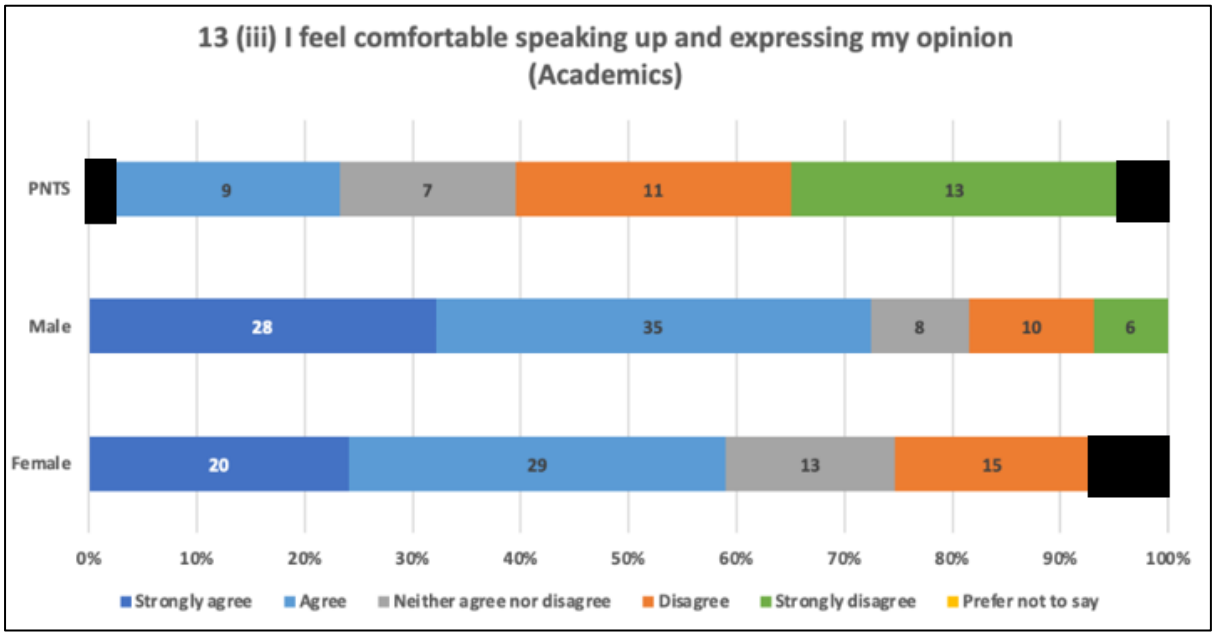


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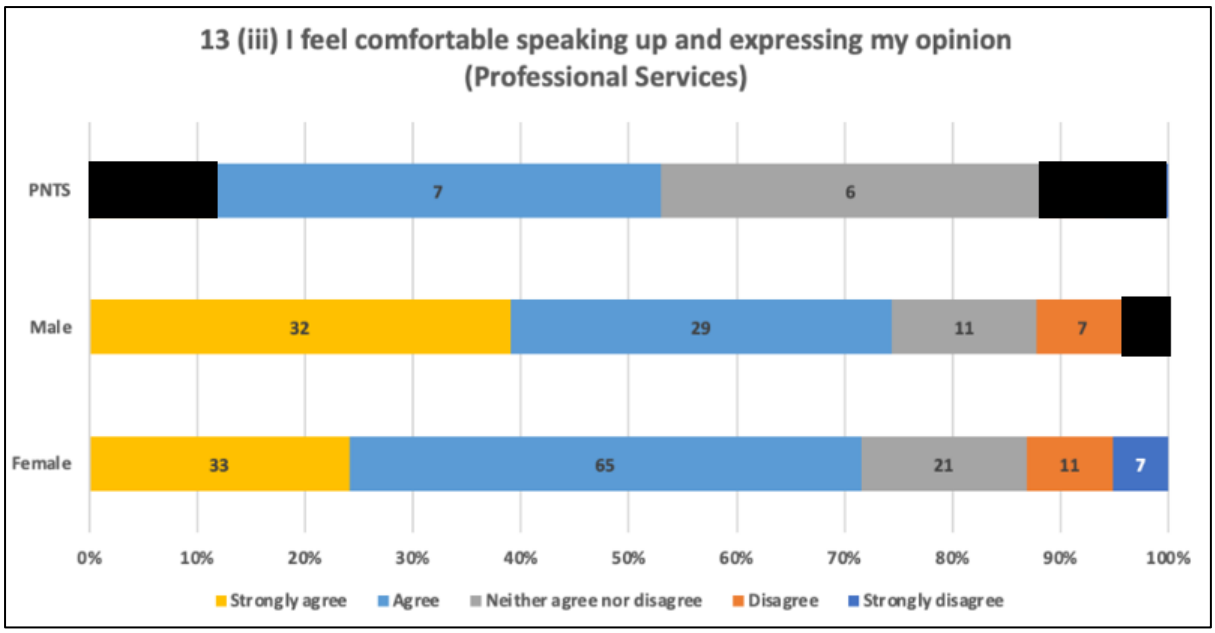


Figure APX1FIG12

Table APX1.1.5: Departmental communications are clear and relevant to me and my role

Qu 13 (iv): Departmental communications are clear and relevant to me and my role																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	16	19.3%	16	18.4%			25	18.2%	19	23.2%			41	18.5%	35	20.1%	7	10.8%	83
Agree	25	30.1%	34	39.1%	7	16.3%	67	48.9%	35	42.7%	9	52.9%	93	41.9%	72	41.4%	16	24.6%	181
Neither agree nor disagree	18	21.7%	17	19.5%	10	23.3%	26	19.0%	20	24.4%			44	19.8%	39	22.4%	15	23.1%	98
Disagree	15	18.1%	11	12.6%	8	18.6%	10	7.3%	5	6.1%			26	11.7%	16	9.2%	12	18.5%	54
Strongly disagree	9	10.8%	9	10.3%	13	30.2%	8	5.8%					17	7.7%	12	6.9%	14	21.5%	43
Prefer not to say		0.0%		0.0%						0.0%		0.0%				0.0%			
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

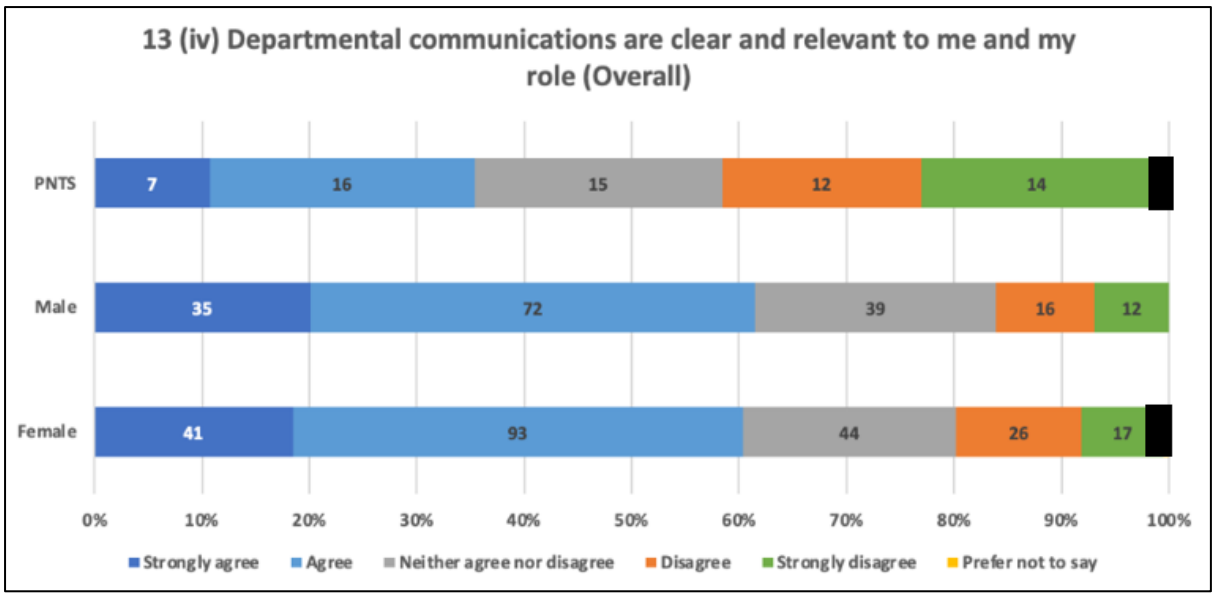


Figure APX1FIG13

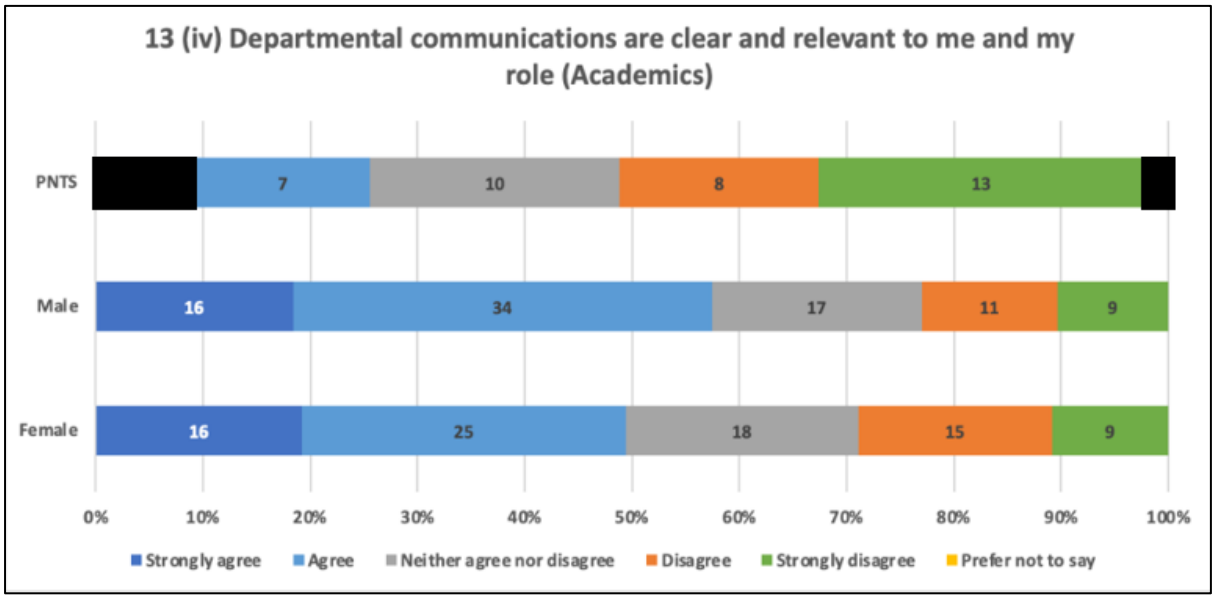


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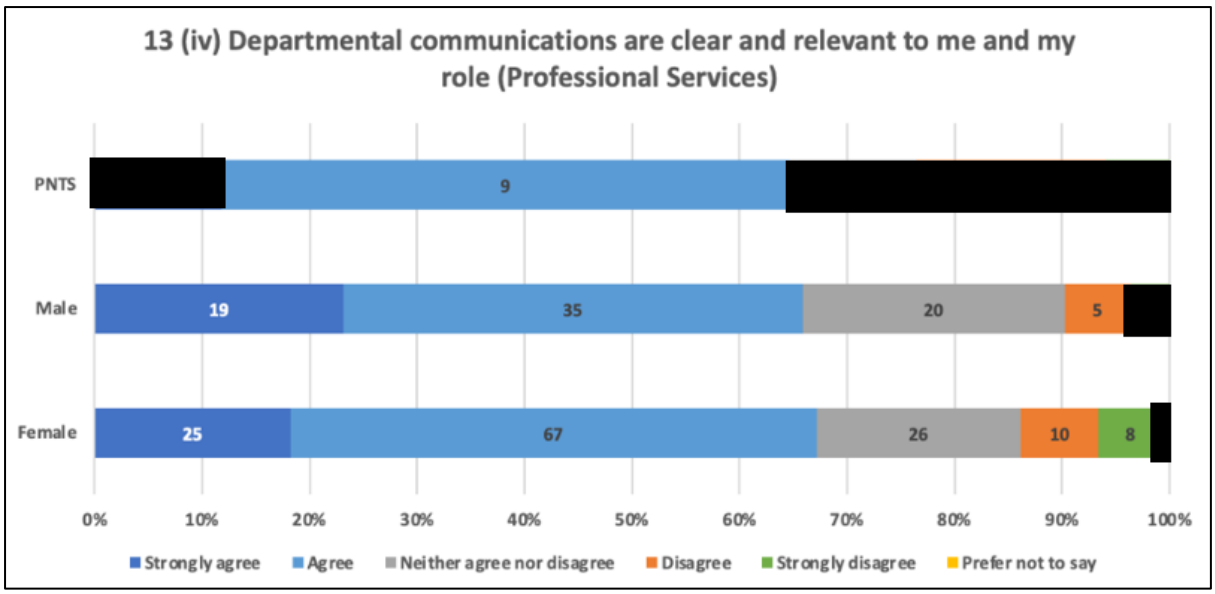


Figure APX1FIG15

Theme 2: Gender Equality

Table APX1.2.1: Leadership in my school or professional services area actively supports progress on gender equality

Qu 26 (i): Leadership in my school or professional services area actively supports progress on gender equality																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	18	21.7%	24	27.6%	5	11.6%	46	33.6%	30	36.6%		0.0%	64	28.8%	55	31.6%	7	10.8%	126
Agree	27	32.5%	30	34.5%	9	20.9%	54	39.4%	25	30.5%	6	35.3%	81	36.5%	57	32.8%	16	24.6%	154
Neither agree nor disagree	14	16.9%	12	13.8%			14	10.2%	15	18.3%			29	13.1%	28	16.1%	9	13.8%	66
Disagree	5	6.0%			5	11.6%				0.0%		0.0%	9	4.1%			5	7.7%	17
Strongly disagree	5	6.0%			7	16.3%						0.0%	6	2.7%			7	10.8%	16
I don't know	11	13.3%	15	17.2%	9	20.9%	15	10.9%	9	11.0%	5	29.4%	26	11.7%	24	13.8%	15	23.1%	65
Prefer not to say													7	3.2%			6	9.2%	17
Grand Total	83		87		43		137		82		17		222		174		65		461

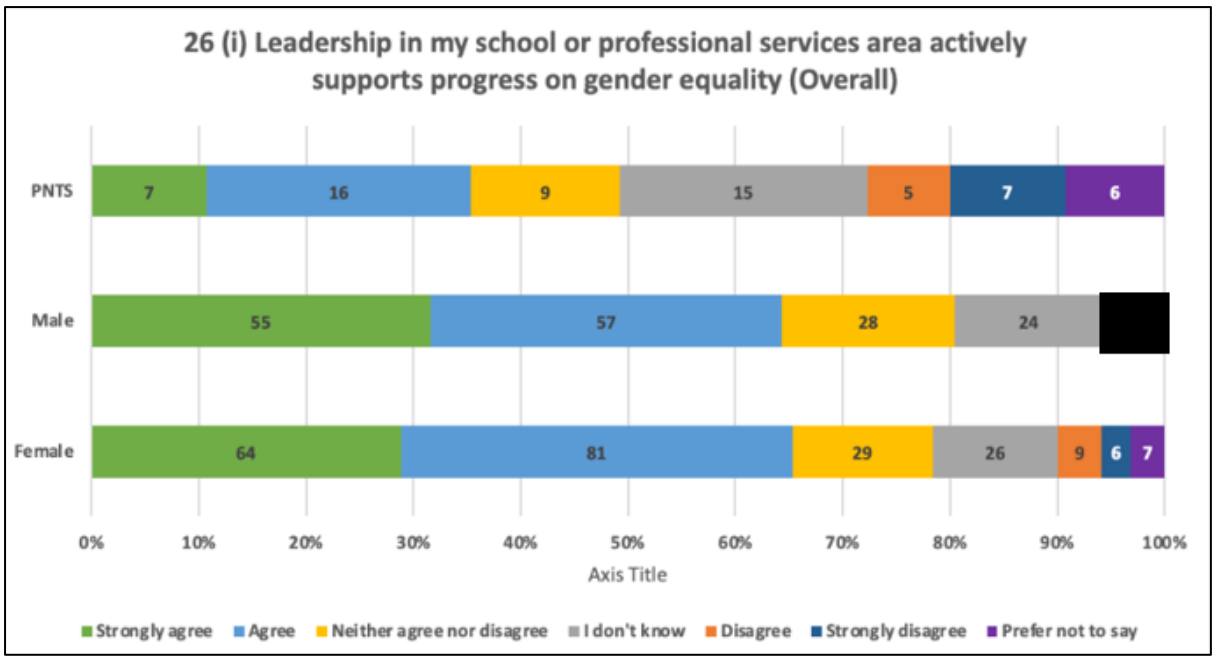


Figure APX1FIG16

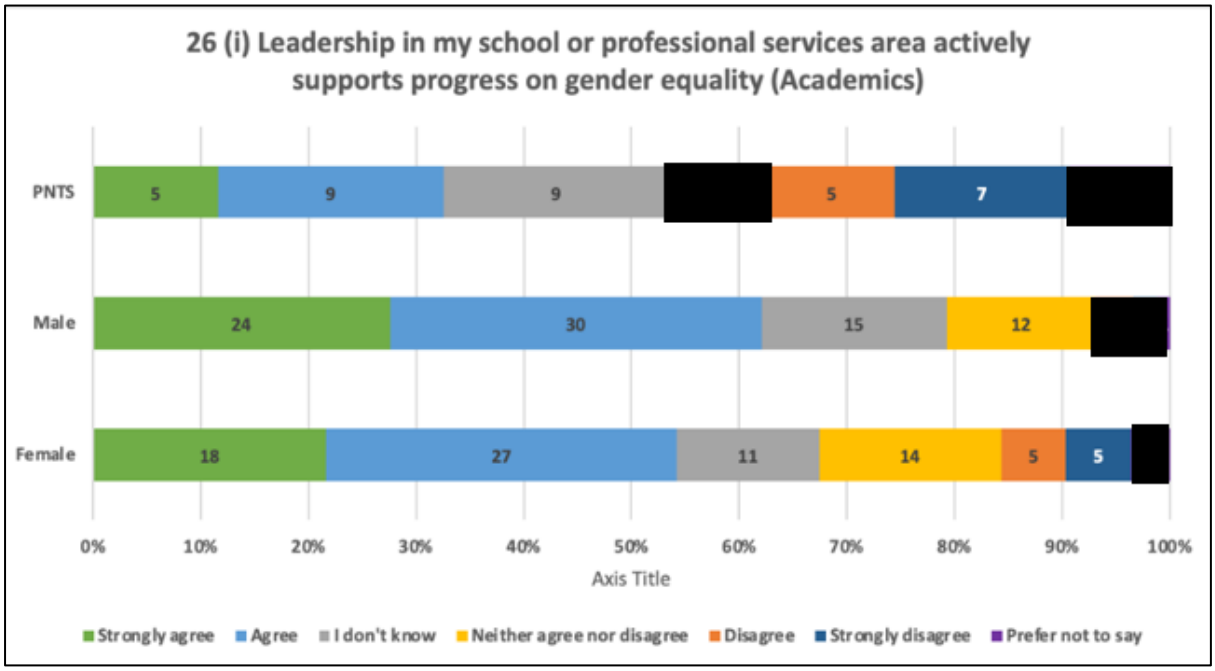


Figure APX1FIG17

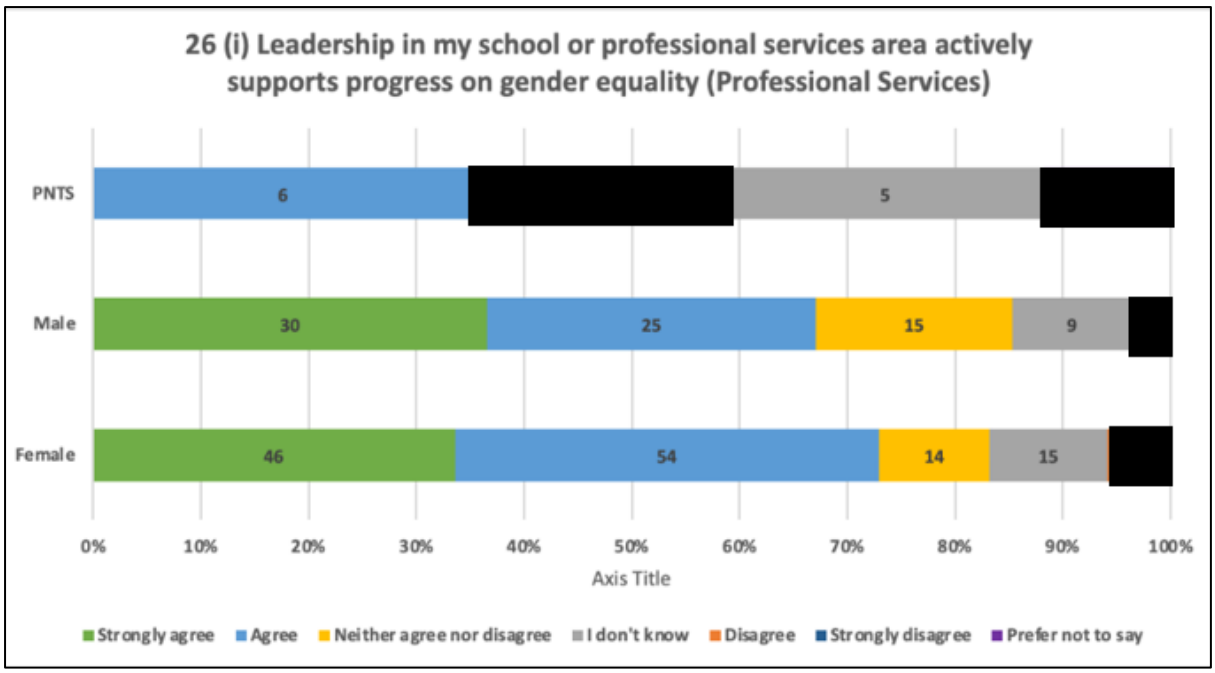


Figure APX1FIG18

Table AP1.X2.2: My induction provided me with the information and support I needed to feel confident in my role

Qu 16 (i): My induction provided me with the information and support I needed to feel confident in my role																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	5	6.0%	13	14.9%		0.0%	7	5.1%	[redacted]				12	5.4%	18	10.3%	[redacted]		31
Agree	14	16.9%	19	21.8%	6	14.0%	50	36.5%	27	32.9%	6	35.3%	64	28.8%	47	27.0%	12	18.5%	123
Neither agree nor disagree	21	25.3%	20	23.0%	[redacted]		45	32.8%	26	31.7%	5	29.4%	66	29.7%	49	28.2%	12	18.5%	127
Disagree	11	13.3%	13	14.9%	12	27.9%	14	10.2%	11	13.4%	[redacted]		26	11.7%	25	14.4%	15	23.1%	66
Strongly disagree	20	24.1%	8	9.2%	18	41.9%	10	7.3%	9	11.0%			31	14.0%	17	9.8%	20	30.8%	68
I don't know	10	12.0%	14	16.1%		0.0%	11	8.0%	[redacted]				21	9.5%	18	10.3%	[redacted]		40
Prefer not to say	[redacted]			0.0%	[redacted]								[redacted]			0.0%			6
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		222		**174**		**65**		**461**

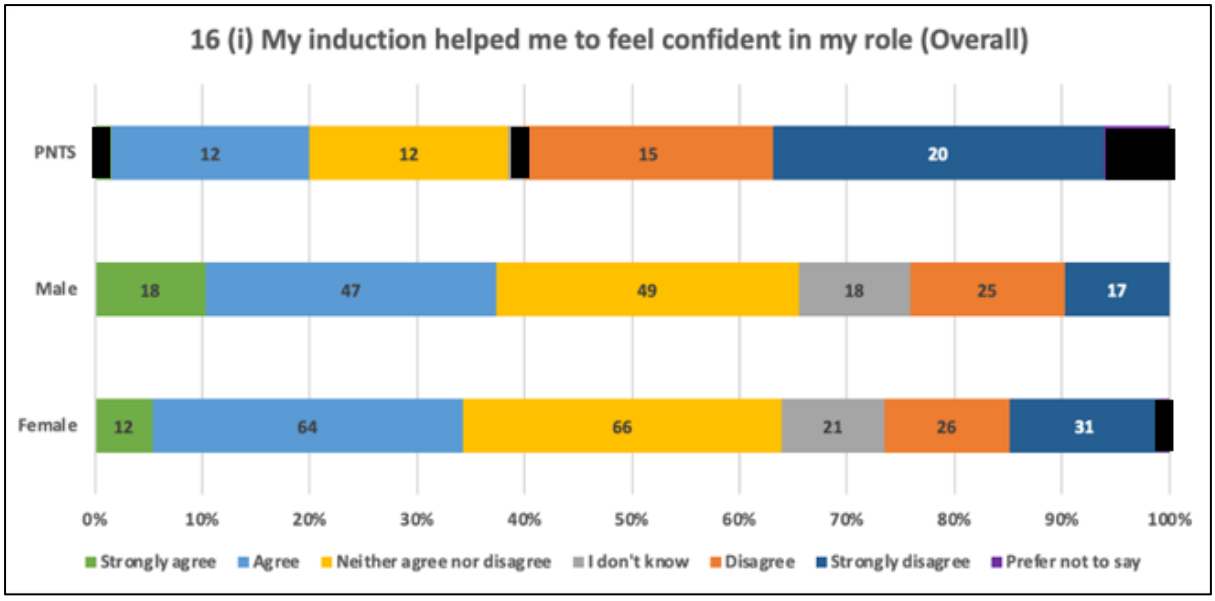


Figure APX1FIG19

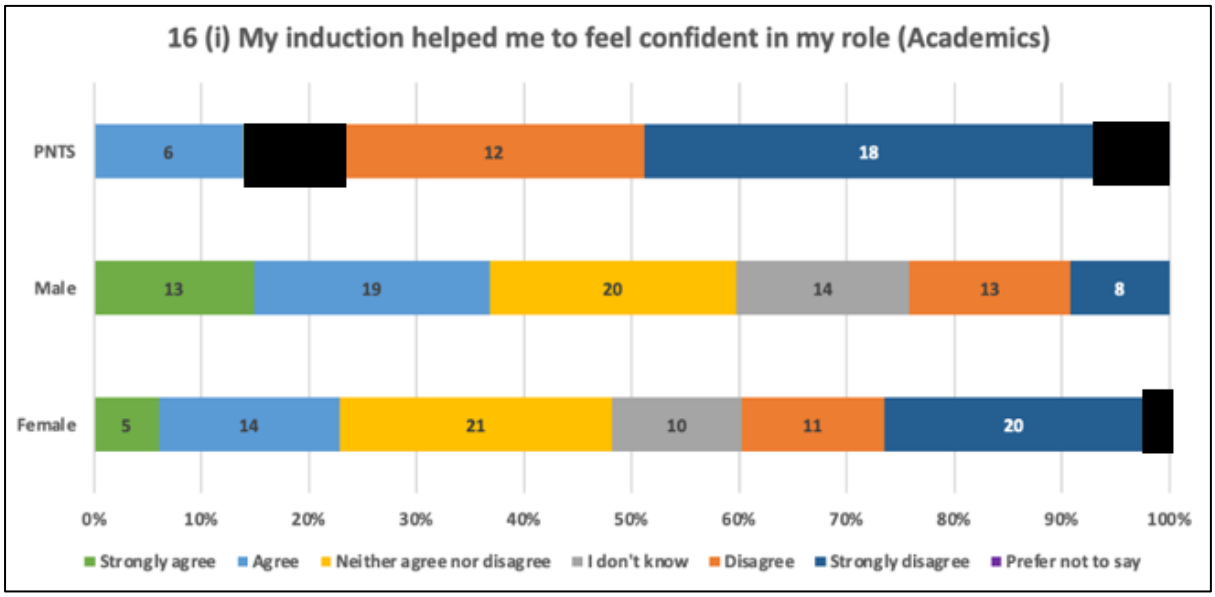


Figure APX1FIG20

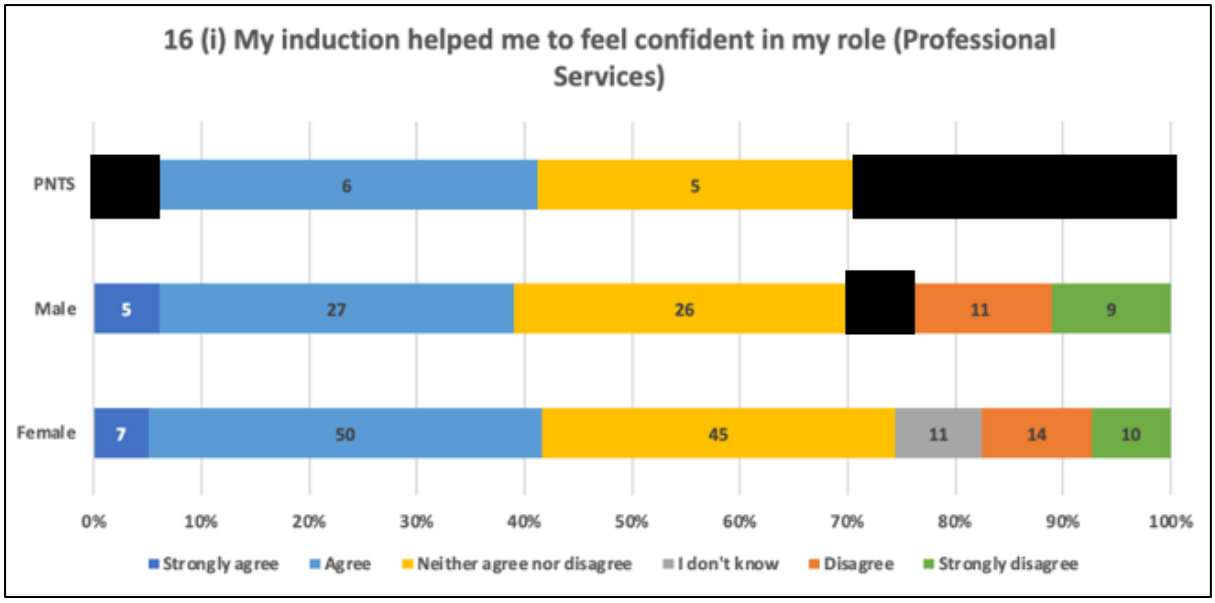


Figure APX1FIG21

Table APX1.2.3: I can access the training and development required for me to be able to do my job

Qu 16 (ii): I can access the training and development required for me to be able to do my job																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	7	8.4%	11	12.6%			17	12.4%	8	9.8%		0.0%	24	10.8%	19	10.9%			44
Agree	30	36.1%	32	36.8%	7	16.3%	68	49.6%	42	51.2%	8	47.1%	99	44.6%	77	44.3%	18	27.7%	194
Neither agree nor disagree	16	19.3%	22	25.3%	5	11.6%	34	24.8%	13	15.9%	5	29.4%	50	22.5%	36	20.7%	11	16.9%	97
Disagree	21	25.3%	13	14.9%	14	32.6%	12	8.8%	13	15.9%			34	15.3%	27	15.5%	17	26.2%	78
Strongly disagree	9	10.8%	7	8.0%	14	32.6%	5	3.6%					14	6.3%	10	5.7%	16	24.6%	40
I don't know		0.0%				0.0%						0.0%						0.0%	5
Prefer not to say		0.0%		0.0%				0.0%				0.0%		0.0%					
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

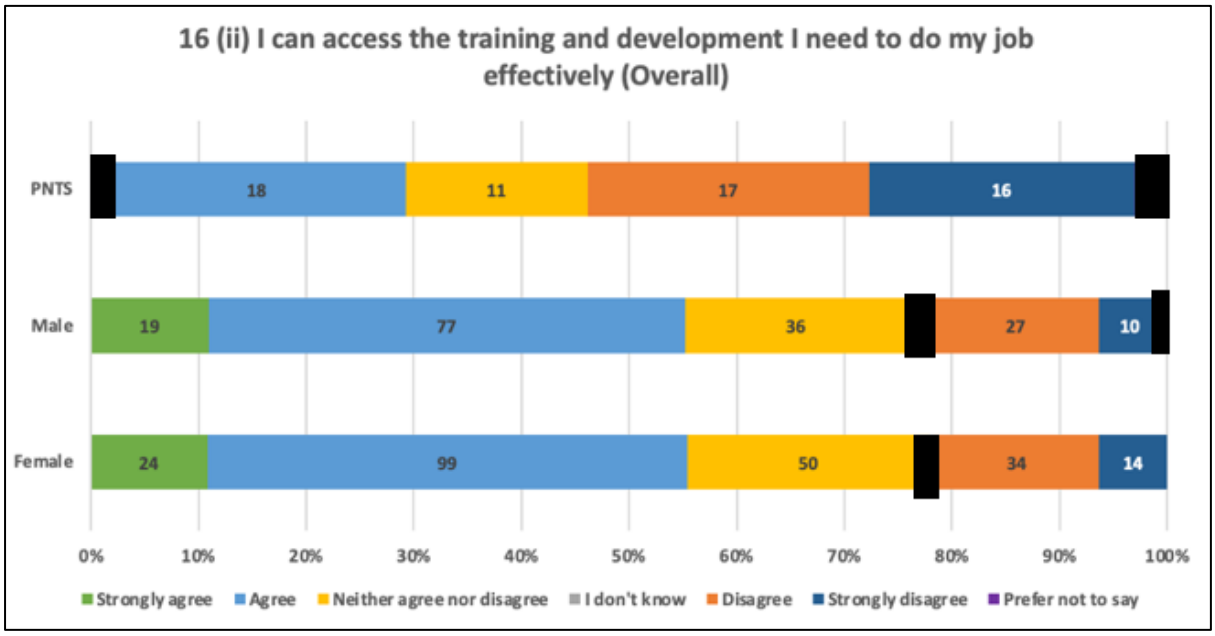


Figure APX1FIG22

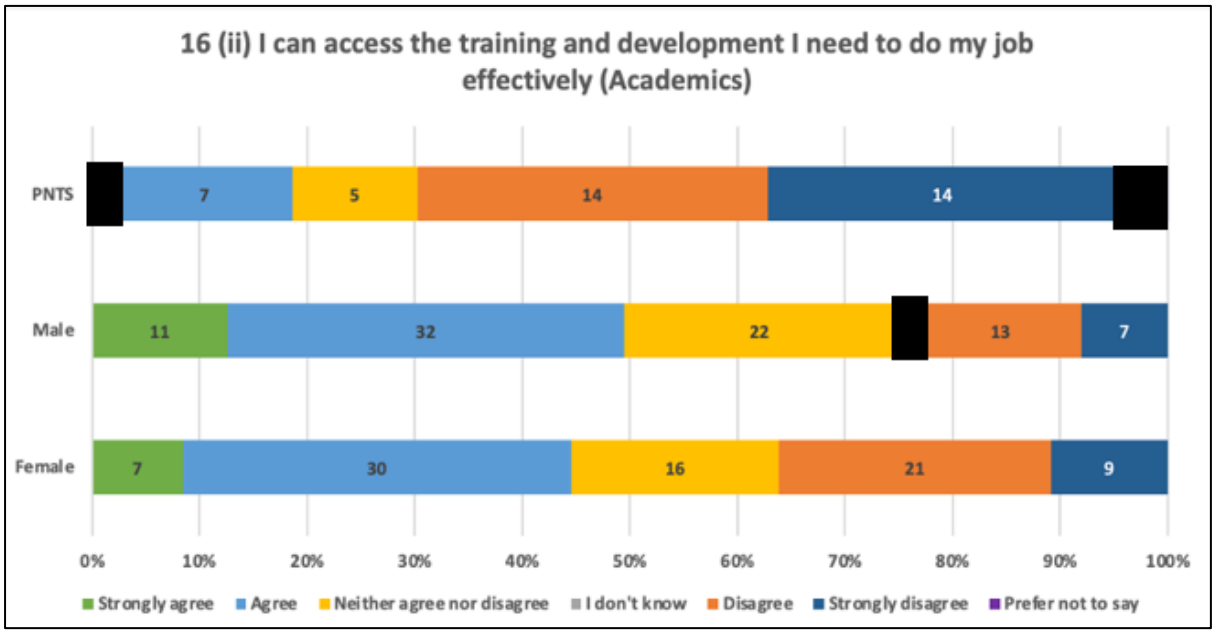


Figure APX1FIG23

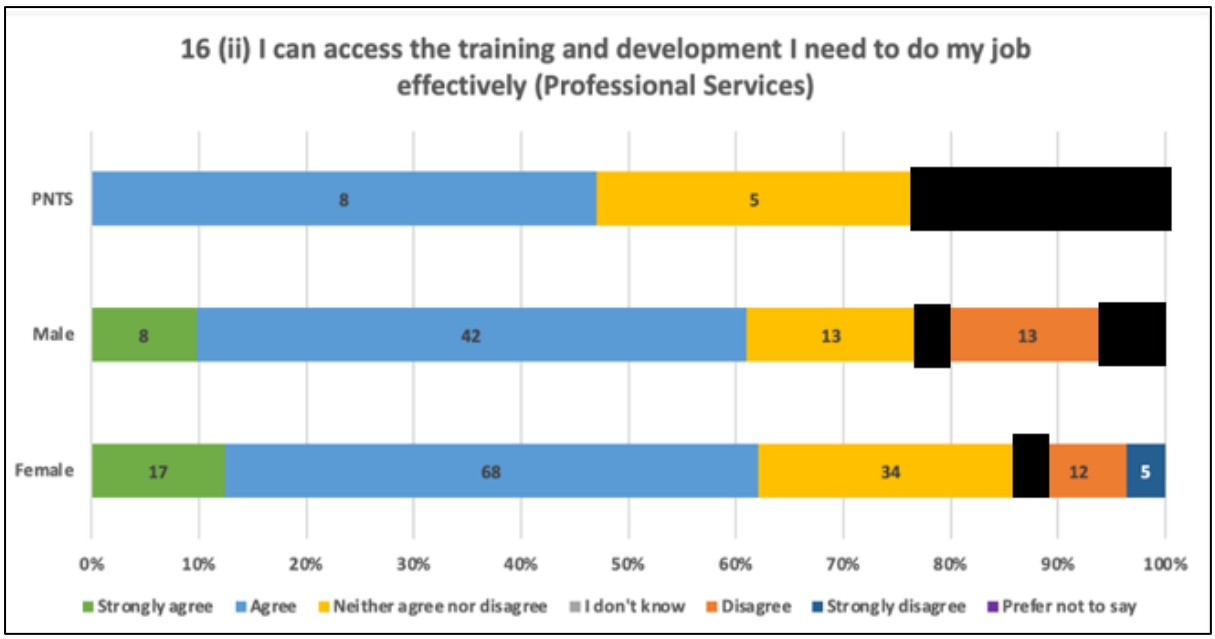


Figure APX1FIG24

Table APX1.2.4: I am aware of the support available for people with childcare responsibilities

Qu 16 (iii): I am aware of the support available for people with childcare responsibilities																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	8	9.6%	11	12.6%			19	13.9%	9	11.0%			27	12.2%	20	11.5%			49
Agree	21	25.3%	25	28.7%	6	14.0%	58	42.3%	35	42.7%	9	52.9%	80	36.0%	63	36.2%	18	27.7%	161
Neither agree nor disagree	13	15.7%	14	16.1%			25	18.2%	15	18.3%			38	17.1%	30	17.2%	8	12.3%	76
Disagree	16	19.3%	12	13.8%	14	32.6%	17	12.4%	10	12.2%			34	15.3%	23	13.2%	15	23.1%	72
Strongly disagree	14	16.9%	6	6.9%	13	30.2%	8	5.8%					22	9.9%	8	4.6%	15	23.1%	45
I don't know	11	13.3%	19	21.8%			10	7.3%	11	13.4%			21	9.5%	30	17.2%	5	7.7%	56
Prefer not to say		0.0%		0.0%			**137**		**82**		**17**			0.0%		0.0%			
Grand Total	**83**		**87**		**43**		19		9				**222**		**174**		2		**461**

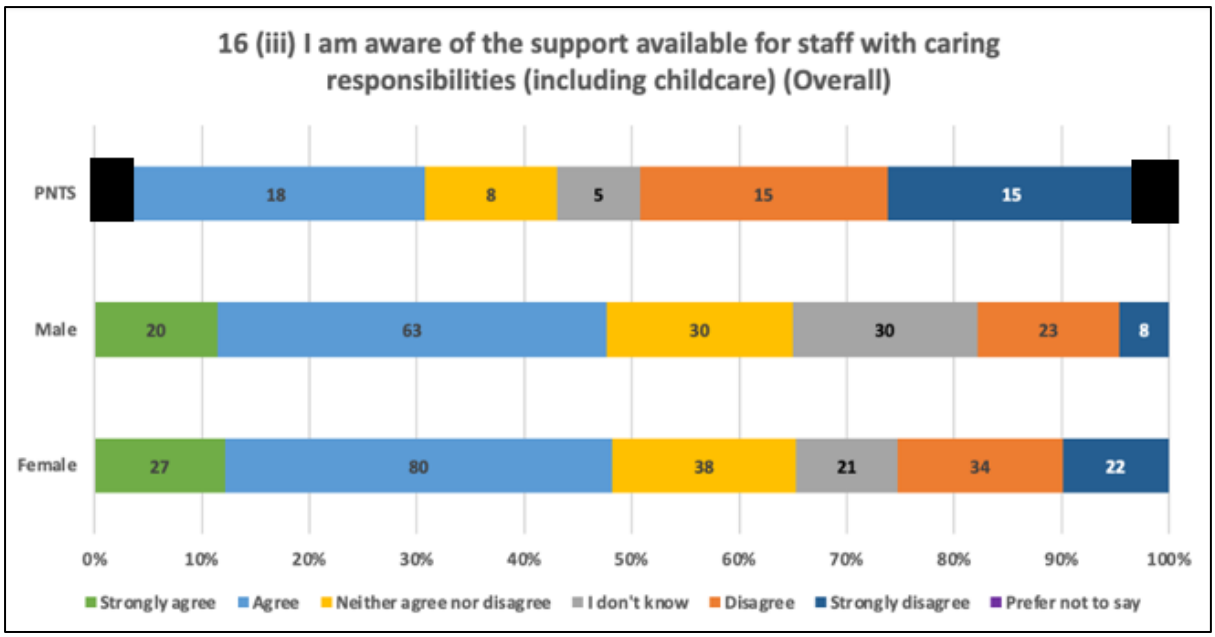


Figure APX1FIG25

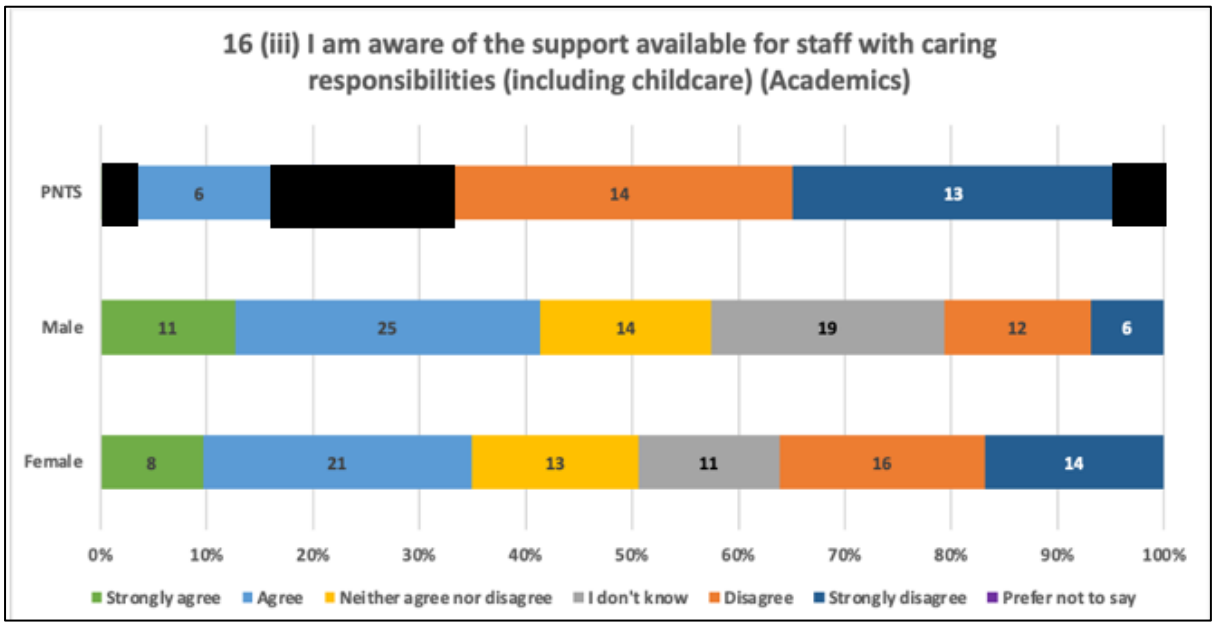


Figure APX1FIG26

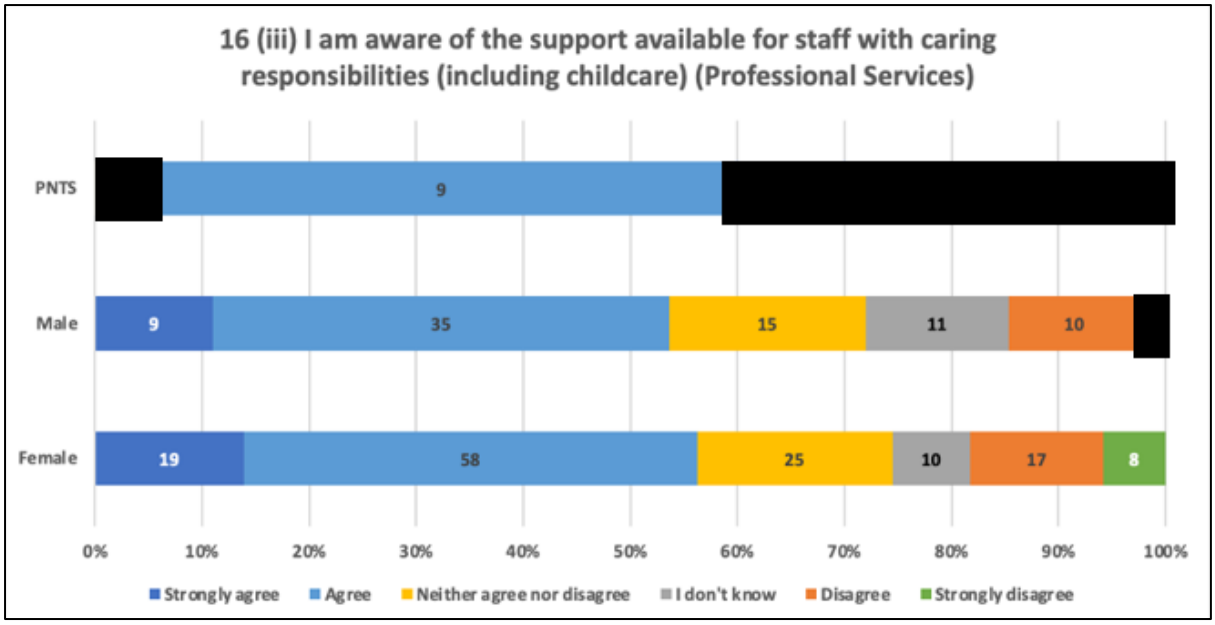


Figure APX1FIG27

Table APX1.2.5: I am aware of the policies and support available for family leave, special leave, or taking a career break

Qu 20 (i): I am aware of the policies and support available for family leave, special leave, or taking a career break																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	10	12.0%	8	12.0%	[redacted]		26	19.0%	21	25.6%	[redacted]		37	16.7%	29	16.7%	7	10.8%	73
Agree	26	31.3%	31	31.3%	7	16.3%	70	51.1%	36	43.9%	7	41.2%	96	43.2%	70	40.2%	17	26.2%	183
Neither agree nor disagree	15	18.1%	24	18.1%	14	32.6%	21	15.3%	12	14.6%	6	35.3%	37	16.7%	37	21.3%	21	32.3%	95
Disagree	23	27.7%	15	27.7%	7	16.3%	14	10.2%	12	14.6%		0.0%	37	16.7%	28	16.1%	7	10.8%	72
Strongly disagree	6	7.2%	7	7.2%	8	18.6%	[redacted]						9	4.1%	8	4.6%	9	13.8%	26
Prefer not to say	[redacted]									0.0%		0.0%	6	2.7%	[redacted]				12
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

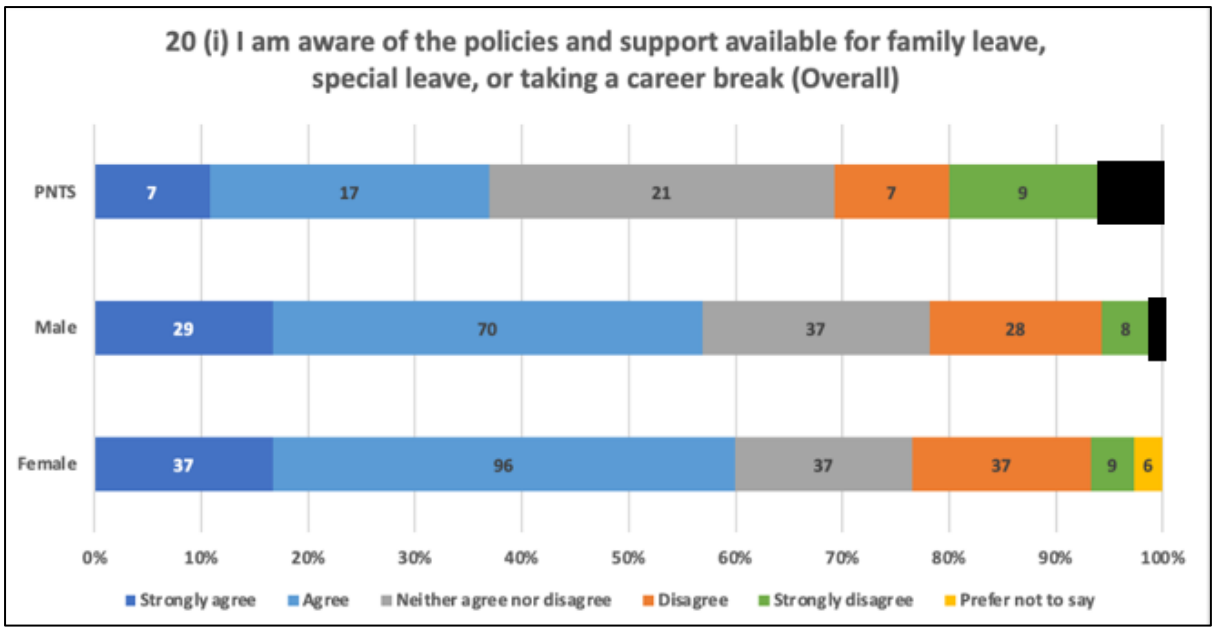


Figure APX1FIG28

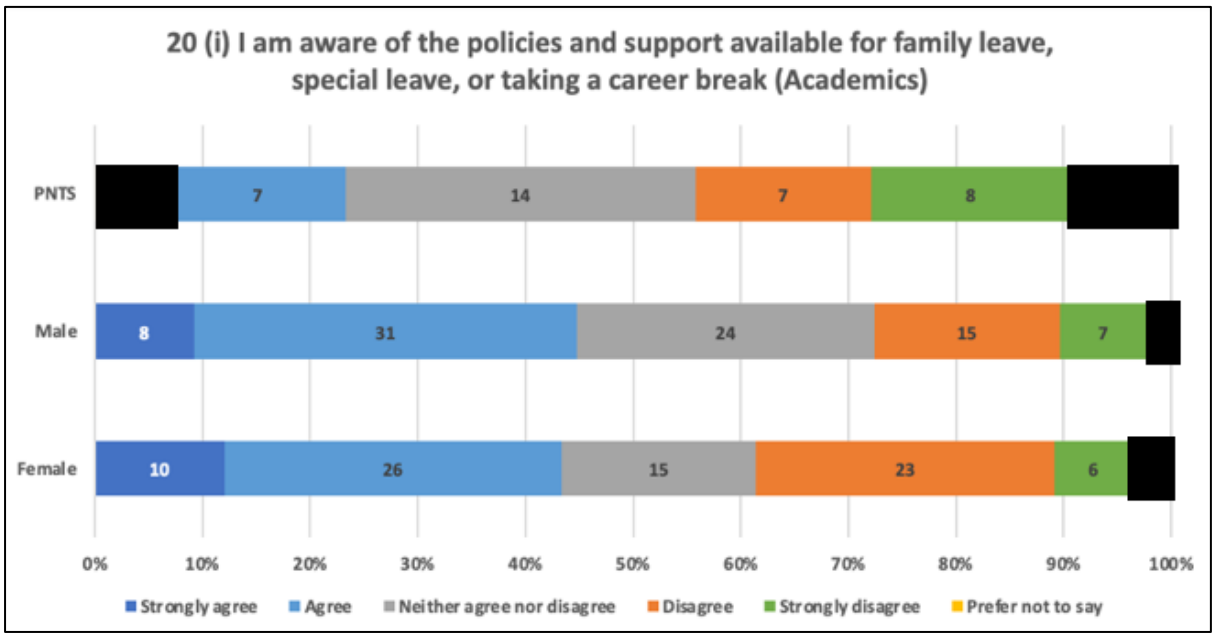


Figure APX1FIG29

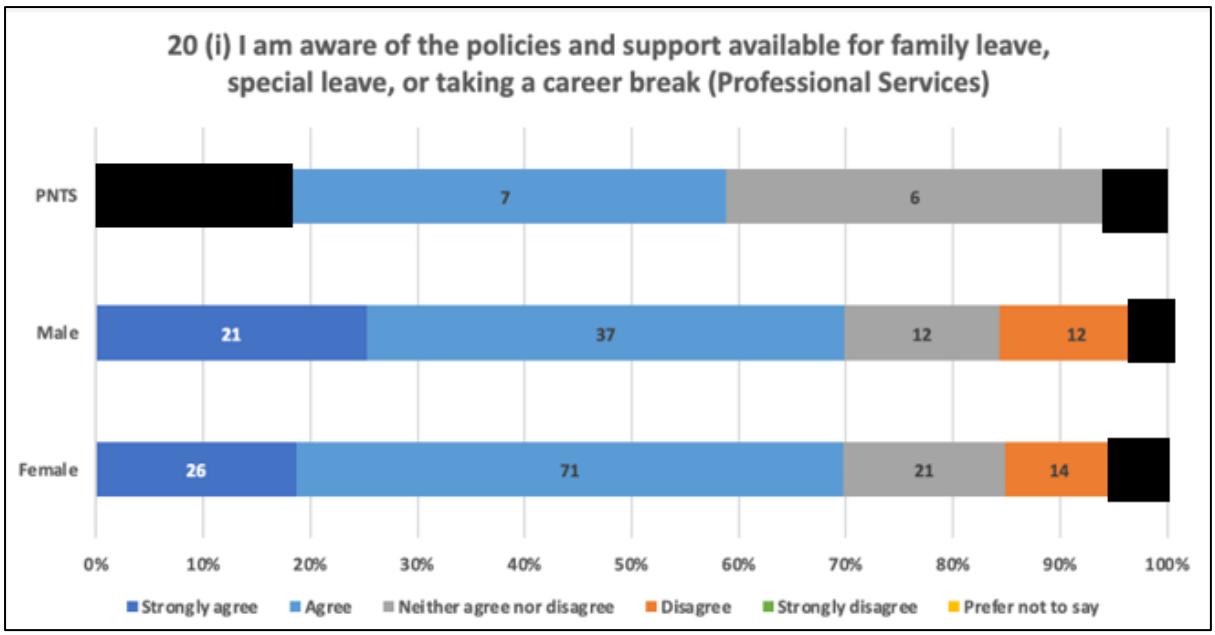


Figure APX1FIG30

Table APX1.2.6: I feel confident I would be supported if I needed to take family leave, special leave (e.g. compassionate leave), or a career break

Qu 23 (i): I feel confident I would be supported if I needed to take family leave, special leave (e.g. compassionate leave), or a career break																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	16	19.3%	11	12.6%			44	32.1%	28	34.1%			61	27.5%	39	22.4%	6	9.2%	106
Agree	24	28.9%	35	40.2%	10	23.3%	58	42.3%	31	37.8%	6	35.3%	82	36.9%	70	40.2%	19	29.2%	171
Neither agree nor disagree	13	15.7%	26	29.9%	7	16.3%	11	8.0%	8	9.8%			25	11.3%	35	20.1%	13	20.0%	73
Disagree	14	16.9%					8	5.8%					22	9.9%	8	4.6%			34
Strongly disagree	8	9.6%			14	32.6%						0.0%	11	5.0%			14	21.5%	29
I don't know	7	8.4%	10	11.5%			13	9.5%	8	9.8%			20	9.0%	18	10.3%	6	9.2%	44
Prefer not to say				0.0%				0.0%		0.0%						0.0%			
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

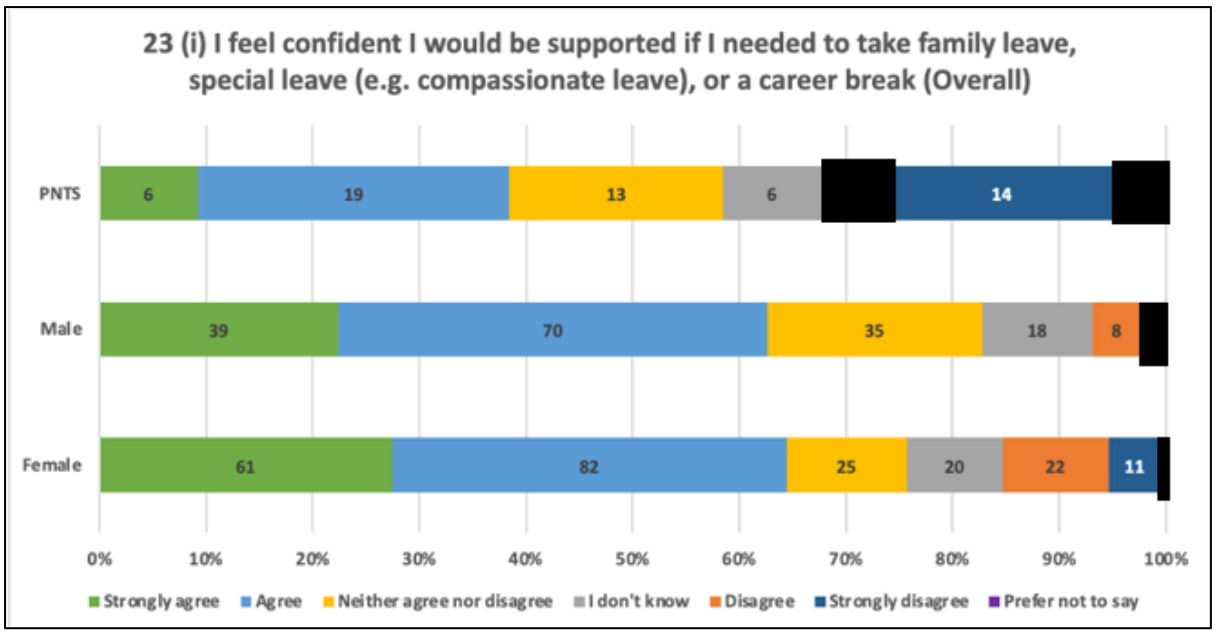


Figure APX1FIG31

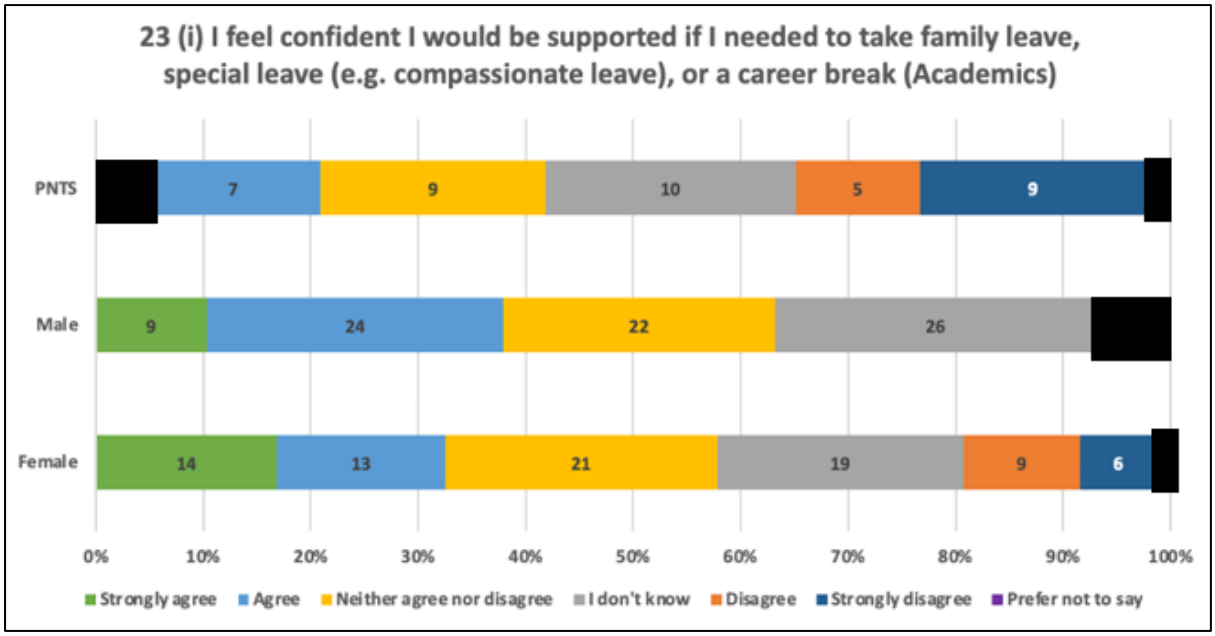


Figure APX1FIG32

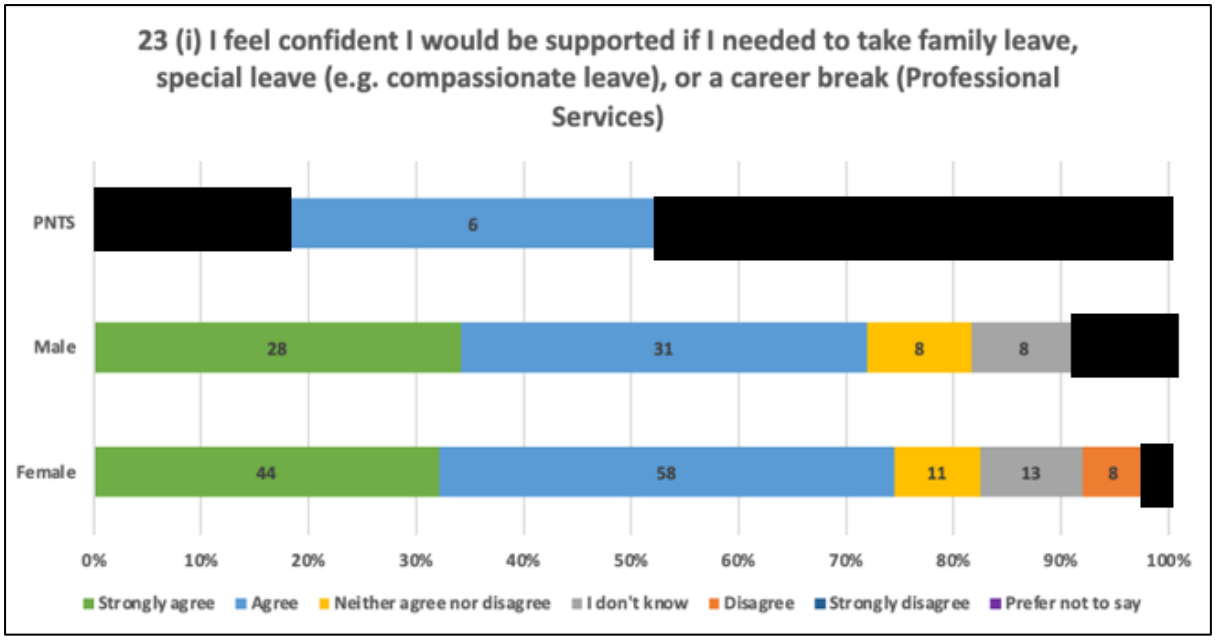


Figure APX1FIG33

Table APX1.2.7: My department, school or central professional services area actively supports colleagues returning from family leave, special leave, or a career break.

Qu 23 (ii): My department, school or central professional services area actively supports colleagues returning from family leave, special leave, or a career break.																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	14	16.9%	9	10.3%	[redacted]		32	23.4%	22	26.8%	[redacted]		47	21.2%	31	17.8%	5	7.7%	83
Agree	13	15.7%	24	27.6%	7	16.3%	52	38.0%	24	29.3%	6	35.3%	66	29.7%	50	28.7%	15	23.1%	131
Neither agree nor disagree	21	25.3%	22	25.3%	9	20.9%	18	13.1%	19	23.2%	[redacted]		39	17.6%	43	24.7%	14	21.5%	96
Disagree	9	10.8%	[redacted]		5	11.6%	5	3.6%	5	6.1%		0.0%	14	6.3%	9	5.2%	5	7.7%	28
I don't know	6	7.2%			9	20.9%	[redacted]					0.0%	7	3.2%	[redacted]		9	13.8%	19
Strongly disagree	19	22.9%	26	29.9%	10	23.3%	29	21.2%	11	13.4%	6	35.3%	48	21.6%	38	21.8%	16	24.6%	102
Prefer not to say	[redacted]			0.0%	[redacted]						[redacted]					0.0%	[redacted]		
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

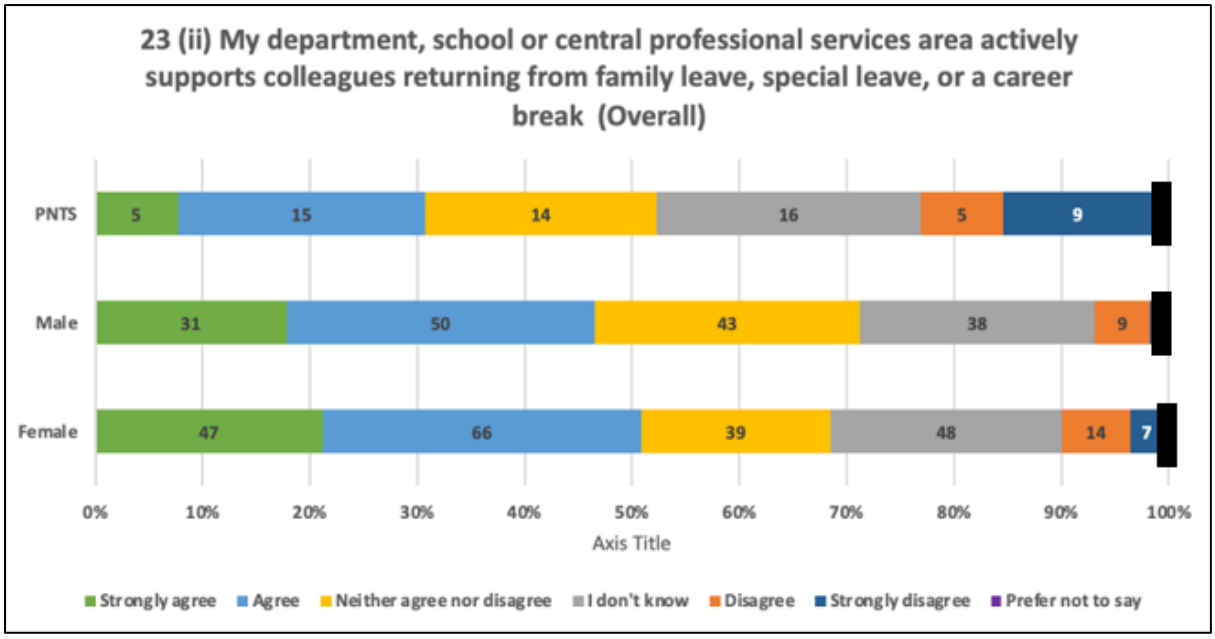


Figure APX1FIG34

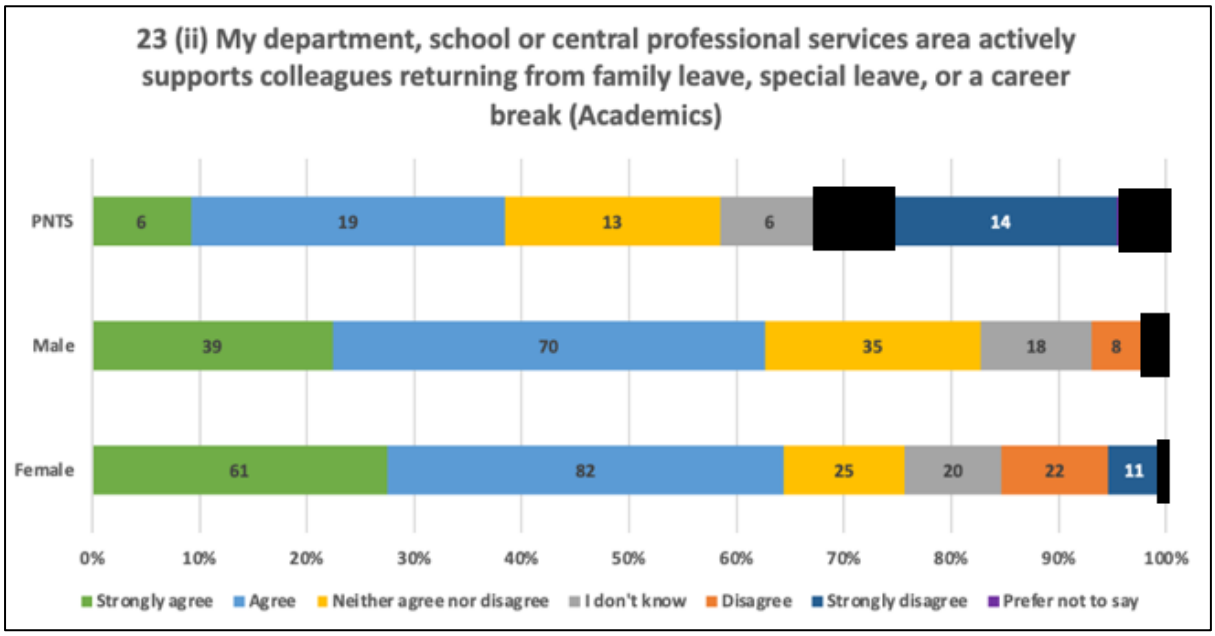


Figure APX1FIG35

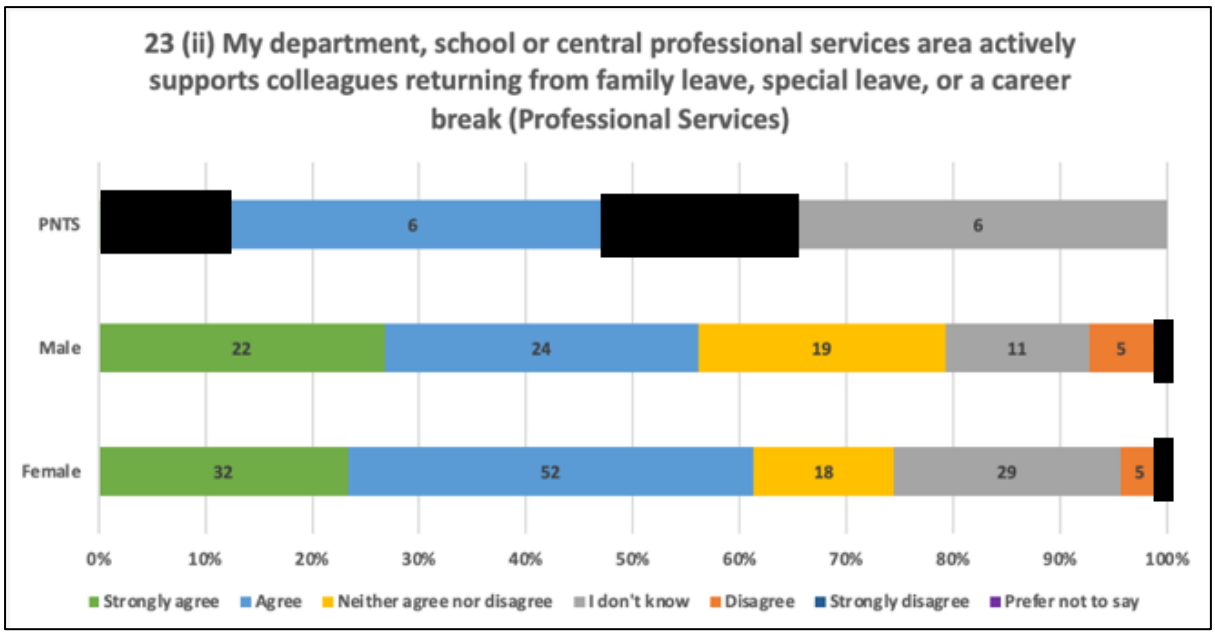


Figure APX1FIG36

Table APX1.2.8: My current workload is manageable

Qu 58 (i): My current workload is manageable																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	[redacted]		9	10.3%	[redacted]		9	6.6%	10	12.2%		0.0%	13	5.9%	19	10.9%	[redacted]		33
Agree	26	31.3%	39	44.8%	8	18.6%	74	54.0%	42	51.2%	6	35.3%	101	45.5%	82	47.1%	14	21.5%	197
Neither agree nor disagree	14	16.9%	13	14.9%	[redacted]		24	17.5%	11	13.4%	[redacted]		39	17.6%	27	15.5%	9	13.8%	75
Disagree	22	26.5%	10	11.5%	9	20.9%	22	16.1%	13	15.9%			44	19.8%	24	13.8%	15	23.1%	83
Strongly disagree	15	18.1%	16	18.4%	19	44.2%	6	4.4%	5	6.1%			21	9.5%	21	12.1%	21	32.3%	63
I don't know		0.0%		0.0%	[redacted]					0.0%						0.0%	[redacted]		
Prefer not to say	[redacted]			0.0%															7
Grand Total	83		87		43		137		82		17		222		174		65		461

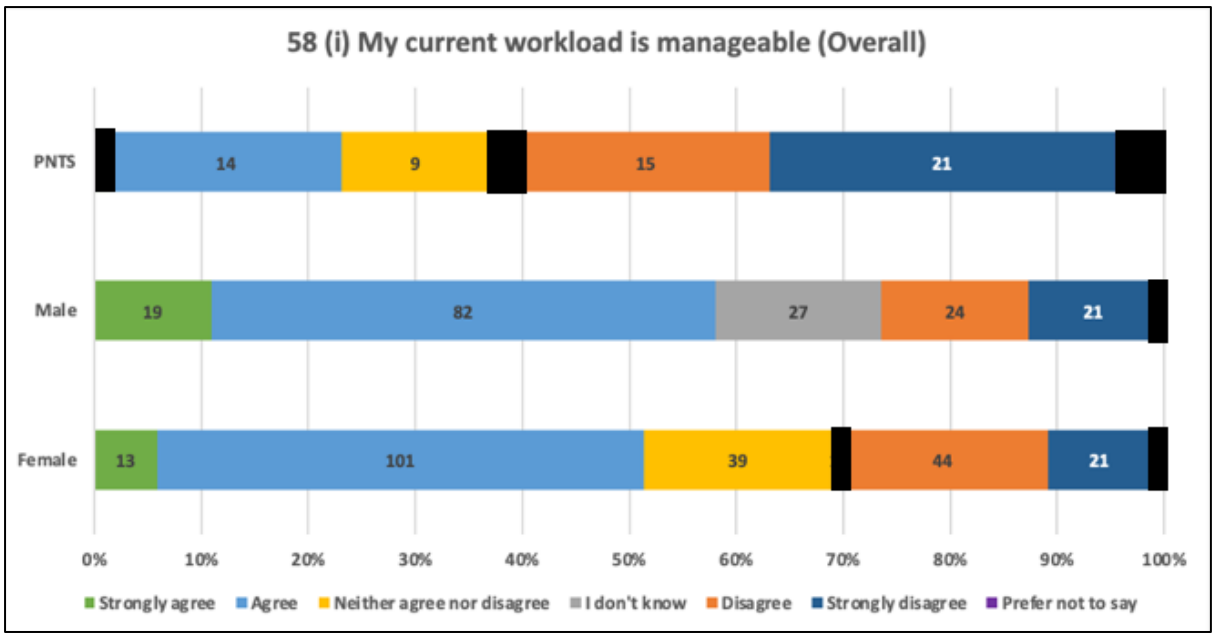


Figure APX1FIG37

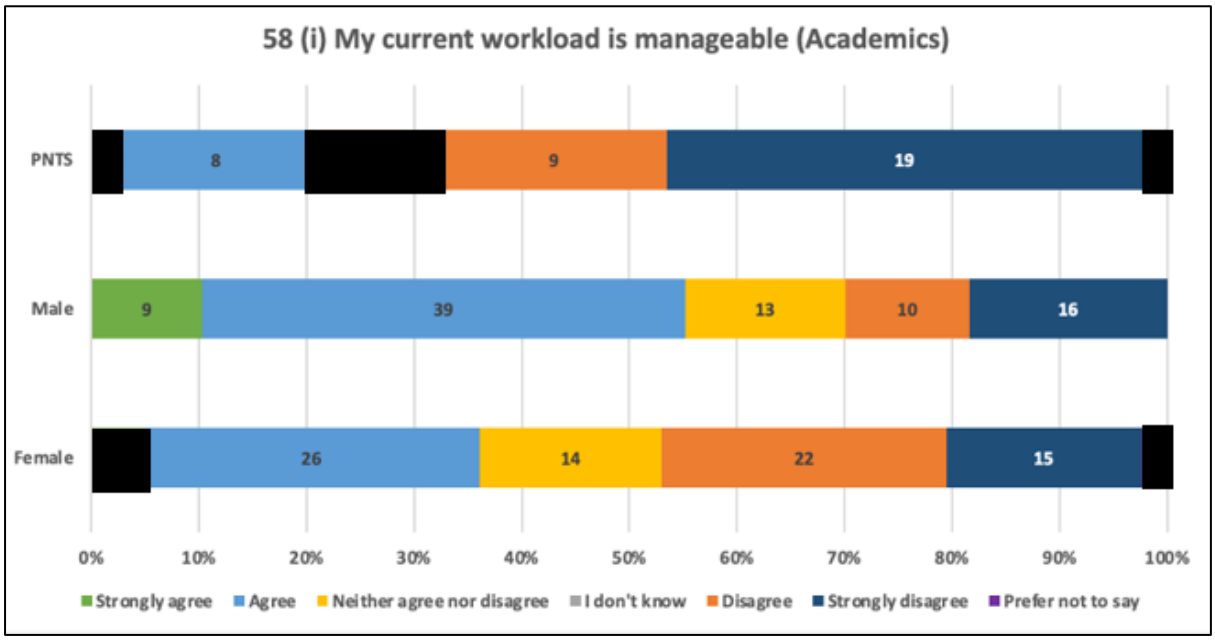


Figure APX1FIG38

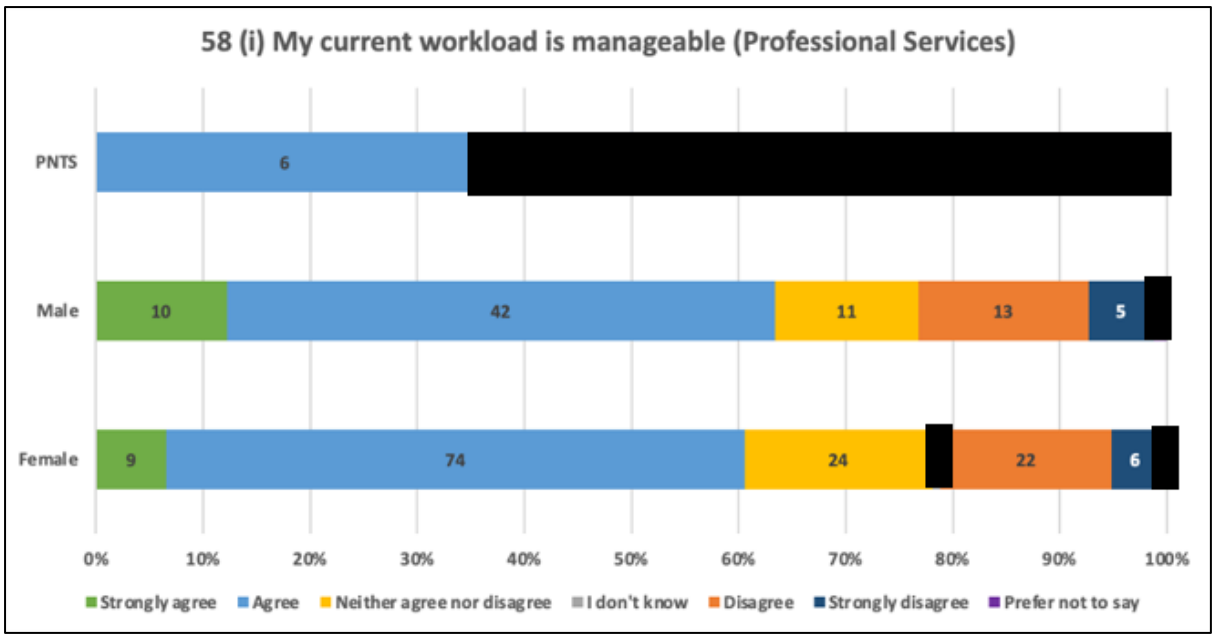


Figure APX1FIG39

Table APX1.2.9: My mental health and/or wellbeing are supported in my department

Qu 58 (ii): My mental health and/or wellbeing are supported in my department																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	9	10.8%	13	14.9%			18	13.1%	14	17.1%		0.0%	27	12.2%	27	15.5%			56
Agree	19	22.9%	28	32.2%	7	16.3%	73	53.3%	40	48.8%			92	41.4%	70	40.2%	11	16.9%	173
Neither agree nor disagree	19	22.9%	22	25.3%	5	11.6%	24	17.5%	18	22.0%	10	58.8%	44	19.8%	42	24.1%	15	23.1%	101
Disagree	16	19.3%	15	17.2%	12	27.9%	11	8.0%					27	12.2%	20	11.5%	16	24.6%	63
Strongly disagree	16	19.3%	7	8.0%	14	32.6%			5	6.1%		0.0%	20	9.0%	12	6.9%	14	21.5%	46
I don't know							6	4.4%		0.0%			9	4.1%					13
Prefer not to say																			9
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

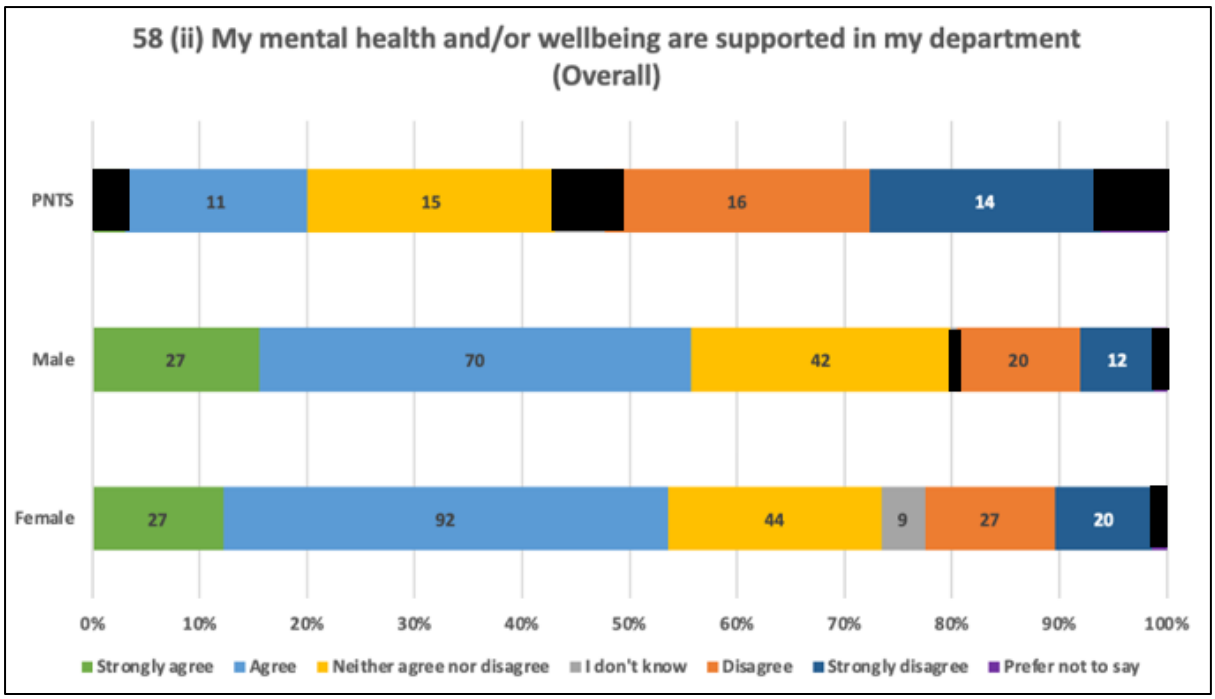


Figure APX1FIG40

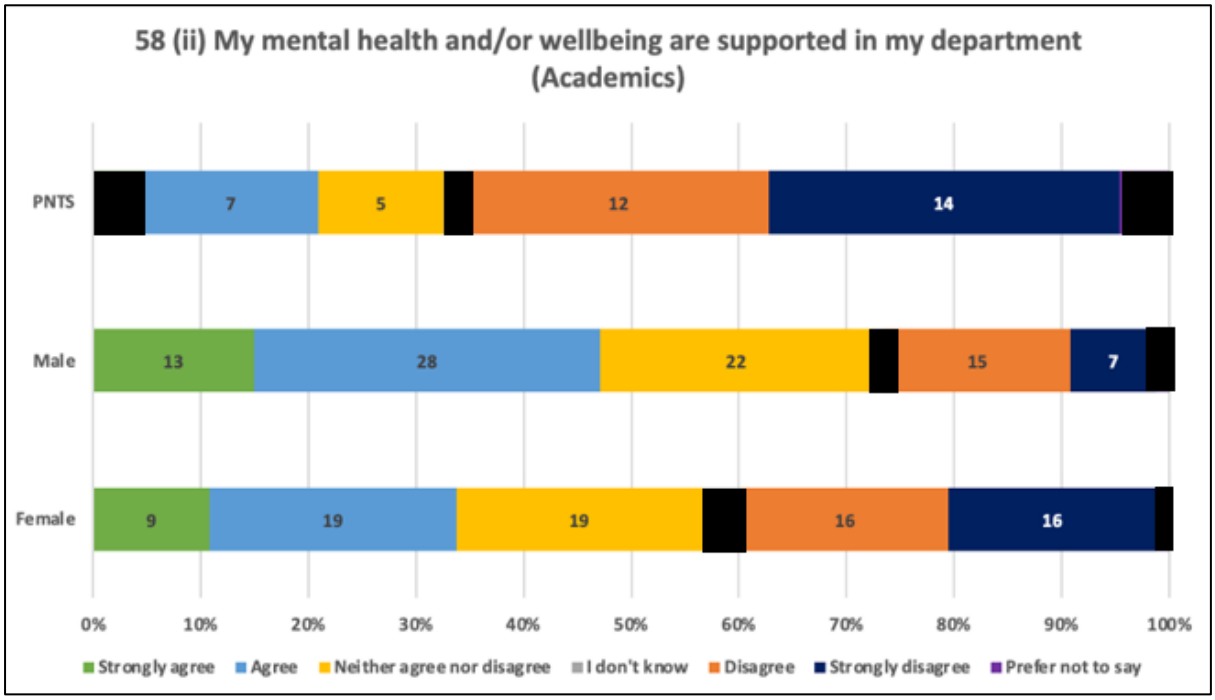


Figure APX1FIG41

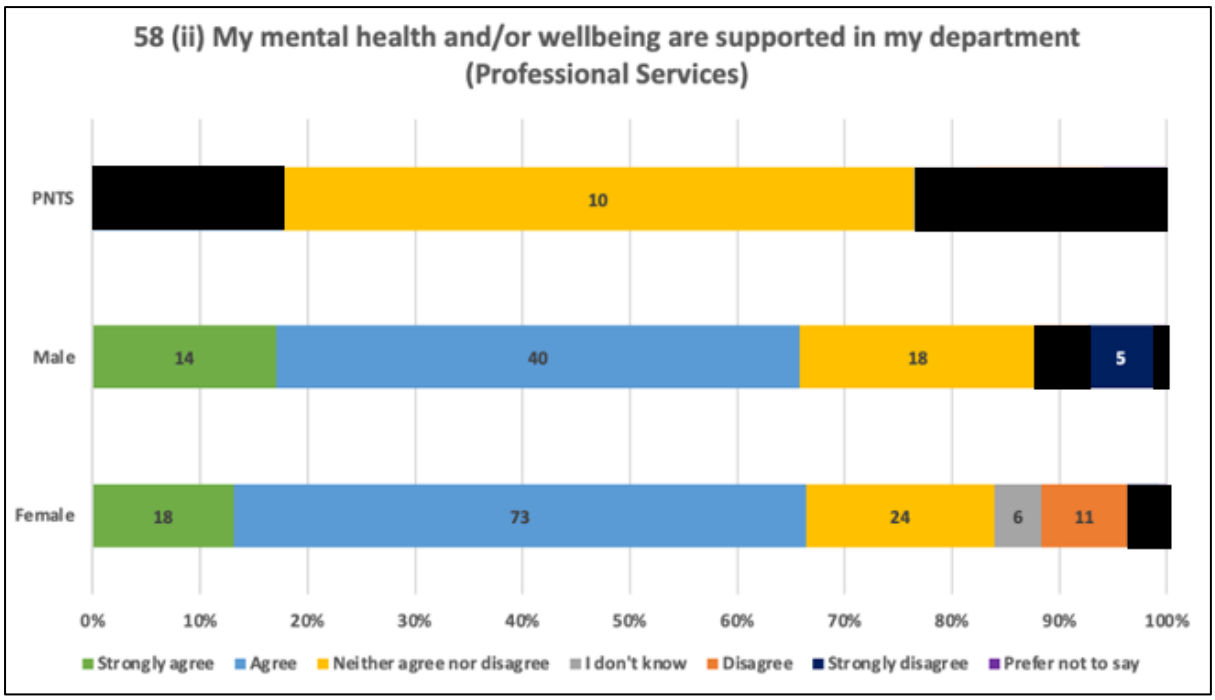


Figure APX1FIG42

Table APX1.2.10: I know where to seek support for mental health and/or wellbeing at work

Qu 58 (iii): I know where to seek support for mental health and/or wellbeing at work																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	9	10.8%	15	17.2%			26	19.0%	23	28.0%		0.0%	36	16.2%	38	21.8%	5	7.7%	79
Agree	40	48.2%	40	46.0%	12	27.9%	75	54.7%	39	47.6%	9	52.9%	116	52.3%	84	48.3%	22	33.8%	222
Neither agree nor disagree	14	16.9%	17	19.5%	5	11.6%	22	16.1%	13	15.9%			36	16.2%	30	17.2%	9	13.8%	75
Disagree	8	9.6%	10	11.5%	9	20.9%	6	4.4%					14	6.3%	12	6.9%	11	16.9%	37
Strongly disagree	10	12.0%			8	18.6%						0.0%	12	5.4%	6	3.4%	8	12.3%	26
I don't know													6	2.7%					14
Prefer not to say		0.0%		0.0%						0.0%						0.0%	6	9.2%	8
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

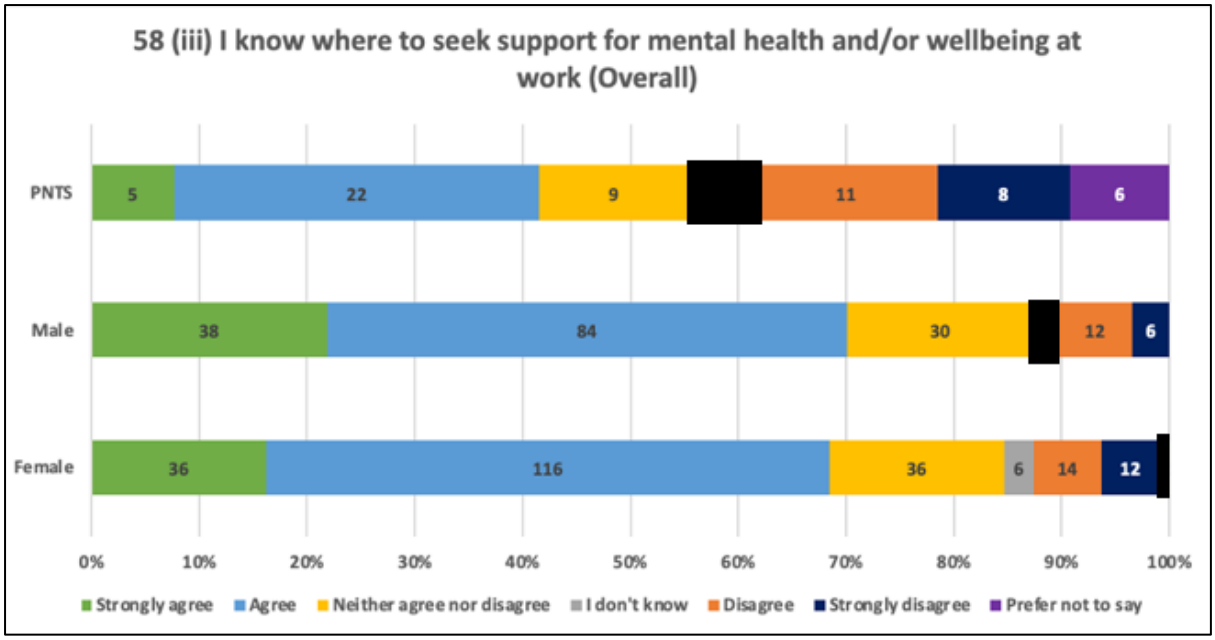


Figure APX1FIG43

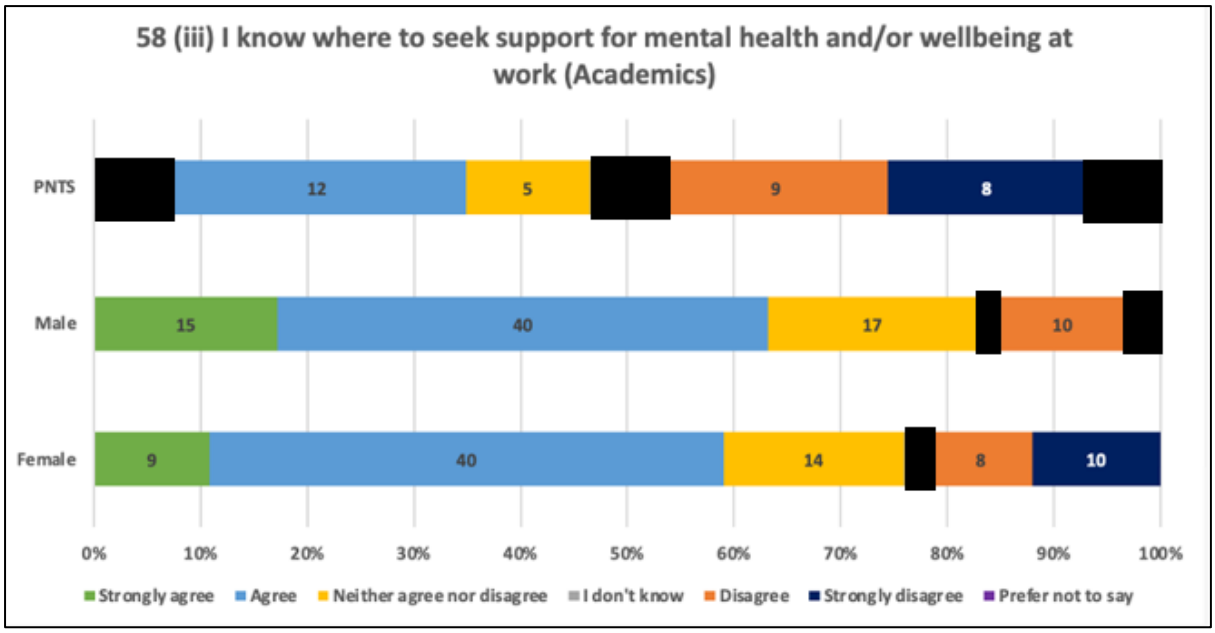


Figure APX1FIG44

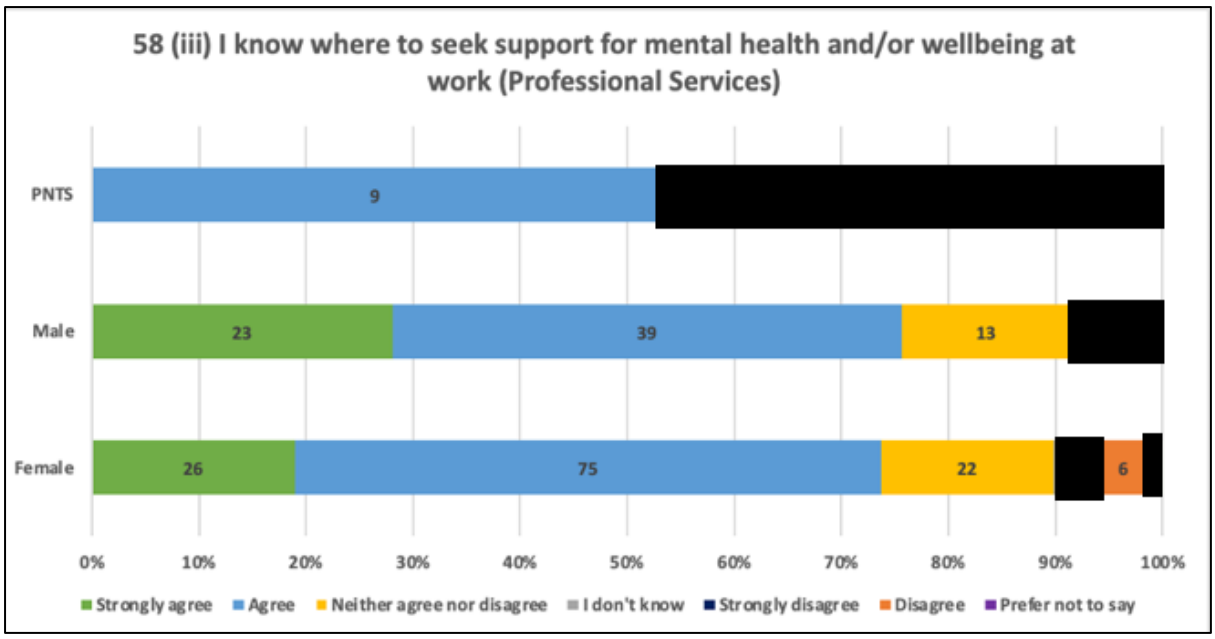


Figure APX1FIG45

Table APX1.2.11: feel confident asking for mental health and/or wellbeing support at work

Qu 58 (iv): I feel confident asking for mental health and/or wellbeing support at work																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	9	10.8%	13	14.9%	[redacted]		22	16.1%	16	19.5%		0.0%	31	14.0%	29	16.7%	[redacted]		62
Agree	24	28.9%	30	34.5%	6	14.0%	55	40.1%	36	43.9%	5	29.4%	79	35.6%	69	39.7%	12	18.5%	160
Neither agree nor disagree	19	22.9%	16	18.4%	7	16.3%	34	24.8%	12	14.6%	[redacted]		54	24.3%	29	16.7%	8	12.3%	91
Disagree	12	14.5%	20	23.0%	12	27.9%	13	9.5%	8	9.8%	8	47.1%	25	11.3%	29	16.7%	22	33.8%	76
Strongly disagree	16	19.3%	6	6.9%	11	25.6%	5	3.6%	7	8.5%	[redacted]		21	9.5%	13	7.5%	12	18.5%	46
I don't know	[redacted]						5	3.6%	[redacted]				7	3.2%	[redacted]				13
Prefer not to say	[redacted]			0.0%	[redacted]								5	2.3%	[redacted]		6	9.2%	13
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

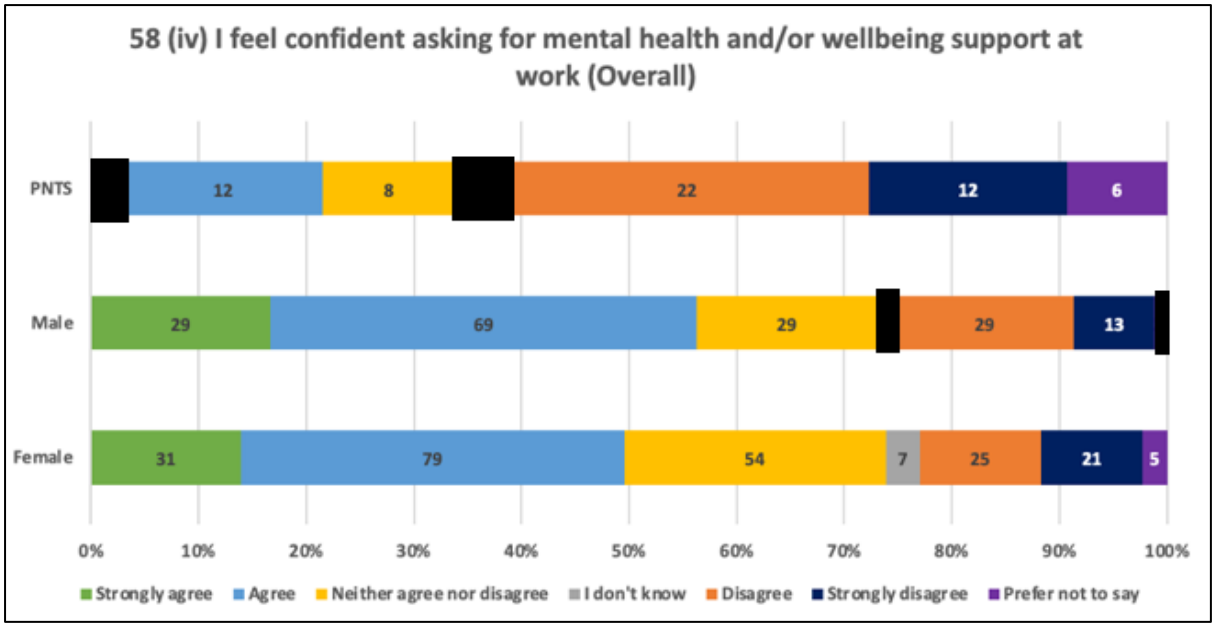


Figure APX1FIG46

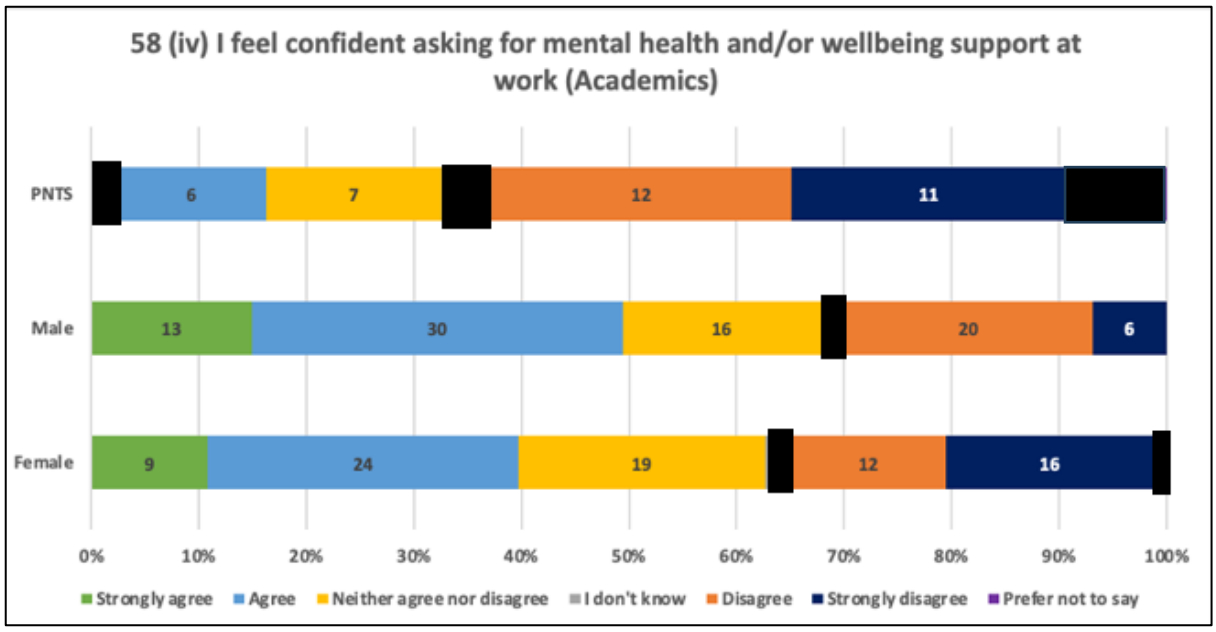


Figure APX1FIG47

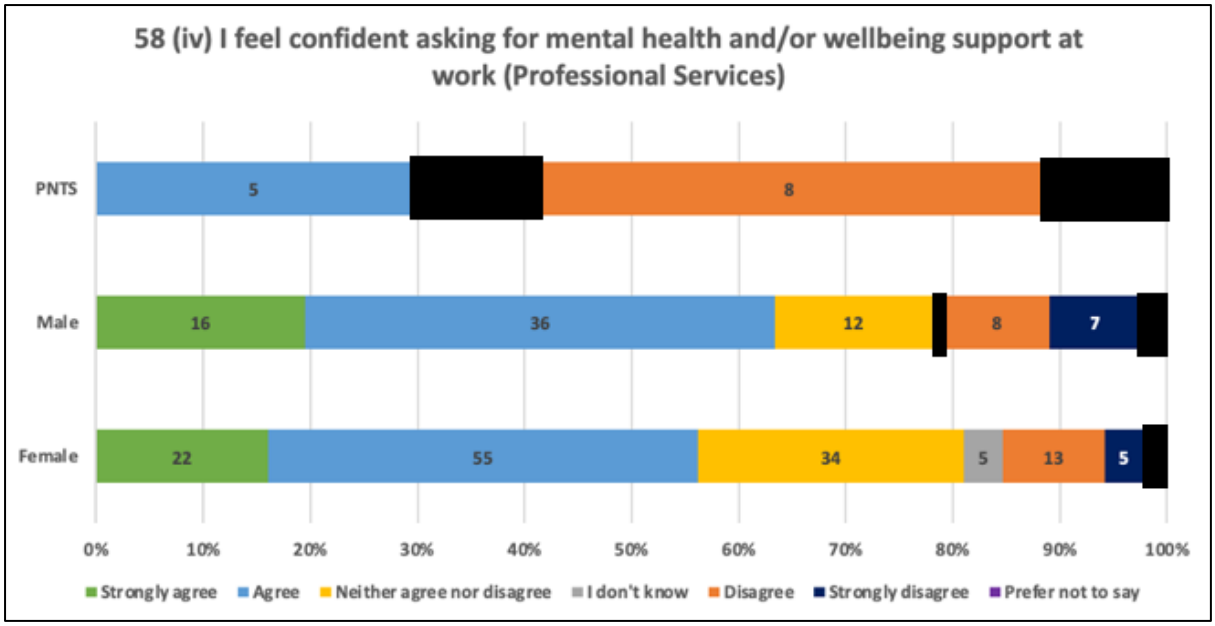


Figure APX1FIG48

Table APX1.2.12: The rate people progress in my department is not affected by their gender

Qu 27 (i): The rate people progress in my department is not affected by their gender																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	17	20.5%	20	23.0%			37	27.0%	36	43.9%		0.0%	54	24.3%	57	32.8%	5	7.7%	116
Agree	16	19.3%	20	23.0%			53	38.7%	21	25.6%			70	31.5%	43	24.7%	10	15.4%	123
Neither agree nor disagree	12	14.5%	16	18.4%			12	8.8%	8	9.8%			25	11.3%	25	14.4%	8	12.3%	58
Disagree	10	12.0%			7	16.3%	6	4.4%					16	7.2%	5	2.9%	9	13.8%	30
Strongly disagree	7	8.4%			6	14.0%		0.0%				0.0%	7	3.2%	5	2.9%	6	9.2%	18
I don't know	19	22.9%	26	29.9%	16	37.2%	28	20.4%	12	14.6%	7	41.2%	47	21.2%	38	21.8%	23	35.4%	108
Prefer not to say				0.0%						0.0%									8
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

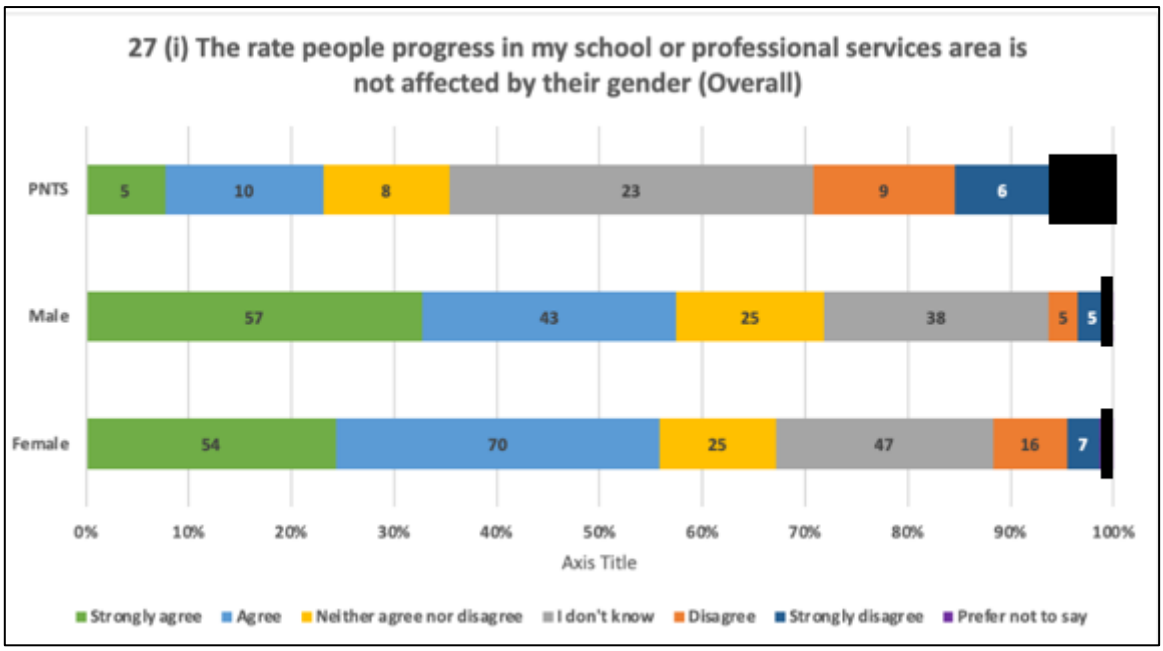


Figure APX1FIG49

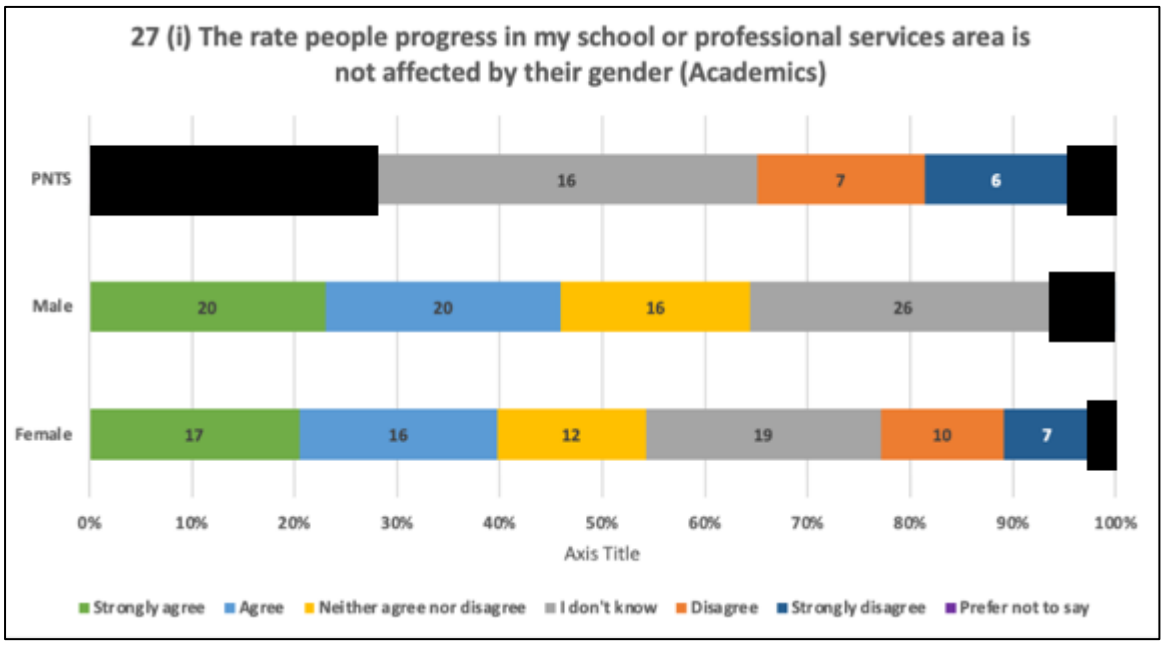


Figure APX1FIG50

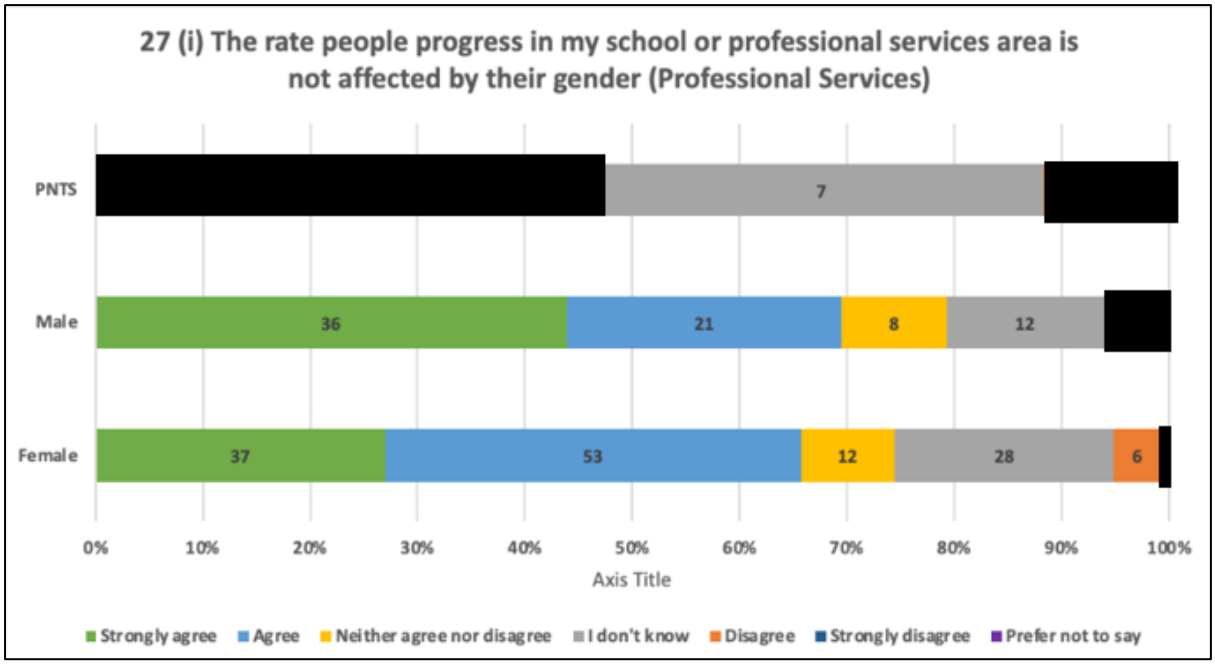


Figure APX1FIG51

Table APX1.2.13: Equality, Diversity and inclusion work is recognised when workload is allocated

Qu 28 (i): Equality, Diversity and inclusion work is recognised when workload is allocated																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	7	8.4%	11	12.64%			6	4.38%	10	12.20%		0.00%	14	6.31%	21	12.07%			36
Agree	11	13.25%	16	18.39%	5	11.63%	32	23.36%	11	13.41%			43	19.37%	28	16.09%	8	12.31%	79
Neither agree nor disagree	16	19.28%	27	31.03%	8	18.60%	26	18.98%	15	18.29%			43	19.37%	45	25.86%	12	18.46%	100
Disagree	15	18.07%	11	12.64%	8	18.60%	7	5.11%					22	9.91%	15	8.62%	9	13.85%	46
Strongly disagree	16	19.28%			13	30.23%						0.00%	17	7.66%	4	2.30%	13	20.00%	34
Prefer not to say				0.00%		0.00%						0.00%						0.00%	
Not applicable/I don't know	17	20.48%	20	22.99%	8	18.60%	64	46.72%	39	47.56%	13	76.47%	81	36.49%	60	34.48%	22	33.85%	163
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

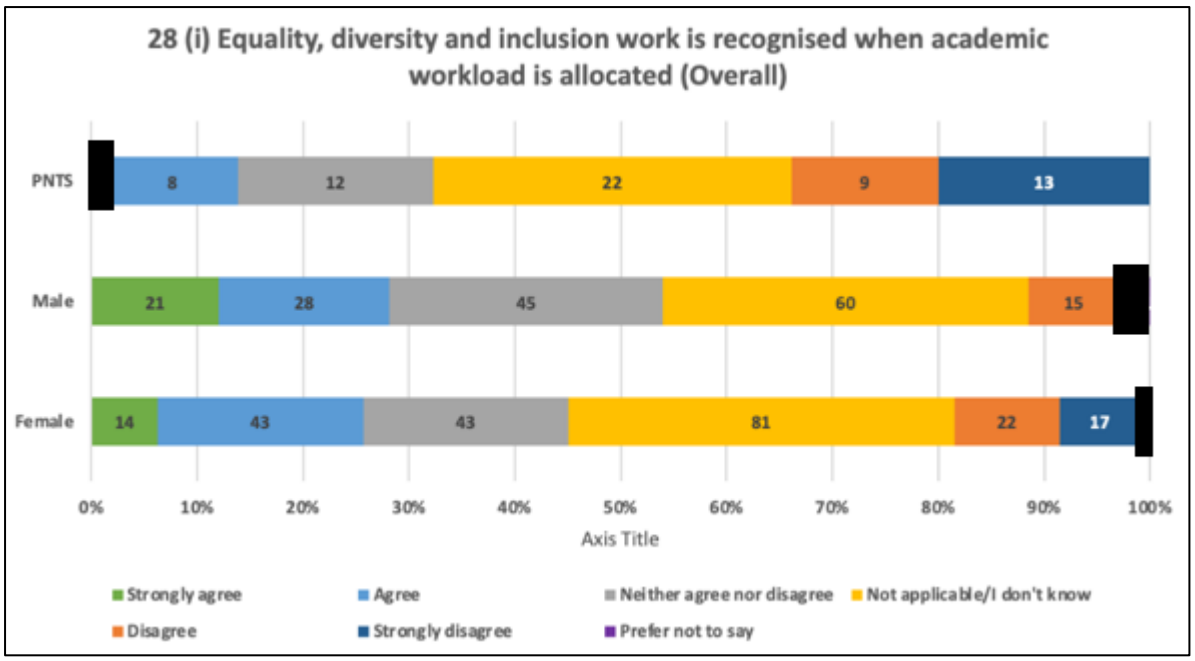


Figure APX1FIG52

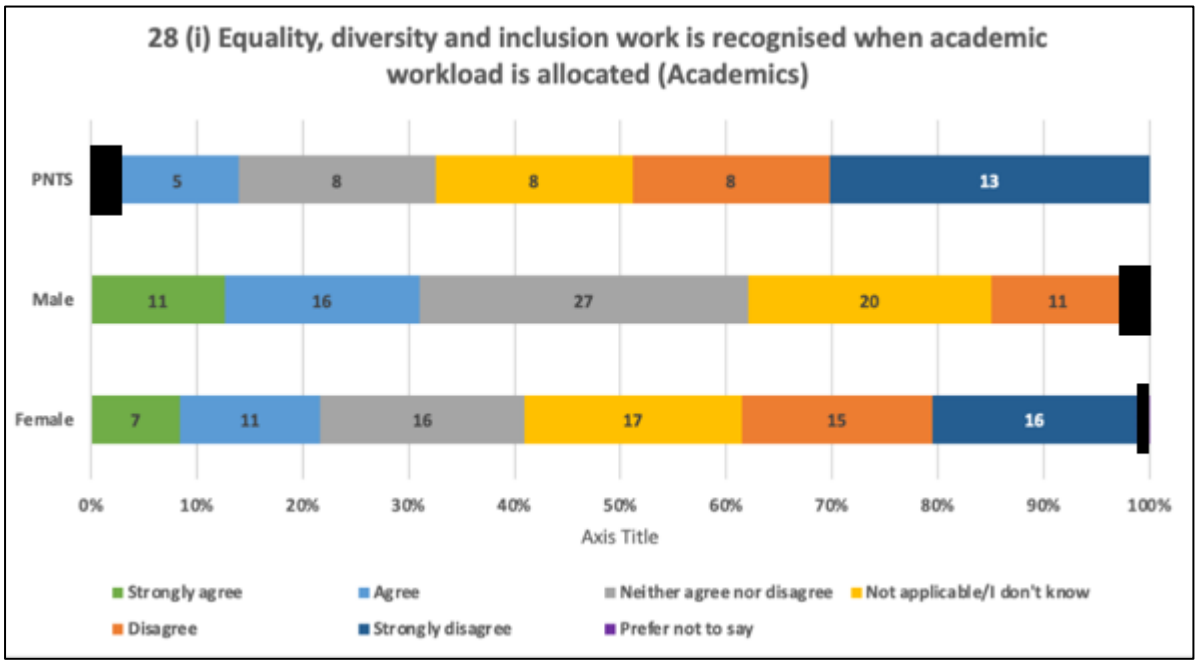


Figure APX1FIG53

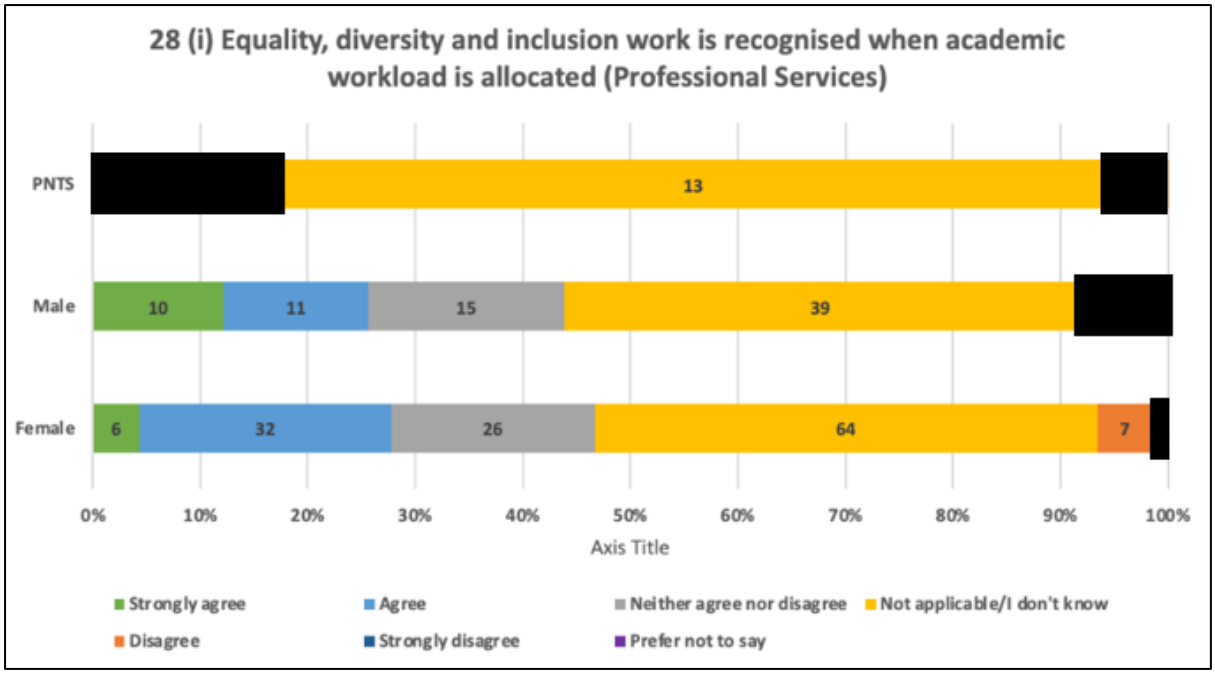


Figure APX1FIG54

Table APX1.2.14: Equality, diversity and inclusion work is recognised in applications for promotion/progression

Qu 28 (ii): Equality, diversity and inclusion work is recognised in applications for promotion/progression																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	7	8.4%	11	12.6%		0.0%	9	6.6%	16	19.5%	[redacted]		17	7.7%	28	16.1%	[redacted]		46
Agree	18	21.7%	17	19.5%	9	20.9%	45	32.8%	21	25.6%		0.0%	63	28.4%	38	21.8%	11	16.9%	112
Neither agree nor disagree	13	15.7%	26	29.9%	5	11.6%	27	19.7%	18	22.0%	[redacted]		41	18.5%	47	27.0%	10	15.4%	98
Disagree	11	13.3%	6	6.9%	[redacted]		8	5.8%	[redacted]				19	8.6%	7	4.0%	5	7.7%	31
Strongly disagree	10	12.0%	[redacted]		11	25.6%	[redacted]					0.0%	12	5.4%	[redacted]		11	16.9%	27
Prefer not to say	[redacted]			0.0%	[redacted]					0.0%		0.0%	6	2.7%		0.0%	[redacted]		7
Not applicable/I don't know	22	26.5%	26	29.9%	13	30.2%	42	30.7%	23	28.0%	12	70.6%	64	28.8%	50	28.7%	26	40.0%	140
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

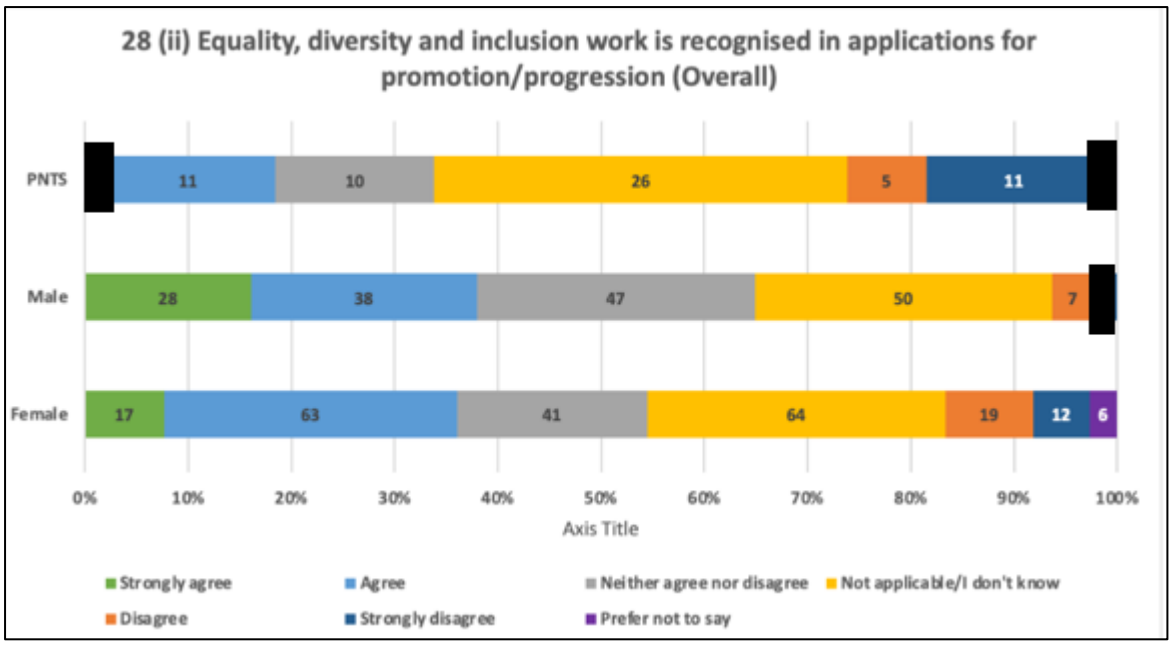


Figure APX1FIG55

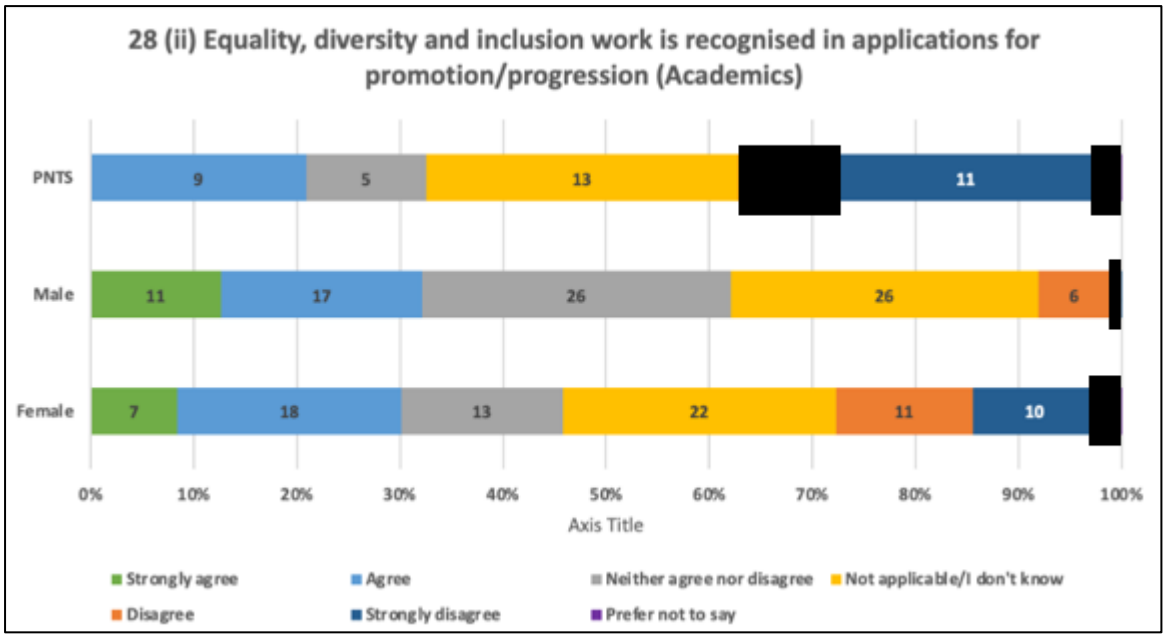


Figure APX1FIG5

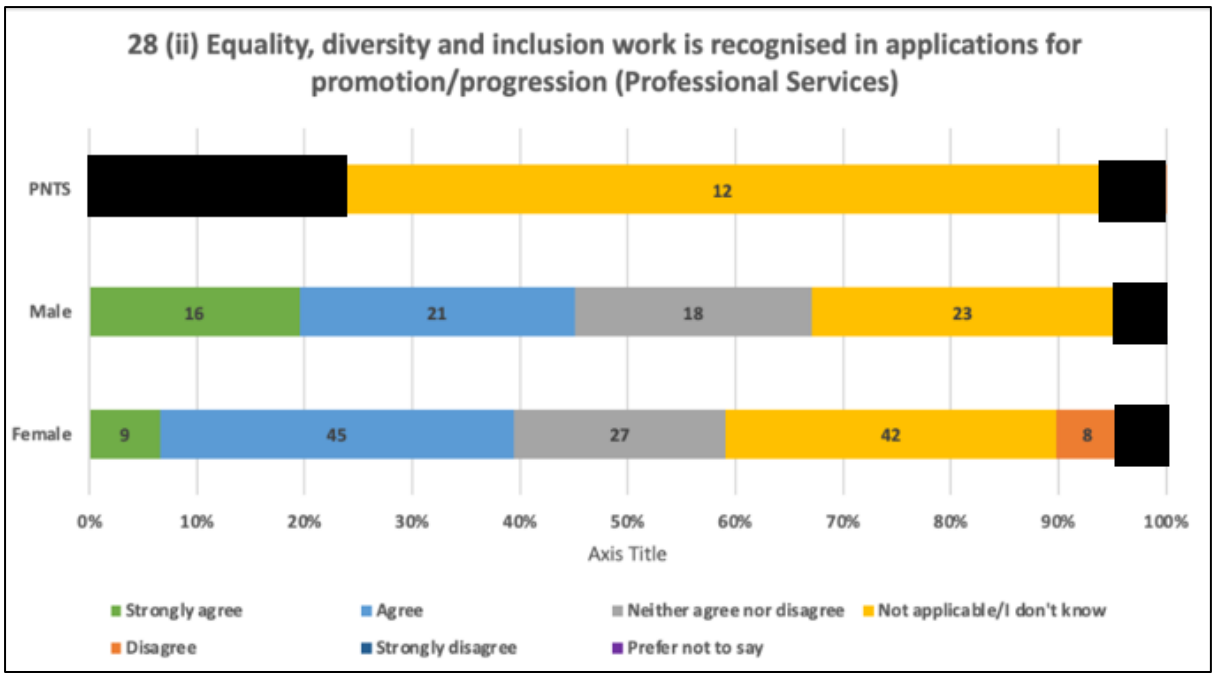


Figure APX1FIG57

Table APX1.2.15: My department has taken action to mitigate the impact of Covid-19 pandemic on staff

Qu 25 (iii): My department has taken action to mitigate the impact of Covid-19 pandemic on staff																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	11	13.3%	19	21.8%	[redacted]		22	16.1%	27	32.9%	[redacted]		33	14.9%	47	27.0%	[redacted]	6.2%	84
Agree	17	20.5%	22	25.3%	9	20.9%	47	34.3%	24	29.3%	[redacted]		65	29.3%	46	26.4%	14	21.5%	125
Neither agree nor disagree	20	24.1%	17	19.5%	[redacted]		26	19.0%	12	14.6%	6	35.3%	47	21.2%	33	19.0%	13	20.0%	93
Disagree	7	8.4%	[redacted]				6	4.4%	[redacted]			0.0%	13	5.9%	5	2.9%	[redacted]		21
Strongly disagree	6	7.2%	[redacted]		10	23.3%		0.0%	[redacted]			0.0%	6	2.7%	[redacted]		10	15.4%	20
I don't know	22	26.5%	23	26.4%	12	27.9%	36	26.3%	16	19.5%	5	29.4%	58	26.1%	39	22.4%	17	26.2%	114
Prefer not to say		0.0%		0.0%	[redacted]									0.0%		0.0%	[redacted]		
Grand Total	83		87		43		137		82		17		222		174		65		461

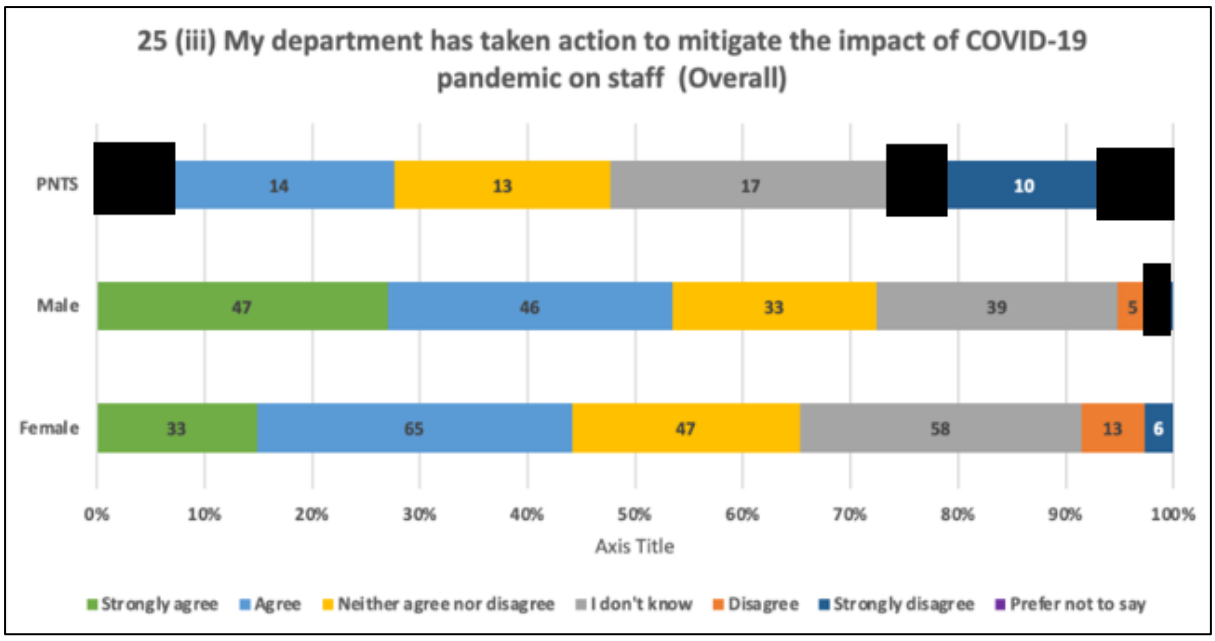


Figure APX1FIG58

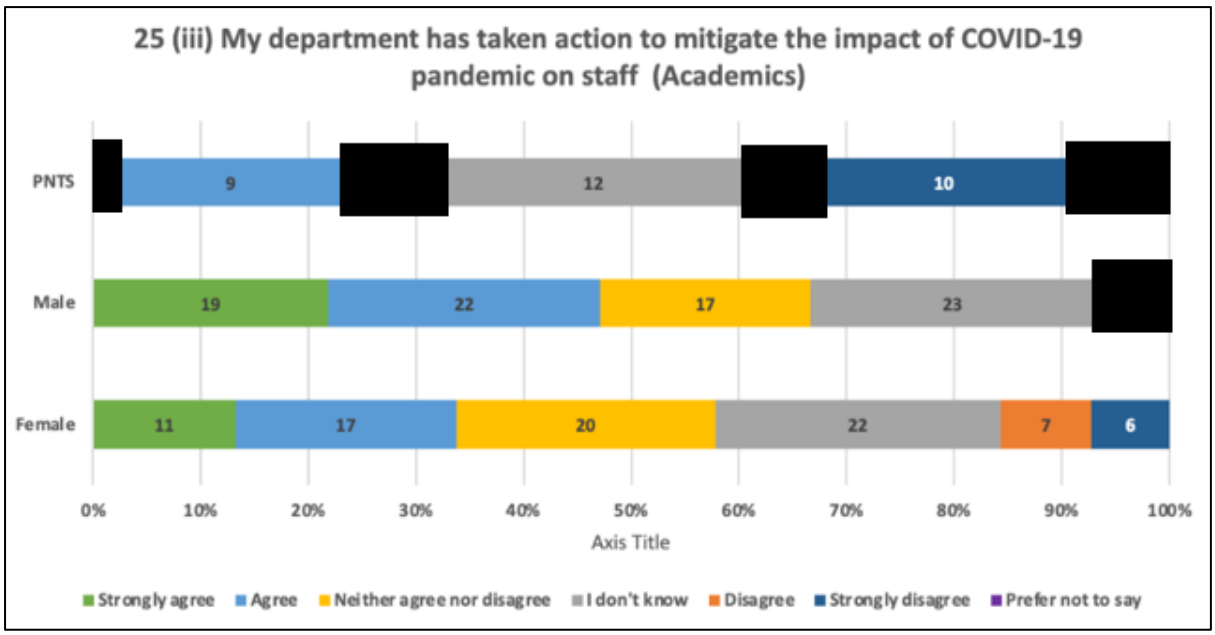


Figure APX1FIG59

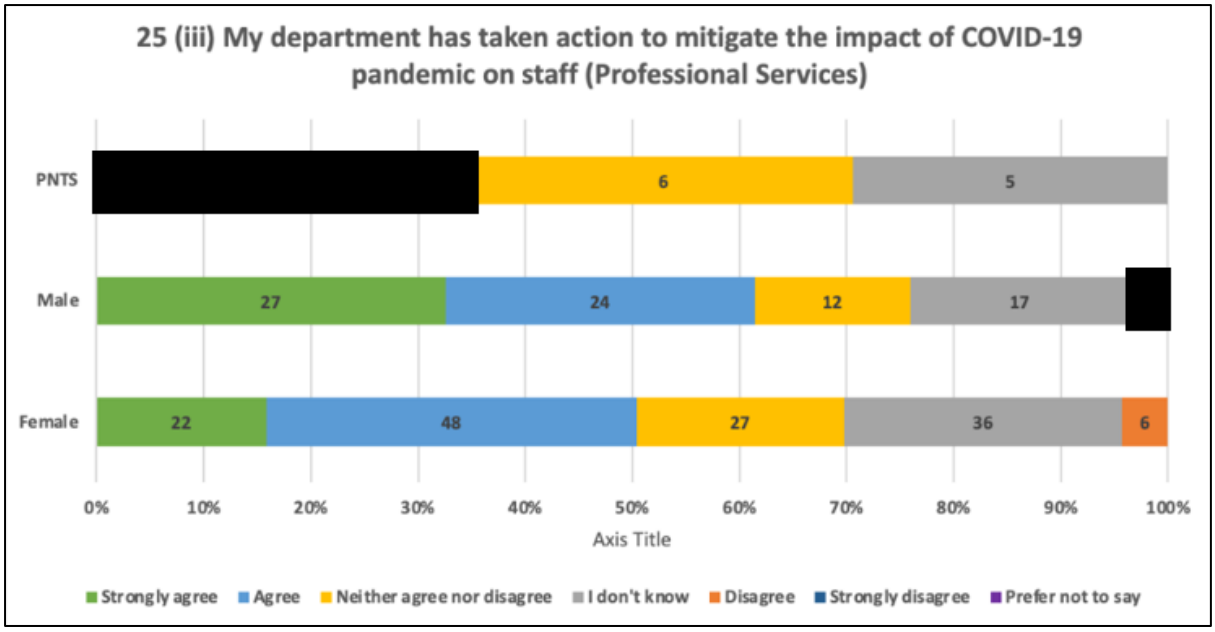


Figure APX1FIG60

Theme 3: Work-Life Balance

Table APX1.3.1: My department supports flexible working arrangements

Qu 30 (i): My department supports flexible working arrangements																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	19	22.9%	23	26.4%	[redacted]		49	35.8%	34	41.5%	[redacted]		68	30.6%	58	33.3%	7	10.8%	133
Agree	44	53.0%	42	48.3%	14	32.6%	65	47.4%	23	28.0%	9	52.9%	110	49.5%	67	38.5%	26	40.0%	203
Neither agree nor disagree	7	8.4%	12	13.8%	10	23.3%	9	6.6%	14	17.1%	[redacted]		17	7.7%	27	15.5%	13	20.0%	57
Disagree	6	7.2%	[redacted]		6	14.0%	7	5.1%	6	7.3%	[redacted]		13	5.9%	8	4.6%	8	12.3%	29
Strongly disagree	[redacted]				7	16.3%	[redacted]						5	2.3%	7	4.0%	8	12.3%	20
I don't know	[redacted]		5	5.7%	[redacted]		5	3.6%	[redacted]			0.0%	9	4.1%	7	4.0%	[redacted]		18
Prefer not to say		0.0%		0.0%	[redacted]									0.0%		0.0%	[redacted]		
Grand Total	83		87		43		137		82		17		222		174		65		461

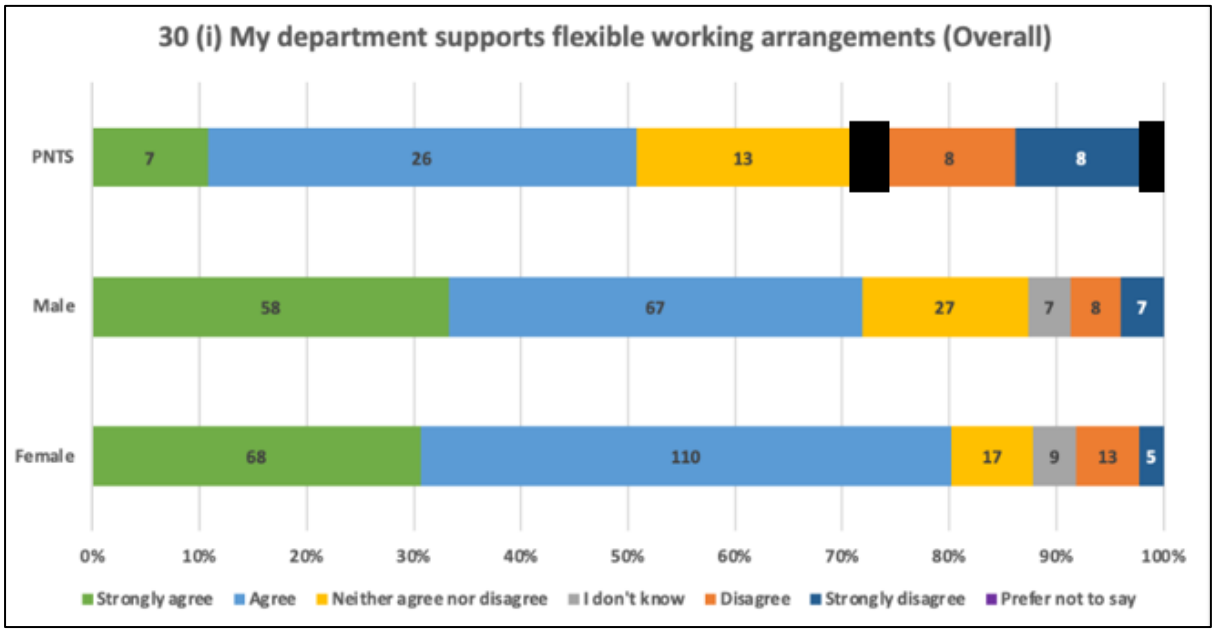


Figure APX1FIG61

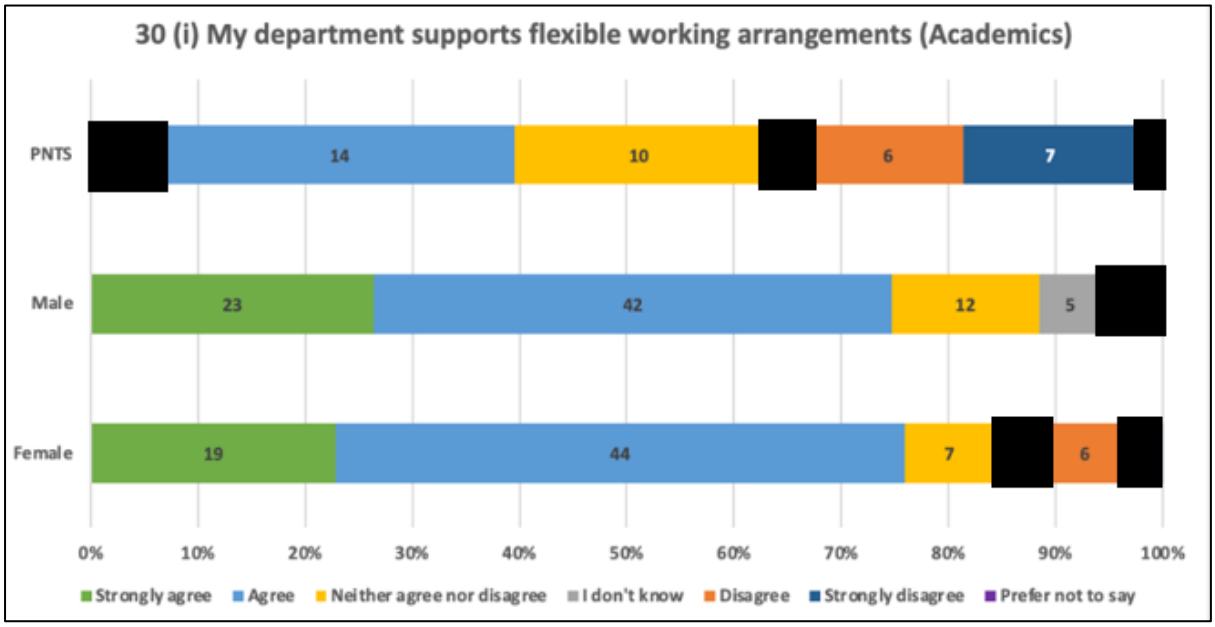


Figure APX1FIG62

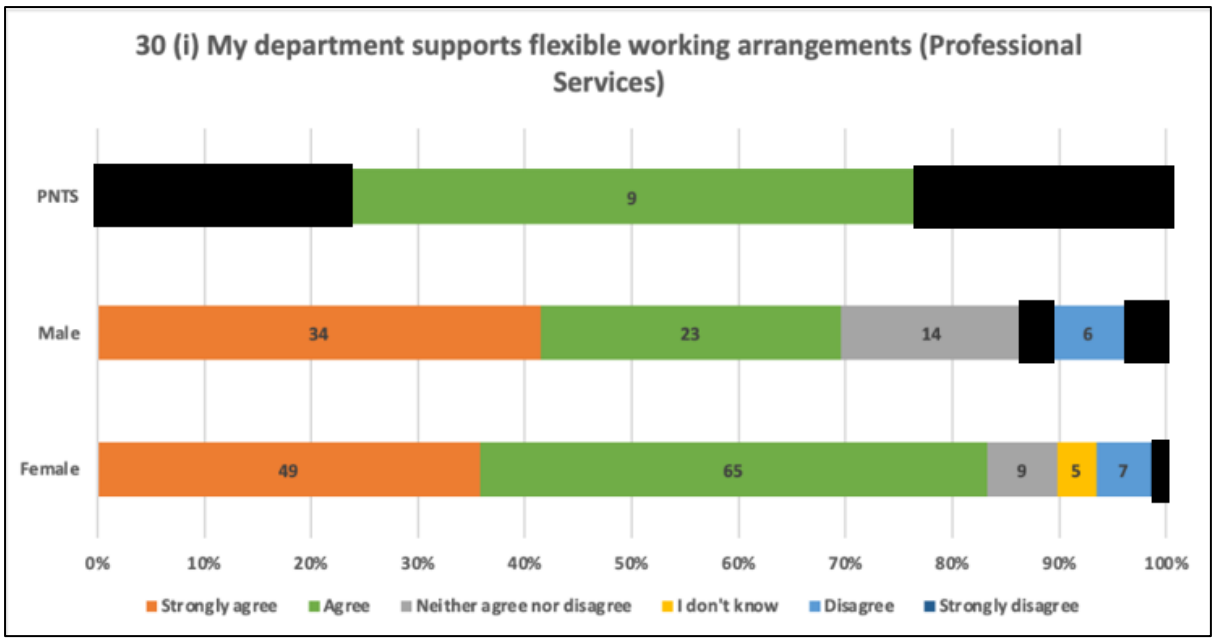


Figure APX1FIG63

Table APX1.3.2: Workloads in my department are allocated fairly and transparently

Qu 30 (ii): Workloads in my department are allocated fairly and transparently																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	10	12.0%	13	14.9%		0.0%	15	10.9%	17	20.7%			25	11.3%	31	17.8%			57
Agree	15	18.1%	22	25.3%			59	43.1%	36	43.9%	5	29.4%	75	33.8%	58	33.3%	12	18.5%	145
Neither agree nor disagree	13	15.7%	10	11.5%	6	14.0%	28	20.4%	10	12.2%	6	35.3%	42	18.9%	22	12.6%	13	20.0%	77
Disagree	16	19.3%	20	23.0%	13	30.2%	21	15.3%	8	9.8%			37	16.7%	29	16.7%	15	23.1%	81
Strongly disagree	18	21.7%	14	16.1%	16	37.2%	6	4.4%	9	11.0%			24	10.8%	24	13.8%	18	27.7%	66
I don't know	9	10.8%	8	9.2%			7	5.1%					16	7.2%	9	5.2%			28
Prefer not to say				0.0%															7
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

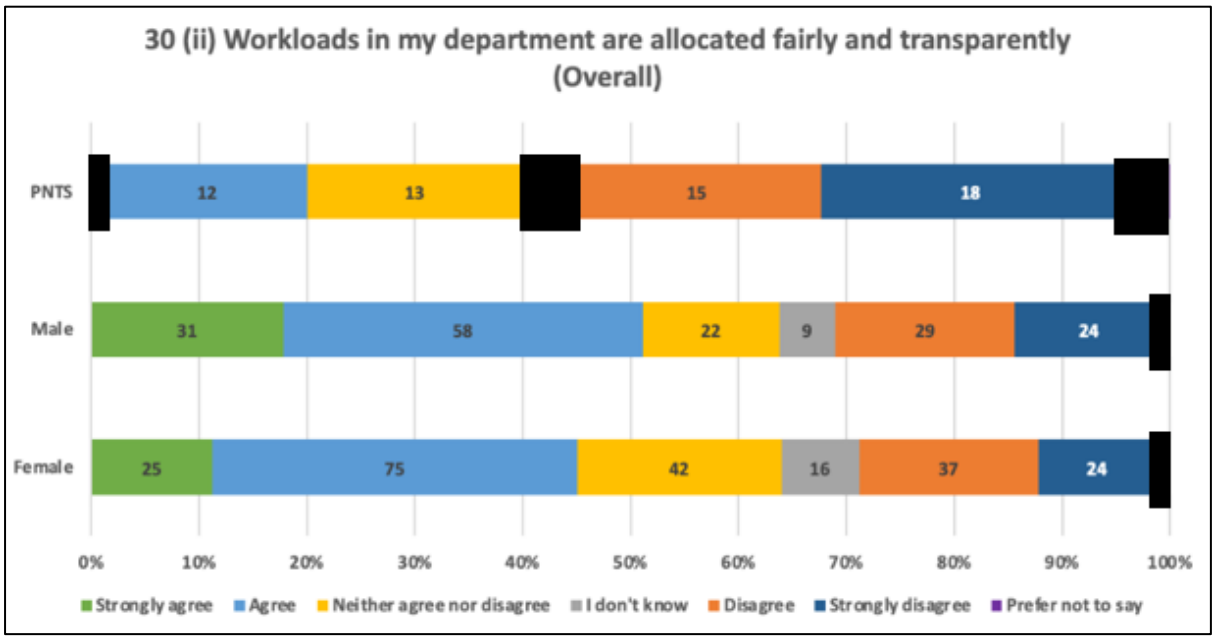


Figure APX1FIG64

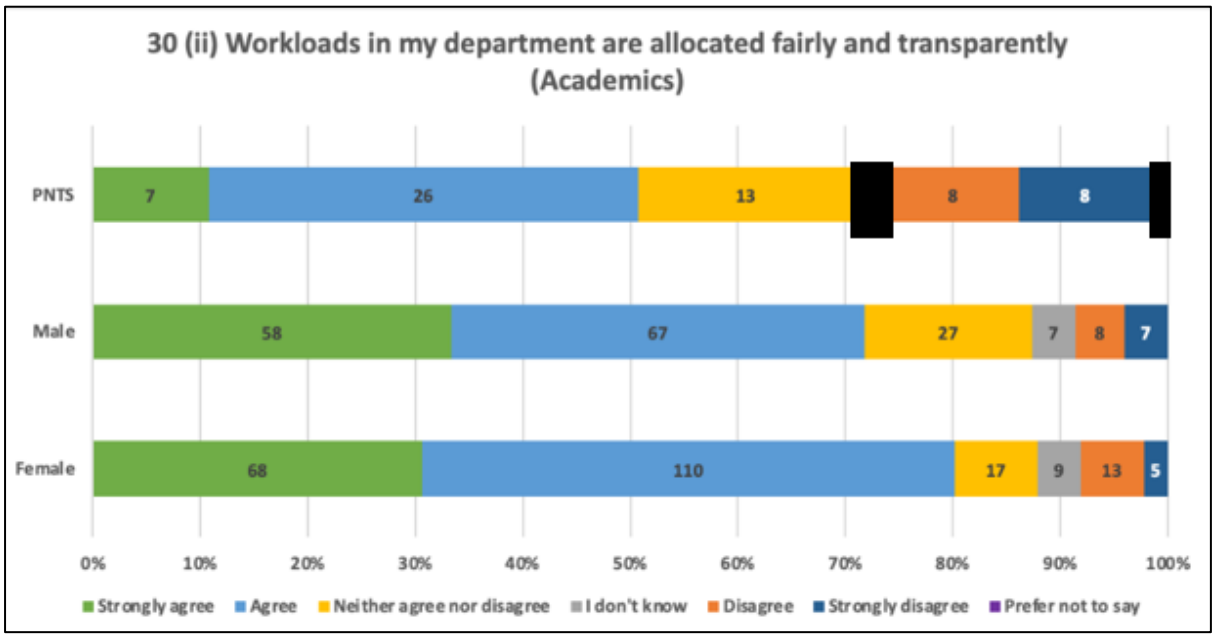


Figure APX1FIG65

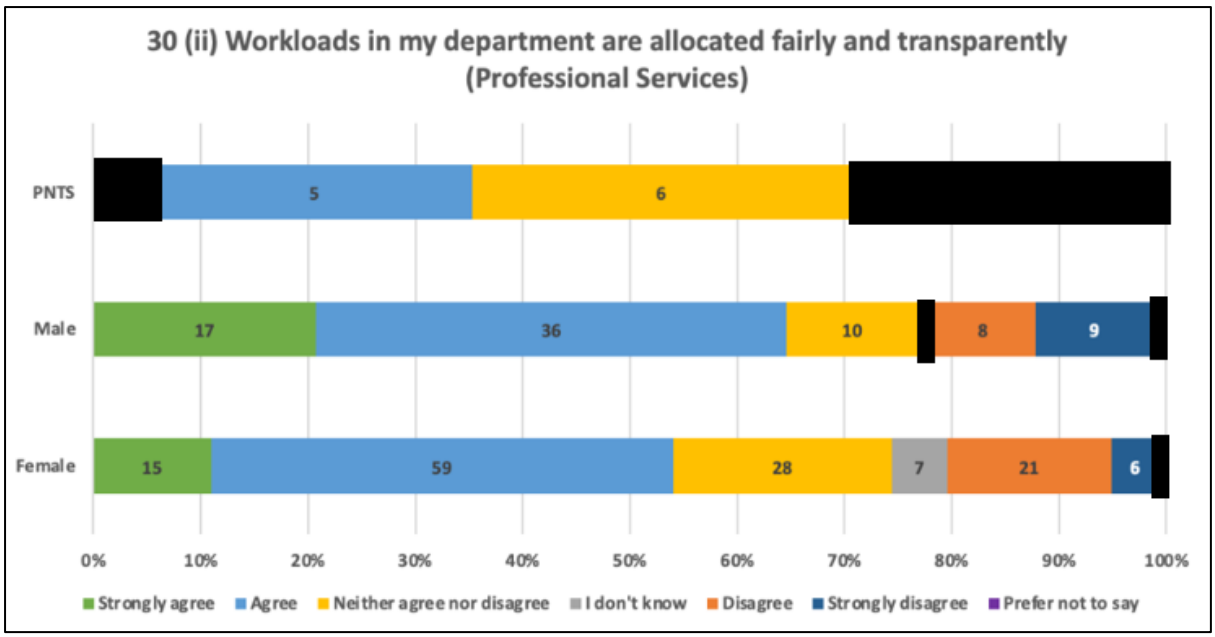


Figure APX1FIG66

Table APX1.3.3: The timing of departmental meetings and events takes into consideration those with caring responsibilities

Qu 30 (iii): The timing of departmental meetings and events takes into consideration those with caring responsibilities																		
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	10	12.0%	14	16.1%			21	15.3%	25	30.5%			32	14.4%	39	22.4%			73
Agree	24	28.9%	25	28.7%	8	18.6%	61	44.5%	27	32.9%	5	29.4%	85	38.3%	54	31.0%	15	23.1%	154
Neither agree nor disagree	18	21.7%	22	25.3%	11	25.6%	25	18.2%	16	19.5%	7	41.2%	44	19.8%	39	22.4%	20	30.8%	103
Disagree	10	12.0%	9	10.3%	8	18.6%	8	5.8%				0.0%	18	8.1%	11	6.3%	9	13.8%	38
Strongly disagree					8	18.6%		0.0%							8	4.6%	9	13.8%	21
I don't know	15	18.1%	12	13.8%	6	14.0%	22	16.1%	9	11.0%			37	16.7%	22	12.6%	8	12.3%	67
Prefer not to say								0.0%		0.0%									5
Grand Total	83		87		43		137		82		17		222		174		65		461

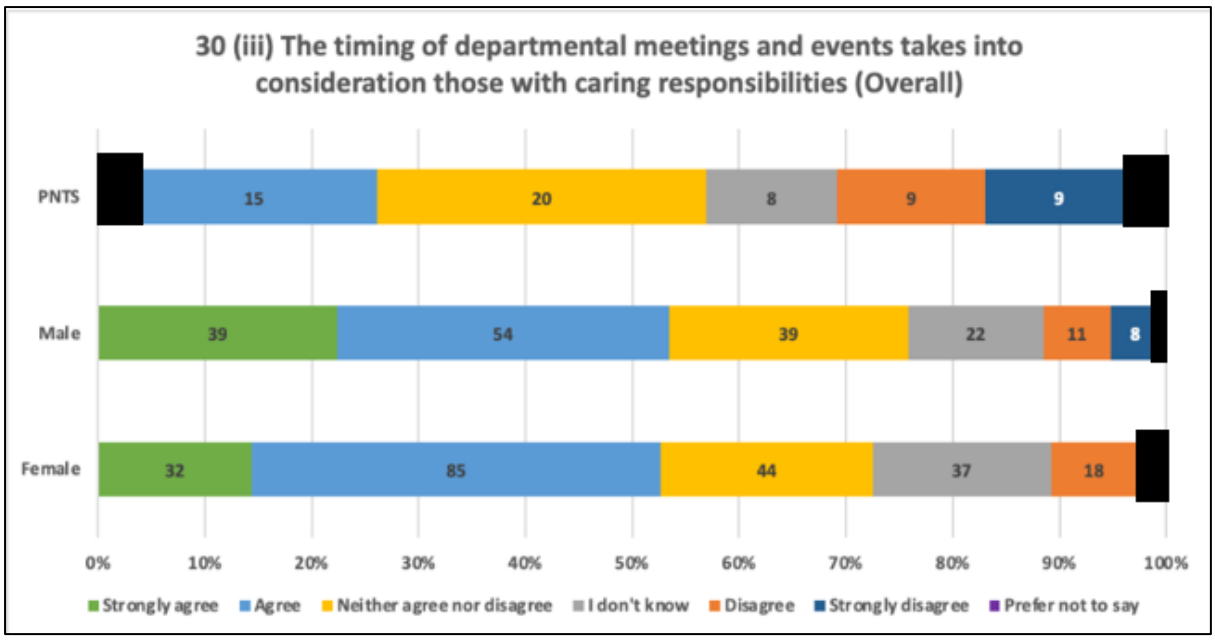


Figure APX1FIG67

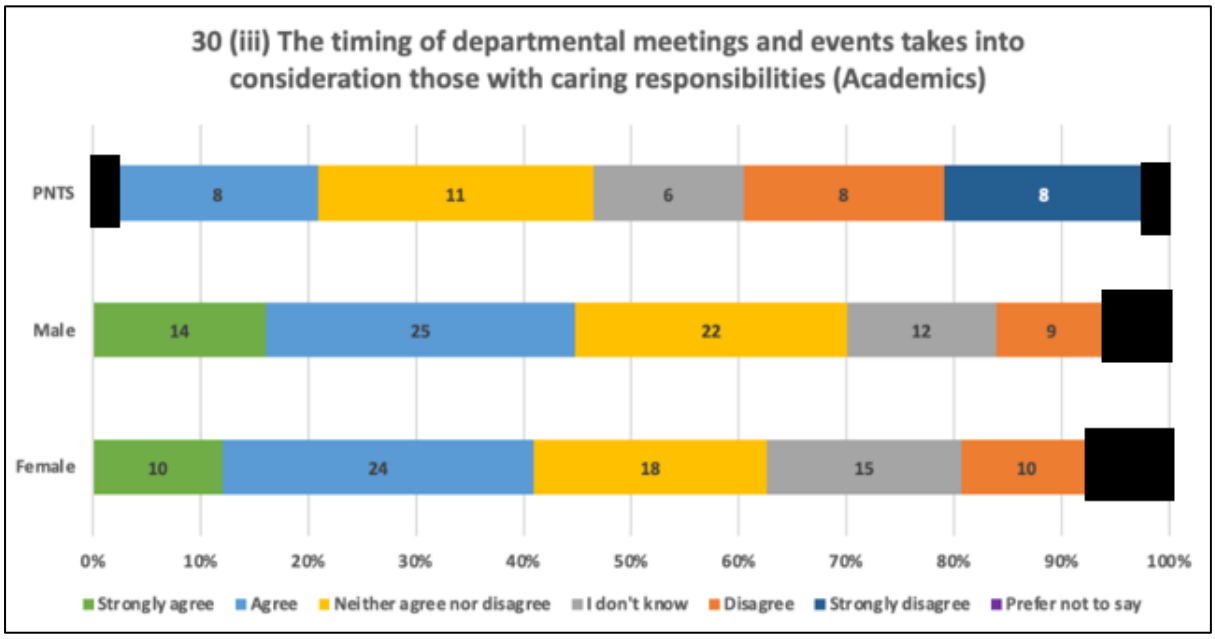


Figure APX1FIG68

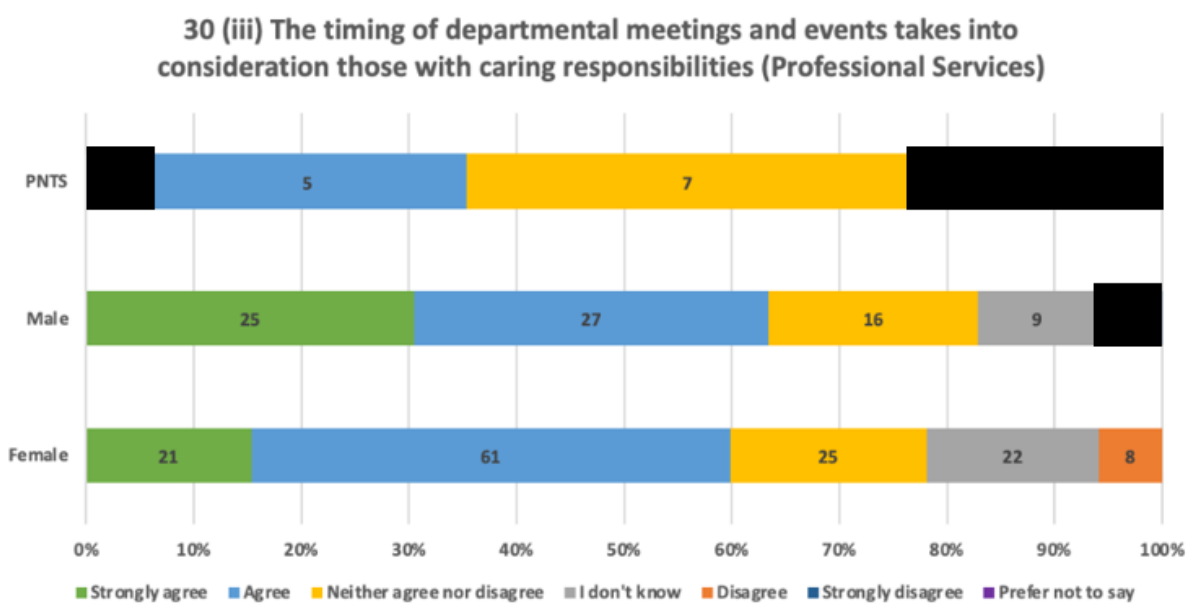


Figure APX1FIG69

Table APX1.3.4: My department provides staff with support around all types of caring leave

Qu 30 (iv): My department provides staff with support around all types of caring leave																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	7	8.4%	15	17.2%	[redacted]		24	17.5%	25	30.5%	[redacted]		31	14.0%	40	23.0%	[redacted]		73
Agree	21	25.3%	22	25.3%	6	14.0%	58	42.3%	26	31.7%	6	35.3%	80	36.0%	52	29.9%	14	21.5%	146
Neither agree nor disagree	18	21.7%	16	18.4%	12	27.9%	23	16.8%	15	18.3%	5	29.4%	42	18.9%	31	17.8%	18	27.7%	91
Disagree	7	8.4%	[redacted]									0.0%	8	3.6%	6	3.4%	5	7.7%	19
Strongly disagree	[redacted]				7	16.3%						0.0%	5	2.3%	[redacted]		7	10.8%	16
I don't know	26	31.3%	28	32.2%	11	25.6%	28	20.4%	13	15.9%	[redacted]		54	24.3%	41	23.6%	16	24.6%	111
Prefer not to say		0.0%		0.0%	[redacted]					0.0%						0.0%	[redacted]		5
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

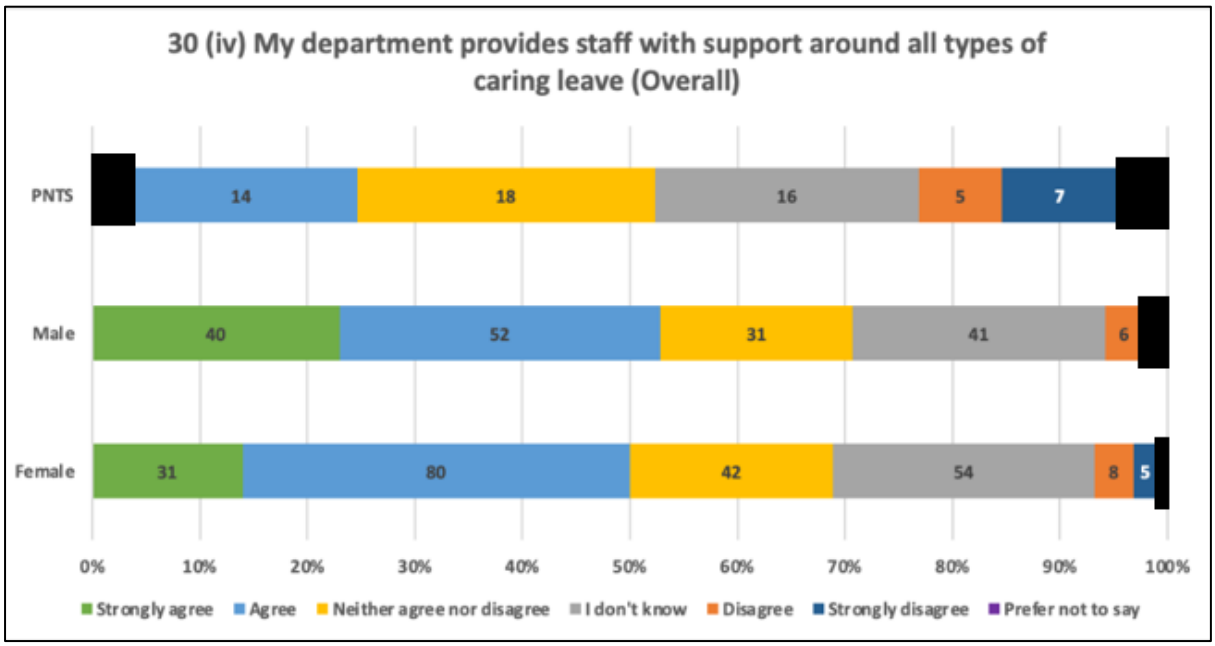


Figure APX1FIG70

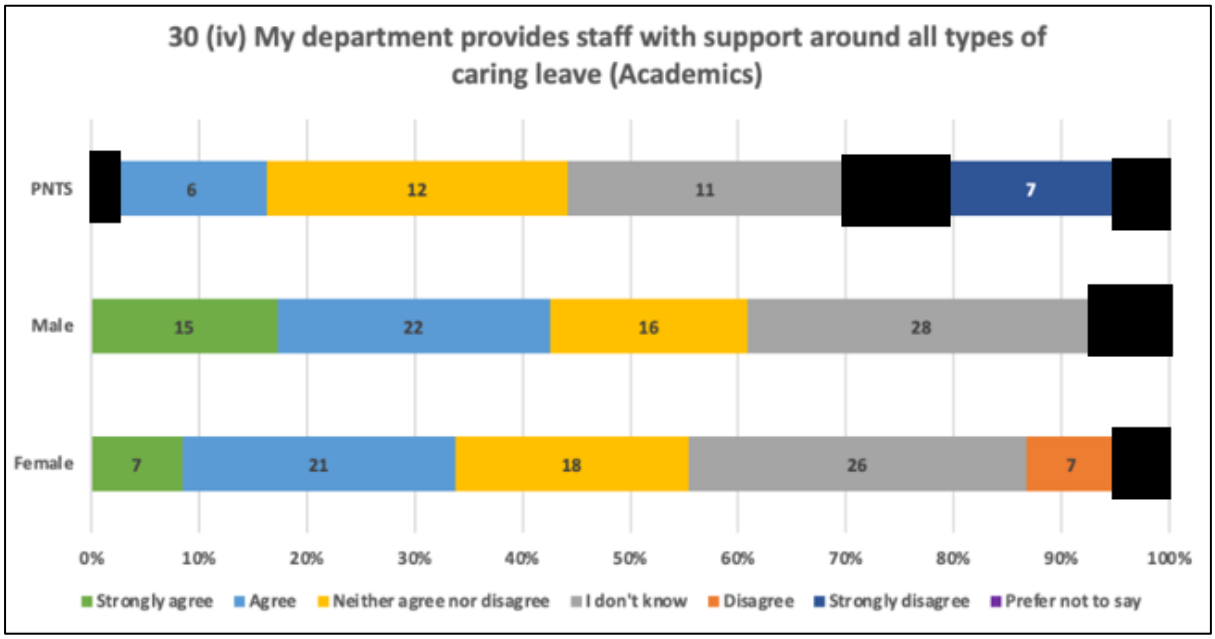


Figure APX1FIG71

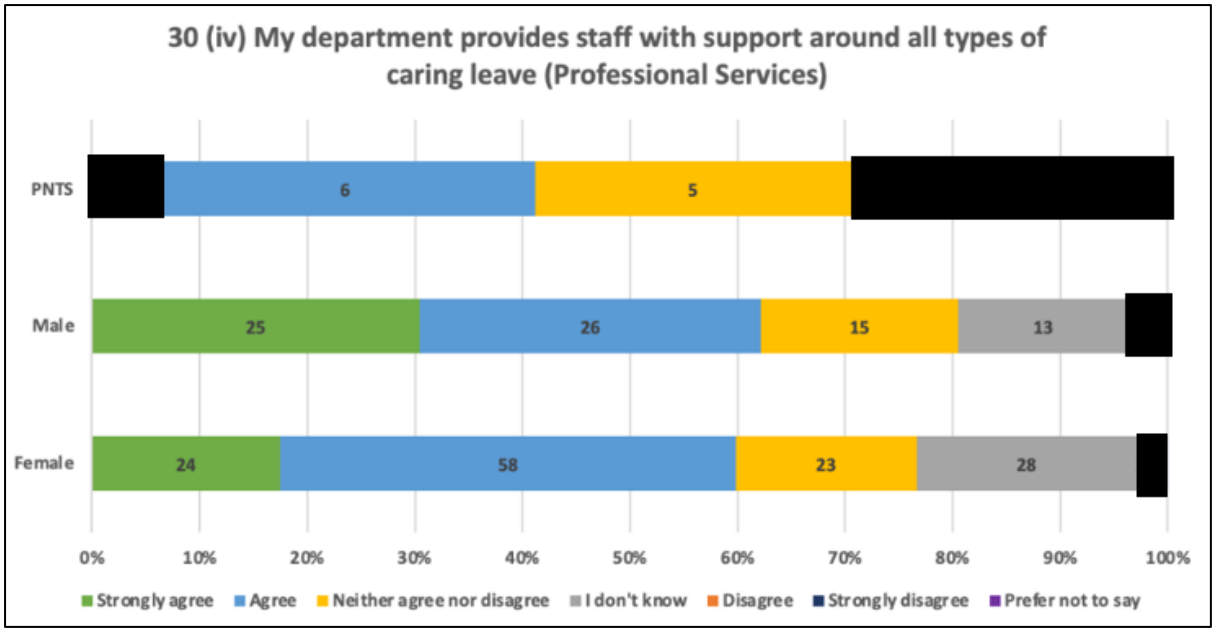


Figure APX1FIG72

Theme 4: Bullying and Harassment

Table APX1.4.1: In the last 12 months, I have experienced bullying, discrimination, harassment, or abuse at London Met based on gender

Qu 41 (i): In the last 12 months, I have experienced bullying, discrimination, harassment, or abuse at London Met based on gender																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Never	52	62.7%	73	83.9%	19	44.2%	113	82.5%	75	91.5%	13	76.5%	166	74.8%	152	87.4%	36	55.4%	354
Rarely	11	13.3%	7	8.0%	6	14.0%	12	8.8%	[redacted]				23	10.4%	10	5.7%	7	10.8%	40
Sometimes	12	14.5%	[redacted]		5	11.6%	7	5.1%					20	9.0%	5	2.9%	6	9.2%	31
Often	[redacted]			0.0%		0.0%	[redacted]			0.0%		0.0%	[redacted]			0.0%		0.0%	[redacted]
Very often				0.0%	[redacted]					0.0%		0.0%	5	2.3%		0.0%	[redacted]		6
Prefer not to say					12	27.9%	[redacted]								7	4.0%	15	23.1%	26
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

Qu 41 (v): In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on trans identity

	Overall					
	Female		Male		PNTS	
Never	205	92.3%	152	87.4%	48	73.8%
Rarely	[redacted]		5	2.9%	[redacted]	
Sometimes			[redacted]			
Often						
Very often						
Prefer not to say	15	6.8%	16	9.2%	14	21.5%
Grand Total	**222**		**174**		**65**	

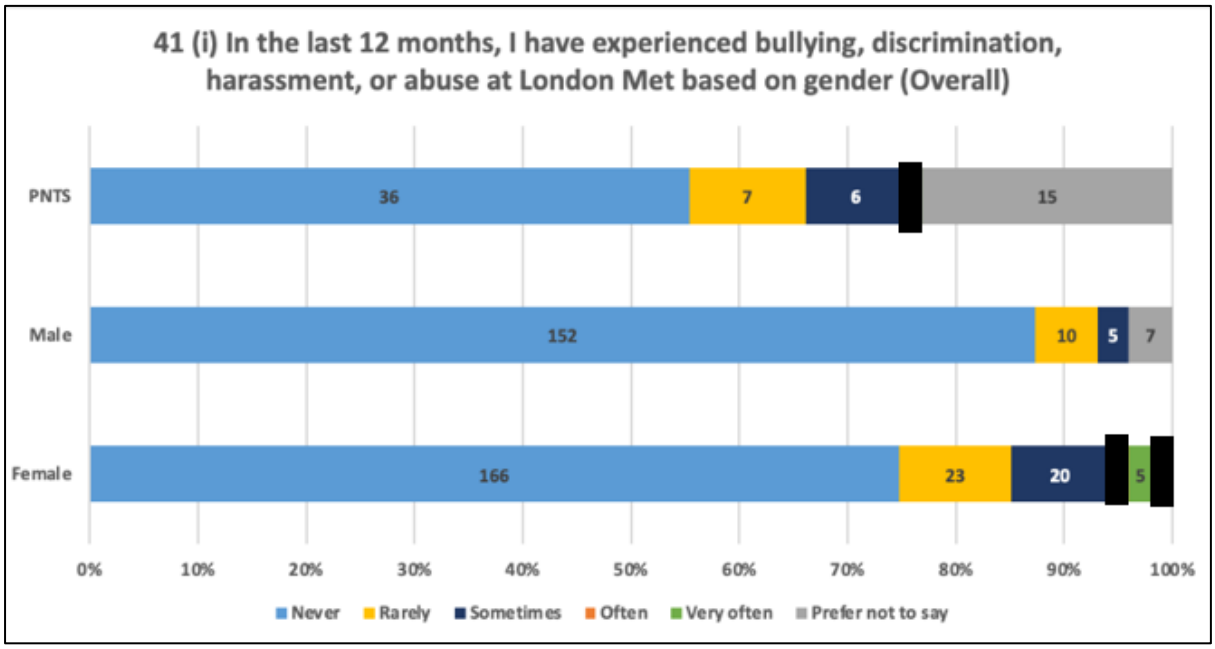


Figure APX1FIG73

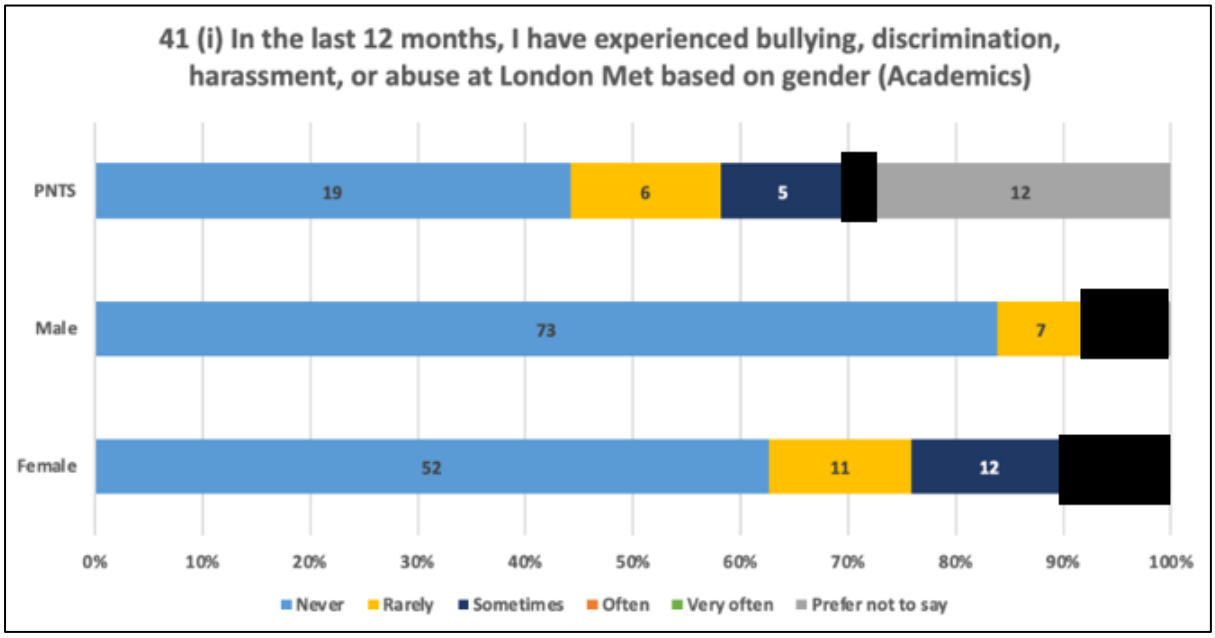


Figure APX1FIG74

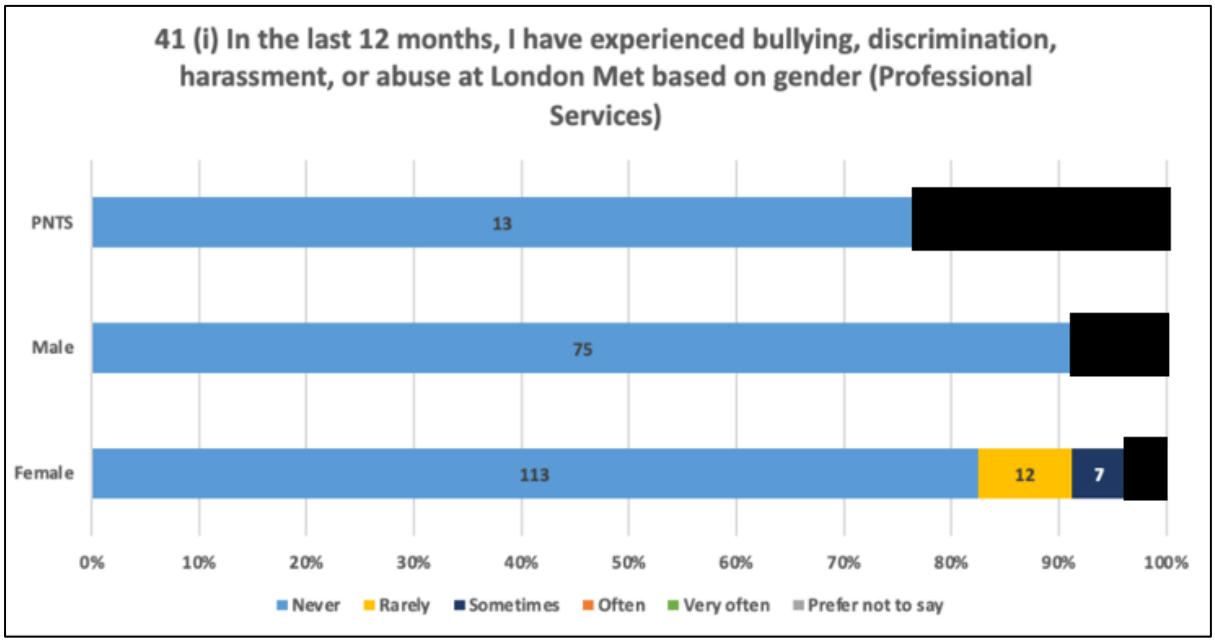


Figure APX1FIG75

Table APX1.4.2: In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on gender

Qu 42 (i): In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on gender																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Never	50	60.2%	69	79.3%	17	39.5%	110	80.3%	72	87.7%	12	70.6%	161	72.5%	144	82.8%	31	47.7%	336
Rarely	9	10.8%	6	6.9%	5	11.6%	11	8.0%	[redacted]				20	9.0%	11	6.3%	8	12.3%	39
Sometimes	16	19.3%	6	6.9%	7	16.3%	6	4.4%					23	10.4%	9	5.2%	9	13.8%	41
Often	[redacted]									0%		0%	[redacted]						6
Very often				0.0%			0	0%	0	0%	0	0%				0.0%			8
Prefer not to say			5	5.7%	9	20.9%	7	**5.1%**	[redacted]				10	4.5%	9	5.2%	12	18.5%	31
Grand Total	**83**		**87**		**43**		**137**		**82**		17		**222**		**174**		**65**		**461**

Qu 42 (v): Qu 42 (i): In the last 12 months, I have witnessed bullying, discrimination, harassment, or abuse at London Met based on trans identity

	Overall					
	Female		Male		PNTS	
Never	196	88.2%	153	87.9%	42	64.6%
Rarely		5.9%	7	4.0%	6	9.2%
Sometimes	[redacted]					
Often						
Very often			[redacted]			
Prefer not to say	11	5.0%	10	5.7%	15	23.1%
Grand Total	**222**		**174**			

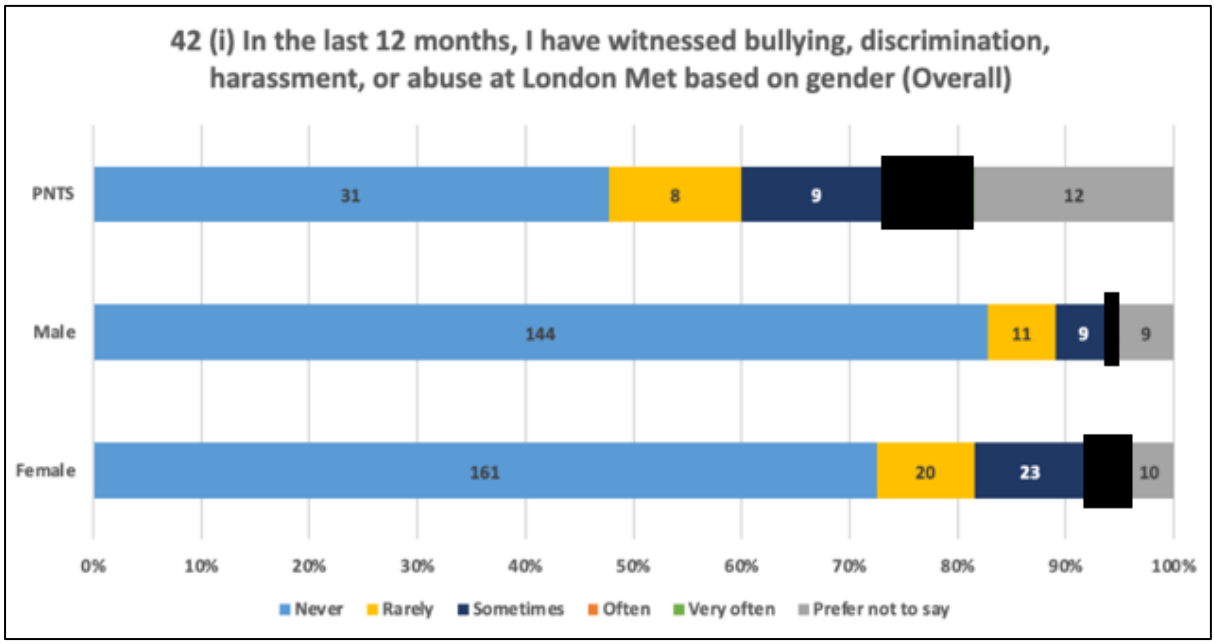


Figure APX1FIG76

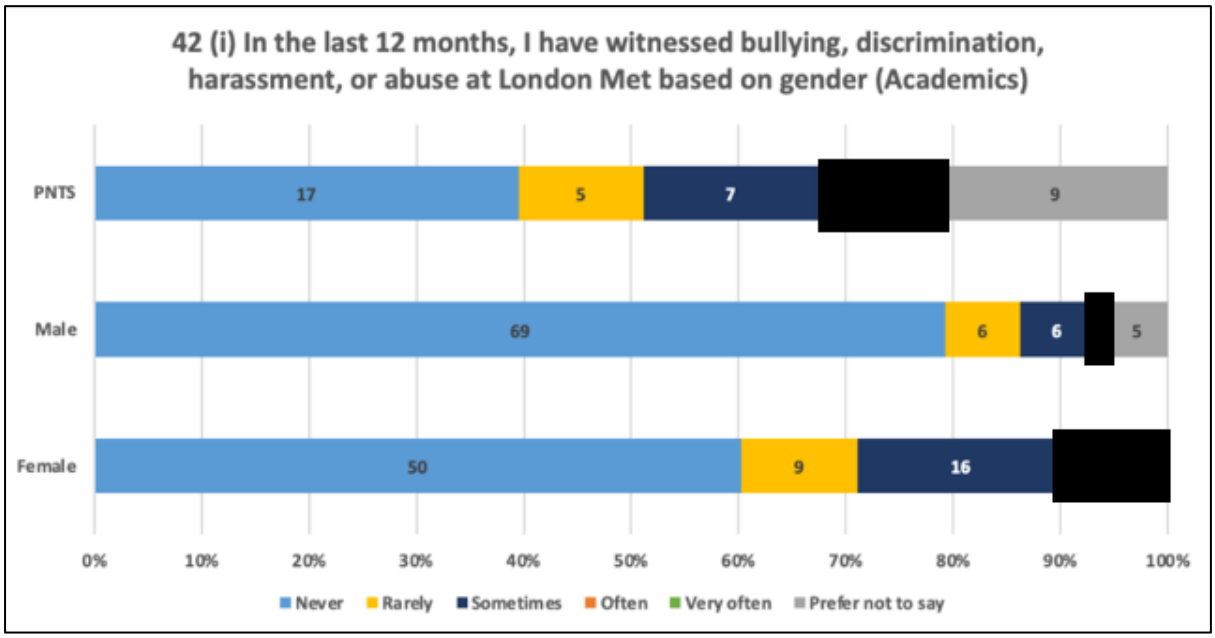


Figure APX1FIG77

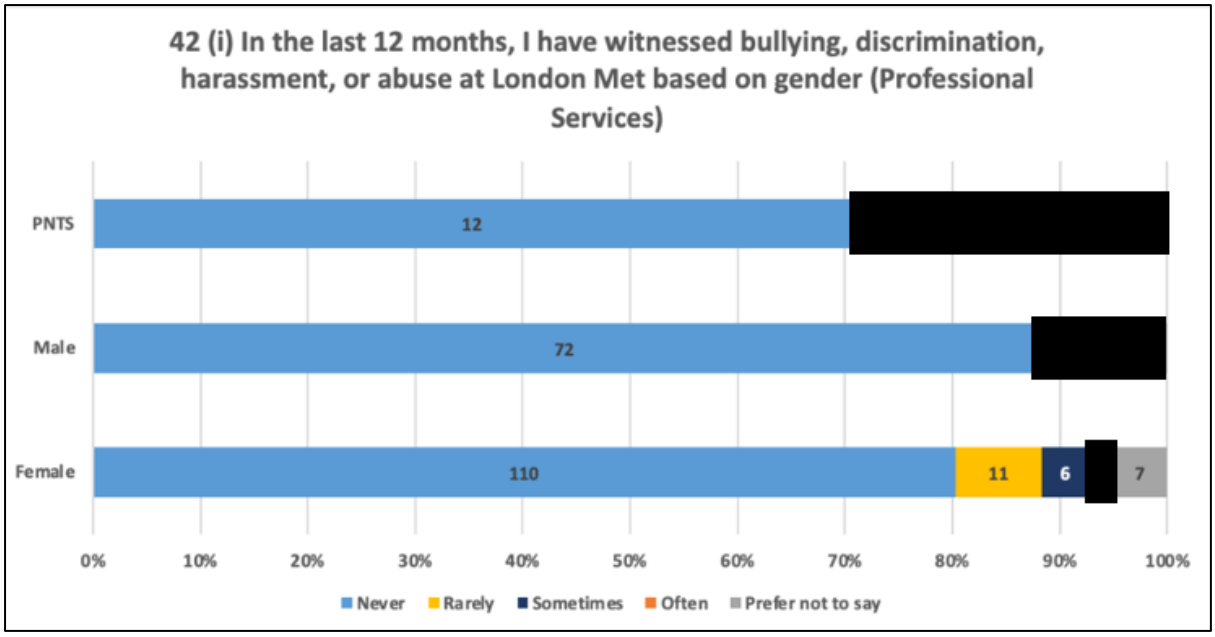


Figure APX1FIG7

Table APX1.4.3: At London Met, I would know how to report the incident if I witnessed or was personally subjected to bullying, discrimination, harassment or abuse based on gender

Qu 43 (i): At London Met, I would know how to report the incident if I witnessed or was personally subjected to bullying, discrimination, harassment or abuse based on gender																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	17	20.5%	23	26.4%	8	18.6%	45	32.8%	34	41.5%			63	28.4%	59	33.9%	13	20.0%	135
Agree	32	38.6%	46	52.9%	11	25.6%	61	44.5%	35	42.7%	11	64.7%	94	42.3%	83	47.7%	24	36.9%	201
Neither agree nor disagree	13	15.7%	6	6.9%	5	11.6%	20	14.6%	5	6.1%			33	14.9%	11	6.3%	6	9.2%	50
Disagree	11	13.3%	6	6.9%	5	11.6%	8	5.8%	6	7.3%		0.0%	19	8.6%	12	6.9%	5	7.7%	36
Strongly disagree	6	7.2%			5	11.6%						0.0%	7	3.2%			5	7.7%	16
Prefer not to say					9	20.9%							6	2.7%	5	2.9%	12	18.5%	23
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

Qu 43 (v): At London Met, I would know how to report the incident if I witnessed or was personally subjected to bullying, discrimination, harassment or abuse based on trans identity

	Overall					
	Female		Male		PNTS	
Strongly Agree	62	27.9%	60	34.5%	13	20.0%
Agree	95	42.8%	78	44.8%	24	36.9%
Neither agree nor disagree	33	14.9%	11	6.3%	7	10.8%
Disagree	19	8.6%	13	7.5%		
Strongly disagree	6	2.7%			5	7.7%
Prefer not to say	7	3.2%	8	4.6%	12	18.5%
Grand Total	**222**		**174**		**65**	

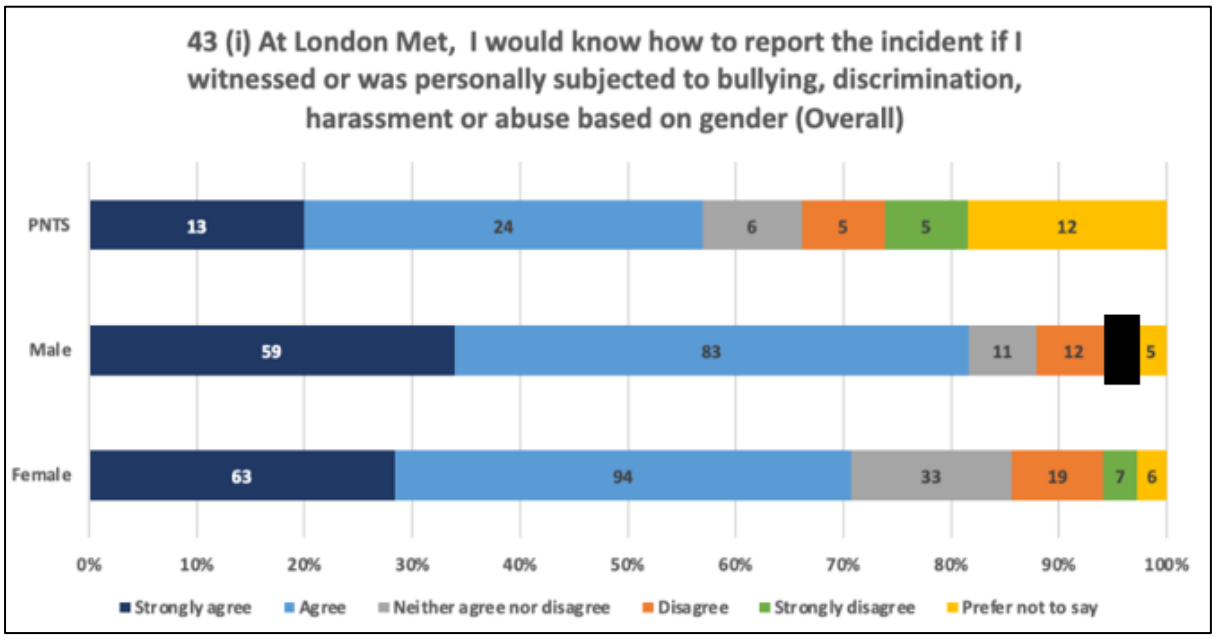


Figure APX1FIG79

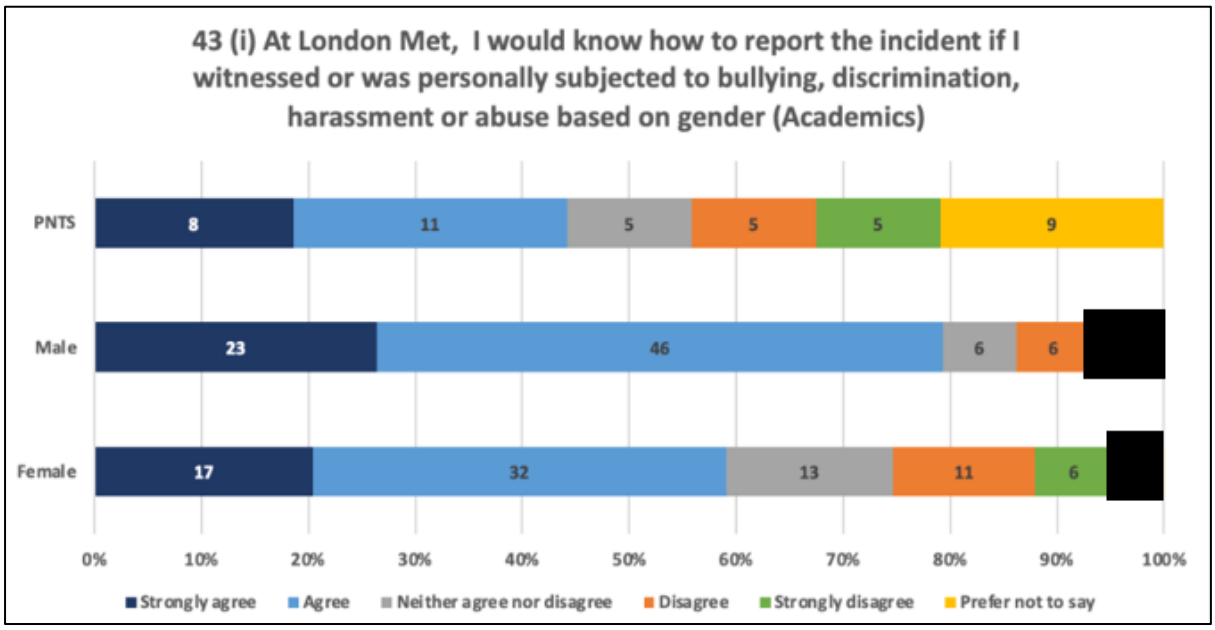


Figure APX1FIG80

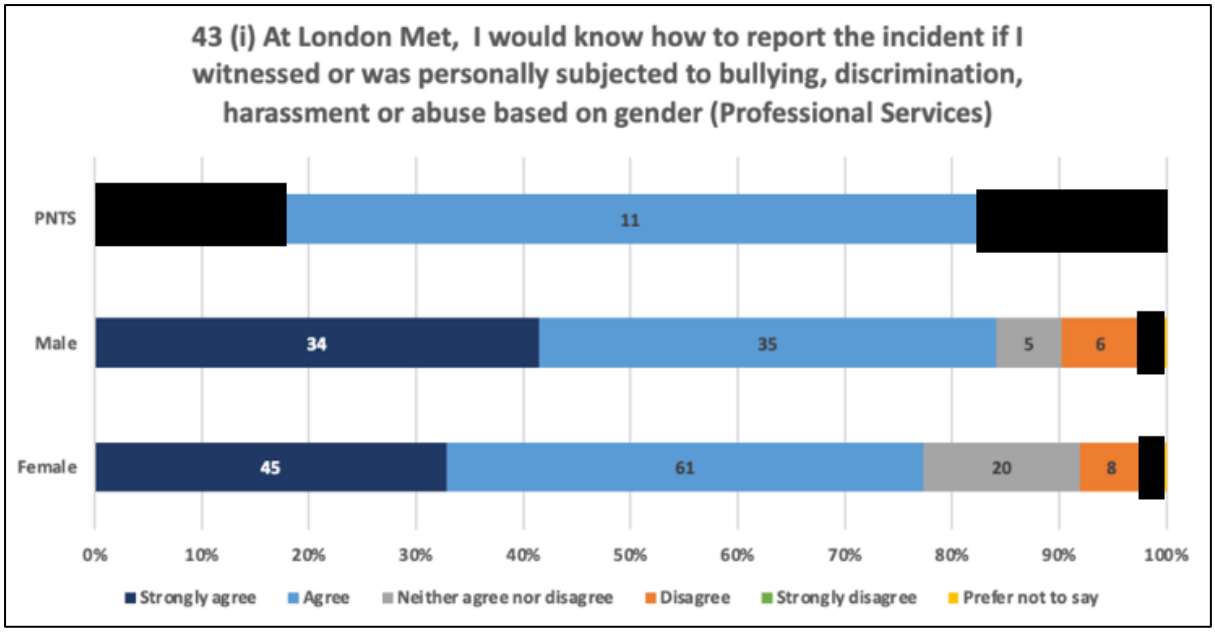


Figure APX1FIG81

Table APX1.4.4: At London Met, I am confident that appropriate actions would be taken if I reported bullying, discrimination, harassment, or abuse based on gender

Qu 44 (i): At London Met, I am confident that appropriate actions would be taken if I reported bullying, discrimination, harassment, or abuse based on gender																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	17	20.5%	20	23.0%	[redacted]		36	26.3%	29	35.4%		0.0%	54	24.3%	51	29.3%	[redacted]		107
Agree	18	21.7%	32	36.8%	8	18.6%	61	44.5%	33	40.2%	6	35.3%	79	35.6%	68	39.1%	16	24.6%	163
Neither agree nor disagree	26	31.3%	23	26.4%	9	20.9%	31	22.6%	12	14.6%	8	47.1%	58	26.1%	35	20.1%	18	27.7%	111
Disagree	10	12.0%	[redacted]		9	20.9%	[redacted]						14	6.3%	6	3.4%	10	15.4%	30
Strongly disagree	9	10.8%			8	18.6%						0.0%	12	5.4%	7	4.0%	8	12.3%	27
Prefer not to say	[redacted]		5	5.7%	8	18.6%							5	2.3%	7	4.0%	11	16.9%	23
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

Qu 44 (v): At London Met, I am confident that appropriate actions would be taken if I reported bullying, discrimination, harassment, or abuse based on trans identity

	Overall					
	Female		Male		PNTS	
Strongly Agree	60	27.0%	49	28.2%		
Agree	83	37.4%	60	34.5%	18	27.7%
Neither agree nor disagree	57	25.7%	38	21.8%	18	27.7%
Disagree	9	4.0%	12	6.9%	8	12.3%
Strongly disagree	7	3.2%	7	4.0%	9	13.8%
Prefer not to say	6	2.7%	8	4.6%	10	15.4%
Grand Total	**222**		**174**		**65**	

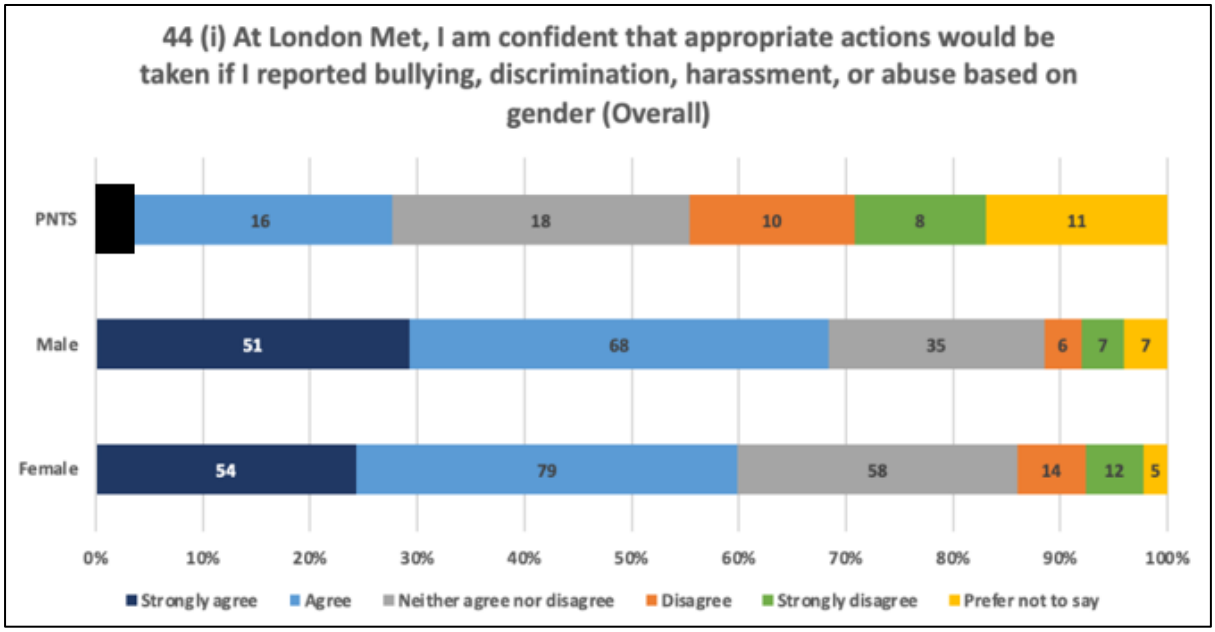


Figure APX1FIG82

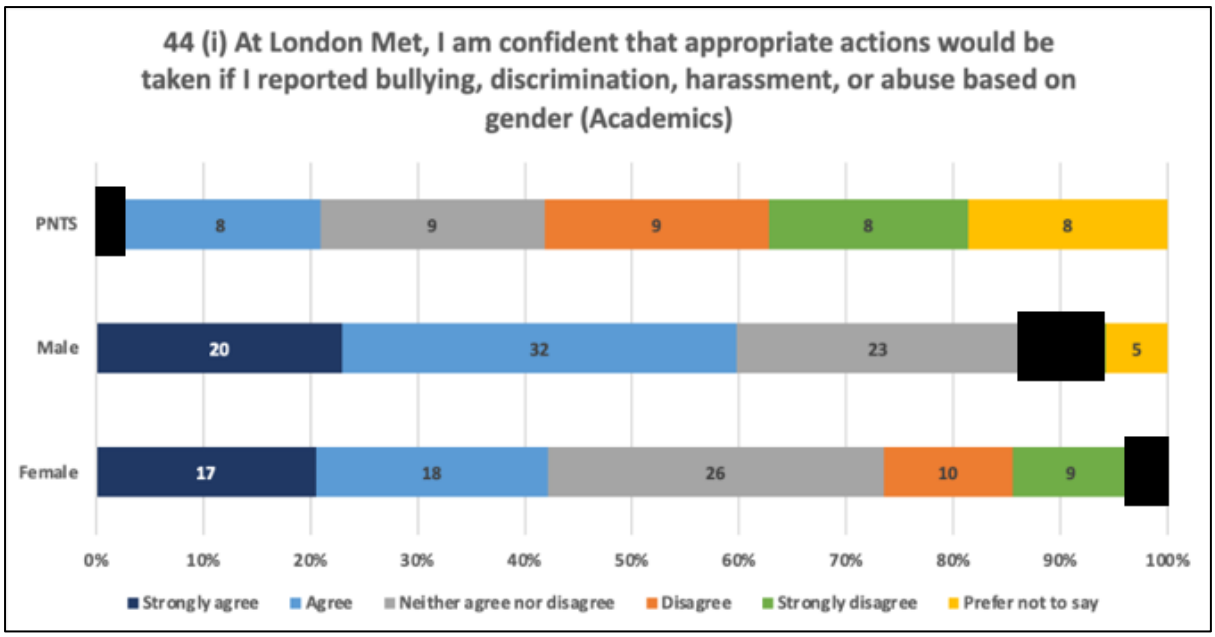


Figure APX1FIG83

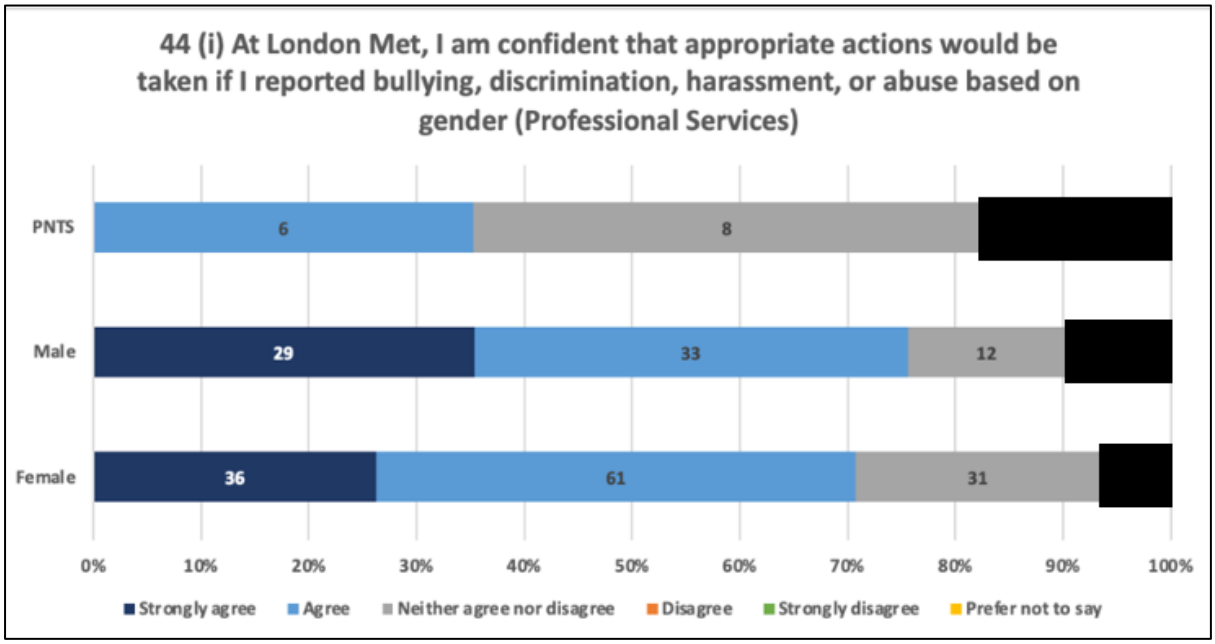


Figure APX1FIG84

Theme 5: Career Development

Table APX1.5.1: My line manager supports my career development

Qu 25 (ii): My line manager supports my career development																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	21	25.3%	30	34.5%	6	14.0%	48	35.0%	30	36.6%			70	31.5%	61	35.1%	10	15.4%	141
Agree	22	26.5%	26	29.9%	12	27.9%	57	41.6%	31	37.8%	9	52.9%	79	35.6%	59	33.9%	21	32.3%	159
Neither agree nor disagree	14	16.9%	14	16.1%	5	11.6%	17	12.4%	11	13.4%			32	14.4%	26	14.9%	10	15.4%	68
Disagree	12	14.5%	6	6.9%	6	14.0%	9	6.6%	6	7.3%			21	9.5%	12	6.9%	8	12.3%	41
Strongly disagree	11	13.3%	7	8.0%	12	27.9%							14	6.3%	11	6.3%	13	20.0%	38
I don't know												0.0%							9
Prefer not to say						0.0%				0.0%									5
Grand Total	**83**		**87**		**43**		**137**		**82**		**17**		**222**		**174**		**65**		**461**

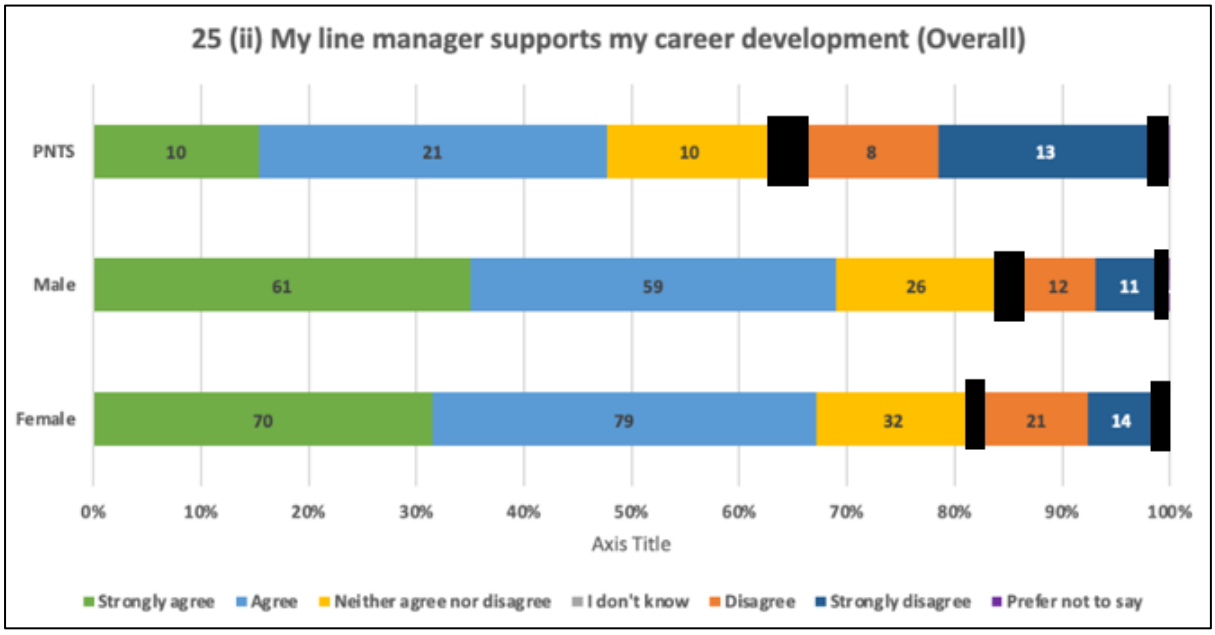


Figure APX1FIG85

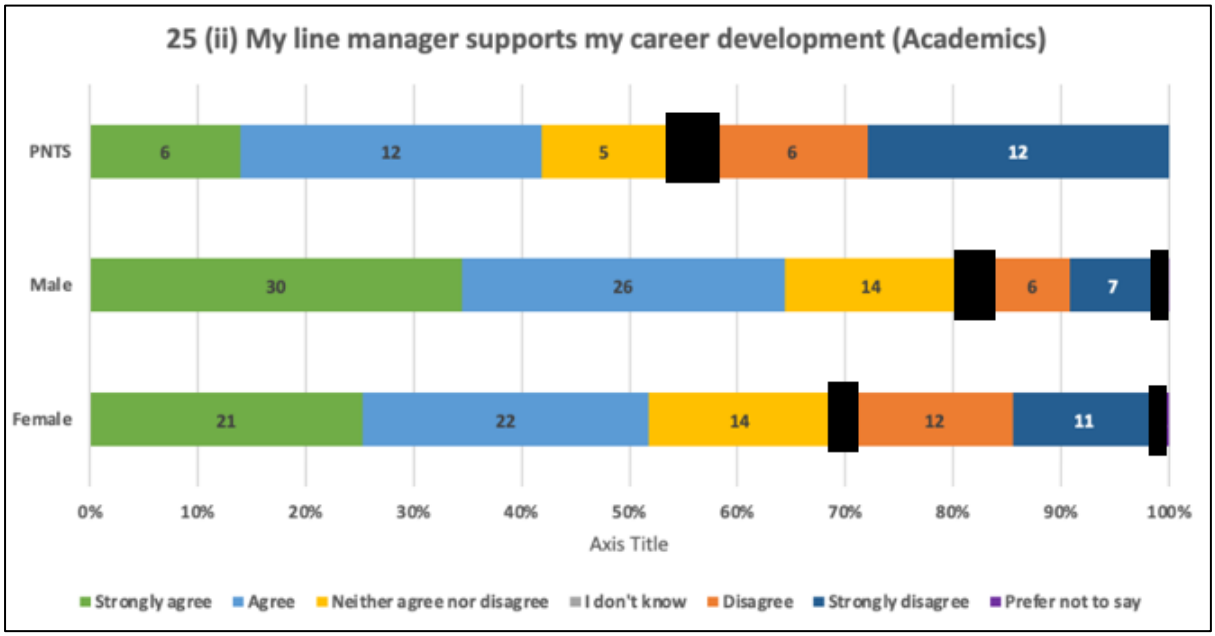


Figure APX1FIG86

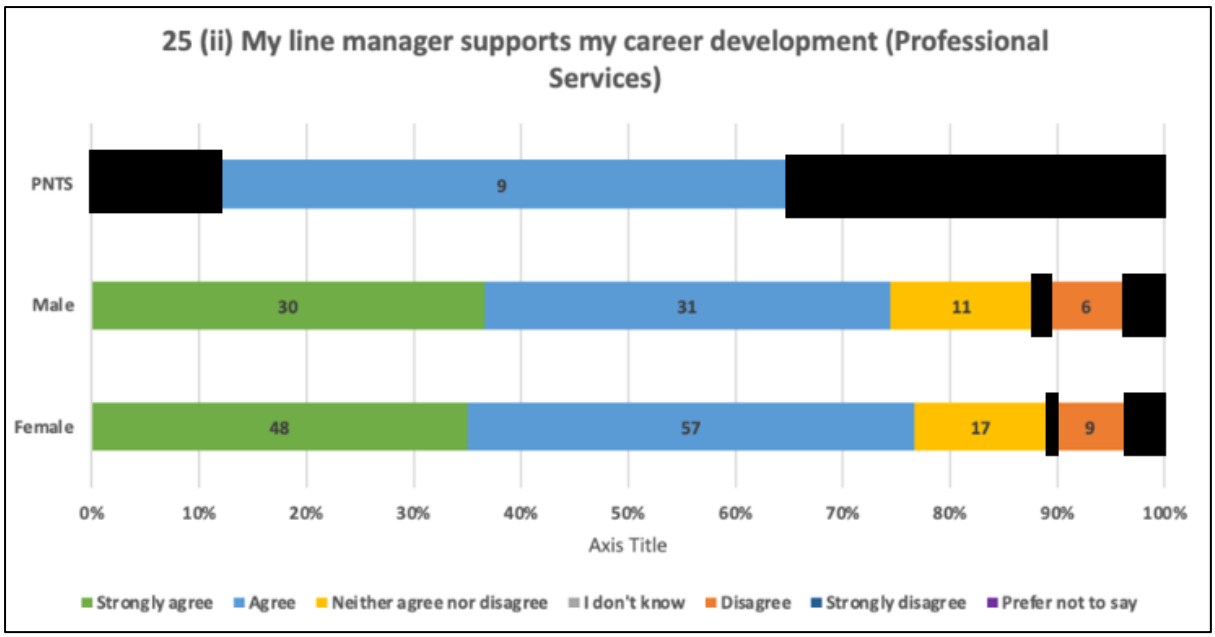


Figure APX1FIG87

Table APX1.5.2: Decisions about recruitment are made fairly

Qu 18 (i): Decisions about recruitment are made fairly																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	[redacted]		11	12.6%	[redacted]		12	8.8%	17	20.7%	[redacted]		16	7.2%	28	16.1%	[redacted]		47
Agree	22	26.5%	23	26.4%	8	18.6%	51	37.2%	31	37.8%	6	35.3%	73	32.9%	55	31.6%	15	23.1%	143
Neither agree nor disagree	18	21.7%	22	25.3%	6	14.0%	37	27.0%	15	18.3%	[redacted]		55	24.8%	40	23.0%	12	18.5%	107
Disagree	12	14.5%	10	11.5%	8	18.6%	13	9.5%	[redacted]				26	11.7%	15	8.6%	12	18.5%	53
Strongly disagree	14	16.9%	10	11.5%	12	27.9%	9	6.6%	5	6.1%			23	10.4%	15	8.6%	13	20.0%	51
I don't know	13	15.7%	11	12.6%	5	11.6%	14	10.2%	8	9.8%			27	12.2%	19	10.9%	7	10.8%	53
Prefer not to say	[redacted]			0.0%	[redacted]							0.0%	[redacted]						7
Grand Total	83		87		43		137		82		17		222		174		65		461

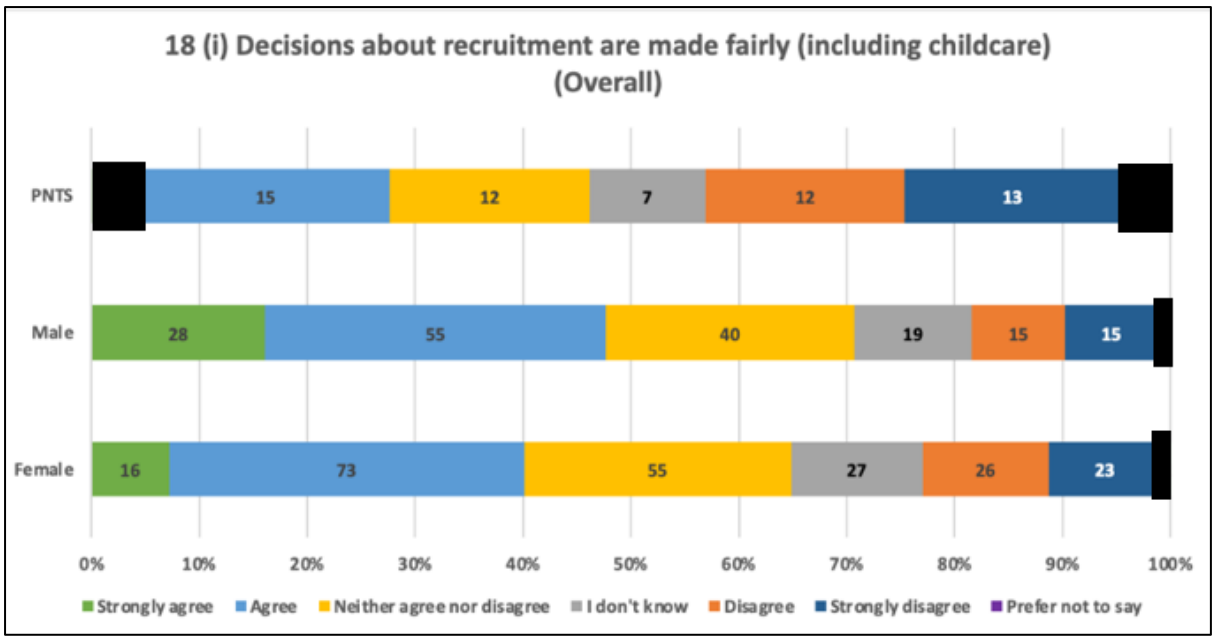


Figure APX1FIG88

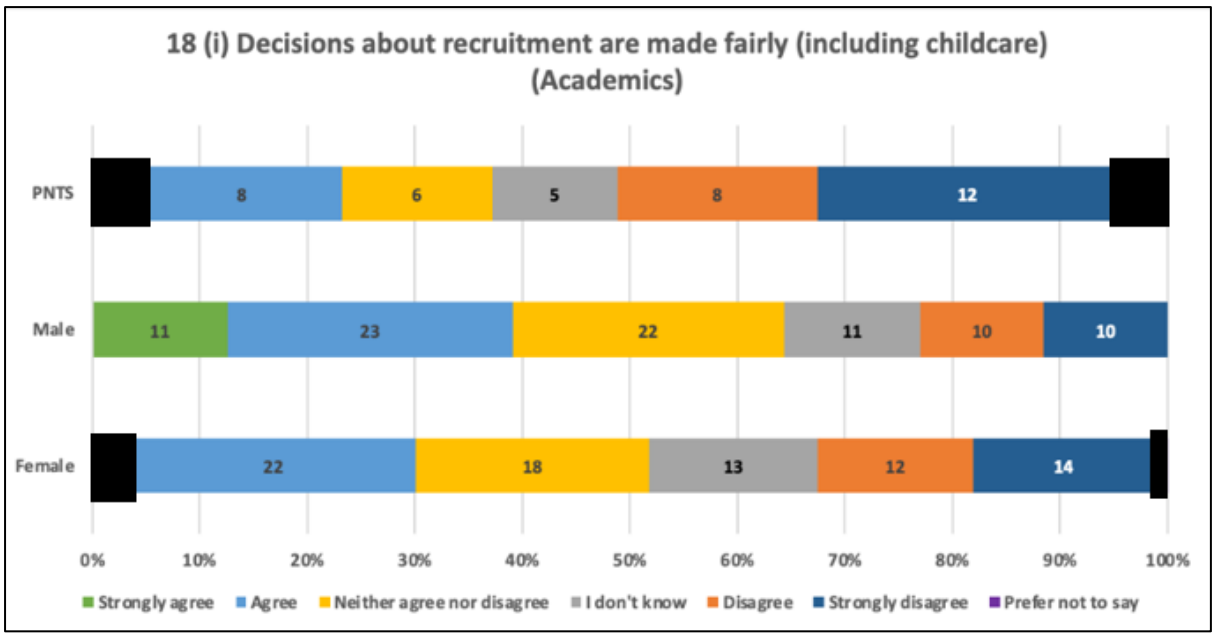


Figure APX1FIG89

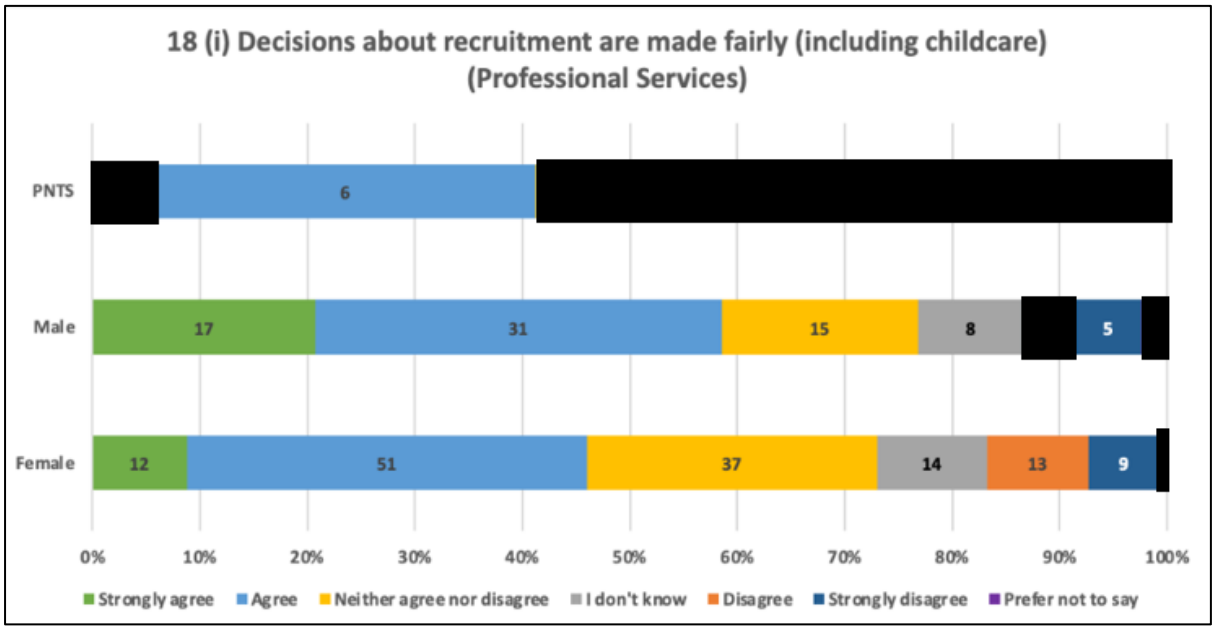


Figure APX1FIG90

Table APX1.5.3: Decisions about promotion/progression are made fairly

Qu 18 (ii): Decisions about promotion/progression are made fairly																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	[redacted]		7	8.0%		0.0%	9	6.6%	12	14.6%	[redacted]		12	5.4%	19	10.9%	[redacted]		32
Agree	14	16.9%	18	20.7%		0.0%	42	30.7%	22	26.8%	[redacted]		57	25.7%	41	23.6%	5	7.7%	103
Neither agree nor disagree	20	24.1%	20	23.0%	6	14.0%	31	22.6%	21	25.6%	[redacted]		51	23.0%	43	24.7%	12	18.5%	106
Disagree	16	19.3%	16	18.4%	10	23.3%	19	13.9%	8	9.8%	5	29.4%	35	15.8%	25	14.4%	16	24.6%	76
Strongly disagree	17	20.5%	14	16.1%	20	46.5%	16	11.7%	7	8.5%	[redacted]		34	15.3%	21	12.1%	21	32.3%	76
I don't know	13	15.7%	12	13.8%	[redacted]		20	14.6%	10	12.2%	[redacted]		33	14.9%	23	13.2%	7	10.8%	63
Prefer not to say		0.0%		0.0%	[redacted]			0.0%	[redacted]			0.0%		0.0%	[redacted]				5
Grand Total	83		87		43		137		82		17		222		174		65		461

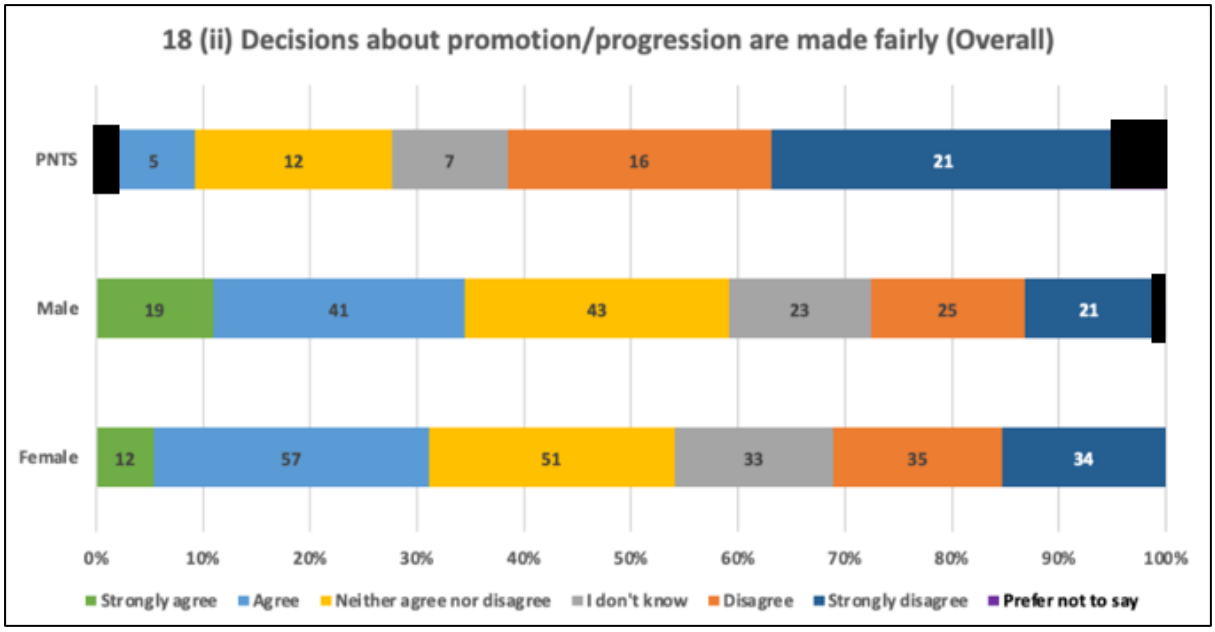


Figure APX1FIG91

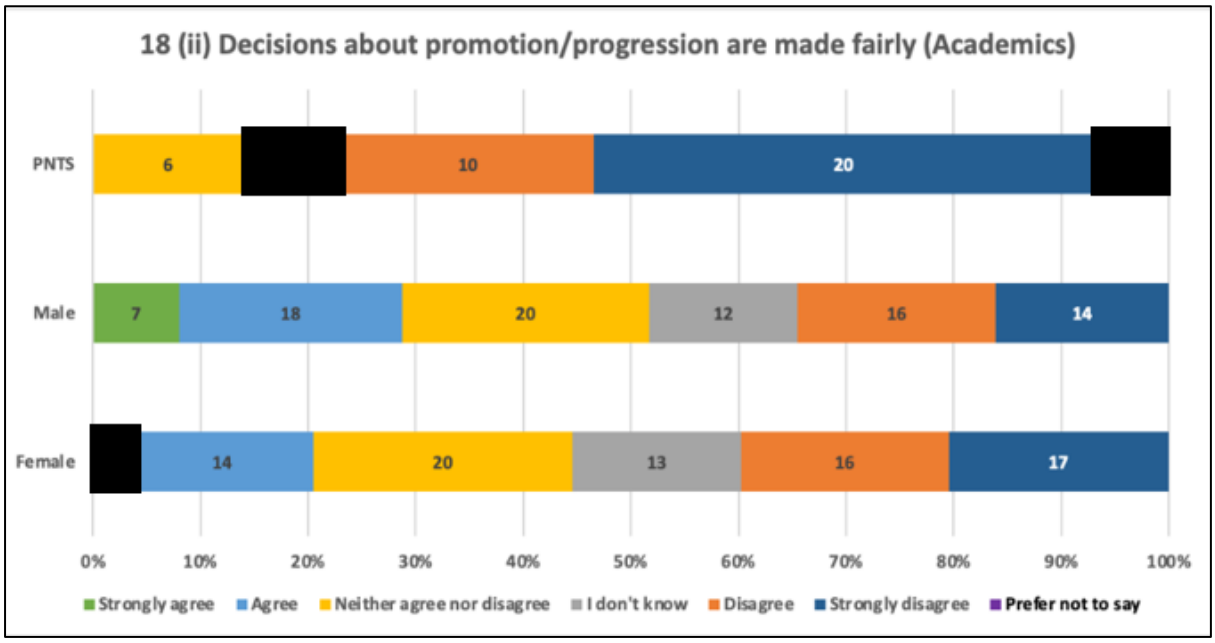


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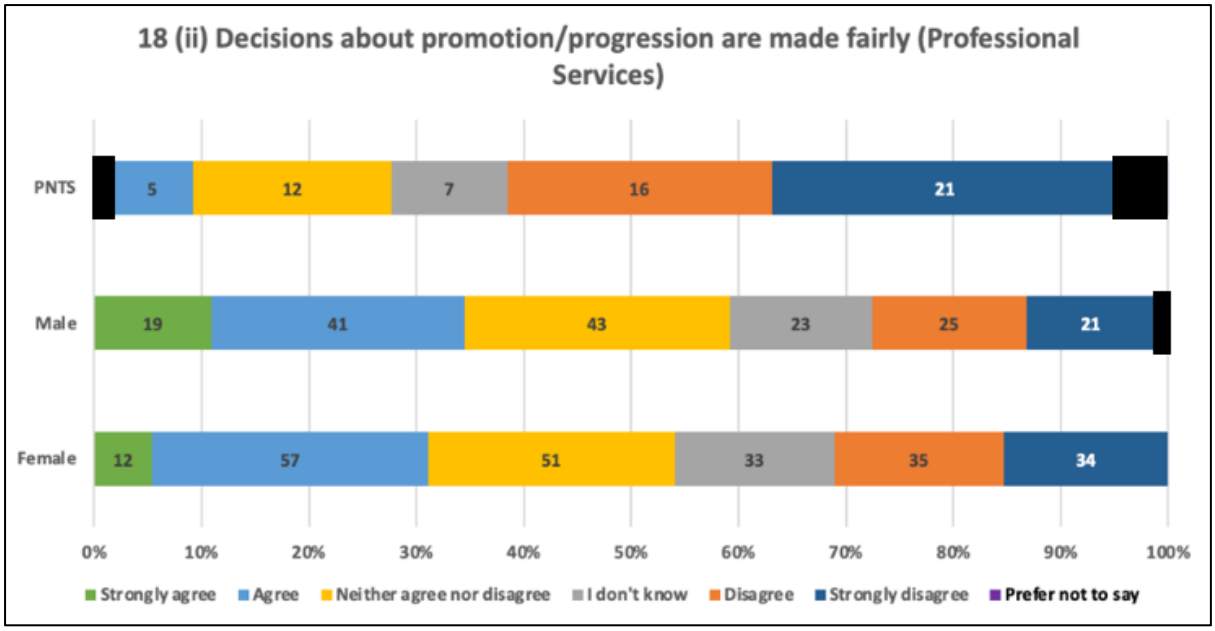


Figure APX1FIG93

Table APX1.5.4: I receive useful feedback on my career development through performance reviews

Qu 18 (iii): I receive useful feedback on my career development through performance reviews																			
	Academic Staff Schools						Professional Services and Senior Staff						Overall						Total
	Female		Male		PNTS		Female		Male		PNTS		Female		Male		PNTS		
Strongly Agree	6	7.2%	8	9.2%			16	11.7%	16	19.5%		0.0%	23	10.4%	24	13.8%			48
Agree	24	28.9%	29	33.3%			64	46.7%	20	24.4%			88	39.6%	51	29.3%	8	12.3%	147
Neither agree nor disagree	12	14.5%	19	21.8%	10	23.3%	28	20.4%	18	22.0%			40	18.0%	39	22.4%	15	23.1%	94
Disagree	16	19.3%	11	12.6%	5	11.6%	18	13.1%	14	17.1%	7	41.2%	34	15.3%	26	14.9%	13	20.0%	73
Strongly disagree	24	28.9%	17	19.5%	20	46.5%	7	5.1%	7	8.5%			32	14.4%	24	13.8%	22	33.8%	78
I don't know		0.0%													6	3.4%			12
Prefer not to say												0.0%							9
Grand Total	83		87		43		137		82		17		222		174		65		461

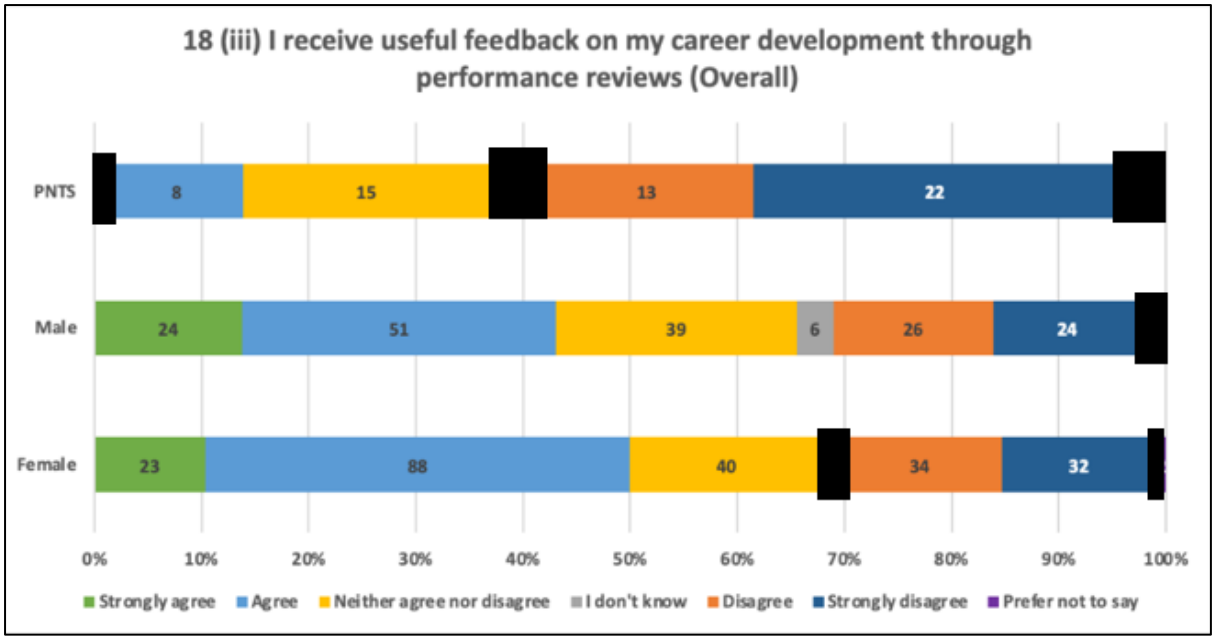


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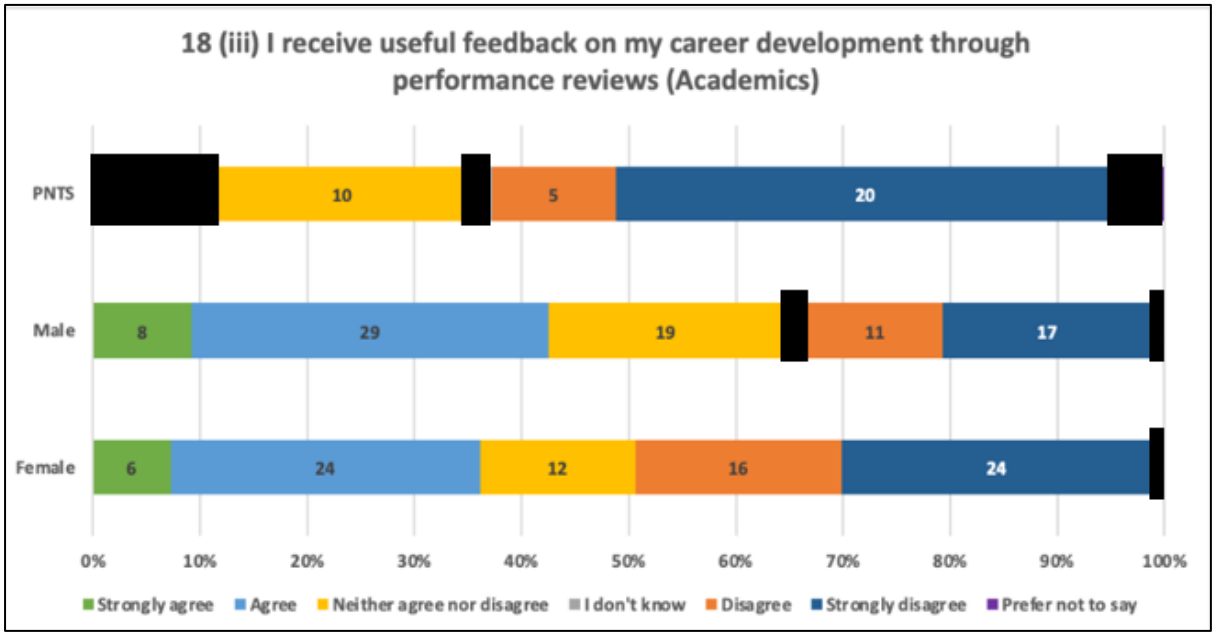


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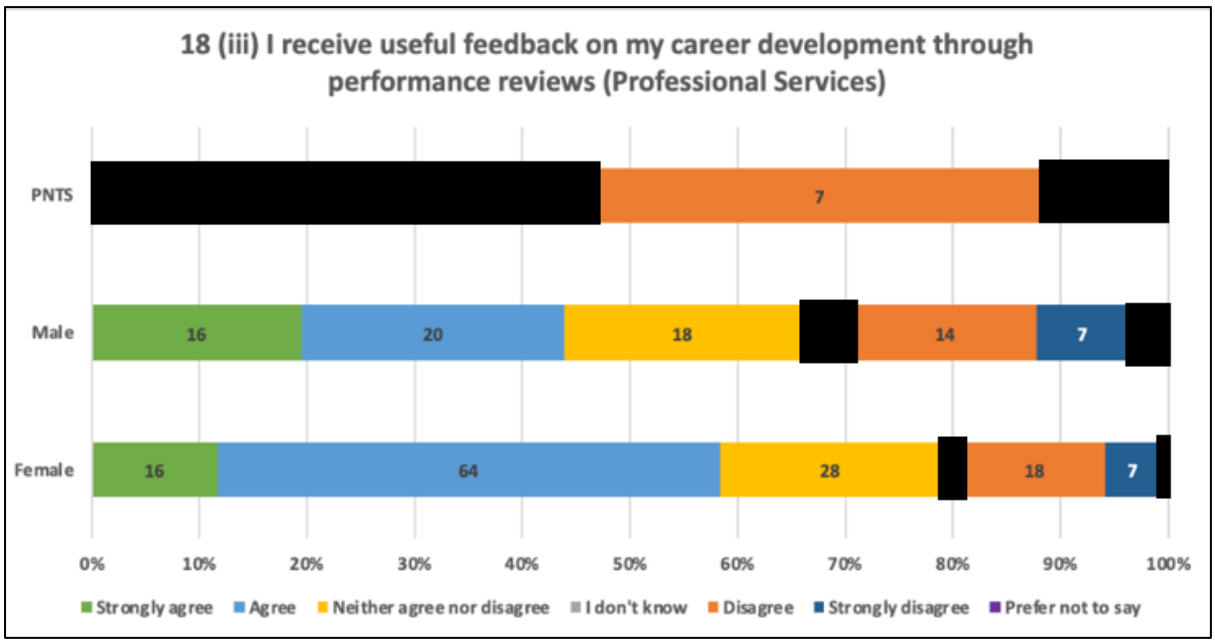


Figure APX1FIG96

Intersectional Graphs

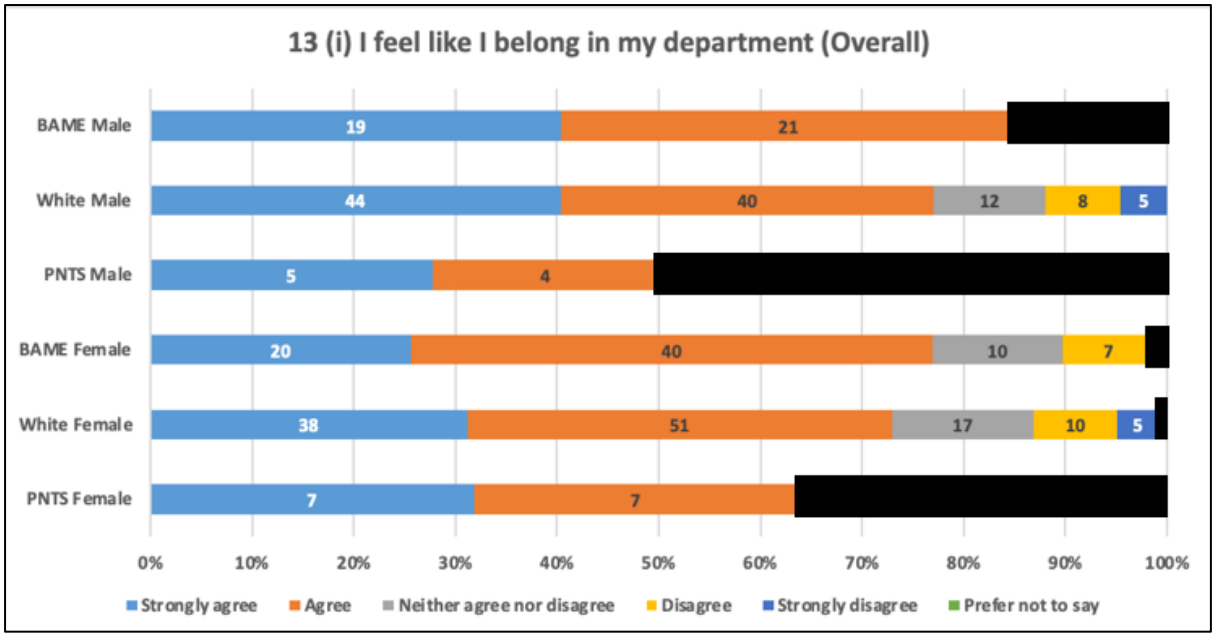


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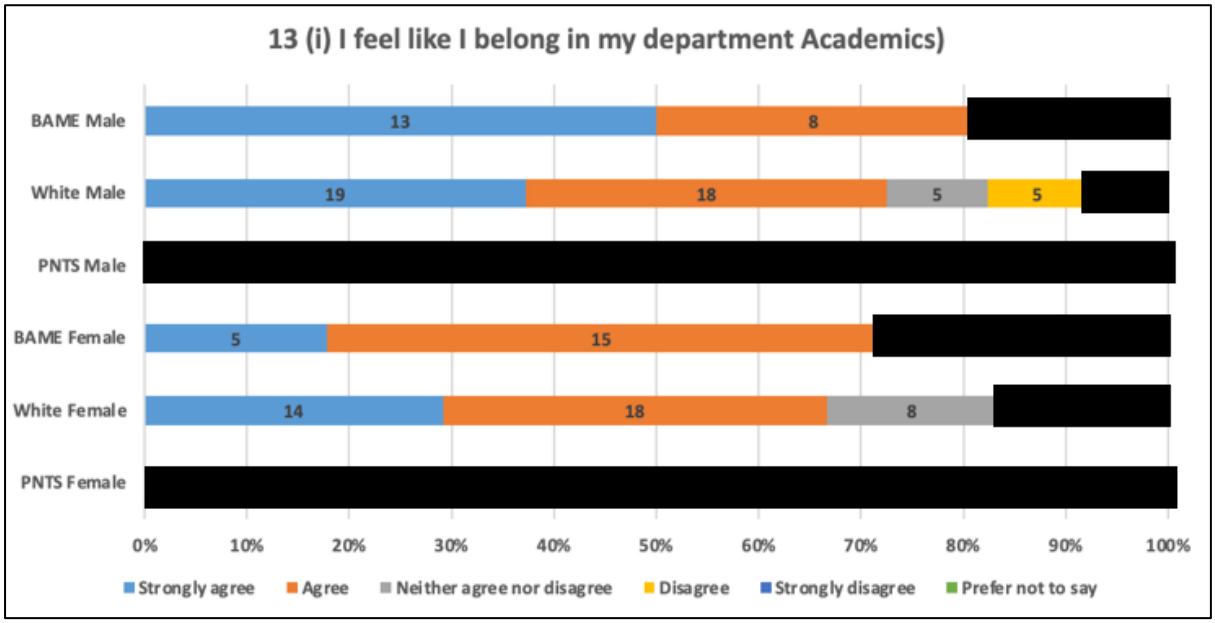


Figure APX1FIG98

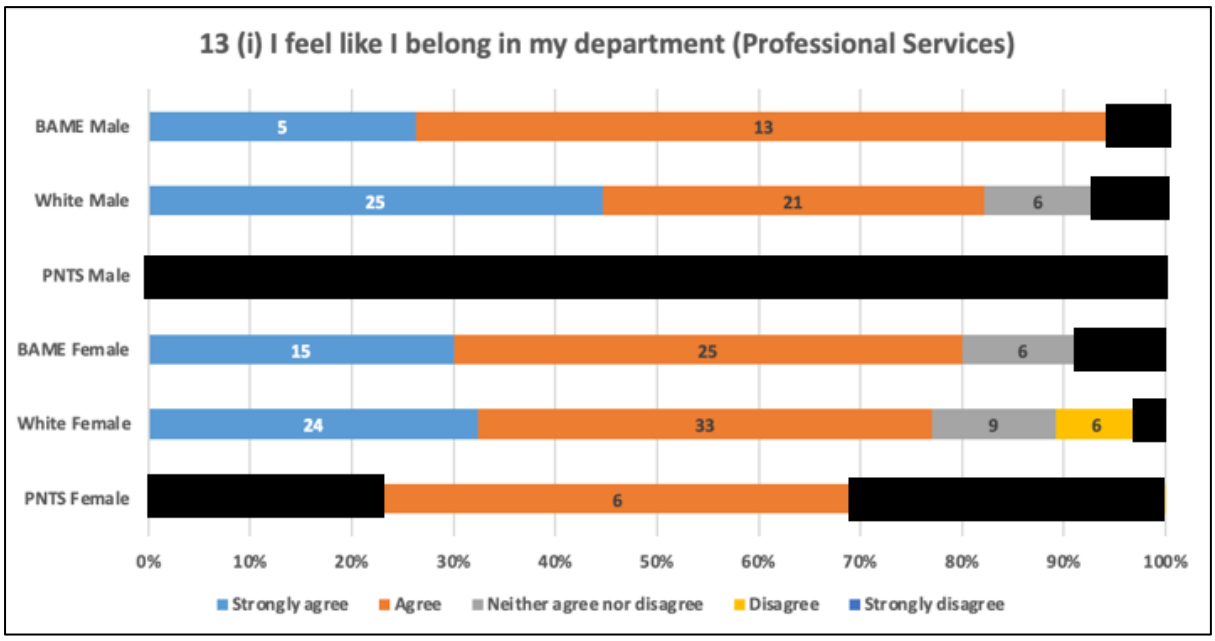


Figure APX1FIG99

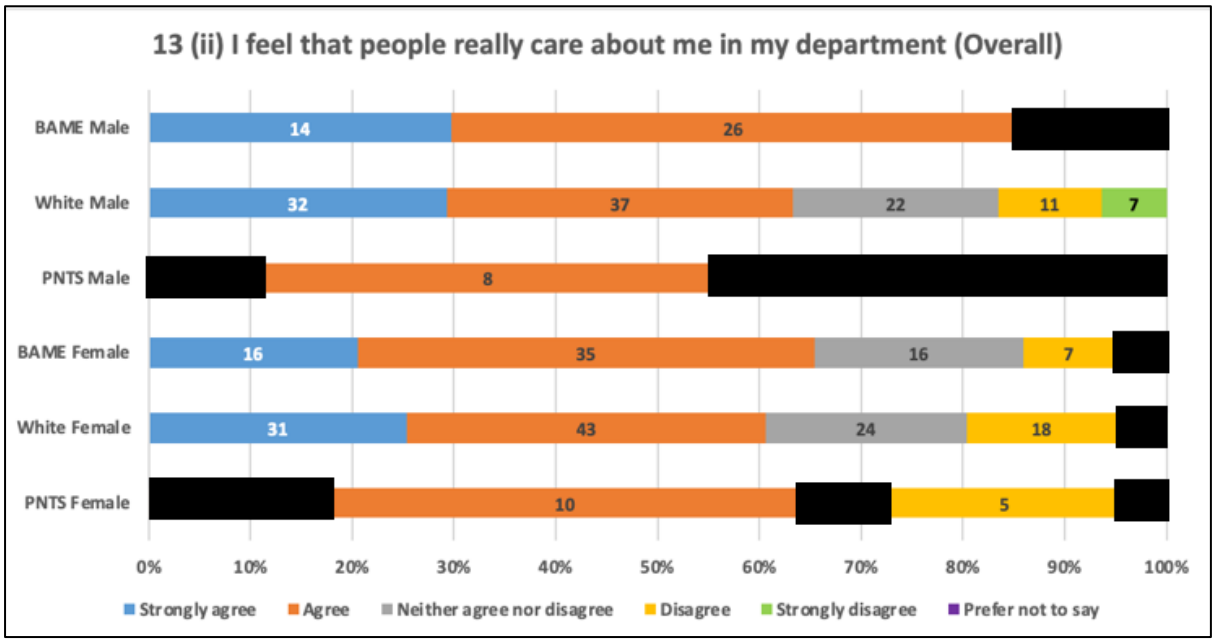


Figure APX1FIG100

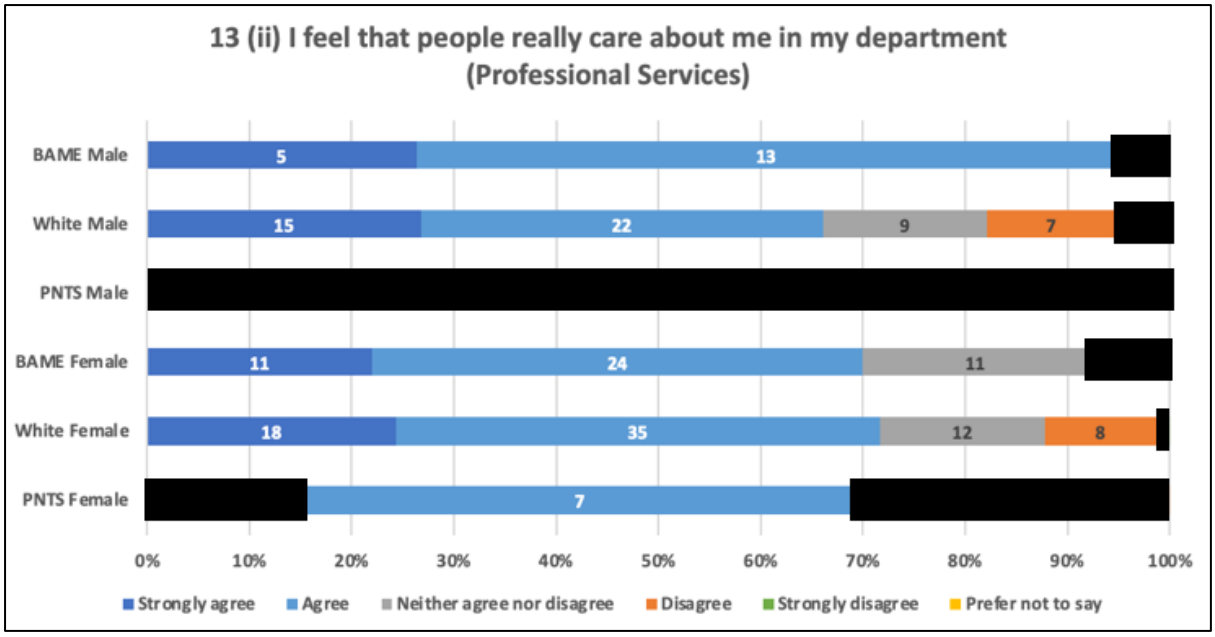


Figure APX1FIG101

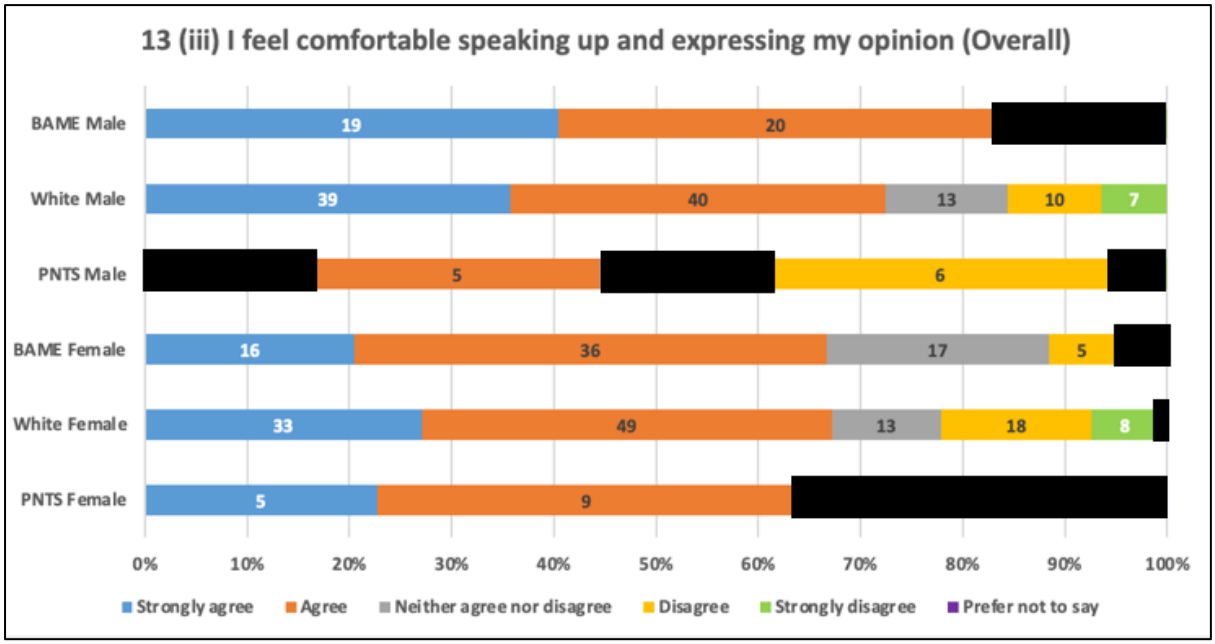


Figure APX1FIG102

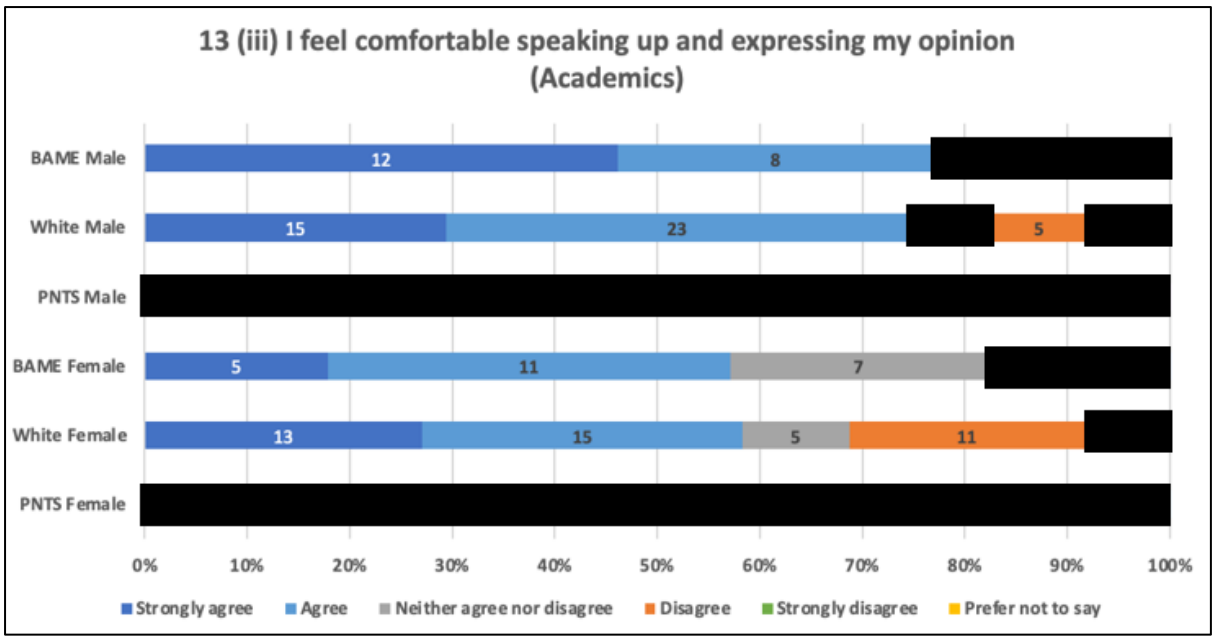


Figure APX1FIG103

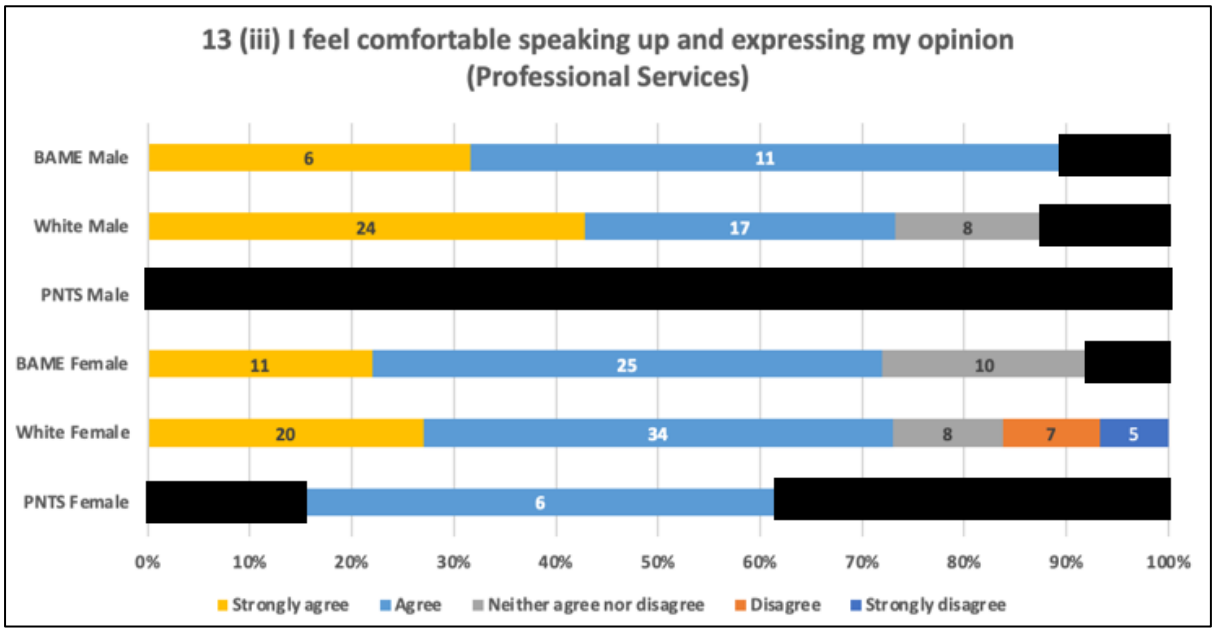


Figure APX1FIG104

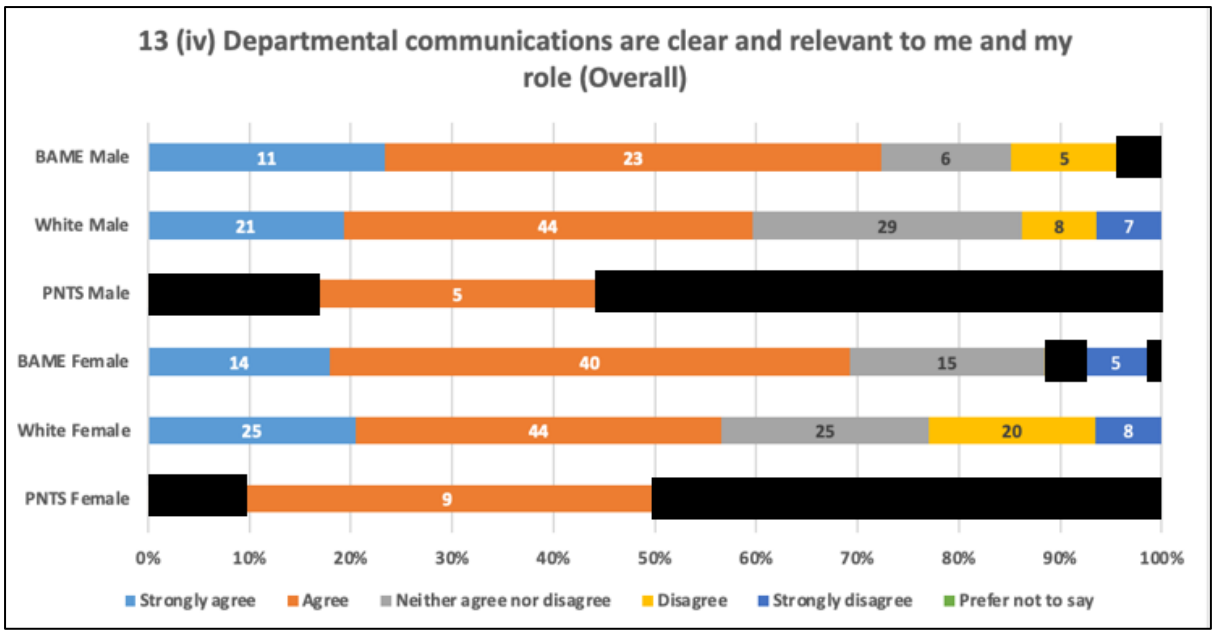


Figure APX1FIG105

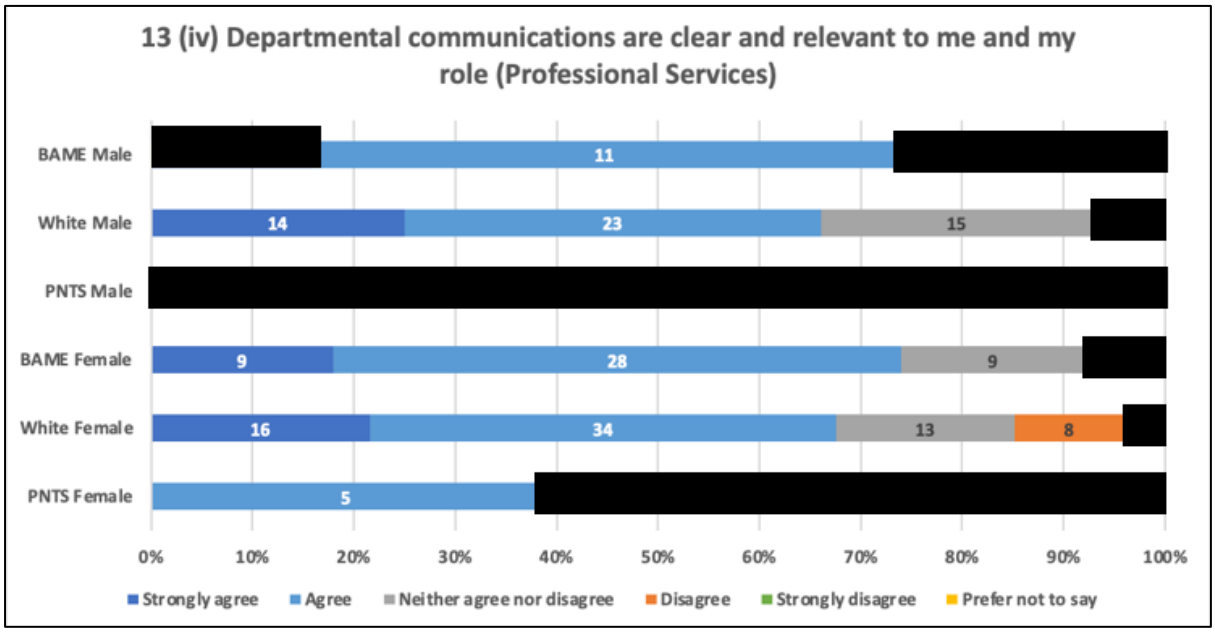


Figure APX1FIG106

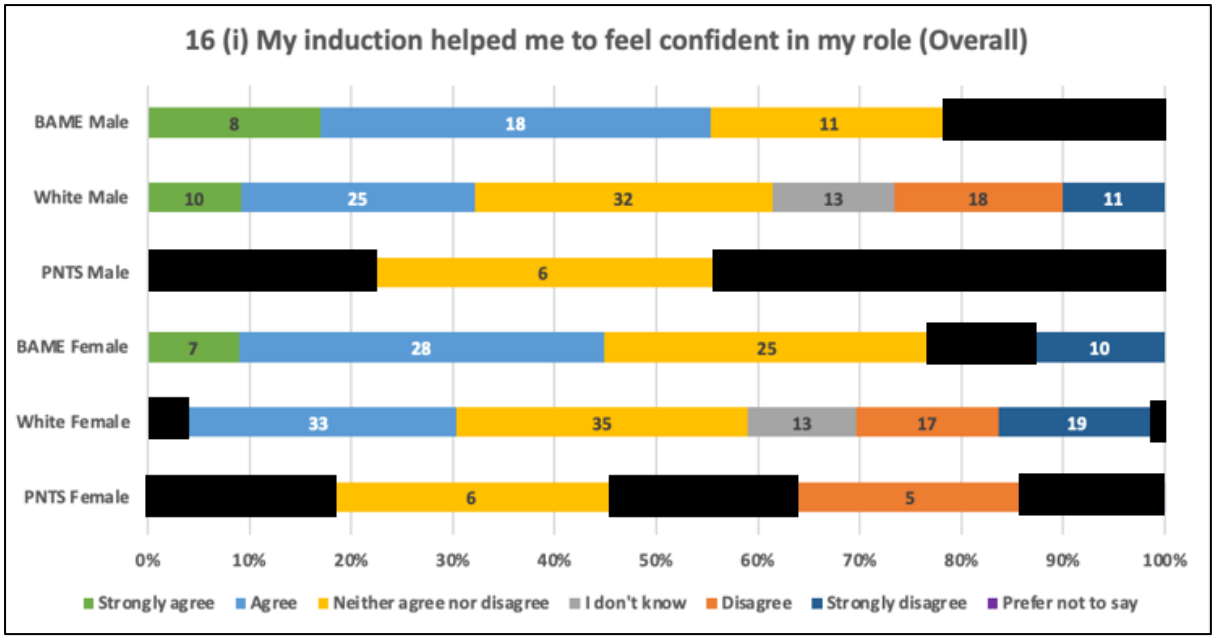


Figure APX1FIG107

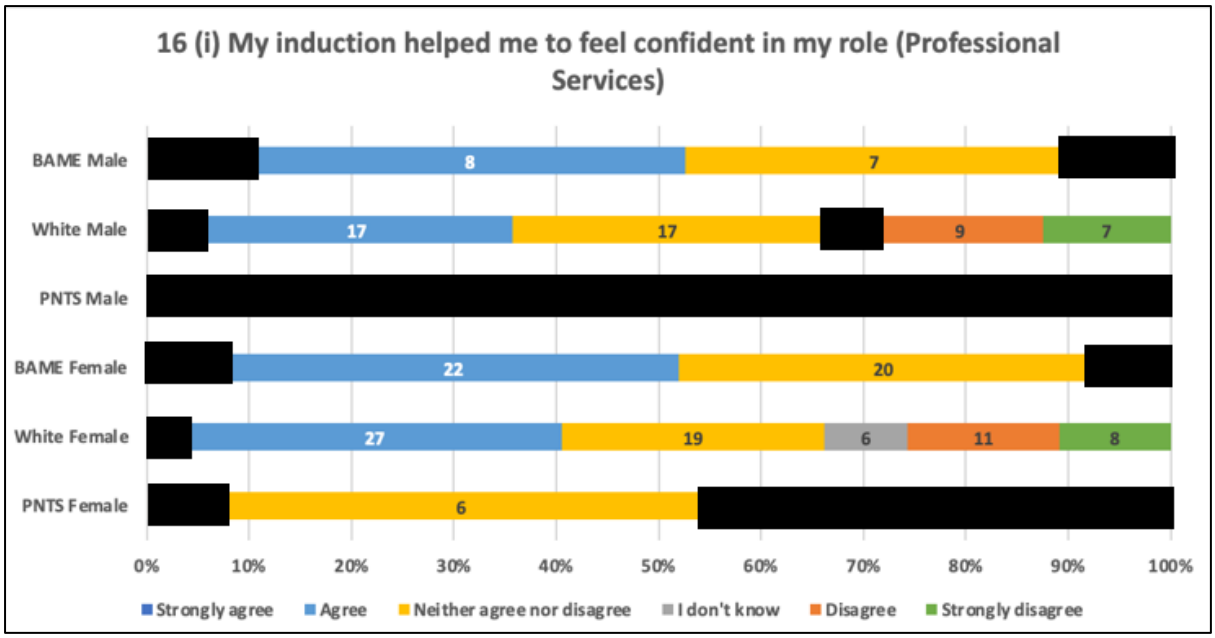


Figure APX1FIG108

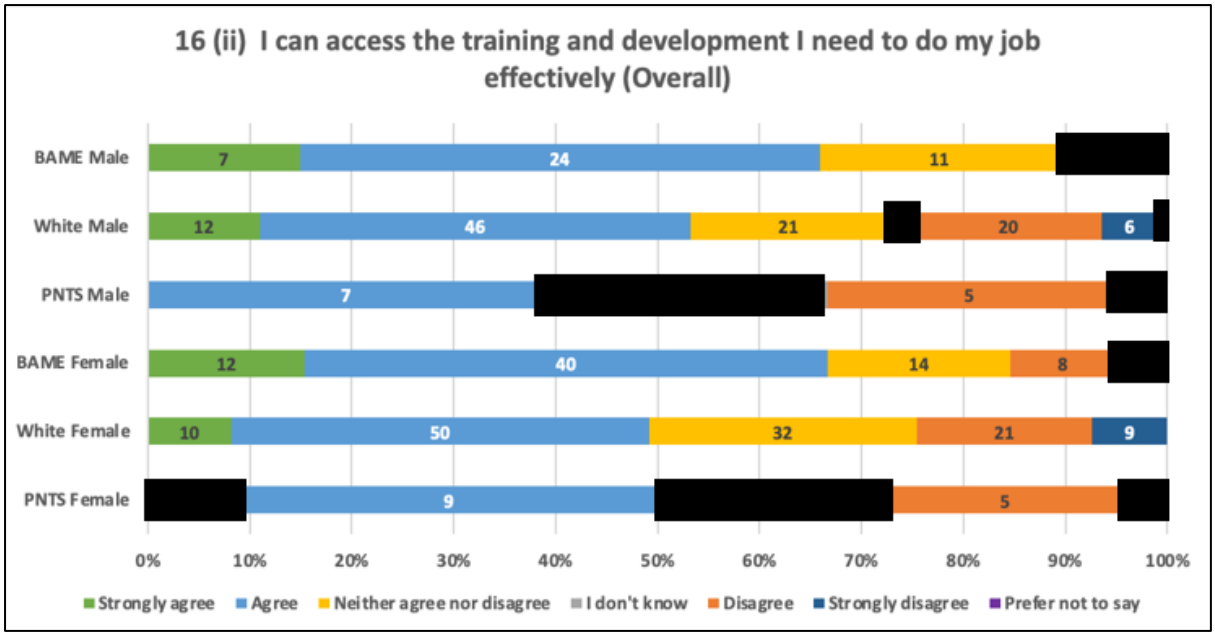


Figure APX1FIG109

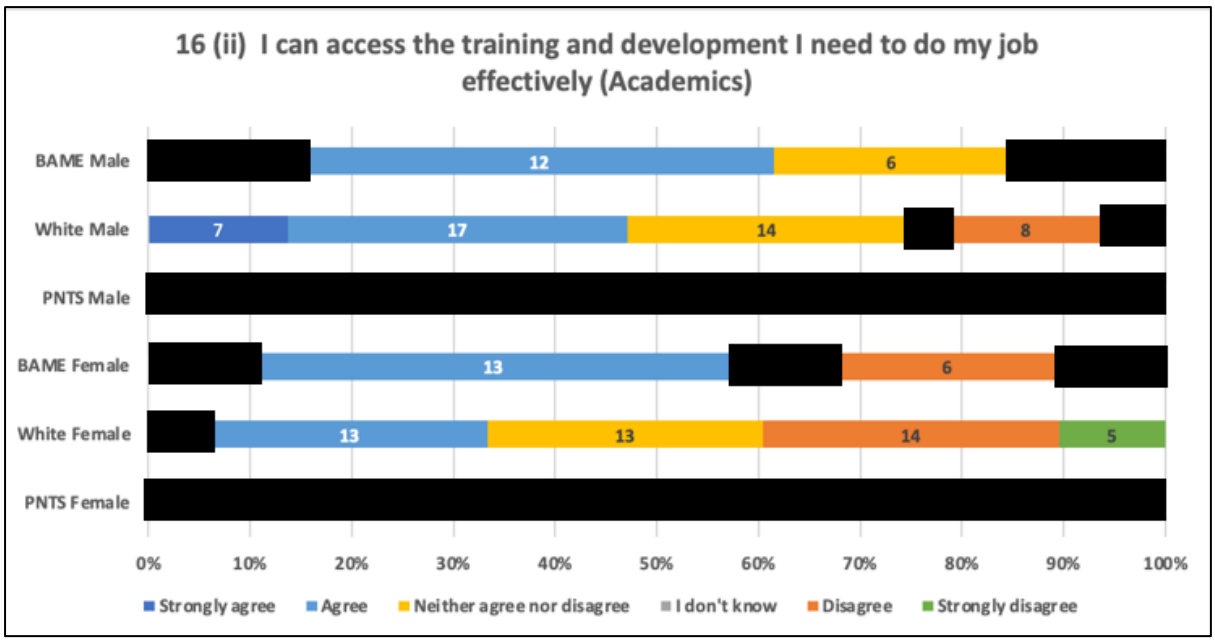


Figure APX1FIG110

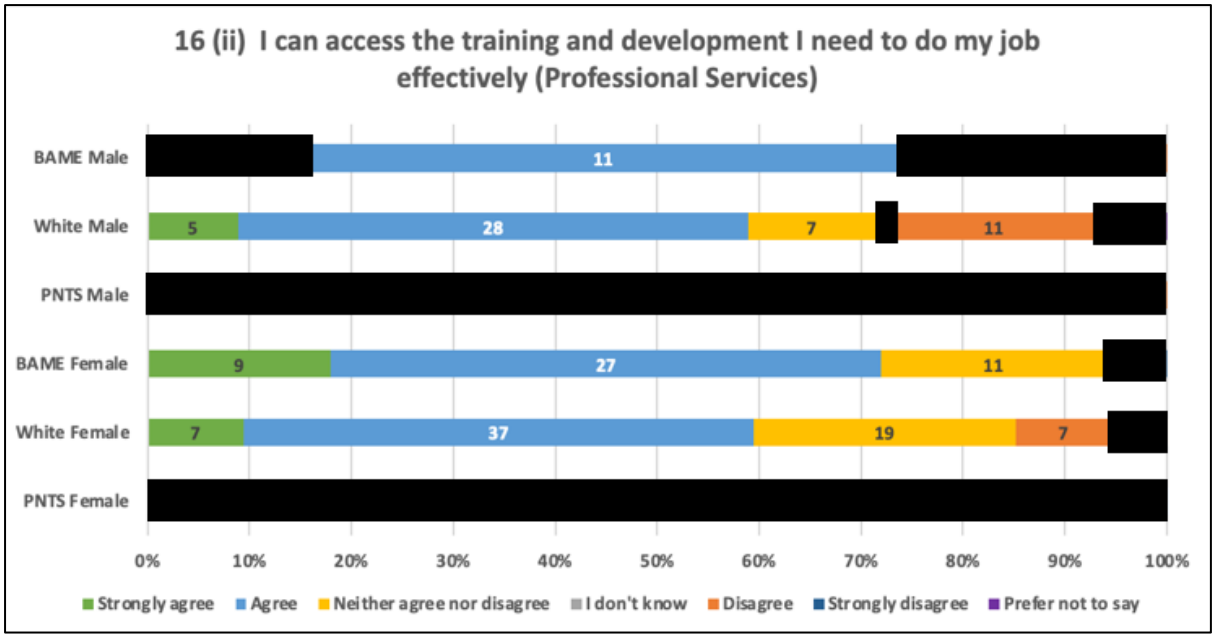


Figure APX1FIG111

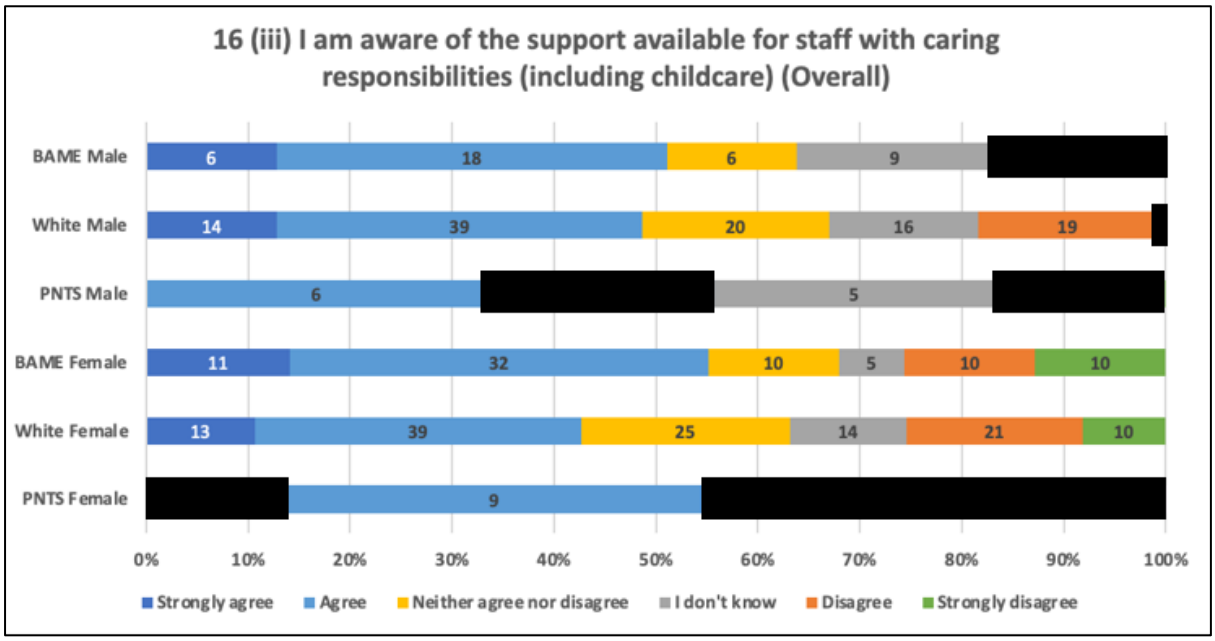


Figure APX1FIG112

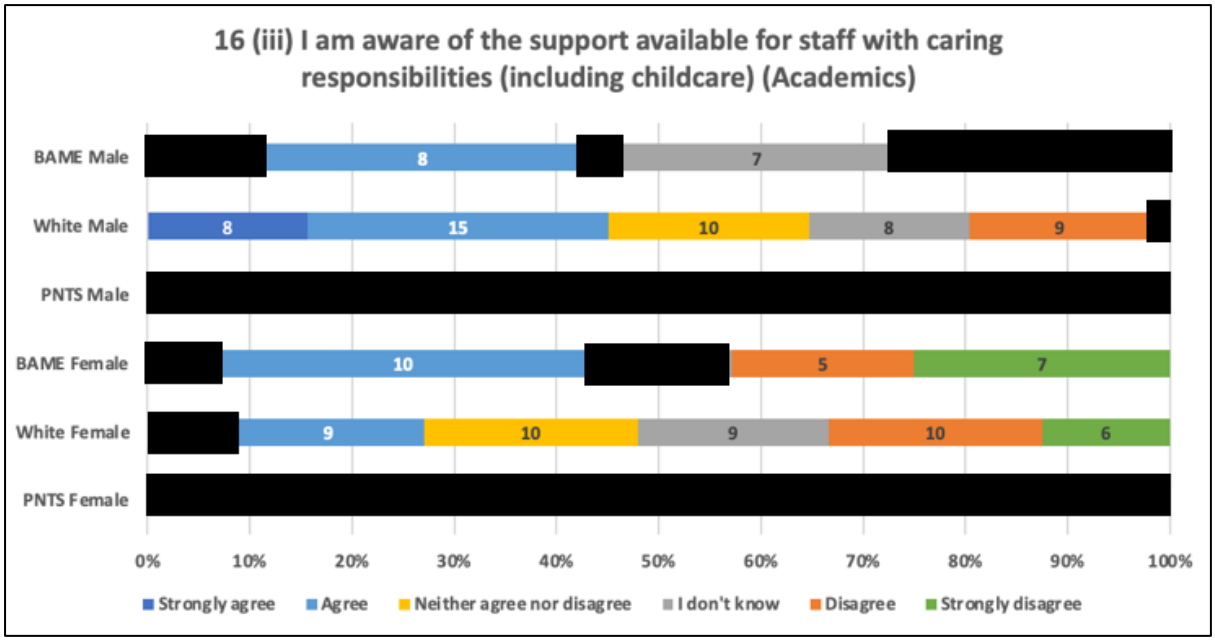


Figure APX1FIG113

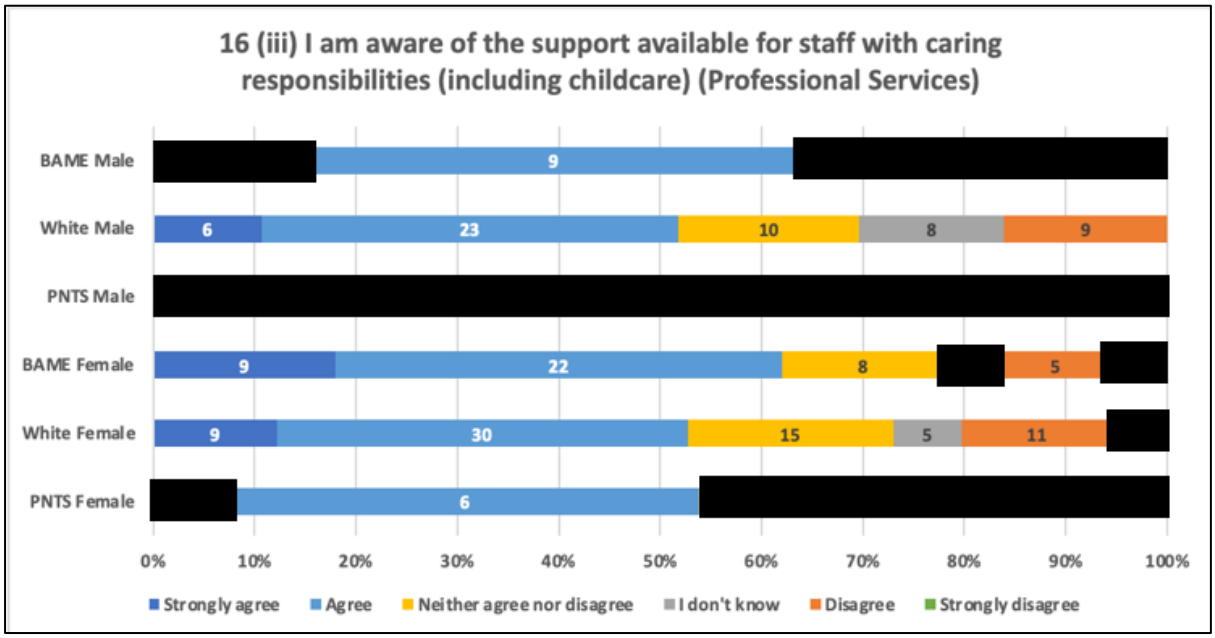


Figure APX1FIG114

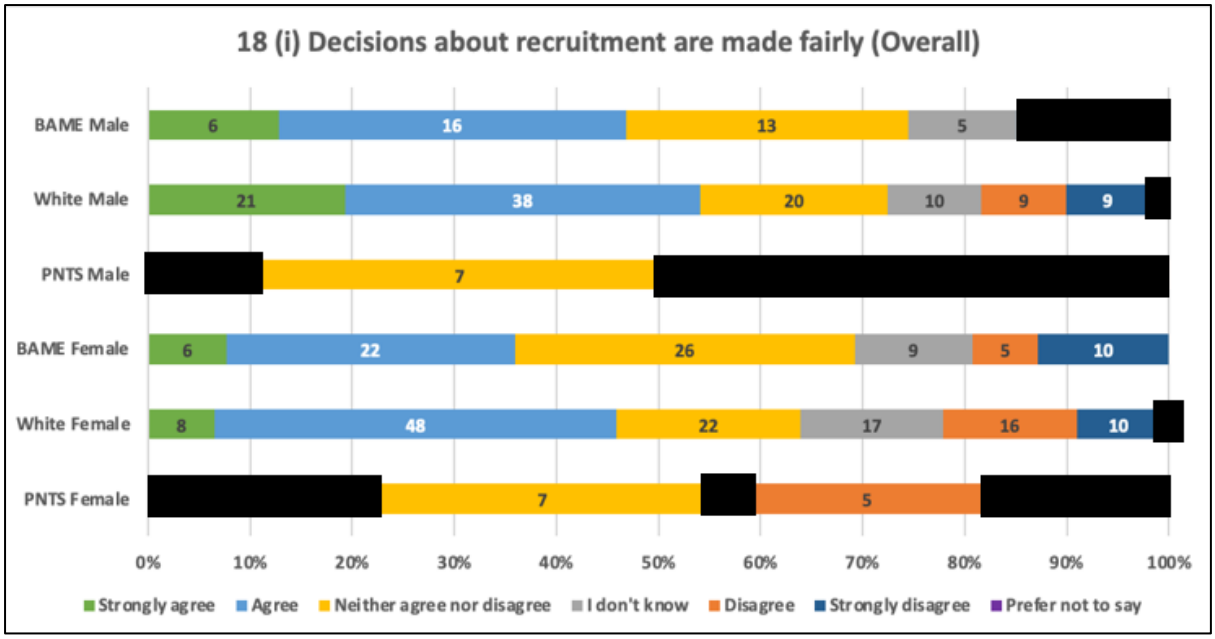


Figure APX1FIG115

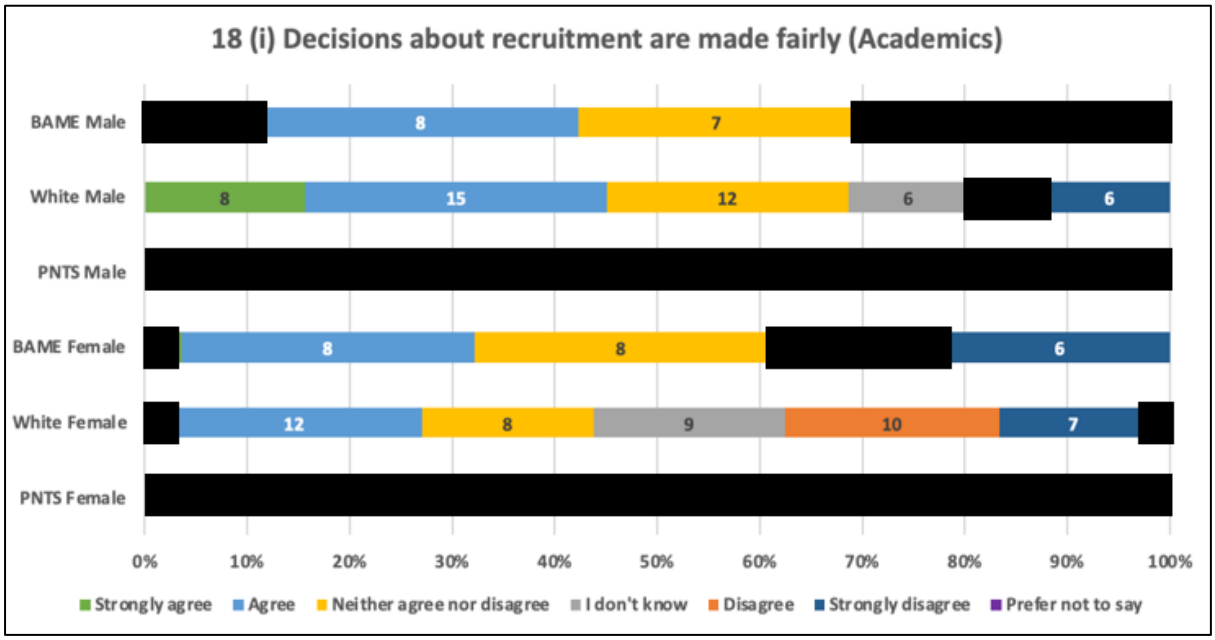


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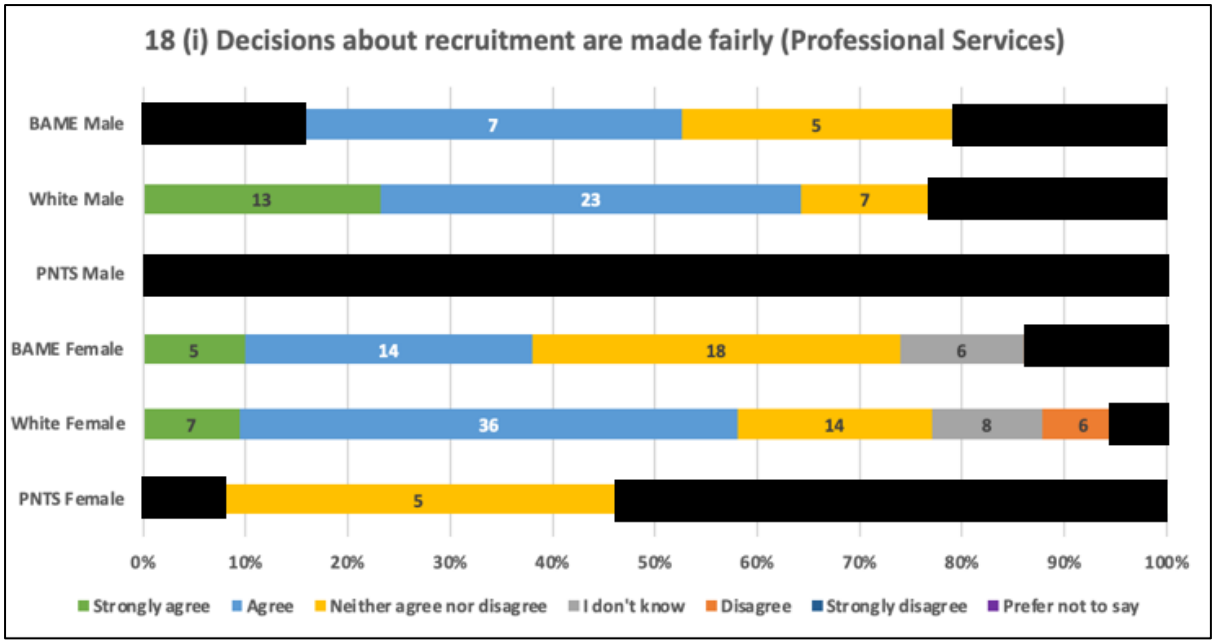


Figure APX1FIG117

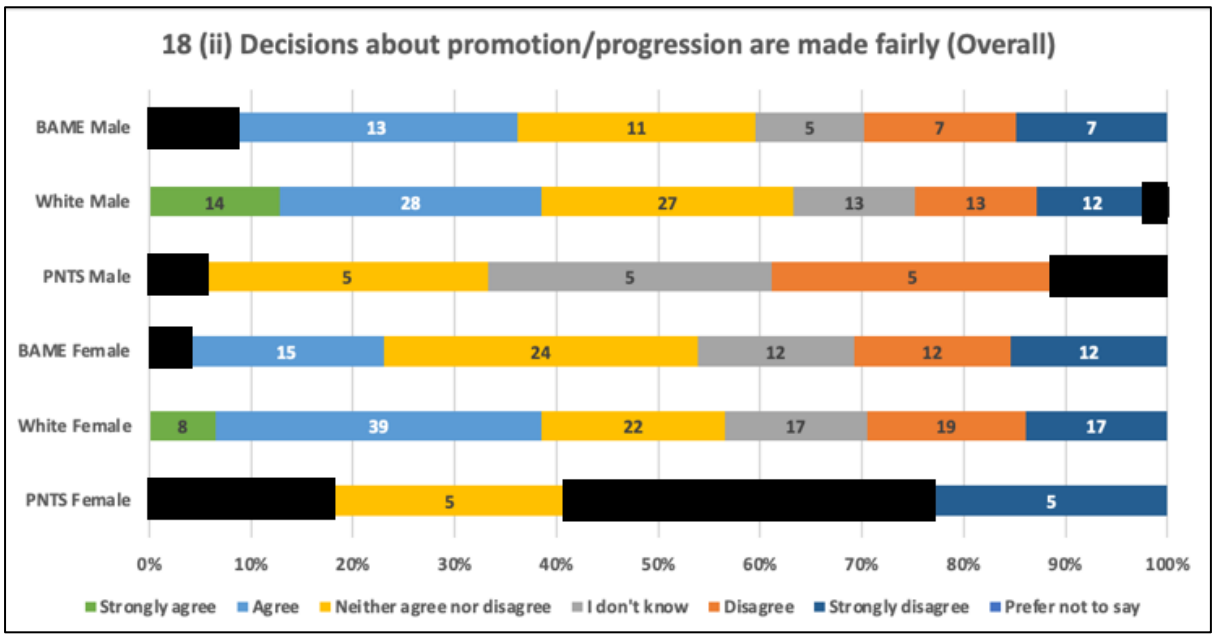


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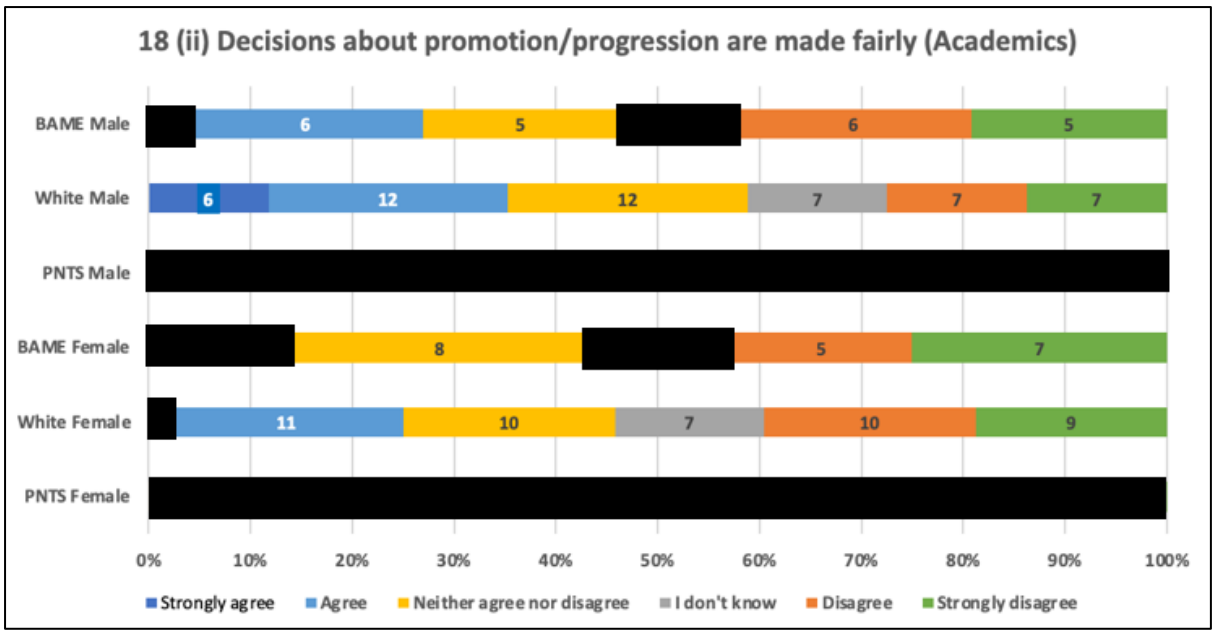


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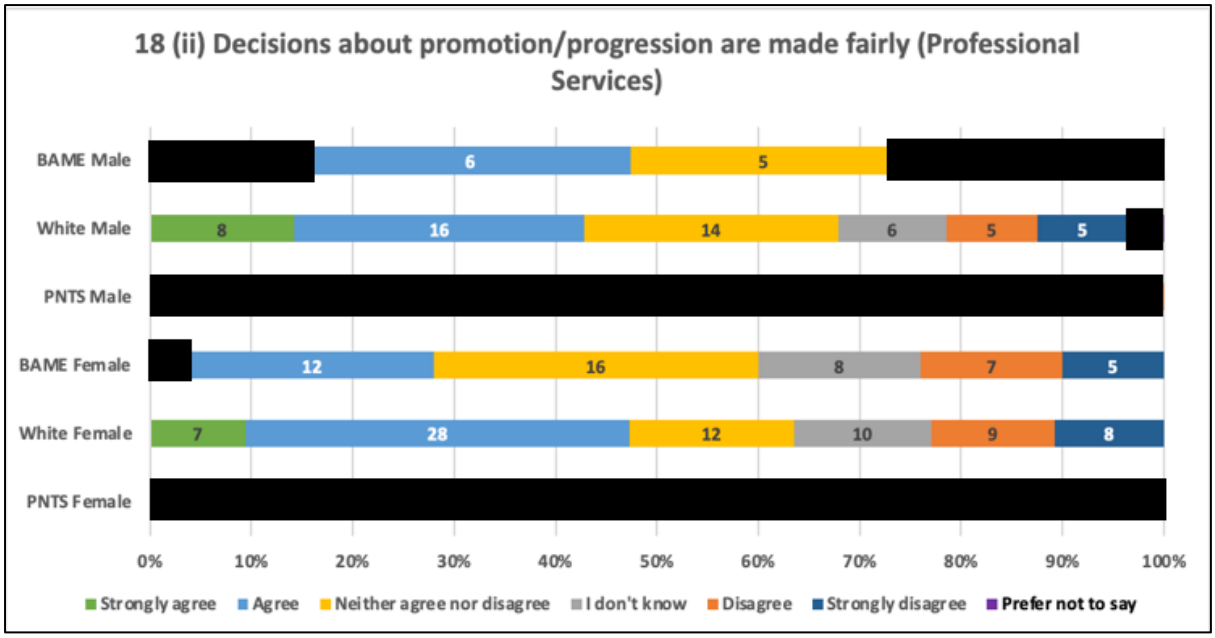


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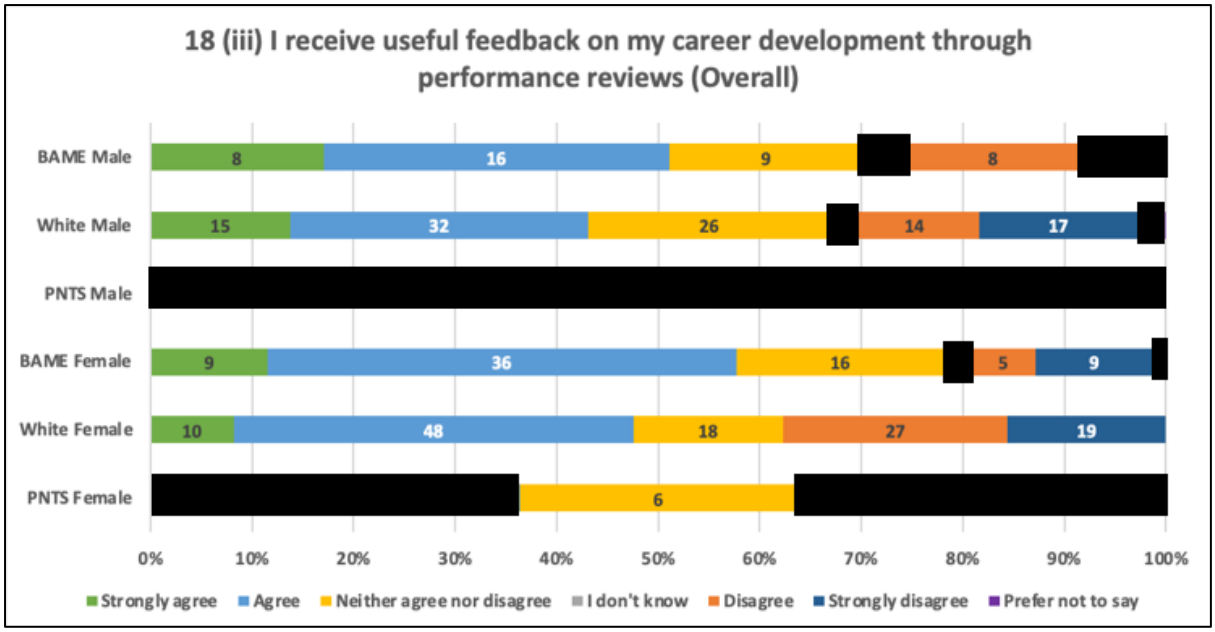


Figure APX1FIG121

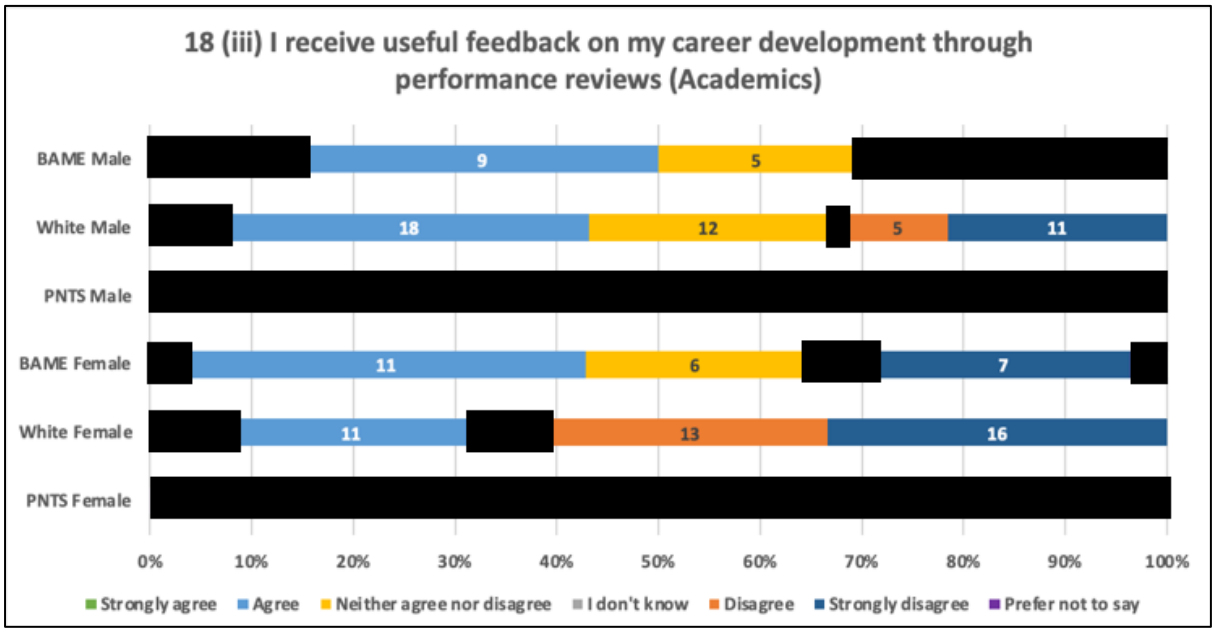


Figure APX1FIG122

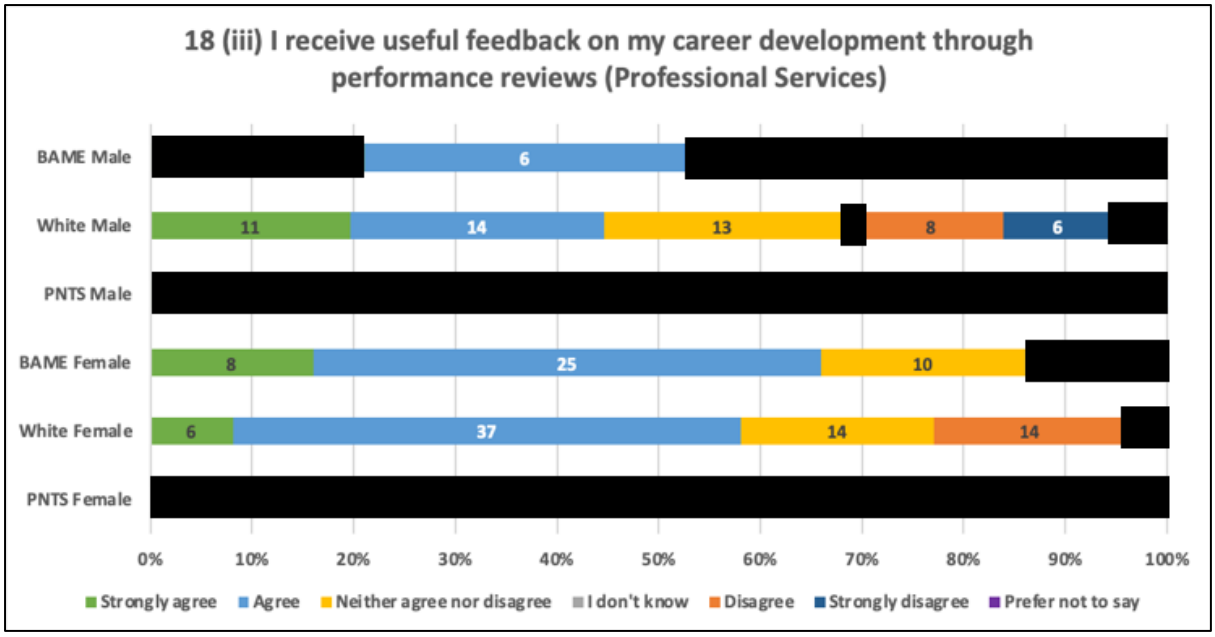


Figure APX1FIG123

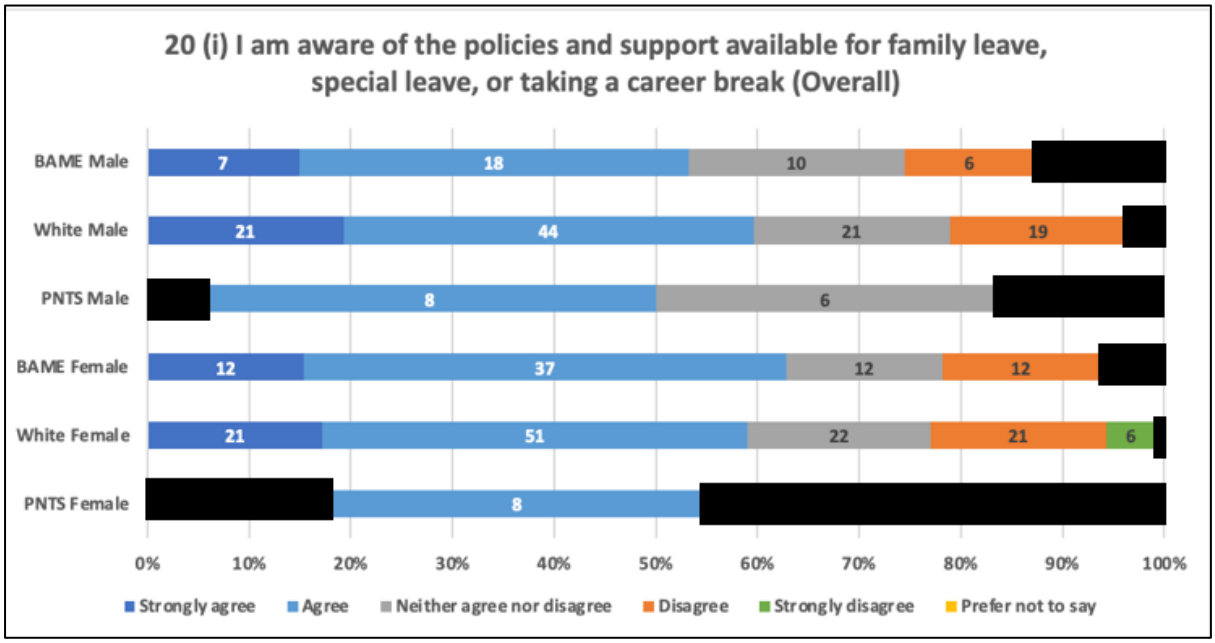


Figure APX1FIG124

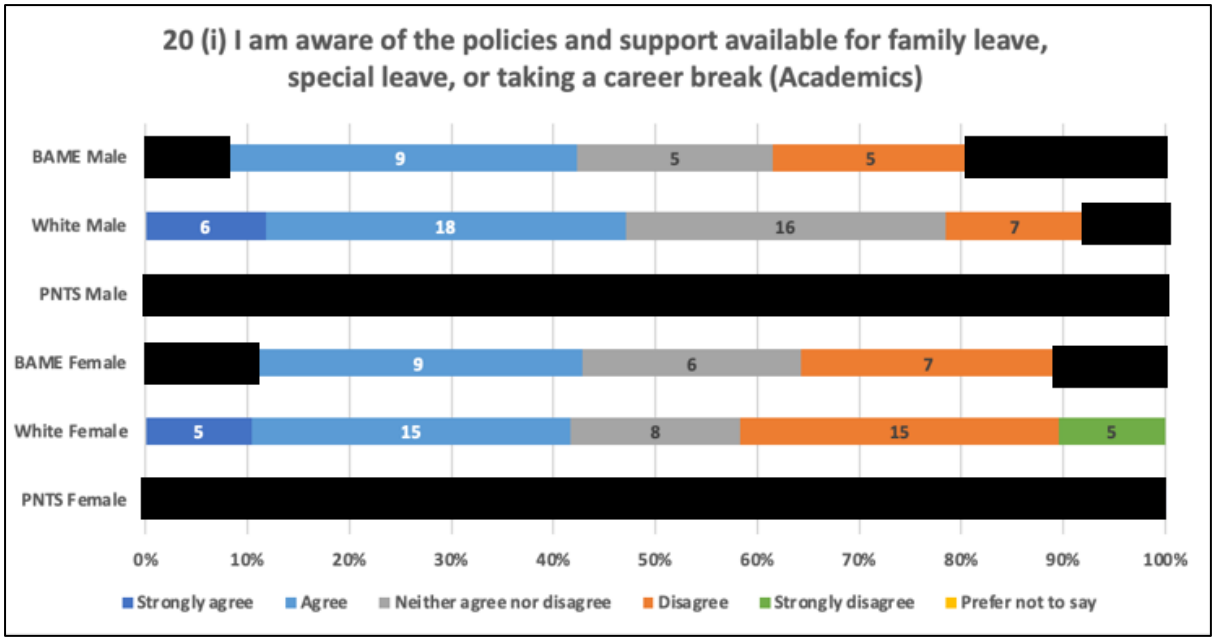


Figure APX1FIG125

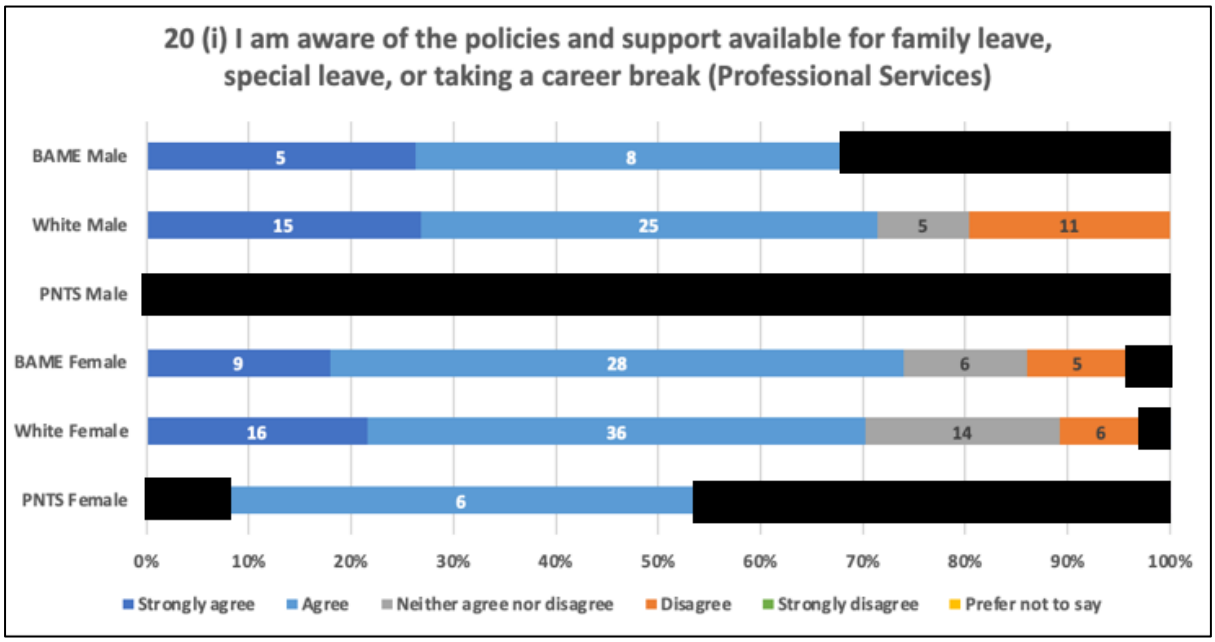


Figure APX1FIG126

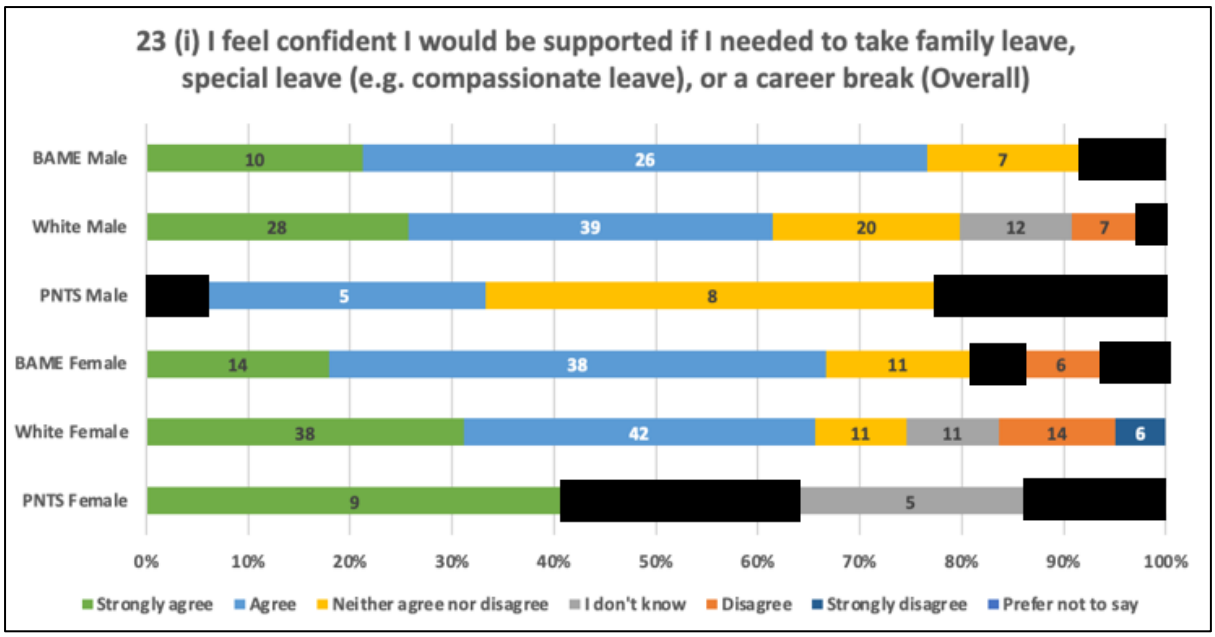


Figure APX1FIG127

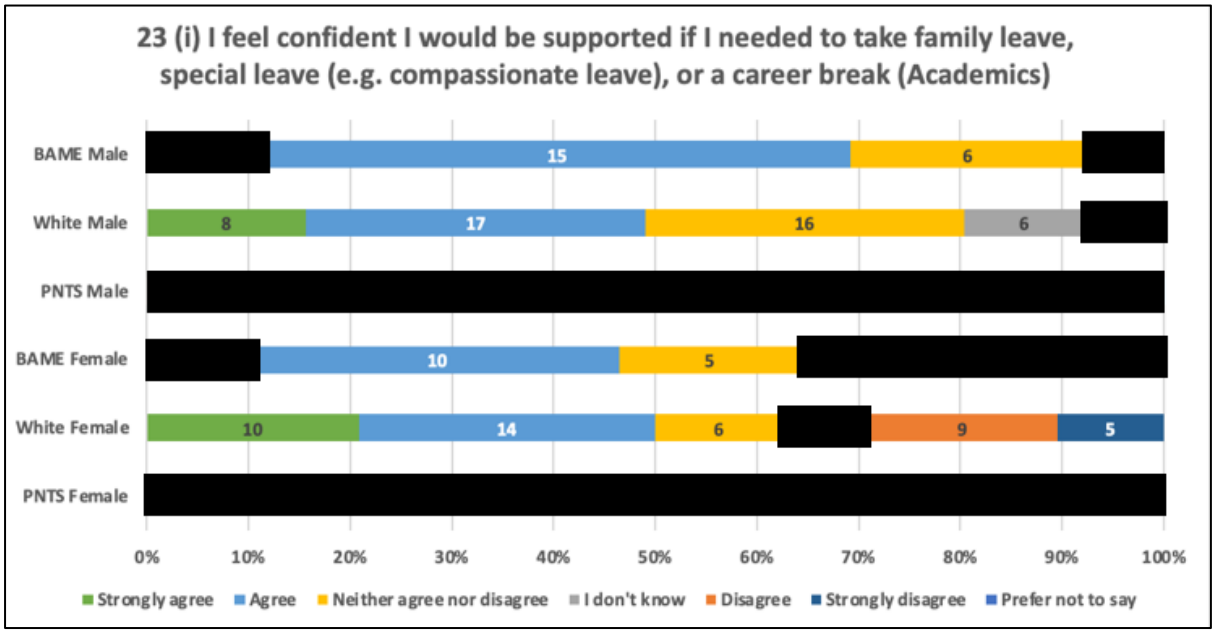


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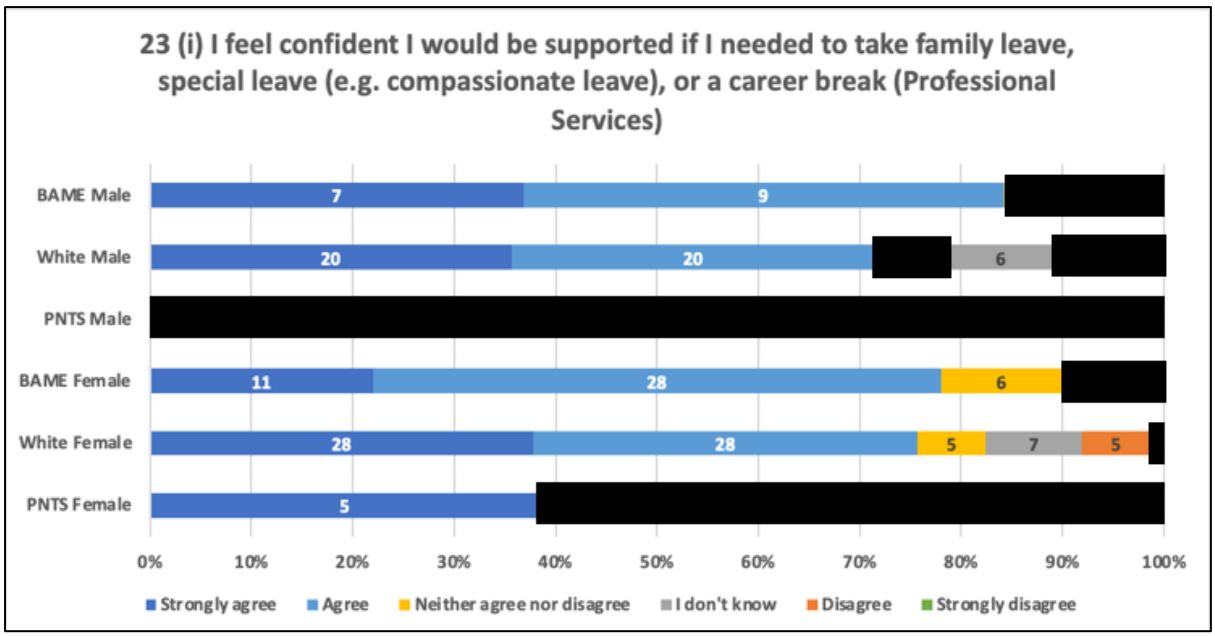


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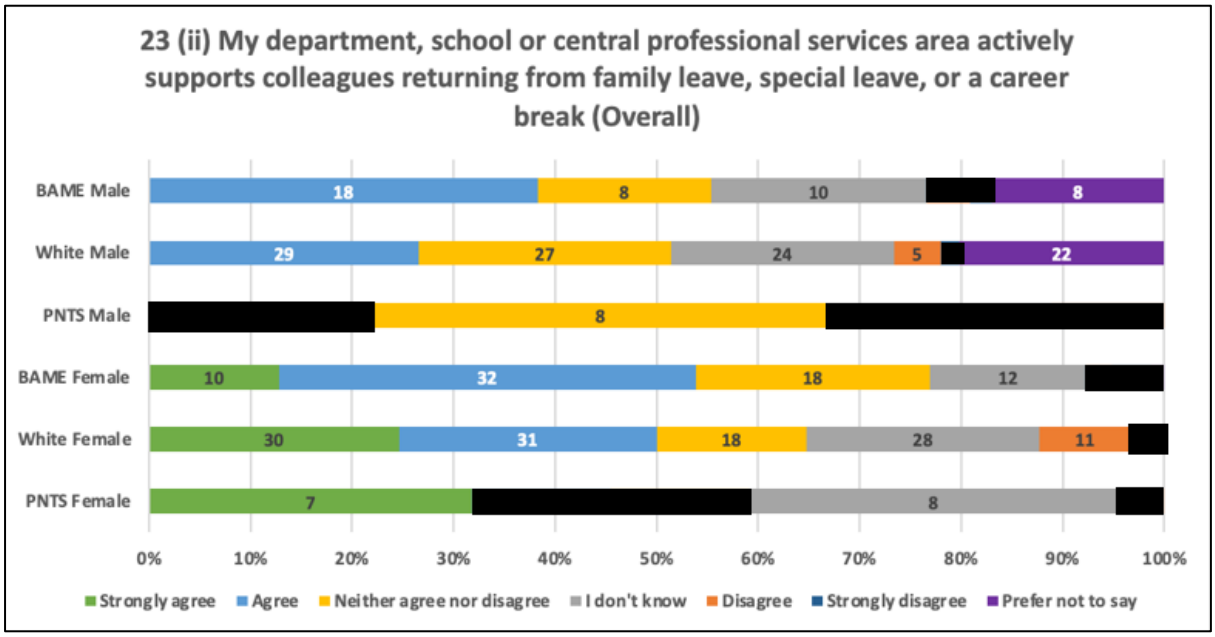


Figure APX1FIG130

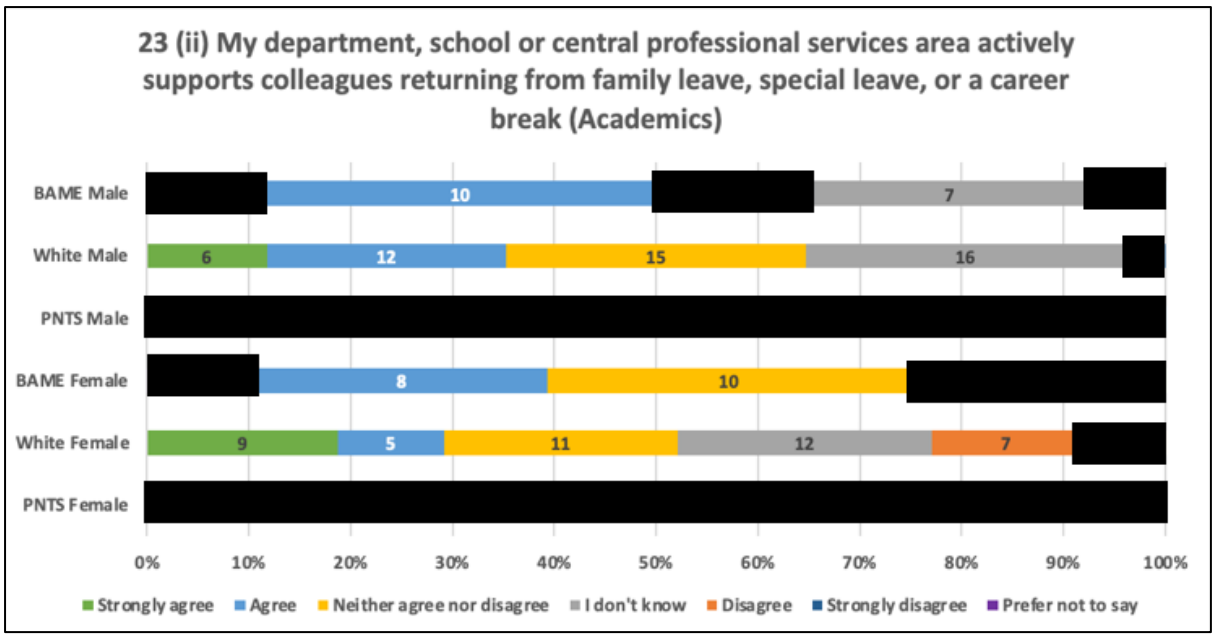


Figure APX1FIG131

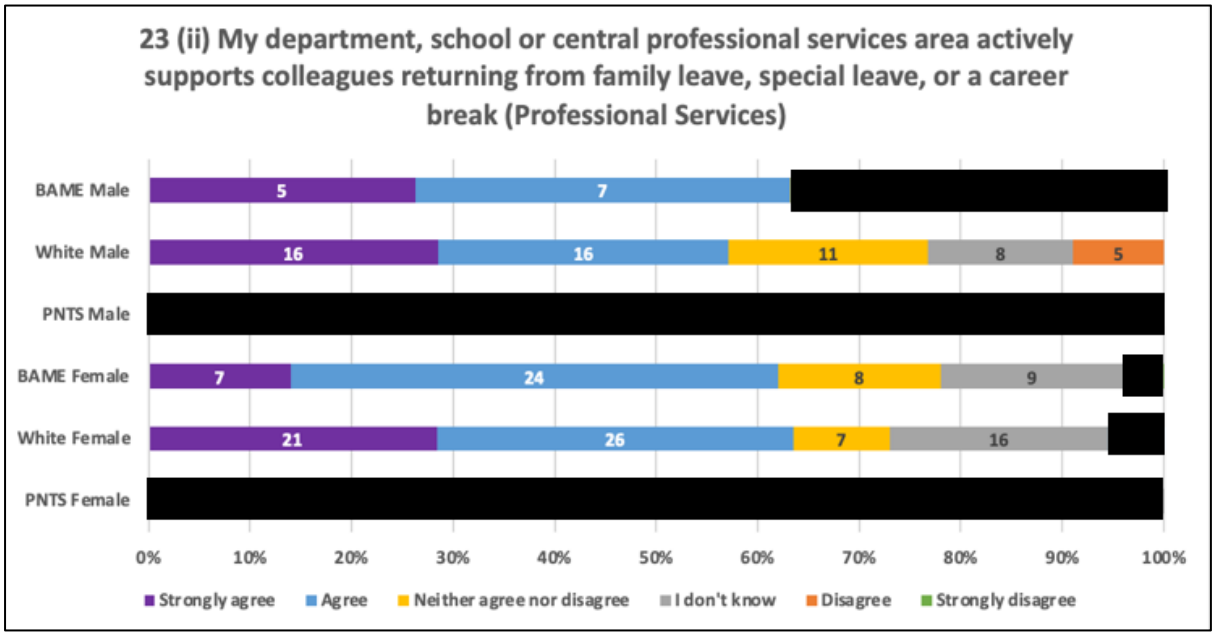


Figure APX1FIG132

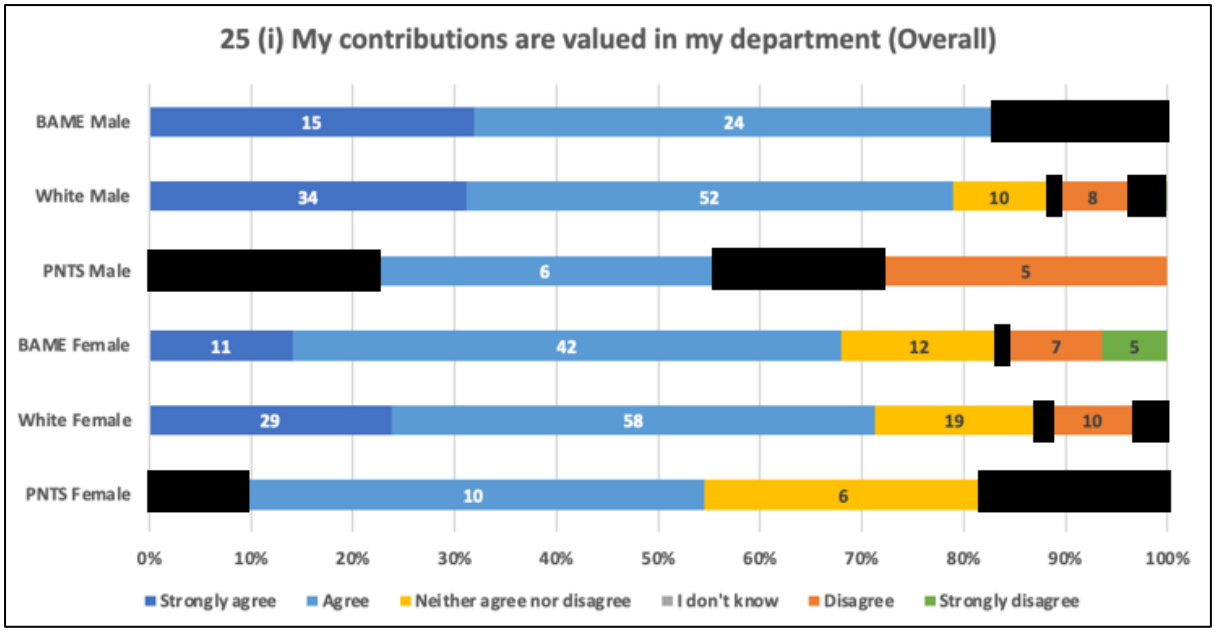


Figure APX1FIG133

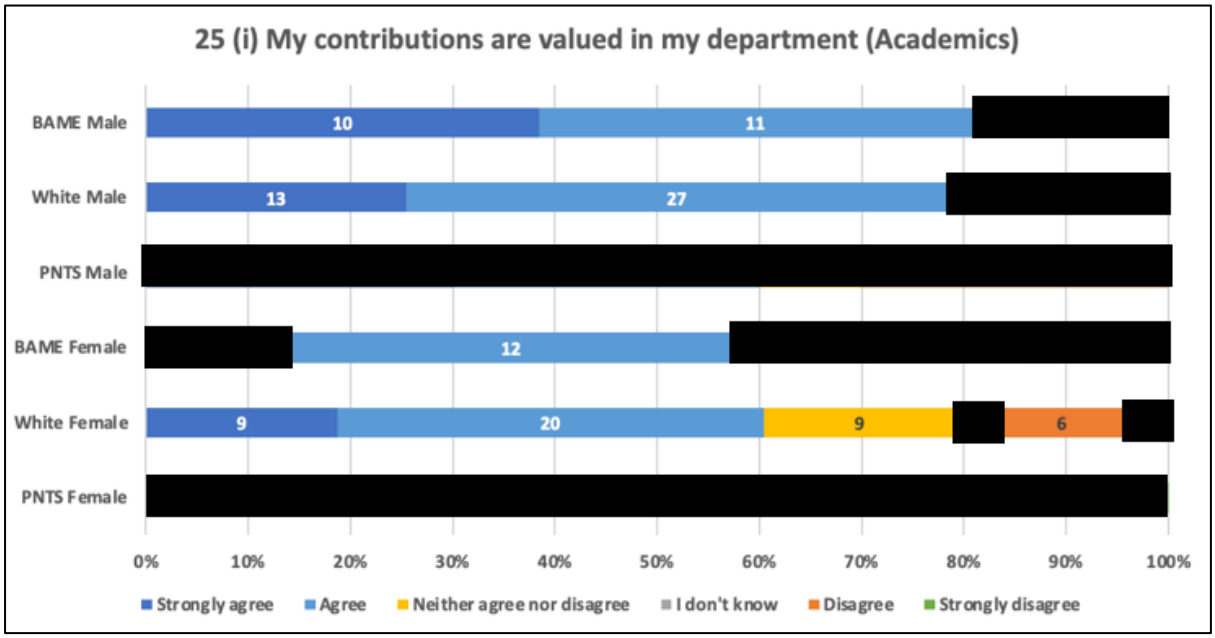


Figure APX1FIG134

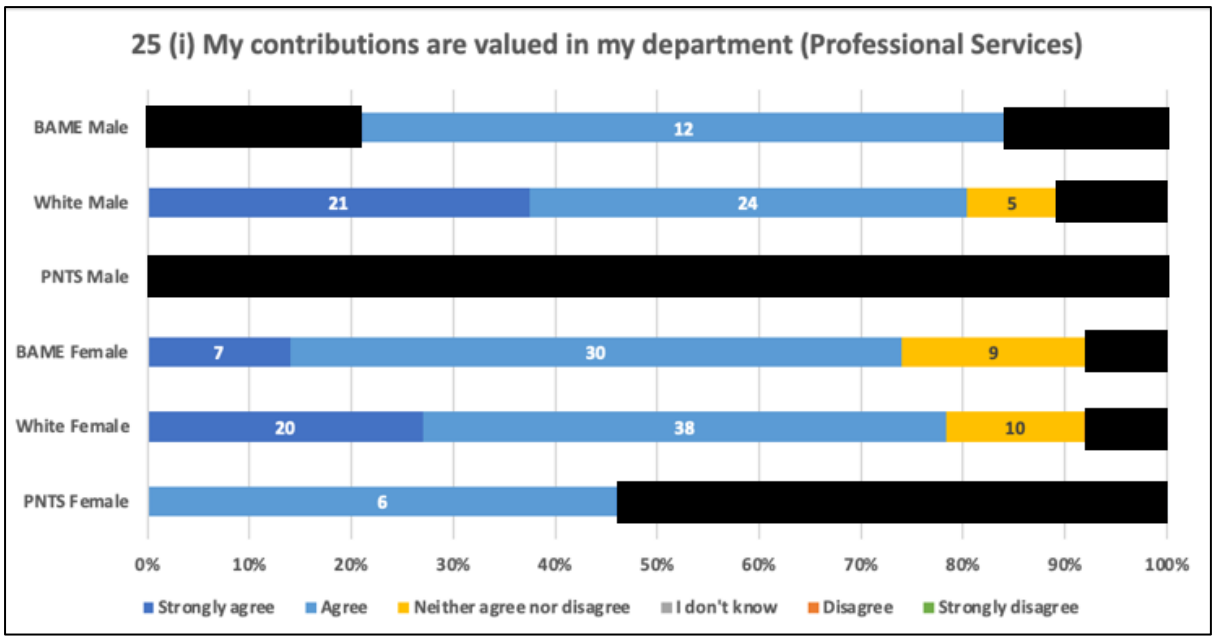


Figure APX1FIG135

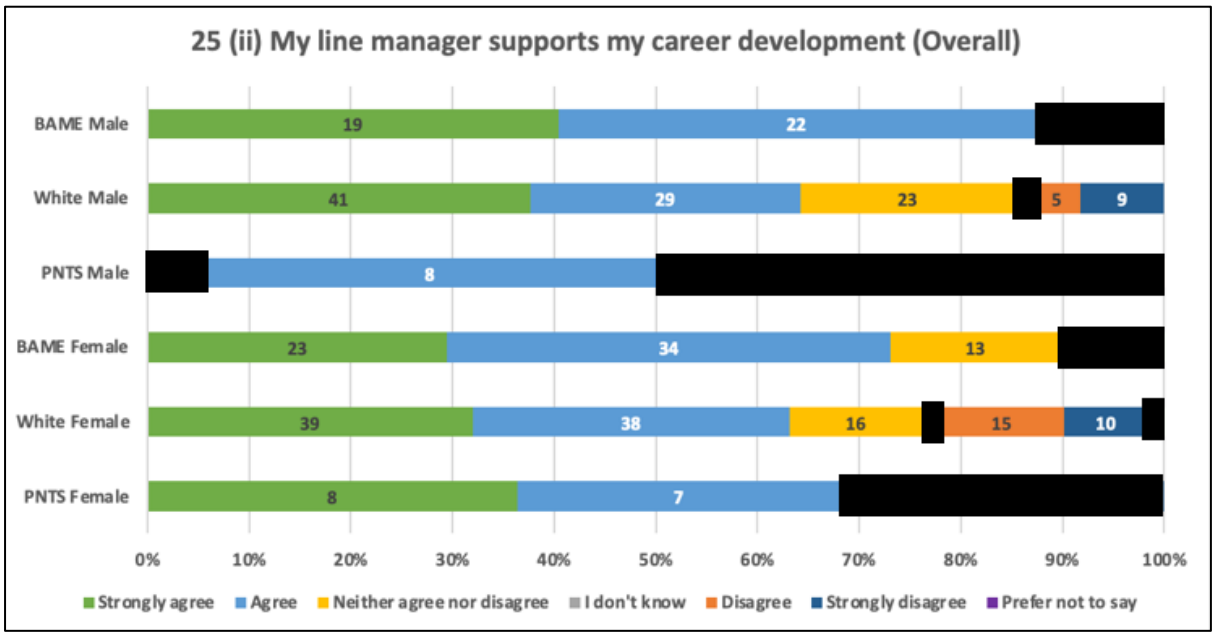


Figure APX1FIG136

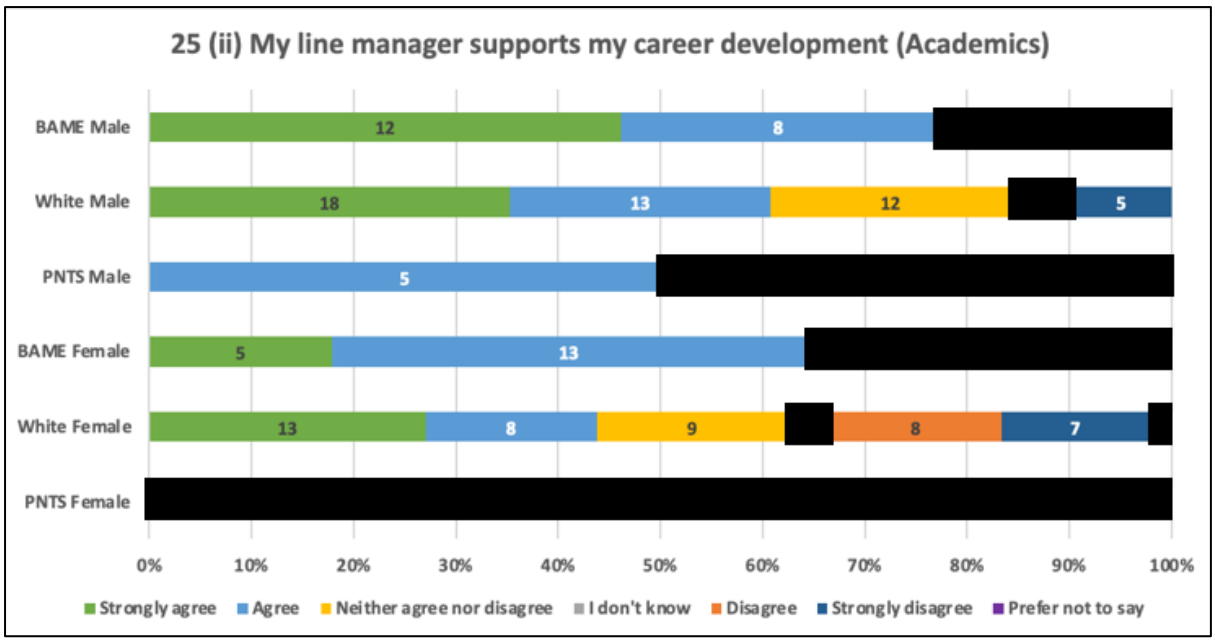


Figure APX1FIG137

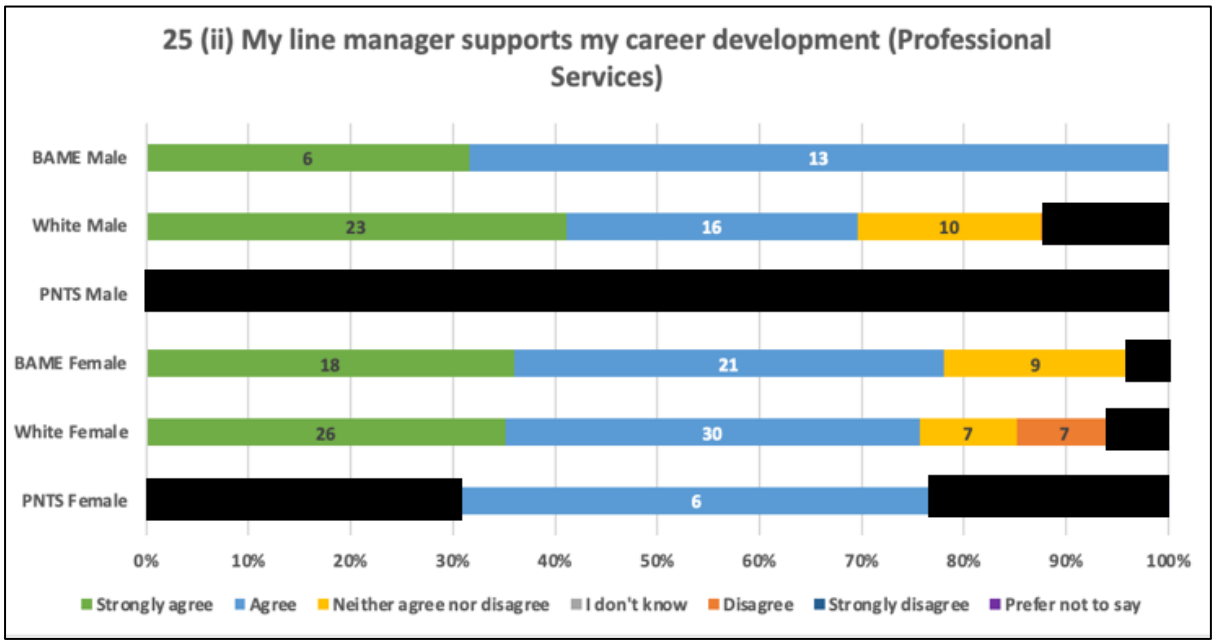


Figure APX1FIG138

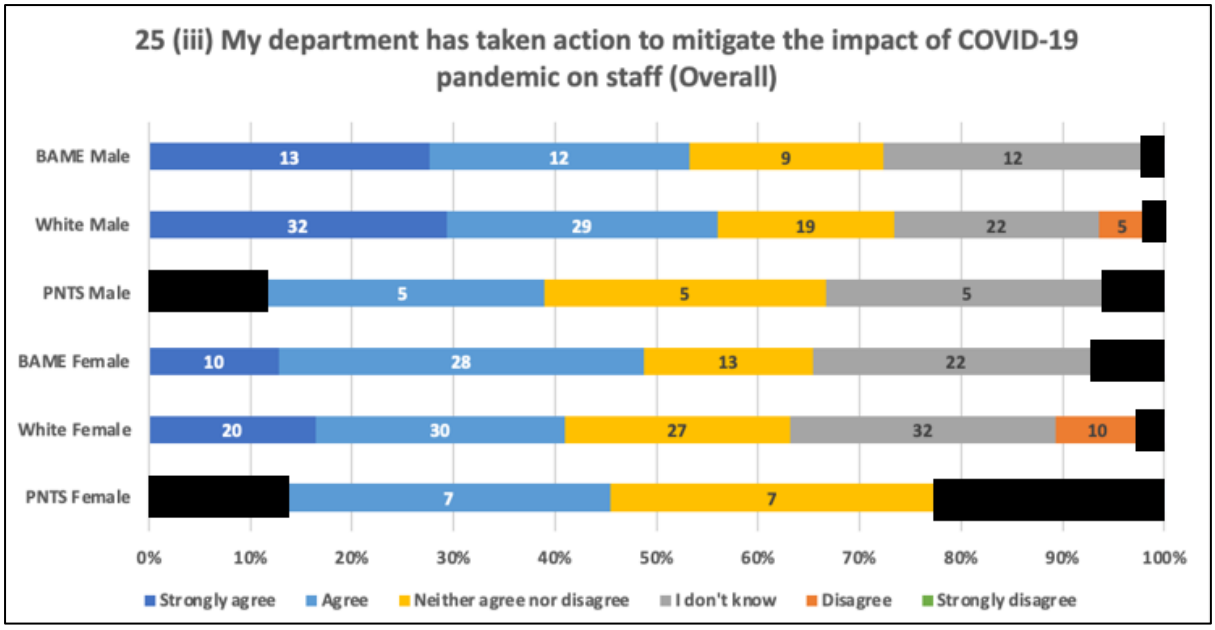


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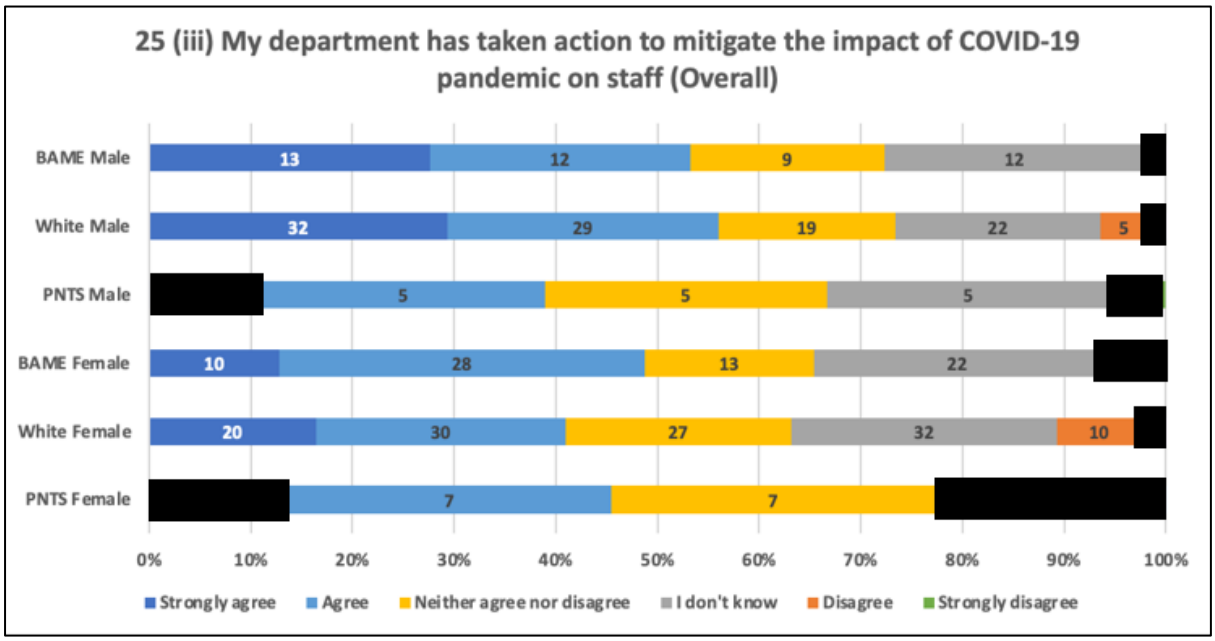


Figure APX1FIG140

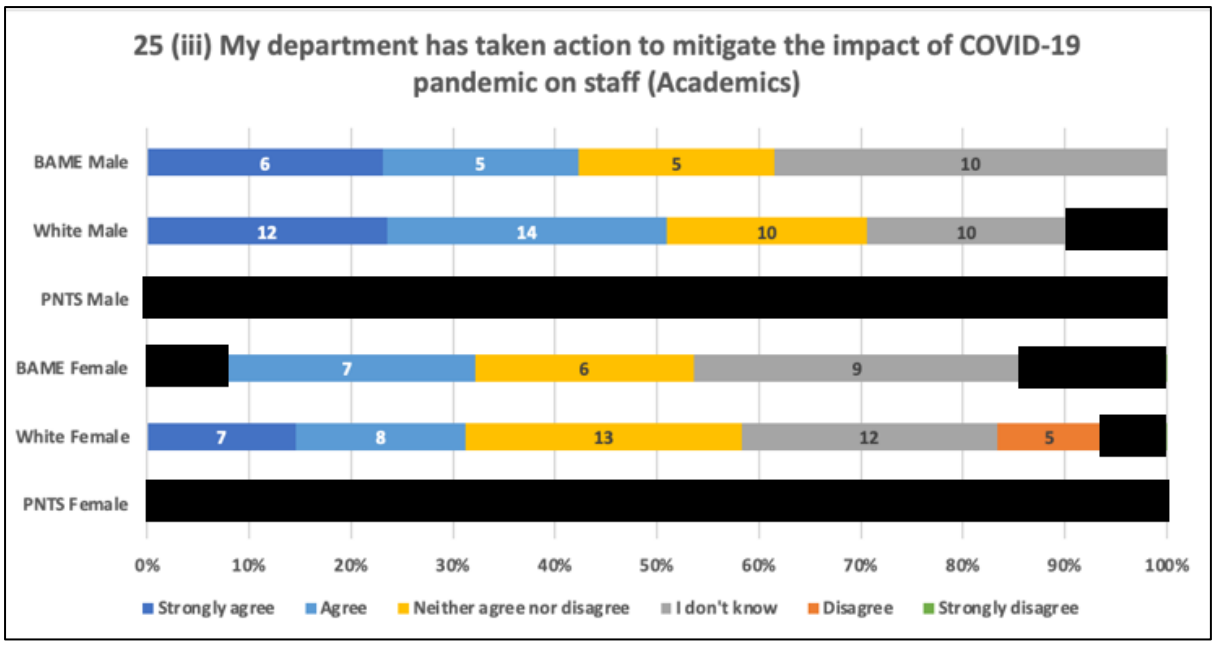


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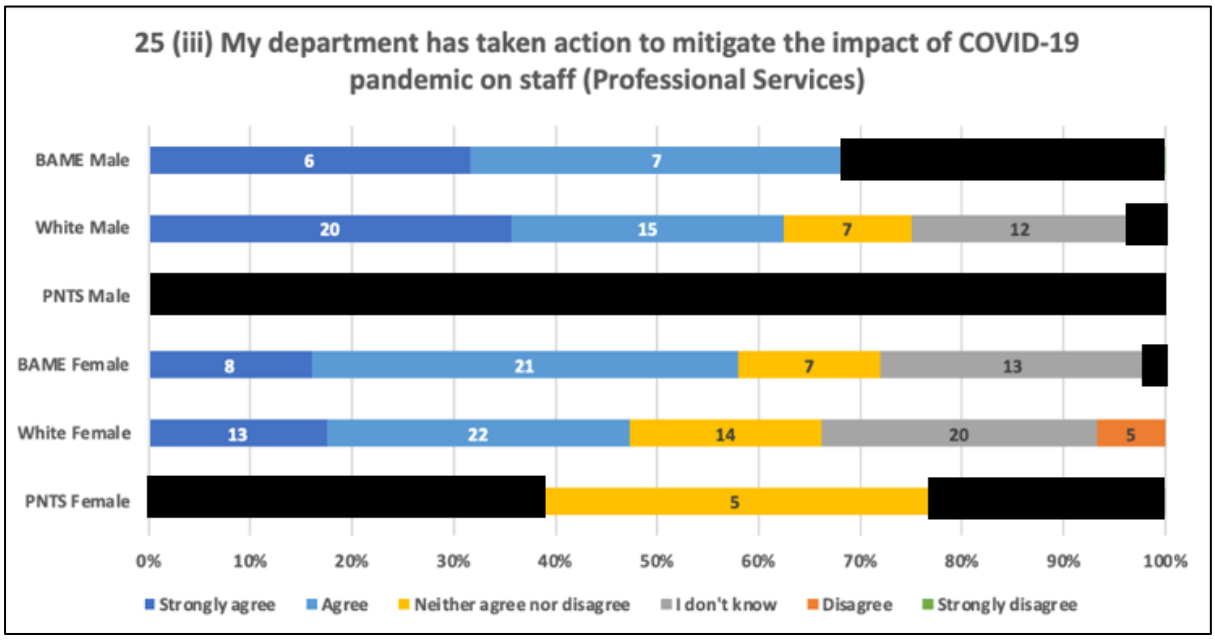


Figure APX1FIG142

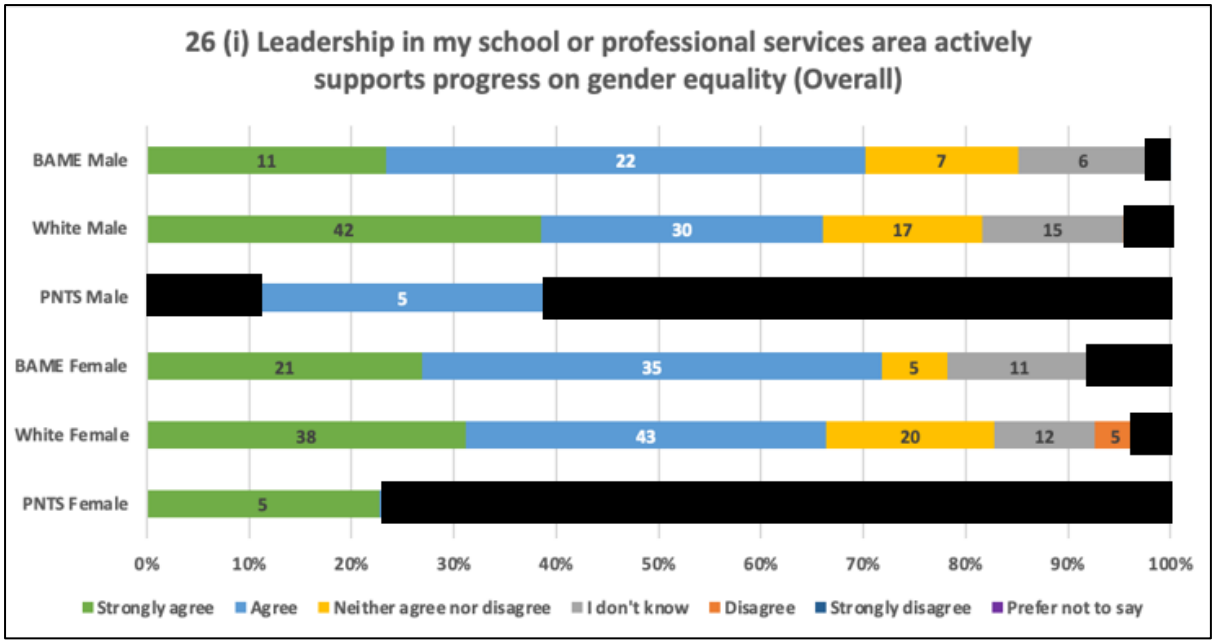


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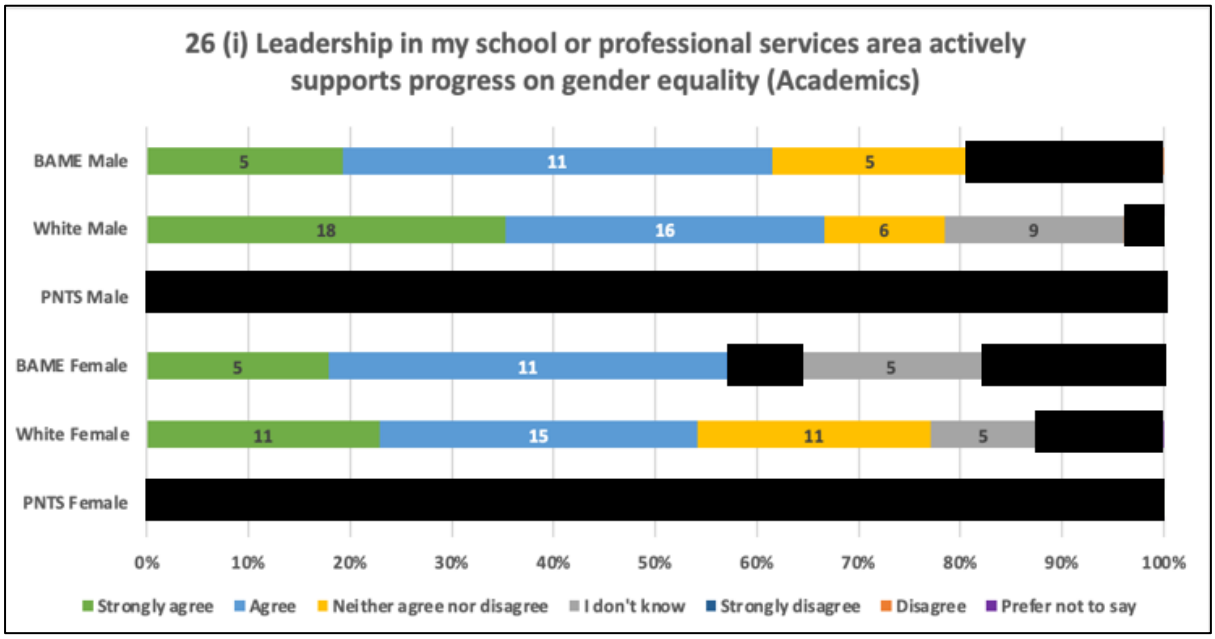


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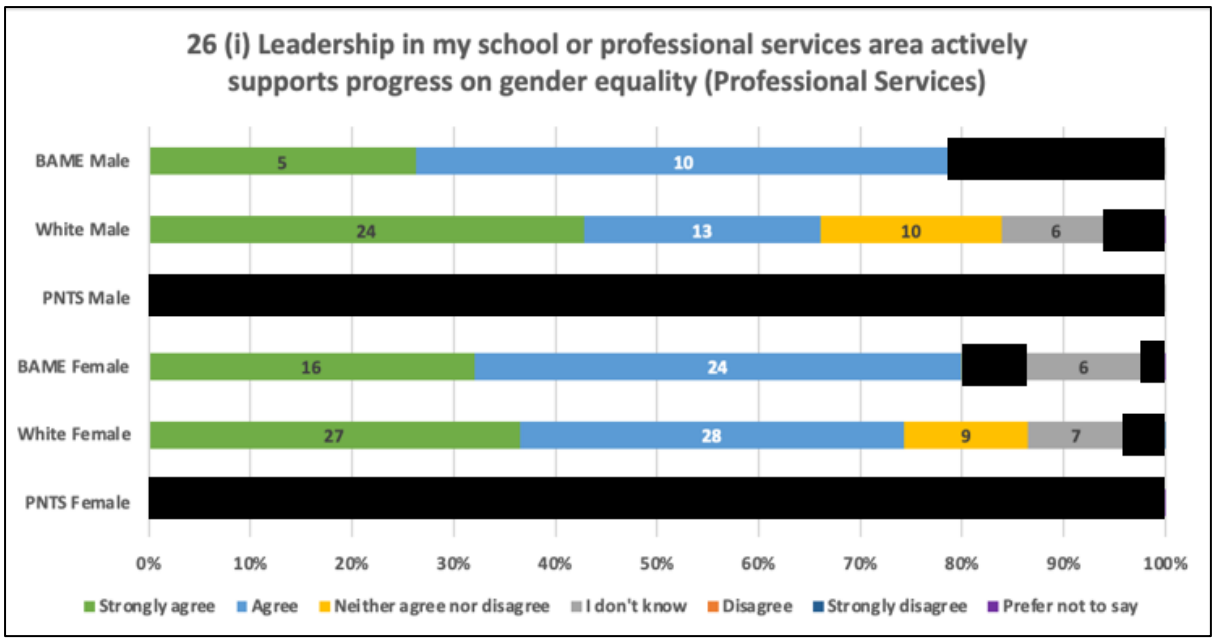


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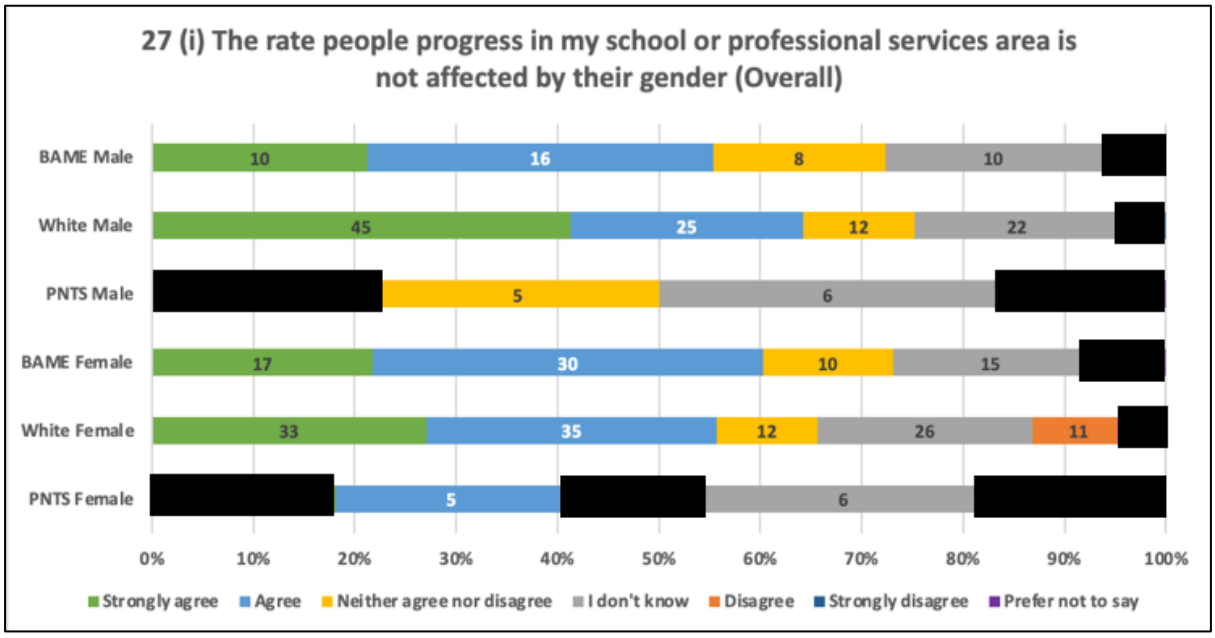


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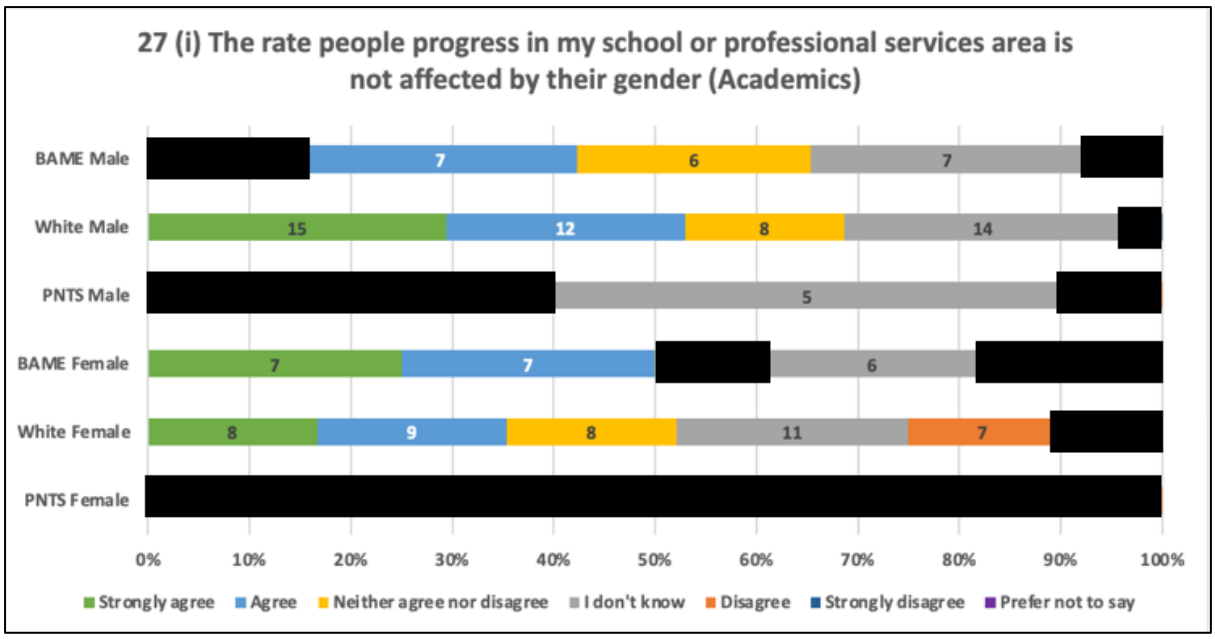


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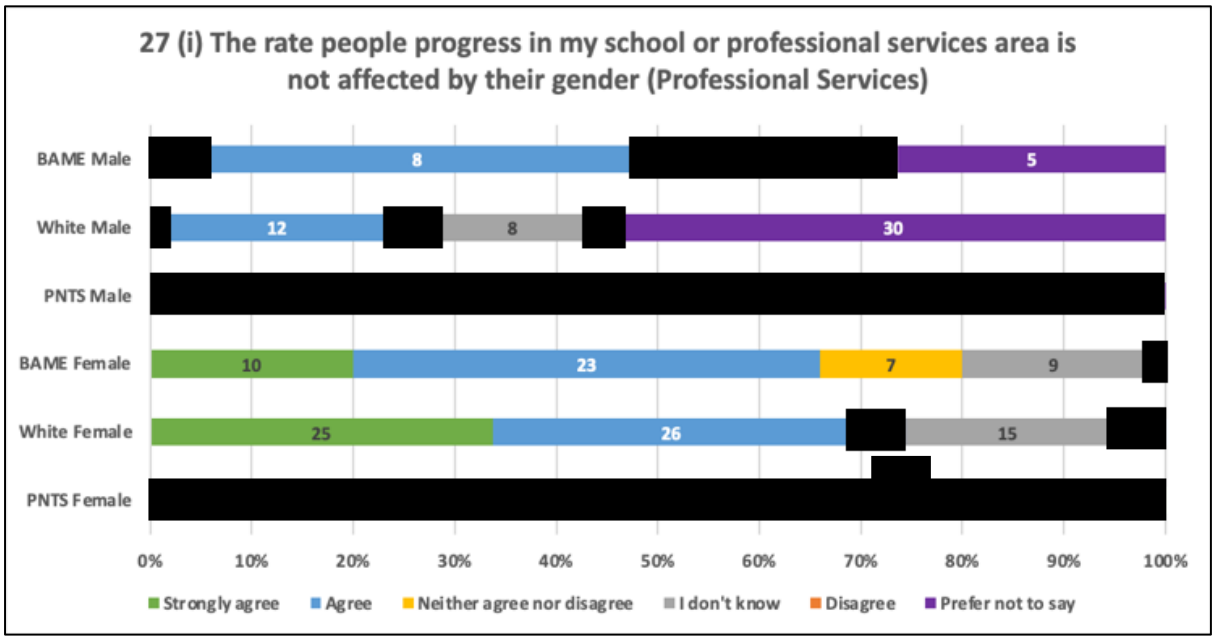


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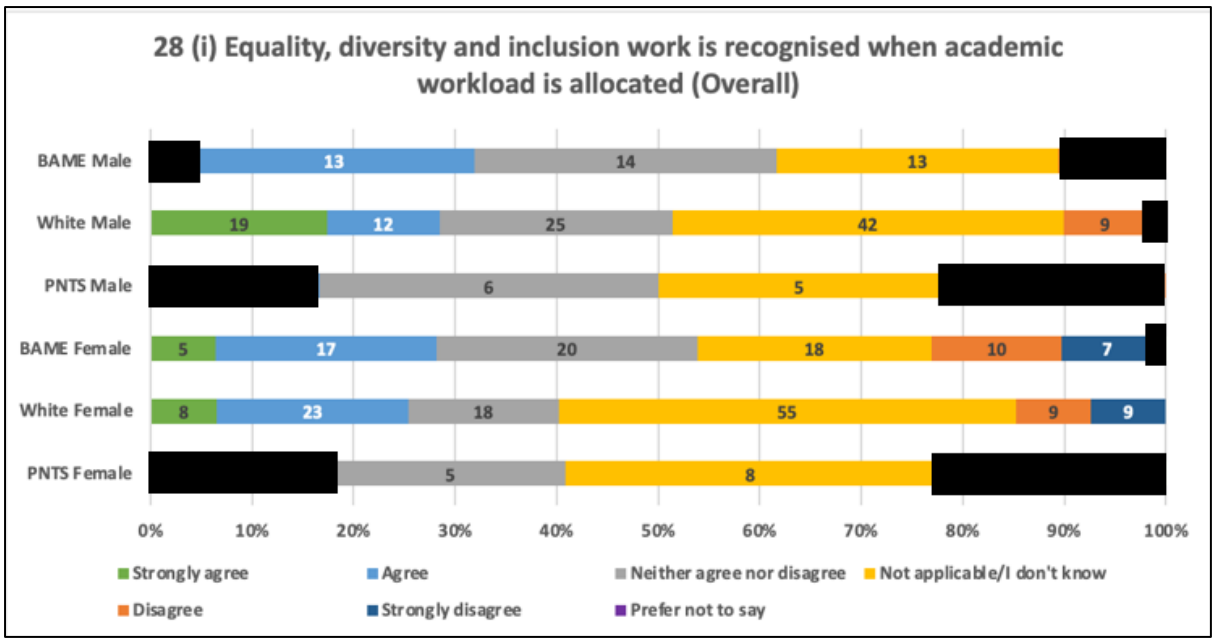


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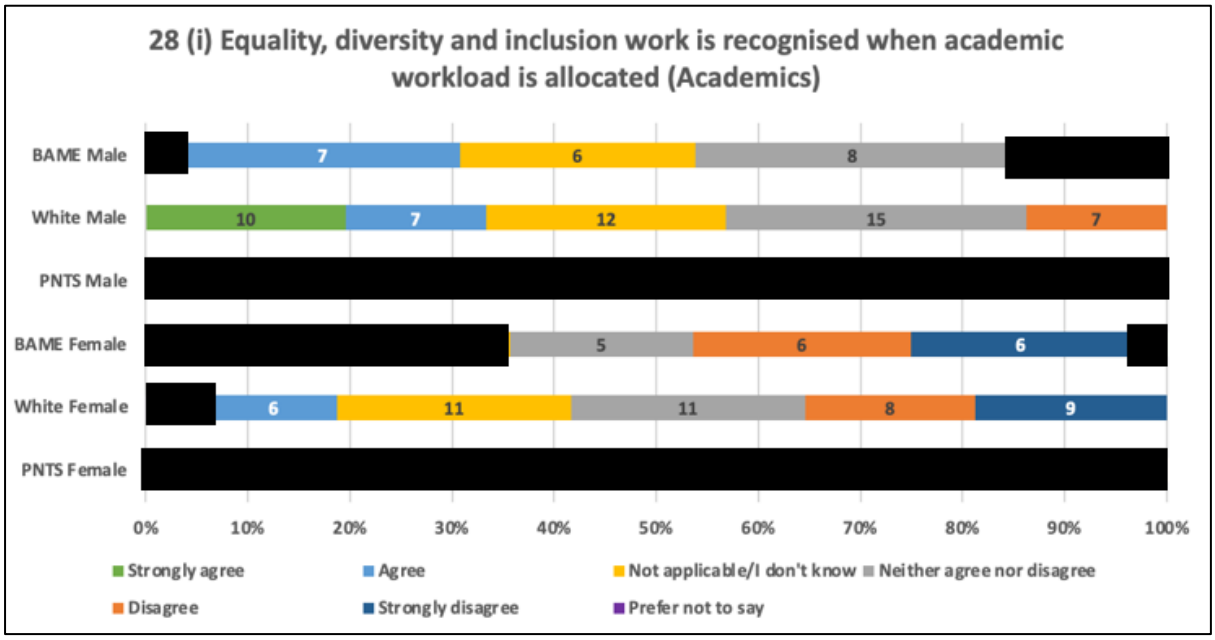


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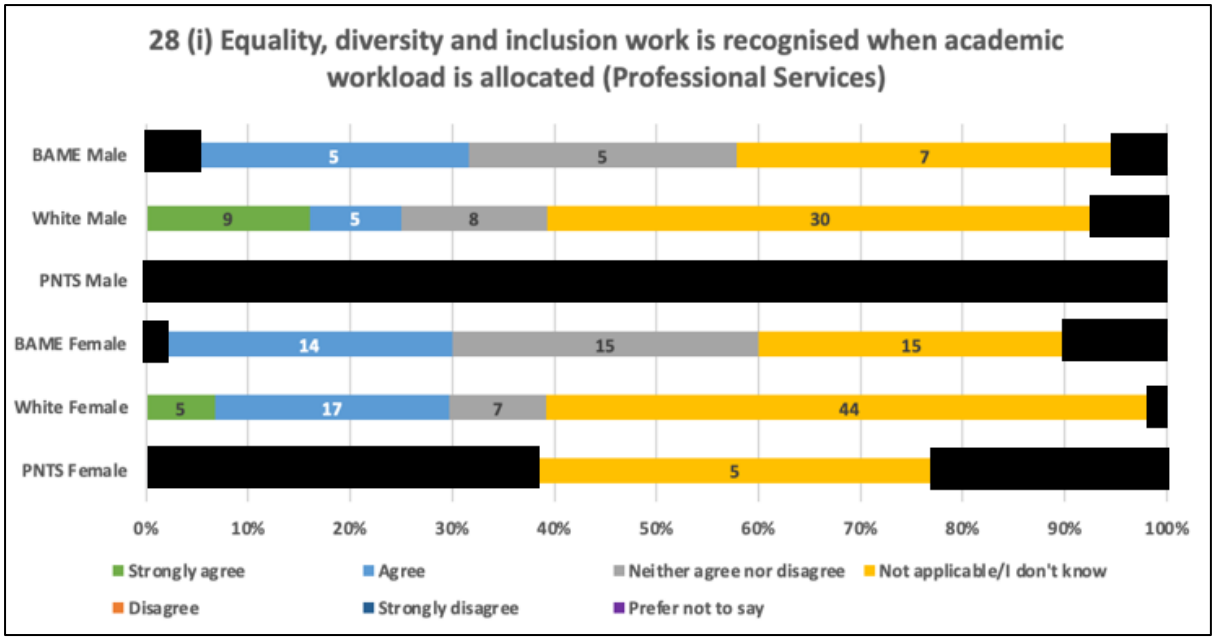


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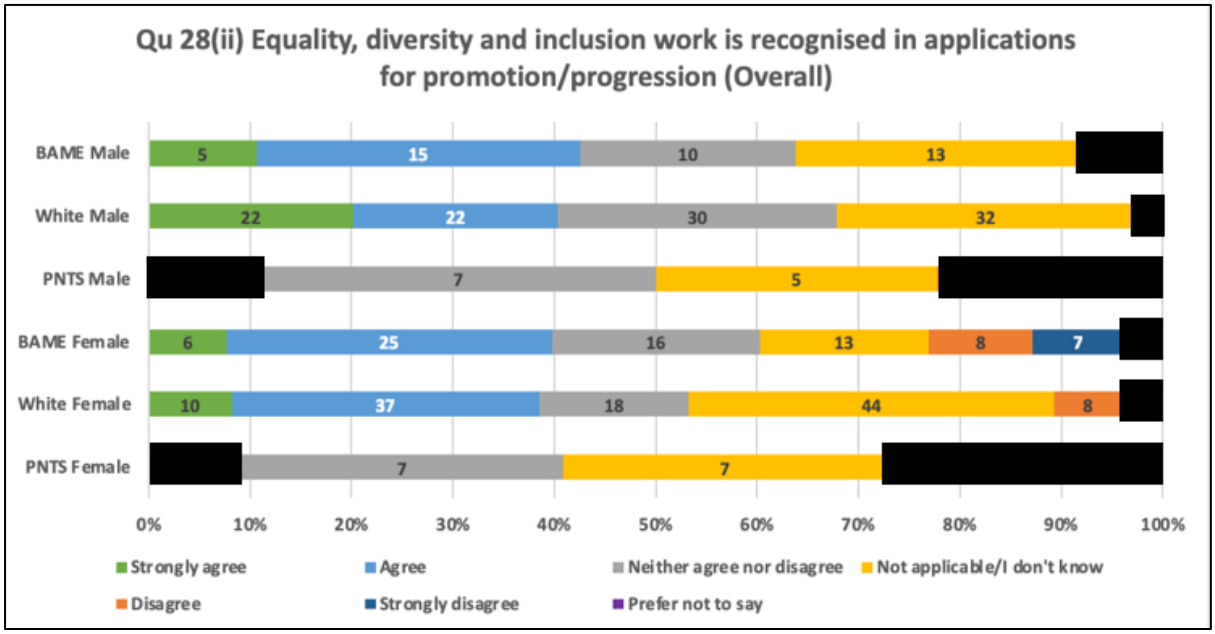


Figure APX1FIG152

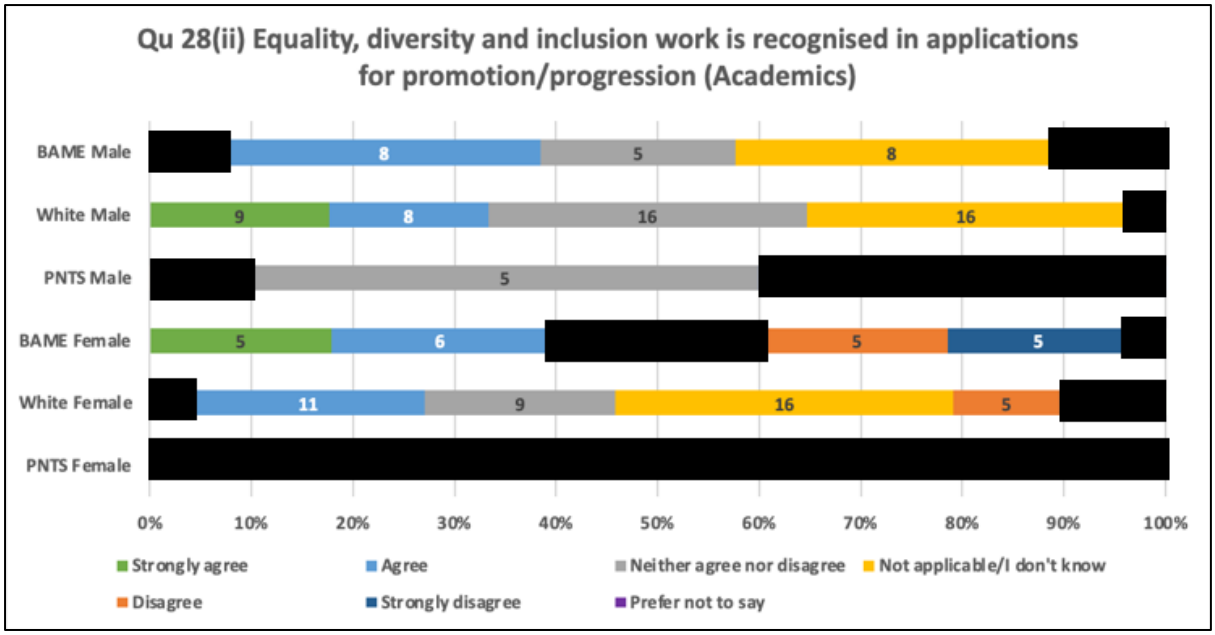


Figure APX1FIG153

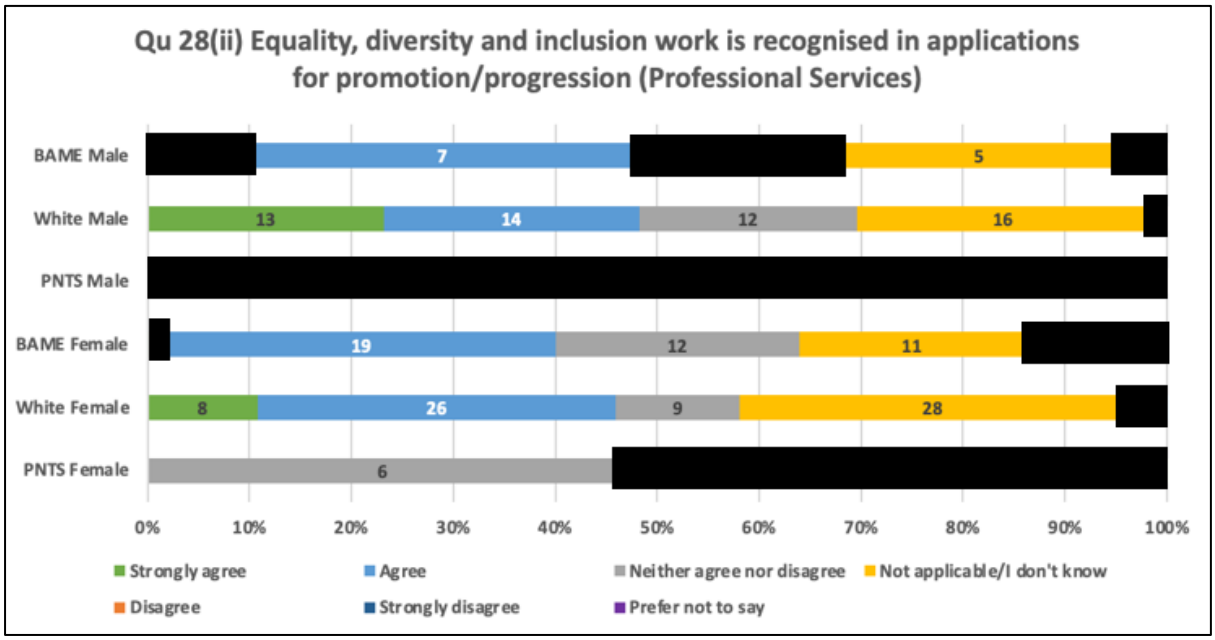


Figure APX1FIG154

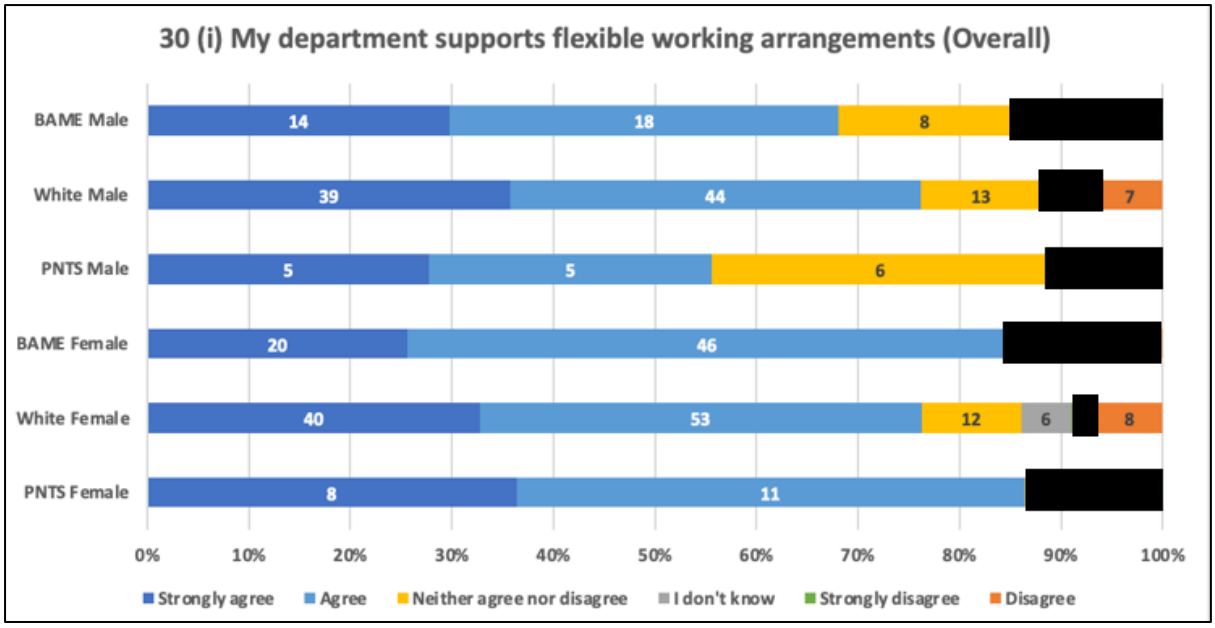


Figure APX1FIG155

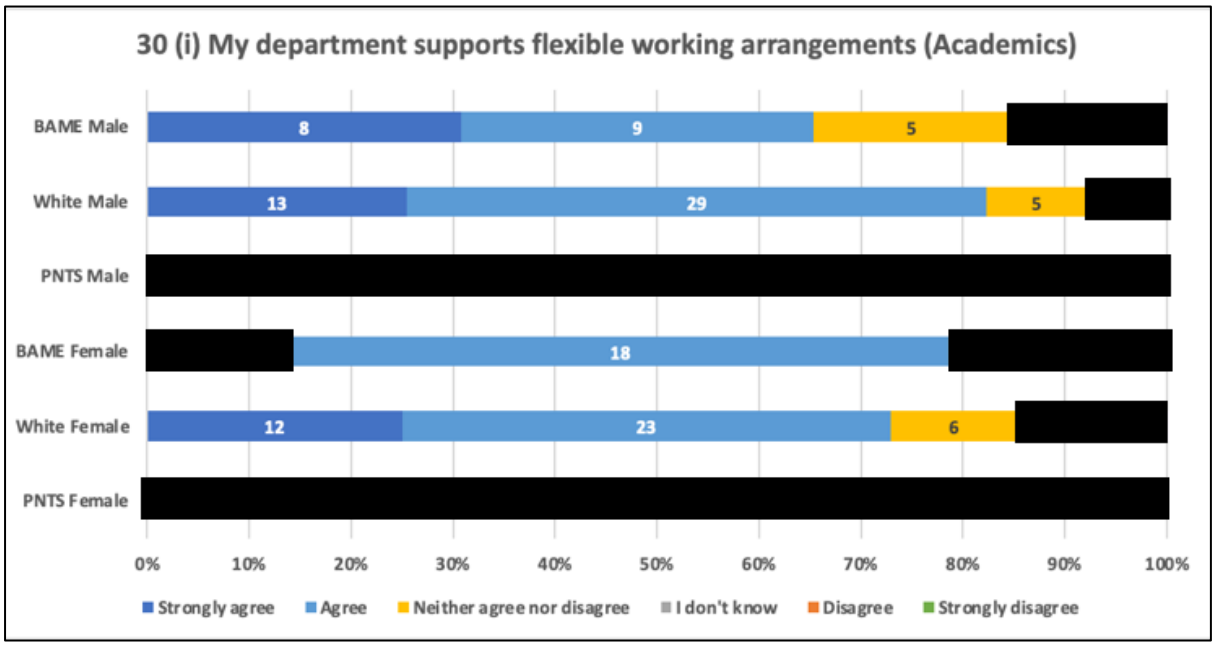


Figure APX1FIG156

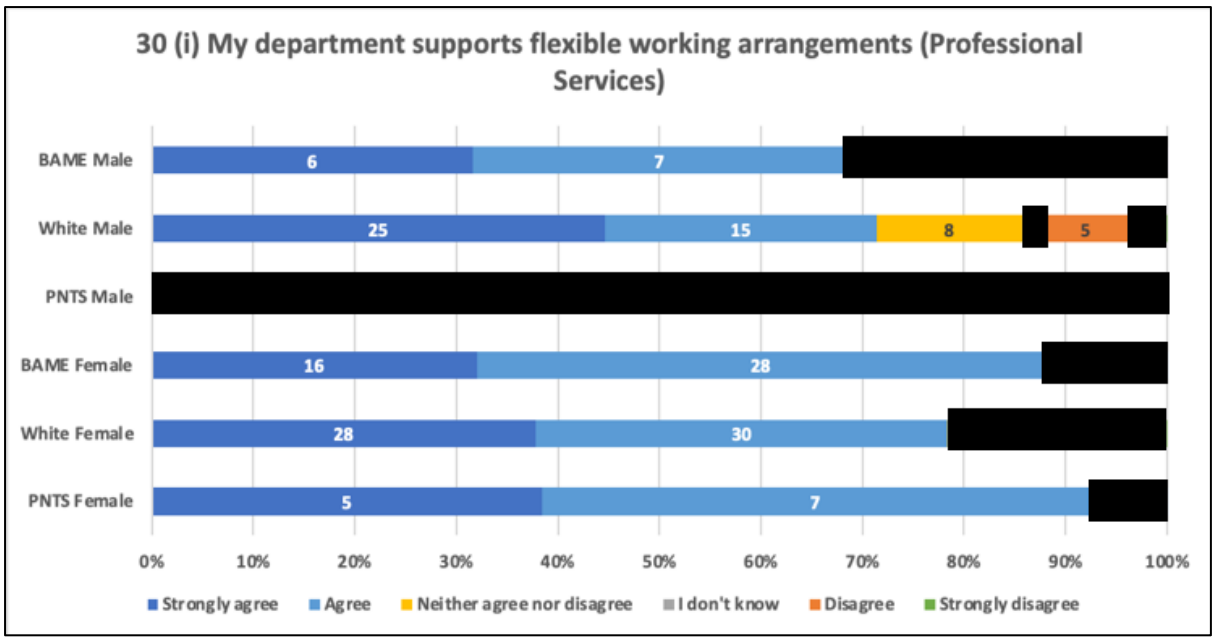


Figure APX1FIG157

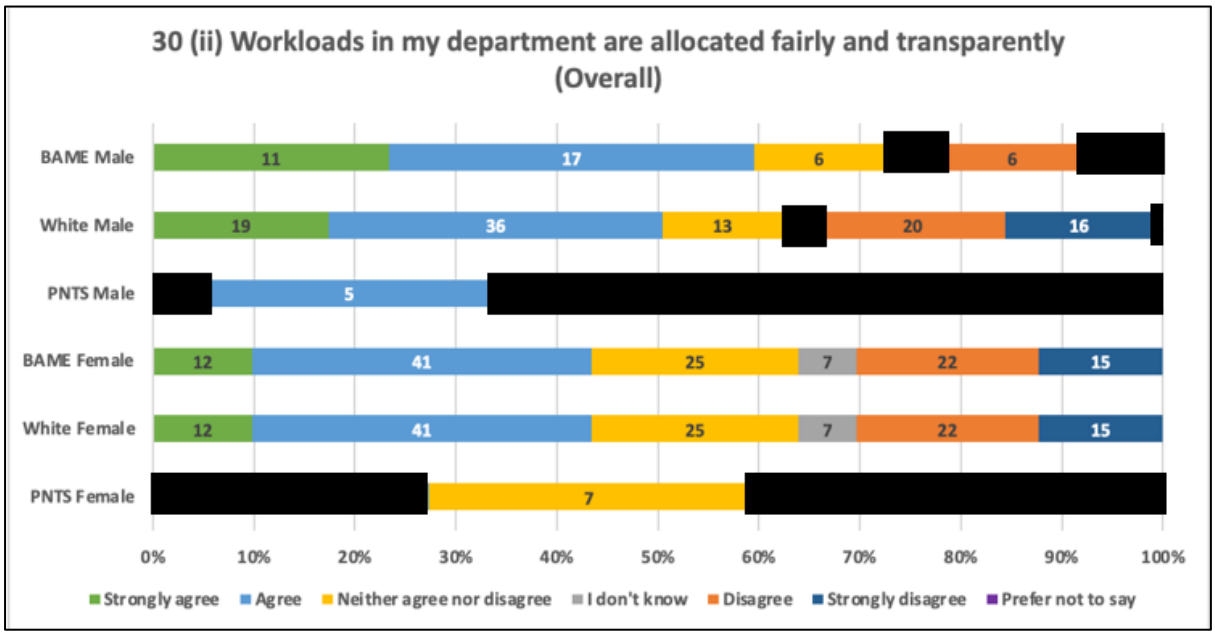


Figure APX1FIG158

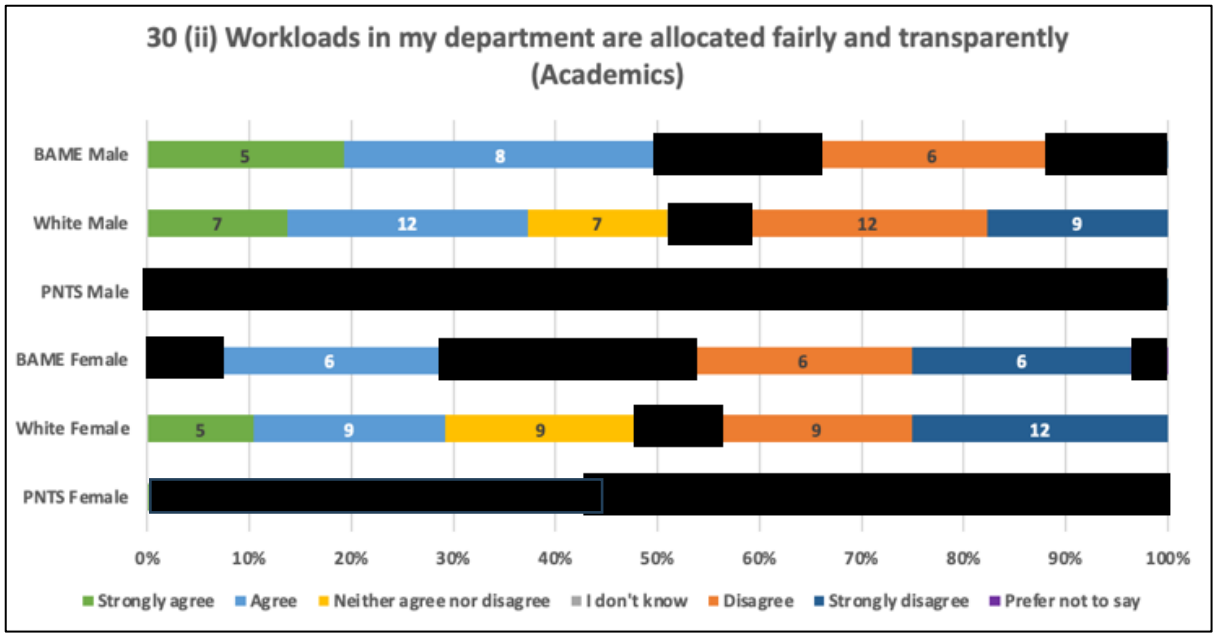


Figure APX1FIG159

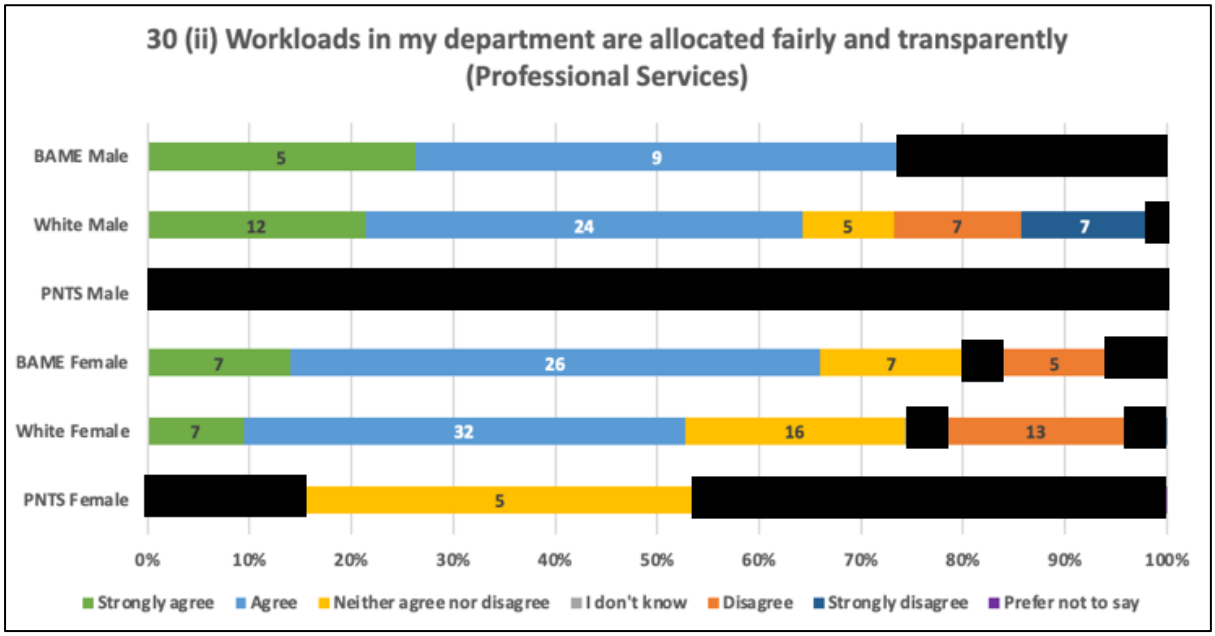


Figure APX1FIG160

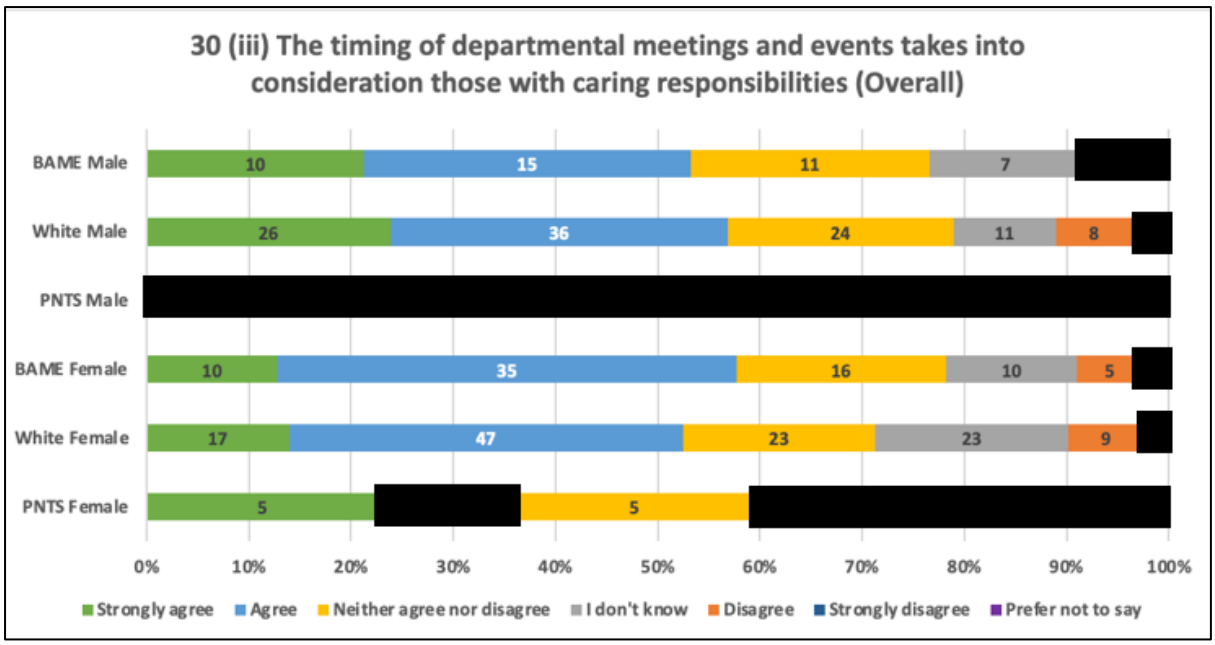


Figure APX1FIG161

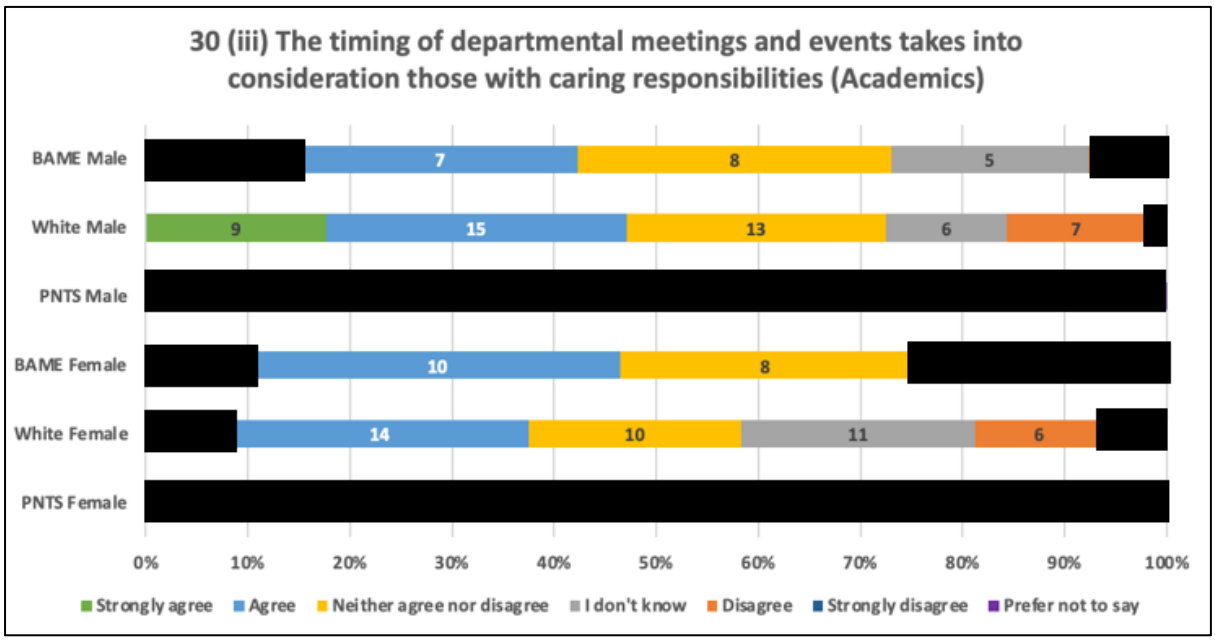


Figure APX1FIG162

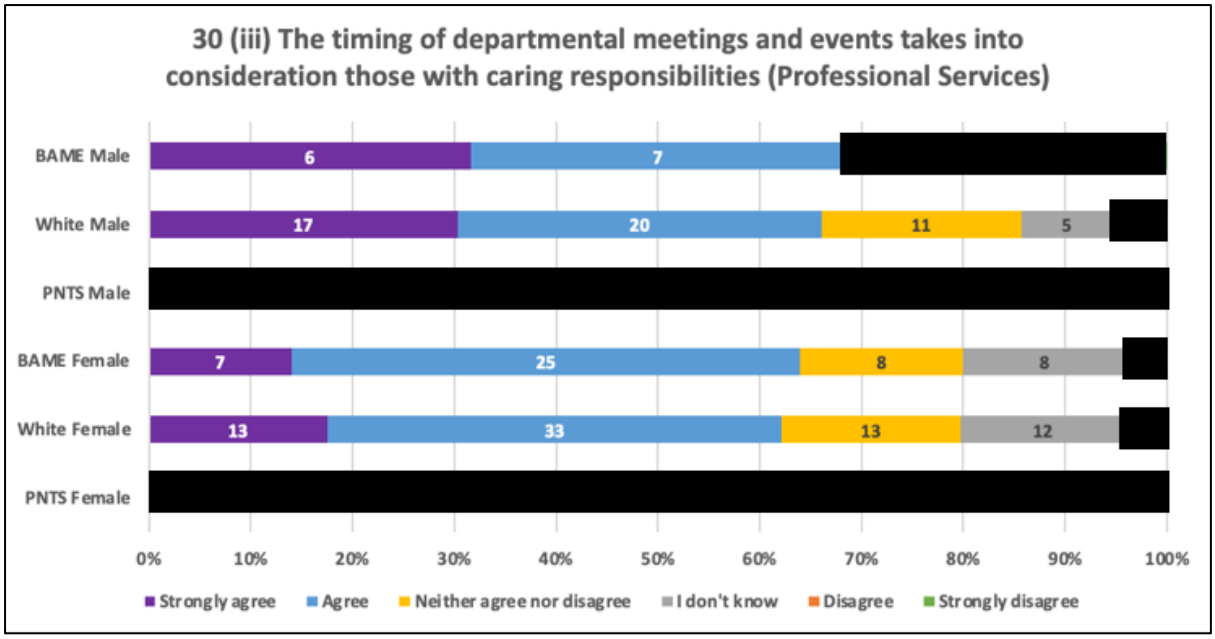


Figure APX1FIG163

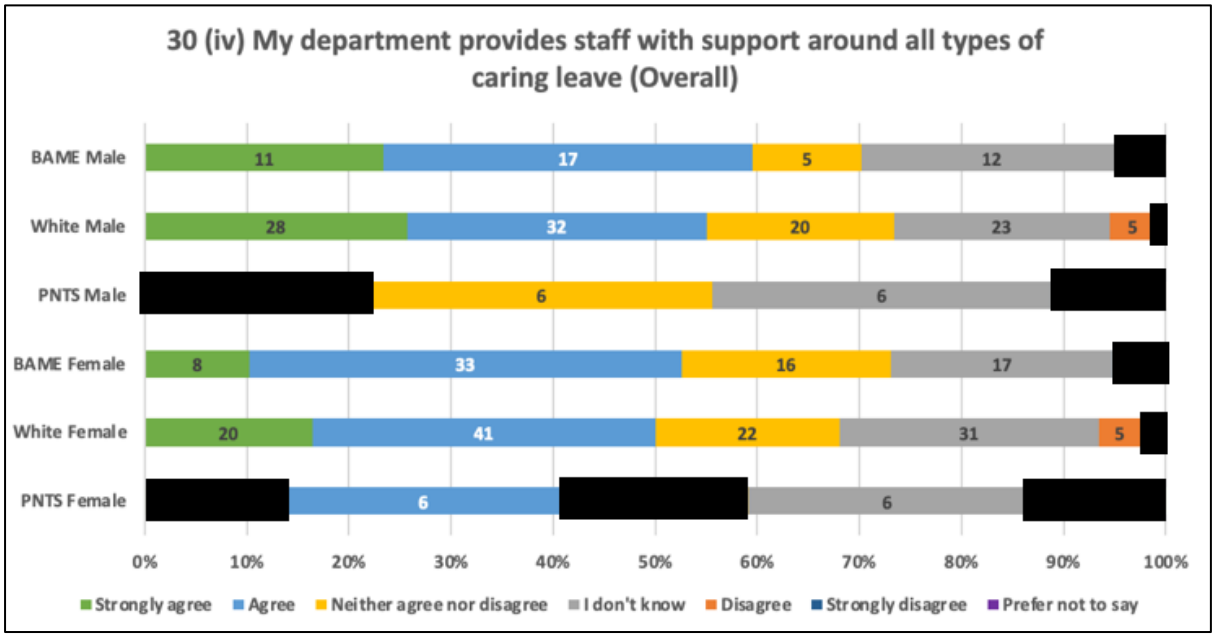


Figure APX1FIG164

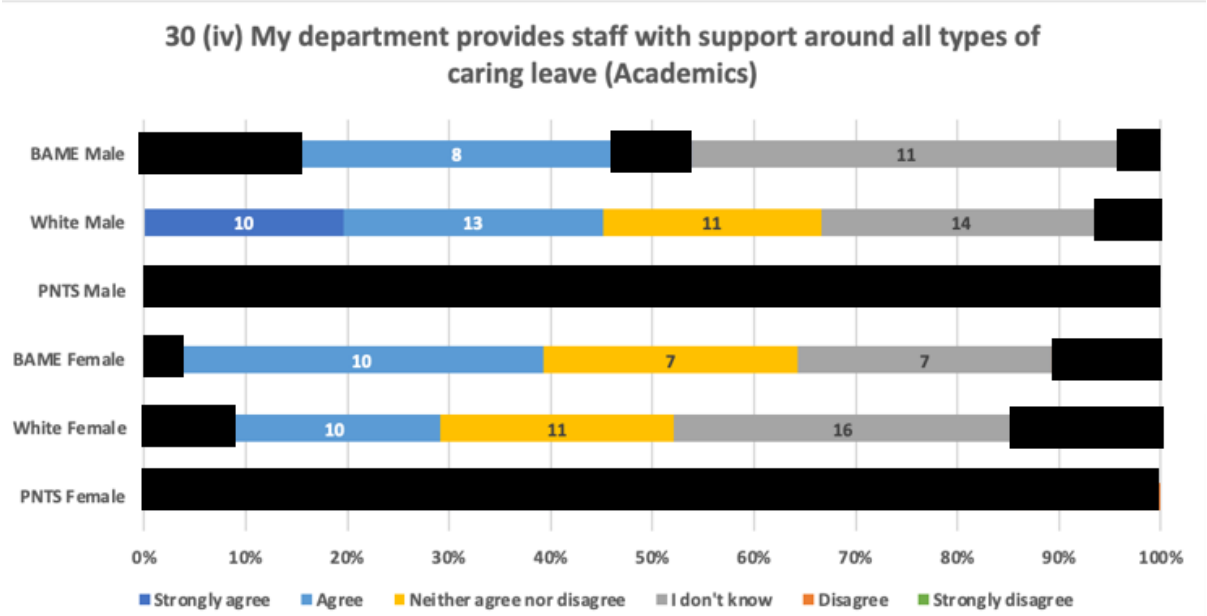


Figure APX1FIG165

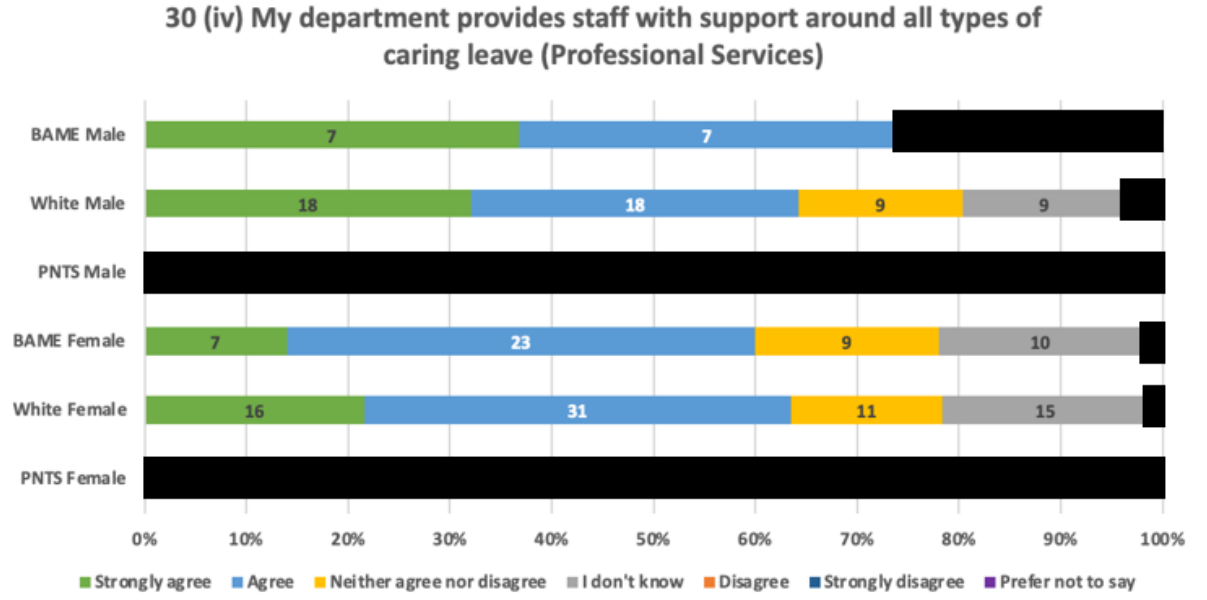


Figure APX1FIG166

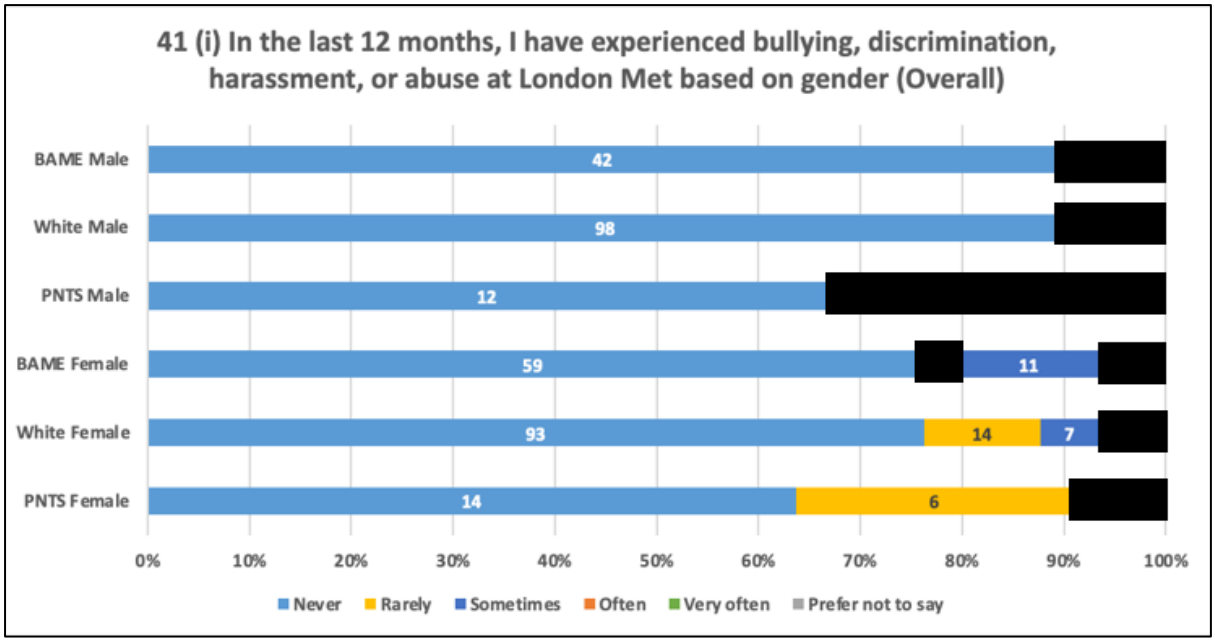


Figure APX1FIG167

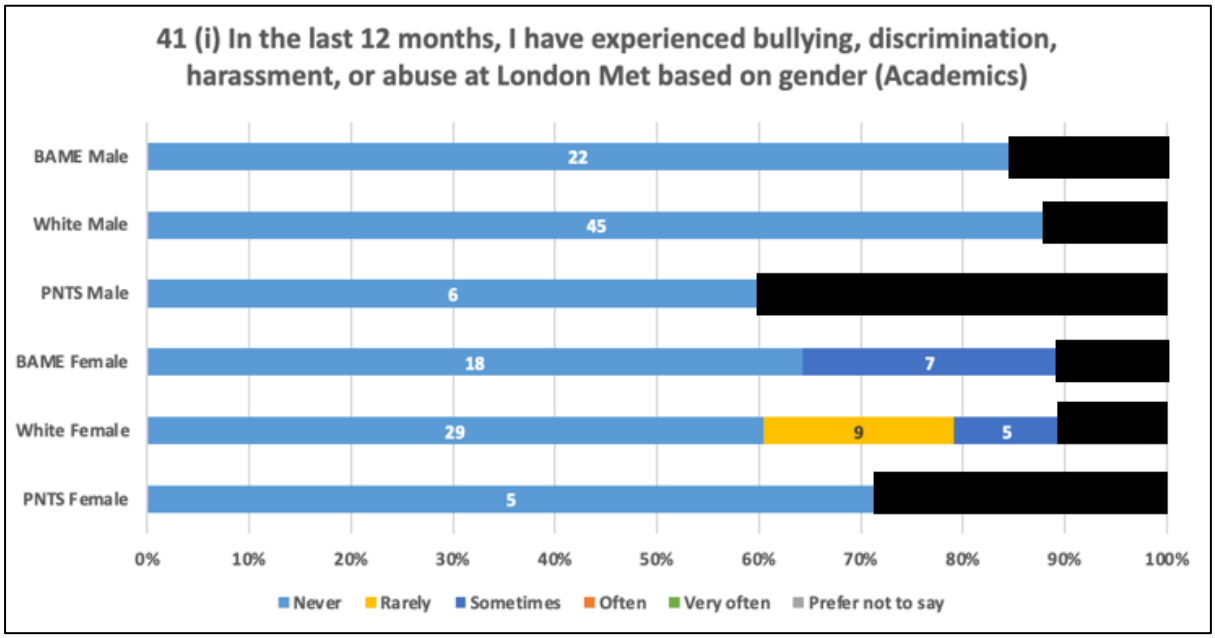


Figure APX1FIG168

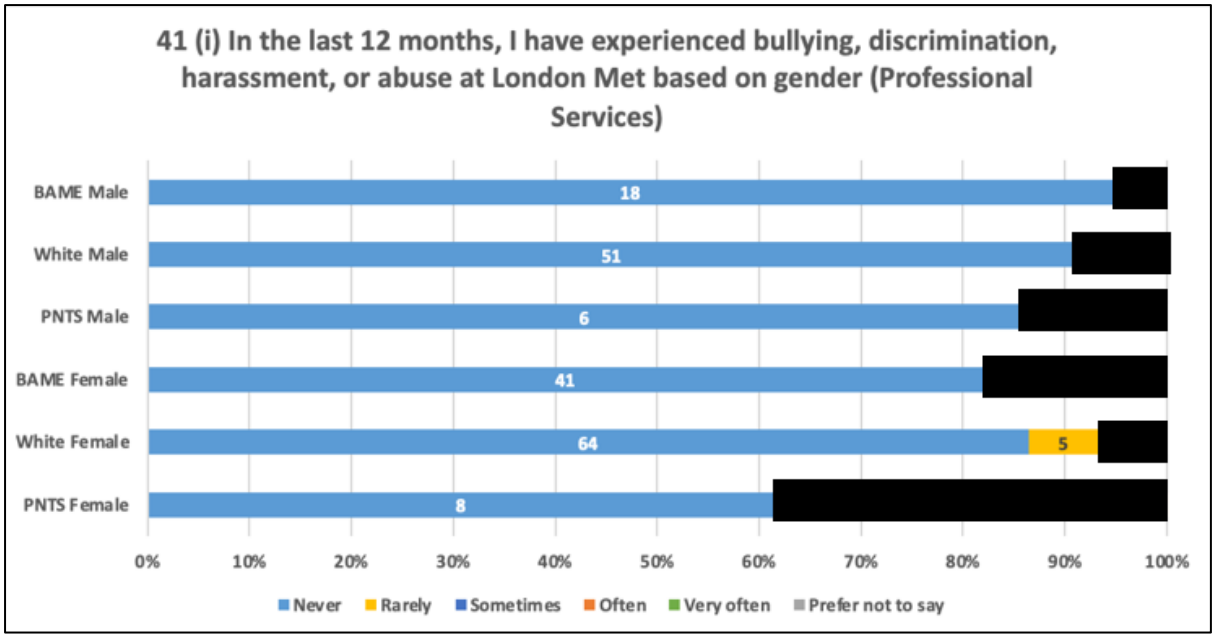


Figure APX1FIG169

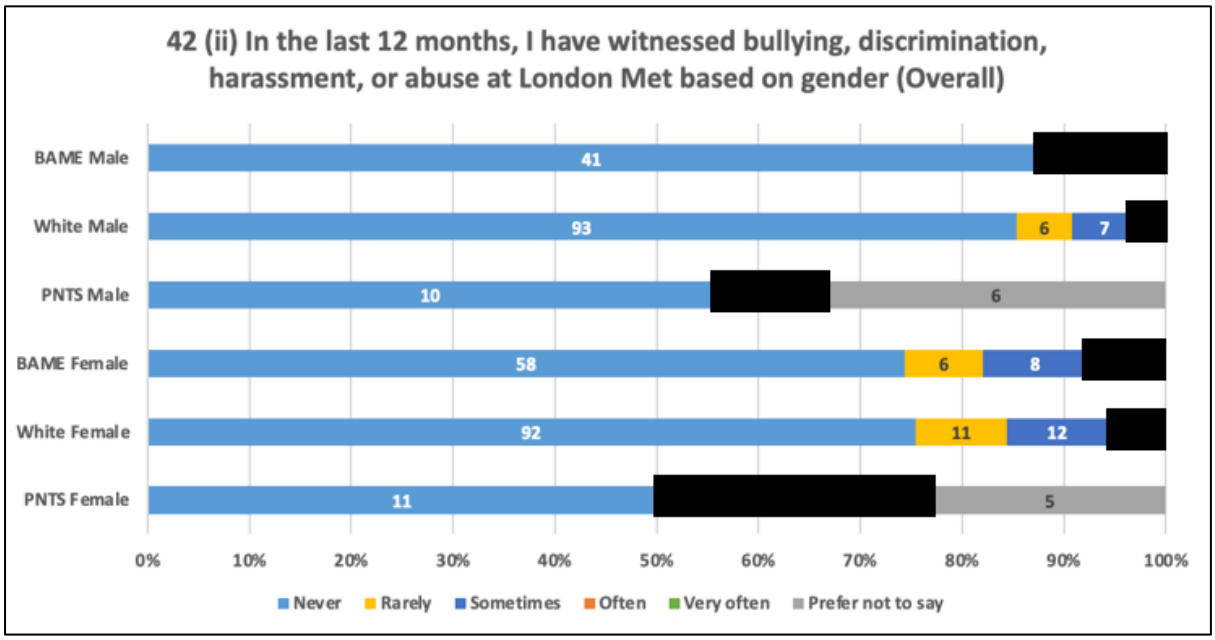


Figure APX1FIG170

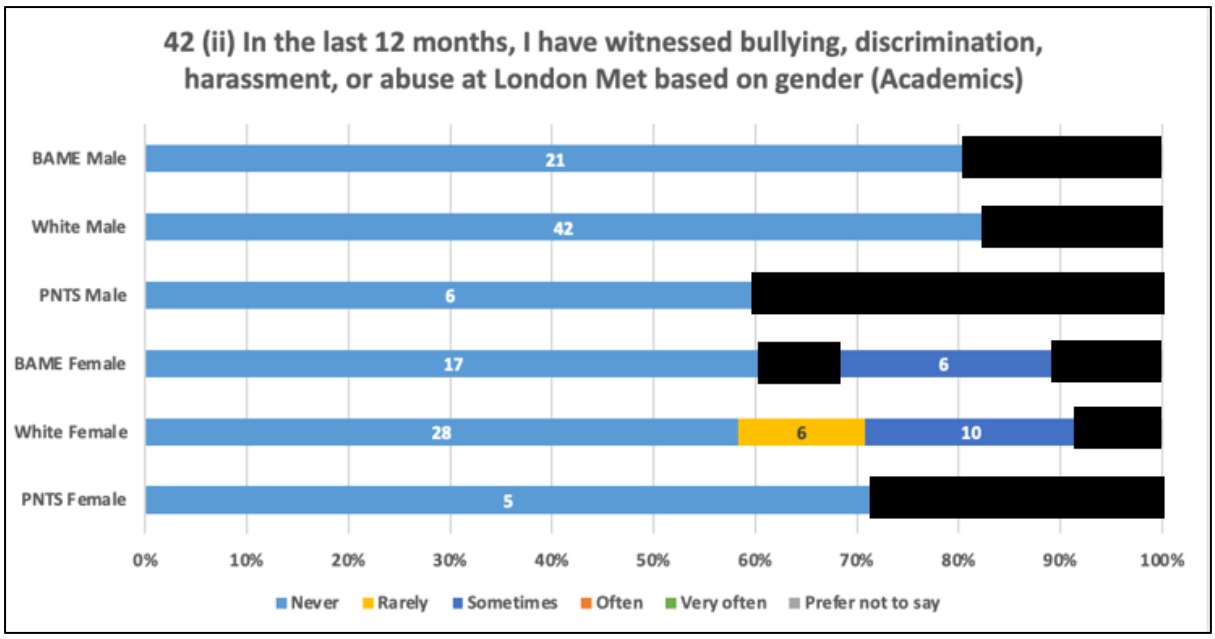


Figure APX1FIG171

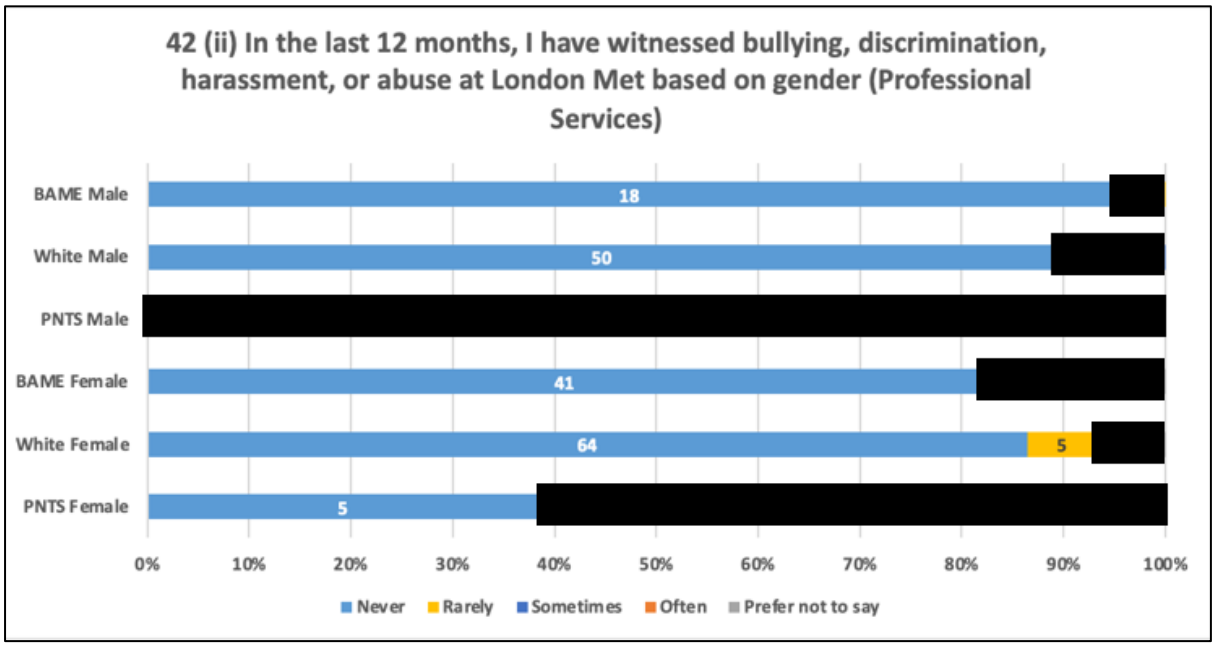


Figure APX1FIG172

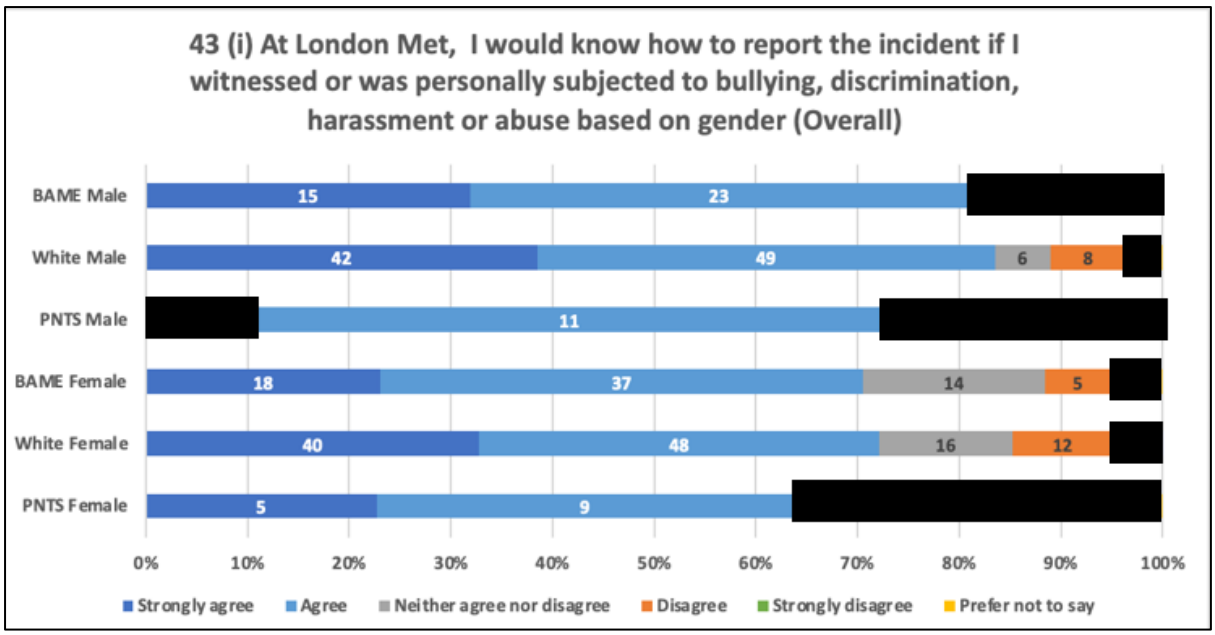


Figure APX1FIG173

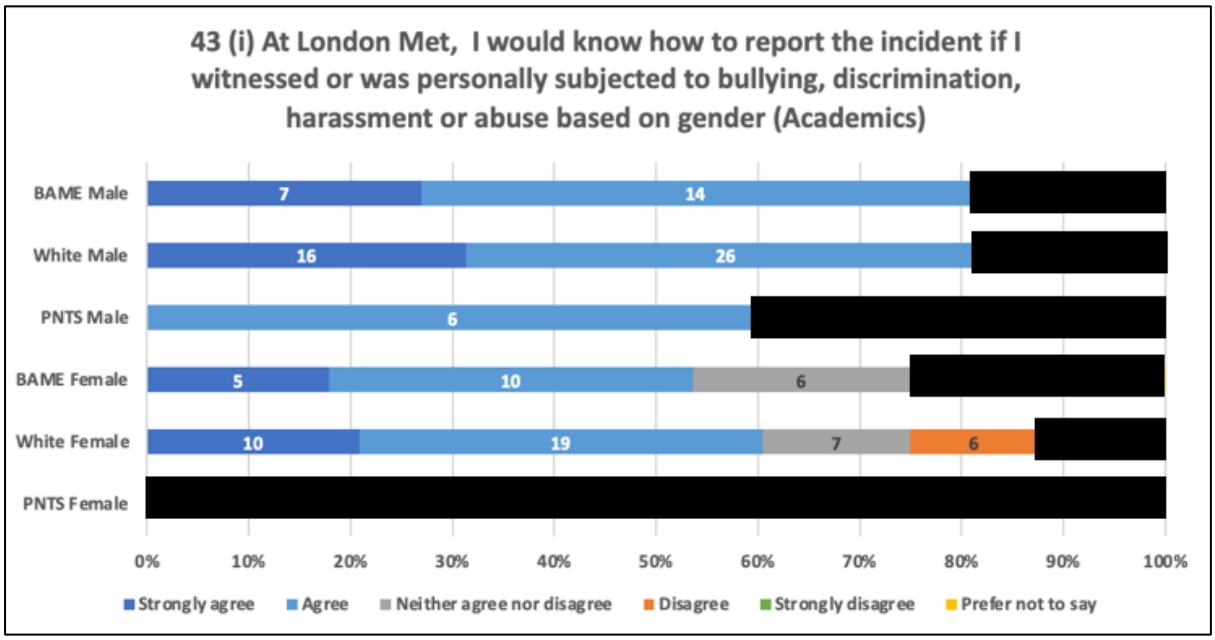


Figure APX1FIG174

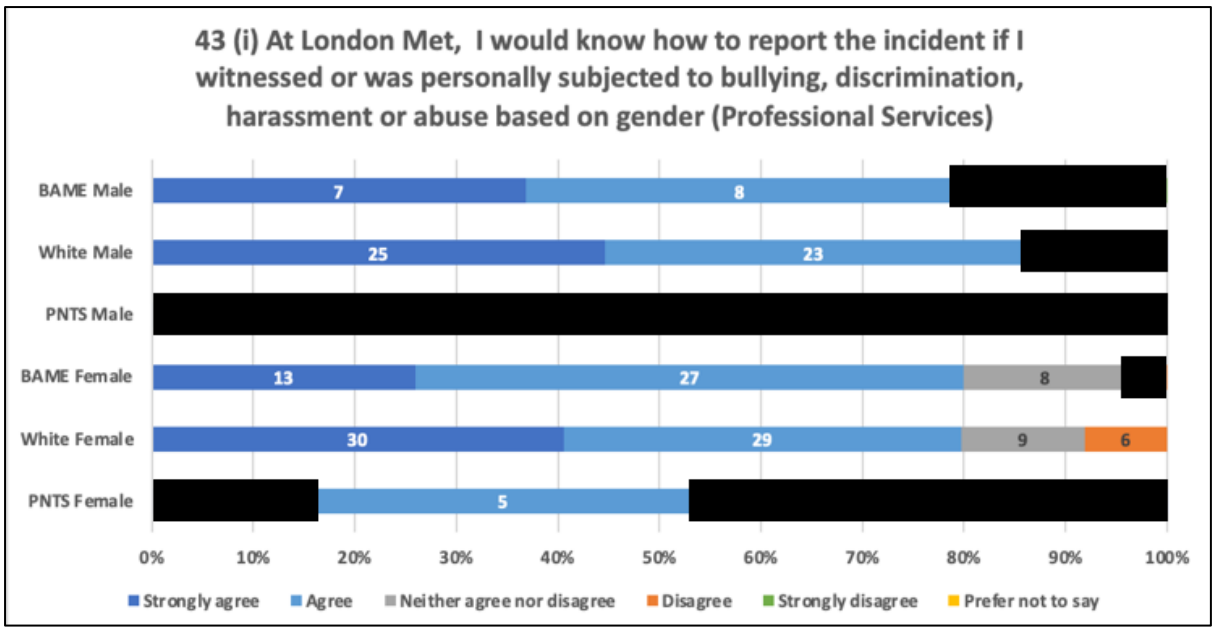


Figure APX1FIG175

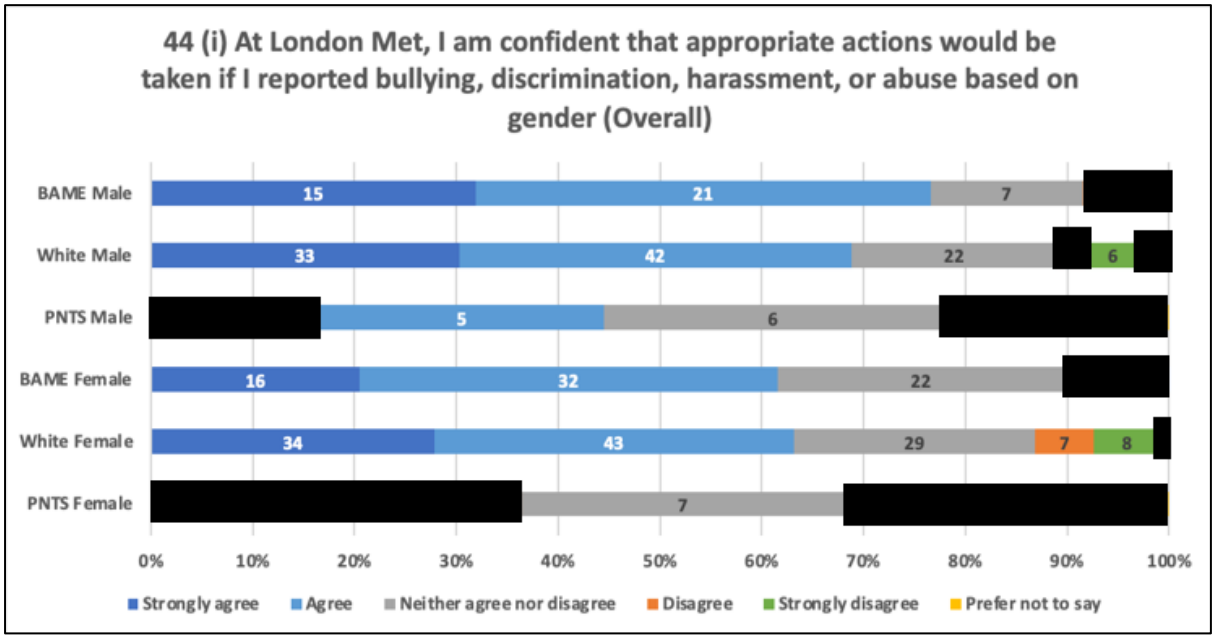


Figure APX1FIG176

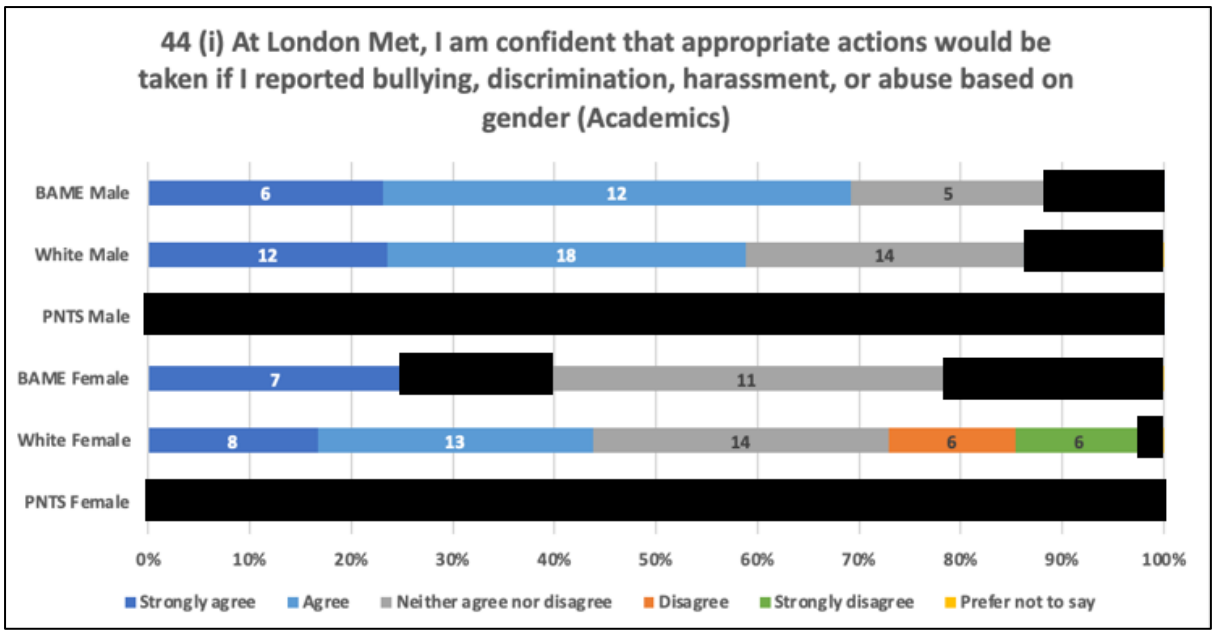


Figure APX1FIG177

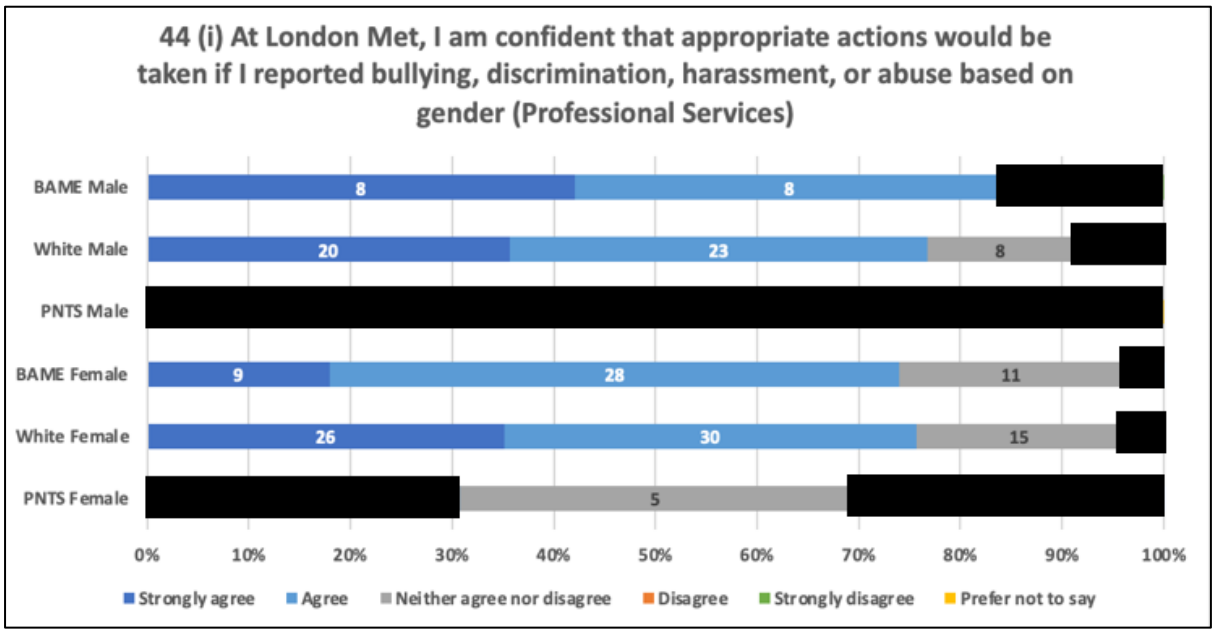


Figure APX1FIG178

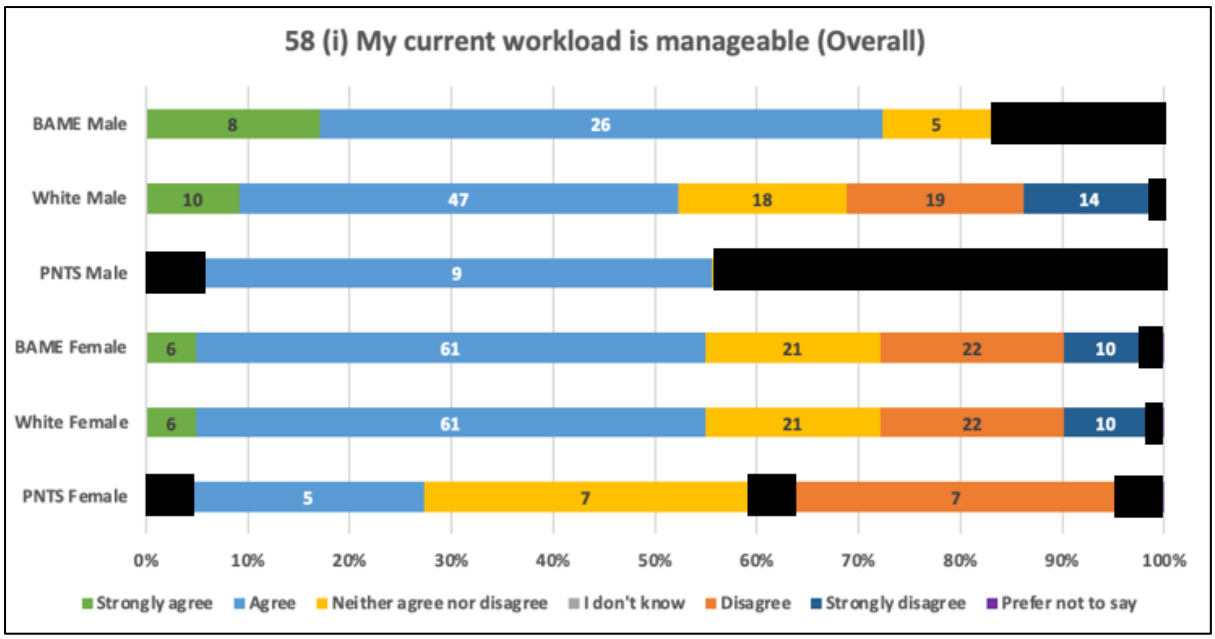


Figure APX1FIG179

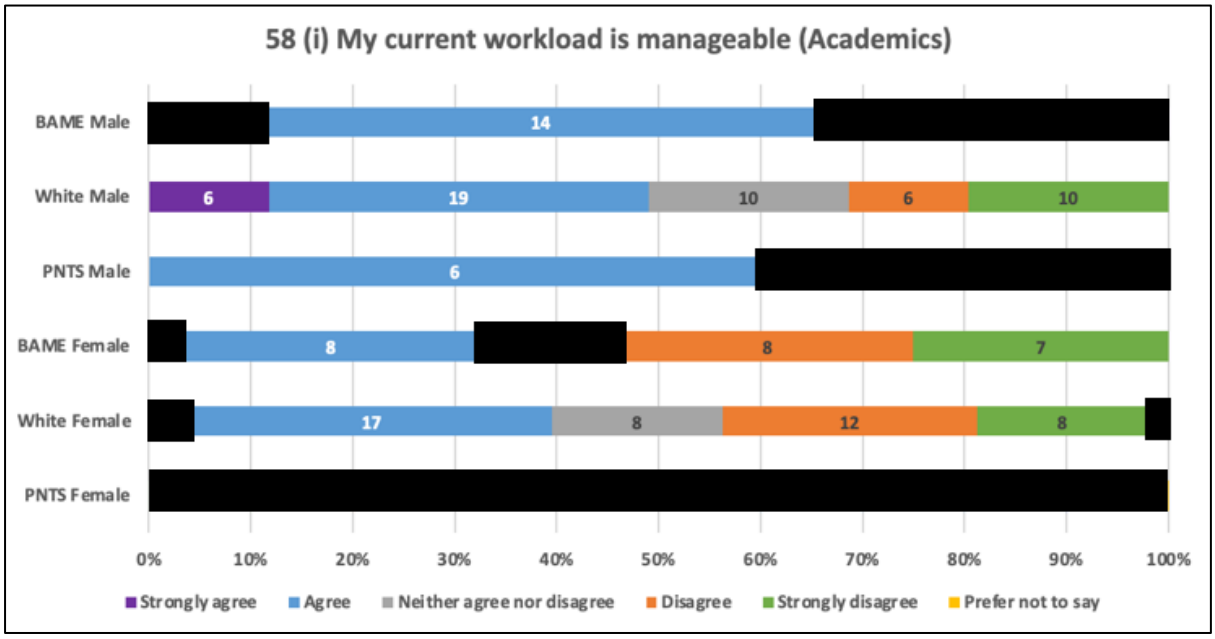


Figure APX1FIG180

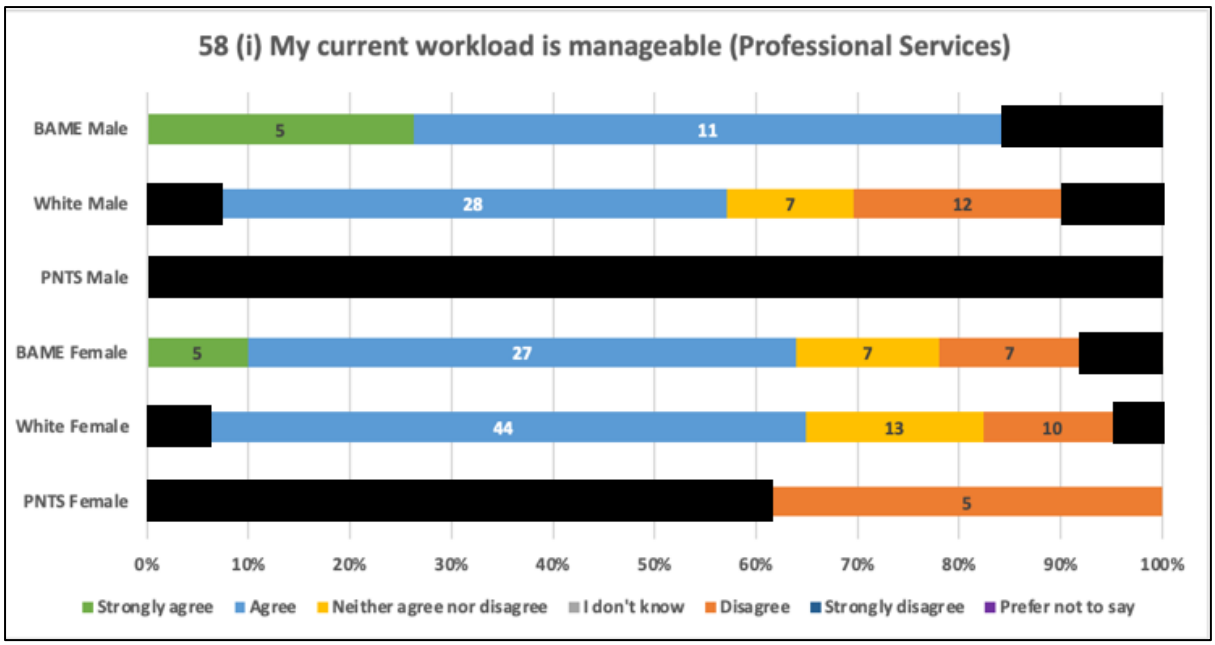


Figure APX1FIG181

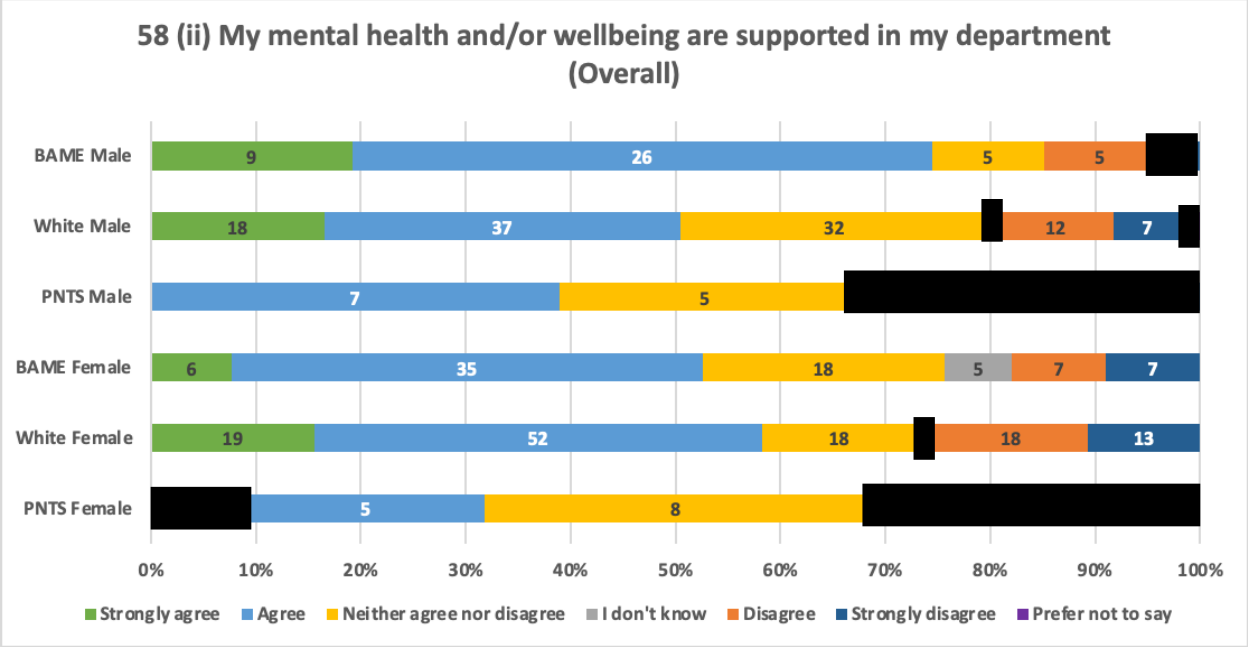


Figure APX1FIG182

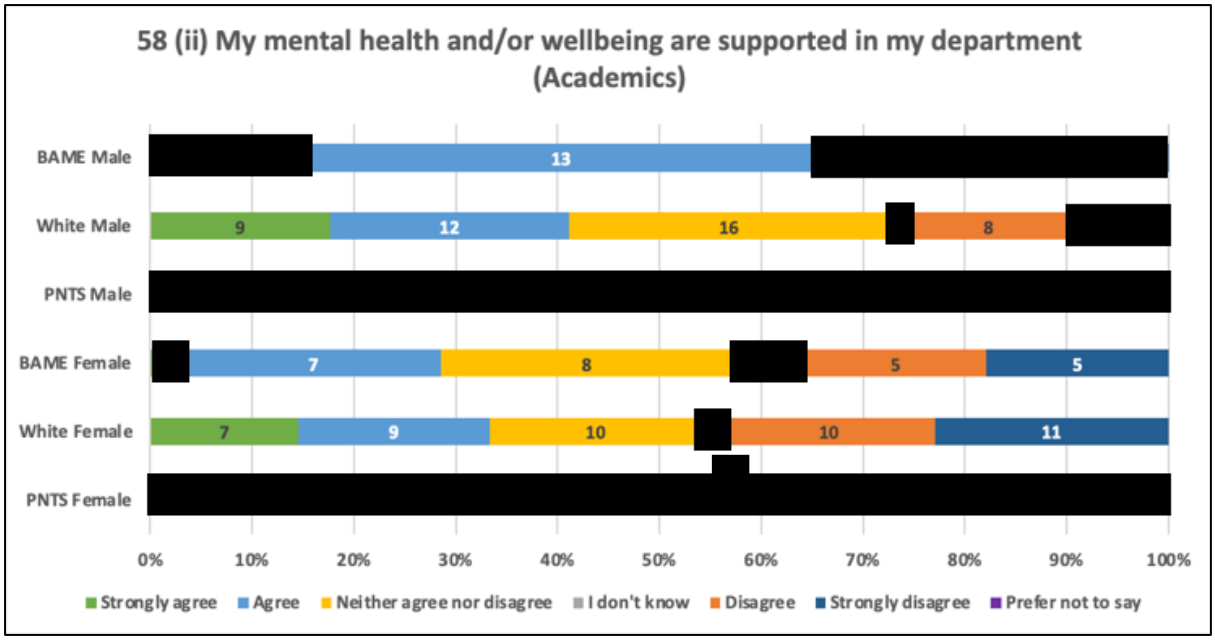


Figure APX1FIG183

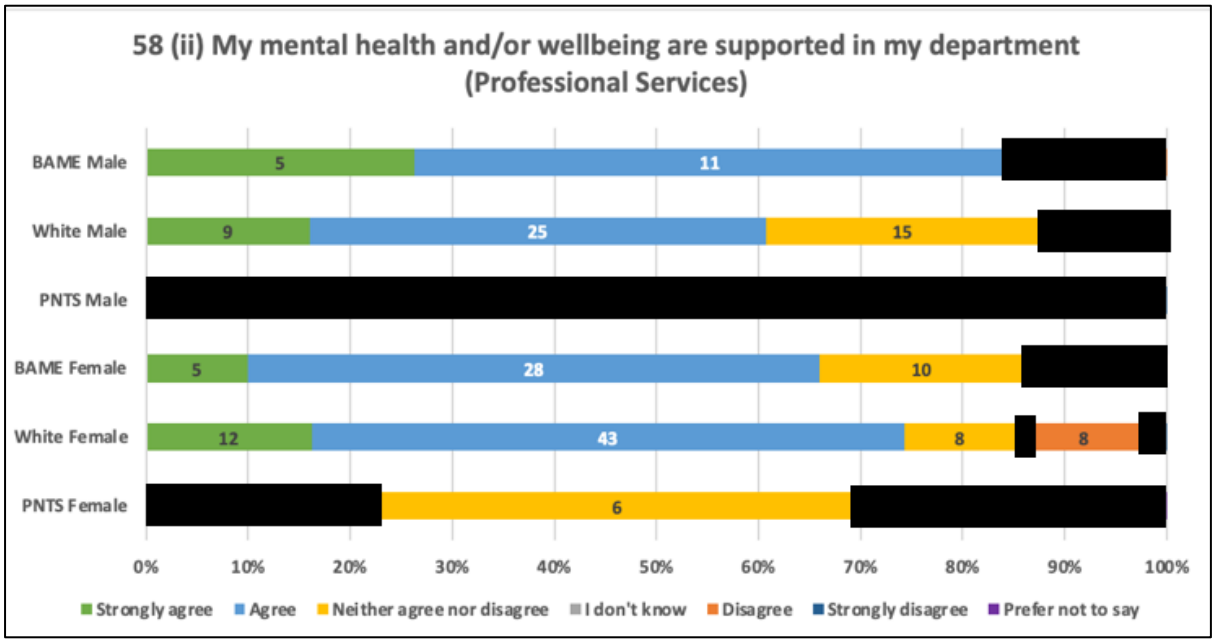


Figure APX1FIG184

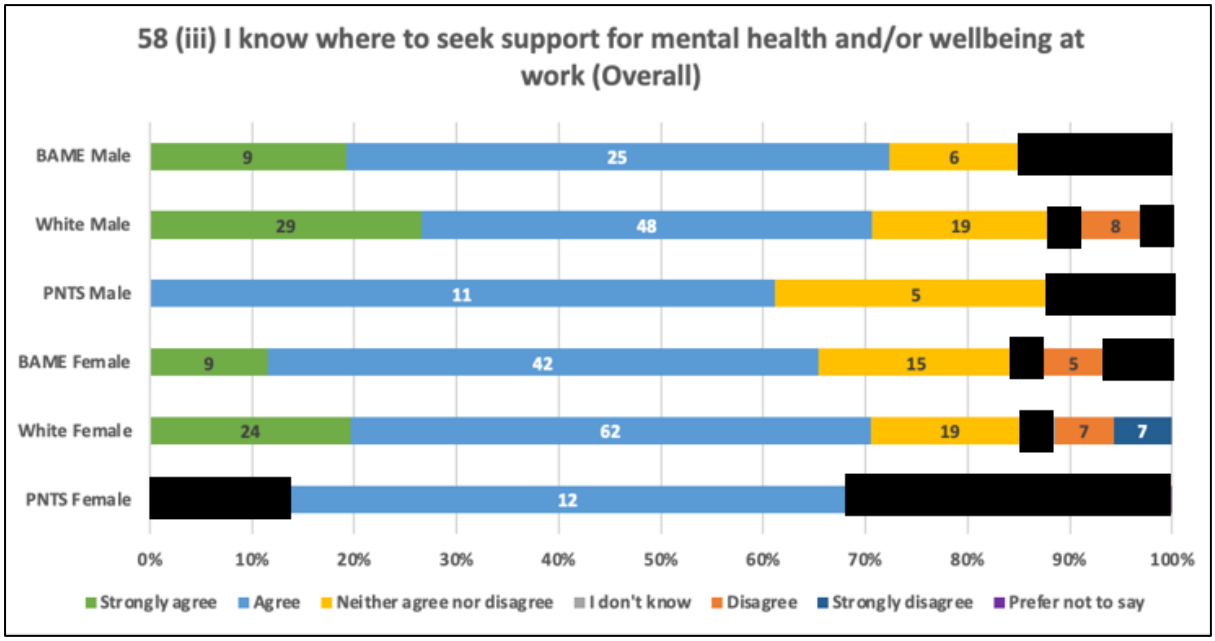


Figure APX1FIG185

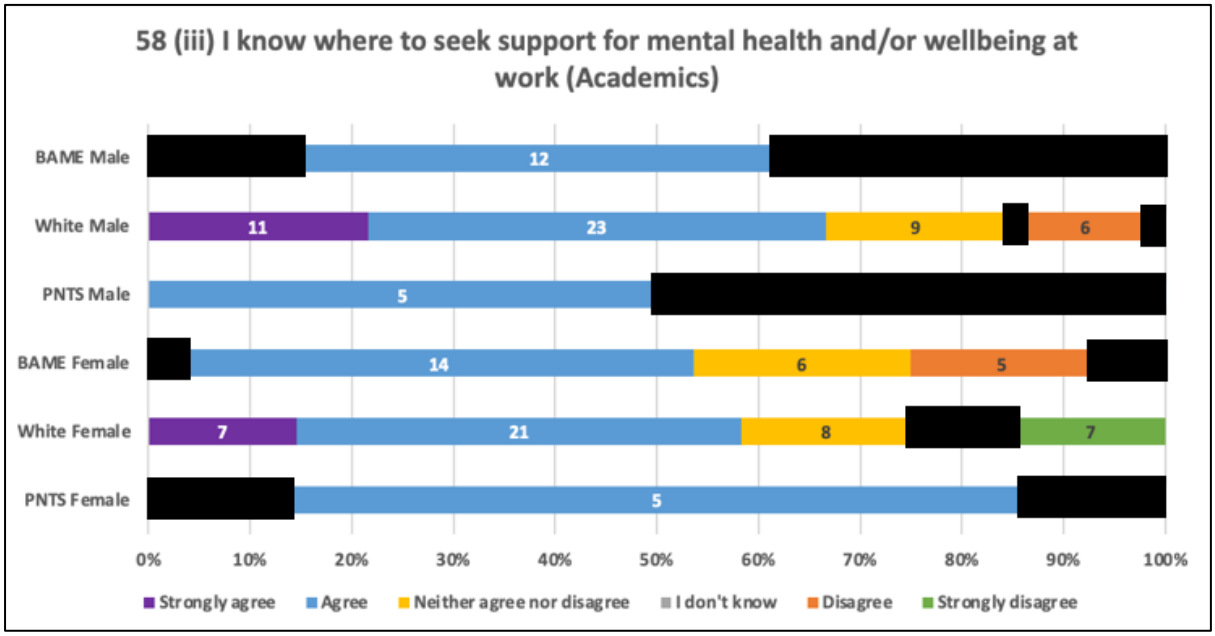


Figure APX1FIG186

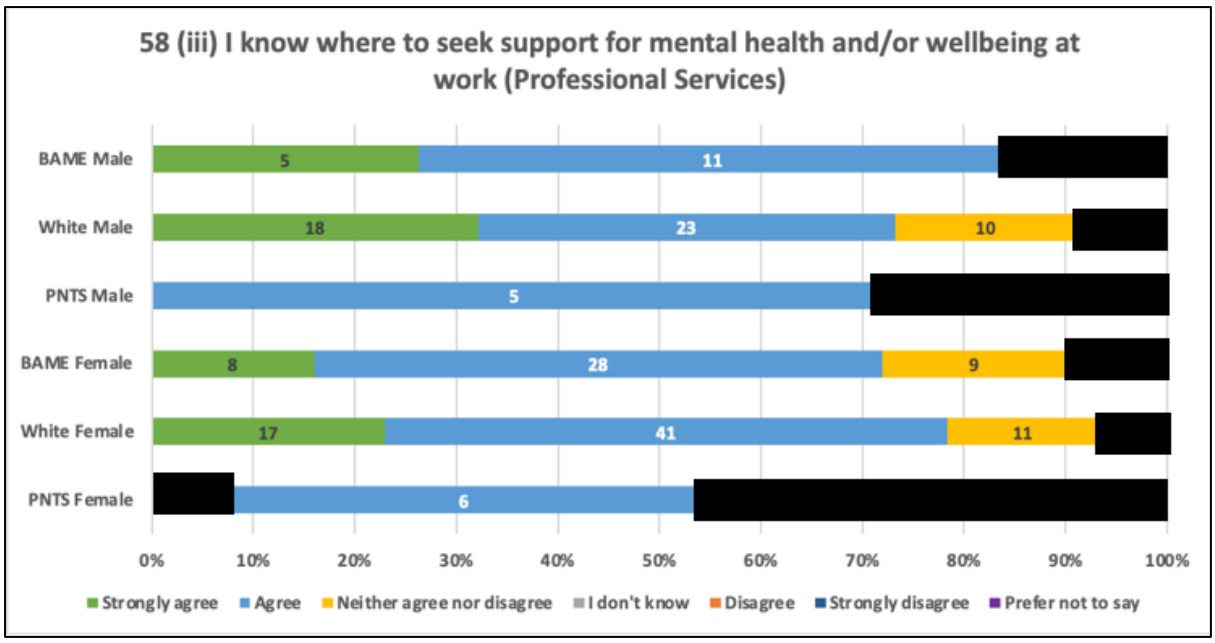


Figure APX1FIG187

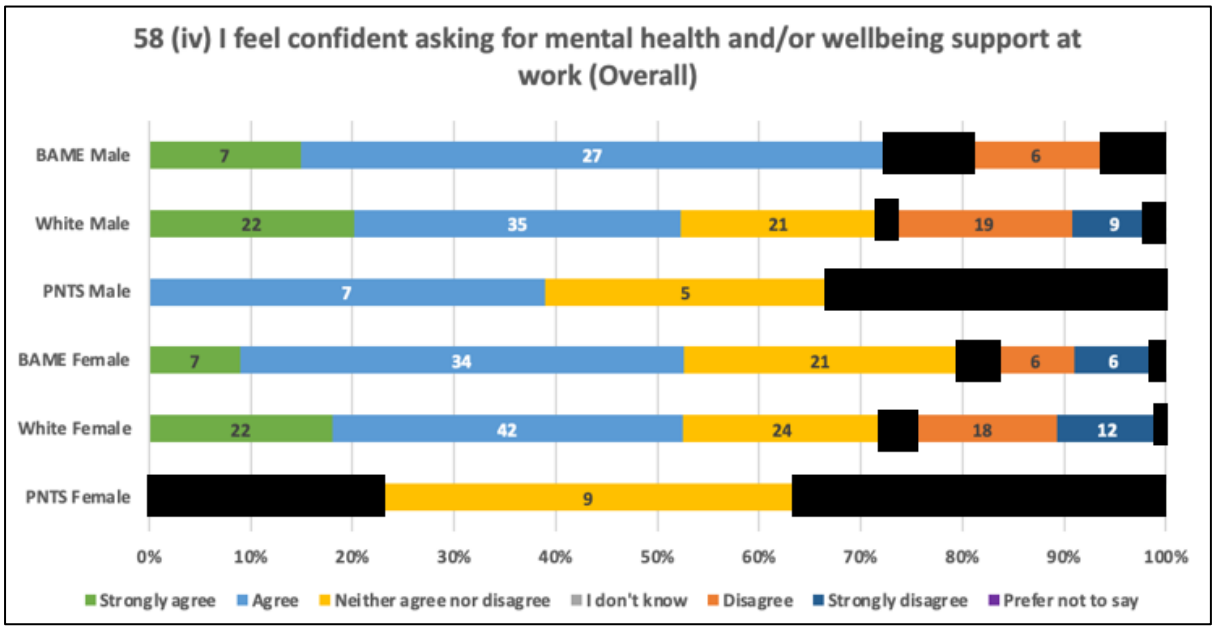


Figure APX1FIG188

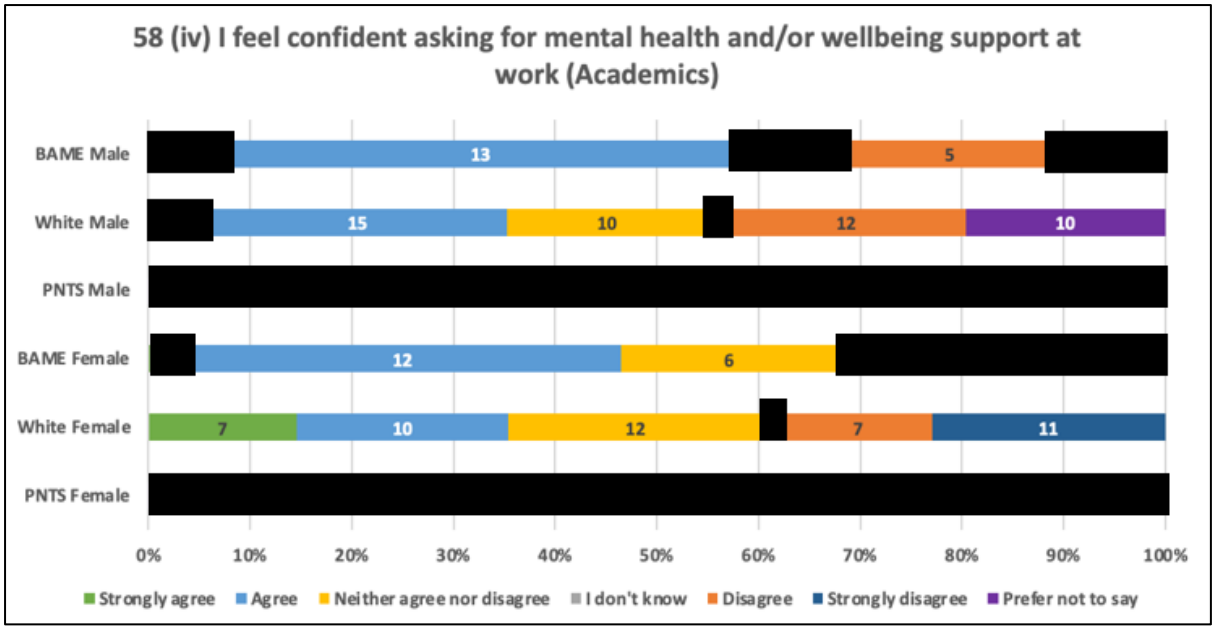


Figure APX1FIG189

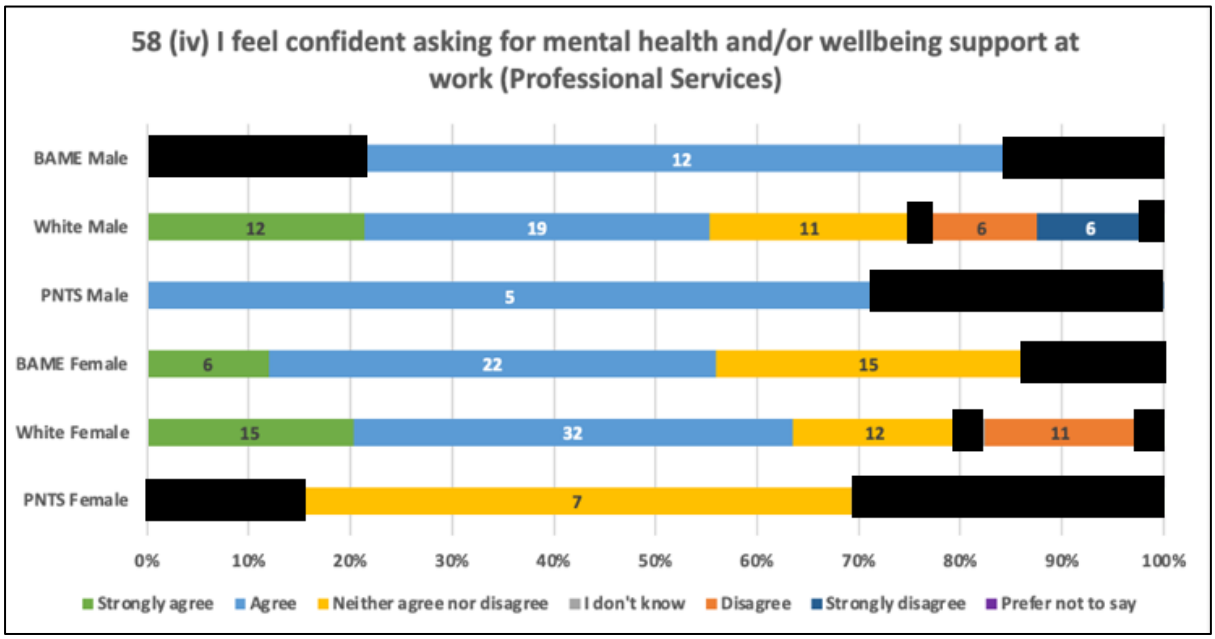


Figure APX1FIG190

Relevant Intersectional Tables

Table APX1.6.1: I feel comfortable speaking up and expressing my opinion (Academics)

13 (iii) I feel comfortable speaking up and expressing my opinion (Academics)												
	PNTS Female		White Female		BAME Female		PNTS Male		White Male		BAME Male	
Strongly agree			13	27.1%	5	17.9%			15	29.4%	12	46.2%
Agree			15	31.3%	11	39.3%			23	45.1%	8	30.8%
Neither agree nor disagree			5	10.4%	7	25.0%						
Disagree			11	22.9%					5	9.8%		
Strongly disagree		0%										
Prefer not to say		0%						0%		0.0%		0%
Total	7		48		28		10		51		26	

Table APX1.6.2: Decisions about promotion/progression are made fairly (Academics)

18 (ii) Decisions about promotion/progression are made fairly (Academics)												
	PNTS Female		White Female		BAME Female		PNTS Male		White Male		BAME Male	
Strongly agree								0%	6	11.8%		
Agree		0.0%	11	22.9%				0%	12	23.5%	6	23.1%
Neither agree nor disagree			7	14.6%					7	13.7%		
Disagree			10	20.8%	5	17.9%			7	13.7%	6	23.1%
Strongly disagree			9	18.8%	7	25.0%			7	13.7%	5	19.2%
Prefer not to say			10	20.8%	8	28.6%			12	23.5%	5	19.2%
Total	7		48		28		10		51		26	

Table APX1.6.3: My contributions are valued in my department (Academics)

25 (i) My contributions are valued in my department (Academics)												
	PNTS Female		White Female		BAME Female		PNTS Male		White Male		BAME Male	
Strongly agree			9	18.8%						25.5%	10	38.5%
Agree			20	41.7%	12	42.9%			27	52.9%	11	42.3%
Neither agree nor disagree		0.0%						0%				
Disagree		0.0%	6	12.5%								
Strongly disagree								0%				
Prefer not to say			9	18.8%								
Total	7		48		28		10		51		26	

Survey Respondents Demographic Information

Table APX1.7.1: Sex

Sex	n	%
Female	222	48.2%
Male	174	37.7%
Prefer Not to Say	65	14.1%

Table APX1.7.2: Gender Identity

Gender Identity	n	%
Woman	220	48.2%
Man	170	37.7%
Other		
Prefer Not to Say	67	14.5%

Table APX1.7.3: Trans Identity

Trans Identity	n	%
Yes		
No	401	87.0%
Prefer Not to Say	59	12.8%

Table APX1.7.4: Ethnicity

Ethnicity	n	%
Any other ethnic background	20	4.1%
Arab		
Asian or Asian British	41	8.9%
Black	45	9.8%
Mixed / Multiple ethnic backgrounds	22	4.8%
Prefer not to say	100	21.7%
White	233	50.5%

Table APX1.7.5: Sexual Orientation

Sexual Orientation	n	%
Asexual		
Bisexual	21	4.6%
Gay or lesbian	30	6.5%
Heterosexual/straight	307	66.6%
Multiple categories selected	5	1%
Self-describe		
Prefer not to say	88	19.1%
Queer		

Table APX1.7.6: Age Range

Age Range	n	%
20-24	[redacted]	
25-29	20	4.3%
30-34	39	8.5%
35-39	42	9.1%
40-44	57	12.4%
45-49	61	13.2%
50-54	51	11.1%
55-59	43	9.3%
60-64	43	9.3%
65 and over	19	4.1%
Prefer not to say	85	18.4%

Table APX1.7.7: Religion

Religion	n	%
Buddhist	8	1.7%
Christian	127	27.5%
Hindu	7	1.5%
Jewish	6	1.3%
Muslim	24	5.2%
No Religion/Belief (including Atheist)	167	36.2%
Prefer not to say	106	23.0%
Self-describe	12	2.4%
Sikh	[redacted]	

Table APX1.7.8: Nationality

Nationality	n	%
Dual Nationality (UK and other)	54	11.7%
Non-UK	63	13.7%
Prefer not to say	54	11.7%
UK	290	62.9%

Table APX1.7.9: Disability

Disability	n	%
Yes	76	16.5%
No	331	71.8%
Prefer not to say	54	11.7%

Table APX1.7.10: Caring responsibilities

Caring responsibilities	n	%
Yes	157	34.1%
No	242	52.5%
Prefer not to say	62	13.4%

Table APX1.7.11: Occupation of the highest-earning parent, guardian or carer

Occupation of the highest-earning parent, guardian, or carer	n	%
Don’t know / Not sure	24	5.2%
Higher managerial, administrative or professional (e.g. doctor, lawyer, senior manager)	101	21.9%
Intermediate occupation (e.g. secretary, office clerk, technician)	48	10.4%
Long-term unemployed or never worked	[redacted]	
Lower managerial, administrative or professional (e.g. teacher, nurse, police officer)	88	19.1%
Lower supervisory or technical occupation (e.g. builder, electrician, plumber)	29	6.3%
Prefer not to say	88	19.1%
Routine occupation (e.g. cleaner, labourer, driver)	20	4.3%
Semi-routine occupation (e.g. postal worker, sales assistant, machine operative)	17	3.7%
Small employer or own account worker (e.g. shop owner, self-employed tradesperson)	43	9.3%
Don’t know / Not sure	24	5.2%

Table APX1.7.12: Length of service

How long have you worked at London Met?	n	%
10-20 years	79	17.1%
1-2 years	55	11.9%
3-5 years	121	26.2%
6-10 years	80	17.4%
Less than 1 year	27	5.9%
Prefer not to say	8	1.7%

Table APX1.7.13: Contract type

Basis of your employment or main contract	n	%
Casual / Hourly Paid / Met Temps	11	2.4%
Fixed-term (e.g. one- or two-year contract)	11	2.4%
Permanent / Open-ended	435	94.4%
Prefer not to say	[redacted]	

Table APX1.7.14 Working hours

Working Hours	n	%
Full-time (35 hours per week or more)	389	84.4%
Irregular / variable hours		
Part-time (less than 35 hours per week)	63	13.7%
Prefer not to say	5	1.1%

Table APX1.7.15: Employment type

Employment Type	n	%
Academic Staff - Research and Teaching	166	36.0%
Academic Staff - Research Only		
Academic Staff - Teaching Only	44	9.5%
Academic-related / technical staff	21	4.6%
Prefer not to say	12	2.6%
Professional Services Staff	215	46.6%

Table APX1.7.16: School/Department

School/Department	n	%
Prefer not to say	25	5.4%
Professional Services (Central)	197	42.7%
School of Art Architecture & Design	45	9.8%
School of Computing & Digital Media	35	7.6%
School of Human Sciences	50	10.8%
School of Social Sciences and Professions	70	15.2%
School of the Built Environment / Guildhall School of Business & Law	39	8.5%

Table APX1.7.17: Staff group and grade (academic and professional services)

Staff group and grade	n	%
Academic	**187**	**40.6%**
*Associate Lecturer	11	
Associate Professor (Enterprise)	[redacted]	
Associate Teaching Professor	6	
Lecturer	30	
Prefer not to say	19	
Principal Lecturer	11	
Reader	10	
Senior Lecturer	93	
Senior Research Fellow	[redacted]	
Estates Professional Services	**26**	**5.6%**
EPSG1	[redacted]	
EPSG2	6	
EPSG3	[redacted]	
EPSG5	[redacted]	
EPSG6	[redacted]	
Prefer not to say	21	
Prefer not to say	**30**	**6.5%**

Staff group and grade	n	%
Professional Service Grades	**169**	**36.7%**
Prefer not to say	25	
PSG1	[redacted]	
PSG2	6	
PSG3	6	
PSG4	19	
PSG5	52	
PSG6	28	
PSG7	20	
PSG8	16	
PSG9	10	
Senior & Other Related Grades	**49**	**10.6%**
Prefer not to say	38	
Professional Manager Grades	22	
Professor Grade	11	
Senior Manager Grades	20	
Senior Professor	[redacted]	

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Additional staff datasets have been provided for gender and ethnicity intersections, as these are applicable to London Met's staff profile. Below we have provided data for each category, however we are not able to produce recruitment data for sections 6-9 as we are embedding the new HCMS.

Appendix 2 Tables Colour Coding
Students
Academic Staff
Professional Services Staff
Additional data

Appendix 2: Data tables

1. Students at foundation, UG, PGT and PGR level
2 Academic staff by grade and contract function
3. Academic staff by grade and contract type
4. Professional services (PS) staff by grade and job family
5. PS staff by contract type
6. Additional Data

1. Students at foundation, UG, PGT and PGR level

For student data, this is only available from 2019/20 to 2023/24. Staff data covers 2019/20 to 2024/25.

Table APX2.1.1: Foundation students by gender (excluding partnerships)

Year	2019/20		2020/21		2021/22		2022/23		2023/24	
Sex	HC	%	HC	%	HC	%	HC	%	HC	%
Female	1546	63.6%	2023	62.1%	2081	61.0%	2043	61.7%	1848	62.9%
Male	884	36.4%	1230	37.8%	1327	38.9%	1259	38.0%	1084	36.9%
Other			[redacted]		5	0.1%	8	0.2%	6	0.2%
Unknown							[redacted]			
Total	2430	100%	3256	100%	3413	100%	3313	100%	2938	100%

Table APX2.1.2: Foundation students by gender and by mode of study (PT/FT)

Year		2019/20		2020/21		2021/22		2022/23		2023/24	
Sex	Mode	HC	%	HC	%	HC	%	HC	%	HC	%
Female	FT	1485	61.1%	1934	59.4%	1973	57.8%	1946	58.7%	1746	59.4%
	PT	61	2.5%	89	2.7%	108	3.2%	97	2.9%	102	3.5%
Male	FT	844	34.7%	1192	36.6%	1266	37.1%	1191	35.9%	1001	34.1%
	PT	40	1.6%	38	1.2%	61	1.8%	68	2.1%	83	2.8%
Other/unknown	FT			[redacted]		5	0.1%	11	0.3%	6	0.2%
	PT										
Total		2430	100%	3256	100%	3413	100%	3313	100%	2938	100%

Table APX2.1.3: UG students by gender

Year	2019-20		2020/21		2021/22		2022/23		2023/24	
Sex	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**
Female	4895	64.9%	5597	65.1%	5347	64.2%	5000	63.3%	4584	61.6%
Male	2644	35.1%	2992	34.8%	2966	35.6%	2875	36.4%	2839	38.2%
Other			[redacted]		14	0.2%	16	0.2%	18	0.2%
Unknown							8	0.1%		
Total	**7539**	**100%**	**8592**	**100%**	**8327**	**100%**	**7899**	**100%**	**7441**	**100.0%**

Table APX2.1.4: UG Students by school and gender by mode of study (PT/FT)

Year			2019-20		2020-21		2021-22		2022-23		2023-24	
School	**Sex**	**Mode**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**
GSBL	**Female**	**FT**	959	56.0%	1214	57.8%	1085	56.6%	1031	55.6%	979	51.5%
	Male	**FT**	753	44.0%	887	42.2%	828	43.2%	820	44.3%	919	48.3%
	Other	**FT**			[redacted]							
	Total		**1712**	**100.0%**	**2102**	**100.0%**	**1916**	**100.0%**	**1853**	**100.0%**	**1901**	**100.0%**
	Female	**PT**	109	58.3%	106	56.4%	114	55.9%	100	56.5%	106	52.5%
	Male	**PT**	78	41.7%	82	43.6%	90	44.1%	77	43.5%	96	47.5%
	Total		**187**	**100.0%**	**188**	**100.0%**	**204**	**100.0%**	**177**	**100.0%**	**202**	**100.0%**
SHSC	**Female**	**FT**	614	64.4%	684	64.8%	719	64.5%	716	66.7%	738	69.7%
	Male	**FT**	339	35.6%	371	35.1%	394	35.3%	355	33.1%	320	30.2%
	Other	**FT**			[redacted]							
	Total		**953**	**100.0%**	**1056**	**100.0%**	**1115**	**100.0%**	**1073**	**100.0%**	**1059**	**100.0%**
	Female	**PT**	67	60.4%	64	66.7%	70	62.5%	58	59.8%	66	66.0%
	Male	**PT**	44	39.6%	32	33.3%	42	37.5%	38	39.2%	34	34.0%
	Other	**PT**							[redacted]			
	Total		**111**	**100.0%**	**96**	**100.0%**	**112**	**100.0%**	**97**	**100.0%**	**100**	**100.0%**
SSSP	**Female**	**FT**	1802	82.9%	2086	84.0%	1928	83.4%	1758	83.5%	1468	83.5%

Year			2019-20		2020-21		2021-22		2022-23		2023-24	
School	Sex	Mode	HC	%	HC	%	HC	%	HC	%	HC	%
	Male	FT	372	17.1%	396	16.0%	380	16.4%	345	16.4%	288	16.4%
	Other	FT										
	Total		2174	100.0%	2482	100.0%	2311	100.0%	2106	100.0%	1758	100.0%
	Female	PT	206	82.1%	185	81.9%	190	82.6%	154	84.2%	141	84.4%
	Male	PT	45	17.9%	41	18.1%	40	17.4%	29	15.8%	26	15.6%
	Total		251	100.0%	226	100.0%	230	100.0%	183	100.0%	167	100.0%
AAD	Female	FT	748	70.4%	828	70.0%	806	69.9%	762	69.7%	662	68.7%
	Male	FT	315	29.6%	354	29.9%	344	29.8%	319	29.2%	293	30.4%
	Other	FT							13	1.2%	8	0.8%
	Total		1063	100.0%	1183	100.0%	1153	100.0%	1094	100.0%	963	100.0%
	Female	PT	61	62.2%	52	55.3%	55	59.8%	60	60.6%	52	66.7%
	Male	PT	37	37.8%	42	44.7%	37	40.2%	39	39.4%	26	33.3%
	Total		98	100.0%	94	100.0%	92	100.0%	99	100.0%	78	100.0%
SCDM	Female	FT	303	33.5%	360	33.0%	347	31.4%	347	30.5%	338	30.8%
	Male	FT	601	66.5%	732	67.0%	756	68.4%	787	69.2%	756	69.0%
	Other	FT										
	Total		904	100.0%	1092	100.0%	1106	100.0%	1137	100.0%	1096	100.0%
	Female	PT	26	30.2%	18	24.7%	33	37.5%	14	17.5%	33	30.0%
	Male	PT	60	69.8%	55	75.3%	55	62.5%	66	82.5%	75	68.2%
	Other	PT										
	Total		86	100.0%	73	100.0%	88	100.0%	80	100.0%	110	100.0%

Table APX2.1.5: PGT students by gender

Year	2019-20		2020-21		2021-22		2022-23		2023-24	
Sex	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**
Female	1334	66.9%	1446	68.3%	1721	69.4%	2811	64.3%	3601	60.7%
Male	659	33.1%	671	31.7%	756	30.5%	1551	35.5%	2327	39.2%
Other					[redacted]		5	0.1%	5	0.1%
Unknown							[redacted]			
Total	**1993**	**100.0%**	**2117**	**100.0%**	**2481**	**100.0%**	**4371**	**100.0%**	**5933**	**100.0%**

Table APX2.1.6: PGT students by gender by mode of study (PT/FT)

Year		2019/20		2020/21		2021/22		2022/23		2023/24	
Sex	**Mode**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**
Female	**FT**	735	36.9%	848	40%	1096	44.2%	2146	49.1%	2632	44.4%
	PT	599	30.1%	598	28.2%	625	25.2%	665	15.2%	969	16.3%
Male	**FT**	377	18.9%	395	18.7%	495	20.0%	1231	28.2%	1877	31.6%
	PT	282	14.1%	276	13.0%	261	10.5%	320	7.3%	450	7.6%
Other	**FT**					[redacted]		5	0.1%	5	0.1%
	PT										
Unknown	**FT**							[redacted]			
	PT										
Total		**1993**	**100.0%**	**2117**	**100.0%**	**2481**	**100.0%**	**4371**	**100.0%**	**5933**	**100.0%**

Table APX2.1.7: PGR students by gender

Year	2020/21		2021/22		2022/23		2023/24	
Sex	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**
Female	67	53.2%	67	54.0%	78	49.7%	93	50.5%
Male	59	46.8%	57	46.0%	79	50.3%	91	49.5%
Total	**126**	**100%**	**124**	**100%**	**157**	**100%**	**184**	**100%**

Table APX2.1.8: PGR students by gender by mode of study (PT/FT)

Year		2019/20		2020/21		2021/22		2022/23		2023/24	
Sex	**Mode**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**	**HC**	**%**
Female	**FT**	19	14.3%	22	17.5%	29	23.4%	28	17.8%	35	19.0%
	PT	56	42.1%	45	35.7%	38	30.6%	50	31.8%	58	31.5%
Male	**FT**	20	15.0%	22	17.5%	24	19.4%	33	21.0%	31	16.8%
	PT	38	28.6%	37	29.4%	33	26.6%	46	29.3%	60	32.6%
Total		**133**	**100.0%**	**126**	**100.0%**	**124**	**100.0%**	**157**	**100.0%**	**184**	**100%**

2 Academic staff by grade and contract function

Please note: London Met does not have 'contract function' categories, so this has not been included in the tables for this section.

Table APX2.2.1: Academic staff by grade by gender

Academic staff by grade by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
ASL		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	228	**30.7%**
Female											114	50.0%
Male											114	50.0%
ACADLEAD				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male												
Lecturer	26	**8.2%**	49	**12.6%**	42	**10.4%**	63	**14.4%**	71	**14.4%**	71	**9.6%**
Female	11	42.3%	29	59.2%	22	52.4%	35	55.6%	38	53.5%	33	46.5%
Male	15	57.7%	20	40.8%	20	47.6%	28	44.4%	33	46.5%	38	53.5%
Senior Lecturer	245	**77.0%**	262	**67.4%**	257	**63.8%**	267	**60.8%**	286	**58.1%**	287	**38.6%**
Female	118	48.2%	127	48.5%	127	49.4%	135	50.6%	149	52.1%	157	54.7%
Male	127	51.8%	135	51.5%	130	50.6%	132	49.4%	137	47.9%	130	45.3%
Principal Lecturer	24	**7.5%**	19	**4.9%**	23	**5.7%**	21	**4.8%**	28	**5.7%**	31	**4.2%**
Female	10	41.7%	10	52.6%	13	56.5%	11	52.4%	12	42.9%	14	45.2%
Male	14	58.3%	9	47.4%	10	43.5%	10	47.6%	16	57.1%	17	54.8%
Reader	5	**1.6%**	9	**2.3%**	19	**4.7%**	18	**4.1%**	29	**5.9%**	29	**3.9%**
Female			5	55.6%	10	52.6%	9	50.0%	13	44.8%	14	48.3%
Male					9	47.4%	9	50.0%	16	55.2%	15	51.7%
Ass Prof		**0.0%**	8	**2.1%**	16	**4.0%**	16	**3.6%**	23	**4.7%**	28	**3.8%**
Female					6	37.5%	6	37.5%	11	47.8%	13	46.4%
Male					10	62.5%	10	62.5%	12	52.2%	15	53.6%
Professor	10	**3.1%**	25	**6.4%**	31	**7.7%**	28	**6.4%**	31	**6.3%**	35	**4.7%**
Female			7	28.0%	8	25.8%	7	25.0%	11	35.5%	13	37.1%

Academic staff by grade by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Male	8	80.0%	18	72.0%	23	74.2%	21	75.0%	20	64.5%	22	62.9%
Senior Professor		**0.0%**	11	**2.8%**	11	**2.7%**	13	**3.0%**	12	**2.4%**	12	**1.6%**
Female												
Male			9	81.8%	9	81.8%	10	76.9%	9	75.0%	9	75.0%
Research Assistant		**0.0%**		**0.0%**		**0.0%**		**0.0%**				
Female												
Research Fellow										**0.0%**		**0.0%**
Female		0.0%										
Male								0.0%				
Senior Research Fellow												
Female												
Male												0.0%
SPOT		**0.0%**		**0.0%**		**0.0%**	10	**2.3%**	7	**1.4%**	18	**2.4%**
Female							6	60.0%	5	71.4%	12	66.7%
Male											6	33.3%

Table APX2.2.2: Academic staff by grade by gender and ethnicity

Regarding the yellow highlighting: Whilst participating in WHEN BAME Professors programme, BAME males have seen a relative decline in their representation compared to White males.

Academic staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
ASL		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	**228**	**30.7%**
Female											**114**	**50.0%**
BAME											34	29.8%
Not known												
Prefer not to say												
White											74	64.9%
Male											**114**	**50.0%**
BAME											33	28.9%
Not known											7	6.1%
Prefer not to say												
White											70	61.4%
ACADLEAD				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male												
White												
Lecturer	**26**	**8.2%**	**49**	**12.6%**	**42**	**10.4%**	**63**	**14.4%**	**71**	**14.4%**	**71**	**9.6%**
Female	**11**	**42.3%**	**29**	**59.2%**	**22**	**52.4%**	**35**	**55.6%**	**38**	**53.5%**	**33**	**46.5%**
BAME	6	54.5%	7	24.1%	8	36.4%	21	60.0%	26	68.4%	22	66.7%
Not known		0.0%				0.0%		0.0%		0.0%		
White	5	45.5%	20	69.0%	14	63.6%	14	40.0%	12	31.6%	10	30.3%
Male	**15**	**57.7%**	**20**	**40.8%**	**20**	**47.6%**	**28**	**44.4%**	**33**	**46.5%**	**38**	**53.5%**
BAME			7	35.0%	9	45.0%	12	42.9%	17	51.5%	20	52.6%
Not known		0.0%			5	25.0%						

Academic staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	12	80.0%	12	60.0%	6	30.0%	12	42.9%	13	39.4%	15	39.5%
Senior Lecturer	**245**	**77.0%**	**262**	**67.4%**	**257**	**63.8%**	**267**	**60.8%**	**286**	**58.1%**	**287**	**38.6%**
Female	**118**	**48.2%**	**127**	**48.5%**	**127**	**49.4%**	**135**	**50.6%**	**149**	**52.1%**	**157**	**54.7%**
BAME	43	36.4%	39	30.7%	43	33.9%	44	32.6%	58	38.9%	66	42.0%
Not known		0.0%	8	6.3%	13	10.2%	13	9.6%	13	8.7%	12	7.6%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	75	63.6%	80	63.0%	71	55.9%	78	57.8%	78	52.3%	77	49.0%
Male	**127**	**51.8%**	**135**	**51.5%**	**130**	**50.6%**	**132**	**49.4%**	**137**	**47.9%**	**130**	**45.3%**
BAME	33	26.0%	32	23.7%	33	25.4%	37	28.0%	43	31.4%	43	33.1%
Not known		0.0%	5	3.7%	7	5.4%	9	6.8%	11	8.0%	6	4.6%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	94	74.0%	98	72.6%	90	69.2%	86	65.2%	83	60.6%	80	61.5%
Principal Lecturer	**24**	**7.5%**	**19**	**4.9%**	**23**	**5.7%**	**21**	**4.8%**	**28**	**5.7%**	**31**	**4.2%**
Female	**10**	**41.7%**	**10**	**52.6%**	**13**	**56.5%**	**11**	**52.4%**	**12**	**42.9%**	**14**	**45.2%**
BAME					6	46.2%					6	42.9%
Not known		0.0%		0.0%				0.0%		0.0%		0.0%
White	7	70.0%	6	60.0%	6	46.2%	8	72.7%	8	66.7%	8	57.1%
Male	**14**	**58.3%**	**9**	**47.4%**	**10**	**43.5%**	**10**	**47.6%**	**16**	**57.1%**	**17**	**54.8%**
BAME							5	50.0%	7	43.8%	8	47.1%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	10	71.4%	6	66.7%	6	60.0%	5	50.0%	9	56.3%	8	47.1%
Reader	**5**	**1.6%**	**9**	**2.3%**	**19**	**4.7%**	**18**	**4.1%**	**29**	**5.9%**	**29**	**3.9%**
Female			**5**	**55.6%**	**10**	**52.6%**	**9**	**50.0%**	**13**	**44.8%**	**14**	**48.3%**
BAME		0.0%		0.0%								
Not known		0.0%		0.0%								

Academic staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
White			5	100.0%	7	70.0%	6	66.7%	8	61.5%	9	64.3%
Male					**9**	**47.4%**	**9**	**50.0%**	**16**	**55.2%**	**15**	**51.7%**
BAME		0.0%		0.0%	5	55.6%	5	55.6%	8	50.0%	7	46.7%
White				100.0%					8	50.0%	8	53.3%
Ass Prof		**0.0%**	**8**	**2.1%**	**16**	**4.0%**	**16**	**3.6%**	**23**	**4.7%**	**28**	**3.8%**
Female					**6**	**37.5%**	**6**	**37.5%**	**11**	**47.8%**	**13**	**46.4%**
BAME												
White									8	72.7%	9	69.2%
Male					**10**	**62.5%**	**10**	**62.5%**	**12**	**52.2%**	**15**	**53.6%**
BAME												
Not known				0.0%								
Prefer not to say				0.0%		0.0%		0.0%		0.0%		
White					6	60.0%	6	60.0%	7	58.3%	9	60.0%
Professor	**10**	**3.1%**	**25**	**6.4%**	**31**	**7.7%**	**28**	**6.4%**	**31**	**6.3%**	**35**	**4.7%**
Female			**7**	**28.0%**	**8**	**25.8%**	**7**	**25.0%**	**11**	**35.5%**	**13**	**37.1%**
BAME		0.0%										
White			6	85.7%	7	87.5%	6	85.7%	8	72.7%	10	76.9%
Male	**8**	**80.0%**	**18**	**72.0%**	**23**	**74.2%**	**21**	**75.0%**	**20**	**64.5%**	**22**	**62.9%**
BAME					5	21.7%			5	25.0%	7	31.8%
Not known		0.0%										0.0%
White			13	72.2%	17	73.9%	16	76.2%	14	70.0%	15	68.2%
Senior Professor		**0.0%**	**11**	**2.8%**	**11**	**2.7%**	**13**	**3.0%**	**12**	**2.4%**	**12**	**1.6%**
Female												
BAME												
White												
Male			**9**	**81.8%**	**9**	**81.8%**	**10**	**76.9%**	**9**	**75.0%**	**9**	**75.0%**

Academic staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
BAME												
White			6	66.7%	6	66.7%	7	70.0%	6	66.7%	6	66.7%
Research Assistant		**0.0%**		**0.0%**		**0.0%**		**0.0%**				
Female												
BAME										0.0%		
White												
Research Fellow										**0.0%**		**0.0%**
Female		**0.0%**										
BAME								0.0%				
White				0.0%								
Male						**0.0%**		**0.0%**				
BAME				0.0%								
White												
Senior Research Fellow												
Female												
BAME				0.0%		0.0%		0.0%		0.0%		0.0%
White												
Male												**0.0%**
BAME						0.0%		0.0%		0.0%		
White		0.0%		0.0%								
SPOT		**0.0%**		**0.0%**		**0.0%**	**10**	**2.3%**	**7**	**1.4%**	**18**	**2.4%**
Female							**6**	**60.0%**	**5**	**71.4%**	**12**	**66.7%**
BAME								0.0%		0.0%	9	75.0%
Not known								0.0%		0.0%		
White							6	100.0%	5	100.0%		
Male											**6**	**33.3%**

Academic staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
BAME								0.0%		0.0%		
Not known								0.0%		0.0%		
White												
Grand Total	**318**	**100.0%**	**389**	**100.0%**	**403**	**100.0%**	**439**	**100.0%**	**492**	**100.0%**	**743**	**100.0%**

Table APX2.2.3: Academic staff by grade by gender: UK and NON-UK

Academic staff by grade by gender: UK and NON-UK	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
ASL		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	**228**	**30.7%**
Female											**114**	**50.0%**
Non-UK											32	28.1%
UK											82	71.9%
Male											**114**	**50.0%**
Non-UK											27	23.7%
UK											87	76.3%
ACADLEAD				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male												
UK												
Lecturer	**26**	**8.2%**	**49**	**12.6%**	**42**	**10.4%**	**63**	**14.4%**	**71**	**14.4%**	**71**	**9.6%**
Female	**11**	**42.3%**	**29**	**59.2%**	**22**	**52.4%**	**35**	**55.6%**	**38**	**53.5%**	**33**	**46.5%**
Non-UK			11	37.9%	5	22.7%	17	48.6%	22	57.9%	17	51.5%
UK	9	81.8%	18	62.1%	17	77.3%	18	51.4%	16	42.1%	16	48.5%
Male	**15**	**57.7%**	**20**	**40.8%**	**20**	**47.6%**	**28**	**44.4%**	**33**	**46.5%**	**38**	**53.5%**
Non-UK	5	33.3%	7	35.0%	6	30.0%	8	28.6%	9	27.3%	8	21.1%

Academic staff by grade by gender: UK and NON-UK	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
UK	10	66.7%	13	65.0%	14	70.0%	20	71.4%	24	72.7%	30	78.9%
Senior Lecturer	**245**	**77.0%**	**262**	**67.4%**	**257**	**63.8%**	**267**	**60.8%**	**286**	**58.1%**	**287**	**38.6%**
Female	**118**	**48.2%**	**127**	**48.5%**	**127**	**49.4%**	**135**	**50.6%**	**149**	**52.1%**	**157**	**54.7%**
Non-UK	27	22.9%	32	25.2%	36	28.3%	40	29.6%	43	28.9%	43	27.4%
UK	91	77.1%	95	74.8%	91	71.7%	95	70.4%	106	71.1%	114	72.6%
Male	**127**	**51.8%**	**135**	**51.5%**	**130**	**50.6%**	**132**	**49.4%**	**137**	**47.9%**	**130**	**45.3%**
Non-UK	23	18.1%	31	23.0%	35	26.9%	36	27.3%	38	27.7%	28	21.5%
UK	104	81.9%	104	77.0%	95	73.1%	96	72.7%	99	72.3%	102	78.5%
Principal Lecturer	**24**	**7.5%**	**19**	**4.9%**	**23**	**5.7%**	**21**	**4.8%**	**28**	**5.7%**	**31**	**4.2%**
Female	**10**	**41.7%**	**10**	**52.6%**	**13**	**56.5%**	**11**	**52.4%**	**12**	**42.9%**	**14**	**45.2%**
Non-UK					6	46.2%						
UK	7	70.0%	7	70.0%	7	53.8%	7	63.6%	8	66.7%	10	71.4%
Male	**14**	**58.3%**	**9**	**47.4%**	**10**	**43.5%**	**10**	**47.6%**	**16**	**57.1%**	**17**	**54.8%**
Non-UK				0.0%								
UK	13	92.9%	9	100.0%	9	90.0%	9	90.0%	15	93.8%	15	88.2%
Reader	**5**	**0.0%**	**9**	**2.1%**	**19**	**4.0%**	**18**	**3.6%**	**29**	**4.7%**	**29**	**3.8%**
Female			**5**	**50.0%**	**10**	**37.5%**	**9**	**37.5%**	**13**	**47.8%**	**14**	**46.4%**
Non-UK									7	27.3%	6	23.1%
UK					7	66.7%	7	66.7%	6	72.7%	8	76.9%
Male					**9**	**62.5%**	**9**	**62.5%**	**16**	**52.2%**	**15**	**53.6%**
Non-UK									9	25.0%	7	20.0%
UK					5	80.0%	5	80.0%	7	75.0%	8	80.0%
Ass Prof		**1.6%**	**8**	**2.3%**	**16**	**4.7%**	**16**	**4.1%**	**23**	**5.9%**	**28**	**3.9%**
Female		**20.0%**			**6**	**52.6%**	**6**	**50.0%**	**11**	**44.8%**	**13**	**48.3%**
Non-UK		100.0%										
UK		0.0%							8	46.2%	10	57.1%
Male		**80.0%**			**10**	**47.4%**	**10**	**50.0%**	**12**	**55.2%**	**15**	**51.7%**

Academic staff by grade by gender: UK and NON-UK	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Non-UK		25.0%		25.0%								
UK		75.0%			8	55.6%	8	55.6%	9	43.8%	12	53.3%
Professor	**10**	**3.1%**	**25**	**6.4%**	**31**	**7.7%**	**28**	**6.4%**	**31**	**6.3%**	**35**	**4.7%**
Female			**7**	**28.0%**	**8**	**25.8%**	**7**	**25.0%**	**11**	**35.5%**	**13**	**37.1%**
Non-UK		0.0%										
UK			6	85.7%	6	75.0%	5	71.4%	9	81.8%	11	84.6%
Male	**8**	**80.0%**	**18**	**72.0%**	**23**	**74.2%**	**21**	**75.0%**	**20**	**64.5%**	**22**	**62.9%**
Non-UK		0.0%										
UK	8	100.0%	17	94.4%	21	91.3%	20	95.2%	17	85.0%	19	86.4%
Senior Professor		**0.0%**	**11**	**2.8%**	**11**	**2.7%**	**13**	**3.0%**	**12**	**2.4%**	**12**	**1.6%**
Female												
Non-UK												
UK												
Male			**9**	**81.8%**	**9**	**81.8%**	**10**	**76.9%**	**9**	**75.0%**	**9**	**75.0%**
Non-UK												
UK			7	77.8%	7	77.8%	8	80.0%	7	77.8%	7	77.8%
Research Assistant		**0.0%**		**0.0%**		**0.0%**		**0.0%**				
Female												
Non-UK												0.0%
UK										0.0%		
Research Fellow										**0.0%**		**0.0%**
Female		**0.0%**										
UK												
Male						**0.0%**		**0.0%**				
Non-UK				0.0%								
UK												
Senior Research Fellow												

Academic staff by grade by gender: UK and NON-UK	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Female												
Non-UK				0.0%		0.0%		0.0%		0.0%		0.0%
UK												
Male												**0.0%**
UK												
SPOT		**0.0%**		**0.0%**		**0.0%**	**10**	**2.3%**	**7**	**1.4%**	**18**	**2.4%**
Female							**6**	**60.0%**	**5**	**71.4%**	**12**	**66.7%**
Non-UK												
UK											10	83.3%
Male											**6**	**33.3%**
UK											6	100.0%

Table APX2.2.4: Academic staff by grade and school by gender

Academic staff by grade and school by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
ASL																					**114**	**50.0%**	**114**	**50.0%**
CPD																								0.0%
GSBL																					22	53.7%	19	46.3%
AAD																					47	46.5%	54	53.5%
SBEN																						0.0%		
SCDM																					5	38.5%	8	61.5%
SHSC																					19	52.8%	17	47.2%
SSSP																					19	57.6%	14	42.4%
ACADLEAD		**0.0%**																						
CPD		0.0%																						
Lecturer	**11**	**42.3%**	**15**	**57.7%**	**29**	**59.2%**	**20**	**40.8%**	**22**	**52.4%**	**20**	**47.6%**	**35**	**55.6%**	**28**	**44.4%**	**38**	**53.5%**	**33**	**46.5%**	**33**	**46.5%**	**38**	**53.5%**
CPD						0.0%																		
GSBL				0.0%	7	63.6%			7	63.6%			9	56.3%	7	43.8%	18	56.3%	14	43.8%	14	58.3%	10	41.7%
AAD		0.0%						0.0%				0.0%				0.0%				0.0%				
SBEN																								
SCDM											6	75.0%	7	46.7%	8	53.3%	7	41.2%	10	58.8%	7	33.3%	14	66.7%
SHSC			5	71.4%					7	58.3%	5	41.7%	12	63.2%	7	36.8%	7	63.6%						
SSSP	5	50.0%	5	50.0%	13	61.9%	8	38.1%	5	50.0%	5	50.0%			6	60.0%			5	55.6%			5	62.5%
Senior Lecturer	**118**	**48.2%**	**127**	**51.8%**	**127**	**48.5%**	**135**	**51.5%**	**127**	**49.4%**	**130**	**50.6%**	**135**	**50.6%**	**132**	**49.4%**	**149**	**52.1%**	**137**	**47.9%**	**157**	**54.7%**	**130**	**45.3%**
CPD																								
GSBL	29	46.8%	33	53.2%	27	41.5%	38	58.5%	28	45.2%	34	54.8%	30	48.4%	32	51.6%	29	48.3%	31	51.7%	27	50.0%	27	50.0%
AAD	30	55.6%	24	44.4%	35	52.2%	32	47.8%	29	48.3%	31	51.7%	30	49.2%	31	50.8%	30	52.6%	27	47.4%	28	50.9%	27	49.1%
SBEN																								
SCDM	5	17.9%	23	82.1%	7	23.3%	23	76.7%	8	27.6%	21	72.4%	9	31.0%	20	69.0%	11	33.3%	22	66.7%	12	41.4%	17	58.6%
SHSC	13	48.1%	14	51.9%	10	41.7%	14	58.3%	10	50.0%	10	50.0%	11	52.4%	10	47.6%	18	56.3%	14	43.8%	27	65.9%	14	34.1%
SSSP	39	54.9%	32	45.1%	44	63.8%	25	36.2%	50	61.0%	32	39.0%	53	58.9%	37	41.1%	60	58.8%	42	41.2%	61	60.4%	40	39.6%

Academic staff by grade and school by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Principal Lecturer	**10**	**41.7%**	**14**	**58.3%**	**10**	**52.6%**	**9**	**47.4%**	**13**	**56.5%**	**10**	**43.5%**	**11**	**52.4%**	**10**	**47.6%**	**12**	**42.9%**	**16**	**57.1%**	**14**	**45.2%**	**17**	**54.8%**
CPD				0.0%								0.0%						0.0%				0.0%		
GSBL								0.0%																
AAD												0.0%				0.0%		0.0%				0.0%		
SBEN																0.0%								
SCDM																								
SHSC		0.0%				0.0%																		
SSSP									5	55.6%											5	62.5%		
Reader					**5**	**55.6%**			**10**	**52.6%**	**9**	**47.4%**	**9**	**50.0%**	**9**	**50.0%**	**13**	**44.8%**	**16**	**55.2%**	**14**	**48.3%**	**15**	**51.7%**
CPD								0.0%				0.0%				0.0%								
GSBL										0.0%				0.0%										
AAD																					5	83.3%		
SCDM		0.0%				0.0%																	5	83.3%
SHSC		0.0%						0.0%																
SSSP																								
Ass Prof									**6**	**37.5%**	**10**	**62.5%**	**6**	**37.5%**	**10**	**62.5%**	**11**	**47.8%**	**12**	**52.2%**	**13**	**46.4%**	**15**	**53.6%**
CPD																								0.0%
GSBL								0.0%				0.0%				0.0%								
AAD																							5	62.5%
SCDM										0.0%				0.0%										
SSSP											5	71.4%			5	71.4%								
Professor			**8**	**80.0%**	**7**	**28.0%**	**18**	**72.0%**	**8**	**25.8%**	**23**	**74.2%**	**7**	**25.0%**	**21**	**75.0%**	**11**	**35.5%**	**20**	**64.5%**	**13**	**37.1%**	**22**	**62.9%**
CPD																								
GSBL																							6	75.0%
AAD		0.0%									5	71.4%												
SCDM						0.0%					6	85.7%			6	85.7%								
SHSC		0.0%				0.0%	6	100.0%		0.0%	7	100.0%		0.0%	6	100.0%		0.0%	6	100.0%		0.0%	5	100.0%

Academic staff by grade and school by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
SSSP																					6	60.0%		
Senior Professor							**9**	**81.8%**			**9**	**81.8%**							**9**	**75.0%**			**9**	**75.0%**
CPD						0.0%				0.0%				0.0%								0.0%		
GSBL						0.0%				0.0%														
AAD						0.0%				0.0%				0.0%				0.0%				0.0%		
SCDM						0.0%				0.0%				0.0%				0.0%				0.0%		
SHSC						0.0%				0.0%				0.0%				0.0%				0.0%		
SSSP																								
Research Assistant																				**0.0%**				**0.0%**
AAD																								0.0%
SHSC																				0.0%				0.0%
SSSP																				0.0%				
Research Fellow		**0.0%**										**0.0%**				**0.0%**								
AAD												0.0%												
SCDM		0.0%				0.0%																		
SSSP								0.0%				0.0%				0.0%								
Senior Research Fellow																								**0.0%**
AAD				0.0%																				
SHSC						0.0%																		
SSSP				0.0%				0.0%																0.0%
SPOT													**6**	**60.0%**			**5**	**71.4%**			**12**	**66.7%**	**6**	**33.3%**
CPD																					10	76.9%		
SHSC																0.0%				0.0%				0.0%
SSSP																								

Table APX2.2.5 Academic staff by grade and school by gender: UK and NON-UK

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
ASL																					**114**	**50.0%**	**114**	**50.0%**
CPD																								**0.0%**
UK																								0.0%
GSBL																					**22**	**53.7%**	**19**	**46.3%**
Non-UK																					10	62.5%	6	37.5%
UK																					12	48.0%	13	52.0%
AAD																					**47**	**46.5%**	**54**	**53.5%**
Non-UK																					11	57.9%	8	42.1%
UK																					36	43.9%	46	56.1%
SBEN																						**0.0%**		
UK																						0.0%		
SCDM																					**5**	**38.5%**	**8**	**61.5%**
Non-UK																							6	85.7%
UK																								
SHSC																					**19**	**52.8%**	**17**	**47.2%**
Non-UK																					7	70.0%		
UK																					12	46.2%	14	53.8%
SSSP																					**19**	**57.6%**	**14**	**42.4%**
Non-UK																								
UK																					16	61.5%	10	38.5%
Lecturer	**11**	**42.3%**	**15**	**57.7%**	**29**	**59.2%**	**20**	**40.8%**	**22**	**52.4%**	**20**	**47.6%**	**35**	**55.6%**	**28**	**44.4%**	**38**	**53.5%**	**33**	**46.5%**	**33**	**46.5%**	**38**	**53.5%**
CPD						**0.0%**																		
UK						0.0%																		
GSBL				**0.0%**	**7**	**63.6%**			**7**	**63.6%**			**9**	**56.3%**	**7**	**43.8%**	**18**	**56.3%**	**14**	**43.8%**	**14**	**58.3%**	**10**	**41.7%**
Non-UK				0.0%									6	60.0%			10	66.7%	5	33.3%	8	80.0%		
UK																	8	47.1%	9	52.9%	6	42.9%	8	57.1%
AAD		**0.0%**						**0.0%**				**0.0%**				**0.0%**				**0.0%**				

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Non-UK								0.0%								0.0%				0.0%				0.0%
UK		0.0%										0.0%				0.0%				0.0%				
SBEN																								
Non-UK																								
UK																								
SCDM											**6**	**75.0%**	**7**	**46.7%**	**8**	**53.3%**	**7**	**41.2%**	**10**	**58.8%**	**7**	**33.3%**	**14**	**66.7%**
Non-UK		0.0%				0.0%	3	100.0%		0.0%							5	62.5%					5	55.6%
UK															7	70.0%			7	77.8%			9	75.0%
SHSC			**5**	**71.4%**					**7**	**58.3%**	**5**	**41.7%**	**12**	**63.2%**	**7**	**36.8%**	**7**	**63.6%**						
Non-UK		0.0%				0.0%							5	71.4%			5	100.0%		0.0%				0.0%
UK									6	66.7%			7	58.3%	5	41.7%								
SSSP	**5**	**50.0%**	**5**	**50.0%**	**13**	**61.9%**	**8**	**38.1%**	**5**	**50.0%**	**5**	**50.0%**			**6**	**60.0%**			**5**	**55.6%**			**5**	**62.5%**
Non-UK					6	85.7%						0.0%												0.0%
UK					7	50.0%	7	50.0%			5	55.6%			5	62.5%							5	71.4%
ACADLEAD		**0.0%**																						
CPD		**0.0%**																						
UK		0.0%																						
Principal Lecturer	**10**	**41.7%**	**14**	**58.3%**	**10**	**52.6%**	**9**	**47.4%**	**13**	**56.5%**	**10**	**43.5%**	**11**	**52.4%**	**10**	**47.6%**	**12**	**42.9%**	**16**	**57.1%**	**14**	**45.2%**	**17**	**54.8%**
CPD				**0.0%**								**0.0%**						**0.0%**				**0.0%**		
Non-UK				0.0%				0.0%				0.0%												
UK						0.0%												0.0%				0.0%		
GSBL																								
Non-UK		0.0%														0.0%				0.0%				0.0%
UK								0.0%																
AAD												**0.0%**				**0.0%**		**0.0%**				**0.0%**		
Non-UK				0.0%				0.0%				0.0%				0.0%		0.0%				0.0%		
UK						0.0%										0.0%		0.0%				0.0%		
SBEN																**0.0%**								

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
UK														0.0%										
SCDM																								
Non-UK																				0.0%				0.0%
UK										0.0%				0.0%				0.0%				0.0%		
SHSC		**0.0%**				**0.0%**																		
UK		0.0%				0.0%																		
SSSP									**5**	**55.6%**											**5**	**62.5%**		
Non-UK				0.0%				0.0%				0.0%				0.0%				0.0%				
UK																								
Senior Lecturer	**118**	**48.2%**	**127**	**51.8%**	**127**	**48.5%**	**135**	**51.5%**	**127**	**49.4%**	**130**	**50.6%**	**135**	**50.6%**	**132**	**49.4%**	**149**	**52.1%**	**137**	**47.9%**	**157**	**54.7%**	**130**	**45.3%**
CPD																								
Non-UK												0.0%				0.0%				0.0%				
UK																		0.0%						
GSBL	**29**	**46.8%**	**33**	**53.2%**	**27**	**41.5%**	**38**	**58.5%**	**28**	**45.2%**	**34**	**54.8%**	**30**	**48.4%**	**32**	**51.6%**	**29**	**48.3%**	**31**	**51.7%**	**27**	**50.0%**	**27**	**50.0%**
Non-UK	13	72.2%	5	27.8%	15	65.2%	8	34.8%	13	61.9%	8	38.1%	14	63.6%	8	36.4%	13	65.0%	7	35.0%	11	73.3%		
UK	16	36.4%	28	63.6%	12	28.6%	30	71.4%	15	36.6%	26	63.4%	16	40.0%	24	60.0%	16	40.0%	24	60.0%	16	41.0%	23	59.0%
AAD	**30**	**55.6%**	**24**	**44.4%**	**35**	**52.2%**	**32**	**47.8%**	**29**	**48.3%**	**31**	**51.7%**	**30**	**49.2%**	**31**	**50.8%**	**30**	**52.6%**	**27**	**47.4%**	**28**	**50.9%**	**27**	**49.1%**
Non-UK			7	63.6%	5	33.3%	10	66.7%	9	47.4%	10	52.6%	9	50.0%	9	50.0%	8	47.1%	9	52.9%	5	41.7%	7	58.3%
UK	26	60.5%	17	39.5%	30	57.7%	22	42.3%	20	48.8%	21	51.2%	21	48.8%	22	51.2%	22	55.0%	18	45.0%	23	53.5%	20	46.5%
SBEN																								
Non-UK																						0.0%		
UK																								
SCDM	**5**	**17.9%**	**23**	**82.1%**	**7**	**23.3%**	**23**	**76.7%**	**8**	**27.6%**	**21**	**72.4%**	**9**	**31.0%**	**20**	**69.0%**	**11**	**33.3%**	**22**	**66.7%**	**12**	**41.4%**	**17**	**58.6%**
Non-UK			5	71.4%			5	83.3%			6	66.7%			6	66.7%	5	41.7%	7	58.3%			5	55.6%
UK			18	85.7%	6	25.0%	18	75.0%	5	25.0%	15	75.0%	6	30.0%	14	70.0%	6	28.6%	15	71.4%	8	40.0%	12	60.0%
SHSC	**13**	**48.1%**	**14**	**51.9%**	**10**	**41.7%**	**14**	**58.3%**	**10**	**50.0%**	**10**	**50.0%**	**11**	**52.4%**	**10**	**47.6%**	**18**	**56.3%**	**14**	**43.8%**	**27**	**65.9%**	**14**	**34.1%**
Non-UK																					8	88.9%		
UK	11	45.8%	13	54.2%	9	40.9%	13	59.1%	9	50.0%	9	50.0%	10	52.6%	9	47.4%	15	57.7%	11	42.3%	19	59.4%	13	40.6%

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
SSSP	**39**	**54.9%**	**32**	**45.1%**	**44**	**63.8%**	**25**	**36.2%**	**50**	**61.0%**	**32**	**39.0%**	**53**	**58.9%**	**37**	**41.1%**	**60**	**58.8%**	**42**	**41.2%**	**61**	**60.4%**	**40**	**39.6%**
Non-UK	6	54.5%	5	45.5%	9	60.0%	6	40.0%	9	47.4%	10	52.6%	12	50.0%	12	50.0%	13	52.0%	12	48.0%	15	62.5%	9	37.5%
UK	33	55.0%	27	45.0%	35	64.8%	19	35.2%	41	65.1%	22	34.9%	41	62.1%	25	37.9%	47	61.0%	30	39.0%	46	59.7%	31	40.3%
Reader					**5**	**55.6%**					**9**	**47.4%**	**9**	**50.0%**	**9**	**50.0%**	**13**	**44.8%**	**16**	**55.2%**	**14**	**48.3%**	**15**	**51.7%**
CPD								**0.0%**				**0.0%**				**0.0%**								
UK								0.0%				0.0%				0.0%								
GSBL										**0.0%**				**0.0%**										
Non-UK										0.0%				0.0%										
UK										0.0%				0.0%				0.0%				0.0%		
AAD																					**5**	**83.3%**		
Non-UK				0.0%																				
UK		0.0%				0.0%						0.0%				0.0%				0.0%				0.0%
SCDM		**0.0%**				**0.0%**																	**5**	**83.3%**
Non-UK																		0.0%				0.0%		
UK		0.0%				0.0%																		
SHSC		**0.0%**						**0.0%**																
Non-UK		0.0%						0.0%				0.0%												
UK		0.0%						0.0%																
SSSP																								
Non-UK																								
UK																								
Ass Prof									**6**	**37.5%**	**10**	**62.5%**	**6**	**37.5%**	**10**	**62.5%**	**11**	**47.8%**	**12**	**52.2%**	**13**	**46.4%**	**15**	**53.6%**
CPD																								**0.0%**
UK																								0.0%
GSBL								**0.0%**				**0.0%**				**0.0%**								
Non-UK								0.0%				0.0%				0.0%				0.0%				0.0%
UK												0.0%				0.0%								
AAD																							**5**	**62.5%**

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Non-UK										0.0%				0.0%				0.0%				0.0%		
UK																								
SCDM										**0.0%**				**0.0%**										
Non-UK								0.0%										0.0%				0.0%		
UK						0.0%				0.0%				0.0%										
SSSP											**5**	**71.4%**			**5**	**71.4%**								
UK											5	71.4%			5	71.4%								
Professor			**8**	**80.0%**	**7**	**28.0%**	**18**	**72.0%**	**8**	**25.8%**	**23**	**74.2%**	**7**	**25.0%**	**21**	**75.0%**	**11**	**35.5%**	**20**	**64.5%**	**13**	**37.1%**	**22**	**62.9%**
CPD																								
UK																								
GSBL																							**6**	**75.0%**
Non-UK										0.0%				0.0%				0.0%				0.0%		
UK																								
AAD		**0.0%**									**5**	**71.4%**												
UK		0.0%									5	71.4%												
SCDM						**0.0%**					**6**	**85.7%**			**6**	**85.7%**								
UK						0.0%					6	85.7%			6	85.7%								
SHSC		**0.0%**				**0.0%**	**6**	**100.0%**		**0.0%**	**7**	**100.0%**		**0.0%**	**6**	**100.0%**		**0.0%**	**6**	**100.0%**		**0.0%**	**5**	**100.0%**
Non-UK						0.0%				0.0%														
UK		0.0%				0.0%	5	100.0%		0.0%	6	100.0%		0.0%	6	100.0%		0.0%	6	100.0%		0.0%	5	100.0%
SSSP																					**6**	**60.0%**		
Non-UK								0.0%				0.0%				0.0%								
UK																								
Senior Professor							**9**	**81.8%**			**9**	**81.8%**			**10**	**76.9%**			**9**	**75.0%**			**9**	**75.0%**
CPD						**0.0%**				**0.0%**				**0.0%**								**0.0%**		
UK						0.0%				0.0%				0.0%								0.0%		
GSBL						**0.0%**				**0.0%**														
Non-UK						0.0%				0.0%				0.0%				0.0%				0.0%		

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
UK																0.0%				0.0%				0.0%
AAD						**0.0%**				**0.0%**				**0.0%**				**0.0%**				**0.0%**		
Non-UK						0.0%				0.0%				0.0%				0.0%				0.0%		
SCDM						**0.0%**				**0.0%**				**0.0%**				**0.0%**				**0.0%**		
UK						0.0%				0.0%				0.0%				0.0%				0.0%		
SHSC						**0.0%**				**0.0%**				**0.0%**				**0.0%**				**0.0%**		
UK						0.0%				0.0%				0.0%				0.0%				0.0%		
SSSP																								
Non-UK								0.0%				0.0%				0.0%				0.0%				0.0%
UK																								
Research Assistant																				**0.0%**				**0.0%**
AAD																								**0.0%**
UK																								0.0%
SHSC																				**0.0%**				**0.0%**
Non-UK																				0.0%				
UK																								0.0%
SSSP																				**0.0%**				
Non-UK																				0.0%				
Research Fellow		**0.0%**										**0.0%**				**0.0%**								
AAD												**0.0%**												
UK												0.0%												
SCDM		**0.0%**				**0.0%**																		
Non-UK		0.0%																						
UK		0.0%				0.0%																		
SSSP								**0.0%**				**0.0%**				**0.0%**								
UK								0.0%				0.0%				0.0%								
Senior Research Fellow																								**0.0%**
AAD				**0.0%**																				

Academic staff by grade and school by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
UK				0.0%																				
SHSC						**0.0%**																		
Non-UK				0.0%																				
UK		0.0%				0.0%																		
SSSP				**0.0%**				**0.0%**																**0.0%**
UK				0.0%				0.0%																0.0%
SPOT													**6**	**60.0%**			**5**	**71.4%**			**12**	**66.7%**	**6**	**33.3%**
CPD																					**10**	**76.9%**		
UK																					10	76.9%		
SHSC																**0.0%**				**0.0%**				**0.0%**
Non-UK																0.0%				0.0%				0.0%
UK																0.0%				0.0%				
SSSP																								
Non-UK																0.0%				0.0%				0.0%
UK																						0.0%		

3. Academic staff by grade and contract type

Table APX2.3.1 Academic staff by grade and contract type by gender

Academic staff by grade and contract type by gender	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
2019/20	**137**	**94.5%**	**8**	**5.5%**		**0.0%**	**145**	**45.6%**	**164**	**94.8%**	**9**	**5.2%**		**0.0%**	**173**	**54.4%**
ACADLEAD								0.0%				0.0%		0.0%		
Lecturer	6	54.5%	5	45.5%		0.0%	11	42.3%	12	80.0%				0.0%	15	57.7%
Principal Lecturer	10	100.0%		0.0%		0.0%	10	41.7%	14	100.0%		0.0%		0.0%	14	58.3%
Professor				0.0%		0.0%			8	100.0%		0.0%		0.0%	8	80.0%
Reader				0.0%		0.0%						0.0%		0.0%		
Research Fellow								0.0%		0.0%				0.0%		
Senior Lecturer	117	99.2%				0.0%	118	48.2%	124	97.6%				0.0%	127	51.8%
Senior Research Fellow						0.0%						0.0%		0.0%		
2020/21	**176**	**94.6%**	**10**	**5.4%**		**0.0%**	**186**	**47.8%**	**190**	**93.6%**	**13**	**6.4%**		**0.0%**	**203**	**52.2%**
Ass Prof				0.0%		0.0%						0.0%		0.0%		
Lecturer	22	75.9%	7	24.1%		0.0%	29	59.2%	16	80.0%				0.0%	20	40.8%
Principal Lecturer	10	100.0%		0.0%		0.0%	10	52.6%	9	100.0%		0.0%		0.0%	9	47.4%
Professor	7	100.0%		0.0%		0.0%	7	28.0%	15	83.3%				0.0%	18	72.0%
Reader	5	100.0%		0.0%		0.0%	5	55.6%				0.0%		0.0%		
Research Fellow		0.0%				0.0%				0.0%				0.0%		
Senior Lecturer	125	98.4%				0.0%	127	48.5%	133	98.5%				0.0%	135	51.5%
Senior Professor				0.0%		0.0%			8	88.9%				0.0%	9	81.8%
Senior Research Fellow				0.0%		0.0%						0.0%		0.0%		
2021/22	**184**	**96.3%**	**7**	**3.7%**		**0.0%**	**191**	**47.4%**	**197**	**92.9%**	**15**	**7.1%**		**0.0%**	**212**	**52.6%**

Academic staff by grade and contract type by gender	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
Ass Prof	6	100.0%		0.0%		0.0%	6	37.5%	10	100.0%		0.0%		0.0%	10	62.5%
Lecturer	20	90.9%	[redacted]			0.0%	22	52.4%	18	90.0%	[redacted]			0.0%	20	47.6%
Principal Lecturer	13	100.0%		0.0%		0.0%	13	56.5%	7	70.0%				0.0%	10	43.5%
Professor	8	100.0%		0.0%		0.0%	8	25.8%	19	82.6%				0.0%	23	74.2%
Reader	10	100.0%		0.0%		0.0%	10	52.6%	9	100.0%		0.0%		0.0%	9	47.4%
Research Fellow		0.0%	[redacted]			0.0%	[redacted]									0.0%
Senior Lecturer	124	97.6%				0.0%	127	49.4%	126	96.9%	[redacted]			0.0%	130	50.6%
Senior Professor	[redacted]			0.0%		0.0%	[redacted]		8	88.9%				0.0%	9	81.8%
Senior Research Fellow				0.0%		0.0%				0.0%				0.0%	[redacted]	
2022/23	**200**	**93.5%**	**14**	**6.5%**		**0.0%**	**214**	**48.7%**	**204**	**90.7%**	**21**	**9.3%**		**0.0%**	**225**	**51.3%**
Ass Prof	6	100.0%		0.0%		0.0%	6	37.5%	10	100.0%		0.0%		0.0%	10	62.5%
Lecturer	30	85.7%	5	14.3%		0.0%	35	55.6%	25	89.3%	[redacted]			0.0%	28	44.4%
Principal Lecturer	10	90.9%	[redacted]			0.0%	11	52.4%	8	80.0%				0.0%	10	47.6%
Professor	7	100.0%		0.0%		0.0%	7	25.0%	17	81.0%				0.0%	21	75.0%
Reader	9	100.0%		0.0%		0.0%	9	50.0%	9	100.0%		0.0%		0.0%	9	50.0%
Research Fellow		0.0%	[redacted]			0.0%	[redacted]									0.0%
Senior Lecturer	132	97.8%				0.0%	135	50.6%	126	95.5%	6	4.5%		0.0%	132	49.4%
Senior Professor	[redacted]			0.0%		0.0%	[redacted]		9	90.0%	[redacted]			0.0%	10	76.9%
Senior Research Fellow				0.0%		0.0%				0.0%				0.0%	[redacted]	
SPOT						0.0%	6	60.0%		0.0%				0.0%		

Academic staff by grade and contract type by gender	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
2023/24	**218**	**88.6%**	**28**	**11.4%**		**0.0%**	**246**	**50.0%**	**222**	**90.2%**	**24**	**9.8%**		**0.0%**	**246**	**50.0%**
Ass Prof	11	100.0 %		0.0%		0.0%	11	47.8%	11	91.7%				0.0%	12	52.2%
Lecturer	21	55.3%	17	44.7%		0.0%	38	53.5%	26	78.8%	7	21.2%		0.0%	33	46.5%
Principal Lecturer	12	100.0 %		0.0%		0.0%	12	42.9%	16	100.0%		0.0%		0.0%	16	57.1%
Professor	11	100.0 %		0.0%		0.0%	11	35.5%	18	90.0%				0.0%	20	64.5%
Reader	13	100.0 %		0.0%		0.0%	13	44.8%	15	93.8%				0.0%	16	55.2%
Research Assistant		0.0%				0.0%										0.0%
Senior Lecturer	143	96.0%	6	4.0%		0.0%	149	52.1%	128	93.4%	9	6.6%		0.0%	137	47.9%
Senior Professor				0.0%		0.0%			8	88.9%				0.0%	9	75.0%
Senior Research Fellow						0.0%				0.0%				0.0%		
SPOT						0.0%	5	71.4%		0.0%				0.0%		
2024/25	**234**	**62.1%**	**119**	**31.6%**	**24**	**6.4%**	**377**	**50.7%**	**252**	**68.9%**	**101**	**27.6%**	**13**	**3.6%**	**366**	**49.3%**
ASL	16	14.0%	83	72.8%	15	13.2%	114	50.0%	31	27.2%	73	64.0%	10	8.8%	114	50.0%
Ass Prof	13	100.0 %		0.0%		0.0%	13	46.4%	15	100.0%		0.0%		0.0%	15	53.6%
Lecturer	13	39.4%	20	60.6%		0.0%	33	46.5%	24	63.2%	14	36.8%		0.0%	38	53.5%
Principal Lecturer	14	100.0 %		0.0%		0.0%	14	45.2%	16	94.1%				0.0%	17	54.8%
Professor	13	100.0 %		0.0%		0.0%	13	37.1%	20	90.9%				0.0%	22	62.9%
Reader	14	100.0 %		0.0%		0.0%	14	48.3%	14	93.3%				0.0%	15	51.7%
Research Assistant		0.0%				0.0%										0.0%

Academic staff by grade and contract type by gender	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
Senior Lecturer	146	93.0%	11	7.0%		0.0%	157	54.7%	123	94.6%	7	5.4%		0.0%	130	45.3%
Senior Professor	[redacted]			0.0%		0.0%	[redacted]		9	100.0%		0.0%		0.0%	9	75.0%
Senior Research Fellow	[redacted]					0.0%	[redacted]									0.0%
SPOT	[redacted]				9	75.0%	12	66.7%		0.0%	[redacted]				6	33.3%

Table APX2.3.1a Academic staff by contract type by gender – headcounts

Academic staff by contract type by gender - headcounts	Female				Male				Grand Total
	Indefinite	Fixed Term	Hourly Paid Casuals	Total	Indefinite	Fixed Term	Hourly Paid Casuals	Total	
2019/20	137	8		145	164	9		173	318
2020/21	176	10		186	190	13		203	389
2021/22	184	7		191	197	15		212	403
2022/23	200	14		214	204	21		225	439
2023/24	218	28		246	222	24		246	492
2024/25	234	119	24	377	252	101	13	366	743

Table APX2.3.1b Academic staff by contract type by gender – percentages

Academic staff by contract type by gender - percentages	Female				Male				F% - M%		
	Indefinite	Fixed Term	Hourly Paid Casuals	Total	Indefinite	Fixed Term	Hourly Paid Casuals	Total	Indefinite	Fixed Term	Hourly Paid Casuals
2019/20	94.5%	5.5%	0.0%	45.6%	94.8%	5.2%	0.0%	54.4%	-0.3%	0.3%	0.0%
2020/21	94.6%	5.4%	0.0%	47.8%	93.6%	6.4%	0.0%	52.2%	1.0%	-1.0%	0.0%
2021/22	96.3%	3.7%	0.0%	47.4%	92.9%	7.1%	0.0%	52.6%	3.4%	-3.4%	0.0%
2022/23	93.5%	6.5%	0.0%	48.7%	90.7%	9.3%	0.0%	51.3%	2.8%	-2.8%	0.0%
2023/24	88.6%	11.4%	0.0%	50.0%	90.2%	9.8%	0.0%	50.0%	-1.6%	1.6%	0.0%
2024/25	62.1%	31.6%	6.4%	50.7%	68.9%	27.6%	3.6%	49.3%	-6.8%	4.0%	2.8%

Table APX2.3.1c Academic staff (excluding ASL) by contract type by gender - headcounts

Academic staff (excluding ASL) by contract type by gender - headcounts	Female			Male			Grand Total
	Indefinite	Fixed Term	Total	Indefinite	Fixed Term	Total	
2019/20	137	8	145	164	9	173	318
2020/21	176	10	186	190	13	203	389
2021/22	184	7	191	197	15	212	403
2022/23	200	14	214	204	21	225	439
2023/24	218	28	246	222	24	246	492
2024/25	218	35	253	221	28	249	502

Table APX2.3.1d Academic staff (excluding ASL) by contract type by gender - percentages

Academic staff (excluding ASL) by contract type by gender - percentages	Female			Male			F% - M%	
	Indefinite	Fixed Term	Total	Indefinite	Fixed Term	Total	Indefinite	Fixed Term
2019/20	94.5%	5.5%	45.6%	94.8%	5.2%	54.4%	-0.3%	0.3%
2020/21	94.6%	5.4%	47.8%	93.6%	6.4%	52.2%	1.0%	-1.0%
2021/22	96.3%	3.7%	47.4%	92.9%	7.1%	52.6%	3.4%	-3.4%
2022/23	93.5%	6.5%	48.7%	90.7%	9.3%	51.3%	2.8%	-2.8%
2023/24	88.6%	11.4%	50.0%	90.2%	9.8%	50.0%	-1.6%	1.6%
2024/25	86.2%	13.8%	50.4%	88.8%	11.2%	49.6%	-2.6%	2.6%

Table APX2.3.1e Academic-only staff by mode of employment by gender - headcounts

Academic-only staff by mode of employment by gender - headcounts	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Grand Total
Female	**145**	**186**	**191**	**214**	**246**	**253**	**1235**
Full Time	84	117	124	147	177	180	829
Part Time	61	69	67	67	69	73	406
Male	**173**	**203**	**212**	**225**	**246**	**249**	**1308**
Full Time	123	135	152	161	187	186	944
Part Time	50	68	60	64	59	63	364

Table APX2.3.1f Academic-only staff by mode of employment by gender - percentages

Academic-only staff by mode of employment by gender - percentages	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Female	**45.6%**	**47.8%**	**47.4%**	**48.7%**	**50.0%**	**50.4%**
Full Time	57.9%	62.9%	64.9%	68.7%	72.0%	71.1%
Part Time	42.1%	37.1%	35.1%	31.3%	28.0%	28.9%
Male	**54.4%**	**52.2%**	**52.6%**	**51.3%**	**50.0%**	**49.6%**
Full Time	71.1%	66.5%	71.7%	71.6%	76.0%	74.7%
Part Time	28.9%	33.5%	28.3%	28.4%	24.0%	25.3%

Table APX2.3.2 Academic staff by grade and contract type by gender and ethnicity

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
2019/20	**137**	**94.5%**	**8**	**5.5%**		**0.0%**	**145**	**45.6%**	**164**	**94.8%**	**9**	**5.2%**		**0.0%**	**173**	**54.4%**
ACADLEAD								**0.0%**				**0.0%**		**0.0%**		
White								0.0%				0.0%		0.0%		
Lecturer	**6**	**54.5%**	**5**	**45.5%**		**0.0%**	**11**	**42.3%**	**12**	**80.0%**				**0.0%**	**15**	**57.7%**
BAME						0.0%	6	66.7%						0.0%		
White						0.0%	5	29.4%	11	91.7%				0.0%	12	70.6%
Senior Lecturer	**117**	**99.2%**				**0.0%**	**118**	**48.2%**	**124**	**97.6%**				**0.0%**	**127**	**51.8%**
BAME	43	100.0%		0.0%		0.0%	43	56.6%	32	97.0%				0.0%	33	43.4%
White	74	98.7%				0.0%	75	44.4%	92	97.9%				0.0%	94	55.6%
Principal Lecturer	**10**	**100.0%**		**0.0%**		**0.0%**	**10**	**41.7%**	**14**	**100.0 %**		**0.0%**		**0.0%**	**14**	**58.3%**
BAME				0.0%		0.0%						0.0%		0.0%		
White	7	100.0%		0.0%		0.0%	7	41.2%	10	100.0 %		0.0%		0.0%	10	58.8%
Reader				**0.0%**		**0.0%**						**0.0%**		**0.0%**		
White				0.0%		0.0%						0.0%		0.0%		
Professor				**0.0%**		**0.0%**			**8**	**100.0 %**		**0.0%**		**0.0%**	**8**	**80.0%**
BAME								0.0%				0.0%		0.0%		
White				0.0%		0.0%						0.0%		0.0%		
Research Fellow								**0.0%**		**0.0%**				**0.0%**		
BAME								0.0%		0.0%				0.0%		
White								0.0%		0.0%				0.0%		
Senior Research Fellow						**0.0%**						**0.0%**		**0.0%**		
BAME		0.0%				0.0%						0.0%		0.0%		
White				0.0%		0.0%										0.0%
2020/21	**176**	**94.6%**	**10**	**5.4%**		**0.0%**	**186**	**47.8%**	**190**	**93.6%**	**13**	**6.4%**		**0.0%**	**203**	**52.2%**
Lecturer	**22**	**75.9%**	**7**	**24.1%**		**0.0%**	**29**	**59.2%**	**16**	**80.0%**				**0.0%**	**20**	**40.8%**

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
BAME	5	71.4%				0.0%	7	50.0%	5	71.4%				0.0%	7	50.0%
White	15	75.0%	5	25.0%		0.0%	20	62.5%	10	83.3%				0.0%	12	37.5%
Not known				0.0%		0.0%						0.0%		0.0%		
Senior Lecturer	**125**	**98.4%**				**0.0%**	**127**	**48.5%**	**133**	**98.5%**				**0.0%**	**135**	**51.5%**
BAME	39	100.0%		0.0%		0.0%	39	54.9%	31	96.9%				0.0%	32	45.1%
White	78	97.5%				0.0%	80	44.9%	97	99.0%				0.0%	98	55.1%
Not known	8	100.0%		0.0%		0.0%	8	61.5%	5	100.0 %		0.0%		0.0%	5	38.5%
Principal Lecturer	**10**	**100.0%**		**0.0%**		**0.0%**	**10**	**52.6%**	**9**	**100.0 %**		**0.0%**		**0.0%**	**9**	**47.4%**
BAME				0.0%		0.0%						0.0%		0.0%		
White	6	100.0%		0.0%		0.0%	6	50.0%	6	100.0 %		0.0%		0.0%	6	50.0%
Reader	**5**	**100.0%**		**0.0%**		**0.0%**	**5**	**55.6%**				**0.0%**		**0.0%**		
White	5	100.0%		0.0%		0.0%	5	55.6%				0.0%		0.0%		
Ass Prof				**0.0%**		**0.0%**						**0.0%**		**0.0%**		
BAME				0.0%		0.0%						0.0%		0.0%		
White				0.0%		0.0%						0.0%		0.0%		
Professor	**7**	**100.0%**		**0.0%**		**0.0%**	**7**	**28.0%**	**15**	**83.3%**				**0.0%**	**18**	**72.0%**
BAME				0.0%		0.0%						0.0%		0.0%		
White	6	100.0%		0.0%		0.0%	6	31.6%	10	76.9%				0.0%	13	68.4%
Not known								0.0%				0.0%		0.0%		
Senior Professor				**0.0%**		**0.0%**			**8**	**88.9%**				**0.0%**	**9**	**81.8%**
BAME				0.0%		0.0%						0.0%		0.0%		
White				0.0%		0.0%			5	83.3%				0.0%	6	85.7%
Research Fellow		**0.0%**				**0.0%**				**0.0%**				**0.0%**		
BAME		0.0%				0.0%										0.0%
White								0.0%		0.0%				0.0%		

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
Senior Research Fellow	[redacted]			**0.0%**		**0.0%**	[redacted]		[redacted]			**0.0%**		**0.0%**	[redacted]	
BAME								0.0%	[redacted]			0.0%		0.0%	[redacted]	
White	[redacted]			0.0%		0.0%	[redacted]									0.0%
2021/22	**184**	**96.3%**	**7**	**3.7%**		**0.0%**	**191**	**47.4%**	**197**	**92.9%**	**15**	**7.1%**		**0.0%**	**212**	**52.6%**
Lecturer	**20**	**90.9%**	[redacted]			**0.0%**	**22**	**52.4%**	**18**	**90.0%**	[redacted]			**0.0%**	**20**	**47.6%**
BAME	7	87.5%	[redacted]			0.0%	8	47.1%	9	100.0 %		0.0%		0.0%	9	52.9%
White	13	92.9%	[redacted]			0.0%	14	70.0%	[redacted]					0.0%	6	30.0%
Not known								0.0%	5	100.0 %		0.0%		0.0%	5	100.0 %
Senior Lecturer	**124**	**97.6%**	[redacted]			**0.0%**	**127**	**49.4%**	**126**	**96.9%**	[redacted]			**0.0%**	**130**	**50.6%**
BAME	41	95.3%	[redacted]			0.0%	43	56.6%	30	90.9%	[redacted]			0.0%	33	43.4%
White	70	98.6%	[redacted]			0.0%	71	44.1%	89	98.9%	[redacted]			0.0%	90	55.9%
Not known	13	100.0%		0.0%		0.0%	13	65.0%	7	100.0 %		0.0%		0.0%	7	35.0%
Principal Lecturer	**13**	**100.0%**		**0.0%**		**0.0%**	**13**	**56.5%**	**7**	**70.0%**	[redacted]			**0.0%**	**10**	**43.5%**
BAME	6	100.0%		0.0%		0.0%	6	60.0%	[redacted]		[redacted]			0.0%	[redacted]	
White	6	100.0%		0.0%		0.0%	6	50.0%	5	83.3%	[redacted]			0.0%	6	50.0%
Not known	[redacted]			0.0%		0.0%	[redacted]									0.0%
Reader	**10**	**100.0%**		**0.0%**		**0.0%**	**10**	**52.6%**	**9**	**100.0 %**		**0.0%**		**0.0%**	**9**	**47.4%**
BAME	[redacted]			0.0%		0.0%	[redacted]		5	100.0 %		0.0%		0.0%	5	71.4%
White	7	100.0%		0.0%		0.0%	7	63.6%	[redacted]			0.0%		0.0%	[redacted]	
Not known	[redacted]			0.0%		0.0%	[redacted]									0.0%
Ass Prof	**6**	**100.0%**		**0.0%**		**0.0%**	**6**	**37.5%**	**10**	**100.0 %**		**0.0%**		**0.0%**	**10**	**62.5%**
BAME	[redacted]			0.0%		0.0%	[redacted]		[redacted]			0.0%		0.0%	[redacted]	
White	[redacted]			0.0%		0.0%	[redacted]		6	100.0 %		0.0%		0.0%	6	66.7%
Not known								0.0%	[redacted]			0.0%		0.0%	[redacted]	

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
Professor	**8**	**100.0%**		**0.0%**		**0.0%**	**8**	**25.8%**	**19**	**82.6%**				**0.0%**	**23**	**74.2%**
BAME				0.0%		0.0%			5	100.0 %		0.0%		0.0%	5	83.3%
White	7	100.0%		0.0%		0.0%	7	29.2%	13	76.5%				0.0%	17	70.8%
Not known								0.0%				0.0%		0.0%		
Senior Professor				**0.0%**		**0.0%**			**8**	**88.9%**				**0.0%**	**9**	**81.8%**
BAME				0.0%		0.0%						0.0%		0.0%		
White				0.0%		0.0%			5	83.3%				0.0%	6	85.7%
Research Fellow		**0.0%**				**0.0%**										**0.0%**
BAME		0.0%				0.0%										0.0%
White		0.0%				0.0%										0.0%
Senior Research Fellow				**0.0%**		**0.0%**				**0.0%**				**0.0%**		
White				0.0%		0.0%				0.0%				0.0%		
2022/23	**200**	**93.5%**	**14**	**6.5%**		**0.0%**	**214**	**48.7%**	**204**	**90.7%**	**21**	**9.3%**		**0.0%**	**225**	**51.3%**
Lecturer	**30**	**85.7%**	**5**	**14.3%**		**0.0%**	**35**	**55.6%**	**25**	**89.3%**				**0.0%**	**28**	**44.4%**
BAME	17	81.0%				0.0%	21	63.6%	10	83.3%				0.0%	12	36.4%
White	13	92.9%				0.0%	14	53.8%	11	91.7%				0.0%	12	46.2%
Not known								0.0%				0.0%		0.0%		
Senior Lecturer	**132**	**97.8%**				**0.0%**	**135**	**50.6%**	**126**	**95.5%**	**6**	**4.5%**		**0.0%**	**132**	**49.4%**
BAME	43	97.7%				0.0%	44	54.3%	32	86.5%	5	13.5%		0.0%	37	45.7%
White	76	97.4%				0.0%	78	47.6%	85	98.8%				0.0%	86	52.4%
Not known	13	100.0%		0.0%		0.0%	13	59.1%	9	100.0 %		0.0%		0.0%	9	40.9%
Principal Lecturer	**10**	**90.9%**				**0.0%**	**11**	**52.4%**	**8**	**80.0%**				**0.0%**	**10**	**47.6%**
BAME				0.0%		0.0%								0.0%	5	62.5%
White	7	87.5%				0.0%	8	61.5%	5	100.0 %		0.0%		0.0%	5	38.5%
Reader	**9**	**100.0%**		**0.0%**		**0.0%**	**9**	**50.0%**	**9**	**100.0 %**		**0.0%**		**0.0%**	**9**	**50.0%**

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
BAME	[redacted]			0.0%		0.0%	[redacted]		5	100.0%		0.0%		0.0%	5	71.4%
White	6	100.0%		0.0%		0.0%	6	60.0%	[redacted]			0.0%		0.0%	[redacted]	
Not known	[redacted]			0.0%		0.0%	[redacted]									0.0%
Ass Prof	**6**	**100.0%**		**0.0%**		**0.0%**	**6**	**37.5%**	**10**	**100.0%**		**0.0%**		**0.0%**	**10**	**62.5%**
BAME	[redacted]			0.0%		0.0%	[redacted]		[redacted]			0.0%		0.0%	[redacted]	
White				0.0%		0.0%			6	100.0%		0.0%		0.0%	6	66.7%
Not known								0.0%	[redacted]			0.0%		0.0%	[redacted]	
Professor	**7**	**100.0%**		**0.0%**		**0.0%**	**7**	**25.0%**	**17**	**81.0%**	[redacted]			**0.0%**	**21**	**75.0%**
BAME	[redacted]			0.0%		0.0%	[redacted]					0.0%		0.0%	[redacted]	
White	6	100.0%		0.0%		0.0%	6	27.3%	12	75.0%	[redacted]			0.0%	16	72.7%
Not known								0.0%	[redacted]			0.0%		0.0%	[redacted]	
Senior Professor	[redacted]			**0.0%**		**0.0%**	[redacted]		**9**	**90.0%**	[redacted]			**0.0%**	**10**	**76.9%**
BAME				0.0%		0.0%			[redacted]			0.0%		0.0%	[redacted]	
White				0.0%		0.0%			6	85.7%	[redacted]			0.0%	7	77.8%
Research Fellow		**0.0%**	[redacted]			**0.0%**										**0.0%**
White		0.0%				0.0%										0.0%
Senior Research Fellow	[redacted]			**0.0%**		**0.0%**				**0.0%**	[redacted]			**0.0%**	[redacted]	
White				0.0%		0.0%				0.0%				0.0%		
SPOT						**0.0%**	**6**	**60.0%**		**0.0%**				**0.0%**		
White						0.0%	6	60.0%		0.0%				0.0%		
2023/24	**218**	**88.6%**	**28**	**11.4%**		**0.0%**	**246**	**50.0%**	**222**	**90.2%**	**24**	**9.8%**		**0.0%**	**246**	**50.0%**
Lecturer	**21**	**55.3%**	**17**	**44.7%**		**0.0%**	**38**	**53.5%**	**26**	**78.8%**	**7**	**21.2%**		**0.0%**	**33**	**46.5%**
BAME	11	42.3%	15	57.7%		0.0%	26	60.5%	11	64.7%	6	35.3%		0.0%	17	39.5%
White	10	83.3%	[redacted]			0.0%	12	48.0%	13	100.0%		0.0%		0.0%	13	52.0%
Not known								0.0%	[redacted]					0.0%	[redacted]	

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
Senior Lecturer	**143**	**96.0%**	**6**	**4.0%**		**0.0%**	**149**	**52.1%**	**128**	**93.4%**	**9**	**6.6%**		**0.0%**	**137**	**47.9%**
BAME	55	94.8%				0.0%	58	57.4%	34	79.1%	9	20.9%		0.0%	43	42.6%
White	75	96.2%				0.0%	78	48.4%	83	100.0 %		0.0%		0.0%	83	51.6%
Not known	13	100.0%		0.0%		0.0%	13	54.2%	11	100.0 %		0.0%		0.0%	11	45.8%
Principal Lecturer	**12**	**100.0%**		**0.0%**		**0.0%**	**12**	**42.9%**	**16**	**100.0 %**		**0.0%**		**0.0%**	**16**	**57.1%**
BAME				0.0%		0.0%			7	100.0 %		0.0%		0.0%	7	63.6%
White	8	100.0%		0.0%		0.0%	8	47.1%	9	100.0 %		0.0%		0.0%	9	52.9%
Reader	**13**	**100.0%**		**0.0%**		**0.0%**	**13**	**44.8%**	**15**	**93.8%**				**0.0%**	**16**	**55.2%**
BAME				0.0%		0.0%			7	87.5%				0.0%	8	66.7%
White	8	100.0%		0.0%		0.0%	8	50.0%	8	100.0 %		0.0%		0.0%	8	50.0%
Not known				0.0%		0.0%										0.0%
Ass Prof	**11**	**100.0%**		**0.0%**		**0.0%**	**11**	**47.8%**	**11**	**91.7%**				**0.0%**	**12**	**52.2%**
BAME				0.0%		0.0%								0.0%		
White	8	100.0%		0.0%		0.0%	8	53.3%	7	100.0 %		0.0%		0.0%	7	46.7%
Not known								0.0%				0.0%		0.0%		
Professor	**11**	**100.0%**		**0.0%**		**0.0%**	**11**	**35.5%**	**18**	**90.0%**				**0.0%**	**20**	**64.5%**
BAME				0.0%		0.0%			5	100.0 %		0.0%		0.0%	5	62.5%
White	8	100.0%		0.0%		0.0%	8	36.4%	12	85.7%				0.0%	14	63.6%
Not known								0.0%				0.0%		0.0%		
Senior Professor				**0.0%**		**0.0%**			**8**	**88.9%**				**0.0%**	**9**	**75.0%**
BAME				0.0%		0.0%						0.0%		0.0%		
White				0.0%		0.0%			5	83.3%				0.0%	6	75.0%
Research Assistant		**0.0%**				**0.0%**										**0.0%**

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
White		0.0%				0.0%										0.0%
Senior Research Fellow						**0.0%**				**0.0%**				**0.0%**		
White						0.0%				0.0%				0.0%		
SPOT						**0.0%**	**5**	**71.4%**		**0.0%**				**0.0%**		
White						0.0%	5	71.4%		0.0%				0.0%		
2024/25	**234**	**62.1%**	**119**	**31.6%**	**24**	**6.4%**	**377**	**50.7%**	**252**	**68.9%**	**101**	**27.6%**	**13**	**3.6%**	**366**	**49.3%**
ASL	**16**	**14.0%**	**83**	**72.8%**	**15**	**13.2%**	**114**	**50.0%**	**31**	**27.2%**	**73**	**64.0%**	**10**	**8.8%**	**114**	**50.0%**
BAME			26	76.5%	7	20.6%	34	50.7%			25	75.8%			33	49.3%
White	11	14.9%	55	74.3%	8	10.8%	74	51.4%	24	34.3%	41	58.6%	5	7.1%	70	48.6%
Not known						0.0%								0.0%	7	70.0%
Prefer not to say						0.0%				0.0%						
Lecturer	**13**	**39.4%**	**20**	**60.6%**		**0.0%**	**33**	**46.5%**	**24**	**63.2%**	**14**	**36.8%**		**0.0%**	**38**	**53.5%**
BAME	6	27.3%	16	72.7%		0.0%	22	52.4%	11	55.0%	9	45.0%		0.0%	20	47.6%
White	7	70.0%				0.0%	10	40.0%	11	73.3%				0.0%	15	60.0%
Not known		0.0%				0.0%						0.0%		0.0%		
Prefer not to say								0.0%						0.0%		
Senior Lecturer	**146**	**93.0%**	**11**	**7.0%**		**0.0%**	**157**	**54.7%**	**123**	**94.6%**	**7**	**5.4%**		**0.0%**	**130**	**45.3%**
BAME	58	87.9%	8	12.1%		0.0%	66	60.6%	36	83.7%	7	16.3%		0.0%	43	39.4%
White	74	96.1%				0.0%	77	49.0%	80	100.0 %		0.0%		0.0%	80	51.0%
Not known	12	100.0%		0.0%		0.0%	12	66.7%	6	100.0 %		0.0%		0.0%	6	33.3%
Prefer not to say				0.0%		0.0%						0.0%		0.0%		
Principal Lecturer	**14**	**100.0%**		**0.0%**		**0.0%**	**14**	**45.2%**	**16**	**94.1%**				**0.0%**	**17**	**54.8%**
BAME	6	100.0%		0.0%		0.0%	6	42.9%	7	87.5%				0.0%	8	57.1%
White	8	100.0%		0.0%		0.0%	8	50.0%	8	100.0 %		0.0%		0.0%	8	50.0%
Prefer not to say								0.0%				0.0%		0.0%		

Academic staff by grade and contract type by gender and ethnicity	Female								Male							
	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
Reader	**14**	**100.0%**		**0.0%**		**0.0%**	**14**	**48.3%**	**14**	**93.3%**				**0.0%**	**15**	**51.7%**
BAME				0.0%		0.0%			6	85.7%				0.0%	7	63.6%
White	9	100.0%		0.0%		0.0%	9	52.9%	8	100.0 %		0.0%		0.0%	8	47.1%
Not known				0.0%		0.0%										0.0%
Ass Prof	**13**	**100.0%**		**0.0%**		**0.0%**	**13**	**46.4%**	**15**	**100.0 %**		**0.0%**		**0.0%**	**15**	**53.6%**
BAME				0.0%		0.0%						0.0%		0.0%		
White	9	100.0%		0.0%		0.0%	9	50.0%	9	100.0 %		0.0%		0.0%	9	50.0%
Not known								0.0%				0.0%		0.0%		
Prefer not to say								0.0%				0.0%		0.0%		
Professor	**13**	**100.0%**		**0.0%**		**0.0%**	**13**	**37.1%**	**20**	**90.9%**				**0.0%**	**22**	**62.9%**
BAME				0.0%		0.0%			7	100.0 %		0.0%		0.0%	7	70.0%
White	10	100.0%		0.0%		0.0%	10	40.0%	13	86.7%				0.0%	15	60.0%
Senior Professor				**0.0%**		**0.0%**			**9**	**100.0 %**		**0.0%**		**0.0%**	**9**	**75.0%**
BAME				0.0%		0.0%						0.0%		0.0%		
White				0.0%		0.0%			6	100.0 %		0.0%		0.0%	6	75.0%
Research Assistant		**0.0%**				**0.0%**										**0.0%**
BAME		0.0%				0.0%										0.0%
White		0.0%				0.0%										0.0%
Senior Research Fellow						**0.0%**										**0.0%**
White						0.0%										0.0%
SPOT					**9**	**75.0%**	**12**	**66.7%**		**0.0%**					**6**	**33.3%**
BAME		0.0%			8	88.9%	9	75.0%		0.0%		0.0%				
White						0.0%				0.0%				0.0%		
Not known		0.0%		0.0%						0.0%				0.0%		

Table APX2.3.3 Academic staff by grade and contract type and mode of employment by gender

Academic staff by grade and contract type and mode of employment by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
ASL		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	**47**	**9.7%**	**156**	**70.9%**	**25**	**67.6%**
Female																					**16**	**34.0%**	**83**	**53.2%**	**15**	**60.0%**
Full Time																										0.0%
Part Time																							10	12.0%		
Zero																					14	87.5%	70	84.3%	12	80.0%
Male																					**31**	**66.0%**	**73**	**46.8%**	**10**	**40.0%**
Full Time																						0.0%				0.0%
Part Time																							6	8.2%		
Zero																					29	93.5%	63	86.3%	9	90.0%
ACADLEAD				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male																										
Full Time																										
Lecturer	**18**	**6.0%**	**8**	**47.1%**	**38**	**10.4%**	**11**	**47.8%**	**38**	**10.0%**			**55**	**13.6%**	**8**	**22.9%**	**47**	**10.7%**	**24**	**46.2%**	**37**	**7.6%**	**34**	**15.5%**		**0.0%**
Female	**6**	**33.3%**	**5**	**62.5%**	**22**	**57.9%**	**7**	**63.6%**	**20**	**52.6%**			**30**	**54.5%**	**5**	**62.5%**	**21**	**44.7%**	**17**	**70.8%**	**13**	**35.1%**	**20**	**58.8%**		
Full Time	**5**	83.3%			18	81.8%			13	65.0%		0.0%	22	73.3%			16	76.2%	14	82.4%	9	69.2%	17	85.0%		
Part Time							5	71.4%	7	35.0%			8	26.7%		60.0%	5	23.8%								
Male	**12**	**66.7%**			**16**	**42.1%**			**18**	**47.4%**			**25**	**45.5%**			**26**	**55.3%**	**7**	**29.2%**	**24**	**64.9%**	**14**	**41.2%**		
Full Time	7	58.3%			12	75.0%			14	77.8%			21	84.0%			23	88.5%	6	85.7%	22	91.7%	10	71.4%		
Part Time	5	41.7%		0.0%								0.0%				0.0%										
Senior Lecturer	**241**	**80.1%**			**258**	**70.5%**			**250**	**65.6%**	**7**	**31.8%**	**258**	**63.9%**	**9**	**25.7%**	**271**	**61.6%**	**15**	**28.8%**	**269**	**55.3%**	**18**	**8.2%**		**0.0%**
Female	**117**	**48.5%**			**125**	**48.4%**			**124**	**49.6%**			**132**	**51.2%**			**143**	**52.8%**	**6**	**40.0%**	**146**	**54.3%**	**11**	**61.1%**		
Full Time	66	56.4%		0.0%	73	58.4%			74	59.7%			85	64.4%			94	65.7%			96	65.8%	7	63.6%		
Part Time	51	43.6%			52	41.6%			50	40.3%		0.0%	47	35.6%			49	34.3%			50	34.2%				
Male	**124**	**51.5%**			**133**	**51.6%**			**126**	**50.4%**			**126**	**48.8%**	**6**	**66.7%**	**128**	**47.2%**	**9**	**60.0%**	**123**	**45.7%**	**7**	**38.9%**		
Full Time	84	67.7%			82	61.7%			87	69.0%			84	66.7%			88	68.8%	8	88.9%	83	67.5%	6	85.7%		

Academic staff by grade and contract type and mode of employment by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
Part Time	40	32.3%			51	38.3%			39	31.0%			42	33.3%			40	31.3%			40	32.5%				
Principal Lecturer	**24**	**8.0%**		**0.0%**	**19**	**5.2%**		**0.0%**	**20**	**5.2%**			**18**	**4.5%**			**28**	**6.4%**		**0.0%**	**30**	**6.2%**				**0.0%**
Female	**10**	**41.7%**			**10**	**52.6%**			**13**	**65.0%**		**0.0%**	**10**	**55.6%**			**12**	**42.9%**			**14**	**46.7%**		**0.0%**		
Full Time	8	80.0%			9	90.0%			12	92.3%			9	90.0%			12	100.0%			14	100.0%				
Part Time																0.0%		0.0%				0.0%				
Male	**14**	**58.3%**			**9**	**47.4%**			**7**	**35.0%**			**8**	**44.4%**			**16**	**57.1%**			**16**	**53.3%**				
Full Time	13	92.9%			8	88.9%			7	100.0%			8	100.0%			15	93.8%			15	93.8%				
Part Time										0.0%		0.0%		0.0%		0.0%								0.0%		
Reader	**5**	**1.7%**		**0.0%**	**9**	**2.5%**		**0.0%**	**19**	**5.0%**		**0.0%**	**18**	**4.5%**		**0.0%**	**28**	**6.4%**			**28**	**5.8%**				**0.0%**
Female					**5**	**55.6%**			**10**	**52.6%**			**9**	**50.0%**			**13**	**46.4%**		**0.0%**	**14**	**50.0%**		**0.0%**		
Full Time		0.0%							9	90.0%			8	88.9%			10	76.9%			11	78.6%				
Part Time																										
Male									**9**	**47.4%**			**9**	**50.0%**			**15**	**53.6%**			**14**	**50.0%**				
Full Time									8	88.9%			8	88.9%			15	100.0%			13	92.9%				
Part Time		0.0%				0.0%												0.0%		0.0%				0.0%		
Ass Prof		**0.0%**		**0.0%**	**8**	**2.2%**		**0.0%**	**16**	**4.2%**		**0.0%**	**16**	**4.0%**		**0.0%**	**22**	**5.0%**			**28**	**5.8%**		**0.0%**		**0.0%**
Female									**6**	**37.5%**			**6**	**37.5%**			**11**	**50.0%**		**0.0%**	**13**	**46.4%**				
Full Time																	8	72.7%			9	69.2%				
Part Time																										
Male									**10**	**62.5%**			**10**	**62.5%**			**11**	**50.0%**			**15**	**53.6%**				
Full Time									9	90.0%			7	70.0%			8	72.7%			12	80.0%				
Part Time						0.0%														0.0%						
Professor	**10**	**3.3%**		**0.0%**	**22**	**6.0%**			**27**	**7.1%**			**24**	**5.9%**			**29**	**6.6%**			**33**	**6.8%**				**0.0%**
Female					**7**	**31.8%**		**0.0%**	**8**	**29.6%**		**0.0%**	**7**	**29.2%**		**0.0%**	**11**	**37.9%**		**0.0%**	**13**	**39.4%**		**0.0%**		
Full Time					5	71.4%			6	75.0%			5	71.4%			9	81.8%			10	76.9%				
Part Time																										

Academic staff by grade and contract type and mode of employment by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
Male	**8**	**80.0%**			**15**	**68.2%**			**19**	**70.4%**			**17**	**70.8%**			**18**	**62.1%**			**20**	**60.6%**				
Full Time	5	62.5%			11	73.3%		0.0%	14	73.7%		0.0%	13	76.5%		0.0%	16	88.9%		0.0%	17	85.0%		0.0%		
Part Time									5	26.3%																
Senior Professor		**0.0%**		**0.0%**	**10**	**2.7%**			**10**	**2.6%**			**12**	**3.0%**			**11**	**2.5%**			**12**	**2.5%**		**0.0%**		**0.0%**
Female								**0.0%**				**0.0%**				**0.0%**				**0.0%**						
Full Time																										
Male					**8**	**80.0%**			**8**	**80.0%**			**9**	**75.0%**			**8**	**72.7%**			**9**	**75.0%**				
Full Time					6	75.0%		0.0%	6	75.0%		0.0%	7	77.8%		0.0%	5	62.5%		0.0%						
Part Time																					5	55.6%				
Research Assistant		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**				**0.0%**				**0.0%**
Female																										
Full Time																								0.0%		
Part Time																										
Research Fellow		**0.0%**				**0.0%**				**0.0%**				**0.0%**				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Female				**0.0%**																						
Part Time																										
Male												**0.0%**				**0.0%**										
Full Time																										
Senior Research Fellow								**0.0%**																		**0.0%**
Female												**0.0%**														
Full Time		0.0%		0.0%		0.0%														0.0%						
Part Time										0.0%				0.0%				0.0%				0.0%		0.0%		
Male				**0.0%**						**0.0%**				**0.0%**				**0.0%**				**0.0%**		**0.0%**		
Full Time												0.0%				0.0%				0.0%						
Part Time		0.0%				0.0%									1	100.0 %										
SPOT		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**			**8**	**22.9%**					**5**	**2.3%**	**12**	**32.4%**		

Academic staff by grade and contract type and mode of employment by gender	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
Female																									**9**	**75.0%**
Full Time																										0.0%
Zero														0.0%		0.0%		0.0%		0.0%		0.0%			9	100.0%
Male														**0.0%**				**0.0%**				**0.0%**				
Full Time																										0.0%
Part Time																0.0%										0.0%
Zero																0.0%				0.0%				0.0%		

Table APX2.3.4 Academic staff by grade and contract type by gender: UK and NON-UK

Academic staff by grade and contract type by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
ASL		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	**47**	**9.7%**	**156**	**70.9%**	**25**	**67.6%**
Female																					**16**	**34.0%**	**83**	**53.2%**	**15**	**60.0%**
Non-UK																							27	32.5%		
UK																					14	87.5%	56	67.5%	12	80.0%
Male																					**31**	**66.0%**	**73**	**46.8%**	**10**	**40.0%**
Non-UK																							19	26.0%		
UK																					27	87.1%	54	74.0%	6	60.0%
ACADLEAD				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male																										
UK																										
Lecturer	**18**	**6.0%**	**8**	**47.1%**	**38**	**10.4%**	**11**	**47.8%**	**38**	**10.0%**			**55**	**13.6%**	**8**	**22.9%**	**47**	**10.7%**	**24**	**46.2%**	**37**	**7.6%**	**34**	**15.5%**		**0.0%**
Female	**6**	**33.3%**	**5**	**62.5%**	**22**	**57.9%**	**7**	**63.6%**	**20**	**52.6%**			**30**	**54.5%**	**5**	**62.5%**	**21**	**44.7%**	**17**	**70.8%**	**13**	**35.1%**	**20**	**58.8%**		
Non-UK					7	31.8%	4	57.1%					12	40.0%	5	100.0%	11	52.4%	11	64.7%	5	38.5%	12	60.0%		
UK	5	83.3%			15	68.2%	3	42.9%	16	80.0%			18	60.0%		0.0%	10	47.6%	6	35.3%	8	61.5%	8	40.0%		
Male	**12**	**66.7%**			**16**	**42.1%**	**4**	**36.4%**	**18**	**47.4%**			**25**	**45.5%**			**26**	**55.3%**	**7**	**29.2%**	**24**	**64.9%**	**14**	**41.2%**		
Non-UK									5	27.8%			5	20.0%			6	23.1%					6	42.9%		
UK	8	66.7%			12	75.0%			13	72.2%			20	80.0%		0.0%	20	76.9%			22	91.7%	8	57.1%		
Senior Lecturer	**241**	**80.1%**			**258**	**70.5%**			**250**	**65.6%**	**7**	**31.8%**	**258**	**63.9%**	**9**	**25.7%**	**271**	**61.6%**	**15**	**28.8%**	**269**	**55.3%**	**18**	**8.2%**		**0.0%**
Female	**117**	**48.5%**			**125**	**48.4%**			**124**	**49.6%**							**143**	**52.8%**	**6**	**40.0%**	**146**	**54.3%**	**11**	**61.1%**		
Non-UK	27	23.1%		0.0%	32	25.6%		0.0%	36	29.0%		0.0%	39	29.5%			38	26.6%	5	83.3%	33	22.6%	10	90.9%		
UK	90	76.9%			93	74.4%			88	71.0%			93	70.5%			105	73.4%			113	77.4%				
Male	**124**	**51.5%**			**133**	**51.6%**			**126**	**50.4%**			**126**	**48.8%**	**6**	**66.7%**	**128**	**47.2%**	**9**	**60.0%**	**123**	**45.7%**	**7**	**38.9%**		
Non-UK	22	17.7%			30	22.6%			33	26.2%			32	25.4%			30	23.4%	8	88.9%	22	17.9%	6	85.7%		
UK	102	82.3%			103	77.4%			93	73.8%			94	74.6%			98	76.6%			101	82.1%				

Academic staff by grade and contract type by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25				
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals
Principal Lecturer	**24**	**8.0%**	**0.0%**		**19**	**5.2%**	**0.0%**		**20**	**5.2%**			**18**	**4.5%**			**28**	**6.4%**	**0.0%**		**30**	**6.2%**			**0.0%**
Female	**10**	**41.7%**			**10**	**52.6%**			**13**	**65.0%**	**0.0%**		**10**	**55.6%**			**12**	**42.9%**			**14**	**46.7%**	**0.0%**		
Non-UK									6	46.2%															
UK	7	70.0%			7	70.0%			7	53.8%			7	70.0%	0.0%		8	66.7%			10	71.4%			
Male	**14**	**58.3%**			**9**	**47.4%**			**7**	**35.0%**			**8**	**44.4%**			**16**	**57.1%**			**16**	**53.3%**			
Non-UK						0.0%				0.0%				0.0%											
UK	13	92.9%			9	100.0%			7	100.0%			8	100.0%			15	93.8%			15	93.8%			
Reader	**5**	**1.7%**	**0.0%**		**9**	**2.5%**	**0.0%**		**19**	**5.0%**	**0.0%**		**18**	**4.5%**	**0.0%**		**28**	**6.4%**							**0.0%**
Female					**5**	**55.6%**			**10**	**52.6%**			**9**	**50.0%**			**13**	**46.4%**	**0.0%**		**14**	**50.0%**	**0.0%**		
Non-UK																	7	53.8%			6	42.9%			
UK		0.0%							7	70.0%			7	77.8%			6	46.2%			8	57.1%			
Male									**9**	**47.4%**			**9**	**50.0%**			**15**	**53.6%**			**14**	**50.0%**			
Non-UK																	8	53.3%			6	42.9%			
UK									5	55.6%			5	55.6%			7	46.7%	0.0%		8	57.1%	0.0%		
Ass Prof		**0.0%**	**0.0%**		**8**	**2.2%**	**0.0%**		**16**	**4.2%**	**0.0%**		**16**	**4.0%**	**0.0%**		**22**	**5.0%**			**28**	**5.8%**	**0.0%**		**0.0%**
Female									**6**	**37.5%**			**6**	**37.5%**			**11**	**50.0%**	**0.0%**		**13**	**46.4%**			
Non-UK																									
UK																	8	72.7%			10	76.9%			
Male									**10**	**62.5%**			**10**	**62.5%**			**11**	**50.0%**			**15**	**53.6%**			
Non-UK						0.0%																			
UK									8	80.0%			8	80.0%			9	81.8%	0.0%		12	80.0%			
Professor	**10**	**3.3%**	**0.0%**		**22**	**6.0%**			**27**	**7.1%**			**24**	**5.9%**			**29**	**6.6%**			**33**	**6.8%**			**0.0%**
Female					**7**	**31.8%**	**0.0%**		**8**	**29.6%**	**0.0%**		**7**	**29.2%**	**0.0%**		**11**	**37.9%**	**0.0%**		**13**	**39.4%**	**0.0%**		
Non-UK		0.0%																							
UK					6	85.7%			6	75.0%			5	71.4%			9	81.8%			11	84.6%			

Academic staff by grade and contract type by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
Male	**8**	**80.0%**			**15**	**68.2%**			**19**	**70.4%**			**17**	**70.8%**			**18**	**62.1%**			**20**	**60.6%**				
Non-UK		0.0%						0.0%						0.0%												
UK	8	100.0%			14	93.3%			18	94.7%			17	100.0%			16	88.9%			18	90.0%				
Senior Professor		**0.0%**		**0.0%**	**10**	**2.7%**			**10**	**2.6%**			**12**	**3.0%**			**11**	**2.5%**			**12**	**2.5%**		**0.0%**		**0.0%**
Female								**0.0%**				**0.0%**				**0.0%**				**0.0%**						
Non-UK																										
UK																										
Male					**8**	**80.0%**			**8**				**9**	**75.0%**			**8**	**72.7%**			**9**	**75.0%**				
Non-UK								0.0%				0.0%				0.0%				0.0%						
UK					6	75.0%			6	75.0%			7	77.8%			6	75.0%			7	77.8%				
Research Assistant		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**				**0.0%**				**0.0%**
Female																										
Non-UK																								0.0%		
UK																				0.0%						
Research Fellow		**0.0%**				**0.0%**				**0.0%**				**0.0%**				**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**
Female				**0.0%**																						
UK																										
Male												**0.0%**				**0.0%**										
Non-UK								0.0%																		
UK																										
Senior Research Fellow								**0.0%**																		**0.0%**
Female												**0.0%**				**0.0%**										
Non-UK		0.0%				0.0%				0.0%				0.0%				0.0%		0.0%		0.0%		0.0%		
UK																										

Academic staff by grade and contract type by gender: UK and NON-UK	2019/20				2020/21				2021/22				2022/23				2023/24				2024/25					
	Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Indefinite		Fixed Term		Hourly Paid Casuals	
Male	[redacted]		**0.0%**		[redacted]					**0.0%**	[redacted]			**0.0%**	[redacted]			**0.0%**	[redacted]			**0.0%**		**0.0%**		
UK	[redacted]				[redacted]						[redacted]				[redacted]				[redacted]							
SPOT		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	[redacted]		**8**	**22.9%**	[redacted]				[redacted]		**5**	**2.3%**	**12**	**32.4%**
Female																									**9**	**75.0%**
Non-UK																										0.0%
UK																						0.0%			9	100.0%
Male														**0.0%**	[redacted]			**0.0%**	[redacted]			**0.0%**	[redacted]			
UK															[redacted]				[redacted]				[redacted]			

Table APX2.3.5 Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Full Time	**279**	**33.5%**	**554**	**66.5%**	**833**	**46.8%**	**223**	**23.5%**	**725**	**76.5%**	**948**	**53.2%**
2019/20	**22**	**26.2%**	**62**	**73.8%**	**84**	**40.6%**	**23**	**18.7%**	**100**	**81.3%**	**123**	**59.4%**
Indefinite	21	26.3%	59	73.8%	80	41.0%	19	16.5%	96	83.5%	115	59.0%
ACADLEAD						0.0%		0.0%				
Lecturer		0.0%	5	100.0%	5	41.7%			5	71.4%	7	58.3%
Principal Lecturer			6	75.0%	8	38.1%			12	92.3%	13	61.9%
Professor		0.0%						0.0%	5	100.0%	5	83.3%
Reader						0.0%						
Senior Lecturer	19	28.8%	47	71.2%	66	44.0%	15	17.9%	69	82.1%	84	56.0%
Senior Research Fellow						0.0%				0.0%		100.0%
Fixed Term											8	66.7%
Lecturer												
Research Fellow						0.0%						
Senior Lecturer						0.0%						
2020/21	**36**	**30.8%**	**81**	**69.2%**	**117**	**46.4%**	**30**	**22.2%**	**105**	**77.8%**	**135**	**53.6%**
Indefinite	35	30.7%	79	69.3%	114	47.1%	26	20.3%	102	79.7%	128	52.9%
Ass Prof								0.0%				
Lecturer	6	33.3%	12	66.7%	18	60.0%			8	66.7%	12	40.0%
Principal Lecturer			7	77.8%	9	52.9%		0.0%	8	100.0%	8	47.1%
Professor					5	31.3%			10	90.9%	11	68.8%
Reader												
Senior Lecturer	22	30.1%	51	69.9%	73	47.1%	18	22.0%	64	78.0%	82	52.9%
Senior Professor											6	75.0%
Senior Research Fellow						0.0%				0.0%		100.0%
Fixed Term											7	70.0%
Lecturer										0.0%		

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Research Fellow						0.0%		0.0%				
Senior Lecturer		0.0%								0.0%		
2021/22	**38**	**30.6%**	**86**	**69.4%**	**124**	**44.9%**	**35**	**23.0%**	**117**	**77.0%**	**152**	**55.1%**
Indefinite	38	31.4%	83	68.6%	121	45.5%	31	21.4%	114	78.6%	145	54.5%
Ass Prof									8	88.9%	9	69.2%
Lecturer			9	69.2%	13	48.1%			10	71.4%	14	51.9%
Principal Lecturer	5	41.7%	7	58.3%	12	63.2%		0.0%	7	100.0%	7	36.8%
Professor					6	30.0%			13	92.9%	14	70.0%
Reader			7	77.8%	9	52.9%			5	62.5%	8	47.1%
Senior Lecturer	22	29.7%	52	70.3%	74	46.0%	20	23.0%	67	77.0%	87	54.0%
Senior Professor											6	75.0%
Senior Research Fellow		0.0%		100.0%		100.0%						
Fixed Term		0.0%									7	70.0%
Lecturer						0.0%						
Principal Lecturer						0.0%						
Senior Lecturer		0.0%								0.0%		
2022/23	**51**	**34.7%**	**96**	**65.3%**	**147**	**47.7%**	**38**	**23.6%**	**123**	**76.4%**	**161**	**52.3%**
Indefinite	46	33.3%	92	66.7%	138	48.3%	30	20.3%	118	79.7%	148	51.7%
Ass Prof									6	85.7%	7	70.0%
Lecturer	9	40.9%	13	59.1%	22	51.2%			17	81.0%	21	48.8%
Principal Lecturer			6	66.7%	9	52.9%		0.0%	8	100.0%	8	47.1%
Professor					5	27.8%		0.0%	13	100.0%	13	72.2%
Reader			7	87.5%	8	50.0%			5	62.5%	8	50.0%
Senior Lecturer	27	31.8%	58	68.2%	85	50.3%	20	23.8%	64	76.2%	84	49.7%
Senior Professor									5	71.4%	7	70.0%
Senior Research Fellow		0.0%		100.0%		100.0%						
SPOT												0.0%

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Fixed Term	5	55.6%			9	40.9%	8	61.5%	5	38.5%	13	59.1%
Lecturer				0.0%						0.0%		
Principal Lecturer				0.0%								
Senior Lecturer		0.0%								0.0%		
SPOT								0.0%				
2023/24	**65**	**36.7%**	**112**	**63.3%**	**177**	**48.6%**	**52**	**27.8%**	**135**	**72.2%**	**187**	**51.4%**
Indefinite	51	32.7%	105	67.3%	156	47.9%	39	22.9%	131	77.1%	170	52.1%
Ass Prof			5	62.5%	8	50.0%			7	87.5%	8	50.0%
Lecturer	8	50.0%	8	50.0%	16	41.0%	6	26.1%	17	73.9%	23	59.0%
Principal Lecturer			8	66.7%	12	44.4%			14	93.3%	15	55.6%
Professor			7	77.8%	9	36.0%			14	87.5%	16	64.0%
Reader			6	60.0%	10	40.0%	8	53.3%	7	46.7%	15	60.0%
Senior Lecturer	28	29.8%	66	70.2%	94	51.6%	20	22.7%	68	77.3%	88	48.4%
Senior Professor											5	62.5%
Senior Research Fellow		0.0%		100.0%		100.0%						
SPOT												0.0%
Fixed Term	14	66.7%	7	33.3%	21	55.3%	13	76.5%			17	44.7%
Ass Prof						0.0%				0.0%		
Lecturer	9	64.3%	5	35.7%	14	70.0%					6	30.0%
Reader						0.0%				0.0%		
Research Assistant				0.0%								0.0%
Senior Lecturer							8	100.0%		0.0%	8	66.7%
SPOT								0.0%				
2024/25	**67**	**36.4%**	**117**	**63.6%**	**184**	**49.2%**	**45**	**23.7%**	**145**	**76.3%**	**190**	**50.8%**
Indefinite	46	29.7%	109	70.3%	155	48.3%	30	18.1%	136	81.9%	166	51.7%
ASL		0.0%										0.0%
Ass Prof			6	66.7%	9	42.9%			9	75.0%	12	57.1%

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Lecturer			6	66.7%	9	29.0%			20	90.9%	22	71.0%
Principal Lecturer			10	71.4%	14	48.3%			14	93.3%	15	51.7%
Professor			8	80.0%	10	37.0%			15	88.2%	17	63.0%
Reader			7	63.6%	11	45.8%	6	46.2%	7	53.8%	13	54.2%
Senior Lecturer	28	29.2%	68	70.8%	96	53.6%	15	18.1%	68	81.9%	83	46.4%
Senior Professor												
Senior Research Fellow		0.0%				100.0%						
SPOT				0.0%								0.0%
Fixed Term	21	72.4%	8	27.6%	29	54.7%	15	62.5%	9	37.5%	24	45.3%
ASL												
Lecturer	12	70.6%	5	29.4%	17	63.0%	5	50.0%	5	50.0%	10	37.0%
Principal Lecturer						0.0%				0.0%		
Reader						0.0%				0.0%		
Senior Lecturer	7	100.0%		0.0%	7	53.8%	6	100.0%		0.0%	6	46.2%
Senior Research Fellow		0.0%		100.0%		100.0%						
SPOT				0.0%				0.0%				
Part Time	**105**	**25.0%**	**315**	**75.0%**	**420**	**53.0%**	**78**	**20.9%**	**295**	**79.1%**	**373**	**47.0%**
2019/20	**12**	**19.7%**	**49**	**80.3%**	**61**	**55.0%**	**9**	**18.0%**	**41**	**82.0%**	**50**	**45.0%**
Indefinite	11	19.3%	46	80.7%	57	53.8%	9	18.4%	40	81.6%	49	46.2%
Lecturer				0.0%							5	83.3%
Principal Lecturer								0.0%				
Professor		0.0%						0.0%				
Reader				0.0%								0.0%
Senior Lecturer	8	15.7%	43	84.3%	51	56.0%	7	17.5%	33	82.5%	40	44.0%
Senior Research Fellow		0.0%		100.0%		100.0%						
Fixed Term								0.0%				
Lecturer		0.0%										0.0%

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Senior Lecturer		0.0%						0.0%				
Senior Research Fellow												0.0%
2020/21	**16**	**23.2%**	**53**	**76.8%**	**69**	**50.4%**	**12**	**17.6%**	**56**	**82.4%**	**68**	**49.6%**
Indefinite	13	21.0%	49	79.0%	62	50.0%	12	19.4%	50	80.6%	62	50.0%
Ass Prof		0.0%										0.0%
Lecturer								0.0%				
Principal Lecturer				0.0%				0.0%				
Professor		0.0%						0.0%				
Reader				0.0%								0.0%
Senior Lecturer	10	19.2%	42	80.8%	52	50.5%	12	23.5%	39	76.5%	51	49.5%
Senior Professor						0.0%		0.0%				
Senior Research Fellow		0.0%		100.0%		100.0%						
Fixed Term					7	53.8%		0.0%	6	100.0%	6	46.2%
Lecturer					5	83.3%		0.0%				
Professor						0.0%		0.0%				
Research Fellow		0.0%										0.0%
Senior Lecturer		0.0%						0.0%				
Senior Professor						0.0%		0.0%				
2021/22	**17**	**25.4%**	**50**	**74.6%**	**67**	**52.8%**	**17**	**28.3%**	**43**	**71.7%**	**60**	**47.2%**
Indefinite	16	25.4%	47	74.6%	63	54.8%	16	30.8%	36	69.2%	52	45.2%
Ass Prof		0.0%								0.0%		
Lecturer		0.0%	7	100.0%	7	63.6%						
Principal Lecturer				0.0%								0.0%
Professor		0.0%						0.0%	5	100.0%	5	71.4%
Reader				0.0%						0.0%		
Senior Lecturer	14	28.0%	36	72.0%	50	56.2%	13	33.3%	26	66.7%	39	43.8%
Senior Professor						0.0%		0.0%				

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Fixed Term									7	87.5%	8	66.7%
Lecturer												0.0%
Professor						0.0%						
Research Fellow		0.0%										0.0%
Senior Lecturer						0.0%		0.0%				
Senior Professor						0.0%		0.0%				
Senior Research Fellow						0.0%			0.0%		100.0%	
2022/23	**20**	**29.9%**	**47**	**70.1%**	**67**	**51.1%**	**16**	**25.0%**	**48**	**75.0%**	**64**	**48.9%**
Indefinite	16	25.8%	46	74.2%	62	52.5%	15	26.8%	41	73.2%	56	47.5%
Ass Prof		0.0%										
Lecturer			5	62.5%	8	66.7%						
Principal Lecturer		0.0%										0.0%
Professor		0.0%						0.0%				
Reader				0.0%						0.0%		
Senior Lecturer	12	25.5%	35	74.5%	47	52.8%	12	28.6%	30	71.4%	42	47.2%
Senior Professor						0.0%		0.0%				
Fixed Term					5	38.5%			7	87.5%	8	61.5%
Lecturer				0.0%								0.0%
Professor						0.0%						
Research Fellow		0.0%										0.0%
Senior Lecturer				0.0%				0.0%				
Senior Professor						0.0%		0.0%				
Senior Research Fellow						0.0%			0.0%		100.0%	
2023/24	**21**	**30.4%**	**48**	**69.6%**	**69**	**53.9%**	**13**	**22.0%**	**46**	**78.0%**	**59**	**46.1%**
Indefinite	16	25.8%	46	74.2%	62	54.4%	12	23.1%	40	76.9%	52	45.6%
Ass Prof		0.0%										
Lecturer					5	62.5%		0.0%				

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Principal Lecturer						0.0%		0.0%				
Professor		0.0%						0.0%				
Reader				0.0%								0.0%
Senior Lecturer	10	20.4%	39	79.6%	49	55.1%	10	25.0%	30	75.0%	40	44.9%
Senior Professor						0.0%						
Fixed Term	5	71.4%			7	50.0%			6	85.7%	7	50.0%
Lecturer								0.0%				
Professor						0.0%						
Research Assistant				0.0%								0.0%
Senior Lecturer				0.0%				0.0%				
Senior Professor						0.0%		0.0%				
Senior Research Fellow		0.0%		100.0%		50.0%			0.0%		100.0%	
SPOT						0.0%		0.0%				
2024/25	**19**	**21.8%**	**68**	**78.2%**	**87**	**54.7%**	**11**	**15.3%**	**61**	**84.7%**	**72**	**45.3%**
Indefinite	9	13.8%	56	86.2%	65	53.3%	8	14.0%	49	86.0%	57	46.7%
ASL		0.0%						0.0%				
Ass Prof		0.0%						0.0%				
Lecturer								0.0%				
Principal Lecturer						0.0%		0.0%				
Professor		0.0%						0.0%				
Reader								0.0%				
Senior Lecturer	5	10.0%	45	90.0%	50	55.6%	7	17.5%	33	82.5%	40	44.4%
Senior Professor						0.0%					5	100.0%
Fixed Term	8	42.1%	11	57.9%	19	57.6%			12	85.7%	14	42.4%
ASL	5	50.0%	5	50.0%	10	62.5%		0.0%	6	100.0%	6	37.5%
Lecturer		0.0%										
Professor						0.0%						

Academic staff by grade and contract type by mode of employment by gender: UK and NON-UK	Female				Male							
	Non-UK		UK		Total		Non-UK		UK		Total	
Research Assistant		0.0%										0.0%
Senior Lecturer								0.0%				20.0%
SPOT						0.0%		0.0%				100.0%
Hourly Paid Casuals										0.0%		
ASL										0.0%		
Zero	**24**	**22.6%**	**82**	**77.4%**	**106**	**50.5%**	**24**	**23.1%**	**80**	**76.9%**	**104**	**49.5%**
2024/25	**24**	**22.6%**	**82**	**77.4%**	**106**	**50.5%**	**24**	**23.1%**	**80**	**76.9%**	**104**	**49.5%**
Indefinite			12	85.7%	14	32.6%			25	86.2%	29	67.4%
ASL			12	85.7%	14	32.6%			25	86.2%	29	67.4%
Fixed Term	21	29.6%	50	70.4%	71	53.0%	17	27.0%	46	73.0%	63	47.0%
ASL	21	30.0%	49	70.0%	70	52.6%	17	27.0%	46	73.0%	63	47.4%
SPOT		0.0%										0.0%
Hourly Paid Casuals			20	95.2%	21	63.6%			9	75.0%	12	36.4%
ASL			11	91.7%	12	57.1%			6	66.7%	9	42.9%
SPOT		0.0%	9	100.0%	9	75.0%		0.0%				

4. Professional services (PS) staff by grade and job family

Please note: London Met does not have 'job family' categories, so this has not been included in the tables for this section.

Table APX2.4.1 PS salary scale

PS Salary Scale	Lowest Grade (Bottom of the Scale)	Highest Grade (Top of the Scale)
Professional Service Grades Salary Scale (PSG)	PSG1 - £25,431	PSG9 - £71,748
Estates Professional Service Grades Salary Scale (ESPG)	ESPG1 - £31,098	ESPG7 - £71,841
Senior Manager Grades (SEN)	SEN4 - £86,583	SEN0 - £148,857
Professional Manager Grades (PMG)	PMG4 - £63,225	PMG1 - £102,156

Table APX2.4.2 PS staff by grade by gender

PS grade by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
ASL	**226**	**27.0%**	**320**	**30.2%**	**335**	**31.4%**	**321**	**28.2%**	**264**	**24.4%**	**17**	**2.2%**
Female	115	50.9%	164	51.3%	173	51.6%	170	53.0%	124	47.0%	9	52.9%
Male	111	49.1%	156	48.8%	162	48.4%	151	47.0%	140	53.0%	8	47.1%
EPSG2	**22**	**2.6%**	**24**	**2.3%**	**21**	**2.0%**	**21**	**1.8%**	**25**	**2.3%**	**25**	**3.3%**
Female			5	20.8%							5	20.0%
Male	18	81.8%	19	79.2%	18	85.7%	17	81.0%	21	84.0%	20	80.0%
EPSG3		**0.0%**		**0.0%**		**0.0%**						
Female												
EPSG4	**8**	**1.0%**	**9**	**0.8%**			**6**	**0.5%**	**6**	**0.6%**	**6**	**0.8%**
Female						0.0%		0.0%		0.0%		0.0%
Male	7	87.5%	8	88.9%			6	100.0%	6	100.0%	6	100.0%
EPSG6						**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male												

PS grade by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
EPSG7												
Male												
Lecturer		**0.0%**		**0.0%**		**0.0%**		**0.0%**				**0.0%**
Male												
PMG1			**9**	**0.8%**	**8**	**0.8%**					**6**	**0.8%**
Female			7	77.8%	5	62.5%						
Male												
PMG2			**6**	**0.6%**	**5**	**0.5%**	**6**	**0.5%**	**7**	**0.6%**	**6**	**0.8%**
Female			5	83.3%					6	85.7%		
Male												
PMG3			**5**	**0.5%**	**7**	**0.7%**	**27**	**2.4%**	**28**	**2.6%**	**23**	**3.0%**
Female		0.0%					11	40.7%	11	39.3%	11	47.8%
Male					5	71.4%	16	59.3%	17	60.7%	12	52.2%
PMG4	**37**	**4.4%**	**32**	**3.0%**	**29**	**2.7%**	**12**	**1.1%**	**13**	**1.2%**	**12**	**1.6%**
Female	17	45.9%	15	46.9%	14	48.3%	8	66.7%	9	69.2%	9	75.0%
Male	20	54.1%	17	53.1%	15	51.7%						
Reader		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		
Female												
PSG 1												
Female				0.0%				0.0%		0.0%		
Male												
PSG 2	**10**	**1.2%**	**6**	**0.6%**	**6**	**0.6%**	**5**	**0.4%**			**5**	**0.7%**
Female	5	50.0%	6	100.0%	5	83.3%						
Male	5	50.0%		0.0%						0.0%		
PSG 3	**31**	**3.7%**	**30**	**2.8%**	**31**	**2.9%**	**38**	**3.3%**	**26**	**2.4%**	**21**	**2.7%**
Female	23	74.2%	22	73.3%	26	83.9%	30	78.9%	20	76.9%	17	81.0%
Male	8	25.8%	8	26.7%	5	16.1%	8	21.1%	6	23.1%		
PSG 4	**58**	**6.9%**	**38**	**3.6%**	**51**	**4.8%**	**49**	**4.3%**	**58**	**5.4%**	**44**	**5.7%**

PS grade by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Female	43	74.1%	26	68.4%	34	66.7%	33	67.3%	41	70.7%	31	70.5%
Male	15	25.9%	12	31.6%	17	33.3%	16	32.7%	17	29.3%	13	29.5%
PSG 5	**156**	**18.6%**	**162**	**15.3%**	**167**	**15.7%**	**180**	**15.8%**	**172**	**15.9%**	**175**	**22.8%**
Female	88	56.4%	96	59.3%	106	63.5%	114	63.3%	107	62.2%	115	65.7%
Male	68	43.6%	66	40.7%	61	36.5%	66	36.7%	65	37.8%	60	34.3%
PSG 6	**54**	**6.4%**	**54**	**5.1%**	**57**	**5.3%**	**64**	**5.6%**	**74**	**6.9%**	**80**	**10.4%**
Female	26	48.1%	31	57.4%	25	43.9%	32	50.0%	45	60.8%	49	61.3%
Male	28	51.9%	23	42.6%	32	56.1%	32	50.0%	29	39.2%	31	38.8%
PSG 7	**48**	**5.7%**	**51**	**4.8%**	**53**	**5.0%**	**51**	**4.5%**	**64**	**5.9%**	**69**	**9.0%**
Female	22	45.8%	29	56.9%	32	60.4%	29	56.9%	39	60.9%	39	56.5%
Male	26	54.2%	22	43.1%	21	39.6%	22	43.1%	25	39.1%	30	43.5%
PSG 8	**15**	**1.8%**	**22**	**2.1%**	**19**	**1.8%**	**22**	**1.9%**	**23**	**2.1%**	**29**	**3.8%**
Female	7	46.7%	11	50.0%	9	47.4%	10	45.5%	8	34.8%	14	48.3%
Male	8	53.3%	11	50.0%	10	52.6%	12	54.5%	15	65.2%	15	51.7%
PSG 9	**16**	**1.9%**	**15**	**1.4%**	**16**	**1.5%**	**14**	**1.2%**	**17**	**1.6%**	**23**	**3.0%**
Female	8	50.0%	7	46.7%	8	50.0%	9	64.3%	11	64.7%	13	56.5%
Male	8	50.0%	8	53.3%	8	50.0%	5	35.7%	6	35.3%	10	43.5%
Research Assistant		**0.0%**				**0.0%**			**5**	**0.5%**	**5**	**0.7%**
Female									5	100.0%		
Male				0.0%						0.0%		
SEN0		**0.0%**										
Female				0.0%		0.0%		0.0%				
Male												
SEN1				**0.0%**		**0.0%**						
Female												
Male								0.0%		0.0%		0.0%
SEN2				**0.0%**		**0.0%**			**6**	**0.6%**	**12**	**1.6%**
Female											7	58.3%

PS grade by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Male											5	41.7%
SEN3	**6**	**0.7%**					**7**	**0.6%**	**5**	**0.5%**		
Female												
Male							5	71.4%				
SEN4												
Female												
Research Fellow		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		
Male												
SPOT	**133**	**15.9%**	**262**	**24.7%**	**248**	**23.3%**	**295**	**25.9%**	**269**	**24.9%**	**189**	**24.7%**
Female	85	63.9%	178	67.9%	158	63.7%	183	62.0%	162	60.2%	107	56.6%
Male	48	36.1%	84	32.1%	90	36.3%	112	38.0%	107	39.8%	82	43.4%

Table APX2.4.3 PS staff by grade by gender and ethnicity

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
ASL	**226**	**27.0%**	**320**	**30.2%**	**335**	**31.4%**	**321**	**28.2%**	**264**	**24.4%**	**17**	**2.2%**
Female	**115**	**50.9%**	**164**	**51.3%**	**173**	**51.6%**	**170**	**53.0%**	**124**	**47.0%**	**9**	**52.9%**
BAME	30	26.1%	44	26.8%	62	35.8%	57	33.5%	40	32.3%		
Not known		0.0%	14	8.5%	18	10.4%	15	8.8%	9	7.3%		
White	85	73.9%	106	64.6%	93	53.8%	98	57.6%	75	60.5%		
Male	**111**	**49.1%**	**156**	**48.8%**	**162**	**48.4%**	**151**	**47.0%**	**140**	**53.0%**	**8**	**47.1%**
BAME	25	22.5%	35	22.4%	35	21.6%	34	22.5%	40	28.6%		
Not known		0.0%	12	7.7%	19	11.7%	13	8.6%	10	7.1%		
White	86	77.5%	109	69.9%	108	66.7%	104	68.9%	90	64.3%		
Lecturer		**0.0%**		**0.0%**		**0.0%**		**0.0%**				**0.0%**
Male												
BAME												
Reader		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		
Female												
White												
EPSG2	**22**	**2.6%**	**24**	**2.3%**	**21**	**2.0%**	**21**	**1.8%**	**25**	**2.3%**	**25**	**3.3%**
Female			**5**	**20.8%**							**5**	**20.0%**
BAME						66.7%						
White						33.3%						
Male	**18**	**81.8%**	**19**	**79.2%**	**18**	**85.7%**	**17**	**81.0%**	**21**	**84.0%**	**20**	**80.0%**
BAME	11	61.1%	11	57.9%	11	61.1%	11	64.7%	14	66.7%	14	70.0%
White	7	38.9%	8	42.1%	7	38.9%	6	35.3%	7	33.3%	6	30.0%
EPSG3		**0.0%**		**0.0%**		**0.0%**						
Female												

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
BAME												
EPSG4	**8**	**1.0%**	**9**	**0.8%**			**6**	**0.5%**	**6**	**0.6%**	**6**	**0.8%**
Female						**0.0%**		**0.0%**		**0.0%**		**0.0%**
White												
Male	**7**	**87.5%**	**8**	**88.9%**			**6**	**100.0%**	**6**	**100.0%**	**6**	**100.0%**
BAME												
White	6	85.7%	7	87.5%								
EPSG6						**0.0%**		**0.0%**		**0.0%**		**0.0%**
Male												
BAME												
White												
EPSG7												
Male												
White												
PMG1			**9**	**0.8%**	**8**	**0.8%**					**6**	**0.8%**
Female			**7**	**77.8%**	**5**	**62.5%**						
BAME		0.0%										0.0%
White			5	71.4%								
Male												
BAME				0.0%		0.0%		0.0%		0.0%		
Not known		0.0%		0.0%				0.0%		0.0%		0.0%
White												
PMG2			**6**	**0.6%**	**5**	**0.5%**	**6**	**0.5%**	**7**	**0.6%**	**6**	**0.8%**
Female			**5**	**83.3%**								
BAME		0.0%										

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
White												
Male												
BAME		0.0%		0.0%		0.0%				0.0%		
Not known		0.0%		0.0%		0.0%		0.0%		0.0%		
White												
PMG3			**5**	**0.5%**	**7**	**0.7%**	**27**	**2.4%**	**28**	**2.6%**	**23**	**3.0%**
Female		**0.0%**					**11**	**40.7%**	**11**	**39.3%**	**11**	**47.8%**
BAME				0.0%			5	45.5%	5	45.5%	5	45.5%
Not known				0.0%		0.0%						
White							5	45.5%	5	45.5%	5	45.5%
Male					**5**	**71.4%**	**16**	**59.3%**	**17**	**60.7%**	**12**	**52.2%**
BAME		0.0%					6	37.5%	6	35.3%		
White							10	62.5%	11	64.7%	8	66.7%
PMG4	**37**	**4.4%**	**32**	**3.0%**	**29**	**2.7%**	**12**	**1.1%**	**13**	**1.2%**	**12**	**1.6%**
Female	**17**	**45.9%**	**15**	**46.9%**	**14**	**48.3%**	**8**	**66.7%**	**9**	**69.2%**	**9**	**75.0%**
BAME												
White	14	82.4%	12	80.0%	11	78.6%	5	62.5%	6	66.7%	6	66.7%
Male	**20**	**54.1%**	**17**	**53.1%**	**15**	**51.7%**						
BAME								0.0%				0.0%
White	17	85.0%	14	82.4%	12	80.0%						
PSG 1												
Female				**0.0%**				**0.0%**		**0.0%**		
BAME												0.0%
White		0.0%				0.0%						
Male												

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
BAME												
Not known		0.0%		0.0%		0.0%		0.0%		0.0%		
PSG 2	**10**	**1.2%**	**6**	**0.6%**	**6**	**0.6%**	**5**	**0.4%**			**5**	**0.7%**
Female	**5**	**50.0%**	**6**	**100.0%**	**5**	**83.3%**						
BAME			5	83.3%								
Not known		0.0%		0.0%						0.0%		0.0%
White												
Male	**5**	**50.0%**		**0.0%**						**0.0%**		
BAME												
White						0.0%		0.0%				0.0%
PSG 3	**31**	**3.7%**	**30**	**2.8%**	**31**	**2.9%**	**38**	**3.3%**	**26**	**2.4%**	**21**	**2.7%**
Female	**23**	**74.2%**	**22**	**73.3%**	**26**	**83.9%**	**30**	**78.9%**	**20**	**76.9%**	**17**	**81.0%**
BAME	7	30.4%	5	22.7%	8	30.8%	10	33.3%	7	35.0%		
Not known		0.0%		0.0%								
White	16	69.6%	17	77.3%	15	57.7%	17	56.7%	11	55.0%	12	70.6%
Male	**8**	**25.8%**	**8**	**26.7%**	**5**	**16.1%**	**8**	**21.1%**	**6**	**23.1%**		
BAME	6	75.0%					5	62.5%				
Not known		0.0%				0.0%				0.0%		0.0%
White												
PSG 4	**58**	**6.9%**	**38**	**3.6%**	**51**	**4.8%**	**49**	**4.3%**	**58**	**5.4%**	**44**	**5.7%**
Female	**43**	**74.1%**	**26**	**68.4%**	**34**	**66.7%**	**33**	**67.3%**	**41**	**70.7%**	**31**	**70.5%**
BAME	20	46.5%	16	61.5%	21	61.8%	16	48.5%	18	43.9%	15	48.4%
Not known		0.0%		0.0%								
White	23	53.5%	10	38.5%	12	35.3%	16	48.5%	20	48.8%	15	48.4%
Male	**15**	**25.9%**	**12**	**31.6%**	**17**	**33.3%**	**16**	**32.7%**	**17**	**29.3%**	**13**	**29.5%**

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
BAME	9	60.0%	7	58.3%	9	52.9%	6	37.5%	7	41.2%	6	46.2%
White	6	40.0%	5	41.7%	8	47.1%	10	62.5%	10	58.8%	7	53.8%
PSG 5	**156**	**18.6%**	**162**	**15.3%**	**167**	**15.7%**	**180**	**15.8%**	**172**	**15.9%**	**175**	**22.8%**
Female	**88**	**56.4%**	**96**	**59.3%**	**106**	**63.5%**	**114**	**63.3%**	**107**	**62.2%**	**115**	**65.7%**
BAME	42	47.7%	39	40.6%	49	46.2%	58	50.9%	57	53.3%	52	45.2%
Not known		0.0%			9	8.5%	6	5.3%	7	6.5%	9	7.8%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	46	52.3%	54	56.3%	48	45.3%	50	43.9%	43	40.2%	52	45.2%
Male	**68**	**43.6%**	**66**	**40.7%**	**61**	**36.5%**	**66**	**36.7%**	**65**	**37.8%**	**60**	**34.3%**
BAME	18	26.5%	16	24.2%	13	21.3%	17	25.8%	23	35.4%	23	38.3%
Not known		0.0%			6	9.8%						
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	50	73.5%	47	71.2%	42	68.9%	45	68.2%	38	58.5%	33	55.0%
PSG 6	**54**	**6.4%**	**54**	**5.1%**	**57**	**5.3%**	**64**	**5.6%**	**74**	**6.9%**	**80**	**10.4%**
Female	**26**	**48.1%**	**31**	**57.4%**	**25**	**43.9%**	**32**	**50.0%**	**45**	**60.8%**	**49**	**61.3%**
BAME	6	23.1%	9	29.0%	9	36.0%	13	40.6%	18	40.0%	25	51.0%
Not known		0.0%		0.0%		0.0%						
White	20	76.9%	22	71.0%	16	64.0%	18	56.3%	25	55.6%	22	44.9%
Male	**28**	**51.9%**	**23**	**42.6%**	**32**	**56.1%**	**32**	**50.0%**	**29**	**39.2%**	**31**	**38.8%**
BAME	6	21.4%	7	30.4%	9	28.1%	8	25.0%	11	37.9%	11	35.5%
White	22	78.6%	16	69.6%	23	71.9%	24	75.0%	18	62.1%	20	64.5%
PSG 7	**48**	**5.7%**	**51**	**4.8%**	**53**	**5.0%**	**51**	**4.5%**	**64**	**5.9%**	**69**	**9.0%**
Female	**22**	**45.8%**	**29**	**56.9%**	**32**	**60.4%**	**29**	**56.9%**	**39**	**60.9%**	**39**	**56.5%**

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
BAME	7	31.8%	10	34.5%	14	43.8%	12	41.4%	15	38.5%	13	33.3%
Not known		0.0%		0.0%								
White	15	68.2%	19	65.5%	17	53.1%	16	55.2%	23	59.0%	25	64.1%
Male	**26**	**54.2%**	**22**	**43.1%**	**21**	**39.6%**	**22**	**43.1%**	**25**	**39.1%**	**30**	**43.5%**
BAME	9	34.6%	7	31.8%	6	28.6%	7	31.8%			7	23.3%
Not known		0.0%		0.0%		0.0%		0.0%		0.0%		
White	17	65.4%	15	68.2%	15	71.4%	15	68.2%	21	84.0%	22	73.3%
PSG 8	**15**	**1.8%**	**22**	**2.1%**	**19**	**1.8%**	**22**	**1.9%**	**23**	**2.1%**	**29**	**3.8%**
Female	**7**	**46.7%**	**11**	**50.0%**	**9**	**47.4%**	**10**	**45.5%**	**8**	**34.8%**	**14**	**48.3%**
BAME							5	50.0%			5	35.7%
White			7	63.6%	5	55.6%	5	50.0%	5	62.5%	9	64.3%
Male	**8**	**53.3%**	**11**	**50.0%**	**10**	**52.6%**	**12**	**54.5%**	**15**	**65.2%**	**15**	**51.7%**
BAME												
White	6	75.0%	9	81.8%	8	80.0%	9	75.0%	11	73.3%	11	73.3%
PSG 9	**16**	**1.9%**	**15**	**1.4%**	**16**	**1.5%**	**14**	**1.2%**	**17**	**1.6%**	**23**	**3.0%**
Female	**8**	**50.0%**	**7**	**46.7%**	**8**	**50.0%**	**9**	**64.3%**	**11**	**64.7%**	**13**	**56.5%**
BAME												
Not known		0.0%										
White	6	75.0%			6	75.0%	7	77.8%	8	72.7%	10	76.9%
Male	**8**	**50.0%**	**8**	**53.3%**	**8**	**50.0%**	**5**	**35.7%**	**6**	**35.3%**	**10**	**43.5%**
BAME		0.0%		0.0%		0.0%		0.0%				
White	8	100.0%	8	100.0%	8	100.0%	5	100.0%			7	70.0%
Research Assistant		**0.0%**				**0.0%**			**5**	**0.5%**	**5**	**0.7%**
Female									**5**	**100.0%**		
BAME				0.0%								0.0%

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Not known				0.0%				0.0%				
White												
Male				**0.0%**						**0.0%**		
BAME												
White												
Research Fellow		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**		
Male												
BAME												
SEN0		**0.0%**										
Female				**0.0%**		**0.0%**		**0.0%**				
BAME												
White										0.0%		
Male												
White												
SEN1				**0.0%**		**0.0%**						
Female												
White												
Male								**0.0%**		**0.0%**		**0.0%**
White												
SEN2		**0.0%**		**0.0%**		**0.0%**			**6**	**0.6%**	**12**	**1.6%**
Female											**7**	**58.3%**
BAME												
White												
Male											**5**	**41.7%**
Not known												

PS staff by grade by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
White								0.0%				
SEN3	**6**	**0.7%**					**7**	**0.6%**	**5**	**0.5%**		
Female												
BAME										0.0%		0.0%
White		0.0%		0.0%								
Male						**50.0%**	**5**	**71.4%**				
White						100.0%	5	100.0%				
SEN4						**0.1%**						
Female						**100.0%**						
Not known		0.0%		0.0%		0.0%		0.0%		0.0%		
White												
SPOT	**133**	**15.9%**	**262**	**24.7%**	**248**	**23.3%**	**295**	**25.9%**	**269**	**24.9%**	**189**	**24.7%**
Female	**85**	**63.9%**	**178**	**67.9%**	**158**	**63.7%**	**183**	**62.0%**	**162**	**60.2%**	**107**	**56.6%**
BAME	51	60.0%	77	43.3%	60	38.0%	85	46.4%	72	44.4%	49	45.8%
Not known		0.0%	34	19.1%	36	22.8%	35	19.1%	34	21.0%	33	30.8%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	34	40.0%	67	37.6%	62	39.2%	63	34.4%	56	34.6%	24	22.4%
Male	**48**	**36.1%**	**84**	**32.1%**	**90**	**36.3%**	**112**	**38.0%**	**107**	**39.8%**	**82**	**43.4%**
BAME	33	68.8%	36	42.9%	41	45.6%	51	45.5%	53	49.5%	41	50.0%
Not known		0.0%	14	16.7%	22	24.4%	26	23.2%	29	27.1%	24	29.3%
White	15	31.3%	34	40.5%	27	30.0%	35	31.3%	25	23.4%	17	20.7%

Table APX2.4.4 PS staff by grade by gender: UK AND NON-UK

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
ASL	**222**	**29.4%**	**533**	**70.6%**	**755**	**50.9%**	**155**	**21.3%**	**573**	**78.7%**	**728**	**49.1%**
2019/20	28	24.3%	87	75.7%	115	50.9%	19	17.1%	92	82.9%	111	49.1%
2020/21	46	28.0%	118	72.0%	164	51.3%	33	21.2%	123	78.8%	156	48.8%
2021/22	50	28.9%	123	71.1%	173	51.6%	34	21.0%	128	79.0%	162	48.4%
2022/23	58	34.1%	112	65.9%	170	53.0%	31	20.5%	120	79.5%	151	47.0%
2023/24	40	32.3%	84	67.7%	124	47.0%	36	25.7%	104	74.3%	140	53.0%
2024/25		0.0%	9	100.0%	9	52.9%			6	75.0%	8	47.1%
Lecturer						**0.0%**		**0.0%**				
2023/24						0.0%		0.0%				
Reader				**0.0%**								**0.0%**
2024/25				0.0%								0.0%
EPSG2	**9**	**36.0%**	**16**	**64.0%**	**25**	**18.1%**			**112**	**99.1%**	**113**	**81.9%**
2019/20								0.0%	18	100.0%	18	81.8%
2020/21					5	20.8%		0.0%	19	100.0%	19	79.2%
2021/22								0.0%	18	100.0%	18	85.7%
2022/23								0.0%	17	100.0%	17	81.0%
2023/24								0.0%	21	100.0%	21	84.0%
2024/25					5	20.0%			19	95.0%	20	80.0%
EPSG3		**0.0%**	**6**	**100.0%**	**6**	**100.0%**						**0.0%**
2022/23		0.0%										0.0%
2023/24		0.0%										0.0%
2024/25		0.0%										0.0%
EPSG4		**0.0%**							**34**	**91.9%**	**37**	**94.9%**
2019/20		0.0%							6	85.7%	7	87.5%
2020/21		0.0%							6	75.0%	8	88.9%
2021/22						0.0%		0.0%				
2022/23						0.0%		0.0%	6	100.0%	6	100.0%

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2023/24						0.0%		0.0%	6	100.0%	6	100.0%
2024/25						0.0%		0.0%	6	100.0%	6	100.0%
EPSG6						**0.0%**		**0.0%**	**6**	**100.0%**	**6**	**100.0%**
2019/20						0.0%		0.0%				
2020/21						0.0%		0.0%				
EPSG7						**0.0%**		**0.0%**	**10**	**100.0%**	**10**	**100.0%**
2019/20						0.0%		0.0%				
2020/21						0.0%		0.0%				
2021/22						0.0%		0.0%				
2022/23						0.0%		0.0%				
2023/24						0.0%		0.0%				
2024/25						0.0%		0.0%				
PMG1			**17**	**85.0%**	**20**	**57.1%**			**11**	**73.3%**	**15**	**42.9%**
2019/20		0.0%						0.0%				
2020/21			5	71.4%	7	77.8%						
2021/22					5	62.5%						
2022/23		0.0%										
2023/24		0.0%						0.0%				
2024/25		0.0%						0.0%				
PMG2		**0.0%**	**23**	**100.0%**	**23**	**71.9%**		**0.0%**	**9**	**100.0%**	**9**	**28.1%**
2019/20		0.0%						0.0%				
2020/21		0.0%	5	100.0%	5	83.3%		0.0%				
2021/22		0.0%						0.0%				
2022/23		0.0%						0.0%				
2023/24		0.0%	6	100.0%	6	85.7%		0.0%				
2024/25		0.0%						0.0%				
PMG3	**6**	**16.7%**	**30**	**83.3%**	**36**	**39.6%**			**51**	**92.7%**	**55**	**60.4%**
2019/20						0.0%		0.0%				

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2020/21		0.0%										
2021/22		0.0%									5	71.4%
2022/23			9	81.8%	11	40.7%		0.0%	16	100.0%	16	59.3%
2023/24			9	81.8%	11	39.3%			16	94.1%	17	60.7%
2024/25			9	81.8%	11	47.8%			11	91.7%	12	52.2%
PMG4	**8**	**11.1%**	**64**	**88.9%**	**72**	**53.3%**			**60**	**95.2%**	**63**	**46.7%**
2019/20			14	82.4%	17	45.9%			17	85.0%	20	54.1%
2020/21			13	86.7%	15	46.9%		0.0%	17	100.0%	17	53.1%
2021/22			13	92.9%	14	48.3%		0.0%	15	100.0%	15	51.7%
2022/23			7	87.5%	8	66.7%		0.0%				
2023/24			8	88.9%	9	69.2%		0.0%				
2024/25		0.0%	9	100.0%	9	75.0%		0.0%				
PSG 1									**7**	**77.8%**	**9**	**75.0%**
2019/20		0.0%						0.0%				
2020/21						0.0%		0.0%				
2021/22				0.0%				0.0%				
2022/23						0.0%		0.0%				
2023/24						0.0%		0.0%				
2024/25		0.0%										
PSG 2	**6**	**21.4%**	**22**	**78.6%**	**28**	**77.8%**					**8**	**22.2%**
2019/20					5	50.0%					5	50.0%
2020/21		0.0%	6	100.0%	6	100.0%						0.0%
2021/22		0.0%	5	100.0%	5	83.3%				0.0%		
2022/23								0.0%				
2023/24												0.0%
2024/25								0.0%				
PSG 3	**43**	**31.2%**	**95**	**68.8%**	**138**	**78.0%**	**5**	**12.8%**	**34**	**87.2%**	**39**	**22.0%**
2019/20	6	26.1%	17	73.9%	23	74.2%		0.0%	8	100.0%	8	25.8%

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2020/21	6	27.3%	16	72.7%	22	73.3%		0.0%	8	100.0%	8	26.7%
2021/22	8	30.8%	18	69.2%	26	83.9%		0.0%	5	100.0%	5	16.1%
2022/23	12	40.0%	18	60.0%	30	78.9%	[redacted]		5	62.5%	8	21.1%
2023/24	7	35.0%	13	65.0%	20	76.9%	[redacted]		5	83.3%	6	23.1%
2024/25	[redacted]		13	76.5%	17	81.0%	[redacted]					
PSG 4	**54**	**26.0%**	**154**	**74.0%**	**208**	**69.8%**	**8**	**8.9%**	**82**	**91.1%**	**90**	**30.2%**
2019/20	8	18.6%	35	81.4%	43	74.1%	[redacted]		13	86.7%	15	25.9%
2020/21	5	19.2%	21	80.8%	26	68.4%	[redacted]		11	91.7%	12	31.6%
2021/22	9	26.5%	25	73.5%	34	66.7%	[redacted]		13	76.5%	17	33.3%
2022/23	7	21.2%	26	78.8%	33	67.3%		0.0%	16	100.0%	16	32.7%
2023/24	14	34.1%	27	65.9%	41	70.7%		0.0%	17	100.0%	17	29.3%
2024/25	11	35.5%	20	64.5%	31	70.5%	[redacted]		12	92.3%	13	29.5%
PSG 5	**158**	**25.2%**	**468**	**74.8%**	**626**	**61.9%**	**62**	**16.1%**	**324**	**83.9%**	**386**	**38.1%**
2019/20	20	22.7%	68	77.3%	88	56.4%	7	10.3%	61	89.7%	68	43.6%
2020/21	25	26.0%	71	74.0%	96	59.3%	10	15.2%	56	84.8%	66	40.7%
2021/22	32	30.2%	74	69.8%	106	63.5%	5	8.2%	56	91.8%	61	36.5%
2022/23	28	24.6%	86	75.4%	114	63.3%	10	15.2%	56	84.8%	66	36.7%
2023/24	26	24.3%	81	75.7%	107	62.2%	13	20.0%	52	80.0%	65	37.8%
2024/25	27	23.5%	88	76.5%	115	65.7%	17	28.3%	43	71.7%	60	34.3%
PSG 6	**34**	**16.3%**	**174**	**83.7%**	**208**	**54.3%**	**35**	**20.0%**	**140**	**80.0%**	**175**	**45.7%**
2019/20	5	19.2%	21	80.8%	26	48.1%	6	21.4%	22	78.6%	28	51.9%
2020/21	6	19.4%	25	80.6%	31	57.4%	5	21.7%	18	78.3%	23	42.6%
2021/22	[redacted]		22	88.0%	25	43.9%	7	21.9%	25	78.1%	32	56.1%
2022/23	5	15.6%	27	84.4%	32	50.0%	7	21.9%	25	78.1%	32	50.0%
2023/24	9	20.0%	36	80.0%	45	60.8%	6	20.7%	23	79.3%	29	39.2%
2024/25	6	12.2%	43	87.8%	49	61.3%	[redacted]		27	87.1%	31	38.8%
PSG 7	**31**	**16.3%**	**159**	**83.7%**	**190**	**56.5%**	**9**	**6.2%**	**137**	**93.8%**	**146**	**43.5%**
2019/20	[redacted]		18	81.8%	22	45.8%	[redacted]		25	96.2%	26	54.2%

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2020/21			26	89.7%	29	56.9%			20	90.9%	22	43.1%
2021/22			28	87.5%	32	60.4%			19	90.5%	21	39.6%
2022/23	5	17.2%	24	82.8%	29	56.9%			21	95.5%	22	43.1%
2023/24	8	20.5%	31	79.5%	39	60.9%			24	96.0%	25	39.1%
2024/25	7	17.9%	32	82.1%	39	56.5%			28	93.3%	30	43.5%
PSG 8	**10**	**16.9%**	**49**	**83.1%**	**59**	**45.4%**	**5**	**7.0%**	**66**	**93.0%**	**71**	**54.6%**
2019/20			6	85.7%	7	46.7%			6	75.0%	8	53.3%
2020/21			8	72.7%	11	50.0%			10	90.9%	11	50.0%
2021/22			6	66.7%	9	47.4%		0.0%	10	100.0%	10	52.6%
2022/23			8	80.0%	10	45.5%		0.0%	12	100.0%	12	54.5%
2023/24			7	87.5%	8	34.8%			14	93.3%	15	65.2%
2024/25		0.0%	14	100.0%	14	48.3%			14	93.3%	15	51.7%
PSG 9	**8**	**14.3%**	**48**	**85.7%**	**56**	**55.4%**		**0.0%**	**45**	**100.0%**	**45**	**44.6%**
2019/20		0.0%	8	100.0%	8	50.0%		0.0%	8	100.0%	8	50.0%
2020/21		0.0%	7	100.0%	7	46.7%		0.0%	8	100.0%	8	53.3%
2021/22			7	87.5%	8	50.0%		0.0%	8	100.0%	8	50.0%
2022/23			7	77.8%	9	64.3%		0.0%	5	100.0%	5	35.7%
2023/24			8	72.7%	11	64.7%		0.0%	6	100.0%	6	35.3%
2024/25			11	84.6%	13	56.5%		0.0%	10	100.0%	10	43.5%
Research Assistant	**8**	**80.0%**			**10**	**66.7%**					**5**	**33.3%**
2020/21		0.0%										0.0%
2022/23												
2023/24	5	100.0%		0.0%	5	100.0%						0.0%
2024/25				0.0%						0.0%		
Research Fellow						**0.0%**				**0.0%**		
2024/25						0.0%				0.0%		
SEN0		**0.0%**					**5**	**83.3%**			**6**	**60.0%**
2020/21						0.0%				0.0%		

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2021/22						0.0%				0.0%		
2022/23						0.0%				0.0%		
2023/24		0.0%								0.0%		
2024/25		0.0%										
SEN1		**0.0%**						**0.0%**				
2019/20		0.0%						0.0%				
2022/23		0.0%										0.0%
2023/24		0.0%										0.0%
2024/25		0.0%										0.0%
SEN2			**11**	**78.6%**	**14**	**63.6%**		**0.0%**	**8**	**100.0%**	**8**	**36.4%**
2022/23								0.0%				
2023/24								0.0%				
2024/25			6	85.7%	7	58.3%		0.0%	5	100.0%	5	41.7%
SEN3		**0.0%**	**9**	**100.0%**	**9**	**32.1%**		**0.0%**	**19**	**100.0%**	**19**	**67.9%**
2019/20		0.0%						0.0%				
2020/21		0.0%						0.0%				
2021/22		0.0%						0.0%				
2022/23		0.0%						0.0%	5	100.0%	5	71.4%
2023/24		0.0%						0.0%				
2024/25		0.0%						0.0%				
SEN4		**0.0%**	**8**	**100.0%**	**8**	**100.0%**						**0.0%**
2019/20		0.0%										0.0%
2020/21		0.0%										0.0%
2021/22		0.0%										0.0%
2022/23		0.0%										0.0%
2023/24		0.0%										0.0%
2024/25		0.0%										0.0%
SPOT	**405**	**46.4%**	**468**	**53.6%**	**873**	**62.5%**	**251**	**48.0%**	**272**	**52.0%**	**523**	**37.5%**

PS staff by grade by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2019/20	24	28.2%	61	71.8%	85	63.9%	14	29.2%	34	70.8%	48	36.1%
2020/21	67	37.6%	111	62.4%	178	67.9%	37	44.0%	47	56.0%	84	32.1%
2021/22	73	46.2%	85	53.8%	158	63.7%	39	43.3%	51	56.7%	90	36.3%
2022/23	90	49.2%	93	50.8%	183	62.0%	59	52.7%	53	47.3%	112	38.0%
2023/24	83	51.2%	79	48.8%	162	60.2%	56	52.3%	51	47.7%	107	39.8%
2024/25	68	63.6%	39	36.4%	107	56.6%	46	56.1%	36	43.9%	82	43.4%

5. Professional services (PS) staff by contract type

Table APX2.5.1 PS staff by contract type by gender

PS staff by contract type by gender	Female								Male							
Year	Indefinite		Fixed Term		Hourly Paid Casuals		Total		Indefinite		Fixed Term		Hourly Paid Casuals		Total	
2019/20	316	70.1%	51	11.3%	84	18.6%	451	53.8%	293	75.7%	47	12.1%	47	12.1%	387	46.2%
2020/21	310	51.1%	94	15.5%	203	33.4%	607	57.3%	280	61.8%	75	16.6%	98	21.6%	453	42.7%
2021/22	297	48.8%	109	17.9%	202	33.2%	608	57.0%	264	57.6%	86	18.8%	108	23.6%	458	43.0%
2022/23	309	47.2%	133	20.3%	212	32.4%	654	57.5%	263	54.5%	92	19.0%	128	26.5%	483	42.5%
2023/24	319	52.3%	119	19.5%	172	28.2%	610	56.5%	247	52.6%	117	24.9%	106	22.6%	470	43.5%
2024/25	307	68.5%	36	8.0%	105	23.4%	448	58.5%	209	65.7%	25	7.9%	84	26.4%	318	41.5%

Table APX2.5.1a All PS (non-academic/ASL) staff by contract type by gender - headcounts

All PS (non-academic/ASL) staff by contract type by gender - headcounts	Female				Male				Grand Total
	Indefinite	Fixed Term	Hourly Paid Casuals	Total	Indefinite	Fixed Term	Hourly Paid Casuals	Total	
2019/20	316	51	84	451	293	47	47	387	838
2020/21	310	94	203	607	280	75	98	453	1060
2021/22	297	109	202	608	264	86	108	458	1066
2022/23	309	133	212	654	263	92	128	483	1137
2023/24	319	119	172	610	247	117	106	470	1080
2024/25	307	36	105	448	209	25	84	318	766

Table APX2.5.1b All PS (non-academic/ASL) staff by contract type by gender - percentages

All PS (non-academic/ASL) staff by contract type by gender - percentages	Female				Male				F% - M%		
	Indefinite	Fixed Term	Hourly Paid Casuals	Total	Indefinite	Fixed Term	Hourly Paid Casuals	Total	Indefinite	Fixed Term	Hourly Paid Casuals
2019/20	70.1%	11.3%	18.6%	100.0 %	75.7%	12.1%	12.1%	100.0%	-5.6%	-0.8%	6.5%
2020/21	51.1%	15.5%	33.4%	100.0 %	61.8%	16.6%	21.6%	100.0%	-10.7%	-1.1%	11.8%
2021/22	48.8%	17.9%	33.2%	100.0 %	57.6%	18.8%	23.6%	100.0%	-8.8%	-0.8%	9.6%
2022/23	47.2%	20.3%	32.4%	100.0 %	54.5%	19.0%	26.5%	100.0%	-7.2%	1.3%	5.9%
2023/24	52.3%	19.5%	28.2%	100.0 %	52.6%	24.9%	22.6%	100.0%	-0.3%	-5.4%	5.6%
2024/25	68.5%	8.0%	23.4%	100.0 %	65.7%	7.9%	26.4%	100.0%	2.8%	0.2%	-3.0%

Table APX2.5.1c Professional and Senior staff by mode of employment by gender - percentages

Professional and Senior staff by mode of employment by gender - percentages	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Female	**52.4%**	**55.0%**	**57.1%**	**57.4%**	**58.8%**	**59.5%**
Full Time	79.9%	80.3%	81.9%	82.5%	84.5%	87.0%
Part Time	20.1%	19.7%	18.1%	17.5%	15.5%	13.0%
Male	**47.6%**	**45.0%**	**42.9%**	**42.6%**	**41.2%**	**40.5%**
Full Time	88.3%	88.4%	89.9%	91.7%	93.8%	96.4%
Part Time	11.7%	11.6%	10.1%	8.3%	6.2%	3.6%

Table APX2.5.1d MetTemps Casual Blanks-only staff by mode of employment by gender - percentages

MetTemps Casual Blanks-only staff by mode of employment by gender - percentages	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Female	**55.8%**	**59.1%**	**57.0%**	**57.6%**	**54.1%**	**55.9%**
Full Time	16.2%	15.2%	14.8%	21.5%	19.4%	2.5%
Part Time	83.8%	84.8%	85.2%	78.5%	80.6%	66.9%
Zero	0.0%	0.0%	0.0%	0.0%	0.0%	30.5%
Male	**44.2%**	**40.9%**	**43.0%**	**42.4%**	**45.9%**	**44.1%**
Full Time	20.5%	13.1%	19.2%	22.1%	18.4%	2.2%
Part Time	78.8%	86.9%	80.8%	77.9%	81.6%	69.9%
Zero	0.6%	0.0%	0.0%	0.0%	0.0%	28.0%

Table APX2.5.2 PS staff by contract type by gender and ethnicity

PS staff by contract type by gender and ethnicity	Female						Male					
Year by ethnicity	**Indefinite**		**Fixed Term**		**Hourly Paid Casuals**		**Indefinite**		**Fixed Term**		**Hourly Paid Casuals**	
2019/20	**316**	**37.7%**	**51**	**6.1%**	**84**	**10.0%**	**293**	**35.0%**	**47**	**5.6%**	**47**	**5.6%**
BAME	112	36.5%	20	6.5%	48	15.6%	76	24.8%	19	6.2%	32	10.4%
White	204	38.4%	31	5.8%	36	6.8%	217	40.9%	28	5.3%	15	2.8%
2020/21	**310**	**29.2%**	**94**	**8.9%**	**203**	**19.2%**	**280**	**26.4%**	**75**	**7.1%**	**98**	**9.2%**
BAME	104	29.3%	38	10.7%	79	22.3%	69	19.4%	27	7.6%	38	10.7%
White	197	31.6%	48	7.7%	89	14.3%	201	32.3%	43	6.9%	45	7.2%
Not known	9	11.0%	8	9.8%	35	42.7%	10	12.2%	5	6.1%	15	18.3%
2021/22	**297**	**27.9%**	**109**	**10.2%**	**202**	**18.9%**	**264**	**24.8%**	**86**	**8.1%**	**108**	**10.1%**
BAME	114	29.9%	46	12.1%	82	21.5%	71	18.6%	23	6.0%	45	11.8%
White	162	28.6%	52	9.2%	82	14.5%	180	31.7%	53	9.3%	38	6.7%

PS staff by contract type by gender and ethnicity	Female						Male					
Year by ethnicity	**Indefinite**		**Fixed Term**		**Hourly Paid Casuals**		**Indefinite**		**Fixed Term**		**Hourly Paid Casuals**	
Not known	21	17.8%	11	9.3%	38	32.2%	13	11.0%	10	8.5%	25	21.2%
2022/23	**309**	**27.2%**	**133**	**11.7%**	**212**	**18.6%**	**263**	**23.1%**	**92**	**8.1%**	**128**	**11.3%**
BAME	124	28.8%	54	12.6%	98	22.8%	71	16.5%	27	6.3%	56	13.0%
White	164	27.5%	67	11.2%	82	13.8%	183	30.7%	60	10.1%	40	6.7%
Not known	21	18.9%	12	10.8%	32	28.8%	9	8.1%	5	4.5%	32	28.8%
2023/24	**319**	**29.5%**	**119**	**11.0%**	**172**	**15.9%**	**247**	**22.9%**	**117**	**10.8%**	**106**	**9.8%**
BAME	128	30.0%	46	10.8%	79	18.5%	78	18.3%	45	10.5%	51	11.9%
White	170	31.1%	66	12.1%	59	10.8%	160	29.3%	65	11.9%	27	4.9%
Not known	21	19.8%	7	6.6%	34	32.1%	9	8.5%	7	6.6%	28	26.4%
2024/25	**307**	**40.1%**	**36**	**4.7%**	**105**	**13.7%**	**209**	**27.3%**	**25**	**3.3%**	**84**	**11.0%**
BAME	125	38.7%	20	6.2%	47	14.6%	73	22.6%	15	4.6%	43	13.3%
White	163	46.0%	13	3.7%	25	7.1%	130	36.7%	5	1.4%	18	5.1%
Not known	17	20.2%	[redacted]		32	38.1%	[redacted]		5	6.0%	23	27.4%
Prefer not to say	[redacted]			0.0%	[redacted]				40.0%	0.0%		0.0%

Table APX2.5.3 PS staff by contract type by gender: UK AND NON-UK

PS staff by contract type by gender: UK AND NON-UK	Female						Male					
	Indefinite		Fixed Term		Hourly Paid Casuals		Indefinite		Fixed Term		Hourly Paid Casuals	
2019/20	**316**	**70.1%**	**51**	**11.3%**	**84**	**18.6%**	**293**	**75.7%**	**47**	**12.1%**	**47**	**12.1%**
Non-UK	65	64.4%	12	11.9%	24	23.8%	34	58.6%	9	15.5%	15	25.9%
UK	251	71.7%	39	11.1%	60	17.1%	259	78.7%	38	11.6%	32	9.7%
2020/21	**310**	**51.1%**	**94**	**15.5%**	**203**	**33.4%**	**280**	**61.8%**	**75**	**16.6%**	**98**	**21.6%**
Non-UK	61	36.7%	31	18.7%	74	44.6%	36	38.3%	17	18.1%	41	43.6%
UK	249	56.5%	63	14.3%	129	29.3%	244	68.0%	58	16.2%	57	15.9%
2021/22	**297**	**48.8%**	**109**	**17.9%**	**202**	**33.2%**	**264**	**57.6%**	**86**	**18.8%**	**108**	**23.6%**
Non-UK	67	35.8%	40	21.4%	80	42.8%	33	34.4%	19	19.8%	44	45.8%
UK	230	54.6%	69	16.4%	122	29.0%	231	63.8%	67	18.5%	64	17.7%
2022/23	**309**	**47.2%**	**133**	**20.3%**	**212**	**32.4%**	**263**	**54.5%**	**92**	**19.0%**	**128**	**26.5%**
Non-UK	65	30.0%	52	24.0%	100	46.1%	28	24.6%	20	17.5%	66	57.9%
UK	244	55.8%	81	18.5%	112	25.6%	235	63.7%	72	19.5%	62	16.8%
2023/24	**319**	**52.3%**	**119**	**19.5%**	**172**	**28.2%**	**247**	**52.6%**	**117**	**24.9%**	**106**	**22.6%**
Non-UK	67	33.0%	49	24.1%	87	42.9%	23	19.8%	39	33.6%	54	46.6%
UK	252	61.9%	70	17.2%	85	20.9%	224	63.3%	78	22.0%	52	14.7%
2024/25	**307**	**68.5%**	**36**	**8.0%**	**105**	**23.4%**	**209**	**65.7%**	**25**	**7.9%**	**84**	**26.4%**
Non-UK	49	36.0%	27	19.9%	60	44.1%	19	22.9%	17	20.5%	47	56.6%
UK	258	82.7%	9	2.9%	45	14.4%	190	80.9%	8	3.4%	37	15.7%

Table APX2.5.4 PS staff by contract type by mode of employment by gender

PS staff by contract type by mode of employment by gender	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Female	**451**	**53.8%**	**607**	**57.3%**	**608**	**57.0%**	**654**	**57.5%**	**610**	**56.5%**	**448**	**58.5%**
Full Time	**235**	**52.1%**	**264**	**43.5%**	**276**	**45.4%**	**318**	**48.6%**	**328**	**53.8%**	**290**	**64.7%**
Indefinite	205	87.2%	221	83.7%	227	82.2%	242	76.1%	261	79.6%	266	91.7%
Fixed Term	16	6.8%	21	8.0%	32	11.6%	63	19.8%	65	19.8%	22	7.6%
Hourly Paid Casuals	14	6.0%	22	8.3%	17	6.2%	13	4.1%				
Part Time	**216**	**47.9%**	**343**	**56.5%**	**332**	**54.6%**	**336**	**51.4%**	**282**	**46.2%**	**122**	**27.2%**
Indefinite	111	51.4%	89	25.9%	70	21.1%	67	19.9%	58	20.6%	41	33.6%
Fixed Term	35	16.2%	73	21.3%	77	23.2%	70	20.8%	54	19.1%	9	7.4%
Hourly Paid Casuals	70	32.4%	181	52.8%	185	55.7%	199	59.2%	170	60.3%	72	59.0%
Zero		**0.0%**		**0.0%**		**0.0%**		**0.0%**		**0.0%**	**36**	**8.0%**
Fixed Term											5	13.9%
Hourly Paid Casuals											31	86.1%
Male	**387**	**46.2%**	**453**	**42.7%**	**458**	**43.0%**	**483**	**42.5%**	**470**	**43.5%**	**318**	**41.5%**
Full Time	**236**	**61.0%**	**222**	**49.0%**	**235**	**51.3%**	**257**	**53.2%**	**257**	**54.7%**	**219**	**68.9%**
Indefinite	206	87.3%	200	90.1%	197	83.8%	207	80.5%	204	79.4%	201	91.8%
Fixed Term	18	7.6%	16	7.2%	25	10.6%	40	15.6%	53	20.6%	15	6.8%
Hourly Paid Casuals	12	5.1%	6	2.7%	13	5.5%	10	3.9%		0.0%		
Part Time	**150**	**38.8%**	**231**	**51.0%**	**223**	**48.7%**	**226**	**46.8%**	**213**	**45.3%**	**73**	**23.0%**
Indefinite	86	57.3%	80	34.6%	67	30.0%	56	24.8%	43	20.2%	8	11.0%
Fixed Term	29	19.3%	59	25.5%	61	27.4%	52	23.0%	64	30.0%	6	8.2%
Hourly Paid Casuals	35	23.3%	92	39.8%	95	42.6%	118	52.2%	106	49.8%	59	80.8%
Zero				**0.0%**		**0.0%**		**0.0%**		**0.0%**	**26**	**8.2%**
Indefinite												0.0%
Fixed Term		0.0%										
Hourly Paid Casuals		0.0%									22	84.6%

Table APX2.5.5 PS staff by contract type by mode of employment by gender: UK AND NON-UK

PS staff by contract type by mode of employment by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
2019/20	**101**	**22.4%**	**350**	**77.6%**	**451**	**53.8%**	**58**	**15.0%**	**329**	**85.0%**	**387**	**46.2%**
Full Time	**39**	**16.6%**	**196**	**83.4%**	**235**	**49.9%**	**23**	**9.7%**	**213**	**90.3%**	**236**	**50.1%**
Indefinite	33	16.1%	172	83.9%	205	49.9%	19	9.2%	187	90.8%	206	50.1%
Fixed Term			12	75.0%	16	47.1%			16	88.9%	18	52.9%
Hourly Paid Casuals			12	85.7%	14	53.8%			10	83.3%	12	46.2%
Part Time	**62**	**28.7%**	**154**	**71.3%**	**216**	**59.0%**	**35**	**23.3%**	**115**	**76.7%**	**150**	**41.0%**
Indefinite	32	28.8%	79	71.2%	111	56.3%	15	17.4%	71	82.6%	86	43.7%
Fixed Term	8	22.9%	27	77.1%	35	54.7%	7	24.1%	22	75.9%	29	45.3%
Hourly Paid Casuals	22	31.4%	48	68.6%	70	66.7%	13	37.1%	22	62.9%	35	33.3%
Zero						**0.0%**		**0.0%**				
Indefinite						0.0%		0.0%				
2020/21	**166**	**27.3%**	**441**	**72.7%**	**607**	**57.3%**	**94**	**20.8%**	**359**	**79.2%**	**453**	**42.7%**
Full Time	**53**	**20.1%**	**211**	**79.9%**	**264**	**54.3%**	**23**	**10.4%**	**199**	**89.6%**	**222**	**45.7%**
Indefinite	41	18.6%	180	81.4%	221	52.5%	20	10.0%	180	90.0%	200	47.5%
Fixed Term	7	33.3%	14	66.7%	21	56.8%			14	87.5%	16	43.2%
Hourly Paid Casuals	5	22.7%	17	77.3%	22	78.6%			5	83.3%	6	21.4%
Part Time	**113**	**32.9%**	**230**	**67.1%**	**343**	**59.8%**	**71**	**30.7%**	**160**	**69.3%**	**231**	**40.2%**
Indefinite	20	22.5%	69	77.5%	89	52.7%	16	20.0%	64	80.0%	80	47.3%
Fixed Term	24	32.9%	49	67.1%	73	55.3%	15	25.4%	44	74.6%	59	44.7%
Hourly Paid Casuals	69	38.1%	112	61.9%	181	66.3%	40	43.5%	52	56.5%	92	33.7%
2021/22	**187**	**30.8%**	**421**	**69.2%**	**608**	**57.0%**	**96**	**21.0%**	**362**	**79.0%**	**458**	**43.0%**
Full Time	**68**	**24.6%**	**208**	**75.4%**	**276**	**54.0%**	**29**	**12.3%**	**206**	**87.7%**	**235**	**46.0%**
Indefinite	49	21.6%	178	78.4%	227	53.5%	23	11.7%	174	88.3%	197	46.5%
Fixed Term	13	40.6%	19	59.4%	32	56.1%			21	84.0%	25	43.9%
Hourly Paid Casuals	6	35.3%	11	64.7%	17	56.7%			11	84.6%	13	43.3%
Part Time	**119**	**35.8%**	**213**	**64.2%**	**332**	**59.8%**	**67**	**30.0%**	**156**	**70.0%**	**223**	**40.2%**

PS staff by contract type by mode of employment by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
Indefinite	18	25.7%	52	74.3%	70	51.1%	10	14.9%	57	85.1%	67	48.9%
Fixed Term	27	35.1%	50	64.9%	77	55.8%	15	24.6%	46	75.4%	61	44.2%
Hourly Paid Casuals	74	40.0%	111	60.0%	185	66.1%	42	44.2%	53	55.8%	95	33.9%
2022/23	**217**	**33.2%**	**437**	**66.8%**	**654**	**57.5%**	**114**	**23.6%**	**369**	**76.4%**	**483**	**42.5%**
Full Time	**84**	**26.4%**	**234**	**73.6%**	**318**	**55.3%**	**32**	**12.5%**	**225**	**87.5%**	**257**	**44.7%**
Indefinite	50	20.7%	192	79.3%	242	53.9%	19	9.2%	188	90.8%	207	46.1%
Fixed Term	26	41.3%	37	58.7%	63	61.2%	9	22.5%	31	77.5%	40	38.8%
Hourly Paid Casuals	8	61.5%	5	38.5%	13	56.5%	[redacted]		6	60.0%	10	43.5%
Part Time	**133**	**39.6%**	**203**	**60.4%**	**336**	**59.8%**	**82**	**36.3%**	**144**	**63.7%**	**226**	**40.2%**
Indefinite	15	22.4%	52	77.6%	67	54.5%	9	16.1%	47	83.9%	56	45.5%
Fixed Term	26	37.1%	44	62.9%	70	57.4%	11	21.2%	41	78.8%	52	42.6%
Hourly Paid Casuals	92	46.2%	107	53.8%	199	62.8%	62	52.5%	56	47.5%	118	37.2%
2023/24	**203**	**33.3%**	**407**	**66.7%**	**610**	**56.5%**	**116**	**24.7%**	**354**	**75.3%**	**470**	**43.5%**
Full Time	**86**	**26.2%**	**242**	**73.8%**	**328**	**56.1%**	**32**	**12.5%**	**225**	**87.5%**	**257**	**43.9%**
Indefinite	56	21.5%	205	78.5%	261	56.1%	17	8.3%	187	91.7%	204	43.9%
Fixed Term	30	46.2%	35	53.8%	65	55.1%	15	28.3%	38	71.7%	53	44.9%
Hourly Paid Casuals		0.0%	[redacted]									0.0%
Part Time	**117**	**41.5%**	**165**	**58.5%**	**282**	**57.0%**	**84**	**39.4%**	**129**	**60.6%**	**213**	**43.0%**
Indefinite	11	19.0%	47	81.0%	58	57.4%	6	14.0%	37	86.0%	43	42.6%
Fixed Term	19	35.2%	35	64.8%	54	45.8%	24	37.5%	40	62.5%	64	54.2%
Hourly Paid Casuals	87	51.2%	83	48.8%	170	61.6%	54	50.9%	52	49.1%	106	38.4%
2024/25	**136**	**30.4%**	**312**	**69.6%**	**448**	**58.5%**	**83**	**26.1%**	**235**	**73.9%**	**318**	**41.5%**
Full Time	**64**	**22.1%**	**226**	**77.9%**	**290**	**57.0%**	**33**	**15.1%**	**186**	**84.9%**	**219**	**43.0%**
Indefinite	44	16.5%	222	83.5%	266	57.0%	19	9.5%	182	90.5%	201	43.0%
Fixed Term	19	86.4%	[redacted]		22	59.5%	11	73.3%	[redacted]		15	40.5%
Hourly Paid Casuals	[redacted]									0.0%	[redacted]	
Part Time	**57**	**46.7%**	**65**	**53.3%**	**122**	**62.6%**	**38**	**52.1%**	**35**	**47.9%**	**73**	**37.4%**

PS staff by contract type by mode of employment by gender: UK AND NON-UK	Female						Male					
	Non-UK		UK		Total		Non-UK		UK		Total	
Indefinite	5	12.2%	36	87.8%	41	83.7%		0.0%	8	100.0%	8	16.3%
Fixed Term	7	77.8%	[redacted]		9	60.0%	5	83.3%	[redacted]		6	40.0%
Hourly Paid Casuals	45	62.5%	27	37.5%	72	55.0%	33	55.9%	26	44.1%	59	45.0%
Zero	**15**	**41.7%**	**21**	**58.3%**	**36**	**58.1%**	**12**	**46.2%**	**14**	**53.8%**	**26**	**41.9%**
Fixed Term	[redacted]				5	55.6%	[redacted]					
Hourly Paid Casuals	14	45.2%	17	54.8%	31	58.5%	11	50.0%	11	50.0%	22	41.5%

6. Additional Data

Table APX2.6.1 Students 2023/24 by academic school by gender

Students 2023/24 by academic school by gender	GSBL		AAD		SBEN		SCDM		SHSC		SSSP	
Female	2284	53.0%	918	65.0%	14	22.0%	604	33.0%	1613	70.0%	2845	79.0%
Male	2049	47.0%	476	34.0%	51	78.0%	1236	67.0%	696	30.0%	749	21.0%
Other	[redacted]		10	1.0%	0	0.0%	0	0.0%	[redacted]		0	0.0%
Total	4336	100.0%	1404	100.0%	65	100.0%	1844	100.0%	2310	100.0%	3599	100.0%

Table APX2.6.2 Female students 2023/24 by academic school by gender and ethnicity

Female Students 2023/24 by academic school and ethnicity	BAME		Unknown		White		Total
GSBL	555	24.3%	1287	56.3%	442	19.4%	2284
AAD	280	30.5%	182	19.8%	456	49.7%	918
SBEN	5	35.7%	8	57.2%	[redacted]		65
SCDM	162	23.8%	288	47.7%	154	25.5%	604
SHSC	578	35.8%	423	26.2%	612	38.0%	1613
SSSP	1174	41.2%	932	32.8%	739	26.0%	2845

Table APX2.6.3 All staff by gender

All staff by gender	Female		Male		Grand Total
2019/20	596	51.6%	560	48.4%	1156
2020/21	793	54.7%	656	45.3%	1449
2021/22	799	54.4%	670	45.6%	1469
2022/23	868	55.1%	708	44.9%	1576
2023/24	856	54.5%	716	45.5%	1572
2024/25	825	54.7%	684	45.3%	1509

Table APX2.6.4 All staff by ethnicity

All staff by ethnicity	BAME		Not known		Prefer not to say		White		Grand Total
2019/20	408	35.3%		0.0%		0.0%	748	64.7%	1156
2020/21	460	31.7%	99	6.8%		0.0%	890	61.4%	1449
2021/22	508	34.6%	147	10.0%		0.0%	814	55.4%	1469
2022/23	574	36.4%	140	8.9%		0.0%	862	54.7%	1576
2023/24	613	39.0%	136	8.7%		0.0%	823	52.4%	1572
2024/25	601	39.8%	118	7.8%	19	1.3%	771	51.1%	1509

Table APX2.6.5 All staff by gender and ethnicity

All staff by gender and ethnicity	Female									Male									Grand Total
	BAME		Not known		PNTS		White		Total	BAME		Not known		PNTS		White		Total	
2019/20	234	39.3%		0.0%		0.0%	362	60.7%	596	174	31.1%		0.0%		0.0%	386	68.9%	560	1156
2020/21	275	34.7%	62	7.8%		0.0%	456	57.5%	793	185	28.2%	37	5.6%		0.0%	434	66.2%	656	1449
2021/22	307	38.4%	85	10.6%		0.0%	407	50.9%	799	201	30.0%	62	9.3%		0.0%	407	60.7%	670	1469
2022/23	351	40.4%	79	9.1%		0.0%	438	50.5%	868	223	31.5%	61	8.6%		0.0%	424	59.9%	708	1576
2023/24	352	41.1%	76	8.9%		0.0%	428	50.0%	856	261	36.5%	60	8.4%		0.0%	395	55.2%	716	1572
2024/25	342	41.5%	70	8.5%	8	1.0%	405	49.1%	825	259	37.9%	48	7.0%	11	1.6%	366	53.5%	684	1509

Table APX2.6.6 Academic staff by school by gender

Academic staff by school by gender	Female		Male		Grand Total
2019/20	**142**	**45.4%**	**171**	**54.6%**	**313**
GSBL	32	46.4%	37	53.6%	69
SAAD	34	54.8%	28	45.2%	62
SCDM	11	23.4%	36	76.6%	47
SHS	16	36.4%	28	63.6%	44
SSSP	49	53.8%	42	46.2%	91
2020/21	**179**	**48.0%**	**194**	**52.0%**	**373**
GSBL	40	47.6%	44	52.4%	84
SAAD	42	51.2%	40	48.8%	82
SCDM	12	24.0%	38	76.0%	50
SHS	16	37.2%	27	62.8%	43
SSSP	69	60.5%	45	39.5%	114
2021/22	**187**	**47.2%**	**209**	**52.8%**	**396**
GSBL	43	48.9%	45	51.1%	88
SAAD	38	47.5%	42	52.5%	80
SCDM	13	24.1%	41	75.9%	54
SHS	21	43.8%	27	56.3%	48
SSSP	72	57.1%	54	42.9%	126
2022/23	**211**	**48.7%**	**222**	**51.3%**	**433**
GSBL	47	50.5%	46	49.5%	93
SAAD	40	49.4%	41	50.6%	81
SBE				0.0%	
SCDM	19	31.1%	42	68.9%	61
SHS	29	50.9%	28	49.1%	57
SSSP	75	53.6%	65	46.4%	140
2023/24	**244**	**50.1%**	**243**	**49.9%**	**487**
GSBL	60	50.8%	58	49.2%	118
SAAD	41	50.0%	41	50.0%	82

Academic staff by school by gender	Female		Male		Grand Total
SCDM	24	34.8%	45	65.2%	69
SHS	35	53.0%	31	47.0%	66
SSSP	84	55.3%	68	44.7%	152
2024/25	**361**	**50.1%**	**359**	**49.9%**	**720**
GSBL	77	52.7%	69	47.3%	146
SAAD	88	47.8%	96	52.2%	184
SBE	5	33.3%	10	66.7%	15
SCDM	31	35.2%	57	64.8%	88
SHS	56	53.8%	48	46.2%	104
SSSP	104	56.8%	79	43.2%	183

Table APX2.6.7 Academic staff school by gender and ethnicity

Academic staff by school gender and ethnicity	Female										Male										Grand Total
	BAME		Not known		Prefer not to say		White		Total		BAME		Not known		Prefer not to say		White		Total		
2019/20	**93**	**32.9%**		**0.0%**		**0.0%**	**190**	**67.1%**	**283**	**46.5%**	**83**	**25.5%**		**0.0%**		**0.0%**	**242**	**74.5%**	**325**	**53.5%**	**608**
GSBL	21	40.4%		0.0%		0.0%	31	59.6%	52	47.3%	16	27.6%		0.0%		0.0%	42	72.4%	58	52.7%	110
AAD	14	17.1%		0.0%		0.0%	68	82.9%	82	46.3%	10	10.5%		0.0%		0.0%	85	89.5%	95	53.7%	177
SCDM	8	34.8%		0.0%		0.0%	15	65.2%	23	27.4%	26	42.6%		0.0%		0.0%	35	57.4%	61	72.6%	84
SHSC	16	53.3%		0.0%		0.0%	14	46.7%	30	43.5%	11	28.2%		0.0%		0.0%	28	71.8%	39	56.5%	69
SSSP	34	35.4%		0.0%		0.0%	62	64.6%	96	57.1%	20	27.8%		0.0%		0.0%	52	72.2%	72	42.9%	168
2020/21	**110**	**28.9%**	**24**	**6.3%**		**0.0%**	**247**	**64.8%**	**381**	**49.4%**	**96**	**24.6%**	**19**	**4.9%**		**0.0%**	**276**	**70.6%**	**391**	**50.6%**	**772**
GSBL	28	36.8%	5	6.6%		0.0%	43	56.6%	76	51.4%	23	31.9%	7	9.7%		0.0%	42	58.3%	72	48.6%	148
AAD	11	10.9%	10	9.9%		0.0%	80	79.2%	101	47.4%	14	12.5%	6	5.4%		0.0%	92	82.1%	112	52.6%	213
SCDM	11	40.7%	[redacted]			0.0%	13	48.1%	27	27.8%	24	34.3%	[redacted]			0.0%	44	62.9%	70	72.2%	97
SHSC	25	46.3%				0.0%	26	48.1%	54	48.6%	16	28.1%				0.0%	39	68.4%	57	51.4%	111
SSSP	35	28.5%				0.0%	85	69.1%	123	60.6%	19	23.8%				0.0%	59	73.8%	80	39.4%	203
2021/22	**141**	**36.1%**	**33**	**8.4%**		**0.0%**	**217**	**55.5%**	**391**	**48.6%**	**109**	**26.4%**	**34**	**8.2%**		**0.0%**	**270**	**65.4%**	**413**	**51.4%**	**804**
GSBL	31	37.8%	7	8.5%		0.0%	44	53.7%	82	51.9%	27	35.5%	5	6.6%		0.0%	44	57.9%	76	48.1%	158
AAD	15	15.6%	15	15.6%		0.0%	66	68.8%	96	43.8%	19	15.4%	11	8.9%		0.0%	93	75.6%	123	56.2%	219
SCDM	11	44.0%	[redacted]			0.0%	12	48.0%	25	24.5%	28	36.4%	7	9.1%		0.0%	42	54.5%	77	75.5%	102
SHSC	28	53.8%				0.0%	21	40.4%	52	49.5%	15	28.3%	6	11.3%		0.0%	32	60.4%	53	50.5%	105
SSSP	56	41.2%	6	4.4%		0.0%	74	54.4%	136	61.8%	20	23.8%	5	6.0%		0.0%	59	70.2%	84	38.2%	220
2022/23	**152**	**35.5%**	**32**	**7.5%**		**0.0%**	**244**	**57.0%**	**428**	**50.7%**	**114**	**27.3%**	**29**	**7.0%**		**0.0%**	**274**	**65.7%**	**417**	**49.3%**	**845**
GSBL	32	38.1%	8	9.5%		0.0%	44	52.4%	84	52.8%	31	41.3%	5	6.7%		0.0%	39	52.0%	75	47.2%	159
AAD	20	16.9%	12	10.2%		0.0%	86	72.9%	118	50.6%	16	13.9%	7	6.1%		0.0%	92	80.0%	115	49.4%	233
SBEN		0.0%		0.0%		0.0%	[redacted]					0.0%		0.0%		0.0%	[redacted]				
SCDM	11	39.3%	[redacted]			0.0%	15	53.6%	28	28.9%	24	34.8%	[redacted]			0.0%	42	60.9%	69	71.1%	97
SHSC	32	52.5%				0.0%	26	42.6%	61	50.4%	18	30.0%	7	11.7%		0.0%	35	58.3%	60	49.6%	121
SSSP	57	41.9%	7	5.1%		0.0%	72	52.9%	136	58.4%	25	25.8%	7	7.2%		0.0%	65	67.0%	97	41.6%	233

Academic staff by school gender and ethnicity	Female										Male										Grand Total
	BAME		Not known		Prefer not to say		White		Total		BAME		Not known		Prefer not to say		White		Total		
2023/24	**163**	**38.9%**	**25**	**6.0%**		**0.0%**	**231**	**55.1%**	**419**	**49.5%**	**142**	**33.2%**	**27**	**6.3%**		**0.0%**	**259**	**60.5%**	**428**	**50.5%**	**847**
GSBL	41	46.6%	7	8.0%		0.0%	40	45.5%	88	49.7%	43	48.3%	5	5.6%		0.0%	41	46.1%	89	50.3%	177
AAD	19	17.8%	10	9.3%		0.0%	78	72.9%	107	50.0%	16	15.0%	7	6.5%		0.0%	84	78.5%	107	50.0%	214
SCDM	14	46.7%	[redacted]			0.0%	14	46.7%	30	28.0%	37	48.1%	[redacted]			0.0%	37	48.1%	77	72.0%	107
SHSC	33	52.4%	[redacted]			0.0%	28	44.4%	63	50.4%	20	32.3%	8	12.9%		0.0%	34	54.8%	62	49.6%	125
SSSP	56	42.7%	[redacted]			0.0%	71	54.2%	131	58.5%	26	28.0%	[redacted]			0.0%	63	67.7%	93	41.5%	224
2024/25	**168**	**39.5%**	**23**	**5.4%**	**5**	**1.2%**	**229**	**53.9%**	**425**	**50.8%**	**147**	**35.8%**	**21**	**5.1%**	**9**	**2.2%**	**234**	**56.9%**	**411**	**49.2%**	**836**
GSBL	38	44.7%	[redacted]				42	49.4%	85	52.5%	37	48.1%	[redacted]				34	44.2%	77	47.5%	162
AAD	18	17.6%	6	5.9%	[redacted]		76	74.5%	102	49.0%	17	16.0%	9	8.5%	[redacted]		79	74.5%	106	51.0%	208
SBEN	[redacted]			0.0%		0.0%	[redacted]		5	33.3%	7	70.0%		0.0%		0.0%	[redacted]		10	66.7%	15
SCDM	17	48.6%	[redacted]			0.0%	14	40.0%	35	32.7%	34	47.2%	[redacted]				34	47.2%	72	67.3%	107
SHSC	41	55.4%	[redacted]			0.0%	29	39.2%	74	56.1%	25	43.1%	5	8.6%	[redacted]		27	46.6%	58	43.9%	132
SSSP	50	40.3%	6	4.8%	[redacted]		67	54.0%	124	58.5%	27	30.7%	[redacted]				57	64.8%	88	41.5%	212

Table APX2.6.8 PS staff by gender and ethnicity

PS staff by gender and ethnicity	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
Female	**451**	**53.8%**	**607**	**57.3%**	**608**	**57.0%**	**654**	**57.5%**	**610**	**56.5%**	**448**	**58.5%**
BAME	180	39.9%	221	36.4%	242	39.8%	276	42.2%	253	41.5%	192	42.9%
Not known		0.0%	52	8.6%	70	11.5%	65	9.9%	62	10.2%	52	11.6%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	271	60.1%	334	55.0%	296	48.7%	313	47.9%	295	48.4%	201	44.9%
Male	**387**	**46.2%**	**453**	**42.7%**	**458**	**43.0%**	**483**	**42.5%**	**470**	**43.5%**	**318**	**41.5%**
BAME	127	32.8%	134	29.6%	139	30.3%	154	31.9%	174	37.0%	131	41.2%
Not known		0.0%	30	6.6%	48	10.5%	46	9.5%	44	9.4%	32	10.1%
Prefer not to say		0.0%		0.0%		0.0%		0.0%		0.0%		
White	260	67.2%	289	63.8%	271	59.2%	283	58.6%	252	53.6%	153	48.1%
Grand Total	**838**		**1060**		**1066**		**1137**		**1080**		**766**	

Table APX2.6.9 All staff by LGBTQIA+

All staff by LGBTQIA+	Heterosexual or straight		LGBTQIA+		Not Known		Prefer not to say		Grand Total
2019/20	693	59.9%	59	5.1%	404	34.9%		0.0%	1156
2020/21	866	59.8%	95	6.6%	488	33.7%		0.0%	1449
2021/22	895	60.9%	108	7.4%	466	31.7%		0.0%	1469
2022/23	990	62.8%	124	7.9%	462	29.3%		0.0%	1576
2023/24	996	63.4%	132	8.4%	400	25.4%	44	2.8%	1572
2024/25	951	63.0%	125	8.3%	371	24.6%	62	4.1%	1509

Table APX2.6.10 All staff by disability

All staff by disability	Has a disability (or previously had one)		No known disability		Not Known		Grand Total
2019/20	16	1.4%		0.0%	1140	98.6%	1156
2020/21	159	6.0%	1166	80.5%	196	13.5%	1449
2021/22	11	0.7%		0.0%	1458	99.3%	1469
2022/23	10	0.6%		0.0%	1566	99.4%	1576
2023/24	10	0.6%		0.0%	1562	99.4%	1572
2024/25	294	19.5%		0.0%	1215	80.5%	1509

Table APX2.6.11 All staff by mode of employment

All staff by mode of employment	2019/20		2020/21		2021/22		2022/23		2023/24		2024/25		Grand Total
Full Time	678	58.7%	738	50.9%	787	53.6%	883	56.0%	949	60.4%	883	58.5%	4918
Part Time	477	41.3%	711	49.1%	682	46.4%	693	44.0%	623	39.6%	354	23.5%	3540
Zero	[redacted]			0.0%		0.0%		0.0%		0.0%	272	18.0%	273

Table APX2.6.12 All staff academic and PS

All staff academic and PS	PS		Academic		Total
2019/20	548	47.4%	608	52.6%	1156
2020/21	677	46.7%	772	53.3%	1449
2021/22	665	45.3%	804	54.7%	1469
2022/23	731	46.4%	845	53.6%	1576
2023/24	725	46.1%	847	53.9%	1572
2024/25	673	44.6%	836	55.4%	1509

Table APX2.6.13 HEIDI 2024/25 overall staff profile data

Note that “London based peers” are: City St George’s University of London, Kingston University, London South Bank University, Middlesex University, Ravensbourne University London, The University of East London, The University of Greenwich, The University of West London, The University of Westminster.

HEIDI 2024/25 overall staff profile data	Female %	Male %	BAME Female (of F) %	BAME Male (of M) %
London Met	55.5%	44.5%	42.2%	37.6%
London Based peers	55.4%	44.6%	35.0%	33.4%
Million +	58.5%	41.5%	16.6%	22.3%
Sector	55.3%	44.7%	19.3%	21.3%

Table APX2.6.14 HEIDI academic staff profile data

HEIDI 2024/25 academic staff profile data	Females %	Males %	BAME Females (of F) %	BAME Males (of M) %	BAME All compared to All	Diff compared to London Met %
London Met	50.9%	49.1%	42.1%	36.4%	39.3%	0.0%
London Based peers	50.9%	49.0%	32.6%	31.8%	32.2%	- 7.1%
Million +	53.7%	46.3%	19.3%	26.7%	22.8%	- 16.5%
Sector	49.2%	50.8%	21.8%	24.3%	23.1%	- 16.2%

Table APX2.6.15 HEIDI professional services staff profile data

HEIDI 2024/25 professional services staff profile data	Females %	Males %	BAME Females (of F) %	BAME Males (of M) %	BAME All compared to All %	Diff compared to London Met %
London Met	60.8%	39.2%	52.5%	39.5%	47.4%	0.0%
London Based peers	62.5%	37.5%	38.0%	36.7%	37.5%	- 9.9%
Million +	65.0%	35.0%	13.5%	14.4%	13.8%	- 33.6%
Sector	62.7%	37.3%	16.9%	16.3%	16.7%	- 30.8%

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Glossary of Abbreviations

Abbreviation	Full Form
AAD	School of Art, Architecture and Design
APIG	Action Plan Implementation Group
AP	Action Plan
AP21	Athena Swan Action Plan 2021-2026
AP21/ S4A1	Athena Swan Action Plan 2021-2026, Action S4A1
AP26	Athena Swan Action Plan 2026-2031
AP26/3	Athena Swan Action Plan 2026-2031, Action 3
APP	Access and Participation Plan
AS	Athena Swan
ASL	Associate Lecturer
ASREC	Athena Swan Race Equality Charter Sub-committee
AWAM	Academic Work Allocation Model
BAME	Black, Asian, Minoritised Ethnic
BDHA	Bullying, Discrimination, Harassment and Abuse
CEI	Centre for Equity and Inclusion
CEICS2025	Centre for Equity and Inclusion Culture Survey 2025
COO	Chief Operating Officer
CPD	Continuing Professional Development
CPED	Centre for Professional and Educational Development
CTE	Centre for Teaching Enhancement
D@W	Dignity at Work
DVC	Deputy Vice Chancellor
ECR	Early Carer Researcher
EDI	Equality, Diversity and Inclusion
EEDIC	Equality, Equity, Diversity and Inclusion Committee
EIA	Equality Impact Assessment
ESJF	Education for Social Justice Framework
FT	Full-time
FTC	Fixed Term Contract
FTE	Full-Time Equivalent
GDPR	General Data Protection Regulation
GEP22	Gender Equity Development Plan 2022-2025
GSBL	Guildhall School of Business and Law
H&S	Health and Safety
HC	Headcount
HCM or HCMS	Human Capital Management System (Oracle)
HE	Higher Education

HEIDI	Higher education business intelligence, HESA data analytics services
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoS	Head of School
HR	Human Resources
IMD	Index of Multiple Deprivation
IVF	In vitro fertilisation
KPI	Key Performance Indicator
L&D	Learning and Development
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Allies, (+) additional gender identities and sexual orientations.
London Met	London Metropolitan University
OfS	Office for Students
PDR	Performance and Development Review
PGR	Post-graduate Researcher
PGT	Postgraduate Taught
PHM	Preventing Harassment and Misconduct Sub-committee
PMG1	Professional Manager Grade 1
PNTS	Prefer Not To Say
PP	Percentage Point
PS/PSD	Professional Services/Professional Services Departments
PSG7	Professional Services Grade 7
PT	Part-time
PVC	Pro Vice Chancellor
RAG	Red, Amber, Green (rating)
REC	Race Equality Charter
REF	Research Excellence Framework
SAT	Self-Assessment Team
SBEN	School of the Built Environment
SCDM	School of Computing and Digital Media
SEN1	Senior Manager Grade 1
SHSC	School of Human Sciences
SLT	Senior Leadership Team (SMT in **AP21**)
SMART target	Specific, Measurable, Achievable, Relevant, Time-bound target
SRDP	Staff Research Development Programme
SSSP	School of Social Sciences and Professions
STEMM	Sciences, Technology, Engineering, Maths and medicine
StEPS	Student Pregnancy, Education and Policy Support
SU	Students' Union
TBC	To be confirmed
ToR	Terms of Reference
UG	Undergraduate
VC	Vice Chancellor
WHEN	Women's Higher Education Network