Athena Swan Silver application form for Universities

Applicant information

Name of university	The University of Manchester
Date of current application	November 2023
Level of previous award	Bronze renewal
Date of previous award	April 2018
Contact name	Professor Rachel Cowen
Contact email	Rachel.cowen@manchester.ac.uk
Contact telephone	0161 275 2326
Section	**Words used**
An overview of the university and its approach to gender equality	2,645 (Additional words in 1.2 and 1.3 (see below))
An evaluation of the university's progress and success	1,962 (Additional words in 2.1)
An assessment of the university's gender equality context	4,393
Future action plan*	
Appendix 1: Glossary*	
Appendix 2: Culture survey data*	
Appendix 3: Data tables*	
Overall word count	9,000

All datasets include five years of data. Staff data are from July 2022, aligning with the University's Annual Performance Review (APR) cycle (2023 data was not available in time for sufficient analysis to include in this November 2023 submission, but has been reviewed). Student data are from the December 2022 student census. Intersectional data on sex and ethnicity/disability are included in the appendices, with commentary throughout the application (primarily on sex/ethnicity). Data is based on headcount and is rounded to the nearest five. Data is reported as 'male' and 'female' only as we are not currently able to confidently report data for other genders due to low rates of disclosure. We will seek to address this via our action plan **(Action 7.9).** Terms 'women' and 'men' are used when not referring to data.

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: 2500 words

1. 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.

Professor Dame Nancy Rothwell
President and Vice-Chancellor
The University of Manchester
Oxford Road
Manchester M13 9PL

tel +44(0)161 306 6010
email president@manchester.ac.uk

21 November 2023

Advance HE,
First Floor,
Napier House,
24 High Holburn,
London WC1V

Dear Advance HE,

I am delighted to endorse the University of Manchester's Athena Swan Charter Silver application. This celebrates gender equality achievements since Bronze renewal, highlighting impact at Manchester and beyond. We reflect on challenges faced, particularly during the pandemic, learning lessons on enablers and barriers to speed up progress internally and influence sector-wide gender equality progress.

We have made significant progress with impact against our 2018 action plan (77% completed). All nine Schools hold Athena Swan awards (four silver, five bronze). We have gender parity in our overall student profile, in senior Professional Services, early career academic roles and on senior committees including our Senior Leadership Team. We have increased female representation for senior academics (42%F, ↑4%) and Professors (29%F, ↑3%), narrowing gender pay gaps over time.

Strengthened EDI strategy, governance and investment (>£1million annually, £300,000 specifically for gender equality) has aided progress. Notable achievements include the diversity of our women's leadership programmes, inclusive leadership capacity building, academic returners scheme, free period products and effective flexible and hybrid working. Our Women@Manchester network is thriving and I was privileged to present the first "Inspiring Women Leaders" talk, sharing personal experiences, gender equality reflections and ambition towards gender parity.

We are acutely aware of remaining gender equality challenges. These include: closing male student awarding gaps; addressing female student and staff underrepresentation in Science and Engineering; and minority female staff underrepresentation (particularly Black females) in most areas. We also recognise the need to: create a campus and environment that is fully inclusive of parents and carers; increase confidence in our bullying and harassment policy and reporting; and understand why men and staff and students of 'Other Gender Identities' may feel excluded, ensuring everyone is able to thrive and shape our inclusive future.

Through intersectional gender, ethnicity and disability data analysis and meaningful community-wide consultation, we co-created an ambitious intersectional gender equality action plan. We will ensure that our whole community have the education, resources and support to deliver this plan and are recognised and rewarded for this important work.

I take personal responsibility to champion gender equality and to be held accountable for progress, alongside senior leaders and managers. I sponsored the Women in Higher Education Network's 100 Black Women Professors Now programme and met the talented Black women participants to learn about their unique career journeys and understand how I can personally affect systemic change and break cycles in our sector.

Next year, we celebrate our 200th anniversary. Gender equality is central to our bicentennial plans. I conclude my term of office in July 2024 and I hope I leave a strong legacy as this University's first female Vice-Chancellor and through my commitment to social responsibility. The search for my successor is well underway, and I know the appointments panel is aware of the ongoing importance of the promotion of EDI and gender equity within our core values.

I confirm that the information presented in this application paints an accurate picture of the University's gender equality progress. I firmly believe our University will be "an outstandingly inclusive place to work and study" for all; and I, and my successor, will lead this charge from the front.

Yours sincerely,

Professor Dame Nancy Rothwell,
President and Vice-Chancellor

2. Description of the university and its context

Please provide an introduction to the university.

The University of Manchester comprises three Faculties, nine Schools, Professional Services (PS) directorates, and Cultural Institutions (Fig. 1) and is part of the Russell Group. We have 5,190 academic and research staff (44.6% female, up from 42.1% in 2018), 5,950 PS staff (57.6% female, 56.4% in 2018) (July 2022), 31,275 undergraduates (55.6% female, up from 52.8% in 2017/18) and 14,800 postgraduate students (61% female, up from 55.3%) (December 2022) (Appendix 3).

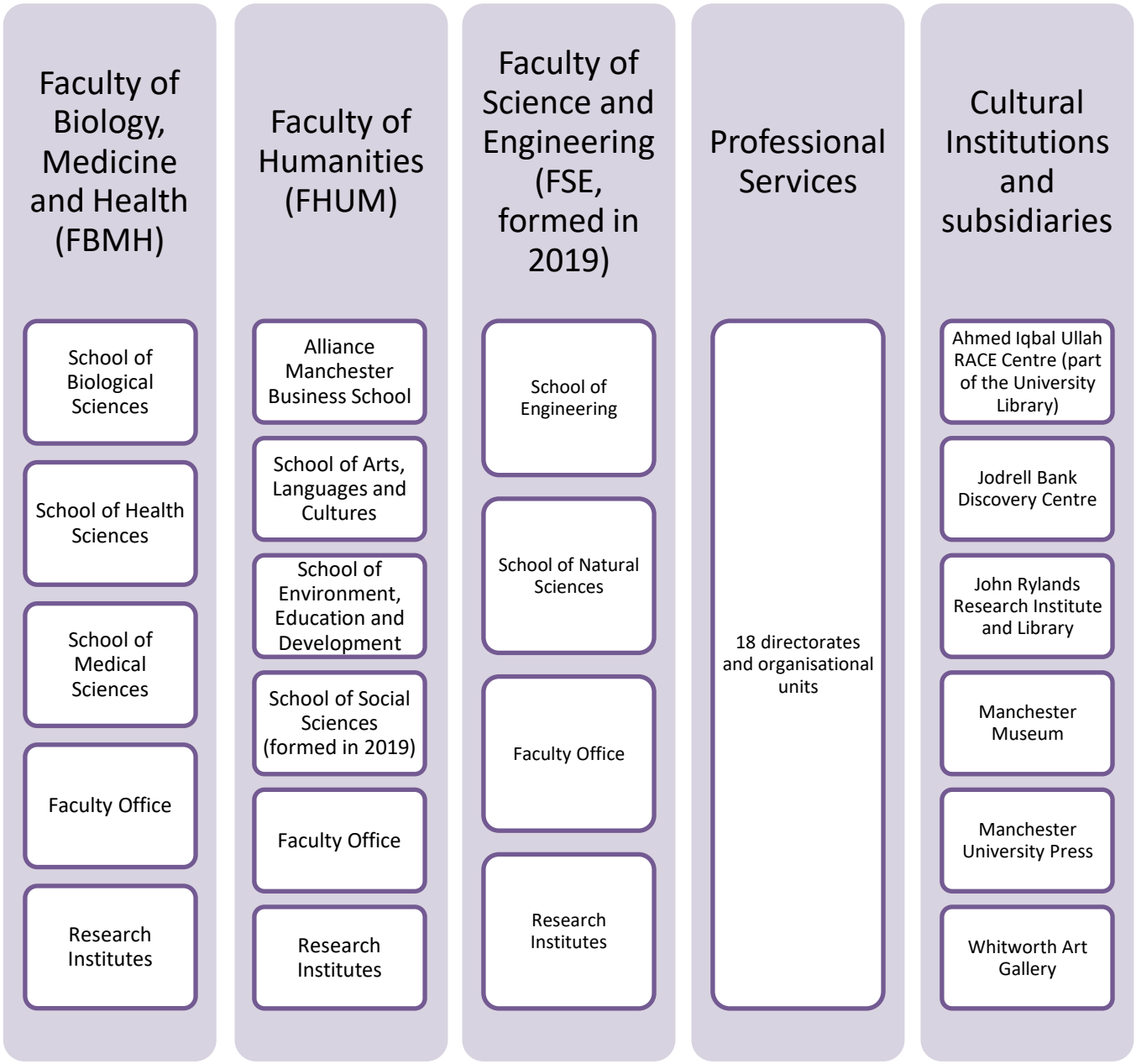


Fig. 1: University, Faculty and central structures and units

Strategic drivers

Our five-year strategic plan '*Our Future'* places '*Our People Our Values*' at the heart of everything we do, underpinning three core goals and central themes (Fig. 2). Commitment to EDI is integral to delivering the objectives encapsulated by 'Our People Our Values'.

Fig. 2: strategic themes in *Our Future*

Our three-year EDI strategy, co-created with staff, students and community stakeholders, launched October 2022 (Fig. 3). We are striving "to create an outstandingly inclusive place to work and study, characterised by equality, how we value diversity, and where all have a sense of belonging". We see it as everyone's responsibility to help us achieve this, providing support to our community via intersectional Diversity Calendar of events, vibrant staff and student networks, monthly EDI digest and blog. Our annual EDI Conference (120 attendees) prioritises inclusion and belonging. The 2023 conference launched a new campaign video sharing personal experience/feelings of belonging at the University. Staff views highlight impact to date:

"*I feel I can be myself at work ... The University is a fantastic place to work with most colleagues being open to new ideas. EDI seems higher on the agenda and there are conversations about it, so my voice does feel heard, and it matters"* (British Pakistani, female focus group attendee).

"I was immediately struck by the University's commitment to EDI in my first days as Chancellor [of the University] which was encouraging as this is a subject close to my heart" - Nazir Afzal OBE.

Fig. 3: Priorities from the EDI strategy

Prior to the EDI strategy launch and despite COVID-19 disruption, we made significant EDI progress. Examples include: introducing Executive Staff Network sponsors (including for the Women@Manchester Network) (see 3.1.3, p.47); launching a University leadership framework (with 'role model for inclusion' at its centre); and Inclusive Advocacy programmes for PS, academics and researchers from underrepresented groups (see 2.2, p.28/p.31).

University commitment to Athena Swan (AS) (Bronze institutional award, five Bronze and four Silver awards covering all Schools), Race Equality Charter (REC), Stonewall Workplace Equality Index and Disability Confident are central to our strategy, with chartermark action plans aligned to strategic priorities. 2023 submissions for all accreditations were developed simultaneously with this submission to enable intersectional data analysis and action planning with senior stakeholders and extensive staff and student consultation.

Specialisms

Manchester is a research-intensive university. In Research Excellence Framework (REF) 2021, we retained fifth place for research power with 93% research activity assessed 'world-leading' (4*) or 'internationally excellent' (3*). We achieved 99% for research environment testimony to progressive policy, processes and support for researchers at all career stages. Retaining HR Excellence in Research since 2011, through longstanding commitment to Researcher Development Concordat, and work to enhance research culture aligned to AS.

Research centres, such as the Work and Equalities Institute, inform the gender equality evidence base and policy development locally and globally. Examples include leading gender pay gap and staff networks research. Our new Christabel Pankhurst Institute honours a distinguished alumna and is driving inclusive health technologies, signalling our commitment to redress underrepresentation of female and minority role models in science and academic leadership.

The University is Gold-rated for student outcomes and Silver-rated for student experience in Teaching Excellence Framework 2023. Uniquely, we also have Social Responsibility (SR) as a core goal, ranking first in Europe (second globally) for quality and scale of impact against United Nations Sustainable Development Goals. We are tackling inequalities through our iconic, free, open and inclusive Cultural Institutions

and exhibitions and through collective action with local partners (Civic University Agreement between universities and local authorities across Greater Manchester (GM) and GM4Women).

We also lead international gender equality partnerships. Examples include Indian Department for Science and Technology and Women in Science, UK-Brazil Gender Equality Partnerships. This work (including AS SAT members) has made a significant contribution to new gender/race equality frameworks, recognised through a University Making a Difference in EDI Award 2023 (Fig. 4).

"The University of Manchester was a great partner and example of quality and knowledge... and the results will be definitive and lasting" ***Dean of Research and Graduate Studies, University of Taubaté, São Paulo, Brazil.***

Fig. 4: Accelerating gender equality through (inter)national collaboration **(image redacted)**

3. Governance and recognition of equality, diversity and inclusion work

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and university-level resources.

We have made significant enhancements to governance and 'the way we do EDI', elevating importance, visibility and accountability for progress (Fig. 6). In 2021, we uncoupled EDI from Human Resources, establishing separate EDI and People and Organisational Development (P&OD) Directorates, subsequently working collaboratively to deliver shared strategic priorities on culture and inclusion. Banji Adewumi MBE, appointed EDI Director (2021), reports directly to the Registrar/Chief Operating Officer (COO), and works closely with the Vice-President (VP) for SR and Director of P&OD.

VP SR is a Senior Leadership Team (SLT) member (direct route to escalate EDI/ gender equality issues to Vice-Chancellor), and chairs the EDI Committee, which reports directly to Planning and Resource Committee (PRC), Board of Governors and Senate biannually. Board has identified two lay members to lead EDI review and challenge. University, Faculty, School, and Departmental EDI Committees enable ownership, delivery, and evaluation of institutional and local-level actions. Progress is evaluated via EDI Annual Performance Review (APR).

EDI leadership includes University Academic Leads for Gender and Sexual Orientation (Professor Rachel Cowen appointed 2019, SAT Chair); Race, Religion and Belief; and Disability. Leads work collaboratively and intersectionally on committees, policy and projects (Fig. 7). Faculty EDI leads are also members of University EDI Committee and Operational Group and Faculty Leadership Teams, reporting to Faculty Deans.

Adele MacKinlay (Director of P&OD (SLT member)) appointed SAT Co-Chair in 2021, ensuring equal prioritisation of gender equality actions for academic and PS. Our Athena Swan Leads Network for School academic and PS SAT leads, enables oversight of all gender equality work, connection with local issues/initiatives, good practice sharing, peer support and collaboration.

Workload allocation of academic SAT Co-Chair formalised and doubled (to 0.4 FTE, February 2023). Other academic SAT members such as Faculty EDI leads have workload allocations and honorarium. Following a 2022 institutional EDI workload review to standardise and increase workload allocation for PS and academics, we are making progress to more fully recognise contributions for all SAT members **(Action 4.8).** The EDI Directorate including Chartermark Coordinator, EDI Partner (gender and disability), Lead Data Analyst and data interns (quantitative and qualitative) provide further EDI/AS resource.

Those who dedicate time to progress EDI and gender equality initiatives are valued through our reward and recognition processes. For example, our annual Making a Difference in EDI awards and Volunteer of the Year Awards, recognising two

students who set up the ‘Once a Month’ campaign to tackle period poverty in the region and a PGR (now staff member) who established our PGR parents and carers network (Fig. 5). SAT Co-Chair Cowen was promoted to Professor (2022), emphasising the value of EDI academic leadership within our promotion criteria.

Fig. 5: PGR Parents and Carers Network’s Christmas event; (right) network founder and SAT member Perpetual Idehen. **(image redacted)**

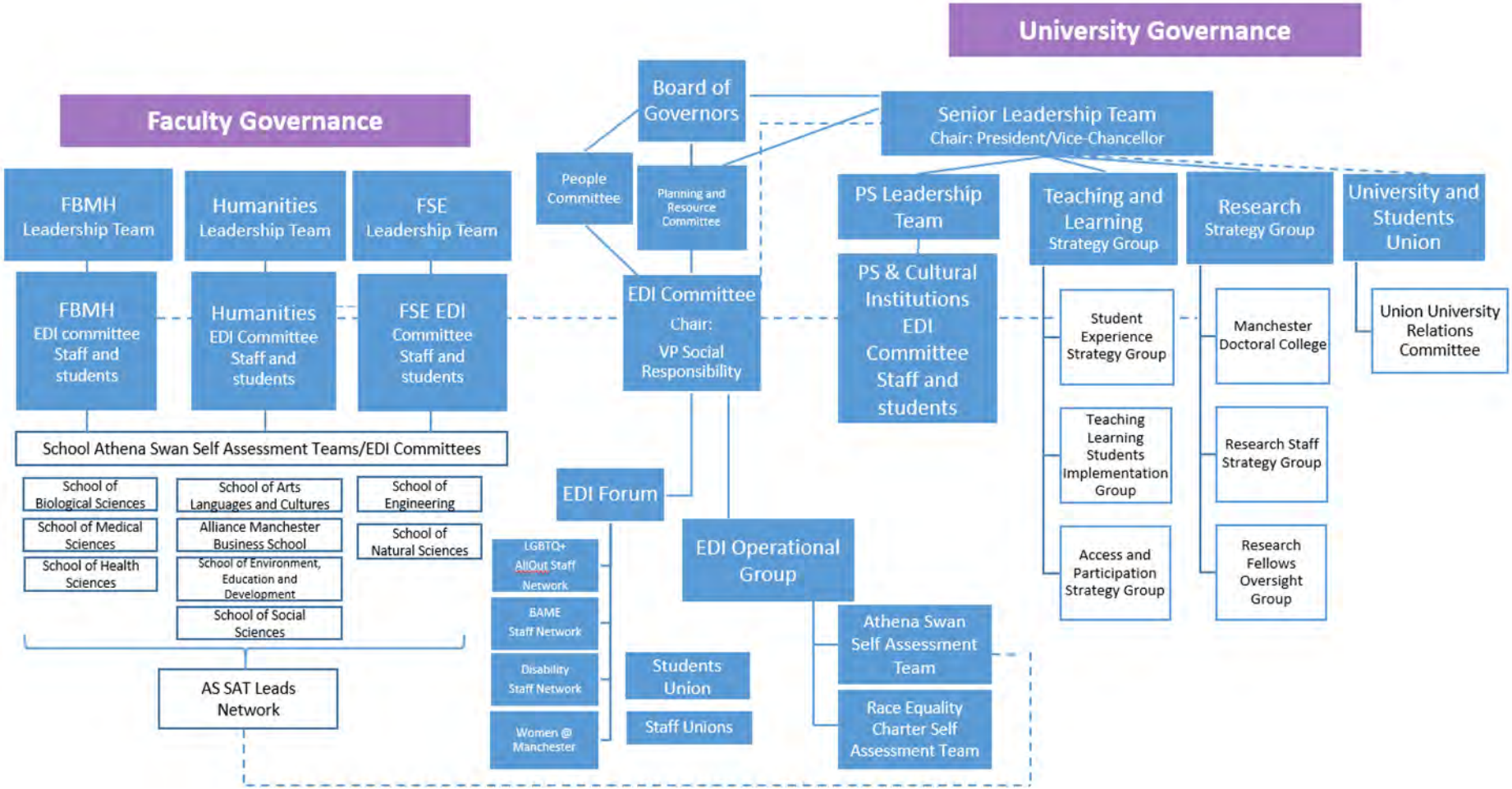


Fig. 6: EDI governance landscape. Note: the SAT feeds into EDI Forum, EDI Operations Group and EDI Committee.

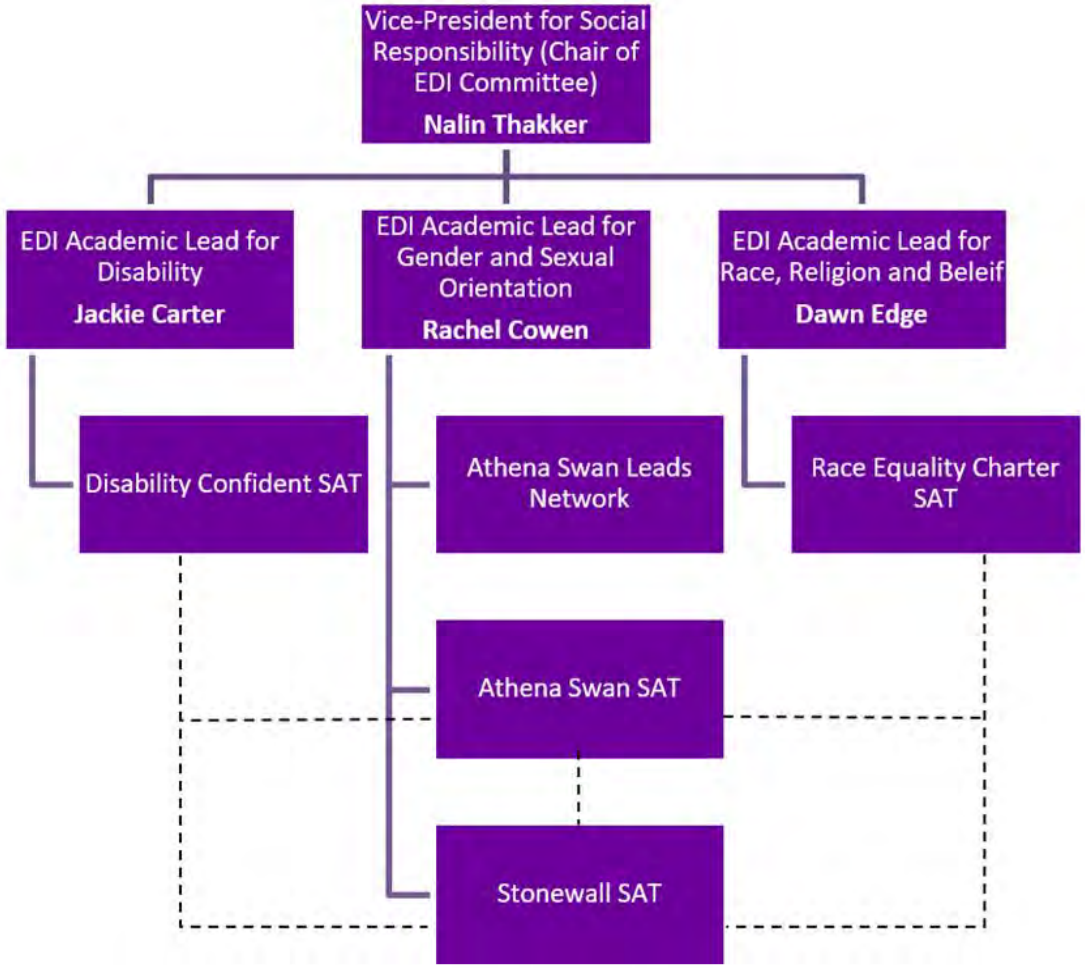


Fig. 7: EDI academic leadership with related Self-Assessment Teams.

4. Development, evaluation and effectiveness of policies

Please describe the processes in place for developing, evaluating and revising university policies.

The P&OD Policy Managers (SAT member) own the Policy Schedule detailing all P&OD/EDI policies/timescales for review. New policies or updates are shared via University-wide communications.

To ensure inclusive, fit-for-purpose policy, feedback is encouraged and acknowledged via consultation, working groups, committees, Trade Unions, Students' Union (SU), Legal team, networks and P&OD Partners for different areas. For example, during the 2022 EDI Policy review, feedback and comments were logged on a shared document; contributors were thanked and received a summary of changes. The process resulted in a stronger, clearer policy positively influenced by our community, and the policy was approved by EDI and P&OD Committees. A working group including Occupational Health, EDI, Wellbeing, the Disability Advisory Support Service and Disabled Staff Network representatives is updating the Sickness Absence Policy to produce a more inclusive and wellbeing-focused policy.

Policy gaps are identified through feedback, surveys, networks and enquiries from staff and students. Equality Impact Assessments (EIA) completed during policy reviews and new policy development. The EDI Directorate provides EIA guidance, templates, training and support for all (mandatory training for all involved in policy development and strategic projects).

Following AS/Stonewall feedback, all policies were reviewed for fully inclusive language incorporating gender-neutral language and avoiding gendered language or pronouns. If gendered language is used, gender-neutral terms are also included (for example, mother/birth parent).

Effective consultation and ongoing policy evaluation examples:

- Supporting Trans Staff and Students policy/guidance (2021). Following extensive consultation with LGBTQ+ and wider community, the policy balances pro-trans rights and gender-critical beliefs protected equally under the Equality Act.

- PGR parents and carers policy/toolkit (2021) developed with PGR parents and carers network, includes: five days special leave in addition to eight weeks holiday; promoting flexible part-time study; and signposting to on-campus facilities (baby change, expressing/breastfeeding rooms, nurseries).

- Academic returners and flexible and hybrid working policies (see 2.2, p.32).

5. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

The SAT reflects our community, comprising students, academic, research and PS (early-career and senior) staff across all areas, levels, contract types, work patterns and protected characteristics (70% female (F), 30% male (M), 26% minority ethnic, representation of disabled staff) (Table 1). SAT includes SU officers, University and Faculty Academic EDI Leads, Directors of EDI and P&OD, who champion and progress our work at leadership level in Faculties and centrally, and invited/volunteer members recruited through open calls. Twenty members, including Co-Chairs, are members of REC SAT, ensuring intersectional, aligned action plans.

The SAT met at least three times annually, monitoring action plan progress and discussing emerging issues, for example the transformed charter consultation and pandemic challenges. The group met more regularly (every 8 weeks) from May 2022 to prepare the submission. One-hour SAT meetings were held online, within core hours (10am-4pm) on varying weekdays, accommodating part-time/hybrid patterns and other accessibility requirements. SAT maintains communication through Microsoft Teams, enabling continual collaboration.

Gathering evidence and insights

Data gathering, analysis and monitoring were significantly improved through new, annually updated AS PowerBI dashboard (five years of mandatory datasets by area, grade/level, contract type and protected characteristics including sex, ethnicity and disability).

Previous action plan progress was gathered through central and Faculty EDI committees and action owners and reported through current EDI governance structure once established in 2021.

AS culture survey core questions were embedded into the University's 2022 Staff Survey (SS) (50% response rate (n=6,565), 55%F (n=3,616), 23% Academic, 15% Research, 62% PS) (see 3.1.3, p.51-52). Response rate statistically meaningful but lower than desired (down from 69% in 2019), likely affected by high workloads and survey technical issues. Survey headlines, including five key areas for action, were shared via the intranet for greater transparency.

In 2022/2023, 25 focus groups were conducted; some comprised staff and students with specific shared protected characteristics, others open to all. A focus group EIA ensured accessibilty for all. Targeted sessions included Aurora alumni, Women@Manchester network, female students, male staff and trans and non-binary staff. Students were remunerated for their time. Consistent themes of recruitment, development and progression and organisational culture were covered and results analysed by protected characteristic and intersectionally.

Table 1: SAT members, as of November 2023*

Name (alphabetical order), ethnicity, nationality, gender (and pronouns)	Job role, group and grade	Role on SAT	Contract type	Caring responsibilities	Involved in previous SAT and submission?	Invited, nominated or volunteered to be part of SAT, or part of role?	Recognition with workload allocation?
SAT member information has been redacted							

Name (alphabetical order), ethnicity, nationality, gender (and pronouns)	Job role, group and grade	Role on SAT	Contract type	Caring responsibilities	Involved in previous SAT and submission?	Invited, nominated or volunteered to be part of SAT, or part of role?	Recognition with workload allocation?

Name (alphabetical order), ethnicity, nationality, gender (and pronouns)	Job role, group and grade	Role on SAT	Contract type	Caring responsibilities	Involved in previous SAT and submission?	Invited, nominated or volunteered to be part of SAT, or part of role?	Recognition with workload allocation?

*Note: some SAT members, including the previous Chartermark Coordinator and Researcher Development Manager, left the University during the preparation of this application, and some Associate Deans completed their tenure. We acknowledge the contributions of former members with thanks.

Engagement and feedback

Action plan co-creation commenced with an in-person workshop for SAT members and key stakeholders. Participants reviewed datasets and consultation findings, identifying key issues before developing actions. Subsequent work with action owners (to embed ownership) enabled evolution and alignment of our SMART and ambitious action plan with EDI strategic priorities.

Our draft application and action plan received SAT, EDI Operational Group and senior stakeholder feedback. External feedback was obtained from AdvanceHE and critical friends Professor Judith Rankin (Newcastle University), Professor Stephen Curry (Imperial) and Professor Helen Beebee (National Athena Swan Patron, University of Leeds). Finally, the submission and action plan were endorsed by EDI Committee.

We communicate AS progress (see 2.1, p.24-25) and good practice through annual International Women's Day (IWD) events, EDI webpages/blog, reflecting our open and transparent approach.

Looking forward

Overall executive ownership for action plan progress rests with PRC (Fig. 6), chaired by the Vice-Chancellor with full SLT membership, including VP SR. Our Faculty Deans (on SLT) will be responsible for cascade and progress against local actions. The Director of EDI has lead responsibility for implementation, monitoring and evaluation, supported by the Chartermark Coordinator and SAT Chairs.

The SAT will meet at least three times per year (from December 2023), using themed 'deep dives' with key stakeholders, EDI Leads and action owners to evaluate intersectional progress and alignment. Updates will be reported to University's EDI and P&OD Committees, SLT and Board at least annually **(Action 7.3).** We will share a 'live' action plan on the intranet for transparency and accountability, as well as gender equality best practice, achievements and impact via online updates, networks and events **(Actions 7.2 and 8.4).**

SAT membership will be reviewed post-submission and biennially **(Action 7.1).** SAT Co-Chairs and Chartermark Coordinator will invite current members to continue, reviewing roles and representation before recruiting new members by open calls. Participation will be strengthened by enhanced EDI workload allocation by 2025 **(Action 4.8).**

University Staff Survey and pulse surveys (next due 2024, **Action 7.4-7.5**) and other staff and student consultations will be reviewed by the SAT. To avoid 'survey fatigue', particularly affecting students, our Student Survey Strategy Group (convened 2023) will align surveying needs, increasing response rates and reducing student burden **(Action 7.7).**

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

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

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Success in addressing gender inequality has been evidenced*

Recommended word count: 2000 words

1. 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.

Critical evaluation and BRAG rating of our action plan shows 30% blue actions (completed, significant progress made, evidence of association with positive trend or impact); 47% green actions (completed with some progress but not in line with target or success criteria); 20% amber actions (action ongoing, or complete but no evidence of associated progress) and 3% red actions (obsolete/not progressed) (Table 2/Appendix 4).

Lessons learned

The 2018 Bronze award panel commended our self-assessment, providing useful developmental feedback incorporated into our approach. This included prioritising evaluation of impact, addressing SAT STEM skew and ensuring the SAT is connected to SLT. We also reflected on lack of actions for part-time staff, ensuring subsequent initiatives, for example new flexible working policy and guidance accommodating diverse work patterns.

Our approach to develop the 2018 action plan (AP 2018) was predominantly restricted to SAT members, and its large scale (70 unprioritised actions) made monitoring and accountability challenging. Learning from this, we have co-created our 2023 action plan through extensive consultation with staff, students and stakeholders, ensuring prioritisation of SMART actions and alignment with existing structures/strategies (see 1.5 and 3.2, p.21/p.55).

Reflection on AP 2018 identified a lack of student actions (2/70), possibly because the previous Charter format largely devolved and addressed student gender issues through School AS actions rather than at University level. We completed both student actions including recruitment of UG and PGR representatives to SAT (AP 4), and have gone beyond target with all students (and staff) fully supported and recognised for SR involvement (AP 66), for example through curriculum. In 2020, we launched the 10-credit online UG unit "EDI: Your role in Shaping a Fairer World" (including education on gender equality), completed by 352 students to date. A unit taster has been sent to all offer holders since 2022. The module is being adapted for PG students and we have had British Council interest to promote through global partnerships. Our new action plan includes increased student focus, continual alignment with Access and Participation and TEF plans, working with Student Partners, networks, SU and Teaching and Learning (T&L).

COVID-19

The pandemic presented a challenging context but gendered impacts emerged which sharpened focus, leading to accelerated gender equality progress in some areas. SAT Co-Chair Cowen hosted an online meeting for National Network of EDI Academic Leads (NEDIAL) to identify emerging pandemic inequalities and responses across the sector.

The University EDI COVID-19 survey (May 2020, developed by FSE EDI) highlighted emerging challenges for staff/PGR students, including caring responsibilities, shielding, home working conditions, teaching and research disruption, impact on wellbeing and mental health, gendered and trans experiences. Survey findings informed a paper to EDI Committee, SLT and Board of Governors, making recommendations for wellbeing and an inclusive transition and recovery (also shared through staff/student internal blog). The University provided additional benefits, including: additional holiday days and one-off payments for staff; meeting-light weeks; COVID special leave (14 days); funded PGR extensions (prioritising disabled, long term sick, those with caring responsibilities); student COVID-19 hardship and cost of living support funds.

The VP-SR chaired the Campus Reopening Group and, as a member of the Transition Steering Group, ensured EDI and gender equality were central to decision-making. We conducted EIAs for staff on furlough, taking voluntary severance and tracked end of contracts. An EIA for academic parents and carers tracked productivity and career impact metrics (publication output, probation/promotion outcomes). The EIAs and SS 2022 showed no significant male/female differences in perceptions of how the University supported staff through the pandemic (65% positive, 45% Other gender identities (significantly lower as per most 2022 survey questions – see 3.1.3, p.52)).

Academic promotion was maintained throughout the pandemic. Career development opportunities quickly transitioned online, and, through proactive line manager support for professional development, we saw increased uptake in 2020/21.

Table 2: Summary of Blue, Red, Amber and Green (BRAG) rated 2018 action plan

Completed with impact	Completed with progress	Completed or ongoing without progress	Obsolete and/or not progressed
Actions 1, 2, 5B, 10, 20, 24, 25, 31, 32, 35, 37, 38, 39, 40, 41, 48, 52, 53, 54, 57, 59	Actions 3, 4, 5A, 6, 7, 9, 11,15, 17, 18, 19, 22, 23, 26, 28, 29, 30, 33, 34, 36, 42, 43, 44, 45, 49, 51, 58, 60, 61, 62, 64, 65, 66, 67	Actions 8, 12,13, 14, 16, 21, 27, 46, 49, 50, 55, 56, 63, 69	Action 47, 68
• AS charter embedded in culture • AS actions aligned with other charter marks and awards • Granular, regular intersectional staff and student data monitoring (gender, ethnicity and disability) • Career mentoring for all staff groups • EDI related training • Women and ethnic minority leadership development • PS regrading • L&OD EDI data monitoring • Support and recognition for teaching and learning • Support for research staff (HR excellence award) • Support for academic returners • Flexible and hybrid working • Female representation on senior leadership/committees	• Diverse SAT representative of our community • Time allocation and recognition for SAT members • Inclusive Recruitment Framework (data systems, process and training) • Academic promotion support for all pathways and levels including RS on external grants/finite funding • Fellowship schemes and careers support for Fellows • Grant writing support and internal pump prime funding • Support for ethnic minority academic career progression • Inclusive advocacy/sponsorship • REF EIA's, code of practice and tailored EDI training • PS reward and recognition • Equity/EDI data for all professional development opportunities • Equity/EDI data for grants and fellowships • Pump prime funding/grant writing support for early career RS • Shared parental leave • Ethnic minority representation on senior leadership/committees • Diverse representation (EDI demographic and career stage on influential committees • Inclusive, accessible meetings and events • Diverse visible role models on physical and digital campus • SR opportunity, reward and recognition	• Gender balance on academic research career pathway • Reduction in FTC use • Extended access for Research Staff • Exit surveys, leavers data • Professorial re-zoning support • Unconscious bias observers on panels • Support for Reader level academics • Grant and fellowship success • Academic Sabbatical • Breastfeeding/expressing rooms/family friendly spaces • Support for part time staff • Recognising/adjusting for individual circumstances and broad academic achievements in promotion and funding awards • Diverse representation (including career stage) on influential committees • Workload and transparent workload model(s) • Support for Trans community	• Coaching staff after extended leave • Employee lifecycle project

2. Evaluating success against the university's key priorities

Please describe the university's key achievements in gender equality.

Diverse and inclusive leadership development (AP 6, 7, 9, 11, 38, 39, 57, 58)

Significant careers support and leadership development to address female and intersectional underrepresentation at senior level has contributed to representational shifts in the last five years (and since 2008) (Fig. 8).

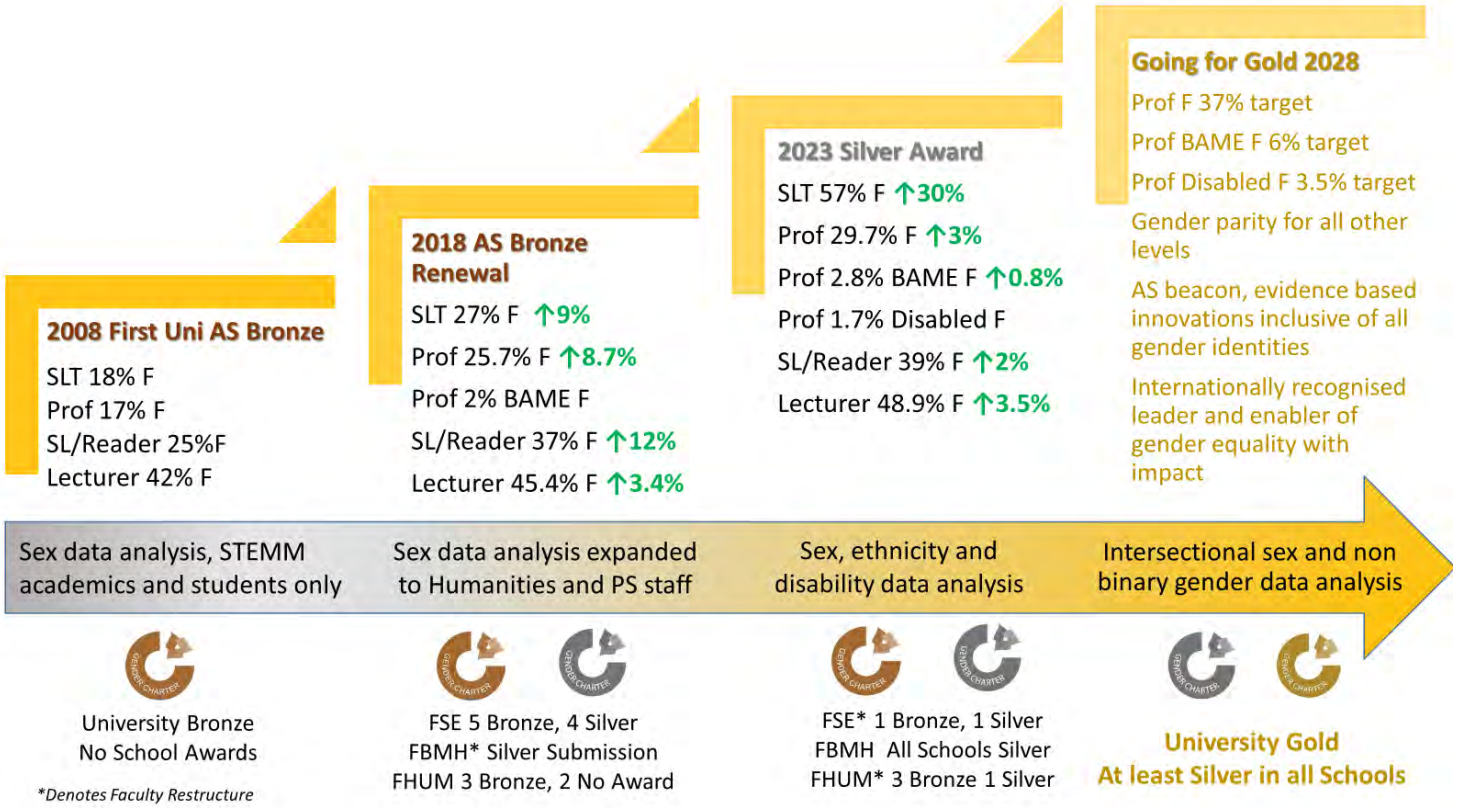


Fig. 8: Embedding intersectional AS progress across the University, achieving better representation for females at senior level and throughout the academic pipeline, supporting our future five-year vision to go for AS Gold.

We fund Aurora women's leadership programme participation annually (Table 3). Aurora impact reporting (2020) showed significant positive impact (Fig. 9). It also highlighted ethnic minority female underrepresention (9%), which we addressed through inclusive recruitment changes (open call, EDI statement, independent panel, clear criteria) resulting in 33% Black, Asian, Minority Ethnic (BAME) participants for last two years.

Table 3: Summary of participants and impact across targeted leadership development programmes

Programme	**Years**	**Participants to date (sex and staff group split)**	**Promoted or progressed?**
Aurora	2014 - present	122 (122F, 55% academic, 45% PS)	39 academics and researchers (57%) promoted (20% to Professor), and 14 PS staff (32%) in higher roles including Grade 8 senior roles. 19% have left the University*.
Women in(to) Leadership	2019 - 2020	140 (140F), 50% academic, 50% PS staff	42 participants across staff groups (30%) promoted/in higher roles. 24% have left the University. Qualitative feedback (31 responders, 2020) cited increased confidence, leadership skills, valued sharing gendered issues, struggling to implement new knowledge and challenge stereotypes. Highlighted need to engage men as allies, role models.
StellarHE	2015 - present	36 (17F), 50% academic, 50% PS staff	Five academics and researchers (26%) have since been promoted (four male, one female), two to Professor level, and three PS participants (25%, two females, one male) are in higher roles including Grade 8. 22% have left the University*.
100 Black Women Professors Now	2021 - present	14 (14F), nine academics and researchers, five PhD students	Two academics have been promoted. One has left the University. Monitoring of progression is ongoing across cohorts.

*We know that some alumni have gone on to senior leadership positions in other HEIs and sectors and we view this as a mark of success.

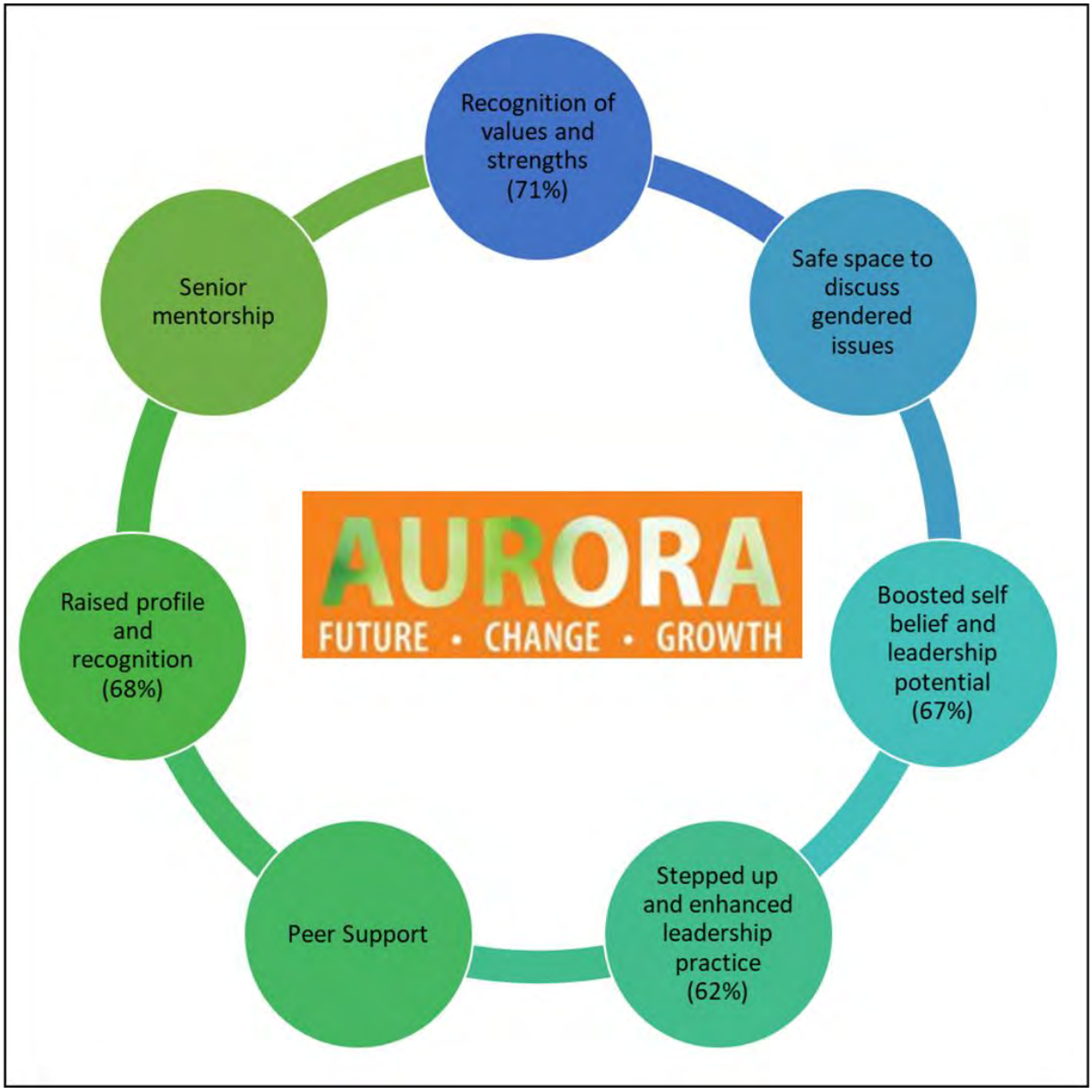


Fig. 9: Headlines from impact evaluation of Aurora up to 2020 programme cohort (percentages indicate level of agreement of alumni related to themes and benefits)

To address development needs for more senior females (for whom Aurora is too foundational), we developed and delivered the in-house 'Women in(to) Leadership' programme (originally piloted in FHUM). Feedback (31 diverse participants) cited benefits including insights into ongoing challenges (struggling to implement new knowledge/skills, lack of respect and male colleagues' lack of education on gendered issues), leadership skills, knowledge of gender bias, empowerment and increased confidence:

"Being with the other women, hearing their stories and listening to the guest speakers. They were really inspiring" (PS Women into Leadership Alumna).

We take an intersectional approach to leadership development, supporting 5-8 BAME staff to complete the StellarHE (Diversifying Leadership) programme

annually. One female focus group participant said *"Stellar has allowed me to be more my authentic self"* and another praised the programme as *"life-changing"*.

Similarly, we partner with the Women in Higher Education Network (WHEN) on the 100 Black Women Professors Now (100BWPN) programme. Developed with input from University experts (AS and REC SAT Chairs), this innovative accelerator programme aims to address sector-wide underrepresentation of Black women professors (we have one Black female professor) through systemic change and commitment from managers and leaders. We also piloted the WHEN PS Career Accelerator programme (30 females) in 2023.

Faculty and University-level funding and buy-in mean we continue to invest in and evaluate the impact of these schemes on career trajectory and pipeline development, providing wrap-around support for participants to maximise benefit and opportunities **(Action 3.1).** Ongoing commitment is contributing to diversity on our senior decision-making committees, with StellarHE and Aurora alumni in University-wide leadership roles (see 3.1.1, p.41).

Reflection prompted by 2020 feedback ("*Have men there. There is no point emphasising the barriers to women's progress to those who are already acutely aware*", Academic Women into Leadership Alumna) highlighted that previous actions supporting participation in these programmes were 'fixing' individual women, rather than our systems or culture (Fig. 10). Subsequently, we revised our approach to encourage male allies and embed EDI in core University management and leadership programmes. A team of leaders on our Leading@Manchester programme were sponsored to develop an inclusive leadership framework through community consultation (Fig. 11). Leaders self-assess against core competencies including 'role model for inclusion' and can invite 360 feedback; this was completed by all SLT members in 2022. The EDI and P&OD strategies prioritise systemic and cultural change and, from 2023, all leaders have at least one personal EDI objective.

We need to fix the system, not the women

Rachel Cowen, Banji Adewumi and **Adèle MacKinlay** from the University of Manchester explain how they are looking to transform the traditionally glacial pace of change when it comes to equality, diversity and inclusion (EDI) within higher education.

Many higher education (HE) organisations have made significant investments in targeted women's leadership programmes to address the "leaky academic pipeline" and the University of Manchester is no exception.

We have a long history of engagement with the national Aurora women's leadership programme, Advance HE, and have developed a successful "Women into Leadership" programme within the university where collectively we support more than 200 inspirational academic and professional services women to further their leadership development. Locally in addition, Manchester is a key partner institution of WHELN (Women's Higher Education Network) and colleagues are participating in the inaugural 100 Black Women Professors Now programme.

The question is, has this programme level intervention made any difference in our leadership profile and the lived experiences and careers of our women leaders?

It's clear from longitudinal evaluation of our women's programmes that targeted support is undoubtedly needed and it has indeed had a positive effect. In the short term, women alumni feel empowered, inspired and are able to gain an increased self-belief and confidence in their enhanced leadership and management skillset. These programmes have also been shown to provide a valuable safe space to discuss gendered issues. In terms of career development, tracking data shows that over 81% of alumni who have been on the programmes are still working at our university and nearly 50% have been promoted, some to senior leadership level.

Replacing white patriarchy with white matriarchy?

However, despite these successes our approach still falls short. The alumni profile of both programmes shows that we are preferentially recruiting white women, opening up – quite rightly – to the challenge that we are replacing a white patriarchy with a white matriarchy.

We have urgently addressed this issue through open and transparent recruitment to both programmes. We have caused ripples and increased numbers of participants on targeted leadership development programmes for ethnic minority women such as the Stellar HE Programme (which allows strategic mentored development for diverse leaders in higher education). We are also very excited to be part of the 100 Black Women Professors Now project as mentioned earlier.

As well as all the above, our alumni feedback has highlighted deep seated, structural, systemic, cultural and attitudinal barriers to their leadership effectiveness and career advancement which we are working determinedly to address.

Our women leaders call for culture change towards creating a flexible work environment and a broader view of academic excellence that allows women to bring their authentic, whole selves to leadership. This approach is vital if we are

Fig. 10: article on diverse and inclusive leadership development with a focus on systemic culture change, published in 'Academic Woman' in January–March 2022 edition

Fig. 11: Inclusive Leadership Framework

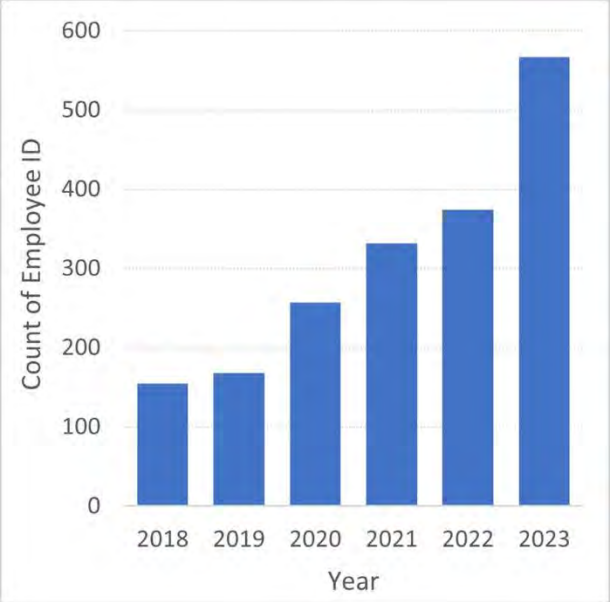
Equality of access to training, development and mentoring opportunities (AP 10, 11, 20, 32, 35, 36, 40, 57, 58)

We have seen more than a threefold increase in engagement across Learning and Organisational Development (L&OD) programmes/courses since 2017/18 (11,695 in 2021/22, one-third EDI-related). Further training and development is available through Researcher Development and the Institute of Teaching and Learning (ITL).

2021/22 L&OD data shows strong representation of female and PS participants (59%F, 60% PS (compared to 53% PS profile)) and a four-fold increase in academic and researcher engagement since 2017/18. This follows our endorsement of the importance of professional development in induction and appraisal; career development guidance through cross-institutional online portal 'Prosper'; and our "Career Development of Research Staff Statement of Expectations" launched in 2019, strongly encouraging ten days development per year, aligning with the Researcher Development Concordat. Evidence of impact includes increasing engagement from Research staff (289 in 2017/18 up to 1,713 in 2021/22) and fixed-term contract (FTC) staff (407 in 2017/18 up to 3,071 in 2021/22). Therefore, we expect to see an increase in female representation across all career pathways following these training improvements.

The University's Manchester Gold mentoring scheme has supported staff career development for over 16 years. In response to previous charter actions, L&OD have proactively grown the scheme (four-fold increase across areas and levels in five years) through targeted communication including positive action statements, visibility through appraisals and partnership working with Faculty EDI and P&OD leads (Fig. 12-13). We have closed gaps in academic and BAME engagement (in line with profile) and increased male representation, but females still make up two-thirds of mentees and mentors **(Action 3.2).** The 2022 programme evaluation highlights its value: 87.3% mentees agreed that they achieved their mentoring objectives, with 89.1% agreeing that their mentor was a good match.

Manchester Gold is complemented by local mentoring, for example FBMH academic/research staff mentoring pilot (100 pairs in 2019). All University leadership programmes, Aurora, 100BWPN, StellarHE and Faculty New Academic and Fellows Programmes are underpinned by mentoring and/or coaching. We have 100+ staff trained to provide coaching (including for senior staff). All staff can access the self-coaching tool 'Mindset' or request a coach with expertise of exploring intersectional issues (including referral to a specialist coaching service for disabled staff). Coaching provision will be evaluated **(Action 3.2).**



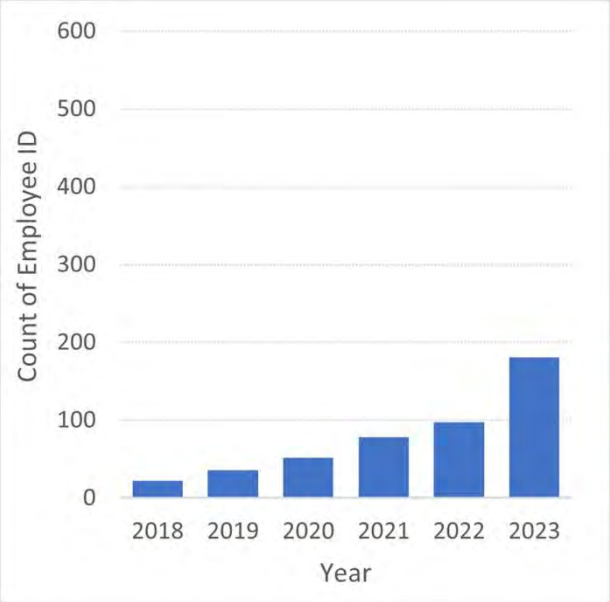


Fig. 12 (left): Growth in overall participation in Manchester Gold (mentees and mentors); Fig. 13 (right): Growth in male participation (mentees and mentors)

Acknowledging systemic barriers for females and minorities navigating networks and accessing sponsorship (advocacy), we piloted 'Inclusive Advocacy' (2021). 22 pairs of BAME participants (PS Grade 5-7, 77%F) and senior advocates took part. One year after finishing the programme, 27% (n=6) participants were in a role one grade higher (regrade, secondment, new role). Participants reported improved self-confidence and that advocates provided encouragement, feedback, strategic insight and networks.

In 2022 we expanded advocacy to 18 Research Staff from underrepresented groups (50%F, 70% BAME), partnered with senior research leaders. All advocates received training to explore intersectional gender and race issues, privilege and bias. Early evaluation shows positive impact, including new collaborations, understanding of career pathways and increased awareness/access to internal and external research funding. We are now working to embed advocacy in our L&OD offering **(Action 3.2).**

"I have been successfully promoted to research fellow with the help of this career development programme. Also, I have developed research proposals for future fellowship applications" (Research Staff, female BAME advocacy participant).

Support for staff taking maternity/ paternity/adoption and carers leave (AP 48)

In 2019, we launched the pilot 'academic returners scheme' to maintain career momentum of academics returning from extended leave (>6 months). This followed external (sector benchmarking) and internal consultation through P&OD Partners, AS SAT and EDI Committee. Eligible research and teaching academics (all genders taking caring, sickness, maternity, paternity, or adoption leave) can apply for funds for profile-raising activity and short-term cover for research, teaching and administrative activity. 2022 impact reporting showed 45% uptake of those eligible (18F, 11% BAME) and extensive benefits (reported through qualitative longitudinal evaluation), including fellowship success, academic papers, new collaborations, smoother return to work, increased productivity, wellbeing and securing research funding:

"*My grants this year have been successful... These are my first wins after two years and maternity leave. They are a huge boost to my confidence and hopefully the longevity of my research career*" (female Academic (Teaching and Research Pathway)).

Scale-up was slowed by constraints of COVID-19 (funding paused during initial lockdown but resumed April 2021 using Wellcome Institutional Strategic Support EDI funding and University match funding). All three Faculties have endorsed University-wide policy/guidance and have committed permanent funding, embedding the scheme in our academics' terms and conditions from August 2023 (monitoring and evaluation ongoing **(Action 6.12)**.

Equality of access to flexible and hybrid working (AP 52-54)

New flexible working policy development was greatly accelerated by the EDI COVID-19 survey findings and "What Works" pulse survey (2000 responders, July-August 2020), showing a staff majority (64%) wanted a more flexible future, with blended on-campus/home working across all grades. The resultant Flexible Futures project, including pilots and consultative focus groups (including for senior roles and staff with potential additional barriers such as disabled, research/lab-based, part-time, term-time staff), delivered a new flexible and hybrid working policy and framework. The rollout was supported by extensive training for line managers and case studies showing flexible work patterns for male and female PS and academic staff, including senior roles.

SS 2022 and qualitative responses show the positive impact and effectiveness of this work – 85% SS respondents agreed that their area of work enables flexible working and over 700 respondents said "flexibility" was the best thing about working here (second most frequent response given in SS comments).

Section 3: An assessment of the university's gender equality context

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

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3500 words

1. Culture, inclusion and belonging

Please describe how the university ensures their culture and practices support inclusion and belonging.

We are working hard to understand our culture, ensure diverse representation throughout our education and career pipeline and inclusive systems and ways of working and studying.

3.1.1. Representation and pipeline

Student profile and pipeline (Tables 46-55, 68-76, Fig. 45-51, 58-61)

Student profile headlines – female representation

	2008/09	2017/18	2022/23	% change (5yr/15yr)
Foundation		36% F	34.4% F	-1.6%
UG	55%	52.8% F	55.6% F	+2.8% / +0.6%
PGT	47%	59.5% F	64.2% F	+4.7% / +17.2%
PGR	45%	45.8% F	50.4% F	+4.6% / 5.4%

We have a large, growing student community (40,830 in 2017/18 > 46,525 in 2022/23).

Foundation students represent ~1%. Foundation level females are consistently underrepresented, suggesting a preferred direct entry route and/or higher proportion achieving UG entry grades (national A-Level data corroboration). We see lower representation of White males (24.2% in 2022/23) and White females (10.7%) compared to BAME counterparts, and higher proportional representation of disabled males than females over time (but closer to parity in 2021/22). Progression rates to UG are consistently higher for females (75.1%/60.9%M) with widening gaps since 2019/20.

Females are persistently overrepresented at UG/PGT level: 55.6%F UG, (Russell Group, 55%F, sector benchmark 58%F); 64.2%F PGT, above benchmarks (60%F/57%F). White males represent the smallest group (21.1% UG, 11.1% PGT)

with decreasing representation since 2017/18 (-6.3% at UG, -8.5% PGT). BAME females see the largest growth: 26.8% UG in 2022/23 (+5.9% since 2017/18); 42.1% PGT (+8% PGT). Higher representation of disabled females than males reflect higher rates of disclosure (20.4%F UGs/7.9%F PGTs declared a disability, 14%/6.2% for males respectively) and greater female representation overall.

Pleasingly, PGR data shows parity, narrowing gaps and increasing female representation since 2017/18. Similar intersectional representation for White and BAME males and females follows decreasing representation of White males and increasing representation of BAME females (~6% each). There is higher representation of disabled females than males (5.9%F, 4.1%M).

Faculty data shows persistent male underrepresentation in FBMH and FHUM (greatest gap FBMH 72.7%F UG; 71.5%F PGT, 2022/23). In FSE, females are continually underrepresented (Foundation 26%F; UG 31.6%F; PGR 34.7%F). However, the gap is closing slightly, predominantly through upward BAME female trend, and at PGT level there is parity (48.5%F) **(see Objective 2 of the Action Plan).**

Increased student diversification may be attributed to widening participation (WP), outreach and targeted scholarships/bursaries (delivered through concerted AS, REC and Access and Participation Plan actions, £11million invested annually).

Staff profile and pipeline (Tables 6-8, 18-20, 45)

Data shows 44.6%F academic/research staff (+3% since 2017/18) and 57.5%F PS staff (stable since 2017/18) (Fig. 14), comparable to Russell Group (45%F academic, 62%F PS).

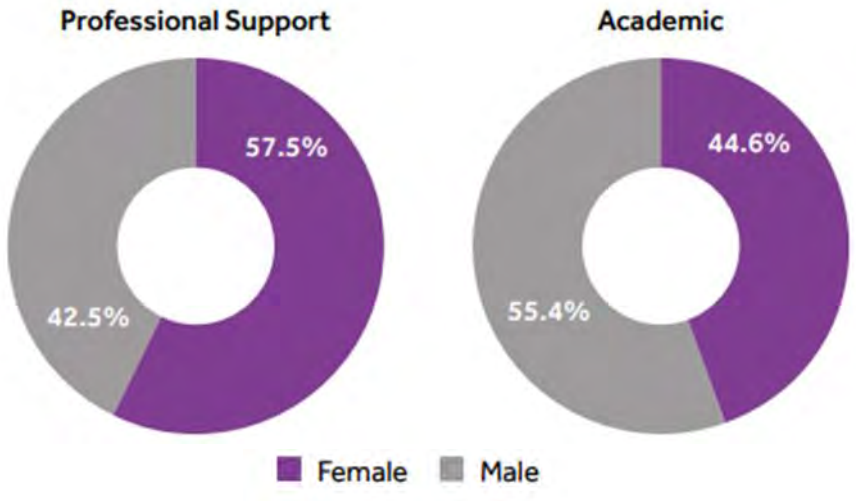


Fig. 14: PS and Academic staff profile by sex, 2022

Intersectional data (2021/22) shows 23%F/23%M academics are BAME and 7%F/5%M declared a disability. 16%F/15%M PS are BAME, while 10%F/8%M declared a disability.

Recruitment (Tables 4-5, Fig. 25-29)

Improvements in female academic/research staff representation are attributable to inclusive recruitment practices, including:

- Accessible applicant webpages
- Flexible/hybrid working promotion
- Enhanced parents/carers benefits
- Positive action statements and advert checking using gendered language decoder
- 'Offer an Interview' Scheme as a Disability Confident Employer
- Recruiting panellists completing Diversity in the Workplace, unconscious bias and recruitment training in accordance with EDI policy.

Since 2020, all Faculties and numerous Schools piloted positive action/EDI innovations. For example, the School of Environment, Education and Development (FHUM) appointed independent 'EDI Recruitment Supporters' to panels, resulting in 57%F and 38% BAME amongst 21 new permanent academic appointments (similarly effective FBMH pilot). All pilot recommendations were collated through the Inclusive Recruitment Review (IRR) Group in 2022. University-wide recruitment policy, process and practice enhancements are rolling out 2023/24, including diverse outlet advertising and enhanced EDI monitoring systems at all stages **(Action 1.1-1.3).**

University shortlist and success rates are largely similar across grades and staff groups (for example, 14.3%F and 13.3%M shortlisted and 2.5%F and 2.1%M successful for PS Grade 1-5 roles), reflecting fair and inclusive processes (Fig. 15-16). However, sex variation is seen between Faculties. Further analysis by grade (not shown) shows female applicants outnumber male applicants for Grades 1-5 across staff groups; lower female application numbers for higher academic and research roles; and comparable male/female applications for higher-grade PS posts.

Consistent, accurate monitoring of recruitment training compliance or panel behaviour remains challenging. Focus group attendees across genders shared perceptions of biased panels lacking diversity. Therefore, we are impact assessing recruitment training, providing recruiting managers with up-to-date panellists' training status and clearer guidance on diverse panels **(Action 1.1-1.2).**

Fig. 15: Shortlisted and success rates for academic and research posts by sex, 2018-2022

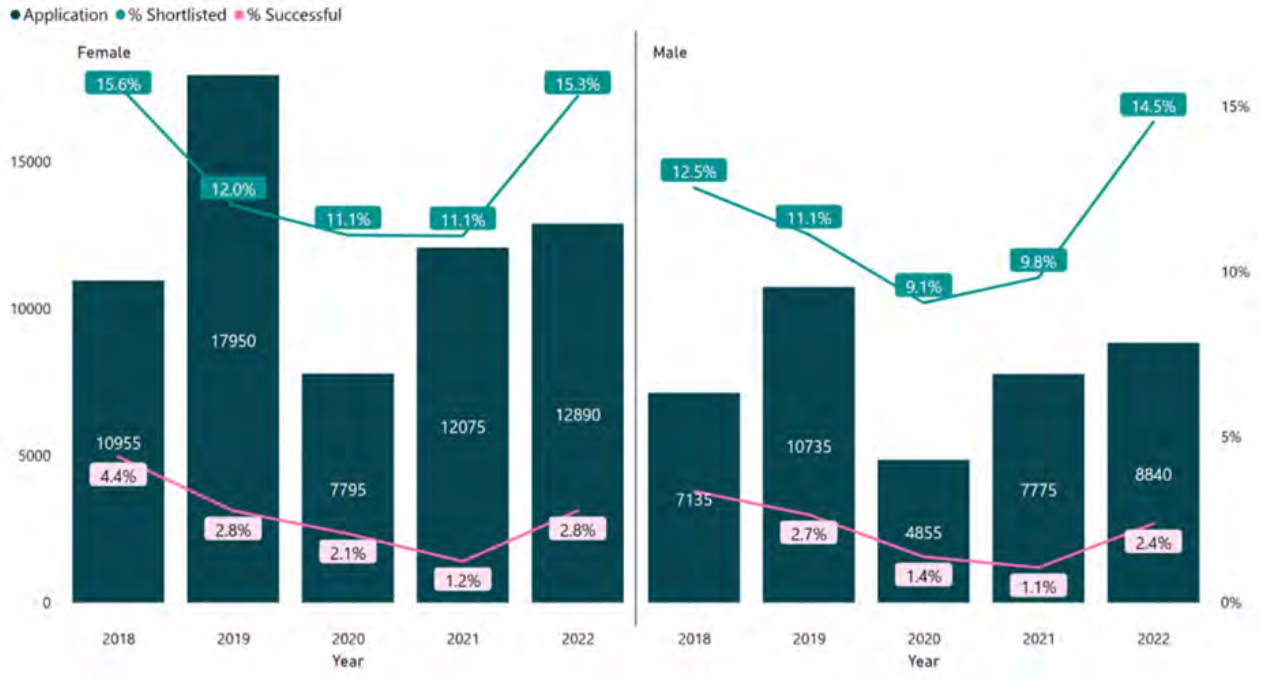


Fig. 16: Shortlisted and success rates for academic and research posts by sex, 2018-2022

Grade, contract type and function (Tables 6-33, Fig. 30-39)

We see modest increases in female academic representation at Lecturer (Grade 7), Senior Lecturer (Grade 8) and Professor (Grade 9) since 2017/18 to 49%, 42% and 29% respectively (Fig. 17). Our professoriate mirrors benchmarks (32%F sector, 28% Russell Group, 2021/2022), reflecting persistent female underrepresentation

(institutional target 34%F Professors by 2025). Reader (Grade 8) numbers remain low, with females increasingly underrepresented. More work is needed to understand the value of this career stage (most Professors in FBMH/FHUM bypassing Reader) **(Action 4.2).**

Fig. 17: Academic staff by grade and sex, 2017/18-2021/22

Intersectional data largely shows decreasing BAME and disabled representation (males and female) as grade increases. For example, 9.8%F and 11.9%M Professors are BAME compared to 23% BAME academics overall. Faculty data shows varying female representation and progress across grades, with notable underrepresentation in FSE (23%F overall representation) **(Action 4.4).**

Faculty staff profile headlines – female representation

		2008/09*		2017/18		2021/22	% change (5yr/15yr)
FBMH	Prof			29.8%F	→	36.8%F	+7%
	S.Lecturer			50%F	→	51.7%F	+1.7%
	Lecturer			55.1%F	→	59.8%F	+4.7%
FHUM	Prof	26%	→	31.6%F	→	33.9%F	+2.3%/+7.9%
	S.Lecturer	30%	→	40.4%F	→	44.3%F	+3.9%/+14.3%
	Lecturer	40%	→	50%F	→	48.4%F	-1.6%/+8.4%
FSE	Prof	5%	→	13.2%F	→	13.8%F	+0.6%/8.8%
	S.Lecturer	16%	→	17.9%F	→	21.2%F	+3.3%/5.2%
	Lecturer	22%	→	22.2%F	→	27.9%F	+5.7%/5.9%

*2008/09 FBMH data not provided as FBMH was established in 2016 following the merger of the Faculties of Life Sciences and Medical and Health Sciences, so data is not comparable.

Females remain underrepresented on Teaching and Research (T&R, 33%F), near parity in research contracts (46%F) and overrepresented on teaching contracts (76%F). This impacted our REF2021 return (33%F, see 3.1.2, p.46). We see variations in teaching contract use by Faculty (increasing female teaching academics in FBMH, decreasing in FHUM, very low in FSE). Full academic teaching promotion criteria review commenced 2022.

Many teaching academics and research staff are lower-graded, fixed-term posts, corresponding with female overrepresentation on FTC (55.7%F, 43.4%M, unchanged since 2017/18). One female focus group attendee highlighted FTC career impact:

"Women are being disregarded [during recruitment] because they are more likely to be on consecutive contracts and have career breaks" (female academic).

Since 2022/23, research staff with four years continuous service (~800 in March 2023) automatically move to open-ended/permanent contracts linked to finite funding (effective as reflected in 1,100 now on 'permanent with finite funding' contracts in October). We expect a continuing shift in FTC data in the coming years **(Action 1.7-1.8).**

Females are overrepresented at PS Grades 2-6 (highest overrepresentation Grade 4, 66%F), with near gender parity at higher grades (Fig. 18). Females continue to be

overrepresented in clerical/secretarial (75%F), administrative and management (66%F) and Library assistant roles (67%F). Underrepresentation persists in technical and manual job families (29%F manual/craft), particularly higher grades (no female Grade 8-9 technical/experimental officers) (data not shown). Lack of opportunities and formal progression pathway were the most cited barriers in focus groups, particularly by female and PS participants. These issues may contribute to female overrepresentation at Grades 2-6. Resulting actions include:

- Technical Review creating clearer career structures/development opportunities
- Apprenticeship Strategy (launching 2023/24) to diversify our technical apprentice intake (target 33%F annually) and senior technical pipeline **(Action 3.6)**
- Transferable Skills Framework and job families providing varied career routes, gender-balanced personas as role models, promoting fairness/transparency **(Action 3.7-3.8).**

Female PS staff are overrepresented on FTCs (26%F/18.4%M, unchanged since 2017/18). Increased use of FTCs relates to University restructures, pandemic-related budget constraints, secondments and internships. The P&OD Contracts Working Group will devise targeted recommendations to reduce FTCs and address gendered discrepancies **(Action 1.7).**

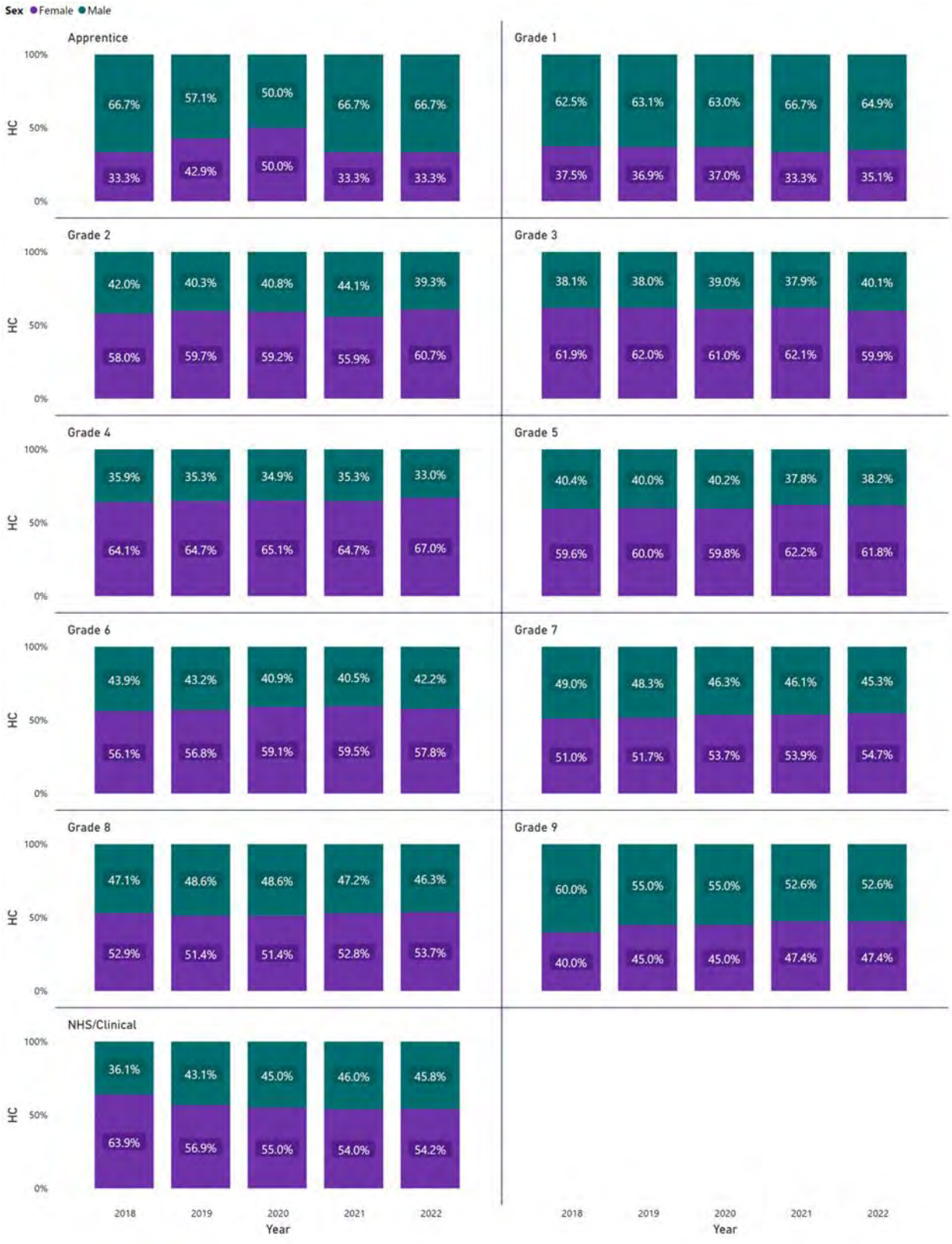


Fig. 18: PS staff by grade and sex, 2017/18-2021/22

Senior Leadership (Tables 36a-39b)

We have gender parity (or near parity) on SLT, P&OD Committee, Board of Governors and PS Leadership Team (PSLT). Higher female representation continues on EDI Committee (13F, 4M), T&L Strategy Group (7F, 3M) and SR and Civic Engagement Group (17F, 9M). Females remain underrepresented on Research Strategy Group (although one to three female increase since 2017/18 (7M)).

All Faculty Leadership Teams (FLT) and promotion committees are gender balanced; FSE FLT are 63%F (24%F in 2017/18) following restructure and senior female appointments (Head of School of Engineering). Females are overrepresented on Faculty PSLTs and EDI Committees. Parity achieved on FHUM and FSE Research Leadership Teams (but female underrepresentation on FBMH) and on FBMH and FSE Teaching Leadership Groups (but female overrepresentation on FHUM group).

Intersectionally, more BAME males than females in FSE leadership; while in FHUM a new BAME female Head of School from 2023/24 will ensure BAME representation on all FLTs. Most females on leadership committees are White, reinforcing this intersectional underrepresentation. One focus group attendee highlighted this challenge:

"*I find that my ideas are not valued but a White man might say the same thing [and ideas are listened to]…maybe because I am a woman or a Chinese-looking woman, they [other members of the group] will never take my contributions*" (StellarHE alumna) **(Action 5.5-5.8).**

Examples of actions addressing intersectional underrepresentation include FSE's *'Diversifying Leadership'* secondment pilot (currently for BAME teaching academics), with evaluation to inform wider rollout **(Action 3.3).** We will also record EDI data for internal leadership appointments to identify/address differential outcomes **(Action 1.3).**

3.1.2. Recognition, reward, career development and progression

Fair pay and recognition

Going beyond mandatory obligations, we publish Gender, Ethnicity, and Disability Pay Gap Reports annually, sharing via Trade Unions, Staff Networks, P&OD/EDI Committees, University website and open meetings for transparency.

Increased senior female representation (see 3.1.1, p.36-37) has narrowed the 2022 mean and median gender pay gaps (17.1% and 13.1% in 2017 to 14.1% and 10.5% respectively, Fig. 19) with 1.5% reduction in mean gap last year alone. However, for a minority of staff receiving bonuses (2.8%M and 2.5%F), median and mean bonus pay gaps widened. We are setting ambitious intersectional pay gap reduction targets through the Pay Gap Task Group **(Action 4.6).**

Fig. 19: Infographic taken from the University's 2023 Gender, Ethnicity and Disability Pay Gap Report (2022 reporting)

Recognition and reward schemes are advertised openly via multiple channels and networks. We invite colleague/manager nomination or self-nomination. Rewarding Exceptional Performance (REP) one-off payment or additional pay increment award applications are majority female PS (correlating with higher female representation) and we see high success rates (+17% female success rate to 90.8% in 2022 (80.8%M)) (Table 35).

Research and Teaching Excellence Awards and SR 'Making a Difference' Awards recognise diverse recipients (two-thirds of 2022 Research Staff award recipients were BAME female).

The ITL pipeline programme effectively supports prospective Advance HE National Teaching Fellow nominees with seven awardees since 2018 (10% national total, 71%F, 29% BAME).

Nevertheless, more work is needed – 61%F SS respondents reported feeling recognised and valued for the work they do (56%M and 42% Other gender identities, 81% total in 2019) **(see Objective 4 of the Action Plan)**.

Career development

Extensive professional and career development opportunities (see 2.2, p.30) are openly advertised via email, newsletters, mentors/line managers, induction and appraisal. However, 2022 SS findings show room for improvement. 65% staff (68%F, 63%M, 49% Other gender identity) agreed they have access to training and development required to do their jobs, down 9% since 2019, and 65% respondents agreed their manager encouraged them to engage in development activities (66%F, 60%M, 55% Other gender identity). Multiple female, minority focus group participants commented on lack of development opportunities, while some shared that opportunities are not communicated or allocated fairly and transparently (triangulated by intersectional 2022 REC survey analysis (Fig. 20)).

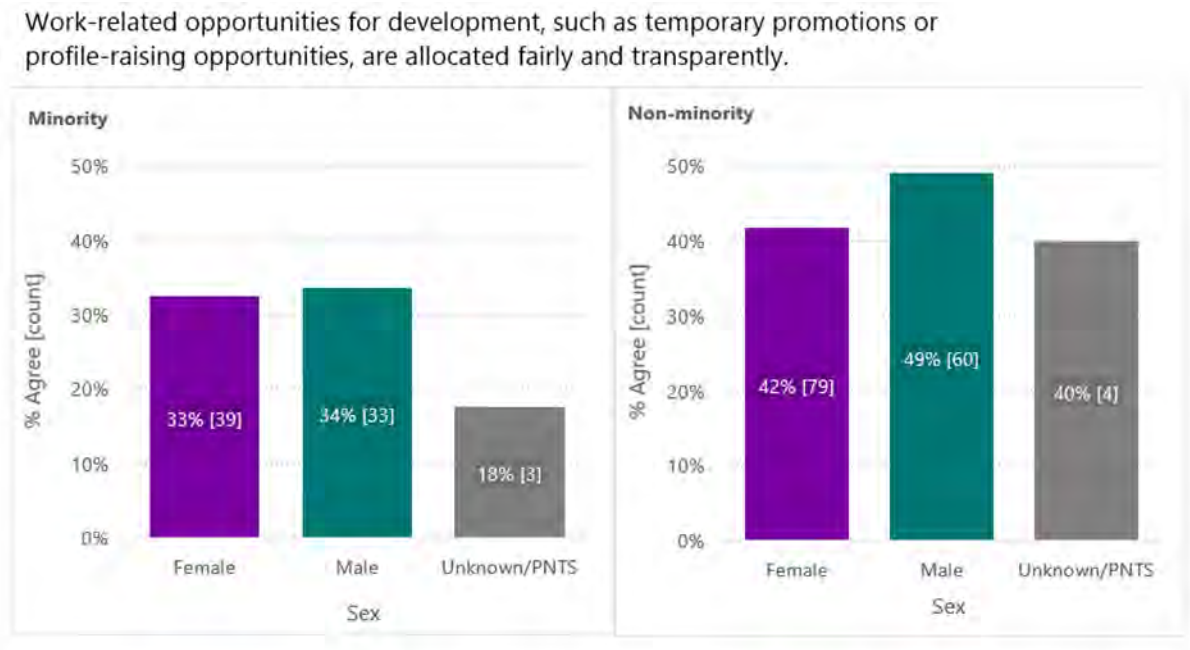


Fig. 20: REC staff survey 2022 responses to “Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently” by sex (M/F/Unknown or prefer not to say (PNTS)) and ethnicity (minority or non-minority)

Our L&OD PowerBI dashboard makes differential uptake visible, informing enhancements. Since 2018, 514 academics/researchers completed internal leadership programmes (45.9%F, above population (43%)). 1,444 PS staff completed leadership programmes, but declining male and female engagement over time (169 males in 2019 to 70 in 2022, females from 509 to 154), possibly linked with decreasing demand following concerted focus on professional development during the pandemic. Intersectional analysis shows only 10% PS on women’s leadership development programmes were BAME.

Actions addressing disparities include:

- Targeted marketing/invitations ensuring at least 20% BAME representation on women’s leadership programmes **(Action 3.9).**
- Enhanced appraisals, improved guidance on access to training/training funds (recommending ten days annually) **(Action 3.4-3.5).**
- New communication/engagement channel for line managers (launched May 2023) giving training opportunity updates **(Action 5.11).**
- Targeted mentoring, advocacy and leadership programmes (see 2.2, p.26-31) **(Action 3.1-3.3).**

100BWPN participant feedback highlighted programme benefits alongside issues translating impact into opportunities within the University context. We are scoping leadership and profile-raising projects for participants to increase programme impact following completion **(Action 3.1).**

Performance and Development Reviews (PDRs), offered to all staff annually, promote discussion of individual contribution, development and career aspirations

(facilitated by line managers or another senior colleague if requested). Probationary staff also have mandatory annual probation and line manger monthly 1-2-1 meetings. PDR participation is voluntary but actively encouraged, while accountability sits with reviewers who must undertake reviewer training.

2022 SS indicates 65% respondents had a PDR or probation review last year (little gender variation, down from 73% in 2019 (possibly correlated with lower 2022 SS response rate)). Uptake varied by staff group (76% academics, 61% researchers, 61% PS). 74%F respondents reported PDR or probation review was useful (69%M, lesser agreement from minority males and females (Fig. 21)), dropping to 50% for 'Other gender identities'. Beyond SS findings, PDR uptake/outcomes data is currently unreportable. Through P&OD strategy, we are introducing an improved reporting system and process and enhanced guidance and training for managers to increase value/uptake for staff of all genders **(Action 3.5).**

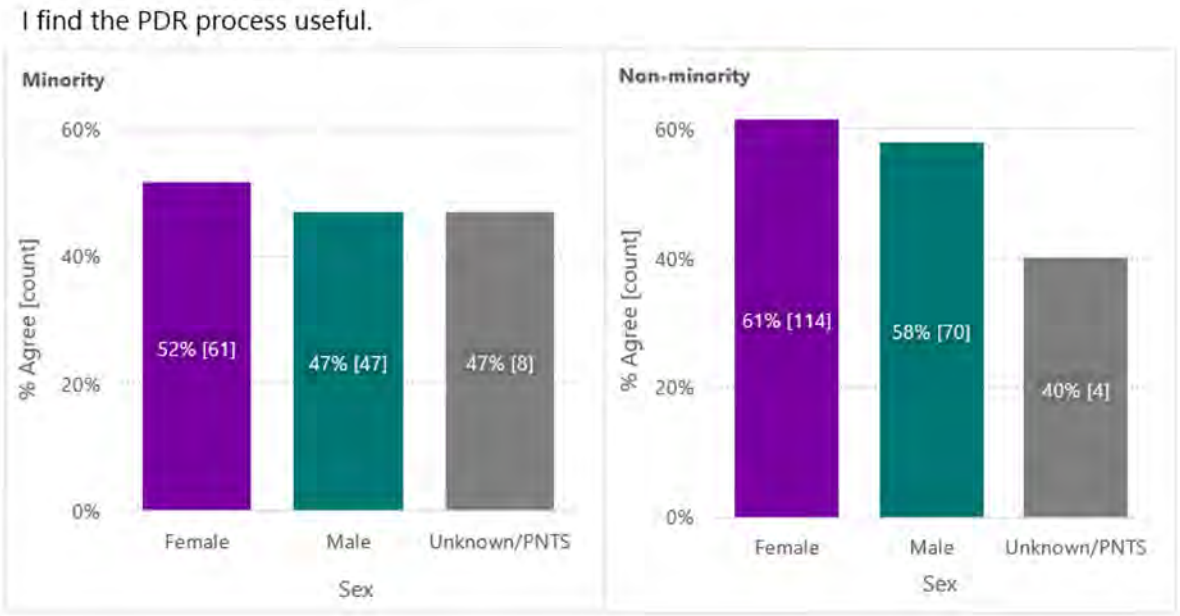


Fig. 21: REC staff survey 2022 responses to "I find the PDR process useful" by sex (M/F/Unknown or prefer not to say (PNTS)) and ethnicity (minority or non-minority)

Progression and promotion (Table 34, Fig. 40-44)

PS staff apply for senior positions through general recruitment. Fixed-term opportunities can be considered as secondments to aid progression. PS regrading following substantial increase in existing role requirements or level of responsibility is available by application. Of ~100 regrading applications annually, application and success rates are largely gender-balanced (2%F/1.5%M application rate in 2022, 98% success rate).

Annual academic promotion is possible on all academic pathways (T&R, Research, and Teaching). Criteria consider the full range of roles/responsibilities, including EDI and SR, and extensive guidance is provided (P&OD/Faculty webpages, PDR, promotion workshops and champions).

Promotions application and success rates fluctuate (no COVID-19 impact seen). Generally, females are less likely to apply (6.9%F, 7.7%M, 0.8% gap in 2022) but

more successful (80.5%F, 60.3%M). High success rates may be attributable to Faculty-level support. However, overall success rates have declined by 8.8%F and 22.5%M since 2018 (mostly driven by declining FBMH rate). Data shows:

- Faculty female Professor application rates vary – higher in FHUM over time; lower in FBMH in last three years; higher in FSE until 2020 then declining trend **(Action 4.3-4.4).**

- FBMH and FHUM Reader applications very low (<5 annually, no gender differences), more applications in FSE (15F, 95M last five years, 57.1%F/36.4%M success rate 2022).

- Female Senior Lecturer/Senior Research Fellow application rate slightly higher in FBMH and FHUM over last five years, same trend in FSE in last two years. Females more successful in FHUM and FSE, more variation in FBMH.

- Low application and high success rates for promotion to Research Associates, Research Fellows and Lecturer-level (although data limited).

Addressing Faculty-level promotion disparities, Faculties will run at least one targeted promotions workshop annually for minority/female staff, monitoring uptake and impact **(Action 4.3)**.

Faculty promotions panels already include SR/EDI leaders. School promotion panel EDI observers are being piloted (FBMH, 2023) with impact review before wider rollout **(Action 4.2).**

Promotion data by academic pathway will be monitored following focus group feedback suggesting lack of confidence and perceived inequality **(Action 4.5):**

"*There is a split between research and teaching staff and teaching and scholarship staff. The latter seem to be promoted more, as there are less criteria for promotion [for teaching or research pathways]* (female academic)*."*

Data on time and gender differences in applying and being promoted on each pathway will also be reviewed identifying disparities or structural issues **(Action 4.2).**

Professors are invited to apply annually for re-zoning (Zone E–A). Support is currently provided through Heads of School and line managers. Re-zoning workshop piloted for female Professors (2018) will run annually, with re-zoning disparities addressed through Pay Gap Task Group **(Action 4.7).**

Research related opportunities (Tables 40-42)

Centralisation of Researcher Development (2021) strengthened equity and visibility of comprehensive doctoral, researcher and supervisor training. We are embedding gender equality/EDI in inclusive supervision and PI training/toolkits **(Action 3.12-3.13).** We will monitor and increase uptake and impact of ten days development for researchers (currently 14% reported in Research Staff survey 2023 (16% sector), no gender difference) **(Action 3.4).**

In 2022, we piloted targeted fellowships for underrepresented researchers, recruiting seven internal University/Wellcome-funded EDI 'Perera' Fellows (5F, 71% BAME,

43% caring responsibilities). Ongoing impact is being reviewed (two Fellows (1F, 1 BAME M)) have secured tenure/fellowship **(Action 1.6)**.

Three-year average external grant data shows females applicants are proportionally underrepresented at all levels except Research Associate. However, females are generally more successful at award stage. For example, 30%F applicants at Professor level (70%M) but 54%F awarded (57%M) **(Action 3.10).**

However, 2022 SS females and respondents of 'Other gender identities' had notably more negative perceptions when asked about research culture and development (for example, lower agreement that they had time to develop their research identity (60%/43%) compared to 69% male respondents (best performing question for males)) **(Action 3.12-3.13).**

REF2021 analysis showed similar or higher BAME male and female inclusion than White peers (all grades except BAME male Research Fellows). The low count of BAME females at senior levels reiterates this intersectional underrepresentation. Males and White staff had slightly higher outputs (not statistically significant). These EDI differences are symptomatic of higher proportions of male, White REF-eligible staff at senior levels. We expect future REF gaps to close through increased female and BAME representation at senior level and by embedding EDI in researcher development, impact case selection and peer review **(Action 3.14)**.

Student development and progression (Tables 56-67, Fig. 52-57)

UG progression data shows consistently higher non-continuation rates for males with a widening gap since 2019/20 (7.1%F, 10.3%M, 3.2% gap in 2021/22). Slightly higher rates of non-continuation for BAME males than White males and White females than BAME females, and for disabled males and females than non-disabled peers.

Attainment data consistently shows higher proportions of females awarded a 'good degree' (First or 2:1) (88.1%F, 85.4%M in 2021/22), but gap has reduced (2.7% from 4.8% in 2017/18). White females are consistently awarded good degrees in the highest proportion (93%) and BAME males lowest (82.6%), with less variation between disabled and non-disabled males and females.

We see increasing rates and narrowing gaps in positive graduate destinations (86.5%F, 87.4%M for 2020/21 graduates), with similar intersectional trends.

Student progression is supported by:

- T&L/student support teams working collaboratively with over 100 Student Partners annually to amplify student voice.
- University Stellify Award (launched 2016) for graduates completing leadership, social responsibility and key employability skills; more females than males awarded annually (8.1%F/3.3%M 2022).
- Research experience opportunities including EDI Summer Research Placements (79%F, 37% BAME 2022), supporting progression to PG **(Action 2.7).**
- Social Science Data fellowships provide skills, networks and professional experience (70%F, 350 fellows last 10 years).
- AdvanceHE-sponsored University community of practice 'Belonging' projects, recognising students' intersectional identities (2023/24 rollout) **(Action 2.13).**

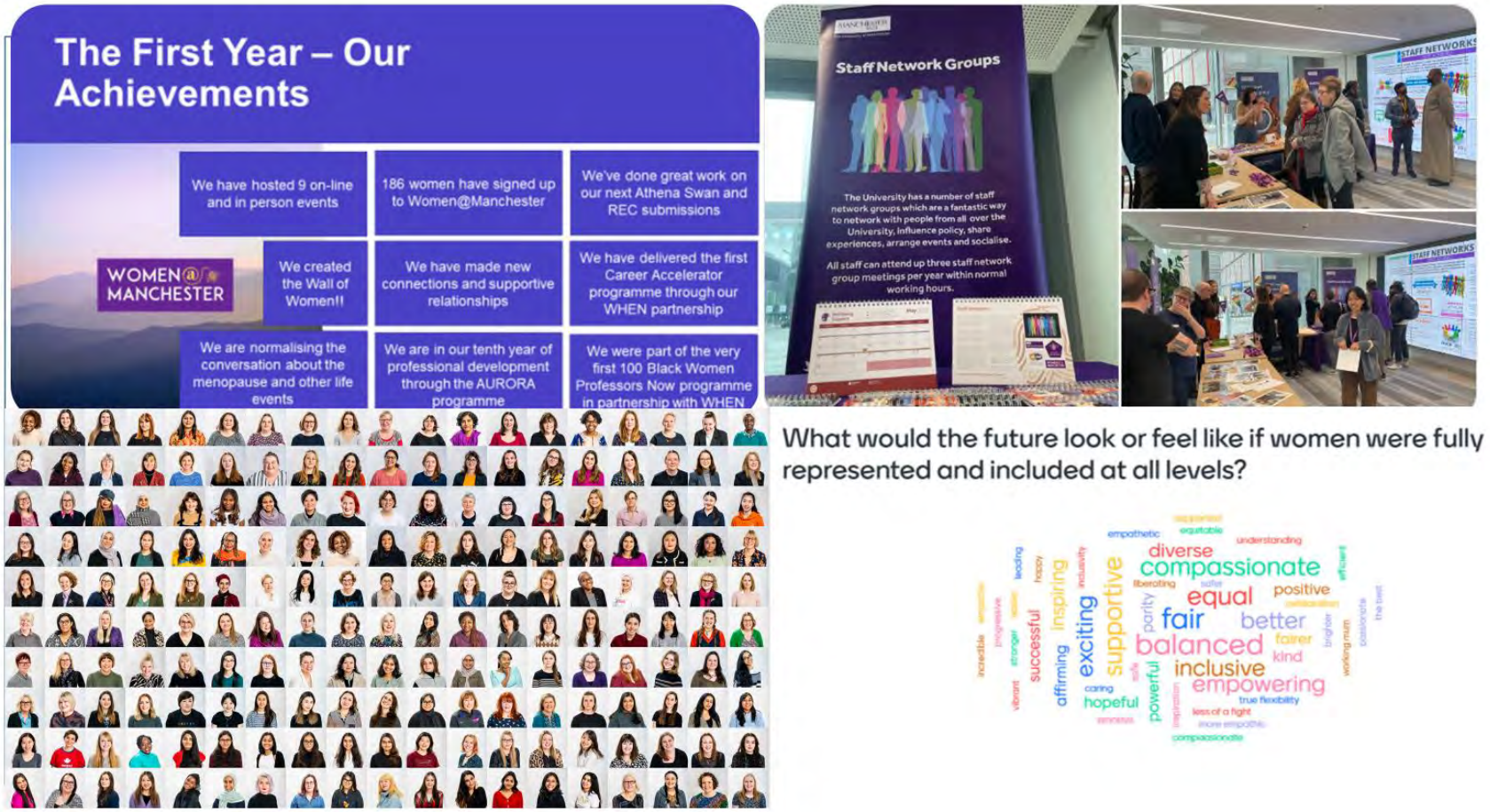
- Forthcoming University-wide Inclusive Education Framework (2023/24), systematically embedding EDI (and gender equality) **(Action 2.14).**

3.1.3. Inclusive culture and ways of working

Visibility

AS SAT Co-Chairs established Women@Manchester (March 2022), building on Faculty/discipline networks, engaging 400+ staff and students, and delivering wide-ranging events on women's health, mentoring, "Inspiring Women Leaders" series and IWD events (Fig. 22). Women@Manchester influences policy/practice enhancements, including menopause, breastfeeding support and tackling pay gaps, supported by SLT sponsor, annual budget, administrative support, and co-chair time allocation. Moving forward, the network will develop sub-groups, including for male allies, building on male allies sessions delivered with senior male leaders (Chancellor, VP SR and COO) **(Action 5.5).**

Fig. 22: Women@Manchester example activity and impact (top left – Women@Manchester achievements presented at IWD event 2023; top right – Women@Manchester and other staff networks represented at Staff Network Day 2022; bottom left – Wall of Women photo gallery of University staff and students, launched on IWD 2023; bottom right – feedback gathered at Women@Manchester network event)



University campaigns show visible commitment to EDI/gender equality (Fig. 23). 'Inclusive Manchester: 50 Ways to Inclusion' (since 2021) highlights how small individual actions promote inclusion. 'It's Never OK' campaign (with Manchester Metropolitan University and University of Salford, 2022) provides support and confidence to challenge and report sexual harassment. 'Speak Up! Stand Up!' campaign (SU partnership since 2018) empowers staff and students to be 'Active Bystanders' against harassment, hate crime and sexual violence (cited as sector leading, Equality and Human Rights Commission). Related Active Bystander training focuses on shared responsibility for culture change and includes workplace sexual harassment case study (~600 staff completed to date). Evaluation (~80 participants) found:

- 92% feel more able to recognise microaggressions
- 87% have a clearer understanding of their role in creating an inclusive environment
- 81% feel more confident in being an active bystander.

Following 2019 student feedback, an inclusive language guide was published (mitigating bias/exclusionary expressions including for sex/gender), and is included in house-style writing guide.

Fig. 23: Campaigns promoting gender equality and inclusion **(image redacted)**

Inclusive spaces and provision

In 2023, we consolidated free period product pilots into a sustainable estates and facilities-delivered benefit (£100,000 annually). Free products are now available in 50 buildings (signposted through interactive campus map) in female and universal toilets. Early evaluation (52 respondents) positive (83% value the scheme, 65% find it financially beneficial). Yearly evaluation will inform our future approach **(Action 6.4).**

Welfare rooms in ten building on campus (plus Cultural Institutions) provide multi-use spaces for breastfeeding/expressing for staff and students. Policy and Estates and Facilities Managers (AS SAT members) are conducting a full audit to enhance provision **(Action 6.2).**

Policies supporting families and flexibility

Across all study levels, 3.7% students have caring responsibilities (n=1840, 2022/23). In focus groups, postgraduate parents (particularly mothers) raised numerous issues (for example, dropping out due to challenges juggling study and family commitments;

lack of childcare/insufficient nursery provision; fees/stipend release/pay-related issues; and feeling pressure to "keep an eye on work opportunities" while on leave):

"*Young women going into academia should not be expected to put off having a family, which is how it feels. If they choose to do both, they will face barriers*" (female PGR).

278 staff took parental or adoption leave in 2021/22 (equal academic/PS split). Uptake across leave types (including shared parental leave) is largely consistent over time (~2% annually). Policies/guidance are available via intranet, line managers and P&OD, and signpost to support before, during and after leave (including 'keeping in touch' days, breastfeeding/expressing rooms, academic returners, flexible working).

Parents/carers benefit from campus nurseries, childcare vouchers, additional unpaid leave (four weeks annually or 18 weeks before child is 18), special leave for emergencies and peer support groups (staff and PGRs). We are currently consolidating local policy/practice to standard a carers' fund, covering caring costs incurred during professional development **(Action 6.13).**

Focus group attendees highlighted a culture of parental support:

"*In the past, it would have been frowned upon for a father to pick up their children but the culture has changed – the University wants to support parents*" (male PS staff).

66% SS respondents said they are able to achieve a good balance between work and home commitments (68%F, 63%M, 57% Other gender identity). While pleasing, focus group feedback shows more progress is needed:

"*I adopted children after I became a professor...if I was trying to progress my career and start an adopted family at once, it would have been harder*" (male academic).

"*Academia and children is an issue. If you have children, you're expected to do less. If you don't, you're expected to do more*" (female academic).

Following identified policy gaps (surrogacy, miscarriage and baby loss) and data gaps (we do not hold data on staff parents and carers), our 'Future Families' project will review all family-friendly policies/support/spaces, aligning and enhancing student and staff provision where possible **(Action 6.1).** Consulting with the Working Families charity, networks and student-facing teams, we will apply for the Working Families benchmark in 2024/25, using this framework to transform policy and on-campus provision.

In addition to supporting flexible and hybrid working, many staff work part-time (51.9%F and 41.8%M academics/researchers, 25.9%F and 14.6%M PS/technical (2021/22, data not shown)). During IWD 2022, we explored the gender equality risks/benefits of flexible, hybrid and part-time working, aiming to understand and alleviate negative career impacts, including a two-tier workforce, women shouldering childcare/domestic labour, reduced access to development. We will close data gaps recording varying working patterns and monitor career impact **(Action 7.9),** building on positive indications from SS (see 2.2, p.32).

Since implementation of the Timetabling Project outcomes (2023), aiming to improve timetables for staff/students, including recognising formal flexible working arrangements and requests not to teach at certain times, concerns raised in focus

groups about staff being ‘forced’ to formalise flexible working (including contractual changes), while others without reasons for teaching preferences are allocated less desirable teaching slots. We will continue to gather feedback and evolve our approach **(Action 6.9).**

We joined the ‘Menopause Friendly Employer’ scheme (2023), establishing a working group developing menopause policy, events and support (trans and non-binary inclusive) (Fig. 24). We aim to be a menopause-accredited employer by 2024.

Fig. 24: Menopause bus and choir on campus in 2022, raising awareness of the menopause **(image redacted)**

Consultation (Appendix 2)

Overall SS results for key themes and core culture survey questions were positive (acknowledging room for improvement): 'EDI' positive responses 70% (4% above HEI benchmark; 'Inclusion' 71% (5% above); and 'Bullying/ harassment/ discrimination' 79% (7% above).

SS 2022 analysis by sex showed male perceptions were more negative than females (similar to 2019 SS) with 12 'worst performing questions' related to pay, benefits, University purpose, organisational change and leadership/line management. Low male engagement in focus groups (36%M) makes it challenging to further understand perceptions **(Actions 7.4-7.5, 7.8).**

Despite being a top 30 Stonewall employer since 2012, we are very concerned by "Other Gender Identities" responses (63 respondents). 70/92 questions show significantly negative difference to University total. Examples include commitment to EDI (-35% difference), job security (-28%) and individual differences being respected (-27%). Our 2022 Stonewall and 2019 SS surveys similarly reported more negative non-binary staff responses.

We have taken extensive action through AS and Stonewall, including:

- Full policy review to ensure inclusive, gender neutral language
- New Trans inclusion policy and guidance
- Events to mark Transgender Day of Remembrance, Transgender and BiVisibility Days and LGBTQ+ History Month
- COO as senior sponsor of LGBTQ+ staff network, and ALLOUT Allies network
- Regular trans inclusion and ally training
- Pronouns 'Lunch and Learn'
- LGBTQ+ representation on AS SAT
- Fully LGBTQ+ inclusive counselling service (training via LGBT Foundation)
- Gender neutral ("universal") toilets in 13 buildings and guidance for all new estates development.

As the impact of these actions appears not be translating, we will prioritise improving experiences. Trans and non-binary staff focus group attendees highlighted more consistent use of pronouns (in meetings, by colleagues at all levels) and improved IT systems and processes when changing name would improve experiences. Both actions are progressing and impact will be monitored **(Action 6.6-6.7).**

3.1.4. Bullying, harassment, discrimination, wellbeing and safety (Appendix 2)

2022 SS showed 8% male and female respondents experienced bullying or harassment at work in the last year (n=563), increasing to 19% for respondents of

‘Other gender identities’ (9% overall in SS 2019, little intersectional variation in REC survey (sex/ethnicity)) (**see Objective 5 of the Action Plan**). Of the 8%, only 14% (n=80) agreed they were satisfied with how this was addressed (13%F, 15%M, 7% Other gender identities; 346 respondents disagreed), suggesting lack of trust and accountability. In response, we commissioned external reviews of complaints procedures and Report and Support (R&S) platform. Recommendations, for implementation by 2024, include clearer processes for staff, students and visitors **(Action 5.13).**

SS responses highlighted concerns and differential feelings about safety and wellbeing. For example, “The University does enough to support my physical and mental wellbeing at work” – 51% agreed (54%F, 47%M, 36% Other gender identities) and “I feel safe and able to speak up and challenge how things are done” – 64% agreed (65%F, 64%M, 39% Other gender identities).

In staff focus groups, 11 participants (6F) felt they could not be themselves at work for fear of discrimination, exclusion and/or being from an underrepresented group within team or area. Female student participants reported sexist comments from other students, impacting sense of safety. Trans and non-binary student participants raised “fear of being dead-named” during graduation ceremonies (**see Objective 5/6 of the Action Plan)**.

Our priority is preventing sexism, violence, exclusion and discrimination based on sex or gender identity, by awareness-raising and education across the University and region. Examples include:

- Supporting Female Genital Mutilation Conference (2023), partnering with New Step for African Communities.
- Supporting Women Medics Anti-Sexism Campaign (2023) following FBMH survey on anti-sexism, with subsequent British Medical Association discussions to take campaign national.
- Student ‘consent’ training - resources co-produced with students through OfS-funded Diversity and Inclusion Student Ambassador Programme. Completion is currently 25%, with plans to increase engagement **(Action 5.3).**
- Cultural competence and microaggressions training in the Library’s ‘My Learning Essentials’ and UCIL EDI module (see 2.1, p.22).

We analyse confidential R&S reports by sex/gender and other protected characteristics. Three-year analysis shows 43 reports (13 staff, 21 students, nine ‘other’) related to gender, sexism and misogyny. New reporting categories (2023) highlight the scale of gender-related issues. For example, 20% all student reports relate to sexual harassment or assault (on-/off-campus, ~90%F reporters).

We responded to increased R&S reports (323 in 2019/20 to 788 by Q3 in 2022/23) by:

- Increasing capacity within response teams (including dedicated Safeguarding, Gender-Based Violence and Hate Manager)
- New webpages, drop-ins and support group on sexual violence and Staffnet resources on domestic violence (including for male victims)

- Signposting to free personal protection and security “SafeZone” app for quick, discreet access to security, and medical, mental health and wellbeing assistance
- Expanding our counselling and mental health service to 37 practitioners (25% BAME, diverse gender and sexual orientation representation)).

Rises in incidence reporting may reflect external factors (rise of misogyny online, noted as a sector-wide issue); our enhanced signposting through training and campaigns; and/or increasing confidence in reporting. We are closely monitoring this issue **(Action 7.14).**

Staff experiencing harassment or discrimination can utilise the newly-formed Employee Relations (ER) P&OD team. The team coordinates Mediation Services Harassment Support Advisors (for staff and students); promotes conflict resolution; trains managers handling ER cases (including EDI issues), and monitors trends in grievance and disciplinary cases (84 total in 2021/22, case numbers by ethnicity, gender and disability reported annually to EDI/P&OD Committees). Through this work, we expect reductions in, and more positive outcomes of, grievance and disciplinary cases **(Action 5.16).**

2. Key priorities for future action

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

Self-assessment through data and consultation highlights persistent and emerging issues in the following areas:

- Imbalances in student representation:
    - At Foundation level (female underrepresentation)
    - FSE (female underrepresentation at Foundation, UG, PGR)
    - FBMH and FHUM (male underrepresentation at all levels)
    - Declining representation of White males at UG, PGT and PGR
    - Gaps in progression and attainment between males and females and intersectionally
- Female (and BAME female) underrepresentation at senior levels, particularly Professor, influenced by lower female applications to higher grade academic and research roles and lower applications rates for academic promotions. This is likely influencing persistent gender pay gaps
- Underrepresentation of males in PS roles at Grade 2-6
- Overrepresentation of females across staff groups on precarious FTCs, impacting on career progression and the senior pipeline
- Male staff reporting more negative experiences in SS 2022 (continuing trend from 2019)

- Staff of ‘Other gender identities’ reported significantly more negative experiences in SS 2022 and Stonewall survey – continuing trend from 2019 survey despite significant action, showing limited impact

- Gaps in policies and support for parents, carers and families, and challenges with unequal access to flexible and hybrid working

- Persistent levels of bullying, harassment and discrimination from 2019, with higher levels reported by staff of ‘Other gender identities’, in addition to low confidence in University response and support for wellbeing, and increasing (female) reporting of sexual harassment and assault.

Through co-creation and consultation with key stakeholders (see 1.5, p.21), we have developed our SMART, ambitious, gender-focused and intersectional Action Plan to address these issues. We have consolidated actions in response to these challenges under six objectives (priorities). These are mapped to our EDI strategic priorities to support alignment and buy-in. In addition, we have identified two enablers with supporting actions, which underpin our gender equality progress and ongoing self-assessment and set our ambition for a Gold award.

Section 4: Future action plan

In Section 4, applicants should evidence how they meet Criterion C:

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

1. Action plan

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

Athena Swan Achievement Plan 2023-2028

Introduction

This Achievement Plan – named to emphasise our focus on impact and not just action – has been co-created by our SAT, leaders, key stakeholders and extensive consultation across the University. Our leaders and key stakeholders are responsible for delivering the actions we are committing to, with monitoring of progress through the SAT and EDI governance.

To ensure our commitments are SMART and will progress, this plan aligns with the EDI Strategy, People and Organisational Development (P&OD) Strategy, Researcher Development Concordat, Teaching and Learning Action Plan and Access and Participation Plan (APP). This reflects the embedding of gender equality and EDI in Faculties and across Professional Services, and in our core business areas of Research, Teaching, Learning and Students, and Social Responsibility.

Many of the actions directly align to the priority themes that were agreed following the Staff Survey 2022: Organisational Change; Leadership; Workload; Wellbeing; Bullying, Harassment and Discrimination; and Communications within the University, demonstrating a coherent institutional approach.

Finally, many of the actions also feature in our commitments made in our Race Equality Charter, Stonewall Workplace Equality Index, and Disability Confident submissions in 2023, reflecting our intersectional awareness and commitment to achieve equity for all.

Targets

- We aspire to meet and then maintain (or exceed) targets
- Targets related to consultation are largely dated for 2024 and/or 2026, relating to the Staff Survey. A Staff Survey themed pulse survey is due to run in early 2024. This will inform dates for future full or pulse surveys, including in 2026
- Targets related to staff and student data are largely dated for 2027, related to our next Athena Swan submission in 2028
- Targets related to students align with the 2020-24 APP. We are submitting our next APP in 2024. Relevant targets from the APP will be added to student objectives below so success measures are aligned, once our APP is signed off by the Office for Students
- Targets related to staff profile are taken from the APR and commitments made in *Our Future* and to the Board of Governors. Year-on-year progress will be monitored through the APR to enable ongoing evaluation of the impact of actions taken, with actions to be updated as necessary. Following APR 2023, targets may be reviewed and amended following more nuanced data analysis and, subsequently, targets will be reviewed annually maintain stretch and progress.

Enablers

We have identified two ‘enablers’ with supporting actions, which underpin our progress with the objectives and pave the way for a Gold award in the future. A key focus on the enablers is on essential systems and mechanisms we need for effective and ongoing self-assessment, monitoring of data and actions, consultation, evaluation, reporting and accountability.

Overview of Athena Swan objectives, aligned to EDI strategic priorities:

Diversity and equity across our community	Inclusive Practice	Inclusive Environment and Culture
Objective 1: Address disparities and underrepresentation by sex in our academic, research and PS staff profile at all levels, with a focus on female representation at senior levels	**Objective 3:** Promote a 'culture of development' in which academic, research and PS staff of all genders can succeed, in order to ensure gender balance throughout our pipeline	**Objective 5:** Create an inclusive and safe culture and environment for staff, students and visitors of all genders, prioritising wellbeing and safety and promoting a 'call it out' culture through awareness raising, capacity building, training and development for all
Objective 2: Address underrepresentation by sex in our student profile at all levels and reduce non-continuation rates and attainment gaps between males and females (and intersectionally), to foster a sense of belonging to improve equity of access, progression, attainment and graduate outcomes for all	**Objective 4:** Equitable recognition and reward for staff and students, where all feel valued and included, regardless of sex or gender	**Objective 6:** Inclusive ways of working and studying through progressive policy, provision and practice that promotes gender (and intersectional) equality

Enablers for progressing gender equality	
Enabler 1: Enhance self-assessment processes, data gathering mechanisms and insights and consultation to ensure representation, accuracy, transparency and accountability in delivering against evidence-based actions	**Enabler 2:** Develop and share best practice through collaboration, innovation and mutually-beneficial support to advance gender equality regionally and (inter)nationally

Rationale (issue and evidence)	Actions to address the issue and meet the objective	Action owner	Timeframe (start/end date, when impact will be measured)
Diversity and equity across our community (EDI Strategy Priority Two)			
Objective 1: Address disparities and underrepresentation by sex in our academic, research and PS staff profile at all levels, with a focus on female representation at senior levels **SLT Objective Owner:** Director of People and Organisational Development and Director of EDI			
Academic and research staff: Female underrepresentation at Senior Lecturer (42%) and Professor level (29%, slow rate of growth (+3%) in five years) (Fig. 30) Significant female underrepresentation in FSE - 23%, (+2% in five years), 14%F Prof (+0.6% in five years) (Fig. 33) Underrepresentation of BAME and disabled females at senior academic levels (9.8% female Professors are BAME, 5.9% are disabled). Only 1.5% male Professors are disabled but it is not clear if this is related to representation (through recruitment and promotion to Professor level) or low levels of disclosure (Tables 7-8)	1.1. Implement the recommendations of the Inclusive Recruitment Review, including: • Review job description formatting to make sure they are accessible • Recommend the diversification of recruitment panels in recruitment training (see action 1.2) • Targeted adverting, for example job sites for diverse groups, linked with strategic marketing as part of the scoped Employer Value Proposition • Positive action statements of job adverts • Use of gender decoder to avoid gendered or off-putting language in job descriptions and adverts • Provide job descriptions in alternative formats to meet individual accessibility needs • Encourage applicants to disclose anonymous demographic information by providing clear explanation on how data is used and can be used for positive action • Scope additional guidance and support for applicants to improve application quality • Scope pilot activity for anonymising applications at Grade 7 and above • Impact assess essential recruitment and selection training on panel behaviour and recruitment outcomes, and modify training content as necessary • Decide how to provide information to recruiting managers to ensure panellists have done essential training	Head of P&OD Operations and Reward P&OD Leadership Board (led by Director of P&OD)	SLT to receive recommendations by April 2024 Implementation by December 2024 Review impact via APR 2025, then annually

PS staff: Female overrepresentation at Grade 2-6 (Fig. 38) and in clerical/secretarial (75%F), administrative and management (66%F) and Library assistant roles (67%F) Female underrepresentation in technical and manual job families (29%F manual/craft), particularly at higher grades (26%F computing/IT Grade 6-7, no females in Grade 8-9 technical or experimental officers) **Recruitment:** Higher female applications for Grade 1-5 academic, research and PS roles and lower female applications for higher academic and research roles (but comparable shortlist and success rates across staff groups and grades (Fig. 25 and 29) **Leadership:** Female underrepresentation on some **leadership committees** (for example, University and FBMH	• Recruitment to all senior roles to include executive search agencies contracts that mandate diverse applicant pools, including internal senior leadership roles. • Promote JobTrain functionality enabling recruiting managers to see summarised, anonymised diversity information for the applicant pool and shortlist to support positive action in diverse shortlisting, with improvements to the diversity of shortlists seen after implementation • Review application and success data intersectionally.		
	1.2. Develop and fully implement training and monitoring for diverse recruitment panels (as this has not been rolled out fully): • Develop guidance for recruiting managers to negate tokenism • Provide guidance to areas with a lack of diversity on diversifying panel membership by inviting panel members from others areas, lower grades and Staff Networks. Scope working with students as partners, public and voluntary sectors to increase the size and diversity of the pool of panel members.	Head of P&OD Operations and Reward	Start by July 2023 Rollout by July 2024 Review impact by July 2025
	1.3. Implement monitored recruitment processes for internal leadership positions (which don't use JobTrain, therefore no tracking or accountability of process or diversity of pool, shortlist or appointments) to enable transparent reporting, EDI oversight and consistent remuneration for equivalent leadership roles (see Objective 3 for further actions on leadership development and representation).	Head of P&OD Operations and Reward	Implementation by December 2023 Review impact by July 2025
	1.4. All roles to be advertised openly and offered flexibly including as job shares/part-time by default, including at leadership levels (and those advertised internally only).	Head of P&OD Operations and Reward	Implementation by July 2024 Review impact via July 2025
	1.5. Pilot (and then embed) new job titles for manual roles, revised job descriptions, application support and novel recruitment approaches to address underrepresentation of females, for example in Security roles.	Head of P&OD Operations and Reward	Pilot by July 2024 Evaluate and embed by December 2024

Research Leadership Group) and overrepresentation on other groups (for example, EDI, SR, PS). Low representation of BAME females (6% on University committees) (Tables 363a-39b) **Overrepresentation of females on fixed-term contracts:** • 26% female PS staff on FTC (18.4%M, 22.8% total) (Table 26) • 55.7% female academic and research staff on FTC (43.4%M, 48.9% total) (Table 12) • 97.1% female research staff (including Fellows) on FTC (94.7%M) • 27% research staff SS respondents (23%F, 34%M) agreed that their job security at the University is good		Assistant Director of Estates and Facilities	Review impact by July 2025 (dependent on levels of recruitment to relevant posts)
	1.6. Fellowship Strategy Group to review reach and impact of existing targeted fellowship opportunities and make recommendations to Research Strategy Group. Consideration to be given to how the University could fund additional fellowships, building on the evaluation of internally funded schemes, including the Presidential Fellowships and Perera Fellowships (following evaluation in 2023/24).	Associate Vice-President for Research	Start by December 2023 Recommendations made by February 2025 ahead of 2025/26 budget year
	1.7. Contracts Working Group to: • Reduce the use of fixed-term contracts (FTCs) and the overrepresentation of females on FTCs • Monitor the impact of the policy change to automatically change staff on a fixed-term contract(s) for four years (predominantly research staff) to an open-ended contract, reviewing data by sex and other demographic information. Scope impact of policy expansion for those on FTCs for two and three years.	Head of P&OD Operations and Reward and Deputy Director of P&OD (Chairs of Contracts Working Group and members of P&OD Leadership Board)	Contracts working group commenced by January 2024 Action implemented by January 2025 Review impact by July 2025, then annually Policy monitoring systems implemented by December 2023 and review impact by August 2024, then annually
	1.8. Develop and pilot a novel localised scheme to enhance job security for research staff using a ' talent bench' approach, with a view to expanding this to other areas of the University in the next phase of the Excellence in Research award where appropriate. This will be done by: • Identifying an academic area with a stable workforce and low turnover of research staff • Developing and piloting a scheme to allow these staff to be retained in a talent bench at the completion of their contract until another suitable research post arises	Head of P&OD Operations and Reward and Deputy Director of P&OD (Chairs of Contracts Working Group and members of P&OD Leadership Board)	Start by December 2024 Complete by May 2026 Review impact by December 2027

	• Developing bespoke career and professional development support for these staff • Evaluating the viability of this scheme and if it can be replicated in other academic disciplines across the University • Creating an agile and scalable mechanism for matching staff with vacancies.	Researcher Development Manager Associate Vice-President for Research	

Objective 1 Measures of Success

Targets:

Year-on-year increase in the number and proportion of female staff in academic and research positions at more senior levels, to reach targets of:

- 45%F at Senior Lecturer level (up from 42%) by 2025 (in line with APR scorecard) and 50:50 by 2027
- 34%F at Professor level (up from 29%) by 2025 (in line with APR scorecard) and 37% by 2027
- 13.5% female Professors are BAME (up from 9.8%) and/or 4.5% professoriate are BAME females (up from 2.8%) by 2025, up to 17% and/or 6% by 2027
- Increase representation of disabled males and females at senior levels in line with representation across academic staff profile, with more comparable representation across sex (currently 5.9%F and 1.5%M Professors are disabled)
- 20.5%F at Professor level in FSE (up from 14%) by 2025 (in line with APR scorecard)
- Achieve and maintain gender parity in application, shortlist and success rates

Year-on-year progress to address imbalances in male/female representation, to reach targets of:

- 72%F in clerical/secretarial roles (from 75%) by 2025, and 70% by 2027
- 63%F in administrative and management and Library assistant roles (from 66%) by 2025, and 60% by 2027
- One-third female representation in technical and manual job families (from 29%) by 2027
- Parity in male/female representation at Grade 6 and above by 2027
- Maintain gender parity in application, shortlist and success rates

- Male-female parity on all University leadership committees, at least 10% BAME female representation (up from 6%), and improved diversity profiles of Faculty leadership committees by 2027
- Reduction of 5% in overall use of fixed-term contracts and those held by females per staff group by 2025, up to 10% by 2027, with more specific targets to be set by the Contracts Working Group by April 2024
- 100% of staff with four years continuous service on fixed-term contracts to be moved to open ended contracts by August 2024

<table>
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- 40% research staff agree that their job security at the University is good, with no sex or gender difference, in 2024 Staff Survey (Researcher Development Concordat target)

Outputs:

- Policy, process, systems related to recruitment actions improved (monitoring panel training and composition, regular use of diverse advertising channels, implementation and evaluation of IRR recommendations, advertising roles openly and as flexible)
- Systems development enabling anonymised applications and access to summarised, anonymised diversity information for the applicant pool and shortlist
- Embedded systems for monitoring of anonymised demographic data for internal recruitment processes, including leadership roles
- Audit/review of process improvements through key success measures in line with P&OD strategy and Transformation Programme goals (for example, recruitment timeframes)
- Targeted fellowships based on evidence and monitored for impact on representation and pipeline
- FTC to open-ended contracts policy and mechanisms embedded, with further novel approaches to job security piloted.

</td></tr>
<tr><td colspan="4">Objective 2: Address underrepresentation by sex in our student profile at all levels and reduce non-continuation rates and attainment gaps between males and females (and intersectionally), fostering a sense of belonging to improve equity of access, progression, attainment and graduate outcomes for all
SLT Objective Owner: Vice-President for Teaching, Learning and Students and Vice-President for Research</td></tr>
<tr><td>Representation:

Female underrepresentation (34.4%F) and male overrepresentation at Foundation level (FSE and FBMH courses), but higher levels of female progression from Foundation to Year 1 (Tables 46, 49 and 50)

Female overrepresentation at UG (55.6%F, comparable to Russell Group (55%F) and sector (58%F)) and M/F gap widening (Tables 52 and 76)

Female overrepresentation at PGT (64.2%F, above Russell Group</td><td>2.1. Enhance current outreach and access initiatives with the OfS APP priorities to raise aspiration at an earlier stage. Target support and initiatives at groups underrepresented in our student profile, with a focus on females in STEM and males in female-dominated healthcare areas. Evaluate impact of activity longitudinally.

Engage schools (primary and secondary) and young people, primarily in local areas, through:
Student volunteering, student societies and paid roles for students to go into schools as role models, and deliver enrichment and outreach activities
Supporting student/academic societies (for example, ‘Girls That Code’ with training and coordination for activities
Staff involved with our School Governors Programme to provide a network and reach into local schools
Work collaboratively with the HE sector for wider reach (see action 8.2)</td><td>Head of Student and Academic Services

Head of Student Access and Success

Science and Engineering Education Research and Innovation Hub

Outreach teams in Faculties</td><td>Start by July 2024 (aligning priorities with APP submission)

Delivery by December 2024, then ongoing

Complete July 2024

Review impact December 2025, then ongoing (through feedback and longer-term monitoring of key initiatives)</td></tr>
</table>

(60%F) and sector (57%F)) and M/F gap widening (Tables 68 and 76) Decreasing proportional representation of White males at all levels of study (Fig. 50, 58, 60) Male underrepresentation in FBMH/FHUM (72.7%F/61%F UG, 71.5%F/65.8%F PGT and 65%F/62.5%F PGR) and female underrepresentation in FSE (31.6%F UG and 34.7%F PGR) (Table 55, 71, 75) Lack of access to/provision of targeted scholarships and bursaries reported by focus group attendees (particularly BAME participants) **Progression:** • Consistently higher non-continuation rates for males than females over time, with a widening gap since 2019/20 (7.1%F, 10.3%M, 3.2% gap in 2021/22) (Table 60) • Slightly higher rates of non-continuation for BAME than	2.2. Review entry qualifications data of student applicants to see which qualifications students are applying (and gaining entry) with. Consider this alongside sector data on qualifications (including new qualifications such as T Levels) and sex profile, impact of sector changes (Brexit and internationalisation), contextual admissions and entry requirements review to identify possible actions to address declining representation of White males.	Associate Vice-President for Teaching, Learning and Students Head of Student and Academic Services Intake Management Group	Start by January 2024 (aligning priorities with APP submission) Complete (identify actions) by July 2025 Review impact December 2027
	2.3. Work strategically with Faculties to support the development of local targets and activity to address underrepresentation by sex and Faculty, in line with School and Faculty Athena Swan action plans and student-related strategies, aligned with the APP 2024-2028, including: • Highlighting role models from underrepresented groups, including current students and alumni to inspire and promote positive outcomes • Signposting to application support, to support entry • Identify opportunities and areas to offer scholarships and bursaries for programmes and/or disciplines with an underrepresentation of females (for example, FSE) or males (for example, FBMH, Black males in Law) • Where using targeted scholarships based on sex (for example, the Beatrice Shilling scholarship for female engineering undergraduates), develop approach for inclusion of trans and non-binary students and communicate this clearly with criteria to students and decision-makers.	Head of Student and Academic Services Head of Student Recruitment Head of Student Access and Success Head of Student Marketing and Communications Faculty recruitment teams Faculty Associate Deans for EDI	Start by September 2024 Complete July 2025 Review impact February 2026, then annually
	2.4. FSE to continue to develop initial pilot for a standardised PGR recruitment process, focusing on developing a variety of processes to remove bias to support diversity of the application and shortlisted pool and pipeline, ensuring recommendations are evidence based and data driven to	FSE Associate Dean for PGR	Pilot complete and evaluated by July 2025

White males and White than BAME females, and for disabled males and females than non-disabled peers (Fig. 54-55) **Attainment:** • Consistently higher proportion of females than males awarded a 'good degree' (First or 2:1) (88.1%F, 85.4%M in 2021/22) (Table 56) • White females consistently awarded good degrees in the highest proportion (93%) and BAME males the lowest (82.6%), although gaps have narrowed over time (Fig. 52) • Less variation in awarding between disabled and non-disabled students (Fig. 53)	support improved equity in the admissions process. Evaluate the impact of the process changes following the pilot and consider wider rollout if successful.	FSE Associate Dean for EDI	Rollout by September 2025 Review impact December 2026, then annually
	2.5. Scope and progress monitoring of the uptake and impact of targeted scholarships based on sex on diversifying the PhD profile in areas with underrepresentation, reviewing eligibility criteria as necessary. Review current internally-funded schemes such as the Presidential Doctoral Scholarships to inform future targeted scholarships including those with an intersectional focus where evidence highlights underrepresentation.	Associate Deans and Faculty Managers for PGR in FBMH, FHUM and FSE Associate Vice-President for Research	Rollout by September 2023 Monitor uptake by July 2024 Review impact (and criteria) by December 2024, then annually Recommendations of future scholarships made by February 2025 ahead of 2025/26 budget year
	2.6. Work with Student Partners to explore current barriers for White male students (as the group with declining and lowest representation at PG levels of study) progressing from UG to PG study, and develop and deliver targeted activity to support progression to PG.	Head of Student Access, Employability, Success and Development	Schemes developed and targets set by July 2024 Review impact by July 2025, then annually
	2.7. Expand targeted placements (including for females in disciplines with underrepresentation and widening participation students) to develop research experience to support postgraduate pipeline, building on and expanding Learning Through Research and EDI Summer Research Placements.	Head of Student Access, Employability, Success and Development Academic Lead for EDI (Gender and Sexual Orientation)	Start by April 2024, then ongoing Review impact via uptake by demographic group, feedback and progression into postgraduate study by December 2025, then annually

	2.8. To develop a new Access and Participation Plan to meet the OfS Condition A1 of Registration in 2023-24, which identifies specific targets and activities that improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.	Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group) Head of Student and Academic Services	Start by July 2023 Review impact of previous activities on equality of opportunity by December 2023 Prepare and submit APP by April 2024
	2.9. In line with APP 2024-2028, deliver and evaluate activities to support progression, attainment and good outcomes for all, including targeted actions for minority students where data highlights differential progressions and gaps in attainment and outcomes. APP work to include • Scope and progress systems improvements to gather more detailed data on reasons for non-continuation. Review data by protected characteristics (and intersectionally) and Faculty/School to inform targeted, localised interventions to improve student experience and support and increase continuation rates. • Implement a consistent impact and evaluation framework for student, teaching and learning actions and interventions, to enable effective reporting and decision-making through the lens of EDI, leading to embedded best practice. • Continue to deliver and evaluate My Learning Essentials and the impact this has on the continuation and attainment of all students to support the narrowing of continuation and attainment gaps.	Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group) Head of Student and Academic Services	Start September 2024 Complete July 2028 Review impact December 2025, then annually
	2.10. Evaluate mentoring schemes to understand the impact on progression and attainment. Expand reach and capacity of student mentoring provision for all students, including targeted schemes such as AMBS Corporate Mentoring scheme for BAME female students (continue pilot if successful).	Head of Access, Student Employability, Success and Development	Rollout of mentoring schemes by November 2023 Evaluate across schemes by July 2024

			Review impact by July 2024, then annually
	2.11. Investigate approaches to support student retention and progression for females and males (with an intersectional focus on those from low-income backgrounds) through a dedicated teaching and learning fellowship/internship, including processes for interrupting students and exam resits.	Associate Vice-President for Teaching, Learning and Students Academic theme lead/manager	Started September 2022 Complete by September 2024 Embed and monitor by December 2025, the ongoing
	2.12. Build on the QAA optionality in assessment project to explore ways to enhance attainment, reduce non-continuation and improve equity of progression, piloting optionality in assessment work in all three Faculties. Procure Cadmus software (enterprise license) for end-to-end support for assessments to provide better experiences, starting with 500 units of assessment (expanding to availability for all units). Monitor to evidence impact.	Associate Vice-President for Teaching, Learning and Students Head of Teaching and Learning Delivery	Assessment pilots complete by September 2024, and evaluation and recommendations to be made to Teaching and Learning Strategy Group Rollout in 2024/25 Review impact by December 2025
	2.13. Further develop student belonging projects through University-wide community of practice. Rollout student belonging projects and actions for Schools, Faculties and programmes to embed in their local work, enabling a consistent approach to belonging delivered in a localised context. Evaluate based on uptake in Schools, Faculties and programmes and student experience.	Academic Lead for Student Success	Rollout by July 2024 Evaluate impact by July 2025, then ongoing
	2.14. Develop a University-wide Inclusive Education Framework to include diversifying curricula, inclusive teaching practice and co-creation with students, to ensure gender equality and EDI are systematically embedded in curriculum design, teaching delivery and practice.	Associate Vice-President Teaching, Learning and Students Director of EDI	Start by December 2023 Complete by July 2024 Implement in 2024/25

			Review impact via student surveys by July 2026

Objective 2 Measures of Success

Targets:

- Year-on-year progress towards parity in male/female representation across all levels of study and Faculties, in line with Russell Group profile and benchmarks by discipline/Faculty. Specific targets will be set in 2024 in line with our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024, and School and Faculty-level Athena Swan work.
- Work towards reducing awarding gaps, noting intersectional differences, in line with our institutional Access and Participation Plan
- Targets for continuation, progression, awarding and outcomes will be set in our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024 using the Office for Students Equality of Opportunity Risk Register. Athena Swan targets will be updated accordingly for alignment.

Outputs:

- Targeted outreach and access initiatives at University and Faculty/discipline level based on underrepresentation by sex
- Implementation and evaluation of FSE PGR standardisation pilot. Wider rollout in FSE and/or across the University if recommended following the pilot
- Expanded targeted research placement opportunities to support postgraduate pipeline.
- APP 2024-2028 submitted and approved in 2024, to include published summary for students and monitoring and evaluation framework and plan.
- University-level action and initiatives related to progression, assessment and attainment.
- Localised initiatives implemented and evaluated including AMBS Mentoring schemes.
- Student belonging projects.
- Inclusive Education Framework.

Inclusive Practice (EDI Strategy Priority Three)			
Objective 3: Promote a 'culture of development' in which academic, research and PS staff of all genders can succeed, in order to ensure gender balance throughout our pipeline **SLT Objective Owner:** Director of People and Organisational Development and Vice-President for Research			
Representation of academic, research and PS staff:	3.1. Develop wrap-around support for participants of leadership development programmes (including Aurora, StellarHE and 100 BWPN) before, during and after participation:	Director of Organisational Development	Start by December 2023 Complete by July 2024, then ongoing

Female underrepresentation at Senior Lecturer (42%) and Professor level (29%) (Fig. 30) Significant female underrepresentation in FSE - 23%, (+2% in five years), 14%F Prof (+0.6% in five years) (fig. 33) Male underrepresentation in academic and research roles at Grade 1-5 Female underrepresentation on Teaching and Research (T&R) contracts (33%) Underrepresentation of BAME and disabled females at senior academic levels (9.8% female Professors are BAME, 5.9% are disabled). Only 1.5% male Professors are disabled but it is not clear if this is related to representation (through recruitment and promotion to Professor level) or low levels of disclosure (Tables 7-8) Female overrepresentation at Grade 2-6 (Fig. 38) and in clerical/secretarial (75%F), administrative and management	• Information sessions on programmes for potential applicants for clarity on what programmes entail and application support. Enabled by implementation of Learning Management System (see action 7.11) • During participation, provide regular touch-points for support and feedback • Signpost to complementary opportunities such as mentoring and coaching and/or facilitate access to specialist external mentors and coaches • Provide opportunities for networking and visibility such as profiles on Staffnet and 'in conversation with' meetings with senior leaders • Enhanced guidance for line managers on their own role in actively supporting participants during and after programme using action learning, coaching and community or practice techniques to embed principles and accountabilities. • After completion, provide internal senior sponsored projects for participants to have opportunities to put learning into practice and raise profile internally. Use existing models such as DSE Future Leaders.	Lead EDI Partner/Chartermark Coordinator	Review impact via feedback and promotions data by September 2025
	3.2. Enhance the Manchester Gold mentoring programme by: • Increasing engagement of male staff as mentees and mentors, in line with staff profile • Positive action to increase engagement of mentors from UoM alumni or external organisations where necessary to meet requests for mentors • Introduce reciprocal mentoring in 2024, working with managers and leaders with a focus on sharing lived experiences • Following the successful pilot, Inclusive Advocates PS programme for BAME staff to be embedded within the Manchester Gold offer, to engage females and staff from other underrepresented groups. Evaluate all mentoring and coaching provision to establish impact.	Director of Organisational Development L&OD Partner	Start by December 2023 Review impact (male engagement) by June 2024, then annually Launch reciprocal mentoring and advocacy by July 2024 Review impact by July 2025
	3.3. Evaluate and monitor the impact of the FSE Diversifying Leadership Secondments in supporting staff into leadership roles and committees. Rollout across other demographic groups and areas/Faculties if pilot is successful.	FSE Associate Dean for EDI Director of EDI	Pilot by July 2025 Rollout by July 2026

(66%F) and Library assistant roles (67%F) Female underrepresentation in technical and manual job families (29%F manual/craft), particularly at higher grades One-third BAME representation at apprentice level but no BAME males in 2021/22 (one-third of apprentices are female) (Table 19) No (less than 3) BAME or disabled females at PS Grade 9 (Table 19-20) Female underrepresentation some **leadership committees** (for example, University and FBMH Research Leadership Group) and overrepresentation on other groups (for example, EDI, SR, PS). Low representation of BAME females (6% on University committees) (Tables 36a-39b) **Engagement with and access to opportunities (Appendix 2):** • Females more likely to engage with training and development (59%F overall participants)	Use other initiatives such as strategic support for National Teaching Fellowships, Advance HE 'Success on the Board scheme, and Board Apprentices opportunities with Manchester's Black United Representation Network to develop diverse talent pools for leadership committees and provide opportunities to gain experience of being part of strategic and leadership groups.	Associate Vice-President for Teaching, Learning and Students	Review impact by July 2027
	3.4. Develop enhanced guidance to make clear the expectation that all staff can and should be encouraged and supported to undertake up to ten days per year (pro rata) for CPD, including assignments, mentoring, courses, reading/research, conferences, online development (including LinkedIn Learning), professional networks etc. This will align with the University's commitment to enable researchers to take ten days per year in line with the Researcher Development Concordat. Guidance will form part of resources on PDRs and career conversations and will include signposting to funding to support training and the Carer's Fund (see action 6.13) to enable access to funding for caring arrangements (for example, childcare).	Director of Organisational Development P&OD Policy Manager Researcher Development Manager	Start by January 2024 Pilot by July 2024 Rollout by January 2026 Review impact January 2027
	3.5. Simplify and enhance PDR guidance and processes, with low-tech improvements rolled out from 2023-2025, building towards an effective, integrated solution as part of the P&OD Transformation programme. Improvements to include: • Revised guidance notes on policies/expectations, including recognising additional roles such as network leads • Refreshed training • Team briefings and information drop-ins • Strategic communications • Gathering feedback on changes • Improved data capture of uptake and outcomes Targeted action:	Director of Organisational Development	PDR enhancements pilot started in May 2023 First phase complete by April 2024, and following initial feedback will be extended to April 2025 Monitor uptake and feedback via focus group and semi-structured interviews throughout pilot phase and seek approval for go-live

• Low representation of BAME female PS participants on the women's Career Accelerator programme and internal Women into Leadership programme (~10%) • Declining PS engagement with management and leadership programmes • Male mentees and mentors are underrepresented on Manchester Gold compared to staff profile (Fig. 13) • 65% SS respondents (68%F, 63%M, 49% Other gender identity) agreed that they have access to the training and development required to do their jobs • 65% SS respondents (66%F, 60%M, 55% Other gender identity) agreed that their manager encouraged them to engage in development activities • 56% SS respondents (56%F, 58%M, 37% Other gender identity) agreed that everyone here is given an equal opportunity to develop and progress	• Work undertaken between Estates and Facilities managers and P&OD to adapt the PDR model for frontline staff to embed annual PDRs and regular career conversations • Engage with academic and research managers through management training (L&OD and local programmes such as the FSE academic line managers programme), handbooks and meetings/briefings to increase PDR uptake and reviewer training uptake.		during academic year 2025/26 Review impact in Staff Survey in 2026
	3.6. Embed EDI in the Apprenticeships strategy due to launch in 2023/24, including in recruitment. Monitor applications, successes, completion and progression from apprenticeships into the workforce by sex, ethnicity, disability and sexual orientation.	Head of Technical Skills and Development Apprenticeships Manager	Strategy launch by October 2023 with related action to follow Review impact by February 2025 (strategy mid-way) and October 2026 (end point)
	3.7. Develop and rollout a Transferable Skills Framework across PS to provide equality of opportunity for progression to all PS roles and grades. Create relatable personas reflecting a diverse range of people, with good gender and intersectional balance.	Head of Workforce Planning People & OD Specialist (Workforce Planning)	First draft ready for consultation and feedback by July 2023 Full launch February 2024 Review impact by July 2025, then ongoing
	3.8. Develop job families to highlight career pathways and offer more varied progression routes, increased workforce agility, and improved visibility of roles and skills requirements across PS. Use gender decoder to support inclusive language use. Use work on job families to offer specific support and guidance on career planning, skills development and job applications to early career/Grade 1-4 PS staff. Deliver sessions targeted at staff with different protected characteristics, drawing on lived experiences and create relatable personas reflecting a diverse range of people, with good gender and intersectional balance.	Head of Workforce Planning People & OD Specialist (Workforce Planning) L&OD Partner	Job families launched incrementally from April 2024 Job families complete by July 2025 Review impact by July 2026

• 75% SS respondents (77%F, 74%M, 54% Other gender identity) agreed that 'people with backgrounds like mine can succeed here' **PDRs** - 65% Staff Survey respondents had a PDR or probation review in the last 12 months – consistent across genders but only 50% respondents of Other gender identities found their PDR/probation review useful **Researcher development:** The 2022 Staff Survey found lower awareness of and satisfaction with researcher career and professional development from respondents of Other gender identities, and lower agreement from female respondents that they have had time to develop their research identity 14% respondents to the Research Staff Survey 2023 agreed that they undertook ten days of professional development per year (no sex difference, 16% sector)	3.9. Use targeted invitations and marketing (for example through the Women@Manchester and BAME Staff Networks) as well as open calls and PDRs to double the representation of BAME PS females on the WHEN Career Accelerator programme and similar development programmes for women in leadership positions (from 10% to 20%). Enabled by implementation of Learning Management System (see action 7.11).	L&OD Partner	Start by September 2023, then ongoing Review impact February 2024 Then annually
	3.10. Embed annual reporting of research funding applications and successes by sex (and ethnicity (data not currently available by disability)) and take targeted action to address underrepresentation of applications from groups with lower application rates, including delivering targeted application writing workshops.	Research Strategy Group (chaired by the Vice-President for Research) Head of Research Strategy Researcher Development Manager	July 2023, then annually for reporting Targeted workshop delivered by July 2024, then annually Review impact from July 2025, then annually
	3.11. Embed 'Prosper', a Research England project led by The University of Liverpool, in partnership with the University. The project, which focuses on career development support through training, resources and workshops, including for careers outside of academia, prioritises EDI, and will be embedded into the University's Researcher Development offer through a dedicated Officer role. Promote the Prosper portal and resources regularly. Ensure gender parity within annual Manchester cohort of 24 participants. Each cohort will attend 6-8 focused sessions, with overall impact of the project evaluated at least annually.	Researcher Development Manager Researcher Development Officer	Start by October 2023 First year complete by September 2024 Review impact via engagement metrics, evaluation, Staff Survey in 2024 and 2026 and Research Staff survey 2025
	3.12. Develop an online PI toolkit to provide guidance and information on developing research staff. The toolkit will have EDI principles embedded throughout and will include signposting to career development, support and networking opportunities.	Researcher Development Manager	Delivered by September 2023 in line with Researcher Development Concordat

There is currently no systematic reporting of attendance of researcher development sessions and EDI data Underrepresentation of BAME females in REF 2021, reflecting intersectional underrepresentation in the staff profile (Table 42)	Embed inclusive supervision workshops within researcher development programme.		Review impact via engagement metrics by September 2024, Staff Survey in 2024 and 2026 and Research Staff survey 2025
	3.13. Develop an inclusive researcher toolkit to explore biases and inequalities throughout the research lifecycle.	Researcher Development Manager Academic Lead for EDI (Gender and Sexual Orientation)	Complete by July 2024 Review impact via engagement metrics by September 2025
	3.14. Ensure a more diverse pool of staff are engaged in proposing and developing REF impact case studies and in internal output review processes, and build reviewer capacity with a focus on unconscious bias/conscious inclusion.	Research Strategy Group (chaired by Vice-President for Research)	Start by July 2024 Complete by July 2026 Review impact through EIA and EDI data for next REF submission

Objective 3 Measures of Success

Targets:

Representation of academic, research and PS staff:
Year-on-year increase in the number and proportion of female staff in academic and research positions at more senior levels, to reach targets of:

- 45%F at Senior Lecturer level (up from 42%) by 2025 (in line with APR scorecard) and 50:50 by 2027
- 34%F at Professor level (up from 29%) by 2025 (in line with APR scorecard) and 37% by 2027
- 13.5% female Professors are BAME (up from 9.8%) and/or 4.5% professoriate are BAME females (up from 2.8%) by 2025, up to 17% and/or 6% by 2027
- Increase representation of disabled males and females at senior levels in line with representation across academic staff profile, with more comparable representation across sex (currently 5.9%F and 1.5%M Professors are disabled)

- 20.5%F at Professor level in FSE (up from 14%) by 2025 (in line with APR scorecard)

Year-on-year progress to address imbalances in male/female representation, to reach targets of:

- 72%F in clerical/secretarial roles (from 75%) by 2025, and 70% by 2027
- 63%F in administrative and management and Library assistant roles (from 66%) by 2025, and 60% by 2027
- One-third female representation in technical and manual job families (from 29%) by 2027
- Parity in male/female representation at Grade 6 and above by 2027
- Apprenticeships – maintain at least one-third female representation and increase BAME representation to at least 30% annually

Retention, progression and representation:

- Improve progression rates (in a role one grade higher or promoted) for alumni of leadership development programmes including 100 BWPN, StellarHE (25%) and Inclusive Advocacy (27%) to 40% (with no sex/gender difference) by 2027, and maintain (or exceed) progression rates for Aurora alumni (currently 57%), leading to improved female and intersectional representation on leadership committees (see below)
- Male-female parity on all University leadership committees, and at least 10% BAME female representation (up from 6%) by 2027

Engagement with and access to opportunities:

- 75% all staff agree that they have access to the training and development required to do their jobs with no sex or gender difference by 2024, and 85% by 2026
- 75% all staff agree that their manager encouraged them to engage in development activities with no sex or gender difference by 2024, and 85% by 2026
- 65% all staff agree that everyone here is given an equal opportunity to develop and progress with no sex or gender difference by 2024, and 75% by 2026
- 85% all staff agree that 'people with backgrounds like mine can succeed here' with no sex or gender difference by 2026
- Year-on-year increase in engagement of male mentors and mentees in line with staff profile, to reach ~45% by 2027
- At least 30 participants engaged in advocacy (via Manchester Gold) annually from 2024, with at least 50% female and 50% BAME participants per cohort
- At least 15% BAME female PS attendees on women's management and leadership programmes by 2025, up to 20% by 2027

PDRs:

- 75% all staff had a PDR or probation review in the last 12 months with no sex or gender (or intersectional) difference (reported via the Staff Survey and PDR reporting) by end of 2024, increasing to 100% by 2026
- 80% all staff report that they found their PDR/probation review useful with no sex or gender (or intersectional) difference (reported via the Staff Survey) by end of 2024, increasing to 100% by 2026

Researcher development:

- Proportional male and female (and intersectional (ethnicity)) inclusion in the next REF submission (2028)
- At least 30% research staff agree that they undertook ten days of professional development with no sex or gender difference by 2026 (reported via the Research Staff survey)
- One-third of research staff registered with Prosper by 2026. 75 research staff to have participated in Manchester Prosper cohorts by May 2026; and 75% participants report having found the course useful in their professional and career development
- At least 70% researchers agree when asked:
    - "I am aware of the support the University provides for my career and professional development"
    - "The overall provision of researcher development and training at the University meets my needs"
    - "I have had time to develop my research identity", with no sex or gender difference, in 2024 Staff Survey, and at least 75% in 2026 Staff Survey.

Outputs:

- Wrap-around support and further opportunities for alumni of leadership development programmes for females (and ethnic minority staff), creating opportunities and pathways to leadership positions.
- Clear guidance on access to training and development opportunities to ensure equity of opportunity.
- Enhanced PDR processes to support individual development and drive organisational performance, with annual monitoring of uptake by staff group and protected characteristic.
- Rollout of Inclusive Advocacy and reciprocal mentoring under Manchester Gold offer
- Apprenticeships strategy launched, monitored and evaluated
- Transferable Skills Framework launched, monitored and evaluated
- Targeted job families activities for PS staff Grade 1-4.
- Targeted action to address lower awareness and satisfaction with researcher development opportunities, including Prosper, researcher and PI toolkits, and underrepresentation in research grant funding applications and successes.
- Enhanced REF processes to embed EDI.

Objective 4: Equitable recognition and reward for staff and students, where all feel valued and included, regardless of sex or gender
SLT Objective Owner: Directors of People and Organisational Development and EDI and Vice-President for Research

Promotions: Females less likely to apply for academic promotion (6.9%F,	4.1. Rollout of supportive 'roadmap', sponsored by the University's Academic and Researcher Development Board, to signpost to support for all academic and research staff and provide clear and transparent guidance on promotions criteria and other recognition and reward schemes.	Head of 'Roadmap' Working Group	Rollout by December 2023

7.7%M, 0.8% gap in 2022) but are more successful (80.5%F, 60.3%M, widening gap (20.2%) in 2022) (Fig. 40) Higher female success rates seen across Faculties (Fig. 41-43) Overall success rates have declined by 8.8%F and 22.5%M since 2018 (Fig. 40) Declining application rate for males and females in FBMH (4.5%F/4.2%M in 2022) and widening gap in application rates in FHUM and FSE (2.4%) (Table 34, Fig. 41-43) Declining application rate for female to Professor level in FSE (0 applications in 2022) (Table 34, Fig. 43) **Pay and recognition:** 14.1% mean and 10.5% median gender pay gap (Fig. 19) Lower success rate for males applying/nominated for Rewarding Exceptional Performance awards (90.8%F and 80.8%M in 2022) (Table 35)			Review impact by September 2024, then annually
	4.2. Undertake a University-wide review of academic promotions processes and criteria, engaging Faculties to share best practice and ensure consistency of approach, support and equity of outcomes, to include: • Conduct an EIA of the current process to establish any equalities issues • Monitor data on promotions applications and outcomes by characteristic (and intersectionally), with appropriate interventions to address disparities • Review of promotions criteria for all academic contract types/pathways • Review time differences between males and females (and other groups) applying and being promoted on each pathway to establish any disparities • Review value and criteria of 'Reader' level (currently used predominantly in FSE, with many staff in other Faculties bypassing this stage) • Consider the outcomes of the Inclusive Recruitment Review to develop enhanced guidance on promotions panel composition and essential training for panel members, using external trainers where necessary • Continue pilot work on promotions panel observers, formalising current practice with one pilot per Faculty. Observers to receive workload allocation, training and resources • Review of Faculty good practice, for example FBMH model to have a research staff representative on all promotions (and probation) and FSE CV reviews (see action 4.4) • Review current provision and develop best practice for support and feedback for unsuccessful applicants for promotions • Developing one consistent process for capturing and reporting promotions data, to include data on School and Faculty-level decisions (successful and unsuccessful) and characteristics, to improve data accuracy and reliability.	Deputy Director of P&OD and Head of P&OD Operations and Reward (members of the P&OD Leadership Board) Heads of P&OD Partnering (Faculties)	Start review by September 2024 Pilot in promotions rounds in 2025/26 Evaluate by September 2026 Rollout by November 2026 Review impact via promotions data (annually), promotions feedback mechanisms and Staff Surveys (including REC survey)
	4.3. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from underrepresented groups (varying issues by Faculty highlighted by data via action 4.2), focusing on clear guidance (rather than deficit model). Localised content and engagement to address	Heads of P&OD Partnering (Faculties)	Start by September 2023, then annually

Lower levels of agreement from males (56%) and respondents of Other gender identities (42%) when asked "I feel valued and recognised for the work I do" compared to females (61%) and the overall total in the 2022 Staff Survey Lower levels of agreement from males (44%) and respondents of Other gender identities (36%) when asked "I feel that the University offers a good pay and benefits package" compared to females (58%) and the overall total in the 2022 Staff Survey Workload allocation review (2022) has been partially implemented with increased workload allocation for the SAT chair but not to SAT members	issues in Faculty-level promotions application and success data in all Faculties. Consider recording workshops for wider reach and accessibility. Review workshop content annually to acknowledge feedback and communicate promotions successes. Monitor attendance.		Review impact via promotions data (annually), promotions feedback mechanisms and Staff Surveys (including REC survey)
	4.4. FSE to pilot 'CV review' ahead of formal promotions application process. All staff to be encouraged to put forwards CVs to the Departmental promotion committee annually, to enable staff who are 'ready' to apply to be supported and encouraged to do so. Staff identified as 'ready' will be assigned a mentor to support them through the promotions process. Staff identified as 'not ready' will be supported by their line manager with feedback and to develop further experience and evidence. Uptake (particularly by female applicants to Professor level) and outcomes to be monitored and evaluated. If successful, consider wider rollout across the University.	FSE Heads of Department FSE P&OD Partners	Start September 2023 Complete by February 2024 Review impact September 2025 If successful, ongoing from September 2025 and wider rollout
	4.5. Implementation of revised promotions criteria for Teaching and Scholarship academics (75.6%F on teaching-only contracts) to recognise and reward the breadth of related work undertaken.	Head of 'Roadmap' Working Group Heads of P&OD Partnering (Faculties)	Rollout by December 2023 Review impact by September 2024, then annually
	4.6. Re-establish the Pay Gap Task Group to examine data and understand causes to inform action. Review pay gap data intersectionally for a more holistic approach to closing the gaps. Group to advise on actions and targets by July 2024.	Director of EDI Director of P&OD Reward Manager	December 2023 Review impact via pay gap reporting in March 2025, then annually, and in REC Survey 2026
	4.7. Review data on professorial zones and improve guidance and process on rezoning to reduce pay gaps. Run annual rezoning workshop to support applications and improve visibility and clarity of rezoning guidance. Evaluate workshops for impact on applications and outcome by sex.	Director of P&OD Reward Manager	Data review by April 2024 Workshop by November 2024

			Review impact by September 2025, then ongoing
	4.8. Implement the recommendations of the EDI workload allocation review (2022) to ensure enhanced and consistent workload allocation for academic and PS staff involved in EDI roles and groups (included the SAT (and other chartermark SATs)) by July 2025, taking a phased approach: Phase 1 – University academic leads and network chairs (complete) Phase 2 – Faculty and School Leads Phase 3 – Department roles, PS Leads, SAT members.	Director of EDI Chartermark Coordinator	Phase 2 by July 2024 Phase 3 by July 2025
	4.9. Increase recognition of staff through reward and recognition initiatives including Thank You scheme, regrading, Rewarding Exceptional Performance (including Sustained Exceptional Performance), Distinguished Achievement Awards, Making a Difference Awards and other Directorate and Faculty awards, by: • Sharing data about staff profile and profile of previous successful applicants in communications, alongside positive action statements • Simplifying application processes • Targeted communications via staff networks • Removing potential bias from the panel process, for example essential unconscious bias (conscious inclusion) training. Monitor the profile of recipients, including by grade.	Reward Manager Head of Social Responsibility and Civic Engagement Award managers	November 2023, then annually
Objective 4 Measures of Success **Targets:** **Promotions:** • Maintain application rate of at least 7.5% year-on-year, with no sex or gender difference • At least 75% promotions success rate for male applicants with no statistically significant sex or gender difference by 2027			

- Achieve application rate of a minimum of 7.5% for Professor level in FSE with no statistically significant sex or gender difference by 2025 (to support meeting higher representation of female Professors), increasing to 10% to 2027
- Achieve application rate of 5% (across all levels) with no statistically significant sex or gender difference in FBMH by 2025, increasing to 6% to 2027 and maintain beyond

Pay and recognition:

- Year-on-year decrease in gender pay gaps to reach targets set out by the Pay Gap Task Group (in July 2024), by 2027 reporting
- Parity of success rates between male and female recipients of Rewarding Exceptional Performance awards, with a success rate of at least 90%
- At least 70% staff agree that they feel that the University offers a good pay and benefits package, with no sex or gender difference by 2024, and 75% by 2026
- At least 70% staff agree that they feel valued and recognised for the work they do, with no sex or gender difference by 2024, and 75% by 2026

Outputs:

- University-wide review of promotions processes and criteria, leading to enhanced guidance and processes related to promotions panel composition, training, criteria, pathways, observers, CV reviews and data capture and reporting, and more comparable application and success rates between males and females.
- Targeted promotions workshops in each Faculty.
- Annual professorial rezoning workshops, evaluated for impact on application and outcomes.
- Enhanced EDI workload allocation.

Inclusive environment and culture (EDI Strategy Priority One)			
Objective 5: Create an inclusive and safe culture and environment for staff, students and visitors of all genders, prioritising wellbeing and safety and promoting a 'call it out' culture through awareness raising, capacity building, training and development for all **SLT Objective Owner:** Directors of People and Organisational Development and EDI			
Culture: 56% academic staff and 50% PS staff completed essential Diversity in the Workplace training in the last three years Consultation (Appendix 2): 69% Staff Survey respondents agreed that they would	5.1. Rollout of revised programme of essential EDI training for all staff and students. Clear policy informed by EDI and Compliance and Risk on which training is essential and how often refresher training is required to be cascaded to all managers and staff. Requirements embedded in line management, PDR and probation guidance and resources, with systems enabling managers to see who has completed essential EDI training and who needs a refresher. Uptake and compliance data by area to be reported to EDI Committee annually.	Director of EDI Head of Compliance and Risk Director of Organisational Development	December 2023 Reporting from July 2024, then annually Review impact via the Staff Survey in 2024 and 2026

recommend the University as a good place to work (72%F, 65%M, 54% Other gender identity) 77% staff agreed when asked "I feel that I am treated fairly at work", but only 53% for respondents of Other gender identities 75% staff agreed when asked "people with backgrounds like mine can succeed here", but only 54% for respondents of Other gender identities 8% Staff Survey respondents reported that they had experienced bullying, harassment and/or discrimination at work in the last year (unchanged since 2019), but 19% for respondents of Other gender identities 14% staff who had experienced bullying or harassment agreed that they were satisfied with how bullying and harassment are addressed in the part of the University they work in 64% staff agreed when asked "I feel that I am safe and able to speak up and challenge the way	5.2. Active Bystander training (including case studies on sexual harassment in the workplace) made available more widely through EDI, L&OD and Researcher Development teams, with ongoing evaluation.	L&OD Partner Lead EDI Partner Researcher Development Manager	December 2023 Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026
	5.3. Increase uptake of student consent training by: • Embedding training offer as part of pre-arrival, welcome and induction material provided to all students • Holding consent conversation sessions through the academic year • Training student leaders to have consent conversations • Exploring inclusion of consent training on Blackboard for wider reach.	Head of Advice and Response	Start by September 2023 Complete by September 2024 Review impact via training uptake (annually)
	5.4. Improve campus safety for staff and students (and perception of safety by females) by: • Training sports/students leaders, societies, staff members and students in disclosure of hate, harassment or abuse of any kind and appropriate behaviour • Pilot of lone working tool within the Safe Zone app to improve staff safety on campus • Recruit more female (and non-binary) Security Officers (see action 1.5) • Increase use and presence of volunteer Student Angels (through the Students Union) with awareness raising of support available.	Head of Student Advice and Response Assistant Director of Estates and Facilities Head of Student Development, Students Union	Training – start by September 2023, then annually Pilots by July 2024 Student Angels – by September 2024 Review impact via uptake, reports of sexual harassment/violence through Report and Support, and Staff Survey in 2024 and 2026
	5.5. Build on ALLOUT allies training to: • Develop 'Men as Allies' training (drawing on sector examples such as University of Liverpool), ensuring that men feel able to be part of gender equality conversations (also see actions 5.6-5.8)	Lead EDI Partner	Review ALLOUT allies training and develop Men as allies training by September 2024

that things are done", but only 39% for respondents of Other gender identities 63% staff agreed when asked " I would feel able to report bullying/harassment without worrying that it would have a negative impact on me", but this dropped to 60%F and 46% Other gender identity 51% staff agreed when asked "The University does enough to support my physical and mental wellbeing at work" but this dropped to 36% for respondents of Other gender identities 78% staff (78%F, 78%M) agreed when asked "I believe that my personal safety is taken seriously at work", but this dropped to 59% for respondents of Other gender identities Reports of sexism, misogyny and sexual harassment/violence through Report and Support show scale of gender-related issues (20% all student reports relate to sexual harassment or assault in Q3 of 2022/23)	• Pilot of 'In Your Shoes' insight conversations with three senior leaders and LGBTQ+ staff.	Academic Lead for EDI (Gender and Sexual Orientation)	Review impact via training feedback (ongoing) and Staff Survey in 2026
	5.6. Build confidence in having discussions and raising issues related to sex, gender and gender expression, giving people the language to have constructive conversations (including pronouns). Draw on gender and sexuality module available in SEED and engage with external specialists/organisations. Embed elements in all leadership and management programmes (also see actions 5.7-5.8).	Academic Lead for EDI (Gender and Sexual Orientation) Lead EDI Partner L&OD Partner	Review SEED module and adapt into University resource by September 2024 Review impact via training feedback (ongoing) and Staff Survey in 2026
	5.7. Audit existing supervision, management and leadership programmes, including those for PhD and researcher supervisors, for effectiveness in building inclusive and anti-sexist management and leadership culture focused on behaviours. Update content in line with audit recommendations utilising resources from action 5.8. Implement leadership shifts (P&OD Transformation – Strategic Capabilities workstream), supported by analysis drawn from organisational maturity matrix evaluation to scaffold inclusive and equitable participation in formal and informal leadership settings.	Director of Organisational Development L&OD Partners	Start by January 2024 Rollout updates by January 2025 Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026
	5.8. Assess our inclusive leadership capacity across all leaders and managers using the University leadership framework and capability tool, in line with 'Leadership' and 'Culture' strands of the P&OD Strategy and Transformation Programme. Commission and deliver a leadership development programme for the Senior Leadership Team and Board of Governors. Implement programme specific metrics to evaluate impact over short and medium terms (including reciprocal mentorship and 180-degree feedback).	Director of Organisational Development Director of EDI	Start by January 2024 Programme for SLT and Board delivered from September 2024 Review impact via feedback (ongoing) and Staff Survey in 2024 and 2026

Trans and non-binary staff experience is significantly more negative compared to the University overall, as reported in the Staff Survey 2022 (levels of agreement to 70/92 questions had a significantly negative difference to the total agreement) Experience of male staff is more negative than that of female staff as reported in the Staff Survey 2022, with 12 questions with a significantly negative difference to the University total (female respondents had only one question with a significantly negative difference). Less engagement from male staff in consultation (45% Staff Survey response rate, low focus group attendance).	5.9. Strengthen student networks to support students, including: • Form trans student association, supported by the Students Union • Formalise PGR parents and carers peer support group • Form PGR peer support groups within Women@Manchester and the Disabled Staff Network. Establish clear University funding and backing for peer support groups and evaluate impact.	Lead EDI Partner Head of Student Development, Students Union	Groups established by September 2024 Review impact via membership and feedback (ongoing)
	5.10. All new projects and policies to have an EIA to ensure impact on all groups are considered before significant changes are progressed. Example EIAs to be made available on the EDI webpages.	Director of Strategic Change Office P&OD Policy Manager EDI Partner	Ongoing Review impact via Staff Survey in 2024 and 2026
	5.11. Rollout of "Managers Need to Know" newsletters, a new channel to cascade essential information and updates to all line managers, to include information on EDI (to ensure implementation of good practice and equal access to information about opportunities), P&OD, L&OD and compliance.	Internal Communications Manager	July 2023, then ongoing Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026
	5.12. Progress our Inclusive Manchester and Belonging campaigns to raise awareness about EDI and expected behaviours (rooted in organisational values), signposting to capacity building training, sharing best practice and celebrating achievements and progress.	Internal Communications Manager Chartermark Coordinator	Ongoing Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026
	5.13. Implement the recommendations of the independent review of Report and Support and complaints processes at the University, including providing adequate staff and student advisors to meet demand, ongoing training and support and improved communications to provide assurances about confidentiality and anonymity.	Director of EDI Lead EDI Partner	Implement by July 2024 Review impact by December 2025

	5.14. Implement the recommendations of the review of disciplinary and grievance procedures to address disparities in outcomes. Record and track the reason for the disciplinary or grievance and demographic information of the complainant and respondent to enable monitoring of trends.	Director of EDI Director of P&OD Head of Employee Relations	Start by December 2024 Complete December 2025 Review impact by December 2026
	5.15. Engage staff and students of all genders in consultation in the review of Dignity at Work and Study Policy. Communicate the policy widely when relaunched.	P&OD Policy Manager Lead EDI Partner	Start by August 2023 New policy launched August 2024 Review impact August 2025
	5.16. Utilise newly-formed Employee Relations Team and dedicated capacity to: • Implement agreed actions from the review of the complaints procedure to improve trust, transparency and impartiality • Monitor trends and investigate causes • Promote and embed a conflict resolution culture by promoting the benefits, leading to more issues resolved through mediation, informal and facilitated conversations • Consider colleagues' experience in this process to ensure they feel heard • Expand the provision of mediation and Harassment Support Advisors • All contributing to a reduction in grievance and disciplinary cases.	Head of Employee Relations	September 2023 onwards Review impact by September 2025, then annually via grievance and disciplinary case data

Objective 5 Measures of Success

Targets:

- Year-on-year increase in completion of essential EDI training, to reach target of 75% all staff completing EDI training every three years by 2025, and 95% by 2027
- At least 200 people per year to complete Active Bystander training (based on internal capacity for delivery), maintaining feedback scores that at least 90% attendees feel more able to recognise microaggressions and 80% feel more confident in being an active bystander
- Year-on-year increase of 5% in completion of student consent training
- Reduction in total disciplinary and grievance cases by at least 25%, to 32 and 30 respectively, by 2027

- 75% staff agree that the University is a good place to work by 2024 and 85% agree by 2026, with a year-on-year increase in pulse surveys and no sex or gender difference
- 90% positive feedback under 'reason for leaving' on exit surveys, with no sex or gender difference
- At least halve the proportion of Staff Survey respondents reporting that they had experienced bullying, harassment and/or discrimination at work in the last year to no more than 4% by 2026 (6% milestone in 2024), with no sex or gender (or intersectional) difference
- At least 75% staff who report experiencing bullying and harassment agree that they are satisfied with how bullying and harassment are addressed in the part of the University they work in, with no sex or gender (or intersectional) difference by 2024, and 85% by 2026
- At least 75% staff agree when asked "I would feel able to report bullying/harassment without worrying that it would have a negative impact on me", with no sex or gender difference by 2024, and 85% by 2026
- 80% staff agree when asked "I feel that I am treated fairly at work" and "people with backgrounds like mine can succeed here", with no sex or gender difference, by 2024, and 85% by 2026
- 75% staff agree when asked "I feel that I am safe and able to speak up and challenge the way that things are done", with no sex or gender difference, by 2024, and 85% by 2026
- 60% staff agree when asked "The University does enough to support my physical and mental wellbeing at work", with no sex or gender difference, by 2024, and 70% by 2026

Outputs:

- Increased engagement with EDI training (essential and additional), including more provision of Active Bystander training open to all staff and consent training for students
- Systems for monitoring compliance of essential EDI training uptake, with guidance produced for managers
- EDI leadership development programme for the Senior Leadership Team and the Board of Governors
- Updated management and leadership training and development following audit
- Embedded use of EIAs for all policies and projects
- Regular communications about EDI and gender equality through campaigns and managers' newsletter
- Improved Report and Support, complaints, disciplinary and grievances procedures which receive increasingly positive feedback (see targets)
- Expanded provision of mediation and Harassment Support Advisors through the newly-established Employee Relations Team
- Relaunched Dignity at Work and Study policy.

Objective 6: Inclusive ways of working and studying through progressive policy, provision and practice that promotes gender (and intersectional) equality
SLT Objective Owner: Directors of People and Organisational Development and EDI

Concerns raised about the Timetabling Project and impact on flexible working	6.1. Establish 'Future Families' project and working group to review, develop and align all staff and student policies, processes, practice and estate provision relevant to student and staff parents and carers.	Academic Lead for EDI (Gender and Sexual Orientation)	Establish working group by January 2024 including a project manager,

Lack of data on flexible and hybrid working and on staff and student parents and carers Focus groups with staff and students highlighted differential experiences and support related to parental leave and provision to support parents and carers Trans and non-binary staff experience is significantly more negative compared to the University overall, as reported in the Staff Survey 2022 (levels of agreement to 70/92 questions had a significantly negative difference to the total agreement) 25% staff (24%F, 25%M, 33% Other gender identities) agreed when asked "I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload", and around one-third staff across all genders were neutral or disagreed when asked "I am able to manage my workload"	'Future Families' aims to ensure a fully inclusive campus and culture for all working and studying families. It is an ambitious, holistic project working with diverse UG, PGT and PGR students and staff in all areas and all levels, setting an ambitious target of being the University of choice for parents and carers in the UK. The two main strands of the three-year year project are: 1) Inclusive campus - working with partners and full review of estate to increase affordable, high-quality accommodation for working and studying families, campus nursery provision and partnership play schemes/holiday clubs, emergency childcare support and/or building risk assessments for children on campus, breastfeeding/milk storage/changing facilities (also see actions 6.2-6.3) 2) Inclusive policy (also see action 6.10-6.13) - address known policy gaps to: a. Support breastfeeding, surrogacy (and other fertility journeys), miscarriage and baby loss through consultation and informed by lived experiences. b. Develop policy for student parents (and carers), outlining parental leave entitlements (ensuring equity irrespective of external funding scheme) and processes, support for return to study and support for those at any stage of study with parental or caring responsibilities, including peer support building on the PGR parents network and toolkit and other good practice and guidance. Aligning with clear and enhanced provision for all staff, including researchers on contracts with finite funding. Undertake further staff and student consultation (surveys and focus groups) to identify specific issues and needs, and inform project scope.	Director of EDI Director of P&OD Assistant Director of Estates and Facilities Head of Student and Academic Services	P&OD, T&L, Manchester Doctoral Academy and other key stakeholders including parents and carers network leads University-wide consultation and sector benchmarking) to inform Future Families project recommendations, gaining University approval by December 2024 New policy developed, impact assessed and implemented by December 2025 Full review of estate by September 2024 Rollout of campus estate recommendations by September 2027 Review impact via staff and student uptake data and established policy feedback mechanisms and surveys by December 2027, then ongoing

	6.2. Audit spaces leading to an increase in multi-use bookable welfare rooms (currently 10, increase to at least 15 by 2027) for those needing a suitable space due to breastfeeding and expressing, menopause, physical or mental wellbeing etc, ensuring rooms provide intersectional and adaptable facilities. Work with relevant networks and experts to consult on needs, including Women@Manchester, Parents and Carers peer support group and through AccessAble survey (2024). Rooms to be signposted through University interactive map and AccessAble.	Assistant Director of Estates and Facilities Academic Leads for EDI (Gender and Sexual Orientation and Disability)	Updated signposting to existing rooms via comms and AccessAble by December 2024 Additional/enhanced welfare rooms available by 2027, in line with Estates and Facilities Strategy (launching in 2024) Review impact via Staff Survey 2026 and usage
	6.3. Embed a sustainable approach to toilet provision to ensure inclusivity and accessibility, including for trans and non-binary staff, students and visitors, those requiring single-sex facilities, disabled users and users requiring 'Changing Spaces' or baby changing provision. Enabled through communication of formalised approach for establishing gender-neutral/universal toilets, campus-wide accessibility review through AccessAble and scoping project of additional required provision in existing and new buildings.	Assistant Director of Estates and Facilities Lead EDI Partner P&OD Policy Manager	Start by December 2024, in line with launch of Estates and Facilities Strategy (launching in 2024) Review impact via Staff Survey 2026 and additional inclusive provision
	6.4. Evaluate year 1 implementation and provision of free period products in 50 buildings (ground floor toilets only) on campus. If impact is clear, continue provision in 2024 and expand beyond ground floor toilets in key 50 buildings by 2025/26, by securing funding for products and staff resourcing for distribution.	Assistant Director of Estates and Facilities Academic Lead for EDI (Gender and Sexual Orientation)	Year 1 evaluation by March 2024 Ongoing provision, and review impact via uptake and feedback monitored through House Services teams and scheme survey from April 2024

			Secure additional funding and expand provision by September 2025
	6.5. Commissioned artwork and photography on Oxford Road corridor and in key buildings to demonstrate and celebrate inclusivity, diversity and gender equality in our physical spaces. To include 'Wall of Women' digital and physical artwork, portrait of current President Professor Dame Nancy Rothwell, Vice-Chancellor (following tradition of portraits of male predecessors) and bicentenary activity, including trail of significant figures in our University history.	Academic Lead for EDI (Gender and Sexual Orientation) Head of Communications Bicentenary Lead Women@Manchester network co-chairs Assistant Director of Estates and Facilities	Wall of Women displays by March 2024 Visible celebration of all genders through bicentennial events and comms across 2024 Portrait of Nancy Rothwell unveiled by December 2024 Review impact via Staff Survey in 2024 and 2026
	6.6. Improved and clear IT systems and processes for changing name, gender marker and email address linked to gender identity to be accelerated and fully implemented across all staff and student systems. Produce guidance to support staff and students and their advisors and managers.	Head of Student Data, Analysis and Records Lead EDI Partner Academic Lead for EDI (Gender and Sexual Orientation)	Started June 2022 Systems developed by December 2024 Complete by December 2026 Review impact via Staff Survey 2026, student surveys and IT feedback mechanisms

	6.7. Further encourage and enable visible use of pronouns, including on Microsoft Teams, contributing to inclusive practice and culture by enabling staff and students to choose to include their pronouns.	Lead EDI Partner IT Services	Complete by December 2023 Review impact via Staff Survey 2024
	6.8. Work with the Students' Union to develop and pilot a Student Gender Expression Fund to support transitioning, non-binary and/or questioning students with the cost of items such as make-up, binders and clothing. Evaluate Year One of the pilot to inform the scoping of similar provision for staff with University funding.	Head of Student Development, Students Union Lead EDI Partner	Launch by December 2023 Review impact by December 2024 to inform possible staff provision from 2025
	6.9. Continue to evolve our Flexible Working and Hybrid Working policies and implementation, including: • Corresponding updates to line manager guidance and training on correct implementation • Evaluation of Timetabling Project • Increase flexible working role models in all areas and at senior leader level • Ensure opportunities such as training and development are not exclusionary depending on hybrid, flexible or part-time working patterns, for example varied scheduling and format • Equal opportunities to access hybrid working across all areas of PS and all PS grades through rollout of EIA process locally.	P&OD Policy Manager Director of Strategic Change Office	Start by December 2023 Complete by December 2024 Review impact via Staff Survey 2024 and 2026 and via training uptake by 2025
	6.10. Propose and progress (following consultation) enhanced paternity leave (considering sector best practice, for example four weeks leave with full pay), and access to provision from start of employment (rather than after 26 weeks of service).	P&OD Policy Manager	Start by April 2024 Complete by April 2025 Review impact via uptake data, and established policy

			feedback mechanisms and surveys, and Staff Survey in 2024 and 2026
	6.11. Propose and progress (following consultation) fully enhanced maternity, paternity and adoption leave accessible from start of employment (rather than after 26 weeks of service), for all staff irrespective of contract status (including research staff on finite funding).	P&OD Policy Manager	Start by April 2024 Complete by April 2025 Review impact via uptake data, and established policy feedback mechanisms and surveys, and Staff Survey in 2024 and 2026
	6.12. Ongoing evaluation of academic returners scheme, including evaluating long-term impact (monitoring progression). Consider expansion beyond teaching and research and teaching and scholarship academics (for example, sector precedent to expand to PS).	P&OD Policy Manager Chartermark Coordinator	Start by September 2023, then ongoing Review impact via uptake, feedback survey and career tracking of scheme users by September 2024, then annually
	6.13. Consolidate local carers funds (covering additional childcare and caring costs as a result of professional development and career profile-raising activity) and develop University level policy and scheme for staff and students. Secure ongoing University funding and rollout, with ongoing monitoring of uptake by sex, staff group and area and evaluation of impact. Embed in University guidance on access to training funding for all staff.	P&OD Policy Manager Academic Lead for EDI (Gender and Sexual Orientation) Faculty Associate Deans for EDI	Complete draft policy and scheme by April 2024, then rollout Review impact via uptake and feedback survey by December 2024, then ongoing

	6.14. Workload task and finish group (aligned with the Staff Survey priority areas) to conduct an EIA of all Faculty workload allocation models, with models informing workload conversations and enabling sufficient time for work deemed important to promotions, including research, teaching and leadership roles (including gender equality and EDI Leads). Group to make further workload recommendations to improve staff experience and wellbeing.	Director of Organisational Development P&OD Head of Wellbeing	Workload task and finish group to finalise recommendations by June 2024, with implementation to follow Review impact via Staff Survey in 2026 and data from workload allocation models

Objective 6 Measures of Success

Targets:

- 75% staff agree that the University is a good place to work by 2024 and 85% agree by 2026, with a year-on-year increase in pulse surveys and no sex or gender difference
- 90% positive feedback under 'reason for leaving' on exit surveys, with no sex or gender difference
- 80% staff agree when asked "I feel that I am treated fairly at work" and "people with backgrounds like mine can succeed here", with no sex or gender difference, by 2024, and 85% by 2026
- 60% staff agree when asked "The University does enough to support my physical and mental wellbeing at work", with no sex or gender difference, by 2024, and 70% by 2026
- To be recognised in the top 30 'Working Families' employer list by 2027 (benchmark submission by 2025)
- Positive views shared about provision of support and experiences of parents and carers
- 90% all staff agree that the area of the University they work in enables flexible working with no sex or gender difference by 2024, maintained (or improved) in 2026
- No more than 22% staff agree that they have had to put in a lot of extra time in the last 12 months to meet the demands of their workload by 2024, and no more than 20% by 2026, with no sex or gender difference

Outputs:

- Embedded use of EIAs for all policies and projects (see Objective 5)
- Improved IT systems and functionality to foster inclusivity for trans and non-binary staff and students
- Visible images/role models of all genders across campus
- Become a menopause-accredited employer following successful application by 2024

- Future Families project scoped, delivered, embedded and evaluated
- Enhanced paternity, maternity, adoption leave and shared parental leave policies
- New carers, breastfeeding, surrogacy miscarriage and baby loss policies
- Enhanced student parents and carers policies
- Enhanced campus provision including childcare provision, multi-use welfare rooms, breastfeeding, milk storage and changing room facilities, and expanded provision of free period products in campus buildings
- Enhanced flexible and hybrid working policies ensuring inclusivity.

Enablers for progressing gender equality			
Enabler 1 (Objective 7): Enhance self-assessment processes, data gathering mechanisms and insights and consultation to ensure representation, accuracy, transparency and accountability in delivering against evidence-based actions **SLT Objective Owner:** Vice-President for Social Responsibility and Directors of People and Organisational Development and EDI			
SAT membership is due to be reviewed 75% staff agreed when asked "The University is committed to EDI for all staff", but only 40% respondents of Other gender identities (Appendix 2) Low survey response rate for the University Staff Survey (50%) Low survey response rate for the PGR Voice Survey of 25% Staff Survey 2022 results reported more negative responses from males respondents and those of Other gender identities, compared to the University total	7.1. SAT membership to be reviewed every two years to ensure representation across genders, staff groups and levels, students and intersectional representation. Consider opportunities to engage and consult beyond the SAT to ensure representation of diverse voices and experiences, including males and trans and non-binary staff and students.	Academic Lead for EDI (Gender and Sexual Orientation) Chartermark Coordinator	December 2023, then biennially
	7.2. Athena Swan Achievement Plan to be available on the University intranet so it is visible to staff and students. Updates added at least twice a year.	Chartermark Coordinator	March 2024 Updated twice a year
	7.3. Reporting: • Action owners will provide progress updates twice a year and evidence of impact of actions each year • Faculties and central PS will also be asked to report progress with local actions biannually • Updates will be reported to the EDI Committee and Senior Leadership Team at least annually.	Director of EDI Chartermark Coordinator	December 2023, then biannually/ annually
	7.4. Improve survey response rates through: • Better scheduling • Awareness raising and comms, for example Lunch and Learn • Incentives • Better survey design	Director of Organisational Development Head of Colleague Experience	Staff Survey: 2024 and 2026 Review impact December 2024 and December 2026

Data reporting gaps and some data not easily accessible, impacting on regular monitoring and setting of actions and targets	• Building trust and value of surveys through feedback looks following progress made • Options for supported survey completion for those without IT access		
	7.5. Increase insights from future Staff Surveys with intersectional analysis of results.	Director of Organisational Development	Implement by December 2024
	7.6. Undertake a full analysis of biennial PGR Voice survey and Research Staff survey by sex/gender and intersectionally in 2023 and 2025, with results feeding into relevant actions.	Postgraduate Research Manager Researcher Development Manager	Analysis by December 2023 Review impact of actions via 2025 surveys
	7.7. Lead EDI Data Analyst to participate in the Student Survey Working Group, which will make recommendations to deliver the framework agreed by the Student Survey Strategy Group, which will align University-wide surveying needs to support higher response rates while reducing the asks on students and survey fatigue and amplifying student voice.	Lead EDI Data Analyst Student Survey Strategy Group Chair (AVP for Teaching, Learning and Students)	Recommendations made by the working group to the strategy group by April 2024 Survey enhancements in place by July 2025 and rolled out in 2025/26 Review impact on response rates by July 2026
	7.8. Use in-depth analysis and future staff and student surveys to inform topics for ongoing 'safe space' focus groups for wider consultation with equality groups, including male staff and trans and non-binary staff and students related to significantly negative experiences reported. Use outcomes to shape updates to the action plan (through co-creation) as necessary and evidence the impact of actions.	Director of EDI Chartermark Coordinator Academic Lead for EDI (Gender and Sexual Orientation)	Start by January 2024, then ongoing (at least annually) Review impact via Staff Survey in 2024 and 2026

	7.9. Closing data gaps identified through self-assessment process:
	
	• Data reported beyond binary (M/F) by increasing rates of disclosure to build reliability
	• Leadership committee data systematically recorded, and reported annually
	• Consistent approach for academic promotions data capture process, to standardise for consistency and accuracy and to include School and Faculty level applications and outcomes
	• Recruitment data systems to enable:
	  ○ P&OD to easily provide recruiting managers with information on the diversity of the shortlist
	  ○ Recording and reporting recruitment data for internal roles where JobTrain is not used, for example internal academic leadership roles, to increase transparency and accountability and enable better EDI monitoring
	• PDR data capture and reporting/monitoring
	• Essential EDI training uptake data for individuals to be available to managers to ensure compliance
	• Data on all working patterns (flexible and hybrid) by demographic group
	• Data on parents and carers.
		Head of P&OD Operations and Reward
		
		Workforce Information Manager
			Complete by October 2024

	7.10. Expand L&OD uptake and EDI monitoring dashboard in PowerBI to include training and development delivered by Researcher Development and ITL, to ensure consistent reporting, evaluate equity of access and engagement and inform targeted action. Monitor uptake of categories of provision by EDI demographic and area to evaluate equity of access and engagement and to establish if provision, awareness and guidance are effective in encouraging engagement from all staff groups. Uptake summary and key recommendations to be shared with EDI and P&OD Committees annually.	Director of Organisational Development Researcher Development Manager ITL Manager	System implementation included in P&OD Transformation programme scheduled for 2025 Review impact January 2027

	Where monitoring suggests unequal access through underrepresentation on programmes, explore data on where these staff are and aren't coming from and ensure that managers are focused on conscious inclusion across groups.		
	7.11. Implement a Learning Management System to enable managing, supporting and tracking career development, aligning learning needs with developmental opportunities and monitoring workforce change over time. It will support performance management processes and provide data sources for reporting.	Director of Organisational Development	System implementation included in P&OD Transformation programme scheduled for 2025 Review impact by September 2026, then ongoing
	7.12. Develop surveys to enable check-ins for new staff on experiences of recruitment, induction and probation to support retention and development, leading to local and University-level action. Conduct EIA of probation process. Data and insights to feed into existing people management data reports.	P&OD Policy Manager Head of Colleague Experience Head of Workforce Planning	Survey developed and launched by December 2023 Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually
	7.13. Enhance the questionnaire, process, data recording and uptake of exit interviews, creating clear steps for reviewing and using the responses to inform actions. Data and insights to feed into existing people management data reports.	P&OD Policy Manager Head of Colleague Experience Head of Workforce Planning	Survey developed and launched by December 2023 Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually

	7.14. Monitor reports of sexism and misogyny via Report and Support quarterly reports by University level/Faculty and reporting group (staff, students, visitors).	Academic Lead for EDI (Gender and Sexual Orientation) Lead EDI Partner Head of Student Advice and Response	Ongoing via quarterly reporting

Enabler 1 (Objective 7) Measures of Success

Targets:

- 80% Staff Survey respondents agree that the University is committed to EDI for all staff, with no sex and gender difference by 2024, and 85% by 2026
- Staff Survey response rate of at least 75% in 2024 and 2026
- Research Staff survey response rate of 65% by 2025
- Increased response rate to PGR Voice survey (or return to PRES, depending on evaluation in 2024)

Outputs:

- Embedded processes for biennial review of SAT
- Regular updates and monitoring of Achievement Plan and transparent reporting of progress
- Improved approach to staff survey and consultation, leading to richer intersectional insights
- Joined up student survey strategy to support higher response rate
- L&OD uptake data monitored by sex, ethnicity and disability annually (including Researcher Development and ITL opportunities)
- Learning Management System developed and embedded
- Staff experience insights gathered through induction, probation and exit surveys and relevant action taken from results
- Improved exit questionnaire processes and uptake and relevant action taken from results.
- Ongoing quarterly reports from Report and Support.

Enabler 2 (Objective 8): Develop and share best practice through collaboration, innovation and mutually-beneficial support to advance gender equality regionally and (inter)nationally
SLT Objective Owner: Vice-President for Social Responsibility and Directors of People and Organisational Development and EDI

Accelerated progress and gender mainstreaming in Higher Education requires international, inter-sector collaboration and a societal shift. Valuable to share Silver level activity with evidence-based impact (BRAG-rated previous AS actions) with institutions nationally and internationally to embed and advance gender equality across the sector. Solid foundations for Gold level beacon activity underway at University, Faculty and School level. Extending this ensures continued mutually beneficial support, increases cross-institutional and cross-cultural understanding of challenges and solutions and progress towards Silver and Gold level awards across the University and externally. The University's grant funded international work is enabling the development and delivery of gender equality frameworks and actions plans in India and Brazil, already bringing added value to teaching and learning, research as	8.1. Continue to advance gender equality regionally through our Civic Agreement/engagement activity and regional networks by: • Building on our successful partnerships with GM4Women, Northern Power Women • Increase connection and collaborative action between AS and GM4Women (Changing the Future for Women in Greater Manchester across education, employment, culture and active lives, participation and safety) • Enhance communication and increase participation in regional gender equality events and campaigns including Manchester's annual Walk for Women, Manchester Pride, Reclaim the Night • Make University diversity calendar events community/public-facing where possible, for example IWD, International Men's Day, Transgender and BiVisibility Days and LGBTQ+ History Month events • Create mechanisms and opportunities to engage local/regional community groups, such as the Greater Manchester Gender Equality Panel in the self-assessment/action plan delivery processes.	Academic Lead for EDI (Gender and Sexual Orientation) Chartermark Coordinator Internal Communications Manager Women@Manchester network co-chairs	Ongoing, with: • At least one external regional member recruited to AS SAT by July 2024 • Double the number of staff and students on GM4Women (from two to at least four) by December 2024 • At least three open diversity events annually Review impact annually via staff, student and community engagement with University and regional events and event feedback
	8.2. Influence and support Athena Swan and intersectional gender equality progress across the UK Higher Education sector and partner organisations (for example, research funders, NHS) by: • Share sector challenges and best practice through collaborative talks, events, case studies, shared resources and guidance with national partners including Northern 8 research network, UK research culture network and NEDIAL. • Support engagement of University staff (particularly Athena Swan Leads Network members) in acting as critical friends/mentors to other HEIs working towards submissions. Increase involvement in Athena Swan and associated chartermark award review panels, funder EDI advisory/forums and review panels.	Academic Lead for EDI (Gender and Sexual Orientation) Chartermark Coordinator Internal Communications Manager Women@Manchester network co-chairs	Ongoing, with: • 1-2 staff/students to be nominated/ supported for external awards annually • Act as critical friend and mentor to at least two institutions annually

well as social responsibility (SR) goals. Well positioned to lead global women's leadership capacity building through experience and expertise/external strategic roles (for example, close working with WHEN, Aurora expert advisory board) University commitment/SR strategic priority to champion and tackle UN Sustainable Development Goals (including SDG5 Gender Equality) through education and collaboration within and beyond the sector. Currently 1st in Europe across all 17 goals. Improved SDG5 2023 ranking – currently placed 101-200).	• Promote and support engagement and involvement of University staff and students with local and national gender equality/intersectional networks, societies and events, including WHEN, Women in STEM, TIGERSTEMM, Black Excellence Network, and National Association of Disabled Staff Networks. • Provide support and advocacy for our University community to be recognised for their achievements and gender equality work and impact, for example through national awards and events including THE Awards, National Teaching Fellowships, Northern Power Women and L'Oreal Women in Science awards.		Review impact annually via engagement and feedback
	8.3. Progress (inter)national gender equality through our Social Responsibility and Internationalisation strategies: • Build on India and Brazil collaborations embedding gender equality frameworks/action plans supported by Advance HE/British Council (pending bid with Egypt). • Grow portfolio of external gender equality/EDI grant funding, for example through 'Going Global' Partnerships, UKRI, Wellcome EDI grant funding calls (pending bid as England partner for four nations EPSRC EDI Hub). • Promote gender equality and support women's leadership and inclusive leadership capacity building in strategic partner organisations through sharing action plans and supporting cultural contextualisation, piloting co-hosted events, diverse and inclusive leadership training and cross-institutional mentoring and coaching. • Expand Women@Manchester network collaboration and engagement of external women's partner organisations.	Academic Lead for EDI (Gender and Sexual Orientation) Academic Leads and Faculty Associate Deans for EDI University and Faculty Leads for Internationalisation Women@Manchester network co-chairs and senior sponsors	Ongoing, with: • UK-Brazil Gender Equality Partnership Grant delivered by January 2024 • Pilot global women's leadership events and programme and cross- institutional mentorship by December 2024 Review impact by securing follow-on funding and evaluating events annually
	8.4 Communicate and publish non-academic and academic outputs informing and influencing the sector/societal gender equality discourse: • Amplify diverse gender voices and share gender equality/EDI stories, challenges, actions and impact through University webpages, blogs,	Academic Lead for EDI (Gender and Sexual Orientation)	Ongoing Review impact via number of published outputs, engagement and feedback gathered

	podcast series, social media, SR newsletter, alumni newsletter/magazine. • Share evidence based Athena Swan and EDI best practice through conference attendance, proffered papers, sector thought leadership pieces (for example, The Academic Woman, The Conversation) and peer reviewed publications. • Continue to engage and influence diverse community through our cultural institutions and public facing exhibitions and events promoting gender equality.	Academic Leads and Faculty Associate Deans for EDI Internal Communications Manager	through conferences and events mechanisms
	8.5. Better align Athena Swan activity and impact with SDG5 (Gender Equality) goals: • Understand gaps in Athena Swan progress as measured by SDG metrics and THE/DATApoint methodology. • Explore collaborative opportunities and learning with top 100 SDG5 institutions (for example, Western Sydney University (1st in world), Newcastle University (top ranked Russell Group Newcastle (ranked 27) - already partnering to advance 'Future Families' project, action 6.1)). • Continue to educate, engage and support the HE community to work towards gender equality/SDG5, for example expanding UCIL 'Creating a Sustainable World' unit internationally through Association of Commonwealth Universities.	Academic Lead for EDI (Gender and Sexual Orientation) Director of Social Responsibility Lead EDI Data analyst	Start full analysis of SDG5 DATApoint information by July 2024 Start collaborative work with Newcastle University by January 2025 and at least one international partner by December 2025, then ongoing Review impact via SDG ranking and monitoring uptake and impact of UCIL SDG unit internally and externally
Enabler 2 (Objective 8) Measures of Success **Targets:** • Top 100 SDG 5 University ranking by 2028 leading to improving global THE Impact Ranking and sustainable development impact, remaining within the top 10 overall			

- At least two diversity calendar and/or public facing exhibitions and events related to gender equality open to external community annually
- At least one external regional member recruited to Athena Swan SAT by July 2024
- Double the number of staff and students on GM4Women (two to at least four) by December 2024
- Act as critical friend and mentor to at least two institutions annually
- 1-2 staff/students to be nominated/supported nominated for external awards annually

Outputs:

- Greater involvement of/consultation with local community and regional organisations through events and collaborations
- Embedding gender equality in our internationalisation strategy achieving regional, national and international gender equality impact
- Increased external gender equality collaborations, events, grant funding, outputs, publications and communications
- Evidence base for Gold Athena Swan application in 2028.

Appendix 1: Glossary

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

Abbreviation (alphabetical order)	Full form
AP	Indicates previous action from 2018 action plan
AS	Athena Swan
APP	Access and Participation Plan
APR	Annual Performance Review
BAME	Black, Asian and Minority Ethnic*
BRAG	Blue, Red, Amber, Green rating
BWPN	Black Women Professors Now
COO	Chief Operating Officer
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
ER	Employee Relations
FBMH	Faculty of Biology, Medicine and Health
FHUM	Faculty of Humanities
FLT	Faculty Leadership Team
FSE	Faculty of Science and Engineering
FTC	Fixed-term contract
GM	Greater Manchester
HE	Higher Education
HESA	Higher Education Statistics Agency
IRR	Inclusive Recruitment Review
ITL	Institute of Teaching and Learning
IWD	International Women's Day
L&OD	Learning and Organisational Development
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer and other identities
OfS	Office for Students
P&OD	People and Organisational Development
PDR	Performance and Development Review
PG	Postgraduate
PGR	Postgraduate research-based master's
PGT	Postgraduate Taught
PRC	Planning and Resource Committee
PS	Professional Services
PSLT	Professional Services Leadership Team
REC	Race Equality Charter
REF	Research Excellence Framework
REP	Rewarding Exceptional Performance
SAT	Self-Assessment Team
SEED	School of Environment, Education and Development
SLT	Senior Leadership Team
SU	Students' Union
SR	Social Responsibility

SS	Staff Survey
T&L	Teaching and Learning
T&R	Teaching and Research
UG	Undergraduate
VP	Vice-President
WHEN	Women in Higher Education Network
WP	Widening Participation

*We acknowledge the limitation of the term 'BAME' and is used to summarise data sets. Where possible, refer to ethnic minority groups individually, rather than as a single group.

Appendix 2: Culture survey data

Please present the results of the core culture survey question for sub-units (e.g. academic department, PTO directorate or equivalent) where available, and if desired, the results of any additional survey questions or consultation.

Appendix 2 - University Staff Survey 2022 – Gender Analysis (Male, Female, Other Gender Identity)

Note: Green indicates a significantly positive difference (+4% or more) to the University total level of agreement. Red indicates a significantly negative difference (-4% or more) to the University total level of agreement.

	University of Manchester Total (n=13297)	Female (n=3616)		Male (n=5262)		Other gender identity (n=63)	
	% Positive Response	% Positive Response	Difference with University Total	% Positive Response	Difference with University Total	% Positive Response	Difference with University Total
Our University Purpose							
At work I feel that I can make a positive difference	70	72	2	69	-1	56	-14
I am clear about how my work contributes to the success of the University	72	73	1	71	-1	55	-17
I believe the University behaves in an environmentally responsible way	54	57	3	50	-4	31	-23
I believe the University is doing a good job of advancing education, knowledge and wisdom for the good of society	71	74	3	67	-4	45	-26
I understand the strategic vision of the University	56	61	5	50	-6	52	-4
I understand the University values, as presented in the strategic vision	61	65	4	56	-5	56	-5
People here are ambitious in the pursuit of new ideas, understanding and discovery	76	79	3	73	-3	68	-8
The University has a positive impact on society and the communities in which we live and work	70	71	1	68	-2	55	-15
The University lives up to the radical Manchester spirit, inspired by our people, history and scale	47	51	4	42	-5	26	-21
Wellbeing							
Generally, colleagues at the University help and support one another	82	84	2	79	-3	75	-7
I am able to achieve a good balance between my work and home commitments	66	68	2	63	-3	57	-9
I am able to manage my workload	67	68	1	65	-2	59	-8
I believe that my personal safety is taken seriously at work	78	78	0	78	0	59	-19
I feel able to deal with the pressures I face in my job	69	69	0	68	-1	55	-14
I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	25	24	-1	25	0	33	8
My workload has eased since the covid lockdown and recovery period (2020-21)	14	14	0	15	1	3	-11
The part of the University I work in has been doing a good job of supporting staff through the pandemic	65	66	1	64	-1	45	-20
The University does enough to support my physical and mental wellbeing at work	51	54	3	48	-3	36	-15
Enablement							
I am trusted to get on with my job	91	92	1	89	-2	83	-8
I feel that I am safe and able to speak up and challenge the way that things are done	64	65	1	64	0	39	-25
I have the information I need to do my job	72	73	1	70	-2	61	-11
I have the tools and resources (equipment,policies, systems etc.) that I need to do my job	65	68	3	62	-3	52	-13
I have what I need to perform my job effectively wherever I am working	68	70	2	66	-2	59	-9
The part of the University I work in enables flexible working	85	87	2	82	-3	76	-9
The part of the University that I work in has an environment (facilities, policies, collegial ways of working, etc.) which supports my research	64	62	-2	66	2	63	-1
The University makes good use of technology / IT to support effective working	52	55	3	49	-3	37	-15
Line Manager							
My manager communicates effectively with me and my team	76	77	1	74	-2	69	-7
My manager encourages me to engage in personal and career development activities	63	66	3	60	-3	55	-8
My manager gives me regular feedback on how I am doing	61	62	1	58	-3	47	-14
My manager helps me achieve a good balance between my work and home commitments	64	66	2	60	-4	57	-7
My manager takes time to develop and coach me	52	55	3	49	-3	50	-2
My manager treats me with respect	86	87	1	85	-1	81	-5
Poor performance is managed effectively where I work	34	34	0	34	0	30	-4

Engagament							
I am proud to work for the University	75	77	2	73	-2	51	-24
I would recommend the University as a good place to be a student	67	68	1	66	-1	51	-16
I would recommend the University as a good place to work	69	72	3	65	-4	54	-15
I would still like to be working at the University in two years' time	71	73	2	69	-2	51	-20
Overall I am satisfied with my job	71	73	2	68	-3	59	-12
Working here makes me want to do the best work I can	71	74	3	68	-3	55	-16
Role and Development							
I am clear about what I'm expected to achieve in my job	80	81	1	78	-2	66	-14
I find my work interesting and challenging	83	84	1	83	0	75	-8
I have access to the training and development I need to do my job	65	68	3	63	-2	49	-16
My career aspirations are being met here	52	53	1	51	-1	40	-12
Recognition							
I feel valued and recognised for the work that I do	59	61	2	56	-3	42	-17
My work gives me a sense of personal achievement	74	74	0	73	-1	69	-5
PDR							
Have you had an individual performance and development review or probation review in the last 12 months?	65	66	1	64	-1	67	2
Overall, my performance and development review/probation review was useful	71	74	3	69	-2	50	-21

Inclusion							
I can be my true self at work	73	76	3	70	-3	49	-24
I feel like I belong here	65	67	2	63	-2	50	-15
People with backgrounds like mine can succeed here	75	77	2	74	-1	54	-21
Equality, Diversity, and Inclusion							
Everyone here is given an equal opportunity to develop and progress	56	56	0	58	2	37	-19
Individual differences (e.g. cultures, backgrounds, ideas) are respected at the University	78	78	0	77	-1	51	-27
The University is committed to equality, diversity and inclusion for all staff	75	75	0	75	0	40	-35
Communications within the University							
I am well informed about what's happening in the University	60	63	3	55	-5	37	-23
My opinion is sought on decisions that affect my work	56	58	2	54	-2	34	-22
On the whole, there is good communication and collaboration between different parts of the University	33	35	2	31	-2	27	-6
Reward and Security							
My job security at the University is good	60	60	0	61	1	32	-28
Overall, I feel that the University offers a good pay and benefits package	52	58	6	44	-8	36	-16

Leadership							
I feel that I'm treated fairly at work	77	79	2	76	-1	53	-24
My Faculty or Professional Service Directorate/Organisational Unit is managed well	49	52	3	44	-5	38	-11
My School is managed well	55	57	2	54	-1	36	-19
Senior leaders in my Faculty/School/Professional Services Directorate are receptive to the views of staff	51	55	4	47	-4	30	-21
The President's Senior Leadership Team (SLT) manage and lead the University well	34	37	3	31	-3	18	-16
Our Organisational Change							
I believe the University will take action to make changes as a result of this survey	39	43	4	33	-6	16	-23
The reasons behind changes are usually explained clearly	40	42	2	38	-2	22	-18
The University manages change effectively	28	29	1	26	-2	10	-18
Bullying, harassment, discrimination							
Did you report the discrimination you experienced?	24	26	2	21	-3	17	-7
I have not been discriminated against at work in the last 12 months	92	91	-1	93	1	73	-19
I am satisfied with how bullying and harassment are addressed in the part of the University I work in	14	13	-1	15	1	7	-7
I would feel able to report bullying/harassment without worrying that it would have a negative impact on me	63	60	-3	67	4	46	-17
In the last year, at this University, I have not experienced bullying / harassment at work	92	92	0	92	0	81	-11
Researchers							
The University considers researcher development and training to be important	67	69	2	64	-3	43	-24
I have had time to develop my research identity	64	60	-4	69	5	43	-21
The University encourages me to undertake researcher development and training	61	63	2	58	-3	55	-6
I am aware of the support the University provides for my career and professional development	58	59	1	58	0	44	-14
The overall provision of researcher development and training at the University meets my needs	54	55	1	53	-1	55	1
My manager/supervisor encourages me to consider a wide range of future career options within and beyond academia	51	50	-1	53	2	32	-19
I have had time develop my leaderships skills	42	40	-2	45	3	43	1

Appendix 3: Data tables

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

Staff data

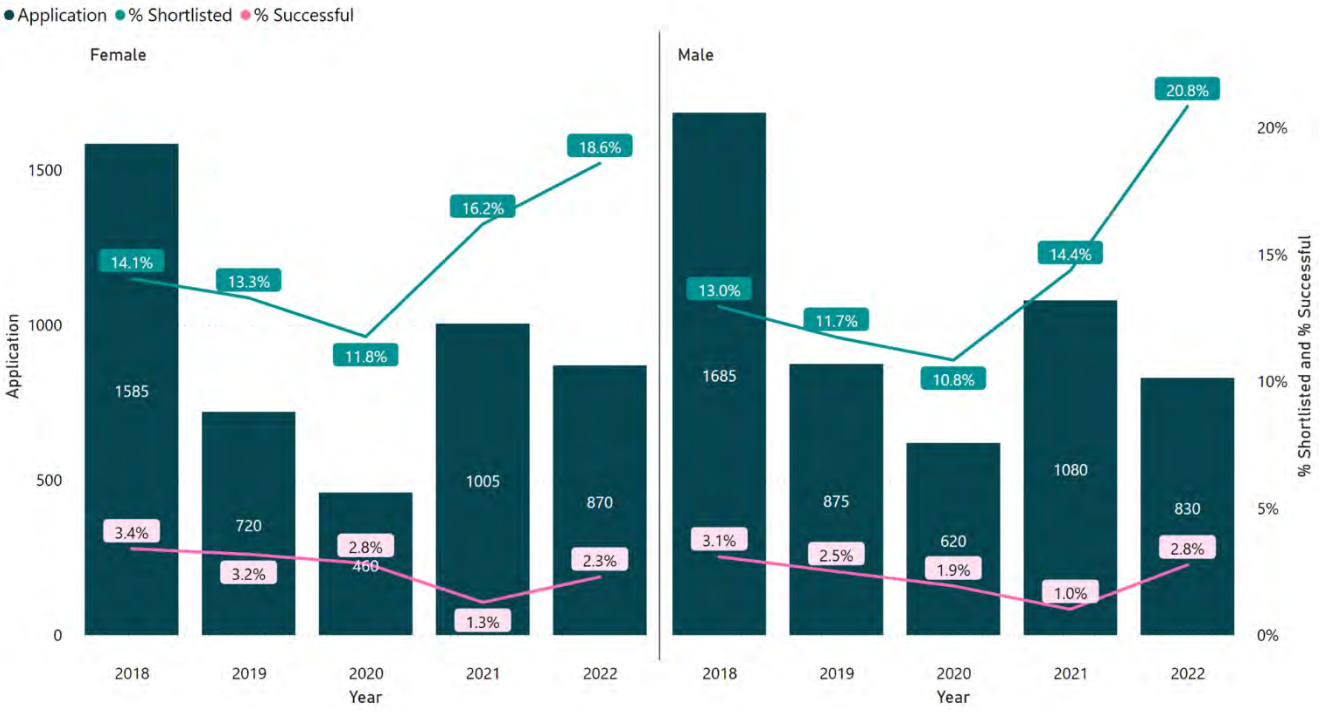
Applications, shortlist and appointments made in recruitment to academic posts by grade

Table 4: Applications, shortlisted and successful candidates for academic and research posts by sex and Faculty, 2018-2022

Year	2018		2019		2020		2021		2022	
Faculty	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Biology, Medicine & Health										
Applications	**2840**	**1780**	**2315**	**1415**	**1210**	**740**	**2145**	**1440**	**1840**	**1275**
Shortlisted	**405**	**240**	**345**	**210**	**180**	**110**	**310**	**220**	**340**	**185**
Successful	**135**	**70**	**95**	**70**	**55**	**25**	**45**	**35**	**95**	**55**
% Shortlisted	**14.3%**	**13.6%**	**14.9%**	**14.8%**	**14.8%**	**14.6%**	**14.5%**	**15.3%**	**18.5%**	**14.4%**
% Successful	**4.8%**	**4.0%**	**4.1%**	**4.8%**	**4.6%**	**3.5%**	**2.0%**	**2.4%**	**5.2%**	**4.3%**
Core Academics										
Applications	55	20	140	145	115	95	105	95	275	250
Shortlisted	25	10	40	35	20	20	30	30	65	40
Successful	10	0	10	10	5	5	10	5	15	10
% Shortlisted	42.6%	50.0%	26.8%	25.9%	18.4%	22.9%	28.3%	32.6%	24.5%	16.4%
% Successful	14.8%	11.1%	6.3%	6.3%	4.4%	4.2%	7.5%	6.3%	5.8%	4.0%
Research and Other Academics										
Applications	2785	1760	2170	1270	1095	645	2040	1345	1565	1025
Shortlisted	385	230	305	170	160	85	280	190	275	140
Successful	130	70	85	60	50	20	35	30	80	45
% Shortlisted	13.8%	13.2%	14.1%	13.5%	14.4%	13.4%	13.8%	14.1%	17.4%	13.9%
% Successful	4.6%	3.9%	4.0%	4.6%	4.7%	3.4%	1.7%	2.1%	5.1%	4.4%
Humanities										
Applications	**1585**	**1685**	**720**	**875**	**460**	**620**	**1005**	**1080**	**870**	**830**
Shortlisted	**225**	**220**	**95**	**105**	**55**	**65**	**165**	**155**	**160**	**175**
Successful	**55**	**50**	**25**	**20**	**15**	**10**	**15**	**10**	**20**	**25**
% Shortlisted	**14.1%**	**13.0%**	**13.3%**	**11.7%**	**11.8%**	**10.8%**	**16.2%**	**14.4%**	**18.6%**	**20.8%**
% Successful	**3.4%**	**3.1%**	**3.2%**	**2.5%**	**2.8%**	**1.9%**	**1.3%**	**1.0%**	**2.3%**	**2.8%**
Core Academics										
Applications	310	315	325	410	145	285	555	675	505	470
Shortlisted	50	45	50	55	20	30	90	105	105	125
Successful	10	10	10	10	10	5	5	5	10	10
% Shortlisted	16.4%	14.9%	14.8%	13.4%	14.3%	9.9%	16.2%	15.4%	20.8%	26.5%
% Successful	2.6%	3.8%	3.1%	2.7%	5.4%	1.4%	0.7%	0.4%	1.6%	2.1%
Research and Other Academics										
Applications	1275	1365	400	465	310	335	450	400	365	360
Shortlisted	170	170	50	50	35	40	75	50	55	50
Successful	45	40	15	10	5	10	10	10	10	15
% Shortlisted	13.5%	12.5%	12.1%	10.3%	10.6%	11.7%	16.3%	12.7%	15.6%	13.5%
% Successful	3.6%	2.9%	3.3%	2.4%	1.6%	2.4%	2.0%	2.0%	3.3%	3.6%
Science & Engineering										
Applications	**1265**	**4195**	**1365**	**4390**	**645**	**1860**	**1400**	**4350**	**1140**	**3400**
Shortlisted	**145**	**490**	**190**	**535**	**100**	**220**	**155**	**490**	**160**	**435**
Successful	**60**	**175**	**70**	**165**	**35**	**70**	**25**	**45**	**40**	**100**
% Shortlisted	**11.5%**	**11.7%**	**13.9%**	**12.2%**	**15.4%**	**11.8%**	**11.2%**	**11.3%**	**14.1%**	**12.8%**
% Successful	**4.7%**	**4.2%**	**5.1%**	**3.8%**	**5.1%**	**3.7%**	**1.7%**	**1.0%**	**3.7%**	**2.9%**
Core Academics										
Applications	60	220	80	350	40	210	130	525	135	615
Shortlisted	5	30	5	25	10	15	15	45	25	60
Successful	0	5		5	0	5	0		5	5
% Shortlisted	10.3%	12.6%	7.3%	7.7%	19.5%	8.0%	10.8%	8.7%	17.5%	9.6%
% Successful	1.7%	2.7%		1.7%	4.9%	1.9%	1.5%		2.9%	0.5%
Research and Other Academics										
Applications	1210	3970	1285	4040	600	1645	1270	3825	1000	2780
Shortlisted	140	465	185	510	90	205	140	445	135	375
Successful	60	170	70	160	30	65	20	45	40	95
% Shortlisted	11.6%	11.7%	14.3%	12.6%	15.1%	12.3%	11.2%	11.6%	13.7%	13.5%
% Successful	4.8%	4.3%	5.5%	3.9%	5.1%	3.9%	1.7%	1.2%	3.8%	3.4%
Applications	**5690**	**7655**	**4400**	**6680**	**2310**	**3215**	**4550**	**6870**	**3850**	**5505**
Shortlisted	**775**	**950**	**630**	**850**	**330**	**395**	**630**	**865**	**665**	**790**
Successful	**250**	**300**	**190**	**255**	**100**	**105**	**80**	**90**	**160**	**175**
% Shortlisted	**13.6%**	**12.4%**	**14.3%**	**12.7%**	**14.4%**	**12.3%**	**13.9%**	**12.6%**	**17.2%**	**14.4%**
% Successful	**4.4%**	**3.9%**	**4.3%**	**3.8%**	**4.4%**	**3.3%**	**1.8%**	**1.3%**	**4.1%**	**3.2%**

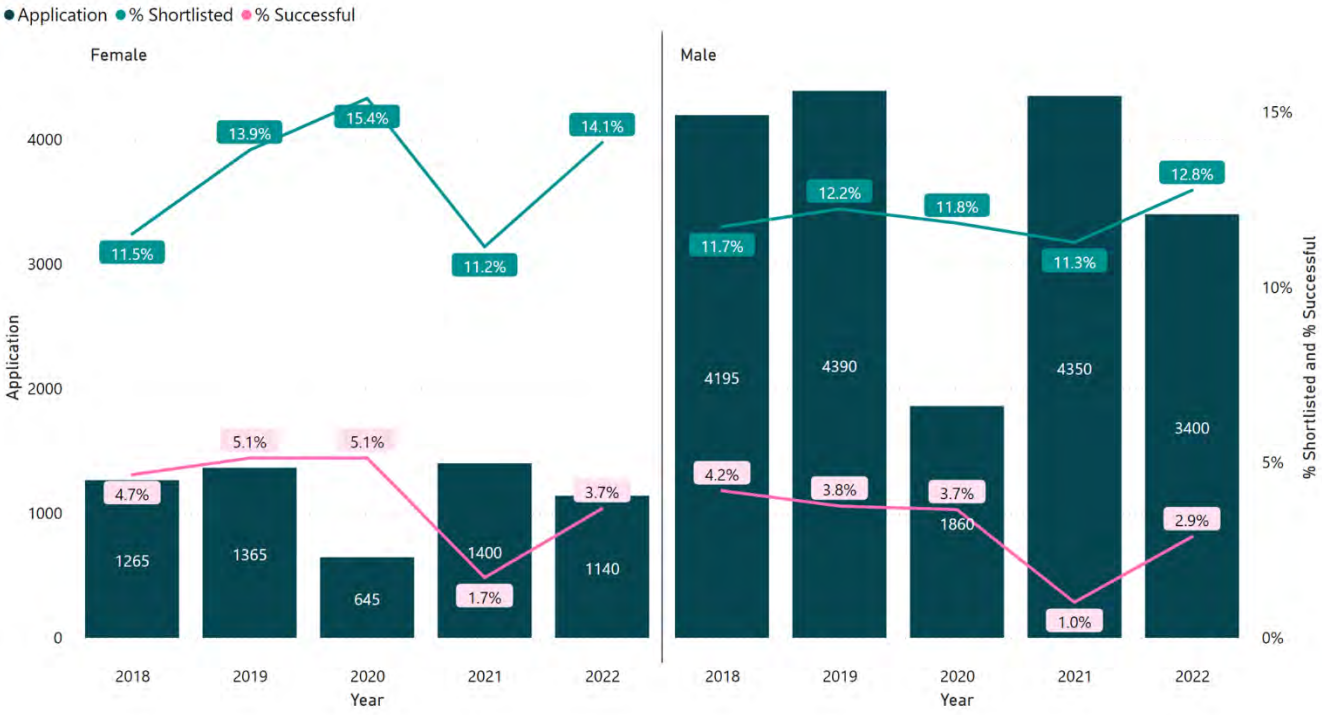
Sex	Female			Male			Total		
Year	Application	% Shortlisted	% Successful	Application	% Shortlisted	% Successful	**Application**	**% Shortlisted**	**% Successful**
2018	5855	13.6%	4.3%	7780	12.4%	3.9%	**13635**	**12.9%**	**4.1%**
2019	4570	14.4%	4.2%	6835	12.7%	3.8%	**11405**	**13.4%**	**3.9%**
2020	2465	14.7%	4.5%	3405	12.3%	3.3%	**5870**	**13.3%**	**3.8%**
2021	5195	13.6%	1.8%	7295	12.7%	1.3%	**12490**	**13.1%**	**1.5%**
2022	4070	17.6%	4.2%	5720	14.5%	3.2%	**9790**	**15.8%**	**3.6%**
Total	**22165**	**14.6%**	**3.7%**	**31030**	**12.9%**	**3.1%**	**53195**	**13.6%**	**3.3%**

Fig. 25: Shortlisted and success rates for academic and research posts by sex, 2018-2022



Sex	Female			Male			Total		
Year	Application	% Shortlisted	% Successful	Application	% Shortlisted	% Successful	**Application**	**% Shortlisted**	**% Successful**
2018	1585	14.1%	3.4%	1685	13.0%	3.1%	**3270**	**13.5%**	**3.2%**
2019	720	13.3%	3.2%	875	11.7%	2.5%	**1600**	**12.4%**	**2.8%**
2020	460	11.8%	2.8%	620	10.8%	1.9%	**1075**	**11.2%**	**2.3%**
2021	1005	16.2%	1.3%	1080	14.4%	1.0%	**2085**	**15.3%**	**1.2%**
2022	870	18.6%	2.3%	830	20.8%	2.8%	**1700**	**19.7%**	**2.5%**
Total	**4645**	**15.0%**	**2.6%**	**5085**	**14.1%**	**2.4%**	**9730**	**14.5%**	**2.5%**

Fig. 26: Shortlisted and success rates for academic and research posts by sex for FHUM, 2018-2022



Sex	Female			Male			Total		
Year	Application	% Shortlisted	% Successful	Application	% Shortlisted	% Successful	**Application**	**% Shortlisted**	**% Successful**
2018	1265	11.5%	4.7%	4195	11.7%	4.2%	**5460**	**11.7%**	**4.3%**
2019	1365	13.9%	5.1%	4390	12.2%	3.8%	**5755**	**12.6%**	**4.1%**
2020	645	15.4%	5.1%	1860	11.8%	3.7%	**2500**	**12.7%**	**4.0%**
2021	1400	11.2%	1.7%	4350	11.3%	1.0%	**5750**	**11.3%**	**1.2%**
2022	1140	14.1%	3.7%	3400	12.8%	2.9%	**4535**	**13.1%**	**3.1%**
Total	**5810**	**12.9%**	**3.9%**	**18190**	**12.0%**	**3.0%**	**24000**	**12.2%**	**3.2%**

Fig. 27: Shortlisted and success rates for academic and research posts by sex for FSE, 2018-2022

Sex	Female			Male			**Total**		
Year	Application	% Shortlisted	% Successful	Application	% Shortlisted	% Successful	**Application**	**% Shortlisted**	**% Successful**
2018	2840	14.3%	4.8%	1780	13.6%	4.0%	**4615**	**14.0%**	**4.5%**
2019	2315	14.9%	4.1%	1415	14.8%	4.8%	**3725**	**14.8%**	**4.4%**
2020	1210	14.8%	4.6%	740	14.6%	3.5%	**1950**	**14.7%**	**4.2%**
2021	2145	14.5%	2.0%	1440	15.3%	2.4%	**3585**	**14.8%**	**2.1%**
2022	1840	18.5%	5.2%	1275	14.4%	4.3%	**3115**	**16.8%**	**4.8%**
Total	**10345**	**15.3%**	**4.1%**	**6645**	**14.5%**	**3.8%**	**16990**	**15.0%**	**4.0%**

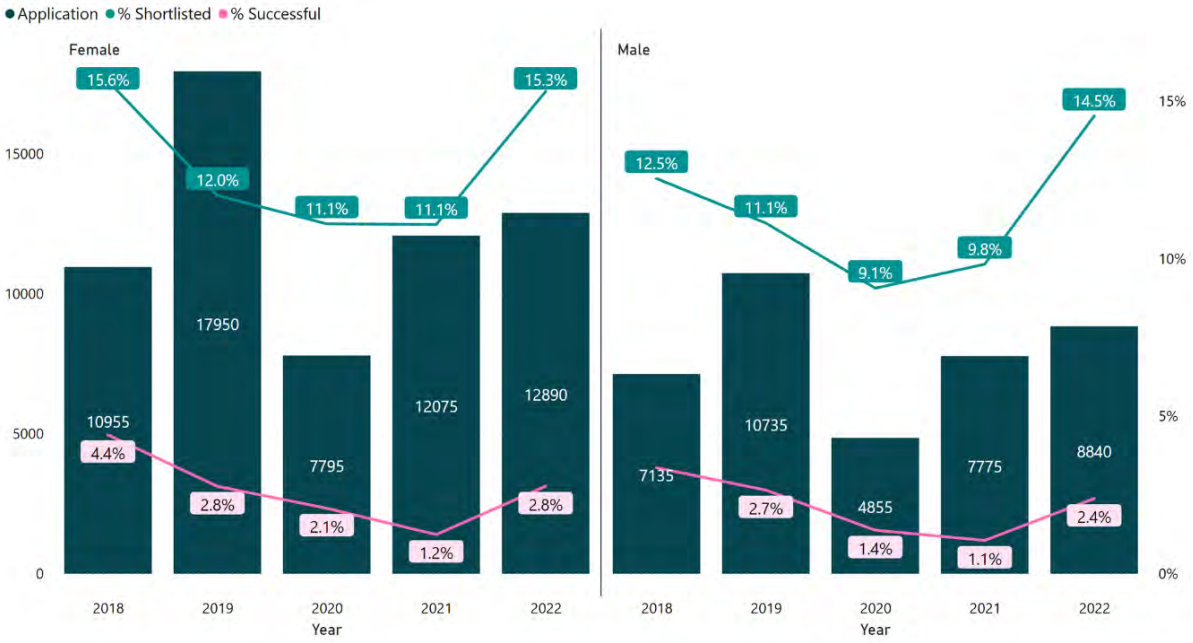
Fig. 28: Shortlisted and success rates for academic and research posts by sex for FBMH, 2018-2022

Applications, shortlist and appointments made in recruitment to PS posts by grade

Table 5: Applications, shortlisted and successful candidates for PS posts (including technical) by sex and area, 2018-2022

Year	2018		2019		2020		2021		2022	
Faculty	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Biology, Medicine & Health										
Applications	**2970**	**1640**	**3480**	**1865**	**1810**	**965**	**2425**	**1295**	**2530**	**1480**
Shortlisted	**485**	**175**	**510**	**240**	**245**	**95**	**340**	**140**	**430**	**195**
Successful	**140**	**40**	**130**	**50**	**50**	**10**	**50**	**15**	**75**	**30**
% Shortlisted	**16.3%**	**10.7%**	**14.7%**	**12.9%**	**13.4%**	**9.9%**	**14.0%**	**10.8%**	**17.0%**	**13.3%**
% Successful	**4.6%**	**2.6%**	**3.8%**	**2.7%**	**2.6%**	**1.2%**	**2.0%**	**1.2%**	**3.0%**	**2.1%**
Grade 1-5										
Applications	2640	1450	3195	1660	1655	830	2105	1020	2340	1355
Shortlisted	380	145	415	175	205	75	255	95	380	165
Successful	105	30	105	35	40	5	35	10	70	20
% Shortlisted	14.4%	9.9%	13.0%	10.7%	12.3%	9.0%	12.1%	9.3%	16.2%	12.3%
% Successful	3.9%	2.2%	3.4%	2.0%	2.4%	0.7%	1.8%	1.2%	2.9%	1.6%
Grade 6-9										
Applications	330	190	285	205	155	130	325	280	190	130
Shortlisted	105	30	95	65	40	20	85	45	50	30
Successful	35	10	25	15	10	5	10	5	10	10
% Shortlisted	32.0%	16.9%	33.7%	31.0%	25.5%	15.2%	26.5%	16.2%	25.8%	23.4%
% Successful	10.7%	5.3%	8.4%	7.9%	5.7%	4.5%	3.4%	1.1%	4.7%	7.0%
Cultural Institutions										
Applications	**795**	**465**	**895**	**410**	**85**	**65**	**445**	**330**	**1335**	**580**
Shortlisted	**80**	**30**	**90**	**30**	**15**	**5**	**45**	**20**	**110**	**40**
Successful	**15**	**10**	**15**	**5**	**0**	**0**	**5**		**20**	**5**
% Shortlisted	**9.9%**	**6.9%**	**10.2%**	**7.1%**	**15.1%**	**9.5%**	**10.5%**	**6.3%**	**8.4%**	**6.7%**
% Successful	**1.6%**	**1.7%**	**1.8%**	**1.2%**	**2.3%**	**1.6%**	**1.3%**		**1.5%**	**0.9%**
Grade 1-5										
Applications	785	455	830	380	80	60	285	240	1285	535
Shortlisted	75	30	80	20	15	5	30	15	100	30
Successful	10	5	15	5	0	0	5		20	5
% Shortlisted	9.8%	6.2%	9.6%	5.6%	16.0%	9.7%	11.0%	7.1%	7.7%	6.0%
% Successful	1.4%	1.5%	1.8%	0.8%	2.5%	1.6%	1.8%		1.4%	0.6%
Grade 6-9										
Applications	10	10	65	35	5	0	165	90	50	45
Shortlisted	0	5	10	10			15	5	15	5
Successful	0	0	0	0			0		0	0
% Shortlisted	18.2%	44.4%	17.5%	24.2%			9.8%	4.3%	26.5%	15.9%
% Successful	18.2%	11.1%	1.6%	6.1%			0.6%		4.1%	4.5%
Humanities										
Applications	**1335**	**735**	**2965**	**1515**	**1205**	**550**	**2460**	**1335**	**2460**	**1380**
Shortlisted	**260**	**105**	**280**	**125**	**115**	**60**	**185**	**90**	**360**	**180**
Successful	**75**	**35**	**60**	**25**	**15**	**10**	**20**	**5**	**60**	**15**
% Shortlisted	**19.5%**	**14.6%**	**9.4%**	**8.1%**	**9.4%**	**10.9%**	**7.6%**	**6.8%**	**14.7%**	**13.1%**
% Successful	**5.6%**	**4.9%**	**2.0%**	**1.8%**	**1.4%**	**1.8%**	**0.8%**	**0.5%**	**2.4%**	**1.1%**
Grade 1-5										
Applications	1110	565	2775	1380	1085	475	2150	1080	2165	1190
Shortlisted	200	70	220	100	95	45	145	65	300	155
Successful	60	25	45	20	15	5	15	5	45	10
% Shortlisted	18.0%	12.1%	8.0%	7.3%	8.7%	9.1%	6.7%	5.8%	13.9%	12.8%
% Successful	5.5%	4.1%	1.7%	1.6%	1.4%	1.3%	0.7%	0.4%	2.2%	0.8%
Grade 6-9										
Applications	225	170	190	135	120	75	310	255	295	190
Shortlisted	60	40	60	25	20	15	40	30	60	30
Successful	15	15	10	5	0	5	5	5	10	5
% Shortlisted	26.8%	22.8%	30.5%	16.9%	16.1%	22.4%	13.6%	11.1%	20.8%	14.9%
% Successful	6.3%	7.6%	6.3%	3.7%	1.7%	5.3%	1.6%	1.2%	3.8%	3.2%

Professional Services										
Applications	**4205**	**3195**	**7545**	**5010**	**3145**	**2350**	**4685**	**3260**	**4475**	**3620**
Shortlisted	**635**	**430**	**830**	**535**	**350**	**190**	**540**	**365**	**730**	**585**
Successful	**175**	**115**	**180**	**135**	**60**	**25**	**55**	**45**	**145**	**105**
% Shortlisted	**15.1%**	**13.5%**	**11.0%**	**10.7%**	**11.2%**	**8.0%**	**11.5%**	**11.2%**	**16.3%**	**16.1%**
% Successful	**4.2%**	**3.5%**	**2.4%**	**2.7%**	**1.9%**	**1.1%**	**1.2%**	**1.3%**	**3.3%**	**2.9%**
Grade 1-5										
Applications	2865	1885	6095	3640	2415	1590	3475	2080	2955	2040
Shortlisted	395	210	590	325	235	120	340	190	435	290
Successful	105	60	120	80	35	15	25	25	75	55
% Shortlisted	13.8%	11.3%	9.6%	8.9%	9.7%	7.7%	9.8%	9.2%	14.7%	14.3%
% Successful	3.6%	3.1%	2.0%	2.2%	1.4%	0.9%	0.7%	1.2%	2.6%	2.6%
Grade 6-9										
Applications	1340	1310	1450	1370	725	765	1215	1180	1525	1575
Shortlisted	240	220	245	210	115	65	200	175	295	290
Successful	70	55	65	55	25	10	30	20	70	50
% Shortlisted	18.0%	16.6%	16.8%	15.5%	16.1%	8.8%	16.3%	14.7%	19.4%	18.5%
% Successful	5.3%	4.1%	4.3%	3.9%	3.4%	1.6%	2.4%	1.5%	4.5%	3.2%
Science & Engineering										
Applications	**1455**	**995**	**2640**	**1720**	**1305**	**825**	**1835**	**1420**	**1855**	**1580**
Shortlisted	**220**	**130**	**385**	**250**	**135**	**85**	**205**	**145**	**300**	**260**
Successful	**75**	**40**	**100**	**65**	**30**	**15**	**20**	**15**	**55**	**50**
% Shortlisted	**15.1%**	**13.3%**	**14.6%**	**14.4%**	**10.2%**	**10.2%**	**11.1%**	**10.1%**	**16.3%**	**16.3%**
% Successful	**5.1%**	**3.8%**	**3.8%**	**3.7%**	**2.5%**	**1.9%**	**1.1%**	**1.1%**	**2.9%**	**3.1%**
Grade 1-5										
Applications	1275	745	2240	1195	1140	640	1630	1005	1570	1205
Shortlisted	165	75	255	130	95	55	165	70	250	190
Successful	55	20	60	30	20	10	15	5	45	35
% Shortlisted	12.9%	10.2%	11.3%	11.0%	8.4%	8.8%	10.1%	6.8%	15.8%	15.9%
% Successful	4.2%	3.0%	2.6%	2.4%	1.8%	1.4%	1.0%	0.6%	2.9%	3.1%
Grade 6-9										
Applications	180	250	400	525	170	185	205	415	285	380
Shortlisted	55	55	130	115	35	30	40	75	55	65
Successful	20	15	40	35	10	5	5	10	10	10
% Shortlisted	30.8%	22.5%	33.1%	22.3%	22.0%	15.2%	19.3%	18.1%	18.6%	17.7%
% Successful	11.0%	6.4%	10.0%	6.7%	6.5%	3.8%	1.9%	2.4%	2.8%	3.2%
Applications	**10760**	**7025**	**17520**	**10515**	**7550**	**4750**	**11855**	**7640**	**12655**	**8640**
Shortlisted	**1680**	**875**	**2100**	**1175**	**855**	**435**	**1320**	**760**	**1935**	**1260**
Successful	**475**	**235**	**485**	**280**	**160**	**65**	**150**	**80**	**355**	**205**
% Shortlisted	**15.6%**	**12.5%**	**12.0%**	**11.2%**	**11.3%**	**9.1%**	**11.1%**	**9.9%**	**15.3%**	**14.6%**
% Successful	**4.4%**	**3.4%**	**2.8%**	**2.7%**	**2.1%**	**1.4%**	**1.3%**	**1.1%**	**2.8%**	**2.4%**



Sex	Female			Male			**Total**		
Year	Application	% Shortlisted	% Successful	Application	% Shortlisted	% Successful	**Application**	**% Shortlisted**	**% Successful**
2018	10955	15.6%	4.4%	7135	12.5%	3.4%	**18085**	**14.4%**	**4.0%**
2019	17950	12.0%	2.8%	10735	11.1%	2.7%	**28680**	**11.7%**	**2.7%**
2020	7795	11.1%	2.1%	4855	9.1%	1.4%	**12650**	**10.3%**	**1.8%**
2021	12075	11.1%	1.2%	7775	9.8%	1.1%	**19850**	**10.6%**	**1.2%**
2022	12890	15.3%	2.8%	8840	14.5%	2.4%	**21735**	**15.0%**	**2.6%**
Total	**61665**	**13.1%**	**2.7%**	**39335**	**11.6%**	**2.2%**	**101000**	**12.5%**	**2.5%**

Fig. 29: Shortlisted and success rates for PS posts by sex, 2018-2022*

*Application count varies slightly from Table 5 as count includes applications to areas outside of Faculties, central directorates and Cultural Institutions, such as subsidiaries.

Academic staff by grade and contract function

Table 6: Academic staff by grade, contract function and sex, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	**215**	**10.5%**	**620**	**22.1%**	**835**	**17.2%**	**225**	**10.7%**	**635**	**22.1%**	**860**	**17.3%**	**240**	**11.3%**	**645**	**22.3%**	**890**	**17.7%**	**245**	**11.4%**	**625**	**22.3%**	**865**	**17.4%**	**255**	**11.0%**	**635**	**22.1%**	**890**	**17.1%**
Academic Teaching	10	0.5%	15	0.5%	**30**	**0.6%**	10	0.5%	15	0.5%	**25**	**0.5%**	10	0.5%	20	0.7%	**30**	**0.6%**	10	0.5%	20	0.7%	**30**	**0.6%**	10	0.4%	20	0.7%	**35**	**0.7%**
Academic Teaching & Research	200	9.8%	580	20.7%	**780**	**16.1%**	210	10.0%	595	20.7%	**805**	**16.2%**	225	10.6%	600	20.8%	**825**	**16.4%**	230	10.7%	585	20.9%	**815**	**16.4%**	235	10.2%	595	20.7%	**830**	**16.0%**
Research	5	0.2%	25	0.9%	**25**	**0.5%**	5	0.2%	25	0.9%	**30**	**0.6%**	5	0.2%	30	1.0%	**35**	**0.7%**	5	0.2%	25	0.9%	**25**	**0.5%**	5	0.2%	20	0.7%	**25**	**0.5%**
02. Reader	**50**	**2.5%**	**115**	**4.1%**	**170**	**3.5%**	**50**	**2.4%**	**115**	**4.0%**	**165**	**3.3%**	**50**	**2.3%**	**120**	**4.2%**	**170**	**3.4%**	**45**	**2.1%**	**125**	**4.5%**	**170**	**3.4%**	**45**	**1.9%**	**120**	**4.2%**	**165**	**3.2%**
Academic Teaching	5	0.2%	5	0.2%	**10**	**0.2%**	5	0.2%	5	0.2%	**15**	**0.3%**	10	0.5%	10	0.3%	**15**	**0.3%**	5	0.2%	10	0.4%	**15**	**0.3%**	5	0.2%	10	0.3%	**15**	**0.3%**
Academic Teaching & Research	45	2.2%	110	3.9%	**155**	**3.2%**	45	2.1%	105	3.7%	**150**	**3.0%**	40	1.9%	105	3.6%	**145**	**2.9%**	35	1.6%	115	4.1%	**150**	**3.0%**	35	1.5%	110	3.8%	**145**	**2.8%**
Research	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	0	0.0%	**5**	**0.1%**	0	0.0%	0	0.0%	**5**	**0.1%**
03. Senior Lecturer	**260**	**12.7%**	**405**	**14.4%**	**665**	**13.7%**	**270**	**12.8%**	**430**	**15.0%**	**700**	**14.1%**	**290**	**13.6%**	**450**	**15.6%**	**740**	**14.7%**	**295**	**13.7%**	**445**	**15.9%**	**735**	**14.8%**	**320**	**13.8%**	**440**	**15.3%**	**765**	**14.7%**
Academic Teaching	55	2.7%	55	2.0%	**110**	**2.3%**	60	2.8%	55	1.9%	**115**	**2.3%**	70	3.3%	70	2.4%	**135**	**2.7%**	70	3.2%	60	2.1%	**130**	**2.6%**	80	3.5%	65	2.3%	**145**	**2.8%**
Academic Teaching & Research	205	10.0%	350	12.5%	**555**	**11.4%**	210	10.0%	375	13.1%	**585**	**11.7%**	220	10.3%	385	13.3%	**605**	**12.1%**	225	10.4%	385	13.8%	**610**	**12.3%**	240	10.4%	380	13.2%	**620**	**11.9%**
04. Lecturer	**440**	**21.6%**	**530**	**18.9%**	**970**	**20.0%**	**455**	**21.6%**	**510**	**17.8%**	**965**	**19.4%**	**465**	**21.8%**	**500**	**17.3%**	**965**	**19.2%**	**450**	**20.9%**	**470**	**16.8%**	**915**	**18.4%**	**535**	**23.1%**	**560**	**19.5%**	**1095**	**21.1%**
Academic Teaching	145	7.1%	145	5.2%	**290**	**6.0%**	145	6.9%	140	4.9%	**285**	**5.7%**	165	7.7%	135	4.7%	**300**	**6.0%**	160	7.4%	135	4.8%	**300**	**6.0%**	185	8.0%	155	5.4%	**345**	**6.6%**
Academic Teaching & Research	300	14.7%	385	13.7%	**685**	**14.1%**	310	14.7%	370	12.9%	**680**	**13.7%**	305	14.3%	365	12.6%	**670**	**13.3%**	290	13.5%	330	11.8%	**620**	**12.5%**	350	15.1%	400	13.9%	**750**	**14.5%**
Research																					0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
05. Senior Research Fellow	**15**	**0.7%**	**20**	**0.7%**	**40**	**0.8%**	**20**	**0.9%**	**25**	**0.9%**	**45**	**0.9%**	**15**	**0.7%**	**20**	**0.7%**	**35**	**0.7%**	**15**	**0.7%**	**20**	**0.7%**	**35**	**0.7%**	**15**	**0.6%**	**25**	**0.9%**	**35**	**0.7%**
Research	15	0.7%	20	0.7%	**40**	**0.8%**	20	0.9%	25	0.9%	**45**	**0.9%**	15	0.7%	20	0.7%	**35**	**0.7%**	15	0.7%	20	0.7%	**35**	**0.7%**	15	0.6%	25	0.9%	**35**	**0.7%**
06. Research Fellow	**170**	**8.3%**	**210**	**7.5%**	**380**	**7.8%**	**200**	**9.5%**	**225**	**7.8%**	**425**	**8.5%**	**190**	**8.9%**	**235**	**8.1%**	**425**	**8.5%**	**195**	**9.0%**	**225**	**8.0%**	**425**	**8.6%**	**195**	**8.4%**	**215**	**7.5%**	**410**	**7.9%**
Research	170	8.3%	210	7.5%	**380**	**7.8%**	200	9.5%	225	7.8%	**425**	**8.5%**	190	8.9%	235	8.1%	**425**	**8.5%**	195	9.0%	225	8.0%	**425**	**8.6%**	195	8.4%	215	7.5%	**410**	**7.9%**
07. Research	**710**	**34.8%**	**840**	**29.9%**	**1550**	**32.0%**	**665**	**31.5%**	**870**	**30.3%**	**1540**	**30.9%**	**640**	**30.0%**	**860**	**29.8%**	**1495**	**29.8%**	**630**	**29.2%**	**800**	**28.6%**	**1435**	**28.9%**	**670**	**28.9%**	**790**	**27.5%**	**1460**	**28.1%**
Research	710	34.8%	840	29.9%	**1550**	**32.0%**	665	31.5%	870	30.3%	**1540**	**30.9%**	640	30.0%	860	29.8%	**1495**	**29.8%**	630	29.2%	800	28.6%	**1435**	**28.9%**	670	28.9%	790	27.5%	**1460**	**28.1%**
08. Teaching only	**190**	**9.3%**	**65**	**2.3%**	**255**	**5.3%**	**230**	**10.9%**	**65**	**2.3%**	**295**	**5.9%**	**250**	**11.7%**	**65**	**2.2%**	**320**	**6.4%**	**290**	**13.5%**	**95**	**3.4%**	**390**	**7.9%**	**295**	**12.7%**	**95**	**3.3%**	**395**	**7.6%**
Academic Teaching	190	9.3%	65	2.3%	**255**	**5.3%**	230	10.9%	65	2.3%	**295**	**5.9%**	250	11.7%	65	2.2%	**320**	**6.4%**	290	13.5%	95	3.4%	**390**	**7.9%**	295	12.7%	95	3.3%	**395**	**7.6%**
Total	**2040**	**100.0%**	**2805**	**100.0%**	**4850**	**100.0%**	**2110**	**100.0%**	**2870**	**100.0%**	**4980**	**100.0%**	**2130**	**100.0%**	**2890**	**100.0%**	**5020**	**100.0%**	**2155**	**100.0%**	**2800**	**100.0%**	**4960**	**100.0%**	**2315**	**100.0%**	**2875**	**100.0%**	**5190**	**100.0%**

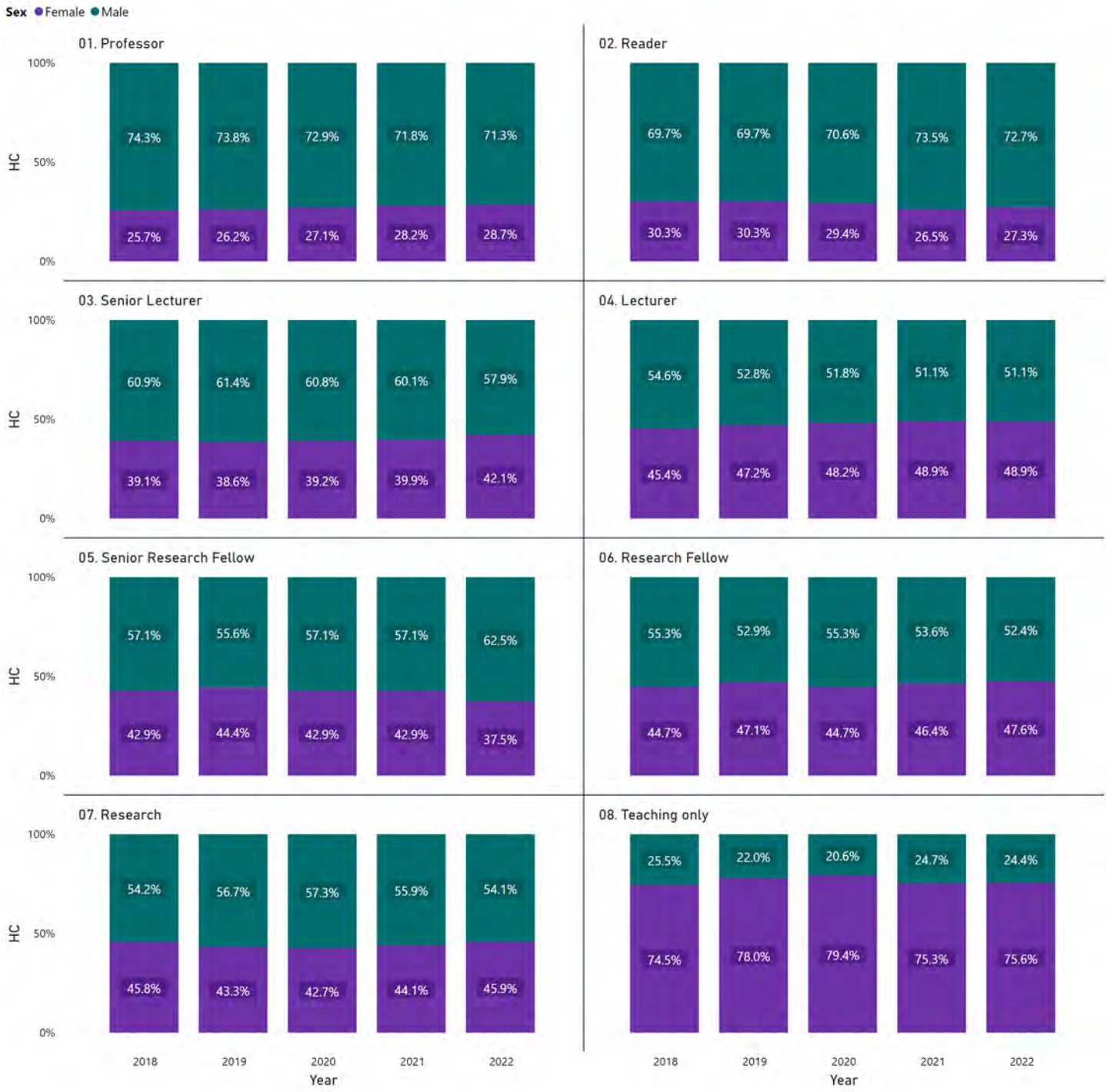


Fig. 30: Academic staff by grade and sex, 2017/18-2021/22

Table 7: Academic staff by grade, contract function, sex and ethnicity, 2021/22

Sex	Female								Male								Total	
Ethnicity Group	01. White		02. BAME		03. Not Known		Total		01. White		02. BAME		03. Not Known		Total			
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	**230**	**13.3%**	**25**	**4.6%**	**0**	**0.0%**	**255**	**11.0%**	**555**	**26.4%**	**75**	**11.1%**	**10**	**10.5%**	**635**	**22.1%**	**890**	**17.1%**
Academic Teaching	10	0.6%	0	0.0%			**10**	**0.4%**	15	0.7%	5	0.7%			**20**	**0.7%**	**35**	**0.7%**
Academic Teaching & Research	215	12.5%	20	3.7%	0	0.0%	**235**	**10.2%**	520	24.7%	70	10.4%	5	5.3%	**595**	**20.7%**	**830**	**16.0%**
Research	5	0.3%					**5**	**0.2%**	20	1.0%			0	0.0%	**20**	**0.7%**	**25**	**0.5%**
02. Reader	**40**	**2.3%**	**5**	**0.9%**			**45**	**1.9%**	**95**	**4.5%**	**25**	**3.7%**	**5**	**5.3%**	**120**	**4.2%**	**165**	**3.2%**
Academic Teaching	5	0.3%					**5**	**0.2%**	5	0.2%	0	0.0%			**10**	**0.3%**	**15**	**0.3%**
Academic Teaching & Research	30	1.7%	5	0.9%			**35**	**1.5%**	85	4.0%	25	3.7%	5	5.3%	**110**	**3.8%**	**145**	**2.8%**
Research	0	0.0%					**0**	**0.0%**	0	0.0%					**0**	**0.0%**	**5**	**0.1%**
03. Senior Lecturer	**275**	**15.9%**	**45**	**8.3%**	**5**	**10.0%**	**320**	**13.8%**	**365**	**17.3%**	**70**	**10.4%**	**10**	**10.5%**	**440**	**15.3%**	**765**	**14.7%**
Academic Teaching	70	4.1%	10	1.9%	0	0.0%	**80**	**3.5%**	55	2.6%	10	1.5%			**65**	**2.3%**	**145**	**2.8%**
Academic Teaching & Research	205	11.9%	35	6.5%	0	0.0%	**240**	**10.4%**	310	14.7%	60	8.9%	10	10.5%	**380**	**13.2%**	**620**	**11.9%**
04. Lecturer	**380**	**22.0%**	**140**	**25.9%**	**15**	**30.0%**	**535**	**23.1%**	**380**	**18.1%**	**160**	**23.7%**	**20**	**21.1%**	**560**	**19.5%**	**1095**	**21.1%**
Academic Teaching	135	7.8%	50	9.3%	5	10.0%	**185**	**8.0%**	115	5.5%	35	5.2%	5	5.3%	**155**	**5.4%**	**345**	**6.6%**
Academic Teaching & Research	245	14.2%	90	16.7%	10	20.0%	**350**	**15.1%**	265	12.6%	125	18.5%	15	15.8%	**400**	**13.9%**	**750**	**14.5%**
Research									0	0.0%					**0**	**0.0%**	**0**	**0.0%**
05. Senior Research Fellow	**10**	**0.6%**	**5**	**0.9%**			**15**	**0.6%**	**20**	**1.0%**	**0**	**0.0%**			**25**	**0.9%**	**35**	**0.7%**
Research	10	0.6%	5	0.9%			**15**	**0.6%**	20	1.0%	0	0.0%			**25**	**0.9%**	**35**	**0.7%**
06. Research Fellow	**150**	**8.7%**	**40**	**7.4%**	**5**	**10.0%**	**195**	**8.4%**	**165**	**7.8%**	**45**	**6.7%**	**5**	**5.3%**	**215**	**7.5%**	**410**	**7.9%**
Research	150	8.7%	40	7.4%	5	10.0%	**195**	**8.4%**	165	7.8%	45	6.7%	5	5.3%	**215**	**7.5%**	**410**	**7.9%**
07. Research	**445**	**25.8%**	**205**	**38.0%**	**20**	**40.0%**	**670**	**28.9%**	**475**	**22.6%**	**270**	**40.0%**	**50**	**52.6%**	**790**	**27.5%**	**1460**	**28.1%**
Research	445	25.8%	205	38.0%	20	40.0%	**670**	**28.9%**	475	22.6%	270	40.0%	50	52.6%	**790**	**27.5%**	**1460**	**28.1%**
08. Teaching only	**205**	**11.9%**	**85**	**15.7%**	**5**	**10.0%**	**295**	**12.7%**	**60**	**2.9%**	**35**	**5.2%**	**0**	**0.0%**	**95**	**3.3%**	**395**	**7.6%**
Academic Teaching	205	11.9%	85	15.7%	5	10.0%	**295**	**12.7%**	60	2.9%	35	5.2%	0	0.0%	**95**	**3.3%**	**395**	**7.6%**
Total	**1725**	**100.0%**	**540**	**100.0%**	**50**	**100.0%**	**2315**	**100.0%**	**2105**	**100.0%**	**675**	**100.0%**	**95**	**100.0%**	**2875**	**100.0%**	**5190**	**100.0%**

Table 8: Academic staff by grade, contract function, sex and disability, 2021/22

Sex	Female								Male								Total	
Disability Category	1. Yes - has a disability		2. Not known to be disabled		3. Prefer not to say		Total		1. Yes - has a disability		2. Not known to be disabled		3. Prefer not to say		Total			
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	**15**	**9.7%**	**240**	**11.2%**			**255**	**11.0%**	**10**	**7.7%**	**615**	**22.6%**	**5**	**20.0%**	**635**	**22.1%**	**890**	**17.1%**
Academic Teaching	0	0.0%	10	0.5%			**10**	**0.4%**	0	0.0%	20	0.7%			**20**	**0.7%**	**35**	**0.7%**
Academic Teaching & Research	10	6.5%	225	10.5%			**235**	**10.2%**	10	7.7%	575	21.1%	5	20.0%	**595**	**20.7%**	**830**	**16.0%**
Research			5	0.2%			**5**	**0.2%**			20	0.7%	0	0.0%	**20**	**0.7%**	**25**	**0.5%**
02. Reader	**0**	**0.0%**	**40**	**1.9%**	**0**	**0.0%**	**45**	**1.9%**	**5**	**3.8%**	**115**	**4.2%**	**5**	**20.0%**	**120**	**4.2%**	**165**	**3.2%**
Academic Teaching			5	0.2%			**5**	**0.2%**			10	0.4%			**10**	**0.3%**	**15**	**0.3%**
Academic Teaching & Research	0	0.0%	30	1.4%	0	0.0%	**35**	**1.5%**	5	3.8%	105	3.9%	5	20.0%	**110**	**3.8%**	**145**	**2.8%**
Research			0	0.0%			**0**	**0.0%**			0	0.0%			**0**	**0.0%**	**5**	**0.1%**
03. Senior Lecturer	**20**	**12.9%**	**300**	**14.0%**	**5**	**33.3%**	**320**	**13.8%**	**15**	**11.5%**	**420**	**15.4%**	**5**	**20.0%**	**440**	**15.3%**	**765**	**14.7%**
Academic Teaching	0	0.0%	80	3.7%			**80**	**3.5%**	0	0.0%	60	2.2%	0	0.0%	**65**	**2.3%**	**145**	**2.8%**
Academic Teaching & Research	15	9.7%	220	10.3%	5	33.3%	**240**	**10.4%**	15	11.5%	360	13.2%	0	0.0%	**380**	**13.2%**	**620**	**11.9%**
04. Lecturer	**35**	**22.6%**	**495**	**23.1%**	**5**	**33.3%**	**535**	**23.1%**	**35**	**26.9%**	**525**	**19.3%**	**0**	**0.0%**	**560**	**19.5%**	**1095**	**21.1%**
Academic Teaching	10	6.5%	175	8.2%			**185**	**8.0%**	15	11.5%	140	5.1%			**155**	**5.4%**	**345**	**6.6%**
Academic Teaching & Research	25	16.1%	320	14.9%	5	33.3%	**350**	**15.1%**	20	15.4%	380	14.0%	0	0.0%	**400**	**13.9%**	**750**	**14.5%**
Research											0	0.0%			**0**	**0.0%**	**0**	**0.0%**
05. Senior Research Fellow			**15**	**0.7%**			**15**	**0.6%**			**25**	**0.9%**			**25**	**0.9%**	**35**	**0.7%**
Research			15	0.7%			**15**	**0.6%**			25	0.9%			**25**	**0.9%**	**35**	**0.7%**
06. Research Fellow	**15**	**9.7%**	**175**	**8.2%**	**0**	**0.0%**	**195**	**8.4%**	**10**	**7.7%**	**205**	**7.5%**	**0**	**0.0%**	**215**	**7.5%**	**410**	**7.9%**
Research	15	9.7%	175	8.2%	0	0.0%	**195**	**8.4%**	10	7.7%	205	7.5%	0	0.0%	**215**	**7.5%**	**410**	**7.9%**
07. Research	**65**	**41.9%**	**600**	**28.0%**	**5**	**33.3%**	**670**	**28.9%**	**45**	**34.6%**	**740**	**27.2%**	**5**	**20.0%**	**790**	**27.5%**	**1460**	**28.1%**
Research	65	41.9%	600	28.0%	5	33.3%	**670**	**28.9%**	45	34.6%	740	27.2%	5	20.0%	**790**	**27.5%**	**1460**	**28.1%**
08. Teaching only	**10**	**6.5%**	**290**	**13.5%**	**0**	**0.0%**	**295**	**12.7%**	**5**	**3.8%**	**90**	**3.3%**			**95**	**3.3%**	**395**	**7.6%**
Academic Teaching	10	6.5%	290	13.5%	0	0.0%	**295**	**12.7%**	5	3.8%	90	3.3%			**95**	**3.3%**	**395**	**7.6%**
Total	**155**	**100.0%**	**2145**	**100.0%**	**15**	**100.0%**	**2315**	**100.0%**	**130**	**100.0%**	**2720**	**100.0%**	**25**	**100.0%**	**2875**	**100.0%**	**5190**	**100.0%**

Table 9: Academic staff by grade, contract function and sex in FBMH, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	**85**	**7.5%**	**200**	**21.2%**	**285**	**13.7%**	**100**	**8.4%**	**200**	**21.2%**	**300**	**14.0%**	**105**	**8.9%**	**200**	**21.3%**	**305**	**14.4%**	**105**	**8.7%**	**190**	**20.9%**	**290**	**13.7%**	**105**	**8.3%**	**180**	**20.1%**	**290**	**13.5%**
Academic Teaching	5	0.4%	10	1.1%	**15**	**0.7%**	5	0.4%	10	1.1%	**15**	**0.7%**	5	0.4%	10	1.1%	**15**	**0.7%**	5	0.4%	10	1.1%	**15**	**0.7%**	10	0.8%	15	1.7%	**20**	**0.9%**
Academic Teaching & Research	80	7.0%	175	18.5%	**255**	**12.3%**	90	7.5%	180	19.0%	**270**	**12.6%**	95	8.0%	175	18.6%	**270**	**12.7%**	95	7.9%	165	18.1%	**260**	**12.3%**	95	7.5%	160	17.9%	**255**	**11.8%**
Research	0	0.0%	15	1.6%	**15**	**0.7%**	5	0.4%	15	1.6%	**20**	**0.9%**	5	0.4%	15	1.6%	**20**	**0.9%**	0	0.0%	10	1.1%	**15**	**0.7%**	5	0.4%	10	1.1%	**15**	**0.7%**
02. Reader	**30**	**2.6%**	**20**	**2.1%**	**50**	**2.4%**	**30**	**2.5%**	**20**	**2.1%**	**50**	**2.3%**	**30**	**2.5%**	**20**	**2.1%**	**50**	**2.4%**	**25**	**2.1%**	**20**	**2.2%**	**45**	**2.1%**	**25**	**2.0%**	**15**	**1.7%**	**40**	**1.9%**
Academic Teaching	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**10**	**0.5%**	5	0.4%	5	0.5%	**10**	**0.5%**	5	0.4%	5	0.5%	**10**	**0.5%**	5	0.4%	5	0.6%	**10**	**0.5%**
Academic Teaching & Research	25	2.2%	20	2.1%	**45**	**2.2%**	20	1.7%	15	1.6%	**40**	**1.9%**	20	1.7%	20	2.1%	**40**	**1.9%**	20	1.7%	20	2.2%	**35**	**1.7%**	20	1.6%	15	1.7%	**30**	**1.4%**
Research	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
03. Senior Lecturer	**130**	**11.5%**	**130**	**13.8%**	**260**	**12.5%**	**135**	**11.3%**	**135**	**14.3%**	**270**	**12.6%**	**140**	**11.8%**	**140**	**14.9%**	**280**	**13.2%**	**140**	**11.6%**	**140**	**15.4%**	**280**	**13.2%**	**150**	**11.9%**	**140**	**15.6%**	**290**	**13.5%**
Academic Teaching	45	4.0%	20	2.1%	**65**	**3.1%**	55	4.6%	15	1.6%	**70**	**3.3%**	55	4.6%	25	2.7%	**80**	**3.8%**	55	4.6%	25	2.7%	**80**	**3.8%**	60	4.8%	30	3.4%	**90**	**4.2%**
Academic Teaching & Research	85	7.5%	110	11.6%	**195**	**9.4%**	80	6.7%	115	12.2%	**200**	**9.3%**	85	7.2%	115	12.2%	**200**	**9.4%**	85	7.1%	115	12.6%	**205**	**9.7%**	90	7.1%	115	12.8%	**205**	**9.5%**
04. Lecturer	**190**	**16.7%**	**155**	**16.4%**	**345**	**16.6%**	**195**	**16.3%**	**150**	**15.9%**	**345**	**16.1%**	**205**	**17.3%**	**155**	**16.5%**	**355**	**16.7%**	**210**	**17.4%**	**145**	**15.9%**	**355**	**16.8%**	**245**	**19.4%**	**165**	**18.4%**	**415**	**19.3%**
Academic Teaching	90	7.9%	70	7.4%	**165**	**7.9%**	90	7.5%	70	7.4%	**160**	**7.5%**	105	8.9%	70	7.4%	**175**	**8.2%**	110	9.1%	65	7.1%	**175**	**8.3%**	135	10.7%	80	8.9%	**215**	**10.0%**
Academic Teaching & Research	100	8.8%	80	8.5%	**180**	**8.7%**	105	8.8%	80	8.5%	**185**	**8.6%**	100	8.4%	85	9.0%	**185**	**8.7%**	100	8.3%	80	8.8%	**180**	**8.5%**	110	8.7%	90	10.1%	**200**	**9.3%**
05. Senior Research Fellow	**10**	**0.9%**	**5**	**0.5%**	**15**	**0.7%**	**10**	**0.8%**	**5**	**0.5%**	**15**	**0.7%**	**10**	**0.8%**	**5**	**0.5%**	**20**	**0.9%**	**10**	**0.8%**	**5**	**0.5%**	**15**	**0.7%**	**10**	**0.8%**	**10**	**1.1%**	**15**	**0.7%**
Research	10	0.9%	5	0.5%	**15**	**0.7%**	10	0.8%	5	0.5%	**15**	**0.7%**	10	0.8%	5	0.5%	**20**	**0.9%**	10	0.8%	5	0.5%	**15**	**0.7%**	10	0.8%	10	1.1%	**15**	**0.7%**
06. Research Fellow	**110**	**9.7%**	**90**	**9.5%**	**205**	**9.9%**	**145**	**12.1%**	**105**	**11.1%**	**245**	**11.4%**	**130**	**11.0%**	**110**	**11.7%**	**245**	**11.5%**	**135**	**11.2%**	**105**	**11.5%**	**240**	**11.3%**	**125**	**9.9%**	**105**	**11.7%**	**225**	**10.4%**
Research	110	9.7%	90	9.5%	**205**	**9.9%**	145	12.1%	105	11.1%	**245**	**11.4%**	130	11.0%	110	11.7%	**245**	**11.5%**	135	11.2%	105	11.5%	**240**	**11.3%**	125	9.9%	105	11.7%	**225**	**10.4%**
07. Research	**465**	**41.0%**	**305**	**32.3%**	**770**	**37.0%**	**430**	**36.0%**	**295**	**31.2%**	**725**	**33.9%**	**410**	**34.6%**	**275**	**29.3%**	**685**	**32.2%**	**400**	**33.2%**	**265**	**29.1%**	**665**	**31.4%**	**410**	**32.5%**	**245**	**27.4%**	**655**	**30.4%**
Research	465	41.0%	305	32.3%	**770**	**37.0%**	430	36.0%	295	31.2%	**725**	**33.9%**	410	34.6%	275	29.3%	**685**	**32.2%**	400	33.2%	265	29.1%	**665**	**31.4%**	410	32.5%	245	27.4%	**655**	**30.4%**
08. Teaching only	**115**	**10.1%**	**40**	**4.2%**	**155**	**7.5%**	**160**	**13.4%**	**40**	**4.2%**	**195**	**9.1%**	**165**	**13.9%**	**35**	**3.7%**	**200**	**9.4%**	**185**	**15.4%**	**40**	**4.4%**	**225**	**10.6%**	**195**	**15.5%**	**35**	**3.9%**	**230**	**10.7%**
Academic Teaching	115	10.1%	40	4.2%	**155**	**7.5%**	160	13.4%	40	4.2%	**195**	**9.1%**	165	13.9%	35	3.7%	**200**	**9.4%**	185	15.4%	40	4.4%	**225**	**10.6%**	195	15.5%	35	3.9%	**230**	**10.7%**
Total	**1135**	**100.0%**	**945**	**100.0%**	**2080**	**100.0%**	**1195**	**100.0%**	**945**	**100.0%**	**2140**	**100.0%**	**1185**	**100.0%**	**940**	**100.0%**	**2125**	**100.0%**	**1205**	**100.0%**	**910**	**100.0%**	**2115**	**100.0%**	**1260**	**100.0%**	**895**	**100.0%**	**2155**	**100.0%**

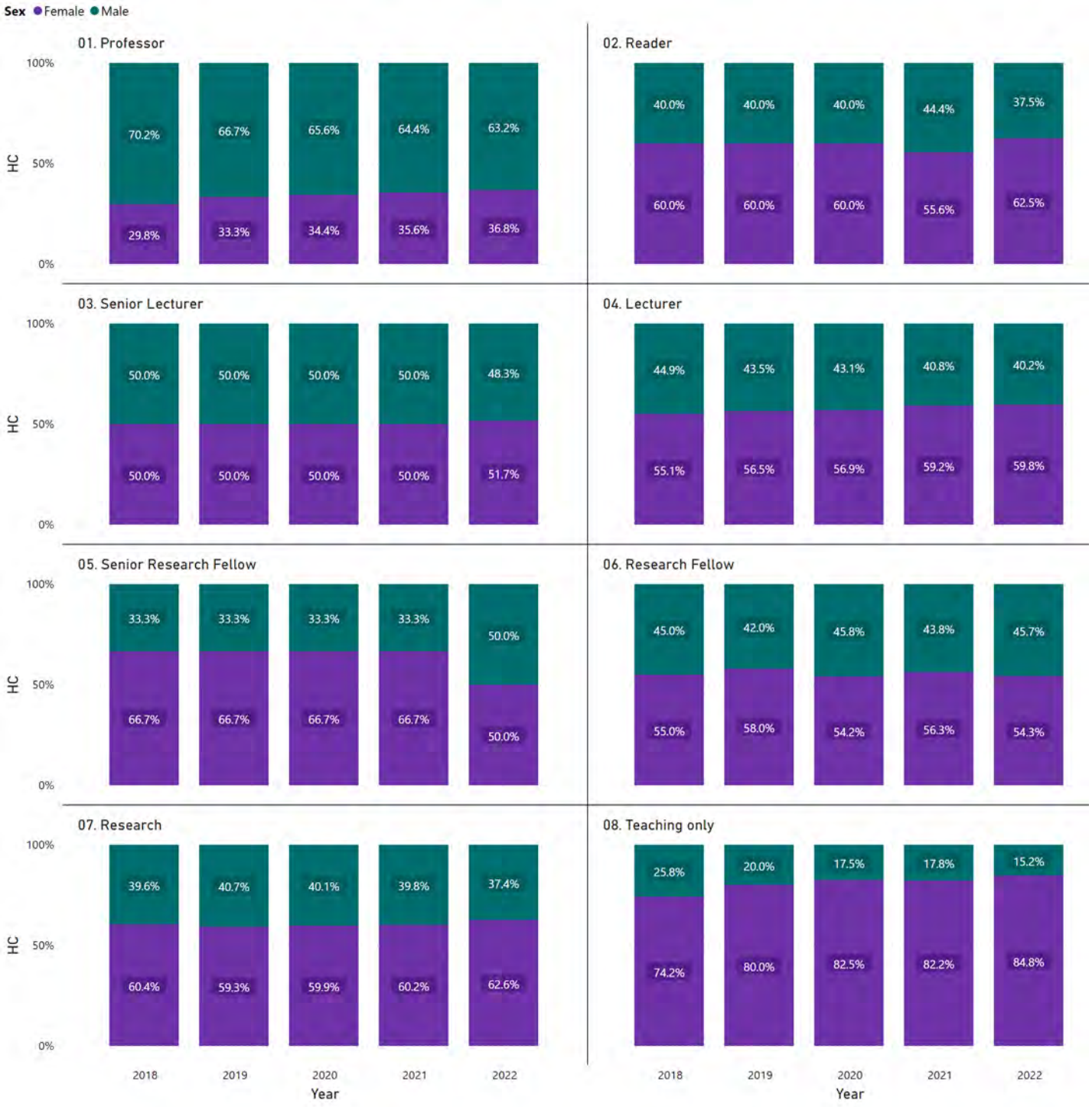


Fig. 31: Academic staff by grade and sex in FBMH, 2017/18-2021/22

Table 10: Academic staff by grade, contract function and sex in FHUM, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	**90**	**15.1%**	**195**	**28.7%**	**285**	**22.4%**	**90**	**14.9%**	**200**	**28.6%**	**295**	**22.5%**	**95**	**15.4%**	**205**	**28.9%**	**305**	**23.1%**	**95**	**15.2%**	**195**	**27.3%**	**295**	**22.0%**	**105**	**14.9%**	**205**	**26.3%**	**310**	**20.9%**
Academic Teaching	5	0.8%	5	0.7%	**10**	**0.8%**	5	0.8%	5	0.7%	**10**	**0.8%**	5	0.8%	5	0.7%	**10**	**0.8%**	5	0.8%	5	0.7%	**10**	**0.7%**	5	0.7%	5	0.6%	**10**	**0.7%**
Academic Teaching & Research	90	15.1%	185	27.2%	**275**	**21.7%**	90	14.9%	195	27.9%	**285**	**21.8%**	95	15.4%	195	27.5%	**290**	**22.0%**	95	15.2%	185	25.9%	**280**	**20.9%**	100	14.2%	195	25.0%	**295**	**19.9%**
Research			0	0.0%	**0**	**0.0%**			5	0.7%	**5**	**0.4%**			5	0.7%	**5**	**0.4%**			5	0.7%	**5**	**0.4%**			5	0.6%	**5**	**0.3%**
02. Reader	**10**	**1.7%**	**20**	**2.9%**	**30**	**2.4%**	**10**	**1.7%**	**20**	**2.9%**	**30**	**2.3%**	**10**	**1.6%**	**20**	**2.8%**	**30**	**2.3%**	**10**	**1.6%**	**20**	**2.8%**	**30**	**2.2%**	**5**	**0.7%**	**25**	**3.2%**	**35**	**2.4%**
Academic Teaching													0	0.0%			**0**	**0.0%**												
Academic Teaching & Research	10	1.7%	20	2.9%	**30**	**2.4%**	10	1.7%	20	2.9%	**30**	**2.3%**	10	1.6%	20	2.8%	**25**	**1.9%**	10	1.6%	20	2.8%	**30**	**2.2%**	5	0.7%	25	3.2%	**35**	**2.4%**
03. Senior Lecturer	**105**	**17.6%**	**155**	**22.8%**	**265**	**20.9%**	**115**	**19.0%**	**165**	**23.6%**	**280**	**21.4%**	**120**	**19.5%**	**175**	**24.6%**	**300**	**22.7%**	**125**	**20.0%**	**175**	**24.5%**	**300**	**22.4%**	**135**	**19.1%**	**170**	**21.8%**	**305**	**20.5%**
Academic Teaching	5	0.8%	20	2.9%	**30**	**2.4%**	10	1.7%	25	3.6%	**35**	**2.7%**	10	1.6%	30	4.2%	**45**	**3.4%**	10	1.6%	25	3.5%	**40**	**3.0%**	15	2.1%	25	3.2%	**40**	**2.7%**
Academic Teaching & Research	100	16.8%	135	19.9%	**235**	**18.5%**	110	18.2%	140	20.0%	**250**	**19.1%**	110	17.9%	145	20.4%	**255**	**19.3%**	115	18.4%	145	20.3%	**260**	**19.4%**	120	17.0%	145	18.6%	**265**	**17.8%**
04. Lecturer	**200**	**33.6%**	**200**	**29.4%**	**400**	**31.5%**	**205**	**33.9%**	**205**	**29.3%**	**410**	**31.3%**	**200**	**32.5%**	**195**	**27.5%**	**395**	**29.9%**	**175**	**28.0%**	**180**	**25.2%**	**355**	**26.5%**	**225**	**31.9%**	**240**	**30.8%**	**465**	**31.3%**
Academic Teaching	45	7.6%	55	8.1%	**100**	**7.9%**	45	7.4%	50	7.1%	**95**	**7.3%**	45	7.3%	40	5.6%	**85**	**6.4%**	30	4.8%	35	4.9%	**65**	**4.9%**	30	4.3%	35	4.5%	**65**	**4.4%**
Academic Teaching & Research	150	25.2%	150	22.1%	**300**	**23.6%**	155	25.6%	155	22.1%	**315**	**24.0%**	155	25.2%	155	21.8%	**310**	**23.5%**	145	23.2%	145	20.3%	**290**	**21.6%**	200	28.4%	205	26.3%	**405**	**27.3%**
05. Senior Research Fellow	**0**	**0.0%**	**5**	**0.7%**	**5**	**0.4%**	**5**	**0.8%**	**5**	**0.7%**	**10**	**0.8%**	**0**	**0.0%**	**5**	**0.7%**	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.7%**	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.6%**	**5**	**0.3%**
Research	0	0.0%	5	0.7%	**5**	**0.4%**	5	0.8%	5	0.7%	**10**	**0.8%**	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	5	0.6%	**5**	**0.3%**
06. Research Fellow	**30**	**5.0%**	**30**	**4.4%**	**60**	**4.7%**	**25**	**4.1%**	**30**	**4.3%**	**55**	**4.2%**	**20**	**3.3%**	**25**	**3.5%**	**45**	**3.4%**	**25**	**4.0%**	**20**	**2.8%**	**45**	**3.4%**	**25**	**3.5%**	**15**	**1.9%**	**40**	**2.7%**
Research	30	5.0%	30	4.4%	**60**	**4.7%**	25	4.1%	30	4.3%	**55**	**4.2%**	20	3.3%	25	3.5%	**45**	**3.4%**	25	4.0%	20	2.8%	**45**	**3.4%**	25	3.5%	15	1.9%	**40**	**2.7%**
07. Research	**85**	**14.3%**	**50**	**7.4%**	**135**	**10.6%**	**85**	**14.0%**	**50**	**7.1%**	**135**	**10.3%**	**75**	**12.2%**	**55**	**7.7%**	**130**	**9.8%**	**90**	**14.4%**	**65**	**9.1%**	**155**	**11.6%**	**105**	**14.9%**	**70**	**9.0%**	**180**	**12.1%**
Research	85	14.3%	50	7.4%	**135**	**10.6%**	85	14.0%	50	7.1%	**135**	**10.3%**	75	12.2%	55	7.7%	**130**	**9.8%**	90	14.4%	65	9.1%	**155**	**11.6%**	105	14.9%	70	9.0%	**180**	**12.1%**
08. Teaching only	**75**	**12.6%**	**25**	**3.7%**	**100**	**7.9%**	**70**	**11.6%**	**25**	**3.6%**	**100**	**7.6%**	**90**	**14.6%**	**30**	**4.2%**	**120**	**9.1%**	**105**	**16.8%**	**55**	**7.7%**	**160**	**11.9%**	**100**	**14.2%**	**55**	**7.1%**	**155**	**10.4%**
Academic Teaching	75	12.6%	25	3.7%	**100**	**7.9%**	70	11.6%	25	3.6%	**100**	**7.6%**	90	14.6%	30	4.2%	**120**	**9.1%**	105	16.8%	55	7.7%	**160**	**11.9%**	100	14.2%	55	7.1%	**155**	**10.4%**
Total	**595**	**100.0%**	**680**	**100.0%**	**1270**	**100.0%**	**605**	**100.0%**	**700**	**100.0%**	**1310**	**100.0%**	**615**	**100.0%**	**710**	**100.0%**	**1320**	**100.0%**	**625**	**100.0%**	**715**	**100.0%**	**1340**	**100.0%**	**705**	**100.0%**	**780**	**100.0%**	**1485**	**100.0%**

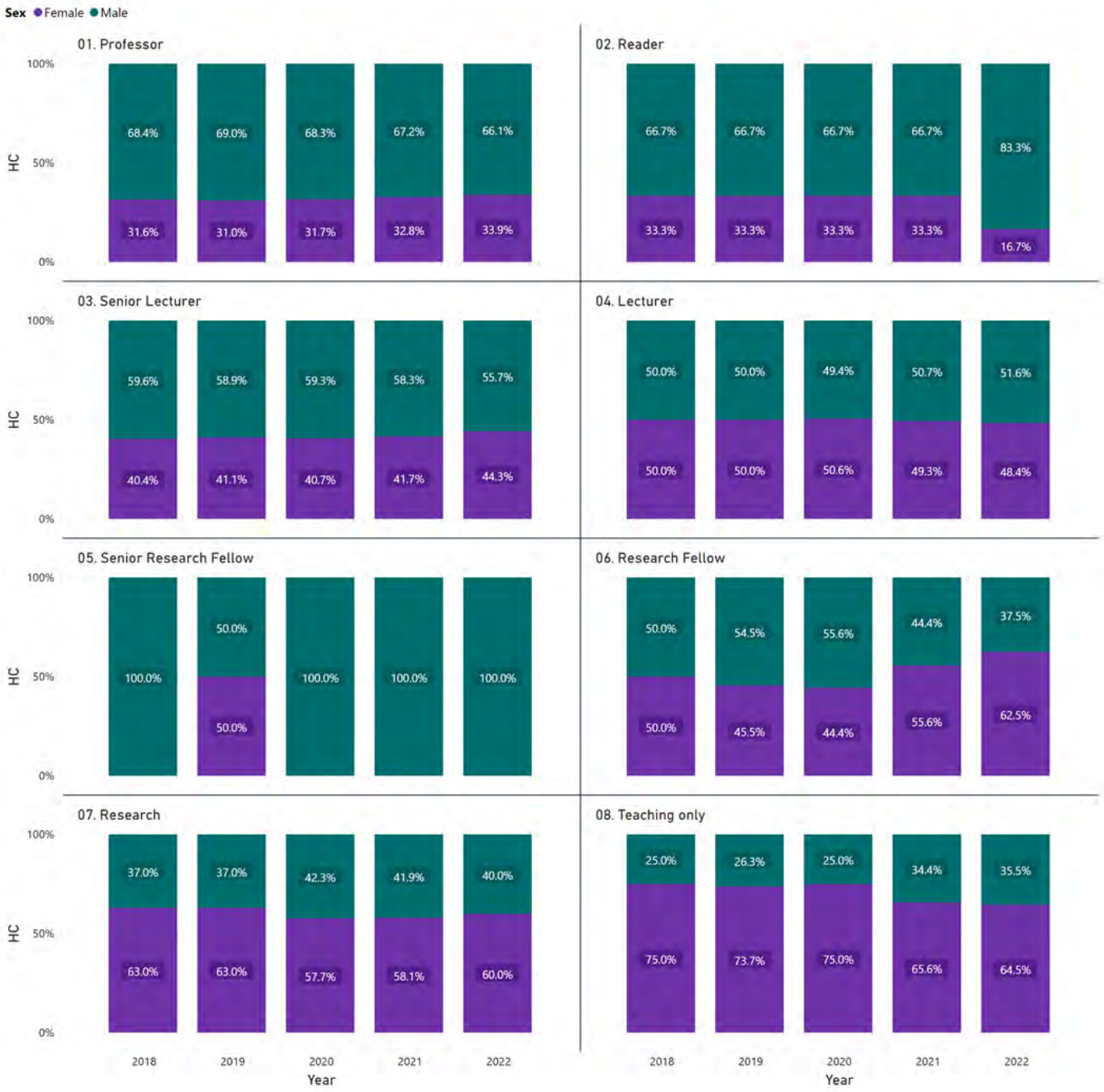


Fig. 32: Academic staff by grade and sex in FHUM, 2017/18-2021/22

Table 11: Academic staff by grade, contract function and sex in FSE, 2017/18-2021/22*

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	**35**	**11.1%**	**230**	**19.4%**	**260**	**17.4%**	**35**	**11.3%**	**230**	**18.9%**	**265**	**17.3%**	**35**	**10.6%**	**240**	**19.4%**	**280**	**17.8%**	**40**	**12.3%**	**240**	**20.3%**	**280**	**18.6%**	**40**	**11.4%**	**250**	**20.8%**	**295**	**19.0%**
Academic Teaching	0	0.0%	0	0.0%	**5**	**0.3%**	0	0.0%	0	0.0%	**5**	**0.3%**	0	0.0%	5	0.4%	**5**	**0.3%**	0	0.0%	0	0.0%	**5**	**0.3%**	0	0.0%	5	0.4%	**5**	**0.3%**
Academic Teaching & Research	30	9.5%	220	18.6%	**250**	**16.7%**	30	9.7%	220	18.0%	**250**	**16.3%**	35	10.6%	230	18.5%	**265**	**16.9%**	40	12.3%	230	19.5%	**270**	**17.9%**	40	11.4%	240	20.0%	**280**	**18.1%**
Research	0	0.0%	10	0.8%	**10**	**0.7%**	0	0.0%	10	0.8%	**10**	**0.7%**	0	0.0%	10	0.8%	**10**	**0.6%**	0	0.0%	5	0.4%	**10**	**0.7%**	0	0.0%	10	0.8%	**10**	**0.6%**
02. Reader	**15**	**4.8%**	**75**	**6.3%**	**90**	**6.0%**	**10**	**3.2%**	**80**	**6.6%**	**90**	**5.9%**	**10**	**3.0%**	**80**	**6.5%**	**90**	**5.7%**	**10**	**3.1%**	**85**	**7.2%**	**95**	**6.3%**	**10**	**2.9%**	**80**	**6.7%**	**90**	**5.8%**
Academic Teaching	0	0.0%	5	0.4%	**5**	**0.3%**			5	0.4%	**5**	**0.3%**			5	0.4%	**5**	**0.3%**			5	0.4%	**5**	**0.3%**			5	0.4%	**5**	**0.3%**
Academic Teaching & Research	15	4.8%	70	5.9%	**85**	**5.7%**	10	3.2%	70	5.7%	**80**	**5.2%**	10	3.0%	70	5.6%	**80**	**5.1%**	10	3.1%	75	6.4%	**85**	**5.6%**	10	2.9%	70	5.8%	**80**	**5.2%**
Research			0	0.0%	**0**	**0.0%**			5	0.4%	**5**	**0.3%**	0	0.0%	5	0.4%	**5**	**0.3%**	0	0.0%	0	0.0%	**5**	**0.3%**	0	0.0%	0	0.0%	**5**	**0.3%**
03. Senior Lecturer	**25**	**7.9%**	**115**	**9.7%**	**140**	**9.4%**	**20**	**6.5%**	**135**	**11.1%**	**155**	**10.1%**	**25**	**7.6%**	**135**	**10.9%**	**160**	**10.2%**	**25**	**7.7%**	**130**	**11.0%**	**155**	**10.3%**	**35**	**10.0%**	**130**	**10.8%**	**165**	**10.6%**
Academic Teaching	0	0.0%	10	0.8%	**10**	**0.7%**	0	0.0%	10	0.8%	**15**	**1.0%**	0	0.0%	10	0.8%	**15**	**1.0%**	0	0.0%	10	0.8%	**10**	**0.7%**	5	1.4%	10	0.8%	**15**	**1.0%**
Academic Teaching & Research	20	6.3%	105	8.9%	**125**	**8.4%**	20	6.5%	120	9.8%	**140**	**9.1%**	25	7.6%	125	10.1%	**150**	**9.6%**	25	7.7%	120	10.2%	**145**	**9.6%**	35	10.0%	120	10.0%	**155**	**10.0%**
04. Lecturer	**50**	**15.9%**	**175**	**14.8%**	**225**	**15.1%**	**55**	**17.7%**	**155**	**12.7%**	**210**	**13.7%**	**60**	**18.2%**	**150**	**12.1%**	**215**	**13.7%**	**65**	**20.0%**	**145**	**12.3%**	**210**	**14.0%**	**60**	**17.1%**	**155**	**12.9%**	**215**	**13.9%**
Academic Teaching	5	1.6%	20	1.7%	**25**	**1.7%**	5	1.6%	25	2.0%	**30**	**2.0%**	10	3.0%	30	2.4%	**40**	**2.5%**	20	6.2%	40	3.4%	**60**	**4.0%**	20	5.7%	45	3.8%	**65**	**4.2%**
Academic Teaching & Research	45	14.3%	155	13.1%	**200**	**13.4%**	50	16.1%	130	10.7%	**180**	**11.7%**	50	15.2%	125	10.1%	**175**	**11.1%**	45	13.8%	105	8.9%	**150**	**10.0%**	40	11.4%	110	9.2%	**150**	**9.7%**
Research																					0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
05. Senior Research Fellow	**5**	**1.6%**	**10**	**0.8%**	**15**	**1.0%**	**5**	**1.6%**	**10**	**0.8%**	**20**	**1.3%**	**5**	**1.5%**	**10**	**0.8%**	**15**	**1.0%**	**5**	**1.5%**	**10**	**0.8%**	**10**	**0.7%**	**5**	**1.4%**	**10**	**0.8%**	**15**	**1.0%**
Research	5	1.6%	10	0.8%	**15**	**1.0%**	5	1.6%	10	0.8%	**20**	**1.3%**	5	1.5%	10	0.8%	**15**	**1.0%**	5	1.5%	10	0.8%	**10**	**0.7%**	5	1.4%	10	0.8%	**15**	**1.0%**
06. Research Fellow	**25**	**7.9%**	**90**	**7.6%**	**120**	**8.0%**	**30**	**9.7%**	**90**	**7.4%**	**120**	**7.8%**	**35**	**10.6%**	**100**	**8.1%**	**135**	**8.6%**	**35**	**10.8%**	**100**	**8.5%**	**140**	**9.3%**	**45**	**12.9%**	**100**	**8.3%**	**140**	**9.0%**
Research	25	7.9%	90	7.6%	**120**	**8.0%**	30	9.7%	90	7.4%	**120**	**7.8%**	35	10.6%	100	8.1%	**135**	**8.6%**	35	10.8%	100	8.5%	**140**	**9.3%**	45	12.9%	100	8.3%	**140**	**9.0%**
07. Research	**160**	**50.8%**	**490**	**41.4%**	**650**	**43.5%**	**155**	**50.0%**	**525**	**43.0%**	**680**	**44.3%**	**155**	**47.0%**	**530**	**42.7%**	**680**	**43.3%**	**140**	**43.1%**	**475**	**40.3%**	**615**	**40.9%**	**150**	**42.9%**	**475**	**39.6%**	**625**	**40.3%**
Research	160	50.8%	490	41.4%	**650**	**43.5%**	155	50.0%	525	43.0%	**680**	**44.3%**	155	47.0%	530	42.7%	**680**	**43.3%**	140	43.1%	475	40.3%	**615**	**40.9%**	150	42.9%	475	39.6%	**625**	**40.3%**
08. Teaching only																					**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**0.4%**	**5**	**0.3%**
Academic Teaching																					0	0.0%	**0**	**0.0%**	0	0.0%	5	0.4%	**5**	**0.3%**
Total	**315**	**100.0%**	**1185**	**100.0%**	**1495**	**100.0%**	**310**	**100.0%**	**1220**	**100.0%**	**1535**	**100.0%**	**330**	**100.0%**	**1240**	**100.0%**	**1570**	**100.0%**	**325**	**100.0%**	**1180**	**100.0%**	**1505**	**100.0%**	**350**	**100.0%**	**1200**	**100.0%**	**1550**	**100.0%**

*Note: In FSE, numbers of staff on teaching-only contracts are very small. Atypical grades are excluded.

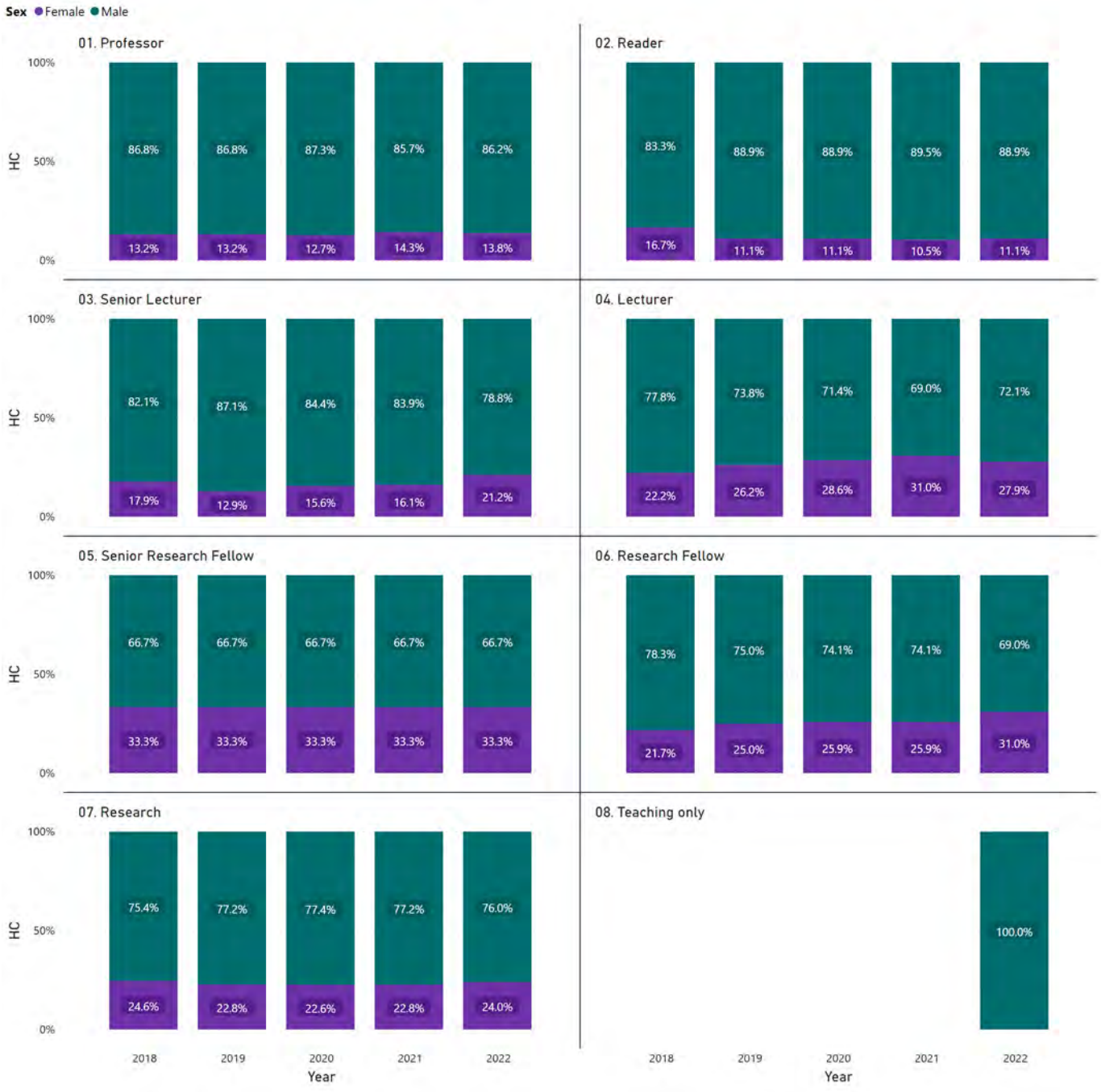


Fig. 33: Academic staff by grade and sex in FSE, 2017/18-2021/22

Academic staff by grade and contract type

Table 12: Academic staff by grade, contract type and sex, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**1135**	**55.6%**	**1260**	**44.9%**	**2395**	**49.4%**	**1175**	**55.7%**	**1320**	**46.0%**	**2495**	**50.1%**	**1145**	**53.8%**	**1280**	**44.4%**	**2420**	**48.3%**	**1195**	**55.5%**	**1245**	**44.5%**	**2435**	**49.1%**	**1290**	**55.7%**	**1245**	**43.4%**	**2535**	**48.9%**
01. Professor	10	0.5%	65	2.3%	**75**	**1.5%**	10	0.5%	75	2.6%	**85**	**1.7%**	15	0.7%	65	2.3%	**80**	**1.6%**	10	0.5%	55	2.0%	**70**	**1.4%**	10	0.4%	50	1.7%	**55**	**1.1%**
02. Reader	0	0.0%	5	0.2%	**5**	**0.1%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**												
03. Senior Lecturer	15	0.7%	15	0.5%	**30**	**0.6%**	20	0.9%	20	0.7%	**40**	**0.8%**	20	0.9%	20	0.7%	**40**	**0.8%**	20	0.9%	25	0.9%	**50**	**1.0%**	25	1.1%	25	0.9%	**50**	**1.0%**
04. Lecturer	120	5.9%	115	4.1%	**235**	**4.9%**	115	5.5%	105	3.7%	**220**	**4.4%**	125	5.9%	85	2.9%	**205**	**4.1%**	125	5.8%	90	3.2%	**220**	**4.4%**	180	7.8%	135	4.7%	**315**	**6.1%**
05. Senior Research Fellow	10	0.5%	10	0.4%	**25**	**0.5%**	15	0.7%	15	0.5%	**30**	**0.6%**	15	0.7%	10	0.3%	**25**	**0.5%**	10	0.5%	10	0.4%	**20**	**0.4%**	10	0.4%	10	0.3%	**20**	**0.4%**
06. Research Fellow	160	7.8%	190	6.8%	**350**	**7.2%**	190	9.0%	200	7.0%	**390**	**7.8%**	175	8.2%	210	7.3%	**385**	**7.7%**	185	8.6%	200	7.1%	**385**	**7.8%**	180	7.8%	190	6.6%	**370**	**7.1%**
07. Research	690	33.8%	820	29.2%	**1505**	**31.1%**	650	30.8%	860	30.0%	**1510**	**30.3%**	620	29.1%	840	29.1%	**1460**	**29.1%**	615	28.5%	785	28.0%	**1400**	**28.3%**	655	28.3%	775	27.0%	**1430**	**27.6%**
08. Teaching only	140	6.9%	45	1.6%	**185**	**3.8%**	185	8.8%	45	1.6%	**230**	**4.6%**	185	8.7%	50	1.7%	**235**	**4.7%**	225	10.4%	75	2.7%	**300**	**6.1%**	230	9.9%	75	2.6%	**305**	**5.9%**
Permanent	**910**	**44.6%**	**1545**	**55.1%**	**2455**	**50.7%**	**940**	**44.5%**	**1550**	**54.0%**	**2495**	**50.1%**	**995**	**46.7%**	**1615**	**56.0%**	**2610**	**52.0%**	**970**	**45.0%**	**1560**	**55.7%**	**2530**	**51.1%**	**1035**	**44.7%**	**1635**	**57.0%**	**2670**	**51.5%**
01. Professor	205	10.0%	555	19.8%	**760**	**15.7%**	215	10.2%	560	19.5%	**775**	**15.6%**	225	10.6%	585	20.3%	**810**	**16.2%**	230	10.7%	570	20.4%	**800**	**16.1%**	245	10.6%	590	20.6%	**835**	**16.1%**
02. Reader	50	2.5%	115	4.1%	**165**	**3.4%**	50	2.4%	115	4.0%	**165**	**3.3%**	50	2.3%	115	4.0%	**165**	**3.3%**	45	2.1%	125	4.5%	**170**	**3.4%**	45	1.9%	120	4.2%	**165**	**3.2%**
03. Senior Lecturer	245	12.0%	390	13.9%	**635**	**13.1%**	255	12.1%	410	14.3%	**665**	**13.4%**	270	12.7%	430	14.9%	**700**	**14.0%**	275	12.8%	420	15.0%	**690**	**13.9%**	300	13.0%	420	14.6%	**715**	**13.8%**
04. Lecturer	320	15.7%	415	14.8%	**735**	**15.2%**	340	16.1%	405	14.1%	**745**	**15.0%**	345	16.2%	415	14.4%	**760**	**15.2%**	325	15.1%	375	13.4%	**700**	**14.1%**	355	15.3%	430	15.0%	**785**	**15.1%**
05. Senior Research Fellow	5	0.2%	10	0.4%	**15**	**0.3%**	5	0.2%	10	0.3%	**15**	**0.3%**	5	0.2%	10	0.3%	**10**	**0.2%**	5	0.2%	10	0.4%	**15**	**0.3%**	0	0.0%	15	0.5%	**15**	**0.3%**
06. Research Fellow	10	0.5%	20	0.7%	**30**	**0.6%**	10	0.5%	25	0.9%	**30**	**0.6%**	10	0.5%	25	0.9%	**35**	**0.7%**	10	0.5%	25	0.9%	**40**	**0.8%**	10	0.4%	25	0.9%	**35**	**0.7%**
07. Research	25	1.2%	25	0.9%	**45**	**0.9%**	20	0.9%	10	0.3%	**30**	**0.6%**	20	0.9%	15	0.5%	**35**	**0.7%**	15	0.7%	15	0.5%	**30**	**0.6%**	15	0.6%	15	0.5%	**30**	**0.6%**
08. Teaching only	50	2.5%	20	0.7%	**70**	**1.4%**	50	2.4%	20	0.7%	**70**	**1.4%**	65	3.1%	20	0.7%	**85**	**1.7%**	65	3.0%	20	0.7%	**85**	**1.7%**	70	3.0%	25	0.9%	**90**	**1.7%**
Total	**2040**	**100.0%**	**2805**	**100.0%**	**4845**	**100.0%**	**2110**	**100.0%**	**2870**	**100.0%**	**4980**	**100.0%**	**2130**	**100.0%**	**2885**	**100.0%**	**5015**	**100.0%**	**2155**	**100.0%**	**2800**	**100.0%**	**4955**	**100.0%**	**2315**	**100.0%**	**2870**	**100.0%**	**5185**	**100.0%**

Fig. 34: Academic staff by contract type and sex, 2017/18-2021/22

Table 13: Academic staff by grade, contract type, sex and ethnicity, 2021/22

Sex	Female								Male								Total	
Ethnicity Group	01. White		02. BAME		03. Not Known		Total		01. White		02. BAME		03. Not Known		Total			
Position Status	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**890**	**51.7%**	**360**	**66.7%**	**40**	**80.0%**	**1290**	**55.7%**	**800**	**38.1%**	**380**	**56.3%**	**65**	**68.4%**	**1245**	**43.4%**	**2535**	**48.9%**
01. Professor	10	0.6%					**10**	**0.4%**	45	2.1%	5	0.7%	0	0.0%	**50**	**1.7%**	**55**	**1.1%**
03. Senior Lecturer	20	1.2%	5	0.9%	0	0.0%	**25**	**1.1%**	20	1.0%	5	0.7%	0	0.0%	**25**	**0.9%**	**50**	**1.0%**
04. Lecturer	125	7.3%	50	9.3%	5	10.0%	**180**	**7.8%**	85	4.0%	40	5.9%	5	5.3%	**135**	**4.7%**	**315**	**6.1%**
05. Senior Research Fellow	10	0.6%	5	0.9%			**10**	**0.4%**	10	0.5%	0	0.0%			**10**	**0.3%**	**20**	**0.4%**
06. Research Fellow	140	8.1%	40	7.4%	5	10.0%	**180**	**7.8%**	145	6.9%	40	5.9%	5	5.3%	**190**	**6.6%**	**370**	**7.1%**
07. Research	435	25.3%	200	37.0%	20	40.0%	**655**	**28.3%**	460	21.9%	265	39.3%	45	47.4%	**775**	**27.0%**	**1430**	**27.6%**
08. Teaching only	160	9.3%	65	12.0%	5	10.0%	**230**	**9.9%**	45	2.1%	30	4.4%	0	0.0%	**75**	**2.6%**	**305**	**5.9%**
Permanent	**845**	**49.1%**	**180**	**33.3%**	**10**	**20.0%**	**1035**	**44.7%**	**1310**	**62.4%**	**295**	**43.7%**	**30**	**31.6%**	**1635**	**57.0%**	**2670**	**51.5%**
01. Professor	220	12.8%	25	4.6%	0	0.0%	**245**	**10.6%**	510	24.3%	70	10.4%	5	5.3%	**590**	**20.6%**	**835**	**16.1%**
02. Reader	40	2.3%	5	0.9%			**45**	**1.9%**	95	4.5%	25	3.7%	5	5.3%	**120**	**4.2%**	**165**	**3.2%**
03. Senior Lecturer	255	14.8%	40	7.4%	0	0.0%	**300**	**13.0%**	345	16.4%	65	9.6%	5	5.3%	**420**	**14.6%**	**715**	**13.8%**
04. Lecturer	260	15.1%	90	16.7%	10	20.0%	**355**	**15.3%**	295	14.0%	120	17.8%	15	15.8%	**430**	**15.0%**	**785**	**15.1%**
05. Senior Research Fellow	0	0.0%					**0**	**0.0%**	15	0.7%					**15**	**0.5%**	**15**	**0.3%**
06. Research Fellow	10	0.6%	0	0.0%			**10**	**0.4%**	20	1.0%	5	0.7%			**25**	**0.9%**	**35**	**0.7%**
07. Research	10	0.6%	5	0.9%			**15**	**0.6%**	15	0.7%	0	0.0%	0	0.0%	**15**	**0.5%**	**30**	**0.6%**
08. Teaching only	45	2.6%	20	3.7%	0	0.0%	**70**	**3.0%**	20	1.0%	5	0.7%			**25**	**0.9%**	**90**	**1.7%**
Total	**1720**	**100.0%**	**540**	**100.0%**	**50**	**100.0%**	**2315**	**100.0%**	**2100**	**100.0%**	**675**	**100.0%**	**95**	**100.0%**	**2870**	**100.0%**	**5185**	**100.0%**

Table 14: Academic staff by grade, contract type, sex and disability, 2021/22

Sex	Female								Male								Total	
Disability Category	1. Yes - has a disability		2. Not known to be disabled		3. Prefer not to say		Total		1. Yes - has a disability		2. Not known to be disabled		3. Prefer not to say		Total			
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**95**	**61.3%**	**1190**	**55.5%**	**5**	**33.3%**	**1290**	**55.7%**	**70**	**53.8%**	**1165**	**42.8%**	**10**	**40.0%**	**1245**	**43.4%**	**2535**	**48.9%**
01. Professor			10	0.5%			**10**	**0.4%**	0	0.0%	45	1.7%			**50**	**1.7%**	**55**	**1.1%**
03. Senior Lecturer	0	0.0%	25	1.2%			**25**	**1.1%**	0	0.0%	20	0.7%			**25**	**0.9%**	**50**	**1.0%**
04. Lecturer	10	6.5%	170	7.9%			**180**	**7.8%**	10	7.7%	120	4.4%			**135**	**4.7%**	**315**	**6.1%**
05. Senior Research Fellow			10	0.5%			**10**	**0.4%**			10	0.4%			**10**	**0.3%**	**20**	**0.4%**
06. Research Fellow	15	9.7%	165	7.7%	0	0.0%	**180**	**7.8%**	10	7.7%	180	6.6%	0	0.0%	**190**	**6.6%**	**370**	**7.1%**
07. Research	60	38.7%	590	27.5%	5	33.3%	**655**	**28.3%**	45	34.6%	725	26.7%	5	20.0%	**775**	**27.0%**	**1430**	**27.6%**
08. Teaching only	5	3.2%	225	10.5%	0	0.0%	**230**	**9.9%**	5	3.8%	70	2.6%			**75**	**2.6%**	**305**	**5.9%**
Permanent	**65**	**41.9%**	**965**	**45.0%**	**5**	**33.3%**	**1035**	**44.7%**	**55**	**42.3%**	**1565**	**57.5%**	**15**	**60.0%**	**1635**	**57.0%**	**2670**	**51.5%**
01. Professor	15	9.7%	230	10.7%			**245**	**10.6%**	10	7.7%	570	21.0%	5	20.0%	**590**	**20.6%**	**835**	**16.1%**
02. Reader	0	0.0%	40	1.9%	0	0.0%	**45**	**1.9%**	5	3.8%	115	4.2%	5	20.0%	**120**	**4.2%**	**165**	**3.2%**
03. Senior Lecturer	15	9.7%	280	13.1%	5	33.3%	**300**	**13.0%**	15	11.5%	400	14.7%	5	20.0%	**420**	**14.6%**	**715**	**13.8%**
04. Lecturer	25	16.1%	325	15.2%	5	33.3%	**355**	**15.3%**	25	19.2%	405	14.9%	0	0.0%	**430**	**15.0%**	**785**	**15.1%**
05. Senior Research Fellow			0	0.0%			**0**	**0.0%**			15	0.6%			**15**	**0.5%**	**15**	**0.3%**
06. Research Fellow	0	0.0%	10	0.5%			**10**	**0.4%**	0	0.0%	25	0.9%			**25**	**0.9%**	**35**	**0.7%**
07. Research	0	0.0%	10	0.5%			**15**	**0.6%**			15	0.6%			**15**	**0.5%**	**30**	**0.6%**
08. Teaching only	5	3.2%	65	3.0%			**70**	**3.0%**			25	0.9%			**25**	**0.9%**	**90**	**1.7%**
Total	**155**	**100.0%**	**2145**	**100.0%**	**15**	**100.0%**	**2315**	**100.0%**	**130**	**100.0%**	**2720**	**100.0%**	**25**	**100.0%**	**2870**	**100.0%**	**5185**	**100.0%**

Table 15: Academic staff by grade, contract type and sex in FBMH, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**745**	**65.6%**	**495**	**52.4%**	**1240**	**59.6%**	**785**	**65.7%**	**510**	**54.0%**	**1300**	**60.7%**	**775**	**65.4%**	**480**	**51.1%**	**1255**	**59.1%**	**810**	**67.2%**	**470**	**51.6%**	**1280**	**60.5%**	**835**	**66.3%**	**450**	**50.3%**	**1285**	**59.8%**
01. Professor	5	0.4%	30	3.2%	**35**	**1.7%**	5	0.4%	30	3.2%	**40**	**1.9%**	10	0.8%	25	2.7%	**35**	**1.6%**	10	0.8%	20	2.2%	**30**	**1.4%**	5	0.4%	20	2.2%	**25**	**1.2%**
02. Reader	0	0.0%	0	0.0%	**0**	**0.0%**																								
03. Senior Lecturer	10	0.9%	10	1.1%	**20**	**1.0%**	15	1.3%	15	1.6%	**30**	**1.4%**	15	1.3%	15	1.6%	**30**	**1.4%**	15	1.2%	20	2.2%	**35**	**1.7%**	15	1.2%	20	2.2%	**35**	**1.6%**
04. Lecturer	65	5.7%	40	4.2%	**105**	**5.0%**	60	5.0%	40	4.2%	**95**	**4.4%**	70	5.9%	35	3.7%	**105**	**4.9%**	80	6.6%	40	4.4%	**120**	**5.7%**	110	8.7%	50	5.6%	**160**	**7.4%**
05. Senior Research Fellow	5	0.4%	5	0.5%	**10**	**0.5%**	10	0.8%	5	0.5%	**15**	**0.7%**	10	0.8%	5	0.5%	**15**	**0.7%**	10	0.8%	5	0.5%	**15**	**0.7%**	10	0.8%	5	0.6%	**15**	**0.7%**
06. Research Fellow	105	9.3%	90	9.5%	**195**	**9.4%**	140	11.7%	100	10.6%	**240**	**11.2%**	130	11.0%	110	11.7%	**235**	**11.1%**	135	11.2%	100	11.0%	**235**	**11.1%**	120	9.5%	100	11.2%	**220**	**10.2%**
07. Research	445	39.2%	285	30.2%	**725**	**34.9%**	410	34.3%	285	30.2%	**700**	**32.7%**	390	32.9%	260	27.7%	**650**	**30.6%**	385	32.0%	250	27.5%	**635**	**30.0%**	400	31.7%	230	25.7%	**625**	**29.1%**
08. Teaching only	110	9.7%	35	3.7%	**145**	**7.0%**	150	12.6%	35	3.7%	**190**	**8.9%**	155	13.1%	35	3.7%	**190**	**8.9%**	175	14.5%	35	3.8%	**215**	**10.2%**	180	14.3%	35	3.9%	**215**	**10.0%**
Permanent	**395**	**34.8%**	**455**	**48.1%**	**845**	**40.6%**	**410**	**34.3%**	**435**	**46.0%**	**845**	**39.5%**	**420**	**35.4%**	**460**	**48.9%**	**880**	**41.4%**	**405**	**33.6%**	**440**	**48.4%**	**845**	**40.0%**	**430**	**34.1%**	**445**	**49.7%**	**875**	**40.7%**
01. Professor	80	7.0%	170	18.0%	**250**	**12.0%**	90	7.5%	170	18.0%	**260**	**12.1%**	95	8.0%	175	18.6%	**270**	**12.7%**	95	7.9%	165	18.1%	**265**	**12.5%**	100	7.9%	165	18.4%	**265**	**12.3%**
02. Reader	30	2.6%	20	2.1%	**50**	**2.4%**	30	2.5%	20	2.1%	**50**	**2.3%**	30	2.5%	20	2.1%	**50**	**2.4%**	25	2.1%	20	2.2%	**45**	**2.1%**	25	2.0%	15	1.7%	**40**	**1.9%**
03. Senior Lecturer	120	10.6%	120	12.7%	**240**	**11.5%**	120	10.0%	120	12.7%	**240**	**11.2%**	125	10.5%	125	13.3%	**250**	**11.8%**	125	10.4%	125	13.7%	**250**	**11.8%**	135	10.7%	125	14.0%	**260**	**12.1%**
04. Lecturer	130	11.5%	115	12.2%	**240**	**11.5%**	140	11.7%	110	11.6%	**250**	**11.7%**	135	11.4%	115	12.2%	**255**	**12.0%**	130	10.8%	105	11.5%	**235**	**11.1%**	140	11.1%	115	12.8%	**255**	**11.9%**
05. Senior Research Fellow	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
06. Research Fellow	5	0.4%	5	0.5%	**10**	**0.5%**	5	0.4%	5	0.5%	**10**	**0.5%**	5	0.4%	5	0.5%	**5**	**0.2%**	5	0.4%	5	0.5%	**5**	**0.2%**	5	0.4%	5	0.6%	**5**	**0.2%**
07. Research	25	2.2%	20	2.1%	**45**	**2.2%**	20	1.7%	10	1.1%	**30**	**1.4%**	20	1.7%	15	1.6%	**35**	**1.6%**	15	1.2%	15	1.6%	**30**	**1.4%**	15	1.2%	15	1.7%	**30**	**1.4%**
08. Teaching only	5	0.4%	5	0.5%	**10**	**0.5%**	5	0.4%	0	0.0%	**10**	**0.5%**	10	0.8%	0	0.0%	**10**	**0.5%**	10	0.8%	0	0.0%	**10**	**0.5%**	10	0.8%	0	0.0%	**15**	**0.7%**
Total	**1135**	**100.0%**	**945**	**100.0%**	**2080**	**100.0%**	**1195**	**100.0%**	**945**	**100.0%**	**2140**	**100.0%**	**1185**	**100.0%**	**940**	**100.0%**	**2125**	**100.0%**	**1205**	**100.0%**	**910**	**100.0%**	**2115**	**100.0%**	**1260**	**100.0%**	**895**	**100.0%**	**2150**	**100.0%**

Fig. 35: Academic staff by grade, contract type and sex in FBMH, 2017/18-2021/22

Table 16: Academic staff by grade, contract type and sex in FHUM, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**195**	**33.1%**	**160**	**23.5%**	**355**	**28.0%**	**200**	**33.1%**	**165**	**23.6%**	**365**	**28.0%**	**175**	**28.7%**	**155**	**21.8%**	**330**	**25.0%**	**200**	**32.0%**	**175**	**24.5%**	**375**	**28.1%**	**245**	**34.8%**	**195**	**25.0%**	**440**	**29.6%**
01. Professor	0	0.0%	10	1.5%	**15**	**1.2%**	0	0.0%	20	2.9%	**20**	**1.5%**	5	0.8%	25	3.5%	**25**	**1.9%**	5	0.8%	20	2.8%	**25**	**1.9%**	0	0.0%	20	2.6%	**20**	**1.3%**
02. Reader			0	0.0%	**0**	**0.0%**																								
03. Senior Lecturer	5	0.8%	5	0.7%	**5**	**0.4%**	5	0.8%	5	0.7%	**5**	**0.4%**	5	0.8%	5	0.7%	**10**	**0.8%**	5	0.8%	5	0.7%	**15**	**1.1%**	10	1.4%	5	0.6%	**10**	**0.7%**
04. Lecturer	50	8.5%	60	8.8%	**115**	**9.1%**	50	8.3%	55	7.9%	**105**	**8.0%**	45	7.4%	35	4.9%	**85**	**6.4%**	35	5.6%	25	3.5%	**60**	**4.5%**	60	8.5%	55	7.1%	**115**	**7.7%**
05. Senior Research Fellow	0	0.0%	0	0.0%	**5**	**0.4%**	5	0.8%	5	0.7%	**5**	**0.4%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**0**	**0.0%**
06. Research Fellow	30	5.1%	25	3.7%	**50**	**3.9%**	25	4.1%	25	3.6%	**50**	**3.8%**	20	3.3%	20	2.8%	**40**	**3.0%**	20	3.2%	20	2.8%	**40**	**3.0%**	25	3.5%	15	1.9%	**40**	**2.7%**
07. Research	85	14.4%	50	7.4%	**135**	**10.6%**	85	14.0%	50	7.1%	**135**	**10.3%**	75	12.3%	55	7.7%	**130**	**9.8%**	90	14.4%	65	9.1%	**155**	**11.6%**	105	14.9%	70	9.0%	**180**	**12.1%**
08. Teaching only	30	5.1%	10	1.5%	**40**	**3.1%**	30	5.0%	10	1.4%	**40**	**3.1%**	30	4.9%	15	2.1%	**45**	**3.4%**	50	8.0%	40	5.6%	**85**	**6.4%**	45	6.4%	35	4.5%	**80**	**5.4%**
Permanent	**395**	**66.9%**	**520**	**76.5%**	**915**	**72.0%**	**410**	**67.8%**	**535**	**76.4%**	**945**	**72.4%**	**435**	**71.3%**	**555**	**78.2%**	**990**	**75.0%**	**425**	**68.0%**	**540**	**75.5%**	**965**	**72.3%**	**465**	**66.0%**	**590**	**75.6%**	**1055**	**71.0%**
01. Professor	90	15.3%	180	26.5%	**270**	**21.3%**	90	14.9%	180	25.7%	**270**	**20.7%**	95	15.6%	185	26.1%	**275**	**20.8%**	95	15.2%	175	24.5%	**270**	**20.2%**	100	14.2%	185	23.7%	**285**	**19.2%**
02. Reader	10	1.7%	20	2.9%	**25**	**2.0%**	10	1.7%	20	2.9%	**30**	**2.3%**	10	1.6%	20	2.8%	**30**	**2.3%**	10	1.6%	20	2.8%	**30**	**2.2%**	5	0.7%	25	3.2%	**35**	**2.4%**
03. Senior Lecturer	105	17.8%	155	22.8%	**260**	**20.5%**	110	18.2%	160	22.9%	**275**	**21.1%**	120	19.7%	170	23.9%	**290**	**22.0%**	120	19.2%	165	23.1%	**285**	**21.3%**	130	18.4%	165	21.2%	**295**	**19.9%**
04. Lecturer	150	25.4%	140	20.6%	**290**	**22.8%**	150	24.8%	150	21.4%	**305**	**23.4%**	155	25.4%	160	22.5%	**315**	**23.9%**	145	23.2%	155	21.7%	**300**	**22.5%**	170	24.1%	185	23.7%	**360**	**24.2%**
05. Senior Research Fellow	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**			0	0.0%	**0**	**0.0%**
06. Research Fellow	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	5	0.7%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.3%**
08. Teaching only	45	7.6%	15	2.2%	**60**	**4.7%**	40	6.6%	15	2.1%	**60**	**4.6%**	55	9.0%	15	2.1%	**75**	**5.7%**	55	8.8%	15	2.1%	**75**	**5.6%**	55	7.8%	20	2.6%	**80**	**5.4%**
Total	**590**	**100.0%**	**680**	**100.0%**	**1270**	**100.0%**	**605**	**100.0%**	**700**	**100.0%**	**1305**	**100.0%**	**610**	**100.0%**	**710**	**100.0%**	**1320**	**100.0%**	**625**	**100.0%**	**715**	**100.0%**	**1335**	**100.0%**	**705**	**100.0%**	**780**	**100.0%**	**1485**	**100.0%**

Fig. 36: Academic staff by grade, contract type and sex in FHUM, 2017/18-2021/22

Table 17: Academic staff by grade, contract type and sex in FSE, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**195**	**61.9%**	**605**	**51.3%**	**800**	**53.5%**	**190**	**61.3%**	**640**	**52.5%**	**830**	**54.2%**	**190**	**57.6%**	**640**	**51.6%**	**830**	**52.9%**	**185**	**56.9%**	**600**	**50.8%**	**780**	**51.8%**	**205**	**58.6%**	**600**	**50.0%**	**805**	**51.9%**
01. Professor	0	0.0%	20	1.7%	**20**	**1.3%**			20	1.6%	**20**	**1.3%**			20	1.6%	**20**	**1.3%**			15	1.3%	**15**	**1.0%**			10	0.8%	**10**	**0.6%**
02. Reader			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**												
03. Senior Lecturer			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
04. Lecturer	5	1.6%	10	0.8%	**20**	**1.3%**	5	1.6%	15	1.2%	**15**	**1.0%**	5	1.5%	10	0.8%	**15**	**1.0%**	15	4.6%	25	2.1%	**40**	**2.7%**	15	4.3%	30	2.5%	**45**	**2.9%**
05. Senior Research Fellow	5	1.6%	5	0.4%	**10**	**0.7%**	5	1.6%	5	0.4%	**10**	**0.7%**	0	0.0%	5	0.4%	**5**	**0.3%**	0	0.0%	5	0.4%	**5**	**0.3%**	0	0.0%	5	0.4%	**5**	**0.3%**
06. Research Fellow	25	7.9%	80	6.8%	**105**	**7.0%**	30	9.7%	75	6.1%	**105**	**6.9%**	30	9.1%	80	6.5%	**110**	**7.0%**	30	9.2%	80	6.8%	**110**	**7.3%**	35	10.0%	75	6.3%	**115**	**7.4%**
07. Research	160	50.8%	485	41.1%	**645**	**43.1%**	155	50.0%	525	43.0%	**675**	**44.1%**	155	47.0%	525	42.3%	**680**	**43.3%**	140	43.1%	470	39.8%	**610**	**40.5%**	150	42.9%	475	39.6%	**625**	**40.3%**
08. Teaching only																					0	0.0%	**0**	**0.0%**	0	0.0%	5	0.4%	**5**	**0.3%**
Permanent	**120**	**38.1%**	**575**	**48.7%**	**695**	**46.5%**	**125**	**40.3%**	**580**	**47.5%**	**705**	**46.1%**	**140**	**42.4%**	**600**	**48.4%**	**740**	**47.1%**	**140**	**43.1%**	**585**	**49.6%**	**725**	**48.2%**	**145**	**41.4%**	**600**	**50.0%**	**745**	**48.1%**
01. Professor	30	9.5%	210	17.8%	**240**	**16.1%**	35	11.3%	210	17.2%	**245**	**16.0%**	35	10.6%	225	18.1%	**260**	**16.6%**	40	12.3%	230	19.5%	**270**	**17.9%**	40	11.4%	240	20.0%	**285**	**18.4%**
02. Reader	15	4.8%	75	6.4%	**90**	**6.0%**	10	3.2%	75	6.1%	**90**	**5.9%**	10	3.0%	75	6.0%	**90**	**5.7%**	10	3.1%	85	7.2%	**95**	**6.3%**	10	2.9%	80	6.7%	**90**	**5.8%**
03. Senior Lecturer	25	7.9%	115	9.7%	**135**	**9.0%**	20	6.5%	130	10.7%	**150**	**9.8%**	25	7.6%	135	10.9%	**160**	**10.2%**	25	7.7%	130	11.0%	**155**	**10.3%**	35	10.0%	130	10.8%	**165**	**10.6%**
04. Lecturer	45	14.3%	160	13.6%	**205**	**13.7%**	50	16.1%	140	11.5%	**190**	**12.4%**	55	16.7%	140	11.3%	**195**	**12.4%**	55	16.9%	115	9.7%	**170**	**11.3%**	45	12.9%	125	10.4%	**170**	**11.0%**
05. Senior Research Fellow	5	1.6%	5	0.4%	**10**	**0.7%**	5	1.6%	5	0.4%	**10**	**0.7%**	0	0.0%	5	0.4%	**5**	**0.3%**	0	0.0%	5	0.4%	**10**	**0.7%**	0	0.0%	10	0.8%	**10**	**0.6%**
06. Research Fellow	0	0.0%	10	0.8%	**15**	**1.0%**	5	1.6%	15	1.2%	**20**	**1.3%**	5	1.5%	15	1.2%	**25**	**1.6%**	5	1.5%	20	1.7%	**30**	**2.0%**	5	1.4%	20	1.7%	**25**	**1.6%**
07. Research			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**												
Total	**315**	**100.0%**	**1180**	**100.0%**	**1495**	**100.0%**	**310**	**100.0%**	**1220**	**100.0%**	**1530**	**100.0%**	**330**	**100.0%**	**1240**	**100.0%**	**1570**	**100.0%**	**325**	**100.0%**	**1180**	**100.0%**	**1505**	**100.0%**	**350**	**100.0%**	**1200**	**100.0%**	**1550**	**100.0%**

Fig. 37: Academic staff by grade, contract type and sex in FSE, 2017/18-2021/22

Professional, technical and operational (PTO) staff by grade and job family

Table 18: PS staff by grade, job family and sex, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice	**10**	**0.3%**	**20**	**0.8%**	**35**	**0.6%**	**15**	**0.4%**	**20**	**0.8%**	**35**	**0.6%**	**15**	**0.4%**	**15**	**0.6%**	**30**	**0.5%**	**5**	**0.2%**	**10**	**0.4%**	**15**	**0.3%**	**5**	**0.1%**	**10**	**0.4%**	**15**	**0.3%**
Clerical/Secretarial	5	0.2%	0	0.0%	5	0.1%	5	0.1%	5	0.2%	10	0.2%	10	0.3%	5	0.2%	15	0.2%	5	0.2%			5	0.1%	5	0.1%			5	0.1%
Computing/IT	0	0.0%	10	0.4%	10	0.2%	0	0.0%	5	0.2%	5	0.1%			0	0.0%	0	0.0%			0	0.0%	0	0.0%						
Technical	10	0.3%	10	0.4%	15	0.3%	5	0.1%	10	0.4%	20	0.3%	5	0.1%	10	0.4%	15	0.2%	5	0.2%	10	0.4%	10	0.2%	5	0.1%	10	0.4%	10	0.2%
Grade 1	**195**	**5.9%**	**325**	**12.7%**	**520**	**8.8%**	**190**	**5.5%**	**325**	**12.2%**	**515**	**8.4%**	**185**	**5.3%**	**315**	**12.0%**	**500**	**8.1%**	**150**	**4.7%**	**300**	**12.5%**	**455**	**8.1%**	**165**	**4.8%**	**305**	**12.1%**	**470**	**7.9%**
Clerical/Secretarial	15	0.5%	0	0.0%	15	0.3%	0	0.0%	0	0.0%	5	0.1%													0	0.0%	5	0.2%	5	0.1%
Craft																											0	0.0%	0	0.0%
Manual	160	5.4%	320	12.5%	500	8.5%	190	5.5%	320	12.0%	510	8.3%	185	5.3%	315	12.0%	500	8.1%	150	4.7%	300	12.5%	450	8.0%	160	4.7%	305	12.1%	465	7.8%
Technical	0	0.0%	0	0.0%	0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%
Grade 2	**200**	**6.0%**	**145**	**5.7%**	**350**	**5.9%**	**215**	**6.2%**	**145**	**5.5%**	**360**	**5.9%**	**210**	**6.0%**	**145**	**5.5%**	**360**	**5.9%**	**165**	**5.1%**	**130**	**5.4%**	**295**	**5.2%**	**170**	**5.0%**	**110**	**4.4%**	**280**	**4.7%**
Administrative and Management																									0	0.0%			0	0.0%
Clerical/Secretarial	145	4.4%	65	2.5%	210	3.6%	165	4.8%	55	2.1%	220	3.6%	160	4.6%	55	2.1%	215	3.5%	130	4.0%	50	2.1%	180	3.2%	150	4.4%	65	2.6%	210	3.5%
Computing/IT	0	0.0%	5	0.2%	5	0.1%	0	0.0%	5	0.2%	10	0.2%	0	0.0%	5	0.2%	5	0.1%	0	0.0%	0	0.0%	5	0.1%	0	0.0%			0	0.0%
Craft									5	0.2%	5	0.1%			5	0.2%	5	0.1%			5	0.2%	5	0.1%			0	0.0%	0	0.0%
Library assistants - support grades	40	1.2%	15	0.6%	55	0.9%	30	0.9%	15	0.6%	45	0.7%	30	0.9%	15	0.6%	45	0.7%	20	0.6%	15	0.6%	35	0.6%	5	0.1%	5	0.2%	10	0.2%
Manual	10	0.3%	30	1.2%	40	0.7%	5	0.1%	25	0.9%	30	0.5%	5	0.1%	25	1.0%	35	0.6%	5	0.2%	20	0.8%	25	0.4%	5	0.1%	15	0.6%	20	0.3%
Technical	10	0.3%	30	1.2%	40	0.7%	10	0.3%	40	1.5%	50	0.8%	15	0.4%	45	1.7%	60	1.0%	10	0.3%	40	1.7%	50	0.9%	5	0.1%	25	1.0%	30	0.5%
Grade 3	**430**	**13.0%**	**265**	**10.3%**	**695**	**11.8%**	**440**	**12.7%**	**270**	**10.2%**	**705**	**11.5%**	**415**	**11.8%**	**265**	**10.1%**	**680**	**11.1%**	**410**	**12.7%**	**250**	**10.4%**	**660**	**11.7%**	**425**	**12.4%**	**285**	**11.3%**	**710**	**11.9%**
Clerical/Secretarial	340	10.2%	115	4.5%	450	7.6%	350	10.1%	125	4.7%	480	7.8%	340	9.7%	115	4.4%	455	7.4%	340	10.5%	115	4.8%	455	8.1%	350	10.2%	135	5.3%	485	8.2%
Computing/IT	5	0.2%	10	0.4%	15	0.3%	10	0.3%	5	0.2%	15	0.2%	5	0.1%	5	0.2%	10	0.2%	5	0.2%	0	0.0%	5	0.1%	5	0.1%	5	0.2%	5	0.1%
Craft			10	0.4%	10	0.2%			10	0.4%	10	0.2%			15	0.6%	15	0.2%			15	0.6%	15	0.3%			15	0.6%	15	0.3%
Library assistants - support grades	30	0.9%	15	0.6%	45	0.8%	30	0.9%	20	0.8%	45	0.7%	30	0.9%	20	0.8%	50	0.8%	30	0.9%	20	0.8%	50	0.9%	25	0.7%	15	0.6%	40	0.7%
Manual	20	0.6%	75	2.9%	95	1.6%	20	0.6%	65	2.4%	85	1.4%	20	0.6%	70	2.7%	90	1.5%	20	0.6%	60	2.5%	80	1.4%	20	0.6%	55	2.2%	75	1.3%
Technical	30	0.9%	40	1.6%	75	1.3%	30	0.9%	40	1.5%	70	1.1%	25	0.7%	40	1.5%	65	1.1%	20	0.6%	35	1.5%	55	1.0%	25	0.7%	60	2.4%	85	1.4%
Grade 4	**660**	**19.9%**	**370**	**14.4%**	**1030**	**17.5%**	**695**	**20.0%**	**380**	**14.3%**	**1070**	**17.5%**	**710**	**20.2%**	**380**	**14.5%**	**1085**	**17.7%**	**595**	**18.4%**	**325**	**13.6%**	**920**	**16.4%**	**660**	**19.3%**	**325**	**12.9%**	**985**	**16.6%**
Clerical/Secretarial	535	16.1%	145	5.7%	675	11.5%	570	16.4%	160	6.0%	730	11.9%	580	16.5%	165	6.3%	740	12.1%	495	15.3%	140	5.8%	635	11.3%	555	16.2%	145	5.7%	700	11.8%
Computing/IT	10	0.3%	25	1.0%	35	0.6%	5	0.1%	25	0.9%	30	0.5%	5	0.1%	20	0.8%	25	0.4%	5	0.2%	20	0.8%	25	0.4%	5	0.1%	20	0.8%	25	0.4%
Craft			65	2.5%	65	1.1%			60	2.3%	60	1.0%	0	0.0%	70	2.7%	70	1.1%	0	0.0%	60	2.5%	60	1.1%			60	2.4%	60	1.0%
Library assistants - support grades	15	0.5%	0	0.0%	15	0.3%	20	0.6%	0	0.0%	20	0.3%	20	0.6%	0	0.0%	20	0.3%	15	0.5%	0	0.0%	15	0.3%	10	0.3%	5	0.2%	15	0.3%
Manual	5	0.2%	35	1.4%	40	0.7%	5	0.1%	40	1.5%	45	0.7%	5	0.1%	40	1.5%	45	0.7%	5	0.2%	30	1.3%	40	0.7%	5	0.1%	30	1.2%	35	0.6%
Technical	100	3.0%	100	3.9%	200	3.4%	90	2.6%	95	3.6%	185	3.0%	95	2.7%	85	3.2%	185	3.0%	75	2.3%	70	2.9%	145	2.6%	80	2.3%	65	2.6%	150	2.5%
Grade 5	**530**	**16.0%**	**360**	**14.0%**	**890**	**15.1%**	**585**	**16.9%**	**390**	**14.7%**	**975**	**15.9%**	**595**	**17.0%**	**400**	**15.2%**	**995**	**16.2%**	**600**	**18.6%**	**365**	**15.2%**	**965**	**17.2%**	**630**	**18.4%**	**390**	**15.4%**	**1025**	**17.2%**
Administrative and Management							0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%
Clerical/Secretarial	400	12.0%	145	5.7%	545	9.3%	440	12.7%	170	6.4%	605	9.9%	460	13.1%	180	6.9%	635	10.4%	475	14.7%	160	6.7%	635	11.3%	500	14.6%	185	7.3%	685	11.5%
Computing/IT	20	0.6%	45	1.8%	65	1.1%	25	0.7%	45	1.7%	70	1.1%	15	0.4%	45	1.7%	55	0.9%	15	0.5%	40	1.7%	55	1.0%	15	0.4%	35	1.4%	50	0.8%
Craft			5	0.2%	5	0.1%			5	0.2%	5	0.1%			5	0.2%	5	0.1%			5	0.2%	5	0.1%			5	0.2%	5	0.1%
Library assistants - support grades	15	0.5%	5	0.2%	15	0.3%	10	0.3%	5	0.2%	15	0.2%	15	0.4%	5	0.2%	20	0.3%	10	0.3%	5	0.2%	15	0.3%	15	0.4%	0	0.0%	15	0.3%
Manual	0	0.0%	10	0.4%	15	0.3%	0	0.0%	10	0.4%	15	0.2%	5	0.1%	10	0.4%	15	0.2%	0	0.0%	10	0.4%	15	0.3%	0	0.0%	15	0.6%	15	0.3%
Technical	100	3.0%	150	5.8%	245	4.2%	110	3.2%	155	5.8%	265	4.3%	105	3.0%	155	5.9%	260	4.2%	100	3.1%	145	6.1%	245	4.4%	105	3.1%	150	5.9%	255	4.3%

Grade 6	**620**	**18.7%**	**485**	**18.9%**	**1105**	**18.8%**	**665**	**19.2%**	**505**	**19.0%**	**1170**	**19.1%**	**700**	**19.9%**	**485**	**18.5%**	**1185**	**19.3%**	**655**	**20.3%**	**445**	**18.6%**	**1095**	**19.5%**	**685**	**20.0%**	**500**	**19.8%**	**1185**	**19.9%**
Administrative and Management	520	15.7%	205	8.0%	**725**	**12.3%**	560	16.1%	225	8.5%	**785**	**12.8%**	580	16.5%	200	7.6%	**780**	**12.7%**	535	16.6%	200	8.4%	**735**	**13.1%**	565	16.5%	235	9.3%	**800**	**13.4%**
Clerical/Secretarial																									10	0.3%	5	0.2%	**15**	**0.3%**
Computing/IT	60	1.8%	140	5.5%	**200**	**3.4%**	55	1.6%	145	5.5%	**200**	**3.3%**	60	1.7%	145	5.5%	**205**	**3.3%**	60	1.9%	130	5.4%	**190**	**3.4%**	45	1.3%	125	5.0%	**170**	**2.9%**
Experimental Officers/Senior Exp Officers	15	0.5%	50	1.9%	**70**	**1.2%**	20	0.6%	55	2.1%	**70**	**1.1%**	20	0.6%	60	2.3%	**80**	**1.3%**	20	0.6%	50	2.1%	**70**	**1.2%**	20	0.6%	55	2.2%	**70**	**1.2%**
Library assistants - support grades																									0	0.0%			**0**	**0.0%**
Nurses/Other Professions Allied to Medicine													0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**						
Technical	30	0.9%	85	3.3%	**115**	**2.0%**	35	1.0%	80	3.0%	**115**	**1.9%**	35	1.0%	80	3.0%	**115**	**1.9%**	40	1.2%	65	2.7%	**105**	**1.9%**	50	1.5%	80	3.2%	**130**	**2.2%**
Grade 7	**365**	**11.0%**	**350**	**13.6%**	**715**	**12.1%**	**385**	**11.1%**	**360**	**13.5%**	**745**	**12.2%**	**395**	**11.3%**	**340**	**13.0%**	**735**	**12.0%**	**380**	**11.8%**	**325**	**13.6%**	**705**	**12.5%**	**410**	**12.0%**	**340**	**13.5%**	**755**	**12.7%**
Administrative and Management	325	9.8%	185	7.2%	**510**	**8.7%**	340	9.8%	190	7.1%	**530**	**8.7%**	355	10.1%	180	6.9%	**535**	**8.7%**	330	10.2%	170	7.1%	**505**	**9.0%**	365	10.7%	180	7.1%	**545**	**9.2%**
Computing/IT	25	0.8%	90	3.5%	**110**	**1.9%**	25	0.7%	85	3.2%	**110**	**1.8%**	20	0.6%	80	3.0%	**100**	**1.6%**	25	0.8%	80	3.3%	**105**	**1.9%**	30	0.9%	80	3.2%	**110**	**1.8%**
Experimental Officers/Senior Exp Officers	10	0.3%	55	2.1%	**65**	**1.1%**	10	0.3%	55	2.1%	**65**	**1.1%**	10	0.3%	50	1.9%	**60**	**1.0%**	10	0.3%	50	2.1%	**60**	**1.1%**	5	0.1%	45	1.8%	**50**	**0.8%**
Nurses/Other Professions Allied to Medicine							0	0.0%	0	0.0%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**
Technical	5	0.2%	20	0.8%	**30**	**0.5%**	10	0.3%	20	0.8%	**35**	**0.6%**	10	0.3%	25	1.0%	**35**	**0.6%**	10	0.3%	20	0.8%	**30**	**0.5%**	10	0.3%	30	1.2%	**45**	**0.8%**
Grade 8	**90**	**2.7%**	**80**	**3.1%**	**175**	**3.0%**	**95**	**2.7%**	**90**	**3.4%**	**185**	**3.0%**	**95**	**2.7%**	**90**	**3.4%**	**185**	**3.0%**	**95**	**2.9%**	**85**	**3.5%**	**185**	**3.3%**	**110**	**3.2%**	**95**	**3.8%**	**205**	**3.4%**
Administrative and Management	90	2.7%	70	2.7%	**165**	**2.8%**	95	2.7%	80	3.0%	**175**	**2.9%**	95	2.7%	85	3.2%	**180**	**2.9%**	95	2.9%	80	3.3%	**175**	**3.1%**	105	3.1%	90	3.6%	**195**	**3.3%**
Computing/IT			5	0.2%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	0	0.0%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**	0	0.0%	5	0.2%	**5**	**0.1%**
Experimental Officers/Senior Exp Officers			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**									0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
Nurses/Other Professions Allied to Medicine									0	0.0%	**0**	**0.0%**																		
Technical			0	0.0%	**0**	**0.0%**			5	0.2%	**5**	**0.1%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
Grade 9	**40**	**1.2%**	**60**	**2.3%**	**100**	**1.7%**	**45**	**1.3%**	**55**	**2.1%**	**100**	**1.6%**	**45**	**1.3%**	**55**	**2.1%**	**100**	**1.6%**	**45**	**1.4%**	**50**	**2.1%**	**95**	**1.7%**	**45**	**1.3%**	**50**	**2.0%**	**100**	**1.7%**
Administrative and Management	40	1.2%	60	2.3%	**100**	**1.7%**	45	1.3%	55	2.1%	**100**	**1.6%**	45	1.3%	55	2.1%	**100**	**1.6%**	45	1.4%	50	2.1%	**95**	**1.7%**	45	1.3%	50	2.0%	**100**	**1.7%**
NHS/Clinical	**195**	**5.9%**	**110**	**4.3%**	**305**	**5.2%**	**165**	**4.8%**	**125**	**4.7%**	**295**	**4.8%**	**165**	**4.7%**	**135**	**5.1%**	**300**	**4.9%**	**135**	**4.2%**	**115**	**4.8%**	**250**	**4.4%**	**130**	**3.8%**	**110**	**4.4%**	**235**	**3.9%**
Administrative and Management	30	0.9%	10	0.4%	**45**	**0.8%**	45	1.3%	25	0.9%	**65**	**1.1%**	30	0.9%	20	0.8%	**50**	**0.8%**	25	0.8%	20	0.8%	**40**	**0.7%**	20	0.6%	15	0.6%	**35**	**0.6%**
Clerical/Secretarial	5	0.2%	5	0.2%	**10**	**0.2%**	5	0.1%	5	0.2%	**5**	**0.1%**	10	0.3%	5	0.2%	**15**	**0.2%**	10	0.3%	5	0.2%	**10**	**0.2%**	5	0.1%	0	0.0%	**10**	**0.2%**
Computing/IT			5	0.2%	**5**	**0.1%**			5	0.2%	**5**	**0.1%**			5	0.2%	**5**	**0.1%**			5	0.2%	**5**	**0.1%**			5	0.2%	**5**	**0.1%**
Craft			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**												
Manual	10	0.3%	5	0.2%	**15**	**0.3%**	10	0.3%	5	0.2%	**15**	**0.2%**	5	0.1%	10	0.4%	**15**	**0.2%**	10	0.3%	5	0.2%	**15**	**0.3%**	10	0.3%	5	0.2%	**15**	**0.3%**
Nurses/Other Professions Allied to Medicine	55	1.7%	5	0.2%	**60**	**1.0%**	20	0.6%	5	0.2%	**30**	**0.5%**	25	0.7%	5	0.2%	**30**	**0.5%**	25	0.8%	5	0.2%	**30**	**0.5%**	20	0.6%	5	0.2%	**25**	**0.4%**
Technical	95	2.9%	75	2.9%	**170**	**2.9%**	90	2.6%	85	3.2%	**170**	**2.8%**	95	2.7%	85	3.2%	**185**	**3.0%**	75	2.3%	75	3.1%	**150**	**2.7%**	75	2.2%	70	2.8%	**145**	**2.4%**
Total	**3320**	**100.0%**	**2565**	**100.0%**	**5885**	**100.0%**	**3470**	**100.0%**	**2660**	**100.0%**	**6125**	**100.0%**	**3510**	**100.0%**	**2625**	**100.0%**	**6135**	**100.0%**	**3225**	**100.0%**	**2395**	**100.0%**	**5620**	**100.0%**	**3425**	**100.0%**	**2525**	**100.0%**	**5950**	**100.0%**

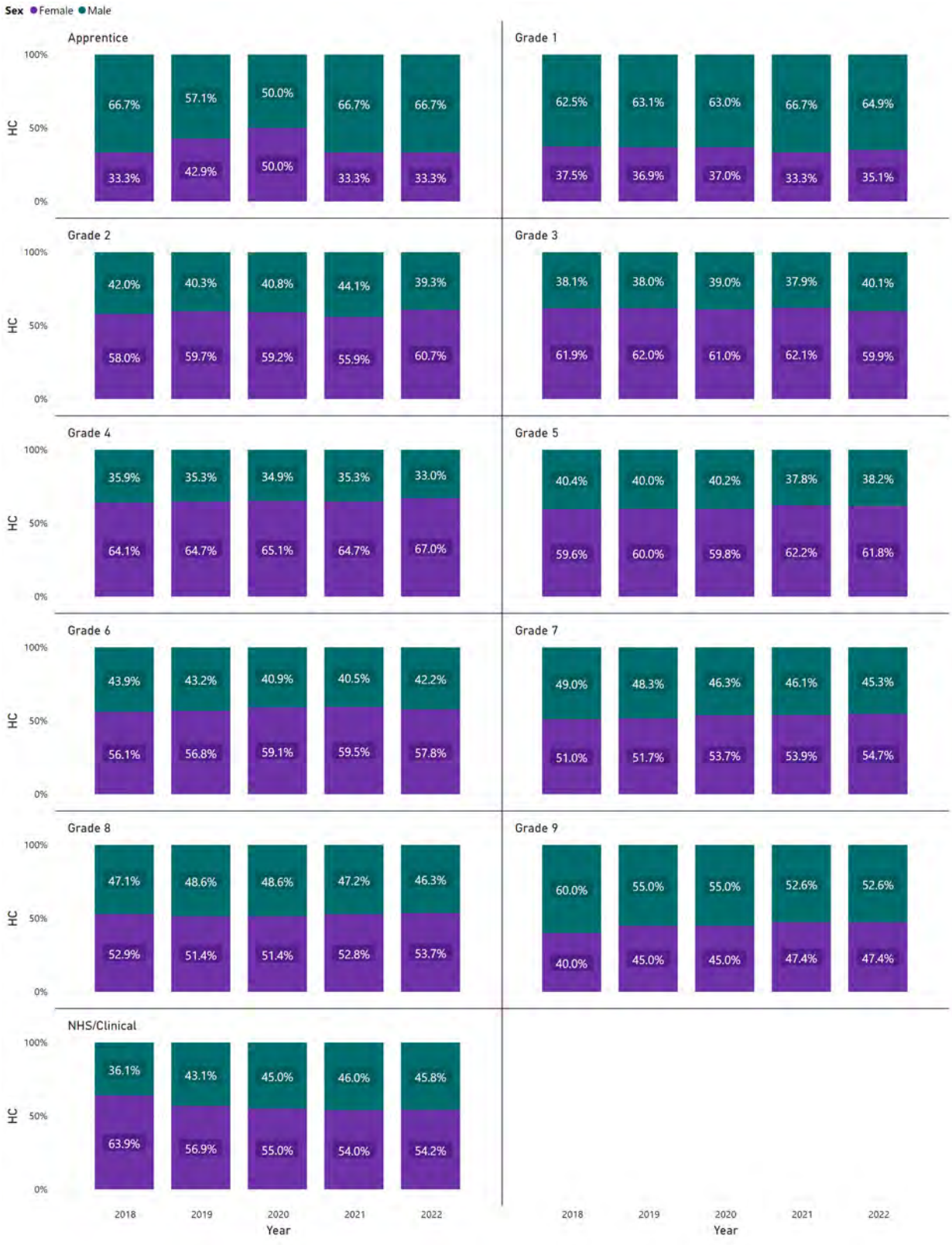


Fig. 38: PS staff by grade and sex, 2017/18-2021/22

Table 19: PS staff by grade, job family, sex and ethnicity, 2021/22

Sex	Female								Male								Total	
Ethnicity Group	01. White		02. BAME		03. Not Known		Total		01. White		02. BAME		03. Not Known		Total			
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice	**0**	**0.0%**	**5**	**0.9%**			**5**	**0.1%**	**10**	**0.5%**			**0**	**0.0%**	**10**	**0.4%**	**15**	**0.3%**
Clerical/Secretarial			5	0.9%			5	0.1%									5	0.1%
Technical	0	0.0%	0	0.0%			5	0.1%	10	0.5%			0	0.0%	10	0.4%	10	0.2%
Grade 1	**105**	**3.8%**	**55**	**9.7%**	**5**	**8.3%**	**165**	**4.8%**	**205**	**9.9%**	**90**	**23.4%**	**15**	**21.4%**	**305**	**12.1%**	**470**	**7.9%**
Clerical/Secretarial	0	0.0%					**0**	**0.0%**	5	0.2%					5	0.2%	5	0.1%
Craft									0	0.0%					**0**	**0.0%**	**0**	**0.0%**
Manual	105	3.8%	55	9.7%	5	8.3%	**160**	**4.7%**	200	9.7%	90	23.4%	15	21.4%	**305**	**12.1%**	**465**	**7.8%**
Technical	0	0.0%					**0**	**0.0%**									**0**	**0.0%**
Grade 2	**110**	**3.9%**	**50**	**8.8%**	**10**	**16.7%**	**170**	**5.0%**	**85**	**4.1%**	**20**	**5.2%**	**5**	**7.1%**	**110**	**4.4%**	**280**	**4.7%**
Administrative and Management					0	0.0%	**0**	**0.0%**									**0**	**0.0%**
Clerical/Secretarial	95	3.4%	50	8.8%	5	8.3%	**150**	**4.4%**	45	2.2%	15	3.9%	0	0.0%	65	2.6%	**210**	**3.5%**
Computing/IT			0	0.0%	0	0.0%	**0**	**0.0%**									**0**	**0.0%**
Craft									0	0.0%					**0**	**0.0%**	**0**	**0.0%**
Library assistants - support grades	5	0.2%					**5**	**0.1%**	5	0.2%					5	0.2%	**10**	**0.2%**
Manual	5	0.2%	0	0.0%			**5**	**0.1%**	15	0.7%	0	0.0%			15	0.6%	**20**	**0.3%**
Technical	5	0.2%					**5**	**0.1%**	15	0.7%	5	1.3%	0	0.0%	25	1.0%	**30**	**0.5%**
Grade 3	**330**	**11.8%**	**85**	**15.0%**	**10**	**16.7%**	**425**	**12.4%**	**235**	**11.4%**	**45**	**11.7%**	**10**	**14.3%**	**285**	**11.3%**	**710**	**11.9%**
Clerical/Secretarial	275	9.8%	65	11.5%	10	16.7%	**350**	**10.2%**	110	5.3%	20	5.2%	5	7.1%	135	5.3%	**485**	**8.2%**
Computing/IT	0	0.0%	0	0.0%			**5**	**0.1%**	5	0.2%	0	0.0%			5	0.2%	**5**	**0.1%**
Craft									15	0.7%	5	1.3%			15	0.6%	**15**	**0.3%**
Library assistants - support grades	20	0.7%	0	0.0%			**25**	**0.7%**	15	0.7%	0	0.0%	0	0.0%	15	0.6%	**40**	**0.7%**
Manual	15	0.5%	5	0.9%			**20**	**0.6%**	55	2.7%	0	0.0%			55	2.2%	**75**	**1.3%**
Technical	15	0.5%	10	1.8%	0	0.0%	**25**	**0.7%**	45	2.2%	15	3.9%	5	7.1%	60	2.4%	**85**	**1.4%**
Grade 4	**535**	**19.1%**	**110**	**19.5%**	**10**	**16.7%**	**660**	**19.3%**	**280**	**13.6%**	**40**	**10.4%**	**10**	**14.3%**	**325**	**12.9%**	**985**	**16.6%**
Clerical/Secretarial	455	16.3%	95	16.8%	10	16.7%	**555**	**16.2%**	120	5.8%	25	6.5%	5	7.1%	145	5.7%	**700**	**11.8%**
Computing/IT	5	0.2%	0	0.0%			**5**	**0.1%**	20	1.0%	0	0.0%			20	0.8%	**25**	**0.4%**
Craft									50	2.4%	5	1.3%	5	7.1%	60	2.4%	**60**	**1.0%**
Library assistants - support grades	10	0.4%					**10**	**0.3%**	5	0.2%					5	0.2%	**15**	**0.3%**
Manual	5	0.2%	0	0.0%			**5**	**0.1%**	30	1.5%	0	0.0%	0	0.0%	30	1.2%	**35**	**0.6%**
Technical	60	2.1%	15	2.7%	5	8.3%	**80**	**2.3%**	60	2.9%	10	2.6%			65	2.6%	**150**	**2.5%**
Grade 5	**520**	**18.6%**	**100**	**17.7%**	**10**	**16.7%**	**630**	**18.4%**	**320**	**15.5%**	**60**	**15.6%**	**10**	**14.3%**	**390**	**15.4%**	**1025**	**17.2%**
Administrative and Management	0	0.0%					**0**	**0.0%**									**0**	**0.0%**
Clerical/Secretarial	415	14.8%	75	13.3%	10	16.7%	**500**	**14.6%**	150	7.3%	35	9.1%	5	7.1%	185	7.3%	**685**	**11.5%**
Computing/IT	10	0.4%	0	0.0%			**15**	**0.4%**	25	1.2%	5	1.3%	5	7.1%	35	1.4%	**50**	**0.8%**
Craft									5	0.2%					5	0.2%	**5**	**0.1%**
Library assistants - support grades	10	0.4%	0	0.0%	0	0.0%	**15**	**0.4%**	0	0.0%					**0**	**0.0%**	**15**	**0.3%**
Manual	0	0.0%					**0**	**0.0%**	10	0.5%	0	0.0%			15	0.6%	**15**	**0.3%**
Technical	75	2.7%	25	4.4%	0	0.0%	**105**	**3.1%**	130	6.3%	15	3.9%	5	7.1%	150	5.9%	**255**	**4.3%**
Grade 6	**580**	**20.7%**	**100**	**17.7%**	**5**	**8.3%**	**685**	**20.0%**	**415**	**20.1%**	**70**	**18.2%**	**15**	**21.4%**	**500**	**19.8%**	**1185**	**19.9%**
Administrative and Management	480	17.1%	80	14.2%	5	8.3%	**565**	**16.5%**	200	9.7%	30	7.8%	5	7.1%	235	9.3%	**800**	**13.4%**
Clerical/Secretarial	10	0.4%	0	0.0%			**10**	**0.3%**	5	0.2%					5	0.2%	**15**	**0.3%**
Computing/IT	35	1.3%	10	1.8%			**45**	**1.3%**	95	4.6%	20	5.2%	5	7.1%	125	5.0%	**170**	**2.9%**
Experimental Officers/Senior Exp Officers	15	0.5%	5	0.9%			**20**	**0.6%**	40	1.9%	10	2.6%	0	0.0%	55	2.2%	**70**	**1.2%**
Library assistants - support grades	0	0.0%					**0**	**0.0%**									**0**	**0.0%**
Technical	45	1.6%	5	0.9%			**50**	**1.5%**	70	3.4%	10	2.6%	0	0.0%	80	3.2%	**130**	**2.2%**
Grade 7	**365**	**13.0%**	**40**	**7.1%**	**5**	**8.3%**	**410**	**12.0%**	**300**	**14.5%**	**35**	**9.1%**	**5**	**7.1%**	**340**	**13.5%**	**755**	**12.7%**
Administrative and Management	330	11.8%	30	5.3%	5	8.3%	**365**	**10.7%**	165	8.0%	15	3.9%	5	7.1%	180	7.1%	**545**	**9.2%**
Computing/IT	20	0.7%	5	0.9%			**30**	**0.9%**	70	3.4%	10	2.6%			80	3.2%	**110**	**1.8%**
Experimental Officers/Senior Exp Officers	5	0.2%	5	0.9%			**5**	**0.1%**	40	1.9%	5	1.3%			45	1.8%	**50**	**0.8%**
Nurses/Other Professions Allied to Medicine	0	0.0%					**0**	**0.0%**			5	1.3%			5	0.2%	**5**	**0.1%**
Technical	10	0.4%	0	0.0%			**10**	**0.3%**	25	1.2%	5	1.3%	0	0.0%	30	1.2%	**45**	**0.8%**
Grade 8	**105**	**3.8%**	**5**	**0.9%**	**0**	**0.0%**	**110**	**3.2%**	**90**	**4.4%**	**5**	**1.3%**	**0**	**0.0%**	**95**	**3.8%**	**205**	**3.4%**
Administrative and Management	100	3.6%	5	0.9%	0	0.0%	**105**	**3.1%**	80	3.9%	5	1.3%	0	0.0%	90	3.6%	**195**	**3.3%**
Computing/IT	0	0.0%					**0**	**0.0%**	5	0.2%					5	0.2%	**5**	**0.1%**
Experimental Officers/Senior Exp Officers									0	0.0%					**0**	**0.0%**	**0**	**0.0%**
Technical									0	0.0%					**0**	**0.0%**	**0**	**0.0%**
Grade 9	**45**	**1.6%**	**0**	**0.0%**			**45**	**1.3%**	**50**	**2.4%**	**5**	**1.3%**			**50**	**2.0%**	**100**	**1.7%**
Administrative and Management	45	1.6%	0	0.0%			**45**	**1.3%**	50	2.4%	5	1.3%			**50**	**2.0%**	**100**	**1.7%**
NHS/Clinical	**110**	**3.9%**	**20**	**3.5%**	**0**	**0.0%**	**130**	**3.8%**	**85**	**4.1%**	**20**	**5.2%**	**5**	**7.1%**	**110**	**4.4%**	**235**	**3.9%**
Administrative and Management	20	0.7%	0	0.0%	0	0.0%	**20**	**0.6%**	15	0.7%	0	0.0%			15	0.6%	**35**	**0.6%**
Clerical/Secretarial	5	0.2%					**5**	**0.1%**	0	0.0%					**0**	**0.0%**	**10**	**0.2%**
Computing/IT									5	0.2%	0	0.0%			5	0.2%	**5**	**0.1%**
Manual	5	0.2%	0	0.0%			**10**	**0.3%**	5	0.2%	0	0.0%			5	0.2%	**15**	**0.3%**
Nurses/Other Professions Allied to Medicine	20	0.7%	0	0.0%			**20**	**0.6%**	5	0.2%	0	0.0%			5	0.2%	**25**	**0.4%**
Technical	60	2.1%	15	2.7%	0	0.0%	**75**	**2.2%**	55	2.7%	10	2.6%	5	7.1%	70	2.8%	**145**	**2.4%**
Total	**2800**	**100.0%**	**565**	**100.0%**	**60**	**100.0%**	**3425**	**100.0%**	**2065**	**100.0%**	**385**	**100.0%**	**70**	**100.0%**	**2525**	**100.0%**	**5950**	**100.0%**

Table 20: PS staff by grade, job family, sex and disability, 2021/22

Sex	Female								Male								Total	
Disability Category	1. Yes - has a disability		2. Not known to be disabled		3. Prefer not to say		Total		1. Yes - has a disability		2. Not known to be disabled		3. Prefer not to say		Total			
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice	**0**	**0.0%**	**5**	**0.2%**			**5**	**0.1%**	**0**	**0.0%**	**10**	**0.4%**			**10**	**0.4%**	**15**	**0.3%**
Clerical/Secretarial			5	0.2%			5	0.1%									5	0.1%
Technical	0	0.0%	0	0.0%			5	0.1%	0	0.0%	10	0.4%			10	0.4%	10	0.2%
Grade 1	**10**	**2.9%**	**150**	**4.9%**	**0**	**0.0%**	**165**	**4.8%**	**25**	**11.9%**	**275**	**12.1%**	**5**	**14.3%**	**305**	**12.1%**	**470**	**7.9%**
Clerical/Secretarial			0	0.0%			0	0.0%			5	0.2%			5	0.2%	5	0.1%
Craft											0	0.0%			0	0.0%	0	0.0%
Manual	10	2.9%	150	4.9%	0	0.0%	160	4.7%	25	11.9%	275	12.1%	5	14.3%	305	12.1%	465	7.8%
Technical			0	0.0%			0	0.0%									0	0.0%
Grade 2	**25**	**7.2%**	**145**	**4.8%**	**5**	**16.7%**	**170**	**5.0%**	**20**	**9.5%**	**90**	**3.9%**	**0**	**0.0%**	**110**	**4.4%**	**280**	**4.7%**
Administrative and Management					0	0.0%	0	0.0%									0	0.0%
Clerical/Secretarial	25	7.2%	125	4.1%	5	16.7%	150	4.4%	10	4.8%	50	2.2%	0	0.0%	65	2.6%	210	3.5%
Computing/IT			0	0.0%			0	0.0%									0	0.0%
Craft											0	0.0%			0	0.0%	0	0.0%
Library assistants - support grades	0	0.0%	5	0.2%			5	0.1%	0	0.0%	5	0.2%			5	0.2%	10	0.2%
Manual			5	0.2%			5	0.1%	5	2.4%	10	0.4%	0	0.0%	15	0.6%	20	0.3%
Technical			5	0.2%			5	0.1%	5	2.4%	20	0.9%			25	1.0%	30	0.5%
Grade 3	**60**	**17.4%**	**365**	**12.0%**	**0**	**0.0%**	**425**	**12.4%**	**30**	**14.3%**	**250**	**11.0%**	**5**	**14.3%**	**285**	**11.3%**	**710**	**11.9%**
Clerical/Secretarial	55	15.9%	295	9.7%	0	0.0%	350	10.2%	20	9.5%	115	5.0%	0	0.0%	135	5.3%	485	8.2%
Computing/IT	0	0.0%	0	0.0%			5	0.1%	0	0.0%	5	0.2%			5	0.2%	5	0.1%
Craft									0	0.0%	15	0.7%			15	0.6%	15	0.3%
Library assistants - support grades	5	1.4%	20	0.7%			25	0.7%	0	0.0%	15	0.7%	0	0.0%	15	0.6%	40	0.7%
Manual	0	0.0%	20	0.7%			20	0.6%	0	0.0%	50	2.2%	0	0.0%	55	2.2%	75	1.3%
Technical			25	0.8%			25	0.7%	5	2.4%	50	2.2%	0	0.0%	60	2.4%	85	1.4%
Grade 4	**90**	**26.1%**	**570**	**18.7%**	**5**	**16.7%**	**660**	**19.3%**	**25**	**11.9%**	**300**	**13.2%**	**5**	**14.3%**	**325**	**12.9%**	**985**	**16.6%**
Clerical/Secretarial	75	21.7%	475	15.6%	5	16.7%	555	16.2%	15	7.1%	130	5.7%	0	0.0%	145	5.7%	700	11.8%
Computing/IT	0	0.0%	5	0.2%			5	0.1%	5	2.4%	15	0.7%			20	0.8%	25	0.4%
Craft									0	0.0%	60	2.6%			60	2.4%	60	1.0%
Library assistants - support grades	0	0.0%	10	0.3%			10	0.3%			5	0.2%			5	0.2%	15	0.3%
Manual			5	0.2%			5	0.1%	0	0.0%	30	1.3%	0	0.0%	30	1.2%	35	0.6%
Technical	10	2.9%	70	2.3%			80	2.3%	5	2.4%	60	2.6%	0	0.0%	65	2.6%	150	2.5%
Grade 5	**55**	**15.9%**	**575**	**18.9%**	**5**	**16.7%**	**630**	**18.4%**	**40**	**19.0%**	**350**	**15.4%**	**5**	**14.3%**	**390**	**15.4%**	**1025**	**17.2%**
Administrative and Management	0	0.0%	0	0.0%			0	0.0%									0	0.0%
Clerical/Secretarial	40	11.6%	455	14.9%	5	16.7%	500	14.6%	25	11.9%	160	7.0%	0	0.0%	185	7.3%	685	11.5%
Computing/IT	0	0.0%	10	0.3%			15	0.4%	0	0.0%	35	1.5%	5	14.3%	35	1.4%	50	0.8%
Craft											5	0.2%			5	0.2%	5	0.1%
Library assistants - support grades	5	1.4%	10	0.3%			15	0.4%			0	0.0%			0	0.0%	15	0.3%
Manual			0	0.0%			0	0.0%			15	0.7%			15	0.6%	15	0.3%
Technical	10	2.9%	95	3.1%	0	0.0%	105	3.1%	10	4.8%	140	6.1%	0	0.0%	150	5.9%	255	4.3%
Grade 6	**65**	**18.8%**	**615**	**20.2%**	**5**	**16.7%**	**685**	**20.0%**	**40**	**19.0%**	**460**	**20.2%**	**5**	**14.3%**	**500**	**19.8%**	**1185**	**19.9%**
Administrative and Management	50	14.5%	510	16.7%	5	16.7%	565	16.5%	15	7.1%	220	9.6%	0	0.0%	235	9.3%	800	13.4%
Clerical/Secretarial	0	0.0%	10	0.3%			10	0.3%			5	0.2%			5	0.2%	15	0.3%
Computing/IT	10	2.9%	35	1.1%			45	1.3%	15	7.1%	110	4.8%			125	5.0%	170	2.9%
Experimental Officers/Senior Exp Officers			15	0.5%	0	0.0%	20	0.6%	5	2.4%	45	2.0%			55	2.2%	70	1.2%
Library assistants - support grades			0	0.0%			0	0.0%									0	0.0%
Technical	5	1.4%	45	1.5%			50	1.5%	5	2.4%	75	3.3%	0	0.0%	80	3.2%	130	2.2%
Grade 7	**30**	**8.7%**	**380**	**12.5%**	**5**	**16.7%**	**410**	**12.0%**	**25**	**11.9%**	**310**	**13.6%**	**5**	**14.3%**	**340**	**13.5%**	**755**	**12.7%**
Administrative and Management	25	7.2%	335	11.0%	0	0.0%	365	10.7%	10	4.8%	165	7.2%	5	14.3%	180	7.1%	545	9.2%
Computing/IT	0	0.0%	25	0.8%	0	0.0%	30	0.9%	10	4.8%	75	3.3%	0	0.0%	80	3.2%	110	1.8%
Experimental Officers/Senior Exp Officers	0	0.0%	5	0.2%			5	0.1%	5	2.4%	40	1.8%			45	1.8%	50	0.8%
Nurses/Other Professions Allied to Medicine			0	0.0%			0	0.0%			5	0.2%			5	0.2%	5	0.1%
Technical			10	0.3%			10	0.3%	0	0.0%	30	1.3%	0	0.0%	30	1.2%	45	0.8%
Grade 8	**5**	**1.4%**	**100**	**3.3%**	**0**	**0.0%**	**110**	**3.2%**	**5**	**2.4%**	**95**	**4.2%**			**95**	**3.8%**	**205**	**3.4%**
Administrative and Management	5	1.4%	100	3.3%	0	0.0%	105	3.1%	5	2.4%	85	3.7%			90	3.6%	195	3.3%
Computing/IT			0	0.0%			0	0.0%			5	0.2%			5	0.2%	5	0.1%
Experimental Officers/Senior Exp Officers											0	0.0%			0	0.0%	0	0.0%
Technical											0	0.0%			0	0.0%	0	0.0%
Grade 9	**0**	**0.0%**	**45**	**1.5%**			**45**	**1.3%**	**5**	**2.4%**	**45**	**2.0%**			**50**	**2.0%**	**100**	**1.7%**
Administrative and Management	0	0.0%	45	1.5%			45	1.3%	5	2.4%	45	2.0%			50	2.0%	100	1.7%
NHS/Clinical	**5**	**1.4%**	**120**	**3.9%**			**130**	**3.8%**	**5**	**2.4%**	**100**	**4.4%**			**110**	**4.4%**	**235**	**3.9%**
Administrative and Management			20	0.7%			20	0.6%	0	0.0%	15	0.7%			15	0.6%	35	0.6%
Clerical/Secretarial			5	0.2%			5	0.1%			0	0.0%			0	0.0%	10	0.2%
Computing/IT											5	0.2%			5	0.2%	5	0.1%
Manual	0	0.0%	5	0.2%			10	0.3%			5	0.2%			5	0.2%	15	0.3%
Nurses/Other Professions Allied to Medicine			20	0.7%			20	0.6%			5	0.2%			5	0.2%	25	0.4%
Technical	5	1.4%	70	2.3%			75	2.2%	5	2.4%	65	2.9%			70	2.8%	145	2.4%
Total	**345**	**100.0%**	**3050**	**100.0%**	**30**	**100.0%**	**3425**	**100.0%**	**210**	**100.0%**	**2280**	**100.0%**	**35**	**100.0%**	**2525**	**100.0%**	**5950**	**100.0%**

Table 21: PS staff by grade, job family and sex in FBMH, 2017/18-2021/22

Year	2018						2019						2020						2021						2022						Total	
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total			
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice							**0**	**0.0%**			**0**	**0.0%**																			**0**	**0.0%**
Clerical/Secretarial							0	0.0%			**0**	**0.0%**																			**0**	**0.0%**
Grade 1	**0**	**0.0%**			**0**	**0.0%**	**0**	**0.0%**			**0**	**0.0%**	**0**	**0.0%**			**0**	**0.0%**	**0**	**0.0%**			**0**	**0.0%**	**0**	**0.0%**			**0**	**0.0%**	**0**	**0.0%**
Technical	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	**0**	**0.0%**
Grade 2	**40**	**4.2%**	**25**	**5.7%**	**65**	**4.7%**	**45**	**4.6%**	**30**	**6.5%**	**80**	**5.6%**	**40**	**4.1%**	**30**	**6.7%**	**70**	**5.0%**	**35**	**4.0%**	**25**	**6.3%**	**60**	**4.7%**	**25**	**2.9%**	**20**	**5.3%**	**45**	**3.6%**	**175**	**7.6%**
Clerical/Secretarial	30	3.1%	10	2.3%	**40**	**2.9%**	35	3.6%	10	2.2%	**45**	**3.2%**	25	2.6%	5	1.1%	**35**	**2.5%**	25	2.8%	10	2.5%	**30**	**2.4%**	20	2.3%	5	1.3%	**25**	**2.0%**	**115**	**5.0%**
Computing/IT	0	0.0%			**0**	**0.0%**																									**0**	**0.0%**
Manual																									0	0.0%			**0**	**0.0%**	**0**	**0.0%**
Technical	10	1.0%	15	3.4%	**25**	**1.8%**	10	1.0%	20	4.3%	**30**	**2.1%**	15	1.6%	20	4.5%	**35**	**2.5%**	10	1.1%	20	5.1%	**30**	**2.4%**	5	0.6%	15	3.9%	**20**	**1.6%**	**60**	**2.6%**
Grade 3	**145**	**15.1%**	**45**	**10.3%**	**195**	**14.0%**	**150**	**15.5%**	**40**	**8.7%**	**190**	**13.3%**	**135**	**14.0%**	**35**	**7.9%**	**170**	**12.1%**	**130**	**14.8%**	**40**	**10.1%**	**165**	**12.9%**	**125**	**14.3%**	**40**	**10.5%**	**165**	**13.1%**	**380**	**16.6%**
Clerical/Secretarial	120	12.5%	20	4.6%	**140**	**10.0%**	125	12.9%	20	4.3%	**150**	**10.5%**	120	12.4%	15	3.4%	**135**	**9.6%**	110	12.5%	20	5.1%	**135**	**10.6%**	105	12.0%	20	5.3%	**125**	**10.0%**	**290**	**12.7%**
Computing/IT	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**																			**0**	**0.0%**
Manual			0	0.0%	**0**	**0.0%**																									**0**	**0.0%**
Technical	25	2.6%	25	5.7%	**50**	**3.6%**	20	2.1%	20	4.3%	**40**	**2.8%**	15	1.6%	20	4.5%	**35**	**2.5%**	15	1.7%	15	3.8%	**35**	**2.7%**	20	2.3%	20	5.3%	**40**	**3.2%**	**90**	**3.9%**
Grade 4	**235**	**24.5%**	**70**	**16.1%**	**305**	**21.9%**	**245**	**25.3%**	**65**	**14.1%**	**310**	**21.8%**	**250**	**25.9%**	**70**	**15.7%**	**320**	**22.7%**	**210**	**23.9%**	**55**	**13.9%**	**265**	**20.8%**	**220**	**25.1%**	**55**	**14.5%**	**270**	**21.5%**	**575**	**25.1%**
Clerical/Secretarial	160	16.7%	25	5.7%	**185**	**13.3%**	175	18.0%	20	4.3%	**195**	**13.7%**	180	18.7%	30	6.7%	**205**	**14.5%**	155	17.6%	25	6.3%	**180**	**14.1%**	160	18.3%	25	6.6%	**185**	**14.7%**	**370**	**16.2%**
Computing/IT			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**							**5**	**0.2%**
Technical	75	7.8%	45	10.3%	**120**	**8.6%**	70	7.2%	40	8.7%	**110**	**7.7%**	70	7.3%	40	9.0%	**110**	**7.8%**	55	6.3%	30	7.6%	**80**	**6.3%**	60	6.9%	25	6.6%	**85**	**6.8%**	**205**	**9.0%**
Grade 5	**120**	**12.5%**	**50**	**11.5%**	**170**	**12.2%**	**135**	**13.9%**	**60**	**13.0%**	**195**	**13.7%**	**145**	**15.0%**	**55**	**12.4%**	**200**	**14.2%**	**150**	**17.0%**	**55**	**13.9%**	**205**	**16.1%**	**150**	**17.1%**	**55**	**14.5%**	**205**	**16.3%**	**380**	**16.6%**
Administrative and Management							0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	**0**	**0.0%**
Clerical/Secretarial	60	6.3%	20	4.6%	**85**	**6.1%**	70	7.2%	25	5.4%	**95**	**6.7%**	90	9.3%	25	5.6%	**110**	**7.8%**	95	10.8%	20	5.1%	**115**	**9.0%**	95	10.9%	20	5.3%	**115**	**9.2%**	**235**	**10.3%**
Computing/IT	5	0.5%	5	1.1%	**10**	**0.7%**	5	0.5%	10	2.2%	**15**	**1.1%**	0	0.0%	5	1.1%	**10**	**0.7%**	0	0.0%	5	1.3%	**10**	**0.8%**	0	0.0%	5	1.3%	**10**	**0.8%**	**20**	**0.9%**
Technical	55	5.7%	25	5.7%	**75**	**5.4%**	60	6.2%	25	5.4%	**85**	**6.0%**	55	5.7%	25	5.6%	**80**	**5.7%**	50	5.7%	25	6.3%	**80**	**6.3%**	55	6.3%	25	6.6%	**85**	**6.8%**	**125**	**5.5%**
Grade 6	**150**	**15.6%**	**80**	**18.4%**	**230**	**16.5%**	**155**	**16.0%**	**80**	**17.4%**	**235**	**16.5%**	**160**	**16.6%**	**70**	**15.7%**	**230**	**16.3%**	**150**	**17.0%**	**70**	**17.7%**	**220**	**17.3%**	**150**	**17.1%**	**65**	**17.1%**	**215**	**17.1%**	**390**	**17.0%**
Administrative and Management	120	12.5%	30	6.9%	**150**	**10.8%**	125	12.9%	30	6.5%	**155**	**10.9%**	125	13.0%	25	5.6%	**150**	**10.6%**	115	13.1%	30	7.6%	**145**	**11.4%**	115	13.1%	25	6.6%	**140**	**11.2%**	**275**	**12.0%**
Clerical/Secretarial																									5	0.6%			**5**	**0.4%**	**5**	**0.2%**
Computing/IT	10	1.0%	25	5.7%	**40**	**2.9%**	10	1.0%	25	5.4%	**35**	**2.5%**	10	1.0%	25	5.6%	**35**	**2.5%**	10	1.1%	25	6.3%	**35**	**2.7%**	10	1.1%	25	6.6%	**35**	**2.8%**	**55**	**2.4%**
Experimental Officers/Senior Exp Officers	5	0.5%	10	2.3%	**15**	**1.1%**	5	0.5%	10	2.2%	**15**	**1.1%**	5	0.5%	10	2.2%	**15**	**1.1%**	10	1.1%	5	1.3%	**15**	**1.2%**	5	0.6%	5	1.3%	**10**	**0.8%**	**20**	**0.9%**
Nurses/Other Professions Allied to													0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**							**0**	**0.0%**
Technical	10	1.0%	15	3.4%	**25**	**1.8%**	10	1.0%	15	3.3%	**25**	**1.8%**	15	1.6%	10	2.2%	**25**	**1.8%**	15	1.7%	10	2.5%	**25**	**2.0%**	15	1.7%	10	2.6%	**25**	**2.0%**	**35**	**1.5%**
Grade 7	**70**	**7.3%**	**45**	**10.3%**	**115**	**8.2%**	**70**	**7.2%**	**50**	**10.9%**	**120**	**8.4%**	**70**	**7.3%**	**45**	**10.1%**	**115**	**8.2%**	**65**	**7.4%**	**40**	**10.1%**	**105**	**8.2%**	**70**	**8.0%**	**40**	**10.5%**	**110**	**8.8%**	**180**	**7.9%**
Administrative and Management	60	6.3%	20	4.6%	**80**	**5.7%**	60	6.2%	25	5.4%	**85**	**6.0%**	60	6.2%	25	5.6%	**85**	**6.0%**	60	6.8%	20	5.1%	**75**	**5.9%**	65	7.4%	15	3.9%	**80**	**6.4%**	**135**	**5.9%**
Computing/IT	0	0.0%	5	1.1%	**10**	**0.7%**	0	0.0%	5	1.1%	**5**	**0.4%**	0	0.0%	5	1.1%	**5**	**0.4%**	0	0.0%	5	1.3%	**5**	**0.4%**	0	0.0%	5	1.3%	**5**	**0.4%**	**10**	**0.4%**
Experimental Officers/Senior Exp Officers	0	0.0%	20	4.6%	**20**	**1.4%**	0	0.0%	20	4.3%	**20**	**1.4%**	0	0.0%	15	3.4%	**15**	**1.1%**	0	0.0%	15	3.8%	**15**	**1.2%**	0	0.0%	15	3.9%	**15**	**1.2%**	**25**	**1.1%**
Nurses/Other Professions Allied to							0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**	**5**	**0.2%**
Technical	5	0.5%			**5**	**0.4%**	5	0.5%	0	0.0%	**5**	**0.4%**	5	0.5%	0	0.0%	**5**	**0.4%**	5	0.6%	0	0.0%	**5**	**0.4%**	5	0.6%	0	0.0%	**5**	**0.4%**	**10**	**0.4%**
Grade 8	**15**	**1.6%**	**5**	**1.1%**	**15**	**1.1%**	**10**	**1.0%**	**5**	**1.1%**	**15**	**1.1%**	**10**	**1.0%**	**5**	**1.1%**	**15**	**1.1%**	**10**	**1.1%**	**5**	**1.3%**	**10**	**0.8%**	**10**	**1.1%**	**5**	**1.3%**	**15**	**1.2%**	**30**	**1.3%**
Administrative and Management	15	1.6%	5	1.1%	**15**	**1.1%**	10	1.0%	5	1.1%	**15**	**1.1%**	10	1.0%	5	1.1%	**15**	**1.1%**	10	1.1%	5	1.3%	**10**	**0.8%**	10	1.1%	5	1.3%	**15**	**1.2%**	**25**	**1.1%**
Experimental Officers/Senior Exp Officers																					0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Nurses/Other Professions Allied to									0	0.0%	**0**	**0.0%**																			**0**	**0.0%**
Technical			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**													**0**	**0.0%**
Grade 9	**5**	**0.5%**	**10**	**2.3%**	**10**	**0.7%**	**5**	**0.5%**	**5**	**1.1%**	**10**	**0.7%**	**5**	**0.5%**	**5**	**1.1%**	**10**	**0.7%**	**5**	**0.6%**	**0**	**0.0%**	**5**	**0.4%**	**5**	**0.6%**	**5**	**1.3%**	**10**	**0.8%**	**20**	**0.9%**
Administrative and Management	5	0.5%	10	2.3%	**10**	**0.7%**	5	0.5%	5	1.1%	**10**	**0.7%**	5	0.5%	5	1.1%	**10**	**0.7%**	5	0.6%	0	0.0%	**5**	**0.4%**	5	0.6%	5	1.3%	**10**	**0.8%**	**20**	**0.9%**
NHS/Clinical	**185**	**19.3%**	**105**	**24.1%**	**290**	**20.8%**	**155**	**16.0%**	**125**	**27.2%**	**280**	**19.6%**	**155**	**16.1%**	**130**	**29.2%**	**285**	**20.2%**	**125**	**14.2%**	**110**	**27.8%**	**240**	**18.8%**	**120**	**13.7%**	**105**	**27.6%**	**225**	**17.9%**	**485**	**21.2%**
Administrative and Management	30	3.1%	10	2.3%	**40**	**2.9%**	45	4.6%	25	5.4%	**65**	**4.6%**	30	3.1%	20	4.5%	**50**	**3.5%**	25	2.8%	20	5.1%	**40**	**3.1%**	20	2.3%	15	3.9%	**35**	**2.8%**	**95**	**4.1%**
Clerical/Secretarial	5	0.5%	5	1.1%	**10**	**0.7%**	5	0.5%	5	1.1%	**5**	**0.4%**	10	1.0%	5	1.1%	**15**	**1.1%**	10	1.1%	5	1.3%	**10**	**0.8%**	5	0.6%	0	0.0%	**10**	**0.8%**	**15**	**0.7%**
Computing/IT			5	1.1%	**5**	**0.4%**			5	1.1%	**5**	**0.4%**			5	1.1%	**5**	**0.4%**			5	1.3%	**5**	**0.4%**			5	1.3%	**5**	**0.4%**	**10**	**0.4%**
Craft			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**													**0**	**0.0%**
Manual	10	1.0%	5	1.1%	**15**	**1.1%**	10	1.0%	5	1.1%	**15**	**1.1%**	5	0.5%	10	2.2%	**15**	**1.1%**	10	1.1%	5	1.3%	**15**	**1.2%**	10	1.1%	5	1.3%	**15**	**1.2%**	**20**	**0.9%**
Nurses/Other Professions Allied to	45	4.7%	5	1.1%	**50**	**3.6%**	10	1.0%	5	1.1%	**15**	**1.1%**	10	1.0%	5	1.1%	**15**	**1.1%**	15	1.7%	5	1.3%	**15**	**1.2%**	10	1.1%	5	1.3%	**15**	**1.2%**	**55**	**2.4%**
Technical	95	9.9%	75	17.2%	**170**	**12.2%**	90	9.3%	85	18.5%	**170**	**11.9%**	95	9.8%	85	19.1%	**185**	**13.1%**	75	8.5%	75	19.0%	**150**	**11.8%**	75	8.6%	70	18.4%	**145**	**11.6%**	**305**	**13.3%**
Total	**960**	**100.0%**	**435**	**100.0%**	**1395**	**100.0%**	**970**	**100.0%**	**460**	**100.0%**	**1425**	**100.0%**	**965**	**100.0%**	**445**	**100.0%**	**1410**	**100.0%**	**880**	**100.0%**	**395**	**100.0%**	**1275**	**100.0%**	**875**	**100.0%**	**380**	**100.0%**	**1255**	**100.0%**	**2290**	**100.0%**

Table 22: PS staff by grade, job family and sex in FHUM, 2017/18-2021/22

Year	2018						2019						2020						2021						2022						Total	
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total			
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**																									**0**	**0.0%**
Clerical/Secretarial	0	0.0%	0	0.0%	**0**	**0.0%**																									**0**	**0.0%**
Grade 1			**0**	**0.0%**	**0**	**0.0%**																									**0**	**0.0%**
Technical			0	0.0%	**0**	**0.0%**																									**0**	**0.0%**
Grade 2	**20**	**4.3%**	**10**	**5.4%**	**30**	**4.6%**	**20**	**4.2%**	**5**	**2.6%**	**25**	**3.7%**	**15**	**3.2%**	**5**	**2.8%**	**20**	**3.1%**	**20**	**4.3%**	**10**	**5.7%**	**30**	**4.7%**	**25**	**4.9%**	**15**	**7.5%**	**40**	**5.6%**	**95**	**8.2%**
Clerical/Secretarial	20	4.3%	10	5.4%	**30**	**4.6%**	20	4.2%	5	2.6%	**25**	**3.7%**	15	3.2%	5	2.8%	**20**	**3.1%**	20	4.3%	10	5.7%	**30**	**4.7%**	25	4.9%	15	7.5%	**40**	**5.6%**	**95**	**8.2%**
Grade 3	**60**	**12.8%**	**20**	**10.8%**	**80**	**12.2%**	**55**	**11.5%**	**30**	**15.8%**	**85**	**12.7%**	**55**	**11.6%**	**25**	**13.9%**	**80**	**12.2%**	**65**	**14.0%**	**30**	**17.1%**	**90**	**14.1%**	**75**	**14.6%**	**30**	**15.0%**	**110**	**15.3%**	**225**	**19.4%**
Clerical/Secretarial	60	12.8%	20	10.8%	**80**	**12.2%**	55	11.5%	25	13.2%	**80**	**11.9%**	55	11.6%	25	13.9%	**80**	**12.2%**	65	14.0%	25	14.3%	**90**	**14.1%**	75	14.6%	30	15.0%	**105**	**14.6%**	**220**	**19.0%**
Technical			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.8%**			0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	**5**	**0.4%**
Grade 4	**125**	**26.6%**	**40**	**21.6%**	**165**	**25.2%**	**135**	**28.1%**	**40**	**21.1%**	**175**	**26.1%**	**140**	**29.5%**	**35**	**19.4%**	**175**	**26.7%**	**115**	**24.7%**	**25**	**14.3%**	**145**	**22.7%**	**130**	**25.2%**	**30**	**15.0%**	**160**	**22.2%**	**335**	**28.9%**
Clerical/Secretarial	125	26.6%	35	18.9%	**160**	**24.4%**	135	28.1%	40	21.1%	**175**	**26.1%**	140	29.5%	35	19.4%	**175**	**26.7%**	115	24.7%	25	14.3%	**140**	**21.9%**	130	25.2%	30	15.0%	**160**	**22.2%**	**330**	**28.4%**
Technical			5	2.7%	**5**	**0.8%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.7%**	**10**	**0.9%**
Grade 5	**105**	**22.3%**	**45**	**24.3%**	**150**	**22.9%**	**115**	**24.0%**	**50**	**26.3%**	**165**	**24.6%**	**105**	**22.1%**	**50**	**27.8%**	**155**	**23.7%**	**105**	**22.6%**	**45**	**25.7%**	**150**	**23.4%**	**115**	**22.3%**	**50**	**25.0%**	**165**	**22.9%**	**295**	**25.4%**
Administrative and Management																									0	0.0%			**0**	**0.0%**	**0**	**0.0%**
Clerical/Secretarial	105	22.3%	40	21.6%	**140**	**21.4%**	110	22.9%	40	21.1%	**150**	**22.4%**	100	21.1%	45	25.0%	**145**	**22.1%**	100	21.5%	35	20.0%	**135**	**21.1%**	110	21.4%	40	20.0%	**150**	**20.8%**	**270**	**23.3%**
Computing/IT	0	0.0%	0	0.0%	**5**	**0.8%**	0	0.0%	0	0.0%	**5**	**0.7%**	0	0.0%	0	0.0%	**0**	**0.0%**	5	1.1%	5	2.9%	**5**	**0.8%**	0	0.0%	5	2.5%	**5**	**0.7%**	**10**	**0.9%**
Technical	0	0.0%	5	2.7%	**5**	**0.8%**	0	0.0%	10	5.3%	**10**	**1.5%**	0	0.0%	10	5.6%	**10**	**1.5%**	0	0.0%	10	5.7%	**10**	**1.6%**	0	0.0%	5	2.5%	**5**	**0.7%**	**10**	**0.9%**
Grade 6	**100**	**21.3%**	**40**	**21.6%**	**140**	**21.4%**	**95**	**19.8%**	**40**	**21.1%**	**130**	**19.4%**	**95**	**20.0%**	**35**	**19.4%**	**130**	**19.8%**	**95**	**20.4%**	**40**	**22.9%**	**135**	**21.1%**	**100**	**19.4%**	**50**	**25.0%**	**150**	**20.8%**	**255**	**22.0%**
Administrative and Management	90	19.1%	20	10.8%	**110**	**16.8%**	85	17.7%	25	13.2%	**105**	**15.7%**	90	18.9%	20	11.1%	**110**	**16.8%**	85	18.3%	25	14.3%	**110**	**17.2%**	90	17.5%	35	17.5%	**125**	**17.4%**	**215**	**18.5%**
Clerical/Secretarial																									0	0.0%	0	0.0%	**5**	**0.7%**	**5**	**0.4%**
Computing/IT	10	2.1%	10	5.4%	**20**	**3.1%**	10	2.1%	10	5.3%	**15**	**2.2%**	10	2.1%	5	2.8%	**15**	**2.3%**	10	2.2%	10	5.7%	**20**	**3.1%**	10	1.9%	10	5.0%	**15**	**2.1%**	**25**	**2.2%**
Technical	0	0.0%	5	2.7%	**10**	**1.5%**	0	0.0%	5	2.6%	**10**	**1.5%**	0	0.0%	5	2.8%	**5**	**0.8%**	0	0.0%	5	2.9%	**5**	**0.8%**	0	0.0%	5	2.5%	**5**	**0.7%**	**15**	**1.3%**
Grade 7	**40**	**8.5%**	**20**	**10.8%**	**60**	**9.2%**	**45**	**9.4%**	**20**	**10.5%**	**65**	**9.7%**	**45**	**9.5%**	**20**	**11.1%**	**65**	**9.9%**	**45**	**9.7%**	**20**	**11.4%**	**65**	**10.2%**	**50**	**9.7%**	**15**	**7.5%**	**65**	**9.0%**	**105**	**9.1%**
Administrative and Management	40	8.5%	15	8.1%	**55**	**8.4%**	45	9.4%	15	7.9%	**60**	**9.0%**	45	9.5%	15	8.3%	**60**	**9.2%**	45	9.7%	15	8.6%	**60**	**9.4%**	50	9.7%	15	7.5%	**60**	**8.3%**	**100**	**8.6%**
Computing/IT	0	0.0%	0	0.0%	**5**	**0.8%**	0	0.0%	0	0.0%	**5**	**0.7%**	0	0.0%	0	0.0%	**5**	**0.8%**	0	0.0%	0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	**5**	**0.4%**
Technical			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Grade 8	**15**	**3.2%**	**10**	**5.4%**	**25**	**3.8%**	**15**	**3.1%**	**5**	**2.6%**	**20**	**3.0%**	**10**	**2.1%**	**5**	**2.8%**	**20**	**3.1%**	**10**	**2.2%**	**5**	**2.9%**	**15**	**2.3%**	**10**	**1.9%**	**5**	**2.5%**	**20**	**2.8%**	**35**	**3.0%**
Administrative and Management	15	3.2%	10	5.4%	**25**	**3.8%**	15	3.1%	5	2.6%	**20**	**3.0%**	10	2.1%	5	2.8%	**20**	**3.1%**	10	2.2%	5	2.9%	**15**	**2.3%**	10	1.9%	5	2.5%	**20**	**2.8%**	**35**	**3.0%**
Grade 9	**5**	**1.1%**	**5**	**2.7%**	**5**	**0.8%**	**5**	**1.0%**	**5**	**2.6%**	**10**	**1.5%**	**5**	**1.1%**	**5**	**2.8%**	**10**	**1.5%**	**5**	**1.1%**	**5**	**2.9%**	**10**	**1.6%**	**5**	**1.0%**	**5**	**2.5%**	**10**	**1.4%**	**10**	**0.9%**
Administrative and Management	5	1.1%	5	2.7%	**5**	**0.8%**	5	1.0%	5	2.6%	**10**	**1.5%**	5	1.1%	5	2.8%	**10**	**1.5%**	5	1.1%	5	2.9%	**10**	**1.6%**	5	1.0%	5	2.5%	**10**	**1.4%**	**10**	**0.9%**
Total	**470**	**100.0%**	**185**	**100.0%**	**655**	**100.0%**	**480**	**100.0%**	**190**	**100.0%**	**670**	**100.0%**	**475**	**100.0%**	**180**	**100.0%**	**655**	**100.0%**	**465**	**100.0%**	**175**	**100.0%**	**640**	**100.0%**	**515**	**100.0%**	**200**	**100.0%**	**720**	**100.0%**	**1160**	**100.0%**

Table 23: PS staff by grade, job family and sex in FSE, 2017/18-2021/22

Year	2018						2019						2020						2021						2022						Total	
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total			
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice	**10**	**2.4%**	**10**	**2.2%**	**20**	**2.3%**	**10**	**2.2%**	**15**	**3.1%**	**20**	**2.1%**	**10**	**2.2%**	**15**	**3.2%**	**25**	**2.7%**	**5**	**1.1%**	**10**	**2.3%**	**15**	**1.7%**	**5**	**1.0%**	**10**	**2.1%**	**15**	**1.6%**	**50**	**3.3%**
Clerical/Secretarial	0	0.0%	0	0.0%	5	0.6%	0	0.0%	0	0.0%	5	0.5%	5	1.1%	0	0.0%	5	0.5%	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	**15**	**1.0%**
Computing/IT																					0	0.0%	**0**	**0.0%**							**0**	**0.0%**
Technical	10	2.4%	10	2.2%	**15**	**1.7%**	5	1.1%	10	2.1%	**20**	**2.1%**	5	1.1%	10	2.1%	**15**	**1.6%**	5	1.1%	10	2.3%	**10**	**1.1%**	5	1.0%	10	2.1%	**10**	**1.0%**	**35**	**2.3%**
Grade 1																											**5**	**1.1%**	**5**	**0.5%**	**5**	**0.3%**
Manual																											5	1.1%	5	0.5%	5	0.3%
Grade 2	**15**	**3.6%**	**10**	**2.2%**	**25**	**2.8%**	**15**	**3.3%**	**15**	**3.1%**	**30**	**3.2%**	**20**	**4.3%**	**20**	**4.3%**	**35**	**3.8%**	**20**	**4.4%**	**15**	**3.5%**	**35**	**4.0%**	**20**	**4.2%**	**20**	**4.2%**	**40**	**4.2%**	**100**	**6.6%**
Clerical/Secretarial	15	3.6%	5	1.1%	**20**	**2.3%**	15	3.3%	5	1.0%	**20**	**2.1%**	20	4.3%	5	1.1%	**25**	**2.7%**	20	4.4%	10	2.3%	**25**	**2.8%**	20	4.2%	10	2.1%	**30**	**3.1%**	**90**	**6.0%**
Manual			5	1.1%	**5**	**0.6%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**													**5**	**0.3%**
Technical			0	0.0%	**0**	**0.0%**			10	2.1%	**10**	**1.1%**			10	2.1%	**10**	**1.1%**			10	2.3%	**10**	**1.1%**			10	2.1%	**10**	**1.0%**	**15**	**1.0%**
Grade 3	**50**	**12.0%**	**35**	**7.5%**	**80**	**9.1%**	**50**	**11.0%**	**30**	**6.3%**	**80**	**8.6%**	**45**	**9.8%**	**30**	**6.4%**	**80**	**8.6%**	**55**	**12.2%**	**25**	**5.8%**	**80**	**9.1%**	**55**	**11.5%**	**50**	**10.5%**	**110**	**11.5%**	**205**	**13.6%**
Clerical/Secretarial	45	10.8%	15	3.2%	**60**	**6.8%**	45	9.9%	15	3.1%	**60**	**6.4%**	40	8.7%	15	3.2%	**60**	**6.5%**	50	11.1%	15	3.5%	**65**	**7.4%**	55	11.5%	20	4.2%	**75**	**7.9%**	**160**	**10.6%**
Computing/IT	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**							**0**	**0.0%**
Manual			5	1.1%	**5**	**0.6%**																									**5**	**0.3%**
Technical	5	1.2%	15	3.2%	**15**	**1.7%**	5	1.1%	15	3.1%	**20**	**2.1%**	5	1.1%	15	3.2%	**20**	**2.2%**	0	0.0%	15	3.5%	**15**	**1.7%**	5	1.0%	30	6.3%	**35**	**3.7%**	**40**	**2.7%**
Grade 4	**90**	**21.7%**	**50**	**10.8%**	**135**	**15.3%**	**95**	**20.9%**	**50**	**10.4%**	**145**	**15.5%**	**90**	**19.6%**	**45**	**9.6%**	**135**	**14.5%**	**90**	**20.0%**	**45**	**10.5%**	**135**	**15.3%**	**105**	**21.9%**	**45**	**9.5%**	**150**	**15.7%**	**290**	**19.3%**
Clerical/Secretarial	75	18.1%	15	3.2%	**90**	**10.2%**	85	18.7%	20	4.2%	**105**	**11.2%**	80	17.4%	20	4.3%	**100**	**10.8%**	80	17.8%	20	4.7%	**100**	**11.4%**	95	19.8%	20	4.2%	**115**	**12.0%**	**220**	**14.6%**
Computing/IT	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**													**0**	**0.0%**
Craft													0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**							**0**	**0.0%**
Manual																											0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Technical	15	3.6%	30	6.5%	**45**	**5.1%**	10	2.2%	30	6.3%	**40**	**4.3%**	10	2.2%	25	5.3%	**35**	**3.8%**	10	2.2%	25	5.8%	**35**	**4.0%**	10	2.1%	25	5.3%	**35**	**3.7%**	**65**	**4.3%**
Grade 5	**100**	**24.1%**	**120**	**25.8%**	**220**	**25.0%**	**110**	**24.2%**	**120**	**25.0%**	**230**	**24.6%**	**105**	**22.8%**	**120**	**25.5%**	**220**	**23.7%**	**105**	**23.3%**	**105**	**24.4%**	**210**	**23.9%**	**110**	**22.9%**	**110**	**23.2%**	**220**	**23.0%**	**405**	**26.9%**
Clerical/Secretarial	65	15.7%	25	5.4%	**85**	**9.7%**	70	15.4%	25	5.2%	**95**	**10.2%**	70	15.2%	25	5.3%	**95**	**10.2%**	75	16.7%	30	7.0%	**100**	**11.4%**	75	15.6%	30	6.3%	**110**	**11.5%**	**220**	**14.6%**
Computing/IT	5	1.2%	5	1.1%	**5**	**0.6%**	5	1.1%	5	1.0%	**5**	**0.5%**	0	0.0%	0	0.0%	**5**	**0.5%**	0	0.0%	0	0.0%	**5**	**0.6%**	0	0.0%	0	0.0%	**5**	**0.5%**	**10**	**0.7%**
Craft			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**							**0**	**0.0%**
Technical	30	7.2%	95	20.4%	**125**	**14.2%**	35	7.7%	90	18.8%	**125**	**13.4%**	35	7.6%	90	19.1%	**125**	**13.4%**	30	6.7%	75	17.4%	**105**	**11.9%**	30	6.3%	80	16.8%	**110**	**11.5%**	**175**	**11.6%**
Grade 6	**100**	**24.1%**	**125**	**26.9%**	**225**	**25.6%**	**115**	**25.3%**	**130**	**27.1%**	**245**	**26.2%**	**125**	**27.2%**	**140**	**29.8%**	**260**	**28.0%**	**115**	**25.6%**	**120**	**27.9%**	**235**	**26.7%**	**105**	**21.9%**	**140**	**29.5%**	**245**	**25.7%**	**420**	**27.9%**
Administrative and Management	80	19.3%	20	4.3%	**100**	**11.4%**	90	19.8%	25	5.2%	**115**	**12.3%**	95	20.7%	30	6.4%	**125**	**13.4%**	90	20.0%	25	5.8%	**115**	**13.1%**	75	15.6%	35	7.4%	**110**	**11.5%**	**215**	**14.3%**
Clerical/Secretarial																									0	0.0%	0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Computing/IT	5	1.2%	20	4.3%	**25**	**2.8%**	5	1.1%	20	4.2%	**25**	**2.7%**	5	1.1%	20	4.3%	**25**	**2.7%**	5	1.1%	15	3.5%	**20**	**2.3%**	5	1.0%	10	2.1%	**10**	**1.0%**	**30**	**2.0%**
Experimental Officers/Senior Exp Officers	10	2.4%	40	8.6%	**50**	**5.7%**	10	2.2%	45	9.4%	**55**	**5.9%**	15	3.3%	50	10.6%	**60**	**6.5%**	10	2.2%	45	10.5%	**55**	**6.3%**	15	3.1%	45	9.5%	**60**	**6.3%**	**95**	**6.3%**
Technical	5	1.2%	45	9.7%	**50**	**5.7%**	10	2.2%	45	9.4%	**50**	**5.3%**	10	2.2%	40	8.5%	**50**	**5.4%**	10	2.2%	35	8.1%	**45**	**5.1%**	15	3.1%	50	10.5%	**65**	**6.8%**	**90**	**6.0%**
Grade 7	**45**	**10.8%**	**95**	**20.4%**	**145**	**16.5%**	**55**	**12.1%**	**100**	**20.8%**	**155**	**16.6%**	**55**	**12.0%**	**90**	**19.1%**	**145**	**15.6%**	**55**	**12.2%**	**85**	**19.8%**	**140**	**15.9%**	**60**	**12.5%**	**80**	**16.8%**	**140**	**14.7%**	**220**	**14.6%**
Administrative and Management	35	8.4%	40	8.6%	**70**	**8.0%**	40	8.8%	40	8.3%	**75**	**8.0%**	40	8.7%	30	6.4%	**70**	**7.5%**	40	8.9%	30	7.0%	**70**	**8.0%**	45	9.4%	25	5.3%	**65**	**6.8%**	**120**	**8.0%**
Computing/IT	5	1.2%	5	1.1%	**10**	**1.1%**	0	0.0%	5	1.0%	**10**	**1.1%**	0	0.0%	5	1.1%	**10**	**1.1%**	0	0.0%	10	2.3%	**10**	**1.1%**	0	0.0%	5	1.1%	**5**	**0.5%**	**10**	**0.7%**
Experimental Officers/Senior Exp Officers	10	2.4%	35	7.5%	**45**	**5.1%**	10	2.2%	40	8.3%	**50**	**5.3%**	10	2.2%	35	7.4%	**45**	**4.8%**	10	2.2%	35	8.1%	**40**	**4.5%**	5	1.0%	30	6.3%	**35**	**3.7%**	**60**	**4.0%**
Technical	0	0.0%	15	3.2%	**20**	**2.3%**	5	1.1%	15	3.1%	**20**	**2.1%**	5	1.1%	15	3.2%	**20**	**2.2%**	5	1.1%	15	3.5%	**20**	**2.3%**	5	1.0%	25	5.3%	**30**	**3.1%**	**45**	**3.0%**
Grade 8	**15**	**3.6%**	**15**	**3.2%**	**30**	**3.4%**	**10**	**2.2%**	**15**	**3.1%**	**25**	**2.7%**	**10**	**2.2%**	**10**	**2.1%**	**20**	**2.2%**	**10**	**2.2%**	**15**	**3.5%**	**25**	**2.8%**	**10**	**2.1%**	**15**	**3.2%**	**25**	**2.6%**	**50**	**3.3%**
Administrative and Management	15	3.6%	15	3.2%	**25**	**2.8%**	10	2.2%	15	3.1%	**25**	**2.7%**	10	2.2%	10	2.1%	**20**	**2.2%**	10	2.2%	15	3.5%	**25**	**2.8%**	10	2.1%	15	3.2%	**25**	**2.6%**	**50**	**3.3%**
Experimental Officers/Senior Exp Officers			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**																			**0**	**0.0%**
Technical			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**																			**0**	**0.0%**
Grade 9	**0**	**0.0%**	**5**	**1.1%**	**5**	**0.6%**	**5**	**1.1%**	**5**	**1.0%**	**10**	**1.1%**	**5**	**1.1%**	**5**	**1.1%**	**5**	**0.5%**	**5**	**1.1%**	**5**	**1.2%**	**5**	**0.6%**	**5**	**1.0%**	**5**	**1.1%**	**10**	**1.0%**	**10**	**0.7%**
Administrative and Management	0	0.0%	5	1.1%	**5**	**0.6%**	5	1.1%	5	1.0%	**10**	**1.1%**	5	1.1%	5	1.1%	**5**	**0.5%**	5	1.1%	5	1.2%	**5**	**0.6%**	5	1.0%	5	1.1%	**10**	**1.0%**	**10**	**0.7%**
Total	**415**	**100.0%**	**465**	**100.0%**	**880**	**100.0%**	**455**	**100.0%**	**480**	**100.0%**	**935**	**100.0%**	**460**	**100.0%**	**470**	**100.0%**	**930**	**100.0%**	**450**	**100.0%**	**430**	**100.0%**	**880**	**100.0%**	**480**	**100.0%**	**475**	**100.0%**	**955**	**100.0%**	**1505**	**100.0%**

Table 24: PS staff by grade, job family and sex in Cultural Institutions, 2017/18-2021/22

Year	2018						2019						2020						2021						2022						Total	
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total			
Definition (groups)	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Grade 1	**15**	**11.1%**	**0**	**0.0%**	**15**	**6.8%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**2.3%**			**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**7.7%**	**5**	**2.5%**	**25**	**8.1%**
Clerical/Secretarial	15	11.1%	0	0.0%	**15**	**6.8%**	0	0.0%	0	0.0%	**5**	**2.3%**													0	0.0%	5	7.7%	**5**	**2.5%**	**25**	**8.1%**
Manual															0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Grade 2	**25**	**18.5%**	**15**	**18.8%**	**40**	**18.2%**	**40**	**29.6%**	**15**	**20.0%**	**50**	**23.3%**	**35**	**26.9%**	**15**	**23.1%**	**50**	**25.6%**	**25**	**21.7%**	**10**	**16.7%**	**40**	**22.9%**	**35**	**25.9%**	**10**	**15.4%**	**45**	**22.5%**	**90**	**29.0%**
Clerical/Secretarial	25	18.5%	15	18.8%	**40**	**18.2%**	40	29.6%	15	20.0%	**50**	**23.3%**	35	26.9%	15	23.1%	**50**	**25.6%**	25	21.7%	10	16.7%	**40**	**22.9%**	30	22.2%	10	15.4%	**45**	**22.5%**	**85**	**27.4%**
Manual			0	0.0%	**0**	**0.0%**																			0	0.0%			**0**	**0.0%**	**5**	**1.6%**
Grade 3	**10**	**7.4%**	**10**	**12.5%**	**25**	**11.4%**	**15**	**11.1%**	**15**	**20.0%**	**30**	**14.0%**	**15**	**11.5%**	**10**	**15.4%**	**25**	**12.8%**	**15**	**13.0%**	**5**	**8.3%**	**20**	**11.4%**	**15**	**11.1%**	**5**	**7.7%**	**20**	**10.0%**	**55**	**17.7%**
Clerical/Secretarial	10	7.4%	5	6.3%	**15**	**6.8%**	10	7.4%	5	6.7%	**20**	**9.3%**	10	7.7%	5	7.7%	**20**	**10.3%**	15	13.0%	5	8.3%	**20**	**11.4%**	15	11.1%	0	0.0%	**15**	**7.5%**	**40**	**12.9%**
Manual			5	6.3%	**5**	**2.3%**			5	6.7%	**5**	**2.3%**			5	7.7%	**5**	**2.6%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**2.5%**	**5**	**1.6%**
Technical	5	3.7%	0	0.0%	**5**	**2.3%**	5	3.7%	0	0.0%	**5**	**2.3%**	0	0.0%	0	0.0%	**0**	**0.0%**													**5**	**1.6%**
Grade 4	**15**	**11.1%**	**10**	**12.5%**	**25**	**11.4%**	**10**	**7.4%**	**10**	**13.3%**	**20**	**9.3%**	**10**	**7.7%**	**5**	**7.7%**	**15**	**7.7%**	**10**	**8.7%**	**5**	**8.3%**	**15**	**8.6%**	**15**	**11.1%**	**5**	**7.7%**	**20**	**10.0%**	**45**	**14.5%**
Clerical/Secretarial	10	7.4%	10	12.5%	**20**	**9.1%**	5	3.7%	10	13.3%	**15**	**7.0%**	10	7.7%	5	7.7%	**15**	**7.7%**	10	8.7%	5	8.3%	**10**	**5.7%**	15	11.1%	5	7.7%	**15**	**7.5%**	**40**	**12.9%**
Computing/IT	0	0.0%			**0**	**0.0%**																									**0**	**0.0%**
Library assistants - support grades	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**																			**0**	**0.0%**
Technical	0	0.0%	0	0.0%	**5**	**2.3%**			0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**2.6%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**2.5%**	**5**	**1.6%**
Grade 5	**35**	**25.9%**	**15**	**18.8%**	**50**	**22.7%**	**40**	**29.6%**	**15**	**20.0%**	**55**	**25.6%**	**35**	**26.9%**	**15**	**23.1%**	**50**	**25.6%**	**30**	**26.1%**	**15**	**25.0%**	**45**	**25.7%**	**35**	**25.9%**	**25**	**38.5%**	**55**	**27.5%**	**85**	**27.4%**
Clerical/Secretarial	25	18.5%	10	12.5%	**35**	**15.9%**	30	22.2%	5	6.7%	**35**	**16.3%**	25	19.2%	10	15.4%	**35**	**17.9%**	20	17.4%	10	16.7%	**30**	**17.1%**	25	18.5%	15	23.1%	**40**	**20.0%**	**65**	**21.0%**
Computing/IT			0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Library assistants - support grades	0	0.0%			**0**	**0.0%**																									**0**	**0.0%**
Technical	10	7.4%	5	6.3%	**15**	**6.8%**	10	7.4%	5	6.7%	**15**	**7.0%**	10	7.7%	5	7.7%	**15**	**7.7%**	10	8.7%	10	16.7%	**15**	**8.6%**	10	7.4%	10	15.4%	**15**	**7.5%**	**25**	**8.1%**
Grade 6-9	**35**	**25.9%**	**25**	**31.3%**	**65**	**29.5%**	**35**	**25.9%**	**25**	**33.3%**	**60**	**27.9%**	**35**	**26.9%**	**20**	**30.8%**	**55**	**28.2%**	**35**	**30.4%**	**20**	**33.3%**	**55**	**31.4%**	**35**	**25.9%**	**20**	**30.8%**	**55**	**27.5%**	**80**	**25.8%**
Administrative and Management	30	22.2%	20	25.0%	**50**	**22.7%**	30	22.2%	20	26.7%	**50**	**23.3%**	30	23.1%	15	23.1%	**45**	**23.1%**	30	26.1%	15	25.0%	**45**	**25.7%**	30	22.2%	15	23.1%	**45**	**22.5%**	**65**	**21.0%**
Technical	5	3.7%	5	6.3%	**10**	**4.5%**	5	3.7%	5	6.7%	**10**	**4.7%**	5	3.8%	5	7.7%	**10**	**5.1%**	5	4.3%	5	8.3%	**10**	**5.7%**	5	3.7%	5	7.7%	**15**	**7.5%**	**15**	**4.8%**
Total	**135**	**100.0%**	**80**	**100.0%**	**220**	**100.0%**	**135**	**100.0%**	**75**	**100.0%**	**215**	**100.0%**	**130**	**100.0%**	**65**	**100.0%**	**195**	**100.0%**	**115**	**100.0%**	**60**	**100.0%**	**175**	**100.0%**	**135**	**100.0%**	**65**	**100.0%**	**200**	**100.0%**	**310**	**100.0%**

Table 25: PS staff by grade, job family and sex in Central Directorates, 2017/18-2021/22

Year	2018						2019						2020						2021						2022						Total	
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total			
School/Directorate	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Assoc of Heads of Univ Administration	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	5	0.4%			5	0.2%	5	0.1%
Administrative and Management	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%
Clerical/Secretarial	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%
AUA Office	10	0.7%	5	0.4%	15	0.5%	10	0.7%	5	0.3%	10	0.3%	5	0.3%	5	0.3%	10	0.3%	5	0.4%	5	0.4%	10	0.4%	5	0.4%	5	0.4%	5	0.2%	15	0.4%
Administrative and Management	5	0.4%	0	0.0%	5	0.2%	5	0.4%	0	0.0%	5	0.2%	5	0.3%	0	0.0%	5	0.2%	5	0.4%	0	0.0%	5	0.2%	5	0.4%	0	0.0%	5	0.2%	5	0.1%
Clerical/Secretarial	5	0.4%	0	0.0%	10	0.4%	5	0.4%	0	0.0%	5	0.2%	5	0.3%	0	0.0%	5	0.2%	5	0.4%	0	0.0%	5	0.2%	0	0.0%	0	0.0%	5	0.2%	10	0.2%
Comms, Marketing and Student Recruitment	10	0.7%	15	1.1%	25	0.9%	15	1.1%	15	1.0%	30	1.0%	20	1.4%	20	1.4%	40	1.4%	65	5.0%	30	2.3%	95	3.6%	75	5.3%	40	2.9%	115	4.1%	145	3.5%
Administrative and Management	10	0.7%	10	0.7%	20	0.7%	15	1.1%	10	0.7%	25	0.9%	15	1.0%	15	1.0%	30	1.0%	45	3.4%	25	1.9%	70	2.7%	45	3.2%	35	2.5%	80	2.9%	100	2.4%
Clerical/Secretarial	0	0.0%	0	0.0%	5	0.2%	0	0.0%	0	0.0%	5	0.2%	5	0.3%	0	0.0%	5	0.2%	20	1.5%	5	0.4%	25	1.0%	30	2.1%	5	0.4%	35	1.3%	45	1.1%
Computing/IT			0	0.0%	0	0.0%			0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%	0	0.0%
Development and Alumni Relations	50	3.7%	25	1.8%	70	2.6%	45	3.2%	25	1.7%	75	2.6%	50	3.4%	25	1.7%	75	2.6%	45	3.4%	25	1.9%	65	2.5%	40	2.8%	25	1.8%	65	2.3%	110	2.6%
Administrative and Management	20	1.5%	15	1.1%	35	1.3%	25	1.8%	15	1.0%	40	1.4%	30	2.0%	15	1.0%	40	1.4%	25	1.9%	15	1.1%	35	1.3%	25	1.8%	15	1.1%	40	1.4%	60	1.4%
Clerical/Secretarial	30	2.2%	10	0.7%	35	1.3%	20	1.4%	10	0.7%	30	1.0%	20	1.4%	10	0.7%	35	1.2%	20	1.5%	10	0.8%	30	1.1%	15	1.1%	10	0.7%	25	0.9%	55	1.3%
Computing/IT			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%	0	0.0%
Directorate for the Student Experience	450	33.5%	165	11.8%	615	22.4%	465	32.6%	175	12.1%	640	22.3%	485	33.0%	185	12.8%	670	23.0%	370	28.2%	155	11.8%	525	20.0%	410	29.1%	165	12.0%	575	20.6%	1065	25.4%
Administrative and Management	160	11.9%	55	3.9%	220	8.0%	170	11.9%	55	3.8%	225	7.9%	180	12.2%	55	3.8%	235	8.1%	145	11.1%	40	3.1%	185	7.1%	160	11.3%	50	3.6%	205	7.3%	355	8.5%
Clerical/Secretarial	175	13.0%	65	4.6%	235	8.6%	185	13.0%	70	4.8%	255	8.9%	200	13.6%	85	5.9%	285	9.8%	155	11.8%	75	5.7%	225	8.6%	170	12.1%	80	5.8%	255	9.1%	525	12.5%
Computing/IT	5	0.4%	5	0.4%	5	0.2%	5	0.4%	5	0.3%	10	0.3%	5	0.3%	5	0.3%	10	0.3%	5	0.4%	5	0.4%	10	0.4%	5	0.4%	5	0.4%	10	0.4%	15	0.4%
Manual	100	7.4%	40	2.8%	135	4.9%	95	6.7%	40	2.8%	135	4.7%	80	5.4%	35	2.4%	120	4.1%	55	4.2%	30	2.3%	85	3.2%	65	4.6%	30	2.2%	95	3.4%	180	4.3%
Nurses/Other Professions Allied to Medicine	10	0.7%	5	0.4%	15	0.5%	10	0.7%	5	0.3%	15	0.5%	15	1.0%	5	0.3%	15	0.5%	10	0.8%	5	0.4%	15	0.6%	10	0.7%	5	0.4%	10	0.4%	15	0.4%
Technical			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%	0	0.0%			0	0.0%							5	0.1%
Directorate of Compliance and Risk	20	1.5%	15	1.1%	35	1.3%	20	1.4%	15	1.0%	35	1.2%	25	1.7%	10	0.7%	35	1.2%	20	1.5%	10	0.8%	30	1.1%	25	1.8%	10	0.7%	35	1.3%	55	1.3%
Administrative and Management	15	1.1%	10	0.7%	25	0.9%	15	1.1%	15	1.0%	30	1.0%	15	1.0%	10	0.7%	30	1.0%	15	1.1%	10	0.8%	25	1.0%	20	1.4%	5	0.4%	25	0.9%	40	1.0%
Clerical/Secretarial	5	0.4%			5	0.2%	5	0.4%			5	0.2%	5	0.3%			5	0.2%	5	0.4%			5	0.2%	5	0.4%			5	0.2%	10	0.2%
Experimental Officers/Senior Exp Officers			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%													0	0.0%
Technical	0	0.0%	0	0.0%	5	0.2%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.1%
Directorate of Equal, Diversity & Inclus																									5	0.4%	5	0.4%	10	0.4%	10	0.2%
Administrative and Management																									5	0.4%	0	0.0%	5	0.2%	5	0.1%
Clerical/Secretarial																									0	0.0%	0	0.0%	5	0.2%	5	0.1%
Directorate of Estates and Facilities	185	13.8%	630	45.0%	815	29.7%	200	14.0%	610	42.2%	815	28.4%	210	14.3%	630	43.6%	840	28.8%	180	13.7%	590	45.0%	770	29.4%	180	12.8%	565	41.1%	750	26.9%	1020	24.4%
Administrative and Management	25	1.9%	60	4.3%	85	3.1%	25	1.8%	55	3.8%	80	2.8%	25	1.7%	55	3.8%	80	2.7%	20	1.5%	50	3.8%	65	2.5%	15	1.1%	50	3.6%	65	2.3%	100	2.4%
Clerical/Secretarial	40	3.0%	20	1.4%	60	2.2%	45	3.2%	15	1.0%	60	2.1%	45	3.1%	15	1.0%	60	2.1%	35	2.7%	10	0.8%	45	1.7%	35	2.5%	10	0.7%	45	1.6%	80	1.9%
Computing/IT	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%	0	0.0%			0	0.0%							0	0.0%
Craft			80	5.7%	80	2.9%			80	5.5%	80	2.8%			90	6.2%	90	3.1%			80	6.1%	80	3.1%			80	5.8%	80	2.9%	115	2.7%
Experimental Officers/Senior Exp Officers			0	0.0%	0	0.0%																									0	0.0%
Manual	115	8.8%	415	29.6%	535	19.5%	125	8.5%	410	28.4%	535	18.7%	135	9.2%	410	28.4%	545	18.7%	125	9.5%	390	29.8%	510	19.5%	125	8.9%	380	27.6%	500	17.9%	670	16.0%
Technical	5	0.4%	55	3.9%	60	2.2%	5	0.4%	50	3.5%	60	2.1%	5	0.3%	60	4.2%	65	2.2%	5	0.4%	55	4.2%	60	2.3%	5	0.4%	50	3.6%	55	2.0%	85	2.0%

Directorate of Finance	**140**	**10.4%**	**95**	**6.8%**	**235**	**8.6%**	**150**	**10.5%**	**110**	**7.6%**	**260**	**9.1%**	**150**	**10.2%**	**110**	**7.6%**	**255**	**8.7%**	**125**	**9.5%**	**105**	**8.0%**	**230**	**8.8%**	**130**	**9.2%**	**105**	**7.6%**	**230**	**8.2%**	**370**	**8.8%**
Administrative and Management	65	4.8%	40	2.9%	**105**	**3.8%**	70	4.9%	35	2.4%	**105**	**3.7%**	65	4.4%	35	2.4%	**105**	**3.6%**	60	4.6%	40	3.1%	**100**	**3.8%**	60	4.3%	45	3.3%	**105**	**3.8%**	**160**	**3.8%**
Clerical/Secretarial	75	5.6%	55	3.9%	**135**	**4.9%**	80	5.6%	70	4.8%	**155**	**5.4%**	80	5.4%	70	4.8%	**155**	**5.3%**	70	5.3%	65	5.0%	**130**	**5.0%**	65	4.6%	60	4.4%	**125**	**4.5%**	**225**	**5.4%**
Directorate of IT Services	**85**	**6.3%**	**275**	**19.6%**	**365**	**13.3%**	**100**	**7.0%**	**285**	**19.7%**	**385**	**13.4%**	**95**	**6.5%**	**260**	**18.0%**	**360**	**12.3%**	**80**	**6.1%**	**215**	**16.4%**	**295**	**11.3%**	**90**	**6.4%**	**240**	**17.5%**	**330**	**11.8%**	**535**	**12.8%**
Administrative and Management	20	1.5%	45	3.2%	**65**	**2.4%**	30	2.1%	50	3.5%	**80**	**2.8%**	25	1.7%	45	3.1%	**70**	**2.4%**	15	1.1%	30	2.3%	**45**	**1.7%**	25	1.8%	40	2.9%	**70**	**2.5%**	**150**	**3.6%**
Clerical/Secretarial	10	0.7%	0	0.0%	**15**	**0.5%**	10	0.7%	5	0.3%	**15**	**0.5%**	10	0.7%	5	0.3%	**20**	**0.7%**	10	0.8%	5	0.4%	**15**	**0.6%**	10	0.7%	5	0.4%	**15**	**0.5%**	**30**	**0.7%**
Computing/IT	55	4.1%	230	16.4%	**280**	**10.2%**	55	3.9%	225	15.6%	**280**	**9.8%**	60	4.1%	205	14.2%	**265**	**9.1%**	60	4.6%	180	13.7%	**240**	**9.2%**	50	3.5%	195	14.2%	**245**	**8.8%**	**435**	**10.4%**
Technical	0	0.0%	5	0.4%	**5**	**0.2%**	0	0.0%	5	0.3%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**													**5**	**0.1%**
Directorate of People & Organisational Development	**95**	**7.1%**	**35**	**2.5%**	**130**	**4.7%**	**105**	**7.4%**	**40**	**2.8%**	**145**	**5.1%**	**110**	**7.5%**	**40**	**2.8%**	**145**	**5.0%**	**95**	**7.3%**	**35**	**2.7%**	**130**	**5.0%**	**105**	**7.4%**	**40**	**2.9%**	**145**	**5.2%**	**220**	**5.3%**
Administrative and Management	40	3.0%	20	1.4%	**60**	**2.2%**	45	3.2%	20	1.4%	**65**	**2.3%**	50	3.4%	20	1.4%	**70**	**2.4%**	45	3.4%	20	1.5%	**65**	**2.5%**	50	3.5%	20	1.5%	**70**	**2.5%**	**105**	**2.5%**
Clerical/Secretarial	55	4.1%	15	1.1%	**70**	**2.6%**	60	4.2%	20	1.4%	**80**	**2.8%**	60	4.1%	15	1.0%	**75**	**2.6%**	50	3.8%	15	1.1%	**65**	**2.5%**	55	3.9%	20	1.5%	**75**	**2.7%**	**125**	**3.0%**
Directorate of Planning	**15**	**1.1%**	**5**	**0.4%**	**25**	**0.9%**	**20**	**1.4%**	**10**	**0.7%**	**30**	**1.0%**	**30**	**2.0%**	**10**	**0.7%**	**40**	**1.4%**	**50**	**3.8%**	**15**	**1.1%**	**65**	**2.5%**	**55**	**3.9%**	**35**	**2.5%**	**90**	**3.2%**	**125**	**3.0%**
Administrative and Management	15	1.1%	5	0.4%	**20**	**0.7%**	15	1.1%	10	0.7%	**20**	**0.7%**	20	1.4%	10	0.7%	**25**	**0.9%**	35	2.7%	15	1.1%	**50**	**1.9%**	40	2.8%	30	2.2%	**70**	**2.5%**	**95**	**2.3%**
Clerical/Secretarial	0	0.0%			**0**	**0.0%**	5	0.4%	0	0.0%	**5**	**0.2%**	10	0.7%	0	0.0%	**10**	**0.3%**	10	0.8%			**10**	**0.4%**	15	1.1%	5	0.4%	**20**	**0.7%**	**30**	**0.7%**
Computing/IT	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**																			**0**	**0.0%**
Directorate of Research and Business Eng	**45**	**3.3%**	**15**	**1.1%**	**65**	**2.4%**	**55**	**3.9%**	**20**	**1.4%**	**75**	**2.6%**	**60**	**4.1%**	**20**	**1.4%**	**80**	**2.7%**	**60**	**4.6%**	**20**	**1.5%**	**80**	**3.1%**	**80**	**5.7%**	**25**	**1.8%**	**105**	**3.8%**	**155**	**3.7%**
Administrative and Management	40	3.0%	15	1.1%	**55**	**2.0%**	40	2.8%	20	1.4%	**60**	**2.1%**	40	2.7%	20	1.4%	**60**	**2.1%**	40	3.1%	15	1.1%	**55**	**2.1%**	50	3.5%	20	1.5%	**70**	**2.5%**	**105**	**2.5%**
Clerical/Secretarial	10	0.7%	0	0.0%	**10**	**0.4%**	10	0.7%	0	0.0%	**15**	**0.5%**	15	1.0%	5	0.3%	**20**	**0.7%**	20	1.5%	5	0.4%	**20**	**0.8%**	30	2.1%	5	0.4%	**35**	**1.3%**	**50**	**1.2%**
Legal Affairs and Board Secretariat	**10**	**0.7%**	**0**	**0.0%**	**10**	**0.4%**	**10**	**0.7%**	**5**	**0.3%**	**15**	**0.5%**	**10**	**0.7%**	**5**	**0.3%**	**15**	**0.5%**	**10**	**0.8%**	**5**	**0.4%**	**15**	**0.6%**	**10**	**0.7%**	**5**	**0.4%**	**15**	**0.5%**	**25**	**0.6%**
Administrative and Management	5	0.4%	0	0.0%	**5**	**0.2%**	10	0.7%	5	0.3%	**10**	**0.3%**	5	0.3%	5	0.3%	**15**	**0.5%**	10	0.8%	5	0.4%	**10**	**0.4%**	10	0.7%	5	0.4%	**10**	**0.4%**	**20**	**0.5%**
Clerical/Secretarial	0	0.0%			**0**	**0.0%**	5	0.4%			**5**	**0.2%**	5	0.3%			**5**	**0.2%**	5	0.4%			**5**	**0.2%**	5	0.4%			**5**	**0.2%**	**5**	**0.1%**
Office for Social Responsibility	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.2%**	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.2%**	**5**	**0.3%**	**5**	**0.3%**	**10**	**0.3%**	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.2%**	**5**	**0.4%**	**0**	**0.0%**	**10**	**0.4%**	**15**	**0.4%**
Administrative and Management	0	0.0%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.3%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	**5**	**0.1%**
Clerical/Secretarial	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	**5**	**0.1%**
Office of President and Vice-Chancellor	**10**	**0.7%**	**5**	**0.4%**	**15**	**0.5%**	**10**	**0.7%**	**5**	**0.3%**	**15**	**0.5%**	**10**	**0.7%**	**5**	**0.3%**	**15**	**0.5%**	**10**	**0.8%**	**5**	**0.4%**	**10**	**0.4%**	**10**	**0.7%**	**5**	**0.4%**	**15**	**0.5%**	**20**	**0.5%**
Administrative and Management	5	0.4%	5	0.4%	**10**	**0.4%**	5	0.4%	5	0.3%	**10**	**0.3%**	5	0.3%	5	0.3%	**10**	**0.3%**	5	0.4%	5	0.4%	**10**	**0.4%**	5	0.4%	5	0.4%	**10**	**0.4%**	**15**	**0.4%**
Clerical/Secretarial	5	0.4%			**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.3%			**5**	**0.2%**	5	0.4%			**5**	**0.2%**	5	0.4%			**5**	**0.2%**	**10**	**0.2%**
Registrar, Sec & Chief Operating Officer	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.2%**	**5**	**0.4%**	**0**	**0.0%**	**5**	**0.2%**	**0**	**0.0%**	**5**	**0.3%**	**5**	**0.2%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**0.2%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**0.2%**	**10**	**0.2%**
Administrative and Management	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	5	0.3%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	**5**	**0.1%**
Clerical/Secretarial	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**																			**5**	**0.1%**
The University of Manchester Library	**205**	**15.2%**	**115**	**8.2%**	**320**	**11.7%**	**210**	**14.7%**	**120**	**8.3%**	**330**	**11.5%**	**205**	**13.9%**	**115**	**8.0%**	**325**	**11.1%**	**180**	**13.7%**	**105**	**8.0%**	**285**	**10.9%**	**175**	**12.4%**	**115**	**8.4%**	**290**	**10.4%**	**440**	**10.5%**
Administrative and Management	50	3.7%	30	2.1%	**80**	**2.9%**	50	3.5%	30	2.1%	**80**	**2.8%**	50	3.4%	35	2.4%	**80**	**2.7%**	40	3.1%	35	2.7%	**75**	**2.9%**	45	3.2%	35	2.5%	**80**	**2.9%**	**120**	**2.9%**
Clerical/Secretarial	45	3.3%	20	1.4%	**65**	**2.4%**	55	3.9%	20	1.4%	**75**	**2.6%**	50	3.4%	20	1.4%	**65**	**2.2%**	45	3.4%	10	0.8%	**60**	**2.3%**	50	3.5%	30	2.2%	**80**	**2.9%**	**150**	**3.6%**
Computing/IT	10	0.7%	15	1.1%	**20**	**0.7%**	10	0.7%	15	1.0%	**25**	**0.9%**	5	0.3%	10	0.7%	**15**	**0.5%**	5	0.4%	10	0.8%	**15**	**0.6%**	10	0.7%	15	1.1%	**20**	**0.7%**	**35**	**0.8%**
Library assistants - support grades	95	7.1%	35	2.5%	**130**	**4.7%**	85	6.0%	40	2.8%	**125**	**4.4%**	90	6.1%	40	2.8%	**130**	**4.5%**	75	5.7%	40	3.1%	**115**	**4.4%**	55	3.9%	30	2.2%	**85**	**3.0%**	**180**	**4.3%**
Manual	5	0.4%	5	0.4%	**10**	**0.4%**	5	0.4%	5	0.3%	**10**	**0.3%**	5	0.3%	5	0.3%	**15**	**0.5%**	5	0.4%	5	0.4%	**10**	**0.4%**	5	0.4%	0	0.0%	**5**	**0.2%**	**15**	**0.4%**
Technical	10	0.7%	10	0.7%	**20**	**0.7%**	10	0.7%	10	0.7%	**20**	**0.7%**	15	1.0%	5	0.3%	**20**	**0.7%**	10	0.8%	5	0.4%	**15**	**0.6%**	15	1.1%	5	0.4%	**20**	**0.7%**	**35**	**0.8%**
Total	**1345**	**100.0%**	**1400**	**100.0%**	**2745**	**100.0%**	**1425**	**100.0%**	**1445**	**100.0%**	**2865**	**100.0%**	**1470**	**100.0%**	**1445**	**100.0%**	**2915**	**100.0%**	**1310**	**100.0%**	**1310**	**100.0%**	**2620**	**100.0%**	**1410**	**100.0%**	**1375**	**100.0%**	**2790**	**100.0%**	**4185**	**100.0%**

PTO staff by contract type

Table 26: PS staff by grade, contract type and sex, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**845**	**25.5%**	**475**	**18.5%**	**1320**	**22.4%**	**920**	**26.5%**	**525**	**19.7%**	**1445**	**23.6%**	**940**	**26.8%**	**495**	**18.9%**	**1435**	**23.4%**	**905**	**28.1%**	**440**	**18.4%**	**1345**	**23.9%**	**890**	**26.0%**	**465**	**18.4%**	**1355**	**22.8%**
Apprentice	10	0.3%	20	0.8%	35	0.6%	15	0.4%	20	0.8%	35	0.6%	15	0.4%	15	0.6%	30	0.5%	5	0.2%	10	0.4%	15	0.3%	5	0.1%	10	0.4%	15	0.3%
Grade 1	5	0.2%	0	0.0%	5	0.1%	0	0.0%	0	0.0%	5	0.1%	0	0.0%	0	0.0%	5	0.1%	0	0.0%	0	0.0%	5	0.1%	0	0.0%	5	0.2%	5	0.1%
Grade 2	75	2.3%	45	1.8%	120	2.0%	85	2.4%	40	1.5%	125	2.0%	85	2.4%	40	1.5%	125	2.0%	70	2.2%	35	1.5%	105	1.9%	85	2.5%	40	1.6%	125	2.1%
Grade 3	110	3.3%	45	1.8%	155	2.6%	120	3.5%	45	1.7%	165	2.7%	120	3.4%	40	1.5%	160	2.6%	130	4.0%	50	2.1%	180	3.2%	125	3.6%	60	2.4%	185	3.1%
Grade 4	170	5.1%	70	2.7%	245	4.2%	205	5.9%	85	3.2%	290	4.7%	235	6.7%	80	3.0%	315	5.1%	210	6.5%	70	2.9%	280	5.0%	195	5.7%	60	2.4%	260	4.4%
Grade 5	130	3.9%	65	2.5%	200	3.4%	165	4.8%	80	3.0%	245	4.0%	160	4.6%	85	3.2%	245	4.0%	165	5.1%	75	3.1%	240	4.3%	160	4.7%	80	3.2%	240	4.0%
Grade 6	140	4.2%	100	3.9%	240	4.1%	155	4.5%	115	4.3%	270	4.4%	155	4.4%	100	3.8%	260	4.2%	160	5.0%	95	4.0%	255	4.5%	165	4.8%	105	4.2%	270	4.5%
Grade 7	70	2.1%	60	2.3%	130	2.2%	75	2.2%	65	2.4%	145	2.4%	75	2.1%	60	2.3%	135	2.2%	80	2.5%	60	2.5%	140	2.5%	80	2.3%	50	2.0%	135	2.3%
Grade 8	5	0.2%	10	0.4%	15	0.3%	5	0.1%	15	0.6%	20	0.3%	10	0.3%	5	0.2%	15	0.2%	10	0.3%	5	0.2%	15	0.3%	10	0.3%	5	0.2%	15	0.3%
Grade 9	5	0.2%	10	0.4%	15	0.3%	5	0.1%	10	0.4%	10	0.2%	0	0.0%	10	0.4%	10	0.2%	0	0.0%	5	0.2%	5	0.1%	0	0.0%	10	0.4%	10	0.2%
NHS/Clinical	125	3.8%	45	1.8%	170	2.9%	100	2.9%	55	2.1%	150	2.4%	90	2.6%	55	2.1%	145	2.4%	70	2.2%	40	1.7%	115	2.0%	60	1.8%	40	1.6%	100	1.7%
Permanent	**2390**	**72.0%**	**2040**	**79.5%**	**4430**	**75.3%**	**2425**	**69.9%**	**2065**	**77.6%**	**4490**	**73.3%**	**2425**	**69.1%**	**2075**	**79.0%**	**4500**	**73.3%**	**2165**	**67.1%**	**1910**	**79.7%**	**4075**	**72.5%**	**2395**	**69.9%**	**2000**	**79.2%**	**4400**	**73.9%**
Grade 1	195	5.9%	320	12.5%	515	8.8%	190	5.5%	320	12.0%	510	8.3%	185	5.3%	315	12.0%	500	8.1%	150	4.7%	300	12.5%	450	8.0%	165	4.8%	305	12.1%	465	7.8%
Grade 2	125	3.8%	105	4.1%	230	3.9%	125	3.6%	105	3.9%	235	3.8%	125	3.6%	110	4.2%	235	3.8%	95	2.9%	95	4.0%	190	3.4%	85	2.5%	70	2.8%	155	2.6%
Grade 3	315	9.5%	220	8.6%	535	9.1%	315	9.1%	220	8.3%	535	8.7%	290	8.3%	225	8.6%	515	8.4%	275	8.5%	200	8.4%	475	8.5%	295	8.6%	220	8.7%	520	8.7%
Grade 4	475	14.3%	285	11.1%	760	12.9%	465	13.4%	280	10.5%	750	12.2%	455	13.0%	285	10.9%	740	12.1%	360	11.2%	250	10.4%	610	10.9%	435	12.7%	260	10.3%	695	11.7%
Grade 5	375	11.3%	285	11.1%	665	11.3%	400	11.5%	295	11.1%	695	11.3%	395	11.3%	300	11.4%	695	11.3%	380	11.8%	275	11.5%	660	11.7%	425	12.4%	290	11.5%	720	12.1%
Grade 6	450	13.6%	370	14.4%	820	13.9%	465	13.4%	375	14.1%	840	13.7%	495	14.1%	370	14.1%	860	14.0%	455	14.1%	340	14.2%	795	14.1%	485	14.2%	380	15.0%	865	14.5%
Grade 7	280	8.4%	280	10.9%	555	9.4%	290	8.4%	280	10.5%	570	9.3%	295	8.4%	270	10.3%	565	9.2%	275	8.5%	255	10.6%	530	9.4%	310	9.1%	280	11.1%	585	9.8%
Grade 8	80	2.4%	70	2.7%	150	2.5%	80	2.3%	70	2.6%	150	2.4%	75	2.1%	75	2.9%	155	2.5%	75	2.3%	80	3.3%	155	2.8%	90	2.6%	90	3.6%	180	3.0%
Grade 9	35	1.1%	45	1.8%	75	1.3%	40	1.2%	40	1.5%	80	1.3%	40	1.1%	45	1.7%	85	1.4%	40	1.2%	40	1.7%	80	1.4%	45	1.3%	40	1.6%	85	1.4%
NHS/Clinical	70	2.1%	65	2.5%	135	2.3%	65	1.9%	75	2.8%	140	2.3%	75	2.1%	80	3.0%	155	2.5%	65	2.0%	70	2.9%	135	2.4%	70	2.0%	70	2.8%	135	2.3%
Secondment	**105**	**3.2%**	**60**	**2.3%**	**165**	**2.8%**	**135**	**3.9%**	**70**	**2.6%**	**205**	**3.3%**	**155**	**4.4%**	**65**	**2.5%**	**220**	**3.6%**	**165**	**5.1%**	**50**	**2.1%**	**215**	**3.8%**	**155**	**4.5%**	**65**	**2.6%**	**220**	**3.7%**
Grade 2	0	0.0%			0	0.0%			0	0.0%	0	0.0%																		
Grade 3	5	0.2%	0	0.0%	10	0.2%	5	0.1%	5	0.2%	10	0.2%	5	0.1%	0	0.0%	5	0.1%	5	0.2%			5	0.1%	5	0.1%	0	0.0%	5	0.1%
Grade 4	15	0.5%	15	0.6%	30	0.5%	25	0.7%	15	0.6%	40	0.7%	25	0.7%	10	0.4%	35	0.6%	25	0.8%	10	0.4%	35	0.6%	30	0.9%	10	0.4%	35	0.6%
Grade 5	25	0.8%	10	0.4%	30	0.5%	20	0.6%	15	0.6%	40	0.7%	40	1.1%	15	0.6%	55	0.9%	55	1.7%	15	0.6%	70	1.2%	45	1.3%	20	0.8%	65	1.1%
Grade 6	35	1.1%	15	0.6%	50	0.8%	45	1.3%	15	0.6%	60	1.0%	50	1.4%	15	0.6%	65	1.1%	40	1.2%	10	0.4%	50	0.9%	40	1.2%	15	0.6%	55	0.9%
Grade 7	15	0.5%	15	0.6%	30	0.5%	20	0.6%	10	0.4%	30	0.5%	20	0.6%	15	0.6%	35	0.6%	25	0.8%	10	0.4%	30	0.5%	25	0.7%	15	0.6%	40	0.7%
Grade 8	5	0.2%	5	0.2%	10	0.2%	15	0.4%	10	0.4%	20	0.3%	10	0.3%	5	0.2%	15	0.2%	15	0.5%	0	0.0%	15	0.3%	10	0.3%	0	0.0%	10	0.2%
Grade 9	5	0.2%	5	0.2%	5	0.1%	5	0.1%	5	0.2%	5	0.1%	5	0.1%	5	0.2%	5	0.1%	0	0.0%	5	0.2%	5	0.1%	0	0.0%	5	0.2%	5	0.1%
NHS/Clinical																			0	0.0%			0	0.0%	0	0.0%			0	0.0%
Total	**3320**	**100.0%**	**2565**	**100.0%**	**5885**	**100.0%**	**3470**	**100.0%**	**2660**	**100.0%**	**6125**	**100.0%**	**3510**	**100.0%**	**2625**	**100.0%**	**6135**	**100.0%**	**3225**	**100.0%**	**2395**	**100.0%**	**5620**	**100.0%**	**3425**	**100.0%**	**2525**	**100.0%**	**5950**	**100.0%**

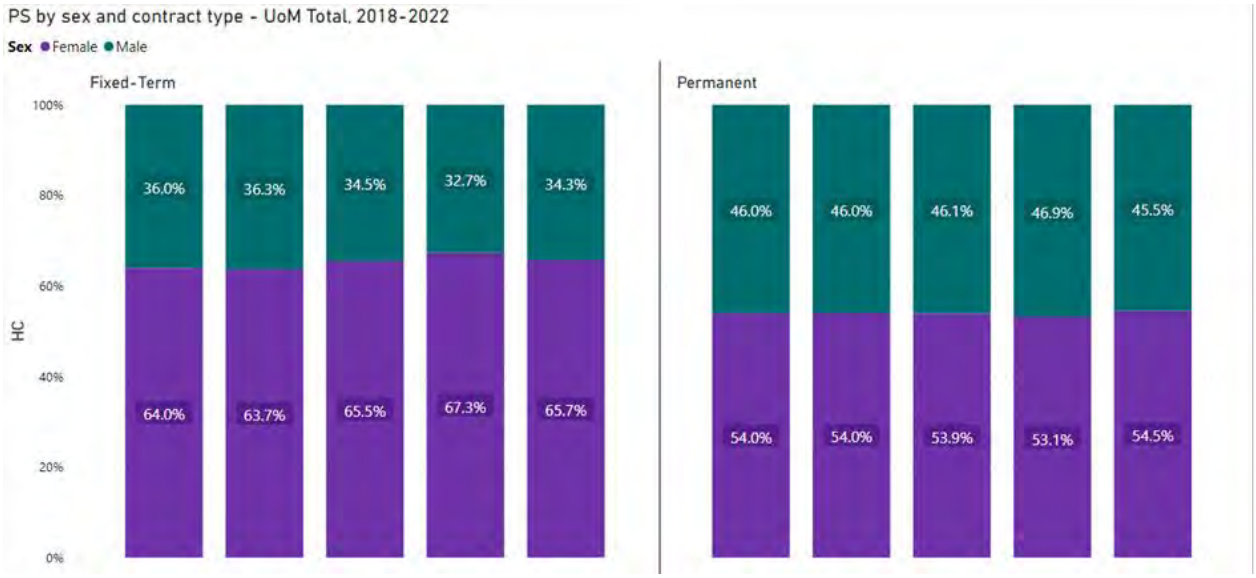


Fig. 39: PS staff by grade, contract type and sex, 2017/18-2021/22

Table 27: PS staff by grade, contract type, sex and ethnicity, 2021/22

Sex	Female								Male								Total	
Ethnicity Group	01. White		02. BAME		03. Not Known		Total		01. White		02. BAME		03. Not Known		Total			
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**660**	**23.6%**	**200**	**35.4%**	**30**	**50.0%**	**890**	**26.0%**	**355**	**17.2%**	**85**	**22.1%**	**25**	**35.7%**	**465**	**18.4%**	**1355**	**22.8%**
Apprentice	0	0.0%	5	0.9%			5	0.1%	10	0.5%			0	0.0%	10	0.4%	15	0.3%
Grade 1	0	0.0%					0	0.0%	0	0.0%			0	0.0%	5	0.2%	5	0.1%
Grade 2	40	1.4%	40	7.1%	5	8.3%	85	2.5%	25	1.2%	15	3.9%	0	0.0%	40	1.6%	125	2.1%
Grade 3	90	3.2%	30	5.3%	5	8.3%	125	3.6%	50	2.4%	10	2.6%	5	7.1%	60	2.4%	185	3.1%
Grade 4	145	5.2%	45	8.0%	10	16.7%	195	5.7%	50	2.4%	10	2.6%	5	7.1%	60	2.4%	260	4.4%
Grade 5	120	4.3%	35	6.2%	5	8.3%	160	4.7%	60	2.9%	15	3.9%	5	7.1%	80	3.2%	240	4.0%
Grade 6	130	4.6%	30	5.3%	5	8.3%	165	4.8%	75	3.6%	25	6.5%	5	7.1%	105	4.2%	270	4.5%
Grade 7	70	2.5%	10	1.8%	0	0.0%	80	2.3%	45	2.2%	5	1.3%	0	0.0%	50	2.0%	135	2.3%
Grade 8	10	0.4%	0	0.0%			10	0.3%	5	0.2%			0	0.0%	5	0.2%	15	0.3%
Grade 9	0	0.0%					0	0.0%	10	0.5%					10	0.4%	10	0.2%
NHS/Clinical	50	1.8%	10	1.8%	0	0.0%	60	1.8%	35	1.7%	5	1.3%	0	0.0%	40	1.6%	100	1.7%
Permanent	**2020**	**72.1%**	**350**	**61.9%**	**25**	**41.7%**	**2395**	**69.9%**	**1670**	**80.9%**	**285**	**74.0%**	**45**	**64.3%**	**2000**	**79.2%**	**4400**	**73.9%**
Grade 1	105	3.8%	55	9.7%	5	8.3%	165	4.8%	200	9.7%	90	23.4%	15	21.4%	305	12.1%	465	7.8%
Grade 2	70	2.5%	15	2.7%	5	8.3%	85	2.5%	60	2.9%	5	1.3%	0	0.0%	70	2.8%	155	2.6%
Grade 3	240	8.6%	55	9.7%	5	8.3%	295	8.6%	185	9.0%	35	9.1%	5	7.1%	220	8.7%	520	8.7%
Grade 4	370	13.2%	60	10.6%	5	8.3%	435	12.7%	225	10.9%	25	6.5%	5	7.1%	260	10.3%	695	11.7%
Grade 5	360	12.9%	60	10.6%	5	8.3%	425	12.4%	250	12.1%	35	9.1%	5	7.1%	290	11.5%	720	12.1%
Grade 6	415	14.8%	65	11.5%	5	8.3%	485	14.2%	325	15.7%	45	11.7%	10	14.3%	380	15.0%	865	14.5%
Grade 7	275	9.8%	30	5.3%	5	8.3%	310	9.1%	245	11.9%	30	7.8%	5	7.1%	280	11.1%	585	9.8%
Grade 8	85	3.0%	5	0.9%	0	0.0%	90	2.6%	85	4.1%	5	1.3%			90	3.6%	180	3.0%
Grade 9	45	1.6%	0	0.0%			45	1.3%	40	1.9%	0	0.0%			40	1.6%	85	1.4%
NHS/Clinical	60	2.1%	10	1.8%	0	0.0%	70	2.0%	55	2.7%	10	2.6%	0	0.0%	70	2.8%	135	2.3%
Secondment	**140**	**5.0%**	**15**	**2.7%**	**0**	**0.0%**	**155**	**4.5%**	**45**	**2.2%**	**15**	**3.9%**			**65**	**2.6%**	**220**	**3.7%**
Grade 3	0	0.0%	0	0.0%			5	0.1%	0	0.0%	0	0.0%			0	0.0%	5	0.1%
Grade 4	25	0.9%	5	0.9%			30	0.9%	5	0.2%	0	0.0%			10	0.4%	35	0.6%
Grade 5	40	1.4%	5	0.9%	0	0.0%	45	1.3%	15	0.7%	5	1.3%			20	0.8%	65	1.1%
Grade 6	35	1.3%	5	0.9%			40	1.2%	15	0.7%	0	0.0%			15	0.6%	55	0.9%
Grade 7	25	0.9%	0	0.0%			25	0.7%	10	0.5%	5	1.3%			15	0.6%	40	0.7%
Grade 8	10	0.4%					10	0.3%			0	0.0%			0	0.0%	10	0.2%
Grade 9	0	0.0%					0	0.0%	5	0.2%	0	0.0%			5	0.2%	5	0.1%
NHS/Clinical	0	0.0%					0	0.0%									0	0.0%
Total	**2800**	**100.0%**	**565**	**100.0%**	**60**	**100.0%**	**3425**	**100.0%**	**2065**	**100.0%**	**385**	**100.0%**	**70**	**100.0%**	**2525**	**100.0%**	**5950**	**100.0%**

Table 28: PS staff by grade, contract type, sex and disability, 2021/22

Sex	Female								Male								Total	
Disability Category	1. Yes - has a disability		2. Not known to be disabiled		3. Prefer not to say		Total		1. Yes - has a disability		2. Not known to be disabiled		3. Prefer not to say		Total			
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**95**	**27.5%**	**790**	**25.9%**	**5**	**16.7%**	**890**	**26.0%**	**50**	**23.8%**	**410**	**18.0%**	**5**	**14.3%**	**465**	**18.4%**	**1355**	**22.8%**
Apprentice	0	0.0%	5	0.2%			**5**	**0.1%**	0	0.0%	10	0.4%			**10**	**0.4%**	**15**	**0.3%**
Grade 1			0	0.0%			**0**	**0.0%**	0	0.0%	5	0.2%			**5**	**0.2%**	**5**	**0.1%**
Grade 2	10	2.9%	70	2.3%	5	16.7%	**85**	**2.5%**	10	4.8%	30	1.3%	0	0.0%	**40**	**1.6%**	**125**	**2.1%**
Grade 3	20	5.8%	105	3.4%	0	0.0%	**125**	**3.6%**	5	2.4%	55	2.4%	0	0.0%	**60**	**2.4%**	**185**	**3.1%**
Grade 4	30	8.7%	170	5.6%			**195**	**5.7%**	5	2.4%	55	2.4%			**60**	**2.4%**	**260**	**4.4%**
Grade 5	15	4.3%	150	4.9%			**160**	**4.7%**	10	4.8%	70	3.1%	0	0.0%	**80**	**3.2%**	**240**	**4.0%**
Grade 6	15	4.3%	150	4.9%	0	0.0%	**165**	**4.8%**	5	2.4%	95	4.2%	0	0.0%	**105**	**4.2%**	**270**	**4.5%**
Grade 7	5	1.4%	75	2.5%	0	0.0%	**80**	**2.3%**	5	2.4%	45	2.0%	0	0.0%	**50**	**2.0%**	**135**	**2.3%**
Grade 8	0	0.0%	10	0.3%			**10**	**0.3%**			5	0.2%			**5**	**0.2%**	**15**	**0.3%**
Grade 9			0	0.0%			**0**	**0.0%**			10	0.4%			**10**	**0.4%**	**10**	**0.2%**
NHS/Clinical	5	1.4%	55	1.8%			**60**	**1.8%**	5	2.4%	35	1.5%			**40**	**1.6%**	**100**	**1.7%**
Permanent	**240**	**69.6%**	**2135**	**70.0%**	**20**	**66.7%**	**2395**	**69.9%**	**155**	**73.8%**	**1820**	**79.8%**	**25**	**71.4%**	**2000**	**79.2%**	**4400**	**73.9%**
Grade 1	10	2.9%	150	4.9%	0	0.0%	**165**	**4.8%**	25	11.9%	275	12.1%	5	14.3%	**305**	**12.1%**	**465**	**7.8%**
Grade 2	10	2.9%	75	2.5%	0	0.0%	**85**	**2.5%**	10	4.8%	55	2.4%	0	0.0%	**70**	**2.8%**	**155**	**2.6%**
Grade 3	40	11.6%	255	8.4%	0	0.0%	**295**	**8.6%**	20	9.5%	195	8.6%	5	14.3%	**220**	**8.7%**	**520**	**8.7%**
Grade 4	55	15.9%	380	12.5%	5	16.7%	**435**	**12.7%**	15	7.1%	240	10.5%	5	14.3%	**260**	**10.3%**	**695**	**11.7%**
Grade 5	40	11.6%	385	12.6%	5	16.7%	**425**	**12.4%**	20	9.5%	265	11.6%	5	14.3%	**290**	**11.5%**	**720**	**12.1%**
Grade 6	50	14.5%	430	14.1%	5	16.7%	**485**	**14.2%**	30	14.3%	345	15.1%	5	14.3%	**380**	**15.0%**	**865**	**14.5%**
Grade 7	25	7.2%	285	9.3%	0	0.0%	**310**	**9.1%**	20	9.5%	255	11.2%	5	14.3%	**280**	**11.1%**	**585**	**9.8%**
Grade 8	5	1.4%	80	2.6%	0	0.0%	**90**	**2.6%**	5	2.4%	85	3.7%			**90**	**3.6%**	**180**	**3.0%**
Grade 9	0	0.0%	40	1.3%			**45**	**1.3%**	5	2.4%	35	1.5%			**40**	**1.6%**	**85**	**1.4%**
NHS/Clinical	5	1.4%	65	2.1%			**70**	**2.0%**	0	0.0%	65	2.9%			**70**	**2.8%**	**135**	**2.3%**
Secondment	**15**	**4.3%**	**140**	**4.6%**	**0**	**0.0%**	**155**	**4.5%**	**5**	**2.4%**	**55**	**2.4%**	**0**	**0.0%**	**65**	**2.6%**	**220**	**3.7%**
Grade 3			5	0.2%			**5**	**0.1%**			0	0.0%			**0**	**0.0%**	**5**	**0.1%**
Grade 4	5	1.4%	20	0.7%			**30**	**0.9%**			10	0.4%			**10**	**0.4%**	**35**	**0.6%**
Grade 5	0	0.0%	45	1.5%			**45**	**1.3%**	5	2.4%	15	0.7%			**20**	**0.8%**	**65**	**1.1%**
Grade 6	5	1.4%	35	1.1%	0	0.0%	**40**	**1.2%**			15	0.7%			**15**	**0.6%**	**55**	**0.9%**
Grade 7	5	1.4%	20	0.7%			**25**	**0.7%**	0	0.0%	10	0.4%	0	0.0%	**15**	**0.6%**	**40**	**0.7%**
Grade 8			10	0.3%			**10**	**0.3%**			0	0.0%			**0**	**0.0%**	**10**	**0.2%**
Grade 9			0	0.0%			**0**	**0.0%**			5	0.2%			**5**	**0.2%**	**5**	**0.1%**
NHS/Clinical			0	0.0%			**0**	**0.0%**									**0**	**0.0%**
Total	**345**	**100.0%**	**3050**	**100.0%**	**30**	**100.0%**	**3425**	**100.0%**	**210**	**100.0%**	**2280**	**100.0%**	**35**	**100.0%**	**2525**	**100.0%**	**5950**	**100.0%**

Table 29: PS staff by grade, contract type and sex in FBMH, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**460**	**47.9%**	**195**	**44.8%**	**655**	**47.0%**	**465**	**47.9%**	**205**	**44.6%**	**675**	**47.4%**	**455**	**47.2%**	**190**	**42.7%**	**645**	**45.7%**	**435**	**49.4%**	**170**	**43.0%**	**600**	**47.1%**	**410**	**46.9%**	**160**	**42.1%**	**570**	**45.4%**
Apprentice							0	0.0%			**0**	**0.0%**																		
Grade 1	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
Grade 2	20	2.1%	5	1.1%	**25**	**1.8%**	25	2.6%	10	2.2%	**35**	**2.5%**	15	1.6%	10	2.2%	**25**	**1.8%**	15	1.7%	10	2.5%	**25**	**2.0%**	10	1.1%	5	1.3%	**15**	**1.2%**
Grade 3	60	6.3%	25	5.7%	**85**	**6.1%**	70	7.2%	15	3.3%	**85**	**6.0%**	60	6.2%	15	3.4%	**75**	**5.3%**	60	6.8%	20	5.1%	**75**	**5.9%**	55	6.3%	15	3.9%	**75**	**6.0%**
Grade 4	100	10.4%	35	8.0%	**135**	**9.7%**	100	10.3%	35	7.6%	**135**	**9.5%**	110	11.4%	40	9.0%	**150**	**10.6%**	110	12.5%	30	7.6%	**140**	**11.0%**	105	12.0%	30	7.9%	**130**	**10.4%**
Grade 5	55	5.7%	25	5.7%	**85**	**6.1%**	75	7.7%	35	7.6%	**110**	**7.7%**	80	8.3%	30	6.7%	**110**	**7.8%**	75	8.5%	30	7.6%	**105**	**8.2%**	75	8.6%	30	7.9%	**105**	**8.4%**
Grade 6	65	6.8%	30	6.9%	**100**	**7.2%**	65	6.7%	30	6.5%	**100**	**7.0%**	70	7.3%	25	5.6%	**95**	**6.7%**	70	8.0%	25	6.3%	**95**	**7.5%**	70	8.0%	25	6.6%	**95**	**7.6%**
Grade 7	35	3.6%	20	4.6%	**50**	**3.6%**	35	3.6%	20	4.3%	**55**	**3.9%**	35	3.6%	15	3.4%	**50**	**3.5%**	35	4.0%	15	3.8%	**50**	**3.9%**	35	4.0%	15	3.9%	**50**	**4.0%**
Grade 8	5	0.5%	5	1.1%	**5**	**0.4%**	5	0.5%	5	1.1%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.4%**
Grade 9			5	1.1%	**5**	**0.4%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**									0	0.0%	**0**	**0.0%**
NHS/Clinical	125	13.0%	45	10.3%	**170**	**12.2%**	100	10.3%	55	12.0%	**150**	**10.5%**	90	9.3%	55	12.4%	**140**	**9.9%**	70	8.0%	40	10.1%	**110**	**8.6%**	60	6.9%	40	10.5%	**100**	**8.0%**
Permanent	**490**	**51.0%**	**235**	**54.0%**	**725**	**52.0%**	**490**	**50.5%**	**250**	**54.3%**	**735**	**51.6%**	**490**	**50.8%**	**250**	**56.2%**	**740**	**52.5%**	**420**	**47.7%**	**220**	**55.7%**	**640**	**50.2%**	**440**	**50.3%**	**215**	**56.6%**	**655**	**52.2%**
Grade 2	25	2.6%	20	4.6%	**45**	**3.2%**	20	2.1%	20	4.3%	**45**	**3.2%**	25	2.6%	20	4.5%	**45**	**3.2%**	15	1.7%	20	5.1%	**35**	**2.7%**	15	1.7%	15	3.9%	**30**	**2.4%**
Grade 3	85	8.9%	25	5.7%	**110**	**7.9%**	80	8.2%	25	5.4%	**105**	**7.4%**	75	7.8%	20	4.5%	**95**	**6.7%**	70	8.0%	20	5.1%	**90**	**7.1%**	70	8.0%	20	5.3%	**90**	**7.2%**
Grade 4	130	13.5%	35	8.0%	**165**	**11.8%**	140	14.4%	30	6.5%	**170**	**11.9%**	135	14.0%	35	7.9%	**165**	**11.7%**	100	11.4%	20	5.1%	**120**	**9.4%**	110	12.6%	25	6.6%	**135**	**10.8%**
Grade 5	60	6.3%	20	4.6%	**80**	**5.7%**	60	6.2%	20	4.3%	**85**	**6.0%**	60	6.2%	25	5.6%	**85**	**6.0%**	60	6.8%	25	6.3%	**80**	**6.3%**	70	8.0%	25	6.6%	**90**	**7.2%**
Grade 6	80	8.3%	45	10.3%	**130**	**9.3%**	85	8.8%	45	9.8%	**130**	**9.1%**	85	8.8%	40	9.0%	**130**	**9.2%**	80	9.1%	40	10.1%	**120**	**9.4%**	75	8.6%	40	10.5%	**115**	**9.2%**
Grade 7	35	3.6%	25	5.7%	**60**	**4.3%**	35	3.6%	30	6.5%	**65**	**4.6%**	35	3.6%	30	6.7%	**60**	**4.3%**	30	3.4%	25	6.3%	**55**	**4.3%**	30	3.4%	25	6.6%	**55**	**4.4%**
Grade 8	5	0.5%	0	0.0%	**10**	**0.7%**	5	0.5%	0	0.0%	**10**	**0.7%**	5	0.5%	0	0.0%	**10**	**0.7%**	5	0.6%	5	1.3%	**10**	**0.8%**	10	1.1%	5	1.3%	**10**	**0.8%**
Grade 9	0	0.0%	5	1.1%	**5**	**0.4%**	0	0.0%	5	1.1%	**5**	**0.4%**	5	0.5%	5	1.1%	**5**	**0.4%**	5	0.6%	0	0.0%	**5**	**0.4%**	5	0.6%	0	0.0%	**5**	**0.4%**
NHS/Clinical	60	6.3%	60	13.8%	**125**	**9.0%**	55	5.7%	70	15.2%	**125**	**8.8%**	65	6.7%	75	16.9%	**145**	**10.3%**	55	6.3%	70	17.7%	**125**	**9.8%**	60	6.9%	65	17.1%	**125**	**10.0%**
Secondment	**15**	**1.6%**	**5**	**1.1%**	**20**	**1.4%**	**15**	**1.5%**	**5**	**1.1%**	**20**	**1.4%**	**20**	**2.1%**	**0**	**0.0%**	**25**	**1.8%**	**30**	**3.4%**	**5**	**1.3%**	**35**	**2.7%**	**25**	**2.9%**	**5**	**1.3%**	**30**	**2.4%**
Grade 3							0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**
Grade 4	5	0.5%	0	0.0%	**5**	**0.4%**	5	0.5%			**5**	**0.4%**	5	0.5%			**5**	**0.4%**	5	0.6%			**5**	**0.4%**	5	0.6%			**5**	**0.4%**
Grade 5	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%	0	0.0%	**5**	**0.4%**	5	0.5%			**5**	**0.4%**	15	1.7%	0	0.0%	**20**	**1.6%**	10	1.1%	0	0.0%	**10**	**0.8%**
Grade 6	5	0.5%	0	0.0%	**5**	**0.4%**	5	0.5%	0	0.0%	**5**	**0.4%**	5	0.5%	0	0.0%	**5**	**0.4%**	5	0.6%	5	1.3%	**10**	**0.8%**	5	0.6%	0	0.0%	**5**	**0.4%**
Grade 7	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.4%**	0	0.0%			**0**	**0.0%**	5	0.6%	0	0.0%	**5**	**0.4%**
Grade 8	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**												
Grade 9	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**									0	0.0%	**0**	**0.0%**
NHS/Clinical																			0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
Total	**960**	**100.0%**	**435**	**100.0%**	**1395**	**100.0%**	**970**	**100.0%**	**460**	**100.0%**	**1425**	**100.0%**	**965**	**100.0%**	**445**	**100.0%**	**1410**	**100.0%**	**880**	**100.0%**	**395**	**100.0%**	**1275**	**100.0%**	**875**	**100.0%**	**380**	**100.0%**	**1255**	**100.0%**

Table 30: PS staff by grade, contract type and sex in FHUM, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**110**	**23.4%**	**55**	**29.7%**	**165**	**25.2%**	**125**	**26.0%**	**50**	**26.3%**	**175**	**26.1%**	**130**	**27.4%**	**40**	**22.2%**	**170**	**26.0%**	**140**	**30.1%**	**45**	**25.7%**	**190**	**29.7%**	**135**	**26.2%**	**55**	**27.5%**	**190**	**26.4%**
Apprentice	0	0.0%	0	0.0%	**0**	**0.0%**																								
Grade 1			0	0.0%	**0**	**0.0%**																								
Grade 2	10	2.1%	5	2.7%	**20**	**3.1%**	10	2.1%	5	2.6%	**15**	**2.2%**	5	1.1%	0	0.0%	**10**	**1.5%**	20	4.3%	5	2.9%	**20**	**3.1%**	20	3.9%	10	5.0%	**30**	**4.2%**
Grade 3	20	4.3%	10	5.4%	**30**	**4.6%**	20	4.2%	10	5.3%	**30**	**4.5%**	25	5.3%	10	5.6%	**35**	**5.3%**	35	7.5%	10	5.7%	**45**	**7.0%**	25	4.9%	15	7.5%	**35**	**4.9%**
Grade 4	30	6.4%	5	2.7%	**40**	**6.1%**	45	9.4%	10	5.3%	**55**	**8.2%**	55	11.6%	10	5.6%	**65**	**9.9%**	40	8.6%	10	5.7%	**50**	**7.8%**	30	5.8%	10	5.0%	**40**	**5.6%**
Grade 5	25	5.3%	10	5.4%	**35**	**5.3%**	30	6.3%	5	2.6%	**35**	**5.2%**	25	5.3%	10	5.6%	**35**	**5.3%**	25	5.4%	10	5.7%	**35**	**5.5%**	30	5.8%	10	5.0%	**35**	**4.9%**
Grade 6	15	3.2%	15	8.1%	**30**	**4.6%**	15	3.1%	15	7.9%	**30**	**4.5%**	15	3.2%	5	2.8%	**20**	**3.1%**	15	3.2%	10	5.7%	**25**	**3.9%**	25	4.9%	15	7.5%	**35**	**4.9%**
Grade 7	0	0.0%	0	0.0%	**5**	**0.8%**	5	1.0%	0	0.0%	**10**	**1.5%**	5	1.1%	0	0.0%	**5**	**0.8%**	5	1.1%	0	0.0%	**10**	**1.6%**	5	1.0%	0	0.0%	**10**	**1.4%**
Grade 8	0	0.0%	0	0.0%	**5**	**0.8%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
Grade 9			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
Tutor/TA													0	0.0%			**0**	**0.0%**												
Permanent	**340**	**72.3%**	**125**	**67.6%**	**465**	**71.0%**	**335**	**69.8%**	**130**	**68.4%**	**465**	**69.4%**	**315**	**66.3%**	**125**	**69.4%**	**440**	**67.2%**	**285**	**61.3%**	**125**	**71.4%**	**410**	**64.1%**	**360**	**69.9%**	**140**	**70.0%**	**495**	**68.8%**
Grade 2	10	2.1%	5	2.7%	**10**	**1.5%**	10	2.1%	5	2.6%	**10**	**1.5%**	5	1.1%	5	2.8%	**10**	**1.5%**	5	1.1%	5	2.9%	**5**	**0.8%**	5	1.0%	5	2.5%	**10**	**1.4%**
Grade 3	40	8.5%	15	8.1%	**50**	**7.6%**	35	7.3%	15	7.9%	**50**	**7.5%**	30	6.3%	15	8.3%	**45**	**6.9%**	30	6.5%	15	8.6%	**45**	**7.0%**	55	10.7%	20	10.0%	**70**	**9.7%**
Grade 4	90	19.1%	30	16.2%	**115**	**17.6%**	85	17.7%	25	13.2%	**115**	**17.2%**	80	16.8%	20	11.1%	**105**	**16.0%**	65	14.0%	15	8.6%	**80**	**12.5%**	95	18.4%	20	10.0%	**110**	**15.3%**
Grade 5	75	16.0%	35	18.9%	**105**	**16.0%**	80	16.7%	40	21.1%	**120**	**17.9%**	70	14.7%	40	22.2%	**105**	**16.0%**	70	15.1%	35	20.0%	**105**	**16.4%**	80	15.5%	40	20.0%	**120**	**16.7%**
Grade 6	80	17.0%	25	13.5%	**100**	**15.3%**	75	15.6%	20	10.5%	**95**	**14.2%**	75	15.8%	25	13.9%	**100**	**15.3%**	75	16.1%	30	17.1%	**100**	**15.6%**	75	14.6%	35	17.5%	**105**	**14.6%**
Grade 7	40	8.5%	15	8.1%	**50**	**7.6%**	35	7.3%	15	7.9%	**50**	**7.5%**	40	8.4%	15	8.3%	**55**	**8.4%**	35	7.5%	15	8.6%	**50**	**7.8%**	40	7.8%	15	7.5%	**55**	**7.6%**
Grade 8	15	3.2%	5	2.7%	**20**	**3.1%**	10	2.1%	5	2.6%	**15**	**2.2%**	10	2.1%	5	2.8%	**15**	**2.3%**	5	1.1%	5	2.9%	**15**	**2.3%**	10	1.9%	5	2.5%	**15**	**2.1%**
Grade 9	5	1.1%	0	0.0%	**5**	**0.8%**	5	1.0%	0	0.0%	**10**	**1.5%**	5	1.1%	0	0.0%	**10**	**1.5%**	5	1.1%	0	0.0%	**10**	**1.6%**	5	1.0%	0	0.0%	**10**	**1.4%**
Secondment	**20**	**4.3%**	**10**	**5.4%**	**30**	**4.6%**	**25**	**5.2%**	**10**	**5.3%**	**35**	**5.2%**	**35**	**7.4%**	**10**	**5.6%**	**45**	**6.9%**	**35**	**7.5%**	**5**	**2.9%**	**40**	**6.3%**	**25**	**4.9%**	**5**	**2.5%**	**30**	**4.2%**
Grade 3									0	0.0%	**0**	**0.0%**							0	0.0%			**0**	**0.0%**						
Grade 4	5	1.1%	5	2.7%	**10**	**1.5%**	5	1.0%	5	2.6%	**10**	**1.5%**	5	1.1%	5	2.8%	**10**	**1.5%**	10	2.2%	0	0.0%	**15**	**2.3%**	10	1.9%	5	2.5%	**10**	**1.4%**
Grade 5	5	1.1%	0	0.0%	**10**	**1.5%**	10	2.1%	5	2.6%	**10**	**1.5%**	10	2.1%	5	2.8%	**15**	**2.3%**	10	2.2%	0	0.0%	**15**	**2.3%**	5	1.0%	0	0.0%	**5**	**0.7%**
Grade 6	5	1.1%	0	0.0%	**10**	**1.5%**	5	1.0%	5	2.6%	**10**	**1.5%**	10	2.1%	5	2.8%	**15**	**2.3%**	5	1.1%	0	0.0%	**5**	**0.8%**	5	1.0%	0	0.0%	**10**	**1.4%**
Grade 7	0	0.0%	5	2.7%	**5**	**0.8%**	5	1.0%			**5**	**0.7%**	5	1.1%			**5**	**0.8%**	5	1.1%			**5**	**0.8%**	5	1.0%	0	0.0%	**5**	**0.7%**
Grade 8							0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**						
Total	**470**	**100.0%**	**185**	**100.0%**	**655**	**100.0%**	**480**	**100.0%**	**190**	**100.0%**	**670**	**100.0%**	**475**	**100.0%**	**180**	**100.0%**	**655**	**100.0%**	**465**	**100.0%**	**175**	**100.0%**	**640**	**100.0%**	**515**	**100.0%**	**200**	**100.0%**	**720**	**100.0%**

Table 31: PS staff by grade, contract type and sex in FSE, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**100**	**24.1%**	**120**	**25.8%**	**225**	**25.6%**	**120**	**26.4%**	**130**	**27.1%**	**250**	**26.7%**	**125**	**27.2%**	**130**	**27.7%**	**255**	**27.4%**	**145**	**32.2%**	**125**	**29.1%**	**270**	**30.7%**	**160**	**33.3%**	**150**	**31.6%**	**310**	**32.5%**
Apprentice	10	2.4%	10	2.2%	**20**	**2.3%**	10	2.2%	15	3.1%	**20**	**2.1%**	10	2.2%	15	3.2%	**25**	**2.7%**	5	1.1%	10	2.3%	**15**	**1.7%**	5	1.0%	10	2.1%	**15**	**1.6%**
Grade 1																											5	1.1%	**5**	**0.5%**
Grade 2	5	1.2%	5	1.1%	**10**	**1.1%**	5	1.1%	10	2.1%	**15**	**1.6%**	10	2.2%	15	3.2%	**25**	**2.7%**	15	3.3%	10	2.3%	**25**	**2.8%**	15	3.1%	10	2.1%	**30**	**3.1%**
Grade 3	10	2.4%	0	0.0%	**10**	**1.1%**	10	2.2%	0	0.0%	**10**	**1.1%**	5	1.1%	0	0.0%	**10**	**1.1%**	20	4.4%	5	1.2%	**30**	**3.4%**	20	4.2%	20	4.2%	**45**	**4.7%**
Grade 4	20	4.8%	15	3.2%	**35**	**4.0%**	25	5.5%	15	3.1%	**40**	**4.3%**	25	5.4%	10	2.1%	**35**	**3.8%**	25	5.6%	10	2.3%	**40**	**4.5%**	35	7.3%	15	3.2%	**45**	**4.7%**
Grade 5	20	4.8%	20	4.3%	**40**	**4.5%**	30	6.6%	20	4.2%	**50**	**5.3%**	25	5.4%	20	4.3%	**50**	**5.4%**	30	6.7%	20	4.7%	**55**	**6.3%**	30	6.3%	25	5.3%	**55**	**5.8%**
Grade 6	20	4.8%	35	7.5%	**60**	**6.8%**	30	6.6%	35	7.3%	**65**	**7.0%**	30	6.5%	40	8.5%	**70**	**7.5%**	35	7.8%	40	9.3%	**75**	**8.5%**	30	6.3%	40	8.4%	**70**	**7.3%**
Grade 7	10	2.4%	30	6.5%	**45**	**5.1%**	10	2.2%	30	6.3%	**40**	**4.3%**	15	3.3%	25	5.3%	**35**	**3.8%**	15	3.3%	20	4.7%	**35**	**4.0%**	20	4.2%	25	5.3%	**40**	**4.2%**
Grade 8			5	1.1%	**5**	**0.6%**	0	0.0%	5	1.0%	**5**	**0.5%**	0	0.0%	0	0.0%	**5**	**0.5%**	0	0.0%	0	0.0%	**5**	**0.6%**	5	1.0%	0	0.0%	**5**	**0.5%**
Grade 9			5	1.1%	**5**	**0.6%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
Permanent	**295**	**71.1%**	**330**	**71.0%**	**625**	**71.0%**	**300**	**65.9%**	**340**	**70.8%**	**640**	**68.4%**	**300**	**65.2%**	**330**	**70.2%**	**630**	**67.7%**	**265**	**58.9%**	**290**	**67.4%**	**555**	**63.1%**	**295**	**61.5%**	**310**	**65.3%**	**605**	**63.4%**
Grade 2	10	2.4%	5	1.1%	**15**	**1.7%**	10	2.2%	5	1.0%	**15**	**1.6%**	10	2.2%	5	1.1%	**15**	**1.6%**	5	1.1%	5	1.2%	**10**	**1.1%**	5	1.0%	5	1.1%	**10**	**1.0%**
Grade 3	40	9.6%	30	6.5%	**70**	**8.0%**	40	8.8%	30	6.3%	**70**	**7.5%**	40	8.7%	30	6.4%	**70**	**7.5%**	30	6.7%	20	4.7%	**55**	**6.3%**	35	7.3%	30	6.3%	**65**	**6.8%**
Grade 4	65	15.7%	35	7.5%	**95**	**10.8%**	65	14.3%	30	6.3%	**95**	**10.2%**	65	14.1%	35	7.4%	**95**	**10.2%**	55	12.2%	35	8.1%	**90**	**10.2%**	65	13.5%	30	6.3%	**95**	**9.9%**
Grade 5	70	16.9%	100	21.5%	**175**	**19.9%**	75	16.5%	100	20.8%	**175**	**18.7%**	65	14.1%	95	20.2%	**160**	**17.2%**	60	13.3%	80	18.6%	**140**	**15.9%**	70	14.6%	80	16.8%	**155**	**16.2%**
Grade 6	65	15.7%	85	18.3%	**150**	**17.0%**	65	14.3%	95	19.8%	**160**	**17.1%**	75	16.3%	95	20.2%	**170**	**18.3%**	65	14.4%	80	18.6%	**150**	**17.0%**	75	15.6%	95	20.0%	**170**	**17.8%**
Grade 7	35	8.4%	60	12.9%	**95**	**10.8%**	40	8.8%	65	13.5%	**105**	**11.2%**	40	8.7%	60	12.8%	**100**	**10.8%**	35	7.8%	55	12.8%	**95**	**10.8%**	35	7.3%	55	11.6%	**90**	**9.4%**
Grade 8	10	2.4%	10	2.2%	**20**	**2.3%**	5	1.1%	10	2.1%	**15**	**1.6%**	5	1.1%	10	2.1%	**15**	**1.6%**	5	1.1%	10	2.3%	**15**	**1.7%**	5	1.0%	15	3.2%	**20**	**2.1%**
Grade 9	0	0.0%	0	0.0%	**5**	**0.6%**	5	1.1%	5	1.0%	**5**	**0.5%**	5	1.1%	0	0.0%	**5**	**0.5%**	5	1.1%	0	0.0%	**5**	**0.6%**	5	1.0%	0	0.0%	**5**	**0.5%**
Secondment	**25**	**6.0%**	**15**	**3.2%**	**35**	**4.0%**	**35**	**7.7%**	**10**	**2.1%**	**50**	**5.3%**	**35**	**7.6%**	**15**	**3.2%**	**50**	**5.4%**	**40**	**8.9%**	**15**	**3.5%**	**55**	**6.3%**	**25**	**5.2%**	**15**	**3.2%**	**40**	**4.2%**
Grade 3	0	0.0%			**0**	**0.0%**							0	0.0%			**0**	**0.0%**									0	0.0%	**0**	**0.0%**
Grade 4	0	0.0%	0	0.0%	**5**	**0.6%**	5	1.1%	0	0.0%	**10**	**1.1%**	5	1.1%	0	0.0%	**5**	**0.5%**	5	1.1%	0	0.0%	**10**	**1.1%**	5	1.0%	0	0.0%	**10**	**1.0%**
Grade 5	5	1.2%	0	0.0%	**5**	**0.6%**	5	1.1%	0	0.0%	**5**	**0.5%**	10	2.2%	0	0.0%	**10**	**1.1%**	15	3.3%	5	1.2%	**15**	**1.7%**	5	1.0%	5	1.1%	**10**	**1.0%**
Grade 6	10	2.4%	5	1.1%	**15**	**1.7%**	15	3.3%	0	0.0%	**20**	**2.1%**	15	3.3%	5	1.1%	**20**	**2.2%**	15	3.3%	0	0.0%	**15**	**1.7%**	5	1.0%	5	1.1%	**10**	**1.0%**
Grade 7	0	0.0%	5	1.1%	**5**	**0.6%**	5	1.1%	5	1.0%	**10**	**1.1%**	5	1.1%	5	1.1%	**10**	**1.1%**	5	1.1%	5	1.2%	**10**	**1.1%**	5	1.0%	0	0.0%	**5**	**0.5%**
Grade 8	0	0.0%	0	0.0%	**5**	**0.6%**	5	1.1%	0	0.0%	**5**	**0.5%**	0	0.0%			**0**	**0.0%**	5	1.1%			**5**	**0.6%**	5	1.0%			**5**	**0.5%**
Grade 9																									0	0.0%	0	0.0%	**0**	**0.0%**
Total	**415**	**100.0%**	**465**	**100.0%**	**880**	**100.0%**	**455**	**100.0%**	**480**	**100.0%**	**935**	**100.0%**	**460**	**100.0%**	**470**	**100.0%**	**930**	**100.0%**	**450**	**100.0%**	**430**	**100.0%**	**880**	**100.0%**	**480**	**100.0%**	**475**	**100.0%**	**955**	**100.0%**

Table 32: PS staff by grade, contract type and sex in Cultural Institutions, 2017/18-2021/22

Year	2018						2019						2020						2021						2022					
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total	
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**25**	**18.5%**	**5**	**6.3%**	**30**	**13.6%**	**15**	**11.1%**	**10**	**13.3%**	**25**	**11.6%**	**15**	**11.5%**	**5**	**7.7%**	**20**	**10.3%**	**15**	**13.0%**	**5**	**8.3%**	**15**	**8.6%**	**20**	**14.8%**	**5**	**7.7%**	**25**	**12.5%**
Apprentice																			0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
Grade 1	5	3.7%	0	0.0%	**5**	**2.3%**	0	0.0%	0	0.0%	**5**	**2.3%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
Grade 2	5	3.7%			**5**	**2.3%**	5	3.7%	0	0.0%	**5**	**2.3%**	5	3.8%			**5**	**2.6%**	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**2.5%**
Grade 3	0	0.0%	0	0.0%	**5**	**2.3%**	0	0.0%	0	0.0%	**5**	**2.3%**	5	3.8%	0	0.0%	**5**	**2.6%**	0	0.0%	0	0.0%	**5**	**2.9%**	5	3.7%			**5**	**2.5%**
Grade 4	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**													5	3.7%			**5**	**2.5%**
Grade 5	5	3.7%	0	0.0%	**10**	**4.5%**	5	3.7%	0	0.0%	**5**	**2.3%**	5	3.8%	0	0.0%	**5**	**2.6%**	0	0.0%			**0**	**0.0%**	5	3.7%	0	0.0%	**5**	**2.5%**
Grade 6	5	3.7%	0	0.0%	**10**	**4.5%**	5	3.7%	0	0.0%	**5**	**2.3%**	5	3.8%	0	0.0%	**5**	**2.6%**	5	4.3%	0	0.0%	**5**	**2.9%**	5	3.7%	0	0.0%	**10**	**5.0%**
Grade 7			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**												
Grade 8													0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
Permanent	**110**	**81.5%**	**75**	**93.8%**	**185**	**84.1%**	**115**	**85.2%**	**65**	**86.7%**	**180**	**83.7%**	**115**	**88.5%**	**60**	**92.3%**	**175**	**89.7%**	**100**	**87.0%**	**55**	**91.7%**	**155**	**88.6%**	**115**	**85.2%**	**60**	**92.3%**	**175**	**87.5%**
Grade 1	10	7.4%	0	0.0%	**15**	**6.8%**													0	0.0%			**0**	**0.0%**	0	0.0%	5	7.7%	**5**	**2.5%**
Grade 2	25	18.5%	15	18.8%	**40**	**18.2%**	35	25.9%	10	13.3%	**45**	**20.9%**	30	23.1%	15	23.1%	**45**	**23.1%**	25	21.7%	10	16.7%	**40**	**22.9%**	35	25.9%	10	15.4%	**40**	**20.0%**
Grade 3	10	7.4%	10	12.5%	**20**	**9.1%**	10	7.4%	10	13.3%	**20**	**9.3%**	10	7.7%	10	15.4%	**20**	**10.3%**	10	8.7%	5	8.3%	**15**	**8.6%**	10	7.4%	5	7.7%	**15**	**7.5%**
Grade 4	10	7.4%	10	12.5%	**20**	**9.1%**	5	3.7%	10	13.3%	**15**	**7.0%**	10	7.7%	5	7.7%	**15**	**7.7%**	10	8.7%	5	8.3%	**15**	**8.6%**	10	7.4%	5	7.7%	**15**	**7.5%**
Grade 5	25	18.5%	10	12.5%	**40**	**18.2%**	35	25.9%	10	13.3%	**45**	**20.9%**	35	26.9%	15	23.1%	**45**	**23.1%**	30	26.1%	15	25.0%	**45**	**25.7%**	30	22.2%	20	30.8%	**50**	**25.0%**
Grade 6	15	11.1%	15	18.8%	**30**	**13.6%**	15	11.1%	15	20.0%	**30**	**14.0%**	20	15.4%	10	15.4%	**30**	**15.4%**	15	13.0%	10	16.7%	**25**	**14.3%**	20	14.8%	10	15.4%	**30**	**15.0%**
Grade 7	10	7.4%	5	6.3%	**15**	**6.8%**	5	3.7%	5	6.7%	**10**	**4.7%**	5	3.8%	5	7.7%	**10**	**5.1%**	5	4.3%	5	8.3%	**10**	**5.7%**	5	3.7%	0	0.0%	**5**	**2.5%**
Grade 8	5	3.7%	0	0.0%	**5**	**2.3%**	5	3.7%	0	0.0%	**5**	**2.3%**	5	3.8%	0	0.0%	**5**	**2.6%**	5	4.3%	0	0.0%	**5**	**2.9%**	5	3.7%	5	7.7%	**10**	**5.0%**
Grade 9	0	0.0%	0	0.0%	**5**	**2.3%**	0	0.0%	0	0.0%	**5**	**2.3%**	0	0.0%	0	0.0%	**5**	**2.6%**	0	0.0%	0	0.0%	**5**	**2.9%**	0	0.0%	0	0.0%	**5**	**2.5%**
Secondment	**5**	**3.7%**	**5**	**6.3%**	**10**	**4.5%**	**5**	**3.7%**	**5**	**6.7%**	**5**	**2.3%**	**5**	**3.8%**	**0**	**0.0%**	**5**	**2.6%**	**5**	**4.3%**	**0**	**0.0%**	**5**	**2.9%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**2.5%**
Grade 2									0	0.0%	**0**	**0.0%**																		
Grade 3	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**2.3%**	0	0.0%			**0**	**0.0%**	5	4.3%			**5**	**2.9%**	0	0.0%			**0**	**0.0%**
Grade 5	0	0.0%	0	0.0%	**5**	**2.3%**			0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**
Grade 6	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**
Grade 7	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**																		
Grade 8																			0	0.0%			**0**	**0.0%**						
Total	**135**	**100.0%**	**80**	**100.0%**	**220**	**100.0%**	**135**	**100.0%**	**75**	**100.0%**	**215**	**100.0%**	**130**	**100.0%**	**65**	**100.0%**	**195**	**100.0%**	**115**	**100.0%**	**60**	**100.0%**	**175**	**100.0%**	**135**	**100.0%**	**65**	**100.0%**	**200**	**100.0%**

Table 33: PS staff by grade, contract type and sex in Central Directorates, 2017/18-2021/22

Year	2018						2019						2020						2021						2022						Total	
Sex	Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total		Female		Male		Total			
Contract Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	**150**	**11.2%**	**100**	**7.1%**	**250**	**9.1%**	**190**	**13.3%**	**125**	**8.7%**	**315**	**11.0%**	**215**	**14.6%**	**130**	**9.0%**	**345**	**11.8%**	**170**	**13.0%**	**95**	**7.3%**	**265**	**10.1%**	**165**	**11.7%**	**90**	**6.5%**	**255**	**9.1%**	**910**	**21.7%**
Assoc of Heads of Univ Administration																									0	0.0%			**0**	**0.0%**	**0**	**0.0%**
AUA Office	5	0.4%			**5**	**0.2%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**			0	0.0%	**0**	**0.0%**							**5**	**0.1%**
Comms, Marketing and Student Recruitment	0	0.0%	0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.2%**	10	0.8%	5	0.4%	**15**	**0.6%**	20	1.4%	5	0.4%	**25**	**0.9%**	**40**	**1.0%**
Development and Alumni Relations	0	0.0%			**0**	**0.0%**	5	0.4%			**5**	**0.2%**	0	0.0%			**0**	**0.0%**							5	0.4%			**5**	**0.2%**	**10**	**0.2%**
Directorate for the Student Experience	85	6.3%	35	2.5%	**120**	**4.4%**	100	7.0%	45	3.1%	**145**	**5.1%**	120	8.2%	45	3.1%	**165**	**5.7%**	80	6.1%	35	2.7%	**115**	**4.4%**	50	3.5%	20	1.5%	**70**	**2.5%**	**375**	**9.0%**
Directorate of Compliance and Risk							0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	**5**	**0.1%**
Directorate of Equal, Diversity & Inclus																											0	0.0%	**0**	**0.0%**	**0**	**0.0%**
Directorate of Estates and Facilities			0	0.0%	**0**	**0.0%**	5	0.4%	5	0.3%	**5**	**0.2%**	5	0.3%	5	0.3%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	**15**	**0.4%**
Directorate of Finance	5	0.4%	5	0.4%	**10**	**0.4%**	10	0.7%	5	0.3%	**15**	**0.5%**	10	0.7%	10	0.7%	**20**	**0.7%**	10	0.8%	10	0.8%	**20**	**0.8%**	20	1.4%	15	1.1%	**30**	**1.1%**	**75**	**1.8%**
Directorate of IT Services	10	0.7%	40	2.9%	**50**	**1.8%**	15	1.1%	50	3.5%	**65**	**2.3%**	20	1.4%	45	3.1%	**65**	**2.2%**	10	0.8%	25	1.9%	**30**	**1.1%**	10	0.7%	15	1.1%	**25**	**0.9%**	**135**	**3.2%**
Directorate of People & Organisational Development	10	0.7%	0	0.0%	**15**	**0.5%**	20	1.4%	5	0.3%	**25**	**0.9%**	20	1.4%	5	0.3%	**25**	**0.9%**	10	0.8%	0	0.0%	**15**	**0.6%**	10	0.7%	5	0.4%	**15**	**0.5%**	**60**	**1.4%**
Directorate of Planning	5	0.4%	0	0.0%	**10**	**0.4%**	5	0.4%	5	0.3%	**10**	**0.3%**	10	0.7%	0	0.0%	**10**	**0.3%**	20	1.5%	5	0.4%	**30**	**1.1%**	10	0.7%	10	0.7%	**25**	**0.9%**	**65**	**1.6%**
Directorate of Research and Business Eng	5	0.4%	5	0.4%	**10**	**0.4%**	5	0.4%	5	0.3%	**10**	**0.3%**	10	0.7%	10	0.7%	**15**	**0.5%**	10	0.8%	5	0.4%	**15**	**0.6%**	20	1.4%	10	0.7%	**25**	**0.9%**	**55**	**1.3%**
Legal Affairs and Board Secretariat															0	0.0%	**0**	**0.0%**													**0**	**0.0%**
Office for Social Responsibility	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.2%**	**5**	**0.1%**
Office of President and Vice-Chancellor	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	5	0.3%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	**10**	**0.2%**
Registrar, Sec & Chief Operating Officer	0	0.0%			**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.2%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**							**5**	**0.1%**
The University of Manchester Library	15	1.1%	10	0.7%	**30**	**1.1%**	20	1.4%	0	0.0%	**20**	**0.7%**	15	1.0%	5	0.3%	**15**	**0.5%**	10	0.8%	5	0.4%	**15**	**0.6%**	15	1.1%	10	0.7%	**20**	**0.7%**	**70**	**1.7%**
Permanent	**1160**	**86.2%**	**1275**	**91.1%**	**2435**	**88.7%**	**1185**	**83.2%**	**1275**	**88.2%**	**2460**	**85.9%**	**1195**	**81.3%**	**1280**	**88.6%**	**2480**	**85.1%**	**1090**	**83.2%**	**1195**	**91.2%**	**2285**	**87.2%**	**1175**	**83.3%**	**1260**	**91.6%**	**2435**	**87.3%**	**3540**	**84.6%**
Assoc of Heads of Univ Administration	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	**0**	**0.0%**
AUA Office	5	0.4%	5	0.4%	**10**	**0.4%**	5	0.4%	5	0.3%	**10**	**0.3%**	5	0.3%	5	0.3%	**10**	**0.3%**	5	0.4%	0	0.0%	**10**	**0.4%**	5	0.4%	5	0.4%	**5**	**0.2%**	**15**	**0.4%**
Comms, Marketing and Student Recruitment	10	0.7%	15	1.1%	**25**	**0.9%**	15	1.1%	10	0.7%	**25**	**0.9%**	20	1.4%	10	0.7%	**30**	**1.0%**	50	3.8%	25	1.9%	**75**	**2.9%**	50	3.5%	35	2.5%	**85**	**3.0%**	**110**	**2.6%**
Development and Alumni Relations	45	3.3%	25	1.8%	**70**	**2.6%**	40	2.8%	25	1.7%	**65**	**2.3%**	50	3.4%	25	1.7%	**75**	**2.6%**	45	3.4%	25	1.9%	**65**	**2.5%**	35	2.5%	25	1.8%	**60**	**2.2%**	**105**	**2.5%**
Directorate for the Student Experience	350	26.0%	120	8.6%	**470**	**17.1%**	345	24.2%	120	8.3%	**465**	**16.2%**	340	23.1%	130	9.0%	**470**	**16.1%**	270	20.6%	115	8.8%	**385**	**14.7%**	320	22.7%	135	9.8%	**460**	**16.5%**	**750**	**17.9%**
Directorate of Compliance and Risk	20	1.5%	15	1.1%	**35**	**1.3%**	20	1.4%	10	0.7%	**30**	**1.0%**	20	1.4%	10	0.7%	**35**	**1.2%**	20	1.5%	10	0.8%	**30**	**1.1%**	25	1.8%	10	0.7%	**30**	**1.1%**	**50**	**1.2%**
Directorate of Equal, Diversity & Inclus																									5	0.4%	0	0.0%	**10**	**0.4%**	**10**	**0.2%**
Directorate of Estates and Facilities	185	13.8%	625	44.6%	**815**	**29.7%**	200	14.0%	610	42.2%	**805**	**28.1%**	205	13.9%	625	43.3%	**835**	**28.6%**	180	13.7%	585	44.7%	**765**	**29.2%**	180	12.8%	565	41.1%	**745**	**26.7%**	**1010**	**24.1%**
Directorate of Finance	130	9.7%	90	6.4%	**220**	**8.0%**	135	9.5%	95	6.6%	**230**	**8.0%**	125	8.5%	95	6.6%	**220**	**7.5%**	105	8.0%	85	6.5%	**190**	**7.3%**	100	7.1%	85	6.2%	**185**	**6.6%**	**315**	**7.5%**
Directorate of IT Services	75	5.6%	230	16.4%	**305**	**11.1%**	80	5.6%	220	15.2%	**300**	**10.5%**	75	5.1%	205	14.2%	**275**	**9.4%**	65	5.0%	185	14.1%	**255**	**9.7%**	80	5.7%	220	16.0%	**295**	**10.6%**	**450**	**10.8%**
Directorate of People & Organisational Development	75	5.6%	30	2.1%	**110**	**4.0%**	80	5.6%	35	2.4%	**115**	**4.0%**	80	5.4%	35	2.4%	**115**	**3.9%**	75	5.7%	35	2.7%	**110**	**4.2%**	85	6.0%	30	2.2%	**115**	**4.1%**	**190**	**4.5%**
Directorate of Planning	10	0.7%	5	0.4%	**15**	**0.5%**	15	1.1%	5	0.3%	**20**	**0.7%**	15	1.0%	5	0.3%	**20**	**0.7%**	25	1.9%	10	0.8%	**35**	**1.3%**	40	2.8%	20	1.5%	**60**	**2.2%**	**70**	**1.7%**
Directorate of Research and Business Eng	40	3.0%	10	0.7%	**50**	**1.8%**	40	2.8%	15	1.0%	**60**	**2.1%**	50	3.4%	15	1.0%	**60**	**2.1%**	45	3.4%	15	1.1%	**60**	**2.3%**	60	4.3%	15	1.1%	**75**	**2.7%**	**105**	**2.5%**
Legal Affairs and Board Secretariat	10	0.7%	0	0.0%	**10**	**0.4%**	10	0.7%	5	0.3%	**15**	**0.5%**	10	0.7%	5	0.3%	**15**	**0.5%**	10	0.8%	5	0.4%	**15**	**0.6%**	10	0.7%	5	0.4%	**15**	**0.5%**	**20**	**0.5%**
Office for Social Responsibility	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.3%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	**5**	**0.1%**
Office of President and Vice-Chancellor	10	0.7%			**10**	**0.4%**	10	0.7%			**10**	**0.3%**	10	0.7%	0	0.0%	**10**	**0.3%**	5	0.4%	0	0.0%	**10**	**0.4%**	10	0.7%	0	0.0%	**10**	**0.4%**	**10**	**0.2%**
Registrar, Sec & Chief Operating Officer	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**5**	**0.2%**	**5**	**0.1%**
The University of Manchester Library	185	13.8%	105	7.5%	**285**	**10.4%**	185	13.0%	115	8.0%	**300**	**10.5%**	195	13.3%	115	8.0%	**305**	**10.5%**	170	13.0%	100	7.6%	**270**	**10.3%**	165	11.7%	105	7.6%	**270**	**9.7%**	**405**	**9.7%**
Secondment	**45**	**3.3%**	**30**	**2.1%**	**70**	**2.6%**	**55**	**3.9%**	**45**	**3.1%**	**95**	**3.3%**	**65**	**4.4%**	**35**	**2.4%**	**100**	**3.4%**	**55**	**4.2%**	**20**	**1.5%**	**75**	**2.9%**	**80**	**5.7%**	**35**	**2.5%**	**115**	**4.1%**	**285**	**6.8%**
Comms, Marketing and Student Recruitment							0	0.0%	5	0.3%	**5**	**0.2%**	0	0.0%	5	0.3%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	**15**	**0.4%**
Development and Alumni Relations	0	0.0%			**0**	**0.0%**	5	0.4%			**5**	**0.2%**	0	0.0%			**0**	**0.0%**							0	0.0%			**0**	**0.0%**	**5**	**0.1%**
Directorate for the Student Experience	15	1.1%	10	0.7%	**25**	**0.9%**	20	1.4%	15	1.0%	**30**	**1.0%**	25	1.7%	10	0.7%	**35**	**1.2%**	20	1.5%	5	0.4%	**25**	**1.0%**	45	3.2%	10	0.7%	**55**	**2.0%**	**100**	**2.4%**
Directorate of Compliance and Risk													0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**							**0**	**0.0%**
Directorate of Estates and Facilities									0	0.0%	**0**	**0.0%**	0	0.0%	0	0.0%	**0**	**0.0%**									0	0.0%	**0**	**0.0%**	**5**	**0.1%**
Directorate of Finance	5	0.4%	5	0.4%	**10**	**0.4%**	10	0.7%	5	0.3%	**15**	**0.5%**	10	0.7%	5	0.3%	**15**	**0.5%**	10	0.8%	5	0.4%	**15**	**0.6%**	10	0.7%	5	0.4%	**15**	**0.5%**	**45**	**1.1%**
Directorate of IT Services	0	0.0%	5	0.4%	**10**	**0.4%**	5	0.4%	15	1.0%	**15**	**0.5%**	0	0.0%	10	0.7%	**15**	**0.5%**	5	0.4%	5	0.4%	**10**	**0.4%**	0	0.0%	5	0.4%	**5**	**0.2%**	**35**	**0.8%**
Directorate of People & Organisational Development	5	0.4%	0	0.0%	**10**	**0.4%**	5	0.4%	0	0.0%	**5**	**0.2%**	10	0.7%	0	0.0%	**10**	**0.3%**	5	0.4%	0	0.0%	**10**	**0.4%**	10	0.7%	5	0.4%	**15**	**0.5%**	**30**	**0.7%**
Directorate of Planning	0	0.0%	0	0.0%	**0**	**0.0%**	0	0.0%			**0**	**0.0%**	5	0.3%	0	0.0%	**5**	**0.2%**	0	0.0%			**0**	**0.0%**	5	0.4%	5	0.4%	**10**	**0.4%**	**15**	**0.4%**
Directorate of Research and Business Eng	5	0.4%	0	0.0%	**5**	**0.2%**	5	0.4%	0	0.0%	**5**	**0.2%**	0	0.0%			**0**	**0.0%**	0	0.0%			**0**	**0.0%**	5	0.4%	0	0.0%	**5**	**0.2%**	**15**	**0.4%**
Office of President and Vice-Chancellor			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**			0	0.0%	**0**	**0.0%**	**0**	**0.0%**
The University of Manchester Library	10	0.7%	5	0.4%	**15**	**0.5%**	5	0.4%	5	0.3%	**10**	**0.3%**	5	0.3%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	0	0.0%	0	0.0%	**5**	**0.2%**	**25**	**0.6%**
Total	**1345**	**100.0%**	**1400**	**100.0%**	**2745**	**100.0%**	**1425**	**100.0%**	**1445**	**100.0%**	**2865**	**100.0%**	**1470**	**100.0%**	**1445**	**100.0%**	**2915**	**100.0%**	**1310**	**100.0%**	**1310**	**100.0%**	**2620**	**100.0%**	**1410**	**100.0%**	**1375**	**100.0%**	**2790**	**100.0%**	**4185**	**100.0%**

Applications and success rates for academic promotion by grade

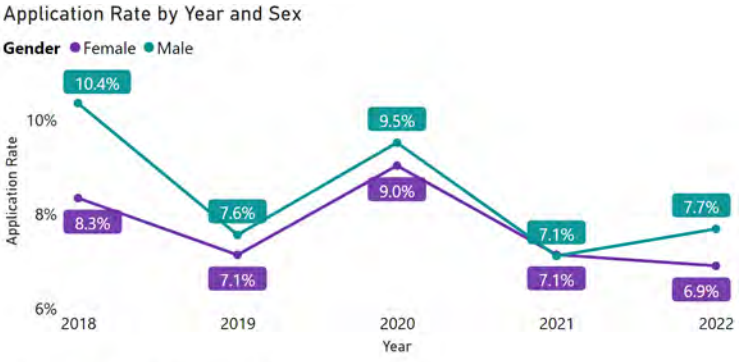
Table 34: potential pool, applications and success rates for academic promotion by grade and sex, 2017/18-2021/22*

Year	2018		2019		2020		2021		2022	
Faculty	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Biology, Medicine and Health										
Rounded Potential Pool	615	515	605	540	660	550	660	575	670	570
Rounded Applications	50	40	40	35	55	40	45	35	30	25
Rounded Successful	40	35	30	30	35	25	35	25	20	15
% Application Rate (unrounded)	7.8%	7.8%	6.8%	6.7%	8.4%	7.1%	6.5%	5.9%	4.5%	4.2%
% Success Rate (unrounded)	85.4%	82.5%	70.7%	77.8%	65.5%	64.1%	83.7%	67.6%	70.0%	66.7%
Professor/Chair										
Rounded Potential Pool	165	145	165	160	175	160	175	170	175	170
Rounded Applications	10	10	20	15	10	10	10	15	5	10
Rounded Successful	10	10	10	10	10	5	10	10	5	5
% Application Rate (unrounded)	7.4%	8.3%	10.8%	8.8%	5.1%	6.3%	6.2%	8.3%	3.4%	7.0%
% Success Rate (unrounded)	83.3%	75.0%	61.1%	71.4%	100.0%	60.0%	81.8%	78.6%	83.3%	58.3%
Reader										
Rounded Potential Pool	140	120	140	135	145	140	150	145	150	150
Rounded Applications	5	0	0	5	0	5	0	0	5	0
Rounded Successful	5	0	0	5	0	5	0	0	0	0
% Application Rate (unrounded)	4.3%	1.7%	1.4%	5.1%	1.4%	2.9%	1.3%	0.7%	2.7%	0.7%
% Success Rate (unrounded)	100.0%	100.0%	100.0%	71.4%	100.0%	75.0%	100.0%	0.0%	50.0%	0.0%
Senior Lecturer/Senior Research Fellow										
Rounded Potential Pool	315	250	300	245	335	250	335	260	345	250
Rounded Applications	20	15	20	15	20	10	15	10	20	10
Rounded Successful	15	10	15	15	15	10	15	5	15	10
% Application Rate (unrounded)	6.4%	5.6%	7.0%	5.8%	6.5%	4.8%	5.1%	4.6%	5.8%	4.4%
% Success Rate (unrounded)	85.0%	85.7%	76.2%	92.9%	72.7%	75.0%	82.4%	58.3%	70.0%	81.8%
Total Lecturer/Research Associate/Research Fellow										
Rounded Potential Pool	0	0		0	0	0	0	0		
Rounded Applications	10	10		0	20	15	15	5		
Rounded Successful	10	10		0	10	5	10	5		
% Application Rate (unrounded)	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%		
% Success Rate (unrounded)	80.0%	83.3%		0.0%	40.9%	53.8%	84.6%	71.4%		
Humanities										
Rounded Potential Pool	465	590	450	575	475	595	580	765	435	555
Rounded Applications	40	45	30	30	45	50	35	40	35	35
Rounded Successful	40	40	30	25	45	45	35	35	35	30
% Application Rate (unrounded)	8.8%	7.7%	6.9%	5.2%	9.9%	8.1%	6.4%	5.3%	8.5%	6.1%
% Success Rate (unrounded)	95.1%	91.1%	100.0%	90.0%	97.9%	89.6%	91.9%	82.9%	94.6%	88.2%
Professor/Chair										
Rounded Potential Pool	115	180	115	180	130	190	260	385	130	195
Rounded Applications	5	10	5	5	10	10	15	20	10	10
Rounded Successful	5	10	5	5	10	10	15	15	10	10
% Application Rate (unrounded)	4.3%	5.6%	4.3%	3.3%	7.8%	6.3%	5.4%	4.7%	6.1%	5.2%
% Success Rate (unrounded)	100.0%	80.0%	100.0%	66.7%	100.0%	66.7%	92.9%	77.8%	100.0%	80.0%
Reader										
Rounded Potential Pool	110	160	105	160	120	170	125	175	125	175
Rounded Applications	0	0	0	5	5	5	0	5	5	0
Rounded Successful	0	0	0	5	5	5	0	5	5	0
% Application Rate (unrounded)	1.9%	1.3%	0.9%	1.9%	3.4%	2.3%	0.8%	3.4%	4.1%	0.6%
% Success Rate (unrounded)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%
Senior Lecturer/Senior Research Fellow										
Rounded Potential Pool	240	250	225	230	230	235	200	205	180	185
Rounded Applications	20	25	15	20	20	20	20	15	25	25
Rounded Successful	20	20	15	15	15	15	20	15	20	20
% Application Rate (unrounded)	9.1%	9.6%	5.8%	7.8%	7.9%	7.7%	11.1%	8.3%	13.3%	12.3%
% Success Rate (unrounded)	90.9%	91.7%	100.0%	94.4%	94.4%	94.4%	95.5%	82.4%	91.7%	91.3%
Total Lecturer/Research Associate/Research Fellow										
Rounded Potential Pool	0	0	0	0	0	0				
Rounded Applications	10	10	10	5	15	15				
Rounded Successful	10	10	10	5	15	15				
% Application Rate (unrounded)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
% Success Rate (unrounded)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				

Science and Engineering										
Rounded Potential Pool	155	580	150	595	150	610	240	845	155	580
Rounded Applications	15	90	15	65	15	80	25	80	20	75
Rounded Successful	10	70	10	45	10	60	20	50	15	35
% Application Rate (unrounded)	9.1%	15.4%	9.3%	10.6%	9.3%	13.1%	10.8%	9.6%	12.9%	12.6%
% Success Rate (unrounded)	85.7%	78.7%	78.6%	68.3%	85.7%	75.0%	73.1%	61.7%	70.0%	45.2%
Professor/Chair										
Rounded Potential Pool	40	180	45	200	40	225	75	375	25	215
Rounded Applications	5	10	5	15	5	15	5	25	0	20
Rounded Successful	5	5	5	15	5	10	0	15	0	10
% Application Rate (unrounded)	12.2%	6.6%	9.3%	8.5%	10.5%	7.6%	3.9%	6.4%	0.0%	9.8%
% Success Rate (unrounded)	80.0%	58.3%	75.0%	82.4%	75.0%	70.6%	66.7%	66.7%	0.0%	38.1%
Reader										
Rounded Potential Pool	25	115	30	125	25	145	30	145	30	130
Rounded Applications	0	15	5	15	0	20	5	25	5	20
Rounded Successful	0	10	5	10	0	20	5	15	5	10
% Application Rate (unrounded)	7.4%	13.0%	17.2%	11.9%	0.0%	15.2%	19.4%	18.2%	25.0%	16.7%
% Success Rate (unrounded)	100.0%	66.7%	60.0%	53.3%	0.0%	90.9%	66.7%	50.0%	57.1%	36.4%
Senior Lecturer/Senior Research Fellow										
Rounded Potential Pool	85	285	80	265	85	245	135	330	100	230
Rounded Applications	5	45	5	30	5	35	15	30	15	30
Rounded Successful	5	40	5	20	5	20	15	20	10	15
% Application Rate (unrounded)	4.7%	16.6%	6.4%	11.7%	8.1%	13.9%	12.7%	9.5%	13.0%	12.9%
% Success Rate (unrounded)	75.0%	80.9%	100.0%	67.7%	85.7%	61.8%	76.5%	67.7%	76.9%	56.7%
Total Lecturer/Research Associate/Research Fellow										
Rounded Potential Pool	0	0			0	0				
Rounded Applications	5	15			5	5				
Rounded Successful	5	15			5	5				
% Application Rate (unrounded)	0.0%	0.0%			0.0%	0.0%				
% Success Rate (unrounded)	100.0%	100.0%			100.0%	100.0%				

*Note: headcount presented is rounded. Percentages presented are based on unrounded headcount.

Sex	2018	2019	2020	2021	2022
Female					
Rounded Potential Pool	1235	1205	1285	1485	1260
Rounded Applications	105	85	115	105	85
Rounded Successful	90	70	95	90	70
% Application Rate	8.3%	7.1%	9.0%	7.1%	6.9%
% Success Rate	89.3%	82.6%	81.0%	84.0%	80.5%
Male					
Rounded Potential Pool	1680	1705	1755	2190	1705
Rounded Applications	175	130	165	155	130
Rounded Successful	145	100	130	105	80
% Application Rate	10.4%	7.6%	9.5%	7.1%	7.7%
% Success Rate	82.8%	76.0%	76.6%	68.6%	60.3%



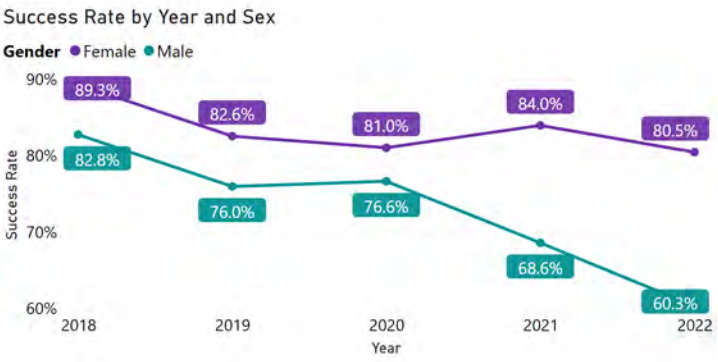
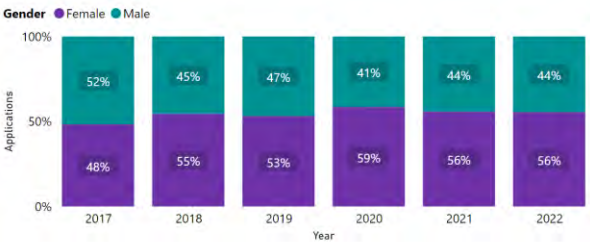
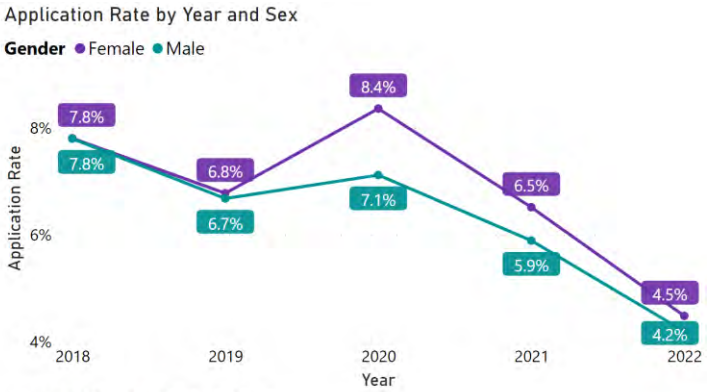


Fig. 40: applications, application and success rates for academic promotion by sex, 2017/18-2021/22

Academic promotion by grade and sex, FBMH, 2018-2022

Sex	2018	2019	2020	2021	2022
Female					
Rounded Potential Pool	615	605	660	660	670
Rounded Applications	50	40	55	45	30
Rounded Successful	40	30	35	35	20
% Application Rate	7.8%	6.8%	8.4%	6.5%	4.5%
% Successful Rate	85.4%	70.7%	65.5%	83.7%	70.0%
Male					
Rounded Potential Pool	515	540	550	575	570
Rounded Applications	40	35	40	35	25
Rounded Successful	35	30	25	25	15
% Application Rate	7.8%	6.7%	7.1%	5.9%	4.2%
% Successful Rate	82.5%	77.8%	64.1%	67.6%	66.7%





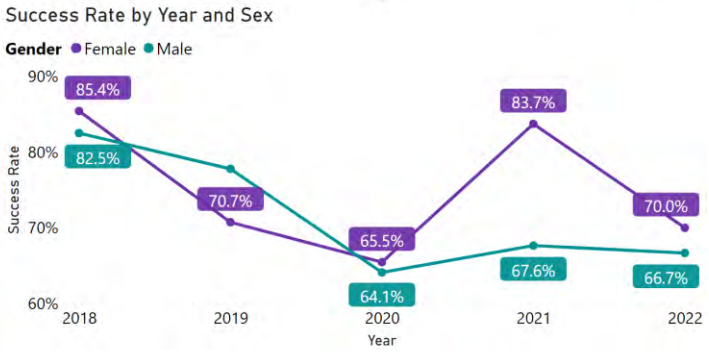
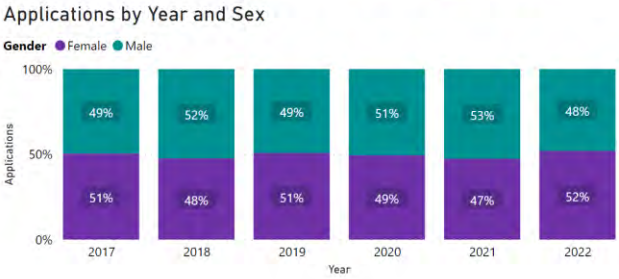
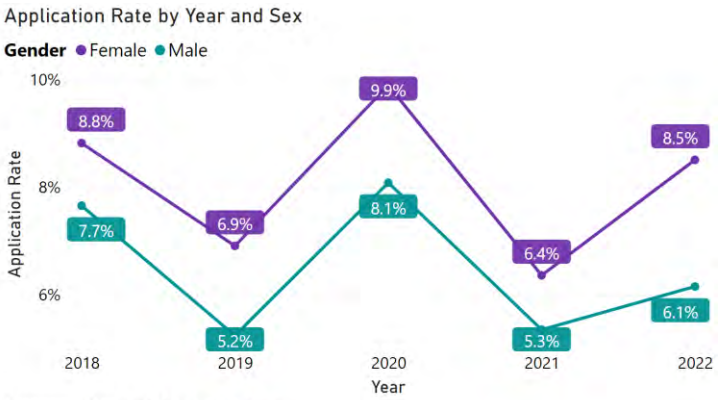


Fig. 41: applications, application and success rates for academic promotion by sex in FBMH, 2017/18-2021/22

Academic promotion by grade and sex, FHUM, 2018-2022

Sex	2018	2019	2020	2021	2022
Female					
Rounded Potential Pool	465	450	475	580	435
Rounded Applications	40	30	45	35	35
Rounded Successful	40	30	45	35	35
% Application Rate	8.8%	6.9%	9.9%	6.4%	8.5%
% Success Rate	95.1%	100.0%	97.9%	91.9%	94.6%
Male					
Rounded Potential Pool	590	575	595	765	555
Rounded Applications	45	30	50	40	35
Rounded Successful	40	25	45	35	30
% Application Rate	7.7%	5.2%	8.1%	5.3%	6.1%
% Success Rate	91.1%	90.0%	89.6%	82.9%	88.2%





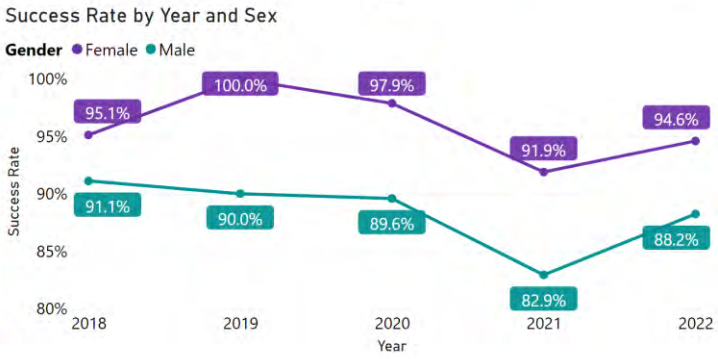
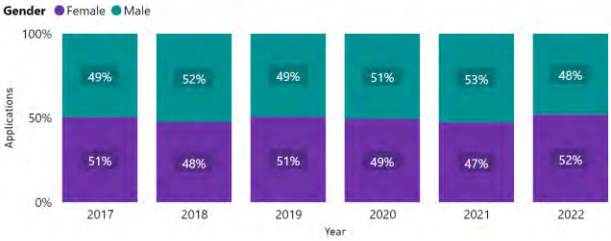
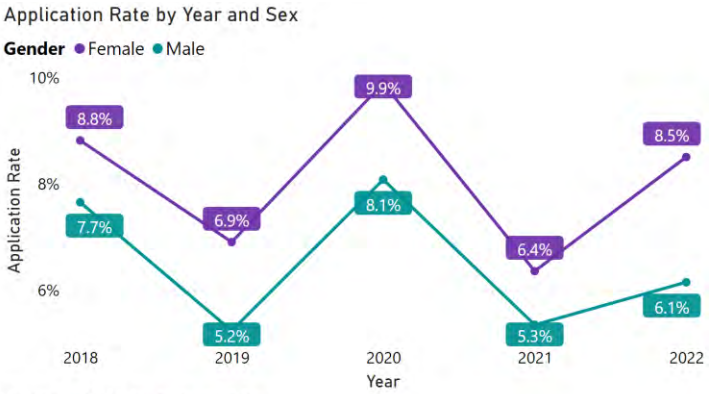


Fig. 42: applications, application and success rates for academic promotion by sex in FHUM, 2017/18-2021/22

Academic promotion by grade and sex, FSE, 2018-2022

Sex	2018	2019	2020	2021	2022
Female					
Rounded Potential Pool	465	450	475	580	435
Rounded Applications	40	30	45	35	35
Rounded Successful	40	30	45	35	35
% Application Rate	8.8%	6.9%	9.9%	6.4%	8.5%
% Success Rate	95.1%	100.0%	97.9%	91.9%	94.6%
Male					
Rounded Potential Pool	590	575	595	765	555
Rounded Applications	45	30	50	40	35
Rounded Successful	40	25	45	35	30
% Application Rate	7.7%	5.2%	8.1%	5.3%	6.1%
% Success Rate	91.1%	90.0%	89.6%	82.9%	88.2%





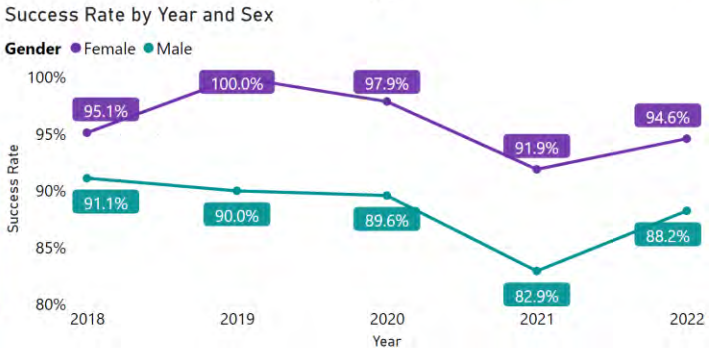


Fig. 43: applications, application and success rates for academic promotion by sex in FSE, 2017/18-2021/22

Applications and success rates for PTO progression by grade

Table 35: applications and success rate for PS Rewarding Exceptional Performance awards by sex, 2017/18-2021/22*

Sex	2021 -2022 (applications)	Successful	Success rate	2021 -2022 (apps)	Successful	Success rate	2019-20 (apps)	Successful	Success rate	2018 – 19 (apps)	Successful	Success rate	2017 – 18 (apps)	Successful	Success rate
Female	336	305	**90.77 %**	248	183	**73.79 %**	168	124	**73.81 %**	170	157	**92.35 %**	195	174	**89.23 %**
Male	266	213	**80.77 %**	152	126	**82.89 %**	143	113	**79.02 %**	146	119	**81.51 %**	157	127	**80.89 %**

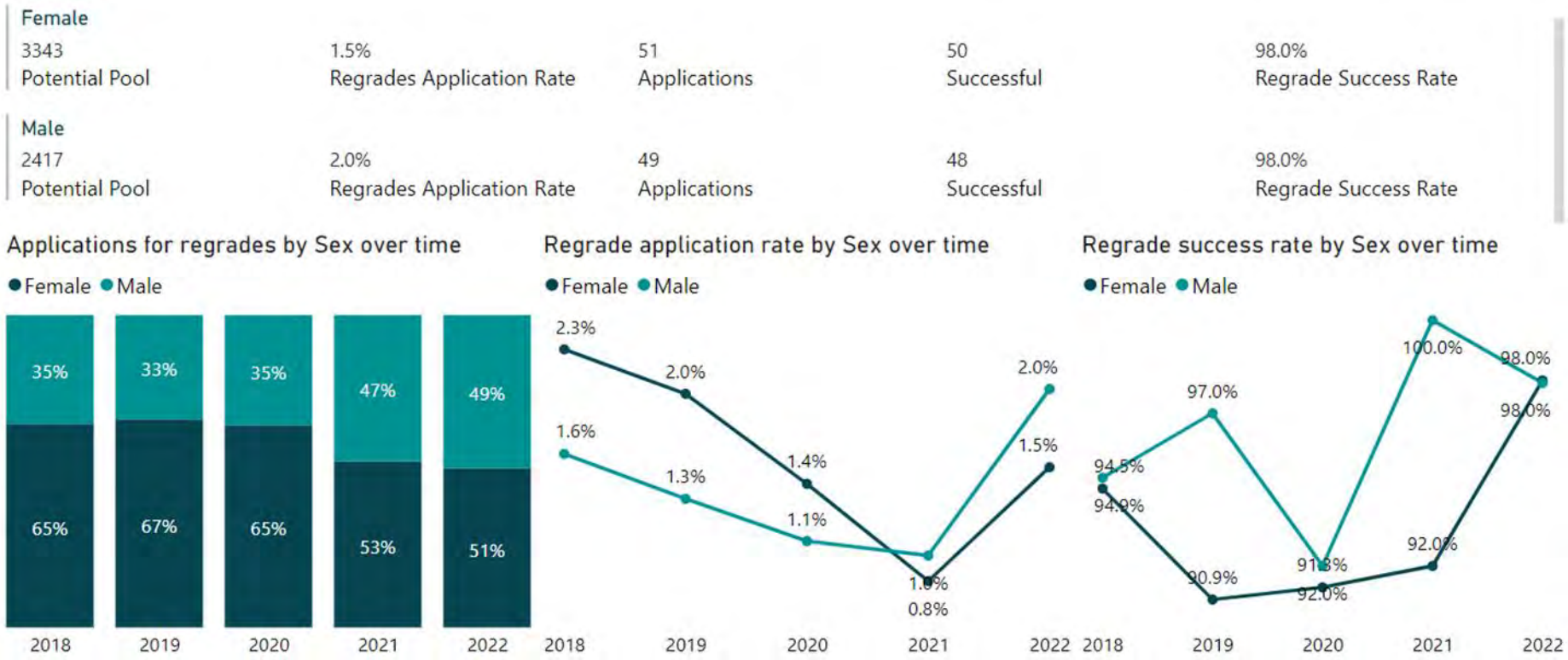


Fig. 44: applications and success rate for PS regrading awards by sex, 2017/18-2021/22

Further staff data

Table 36a (left): University decision-making committees by ethnicity and sex, 2017/18 and 2022/23; Table 36b (right): Changes in University decision-making committees by ethnicity and sex, 2017/18 and 2022/23*

Year	2017/18			2022/23		
University Committees (groups)	BAME	White	**Total**	BAME	White	**Total**
01. Board of Governors*(including lay members)	**4**	**21**	**25**	**5**	**17**	**22**
Female	1	9	**10**	2	8	**10**
Male	3	12	**15**	3	9	**12**
02. University Senior Leadership Team	**0**	**11**	**11**	**1**	**11**	**12**
Female	0	3	**3**	0	5	**5**
Male	0	8	**8**	1	6	**7**
03. PS Leadership Team				**1**	**20**	**21**
Female				1	10	**11**
Male				0	10	**10**
04. P&OD Committee (previously HR Sub-committee)	**0**	**9**	**9**	**2**	**8**	**10**
Female	0	2	**2**	1	3	**4**
Male	0	7	**7**	1	5	**6**
05. EDI Committee*				**3**	**14**	**17**
Female				2	11	**13**
Male				1	3	**4**
06. Research Strategy Group	**1**	**7**	**8**	**1**	**9**	**10**
Female	0	1	**1**	0	3	**3**
Male	1	6	**7**	1	6	**7**
07. Teaching and Learning Strategy Group*	**0**	**19**	**19**	**0**	**10**	**10**
Female	0	14	**14**	0	7	**7**
Male	0	5	**5**	0	3	**3**
08. Social Responsibility and Civic Engagement Group	**4**	**7**	**11**	**4**	**22**	**26**
Female	1	3	**4**	2	15	**17**
Male	3	4	**7**	2	7	**9**
Total	**9**	**74**	**83**	**17**	**111**	**128**

University Committees (groups)	BAME	White	**Total**
01. Board of Governors* (including lay members)	**1**	**-4**	**-3**
Female	1	-1	**0**
Male	0	-3	**-3**
02. University Senior Leadership Team	**1**	**0**	**1**
Female	0	2	**2**
Male	1	-2	**-1**
04. P&OD Committee (previously HR Sub-committee)	**2**	**-1**	**1**
Female	1	1	**2**
Male	1	-2	**-1**
06. Research Strategy Group	**0**	**2**	**2**
Female	0	2	**2**
Male	0	0	**0**
07. Teaching and Learning Strategy Group*	**0**	**-9**	**-9**
Female	0	-7	**-7**
Male	0	-2	**-2**
08. Social Responsibility and Civic Engagement Group	**0**	**15**	**15**
Female	1	12	**13**
Male	-1	3	**2**
Total	**4**	**3**	**7**

*Note: asterisk in table denotes committees with student representatives who have not been included. Tables include double counting of the same individuals who are members of multiple groups. Gaps in 2017/18 data indicate the group did not exist. Numbers are unrounded to show a true picture.

Table 37a (left): Key decision-making committees in FBMH by ethnicity and sex, 2017/18 and 2022/23; Table 37b (right): Changes in key decision-making committees in FBMH by ethnicity and sex, 2017/18 and 2022/23

Year	2017/18			2022/23		
Meeting Group	BAME	White	**Total**	BAME	White	**Total**
01. Faculty Leadership Team	**1**	**9**	**10**	**1**	**11**	**12**
Female	0	6	**6**	0	5	**5**
Male	1	3	**4**	1	6	**7**
02. PS Leadership Team	**1**	**16**	**17**	**0**	**13**	**13**
Female	1	12	**13**	0	11	**11**
Male	0	4	**4**	0	2	**2**
03. Promotions Committee	**1**	**6**	**7**	**1**	**6**	**7**
Female	0	3	**3**	0	3	**3**
Male	1	3	**4**	1	3	**4**
04. Research Leadership Team	**1**	**20**	**21**	**0**	**9**	**9**
Female	0	6	**6**	0	2	**2**
Male	1	14	**15**	0	7	**7**
05. Teaching Leadership Team	**0**	**7**	**7**	**2**	**12**	**14**
Female	0	4	**4**	1	7	**8**
Male	0	3	**3**	1	5	**6**
06. Social Responsibility Leadership Team	**2**	**6**	**8**	**5**	**9**	**14**
Female	1	4	**5**	2	8	**10**
Male	1	2	**3**	3	1	**4**
07. EDI Committee	**2**	**6**	**8**	**6**	**12**	**18**
Female	1	4	**5**	3	9	**12**
Male	1	2	**3**	3	3	**6**
Total	**8**	**70**	**78**	**15**	**72**	**87**

Meeting Group	BAME	White	**Total**
01. Faculty Leadership Team	**0**	**2**	**2**
Female	0	-1	**-1**
Male	0	3	**3**
02. PS Leadership Team	**-1**	**-3**	**-4**
Female	-1	-1	**-2**
Male	0	-2	**-2**
03. Promotions Committee	**0**	**0**	**0**
Female	0	0	**0**
Male	0	0	**0**
04. Research Leadership Team	**-1**	**-11**	**-12**
Female	0	-4	**-4**
Male	-1	-7	**-8**
05. Teaching Leadership Team	**2**	**5**	**7**
Female	1	3	**4**
Male	1	2	**3**
06. Social Responsibility Leadership Team	**3**	**3**	**6**
Female	1	4	**5**
Male	2	-1	**1**
07. EDI Committee	**4**	**6**	**10**
Female	2	5	**7**
Male	2	1	**3**
Total	**7**	**2**	**9**

Table 38a (left): Key decision-making committees in FHUM by ethnicity and sex, 2017/18 and 2022/23; Table 38b (right): Changes in key decision-making committees in FHUM by ethnicity and sex, 2017/18 and 2022/23

Year	2017/18			2022/23		
Meeting Group	BAME	White	**Total**	BAME	White	**Total**
01. Faculty Leadership Team	**0**	**14**	**14**	**0**	**12**	**12**
Female	0	5	**5**	0	5	**5**
Male	0	9	**9**	0	7	**7**
02. PS Leadership Team	**0**	**14**	**14**	**0**	**12**	**12**
Female	0	11	**11**	0	10	**10**
Male	0	3	**3**	0	2	**2**
03. Promotions Committee	**2**	**17**	**19**	**2**	**15**	**17**
Female	0	6	**6**	0	8	**8**
Male	2	11	**13**	2	7	**9**
04. Research Leadership Team	**2**	**5**	**7**	**0**	**8**	**8**
Female	1	1	**2**	0	3	**3**
Male	1	4	**5**	0	5	**5**
05. Teaching Leadership Team	**0**	**10**	**10**	**2**	**27**	**29**
Female	0	7	**7**	0	20	**20**
Male	0	3	**3**	2	7	**9**
06. Social Responsibility Leadership Team	**1**	**11**	**12**	**1**	**11**	**12**
Female	0	7	**7**	0	7	**7**
Male	1	4	**5**	1	4	**5**
07. EDI Committee				**2**	**11**	**13**
Female				1	10	**11**
Male				1	1	**2**
Total	**5**	**71**	**76**	**7**	**96**	**103**

Meeting Group	BAME	White	**Total**
01. Faculty Leadership Team	**0**	**-2**	**-2**
Female	0	0	**0**
Male	0	-2	**-2**
02. PS Leadership Team	**0**	**-2**	**-2**
Female	0	-1	**-1**
Male	0	-1	**-1**
03. Promotions Committee	**0**	**-2**	**-2**
Female	0	2	**2**
Male	0	-4	**-4**
04. Research Leadership Team	**-2**	**3**	**1**
Female	-1	2	**1**
Male	-1	1	**0**
05. Teaching Leadership Team	**2**	**17**	**19**
Female	0	13	**13**
Male	2	4	**6**
06. Social Responsibility Leadership Team	**0**	**0**	**0**
Female	0	0	**0**
Male	0	0	**0**
07. EDI Committee	**2**	**11**	**13**
Female	1	10	**11**
Male	1	1	**2**
Total	**2**	**25**	**27**

Table 39a (left): Key decision-making committees in FSE by ethnicity and sex, 2017/18 and 2022/23; Table 39b (right): Changes in key decision-making committees in FSE by ethnicity and sex, 2017/18 and 2022/23

Year	2017/18			2022/23		
Meeting Group	BAME	White	**Total**	BAME	White	**Total**
01. Faculty Leadership Team	**3**	**25**	**28**	**1**	**15**	**16**
Female	1	6	**7**	0	10	**10**
Male	2	19	**21**	1	5	**6**
02. PS Leadership Team	**0**	**24**	**24**	**1**	**16**	**17**
Female	0	17	**17**	0	11	**11**
Male	0	7	**7**	1	5	**6**
03. Promotions Committee	**2**	**6**	**8**	**1**	**8**	**9**
Female	1	3	**4**	1	3	**4**
Male	1	3	**4**	0	5	**5**
04. Research Leadership Team	**2**	**5**	**7**	**2**	**11**	**13**
Female	1	3	**4**	0	6	**6**
Male	1	2	**3**	2	5	**7**
05. Teaching Leadership Team	**0**	**23**	**23**	**1**	**19**	**20**
Female	0	11	**11**	1	9	**10**
Male	0	12	**12**	0	10	**10**
06. Social Responsibility Leadership Team	**3**	**7**	**10**	**2**	**5**	**7**
Female	0	2	**2**	1	2	**3**
Male	3	5	**8**	1	3	**4**
07. EDI Committee				**3**	**18**	**21**
Female				1	11	**12**
Male				2	7	**9**
Total	**10**	**90**	**100**	**11**	**92**	**103**

Meeting Group	BAME	White	**Total**
01. Faculty Leadership Team	**-2**	**-10**	**-12**
Female	-1	4	**3**
Male	-1	-14	**-15**
02. PS Leadership Team	**1**	**-8**	**-7**
Female	0	-6	**-6**
Male	1	-2	**-1**
03. Promotions Committee	**-1**	**2**	**1**
Female	0	0	**0**
Male	-1	2	**1**
04. Research Leadership Team	**0**	**6**	**6**
Female	-1	3	**2**
Male	1	3	**4**
05. Teaching Leadership Team	**1**	**-4**	**-3**
Female	1	-2	**-1**
Male	0	-2	**-2**
06. Social Responsibility Leadership Team	**-1**	**-2**	**-3**
Female	1	0	**1**
Male	-2	-2	**-4**
Total	**-2**	**-16**	**-18**

Table 40: research grant applications and awards (all awards) by sex, 2019/20-2021/22 (three-year average data)

The University of Manchester		Female			Male		
		Applications	Awarded	Rejected	Applications	Awarded	Rejected
Professor	Academic Teaching	31%	75%	25%	69%	75%	25%
	Academic Teaching & Research	30%	54%	46%	70%	57%	43%
	Research	32%	52%	48%	68%	42%	58%
Professor Total		**30%**	**54%**	**46%**	**70%**	**57%**	**43%**
Reader	Academic Teaching	75%	33%	67%	25%	0%	100%
	Academic Teaching & Research	26%	44%	56%	74%	54%	46%
	Research	64%	62%	38%	36%	60%	40%
Reader Total		**29%**	**48%**	**52%**	**71%**	**54%**	**46%**
Senior Lecturer	Academic Teaching	31%	44%	56%	69%	45%	55%
	Academic Teaching & Research	37%	45%	55%	63%	53%	47%
	Research	45%	68%	32%	55%	65%	35%
Senior Lecturer Total		**37%**	**48%**	**52%**	**63%**	**53%**	**47%**
Lecturer	Academic Teaching	49%	54%	46%	51%	69%	31%
	Academic Teaching & Research	40%	47%	53%	60%	46%	54%
	Research	46%	51%	49%	54%	54%	46%
Lecturer Total		**42%**	**49%**	**51%**	**58%**	**50%**	**50%**
Senior Research Fellow (Research Only)		**40%**	**38%**	**63%**	**60%**	**54%**	**46%**
Research Fellow	Academic Teaching	46%	25%	75%	54%	33%	67%
	Academic Teaching & Research	0%			100%	100%	0%
	Research	47%	53%	47%	53%	49%	51%
Research Fellow Total		**47%**	**52%**	**48%**	**53%**	**49%**	**51%**
Research	Academic Teaching	37%	33%	67%	63%	33%	67%
	Research	52%	45%	55%	48%	45%	55%
Research Total		**51%**	**45%**	**55%**	**49%**	**44%**	**56%**

Table 41: research grant applications and awards for UKRI funders (AHRC, BBSRC, EPSRC, ESRC, STFC, and excl. NERC and Innovate UK- NAs) by sex, 2019/20-2021/22 (three-year average data)

Gender		Funders Total					
		Female			Male		
		Applications	Awarded	Rejected	Applications	Awarded	Rejected
Professor	Academic Teaching	33%	100%	0%	67%	100%	0%
	Academic Teaching & Research	23%	48%	52%	77%	53%	47%
	Research	28%	100%	0%	72%	44%	56%
Professor Total		**23%**	**50%**	**50%**	**77%**	**53%**	**47%**
Reader	Academic Teaching	0%			100%	0%	100%
	Academic Teaching & Research	14%	25%	75%	86%	51%	49%
	Research	71%	80%	20%	29%	100%	0%
Reader Total		**17%**	**41%**	**59%**	**83%**	**52%**	**48%**
Senior Lecturer	Academic Teaching	20%	0%	100%	80%	67%	33%
	Academic Teaching & Research	33%	35%	65%	67%	36%	64%
	Research	14%	100%	0%	86%	0%	100%
Senior Lecturer Total		**33%**	**36%**	**64%**	**68%**	**36%**	**64%**
Lecturer	Academic Teaching	52%	44%	56%	48%	43%	57%
	Academic Teaching & Research	34%	32%	68%	66%	38%	62%
	Research	24%	50%	50%	76%	44%	56%
Lecturer Total		**34%**	**38%**	**63%**	**66%**	**40%**	**60%**
Senior Research Fellow (Research Only)		**43%**	**44%**	**56%**	**57%**	**50%**	**50%**
Research Fellow	Academic Teaching	50%	0%	100%	50%	0%	100%
	Research	31%	44%	56%	69%	42%	58%
Research Fellow Total		**31%**	**41%**	**59%**	**69%**	**41%**	**59%**
Research	Academic Teaching	20%	100%	0%	80%	0%	100%
	Research	33%	50%	50%	67%	30%	70%
Research Total		**30%**	**67%**	**33%**	**70%**	**23%**	**77%**
Grand Total		**27%**	**43%**	**57%**	**73%**	**47%**	**53%**

Table 42: REF2021 eligible staff by sex, ethnicity and academic level

Ethnicity	BAME				White			
REF ELIGIBLE STAFF	Included	%	Not Included	%	Included	%	Not Included	%
01. Professor								
Female	20	..	0	..	190	89%	25	11%
Male	70	92%	5	..	530	94%	30	6%
02. Reader								
Female	5	..	0		35	79%	10	..
Male	20	..	0	..	85	86%	10	..
03. Senior Lecturer								
Female	15	..	10	..	165	63%	95	37%
Male	50	76%	15	..	290	77%	85	23%
04. Lecturer								
Female	60	61%	35	39%	165	45%	20	..
Male	65	62%	40	38%	230	60%	15	..
05. Senior Research Fellow								
Female	0	..	0	..	10	..	5	..
Male	0	..	0		15	..	5	..
06. Research Fellow								
Female	15	..	25	63%	55	38%	90	62%
Male	20	..	40	67%	80	46%	90	54%

Table 43: Benchmarking between University of Manchester, Russell Group and non-Russell Group universities by sex and academic contract function (percentages based on full person equivalent count), 2017/18-2021/22

	Manchester %	Russell Group %	Non-Russell Group %
2021/22			
Teaching & research	**100%**	**100%**	**100%**
Female	33%	35%	47%
Male	67%	64%	52%
Other	0%	0%	0%
Research only	**100%**	**100%**	**100%**
Female	44%	48%	49%
Male	56%	52%	51%
Other	0%	0%	0%
Teaching only	**100%**	**100%**	**100%**
Female	62%	54%	54%
Male	38%	46%	46%
Other	0%	0%	0%
Neither teaching nor research		**100%**	**100%**
Female		54%	47%
Male		44%	53%
Other		2%	0%
2020/21			
Teaching & research	**100%**	**100%**	**100%**
Female	33%	35%	47%
Male	67%	65%	53%
Other	0%	0%	0%
Research only	**100%**	**100%**	**100%**
Female	41%	47%	48%
Male	59%	52%	52%
Other	0%	0%	0%
Teaching only	**100%**	**100%**	**100%**
Female	61%	53%	53%
Male	39%	47%	47%
Other	0%	0%	0%
Neither teaching nor research		**100%**	**100%**
Female		55%	46%
Male		45%	54%
Other		0%	0%
2019/20			
Teaching & research	**100%**	**100%**	**100%**
Female	32%	34%	46%
Male	68%	66%	54%
Other	0%	0%	0%
Research only	**100%**	**100%**	**100%**
Female	41%	47%	48%
Male	59%	52%	52%
Other	0%	0%	0%

Teaching only	**100%**	**100%**	**100%**
Female	60%	53%	53%
Male	40%	47%	47%
Other	0%	0%	0%
Neither teaching nor research		**100%**	**100%**
Female		50%	46%
Male		49%	54%
Other		1%	0%
2018/19			
Teaching & research	**100%**	**100%**	**100%**
Female	33%	34%	46%
Male	67%	66%	54%
Other	0%	0%	0%
Research only	**100%**	**100%**	**100%**
Female	43%	47%	48%
Male	57%	53%	52%
Other	0%	0%	0%
Teaching only	**100%**	**100%**	**100%**
Female	60%	52%	52%
Male	40%	48%	48%
Other	0%	0%	0%
Neither teaching nor research		**100%**	**100%**
Female		42%	45%
Male		58%	55%
2017/18			
Teaching & research	**100%**	**100%**	**100%**
Female	32%	33%	46%
Male	68%	67%	54%
Other	0%	0%	0%
Research only	**100%**	**100%**	**100%**
Female	44%	47%	48%
Male	56%	53%	52%
Other	0%	0%	0%
Teaching only	**100%**	**100%**	**100%**
Female	59%	52%	52%
Male	41%	48%	48%
Other	0%	0%	0%
Neither teaching nor research		**100%**	**100%**
Female		39%	45%
Male		61%	55%
Other		0%	0%

Table 44: Professoriate benchmarking between University of Manchester, Russell Group and non-Russell Group universities by sex (percentages based on full person equivalent count), 2017/18-2021/22

	Manchester %	Russell Group %	Non-Russell Group %
2021/22			
Professor	**100%**	**100%**	**100%**
Female	28%	28%	32%
Male	72%	72%	68%
Other	0%	0%	0%
2020/21			
Professor	**100%**	**100%**	**100%**
Female	28%	27%	31%
Male	72%	73%	69%
Other	0%	0%	0%
2019/20			
Professor	**100%**	**100%**	**100%**
Female	27%	26%	30%
Male	73%	73%	70%
Other	0%	0%	0%
2018/19			
Professor	**100%**	**100%**	**100%**
Female	26%	25%	29%
Male	74%	75%	71%
Other	0%	0%	0%
2017/18			
Professor	**100%**	**100%**	**100%**
Female	25%	24%	28%
Male	74%	76%	72%
Other	0%	0%	0%

Table 45: Academic and non-academic (PS) benchmarking between University of Manchester, Russell Group and non-Russell Group universities by sex (percentages based on full person equivalent count), 2017/18-2021/22

	Manchester %	Russell Group %	Non-Russell Group %
2021/22			
Academic	**100%**	**100%**	**100%**
Female	44%	45%	50%
Male	56%	55%	50%
Other	0%	0%	0%
Non academic	**100%**	**100%**	**100%**
Female	58%	62%	63%
Male	42%	37%	37%
Other	0%	0%	0%
2020/21			
Academic	**100%**	**100%**	**100%**
Female	42%	44%	49%
Male	58%	56%	51%
Other	0%	0%	0%
Non academic	**100%**	**100%**	**100%**
Female	58%	62%	63%
Male	42%	38%	37%
Other	0%	0%	0%
2019/20			
Academic	**100%**	**100%**	**100%**
Female	42%	44%	49%
Male	58%	56%	51%
Other	0%	0%	0%
Non academic	**100%**	**100%**	**100%**
Female	58%	62%	63%
Male	42%	38%	37%
Other	0%	0%	0%
2018/19			
Academic	**100%**	**100%**	**100%**
Female	42%	43%	49%
Male	58%	57%	51%
Other	0%	0%	0%
Non academic	**100%**	**100%**	**100%**
Female	57%	62%	63%
Male	43%	38%	36%
Other	0%	0%	0%
2017/18			
Academic	**100%**	**100%**	**100%**
Female	42%	43%	48%
Male	58%	57%	52%
Other	0%	0%	0%
Non academic	**100%**	**100%**	**100%**
Female	57%	62%	63%
Male	43%	38%	37%
Other	0%	0%	0%

Student data

Foundation

Table 46: Foundation student profile by sex, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
F	170	205	230	200	180	155	36.0%	36.4%	41.5%	35.3%	41.4%	34.4%
M	305	355	320	370	255	295	64.0%	63.6%	58.5%	64.7%	58.6%	65.6%
Total	**480**	**560**	**550**	**575**	**435**	**450**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 47: Foundation student profile by sex and ethnicity, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Male	**305**	**355**	**320**	**370**	**255**	**295**	**64.0%**	**63.6%**	**58.5%**	**64.7%**	**58.6%**	**65.6%**
BAME	170	200	210	210	150	175	35.6%	35.5%	37.8%	36.5%	34.0%	38.6%
WHITE	130	155	110	160	105	120	27.6%	27.7%	20.4%	27.9%	24.4%	26.8%
NOT KNOWN	5	0	0	0	0	0	..	..	..	..	..	..
Female	**170**	**205**	**230**	**200**	**180**	**155**	**36.0%**	**36.4%**	**41.5%**	**35.3%**	**41.4%**	**34.4%**
BAME	85	125	135	130	135	105	18.2%	22.1%	24.2%	23.0%	31.0%	23.7%
WHITE	85	80	95	70	45	50	17.6%	14.3%	16.9%	12.2%	10.1%	10.7%
NOT KNOWN	0		0		0		..		..		..	
Total	**480**	**560**	**550**	**575**	**435**	**450**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

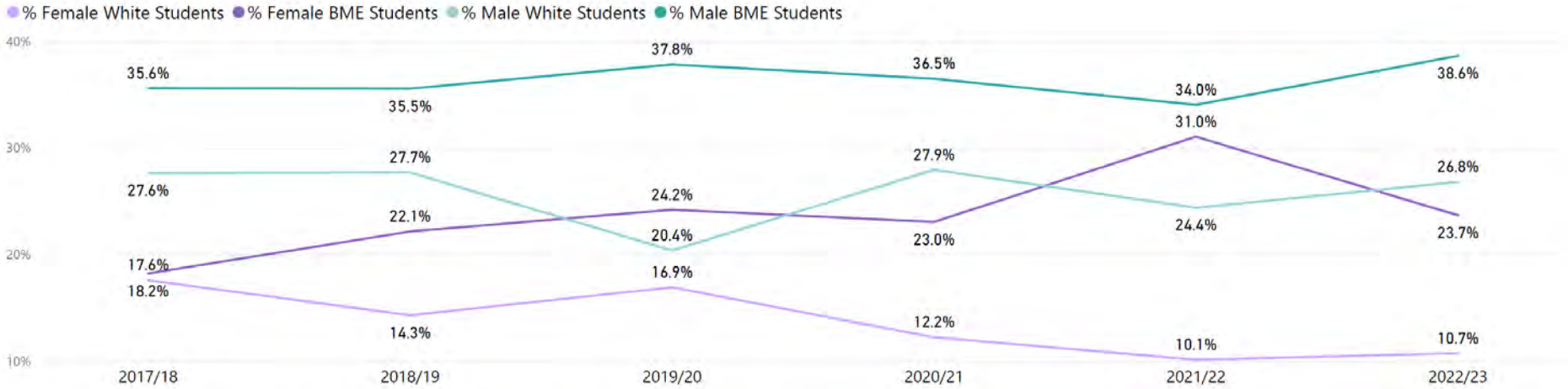


Fig. 45: Foundation student profile by sex and ethnicity, 2017/18-2022/23

Table 48: Foundation student profile by sex and disability, 2017/18-2021/22

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Male	**305**	**355**	**320**	**370**	**255**	**64.0%**	**63.6%**	**58.5%**	**64.7%**	**58.6%**
No known disability	285	305	285	320	210	59.4%	54.6%	51.8%	56.0%	48.7%
Declared Disability	55	75	60	65	40	11.3%	13.2%	11.3%	11.0%	9.4%
Prefer not to say	10	15	20	40	5	..	..	..	7.2%	..
Female	**170**	**205**	**230**	**200**	**180**	**36.0%**	**36.4%**	**41.5%**	**35.3%**	**41.4%**
No known disability	160	165	195	165	140	33.1%	29.8%	35.8%	29.0%	32.2%
Declared Disability	35	55	55	45	35	7.3%	9.6%	10.2%	7.5%	8.0%
Prefer not to say	10	10	10	15	5	..	..	..	..	..
Total	**480**	**560**	**550**	**575**	**435**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

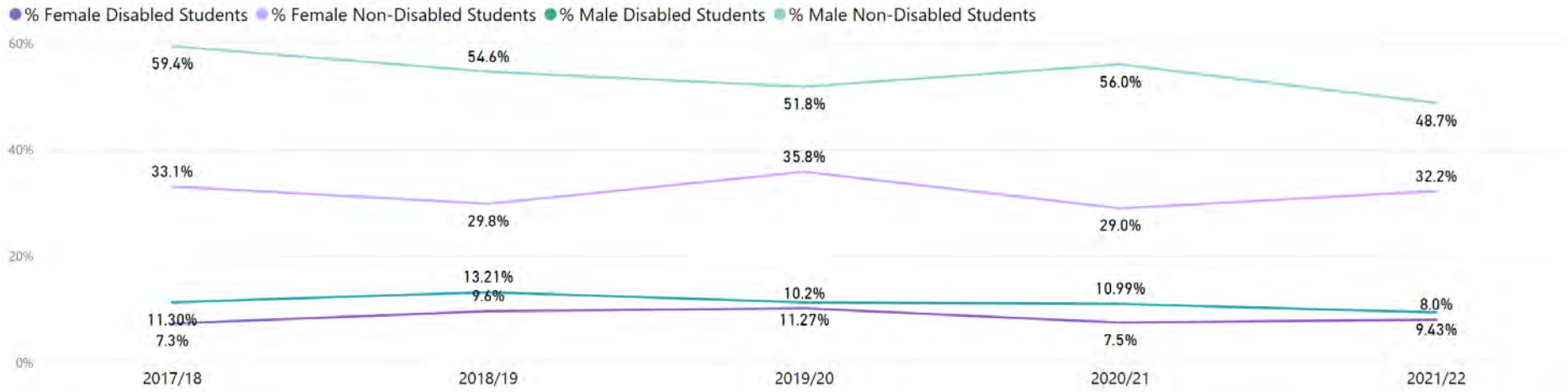


Fig. 46: Foundation student profile by sex and disability, 2017/18-2021/22

Table 49: Foundation student profile by sex and Faculty, 2017/18-2022/23*

Faculty	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Faculty of Biology, Medicine and Health	**155**	**215**	**215**	**140**	**130**	**115**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	105	140	140	90	100	70	68.2%	65.7%	66.7%	65.2%	77.5%	58.1%
M	50	75	70	50	30	50	31.8%	34.3%	33.3%	34.8%	22.5%	41.9%
Faculty of Science and Engineering	**320**	**345**	**335**	**435**	**305**	**330**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	65	60	85	110	80	85	20.2%	18.0%	25.5%	25.7%	26.1%	26.0%
M	255	280	250	325	225	245	79.8%	82.0%	74.5%	74.3%	73.9%	74.0%
Total	**480**	**560**	**550**	**575**	**435**	**450**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

*Note: no Foundation programmes in FHUM

Table 50: Foundation student progression by sex, 2017/18-2021/22

Gender	17/18 Progression Count	18/19 Progression Count	19/20 Progression Count	20/21 Progression Count	21/22 Progression Count	% Progression 17/18	% Progression 18/19	% Progression 19/20	% Progression 20/21	% Progression 21/22
Male	250	270	290	280	165	81.4%	76.1%	89.8%	76.0%	60.9%
Female	140	170	215	175	150	81.4%	82.4%	94.7%	86.1%	75.1%
Total	**390**	**440**	**505**	**455**	**315**	**81.4%**	**78.4%**	**91.8%**	**79.6%**	**66.9%**

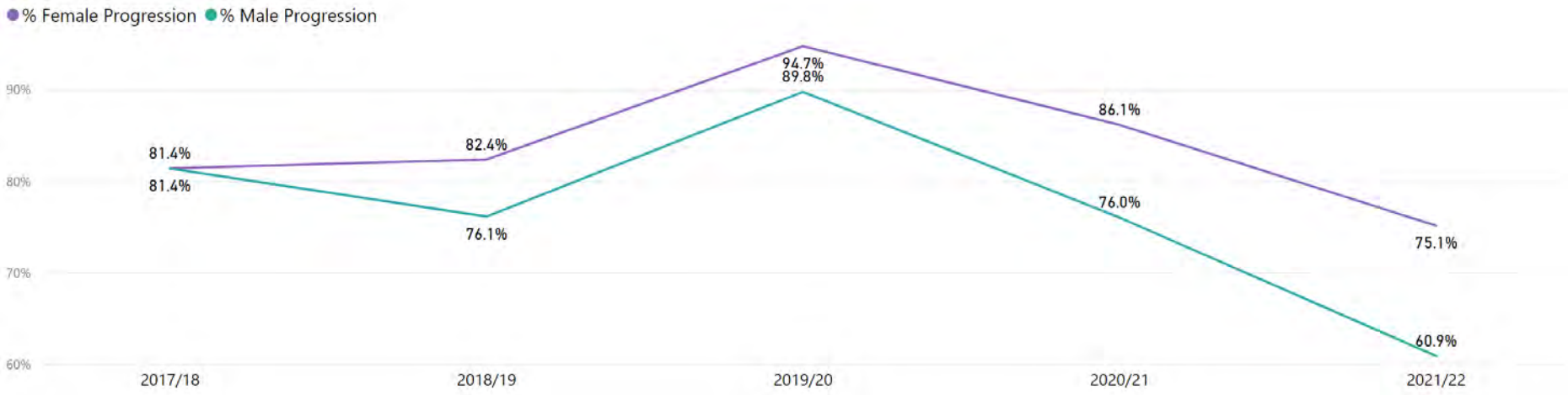


Fig. 47: Foundation student progression by sex, 2017/18-2021/22

Table 51: Foundation student progression by sex and Faculty, 2017/18-2021/22

Faculty	17/18 Progression Count	18/19 Progression Count	19/20 Progression Count	20/21 Progression Count	21/22 Progression Count	% Progression 17/18	% Progression 18/19	% Progression 19/20	% Progression 20/21	% Progression 21/22
Faculty of Science and Engineering	**245**	**255**	**300**	**335**	**195**	**76.6%**	**74.4%**	**89.3%**	**76.8%**	**62.2%**
Male	200	205	220	240	140	78.9%	72.3%	88.4%	74.6%	61.1%
Female	45	50	80	95	55	67.7%	83.9%	91.9%	83.0%	65.1%
Faculty of Biology, Medicine and Health	**145**	**185**	**205**	**120**	**120**	**91.1%**	**84.7%**	**95.8%**	**88.4%**	**88.1%**
Female	95	115	135	80	95	89.7%	81.7%	96.5%	90.0%	89.5%
Male	45	65	65	40	25	94.0%	90.5%	94.4%	85.4%	83.3%
Total	**390**	**440**	**505**	**455**	**315**	**81.4%**	**78.4%**	**91.8%**	**79.6%**	**66.9%**

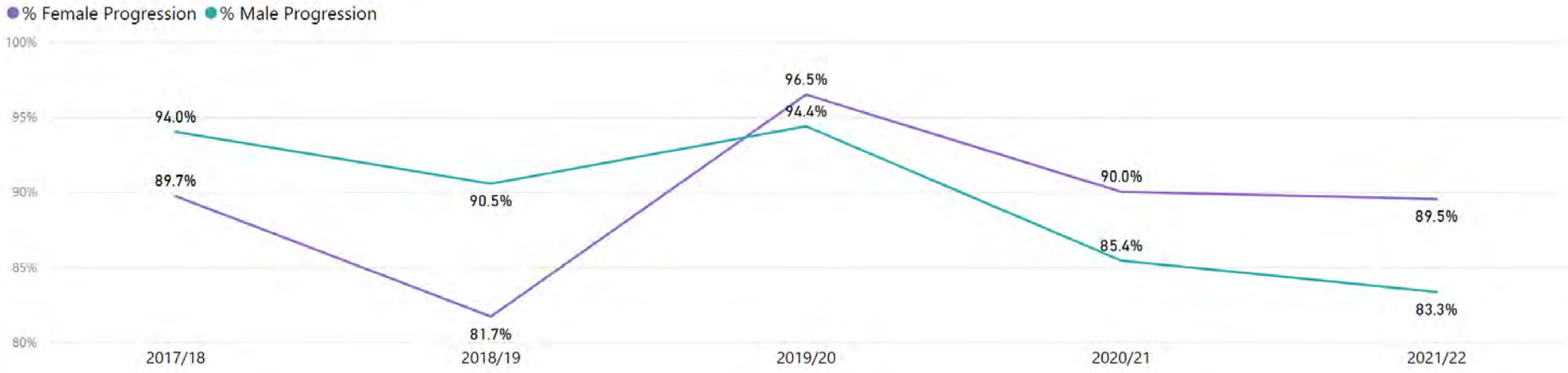


Fig. 48: Foundation student progression by sex in FBMH, 2017/18-2021/22

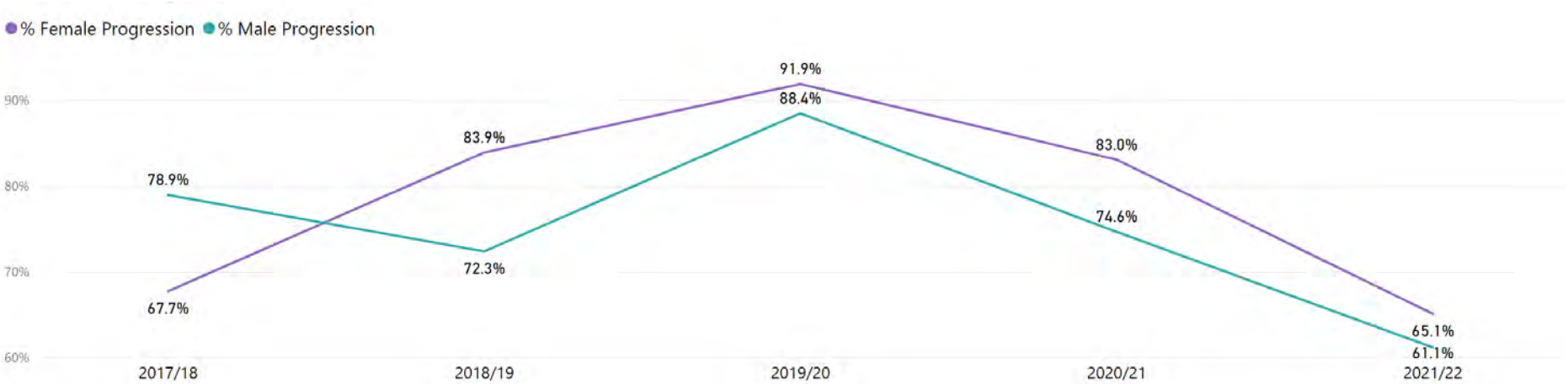


Fig. 49: Foundation student progression by sex in FSE, 2017/18-2021/22

Undergraduate

Table 52: Undergraduate student profile by sex, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
F	14525	14,230	14160	15,580	16,770	17,385	52.8%	53.2%	53.6%	54.2%	54.9%	55.6%
M	12985	12,545	12265	13,145	13,800	13,890	47.2%	46.8%	46.4%	45.8%	45.1%	44.4%
Total	**27510**	**26,775**	**26425**	**28,730**	**30,570**	**31,275**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 53: Undergraduate student profile by sex and ethnicity, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Female	**14525**	**14,230**	**14160**	**15,580**	**16,770**	**17,385**	**52.8%**	**53.2%**	**53.6%**	**54.2%**	**54.9%**	**55.6%**
WHITE	8745	8,360	8075	8,585	9,050	9,000	31.8%	31.2%	30.6%	29.9%	29.6%	28.8%
BAME	5735	5,850	6075	6,990	7,705	8,370	20.9%	21.8%	23.0%	24.3%	25.2%	26.8%
NOT KNOWN	45	25	10	5	15	15	0.2%	0.1%	..	..	..	..
Male	**12985**	**12,545**	**12265**	**13,145**	**13,800**	**13,890**	**47.2%**	**46.8%**	**46.4%**	**45.8%**	**45.1%**	**44.4%**
BAME	5375	5,365	5545	6,260	6,885	7,250	19.5%	20.0%	21.0%	21.8%	22.5%	23.2%
WHITE	7565	7,140	6685	6,860	6,895	6,615	27.5%	26.7%	25.3%	23.9%	22.6%	21.1%
NOT KNOWN	40	35	35	30	20	25	0.1%	0.1%	0.1%	0.1%	..	0.1%
Total	**27510**	**26,775**	**26425**	**28,730**	**30,570**	**31,275**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

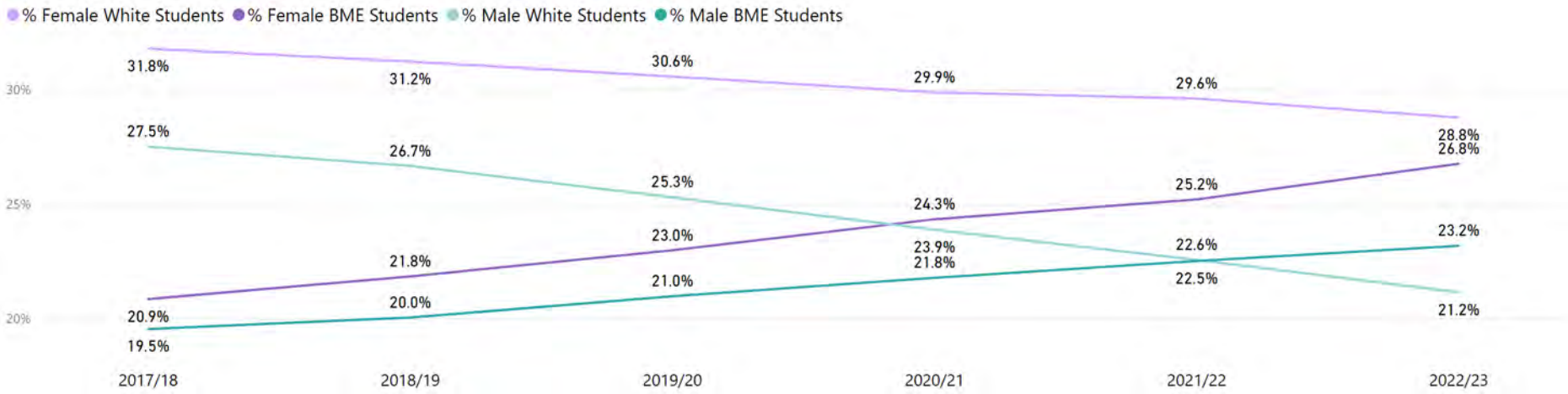


Fig. 50: Undergraduate student profile by sex and ethnicity, 2017/18-2022/23

Table 54: Undergraduate student profile by sex and disability, 2017/18-2021/22

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Female	**14525**	**14,230**	**14160**	**15,580**	**16,770**	**52.8%**	**53.2%**	**53.6%**	**54.2%**	**54.9%**
No known disability	12610	12,410	12300	13,400	14,260	45.8%	46.4%	46.5%	46.6%	46.7%
Declared Disability	3200	3,410	3520	3,680	3,420	11.6%	12.7%	13.3%	12.8%	11.2%
Prefer not to say	300	410	545	750	395	1.1%	1.5%	2.1%	2.6%	1.3%
Male	**12985**	**12,545**	**12265**	**13,145**	**13,800**	**47.2%**	**46.8%**	**46.4%**	**45.8%**	**45.1%**
No known disability	11595	11,230	11020	11,830	12,370	42.2%	41.9%	41.7%	41.2%	40.5%
Declared Disability	2240	2,260	2165	2,095	1,930	8.1%	8.4%	8.2%	7.3%	6.3%
Prefer not to say	205	275	395	570	190	0.8%	1.0%	1.5%	2.0%	0.6%
Total	**27510**	**26,775**	**26425**	**28,730**	**30,570**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

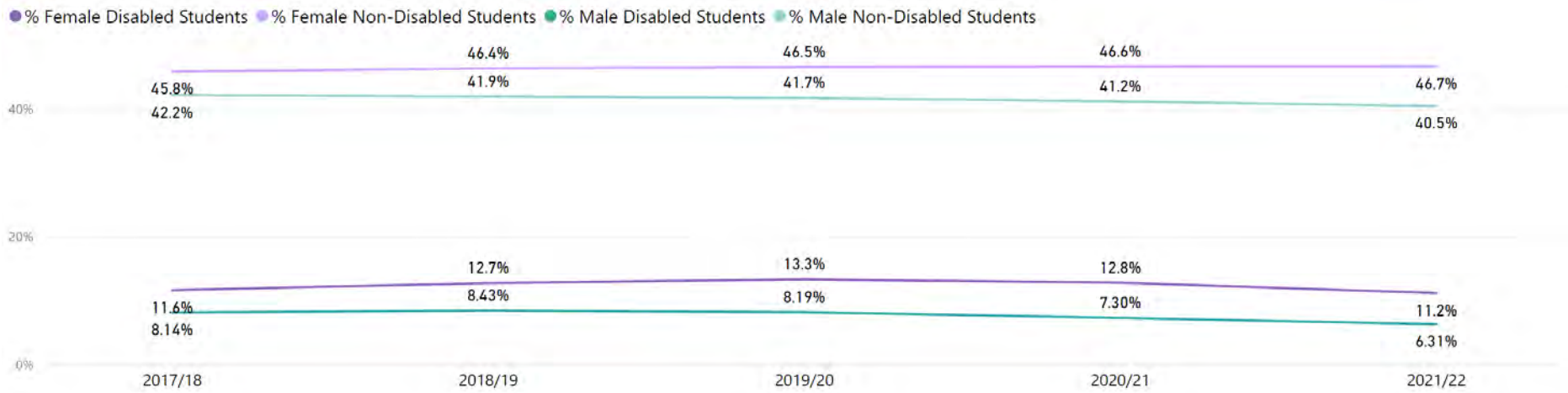


Fig. 51: Undergraduate student profile by sex and disability, 2017/18-2021/22

Table 55: Undergraduate student profile by sex and Faculty, 2017/18-2022/23

Faculty	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Faculty of Biology, Medicine and Health	**7960**	**7,780**	**7730**	**8,090**	**8,565**	**8,805**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	5415	5,355	5340	5,695	6,170	6,405	68.0%	68.9%	69.1%	70.4%	72.1%	72.7%
M	2545	2,425	2390	2,395	2,395	2,405	32.0%	31.1%	30.9%	29.6%	27.9%	27.3%
Faculty of Humanities	**11280**	**10,755**	**10655**	**11,820**	**12,840**	**13,225**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	6590	6,340	6290	7,115	7,805	8,065	58.4%	59.0%	59.1%	60.2%	60.8%	61.0%
M	4690	4,415	4360	4,705	5,040	5,160	41.6%	41.0%	40.9%	39.8%	39.2%	39.0%
Faculty of Science and Engineering	**8270**	**8,240**	**8040**	**8,820**	**9,160**	**9,245**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	2520	2,535	2525	2,770	2,795	2,920	30.5%	30.7%	31.4%	31.4%	30.5%	31.6%
M	5750	5,705	5515	6,050	6,370	6,325	69.5%	69.3%	68.6%	68.6%	69.5%	68.4%
Total	**27510**	**26,775**	**26425**	**28,730**	**30,570**	**31,275**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 56: Undergraduate attainment of 'good degrees' by sex, 2017/18-2021/22*

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Female	3310	3245	3150	3350	3200	85.4%	83.9%	88.9%	90.3%	88.1%
Male	2720	2670	2530	2700	2610	80.6%	81.6%	84.6%	87.2%	85.4%
Total	**6030**	**5915**	**5675**	**6045**	**5810**	**83.1%**	**82.8%**	**87.0%**	**88.9%**	**86.9%**

Note: Good degree refers to First or 2:1 degree award

Table 57: Undergraduate attainment of 'good degrees' by sex and ethnicity, 2017/18-2021/22

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
⊟ **Female**	**3310**	**3245**	**3150**	**3350**	**3200**	**85.4%**	**83.9%**	**88.9%**	**90.3%**	**88.1%**
White	1930	1855	1710	1705	1565	91.4%	90.5%	94.2%	93.4%	93.0%
Unknown	780	830	830	1030	1040	73.6%	72.6%	81.3%	87.2%	83.2%
BAME	600	560	610	610	590	85.2%	83.1%	86.6%	87.3%	84.8%
⊟ **Male**	**2720**	**2670**	**2530**	**2700**	**2610**	**80.6%**	**81.6%**	**84.6%**	**87.2%**	**85.4%**
White	1470	1435	1285	1265	1135	87.5%	87.9%	90.4%	91.9%	91.0%
Unknown	850	855	835	985	1045	72.9%	74.6%	77.7%	82.8%	81.1%
BAME	405	380	410	445	435	75.3%	76.7%	83.1%	84.7%	82.6%
Total	**6030**	**5915**	**5675**	**6045**	**5810**	**83.1%**	**82.8%**	**87.0%**	**88.9%**	**86.9%**

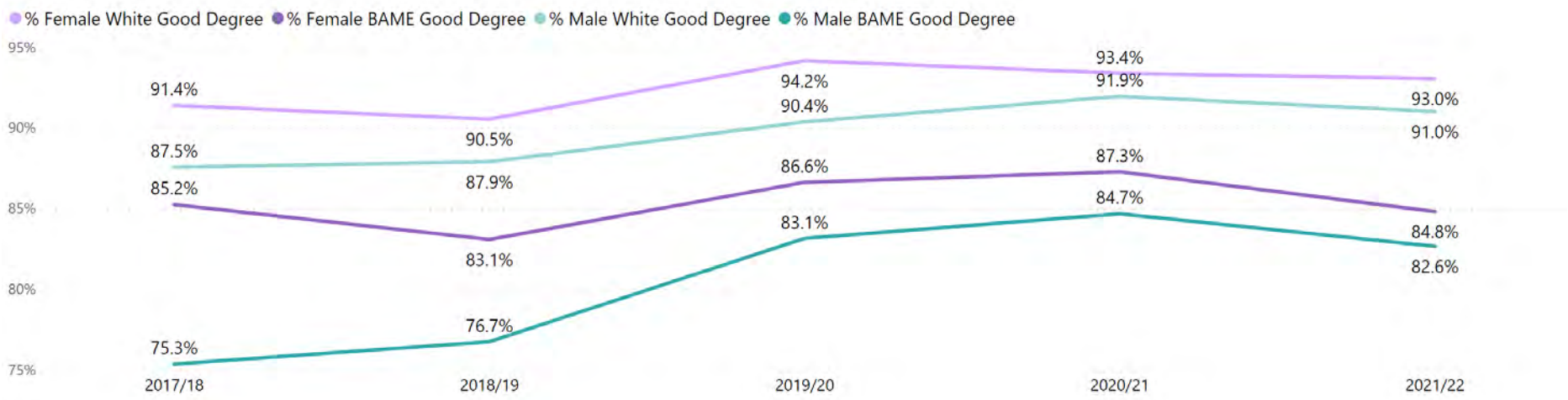


Fig. 52: Undergraduate attainment of 'good degrees' by sex and ethnicity, 2017/18-2021/22

Table 58: Undergraduate attainment of 'good degrees' by sex and disability, 2017/18-2021/22

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Female	**3310**	**3245**	**3150**	**3350**	**3200**	**85.4%**	**83.9%**	**88.9%**	**90.3%**	**88.1%**
Not Disabled	2695	2600	2415	2515	2375	85.4%	84.3%	89.3%	90.9%	89.0%
Disabled	615	645	735	835	785	85.4%	82.6%	87.9%	88.5%	87.5%
Prefer not to say					35					56.9%
Male	**2720**	**2670**	**2530**	**2700**	**2610**	**80.6%**	**81.6%**	**84.6%**	**87.2%**	**85.4%**
Not Disabled	2375	2305	2115	2295	2160	81.1%	82.3%	84.9%	88.0%	85.8%
Disabled	345	365	410	405	425	77.2%	76.9%	83.2%	82.8%	85.5%
Prefer not to say					25					60.5%
Total	**6030**	**5915**	**5675**	**6045**	**5810**	**83.1%**	**82.8%**	**87.0%**	**88.9%**	**86.9%**

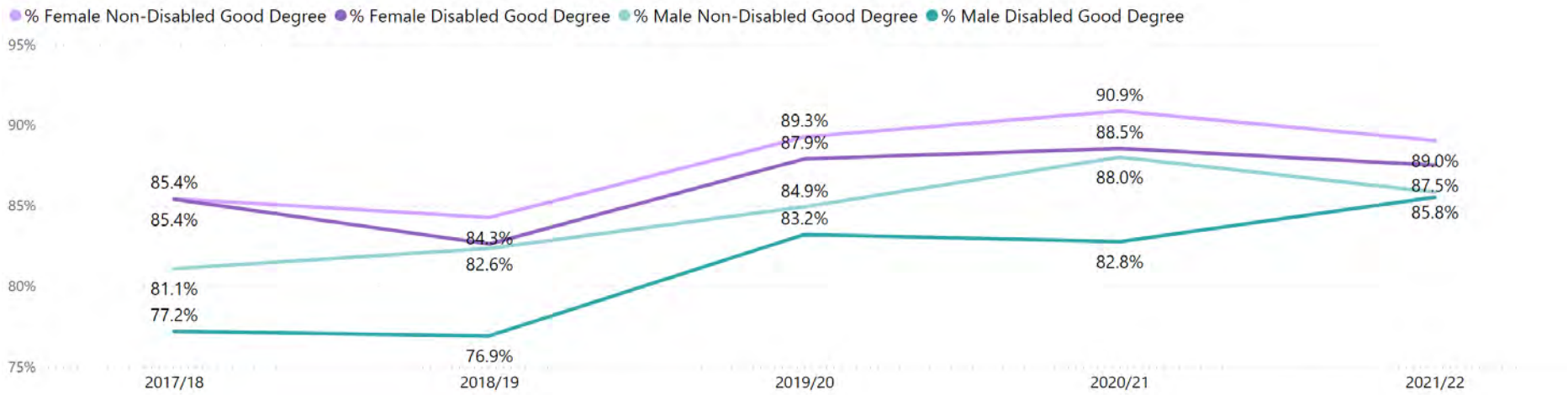


Fig. 53: Undergraduate attainment of 'good degrees' by sex and disability, 2017/18-2021/22

Table 59: Undergraduate attainment of 'good degrees' by sex and Faculty, 2017/18-2021/22

Faculty	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Faculty of Humanities	**2955**	**2895**	**2665**	**2930**	**2860**	**83.3%**	**85.1%**	**89.1%**	**91.9%**	**90.3%**
Female	1785	1760	1580	1775	1730	85.7%	86.6%	90.6%	93.7%	91.2%
Male	1170	1130	1090	1155	1130	79.9%	82.9%	87.0%	89.3%	88.8%
Faculty of Science and Engineering	**1785**	**1880**	**1720**	**1945**	**1705**	**82.1%**	**81.9%**	**84.5%**	**86.9%**	**82.4%**
Male	1220	1280	1135	1265	1195	81.4%	81.9%	83.1%	86.8%	82.7%
Female	565	600	585	680	515	83.9%	82.0%	87.3%	87.2%	81.6%
Faculty of Biology, Medicine and Health	**1290**	**1145**	**1295**	**1175**	**1245**	**84.2%**	**78.9%**	**86.1%**	**84.9%**	**85.8%**
Female	955	885	985	890	955	85.8%	80.2%	87.3%	86.3%	86.4%
Male	335	255	305	280	290	79.9%	74.9%	82.5%	80.8%	84.0%
Total	**6030**	**5915**	**5675**	**6045**	**5810**	**83.1%**	**82.8%**	**87.0%**	**88.9%**	**86.9%**

Table 60: Undergraduate non-continuation by sex, 2017/18-2021/22*

Gender	Non-Continued Count 17/18	Non-Continued Count 18/19	Non-Continued Count 19/20	Non-Continued Count 20/21	Non-Continued Count 21/22	% Non-Continuation 17/18	% Non-Continuation 18/19	% Non-Continuation 19/20	% Non-Continuation 20/21	% Non-Continuation 21/22
Female	280	280	215	360	395	6.8%	6.6%	4.8%	6.6%	7.1%
Male	270	275	205	375	455	7.5%	7.6%	5.5%	8.6%	10.3%
Total	**545**	**555**	**420**	**735**	**850**	**7.0%**	**7.1%**	**5.1%**	**7.5%**	**8.5%**

*Note: non-continuation data looks at continuation from Year 1 to Year 2 only, for full-time new entrants.

Table 61: Undergraduate non-continuation by sex and ethnicity, 2017/18-2021/22

Gender	Non-Continued Count 17/18	Non-Continued Count 18/19	Non-Continued Count 19/20	Non-Continued Count 20/21	Non-Continued Count 21/22	% Non-Continuation 17/18	% Non-Continuation 18/19	% Non-Continuation 19/20	% Non-Continuation 20/21	% Non-Continuation 21/22
Male	**270**	**275**	**205**	**375**	**455**	**7.5%**	**7.6%**	**5.5%**	**8.6%**	**10.3%**
BAME	120	135	100	205	250	7.6%	8.2%	5.5%	9.2%	10.7%
WHITE	140	140	105	170	205	7.0%	7.2%	5.6%	8.0%	9.9%
NOT KNOWN	5	0	5			17.9%	..	..	..	..
Female	**280**	**280**	**215**	**360**	**395**	**6.8%**	**6.6%**	**4.8%**	**6.6%**	**7.1%**
WHITE	180	180	125	170	225	7.7%	7.5%	5.1%	6.0%	7.6%
BAME	100	100	90	190	170	5.7%	5.5%	4.4%	7.3%	6.5%
NOT KNOWN	0					0.0%	..	..	..	..
Total	**545**	**555**	**420**	**735**	**850**	**7.0%**	**7.1%**	**5.1%**	**7.5%**	**8.5%**

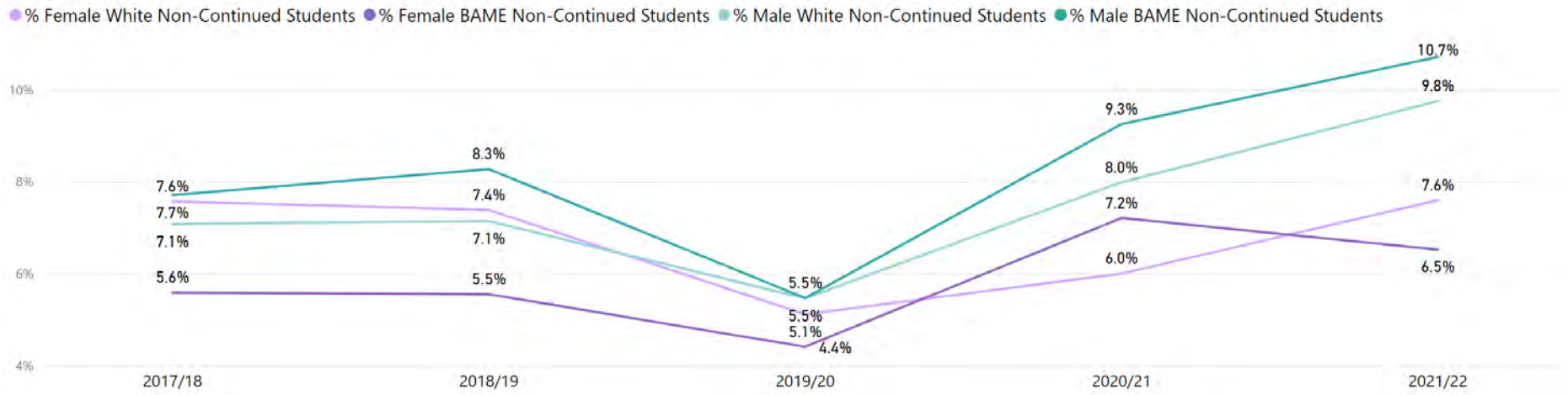


Fig. 54: Undergraduate non-continuation by sex and ethnicity, 2017/18-2021/22

Table 62: Undergraduate non-continuation by sex and disability, 2017/18-2021/22

Gender	Non-Continued Count 17/18	Non-Continued Count 18/19	Non-Continued Count 19/20	Non-Continued Count 20/21	Non-Continued Count 21/22	% Non-Continuation 17/18	% Non-Continuation 18/19	% Non-Continuation 19/20	% Non-Continuation 20/21	% Non-Continuation 21/22
Male	**270**	**275**	**205**	**375**	**455**	**7.5%**	**7.6%**	**5.5%**	**8.6%**	**10.3%**
No known disability	230	230	170	335	410	7.1%	7.2%	5.1%	8.5%	9.9%
Disabled	40	45	30	40	40	11.1%	11.8%	8.3%	9.5%	14.2%
Prefer not to say	0	0	5		5	..	..	17.2%		..
Female	**280**	**280**	**215**	**360**	**395**	**6.8%**	**6.6%**	**4.8%**	**6.6%**	**7.1%**
No known disability	210	215	165	280	340	5.9%	5.9%	4.3%	6.0%	6.7%
Disabled	70	55	50	80	50	12.7%	9.9%	8.2%	9.8%	9.8%
Prefer not to say		5	0	0	0		17.2%	0.0%	..	..
Total	**545**	**555**	**420**	**735**	**850**	**7.0%**	**7.1%**	**5.1%**	**7.5%**	**8.5%**

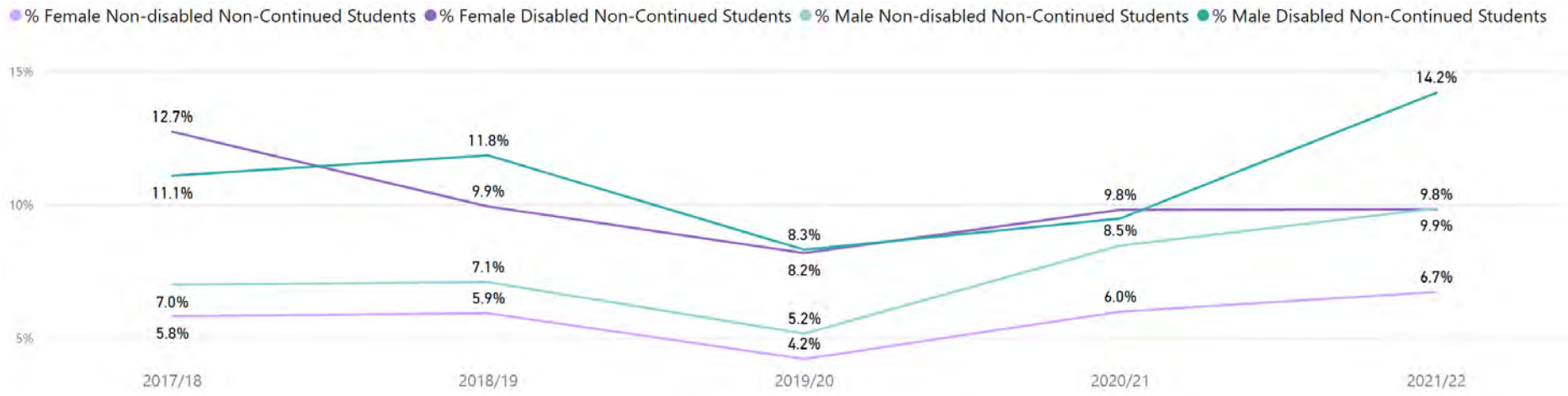


Fig. 55: Undergraduate non-continuation by sex and disability, 2017/18-2021/22

Table 63: Undergraduate non-continuation by sex and Faculty, 2017/18-2021/22

Faculty	Non-Continued Count 17/18	Non-Continued Count 18/19	Non-Continued Count 19/20	Non-Continued Count 20/21	Non-Continued Count 21/22	% Non-Continuation 17/18	% Non-Continuation 18/19	% Non-Continuation 19/20	% Non-Continuation 20/21	% Non-Continuation 21/22
Faculty of Biology, Medicine and Health	**160**	**155**	**85**	**160**	**175**	**7.9%**	**7.5%**	**4.1%**	**6.7%**	**7.1%**
Female	120	120	65	115	130	8.3%	8.1%	4.3%	6.5%	6.9%
Male	40	40	20	45	50	6.9%	6.8%	3.5%	7.4%	8.6%
Faculty of Humanities	**210**	**215**	**215**	**295**	**340**	**6.3%**	**6.4%**	**5.9%**	**6.7%**	**7.4%**
Female	105	120	120	165	175	5.5%	6.0%	5.5%	6.1%	6.2%
Male	105	90	95	130	165	7.5%	6.6%	6.4%	7.6%	9.1%
Faculty of Science and Engineering	**175**	**185**	**125**	**285**	**330**	**7.3%**	**7.7%**	**5.1%**	**9.4%**	**11.2%**
Female	50	40	30	80	90	6.5%	5.3%	3.8%	8.2%	9.9%
Male	125	150	90	200	240	7.6%	9.1%	5.4%	9.7%	11.8%
Total	**545**	**555**	**420**	**735**	**850**	**7.0%**	**7.1%**	**5.1%**	**7.5%**	**8.5%**

Table 64: Graduate outcomes (positive destinations) by sex, 2017/18-2020/21*

Gender	Positive Destination Count 17/18	Positive Destination Count 18/19	Positive Destination Count 19/20	Positive Destination Count 20/21	% Positive Destination 17/18	% Positive Destination 18/19	% Positive Destination 19/20	% Positive Destination 20/21
Female	1545	1595	1480	1410	82.1%	78.8%	83.9%	86.5%
Male	1395	1360	1315	1205	85.1%	82.3%	84.5%	87.4%
Total	**2940**	**2955**	**2795**	**2615**	**83.5%**	**80.3%**	**84.2%**	**86.9%**

*Note: Graduate Outcomes Survey is sent to UK and non-UK undergraduates (all levels of study) 15 months after graduating (previously six months). Total count is the total amount of students who responded and received either a Positive Destination Marker, not the total number of graduating students. A Positive Destination Marker (students in a positive destination) is given to respondents who are in a highly-skilled job (Standard Occupational Classification 1-3), interim study or further study. Our survey response rate was 53.7% for UK graduates and 20.5% for non-UK graduates.

Table 65: Graduate outcomes (positive destinations) by sex and ethnicity, 2017/18-2020/21

Gender	Positive Destination Count 17/18	Positive Destination Count 18/19	Positive Destination Count 19/20	Positive Destination Count 20/21	% Positive Destination 17/18	% Positive Destination 18/19	% Positive Destination 19/20	% Positive Destination 20/21
Female	**1545**	**1595**	**1480**	**1410**	**82.1%**	**78.8%**	**83.9%**	**86.5%**
White	945	1070	920	945	81.3%	77.4%	83.4%	85.8%
BAME	365	525	560	465	84.5%	81.8%	84.6%	87.9%
Undisclosed	235	0			82.2%			
Male	**1395**	**1360**	**1315**	**1205**	**85.1%**	**82.3%**	**84.5%**	**87.4%**
White	780	905	845	820	83.0%	81.3%	83.4%	88.0%
BAME	290	455	465	385	85.5%	84.3%	86.6%	86.2%
Undisclosed	325	0	5	0	90.1%		..	
Total	**2940**	**2955**	**2795**	**2615**	**83.5%**	**80.3%**	**84.2%**	**86.9%**

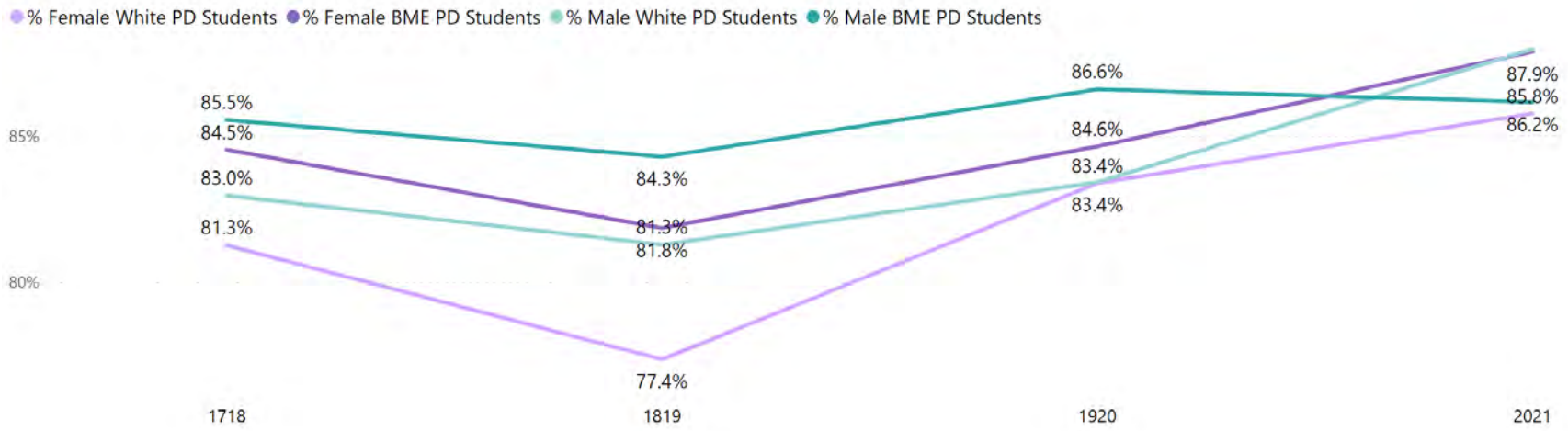


Fig. 56: Graduate outcomes (positive destinations) by sex and ethnicity, 2017/18-2020/21

Table 66: Graduate outcomes (positive destinations) by sex and disability, 2017/18-2020/21

Gender	Positive Destination Count 17/18	Positive Destination Count 18/19	Positive Destination Count 19/20	Positive Destination Count 20/21	% Positive Destination 17/18	% Positive Destination 18/19	% Positive Destination 19/20	% Positive Destination 20/21
Female	**1545**	**1595**	**1480**	**1410**	**82.1%**	**78.8%**	**83.9%**	**86.5%**
No known disability	1235	1260	1125	1000	82.2%	79.8%	84.5%	86.7%
Disabled	310	335	355	410	82.0%	75.1%	82.0%	85.9%
Male	**1395**	**1360**	**1315**	**1205**	**85.1%**	**82.3%**	**84.5%**	**87.4%**
No known disability	1205	1155	1075	1000	86.2%	83.6%	85.6%	88.1%
Disabled	190	205	240	205	78.4%	75.7%	80.1%	84.0%
Total	**2940**	**2955**	**2795**	**2615**	**83.5%**	**80.3%**	**84.2%**	**86.9%**

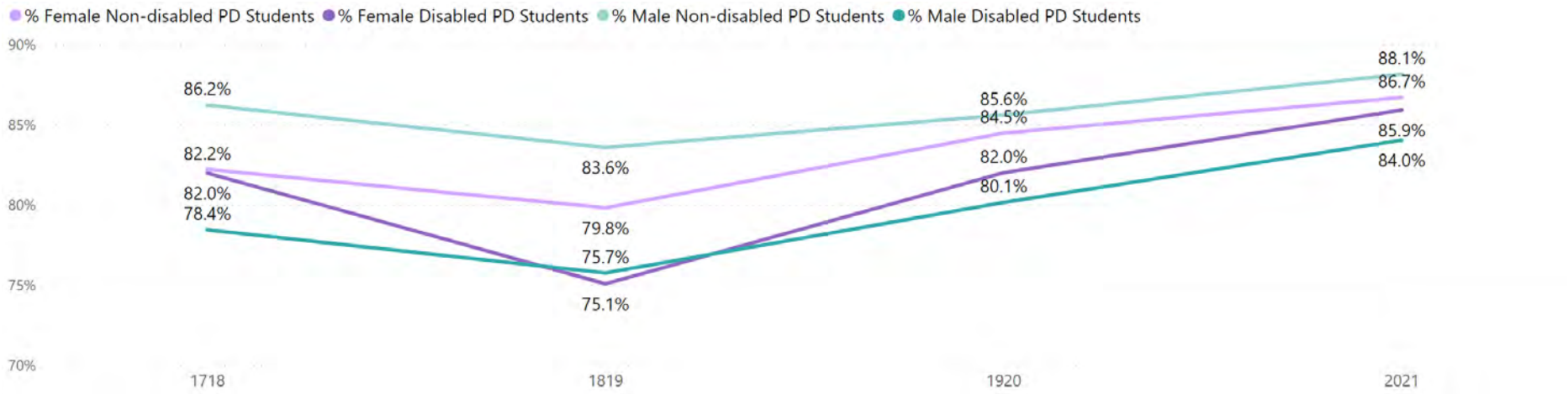


Fig. 57: Graduate outcomes (positive destinations) by sex and disability, 2017/18-2020/21

Table 67: Graduate outcomes (positive destinations) by sex and Faculty, 2017/18-2020/21

Faculty	Positive Destination Count 17/18	Positive Destination Count 18/19	Positive Destination Count 19/20	Positive Destination Count 20/21	% Positive Destination 17/18	% Positive Destination 18/19	% Positive Destination 19/20	% Positive Destination 20/21
Faculty of Biology, Medicine and Health	**860**	**895**	**890**	**760**	**88.8%**	**87.2%**	**90.4%**	**91.0%**
Female	600	635	620	540	89.3%	85.8%	89.9%	91.7%
Male	260	260	270	220	87.5%	90.9%	91.5%	89.3%
Faculty of Humanities	**1200**	**1135**	**1070**	**1045**	**78.9%**	**73.0%**	**79.2%**	**83.0%**
Female	690	675	600	595	77.3%	71.6%	78.2%	82.0%
Male	510	465	470	450	81.1%	75.1%	80.4%	84.4%
Faculty of Science and Engineering	**880**	**920**	**835**	**815**	**85.4%**	**84.3%**	**84.9%**	**88.4%**
Female	255	285	260	275	80.7%	83.0%	84.3%	86.8%
Male	625	635	575	540	87.5%	84.9%	85.1%	89.2%
Total	**2940**	**2955**	**2795**	**2615**	**83.5%**	**80.3%**	**84.2%**	**86.9%**

Postgraduate Taught (all PGT programme codes)

Table 68: Postgraduate Taught student profile by sex, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
F	5320	5,875	6430	7,605	7,665	7,150	59.5%	61.6%	62.6%	64.5%	63.4%	64.2%
M	3620	3,655	3845	4,190	4,430	3,970	40.5%	38.4%	37.4%	35.5%	36.6%	35.7%
Total	**8940**	**9,530**	**10275**	**11,800**	**12,095**	**11,120**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.8%**

Table 69: Postgraduate Taught student profile by sex and ethnicity, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Female	**5320**	**5,875**	**6430**	**7,605**	**7,665**	**7,150**	**59.5%**	**61.6%**	**62.6%**	**64.5%**	**63.4%**	**64.2%**
BAME	3050	3,450	3920	4,765	4,905	4,690	34.1%	36.2%	38.2%	40.4%	40.6%	42.1%
WHITE	2260	2,415	2490	2,825	2,745	2,445	25.3%	25.4%	24.2%	24.0%	22.7%	21.9%
NOT KNOWN	15	10	20	15	15	15	..	..	..	..	..	..
Male	**3620**	**3,655**	**3845**	**4,190**	**4,430**	**3,970**	**40.5%**	**38.4%**	**37.4%**	**35.5%**	**36.6%**	**35.7%**
BAME	1940	1,970	2245	2,455	2,875	2,720	21.7%	20.7%	21.8%	20.8%	23.8%	24.4%
WHITE	1660	1,675	1585	1,715	1,540	1,240	18.6%	17.6%	15.4%	14.5%	12.7%	11.1%
NOT KNOWN	25	10	20	20	15	10	0.3%	..	..	..	..	..
Total	**8940**	**9,530**	**10275**	**11,800**	**12,095**	**11,120**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.8%**

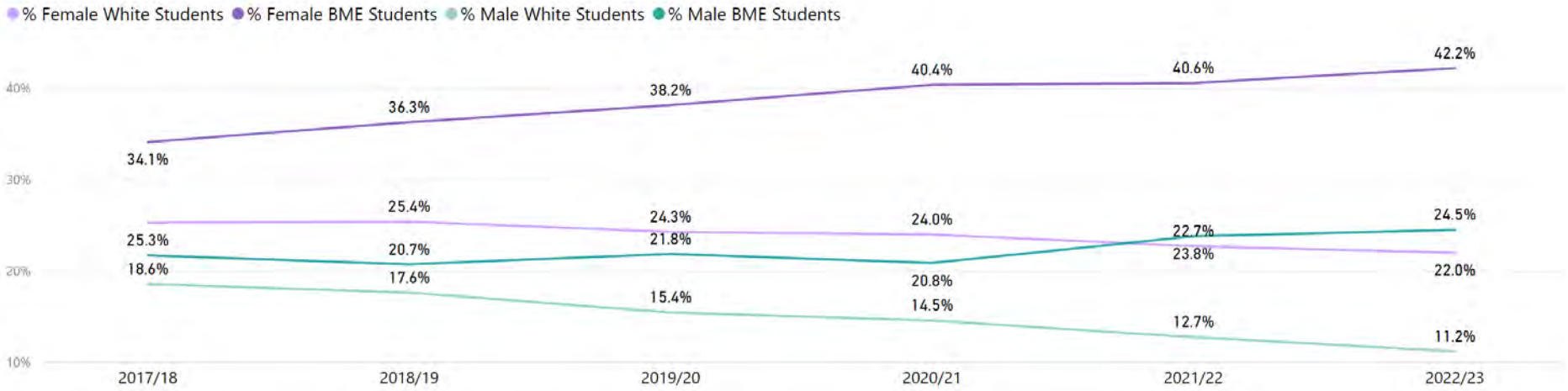


Fig. 58: Postgraduate Taught student profile by sex and ethnicity, 2017/18-2022/23

Table 70: Postgraduate Taught student profile by sex and disability, 2017/18-2021/22

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Female	**5320**	**5,875**	**6430**	**7,605**	**7,665**	**59.5%**	**61.6%**	**62.6%**	**64.5%**	**63.4%**
No known disability	4710	5,190	5660	6,685	6,670	52.7%	54.4%	55.1%	56.6%	55.2%
Declared Disability	395	450	495	635	605	4.4%	4.7%	4.8%	5.4%	5.0%
Prefer not to say	75	195	265	420	175	0.8%	2.0%	2.6%	3.5%	1.4%
Male	**3620**	**3,655**	**3845**	**4,190**	**4,430**	**40.5%**	**38.4%**	**37.4%**	**35.5%**	**36.6%**
No known disability	3020	3,080	3215	3,535	3,765	33.8%	32.3%	31.3%	30.0%	31.1%
Declared Disability	255	250	245	300	275	2.8%	2.6%	2.4%	2.6%	2.3%
Prefer not to say	70	115	155	205	65	0.8%	1.2%	1.5%	1.7%	0.5%
Total	**8940**	**9,530**	**10275**	**11,800**	**12,095**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

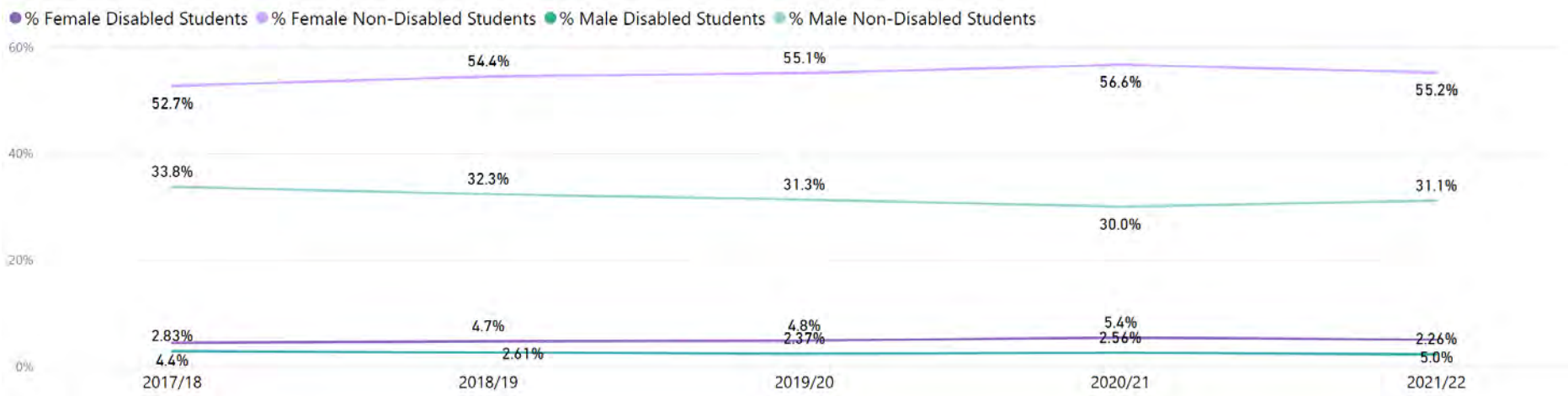


Fig. 59: Postgraduate Taught student profile by sex and disability, 2017/18-2021/22

Table 71: Postgraduate Taught student profile by sex and Faculty, 2017/18-2022/23

Faculty	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Faculty of Biology, Medicine and Health	**2380**	**2,545**	**2775**	**2,935**	**3,070**	**3,005**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.9%**
F	1570	1,725	1875	2,015	2,175	2,150	66.0%	67.8%	67.5%	68.6%	70.8%	71.5%
M	810	820	900	920	895	855	34.0%	32.2%	32.5%	31.4%	29.2%	28.4%
Faculty of Humanities	**4380**	**4,885**	**5430**	**6,820**	**6,760**	**6,090**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.8%**
F	2760	3,130	3620	4,610	4,400	4,015	63.1%	64.1%	66.7%	67.6%	65.1%	65.8%
M	1615	1,755	1810	2,210	2,355	2,075	36.9%	35.9%	33.3%	32.4%	34.9%	34.0%
Faculty of Science and Engineering	**2180**	**2,095**	**2070**	**2,040**	**2,265**	**2,025**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	990	1,015	935	980	1,090	985	45.3%	48.5%	45.1%	48.1%	48.2%	48.5%
M	1195	1,080	1135	1,060	1,175	1,040	54.7%	51.5%	54.9%	51.9%	51.8%	51.4%
Total	**8940**	**9,530**	**10275**	**11,800**	**12,095**	**11,120**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.8%**

Postgraduate Research (all PGR programme codes)

Table 72: Postgraduate Research student profile by sex, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
F	1785	1,800	1815	1,785	1,805	1,855	45.8%	45.9%	45.8%	46.7%	47.6%	50.4%
M	2110	2,125	2145	2,040	1,990	1,825	54.2%	54.1%	54.2%	53.3%	52.4%	49.5%
Total	**3900**	**3,925**	**3960**	**3,830**	**3,795**	**3,680**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.9%**

Table 73: Postgraduate Research student profile by sex and ethnicity, 2017/18-2022/23

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Female	**1785**	**1,800**	**1815**	**1,785**	**1,805**	**1,855**	**45.8%**	**45.9%**	**45.8%**	**46.7%**	**47.6%**	**50.4%**
WHITE	1070	1,085	1085	1,065	1,005	965	27.5%	27.7%	27.5%	27.9%	26.4%	26.2%
BAME	710	710	720	715	795	890	18.3%	18.1%	18.2%	18.7%	21.0%	24.1%
NOT KNOWN	5	5	5	5	5	5	..	..	..	..	..	..
Male	**2110**	**2,125**	**2145**	**2,040**	**1,990**	**1,825**	**54.2%**	**54.1%**	**54.2%**	**53.3%**	**52.4%**	**49.5%**
WHITE	1240	1,245	1230	1,195	1,070	920	31.8%	31.7%	31.1%	31.3%	28.2%	25.0%
BAME	855	865	905	835	910	895	21.9%	22.0%	22.8%	21.8%	24.0%	24.3%
NOT KNOWN	20	15	10	10	5	5	..	..	..	..	..	..
Total	**3900**	**3,925**	**3960**	**3,830**	**3,795**	**3,680**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.9%**

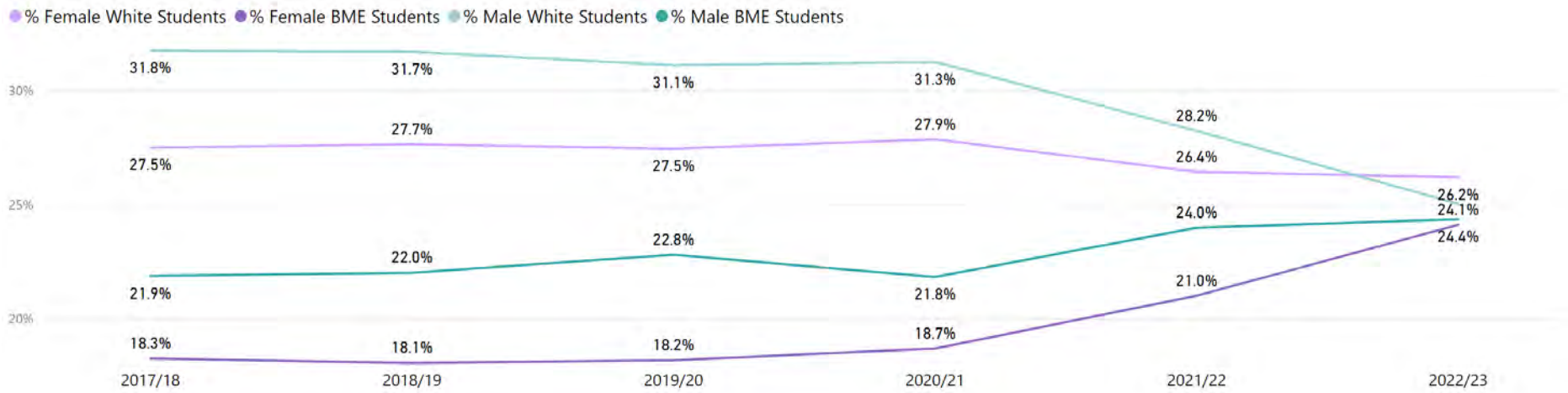


Fig. 60: Postgraduate Research student profile by sex and ethnicity, 2017/18-2022/23

Table 74: Postgraduate Research student profile by sex and disability, 2017/18-2021/22

Gender	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %
Male	**2110**	**2,125**	**2145**	**2,040**	**1,990**	**54.2%**	**54.1%**	**54.2%**	**53.3%**	**52.4%**
No known disability	1935	1,955	1985	1,890	1,850	49.6%	49.8%	50.1%	49.4%	48.8%
Declared Disability	175	175	185	185	155	4.5%	4.4%	4.6%	4.8%	4.1%
Prefer not to say	230	260	215	110	20	6.0%	6.6%	5.4%	2.9%	..
Female	**1785**	**1,800**	**1815**	**1,785**	**1,805**	**45.8%**	**45.9%**	**45.8%**	**46.7%**	**47.6%**
No known disability	1625	1,640	1660	1,625	1,645	41.7%	41.8%	41.9%	42.5%	43.4%
Declared Disability	220	240	245	235	225	5.6%	6.1%	6.2%	6.1%	5.9%
Prefer not to say	205	235	195	120	25	5.2%	6.0%	5.0%	3.1%	0.7%
Total	**3900**	**3,925**	**3960**	**3,830**	**3,795**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

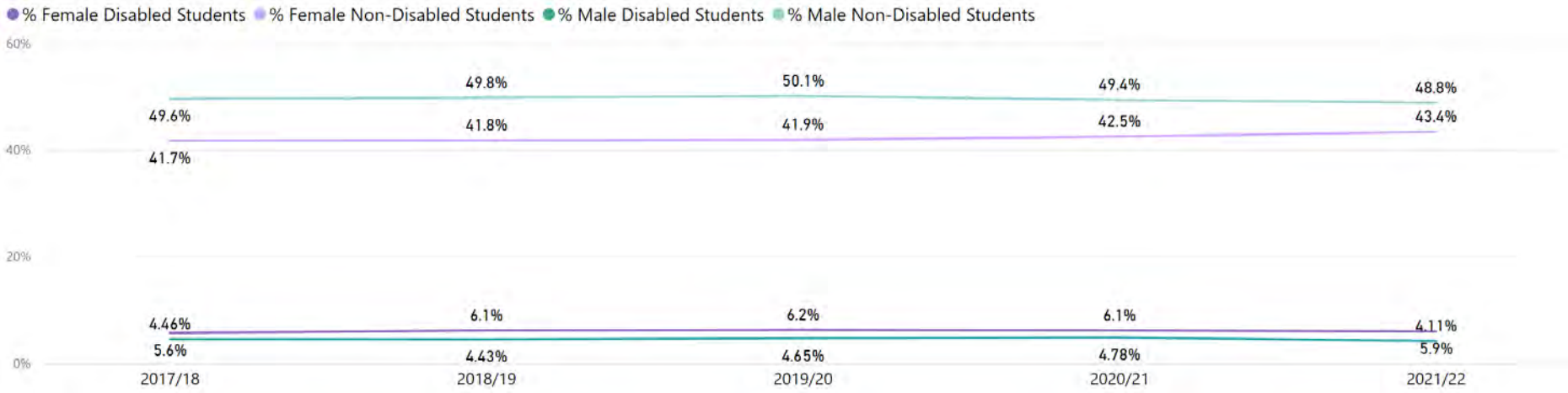


Fig. 61: Postgraduate Research student profile by sex and disability, 2017/18-2021/22

Table 75: Postgraduate Research student profile by sex and Faculty, 2017/18-2022/23

Faculty	17/18 Count	18/19 Count	19/20 Count	20/21 Count	21/22 Count	22/23 Count	17/18 %	18/19 %	19/20 %	20/21 %	21/22 %	22/23 %
Faculty of Biology, Medicine and Health	**1150**	**1,185**	**1215**	**1,215**	**1,230**	**1,180**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
F	695	725	740	745	755	765	60.7%	61.3%	61.1%	61.4%	61.6%	65.0%
M	450	460	470	470	470	415	39.3%	38.7%	38.9%	38.6%	38.4%	35.0%
Faculty of Humanities	**1010**	**925**	**885**	**825**	**815**	**795**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.7%**
F	550	515	500	480	485	500	54.4%	55.7%	56.4%	58.3%	59.4%	62.5%
M	460	410	385	345	330	295	45.6%	44.3%	43.6%	41.7%	40.6%	37.3%
Faculty of Science and Engineering	**1740**	**1,815**	**1860**	**1,785**	**1,745**	**1,710**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.8%**
F	540	560	570	560	560	595	31.1%	30.8%	30.7%	31.3%	32.1%	34.7%
M	1200	1,255	1290	1,230	1,185	1,115	68.9%	69.2%	69.3%	68.7%	67.9%	65.2%
Total	**3900**	**3,925**	**3960**	**3,830**	**3,795**	**3,680**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**99.9%**

Benchmarking

Table 76: Student benchmarking between University of Manchester, Russell Group and non-Russell Group universities by sex and level of study (percentage is based on full person equivalent count), 2017/18-2021/22

	Manchester %	Russell Group %	Non-Russell Group %
2021/22			
Undergraduate	**100%**	**100%**	**100%**
Female	55%	55%	58%
Male	45%	45%	42%
Other	0%	0%	0%
Postgraduate (taught)	**100%**	**100%**	**100%**
Female	64%	60%	57%
Male	36%	39%	43%
Other	0%	0%	0%
Postgraduate (research)	**100%**	**100%**	**100%**
Female	48%	50%	53%
Male	52%	50%	47%
Other	0%	1%	0%
2020/21			
Undergraduate	**100%**	**100%**	**100%**
Female	54%	55%	58%
Male	46%	45%	42%
Other	0%	0%	0%
Postgraduate (taught)	**100%**	**100%**	**100%**
Female	64%	60%	58%
Male	36%	39%	42%
Other	0%	0%	0%
Postgraduate (research)	**100%**	**100%**	**100%**
Female	46%	49%	52%
Male	54%	51%	48%
Other	0%	1%	0%
2019/20			
Undergraduate	**100%**	**100%**	**100%**
Female	54%	55%	57%
Male	46%	45%	43%
Other	0%	0%	0%
Postgraduate (taught)	**100%**	**100%**	**100%**
Female	63%	61%	59%
Male	37%	38%	41%
Other	0%	0%	0%
Postgraduate (research)	**100%**	**100%**	**100%**
Female	45%	48%	51%
Male	55%	51%	49%
Other	0%	0%	0%

2018/19			
Undergraduate	**100%**	**100%**	**100%**
Female	53%	55%	57%
Male	47%	45%	43%
Other	0%	0%	0%
Postgraduate (taught)	**100%**	**100%**	**100%**
Female	62%	61%	61%
Male	38%	39%	39%
Other	0%	0%	0%
Postgraduate (research)	**100%**	**100%**	**100%**
Female	46%	48%	50%
Male	54%	52%	49%
Other	0%	0%	0%
2017/18			
Undergraduate	**100%**	**100%**	**100%**
Female	53%	54%	57%
Male	47%	45%	43%
Other	0%	0%	0%
Postgraduate (taught)	**100%**	**100%**	**100%**
Female	59%	61%	61%
Male	41%	39%	39%
Other	0%	0%	0%
Postgraduate (research)	**100%**	**100%**	**100%**
Female	46%	47%	50%
Male	54%	53%	50%
Other	0%	0%	0%

Appendix 4 - University of Manchester Athena SWAN Bronze Renewal Action Plan (2018 - 2023)

BRAG rating

We have adapted the Advance HE guidance for RAG rating to allow us to differentiate between actions completed with or without evidence of impact.

Blue	Action completed, significant progress made, evidence of association with positive trend or impact, embedding with monitoring plans in place.
Red	Action completed with some progress but not in line with target or success criteria.
Amber	Action started or ongoing, or action complete but no evidence of associated progress
Green	Action obsolete, not progressed

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
1	Progress the AS agenda across all Schools and embed further within the culture of the institution.	Two Schools in FHUM preparing applications. Schools in restructured FBMH applying for Interim Awards to regain Silver Award level statuses. Bronze award majority in FSE	Support from University Charter Marks Coordinator and Faculty ED&I Committees to monitor School progress against action plans and offer assistance to ensure upwards trajectory.	School AS Leads, HoS, Faculty ED&I committee Leads, Faculty HR Leads and University Charter Marks Coordinator	2020 for all Schools to hold awards 2021 for all STEMM Schools to hold Silver Award Status	FBMH to hold 3 Silver awards, FHUM Schools to each hold awards. AS Awards with all STEMM Schools holding a Silver Award.	• All FBMH Schools hold Silver awards • All FHUM Schools hold bronze award • All but 1 STEMM School hold Silver (School of Engineering successfully renewed bronze in 2022) • Transformed AS Charter embedded in culture through Charter Marks Coordinator, University Academic Lead for Gender and Sexual Orientation and University/Faculty ED&I Committees supporting action plan progress and assistance to ensure upwards trajectory. • Best practice sharing/Advance HE AS training through AS Leads Network • Established consistent processes for robust internal peer review of awards and renewals
2	Identify trends in staff profiles across the different Schools and explore what support UoM can give to FSE Schools, in particular Maths and EEE to increase the % of Female staff.	Proportion of women Academics in Maths and EEE are significantly lower than national average for these disciplines.	Re-introduce buddy system between Schools (disrupted by Faculty restructure) more focused support with action planning from similar subject-area Schools who have already trialled various initiatives and seen positive results.	AS Network, University Charter Marks' Coordinator	Autumn 2018. Partnerships reviewed using feedback after 1 year.	Each School will be twinned with a similar School at the University (size/discipline) .	• Action modified to facilitate cross institutional, wider peer support rather than buddy system. • Active AS Leads network sharing EDI/gender equality best practice • School level staff EDI profile trends monitored through AS Power Bi, Annual Performance Review, published Equality Information Report, University EDI Committee, annual EDI deep dive meetings • Community engagement/gender equality progress through internal and external talks, webinars, workshops and conferences. Also sharing UoM good practice with international collaborators in India and Brazil through British Council/Advance HE Gender Equality in STEMM grants
			Produce full repository of past activities related to specific concerns, which have been trialled and shown to have impact or not.	FSE ED&I Advisor, University Charter Marks' Coordinator	Repository created June - Aug 2018. Updated annually	Full searchable repository produced and used by School SATs.	• Action modified signposting to (inter)national EDI good practice e.g. University of Nottingham EDI repository, Gendered Innovations, Stanford University, Advance HE Connect. • Gender equality good practice sharing on Staffnet, through wide ranging Diversity Calendar Events e.g. International Womens Day, International Men's Day, LGBT+ History Month and through EDI/Gender Equality Website and blog.

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
			Continue to encourage and facilitate cross-talk and collaborative work between Schools through the University AS Network. Mailing list already set up. Call for new members to join	University AS Network Chair, School-level AS/ED&I Chair, University Charter Marks' Coordinator	August 2018	Membership reflects each School and additional Directorate members for complete Representation	• AS Network met on ad hoc basis during the pandemic then minimum 3 times annually from end 2021. Utilising online meetings and Teams for ongoing support across a wider group. • During 20/21 met to respond to national charter consultation, reducing bureaucracy in research white paper, to meet with the University President during pandemic lockdown, developed EDI Covid survey as a collective. • AS SAT leads meetings in Faculties as part of EDI committee, AS SAT leads part of wider Staff Network Groups including Women@Manchester network formed in March 2022. • AS SAT leads and members active in multiple relevant external networks e.g. Women in Higher Education Network (WHEN), GM4women, Network of EDI Academic Leads (NEDIAL), • Strengthening links between external and internal networks e.g. WHEN session for Women@Manchester Network
			General call for good practice examples to keep mailing list active, starting Autumn	Charter Marks' Coordinator, University AS Network Chair	Every 6 months from August 2018	Good practice sharing and requests for support with action planning/issue	• Call shared in SAT meetings and at AS Leads Network meetings.
			Use of mailing list reviewed and alternative methods for discussion considered if needed.	Charter Marks' Coordinator, University AS Network Chair	Autumn 2019	Network mailing list used as an effective forum for activities & ideas	• Mailing list used effectively by Charter Marks Co-ordinator but little traffic through wider network. Yammer explored but existing related yammer groups proving to be effective e.g. menopause and parents and carers yammer. Also staff networks including Women@Manchester working well. Shift to using Teams due to pandemic for ongoing sharing and this is working well.
3	Look at PSS staff profiles by occupancy and set	FHUM and FBMH have a disproportiona te gender profile with	Analyse data by Faculty and occupancy type to see extent of imbalance	ED&I Team, Faculty/ PSS ED&I Committee	By 2018 Annual Performan ce Review	Gender and ethnicity profile in each PSS role, occupancy types.	• PS staff profile by occupancy and grade monitored through AS Power Bi, Annual Performance Review, published Equality Information Report, University EDI Committee and EDI deep dives (established in autumn 2022). • Data reviewed in granularity and appropriate targets set (using 10 years of data to inform targets). PS staff data also be monitored at the PS EDI Group and PS EDI committees in Faculties and directorates.

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
	targets for each area.	68%F in FBMH and 74%F in FHUM	Targets for all PSS areas to be devised from disaggregated data on occupancy types. Information on low representation used to direct specific actions related to recruitment	Faculty and PSS ED&I Committee Chairs. ED&I Team	Late 2018 – early 2019. Progress against targets to be reviewed annually.	Each PSS area to have clear data on gender and ethnicity specific to occupancy type. Action taken in each area to actively facilitate balance.	• As above
			Support the activity of the Directorate of I.T. 'Equity, Equality and Diversity Group'	Central PSS ED&I Committee, University Charter Marks' Coordinator	Started 2017. Director of I.T. sits in PSS EDI Committee.	Action plan to address low recruitment of women, resulting in attracting more women to roles	• Explored PS AS submission for the Directorate of IT as part of the transformed charter and PS submission pilot but not taken forward. Superseded by new University EDI strategy and holistic/intersectional approach to inclusive recruitment • FHUM and FBMH set up PS EDI Groups at Faculty level in 2022/23. These groups work in alignment with the University PS EDI Group which aligns with the University EDI Committee and the EDI strategy.
4	To continue to work towards a more M to F balanced SAT	Unintentional F majority on SAT, may be exacerbated by disproportionate number of FBMH members	Encourage staff and students from FSE and FHUMS when succession planning. Promote opportunities to join SAT. Promotional material for vacancies underlines importance of diversity/the Charter's expansion beyond Women in STEMM.	University Charter Marks Coordinator, University AS Lead, SAT members	Immediately following submission and as members step down from role.	Review and repopulation of SAT will produce gender balanced team (currently 25%M).	• Proactive male engagement/diverse SAT recruitment through open call and targeted invites e.g. male researcher development lead, male Estates lead, male P&OD lead and Male Technical Staff Rep (SAT member 2020 - 2022 until leaving University). • SAT bolstered by addition of Directors of EDI and P&OD, communications and marketing rep, early career academic and PGR rep, and opened to EDI Academic Leads/EDI team members but all women so SAT gender balance challenges remain but diverse perspectives gained on non-binary gender/LGBTQ+, disability and ethnicity and LGBTQ+. • To ensure intersectional representation and cross Chartermark and EDI award alignment the Chartermark co-ordinator, AS SAT lead and several members of AS SAT are also part of REC SAT, Stonewall Workplace Equality Index and Disability Standard level 3 self-assessment groups. • Given close relationship between AS SAT and EDI committee we are closely monitoring the gender balance of both committees. Gender imbalance remains • Current SAT 20F, 7M and EDI committee 15F and 6M.

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
5.A	Introduce a formal Role Description and time allocation for the Chair of the University SAT, Chairs of individual School SATS and also members/ Champions of SATS at all levels.	Workload allocation/ relief of other duties for AS Chairs highly variable across Schools. Those work-loaded for their role as School Chair, reporting time allocation insufficiently reflects the workload needed. University AS SAT Chair not provided time allocation.	University AS SAT Chair to be allocated 0.2FTE allowance to conduct role. Recommendation that School SAT Chairs are to have 0.1FTE allocated.	University AS Chair. VP for Social Responsibility. Head of Schools	Revised timeline: Review in August 2022, recommendations consulted on and approved in 22/23	Consistent workload allocation for staff involved in AS work, accurately reflecting actual time needed to carry out role.	• University AS SAT Chair formal role description and workload allocation (0.2FTE as academic lead for gender and sexual orientation from Feb 2019). • SAT members do not yet have consistent workload allocation for their involvement, with many acting on a voluntary basis. Some academics involved have workload allocation for wider EDI roles. • EDI workload review (2022), with ongoing discussions to standardise (and enhance where necessary) workload allocation for all EDI roles. Review informed by surveying colleagues involved in EDI to identify areas where there is more/less workload allocated and establish a consistent model.
			To be reviewed in 1 year to assess whether time allocation is sufficient for thorough and effective execution of duties. Review will also identify whether additional members need time allocation.	University AS Chair. School SAT Chairs. School SAT members. Charter Marks Coordinator	August 2024	Feedback from SAT Chairs and SAT members on effectiveness/ requirements of workload relief	• Annual review in 2022 resulted in increased FTE (0.4FTE for Academic Lead for Gender and Sexual Orientation Equality from Aug 23). FTE also increased for REC and Disability Committee Chairs • Beyond workload AS/gender equality/EDI work recognised in academic promotion criteria and wider University award schemes e.g. Making a Difference awards (EDI category), Distinguished achievement awards.
5.B (action added 2019)	Co-ordinate actions with other Charter Marks/EDI strategy/people awards	Siloed working prevents intersectionality and progress across characteristics		University AS Network Chair. Charter Marks Coordinator.	Ongoing		• EDI strategy and 3 year action plan aligns actions and prioritises intersectionality • All Faculty EDI Leads (Associate/Vice Dean) sit on AS SAT and REC SAT. • AS SAT academic co-chairs and Chartermark Coordinator working across all EDI chartermarks and awards • AS SAT includes lead for HR Excellence/Concordat for Career Development of Research Staff

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
6	1% increase year on year in the % of female academic staff at all levels or gender parity by 2021. More to be done on the increasing the number of F academic job applications received.	Current trajectory predicts female senior Academics at UoM (SL and above) to reach 35% by 2020.	Collate activities happening at School and Faculty Level to measure what is having impact and which can be adopted more widely	University AS Network Chair. University Charter Marks Coordinator. Faculty ED&I Advisors	Summer 2018	Agreed informed actions adopted when recruiting for academic positions	• Inclusive recruitment pilots across the University now informing Inclusive Recruitment Working Group • Data shows 45%F academic/research staff (55%M), up 3% since 2017/18 • Lecturer (Grade 7), Senior Lecturer (Grade 8) and Professor level (Grade 9), up by 3-4% since 2017/18 to 49%, 42% and 29% respectively. Reader (Grade 8) numbers continue to be low
			Explore feasibility of hosting promotions workshops aimed at women and minority groups at local levels, alongside general promotions workshops (also linked to Action 9).	HR, University AS Lead, Academic and Researcher Development	Summer 2018 before 2019 Promotion round	Increased relative attendance at promotions workshops & promotion applications from women and minority groups	• Workshops in FSE 2020, 2021 and 2022 (general workshops by Heads of Schools as well as specific session for minoritised staff). • FBMH annually run workshops for teaching, research and research and teaching promotion pathways. FBMH promotion advisors in all Schools and divisions providing 1:1 support for applicants • Hums Schools run generic workshops. • University wide promotions workshop for Black Women on 100 BWPN programme • EDI analysis of L&OD training data to be captured through future action
			Recruitment page/website promoting facilities/family-friendly policies, Actions to engage research staff in career development, securing independent funding/promotion	Charter Marks Coordinator. School AS SAT Chairs. Researcher Development	Summer 2018		• Recruitment pages highlight benefits, EDI, flexible working and inclusive career opportunities including support for research staff/HR excellence in Research Award and action plan • Internal EDI and P&OD pages promote family friendly, caring, inclusive benefits. • 'Equal opportunity', 'Positive about flexible working' and 'hybrid working arrangements considered' included on nearly all job adverts. • Career development of Research Staff Statement of expectation and research staff awards promote independent funding and promotion
7	Build on successful FBMH Fellowship Academy and Deans Prize	Research Staff report lack of career progression opportunities. Survey/focus	Establish a University wide Fellowship academy to increase the number of intermediate and senior Fellowships	VP for Research, Research Staff Strategy Group	Early 2019	Double the number of Senior Research Fellows in the	• Increased support for Fellows through University Fellowship Strategy Group including representatives from all Faculties. • NAP opened to Fellows in all 3 Faculties • Fellows Network and bespoke Fellows leadership programme co-created with Fellows and rolled out by L&OD.

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
	Fellowship schemes and support for Fellows through the University's New Academics Programmes Implement University Fellowship scheme to nurture talented Research Staff and attract the very best national and international researchers	group feedback from Fellows highlights feeling under-supported. Staff from minority groups reported barriers to funding related to gender/ethnicity and/or disability. Only 1.5% of Researchers are at Senior Research Fellow level.	particularly female and BAME researchers. Continue to enhance the support for Fellows.			next 5 years (2017: 27 SRF)	• Marginal increase in SRF and F seen - 35 SRF and 410 RF in 2022 • Significant strategic investment in University Presidential Fellowship scheme. Faculties recruited 87 Fellows over 3 years (start date no later than 31 July 2020). Overall, 39% Fellows F. 38% applications F. Shortlist and success rates comparable for M and F (shortlist – 9.2% F, 9.7% M; success – 3.4% F, 3.2% M). • 21% Fellows BAME. 39.1% applications from BAME candidates. BAME applicants had lower shortlisted rate (7.2% compared to 11.6% for White applicants) and success rates (2.3% compared to 4.2% for White candidates). Similar trends seen when looking at ethnicity and nationality – UK BAME and non-UK BAME applicants had lower success rates (4.2% and 2.01% respectively) compared to UK White and non-UK White applicants (5.4% and 3.02% respectively). • Funding available over five years, there are still Fellows yet to complete. Therefore, evaluation through systems and surveys has not been captured yet. • 7 EDI 'Perera' Fellows recruited via internal call Dec/Jan 2022, supported by matched University and Wellcome ISSF EDI funding (1 year fellowship supporting talented post-PhD researchers from underrepresented groups/those particularly impacted by the COVID-19 pandemic. 5F, 2M, 71% BAME). Destinations and impact being tracked for review in 2024
			Presidential Fellowships will provide resources and mentorship to enhance competitiveness for external awards, such as mentorship, participation in the NAP, networking, learning and development opportunities. Focus groups/surveys and exit surveys, destinations to ascertain next career step	NAP organisers. Faculty ED&I Lead	Jan 2018 - start recruitment process for Presidential Fellows. 100 Presidential Fellows recruited by Jan 2019. Double by 2021	Attendance at workshops and completion of NAP. Focus Groups/surveys confirm that development is supported. Exit Surveys/destination surveys confirm positive ongoing career destinations (permanent academic post or follow-on funding) for all Fellows	
			Equality needs and potential issues/barriers have been considered and addressed in the recruitment stages and will maintain to be of consideration through the process.	Faculty ED&I Committees	Application data on first round to be analysed 2019. Annually by Faculty thereafter	Application data confirms no bias during recruitment. Retention rates show no bias towards any group.	

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8	Measure the number of successful internal and external Fellowship awards annually over 3 years to see if we are nurturing talent from within.	Only 1.5% of Researchers are at Senior Research Fellow level.	Research Office to maintain records of applications made by existing Researchers, by career level, gender and ethnicity. Fed in annually to Research Staff Development Working Group as part of Concordat Implementation Plan. Any imbalance in demographic of applicants or success rates to be raised with ED&I Office	Research Staff Development Working Group, Research Support Office & ED&I Team	Starting new year 2019 following majority Fellowship application deadlines. Review funding end dates summer 2018 and targeted training support 2019	RS making Fellowship applications at UoM, with gender parity. Double the number of senior research fellows in the next 5 years and enhance the training and careers provision for them (2017: 27 SRF)	• Current data shows our Senior Research Fellow pool shows little increase. Gender disparities remain on academic research pathway with M over-representation at all levels (56%M Research Assistant/Associate, 54%M Research Fellow (RF), 59%M senior RF, 87%M Professor). • Extensive grant and fellowship support (central and local grant and fellowship workshops, online toolkits and repository of successful grants and fellowships, grant writing retreats including targeted support for women, pump prime collaboration funding for researchers • EDI demographic data on grant award funding analysed annually and monitored by Research Strategy Group Disaggregated. F constitute lower percentage of the pool applying for all external awards at all levels (RF, SRF, L, SL, Reader and Prof) except at the earliest Research Staff stage where there is parity. However, F over-represented in award pool (more successful) at Prof, Reader, SL and RF. • University Research Recovery Fund Internal Funding Competition launched 2021 for research or impact activities to accelerate and enhance a current interdisciplinary research collaboration or new interdisciplinary project. A higher percentage of F staff applied and a higher proportion of F staff were successful. • Data for internal Fellowships has been difficult to gather (as held at Faculty level) but will now be monitored by University Fellows Strategic Oversight group established late 2022.
9	To feed the pipeline and increase female BAME professors	2% of Professoriate are BAME Female. Despite the availability of guidance, mentors and workshops on the Promotions process, the number of women	To align with Race Charter Award Renewal Action Plan (currently being prepared for July 2018 early submission). AS Action plan to be updated to include those intersectional actions	VP for SR (REC Chair), ED&I Office, Faculty ED&I Committees	REC actions to feed back to AS SAT in summer 2018.	Regular cross-referencing and updates of actions between REC and AS.	• REC action plan aligned with AS action plan. Academic leads for Gender and Race work closely and are members on both AS and REC SAT. • BAME F Profs increased from 15 in 2017 to 24 in 2022 (+60%) (75 BAME M Profs). BAME F now represent 9.4% of F professoriate, up from 7%, and 2.7% of the total professoriate (up from 2%) • Proactive action such as targeted promotions workshops alongside StellarHE (50% BAME women participants) and Aurora development programmes (one-third BAME women in 2021/22) following enhanced communications and recruitment. • Noting intersectional underrepresentation of Black F at higher grades (currently 1 Black F Prof), we funded 14 places (nine academics and researchers, five PhDs) on the 100 Black Women Professors Now (100BWPN) programme since its inception in 2021/22. We will continue to invest in and evaluate the impact of these schemes providing wrap-around support for participants and strengthening internal processes.

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		applying is still lower than expected and a lower proportion of the eligible pool than for men. Data on other minority groups isn't currently recorded (see previous action) but focus groups feedback has suggested more guidance is need for these staff too.					
			University Charter Marks Coordinator and AS Lead to liaise with SEED to follow up impact of workshop in terms of success rate (outcome not yet known) and feedback from attendees. Feedback from workshop used to enhance materials and support.	SEED HoSA and AS SAT Chair. University Charter Marks Coordinator. University AS Lead	Autumn 2018, following Faculty Promotion Committee Decision	Workshop attendance correlates with women's promotion success. Repeated workshop shows sustained impact.	• Attendance data is not recorded systematically to compare against applications, although anecdotal feedback suggests that workshops are helpful.
			SEED to share details of the workshop with others through the AS Network Once other Schools implement similar support, impact stats to be presented across AS Network or to Faculty ED&I	AS Network members. SEED HoSA and AS SAT Chair. University AS Lead	Summer 2018 to enable Schools to host workshops in Autumn, before Promotions round opens	Each School to offer at least annual workshop specifically for their minority applicants, alongside open workshop for all potential applicants	• Action adapted to provide Faculty/University level support
			School-level AS Survey (post promotions-round) and onwards will specifically ask about the clarity and	AS Network members. University AS Lead. University Charter	2019	Staff reporting greater transparency of promotions process in	• Specific question not included in USS 2022

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			transparency of promotions guidance and fairness of process	Marks' Coordinator		University Staff Survey	
10	To increase the number of BAME staff engaging with Manchester Gold as mentors and mentees	Very few BAME staff engage with Manchester Gold. Only 11% receiving mentorship this round are BAME.	Record Mentor and Mentee numbers by Ethnicity. Encourage mentors/mentees from areas which are lacking. Use feedback and share case studies with BAME Staff Network. Link with Stella HE alumni.	SL&D AS representative. University AS Networking, REC SAT, BAME Staff Network	Annual increase from Early 2019. Analysis of take up and feedback	Increase in numbers of BAME mentors and mentees proportional to the %BAME staff (aim for 19% BAME involvement, currently 11%).	• New L&OD dashboard launched in 2022/23 enables analysis of training/programme data (including Manchester Gold) by area, characteristics and year. • Proactive promotion of Gold mentoring (working with BAME staff network and EDI leads in Faculties and Schools) • Target superseded. BAME representation 27.5% (4% above population and 16.5% increase from 2018) • Increased engagement from BAME academics and PS within mentor and mentee pool.
11	Launch informal BAME / Women sponsorship programme by 2018/19	Improve leadership and promotion prospects for Women and BAME staff by increasing their profile.	ED&I with Advance HE (delivering training) to roll-out BAME/Women Sponsorship Scheme to enhance the networks of minority groups and to advocate for them raising their profile and supporting their career advancement. The ECU diversifying leadership - sponsor toolkit is being	ED&I Office	2018/19 launch 2020 review.	100% of sponsored staff will demonstrate promotion success/Senior Leadership role within 5 years	• Inclusive Advocacy (sponsorship programme for BAME PS staff piloted 2020/21. 22 pairs. Grade 5-7, 15 F/7 M participants partnered with senior PSLT advocates. • One year evaluation showed 6 participants (27%) were in a role one grade higher (regrade, secondment, new role), 3 participants (14%) left the University (now working at University of Law, BBC and self-employed consultant). 13 participants (59%) remained at the same post. • Participants reported numerous benefits (improved self-confidence; useful sounding board / critical friend; provided encouragement and feedback; helped to identify connections / networks; and provided strategic insight. • Inclusive Advocacy for early-career academics and researchers from underrepresented groups launched spring 2022. 70% BAME, 50:50 F/M. Initial evaluation shows strengthened research networks and collaborations, better knowledge of career pathways and funding opportunities, and increased confidence. Wider impact will be assessed in 2023/24. • Sponsorship is also key part of StellarHE and 100 BWPN

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			adopted for launch in 2018/19				
12	Continue to monitor FTC and outcomes data.	A higher proportion of male staff are on permanent contracts than female staff [57% cf. 45%]. % of women on permanent contracts is slowly increasing, but so is that of % women on FTC	To continue to track FTC use and outcomes data. To tie in with action 16 (as majority of FTC staff are Research Staff) to improved movement of staff from FTC to OEC where eligible.	Staffing committee and contracts working group	Annually as part of Concordat Implementation Plan monitoring	Data available by gender and ethnicity to aid target-setting of staffing profiles and redeployment actions.	• Continuous monitoring of FTCs at staffing committees shows unwanted increase in Female FTCs (52% in 2022 from 48% in 2018). F staff numbers increasing so also seeing an increase in Female permanent contracts (39% in 2022 from 37% in 2018) • Working in alignment with Researcher Development Concordat, in 2022 the University automated the move of research staff who have four years continuous service to open-ended/permanent contracts. FAQs produced to guide staff on this. We expect to see a shift in data on FTCs in the coming years.. • Clear link identified between FTC and gender, ethnicity and disability pay gap highlighted in November 2022. Need for ongoing monitoring of the impact of automated process to see if this reduces associated pay gaps.
			To explore options for increasing redeployment prospects for staff tying in with PDR conversations, training, extended access and bridging funds.	Research Staff Development Working Group	2018/19 assign actions to improve continuation of employment and eligibility for OEC.	Increased movement of FTC staff to OEC. No gender or ethnicity disparity.	• As above.
13	To investigate the gender disparity at Lecturer level gathering contracts data across all Schools	Disproportionate %F Lecturers on FTC contracts. Data skewed by a positive recruitment of female Lecturers	Monitor contract records to ensure contract status moves to 'permanent' following successful probation. Work with HR Services to improve record	ED&I Office, HR services	Annually in July as part of Staff Census	Positive movement of 100% of Lecturers passing probation from FTC.	• Tenure data only available by academic pathway not level. • Data shows modest increases in F tenure (10.6% in 2018 to 11.2% in 2023). F slightly more likely to be tenured than M. Analysis by pathway shows slight decreasing tenure for F and M on teaching pathway, slight increase for F and M on 'teaching and research' and 'research'

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14	Continue to communicate open ended and extended access policies widely, monitor data and outcomes and evaluate the impact annually Ensuring continuity of employment for Research Staff and reducing the use of FTCs.	Majority of Research Staff are employed on Fixed-Term Contracts. This leads to talent loss.	Work to ensure **all** eligible RS employed on OEC. Effective policy and benefits Investigate feasibility of introducing single contract type for RS – i.e. OEC from start of employment. Annual review of Research Staff Contract data to assess whether all eligible are on OEC. Ensure gender parity particularly at senior research fellow level.	Head of HR (Karen Heaton). HR and Research Staff Representatives Researcher Development.	All eligible RS contracts are moved to OEC by 2019.	All eligible RS employed on OEC within 3 months of annual review of RS Contracts data. 100% of eligible RS on OEC by Jan 2019. RS FTC use down below Russell group average of 80% by Jan 2019 and below sector average of 72% within 3 years.	• Ongoing communication of open ended contracts and extended access policy via research staff channels (induction, researcher development, Research Staff reps network) • Monitoring of open ended contracts by staffing committees and Research Staff Strategy/Development Group
			AS SAT Research Staff Lead to receive annual data on RS contracts through ED&I Office.	University AS SAT Lead. Research Staff development Working Group.	Annually, as part of July Staff Census data	Robust data and good practice sharing paper published.	• Research paper not progressed
			Continue to monitor uptake of extended access policy. Recruit researcher to evidence impact of EA policy and publish paper to promote initiative to sector.	Research Staff Development Working Group	Researcher to assess impact of the Extended Access policy in place by 2021.	RS FTC data (including contract duration) gathered. Extended Access Policy showing impact	• FTC data gathering/monitoring

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15	To ensure that recruitment data by pathway is captured going forward	Commercial software used to assist recruitment does not have capability to provide data by academic roles (whether research only, teaching only or teaching and research).	Work with recruitment team to link job ref with final staff post created once role has been filled (will be linked to one of the pathways). Ensure any future software used has this capability as standard to facilitate targeted actions on academic staff recruitment.	Recruitment, ED&I Office	Working group early 2019. Trial effectiveness as part of 2019 APR and review for suitability for annual assessment	Robust data created linking E&D information on applicants for vacancies to academic pathway.	• Progress slowed by the software used. JobTrain groups recruitment data into categories e.g. 'Research' (with no indication of career levels), or 'Lecturer/Senior Lecturer' (with no indication of what position the successful applicant(s) took up. Improvements made to JobTrain in 2022/23, with ongoing changes to come as part of P&OD Transformation. • Recruitment systems are linked with HR systems which feed the AS dashboard on Power BI. Academic recruitment data is available here, broken down by level and pathway as well as area and sex.
16	Continue to capture leavers 'data and monitor reasons for leaving Develop and use exit surveys to capture information about why staff leave, what their	Information about why staff leave is limited. Current practice is for some areas to offer a short exit survey asking about future plans and experience of working in the department, whereas others simply process the	All leaving staff offered option to complete anonymous online exit questionnaire, link to which will be added to existing Leavers checklist - received by all members of leaving staff. Survey data reviewed biannually.Compare permanent versus contract staff responses and see if there are any gender differences.	Survey design: Charter Marks' Coordinator under advice from AS Network;	Year one: University Charter Marks Coordinator to set up pilot questionnaire based on input from AS SAT and REC SAT	Pilot developed and approved by AS Network and key stakeholders. Survey completed by ~50% of permanent staff and 30% of FTC staff	• Exit survey successfully piloted with all leavers during the first pandemic lockdown • 2021/22 University developed new guidance, process and questionnaire for staff leavers and their managers, available on internal website. Online form allows leavers to share reasons for leaving and to identify any improvements for the future without the need for the leaver to share this with their line manager. Collating this information centrally and reviewing it within P&OD enables the University to take action.
						Issues and trends communicated to Schools/ directorates biannually	• Ongoing, to be carried over.

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	experience of employment was and what (if anything) would have contributed to retention	practical aspects of losing a team member.	Evaluate effectiveness of promotion techniques and volume of returns.	Charter Marks' Coordinator, University AS Lead; Race Charter Lead; HR; ED&I Office	Three months after launch.	Volume of returns/ information confirms need for exit survey. Local-level issues identified.	• Low uptake in 2021/22 (less than one in 10 leavers completing the questionnaire). Changes ongoing, to be carried over
			Ongoing survey monitoring: Review of School/Directorate-level survey data. Equality-related issues or trends communicated up to the School/Division AS Chair	Faculty Representative with support from School/ Directorate HR partners;	Every 6 months.	Consistent level of returns from exiting staff from all areas of the University.	• Ongoing, to be carried over.
				Acting on interventions: School AS Leads, reporting to Faculty & PSS ED&I committee	Every 6 months	Greater retention of staff, USS data shows reduction in number of staff expressing desire to leave	• 10% lower response to USS retention question since 2019. 73% F, 69% M and 51% Other Gender Identity would like to still be working at the University in next 2 years

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17	To ensure support for promotion at all career stages and deliver academic, Research Staff and professorial re-zoning workshops annually across the University.	Awareness of post-2015 promotion routes for Research Staff still low amongst Research Staff and line managers. Fewer women Academics applying for promotion although success rates are high.	Raise awareness of promotion opportunities through rep networks and research committees to ensure all RS and PIs are aware of the process. Communication plan produced to specifically raise awareness of Research Staff promotion opportunities	HR, Research Staff Reps, Researcher Development. AS SAT Chairs	Repeated annually Data on applications and outcomes collected from 2019 round onwards.	Maintain high success rates (88% in 2017) and increase the number of promotion applications from Research Staff by at least 10%.	• Central/Faculty level promotions workshops for all academic levels and pathways delivered annually. • Minimal gender differences in promotion application rates (8.1% F and 7.3% M in 2022). Success rates remain high for F (80.5%) but M success rate has decreased year on year (82.3% in 2018 and 60.3% in 2022) • Research Staff Promotion up to Research Fellow monitored as part of Concordat action plan (by University Research Staff Strategy Group) • RS promotions criteria revised and promoted (2020). Between 2018 and 2020, there has been a 22% increase in RS applying for promotion to RF or Research Associate (success rate 57%) • Ongoing monitoring of promotions and training impact to be carried forward. • Professorial re-zoning data and training yet to be progressed and to be carried forward
			Develop promotion success case studies for the whole University and add to University promotion webpages, publish in the Research Staff handbook and linked to in future calls for applications.	Researcher Development	Collect Case Studies summer 2018, Publish and promotes Autumn 2018	Improve RS responses (10%) agreeing University acts fairly with regard to career progression/promotion and rewarding exceptional performance	• Successful case study examples provided within training

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			Monitor E&D, unconscious bias training uptake and gender balance of Promotion Champions and panels. Continue to monitor University promotion data and gather robust BAME and FT/PT data	Faculty ED&I Committees, School Promotions Committees	Review 2019	50/50 gender balance on promotion committees by 2019.	• Gender balanced panels but still no formal mechanism for recording composition and training undertaken. • Future action to be informed by FBMH 2023 pilot using observers on promotions panels
			Explore wider provision of promotion workshops specifically for women/minority groups (see Action 6 and 9)	L&OD, Women Professors' Network Chair, Academic and Researcher Development, University AS Network	Autumn 2018, following summer AS Network meeting.	Increased applications from women and minority High success rates to be maintained or improved (81% female success rate in 2017).	• Targeted Faculty/School workshops and University promotion workshop for 100BWP Now programme participant in 2022 • See gender promotions application and success rates above. • Promotion applications from BAME staff doubled since 2017, from 25 to 50 across all levels and Faculties in 2022 (9.2% BAME potential pool applied in 2022 (50/545), up from 6.2% in 2017). However, BAME success rates are consistently lower (60% BAME, 70.6% White (10.6% gap) in 2022 • Ongoing monitoring and future actions to address this disparity
18	More to be done on increasing the number of F recruitment applications received	Not all RS recruitment operates through the use of shortlisting and interview panels. Unlike Academic Recruitment Panels, recruiting Line Managers for	Develop best practice guidance for search committees and recruitment panels including ensuring gender balance, reading reference letters, avoiding the use of gendered wording in adverts and Job Descriptions. Gender balance on panels to be recorded	HR, L&OD, Faculty/PSS ED&I Committees	Best practice guide to be produced and available by 2019. Impact of best practice adoption to be	Retain women applicants during process to match % of women applicants Improve the USS Research Staff response that "the University acts fairly with regard to	• Academic recruitment data (2019 – 2022) shows lower female applicants • PS Recruitment shows female applicants outnumber males (grade 1-5) and parity at senior level. • Academic and PS shortlist and success shows minimal gender differences • USS 2022 recruitment question not asked • Policies and guidance on recruitment and use of head-hunters in place but not always used consistently across the University. • A number of local recruitment pilots using best practice were implemented since 2018. Outcomes of these were collated and considered by the University-level Inclusive Recruitment Review Group, co-chaired by the Directors of EDI and P&OD. Final recommendations being made Autumn 2023

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		Research Staff are not all trained in UB	Advocate the use of gender decoding software for job adverts.		reviewed annually thereafter .	recruitment" by 10%, particularly for women RS	
19	Ensure and monitor a better gender balance on search committees and recruitment panels.	Gender balance can impact on selection process. More diverse panels reduce instances of bias	Work with Faculty/ PSS ED&I Committees to set requirement for at least one female on each recruitment panel or search committee. Schools/ Directorates to maintain records of gender profile of panels alongside recruitment paperwork as standard.	ED&I Committees	Starting autumn 2018	Gender ratios of applicants to be maintained through shortlisting and offer stages for all recruitment.	• Work to be done through Inclusive Recruitment Review with recommendations made (see action 18) • Certain roles including Chairs have appointment panel constitution guidance, and often will include a P&OD Partner who can act as an unconscious bias observer.
20	Need to monitor Universities training attendees by gender, in particular Recruitment and Selection, UB and EDI training.	Training records are linked to staff name but not equalities data	ED&I Office to provide annual demographic data relating to key equality training programmes to Faculty and PSS ED&I Committees. Demographics for all other training to be provided to training teams as requested.	ED&I Office, ED&I committees	July 2018 as part of Staff Census	Data to show no disparity in training attendees. Any imbalance to be flagged immediately with the relevant area lead and addressed.	• New L&OD dashboard launched in 2022/23 enables analysis of training data by organisational area, characteristics (sex, ethnicity, disability, age, and nationality), role and year. • Dramatic increase in engagement since 2017/18 (3,236 to 11,695 in 2021/22). • A third of all courses attended EDI related (1st Diversity in the Workplace (2,487 attendees), 3rd Unconscious bias (1,315 attendees) • EDI data for all courses shows 59%F, 21% BAME (12.6% in 2017/18), 10% Disability (8.1% in 2017/18).
21	Identify Unconscious	Promotions data	Review effectiveness of FSE pilot both	HR partners, Head of	FSE Pilot May 2018	FSE Pilot results in no disparity	• All panellists are required to complete UB training. Looking at composition of promotions panels and UB observers being piloted in Faculties (see action 18).

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	Bias observers on all promotion panels (Faculty and school) Start with use of Unconscious Bias Observers in Faculty Promotion Committee	demonstrate some gender disparity in success outcomes, particularly for higher Research and Academic grades. Whilst committee members are UB-trained, no process yet exists which monitors whether UB is influencing decisions and or whether UB-influenced behaviour is being challenged.	through its impact on decisions and on the experience of committee members. Follow up with analysis of success rate to assess whether this has impacted on the success rate by gender. Report of success of pilot conveyed to FPC Chair, Faculty ED&I Chair, Head of Faculty HR and University AS Lead.	Faculty HR, Faculty Promotions Committee Chair, Chair of Faculty ED&I Committee		in success rate of promotion applicants by gender. Intervention is happening and being adhered to during process.	
			Assess whether further training/guidance is required for committee members. Further training, if required, completed by all panellists. Records of completion kept and monitored by FPC Chair/HR. Guidance developed and communicated to panellist	FPC Chair. Faculty HR	Summer 2018 revise training/ guidance in time for 2019 promotions preparation.	Committee members all to complete any further training or provided with additional guidance if necessary.	• Promotion panel training being explored through cross Faculty working group review of promotion criteria for teaching-only academics. New criteria and panel guidance will be rolled out from 2023/24. • Working group also developing a 'roadmap' signposting support available for all academic and research staff through L&OD, Researcher Development, Institute of Teaching and Learning and the New Academics Programme etc.

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			Develop UB Checklist for consistency between Faculty Promotions Committees. Implement UB Observers in all FPCs. Due to their existing non-decision-making role on panels, HR Partners would be competent as UB Observers to highlight and challenge instances where individuals' bias may affect the decision.	ED&I Team/L&OD/ Faculty HR	FHUMS and FBMH to adopt similar process in 2019 promotion s round onwards.	Parity in success rate by gender at each Faculty Promotion Committee outcomes.	• FSE have developed an observer checklist shared through the AS Leads Network and informing inclusive recruitment review group recommendations • Panel Chairs responsibility to confirm UB training up to date. • Faculty level promotions data now included in PowerBI dashboard and updated annually. This include eligible pool, applications and successes but currently limited to promotions at SL/SF and above. Data set to be expanded to include all promotions (including professorial re-zoning)
			Communicate the existence and benefit of UB Observers to Promotion applicants Applicants informed of the changes to instil confidence in process. School-level staff survey data on Promotions collected centrally by Charter Marks Coordinator. AS rep on USS Steering group to access responses to promotion questions, by gender and other protected characteristics	School AS SATs/Universi ty Staff Survey Steering Group/ University Charter Marks Coordinator	Early 2019 Promotion Workshop s. School level surveys from late 2019 and USS Survey 2021 (2019 survey would be too early)	USS and School-Level Surveys report improved responses from post-2019 promotions applicants (compared to past surveys) agreeing they think the process is fair regardless of gender.	• No improvement in staff perceptions although cross comparison difficult as questions slightly differ: • 56% positive response “Everyone here is given an equal opportunity to develop and progress” in 2022 (56% F, 58% M, 37% Other Gender Identity) • 60% positive response “I feel the University acts fairly with regard to career progression/promotion” in 2019

Doc. Ref.	Action and issue identified	Issue identified	Actions to address Issue	Lead responsible	Timeline	What success will look like	Progress
22	Raise awareness of promotion opportunities for Research Staff particularly in FSE and FHUM, and especially at associate and senior fellow level, with Research Staff and their PIs and line managers. Share good practice, promotion success stories. Offer informal opportunities to discuss on criteria and suitability.	No applications to Lecturer, Grade 6 or 7 since promotion route opened in 2015. Applications to Research Fellow and Senior Research Fellow are lower than expected. School-level informal discussions suggest Line Managers/Key Personnel not completely knowledgeable on promotion routes for Research Staff	Include clear guidelines to process and eligibility in Research Staff handbook. Raise awareness of promotion opportunities for Research Staff, and especially at associate and senior fellow level, with Research Staff and their PIs and line managers. Share good practice, promotion success stories.	Research Staff Development Working Group. Research Staff Reps.	Started, to continue through 2018	Participation from across all Faculties and genders. Feedback confirms clarity of information delivered/ intention to make application or seek further relevant experience to meet criteria.	• Open call/emails are sent by School/Faculty Leaders each year to invite applications. This includes guidance on the process and eligibility, including guidance for research staff. • RS Promotion and other reward and recognition schemes communicated through AVP Research monthly email update. • Guidance and criteria for different tracks and levels are readily available on P&OD pages for academic promotion. • Research Staff promotion FAQs developed including assurance that funding for promotion is independent of the grant RS are funded by and any additional costs will be met by the School • Central researcher development promotion workshops annually • RS promotion applications and successes in all 3 Faculties but number and rates lower than desired
			Include 'How to' guide for Line Managers, as part of Managers' Essentials, to have appropriate career conversation with Research Staff when asked about promotion process.	Policy Manager	Summer 2018	Increase in number of promotion applications received	• Extensive leadership and line management training promoting careers conversations through L&OD • Guidance on how to have career conversations is available on Managers' Essentials on Staffnet/internal website. • 1:1 Career coaching available for al RS through central Researcher Development • Career Development of Research Staff - Statement of Expectations re-enforces importance of career conversations to RS and their line managers (PIs)
23	To work with Vice Deans for Research to develop a robust funding model for Research	School-level informal discussions suggest that Line Managers/Key Personnel are not completely	Ensure sufficient funds are earmarked in Schools' budgets to underpin funding for Research Staff promotion recipients. To develop robust funding model and	VD Research. Research Support Services	To start before 2019 budgets are set.	Increase in number of promotion applications received from Research Staff by at least 10%	• Workshops and FAQs highlighting that promotion is not linked to available funds from the research project and will be met by school budgets. • Robust funding not needed as all Schools able to fund • Awareness issues still remain – see above data showing Faculty differences in applications and success rates.

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	Staff promotion and encourage PIs to cost in promotion of staff onto future grants	knowledgeable on the promotion routes open to Research Staff or how these are funded.	encourage PIs to factor in RS Promotions into future grants. Research Support to highlight this addition when supporting costings for grant applications.			(2017: 32 applications)	
24	Review the messaging on the University promotion opportunity webpages so that it is fully inclusive of Research Staff	School-level informal discussions suggest that Line Managers/Key Personnel, as well as Research Staff, are not completely knowledgeable on the promotion routes open to Research Staff	Review the messaging on the University promotion opportunity webpages so that it is fully inclusive of Research Staff. Add promotion information to the Research Staff reward and recognition pages. Faculty communications and marketing teams to review messaging of promotion call to be inclusive of Research Staff.	Communications Team, Researcher Development, Research Staff Reps.	Start of call for 2019 promotions round Annually thereafter with regular feedback from Research Staff reps.	Increase in applications made from Research Staff. Research Staff information included in all academic promotion material.	• Guidance and criteria for different tracks and levels are readily available on P&OD pages for academic promotion, including Research Fellow, Senior Lecturer, Reader and Professor. • Promotion opportunity included in RS induction and through University Researcher Development • Separate FAQs on the policy, guidance and criteria for research staff promotions is also available on these pages.
25	Develop and communicate a clearer funding mechanism for Research Staff promotion	School-level informal discussions suggest that Line Managers/Key Personnel are not completely knowledgeable	To incorporate information on funding needs for promotion recipients into Managers' Essential guidance to having Promotion Conversations. Information on	HoS, Line Managers, Researcher Development	Once funding mechanism has been determined by VD Research	Feedback from Research Staff Reps is that Research Staffs are being encouraged to apply for promotion.	• Funding for RS promotion now embedded.

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	(linked to Action 22)	on the promotion routes open to Research Staff or how these are funded.	budgeting for promotion recipients to be clearly communicated to HoS and Line Managers.		and Schools.	School promotions data shows consistent application rate proportional to Research Staff in school.	
26	Research Staff promotion data at all grades (including BAME and FT/PT status) to be reviewed annually	Promotion data does not currently record contract type or ethnicity data for all applicants. Research Staff promotion data not currently included as part of the Annual Performance Review.	Research Staff promotion data at all grades (including BAME and FT/PT status) to be reviewed by Faculty Leadership Teams and reported on as part of the annual performance review.	Faculty Leadership Teams, Faculty ED&I Committees	To start once 2019 promotion outcomes confirmed Data to be included in annual performance review (autumn).	Identification of any disparity in promotion applications to these roles. Targets identified and actions to improve application numbers devised. Bias in success rates evaluated.	• Promotions data for research staff is available on the AS Power BI dashboard. This data includes area and sex and ethnicity but not disability. Information from Power BI is reported annually at the APR. • Ongoing work to increase awareness of opportunity and address Faculty differences
27	Look closely at women at Reader level to see how long they have been at this level and encourage staff to apply for	(Related to REF section) appears that disproportionately more female Readers – on par with male Professors were returned.	Promotion Champions to liaise with ED&I to receive information on length of time in post for Academics. Targeted discussions to take place with suitable individuals	ED&I/ Promotions Champions.	To start 2019 as part of active promotion process enhancement initiatives.	Increase in Female Professors (2017: 24%F; aim 30%F) – particularly movement from Reader to Professor. Female	• 29% Female professors in 2022 (1% below target) • Data on length of time at each level/in post for individuals currently cannot be captured by our data systems. • F and M equally likely to apply to Reader. However, Reader population remains low

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	promotion to Professor using the network of Promotion Champions.	Suggests those female Readers more likely to be performing at Professorial level but not being or applying for promotion.	(based on length of time in post, roles of responsibility, research output etc.) to discuss promotion prospects, criteria and support application preparation.			Academics 'length of time in post' to reduce to be comparable with men, particularly those >9-years.	
28	REF leads and impact ambassadors to encourage and support women, BAME and disabled staff to gather evidence and submit to REF2021	Maintain high numbers of Women being returned in REF2021 (76% eligible F, cf. 79% eligible men returned).	Faculty ED&I Committees to take responsibility for ensuring Schools actively support women, BAME and Disabled staff to submit to REF2021	ED&I and Senior Research Policy Officer (REF Office). School REF leads and Impact ambassadors	Preparations already commenced.	REF returns show no gender bias Women agreeing comparatively with men that they were encouraged to submit in REF 2020	• All staff involved in selecting unit of assessment outputs and impact cases in REF2021 received tailored EDI, to refresh mandatory EDI/UB training. • Staff Individual Circumstances process allowed voluntary disclosure of circumstances reducing research during REF period. Adjustments to expectations made. • 5 EIAs during REF2021 and one EIA after submission • One third REF-eligible staff F. Proportion lower than F academics (42% in REF period).15% staff submitted were self-declared BAME, lower than BAME academic profile (23.4%). Attributable to F and BAME staff over-representation in teaching roles. • M slightly higher average outputs than F (2.3 compared to 2.0). White staff slightly higher outputs than BAME (2.2 compared to 2.0). Attributable to F and BAME under-representation at senior academic level. • Qualitative feedback not gathered
29	Gather and monitor E&D data for REF2021 preparations including a full EIA.	Gender data on impact case study authors was not been captured for REF2014	Gather and monitor E&D data throughout REF2021 preparations including a full equality impact assessment.	ED&I and Senior Research Policy Officer	Preparations already commenced	REF returns demonstrate no bias in eligible staff submitting returns or impact case studies.	• See action 29 for EIA and output analysis • Impact Case Study Authors analysis showed no gender bias. Proportionate F representation (34%) compared to staff profile in REF2021 submission (22%). However, lower proportion of BAME authors (7%), compared to 12% at the University. • Ongoing action to improve representation at senior level, provide support and embed EDI in REF impact case selection and peer review

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30	Raise awareness of recognition and reward mechanisms for PSS staff across the University through the managers toolkit and profile PSS staff through the "Proud to be Campaign)	In USS 2017 only 67% PSS feel valued cf. 72% University as a whole	Continue to promote the 'Proud to be PSS' campaign – PSS staff highlighting what makes them feel valued at the University.	HR, Communications and marketing	Already commenced 2018	PSS agreement to 'feeling valued at the University' to improve in USS 2019 to be on par with Academics and Research Staff, with no gender difference.	• 61% SS 2022 positive responders to 'I feel valued and recognised for the work I do" • Proud to be PSS campaign ran successfully in 2018/19, celebration film released in first lockdown at virtual PS Leaders conference.
			Managers Essentials toolkit to detail recognition and reward mechanism to show appreciation of exceptional performance by team members. Communications to be publicised via StaffNet to encourage all University colleagues to thank staff	HR HR Communications and marketing	2018 as part of ongoing project Immediately and every 3-4 months thereafter.	Increase in applications to Reward and Recognition Scheme (2017: 105). High numbers of PSS responders reporting feeling valued in USS2019 (see above)	• Information about recognition, reward and thank you schemes is available on the Managers' Essential pages on Staffnet and is regularly highlighted via internal communications. • The call for applications for Rewarding Exceptional Performance Awards is advertised via Staffnet, newsletters and open annually. Applications increased from 352 in 2017/18 to 602 in 2021/22 with consistent success rate of 85-87% annually (dropped to 76% during COVID-19). • More applications from F than M (reflective of higher F in PS). Gender difference in success rate of 6-12% each year, F have had a higher success rate for three out of the last five years. • Ongoing review of University rewards and recognition policy and systems.
31	To monitor re-grading data for PSS staff and ensure men and women are equally supported through the process	In 2017, 105 PSS (72F and 33M) applied for re-grading, success rates high for both groups, however men higher with a success rate of	To continue to monitor data on re-grading applications and outcomes by grade and gender. To review what support and encouragement staff receive prior to making applications, thorough reviewing	HR with ED&I office	Annually	Application and outcome data shows no gender bias in those making applications and receiving positive outcomes.	• Regrade data for the last five years available through AS Power BI dashboard and updated annually. • Numbers of applications for regrades remained fairly consistent since 2017 (~100 per year) with a drop during COVID-19. In 2020/21 and 2021/22, proportion of applications from M and F comparable. Success rates vary annually but always significantly lower than the 17% gap reported in 2017 (difference of 0-8% each year). In 2022, there was no gender difference in success rate (98%).

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		97% compared with 80% for women	communications, HR Partners and PSS focus groups.				
32	To enhance the training catalogue/database to capture and monitor robust gender, BAME and disability status data for all courses.	Limitation of online training catalogue is that E&D data is not automatically recorded for trainees.	ED&I Office to link training catalogue to staff data records to build demographic picture of attendees.	ED&I Office. Faculty Training Teams, L&OD. University AS Lead. ED&I Committees.	Attendee data collated after academic year-end annually.	Accurate data records captured with consistency across training providers.	• New Power BI dashboard for L&OD launched 2023. Captures and monitors attendee data across courses and includes gender, ethnicity and disability. Also captures role. Reports can now be reported via a standardised request form.
		Makes analysis of uptake difficult.	Training providers (Faculty and L&OD) to analyse attendee data and flag any underrepresentation to Faculty ED&I Committee/AS Lead	Training providers. ED&I Committees.	Annual report on demographic of attendees to ED&I Committees	Reports to ED&I Committees serves to identify disparity in training audiences	• L&OD best practice approach shared with other training providers e.g. Researcher Development, ITL • Examples of under-representation being flagged and addressed e.g. Manchester Gold • Ongoing, to be carried over.
33	Capture and monitor academic level, gender, BAME and disability data for NAP	Lack of equalities data related to NAP attendees, makes tracking development and progress of different groups difficult.	ED&I Office now have access to Training Catalogue records of NAP attendees. NAP Organisers (Faculty and L&OD) to analyse and flag any underrepresentation to Faculty ED&I Committees/AS Lead.	ED&I Office NAP Training organisers. ED&I Committees.	Attendee data collated annually. Report on demographic of attendees to ED&I annually.	Accurate data records captured with consistency across training providers. Reports to ED&I Committees to	• Delays in procuring a new learning management system (LMS) slowed progress. • Manual gender data analysis of NAP and LEAP completers (HEA Fellowship Awardees). • Fellowship data last 4 years (60%F: 40%M, 60% White, 37% BAME, 3% Unknown, 9.8% Disabled, 90%, Not disabled, <0.2% Prefer not to say)

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						identify disparities	
34	To evaluate the support for Research Fellows across the University and consider expansion of NAP programmes to support research and teaching	Currently Research Staff have varied access to the NAP. Content targeted more to Teaching and Research Academics rather than Research Only staff.	NAP organisers record attendance at workshops and completion of programme.Feedback paperwork adapted to specific as Research Fellows what changes are needed to the programme to fully support their needs.	NAP organisers. Researcher Development. Faculty ED&I Lead	Review of Feedback from 2018 cohort. 2019 discussions to adapt programme with changes implemented 2020.	Amendments made in response to 2018 attendee feedback. Feedback from 2020 attendees confirms that development is supported.	• NAP fully inclusive of Fellows and renamed New Academics and Research Fellows Programme. All 3 Faculty NAP curriculum support broad academic practice (research, teaching and learning and social responsibility) • Central researcher development support for Fellows beyond NAP including tailored leadership programme • University Fellows Strategic Oversight Group established 2022 • In USS 2022, researchers said: 'The University encourages me to undertake researcher development and training' – 61% agree • Ongoing enhancement of support for Fellows
35	To continue the University LEAP roll out and monitor E&D data for teaching accreditation.	Increasingly HEA recognition is required as evidence to enter or progress in academic roles.	Advertise widely the LEAP support, particularly amongst research and PSS staff Track minority groups accessing support through training catalogue linked to Equalities data	ED&I, Centre for HE Research, Innovation & Learning, FBMH Academy for Education & Professional Development.	2018. Review uptake by grade, area and equality data annually.	LEAP Coordinators informed knowledge of underrepresented groups Targeted actions to encourage participation.	• LEAP roll out to all staff (academics, research staff, PS) and students (UG, PGT and PGR) through Institute of Teaching and Learning established 2019. • University accredited to award from Associate to Principle Fellow • 1,442 colleagues awarded fellowship (including 210 Senior Fellows and 29 Principal Fellows (2018/19 - 21/22). • Doubled number of academic staff awarded fellowship since 2017 • EDI analysis conducted (see action 33)

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36	Continue to promote training opportunities, monitor uptake and effectiveness	Research Staff take fewer than 10 days annually for training. Whilst this has improved in the last two years, more encouragement is needed. Current method for recording attendance at training is limited in information capture - equality data of attendees is not known	Raise awareness of training opportunities through induction and RS reps. Promote information in Research Staff Handbook, with emphasis on information related to career development and training - highlight training entitlements and coaching/mentoring provisions.	L&OD, HR, School AS Leads, Research Staff Reps. Researcher Development.	Before start of new academic year Autumn 2018.	10% increase of RS agreeing in USS2019 that they had engaged with > 5 days of Career and Personal Development activities. Double numbers of RS accessing coaching or careers support or mentoring	• Extensive communication, guidance, support and evidence of increased engagement of RS with professional development. • "Career Development of Research Staff Statement of Expectations" launched 2019 strongly encouraging 10 days development (sent to all RS and PIs). Shared with Universities externally as exemplar of best practice. • PI induction checklist encourages PIs and research leaders to support mentoring. • L&OD PowerBi data shows RS engagement increasing from 289 in 2017/18 to1713 in 2021/22. Overall RS numbers static over this period (~2000). • More than doubled RS mentors and mentees • University part of Wellcome Broadening Horizons mentoring programme 2019 • 158 RS gained HEA Fellowship through NAP or LEAP (2018 – 2022) • 1:1 careers support at Faculty level until 2022 then centralised to University Researcher Development (Res Dev). • USS 2022, RS responses still highlight unmet need (see action 34) • Ongoing action to capture Res Dev/EDI training data and L&OD coaching data
			Monthly welcome message sent to new Research Staff by Research Staff Development Teams/RS Reps	Faculty Researcher Development Teams/Research Staff Reps.	Monthly welcome email sent by Faculty Res Dev Teams.	Welcome emails sent. Greater training, mentoring, coaching demand	As above. • University Res Dev sends a monthly email via the AVP Research including training opportunities and research staff induction session every two months.
			Online PDR for RS to be piloted and rolled out to all by Jan 2019. Guidance on training needs and career conversation to be developed from Reviewer/Reviewee feedback following pilot	Research Staff Development Working Group. Research Staff Reps.	2018 Pilot. Roll-out to all RS Jan 2019. Reviewee feedback through USS and Reps.	10% increase in RS agreeing they received T&D identified in P&DR. Increase in USS response that line managers supported RS access to T&D.	• Online PDR resource for RS and L&OD session to support PIs with PDRs additional to training for all PDR reviewers and reviewees • Online 'Getting the Most out of Your P&DR' module and online PDR resource for PIs since 2021 promoted via AVP monthly email. • RS concordat survey (2021) showed no increase in RS perceptions of PDR usefulness (attributable to relative newness and uncertainty for RS in COVID 82% in 2019 in the percentage of research staff who found their P&DR useful.

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			Continue to monitor uptake of T&D. Improve training management systems/EDI analysis. ED&I Office to receive annual staff data to measure demographics of training attendees.	Faculty Training Teams, L&OD University AS Lead. ED&I Committees.	Attendee data collated after academic year-end annually.	Accurate data records captured with consistency across training providers.	• Ongoing – see action 33.
			Training providers (Faculty and L&OD) to analyse attendee data and flag any underrepresentation (as compared to available pool) to Faculty ED&I Committees and AS Lead.	Training providers. ED&I Committees.	Report on demographic of attendees to be sent to ED&I Committees before Autumn Committee meeting annually.	Reports to ED&I Committees serves to identify disparity in training audiences	• Ongoing as part of future action
37	To maintain HR Excellence in Research Award and ensure continued co-ordination between AS SAT and RSDWG	Co-analysis of Concordat Implementation Plan (CIP) developed for HR Excellence in Research Award and AS action plan show common aims/actions.	To maintain links between the SAT and the RSDWG to ensure joint support for common actions and ensure efforts are not wasted. Both groups to regularly update each other on progress.	Research Staff Development Working Group via AS Rep AVP for Research, University AS Lead	Commenced 2017. Regular updates and feedback on action progress periodically through year.	University to maintain HR Excellence in Research Award at renewal	• University HR Excellence in Research Award since 2011 (last renewed 2021). • Progress reported via the Research Staff Strategy group (previously RSDWG), • Progress and action plan openly published on University website • Full alignment between AS charter and Concordat through reciprocal membership on AS SAT and RSSG

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38	Track the careers of our Aurora alumni with a longitudinal follow up survey	No current method of tracking progress of Aurora Alumi	Request regular updates from Alumni on their experience since the programme at 1 year, 5 year interval. Track career progression of attendees through promotion data, staff records.	ED&I Office. L&OD	2019	Collated data on Aurora Alumni demonstrates 100% positive impact on career progression of attendees.	• Aurora participation maintained despite COVID finance uncertainties • Aurora impact evaluation 2020 and 2023 • 122 women since 2014 (68 academic, 44 PS), 81% retention, 24 promoted to Prof, 3 Reader, 12 SL, 14 PS at higher grade including senior leadership roles) • Addressed ethnic minority under-representation (33% BAME last 2 years) • Aurora alumni benefits: recognising values and strengths (71%), boosting self-belief and leadership potential (67%) and stepping up to leadership or enhanced leadership practice (62%). • Aurora alumni neutral or had not found helpful in clarifying career goals (57%), raising profile and gaining recognition (68%) or helping them challenge the system and culture in their workplaces (55%). • Invited to share evaluation framework at Advance HE Aurora Champions Network event 2023.
39	Internal women's leadership programmes to open up across the University in 2018/19	There are limited places available on the Aurora programme (national women-only leadership development programme).	To capture data from SEED, tracking the impact of this training on the progress of women on the WIL programme as they apply for promotion and positions of responsibility and leadership.	University AS Coordinator working with the SEED HoSA.	Autumn 2018	Cost-effective internal course larger impact on women within a School than other courses external/internal Positive workplace culture for the individual women involved confirmed through School-level surveys.	• Advanced Women in(to) Leadership' programme delivered 2019/20 • 107 women participants (16% ethnic minority, 6% disabled) • Programme impact report 2020 showed increased confidence, leadership skills, knowledge of gender bias, empowerment. • Highlighted struggle to implement new knowledge/skills, lack of respect and male colleagues lack of education on gendered issues – informed L&OD work to embed EDI and inclusive leadership development in all University leadership and management programmes from 2020 • Internal women only programme not re-run since 2020. Strategic decision to expand Aurora numbers and pilot 100 Black Women Professors Now and PS Career Accelerator Programmes with Women in Higher Education Network (WHEN)

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40	Gather robust E&D data for Manchester Gold and monitor annually	Data suggests poor take up of mentoring for BAME staff in particular.	SL&D to record Mentor/Mentee numbers by gender Follow up action to encourage mentors/mentees from areas which are lacking	SL&D AS representative. University AS Networking	analysis of take up and feedback to take place annually	No gender disparity in mentees requesting support.	• Completed - See Action 10.
41	To increase the number of academic/research mentors, and particularly men, coming forward	Data indicates men are underrepresented as Mentors.	To explore ways of encouraging men to volunteer as Mentors. To use existing cohort to present positive promotional material on why they signed up and the wider benefit of doing so.	L&OD	Before 2019 Manchester Gold round.	Gender balanced Mentors by 2020	• Increased applications from academics, research staff and males between 2020 and 2021 (5-7 fold). • L&OD developed enhanced promotional materials in 2021/22 including video from current mentors (including M and F academics and PS staff) Feedback and quotes are gathered via annual evaluation surveys and celebration events and used on information pages to encourage applications.
42	Capture and monitor E&D data for University Fellowship schemes	Equalities data not currently recorded	ED&I Office to combine Fellowship applicant data to staff records to better monitor application and success rate by different groups.	ED&I Office. Internal Fellowship Panels	2019	Data fed back to Fellowship panels and Faculty ED&I Committees on relative applications by different groups.	• Ongoing progress made (see action 7)

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43	Evaluate the careers support provision for Research Fellows across the Faculties to ensure equality of opportunity.	Current provision can vary by Faculty or school	Audit what support is available through AS Network and Faculty ED&I Committees. Produce good practice guidance by comparing impact of provision on retention and forward progression of Research Fellows (funding success etc.).	Researcher Development. AS Network	2019 to audit and produce guidance. Implementation across University from 2020	Consistent support for research fellows. Focus groups feedback confirmation	• Review of Professional and Career Development Training for postgraduate researchers (PGRs) and RS conducted (2019) identified scale and range of provision of researcher development extensive, but organised and delivered suboptimally. • Restructure implemented 2021/22 creating single central researcher development team. New University Fellows Startegic Oversight Group established 2022 • See action 7, 8 and 34 for Fellows support progress
44	Achieve a 10% increase in grant applications from minority groups by 2019		Develop targeted grants workshops for minority groups. Run focus groups with Research Staff from minority groups (with option to provide feedback online if unable to attend). Use feedback from focus groups with these staff groups. Data on demographic of grant applicants to be received annually by ED&I Committees annually as part of Autumn review	Researcher Development with University Charter Marks Coordinator. ED&I Committee	Autumn 2018.	Achieve a 10% increase in grant applications from minority groups by 2019 (2017: 590 women; 242 BAME and 46 disabled)	• Annual data prepared by EDI Directorate for Research Strategy Group review. • Gender: % reduction in applications from F and 30% reduction in applications from M (comparing data from 2014-2017 and 2019-2022) (Possibly attributable to pandemic impact and/or increasing senior F academic staff). However, we see a 23% increase in total grants awarded to F from 590 in 2014-2017 (1,576 M) to 727 in 2019-2022 (1.484 M). The success rate for F grant applicants increasing from 33% (37% men) to 49% (50% men). (Possibly attributable to enhanced grant and fellowship support) • Ethnicity: 3% reduction in applications from BAME staff and 30% reduction in applications from White staff. 21% increase in total grants awarded to BAME staff from 242 in 2014-2017 (1,877 White staff) to 294 in 2019-2022 (1.879 White staff). Success rate for BAME applicants increased from 33.5% (36.8% White) to 42% (51% White). While the BAME success rate has increased, the gap in success rate has widened from 3.3% to 9%. • Disability: 29% increase in applications from disabled staff and a 27% reduction in applications from non-disabled staff. 52% increase in total grants awarded to disabled staff from 46 in 2014-2017 (2,104 non-disabled staff) to 70 in 2019-2022 (2,129 non-disabled staff). The success rate for disabled grant applicants increased from 50% (36% non-disabled) to 58.8% (49.6% non-disabled).
			Monitor the E&D profile of internal funding schemes and ensure transparency	RSDWG. Research Staff Reps.	2018.	E&D profile of applicants is relative to eligible pool.	• Ongoing action to monitor real time EDI data for internal funding schemes

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45	Capture and monitor data on Early Career Researcher grants	Feedback from Research Staff Reps and from RSA events show RS unclear on the policy of applying for funding as PI if RS	Continue to monitor uptake of grants training and support. Training providers to adapt training registers to include information on career level for grant support workshops as part of new academic year.	Researcher Development, VP for Research and Research Office	Autumn 2018 training programme	Career level data collected from attendees at grant training workshops. Demonstrates increase in RS accessing support	• Extensive workshops offered by Researcher Development as well as research and grant writing teams in Faculties. • Writing retreats (including specifically for women) and regular Shut Up and Write sessions, University participation in national 'Writefest' to protect writing time. • Responded to RS feedback that contribution to grant writing not recorded nor visible if they were not a Co-I or PI, developed grant writing contribution request form, making RS grant involvement visible in PURE system/RS public profile. • Research Co I status emphasised through in person and online training and PI support and recognition for RS grant involvement promoted through 'Career Development of Research Staff - Statement of Expectations' • Ongoing University investment in early career RS pump prime funding schemes since 2018 (dissemination and collaboration funds awarded > £300K+) • Data on grant and fellowship workshop attendance not recorded systematically (working with L&OD to include grant/fellowship training in PowerBi
			Amendments to be made if necessary and guidelines promoted through inductions, Reps and RS Handbook.	Research Staff Development Working Group	Early 2019.	All RS to receive guidelines for applying for promotion.	• Guidance on promotions available in RS handbook and Staffnet, with specific criteria, guidance, FAQs and support for RS (see actions 22-24). • Guidance is signposted within Schools and Faculties at the start of each promotions cycle. • University approach to RS promotion shared externally as best practice exemplar.
			Feedback on clarity, accessibility and transparency of guidelines sought through Reps and USS.	Research Staff Reps and Research Staff Development Working Group.	2019 USS data analysed. Reps to collect local feedback	RS in USS agree that they are aware of criteria for internal funding schemes	• Specific question not asked. USS 2022 found 54% research staff (55%F) agreed that the overall provision of researcher development and training met their needs.

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			Publish clear University criteria on eligibility for applying for grant funding as PI/Co-I or named researcher in RS Handbook	Research Staff Development Working Group. Research Support Managers	2018.	Year on year increases in grant applications from RS	• Clearly outlined in statement of expectations and through researcher development
			Annual report on applications/success to ED&I Committees will demonstrate impact of publishing information.	Research Staff Development Working Group	Starting Autumn 2019	Increased number of independent and Co-I applications made by Research Staff. Applications by women proportional to the population.	• Last 3 years grant data shows F early career RS over-represented as applicants (51% F grant applicant pool: 44% F at this level). M and F success rates (45 and 44% respectively)
46	Analyse E&D data on sabbaticals Raise awareness of opportunity to Academics on all three pathways	Sabbatical use is more common in some areas of the University than others	Explore what information is provided to Academics to encourage sabbaticals from Schools where the use is high. Share good practice via AS Network	School AS Leads. HoSs University AS Network	2019	Good practice guidance by 2019. Consistent application of Sabbatical use across University by 2021	• Sabbaticals not centrally recorded. Records held at School level in FSE and FHUMS (with ID number to look at EDI data). In FBMH sabbaticals not commonly used. New FBMH Faculty Contribution Model in pilot phase aiming to free up time to allow sabbaticals • University Academic leave policy reviewed 2020 (permanent academic and research staff can apply for 1 semester leave after 6 semesters or 1 years leave after 6 years. • Ongoing action to increase visibility, uptake and evaluate impact
47	To train existing coaches to offer specific coaching support to	Extended leave can impact on career momentum and	Fund training for existing Coaches at the University so that they can offer coaching specific to returning parents.	Charter Marks Coordinator. L&OD	2018 training of Coaches. Support for all returners	15 experienced coaches to be trained. All returners offered Coaching.	• Action not progressed beyond initial coach training in 2018 (partnering with external provider 'My Family Care' • Action to be incorporated into L&OD Coaching offering as part of 'Future Families' project/full review of family friendly policies and provision

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	staff returning from extended leave for caring reasons.	confidence. Starting or adding to a family impacts time management, career aims, self-identity and priorities. Returning staff lack support which can result in poor retention and loss of talent					• Returners have access to University online parents and carers peer support group
			One-Year-Progress feedback of coachees will measure effectiveness of coaching and impact on career	Charter Marks Coordinator. L&OD	2019	Feedback demonstrates positive impact on retention, wellbeing and career aims. Positive correlation of staff retention who took up coaching opportunities	• See above
48	Returners Scheme to fund supportive cover for staff returning from extended leave to enable focus on career development activities and additional funding available to cover career development	Funding for support and cover is not consistent across the University.	Proposed University Returners Research Funding Policy is under development by University AS Lead. Due to be initiated from 2019. Central funding to facilitate local arrangements	University AS Lead, HR	Policy planning and costing commenced 2017, due to roll out 2019	100% of requests for funding are approved either wholly or in part.	• Academic returners pilot launched spring 2019 - open to all teaching and research academics taking extended leave (>6 months leave, all genders taking caring, sick, maternity, paternity, or adoption leave). • Two part funding for career profile raising activity and short term cover for teaching and learning and administrative activity. • 100% requests funded in pilot phase (45% uptake of eligible staff, 100% F, 11% BAME) • Impact evaluation 2022 showed extensive career, productivity and wellbeing benefits University policy/guidance developed and permanent funding secured from Sept 2023 'teaching' and 'teaching and research' academics.
		Not all RS receive time-back on contract when returning from maternity/adoption/shared parental leave.	Extend provision so that equal support and funding is available to Research Staff working across each Faculty through Returners Research Fund.	University AS Lead, HR. RS Reps.	Planning/ costing 2017, due to roll out 2019	100% of requests for funding are approved either wholly or in part.	• RS 100% contracted to carry out research and currently not part of academic returners scheme • Maternity, paternal and shared parental leave policies equally apply to RS and additional guidance for RS predominantly on FTCs provided through EDI webpages, including funding scenarios dependent upon research funding mechanism.

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	-incurred expenses		Monitor awareness and uptake by RS.	University AS Lead, HR. RS Reps.	Planning/ costing 2017, roll out 2019.	Reps to feedback on awareness of funds.	• As above
			Record impact of fund on promotion and retention of returner	University AS Lead, HR.	Impact reporting 2020	Positive impact on academic career of funding recipients.	• Career tracking data for 2019 pilot scheme showed 100% retention and positive impact (appointment to senior roles, prestigious external fellowship and academic promotion) • Short and long term evaluation built into embedded scheme from 2023
49	To increase access to breastfeeding/ expressing spaces around campus and expand the number and location of rooms offered.	Currently two University-wide advertised expressing room exists on campus. Other rooms have been allocated for this purpose but are used/ known only by staff in the	Use information in room audit to assess whether all rooms are suitable for users outside of the School and for the purposes of expressing.	Charter Marks Co-ordinator, Flexible Working Group. Estates	Already underway, due to complete summer 2018	Multiple rooms around campus identified and modified for use if needed.	• Mutli-purpose welfare spaces created and added to interactive campus maps. Currently 10 buildings with designated welfare rooms (as of April 2023). • Breastfeeding/expressing friendly spaces/rooms signposted in the return to work guidance in the Maternity Toolkit and PGR parents and carers toolkit. • All our cultural institutions provide inclusive facilities (breastfeeding spaces, quiet rooms/prayer spaces, baby changing) • Signposted through student parents, staff parents and EDI webpages • Full review of welfare rooms and additional potentially suitable spaces currently underway (including consideration of menopause related welfare requirements as part of Menopause accredited employer project) • Breastfeeding policy expert seminar women@manchester network 2022 • EDI innovative bid scheme funded project to inform new breastfeeding policy – ongoing action as part of 'Future Families' project

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	Ensure that staff are not needing to travel >5mins to use a room.	locale. This impacts on work time for staff based far from the centrally-located expressing rooms, which in turn affects wellbeing and career progression.	Create a map, identifying all rooms which have suitable facilities for staff/students/visitors wanting to breastfeed/ express milk.. All staff returning from Maternity leave to be provided map	School AS SATs. University Charter Marks Coordinator	Created 2018, Annual review and update.	School-level AS teams promote rooms on their external facing website and highlight as part of general accessibility information to visitors.	• As above.
			Each room to have link to online feedback form School level survey conducted 2019 onwards to ask specifically on quality and scope of provisions for returning mothers	University AS Coordinator. School AS Leads.	Every 6 months. School-level surveys from 2019 onwards.	Feedback form confirming users able to find room within 5 mins Positive responses in School-level Surveys on support offered on return	• Action adapted and feedback gathered through other means as outlined above
			Any gaps in provision flagged with building estates manager Assess periods of use of each room to establish whether spaces are sufficient and to advertise 'quieter' times so staff do not have to frequently wait.	University AS Coordinator. Estates.	Summer annually, to prepare for each new academic year where impact of waiting times would be greater	Staff reporting that provisions are sufficient for needs.	• FBMH AS SAT collated child care provision from top 18 UK Universities informing review of welfare rooms/ Future Families as outline above

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50	Explore retention and progression for staff returning from extended leave	Currently no record exists	ED&I Office to match annual staff census records (in post and leavers)with those who have taken extended leave	ED&I Office	Beginning July 2019 at next staff census	Creation of 3 years records tracking retention rates of staff who have taken extended leave	• Captured for academic staff awarded 'returners scheme' funding • Ongoing action to explore data capture for all staff returning from extended leave with work force planning team
51	To develop resources promoting Shared Parental Leave, with practical advice and examples of how to undertake this leave. Use real-life examples from HEIs (Academics, Research Staff, PSS) to encourage uptake	Despite launch 3 years ago, most partners are still taking paternity leave, rather than shared parental leave. Reasons for this are unclear. It may be a reporting artefact as staff who stop their maternity/adoption leave so that their partner (employed elsewhere) can take shared parental leave over the remaining period are only	Work with existing 'Making room for Dad' project leads, to develop surveys to assess the reasons for low SPL uptake in academia. To develop further case studies specific to Manchester and/or academia. HR Partners to promote these resources to staff when they request maternity/paternity/adoption leave	Charter Marks' Coordinator, Emma Bannister, Working Families	Survey Spring 2018.	Survey provides Manchester-specific and general reasons why staff are reluctant to take SPL.	• Action adapted – working families benchmarking survey 2019 showed SPL/parental leave policy above benchmark • SPL data captured/monitored for all staff - 117 cases from 2018 – July 2022, (71 Academic, 46 PS) • Shared Parental Leave policy expert talk/focus group - women@manchester network 2022 • University EDI innovative bid scheme funded project 2022/23 (focus groups, case study development) • Full family friendly policy review underway partnering with working families – ongoing action through 'Future Families' project.
			Use resources from Working Families to promote benefits of Shared Parental Leave, with practical advice on how to devise and manage leave pattern	Charter Marks' Coordinator, Working Forward, Flexible Working Group	2019	Practical advice and links advertised on central University AS Webpages.	• Guidance in different formats and links to policies included on AS, P&OD and Managers Essentials webpages on Staffnet. • Enhanced parental pay examples provided

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		captured as having taken maternity/adoption leave	'How to' guide produced as part of 'Managers' Essentials' to equip Line Managers with practical advice on managing and resourcing requests	Policy Manager	2018	Guide produced	• Completed – as above
		Research Staff need more encouragement to take SPL, since extended leave has bigger impact finite project than paternity leave.	Case studies collected from Research Staff who have taken SPL with examples of practical arrangements to facilitate project progression and impact on work-life balance	Research Staff Development Working Group. Research Staff Reps.	2018 call for experiences. 2019 collection produced	Case studies collected and promoted in online RS Handbook. Number of hits demonstrating being accessed. Number of Research Staff taking SPL	• Handbook moved fully online signposting to all parents and carers policies and guidance including SPL • 628 hits on SPL guidance (April 2018 to April 2023 - all staff hits) • Data shows 14 RS staff took SPL from 2018 – July 2022
52	Explore creating a framework for raising awareness, offering and recording flexible working.	Right to request flexible working not yet a day one right. Feedback from staff in Staff Network Groups and Focus Groups suggests confusion about eligibility/type of flexibility	New flexible working guidance is now on StaffNet, designed to provide managers with more resources in this space, including greater promotion of trials.	Policy Manager. Flexible Working Group	April 2018	USS responders agreeing that they are aware of the guidelines for Flexible Working & that the opportunity exists for them to do	• Flexible working policy and hybrid working policy and framework co-created with community through pilots and focus groups (including staff with potential barriers e.g. RS, part time) • Guidance for staff and line managers, case study example promoting for all including staff in senior roles • Flexible working day one right ahead of legal compliance and promoted in recruitment process for prospective staff • 85% (87%F) agreed that the part of the University they work in enables flexible working in the 2022 Staff Survey.
			Introduce the 'happy to talk flexible working' strapline on our external recruitment pages	Policy Manager. Recruitment Team	2018	Increased flexible working reporting (formally or informally)	• 'Happy to talk flexible working' introduced pre pandemic

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		Informal flexible working requests and outcomes are not recorded. Formal requests are recorded at local level with no central repository.	'How to' guide as part of 'Managers Essentials' (see later action) includes how to manage requests for flexible working and to encourage staff to make formal requests	Policy Manager	2018	Majority Staff reporting that they have the opportunity to work flexibly in USS 2019 – reflected in formal records.	• As above - Between 2019 and April 2023 Flexible working request guidance for managers had 4,188 hits, 'How to manage a flexible working request' guidance had 662 hits, 'How to manage flexible workers and teams' had 161 hits, 'How to manage flexible or hybrid requests during recruitment' had 423 hits
			Schools/Directorates to maintain records of staff making requests for flexible working and outcomes. To be forwarded to Faculty/PSS ED&I committees to assess any discrepancy in number of applications made or outcome in any area	HoS/HoD, Faculty/PSS ED&I committtee	2019	Number of formal requests made recorded.	• As above.
53	Include examples of the various options of flexible working through staff case studies in an HR newsletter	Feedback from focus groups and school level surveys demonstrates need for clarity on who is eligible and what forms of flexible working are available	'How to' guide as part of 'Managers Essentials' includes examples of flexible working and 'champions' whom staff can contact for advice	Policy Manager	2018	Majority Staff reporting in USS 2019 that they have the opportunity to work flexibly – reflected in formal records.	• See Action 52 • Flexible working champions list and guidance and policies on flexible working available on Staffnet under Managers Essentials and P&OD.

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54	Design a Flexible Working flyer to be included in caring leave and induction HR packs and on the website	Feedback from focus groups and school level surveys demonstrates need for clarity on who is eligible and what forms of flexible working are available	Flexible working group to produce flyer for staff. To be reviewed by Peer Support Network for suitability	Policy Manager and Flexible Working Group	2019	Improvement in numbers of Staff reporting awareness of flexible working policy and suitability in School-level AS surveys	• See Action 52 Flyer superseded/adapted by extensive guidance and FAQs for staff and line managers wanting to make a flexible working request is now available on Staffnet.
55	To gather qualitative information from part time staff to develop initiatives to support their career development and employment satisfaction. Survey of part time staff specifically on their experience and needs	69% of part time staff are women (30% of women staff, compared to 14% of men). Barriers to career progression affecting part time staff therefore will disproportionately impact on women	Recruit 'Part-time Staff Lead' to University SAT to specifically assess and address issues concerning this cohort.	University Charter Marks Coordinator, University AS Chair	2018, following submission as part of SAT membership review	'Part Time Staff Lead' recruited.	• Lead recruited but subsequently left the University and not replaced. At least one member of the SAT work part-time.
			Part-time Staff Lead' to analyse data from School-level AS Surveys. Use issues identified to direct further questions and conduct survey/focus group discussions with part time staff across University to initially assess what barriers to progression exist and what support is in place (or lacking)	University AS 'Part time Staff Lead'	Autumn 2018	Qualitative information gathered. Actions designed to specifically support PT workers.	• L&OD provision has shifted from predominantly classroom based to include a significant online offer as well as self-led learning to allow more flexibility. • Professional development/events/meetings scheduled on different days and at different times to enable attendance by part-time workers – adopting best practice promoted through University inclusive/accessible events guide available on EDI website. • The needs of part-time workers considered as part of the scoping of the flexible and hybrid working pilot after insights were gathered through focus groups in 2021/22. • Part time staff engagement with career development/L&OD increased 3.5 fold (2,359 part time attendees in 2021/22 showing part time staff attending multiple development opportunities as only 1398 part time staff – 2022 data)

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56	To review and update guidance and application documents for promotion/internal funding applicants acknowledging non-traditional working patterns and explicitly clarifying flexibility in the criteria to acknowledge the impact on circumstances on timescales of progression and research impact	Eligibility criteria are currently vague and process of reporting varies across Faculties. Whilst application does state that exceptional/special circumstances will be taken into account, the specific circumstances considered and the adjustment needed to the criteria is not explicitly described which could lead to inconsistency in practice.	Working group formed to extend current conversation. To review current practice and guidelines for clarity of language and opportunities for applicants to highlight periods of part time working/extended leave/other circumstances.	Research Staff Development (Fellowship applications). Faculty Fellowship committees. School and Faculty Promotions Committees	2018-2019.	Identify issues with current practice. Identify any good practice (internal or external) which can be employed across the University	• Internal funding and academic promotion applicants encouraged and supported to document individual circumstances, non- traditional working and career patterns and promoted through application process and paperwork e.g.part of individual statement form, • Importance stressed in fellowship, grant and promotion training and in briefings for review panels. • Supplementary promotion guidance clarification in 2020/21 to recognise pandemic concerns: *"Our promotions procedures and guidelines make explicit provision for individual circumstances to be taken into account, including periods of maternity and parental leave, part-time employment, disability, periods of absence due to ill health etc. If candidates for promotion wish therefore to bring specific matters to the attention of the panel about the impact of the Covid-19 pandemic for the period since March 2020 this should be done as part of the usual individual statement. If appropriate, it might also be addressed in the supporting statement from the senior colleague".* • All members of Promotions Committees (School and Faculty) have completed Equality, Diversity and Inclusion training and EDI outcomes of promotion are monitored on an annual basis. • Royal Society 'Resume for Researcher' approach to evidence broad and varied careers and research contribution being piloted for internal funding schemes e.g. EDI 'Perera' fellowships • 'Resume for Researchers' Training through Annual University Research Staff Conference and Careers workshops
	Take part time working as well as	Staff who have taken career breaks or periods of part time work report being unsure whether they	Panel Chairs agree on adjustments needed. Consistent guidance detailing which circumstances considered /adjusted for in the criteria and how. Application templates amended to include special circumstances.	Faculty Fellowship committees. School and Faculty Promotions Committees	Early 2019	Consistent and transparent guidance and forms across the University. Increased diversity of promotion applicants	• Promotion process and paperwork with respect to individual circumstances aligned across the University • Fellowship schemes process and paperwork vary (necessary in some instances e.g. targeted schemes) • Panel chairs agree adjustments but formal paperwork not kept - ongoing future action. • Numerous examples of promotion and fellowship success for academics and research staff with non-traditional careers, work patterns but more work to be done to recognise broader academic approach

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	career breaks and maternity/adoption/shared parental leave into account when assessing eligibility for Fellowship applications by Internal Fellowship Committees and promotion cases by Promotions Committees.	are eligible and/or at which part of the process their specific circumstances need to be communicated. Current Promotions data does not record contract hours of applicants, making analysis of success rates difficult.	Focus group of past and potential applicants with range of experiences of leave or flexible working to review new guidance/forms	University Charter Marks Coordinator	2019, after proposed amended guidance and forms produced	Feedback will confirm the amended paperwork appropriate, with clear and fair criteria.	• See above
			Clear eligibility criteria and guidance provided to assessment committees and applicants to ensure consistency.	Fellowship and Promotion Committees. Faculty ED&I Committee	2020 promotions and fellowship rounds to use new template.	Increase in number of and success of applications from part-time staff and those who have taken career breaks.	• Clear eligibility and criteria for promotion and fellowships
			Request feedback and consistent accurate records of success rates of applicants with special circumstances.	School AS SATs. University Charter Marks Coordinator to collate responses	Late 2020 -	Staff reporting in surveys & focus groups that processes take career breaks and part time working into account	• See above
			Panellist feedback sought and collated by Faculty ED&I Committee to assess how the changes have impacted on decision making.	Fellowship and Promotion Committees. Faculty ED&I Chair	2020	Promotion application/success records to include details of contract hours, monitoring by ED&I Committees	• Panellists report fair and transparent process • Ongoing action to more formally record and monitor

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57	Identify any reasons why there is only 1F Head of School in FSE with the aim of overcoming any potential barriers and encourage women to take leadership positions - aim to increase to 2.	There are limited places available on annual Aurora programme (national women-only leadership development programme)	SEED to share internal women in leadership programme training details with Schools in FSE via AS Network.	AS Network Chair SEED HoSA.	2018	FSE Schools providing specific leadership training tailored to its women Academics.	• FSE has continued to support women to participate in Aurora and number of places expanded (4 per year for FSE). University 'women into leadership' programme delivered (building on SEED pilot) including 26 FSE F in 2019/20. Alumni now on FSE SLT. • FSE engagement in L&OD leadership and management programmes increased 2.4 fold (2018/19 – 21/11) • FSE piloting 'Future Leader Secondments' in T&L, in 2023 for BAME academics. Providing mentoring, leadership training with secondments annually, open more widely to staff from underrepresented groups. Career tracking secondment participants to be monitored.
			Women Professors Network to offer mentoring/guidance by existing female HoS' on overcoming barriers and increasing profile-building.	Women Professors' Network Chair	Early 2019	Increase of female HoS in FSE to 2 by 2020. Impact on increasing promotion applications/applications to senior roles.	• Action adapted – Following the FSE restructure implemented in 2019, the one previous Head of School (out of nine) became one of two new Heads of School, overseeing four engineering departments (former Schools). One Head of Department is also female. • FSE engagement with Manchester Gold mentoring high (and increasing annually including for senior grades (50 grade 6/7 and 31 grade 8/9 in 2020/21) • Gender parity on FSE promotion committees and female over-representation on Faculty Leadership Team (10 F: 6M compared to 6F : 19M in 2017/18)
58	Ensure mechanisms in place, mentoring, training, networking, promotion, leadership further close gender gap in Senior Management roles	Significant investment in training for Senior Leadership roles, but these are not tracked for impact	Using training catalogue data to track attendees through promotion data and changes in senior leadership. Review of impact of various training/mentoring schemes to determine which are most effective and which need adapting.	L&OD, ED&I Office, Faculty ED&I Committees.	Start of new training programme year in 2018	Positive correlation between leadership and mentoring schemes and leadership success. Data used to encourage more minority groups to engage.	• Career tracking for Aurora and 100 BWPN participants only (see action 38) • Ongoing action to career track for all career development mechanisms - limitations in data systems and delay to new learning management system slowed progress. However, Monitoring training uptake now significantly easier through L&OD PowerBI dashboard. • High level M, F engagement with L&OD including mentoring and leadership development. FSE annual increases for M and F. FBMH and FHUMS engagement with leadership development slowing but increasing for mentoring. • Correlation with senior roles e.g. gender parity on all Faculty promotion committees and Faculty Leadership Teams except in FSE – see action 57) • F over-representation in PS and T&L leaderships. Parity in FSE, FHUMS Research leadership and F under-represented in FBMH Research Leadership • L&OD EDI data highlighted BAME and academic L&OD gap is closing. • Ongoing action to address BAME under-representation in senior roles and committees

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59	To continue to capture and monitor the gender, BAME and also career stage/level of staff on Senior Management committees	Record keeping needs to be maintained	Ensure that ED&I Office receive annual updates on staff in senior leadership roles with related equalities data so that changes in the demographic can be tracked over time.	ED&I Office	Late 2018 and annually thereafter	Clear tracking of changes in senior leadership roles. Positive changes with respect to diversity.	• Demographic composition is not routinely collected but was collected for 2023 AS and REC chartermark submissions. • Faculty level composition data is below (figures include counting the same person on different committees): • FBMH: Sex (female): 2017 – 53%; 2023 – 59%, BAME: 2017 – 10%; 2023 – 17% • FHUM: Sex (female): 2017 – 46%; 2023 – 62%, BAME: 2017 – 7%; 2023 – 7% • FSE: Sex (female): 2017 – 45%; 2023 – 54%, BAME: 2017 – 10%; 2023 – 11% • Other positive changes in diversity include 41-63%F representation on all Faculty Leadership Teams, ~50:50 representation on most FSE committees and none with an underrepresentation of F. Increased F representation on FHUM Leadership Team and Promotions Committee • Challenges include underrepresentation of F on FBMH and FHUM Research Leadership Teams and underrepresentation of M on all PSLT groups • Also see 60 and 61.
60	To increase the number of BAME staff on Senior Management committees	Currently low numbers of BAME staff on Senior Management committees	Tracking of data (previous action) identify where representation is low. Work with Faculty/PSS ED&I Committees to explore reasons for imbalance where observed. Consider facilitating junior staff to step up to roles via shadowing to gain experience of Senior Management committees, to encourage development.	Faculty/PSS ED&I Committees	Alongside action above	Positive increase of BAME staff on Senior Management Committees (2017: 8.9% BAME; target 12%).	• BAME representation across central and Faculty leadership committees has increased from 9% to 11.6% (49/421). We have seen a small increase from 11% to 12.5% (16/128) for University leadership committees in 2022/23. • Some notable increases in representation at University level are the Board of Governors, University SLT and People Committee. We continue to see representation on two of the three Faculty Leadership Teams on all promotions committees. • Also see 57 for relevant action underway.

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61	Continue to capture and monitor gender, BAME and career stage of staff on influential institutional committees	Record keeping needs to be maintained	Ensure that ED&I Office receive annual updates on influential committees with related equalities data so that changes in the demographic can be tracked over time.	ED&I Office	Late 2018 and annually thereafter	Clear tracking of changes on influential institutional committees. Positive changes with respect to diversity.	• Demographic composition is not routinely collected but was collected for 2023 chartermark submissions. • For institutional committees: Female representation has increased from 41% (34/83) in 2017/18 to 55% (70/128) in 2022/23. BAME representation has increased from 11% (9/83) to 12.5% (16/128). • Career stage yet to be captured
62	Review and ensure all key roles within University, Faculty and School are allocated a specific allocation and included within the Contribution Framework Agreement.	No central record keeping of what allocation is provided to staff conducting certain roles.	Faculty & PSS ED&I Committees to raise issue and work with committee leads to ensure consistent workload allocation for similar roles across the University.	ED&I committees	Start 2019	Consistent application of allocation for key roles across different faculties and directorates	• Faculties are taking a more systematic approach to workload allocation. FSE developed and launched a Faculty-wide contribution model in 2021 which standardised allocations for similar roles in Schools and Departments. This model is being adapted for piloting in FBMH. All Schools in FHUM have workload allocation models, although these vary in approach. • Also see 5A on EDI workload allocation review for consistent approach to EDI roles.
63	Survey the use of workload models across the University	Incomplete picture of where and how workload models are being used	University SAT Academic and Researcher Leads to work with School SATS to gain appreciation of workload model use and staff perceptions	University AS SAT and School SAT Leads	Immediately	University-wide awareness of workload models and indication of staff interest	• See 62 above. • USS 2022 "I am able to manage my workload" showed 67% positive response (68% F, 65% M, 55 Other Gender Identity) representing no change from USS 2019 • Only 14% staff felt workload had eased since pandemic (only 4% for Other Gender Identity staff) • 25% staff feel they have had to put a lot of extra work in the last 12 months (33% for Other Gender Identity Staff)

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64	Compile a meetings guidance document for senior staff and line managers	No clear guidance on organisation of meetings to ensure inclusivity	Share best practice with our fellow HEI and seek advice	University AS SAT, HR Services	Summer 2019	University-wide awareness of how to ensure maximum inclusivity in meetings	• Guidance is available on Staffnet on effective virtual and hybrid meetings to ensure inclusivity. Guidance on inclusive and accessible events and meetings is available on the EDI Directorate Staffnet pages. All areas have a core hours policy, linked with AS work, for meetings to take place between 10am-4pm. This policy is shared through local communications.
65	Develop Women; Definition of Success Booklet	Successes of Women not widely shared outside of local area.	Build on case studies received to create booklet featuring our female role models at all grades and areas Booklet created and available online	University Charter Marks Coordinator	Summer 2019	School level survey data confirms majority responders agree visibility of female role models	• Best practice Faculty and School level initiatives shared through AS SAT e.g. • Action modified at University level creating “wall of women” display of over 200 University staff and student women and “inspiring women leaders” seminar/Q/A series through women@manchester network • Widespread profiling of diverse research, T&L and SR awardees through events and communications
66	Capture SR activity including EDI data for staff/student Establish engagement champions by 2019 and achieve Engage Watermark Silver Award by 2019	Robust evaluation of SR activity to ensure equity of opportunity and reward require improvement in data capture and evaluation of impact	Development of a system to capture SR activity including EDI data for staff/student involvement. The establishment of a network of engagement champions by 2019 Achieve an Engage Watermark Silver Award by 2019	SR Governance Group - led by Vice President for SR Prof James Thompson	By 2019	Equality of opportunity for all staff and students to be fully supported and recognised for SR involvement	• University Gold Engagement Watermark achieved 2022 • Network of SR champions and SR senior leader representation • Data on SR activity and engagement not systematically recorded. It is captured for certain events, for example ScienceX in FSE captures volunteer demographic information to see if those involved are representative of the target audience.

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67	Expand the role of social responsibility in promotion criteria by 2019	Contribution of Teaching and Research excellence is widely known	To communicate, as part of Promotion Workshops and guidance, how SR work is accounted for in promotion cases	School and Faculty Promotions Committees	2019	Cases for promotion with significant SR activities evidenced	• VP SR panel member of all 3 Faculty promotion panels. • Promotion criteria at all levels and pathways integrates SR evidence e.g. a *record of development of activity that integrates social responsibility into the curriculum* • Numerous successful promotion cases in all 3 Faculties of promotion of staff who lead SR/EDI/AS activity.
68	Monitor outcomes from employment lifecycle project	Need for joined up service provision	To offer a simple, joined up provision of services through an employee's lifecycle. From recruitment, training, health and wellbeing and leaving the organisation.	Employment Lifecycle Project Team. HR	Started 2018	Improved services as confirmed by responses in USS 2019 and 2021	• Employment Lifecycle Project paused and replaced with the P&OD Transformation Programme in 2022/23. All strands aligned with the new P&OD strategy launched and aligned with EDI strategy in 2022. • Key deliverables include faster role advertising and contract issuing and more automated processes. Improvements are already underway around service delivery e.g. changes to streamline the recruitment process. All changes will be monitored.
69	To continue to provide support to the University's Trans community and ensure they are included in all aspects of gender-related actions.	Trans community voice not currently represented in University SAT leading to potential skewed actions towards staff and students focussing on those presenting binary genders	To engage someone from ALLOUT or the ALLOUT allies to the SAT	University Charter Marks Coordinator. University AS Lead	2018 to recruit SAT member.	Visibility of inclusion across gender-equality work	• AS SAT Co-Chairs active members of ALLOUT allies and SLT sponsor for LGBTQ+. Academic lead for gender equality role expanded to include sexual orientation in 2020. • Extensive annual virtual and on campus events celebrating LGBTQ+ community • Trans staff and student policy co-developed with community particularly LGBTQ+ network. Review of all policy to ensure gender neutral language. • Gender neutral inclusive facilities and guidance for all new estates development • **Although significant activity in this area action is amber as our USS 2022 data shows significant negative perceptions for 'Other Gender Identity' staff**
			To continue with the Trans awareness training past this years' funding programme	L&OD	Training to continue past 2019		• Regular Trans awareness, ALLOUT Allies training available to all staff and students across the University. • 'Supporting Trans' staff and student guidance (2021). How to guide for managers and educators supporting people undergoing gender re-assignment. • New training developed in FSE by a Trans colleague and the EDI team and is now available more widely.

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			To make links with the Proud2be Parents group (an all-inclusive service for LGBT parents and their children in Manchester).	University Charter Marks Coordinator	Work with Proud2be Parents to be arranged 2019		• Work not progressed but part of ongoing and 'Future Families' project.