

Equality, Diversity and Inclusion (EDI) report for website 2024/25

Strategic Planning

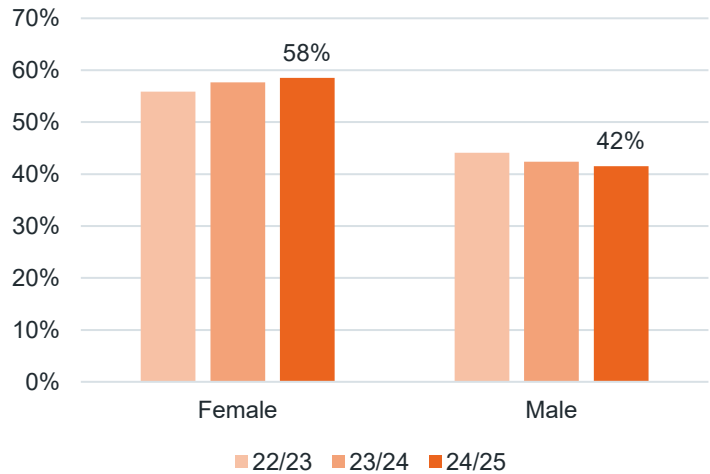


RH student protected characteristics

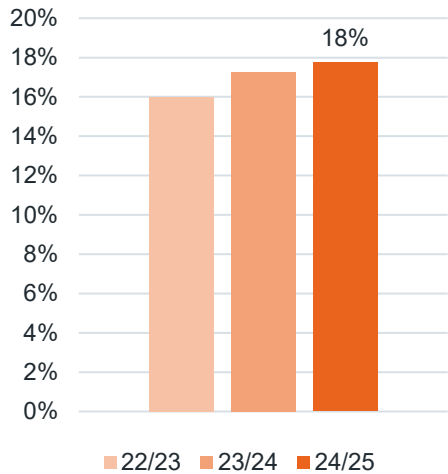
Shows % of full student cohort including all levels of study by FTE (full-time equivalent)



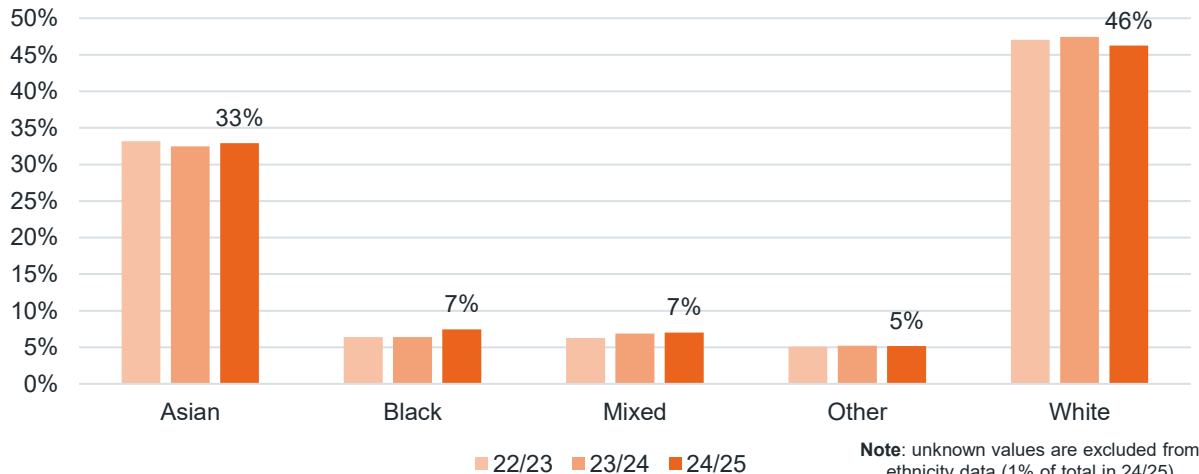
Legal sex



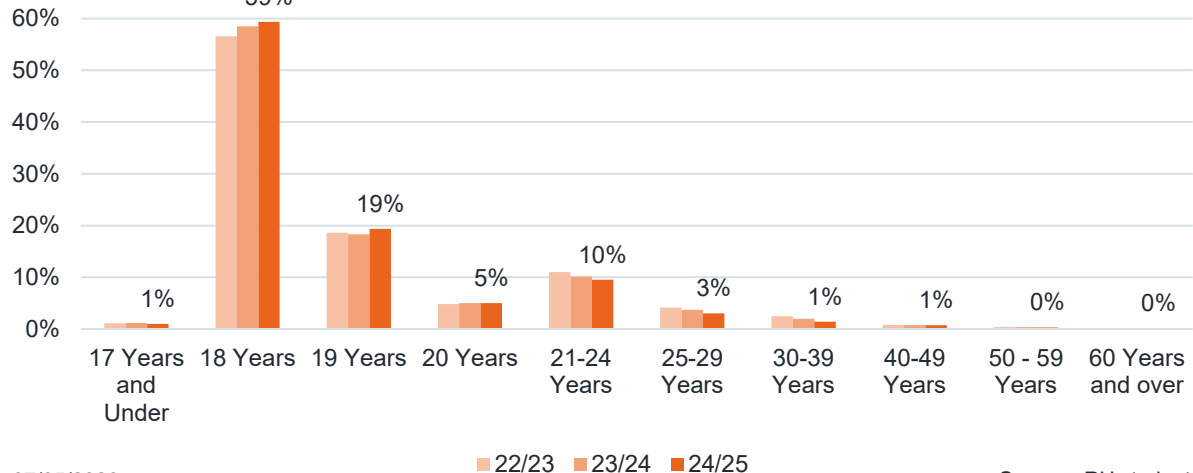
Disability



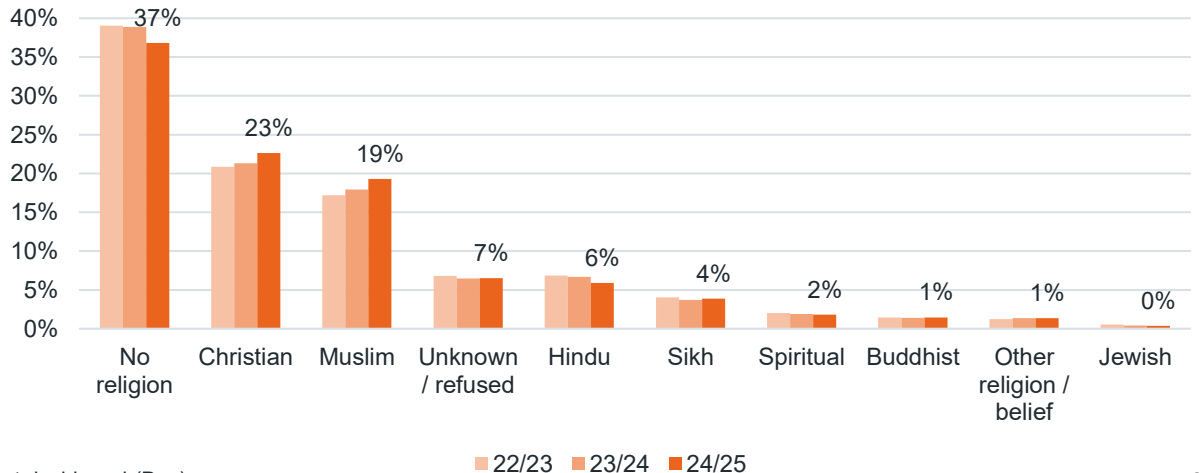
Ethnicity



Age



Religion



Student cohort numbers



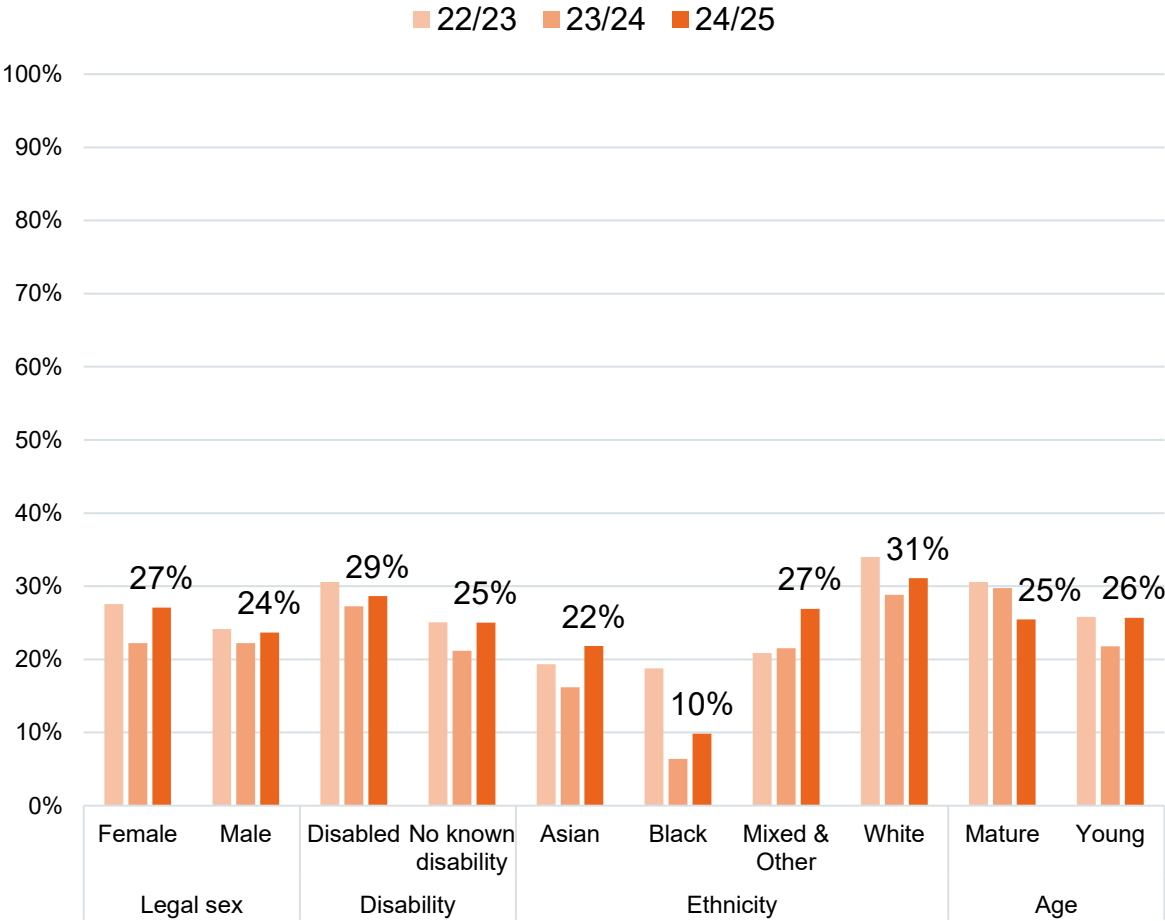
		Student count (FTE)			Proportion of cohort (%)					Student count (FTE)			Proportion of cohort (%)		
Grouping	Characteristic	22/23	23/24	24/25	22/23	23/24	24/25	Grouping	Characteristic	22/23	23/24	24/25	22/23	23/24	24/25
Legal Sex	Female	6,498	6,854	7,056	56%	58%	58%	Ethnicity group	Asian	3,859	3,864	3,970	33%	32%	33%
	Male	5,126	5,037	5,006	44%	42%	42%		Black	744	761	897	6%	6%	7%
Disability	Disabled	1,858	2,051	2,141	16%	17%	18%		Mixed	729	818	847	6%	7%	7%
									Other	592	622	624	5%	5%	5%
Religion									Unknown	232	182	146	2%	2%	1%
									White	5,468	5,644	5,579	47%	47%	46%
	No religion	4,540	4,625	4,443	39%	39%	37%	Age	17 years and under	131	136	118	1%	1%	1%
	Christian	2,425	2,532	2,730	21%	21%	23%		18 years	6,577	6,960	7,162	57%	59%	59%
	Muslim	1,997	2,133	2,328	17%	18%	19%		19 years	2,160	2,173	2,336	19%	18%	19%
	Unknown / refused	793	769	786	7%	6%	7%		20 years	560	594	605	5%	5%	5%
	Hindu	795	793	710	7%	7%	6%		21-24 years	1,279	1,206	1,150	11%	10%	10%
	Sikh	468	439	467	4%	4%	4%		25-29 years	478	437	367	4%	4%	3%
	Spiritual	234	223	216	2%	2%	2%		30-39 years	285	234	175	2%	2%	1%
	Buddhist	166	167	175	1%	1%	1%		40-49 years	96	86	87	1%	1%	1%
	Other	145	162	165	1%	1%	1%		50 - 59 years	42	44	39	0%	0%	0%
	Jewish	61	49	42	1%	0%	0%		60 years and over	15	21	24	0%	0%	0%

Degree outcomes for UG students

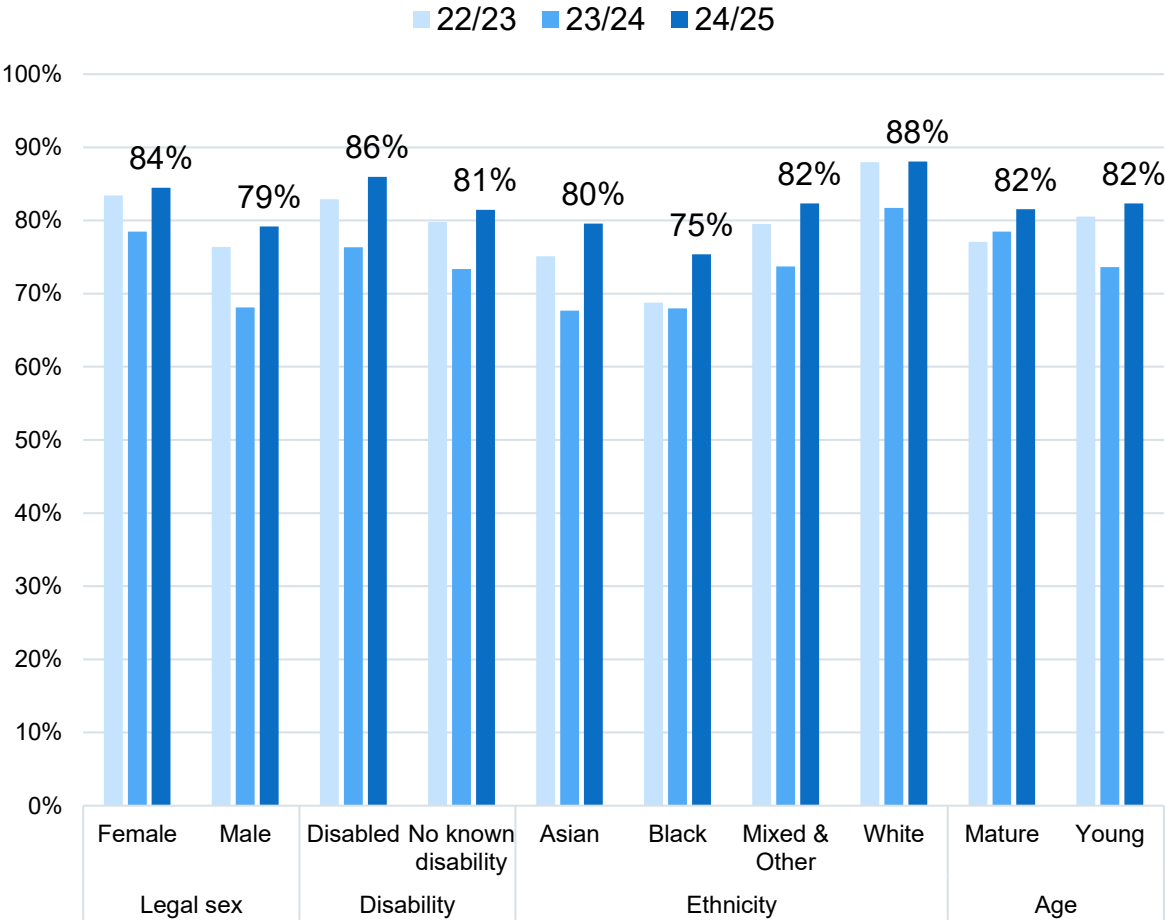
Shows % of final year UG students with 1st class and 1st/2:1 degree outcomes by group



1st class degree outcomes trend



Good honours degree outcomes trend



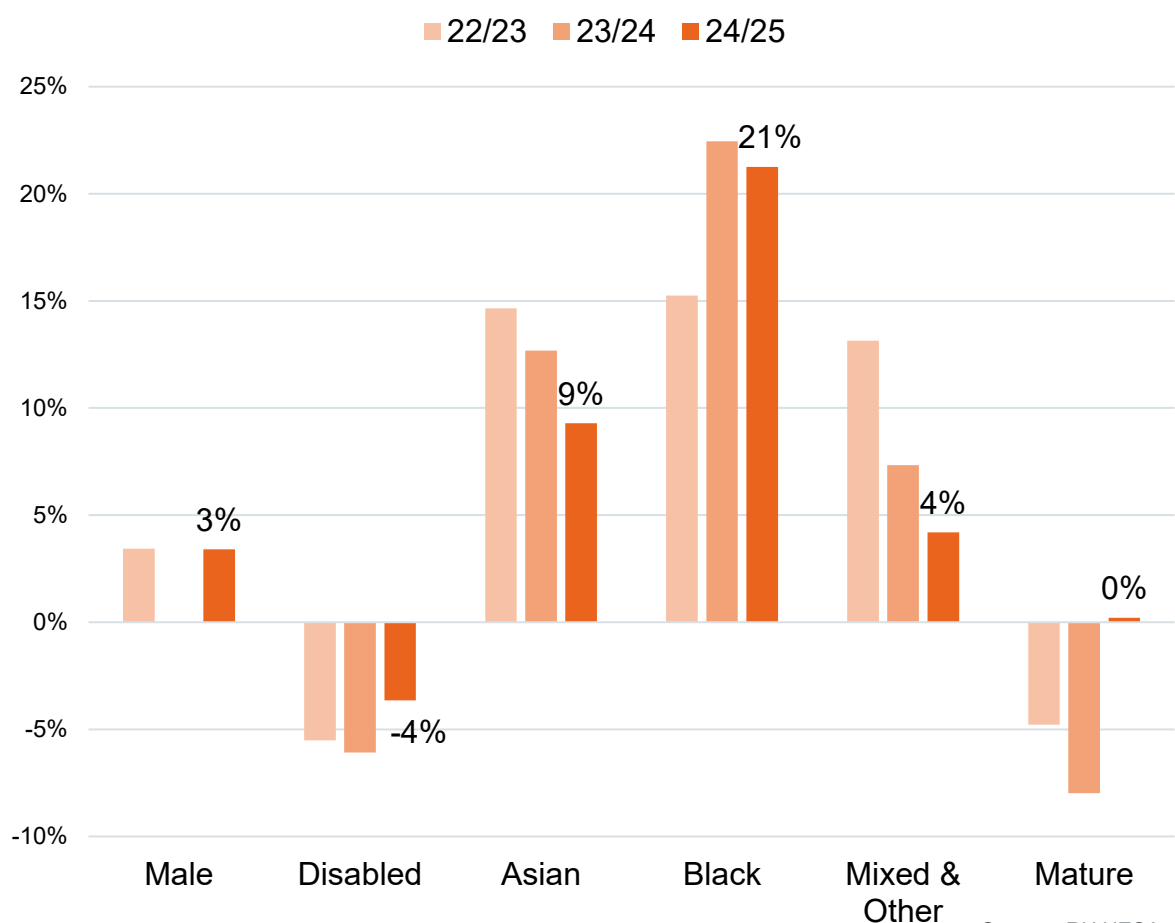
Note: Ethnicity data is not recorded for all students in the HESA data source. In 24/25 this info is missing for 20% of UG students, so caution should be used when interpreting these statistics.

Awarding gaps for UG students

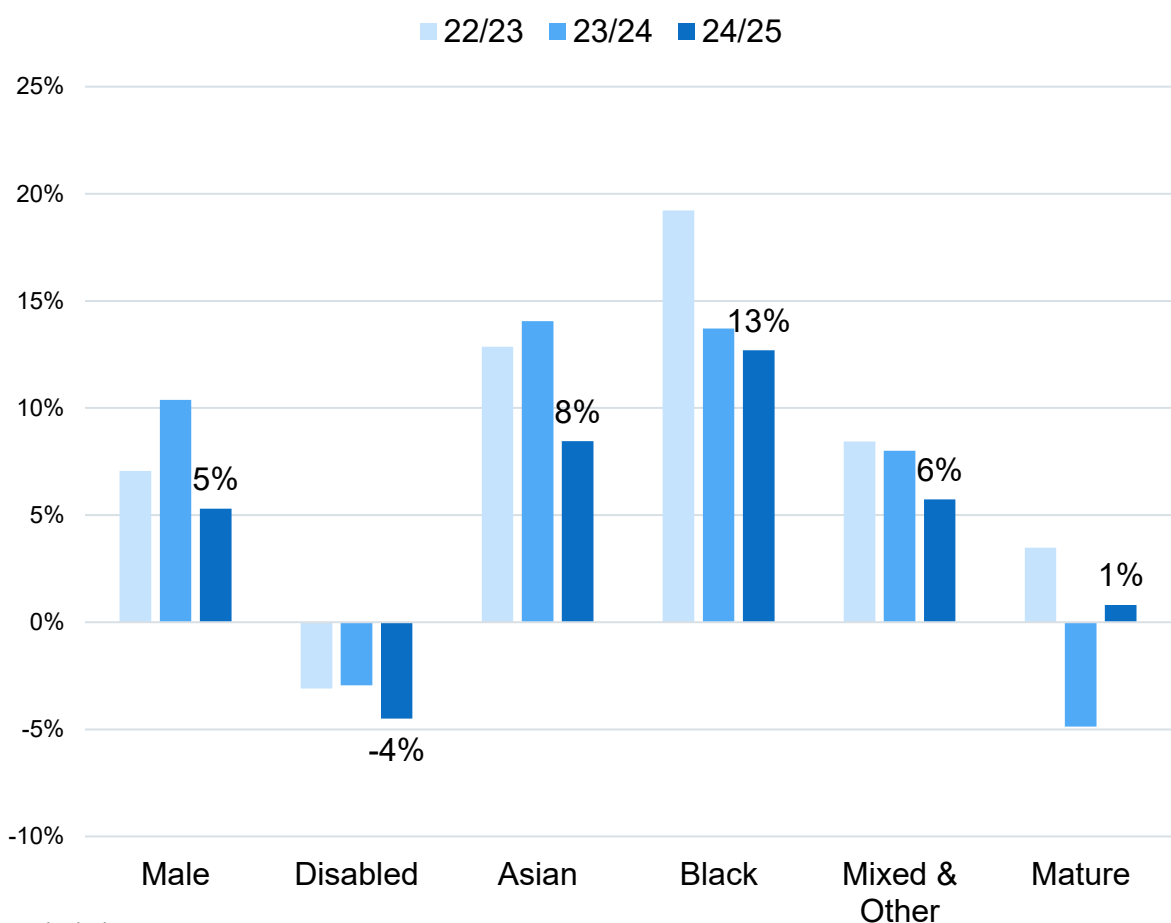


- The largest gaps between outcomes are for students from minoritised ethnicity groups.
- Our Access and Participation Plan (APP) sets out how we are addressing these gaps.

Gaps at 1st class degree level



Gaps at 1st/2:1 degree level

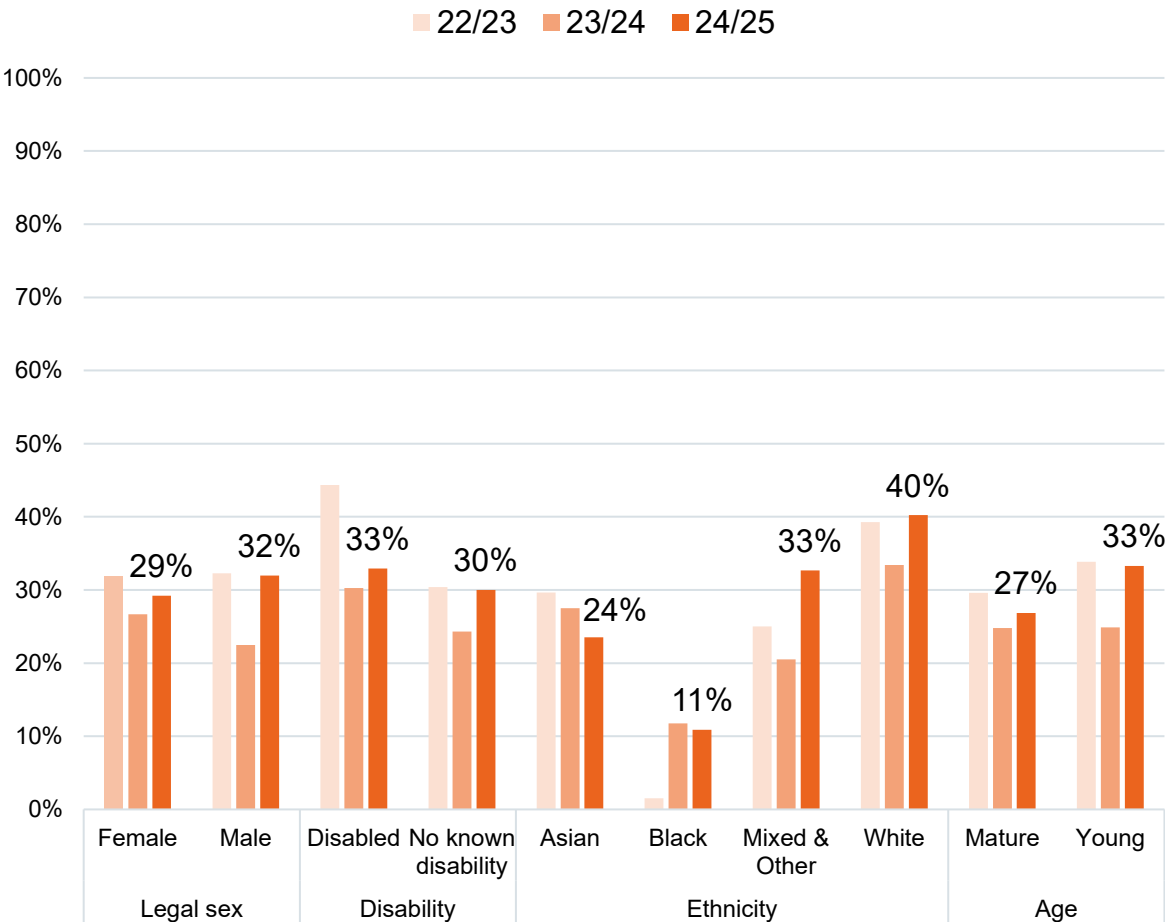


Degree outcomes for PGT students

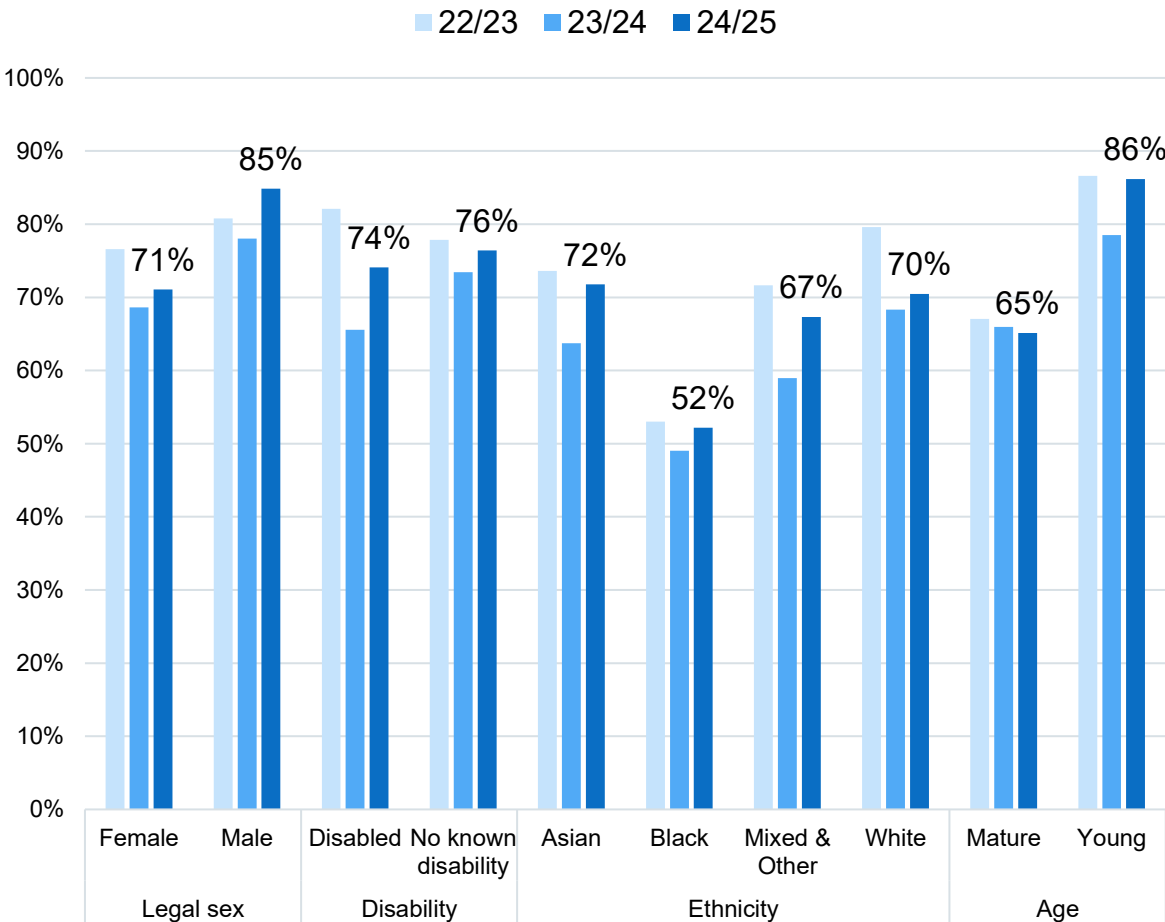
Shows % of final year students with Distinction and Distinction / Merit outcomes



PGT Distinction outcomes trend



PGT Distinction & Merit outcomes trend



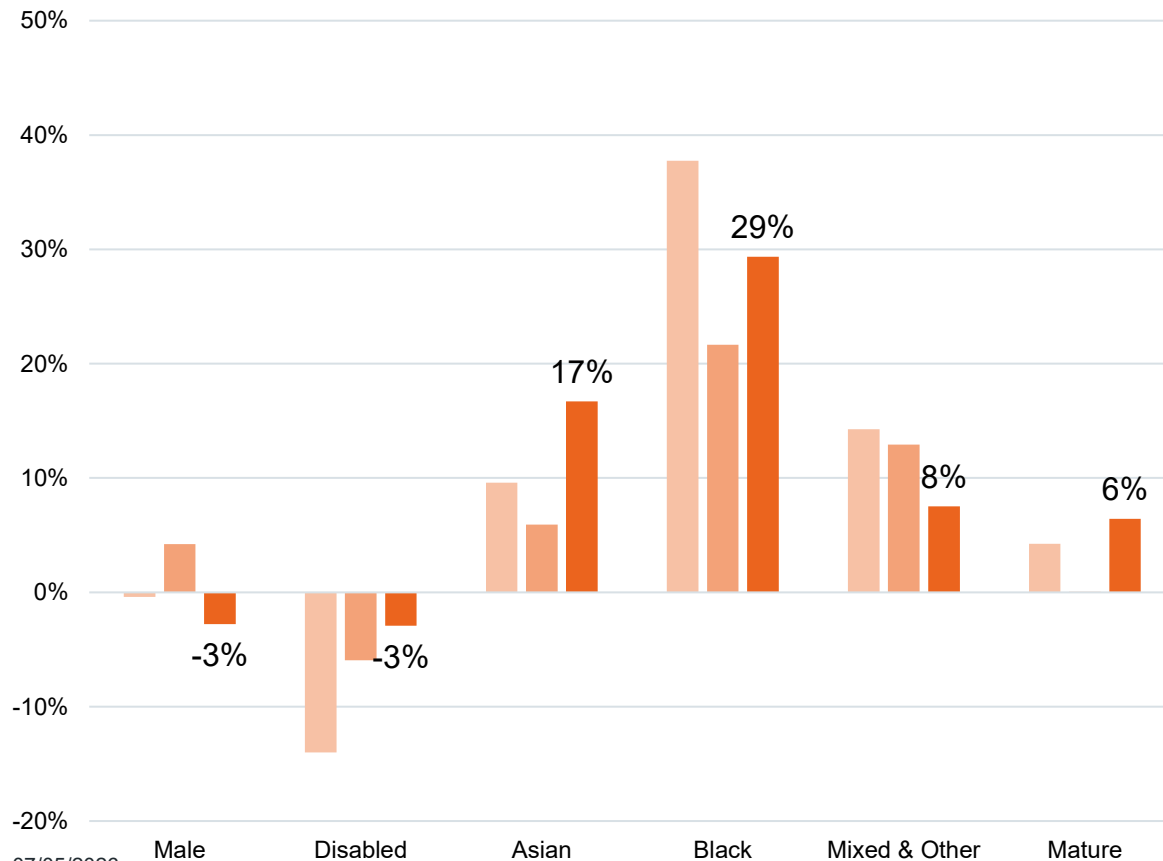
Note: Ethnicity data is not recorded for all students in the HESA data source. In 24/25 this info is missing for 60% of PGT students, so caution should be used when interpreting these statistics.

Awarding gaps for PGT students

- At Distinction level the largest gaps are for students from minoritised ethnicity groups (as for UG).
- At combined Distinction / Merit level, the largest gaps are for students from Black ethnicity groups, and for Mature students (25+ at the start of their course).

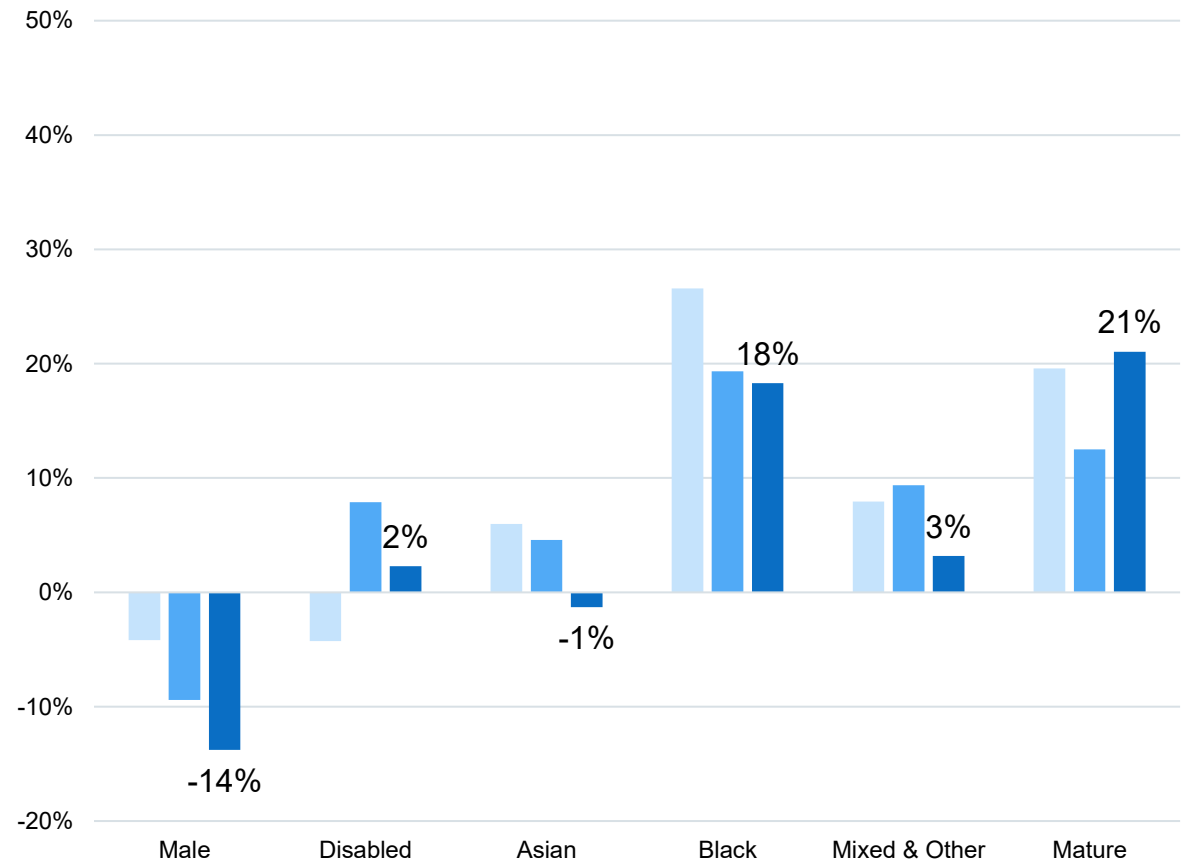
Gap at Distinction level

22/23 23/24 24/25



Gap at Distinction & Merit level

22/23 23/24 24/25



Access and Participation Plan (APP)

Interventions planned to reduce awarding gaps 2025/26 – 2028/29



Inclusive Curriculum Framework

- Curriculum design, training and evaluation tool.
- To be launched in Aug-26 via Department Handbook with all new modules following the framework.

Peer Mentoring Scheme

- Extended scheme aligning existing peer guide and local peer mentoring activity.
- Open to students from all departments, with a focus on Black and Asian students who are more likely to be impacted by awarding gaps.

Wellbeing Framework

- Covers emotional, financial, physical and social & community wellbeing.
- Aims to facilitate opportunities to make friendships and create a mentally healthy environment.

Inclusive Behaviours training for staff

- Progressive Equality, Diversity and Inclusion (EDI) training.
- Open to all with a focus on academic staff in Schools with the highest awarding gaps.