Annual Equality, Diversity and Inclusion Report

# Executive summary

This annual Equality, Diversity and Inclusion (EDI) report covers the academic year 2023/24, plus (given the report was re-scheduled from November 2024 to March 2025) the period through to 31 December 2024. This was the fourth year of our five-year Strategic Plan for EDI, which sets out our mission to create an inclusive University community where all feel welcomed, supported, and valued. As we move into the final year of the current Strategic Plan for EDI, a significant focus during 2025 will be on defining our new EDI strategic plan for 2026 and onwards.

The report provides an overview of progress against:

* Our broad strategic intent in relation to EDI
* The six goals set out in the [Strategic Plan for EDI](https://www.southampton.ac.uk/~assets/doc/diversity/strategy/Strategic%20Plan%20-%20Equality%20Diversity%20Inclusion%20Summary%202023.pdf)
* The University’s four equality objectives

The report also summarises major milestones and key achievements during the reporting period, highlighting areas of strength, as well as those that still require focus and attention.

In doing so, the report aims to provide Council with assurance that the University is meeting its legal obligations under the Equality Act 2010, and specifically our [Public Sector Equality Duty](https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities) to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people who share a protected characteristic and those who do not; and
* Foster good relations between people who share a protected characteristic and those who do not.

It should be noted that this report does not seek to capture the totality of EDI work across the University during the year; this is already covered in detail via other documents and reports, for instance our various equality [charter submissions](https://www.southampton.ac.uk/diversity/measuring-edi/charters/index.page) and their accompanying action plan deliverables, our [Access and Participation Plan](https://www.southampton.ac.uk/about/governance/access-agreement.page) and our Teaching Excellence Framework submission.

Good progress has been made against the six goals set out in the Strategic plan for EDI, and there is a breadth of work going on to support the delivery of our equality objectives. There are opportunities to enhance the effectiveness of the numerous EDI committees and forums to ensure greater impact. In 2025 we will refresh the Strategic Plan for EDI.

## Recommendation

That Council:

* Note our progress against the strategic plan for EDI
* Continue to support our EDI agenda, collectively and individually, as a priority area of work for the University.

This is the end of the executive summary.

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# Body of the report

Progress against overall EDI strategic aim

Our new [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) was approved and launched in August 2024, replacing the University’s four existing policies relating to Equality, Diversity and Inclusion.

The new policy serves as both a key milestone in implementing our strategic plan for EDI, and as an enabler for future change. The new policy reflects changes to legislation and best practice, and our commitment to creating an inclusive environment. The policy’s objectives were developed through an extensive process of consultation with students, staff, and policy stakeholders.

Among other things, the policy:

* Adopts the concept of ‘recognised characteristics’ to value gender identity and socioeconomic background equally with the nine protected characteristics outlined in the Equality Act 2010.
* Outlines the many ways the University supports people with different needs, including through reasonable adjustments and designated spaces for prayer and reflection.
* Highlights how members of the University who experience or witness unfair treatment can access support through Report and Support.
* Reaffirms our commitment to using Equality Impact Assessments to ensure decisions on policies, and changes to processes, procedures, or services are inclusive.
* Is the first policy we have we have that applies to students, staff, people who work with the university, and visitors.

Last year the EDI Committee's function was reshaped to prioritise strategic oversight and the membership was changed and reduced in size to reflect this. Its primary responsibilities encompass ensuring the realisation of the Strategic Plan for EDI and offering assurance to UEB and Council over adherence to the Public Sector Equality Duty. The new format has helped focus our efforts and led to a more self-critical approach.

In the summer of 2024 Planning and Resources Group requested that the Strategy Implementation Group (SIG) carry out a ‘deep dive’ into the Strategic Plan for EDI as part of SIGs role to monitor implementation of the University Strategy.

The SIG appreciated the clear articulation as to how the plan was being implemented and it was acknowledged that the journey to achieving the strategic plan’s major outcomes is positive across all the six goals.

Progress against the six strategic goals

1. Revise and revitalise the way EDI is considered in University decision-making processes by radically redesigning our approach to Equality Impact Assessment with increased leadership, accountability, and challenge.

We have developed a new online [Equality Impact Assessment (EIA)](https://www.southampton.ac.uk/ea) portal. Key stakeholder groups, such as the Strategy Office and HR, have been closely involved in shaping the development of the portal and its associated guidance, as well as participating in training sessions.

The portal consists of a refreshed, online equality impact assessment form and the process enables an audit trail of completed EIAs, allowing for data analysis and reporting.

The portal is accompanied by detailed guidance and personal support from the EDI team. The new portal will provide us with a much clearer institutional picture of where EIAs are being completed and the impacts identified. The focus during 2025 will be to work with strategic leads to ensure that they complete EIAs and to work with our decision makers to make the best use of the findings from EIAs to shape their decision making.

1. Create a strong, dynamic network of EDI leads to align work to the strategic plan for EDI, foster best practice, drive collaboration, and share academic expertise, all helping to shape the design, implementation, and sustainable impact of our EDI work.

Across the University we have a growing number of EDI Leads. During the reporting period, three of the five faculties have appointed Associate Deans for EDI with the other two facilities opting to remain with EDI Leads. Each Associate Dean for EDI or EDI Lead is typically supported by school EDI Leads. Across professional services, most Departments now have an EDI Lead. Each of these roles is carried out alongside the individual’s substantive role.

With the introduction of these EDI roles we have seen that EDI is now a core part of many Faculty Operational Boards and senior leadership teams, which creates greater opportunity to share and influence both strategic direction and day-to-day operational decisions and activity.

It is pleasing that there has been a growth in the number of EDI roles and an increased commitment to EDI by many schools and departments. Inevitably, though, this has led to an increase in the numbers of committees and forums considering EDI, which has presented some challenges for ensuring that work is aligned and efficient.

To help, we have developed a guide for EDI Leads and Associate Deans for EDI to help ensure that actions are aligned to our shared mission. We have also created a space – the Inclusion Action Group, chaired by the AVP for EDI and Social Justice and the Associate Director for Widening Participation and Social Mobility – for all EDI Leads to collaborate and share good practice. Given the time pressures that colleagues face, we plan to review the numerous forums and committees to ensure that their remits are clear, and we may encourage rationalisation.

We now have seven [Equality Networks](https://www.southampton.ac.uk/diversity/get-involved/networks.page). All networks are open to any staff and postgraduate researchers who identify with the aim(s) of the network (the Social Mobility Network is also open to undergraduate students).

The networks are independent, and provide valuable insights from voices that are still under-represented in many areas of the University. They have helped shape key policies such as the Inclusion and Respectful Behaviour Policy and the Family Leave Policy.

The Networks are supported by the EDI team who provide space for peer learning and arrange externally facilitated workshops to support the networks’ ongoing development and impact. All the networks take the lead in organising awareness events for the wider University community, as well as providing safe spaces for network members.

1. Use our Equality Charter commitments to help us identify and tackle the organisational and cultural barriers standing in the way of equality for specific groups of staff and students, delivering our action plan promises, and maximising synergies between charters to increase the impact of these actions.

We have renewed our Disability Confident Leader status (December 2023) and achieved Student Minds University Mental Health Charter Award status (announced March 2024).

Feedback from Student Minds commended the University’s efforts in several key areas, including the development of Student Hubs, collaboration with NHS staff, our Transition and Orientation Programme tailored for disabled students, and our Special Consideration project for supportive student measures.

Student Minds also commended the demonstrated honesty and commitment from leadership throughout the assessment process, once again providing recognition of the University’s consciously open and honest approach to our equality charter work (which had also been noted by assessors of our institutional Athena Swan and Race Equality Charter submissions).

Although we are one of just three Russell Group universities holding Disability Confident Leader status (alongside Durham and Manchester), we very much regarded our renewal as a commitment to a journey, rather than the arrival at a destination. We have since conducted a detailed self-assessment using the Business Disability Forum SMART framework, and the Disability Equality Steering Group (DESG) has developed a 5-year Disability Inclusion Action Plan, which is now progressing through governance.

We are now mid-way through the delivery of our Athena Swan action plan, and 59% of actions are completed. We are working with Advance HE to carry out a mid-way review in March 2025; we will use the review as an opportunity to focus on understanding impact and intersectional issues. Our next institutional Athena Swan submission is due in 2027.

Our departmental Athena Swan submissions have continued to be successful and in the reporting period we have secured one Sliver Awards (Chemistry and Chemical Engineering) and four Bronze Awards (Geography and Environmental Science, Health Sciences, Ocean and Earth Science, Optoelectronics Research Centre).

We have continued to run the Women’s Development Programme, built around the RISE programme. This year saw our third cohort participate in the programme, which has received extremely positive feedback from participants.

We are also mid- way through the delivery of our Race Equality Charter action plan, with 51% of actions complete. We are preparing for mid-way review in the autumn, and this will be done in collaboration with Advance HE.

Throughout 2024 we have been redesigning the role of the Self-Assessment Teams (SATs) that support our charter work, allowing for more flexible and efficient use of people's time as well as maximising wider insight via short task and finish groups. Both the Athena Swan SAT, the Race Equality Charter SAT, the Concordat Action Group, and the Technician Commitment Implementation Group have now been relaunched following this new model, and during 2025 the remaining SATs will be reshaped in a similar way.

Our third Technician Commitment self-assessment and action plan has been submitted for review. The submission highlights our strong commitment to supporting and developing our Technical community with a key highlight including the introduction of a new level 6 grade within the TAE job family providing, clearer career progression pathways for technical staff.

We have purposefully strengthened the collaboration between the Researcher Development Concordat and the Technician Commitment, promoting a holistic approach to research culture that fosters a supportive and inclusive environment for research teams. The new Research Development Concordat Champion Network is a welcome forum that is helping to facilitate sharing best practices across faculties.

As our approach to working with the charters matures, we are encouraging a greater focus on the impact of our collective actions. In the way we are working with the charters we are increasingly making use of methodologies like Theory of Change, an approach already established in our Access and Participation Plan work, and systems thinking and have found that it helps us assess effectiveness, measure outcomes, and ensure continuous improvement in achieving the desired impact. We are anticipating that this approach will aid the People Culture and Communities element of the REF.

We are part of an Advanced HE co-design group inputting into the proposed Advance HE Holistic Framework for EDI.

1. Create a series of opportunities for the wider University community to understand and shape the EDI agenda, including seeking to engage and involve those who may be ambivalent or pessimistic about the value of EDI.

The University’s first EDI Symposium was delivered over three days in April 2024 addressing key themes such as race equality, mental health, disability inclusion, and social mobility. It included a mix of in-person and online interactive workshops, expert discussions, and panel sessions, providing opportunities for staff, students, and leadership to collaborate and contribute to our EDI goals. Sessions included:

* Bridging the Gap: Harnessing student voice to accelerate race equity and social justice
* Learnings from the Social Mobility Network: Building initiatives and strategies to enhance social mobility at Southampton
* An introduction to inclusive language
* Evaluating Progress of Our Current EDI Strategy and Mission.

More recently, a speaker series ‘Conflicting Ideas, Conflict and Compassionate Conversations’ has been set up, led by the Associate Vice President for EDI and Social Justice. The series aims to give our University community and the public an opportunity to hear from and engage with national and international experts, voices and leaders in their respective fields. Reviewing ticket sales and attendance at the two events held so far indicates that we are reaching a new audience, including new sections of the public:

Conversation 1: [Nihal Arthanayake](https://jhg.art/events/in-conversation-with-nihal-arthanayake/) (ethnicity, race and media) 12.11.2024

Conversation 2: [David Harewood](https://jhg.art/events/in-conversation-with-david-harewood/) (race and mental health) 28.01.2025

Conversation 3: [Alison Lapper](https://www.mayflower.org.uk/whats-on/alison-lapper-2025/) (disability, gender and mental health) 27.03.2025

Conversation 4: Thomas J Price (art, culture) TBC

In addition to this, and in response to a request from our community, our EDI Sponsor, the Parkes Institute, and UoS Palestine Solidarity Network have jointly organized a series of guest lectures to support discussions within the University regarding alternative definitions of antisemitism and islamophobia:

* In November 2024, Prof. Brian Klug, Emeritus Fellow of the Faculty of Philosophy, Oxford, gave the first talk in the series: ‘Defining Antisemitism: What is the Point?’.
* In February 2025, Prof. Nasar Meer, Professor of Social & Political Sciences at the University of Glasgow and Honorary Professor at the University of Edinburgh, is scheduled to give the second talk in the series: [*‘Islamophobia as a concept in practice’*](https://www.eventbrite.co.uk/e/islamophobia-as-a-concept-in-practice-tickets-1221081941959?aff=oddtdtcreator).

1. Strengthen awareness of and confidence in Report + Support; use our communications channels to ensure that members of our community have faith that reporting incidents leads to change; demonstrate organisational learning.

In 2021 we introduced [Report + Support](https://reportandsupport.southampton.ac.uk/) which is one of the ways that our University community can report any acts of harassment, discrimination or hate crime and receive the support they need. Importantly it is also possible to report anonymously. After three years of working with this system, a task and finish group was set up to review its fitness for purpose, understand the data and importantly, shape how further improvements can be implemented across the University.

Key outcomes from the task and finish group have been the development of a PowerBI dashboard to make it easier to extract and present data for ongoing monitoring and review, and the development of a bespoke Report + Support Communications Plan that addresses concerns we have picked up via our Equality Charter work, such as low awareness of the tool, as well as some misconceptions about what happens once a report has been made.

To date, the majority of reports are from students, and many of these are anonymous reports. We have introduced additional functionality to enable two-way communication with anonymous reportees, and this allows for better safeguards.

[Appendix 1](#1.Report and Support statistics|outline) provides a breakdown of reports received, how many are named, how many are anonymous, and lastly, what people are reporting about. It is important to note that as a University, we have other ways that people can raise concerns, and the majority of concerns from staff are raised outside of the Report + Support tool (e.g., via line management or the grievance procedure). The EDI Committee received its first detailed Annual Preventing and Tackling Harassment Report and agreed that this will be an annual agenda item.

Through the cross-disciplinary Preventing and Tackling Harassment Oversight Group we make connections between incidents occurring in different parts of the campus and develop appropriate responses, as well as capturing insight for policy development and links into actions from the Equality Charters.

1. Where leadership teams lack in diversity and lived experience, actively seek to involve missing voices and experiences via staff networks, academic insight, and professional services expertise, as well as taking positive steps to improve diversity via recruitment.

Thanks to UKRI funding to improve the research environment we were able to offer a Compassionate and Inclusive Leadership Programme designed specifically for men between July and September 2024. 15 places were available.

As EDI work and initiatives are predominantly led by women we purposefully wanted to create a programme that enables men to be active leaders in this space too. Principle Investigators were targeted, and due to the overwhelming interest, (150 applicants for the 15 places) we will be running a second cohort this year.

Initial feedback has been positive, including an appreciation for having a men’s only space, which participants said allowed for them to better engage. The programme is learner-led and much of what people have learned will take a little while to translate into day-to-day practice. A community of practice and ongoing action learning sets have been set up to help peers embed learning. Long-term evaluation is planned, including evaluative conversations to track personal and organisational impact.

In 2024 we worked in collaboration with Reverse Mentoring Practice Ltd to deliver a second University-wide Reverse Mentoring programme. We targeted Heads of School as mentees, and mentors were drawn from our Equality Networks, Student and PGR groups. Twenty-two pairings were made, and 90% of the mentees stated that they agreed that the time invested in reverse mentoring improved their ability and competence to be an inclusive leader. 88% agreed that being a reverse mentor and engaging with a leader in the organisation has improved their overall confidence in themselves. Short and long-term evaluation is taking place to best understand the long-term impact of the programme.

Equality objectives

Under the Equality Act 2010 (Specific Duties) Regulations 2011 we are required to have and publish equality objectives at least every four years. In March 2021 UEB approved and published the four equality objectives summarised below. These equality objectives are still current and relevant, and we intend to retain the same four equality objectives through to the end of our current EDI strategic plan (December 2025).

1. We want all students to have a good inclusive experience – we will proactively work to ensure that all students feel they belong on an equal basis within the University and that we foster an environment that makes it possible for all students to progress with success.

This objective is largely delivered through the implementation of the Strategic Plan for Student Experience and the Strategic Plan for Education. Significant improvements have been made in how we communicate with students, making it easier for students to engage with key messages. The redesign of the Student Hub has also significantly improved the student experience.

A core component of our ambitious master plan for Estates and Facilities is to ensure we create an inclusive estate both in terms of physical inclusivity and in terms of broader inclusivity such as prayer and reflection spaces and the sensory environment.

As part of our widening participation and social mobility work, we have a set of intervention strategies all designed to maximise students' sense of belonging and ability to succeed. Specifically, the objective of intervention strategy five of the Access and Participation Plan, is to improve the experience and differential outcomes of Black students and reduce non-continuation, non-completion and degree awarding gaps. Three strands focusing on Community, Culture and Curriculum will deliver a multi-faceted approach to this work.

1. We will review our approach to staff recruitment and promotion processes to advance inclusivity amongst our staff and provide information to inform line managers’ and recruiting mangers’ decision making.

In 2021 we introduced the Super Recruiter project. The aim was that Super Recruiters would support, influence and role model good and inclusive recruitment practice throughout the recruitment process thereby increasing the diversity of the workforce. In 2024 we began a review of the impact of this project and, based on our findings, we plan to reshape the role, improve training and build a stronger peer community.

We have seen positive signs of progress following a series of changes to the academic promotion and pathway movement process introduced over the last three years – including the creation of Academic Career Development Committees, moving the application process online, adding a School panel and candidate feedback stage, and removing promotion interviews. These changes were informed by data from our institutional Athena Swan and Race Equality Charter submissions. In 2025, these changes will be further supported by the introduction of refreshed Career Pathways, which support both the promotion and recruitment processes, as well as a wide range of other HR processes.

1. We will identify our key EDI performance indicators and make it easier for students and staff to see how we are progressing against key indicators that measure EDI progress.

In 2023 we identified a set of KPIs that measure qualitative and quantitative data focusing on both the staff and student experience. The data is focused on measuring how people are feeling (drawing on staff engagement survey insights and measuring their ‘journey’. This includes using data that tracks the demographic spread of staff across the University and measures the student awarding gap by white and Black ethnic groups, which is the sole focus of Intervention Strategy 5 of the Access and Participation Plan. Lastly, we measure overall progress with all actions associated with the six equality charters.

Each of the KPIs has a RAG rating to indicate if we are on track, or if remedial action is needed. At each EDI Committee meeting, we provide an update on progress against the six equality charters. Please see [Appendix 2](#2.Key Performance Indicators|outline) for our current position in relation to these KPIs.

Our EDI annual report is published on our website and our wider University community are sighted on the KPIs through, for example, our EDI symposium or other presentations that the EDI team gives.

1. Staff and students take personal responsibility and accountability for their behaviour, actions and decision making and the impact they can have on equality.

The introduction of the Inclusion and Respectful Behaviour policy and its accompanying guidance sets out personal responsibilities. Significant stakeholder engagement took place both as part of creating the policy and in implementing it.

The student charter and our Southampton Behaviours set out our expectation of each individual having a responsibility to ensure that we have an inclusive environment.

# Implications

### Strategic (including relevant KPIs)

The University Strategy places a strong emphasis on EDI and creating One Southampton. Three of the values set out in the strategy are closely aligned to EDI:

Egalitarian – we champion EDI in all that we do

Collaborative – we build sustainable, inclusive communities through strong partnerships

Leadership – we have visionary leadership that enables and empowers people to thrive

The Strategic Plan for EDI sets out a vision for creating an inclusive community where staff and students feel able and are supported, to take individual and collective agency and accountability for making EDI a reality.

### Equality and legal

Through implementing the six strategic goals set out in The Strategic Plan for EDI and delivering against our Equality Objectives we are meeting our legal duties under the Equality Act 2010.

## Consultation

The chairs of staff networks, faculty EDI leads/ADs for EDI, professional services EDI leads, Associate Director of WPSM and Associate Director of Student and Education Services have all contributed to the report. A draft of this report has been shared and discussed with HRSLT and EDI Committee.

## Appendices

[Appendix 1](#1.Report and Support statistics|outline) – Report and Support statistics

[Appendix 2](#2.Key Performance Indicators|outline) – Key Performance Indicators

See also: [Staff Diversity Dashboard](https://app.powerbi.com/links/pqNADcmiNB?ctid=4a5378f9-29f4-4d3e-be89-669d03ada9d8)

1. Report and Support statistics

These data relate to a collection from the report and support site only. The data relate to the numbers of reports alone. This is not the same as the number of incidents; multiple people may report one incident or a person may report multiple events.

Filters on data to capture the student headline data for students are: Student, PGR and Placement. This latter category was introduced for the academic year 2023-4 to help identify concerns by location and in light of reports from the previous academic year.

All categories are self-defined by the reporter and thus may not necessarily conform to formal definitions of terms such as harassment or discrimination.

Total number of student and staff reports received via report and support

Table 1: Total reports received

|  | 2021/22 | 2022/23 | 2023/24 |
| --- | --- | --- | --- |
| From Students | 163 | 197 | 208 |
| From Staff | 77 | 87 | 107 |
| **Total** | 240 | 284 | 315 |

Table 2: Named vs anonymous reports

|  | 2021/22 | | 2022/23 | | 2023/24 | |
| --- | --- | --- | --- | --- | --- | --- |
|  | Named | Anon. | Named | Anon. | Named | Anon. |
| From Students  % -> | 60  (37%) | 103  (63%) | 66  (34%) | 131  (66%) | 60  (29%) | 148  (71%) |
| From Staff  % -> | 33  (43%) | 44  (57%) | 34  (39%) | 53  (61%) | 50  (47%) | 57  (53%) |
| **Total** | 93 | 147 | 100 | 184 | 110 | 205 |

Table 3: What is being reported

|  | 2021/22 | | 2022/23 | | 2023/24 | |
| --- | --- | --- | --- | --- | --- | --- |
|  | Student | Staff | Student | Staff | Student | Staff |
| Hate Crime | 3  (2%) | 3  (4%) | 3  (2%) | 7  (8%) | 8  (4%) | 3  (3%) |
| Assault | 18  (11%) | 1  (1%) | 33  (17%) | 2  (2%) | 17  (8%) | 3  (3%) |
| Bullying | 20  (12%) | 21  (27%) | 27  (14%) | 15  (17%) | 33  (16%) | 19  (18%) |
| Discrimination | 19  (12%) | 14  (18%) | 19  (10%) | 17  (20%) | 29  (14%) | 15  (14%) |
| Harassment | 46  (28%) | 25  (32%) | 50  (25%) | 24  (28%) | 54  (26%) | 27  (25%) |
| Other | 22  (13%) | 11  (14%) | 37  (19%) | 20  (23%) | 49  (24%) | 36  (34%) |
| Sexual Misconduct | 35  (21%) | 2  (3%) | 28  (24%) | 2  (2%) | 18  (9%) | 4  (4%) |
| **Total** | 163 | 77 | 197 | 87 | 208 | 107 |

1. Key Performance Indicators

KPI 1: Staff engagement by key protected characteristics

Source: Staff engagement survey

RAG definition: Green/Target = Gap of 5 percentage points or less; Amber = Gap of more than 5 but less than 10 percentage points; Red = Gap of 10 percentage points or more

Latest data: November 2024

|  | Gender | | | Ethnicity | | | Disability | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | Man | Gap | BAME | White | Gap | Yes | No | Gap |
| **Engagement score** | 80% | 77% | +3pp | 82% | 78% | +4pp | 74% | 80% | −6pp |

Note: We analyse all data by individual ethnic groups and we will show these groups separately where there are sufficient numbers of respondents. Numbers are currently insufficient, so we have aggregated as BAME.

KPI 2: Staff belonging by key protected characteristics

Source: Staff engagement survey

RAG definition: Green/Target = Gap of 5 percentage points or less; Amber = Gap of more than 5 but less than 10 percentage points; Red = Gap of 10 percentage points or more

Latest data: November 2024

|  | Gender | | | Ethnicity | | | Disability | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | Man | Gap | BAME | White | Gap | Yes | No | Gap |
| **"I feel I belong here"** | 75% | 73% | +2pp | 75% | 75% | Same | 66% | 76% | −10pp |

Note: We analyse all data by individual ethnic groups and we will show these groups separately where there are sufficient numbers of respondents. Numbers are currently insufficient, so we have aggregated as BAME.

KPI 3: Gender and ethnicity pay gaps, compared to other Russell Group universities

Source: Statutory (gender) and voluntary (ethnicity) disclosures

RAG definition: Green/Target = On or below Russell Group median; Amber = Between Russell Group median and upper quartile; Red = Above Russell Group upper quartile

Latest data: 2023/24 disclosures (updated 11 April 2024)

|  | Gender pay gaps | | Ethnicity pay gaps | |
| --- | --- | --- | --- | --- |
|  | Mean | Median | Mean | Median |
| Southampton | 19.1% | 15.8% | 5.9% | 2.8% |
| Russell Group Upper Quartile | 19.1% | 16.1% | 14.8% | 12.5% |
| Russell Group Median | 15.3% | 11.9% | 12.2% | 8.7% |
| Russell Group Lower Quartile | 14.0% | 9.0% | 2.5% | 1.8% |
| **RAG Status** | Amber | Amber | Green | Green |

Note: A minimum of 10 Russell Group institutions must have disclosed data for RAG to be measured.

KPI 4: Equality charters progress

Source: Smartsheet/Equality charters project management

RAG definition: Green/Target = Fewer than 5% of actions with issues, at risk or late; Amber = Between 5% and 10% of actions with issues, at risk or late; Red = More than 10% of actions with issues, at risk or late

Latest data: January 2025

|  | Number | Percentage |
| --- | --- | --- |
| **Actions with issues, at risk or late** | 18 | 3.9% |

KPI 5: Diversity of staff community

Source: Equality charters annual snapshot data, Census 2021 data

RAG definition: Relative to the benchmark, Green/Target = Between 95% and 110% representation; Amber = Between 75% and 95%, or greater than 110% representation; Red = Below 75% representation

Latest data: December 2024 (staff data snapshot), March 2021 (Census 2021 benchmark)

|  | Arab | Asian | Black | Chinese | Mixed | Other | All BAME |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2024/25 Staff FPE | 46 | 502 | 135 | 306 | 173 | 153 | 1,315 |
| 2024/25 Percentage | 0.6% | 6.7% | 1.8% | 4.1% | 2.3% | 2.0% | 17.5% |
| Benchmark (Census 2021) | 0.5% | 7.8% | 2.8% | 1.3% | 3.0% | 1.6% | 17.0% |
| **Variance to benchmark** | 123.9% | 83.9% | 45.9% | 166.9% | 68.3% | 122.2% | 103.1% |

KPI 6a: Awarding gap for students from low socio-economic backgrounds

Source: Access and Participation Plan

RAG definition: Green/Target = Aligned to milestone data; Amber = Within 2 percentage points of milestone; Red = Less than 2 percentage points from milestone data

Latest data: OfS Access and Participation Data Dashboard

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 |
| Awarding gap between students from IMD Q1 and IMD Q5 areas | 12.2pp | 11.2pp | 11.4pp | 11.4pp | 11.2pp | - | - | - | - |
| Access and Participation Plan - Milestone Data | - | - | - | 11.4pp | 11.4pp | 10.4pp | 9.0pp | 7.5pp | 6.6pp |
| **Variance to Milestones** | - | - | - | Nil | −0.2pp | - | - | - | - |

|  | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Awarding gap between students eligible and ineligible for FSM | 3.2pp | 10.4pp | 8.7pp | 8.8pp | 4.7pp | - | - | - | - |
| Access and Participation Plan - Milestone Data | - | - | - | 8.7pp | 8.7pp | 7.0pp | 5.5pp | 4.0pp | 3.0pp |
| **Variance to Milestones** | - | - | - | +0.1pp | −4.0pp | - | - | - | - |

KPI 6b: Awarding gap between Black and White students

Source: Access and Participation Plan

RAG definition: Green/Target = Aligned to milestone data; Amber = Within 2 percentage points of milestone; Red = Less than 2 percentage points from milestone data

Latest data: OfS Access and Participation Data Dashboard

|  | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Awarding gap between Black and White students | 15.8pp | 17.5pp | 18.1pp | 18.1pp | 14.9pp | - | - | - | - |
| Access and Participation Plan - Milestone Data | - | - | - | 18.0pp | 18.0pp | 16.0pp | 14.0pp | 12.0pp | 10.9pp |
| **Variance to Milestones** | - | - | - | +0.1pp | −3.1pp | - | - | - | - |