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**Staff and Student Equality Monitoring
Report
2024-2025**

**Office for Institutional
Equity and Inclusion**

Contents

Introduction	3
About this report.....	3
Equality objectives	3
Staff equality monitoring statistics	4
Introduction	4
Staff breakdown	6
Age	7
Contract status.....	11
Full-time and part-time status	11
Disability.....	13
Contract type	14
Full-time or part-time status	15
Ethnicity	16
Contract type	22
Part-time work.....	22
Turnover and reasons for leaving	24
Family leave.....	27
Gender reassignment	28
Religion or Belief.....	29
Sex.....	30
Contract type	33
Full-time or part-time status	34
Turnover and reasons for leaving	35
Senior leadership.....	37
Sexual orientation	38
Recruitment.....	39
Ethnicity	42
Promotion and progression.....	44
Training opportunities	46
Students' equality monitoring statistics.....	50
Introduction	50
Overview of student body	51
School populations	51
Level of study.....	52

Age	54
Disability.....	55
Ethnicity	60
Religion or belief	64
Sex.....	67
Sexual orientation	69

Introduction

About this report

City St George's, University of London has specific equality duties, as outlined by the Equality Act (2010). These require public authorities to eliminate discrimination, harassment, and victimisation, advance equality of opportunity and foster good relations. City St George's is required to publish equality information on an annual basis, which demonstrates progress against specific measurable equality objectives. The staff and student equality monitoring report provides an overview of staff and student equality data.

City St George's, University of London, regards freedom of speech and academic freedom to be fundamental to delivering its mission as the University of business, practice and the professions. Its values in this respect are set out in a code of practice on freedom of speech and academic freedom, which explains how the University will uphold, secure, and promote freedom of speech within the law. See: [Code of Practice on Freedom of Speech](#).

City, University of London and St George's, University of London merged on 1 August 2024 to form City St George's, University of London. This merger has established a multi-faculty institution with a distinctive focus on professional education and research at the frontier of practice.

City St George's operates across three campuses in London. The Clerkenwell campus, Moorgate campus and Tooting campus (the former St George's campus). The University is organised into six Schools: Bayes Business School, City Law School, School of Communication & Creativity, School of Health & Medical Sciences, School of Policy & Global Affairs, and the School of Science & Technology. Following the merger, legacy St George's School of Health & Medical Sciences and legacy City's School of Health & Psychological Sciences joined to form the integrated School of Health & Medical Sciences.

This is the first reporting year for City St George's and legacy institutional reports can be found [here](#). As this is the first year of reporting for City St George's, this report establishes a baseline against which future comparisons will be made. This will enable the University to monitor changes in the composition of staff and students over time. The University will monitor progress in advancing the diversity of student and staff communities, work to create an inclusive environment and promote inclusive teaching, education and engagement practices.

Equality objectives

The outlined equality objectives capture the ability to advance equality and build an inclusive University culture which promotes dignity and respect for all members of City St George's diverse community. City St George's has committed to measuring and delivering on the following equality objectives, which also address commitments to progressing the Athena Swan and Race Equality Charter Mark action plans.

City St George's is committed to:

- **Objective 1: Reducing pay gaps**
- **Objective 2: Building a more representative workforce, particularly at senior levels, to better reflect the diversity of the student population**
- **Objective 3: Reducing the Black student awarding gap.**

The Equity, Diversity and Inclusion (EDI) Supporting Strategy, currently under development, will act as an enabler of City St George's Vision and Strategy 2035 and will provide a clear framework for action, setting out the measures of success linked to EDI objectives. The EDI supporting strategy will ensure that progress is monitored in a consistent and evidence-led way, demonstrating how the University is achieving tangible outcomes in relation to equity, diversity, and inclusion.

The Office for Institutional Equity and Inclusion (OIEI) will support the delivery of the EDI supporting strategy, working to remove barriers to progression for students and staff and fostering a culture of fairness, equity, and respect. City St George's will continue to drive positive change through charter mark frameworks and associated action plans to advance equity in disability, gender, LGBTQIA+ and race inclusion.

Staff equality monitoring statistics

Introduction

This section presents City St George's staff equality data for the academic year 2024/25. City St George's currently collects and monitors data on eight out of nine protected characteristics defined by the Equality Act 2010. The characteristics collected and covered within this report are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation.

The data used for this report includes all salaried staff who were employed at City St George's on the 31 July of 2025. Turnover data is calculated using average staff headcount across the reporting year, as staff join and leave at different points

throughout the year. Using an average headcount provides a more accurate reflection of turnover numbers across the reporting year.

This is the first reporting year for the newly formed City St George's and legacy data reports can be found [here](#).

This section of the report presents a snapshot of the workforce at a specific point in time and reflects the categorisations and system structures in place during the reporting period. HR data has been drawn from two systems running in parallel as a result of the recent merger (Clerkenwell/Moorgate; Tooting). These systems will continue to operate concurrently until they are consolidated into a single reporting system. Data has been combined from across the two systems to provide an overall institutional picture. As some role profiles, job titles and pay grade structures differ between the systems, full alignment of all categories is not possible. Where categories could not be aligned between systems, the original categories have been retained and presented separately for the two legacy systems (areas) within the tables. Where categories are consistent across both systems, such as age, disability, ethnicity, and sexual orientation, the data has been reported collectively.

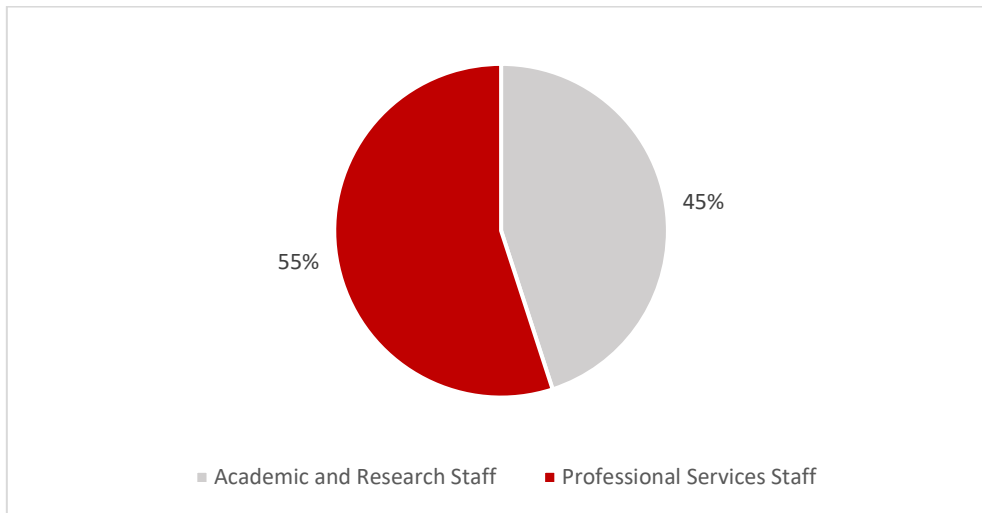
In 2024/25, City St George's employed 3,518 staff comprising of 1,598 academic and research Staff (45%) and 1,920 Professional Services staff (55%). Staff were employed across central Professional Services and six Schools:

- Bayes Business School
- City Law School
- School of Communication & Creativity
- School of Health & Medical Sciences
- School of Policy & Global Affairs
- School of Science & Technology.

In the staff data tables, an asterisk (*) indicates where staff numbers are fewer than five. These figures have been redacted to protect confidentiality and reduce the risk of identifying individuals, particularly in small cohorts. In some tables, if only one figure is redacted and a total is shown, the redacted number could be calculated by subtracting the other figures from the total. In these cases, the total is shown using a "<" symbol rather than the exact figure to prevent the redacted value from being derived. Where totals are presented with a "<" symbol, this indicates that the total sum of the visible figures within the table is higher than the number shown. This approach helps protect individual confidentiality while maintaining transparency in how totals are reported.

Staff breakdown

Figure 1: Staff breakdown by role



- City St George's employed a total of 3,518 staff in 2024/25.
- City St George's employed 1,598 academic and research staff, making up 45% of the staff population.
- City St George's employed 1,920 Professional Services staff, making up 55% of the staff population.

Age

Table 1: Age: Academic and Professional Services staff by age bracket

Age bracket	Academic Staff No.	Academic %	Professional Services staff no.	Professional Services staff %	All staff no.	All staff %
Under 25	9	0.6%	64	3.3%	73	2.1%
25 - 34	230	14.4%	554	28.9%	784	22.3%
35 - 44	493	30.9%	528	27.5%	1,021	29.0%
45 - 54	426	26.7%	460	24.0%	886	25.2%
55 - 64	321	20.1%	266	13.9%	587	16.7%
65 +	119	7.5%	48	2.5%	167	4.8%
Total	1,598	45.4%	1,920	54.6%	3,518	100.0%

- The largest percentage of City St George's staff were those in the 35-44 age bracket, comprising 29% of staff.
- The age bracket with the largest percentage of academic staff was the 35-44 age bracket at 31%.
- The age bracket with the largest percentage of Professional Services staff was the 25-34 age bracket at 29%.

Figure 2: Breakdown of Academic and Professional Service staff by age bracket

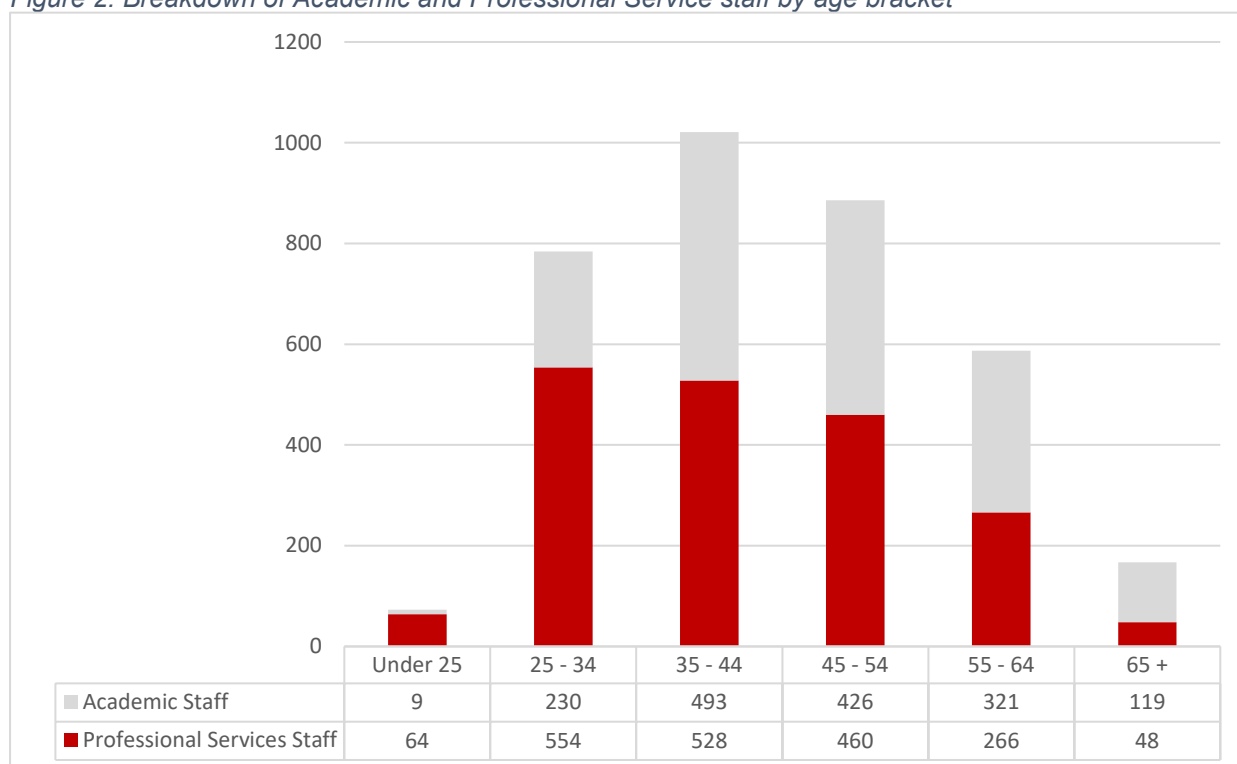


Table 2: Research staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25	7	2.6%
25 - 34	105	39.6%
35 - 44	102	38.5%
45 - 54	33	12.5%
55 - 64	12	4.5%
65 +	6	2.3%
Total	265	100%

* Research Staff includes Research Fellows and Research Assistants

- The largest percentage of Research staff were those in the 25-34 age bracket at 40%.

Table 3: Lecturer staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25	*	*
25 – 34	95	23.6%
35 – 44	181	45.0%
45 – 54	85	21.1%
55 – 64	33	8.2%
65 +	7	1.7%
Total	401<	100.0%

- The largest percentage of Lecturer staff were those in the 35-44 age bracket at 45%.

Table 4: Senior Lecturer staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25		
25 – 34	15	3.8%
35 – 44	131	32.8%
45 – 54	128	32.1%
55 – 64	102	25.6%
65 +	23	5.8%
Total	399	100.0%

- The largest percentage of Senior Lecturer staff were those in the 35-44 age bracket at 33%.

Table 5: Reader/Associate Professor staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25		
25 - 34	*	*
35 - 44	52	27.4%
45 - 54	77	40.5%
55 - 64	46	24.2%
65 +	14	7.4%
Total	189<	100.0%

- The largest percentage of Reader/Associate Professor staff were those in the 45-54 age bracket at 41%.

Table 6: Professor staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25		
25 – 34		
35 – 44	18	6.0%
45 – 54	90	30.2%
55 – 64	124	41.6%
65 +	66	22.2%
Total	298	100.0%

- The largest percentage of Professors were those in the 55-64 age bracket at 42%.

Table 7: Teaching staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25	*	2.3%
25 – 34	14	31.8%
35 – 44	9	20.5%
45 – 54	13	29.6%
55 – 64	*	9.1%
65 +	*	6.8%
Total	44	100%

* Teaching staff includes Teaching Fellows and Problem-Based Learning (PBL) Tutors

- The largest percentage of Teaching staff were those in the 25-34 age bracket at 32%.
- Teaching staff is not a category currently used within the Clerkenwell and Moorgate campuses.

Table 8: Professional Services staff by age bracket

Age bracket	No. of staff	Percentage (%)
Under 25	64	3.3%
25 – 34	554	28.9%
35 – 44	528	27.5%
45 – 54	460	24.0%
55 – 64	266	13.9%
65 +	48	2.5%
Total	1920	100.0%

* Professional Staff includes Research Operations (RO), Education Operations (EO), Education Strategy and Development Office (ESDO), and Professional and Technical Services (PTS)

- For Professional Services staff, the largest percentage of staff were those in the 25-34 age bracket at 29%.

Contract status

Table 9: Age: Academic staff by contract type

Age bracket	Fixed-term	Permanent	% Fixed-term	% Fixed-term [^]
Under 25	*	6	*	*
25-34	81	149	35.2%	39.3%
35-44	74	419	15.0%	35.9%
45-54	26	400	6.1%	12.6%
55-64	15	306	4.7%	7.3%
65+	7	112	5.9%	3.4%
Total	203<	1,392	12.9%	100%

[^] % Measured against all fixed term staff within academic staff

Table 10: Age: Professional staff by contract type

Age bracket	Fixed-term	Permanent	% Fixed-term	% Fixed-term [^]
Under 25	30	34	46.9%	12.7%
25-34	100	454	18.1%	42.4%
35-44	45	483	8.5%	19.1%
45-54	31	429	6.7%	13.1%
55-64	25	241	9.4%	10.6%
65+	5	43	10.4%	2.1%
Total	236	1,684	12.3%	100%

[^] % Measured against all fixed term staff within Professional Services staff

- The 25-34 age bracket had the highest proportion of staff on fixed-term contracts for both academic staff at 39% and Professional Services staff at 42%.

Full-time and part-time status

Table 11: Age: Academic staff by full-time & part-time

Age bracket	Full-time	Part-time	% Part-time	% Part-time [^]
Under 25	8	*	*	*
25-34	173	57	24.8%	12.8%
35-44	368	125	25.4%	28.0%
45-54	323	103	24.2%	23.0%
55-64	222	99	30.8%	22.2%
65+	57	62	52.1%	13.9%
Total	1,151	446<	28.0%	100.%

[^] % Measured against all part-time staff within academic staff

Table 12: Age: Professional staff by full-time & part-time

Age bracket	Full-time	Part-time	% Part-time	% Part-time ^
Under 25	57	7	10.9%	2.9%
25-34	518	36	6.5%	15.1%
35-44	452	76	14.4%	31.8%
45-54	397	63	13.7%	26.4%
55-64	225	41	15.4%	17.2%
65+	32	16	33.3%	6.7%
Total	1,681	239	12.5%	100%

^ % Measured against all part-time staff within Professional Services staff

- The 35-44 age bracket had the highest proportion of staff working part-time for both academic staff at 28% and Professional Services staff at 32%.

Disability

Table 13: Disability: Academic and Professional Service staff by disability declaration

Disability declaration	Academic staff No.	Academic staff %	Professional Services staff No.	Professional Services staff %	All staff No.	All staff %
Disability	110	6.9%	190	9.9%	300	8.5%
No known disability	1,321	82.8%	1,518	79.1%	2,839	80.7%
Not known/refused	167	10.5%	212	11.0%	379	10.8%
Total	1,598	100%	1,920	100%	3,518	100%

- Within academic staff, 7% of staff declared a disability.
- Within Professional Services staff, 10% of staff declared a disability.
- Across all staff, 9% of staff declared a disability.

Figure 3: Staff breakdown by disability

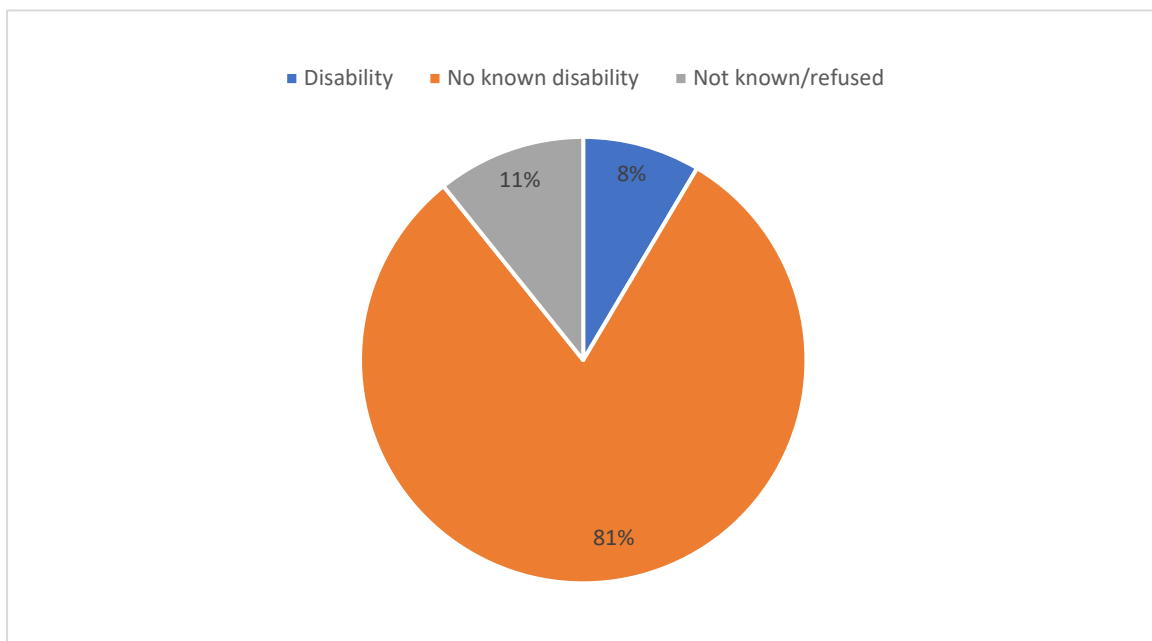


Table 14: Breakdown of disability description

Disability declared - Breakdown	Percentage (%)
Learning difference such as dyslexia, dyspraxia or AD(H)D	34.0%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	24.0%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	19.0%
An impairment, health condition or learning difference not listed	12.0%
Physical impairment	4.3%
D/deaf or have a hearing impairment	3.3%
Blind or have a visual impairment uncorrected by glasses	1.7%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	1.7%
Total	100%

[Disability descriptions from HESA](#)

- The most declared disability type was 'Learning difference such as dyslexia, dyspraxia or AD(H)D', at 34%.
- The least declared disability type was both 'Social/communication conditions such as a speech and language impairment or an autistic spectrum condition' and 'Blind or have a visual impairment uncorrected by glasses' at 2%.

Contract type

Table 15: Disability: Academic staff by contract type

Contract type	Disability	No known disability	Not known/refused	% with Disability *	% with Disability ^
Fixed-term	16	170	20	7.8%	14.6%
Permanent	94	111	147	6.8%	85.5%
Total	110	1,321	167	6.9%	100%

*% Measured against all staff within academic staff

^% Measured against all disabled staff within academic staff

Table 16: Disability: Professional Service staff by contract type

Contract type	Disability	No known disability	Not known/refused	% with Disability*	% with Disability^
Fixed-term	34	176	26	14.4%	17.9%
Permanent	156	1,342	186	9.3%	82.1%
Total	190	1,518	212	9.9%	100%

*% Measured against all staff within Professional Services

^% Measured against all disabled staff within Professional Services

- Of academic staff who declared a disability, 15% were on fixed-term contracts.
- Of Professional Services staff who declared a disability, 18% were on fixed-term contract.

Full-time or part-time status

Table 17: Disability: Academic staff by full-time / part-time

Work status	Disability	No known disability	Not known/refused	% with Disability*	% with Disability^
Full-time	63	961	127	5.5%	57.3%
Part-time	47	360	40	10.5%	42.7%
Total	110	1,321	167	6.9%	100%

*% Measured against all staff within academic staff

^% Measured against all disabled staff within academic staff

Table 18: Disability: Professional Service staff by full-time / part-time

Work status	Disability	No known disability	Not known/refused	% with Disability*	% with Disability^
Full-time	165	1,326	190	9.8%	86.8%
Part-time	25	192	22	10.5%	13.2%
Total	190	1,518	212	9.9%	100%

*% Measured against all staff within Professional Services

^% Measured against all disabled staff within Professional Services

- Of academic staff who declared a disability, 43% worked part-time.
- Of Professional Services staff who declared a disability, 13% worked part-time.

Ethnicity

Throughout this section data within tables is presented by ethnicity, and split by White, BAME, and Refused or Not known. BAME includes staff who identify as Black, Asian, or minority ethnic.

Calculations include only those who have declared an ethnicity e.g., Refused/Not known are excluded. This approach allows the percentage of BAME staff to be presented in relation to respondents who shared their ethnicity, rather than data being affected by Refused/Not known records.

In this report, the term BAME is used within tables to align with the Higher Education Statistics Agency (HESA) data collecting and reporting standards. We use the term in line with data collection requirements whilst recognising its limitations and homogenisation.

Table 19: Ethnicity: Academic staff by residency status

Residency status	BAME	White	Refused / Not known	% BAME	% BAME [^]	% White	% White [^]
UK	247	762	36	31.3%	40.5%	68.7%	32.6%
NON UK	168	368	17	24.5%	59.5%	75.5%	67.4%
Total	415	1,130	53	26.9%	100%	73.1%	100%

*% Calculations include only those who have declared their ethnicity

[^]% Measured against all BAME or White staff within Academic staff

Table 20: Ethnicity: Professional Service staff by residency status

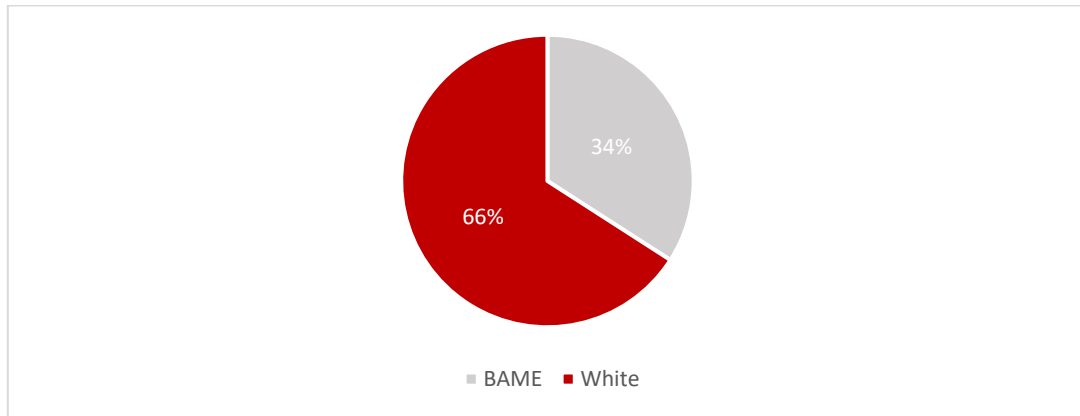
Residency status	BAME	White	Refused / Not known	% BAME	% BAME [^]	% White	% White [^]
UK	610	905	60	39.6%	17.7%	60.4%	18.1%
NON UK	131	200	14	40.3%	82.3%	59.7%	81.9%
Total	741	1,105	74	40.1%	100%	59.9%	100%

*% Calculations include only those who have declared their ethnicity

[^]% Measured against all BAME or White staff within Professional Services staff

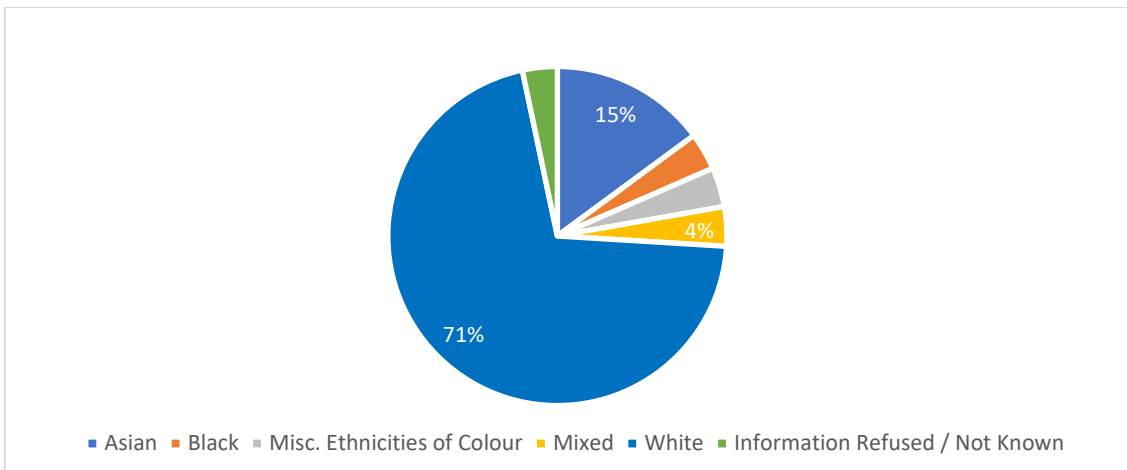
- 34% of all staff identified as Black, Asian or minority ethnic.
- 40% of Professional Services staff identified as Black, Asian or minority ethnic.
- 27% of academic staff identified as Black, Asian or minority ethnic.

Figure 4: All staff by ethnicity



*Calculations include only those who have declared their ethnicity

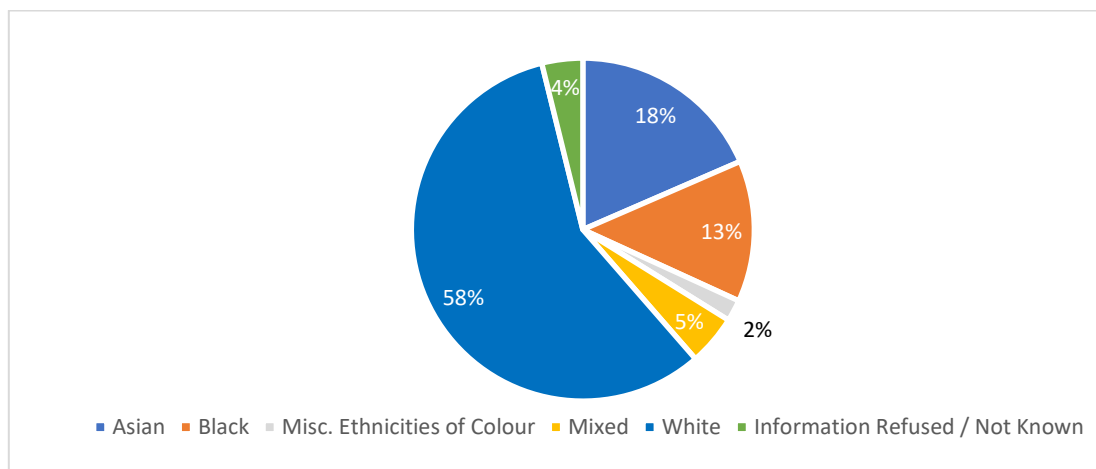
Figure 5: Academic and research staff only by ethnicity



*Arab and Chinese are included in the Asian category

**Calculations include only those who have declared their ethnicity

Figure 6: Professional Services staff only by ethnicity



*Arab and Chinese are included in the Asian category

**Calculations include only those who have declared their ethnicity

- The largest proportion of Black, Asian or minority ethnic academic staff identified as Asian at 15%. 3% of academic staff identified as Black.
- The largest proportion of Black, Asian or minority ethnic Professional Services staff identified as Asian at 18%, followed by staff who identified as Black at 13%.

Table 21: Ethnicity All staff by ethnicity disaggregated

Ethnic group	Number	Percentage (%)
Asian	593	16.9%
Black	313	8.9%
Mixed	151	4.3%
Misc. Ethnicities of Colour	99	2.8%
White	2,235	63.5%
Not Known/Refused	127	3.6%

Table 22: Ethnicity: Academic staff by grade shown for Clerkenwell/Moorgate (top of table) and Tooting (bottom of table)

Staff grade	BAME	White	BAME %	White %
Grade 5B	13	29	31.0%	69.1%
Grade 6	43	66	39.5%	60.6%
Grade 7	110	162	40.4%	59.6%
Grade 8	88	332	21.0%	79.1%
Professor	30	203	12.9%	87.1%
Clinical	38	68	35.9%	64.2%
SGUL 4 – 5	*	6	*	*
SGUL 6 – 7	66	132	33.3%	66.7%
SGUL 8	19	82	18.8%	81.2%
SGUL Professorial and Senior Administration (PSA)	5	50	9.1%	90.9%
Total	412<	1130	26.9%	73.1%

*Calculations include only those who have declared their ethnicity

** Teaching staff includes Teaching Fellows and Problem-Based Learning (PBL) Tutors

Table 23: Ethnicity: Professional Service staff by grade shown for Clerkenwell/Moorgate (top of table) and Tooting (bottom of table)

Staff grade	BAME	White	BAME %	White %
Grade 1				
Grade 2	16	16	50.0%	50.0%
Grade 3	39	13	75.0%	25.0%
Grade 4	61	52	54.0%	46.0%
Grade 5	231	228	50.3%	49.7%
Grade 5B				
Grade 6	146	266	35.4%	64.6%
Grade 7	68	185	26.9%	73.1%
Grade 8	9	67	11.8%	88.2%
Grade 9	7	36	16.3%	83.7%
Clinical	*	*	*	*
SGUL 2 - 3	5	9	35.7%	64.3%
SGUL 4 - 5	92	89	50.8%	49.2%
SGUL 6 - 7	56	124	31.1%	68.9%
SGUL 8	6	11	35.3%	64.7%
SGUL Professorial and Senior Administration (PSA)	*	7	*	*
Total	741	1103	40.1%	59.9%

*Calculations include only those who have declared their ethnicity

**Professional Staff includes Research Operations (RO), Education Operations (EO), Education Strategy and Development Office (ESDO), and Professional and Technical Services (PTS)

- For academic staff, Grade 7 had the largest percentage of Black, Asian or minority ethnic staff at 40%.
- For Professional Services staff, Grade 3 had the largest percentage of Black, Asian or minority ethnic staff at 75%.

Table 24: Ethnicity: Academic staff by role

Staff role	BAME	White	Refused or Not known	% BAME
Research	94	159	12	37.2%
Lecturer	151	239	12	38.7%
Senior Lecturer	84	300	15	21.9%
Reader/Associate Professor	35	151	*	18.8%
Professor	35	254	9	12.1%
Teaching	16	27	*	37.2%
Total	415	1130	53	26.9%

*% Calculations include only those who have declared their ethnicity

** Teaching staff includes Teaching Fellows and Problem-Based Learning (PBL) Tutors

*** Research Staff includes Research Fellows and Research Assistants

Table 25: Ethnicity: Professional Services staff

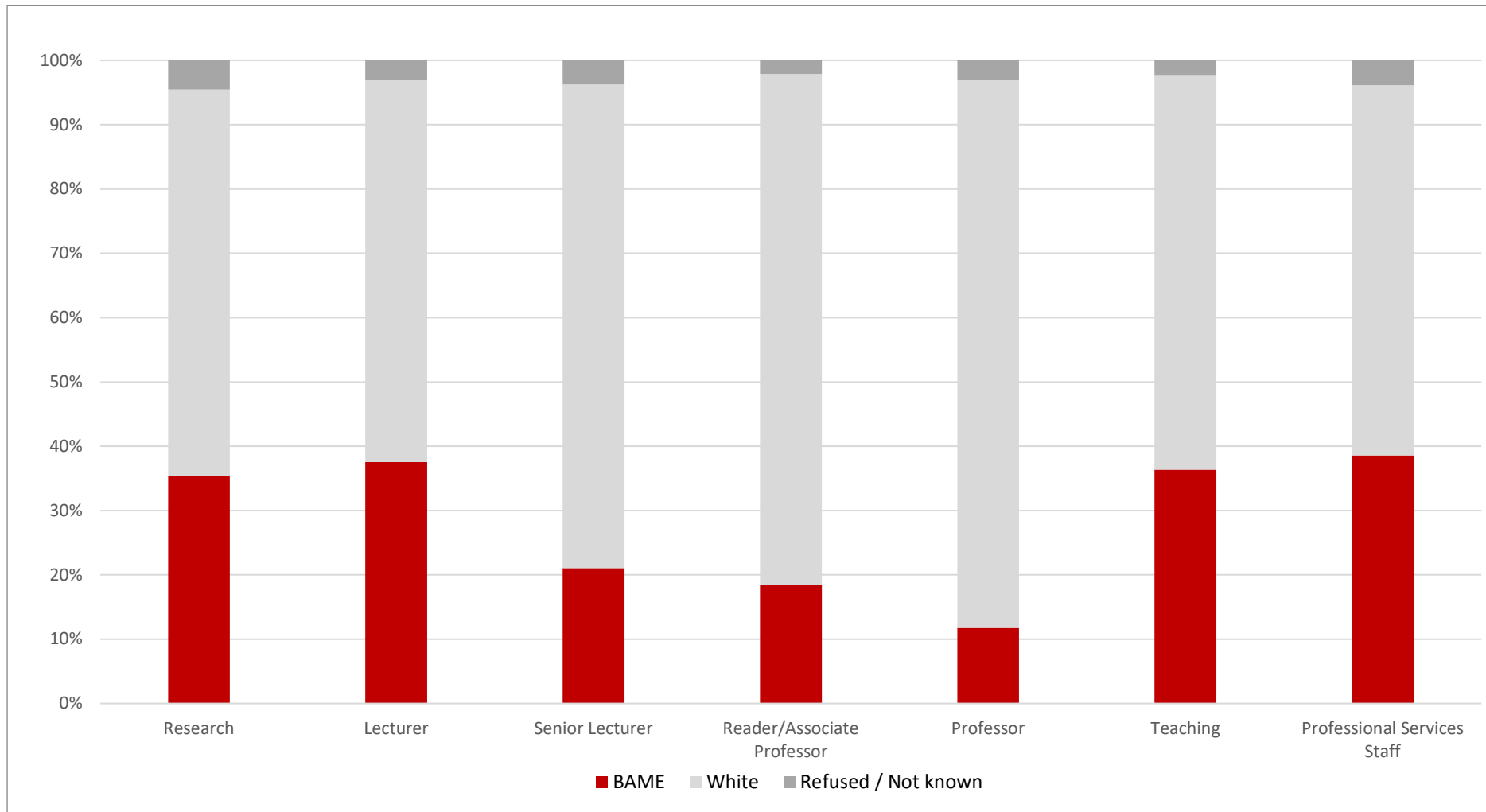
Staff role	BAME	White	Refused or Not known	% BAME
Total	741	1105	74	40.1%

*% Calculations include only those who have declared their ethnicity

** Professional Staff includes Research Operations (RO), Education Operations (EO), Education Strategy and Development Office (ESDO), and Professional and Technical Services (PTS)

- Of academic staff, 27% identified as Black, Asian or minority ethnic.
- Of academic staff, Lecturers had the highest percentage of Black, Asian or minority ethnic staff at 39%.
- Of Professional Services staff, 40% identified as Black, Asian or minority ethnic.

Figure 7: Staff breakdown by role and ethnicity



Contract type

Table 26: Ethnicity: Academic staff by contract type

Contract type	BAME	White	Refused / Not known	% BAME	% BAME [^]	% White	% White [^]
Fixed-term	82	115	9	41.6%	19.8%	58.4%	10.2%
Permanent	333	1,015	44	24.7%	80.2%	75.3%	89.8%
Total	415	1,130	53	26.9%	100%	73.1%	100%

*Calculations include only those who have declared their ethnicity

[^]% Measured against all BAME or White staff within Academic staff

Table 27: Ethnicity: Professional Services staff by contract type

Contract type	BAME	White	Refused / Not known	% BAME	% BAME [^]	% White	% White [^]
Fixed-term	111	108	17	50.7%	15.0%	49.3%	9.8%
Permanent	630	997	57	38.7%	85.0%	61.3%	90.2%
Total	741	1,105	74	40.1%	100%	59.9%	100%

*Calculations include only those who have declared their ethnicity

[^]% Measured against all BAME or White staff within Professional Services staff

- Of Black, Asian and minority ethnic academic staff, 20% were on fixed-term contracts.
- Of White academic staff, 10% were on fixed-term contracts.
- Of Black, Asian or minority ethnic Professional Services staff, 15% were on fixed-term contracts.
- Of White Professional Services staff, 10% were on fixed-term contracts.

Part-time work

Table 28: Ethnicity: Academic staff by full-time / part-time

Contract type	BAME	White	Refused / Not known	% BAME	% BAME [^]	% White	% White [^]
Full-time	322	794	35	28.9%	77.6%	71.2%	70.3%
Part-time	93	336	18	21.7%	22.4%	78.3%	29.7%
Total	415	1,130	53	26.9%	100%	73.1%	100%

*Calculations include only those who have declared their ethnicity

[^]% Measured against all BAME or White within academic staff

Table 29: Ethnicity: Professional services staff by full-time / part-time

Contract type	BAME	White	Refused / Not known	% BAME	% BAME [^]	% White	% White [^]
Full-time	665	948	68	41.2%	89.7%	58.8%	85.8%
Part-time	76	157	6	32.6%	10.3%	67.4%	14.2%
Total	741	1,105	74	40.1%	100%	59.9%	100%

*Calculations include only those who have declared their ethnicity

[^]% Measured against all BAME or White within Professional Services

- For academic staff on full-time contracts, 29% identified as Black, Asian or minority ethnic and 71% identified as White.

- For academic staff on part-time contracts, 22% identified as Black, Asian or minority ethnic and 78% identified as White.
- For Professional Services staff on full-time contracts, 41% identified as Black, Asian or minority ethnic and 59% identified as White.
- For Professional Services staff on part-time contracts, 33% identified as Black, Asian or minority ethnic and 67% identified as White.

Turnover and reasons for leaving

Table 30: Ethnicity: Academic staff by role and turnover

Staff role	No. BAME staff	BAME leaver	Percentage (%)	No. White staff	White leaver	Percentage (%)	No. Refused/ Not Known staff	Refused/ Not Known Leaver	Percentage (%)	Total staff	Leaver	Percentage (%)
Research	94	39	41.5%	159	58	36.5%	12	*	*	265	101	38.1%
Lecturer	151	11	7.3%	239	24	10.0%	12			402	35	8.7%
Senior Lecturer	84	8	9.5%	300	8	2.7%	15	*	*	399	17	4.3%
Reader/ Associate Professor	35	*	*	151	8	5.3%	4			190	9	4.7%
Professor	35			254	16	6.3%	9			298	16	5.4%
Teaching	16	5	31.3%	27	*	*	1			44	8	18.2%
Total	415	63	15.4%	1,130	117	10.4%	53	5	9.4%	1,598	186	11.6%

* Teaching staff includes Teaching Fellows and Problem-Based Learning (PBL) Tutors

** Research Staff includes Research Fellows and Research Assistants

- The turnover rate for all Black, Asian or minority ethnic academic staff was 15%.
- The turnover rate for all White academic staff was 10%.
- Research staff had the highest turnover at 37%, which is expected due to the nature of the work.

Table 31: Ethnicity: Professional Services staff by turnover

Staff role	No. BAME staff	BAME leaver	Percentage (%)	No. White staff	White leaver	Percentage (%)	No. Refused/ Not Known staff	Refused/ Not Known Leaver	Percentage (%)	Total staff	Leaver	Percentage (%)
Total	741	110	14.8%	1,105	153	13.8%	74	10	13.5%	1,920	273	14.2%

* Professional Staff includes Research Operations (RO), Education Operations (EO), Education Strategy and Development Office (ESDO), and Professional and Technical Services (PTS)

- The turnover rate for all Black, Asian or minority ethnic Professional Services staff was 15%.
- The turnover rate for all White Professional Services staff was 14%.

Table 32: Ethnicity: All staff turnover

Staff role	No. BAME staff	BAME leaver	Percentage (%)	No. White staff	White leaver	Percentage (%)	No. Refused/ Not Known	Refused/ Not Known leaver	Percentage (%)	Total staff	Leaver	Percentage (%)
Total	1,156	174	15.1%	2235	270	12.1%	127	15	11.8%	3,518	459	13.0%

- For all staff, the turnover rate for Black, Asian or minority ethnic staff was 15%.
- For all staff, the turnover rate for White staff was 12%.

Table 33: Ethnicity: Academic staff by reason for leaving

Reason for leaving	BAME	White	Refused / Not known	% BAME
Expiry of Contract	29	40	*	42.0%
Redundancy	*	11	*	*
Resignation	26	50	*	34.2%
Retirement	*	15	*	*
Other	*	*	*	*
Total	64	116<	*	35.4%

*% Calculations include only those who have declared their ethnicity

Table 34: Ethnicity: Professional Services staff by reason for leaving

Reason for leaving	BAME	White	Refused / Not known	% BAME
Expiry of Contract	25	14	*	64.1%
Redundancy	*	11	*	*
Resignation	74	111	9	40.0%
Retirement	*	15	*	*
Other	7	*	*	*
Total	110	151<	10	41.8%

*% Calculations include only those who have declared their ethnicity

Table 35: Ethnicity: All staff by reason for leaving

Reason for leaving	BAME	White	Refused / Not known	% BAME
Expiry of Contract	54	54	*	50.00%
Redundancy	7	22	*	24.14%
Resignation	100	161	9	38.31%
Retirement	*	30	*	*
Other	10	*		*
Total	171<	267<	15	39.19%

*% Calculations include only those who have declared their ethnicity

- For Black, Asian or minority ethnic academic staff, the highest reason for leaving was expiry of contract at 42%.
- For Professional Services staff, those whose reason was expiry of contract had the highest percentage of Black, Asian or minority ethnic leavers at 64%.

Family leave

- This section relates to data collected on staff taking or returning from different types of family leave.

Table 36: Staff returning from maternity leave

Percentage (%) Staff returning from maternity leave
91.9%

**Reflects those whose maternity leave ended in 24/25 academic year*

- The percentage of staff returning after maternity leave was 92%.

Table 37: Shared parental and paternity leave

Type of leave	Female	Male	Total
Adoption leave		*	*
Parental Leave	*	*	*
Paternity Leave		31	31
Shared Parental		*	*
Total	*	36	*

**Based on the academic year in which the respective leave ended*

- The number of male staff members who took either adoption, parental, paternity or shared paternal leave was 36.
- Of all male staff members taking a period of leave, 31 male members took paternity leave.

Gender reassignment

City St George's recognises individuals with the protected characteristic of gender reassignment as transgender (or trans) people. City St George's will continue to work with statistical data to improve its reporting and declaration rates for trans people. To support this, a data drive campaign is planned to encourage staff to share their personal information, increase confidence in how data is used, and improve overall declaration rates.

Table 38: Question: *Is your gender identity the same as the gender you were assigned at birth*

Response	No.	Percentage (%)
Yes/No	1,191	34%
Information Refused / Not Available*	2,327	66%
Total	3,518	100%

- 66% of staff refrained from answering the monitoring question related to gender reassignment.
- 34% of staff chose to provide a response to the monitoring question related to gender reassignment.

Religion or Belief

Figure 8: Staff by religion or belief

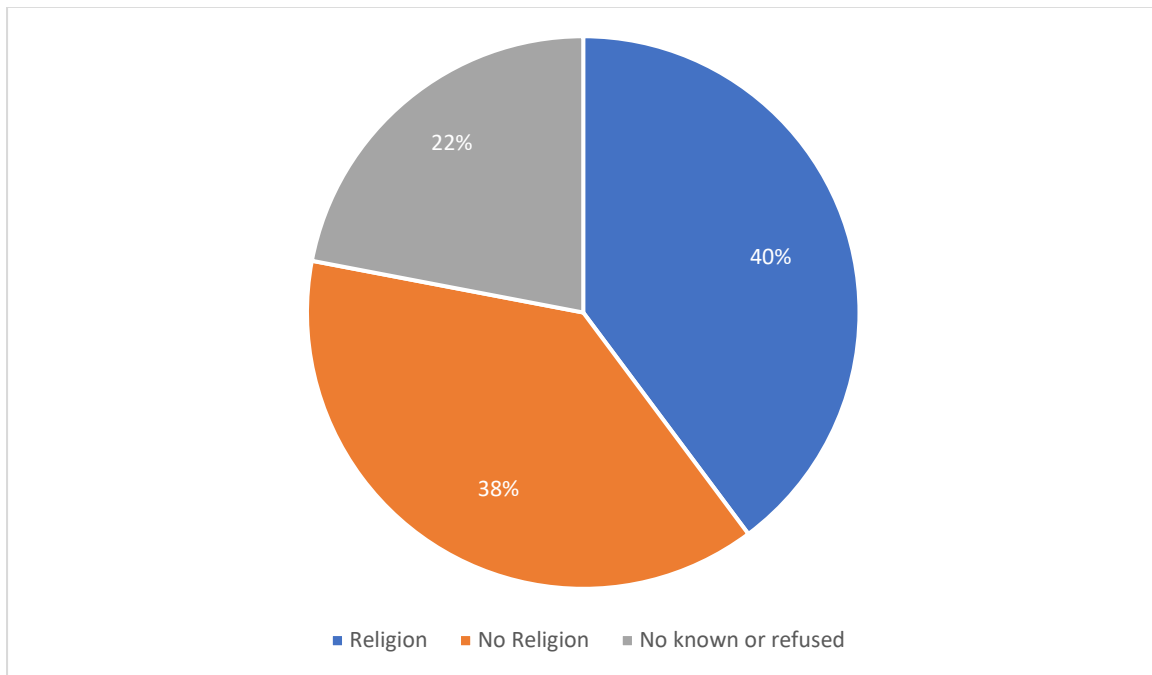


Table 39: Religion or belief

Religion	Percentage (%)
Religion or belief declared	39.8%
Buddhist	1.2%
Christian	24.1%
Hindu	3.6%
Jewish	1.1%
Muslim	7.4%
Sikh	1.1%
Other	1.3%
No religion	38.2%
Not known or refused	22.0%
Total	100%

- Staff who have declared a religion or belief, compared to those who did not share a religion or answered not known or refused, were the largest group, at 40%.
- The highest declared religion or belief was Christian at 24%, followed by Muslim at 7% and Hindu at 4%.

Sex

Staff records include the field 'legal gender' where the options are male and female. This correlates to the Higher Education Statistics Agency (HESA) data field 'sex' that is used.

Table 40: Sex: Academic staff by role

Staff role	Female	Male	Female %	Female %*
Research	187	78	70.6%	21.4%
Lecturer	233	169	58.0%	26.7%
Senior Lecturer	213	186	53.4%	24.4%
Reader/Associate Professor	96	94	50.5%	11.0%
Professor	110	188	36.9%	12.6%
Teaching	35	9	79.6%	4.0%
Total	874	724	54.7%	100%

*% Female in each role measured against all female staff within academic staff

* Teaching staff includes Teaching Fellows and Problem-Based Learning (PBL) Tutors

** Research Staff includes Research Fellows and Research Assistants

Table 41: Sex: Professional Service staff by role

Staff role	Female	Male	Female %	Female %*
Total	1,181	739	61.5%	100%

*% Female in each role measured against all female staff within Professional Services staff

** Professional Staff includes Research Operations (RO), Education Operations (EO), Education Strategy and Development Office (ESDO), and Professional and Technical Services (PTS)

- Of all academic staff, 55% were female.
- Of all Professional Services staff, 62% were female.
- Teaching staff had the highest percentage of female staff at 80%.
- Of female academic staff, the highest proportion was within Lecturer at 27%.

Figure 9: Staff breakdown by sex

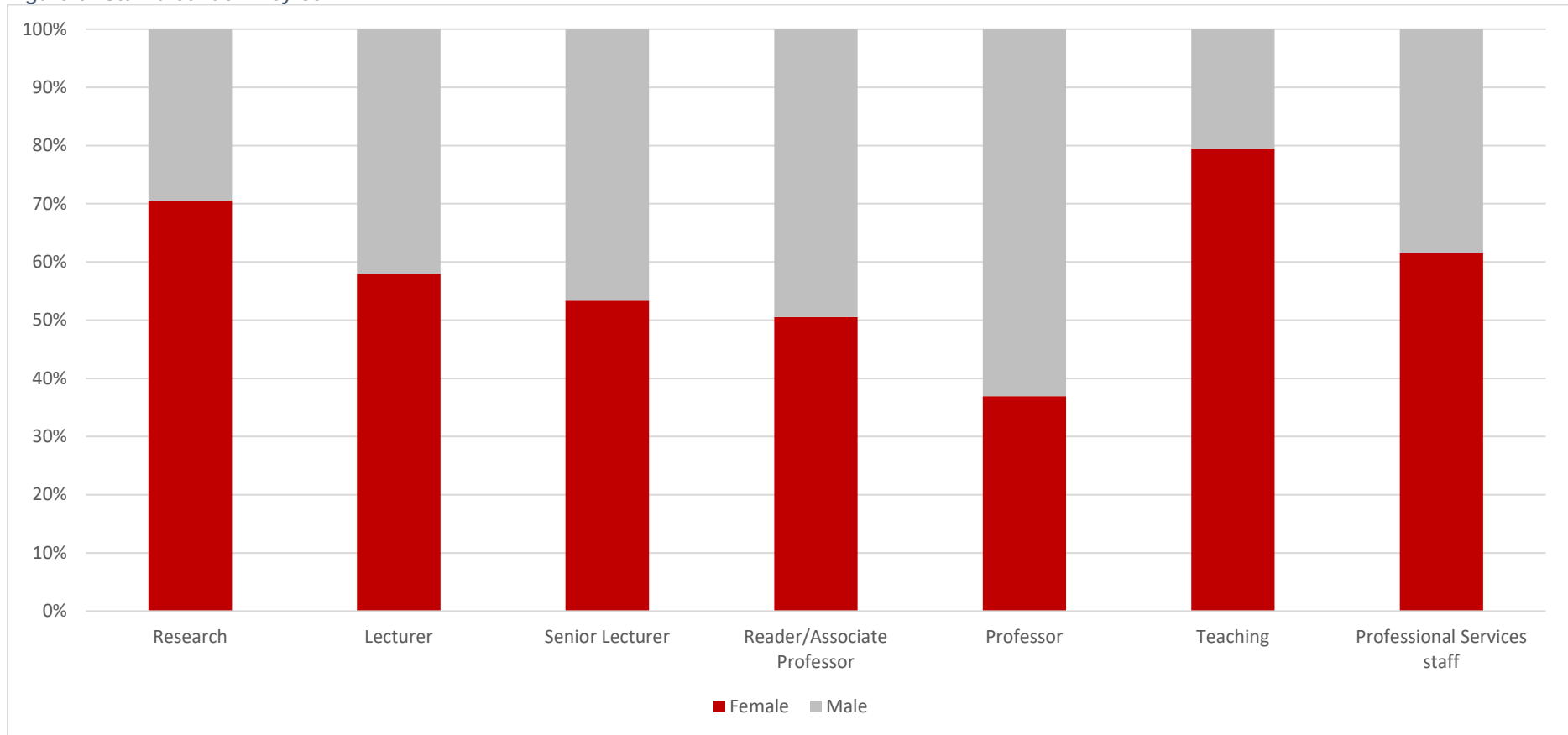


Table 42: Sex: Academic staff by grade shown for Clerkenwell/Moorgate (top of table) and Tooting (bottom of table)

Staff grade	Female	Male	Female %	Female %*
Grade 5B	33	11	75.0%	5.8%
Grade 6	71	43	62.3%	12.5%
Grade 7	158	123	56.2%	27.7%
Grade 8	225	206	52.2%	39.5%
Professor	83	157	34.6%	14.6%
Clinical	67	42	61.5%	22.0%
SGUL 4 - 5	7	*	*	2.3%
SGUL 6 - 7	139	66	67.8%	45.7%
SGUL 8	67	41	62.0%	22.0%
SGUL Professorial and Senior Administration (PSA)	24	33	42.1%	7.9%
Total	874	722<	54.7%	100%

*% Female in each grade measured against all female staff within academic staff
 ~Grade 5B is used in exceptional cases for individuals to acquire the competence and experience required at Grade 6

Table 43: Sex: Professional Service staff by grade shown for Clerkenwell/Moorgate (top of table) and Tooting (bottom of table)

Staff grade	Female	Male	Female %	Female %*
Grade 1				
Grade 2	*	30	9.1%	*
Grade 3	21	39	35.0%	2.3%
Grade 4	87	36	70.7%	9.7%
Grade 5	311	166	65.2%	34.6%
Grade 5B~				
Grade 6	267	157	63.0%	29.7%
Grade 7	147	113	56.5%	16.4%
Grade 8	40	37	52.0%	4.5%
Grade 9	23	22	51.1%	2.6%
Clinical	*	*	*	*
SGUL 2 - 3	8	7	53.3%	2.8%
SGUL 4 - 5	138	51	73.0%	48.9%
SGUL 6 - 7	115	71	61.8%	40.8%
SGUL 8	12	5	70.6%	4.3%
SGUL Professorial and Senior Administration (PSA)	5	*	*	1.8%
Total	2,055	1,463	58.4%	100%

*% Female in each grade measured against all female staff within Professional Services staff
 ~Grade 5B is used in exceptional cases for individuals to acquire the competence and experience required at Grade 6

- For academic staff, Grade 5B had the largest percentage of female staff at 75% followed by SGUL 6 – 7 at 68%.

- For Professional Services staff, SGUL 4 - 5 had the largest percentage of female staff at 73% followed by Grade 4 staff at 71%.

Table 44: Sex: Academic staff by School

School	Female	Male	Female %	Female %*
Bayes Business School	74	136	35.2%	8.5%
City Law School	60	57	51.3%	6.9%
School of Communication & Creativity	53	34	60.9%	6.1%
School of Health & Medical Sciences	561	279	66.8%	64.2%
School of Policy & Global Affairs	69	72	48.9%	7.9%
School of Science & Technology	44	142	23.7%	5.0%
Professional Services with academic contracts	13	*	*	*
Academic staff total	570	536<	54.7%	100%

*% Female in each School measured against all female staff within Academic staff

- The School of Health & Medical Sciences had the largest percentage of female academic staff at 67%.
- The School of Science & Technology had the smallest percentage of female academic staff at 24%.

Contract type

Table 45: Sex: Academic staff by contract type

Contract type	Female	Male	Female %	Female %*
Fixed-term	135	71	65.5%	15.5%
Permanent	739	653	53.1%	84.6%
Total	874	724	54.7%	100%

*% Female within each contract type measured against all female within academic Staff

Table 46: Sex: Professional Services staff by contract type

Contract type	Female	Male	Female %	Female %*
Fixed-term	149	87	63.1%	12.6%
Permanent	1,032	652	61.3%	87.4%
Total	1,181	739	61.5%	100%

*% Female within each contract type measured against all female within Professional Services Staff

- The percentage of female academic staff on permanent contracts were 53%.
- The percentage of female academic staff on fixed-term contracts were 66%.
- Of female academic staff, the proportion of on fixed-term contracts were 16%.
- The percentage of female Professional Services staff on permanent contracts were 61%.
- The percentage of female Professional Services staff on fixed-term contracts were 63%.

- Of female Professional Services staff, the proportion on fixed-term contracts were 13%.

Full-time or part-time status

Table 47: Sex: Academic staff by full-time/part-time status

Work status	Female	Male	Female %	Female %*
Full-time	580	571	50.4%	66.7%
Part-time	294	153	65.8%	33.6%
Total	874	724	54.7%	100%

*% Female with Full-time / Part-time status measured against all females in academic staff

Table 48: Sex: Professional Service staff by full-time/part-time status

Work status	Female	Male	Female %	Female %*
Full-time	988	693	58.8%	83.7%
Part-time	193	46	80.8%	16.3%
Total	1,181	739	61.5%	100%

*% Female with Full-time / Part-time status measured against all females in Professional Services staff

- The percentage of female academic staff working full-time was 50%.
- The percentage of female academic staff working part-time was 66%.
- Of female academic staff, the proportion working part-time was 34%.
- The percentage of female Professional Services staff working full-time was 59%.
- The percentage of female Professional Services staff working part-time was 81%.
- Of female Professional Services staff, the proportion working part-time was 16%.

Turnover and reasons for leaving

Table 49: Sex: Academic staff turnover by role

Staff role	Female turnover headcount	Female turnover leavers	Female turnover %	Male turnover headcount	Male turnover	Male turnover %	Overall turnover headcount	Overall turnover leavers	Overall turnover %
Research	187	55	29.4%	78	46	59.0%	265	101	38.1%
Lecturer	233	20	8.6%	169	15	8.9%	402	35	8.7%
Senior Lecturer	213	8	3.8%	186	9	4.8%	399	17	4.3%
Reader/ Associate Professor	96	8	8.3%	94	*	*	190	*	4.7%
Professor	110	5	4.5%	188	11	5.9%	298	16	5.4%
Teaching	35	5	14.3%	9	*	*	44	*	18.2%
Total	874	101	11.6%	724	85	11.7%	1598	186	11.6%

* % Female leavers measured against all leavers

* Teaching staff includes Teaching Fellows and Problem-Based Learning (PBL) Tutors

** Research Staff includes Research Fellows and Research Assistants

Table 50: Sex: Professional Services staff turnover

Staff role	Female turnover headcount	Female turnover leavers	Female turnover %	Male turnover headcount	Male turnover	Male turnover %	Overall turnover headcount	Overall turnover leavers	Overall turnover %
Total	1,181	175	14.8%	739	98	13.3%	1,920	273	14.2%

* % Female leavers measured against all leavers

** Professional Staff includes Research Operations (RO), Education Operations (EO), Education Strategy and Development Office (ESDO), and Professional and Technical Services (PTS)

Table 51: Sex: All staff turnover

Staff role	Female turnover headcount	Female turnover leavers	Female turnover %	Male turnover headcount	Male turnover	Male turnover %	Overall turnover headcount	Overall turnover leavers	Overall turnover %
Total	2,055	276	13.4%	1,463	183	12.5%	3,518	459	13.0%

* % Female leavers measured against all leavers

- The total turnover rate for all staff was 13%.
- The turnover for academic Research staff was the highest at 38%, as would be expected given the nature of fixed-term funding for these roles.
- The turnover for Senior lecturer, was the lowest at 4%.
- The overall turnover rate for all male staff was 13%.
- The overall turnover rate for all female staff was 13%.

Table 52: Sex: Academic staff by leaving reason

Reason for leaving	Female	Male	Female %	Female %*
Expiry of contract	35	37	52.9%	34.7%
Redundancy	11	5	68.8%	10.9%
Resignation	44	32	50.1%	43.6%
Retirement	8	10	42.9%	7.9%
Other	*	*	*	3.0%
Total	98+	84+	53.2%	100%

*% Female for each leaver reason measured against all female staff within academic staff

Table 53: Sex: Professional Services staff by leaving reason

Reason for leaving	Female	Male	Female %	Female %*
Expiry of contract	27	12	73.1%	15.4%
Redundancy	7	7	50.0%	4.0%
Resignation	125	69	62.4%	71.4%
Retirement	11	6	64.7%	6.3%
Other	5	*	*	2.9%
Total	175	94+	63.0%	100%

*% Female for each leaver reason measured against all female staff within Professional Services staff

- The most frequent reason for staff leaving was resignation for both Professional Services staff and academic staff.
- For academic staff, the percentage of female staff leavers was 53%.
- For Professional Services staff, the percentage of female staff leavers was 63%.
- For academic staff and Professional Services staff, resignation was the reason with the highest proportion of female leavers at 44% and 71%, respectively.

Senior leadership

Table 54: Senior Leadership Team membership by sex

Sex	Percentage (%)
Male	7
Female	9
Total	16
% Female	56.3%

*data is calculated at the start of the academic year

- The Senior Leadership team membership consisted of 56% female staff members.

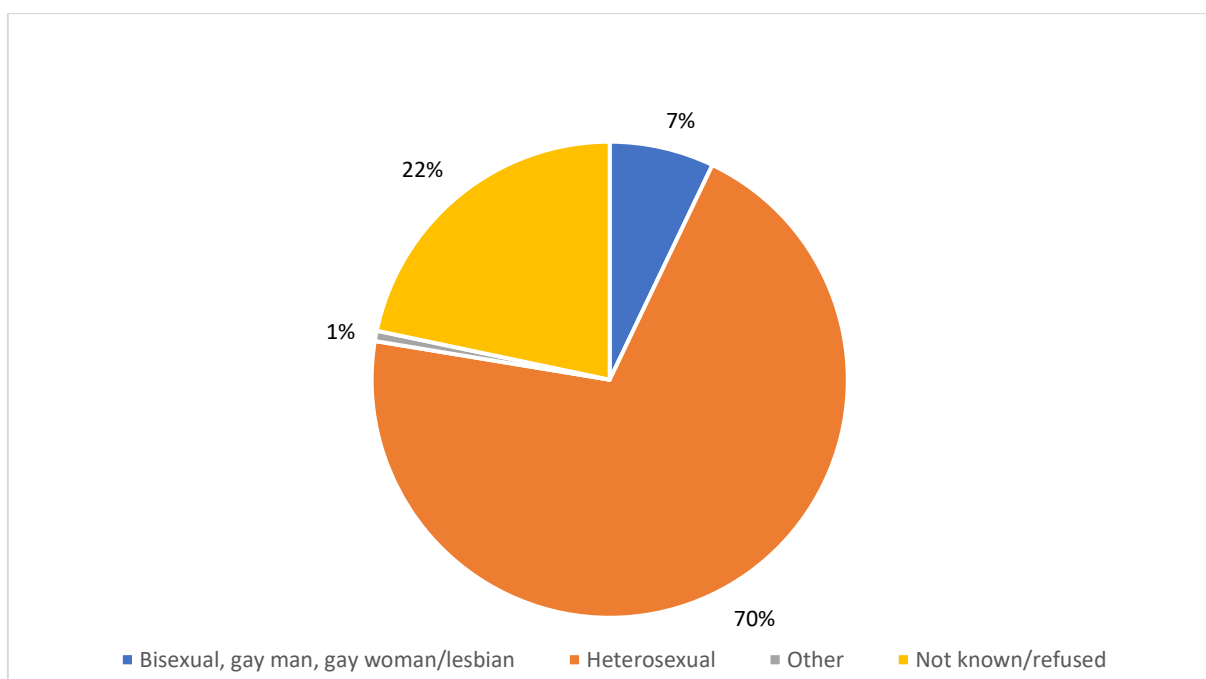
Sexual orientation

Table 55: Sexuality for all staff

Sexual orientation	Percentage (%)
Bisexual, gay man, gay woman/lesbian	7.1%
Heterosexual	70.5%
Other	0.7%
Not known/refused	21.7%
Total	100%

- Staff identifying as heterosexual accounted for 71% of staff.
- Staff identifying as bisexual, gay man, gay woman/lesbian (using HESA categorisation) accounted for 7% of staff.
- The percentage of staff for whom their sexual orientation is 'Not known or refused' was at 22%.

Figure 10: Staff breakdown by sexual orientation



Recruitment

The recruitment tables look at number of applications received over the 2024/25 academic year. An applicant can appear one or more times where they have applied for multiple jobs.

City St George's collects diversity monitoring data on application forms. The gender questions including the categories 'non-binary' and 'I use another term'. This section therefore monitors gender rather than sex and as such the terms 'women' and 'men' are used throughout.

'Other' and 'unknown' categories are reported collectively due to low declaration rates.

Table 56: Percentage (%) of women applicants at each stage of recruitment

Recruitment stage	Percentage (%)
Women Applicants	56.1%
Shortlisted	58.5%
Appointments	55.6%

Figure 11: Recruitment by gender



- The percentage of women applicants was 56%.
- The percentage of women applicants being shortlisted was 59%.
- The percentage of women appointments was 56%.

The tables below show the breakdown of applications by gender and the percentage that progressed to the next stage.

Table 57: Recruitment: Research staff by gender and stage

Recruitment stage	Women	% from previous Stage	Men	% from previous Stage	Other/Unknown
Applicants	2,032		1,370		77
Shortlisted	228	11.2%	127	9.3%	21
Appointments	82	36.0%	22	17.3%	16

- Of all applicants for Research roles who were women, 11% were shortlisted.
- Of all Research applicants shortlisted who were women, 36% were appointed.
- Of all applicants for Research roles who were men, 9% were shortlisted.
- Of all Research applicants shortlisted who were men, 17% were appointed.

Table 58: Recruitment: Academic staff by gender and stage

Recruitment stage	Women	% from previous Stage	Men	% from previous Stage	Other/Unknown
Applicants	1,669		1,857		116
Shortlisted	224	13.4%	142	7.6%	25
Appointments	78	34.8%	47	33.1%	12

- Of all applicants for academic roles who were women, 13% were shortlisted.
- Of all academic applicants shortlisted who were women, 35% were appointed.
- Of all applicants for academic roles who were men, 8% were shortlisted.
- Of all academic applicants shortlisted who were men, 33% were appointed.

Table 59: Recruitment: Clerical/Technical/Support/Other related staff by gender and stage

Recruitment stage	Women	% from previous Stage	Men	% from previous Stage	Other/Unknown
Applicants	4,259		2,514		232
Shortlisted	687	16.1%	368	14.6%	93
Appointments	139	20.2%	60	16.3%	51

- Of all applicants for Clerical/Technical/Support/Other related roles who were women, 16% were shortlisted.
- Of all Clerical/Technical/Support/Other related applicants who were women shortlisted, 20% were appointed.
- Of all applicants for Clerical/Technical/Support/Other related roles who were men, 15% were shortlisted.
- Of all Clerical/Technical/Support/Other related applicants shortlisted who were men, 16% were appointed.

Table 60: Recruitment: Senior Administrative, Senior Library & Computer Scales & Other Related Salary Scales (SALC) staff by gender and stage

Recruitment stage	Women	% from previous Stage	Men	% from previous Stage	Other/Unknown
Applicants	1,308		1,005		95
Shortlisted	253	19.3%	157	15.6%	56
Appointments	65	25.7%	38	24.2%	45

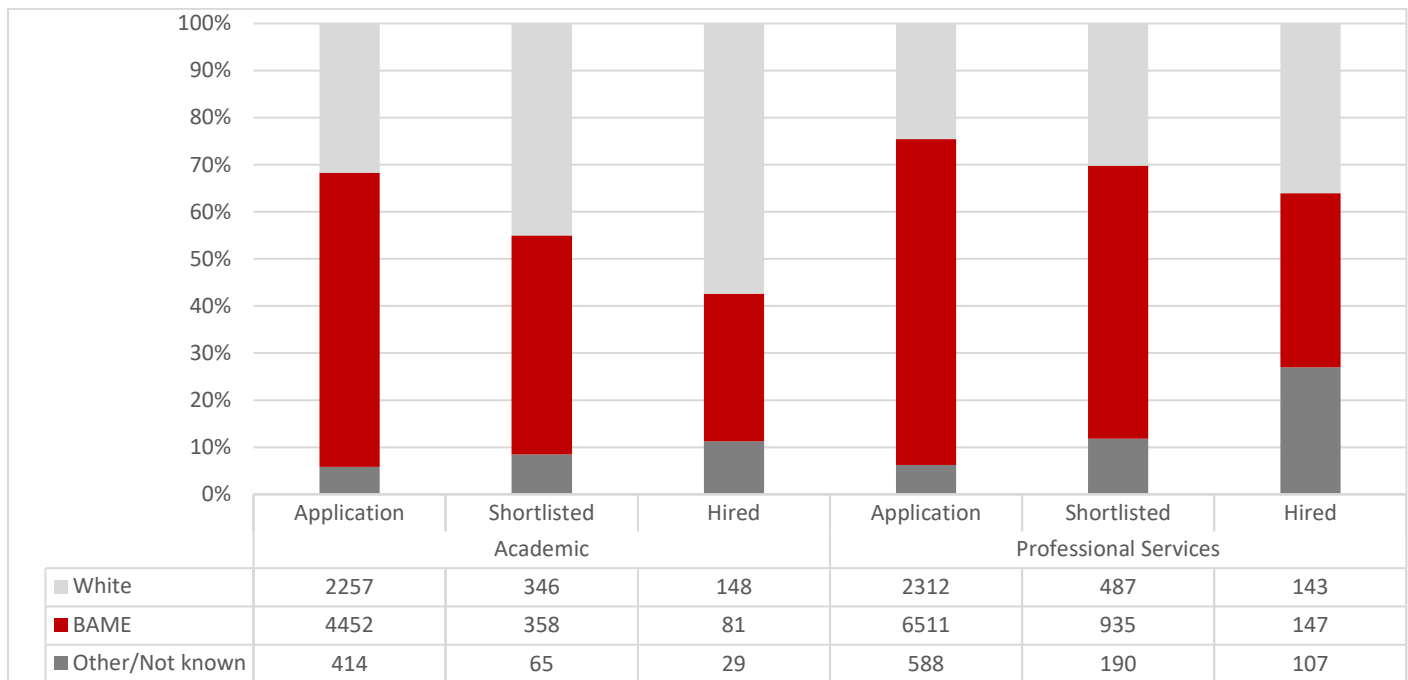
- Of all applicants for SALC roles who were women, 19% were shortlisted.
- Of all SALC applicants who were women shortlisted, 26% were appointed.
- Of all applicants for SALC roles who were men, 16% were shortlisted.
- Of all SALC applicants shortlisted who were men, 24% were appointed.

Ethnicity

Table 61: Percentage (%) of BAME applicants at each stage of recruitment

Recruitment Stage	Percentage (%)
Applicants	66.3%
Shortlisted	54.3%
Appointments	34.8%

Figure 12: Recruitment by ethnicity



- The percentage of Black, Asian or minority ethnic applicants was 66%.
- The percentage of Black, Asian or minority ethnic applicants shortlisted was 54%.
- The percentage of Black, Asian or minority ethnic applicants appointed was 35%.

The tables below show the breakdown of applications by ethnicity and the percentage that progressed to the next recruitment stage.

Table 62: Recruitment: Academic staff by ethnicity and stage

Recruitment Stage	BAME	% from previous Stage	White	% from previous Stage	Unknown/Refused
Applicants	4,452		4,452		414
Shortlisted	358	8.0%	358	15.3%	65
Appointments	81	22.6%	81	42.8%	29

- Of all Black, Asian or minority ethnic applicants for academic roles, 8% were shortlisted.
- Of all Black, Asian or minority ethnic applicants shortlisted, 23% were appointed.
- Of all White applicants for academic roles, 15% were shortlisted.
- Of all White academic applicants shortlisted, 43% were appointed.

Table 63: Recruitment: Professional Service staff by ethnicity and stage

Recruitment Stage	BAME	% from previous Stage	White	% from previous Stage	Unknown/Refused
Applicants	3,508		1,294		264
Shortlisted	495	14.1%	295	22.8%	48
Appointments	82	16.6%	91	30.8%	8

- Of all Black, Asian or minority ethnic applicants for Professional Service roles, 14% were shortlisted.
- Of all Black, Asian or minority ethnic applicants shortlisted, 17% were appointed.
- Of all White applicants for Professional Service roles, 23% were shortlisted.
- Of all White Professional Services applicants shortlisted, 31% were appointed.

Table 64: Disabled applicants at each stage of recruitment

Disability	Applications	Percentage (%) *	Shortlisted	Percentage (%) *	Appointments	% Appointments *	% Appointments **
No Known Disability	14,376	87.0%	1,861	13.0%	455	3.2%	24.5%
Unknown	899	5.4%	231	25.7%	135	15.0%	58.4%
Yes	1,259	7.6%	289	23.0%	65	5.2%	22.5%
Total	16,534		2,381	14.4%	655	4.0%	27.5%

* of those that applied

** of those that were interviewed

- Of all applicants, 8% had declared a disability.
- Of those applicants who had declared a disability, 23% were shortlisted.
- Of those applicants shortlisted who had declared a disability, 5% were appointed.

Promotion and progression

Promotion refers to circumstances in which academic and Professional Services staff progress from one grade to another and the formal academic promotion process.

There is no formal process for promotions for Professional Services staff. Progression to a higher grade is through re-evaluation of the grade for the role or a recruitment application to a higher graded post. This differs from academic staff, for whom defined promotion pathways and formal progression processes are in place.

Promotion and progression data for staff based within the Tooting campus is currently unavailable due to reporting limitations associated with the two HR systems operating in parallel. This data therefore refers only to Clerkenwell and Moorgate.

Table 65: Gender: Academic and Professional Services staff progression (Clerkenwell/Moorgate)

Staff role	Female	Male	% Female	% Male
Academic Staff	59	39	60.2%	39.8%
Professional Services Staff	72	32	69.2%	30.8%
Total	131	71	64.9%	35.1%

% measured against those who progressed

- Of academic staff that were promoted, 60% were female.
- Of Professional Services staff that were promoted, 70% were female.
- Of all staff promoted, 65% were female.

Table 66: Ethnicity: Academic and Professional Services staff progression (Clerkenwell/Moorgate)

Staff role	BAME	White	Refused/ Not known	*BAME %
Academic Staff	20	76	*	20.8%
Professional Services Staff	40	63	*	38.8%
Total	60	139	*	30.2%

*Calculations include only those who have declared their ethnicity.

- Of academic staff promoted, 21% identified as Black, Asian or minority ethnic.
- Of Professional Services staff promoted, 39% identified as Black, Asian or minority ethnic.
- Of all staff promoted, 30% identified as Black, Asian or minority ethnic.

Table 67: Disability: Academic and Professional Service staff progression (Clerkenwell/Moorgate)

Staff role	Disability	No known Disability	Not known/refused	% with Disability*
Academic Staff	*	77	9	*
Professional Services Staff	16	69	9	17.0%
Total	16+	146	18	10.4%

*% Disability of those who progressed measured against all those who progressed within academic and Professional Services respectively.

- Of Professional Services staff promoted, 17% had declared a disability.
- Of all staff promoted, 10% had declared a disability.

Training opportunities

Training data relates to all salaried staff who attended online or in-person training during the academic 2024/25 year organised by the Organisational Development team and Office for Institutional Equity and Inclusion. This includes online learning delivered through the Astute platform. Training focuses on supporting colleagues' professional development by developing skills and knowledge in areas such as leadership and management, EDI, and interpersonal skills. Training data is not currently available due to reporting limitations arising from the HR systems operating in parallel.

Table 68: Staff training by Gender

Staff Role	Female Headcount	Female Attended	Female %	Male Headcount	Male Attended	Male %
Academic	636	178	28.0%	598	116	19.4%
Professional Services	1,006	551	54.8%	663	245	37.0%
Total	1,642	729	44.4%	1,261	361	28.6%

* 'Headcount' reflects staff headcount over during the academic year

* 'Attended' indicates staff who attended at least one training course during the academic year

- Of all female staff, 44% attended at least one training course during the academic year.
- Of all male staff, 29% attended at least one training course during the academic year.
- Of all female academic staff, 28% attended at least one training course during the academic year.
- Of all male academic staff, 19% attended at least one training course during the academic year.
- Of all female Professional Services staff, 55% attended at least one training course during the academic year.
- Of all male Professional Services staff, 37% attended at least one training course during the academic year.

Table 69: Staff training by Grade 9 staff and gender

Staff Role	Female Headcount	Female Attended	Female %	Male Headcount	Male Attended	Male %
Professors	85	22	25.9%	164	33	20.1%
Senior Administrative	26	11	42.3%	26	15	57.7%
Total	111	33	29.7%	190	48	25.3%

*'Headcount' reflects staff headcount during the academic year

* 'Attended' indicates staff who attended at least one training course during the academic year

- Of all female Professors and Senior Administrative staff, 30% attended at least one training course during the academic year.
- Of all male Professors and Senior Administrative staff, 25% attended at least one training course during the academic year.
- Of all female Professors staff, 26% attended at least one training course during the academic year.

- Of all male Professors staff, 20% attended at least one training course during the academic year.
- Of all female Senior Administrative staff, 42% attended at least one training course during the academic year.
- Of all male Senior Administrative staff, 58% attended at least one training course during the academic year.

Table 70: Training by staff role and ethnicity

Staff Role	BAME Headcount	BAME Attended	BAME %	White Headcount	White Attended	White %	Refused/Not known Headcount	Refused/Not known Attended	Refused/Not known %
Academic Staff	327	81	24.8%	869	204	23.5%	38	9	23.7%
Professional Services Staff	645	301	46.7%	958	468	48.9%	66	27	40.9%
Total	972	382	39.3%	1,827	672	36.8%	104	36	34.6%

* 'Headcount' reflects staff headcount during the academic year

* 'Attended' indicates staff who attended at least one training course during the academic year

- Of all Black, Asian or minority staff, 39% attended at least one training course during the academic year.
- Of all White staff, 37% attended at least one training course during the academic year.
- Of all Black, Asian or minority staff academic staff, 25% attended at least one training course during the academic year.
- Of all White academic staff, 24% attended at least one training course during the academic year.
- Of all Black, Asian or minority ethnic Professional Services staff, 47% attended at least one training course during the year academic.
- Of all White Professional Services staff, 49% attended at least one training course during the academic year.

Table 71: Staff training by age range and gender

Age range	Female Headcount	Female Attended	Female %	Male Headcount	Male Attended	Male %
Under 25	49	23	46.9%	26	10	38.5%
25 - 34	440	220	50.0%	236	82	34.7%
35 - 44	469	198	42.2%	349	116	33.2%
45 - 54	409	183	44.7%	326	88	27.0%
55 - 64	230	93	40.4%	232	52	22.4%
65+	45	12	26.7%	92	13	14.1%
Total	1,642	729	44.4%	1,261	361	28.6%

* 'Headcount' reflects staff headcount during the academic year

* 'Attended' indicates staff who attended at least one training course during the academic year

- The number of staff attending training varies by age group.
- The age bracket 25-34 has the largest percentage of female staff attending training at 50%, followed by the age bracket under 25 at 47%.
- The age bracket under 25 has the largest percentage of male staff attending training at 38%, followed by the age bracket 25-34 at 35%.

Table 72: Training by staff role and disability declaration

Staff Role	Disability Declared Headcount	Disability Declared Attended	Disability Declared %	No Disability Declared Headcount	No Disability Declared Attended	No Disability Declared %	Not Known Headcount	Not Known Attended	Not Known %
Academic Staff	85	24	28.2%	1004	230	22.9%	145	40	27.6%
Professional Services Staff	178	107	60.1%	1291	604	46.8%	200	85	42.5%
Total	263	131	49.8%	2295	834	36.3%	345	125	36.2%

* 'Headcount' reflects staff headcount over the academic year

* 'Attended' indicates employees staff who attended at least one training course during the academic year

- Of all staff who declared a disability, 50% attended at least one training course during the academic year.
- Of all staff who declared no disability, 36% attended at least one training course during the academic year.
- Of all academic staff who declared a disability, 28% attended at least one training course during the academic year.
- Of all academic staff who declared no disability, 23% attended at least one training course during the academic year.
- Of all Professional Services staff who declared a disability, 60% attended at least one training course during the academic year.
- Of all Professional Services staff who declared no disability, 47% attended at least one training course during the academic year.

Students' equality monitoring statistics

Introduction

The following section provides an overview of student diversity data at City St George's, University of London, with analysis of the institution overall, and of data within each of City St George's Schools. The data is a snapshot of the student population in the 2024/25 academic year using the student returns provided by Higher Education Statistics Agency (HESA). The following protected characteristics are considered in the analysis provided throughout this section of the report:

- Age
- Disability
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation.

Within this section, data for the Learning Enhancement & Development (LEaD) team is also included. LEaD provides a space for staff at City St George's engaged in pedagogic research to connect with peers and access expertise from the LEaD academic team. Academic staff can enrol on courses delivered by LEaD to support their continued professional development. While LEaD is not formally a School, it is included in the report because colleagues enrolled on their courses are registered as students, ensuring an accurate representation of all students across the University.

It should be noted that the data used within this report to calculate student headcount comprises of City St George's full headcount without exclusions based on student status, meaning that numbers will differ from those included in other reports available on City St George's website. Other reports may include only UK domicile students or not include those on placement years. Including all students without exclusions, allows for a fuller snapshot of the registered student population. Figures are computed using a unique identifier, considering that certain students may undertake multiple courses throughout the year. As a result, totals may vary depending on how the data is categorised or analysed. Therefore, variations can arise when comparing with other published reports that do not use a unique student identifier and instead report on enrolments rather than distinct students.

In the student data tables, an asterisk (*) indicates where student numbers are fewer than 10. These figures have been redacted, as recommended by Academic Operations, to protect confidentiality and reduce the risk of identifying individuals, particularly in small cohorts.

Overview of student body

Table 73: Student body overview

Academic year	Headcount	FTE
2024/25	27,230	23,512

- In 2024/25, there were 27,230 registered students.
- In 2024/25, there were 23,512 Full Time Equivalent (FTE) students.
- FTE is a standard measure used to represent student study intensity. An FTE of 1.0 equates to one student undertaking a full-time course load. This may consist of a single full-time student or an equivalent combination of part-time students whose study load adds up to the same amount.

Table 74: Student mode of study

	Full-time (inc. sandwich) headcount	Full-time (inc. sandwich) FTE	Part-time headcount	Part-time FTE
Number of students	24,079	22,353	3,151	1,159
Percentage (%) of students	88.4%	95.1%	11.6%	4.9%

School populations

Table 75: Overall student populations by School

Academic School	Number of students	Percentage (%) of students
Bayes Business School	5,527	20.3%
City Law School	2,291	11.0%
School of Communication & Creativity	2,081	7.6%
School of Health & Medical Sciences	9,279	34.1%
School of Policy & Global Affairs	3,133	11.5%
School of Science & Technology	4,055	14.9%
Learning Enhancement & Development	164	0.6%

- The School of Health & Medical Sciences accounted for the largest percentage of students at 34%, followed by Bayes Business School at 20% and the School of Science & Technology at 15%.
- Learning Enhancement & Development accounted for the smallest percentage of students at 0.6%.

Level of study

Level of study refers to the type of higher education programme a student is enrolled in. These include:

- First Degree – Undergraduate programmes leading to a first bachelor's degree.
- Other Undergraduate (UG) – Other undergraduate-level qualifications, including foundation degrees, diplomas of higher education, or undergraduate certificates not leading to a first degree.
- Postgraduate Taught (PGT) – Postgraduate programmes primarily delivered via taught courses.
- Postgraduate Research (PGR) – Postgraduate programmes primarily focused on research.

Table 76: Students by level of study

Format	First Degree	Other UG	PGT	PGR
Number	18,280	1,189	7,190	571
Percentage (%)	67.3%	4.4%	26.4%	2.1%

- The largest percentage of students were students studying their First Degree at 67%.
- The smallest percentage of students were Postgraduate Researchers at 2%.

Figure 13: Level of Study

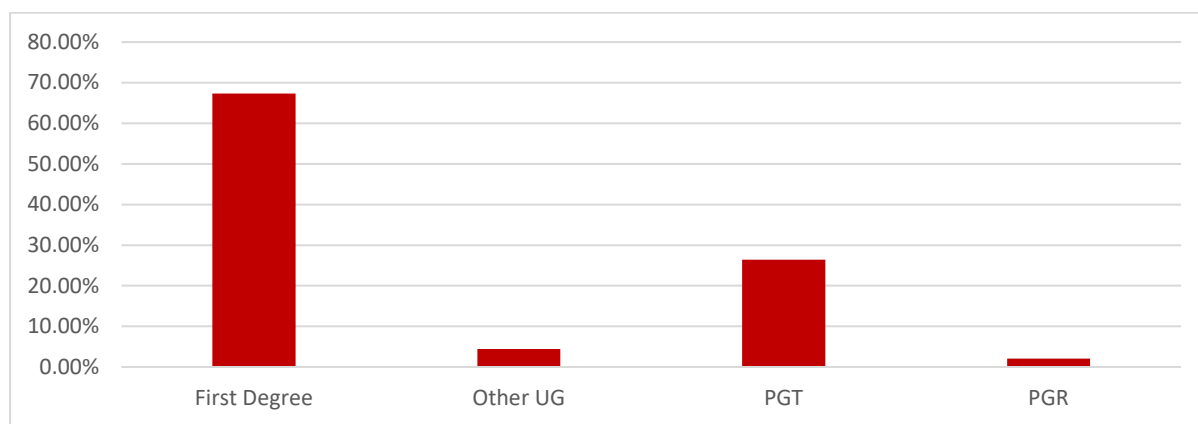


Table 77: Students by level of study and School

School	First Degree	Other UG	PGT	PGR	Total
Bayes Business School	3,393		2,040	694	5,527
City Law School	1,827	196	944	24	2,991
School of Communication & Creativity	1,296		752	33	2,081
School of Health & Medical Sciences	5,891	993	2,114	281	9,279
School of Policy & Global Affairs	2,891		205	37	3,133
School of Science & Technology	2,982		102	971	4,055
Learning Enhancement & Development			164		164

Table 78: Percentage (%) students by level of study and School

School	First Degree	Other UG	PGT	PGR
Bayes Business School	61.4%		36.9%	12.6%
City Law School	61.1%	6.6%	31.6%	0.8%
School of Communication & Creativity	62.3%		36.1%	1.6%
School of Health & Medical Sciences	63.5%	10.7%	22.8%	3.0%
School of Policy & Global Affairs	92.3%		6.5%	1.2%
School of Science & Technology	73.5%		2.5%	23.9%
Learning Enhancement & Development			100.0%	

- The School of Health & Medical Sciences had the largest number of first degree students at 5,891, making up 64% of students within the School.
- The School of Health & Medical Sciences had the largest number of other undergraduate students at 993, making up 11% of students within the School.
- The School of Health & Medical Sciences had the largest number of postgraduate taught students at 2,114, making up 23% of students within the School.
- The School of Science & Technology had the largest number of postgraduate research students at 971, making up 24% of students within the School.

Age

Table 79: Breakdown of students by age

Format	Under 18	18 - 20	21 - 24	25 - 29	30+	Total
Number	133	13,554	7,150	2,684	3,621	27,142
Percentage (%)	0.5%	49.9%	26.3%	9.9%	13.3%	100%

Note: Age is calculated at start of the academic year, i.e. August 2024.

- The largest percentage of students were in the age bracket at 18-20 at 50%.
- The smallest percentage of students were in the age bracket of under 18 at 1%.

Table 80: Breakdown of students by age and School

Academic School	Under 18	18 - 20	21 - 24	25-29	30+	Total
Bayes Business School	68	2,629	1,841	509	477	5,525
City Law School	13	1,504	984	311	178	2,990
School of Communication & Creativity	17	1,052	650	226	136	2,081
School of Health & Medical Sciences	*	3,569	2,184	1,204	2,280	*
School of Policy & Global Affairs	10	2,054	479	79	61	3,133
School of Science & Technology	17	2296	1,011	343	385	4,052
Learning Enhancement & Development			*	27	124	141+

Note: Age is calculated at start of the academic year, i.e. August 2024.

Table 81: Percentage (%) breakdown of students by age and School

Academic School	Under 18	18 - 20	21 - 24	25 - 29	30+
Bayes Business School	1.2%	47.6%	33.3%	9.2%	8.6%
City Law School	0.4%	50.3%	32.9%	10.4%	6.0%
School of Communication & Creativity	0.8%	50.6%	31.2%	10.9%	6.5%
School of Health & Medical Sciences	*	38.6%	23.6%	13.0%	24.7%
School of Policy & Global Affairs	0.3%	79.9%	15.3%	2.5%	2.0%
School of Science & Technology	0.4%	56.7%	25.0%	8.5%	9.5%
Learning Enhancement & Development			*	16.9%	77.5%

* Age is calculated at start of the academic year, i.e. August 2024.

- The School with the largest percentage of students in the age bracket of under 18 were Bayes Business School at 1%.
- The School with the largest percentage of students in the age bracket 18-20 were the School of Policy & Global Affairs at 80%.
- The School with the largest percentage of students in the age bracket 21-24 were Bayes Business School at 33%.
- The School with the largest percentage of students in the age bracket 25-29 were Learning Enhancement & Development at 17%.
- The School with the largest percentage of students in the age bracket 30 and older were Learning Enhancement & Development at 78%.

Disability

Table 82: Breakdown of student disability status

Academic year	No known disability	No known disability %	Declared disability	Declared disability %	Total
2024/25	23,838	87.8%	3310	12.2%	27,148

- The percentage of students who had no known disability is 88%.
- The percentage of students who had declared a disability is 12%.

Figure 14: Disability status

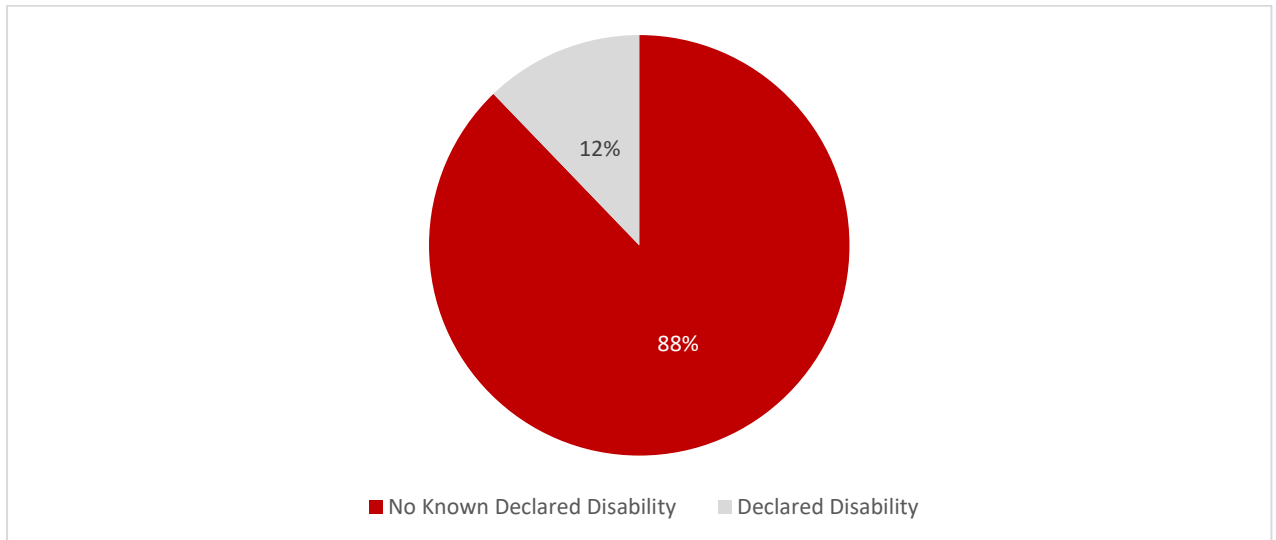


Table 83: Breakdown of student disability group

Disability group	Number	Percentage (%)
No Known Disability	23,838	87.8%
Mobility Disability	61	0.2%
Mental Health Condition	543	2.0%
Specific Learning Difference	1,044	3.9%
Other / Not Listed	621	2.3%
Hearing Disability	56	0.2%
Long-Standing Illness	175	0.6%
Visual Disability	71	0.3%
Social or Communication Disability	59	0.2%
Two or More Disabilities	675	2.5%
Development condition that you have had since childhood	*	*
Total	27,143<	100%

- The most declared disability was a Specific Learning Difference at 4%.
- The least declared disability was a 'Development condition that you have had since childhood'.

Table 84: Breakdown of student disability group by School

Academic School	No Known Disability	Mobility Disability	Mental Health Condition	Specific Learning Difference	Other / Not Listed	Hearing Disability	Long-Standing Illness	Visual Disability	Social or Communication Disability	Two or More Disabilities	Development condition that you have had since childhood
Bayes Business School	4,924	10	50	114	86	*	14	11	*	74	
City Law School	2,516	*	72	73	77	*	20	*	*	72	
School of Communication & Creativity	1,642	*	75	10	69	*	*	*	*	108	
School of Health & Medical Sciences	7,566	28	236	609	224	26	104	29	24	259	*
School of Policy & Global Affairs	2,723	*	55	57	75	*	14	*	*	62	*
School of Science & Technology	3,478	*	54	81	87	*	14	*	15	94	*
Learning Enhancement & Development	127		*	*	*	*				*	

Table 85: Percentage (%) breakdown of student disability group by School

Academic School	No Known Disability	Mobility Disability	Mental Health Condition	Specific Learning Difference	Other / Not Listed	Hearing Disability	Long-Standing Illness	Visual Disability	Social or Communication Disability	Two or More Disabilities	Development condition that you have had since childhood
Bayes Business School	89.1%	0.2%	0.9%	2.1%	1.6%	*	0.3%	0.2%	*	1.3%	0.0%
City Law School	84.2%	*	2.4%	2.4%	2.6%	*	0.7%	*	*	2.4%	0.0%
School of Communication & Creativity	78.9%	*	3.6%	5.1%	3.3%	*	*	*	*	5.2%	0.0%
School of Health & Medical Sciences	81.8%	0.3%	2.6%	6.7%	2.4%	0.3%	1.1%	0.3%	0.3%	2.8%	*
School of Policy & Global Affairs	86.9%	*	1.8%	1.8%	2.4%	*	0.5%	*	*	2.0%	*
School of Science & Technology	85.8%	*	1.3%	2.0%	2.2%	*	0.4%	*	0.4%	2.3%	*
Learning Enhancement & Development	77.4%		*	*	*	*				*	

- Bayes Business School had the highest percentage of students with ‘No Known Disability’ at 89%, followed by the School of Policy & Global Affairs at 87% and the School of Science & Technology at 86%.
- Learning Enhancement and Development had the highest percentage of students to declare a disability at 22.6%.

Ethnicity

Throughout this section data within tables is presented by ethnicity, and split by White, BAME, and Refused or Not known. BAME includes students who identify as Black, Asian, or minority ethnic.

Due to the HESA returns not including ethnicity for non-UK domicile students the following tables refer to UK domicile students only.

In this report, the term BAME is used within tables to align with the Higher Education Statistics Agency (HESA) data collecting and reporting standards. We use the term in line with data collection requirements whilst recognising its limitations and homogenisation.

Table 86: Student numbers by ethnic group

Ethnic group	Percentage (%)
BAME	69.7%
White	29.2%

- Black Asian or minority ethnic students accounted for 70% of all students.

Table 87: Student ethnicity disaggregated

Ethnic group	Number	Percentage (%)
Arab	740	3.6%
Asian	7,814	38.4%
Black	3,310	16.3%
Chinese	328	1.6%
Mixed	1,212	6.0%
Other	768	3.8%
White	5,937	29.2%
Not Known/Refused	239	1.2%
Total	20,347	100%

- The largest percentage of students identified as Asian at 38%, followed by students who identified as White at 29% and students who identified as Black at 16%.
- The smallest percentage of students were students whose identity was unknown, or they refused to share at 1%.

Figure 15: Student ethnicity breakdown

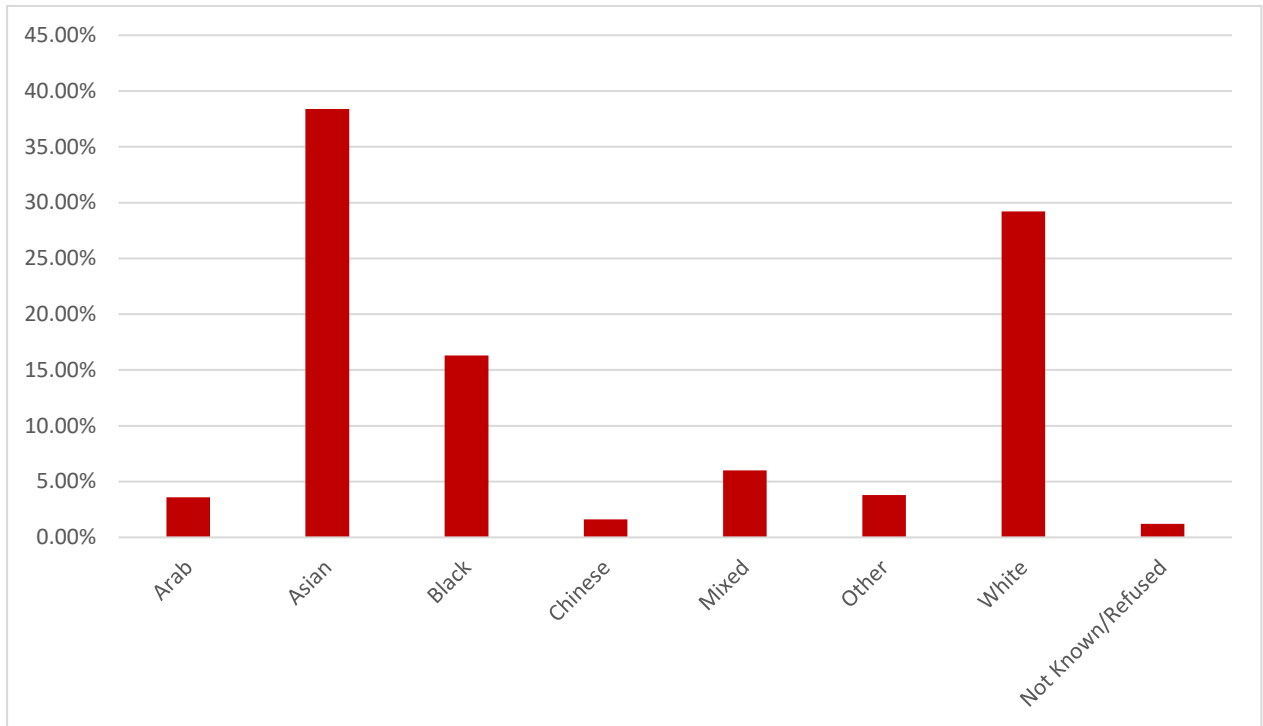


Table 88: Student ethnicity by School

Academic School	Arab	Asian	Black	Chinese	Mixed	Other	White	Not Known / Refused
Bayes Business School	122	822	179	104	145	87	766	21
City Law School	80	894	232	34	135	110	588	30
School of Communication & Creativity	36	245	152	14	177	41	857	11
School of Health & Medical Sciences	250	3,042	1,868	73	450	242	2,561	113
School of Policy & Global Affairs	117	1,288	450	26	132	134	479	14
School of Science & Technology	131	1,501	419	71	163	150	615	47
Learning Enhancement & Development	*	28	13	*	12	*	85	*

Table 89: Percentage (%) breakdown of student ethnicity by School

Academic School	Arab	Asian	Black	Chinese	Mixed	Other	White	Not Known / Refused
Bayes Business School	5.4%	36.6%	8.0%	4.6%	6.5%	3.9%	34.1%	0.9%
City Law School	3.8%	42.5%	11.0%	1.6%	6.4%	5.2%	28.0%	1.4%
School of Communication & Creativity	2.4%	16.0%	9.9%	0.9%	11.6%	2.7%	55.9%	0.7%
School of Health & Medical Sciences	2.9%	35.4%	21.7%	0.9%	5.2%	2.8%	29.8%	1.3%
School of Policy & Global Affairs	4.4%	48.8%	17.1%	1.0%	5.0%	5.1%	18.1%	0.5%
School of Science & Technology	4.2%	48.5%	13.5%	2.3%	5.3%	4.8%	19.9%	1.5%
Learning Enhancement & Development	*	17.5%	8.1%	*	7.5%	*	53.1%	*

- Bayes Business School, City Law School, the School of Policy & Global Affairs, the School of Health & Medical Sciences and the School of Science & Technology had a majority of Black, Asian or minority ethnic students.
- Learning Enhancement & Development and School of Communication & Creativity had a majority of White students.

Religion or belief

Table 90: Students by religion or belief

Religion or belief*	Headcount	Percentage (%) of total
Any other religion or belief	352	1.3%
Buddhist	507	1.9%
Christian	6,307	23.2%
Hindu	2,247	8.3%
Jewish	233	0.9%
Muslim	9,553	35.2%
No religion	5,453	20.1%
Sikh	433	1.6%
Not known	111	0.4%
Information refused	1,952	7.2%
Total	27,148	100%

*The descriptions are using HESA definitions.

- The percentage of students identifying as belonging to a religion or belief group were 72%.
- Muslim students accounted for the highest percentage of students belonging to a religion or belief at 35%.
- Christian students accounted for the second highest percentage belonging to a religion or belief at 23%.
- Jewish students accounted for the smallest percentage of students belonging to a religion or belief at 1%.

Table 91: Student religion and belief breakdown by School

Academic School	Any other religion or belief	Buddhist	Christian	Hindu	Information refused	Jewish	Muslim	No religion	Not known	Sikh
Bayes Business School	62	249	1,311	817	406	54	1,309	1,194	31	91
City Law School	39	79	662	162	231	30	1,297	396	13	81
School of Communication & Creativity	32	15	504	68	192	21	342	880	16	11
School of Health & Medical Sciences	138	72	2,557	571	606	84	3,172	1,880	20	145
School of Policy & Global Affairs	31	30	541	221	194	19	1,648	380	10	59
School of Science & Technology	47	62	699	403	305	23	1,772	678	20	45
Learning Enhancement & Development	*		44	*	27	*	18	60	*	*

Table 92: Student religion or Belief percentage (%) breakdown by School

Academic School	Any other religion or belief	Buddhist	Christian	Hindu	Information refused	Jewish	Muslim	No religion	Not known	Sikh
Bayes Business School	1.1%	4.5%	23.7%	14.8%	7.4%	1.0%	23.7%	21.6%	0.6%	1.7%
City Law School	1.3%	2.6%	22.1%	5.4%	7.7%	1.0%	43.4%	13.2%	0.4%	2.7%
School of Communication & Creativity	1.5%	0.7%	24.2%	3.3%	9.2%	1.0%	16.4%	42.3%	0.8%	0.5%
School of Health & Medical Sciences	1.5%	0.8%	27.7%	6.2%	6.6%	0.9%	34.3%	20.3%	0.2%	1.6%
School of Policy & Global Affairs	1.0%	1.0%	17.3%	7.1%	6.2%	0.6%	52.6%	12.1%	0.3%	1.9%
School of Science & Technology	1.2%	1.5%	17.2%	9.9%	7.5%	0.6%	43.7%	16.7%	0.5%	1.1%
Learning Enhancement & Development	*		26.8%	*	16.5%	*	11.0%	36.6%	*	*

- Within the School of Communication & Creativity and Learning Enhancement & Development, students identifying with ‘No Religion’ accounted for the highest percentage at 42% and 37% respectively.
- Bayes Business School the highest percentage of students who identified as Christian or Muslim, both at 24% each.
- Within the City Law School, the School of Policy & Global Affairs, the School of Health & Medical Sciences and the School of Science & Technology, Muslim students accounted for the highest percentage at 43%, 31% and 44% respectively.

Sex

In this section, sex refers to legal sex, as recorded in the data provided by the Higher Education Statistics Agency (HESA).

The option 'Other' is available to students for whom there is another legal sex option, other than 'Female' or 'Male', in their country of domicile.

Table 93: Student numbers by sex

Number of females	% female	Number of males	% male	Number of other	% other	Number of females
15,917	58.6%	11,126	41.0%	28	0.1%	27,071

- City St George's had a majority female student population at 59% and male student population at 41%.

Figure 16: Breakdown of sex

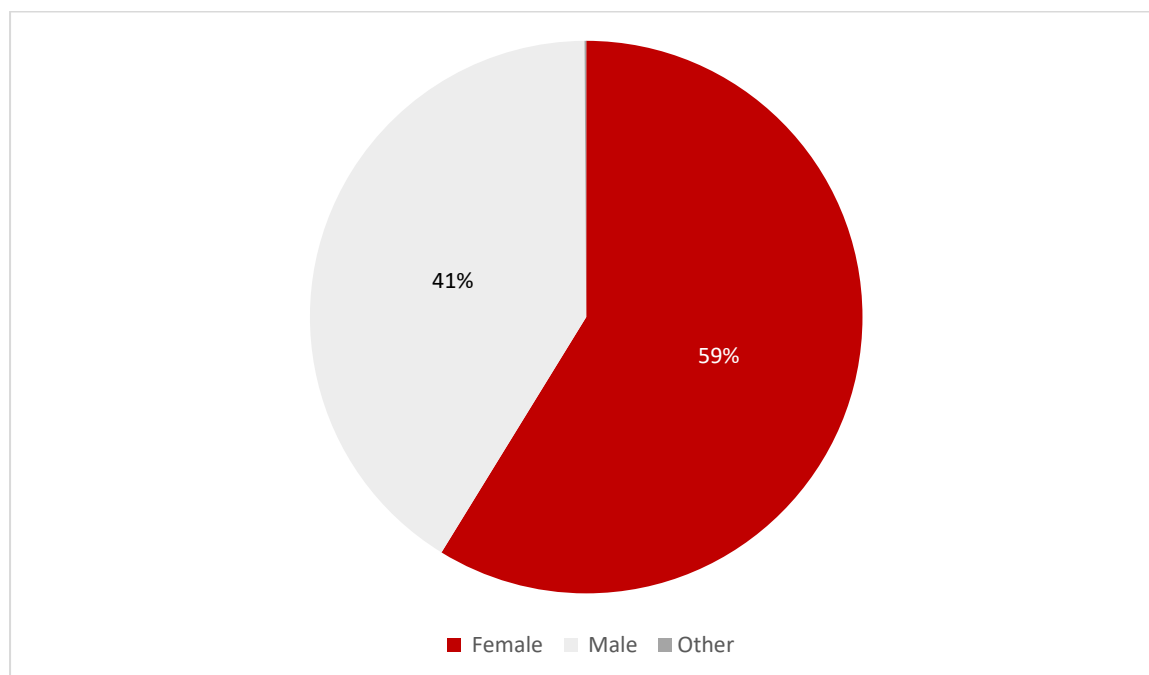


Table 94: Student numbers by sex and School

Academic School	Number of females	% female	Number of males	% male	Number of other	% other
Bayes Business School	2,161	39.2%	3,349	60.7%	*	*
City Law School	2,001	67.3%	910	32.6%	*	*
School of Communication & Creativity	1,543	74.6%	521	25.2%	*	*
School of Health & Medical Sciences	7,276	78.8%	1,951	21.1%	*	*
School of Policy & Global Affairs	1,665	53.2%	1,460	46.7%	*	*
School of Science & Technology	1,191	29.6%	2,834	70.3%	*	*
Learning Enhancement & Development	105	64.0%	58	35.4%	*	*

- The School with the highest percentage of female students were the School of Health & Medical Sciences at 79%.
- The School of Communication & Creativity had the second highest percentage of female students at 74%.
- The School of Science & Technology had the highest percentage of male students at 70%.
- Bayes Business School had the second highest percentage of male students at 61%.

Sexual orientation

Table 95: Student numbers by Sexual Orientation

Sexual orientation *	Headcount	Percentage (%)
Bisexual	985	3.6%
Gay Man/Gay Woman/Lesbian	521	1.9%
Heterosexual	23,179	85.4%
Information refused	1,937	7.1%
Not available	*	*
Other	521	1.9%
Total	27,143+	100%

*The descriptions are based on HESA definitions.

- Heterosexual students accounted for the largest percentage of students at 85%.
- 4% of students identified as 'Bisexual' and 2% identified as 'Gay Man/Gay Woman/Lesbian', using HESA definitions.
- The proportion of students under the category 'Information Refused' was 7%.

Table 96: Student sexual Orientation by School

Academic School	Bisexual	Gay Man/Gay Woman/Lesbian	Heterosexual	Other	Information refused	Not available
Bayes Business School	91	57	4,770	159	446	*
City Law School	107	45	2,544	52	241	*
School of Communication & Creativity	370	204	7,953	106	612	*
School of Health & Medical Sciences	92	51	3,520	81	308	*
School of Policy & Global Affairs	81	23	2,829	51	148	*
School of Science & Technology	10	11	119	*	19	*
Learning Enhancement & Development	238	132	1,473	69	169	*

Table 97: Student percentage (%) breakdown of Sexual Orientation by School

Academic School	Bisexual	Gay Man/Gay Woman/Lesbian	Heterosexual	Other	Information refused	Not available
Bayes Business School	1.7%	1.0%	86.4%	2.9%	8.1%	*
City Law School	3.6%	1.5%	85.1%	1.7%	8.1%	*
School of Communication & Creativity	4.0%	2.2%	86.0%	1.2%	6.6%	*
School of Health & Medical Sciences	2.3%	1.3%	86.8%	2.0%	7.6%	*
School of Policy & Global Affairs	2.6%	0.7%	90.3%	1.6%	4.7%	*
School of Science & Technology	6.1%	6.7%	72.6%	*	11.6%	*
Learning Enhancement & Development	11.4%	6.3%	70.8%	3.3%	8.1%	*

- The School of Communication & Creativity had the largest percentage of students identifying as Bisexual at 11%.
- Learning Enhancement & Development had the largest percentage of students identifying as Gay man/ Gay woman/Lesbian at 7%.
- The School of Policy & Global Affairs had the largest percentage of students identifying as Heterosexual at 90%.
- The School of Communication & Creativity had the had the largest percentage of students identifying as Other at 3%.
- Learning Enhancement & Development had the had the largest percentage of students declining to share information at 12%.

This concludes the Staff and Student Equality Monitoring report containing statutory data complying with the Public Sector Equality Duty in Equality Act 2010.