Under the Equality Act 2010 King’s has certain periodic obligations. On arrival in February 2017 Sarah Guerra identified a failure to fulfil our technical obligations under the Equality Act 2010. This interim report remedies that failure. It identifies the changing narrative at King’s, within the context of diversity and inclusion compliance and delivery. It provides a summary of our institutional data for staff and students and reviews on progress against institutional King’s Equality Objectives set in 2013. The report also outlines the immediate priorities and presents key achievements and a summary of our current position.

Introduction

King’s College London is a civic university in the heart of London. We stand shoulder to shoulder with the best international players, connected to local, national and global networks. We have a proud heritage and a clear vision for the future: We aspire to the very highest standards of education, research and service.

Our intention is to embed equality, diversity and inclusion into everything we do. We want our policies, practices and processes to empower individuals to be able to contribute fully. We want King’s to reflect the diversity of London, and for our doors to be open to anyone with the capabilities to succeed. This report identifies our demographic profile of where we are on our journey to achieving our ambitions.

In 2016, King’s invited Pearn Kandola, a leading business consultancy which focuses on organisational psychology and inclusion, to conduct an external review of D&I at King’s. Their report was a major turning point for King’s, and held a mirror to our issues around Leadership, Accountability, Strategy, and Organisational Trust. King’s responded by creating a senior strategic role of Director of Diversity & Inclusion. Sarah Guerra was appointed, due to her variety of professional inclusion experience in complex organisations including HMRC and the Ministry of Defence. Sarah Guerra has used the external review as a springboard for her own analysis of the D&I landscape at King’s. During the year, there has been a transformation of the operating model, with a renewed focus on delivering effective, strategic products, services and outcomes to the university community. Dedicated resource has expanded, and we have taken the opportunity to review the D&I offering at King’s.

This interim report reflects on the changes and progress in 2017. We will report annually on our D&I achievements and demographics, and during 2018 we will develop a university wide D&I strategy to make King’s an employer of choice and deliver an extraordinary student experience.
Alignment with Vision 2029

Diversity and inclusion is crucial in delivering Vision 2029. Our vision is to make the world a better place, and we cannot achieve this without ensuring we attract, retain and develop the best talent, whether this is our students, academic or professional services staff.

Being ‘Of London, for the World’, strikes a strong chord for our staff and students to represent the diversity of London, and bring in international voices into work and study. To deliver an extraordinary student experience we must consider the diversity of our students. To work effectively as a community of colleagues we must prioritise inclusion, which is why an inclusive environment is one of the guiding principles underpinning our Vision 2029 strategy.

Every area in King’s has a responsibility to embed equality, diversity and inclusion principle into their decisions and activities as part of delivering Vision 2029.

Data Summary

The overall data profile for staff and students at King’s shows a steady picture during a period of significant growth.

- Staff sex profile has fluctuated by 1.5%, remaining above London Russell Group benchmark (figure 1).
- Proportion of white staff has decreased by 3% over three years, with an increase in ‘unknown’ and prefer not to say categories (figure 2) in line with London Russell Group benchmark.
- Staff disclosing a disability has increased each year from 0.6% in 2011/12 to 3.4% in 2015/16 (figure 3). Our analysis has shown we are significantly under the expected disability disclosures for an organisation of our size, although King’s reflects the London Russell Group benchmark.
- Student sex profile has been stable with circa 1% variation between 2011/12 to 2015/16 (figure 4).
- Proportion of BME students has remained stable (figure 5).
- Students disclosing a disability has increased gradually over the time period (figure 6) in line with London Russell Group benchmark.
- There is a decrease in the proportion of women at higher levels of study (figures 7, 10, 13).
- There is significant decrease in the proportion of BME students at higher levels of study (figures 8, 11, 14).
- Student disability disclosures are marginally higher at undergraduate study compared to postgraduate study.

Full analysis including by level of study and figures are at the end of the report.
Conclusion

2017 has been a period of significant transition for Diversity & Inclusion at King’s. During the year, there has been a transformation of the operating model, with a renewed focus on delivering effective, strategic products, services and outcomes to the university community.

Our data shows us we are in a comparable position to London Russell Group universities for sex, ethnicity and disability for both staff and students. We have further to go to reflect London’s demographic profile in our staff and student composition.

This interim report holds the ground between our last published report and the further development of the diversity and inclusion strategy for King’s. The activities of 2017 have moved King’s to a stronger position. Looking forward, our interim priorities are stripped back and focused on establishing solid foundations, reflecting a move towards working more broadly across the university to embed diversity and inclusion principles through colleagues.
## Existing Equality Objectives (2013)

### 1 Ensure equality and diversity is embedded in everything the College does

<table>
<thead>
<tr>
<th>Actions 2013/14</th>
<th>Tasks</th>
<th>Status Update December 2017</th>
<th>Next Steps</th>
</tr>
</thead>
</table>
| 1.1 Consideration of how best to roll out mandatory training for all staff covering equality, diversity and unconscious bias | - Unconscious bias workshops delivered to Academic Staffing Committee and School Executive Boards  
- Unconscious bias training for Athena SWAN-related staff  
- E&D and unconscious bias module developed for *Fit for King’s*  
- Consideration to be given to provision of unconscious bias and E&D Training for all staff  
- Options for face to face module on recruitment and selection and unconscious bias to be considered  
- New training programme delivery | - Senior leaders trained in Unconscious Bias  
- Unconscious bias training for Athena SWAN members  
- *Fit for King’s* rolled out in E&F including an D&I element  
- Unconscious Bias available for specific groups of staff.  
- No recruitment and selection training available  
- Inclusive Working designed and rolled out | Diversity Matters (improved D&I training) to be launched and piloted in Jan 2018 to all staff.  
This provision brings together unconscious bias and inclusive working.  
A general Diversity Matters is available for all, and a Diversity Matters for Managers is targeted at managers and supervisors. |

| 1.2 Consideration to be given to development of joint informal process covering both staff and students for dealing with complaints of harassment, bullying and discrimination – with network of trained harassment advisers | - Proposal developed and agreement sought  
- Policy drafted and approved  
- Network recruited and trained  
- On-going support for network members identified  
- Publicity campaign delivered | - It Stops Here Working Group initiated, policy and process for both staff and students not fulfilled.  
- Network of four trained Harassment Advisors in place | Harassment Advisor network expanded to 13 members of staff.  
It Stops Here Taskforce strengthened by Principal and senior HR presence, and reviewing and strengthening the ISH 2016 Action Plan for January 2018. Value of informal process to be |
### 1.3 Equality Analyses
Framework promoted and built into the development and review of policies

- Finalise framework
- Devise mechanisms for routine consideration when policies revised or developed
- Schedule for priority areas for analysis devised and agreed

| Framework developed, mechanisms less clear on review |
| No evidence of centrally stored / reviewed EAs, or consistent templates used |
| EAs to be re-developed with input from key areas of the university – governance, strategic planning and analytics, and Professional Services Executive. |

### 1.4 Diversity & Inclusion
Steering Group established to lead on matters at the College

- Group meets quarterly to progress the action plan and hold contributors to account
- Reports provided to PCT
- DISG meets and receives updates from core D&I team.
- No clear mechanism for other areas of the university to feed into DISG, or understanding of DISG’s authority and decision making powers

| DISG membership and ToR reviewed. |
| Wider D&I governance being reviewed, including connections to other areas of the university. |

### 2 Implement comprehensive equality monitoring and analysis across the College

| 2.1 Key points of learning in relation to data analysis embedded into future annual reporting |
| Colleagues with responsibility for providing data to inform the annual report briefed on amendments and improvements |
| Data provided for 2014 Annual Report according to brief |
| Annual report 2014 produced |

| Annual Report produced in 2014 |
| Annual Reports scheduled. |

| 2.2 Consideration of an approach to recording and monitoring cases of staff and student bullying and harassment that reach the formal and informal stage |
| Best practice in relation to monitoring in this area collate from the sector |
| Proposals shared with Student Conduct and Appeals and HR R&P for approval |
| Process developed and publicised |

| Bullying and harassment cases not recorded by HR |
| In 2017, harassment advisor request data could be used by D&I to monitor request for support with bullying and harassment |

<p>| D&amp;I introduced an anonymous reporting form for bullying and harassment disclosures. |
| D&amp;I record Harassment Advisor bookings and meeting monitoring forms, and also record feedback from users of the HA network. |
| D&amp;I are contributing to HR’s case |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
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</table>
| 2.3 Consideration of an approach to recording and monitoring cases of staff disciplines, grievances and training | - Discussions with colleagues in IDA to assess what processes need to be put in place to collect and collate this information  
- Proposal devised for discussion and approval  
- Process developed and shared  
- No consistent records of disciplinaries, grievances or training for staff  

D&I are contributing to HR’s case management service development to include bullying and harassment data. |
| 2.4 Consideration of an approach to recording and monitoring student regulatory activity | - Discussions with colleagues in Student Conduct and Appeals to assess what processes need to be put in place to collect and collate this information  
- Proposal devised for discussion and approval  
- Process developed  
- Student Conduct and Appeals collect data through a case management system  

D&I are contributing to HR’s case management service development to include bullying and harassment data, and can bring in learning from Student Conduct and Appeals. |
| 2.5 Improvements to E-recruitment to ensure usable data is produced | - On-going work to ensure systems are in place for collection of relevant data (E-recruitment or otherwise)  
- Work with users of the system to improve its use and quality of data input  
- E-recruitment system Bond and HireWire used  
- Manual data entry needed for Eq Ops, shortlisting and other recruitment data fields  

D&I contributing to design and functions of CoreHR, to include e-recruitment without manual aspects. |
| 3 Increase the proportion of women in senior academic roles |  |
| 3.1 Implementation of the College’s Bronze Athena SWAN Action Plan | - See separate Bronze action plan for details of 43 specific actions  
- On-going reporting of progress and barriers to the Athena SWAN Steering Group  
- Bronze Athena SWAN reaccreditation in 2017, as unsuccessful at Silver  
- Action Plan reviewed December  

Athena SWAN and Race Equality Charter drawn together under the University Self Assessment Team  
Sharper focus on Recruitment, Retention and Progression for students and staff, by sex and ethnicity characteristics. |
3.2 Achievement of Athena SWAN Silvers in all the STEMM Schools by April 2015

- Data to be provided to submitters in a timely fashion to inform their action plans
- Individual Schools/Divisions to analyse data and devise suitable actions
- Implementation of interventions
- Measuring impact
- Drafting and finalising submissions
- Implementation of Silver Action Plans

- Not all areas of Health were accredited to Silver Athena SWAN level, but a significant majority where – including faculty applications by Dental Institute, Institute of Psychology, Psychiatry & Neuroscience, Florence Nightingale Faculty of Nursing & Midwifery
- Within the Faculty of Life Science & Medicine, the majority of divisions were accredited – six Silver, six Bronze, two with no award

All Health areas are applying for Silver or Gold accreditation in 2018.

King’s and Guy’s and St Thomas’ Foundation Trust were successful in their 2016 BRC bid for two BRCs.

3.3 Participation in the Gender Charter Mark by the Faculties of Arts and Sciences

- Department of Social Science, Health and Medicine (SSHM) to submit for Bronze by April 2014
- Three Schools to participate in Athena SWAN Champions Network and start to gear up to submit once the Charter Mark launches in late 2014
- At least one School to submit to the Charter Mark in its first round

- Social Science, Health and Medicine received a Bronze GEM award
- Athena SWAN applications from the Arts & Sciences faculties have been submitted
- Nov 16 – History (B)
- Apr 17 – Policy Institute (no award)
- Nov 17 – Chemistry, Law, Mathematics Security Studies, Physics (Juno) - all to be classified

Four of five Arts & Sciences faculties have dedicated D&I support. In three faculties this is fixed term, in one it is an open ended contract.

Athena SWAN schedule for 2018:

April 18 – English
Nov 18 – School of Global Affairs
## 4 Increase the representation of Black and Minority Ethnic (BME) academic and non-academic staff

| 4.1 Participate and submit to the Race Charter Mark | • Form a small working group to initiate activity in this area  
• Working closely with the BME staff network, review data and devise an action plan  
• Identify School representatives to join a project group to deliver on the plan  
• Take forward actions at a College and local level  
• Quarterly reporting to the Diversity and Inclusion Steering Group on progress | • REM application submitted, and awarded Bronze  
• BME network disbanded  
• REM Action Plan not systematically executed | Athena SWAN and Race Equality Charter drawn together under the University Self Assessment Team. Sharper focus on Recruitment, Retention and Progression for students and staff, by sex and ethnicity characteristics as part of an intersectional approach so all characteristics are fully considered. Actively developing staff networks, including identifying need for BME network. |

## 5 Raise awareness of disability and improve the participation of disabled students and staff

| 5.1 Staff Disability Support Group to deliver on its action plan – to improve service provided to disabled staff | • Additional resources to be drafted and available via the web  
• Proposals for additional resourcing to be shared with HR Managers and COE for approval  
• Schemes to be put in place | • Disabled staff support group dormant until November 2017  
• Disability Task and Finish Group created October 2017  
• No consistent disability adaptations process in place  
• King’s is self assessing its disability provision through the Business Disability Forum, scoring 33% on our self assessment  
• Staff related policy and processes to be reviewed | Development of Disability Transformation Plan in line with Staff Wellbeing, Prevention and Mental Health Group. Maintenance of disability inclusion. Disability related services and information available for staff. |
| 5.2 College wide campaign to improve self-reporting of Equal Opportunities monitoring data | • Proposals for campaign to be devised and shared with staff networks and unions  
• Awareness campaign put in place to help improve engagement with the process  
• All staff contacted and invited to update their information via the web | • Disclosure rates for disabilities are very low.  
• No campaign to increase disclosure / declaration of equal opportunity data.  
• No mechanism to self-service own equalities data held by HR  
• Communication and Engagement Officer recruited for team.  
• Comms and Engagement strategy being developed | All staff will be expected to update D&I data as part of CoreHR roll out, and will have functionality for staff to change their equalities data.  
Working with HR Transformation to maximise opportunities of HR system to improve data disclosure. |
| 5.3 Improving the representation of disabled students and their lower attainment | • Issues identified in this report to be shared with the Disability Advisory service to assess scope for a specific project in this area | • Inclusive Teaching and Learning Working Group monitors areas of concern  
• The experience gap is as important as the attainment gap for disabled students | D&I are initially focusing on raising staff provision in line with DAS’s provision for students. |
## 6 Ensure all students have equal opportunity for high attainment

### 6.1 Delivery of the BME student attainment project to identify causes for lower attainment and put in place interventions to improve

- Formation of a working group to scope out the issues
- Consultation with students to test proposals
- Identify final interventions and pilots
- Form a delivery group to deliver on the actions
- Quarterly reporting to the Diversity and Inclusion Steering Group
- Once pilots established consider whether further interventions are required to tackle issues with Mature and Disabled students

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nicola Phillips VP for Education to decide on the strategy and operation of BME attainment work, and including the development of Social Mobility and Student Success department.</td>
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### 6.2 Review the equalities aspects of programme review and approval

- Regular discussions to keep apprised of changes to methodology in these areas and ensure that equalities issues are factored in to any revisions

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Notes</th>
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<tr>
<td>Nicola Phillips appointment to VP Education</td>
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</table>

## 7 Ensure all prospective students have equal access to learning

### 7.1 Admissions project – to review differing offer rates for particular groups in certain Schools, with a particular focus on where representation of these groups is lower than expected

- Discussions to scope out the value and parameters of project
- If agreement – then design and delivery of the project

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Variable offers for Extended Medical Degree Programme, Realising Opportunities, and K+ Sutton Trust Summer School activities enhance UCAS applications and does not operate a variable offer</td>
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### 7.2 Widening participation project:

- Focusing on poorer

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
<td>WP activities have focused on acorn areas, which include male students and</td>
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</table>

This work is key to WP’s mission and purpose, and through D&I and SMSS partnership, activities for D&I will be identified.
<table>
<thead>
<tr>
<th>attainment of male students</th>
<th>BME students</th>
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<tbody>
<tr>
<td>• Poor retention of BME undergraduate students into postgraduate study</td>
<td>• K+ is a two year programme of events and workshops to help support university UG applications</td>
</tr>
<tr>
<td></td>
<td>• Sutton Trust Summer School is a free residential subject specific course to provide a taster of an elite university.</td>
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</tbody>
</table>
|                            | • Specific project targeting white working class men is in pipeline | identified.
### Our Interim Priorities

#### 1 Getting the basics right

<table>
<thead>
<tr>
<th>Objectives 2017/18</th>
<th>Activities</th>
<th>Actions Taken</th>
<th>Next Steps</th>
</tr>
</thead>
</table>
| 1 Ensure legal compliance | - Produce interim diversity report  
- Identify D&I priority areas  
- Refresh equality objectives | - Interim report produced | Annual report and triennial institutional equality objectives. |
| 2 Ensure leadership, governance and accountability for D&I direction and activity | - Review governance structures at King’s, and identify the influential decision-making bodies  
- Propose recommendations for strengthening Diversity & Inclusion | - DISG and core university level D&I committees rationalised with an improved capability to influence and make decisions  
- Senior leadership accountability established  
- Faculty and central governance mapped  
- Key committees identified  
- Key stakeholders in directorates / functions engaged | Recommendations to College governance for D&I assurance.  
Developing HR operating model to strengthen capability and accountability of Faculty senior teams through People Partners. |
| 3 Enhance inclusion by effectively and credibly tackling bullying, harassment and discrimination | - Build expertise and capability with It Stops Here team  
- Strengthen information, process and support for student on student B&H cases  
- Work with HR to rebuild and reinforce information, processes and support for staff on staff, staff on student B&H cases  
- Create secure data to provide insights into | - ISH Team recruited and in place  
- It Stops Here taskforce strengthened by Principal and senior HR presence  
- ISH Action Plan reviewed and strengthened (Jan 2018)  
- Harassment Advisor Network increased and strengthened  
- Process pathways for cases in development with HR and SED | Substantial institutional wide action plan agreed to take forward It Stops Here work.  
D&I are working with HR on bullying and harassment policies and processes, and the practices around case management records, including online reporting pathways. |
| 4 Improving the experience of disabled employees at King’s | Self assessment through Business Disability Forum  
Create Recommendations and Action Plan for improving provision  
Work with whole institution to raise quantity and quality of reasonable adjustments for staff | Self assessment completed by ten areas of the university  
Action plan to be informed by self assessment, survey, focus groups and research | Recommendations for College and Action Plan on improving disabled staff’s experience at King’s. |
|---|---|---|---|
| 5 Communicate our institutional responsibilities, achievements and ambitions to the King’s Community | Produce regular, quality comms for broad staff audience, through different mediums  
Design and create materials for specific campaigns | Daily tweets, fortnightly bulletins and blogs, termly digests for D&I updates  
It Stops Here and Wall of BAME materials designed and used.  
Increased presence and engagement in | Evaluate effectiveness of the communication paths and design communication and engagement strategy |
<table>
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<tr>
<th>Action</th>
<th>Details</th>
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</table>
| **6 Enable leadership to understand their D&I responsibilities** | - Establish regular data reporting through D&I dashboards - self-service gold source of data  
- Identify institutional benchmarks for characteristics |
| **7 Increase diversity and inclusion awareness and capability through training** | - Designing and launching Diversity Matters training for all staff and a more thorough session for managers  
- Diversity Matters launches January 2018 |
| **8 Nurture, facilitate and connect networks at King’s** | - Recruit Communities and Networks role  
- Appointed Communities and Networks role. |
| **9 Seek accreditation for departments and at Institutional Level** | - Athena SWAN accreditation  
- Race Equality Charter Mark accreditation  
- Workplace Equality Index (WEI) accreditation  
- USAT formed to oversee REM and AS charters  
- REM and AS Action Plan being revised  
- WEI activity revised and scoped |

**Redevelop the D&I website to accurately reflect our position, projects and support for King’s.**

Further iterations in Feb 2018 to include benchmarks and additional characteristics.

Identify needs for specific groups within King’s, e.g. leadership, underrepresented groups, researchers.

Create communities engagement workstreams: Parents & Carers, Athena SWAN, D&I Champions, D&I Community of Practice.

Recommendations and Charter Mark Action Plan on improving women’s and BME staff’s experience at King’s.
2017 was a major year of change. After an external review, D&I have transformed their operating model, and have had significant staff turnover and expansion. Some of our many events through 2017 have been:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>International Women’s Day Event</td>
<td>April</td>
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<tr>
<td>BME Early Career Researcher Conference</td>
<td>April</td>
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<tr>
<td>It Stops Here Taskforce to tackle bullying and harassment launched</td>
<td>May</td>
</tr>
<tr>
<td>Reformed D&amp;I team in place with new operating model</td>
<td>June</td>
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<tr>
<td>King’s LGBT+ Staff Network marching at London Pride</td>
<td>June</td>
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<tr>
<td>Diversity Mentoring Scheme Celebration event</td>
<td>July</td>
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<tr>
<td>Sarah Guerra speaking at DIGIT Forum</td>
<td>July</td>
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<tr>
<td>It Stops Here roundtable and networking event with other London universities on tackling sexual harassment in HE.</td>
<td>July</td>
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<tr>
<td>D&amp;I Participation in Welcome Week, including student ambassadors and staff at Freshers’ Fayre, Induction Events</td>
<td>September</td>
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<tr>
<td>Refreshed Harassment Advisor Network, including training from Rape Crisis and Disclosures of Sexual Violence Training</td>
<td>September</td>
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<tr>
<td>Student Ambassador led Bystander Intervention Training for Student Leaders</td>
<td>October+</td>
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<tr>
<td>Stonewall Starting Out Event</td>
<td>October</td>
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<tr>
<td>Black History Month Events throughout King’s, including Student Ambassador led panel discussion on the History of Black History month and the BME Attainment Gap</td>
<td>October</td>
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<tr>
<td>Trans Matters Guidance Launch</td>
<td>October</td>
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<tr>
<td>Global Diversity Council – London’s Women’s Leadership Symposium</td>
<td>November</td>
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<tr>
<td>Consent Week event #MeToo</td>
<td>November</td>
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<tr>
<td>Business Disability Forum Self-Assessment</td>
<td>November</td>
</tr>
<tr>
<td>Five departmental Athena SWAN applications / Juno submissions</td>
<td>November</td>
</tr>
<tr>
<td>Disability Awareness Month event</td>
<td>December</td>
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<tr>
<td>Sarah Guerra presenting to the PLuS Alliance</td>
<td>December</td>
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</table>

The activities and events led by D&I have raised our profile within King’s, and further afield.
Appendix 1 - Staff Diversity Data

Our staff profile by sex and ethnicity is stable, and our 2015/16 turnover (1,500 leavers and just over 2000 new starters) maintained the proportions of our 9,000 strong staff body. Sex has had 1.5% fluctuation in five years (figure 1). For ethnicity, the proportion of white staff has decreased by three per cent (figure 2). This relates to an increase in the (small) proportions of ‘unknown’ and ‘prefer not to say’, as the proportion of BME staff has remained stable across the six years. The proportion of staff disclosing a disability has increase each year from 0.6% in 2011/12 to 3.4% in 2015/16 (figure 3).

Figure 1: All staff by sex
The 2015/16 London Russell Group benchmark for sex is 52.6% female. King’s is marginally above the benchmark.
**Figure 2: All staff by ethnicity**
The 2015/16 London Russell Group benchmark, is 71.4% White, 20.9% BME, and 7.7% undisclosed. King’s is in line with the BME benchmark.

![Graph showing ethnicity distribution over years]

**Figure 3: All staff by disability**
The staff disability benchmark for London Russell Group Universities in 2015/16 is 3.1% staff who have disclosed disabilities. There is an increase each year in the proportion of staff who disclose disabilities at King’s.

![Graph showing disability status distribution over years]
Appendix 2 – Student Diversity Data

King’s student population has grown in the last five years, with steady increases year on year from 26,500 in 2011/12 to 30,000 in 2016/17. The proportion of female and male students has been stable with less than one per cent variation between 2011/12 (figure 4). Similarly, our ethnicity and disability data shows a stable picture (figure 5 and 6).

Looking across the levels of study, the attrition of women is clearly shown – with c.65% female at undergraduate, c. 62% at postgraduate taught, and 53% at postgraduate research, we can see the pipeline is leaking (figures 7, 10, 13).

Applying the same principle to ethnicity characteristics at these levels of study, we have a far more complex picture. Our data presented here is only for UK domiciled students, and does not dive down into specific ethnicities. Our UK domiciled data shows significant attrition in the BME student pipeline. At undergraduate level, King’s students are c. 43% BME, compared to c.29% at PGT and c.23% at PGR (figures 8, 11, 14). A further complicating factor is the data presented here does not break further down to specific ethnicities, which is likely to mask different trends within the BME category.

Student disability disclosures are slightly higher for undergraduate study compared to postgraduate study (figures 9, 12, 15). King’s and our benchmark are seeing a gradual increase in the proportions of students disclosing disabilities.

Figure 4: All students by sex including benchmark
Figure 5: All students by ethnicity including benchmark

Please note – student ethnicity data is shown for UK domiciled students only to mirror publicly available HESA data.

Figure 6: All students by disability including benchmark

King’s had over 18,000 undergraduates in 2016/17. This student group has expanded, and proportions of female and male undergraduates has remained relatively stable throughout, as has the proportion of white and BME undergraduates.
Figure 7: Undergraduates by sex including benchmark

Students

% Male, % Female and % Female London RG by Academic Year

% Male  % Female  % Female London RG

100

65.9  65.3  65.0  65.7
52.8  52.9  52.8  53.2
34.1  34.7  35.0  34.3

2011/12  2012/13  2013/14  2014/15  2015/16

Figure 8: Undergraduates by ethnicity including benchmark – please note student ethnicity data is shown for UK domiciled students only to mirror publicly available HESA data

Students

% BME  % White  % BME London RG

100

55.3  57.0  57.8  57.6
46.7  48.8  49.8  48.4
48.8  48.8  48.8  48.8

2011/12  2012/13  2013/14  2014/15  2015/16
Figure 9: Undergraduates by disability including benchmark

King’s had almost 10,000 postgraduate taught (PGT) students in 2016/17. This student group has expanded in the region of 2,000 student over five years, while proportions white and BME PGT students has remained stable. The proportion of female and male students has a larger fluctuation, with peaks in 2014/15 which return towards the baseline in 2015/16.
Figure 10: Postgraduate taught by sex including benchmark

Students

% Male, % Female and % Female London RG by Academic Year

Figure 11: Postgraduates taught by ethnicity including benchmark — please note student ethnicity data is shown for UK domiciled students only to mirror publicly available HESA data

Students

% BME, % White and % BME London RG
King’s had almost 2,500 postgraduate research (PGR) students in 2016/17. Unlike undergraduate and postgraduate taught, this group has reduced slightly over the time period. The proportion of female and male students has a larger fluctuation, with peaks in 2014/15 which return towards the baseline in 2015/16.
Figure 13: Postgraduate research by sex including benchmark

Students

% Male, % Female and % Female London RG by Academic Year

- % Male
- % Female
- % Female London RG

![Graph showing % Male, % Female, and % Female London RG by Academic Year from 2011/12 to 2015/16.]

Figure 14: Postgraduates research by ethnicity including benchmark - please note student ethnicity data is shown for UK domiciled students only to mirror publicly available HESA data

Students

- % BME
- % White
- % BME London RG

![Graph showing % BME, % White, and % BME London RG by Academic Year from 2011/12 to 2015/16.]

Please note student ethnicity data is shown for UK domiciled students only to mirror publicly available HESA data.
Figure 15: Postgraduate research by disability including benchmark

Students

- % Disabled
- % Not Disabled
- % Disabled London RG

<table>
<thead>
<tr>
<th>Year</th>
<th>% Disabled</th>
<th>% Not Disabled</th>
<th>% Disabled London RG</th>
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<td>6.0</td>
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<tr>
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<td>5.3</td>
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<tr>
<td>2014/15</td>
<td>7.5</td>
<td>5.6</td>
<td>7.5</td>
</tr>
<tr>
<td>2015/16</td>
<td>6.0</td>
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<td>6.0</td>
</tr>
</tbody>
</table>