

# Kingston University

# Public Sector Equality Duty

March 2023

Student Data

Kingston University has a strong and sustained commitment to equality, diversity and inclusion, and to promoting a positive culture which celebrates difference, challenges prejudice and ensures fairness. It is a thread that runs through our work and is one of our key strengths as an institution. At Kingston University we are committed to inclusivity and ensuring equality of opportunity to enable all our staff and students to flourish in an inclusive environment.

In 2021 we published our [Kingston University Equality Objectives 2021-2025](#). Under the [Public Sector Equality Duty](#) we are required to publish our student profile each year.

### **Why equality, diversity and inclusion matters to us**

**It brings value to our university:** our diversity is a strength that enhances the educational and learning experience for all through bringing different backgrounds, perspectives and ideas to the academic endeavour.

**We are a diverse community:** we live in a global and diverse world where our communities come from an increasingly diverse range of backgrounds. We appreciate the benefits of working inclusively in an environment where difference is celebrated and understood.

**We value diversity in others:** equality, diversity and inclusion are at the heart of our approach to partnership, collaboration and outreach. As a university, we have a responsibility to challenge inequality, find solutions and enact change, leading by example

To prioritise equality, diversity and inclusion, we recognise important challenges for the University:

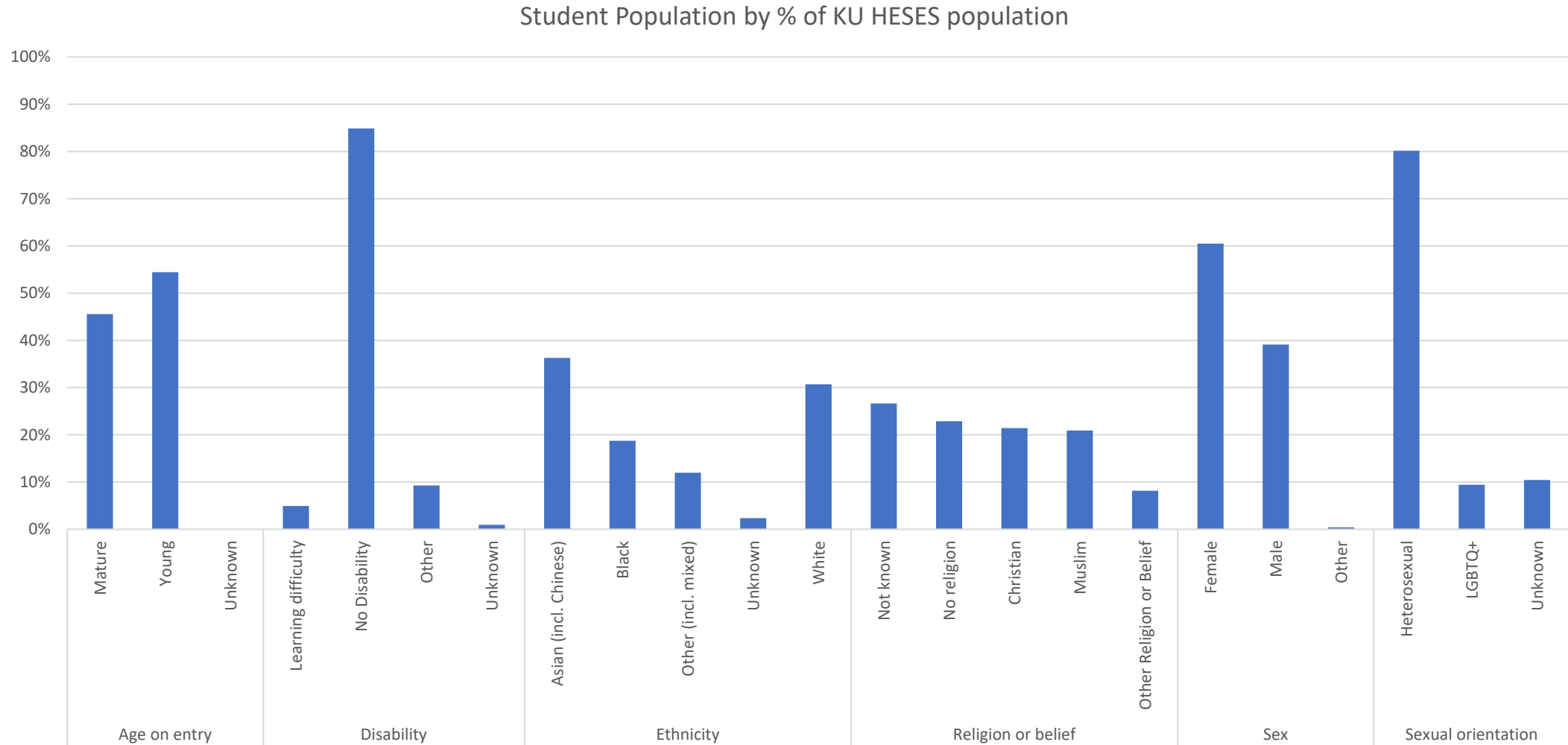
### **As individuals**

- in how we teach, assess and co-create learning;
- in how we support students in their learning and university experience;
- in how we conduct research and knowledge exchange;
- in how we undertake outreach and external engagement activity;
- in our learning and working relationships;
- in the way we lead and manage.

### **As an organisation**

- in developing an inclusive culture where everyone understands their responsibilities and obligations, appreciates benefits, and actively shares good practice;
- in mainstreaming the conversation about equality, diversity and inclusion, and ensuring that there are visible role models and positive stories as well as active listening;
- through using informed and purposeful leadership and engagement to implement improvement and change;
- through ensuring strong representation, active participation and inclusive agency in decision-making;
- in providing appropriate training, development and support to staff and students around EDI themes;
- in ensuring key policies reflect and support the University's equality aims;
- through sharing excellence learned from other organisations and sectors.

# Student population graph



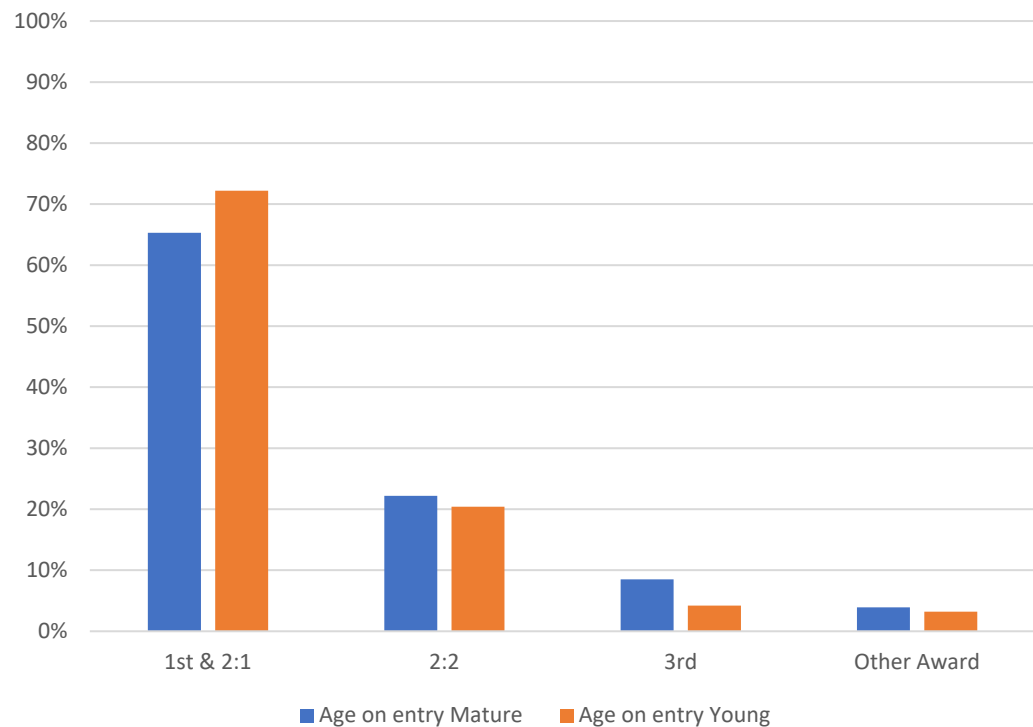
Notes, abbreviations and definitions can be found on slide 10 and 11

# Student population table

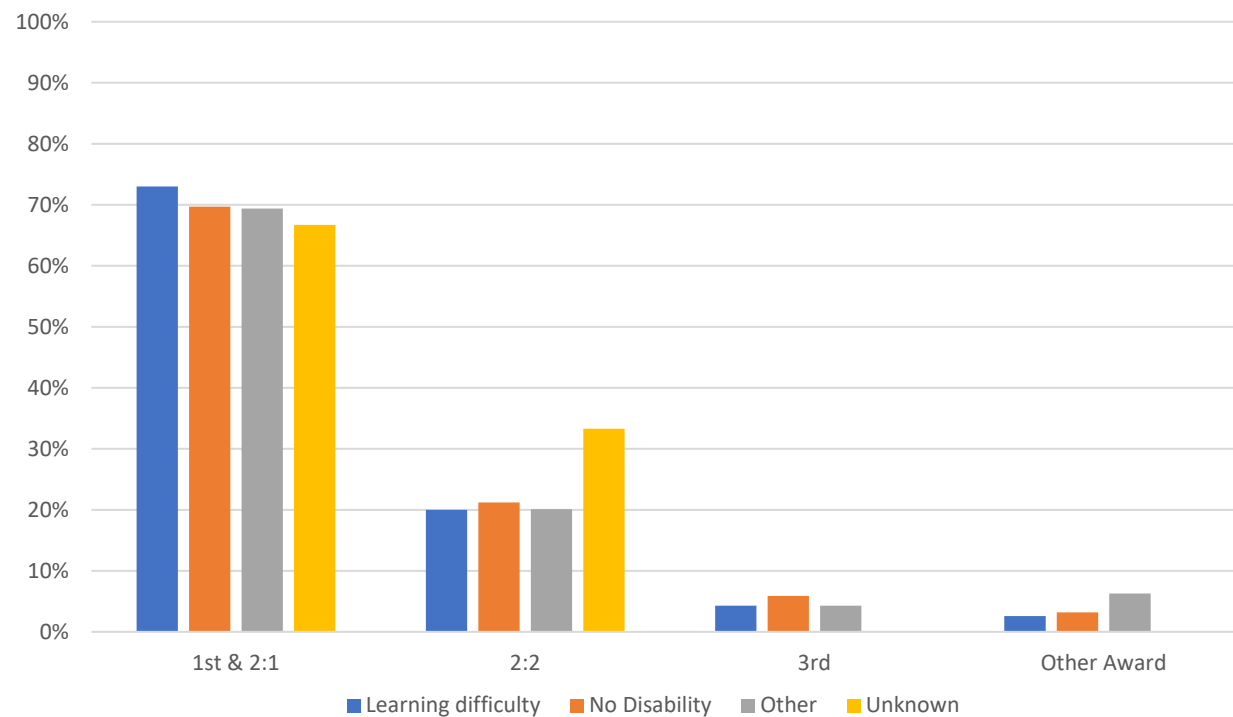
Demographic	Detail	% of KU HESES population
Age on entry	Mature	45.57%
	Young	54.43%
	Unknown	0.01%
Disability	Learning difficulty	4.93%
	No Disability	84.87%
	Other	9.27%
	Unknown	0.94%
Ethnicity	Asian (incl. Chinese)	36.27%
	Black	18.73%
	Other (incl. mixed)	11.96%
	Unknown	2.35%
	White	30.70%
Religion or belief	Not known	26.65%
	No religion	22.88%
	Christian	21.40%
	Muslim	20.92%
	Other Religion or Belief	8.16%
Sex	Female	60.50%
	Male	39.10%
	Other	0.40%
Sexual orientation	Heterosexual	80.15%
	LGBTQ+	9.41%
	Unknown	10.44%

# Student Outcome (degree class) by demographic – age and disability

## Student outcomes by age on entry

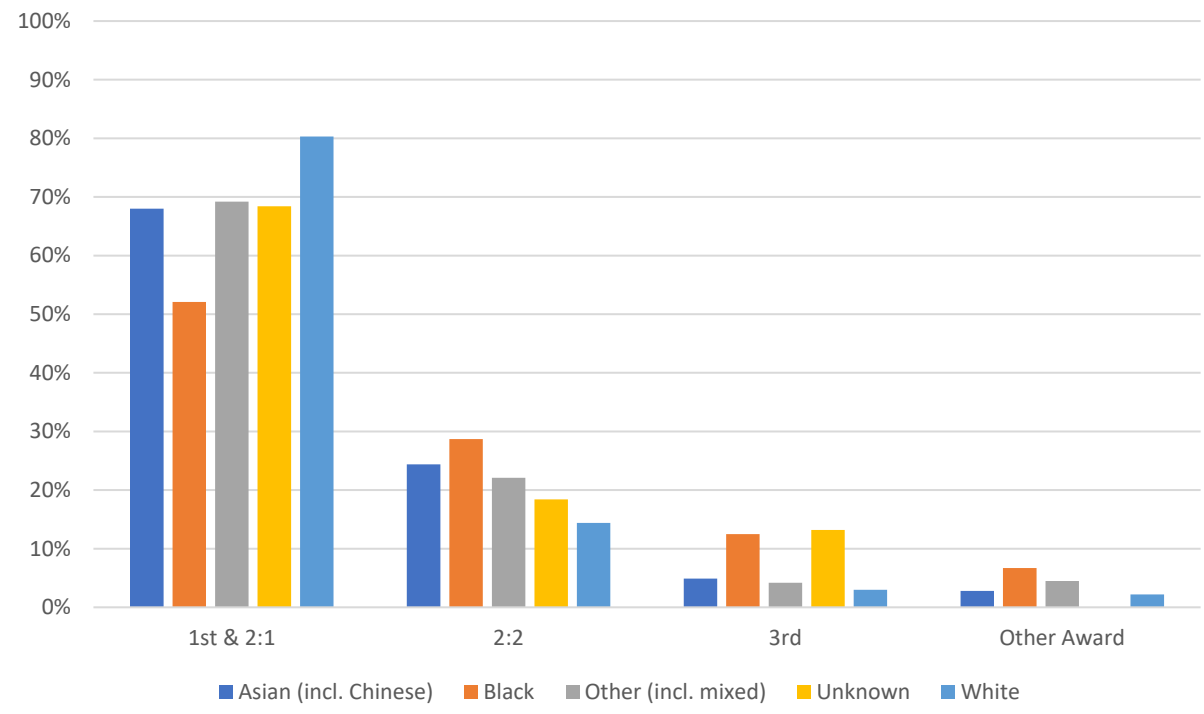


## Student outcomes by disability status

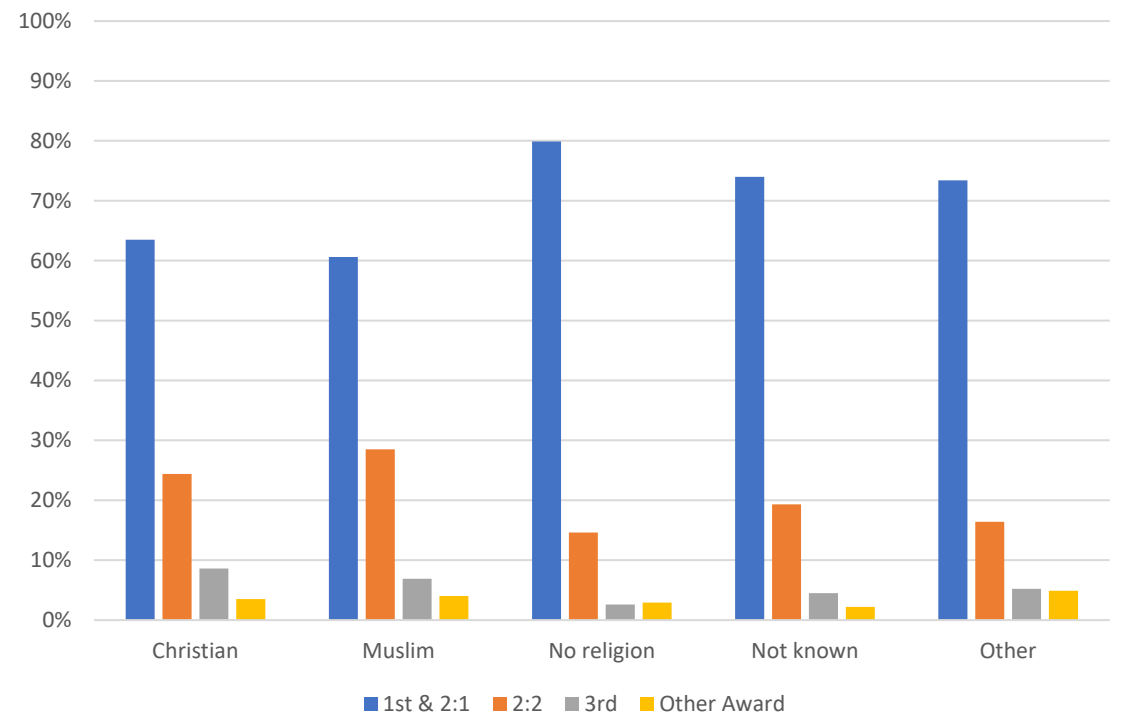


# Student Outcome (degree class) by demographic – ethnicity and religion or belief

### Student outcomes by ethnicity

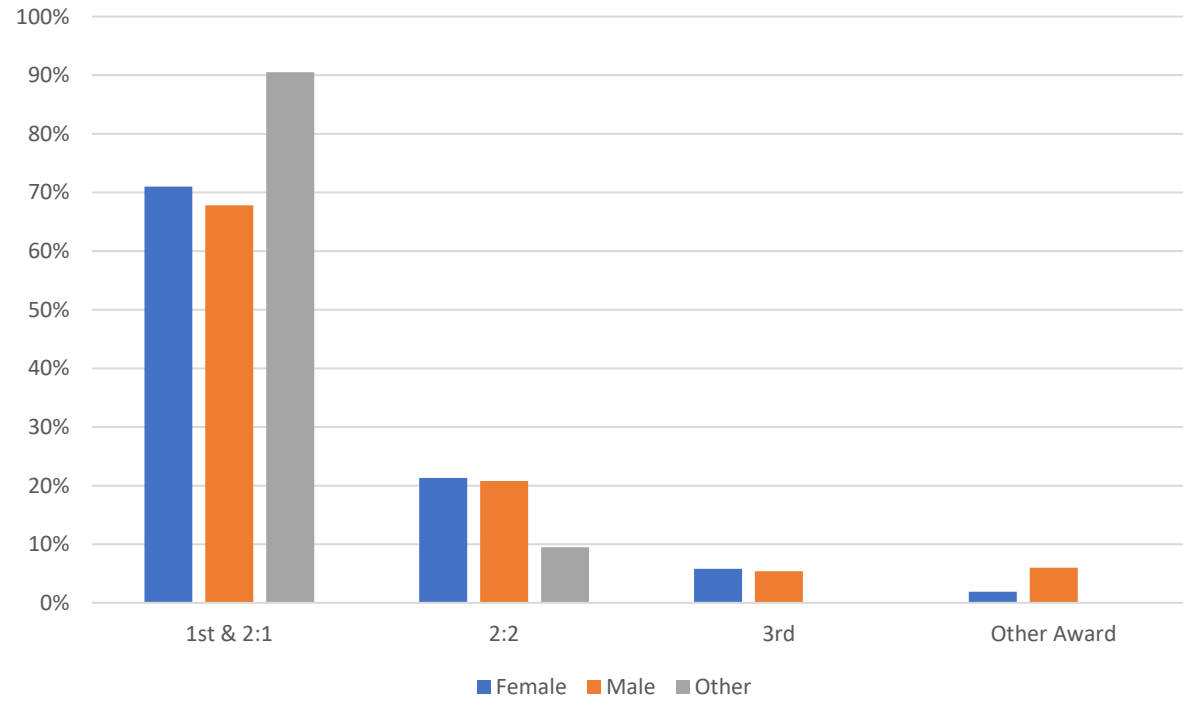


### Student outcomes by religion or belief

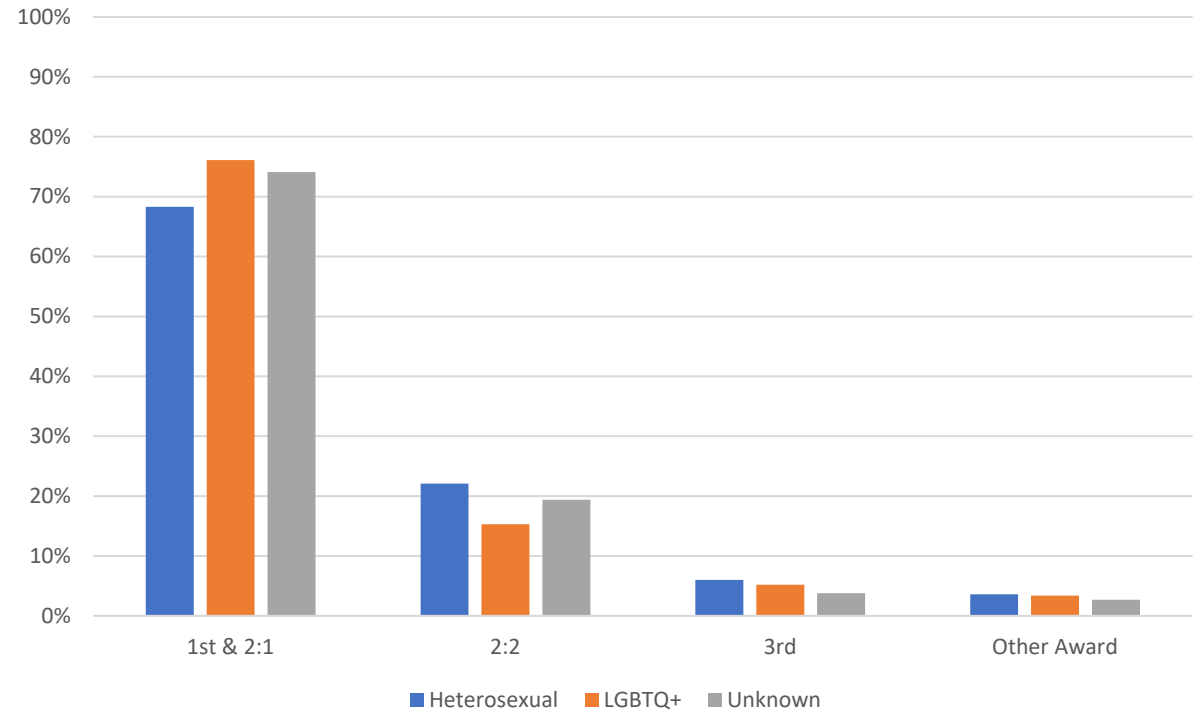


# Student Outcome (degree class) by demographic – sex and sexual orientation

## Student outcomes by sex



## Student outcomes by sexual orientation





# Student outcome by demographic table

Demographic	Detail	1st & 2:1	2:2	3	Other Award
Age on entry	Mature	65.30%	22.20%	8.50%	3.90%
	Young	72.20%	20.40%	4.20%	3.20%
Disability	Learning difficulty	73.00%	20.00%	4.30%	2.60%
	No Disability	69.70%	21.20%	5.90%	3.20%
	Other	69.40%	20.10%	4.30%	6.30%
	Unknown	66.70%	33.30%		
Ethnicity	Asian (incl. Chinese)	68.00%	24.40%	4.90%	2.80%
	Black	52.10%	28.70%	12.50%	6.70%
	Other (incl. mixed)	69.20%	22.10%	4.20%	4.50%
	Unknown	68.40%	18.40%	13.20%	
	White	80.30%	14.40%	3.00%	2.20%
Religion or belief	Any other	73.40%	16.40%	5.20%	4.90%
	Christian	63.50%	24.40%	8.60%	3.50%
	Muslim	60.60%	28.50%	6.90%	4.00%
	No religion	79.90%	14.60%	2.60%	2.90%
	Not known	74.00%	19.30%	4.50%	2.20%
Sex	Female	71.00%	21.30%	5.80%	1.90%
	Male	67.80%	20.80%	5.40%	6.00%
	Other	90.50%	9.50%		
Sexual orientation	Heterosexual	68.30%	22.10%	6.00%	3.60%
	LGBTQ+	76.10%	15.30%	5.20%	3.40%
	Unknown	74.10%	19.40%	3.80%	2.70%



# Notes, abbreviations and definitions - continued

**Sexual Orientation** were aggregated to the following 3 categories:

**Previous categories**

Bisexual  
Gay man  
Gay women / lesbian  
Heterosexual  
Information refused  
Other

**Updated categories**

LGBTQ+  
LGBTQ+  
LGBTQ+  
Heterosexual  
Unknown  
LGBTQ+

**Age on Entry:** Mature student is defined as age 21 or above on entry