



**SOAS**

University of London

— 100 Years —

# Annual Equality & Diversity Report, 2016

Compiled by Sue Caro



## **The Annual ED&I Report 2015/16**

### **Executive Summary**

This year has been one of transition for Equality, Diversity & Inclusion (ED&I) at SOAS and for the School overall. Paul Webley, the highly regarded Director, was forced to stand down due to ill health, and the subsequent appointment of Baroness Valerie Amos as his successor found the School in the media spotlight.

The newly appointed (May 2015) Diversity team were tasked with carrying out a root and branch review of ED&I at SOAS. The review has led to the development of a new Diversity Strategy, setting out the overall approach; the over-arching ED&I objectives for the next 3 years and a Smart Action Plan. In addition, the internal reporting structure, management and approach to ED&I has been streamlined to reduce duplication and speed up the pace of change. The introduction of the Gender Based Violence (GBV) guidance in January 2016 sees SOAS at the forefront of the sector's attempts to address this extremely important issue.

The Annual Report details this year of transition and reflection. Its format has also changed and includes information about a few of the many culturally diverse and inclusive events, initiatives and projects that are part of SOAS business as usual

### **Headlines from the Staff Data**

#### **SOAS compared to the HEI average**

- SOAS is a majority female employer – 52.1% female to 47.9% male – but doesn't employ as many women as the HEI average, 54% female to 46% male
- SOAS remains way ahead of the sector in terms of BME employment, 39.2% BME, 60.8% white in 2015 compared to the HEI average, BME 11.3% BME, 88.7% white.
- SOAS BME staff figures have increased by 2.6% to 39.2% since 2014 whereas the sector average has decreased from 11.7% to 11.3% over the same period.
- The HEI average for staff declaring a disability is low, just over 4%, it's lower at SOAS, just 3.4%.

### SOAS Specific

- SOAS employs 1236 staff in total, 644 women (52.1%) and 592 men (47.9%).
- In Academic posts men account for 60.9%, women 39.1%, in Professional Services women account for 60.6% of posts, men for 39.4%
- There are proportionally more women than men in the lower grades (Grade 3 - 8/Academic Grade 3), men outnumber women in Grade 9/Academic Grade 4 and upwards.

### SOAS Gender Trend Analysis

- The three-year Gender trend analysis shows there has been very little, if any change. The Research category is the only exception in that it shows a steady increase in women as compared to men.

### Overall Ethnicity Totals for the whole School

- 38.5% of Black staff are in Grade 6/Academic Grade 1 – this is the grade with the most BME staff
- 66.7% of Arab staff, 35.6% Asian staff, 44.6% Chinese staff, 42.4% Mixed heritage staff and 40.3% of other ethnicity staff, 20.6% of white staff are in Grade 6/Academic Grade 1
- There are just 2 Black staff members at the level of Professor,
- There are 3 Asian members of staff at the level of Professor.

### SOAS BME Trend Analysis

- The 3-year BME Trend Analysis shows that BME Support Services staff increased proportionately to 34.75% in 2015 as compared to 32% in 2013.
- BME Research staff increased from 26.5% in 2013 to 30.75% in 2015
- The reverse is true of BME staff in Teaching & Research (32% in 2013, 28.75% in 2015) and Teaching & Scholarship (49% in 2013, 45% in 2015) in that the proportion has gone down.

### SOAS Employees by Disability

- The number of staff declaring a disability is very low, just 3.4% or 42 people out of the total workforce.
- Nearly 4 times as many – 12.5% or 154 people – chose not to disclose or provide any information as to whether they had a disability or not.

### Disabled Employees by Contract Type

- The majority of disabled staff have permanent contracts
- Disabled staff on full time permanent contracts 86.4% (19 people)

### SOAS Trend Analysis – Disability

- The numbers of staff declaring a disability are generally low but there's an encouraging upward trend in the numbers of disabled staff in Teaching & Research and Support/Professional Services.

### Religion/Belief; Sexual Orientation

- Information relating to these protected characteristics has been collected for 2 years and there is a very low level of return. Just 68 people either provided or withheld information in the Religion/Belief category, with just 60 doing the same in the Sexual Orientation category. Improving the rate of return in these categories is therefore a priority.

### Pay Gap

#### Female Staff

- The average pay gap between men and women is just over £9,000 or - 5.7%
- Since 2012 there has been a downward trend in the gender pay gap in all areas except for Support staff where there has been an INCREASE from 8.2% in 2012 to 8.4% in 2016
- Teaching, Research & Scholarship all have smaller pay gaps than Support staff

### BME Staff

- BME pay gap £5,533 or -13.4%

### Disabled Staff

- The average pay gap between disabled and non-disabled staff is -8.5% or £3,055

### Recruitment

- Overall BME applications to SOAS remain relatively stable
- Proportionally less BME applicants were interviewed in 2015 but proportionally more were appointed
- The gap between the proportion of BME applicants and those appointed has continued to reduce

### Disabled Applicants (numbers)

- SOAS is attracting more disabled applicants, there was a 2% rise between 2014 and 2015 but the numbers are still low
- For the first time the proportion of disabled candidates interviewed compared to those applying increased in 2015
- This wasn't maintained at appointment stage

## **HEADLINES FROM STUDENT DATA**

- SOAS ALL student figures show a small increase in female students – 64% female, 36% male.
- The proportion of UG female students continues to increase, being 63% (1960 out of 3085) in 2015/16, compared to 61% (1710 out of 2785) in 2011/12.

### Attainment by Gender

- Although significantly fewer students overall obtained a First compared to 2014, the proportion (18%) of male and female students obtaining a First in 2015 is equal for the first time in 5 years.

- Numerically, 75 female & 45 male students obtained a First in 2015
- 280 female and 140 male students obtained a 2.1 in 2015.

### ETHNICITY – ALL STUDENTS

- Over the last 5 years the number and proportion of BME students has increased year on year, with 2015/16 showing an increase of 400 students on the 2011/12 figures.
- 55% of all students are BME in 2015/16, compared to 47% in 2011/12
- The Unknown category has reduced by 3% or 150 students over the same period.

### UG Students by Ethnicity

- The 2015/16 UG intake maintains the 38% White 58% BME split that was recorded in 2014/15, a 10% increase in BME students over 5 years.
- The overall total of UG students has increased by 200 since 2014/15; BME students make up 110 of those additional students.
- White students continue to do better proportionately.

### Attainment by Ethnicity

- Each year from 2012 to 2015, white students have achieved the highest number of Firsts.
- 365 BME students graduated in 2015 with 45 obtaining a First. In terms of attainment, this is a downward trend.

### UG Attainment by Ethnicity and Gender

- In 2015, 30% of white male students received a First, making them the most successful group.
- In all 4 years featured, white men and women were more likely to receive a First than BME men or women.
- The most significant difference in attainment between BME male and female students was in 2014 when 16% BME female students achieved a First compared to 11% BME male students. The difference between male and female BME students in the other 3 years was 1% in favour of men.

### Disability

- 2015/16 saw a drop of 2% in the proportion of students declaring a disability, just 220 students out of 5230 compared to 290 out of 5245 in 2011/12
- The number of UG Students declaring a disability has fallen by 3% since Academic Year 2011/12 and is a 2% drop on 2014/15

### Widening Participation – First in Family Students

- Across all SOAS students there's been a significant increase since Academic Year 2011/12 in those who are first in the family to attend university.
- A year on year increase in the number of first in family UG students to attend university, representing a 12% rise in UG numbers since Academic Year 2011/12

### Religion/Belief; Sexual Orientation & Gender Identity

- There's a low rate of return of information/information refused in these recently introduced categories.
- 35% of 2015/16 students completed the Religion/Belief section as compared to 12.5% in 2014/15.
- 33% of 2015/16 students completed the Sexual Orientation section as compared to around 4% in 2014/15
- 33% of students completed the Gender Identity section in 2015/16 as compared to 3% in 2014/15

## Equality, Diversity and Inclusion Annual Report 2016

SOAS is a unique institution; visitors to campus, regardless of nationality or background, frequently comment positively on the very visible, broad diversity of staff and students. This diverse population is one of the School's greatest strengths, a key driver for Equality and Inclusion to be at the heart of everything SOAS does. There is much to celebrate with regards to Equality, Diversity and Inclusion (ED&I) at SOAS, however there is no room for complacency, we need to retain our focus and determination to ensure that SOAS is the best it possibly can be for everyone, staff and students.

A stark reminder of how far the HE sector in particular and UK society in general has to go in terms of achieving real inclusion was the positive response to the appointment of Baroness Valerie Amos as the Director of SOAS, who thus became the first Black woman to head a UK University. SOAS looks forward to the day when such an appointment is not seen as anything out of the ordinary; after all, the first Black female Head of a Primary School happened in 1968, nearly 50 years ago.

The Annual E&D report is required to fulfil certain important obligations under the Equality Act 2010. Whilst it is essential to meet these obligations, the report does not need to feel dull, worthy or irrelevant to the daily life of the School.

With that in mind, this year's report aims to do more than fulfil the necessary obligations, noting and celebrating some of the SOAS "business as usual" happenings. Many events and outreach activities organised by members of the School community are naturally diverse and inclusive, helping to make SOAS unique. The vast majority of events are free and open to anyone to attend, sharing the resources of the School widely and by doing so, educating, informing and entertaining the wider community, either on campus or working in partnership elsewhere, adding much public value.

This is yet further evidence of the School's overall role in promoting "good relations" between those with "protected characteristics" as defined under the Equality Act, 2010 and others.

## SOAS Events, Initiatives & Projects – a sample

### Student Enterprise Department

#### AfroShoot



AfroShoot, a project devised by third year SOAS student Lisa Aissaoui, was awarded funding by the Student Enterprise department. An online photography platform, AfroShoot will enable African photographers who are often underrepresented in the world of art, to spread their vision of the world and increase their visibility. Lisa's vision has always been driven by the thoughts and experiences of photographers in Africa. Further information can be found here on their [Facebook](#) page and here [Afroshoot launch video](#)

#### Camden Cares

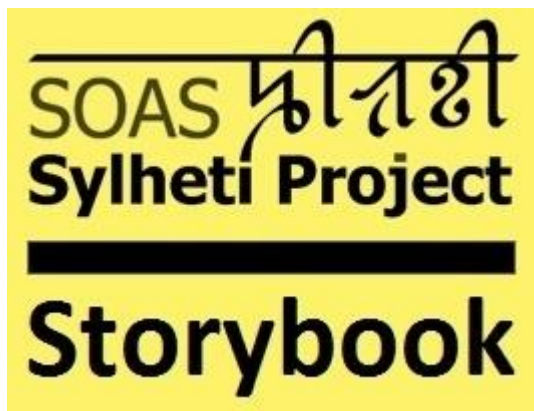


The Camden Cares project involving SOAS students Raphael Gregorian, Mounir Haddad, Ramie Farag, Nazgol Kafai & Emmanuel

Etuh (above), was awarded funding by the Student Enterprise Department. The project aims to provide young refugees and asylum seekers with a platform to interact with others in their situation, and enjoy fully subsidised football sessions at Arsenal. The project also helped Camden Council with its approach to the incoming Syrian refugee families by galvanising volunteers, and inviting them to the football sessions.

### Department of Linguistics

#### The Sylheti Project



A group of SOAS students launched a successful community project to crowd fund a Sylheti-language children's storybook. The picture storybook will help promote Sylheti, one of London's under-resourced community languages, spoken in Camden and around the Brick Lane area. The Sylheti Project at SOAS is led by postgraduate students in the linguistics department, with Dr Candide Simard, Senior Teaching Fellow in the Department of Linguistics, together with members of the Surma Centre in Camden, London

The group came together during SOAS Endangered Languages Week in 2012 and is committed to the promotion of minority community languages. Since its formation the group have been documenting Sylheti as it is spoken in London; have created a Sylheti Dictionary App and Sylheti Language Lesson Booklet. This video will tell you more [Sylheti Storybook](#)

## The Launch of the SOAS South Asia Institute



The SOAS South Asia Institute (SSAI) was launched on the 18th May 2015 at a public event in the Brunei Gallery, featuring a panel of high-profile personalities giving their perspectives on the launch, as well as music, entertainment and food from the region. The panel, chaired by BBC Broadcaster, Mishal Husain, followed a Question Time format and audience members were asked to come with thought-provoking questions for the panellists.

## Department of Music, School of Arts

### SOAS World Music Summer School



Every summer SOAS offers an exciting summer school of world-wide music. The course programme is unique, modestly priced, varied and truly multi-cultural. Open to anyone who is passionate about music and cultures, there is something for everyone: Intensive and inspiring

courses, practical workshops, taster sessions and master classes for students of all backgrounds, beginners to advanced, amateur and professional.

This year's timetable includes Kora, Mbira, Balinese Gamelan, Classic Indian Singing, AfroCuban Bata Drumming & Orisha Songs and much more. [Summer Music School 2016 Timetable](#)

### SOAS Concert Series



**Melange** seamlessly blend music from North Africa, Turkey, Iraq, Egypt, and Greece with Central Asian folk melodies, across to the fiery tango of Argentina and the street choro of Brazil.

**Nana Y La Esencia**, headed by the powerful vocals of Nana Clara, are a group of seasoned musicians playing Cuban dance music combining salsa, timba, rumba, son and much more.

The SOAS Concert Series has established itself as the place to go for some of the most interesting and varied multicultural music in London today, with consistent high quality and a great concert atmosphere guaranteed. **Concerts are free and open to all.**

The season runs from October to May every year and features 12 concerts, the most recent series featured concerts by Melange and Nana Y La Esencia, as well as an evening of music entitled Sufis on the Silk Road.

### Faculty of Languages and Cultures

The Faculty ran an outreach project with London school pupils exploring linguistic diversity and its relationship with human rights. The Universal Declaration of Human Rights is translated into 403 languages, many of which are spoken by London schoolchildren. Working with SOAS students, pupils from the participating schools

memorised an article from the Declaration in a language of their choice. They then performed these articles in a collective celebration.



SOAS, University of London students at work with London school pupils (future SOAS students?) celebrating language diversity and the Universal Declaration of Human Rights (UDHR).



Photos: Glenn Ratcliffe

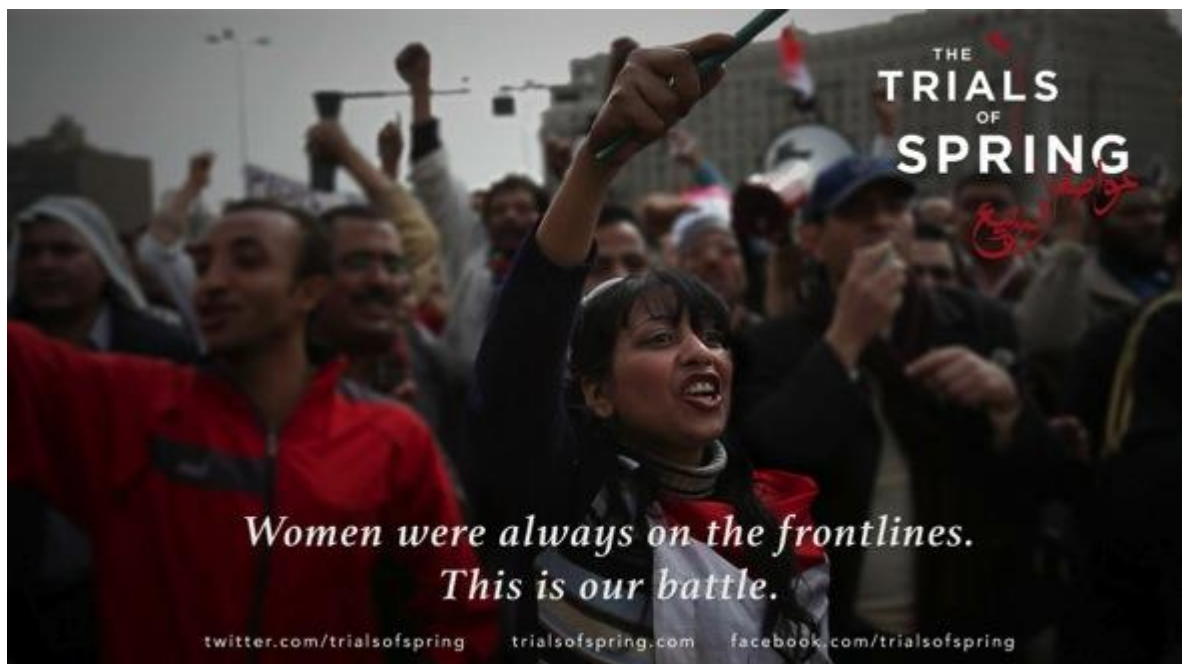
### Ramadan Tent Project



The Ramadan Tent Project is an award-winning, SOAS student-led initiative, which has run for 3 years. Members of the public, Muslims and non-Muslims, are invited to break fast together (known as Iftar) each day during the month of Ramadan at its location in Malet Street Gardens. The aim of Ramadan Tent Project is to provide people with a better understanding of the spirit and essence of Ramadan, also known as Sawm, and create greater cross-community cohesion and understanding. [Ramadan Tent video](#)

### Centre for Gender Studies

#### Seminar Series, Film Screenings & Book Launches



The Gender Studies Seminar Series takes place during term time on Thursdays from 5-7pm in the Kamran Djam Lecture Theatre (DLT) in the SOAS main building. <http://blogs.soas.ac.uk/gender-studies/>

Events are free and open to the public. All are welcome. Topics covered included Queer Perspectives on Law; Gender, Peacebuilding and the Politics of Space; Decolonizing Knowledge: A Lecture-Performance by Grada Kilomba.

As a consequence of providing all of the above and more, SOAS turns out graduates such as England Rugby star and SOAS Politics student, Maro Itoje, recently featured in an Evening Standard double spread, sharing his views on feminism.

<http://www.standard.co.uk/lifestyle/london-life/rugby-star-mar-itoje-on-being-a-liberal-feminist-and-his-drive-to-be-the-best-a3215001.html>

# Rugby star Maro Itoje on being a liberal feminist and his drive to be the best

After a Six Nations Grand Slam, England have a new rugby star — a part-time poet, **SOAS politics student** and 'liberal feminist'. Maro Itoje talks to Susannah Butter about his drive to be the best.



**“I describe myself as a liberal feminist. I definitely think we live in a system of patriarchy. Society has put unreasonable and unfair restrictions on women and has blocked many opportunities. Without a shadow of a doubt males have more opportunities to succeed. It’s partly due to sexism and partly due to attitudes towards women in this country and all over the world.”**

## Reviewing ED&I at SOAS

Following the appointment of a new Diversity Team (May 2015) with expertise from outside the HE sector, a wholesale review of the SOAS approach to/delivery of ED&I was undertaken by the new appointees. This work builds upon the foundations laid by **Deb Viney, the School's much loved Diversity Adviser who passed away in 2014.**

## The Diversity Strategy

The main finding of the review was that in order to make sustainable progress, a more strategic, coherent and joined up approach to ED&I at SOAS was needed, with achievable objectives and measureable outcomes. The new Diversity Strategy clearly sets out the over-arching ED&I priorities for the School and is accompanied by a consolidated SMART Action Plan to ultimately deliver those priorities. The Action Plan will measure progress, ensuring accountability and ownership of the previously agreed actions.

## New Diversity Structure

The ED&I review also identified that there were a large number of internal working groups with a Diversity focus, often with over-lapping remits and memberships. Unsurprisingly, this has resulted in much duplication of effort and some confusion over ownership of actions in the past, impacting on overall progress towards a more diverse and inclusive SOAS. It was decided therefore to streamline and simplify the diversity effort by reducing the number of working groups and meetings.

For ED&I to be properly integrated across the board at SOAS, everyone needs to be a champion, from the top down and bottom up. It's not someone else's responsibility; every member of the School community needs to play their part.

The new structure encourages broad, whole school participation through the **Inclusion Forum**, open to all staff and students. Concerns, recommendations and suggestions from the Inclusion Forum will be passed on to two working groups, each group having a different but complementary remit. The **Mede** working group continues with its focus on Staff ED&I issues whilst the newly convened **Studying@SOAS** working group is focused on ED&I issues relating to all aspects of studying, teaching and research at SOAS. Both working groups report to the Equality and Diversity Committee (EDC).

## Respect@SOAS

The **Respect@SOAS** policy has now replaced the **Dignity at SOAS** policy, providing an informal route to resolving difficulties between members of the SOAS community. This new, simplified approach was necessary because the Dignity Policy was perceived as overly complex, taking up a significant amount of the previous Diversity Adviser's time, in particular the "informal investigation" element.

If the problem cannot be resolved informally then the relevant formal Complaints, Grievances or Disciplinary procedures/policies remain available as options.

## Gender Based Violence (GBV) Guidance

In keeping with its reputation for innovation, SOAS is one of the few HEIs in the UK to have introduced specific guidance on Gender-Based Violence, authored by Diversity & Inclusion Manager, Mark Harrison. As prevention of GBV is the desired outcome, SOAS has also adopted the Intervention Initiative training materials developed by University of the West of England, which prompt students of both genders to consider what is and what is not appropriate behaviour. These resources have been proven to have a positive impact, in particular by avoiding stigmatising male students or further entrenching misogynistic attitudes.

Academic and other staff also received training on how best to give support - including signposting to external organisations – to anyone who reports that they have experienced GBV to a staff member.

The Director, writing in [The Guardian](#) in January 2016 said:

*"We at SOAS University of London want to be at the forefront of the drive to eliminate these crimes from our school, which is why we launched [new guidance on preventing and responding to gender-based violence](#).*

*Our drive comes from our commitment to equality and diversity. We want all SOAS students to have a good experience – embracing not only academic education and preparation for the world of work, but also social life, community atmosphere, campus environment and sports and cultural facilities. This brings with it an expansive duty of care"*

## Equality & Diversity Mandatory Training

The mandatory Diversity training for all new staff (and for any existing staff who haven't already done it) has been updated and amended. It is one of three mandatory training courses for staff. The completion rate overall for mandatory training is 80%, within that figure the E&D training has the highest uptake.

## Access

A comprehensive Building Access Audit has been carried out by a qualified Access Accessor of the Brunei Gallery, including the surrounding exterior area. The arising recommendations are being implemented over a period of time. An access statement forms part of the Building Control Approval for the new North Block building and is currently being finalised with the consultants, this is best practice.

## Diversity Day, November 2015

The second annual Diversity Day (planned months in advance) took place on the first day the School reopened after the enforced whole School Closure. Unfortunately this had a negative impact on the numbers attending, however those who did attend found the sessions informative and engaging.

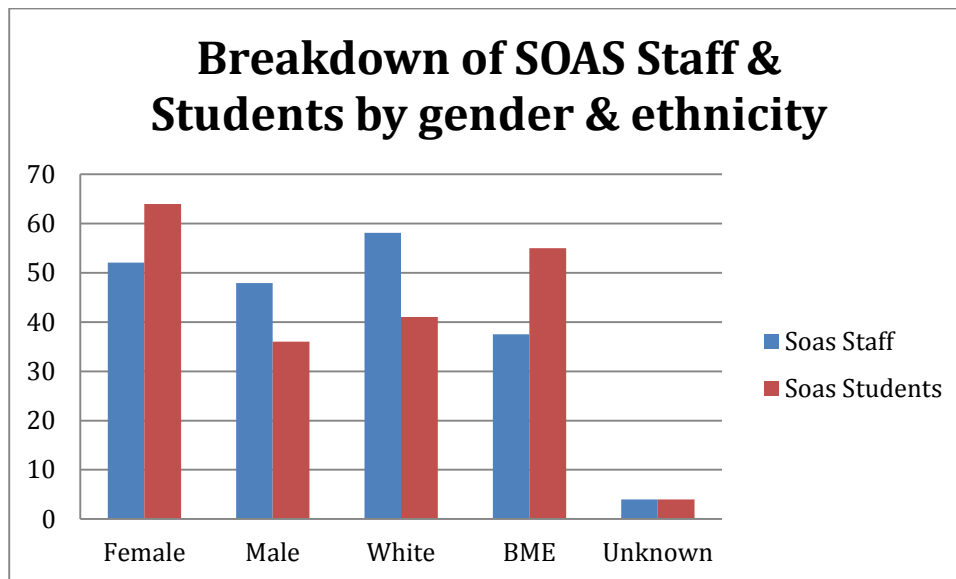
There were presentations on Mental Health, the staff Gender Pay Gap, the BME student Attainment Gap and Gender Based Violence. Following break-out sessions where these issues were discussed in more detail, the Director chaired the final plenary session and Q&A, pulling together recommendations and suggestions from the break out groups to be considered for inclusion in the new Diversity Strategy.

A Networking Reception, accompanied by the soothing sounds of the Kora played by Althea Scully-Cole, a SOAS MA student, rounded off the day's discussions.

## Working with the SU

Since taking up their posts, both Diversity & Inclusion Managers have set about strengthening links and building trust with the Sabbatical Officers and other elected SU representatives. Working collaboratively with the SU extends the reach and impact of the School's ED&I policies and initiatives. In the words of the Equality Act, 2010, it "fosters good relations"!

Some would argue that the SOAS staff workforce profile should mirror that of the students. The chart below demonstrates that although much progress has been made, the School still has work to do.



- 55% of all SOAS students are BME compared to 39% of staff
- 64% of all SOAS students are female compared to 52% of staff

SOAS' ED&I priorities, as set out in the Diversity Strategy and accompanying Action Plan, will be informed by the data published as part of this report.

The data suggests a need to focus on:

- Appointing more women and BME staff into senior roles across the School.
- Improving the representation of women and BME people in Academic roles.
- Reducing the pay gap for women, BME and disabled staff.
- Reducing the attainment gap for BME, International and female students.

### **Staff Data Highlights (staff in post at 31/12/2015)**

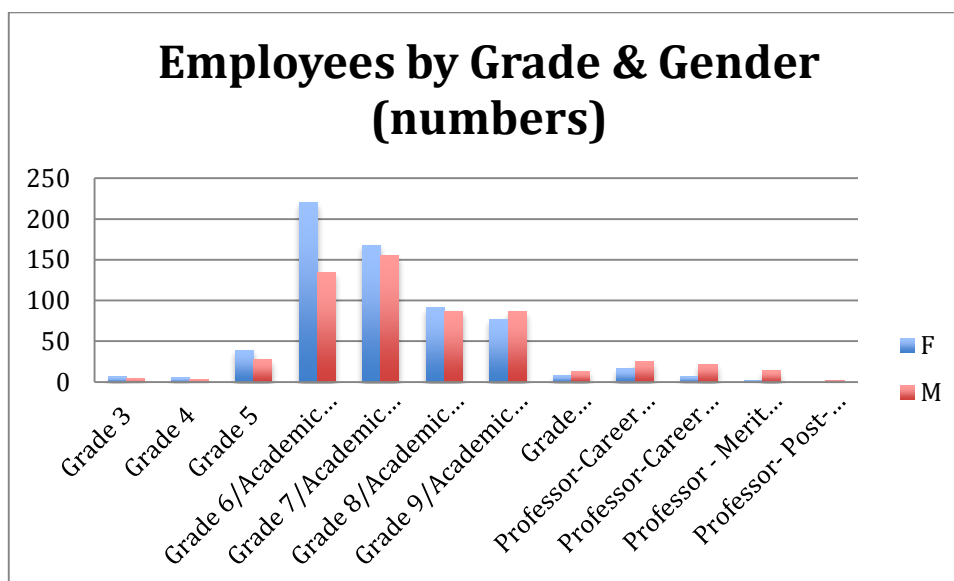
Female staff 644

Male staff 592

Total staff 1236

	<b>F</b>	<b>M</b>	<b>Grand Total</b>
<b>By Staff Group (%)</b>			
Academic	39.1%	60.9%	100.0%
Research	56.4%	43.6%	100.0%
Teaching	43.4%	56.6%	100.0%
Professional/Support	60.6%	39.4%	100.0%
Fractional	55.0%	45.0%	100.0%
<b>All Staff</b>	52.1%	47.9%	100.0%

## Grade and Gender split (whole School)



## Employees by Grade and Gender (%)

Table 5

	F	M	Grand Total
Grade 3	60.0%	40.0%	100.0%
Grade 4	62.5%	37.5%	100.0%
Grade 5	59.1%	40.9%	100.0%
Grade 6/Academic Grade 1	62.1%	37.9%	100.0%
Grade 7/Academic Grade 2	52.0%	48.0%	100.0%
Grade 8/Academic Grade 3	51.4%	48.6%	100.0%
Grade 9/Academic Grade 4	47.2%	52.8%	100.0%
Grade 10/Academic Grade 5	38.1%	61.9%	100.0%
Professor-Career Band A/Merit A	39.0%	61.0%	100.0%
Professor-Career Band B	24.1%	75.9%	100.0%
Professor - Merit Band B	12.5%	87.5%	100.0%
Professor- Post Retirement - Spot Salaries	0.0%	100.0%	100.0%
<b>All Staff</b>	<b>52.8%</b>	<b>47.2%</b>	<b>100.0%</b>

## Across the whole school there are:

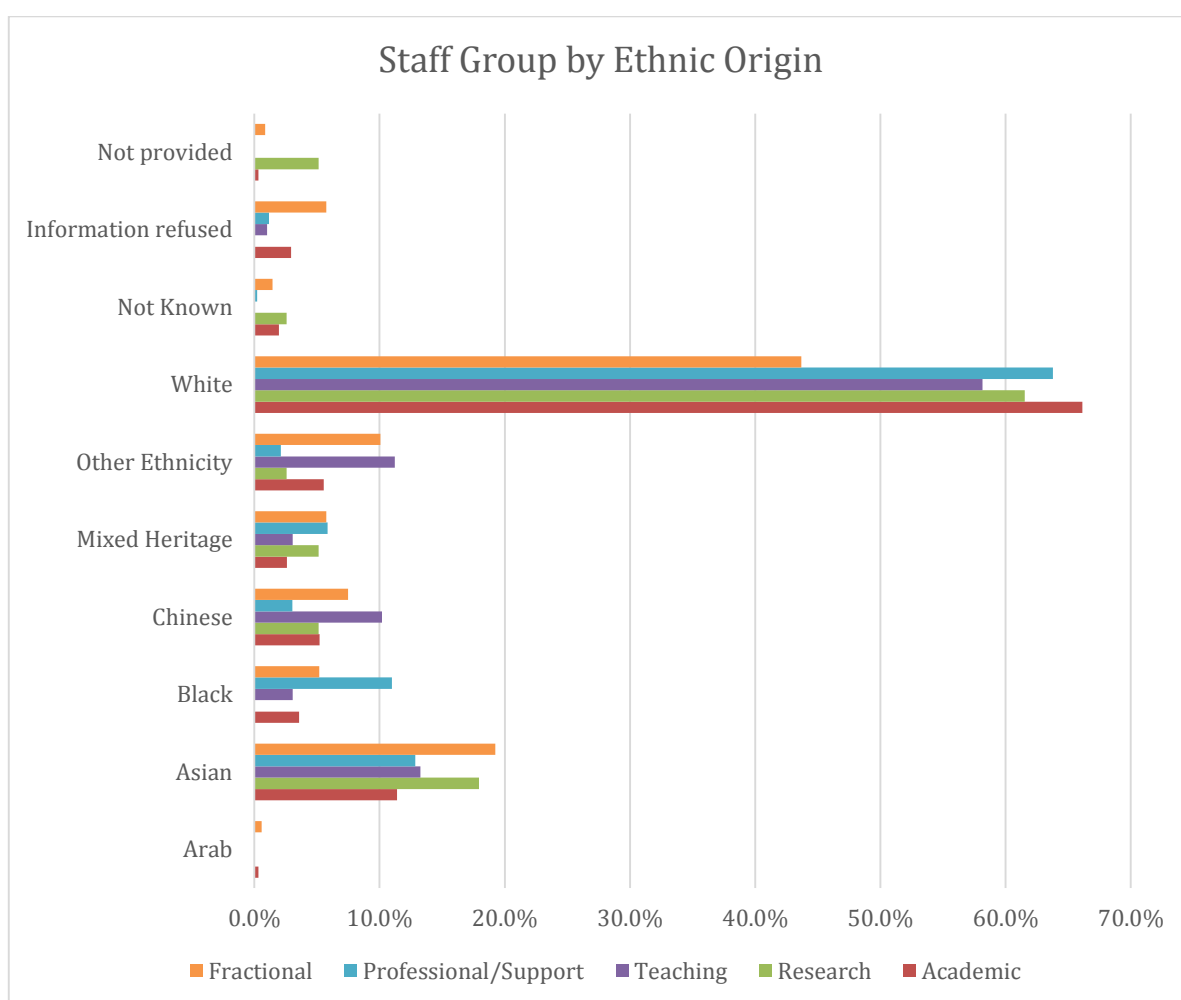
- Proportionally more women than men in the lower grades (Grade 3 - 8/Academic Grade 3).

## Gender and area of work:

- Men outnumber women by 20% (67 posts) as Academics
- Men outnumber women by 13% (13 posts) as Teachers
- Women outnumber men by 13% (5 posts) as Researchers
- Women outnumber men by 10% (36 posts) as Fractionals
- Women outnumber men by 21% (91 posts) in Professional Services

## Overall Ethnicity Totals for the whole School (table 10)

In total 54 people either didn't know, refused the information or left it blank on the monitoring form



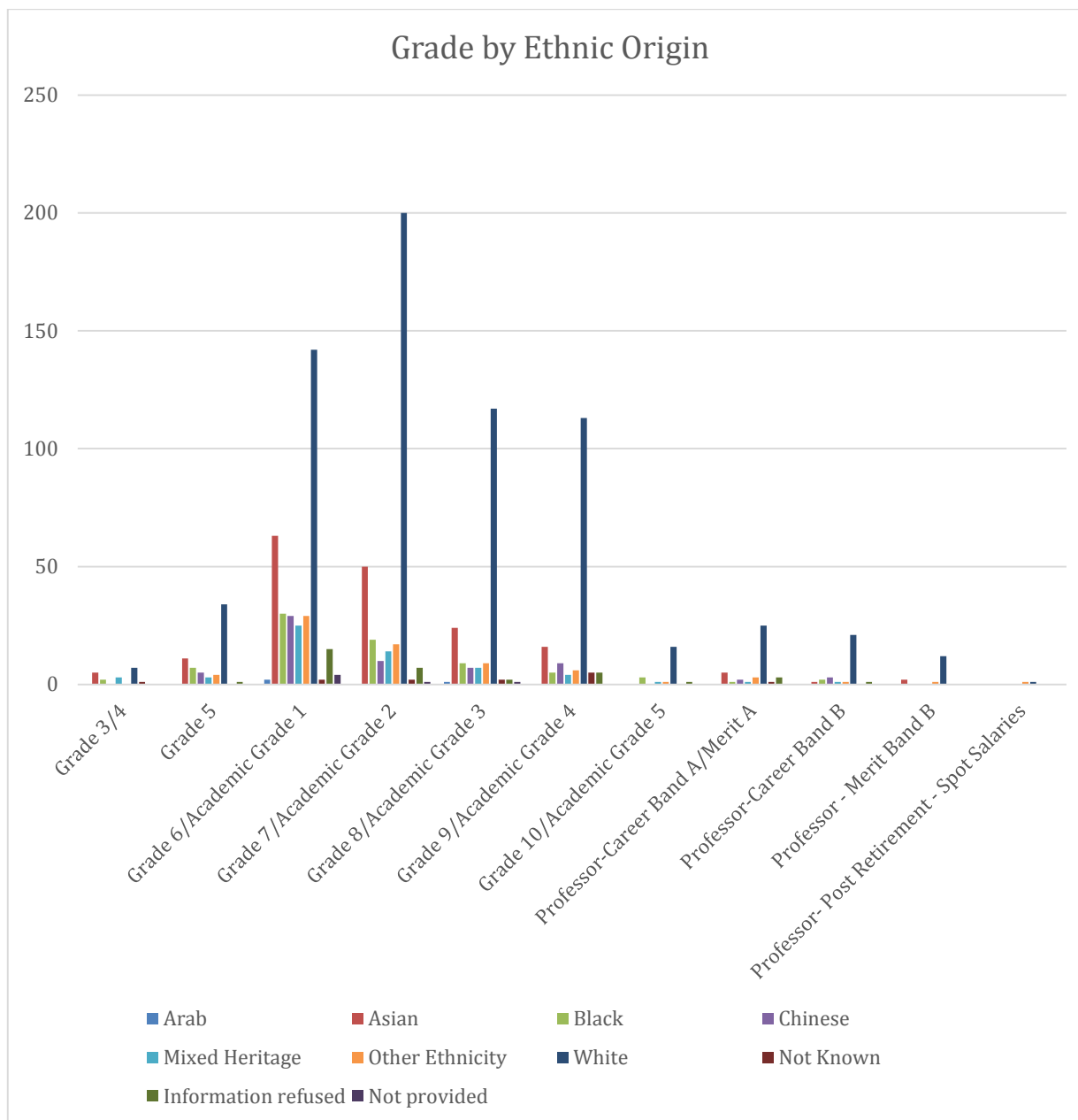
- Total number of white staff is 58.1% or 709 people
- Total number of staff with an Arab background is 0.2% or 3 people
- Total number of staff with an Asian background is 14.5% or 177 people
- Total number of staff with a Black background is 6.5% or 79 people

- Total number of staff with a Chinese background is 5.5% or 67 people
- Total number of staff with a Mixed background is 4.8% or 58 people
- Total number of staff of other ethnic background is 6% or 73 people

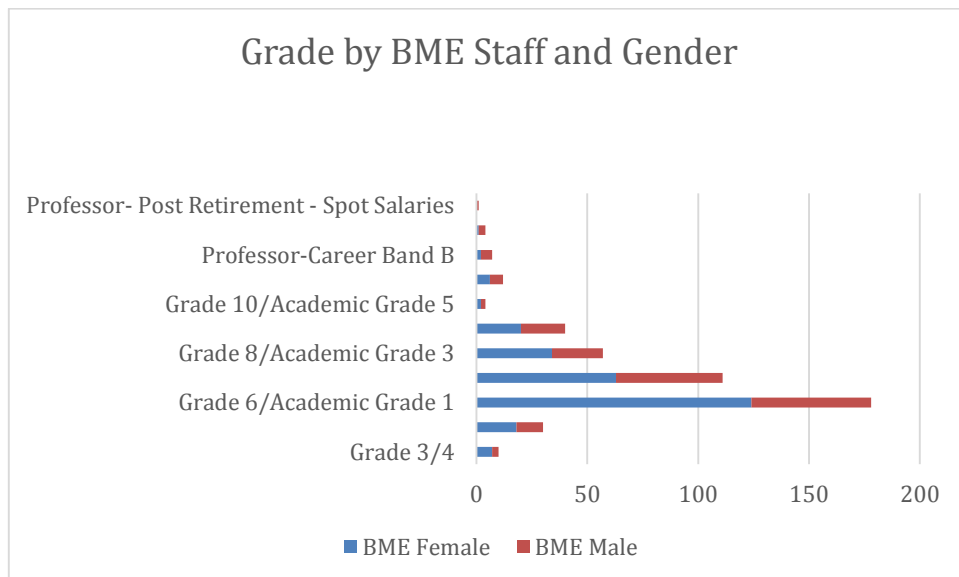
The only employment category in the School that's NOT majority white is the Fractional category.

- White staff account for 43.7% or 152 people of the total of those on Fractional contracts, whereas the total of staff from all other ethnicities is 48.4% or 168 people.
- Black Staff account for just 3.6% (11) of Academic staff, 5.2% (18) of all Fractional staff
- Asian Staff account for 11.4% (35) of Academic staff and 19.3% (67) of all Fractional staff
- Chinese staff account for 5.2% (16) of all Academic staff and 7.5% (26) of all Fractional staff
- Mixed heritage staff account for 2.6% (8) of all Academic staff and 5.7% (20) of all Fractional staff
- There are just 3 Arab staff members, 2 of whom are Fractional staff

## Ethnicity and grade



- 38.5% of Black staff are in Grade 6/Academic Grade 1 – this is the grade with the most BAME staff
- 66.7% of Arab staff, 35.6% Asian staff, 44.6% Chinese staff, 42.4% Mixed heritage staff and 40.3% of other ethnicity staff, 20.6% of white staff are in Grade 6/Academic Grade 1
- There are just 2 Black staff members at the level of Professor, Career Band B
- There is 1 Asian member of staff at the level of Professor, Career Band B and 2 Asian Professors, Merit Band B



Overall SOAS has a relatively high % of BAME staff; however they are generally concentrated in the lower Professional Services grades and the most junior Academic grade.

#### Employees by Disability (Table 16)

- The number of staff declaring a disability is very low, just 3.4% or 42 people out of the total workforce.
- Nearly 4 times as many – 12.5% or 154 people – chose not to disclose or provide any information as to whether they had a disability or not.

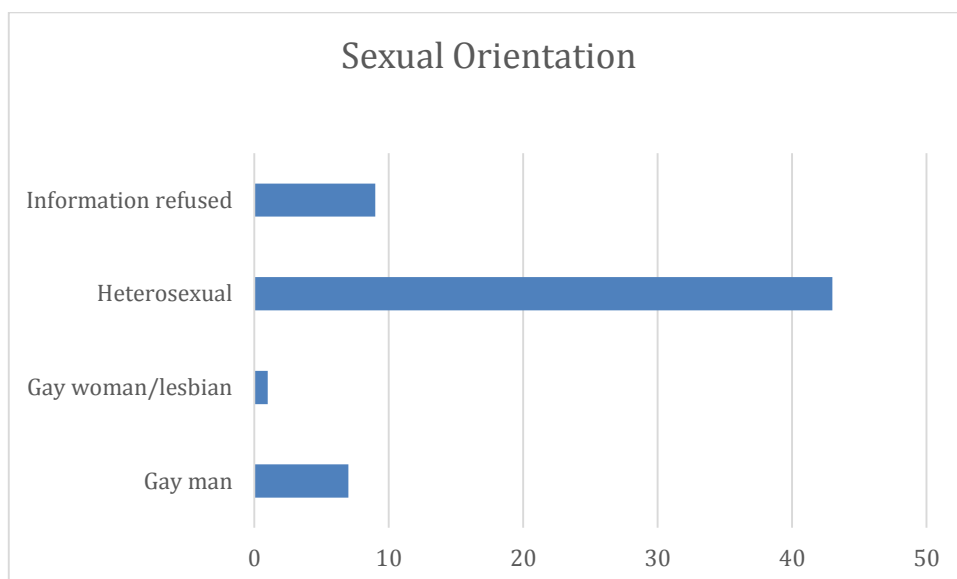
#### Employees by Gender and Disability (Table 17 & 18)

- Disabled women 57.1% (24 people)
- Disabled men 42.9% (18 people)

#### Disabled Employees by Contract Type (Table 19 & 20)

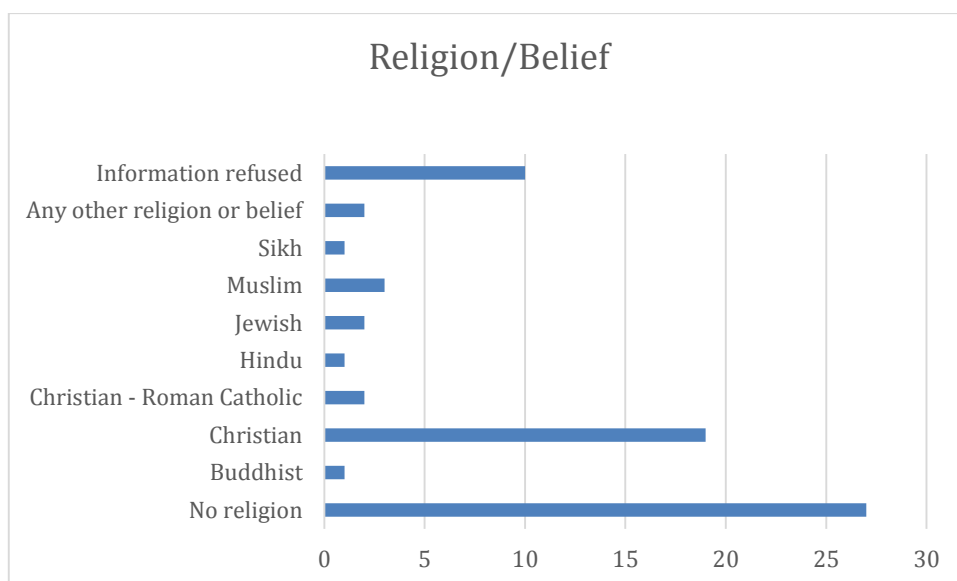
- The majority of disabled staff have permanent contracts
- Disabled staff on full time permanent contracts 86.4% (19 people)
- Disabled staff on part time permanent contracts 13.6% (3 people)
- There are 19 disabled staff on fixed term contracts, 6 are fixed term full time contracts, the other 13 are part time. (Tables 21 & 22)
- 13 Disabled staff on Fractional contracts

## Sexual Orientation



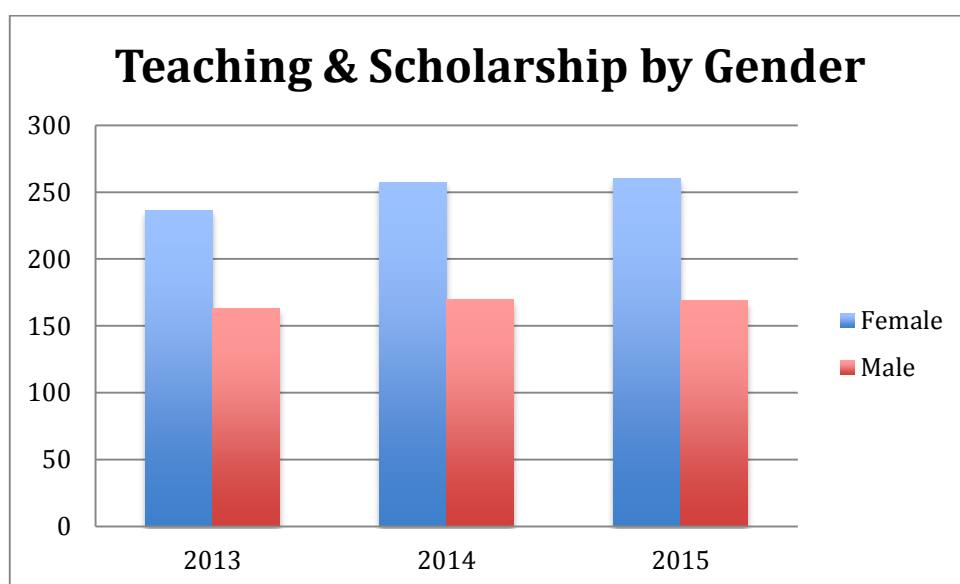
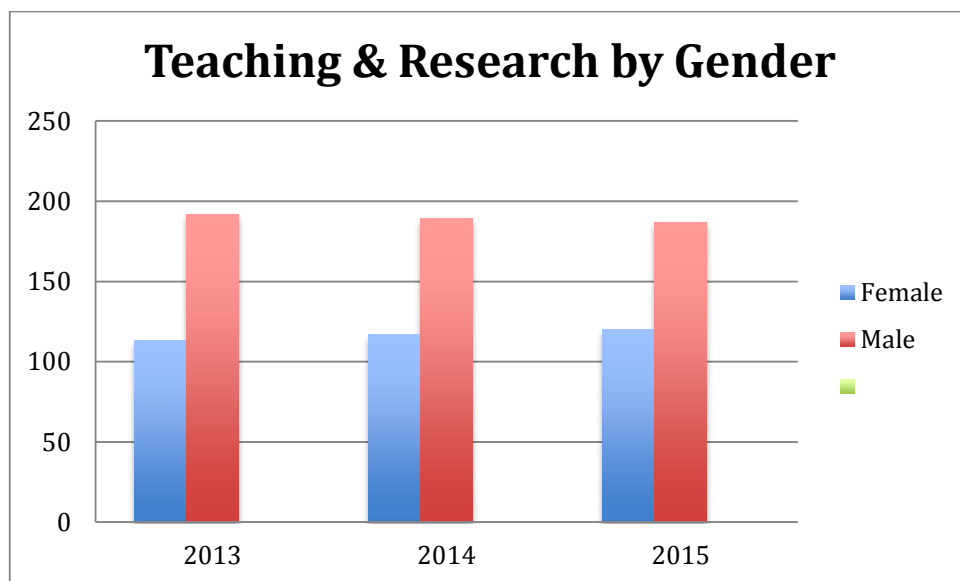
This category has only been monitored for new starters over the last 2 years so the numbers are low, just 60 people in total either provided or refused to provide the information.

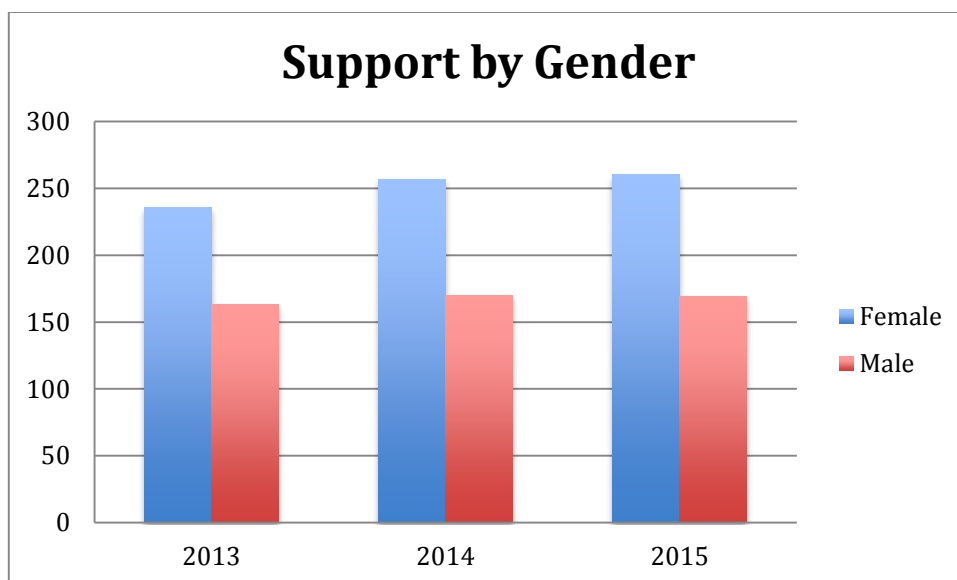
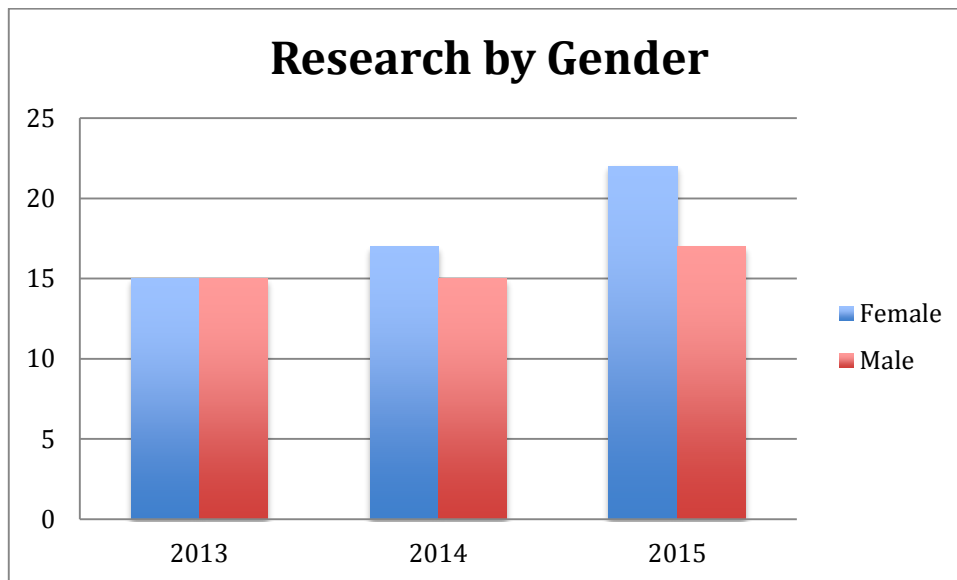
## Religion/Belief



Monitoring information for this category has only been collected for the last two years from new starters, again the numbers are low. A total of 68 people either provided or refused to provide the information.

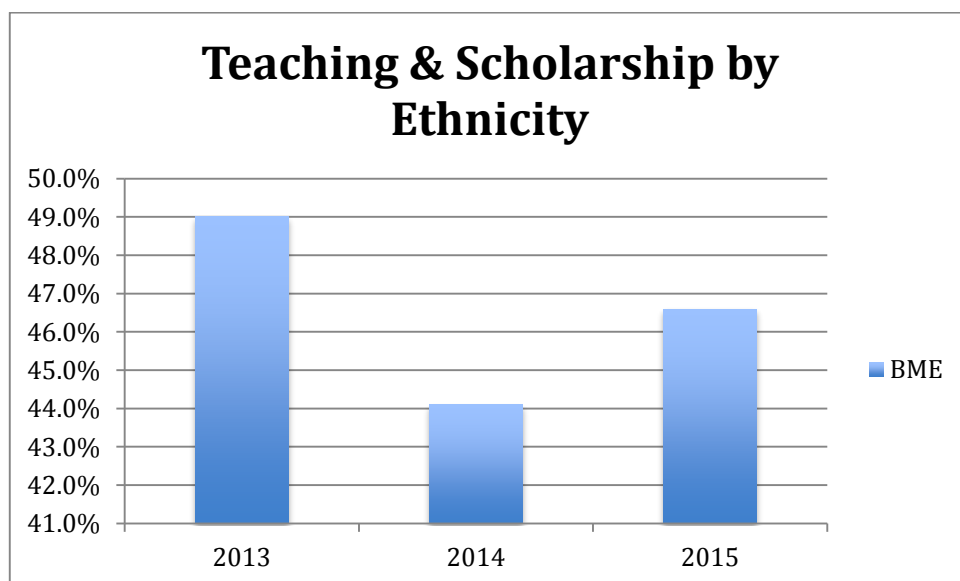
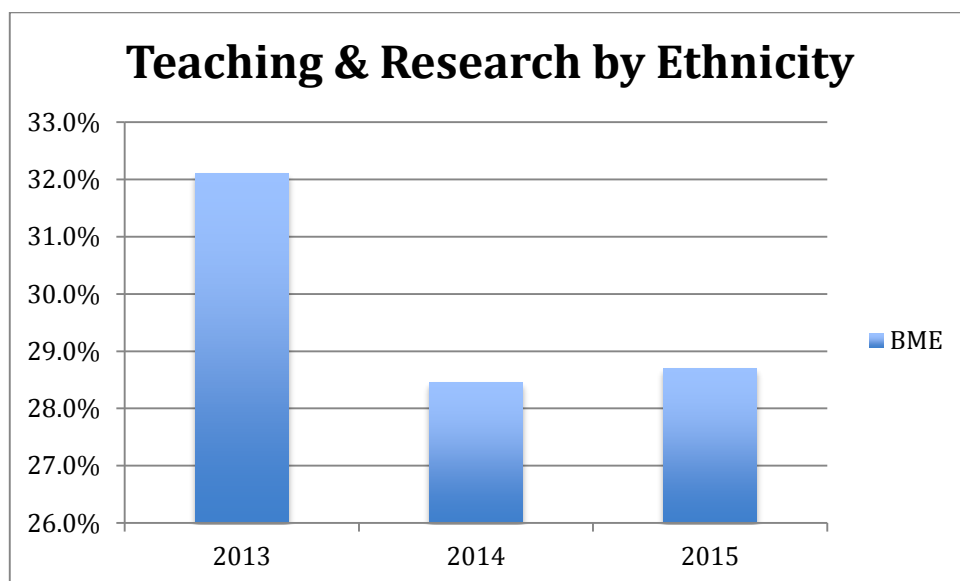
## Trend Analysis

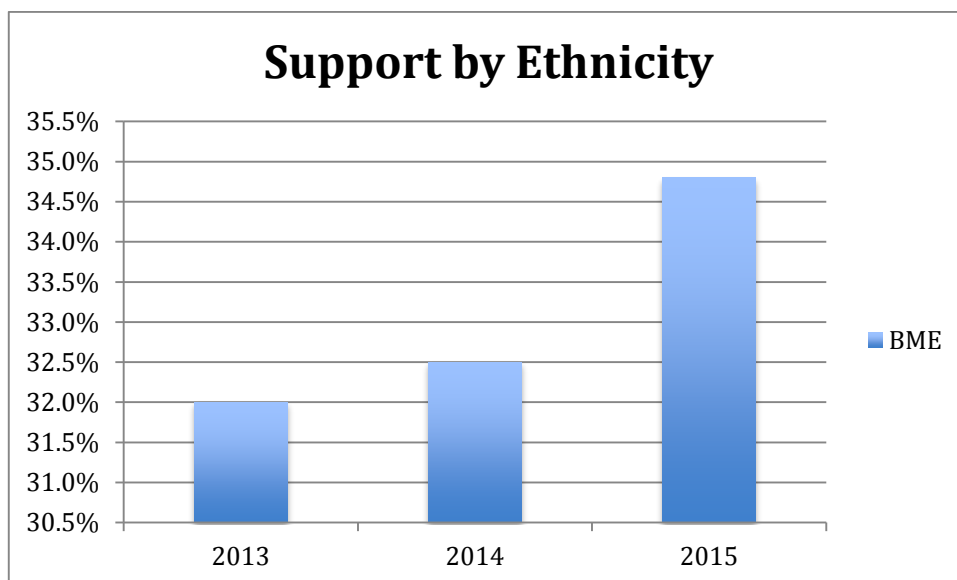
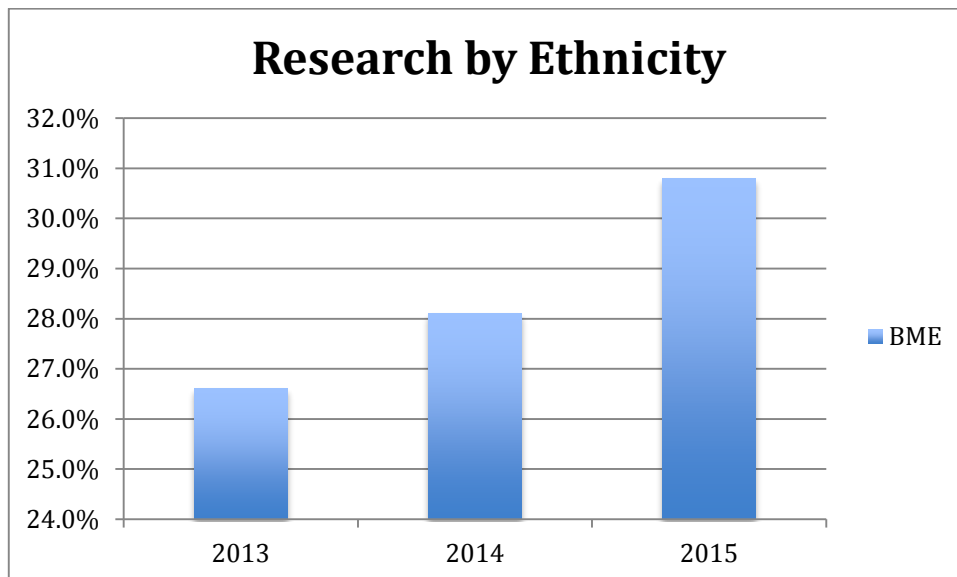




The three-year Gender trend analysis shows there has been very little if any change. The Research category is the only exception in that it shows a steady increase in women as compared to men.

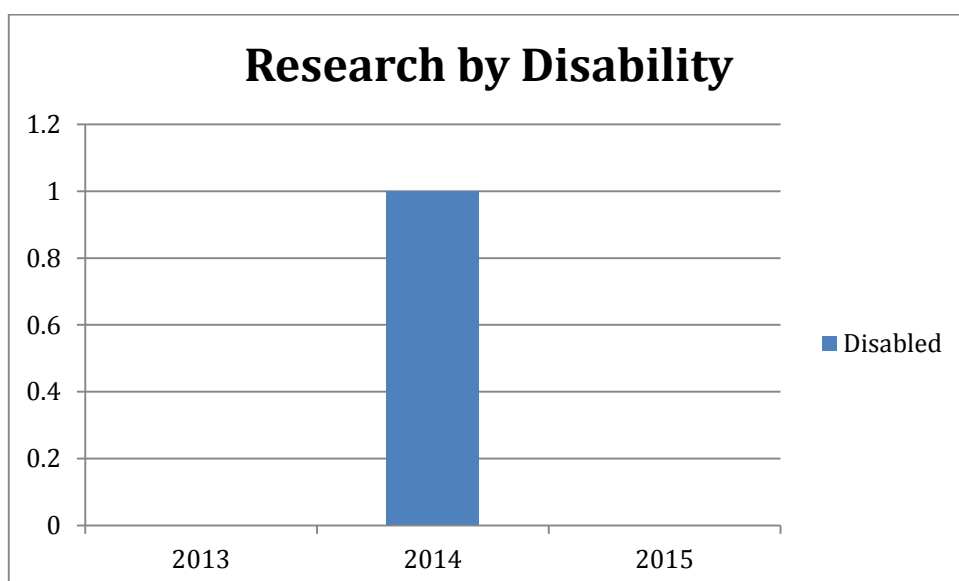
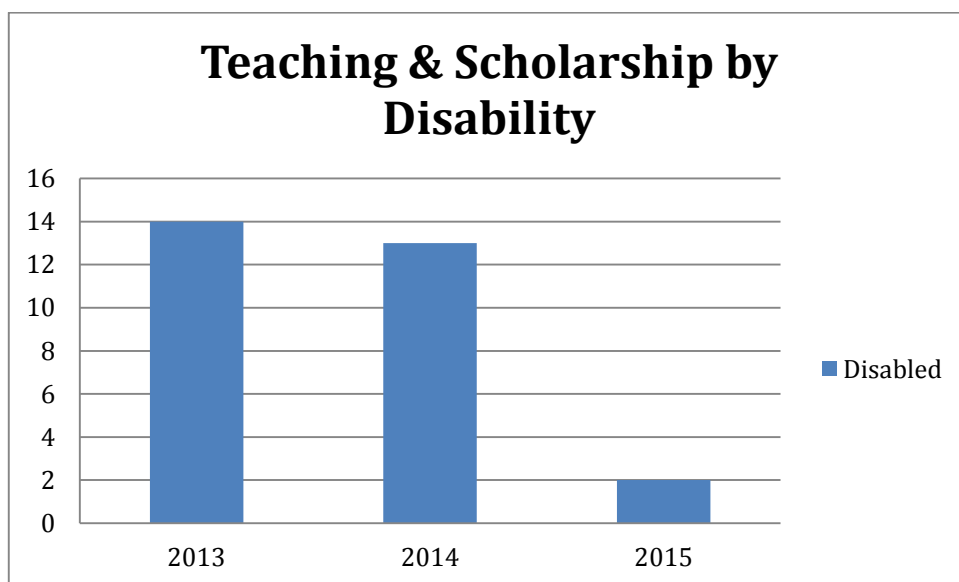
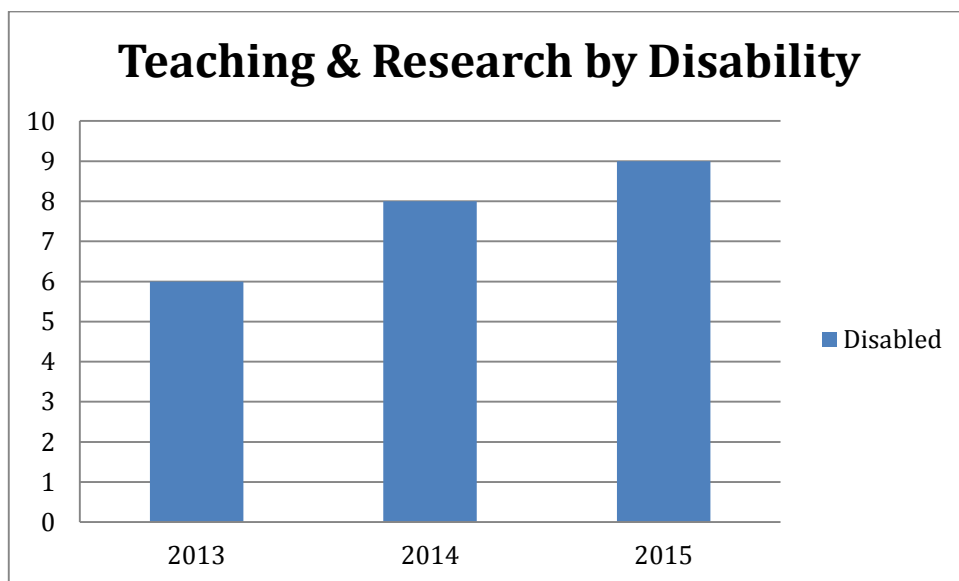
## Trend Analysis by Ethnicity

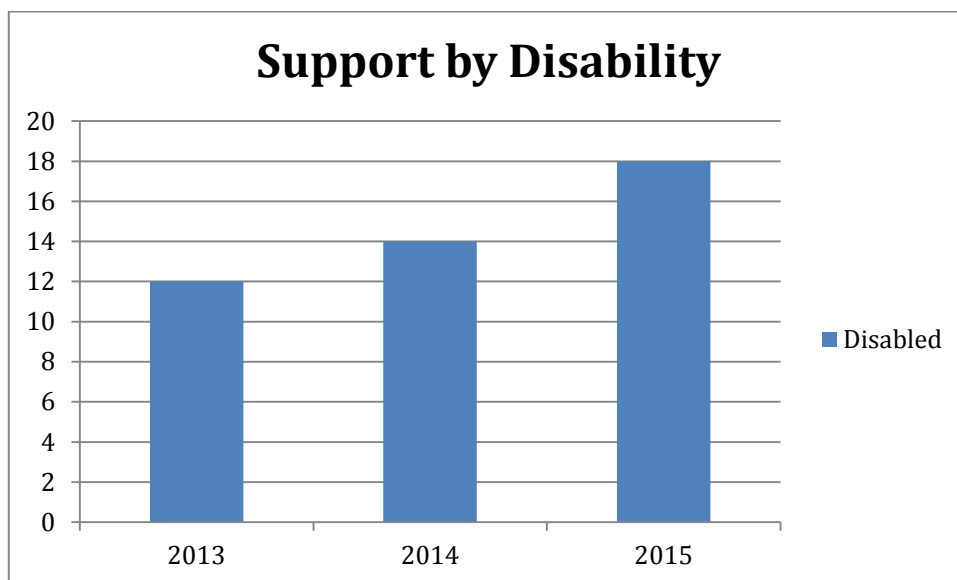




- The 3-year BME Trend Analysis shows that BME Support Services and Research staff increased as compared to 2013.
- The reverse is true of BME staff in Teaching & Research and Teaching & Scholarship

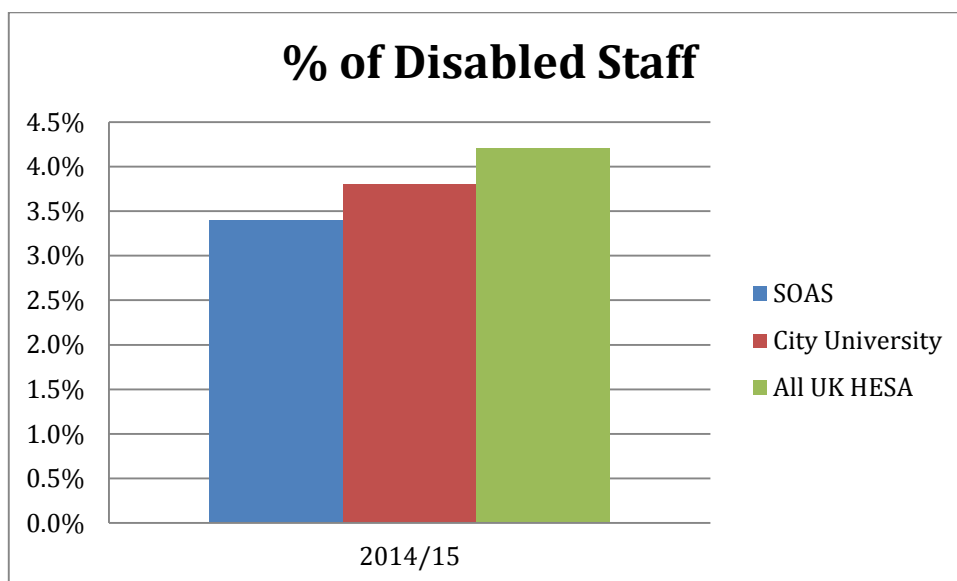
## Disability Trend Analysis





The numbers of staff declaring a disability are generally low but there's an encouraging upward trend in the numbers of disabled staff in Teaching & Research and Support/Professional Services.

## HEI Sector Wide Comparative Analysis



The percentage of staff declaring a disability is low across the sector as this graph illustrates, just over 4% across the entire sector, SOAS falls below that figure.

### **All HEI Staff by Gender 2013-15**

#### **All HEI Staff**

Year	Female %	Male %
2013	53.9%	46.1%
2014	53.8%	46.2%
2015	54%	46%

### **ALL SOAS Staff by Gender 2013-15**

#### **All SOAS Staff**

Year	Female %	Male %
2013	51.90%	48.10%
2014	52.60%	47.40%
2015	52.10%	47.90%

SOAS falls below the overall sector figures for female staff.

**All HEI Staff by Ethnicity 2013-15**

*Table 46*

**All HEI Staff**

<b>Year</b>	<b>BME</b>	
	<b>BME %</b>	<b>White %</b>
2013	11.4%	88.6%
2014	11.7%	88.3%
2015	11.30%	88.7%

**All SOAS Staff by Ethnicity 2013-15**

*Table 47*

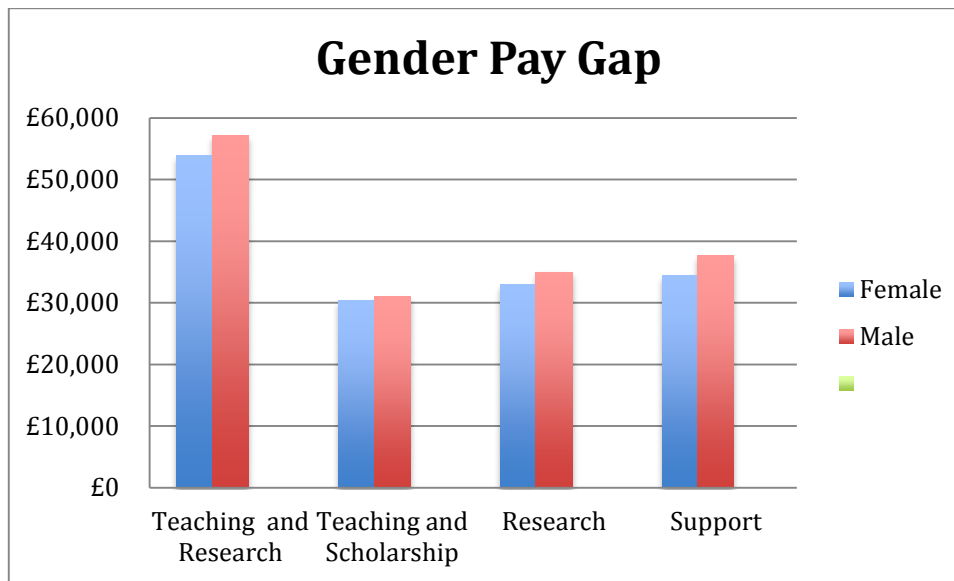
**All SOAS Staff**

<b>Year</b>	<b>BME</b>	
	<b>BME %</b>	<b>White %</b>
2013	36.5%	56.0%
2014	36.6%	59.2%
2015	39.2%	60.8%

SOAS remains way ahead of the sector in terms of BME employment, continuing to show an upward trend.

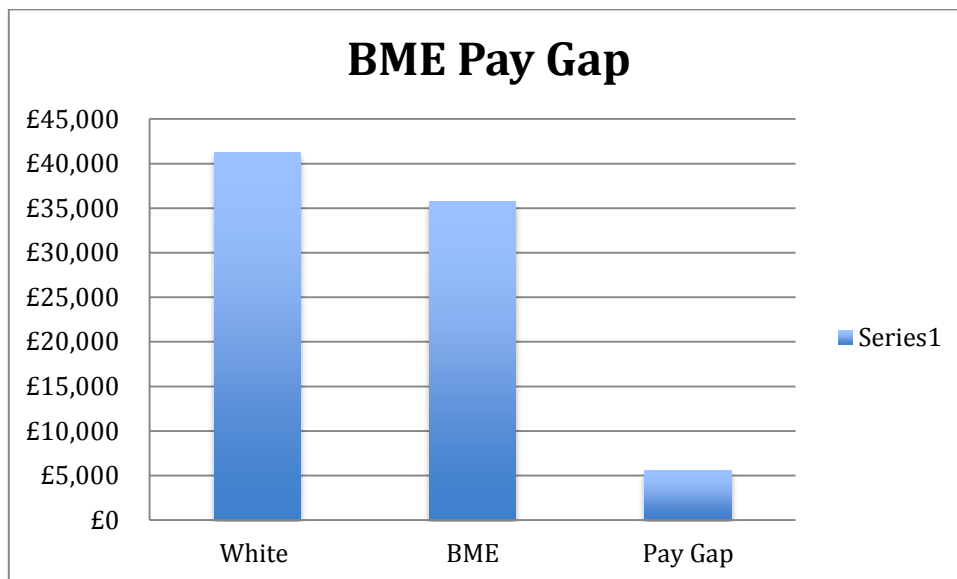
## Pay Gap

### Gender



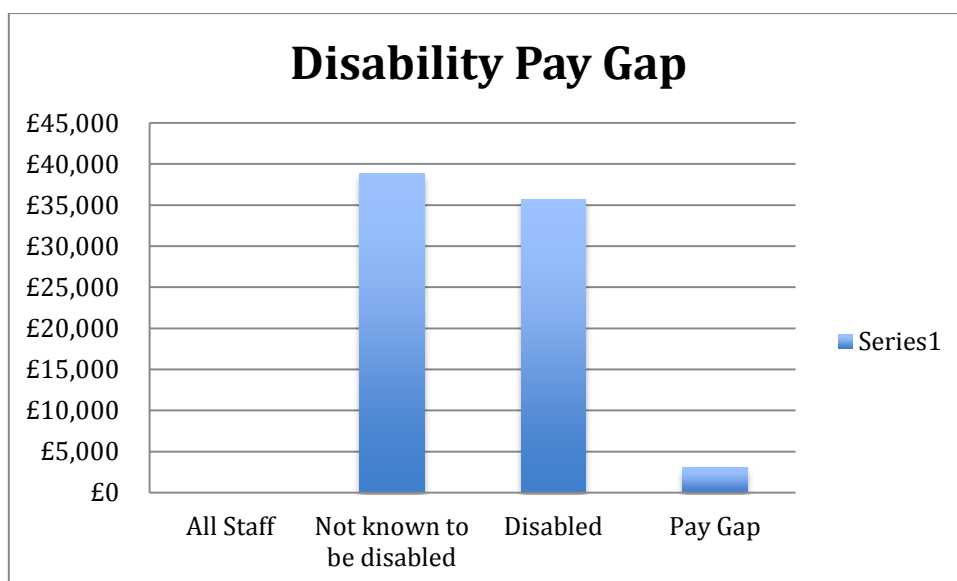
- The average pay gap between men and women is just over £9,000 or -5.7%
- Since 2012 there has been a downward trend in the pay gap in all areas except for Support staff where there has been an INCREASE from 8.2% in 2012 to 8.4% in 2016
- Teaching, Research & Scholarship all have smaller pay gaps than Support staff

## BME Staff Pay Gap



95 staff either 'unknown, refused or not recorded'  
BME pay gap £5,533 or -13.4%

## Disabled Staff Pay Gap

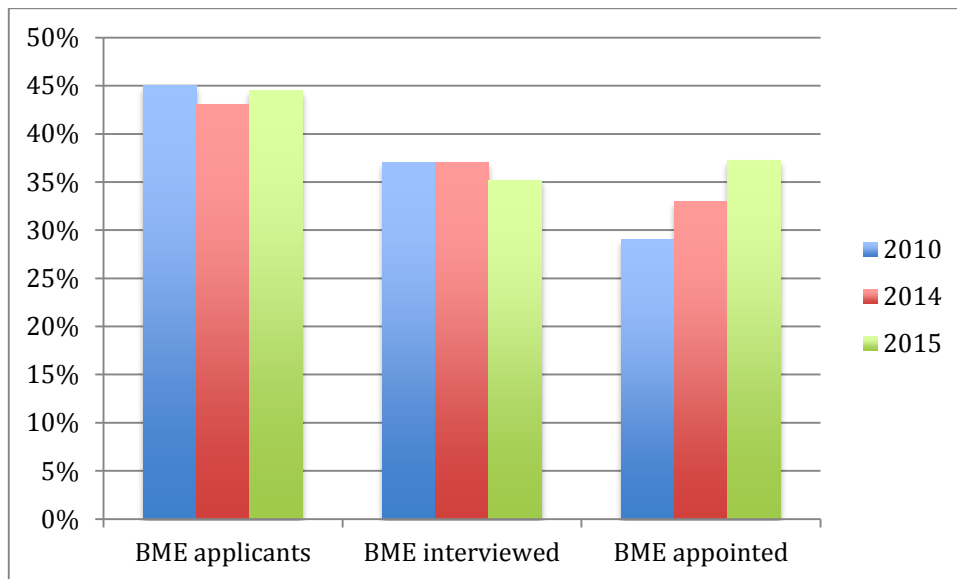


165 staff were either 'unknown, refused or not recorded'

The average pay gap between disabled and non-disabled staff is -8.5% or £3,055.

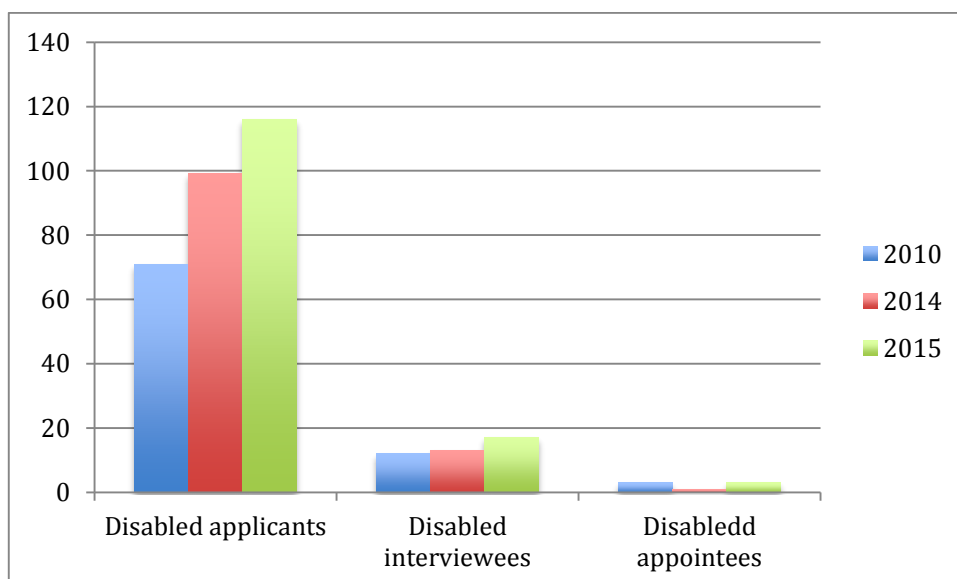
## Recruitment Stats

### BME Recruitment by %

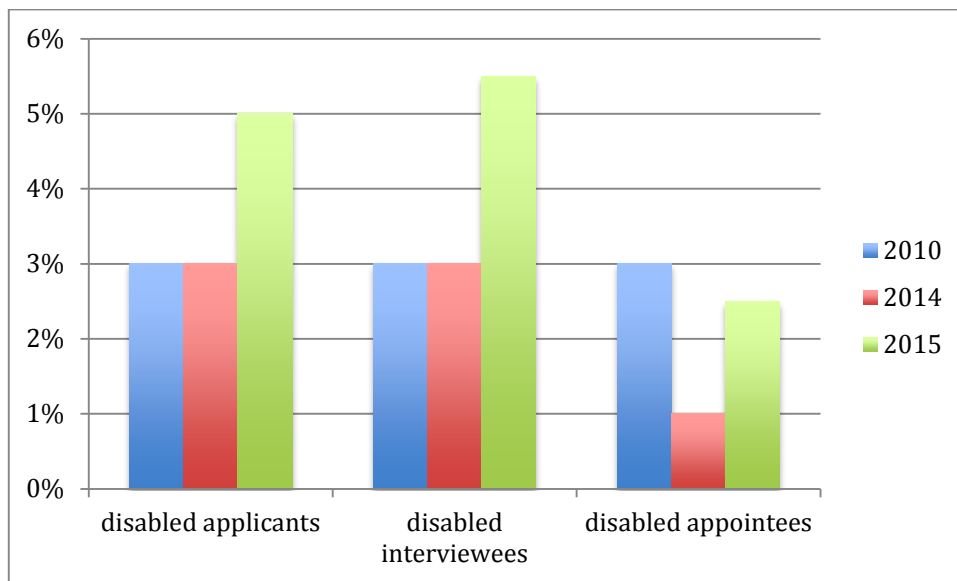


- Overall BME applications to SOAS remain relatively stable
- Proportionally less BME applicants were interviewed in 2015 but proportionally more were appointed
- The gap between the proportion of BME applicants and those appointed has continued to reduce

### Disabled Applicants (numbers)

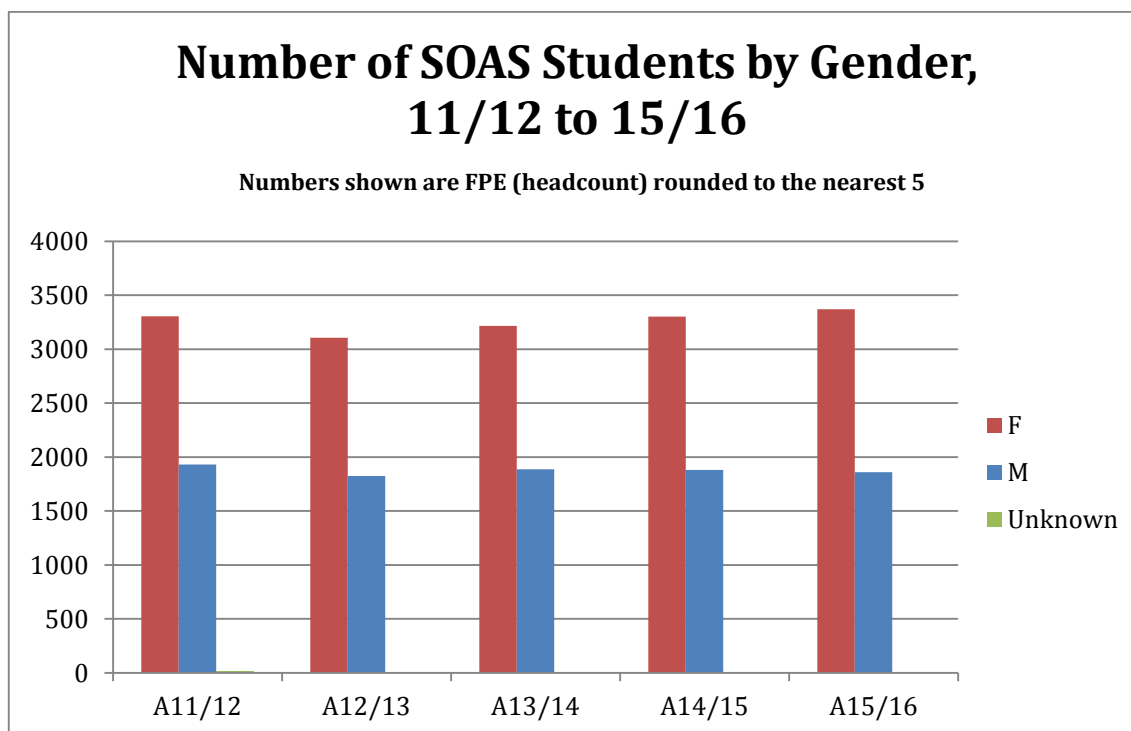


## Disabled Applicants %



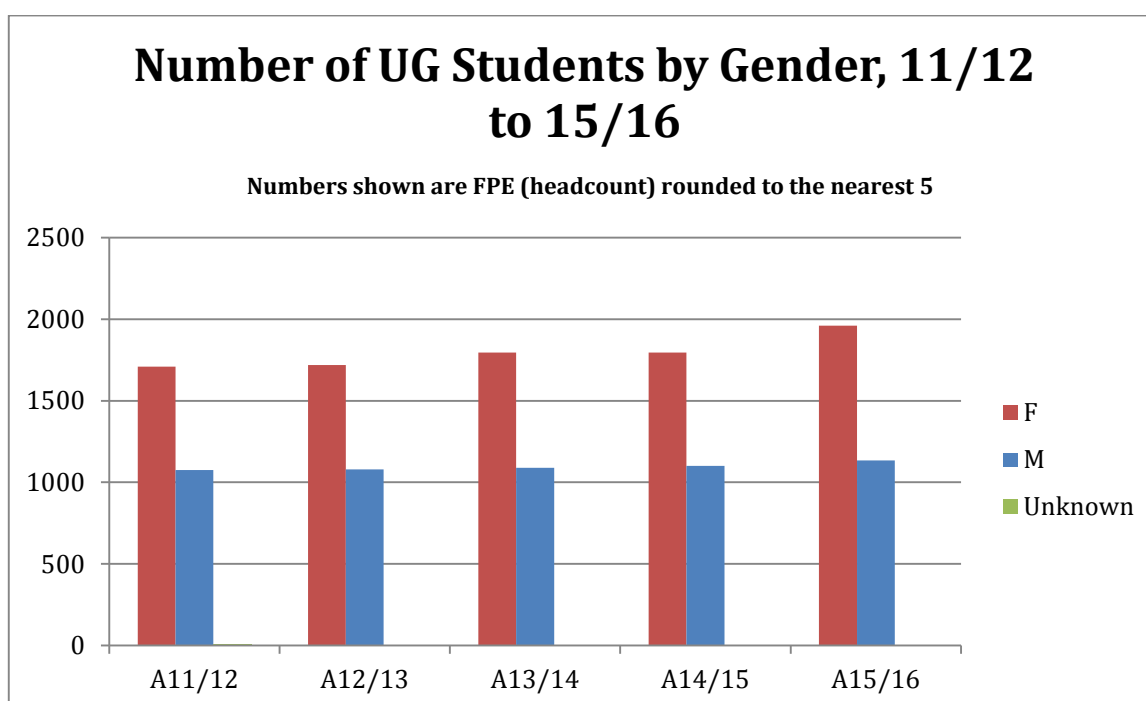
- SOAS is attracting more disabled applicants, there was a 2% rise between 2014 and 2015 but the numbers are still low
- For the first time the proportion of disabled candidates interviewed compared to those applying increased in 2015
- This wasn't maintained at appointment stage

## Student Data for 2016 E&D Report



SOAS ALL student figures show a small increase in female students – in 2011/12 there were 3305 (63%) female students and 1930 (37%) male students, in 2015/16 there were 3370 (64%) female students & 1860 (36%) male students.

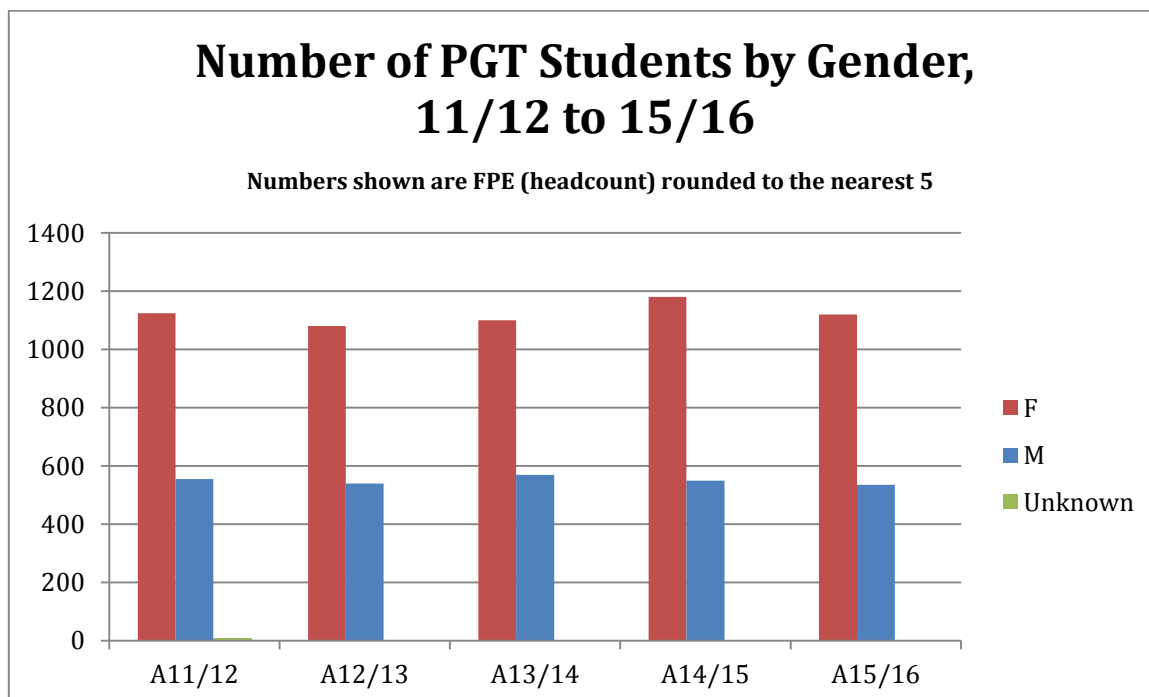
## Undergraduate Students by Gender



	A11/12	A12/13	A13/14	A14/15	A15/16
<b>F</b>	61%	61%	62%	62%	63%
<b>M</b>	39%	39%	38%	38%	37%
<b>Unknown</b>	0%	0%	0%	0%	0%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The number of UG female students continues to increase with 1960 female students in 2015/16 of a total of 3085 compared to 1710 in 2011/12 from a total of 2785.

### PGT Students by Gender

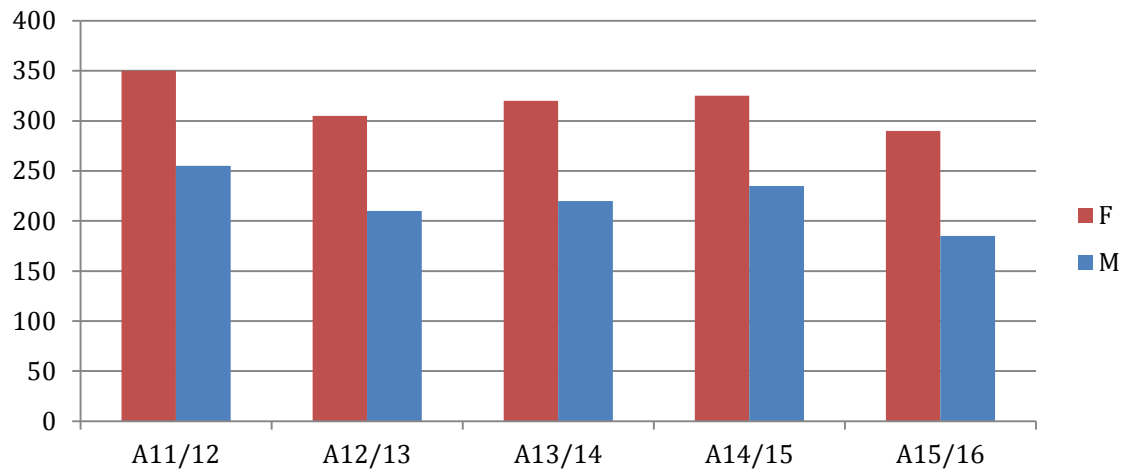


	A11/12	A12/13	A13/14	A14/15	A15/16
<b>F</b>	67%	67%	66%	68%	68%
<b>M</b>	33%	33%	34%	32%	32%
<b>Unknown</b>	1%	0%	0%	0%	0%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

PGT female students have increased proportionally compared to male students since 2011/12 although there are fewer PGT students in number, 1125 female PGT students in 2011/12 compared to 1120 in 2015/16

## Number of PGR Students by Gender, 11/12 to 15/16

Numbers shown are FPE (headcount) rounded to the nearest 5



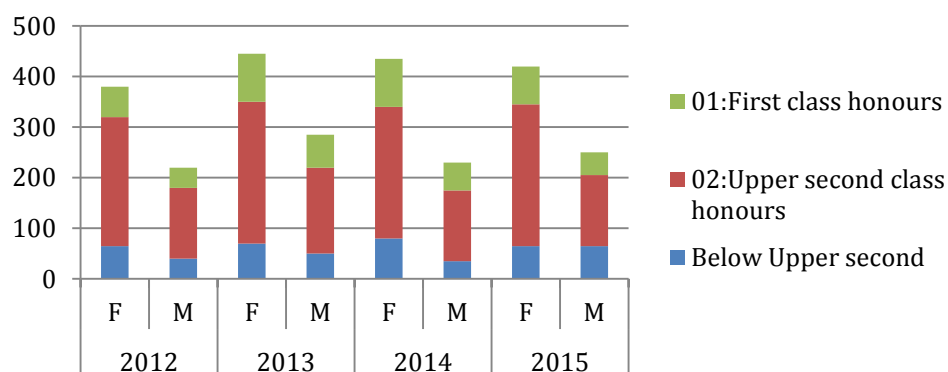
	A11/12	A12/13	A13/14	A14/15	A15/16
<b>F</b>	58%	59%	59%	58%	61%
<b>M</b>	42%	41%	41%	42%	39%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- PGR female students represent the biggest proportional increase of all 3 student categories, a 3% increase in 2015/16 as compared to 2011/12.
- However numbers of PGR students are down overall from 605 in 2011/12 to 475 in 2015/16.

### Attainment by Gender

## Number of UG Completions by Grade and Gender, 2012 - 2015

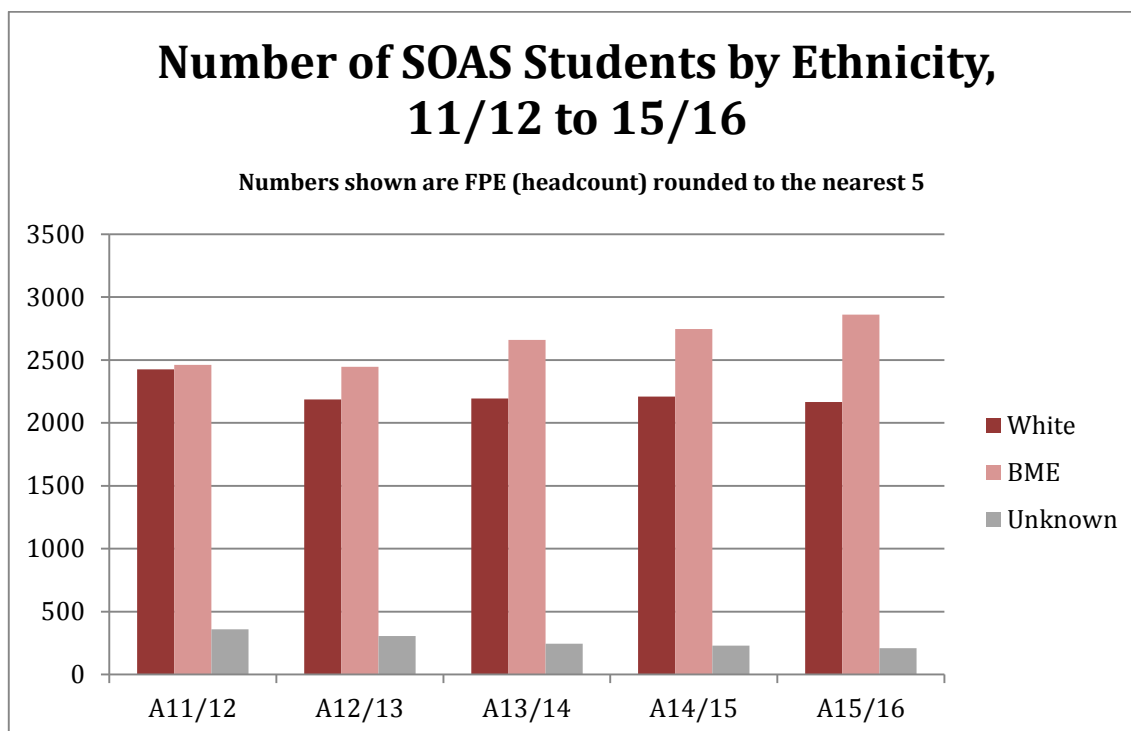
Numbers shown are FPE (headcount) rounded to the nearest 5



	2012		2013		2014		2015	
	F	M	F	M	F	M	F	M
<b>01:First class honours</b>	<b>16%</b>	<b>18%</b>	<b>21%</b>	<b>23%</b>	<b>22%</b>	<b>24%</b>	<b>18%</b>	<b>18%</b>
<b>02:Upper second class honours</b>	<b>67%</b>	<b>64%</b>	<b>62%</b>	<b>60%</b>	<b>60%</b>	<b>61%</b>	<b>67%</b>	<b>56%</b>
<b>Below Upper second</b>	<b>17%</b>	<b>18%</b>	<b>16%</b>	<b>18%</b>	<b>18%</b>	<b>15%</b>	<b>15%</b>	<b>26%</b>
03:Lower second class honours	16%	18%	13%	14%	16%	13%	13%	22%
05:Third class honours	1%	0%	1%	4%	1%	0%	1%	2%
06:Fourth class honours	0%	0%	0%	0%	0%	0%	0%	0%
07:Unclassified honours	0%	0%	1%	2%	0%	0%	0%	0%
09:Pass (HE)	0%	0%	0%	0%	1%	2%	1%	2%
10:Ordinary	0%	0%	0%	0%	0%	0%	0%	0%
<b>Grade unknown</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- Although significantly fewer students overall obtained a First compared to 2014, the proportion of male and female students obtaining a First in 2015 is equal for the first time in 5 years.
- There was a sizeable increase in the proportion of female students obtaining a 2.1 in 2015 compared to 2014, and 11% more women than men obtained a 2.1 in 2015.

## ETHNICITY – ALL STUDENTS

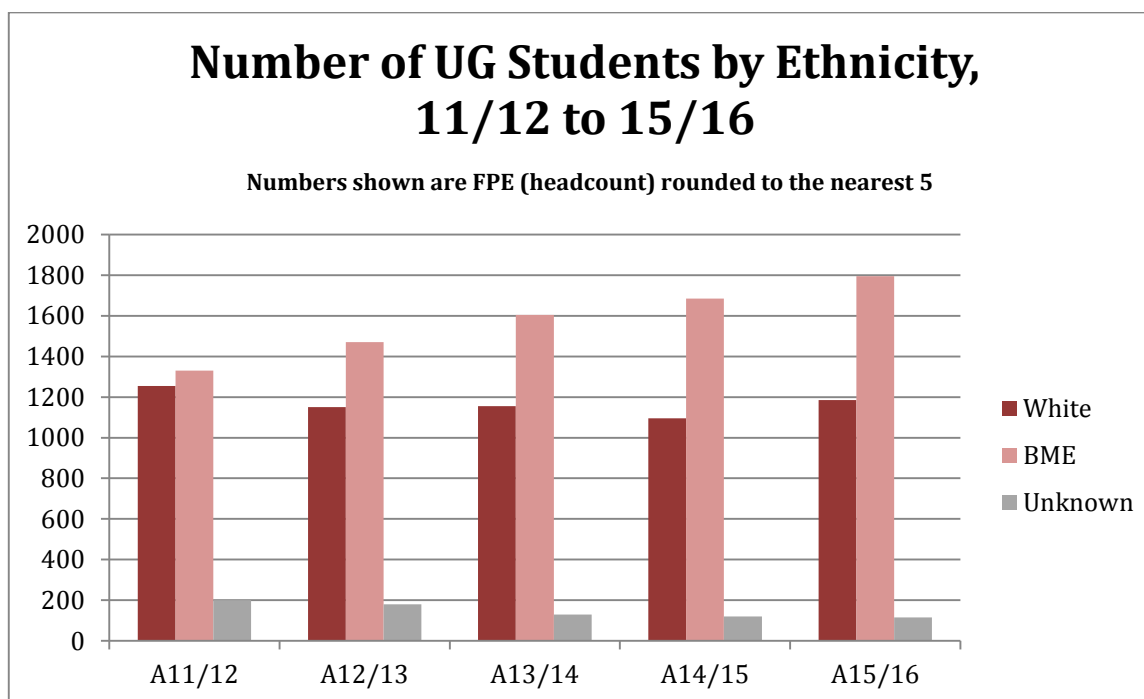


	A11/12	A12/13	A13/14	A14/15	A15/16
<b>White</b>	46%	44%	43%	43%	41%
<b>BME</b>	47%	50%	52%	53%	55%
<b>Unknown</b>	7%	6%	5%	4%	4%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

	A11/12	A12/13	A13/14	A14/15	A15/16
<b>White</b>	2425	2185	2195	2210	2165
<b>BME</b>	2460	2445	2660	2745	2860
<b>Unknown</b>	360	305	245	230	210
<b>Grand Total</b>	<b>5245</b>	<b>4935</b>	<b>5100</b>	<b>5185</b>	<b>5230</b>

- Over the last 5 years the number and proportion of BME students has increased year on year, with 2015/16 showing an 8% increase or 400 students on the 2011/12 figures.
- The Unknown category has reduced by 3% or 150 students over the same period.

## UG Students by Ethnicity

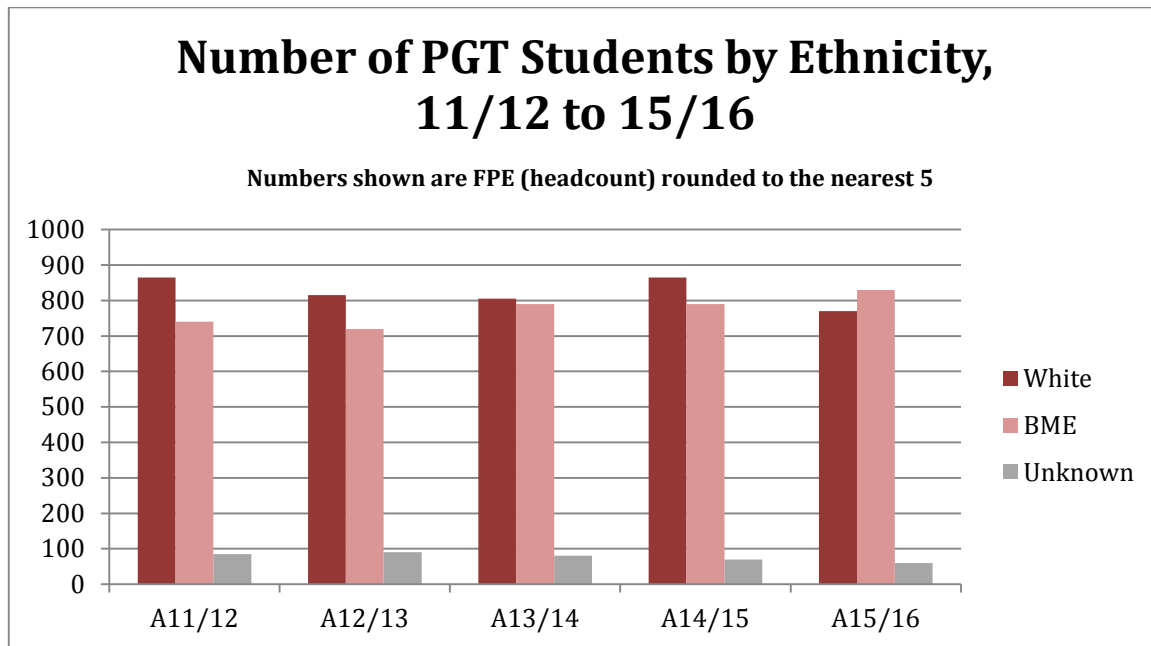


	A11/12	A12/13	A13/14	A14/15	A15/16
<b>White</b>	45%	41%	40%	38%	38%
<b>BME</b>	48%	53%	56%	58%	58%
<b>Unknown</b>	7%	6%	4%	4%	4%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

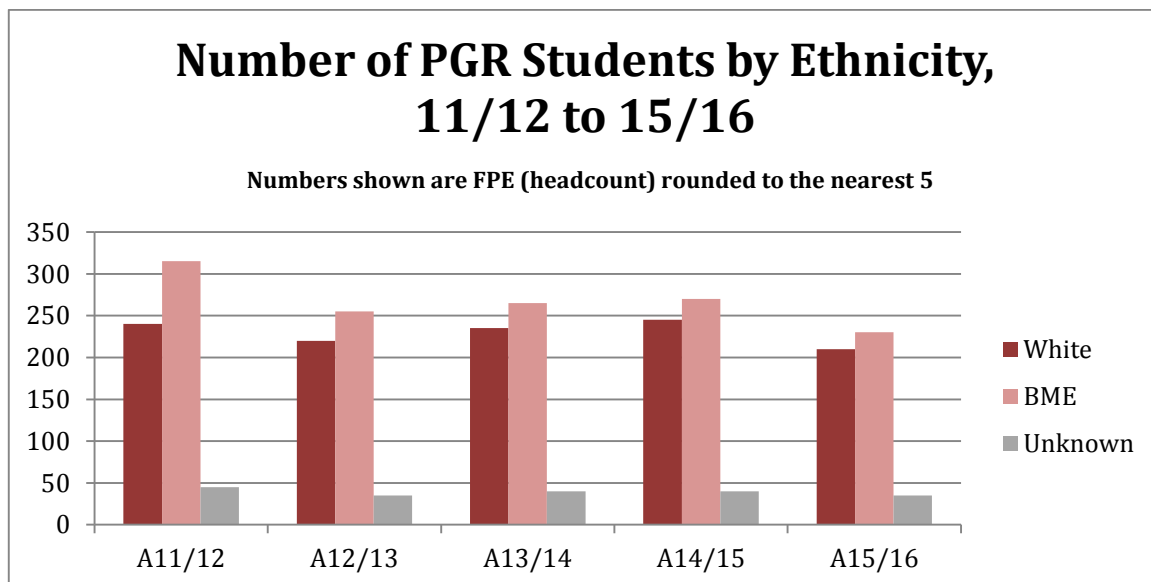
	A11/12	A12/13	A13/14	A14/15	A15/16
<b>White</b>	1255	1150	1155	1095	1185
<b>BME</b>	1330	1470	1605	1685	1795
<b>Unknown</b>	200	180	130	120	115
<b>Grand Total</b>	<b>2785</b>	<b>2800</b>	<b>2890</b>	<b>2895</b>	<b>3095</b>

- The 2015/16 UG intake maintains the 38% White 58% BME split that was recorded in 2014/15, a 10% increase in BME students over 5 years.
- The overall total of UG students has increased by 200 since 2014/15; BME students make up 110 of those additional students.

## Number of PGT Students by Ethnicity

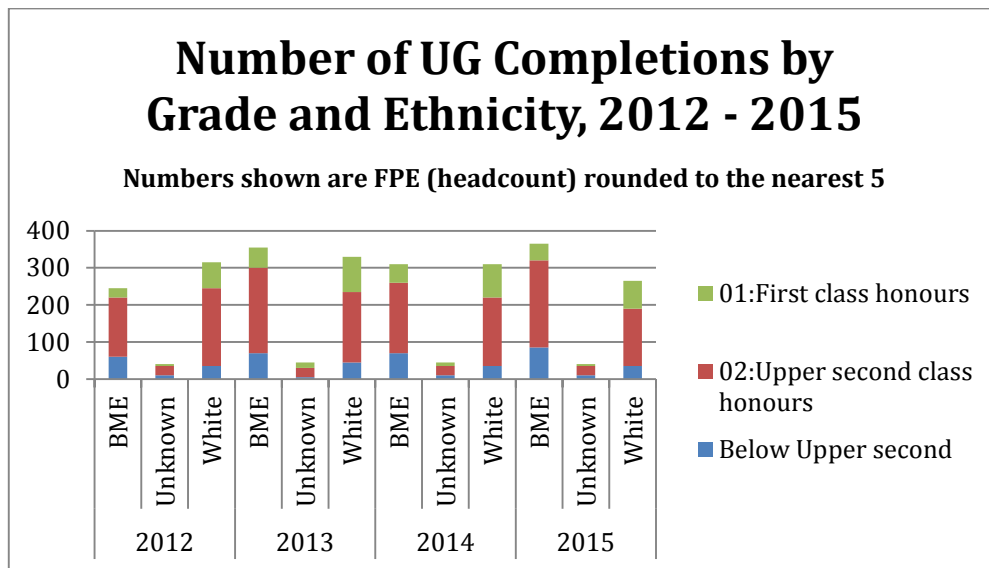


	A11/12	A12/13	A13/14	A14/15	A15/16
<b>White</b>	51%	50%	48%	50%	46%
<b>BME</b>	44%	44%	47%	46%	50%
<b>Unknown</b>	5%	5%	5%	4%	3%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



	A11/12	A12/13	A13/14	A14/15	A15/16
<b>White</b>	40%	43%	44%	44%	44%
<b>BME</b>	52%	50%	49%	49%	48%
<b>Unknown</b>	8%	7%	7%	7%	7%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Attainment by Ethnicity



- Each year from 2012 to 2015, white students have achieved the highest number of Firsts.
- 365 BME students graduated in 2015 with 45 obtaining a First. In terms of attainment, this is a downward trend.
- White students continue to do better proportionately.

## UG Grade by Ethnicity

	2012			2013			2014			2015		
	BME	Unknow n	White	BME	Unknow n	White	BME	Unknow n	White	BME	Unknow n	White
<b>01:First class honours</b>	<b>25</b>	<b>5</b>	<b>70</b>	<b>55</b>	<b>15</b>	<b>95</b>	<b>50</b>	<b>10</b>	<b>90</b>	<b>45</b>	<b>5</b>	<b>75</b>
<b>02:Upper second class honours</b>	<b>160</b>	<b>25</b>	<b>210</b>	<b>230</b>	<b>25</b>	<b>190</b>	<b>190</b>	<b>25</b>	<b>185</b>	<b>235</b>	<b>25</b>	<b>155</b>
<b>Below Upper second</b>	<b>60</b>	<b>10</b>	<b>35</b>	<b>70</b>	<b>5</b>	<b>45</b>	<b>70</b>	<b>10</b>	<b>35</b>	<b>85</b>	<b>10</b>	<b>35</b>
03:Lower second class honours	55	5	35	60	0	35	60	5	30	65	10	35
05:Third class honours	5	0	0	5	0	5	5	0	0	15	0	0
06:Fourth class honours	0	0	0	0	0	0	0	0	0	0	0	0
07:Unclassified honours	0	0	0	5	0	5	0	0	0	0	0	0
09:Pass (HE)	5	0	0	0	0	0	10	0	0	5	0	0
10:Ordinary	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade unknown</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>245</b>	<b>40</b>	<b>315</b>	<b>355</b>	<b>45</b>	<b>330</b>	<b>310</b>	<b>45</b>	<b>310</b>	<b>365</b>	<b>40</b>	<b>265</b>

Grade by UK/EU/International	2012						2013						2014						2015					
	UK			EU			International			UK			EU			International			UK			EU		
	UK	EU	I	UK	EU	I	UK	EU	I	UK	EU	I	UK	EU	I	UK	EU	I	UK	EU	I	UK	EU	I
01:First class honours	65	25		10	110	35		15	105	30		15	85	25		15								
02:Upper second class honours	285	55		55	305	60		80	250	75		75	255	55		105								
Below Upper second	65	15		30	65	15		40	70	10		35	80	10		35								
03:Lower second class honours	60	15		20	50	15		35	60	10		25	65	10		30								
05:Third class honours	0	0		5	10	0		5	5	0		0	10	0		5								
06:Fourth class honours	0	0		0	0	0		0	0	0		0	0	0		0								
07:Unclassified honours	0	0		0	5	0		0	0	0		0	0	0		0								
09:Pass (HE)	0	0		0	0	0		0	5	0		5	5	0		0								
10:Ordinary	0	0		0	0	0		0	0	0		0	0	0		0								
						11																		
Grand Total	415	95		95	485	0		135	425	115		125	420	90		155								

### UG Attainment by domicile - UK/EU/International

- EU students had a rise in attainment in 2015 as compared to 2014 achieving proportionally more Firsts but both UK and International students did not achieve as many Firsts as in 2014.
- Conversely, UK and International students increased the number of 2.1s being achieved in 2015 whilst EU students achieving a 2.1 decreased.
- International students have reduced the proportion of Below Upper Seconds considerably over the 4 year period – it was 32% in 2012, 23% in 2015 – but they are still the group most likely to achieve a lower class degree.

### UG Attainment by Ethnicity and Gender

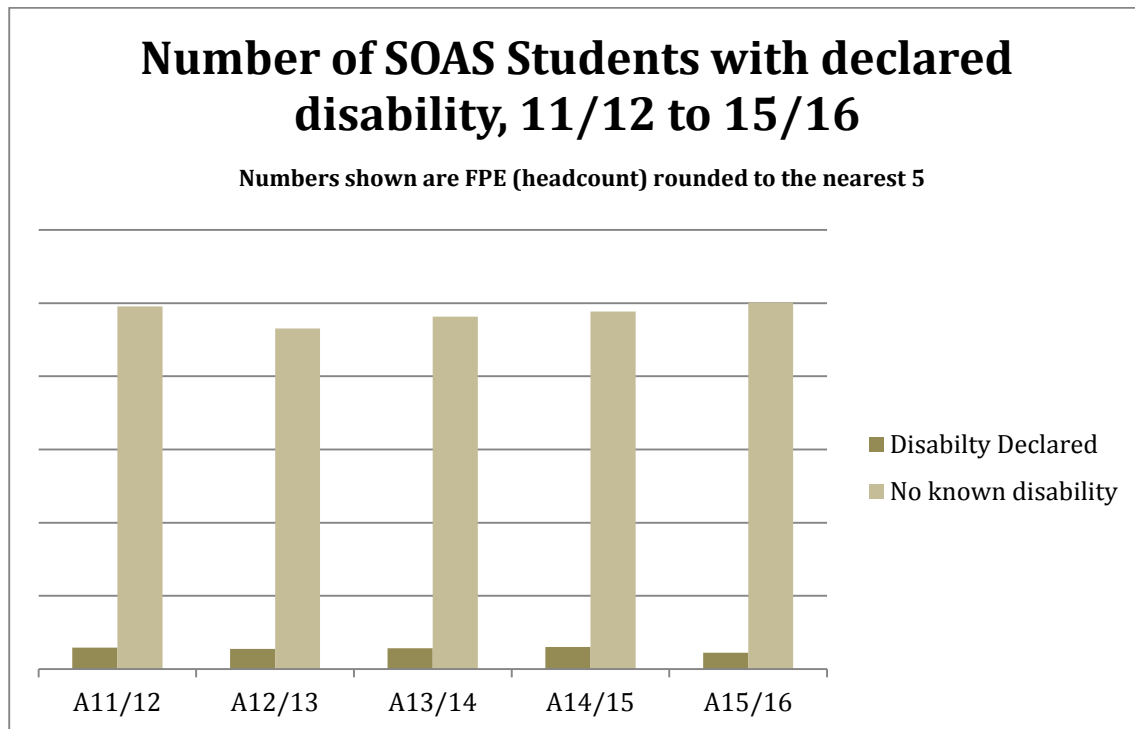
- In 2015, 30% of white male students received a First, making them the most successful group.
- In all 4 years featured, white men and women were more likely to receive a First than BME men or women.
- The most significant difference in attainment between BME male and female students was in 2014 when 16% BME female students achieved a First compared to 11% BME male students. The difference between male and female BME students in the other 3 years was 1% in favour of men.

## UG Attainment by Ethnicity and Gender

	2012						2013						2014						2015					
	F			M			F			M			F			M			F			M		
	BME	U	W	BME	U	W	BME	U	W	BME	U	W	BME	U	W	BME	U	W	BME	U	W	BME	U	W
01:First class honours	15	0	45	10	5	25	35	5	55	20	10	40	35	5	55	10	5	35	25	0	45	15	0	30
02:Upper second class honours	95	15	140	60	5	70	150	15	115	80	10	75	130	15	115	60	10	70	160	15	100	75	5	55
Below Upper second	40	5	25	25	5	15	45	0	25	25	0	25	50	10	20	20	0	15	45	5	20	40	5	15
03:Lower second class honours	35	0	20	20	5	15	40	0	20	20	0	15	45	5	20	15	0	10	35	5	15	30	5	15
05:Third class honours	5	0	0	0	0	0	5	0	0	5	0	5	5	0	0	0	0	0	5	0	0	5	0	0
06:Fourth class honours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07:Unclassified honours	0	0	0	0	0	0	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09:Pass (HE)	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	5	0	0	0	0	0	0	0	0
10:Ordinary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	150	20	210	95	15	110	230	20	195	125	20	140	215	30	190	90	15	120	230	20	165	130	10	100

Key: BME = Black & Minority Ethnic, U = Unknown, W = White

## Disability



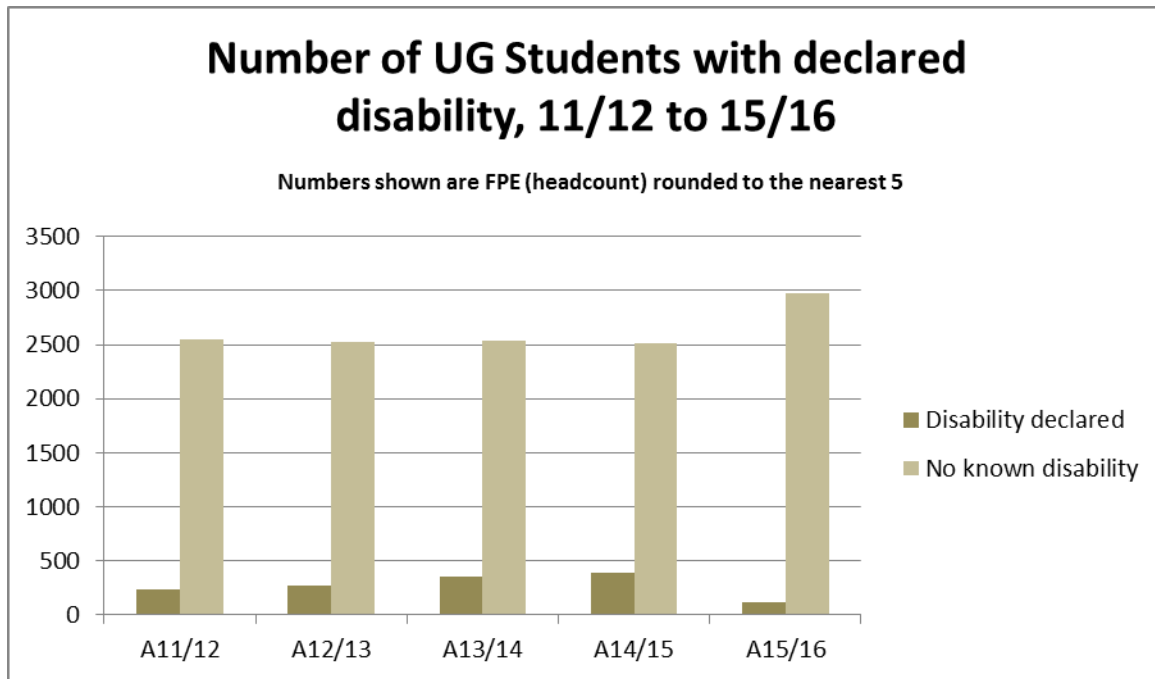
	A11/12	A12/13	A13/14	A14/15	A15/16
Disability Declared	7%	8%	10%	11%	4%
No known disability	93%	92%	90%	89%	96%
Grand Total	100%	100%	100%	100%	100%

- 2015/16 figures were as at 1/12/15, not from end of Academic year (see note at end of report).

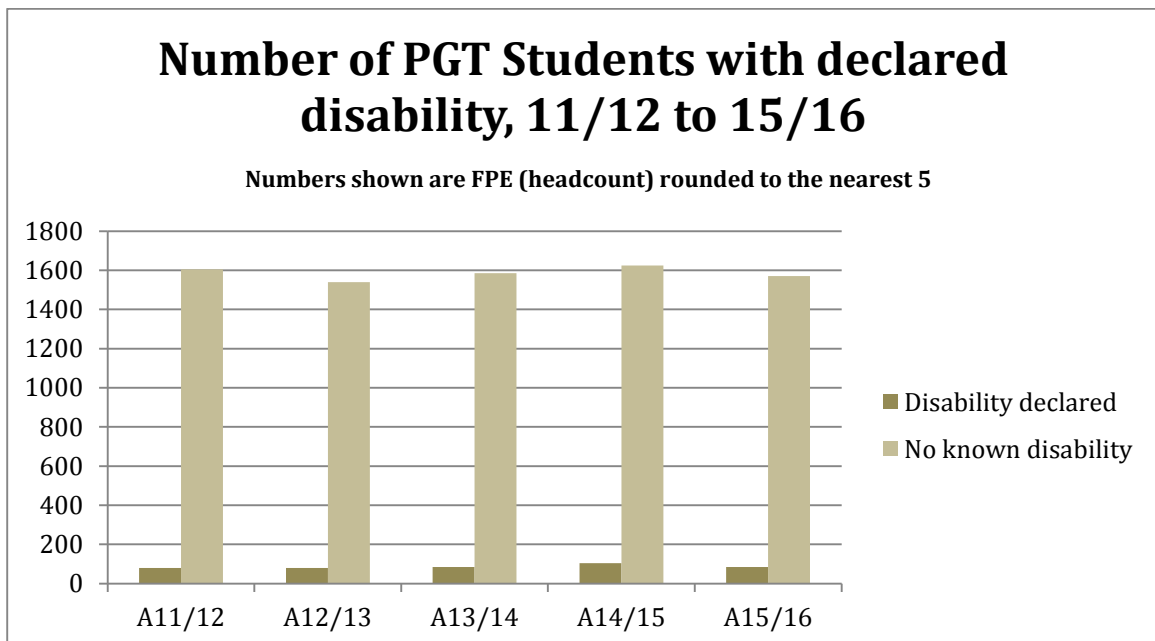
## Number of UG Students with declared disability

	A11/12	A12/13	A13/14	A14/15	A15/16
Disability declared	240	275	350	385	115
No known disability	2545	2525	2535	2510	2980
Grand Total	2785	2800	2885	2895	3095

	A11/12	A12/13	A13/14	A14/15	A15/16
Disability declared	7%	6%	6%	6%	4%
No known disability	93%	94%	94%	94%	96%
Grand Total	100%	100%	100%	100%	100%



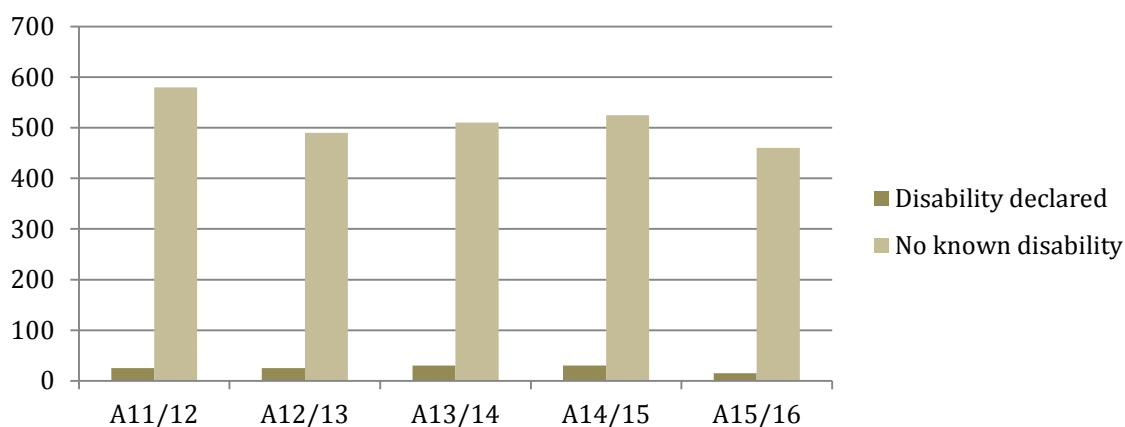
- The number of UG Students declaring a disability appears to have fallen by 3% due to data collection date



	A11/12	A12/13	A13/14	A14/15	A15/16
<b>Disability declared</b>	95	90	135	155	85
<b>No known disability</b>	1595	1530	1540	1575	1570
<b>Grand Total</b>	<b>1685</b>	<b>1620</b>	<b>1670</b>	<b>1730</b>	<b>1660</b>

## Number of PGR Students with declared disability, 11/12 to 15/16

Numbers shown are FPE (headcount) rounded to the nearest 5

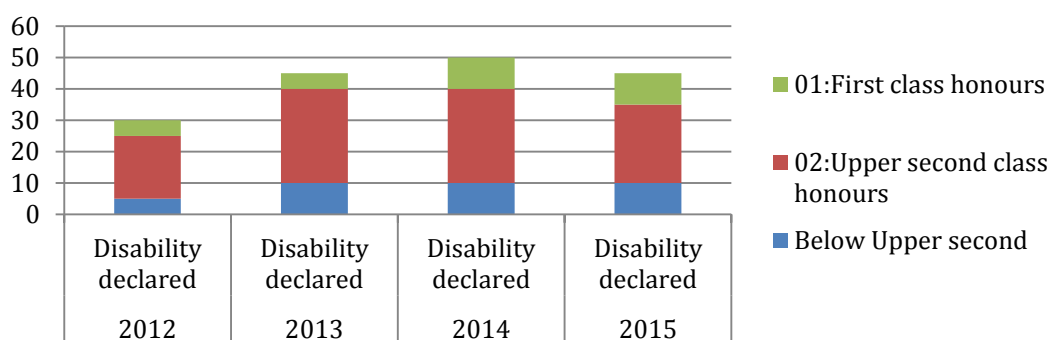


	A11/12	A12/13	A13/14	A14/15	A15/16
<b>Disability declared</b>	25	30	30	30	15
<b>No known disability</b>	490	510	510	525	460
<b>Grand Total</b>	<b>605</b>	<b>515</b>	<b>540</b>	<b>555</b>	<b>475</b>

Disabled PGT students represent 5% of all PGT students, PGR disabled students remain at 3%.

## Number of UG Completions by Grade and Declared Disability, 2012 - 2015

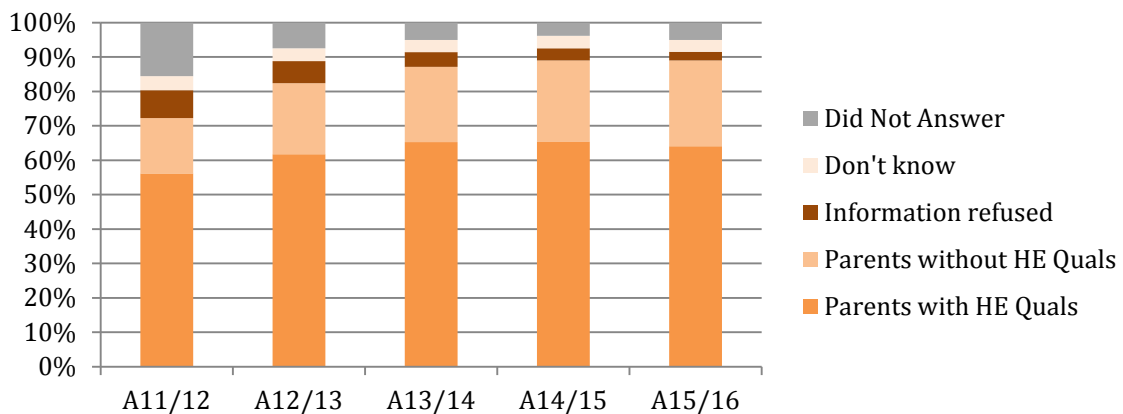
Numbers shown are FPE (headcount) rounded to the nearest 5



## Widening Participation – First in Family Students

### Proportion of SOAS Students who are first in family to attend HE, 11/12 to 15/16

Percentages are based on FPE (headcount) rounded to the nearest 5

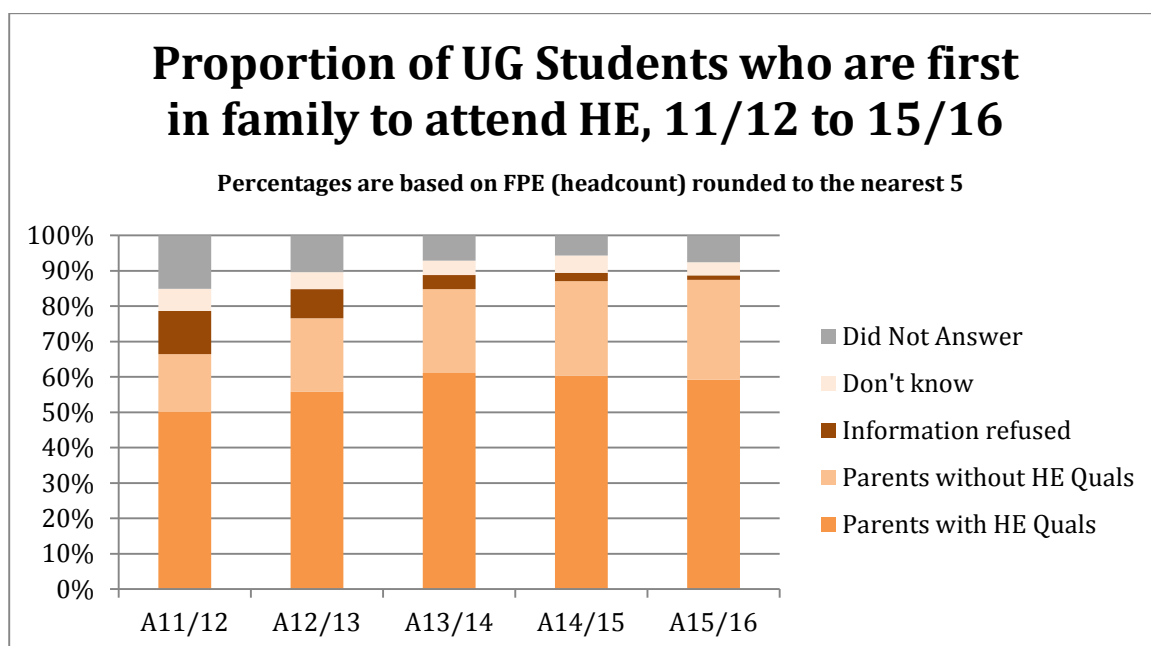


	A11/12	A12/13	A13/14	A14/15	A15/16
<b>Parents with HE Quals</b>	2945	3045	3330	3395	3350
<b>Parents without HE Quals</b>	845	1020	1115	1220	1305
<b>Information refused</b>	425	315	215	180	130
<b>Don't know</b>	215	185	180	190	180
<b>Did Not Answer</b>	815	370	260	200	265
<b>Grand Total</b>	<b>5245</b>	<b>4935</b>	<b>5100</b>	<b>5185</b>	<b>5230</b>

	A11/12	A12/13	A13/14	A14/15	A15/16
<b>Parents with HE Quals</b>	56%	62%	65%	65%	64%
<b>Parents without HE Quals</b>	16%	21%	22%	24%	25%
<b>Information refused</b>	8%	6%	4%	3%	2%
<b>Don't know</b>	4%	4%	4%	4%	3%
<b>Did Not Answer</b>	16%	7%	5%	4%	5%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- Across all SOAS students there's been a significant increase since Academic Year 2011/12 in those who are first in the family to attend university.

## UG First in Family Students



	A11/12	A12/13	A13/14	A14/15	A15/16
<b>Parents with HE Quals</b>	50%	56%	61%	60%	59%
<b>Parents without HE Quals</b>	16%	21%	24%	27%	28%
<b>Information refused</b>	12%	8%	4%	2%	1%
<b>Don't know</b>	6%	5%	4%	5%	4%
<b>Did Not Answer</b>	15%	10%	7%	6%	8%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

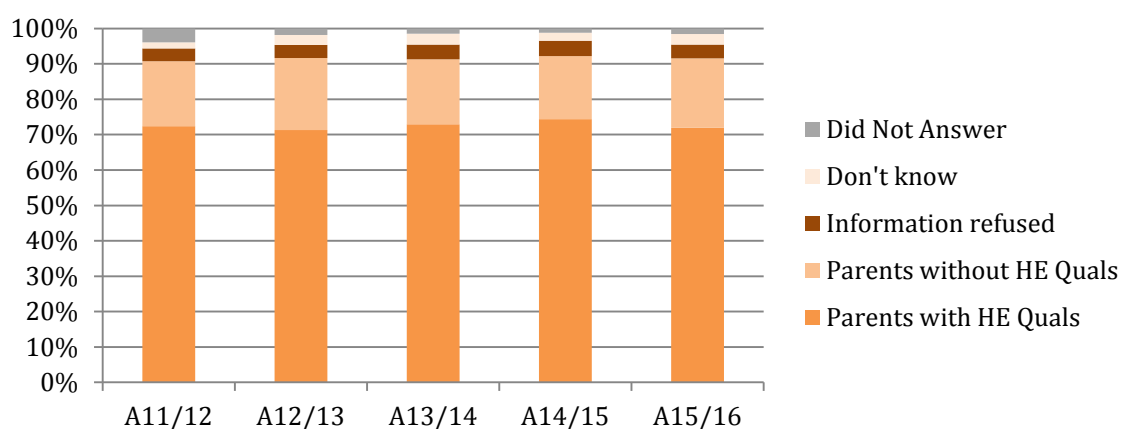
- A year on year increase in the number of first in family UG students to attend university, representing a 12% rise in UG numbers since Academic Year 2011/12

## PGT First in Family Students

	A11/12	A12/13	A13/14	A14/15	A15/16
<b>Parents with HE Quals</b>	72%	71%	73%	74%	72%
<b>Parents without HE Quals</b>	18%	20%	18%	18%	20%
<b>Information refused</b>	4%	4%	4%	4%	4%
<b>Don't know</b>	2%	3%	3%	2%	3%
<b>Did Not Answer</b>	4%	2%	2%	1%	2%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Proportion of PGT Students who are first in family to attend HE, 11/12 to 15/16

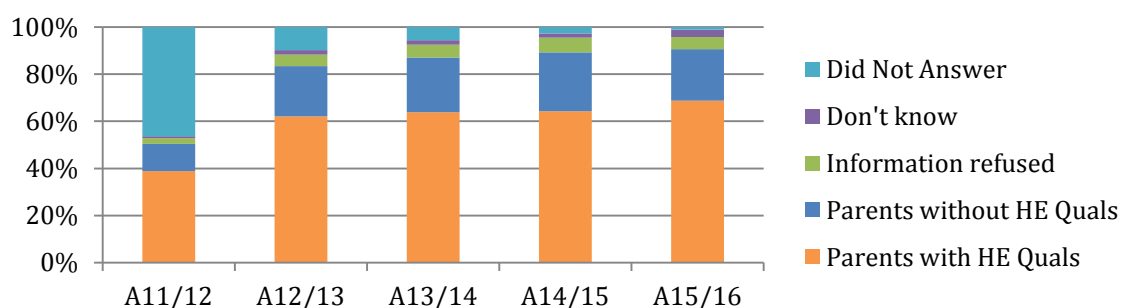
Percentages are based on FPE (headcount) rounded to the nearest 5



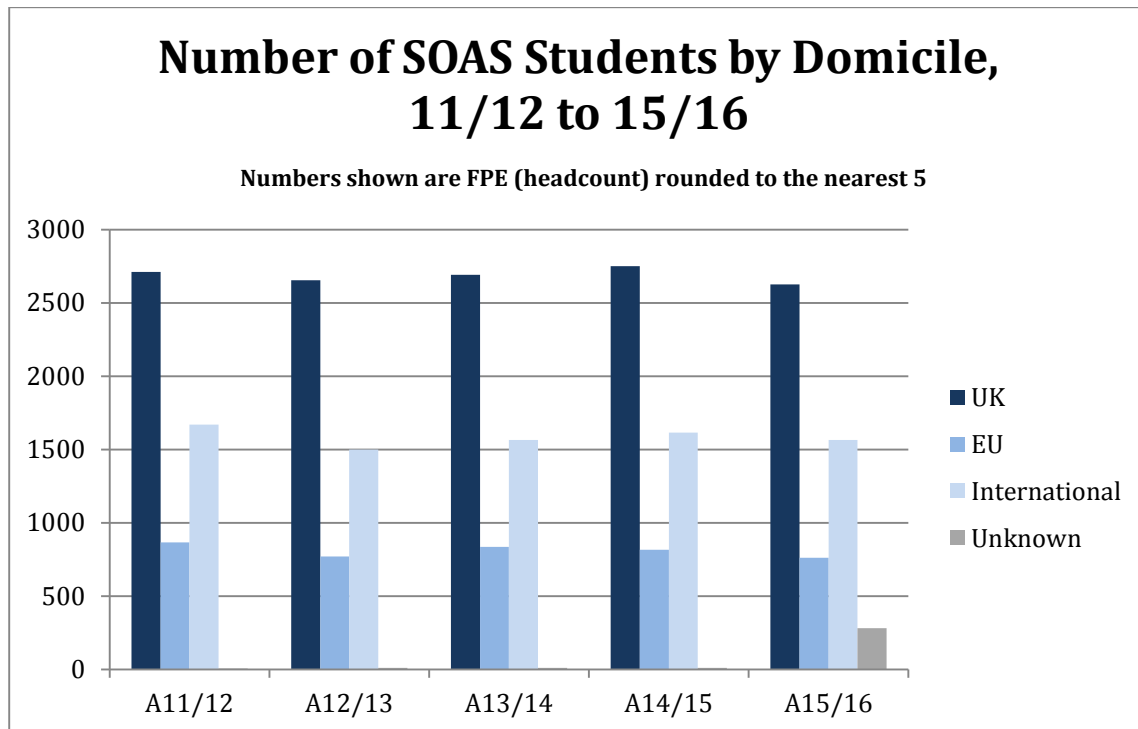
## PGR First in Family students

## Proportion of PGRS Students who are first in family to attend HE, 11/12 to 15/16

Percentages are based on FPE (headcount) rounded to the nearest 5

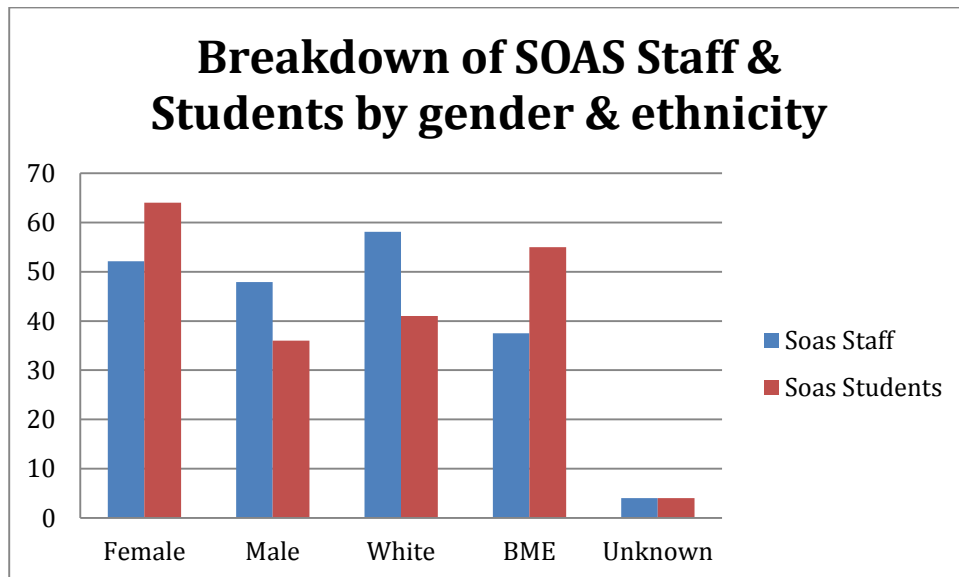


## Number of SOAS Students by Domicile



- **Proportionally UK, EU & International student numbers have all fallen in 2015/16, this drop corresponds with an increase in the unknown category from 0% in the 4 previous years to 5% in 2015/16.**

	A11/12	A12/13	A13/14	A14/15	A15/16
<b>UK</b>	<b>52%</b>	<b>54%</b>	<b>53%</b>	<b>53%</b>	<b>50%</b>
<b>EU</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>15%</b>
<b>International</b>	<b>32%</b>	<b>30%</b>	<b>31%</b>	<b>31%</b>	<b>30%</b>
<b>Unknown</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



- 55% of all SOAS students are BME compared to 39% of staff
- 64% of all SOAS students are female compared to 52% of staff

Ideally, the gender and ethnic profile of staff should mirror that of students.

## Notes on Student Data Collection

The data used comes from HESES ENSTATS 2011-15 (see Technical Notes tab for details). This is a report of data from UNIT-e reconciled to our annual HESES submission. The HESES data is based on a snapshot of enrolled students as at 1 December of each year, and therefore enables us to report the current 15/16 academic year. (The other data set we could have used is HESA, but this is collected retrospectively following the end of the academic year, and so the latest data we could report would be for the 14/15 academic year.)

EXCEPTION: Disability data, which uses the HESA codes for 2011/12-2014/15 in order to capture the large number of students who declare their disability post-December census date (and would thus not be included in the HESES snapshots). Consequently the number of students with a disability in 2015/16 is much lower as not all student data has been captured yet.

The data has been rounded to the nearest five students, according to the HESA rounding methodology. A result of 1 or 2 students is therefore shown as zero. This helps prevent individual students being identified from the reports.

As a result of the rounding, there may be minor differences in some of the total figures.





All these languages are taught at SOAS

བགྲ་གིས་བདེ་ལེགས།

Tibetan

歡迎

Chinese (Trad.) / Japanese

환영합니다

Korean

أهلاً وسهلاً

Arabic

Merhaba

Turkish

خوش آمدید

Persian / Urdu

வாருங்கள்

Tamil

स्वागतम्

Hindi / Sanskrit

ຍິນດີຕ້ອນຮັບ

Thai

Selamat datang

Malay / Indonesian

ጤና ይስጥልኝ

Amharic

Karibu

Swahili

## Global interactions

In a rapidly changing world, SOAS explores:

- international commodities
- transnational law, truth and reconciliation
- aid and development
- labour, travel and tourism
- Anthropology, Development Studies, Finance and Management, Law, Politics and International Relations, World Philosophies

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