

Manchester Metropolitan University

Equality, Diversity, and Inclusion Annual Report 2021 – 2022

People and Organisational Development

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1. Introduction

We are an inclusive University. We champion equality, diversity and inclusion through a transformative employee and student journey. We enrich our communities, and respect and improve the world around us ([Manchester Metropolitan University Road to 2030 Strategy](#)).

Welcome to the annual equality report covering 2021 to 2022. Here at Manchester Metropolitan University, we are committed to continuously working towards enhancing a culture of belonging where we promote equity and celebrate diversity. This report presents an overview of progress towards our equality objectives and outlines priorities for 2023.

This Report focuses on activity delivered in the 2021-2022 academic year and was developed in accordance with the reporting requirements of the Equality Act (2010) and associated Public Sector Equality Duty. A link to the Ethnicity, Gender and Disability Pay gap report is available via our Equality and Diversity website.

At Manchester Metropolitan University we are an innovative and unique institution, and this is clearly demonstrated through our actions on equality, diversity, and inclusion (EDI). For the third year running the university has been producing and publishing not only its gender pay gap, as required, but also ethnicity and disability pay gaps and this year, we also have our sexual orientation pay gap. This has helped us to recognise and measure differentials so that we can take appropriate action to close pay gaps and demonstrates our commitment to transparency with our EDI data.

As shown by the data, we have made some marked improvements against our objectives, but also still have some work to do. The information contained in this report helps us to understand the diversity of our university community and informs our priorities and the associated action plans for the future. Our ambition is to ensure that everyone in our community is part of our success.

Director Equality, Diversity & Inclusion
People and Organisational Development

2. Progress on our objectives during 2021/22

Our four overarching EDI objectives are:

1. Leadership, culture and governance
2. Inclusive employee lifecycle
3. Inclusive student journey
4. Celebrating diversity

2a. Leadership, Culture and Governance

Enhancing leadership and governance.

During the last year we have enhanced our governance and support for EDI in order to ensure that EDI is embedded effectively across the University.

Our commitment to EDI has been demonstrated by the recruitment of a Director of EDI, who commenced in May, 2022. This role was developed to provide clear strategic leadership and support, and to facilitate the embedding of EDI across our University community for both staff and students. We also appointed a project officer to the EDI team to enable them to better support our stakeholders.

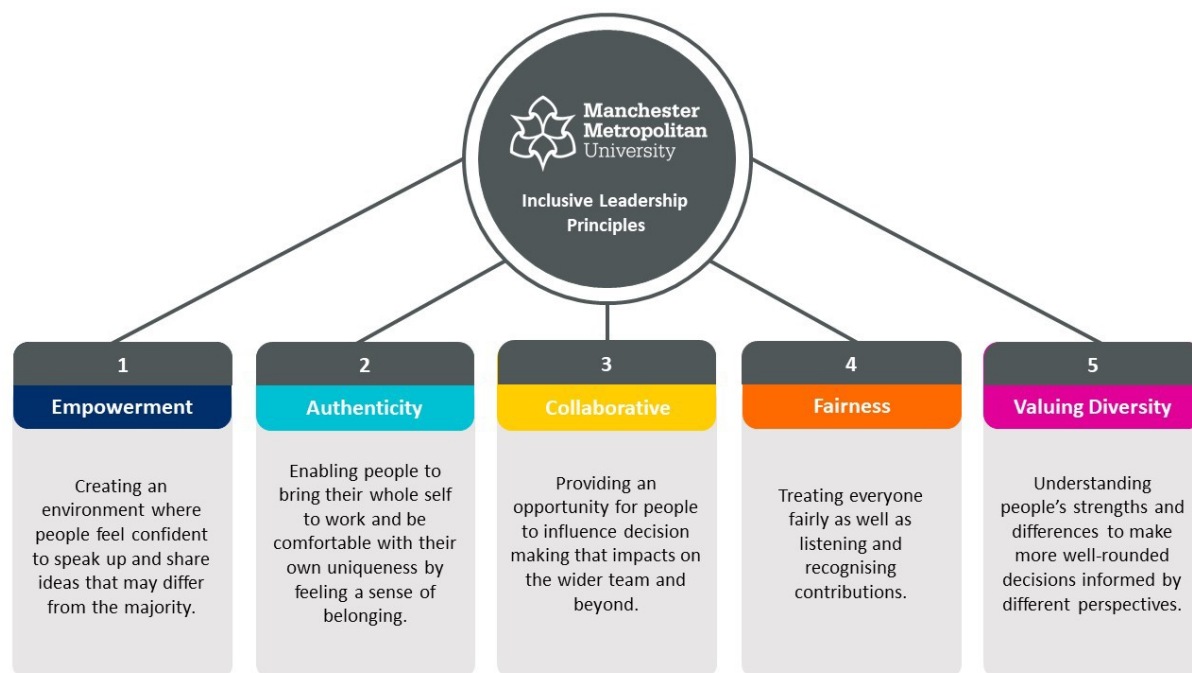
We have improved the governance framework for EDI, with a new EDI Strategy Board providing strategic leadership, and an Equality Diversity Inclusion Implementation Group (EDIIG) reporting into the EDISB. This new governance arrangement enables greater accountability and focus on outcomes and impacts. The EDIIG provides regular monitoring and tracking of progress towards actions identified under each of our four objectives, ensuring a consistency in reporting, and assisting internal and external benchmarking. (Appendix 1 – Summary of EDI Governance)

Launch of Intentional about Inclusion

Everyone with leadership and management responsibility has a vital role to play. In October 2022 we launched the Intentional About Inclusive Leadership scheme which introduced our five key inclusive leadership principles (Fig 1). This was positively received with unprecedented engagement by all who attended the launch event.

To support our staff we developed a set of tools and resources to enable them to embed these principles into their everyday business as usual. These include the Intentional About Inclusive Leadership training programme, inclusive people management e-learning module, and the EDI learning hub which provides a wide range of digital resources and e-learning courses for all colleagues, focusing on key equality, diversity, and inclusion topics.

Fig 1. Intentional About Inclusion principles.



Mandatory EDI Essentials Training

In addition to the launch of our Intentional about Inclusion training suite, we also reviewed our EDI Essentials e-learning module that is mandatory for all staff. Improvements included a more focussed section on the EDI commitment at Manchester Met, improved accessibility and more up to date, revised content and examples used to bring EDI in the workplace to life. Since its re-launch in August 2022, 1064, approximately a third of colleagues have completed the training.

2b. Inclusive Employee Lifecycle

Aurora Women's Leadership Development Programme

In 2022, 29 women from across the university (Academic and Professional Services), successfully completed the Aurora programme. Currently, 130 women make up the Aurora Alumni at Man Met.

To build on the value of the Aurora Programme and the Athena Swan Charter, the University worked with other HEIs in the northwest to organise an on-line conference for Aurora Alumni and Champions. The event, entitled, 'Northern Lights', took place on 1 November 2022. At the event, we shared a short, animated video highlighting the impact that Aurora has had on its participants. You can watch the video [here](#).

Stellar HE

For the second consecutive year, the University fully funded 7 staff members to take part in Cohort 15 of the Stellar HE Programme. [StellarHE](#) is targeted at Black, Asian and Minority Ethnic (BAME) staff who aspire

to senior leadership positions in Higher Education. It is aimed at Professional Support Staff, Academics and Researchers at a middle to senior management level.



Twelve staff have now completed the Stellar HE programme and have been applying their learning since returning to the University. To ensure that we continue to maximise the impact of Stellar HE, we hold a feedback session for the successful candidates to reflect on their experience. Feedback included an improved level of self-awareness and understanding of the barriers faced in higher education by staff from ethnic minority backgrounds. In addition to this, we also provide constructive feedback to the programme providers each year for improvements to the scheme. This year we are funding places for Cohort 16, starting in April 2023.

Disability Confident

After achieving the highest of the three levels (leader) in 2019, Manchester Met successfully renewed its status in July 2022 by carrying out a self-assessment against the Disability Confident criteria that was independently validated by Business Disability Forum (BDF). The self-assessment received excellent feedback with several areas being highlighted as best practice within the sector. Highlights of the submission included:

- Data Reporting – for the first time ever, we reported on our Disability Pay Gap in March 2022 (this is above and beyond our statutory duty to report on the Gender Pay Gap).
- Capturing the Staff Voice – highlighting the work of our Disabled Staff Forum to ensure the disabled staff voice is captured, as well as raising the awareness of disability at Manchester Met through activities such as UK Disability History Month and International Day of Disabled People.
- Inclusive Recruitment – consistently offering reasonable adjustments at each stage of the recruitment process and offering an interview to all disabled candidates who meet the minimum essential criteria for any given job role.
- Bridging the Gap Programme – offering work experience to special educational needs students from Manchester. The programme, which has seen 70 students work with us since 2011, returned this academic year for the first-time since the pandemic.

Race Equality Charter – Bronze Award

Manchester Met was awarded a Bronze Race Equality Charter Award by Advance HE, in November 2022. The award recognises our work to identify and commit to actions we will take to improve the representation, progression, and success of Black, Asian and minority ethnic staff and students. This is currently the highest level of award possible for the REC, and Manchester Met joins only 37 other UK HEIs in having achieved the award.

Progress against our REC action plan will be monitored by the EDI Strategy Board, and included in future annual EDI reports.



2c. Inclusive Student Experience

Inclusive Learning Communities Project

The Inclusive Learning Communities project (ILC) was developed to address differential awarding gaps, with a particular focus on BAME students. It involves working collaboratively with staff and students to close awarding gaps by ensuring the provision of a consistent, high-quality student experience through developing inclusive curricula and increasing Black, Asian, and ethnic minority students' sense of belonging. In partnership with the Students' Union, we recruit a team of **BAME Ambassadors** each year. BAME Ambassadors' activities can be followed through Instagram (@mmubame) and their podcast, Shades of Tea.

The BAME Ambassadors scheme expanded [The Big Change project](#) in September 2022, doubling its engagement with departments across the University. Through this project, senior leaders in Faculties and Professional Services have committed to making a positive change for the future in response to conversations with the BAME Ambassadors.

In support of the University's commitment to eradicate all degree awarding gaps, the team introduced a university-wide action plan for tracking and measuring successful actions. The ILC team have been meeting with Heads of Departments and Department Education Leads from across all 27 departments to support them in completing individual plans and implementing interventions.

As part of ILC's Event, Outreach and Awareness Raising workstream we delivered several successful events to staff and students during Black History Month. The team also launched its first physical exhibition The 'As I Am' campaign, which celebrates our Black and Asian staff and students by increasing the visibility of their faces and unique stories. These stories are housed on a digital platform which will continue to be populated: www.mmu.ac.uk/as-i-am

In September 2022, we launched Global Café, a fortnightly event for home and international students to engage in intercultural exchange through themed discussions and take part in various activities. This space provides students with an opportunity to celebrate our global community whilst also offering peer support to those settling into life in the UK.

The ILC project is in its final year of delivery and will continue to work collaboratively with staff and students to ensure changes are embedded.

Widening Participation

The University has continued to demonstrate its commitment to supporting the access and success of underrepresented groups. For example, in July 2022, we celebrated graduations for the first 2 cohorts from the [First Generation Scholarship Programme](#). The programme offers a complete journey of support for students whose parents have no direct experience of higher education. Our evaluation shows that the First-Generation Scholars are progressing through the University and achieving good degree outcomes at a better rate than similar students not on the programme. With 165 scholars enrolling at the University for 2022 entry, and over 580 since the programme began, we are on course to exceed the target of recruiting 1,000 First Generation Scholars by 2025.

Manchester Met recruits a high percentage of students from the most deprived parts of the country, with 33.7% of FT Home UG students from the 20% most deprived postcode areas, and 21% of the 2021/22 intake previously on free school meals. We recognise the challenges these students face and are committed to supporting them into and through university. In 2021/22, Greater Manchester Higher, a regional partnership funded by the Office for Students and led by Manchester Metropolitan University, engaged with over 9,000 unique learners from postcodes where, given GCSE attainment, progression to higher education is low. Eighty percent of students on the programme said their knowledge of higher education had improved through the engagements, and 76% intended to continue to higher education. We have also directly supported our caring student community, ensuring that they have the support and resources to enable them to function in ways that work for them.

As a consequence of the pandemic, we are acutely aware that digital poverty impacts a number of our students. In response, we accelerated our investment in on-demand access to digital resources. As well as expanding access to computers across the campus to 4,900 machines, we have increased the availability of self-access laptop loans, with loan periods for up to a week, enabling students to take devices away from campus. We increased the number of laptops from 170 to 406, and engagement has been substantial, with 8,824 loans in 2021/22. Borrowers were proportionately more likely to be from minoritised groups, such as BAME students (+15.4pp, n=902) and IMDQ1 students (+10.6pp, n=638).

2d. Celebrating Diversity

Staff Networks

Our staff networks continue to support our diverse communities across the university, working collaboratively with their members to enhance a culture of belonging. They actively continue to raise awareness, develop innovative tools, and resources, and provide compassionate support to colleagues across the university. The staff networks continue to be key partners in our EDI work.

The Working Parents and Carers co-chairs received the Equality Award at this year's staff awards, and the Disability staff network were the runners up for this category.

Working with our staff and students we have continued to create a culture of belonging by celebrating national and international awareness days with a number of faith-based festivals and days of remembrance.

Our Prayer spaces

We consulted our staff and student community to enable us to improve the prayer spaces available on campus. This engagement allowed us to ensure that we created spaces according to the needs of all. Consequently, we developed our new Prayer Rooms in the Cavendish Building. These are the largest of our facilities and include prayer rooms for men and women and washing facilities. We also have dedicated prayer rooms in the Brooks Building and John Dalton. The prayer spaces are open throughout the day according to the building opening times.

Inclusive Toilet Project

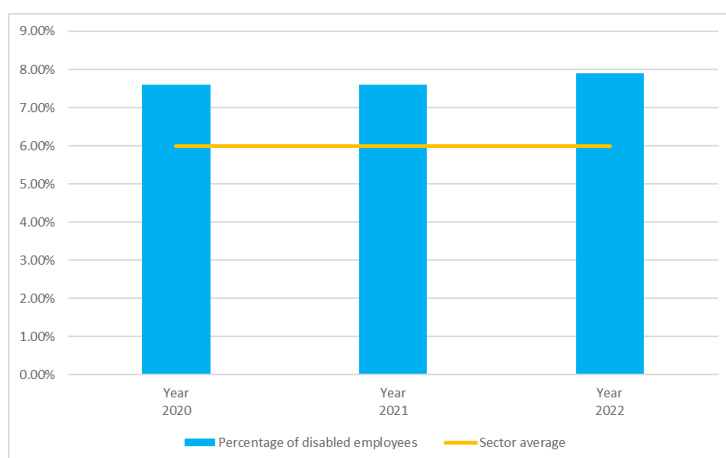
Over the years, the University successfully introduced gender-neutral toilets and a Changing Places provision, providing a safe and dignified experience to users. Through the Accessibility Working Group, we expanded on the scheme of inclusivity in toilet provision to design comfortably equipped and hygienic toilet facilities for those of various cultural and religious backgrounds. In collaboration with colleagues from EFCD, the Students' Union (SU) and Muslim Chaplains, we developed a business case to introduce a six-month pilot scheme on campus. Current UK legislation does not require the provision of culturally inclusive toilet facilities, so Manchester Met is leading in this approach.

3. Staff Data Overview

Our priorities, objectives, and the associated action plans to address areas for improvement, are informed by our most recent equalities data. Our data are provided in full in Part B of this report, and key observations and comparisons to sector benchmarks are summarised below. We have made some marked improvements across many areas and these are highlighted below. We also acknowledge the areas where are still to make positive progress.

The proportion of disabled staff at the University is 7.9%, 2pp above the sector average, and has been relatively stable over the past 3 years (Fig 2). Despite this, only 3.3% of senior Academic roles and 2.0% of senior Professional Services roles are filled by disabled colleagues, in both cases a slightly lower proportion than last year. More positively, last year, disabled colleagues were promoted at a similar rate to those without a disability. And the relative rate of disabled candidates being shortlisted for interview (1.4) suggests a positive impact of the Disability Confident Employer scheme which guarantees interviews for disabled candidates who meet the person specification for the role. The relative hiring rate for shortlisted disabled candidates (0.99) shows that disabled candidates who were interviewed were as likely to be hired as non-disabled candidates.

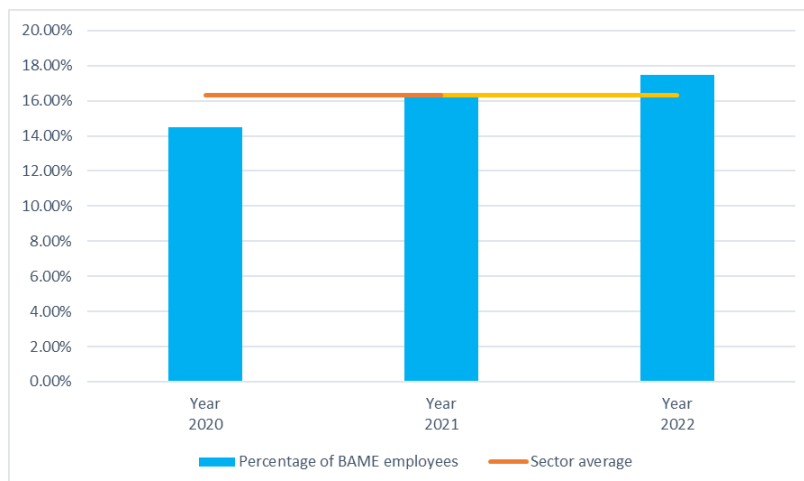
Figure 2. Proportion of disabled staff at Manchester Met 2020-2022)



The proportion of Black, Asian, or ethnic minority staff at the University has risen for the second year running and now stands at 17.5% (Fig 3).

This is above the sector average of 16.3%. However, we have a slightly smaller proportion of academic staff from Black, Asian, and ethnic minority backgrounds (17%) relative to the sector (19%).

Figure 3. Proportion of Black, Asian and minority ethnic staff at Manchester Met (2020-2022)



Ethnic diversity at senior levels has increased for the second year running in the academy, with 10% of senior Academic roles and 17.1% of Professorships now held by Black, Asian, and ethnic minority colleagues. In Professional Services, the proportion of Black, Asian, and ethnic minority staff in senior roles is 3.2%. This is much lower than the 18.4% representation in Standard Professional Services roles.

Last year the promotion rate was higher for Black, Asian and minority ethnic staff than for White staff. However, recruitment data show that Black, Asian, and ethnic minority applicants were still less likely to be shortlisted or appointed to roles at the University compared with White applicants with relative rates of 0.6 for shortlisting and 0.7 for appointment. There was, however, a considerable increase in the proportion of Black, Asian and minority ethnic applicants this year (from 36% to 44%), alongside a smaller increase in the proportion of the shortlist (from 29% to 32%) and offer holders (from 22% to 25%).

The proportion of female academic staff at senior levels is increasing. Fifty-one percent of senior Academic staff are female compared to 40.5% last year, and 42.3% of Professors are female compared to 39.1% last year. In both cases this is lower than the proportion of female staff in standard Academic roles (54.1%). Women had a higher promotion rate, and in terms of recruitment, women who apply have a higher likelihood of being shortlisted than men (relative rate 1.14), and women who are interviewed are more likely to be hired (relative rate 1.2). At Manchester Met, 8.7% of staff identify as Lesbian, Gay, Bisexual or Other, compared with the sector average of 7.5%. The proportion of LGBO staff in senior Academic roles (4.7%) is lower than in the standard academic population (7.3%). In contrast, LGBO colleagues are slightly over-represented in senior Professional Services roles. LGBO staff are slightly more likely to be promoted, and in terms of recruitment, are equally as likely to be shortlisted and hired as heterosexual candidates.

4. Student Data Overview

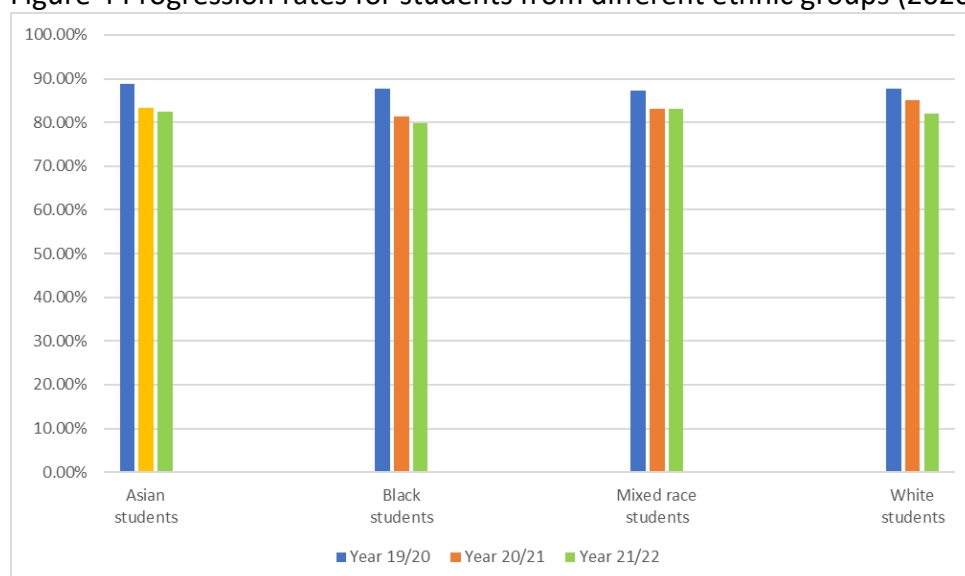
The proportion of students reporting a disability increased to 15.5% last year. This is higher than the sector average (15.2%) and the highest level we have ever recorded at Manchester Met. This was the first year in which mental health conditions (reported by 34.1% of disabled students) became more common than specific learning difficulties, which are reported by 33.6% of disabled students.

This year's progression rate for disabled students was considerably lower than for students with no known disability, particularly for students with mental health conditions. Seventy-six percent of students with mental health conditions progressed from level 4 to level 5 compared to 83% of students with no known disability. This contrasts with the last two years, when progression gaps for disabled students were negligible or reversed. There has been an improvement in satisfaction reported in this years' NSS for students with specific learning disabilities; but students with all other disabilities are now much less satisfied than non-disabled students (by 11.7 percentage points). Despite this, very similar proportions of disabled and non-disabled students were awarded a good degree. Similar proportions of students with no disability, mental health conditions or specific learning difficulties go on to positive graduate destinations; but this year's survey respondents with other disabilities were less likely to be in positive graduate destinations.

The UK domiciled student population at Manchester Met is becoming more and more ethnically diverse. At 35.5%, the proportion of Black, Asian, or ethnic minority home students at Manchester is much higher than the sector average of 25.9%. Asian students comprise 19.0% of all our home students (compared to 11.1% sector average).

Progression from Level 4 to Level 5 this year was the same for Black, Asian, and minority ethnic and White students (both 82%), similar to the previous three years, where there was a very minimal difference in progression rates based on ethnicity (Fig 4). However, there remains a significant and concerning gap in rates of good degree awards for Black, Asian and minority ethnic students (69%) compared with White students (84%). This award gap (15pp) was slightly higher than last years' (14pp). Our Access and Participation Plan targets removal of award gaps for all students by 2030.

Figure 4 Progression rates for students from different ethnic groups (2020-2022)



For UK Black students, this years' award gap has increased for the second year running to 21pp. For UK Asian students, the gap has also increased for the second year running and now stands at 17pp. Sector data are only available for 2020/21, so we cannot make a direct comparison for 2021/22, however, the sector gaps last year were 19pp for Black students and 6pp for Asian students. The sector gaps are also expected to increase in 2021/22.

Overall satisfaction reported in the NSS increased for Asian, Mixed, Other and White students, but did not increase to the same extent for Black students who were the least satisfied group in 2021/22.

There has been a lot of variability in the proportion of respondents to the Graduate Outcomes survey who are in positive graduate destinations by ethnic group over the last three years. The proportion of Black students in positive graduate outcomes was just 58% for 17/18, rose to 71% for 18/19, and then fell slightly to 68% for 19/20 graduates. The graduate outcomes for Asian students, however, have been consistently low in each of the three reported years: 64% for 17/18 graduates, 58% for 18/19 graduates, and 65% for 19/20 graduates.

Data on Religion and Belief show that 20.3% of students at Manchester Metropolitan are Muslim, significantly greater than the sector-wide representation level of 9.7%. While there are no notable differences in progression rates based on religion, Muslim students have had lower rates of good degree award in each of the last three years. 67% of Muslim students were awarded good degrees in 21/22 compared to 80% of Christian students, 83% of those with no religion, and 79% of those with any other religion.

There was also a smaller proportion of Muslim respondents in positive graduate destinations (65%) than Christian respondents (73%), respondents with no religion (74%) and respondents with any other religion (74%).

In relation to gender, the progression gap for male students has reduced to 3.4pp (from 5pp last year), while the degree award gap for male students remains steady at 6pp. Despite this, the proportion of male graduates in positive graduate destinations in each of the last three years has been higher than for females, although the gap is small at 1.4pp. There are no differences in overall satisfaction reported in the NSS for male and female students.

We have a slightly lower proportion of students reporting their sexual orientation as Lesbian, Gay, Bisexual, or Other (9.4%) than in the sector overall (10.6%). There is a small but persistent gap in progression rates for LGBO students – this year the progression gap was 3.4pp – but no degree award gap based on sexual orientation. In each of the last two years, however, a slightly lower proportion of LGBO graduates were in positive graduate destinations compared to heterosexual graduates.

5. Priorities for the coming year

These priorities have been informed by the data in this report as well as through student and staff engagement.

- **Inclusive Diverse Culture Strategy** – We have spent the last 6-8 months consulting and engaging with staff, students, and internal and external stakeholders in order to develop our Inclusive and Diverse Culture Strategy which will provide a framework for our EDI work through to 2026. We will also develop an EDI Data Framework to identify where our gaps lie and ensure consistent monitoring and tracking of progress against our objectives.
- **Inclusive Leadership** – We will roll out the Intentional about inclusive leadership programme across the university making this available for all staff.
- **Our Data** – over the last 12 months we have made some marked improvements which have been identified in the data overview. We will continue to identify and seek out further areas of improvement and ensure that we share learning and good practice.
- **Equality Charter Marks** – Our application for renewal of our institutional Athena Swan Bronze award will be submitted in May, and we will also be submitting departmental applications throughout the year. We will also be preparing our application for the Stonewall Workplace Index for 2024. Finally, we will continue to implement actions identified within our successful Race Equality Charter submission.
- **Staff recruitment, selection, progression, and development.** Measures to improve success particularly for BAME candidates will be taken forward for both our academic and professional services staff pipelines.
- **Pay equity.** We will continue to monitor the gaps and focus our efforts to address these across the university.
- We will continue to work collaboratively with our five **staff equality networks**: Gender, Race, Parents and Carers, LGBT+ and Disability.
- We will start planning our **Intentional About Inclusion Summit** working in partnership with internal and external stakeholders to showcase beacons of good practise and to celebrate and identify new tools and techniques from the works of EDI locally, regionally, and nationally.
- We will ensure that **widening participation** remains at the heart of our mission by recruiting students with the potential to succeed from the widest diversity of backgrounds, regionally, nationally, and internationally.
- **Reflecting our students' lived experiences**, identities and beliefs in our rhythms and celebrations throughout the academic year.

- Re-launch and elevate our '**Bridging the gap**' programme ensuring greater capacity and reach.
- Roll out our **Intentional about Inclusion programme** and make it accessible to all students reviewing curriculum content, delivery, and student support, and working in collaboration with students
- We will continue to intensify our efforts to address our student **awarding and continuation gaps** by building clearly targeted actions into our Education Strategy.

Our commitment to inclusion recognises the clear benefits that a diverse institution brings and the importance of promoting equity in line with our university's overarching mission. Aligned with our University values, and our Road to 2030 strategy we will endeavour to take a mainstreaming approach to celebrating our achievements as well as understanding and responding to our challenges in achieving equality, diversity, and inclusion across the full spectrum of our strategic activities.

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