1. INTRODUCTION

1.1 Manchester Metropolitan University is proud of its diverse community of staff, students and visitors. We are committed to creating a positive environment where everybody is treated with dignity and respect. Every year the University reports key information to support monitoring and drive continual improvement, in line with the University’s Equality Strategy (2017-2021) and its stated objectives:

- Inclusive leadership and decision making at all levels of the organisation.
- Understanding our communities and providing support for their needs.
- Accessible and inclusive campus.
- Progressive, informed, diverse and supported workforce.
- Inclusive student experience.

1.2 The Annual Equality and Diversity Monitoring Report sets out both an annual overview of key equality data and information to evidence how the University is working to deliver its stated equality and diversity objectives. New challenges and areas of focus for the coming year are also highlighted.

1.3 The information contained in the report also provides evidence that the University has arrangements in place to ensure that we adhere to the Equality Act 2010. The associated Public Sector Equality Duty specifically requires institutions to have due regard to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between people who do and do not share a protected characteristic.
- Fostering good relations between people who share and those who do not share a protected characteristic.

1.4 Roles and Responsibilities

1.4.1 Overall responsibility for equality and diversity sits with the Vice-Chancellor. This includes responsibility for driving delivery of the University’s Equality and Diversity Strategy and ensuring that the Equality and Diversity Policy is communicated, implemented, monitored and continuously reviewed.

1.4.2 The Governing body oversees the University’s progress with the University Strategy through regular agenda items at meetings of the Board. An identified member of the Board is responsible for taking the lead on equality and diversity matters.
1.4.3 The Diversity and Equal Opportunities Committee (DEOC) has a responsibility for overseeing delivery of the action plans to implement the University’s Equality and Diversity Policy and Strategy, and to foster a working and learning environment in which all staff and students can fulfil their potential.

1.4.4 The Staff Equality Fora support the implementation of the Equality and Diversity Strategy and Policy. Its role includes consultation and involvement in equality-proofing university policies through the Equality Impact Assessment (EIA) process.

1.4.5 The Disability Network Group considers issues pertaining to disabled students. The Network identifies, supports and disseminates good practice in relation to the learning and teaching of disabled students with the aim of developing an inclusive learning environment. Issues which need to be clarified at university level are brought to DEOC.

1.4.6 The Assistant Director of HR: People and Organisational Development (POD) is responsible for ensuring that staff and managers are aware of their responsibilities under the Equality and Diversity Policy and for ensuring that appropriate training and support is provided to enable these duties to be fulfilled.

1.4.7 Pro-Vice-Chancellors, Directors, Heads of Department, Managers and Supervisors are responsible for promoting equality and diversity to students and staff. Additionally, line managers are responsible for ensuring that staff identified as having specific responsibilities in relation to equality and diversity carry these out.

1.4.8 The Equality and Diversity Champions, through their work within their Faculty/Directorate, support the mainstreaming of equality and diversity, working to embed the University’s approach across systems, processes and ways of working.

1.4.9 The Director of Finance has responsibility for putting in place rigorous procurement systems for ensuring all contractors and tendering organisations comply with the University’s Equality and Diversity Policy.

1.4.10 The recognised trade unions provide advice, support and representation for their members and engage with the University to promote equal opportunities, prevent unlawful discrimination and help to foster good relations.

1.4.11 Students’ Union representatives receive feedback from students and raise any issues. The Union also keeps in regular contact with all the course representatives so that any feedback that they have can be given to the appropriate department/committee in the University.

1.4.12 All members of staff, students, external partners, service providers and suppliers in the University are required to comply with the
Equality and Diversity Policy to ensure fair, equal and appropriate treatment in all aspects of work and study and are expected to support work to deliver the University’s Equality Strategy and its objectives.
Figure 1.0: Equality & Diversity Institutional Influence Map.

**Governance and Compliance**

- **Board of Governors**
- **University Executive Group**
- **Diversity & Equal Opportunities Committee**

**Athena SWAN Institutional Self-Assessment Team**
- Race Staff Forum
- Gender Staff Forum
- Disability Staff Forum
- LGBTA+ Staff Forum

**Equality Staff Fora**
- Equality Staff Fora

**Equality & Diversity Team**
- Responsible for:
  * Overseeing delivery of the E&D Strategy and implementation plan
  * Developing and delivering E&D policies, plans, good practice and training
  * Ensuring compliance with legislation and providing E&D reports
  * Co-ordinating submissions for equality charter marks
  * Providing support to managers, HR colleagues and staff on E&D issues
  * Co-ordinating the activities of the staff fora

**Student Services, Academic Services & External Relations**
- Responsible for:
  * Disability services for students including the University’s Disability Network Group
  * Counselling, Health & Wellbeing Services for students
  * Student projects to promote awareness raising and support for disclosure of sexual violence and hate crimes
  * Chaplaincy
  * Student Hubs
  * Learner Development—including provision of study skills/English language support/support for students with Specific Learning Difficulties
  * Widening Participation
  * Student Financial Support
2. BUILDING A CULTURE OF EQUALITY AND DIVERSITY

2.1 2018/19 Highlights

A wide range of activities have been progressed during the year in support of the University Equality Strategy and Objectives. Key highlights of are summarised below.

2.1.1 In April 2019, the University achieved the Disability Confident-Leader status, the highest level of the DWP Disability Confident scheme, which seeks to recognise disability-confident employers. The University is one of only six universities to hold this accreditation.

2.1.2 The University has continued to promote the importance of collecting equality and diversity data, through a number of disclosure campaigns. This has led to a small improvement in the completion rates of some of the personal data held by the University.

<table>
<thead>
<tr>
<th>Category</th>
<th>Data held (2018/19)</th>
<th>Data held (2017/18)</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>97.1%</td>
<td>97.0%</td>
<td>+0.1%¹</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>97.3%</td>
<td>97.6%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Religion or belief</td>
<td>81.7%</td>
<td>80.6%</td>
<td>+0.9%</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>82.6%</td>
<td>81.2%</td>
<td>+1.4%</td>
</tr>
</tbody>
</table>

(Staff equality data disclosure rates)

² In total 7% of staff consider themselves to be disabled (compared to 6.7% in the previous year), compared to a sector average of 5%.

2.1.3 The University hosted a national equality and diversity staff event, bringing together the National Association of Disabled Staff Networks (NADSN) and the National LGBT Network of networks for a joint conference on the intersectionality of disability and sexual and gender identity.

2.1.4 The University drafted a Code of Practice for the Research Excellence framework (REF) 2020, underpinned by the collection and analysis of equality data.

2.1.5 The Human Resources and Organisational Development (HR&OD) Directorate has developed HR data dashboards for Faculty Pro-Vice-Chancellors (PVCs) and Heads of Department, incorporating equality and diversity data, to be used throughout the Faculty planning cycles.
2.1.6 Following on from the OfS funded Diversity and Inclusion Student Ambassador Project; a student-led collaboration between The Union and the University which aims to address differential attainment for Black, Asian or Minority Ethnic (BAME) students and those who have progressed from BTEC qualifications, the University confirmed a further five year funding for this programme.

2.1.7 The student ambassadors have led on a number of focus groups with BAME students, examining reasons for differential outcomes, based on factors identified by the Higher Education Funding Council for England (HEFCE) (Curricula and learning, relationships, social, cultural and economic capital and psychosocial and identity factors).

2.1.8 The University has established an Inclusive Learning Communities Board and Project Group to undertake a program of work designed to promote student equality, address attainment gaps and improve the experience of particular student groups, building on the work of the Diversity and Inclusion Ambassadors programme.

2.2 Over-arching Equality Actions

The University has continued to undertake work to improve systems, processes and understanding in relation to equality and diversity in order to drive a more equitable experience for staff and students.

2.2.1 Equality and Diversity Training and Development

We recognise that building capacity within the workforce around equality and diversity is essential to realising our ambition to mainstream this agenda.

In 2018/19, the Equality and Diversity Team delivered a series of training packages across a wide range of topics. This represents a significant investment in the equality and diversity training available to staff and managers across the organisation:

- Unconscious Bias in Recruitment and Selection Panels (Mandatory) (163 participants).
- Standalone Unconscious Bias Training (54 participants).
- Equality and Diversity training for Student Residential Advisors (50 participants).
- Unconscious Bias training for REF assessors (Mandatory) (62 participants).
- Gender Identity and Gender Expression Awareness Sessions (142 participants)
- Dignity at Work Briefings (63 participants).
• Equality Act Masterclass for HR professionals (53 participants).

2019 also saw the roll out of mandatory equality and diversity training for all managers across the Institution\(^2\) (112 participants to date).

2.2.2 Policy Development

The Equality and Diversity Team has continued to support University-wide projects and programmes, including the HR Global mobility project, and has developed a policy to support students undergoing gender transition. The University has also developed guidance to support trans and non-binary students, and delivered training to student facing services. A clear process of Equality Impact Assessments is in place to assure the identification and mitigation of any equality implications arising from University policy development.

2.2.3 Equality Data Analysis

Utilising resource within the Strategic Planning Office, the University has continued to improve and refine equality data analysis in relation to both staff and students. The analysis appended to this report is a key example of this continuing work.

2.3 Specific Protected Characteristics

Focused and specific work has continued in relation to a number of specific protected characteristics, demonstrating our compliance with the General Public Sector Equality Duty.

2.3.1 Disability

The Disabled Staff Forum has been actively engaged in consultation for new builds and refurbishments of existing buildings.

As part of the celebrations of the International Day of Disabled People, the University held our third ‘Purple Lunch’, attended by staff and students across the University.

The University Disability service continues to support disabled students through a range of activities such as study support, peer mentoring, inclusive curriculum and specialist support for students with Specific Learning Difficulties (SpLDs).

\(^2\) Managing at Manchester Met. Module 3.
The University continues to run the successful “Bridging the Gap” Programme, which provides work placement opportunities for young people with additional needs from local schools. A successful year of the “Bridging the Gap” has seen a number of students going on to further supported internships or permanent employment. In the last year, the program supported five young people through work placement experience, three of whom have gone on to further supported placement or permanent employment.

The Equality and Diversity Team, in partnership with the Careers and Employability Service, provided an employability seminar for disabled students.

In response to the substantial increase in the number of students with mental health conditions, the University has initiated a major strategic project on student mental health. Through the project, we will provide additional resources, including new specialist posts and additional specialist accommodation. Work to strengthen our approach to staff mental health and wellbeing is also being progressed in parallel as part of this project.

### 2.3.2 Ethnicity

Following the success of the OfS-funded Catalyst Project, Diversity and Inclusion Student Ambassador, the University has committed a further five years funding to continue this programme. The student ambassadors have lead on a number of focus groups with BAME students, examining reasons for differential outcomes, based on factors identified by the Higher Education Funding Council for England (HEFCE) (Curricula and learning, relationships, social, cultural and economic capital and psychosocial and identity factors). These findings will form part of the ongoing work of the Inclusive Learning Communities Board.

Throughout Black History Month, there were a number of events held including a variety of film screenings and a visit to Manchester Library Archives. A group of students also attended a BAME-focused careers networking event at the Foreign and Commonwealth Office (FCO) to find out more about the various access programmes and progression routes available.

The University has committed itself to participating in the Equality Challenge Unit’s Race Equality Chartermark. In late 2019, the University established the Race Equality Chartermark Self-Assessment Team (SAT).
2.3.3 Sex

As part of the International Women’s Day celebrations, a programme of workshops, exhibitions and celebrations took place across Manchester Met’s Campus which included a Manchester Metropolitan University Faculty of Business and Law event, 100 Years of Women in Law and Accountancy, and an International Women’s Day Quiz, hosted by the Women In Media Society.

The University supported fifteen women to participate in the Leadership Foundation for Higher Education (LFHE) Aurora women-only leadership development programme in 2018/19.

The University has continued to develop and deliver sessions on promotion and progression to encourage women to submit applications to the Professor and Reader Promotions Committee. Seventy women attended, and fed back positively on the sessions. Promoting equality is a key strand of work within the project to embed the University’s new Academic Career Pathways.

2.3.4 Sexual Orientation

For the seventh consecutive year, Manchester Met took part in the annual Manchester Pride Festival. With 113 staff, students and alumni participating in the parade, the University’s most successful to date.

A series of events were held as part of the Superbia weekend, hosted at No. 70 Oxford Road, celebrating LGBT life across Greater Manchester with debate, film, comedy, literature, music, sport, theatre, family- and community-led projects.

In partnership with the George House Trust, the University’s LGBT+ Staff Forum delivered “Positively Speaking”, an event where volunteers spoke openly about their experiences of living with HIV. The event also raised funds for World AIDS Day.

2.3.5 Transgender Equality

In conjunction with the University of Manchester, members of the LGBT+ Staff Forum organised the Trans Day of Remembrance Service at the University Chaplaincy.

To coincide with the publication of guidance to support trans students, gender identity and gender expression training was rolled out to student facing services across the University.

The University launched a factsheet on supporting non-binary staff and students.
2.3.6 Religion or Belief

The Students’ Union Diversity and Inclusion Ambassadors organised the University’s first Iftar event during Ramadan 2018. Around 130 staff and students from all different backgrounds and faiths attended the event, which provided them with an opportunity to network and promote inter and intra faith networks.

3. MONITORING DATA

3.1 Equality data is central to equality and diversity work. It provides an essential insight in to the context of the Institution and supports in identifying where action is needed.

3.2 The University collects equality monitoring data across the protected characteristics from both students and staff and analyses this information in relation to key stages of the higher education life cycle. This data has been used to monitor our performance against equality targets, to highlight any areas where we need to improve, and to inform our future strategy and objectives.

3.3 The latest monitoring data and analysis in relation to students is included as Appendix A. This data is based on the 2018/2019 academic year. The following key observations can be made from this information:

- There has been a sharp year on year increase in the proportion of disabled students disclosing a mental health condition, from 25.6% in 2016/17 to 33.0% in 2018/19. The increase of 7.4% is slightly greater than the sector, where there has been a 6.4% increase in mental health disclosures amongst disabled students in the last three years. The disability attainment gap at Manchester Met is -3.1% compared to the sector average of -1.9%. Over the 3-year reporting period, the attainment gap between non-disabled students and disabled students has varied (1.8%, 1.1%, 3.1%)

- There has been a year on year increase in the proportion of BAME students at Manchester Met over the three year reporting period, from 28% to 31.9%. The sector average for BAME students is 23.9%. The data shows a higher rate of good degree attainment among white graduates compared to BAME graduates (79.5% and 64.3% respectively). The resultant ethnicity attainment gap is 15.2% (down from 17.0% in the previous year). However, it remains greater than the sector wide gap of 13.2%.

- A more granular analysis of the ethnicity attainment gaps demonstrate that there are particular challenges faced by particular ethnic minority groups. Whilst comparable to sector averages, the data for attainment gaps shows that the gap between white and black students is particularly wide at 26%, and has decreased slightly since
last year (26.4%). The attainment gap between White and Asian students has decreased since last year, from 19.5% to 16.4%. Participation in the Advance HE Race Equality Charter will provide further analysis and action planning, including examination of attainment gaps between UK and International students.

- Of those who provided data for religion or belief, almost half of students have no religion (47.6%), 30.4% are Christian and 17.2% are Muslim. The proportion of students who are Muslim has increased from 15.8% last year. The proportion with no religion and who are Christian are slightly lower than sector averages, (49.8% no religion, 32.9% Christian). The sector average for the proportion of Muslim students stands at 8.9% and the University population is much higher at 17.2%.

- Of those for whom we hold data, the proportion of students disclosing as Lesbian, Gay, Bisexual or Other has increased from 5.7% in 2016/17 to 6.6% in 2018/19. Looking at the detailed breakdown, the largest increase has been in those disclosing as Bisexual (from 2.0% of students in 2016/17 to 2.9% of students in 2018/19).

3.3 The latest monitoring data and analysis in relation to staff is included as Appendix B. This data is based on 2018/2019 academic year. The following key observations can be made from this information:

- The rate of disability disclosure has increased year on year for the last three years and at 7.0%, our representation of disabled employees, remains higher than the sector average of 5.0%\(^3\). This can be attributed to the effort over a long period to encourage the benefits of disability disclosure.

- Sector comparisons show that the proportion of BAME staff at the University is smaller than the sector average (25.4% for the University against a sector average of 27%), with the largest difference being in the proportion of white non-UK staff.

- There are higher proportions of BAME staff in academic roles than in Professional Services roles. The process of seeking accreditation via the ECU Race Equality Charter Mark, launched in 2016, will provide an opportunity for the University to carry out further analysis and action planning in this area. The University has established a Self-Assessment Team in 2019 in order to carry out detailed analysis, and complete submission to the charter.

- The proportion of promoted staff who are disabled (8.4%) is slightly higher than the proportion of disabled staff overall (7%).

\(^3\) Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018
3.4 Gender Pay Gap Reporting

3.4.1 The University has a statutory obligation to report its gender pay gap on an annual basis with each report based on data on a specific date (31 March) in the previous year. The information below is therefore based on information from 31 March 2019.

3.4.2 The Gender Pay Gap is concerned with the differences in the average pay between men and women over a period of time, no matter what their role is. This is different to Equal Pay, which deals with the pay differences between men and women who carry out the same or similar jobs.

3.4.3 The mean and median average pay gaps have reduced in 2019, representing an improvement since 2018 and continuing the downward trend since the first report was published based on data from 2017. In relation to the amount of bonus received, the mean average bonus gap has stayed the same, and the median has reduced slightly, but is still largely in favour of women. As only a very small number of individuals received a bonus, any slight changes have a large impact on the figures. A similar number of men and women received a bonus in 2019.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Average</td>
<td>7.2%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Median Average</td>
<td>6.0%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Mean Average Bonus</td>
<td>14.0%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Median Average Bonus</td>
<td>-200%</td>
<td>-133%</td>
</tr>
<tr>
<td>Proportion receiving bonus – Male</td>
<td>0.41%</td>
<td>0.43%</td>
</tr>
<tr>
<td>Proportion receiving bonus - Female</td>
<td>0.19%</td>
<td>0.30%</td>
</tr>
</tbody>
</table>

3.4.4 In 2018, the University used comparison data from the Office for National Statistics, Annual Survey of Hours and Earnings (ONS ASHE), as this was the only publically available data at the time. Further comparisons are now available with the data published on the Government website.

3.4.5 The University’s gender pay gap from 2018 with a 7.2% mean and a 6.0% median compares favourably with sector averages in England of 14.4% (mean) and 14.3% (median) and averages for the whole economy of 14.2% (mean) and 11.9% (median).

3.4.6 Comparisons with 2019 data will be possible following sector publications in March 2019.

3.4.7 The University recognises that our gender pay gaps compare favourably with sector and national averages, and that there continues to be a reduction in the gaps year-on-year. However, there is a continued commitment to supporting a further reduction
in the gender pay gap. This work is supported through the analysis and action planning carried out by our Athena SWAN Self-Assessment Team.

3.4.8 Full details of the University Gender Pay Gap calculations are provided in Appendix C and will be published on the University website.

4. AREAS OF FOCUS FOR THE YEAR AHEAD

4.1 The year ahead will see a continued focus on the University’s work to strengthen equality and diversity outcomes in-line with the 2017-2021 Equality and Diversity Strategy. As well as a continuation of much of the development and support work noted above, key areas of focus will include:

4.1.1 The University’s four-year equality strategy and agreed objectives are due to be refreshed in early 2021. This year will see significant work to engage with students, staff and partners to shape this refreshed strategy. The use of our equality monitoring data will be key in developing this area of work.

4.1.2 The University’s Access and Participation plan sets out a range of clear targets across equality groups and work to deliver on this plan will be crucial to supporting the institution’s overarching equality objectives and delivering against the Office for Students regulatory framework in this area.

4.1.3 A mainstreaming approach to equality and diversity is a key enabler of the University’s new People Strategy. Work will be progressed to identify approaches and priorities for mainstreaming equality and diversity across our overarching approach to people management and development. Following the publication of this report, Faculty/Directorate level data will be made available to inform local planning processes.

4.1.4 A significant area of work undertaken over the next 12 months will focus on race equality, for both staff and students, in order to realise the University’s ambition to achieve accreditation via the Advance HE Race Equality Charter.

4.1.5 The Inclusive Learning Communities Board will continue to lead on a variety of work streams aimed at addressing awarding inequalities and improving the student experience.
5. MONITORING DATA AND ANALYSIS

5.1 STUDENT DATA

In the academic year 2018/19 there were 34,134 active students enrolled at Manchester Met (a very slight decrease from 34,235 in the previous Annual Report).

The following figures and tables provide a breakdown of student equality monitoring data with key observations. All student data is profiled by the protected characteristics available through Higher Education Statistics Agency (HESA) returns; age, disability, gender and ethnicity (and religion from 2017/18) and includes:

- Student Enrolment
- Student Good Honours
- Attainment Gaps\(^4\) within Protected Groups
- Student Progression

**Student enrolments at Manchester Met shown as trend data (last three years).**

5.1.1 Age

**Figure 5.1: Student enrolment trend data by age**

\(^4\) Attainment gap data shows the difference in the proportion of first degree qualifiers achieving a ‘good’ degree (first class or upper second-class honours) by protected characteristic. For example, the difference between the proportion of men who achieve a ‘good’ degree and the proportion of women who achieve a ‘good’ degree.
There has been little variation in the age groups of student enrolments at the University, and unsurprisingly the largest group (62.0%) are aged 21 and under, representing the majority of undergraduate enrolments. The proportion of students aged 21 and under in the sector overall is 57.0%. This was a decrease since 58.1% last year. Until last year, the proportion of students aged 21 and under had increased every year since 2008/09.

The University recognises the challenges faced by mature students looking to return to education. We, therefore, developed a programme of 'Step up to Study' events for new students during the weeks prior to the start of term. Whilst open to all students, the programme is particularly targeted at mature students and those returning to education. The sessions focus on academic writing and budgeting skills, and signpost the support available across the Institution.

### 5.1.2 Disability

**Figure 5.2:** Student enrolment trend data by disability status

<table>
<thead>
<tr>
<th></th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>13.0%</td>
<td>14.2%</td>
<td>14.1%</td>
</tr>
<tr>
<td>No Known disability</td>
<td>37.0%</td>
<td>85.8%</td>
<td>85.8%</td>
</tr>
</tbody>
</table>

Over the last three years, the percentage of students disclosing a disability has increased from 13% to 14.1%, and is above the sector average of 12.9%\(^5\).

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\(^5\) Advance HE, Equality Plus Higher Education: Students Statistical Report 2019
The largest group of disabled students (35.1%) are those students with a specific learning difficulty. The majority of these students are likely to have a diagnosis of dyslexia. The decreasing proportion of students reporting a specific learning difficulty reflects sector trends (the proportion of disabled students disclosing a specific learning difficulty in the sector overall declined by 5.8 percentage points from 44.1% in 2015/16 to 38.3% in 2017/18)\(^6\).

There has been a sharp year on year increase in the proportion of disabled students disclosing a mental health condition, from 25.6% in 2016/17 to 33.0% in 2018/19. The increase is slightly higher than the sector where there has been 6.4 percentage point increase in mental health disclosures amongst disabled students in the last three years. In 2017/18 the proportion of disabled students disclosing a mental health condition in the sector was 23.9%.

The number of students accessing our Counselling, Mental Health & Wellbeing Services has increased, with a significant rise in the level of severity of mental health conditions.

In response to the substantial increase in the number of students with mental health conditions, the University has initiated a major strategic project on student mental health. Through the project, we will provide

\(^6\) Advance HE, Equality Plus Higher Education: Students Statistical Report 2019
additional resources, including new specialist posts and additional specialist accommodation. A key element of the approach will be the instigation of a university-wide approach to mental health. The provision of mental health training for all staff and the introduction of shared systems will be critical to the success of this project.

In addition, a team of wellbeing staff is being established. This team will be based in faculties and provide students with easy, local access to first tier support as well as developing a preventative approach to mental health issues. As part of a single student services team, the new wellbeing team will be able to signpost and refer students with more complex needs to the Counselling Service, thus ensuring timely and appropriate access to support. The University is also a partner with other Greater Manchester universities, the NHS and the Greater Manchester Combined Authority in an innovative project to deliver a two-year pilot student mental health service for students with the most complex mental health needs.

A well-designed curriculum, and staff who understand inclusion, are both key factors in ensuring that students are able to succeed, and the University’s Education Strategy requires curriculum and teaching to be inclusive and accessible to all. The University has developed an inclusive curriculum and teaching toolkit to support programme teams and will be implementing this systematically over the coming years.

The Disability Service facilitates peer support where groups of students train to mentor new students on a group basis, providing information about social activities, life in Manchester etc. and studying at Manchester Met to aid transition. Regular meetings are programmed throughout the first term for students to meet and provide support to each other.

The University also offers a range of outreach programmes targeted at disabled learners in schools and colleges, delivered by the Widening Participation Team in partnership with the Disability Service.

### 5.1.3 Gender

**Figure 5.4:** Student enrolment trend data by gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>59.1%</td>
<td>40.9%</td>
</tr>
<tr>
<td>2017/18</td>
<td>58.8%</td>
<td>41.2%</td>
</tr>
<tr>
<td>2018/19</td>
<td>59.9%</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.
Across the sector, 57.0% of students are women and 43.0% are men\(^7\). There is, therefore, a small variation between the University and sector averages.

### 5.1.4 Ethnicity

**Figure 3.5: Student enrolment trend data by ethnicity group**

The figure above shows the breakdown of students based on ethnicity. There has been a year on year increase in the proportion of BAME students at Manchester Met over the 3-year reporting period. The sector average for BAME students is 23.9%\(^8\) and the University population is above this figure at 31.9%.

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\(^7\) Advance HE, Equality Plus Higher Education: Students Statistical Report 2019

\(^8\) Advance HE, Equality Plus Higher Education: Students Statistical Report 2019
5.1.5 Religion or Belief

Figure 5.6: Student enrolment trend data by religion or belief group

In 2017/18 it became a requirement for higher education institutions to return student religion or belief data to the Higher Education Statistical Agency (HESA). The coverage of the data above is, therefore, nearly full for the last two academic years. Data is held for all but 0.3% of students, and a further 6.0% chose not to disclose their religion or belief.

Of those who provided data, almost half of students have no religion (47.6%), 30.4% are Christian and 17.2% are Muslim. The proportion of students who are Muslim has increased from 15.8% last year. The proportion with no religion and who are Christian are slightly lower than sector averages, (49.8% no religion, 32.9% Christian). The sector average for the proportion of Muslim students stands at 8.9% and the University population is much higher at 17.2%.
5.1.6 Sexual Orientation

Figure 5.7: Student enrolment trend data by sexual orientation (2-way group)

Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount. Excludes those for whom we don’t hold data, which was 60.8% of the total population in 2016/17; 44.8% of the total population in 2017/18, and 39.1% of the total population in 2018/19.

Figure 5.8: Student enrolment trend data by sexual orientation (detail)

Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount. Excludes those for whom we don’t hold data, which was 60.8% of the total population in 2016/17; 44.8% of the total population in 2017/18, and 39.1% of the total population in 2018/19.

Every year for the past three years we have increased the proportion of students for whom we hold sexual orientation data. Data was missing for 60.8% of students in 2016/17, 44.8% of students in 2017/18, and 39.1% of students in 2018/19.

Of those for whom we hold data, the proportion disclosing as Lesbian, Gay, Bisexual or Other has increased from 5.7% in 2016/17 to 6.6% in 2018/19. Looking at the detailed breakdown, the largest increase has been in those disclosing as Bisexual (from 2.0% of students in 2016/17 to 2.9% of students in 2018/19).
### 5.2 Student Good Honours

The tables in this section show the percentage of first degree qualifiers who achieved Good Honours (a first class or 2:1 degree) by Age, Disability, Gender and Ethnicity. Where appropriate the attainment gap, is provided, along with sector benchmarks.

#### 5.2.1 Student Good Honours by Age

**Figure 5.7:** Student good honours by age group (ECU comparable age groups) with sector comparison

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Sector Benchmark</th>
<th>Difference to Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 &amp; under</td>
<td>74.8%</td>
<td>76.8%</td>
<td>75.3%</td>
<td>81.0%</td>
<td>-5.7%</td>
</tr>
<tr>
<td>22 to 25</td>
<td>68.9%</td>
<td>72.6%</td>
<td>70.2%</td>
<td>77.1%</td>
<td>-6.9%</td>
</tr>
<tr>
<td>26 to 35</td>
<td>65.0%</td>
<td>74.9%</td>
<td>74.6%</td>
<td>71.1%</td>
<td>+3.5%</td>
</tr>
<tr>
<td>36+</td>
<td>60.4%</td>
<td>70.2%</td>
<td>78.1%</td>
<td>66.8%</td>
<td>+11.3%</td>
</tr>
<tr>
<td>Total</td>
<td>72.0%</td>
<td>75.3%</td>
<td>73.8%</td>
<td>77.4%</td>
<td>-3.6%</td>
</tr>
</tbody>
</table>

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2016/17 and 2018/19; Percentages calculated on headcount. Sector comparison is 2017/18.

**Figure 5.8:** Student good honours by age group

The attainment gap between young students and those aged 36 and over has reduced considerably in 2018/19. The rate of good honours attainment for students aged 26 to 35 and 36 and over is higher than the sector benchmark (68.8% and 64.2% respectively). The good honours attainment rate for younger students (21 and under and 22-25) is lower than the sector (81% and 75.9% respectively).

---

Since Sexual Orientation and Religion or Belief data have only been collected for the previous 2 years, attainment data for these areas will be available in next year’s annual monitoring report.
5.2.2 Student Good Honours by Disability

Figure 5.9: Student good honours by disability group

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Sector benchmark</th>
<th>Difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>70.5%</td>
<td>74.4%</td>
<td>71.2%</td>
<td>74.7%</td>
<td>-3.5%</td>
</tr>
<tr>
<td>No disability</td>
<td>72.3%</td>
<td>75.5%</td>
<td>74.3%</td>
<td>76.6%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Total</td>
<td>72.0%</td>
<td>75.3%</td>
<td>73.8%</td>
<td>76.3%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>Attainment gap - difference disability to no disability</td>
<td>-1.8%</td>
<td>-1.1%</td>
<td>-3.1%</td>
<td>-1.9%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.10: Student good honours by disability group

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2016/17 and 2018/19; Percentages calculated on headcount.

The disability attainment gap at Manchester Met is -3.1% compared to the sector average of -1.9%.

Students without a disability have a slightly higher rate of good honours attainment compared to those with a disability.

Over the three year reporting period, the attainment gap between non-disabled students and disabled students has varied (1.8%, 1.1%, 3.1%). This reporting period coincides with the Government’s reform of the DSA.

Disabled students are supported by a dedicated team of staff in Student Support Services, who provide confidential information, advice and support to students about the resources available to them, both within the University and from other external agencies. The University has also invested in additional staff to ensure support is available from the Institution for students who no longer qualify for Disabled Students Allowance (DSA).

---

10 Advance HE, Equality Plus Higher Education: Students Statistical Report 2019
### Figure 5.11: Student good honours by impairment type with sector comparison

<table>
<thead>
<tr>
<th>Impairment Type</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Sector benchmark</th>
<th>Difference to sector</th>
<th>Difference to no disability (18/19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health condition</td>
<td>67.0%</td>
<td>76.1%</td>
<td>73.2%</td>
<td>76.3%</td>
<td>-3.1%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Specific learning difficulty</td>
<td>73.8%</td>
<td>74.4%</td>
<td>69.9%</td>
<td>74.6%</td>
<td>-4.7%</td>
<td>-4.4%</td>
</tr>
<tr>
<td>Long standing illness or health condition</td>
<td>64.7%</td>
<td>66.7%</td>
<td>68.5%</td>
<td>77.0%</td>
<td>-8.5%</td>
<td>-5.8%</td>
</tr>
<tr>
<td>Disability not listed</td>
<td>71.6%</td>
<td>69.9%</td>
<td>70.7%</td>
<td>73.8%</td>
<td>-3.1%</td>
<td>-3.6%</td>
</tr>
<tr>
<td>All other disabilities*</td>
<td>68.1%</td>
<td>78.2%</td>
<td>72.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No known disability</td>
<td>72.3%</td>
<td>75.4%</td>
<td>74.3%</td>
<td>76.6%</td>
<td>-2.3%</td>
<td>-1.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72.0%</td>
<td>75.3%</td>
<td>73.8%</td>
<td>76.3%</td>
<td>-2.5%</td>
<td></td>
</tr>
</tbody>
</table>

Population: all HESA reportable internally enrolled first-degree students awarded a qualification in 2018/19; Percentages calculated on headcount.

*Combined due to small population sizes.

### Figure 5.12: Student good honours by impairment type (2018/19)

- Deaf or hearing impairment: 81.8%
- Social/communication impairment: 77.8%
- Multiple disabilities: 74.4%
- No known disability: 74.3%
- Mental health condition: 73.2%
- Physical impairment or mobility issue: 71.9%
- Disability not listed: 70.7%
- Specific learning difficulty: 80.9%
- Longstanding illness: 68.5%
- Blind or visual impairment: 50.0%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification in 2018/19; Percentages calculated on headcount.

#### 5.2.3 Student Good Honours by Gender

### Figure 5.13: Student good honours by gender with sector comparison

<table>
<thead>
<tr>
<th>Gender</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Sector benchmark</th>
<th>Difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68.8%</td>
<td>72.7%</td>
<td>70.8%</td>
<td>73.5%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Female</td>
<td>74.2%</td>
<td>77.1%</td>
<td>75.9%</td>
<td>78.4%</td>
<td>-2.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72.0%</td>
<td>75.3%</td>
<td>73.8%</td>
<td>76.3%</td>
<td>-2.5%</td>
</tr>
</tbody>
</table>

**Attainment gap - difference male to female**

-5.4% - 4.4% - 5.1% - 4.9%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2016/17 and 2018/19; Percentages calculated on headcount.
The attainment data demonstrates 75.9% of women achieve good honours compared to 70.8% of men. Across the sector 78.4% of women achieve good honours, compared to 73.5% of men\textsuperscript{11}. The attainment gap between men and women is therefore slightly wider at Manchester Met than the sector average.

The reasons behind the gender attainment gap is complex. Research, along with some anecdotal evidence, suggests that it may be due to educational attainment gaps precipitated from secondary education, methods of assessment favouring the outcomes of one particular sex, attendance and differences in career aspirations between the sexes.

5.2.4 Ethnicity

The attainment data compares good honours by ethnicity group (2-way) with sector comparison, UK domiciled students only to allow comparison with sector data.

<table>
<thead>
<tr>
<th>Attainment gap - difference of</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2017/18</th>
<th>Sector benchmark</th>
<th>Difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>76.9%</td>
<td>80.5%</td>
<td>79.5%</td>
<td>80.9%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>BAME</td>
<td>60.9%</td>
<td>63.5%</td>
<td>64.3%</td>
<td>67.7%</td>
<td>-3.4%</td>
</tr>
</tbody>
</table>

\textsuperscript{11} Advance HE, Equality Plus Higher Education: Students Statistical Report 2019
Figure 5.16: Student good honours by ethnicity group (2-way) – UK domiciled students

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; UK students only. Percentages calculated on headcount.

Figure 5.17: Student good honours by ethnicity group (4-way)

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Sector benchmark</th>
<th>Difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>76.9%</td>
<td>80.5%</td>
<td>79.5%</td>
<td>80.9%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>59.0%</td>
<td>61.0%</td>
<td>63.1%</td>
<td>70.0%</td>
<td>-6.9%</td>
</tr>
<tr>
<td>Difference to White if Asian</td>
<td>-17.9%</td>
<td>-19.5%</td>
<td>-16.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>51.7%</td>
<td>54.1%</td>
<td>54.9%</td>
<td>57.5%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Difference to White if Black</td>
<td>-25.2%</td>
<td>-26.4%</td>
<td>-24.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Mixed</td>
<td>70.7%</td>
<td>74.8%</td>
<td>73.2%</td>
<td>74.8%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Difference to White if Other/Mixed</td>
<td>-6.2%</td>
<td>-5.7%</td>
<td>-6.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2016/17 and 2018/19; UK students only. Percentages calculated on headcount.

The data shows a higher rate of good degree attainment among white graduates compared to BAME graduates (79.5% and 64.3% respectively). The resultant ethnicity attainment gap is 15.2% (down from 17.0% in the previous year). The sector wide attainment gap is 13.2%.

25
A more granular analysis of the ethnicity attainment gaps demonstrate that there are particular challenges faced by particular ethnic minority groups. Whilst comparable to sector averages, the data for attainment gaps shows that the gap between white and black students is particularly wide but has decreased slightly since last year. The attainment gap between white and Asian students has also decreased since last year.

The University is utilising this data in its educational reviews and program reviews in order to develop appropriate actions at a local level to address attainment gaps.

Our five-year Access and Participation Plan now includes two targets relating to reducing ethnicity degree attainment gaps:

1) Eliminate the absolute gap in good degree outcomes between Black and white students by 2030/31, and as an intermediate target to 9.5% by 2024/25.
2) Eliminate the absolute gap in good degree outcomes between Asian and white students by 2030/31, and as an intermediate target to 6% by 2024/25.

Progress against these targets will be monitored by the OfS to ensure the actions we are taking as an institution are effectively reducing and closing these gaps. Reaching these targets will be challenging. Gaps have tended to fluctuate and producing a downward trend will require a concerted effort driven by the Education Annual Review. The impact of initiatives aiming to reduce gaps such as the Peer Assisted Learning project, Inclusive Learning Communities, Student Centred Curriculum, and Race Equality Charter will be carefully monitored.

5.3 Student Progression

At an Institutional level, the University monitors the progression of students from the first to the second year of undergraduate study (level 4 to level 5). The progression rate from Level 4 to Level 5 has continually improved over the last four years and now stands at 84.5% (up from 84.3% last year).

The chart below shows differences in the progression rate between students grouped based on their equality and diversity characteristics. It shows that progression is higher for:

- Female students (+4.6%)
- Non-disabled students (+3.4%)
- Heterosexual students (+3.3%)
- Young students (under 21 on entry to university, +2.7%)
- White students (+1.9%)
- Christian students (compared to those with no religion, +1.6%)
- Students with no religion (compared to Muslim students, +1.5%)

**Chart 5.19**: Progression gaps by student characteristic (L4 to L5 progression, 2018/19)

Data shows the differences in progression rates defined as re-enrolment into level 5 study by the 8th October the year after the student started their full time, first degree, October start course at level 4.
### 6. MONITORING DATA AND ANALYSIS

#### 6.1 STAFF DATA

This section of the report provides staff equality monitoring data with observations in respect of:

- Staff in Post
- Staff Progression
- Staff Leavers

Staff data is profiled by the protected characteristics of age, disability, gender, ethnicity, religion or belief and sexual orientation. The data is broken down by staff group to show any differences between Academic and Professional Services staff. Where appropriate, sector average figures are provided, sourced from Advance HE’s Equality + Higher Education Staff Statistical Report 2019. The University employs a total of 3,989 staff, compared to 3,775 in the previous year.

**Staff in Post at Manchester Met shown as trend data (last three years).**

#### 6.1.1 Age

**Chart 4.1: Staff in post trend data by age group**

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.
Variations within age categories are relatively small, although there have been slight year on year increases in the percentages of staff in the 26 to 30, 36 to 40, and 41 to 45 age brackets. Unlike last year when the largest proportion of staff were in the 51-55 age bracket, the largest proportion of staff now sits in the 36-40 age bracket.

**Chart 6.2: Sector comparison of % of staff within each age group (2018/19)**

Manchester Met Population: all staff excluding casual and sessional as at 1st December census date. Sector data is most recently available and is from the 2017/18 academic year. Figures calculated based on headcount.

Comparison of the University’s workforce against the sector averages\(^1\) shows a slightly lower proportion of staff aged 35 and under at Manchester Met, and a slightly higher proportion of staff aged 46 to 55.

**Table 6.3: Sector comparison of % of staff within each age group (17/18)**

<table>
<thead>
<tr>
<th></th>
<th>25 and under</th>
<th>26 to 30</th>
<th>31 to 35</th>
<th>36 to 40</th>
<th>41 to 45</th>
<th>46 to 50</th>
<th>51 to 55</th>
<th>56 to 60</th>
<th>61 to 65</th>
<th>66 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchester Met</td>
<td>4.5%</td>
<td>9.0%</td>
<td>13.1%</td>
<td>13.5%</td>
<td>12.3%</td>
<td>14.3%</td>
<td>15.7%</td>
<td>10.5%</td>
<td>5.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Sector</td>
<td>5.8%</td>
<td>10.9%</td>
<td>14.4%</td>
<td>13.8%</td>
<td>12.7%</td>
<td>12.7%</td>
<td>12.4%</td>
<td>9.7%</td>
<td>5.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Manchester Met</td>
<td></td>
<td>-1.3%</td>
<td>-1.9%</td>
<td>-1.3%</td>
<td>-0.3%</td>
<td>-0.4%</td>
<td>1.6%</td>
<td>3.3%</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>difference to sector</td>
<td></td>
<td>-1.3%</td>
<td>-1.9%</td>
<td>-1.3%</td>
<td>-0.3%</td>
<td>-0.4%</td>
<td>1.6%</td>
<td>3.3%</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

The University recognises the challenges associated with having an ageing workforce, not least for talent management and succession planning. The University will proactively address these challenges.

---

\(^1\) Advance HE, Equality Plus Higher Education: Staff statistical report 2018
through its developing approach to talent management and succession planning.

6.1.2 Disability

Chart 6.4: Disability data collection trend

<table>
<thead>
<tr>
<th>Information held</th>
<th>2015/17</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96.7%</td>
<td>97.0%</td>
<td>97.1%</td>
<td></td>
</tr>
<tr>
<td>Information refused</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>No data</td>
<td>1.5%</td>
<td>1.2%</td>
<td>1.2%</td>
<td></td>
</tr>
</tbody>
</table>

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Chart 6.5: Staff in post trend by disability status (includes information not provided)

<table>
<thead>
<tr>
<th></th>
<th>2015/17</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>6.1%</td>
<td>6.7%</td>
<td>7.0%</td>
<td></td>
</tr>
<tr>
<td>Information not provided</td>
<td>3.3%</td>
<td>3.0%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>No known disability</td>
<td>90.7%</td>
<td>90.2%</td>
<td>90.1%</td>
<td></td>
</tr>
</tbody>
</table>

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The rate of disability disclosure has increased year on year for the last three years and at 7.0% the proportion of disabled staff remains higher than the sector average of 5.0%\(^{13}\). This can be attributed to the effort over a long period to encourage the benefits of disability disclosure. The University will continue to run positive campaigns about the benefits of disclosure of all protected characteristics, including disability.

Eight percent of economically active and employed residents in Manchester class themselves as having a *long-term health problem or disability*\(^{14}\).

---

\(^{13}\) Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018

\(^{14}\) 2011 Census Figures – Economically Active - In Employment, Manchester
A large proportion of disabled staff have a long-standing illness or health condition (33.3%). The largest increase since last year has been in the proportion of staff with Other types of disability: from 11.8% to 14.0%. Sector comparisons are not available due to differences in the choice of categories offered. Through the People and Organisational Development Team, Mental Health Awareness Training is available to staff and managers. To further support staff, the University has invested in a new Employee Assistance Programme (EAP), which provides a number of services to help staff manage their mental health and wellbeing. The University continues, through the ongoing work of the Accessibility Working Group, to make improvements to the physical access to campus in order to provide reasonable adjustments to staff with a physical impairment. The University currently holds a Gold Award from the Business Disability Forum, the only higher education institution to hold such an award, and is accredited as a Disability Confident – Leader, through the DWP Disability Confident Scheme.

---

6.1.3 Gender

Chart 6.7: Staff in post trend by gender

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The figures at Manchester Met (55.0% female; 45.0% male) are similar to sector averages of 54.4% female and 45.6% male.16

6.1.4 Ethnicity

Chart 4.8: Ethnicity data collection trend

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The chart above shows the proportion of staff who are white British and BAME (including white non-UK). The proportion of BAME staff has increased by 1.2 percentage points in each of the last two years.

---

16 Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018
Population: all BAME staff excluding casual and sessional as at 1\textsuperscript{st} December census date. Figures calculated based on headcount.

Table 6.11: Sector comparison of \% of staff by ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Manchester Met (18/19)</th>
<th>Sector (17/18)\textsuperscript{17}</th>
<th>Manchester Met difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>74.6%</td>
<td>73.0%</td>
<td>+2.8%</td>
</tr>
<tr>
<td>BAME Total</td>
<td>25.4%</td>
<td>27.0%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>White non-UK</td>
<td>11.1%</td>
<td>13.9%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Black</td>
<td>4.6%</td>
<td>2.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.4%</td>
<td>5.3%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1.6%</td>
<td>2.2%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Mixed</td>
<td>1.6%</td>
<td>1.8%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.1%</td>
<td>1.4%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>All staff</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>2.7%</td>
<td>6.4%</td>
<td>-3.9%</td>
</tr>
</tbody>
</table>

Sector comparisons show that the proportion of BAME staff at the University is smaller than the sector average, with the largest difference being in the proportion of white non-UK staff. The total BAME population of the City of Manchester is 40.7\%\textsuperscript{18}.

Research by the Leadership Foundation for Higher Education (LFHE)\textsuperscript{19} (now Advance HE) suggests that, whilst it is clear that there have been some advances in improving equality in higher education, there is still a long way to go regarding the full inclusion of BME groups into academia.

\textsuperscript{17} Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018
\textsuperscript{18} UK Census, 2011.
\textsuperscript{19} Leadership Foundation for Higher Education (LFHE) (2014). The experience of BME academics in higher education: aspirations in the face of inequality
The University has responded to the findings of this research and has implemented unconscious bias in recruitment training, the formation of support network and monitoring of recruitment and promotions processes.

Participation in the ECU Race Equality Charter will allow the University to carry out significant data analysis of staff ethnicity and action plan appropriately in this area. We also recognise that participation in the Race Equality Charter will improve systems and processes across the University.

6.1.5 Religion or Belief

Chart 6.12: Religion or belief data collection trend

<table>
<thead>
<tr>
<th>Category</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information held</td>
<td>80.6%</td>
<td>79.3%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Information refused</td>
<td>10.7%</td>
<td>10.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>No data</td>
<td>8.7%</td>
<td>9.4%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

We have increased the proportion of staff for whom we hold religion or belief data each year, and now have data for 81.7% of staff.

Chart 6.13: Staff in post trend by religion or belief (all known data)

<table>
<thead>
<tr>
<th>Religion or Belief</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Religion or Belief</td>
<td>44.5%</td>
<td>45.0%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Christian</td>
<td>47.3%</td>
<td>43.6%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Muslim</td>
<td>4.2%</td>
<td>4.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Hindu</td>
<td>1.6%</td>
<td>1.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>1.0%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Sikh</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Jewish</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Sikh</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Population: all staff for whom religion or belief data is held excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.
Chart 6.14: Sector comparison of staff by religion or belief (all known data)

<table>
<thead>
<tr>
<th></th>
<th>Manchester Met (18/19)</th>
<th>Sector (17/18)</th>
<th>Manchester Met difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Religion</td>
<td>47.3%</td>
<td>49.0%</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Christian</td>
<td>41.4%</td>
<td>39.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Muslim</td>
<td>4.6%</td>
<td>3.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Other</td>
<td>3.8%</td>
<td>4.6%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Hindu</td>
<td>1.4%</td>
<td>1.8%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Jewish</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>0.8%</td>
<td>0.9%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Sikh</td>
<td>0.0%</td>
<td>0.6%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>All staff</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>18.4%</td>
<td>56.8%</td>
<td>-38.4%</td>
</tr>
</tbody>
</table>

The University data reflects national trends in terms of the falling numbers of individuals expressing belief in any religion, and in particular in Christianity. The proportion of staff reporting all other religions remains static across the three year reporting period, although there was a slight increase in the proportion Muslim staff. Compared to the sector we have a slightly higher proportion of Christian and Muslim staff.

6.1.6 Sexual Orientation

Chart 6.15: Sexual orientation data collection trend

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

There has been a further increase in the proportion of staff providing sexual orientation monitoring information. The University has been running positive campaigns about the benefits of disclosure of sexual orientation, and our successful LGBT Role Models Initiative has raised further awareness in this area. We will continue with promotion campaigns around all equality monitoring to encourage participation by staff.
Chart 6.16: Staff in post trend by sexual orientation (all known data)

<table>
<thead>
<tr>
<th></th>
<th>2013/17</th>
<th>2017/18</th>
<th>2013/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>93.2%</td>
<td>92.0%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Gay Man, Gay Woman / Lesbian</td>
<td>5.2%</td>
<td>5.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>1.2%</td>
<td>1.4%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Population: all staff for whom sexual orientation data is held excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The proportion of LGB staff remains relatively constant over the three year period. Manchester Met is one of a small proportion of universities who routinely collect and report through HESA on sexual orientation data.

Of the staff in institutions that returned sexual orientation data to HESA, 52.2% provided information, 10.0% refused to provide information and for the remaining 47.8% the data field was blank. Where data was provided for the sector it showed that a greater proportion of staff at Manchester Met identified as lesbian or gay.

Table 6.17: Sector comparison of % of staff by sexual orientation

<table>
<thead>
<tr>
<th></th>
<th>Manchester Met (18/19)</th>
<th>Sector (17/18)</th>
<th>Manchester Met difference to sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>92.3%</td>
<td>93.9%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Gay Man, Gay Woman / Lesbian</td>
<td>5.3%</td>
<td>3.7%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>1.9%</td>
<td>1.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>0.6%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>All known</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>11.3%</td>
<td>10.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>No data</td>
<td>6.3%</td>
<td>47.8%</td>
<td>-41.5%</td>
</tr>
</tbody>
</table>

National comparisons for sexual orientation remain difficult. Official population estimates for lesbian, gay and bisexual people are variable. The Government impact assessment of the upcoming Civil Partnership Act, included the estimate that the LGB population of the UK is between 5 and 7%21.

---

20 Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018
6.2 Staff in Post Data by Staff Group

This section of the report provides data by staff groups: Academic and Professional Services.

6.2.1 Age

The difference in age split between academic staff and Professional Services staff is unsurprising and reflects averages across the sector. There are a greater number of entry-level roles available within Professional Services, which are occupied by the younger age categories. Due to the nature of the academic career pathway, academic roles are more likely to be filled by people in 31+ age categories.

Chart 6.18: Percentage of Academic and Professional Services staff within each age group (2018/19)

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.
6.2.2 Disability

Chart 6.19: Academic and Professional Services staff by disability status (2018/19)

- No known disability: 91.5% Academic, 89.2% Professional Services
- Disabled: 5.3% Academic, 8.2% Professional Services
- Information not provided: 3.2% Academic, 2.6% Professional Services

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The overall rate of disability disclosure at the University is 7.0%.

In line with the sector averages, the rate of disability disclosure is higher for Professional Services staff than for Academic staff.

Chart 6.20: Academic and Professional Services disabled staff by impairment type (2018/19)

- Long standing illness or health condition: 28.5% Academic, 30.1% Professional Services
- Specific learning disability: 22.7% Academic, 17.3% Professional Services
- Other type of disability: 15.9% Academic, 13.1% Professional Services
- Mental health condition: 10.2% Academic, 15.7% Professional Services
- Physical impairment or mobility issues: 6.6% Academic, 5.4% Professional Services
- General learning disability: 6.8% Academic, 2.1% Professional Services
- Blind or serious visual impairment: 4.5% Academic, 2.1% Professional Services
- Deaf or serious hearing impairment: 3.4% Academic, 2.6% Professional Services
- Cognitive impairment: 2.6% Academic

Population: all disabled staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The chart above shows the impairment type breakdown between Academic staff and Professional Services staff. The most notable difference is in the “Mental health condition” category, with a higher disclosure rate for Professional Services than Academic staff.
6.2.3 Gender

Chart 6.21: Academic and Professional Services staff by gender (2018/19)

Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Women predominate in both Professional Services and academic roles, although the gender split is less pronounced amongst academic staff.

6.2.4 Ethnicity

Chart 6.22: Academic and Professional Services staff by ethnicity group – 2 way (2018/19, all known data)

Population: all staff for whom ethnicity data is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Chart 6.22 shows the proportions of white British and BAME (including white non-UK) staff across both Professional Services and Academic staff. There are higher proportions of BAME staff in academic roles. The ECU Race Equality Charter Mark, launched in 2016, will provide an opportunity for the University to carry out further analysis and action planning in this area. The University has established a Self-Assessment Team in 2019 in order to progress work on Race Equality.
There are greater proportions of Asian and Black staff in Professional Services roles, which may be the result of occupational segregation. There is a significantly smaller proportion of Black staff in academic roles, compared to the proportion of Professional Services roles. There is a greater proportion of Chinese staff in academic roles compared to Professional Services roles. Participation in the Advance HE Race Equality Charter Mark will provide greater analysis and surveys of BME staff and will provide a clearer picture of these divergences.

### 6.2.5 Religion or Belief

Population: all staff for whom religion or belief is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount. Excludes undefined, Information Refused, and missing data.
The largest group within Professional Services identified themselves as Christian, 6.4% higher than that of the academic staff group.

A higher proportion of the Academic staff group did not define their religion or belief, compared to Professional Services staff.

### 6.2.6 Sexual Orientation

**Chart 6.25: Academic and Professional Services staff by sexual orientation (2018/19, all known data)**

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Academic Services</th>
<th>Professional Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>92.7%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Gay Man, Gay Woman / Lesbian</td>
<td>5.1%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>1.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.8%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Population: all staff for whom sexual orientation is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Both LGB and heterosexual staff appear to be equally distributed between academic roles and Professional Service roles.

Through the development of our Stonewall Workplace Equality Index\(^{22}\) submission and our participation in the Manchester Pride All Equals Charter, the University will continue to proactively promote the importance of sexual orientation monitoring.

### 6.3 Staff Progression

This section presents progression data for the 2018/19 academic year. The data shows the proportion of staff who have progressed by characteristic compared to the proportion of all staff in post by characteristic. This allows us to monitor whether staff sharing particular protected characteristics are under or over represented in the population of staff who progressed in their career last year\(^ {23}\).

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\(^{22}\) An annual submission to the top 100 LGBT friendly workplaces.

\(^{23}\) As progression routes for professional services staff are less well defined than for academic roles, the progression of PS staff is categorised as those staff in a higher graded role than they were in the previous reporting period.
6.3.1 Age

Chart 6.26: Age profile workforce and promotions (2018/19)

<table>
<thead>
<tr>
<th>Age Category</th>
<th>% of Promotions</th>
<th>% Staff in Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 and under</td>
<td>7.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td>26 to 30</td>
<td>20.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>31 to 35</td>
<td>20.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>36 to 40</td>
<td>14.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>41 to 45</td>
<td>12.9%</td>
<td>11.6%</td>
</tr>
<tr>
<td>46 to 50</td>
<td>13.5%</td>
<td>8.7%</td>
</tr>
<tr>
<td>51 to 55</td>
<td>13.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>56 to 60</td>
<td>10.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>61 to 65</td>
<td>5.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>65 and above</td>
<td>1.0%</td>
<td></td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.26 shows the proportion of staff who progressed/were promoted by age category, compared to the proportion of all staff in each age category. A greater proportion of progressing staff were in the age brackets 25 and under, 26 to 30 and 31 to 35. The explanation for this trend is that for entry level roles (which may be populated by a higher proportion of younger people), that there is a greater scope for progression.

6.3.2 Disability

Chart 6.27: Disability status workforce and promotions (2018/19)

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>% of Promotions</th>
<th>% Staff in Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>9.4%</td>
<td>7.0%</td>
</tr>
<tr>
<td>No known disability</td>
<td>91.5%</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.27 shows the proportion of disabled employees who have progressed compared to the proportion of the workforce who have declared a disability. The proportion of promoted staff who are disabled is slightly higher than the proportion of disabled staff overall. The
University will continue to roll out training to managers and staff, including support on the provision of reasonable adjustments for disabled colleagues.

6.3.3 Gender

**Chart 6.28:** Gender workforce and promotions (2018/19)

<table>
<thead>
<tr>
<th></th>
<th>% of promotions</th>
<th>% staff in post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>57.8%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Male</td>
<td>42.2%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.28 shows the proportion of all staff who are male and female, and the proportion of all promoted staff who are male and female. The data shows that a higher proportion of female promoted staff compared to the proportion of female staff overall.

The University remains committed to the principles of the Athena SWAN Charter, and through our successful Institutional Bronze submission in November 2017, has a comprehensive action plan in place.

Throughout 2019, the University supported 15 participants through the Aurora Leadership Programme. In 2020, the University is supporting 21 women to take part in the programme, the largest cohort to date. 2020 marks the 7th year that the University has supported a cohort of women to attend the Aurora Leadership Programme.

Full details of the University Gender Pay Gap calculations are provided in Appendix C.
6.3.4 Ethnicity

Chart 6.29: Ethnicity group (4-way) workforce and promotions (2018/19)

<table>
<thead>
<tr>
<th>Ethnicity Group</th>
<th>% of promotions</th>
<th>% staff in post</th>
</tr>
</thead>
<tbody>
<tr>
<td>White British</td>
<td>76.9%</td>
<td>74.6%</td>
</tr>
<tr>
<td>White non-UK national</td>
<td>9.2%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Black</td>
<td>3.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Other (including mixed)</td>
<td>2.6%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date.
Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.29 shows the proportion of staff progressions by ethnicity compared to the workforce population by ethnicity.

A greater proportion of promoted staff are white British compared to the proportion of white British staff in the whole workforce (+2.3%). The proportion of promoted staff who are Asian is also slightly higher than the proportion of Asian staff in the workforce overall (+0.9%). A lower proportion of promoted staff were White non-UK nationals than the overall proportion (-1.9%), and a lower proportion of promoted staff were Black than the overall population (-1.1%).

Further and more detailed analysis will be conducted as part of the University’s aspiration to self-assess against the Advance HE Race Equality Charter Mark (REC). This analysis will include data from each academic faculty by ethnicity and grade. The Charter Mark will require evidence of how our recruitment, promotion and development processes work. We will also conduct a REC staff survey to determine staff perceptions of the promotions process, including whether it is transparent and fair.
6.3.5 Religion or Belief

Chart 6.30: Religion or belief workforce and promotions (2018/19)

<table>
<thead>
<tr>
<th>Religion or Belief</th>
<th>% of promotions</th>
<th>% staff in post</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Religion or Belief</td>
<td>53.9%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Christian</td>
<td>35.8%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Muslim</td>
<td>4.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Other</td>
<td>2.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Hindu</td>
<td>2.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>1.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Jewish</td>
<td>0.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Sikh</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.30 shows the proportions of staff progressions compared to percentage of the workforce for each group. There does not appear to be any difference in the proportion progressions for the minority religions at the University. The greatest discrepancy is within the Christian and No Religion or Belief groups. A greater proportion of those expressing no religion are promoted compared to the workforce percentage and a smaller proportion of Christian employees are promoted compared to the workforce population.

6.3.6 Sexual Orientation

Chart 4.31: Sexual orientation workforce and promotions (2018/19)

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>% of promotions</th>
<th>% staff in post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>88.6%</td>
<td>92.3%</td>
</tr>
<tr>
<td>LGBT</td>
<td>11.4%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.31 shows the numbers of staff progressions by sexual orientation. A higher proportion of promoted staff are lesbian, gay, bisexual or other compared to the proportion of staff in post.
6.4 Staff Leavers

This section presents leavers data for the 2018/19 academic year. The data shows the proportion of all leavers by characteristic compared to the proportion of all staff in post by characteristic. This allows us to monitor whether staff sharing particular protected characteristics are under or over represented in the population of staff who left in the last year.

6.4.1 Age

Chart 6.32: Age profile workforce and leavers (2018/19)

- 25 and under: 4.0% leavers, 14.6% staff in post
- 26 to 30: 10.0% leavers, 14.6% staff in post
- 31 to 35: 12.2% leavers, 13.7% staff in post
- 36 to 40: 9.5% leavers, 14.8% staff in post
- 41 to 45: 7.7% leavers, 12.9% staff in post
- 46 to 50: 9.5% leavers, 13.5% staff in post
- 51 to 55: 12.0% leavers, 13.7% staff in post
- 56 to 60: 11.9% leavers, 10.5% staff in post
- 61 to 65: 51% leavers, 11.1% staff in post
- 66 and above: 3.5% leavers, 1.8% staff in post

Workforce population: all staff excluding casual and sessional as at 1st December census date.
Leavers population: all leavers excluding casual and sessional between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.32 shows the proportion of staff leavers and proportion of the workforce overall for each age category. There is a greater proportion of leavers in the age brackets 25 and under and 26 to 30 than represented in the workforce profile.
6.4.2 Disability

Chart 4.33: Disability status workforce and leavers (2018/19)

Disability
- 8.1% of leavers
- 7.0% of staff in post

No known disability
- 91.9% of leavers
- 93.0% of staff in post

Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers excluding casual and sessional between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.33 shows the proportion of leavers who were disabled and who had no known disability compared to the proportions represented in the staff population overall. There is a small difference between the proportion of disabled staff leaving compared to non-disabled staff. The Equality and Diversity Team has developed new Mandatory Manager Training24 on equality and diversity, to include the provision of reasonable adjustments for disabled staff. This was rolled out in 2019, and to date 112 managers have undergone this training.

6.4.3 Gender

Chart 6.34: Gender workforce and leavers (2018/19)

Female
- 59.9% of leavers
- 55.0% of staff in post

Male
- 40.1% of leavers
- 45.0% of staff in post

Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers excluding casual and sessional between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.34 shows the proportion of leavers who are male and female, compared to the proportion of staff in post who are male and female. A higher proportion of leavers are female compared to the proportion of women in the staff population overall.

The University remains committed to the principles of the Athena SWAN Charter, and through the Institutional Bronze submission in November 2017, has a comprehensive action plan.

As part of our Athena SWAN activities, the University exit interview scheme is undergoing review to establish if more comprehensive feedback can be gathered as part of this process.

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6.4.4 Ethnicity

**Chart 6.35: Ethnicity group (2-way) workforce and leavers (2018/19)**

- **White British**: 75.3% leavers, 74.6% in post
- **White non-UK national**: 11.4% leavers, 11.1% in post
- **Asian**: 7.3% leavers, 7.0% in post
- **Black**: 3.3% leavers, 4.5% in post
- **Other (including mixed)**: 2.7% leavers, 2.7% in post

Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers excluding casual and sessional between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.35 shows the proportion of leavers by ethnicity compared to the workforce population. There is very little difference between the proportion of staff leavers and staff in post by ethnicity, however a slightly smaller proportion of leavers are Black compared to the proportion of Black staff in the population overall (-1.3%).

Further and more detailed analysis will be conducted as part of the University’s aspiration to self-assess against the Advance HE Race Equality Charter Mark (REC). The Charter Mark will require evidence of how our recruitment, promotion and development processes work. We will also conduct a REC staff survey to determine staff perceptions of the promotions process, including whether it is transparent and fair.

6.4.5 Religion or Belief

**Chart 6.36: Religion or belief workforce and leavers (2018/19)**

- **No Religion or Belief**: 47.6% leavers, 47.3% in post
- **Christian**: 39.9% leavers, 41.4% in post
- **Muslim**: 5.0% leavers, 4.6% in post
- **Other**: 4.2% leavers, 3.8% in post
- **Hindu**: 1.7% leavers, 1.4% in post
- **Jewish**: 1.3% leavers, 0.7% in post
- **Buddhist**: 0.2% leavers, 0.8% in post
- **Sikh**: 0.2% leavers, 0.0% in post

Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers excluding casual and sessional between September 2018 and August 2019. Figures calculated based on headcount.
Chart 6.36 shows the proportions of leavers by religion compared to the overall population. A lower proportion of leavers are Christian (-1.5%). A slightly higher proportion of leavers were Muslim (+0.4%) and Jewish (+0.6%).

6.4.6 Sexual Orientation

Chart 6.37: Sexual orientation workforce and leavers (2018/19)

<table>
<thead>
<tr>
<th></th>
<th>% of leavers</th>
<th>% staff in post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>90.9%</td>
<td>92.3%</td>
</tr>
<tr>
<td>LGBO</td>
<td>9.1%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2018 and August 2019. Figures calculated based on headcount.

Chart 6.37 shows the proportion of leavers who are lesbian, gay, bisexual or other compared to the proportion of all staff in post. A slightly higher proportion of leavers identify as LGBO compared to the population overall (+1.4%).
7. Gender Pay Gap 2019

7.1 A gender pay gap is the percentage difference between the average pay of male employees and female employees. Since 2017, employers have been required to publish the results of their gender pay analysis using prescribed calculations.

7.2 For Manchester Metropolitan University, these calculations are given below, together with the sector and whole society figures taken from the University and Colleges Employers Association (UCEA) and data commissioned from the ONS. The calculations are based on a snapshot of the University’s workforce data taken on 31 March 2019 or, in the case of the bonus calculations, bonuses awarded in the year preceding the end of March 2019.

7.3 Comparisons between 2018 and 2019 have been provided.

7.4 Proportion of all Staff by Gender

The proportion of males and females has remained consistent between 2018 and 2019.

7.5 Proportion of Part-Time Staff by Gender

The proportion of part-time males and females has remained broadly consistent between 2018 and 2019.
7.6 Gender Pay Mean and Median Figures

The mean gender pay gap in 2019 is 6.3% and the median is 5.7%. Both figures have reduced from 2018, where the mean was 7.2% and the median 6%, each of which was an improvement on the previous year. A comparison of mean and median pay gaps within the higher education sector has also been provided, indicating that Manchester Met’s gap is significantly lower than the average for the sector and that the improving direction of travel here contradicts the sector-wide position.

A comparison of mean and median pay gaps within the higher education sector and the whole economy based on 2018 data is shown below, indicating that Manchester Met’s gap is significantly lower.

**Based on Government Gateway data at March 2019**

Comparison based on 2019 data will not be possible until data is available through the Government Gateway in the coming months.

7.7 Gender Pay by Quartile

The proportion of male and female employees in four pay quartiles ordered from the lowest pay cohort (Quartile 1) to the highest pay cohort (Quartile 4) is shown. The bands have been established by ranking all employees by average hourly pay, starting from the lowest to the highest...
paid and dividing into quartiles. The pay gap is strongly impacted by the fact that the University has more women than men in lower graded roles. The quartiles are similar between 2018 and 2019, with a slight change in the third quartile, with an increased proportion of females.

7.8 Bonus Pay

At the time of the data snapshot informing the report, the University offered a very limited bonus scheme. The proportion of females receiving a bonus increased slightly in 2019 from 0.19% to 0.30%. The proportion of males remained at a similar level, 0.43%, compared to 0.41%.
Female bonus payments were 14% lower than males, the same as 2018. The midpoint bonus payment for females was 133% higher, in comparison with 200% in 2018. The University recognises that our gender pay gaps compare favourably with sector and national averages, and that there continues to be a reduction in the gaps year-on-year. However, there is a continued commitment to supporting a further reduction in the gender pay gap. This work is supported through the analysis and action planning carried out by our Athena SWAN Self-Assessment Team.