

FINANCE AND RESOURCES COMMITTEE

24 FEBRUARY 2021

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT

1. Executive Summary

This report provides an update on the University's equality, diversity and inclusion activity. It introduces the annual Equalities Data Report (2019-20) and presents a set of refreshed strategic Equality Objectives (2021-25).

Promoting equality and inclusion for staff and students and responding to different outcomes and experiences is a long-standing priority across the sector and an area of focus for our University. However, the past twelve months have been unprecedented. Both the Covid-19 pandemic and the Black Lives Matter movement have shone a further light on issues of equality and inclusion within society in general as well as across the sector and within our University community.

The University has responded proactively to these challenges, building on our established approaches, partnerships and good practice. We also work closely with representatives of our student and staff communities to understand their perspective and co-create solutions. This has included significant support during the different stages of the pandemic, including as part of work to reopen the campus in September 2020. In addition, we have continued to address race equality, with a clear commitment to this area made by the Vice-Chancellor, and work now well underway towards Advance HE's Race Equality Charter accreditation.

Progress has also been made across our long-standing institutional programmes of work, including delivery of the University's Access and Participation Plan and Inclusive Learning Communities Project. Engagement and employee voice have also been a key focus over the past year with increased collaboration and partnership working with the University's Staff Equality Fora.

The University is committed to embedding equality and diversity within its overarching Strategy and ensuring ownership at the highest level of our Equality Objectives. In support of this, eleven senior University leaders have now been appointed to work with each of the University's five Equality Fora and to champion diversity, support strengthened engagement and demonstrate commitment at the most senior level to this agenda.

Both staff and student data demonstrate a number of areas of progress during the past year, including awarding and progression rates for both Black, Asian and Minority Ethnic (BAME) and disabled students, and the University's workforce gender pay gap. However, there remain differentials in outcomes and experiences for both staff and students and it is crucial that our focus on further reducing and eliminating these is sustained.

In line with the requirements of the Public Sector Equality Duty, the University has utilised staff and student data and engaged with various groups on the development of a set of refreshed equality objectives. These objectives are strategic and set a

unified organisational approach to equality, diversity and inclusion, underpinning and supporting existing programmes of work. The objectives are detailed in the body of this report and have been grouped into four themes:

- 1) Leadership, Culture and Governance.
- 2) An Inclusive Student Experience.
- 3) An Inclusive Employee Lifecycle.
- 4) Celebrating Diversity.

The University's equality, diversity and inclusion priorities for the year ahead will support the delivery of these objectives. This work will build on and continue the emphasis on proactive support to staff and students during the pandemic and the particular focus on race equality, as well as continuing to position equality as a strategic priority for the institution.

2. Purpose

This report provides an update on the University's equality, diversity and inclusion activity in relation to both students and staff. It summarises key developments during the past year and outlines priorities for the coming 12 months.

The report also introduces the University's Annual Equalities Data Report (2019/20) and presents a set of refreshed strategic Equality Objectives (2021-25). Both the annual data report and refreshed equality objectives have been developed in accordance with the requirements of the Equality Act (2010) and associated Public Sector Equality Duty.

This is a lengthy document due to the data reporting requirements, with the comprehensive 2019-20 Equalities Data Report found at Appendix B.

3. Background and Context

Manchester Metropolitan University is well regarded across the sector and beyond for its equality, diversity and inclusion practices. Over recent years, the University has been externally recognised for its work and equality infrastructure in relation to a number of protected characteristics including:

- **Disability** – Disability Confident Leader and Business Disability Forum Disability Standard Gold Award.
- **LGBT+** – Stonewall Workplace Equality Index and the highest level of accreditation through the Manchester Pride All Equals Charter.
- **Gender** – Athena Swan Bronze Award.

The University's equality activity is rooted in the statutory framework set by the Equality Act (2010) and associated Public Sector Equality Duty and its requirement that the institution has 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.

Our commitment to inclusion extends far beyond statutory compliance, recognising the clear benefits that a diverse institution brings for our community of staff and students and the moral case for reducing differentials and promoting equity in line with the University's overarching mission. In keeping with this, the University takes a mainstreaming approach, embedding action to promote equality, diversity and inclusion across the full spectrum of our activities. Our approach seeks to balance an emphasis on equality for all (recognising this is rooted in individualism) with consideration and activity in support of those within the nine protected groups recognised by the Equality Act. Indeed, our work goes beyond this with action in support of groups falling outside of the Equality Act definition including support for care leavers, carers, ex-service personnel and estranged students for example.

Across the sector, there are clear differences in student progression, award and graduate outcomes in relation to certain protected characteristics, as well as underrepresentation across senior staff and reports of poorer employee experiences.¹ The sector's approach to tackling racial harassment in relation to both students and staff has been one particular area of focus over the past year.² Data for Manchester Metropolitan University broadly reflects the national situation, and whilst the University's focus in this area is strategic and long-standing, the scale and scope of the challenge faced remains significant.

The University's Diversity and Equal Opportunities Committee (DEOC) brings together University leaders with staff and student representatives to provide advice to key fora, including the University Executive Group, Academic Board and the People Strategy Board, as well as to influence and communicate the University's equality activity. DEOC positions equality at the heart of the University's governance structure. Appendix A provides an overview of equality governance arrangements.

4. Equality, Diversity and Inclusion Activity in 2020

The original plans for 2020 included a review of the University's overarching strategic Equality Objectives, work towards Advance HE's Race Equality Charter accreditation, progress with the ambitious targets within the Access and Participation Plan, and continued work through the Inclusive Learning Communities Project. However, both the Covid-19 pandemic and the Black Lives Matter movement have had a significant impact on the University's equality activity and shone a light on inequality within society at large as well as within our University community. The University has responded positively and proactively in both cases. This response has included the delivery of both the planned programme of works alongside a significant new range of activities. At the core of our 2020 equality approach has been an emphasis on the importance of mainstreaming, as well as a strong focus on responding directly to the lived experiences of our staff and students.

Activities have been numerous and are difficult to list comprehensively, but a summary of key activities during 2020 is provided below:

¹ [EDI challenges in higher education | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/edi-challenges-in-higher-education)

² [Tackling Racial Harassment in Higher Education | Universities UK \(universitiesuk.ac.uk\)](https://www.universitiesuk.ac.uk/racial-harassment)

Support During the Pandemic

In responding to the first national lockdown, the University developed a range of resources to support staff and students, including online religious worship, adjustments for disabled staff, access to mental health and wellbeing resources, home schooling resources, community LGBT+ resources, and many more. Engagement with the University's Staff Equality Fora and Working Parents and Carers Network was also strengthened to support the identification of issues and development of responses, and this included a survey of all fora members and a joint 'Super Fora' meeting. This enhanced engagement led to strengthened support and guidance in relation to working parents and carers and accessing equipment to support home working, as well as specific guidance and communication to managers to emphasise their critical role.

In preparation for the re-opening of campus in September 2020, a full Equality Impact Assessment (EIA) was undertaken. This included twenty specific recommendations, including, for example, the use of individual risk assessments for BAME staff and those in other high risk groups. These recommendations have been progressed following discussion at the July 2020 DEOC meeting, with an additional six actions endorsed at the September 2020 DEOC meeting following further work. The University's approach aligns strongly with best practice published by Advance HE.³ A clear process was also developed to support students to study entirely remotely who were, for example, extremely clinically vulnerable to the pandemic.

A comprehensive EIA was also undertaken of the University's implementation of the Block Teaching model and blended approach to undergraduate and postgraduate taught education. A significant part of this work was focused on ensuring the accessibility of Microsoft Teams in preparation for its roll-out for student use from September 2020.

It must be acknowledged that the University continues to face significant challenges as a result of the Covid-19 pandemic and there are many equality and diversity challenges that remain which need to continue to be proactively addressed, for example those experienced by working parents and carers and by disabled staff and students. Regular meetings are held to review the support available and to ensure consistent and proactive implementation that anticipates as well as addresses challenges, working closely with the staff fora. However, it is recognised that the University has further work to do, especially in ensuring the consistent implementation of policy and guidance.

Race Equality

In response to the events over the summer: the murder of George Floyd, the Black Lives Matter movement and the resulting local response to these events from both staff and students, the University took a strong approach to demonstrating its commitment to race equality. This included communication by the Vice-Chancellor of eight clear priorities and the appointment of the Pro-Vice-Chancellor International as the University's executive lead for race equality.

These events inspired a passionate reaction from across the University community, from both BAME staff and students, and allies. Under the leadership of the Race Staff Forum Co-chairs and the Pro-Vice Chancellor International, significant progress has already been made in a number of practical areas including:

³ [Equality implications for 're-opening' HE campuses in the COVID era | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-implications-for-re-opening-he-campuses-in-the-covid-era)

- The development of a dedicated race equality intranet area to share updates and best practice in relation to the University's work.
- A comprehensive programme of celebratory events during Black History Month.
- A revised approach to the use of specific positive action statements encouraging BAME applicants (where appropriate) and the development of a formal agreement for use in executive recruitment, setting out our expectation of diverse short-lists and demonstrable work to attract talented BAME Academics and Professional Services leaders.
- Funding to support a number of aspiring BAME leaders to access the Stellar HE development programme and specific workshops to support BAME Academics seeking promotion via our Academic Career Pathway.
- A series of lectures for senior leaders from experts in the field of race equality to encourage practical action in support of improved outcomes for both students and staff.
- Agreement to the BAME Ambassadors-led 'Big Change' initiative of panel interviews facilitating visible co-creation of solutions to race inequity within Departments.⁴
- Work to explore the potential establishment of a Research Centre for the Study of Race and Racism.

The University's work to secure accreditation via the Advance HE Race Equality Charter is providing a structure to co-design our longer-term action plan here. This is being informed by both quantitative and qualitative data and co-designed with a diverse group of staff and student representatives. The intention is to submit for accreditation in February 2022.

The University must continue to work at pace to address all of the agendas raised in the University connected to race equality and Black Lives Matter, recognising that despite some progress, the University continues to face challenges that must be proactively addressed, and that further work to continue the progress made is essential and high-priority.

Leadership, Engagement and Infrastructure

Whilst the pandemic and Black Lives Matter have presented immediate areas of focus, they have also shone a light on broader equality issues and supported a continued long-term commitment to equality from the University with an increased emphasis on leadership, engagement and infrastructure. This has included:

- A commitment to strengthen the positioning of equality and diversity within the University Strategy.
- The appointment of eleven named leaders⁵ from the University Leadership Forum to work alongside each workforce equality fora to champion diversity and provide support to the Fora Co-chairs.
- The roll-out of a monthly dashboard of workforce equality data to all senior leaders.
- The development of an annual plan of equality and diversity celebration events.

⁴ The BAME Ambassador Scheme is a student-led collaboration between The Union and the University that aims to improve student experience and close the awarding gap for Black, Asian or Minority Ethnic (BAME) students. The project is led by BAME Ambassadors who develop and deliver campaigns and events for students related to the BAME student caucuses, as well as linking with university staff and the Union to feedback students' views to influence positive change on campus. ([BAME Ambassador Scheme \(theunionmmu.org\)](http://theunionmmu.org))

⁵ Two each for the five staff fora (Race Staff Forum, Disabled Staff Forum, Gender Staff Forum, LGBT+ Staff Forum, and Working Parents and Carers Staff Forum) plus an All Age Champion.

- A review of the University's approach to colleague engagement in relation to equality, diversity and inclusion.
- A renewal of the University's equality, diversity and inclusion training.

Widening Participation

The Covid-19 pandemic has had a dramatic impact on widening participation activities, with some face-to-face engagement ceasing and being replaced by some on-line provision. Despite this, the University has continued to demonstrate its commitment to supporting the access and success of underrepresented groups. The University's flagship Widening Participation initiative, the First Generation Scholarship Programme, continued to engage with record numbers of learners, and through virtual events was able to support 144 new students into the University. The programme is well on course to exceed the target of recruiting 1,000 First Generation Scholars by 2025.

Greater Manchester Higher, the regional partnership funded by the Office for Students and led by Manchester Metropolitan University, engaged with almost 19,000 learners in the year, despite many events being cancelled due to the Covid-19 pandemic.

The University's five-year Access and Participation Plan includes two targets relating to reducing ethnicity degree awarding 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 is being monitored by the Office for Students (OfS) to ensure the actions we are taking as an institution are effectively reducing and closing these gaps. As shown within Appendix B (Table 2D.6), the University has made good progress towards these targets.

Inclusive Learning Communities

Ten BAME Ambassadors were recruited to the Inclusive Learning Communities (ILC) project during the summer. The Ambassadors have spent the autumn term working with the project team and the wider staff population to provide consultation and feedback on key areas identified for development through communicating their opinions and experiences to Faculty Education Committees. The team of ambassadors is also working with the Coordinator at The Union to develop a campaign, podcast and social media presence so they can talk about their experiences as a student and represent the voice of the wider student body.

Other areas of progress include:

- The development of a Community of Practice for inclusive teaching and learning through the University Teaching Academy.
- Tracking the progress on inclusive practices in faculties through Faculty reporting into the ILC Project Board.
- The co-delivery of a well-attended Human Library event, with the library offering personal conversations designed to challenge stigma and stereotypes.⁶

⁶ [Human Library](#)

Other Highlights

Further examples of the University's equality and diversity achievements over the past year include:

- The creation of a new joint student and staff Strategy for Mental Health and Wellbeing.
- The launch of new guidance on supporting trans, non-binary and gender fluid students, and the delivery of supporting training to over 100 student-facing colleagues.
- The expansion of the University's Disability Services into a new Inclusion and Disability Service, providing support to a broader range of students including those with caring responsibilities, care leavers, estranged students and those studying whilst pregnant.
- The formal establishment of a new staff equality forum for working parents and carers.
- A University Leadership Forum member identified as an All Age Champion.
- The University has signed up to the revised Concordat for the Career Development of Researchers. This reinforces our status as EU HR Excellence in Research Award holders and our commitment to providing an inclusive research environment. A key component of our commitment is the development of a specific equality, diversity and inclusion plan for Research and Knowledge Exchange activity. Initial proposals have been informed by staff members from DEOC and the University's Early Career Researcher Forum.

5. Annual Equalities Data Report

Equality data is central to equality and diversity work. It provides an essential insight into the context of the institution and supports in identifying where action is needed. The publication of an annual equality dataset is also a key mechanism through which the University demonstrates its compliance with the Public Sector Equality Duty.

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 lifecycle⁷. This data is used to monitor our performance against equality targets, to highlight any areas where we need to improve, and to inform our future equality objectives and priorities.

This year, work has been undertaken to enhance and strengthen the nature of our annual Equalities Data Report with the support of DEOC and, in particular the Race Staff Forum. This includes:

- More granular reporting of ethnicity data, moving away from a binary BAME / White British split where possible.
- A range of additional datasets related to staff including recruitment data, data on disciplinary and grievance processes, comparative data based on staff seniority and the University's ethnicity pay gap.
- Additional student datasets including Graduate Outcomes data and National Students' Survey (NSS) responses.

⁷ The gender data within this report presents a binary split for both employees and students (i.e. male / female). This reflects data held the University's HR and Student records systems. However, the University recognises that gender is not limited to identification as a man or a woman

Appendix B provides the Annual Equalities Data Report for the 2019/20 academic year. Key observations are summarised below, including comparisons to sector benchmarks to provide context. These findings have been used to inform draft University Equality Objectives and 2021 priorities set out in Sections 5 and 6 of this report respectively.

Staff Data

The proportion of disabled staff at the University has once again grown this year and now stands at 7.5% (a 0.5pp increase year-on-year) which is 2.1pp above the sector average⁸. A higher proportion of disabled staff are within Professional Services (8.4%) compared to in Academic roles (6.2%)⁹. Despite this overall level of representation, only 3.8% of senior Professional Services roles and 1.8% of senior Academic roles are filled by disabled colleagues¹⁰. In the past year, the proportion of disabled staff who have left the University has been higher than the proportion of disabled staff in post (9.5% of leavers vs 7.5% of staff in post)¹¹. The previous two years have also seen a higher proportion of grievances raised against disabled staff than the overall representation of disabled colleagues in the workforce¹². More positively though, there are no notable disparities in the proportion of disabled colleagues subject to disciplinary cases¹³ and the relative rate of disabled staff being shortlisted for interview (1.2) suggests a positive impact of the guaranteed interview scheme¹⁴. A higher proportion of promotions than would be expected have also related to disabled staff this year (10.2% of promotions vs 7.5% of staff overall)¹⁵.

Whilst the proportion of BAME staff at the University has again risen this year and now stands at 14.5% (a 0.2pp increase year-on-year)¹⁶ this remains significantly below the representation of BAME students (33.9%)¹⁷. Compared to the sector, the University employs a marginally greater proportion of non-UK BAME staff (+4.4pp, driven by a +8.2pp difference in Black staff) but a similar proportion of UK BAME staff¹⁸. Senior representation levels across both Academic and Professional Services roles are also lower than the overall representation of BAME staff within the workforce (14.5%) with only 5.4% of senior Academic roles¹⁹ and 4.0% of senior Professional Services roles²⁰ held by BAME staff. This year has seen a slightly lower proportion of BAME staff promoted than would be expected given overall levels of BAME representation (10.6% of promotions compared to a representation level of 14.5%)²¹. The proportion of BAME leavers is also higher than would be expected at 17.6%²². Recruitment data suggests that BAME applicants are less likely to be shortlisted or appointed to roles at the University compared to White applicants with relative rates of 0.68 for shortlisting and 0.77 for appointment²³. Also (based on data from the last two years), BAME staff are

⁸ Appendix B: Chart 1A.3 and Table 1A.2

⁹ Appendix B: Chart 1A.15

¹⁰ Appendix B: Chart 1A.26 and 1A.27

¹¹ Appendix B: Chart 1C.2

¹² Appendix B: Table 1E.8. Whilst these data reflect the proportion of individuals who were the subject of a grievance, it is important to stress that the grievances themselves do not necessarily relate to a protected characteristic.

¹³ Appendix B: Table 1E.2

¹⁴ Appendix B: Table 1D.1 and Table 1D.2

¹⁵ Appendix B: Chart 1B.2

¹⁶ Appendix B: Chart 1A.7

¹⁷ Appendix B: Chart 2A.5

¹⁸ Appendix B: Chart 1A.8 and Table 1A.4

¹⁹ Appendix B: Chart 1A.30

²⁰ Appendix B: Chart 1A.33

²¹ Appendix B: Chart 1B.4

²² Appendix B: Chart 1C.4

²³ Appendix B Tables 1D.5 and 1D.6

more likely to be subject to a disciplinary investigation (32.0% of disciplinary cases compared to a representation level of 14.5%)²⁴ and more likely to be subject to a grievance (23.5% of grievance cases compared to a representation level of 14.5%)²⁵. (Given the small sample sizes on disciplinary and grievance cases, these data should be treated with caution. Differentials of less than 10% are unlikely to be statistically significant).

Action to further understand and address the above reported differentials in relation to BAME recruitment and disciplinary and grievance cases will be a central part of the University's work to develop its Race Equality Charter Self-Assessment. To support this, further data analysis and a review of the recruitment and selection, and disciplinary policies and processes is already underway.

As well as the higher proportion of BAME and Disabled staff leaving the University than would be expected, it is worth also highlighting the greater rate of Muslim leavers from our religion or belief data (7.3% compared to a representation level of 4.3%)²⁶.

The University's gender profile continues to show a greater proportion of women (54.8%) than men (45.2%)²⁷. However, this trend is reversed for both senior Academic and senior Professional Services roles²⁸. Data on disciplinary cases from the last two years also shows that male staff are overrepresented in disciplinary cases (78.9% of disciplinary cases compared to a representation level of 45.2%)²⁹.

Sexual Orientation data shows a higher proportion of senior Academic (7%) and Professional Services (6.3%) roles held by Gay and Lesbian colleagues³⁰ compared to the general University representation level of 5.5%³¹.

Student Data

The proportion of disabled students at the University (14.3%) is broadly in line with the sector benchmark (13.9%)³². Whilst the largest proportion of this group (33.8%) are those with a specific learning difficulty, this proportion is decreasing in line with sector trends. The proportion of disabled students reporting a mental health condition at the University (33.3%), though stable year-on-year, is 6.3pp greater than the average for the sector³³.

Both the progression rate for disabled students (86.5%)³⁴ and proportion of disabled students awarded a good degree³⁵ (80.9%)³⁶ have improved this year (from 84.2% and 69.5% respectively). However, disabled students are slightly less likely to progress from Level 4 to 5 than students with no known disability (-1.9pp progression gap, 0.8pp

²⁴ Appendix B: Table 1E.4

²⁵ Appendix B: Table 1E.10. Whilst these data reflect the proportion of individuals who were the subject of a grievance, it is important to stress that the grievances themselves do not necessarily relate to a protected characteristic.

²⁶ Appendix B: Chart 1C.8

²⁷ Appendix B: Chart 1A.5

²⁸ Appendix B: Charts 1A.28 and 1A.29

²⁹ Appendix B Table 1E.3

³⁰ Appendix B: Charts 1A.37 and 1A.38

³¹ Appendix B: chart 1A.13

³² Appendix B: Chart 2A.2

³³ Appendix B: Chart 2A.3

³⁴ Appendix B: Chart 2B.2

³⁵ First class or 2:1.

³⁶ Appendix B: Chart 2D.2

larger than the sector continuation gap³⁷). The gap between the proportion of disabled and non-disabled students awarded a good degree (-2.4pp) is 0.6pp larger than the gap for the sector as a whole, despite a 1.5pp improvement this year³⁸.

The largest differential from the most recent National Student Survey across all equality groups relates to disability, with a variance of -3.7pp in overall satisfaction between those with a disability other than a specific learning disability compared to those with no known disability³⁹.

There has been a year-on-year increase in the proportion of BAME students at Manchester Metropolitan over the three year reporting period with the current representation of BAME students (33.9%) notably higher than the sector average of 24.3%. The representation of Asian students has increased from 17.5% to 20.0% of all students in the three year reporting period⁴⁰.

This year, for the first time in the three year reporting period, progression rates are higher for BAME students (88.9%) compared to white students (87.9%). This trend is present overall, within both the UK and non-UK cohorts, as well as within the vast majority of ethnicity sub-categories⁴¹. The good degree awarding gap between BAME and white students (-13.0pp) has also improved from the previous year (-17.2pp) and is now marginally (0.4pp) better than the sector average⁴². The largest award gap is still found between Black and White students. However, this gap has also reduced, from -24.2pp last year to -15.8pp this year (6.8pp better than the sector benchmark of -22.6pp)⁴³.

In relation to Graduate Outcomes, the most pronounced difference from the proportion of all UK, full-time, first degree survey respondents at Manchester Metropolitan University in positive graduate destinations (71.3%) relates to ethnicity with a gap of -13.4pp for Black graduates⁴⁴.

Data on Religion and Belief shows that 19.0% of students at Manchester Metropolitan are Muslim, significantly greater than the sector-wide representation level of 9.3%⁴⁵.

Across all student age groups progression and good honours attainment rates have improved this year and are higher than sector benchmarks⁴⁶.

³⁷ Appendix B: Chart 2B.2 Note that sector comparisons are not available for the progression measure: published sector data looks at continuation – the proportion of all full-time first degree students still in higher education from one academic year into the next, excluding those students who left within 50 days of commencing their studies. Our internal progression metric is a more stringent measure which only classes a student as having progressed if they have gone on to the next level of study, and it does not exclude those who left within 50 days of commencing their studies.

³⁸ Appendix B: Table 2D.2

³⁹ Appendix B: Chart 2C.2

⁴⁰ Appendix B: Chart 2A.5

⁴¹ Appendix B: Charts 2B.5 to 2B.10

⁴² Appendix B: Table 2D.5 and Chart 2D.6; figures here are for UK students to allow sector comparison, figures for non-UK students can be found in Appendix B Charts 2D.5 and 2D.7.

⁴³ Appendix B: Chart 2D.9, Table 2D.6, figures here are for UK students to allow sector comparison, figures for non-UK students can be found in Appendix B Charts 2D.8 and 2D.10.

⁴⁴ Appendix B: Chart 2E.6

⁴⁵ Appendix B: Chart 2A.7

⁴⁶ Appendix B: Chart 2B.1 and Chart 2D.1

In relation to gender, whilst an awarding gap between men and women continues to be present, at -3.7pp for men, this is now better than the sector benchmark of -5.1pp⁴⁷.

6. University Equality Objectives 2021-2025

The specific public sector equality duty places a requirement on universities to develop, consult on, and publish equality and diversity objectives that demonstrate how we are meeting the aims of the general equality duty at least every four years.

The University's current Equality Strategy, which sets out our existing Equality Objectives, will expire imminently and work has been undertaken over the last 12 months to engage the University community in the development of a refreshed objective set. This has included:

- A consultation event with members of each of the University staff equality fora, and University Equality and Diversity Champions through an online event.
- Engagement with the Human Resources and Organisational Development Extended Leadership Team.
- Presentation to the University Inclusive Learning Communities Board.
- Consultation with Trade Union colleagues.
- All-staff consultation through an online survey promoted through ManMetLife and via Faculty Executive Groups.
- Circulation of proposals with the Greater Manchester EDI Professionals Network (external).

This engagement, together with a review of staff and student data and analysis of objectives at other similar universities, has supported the development of a proposed set of objectives for the 2021-25 period grouped under four themes:

- 1) Leadership, Culture and Governance.
- 2) An Inclusive Student Experience.
- 3) An Inclusive Employee Lifecycle.
- 4) Celebrating Diversity.

It is worth emphasising that these objectives are by their very nature strategic. They are intended to set a unified organisational approach to equality, diversity and inclusion and not stand alone, but rather flow from existing programmes of work. Detailed delivery plans and targets are in place to underpin these objectives including:

- **Leadership, Culture and Governance** – The University's Equality and Diversity Policy, the development programme for the Road to 2030 strategy refresh and the work of our Athena Swan and Race Equality Charter Self-Assessment Teams
- **An Inclusive Student Experience** – The University's Access and Participation Plan, the work of the Inclusive Learning Communities Project and BAME Ambassadors
- **An Inclusive Employee Lifecycle** – The University's People Strategy, developing Agile Working Project and the workforce workstreams of the Athena Swan and Race Equality Charter Self-Assessment Teams

⁴⁷ Appendix B: Chart 2D.4

- **Celebrating Diversity** – The University’s communications planning process, development programme for the Road to 2030 strategy and work of the Research and Knowledge Exchange Committee.

The proposed objectives are set out below and will be published on the University website once agreed. The objectives will also be communicated to both staff and students.

An annual update on progress against the objectives will be provided as part of the Equality, Diversity and Inclusion Annual Report.

Equality Objectives – 2021-2025

Leadership, Culture and Governance

Recognising that progress against Equality and Diversity objectives relies upon effective leadership and governance, and an inclusive culture, the University will:

1. Continue to strongly and explicitly articulate and practically demonstrate its commitment to inclusion and diversity and a zero-tolerance approach to discrimination, victimisation, harassment, or any other conduct prohibited by the Equality Act 2010.
2. Strengthen the positioning of equality and diversity within its overarching Strategy and ensure ownership at the highest level of the University’s Equality Objectives.
3. Continue to improve diversity at senior levels within the University, including the Board of Governors. This could include positive action, if appropriate, in order to maximise the diversity of applicants. We will continue to support the development of diverse talent within the organisation, and to ensure fair, transparent and equitable processes.
4. Successfully gain or maintain accreditation against key sector equality benchmarks (Athena Swan and the Race Equality Charter) and put in place arrangements to enhance the University’s level of recognition against these standards.
5. Support leaders to develop and maintain the necessary skills and capabilities to deliver against the University’s Equality Objectives and proactively champion diversity and inclusion within their areas of responsibility.
6. Ensure that adequate resources are in place to deliver against the University’s Equality Objectives.
7. Deliver on the Vice-Chancellor’s commitment to race equality.

An Inclusive Student Experience

We will ensure that equality, diversity and inclusion are mainstreamed through every element of the student journey through the delivery of our Access and Participation Plan, the development of an inclusive curriculum and ensuring inclusive support services are readily available and accessible for all students. The University will:

1. Build on existing approaches to widening participation and access to higher education to attract and recruit students from underrepresented groups, including taking positive action if appropriate.
2. Continue to improve student retention and progression rates in those student groups where gaps exist.
3. Continue to improve degree attainment outcomes and reduce any degree awarding gap differentials.
4. Continue to improve progression to postgraduate study for people from underrepresented groups and narrow existing progression gaps.
5. Undertake activity to reduce gaps in graduate level employment outcomes from different groups.
6. Undertake the necessary steps to provide role models and curricula that reflect and celebrate diversity.

An Inclusive Employee Lifecycle

In line with the University's People Strategy we will take a mainstreaming approach to equality, diversity and inclusion and seek to address inequalities, promote inclusion and celebrate diversity in all areas of the employee lifecycle including recruitment, progression and the employee experience. The University will:

1. Drive improvements in the recruitment (application and appointment) rates for underrepresented groups at all levels of the workforce with the objective of supporting a University workforce which is sector-leading in its diversity.
2. Continue to address underrepresentation at all levels of both the Academic Career Pathway and within the Professional Services through fair and equitable processes and systems and providing targeted support for development, including positive action, if appropriate.
3. Design and deliver a specific strategy to strengthen equality and diversity across the University's Research and Knowledge Exchange Community.
4. Engage and involve colleagues, reflective of the diversity of the University community, in the delivery of the University's People Strategy and key people projects.
5. Seek to narrow any gaps that are identified between the engagement levels of colleagues across all demographics.
6. Be recognised for our approach to agile working, including in those areas with traditionally rigid work practices.
7. Ensure that all staff undertake appropriate training and development to be able to deliver against the University's ambition in relation to equality, diversity and inclusion.

Celebrating Diversity

Celebrating diversity helps to gain new perspectives and create a truly inclusive culture. The University is committed to not just welcoming diversity, but to celebrating it. Where appropriate, the University will actively collaborate with our partners in celebrating diversity. The University will:

1. Foster good relations between different communities by providing opportunities to come together, learn and understand one another.
2. Position the diversity of the University community and of the City in which we are located as a key strength and source of pride.
3. Deliver an annual calendar of recognised dates and events in order to celebrate the importance of diversity across our staff and student communities.
4. Celebrate and enhance equality and diversity as key strengths within the University's Research and Knowledge Exchange agenda.
5. Identify and celebrate diverse staff and student role models.

7. Key Priorities for 2021

The University's equality and diversity priorities for the coming twelve months will flow from the above Equality Objectives and seek to maintain the focus and pace of activity seen throughout 2020. Key activities will include:

Leadership, Culture and Governance

- Strengthening the positioning of equality and diversity within the University's overarching Strategy as part of the 'Road to 2030' Strategy refresh.
- Embedding the role of the University Leadership Forum Equality Leads.
- Reviewing the University's approach to the reporting of incidents of discrimination.
- Refreshing the University's approach to leadership and management training in relation to equality and diversity.
- Reviewing the University's approach to Equality Impact Assessments.
- Progressing work towards Race Equality Charter accreditation and Athena Swan re-accreditation (both due in 2022)

An Inclusive Student Experience

- Continued delivery of activity within the University's Access and Participation Plan.
- Continued progress of the Inclusive Learning Communities project and work of the BAME Ambassadors.
- Further embedding the use of equalities data within the Educational Annual Review (EAR) process.
- Further embedding the new Inclusion and Disability Service.
- Progress with the student elements of the new University Mental Health and Wellbeing Strategy.
- Review and develop support for BAME Postgraduate Research students.

An Inclusive Employee Lifecycle

- Delivery of an external review of equality within the University's recruitment and selection, promotion and disciplinary processes.
- Implementation of a refreshed approach to equality and diversity employee engagement.
- Roll-out of revised essential equality and diversity E-Learning and a review of other equality and diversity training.
- The development of a revised toolkit to support disabled colleagues and their managers.
- Consideration of a University-wide approach to reverse mentoring.
- Development of a specific strategy for equality and diversity within the University's approach to research and knowledge exchange, including for staff on fixed-term research contracts.
- Progress with the workforce elements of the new University Mental Health and Wellbeing Strategy.
- Progression of the Agile Working project.

Celebrating Diversity

- Delivery of an annual calendar of recognised dates and events in order to celebrate the importance of diversity across our staff and student communities.
- Positioning equality and diversity as a key strand within the developing Institute of Sport.
- Taking forward work in relation to the potential establishment of a Research Centre for the Study of Race and Racism.
- Identification of a diverse set of staff and student role models to help promote and celebrate the University's diversity .

8. Conclusion

The University is rightly proud of its strong reputation in relation to equality, diversity and inclusion. However, there is a need for continued and strengthened focus in this area in order to further drive improved experiences and outcomes for our diverse community of students and staff.

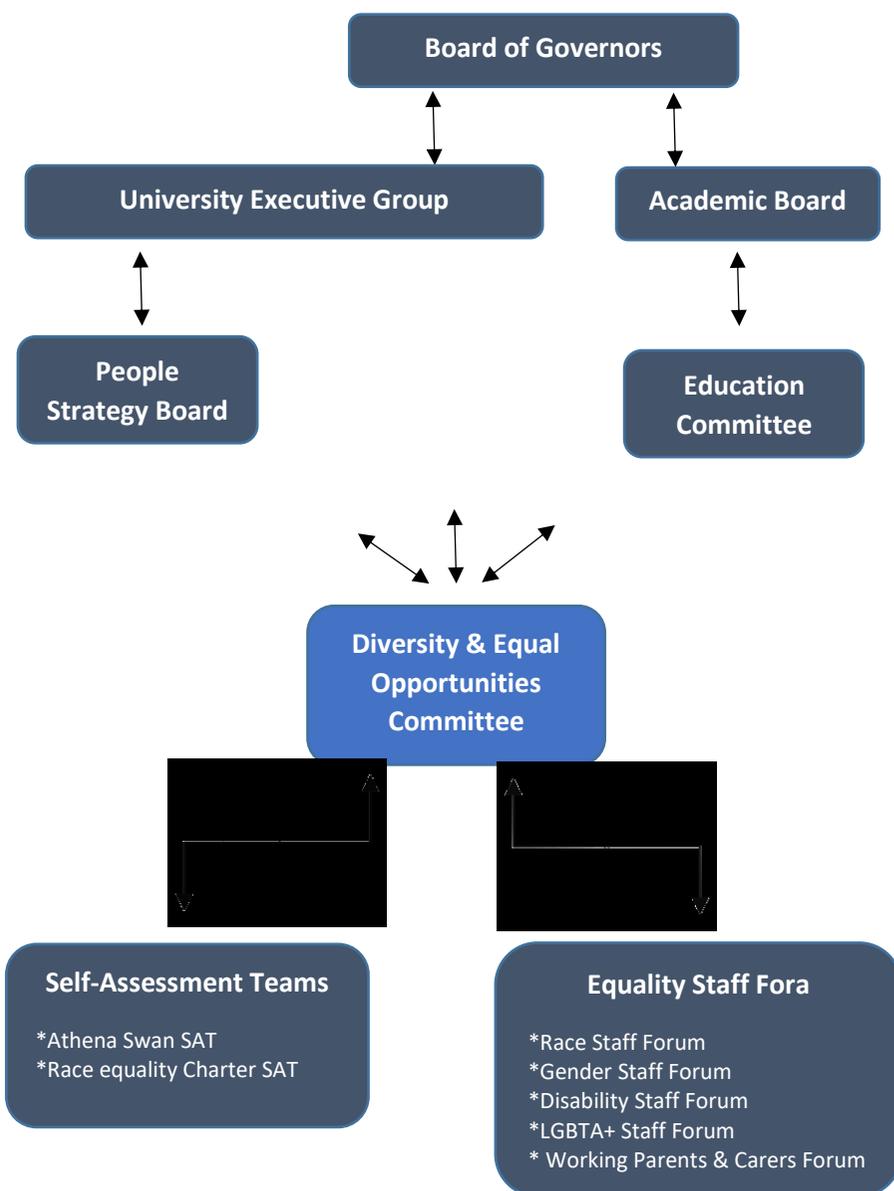
Both the Covid-19 pandemic and focus on race equality during the past year have further highlighted the equality challenges facing the University and, indeed, broader society. The University proactively responded to both these events and this work has re-ignited a clear strategic focus on equality and inclusion and a commitment at the most senior level to position this at the core of our refreshed University Strategy. This approach recognises both the importance of a mainstreaming approach to equality and the need for sustained leadership focus in order to drive long-term change. However, the University has further to go in order to fully achieve its aims.

The information within this report and the appendices is intended to provide an overview of activity during the past year and our future priorities together with the evidence base which has informed them.

This report also presents a refreshed set of Equality Objectives for the period 2021-25 for approval by the Committee.

Appendix A – Equality & Diversity Governance Structure

Governance and Compliance



Key Delivery Functions



Appendix B – 2019/20 Equalities Data Report

Equality data is central to equality and diversity work. It is essential to understanding the context of the Institution and identifying where action is needed.

The University collects equality monitoring data on all the protected characteristics and analyses this information in relation to key stages of the higher education lifecycle. 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 equality objectives.

The data on the following pages presents key staff and student equality information at an institutional level.

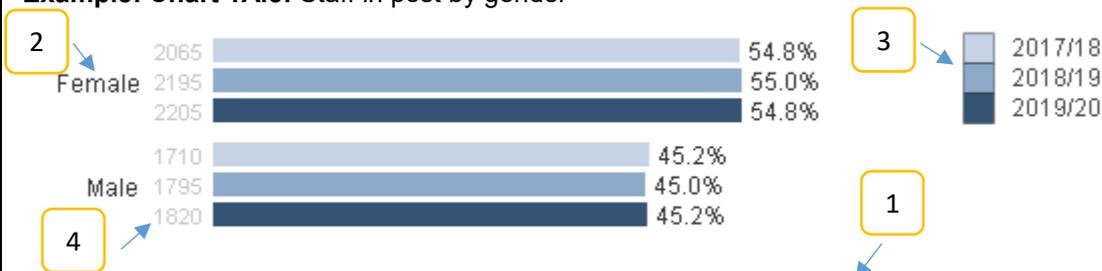
How to read these charts

The charts in this appendix are formatted to show:

- 1) the proportion of the total population (specified in grey text underneath the chart)
- 2) who fall into each protected characteristic (labelled on the y axis)
- 3) comparison over time or staff / student group (indicated by the legend and bar colour)
- 4) with the population size as a headcount rounded to 5 (in grey text on the y axis)

The chart below, for example, can be read to show that in 2019/20, 54.8% of all staff (excluding casual and sessional on the 1st December census date) were female. The size of this population was 2,205 (rounded to 5).

Example: Chart 1A.5: Staff in post by gender



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

Because the population size is rounded to 5 to protect anonymity, the grey text on the y axis will show 0 for population sizes of less than 3, but the accurate percentage bar and label will be visible. Actual populations of zero will be shown as blank on the y axis, with no corresponding percentage bar and label.

Some categories of staff or students are very small – particularly where we look at subsets of the total populations such as staff who have left, or students who graduated, in a particular year. Comparisons of percentage data should be considered carefully where population sizes are small.

Part 1: Staff Data

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

- a. Staff in Post (including by staff group and seniority)
- b. Staff Progression
- c. Staff Leavers
- d. Recruitment and Selection
- e. Disciplinary & Grievances
- f. Gender and Ethnicity Pay Gaps

Historically, data on staff participation in learning and development activity has been included within this report. Due to the move to home working for the majority of staff from March 2020, the majority of staff development activity has taken place virtually and through a variety of different training providers. This information is not recorded centrally therefore reporting is not possible this year.

Staff data is profiled by the protected characteristics of age, disability, gender, ethnicity, religion or belief and sexual orientation wherever possible. Where appropriate, sector average figures are provided, sourced from Advance HE's Equality + Higher Education Staff Statistical Report 2020.

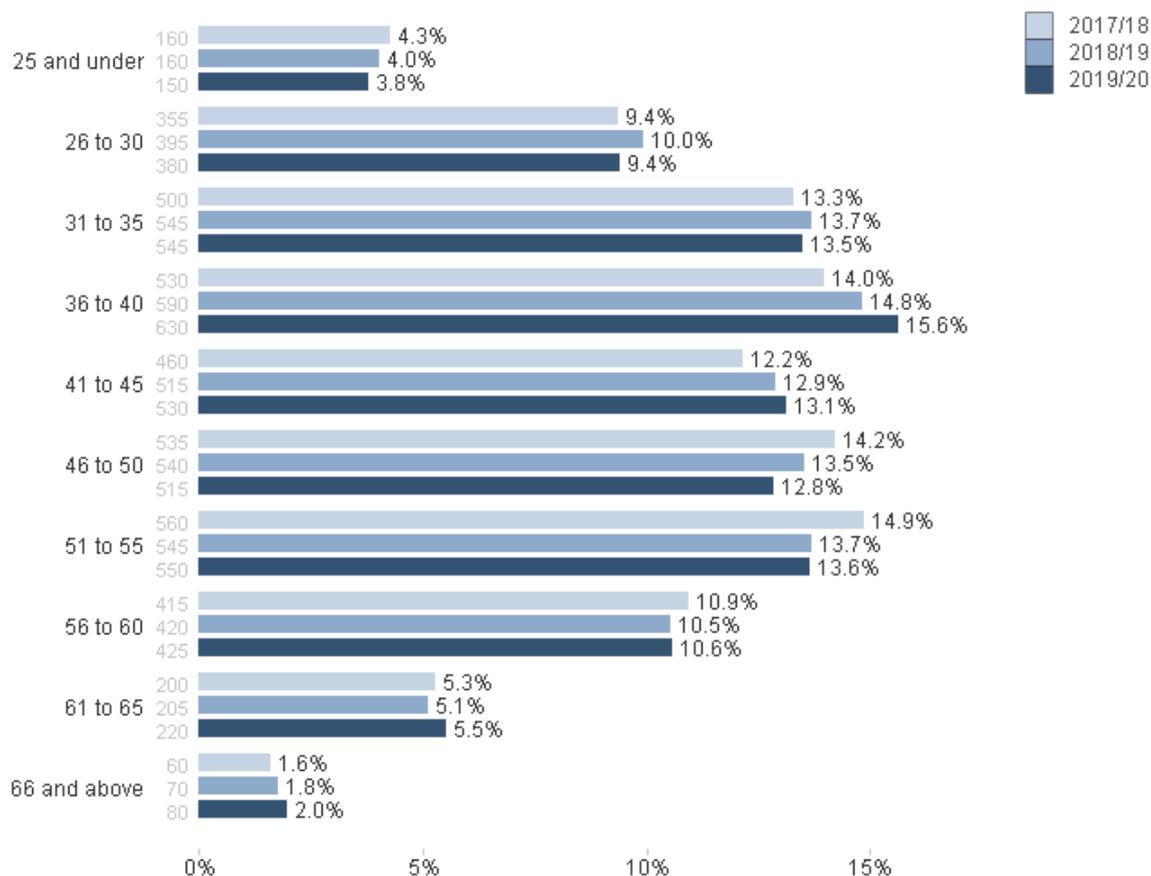
The University employs a total of 4,025 HESA reportable staff (excluding casual and sessional), compared to 3,989 in the previous year.

A. Staff in Post

Staff in Post at Manchester Metropolitan Shown as trend data (last three years)

Age

Chart 1A.1: Staff in post 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 36 to 40, 41 to 45, and 66+ age brackets. The largest proportion of staff sit in the 36-40 age bracket.

Comparison of the University's workforce against the sector averages⁴⁸ shows a slightly lower proportion of staff aged 35 and under at Manchester Metropolitan University, and a slightly higher proportion of staff aged 35 to 65.

⁴⁸ Advance HE, Equality Plus Higher Education: Staff statistical report 2020

Table 1A.1: Sector comparison of % of staff within each age group (19/20 compared to 18/19 sector data)

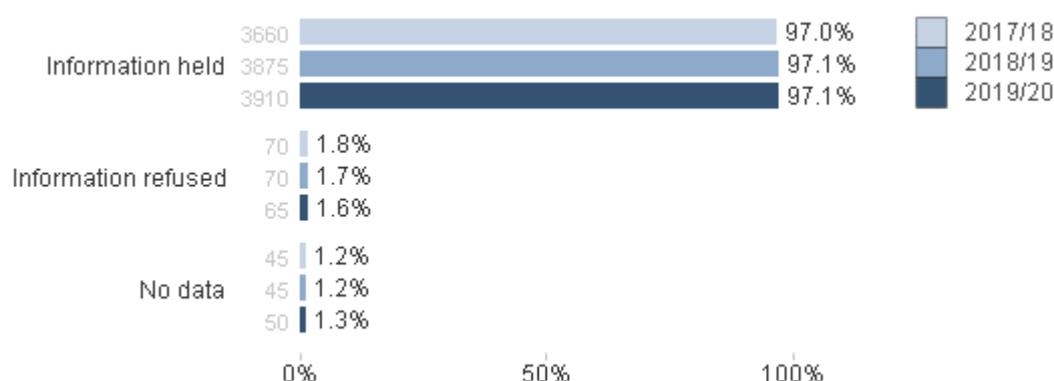
	25 and under	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 60	61 to 65	66 and above
Manchester Met Sector (England)	3.8%	9.4%	13.5%	15.6%	13.1%	12.8%	13.6%	10.6%	5.5%	2.0%
Manchester Met difference to sector	-2.1%	-1.5%	-0.7%	1.2%	0.6%	0.3%	1.5%	1.0%	0.1%	-0.6%

Sector data: Advance HE, Equality Plus Higher Education: Staff Statistical Report 2020

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 through its People Strategy, and through the appointment of an All-Age Diversity Champion.

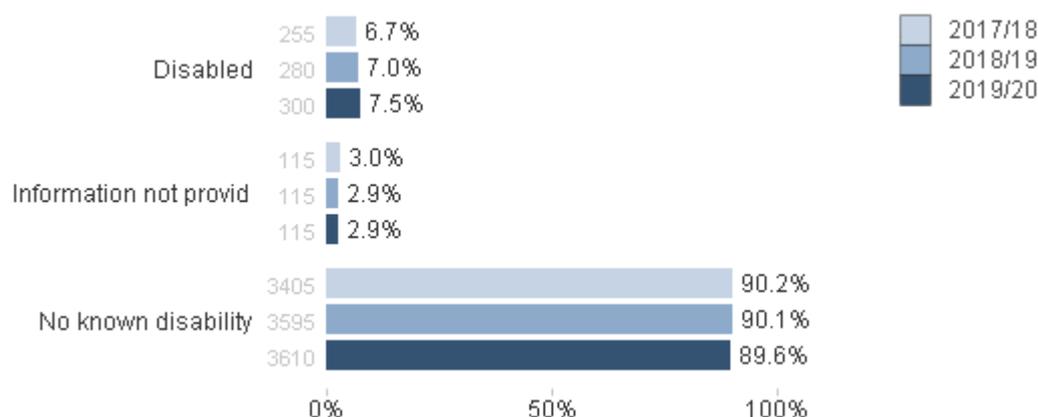
Disability

Chart 1A.2: Disability data collection



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

Chart 1A.3: Staff in post by disability status



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

Table 1A.2: Sector comparison of proportion of all staff who are disabled compared to those with no known disability including information not provided to match sector reporting

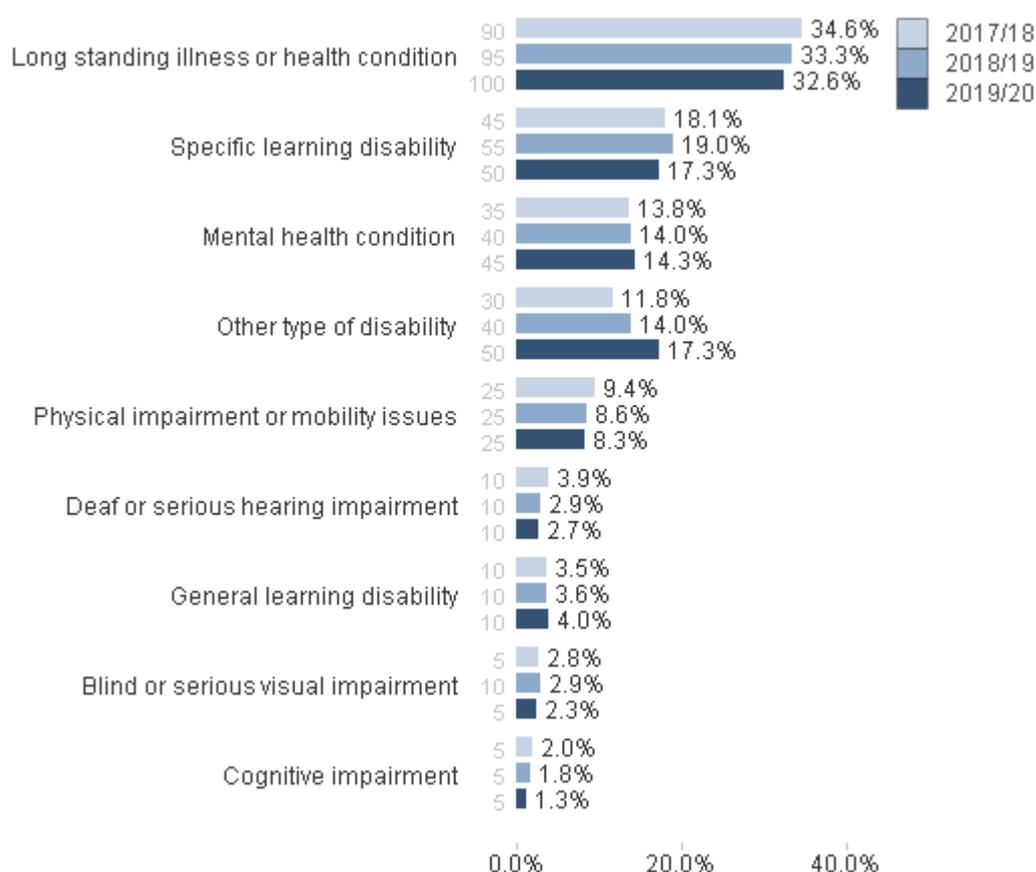
	Disabled	Non-disabled
Manchester Met (2019/20)	7.5%	92.5%
Sector (HEIs in England, 2018/19)	5.4%	94.6%
Manchester Met difference to sector	+2.1%	-2.1%

Sector data: Advance HE, Equality Plus Higher Education: Staff Statistical Report 2020

The rate of disability disclosure has increased year on year for the last three years and at 7.5% remains higher than the sector average of 5.4%⁴⁹. 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.

8% of economically active and employed residents in Manchester class themselves as having a *long-term health problem or disability*⁵⁰.

Chart 1A.4: Staff in post by impairment type for all staff disclosing a disability



Population: all disabled staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount. Please note that sector comparisons are not available due to differences in reporting categories.

A large proportion of disabled staff have a long-standing illness or health condition (32.6%). The proportion of disabled staff reporting other types of disability has increased for a second year, from 14.0% of disabled staff last year to 17.3% of disabled staff this year. Sector comparisons are not available due to differences in the choice of categories reported. To

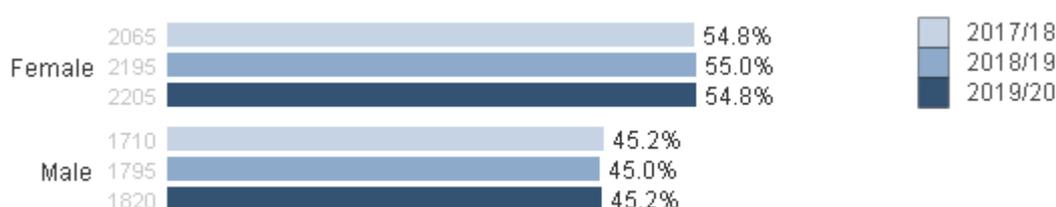
⁴⁹ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2020

⁵⁰ 2011 Census Figures – Economically Active - In Employment, Manchester

support staff, the University has invested in an 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 has also recently agreed a new joint staff and student Mental Health and Wellbeing Strategy.

Gender

Chart 1A.5: Staff in post by gender



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

Table 1A.3: Sector comparison of staff in post by gender

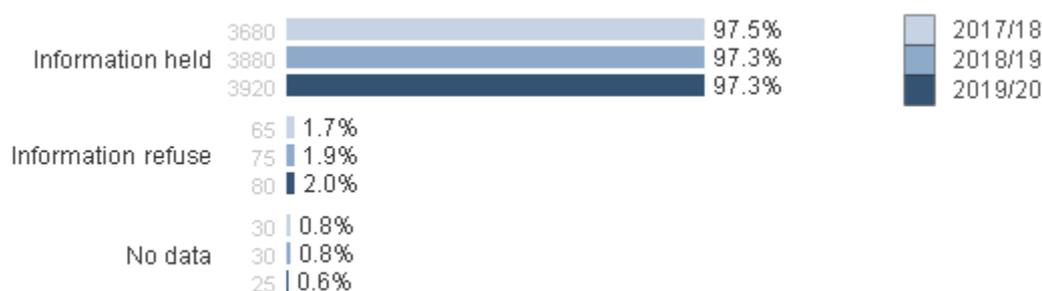
	Male	Female
Manchester Met (2019/20)	45.2%	54.8%
Sector (HEIs in England, 2018/19)	45.5%	54.5%
Manchester Met difference to sector	-0.3%	0.3%

Sector data: Advance HE, Equality Plus Higher Education: Staff Statistical Report 2020

The gender composition of the workforce remains broadly stable and in-line with the sector.

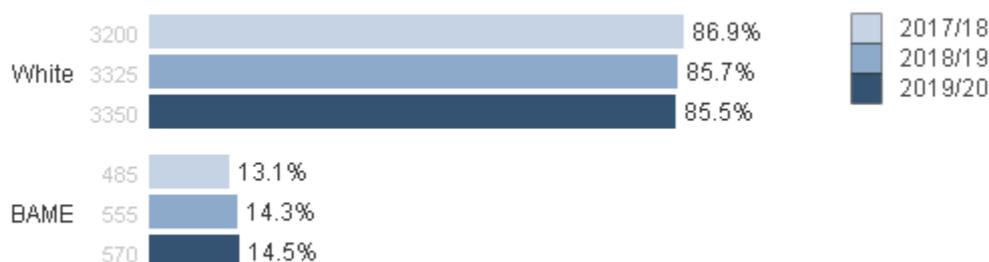
Ethnicity

Chart 1A.6: Ethnicity data collection



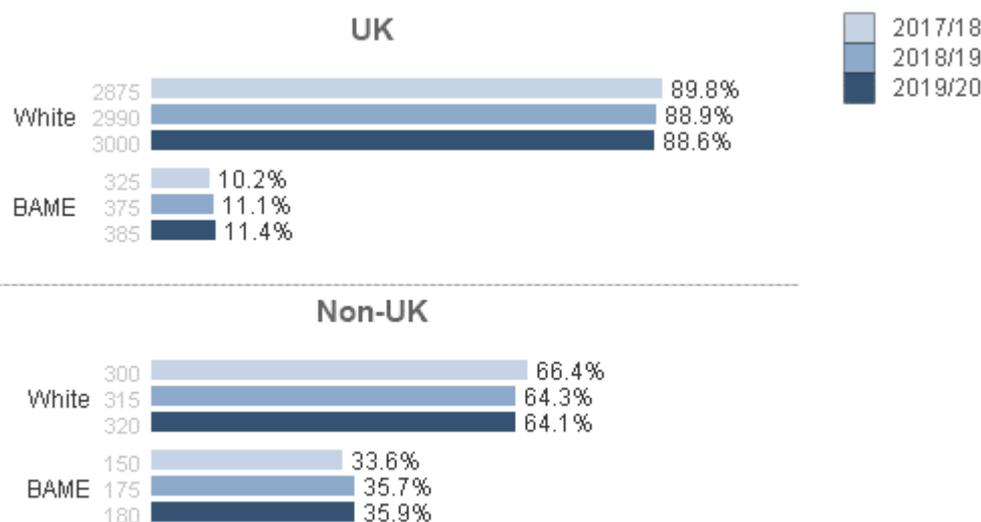
Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Chart 1A.7: Staff in post by BAME/white identity (all known data)



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

Chart 1A.8: Staff in post by BAME/white identity and nationality (all known data)



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

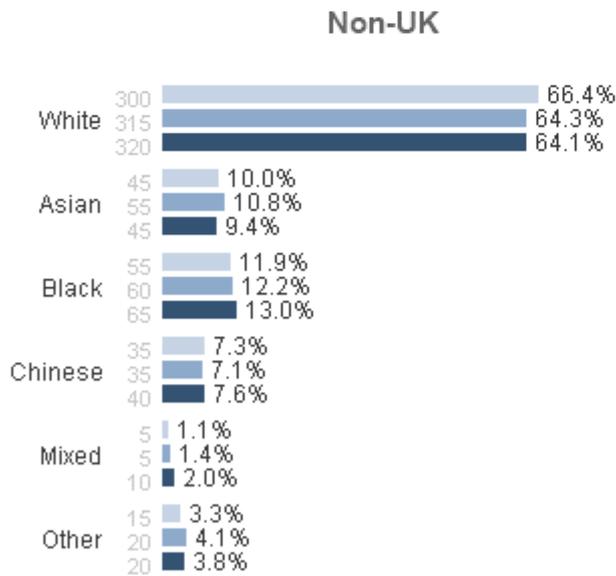
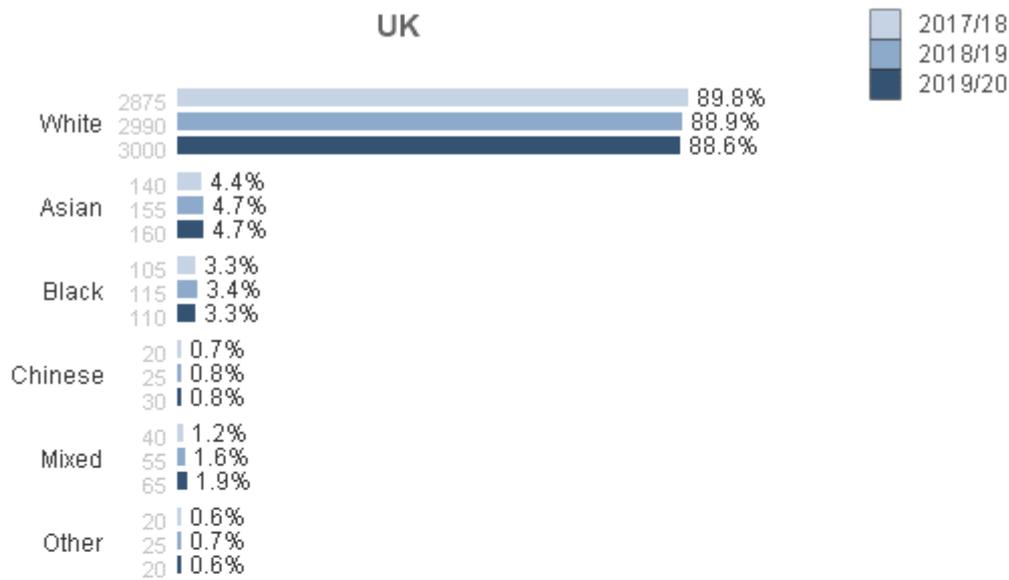
Chart 1A.7 shows the proportion of staff who are from White or Black, Asian or minority ethnic groups. The overall proportion of BAME staff has increased year-on-year for the past three years and is now 14.5%.

Comparative data is also included for UK and Non-UK staff, both of which show marginal increases in BAME colleagues in the last twelve months (0.3pp and 0.2pp respectively).

In previous equality reports, staff from the ‘White – British’ ethnic group were compared with staff from all other minority ethnic backgrounds (including the established ethnicity categories of ‘White- Irish’ and ‘White – Other’) in order to consider white minority ethnic groups. Following feedback and collaboration with representatives from the Race Staff Forum, data are now reported comparing all White ethnic backgrounds with staff from Black, Asian, Mixed and Other ethnic groups (‘BAME’), with data presented separately for UK and Non-UK nationals. Wherever population sizes allow, this report presents data disaggregated by more detailed ethnic group.⁵¹

Chart 1A.9: Staff in post by ethnic group and Nationality (all known data)

⁵¹ We recognise the limitations of the acronym ‘BAME’, which stands for Black, Asian and minority ethnic, particularly the representation of minority ethnic staff as a homogenous group. Where population sizes allow, this report presents data disaggregated by more detailed ethnic groups, presented as corresponding to those collected by HESA, and used in research and benchmarking across the HE sector.



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

The rise in UK BAME staff this year has been driven by an increase in Mixed ethnic groups with all other ethnic groups remaining static or falling marginally. In comparison, increases in the Black, Chinese and Mixed sub-categories can be seen for non-UK BAME colleagues. The Asian category has, however seen a 1.4pp decrease.

Table 1A.4 Sector comparison of staff in post by BAME/white identity, ethnic group and nationality

	UK staff			Non-UK staff		
	Manchester Met (2019/20)	Sector (HEIs in England, 2018/19)	Manchester Met difference to sector	Manchester Met (2019/20)	Sector (HEIs in England, 2018/19)	Manchester Met difference to sector
White	88.6%	88.4%	0.2%	64.1%	68.5%	-4.4%
BAME total	11.4%	11.6%	-0.2%	35.9%	31.5%	4.4%
Asian	4.7%	5.0%	-0.4%	9.4%	11.4%	-2.0%
Black	3.3%	2.6%	0.7%	13.0%	4.8%	8.2%
Chinese	0.8%	1.1%	-0.3%	7.6%	7.8%	-0.1%
Mixed	1.9%	2.0%	-0.1%	2.0%	3.4%	-1.4%
Other	0.6%	0.9%	-0.2%	3.8%	4.1%	-0.2%
All staff for whom data is held	100.0%	100.0%		100.0%	100.0%	

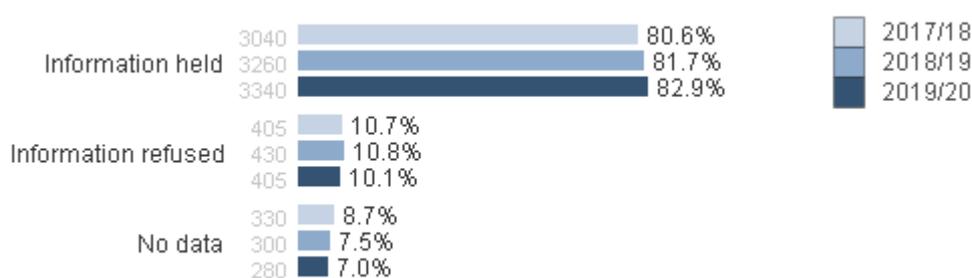
Sector data: Advance HE, Equality Plus Higher Education: Staff Statistical Report 2020

Sector comparisons show that the proportion of Non-UK BAME staff is ahead of the sector average by 4.4pp. However, the representation of UK BAME staff is 0.2pp below the average. The higher representation of Non-UK BAME colleagues is driven by Black colleagues, with representation 8.2pp greater than the average. For UK staff, all sub-categories fall marginally below the average with the exception of Black which is 0.7pp greater.

Research by the Leadership Foundation for Higher Education (LFHE)⁵² (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 BAME groups into academia. The University has committed to a significant focus on race equality going forward, including through a reinvigorated Race Equality Charter Self-Assessment Team, and an action plan of short-term deliverables in relation to workforce race equality.

Religion or Belief

Chart 1A.10: Religion or belief data collection

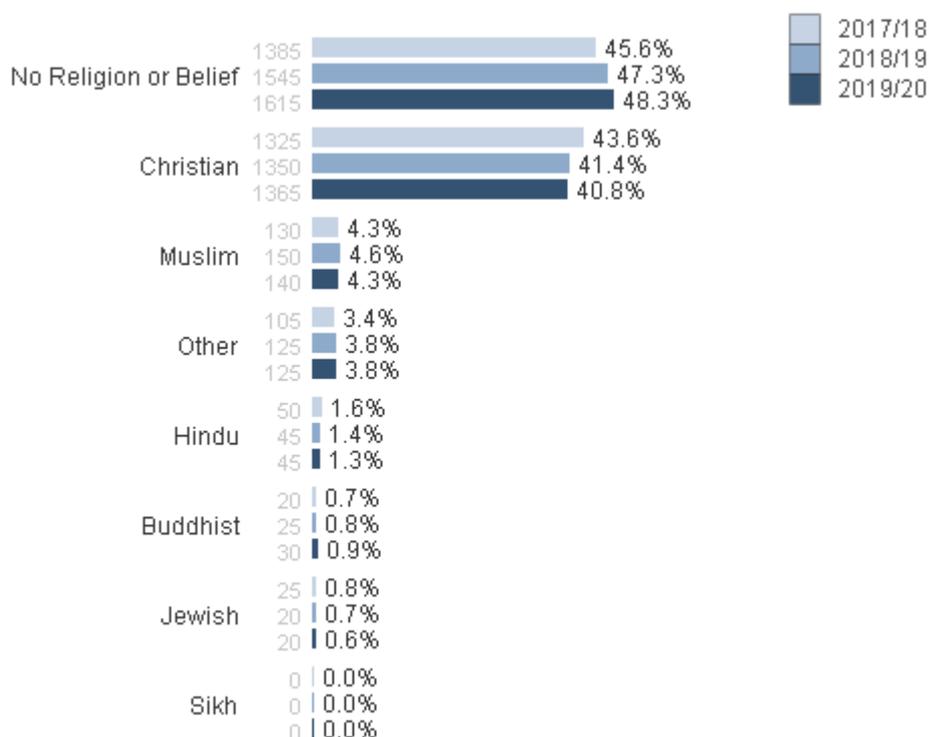


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

We have increased the proportion of staff for whom we hold religion or belief data each year, and now have data for 82.9% of staff.

⁵² Leadership Foundation for Higher Education (LFHE) (2014). The experience of BME academics in higher education: aspirations in the face of inequality

Chart 1A.11: Staff in post by religion or belief (all known data)



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

Table 1A.5: Sector comparison of staff by religion or belief (all known data)

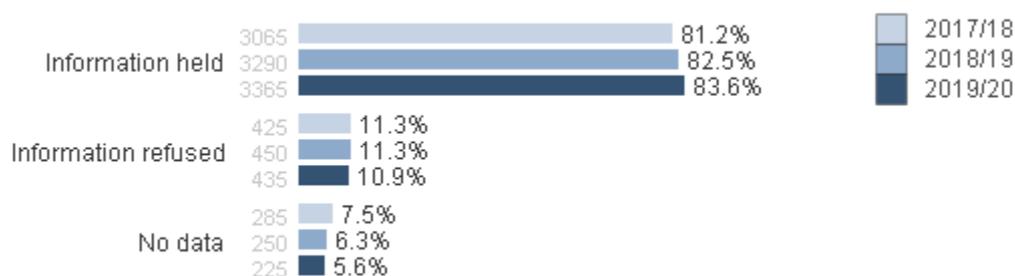
	Manchester Met (2019/20)	Sector (staff in institutions returning data, 2018/19)	Manchester Met difference to sector
No Religion	48.3%	49.8%	-1.5%
Christian	40.8%	38.4%	2.5%
Muslim	3.8%	4.4%	-0.6%
Other	4.3%	3.4%	0.9%
Hindu	1.3%	1.8%	-0.5%
Jewish	0.9%	0.9%	-0.1%
Buddhist	0.6%	0.6%	-0.1%
Sikh	0.0%	0.6%	-0.6%
All staff for whom data is held	100.0%	100.0%	
Unknown	17.1%	29.4%	-12.3%

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 University does, however, have 2.5pp more Christian staff than the sector average and 1.5pp fewer staff with no religion.

The proportion of staff reporting religions other than Christianity remains broadly static across the three year reporting period.

Sexual Orientation

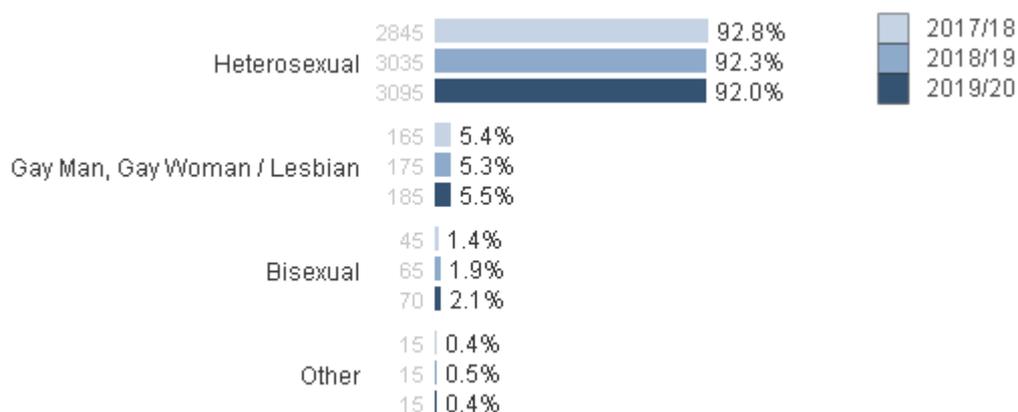
Chart 1A.12: Sexual orientation data collection



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. We will continue with promotion campaigns around all equality monitoring to encourage participation by staff.

Chart 1A.13: Staff in post by sexual orientation (all known data)



Population: all staff 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 Metropolitan 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 Metropolitan identified as lesbian, gay or bisexual.

Table 1A.6: Sector comparison of % of staff by sexual orientation

	Manchester Met (2019/20)	Sector (staff in institutions returning data, 2018/19)	Manchester Met difference to sector
Heterosexual	92.0%	93.6%	-1.6%
Gay Man, Gay Woman/ Lesbian	5.5%	3.8%	1.7%
Bisexual	2.1%	2.0%	0.1%
Other	0.4%	0.7%	-0.3%
<i>All known</i>	100.0%	100.0%	
<i>Refused</i>	10.9%	12.2%	-1.3%
<i>No data</i>	5.6%	32.2%	-26.6%

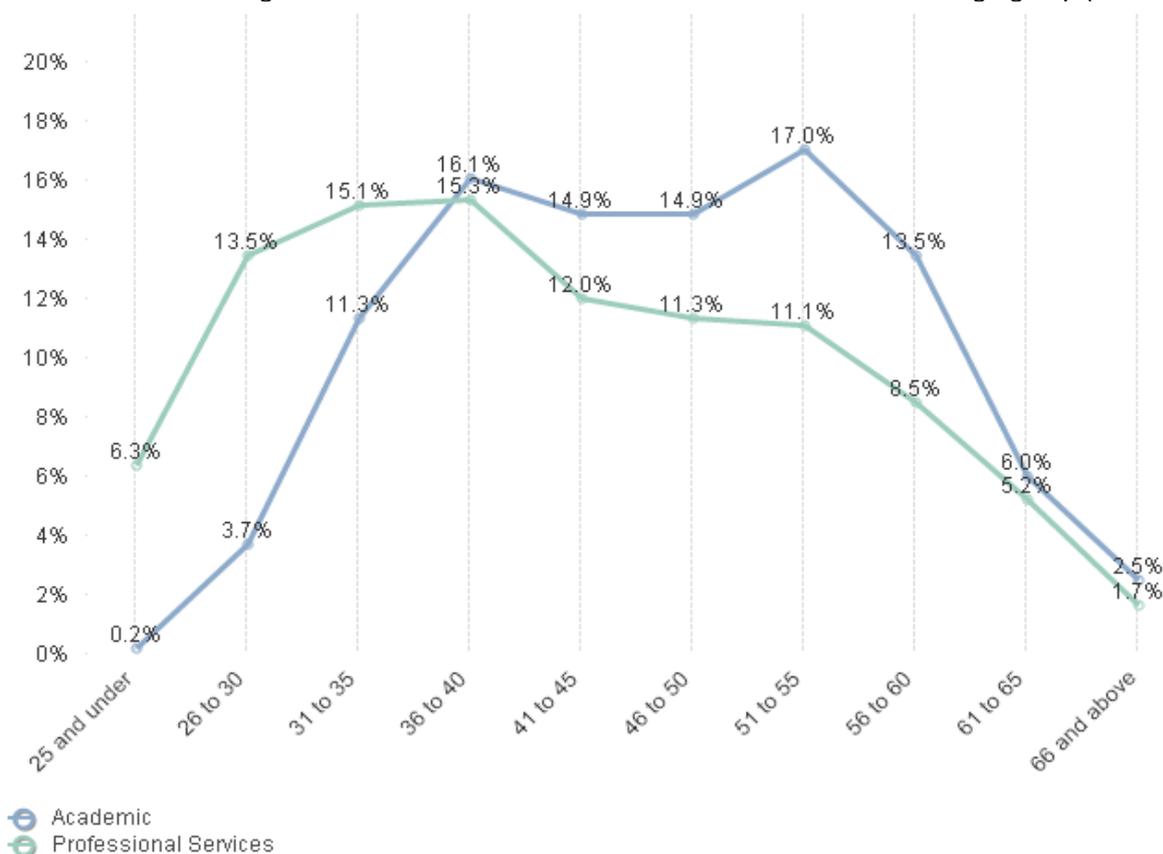
Staff in Post at Manchester Metropolitan Data by Staff Group

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

Age

The difference in age split between Academic 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.

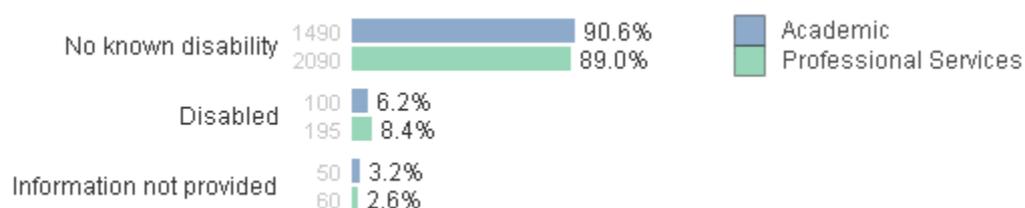
Chart 1A.14: Percentage of Academic and Professional Services staff within each age group (2019/20)



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

Disability

Chart 1A.15: Academic and Professional Services staff by disability status (2019/20)

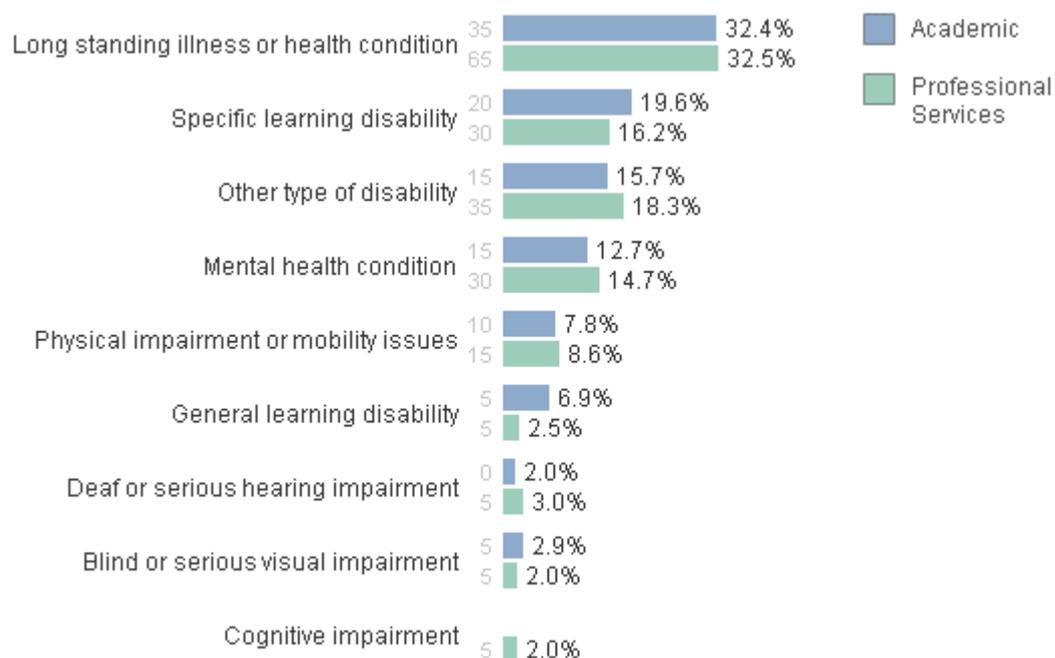


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The overall rate of disability disclosure at the University is 7.5%.

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

Chart 1A.16: Academic and Professional Services disabled staff by impairment type (2019/20)

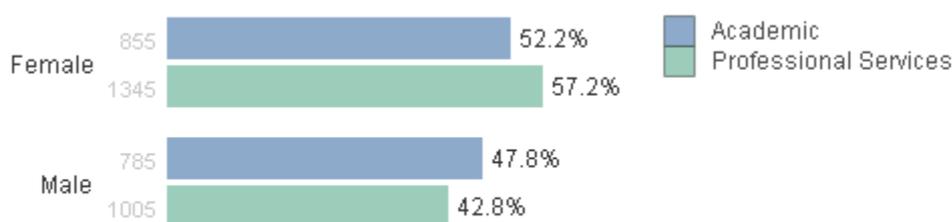


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The chart above shows the impairment type breakdown between Academic staff and Professional Services staff. The most notable differences are in the specific and general learning disabilities categories, with a higher disclosure rate for Academic Staff. In comparison, the Mental Health Condition category shows a higher disclosure rate for Professional Services staff.

Gender

Chart 1A.17: Academic and Professional Services staff by gender (2019/20)

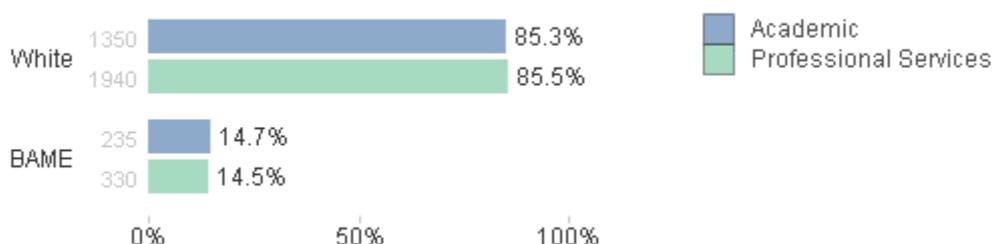


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

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

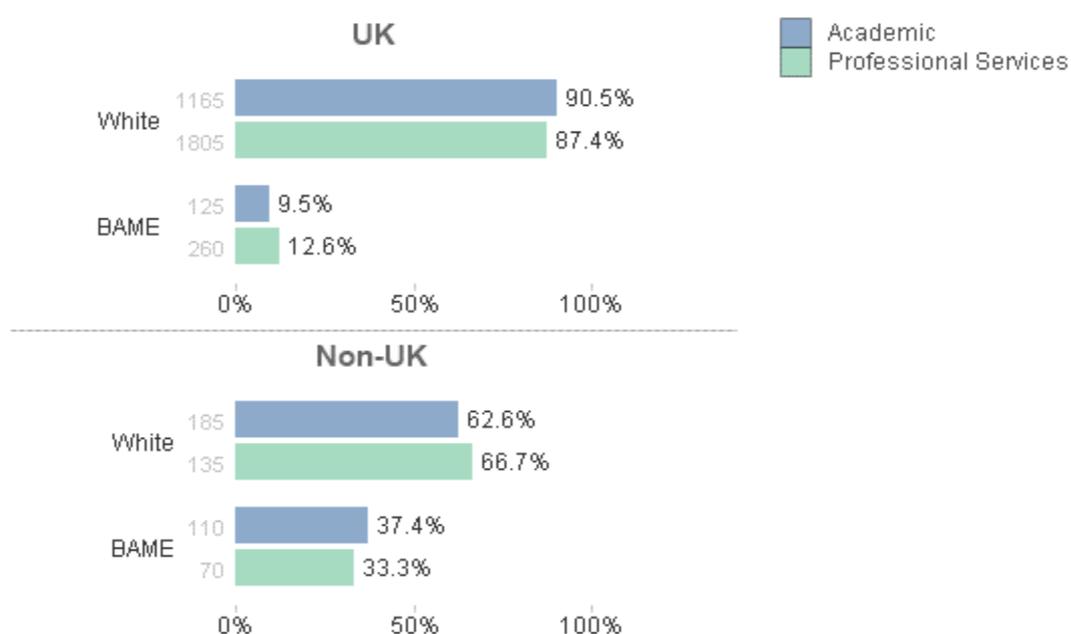
Ethnicity

Chart 1A.18: Academic and Professional Services staff by BAME/white identity (2019/20, all known data)



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

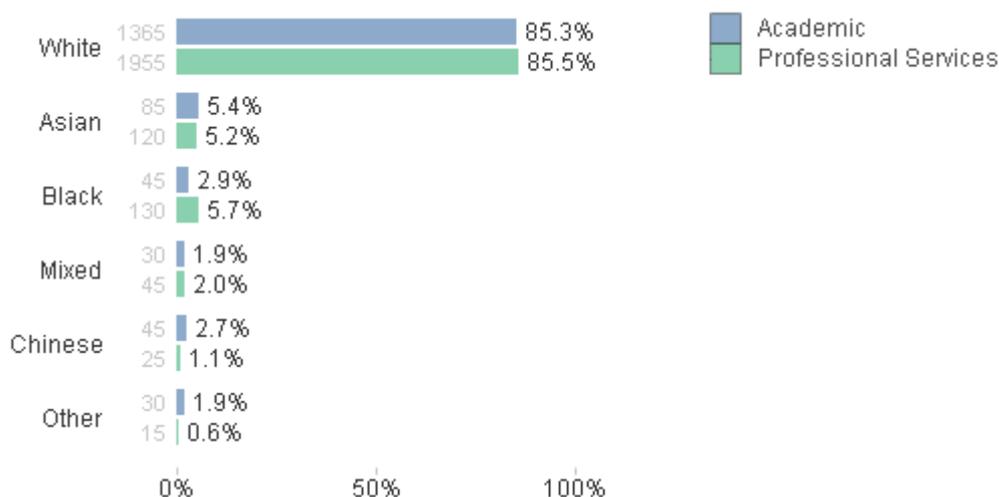
Chart 1A.19: Academic and Professional Services staff by BAME/white identity and nationality (2019/20, all known data)



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

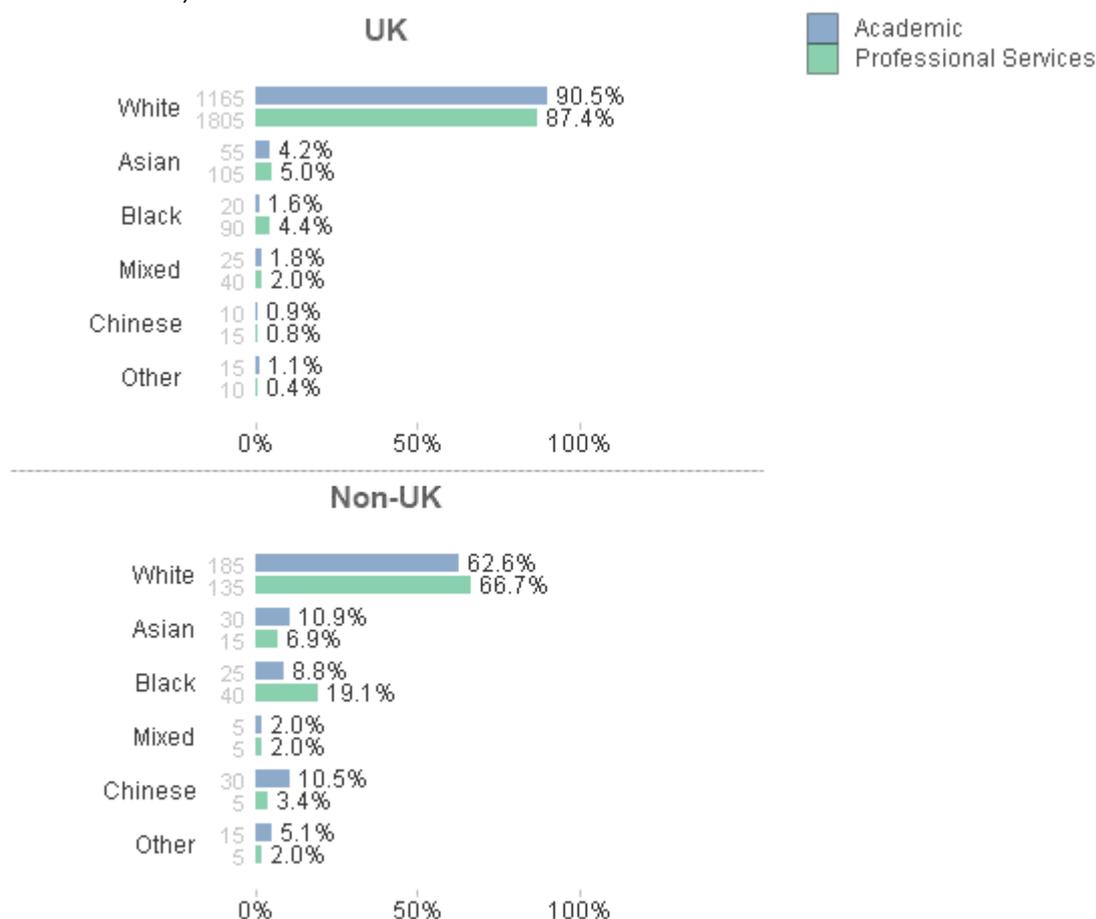
Whilst the proportions of BAME staff in Academic and Professional Services roles is broadly similar, the proportion of UK BAME staff is 3.1pp lower in Academic roles whilst the proportion of Non-UK BAME staff is 4.1pp lower in Professional Services Roles.

Chart 1A.20: Academic and Professional Services staff by ethnic group (2019/20, all known data)



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

Chart 1A.21: BAME Academic and Professional Services staff by ethnic group and nationality (2019/20, all known data)

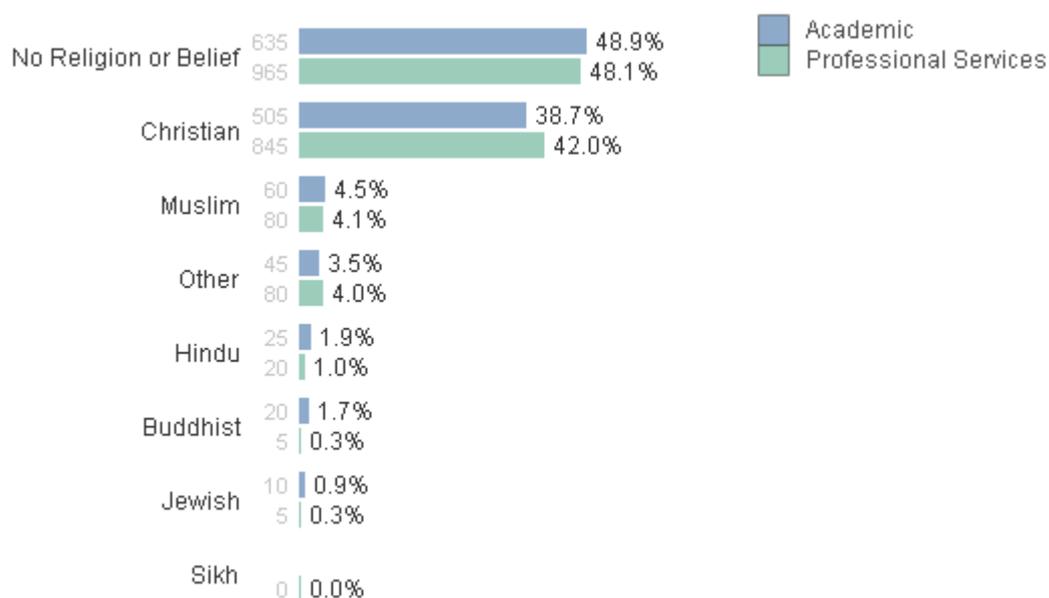


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

There is a notably smaller proportion of Black staff in Academic roles, compared to the proportion of Professional Services roles. This is particularly pronounced for Non-UK staff with a 10.3pp difference.

Religion or Belief

Chart 1A.22: Academic and Professional Services staff by religion or belief (2019/20 all known data)

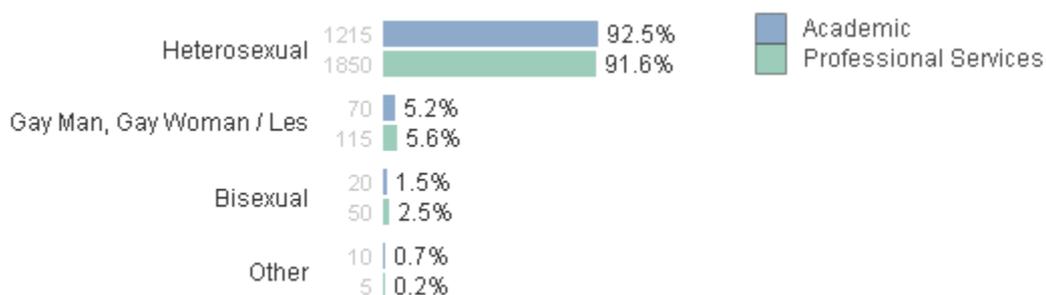


Population: all staff for whom religion or belief is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount. Excludes undefined, Information Refused, and missing data.

The largest religious group within Professional Services identified themselves as Christian, 3.3pp higher than that of the Academic staff group.

Sexual Orientation

Chart 1A.23: Academic and Professional Services staff by sexual orientation (2018/19, all known data)



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

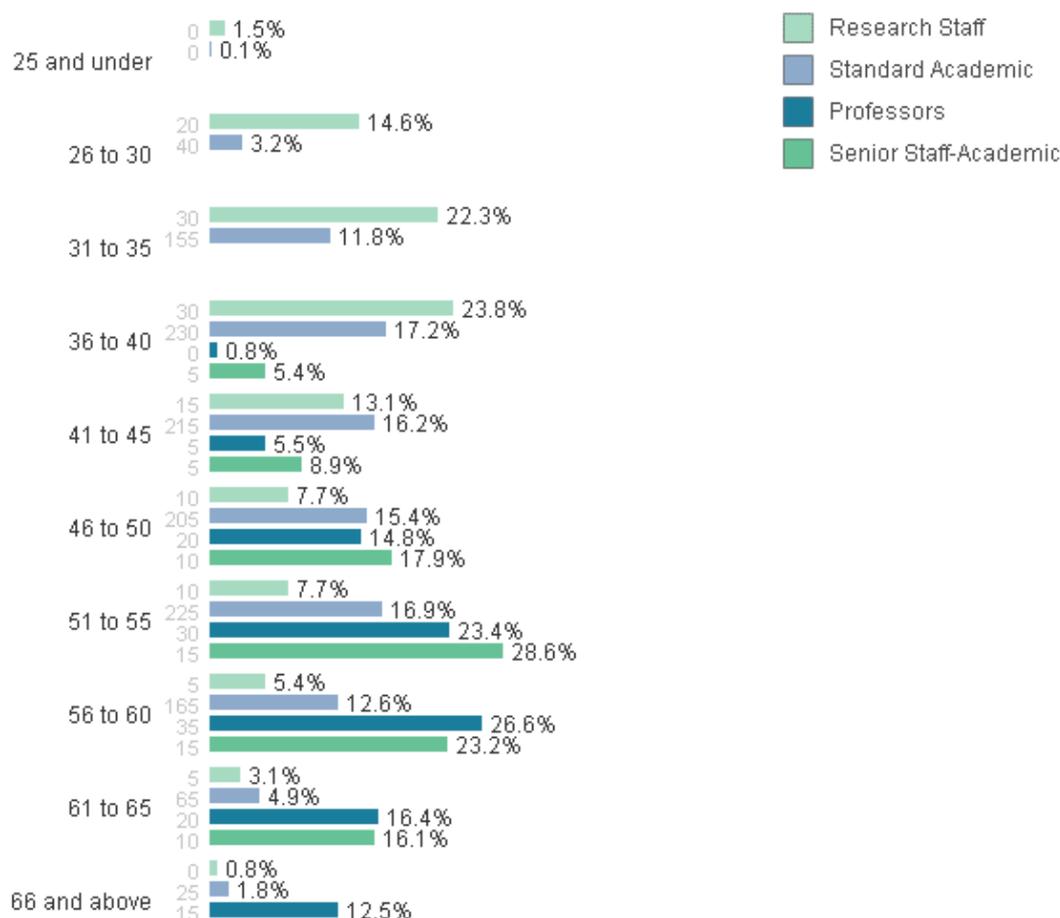
There is a slightly higher proportion of Heterosexual Academic staff (0.9pp) with the biggest differential (1pp) in the bisexual category.

Staff in Post at Manchester Metropolitan Data by Seniority

This section of the report provides data by seniority.

Age

Chart 1A.24: Academic staff by contract level and age group (2019/20, all known data)

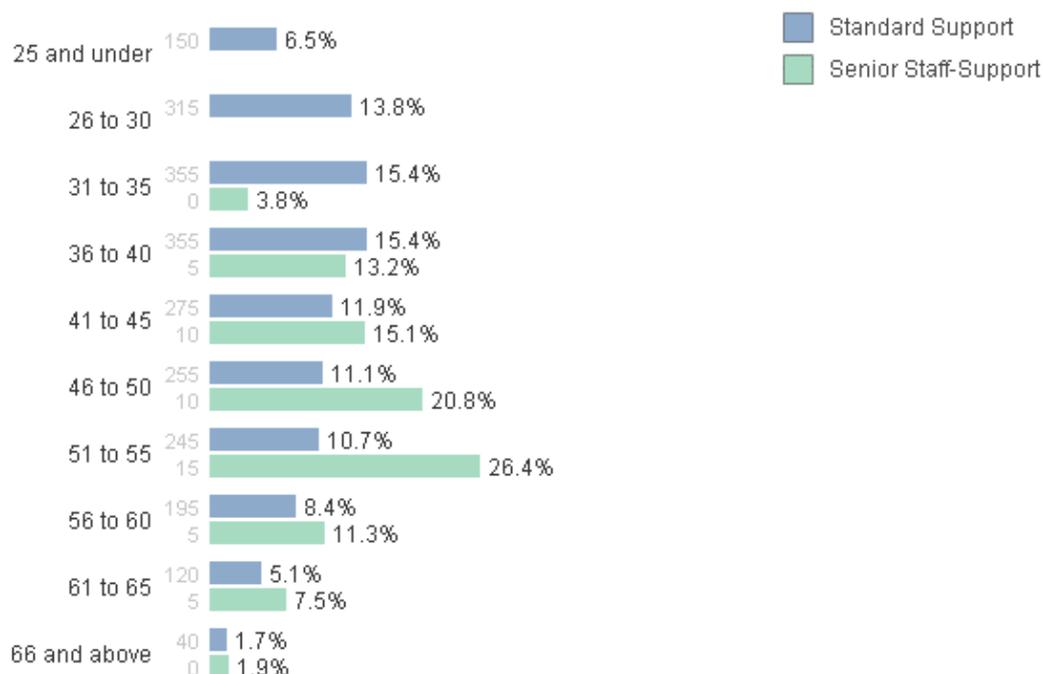


Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

The majority of standard academics are aged 36-40 (17.2%, or 230 staff); with similar numbers aged 41-45 (15.4%, 205 staff); 46-50 (16.9%, 205 staff) and 51-55 (16.9%, 225 staff). The majority of senior staff are aged 51-55 (28.6%, 15 members of staff). 51.8% senior academic staff are in the age groups 51-55 or 56-60, lower than the comparable sector figure (58.2%)⁵³.

⁵³ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2020

Chart 1A.25: Professional services staff by contract level and age group (2019/20, all known data)

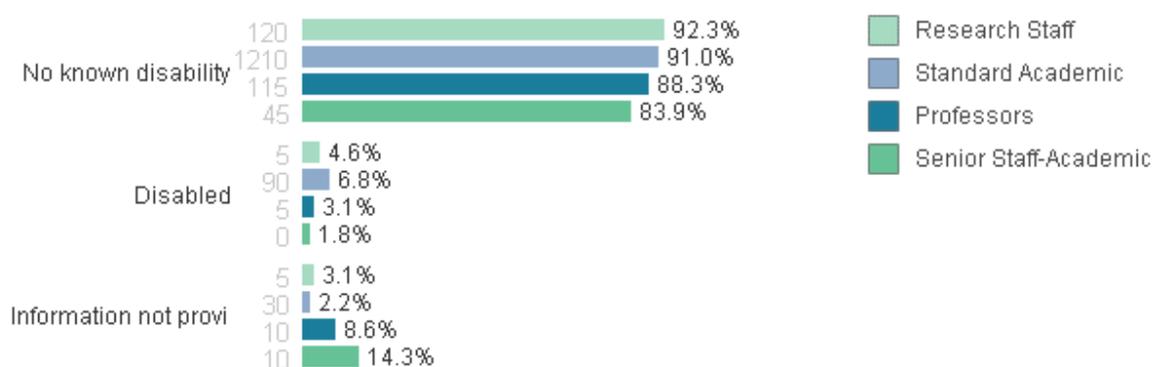


Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

For both Academic and Professional Services staff, the highest proportion of senior roles are within the 51-55 age category. The highest proportion of Professors are in the 56-60 age category.

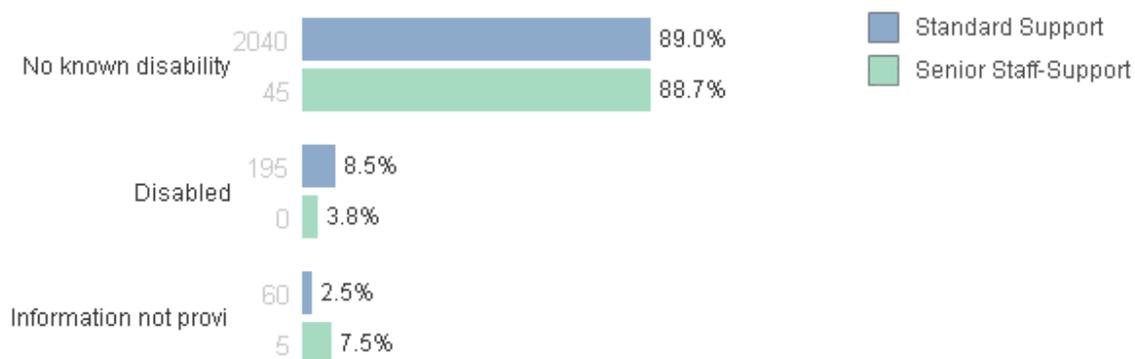
Disability

Chart 1A.26: Academic staff by contract level and disability disclosure (2019/20)



Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

Chart 1A.27: Professional services staff by contract level and disability disclosure (2019/20)

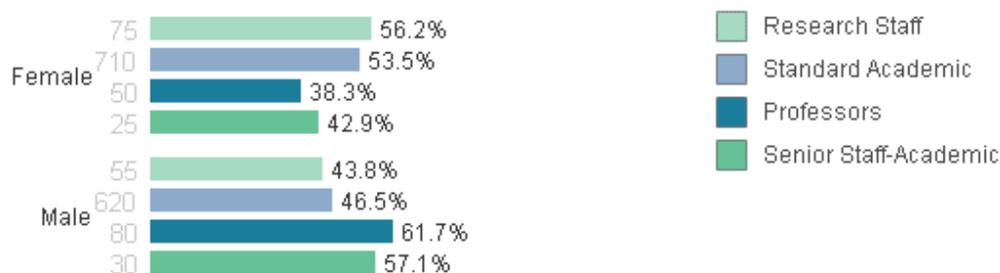


Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

The overall rate of disability disclosure at the University is 7.5% (8.4% for Professional Services staff and 6.2% for Academic staff). Representation levels in senior posts are 4.6pp and 4.4pp below these averages for Academic and Professional Services staff respectively.

Gender

Chart 1A.28: Academic staff by contract level and gender (2019/20)



Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

Chart 1A.29: Professional Services staff by contract level and gender (2019/20)

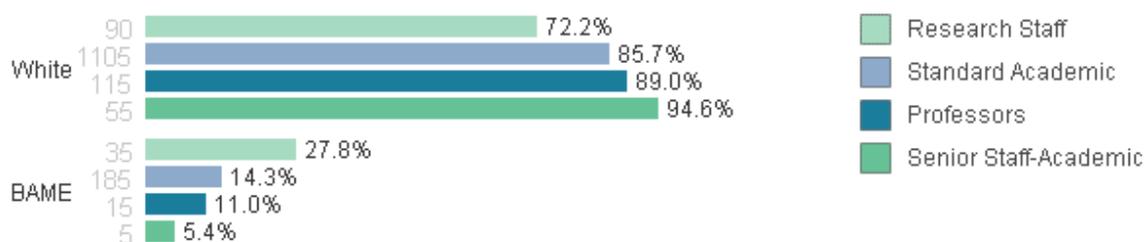


Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

Women predominate in both Professional Services and Academic roles, although the gender split is less pronounced amongst Academic staff. This trend is reversed for senior roles and Professors.

Ethnicity

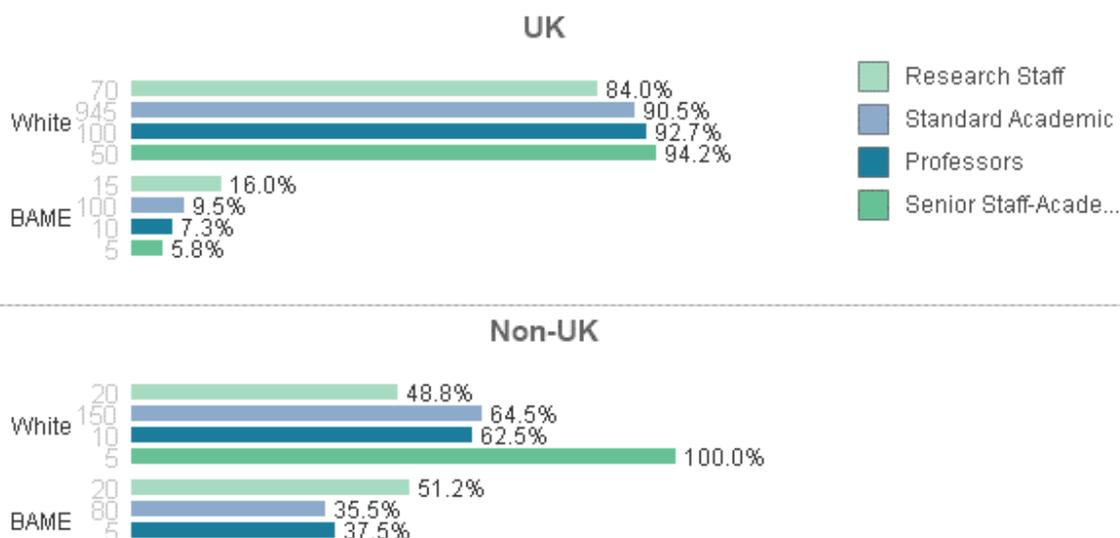
Chart 1A.30: Academic staff by contract level and BAME/white identity (2019/20, all known data)



Population: all academic staff for whom ethnicity data is known excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

Only 5.4% of senior academic roles are held by BAME staff compared to a general academic representation of 14.7%

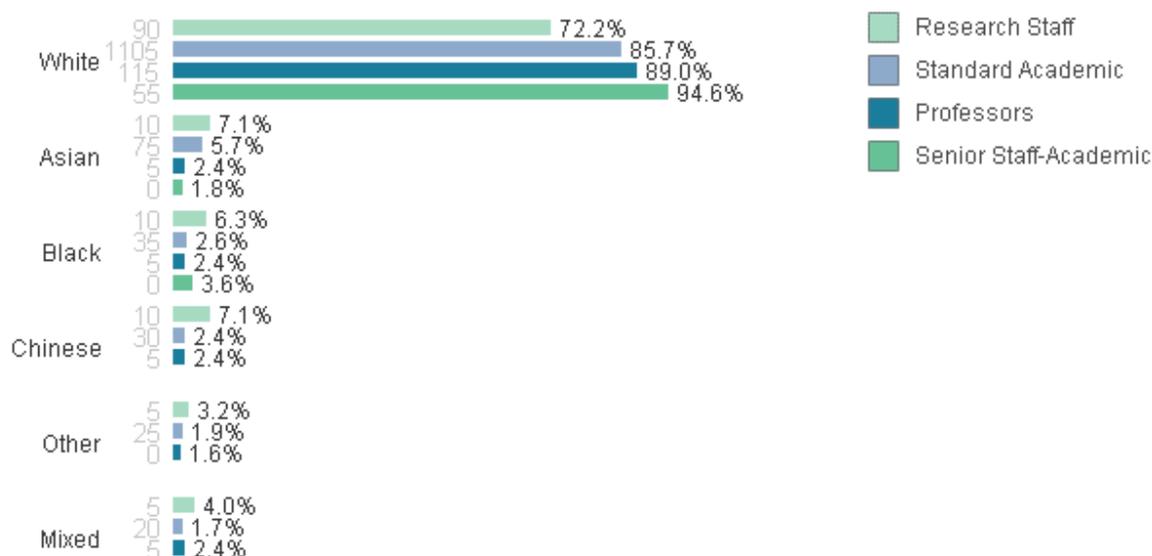
Chart 1A.31: Academic staff by contract level, BAME/white identity and nationality (2019/20, all known data)



Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

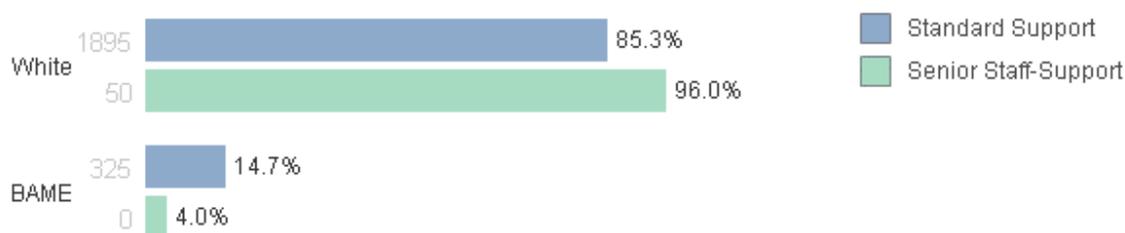
There are no Non-UK BAME staff in senior academic roles. However, representation levels of non-UK BAME Professors are in-line with general Academic representation levels. (37.5% v 37.4%). However, it should be noted that the total populations of non-UK professors and senior academic staff are small (with numbers rounded to 5, there are 5 non-UK senior staff in total and 15 non-UK professors). The percentage data presented here should therefore be treated with caution.

Chart 1A.32: Academic staff by contract level and ethnic group (2019/20, all known data)



Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

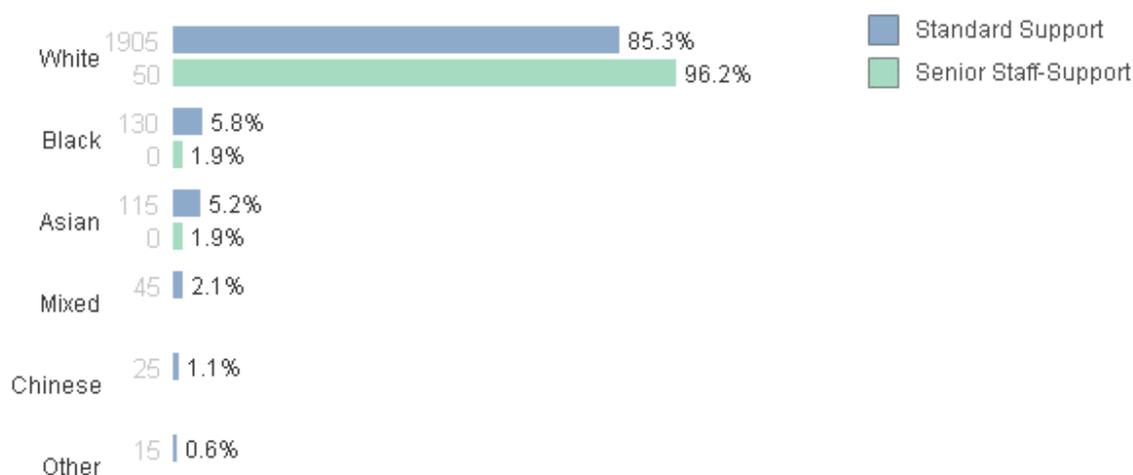
Chart 1A.33: Professional Services staff by contract level and BAME/white identity (2019/20, all known data)



Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount.

Senior BAME representation in Professional Services is 10.5pp below the overall level of BAME representation.

Chart 1A.34: Professional Services staff by contract level and ethnic group (2019/20, all known data)

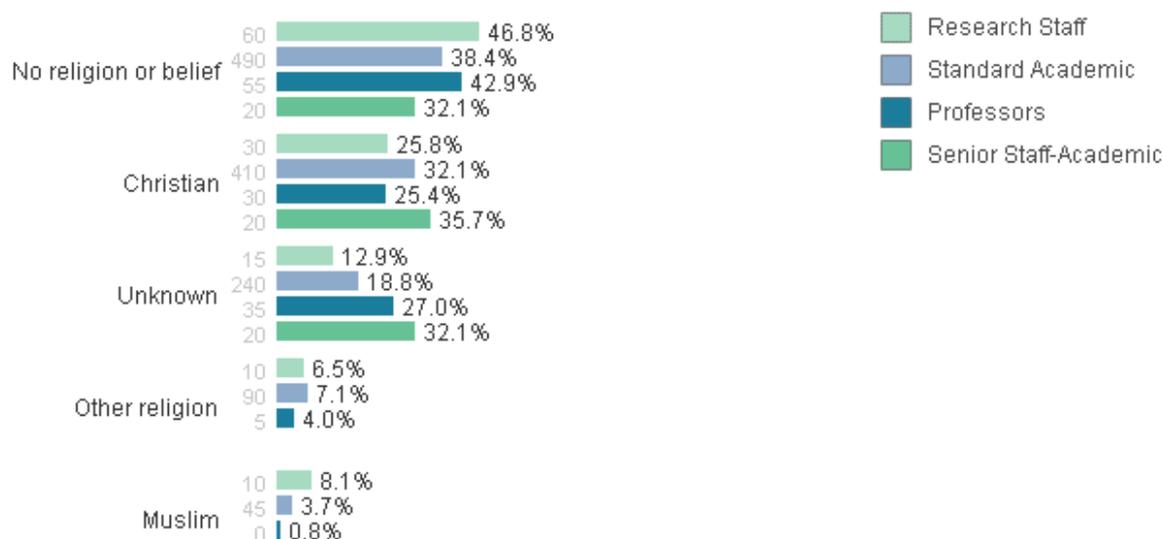


Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount. Please note that Executive staff have been included in the Senior Staff group in order to protect anonymity (as there are less than 5 Executive members of staff in total).

Black, Asian, Mixed, Chinese and Other ethnic groups are all underrepresented in the Professional Services senior population, compared to the level of representation in the standard population. Please note that as there are less than 5 non-UK senior Professional Services staff, this data is not broken down into UK/non-UK populations to protect anonymity.

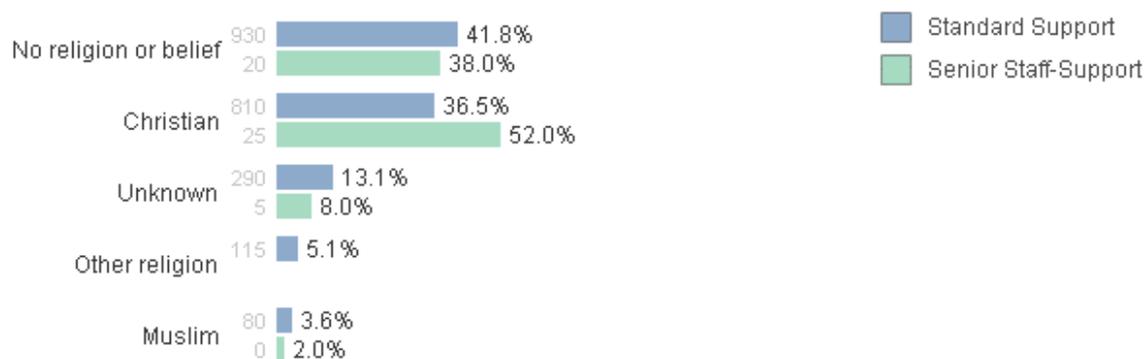
Religion or Belief

Chart 1A.35: Academic staff by contract level and religion or belief (2019/20 all known data)



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. Data for staff who are Hindu, Sikh, Jewish, Buddhist and Other religion has been grouped within 'Other Religion' in order to protect anonymity.

Chart 1A.36: Professional Services staff by contract level and religion or belief (2019/20 all known data)

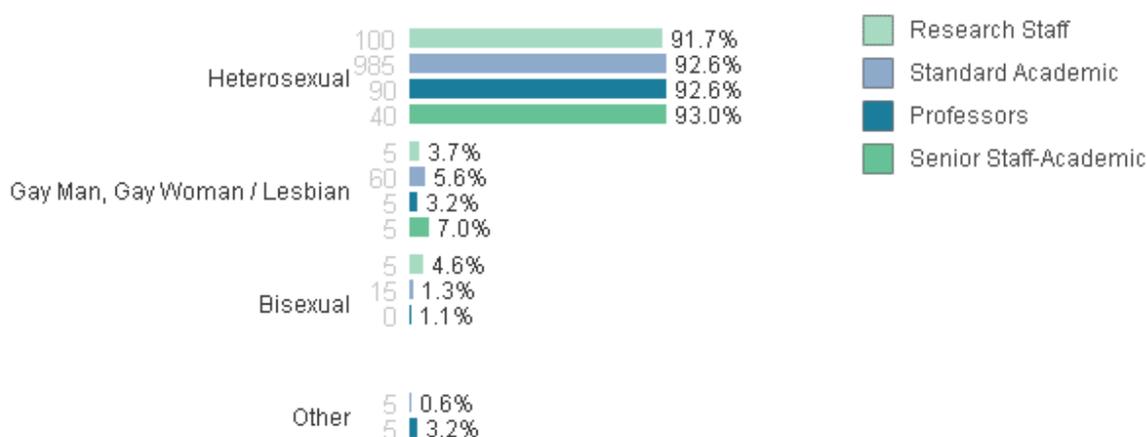


Population: all staff for whom religion or belief is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount. Excludes undefined, Information Refused, and missing data. Data for staff who are Hindu, Sikh, Jewish, Buddhist and Other religion has been grouped within 'Other Religion' due to small population sizes.

A 10pp higher proportion of senior Professional Services staff are Christian (52%) than the general representation (42%).

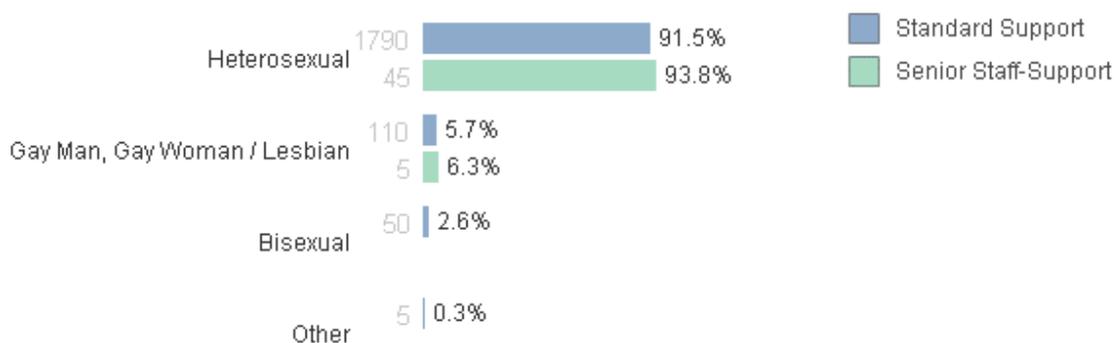
Sexual Orientation

Chart 1A.37: Academic staff by contract level and sexual orientation (2019/20, all known data)



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

Chart 1A.38: Professional Services staff by contract level and sexual orientation (2019/20, all known data)



Population: all staff excluding casual and sessional as at September 2020 census date. Figures calculated based on headcount. Please note that Executive staff have been included in the Senior Staff group in order to protect anonymity (as there are less than 5 Executive members of staff in total in total).

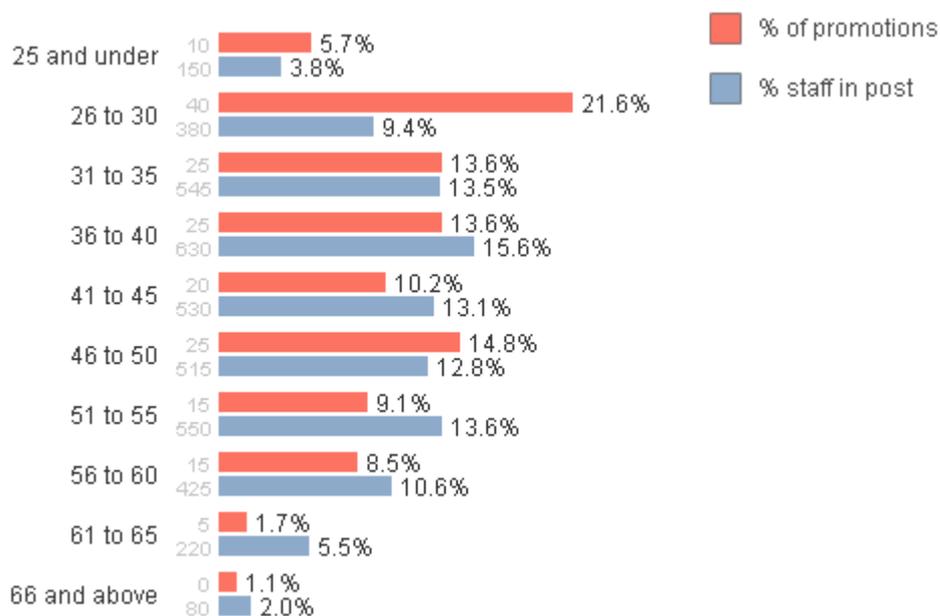
Gay and Lesbian representation in senior Academic and Professional Services roles is above general representation levels by 1.8pp and 0.7pp respectively.

B. Staff Progression

This section presents progression data for the 2019/20 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 overrepresented in the population of staff who progressed in their career last year.

Age

Chart 1B.1: Age profile workforce and promotions (2019/20)

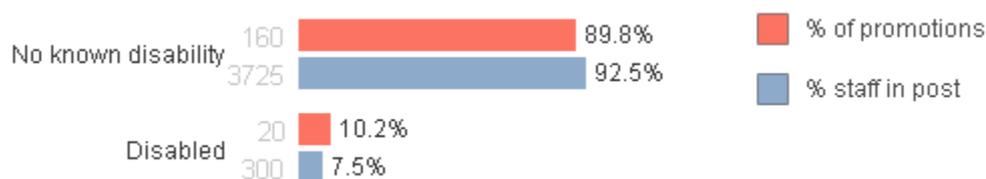


Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

A greater proportion of progressing staff were in the age brackets 25 and under, 26 to 30 and 31 to 35 as well as within the 46 to 50 age bracket.

Disability

Chart 1B.2: Disability status workforce and promotions (2019/20)

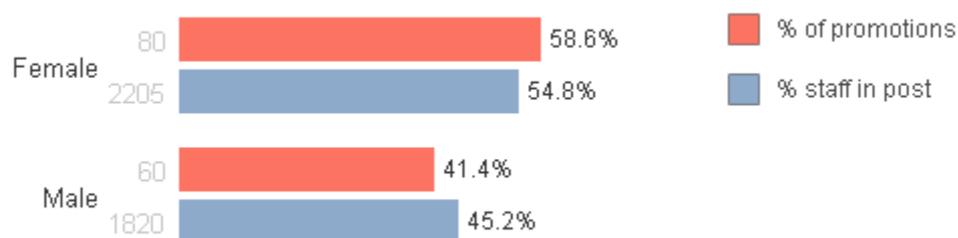


Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

The proportion of promoted staff who are disabled is 2.7pp higher than the proportion of disabled staff overall.

Gender

Chart 1B.3: Gender workforce and promotions (2019/20)



Workforce population: all staff excluding casual and sessional as at September 2020 census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

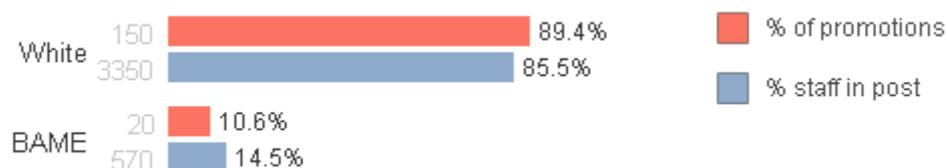
The data shows a higher proportion of female promoted staff compared to the proportion of female staff overall.

The University remains committed to the principles of the Athena Swan Charter, has a comprehensive action plan in place, and is preparing for reaccreditation against the Institutional Bronze award conferred in November 2017.

The University continues to support a number of women through the Aurora Leadership Programme. In 2019 the University supported 15 women to take part in the programme. In 2020, 30 participants will be supported to undertake the programme.

Ethnicity

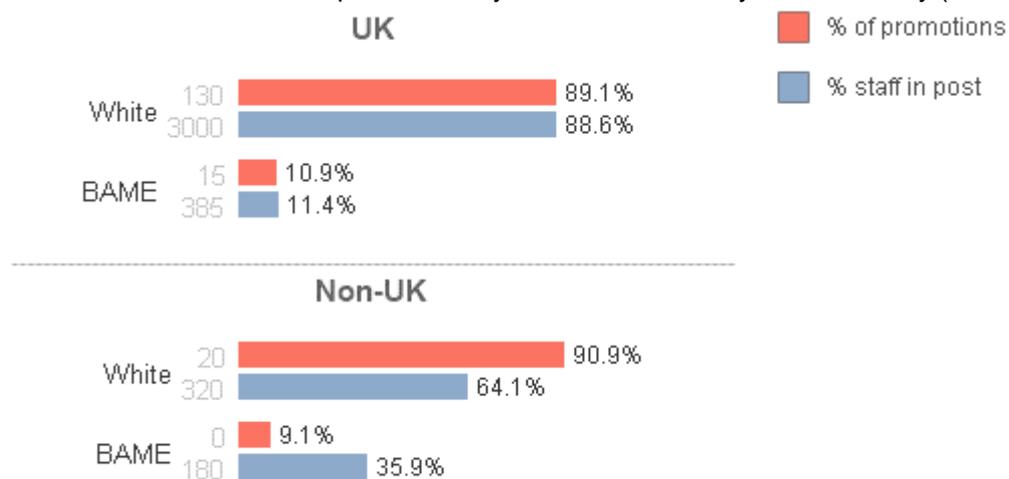
Chart 1B.4: Workforce and promotions by BAME/white identity (2019/20)⁵⁴



This year has seen a lower proportion of BAME promotions than would be expected given overall levels of BAME representation in the workforce (10.6% of promotions compared to a representation level of 14.5%).

⁵⁴ Please note that data is rounded to the nearest 5. There were only small number of Non-UK promotions (22 in total), and the number of BAME non-UK promotions was less than 3 so rounds to zero.

Chart 1B.5: Workforce and promotions by BAME/white identity and nationality (2019/20)

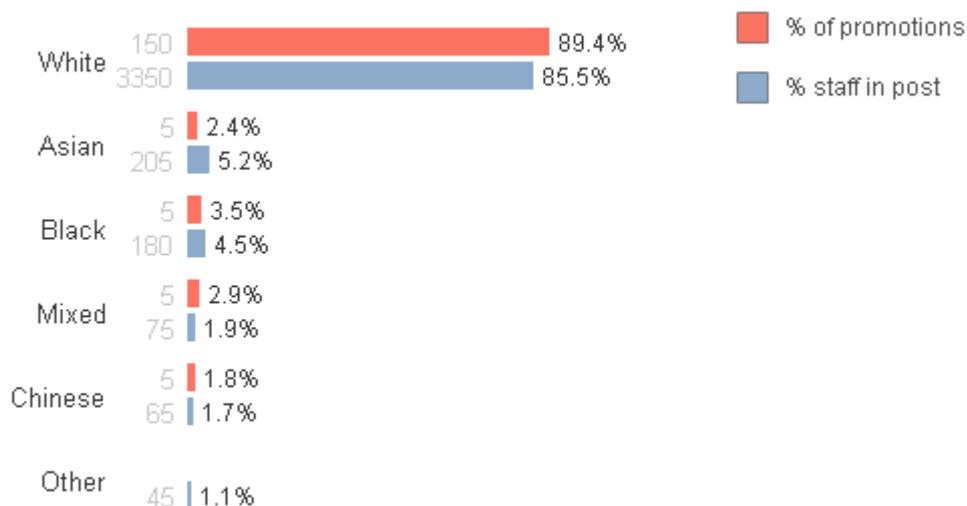


Workforce population: all staff excluding casual and sessional at September 2020 census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

Please note that as there were only 22 Non-UK promotions in total during the reporting period, this data should therefore be treated with extreme caution.

A slightly lower proportion of promoted UK staff are from Black, Asian or minority ethnic groups compared to the proportion of BAME staff in the whole UK workforce (-1.5%). However, a much lower proportion of promoted non-UK staff are from Black, Asian or minority ethnic groups compared to the proportion of BAME staff in the non-UK workforce (-29.2%).

Chart 1B.6: Workforce and promotions by ethnic group (2019/20)



Workforce population: all staff excluding casual and sessional as at September 2020 census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

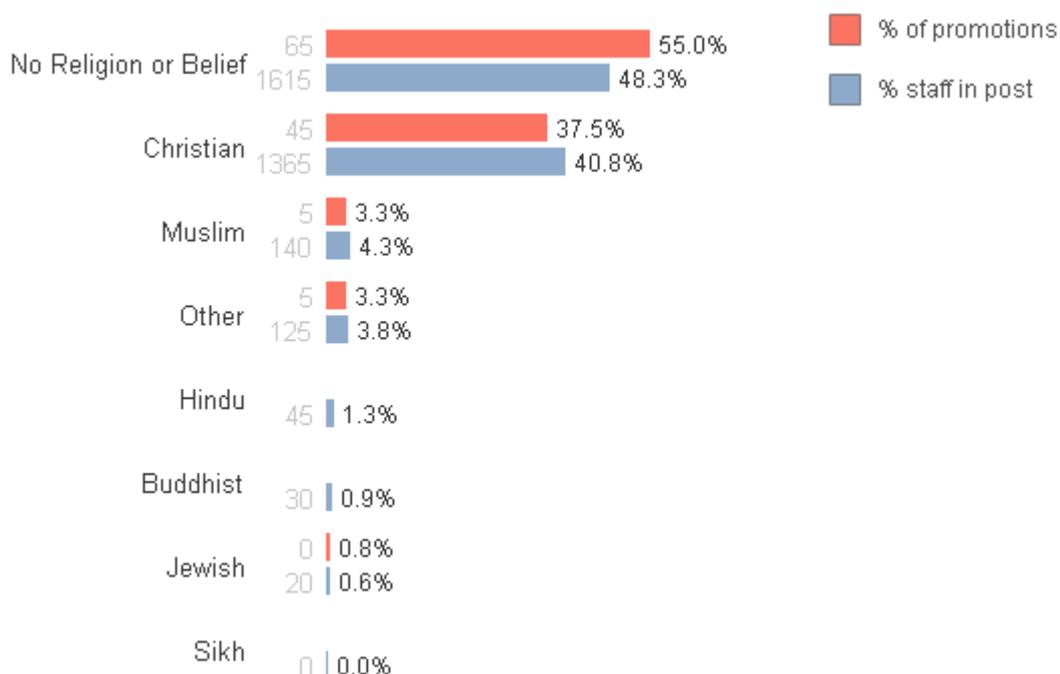
Similar proportions of promoted staff and workforce staff overall are from Mixed and Chinese ethnic groups. However, a lower proportion of promoted staff are from Asian, Black and Other ethnic backgrounds than the proportion of staff overall;

Please note that due to the small population of non-UK promotions (<20), this data cannot be meaningfully split by both ethnic group and nationality.

Further and more detailed analysis will be conducted as part of the University’s work towards the Advance HE Race Equality Charter Mark (REC).

Religion or Belief

Chart 1B.7: Religion or belief workforce and promotions (2019/20)

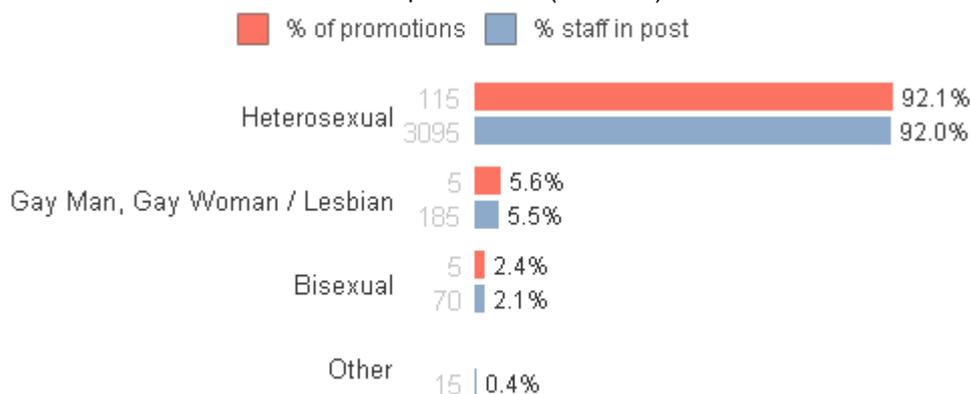


Workforce population: all staff excluding casual and sessional as at September 2020 census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

There does not appear to be any significant 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.

Sexual Orientation

Chart 1B.8: Sexual orientation workforce and promotions (2019/20)



Workforce population: all staff excluding casual and sessional as at September 2020 census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

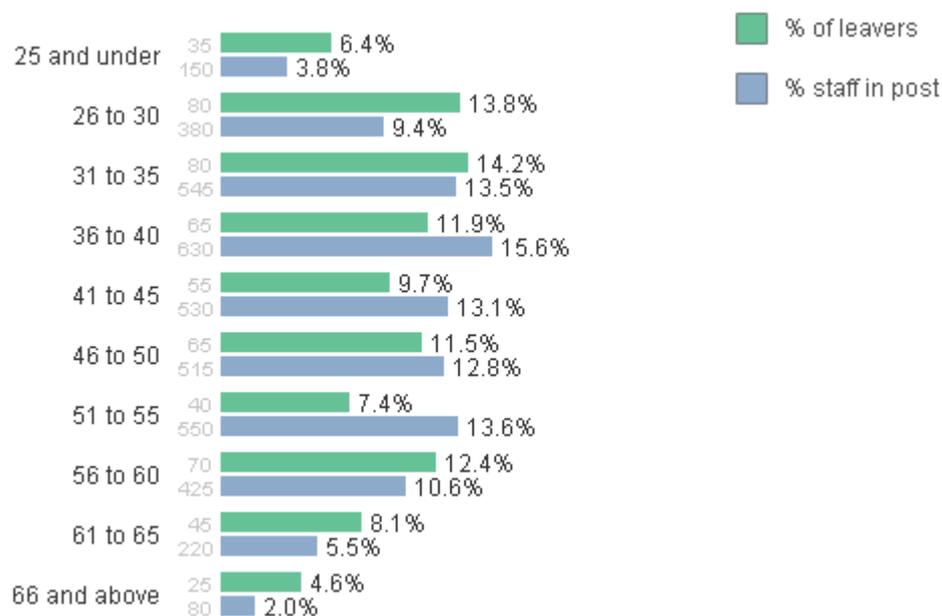
Very similar proportions of promoted staff are lesbian, gay, bisexual or other compared to the proportion of staff in post.

C. Staff Leavers

This section presents leavers data for the 2019/20 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 overrepresented in the population of staff who left in the last year.

Age

Chart 1C.1: Age profile workforce and leavers (2019/20)

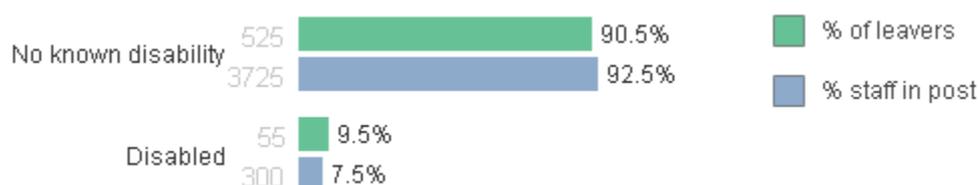


Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers excluding casual and sessional between September 2019 and August 2020. Figures calculated based on headcount.

There are a greater proportion of leavers in the age brackets 25 and under, 26 to 30 and 31 to 35 than represented in the workforce profile. This may present a greater degree of career mobility for these age groups. Higher proportions of leavers are also seen in the older age brackets (56+).

Disability

Chart 1C.2: Disability status workforce and leavers (2019/20)

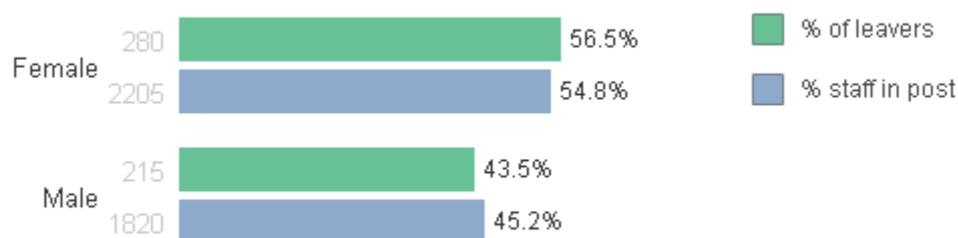


Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers excluding casual and sessional between September 2019 and August 2020. Figures calculated based on headcount.

There is a 2pp difference between the proportion of disabled staff leaving compared to non-disabled staff.

Gender

Chart 1C.3: Gender workforce and leavers (2019/20)

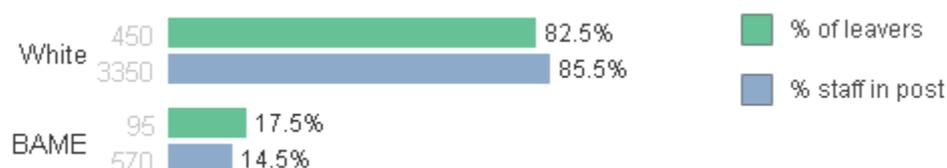


Workforce population: all staff excluding casual and sessional as at September 2020 census date. Leavers population: all leavers excluding casual and sessional between September 2019 and August 2020. Figures calculated based on headcount.

A slightly higher proportion of leavers are female compared to the proportion of women in the staff population overall.

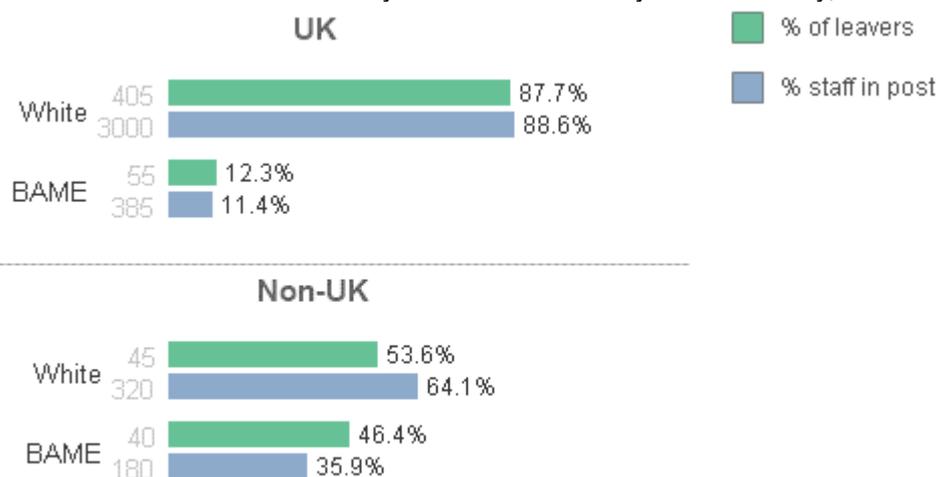
Ethnicity

Chart 1C.4: Workforce and leavers by BAME/ white identity, 2019/20



A higher proportion of leavers are from Black, Asian, or minority ethnic groups compared to the proportion of BAME staff in the workforce overall (+3pp).

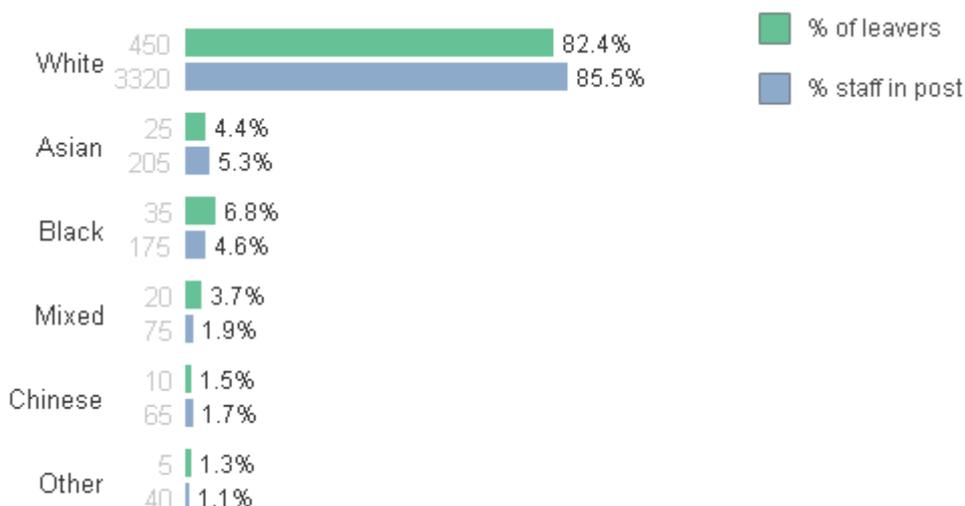
Chart 1C.5: Workforce and leavers by BAME/ white identity and nationality, 2019/20



Workforce population: all staff excluding casual and sessional as at September 2020 census date. Leavers population: all leavers excluding casual and sessional between September 2019 and August 2020. Figures calculated based on headcount.

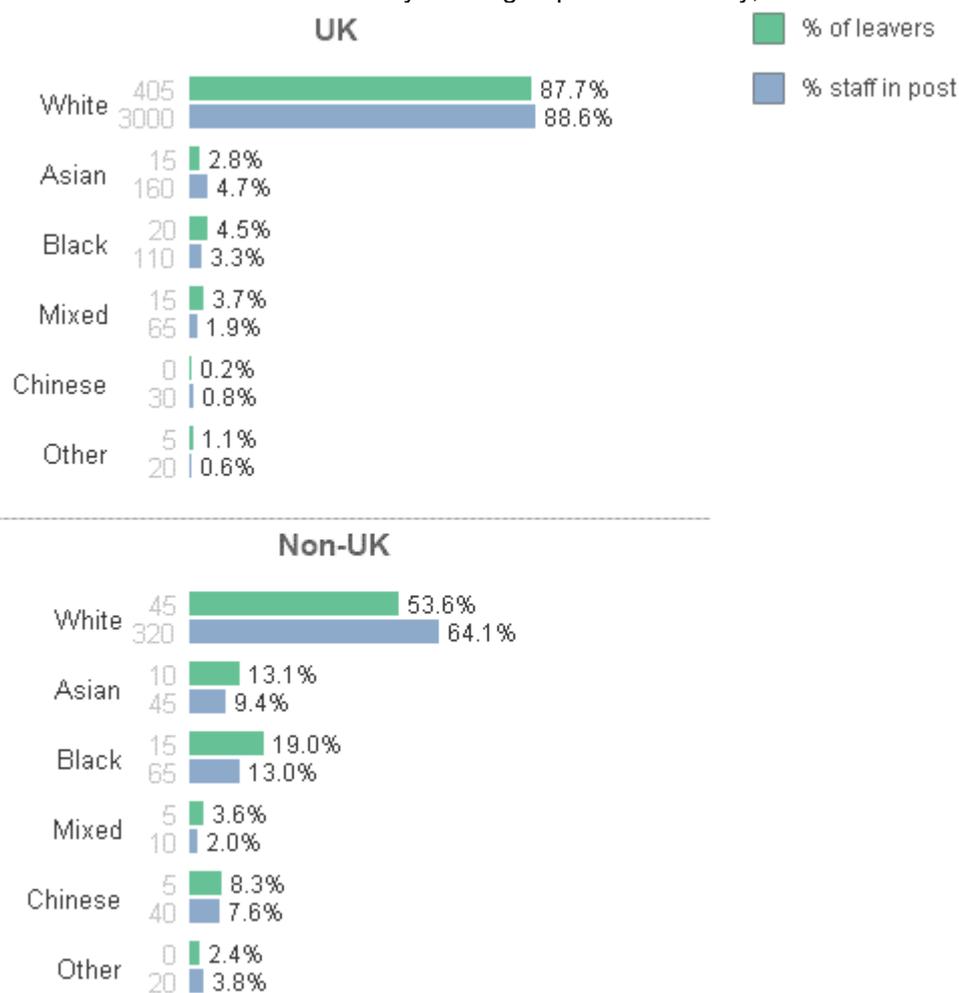
A slightly higher proportion of UK leavers are from Black, Asian or minority ethnic groups compared to the proportion of BAME staff in the whole UK workforce (+1.1pp). A significantly higher proportion of non-UK leavers are from Black, Asian or minority ethnic groups compared to the proportion of BAME staff in the non-UK workforce (+11.5%).

Chart 1C.6: Workforce and leavers by ethnic group, 2019/20



A lower proportion of leavers are from white or Asian ethnic groups, whilst a higher proportion of leavers are from Black (+2.2pp) or Mixed ethnic groups (+1.8pp).

Chart 1C.7: Workforce and leavers by ethnic group and nationality, 2019/20



Workforce population: all staff excluding casual and sessional as at September 2020 census date. Leavers population: all leavers excluding casual and sessional between September 2019 and August 2020. Figures calculated based on headcount.

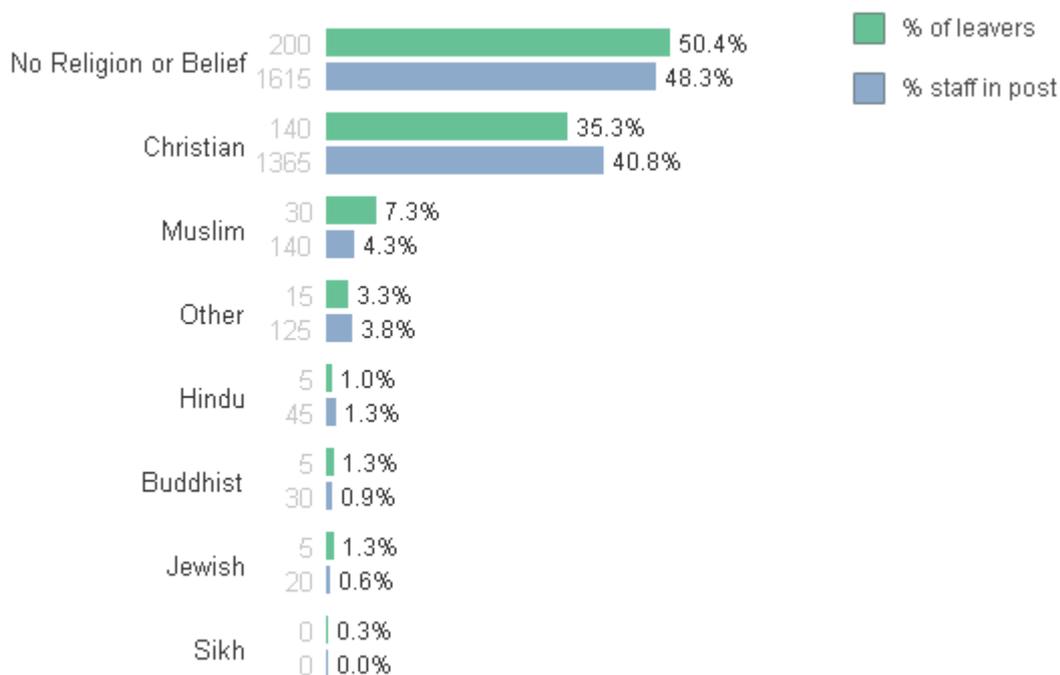
Similar proportions of UK leavers and workforce UK staff overall are from Asian, Black, and Chinese ethnic backgrounds.

Higher proportions of non-UK leavers are from Asian (+5.1%) and Black (+4.1%) ethnic backgrounds.

Further and more detailed analysis will be conducted as part of the University’s work towards the Advance HE Race Equality Charter Mark (REC).

Religion or Belief

Chart 1C.8: Religion or belief workforce and leavers (2019/20)

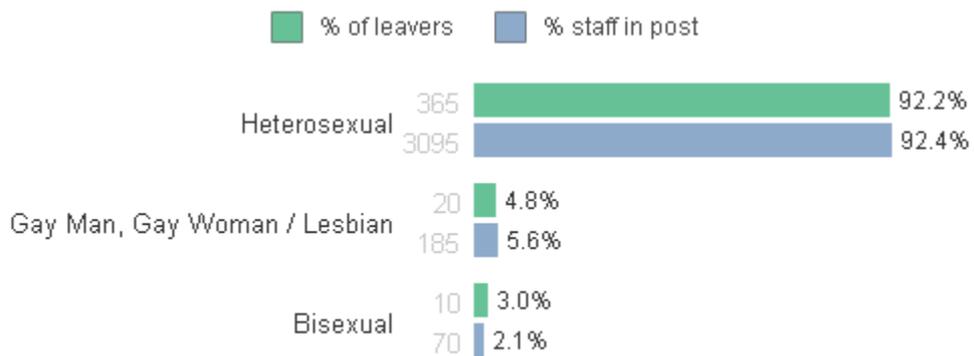


Workforce population: all staff excluding casual and sessional as at September 2020 census date. Leavers population: all leavers excluding casual and sessional between September 2019 and August 2020. Figures calculated based on headcount.

Chart 1C.8 shows the proportions of leavers by religion compared to the overall population. A lower proportion of leavers are Christian (-5.5pp) whilst a higher proportion of leavers are Muslim (+3.0pp).

Sexual Orientation

Chart 1C.9: Sexual orientation workforce and leavers (2018/19)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2019 and August 2020. Figures calculated based on headcount.

A similar proportion of leavers are Lesbian, Gay or Bisexual compared to the population overall.

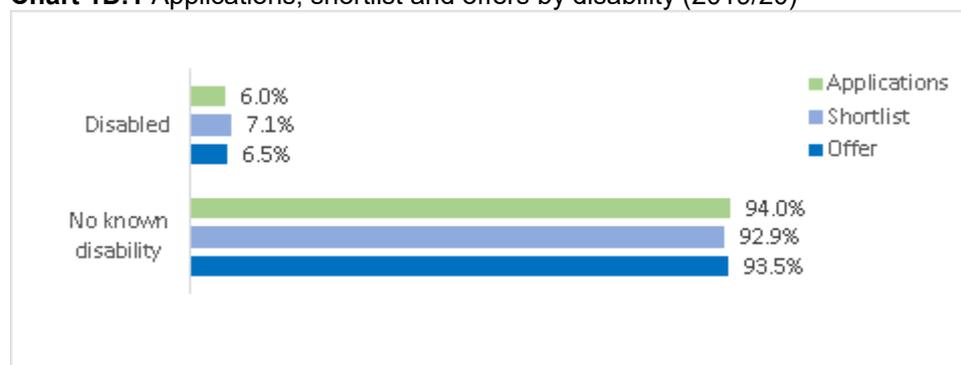
D. Recruitment and Selection

The following datasets reflect the previous 12 months of staff recruitment activity, split by protected characteristics. Numbers and percentages of applications, successfully shortlisted candidates, and employment offer are provided. In addition, the relative rate of candidates being shortlisted and offered employment are calculated. A relative value close to 1 indicates no significant difference in the relative rates for each group.

This is the first year recruitment and selection data has been included in the Equality, Diversity and Inclusion Annual Report. At present, due to systems and reporting capabilities, information is only included for Disability, Gender, Ethnicity (two way split) and Sexual Orientation. Work will be undertaken over the coming year to develop further reporting in this area.

Disability

Chart 1D.1 Applications, shortlist and offers by disability (2019/20)



This data shows that a higher proportion of those shortlisted and offered roles this year were disabled, compared to the proportion of disabled applicants.

Table 1D.1 Applications, shortlist and offers, with shortlisting and offer rates by disability (2019/20)

	Applications		Number on shortlist	Shortlist			Number of offers	Offer	
	Number of applicants	Proportion of applicants (excludes unknown)		Proportion of shortlist (excludes unknown)	% of applicants shortlisted	Proportion of offers (excludes unknown)		% of shortlist offered	
No known disability	21079	94.0%	1820	92.9%	8.6%	531	93.5%	29%	
Disabled	1346	6.0%	140	7.1%	10.4%	37	6.5%	26%	
Unknown	545		58		10.6%	61		105%	

Table 1D.2 Relative shortlisting and offer rates for disabled candidates (2019/20)

Relative rate of a disabled candidate being shortlisted	1.2
Relative rate of a disabled candidate being offered	0.91

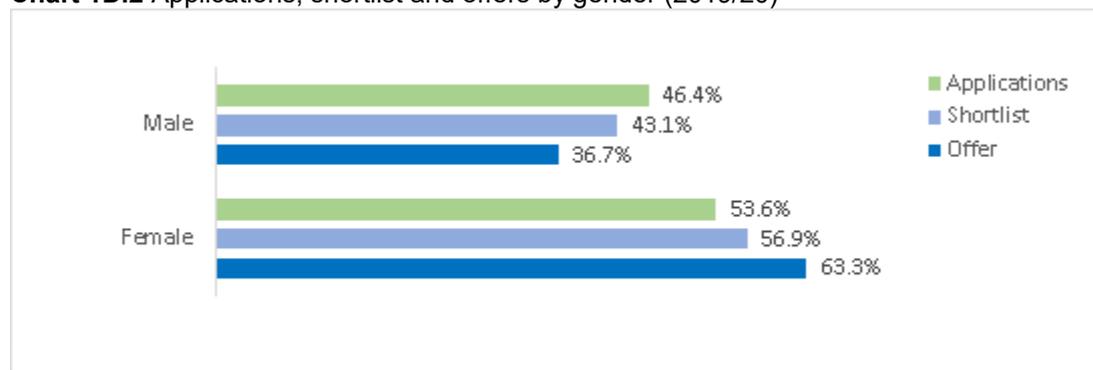
This data shows the relative rates of disabled candidates being shortlisted and offered a role. The figures are calculated by dividing the proportion of disabled applicants who are shortlisted by the proportion of non-disabled applicants who are shortlisted. The relative rate of being offered a role is calculated by dividing the proportion of the disabled shortlist who are offered a role by the proportion of the non-disabled shortlist who are offered a role. The figures can be read as a ratio or percentage. With a relative rate of being shortlisted of 1.2, for every 10

non-disabled candidates who are shortlisted, 12 disabled candidates are shortlisted. With a relative rate of being offered a role of 0.91, For every ten non-disabled candidate who are offered a role, 9 disabled candidates are offered a role.

The data shows that disabled candidates are more likely to be shortlisted (relatively), than non-disabled candidates. This is likely to be due to the successful implementation of the Disability Confident Guaranteed interview scheme. The likelihood of disabled candidates being offered employment is slightly lower than non-disabled candidates.

Gender

Chart 1D.2 Applications, shortlist and offers by gender (2019/20)



This data shows that the proportion of male candidates decreases (and the proportion of female candidates increases) throughout the steps of the recruitment process. A higher proportion of female candidates are shortlisted and offered a role than the proportion of female candidates who apply.

Table 1D.3 Applications, shortlist and offers, with shortlisting and offer rates by gender (2019/20)

	Applications		Number on shortlist	Shortlist		Number of offers	Offer	
	Number of applicants	Proportion of applicants (excludes unknown)		Proportion of shortlist (excludes unknown)	% of applicants shortlisted		Proportion of offers (excludes unknown)	% of shortlist offered
Female	12096	53.6%	1127	56.9%	9.3%	365	63.3%	32%
Male	10467	46.4%	852	43.1%	8.1%	212	36.7%	25%
Unknown	407		39		9.6%	52		133%

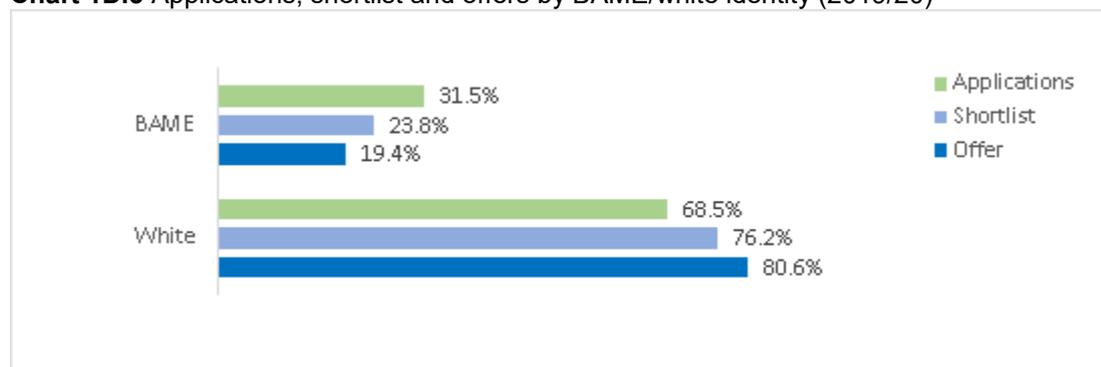
Table 1D.4 Relative shortlisting and recruitment rates for women candidates (2019/20)

Relative rate of a women being shortlisted	1.14
Relative rate of a women being offered	1.30

The figures above show that women make up the slightly larger group of applicants. There is a small difference in the rates of shortlisting between men and women. However, women are more likely to be offered employment than men (from shortlisting to offer).

Ethnicity

Chart 1D.3 Applications, shortlist and offers by BAME/white identity (2019/20)



This data shows a marked decrease the proportion of BAME candidates throughout the recruitment process – from 31.5% of applications, down to 23.8% of shortlisted candidates, down to 19.4% offers.

Table 1D.5 Applications, shortlist and offers, with shortlisting and offer rates by BAME/ white identity (2019/20)

	Applications		Number on shortlist	Shortlist		Number of offers	Offer	
	Number of applicants	Proportion of applicants (excludes unknown)		Proportion of shortlist (excludes unknown)	% of applicants shortlisted		Proportion of offers (excludes unknown)	% of shortlist offered
White	15302	68.5%	1488	76.2%	9.7%	461	80.6%	31.0%
BAME	7022	31.5%	465	23.8%	6.6%	111	19.4%	23.9%
Unknown	646		65		10.1%	57		88%

Table 1D.6 Relative shortlisting and recruitment rates for BAME candidates (2019/20)

Relative rate of BAME candidate being shortlisted	0.68
Relative rate of BAME candidate being appointed	0.77

Data on ethnicity shows that BAME candidates are less likely (0.68 as likely) to be shortlisted than White candidates, and that shortlisted BAME candidates are less likely (0.77 as likely) to be offered employment than White candidates.

Sexual Orientation

Chart 1D.4 Applications, shortlist and offers by sexual orientation group (2019/20)



Table 1D.7 Applications, shortlist and offers, with shortlisting and offer rates by sexual orientation group (2019/20)

	Applications		Number on shortlist	Shortlist		% of applicants shortlisted	Offer		% of shortlist offered
	Number of applicants	Proportion of applicants (excludes unknown)		Proportion of shortlist (excludes unknown)	Number of offers		Proportion of offers (excludes unknown)		
Heterosexual	18736	88.1%	1655	89.4%	8.8%	481	89.9%	29.1%	
LGBO	2524	11.9%	197	10.6%	7.8%	54	10.1%	27.4%	
Unknown	1710		166		9.7%	94		57%	

Table 1D.8 Relative shortlisting and recruitment rates for LGB candidates (2019/20)

Relative rate of an LGB person being shortlisted	0.88
Relative rate of an LGB person being offered	0.92

Data on sexual orientation shows that LGB candidates are slightly less likely to be shortlisted than heterosexual candidates, but there is very little difference in the rates of appointment (from shortlisting).

E. Disciplinary and Grievance

Disciplinary

The dataset below provides information on disciplinary cases from 2018/19 and 2019/20.

Given the relatively low numbers, data from the two years has been combined to support more meaningful analysis. A total of 52 disciplinary cases were recorded during this two year period. The percentages within the below tables discount those for whom equality data is not held.

Given the small sample size this data should be treated with caution. Percentage differentials of less than 10pp should not be seen as significant.

Age

Table 1E.1 Disciplinary Cases by Age Group (2018/19 and 2019/20 combined)

Age group	Proportion of cases	Proportion of the workforce	Differential
25 and under	7.7%	3.8%	3.9%
26-30	15.4%	9.4%	6.0%
31-35	3.9%	13.5%	-9.7%
36-40	9.6%	15.6%	-6.0%
41-45	11.5%	13.1%	-1.6%
46-50	19.2%	12.8%	6.4%
51-55	11.5%	13.6%	-2.1%
56-60	19.2%	10.6%	8.6%
61-65	1.9%	5.5%	-3.6%
66+	0.0%	2.0%	-2.0%

Trends are broadly in line with expectations based on proportions of the workforce.

Disability

Table 1E.2 Disciplinary Cases by Disability Status (2018/19 and 2019/20 combined)

Disabled	Proportion of cases	Proportion of the workforce	Differential
Yes	7.7%	7.5%	0.2%
No	90.4%	89.6%	0.8%

Trends are broadly in line with expectations based on proportions of the workforce.

Gender

Table 1E.3 Disciplinary Cases by Gender (2018/19 and 2019/20 combined)

Sex	Proportion of cases	Proportion of the workforce	Differential
Female	21.2%	54.8%	-33.7%
Male	78.9%	45.2%	33.7%

Male employees are overrepresented in disciplinary cases by around a third (33.7 pp).

Ethnicity

Table 1E.4 Disciplinary Cases by Ethnicity (2018/19 and 2019/20 combined)

Ethnicity	Proportion of cases	Proportion of the workforce	Differential
White	68.0%	85.5%	-17.5%
BAME	32.0%	14.5%	17.5%

BAME employees are overrepresented in disciplinary cases by 17.5pp.

Religion or Belief

Table 1E.5 Disciplinary Cases by Religion or Belief (2018/19 and 2019/20 combined)

Religion / Belief	Proportion of cases	Proportion of the workforce	Differential
No religion or belief	32.6%	48.3%	-15.7%
Christian	60.5%	40.8%	19.7%
Muslim	2.3%	4.3%	-2.0%
Other	4.7%	3.8%	0.9%
Hindu	0.0%	1.3%	-1.3%
Buddhist	0.0%	0.9%	-0.9%
Jewish	0.0%	0.6%	-0.6%
Sikh	0.0%	0.0%	0.0%

There is a 19.7pp overrepresentation of Christians and a 15.7pp underrepresentation of those with no religion and belief in disciplinary cases.

Sexual Orientation

Table 1E.6 Disciplinary Cases by Sexual Orientation (2018/19 and 2019/20 combined)

Disabled	Proportion of cases	Proportion of the workforce	Differential
Heterosexual	95.2%	92.0%	3.2%
LGB and Other	4.8%	8.0%	-3.2%

Trends are broadly in line with expectations based on proportions of the workforce.

Grievances

The dataset below provides information on employees who were subject to a grievance from 2018/19 and 2019/20.

Given the relatively low numbers data from the two years has been combined to support more meaningful analysis. A total of 35 grievances were recorded during this two year period. The percentages within the below tables discount those for whom equality data is not held. **However, this remains a small sample size and so this data should be treated with caution.**

Age

Table 1E.7 Grievance Case Subject by Age Group (2018/19 and 2019/20 combined)

Age group	Proportion of cases	Proportion of the workforce	Differential
25 and under	5.7%	3.8%	1.9%
26-30	5.7%	9.4%	-3.7%
31-35	5.7%	13.5%	-7.8%
36-40	20.0%	15.6%	4.4%
41-45	5.7%	13.1%	-7.4%
46-50	22.9%	12.8%	10.1%
51-55	17.1%	13.6%	3.5%
56-60	17.1%	10.6%	6.5%
61-65	0.0%	5.5%	5.5%
66+	0.0%	2.0%	2.0%

The highest proportion of grievance cases fall within the 46-50 age groups with this age group overrepresented by 10.06pp.

Disability

Table 1E.8 Grievance Case Subject by Disability Status (2018/19 and 2019/20 combined)

Disabled	Proportion of cases	Proportion of the workforce	Differential
Yes	17.7%	7.5%	10.2%
No	82.4%	89.6%	-7.3%

Disabled employees are 10.17pp more likely to be subject to a grievance.

Gender

Table 1E.9 Grievance Case Subject by Gender (2018/19 and 2019/20 combined)

Sex	Proportion of cases	Proportion of the workforce	Differential
Female	51.4%	54.8%	-3.4%
Male	48.6%	45.2%	3.4%

Male and female employees are broadly as likely to be subject to a grievance.

Ethnicity

Table 1E.10 Grievance Case Subject by Ethnicity (2018/19 and 2019/20 combined)

Ethnicity	Proportion of cases	Proportion of the workforce	Differential
White	76.5%	85.5%	-9%
BAME	23.5%	14.5%	9%

BAME employees are overrepresented in grievance cases by 9pp.

Religion or Belief

Table 1E.11 Grievance Case Subjects by Religion or Belief (2018/19 and 2019/20 combined)

Religion / Belief	Proportion of cases	Proportion of the workforce	Differential
No religion or belief	36.0%	48.3%	-12.3%
Christian	56.0%	40.8%	15.2%
Muslim	0.0%	4.3%	-4.3%
Other	0.0%	3.8%	-3.8%
Hindu	0.0%	1.3%	-1.3%
Buddhist	8.0%	0.9%	7.1%
Jewish	0.0%	0.6%	-0.6%
Sikh	0.0%	0.0%	0.0%

There is a 15.2pp overrepresentation of Christians and a 12.3pp underrepresentation of those with no religion and belief in grievance cases.

Sexual Orientation

Table 1E.12 Grievance Case Subject by Sexual Orientation (2018/19 and 2019/20 combined)

Disabled	Proportion of cases	Proportion of the workforce	Differential
Heterosexual	80.0%	92.0%	-12.0%
LGB and Other	20.0%	8.0%	12.0%

LGB and Other Staff are 12pp overrepresented in grievance cases.

F. Gender and Ethnicity Pay Gaps

Gender

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 2020.

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.

The mean and median average pay gaps have reduced in 2020, representing an improvement since 2019 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 increased and the median has reduced significantly, but is still slightly 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 2020.

Table 1F.1 Gender Pay Gap Information

	2018	2019	2020
Mean Average	7.2%	6.3%	5.1%
Median Average	6.0%	5.7%	2.6%
Mean Average Bonus	14.0%	14.0%	33.3%
Median Average Bonus	-200%	-133%	-1.8%
Proportion receiving bonus – Male	0.41%	0.43%	0.8%
Proportion receiving bonus - Female	0.19%	0.30%	0.6%

The University's gender pay gap from 2020 with a 5.1% mean and a 2.6% median compares favourably with available sector averages from 2019 in England of 17.0% (mean) and 25.4% (median) and averages for the whole economy of 16.3% (mean) and 17.4% (median). (Comparisons with 2020 benchmark data will be possible following sector publications later in the year.)

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 further reductions on an ongoing basis. This work is supported through the analysis and action planning carried out by our Athena Swan Self-Assessment Team.

Full details of the University Gender Pay Gap will be published on the University website prior to April 2021.

Ethnicity

The University has no statutory obligation to report its ethnicity pay gap. We have chosen to include this information to demonstrate our commitment to equal pay for BAME employees. The information below is based on information from 31 March 2020.

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

Because this is the first year we have reported on ethnicity gap data, no comment on trends can be made at this time. Year-on-year comparisons will be included in the 2021 ethnicity gap report. Meaningful analysis of bonus payments is difficult given the small number of BAME employees who were eligible under the bonus scheme and so is not included. (Only colleagues not on the University Pay Scale and therefore not eligible for incremental progression on the Contribution Zone are eligible for bonuses.)

Table 1F.2 Ethnicity Pay Gap Information

	2020
Mean Average	5.6%
Median Average	0.0%

As there is no agreed national or sector specific formula for the calculation of the Ethnicity Pay Gap, the University has made the decision to utilise the same methodology as is used when reporting our Gender Pay Gap.

Given this lack of a standard approach any comparative data should be treated with caution. However, the university's median gap of 0.0% compares favourably with an estimated national gap of 1.9% in 2019⁵⁵.

⁵⁵ [Ethnicity pay gap reference tables | Office for National Statistics \(ons.gov.uk\)](#) (Table 4)

Part 2: Student Data

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

- a. Student Enrolments
- b. Progression from Level 4 to level 5
- c. Student satisfaction
- d. Degree awards
- e. Graduate employment

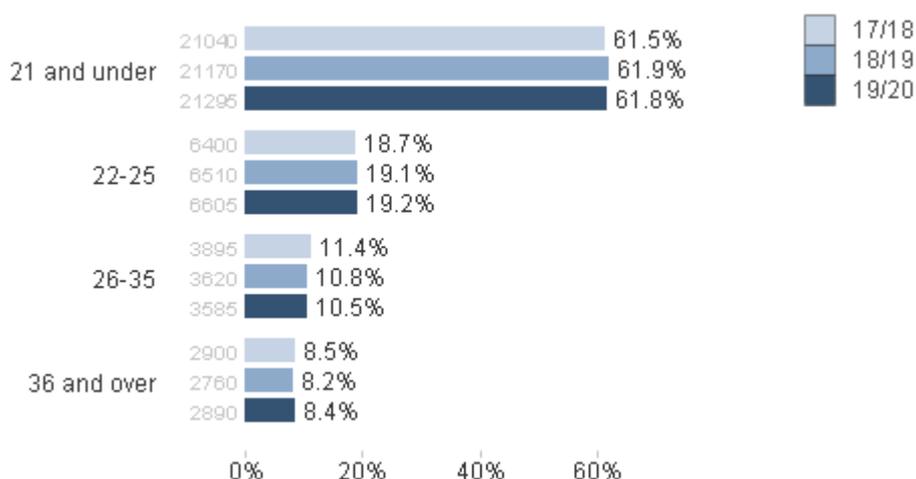
Student data is profiled by the protected characteristics of age, disability, gender, ethnicity, religion or belief and sexual orientation wherever possible. Where appropriate, sector average figures are provided, sourced from Advance HE's Equality + Higher Education Student Statistical Report 2020.

In the academic year 2019/20 there were 34,443 active students enrolled at Manchester Metropolitan (a very slight increase from 34,134 in the previous year).

A. Student enrolments at Manchester Metropolitan shown as trend data (last three years)

Age

Chart 2A.1: Student enrolment by age



Population: all HESA reportable internally enrolled students; excludes dormant. Percentages calculated on headcount.

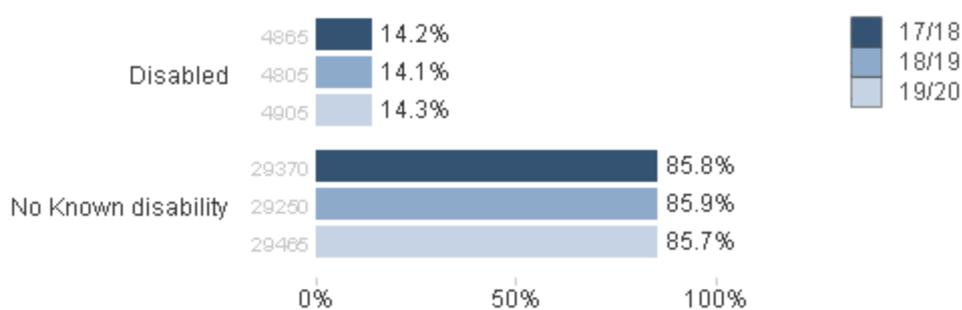
There has been little variation in the age groups of student enrolments at the University, and unsurprisingly the largest group (61.8%) are aged 21 and under.

The proportion of students aged 21 and under in the sector overall in the UK is 56.7%, slightly below the proportion at the University⁵⁶.

⁵⁶ Advance HE, Equality Plus Higher Education: Student Statistical Report 2020

Disability

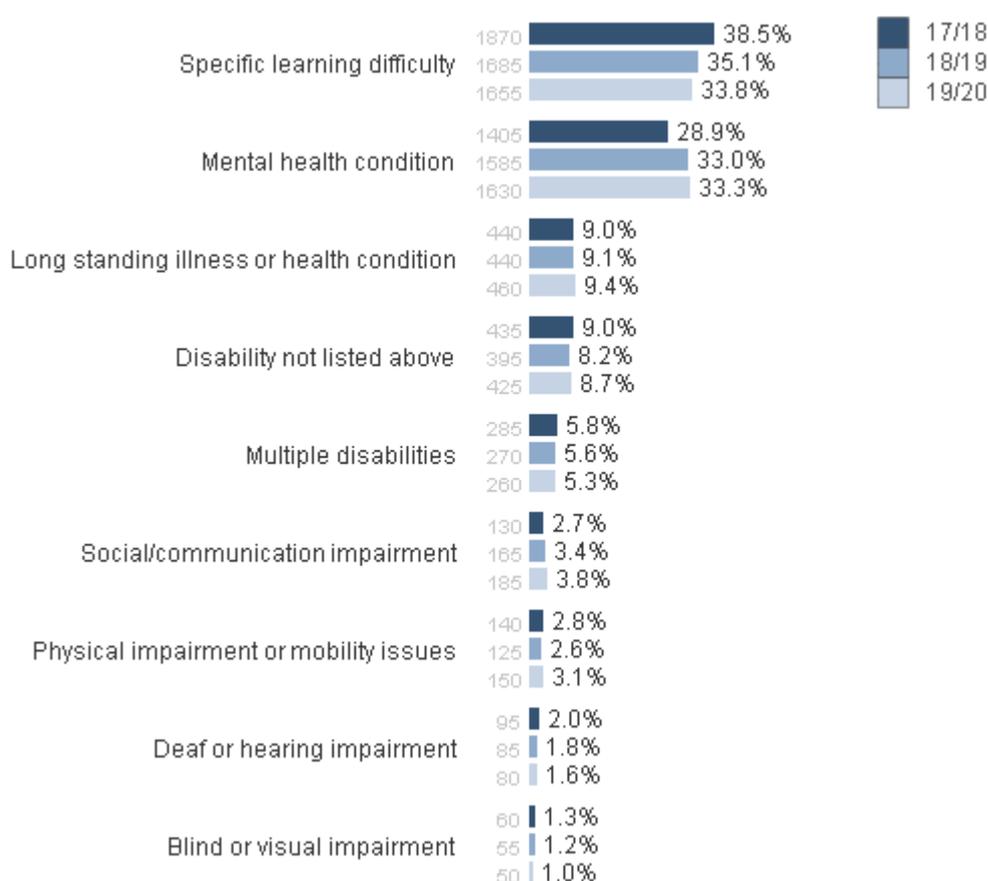
Chart 2A.2: Student enrolment by disability status



Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.

Over the last three years, the percentage of students disclosing a disability has remained at just over 14% and is broadly in line with the sector average of 13.9%⁵⁷.

Chart 2A.3: Student enrolment by impairment type



Population: all HESA reportable internally enrolled students who disclosed a disability, excluding dormant. Percentages calculated on headcount.

The largest group of disabled students (33.8%) 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

⁵⁷ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020

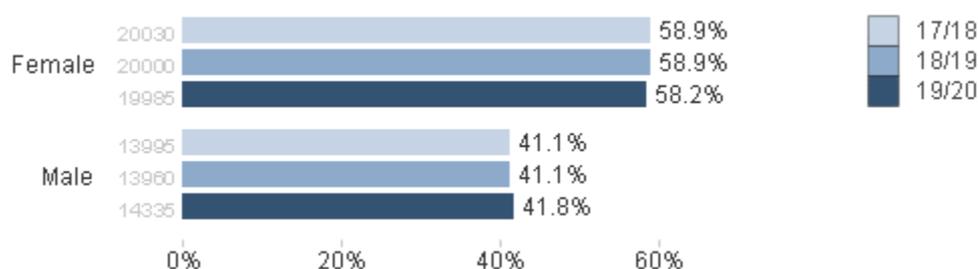
(the proportion of disabled students disclosing a specific learning difficulty in the sector overall declined by 5.8pp from 38.3% in 2017/18 to 35.7% in 2018/19)⁵⁸.

The University offers a comprehensive range of support to disabled students through the Inclusion and Disability Service.

Following several years of increases, the proportion of disabled students reporting a mental health condition is similar to last year, at 33.3%. This remains higher than the sector (27.0%)⁵⁹. The University has, this year, developed a comprehensive suite of online learning for staff to up-skill them in providing more effective support to student mental wellbeing. Recently, a new joint student and staff Mental Health and Wellbeing Strategy has also been agreed. The university has also subscribed to the Togetherall service which provides a 24 hour online student community monitored by clinicians.

Gender

Chart 2A.4: Student enrolment by gender

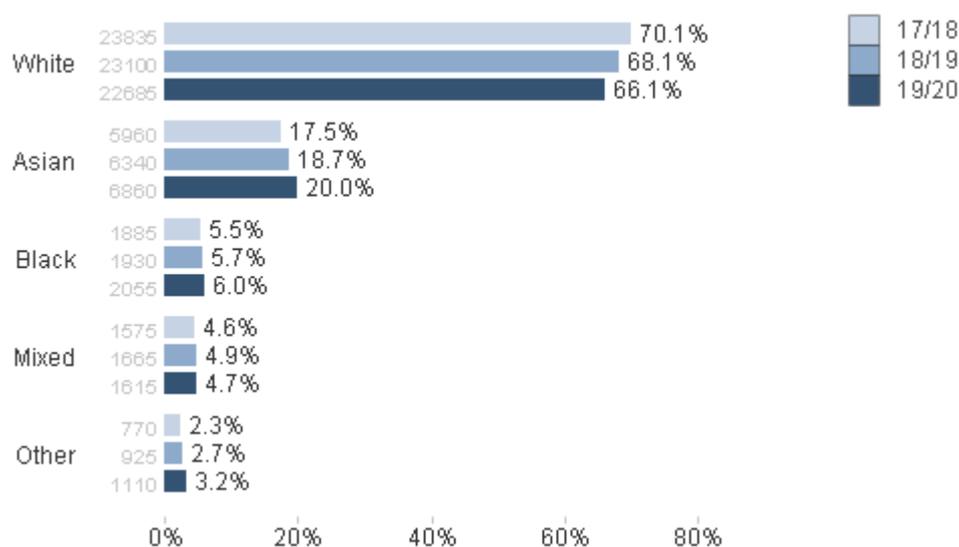


Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.

Across the sector, 57.2% of students are women and 42.8% are men⁶⁰. There is, therefore, a small variation between the University and sector averages.

Ethnicity

Chart 2A.5: Student enrolment by ethnic group



Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount

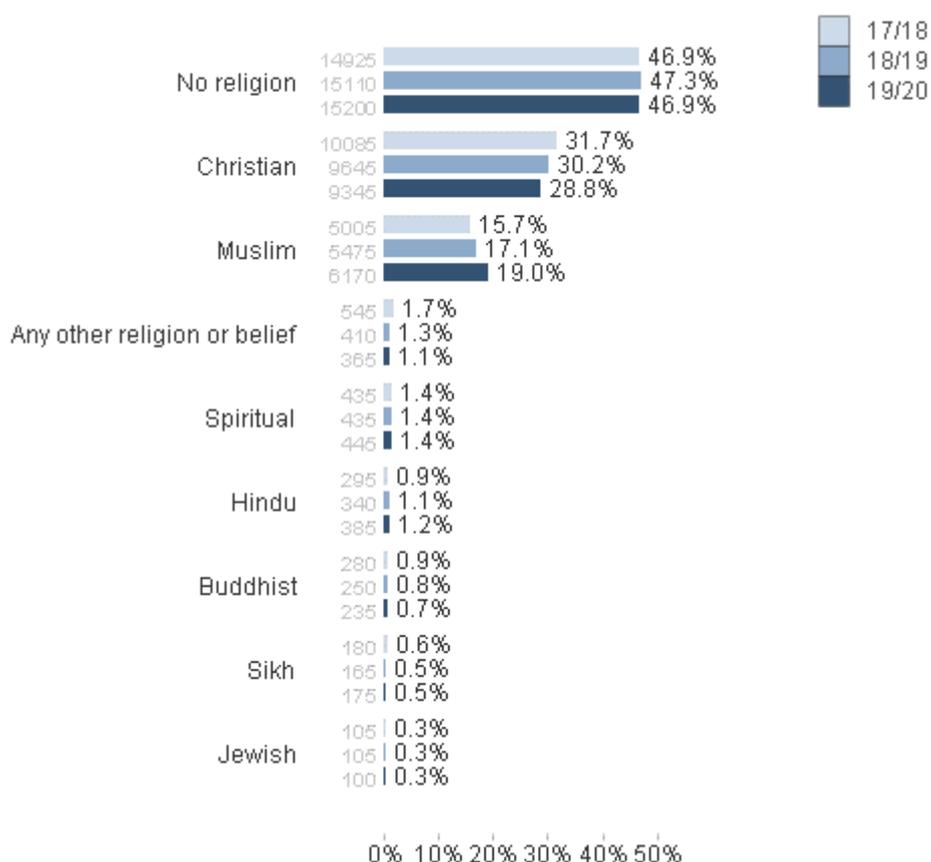
⁵⁸ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020

⁵⁹ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020

⁶⁰ Advance HE, Equality Plus Higher Education: Students Statistical Report 2019

Religion or Belief

Chart 2A.7: Student enrolment by religion or belief group



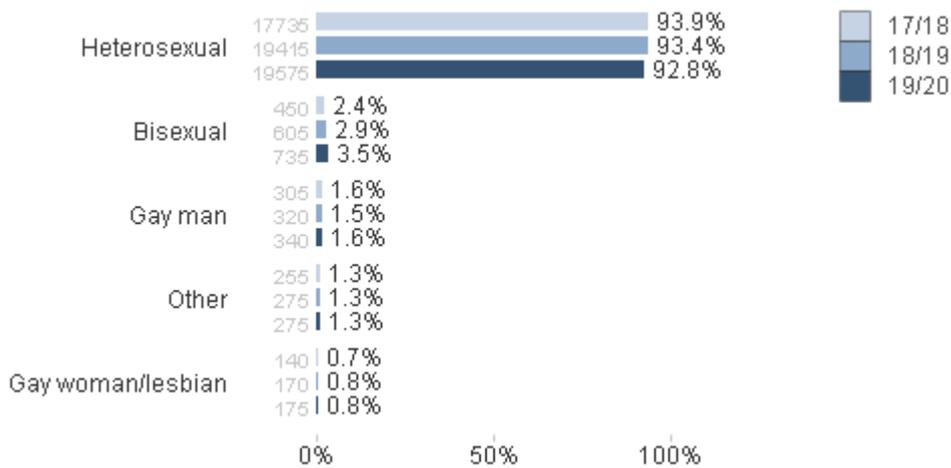
Population: all HESA reportable internally enrolled students; excluding dormant. Known data only. Percentages calculated on headcount.

Almost half of students have no religion (46.9%), 28.8% are Christian and 19.0% are Muslim. The proportion of students who are Muslim has increased from 17.1% last year. The proportion of students with no religion is slightly higher than the sector average for England (44.1%) as is the proportion who are Christian (28.5%). The sector average for the proportion of Muslim students stands at 9.3% significantly below the 19.0% representation at the University.⁶²

⁶² Advance HE, Equality Plus Higher Education: Students Statistical Report 2020.

Sexual Orientation

Chart 2A.8: Student enrolment by sexual orientation



Population: all HESA reportable internally enrolled students; excluding dormant. Known data only. Percentages calculated on headcount.

Overall, 86.4% of Universities provide statistical data on Sexual Orientation with 91.7% of students identifying as Heterosexual, 4.0% as Bisexual, 1.6% as a Gay man, 1.7% as Other and 0.9% as a Gay woman/lesbian⁶³.

⁶³ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020.

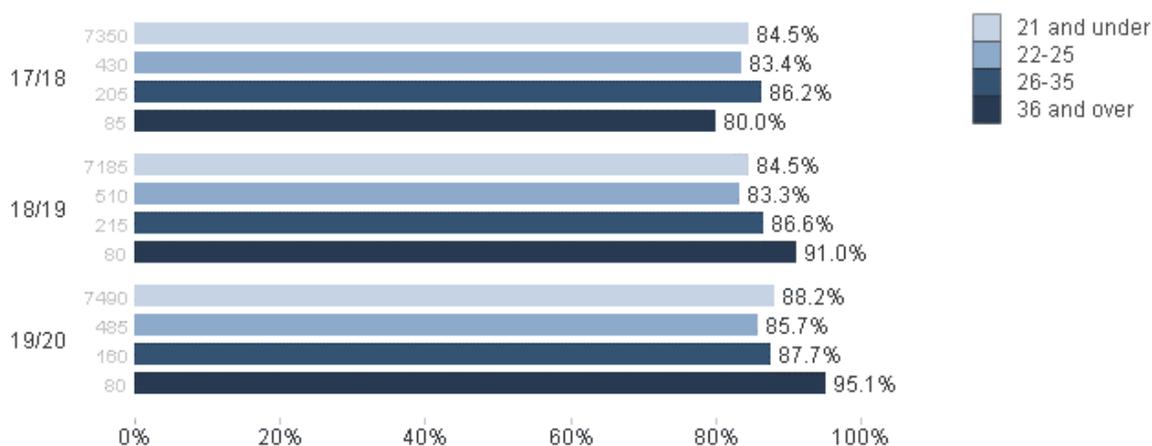
B. Student Progression

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 4 years, with a marked increase this year for 19/20 students progressing to level 5 in 20/21 (88.1%).

The University was recognised this year by the Sunday Times as the best University for student retention.

Student Progression by Age

Chart 2B.1: Student progression by age group



Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

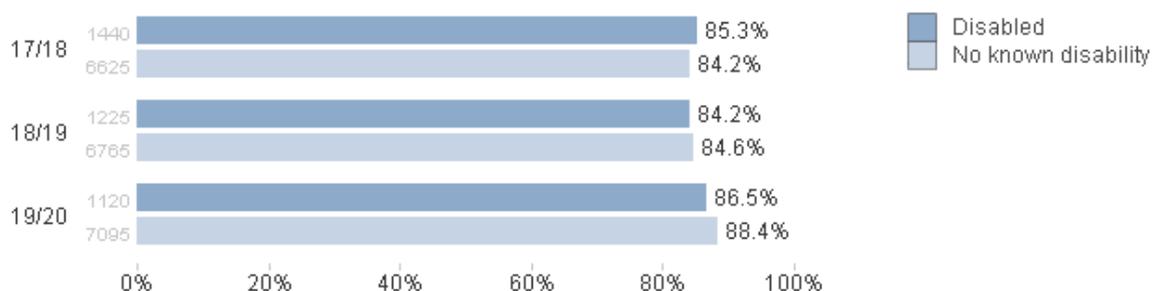
The progression rate has increased across all age groups this year, most notably in the 36 and over cohort with a progression rate of 95.1% (a 4.1pp increase).

The progression rate for students aged 22-25 is 2.5pp lower than for students aged 21 and under. This is a considerably smaller gap than the sector continuation gap of -16.7pp for students in these age categories.⁶⁴

⁶⁴ Note that sector comparisons are not available for the progression measure: Published sector data looks at continuation – the proportion of all full-time first degree students still in higher education from one academic year into the next, excluding those students who left within 50 days of commencing their studies. Our internal progression metric is a more stringent measure which only classes a student as having progressed if they have gone on to the next level of study, and it does not exclude those who left within 50 days of commencing their studies. For this reason, sector comparisons are only used to compare the gaps between students based on protected characteristic. Sector data is from Advance HE, Equality Plus Higher Education: Students Statistical Report 2020.

Student Progression by Disability

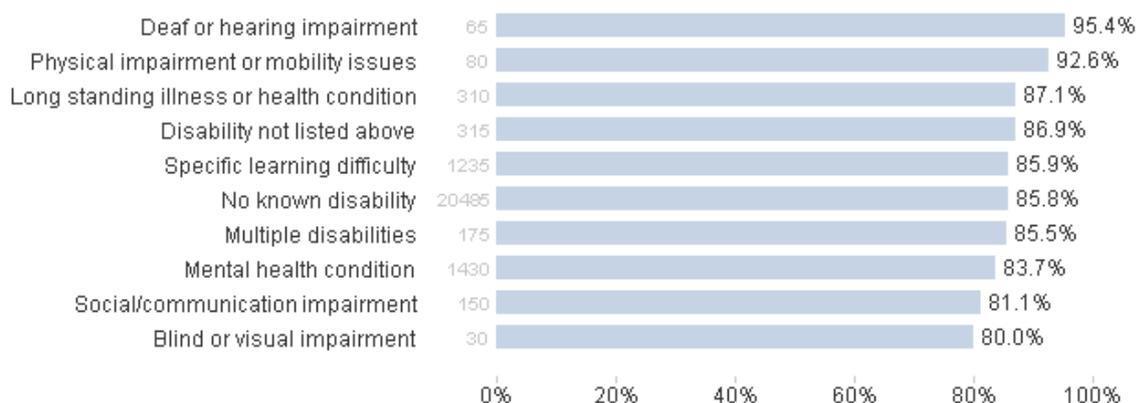
Chart 2B.2: Student progression by disability group



Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

Students without a disability have a slightly higher rate of progression compared to those with a disability. The progression gap of -1.9pp for disabled students is slightly higher than the sector continuation gap of -0.8pp for disabled students.⁶⁵

Chart 2B.3: Student progression by impairment type (2019/20)

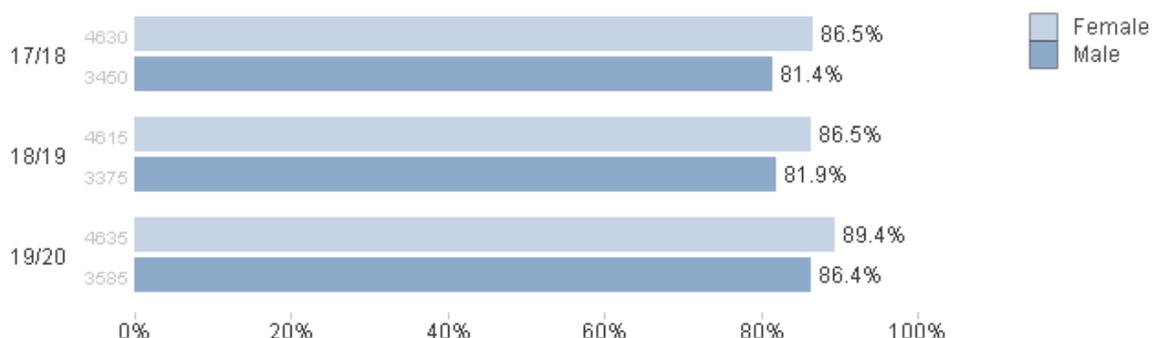


Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

Progression rates are lowest for students with visual impairments or social/communication impairments.

Student Progression by Gender

Chart 2B.4: Student progression by gender



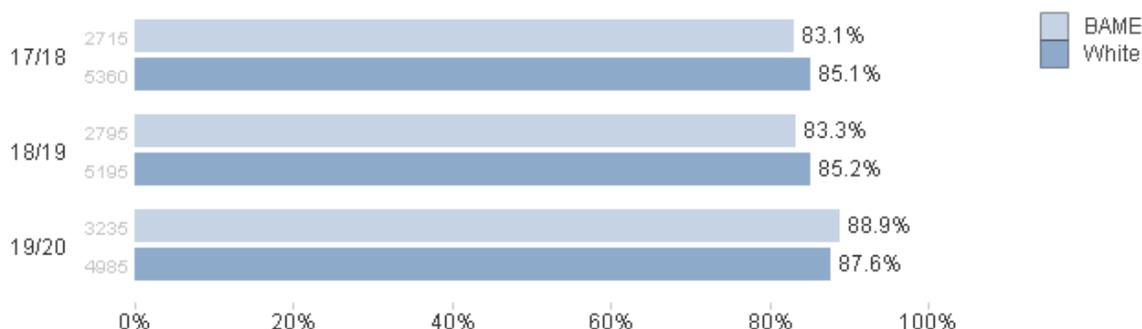
Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

⁶⁵ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020.

Progression rates are 3pp greater for women. This is very close to the sector gap of 2.7pp⁶⁶.

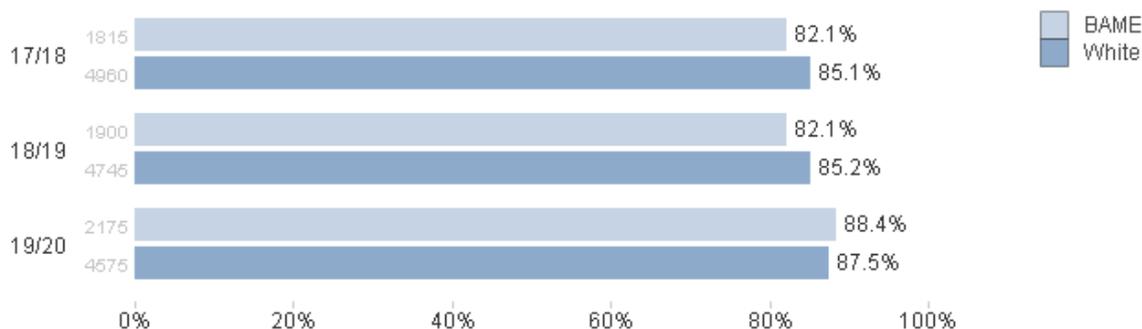
Student Progression by Ethnicity

Chart 2B.5: Student progression by BAME/White identity



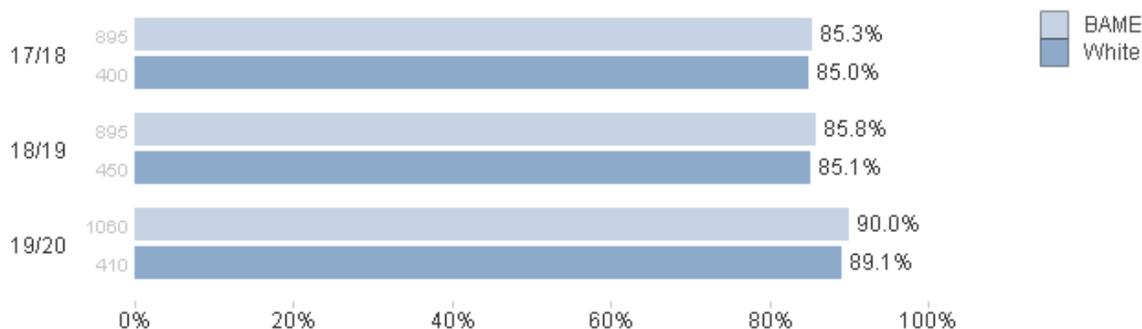
Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

Chart 2B.6: Student progression by BAME/White identity and nationality – UK students only



Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

Chart 2B.7: Student progression by BAME/White identity and nationality – Non-UK students only



Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

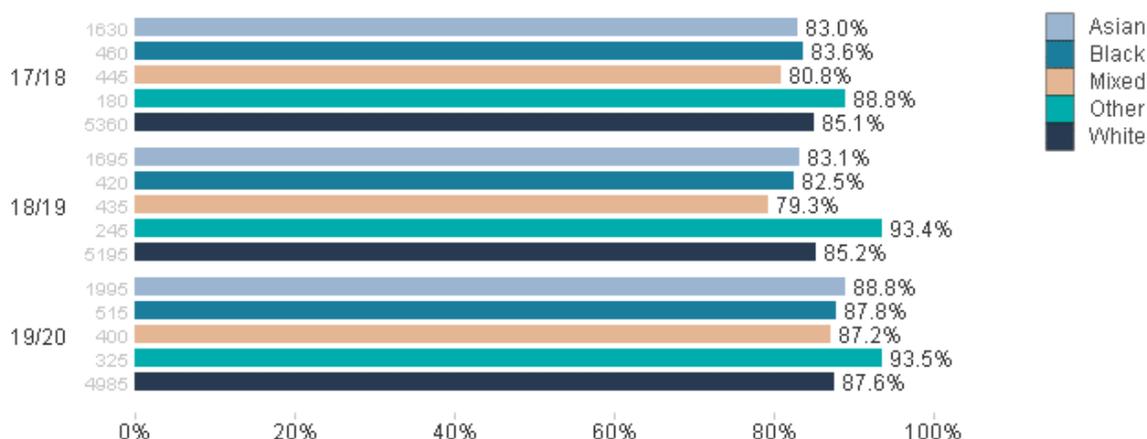
This year, for the first time in the three year reporting period, progression rates are greater for BAME students compared to White students. This trend is present overall and within both the UK and Non-UK cohorts.

Across the Sector, among UK domiciled full-time first degree entrants, the continuation gap between BAME and white students is -3.5pp⁶⁷.

⁶⁶ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020

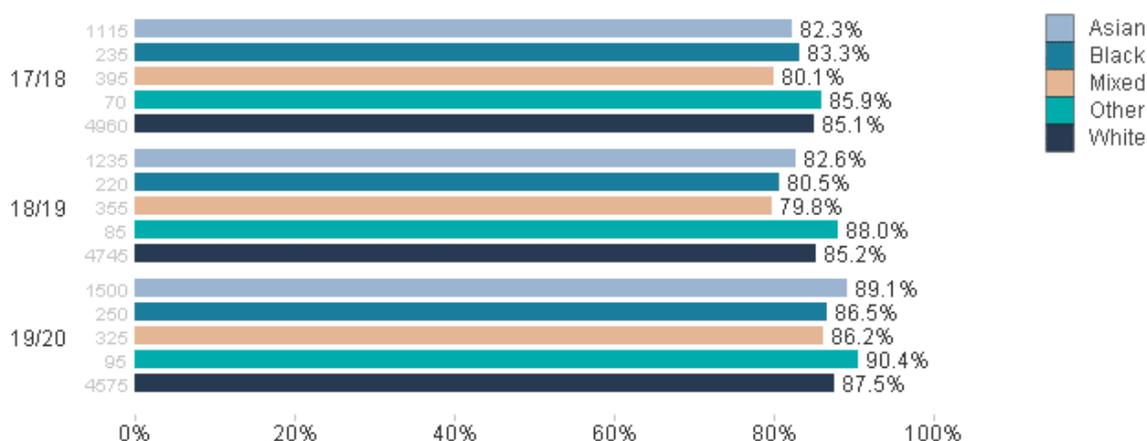
⁶⁷ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020.

Chart 2B.8: Student progression by Ethnic group



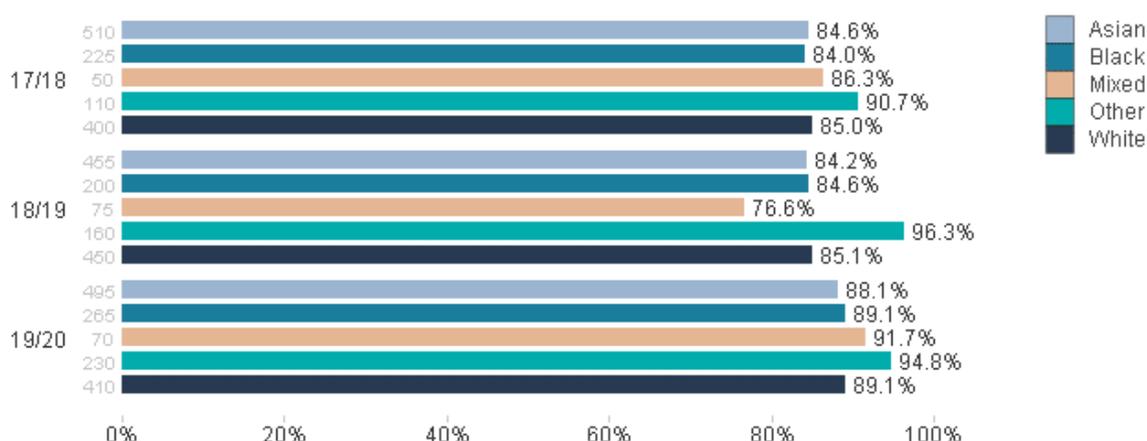
Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

Chart 2B.9: Student progression by Ethnic group and nationality – UK students only



Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

Chart 2B.10: Student progression by Ethnic group and nationality – Non-UK students only



Population: all full time, first degree, level 4, students. Progression rate is the proportion of all full time, first degree, level 4 students who go on to re-enrol at level 5 the following year.

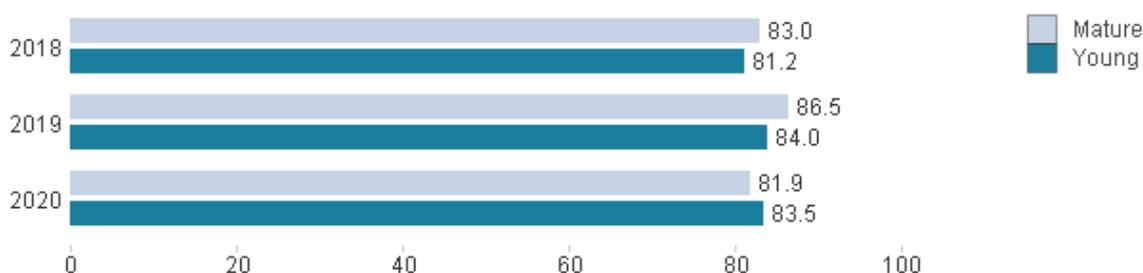
At a more granular level, there have been improvements in all ethnicity sub-categories year-on-year for both UK and non-UK Students, with the exception of those in the non-UK 'Other' category.

C. Student Satisfaction

The OfS run an annual National Student Survey to gather final year undergraduate students' opinions on the quality of their courses. The aggregated responses are made available to providers split by some equality and diversity characteristics. The charts below show the proportion of students who agree or strongly agree with the statement "Overall, I am satisfied with the quality of my course".

Age

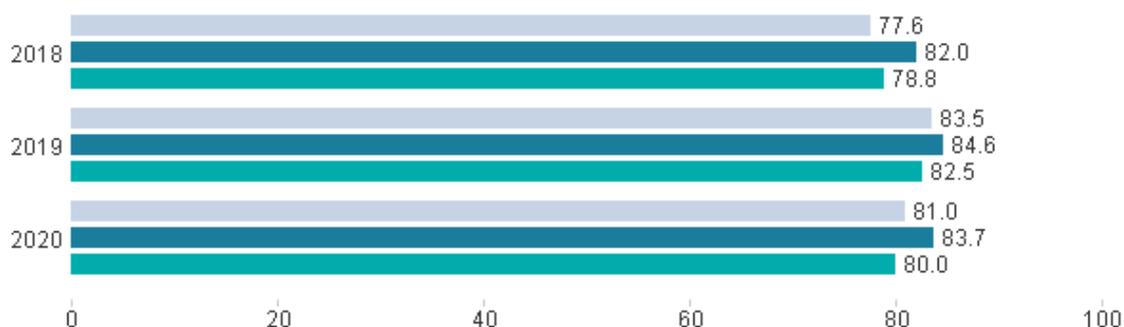
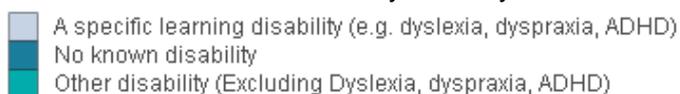
Chart 2C.1: Overall satisfaction by age group (% satisfied)



Note: Young students are those who were aged 21 or under when they started their degree course, mature students are those who were over 21 when they started their degree course

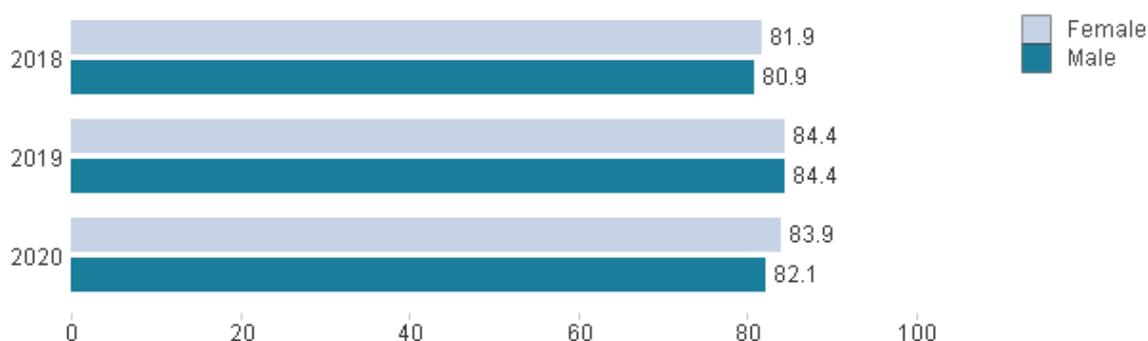
Disability

Chart 2C.2: Overall satisfaction by disability



Gender

Chart 2C.3: Overall satisfaction by gender



Ethnicity

Chart 2C.4: Overall satisfaction by Ethnicity-two way split

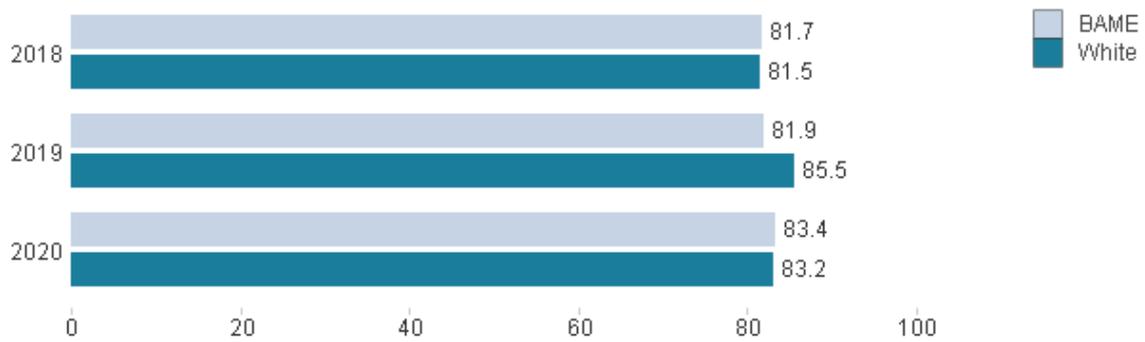
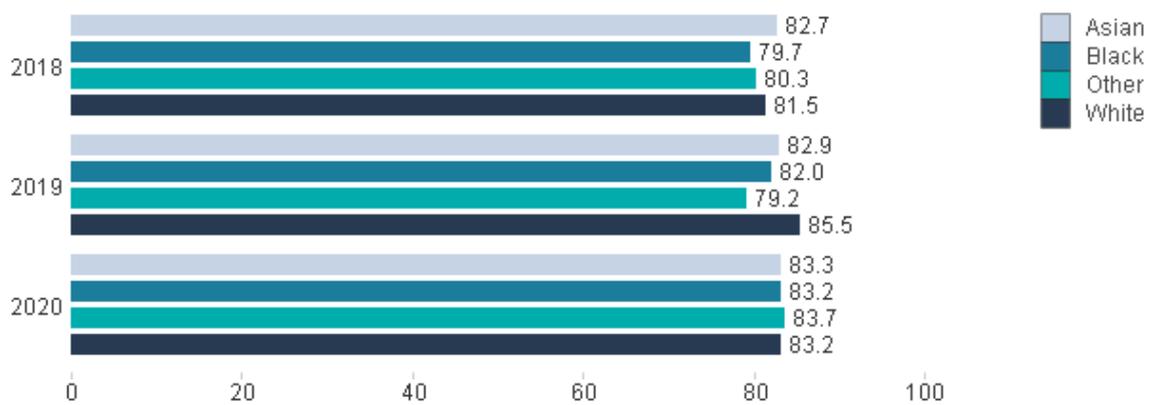


Chart 2C.5: Overall satisfaction by Ethnicity-four way split



The most pronounced variance relates to disability with a variance of 3.7pp in overall satisfaction between those with a disability other than a specific learning disability compared to those with no known disability.

D. 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 equality characteristic. Where appropriate the awarding gap is provided, along with sector benchmarks.

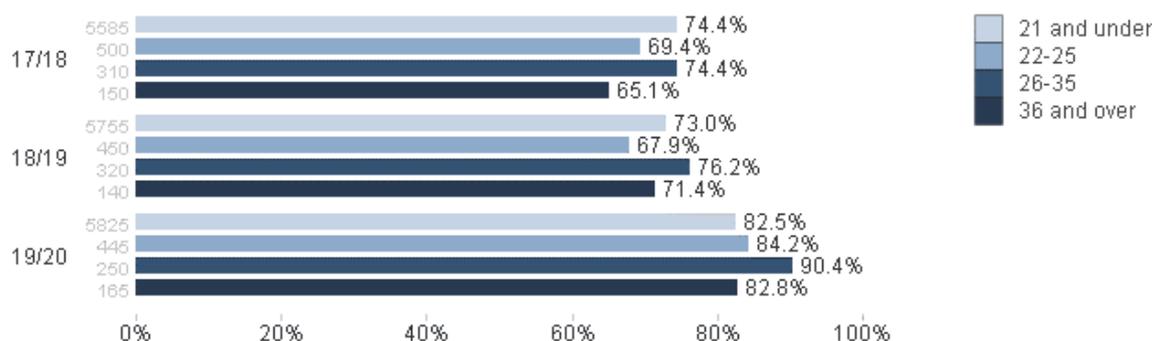
Student Good Honours by Age

Table 2D.1: Student good honours by age group (ECU comparable age groups) with sector comparison

	2017/18	2018/19	2019/20	Sector benchmark (18/19 data)	Difference to sector (Man Met 19/20 vs sector 18/19)
21 & under	74.4%	73.0%	82.5%	80.8%	+1.7%
22 to 25	69.4%	67.9%	84.2%	77.6%	+6.6%
26 to 35	74.4%	76.2%	90.4%	72.4%	+18.0%
36+	65.1%	71.4%	82.8%	68.0%	+14.8%
Total	73.2%	72.8%	82.9%	76.7%	+6.2%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; Percentages calculated on headcount. Sector comparison is 2018/19.

Chart 2D.1: Student good honours by age group



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; Percentages calculated on headcount.

The rate of good honours awarded to students has increase significantly this year for all age groups, with a reversal of award gaps seen in previous years for students aged 22-25 and 36 and over.

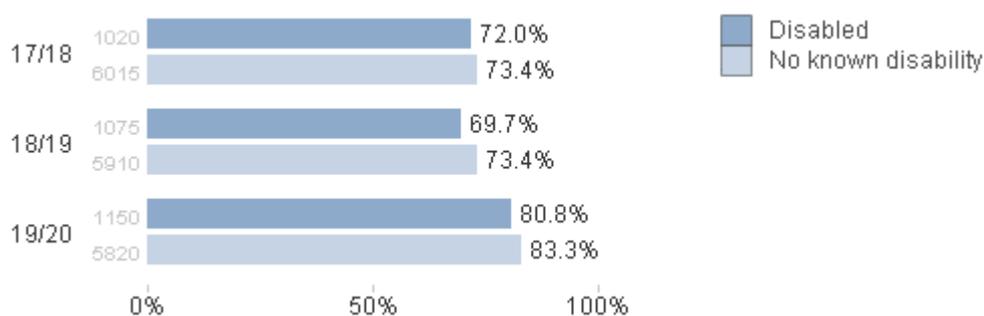
Student Good Honours by Disability

Table 2D.2: Student good honours by disability group

	2017/18	2018/19	2019/20	Sector benchmark (18/19 data)	Difference to sector (Man Met 19/20 vs sector 18/19)
Disabled	72.0%	69.7%	80.8%	75.2%	+5.6%
No disability	73.4%	73.4%	83.3%	77.0%	+6.3%
Total	73.2%	72.8%	82.9%	76.7%	+6.2%
Awarding gap- difference disability to no disability	-1.4%	-3.7%	-2.5%	-1.8%	-0.7%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification in 2019/20; Percentages calculated on headcount.

Chart 2D.2: Student good honours by disability group



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; Percentages calculated on headcount.

The disability awarding gap at Manchester Metropolitan is -2.5pp compared to the sector average of -1.8pp. However, the 2.5pp gap represents a 1.2pp improvement on last year.⁶⁸

Disabled students at Manchester Metropolitan are supported by a dedicated team of staff, 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).

Table 2D.3: Student good honours by impairment type with sector comparison

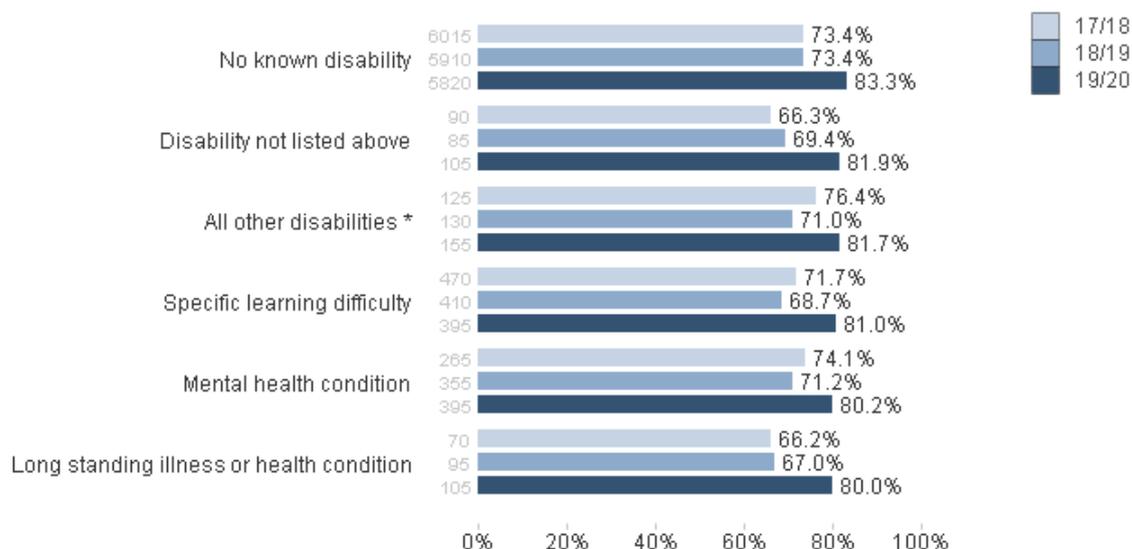
	2017/18	2018/19	2019/20	Sector benchmark (18/19 data)	Difference to sector (Man Met 19/20 vs sector 18/19)	Difference to no disability (19/20)
Mental health condition	74.1%	71.2%	80.2%	76.4%	-0.9%	-3.1%
Specific learning difficulty	71.7%	68.7%	81.0%	74.7%	-1.1%	-2.3%
Long standing illness or health condition	66.2%	67.0%	80.0%	76.7%	-4.8%	-3.3%
Disability not listed	66.3%	69.4%	81.9%	76.7%	-3.7%	-1.4%
All other disabilities*	76.4%	71.0%	81.7%	n/a	n/a	-1.6%
No known disability	73.4%	73.4%	83.3%	77.0%	-1.6%	-
Total	73.2%	72.8%	82.9%	76.7%	+6.2%	-

Population: all HESA reportable internally enrolled first-degree students awarded a qualification in 2019/20; Percentages calculated on headcount.

*Combined due to small population sizes.

⁶⁸ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020

Chart 2D.3: Student good honours by impairment type



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.

The biggest variance to both the sector (-4.8pp) and to the University’s ‘good honours’ rate for students who are not disabled (-4.7pp) is within the ‘Long Standing Illness or Health Condition’ category.

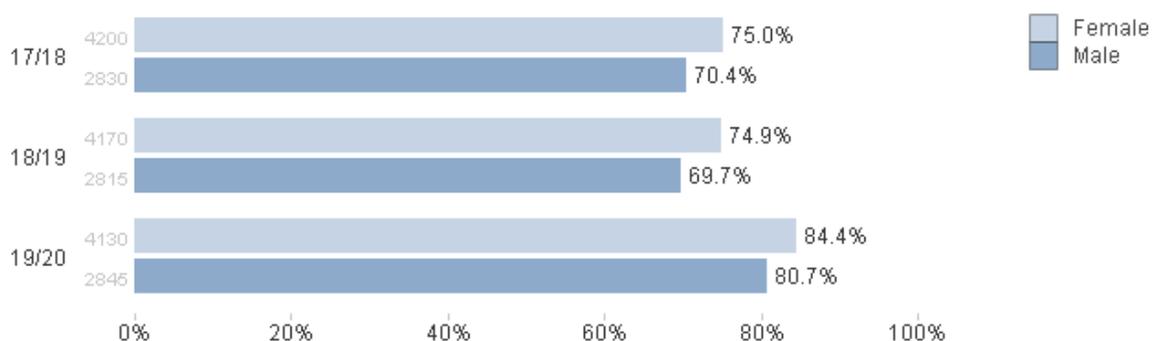
Student Good Honours by Gender

Table 2D.4: Student good honours by gender with sector comparison

	2017/18	2018/19	2019/20	Sector benchmark	Difference to sector
Male	70.4%	69.7%	80.7%	73.8%	+6.9%
Female	75.0%	74.9%	84.4%	78.9%	+5.5%
Total	73.2%	72.8%	82.9%	76.7%	+6.2%
Awarding gap - difference male to female	-4.6%	-5.2%	-3.7%	-5.1%	+1.4%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; Percentages calculated on headcount.

Chart 2D.4: Student good honours by gender



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; Percentages calculated on headcount.

The awarding data demonstrates 84.4% of women achieve good honours compared to 80.7% of men. Across the sector 78.9% of women achieve good honours, compared to 73.8% of

men⁶⁹. The awarding gap between men and women is therefore 1.4pp better than the sector average at Manchester Metropolitan This year has also seen a reduction in the gap year-on-year from -5.2% in 2018/19 to -3.7% in 2019/20.

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

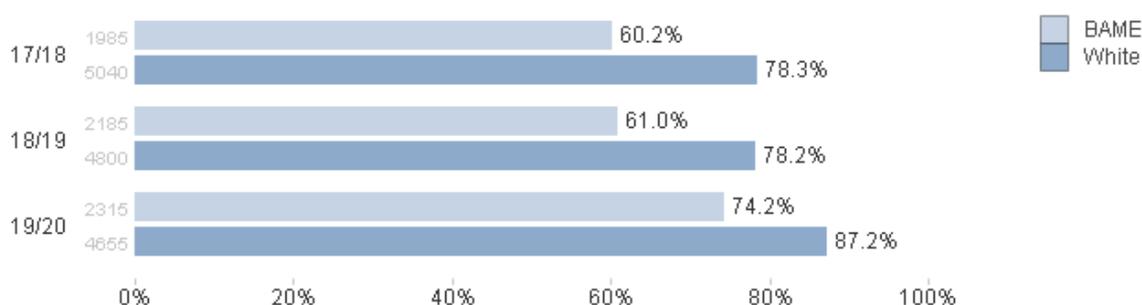
Student Good Honours by Ethnicity

Table 2D.5: Student good honours by ethnic group (2-way) with sector comparison, UK domiciled students only to allow comparison with sector data

	2017/18	2018/19	2019/20	Sector benchmark	Difference to sector
White	78.3%	78.2%	87.2%	81.4%	+5.8%
BAME	60.2%	61.0%	74.2%	68.0%	+6.2%
Awarding gap - difference BAME to White	-18.1%	-17.2%	-13.0%	-13.4%	+0.4%

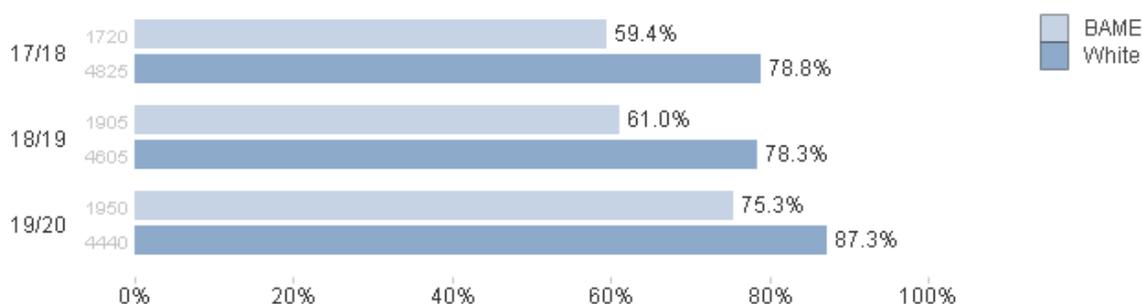
Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20. Percentages calculated on headcount.

Chart 2D.5: Student good honours by BAME/White identity



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20. Percentages calculated on headcount.

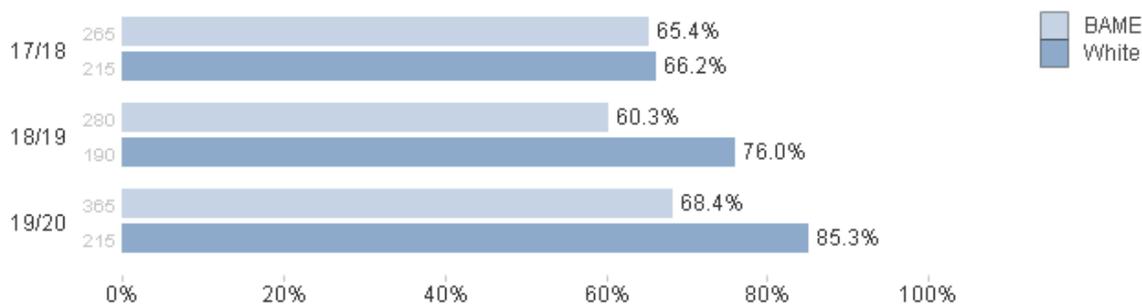
Chart 2D.6: Student good honours by BAME/White identity and nationality – UK students only



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; UK students only. Percentages calculated on headcount.

⁶⁹ Advance HE, Equality Plus Higher Education: Students Statistical Report 2020

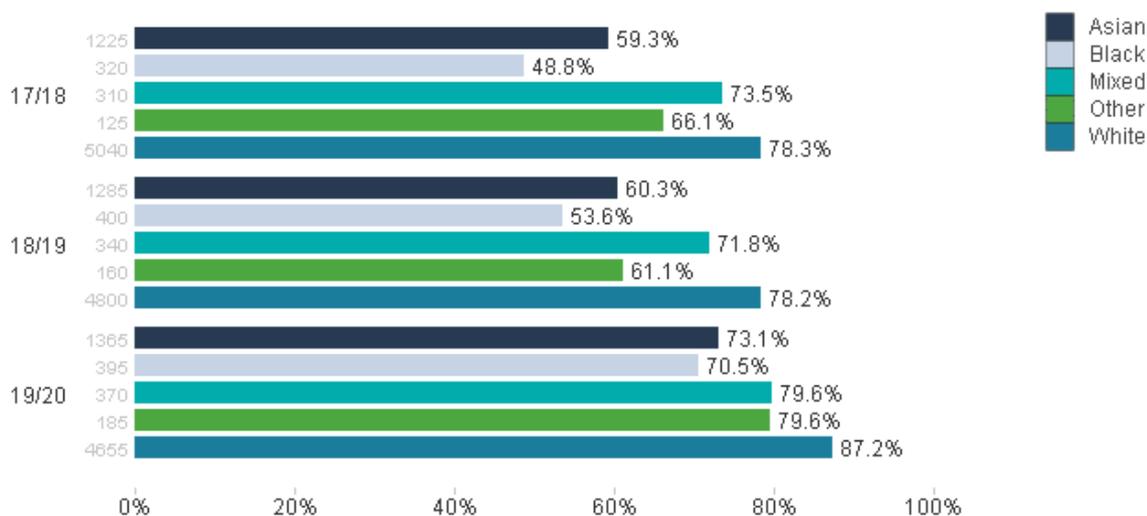
Chart 2D.7: Student good honours by BAME/White identity and nationality – Non- UK students only



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; UK students only. Percentages calculated on headcount.

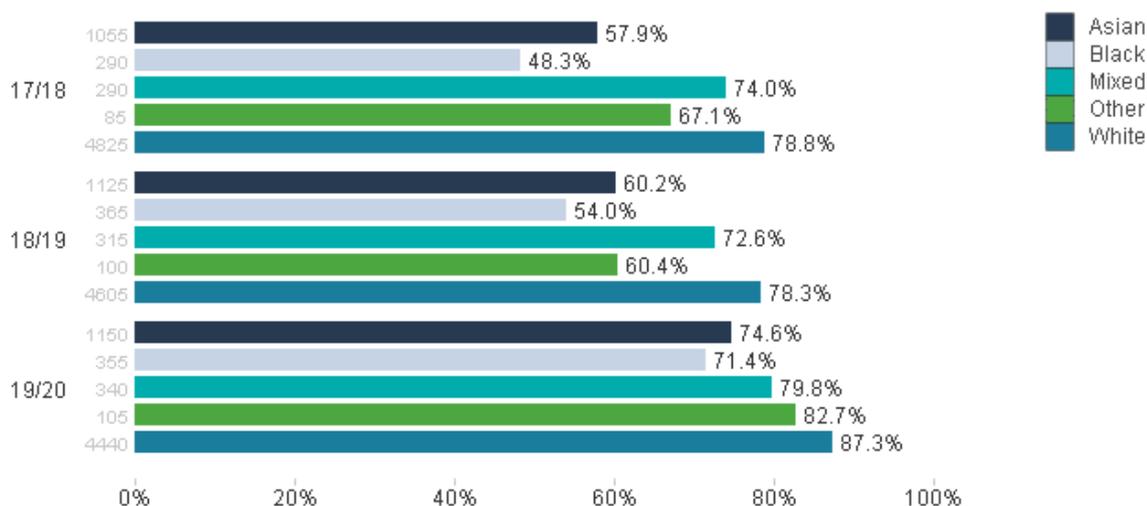
The data shows a higher rate of good degree awarding among white graduates compared to BAME graduates (87.2% and 74.2% respectively). The resultant ethnicity awarding gap is 13.0pp (down from 17.2pp in the previous year). The sector wide awarding gap is 13.4pp. The gap is larger for non-UK students (16.9pp) compared with UK students (12.0pp)

Chart 2D.8: Student good honours by Ethnic group



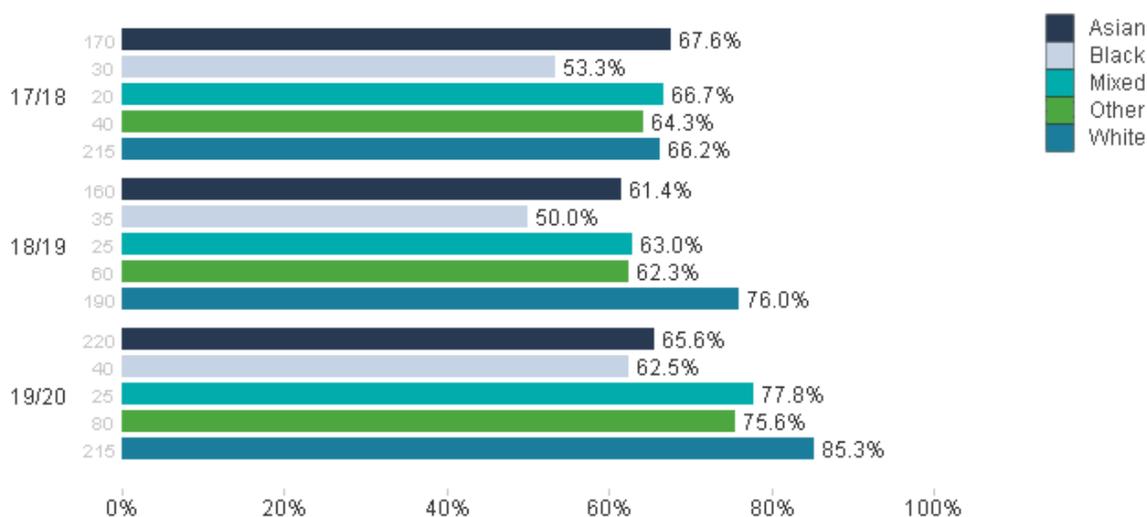
Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; UK students only. Percentages calculated on headcount.

Chart 2D.9: Student good honours by Ethnic group and nationality – UK students only



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20;; UK students only. Percentages calculated on headcount.

Chart 2D.10: Student good honours by Ethnic group and nationality – Non- UK students only



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20; UK students only. Percentages calculated on headcount.

Table 2D.6: Student good honours by ethnic group– UK students only to compare with available sector data.

	2017/18	2018/19	2019/20	Sector benchmark	Difference to sector
White	78.3%	78.2%	87.2%	81.4%	+5.8%
Asian	57.9%	60.2%	74.6%	70.0%	+4.6%
Difference to White if Asian	-20.4%	-18.0%	-12.6%	-11.4%	-1.2%
Black	48.3%	54.0%	71.4%	58.8%	+12.6%
Difference to White if Black	-30.0%	-24.2%	-15.8%	-22.6%	+6.8%
Other	67.1%	60.4%	82.7%	67.4%	+15.3%
Difference to White if Other/Mixed	-11.2%	-17.8%	-4.5%	-14.0%	+9.5%
Mixed	74.0%	72.6%	79.8%	76.6%	+3.2%
Difference to White if Mixed	-4.3%	-5.6%	-7.4%	-4.8%	-2.6%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2017/18 and 2019/20. Percentages calculated on headcount.

A more granular analysis of the ethnicity awarding gaps demonstrates that there are particular challenges faced by particular ethnic minority groups. The data for awarding gaps shows that the gap between white and black students is the widest but has decreased significantly since last year and is now below the sector benchmark by 6.8pp. The awarding gap between white and Asian students has also decreased since last year but remains above the sector benchmark.

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

E. Graduate Outcomes

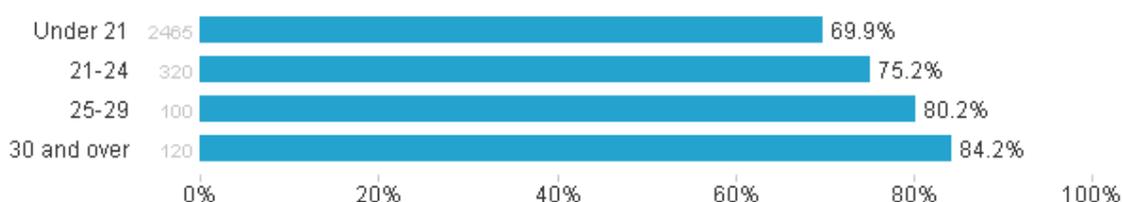
In 2020, the Graduate Outcomes Survey replaced the Destinations of Leavers from Higher Education (DLHE) survey as the sector standard measurement of graduate activity after leaving university. This new survey uses a central agency to contact graduates 15 months after graduation. The data below shows 17/18 first degree graduates who responded to the 2020 survey.

The charts below show the proportion of UK, full-time, first degree survey respondents who went on to a positive graduate destinations – defined as entering professional, managerial and technical occupations, or entering HE or professional further study (following the Guardian University Guide definition).

The proportion of all UK, full-time, first degree survey respondents at Manchester Metropolitan in positive graduate destinations by this measure was 71.3%.

Age

Chart 2E.1: Proportion of respondents in positive graduate destinations by age group

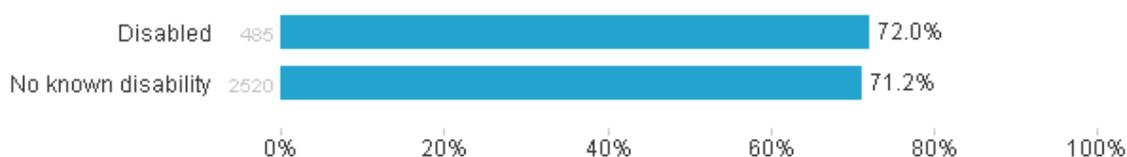


Population: proportion of all eligible UK, full time, first degree, graduate outcomes survey respondents in positive graduate destinations (following Guardian University Guide methodology)

The proportion of respondents in positive graduate destinations increases with the respondents age group.

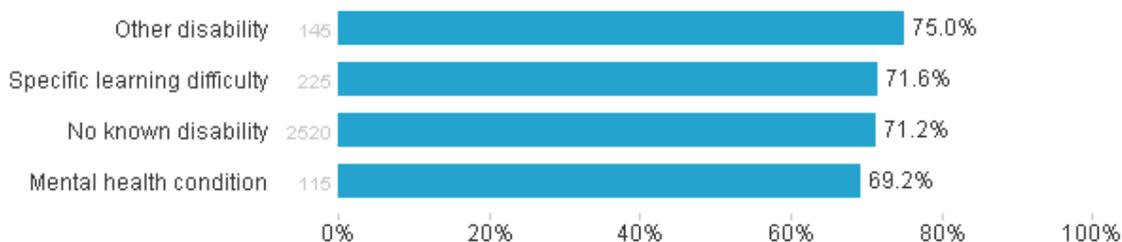
Disability

Chart 2E.2: Proportion of respondents in positive graduate destinations by disability



Population: proportion of all eligible UK, full time, first degree, graduate outcomes survey respondents in positive graduate destinations (following Guardian University Guide methodology)

Chart 2E.3: Proportion of respondents in positive graduate destinations by impairment type (grouped)

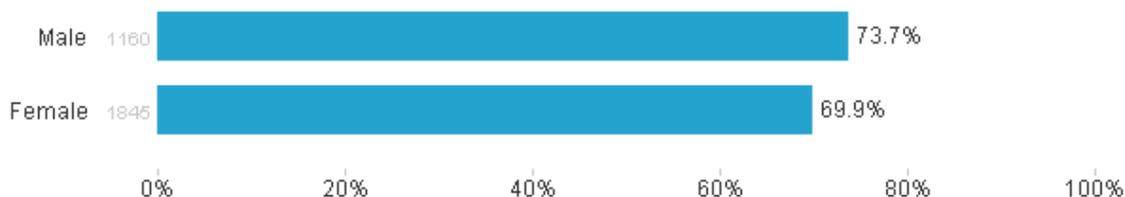


Population: proportion of all eligible UK, full time, first degree, graduate outcomes survey respondents in positive graduate destinations (following Guardian University Guide methodology)

A slightly higher proportion of disabled respondents are in positive graduate destinations compared to those with no known disability, however there is a slight gap (2pp) for respondents with mental health conditions.

Gender

Chart 2E.4: Proportion of respondents in positive graduate destinations by gender

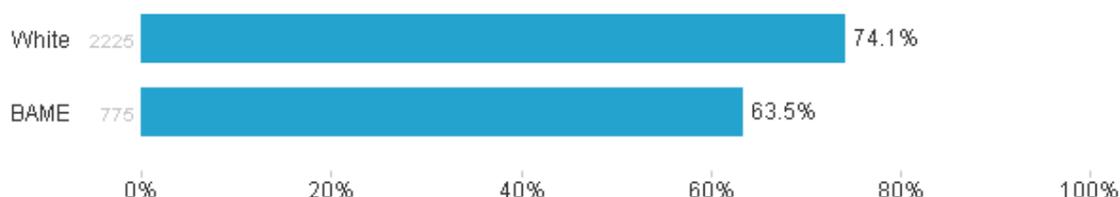


Population: proportion of all eligible UK, full time, first degree, graduate outcomes survey respondents in positive graduate destinations (following Guardian University Guide methodology)

A lower proportion of female respondents are in positive graduate destinations (3.8pp gap).

Ethnicity

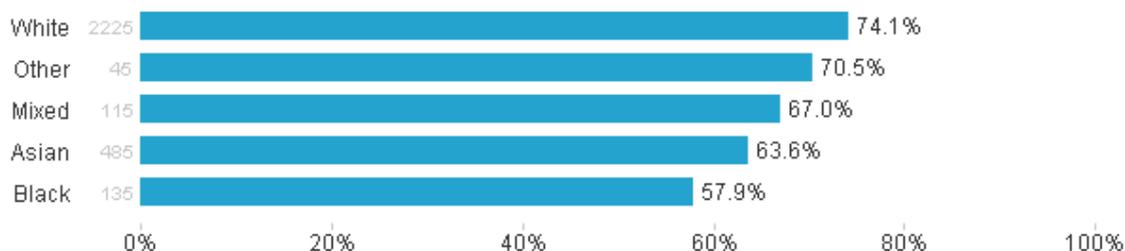
Chart 2E.5: Proportion of respondents in positive graduate destinations by BAME/White identity



Population: proportion of all eligible UK, full time, first degree, graduate outcomes survey respondents in positive graduate destinations (following Guardian University Guide methodology)

There is a considerable gap between the proportion of white (74.1%) and BAME (63.5%) respondents in positive graduate destinations.

Chart 2E.6: Proportion of respondents in positive graduate destinations by ethnic group



Population: proportion of all eligible UK, full time, first degree, graduate outcomes survey respondents in positive graduate destinations (following Guardian University Guide methodology)

The most pronounced variance from the proportion of all UK, full-time, first degree survey respondents at Manchester Metropolitan in positive graduate destinations (71.3%) relates to ethnicity with a variance of 13.4pp for Black graduates.