

**Manchester Metropolitan University,**

**Equality, Diversity, and Inclusion Annual Report 2022 – 2023: PART A**

People and Organisational Development

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## 1. Introduction

Manchester Metropolitan University is committed to creating an intentionally inclusive culture of belonging that promotes equity and celebrates diversity. We are proud of our diverse community of employees, students, and visitors, and we strive to address inequalities and create opportunities for everyone to flourish.

The University's work has been guided by our equality objectives and priorities and moving forward will be driven by our Inclusive and Diverse Culture (IDC) strategy, finalised in early 2024.

The University gathers and publishes equalities monitoring data on its staff and students each year. We use this information to understand the diversity of the university community and to identify any differences in the experiences of people with protected characteristics to inform how we might address these. Equality data on staff and students within the UK higher education sector more broadly can be found in the [Advance HE statistical reports](#).

The full pay gap report is available on our Equity, Diversity, and Inclusion webpages, [here](#).

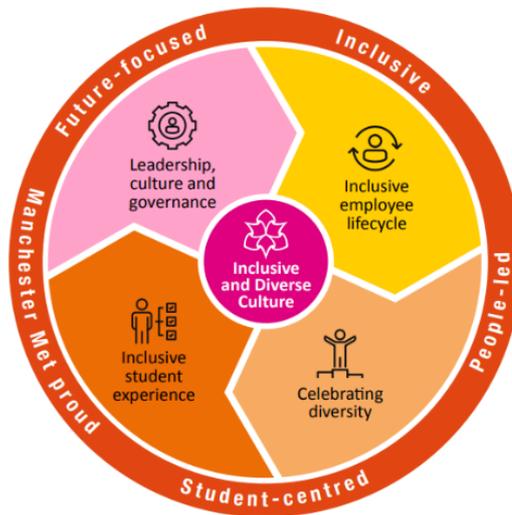
This annual report focuses on activity delivered in the 2022-23 academic year and was developed in accordance with the reporting requirements of the Equality Act (2010) and associated Public Sector Equality Duty. The report is presented in two parts. Part A provides an overview of key achievements and areas of focus for the coming year.

Part B of this report provides the full EDI Data Report for 2022-2023 and can be accessed [here](#).

Director of Equality, Diversity, and Inclusion  
People and Organisational Development

## 2. Progress on our objectives during 2022/23

In 2023, following a period of engagement with staff and students, the Inclusive and Diverse Culture (IDC) strategy was developed, outlining our four overarching strategic EDI objectives, which include leadership, culture and governance, inclusive employee lifecycle, inclusive student experience and celebrating diversity.



### 2a. Leadership, Culture and Governance

#### Progressing with effective leadership and governance.

Over the past 12 months, we have further strengthened EDI governance within the University to ensure ownership and accountability at all levels. This work is overseen by the EDI Strategy Board, which reports directly to the University Executive Group, ensuring senior engagement in setting the University’s EDI objectives and monitoring subsequent action plans. The EDI Team in People and Organisational Development (POD), provides support and guidance in operational aspects of EDI work.

Our commitment to building an intentionally inclusive University has a focus on ensuring that we embed EDI in as many aspects of our work as possible. This has led to the development of faculty level EDI delivery groups, led by senior leaders, with dedicated support from the EDI team.

To provide a clear EDI framework and to demonstrate our commitments to both internal and external stakeholders, we have prioritised our work to achieve externally validated equality charter marks such as Athena Swan and the Race Equality Charter Mark. To further support this work, we have invested in an equality charter mark lead, and aim to build on our achievements so far. For example, we are working to achieve a silver in both our Race Equality Charter Award and Athena SWAN Award by 2028.

In addition, we have developed university-wide programmes to inform staff and students of our EDI objectives and to provide them with the tools to support our ambitions in this area. Some examples are provided below.

#### Intentional About Inclusion Programme

Following the successful launch of this training offer, approximately 400 members of staff participated in more than 26 interactive workshops, both online and in person. Feedback following the training has been incredibly positive:

*“Great session! It’s been the best training course I’ve attended for a long time! Good pace and discussion topics. There was some great personal insights and reflections bringing everything to life.”*

*“Wonderful session, with lots of useful information and things to think about. Both facilitators were very engaging and supportive, it felt like a very safe space. Thank you!”*

The programme is currently being further developed for introduction to our diverse student population via an online self-study module. This is being produced in collaboration with the University’s Learning Enhancement and Educational Development (LEED) team and will be ready for delivery by the start of the 24/25 academic year. Upon completion students will earn credits towards their degree.

## **Cultural Competency Training**

Working with leaders and academics across the University, we co-produced a cultural competency training package. We have adopted a ‘train the trainer’ model and have successfully trained the first cohort of trainers (40). It is envisaged that by the end of 2026, the majority of University staff and students will have received this training. This will enable us to better meet the needs of our diverse student and staff populations and have a greater understanding of their experiences and expectations.

## **Mandatory EDI Essentials Training**

Alongside our wider range of EDI training initiatives, staff must complete a mandatory module on a yearly basis. The training is due for review, and as part of our IDC strategy, work has commenced to ensure the module provides up-to-date and effective learning for participants. Within the past 12 months, 85% of staff, a total of 3924 colleagues, completed the module. This is an increase of 7pp from the year before. These data are continuously reviewed, and leaders are provided with regular reminders to ensure timely completion within departments and faculties.

## **People Equalities Data Framework**

We have developed an innovative EDI dashboard bringing together staff and student equalities data to monitor trends and guide decisions about where interventions are needed. The dashboard focuses on seven indicators including: staff grade, staff recruitment, employee voice, degree awards, graduate outcomes, pay gaps, grievances and disciplinaries and promotions.

The data for each section are then further aggregated to provide information on different protected characteristics such as race, gender, sexual orientation, and disability. Faculties received access to this dashboard in January 2024, and working with their EDI leads are developing recommendations and key objectives for the next 12 months. The dashboard will be reviewed on a quarterly basis.

## 2b. Inclusive Employee Lifecycle

### Pay equality

On an annual basis the University reviews pay equity, across a number of groups, including gender, ethnicity, sexual orientation and disability. We are only legally required to report our gender pay gap, however, as a part of our commitment to EDI, we report and review the data for all these groups. Please see below a brief overview of the key data within the pay gap report. You can read the full report [here](#).

	Description	Gap and Key action
<b>Gender pay gap</b>	The University is legally required to update its gender pay gap on an annual basis.	Our 2023 pay gap (5.2%) remains significantly lower than the sector average of 14%.
<b>Ethnicity Pay Gap</b>	Compares pay for people from ethnic minority groups with people from white communities.	The 2023 pay gap was 12.1%. This is significantly higher than the sector average of 2.3% A number of actions are in place to better understand and address our ethnicity pay gap as part of our Race Equality Charter Mark action plan.
<b>Disability pay gap</b>	Compares pay for people who have declared a disability, either physical, learning or mental health, with those who are not disabled.	The 2023 pay gap was 3.2%, compared with the sector average of 6.4%.
<b>Sexual orientation pay gap</b>	Compares pay for people who have declared their sexuality as lesbian, gay, bisexual or other, with those who identify as heterosexual.	There was a slight increase from 5% in 2022, to 5.1% in 2023. Unfortunately, no sector average data are available for comparison.

### Recruitment and selection

A key strategic programme of work has been developed to diversify our workforce, which is aligned to our equality charter mark activities.

- [Inclusive Recruitment Toolkit](#) – this resource was developed and shared across the University to support hiring managers embed inclusive recruitment practices. Since its launch in June 2023, the toolkit has been downloaded 126 times with 933 views on the intranet pages. Work is continuing to measure the impact and ensure this is embedded across the University.
- Inclusive Recruitment Training – developed with the EDI team, this training commenced from April 2023 with nearly 77 colleagues completing the sessions. Work is ongoing to refresh the content and have more sessions available this year.

The training has been well received by both managers and candidates:

“As a result of the training I feel better equipped with knowledge and awareness of making accommodations for candidates. “

“As someone who underwent the interview, I can say the inclusive practices put in place really made me feel more at ease. It’s not something I’ve seen before and is such a positive approach.”

## **Aurora Women’s Leadership Development Programme.**

The Aurora programme supports women, and people who identify as a woman, to progress into senior roles. Almost 160 staff have participated in the Aurora programme since 2014. In 2022/23, 28 colleagues were supported to take up this leadership development opportunity.

Following an internal review of the programme, it was identified that it had a significant, positive impact on participants. Aurora participants had **higher** progression rates (15.3%) than those who did not participate in the programme (9.9%), at similar grades and roles.

## **Stellar HE**

Stellar HE supports Black, Asian and minority ethnic staff, both academic and professional services, who aspire to senior leadership positions in Higher Education.

Since 2021, 19 participants have taken part in the Stellar HE programme, out of which 6 people have progressed to senior positions. Qualitative feedback from current participants has been positive:

*“Prior to attending the programme, I didn’t really see myself as a leader in the ‘traditional’ sense; however, I have now realised that I am.”*

*“This is the best leadership programme I have attended so far. I have found Stellar HE to be extremely valuable especially in its contents, and its sharp, insightful, detailed, candid approach to structural issues around race and EDI more generally.”*

## **Bridging the Gap**

This programme provides work experience for high school students with Special Educational Needs and Disabilities (SEND). Since its launch in 2011, 70 students from local partner schools have completed the programme. This year, a further 10 students from local schools took part in the programme, the highest number so far.

Feedback from job coaches and students has been positive:

*“The Bridging the Gap programme at MMU has been amazing. Students have been able to gain new experiences, whilst gaining vital exposure to the world of work. Through this, they are learning the importance of time keeping, teamwork and performing delegated tasks. In particular two students who took part on the Sport and Digital pathway have built upon their existing skills meanwhile developing new abilities that are tailored to specific job roles that they wish to embark on in the future”*

## **Senior Job Coach**

*“All the staff are approachable and friendly. They support me and provide me with task briefs, this gives me a lot of independence to do the tasks which further immerses me into the world of work. I am looking forward to continuing my placement and expanding my role over the next few months.”*

## **Student**

Plans are currently underway to expand the programme further to ensure students from a wider range of communities such as people from ethnic minority groups can utilise the programme to support their future ambitions.

## Staff mediation and report and support

From March to October 2023, there were 4 complaints of sexual misconduct (2 cases dealt with in accordance with the Disciplinary Procedure and 2 cases dealt with in accordance with the Grievance Procedure), and 5 concerns relating to harassment all dealt with in accordance with the Grievance Procedure. Coupled with qualitative feedback, it was evident that colleagues needed further informal support to raise any concerns at work. In response, we developed a pilot informal mediation programme to support our staff members who may have a workplace issue. This has been built by expanding the student report and support service so that staff can now raise their concerns. As a part of the programme, 18 'Respect at Work' advisors have been trained and are available for colleagues to receive first line support and signposting. The pilot programme will be evaluated in spring/summer 2024.

## Equality Charter Marks

We are committed to ensuring progress with our equality charter mark action plans to improve experiences for our diverse staff and student populations. An Equality Chartermark Lead manages and leads this work and supports colleagues in faculties and professional services.

Progress with each of our charter mark action plans is detailed below.

## Disability Confident

Excellent progress has been made with 19 out of 30 actions now complete. The remainder are in progress and will be completed by the next submission deadline in 2025. Examples of high-level progress to date include:

- **Manchester Met Career website** – a new website was launched, following a full review of the content and language used, offering enhanced resources and guidance, and ensuring better representation and accessibility.
- **Development of training** – including the inclusive people management e-learning module with a core focus on improving reasonable adjustments and signposting to support for staff.
- **Enhancing Bridging the Gap programme** – as mentioned above.

## Race Equality Charter (REC)

We are continuing to progress our actions as a part of our Bronze Award, received in 2022. The five-year action plan focuses on six key objectives which are highlighted in the diagram below:



The full progress update can be viewed in the REC brochure, [here](#).

A new Self-Assessment Team will be setup in March 2024, meeting annually and reporting into the EDI Strategy Board, with the anticipation of achieving a silver award in 2028.

## Athena Swan

Progress continues to be made on the University's commitment to gender equity. The University achieved a bronze institutional award for Athena Swann in 2023, coupled with two areas receiving departmental awards (Psychology and Life sciences). This is alongside a number of key deliverables such as the launch of a carers' passport, strengthening chartermark governance and support, as well as the use of intersectional data to review patterns and trends.

## 2c. Inclusive Student Experience

A key EDI priority relates to how all our students are supported and nurtured to succeed in their learning and achieve the best outcomes for their future. During 2022/23 there was a particular focus on reducing awarding and progression gaps, in addition to ensuring that we had robust mechanisms for reporting and responding to harassment and sexual misconduct.

- The profile of students using student support services in 2022/23 is broadly comparable with the wider student population. The profile of service users based on entry qualification, first generation, POLAR quintile and commuter status broadly corresponds to the enrolled student comparison dataset. Students with a disability or mental health condition also use all support services in significant numbers.

There is a particular focus on improving participation in wellbeing support amongst male and BAME students:

- Male students used support services in lower proportions than can be expected (30% of support services users were male), particularly Academic and Study Skills (24% of users were male). Male students were however more likely to engage with Peer Assisted Learning support (42% of attendees were male) and Sport (over 50% of students engaging with Sport are male). Which continue to deliver a range of initiatives on the topic of male mental health to this audience.
- BAME students used wellbeing support in lower proportions than expected, particularly disability support (26.7% of disability service users were BAME). However, the proportion of users of the Counselling, Mental Health and Wellbeing Service who were BAME has increased over the last three years from 29% of service users in 2020/21 to 35% in 2022/23. BAME students used Academic and Study Skills, Inclusion Support and Student Welfare support in higher proportions than other services.

## Harm Reduction Commitment

The University has taken a holistic approach to supporting students presenting with substance use problems, which can affect their ability to study and engage in meaningful academic and personal activities. Studies have shown a consistent link between problematic substance use and those members of society who may be traditionally marginalised such as LGBTQ+ and people with mental and physical disabilities.

The University has published a Harm Reduction Commitment Statement and is undertaking a number of initiatives to ensure that students feel able to seek the help and support that they may need whilst at university. This includes partnering with an external agency, Change Grow Live, which offers support and advice to young people, and working with a national organisation, Students for Organisational Change, to implement a range of actions in partnership with the Students' Union.

## Harassment and Sexual Misconduct (HSM)

The Office for Students (OfS) has recently consulted on a new approach to regulating harassment and sexual misconduct in English higher education. Too often students have suffered from prejudice, discrimination, harassment and violence, and this programme of work has aimed to ensure key recommendations are embedded to tackle this behaviour and ensure Universities remain a safe place for everyone.

The University has undertaken a programme of activities over the last two years to both prevent and respond to incidents of hate crime, sexual harassment, and wider safeguarding issues. This has included:

- Establishment of a student advisory group within student services to co-create campaigns to tackle student harassment and sexual misconduct, including video content.
- Expansion of the categories of Report + Support to include different forms of abuse and harassment.
- Expansion of the functionality of Report + Support to include a reporting channel for staff to report incidents and seek support from Respect Advisors or People and Organisational Development.
- Review of the existing suite of policies and procedures to ensure alignment with the Office of Students (OfS) expectations. This has resulted in the development or modification of a number of policies such as respect at work and study, disciplinary, and equality, diversity and inclusion.
- Development of a tiered model for staff training, which includes: Sexual harassment incidents on campus, year on year trends, student survey data to enable interventions, continuous monitoring of incidents, and evaluation of the impact of communication campaigns.

The number of students supported by the Student Welfare team overall (including cases reported via Report and Support) increased to 247 in 2022/23, from 161 the previous year. 41% of all reports related to sexual violence or sexual harassment.

## Awarding Gaps

During 2022/23, all 27 academic departments produced, and monitored progress on, awarding gap action plans as a part of our Education Annual Review process (reviews performance of learning and teaching at programme level across the University). Despite progress in some departments, our awarding gap for our ethnic minority students increased by 2pp to 18% from last year. As a consequence, the PVC Education established a new working group in 2023 which will co-develop interventions with students.

The work of our BAME Ambassadors programme and the [Big change project](#) in tackling discrimination and racial harassment was recognised by the Universities UK for delivering good practice. These projects featured in the UUK publication [Tackling racial harassment: progress since 2020](#) and will be presented at their Jan 2024 conference.

## Widening Participation

Manchester Met supports and encourages all students to succeed, however, we have a particular focus on those students whose personal circumstances put them at a disadvantage when pursuing higher education. For example, we attract the highest number of estranged students across the UK higher education sector. To address the needs of particular groups of students, we provide targeted pastoral and financial support to ensure students can succeed and achieve their full potential on their educational journey.

Across the University, approximately 34% of FT Home UG students are from the 20% most deprived postcode areas, We have focused on supporting prospective students from these communities by becoming a lead institution for the Greater Manchester Higher Collaborative Network, the regional [UniConnect](#) programme funded by the Office for Students. During 2022/23 over 8,000 learners were engaged through the programme, which provides activities to increase awareness of, and aspiration to, higher education.

Our First Generation Scholarship Programme also continues to support Year 12 pupils from across the Northwest of England whose parents did not benefit from a University education. The programme has now supported almost 3,000 learners, over 750 of whom have gone on to enrol at our university. Evaluation has shown that students on the First Generation programme have progressed and achieved better outcomes when compared with similar students who were not on the programme. First Generation is funded by generous donations from supporters, and as it grows is able to support more students.

## 2d. Celebrating Diversity

### Staff Networks

The work of our networks is fundamental to ensuring we continue to listen to the diverse voices of our workforce and to embed a culture of belonging. The staff networks continue to be key partners in our EDI work.

Collectively our staff networks have a membership of nearly 800 colleagues across the organisation and work is in place to support the promotion and awareness of the networks more widely across the institution to ensure colleagues know of their purpose and the support they can provide.

During 2022/23, the networks have supported our EDI work in many ways, including:

- launching the carers' passport, providing guidance for managers and support for carers.
- preparation of our charter mark submissions and delivery of the action plans (e.g. Athena Swan, Race Equality, and disability confident).
- development of disability and neurodiversity guidance for staff and managers.
- representation at Manchester Pride, and celebrating the importance of this event,
- raising awareness of trans-visibility day, and supporting the communication campaign across the University.

### Access and Inclusive Design Standards

Working with estates colleagues, the University's first ever Design Standard guide has been developed to ensure fit-for-purpose environments for people with different needs. This has included inclusive toilets, gender-neutral facilities, prayer spaces, and baby and feeding spaces.

### Chaplaincy Service

Over the past 12 months, our chaplaincy service has provided ongoing support, raised awareness of important events and celebrated our diverse communities of staff and students via a number of interventions including:

- **Prayer rooms** – The opening of additional prayer rooms on campus and our multi faith space.
- **Events and festivals** – the celebration of Ramadan by providing Muslim colleagues with iftar packs, working with a local Rabbi for Sukkah with the erection of the Sukkot (the first time the University has celebrated this event). The service has also provided support to students from all religions and beliefs including the delivery of a multi-faith memorial service for students who passed away over the past two years. In addition, our chaplains worked with colleagues from the staff networks and with local HEIs to deliver wellbeing events as a part of the Trans Day of Remembrance Service.

- Parliamentary Taskforce on Antisemitism** – we worked closely with the taskforce to support this key programme of work and were mentioned in the report accompanying the best practice guide for our efforts

## Intentional About Inclusion Summit

The EDI Team has established a working group to develop an Intentional About Inclusion Summit in 2025. This comprises a wide range of stakeholders including colleagues from conferencing, estates, communications, POD and IDT.

## 3. Staff Data Overview

Our EDI priorities, objectives and associated actions plans are informed by our most recent equality data. The full data set is provided in Part B of this report and key observations and comparisons to sector benchmarks are summarised below. We have made marked improvements across many areas, but also understand that there are areas for improvement.

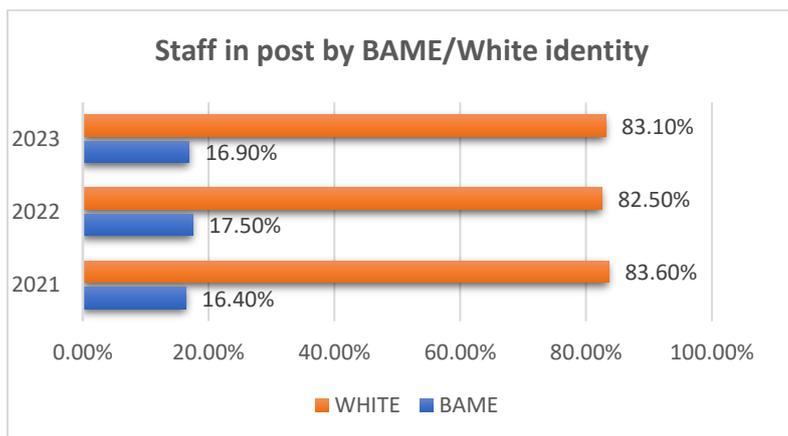
### Disabled staff

During 2022/23, the proportion of disabled staff at the University was 7.8%, 1.0 percentage point above the sector average. The relative rate of disabled candidates being shortlisted for interview was 1.46, suggesting a positive impact of the Disability Confident Employer scheme which guarantees interviews for disabled candidates who meet the person specification for the role.

While these are positive indicators, there are differences between academic and professional services, with 2.2% of academic roles and 5.2% of professional service roles filled by disabled colleagues. Work to support disabled candidates is ongoing and this remains a key area of focus of our work on the University’s Disability Confident Scheme.

### Ethnic minority staff

The proportion of black, asian or ethnic minority staff at the University is 16.9% which is slightly lower than the sector average of 17.5%.



Representation in senior academic roles is 8.5%, which remains below the proportion in the total academic population (16.6%). However, representation in the professoriate (16.8%) is in line with the general academic population. In Professional Services, the proportion of Black, Asian and ethnic minority staff in senior roles is 3.3%. This is much lower than the 17.6% representation in Standard Professional Services roles.

In 2022/23 10.0% of BAME staff progressed to a more senior level/grade compared with 9.4% of White staff. Recruitment data, however, show that Black, Asian and ethnic minority applicants were less likely to be shortlisted or appointed to roles at the University compared with White applicants, with relative rates of 0.51 for shortlisting and 0.77 for being offered a role. The proportion of Black, Asian and minority ethnic applicants this year (44.2%) remained consistent with the previous year. Work continues on inclusive recruitment via our inclusive recruitment toolkit and training, also supporting faculties to work towards diversifying panels and identifying further initiatives to improve the data in this particular area.

## Gender and sexual orientation

The proportion of female academic staff at senior levels (54%) has continued to increase since last year (51%). There has also been an increase in female professors (43.2%) since the previous year (42.3%). The progression rate for female staff is 8.3% compared with 8% for male staff. The progression gap for male staff of 0.3pp, is lower compared with 1.33pp last year.

At Manchester Met, 8.9% of staff identified as Lesbian, Gay, Bisexual or Other (LGBO), compared with the sector average of 5.3%. The proportion of LGBO staff in senior academic roles (5%) is slightly lower than in the overall academic population (7.4%). LGBO colleagues made up 5.8% of professors. In contrast, nearly 10% of senior professional service roles were LGBO. Across the University, LGBO staff are more likely to be promoted (13%) compared with heterosexual staff (8.3%) and in terms of recruitment, are equally likely to be shortlisted and hired as heterosexual candidates.

## 4. Student data overview

As for our staff, our student EDI priorities, objectives and associated actions plans are informed by our most recent equality data. The full data set is provided in Part B of this report and key observations and comparisons to sector benchmarks are summarised below. While there has been progress in some areas, we continue to be concerned about outcomes and experience for some of our students.

### Disabled students

The proportion of students reporting a disability increased to 16% last year, the highest level seen in the last three-years. This is higher than the sector average (15%), which has also increased year on year. Specific learning disabilities (33% of disabled students) were more common than any other condition, with mental health conditions (32% of disabled students) the second most common condition.

Amongst disabled students, data show that students with specific learning disabilities had the highest rate of progression to Level 5, whilst students with a mental health condition had the lowest returners rate.

The awarding gap data suggest that there is a very small difference in the proportion of disabled and non-disabled students awarded good honours with the awarding gap at 0.9pp, for a third year running. This is 2.7pp lower than the sector average.

In terms of student satisfaction, our students reporting any impairment type were more satisfied (81%) than the sector average (79%). Significant changes in methodology for the National Student Survey (NSS) in 22/23, mean that year on year comparisons are not possible.

### Ethnic minority students

The proportion of Black, Asian, or ethnic minority UK students at Manchester Met was 40%, which is much higher than the sector average of 27%. Asian students comprise of 18.% of all our home students compared with 11.% for the sector.

The rate of progression to Level 5 was very similar for Black, Asian and minority ethnic students (83%) and White students (84%), which has not changed much over the past four years. However, there remains a significant and concerning awarding gap for good degrees (1<sup>st</sup> or 2.1) for Black, Asian and ethnic minority students, of whom 66% were awarded a good honours degree (69% last year), compared with 84% of white students. This has resulted in an increase in the award gap to 18 percentage points. The sector wide awarding gap was 6.7pp during the same period.

The award gap varied across ethnic minority students. While it pleasingly reduced for UK Black students, for the first time in three years, the awarding gap for students from mixed ethnic backgrounds increased by 6.6pp, and for students from other ethnic backgrounds it increased by 6.4pp.

Overall satisfaction reported in the NSS was the same for students from all minority ethnic backgrounds at 81%. Black students had the highest rate of satisfaction at 82%, whilst students from other ethnic backgrounds had the lowest rate of satisfaction at 80% compared to all students, but this is higher than the sector average.

**Graduate outcomes (GO) for minority ethnic students improved in 22/23**

Student population	Man Met Graduate Outcomes	Sector Graduate Outcomes
Black students	75.7%	79.3%
Asian students	71.8%	80.0%
Mixed Students	72.4%	82.7%
White Students	81.3%	83.0%
Other	77.2%	79.2%

During 2022/23, 19% of students at Manchester Metropolitan were Muslim, greater than the sector-wide representation level of 11%. There was also a smaller proportion of Muslim respondents in positive graduate destinations (70%) than Christian respondents (82%), those with no religion (80%), and those of any other religion (74%).

### Gender and sexual orientation

The progression gap for male students increased to 4.7pp in 2022/23 relative to a gap of 3.4pp the previous year. The gap in GO for male and female graduates was very small at 0.22pp. The NSS data for 2022/23, showed that male students were somewhat more satisfied (83%) compared with female students (80%).

In 2022/23, 9% of our student population reported their sexual orientation as Lesbian, Gay, Bisexual or Other (LGBO), compared with the sector average of 10%. There was no degree award gap based on sexual orientation, consistent with last year. However, the proportion of LGBO graduates in positive graduate destinations remains lower (by 4.5pp) compared to heterosexual graduates.

## 5. Priorities for the coming year

Our EDI priorities have been informed by the data presented in this report and engagement with staff and students.

### Leadership, governance, and culture

- **Inclusive and Diverse Culture Strategy** – we will focus our efforts on raising awareness, mobilising, and embedding our key deliverables across the University.

- **Utilise EDI data to drive change** - support our faculties to utilise the People Equalities Data Dashboard (the first of its kind in the HE sector). This will be done in conjunction with faculty EDI delivery groups, working with them to set realistic goals and measures for key areas based on patterns and trends within the data.

## Inclusive Employee Lifecycle

- **EDI training** – review our overall essentials training module to ensure it is fit-for-purpose and provides relevant and updated content for our staff, and develop a range of new training focused on tackling bias and developing active bystanders.
- **Diversifying our workforce** – we will continue to support the university through our initiatives such as the inclusive recruitment toolkits and embedding our talent management strategies to ensure that we see demonstrable impact and improved data on our workforce.
- **Cultural Competence** – continue to deliver our training model for staff, and expand to our students.
- Ensure key progress in embedding an **inclusive recruitment process** which is equitable and fair, supporting our vision to diversify our workforce, a key part of our IDC strategy.
- Continue monitoring and ensuring fundamental progress is being made across our **equality charter mark** actions plans to support the University to achieve silver Athena Swan and Race Equality Charter submissions in 2028 and 2027, respectively.
- **Improve our reasonable adjustment process** – working in collaboration with our disabled staff network, policy makers and POD, we will improve our reasonable adjustment process ensuring our colleagues get access to support smoothly and easily.

## Inclusive Student experience

- We will continue our work to tackle student awarding and continuation differentials through the **awarding gap programme** of work with clear targets defined in our education strategy.

## Celebrating diversity

- We will continue to work collaboratively with our five **staff equality networks**: Gender, Race, Parents and Carers, LGBT+ and Disability to increase the impact of their work alongside the development of a communications campaign.
- **Support staff to have important EDI conversations** – develop a conversation programme to support staff from across the University to talk about different characteristics including race, disability and sexual orientation, educate themselves and look at how we can work towards our target of becoming an intentionally inclusive university.

Our commitment to inclusion recognises the clear benefits that a diverse institution brings and the importance of promoting equity in line with our university's overarching mission. We will continue to deliver on the priorities that have been identified above and aim to meet the key deliverables aligned with our University values and identified within the IDC strategy to fulfil the overall goal of being an intentionally inclusive university.

We will endeavour to take a mainstreaming approach to celebrating our achievements as well as understanding and responding to our challenges in achieving equality, diversity, and inclusion across the full spectrum of our strategic activities. We will monitor the progress of the initiatives and provide detailed feedback and progress reports through the internal governance framework.