

Equality, Diversity and Inclusion Annual Report 2022-3



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1 Executive Summary

The University of Huddersfield is committed to advancing equality, diversity and inclusion (EDI) for all its communities, by tackling discrimination and striving to create a positive culture of inclusion for all. The University's work is guided by our Equality Objectives (2020-25). This 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. It presents an overview of progress towards our Equality Objectives and outlines priorities for 2023-24. 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 whether there are differences in the experiences of people with protected characteristics to inform how we might address these.

Our gender pay gap continues to reduce year on year. Invited by the Equalities and Human Rights Council (EHRC) and the Chartered Managers Institute (CMI) to contribute to a toolkit of resources for all employers, our case study continues to provide the benefits and value in using the gender pay gap and ethnicity pay gap figures and other data to drive action on equality of pay in the workplace. Despite not being a statutory requirement, for the fourth year we have also published our ethnicity pay gap and this year we have eliminated the median ethnicity pay gap. Recognising and measuring differentials on gender and race equality helps us to take appropriate action to close pay gaps and demonstrate our commitment to transparency with our EDI data.

The report highlights some excellent work undertaken in the 2022-23 academic year to proactively eliminate discrimination, advance equality of opportunity, celebrate our diverse community and foster good relations. However, we recognise more needs to be done to meet our equality objectives. We will continue in our aim to improve diversity across our staff population (including within senior management) and to further reduce the awarding gap (or gaps) for students linked with ethnicity and socioeconomic demographics. We recognise the importance of working together and maintaining our commitment to address these disparities.

2 Overview of EDI Initiatives in 2022-3

Initiatives designed to enable the University to meet its broader Public Sector requirements have been developed through:

1. Our staff networks play a key role in helping the University to promote an inclusive environment and diverse community and actively contribute to charter mark work. They also act as a platform for often marginalised groups to have a voice within the University. The Networks in 2022-2023 included:
 - Black, Asian and Minority Ethnicities
 - LGBTQI+
 - Disability
 - Women's
 - Neurodiversity
2. The University won the Outstanding Contribution to Equality, Diversity and Inclusion at the November 2022 Times Higher Education (THE) Awards at a ceremony in London. The award was for the Huddersfield Differential Attainment Project, which makes innovative use of data analysis to help identify complex factors behind differential achievement across a range of student characteristics. The data helps staff at School and course level pinpoint where they can target interventions to ensure our students achieve their best, whatever their background.
3. The University's submission to the University Mental Health Charter was developed with the Students' Union and submitted along with site visits by the assessment team. This is a voluntary accreditation scheme, recognising a "whole-university approach to support and promote mental health and wellbeing for all staff and students" supported by the Office for Students. (Note the submission was successful in 23-24).
4. Working with Diversity Champions in each school and service to raise awareness of EDI matters and support staff in EDI development work.
5. Supporting Dignity at Work Advisor roles, providing refresher training and continuous support to the volunteers.
6. 'U-Connect' is a Cross-Institutional Universities' Diversity Mentoring Scheme. U-Connect is a collaboration between the University of Bradford, Leeds Trinity, York St John, and Sheffield Hallam Universities, who have joined together to provide the opportunity for colleagues from diverse backgrounds to mentor others, and to be mentored, by colleagues from a different Institution. In 2022-23, U-Connect is in its third year and the scheme continues to prove to provide impactful and effective benefits.
7. Working in partnership with the Students' Union in organising events across campus throughout 2022-2023 to celebrate the diversity of our community:

- Black History Month 2022, celebrating the achievements and contributions of black people in the UK and around the world, campaigned for continued action to tackle racism and reclaim black history with the theme 'Time for Change: Action Not Words'. Events throughout the month included a panel discussion on race and participation in sport and exercise, a cross-network book club (LGBT+ and B.A.M.E) focusing on Bernadine Evaristo's *Girl, Woman, Other* and an event that explored Huddersfield's involvement in the reggae sound system. (October 2022)
- International Day of People with Disabilities 2022 included a disability history month book club which saw staff and students come together to explore Chapter 1 of 'Being Heumann: An Unrepentant Memoir of a Disability Rights Activist' by Judith Heumann, with Kristen Joiner. Members of the staff disability network also responded to the theme 'Disability, Childhood and Youth', reflecting on their own childhood within internal comms to help raise awareness. (November/December 2022)
- International Women's Day 2023 was recognised with an event that brought together a panel of women staff from the University of Huddersfield and the University of Leeds to discuss their career history and answer questions around career progression and promotion. The theme of this event arose from recommendations arising from the Academic Career Progression focus groups and the Women's Staff Network around doing more to 'promote our promotions'. The event offered the opportunity to learn more about career progression from those recently promoted. (March 2023)
- LGBT+ History Month 2023, with the theme 'Behind the Lens', aimed to highlight the hard work and numerous contributions made by people of the LGBTQI+ community to the production of film and TV. Staff and students were invited to join events and conversations across campus, including two exhibitions – *Behind the Lens*, a Photo Exhibition showcasing the work of members of the University's LGBT+ community and *Classical Music and Queer History Heritage Quay*, a tour that highlighted LGBT+ elements within the current exhibition. A Book Club, badge making session and pudding club also took place, and a lunchtime talk – *Building Anti Racist LGBT+ Spaces* – aimed to confront one of the major inter-community issues facing LGBT+ spaces in the UK: racism. The Brunswick centre also provided an HIV information and testing session on campus. (February 2023)
- Race Equality Week 2023, celebrating the theme #ItsEveryonesBusiness because #ActionDrivesChange was an invitation to all to join the campaign. Resources and workshops provided by Race Equality Matters were shared across the university, inviting staff and students to engage in self-reflection and learning around microaggressions and anti-racism. The Big Promise marked the end of the campaign and encouraged staff to commit to ending race inequality. The EDI team also provided further resources specific to the University and an online event, *Building Anti-Racist LGBT+ Spaces*, offered insight into the context of the oppression faced by LGBT+ people of colour, highlighting the forms of racism that uniquely materialise in modern LGBT+ spaces and providing direction on how we action change. (February 2023)
- University Inclusion Week provided a series of events around a range of inclusion topics, and included a Menopause Talk and Support Panel: Smashing

the Stigma, an Anti-Racism and Allyship Workshop, Training on Removing barriers to learning for students with dyslexia, dyspraxia, and dyscalculia, and a talk, Heteronormativity and Gender Binarism. (March 2023)

- South Asian Heritage Month with the theme ‘Stories to Tell’, celebrated the stories – both personal and those told through South Asian literature, film and music – of this diverse and vibrant community. A ‘Share Your Stories’ tasting table event invited staff and students to come together to taste dishes and hear stories from South Asian Heritage culture. (July-August 2023)
- The following training programmes and courses were offered to staff throughout the year: Faith and Religion in the Workplace; Domestic Abuse and the Role of the Employer – Awareness Training; Deaf Awareness Workshop; Inclusive Allies Training Programme delivered by *Inclusive Employers*; and a range of mandatory and selective online training including Diversity in the workplace, Sexual Harassment Awareness, Unconscious Bias, Let’s Talk About Race in the workplace, Disability Awareness and Supporting Transgender Students and Staff.
- A new Trans Awareness Training workshop was introduced providing a non-judgmental space for staff to learn how to create a positive experience for trans staff and students. Covering the basics of trans identities and related terminology, the course allowed participants to consider the practical aspects of trans inclusivity in HE through real-life case studies.
- The Staff Wellbeing Team organised a range of initiatives throughout the year, including events and activities to celebrate several campaigns such as National Inclusion Week, Menopause Awareness, and Mental Health Awareness Month. Additionally, the team coordinated the University’s annual Staff Wellbeing and Benefits Fair. They continue to support various initiatives, including the Menopause Talk and Support group, the network of University Mental Health First Aiders, and Wellbeing Champions.

3 Charter Marks

The University continues to be recognised for its advancement of equality of opportunity and now holds, or is working towards, several charter marks and accreditations. These charters are useful in promoting a reflective approach to our progress in EDI policy and strategy (see <https://staff.hud.ac.uk/equality/> for detail). These include:

- HR Excellence in Research award – a European Commission award
- The Race Equality Charter (REC) Bronze Award from Advance HE (submitted in 2022-23 and awarded in 2023-24)
- Race at Work Charter membership
- Disability Confident Employer accreditation
- University Athena SWAN Bronze Gender Equality Award
- School of Applied Sciences renewal of Athena SWAN Silver Gender Equality Award
- Stonewall Silver Award
- Stonewall’s Top 100 list for leading LGBTQ+ inclusive employers

- Mindful Employer Charter
- Investing in Ethnicity Advanced Employer
- University Mental Health Charter (submitted)



4 2022/3 Progress towards meeting EDI Objectives

The Public Sector Equality Duty requires the University to have ‘due regard’ to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

The University also has a duty to identify and publish Equality Objectives every four years and report annually on our progress in relation to how we are meeting the objectives. The University EDI objectives and progress towards meeting these objectives in 2022-3 are set out in Table 1. These objectives are taken from the University EDI Framework 2020-25 (see Appendix 2 for detail).

Progress measures and targets which will enable us to meet our objectives are set out in Table 2, again with an indication of progress to date and RAG rating.

Table 1: University EDI Objectives as in the 2020-2025 Framework

Objective	Areas of Work under objective
Learning for All	The Teaching and Learning Strategy and associated projects aim to develop an inclusive approach which enables students to learn, develop and achieve their fullpotential.
	Develop a community of students and staff which values equality, diversity and inclusivity through training, personal development and support.
	Develop life skills of students and staff by working collaboratively in a diverse and inclusive University community.
Community for All	Embed the principles of equality, diversity and inclusivity into the University’s culture,practices, plans, policies and procedures.

	Promote and celebrate equality, diversity and inclusivity across the University community.
	Deliver support mechanisms to build and maintain an inclusive community.
	Take individual responsibility to develop an inclusive community.
Voice for All	Students and staff able to inform decision makers on any matters/issues relating to equality, diversity and inclusivity.
	University leaders promote equality, diversity and inclusivity through individual action, two-way communication, active listening and developing a supportive and collaborative culture.
Facilities for All	Develop and maintain an inclusive and accessible, physical and digital learning and working environments for all students and staff.

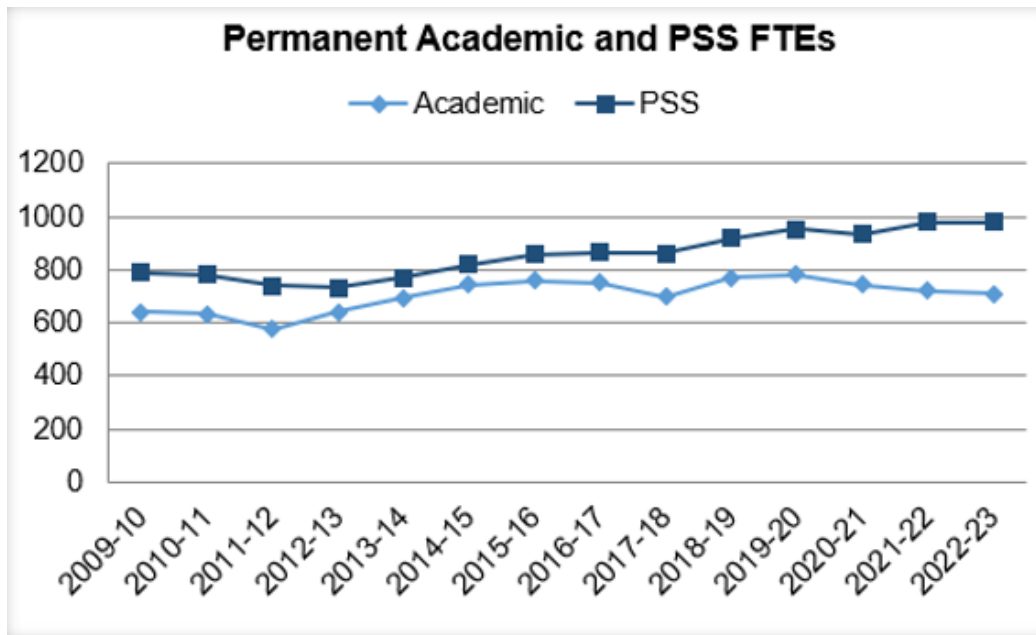
Table 2: Progress Measures and Targets

Target	Action	Progress rating
Apply for the Race Equality Bronze Award by 2023	Submitted to the Awarded Advance HE Race Equality Charter Bronze Award in 2022-23 – awarded in 2023-24.	
Improve our score in the Stonewall Workplace Equality Index year on year.	Silver Award in 2023 and Top 100 Employer in the UK. (Note – awarded gold in 2024)	
Maintain the progress made as outlined in our Access and Participation Plan (APP), year on year.	Progress maintained in 2022-23 and submitted amendments in line with the Office for Students new emphasis linked with an equality of opportunity register (amendments accepted). Submission of new plan due in 2023-24.	
Maintain the progress made in student continuation and progression year on year and achieve no statistical difference between equality groups by 2025.	Progress continues to be made with the largest remaining gaps being those in attainment whilst ones across continuation and completion are small. Progress is labelled Amber due to continued effects of covid and work required around attainment in this 2021-22 dataset.	
Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.	In 2023 the University was awarded TEF gold with gold for both student experience and student outcomes. Work continues on course level plans to improve NSS scores.	
Maintain the progress in the student engagement score	This metric was complicated due to the Covid period. For 2022-23 attendance data is now available and is lower than pre-covid.	

year on year and achieve a 20% improvement by 2025.	Engagement with the global professional award and PATS is increasing but work here is ongoing.	
Meet the aims of the Athena SWAN action plan year on year and apply for an Athena SWAN Silver Award for gender equality by 2025.	Plans to apply for Athena Swan Silver Award in place with good progress made on 2020 action plan.	
Move up from employer to leader level for the Disability Confident Employer Award by 2024.	Developing both internal and external networks and prepared equality training to deliver to University suppliers/providers.	
Improve the Quality of Working Life (QoWL) scores in each survey and by 2025 to be in the QoWL sector upper quartile measure for staff engagement and satisfaction and good management practice.	QoWL no longer available – new survey provider, Culture Amp implemented 2022. Biannual ‘All staff engagement survey’ ran Oct 2022, (<i>Staff Engagement and Satisfaction 66% and Good Management practice 74%</i>). Throughout 2023, action planning has taken place with all Schools and Services. Good progress on the training of managers through CMI.	

5 Staff Data

For the period 1 August 2022 to 31 July 2023, average permanent staffing decreased from 2031 to 1961. Academic staff decreased by 6.3%, Professional Services and Support (PSS) staff decreased by 1.7% and Senior Staff decreased by 11.4%.



5.1 All staff in post by protected characteristic as of 31 July 2023

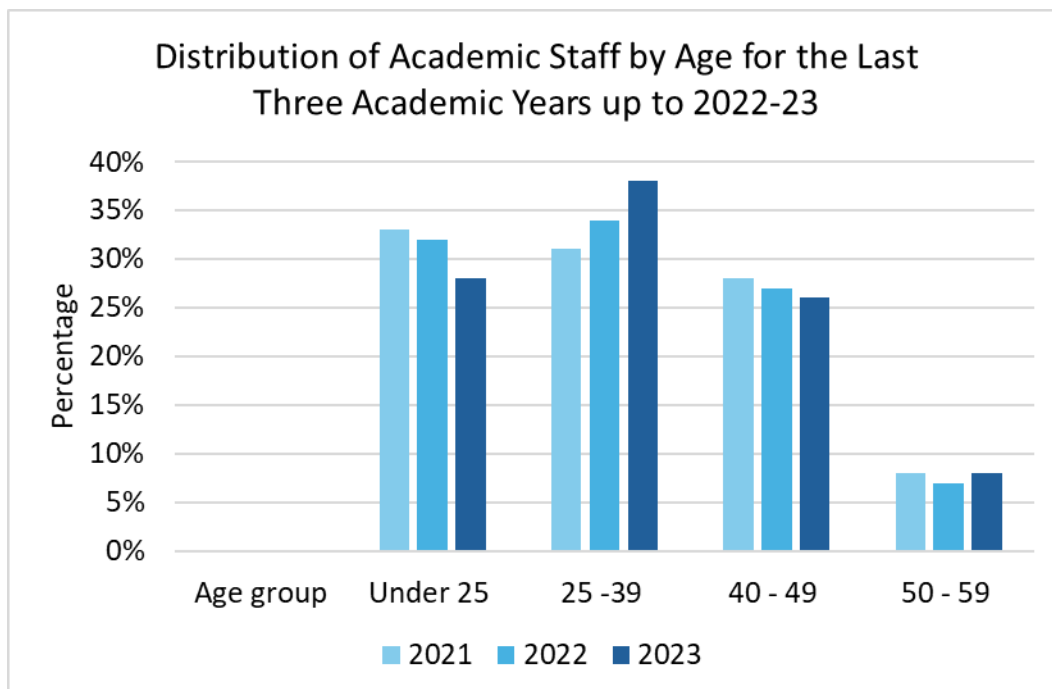
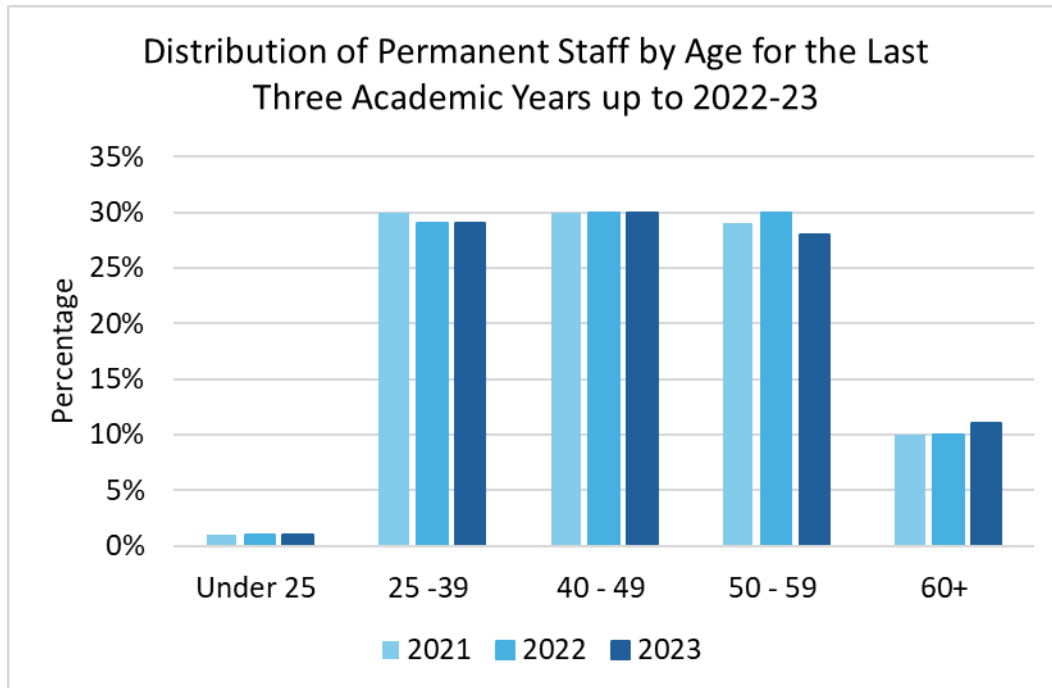
The following information provides data on all staff in post at the University of Huddersfield as of 31 July 2023. These data are provided by the following protected characteristics: age; disability; ethnicity; sex; religion or belief and sexual orientation. The total staff headcount on 31 July 2023 was 1961. Of those, 549 work part time and 1412 work full time. The number of individuals on fixed term contracts over the same period was 270, 12% of our staff. The low numbers of staff in this category precludes detailed analysis but commentary is provided below where appropriate.

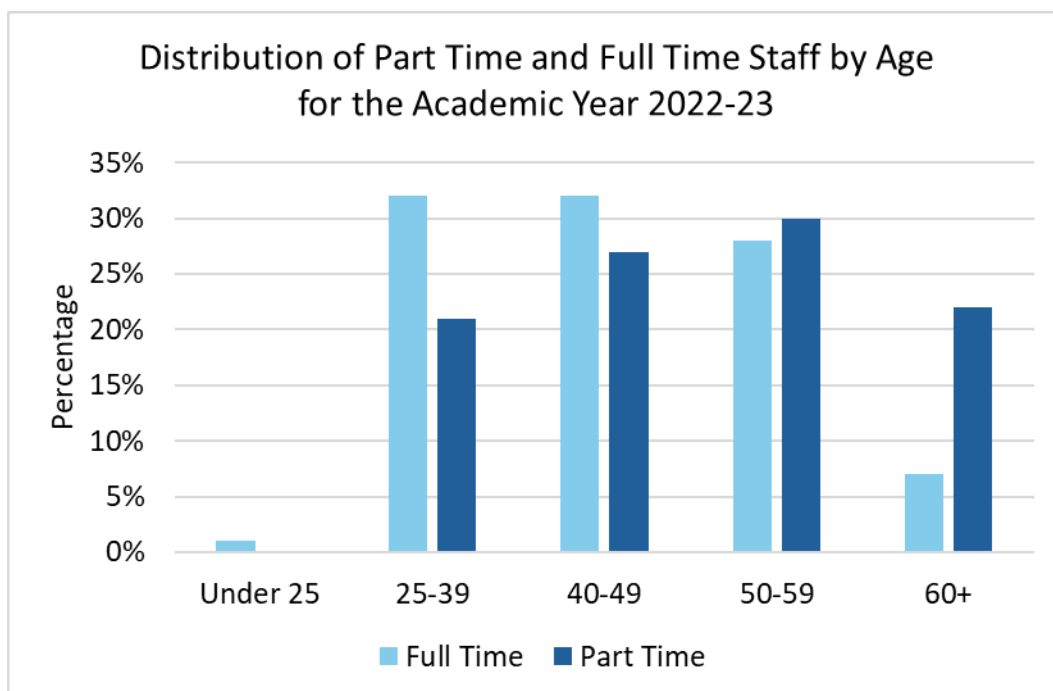
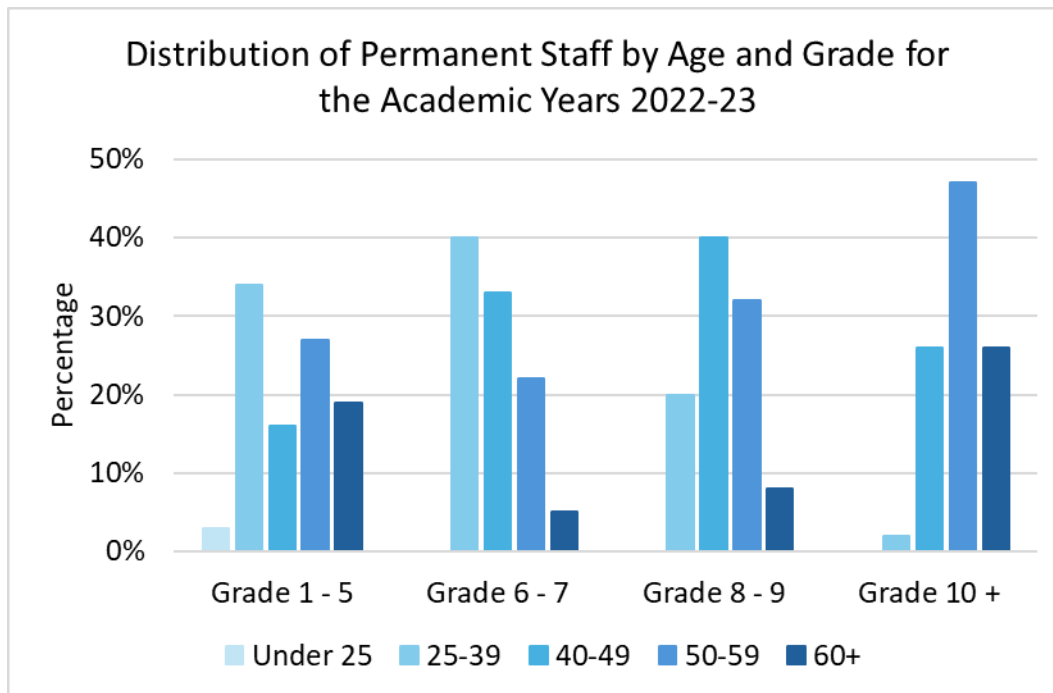
Due to constraints around low numbers, we have amalgamated ethnicities into two ethnic groups: White and Black, Asian and Minority Ethnicities (B.A.M.E) as necessary, however, we recognise that this does not exemplify the diverse nature of the cultures that our staff represent. Similarly, we have amalgamated data about other characteristics where numbers are too low, in order to preserve anonymity.

The previous two years of data are provided for comparison.

Data are rounded to the nearest whole percent and therefore may not always total 100%.

5.1.1 Age



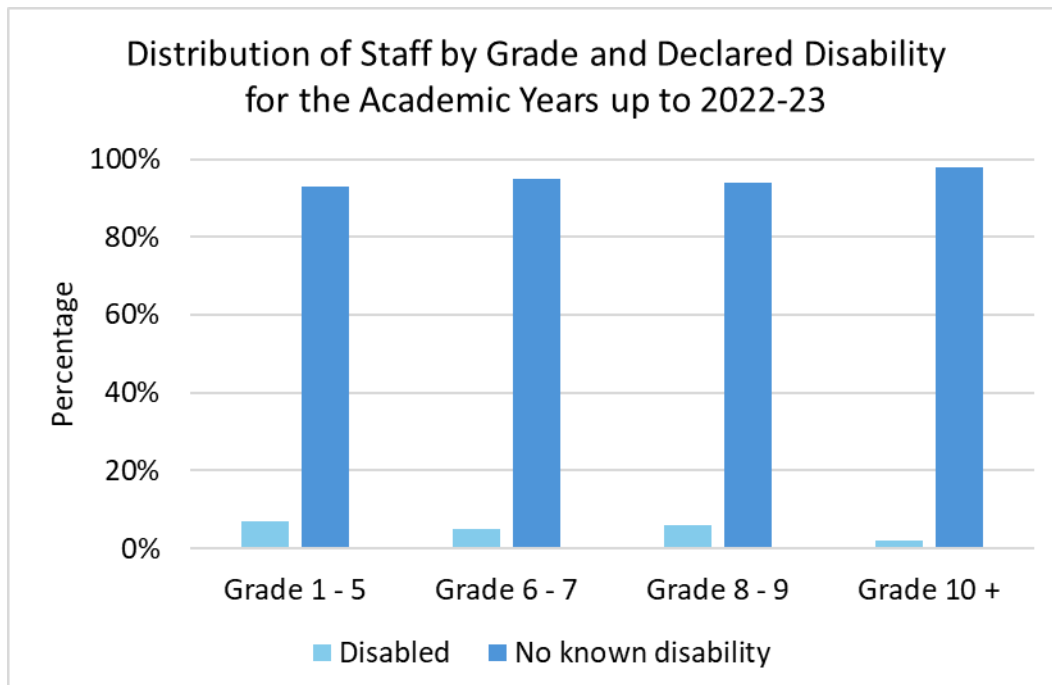
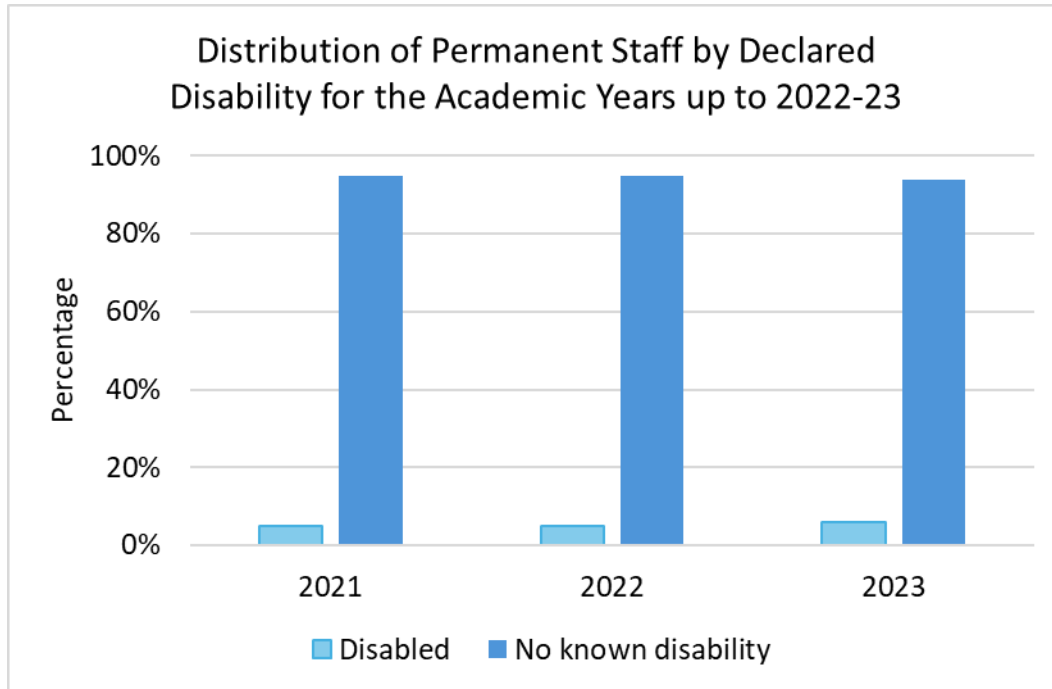


Commentary

The percentage of staff across the different age categories has remained static over the last three years with only a +/- 1% variance in any age group. Changes are seen between the different staff groups, with academic staff having a 7% increase in the number of 40–49 academic employees and a 5% decrease in the 25-39 group. The last two years have seen an overall increase of 6% in senior staff in the 60+ age group (data not shown), highlighting the continued importance of succession planning as a key aspect of our talent management strategy. When comparing part time to full time staff, there is a large difference in the 60+ age group where higher proportions of staff are part time compared to full time. This may reflect opportunities for phased retirement. For fixed term staff the age profile shows that staff in the younger age

brackets are more likely to be on fixed term contacts and this is linked with short term research projects and contracts. Overall, the University has very few staff in the 'Under 25' group.

5.1.2 Disability¹

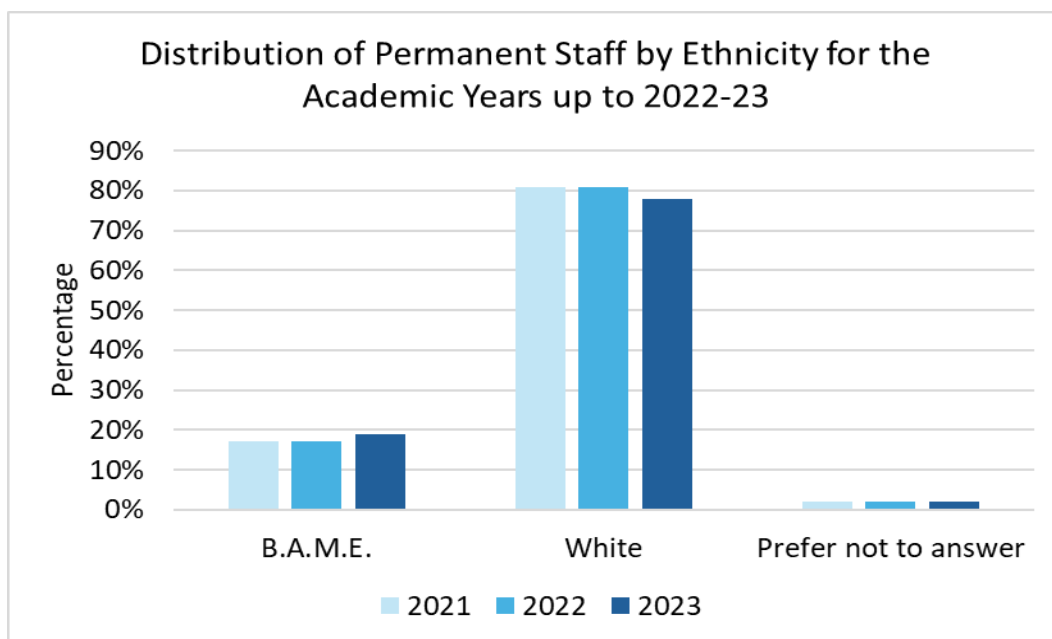


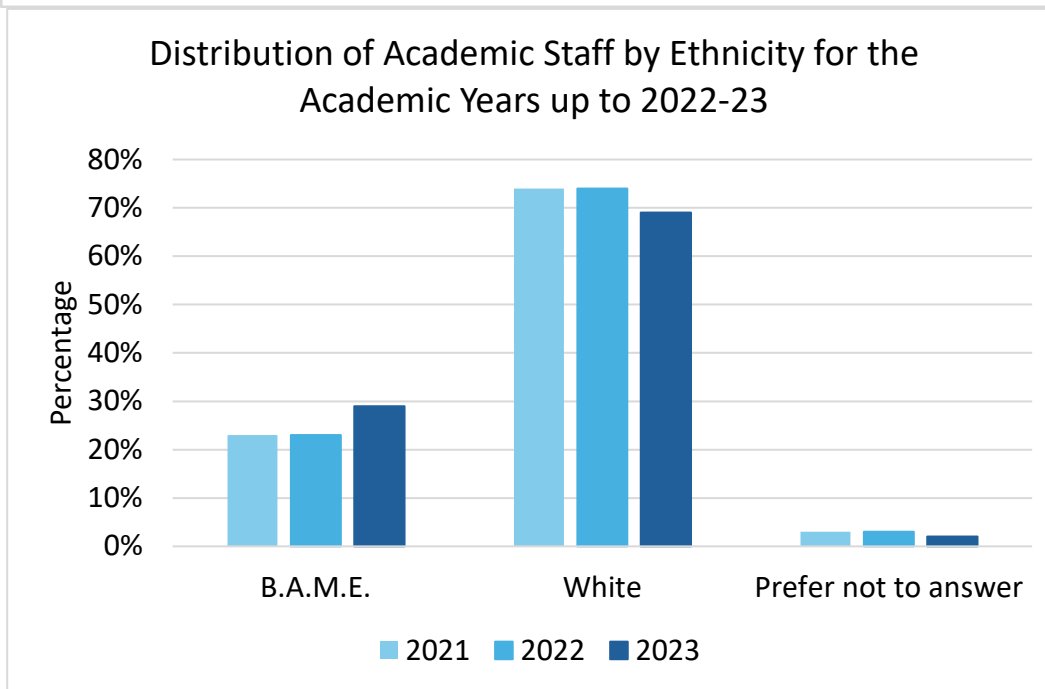
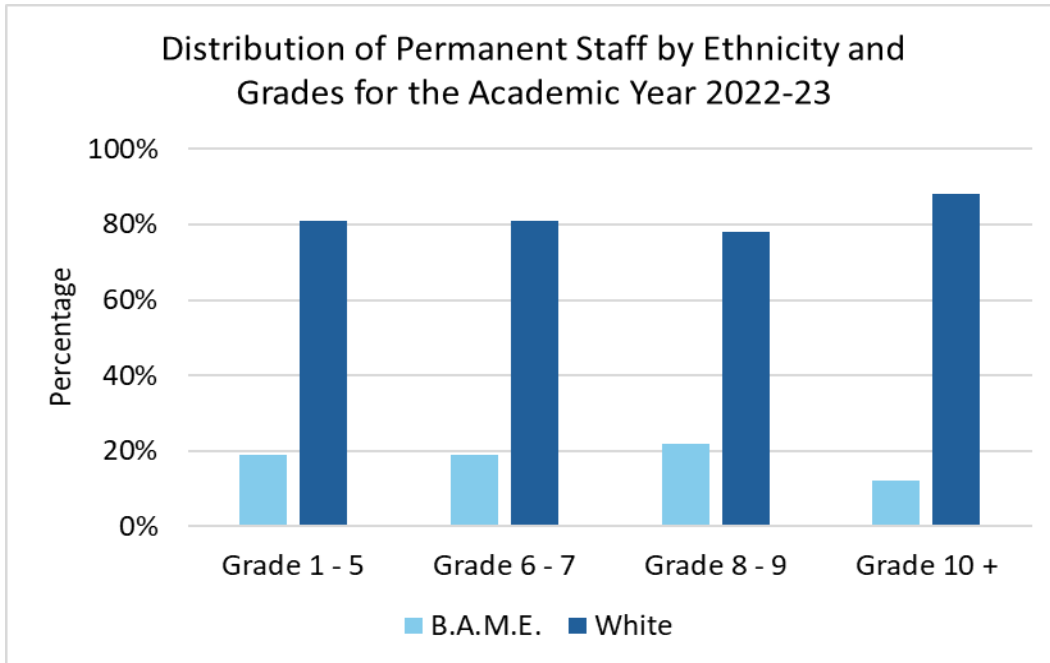
¹ Disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal daily activities.

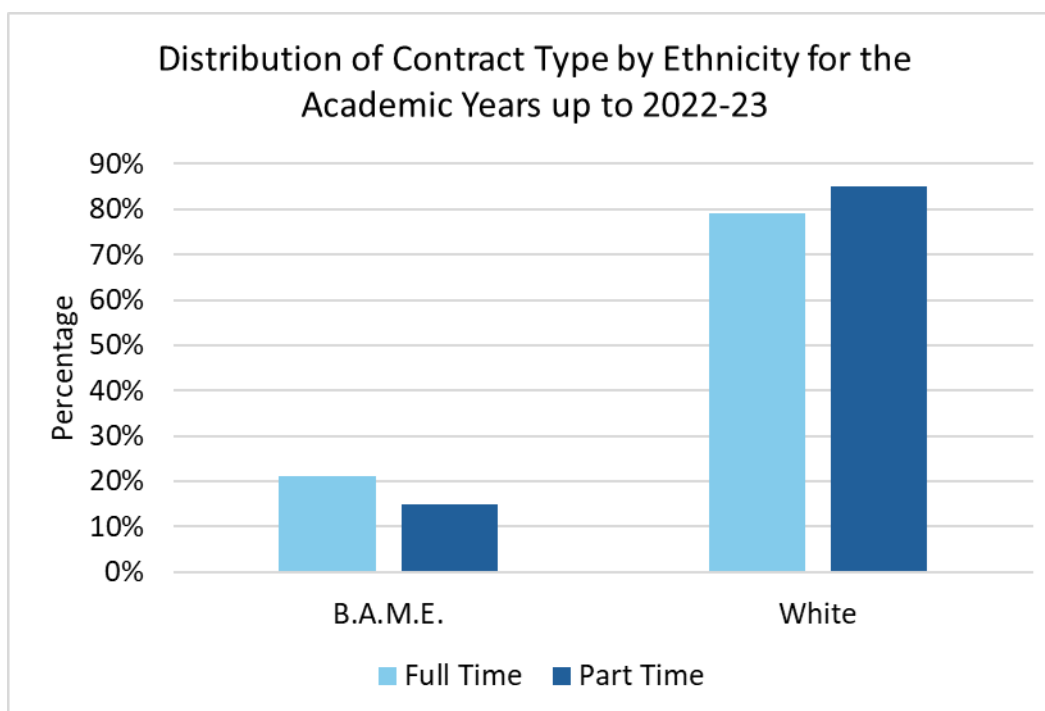
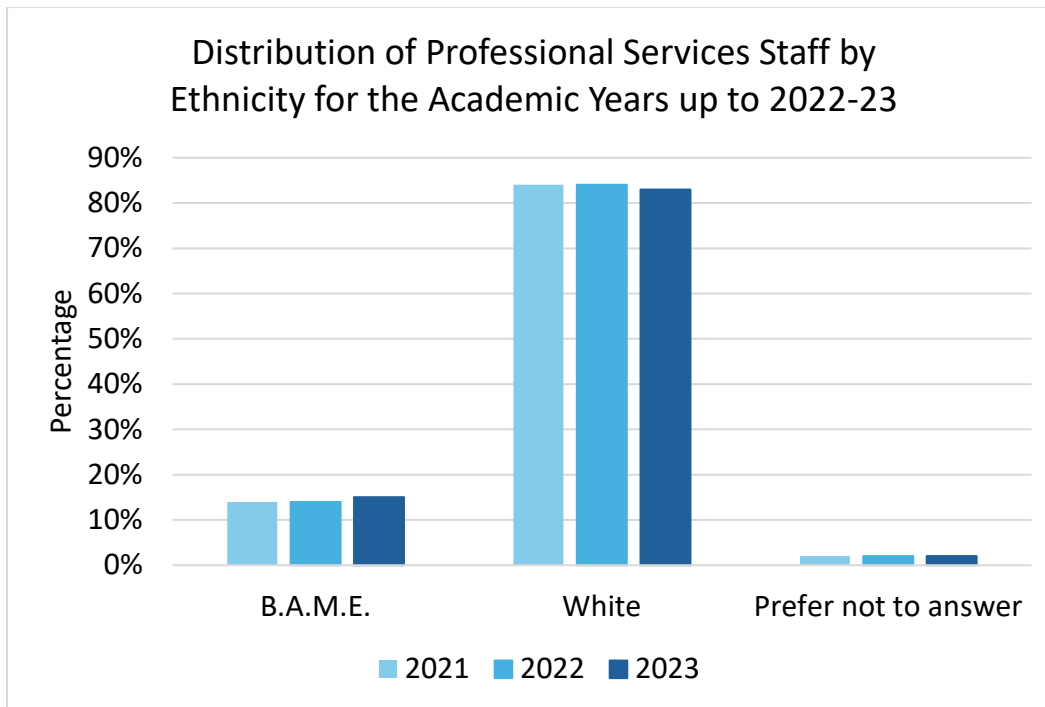
Commentary

The percentage of all staff declaring they have a disability has risen by 1% since last year to 6%. The declaration rate for PSS and academic staff has remained steady at 6%, with senior staff continuing to have the lowest rate at 2%. A difference of 3% is observed between the disability declaration rates of part-time staff (8%) and full-time staff (5%). Declaration rates rely on an individual self-reporting using the HR self-service portal or through identification of a disability as part of casework management. Whilst some staff would meet the definition of disability under the Equality Act, they do not consider themselves disabled and therefore do not declare. Regular communication is in place encouraging members of staff to update their equality information explaining why this is important.

5.1.3 Ethnicity





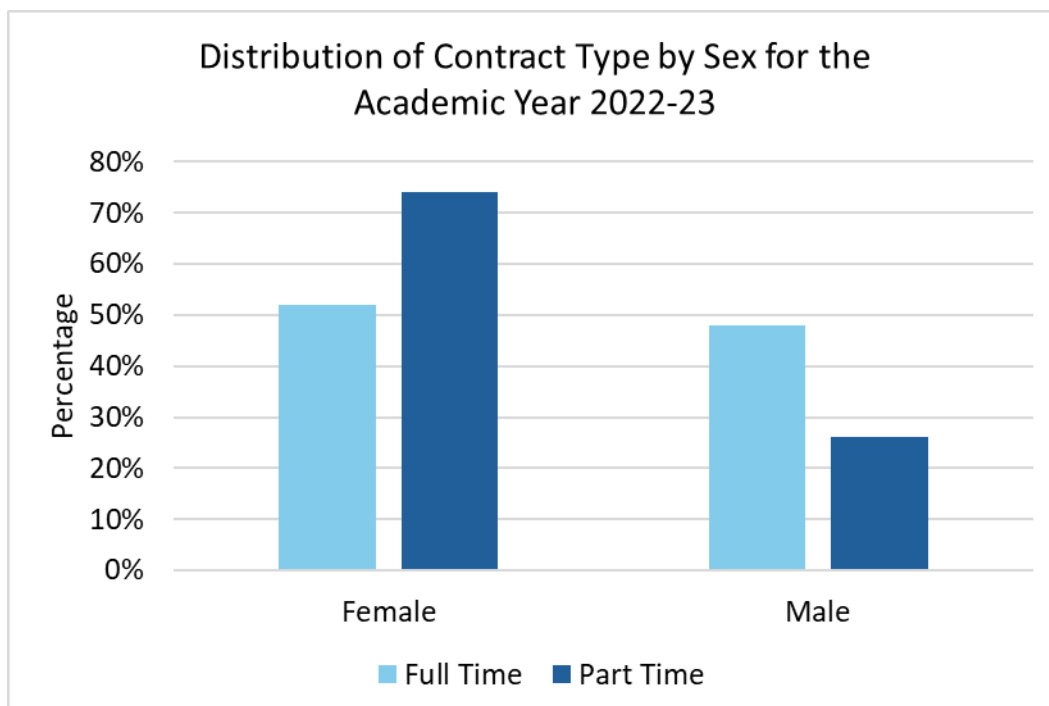
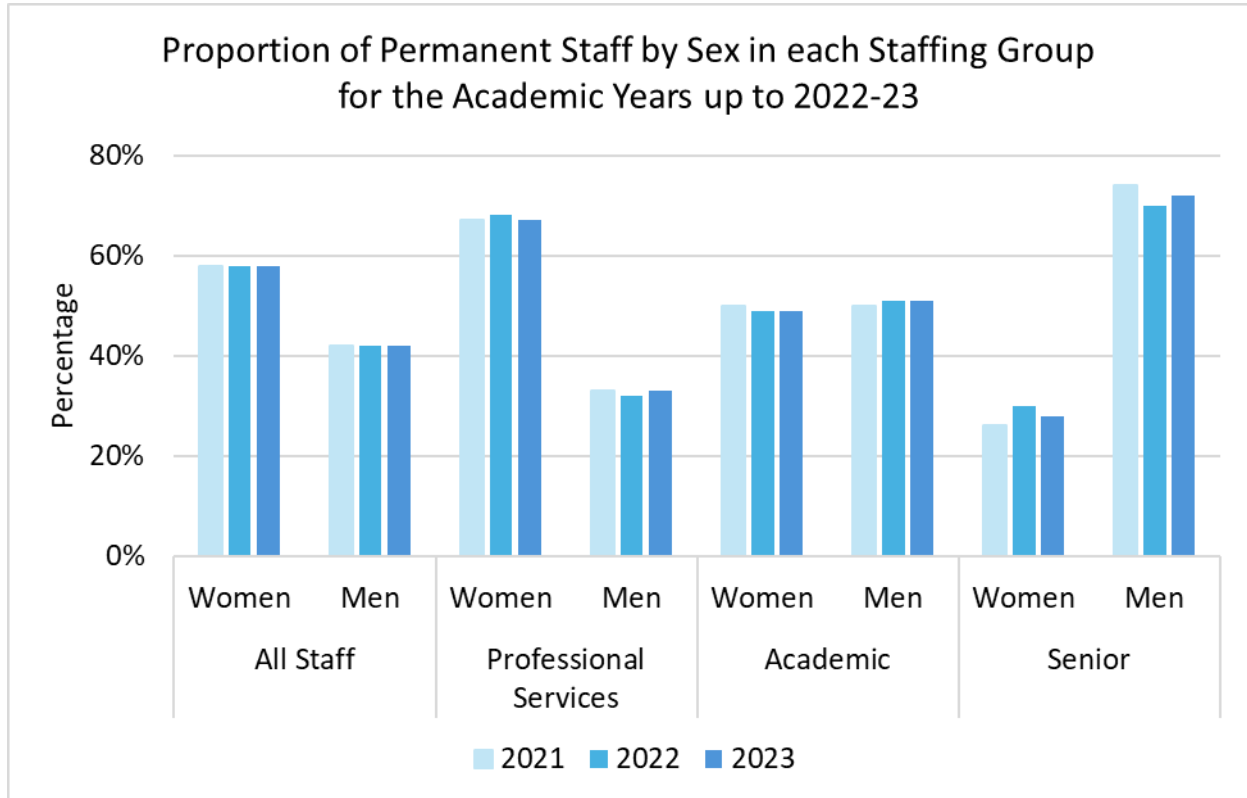


Commentary

The ethnic distribution of staff shows a 2% increase in the overall proportion of B.A.M.E. staff, now at 19%, alongside a 3% decrease in White staff, now at 78% (2% prefer not to say). Across the different staff groupings, the B.A.M.E. representation has increased for both academic (by 6%) and senior staff (by 4% - data not shown) and by 1% for PSS staff. The distribution of staff across the grades for both academic and PSS staff shows that B.A.M.E. staff remain well represented up to grade 9 but that we need to improve representation at the senior level. This is one of the main

facets of the Race Equality Charter action plan through increased recruitment and internal promotion or regrading routes. There is also a larger proportion of B.A.M.E. staff working full time compared to part time.

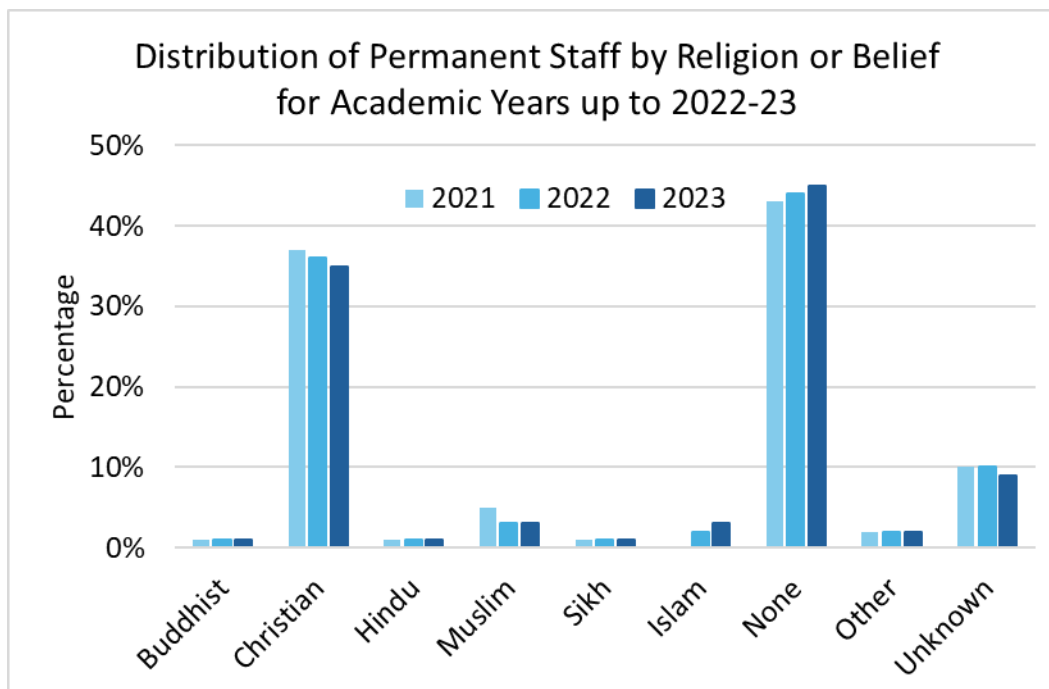
5.1.4 Sex



Commentary

The distribution of staff by sex, with males at 42% and females at 58%, has remained static over the past three years. This profile varies across staffing groups, with males being slightly more represented among academic staff (51%), females having a higher representation in PSS staff (67%), and a lower representation among senior staff (28%). This imbalance, which has slightly increased over the 2022-23 year, remains a key focus of our efforts through the Athena Swan Charter action plan. For part-time staff the profile is different as 74% are female, compared to 52% of full-time staff, representing the higher number of female part time workers we have within the lower grade PSS roles.

5.1.5 Religion or Belief

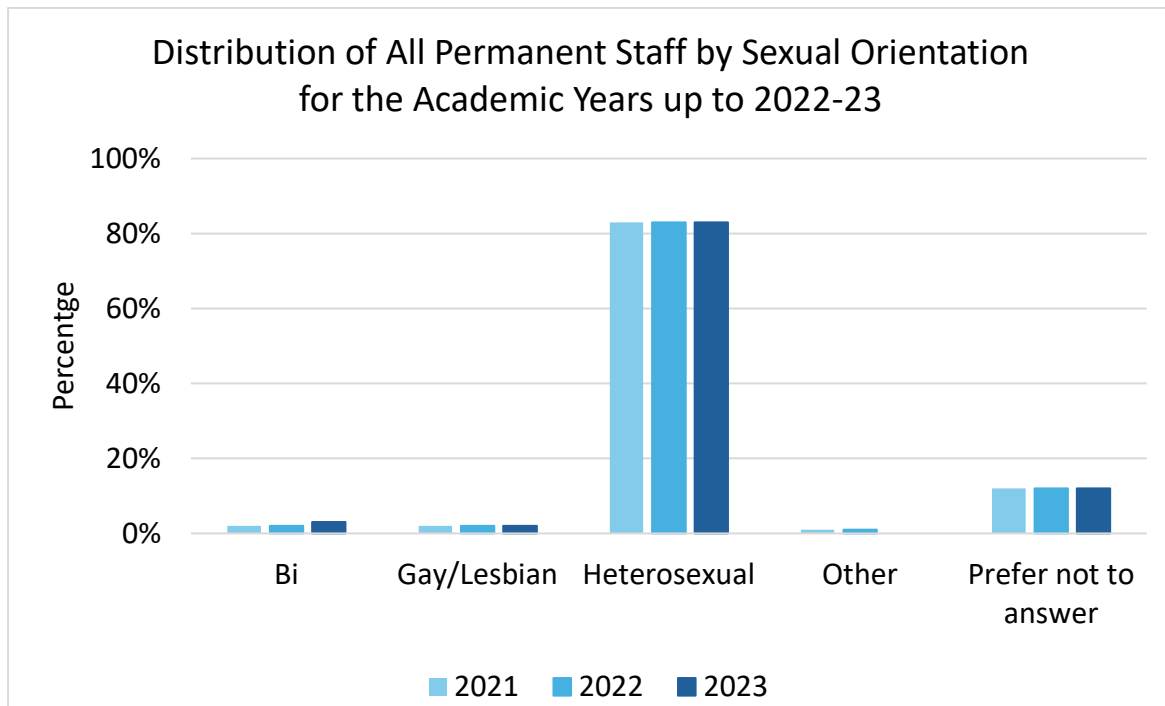


Commentary

Throughout the period, the majority of staff have identified as either Christian (35%) or having no religion (45%), a trend consistent across all grades. Due to small numbers in other religions across the different grades then no trends are observed except for Christianity being more prevalent among grades 1–5 and "no religion" being the most common declaration for all other grade groups.

Despite the small number of staff on fixed-term contracts, the religious profile is consistent between fixed-term and part-time staff. However, part-time staff show a higher proportion of individuals identifying as Christian (41%) compared to full-time staff (33%) presumably linked to the prevalence of part time working at lower grades.

5.1.6 Sexual Orientation



Commentary

Over the last three-year period the distribution of the sexual orientation of our staff has remained relatively static. The majority of staff (83%) are heterosexual with 3% being bisexual and 2% gay or lesbian. The latter rises to 3% amongst the academic staff group and declines to 1% of PSS staff. The profile amongst senior staff is slightly different with 20% preferring not to answer the question and 4% being bisexual.

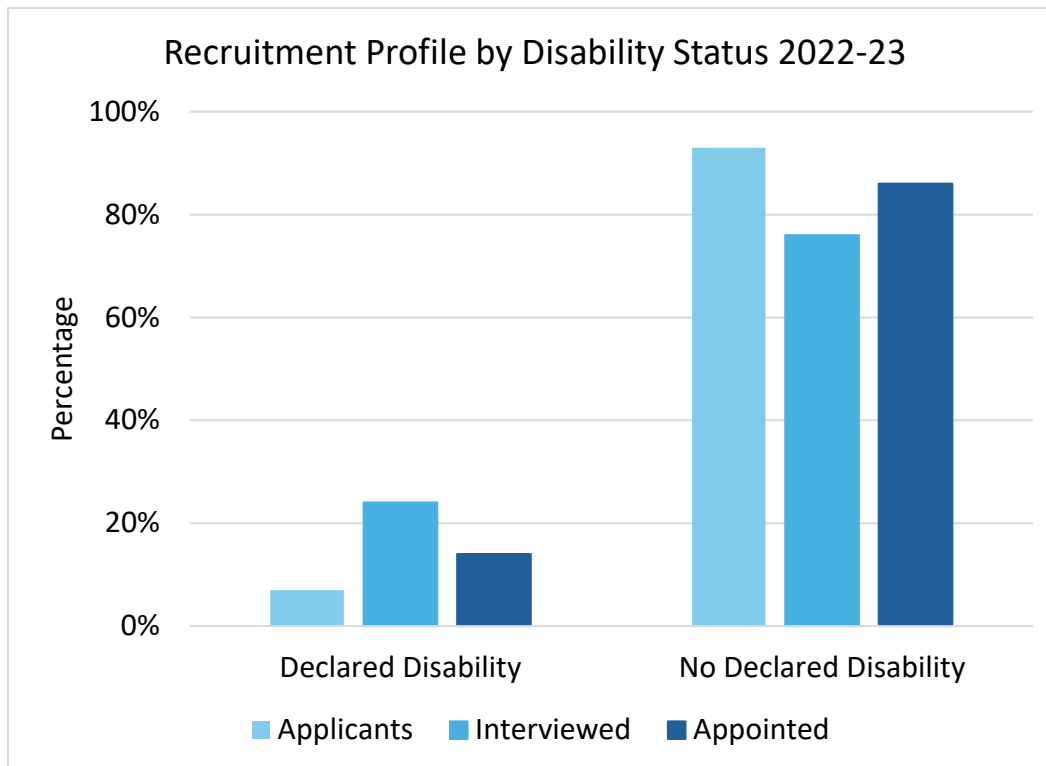
The overall non-disclosure rate has remained unchanged at 12% in 2023. Efforts are ongoing through collaboration with staff networks and visible LGBTQ+ equality initiatives to build staff confidence in declaring their sexual orientation.

5.2 Staff Recruitment Data

The following information provides data on all staff recruited during the period August 2022 – July 2023. The data is provided by the following protected characteristics: disability; ethnicity; sex; religion or belief; and sexual orientation. For each protected characteristic, the data is broken down by the following three stages of the University's recruitment process: application; shortlisted; and appointment.

During the period August 2022 - July 2023, 6,244 applications were received for positions at the University of Huddersfield. Of these applicants, 1149 were shortlisted and 305 appointed. The average calendar days from advert to offer was 56 (56, 2021-22) and the average number of applicants per vacancy was 17 (13, 2021-22).

5.2.1 Disability

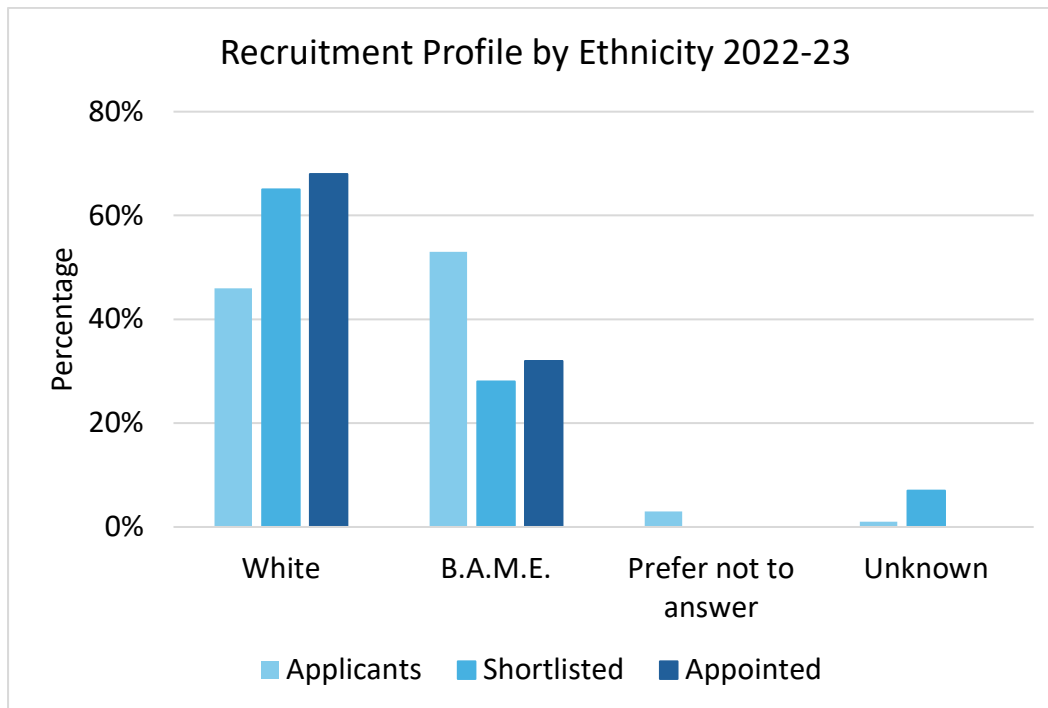


Commentary

The data indicate that applicants who declared a disability are likely to be interviewed and appointed. In the 2022-23 academic year, 24% of those who declared a disability were interviewed (30%, 2021-22), and 14% were appointed (21%, 2021-22). Our Disability Confident guaranteed interview scheme for applicants who meet the essential criteria is effective in converting applicants to interviewees and appointees however, the low proportion of disabled applicants highlights the need to focus on increasing applications from this group. Over the past two years, the percentage of applicants with a declared disability has remained static at 7%.

To address this, Schools and Services will continue to explore alternative recruitment channels for attracting disabled applicants and further promote the University's status as a Disability Confident Employer. The University also aims to achieve Disability Confident Leader (Level 3) status within the Government's Disability Employer Scheme in 2025 and it is expected that this will further help the University's recruitment of disabled candidates.

5.2.2 Ethnicity

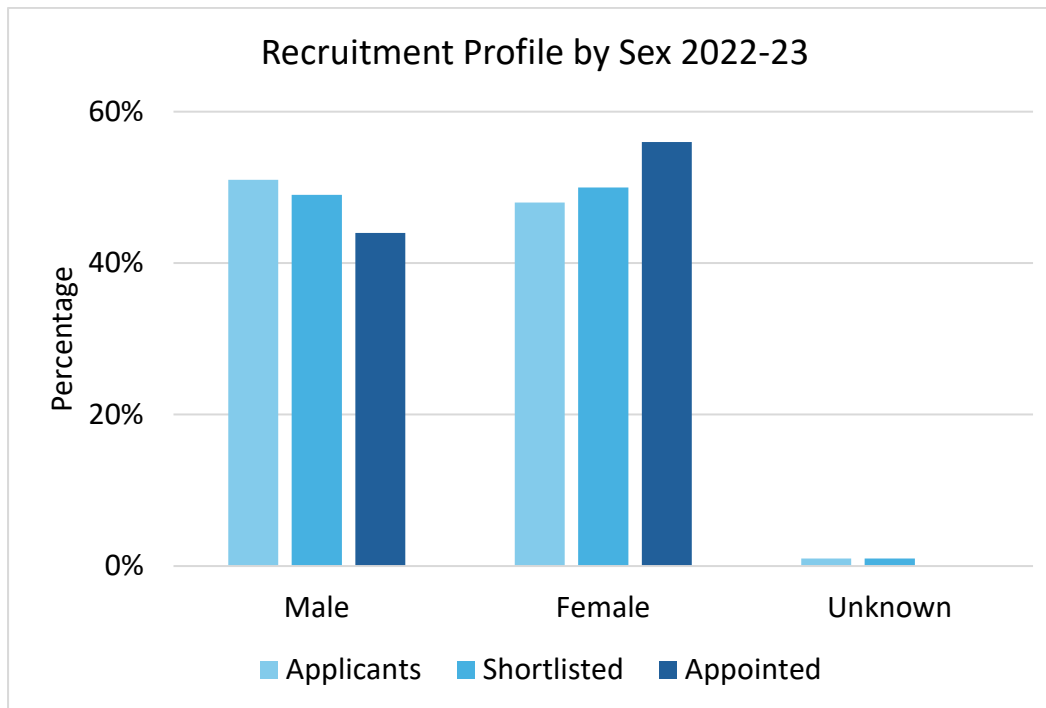


Commentary

The number of applications received from B.A.M.E. groups has increased by 11% to 53% in 2022-23. However these candidates are less successful than the White group in terms of shortlisting and successful appointment although the proportion of those appointed has risen by 11% (from 21% to 32%) compared to the previous year.

Detailed analysis of this type of data through our work on the REC demonstrates the need to consider different aspects linked with recruitment for the different types of roles. For example; we have a significant number of applications for academic posts from non-UK nationals. Many of these applications are speculative with applicants not meeting many of the specified criteria. Alongside this, linked with visa constraints, then UK applications that meet the criteria are more likely to be shortlisted. This results in higher rejection rates for non-UK applicants, many of which are B.A.M.E.

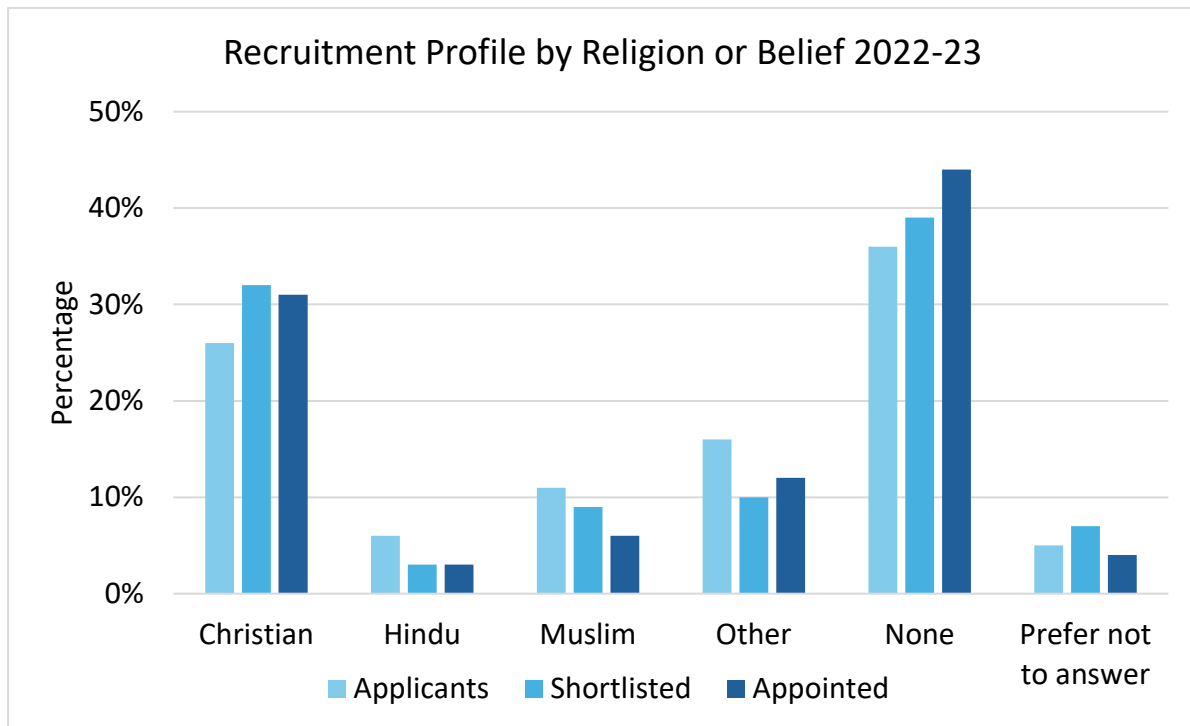
5.2.3 Sex



Commentary

The data indicates that women were more likely than men to be appointed for both academic and PSS roles. This also highlights the success of gender equality initiatives associated with the Athena SWAN Charter, including revision of advertising literature and the use of mixed gender recruitment panels, Unconscious Bias training and the promotion of gender equality work. However, there was a decrease of 8% in the proportion of female appointments compared to the previous year (56% this year versus 64% last year). This could be in part related to the significant drop in recruitment in SHHS this year compared to 2021-22, where the Nursing and Midwifery academics have a significant female majority.

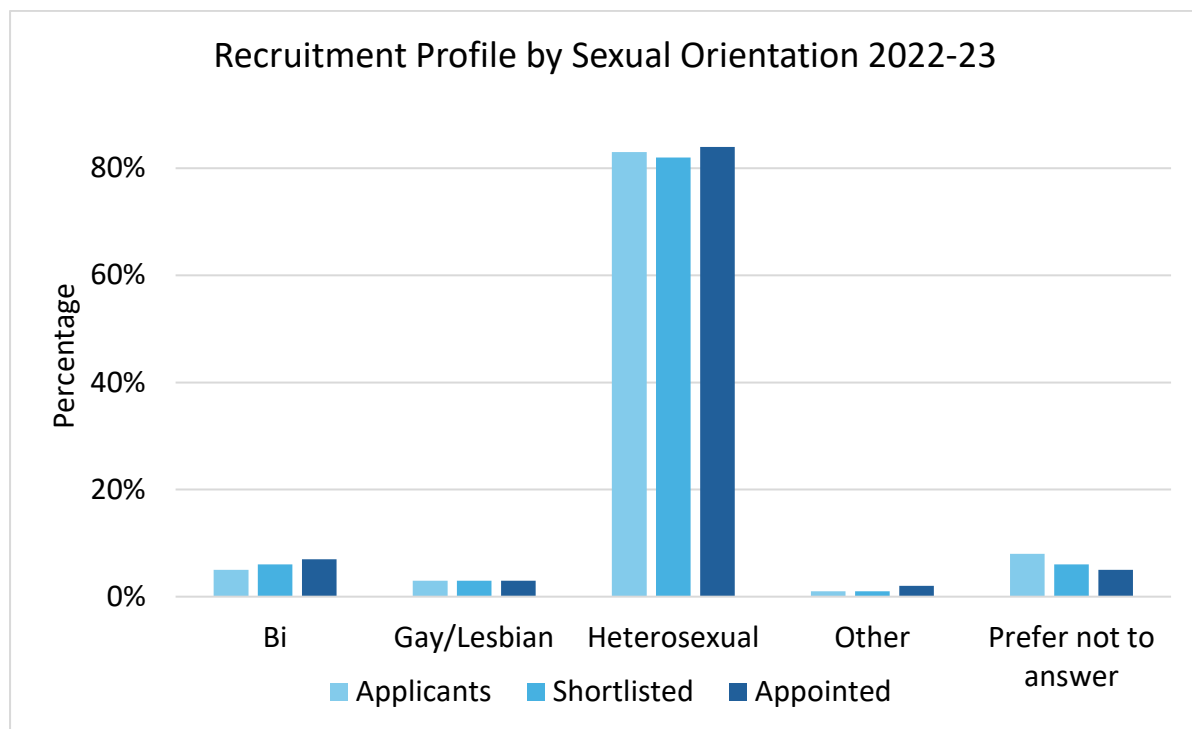
5.2.4 Religion or Belief



Commentary

From the previous year, there has been a 9% decrease in applications from those of a Muslim religion and a 9% increase in applications in those declaring 'Other' whilst other religions have not changed significantly in terms of the proportion of our applicants. Among those appointed, 44% declared having no religion, representing a 14% decrease from the previous year, while 31% identified as Christian, 6% identified as Muslim, both reflecting a decrease of 3%. The data indicates that applicants with no religion or of the Christian faith are more likely to succeed whilst those of Muslim religion are less likely to be successful. There also appears to have been a transfer of applicants declaring 'other' rather than Muslim. This may be linked to details around the recruitment data linked to ethnicity splits and international applicants as discussed above and will be examined as part of the work towards the REC looking at all grades and job roles. Note that religions not included on the graph represent less than 0.49% of the applicant pool.

5.2.5 Sexual Orientation



Commentary

During the academic year 2022-23 there has been very minimal shift in the distribution of applicants in terms of their sexual orientation with 8% of applicants stating they were either gay, lesbian or bisexual. Of those appointed in 2022-23, 10% stated they were gay, lesbian or bisexual (9%, 2021-22). Together this data indicates that there are no inherent biases against applicants based on their sexual orientation, but we need to continue to ensure we attract a diverse applicant base, for example, through the use of diversity job boards.

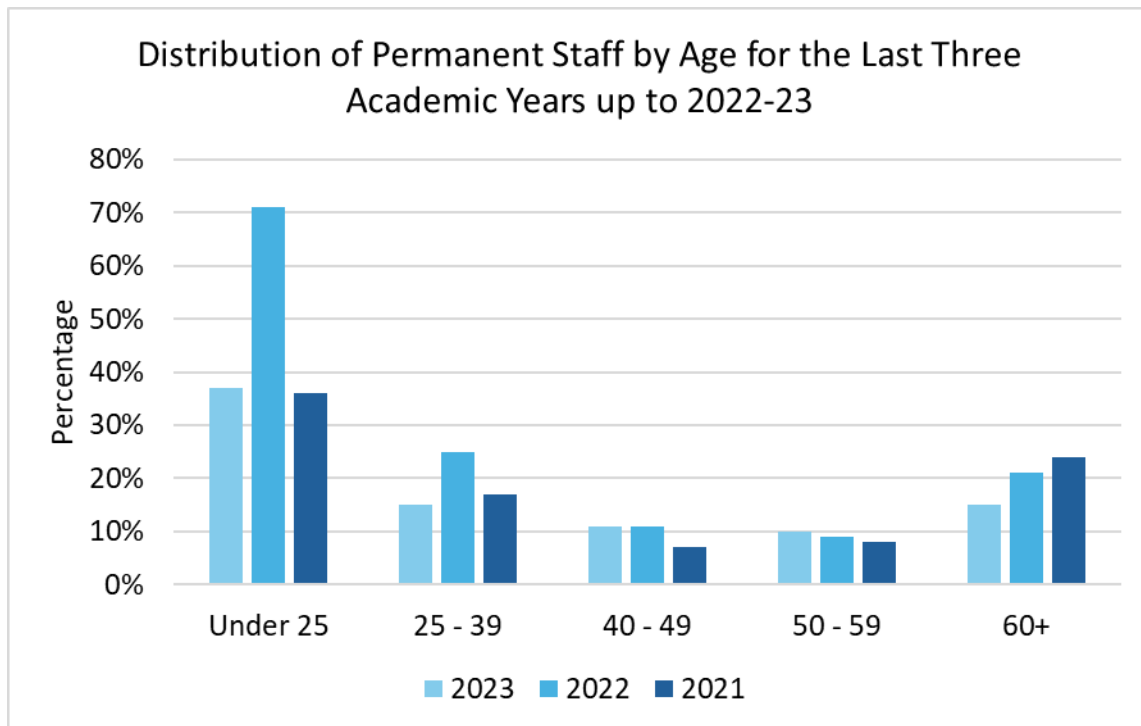
5.3 Staff data by Turnover Rates

The following data provide information on all staff across the University who voluntarily resigned during the academic year 2022-23. These data are provided by the following protected characteristic: age; disability; ethnicity; sex; religion or belief; and sexual orientation as well as by contract status (full or part time).

During 2022-23, a total of 243 staff resigned out of a staff population of 1961, equating to a 12% staff turnover rate (16%, 2021-22).

The low number of staff in some categories means it is difficult to draw meaningful conclusions when comparing data for a single year, analysis needs to be considered across several academic years. This is especially the case when considering sexual orientation and religion.

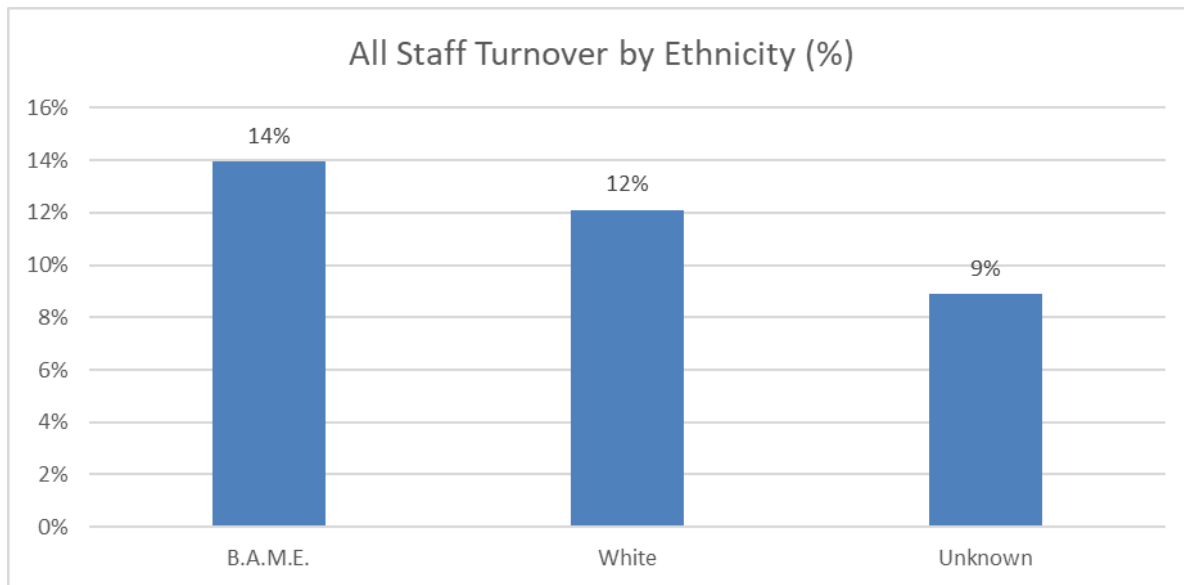
5.3.1 Age



Commentary

The general profile of the age related turnover rates is varied especially for the under 25 bracket where the small numbers of staff within this group mean that the turnover rate is variable. In 2021-2 this rose to 71% due to the large number of Kickstart employees leaving during the period. The lowest turnover rate, at 10%, was among staff aged 50-59 (similar to the 9% in 2021-22) with a decrease in turnover rates across the increasing age groups apart from staff in the 60+ category where retirement of staff begins to show in the data.

5.3.2 Ethnicity



Commentary

In the 2022-23 academic year, 12% of staff who identified as White resigned. Among staff who identified as B.A.M.E., 14% resigned. The differential between White and B.A.M.E. colleagues has reduced significantly this year from 17% (2021-22) to 2% (2022-23). This turnover data will be scrutinised as part of our detailed analysis in our ongoing work for REC and the ethnicity maturity matrix to determine the profiles across staff roles and grades.

5.3.3 Sex

As in previous years, turnover rates are equivalent for male and female staff at 12% (2022-23) of the total population.

5.3.4 Religion or Belief

% Turnover Data	2022-23	2021-22	2020-21
Christian	11%	13%	13%
Muslim	29%	37%	18%
None	12%	16%	11%
Other religion	52%	80%	38%
Prefer not to answer	11%	10%	7%
Unknown	0%	0%	17%

Commentary

During the academic year 2022-23, the largest turnover rates were for Other Religion and Muslim staff. The turnover rate for Christian staff has stayed at around the same level over the last three years. Note that data for some religions is excluded due to low numbers and for some religions rates vary significantly year on year due to the low number of staff in some categories (can change by 20%) so we will continue to monitor this to discern any fixed trends.

5.3.5 Sexual Orientation

% Turnover data	2022-23	2021-22	2020-21
Bi	21%	33%	16%
Gay/Lesbian	15%	16%	30%
Heterosexual	12%	15%	13%
Prefer not to answer	10%	16%	7%

Commentary

Low numbers (apart from the in the heterosexual category) make this data highly variable year on year so data is provided for transparency, and we will continue to monitor the data over several years to identify any trends.

5.3.6 Contract Status

Contract Status	2022-23 Turnover %	2021-22 Turnover %	2020-21 % Turnover
Full Time	13%	15%	13%
Part Time	11%	17%	12%

Commentary

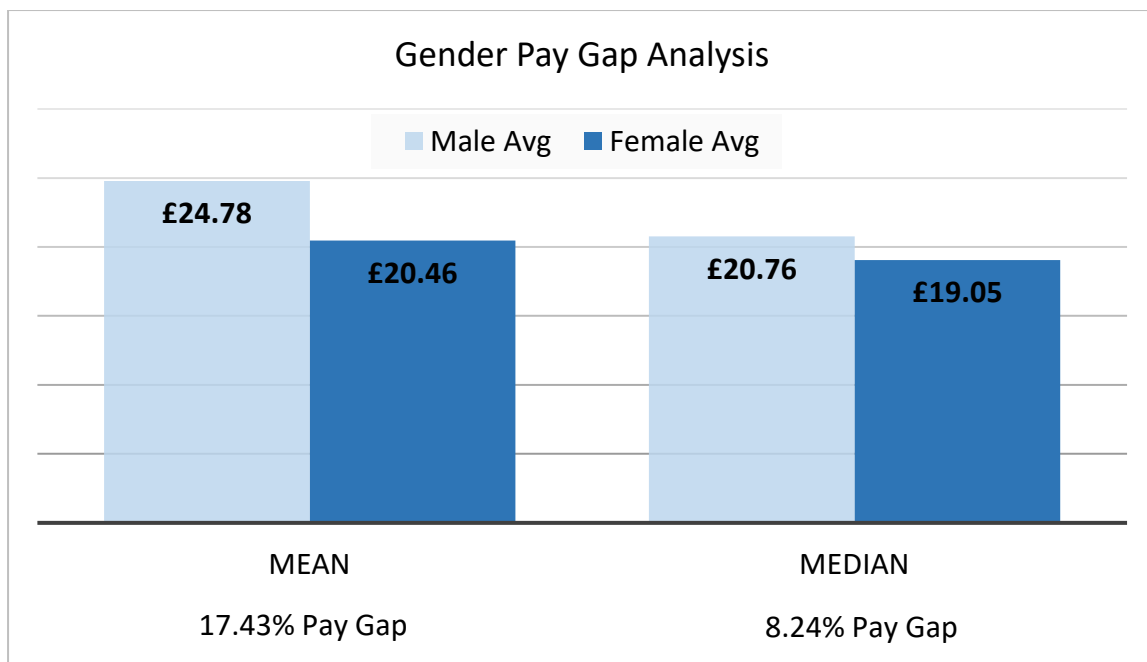
As in previous years, turnover rates are equivalent for full time and part time staff ($\pm 2\%$).

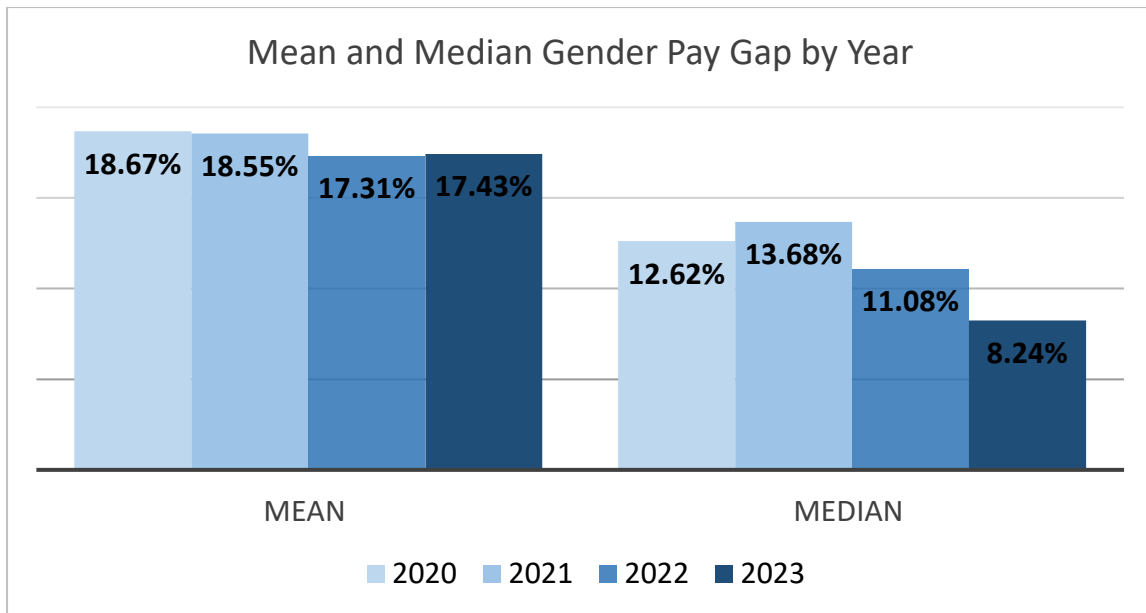
6 The Pay Gap

6.1 The Gender Pay Gap

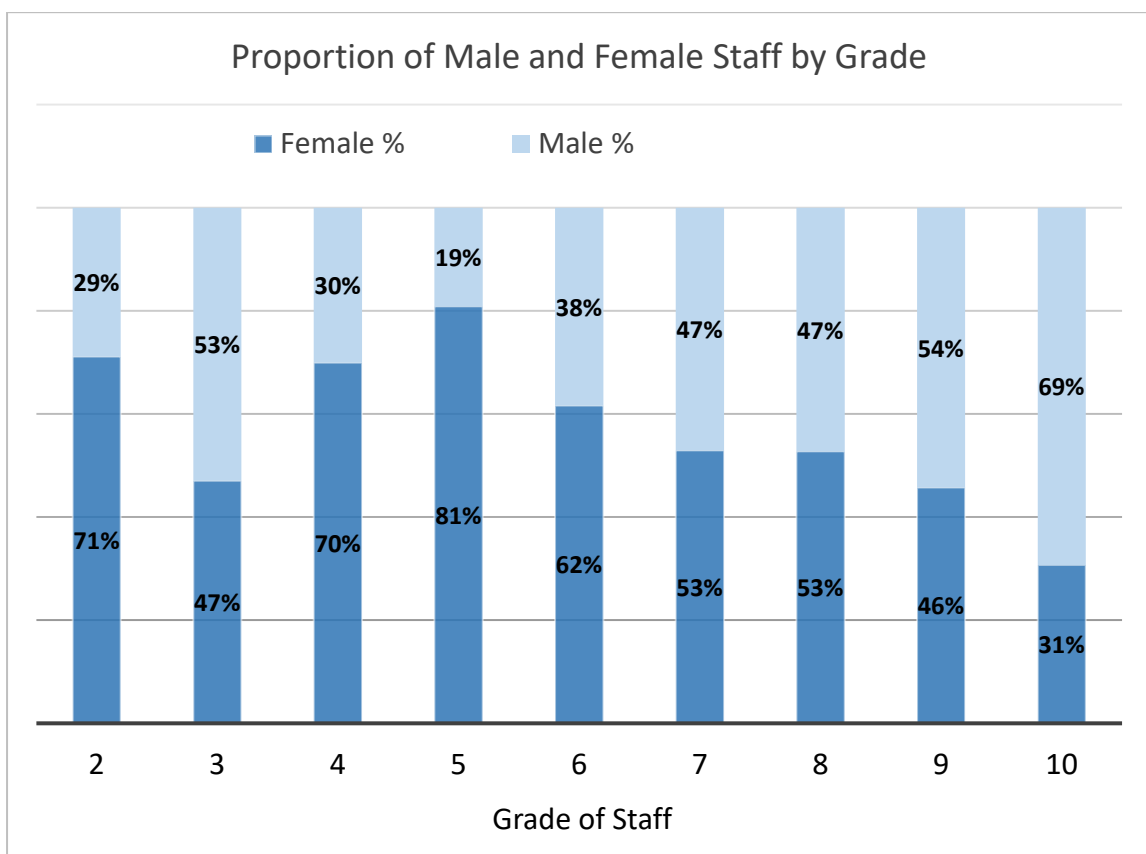
The University's mean gender pay gap is 17.4%, which represents an increase of 0.1% from last year. The median gender pay gap is 8.2%, which is a reduction of 2.9% from last year. The sector average is 14.8% at the mean and 12.3% at the median. Data below is based on hourly rates of pay.

Since 2017, the University of Huddersfield has seen an overall reduction of 2.1 percentage points in its mean gender pay gap and a reduction of 7.9 percentage points in its median pay gap. The long-term trend is, in part, due to the measures the institution has put in place to identify, understand and address the underlying causes that exist. The causes of any gender pay gap remain complex, with certain issues peculiar to a specific industry or occupation and this is no different for Universities. Our grading system is underpinned by an analytical job evaluation scheme which measures equal work and provides equal pay within grades. Overall, the gender pay gap variances are not statistically significant within the grades, which implies broad fairness across the categories and groups of staff.



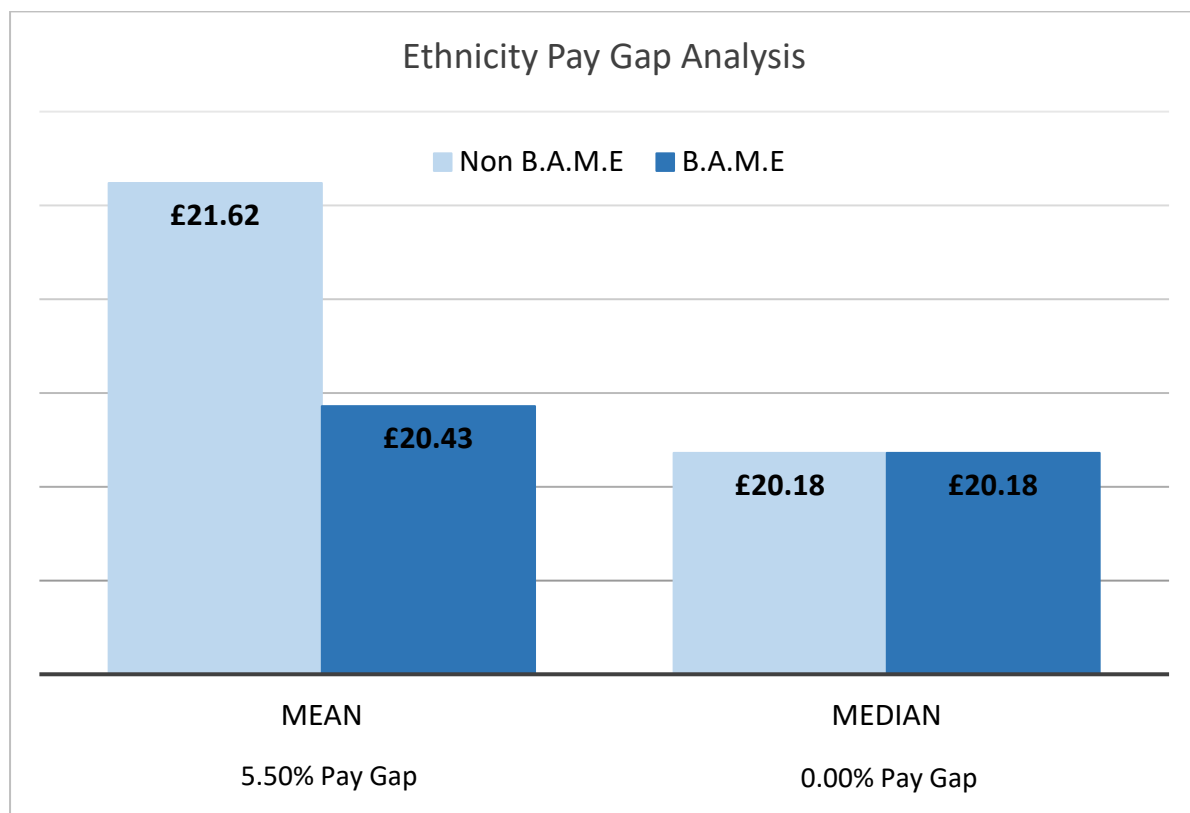


Along with most other Universities, Huddersfield has different proportions of female and male employees in different parts of the workforce and the distribution of the number of female and male employees is the most challenging to address. The higher proportion of females at lower grades is the cause of our overall gender pay gap. Within each grade band, the gender pay gap variance is not statistically significant apart from in one of our grades (senior staff level).

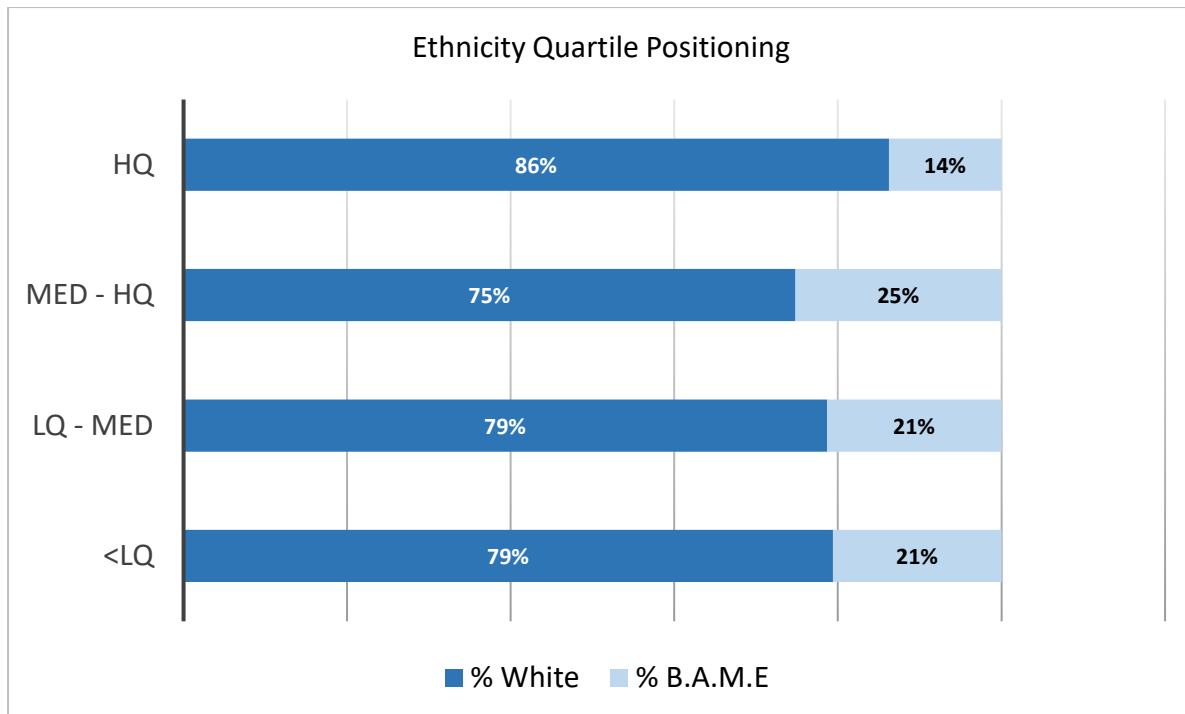


In our more junior grades, there is a higher proportion of female employees and, partially due to us being an accredited Living Wage employer, there is no gender pay gap within our cleaning, catering and administrative roles which make up most of these grades. Our policies are also addressing the most senior staff category which at 1% of the workforce shows a higher pay gap despite our practice of using sector median salaries when considering appointments and progressions.

6.2 The Ethnicity Pay Gap



As shown in the figures above (data is based on hourly rates of pay), the median ethnicity pay gap has been eliminated and the mean has decreased to 5.5%. Similarly, to the gender data, this gap is a result of the different distribution of our B.A.M.E. colleagues, as discussed above in terms of a lower representation at higher grades. This is also evident when we look at the quartile distribution of salaries of staff and then determine the proportions of White and B.A.M.E. staff in each. The four quartiles represent the ethnicity distribution at the University of Huddersfield (they each contain 544 employees) and at the senior salary level the representation of B.A.M.E. is lower than in other lower paid quartiles. Our race equality work continues to assist the University increasing representation at all levels of the organisation.



7 Student Data

7.1 Student Demographics

Data below shows the demographics of the student population by protected characteristics in 2022-2023 (data as at July 2023) compared to the previous two years with a total student population of 16630. Data in the tables represents absolute numbers of students in each group. The University has always had diverse representation in its student body and access and widening participation work continues through Schools and College Liaison in line with the Access and Participation Plan. Significant numbers of international students also add to the diversity of our student body.

Over the last year the proportion of female students remains higher than for males (mainly due to the expansion of the Nursing and Allied Health cohorts). There is a shift towards the more mature student age groups and for 2022-23 this reflects the overall increase in PGT students in the international population. This increase can be seen in the overarching ethnicity graph where the 'non-UK domiciled' group is an increasing proportion of the total population. For the UK students then the detailed ethnicity profile demonstrates a rise in the proportion of Black, Asian and Minority Ethnic students linked with increases from the local B.A.M.E. communities. This graph on the detailed ethnic demographics of our home students displays the diverse nature of our campus community.

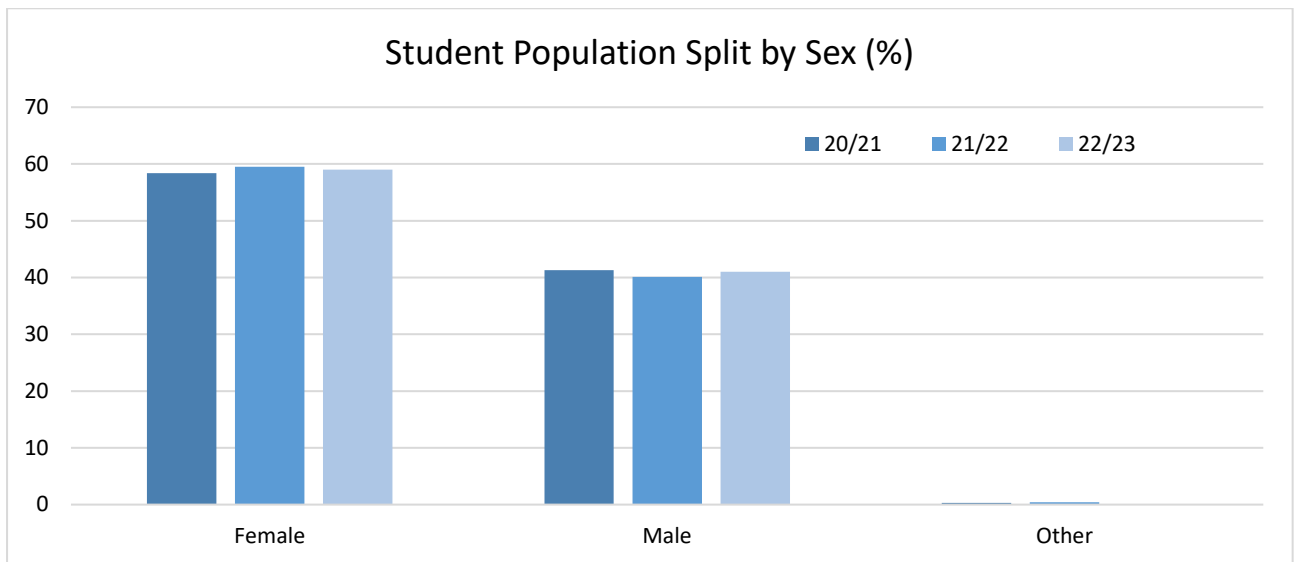
Around 15% of our students present with a disability. This proportion has remained at this level compared to last year and is above the UK average. Declared disabilities by our students are mainly associated with non-physical disabilities. Students are now more likely to declare a sexual orientation rather than not supply the information and

in this 2022-23 year this results in an increase in those declaring themselves to be bisexual or of unknown sexual orientation. Over the last three years the proportions of students not declaring their religion is around 6-7% with a drop in those with no religion moving to an increase in the Muslim community. The latter is also linked to increased numbers of students from our local communities.



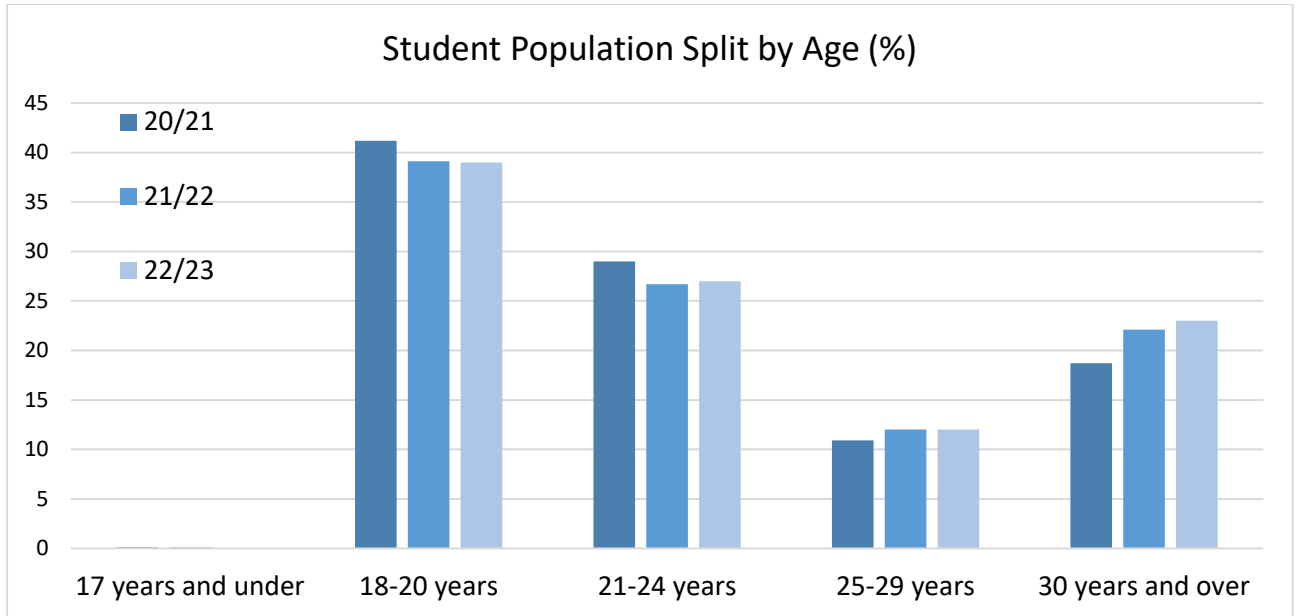
7.1.1 Sex

Sex \ Year	20/21	21/22	22/23	Grand Total
Female	9940	10100	9830	29870
Male	7035	6795	6745	20580
Other	55	70	45	170
Information refused			5	5
Grand Total	17035	16965	16630	50630



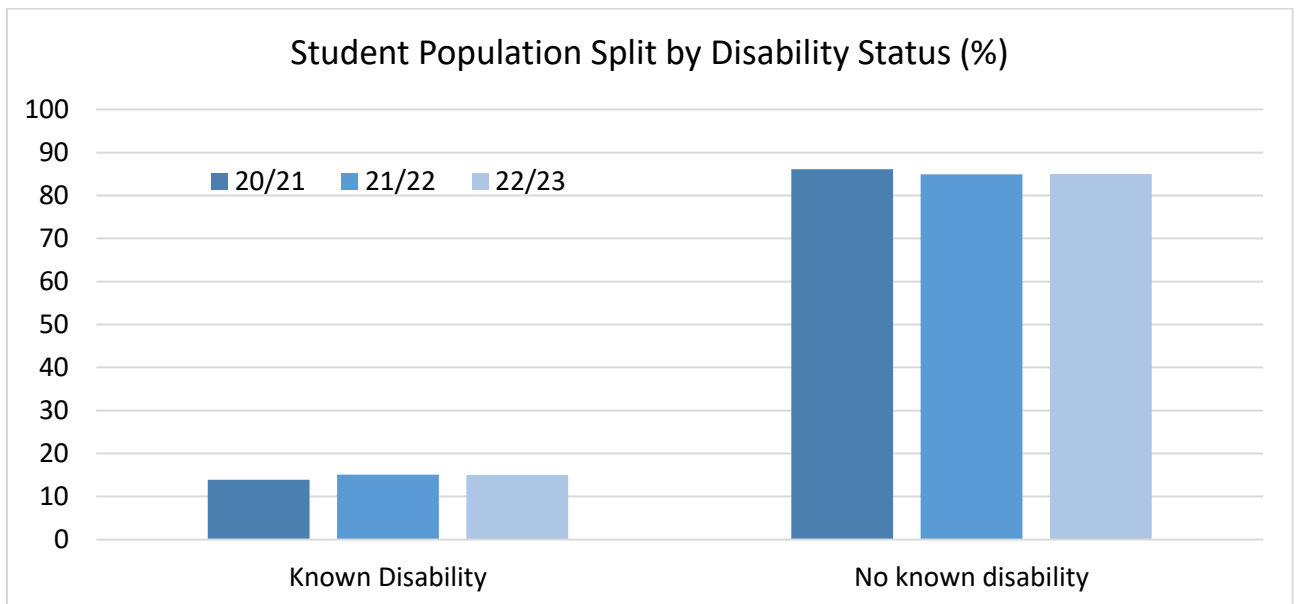
7.1.2 Age Group

	20/21	21/22	22/23	Grand Total
17 years and under	25	20	10	55
18-20 years	7020	6635	6465	20120
21-24 years	4945	4530	4430	13905
25-29 years	1855	2030	1980	5865
30 years and over	3190	3750	3745	10690
Total	17035	16965	16630	50630



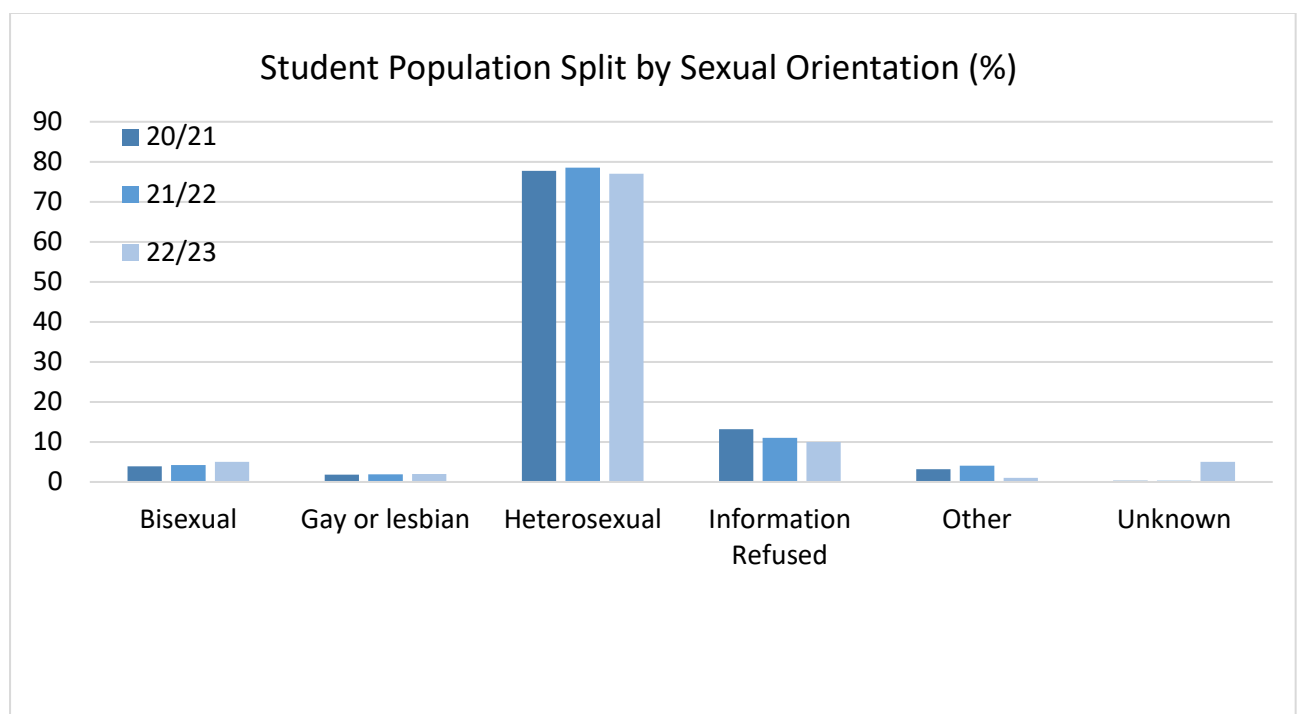
7.1.3 Disability

	20/21	21/22	22/23	Grand Total
Known Disability	2370	2565	2440	7375
No known disability	14660	14400	14190	43250
Grand Total	17035	16965	16630	50630



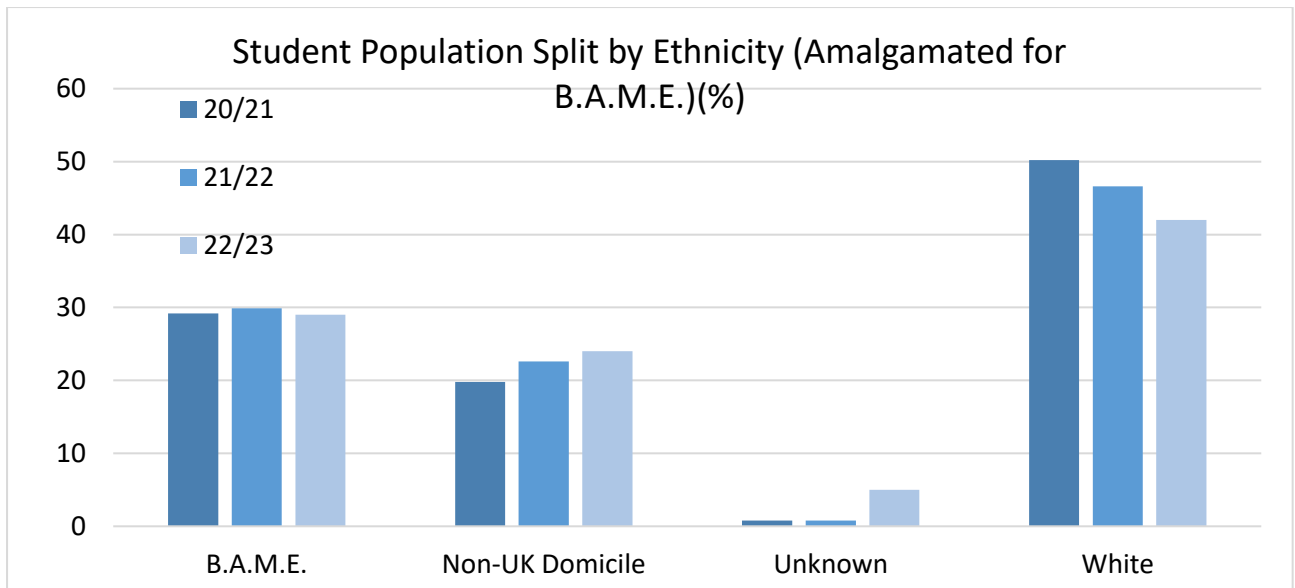
7.1.4 Sexual Orientation

	20/21	21/22	22/23	Grand Total
Bisexual	660	720	765	2145
Gay or lesbian	310	320	310	940
Heterosexual	13230	13310	12860	39405
Information Refused	2250	1865	1720	5835
Other	540	705	225	1470
Unknown	45	45	485	575
Grand Total	17035	16965	16630	50630

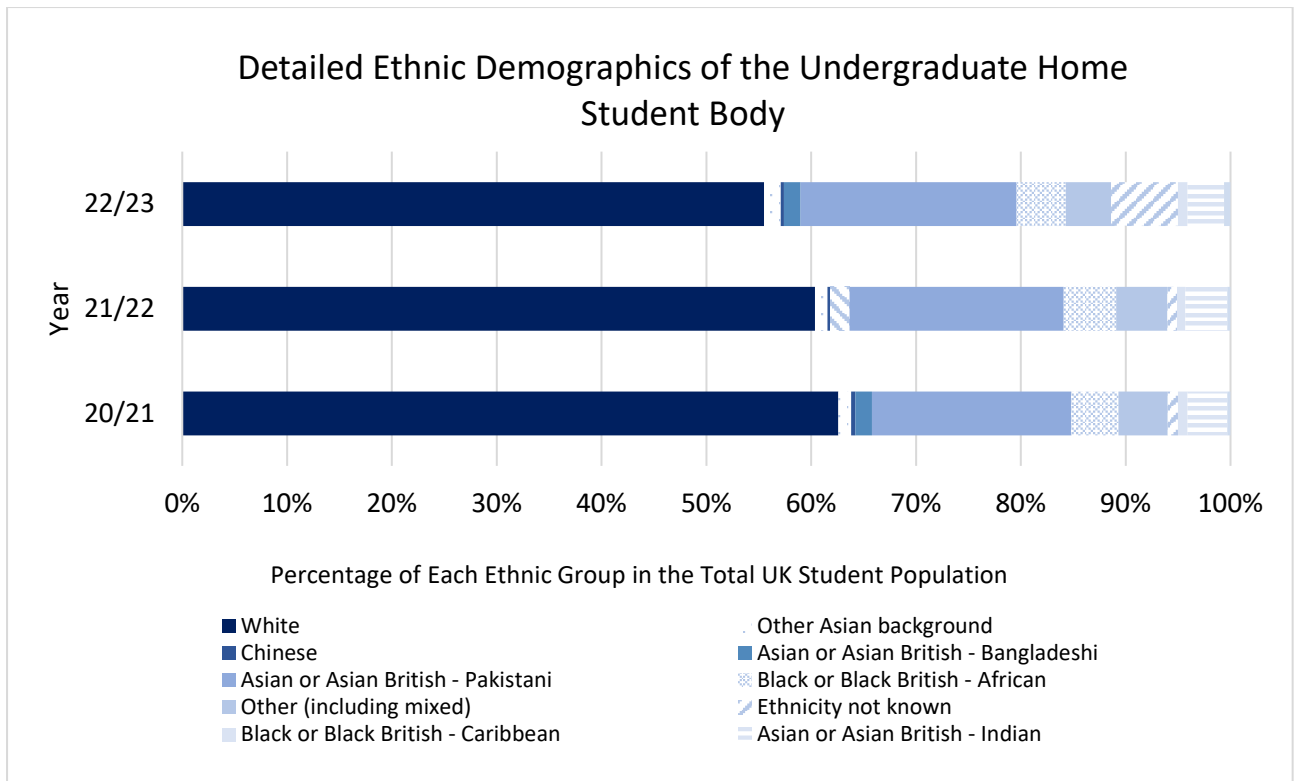


7.1.5 Ethnicity

	20/21	21/22	22/23	Grand Total
B.A.M.E	4970	5075	4790	14835
Non-UK Domicile	3365	3860	4075	11300
Unknown	140	125	800	1065
White	8560	7905	6965	23430
Grand Total	17035	16965	16630	50630

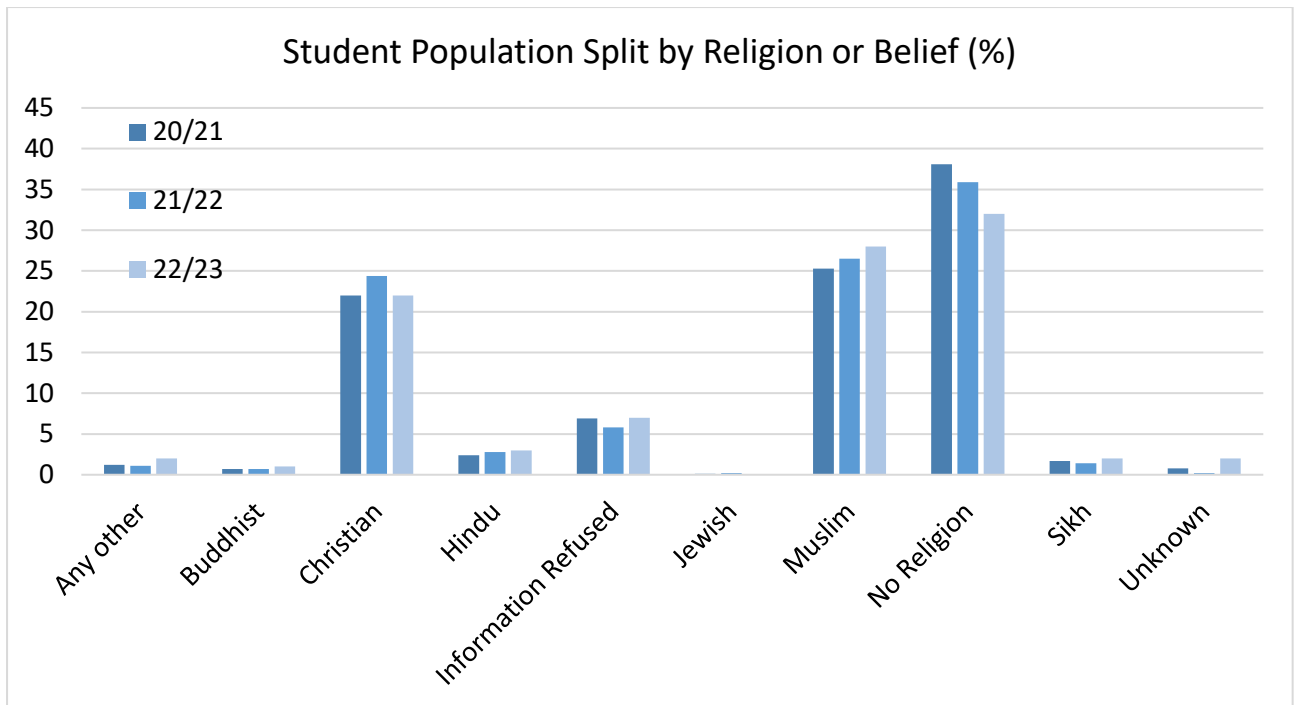


	20/21	21/22	22/23	Total
White	8560	7905	6965	23430
Other Asian background	170	160	200	530
Chinese	50	40	35	125
Asian or Asian British - Bangladeshi	215	235	200	650
Asian or Asian British - Pakistani	2595	2680	2585	7860
Black or Black British - African	610	660	595	1865
Other (including mixed)	645	640	540	1825
Ethnicity not known	140	125	800	1065
Black or Black British - Caribbean	120	105	115	340
Asian or Asian British - Indian	520	520	445	1490
Other Black background	45	35	70	155
Grand Total	13670	13105	12550	39335



7.1.6 Religion and Belief

	20/21	21/22	22/23	Grand Total
Any other religion or belief	345	365	350	1060
Buddhist	120	115	130	365
Christian	3750	4130	3735	11610
Hindu	405	475	540	1420
Information Refused	1180	980	1235	3400
Jewish	15	25	20	65
Muslim	4305	4500	4680	13485
No Religion	6485	6090	5380	17955
Sikh	295	240	300	830
Unknown	140	40	260	440
Grand Total	17040	16960	16630	50630



7.2 Student Outcomes Data

The University is committed to reducing the achievement gap between all demographic groups of students to zero and set this as a target in the 2020-25 Strategic Plan under the 'Inspiring' section. This includes metrics on students' continuation (whether they complete their course with us); good attainment outcomes (the proportion of students who achieve good degree outcomes) and progression (the proportions of students that gain employment and graduate level employment). Historically progression, continuation and completion data have always displayed equitable outcomes amongst the student groups within statistical variations, so work has mainly focused on the attainment gap (detailed below).

Data on the student outcomes is presented in Table 3.1. We have made some progress towards meeting our target and this is particularly significant as assessment and teaching and learning in the 2022-23 reporting year includes students who undertook their studies in the disruption linked with pandemic restrictions and its impacts.

Table 7.1. Differential Achievement Gap Metrics. Data is displayed as the gap between the two comparative groups for each of the metrics. Data is for full time undergraduate students with details as in Appendix 1 and any gap less than 2pp is considered closed.

Category	Continuation Gap			Attainment Gap			Progression Gap		
	Year 1 diff	Year 4 diff	Year 1 to Year 4 progress	Year 1 diff	Year 4 diff	Year 1 to Year 4 progress	Year 1 diff	Year 4 diff	Year 1 to Year 4 progress
Age (Mature compared to Young)	-3.9pp	1.6pp	Gap Closed	0.3pp	2.5pp	Gap Widening	8.6pp	8.3pp	Gap Closing
Disability (Disabled compared to No Reported Disability)	-1.4pp	-2.1pp	Gap Closed	-1.6pp	3.9pp	Gap Widening	-4.6pp	-3.3pp	Gap Closing
Ethnicity (ABMO compared to white)	-0.1pp	-0.7pp	Gap Closed	-9.6pp	-18.3pp	Gap Widening	-11.6pp	-7.9pp	Gap Closing
IMD (Disadvantaged IMD1&2 compared to Advantaged IMD3,4&5)	-1.7pp	-4.3pp	Gap Widening	-8.5pp	-13.8pp	Gap Widening	-8.3pp	-3.9pp	Gap Closing
Polar (Disadvantaged compared to Advantaged)	-0.9pp	0.0pp	Gap Closed	-1.3pp	-9.3pp	Gap Widening	-2.2pp	3.1pp	Gap Closing
Entry quals (BTEC's compared to A-Level)	-8.1pp	-9.8pp	Gap Widening	-17.0pp	-22.0pp	Gap Widening	-8.9pp	-10.3pp	Gap Widening
Sex (Male compared to Female)	-3.5pp	-1.3pp	Gap Closed	-5.4pp	1.5pp	Gap Closed	1.8pp	-3.9pp	Gap Widening

Highlights of EDI Work in the Student Domain

Many initiatives as listed in the highlights section above are joint with the students working through the Students' Union sabbatical officers, one of whom is dedicated to work around equalities. A key feature of our work is linked with the EDI work which focusses on the student academic context in teaching and learning is foregrounded by the Access and Participation Plan, submitted to the Office for Students (OfS) and subject to annual review. In February 2022 the OfS asked for variations to be submitted to our plans to focus them more on the OfS identified priorities which are to:

- Ensure access leads to participation on high quality courses and secures good graduate outcomes
- Partner with schools and other local organisations to raise the attainment of young people
- Develop more diverse pathways into and through higher education through more flexible courses
- Make their plans to improve equality more accessible, in a way that prospective students, their parents and other stakeholders can easily understand

The aim is to improve the quality and volume of evaluation of interventions around equality of opportunity. Our variation was accepted and in place for the 2022-23 against which we made good progress. Additional work in the new variation included helping to raise the pre-16 attainment of young people from underrepresented groups across England (especially through work with Uni-Connect partnerships and Go Higher West Yorkshire) and diversifying our offer (through expansion of apprenticeship programmes). In common with the University strategic plan, the APP, sets a target of no significant difference in degree outcomes attainment between White and Black, Asian and Minority Ethnic students, and has made significant progress towards this target during the 2022-23 reporting period.



The Differential Attainment Project (HuDAP) allows us to identify priority areas for intervention in awarding gaps, leading to a number of highly targeted initiatives within each School. Taken as a whole, these initiatives have enabled us to support all students, while allowing us to reduce attainment gaps. However, gaps in attainment still

remain so this in-depth interrogation of the data was repeated in 22/23. The team ran workshops within each School to update the data for the School and with Schools presenting the work they had done over the last year along with an evaluation of its impact. This year's theme was around bringing course teams together to look at the diversity of assessment types in their modules, introducing other forms of assessment practices and the benefits of scaffolded assessments. This theme was reinforced in our annual T&L conference on 'Moving forward with Differential Attainment'. The teams' work with HuDAP on awarding gaps was recognised in the Times Higher Education Awards where we won the Outstanding Contribution to Equality, Diversity and Inclusion category. We are also working with Transforming Access and Student

Outcomes in Higher Education (TASO) to develop cross institutional collaboration and best practice in analysis of data and evaluation of the impact of initiatives in this field.

In the 2022-23 year we also continued with 'Huddersfield Essentials' and 'Ready Steady Study/Research' which were aimed at helping students transition into HE especially in the context of the disruption that they had faced in their previous years of educational experience due to the COVID pandemic. This year also saw a continued focus on student progression into graduate level jobs and this included employability planning at course level, facilitated by the careers service and increasing engagement with the Global Professional Award (GPA). One of the encouraging aspects of this programme is that representation of the students who are accessing the full benefits of the programme match the profile within the University such that all groups are benefiting from the impacts.



The Jo Cox More in Common Centre at the University was formally opened in the presence of Jo's sister, Kim Leadbeater MP and their parents Jean and Gordon Leadbeater. David Lammy MP, the Shadow Secretary of State for Foreign, Commonwealth and Development Affairs, and Mayor of West Yorkshire Tracy Brabin were also in attendance as a plaque was unveiled to officially open the new facility that replaces the Faith Centre that had been a feature of the Huddersfield campus for many years.



It is the first building at the University to be built to the WELL Standard (more recently the building has been awarded Platinum Well standard – the first in the UK to gain this level of award), enhancing sustainability, health and wellbeing through improved air, water, light and other factors. It features a 'living wall' at the building's entrance which features mosses that also contribute to the WELL Standard, as well highlighting Jo's ethos that has inspired the establishment of the Centre - "We are far more united and have far more in common than that which divides us".

A significant highlight for the University was that in June 2023 the University was recognised by the Times Higher Education (THE) Impact Rankings 2023 as world-leading in achievements in reducing inequality, promoting a peaceful and inclusive society, addressing sustainability issues, providing inclusive and quality education for all, and providing decent work and economic growth. More than 1,500 institutions from across the world submitted data to measure global universities' progress towards the United Nations' Sustainable Development Goals (SDGs). The University rose in the rankings to 5th in the world in SDG 10 (reducing inequalities).

8 Appendix 1 – Student Outcomes Data Source

Source: OfS Access and Participation data, ASIS

The data used to generate these metrics is based on the most recent official OfS Access and Participation data.

Continuation

- Years: 18/19, 19/20, 20/21, 21/22 ('year 4' is 21/22)
- Population: UK domiciled, full time (inc. apprenticeship), undergraduate level new entrants
- Continuation is defined as the proportion of new entrants that continue into their second year using the OfS methodology and data. Continuers are students who either qualified or were active 1 year and 15 days after their commencement date.
- OfS now consider students who have transferred to be 'neutral' and these are now removed from the denominator of the calculation.

Attainment

- Years: 19/20, 20/21, 21/22, 22/23 ('year 4' is 22/23)
- Population: UK domiciled, full time, undergraduate level qualifiers
- Attainment is defined as the proportion of students that are awarded first class and upper second-class honours using the OfS methodology and data. Unclassified degrees are not included.

Progression

- Years: 18/19, 19/20, 20/21, 21/22 ('year 4' is 21/22)
- Population: UK domiciled, full time, undergraduate level graduates
- Based on data from the Graduate outcomes survey, the OfS Progression metric shows the proportion of graduates who were either in highly skilled employment, further study, or other activities 15 months after graduating.

Data Years

	Year 1	Year 2	Year 3	Year 4
Continuation	18/19	19/20	20/21	21/22
Attainment	19/20	20/21	21/22	22/23
Progression	18/19	19/20	20/21	21/22

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Foreword

From our origins in 1841, our simple philosophy has been to provide educational opportunities for all.

In those early days, both young men and women were welcomed, consequently we could claim to have one of the longest-established diversity agendas in the sector.

The University of Huddersfield is deeply committed to equality and diversity for all its students and staff. Central to our strategy, is inspiring and enabling all our students to succeed and we have committed to eliminating attainment gaps in degree outcomes, student continuation and graduate employment outcomes.



We have already embraced a number of initiatives to further support our Equality, Diversity and Inclusion journey. This includes:

- Holding the Athena SWAN Bronze Award for gender equality since 2015 and the HR Excellence in Research Award since 2011;
- Committing to the Stonewall Global Diversity Champions programme;
- Becoming accredited as a Disability Confident Employer;
- Signing up to the Race Equality Charter.

We constantly strive to maintain a culture of diversity and inclusivity, which is in our heritage, and we will be ever vigilant in pursuit of new ways to advance this agenda as we move forward.

Professor Bob Cryan

Vice Chancellor

Background

Introduction

The University of Huddersfield is committed to providing an inclusive learning and working environment in a culture of mutual respect and dignity, where all staff and students are valued for their contribution and able to reach their full potential.

We understand Equality, Diversity and Inclusivity (EDI) at the University as different but interrelated terms:

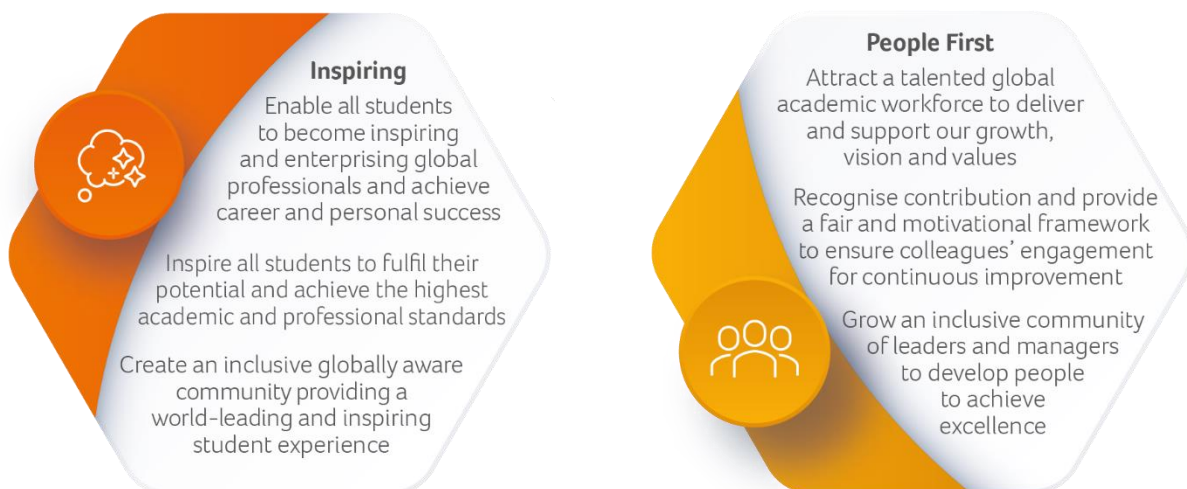
Equality – providing equality of opportunity for all, and ensuring individuals are not discriminated against because of their characteristics.

Diversity - taking account of the differences between individuals and groups of people, in a culture that embraces and values those differences.

Inclusivity – embedding an inclusive approach into the policy, practices and environment and proactively removing barriers to inclusion to create a culture which gives all individuals a sense of belonging.

At the heart of the 2025 University Strategy, our core value states ‘We will work as a **team** to provide an **excellent** service to all of the **communities** we support’. We value the rich diversity of our community and this is reflected in the diverse range of students and staff we welcome to the University.

The University aims to advance equality of opportunity, value diversity and embed inclusive practice into all that we do. This is fundamental to our University Strategy, reflected within the ‘Inspiring’ and ‘People First’ aims:



Legislative Context

The Public Sector Equality Duty requires the University to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act (we use the definitions of discrimination formally adopted by the UK government, and other associated legal advice)
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The protected characteristics referred to in the duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

The University also has a duty to identify and publish equality objectives every four years and report annually on our progress in relation to how we are meeting the objectives.

We are committed to going beyond the legislation and aim to achieve equality, diversity and inclusivity throughout all areas of University activity.

This statement applies to all staff and students of the University, visitors and external contractors that work for, or visit the University. Each member of our University community has a responsibility to behave in accordance with our inclusive strategy. Unacceptable behaviour will not be tolerated and will be investigated through appropriate procedures and may result in disciplinary action being taken.

Vision

The University of Huddersfield is committed to providing an inclusive learning and working environment in a culture of mutual respect and dignity, where all staff and students are valued for their contribution and able to reach their full potential.

Objectives

Learning for All

- The Teaching and Learning Strategy and associated projects aim to develop an inclusive approach which enables students to learn, develop and achieve their full potential.
- Develop a community of students and staff which values equality, diversity and inclusivity through training, personal development and support.
- Develop life skills of students and staff by working collaboratively in a diverse and inclusive University community.

Community for All

- Embed the principles of equality, diversity and inclusivity into the University's culture, practices, plans, policies and procedures.
- Promote and celebrate equality, diversity and inclusivity across the University community.
- Deliver support mechanisms to build and maintain an inclusive community.
- Take individual responsibility to develop an inclusive community.

Voice for All

- Students and staff able to inform decision makers on any matters/issues relating to equality, diversity and inclusivity.
- University leaders promote equality, diversity and inclusivity through individual action, two-way communication, active listening and developing a supportive and collaborative culture.

Facilities and Access for All

- Develop and maintain an inclusive and accessible, physical and digital learning and working environment for all students and staff.

Strategy

In order to achieve the objectives, the University will:

1. Identify and publish specific and measurable equality objectives every 4 years and report annually on progress against these objectives.
2. Improve staff awareness and competency of 'Inclusion by Design' (IBD) so that IBD is an inherent part of curriculum design, teaching and learning practice and assessment processes.
3. Design, develop and maintain an inclusive working and learning environment for all staff and students in consultation with equality networks and user groups.
4. Provide accessible information on university matters and provision.
5. Embed the principles of the external organisations and charters the University has signed up to, into our policies, practices, procedures and culture.
6. Analyse and monitor EDI data to assess the impact of our equality activity and plan future priorities.
7. Provide equality and diversity education and training for all staff and students.
8. Continue a regular programme of EDI interventions to increase awareness and engagement, develop understanding and celebrate diversity.
9. Continue to support staff and students through the provision of EDI networks, events and other interventions.
10. Recruit and welcome staff and students from the communities we serve.

Progress Measures & Targets

In line with the University 2025 Strategy, our aims include to:

- Apply for the Race Equality Bronze Award by 2023.
- Improve our score in the Stonewall Workplace Equality Index year on year.
- Maintain the progress made as outlined in our Access and Participation Plan, year on year.
- Maintain the progress made in student continuation and progression year on year and achieve no statistical difference between equality groups by 2025.
- Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.

- Maintain the progress in the student engagement score year on year and achieve a 20% improvement by 2025.
- Meet the aims of the Athena SWAN action plan year on year and apply for an Athena SWAN Silver Award for gender equality by 2025.
- Move up from employer to leader level for the Disability Confident Employer Award by 2024.
- Improve the Quality of Working Life (QoWL) scores in each survey and by 2025 to be in the QoWL sector upper quartile measure for staff engagement and satisfaction and good management practice.

The EDI committee will set out a summary of all EDI project activities and this plan will be maintained and monitored by the UEDIEC.

Governance

University

The University Equality, Diversity and Inclusivity Enhancement Committee (UEDIEC) was established in Spring 2019 to support and strengthen our institutional approach to EDI. The committee meets a minimum of three times a year and reports to the Senior Leadership Team Schools and Services (SLTSS) with business referred to or from University Teaching and Learning Committee, University International Committee, University Research Committee and Senate as appropriate.

The group currently comprises:

- Chair – Pro Vice-Chancellor for Teaching and Learning (member of SLTSS)
- Director of Human Resources or nominee (member of SLTSS)
- HR EDI Officer & Network Co-ordinator
- Director of Student Services or nominee
- Director of Research and Enterprise or nominee
- Chairs of Schools' Equality and Diversity Committees or Athena Swan Self-Assessment Panels (one per School)
- Disability and Inclusion Manager
- Assistant Director of Estates and Facilities or nominee
- President of Students Union or nominee plus two other nominees from the Students Union, preferably to represent undergraduate and post graduate students. (Presumably Wellbeing/Equalities Officer and Education Officer)

- Two representatives from Professional Services
- Co-opted members as necessary for conduct of business

The University aims to develop and enhance an equitable and inclusive working and studying environment for the benefit of all, whether staff, students, partners or visitors. Working and studying environments that support people to feel free to be themselves, while respecting others, and embrace diversity are more successful and innovative. We seek to enable all staff and students to fulfil their potential and to foster a working environment that protects their physical and mental wellbeing. Having a diverse and inclusive organisational culture informs our priorities for action as we seek to ensure that these priorities continue to be embedded in policy and practice across the University.

The UEDIEC Terms of Reference:

- Lead the development and implementation of University EDI related policies, framework and schemes for staff and students.
- Provide recommendations to Council for the EDI objectives that form part of the institutional EDI employment policy.
- Provide the forum for discussion and oversight of EDI issues relating to REF 2021 and to action any EDI implications of the implementation of the Code of Practice across the institution.
- Facilitate the embedding of EDI practices into planning and policy making.
- Provide a forum for an annual review of EDI elements of University policies.
- To engage in a two-way dialogue with URC, UTLC, UIC and SLTSS to identify areas of potential enhancement, and, of concern, related to EDI and to resolve them through action or referral as appropriate.
- To ensure actions are completed in relation to the EDI agenda and to promote and share good EDI practice.
- To monitor and review EDI data across the University.
- To suggest initiatives aimed at driving cultural improvement throughout the University.
- To lead and provide oversight of the University level submissions to appropriate professional EDI bodies, including Advance HE and Stonewall.
- To lead, monitor and adapt the implementation of the institution's Athena SWAN Action Plan and other action plans linked with Institutional level EDI related professional accreditations.
- To support and guide Schools and Services in the development of their own EDI activity and EDI based professional accreditation submissions.
- To engage with staff and students in the University as a whole, around EDI issues and to support the staff and student equality and diversity networks.

Schools

The Schools of Applied Sciences, Education & Professional Development and Music, Humanities and Media have established EDI committees. The chairs of the School EDI committees report to their own School governing boards/committees and represent their School on the UEDIEC to provide a cohesive approach to EDI matters across the University.

The other Schools all have established Athena SWAN self-assessment teams and are in the process of setting up EDI committees to replicate the above structure.

Partnership Working & Engagement

The governance committees will work in partnership with the staff networks, Diversity Champions, Students' Union Officers, EDI Officer and other University and School EDI roles to:

- share best practice;
- advise the relevant board, committee or leader of initiatives, research and issues identified at the operational level; and
- implement interventions and projects across the University.

Staff Networks

The University welcomes and supports the development of staff networks. Our staff networks provide an opportunity for staff who share a protected characteristic to network, obtain peer support, share information and provide opportunities to inform University policy on equality related matters.

The University currently has 4 staff network groups:

- BAME Staff Network
- LGBTQI+ Staff Network
- Staff Disability Network
- Women's Staff Network

The networks are run by and for the members, with support from the University EDI Officer. Each network develops their own individual terms of reference and has regular meetings, led by a nominated chair. Any EDI issues that need to be resolved and any suggestions of development are referred to the UEDIEC through the EDI Officer.

Diversity Champions

The University aims to develop and enhance a fair and inclusive working and learning environment for the benefit of all. The establishment of Diversity Champions in each School/Service is an important initiative for the University in support of this aim.

Working in collaboration with the University EDI Officer and UEDIEC, the responsibilities of the champions are to:

- Raise awareness of equality and diversity responsibilities within Schools/Services.
- Act as an initial point of contact on equality and diversity queries within the Schools/Services.
- To take forward matters arising within the School/Service to the EDI Committee/UEDIEC/EDI Officer as appropriate.
- To advise the EDI Officer of current projects, initiatives or research within the School/Service, in order to assist in the delivery of appropriate EDI events and initiatives.
- Play an active role in championing the University's commitment to equality and diversity across the institution.
- Advocate on equality and diversity matters.
- Act as a conduit for information on equality initiatives and an advocate for positive change.
- Raise awareness of the equality dimension in decision making in their department.
- Actively support their School/Service in equality and diversity initiatives.

Student Networks and Student Engagement

The Students' Union support five student networks, currently comprised of:

- BAME Ambassador Scheme
- Disabled Students Network
- Global Citizen Network
- LGBT+ Network
- Women's Network

The networks are volunteer, student led groups who are defined and directed by their individual members. They are self-organising and supported by a member of the Students' Union staff team.