

**Equality, Diversity
& Inclusion
Annual Report 2020 - 2021**



Contents

Executive Summary	3
Overview of EDI Initiatives in 2020-21	3
Charter Marks.....	5
2020/21 progress towards meeting EDI Objectives.....	6
1. Staff Data	9
1.1 All staff in post by protected characteristic as at 31 July 2021	9
Age	9
Disability	10
Ethnicity.....	11
Sex	12
Religion or Belief.....	13
Sexual Orientation	14
1.2 Staff Recruitment Data.....	14
Disability	14
Ethnicity.....	15
Sex	17
Religion or Belief.....	18
Sexual Orientation	19
1.3 Staff Data by Contract FTE and Contract Type	20
1.4 Staff data by Turnover Rates	21
2.The Pay Gap.....	22
2.1 The Gender Pay Gap	22
2.2 The Ethnicity Pay Gap.....	23
3. Student Data.....	24
3.1 Student Demographics	24
Sex	24
Age Group.....	25
Disability	25
Sexual Orientation	26
Ethnicity.....	26
Religion and Belief.....	28
3.2 Student Outcomes Data	28
Appendix 1.....	32

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 presents an overview of progress towards our equality objectives and outlines priorities for 2021-22. This report focuses on activity delivered in the 2020-21 academic year and was developed in accordance with the reporting requirements of the Equality Act (2010) and associated Public Sector Equality Duty. 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.

Despite not being a statutory requirement, for the second year we have published our Ethnicity pay gap. This has helped us to recognise and measure differentials so that we can take appropriate action to close pay gaps and demonstrates our commitment to transparency with our EDI data.

The report highlights some excellent work undertaken in the last 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 the diversity across our staff population (including within senior management), to further improve our gender and ethnicity pay gaps and reduce the Black, Asian and Minority Ethnic awarding gap for students. We recognise the importance of working together and maintaining our commitment to address these disparities.

The period this report covers coincided with the Covid19 pandemic, which impacted our whole community and continues to do so. The University worked hard to respond and reduce the impact on individuals, and this work will continue into the coming year and beyond.

Overview of EDI Initiatives in 2020-21

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

1. Enabling and supporting 4 staff EDI networks:

- Black, Asian and Minority Ethnic (B.A.M.E)
- LGBTQI+
- Disability
- Women's



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 disadvantaged groups to have a voice within

the University. We are proud of the engagement of our staff networks and the difference they make.

2. Supporting Diversity Champions in each school and service to raise awareness of EDI matters and support staff in EDI development work.
3. Recruiting additional staff in Dignity at Work Advisor roles, providing refresher training and continuous support to the volunteers.
4. The launch of 'U-Connect' - Cross-Institutional Universities' Diversity Mentoring Scheme. U-Connect is a collaboration between a number of Universities in the Yorkshire region, 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. It has been launched as a pilot and we will review its impact and effectiveness throughout the first year of operation.



5. Working in partnership with the Students' Union in organising events across campus throughout 2020-2021 to celebrate the diversity of our community:
 - National Inclusion Week celebrating the theme 'Each One, Reach One' included an 'Introduction to Psychological Safety' led by the Chair of our LGBTQTI+ Staff Network. Sessions explored software to support studying as well as an inclusion by design workshop advising how to make documents and emails more accessible. A session by Student Services on supporting student mental health concluded the week with further support from Carers Count offered to staff. (September)
 - Inclusion Week - a week of online events based on the equality strands of our staff and student networks to raise awareness and celebrate the diversity of our University. The week commenced with an 'Inspirational Women' panel debate held for a second year as part of International Women's Day, a lunch and learn on the power of language hosted by Stonewall and an inspiring talk entitled 'A Debt that Remains Owed' by

University Council member Delroy Beverley. Events to raise awareness of Dyslexia and a workshop on designing inclusive courses were also held. (March)

- Black History Month events celebrating the culture, histories and achievements of African and Caribbean communities (October)
- International Day of People with Disabilities – a digital approach with the creation of a webpage for staff and students including awareness of hidden disabilities (December)



- LGBT+ History Month including opportunities to learn more about allyship and support local LGBT organisations and greater understanding of LGBT identities specifically Trans and non-binary individuals. (February)
- Mental Health Awareness Week promoting wellbeing services for staff with a focus on Nature. This included walks around campus in collaboration with the Sustainability Team and opportunities to take part in meditation and an event to help people manage anxiety through 'conscious breathing'. (May)

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 accreditation being worked towards via the AdvanceHE administered scheme
- Race at Work Charter membership
- Disability Confident Employer accreditation
- Athena SWAN Charter – renewal of the Bronze Award

- Stonewall Global Diversity Champion
- Mindful Employer Charter
- Investing in Ethnicity Star Employer



2020/21 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 2020-21 are set out in Table 1. These objectives are taken from the University EDI Framework 2020-25 (see Appendix 1 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 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 for all	Develop and maintain an inclusive and accessible, physical and digital learning and working environment for all students and staff.

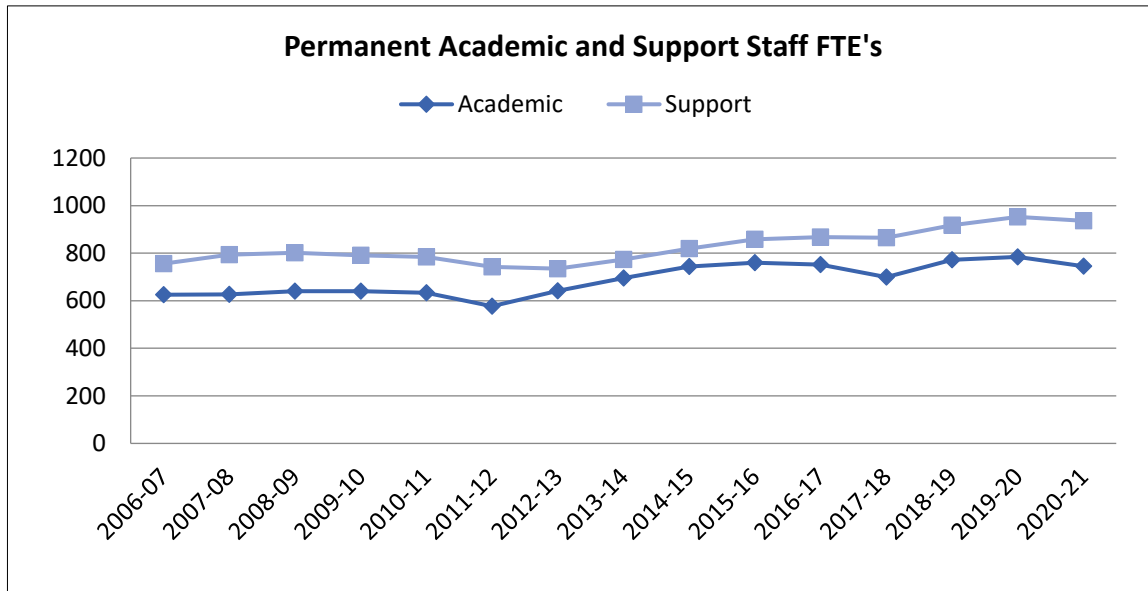
Table 2: Progress Measures and Targets

Target	Action	Progress rating
Apply for the Race Equality Bronze Award by 2023	REC self-assessment team and working parties set up and operational. REC survey completed for staff and students; REC data reviewed.	
Improve our score in the Stonewall Workplace Equality Index year on year.	Moved 184 places up the Workplace Equality Index to 277 and awarded a Silver Award.	
Maintain the progress made as outlined in our Access and Participation Plan (APP), year on year.	Good progress made against the APP especially in the closing of attainment gaps. Variation to plan to include summary and school attainment initiatives to be submitted August 2022.	
Maintain the progress made in student continuation and progression year on year and	No statistically significant difference between black and white student degree	

achieve no statistical difference between equality groups by 2025.	outcomes and gaps closing in majority of areas.	
Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.	Large improvement in NSS 2022 in 26 out of 27 areas. TL management projects in place to continue to tackle areas of underperformance.	
Maintain the progress in the student engagement score year on year and achieve a 20% improvement by 2025.	Work on engagement index continues but Covid-19 has delayed some of the work in this area, in particular the ability to gather reliable attendance data.	
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 towards application.	
Move up from employer to leader level for the Disability Confident Employer Award by 2024.	As required by the scheme, developing external networks working with local partners to promote and implement good practice.	
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 provider sourced for 2022-23. Good progress on the training of managers through CMI.	

1. Staff Data

For the period 1 August 2020 to 31 July 2021, permanent staffing reduced by 2.47%, predominantly relating to the restructure with ADA and MHM. Academic staff reduced by 1.16%, support reduced by 2.62%, whilst senior staff reduced by 7.59%.

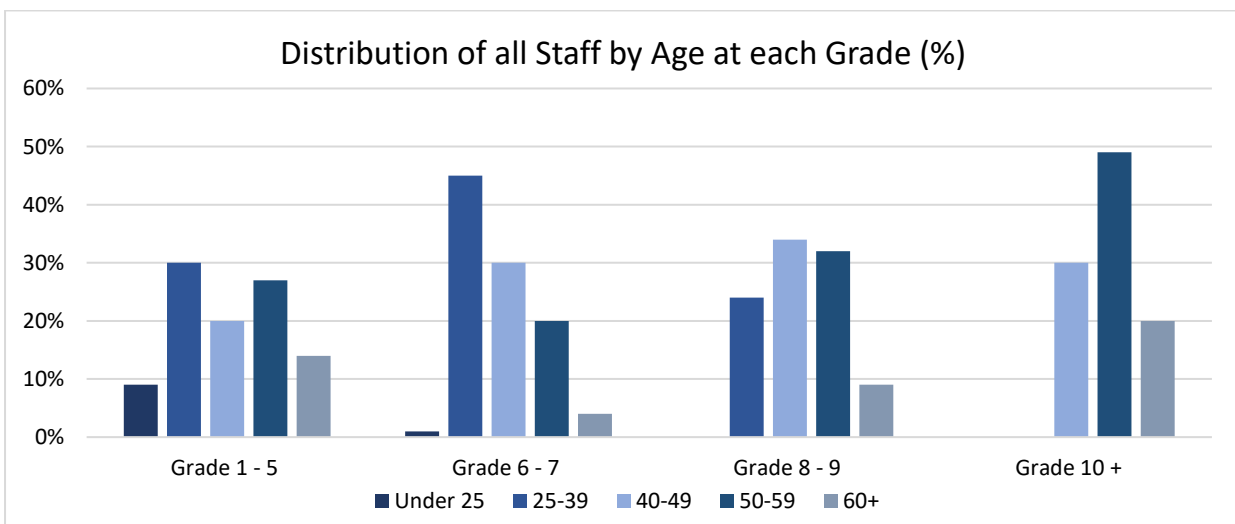
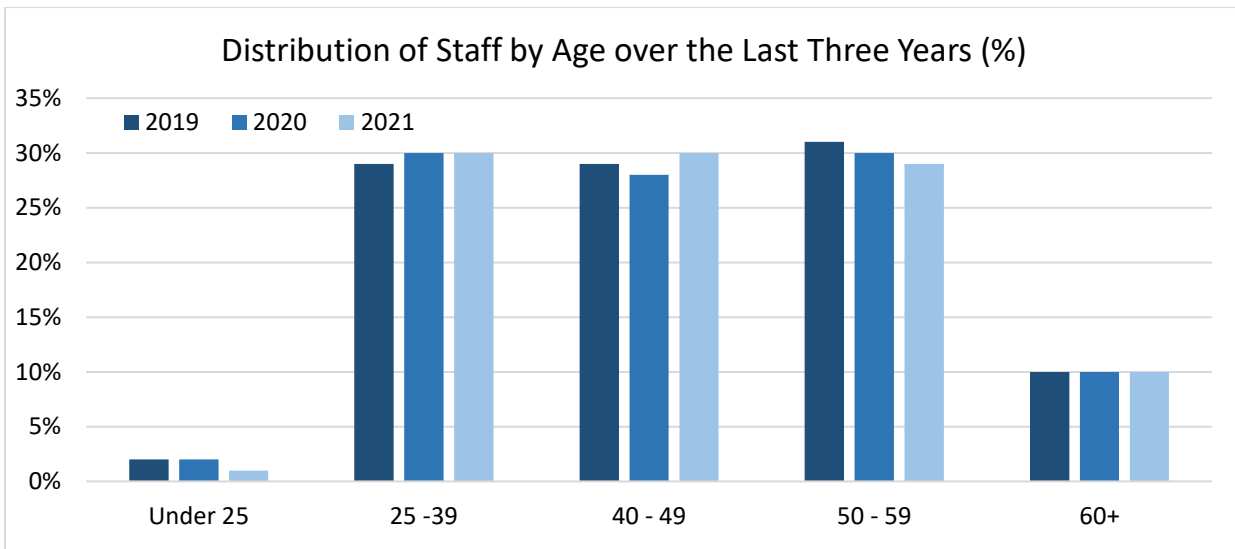


1.1 All staff in post by protected characteristic as at 31 July 2021

The following information provides data on all (academic, professional and managerial and support) staff in post at the University of Huddersfield as at 31 July 2021. Data are rounded to the nearest whole percent and therefore may not always total 100%. Due to constraints around low numbers, we have amalgamated groups into the category B.A.M.E however we recognise that this does not exemplify the diverse nature of the cultures our staff represent.

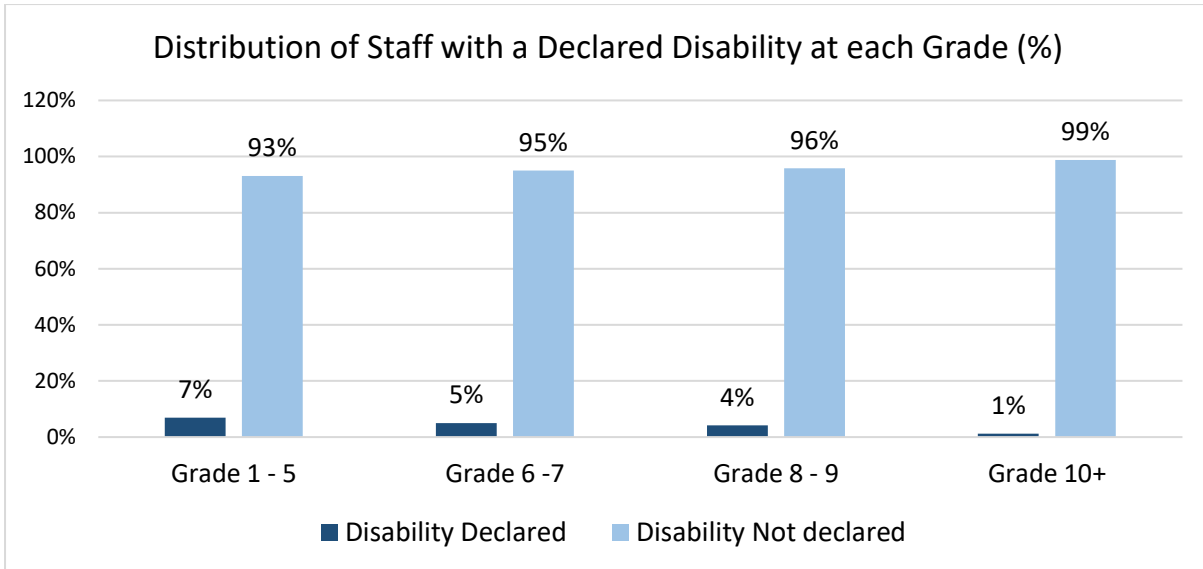
Age

The percentage of staff across the different age categories has remained static over the period, shown by only a +/- 1% variance over 4 of the 5 age groups. These variances change more between the different staff groups, with Academic staff having a 5% growth in the number of 25–39 year old employees. Senior staff have an 8% increase within the 50-59 age group and a 5% decrease in the 60+ group.



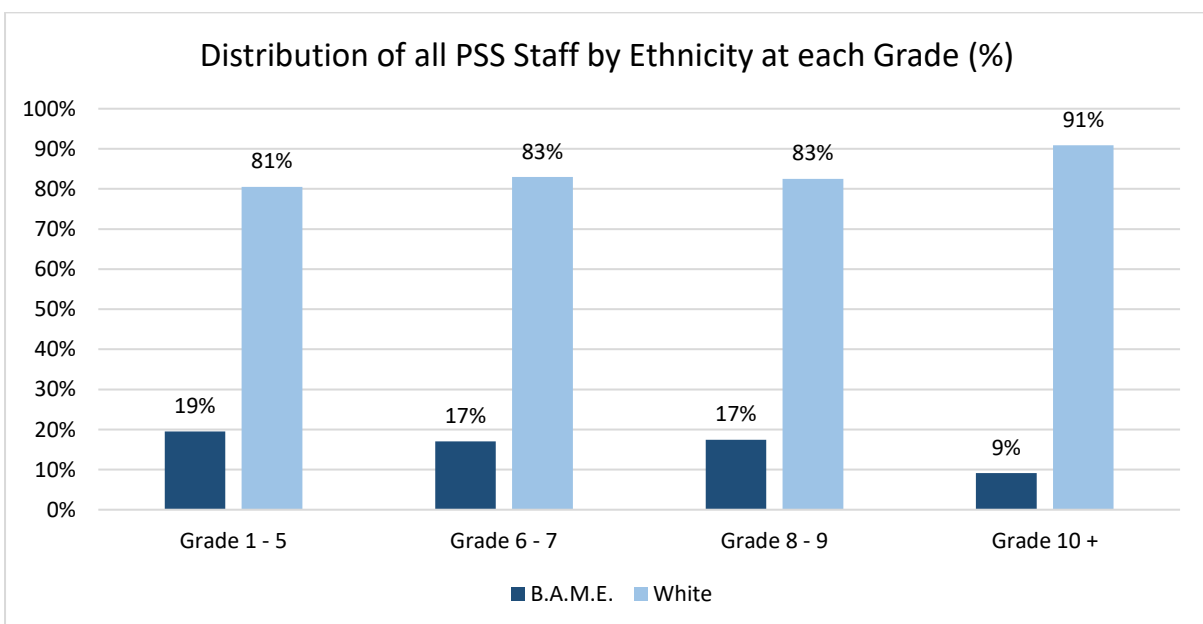
Disability

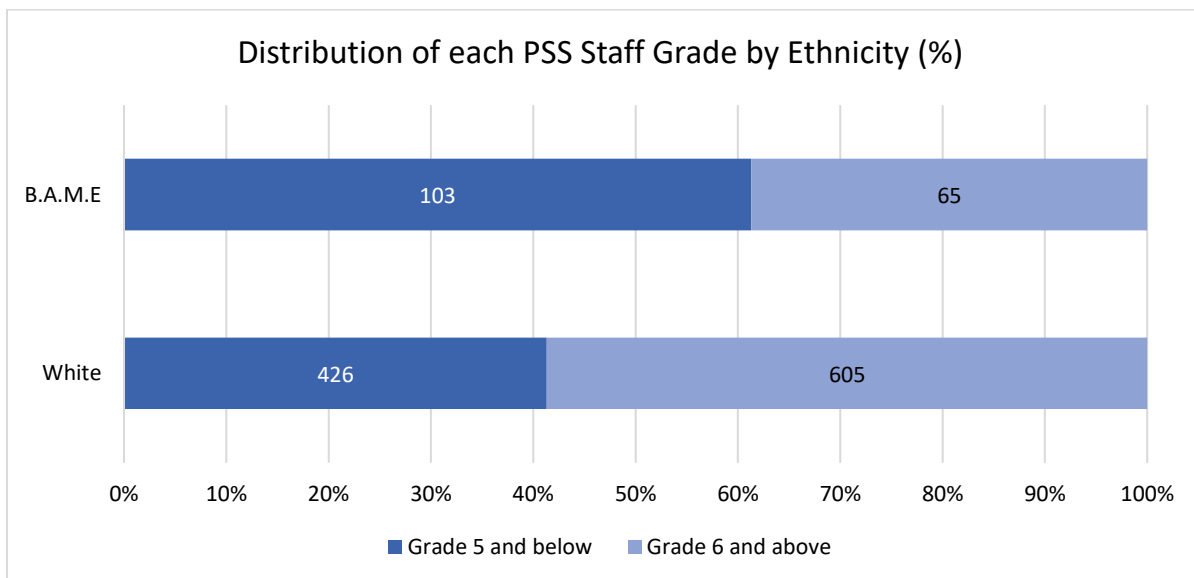
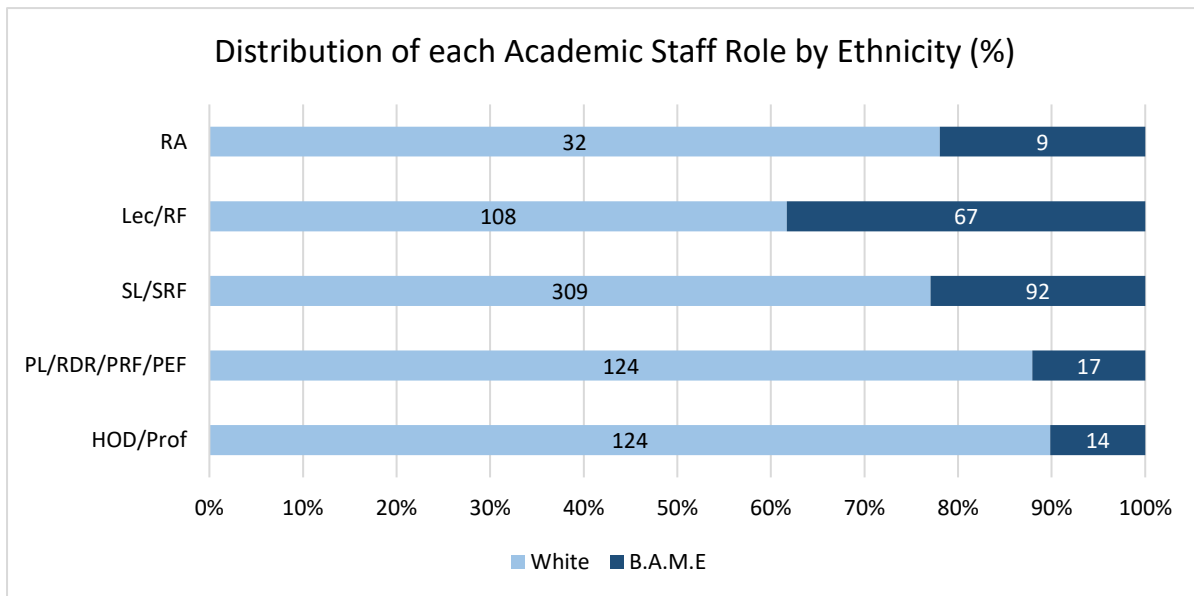
The percentage of all staff declaring they have a disability has remained steady over the last three years with 4% of academic staff declaring a disability and 5% of PSS staff. Very few senior staff have declared any disabilities. Declaration rates rely on an individual self-reporting using the HR self-service 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 and why this is important.



Ethnicity

The percentage of White staff has decreased over the last three years to 81% overall with a 3% increase in the percentage of Black, Asian and Minority Ethnic staff. The percentage of staff, whose ethnicity has not been disclosed has remained static over the period. Across the different staff groupings, the B.A.M.E. representation has increased for academic (4%) and support (1%) staff and remained static for senior staff. Increasing the proportion of B.A.M.E staff, especially in senior positions, is a key objective of our work linked with the Race Equality Charter through increased recruitment and internal promotion or regrading routes.

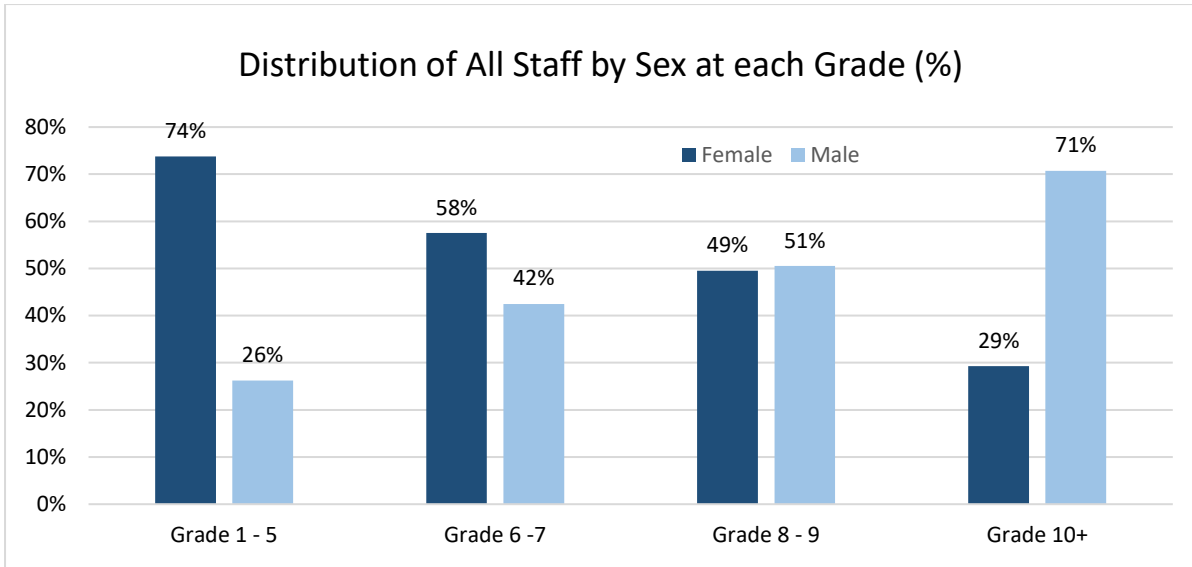




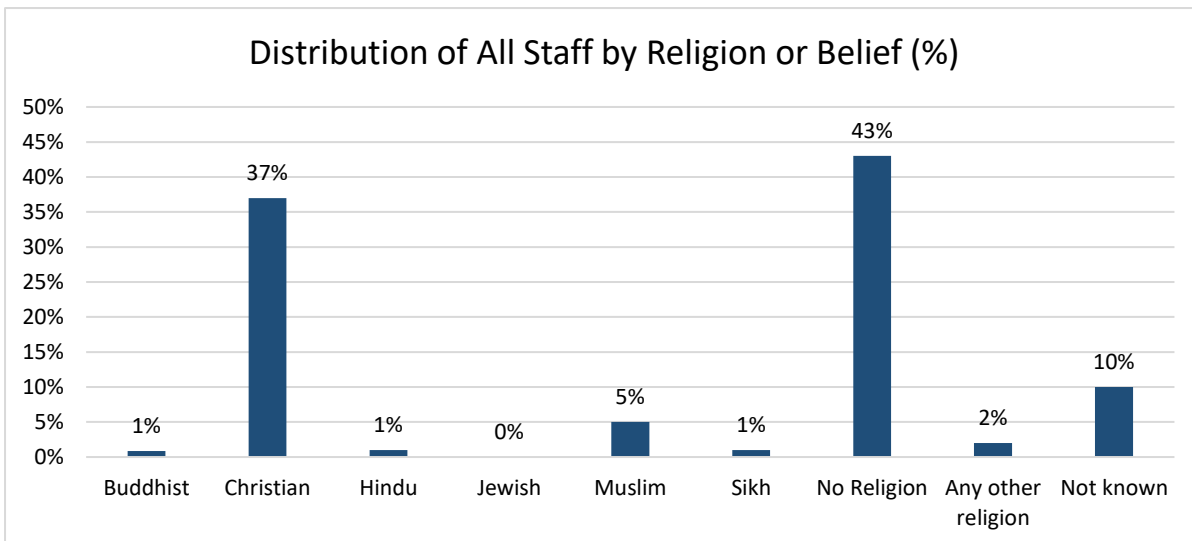
Sex¹

More than half of our staff are female (now 58%) and this proportion has risen in recent years. For PSS staff 67% are female representing the high number of female staff we have within the lower grade support roles. The distribution of all staff by sex in each grade is shown below. For (non-senior) academic staff the split is 50% for males and 50% for females, which has remained constant over the 3-year period. Work on gender equality, increasing the proportions of senior academic staff and a detailed breakdown of gender demographics across the institution can be found in the ongoing Athena SWAN submission and action plan.

¹ We report on data pertaining to colleagues' legal sex (female/male) rather than their gender (e.g., man/woman/non-binary) as this is what the University currently collects from colleagues. Therefore, we use the language of female/male colleagues to describe our sex data in this report. We recognise sex does not equate with gender and that gender is not binary, and we aspire to enhance our data collection and reporting on gender data in the future.

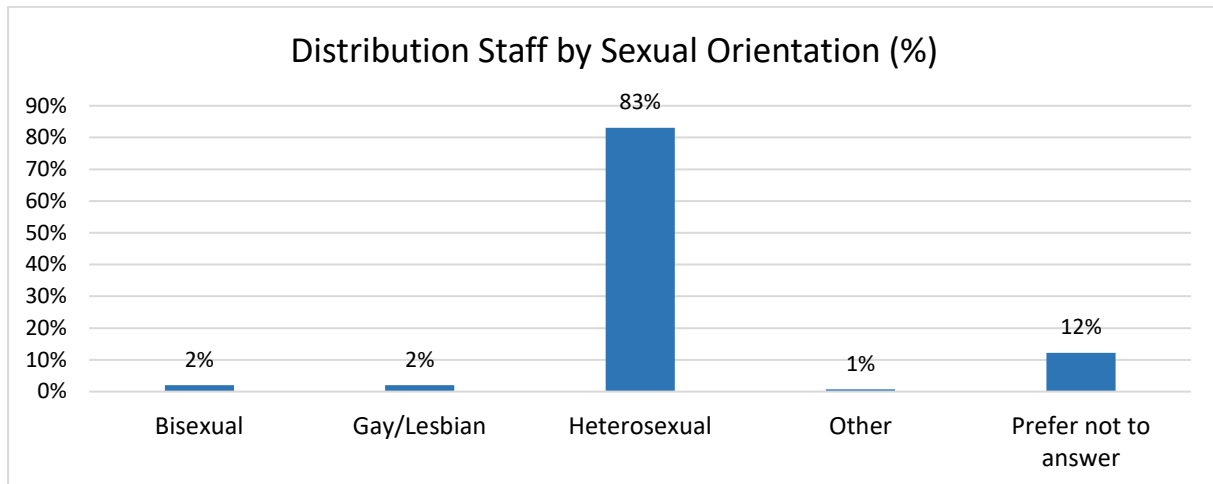


Religion or Belief



Over the last year there has been a 4% increase in the percentage of staff declaring they have no religion, increasing from 39% last year to 43% in 2021 with 10% of staff not declaring a religious group. As expected from the local demographics, Christianity and Muslim are the two highest named religions in the data.

Sexual Orientation



Over the last three-year period the distribution of sexual orientation data has remained relatively static. The majority of staff (83%) are heterosexual, 2% bisexual and 2% gay/lesbian. There has been no change over the last year in the overall non-disclosure category which remains at 12% in 2021. Across all categories of staff, the non-disclosure category has either remained static from last year or reduced since 2019 with a decrease of 4% in the Senior Staff category. This decrease in non-disclosure may be due to communications aimed at improving disclosure rates as well as visible LGBT+ equality initiatives taking place at the University.

The academic staff group has the highest proportion of staff declaring themselves as Gay/Lesbian at 4%. PSS staff have the highest proportion of declared Heterosexual staff at 85% whilst senior staff have the highest number of staff declaring themselves as Bisexual.

1.2 Staff Recruitment Data

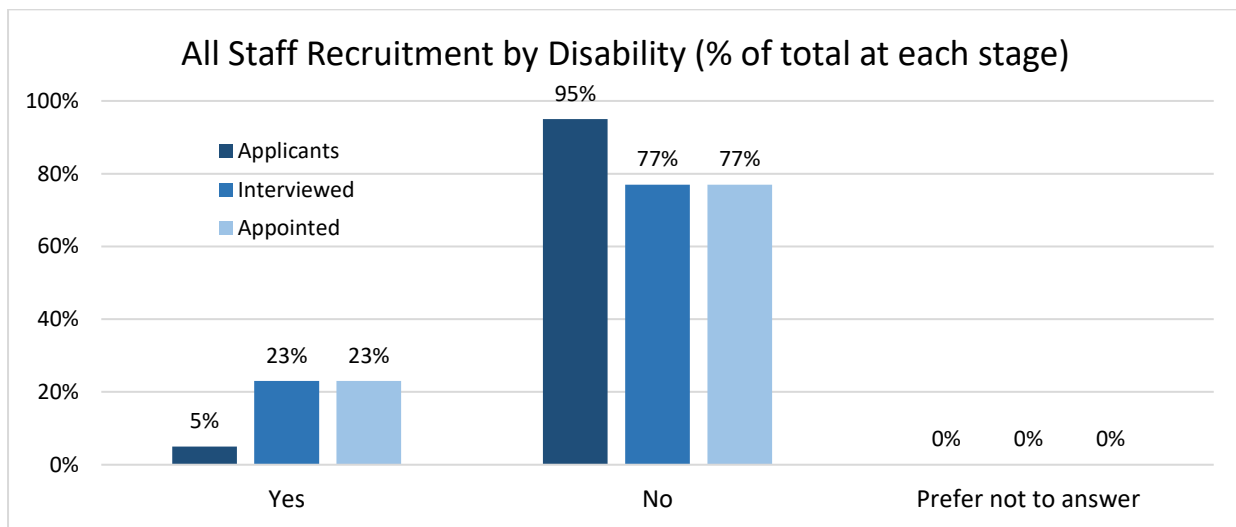
The following information provides data on all staff (academic, senior and support) recruited during the period 1 August 2020 – 31 July 2021. For each protected characteristic (disability; ethnicity; sex; religion or belief; and sexual orientation), the data is broken down by the following three stages of the University's recruitment process: application; shortlisted; and appointment.

During the period 5,910 applications were received. Of these applicants, 927 were shortlisted and 246 appointed. The average number of days from advert to offer has increased to 59 (56, 2019-20), whilst the average number of applicants per vacancy has increased very slightly to 26 (25, 2019-20) and the average advertising cost per vacancy has increased to £460.17 (£406.63, 2019-20).

Disability

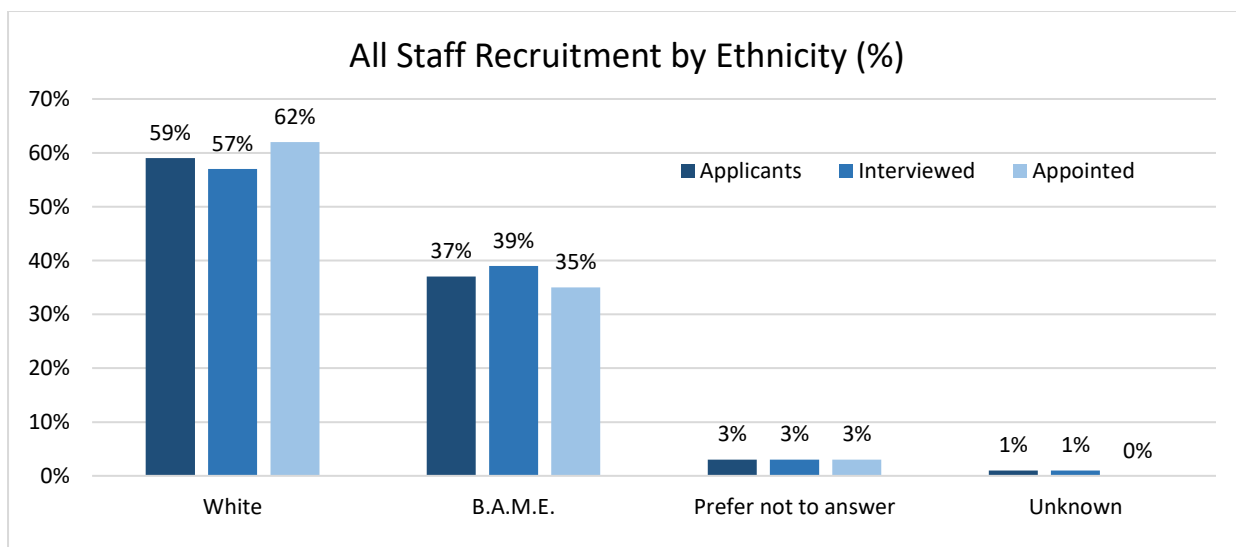
The data show that applicants with a declared disability have a high likelihood of being interviewed as well as being appointed. This has increased over the last year, with an increase of numbers interviewed from 19% (2018-19) to 23% (2019-20) and

those appointed 20% (2018-19) to 23% (2019-20). This is influenced by our Disability Confident guaranteed interview scheme for applicants meeting the essential criteria. The low number of applicants however does suggest that we need to attract more disabled candidates in the first instance, although this has seen a slight increase 3% (2018-19) to 5% (2019-20). This positive improvement may be as a result of Schools and Services exploring alternative recruitment channels which attract disabled applicants as well as further promotion of the University being a Disability Confident Employer. The Human Resources department are undertaking a review of their recruitment processes in the next academic year which will enable processes and practices to be reviewed for inclusivity and improvements made where possible. The University is also aiming to progress to Leader Level of the Disability Confident Scheme by 2024 to ensure we recruit, retain and develop in line with our commitment to equality, diversity and inclusion.

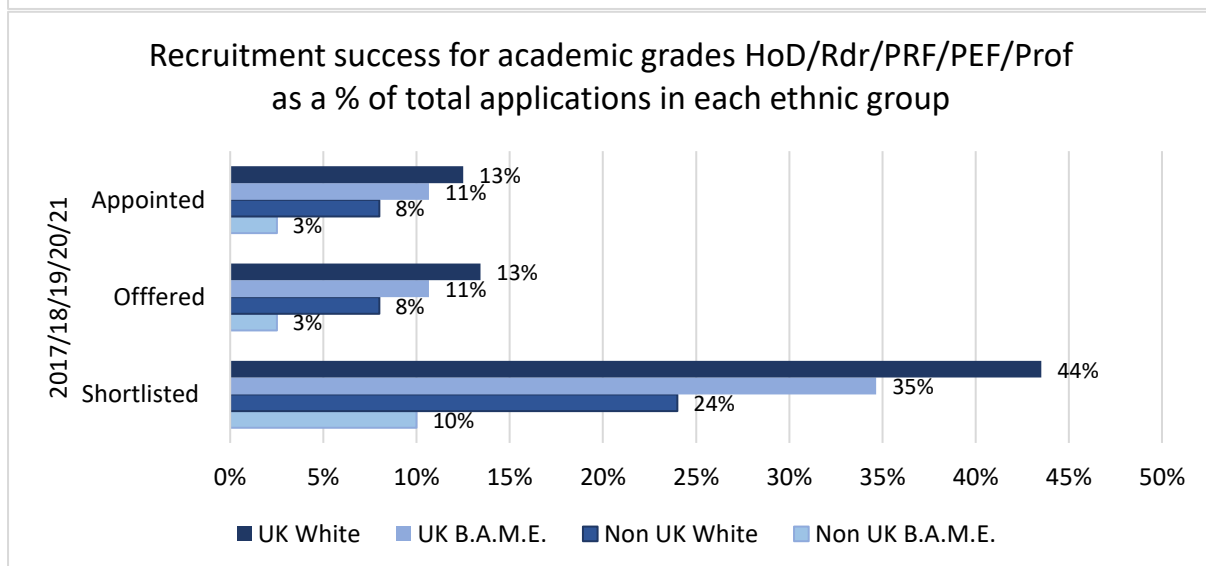
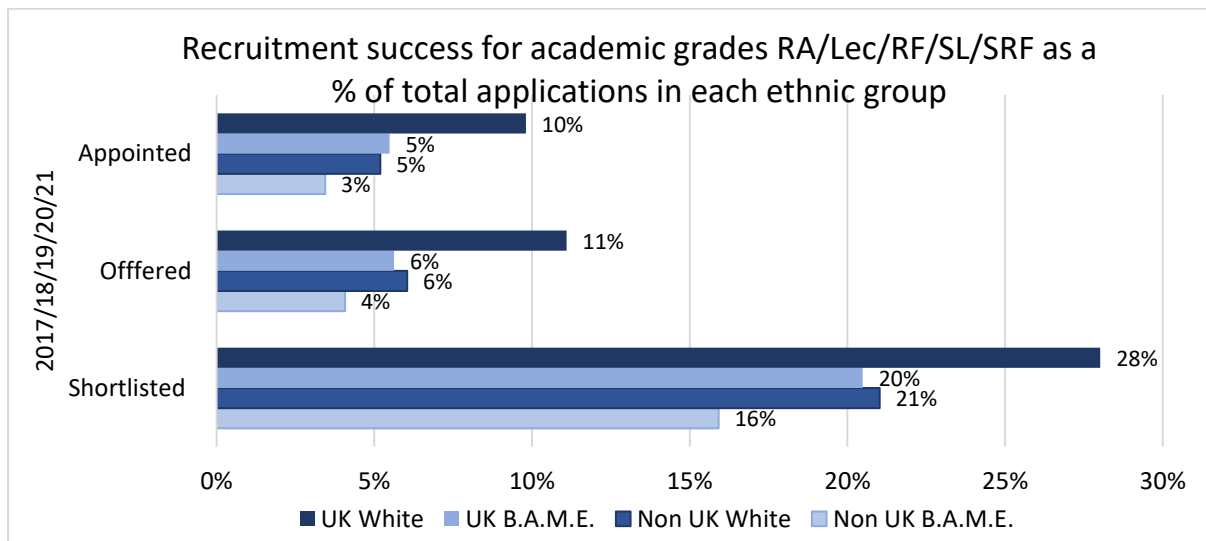


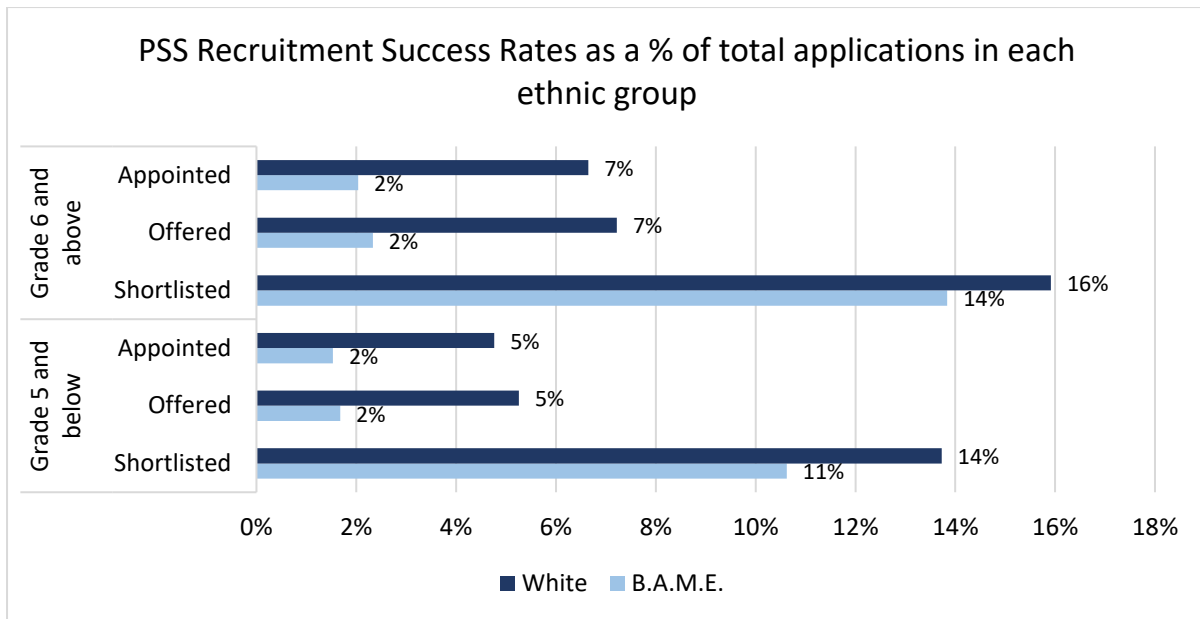
Ethnicity

This data demonstrates that the number of applicants we are receiving from ethnic minority groups is consistent with 2019-20 data. There has been a marked increase in numbers shortlisted and appointed from last year, increasing from 29% (2018-19) to 39% and 21% (2018-19) to 35% respectively.



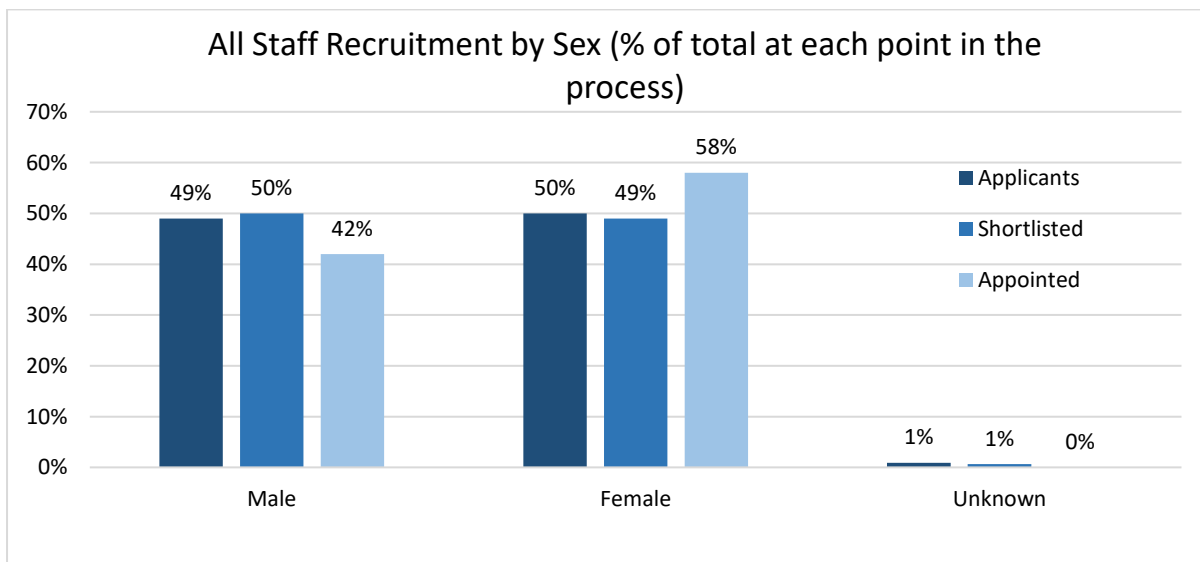
In terms of success rates from application through to shortlisting and appointment, data below demonstrates the success rates for different ethnic groups for academic posts over the last four years and split by academic and PSS grades. In all years the data demonstrates that UK White applicants are more likely to succeed through to appointment compared to UK Black, Asian and Minority Ethnic groups. with the same trends for the non-UK applications. Raising awareness of bias in recruitment panels alongside training has resulted in much more equity of recruitment in the most recent years, the gap in the likelihood of success has reduced from 5% to 2%. We have noticed a tendency for non-UK applications to be more speculative than UK applications with significant numbers of applicants not meeting many of the specified criteria and therefore we have higher rejection rates for non-UK applicants. The University takes part in a number of equality charter marks and accreditations to achieve positive improvements surrounding race. The University is working towards a submission for a bronze award through the Race Equality Charter. The University also successfully moved up a level following a submission to the Investing in Ethnicity Maturity Matrix and became a 'Star Employer' and is also a member of the Race at Work Charter.

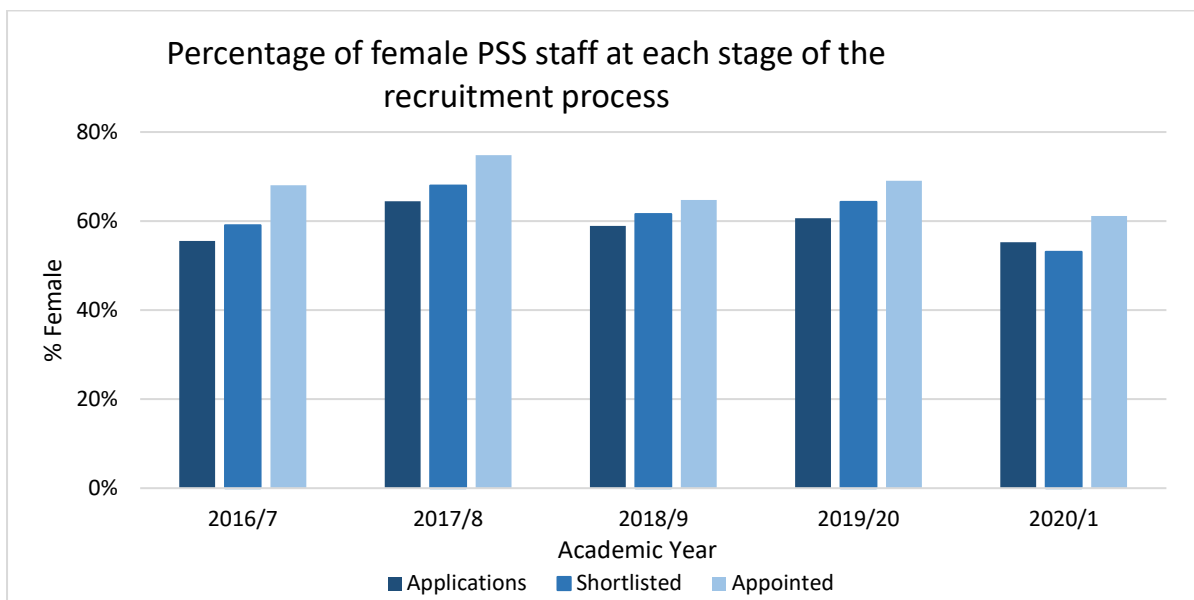
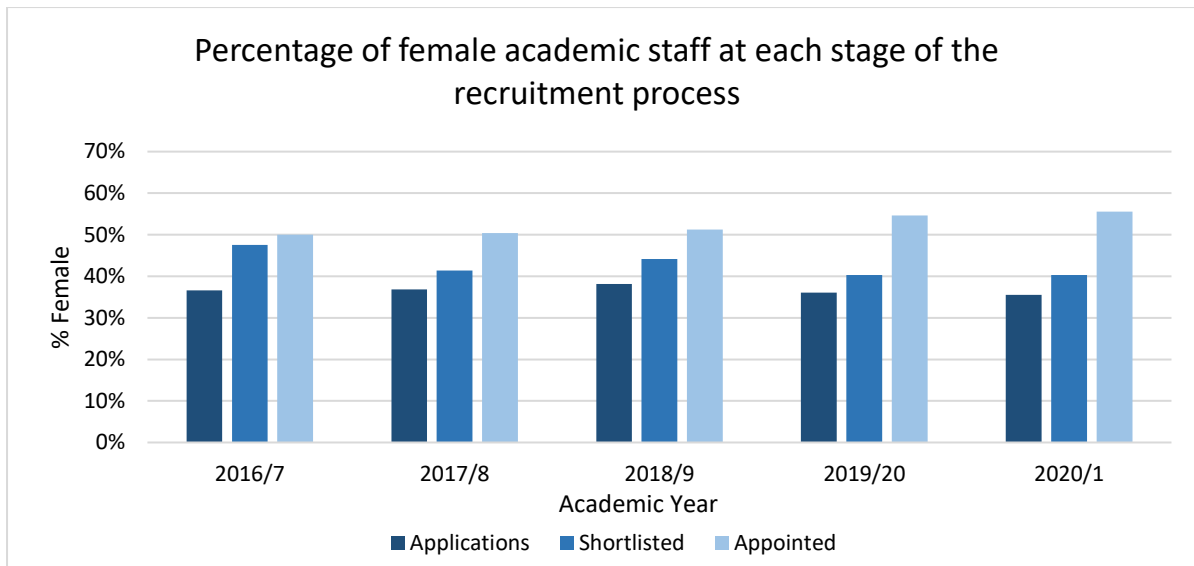




Sex

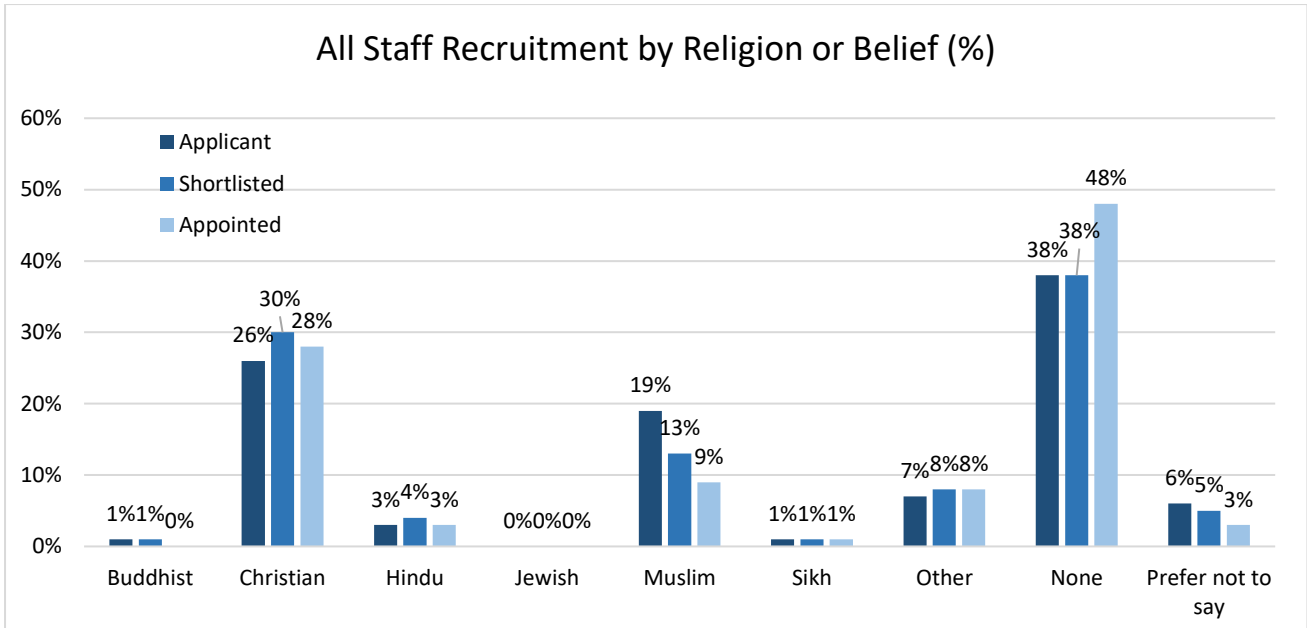
The data shows females were more likely to be appointed than males across both academic and PSS appointments. This increase may be due to gender equality initiatives associated with the Athena SWAN Charter, including revision of advertising literature, the use of mixed gender recruitment panels and Athena SWAN activity being advertised more widely and increased numbers trained in Unconscious Bias.





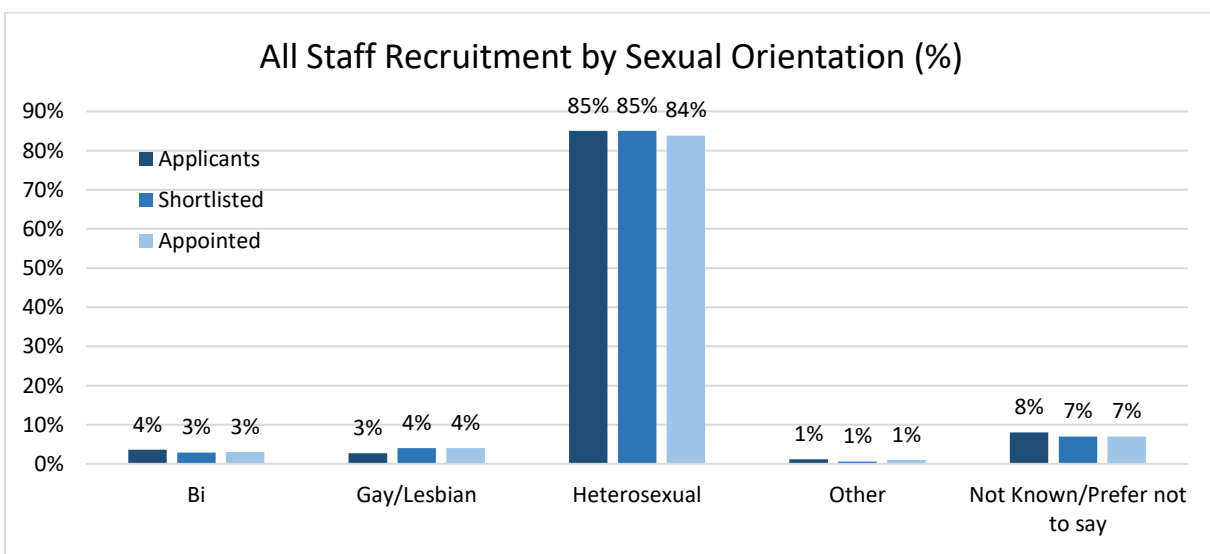
Religion or Belief

Over the last three years there was little variation in the distributions of religious beliefs across the applicants apart from an increase in applicants with a Muslim religion. The tendency of applicants to not have a religious belief has remained static but there has been an increase of 10% since last year that have selected 'Other' as well as a slight increase in the number of applicants that prefer not to disclose their religion. Data indicates that applicants with no religion are more likely to succeed whilst those of Muslim religion are less likely to be successful. This may be linked to descriptions around the recruitment data linked to ethnicity splits discussed above and will be examined as part of the work towards the REC.



Sexual Orientation

During the academic year 2020-21, 7% of applicants stated they were either gay, lesbian or bisexual (7%, 2019-20). 8% of applicants preferred not to answer this question (8%, 2019-20). Of those appointed in 2020-21, 7% stated they were gay, lesbian or bisexual (7%, 2019-20). Together this data indicates that there are no inherent biases against LGBT+ applicants in our recruitment procedure. The low number of LGBT+ applicants suggests that we need to further explore how we can attract more LGBT+ applicants, for example, the use of diversity job boards has been used by some Schools and Services in recruitment but further work to make this a more widespread strategy will be promoted and this will be an action within our work towards the Workplace Equality Index submission as part of our Stonewall Diversity Champions membership as well as the recruitment review taking place in Human Resources.

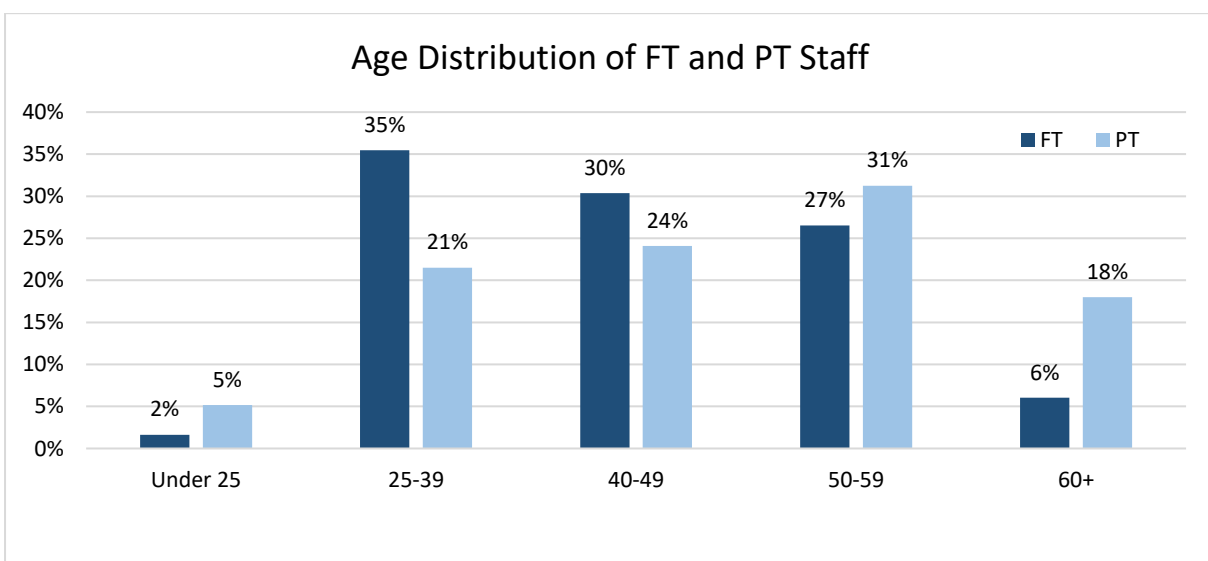


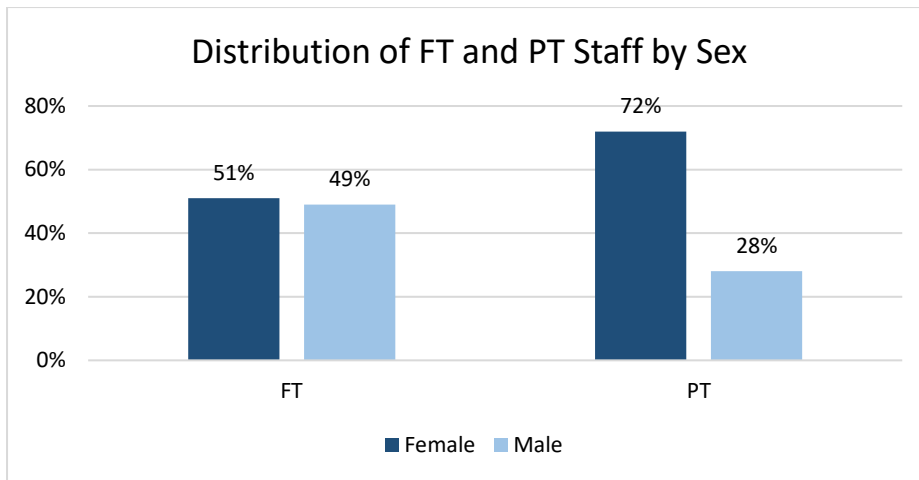
1.3 Staff Data by Contract FTE and Contract Type

The majority of staff work full time with 28.8% of total staff working part time which is comparable to the HE average of 28.8%. Individuals working part time across the University are predominantly female (74.6% of total) and this trend is maintained across most academic, support staff and research staff (see Athena SWAN submission for more detail in this area, <https://staff.hud.ac.uk/equality/>). For senior staff contract holders this pattern is reversed with 78.6% of part time staff being male, reflecting in-part opportunities for phased retirement and buying in research expertise on a part time basis.

Consideration of the distribution of part time staff by protected characteristics shows that there are no significant differences in distribution for disability and ethnicity. Small differences in the proportion of those with protected characteristics linked with religion or sexual orientation are confounded by a lower disclosure rate in part time employees with them choosing the 'not known' or 'prefer not to say' categories. As below there are differences in the distribution for age, with younger staff being more likely to be full time.

The University has a small proportion of staff that are on fixed term contracts, 12.6% of the total which has increased from 11.0% last year. This predominately relates to support roles and positions where funding is only available for a fixed period. Analysis of fixed term contract holders by equality splits is difficult due to the low numbers but there is a trend towards a higher proportion of younger staff (age 25-39) on fixed term contracts linked with the career paths of early career academics and an increased proportion of disabled staff on permanent contracts compared to those with no disclosed disability. There is a higher percentage (+6%, represents 13 individuals) of Black, Asian and Minority Ethnic staff on fixed term contracts than those on permanent contracts whilst males are more likely to be on fixed term contracts (-4% compared to females).

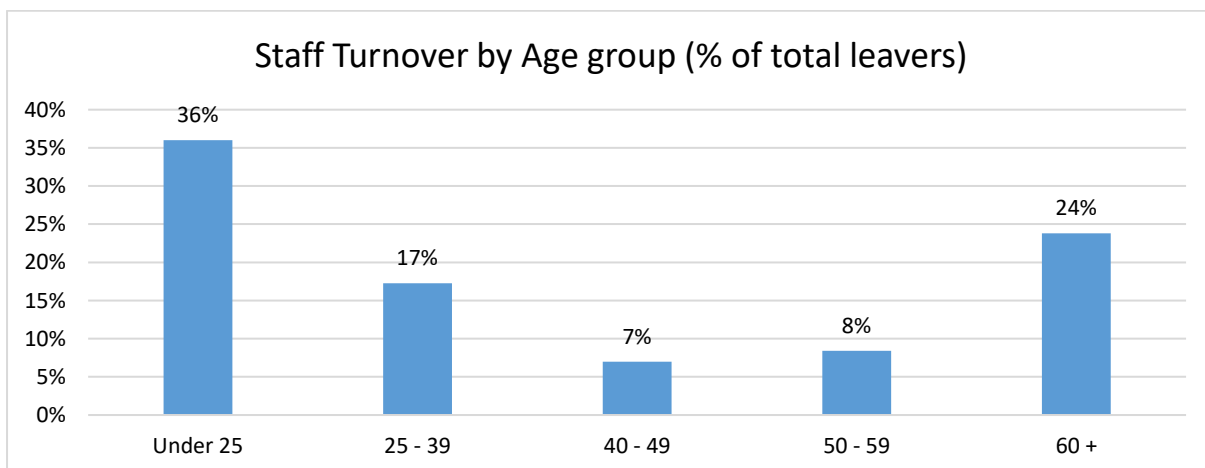




1.4 Staff data by Turnover Rates

During 2020-21, a total of 242 staff resigned out of a staff population of 1940, equating to a 12% staff turnover rate (compared to 11%, 2019-20). Academic staff turnover was 12.8%, whilst support staff turnover was 10.4%. Analysis of the data is confounded due to low numbers of leavers within different groups for some of the protected characteristics with one or two leavers resulting in significant changes compared to previous years. In terms of age profile then the highest turnover during 2020-21 was amongst those aged under 25 at 36% (the highest in 2019-20 was those aged 25-39 at 18%). The lowest turnover rate at 7% was amongst staff aged 40-49 (9% in 2019-20).

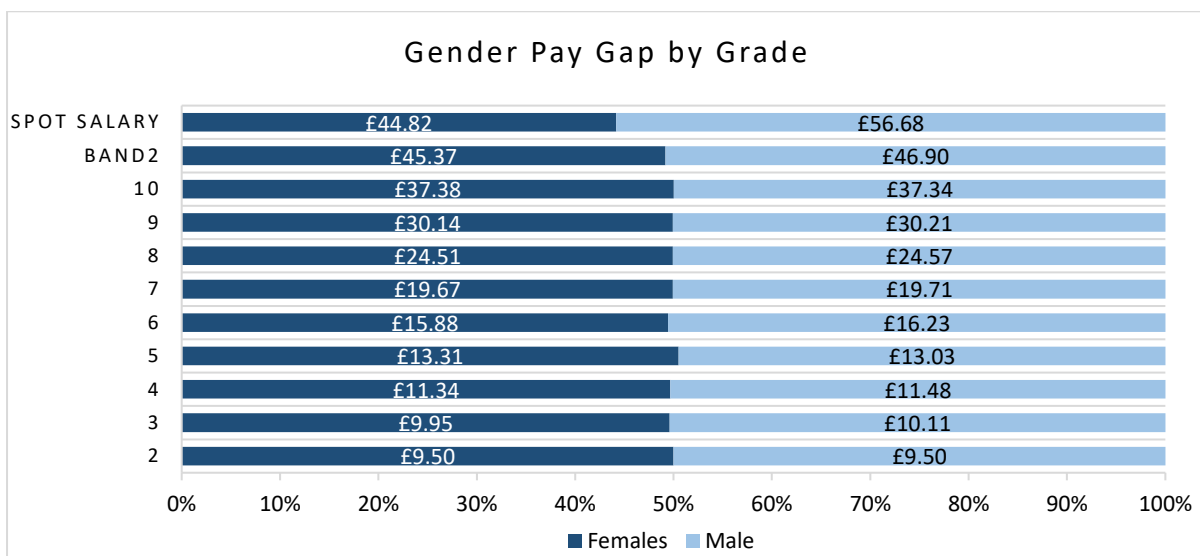
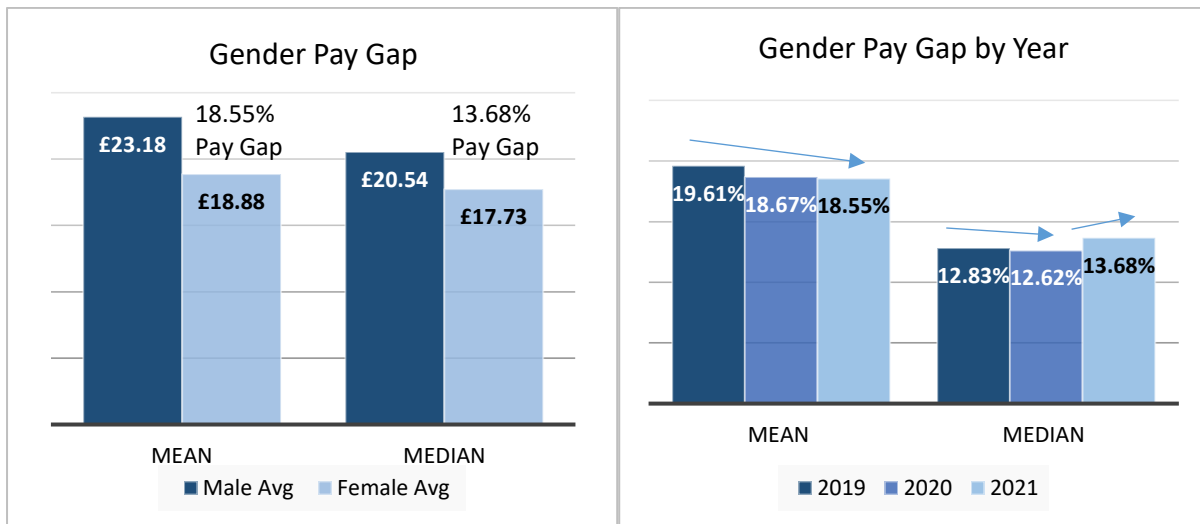
The low number of staff in some categories means it is difficult to draw meaningful conclusions when comparing data for a single year, analysis needs to be considered across several academic years. This is especially the case when considering sexual orientation and religion. There was very little variance (within 2%) in the data for sex with the turnover for staff identifying as Black, Asian and Minority Ethnic was 18% during 2020-21 (13% in 2019-20) which shows a slight increase on previous years. Moving forward, due to the introduction of more robust exit interview processes we will gain more information about the reason why staff leave the institution.



2.The Pay Gap

2.1 The Gender Pay Gap

Our figures for 2021 show that our mean gender pay gap is 18.55% and our median gender pay gap is 13.68%, across 2172 employees. The overall gender pay gap has reduced since 2018, in part due to the measures the institution has put in place to identify, understand and address the underlying causes that exist. The University continues to focus on developing individuals to fulfil their potential through opportunities created.

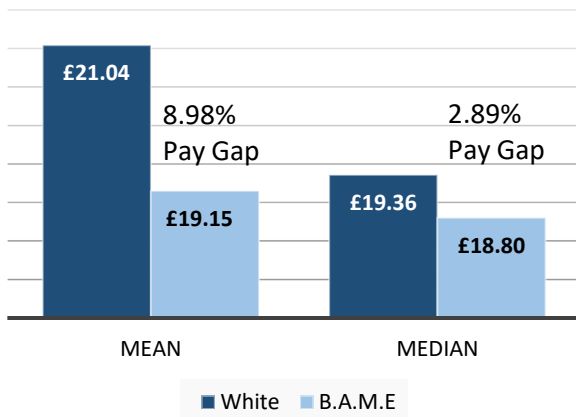


In all but one of our grades, the gender pay gap variances are not statistically significant which implies broad fairness across the categories and groups of staff. The overall pay gap arises due there being a higher proportion of female employees in our more junior grades. The fact that we are an accredited Living Wage employer contributes to the fact that there is no gender pay gap within our cleaning, catering and administrative staff. The senior staff category, which represents less than 1% of the workforce, shows a higher pay gap despite our practice of using sector median salaries when considering appointments and progressions.

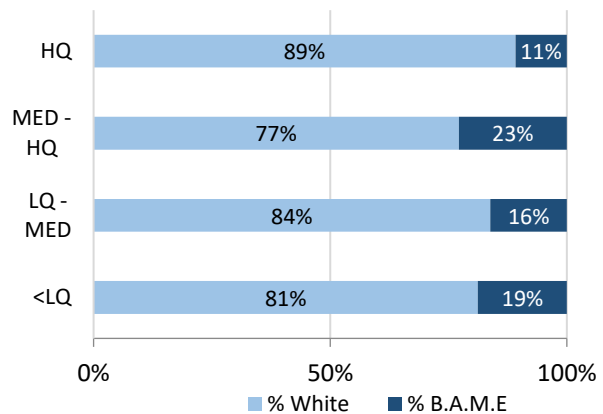
2.2 The Ethnicity Pay Gap

Our figures for 2021 show that our median ethnicity pay gap has remained constant at 2.89% and our mean ethnicity pay gap has reduced to 8.98% from 11.25%. The four quartiles represent the ethnicity distribution at the University of Huddersfield (they each contain 543 employees) with splits by grade also shown. The overall pay gap is linked with significant proportions of our B.A.M.E. staff being on the lower grades and within each grade the gaps are less than 4% and for most grades they are less than 2%. The University does not operate a bonus or commission scheme so there is no variance to report.

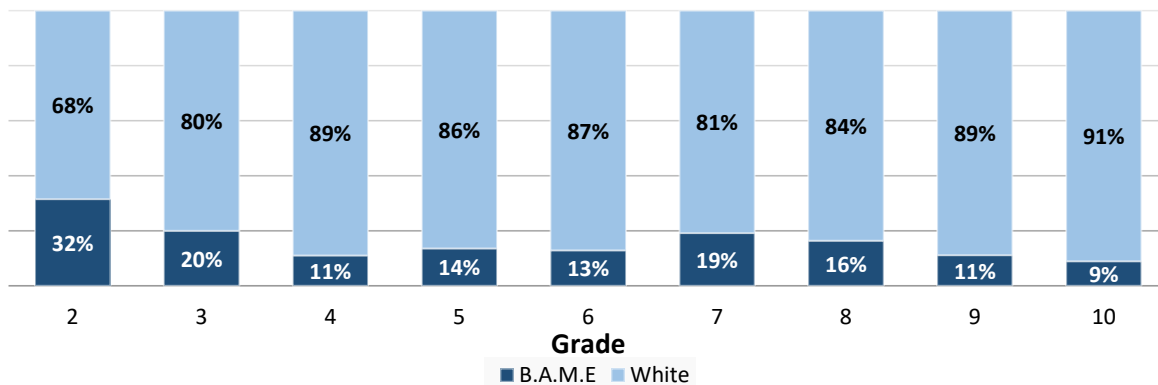
Ethnicity Pay Gap Analysis



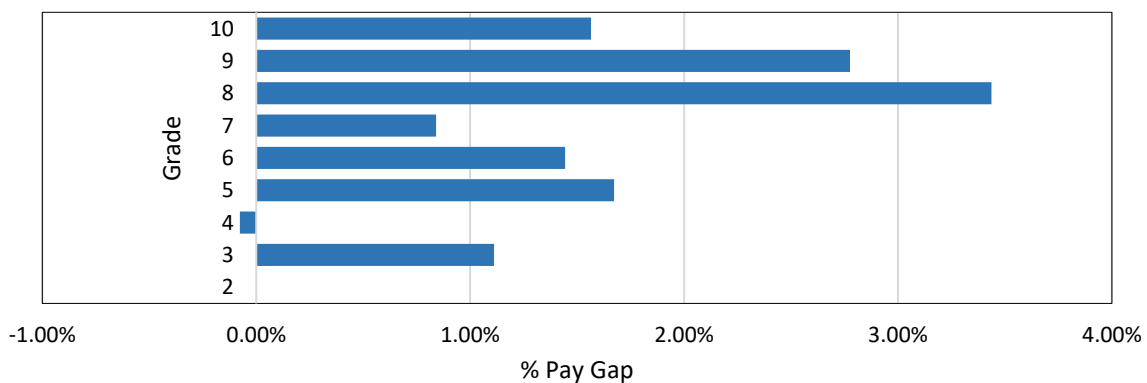
Ethnicity Quartile Positioning



Ethnicity Split within each Grade



Ethnicity pay gap within each grade



3. Student Data

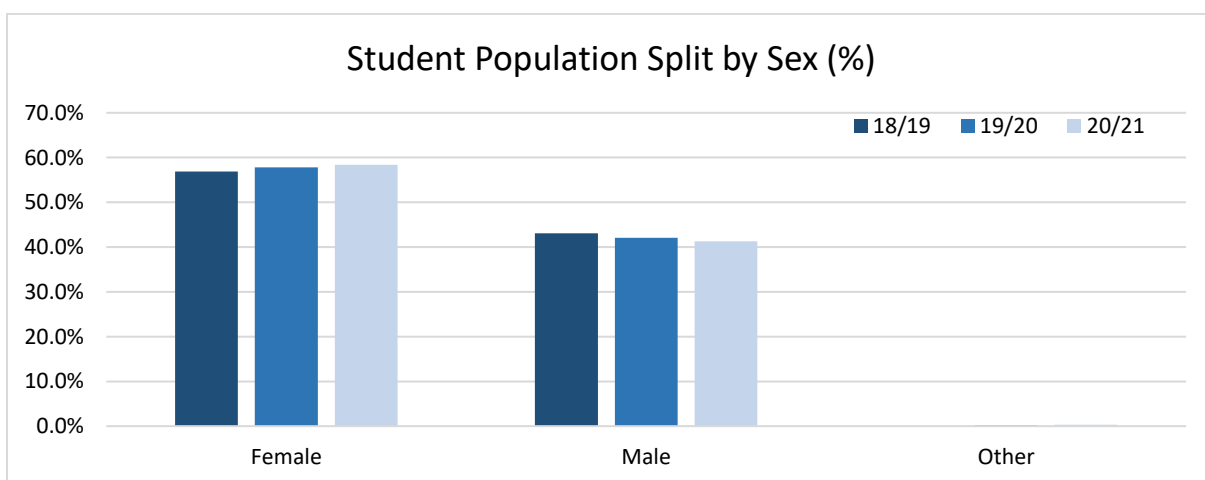
3.1 Student Demographics

Data below shows the demographics of the student population by protected characteristics in 2020-2021 (data as at July 2021) compared to the previous two years. 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 years the proportions of female students has increased slightly (mainly due to expansion of the Nursing cohorts) as has the proportions of Black, Asian and Minority Ethnic students; this is linked with more international students and increases from the local Pakistani communities. The graph on the detailed ethnic demographics of our students displays the diverse nature of our campus community. Around 13% of our students present with a disability which is above the UK average and this is mainly associated with non-physical disabilities. Students are now more likely to declare a sexual orientation and this has resulted in an increase in the proportions of students declaring as heterosexual and bisexual. The same increased likelihood to declare is also seen in the data on religion and belief with a large reduction in 'information refused' and a rise in 'no religion', Christianity and Muslim. The latter is also linked to increased numbers of students from the Pakistani communities.

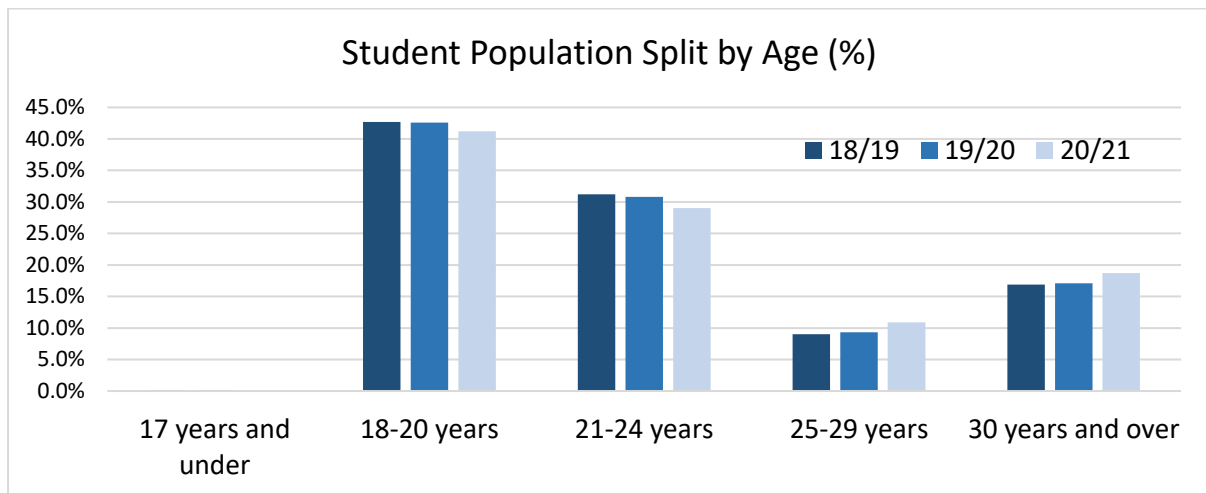
Sex

Sex \ Year	18/19	19/20	20/21	Grand Total
Female	9840	9855	9940	29635
Male	7450	7175	7035	21660
Other		30	55	85
Grand Total	17295	17055	17035	51380



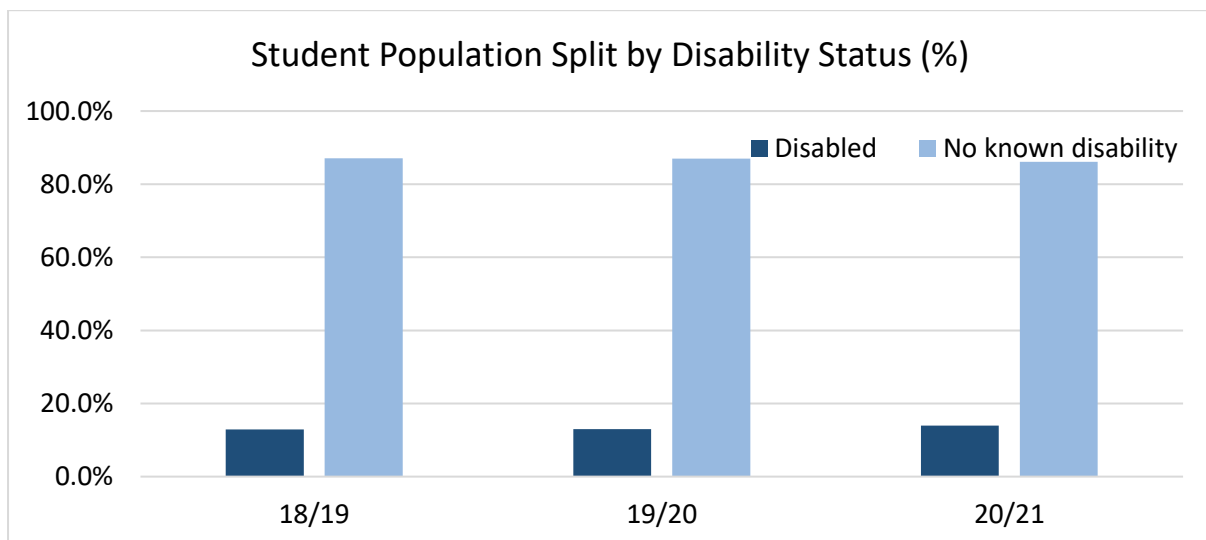
Age Group

	18/19	19/20	20/21	Grand Total
17 years and under	25	25	25	75
18-20 years	7385	7480	7020	21885
21-24 years	5390	5280	4945	15615
25-29 years	1565	1595	1855	5015
30 years and over	2925	2920	3190	9035
Age unknown				
Grand Total	17295	17305	17035	51625



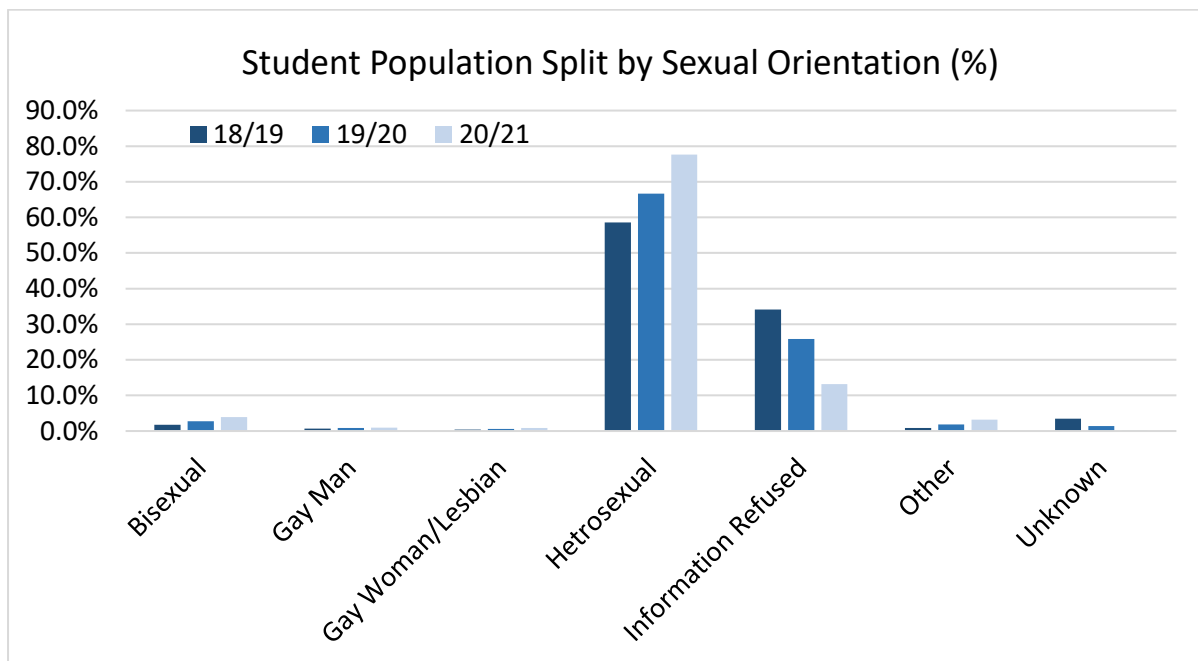
Disability

	18/19	19/20	20/21	Grand Total
Disabled	2225	2255	2370	6850
No known disability	15070	15050	14660	44780
Grand Total	17295	17305	17030	51630



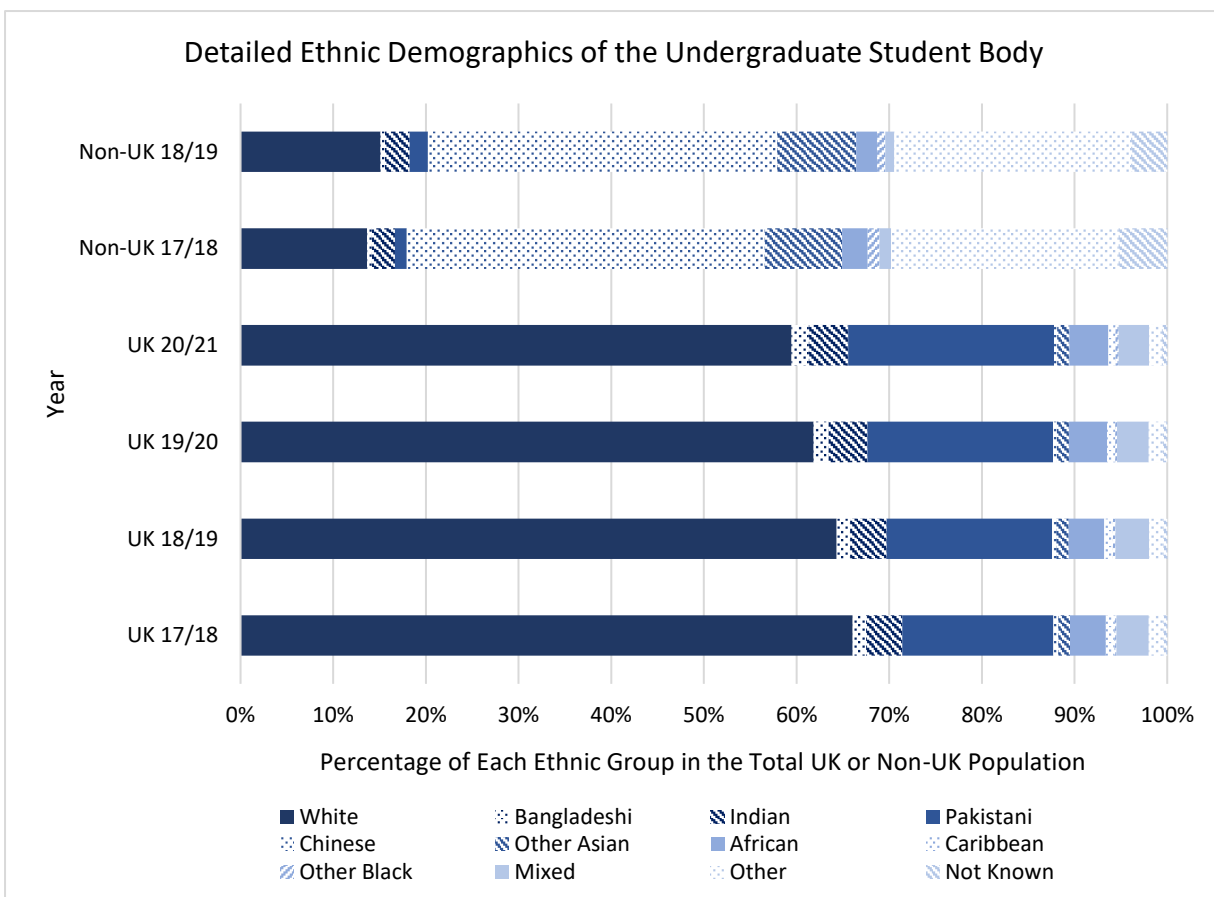
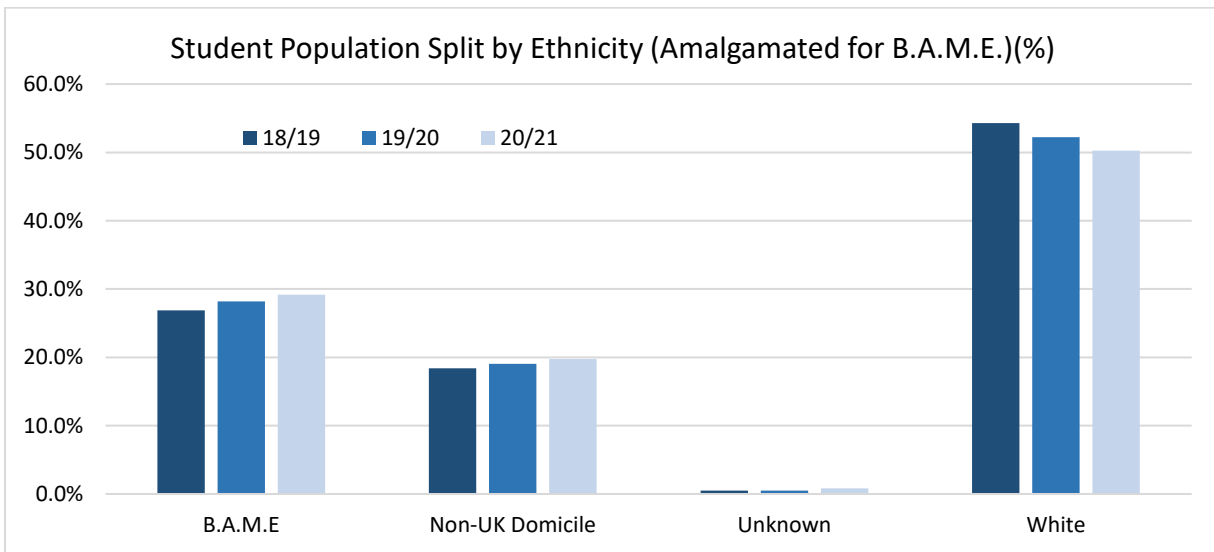
Sexual Orientation

	18/19	19/20	20/21	Grand Total
Bisexual	315	490	660	1465
Gay Man	125	150	170	445
Gay Woman/Lesbian	75	105	140	320
Heterosexual	10125	11560	13230	34915
Information Refused	5900	4435	2250	12585
Other	150	320	540	1010
Unknown	605	240	450	1295
Grand Total	17295	17305	17035	51635



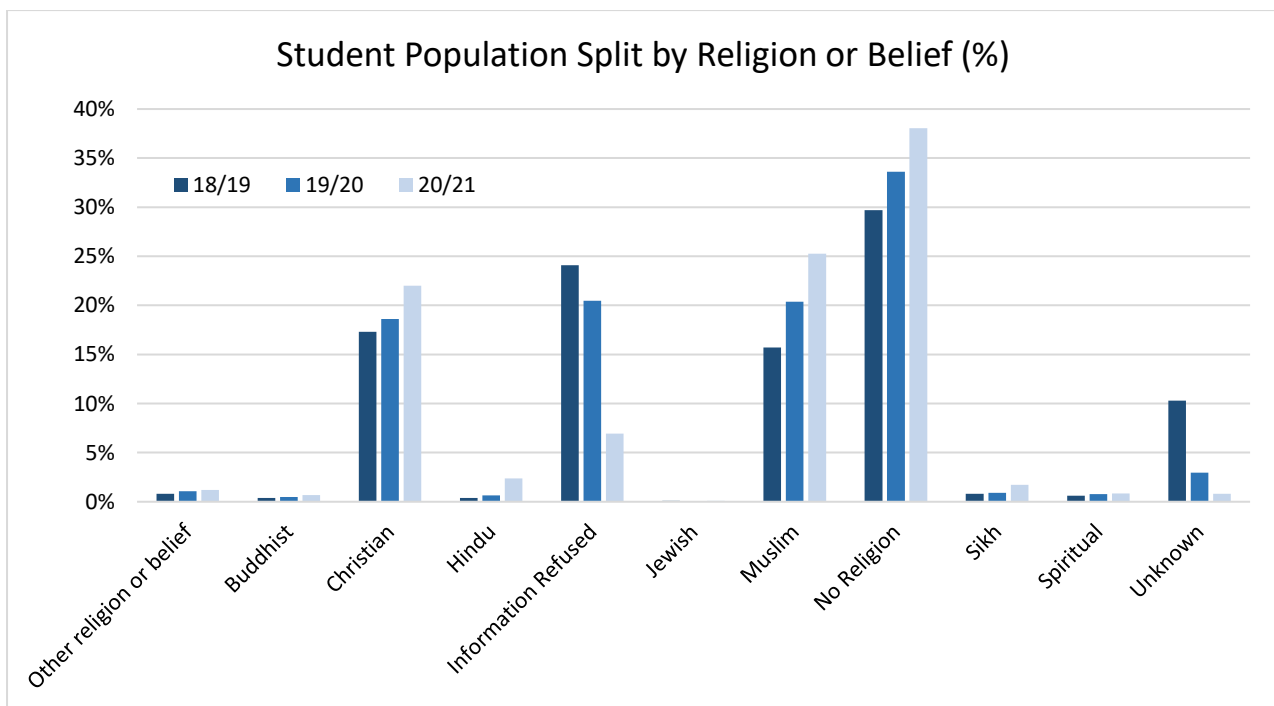
Ethnicity

	18/19	19/20	20/21	Grand Total
B.A.M.E	4650	4810	4970	14430
Non-UK Domicile	3180	3250	3365	9795
Unknown	80	85	140	305
White	9380	8910	8560	26850
Grand Total	17295	17055	17035	51385



Religion and Belief

	18/19	19/20	20/21	Grand Total
Any other religion or belief	130	180	205	515
Buddhist	60	85	120	265
Christian	2990	3215	3750	9955
Hindu	65	110	405	580
Information Refused	4170	3505	1180	8855
Jewish	10	10	15	35
Muslim	2705	3555	4305	10565
No Religion	5140	5840	6485	17465
Sikh	130	155	295	580
Spiritual	100	130	140	370
Unknown	1785	505	140	2430
Grand Total	17295	17305	17035	51635



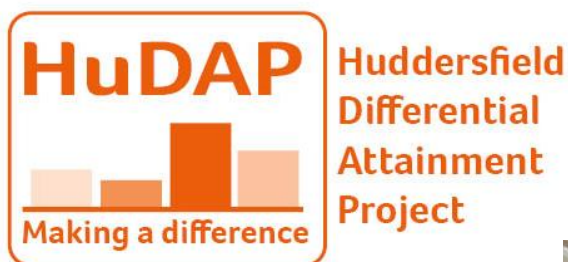
3.2 Student Outcomes Data

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. 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 and continuation data have always displayed equitable outcomes amongst the student groups, so work has mainly focused on the attainment gap. The impact of the work on Flying Start in terms of helping students transition into University is clearly seen in the

continuation data with the gap between students with A level and BTEC entry qualification has reduced.

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 and subject to annual review, and against which we are making good progress. 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 current reporting period.

We have made very good progress towards meeting our target and this is particularly significant as assessment in the 2020/21 reporting year was disrupted by pandemic restrictions.



Our success is a result of an in-depth interrogation of student assessment outcomes (the Differential Attainment Project) which allowed us to identify priority areas for intervention, leading to a number

of highly impactful initiatives. 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 has been repeated in 20/21 with modelling of the relative contributions of the different



characteristics to allow more targeted action planning at course level. In the 20/21 year we also introduced '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 covid. One area of work which is the focus for the next years is on student progression into graduate level jobs and this includes employability planning at course level facilitated by the careers service and increasing the engagement with the Global Professional Award (GPA). One of the encouraging aspects of this programme is that the students who are accessing the full benefits of the programme are from all of our ethnic groups.

Ongoing initiatives aimed at helping our students in achieving their potential include:

Transition

- Flying Start – intensive academic induction programme to improve transition to HE
- Huddersfield Essentials - developed to introduce all new students to the University, the expectations of higher education, and the technologies which underpinned their studies. This was designed to ensure all students could quickly adapt to online learning in readiness for blended learning approaches.



- Ready Steady Study programme, to enable new students to engage with the University prior to the start of the academic year, introducing them to the expectations of higher education, the technologies they may need, and the support

systems on offer.



Study Support

- Personal Academic Tutor system – re-imagined tutor system which focuses on improving academic performance through one-to-one meetings where performance data is reviewed
- Academic Integrity resource – mandatory training and test for all students, but especially international students, focussing on improving understanding of academic malpractice.
- Laptop Loan scheme – administered by the library, a short-term loan scheme to support all students who may be struggling to access appropriate IT at home
- Assessment review – ensuring assessment is fit for purpose and takes account



of cultural understandings of our students. The University's teaching and learning conference this year 'Inspire' was focused on authentic assessment practices.

- Graduate Teaching Assistants – supporting students in their transition to university
- Academic Skills Tutors and Student Guidance and Support teams – working with students to help improve their academic

performance through targeted interventions

- Specialist IT training resource – supporting staff in understanding assistive software and best practice in the development of accessible teaching materials.

The VLE now has automatic checking of material that is uploaded to give feedback to staff on the accessibility of what they are uploading. Digital accessibility has moved from 61% of material to 72% with this year's target being 80%.

Progression to graduate level jobs

- Global Professional Award – a social transformation programme, accredited by CMI at level 5, designed to enhance student success on graduation in entering their chosen field of work



Contents

Foreword.....	3
Background.....	4
Introduction.....	4
Legislative Context	5
Vision	6
Objectives	6
Learning for All	6
Community for All	6
Voice for All	6
Facilities and Access for All	6
Strategy	7
Progress Measures & Targets	7
Governance	8
University.....	8
Schools.....	10
Partnership Working & Engagement.....	10
Staff Networks	10
Diversity Champions.....	10
Student Networks and Student Engagement.....	11

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:

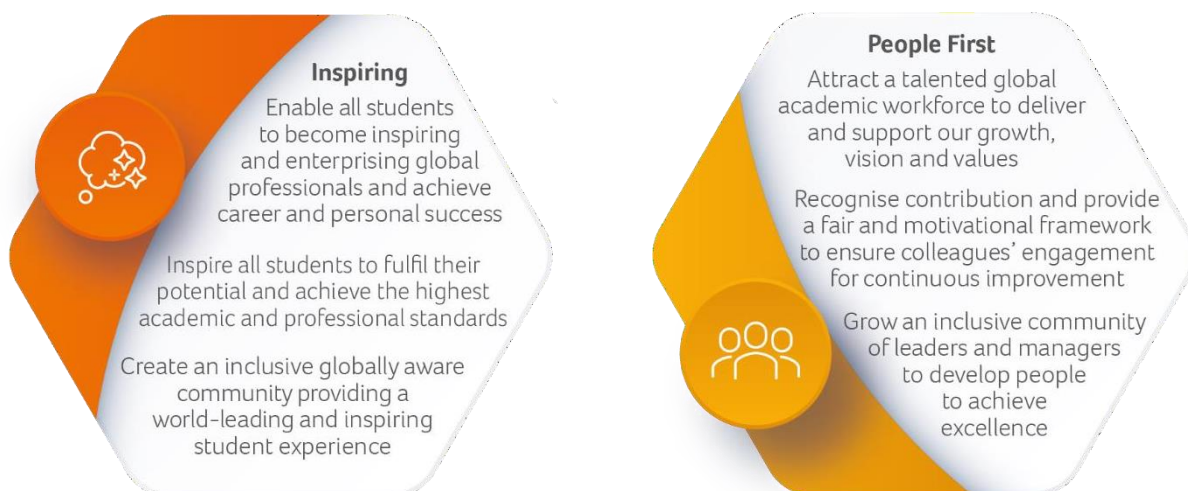
Equality – providing equality of opportunity for all, and ensuring individuals are not discriminated against because of their characteristics.

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 | ➤ race |
| ➤ disability | ➤ religion and belief |
| ➤ gender reassignment | ➤ sex |
| ➤ marriage and civil partnership | ➤ sexual orientation |
| ➤ pregnancy and maternity | |

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:

- B.A.M.E 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:

- B.A.M.E Ambassador
- SchemeDisabled 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.