Equality & Diversity

2022 Annual Report

Teesside University

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Introduction

Teesside University is committed to equality of opportunity in a diverse learning and working environment and aims to be a caring, fair and supportive institution which seeks to optimise and enhance the experience of its staff, students, partners and external clients. This approach underpins our Vision and Mission.

Equality and diversity is embedded in all the work that Teesside University undertakes as it seeks to enhance the experience of all the students, staff and external partners. It is reflected in all of the University Values and Behaviours and is reinforced by a specific value; that of embracing diversity and actively opposing prejudice.

The University published its new Equality Objectives in 2020 that aligned with the University Corporate Strategy 'Teesside 2027' and reinforced the University's commitment to equality, diversity and inclusion. Moving forward, the equality and diversity objectives will be reviewed in 2024 and further in 2027 to ensure that they continue to align with the University's Corporate Strategy.

The Covid 19 global pandemic has continued to bring significant challenges in 21/22 as well as highlighting the underlying inequalities in our society. However, we have continued to drive our equality, diversity and inclusion agenda, and have reinforced our commitment through awareness raising events and activities despite the pandemic.

This report highlights the fact that we have much to be proud of and summarises the progress by the University against the Equality, Diversity and Inclusivity Annual Action Plan, detailing the activities and achievements in relation to our Equality Objectives from 2020 to 2022.

Juliet Amos
Executive Director of Human Resources

Equality and Diversity Governance

The importance of equality and diversity at the University is reinforced through a governance structure that focusses specifically on equality and diversity matters and is supported by a range of key processes.

The University's Executive and Senior Management Teams are committed to raising awareness of equality and diversity throughout the University and addressing the issues and barriers that prevent effective support to staff and students for all protected groups.

The Equality & Inclusion Group (EIG) is chaired by the Acting Director of Human Resources, membership of which consists of employees from all Schools and Departments, trade union representatives and members of the Student's Union. The EIG meets four times a year, reporting on achievements against the University's Equality Objectives, identifying operational actions that will enhance equality and diversity and discussing any other issues or matters of concern regarding equality and diversity at the University. Through its Chair, the Group also ensures that awareness of this important agenda and the key issues are considered on a regular basis by the University's Executive Team. Detailed reports are also provided to the University's Board of Governors.

Staff Focus Groups

The EIG has a number of sub-groups, known as Focus Groups and these represent various protected characteristics. Currently there are five focus groups as follows:

- Disability
- Ethnic & Cultural Diversity
- Faith & Belief
- Gender
- LGBTQ+

The Focus Groups are formed primarily by employees but also include student

representatives from the Elected Officers of the Students Union. The Focus Groups meet regularly, coinciding with the EIG meeting cycle, to enable issues relevant to those particular protected characteristics to be discussed and, if necessary, communicated to EIG and vice versa. During the Covid 19 pandemic the groups have continued to meet and used tools such as Microsoft Teams to collaborate and share information.

Executive Diversity Champions

Each Focus Group has an Executive Champion that primarily acts as a figurehead for that particular protected characteristic, taking an active interest in activities by attending both internal and external events and focus group meetings, whenever possible. They take every opportunity to raise awareness amongst staff and students, as well as supporting the progression of actions to address identified barriers and presenting relevant initiatives for approval by their Executive colleagues. These roles help to demonstrate to University staff, students and the wider public the level of importance the University places on equality, diversity and inclusion. The Executive Champions are:

- Juliet Amos, Executive HR Director - LGBTQ
- Dr David Bell, Pro Vice Chancellor (International) - Faith and Belief
- Helen Cutting (Executive Director Legal and Governance Services and University Secretary) - Gender
- Malcolm Page (Chief Operating Officer) – Disability
- Professor Mark Simpson, Pro Vice-Chancellor (Learning and Teaching) - Ethnic & Cultural Diversity

The equality and diversity governance structure provides a vital link between under-represented groups within the University and the University's Executive Team, allowing communication, in both directions, and a method for consultation on strategic decisions.

Values and Behaviours Framework

The University has a well-established Values and Behaviours Framework. The University core values identify how the organisation seeks to demonstrate its aim to enhance the experience of its students, staff and external partners. To bring the values to life a **Values and Behaviours Framework** has been established. This initiative sets out the standards of behaviour expected of everyone who works at the University. A cross representation of more than 80 staff helped to develop the framework.
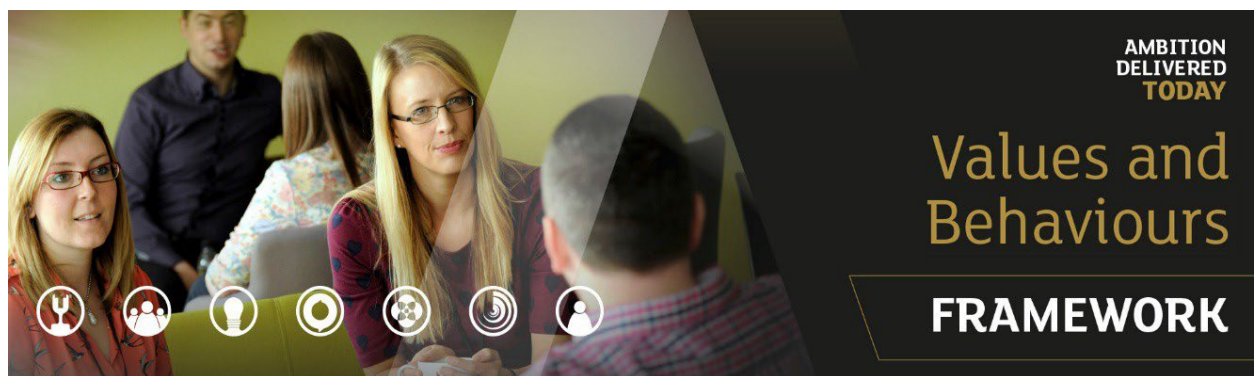
With a clear inclusive thread running through the behaviour standards the framework formally expresses Teesside University's approach to inclusion in theworkplace. The strong commitment, identified in the framework, of "Embracing diversity and actively opposing prejudice through creating an environment where equality and inclusivity can flourish" reinforces this message.

Embracing Diversity

Embracing diversity and actively opposing prejudice through creating an environment where equality and inclusivity can flourish

BEHAVIOUR STANDARDS FOR

Everyone	People Managers	Senior Leaders
Show due regard for people's individuality	Enable people to feel confident to work across barriers	Build and embed inclusivity into strategic planning
Demonstrate mutual respect and tolerance	Recognise and actively respond to exclusionary practices and behaviours which are incongruent with TU Values	Ensure that words and actions support a commitment to equality of opportunity
Take time to learn and understand about differences	Respect differences in ability, values, background and ways of work	Challenge inappropriate attitudes, language and behaviours
Embrace the views, beliefs and cultures of others	Celebrate our rich and diverse community	Recognise and take action to eliminate discrimination
Build working relationships	Support and raise awareness in others	Champion mutual respect, tolerance and integrity

Awards and Accreditations

Athena SWAN Bronze

The University achieved the prestigious Athena SWAN Bronze Award as part of its commitment to gender equality across the institution in 2017.

The Athena Swan Charter is a framework used across the globe to support and transform gender equality within higher education (HE) and research. Established in 2005 to

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encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women.

The Bronze award for Teesside specifically highlights the University's work on gender equality. Athena SWAN plans highlight a number of strategic projects which improve equality of opportunity for all colleagues, regardless of gender and feature inspirational examples of colleagues who are embracing the Athena SWAN principles.

Stonewall

The University continues to subscribe to the Stonewall Diversity Champions Programme. The Stonewall WEI is a powerful evidence based benchmarking tool used to assess achievements and progress on lesbian, gay, bisexual and transgender equality in the UK workforce.

In the 2021 Workplace Equality Index (WEI) the University was awarded Silver. We are currently the only University in the North East of England to have been awarded Silver.

Stonewall published its new submission questions in June 2021 which now includes a specific focus on the support for Bisexual and Transgender communities. Each participating organisation must demonstrate their expertise and level of compliance against the criteria detailing distinct areas of employment policy, practice, service delivery and public engagement. The University continues to actively pursue initiatives and actions to promote LGBTQ+, all of which have been recognised by the Stonewall accreditation.

Race at Work Charter

The University has recommitted in 2022 to the Charter. The University has developed an action plan to outline how the five principles of the charter will be demonstrated with relevant actions. This has five principle calls to action for leaders and organisations across all sectors. By signing up to the Charter, the University commits to taking practical steps to ensure that workplace barriers faced by black and minority ethnic individuals in recruitment and progression are tackled and that the University is representative of British society today. The new Ethnic and Cultural Diversity Focus Group will be instrumental in delivering the plan.

Disability Confident

The University retained its status at level three, Disability Confident Leader in 2022, in recognition of the support and initiatives it promotes in relation to disability. The new submission criteria included three additional steps that needed to be demonstrated. These were, challenge, leadership and reporting on disability, mental health and wellbeing. The University is one of only fourteen organisations in the Tees Valley to hold the Disability Confident leader award, the highest level awarded.

An action plan to ensure that we continue to progress our work in this area has beendeveloped, in conjunction with the Disability Focus Group. As part of this status, we have also validated the disability policies and practices of other public sector organisations and shared best practice to help them to improve their Disability Confident status.

UHR Award

Teesside University were shortlisted in the national Universities HR (UHR) awards in April 2022 in the UHR Equality, Diversity and Inclusion category. UHR is the

professional organisation for university human resources practitioners in the UK and Ireland. The submission was called Digital and Compassionate – a fresh approach to managing sickness absence and supporting colleagues with disabilities at Teesside University. This initiative has improved equality in the organisation and brought demonstrable improvements to performance.

University of the Year for Social Inclusion 2021

Teesside has been named University of the Year for Social Inclusion in The Times and Sunday Times Good University Guide. The award recognises the work we are doing to embrace social mobility and encourage greater participation from underrepresented groups.

Our University helps students from all backgrounds access higher education, and we are committed to creating an inclusive campus which embraces diversity and supports all students through their academic journey. The editor of the Good University Guide, said: 'Teesside has an outstanding record in delivering higher education into disadvantaged sectors of society that other universities simply don't reach.'

Investors in People Gold Accreditation

In 2021 the University was re-accredited with Investors in People in Gold status for the fourth time. This is an external validation of our approach, the international standard for people management; defining what it takes to lead, support and manage all people effectively to achieve sustainable results, a fundamental part of which concerns living the University's values and behaviours.

Equal Pay Audit 2022

The University is an equal pay employer. The University supports equal pay for work of equal value and respect for the individual differences that make up our workforce. An equal pay audit is a tool to ensure that everyone is afforded equal opportunity and is treated with equal value. This has been a legal requirement and the University fully supports this principle.

Specifically, an equal pay audit is an examination of pay data to determine if all employees are being paid fairly or whether some groups are being treated more favourably than others. After taking account of variables like job role, part-time status and length of service, a comparison is then made between the pay packages belonging to employees from different groups.

At Teesside we are proud of the fact that our lowest paid employees are in receipt of the Voluntary Living Wage, in contrast to the lower national minimum wage. At Teesside University we are committed to retaining an in-house manual workforce and continuing to pay them the Voluntary Living Wage, and consequently ensuring that those fulfilling such roles receive a fair wage for their work.

Teesside University has been continually developing its management information in relation to staff which has included undertaking equal pay audits. The information and audits have included a range of data that enables the University to identify protected characteristics in relation to categories concerning staff (such as age groups, contract types, grade levels etc) alongside comparisons for ethnicity and disability as well as gender.

The University continually monitors equal pay as a separate overarching approach to ensure that it continues to meet the requirements of the Equal Pay Act. The audit gives greater granularity to different pay bands and the variances within each, noting

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that these variances are more likely to be a result of an individual's length of service, as staff joining the University will usually start at the bottom of their appointed grade and then progress up the scale on an annual basis.

Key headlines from the Equal Pay Audit 2022 are shown below:

Gender: The overall female/male gender split variance stands at -17%. The largest variance between gender in terms of contract types is -26.8% within the Senior Management inc. UET. The smallest variance is -0.1%, which is between genders with a Teaching contract.

Ethnic Minority Staff: The Ethnic Minority/Non-Ethnic Minority variance is positive at +5.7%. Overall, people from Ethnic Minority backgrounds/not from Ethnic Minority backgrounds split variance stands at 6%. People from Ethnic Minority backgrounds/Not from Ethnic Minority backgrounds in terms contract type is -21.7% within the Senior Management inc. UET. The smallest variance is -0.9%, which is between people from Ethnic Minority backgrounds/not from Ethnic Minority backgrounds with a Graduate Tutor contract.

Disability: The disability/non disability variance is -5.2% between disabled and non-disabled staff.The overall Disabled/Not Disabled split variance stands at -5%. The largest variance between Disabled/Not Disabled in terms contract type is -31.4% within the Senior Management inc. UET. The smallest variance is 0.8%, which is between Disabled/Not Disabled with a Senior, Professional and Technical contract.

The numbers of Ethnic Minority and disabled staff are too small to break down the analysis into staff groups to provide any further comparisons.

Full details from the Equality Pay Audit are shown in **Appendix 3.**

Gender Pay Gap

The gender pay gap is an equality measure that demonstrates the difference in average earnings between women and men (developed by the Government Equalities Office). The gender pay gap should not be confused with unequal pay. Unequal pay is the unlawful practice of paying men and women differently for performing the same work or work of equal value; whereas the gender pay gap is a measure of the difference between the average hourly earnings of men and women.

Under the Gender Pay Gap reporting requirements defined in 2016, the University publishes its Gender Pay Gap each year, reporting on the previous year's gap. The Report for 2021 identified a 16.2% mean gap and a 23.3% medium pay gap.

One issue, which negatively affects the gender pay gap at Teesside, is that the University employs its own staff in areas such as cleaning and caretaking which other organisations may choose to outsource. Cultural traditions from when the

Middlesbrough area was primarily manufacturing and 'heavy' industries, resulted in gender stereotypes being formed in relation to employment. As a result, females tended to be employed in administrative and service roles and the ramifications of these perceptions are taking time to change. Currently, as a result of these traditions, there tends to be a higher concentration of female staff in lower paid roles, specifically in cleaning and catering.In many institutions, these roles are contracted out and therefore this group of staff do not appear in staff data, giving those organisations a lower (better) pay gap.

Teesside University continues to strive to reduce the gender pay gap. It is positive to see that the University has achieved progress with a significant reduction in the median gender pay gap, with a reduction from 27.6% in 2020 to 23.3% in 2021.

This significant decrease primarily reflects an improvement in the distribution of females across the University's pay quartiles. We have also seen an improvement in the proportion of women in the upper quartile. There has been a 1% increase of women in the upper quartile rising from 47% in 2020 to 48% in 2021, which equates to 21 females. Furthermore, the University has achieved a gender-neutral pay gap at professor level and established lecturer level.

Although we have made steady progress with many of our initiatives and actions, it is disappointing to note a slight increase in the mean gender pay gap. A possible explanation for this is that we have seen an increase of females in the lower quartile of 3% from 74% in 2020 to 77% in 2021. This contrasts to a reduction of males in the lower quartile from 26% in 2020 to 23% in 2021.

To reduce the gender pay gaps for all protected characteristics, Teesside University has identified the following actions going forward:

- Targeted recruitment initiatives in areas with traditional gender bias using a variety of online/social media approaches to attract a greater diversity of candidates
- Further analysis of maternity leaver feedback following implementation of

support initiatives.

- A review of the Lecturer to Senior Lecturer progression to establish whether gender specific support is required.

- Development of progression pathways for Research Assistants and Research Associates

- Audit flexible working arrangements and explore barriers to transitioning frompart time to full time employment.

- Enhance the mentoring training to incorporate specific actions to encourage and support female staff to consider senior roles.

- Development of work shadowing opportunities to enhance careers

- Development of a new agile and hybrid working policy.

- Enhancement of webpages for advertising all CPD opportunities.

- Improvement of female representation on University Groups and Committees.

- Provision of data on outputs and impact case studies.

Policy, Procedures and Guidance Developments

Reasonable Adjustments Passport

The Reasonable Adjustments Passport (RAP) was introduced in 2021. The RAP is a living record of the reasonable adjustments and working arrangements agreed between an employee and their line manager. The purpose of this agreement is to ensure that both parties, the individual and the employee, have an accurate record of what has been agreed and to minimise the need to re-negotiate adjustments every time the employee changes jobs, is re-located or assigned a new manager within the University.

These adjustments could include: providing specially adapted equipment (like a chair, desk or computer), temporarily changing the duties of the job, changing break times or working patterns, or allowing flexible working or time off for medical appointments. When the adjustments are agreed, the passport is signed by the employee and the manager. The document can be reviewed at regular intervals and the document is uploaded onto the employees electronic record.

University Blue Badge Car Park Provision

The University provides, as a reasonable adjustment, use of disabled parking bays to staff who do not have a national disabled parking Blue Badge, but who have restricted mobility or any other such impairment where parking closer to their workplace, or it being made easier to park on campus, supports ease of access to the campus. The University has more disabled parking spaces than the law requires but has more staff and students with national blue badges and University blue parking badges.
To address this, and to ensure that as far as is reasonably practicable, those with the greatest need are reasonably accommodated in being able to make use of disabled parking bays.

Equality Analysis

Equality Analysis is a thorough and systematic analysis of a policy, strategy, service, system, project or any activity that involves people. It is a mechanism to evaluate the potential future impact of a new policy/procedure, changes in the way services are delivered, introduction of a new service or closure of a service, before it is implemented.

The Universities Equality Analysis is designed to determine the extent of any differential impact upon the relevant Equality groups and whether that impact is adverse. If there is an adverse impact, alternative policies must be considered in order to meet the three requirements of the Public Sector Equality Duty: promote equality of opportunity, eliminate discrimination and promote good relations.

Pronouns

In 2021 the University encouraged staff to share their gender pronouns. Gender pronouns are ways in which we refer to someone's gender identity and can include terms such as she/her/hers, he/him/his and they/them/theirs. Staff sharing gender pronouns at work is one simple way to be an LGBT+ ally to help transgender and non-binary colleagues feel acknowledged and accepted. Staff guidance on gender pronouns has been produced outlining why pronouns are important, why they matter and the benefits of using them.

Terminology

The University has amended all relevant policies and materials to remove the term "Black and Minority Ethnic (BAME) as it is outdated and obscures important disparities between different ethnic groups. This has been replaced by the term 'people from ethnic minority backgrounds' as recommended by the Government.

Dignity at Work Policy

The Dignity at Work Policy and Procedure (formerly Bullying & Harassment) has been reviewed and amended in light of Higher Education sector best practice, case law and current legislation. A clear approach for the prompt resolution of bullying, harassment & victimisation complaints and updates to reflect current custom and practice have been added.

Key points include:

- More information around specific types of harassment and references to online/digital harassment/ social media references and microaggressions.
- The scope has been broadened to be clear that this also applies to victimisation complaints.
- Specific references are provided regarding where a case may lead to disciplinary action and the interactions with the Grievance Policy and Procedure at the formal stage.

Equality & Inclusion Policy

The University's existing Equality and Inclusion Policy has been reviewed to add specific aims including the role of the policy in providing details on the manner in which the University will execute its responsibilities in relation to equality, diversity and inclusion providing a framework which ensures an environment in which diversity is embraced, prejudice is opposed and equality and inclusivity can flourish.

Training, Events and Activities

The University hosted a number of events during 21/22 to raise awareness of a wide range of equality and diversity perspectives. The majority of events hosted by the University were open to students and staff, many of which also encouraged participation from the general public. Some events were initiated by the Focus Groups or by individual schools/departments, but others were joint initiatives between the University and local support organisations for the mutual benefit of both. Hosting events such as these not only developed greater understanding of difference but also provided opportunities for staff, students and members of the public to learn about different cultures, religions and backgrounds. The Covid 19 pandemic still continued to affect the number of 'on campus' activities. However, as restrictions have been lifted more face-to-face activities have taken place.

Fostering good relations is a requirement of the General Duty of the Public Sector Duty, but also helps enhance the University's good standing with the local community, contributes to community cohesion and increases student recruitment opportunities.

General equality & diversity training events have also been delivered to a range of staff at different levels with within the University.

Events, Communications and Engagement Activities during 2021/22 have included:

Middlesbrough Mela

Middlesbrough Mela 2021 is one of the biggest and most spectacular multi-cultural festivals in the North-East. The University had a stand at the Mela. There was HR presence to sign people up to job alerts. The aim being to encourage people from minority backgrounds to apply for positions within the University.

International Day of Persons with Disabilities

In December 2021 on International Day of Disabled Persons, an embracing diversity event, was held to promote use of the reasonable adjustments passport, sessions were held on a range of topics to increase awareness of disability, and in particular neurodiverse conditions such as Autism Spectrum Disorder (ASD), Dyslexia, and Attention Deficit Hyperactivity Disorder (ADHD). There were also Q&A sessions with University specialists on supporting both students and staff with disabilities.

Nagar Kirtan

Teesside University continues to sponsor the well-established community event Nagar Kirtan. This colourful event is organised by the Sikh community to celebrate the birthday of the Sikh eighth Guru, Shri Guru Harkrishan Sahib Ji. University students took part in the procession which ended in Centre Square, where various ceremonial activities took place. Staff from Human Resources and Student Recruitment and Marketing promoted the University to potential staff and students from the Sikh community.

Launch of TU Proud Campaign

Led by the LGBT+ Focus Group, TU Proud signifies our commitment to celebrating and supporting our LGBT+ colleagues and students, and our desire to create an inclusive environment where everyone can be their genuine self. The event also coincided with Bi-Visibility Day and provided an opportunity to acknowledge the challenges faced by bisexual members of our University community.

Transgender Day of Remembrance

Colleagues, students, and friends across our University community attended the event to remember those affected by violence against the trans community worldwide.

The commemoration led by Juliet Amos, Executive Director of Human Resources and Teesside University's LGBT+ Champion, featured short speeches and readings from colleagues, students, and guests.

The names of individuals who have died as a result of transphobic violence over the past 12 months were also displayed on screen. In addition, Campus Heart was illuminated in purple light as a further mark of respect.

Black History Month

A number of University events and activities were organised to celebrate the occasion.

Irin Ajo Mi window display - This display in the Student Life building highlighted four spoken word pieces written by young African and African Caribbean people in the Tees Valley.

A creative reading list - Educator and activist Marsha Garratt compiled a creative reading list for Black History Month comprising a mix of histories and stories for all ages. Other activities included Black History Youth Awards and SLS book group discussions.

Inter Faith Week

Inter Faith week aims to strengthen interfaith relationships, increase awareness of different faith communities, celebrate contributions to society and increase understanding between people of faith and none.

The Faith and Reflection Service held weekly activities, both on and off campus, ranging from prayer groups to social get-togethers for international students. The service offers confidential, non-judgemental pastoral care and support to all colleagues and students.

International Women's Day (IWD)

IWD celebrates female social, economic, cultural, and political achievements and aims to empower women and address gender inequality.

In partnership with the Tees Valley Combined Authority, Just Williams, Darlington Building Society and PD Ports, the University promoted a series of events to #BreakTheBias by tackling gender bias, stereotypes, and discrimination.

Teesside hosted a number of Careers and Enterprise activities including careers sessions with Student Futures, an Entrepreneurs Workshop, and a tour of the National Horizons Centre. In addition, Borderlands Creative People & Places, invited two North East artists, Lisette Auton and Tahmina Ali, as they discussed Women & Words.

Disability Confident Conference

The conference was a partnership event between the Department of Work and Pensions, Teesside University, Middlesbrough College, Tees Valley Combined Authority and Cleveland Fire Brigade. The event showcased the business benefits employers gain from employing disabled people and an opportunity to share best practice with other organisations striving to reach Disability Confident Leader status. Teesside University took the opportunity to share our best practice as a Disability Confident Leader.

Staff Network Day

Teesside University jointly organised a staff network event with other members of the Tees Valley Equality and Inclusion Group to mark National Staff Network Day, 11th May, to celebrate, inspire and share best practice. The purpose of the National Day for Staff Networks is to recognise the multiple benefits that staff networks offer. Chairs of the staff focus groups from a number of different organisations shared their experiences and expertise.

Showcasing the Work of Women in Engineering

To celebrate International Women in Engineering Day (INWED) 2022 staff at the University attended a Women's Engineering Society (WES) regional event at Teesside University.

The Women's Engineering Society is a professional network of women engineers, scientists and technologists offering inspiration, support, and professional development.

It showcased the work being done by women in university engineering departments across the North East. The session comprised of networking opportunities, presentations by three industry speakers, and an online discussion with colleagues from the other participating universities.

The National Future Facing Learning: The Education Revolution Conference

Teesside University hosted a national conference, led by Student Learning and Academic Registry, the event brought together sector leaders, researchers and academics to discuss what 'the Education Revolution' means to their practice and the direction and purpose of Higher Education.

The event brought inclusivity in learning experiences through the selection of speakers at the event who addressed many approaches to inclusive and accessible learning within a number of themes. The panellists and spotlight presenters featured thought leadership

and innovation in the fields of learning and teaching from Teesside University and beyond.

In addition, during Course Design Events at the University, colleagues work together to develop courses in relation to the Academic Enhancement Framework and the University Assessment and Feedback Policy. Teams are encouraged to develop courses that include Learning, Teaching and Assessment (LTA) processes that are accessible, equitable and relevant for all students across a course of study, considering individual differences between students, employing different combinations of learning, teaching and assessment methods and support to meet the diversity of learning needs for different groups of students.

Women in Engineering

Dr Tannaz Pak, Senior Lecturer in Energy and Environmental Engineering has been honoured as one of the 2021 Top 50 Women in Engineering as part of an annual celebration. Dr Pak is a chartered engineer and professional member of the Institute of Materials, Minerals and Mining (IOM3) and is active in STEM education and outreach.

Inspirational Adventurer Polar Preet

Captain Chandi, also known as 'Polar Preet', held an event at the University offering insights on her recent expedition to the South Pole.

Army Officer Preet became the first woman of colour to complete a solo expedition across Antarctica, and the third fastest woman to

do so overall. Enduring temperatures of minus 50 degrees Celsius, she traversed 700 miles across Antarctica in 40 days.

Preet hopes her story will help challenge cultural norms and inspire young people, especially women and those from ethnic backgrounds.

Disability Issues and Rights

Staff attended an online event to learn about disability rights and the issues facing disabled colleagues and students. The event hosted by the Universities and Colleges Union (UCU) The session included talks by experienced disability action campaigners, shared experiences, and action planning.

Disability and Mainstream Culture

Professor Simon McKeown's held an event to discuss how his research on how disability interacts with mainstream culture. The event exposed and inverted negative tropes on impairment, to culturally position disabled people. Further, the research considered historical disability narratives centred around cultural and political developments which led to the design of often dangerous mobility vehicles for impaired users, as provided over seventy years by the UK Government, latterly through the NHS until 1975.

Student Initiatives & Activities

There have been a considerable number of key activities, campaigns taken forward for our students which contribute to our EDI ambitions and objectives. Outlined below are some of these developments, success stories and best practice.

Refugee Week

In June 2022, the University hosted a series of events on campus that was aimed at informing refugees/asylum seeker about higher education/fees/funding/ admissions/ scholarships/ employment and general support available in Higher Education and at Teesside University. The event was supported by Student Library Services and Human Resources. It took the form of a "marketplace" that allowed attendees to ask questions relating to their circumstances and also hosted some short informational talks on the support that was available to refugees and asylum seekers in relation to higher education. These focussed on the scholarships available at the university and an overview of the institution. Members of the HR team promoted current vacancies within the University and associated staff benefits.

The Covid Vaccine Bus

The University supported on site vaccinations for all staff and students throughout the pandemic, working closely with local providers to ensure that our students and staff had regular opportunities to be vaccinated should they choose to do so. The University also opened this service to members of the local community, so that our students with dependents, including a large number of our international students, were able to support their family members in getting their vaccinations as well. The service was very well received across our campus and was of particular value to our incoming international students, many of whom were able to complete their vaccination schedule and get a booster vaccination on arrival at the university.

In recognition of the longer-lasting impact of Covid felt by some students, Student Library Services set up a Long Covid Support Service to enable students struggling with the after-effects of longer-term symptoms, such as brain fog, to seek support directly. The service has two strands, a communal support group to which students can request access (this is run on Teams) so they can share their experience and coping strategies with others struggling with similar issues, and also a triage session to identify any other support

services from which the student may benefit.

Post-Pandemic Work and Preparations

As the university moves into the phase of living with Covid-19, it was recognised that for many students there may be difficulty in readjusting to life on campus, particularly as many students have not experienced 'on-campus' life due to the national circumstances of distance learning. A working group has been established to address these issues directly. This recognises that staff at the university are the 'memory' of on-campus life and that this needs to be transferred back to students. A series of events have been planned to promote belonging and welcome for the coming academic year, with a particular focus on integration and inclusivity.

LGBT+ Allies

Teesside University is committed to developing effective and inclusive support services for students and staff. There are a number of LGBT+ allies within departments to advance this initiative. Our LGBT+ allies raise awareness, promote opportunities for

Vik Brown
LGBT+ Role Model

Lindsay While
LGBT+ Ally

Rebecca Gilling
LGBT+ Role Model

Linder Pott
LGBT+ Ally

educating others, challenge hate, promote a positive message of kindness, encourage understanding, listen and provide support to anyone who needs it and ensure that they can be themselves.
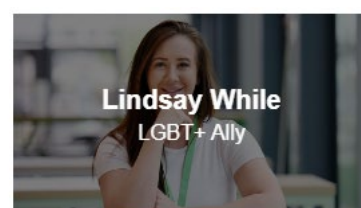
This ethos is delivered across departments, with training sessions and attendance at events on supporting LGBT+ initiatives encouraged by managers. All staff are actively encouraged to place their preferred pronouns in their email signature, to listen and engage, to understand each individual student's experience and to embed inclusive practice into the work of the department.

University of Sanctuary

The University has commenced its application for the University of Sanctuary award. This is an award that recognises the work of an institution to make their university a place of safety, solidarity and empowerment for people seeking sanctuary. The initiative is linked to City of Sanctuary and Article 26 of the Student Action for Refugees.

Supporting the Graduate Ambitions of our Students

The Student Futures teamwork alongside all of our students to support their graduate ambitions and help them find work they love. This includes one-to-one support for students as required from our careers advisors and finding external support to enable students to develop the skills needed to succeed in the workplaces through placement experience. This includes working with Daisy Chain, a Stockton-based charity, to support our students with spectrum disorders to succeed whilst on work placements.

Where a student undertakes a placement through the university on one of our graduate or summer placement schemes, all are offered support, as appropriate, via occupational health to enable them to make the most of their placement experience.

Programmes such as Volun-Tees are open to all of our students and staff and enable them to provide service to their local community through a range of projects. This helps to embed and foster a culture of giving and inclusivity across the university and develops strong bonds with our local community.

The Student Futures team held Careers Week in which forty different employers were invited to present and relate how they engaged with people from a wide variety of backgrounds in their business, and how they supported equality and diversity as workplaces.

Advantage Tees Valley

Teesside University have been awarded national funding to help disadvantaged students

achieve career potential. Advantage Tees Valley and the Teesside Experience and Opportunity Fund is an award that focuses on engaging with students from under-represented and disadvantaged backgrounds to help them secure local graduate-level employment within a year of graduation. The scheme pays particular attention to addressing the needs of students and graduates from minority ethnic groups, those who come from communities where, traditionally, not many school and college leavers go to university and those with disabilities.

The University will work with businesses to provide students with mentoring, work shadowing and leadership training. There will also be workshops to raise aspirations and advice on preparing for internships and opportunities in the local jobs market.

Advanced Practice

Students studying on our Advanced practice awards are often international students, who can struggle to secure an appropriate placement to complete their award given the visa restrictions placed on international students on entering the country, Our Student Futures team provide targeted support to help these students find placements that can be completed within constraints of their visa requirements, and which meet the needs of the Advanced Practice course. Student Futures have also procured placements with a virtual placement provider to ensure that these students can complete their required placements.

Current Affairs

Student Library Services responded to the crisis in Ukraine very early on and established support opportunities for any student who was impacted by the events of the war, irrespective of their nationality, recognising that war can have a huge emotional and psychological impact on anyone, no matter their circumstances. This support offer remains active and is available to both staff and students.

Additionally, dedicated emails were sent out to all students who were identified as Afghan nationals in the wake of the fall of Kabul to the Taliban. This approach identified the support available to our students who were directly affected by the situation and identified other sources of support in the local community which were available through our network of local faith advisors.

Championing the Period Dignity Campaign

With the rising cost of living and increasing pressure on household budgets, the University is pleased to announce the Period Dignity campaign.

The University are providing free sanitary products for anyone who can't afford them, in toilets across Middlesbrough campus.

International Student Engagement Assistants (SEA)

SEAs form a core component of our student library services team and are student workers. In the last cycle of recruitment, a majority of those appointed were international students. This is of great benefit to our students; our international students are able to readily engage with other international students, which can support their experience of using the library, and our UK students engage with a wider array of our international student base.

A charity called Grit was commissioned to deliver an intensive two-day training course for a group of students who are employed in in student facing roles. In total 37 student workers attended the training from ranging from 14 different countries. The training aimed to develop confidence and self-efficacy to enable our student staff to engage more fully in service development providing a powerful student voice in all our activities. Evaluations highlighted extremely positive responses and the University is looking to extend these opportunities in the future.

Faith & Reflection

A range of activities are offered to support engagement and inclusivity across campus, including meditation sessions weekly and a programme of events to highlight and celebrate various cultural and religious events and festivals. These often take the form of open sessions in Student Life, where students can come to find out more, or take a moment to reflect, recognising the wide array of faiths and traditions across our University community. The University has also recently installed an outdoor space for reflection in King Edward's Square, which is open to all staff and students.

Thriving in your Career for Minority Ethnic Staff and Students

The Director of Student Library Service is the current chair for Academic Libraries North (ALN) and co-leads EDI for the ALN steering group.

Student Library Services as part of the Academic Libraries North organised a free event for staff and students from ethnic minority backgrounds across the sector. A number of ethnic minority student engagement assistants attended, the event provided an opportunity for the assistants to come together face-to-face in a collaborative and supportive environment and to talk about how they can thrive in their careers. This included space to recognise the structural barriers that may stand in the way.

Language Café

The Language Café, provides a great opportunity for both home and international students to meet up, learn about different cultures and improve language and communication skills.

The Language Café is a great space in which home students can give language assistance to students whose first language is not English. Advice is also given about studying and living in the UK and Teesside as well as international students improving their listening and speaking skills.

Systems, Processes & Procurement

Employee data continues to be primarily collated from information provided on job applications and from updates to staff records following regular reminders to staff to check and update the data held on them, in accordance with GDPR provisions.

The University has supported a collaborative method to data collection via its HR Information System which incorporates an online self-service facility where employees can view and make changes to their records at any time, or as and when their circumstances change. This employee self-service approach continues to assist in significantly reducing the level of "unknown" data on equality and diversity profiles, particularly in relation to sexual orientation and religion and belief – as highlighted in the staff data analysis section of this report.

The HR Department collates and monitors key equality and diversity information about its employees and makes available management Information on a monthly and quarterly basis, which is analysed so that any trends and areas where positive action may be appropriate can be identified.

The People and Organisation Development Committee and the University's Board of Governors also receive an annual staff equality and diversity report to enable Governor oversight of equality and diversity.

The University continues to subscribe to the HESA data service 'HEIDI' (Higher

Teesside University

Education Information Database for Institutions), which allows the University to review pertinent equality staff data and produce tailored comparison groups for a point of reference, across the sector.

Advance HE provides universities and colleges with a central source of expertise, research, advice and leadership. Each year Advance HE produces a report, known as the 'Equality in Higher Education - Statistical Report' which is based on the HESA data, and gives evidence of current equality issues at a national level to inform policy and the direction of equality work in higher education institutions.

The University continues to make extensive use of all this comparable data to benchmark development in relation to the Equality and Diversity employee profiles with those of the extended higher education sector and helping to identify priority areas of work. The University participates in the Tees Valley Equality Forum with representatives from organisations such as Middlesbrough College, Middlesbrough Council, Cleveland Police and the NHS, this is helpful in sharing best practice, identifying areas for improvement and benchmarking equality data with comparable organisations. Infographics have been used to provide staff information in an accessible format and include sector benchmark data in **Appendix 2**.

Recruitment

Good recruitment practice makes a significant contribution to the performance the University. The recruitment team are looking at more varied ways of attracting potential staff from a more diverse pool, resulting in changes to where and how we advertise our employment opportunities.

The University have registered and are a member of the Employ Ukraine scheme. The platform offers a simple process of posting vacancies which can link to the University recruitment page. The posting automatically goes out to all potential candidates.

ReciteMe

The University enhanced the website in September 2021 with ReciteMe, an assistive piece of technology. ReciteMe supports each visitor by providing website accessibility options so that they can tailor your website to suit their individual needs.   The website accessibility tool allows for adjustments to all elements of the page including text, graphics, language, and navigation.   From the period June 2021 - May 2022, the total number of pages viewed on the website while using the ReciteMe is 40,253.

The ReciteMe Toolbar is broken down into four main areas, screen reader, translation, styling and reading. All functions support a wide range of disabilities to aid website usability. The charts below show the breakdown of how the Toolbar has been used.

SCREEN READER — 26% — 87,164

Feature Event	Clicks	%
Playback: English	84452	97%
Playback: ZH-CN	710	1%
Playback: Arabic	120	0%
Audio Downloads	4	0%
Playback: Norwegian	2	0%

TRANSLATION — 56% — 191,007

Feature Event	Clicks	%
Afrikaans	16742	9%
Armenian	5123	3%
German	560	0%
Western Frisian	450	0%
Norwegian	209	0%

STYLING — 14% — 46,111

Feature Event	Clicks	%
Font-colour: #FFF	815	2%
Font-colour: #fff	758	2%
Font-family: Comic S	413	1%
Background-colour: #	243	1%
Background-colour: #	213	0%

READING AIDS — 2% — 5,521

Feature Event	Clicks	%
Ruler	926	17%
Screenmask	793	14%
Textmode	734	13%
Dictionary	725	13%
Magnifier	387	7%

Procurement

Teesside University actively seeks to promote equality of opportunity throughout all its functions. As a body who receives and spends public funds, we are required to satisfy our obligations in law to promote equality throughout all our functions; this includes activities related to supplier selection. Under the Equality Act 2010 a vendor's performance and behaviours in the area of equality can now impact on their ability to obtain business from publicly funded organisations. Following a review of the University's procurement processes, all market competition documents have been updated to include equality & diversity due diligence. Additionally, a new document 'Contactors & Suppliers Expectations Statement' has been developed to encourage and help smaller organisations to comply with a number of equality & diversity issues.

Since introducing the new supplier questionnaire with a dedicated equality & diversity section, all apart from one organisation have stated that they have policies in place to comply with statutory obligations under the equality legislation. The remaining organisation has adopted and adheres to the Universities contractors & suppliers expectation statement.

Support Services

Teesside University is committed to ensuring that all members of the University community are respected and supported in an inclusive, safe environment, feel able to challenge any prejudice and discrimination and know that the University will take a zero-tolerance approach to all forms of hate crime, harassment and bullying.

Harassment Advisers Network

The University have a network of Harassment Advisers. Harassment Advisers are dedicated to making the University a positive and safe environment to work. These

are staff volunteers who have received specific training around bullying and harassment and are a first point of contact for staff who may be experiencing bullying and harassment. The service they provide is completely confidential and allows members of the University to discuss their issues informally and without recourse to formal University processes.

Safe Champions Network

The University have a network of Safe Place Champions who are trained to support staff who are experiencing domestic abuse. These trained advisers signpost staff to external support systems.

Counselling Service

The University has an external independent counselling service provided by Alliance, which is freely available to staff to access either directly or via their manager. Alliance counsellors are experienced at working with a variety of issues which may be causing concern. Appointments can be made to be seen at a number of locations in Middlesbrough, Stockton and Darlington with a male or female counsellor. In addition, online support services are available via the Recovery College which was enhanced in 2019/20 to include Covid 19 specific self-help materials.

Mental Health Champions

The University has a network of Mental Health Champion. These staff Champions raise awareness of mental health problems amongst staff and challenge mental health stigma in their department, division, and wider university context.

The Champions are focused on changing attitudes and they create opportunities to start up conversations about mental health, dispel myths, and make it easier for people to seek support.

Yes to Respect

Teesside University is committed to ensuring that all members of our University community are respected and supported in an inclusive, safe environment, feel able to challenge any prejudice and discrimination and know that the University will take a zero-tolerance approach to all forms of sexual violence, domestic abuse,

hate crime, harassment and bullying. The "Yes to Respect" Campaign aims to actively promote this ethos and encourages students, staff and visitors to think about their language and behaviour towards others, to support and embed a culture where everyone feels respected.

The campaign will be fully re-launched in September 2022, and prior to that an event was held with external support services to support Sexual Violence Awareness week and has also been a part of the Student Life Festival. During the Student Life Festival, students were encouraged to think about what "respect" meant to them and we collated responses from over 100 students.

Staff Data Analysis

The staff data analysis in this equality and diversity report is informed by a snapshot of data as at June 2022. The data in this section also provides some information for December 2021 so comparisons can be highlighted.

Overview

The total number of staff employed at the University for 2022 is 1720 FTE . Academic

staff account for 37% of the total, support staff account for 60% and 3% account for Senior Management. Full details are provided in **Appendix 2**, highlights include:

Gender

The University employs more female staff than male staff; a split 60.1% to 39.9%. The Gender Pay Gap 2021 Report illustrates the four quartile pay bands, it was reported that the Upper Quartile was 48%/ 52% female/male, the Upper Middle Quartile 50%/50% female/male, the Lower Middle Quartile 61%/39% female/male and the Lower Quartile 77%/23% female/male.

Ethnicity

The groupings for ethnicity have been taken from the ONS guidance.
The percentage of staff from ethnic minority backgrounds has increased. There has been a year-on-year

increase since 2015 from 6.33% to 13.5% in 2022. There has been an increase of 2.6% since 2020, the largest increase in staff from ethnic minority background since figures were recorded in this format. It is worth noting that the Teesside University, Ethnic Minority staff profile is significantly above the 2011 Census for the North East for BAME (4.7%).

Of those staff who identify as other than white British, 6.6% are Asian and 1.6% of our ethnic minority staff identify as Chinese. The percentage of Black staff now stands at 1.9% an increase of 1% since 2020 whilst the percentages for 'other' 1.6% and 'mixed' 1.7% have also seen a small increase.

The number of staff from ethnic minority backgrounds is slightly below the HE
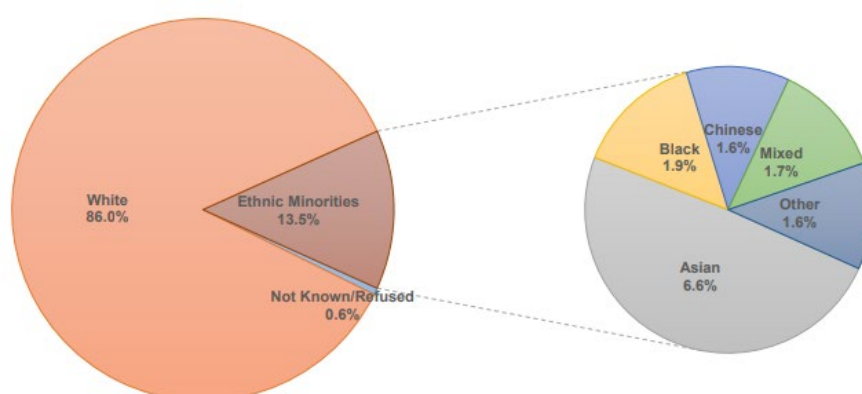
sector benchmark of 15.4%. However, when benchmarking against other local organisations Teesside University has a much higher proportion of staff from ethnic minority backgrounds.

	Teesside University	Middlesbrough College 20/21	Cleveland Police 21	Cleveland Fire Brigade 20/21
White British	86%	74.8%	91%	97.83%
Ethnic Minority	13.5%	4.7%	7%	1.44%
Not Known	0.6%	20.5%	2%	0.73%

Disability

There was a marginal increase in the number of staff declaring a disability in 2022 . In 2022, 5.8% of TU staff declared themselves disabled. The University continues to actively encourage staff to disclose this information by creating an environment where people feel supported and by offering adjustments.

	2020	2021	Jun-22
Yes	5.7%	6.0%	5.8%
No	92.9%	92.3%	91.9%
Not Known	1.4%	1.7%	2.3%
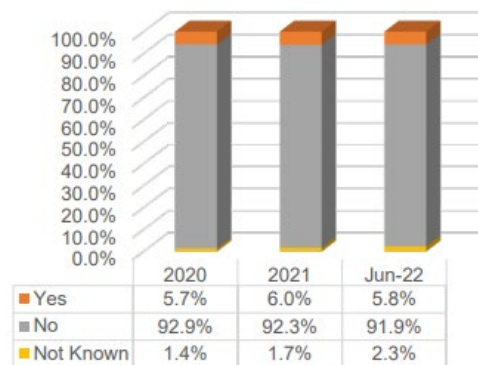
TU has a slightly higher proportion of disabled staff than the HE sector benchmark (5.5%) this is also the case when we benchmark against other local organisations. However, when benchmarking with other local organisations on the 'not known' category, TU figures are considerably lower.

	Teesside University	Middlesbrough College 20/21	Cleveland Police 21	Cleveland Fire Brigade 20/21
Disabled	5.8%	4.1%	2%	2.3%
Non-Disabled	94.2%	Not known	35%	Not known
Not Known	2.3%	30.8%	63%	Not Known

Sexual Orientation

Since 2012, the number of TU staff who have disclosed their sexual orientation has steadily increased and, although this level of disclosure is not as high as the University would wish, it is rising and compares favourably with the level of disclosure in other HEIs.

The number of bisexual members of staff increased in 2022 to 1.7%. There has also been an increase in the number of staff identifying as Gay man and gay woman/ lesbian. The heterosexual option is the most prevalent with 74.4%. Those who have chosen the 'prefer not to say' option stands at 4.8%. However, the University compares well against the higher education benchmarking data at 9.8% 'prefer not to say'. When compared to other local organisations, there is still some work to do to reduce the the 'prefer not to say' figure. The University will continue to encourage existing staff to update their information as part of the annual records check.

	Teesside University	Middlesbrough College 20/21	Cleveland Police 21	Cleveland Fire Brigade 20/21
Heterosexual	74.4%	92.8%	91%	97.83%
Bisexual / Gay/ Lesbian	4.4%	3.2%	7%	1.44%
Prefer not to say	4.8%	4%	2%	0.73%

Religion and Belief

Similar to the data on Teesside University staff's sexual orientation, there has been a large increase in staff submitting information regarding their faith or religion. The percentage of staff whose religion was unknown has dropped from 21.5% in 2020 to 16.3% in 2022. 35% of staff have declared their religion as 'Christian', with the next largest group of staff, 33.3%, stating that they have no religion. 10.6% of all staff are members of a non-Christian religion.

Age

There has been a change to the University's age profile since 2020. The 40-49 age group now represent the largest of our staff population compared to 50-59 in 2020. 37% of staff are aged 50 years or over which has significant implications for workforce planning at the University. The University continues to encourage applications from younger people and to develop apprentice opportunities where possible.
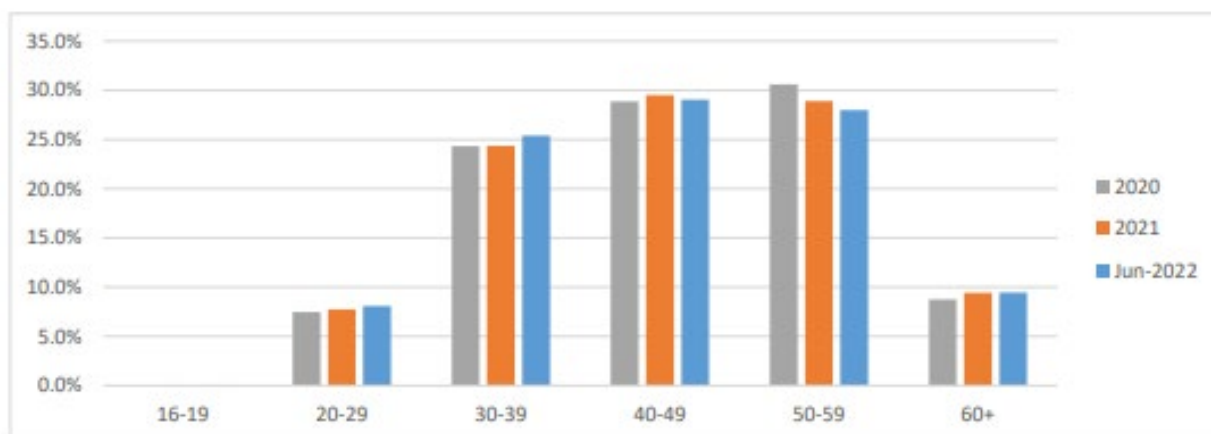
Student Data Analysis

This report includes data on students who have protected characteristics defined bythe Equality Act, full details are presented in **Appendix 4**. The data covers the characteristics of age, disability, race, gender, religion and belief, sexualorientation and gender identify. With regards to marriage and civil partnership and pregnancy and maternity, the University does not systematically collect this information.

The data presented includes a range of information broken down for each protectedcharacteristic including enrolment numbers (accurate as of 1.8.22), performance of students with given protected characteristics against the University KPIs, changes in numbers of students with a given characteristic over the years and the proportion of students with a given characteristic against the total university student population.

Key headlines are as follows:

- **Age:** The percentage of students aged 25 and above have increased to its highest percentage over the last few years in both modes of study. Students over 25 are at their highest level over the past few years with a 4,922 headcount increase from 2015/16 to 2021/22. However, part-time students over 25 have decreased by 249 between 2020/21 and 2021/22. Similarly, under 21s have also seen a decrease from previous year.

- **Ethnicity:** There has been an 21.4% increase in the total percentage of non-white students from 2015/16 (12.5%) to 2021/22 (33.9%). This equates to 4,998 non-white students since 2015/16 with an increase of 2,077 in 2021/22. However, there has been a reduction from 2015/16 (7,710) to 2019/20 (5,879) of white students. There was an increase in 2020/21 to 6,288, currently numbers are below 2015/16 levels (7,710) and have decreased again in 2021/22.

- **Religion and Belief:** The percentage of Non-Christian students has increased gradually year on year. This reflects both the recruitment from local communities alongside increases in international students from the Indian sub-continent, China and Africa. Information Refused/Blank has increased to 831 in 21/22 compared to 691 in 20/21. There has been a decline of 6.8% in No Religion.

- **Sexual Orientation:** The number of students who declare their sexual orientation continues to increase with 1,869 declaring non heterosexual status in 2021/22. The number of Information Refused/Blank responses have decreased by 3,122 since 2015/16.

- **Disability:** The percentage of disabled students has slightly decreased since 2020/21. In 2020/21 3,216 students have a disability compared to 3,038 in 2021/22, a decrease of 178. However, the percentage of part-time disabled students has increased slightly between 2020/21 and 2021/22. A higher proportion of full-time students have declared they have a Mental Health or Social/Communication Disability (MHC & ASC), although there has been a slight decrease since last year.

- **Gender:** Female students make up 56.5% of the student cohort at the University and there has been an increase in both male and female full-time students from 2020/21 to 2021/22. There has been reduction of 445 male students on part-time courses with a smaller decrease in female students of 122 in 2021/22, following a pattern of fluctuation with both male and female students since 2017/18.

- **Gender Reassignment:** Due to the low level of students who have declared they have a different gender to the one they were assigned at birth, the statistics provided are for information only. 0.8% of all students declared they are a different gender from that assigned at birth. The numbers who have refused to respond to the question has reduced significantly over the past 3 years indicating students are more comfortable to disclose this information.

- **Overall**: The Student data now available across a range of protected characteristics provides a sound basis for continuing to identify actions to address shortfalls within the University's Equality and Diversity Objectives and Action Plan.

Equality Objectives - 2020 - 2023

The following aims and objectives have been developed in consultation with staff and students to support the attraction, retention and development of a talented diverse workforce and student community. The objectives identified support the University's mission and values and are also compliant with the requirements of the Public Sector Equality Duty (PSD).

Aim One

To raise awareness in the University community of equality and inclusion and to develop understanding of respect, rights and responsibilities amongst staff which will be underpinned by the values and behaviours framework

Objective 1

From 2020 until 2025, we will meet and maintain a 100% of staff having received relevant equality and diversity training appropriate to their level of responsibility.

No.	Steps to achieve:	Status
1.1	Continue to deliver equality and diversity training and through the values and behaviours framework create an environment where equality and inclusivity can flourish.	Ongoing/Complete
1.2	Continue to review current training provision to ensure it meets the needs of all staff.	Complete
1.3	Encourage staff to attend training through PDPR's and reminders.	Complete

No.		Status
1.4	Enhance training options to meet diverse needs which will include unconscious bias training.	Complete
1.5	Continue to deliver refresher training for staff involved in recruitment and selection.	Ongoing/Complete
1.6	Deliver management refresher training ensuring all new management have undertaken leadership and management training.	Ongoing/Complete

Objective 2

To continue to develop a varied programme of awareness raising and consultative opportunities which encompass all of the protected characteristics.

No.	Steps to achieve:	Status
2.1	Strengthen the Focus Groups by continuing to enhance participation and engagement within these groups and external activities.	Complete
2.2	Continue to develop the Calendar of Events reflecting on all protected characteristics.	Complete
2.3	Increase collaborative working with Corporate Communication and Public Relations to ensure appropriate marketing and publicity of events.	Complete
2.4	Establish links with schools and departments to promote collaborative working which will enhance the delivery of events and awareness days within the wider communities of the University.	Complete
2.5	Work with and support appropriate community group activities through Focus Groups and MIMA.	Ongoing/Complete

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Aim Two

To reduce inequalities in the experience and attainment of staff ensuring that the whole University community can understand and achieve their potential

Objective 3

Ensure that the University's staff and student information systems support the production of timely, robust data to inform the development of a stronger diversity profile within the University.

No.	Steps to achieve:	Status
3.1	Continue the collection of Equality and Diversity data for all those at the University by conducting in-depth analyses demonstrating best practice.	Complete
3.2	Further develop Equality and Diversity data sets and analysis to demonstrate compliance.	Complete
3.3	Build capacity to analyse all staff data to better inform areas that need addressing and identifyappropriate interventions.	Ongoing

Objective 4

To achieve best practice and quality excellence through appropriate benchmarking and accreditation.

No.	Steps to achieve:	Status
4.1	Further develop benchmarking with other HEI's and externally.	Complete
4.2	Continue to develop fairness and equality for ethnic minority staff by delivering actions to underpin the University's commitment to the Race at Work Charter, and developing initiatives and approaches, including anti-racist, resulting from events/movements such as Black Lives Matter.	Ongoing
4.3	Continue to develop fairness and equality for LGBTQ+ staff, particularly by enhancing our position with the Stonewall Workplace Equality Index by maintaining our position in the Top 100 list of Employers.	Ongoing
4.4	Continue to develop fairness and equality for staff in terms of gender through a range of activities and initiatives, including maintaining the Athena Swan Institutional Bronze Award, and responding to events/movements such as MeToo.	Complete
4.5	As Leaders in Disability Confidence, we will continue to develop initiatives and approaches to support staff with disabilities part of which will be to retain our Disability Confident Leader accreditation through the provision and implementation of associated actions plans.	Ongoing
4.6	Further our knowledge and understanding of a range of disabilities to enhance support for our staff by engaging with key organisations and agencies (e.g. RNIB).	Ongoing
4.7	Enhance the reasonable adjustments process for staff with a disability to ensure adjustments are regularly reviewed and support continues	Complete
4.8	Develop our support for Carers, specifically by adhering to our carers' policy and working towards the Carers Confident accreditation.	Complete

No.	Steps to achieve:	Status
4.9	Ensure our staff remain valued and that equality, diversity and inclusion is integrated in our employee engagement approaches, particularly through the maintenance of the Investors in People Gold Standard.	Complete

Objective 5

To reduce the gender pay gap

No.	Steps to achieve:	Status
5.1	Continue annual equal pay audits.	Complete
5.2	Identify best practice by monitoring relevant policies and procedures triggered by the Athena SWANaction plan that address the gender pay gap.	Jan 23
5.3	Continue to develop initiatives that encourage the progression of female staff mapping this againstAthena SWAN initiatives thus assisting in the delivery of the Athena Swan action plan.	Jan 23
5.4	Develop recruitment initiatives to encourage both genders into non-traditional job roles by creating an inclusive working environment that attracts, develops and retains a diverse range of staff from many different backgrounds.	Jan 23

Objective 6

To maintain and develop policies and procedures which actively oppose and eradicate prejudice

No.	Steps to achieve:	Status
6.1	Continue to embed equality impact assessment into all HR policy development and review procedures.	Ongoing
6.2	Continue to review key policies and procedures with active engagement from the University's staff diversity focus groups.	Ongoing
6.3	Encourage Staff awareness through training and development. Allow staff to give frequent feedback using the employee pulse surveys on the University's approach to diversity, inclusion and well-being.	Complete

Aim Three

To ensure we embed equality of opportunity throughout the student lifecycle

Objective 7

Ensure we identify, effectively tackle and narrow gaps in relation to access, attainment, continuation and progression across protected characteristics

No.	Steps to achieve:	Status
7.1	Effectively support our Ethnic Minority students: • Targeted promotion of core recruitment/WP activity at pre and post 16 to our ethnic minority audience, working with schools and colleges with large Ethnic Minority cohorts and community groups. • Development of mutually beneficial relationships locally with key influencers in ethnic minority communities with support from TU's Multi-Faith Advisor. • Globally Connected AEF guidance targets students' understanding and appreciation of cultural differences and integration, and the development of cross-cultural friendships. • Ethnic Minority Careers Ambassadors will be appointed and used to encourage further participation from ethnic minority students in the employability programme. •	Ongoing Ongoing Ongoing Ongoing
7.2	TU will reduce differences in performance of disabled students through measures including: • Designing inclusive and accessible resources and approaches (including assessment and feedback) for course delivery. • Identifying technology that can support reasonable adjustments and empower student learning. • Further engagement with assistive technologies. Early intervention approaches, developing resources to support student learning at the earliestopportunity while they wait for individualised support through DSA funding.	Ongoing Complete Ongoing

	• Particular interventions will be developed to support students with mental health difficulties: Introduce specific guidance and support relating to attainment, progression and achievement for those with mental health issues, including a new Mental Health, Wellbeing and Resilience (MHWR) strategy.	Jan 23
	• Embed leaner analytics to support curriculum redesign and identify key areas of support.	Jan 23
7.3	Develop appropriate actions for access, attainment, continuation and progression across all protected characteristics.	Dec 22

Objective 8

Actively respond to the Black Lives Matter movement and develop a range of anti-racist interventions

No.	Steps to achieve:	Status
8.1	Agree TU understanding of our "community" to facilitate appropriate and effective target setting.	Complete
8.2	Review and address any negative historical associations of the University and its predecessor organisations.	Complete
8.3	Ensure fair representation of ethnic minority students on all relevant consultative fora.	Jan 23
8.4	Disaggregate ethnic minority statistics to individual racial groups and develop appropriate targets and interventions for each.	Jan 23
8.5	Develop additional support for ethnic minority students in response to COVID-19	
	• Introduce additional counselling and psychological support for ethnic minority students who have experienced bereavement, or who are concerned about returning to campus	Complete
	• Identify support arrangements to ensure ethnic minority students are equally able to access their learning from home	Complete
	• Ensure effective induction and community building so that ethnic minority students (more likely to be first in family) are properly inducted into higher education.	Complete

No.	Steps to achieve:	Status
8.6	Ensure all student support policy and protocols are actively anti-racist.	Ongoing

Objective 9

Actively respond to the #MeToo movement and develop a range or relevant interventions

No.	Steps to achieve:	Status
9.1	Review relevant policies covering sexual harassment and assault and ensure all student facing policies actively promote gender equality.	June 23
9.2	Ensure effective responses to all reports and incidents of sexual assault and harassment.	Ongoing
9.3	Introduce relevant and mandatory training for students, including bystander interventions.	Jan 23
9.4	Formalise relevant partnerships with all relevant organisations across the Tees Valley.	Mar 23
9.5	Ensure fair representation by gender of students on all relevant consultative fora.	Jan 23

Objective 10

Further develop an inclusive curriculum which both addresses issues of equality and diversity and develops accessible learning and teaching methods.

No.	Steps to achieve:	Status
10.1	Review all relevant course-content to ensure a diversity of content, authors and ideas, ensuring clear understanding of the impact of colonisation from all perspectives within the curriculum in the process.	Complete
10.2	Tutors to recognise the diversity of starting points, identities, learning styles and experiences of all students and adapt accordingly.	Complete
10.3	Use flexible and blended learning pedagogical approaches to increase equality of access and opportunity.	Complete
10.4	Ensure that all assessment methods are inclusive and do not unnecessarily penalise or disadvantage any particular group.	Complete

Objective 11

Develop a sector leading approach to student equality and diversity

No.	Steps to achieve:	Status
11.1	Ensure thorough understanding and effective response to issues facing all protected characteristics.	Jan 23
11.2	Identify and address intersectional issue wherever possible.	Jan 23

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11.3	Put in place a range of appropriate interventions to support groups who whilst not covered specifically by the Equality Act still experience discrimination eg carers, care leavers, lower socio-economic groups.	Jan 23
11.4	Form relevant international links to provide opportunity for Teesside students and learn from colleagues with further developed approaches to diversity.	Jan 23
11.5	Ensure that our commitment to rooting out discrimination and promoting equality and diversity is embedded across all student facing services and policies.	Ongoing
11.6	Actively use SLS services and functions (eg sport, library services, advice provision) to identify and remove discrimination.	Ongoing

Aim Four

To embed equality and diversity into our work with key contractors and suppliers

Objective 12

Continue to liaise with procurement to ensure suppliers understand the requirements of the Equality Act 2010.

No.	Steps to achieve:	Status
12.1	Continue to monitor and review procurement processes to ensure they are fit for purpose.	Complete
12.2	Implement test checks on suppliers to ensure accuracy of compliance statements.	Nov 22
12.3	Work with suppliers on meeting the Equality and Diversity criteria.	Complete
12.4	Engage with key developers who are involved in the Universities masterplan to ensure accessibility. Work and raise awareness with local suppliers to ensure their understanding of Equality and Diversity.	Nov 22

12.5	Write to all suppliers encouraging them to comply with the Equality and Diversity criteria. Work with those identified with limited knowledge to help gain a better understanding by developing their knowledge of all protected characteristics.	Nov 22

Appendix 2 – Staff Equality Data

Staff Profiles: Gender
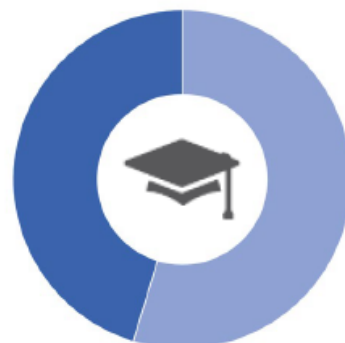
	2020			2021			Jun-2022	
♀	1065	59.8%	♀	1106	60.7%	♀	1150	60.1%
♂	716	40.2%	♂	717	39.3%	♂	765	39.9%

Jun-22 : Senior Management

45.3% Male   54.7% Female

Jun-22 : Academic

50.7% Male   49.3% Female

Jun-22 : Support

33% Male   67% Female

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2021

Academic Staff	Benchmark	2020		2021		Jun-22	
Male	53.30%	51.8%	↓	52.4%	↓	51.7%	↓
Female	46.70%	48.2%	↑	47.6%	↑	48.3%	↑

Professional and support staff	Benchmark	2020		2021		Jun-22	
Male	37.30%	34.2%	↓	33.0%	↓	34.2%	↓
Female	62.70%	65.8%	↑	67.0%	↑	65.8%	↑

Staff Profiles: Ethnicity

	2020	2021	Jun-2022
Not Known/Refused	0.4%	0.3%	0.6%
White	88.9%	87.9%	86.0%
Asian	5.2%	5.8%	6.6%
Black	1.1%	1.3%	1.9%
Chinese	1.6%	1.6%	1.6%
Mixed	1.5%	1.8%	1.7%
Other	1.3%	1.3%	1.6%

Commentary
The groupings for ethnicity have been taken from the ONS guidance.
Ethnicity Groupings
Asian – Asian or Asian British: Bangladeshi, Asian or Asian British: Indian, Asian or Asian British: Pakistani, and other Asian background
Black – black or black British: African, black or black British: Caribbean, and other black background
Chinese
Mixed
Other ethnic background
White – all white ethnic groups including white British
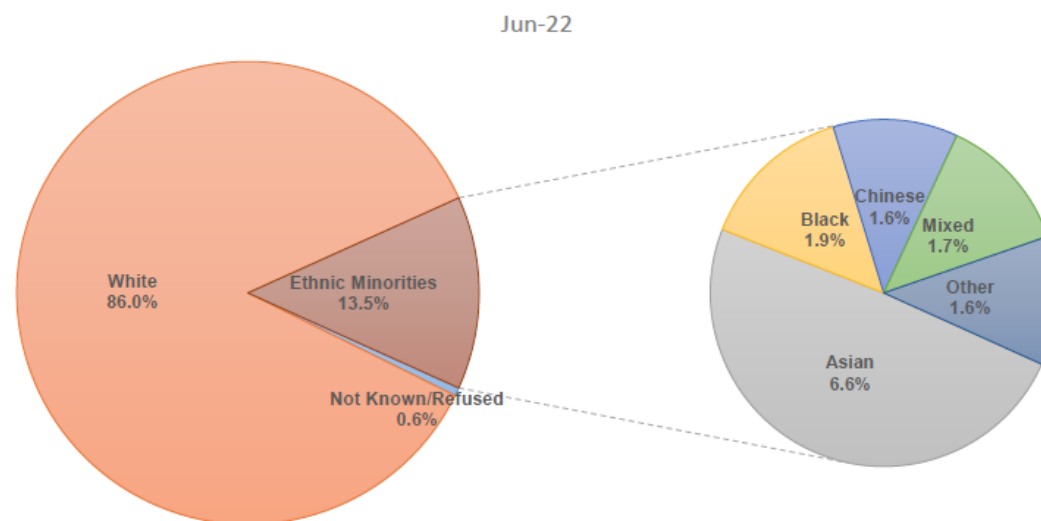
The amount of staff stating White Ethnicity has increased by 43 position(s) from 1603 in 2021 to 1646 in Jun-22. The amount of staff declaring themselves as in an Ethnic Minority has increased by 44 position(s) from 214 in 2021 to 258 in Jun-22. The amount of staff with an unknown ethnicity has increased by 5 position(s) from 6 in 2021 to 11 in Jun-22.

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2021

	Benchmark	2020		2021		Jun-22	
White	84.60%	88.9%	↑	87.9%	↑	86.0%	↑
Ethnic Minorities	15.40%	10.7%	↓	11.7%	↓	13.5%	↓

Note: Not Known/Refused TU Staff are not included in the benchmark comparison table, therefore totals may not add up to 100%. Ethnic Minorities consists of Asian, Black, Chinese, Mixed and Other.

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Staff Profiles: Disability

In Jun-22, 5.8% of TU Staff declared themselves as disabled.

Staff Disability

	Yes	No	Not Known
2020	102	1654	25
2021	109	1683	31
Jun-22	111	1760	44

	2020	2021	Jun-22
Yes	5.7%	6.0%	5.8%
No	92.9%	92.3%	91.9%
Not Known	1.4%	1.7%	2.3%
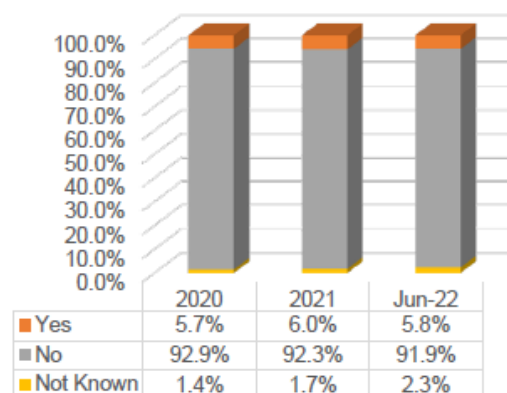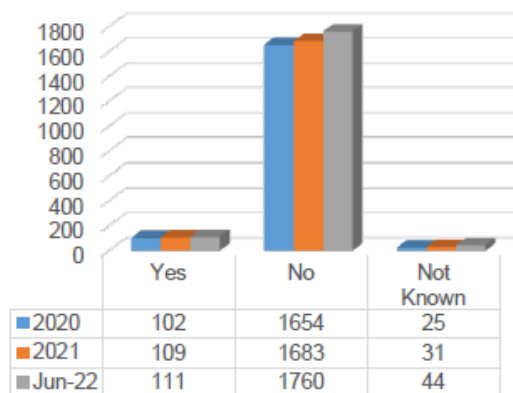
Disability Classifications
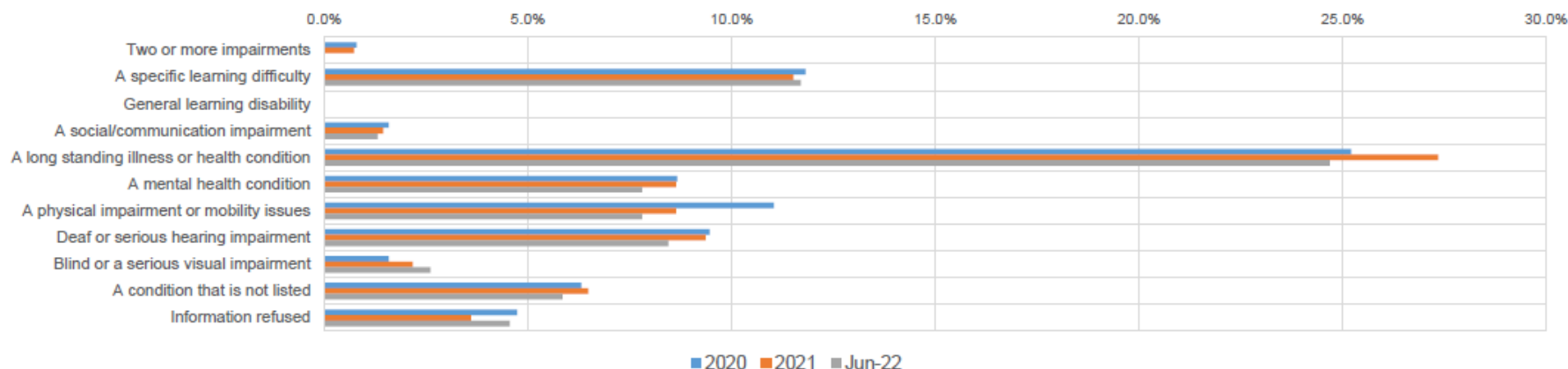
Two or more impairments
A specific learning difficulty
General learning disability
A social/communication impairment
A long standing illness or health condition
A mental health condition
A physical impairment or mobility issues
Deaf or serious hearing impairment
Blind or a serious visual impairment
A condition that is not listed
Information refused

■ 2020   ■ 2021   ■ Jun-22

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2021

	Benchmark	2020		2021		Jun-22	
All disabled staff	5.50%	5.7%	↑	6.0%	↑	5.8%	↑
All non-disabled staff *	94.50%	94.3%	↓	94.0%	↓	94.2%	↓

f benchmarking, all TU "Not Known" staff have been classified as 'non-disabled'.

Staff Profiles: Sexual Orientation
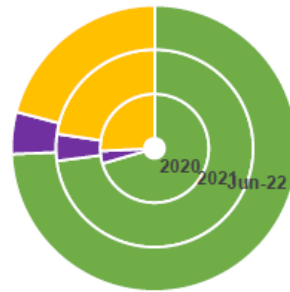
- ■ Heterosexual
- ■ Non-Heterosexual
- ■ Not Known/Refused

The amount of staff stating heterosexual as their sexual orientation has increased by 94 position(s) from 1330 in 2021 to ,1424 in Jun-22. Staff declaring themselves as non-heterosexual has increased by 11 position(s) from 80 in 2021 to ,91 in Jun-22. The amount of staff not declaring their sexual orientation has reduced by 13 position(s) from 413 in 2021 to ,400 in Jun-22.

In Jun-22, 4.8% of TU Staff declared themselves as Non-Heterosexual. The current benchmark figure for this stands at 3.5%.

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2021

	Benchmark	2020		2021		Jun-22	
Bisexual	1.20%	1.1%	⬇	1.4%	⬆	1.7%	⬆
Gay man	1.20%	1.3%	⬆	1.4%	⬆	1.4%	⬆
Gay woman/lesbian	0.70%	1.1%	⬆	1.3%	⬆	1.3%	⬆
Heterosexual	44.60%	70.5%	⬆	73.0%	⬆	74.4%	⬆
Other	0.40%	0.2%	⬇	0.3%	⬇	0.4%	⬇
Information refused	9.80%	4.3%	⬇	4.6%	⬇	4.8%	⬇
Not Known	42.30%	21.4%	⬇	18.0%	⬇	16.1%	⬇

Staff Profiles: Religion

Jun-2022

Christian: 35%
No Religion: 33.3%
Not Known: 21.2%
Non-Christian: 10.5%
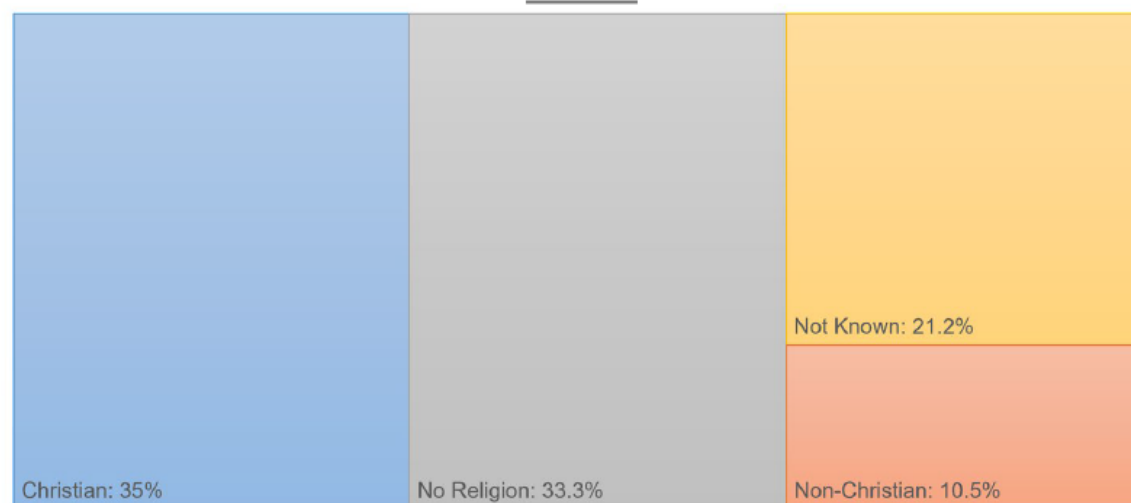
The amount of staff stating Christian as their religion has increased by 48 position(s) from 622 in 2021 to ,670 in Jun-22. Staff declaring themselves as Non-Christian has increased by 32 position(s) from 169 in 2021 to ,201 in Jun-22. The amount of staff stating No Religion has increased by 25 position(s) from 613 in 2021 to ,638 in Jun-22. The amount of staff with an unknown religion has reduced by 13 position(s) from 419 in 2021 to ,406 in Jun-22.

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2021

	Benchmark	2020		2021		Jun-22	
No religion	24.10%	31.1%	⬆	33.6%	⬆	33.3%	⬆
Buddhist	0.50%	0.5%	⬆	0.3%	⬇	0.5%	⬇
Christian	17.60%	34.0%	⬆	34.1%	⬆	35.0%	⬆
Hindu	0.90%	0.6%	⬇	1.0%	⬆	1.3%	⬆
Jewish	0.30%	0.1%	⬇	0.1%	⬇	0.1%	⬇
Muslim	1.70%	3.8%	⬆	4.4%	⬆	5.1%	⬆
Sikh	0.30%	0.2%	⬇	0.2%	⬇	0.3%	⬆
Spiritual	0.60%	1.6%	⬆	1.7%	⬆	1.6%	⬆
Any other religion or belief	1.50%	1.6%	⬆	1.5%	⬆	1.7%	⬆
Information refused	9.50%	5.0%	⬇	4.8%	⬇	4.9%	⬇
Not Known	43.10%	21.5%	⬇	18.2%	⬇	16.3%	⬇

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Staff Profiles: Age

2020

	16-19	20-29	30-39	40-49	50-59	60+
Academic		5.9%	25.0%	32.3%	29.7%	7.1%
Administrative		10.8%	28.8%	28.3%	26.9%	5.2%
Manual		2.5%	8.7%	13.7%	45.3%	29.8%
Research		18.6%	44.3%	20.0%	10.0%	7.1%
Security		5.0%	20.0%	20.0%	50.0%	5.0%
Senior Management			11.3%	32.3%	48.4%	8.1%
SPT		0.7%	17.1%	37.9%	38.6%	5.7%
Technical		6.1%	25.6%	32.9%	24.4%	11.0%
Tech-Academic		16.7%	22.7%	24.2%	25.8%	10.6%
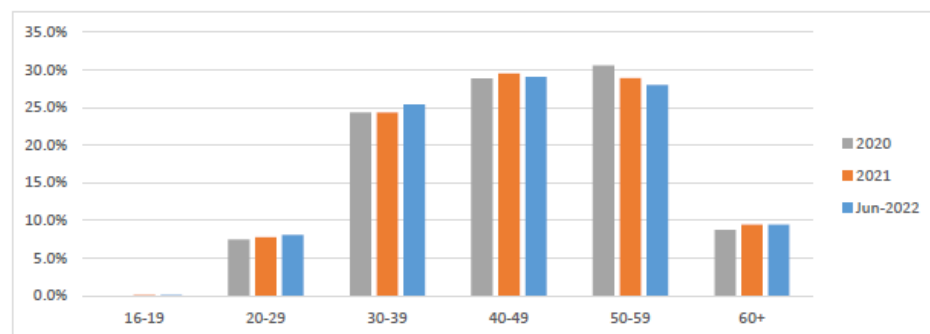
Jun-2022

	16-19	20-29	30-39	40-49	50-59	60+
Academic		4.9%	28.3%	31.5%	28.1%	7.2%
Administrative	0.2%	13.3%	27.6%	28.4%	25.4%	5.2%
Manual		1.2%	9.6%	13.8%	38.3%	37.1%
Research		14.5%	55.3%	13.2%	9.2%	7.9%
Security		4.5%	22.7%	18.2%	36.4%	18.2%
Senior Management			7.8%	42.2%	42.2%	7.8%
SPT		1.2%	19.6%	39.3%	34.5%	5.4%
Technical		12.2%	22.2%	34.4%	20.0%	11.1%
Tech-Academic		19.1%	19.1%	26.5%	25.0%	10.3%

2021

	16-19	20-29	30-39	40-49	50-59	60+
Academic		5.4%	26.5%	32.2%	28.0%	7.9%
Administrative	0.2%	11.3%	26.9%	28.9%	27.0%	5.7%
Manual		2.0%	7.3%	14.6%	41.1%	35.1%
Research		14.9%	51.4%	16.2%	9.5%	8.1%
Security		8.7%	21.7%	17.4%	47.8%	4.3%
Senior Management			10.4%	35.8%	44.8%	9.0%
SPT		1.9%	19.7%	39.5%	33.8%	5.1%
Technical		10.0%	21.3%	36.3%	21.3%	11.3%
Tech-Academic		20.0%	20.0%	26.2%	23.1%	10.8%

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Appendix 3 – Equal Pay Data 2022

To protect the identity of individual members of staff data has been removed where the staff represented in that group is less than 5. In relation to gender further details are included in the separate Gender Pay Gap report published March 2022.

Gender Information

Contract Type	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Administrative & Clerical	495	£27,049.87	138	£28,495.46	633	£27,355.18	-5.1%
Graduate Tutor	3	£27,116.00	2	£25,627.00	5	£26,520.40	5.8%
Manual	137	£19,303.02	25	£21,642.72	162	£19,664.09	-10.8%
Professorial	8	£75,883.43	16	£79,324.70	24	£78,177.61	-4.3%
Research	38	£32,940.47	30	£35,434.47	68	£34,040.76	-7.0%
Security	3	£24,011.67	19	£23,054.26	22	£23,184.82	4.2%
Senior Academic	16	£72,000.99	19	£75,794.04	35	£74,060.08	-5.0%
Senior Management inc. UET	28	£82,931.39	20	£113,241.48	48	£95,560.60	-26.8%
Senior, Professional and Technical	88	£48,793.74	77	£48,137.92	165	£48,487.69	1.4%
Teaching	294	£46,085.10	310	£46,130.06	604	£46,108.18	-0.1%
Technical	41	£29,860.39	112	£31,976.14	153	£31,409.18	-6.6%
Grand Total	**1151**	**£35,262.93**	**768**	**£42,432.47**	**1919**	**£38,123.38**	**-16.9%**

Full Time/Part Time Comparison

Contract Type	Full Time		Part Time		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Administrative & Clerical	457	£27,938.49	176	£25,996.01	633	£27,355.18	7.5%
Graduate Tutor	5	£26,520.40			5	£26,520.40	
Manual	40	£21,237.13	122	£19,148.34	162	£19,664.09	10.9%
Professorial	21	£76,318.84	3	£91,188.95	24	£78,177.61	-16.3%
Research	39	£34,012.38	29	£34,078.93	68	£34,040.76	-0.2%
Security	20	£23,218.60	2	£22,847.00	22	£23,184.82	1.6%
Senior Academic	35	£74,060.08			35	£74,060.08	
Senior Management inc. UET	46	£96,269.64	2	£79,252.70	48	£95,560.60	21.5%
Senior, Professional and Technical	141	£48,757.93	24	£46,900.04	165	£48,487.69	4.0%
Teaching	542	£45,964.90	62	£47,360.73	604	£46,108.18	-2.9%
Technical	140	£31,631.96	13	£29,009.92	153	£31,409.18	9.0%
Grand Total	**1486**	**£40,632.81**	**433**	**£29,599.41**	**1919**	**£38,123.38**	**37.3%**

Ethnic Minority Information

Contract Type	Ethnic Minority		Not Ethnic Minority		Not Known		Total	Variance (EM vs Non-EM)
	Total	Average Salary	Total	Average Salary	Total	Average Salary		
Administrative & Clerical	27	£24,820.56	603	£27,451.80	4	£29,898.25	634	-9.6%
Graduate Tutor	2	£26,371.50	3	£26,619.67			5	-0.9%
Manual	4	£19,124.00	158	£19,677.76			162	-2.8%
Professorial	5	£75,883.34	19	£78,781.36			24	-3.7%
Research	26	£33,208.62	42	£34,555.90			68	-3.9%
Security			22	£23,184.82			22	
Senior Academic	1	£66,455.10	34	£74,283.75			35	-10.5%
Senior Management inc. UET	2	£75,524.13	46	£96,431.75			48	-21.7%
Senior, Professional and Technical	10	£49,557.70	155	£48,418.66			165	2.4%
Teaching	156	£43,186.69	442	£47,193.07	6	£42,146.00	604	-8.5%
Technical	18	£30,510.72	134	£31,522.89	1	£32,344.00	153	-3.2%
Grand Total	**251**	**£40,006.50**	**1658**	**£37,847.07**	**11**	**£36,801.18**	**1920**	**5.7%**

Age Band Information

Age Band	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
<21			1	£19,196.00	1	£19,196.00	
21-30	115	£28,049.66	75	£28,478.73	190	£28,181.89	-1.5%
31-40	301	£33,213.25	210	£39,089.12	511	£35,627.99	-15.0%
41-50	311	£38,872.33	233	£44,490.16	544	£41,278.50	-12.6%
51-60	330	£37,860.63	198	£48,656.83	528	£41,909.20	-22.2%
>60	94	£29,589.65	51	£43,609.09	145	£34,520.62	-32.1%
Grand Total	**1151**	**£35,262.93**	**768**	**£42,432.47**	**1919**	**£38,123.38**	**-16.9%**

Disability Information

Contract Type	Disabled		Not Disabled		Not Known		Total	Variance (Disabled vs Non-Disabled)
	Total	Average Salary	Total	Average Salary	Total	Average Salary		
Administrative & Clerical	45	£28,304.11	588	£27,290.23			633	3.7%
Graduate Tutor	1	£25,627.00	4	£26,743.75			5	-4.2%
Manual	7	£19,127.57	155	£19,688.32			162	-2.8%
Professorial	1	£75,883.43	23	£78,277.36			24	-3.1%
Research	4	£37,189.00	64	£33,844.00			68	9.9%
Security	2	£22,847.00	20	£23,218.60			22	-1.6%
Senior Academic			35	£74,060.08			35	
Senior Management inc. UET	1	£66,455.10	46	£96,857.69			47	-31.4%
Senior, Professional and Technical	10	£48,834.30	155	£48,465.33			165	0.8%
Teaching	28	£48,401.50	576	£45,996.70			604	5.2%
Technical	12	£34,067.17	141	£31,182.96			153	9.2%
Grand Total	**111**	**£36,237.70**	**1807**	**£38,232.80**			**1918**	**-5.2%**

School Professionals & Senior Management

	Total	Average Salary	Total	Average Salary				
Senior Management inc. UET	8	£81,942.24	4	£93,230.68	12	£85,705.05		-12.1%
Senior, Professional and Technical	7	£50,013.43	15	£46,172.87	22	£47,394.86		8.3%
Grand Total	**15**	**£67,042.13**	**19**	**£56,079.78**	**34**	**£60,916.11**		**19.5%**

Dept Professionals & Senior Management

	Total	Average Salary	Total	Average Salary			
Senior Management inc. UET	20	£83,327.05	16	£118,244.19	36	£98,845.78	-29.5%
Senior, Professional and Technical	81	£48,688.33	62	£48,613.34	143	£48,655.82	0.2%
Grand Total	**101**	**£55,547.49**	**78**	**£62,896.59**	**179**	**£58,749.89**	**-11.7%**

Academic/Teaching Professionals

	Total	Average Salary	Total	Average Salary			
Grade 5	3	£27,116.00	2	£25,627.00	5	£26,520.40	5.8%
Grade 7	85	£36,184.96	89	£36,336.62	174	£36,262.53	-0.4%
Grade 7-8a-8b	108	£49,955.61	121	£50,266.83	229	£50,120.05	-0.6%
Grade 8b							
Grade 9	48	£58,137.96	48	£58,317.69	96	£58,227.82	-0.3%
Professor	10	£75,883.43	15	£76,493.01	25	£76,249.18	-0.8%
Senior Academic	10	£70,742.05	12	£72,670.99	22	£71,794.20	-2.7%
Grand Total	**261**	**£47,573.38**	**285**	**£48,292.09**	**546**	**£47,944.79**	**-1.5%**

	Total	Average Salary	Total	Average Salary			
Administrative & Clerical	495	£27,049.87	138	£28,495.46	633	£27,355.18	-5.1%
Manual	137	£19,303.02	25	£21,642.72	162	£19,664.09	-10.8%
Security	3	£24,011.67	19	£23,054.26	22	£23,184.82	4.2%
Technical	41	£29,860.39	112	£31,976.14	153	£31,409.18	-6.6%
Grand Total	676	£25,636.85	294	£28,887.07	970	£26,616.31	-11.3%

Research Staff

	Total	Average Salary	Total	Average Salary			
Research	38	£32,940.47	30	£35,434.47	68	£34,040.76	-7.0%
Grand Total	38	£32,940.47	30	£35,434.47	68	£34,040.76	-7.0%

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Gender by Grade

Grade	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Grade 1	103	£19,101.86	9	£19,110.67	112	£19,102.57	0.0%
Grade 2	25	£19,273.60	2	£19,244.50	27	£19,271.44	0.2%
Grade 2-3	57	£20,182.04	13	£19,756.38	70	£20,102.99	2.2%
Grade 3	7	£20,005.14			7	£20,005.14	
Grade 4	130	£22,054.61	55	£22,407.36	185	£22,159.48	-1.6%
Grade 4-5	9	£23,631.56	1	£22,300.00	10	£23,498.40	6.0%
Grade 5	134	£25,889.46	68	£25,718.78	202	£25,832.00	0.7%
Grade 6	120	£30,346.33	70	£30,723.43	190	£30,485.26	-1.2%
Grade 6-7	21	£33,435.90	19	£32,114.84	40	£32,808.40	4.1%
Grade 7	181	£36,411.67	165	£36,697.25	346	£36,547.86	-0.8%
Grade 7-8a-8b	108	£49,955.61	121	£50,266.83	229	£50,120.05	-0.6%
Grade 8a	46	£43,035.39	36	£42,347.31	82	£42,733.30	1.6%
Grade 8ab	65	£43,709.51	56	£42,478.73	121	£43,139.89	2.9%
Grade 8b	13	£50,017.31	34	£49,329.91	47	£49,520.04	1.4%
Grade 9	73	£58,076.68	62	£58,356.61	135	£58,205.24	-0.5%
Professor	10	£75,883.43	15	£76,493.01	25	£76,249.18	-0.8%
Senior Academic	10	£70,742.05	12	£72,670.99	22	£71,794.20	-2.7%
Senior Management	32	£82,211.53	24	£93,218.73	56	£86,928.90	-11.8%
VCE			4	£179,353.75	4	£179,353.75	
Grand Total	**1144**	**£35,262.93**	**766**	**£42,432.47**	**1910**	**£38,123.38**	**-16.9%**

Note: There are some Senior Academics on the Senior Management Grad

Appendix 4 – Student Equality Data

Student equality data is detailed below by equality strand. **Change 20/21 to 21/22** identifies the change in the measure between the two years. **Difference from overall** identifies the difference in the measure compared to the overall student population. No data is available at the time of producing this report for degrees due to the resit assessment boards occurring in September.

Student Data: Age

	KPI	Detail	Overall 2020/21	Overall 2021/22	Overall Change 20/21 to 21/22	25 - 49 2020/21	25 - 49 2021/22	25 - 49 Change 20/21 to 21/22	25 - 49 Diff from overall	50+ 2020/21	50+ 2021/22	50+ Change 20/21 to 21/22	50+ Diff from overall
A	Enrolment Full-time	Enrolled Students	13,966	15,681	+12.3%	4,873	7,060	+44.9%	+32.6%	178	172	-3.4%	-15.7%
A	Enrolment Part-time	Enrolled Students	7,310	6,743	-7.8%	4,891	4,588	-6.2%	+1.6%	594	648	+9.1%	+16.8%
B	-	Progression - % Pass/Proceed (HEFCE, FT, Degree)	84.8% (8,334/9,832)			88.4% (2,395/2,709)				91.7% (111/121)			
B	OKPI 1	Good Honours	76.2% (2,122/2,783)			78.1% (579/741)				66.7% (20/30)			
B	OKPI 5*	UCAS Tariff (FT, Degree, Home)	123			-	-	-	-	-	-	-	-
B	SKPI 6**	Graduate Outcomes (Graduate Prospects (FT, Degree, Home))	74.3% (912/1,228)	78.1% (881/1,128)	+3.8%	86.1% (242/281)	88.5% (239/270)	+2.4%	+10.4%	90.0% (9/10)	66.7% (4/6)	-23.3%	-11.4%

* OKPI 5 is based on Young students (aged under 21) so any students above this age are not included in analysis.

** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys. Change of definition has affected previous years.

2021/22 enrolled students (all years, all modes)

Age Group	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Under 21	5,668	891	6,559	5,495	783	6,278	4,761	653	5,414
21 – 24	2,991	1,014	4,005	3,420	1,042	4,462	3,688	854	4,542
25 – 49	3,802	4,247	8,049	4,873	4,891	9,764	7,060	4,588	11,648
Over 50	154	525	679	178	594	772	172	648	820
Total	12,615	6,677	19,292	13,966	7,310	21,276	15,681	6,743	22,424
Over 25	3,956	4,772	8,728	5,051	5,485	10,536	7,232	5,236	12,468
% over 25	31.4%	71.5%	45.2%	36.2%	75.0%	49.5%	46.1%	77.7%	55.6%

* Analysis is based on the students age on entry to their course.
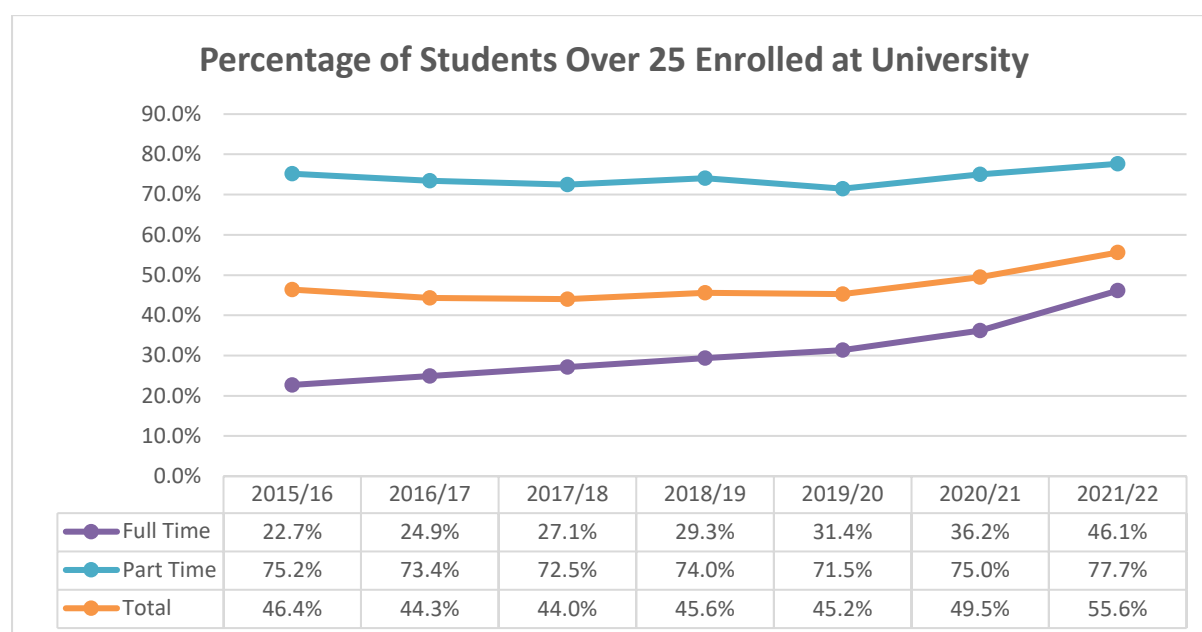
Percentage of Students Over 25 Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	22.7%	24.9%	27.1%	29.3%	31.4%	36.2%	46.1%
Part Time	75.2%	73.4%	72.5%	74.0%	71.5%	75.0%	77.7%
Total	46.4%	44.3%	44.0%	45.6%	45.2%	49.5%	55.6%

The percentage of students aged 25 and above have increased to its highest percentage over the last few years in both modes of study.

Number of Full Time Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Under 21	5,909	6,142	6,092	5,610	5,668	5,495	4,761
Over 25	2,310	2,781	3,124	3,483	3,956	5,051	7,232
Total	10,181	11,152	11,523	11,876	12,615	13,966	15,681

Students over 25 are at their highest level over the past few years with a 4,922 headcount increase from 2015/16 to 2021/22.

Number of Part Time Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Under 21	950	877	848	764	891	783	653
Over 25	6,309	5,435	4,966	5,028	4,772	5,485	5,236
Total	8,395	7,402	6,854	6,791	6,677	7,310	6,743
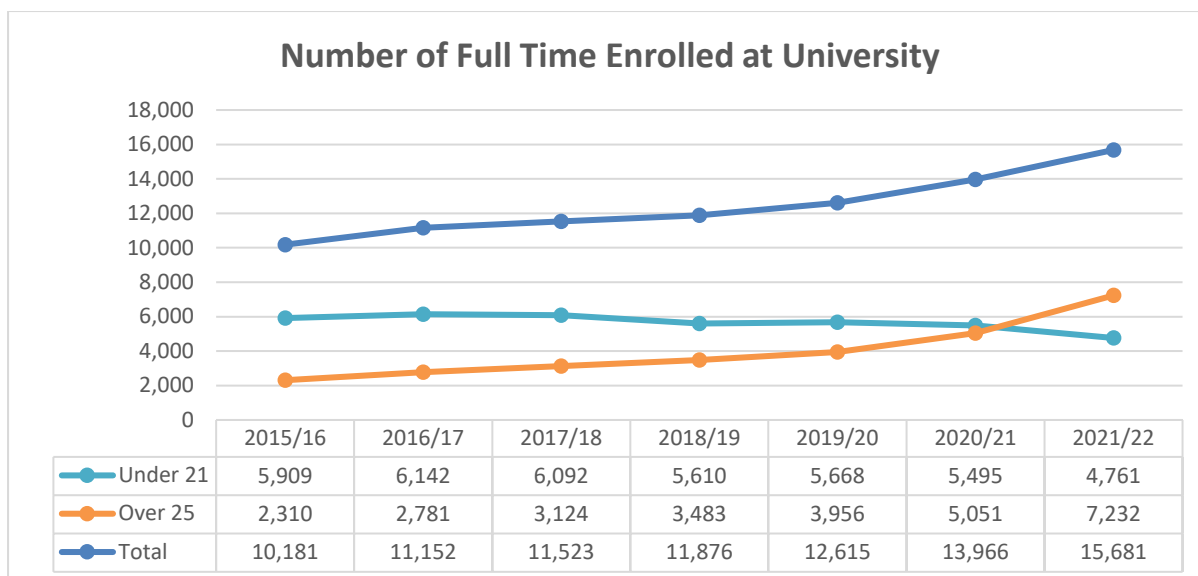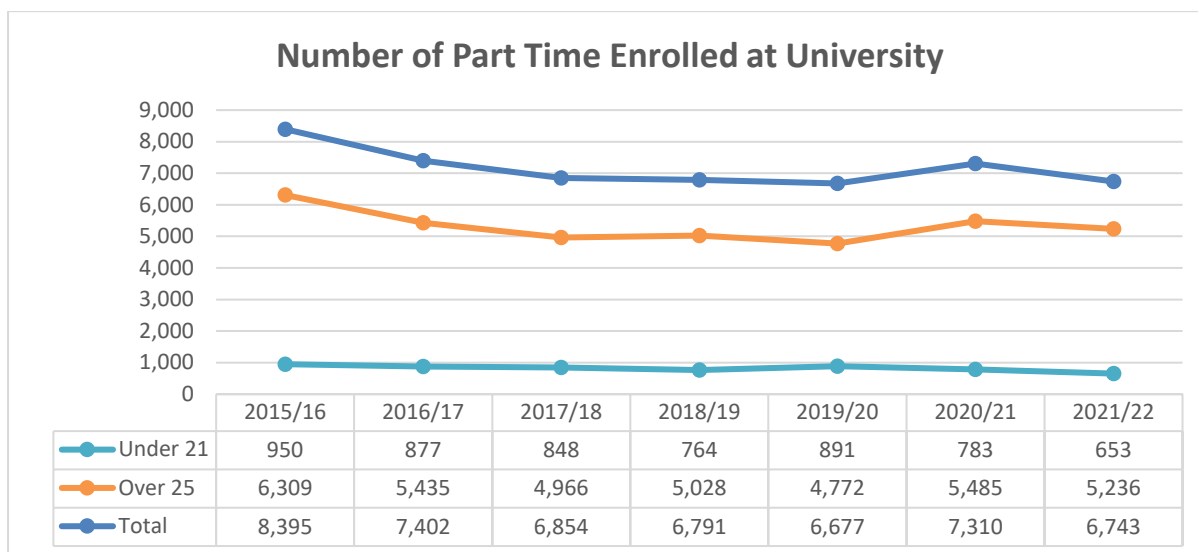
Part-time students over 25 have decreased by 249 between 2020/21 and 2021/22. Similarly, under 21s have also seen a decrease from previous year.

Student Data: Religion

	Measure		Overall			Christian				Non-Christian			
	KPI	*Detail*	2020/21	2021/22	Change 20/21 to 21/22	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,966**	+12.3%	**4,233**	**5,544**	+31.0%	+18.7%	**2,708**	**3,339**	+23.3%	+11.0%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,743**	-7.8%	**2,714**	**2,571**	-5.3%	+2.5%	**546**	**482**	-11.7%	-4.0%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**87.1%** (2,425/2,783)				**84.3%** (840/996)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**74.8%** (622/831)				**77.8%** (200/257)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**120**				**121**			
	SKPI 6**	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**76.8%** (294/383)	**81.1%** (292/360)	+4.3%	+3.0%	**70.6%** (72/102)	**73.7%** (70/95)	+3.1%	-4.4%

** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surve

	Measure		Overall			No Religion				Info Refused/Blank			
	KPI	*Detail*	2020/21	2021/22	Change 20/21 to 21/22	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,966**	+12.3%	**6,696**	**6,238**	-6.8%	-19.1%	**329**	**560**	+70.2%	+57.9%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,743**	-7.8%	**3,688**	**3,419**	-7.3%	+0.5%	**362**	**271**	-25.1%	-17.4%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**83.7%** (4,896/5,849)				**84.8%** (173/204)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**76.9%** (1,249/1,624)				**71.8%** (51/71)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**124**				**133**			
	SKPI 6**	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**75.1%** (470/626)	**78.0%** (481/617)	+2.9%	-0.1%	**65.0%** (76/117)	**67.9%** (38/56)	+2.9%	-10.2%

** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

	Measure		Christian	Non-Christian		No Religion		Info Refused/Blank	
	KPI	*Detail*	Diff from overall	Diff from overall	Diff from Christian	Diff from overall	Diff from Christian	Diff from overall	Diff from Christian
A	**Enrolment Full-time**	*Enrolled Students*	+18.7%	+11.0%	-7.7%	-19.1%	-37.8%	+57.9%	+39.2%
	Enrolment Part-time	*Enrolled Students*	+2.5%	-4.0%	-6.5%	+0.5%	-2.0%	-17.4%	-19.9%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*							
	OKPI 1	*Good Honours*							
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*							
	SKPI 6	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	+3.0%	-4.4%	-7.4%	-0.1%	-3.2%	-10.2%	-13.3%

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2021/22 enrolled students (all years, all modes)

Religion	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Christian	3,634	1,927	5,561	4,233	2,714	6,947	5,544	2,571	8,115
Buddhist	86	27	113	58	43	101	75	36	111
Hindu	688	23	711	1,137	96	1,233	1,433	73	1,506
Jewish	5	1	6	5	7	12	2	2	4
Muslim	922	152	1,074	1,168	245	1,413	1,518	219	1,737
Sikh	49	9	58	45	10	55	38	15	53
Spiritual	103	50	153	144	72	216	140	75	215
Other	152	49	201	151	73	224	133	62	195
No Religion	6,443	2,408	8,851	6,696	3,688	10,384	6,238	3,419	9,657
Info Refused/Blank	533	2,031	2,564	329	362	691	560	271	831
Total	**12,615**	**6,677**	**19,292**	**13,966**	**7,310**	**21,276**	**15,681**	**6,743**	**22,424**
Non-Christian	**2,005**	**311**	**2,316**	**2,708**	**546**	**3,254**	**3,339**	**482**	**3,821**
% Christian	28.8%	28.9%	28.8%	30.3%	37.1%	32.7%	35.4%	38.1%	36.2%
% Non-Christian	15.9%	4.7%	12.0%	19.4%	7.5%	15.3%	21.3%	7.1%	17.0%
% No Religion	51.1%	36.1%	45.9%	47.9%	50.5%	48.8%	39.8%	50.7%	43.1%

Percentage of Non-Christian Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	8.8%	8.0%	9.5%	12.3%	15.9%	19.4%	21.3%
Part Time	2.8%	3.6%	4.1%	3.7%	4.7%	7.5%	7.1%
Total	6.1%	6.2%	7.5%	9.2%	12.0%	15.3%	17.0%
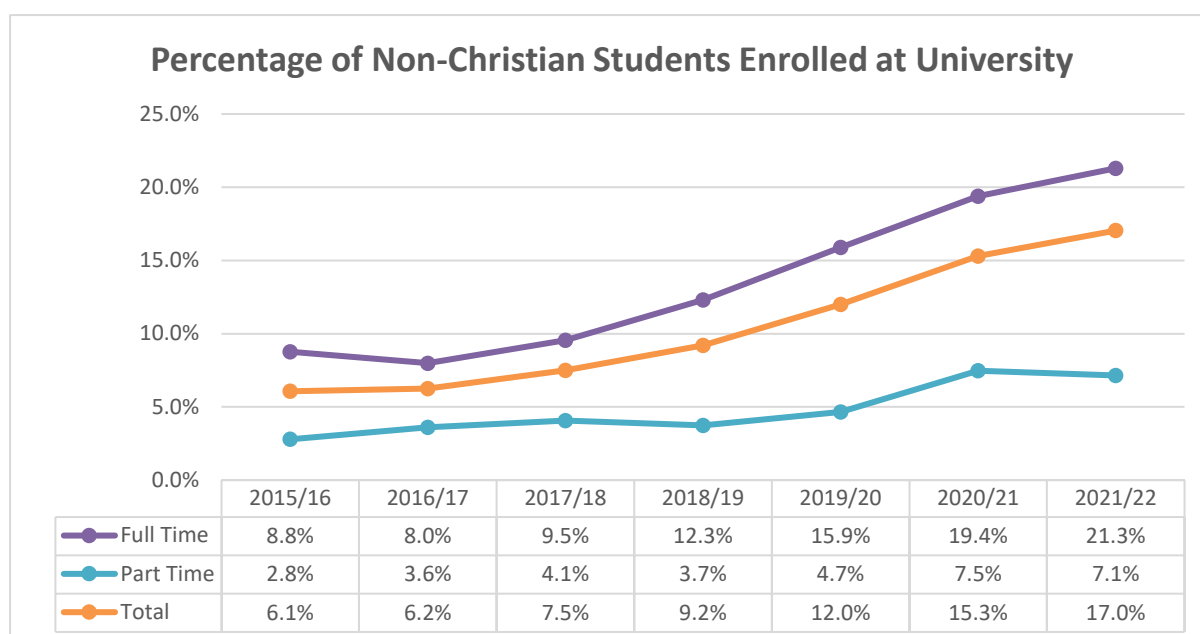
The percentage of Non-Christian students had increased year on year as the number of Information Refused/Blank has decreased. Non-Christians on full-time continues to increase since 2016/17 (13.3%).

Number of Full Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Christian	3,143	3,284	3,437	3,438	3,634	4,233	5,544
Non-Christian	893	891	1,100	1,462	2,005	2,708	3,339
No Religion	4,991	5,526	6,032	6,259	6,443	6,696	6,238
Info Refused/Blank	1,154	1,451	954	717	533	329	560
Total	10,181	11,152	11,523	11,876	12,615	13,966	15,681
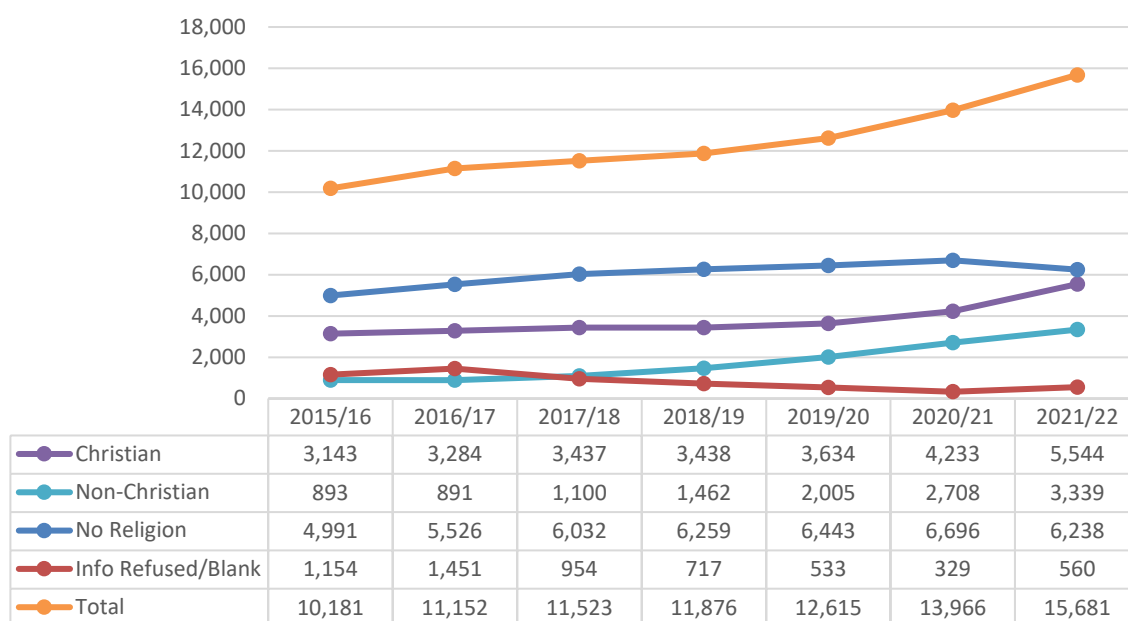
Information Refused/Blank has increased by 70.2% in 2021/22 with a decline of 6.8% in No Religion.

Number of Part Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Christian	2,138	1,888	1,746	1,905	1,927	2,714	2,571
Non-Christian	234	267	279	254	311	546	482
No Religion	1,783	1,970	2,023	2,109	2,408	3,688	3,419
Info Refused/Blank	4,240	3,277	2,806	2,523	2,031	362	271
Total	8,395	7,402	6,854	6,791	6,677	7,310	6,743
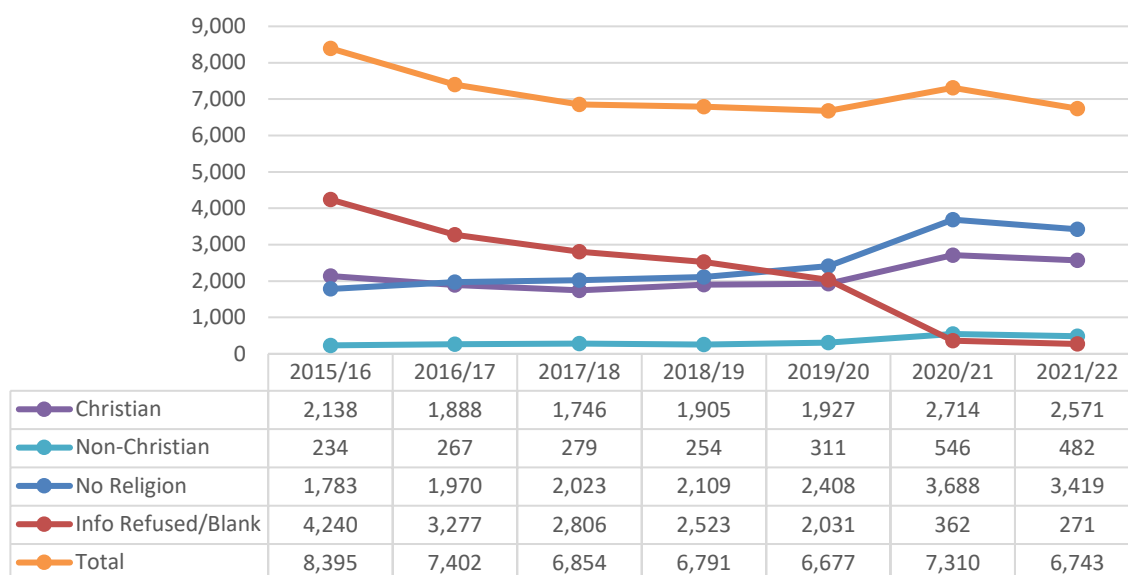
Total part-time students have decreased by 7.8% overall due to lower numbers in all categories.

Student Data: Sexual Orientation

	Measure		Overall			Heterosexual				Non-Heterosexual			
	KPI	*Detail*	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**Diff from overall**	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**Diff from overall**
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,681**	+12.3%	**11,386**	**12,716**	+11.7%	-0.6%	**1,386**	**1,593**	+14.9%	+2.7%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,731**	-7.8%	**4,971**	**4,699**	-5.5%	+2.3%	**290**	**276**	-4.8%	+2.9%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**85.3%** (7,071/8,292)				**81.0%** (802/990)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**75.8%** (1,792/2,364)				**78.9%** (172/218)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**123**				**123**			
	SKPI 6*	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**75.9%** (751/990)	**78.7%** (759/964)	+2.9%	+1.6%	**67.8%** (59/87)	**72.6%** (69/95)	+4.8%	-5.5%

* SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

	Measure		Overall			Information Refused / Blank			
	KPI	*Detail*	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**Diff from overall**
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,681**	+12.3%	**1,194**	**1,372**	+14.9%	+2.6%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,731**	-7.8%	**2,049**	**1,768**	-13.7%	-6.0%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**83.8%** (461/550)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**78.6%** (158/201)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**127**			
	SKPI 6*	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**67.5%** (102/151)	**76.8%** (53/69)	+9.3%	-1.3%

*SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

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		Measure		Heterosexual	Non-Heterosexual		Bisexual		Gay Man		Gay Woman/Lesbian		Other	
		KPI	*Detail*	Diff from overall	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual
A		**Enrolment Full-time**	*Enrolled Students*	-0.6%	+2.7%	+3.3%	+5.8%	+6.4%	-13.9%	-13.3%	-17.8%	-17.2%	+19.5%	+20.1%
		Enrolment Part-time	*Enrolled Students*	+2.3%	+2.9%	+0.6%	+13.8%	+11.5%	+12.2%	+9.9%	-12.0%	-14.2%	-9.6%	-11.8%
B		**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*											
		OKPI 1	*Good Honours*											
		OKPI 4	*UCAS Tariff (FT, Degree, Home)*											
		SKPI 6*	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	+1.6%	-5.5%	-6.1%	-13.0%	-13.6%	+6.9%	+6.3%	+1.9%	+1.3%	-7.5%	-8.1%

2021/22 enrolled students (all years, all modes)

Sexual Orientation	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Heterosexual	10,264	4,238	14,502	11,386	4,971	16,357	12,716	4,699	17,415
Bisexual	588	106	694	673	99	772	795	105	900
Gay man	166	68	234	180	68	248	177	71	248
Gay Woman/ Lesbian	173	64	237	218	71	289	206	57	263
Other	259	58	317	315	52	367	415	43	458
Info Refused/ Blank	1,165	2,143	3,308	1,194	2,049	3,243	1,372	1,768	3,140
Total	**12,615**	**6,677**	**19,292**	**13,966**	**7,310**	**21,276**	**15,681**	**6,743**	**22,424**
Non-Heterosexual	**1,186**	**296**	**1,482**	**1,386**	**290**	**1,676**	**1,593**	**276**	**1,869**
% Heterosexual	**81.4%**	**63.5%**	**75.2%**	**81.5%**	**68.0%**	**76.9%**	**81.1%**	**69.7%**	**77.7%**
% Non-Heterosexual	**9.4%**	**4.4%**	**7.7%**	**9.9%**	**4.0%**	**7.9%**	**10.2%**	**4.1%**	**8.3%**

Percentage of Non Hetrosexual Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	5.8%	6.5%	7.7%	8.6%	9.4%	9.9%	10.2%
Part Time	2.0%	2.7%	3.3%	3.5%	4.4%	4.0%	4.1%
Total	4.1%	5.0%	6.0%	6.8%	7.7%	7.9%	8.3%
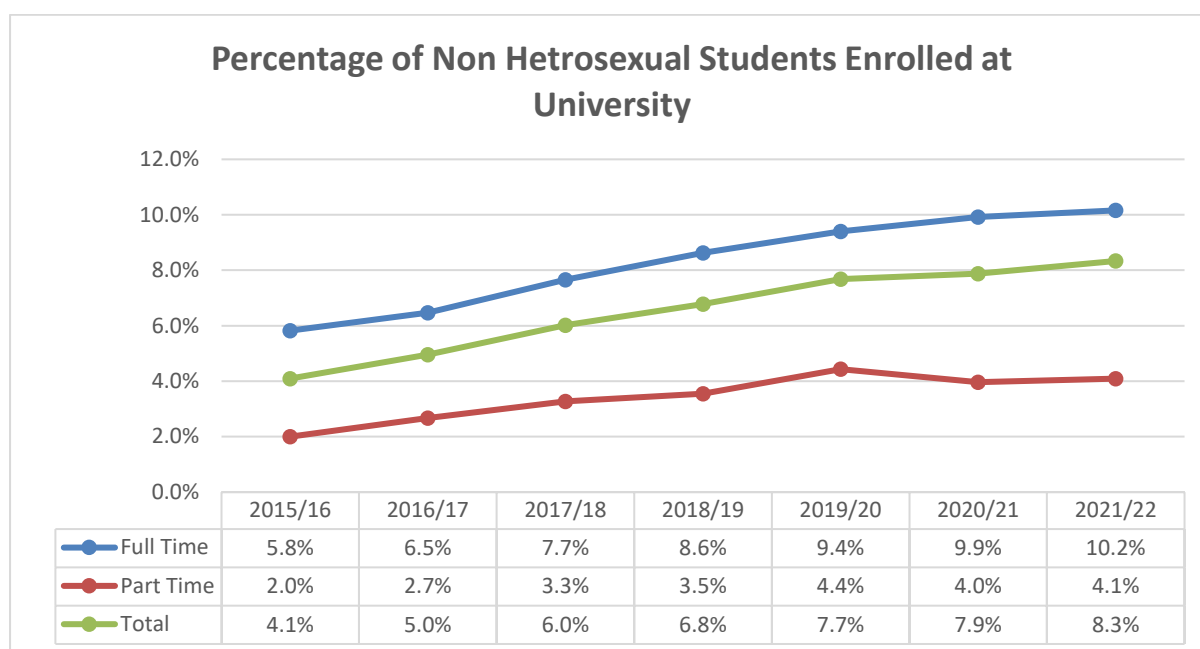
The number of Information Refused/Blank responses have decreased by 3,122 since 2015/16 but still remains the second highest group. Due to this decrease both the percentage and actuals for Heterosexual and non-Heterosexual students have increased.

Number of Full Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Heterosexual	7,993	8,839	9,497	9,560	10,264	11,386	12,716
Non-Heterosexual	593	721	883	1,025	1,186	1,386	1,593
Info Refused/ Blank	1,595	1,592	1,143	1,291	1,165	1,194	1,372
Total	10,181	11,152	11,523	11,876	12,615	13,966	15,681
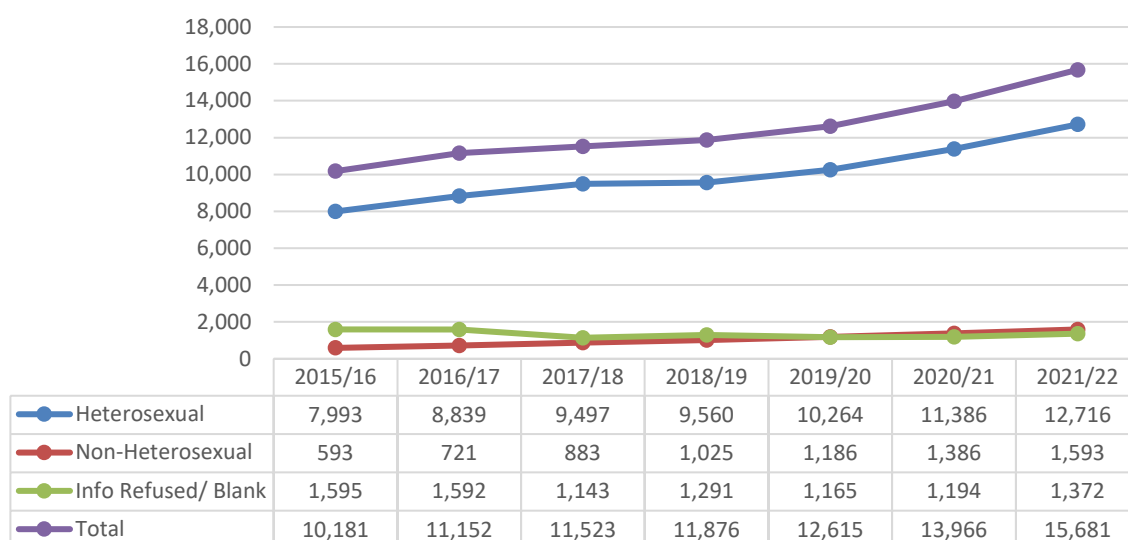
The number of Information Refused/Blank responses have decreased from 2015/16 until 2018/19 with an increase of 148 before another reduction the following year, responses have continued to increase again since 2020/21. Both the percentage and actuals for Heterosexual and non-Heterosexual students have increased throughout the seven-year period.

Number of Part Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Heterosexual	3,560	3,802	3,726	3,875	4,238	4,971	4,699
Non-Heterosexual	168	198	224	241	296	290	276
Info Refused/ Blank	4,667	3,402	2,904	2,675	2,143	2,049	1,768
Total	8,395	7,402	6,854	6,791	6,677	7,310	6,743
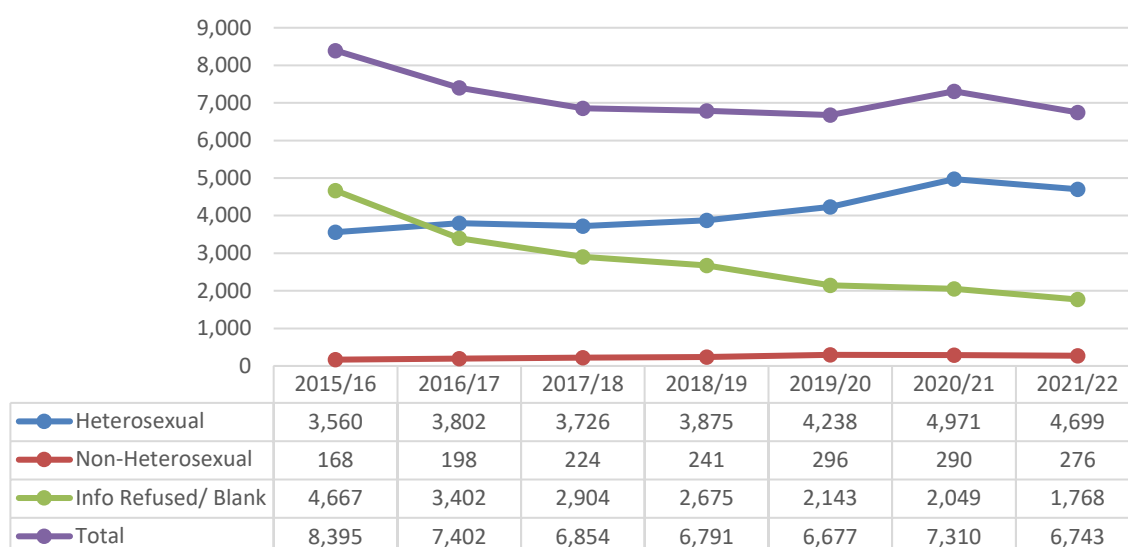
The number of Information Refused/Blank responses have decreased since 2015/16. Both the percentage and actuals for Heterosexual students have increased up to 2021/22 were part-time enrolments decreased by 272. Non-Heterosexual percentages and actuals have remained relatively static during same period.

Student Data: Disability

	Measure		Overall			Declared Disability				DSA Recipient			
	KPI	Detail	2020/21	2021/22	Change 20/21 to 21/22	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall
A	Enrolment Full-time	Enrolled Students	13,966	15,681	+12.3	2,404	2,266	-5.7%	-18.0%	1,053	844	-19.8%	-32.1%
A	Enrolment Part-time	Enrolled Students	7,310	6,743	-7.8%	812	772	-4.9%	+2.8%	195	124	-36.4%	-28.7%
B	-	Progression - % Pass/Proceed (HEFCE, FT, Degree)	84.8% (8,334/9,832)			81.3% (1,667/2,051)				85.4% (783/917)			
B	OKPI 1	Good Honours	76.2% (2,122/2,783)			71.8% (352/490)				71.9% (189/263)			
B	OKPI 5	UCAS Tariff (FT, Degree, Home)	123			120				121			
B	SKPI 6**	Graduate Outcomes (Graduate Prospects (FT, Degree, Home))	74.3% (912/1,228)	78.1% (881/1,128)	+3.8%	73.0% (154/211)	75.3% (165/219)	+2.4%	-2.8%	75.8% (97/128)	75.8% (100/132)	-0.0%	-2.3%

* OKPI 5 is based on Young students (aged under 21) so any students above this age are not included in analysis.
** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

2021/22 enrolled students (all years, all modes)

Disability	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Specific learning difficulty	705	276	981	760	295	1,055	642	286	928
Physical impairment or mobility issue	68	31	99	64	33	97	44	23	67
Long standing illness	208	109	317	236	102	338	181	95	276
Disability not listed above	108	45	153	122	40	162	135	35	170
Deaf or hearing impaired	42	21	63	45	16	61	36	19	55
Blind or visually impaired	15	5	20	16	5	21	15	5	20
Multiple disabilities	134	48	182	285	99	384	400	96	496
Mental health condition	552	152	704	720	197	917	676	186	862
Social/communication impairment	139	30	169	156	25	181	137	27	164
Total Disabled	**1,971**	**717**	**2,688**	**2,404**	**812**	**3,216**	**2,266**	**772**	**3,038**
No Known Disability	**10,644**	**5,960**	**16,604**	**11,562**	**6,498**	**18,060**	**13,415**	**5,971**	**19,386**
Total	**12,615**	**6,677**	**19,292**	**13,966**	**7,310**	**21,276**	**15,681**	**6,743**	**22,424**
% Declaring disability	**15.6%**	**10.7%**	**13.9%**	**17.2%**	**11.1%**	**15.1%**	**14.5%**	**11.4%**	**13.5%**

Students who are receiving Disabled Students' Allowances (DSA's)

	2019/20		2020/21		2021/22	
Full time Students	1,018	8.1%	1,053	7.5%	844	5.4%
Part time Students	190	2.8%	195	2.7%	124	1.8%

Percentage of Disabled Students Enrolled at University
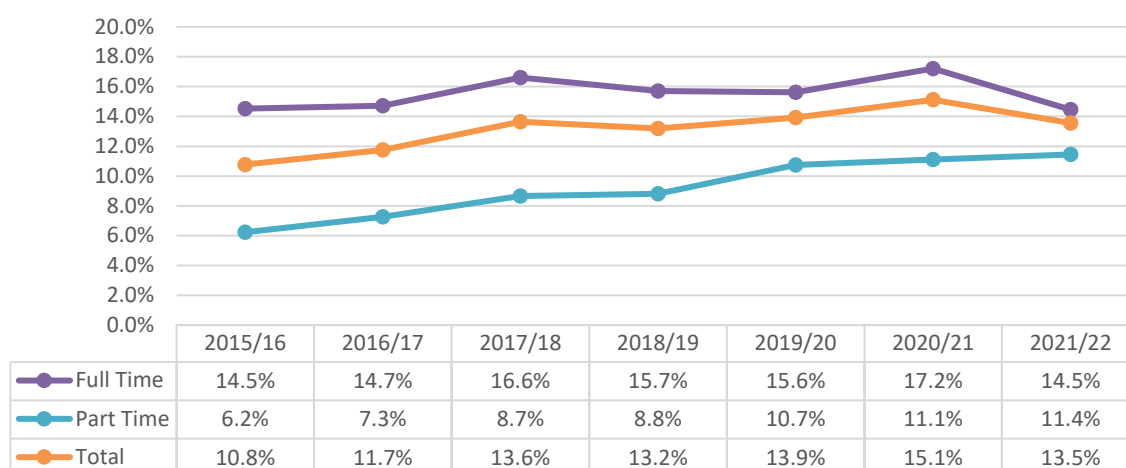
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	14.5%	14.7%	16.6%	15.7%	15.6%	17.2%	14.5%
Part Time	6.2%	7.3%	8.7%	8.8%	10.7%	11.1%	11.4%
Total	10.8%	11.7%	13.6%	13.2%	13.9%	15.1%	13.5%

The percentage of Part-time disabled students has increased slightly between 2020/21 and 2021/22 whilst full-time and overall have reduced during the same period.

Number of Full Time Disabled Students Enrolled at University
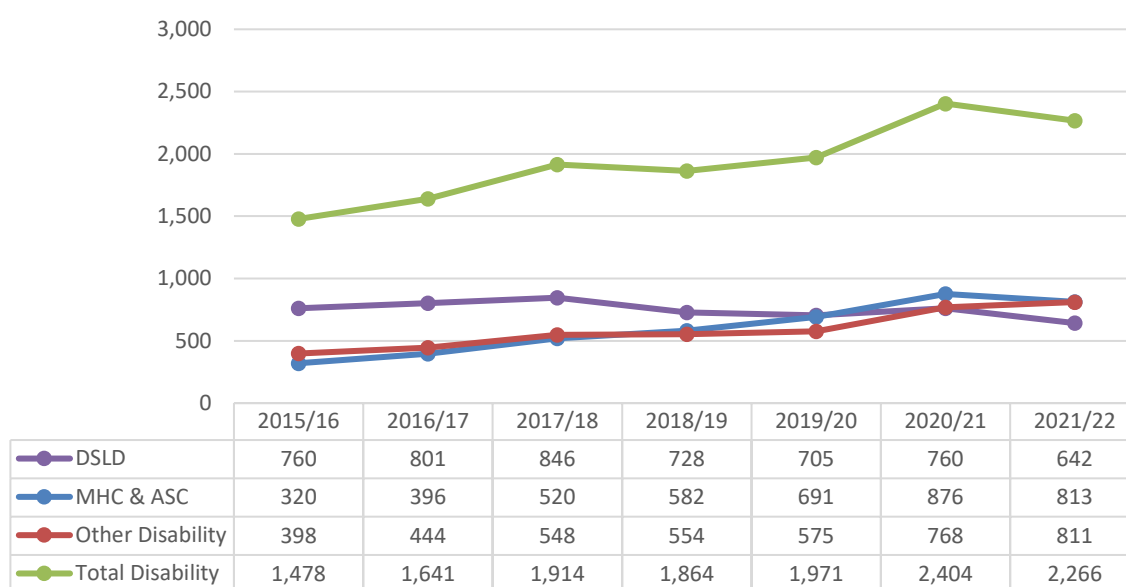
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
DSLD	760	801	846	728	705	760	642
MHC & ASC	320	396	520	582	691	876	813
Other Disability	398	444	548	554	575	768	811
Total Disability	1,478	1,641	1,914	1,864	1,971	2,404	2,266

A higher proportion of full-time students have declared they have a Mental Health or Social/Communication Disability (MHC & ASC), although there has been a slight decrease since last year. There has been increase in the Other Disability category since 2015/16.

Number of Part Time Disabled Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
DSLD	267	261	254	261	276	295	286
MHC & ASC	72	76	118	122	182	222	213
Other Disability	184	201	221	216	259	295	273
Total Disability	523	538	593	599	717	812	772
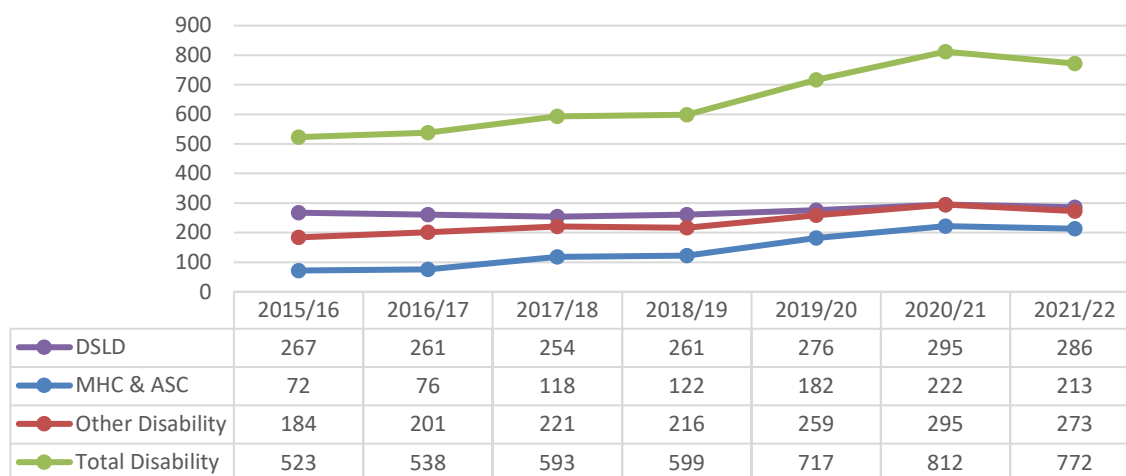
A higher proportion of part-time students have declared they have either Specific Learning Disability or Other Disability with over 270 students under each category. The number of part-time disabled students has seen increases year on year overall since 2015/16 with 523 compared to 812 in 2020/21 before decreasing by 40 in 2021/22.

Student Data: Gender

	Measure		Overall			Male				Female			
	KPI	*Detail*	2020/21	2021/22	Change 20/21 to 21/22	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,681**	+12.3%	**5,984**	**6,819**	+14.0%	+1.7%	**7,977**	**8,856**	+11.0%	-1.3%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,743**	-7.8%	**3,361**	**2,916**	-13.2%	-5.5%	**3,936**	**3,814**	-3.1%	+4.7%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**79.8%** (2,888/3,620)				**87.7%** (5,443/6,209)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**77.9%** (849/1,090)				**75.2%** (1,273/1,693)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**122**				**124**			
	SKPI 6**	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**69.9%** (349/499)	**74.6%** (344/461)	+4.7%	-3.5%	**77.2%** (563/729)	**80.5%** (537/667)	+3.3%	+2.4%

** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

	Measure		Male		Female	
	KPI	*Detail*	**Diff from overall**	**Diff from Female**	**Diff from overall**	**Diff from Male**
A	**Enrolment Full-time**	*Enrolled Students*	+1.7%	+2.9%	-1.3%	-2.9%
	Enrolment Part-time	*Enrolled Students*	-15.5%	-10.1%	+4.7%	+13.2%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*				
	OKPI 1	*Good Honours*				
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*				
	SKPI 6	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	-3.5%	-5.9%	+2.4%	+5.9%

2021/22 enrolled students (all years, all modes)

Gender	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Male	5,303	3,399	8,702	5,984	3,361	9,345	6,819	2,916	9,735
Female	7,310	3,269	10,579	7,977	3,936	11,913	8,856	3,814	12,670
Total*	**12,615**	**6,677**	**19,292**	**13,966**	**7,310**	**21,276**	**15,681**	**6,743**	**22,424**
% Male	**42.0%**	**50.9%**	**45.1%**	**42.8%**	**46.0%**	**43.9%**	**43.5%**	**43.2%**	**43.4%**
% Female	**57.9%**	**49.0%**	**54.8%**	**57.1%**	**53.8%**	**56.0%**	**56.5%**	**56.6%**	**56.5%**

Includes a number of students who have selected Other as their gender

Percentage of Female Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	55.6%	57.0%	58.4%	58.0%	57.9%	57.1%	56.5%
Part Time	50.5%	48.3%	49.3%	51.4%	49.0%	53.8%	56.6%
Total	53.3%	53.6%	55.0%	55.6%	54.8%	56.0%	56.5%
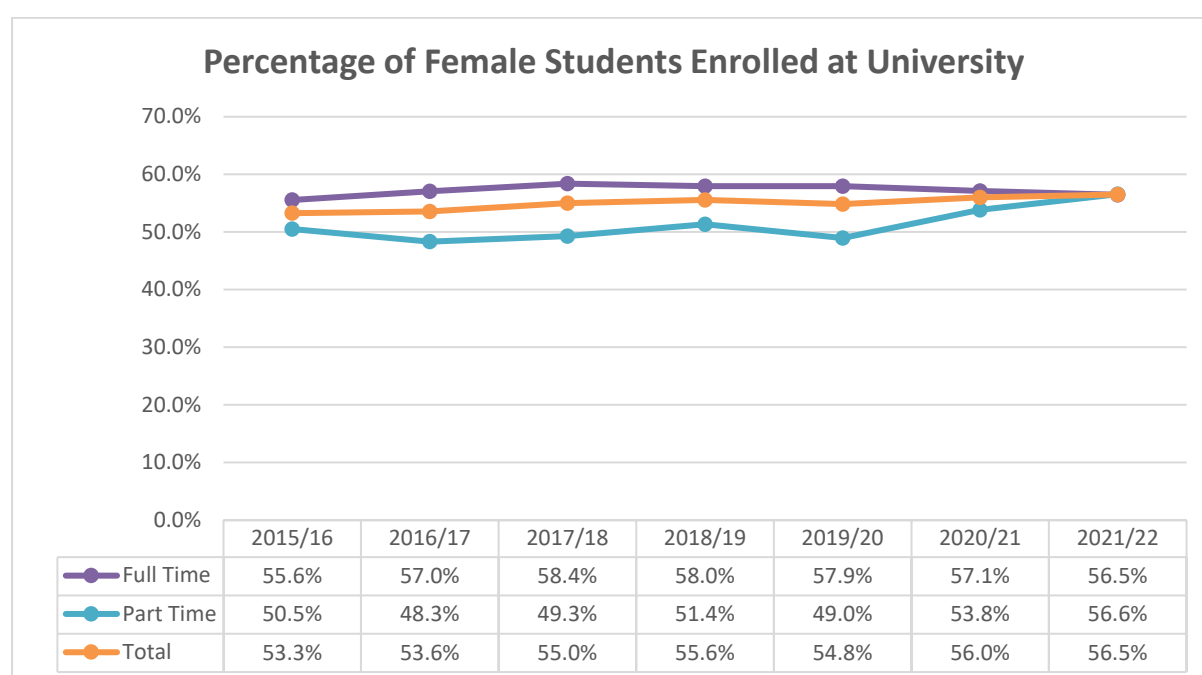
Female students make up more than half of the student cohort at the university.
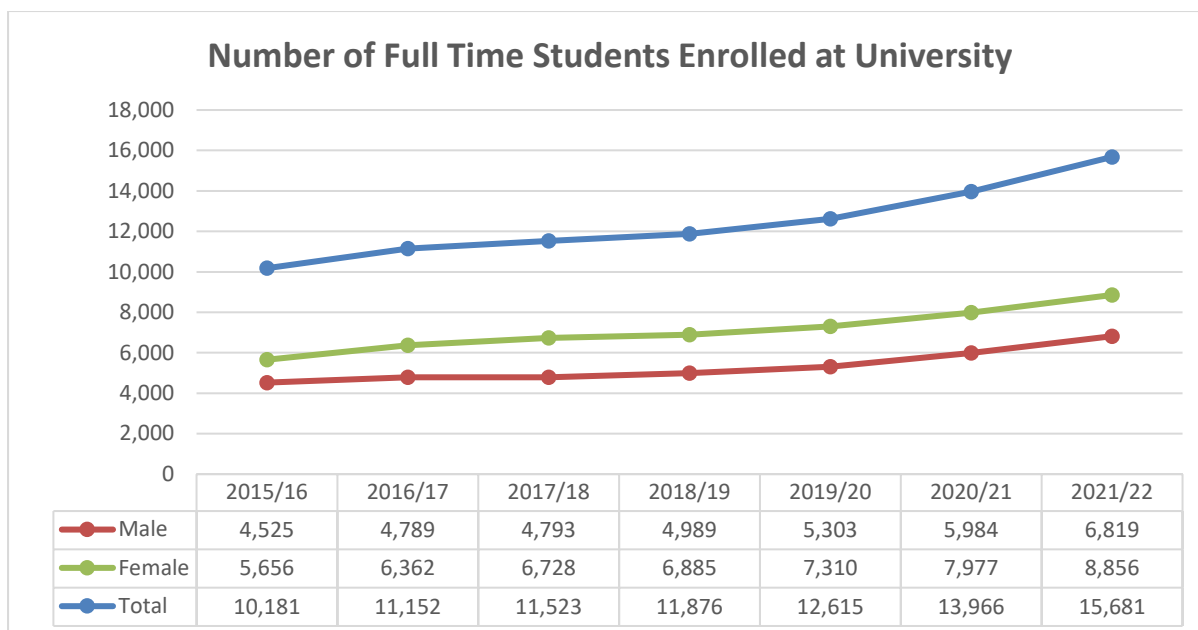
Number of Full Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Male	4,525	4,789	4,793	4,989	5,303	5,984	6,819
Female	5,656	6,362	6,728	6,885	7,310	7,977	8,856
Total	10,181	11,152	11,523	11,876	12,615	13,966	15,681

There has been an increase in both male and female students since 2015/16.

Number of Part Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Male	4,156	3,822	3,464	3,292	3,399	3,361	2,916
Female	4,239	3,577	3,380	3,488	3,269	3,936	3,814
Total	8,395	7,402	6,854	6,791	6,677	7,310	6,743
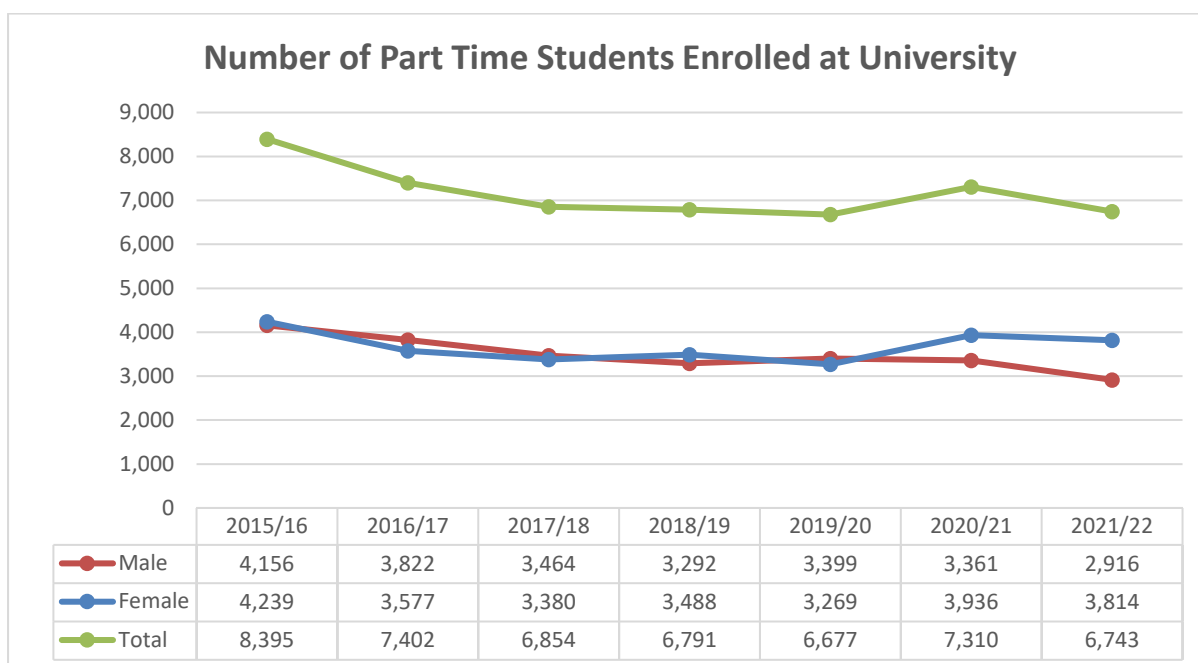
There has been reduction of 445 male students on part-time courses with a smaller decrease in female students of 122 in 2021/22, following a pattern of fluctuation with both male and female students since 2017/18.

Student Data – Gender Identity

	Measure		Overall			Yes				No			
	KPI	*Detail*	2020/21	2021/22	Change 20/21 to 21/22	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,681**	+12.3%	**13,353**	**15,08**	+12.9%	+0.7%	**158**	**154**	-2.5%	-14.8%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,743**	-7.8%	**5,233**	**5,073**	-3.1%	+4.7%	**31**	**31**	+0.0%	+7.8%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**84.9%** (8,067/9,507)				**79.7%** (102/128)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**76.1%** (2,023/2,657)				**72.7%** (24/33)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**123**				**130**			
	SKPI 6**	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**74.7%** (834/1,116)	**78.0%** (845/1,084)	+3.2%	-0.2%	**57.1%** (4/7)	**100.0%** (6/6)	+42.9%	+21.9%

** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

	Measure		Overall			Information refused/Blank			
	KPI	*Detail*	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**2020/21**	**2021/22**	**Change 20/21 to 21/22**	**Diff from overall**
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,681**	+12.3%	**455**	**447**	-1.8%	-14.0%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,743**	-7.8%	**2,046**	**1,639**	-19.9%	-12.1%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**83.8%** (165/197)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**80.6%** (75/93)			
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*	**123**			**117**			
	SKPI 6**	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (881/1,128)	+3.8%	**70.5%** (74/105)	**78.9%** (30/38)	+8.5%	+0.8%

2021/22 enrolled students (all years, all modes)

Gender ID	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Yes	11,910	4,210	16,120	13,353	5,233	18,586	15,080	5,073	20,153
No	137	30	167	158	31	189	154	31	185
Info Refused/ Blank	568	2,437	3,005	455	2,046	2,501	447	1,639	2,086
Total	12,615	6,677	19,292	13,966	7,310	21,276	15,681	6,743	22,424
% Yes	94.4%	63.1%	83.6%	95.6%	71.6%	87.4%	96.2%	75.2%	89.9%
% No	1.1%	0.4%	0.9%	1.1%	0.4%	0.9%	1.0%	0.5%	0.8%
% Info Refused /Blank	4.5%	36.5%	15.6%	3.3%	28.0%	11.8%	2.9%	24.3%	9.3%

Percentage of Gender ID Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	0.6%	0.5%	0.7%	0.9%	1.1%	1.1%	1.0%
Part Time	0.3%	0.3%	0.3%	0.5%	0.4%	0.4%	0.5%
Total	0.5%	0.4%	0.6%	0.7%	0.9%	0.9%	0.8%
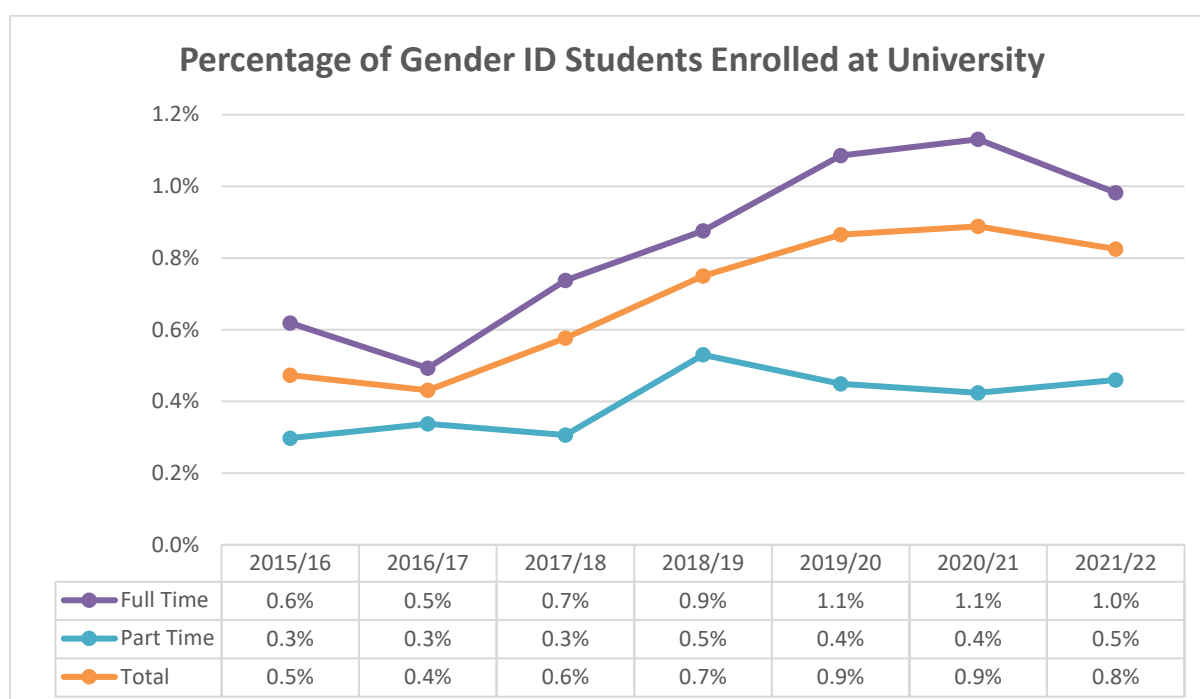
The change between 2020/21 and 2021/22 for No to Gender ID is 0.1% (increase in part-time, decrease for full-time and Total).

Number of Full Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Yes	8,953	9,661	10,452	11,071	11,910	13,353	15,080
No	63	55	85	104	137	158	154
Info Refused/ Blank	1,165	1,436	986	701	568	455	447
Total	10,181	11,152	11,523	11,876	12,615	13,966	15,681
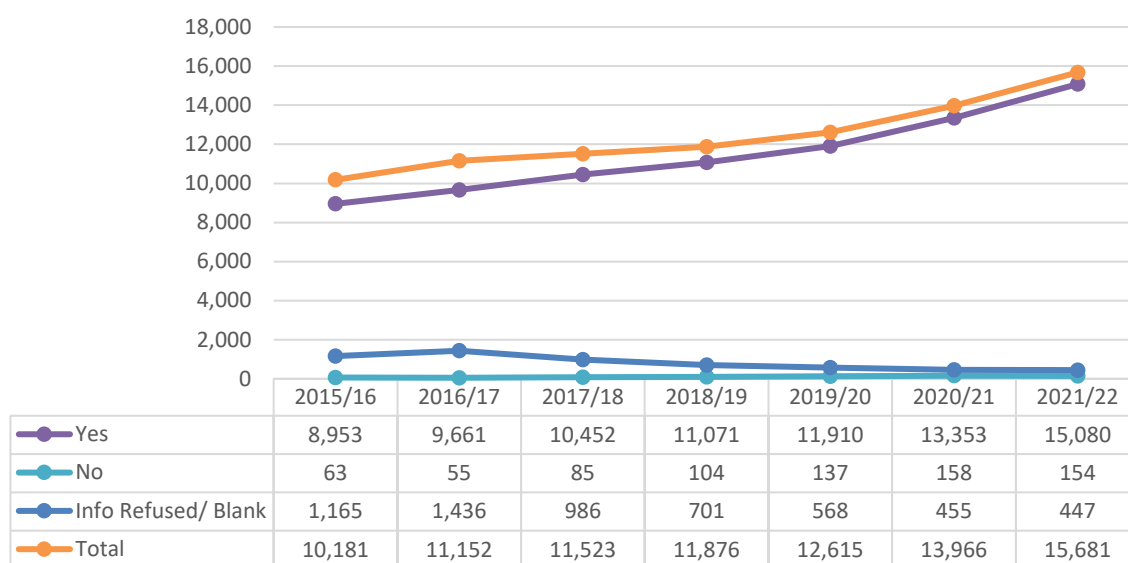
The number of Information Refused has continued to reduce, accounting for 2.9% full-time population. The percentage who responded No account for 1.0% of the population.

Number of Part Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Yes	3,838	3,947	3,820	4,209	4,210	5,233	5,073
No	25	25	21	36	30	31	31
Info Refused/ Blank	4,532	3,430	3,013	2,546	2,437	2,046	1,639
Total	8,395	7,402	6,854	6,791	6,677	7,310	6,743
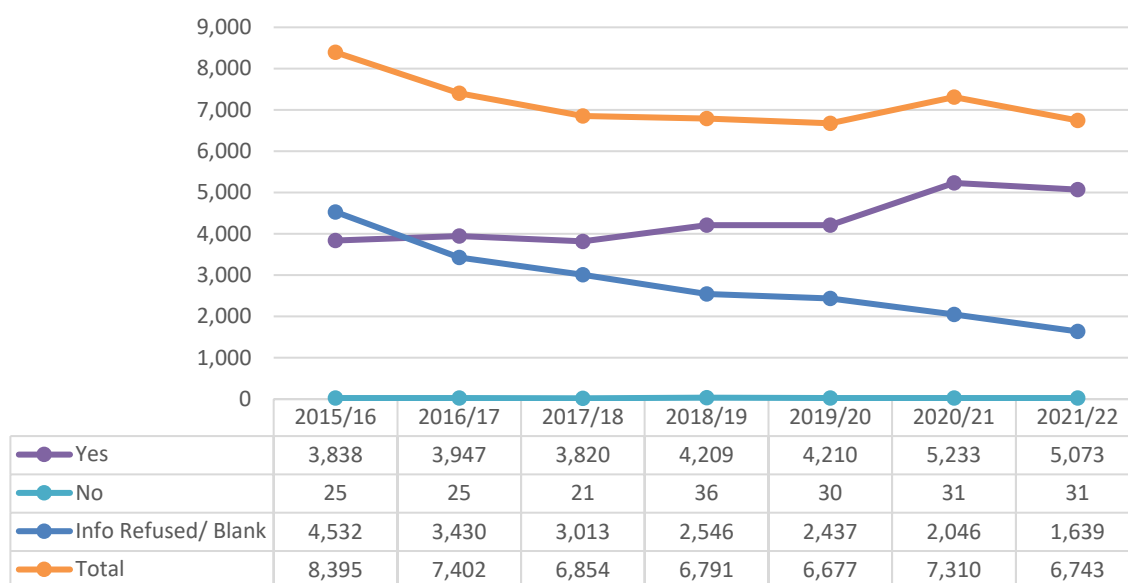
The number of students who responded No has remained at 31 for second year in a row. Information refused has decreased by 407.

Student Data: Ethnicity

	Measure		Overall			White				Non-White* exc Info refused			
	KPI	*Detail*	2020/21	2021/22	Change 20/21 to 21/22	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall	2020/21	2021/22	Change 20/21 to 21/22	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**13,966**	**15,681**	+12.3%	**9,294**	**8,741**	-6.0%	-18.2%	**4,605**	**6,682**	+45.1%	+32.8%
	Enrolment Part-time	*Enrolled Students*	**7,310**	**6,743**	-7.8%	**6,288**	**5,688**	-9.5%	-1.8%	**955**	**925**	-3.1%	+4.6%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**84.8%** (8,334/9,832)			**84.7%** (6,907/8,150)				**85.1%** (1,401/1,647)			
	OKPI 1	*Good Honours*	**76.2%** (2,122/2,783)			**75.8%** (1,689/2.227)				**77.8%** (423/544)			
	OKPI 5*	*UCAS Tariff (FT, Degree, Home)*	**123**			**123**				**119**			
	SKPI 6*	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	**74.3%** (912/1,228)	**78.1%** (811/1,128)	+3.8%	**75.4%** (815/1,081)	**78.2%** (777/993)	+2.9%	+0.1%	**65.8%** (96/146)	**76.7%** (102/133)	+10.9%	-1.4%

* OKPI 5 is based on Young students (aged under 21) so any students above this age are not included in analysis.
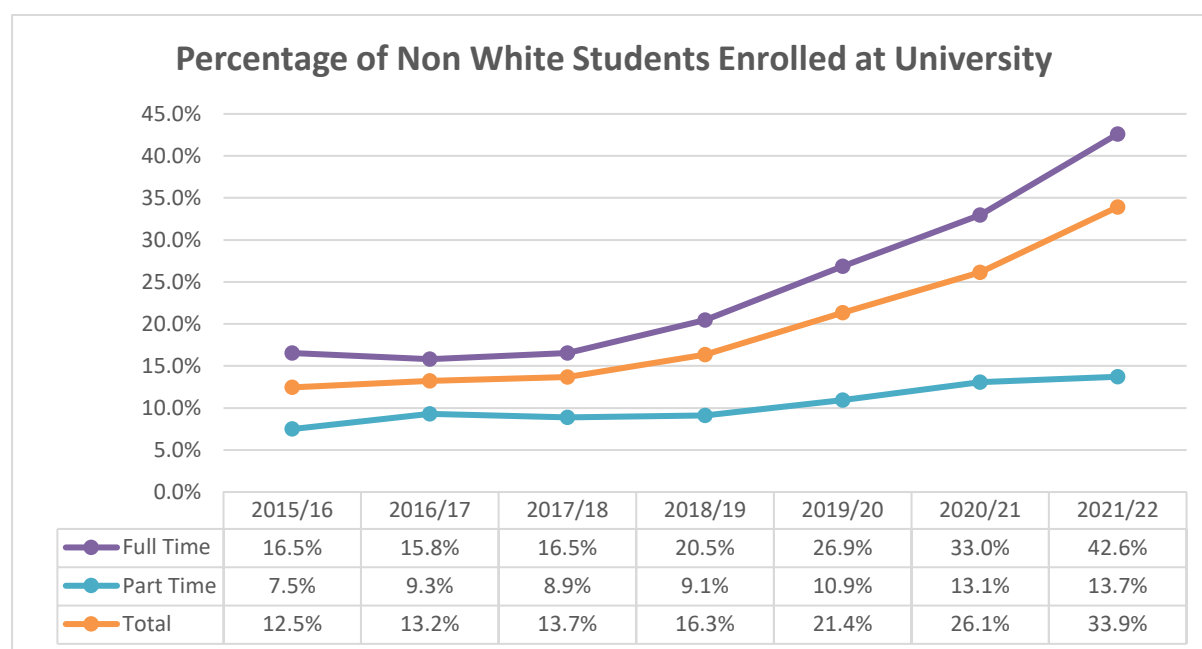
** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

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	Measure		White	Non-White		Other		Asian		Black		Chinese		Not Known/Info Refused	
	KPI	*Detail*	Diff from overall	Diff from overall	Diff from White	Diff from overall	Diff from White	Diff from overall	Diff from White	Diff from overall	Diff from White	Diff from overall	Diff from White	Diff from overall	Diff from White
A	**Enrolment Full-time**	*Enrolled Students*	-18.2%	+32.8%	+51.1%	-21.4%	-3.1%	+20.9%	+39.1%	+116.5%	+134.7%	-43.9%	-25.7%	+272.8%	+291.0%
	Enrolment Part-time	*Enrolled Students*	-1.8%	+4.6%	+6.4%	-3.5%	-1.7%	-3.1%	-1.3%	+16.1%	+17.9%	-38.5%	+40.3%	+101.8%	+103.6%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*													
	OKPI 1	*Good Honours*													
	OKPI 5	*UCAS Tariff (FT, Degree, Home)*													
	SKPI 6**	*Graduate Outcomes (Graduate Prospects (FT, Degree, Home))*	+0.1%	-1.4%	-1.6%	-11.4%	-11.6%	-1.2%	-1.3%	+8.6%	+8.4%	-78.1%	-78.2%	+21.9%	+21.8%

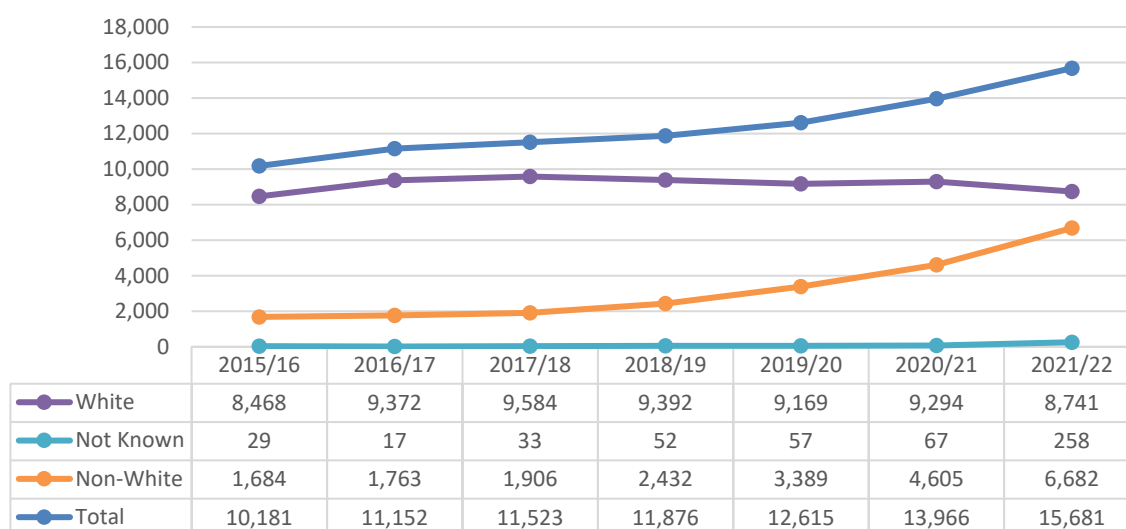** SKPI 6 is based on 2018/19 and 2019/20 Graduate Outcomes surveys.

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2021/22 enrolled students (all years, all modes)

Ethnic Group	2019/20			2020/21			2021/22		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
White	9,169	5,879	15,048	9,294	6,288	15,582	8,741	5,688	14,429
Other	410	162	572	418	231	649	380	205	585
Asian	1811	294	2,105	2769	397	3,166	3687	354	4,041
Black	620	185	805	1026	275	1,301	2347	298	2,645
Chinese	548	89	637	392	52	444	268	68	336
Not Known	57	68	125	67	67	134	258	130	388
Total	12,615	6,677	19,292	13,966	7,310	21,276	15,681	6,743	22,424
Non-White	3,389	730	4,119	4,605	955	5,560	6,682	925	7,607
% White	72.7%	88.0%	78.0%	66.5%	86.0%	73.2%	55.7%	84.4%	64.3%
% Non-White	26.9%	10.9%	21.4%	33.0%	13.1%	26.1%	42.6%	13.7%	33.9%
% Not Known	0.5%	1.0%	0.6%	0.5%	0.9%	0.6%	1.6%	1.9%	1.7%

Percentage of Non White Students Enrolled at University

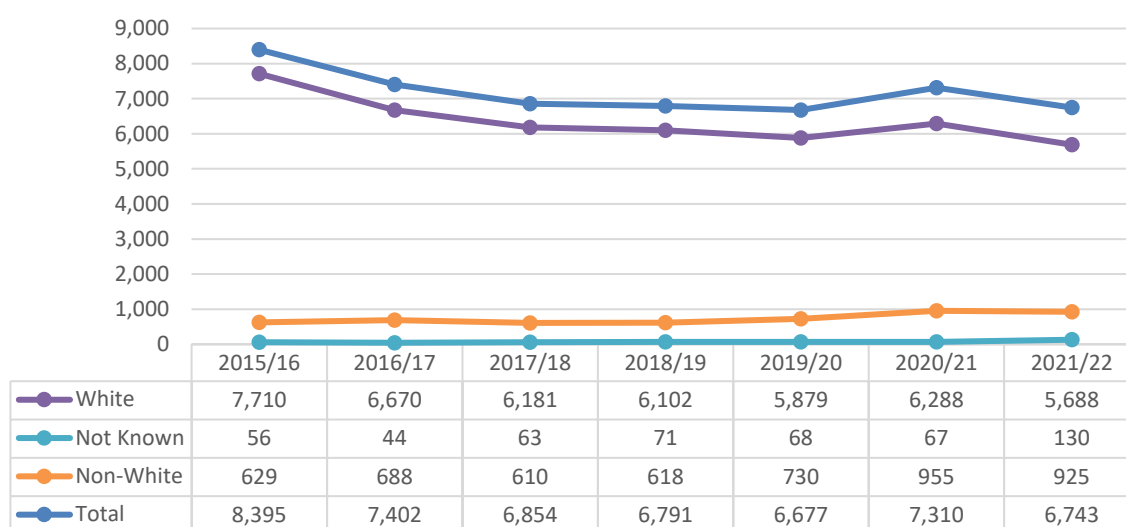|	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full Time	16.5%	15.8%	16.5%	20.5%	26.9%	33.0%	42.6%
Part Time	7.5%	9.3%	8.9%	9.1%	10.9%	13.1%	13.7%
Total	12.5%	13.2%	13.7%	16.3%	21.4%	26.1%	33.9%

There has been an 21.4% increase in the total percentage of non-white students from 2015/16 (12.5%) to 2021/22 (33.9%). Part-time non-white students have only seen a 0.6% rise between 2020/21 and 2021/22.

Number of Full Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
White	8,468	9,372	9,584	9,392	9,169	9,294	8,741
Not Known	29	17	33	52	57	67	258
Non-White	1,684	1,763	1,906	2,432	3,389	4,605	6,682
Total	10,181	11,152	11,523	11,876	12,615	13,966	15,681

There has been a significant increase of 4,998 in Non-White students since 2015/16 with an increase of 2,077 in 2021/22 alone.

Number of Part Time Students Enrolled at University

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
White	7,710	6,670	6,181	6,102	5,879	6,288	5,688
Not Known	56	44	63	71	68	67	130
Non-White	629	688	610	618	730	955	925
Total	8,395	7,402	6,854	6,791	6,677	7,310	6,743

There has been a reduction from 2015/16 (7,710) to 2019/20 (5,879) of White students. There has been an increase in 2020/21 to 6,288, however numbers are below 2015/16 levels (7,710) and have decreased again in 2021/22 to lowest in recent years. Non-White students have seen increases since 2017/18 with a slight decrease of 30 students in 2021/22.