



University of
Central Lancashire
UCLan

Equality, Diversity and Inclusion

Annual Report 2021-22

Where opportunity creates success



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#InclusiveUCLan

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Glossary of Terms

APP	Access and Participation Plan	LBN	Lancashire BME Network
AQU	Academic Quality Unit	LGBT+	Lesbian, gay, bisexual, transgender and more
ATC	Access to Carers		
C4A	Curriculum for All	PG	Postgraduate
EDI	Equality, Diversity and Inclusion	PGT	Post Graduate Taught
EDIC	Equality, Diversity and Inclusion Committee	REC	Race Equality Chartermark
		REN	Racial Equality Network
GAM	Get Ahead Mentoring	S4A	Services for All
GRACE	Global Race Centre for Equality	SIJ	Student Information Journey
HEAT	Higher Education Access Tracker	SU	Students’ Union
		UG	Undergraduate
HESA	Higher Education Statistics Agency	VCG	Vice-Chancellor’s Group
		WP	Widening Participation
ITE	Initial Teacher Education	YSC	Young Scientist Centre
KPI	Key Performance Indicator		

Foreword



We welcome and celebrate the rich diversity of our students, staff, and community partners, recognising it as a strength of the University and we work hard to ensure that equality, diversity, and inclusion are part of everything we do. We aim to create positive change and are committed to providing a safe and inclusive environment where everybody is treated equally, has equality of opportunity and feels as though they belong within the University. This spirit of 'opportunity for all' has remained at the heart of our mission since our inception in 1828.

A great deal has been done this year as we continue to invest in equality, diversity and inclusion (EDI) through training and development programmes, dedicated EDI events, enhancing our data systems and developing our inclusive learning technologies. Despite some good progress, we recognise that more needs to be done and with greater urgency in line with our institutional vision and mission and to meet our EDI goals outlined in our 'Belonging at UCLan' strategy.

This year we have made progress with increasing the numbers of female professors but other staff EDI goals including the overall diversity of the staff profile has remained static, whilst the numbers of staff making disclosures about their identities has reduced. In terms of student EDI goals, we have increased recruitment to PGT programmes in relation to students of Black, Asian and Minority Ethnic heritage (UK Domicile), we have reduced the gap for part-time disabled learners and learners from lower socio-economic backgrounds, but there is still work to do, particularly in relation to the award gap between Black, Asian and Minority Ethnic Students and White students.

This year, as part of our EDI strategy, members of the Vice-Chancellor's Group (VCG) have taken up ally positions in support of various groups. Currently we have four allies supporting Race Equality, LGBT+, Women and Disability. I am the ally for Racial Equality and have met the staff network co-chairs and look forward to being part of future network meetings and activity. We will continue to develop our ally roles to connect better with people across the University, educate ourselves about potential barriers and confront biases, prejudices and privilege.

Professor Graham Baldwin
Vice-Chancellor



At UCLan Students' Union we embrace and celebrate diversity in all its different forms. We exist to also empower student voice and offer a platform for students to become advocates on behalf of their fellow classmates.

We work in partnership with the University to improve both the student and academic experience, with advocacy of student needs taking place within Board of Governors, VCG and committee meetings.

As a Union our priorities are underpinned by our EDI plan, which aims to build inclusive environments where students feel like they belong and are able to thrive. The Union priorities have also been assembled through past and ongoing issues, which students experience here on campus with the aim to see improvements within this current academic year.

These priorities are of the following: The cost-of-living crisis, Black, Asian and Minority Ethnic student experience, international student experience and student mental and physical wellbeing.

In addition, a huge aspect of our approach to inclusion here at the Union is encouraging students to participate within the 100 plus sports clubs and societies that we hope will support students in developing their soft skills that will help them in life after UCLan.

Raham Odjegba
(Students' Union President)

Introduction

Our EDI inclusion statement is “helping people to seize every opportunity to flourish in education, at work and for life”. This gives us the foundation of our ambition to be a leading UK university with national and international influence, delivering real-world, practice-based education.

We operate a large, innovative multi-campus university with c35,000 students studying courses in Lancashire and across the world. We pride ourselves as a modern university with nearly two centuries of experience delivering Higher Education. Our aim is to be a positive force for change, enriching lives by providing an outstanding educational experience, creating prosperity and opportunity of our learners, colleagues and the communities we serve.

As an anchor institution with a commitment to widening participation, we have invested in significant campus developments to provide opportunity and respond to local need. The Preston Campus has approximately 26,000 students studying a range of undergraduate and postgraduate courses and Degree Apprenticeships. Our Burnley Campus offers provision for approximately 1,600 students providing relevant courses to the local population including business, health, social work and community leadership. Our Westlakes Campus in Cumbria offers vocational courses in areas such as medicine and nursing and supports approximately 300 students. Our overseas campus in Cyprus offers a range of sports, business, law, education and English degrees for the benefit of approximately 1,000 students each year. Additionally, we have 21 partnerships with UK FE colleges and specialist training providers and operate a network across the North West to deliver Initial Teacher Education (ITE) for the post-compulsory/14+ sector. In 2017, we joined forces with the Blackburn-based educational charity www.training2000.co.uk, offering apprentices a direct progression pathway to a Degree Apprenticeship and our partnership has gone from strength to strength. The learner population is c1,200 apprentices and 120 Traineeships, increasing access to Level 3 learning in Lancashire and leading to progression pathways to Degree Apprenticeships at UCLan.

In summary, UCLan is the third largest university in the North West. We are a multi-campus, global institution, fully committed to our widening participation agenda and to ensuring everybody is treated equally, has equality of opportunity and feels as though they belong within the University. We do this through our Curriculum Framework; through our real-world, research-informed, practice-based education; and through creating prosperity and opportunity for all. However, there is always more that we can do and this year’s EDI annual report highlights our progress and challenges as we continue to move forward.





Achieving Together

We achieve our ambitions through teamwork and collaboration.



Being Proud

We take responsibility and professional pride in the quality of our work.



Creating Opportunity

We proactively create and seize every opportunity to flourish in education, at work and for life.



Supporting All

Everyone matters.
We show support, respect and compassion to our students, colleagues, and communities.

Our values reflect who we are as a university and what we stand for. They continue to help us work towards our shared goals, helping to make collective decisions, improve motivation and ensure we hire the right people. That is why we continue to work hard to embed these values into our recruitment and selection techniques, appraisals and performance discussions. We know it is important to continually review how these values are robustly built into our policies, processes and practices to ensure that we live and breathe them to constantly improve and to enrich the lives of our learners, our colleagues and the communities we serve.

Belonging at UCLan

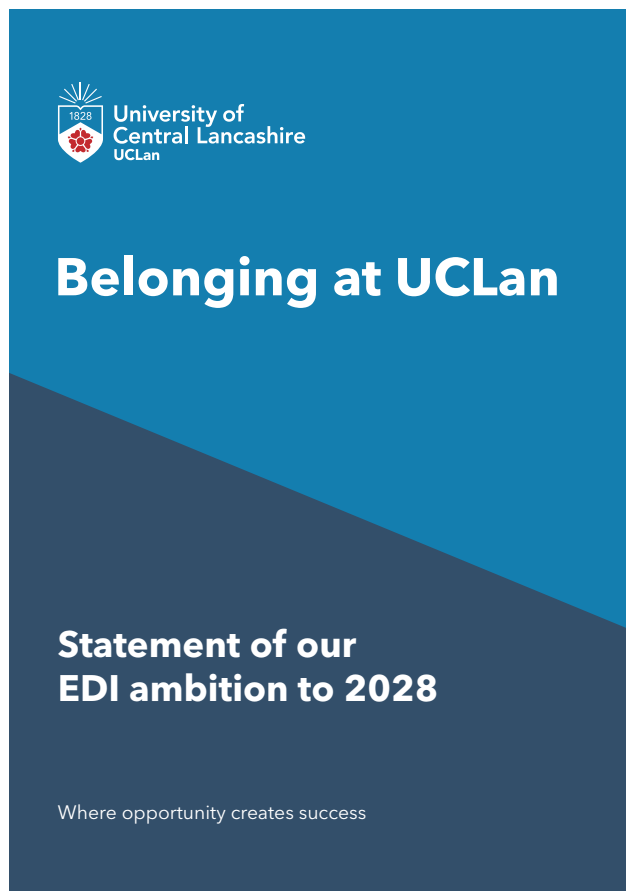
It is a year since the launch of our EDI statement which set out our ambitions in relation to EDI, ensuring fair treatment and opportunity for all.

A fundamental part of the statement is taking a whole institution approach to turn ambition into action. At the heart of this ethos is our collective responsibility across both academic and professional services to make sure that everybody is treated equally, has equality of opportunity, and feels as though they belong within the University.

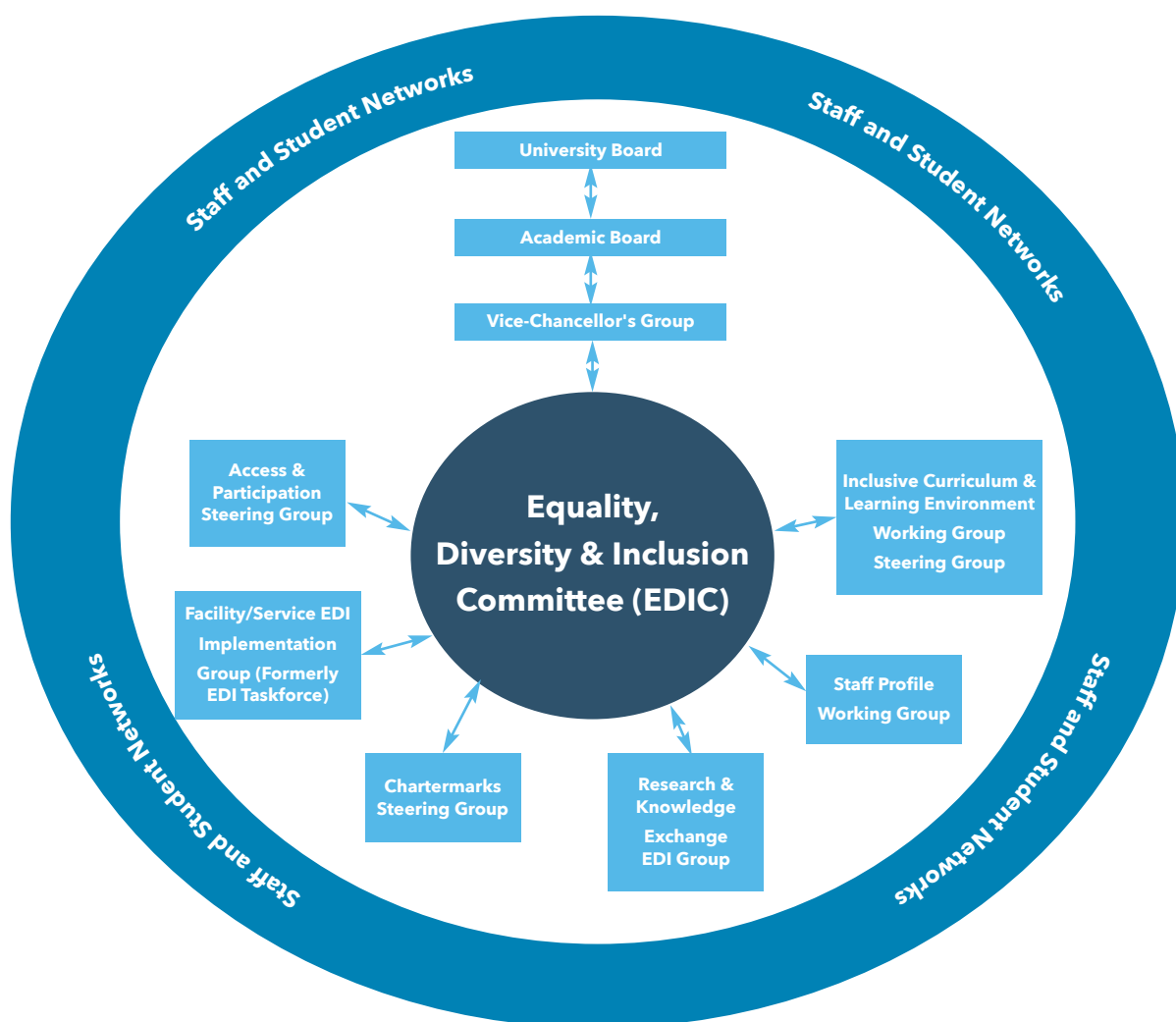
Our ongoing work across EDI continues to focus on the following four pillars. These are to:

1. Diversify our people profile.
2. Eliminate or significantly narrow gaps within the learner body relating to recruitment, progression, awards and graduate outcomes in relation to protected characteristics.
3. Develop an enhanced inclusive culture and mindset within the staff and learner body, leading to a stronger sense of belonging for all.
4. Develop a national and international research profile in relation to EDI.

This year the focus has been on implementation, utilising dedicated workstreams (within the EDI Governance and Operating Framework). The workstream groups have responsibility for delivering specific action plans and monitoring the impact of targeted interventions.



EDI Governance and Operating Framework



UCLan’s EDI Workstreams within the Governance and Operating Framework

Inclusive Curriculum and Learning Environment

Focus

An inclusive curriculum and the principles which support EDI goals to narrow/eliminate gaps in relation to student progression, awards and graduate outcomes and enhances the sense of belonging for all students. This group also has a role to play in implementing a programme of academic staff development to ensure that all staff are equipped to utilise the principles in course design to build an inclusive learning environment. The group is also tasked with ensuring that evaluative measures are implemented to better understand the impact of interventions that are put in place.

Progress

- Curriculum for All programme launched
- A resource page has been curated in the staff intranet SharePoint platform, including EDI factsheets, videos, podcasts, books, journals on a range of topics including inclusive spaces, anti-racism, belonging, cultural awareness, curriculum for all and the EDI 5 points of enquiry, decolonisation, faith and belief and intersectionality. It also includes resources and guidance for diversifying reading lists.
- Three workstreams have been established to focus the activity of the group. These are: Datasets, Resources/publications and Monitoring and evaluation.
- A submission was made to the research ethics committee to enable evaluation of current activity.
- Developed and delivered 'new to teaching' workshops considering inclusive curriculum in T&L.
- The 5 EDI Points of Enquiry were embedded into Course review and validation documentation through AQU.
- The group contributed to two CCL Connect Events this year, first, 'Leading the Way in Modern Learning' and a follow-up event 'Accessibility for All'. These enabled the group to showcase good practice and challenge myths particularly around decolonising the curriculum and neurodiversity.

Access and Participation

Focus

Implementation, evaluation and reporting on UCLan's [Access and Participation Plan \(APP\)](#). Oversee changes to the APP in relation to submissions and variations. Ensure plans and updates are accessible for prospective students, parents and other stakeholders.

Progress

- Governance reconfigured to provide greater strategic focus and help embed the APP work across the institution. Activity split into steering, operations and evaluation groups.
- Ringfenced funding allocated to each School and aligned with School priority areas of the APP.
- Main widening participation (WP) activities included ad-hoc visits from local primary and secondary schools, series of on-campus access to careers (ATC) events, a careers knowledge and study skills programme delivered over five sessions called Get Ahead Mentoring (GAM) and a series of primary and secondary science sessions in a Young Scientist Centre (YSC) setting. In 2021-22 the following engagements were recorded – 2,263 total students engaged, 107 activities delivered and 196 schools engaged. More than two-thirds of the cohort (69%) that we engaged with during this time would be classified as disadvantaged using the Higher Education Access Tracker (HEAT).

Staff Profile Working Group

Focus

Improving the diversity of the staff workforce so it becomes more reflective of our student base and the communities we serve. It is also tasked with increasing the proportion of colleagues who are at ease with sharing their protected characteristics.

Progress

- Video produced showing and reassuring colleagues how to, and why it is important to share their personal characteristics.
- The Manager's toolkit reviewed and updated for inclusive recruitment and selection.
- A staff Pulse survey was conducted in July 2022 on sense of belonging and wellbeing with 488 responses. Overall, 63% of colleagues agreed/tended to agree that they had a sense of belonging at UCLan. 59% felt they could talk to someone at work about their mental health and wellbeing if they needed to.
- A review of the group resulted in a change of focus from operational to governance to oversee all EDI matters relating to staff, including projects and action plans.
- An externally facilitated conference for UCLan senior managers focused on EDI and the Belonging at UCLan statement of ambition. Outputs from the day were pledges, actions and acting on feedback. These are being tracked through the Leadership Development Programme.
- The 'People Value Proposition' project launched by the People Team and External Relations with a specific focus on enhancing inclusivity in language, recruitment and selection processes and advertising media.

Chartermarks Steering Group

Focus

Ensure there is a coherent and aligned approach in relation to working towards appropriate EDI Chartermarks and accreditations (currently 14) that will support working towards our EDI goals and KPIs.

Progress

- **Stonewall** submission ranked 256th out of 404 submissions. Although we did not achieve bronze award status the feedback provided was formulated into an action plan and we are now working towards re-submission in September 2023. Progress made with updating policies, better engagement with internal and external stakeholders.
- Institutional **Athena Swan** bronze award is valid until May 2024. Advance HE offered all award holders the opportunity to request a year's extension due to Covid. We took that opportunity and submitted a request for the one-year extension to take us to May 2025. We estimate we are about 12 months behind schedule with our action plan. In response to this, three targeted institutional implementation groups were established to take actions forward, these are: EDI culture/sense of belonging, Career Development and Support for Carers.
- We achieved the UNICEF Gold Standard Baby Friendly initiative award last year.
- Published our [Gender Equality Plan](#).
- Lancashire School of Business and Enterprise achieved a department Bronze award.
- **Race Equality Charter** has been pushed back twice this year to give us time to analyse the data and implement actions and provide a strong narrative on progress. Submission planned for July 2023.
- We signed up to be a supporting organisation of the City of Sanctuary and launched the new Sanctuary Scholarship. This scholarship supports forced migrants who are not eligible for student finance to access higher education with us. This forms part of our application/action plan to become a **University of Sanctuary**.
- We signed a national Government-led pledge, the **Care Leavers Covenant** to provide a comprehensive care package to support care leavers aged 16-25 helping them to move from local authority care to living independently enabling them to reach their educational potential.
- We continued with our range of specialist support for eligible students estranged from their parents in our **Stand-Alone Pledge**. We provide tailored support and advice depending on individual needs.
- We continued to work on progressing from Level 2 **Disability Confident** Employer to Level 3, Disability Confident Leader. A working group involving 18 streams of activity has been established with a view to submitting to Level 3 in 2024/2025.

Faculty/Service Implementation Group (Formerly EDI Taskforce)

Focus

Tasked with advancing EDI KPIs as agreed by the Equality, Diversity and Inclusion Committee (EDIC). The group oversees the development of workstreams and projects in furtherance of these objectives and make recommendations as appropriate to the EDIC.

Progress

- EDI dashboard continued to be updated and refined by the Strategic Data and Policy Insight Team, in collaboration with the EDI Team, based upon feedback from internal service users. Training continued for EDI Leads and key personnel to enable targeted data evidence-based actions/interventions.
- A Research and Knowledge Exchange EDI Group established with a wider remit than the previous REF EDI Group to cover REF and its EIA as well as the KE Concordat EDI related actions and the research/impact pillar 4 of the Belonging at UCLan statement.
- As part of the Student Information Journey (SIJ) Programme, a statement on belonging was included within student (re) enrolment questions to enable us to measure and track sense of belonging and confidence throughout the student journey. The SIJ Programme aims to undertake a comprehensive review of our key student information systems and associated business processes to ensure we have a functionally aligned, professional organisation with processes, systems, and ways of working that are fit for purpose in supporting the student lifecycle.
- Aligned with updated EDI governance and operating framework (Sept 2022) the EDI Taskforce evolved into the faculty/leads implementation group to give greater attention to delivery and accountability for local actions against agreed local EDI plans/goals at faculty and service level. Unfortunately, due to the EDI Director leaving the University shortly afterwards, progress with the new group has stalled.

EDI Goals Scorecard

The EDI scorecard below provides an indication of our direction of travel against the institutional EDI goals contained in the EDI statement of ambition.

Staff EDI goal	Target	2019-20	2020-21	2021-22	Direction
To achieve a minimum overall Black Asian and Minority Ethnic people profile of 20% across all grades and levels, with a particular focus on Black Asian and Minority Ethnic representation of management contract holders in Professional Services	20%	13%	14%	14%	↔
To achieve an appropriate gender representation in management contracts, benchmarked against the overall pool of staff within each of the academic and professional staff group	59%	54%	52%	51%	↓
To achieve a minimum 50% of female Professors	50%	37%	38%	41%	↑
To have achieved a minimum of 7% of people across all grades declaring a Disability	7%	3%	4%	4%	↔
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to sexual orientation	95%	66%	68%	75%	↑
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to religion and belief by 2028	95%	69%	71%	74%	↑

*gap is in favour of disabled students

**gap is in favour of mature learners

***gap is in favour of part-time non-disabled learners

N/A - Data for the current year has not been published at the time of writing

Student EDI goal	Target	2019-20	2020-21	2021-22	Direction
Physics Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	26%+	20%	21%	18%	↓
Chemistry Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	46%+	36%	37%	37%	↔
Engineering Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	19%+	9%	10%	12%	↑
Computing Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	20%+	13%	13%	14%	↑
Recruitment to PGR programmes to have exceeded the sector average in relation to students of Black, Asian and Minority Ethnic heritage (UK Domicile)	18%+	14%	15%	14%	↓
Recruitment to PGT programmes to have exceeded the sector average in relation to students of Black, Asian and Minority Ethnic heritage (UK Domicile)	23%+	19%	19%	20%	↑
To eliminate the award gap for undergraduate learners in relation to learners from a Black, Asian or Minority Ethnic heritage (UK Domicile)	0%	7%	9%	9%	↔
To eliminate the award gap in relation to disabled learners (UK Domicile)	0%	3%*	1%*	1%*	↔
To eliminate the award gap in relation to part-time learners (UK Domicile) who are under the age of 21	0%	23%**	16%**	27%**	↓
To eliminate the award gap in relation to part-time disabled learners (UK Domicile)	0%	13.5%***	13.5%***	11%***	↑
To eliminate graduate outcome gaps in relation to Black, Asian and Minority Ethnic heritage graduates	0%	8%	2%	N/A	
To eliminate graduate outcome gaps in relation to disabled graduates	0%	13%	7%	N/A	
To eliminate graduate outcome gaps in relation to male graduates	0%	5%	5%	N/A	

Staff and Student EDI goals	Target	2019-20	2020-21	2021-22	Direction
Enhance staff and learners' (including those from overseas) sense of belonging through identified interventions	N/A	N/A	N/A	N/A	
To identify and develop a minimum of three focussed areas of EDI related research that will lead to significant impact at national or international level	N/A	N/A	N/A	N/A	

EDI resources

EDI Team



Pradeep Passi
Director of EDI



Dr Leona Trimble
Interim Head EDI



Suely Ludgero-Newlove
EDI Officer
(Staff Development & Inclusive Culture)



Ellen Shaw
EDI Officer
(Chartermarks)



Nafisa Bhula
EDI Project
Support Officer

EDI Leads

The University has established a network of EDI Leads in each School and Service. These leads have a valuable role in leading implementation and mainstreaming EDI in their areas in line with institutional EDI goals.

The EDI Lead's role is to advise and assist Heads of Schools and Service to:

- Embed our EDI goals into all work-related processes and activities.
- Create a more diverse and inclusive environment to allow staff and learners to achieve their potential and in turn, to improve and enhance everyone's experience.
- Ensure inclusivity and accessibility where possible to meet the needs of all.
- Raise the profile of EDI and its impact on working practice within their area of work.
- Share best practice and experience through collaborative working across the University.

Listed below are all EDI Leads representing their respective Schools and Services.

Faculty of Science and Technology			
School of Psychology and Computer Science		School of Natural Sciences	School of Engineering
Jonathan Edward Associate Lecturer		Dr Tina Gornall Lecturer	Dr Javad Yazdani Senior Lecturer
Faculty of Culture and the Creative Industries			
School of Arts and Media		School of Humanities, Language and Global Studies	
David Knight Senior Lecturer		Dr Hae-Sung Jeon Lecturer in Korean Language & Cultural Studies	Andrew Grice Senior Lecturer
Faculty of Clinical and Biomedical Sciences			
School of Medicine		School of Dentistry	School of Pharmacy and Biomedical Sciences
Stephen Mahon Senior Lecturer	Nussrat Kazmi Academic Coach	Dr Kumar Datla Senior Clinical Teacher	Cathryn Brown Teacher Practitioner
Faculty of Health and Care			
School of Nursing		School of Community Health and Midwifery	
Dr Peggy Mulongo Lecturer in Mental Health Nursing		Rebecca Steel Future U Project Lead	
Faculty of Allied Health and Wellbeing			
School of Sport and Health Sciences		School of Social Work, Care and Community	
Craig Lawlor Demonstrator in SCPA		Karen Taylor Lecturer	Dr John Wainwright Senior Lecturer
Faculty of Business and Justice			
School of Business	School of Management	School of Justice	
Dr Candan Celik Senior Lecturer in PR & Comms Management	Clare Ashworth Lecturer	Rachel Nir Senior Lecturer	Ian Palmer Principal Lecturer and Academic Lead for Policing

Academic Quality Unit
Suzanne Juniper Senior Quality Officer
Burnley Campus
Tabassum Ali Customer Support Officer
Corporate Operations
Kate Giokabari Project & Change Officer
Aby Stringer Project Support Coordinator
External Relations
Rebecca Leech Head of Admissions
Vacancy
Legal and Governance
Luke Robinson Contracts Officer
People Team
Rebecca Hewitson Strategic People Partner
Research and Enterprise Service (RES)
Dr Allison McCaig Head of Impact and Outputs Unit
Student Services
Emma Hansen Customer Service Advisor

Academic Registry
Simon Weston Deputy Registrar - Immigration & Compliance
Centre of Collaborative Learning (CCL)
Vacancy
Estates Services
Sarah Robinson Head of Estates Operations
Financial Services
Aisha Malik Senior Finance Officer
Vacancy
Library and Information Services (LIS)
Emma Bissell Web Technical Support Officer
Procurement and Commercial Services
Jasmin Banks-Lee
Strategic Data and Policy Insight
Vacancy

EDI Staff Networks

There are currently four EDI staff networks at UCLan:

- Staff Disability Network (we launched a new neurodivergent staff group this year)
- LGBT+ Network
- Racial Equality Network
- Women's Network

Each network has a set of Terms of Reference, two elected co-chairs and a plan of actions. Network chairs are members of a range of EDI groups within the governance and operating structure. These networks provide a formal mechanism through which the staff voice can be heard, along with contributing to the wider EDI activities on campus and helping to foster a solid inclusive culture. The networks operate independently and receive support from the EDI Team. The network chairs meet regularly with the EDI Team and other network chairs to share good practice, prioritise actions, evaluate resource needs and identify impact of activities.

Staff Disability Network



Frank Harrington

LGBT+ Staff Network



Stevie Seymour

Racial Equality Network



Dr Peggy Mulongo

Women's Staff Network



Charlotte Barrow



Sarah Middleton



Komali
Kantamaneni



Maria Iglesias Mora



Alissa Nehrlich

EDI Key Activities and Initiatives 2021-22

Staff Development, Inclusive Culture and Chartermarks

A comprehensive EDI staff development programme was implemented this year to assist all staff with their developmental needs in acquiring knowledge in many EDI themes that are relevant and applicable to their professional practice. It was designed to support the development of a positive culture, to better equip the workforce to support students, visitors and stakeholders and to support the achievement of the institutional EDI goals.

Face to face and online awareness raising activities were delivered throughout the year to better equip staff with knowledge competence and confidence when having EDI discussions in the classroom and work environment. It has been also useful to identify student and staff needs in relation to reasonable adjustments and using adequate terminology considering the diverse identities of students and colleagues. Activities were delivered across all levels of the institution including the VCG and covered:

- Accessible and inclusive resources with Office and Blackboard Ally
- Belonging at UCLan series: Let's Discuss Disability
- Conversations about Disability, Gender, LGBT+, Race (Black Lives Matter)
- Disability Awareness
- Diversity in the Workplace, including Equality Act (2010) /Discrimination and Equality Impact Assessments (EIA)
- Hate Crime Awareness focus on LGBT+
- Hate Crime Awareness focus on Race (Anti-Semitism and Islamophobia)
- Inclusive Curriculum (Curriculum for all)
- LGBT+ Allies
- LGBT+ Awareness – including Trans; non binary; bisexual; gender neutral language
- Manager's Conference focus on EDI
- Mental Health Student Peer Support Programme for LGBT+ Community
- Menopause Public Lecture
- Neurodiversity Awareness
- Trans Awareness
- Unconscious Bias
- Understanding People Policies and procedures, eg Dignity at work, Menopause Guidance, Access to Work, Sexual Harassment, Report and Support platform (reporting incidents)

All UCLan staff also have access to online LinkedIn Learning provision, with specific modules on various protected characteristics including Anti-racism, Neurodiversity, Perception Bias/Unconscious Bias, Fighting Gender Bias at Work, Inclusive Language and Using Pronouns.

Alongside the cross-institutional staff development provision we coordinated a programme of events, seminars and knowledge exchange activity designed to enhance the inclusive culture and sense of belonging for staff and students. Additionally, we worked through established EDI Chartermarks in order to ensure a systematic institutional approach to achieving the institution EDI goals. The following section outlines the key activities.



Belonging at UCLan Series: Let's Discuss Disability

The EDI Team and Staff Disability Network organised the first in a series of 'Belonging at UCLan' events, focusing on the third pillar of the strategy: Sense of Belonging. The event assessed the sense of belonging of staff with disabilities. We heard impactful lived experiences from colleagues with disabilities and learned about the challenges they face and the need for effective adjustments at work.

Disability History Month

During the year we have worked to try and raise the profile of Disabled Staff and Learners within the institution. We worked with EDI Leads in Schools and Services, the Students' Union and the Disabled Staff Network to arrange a number of events throughout November. Professor Andrew Ireland has been nominated as the VCG ally to support the staff and student networks and be an advocate to promote a more inclusive culture for staff and students with disabilities.

The month delivered 13 events including a launch event with the raising of the Disability Pride flag, Wellbeing Wednesday, a 'DisabiliTea and Cake' event, and training on Mindview, Creating accessible resources and Neurodiversity: Myths and stereotypes. Over 250 people attended the events held throughout the month, which also had a dedicated [webpage](#).



Rainbow Roses Exhibition

[UCLan takes pride in Rainbow Roses exhibition - UCLan](#)

The University teamed up with a local LGBTQ+ community group to celebrate and explore queer self-expression. Launched during Preston Pride Weekend, the Rainbow Roses exhibition invited members of the Lancashire LGBT Women and Non-Binary Peer Support Group to share personal experiences through art in an



exhibition in UCLan's Harrington Building Social Space. The exhibition included a large tapestry created by several group members with the message "Forget who they told you to be. Be who you were born to be" as well as drawings, paintings and a collage.

Launch of LGBT+ online inclusivity toolkit

UCLan also launched its [online anti-discrimination toolkit](#) for tackling online abuse directed at LGBT+ communities. It aims to provide practical strategies to prevent the online discrimination directed at sexual and gender minorities and was produced following consultations with these communities. The toolkit suggests ways in which users can protect themselves from online hostility, including protocols for reporting discrimination, as well as providing guidelines for social media sites owners, educators and police forces on how they can prevent such activity and support victims. The toolkit has already attracted the national attention of, and used by various police forces, including Lancashire and Lincolnshire, schools, LGBT+ organisations Stonewall and Galop, and members of the LGBT+ community via social media platforms, including Instagram, Twitter, Tik Tok and Facebook.

LGBT+ History Month

As part of our LGBT+ History Month celebrations, UCLan teamed up with UK Black Pride and NHS Lancashire and South Cumbria to spotlight the hidden histories of LGBT+ communities. The panel of experts shared their research which detailed the interconnectedness between past and present realities of lesbian, gay, bisexual and trans people in Britain, and why history needs to remember these lessons to make the invisible, visible and highlight the systemic and structural inequalities that need to be redressed in order to reduce marginalisation and unfairness. The event was co-chaired by Director of EDI, Pradeep Passi and NHS EDI Manager Jo Harrison. UCLan academics Professor Hel Spandler and Senior Lecturer Dr Megan Todd talked about their related research in this field alongside NHS and UK Black Pride representative Cllr Pav Akhtar followed by a Q&A session.



The event was recorded and can be accessed via this NHS YouTube channel link: [LGBT+ History Month, Hidden Histories panel and conversation. - YouTube](#)



UCLan SU Pride

[UCLan SU Pride](#) is celebrated since 2019. It is usually celebrated in September to coincide with local Preston Pride but exceptionally due to Covid it took place in February. This is a student led event organised by the Students' Union (SU) and supported by the EDI Team and widely by academic and professional services staff. It is an event to celebrate and give sense of belonging to our wonderful LGBT+ community. There was an array of vibrant events and activities that included stakeholders' stalls, guest speakers and craftivism during the day as well as food and entertainment later in the day. The theme for last year was Pride past, present and future.

Stonewall Workplace Equality Index

UCLan is a member of the Stonewall Diversity Champions programme and has submitted its Workplace Equality Index (WEI) application for the first time in October 2021. As a result, UCLan ranked overall 256th position out of 403 employers and 40th in the education sector. The working group has continued to work through an action plan to advance LGBT+ inclusion at UCLan towards the next submission in September 2023.

Professor StJohn Crean has been nominated as the VCG ally to support the staff and student networks and be an advocate to promote a more inclusive culture for LGBT+ staff and students.



Time for Change: Action Not Words Black History Month

Throughout October 2022

Search 'UCLan Black History Month' on Eventbrite and keep an eye on the University social channels for further information and updates ...

Exhibitions, Launches,
Surveys, Forums, Lectures,
Webinars, Workshops,
Resources, Training,
Music and Films.



Illustration by Lecturer David Kalgut, EDI Lead of Arts and Media School



Black History Month

The EDI Team in conjunction with the staff Racial Equality Network (REN) and EDI Leads organised an array of engaging activities with Schools and Professional Services to celebrate Black History Month. Professor Graham Baldwin has been nominated as the VCG ally to support the staff and student networks and be an advocate to promote a more inclusive culture for ethnically diverse staff and students.

The month delivered 11 events including webinars, workshops, a career development session, Race Equality feedback session with the Vice-Chancellor and the Windrush Warriors play with over 400 participants taking part. This event had this dedicated webpage with the programme of activities.

Global Race Centre for Equality (GRaCE)

This vibrant, transdisciplinary research centre is committed to quality research and intellectual enquiry that has real-world impact. GRACE is led by academics of colour and benefits from an active membership of colleagues with a track record of race-focused and/or racially inclusive research with a commitment to anti-racism. Under the directorship of Dr John Wainwright, the centre operates under key research themes, reflecting industry, the private, statutory, and voluntary sectors. These are the interplay between the lived experiences of Black, Asian, and other racialised minorities, power, institutional structures and culture, and the outcomes for racialised minorities across all walks of life.

The purpose of GRACE is to explore institutional and societal approaches that lead to enhanced racial justice. During 2021-22 research was conducted on a range of topics including, the experiences of Nigerian women (and abuse), African Migrant women and mental distress, Whiteness and conversations about race, Black and Asian communities, Black boys and criminal justice system, health and race (in)equality and police and race (in)equality.

At the start of 2022, UCLan teamed up with the Lancashire BME Network (LBN) in a bid to strengthen the support and opportunities available to marginalised communities living in the county. The two parties signed a Memorandum of Understanding (MoU) to officially cement the new partnership, which will see them work together on a number of ventures.



Refugee Week 2021

UCLan has supported Refugee Week in partnership with local stakeholders, including hosting a Preston City of Sanctuary event. This key date is now included in UCLan's EDI calendar. UCLan academics contributed to a primary school event distributing the renowned children's book, 'The Boy at the Back of the Class' to various primary schools in Preston. Children heard the story of Ahmet, a refugee boy from Syria who comes to their school. After hearing the story, children were encouraged to reflect on their thoughts and feelings about Ahmet and other refugee children.



Race Equality Chartermark (REC)

UCLan is a member of Advance HE Race Equality Chartermark (REC) since 2014 and is committed to applying for the bronze award as we strengthen our approach to advancing racial equality. We have continued with the self-assessment process to understand the impact of race/racism on different areas across the institution including, staff recruitment and progression, the student pipeline and teaching and learning. We continued to develop a detailed action plan to enhance the areas where disparities in outcomes and experiences are identified. One of the milestones of this work for this year has been the execution of the race equality survey and focus groups for staff and students. Key findings from the survey/focus groups included:



- Black, Asian and Minority Ethnic staff (29.6%) and students (16.7%) are witnessing racial discrimination on campus.
- Less than half (40.6%) of Black, Asian and Minority Ethnic students agree that appropriate action would follow a report of racial discrimination, a gap of 19.6pts from the response from White groups.
- One third of Black, Asian and Minority Ethnic staff feel that current recruitment policies are not fair and transparent.
- Staff commented that there is a need to improve support, reporting and investigating racial discrimination, harassment and victimisation complaints, they highlighted good intention but poor outcomes.
- Staff said they had experienced racial harassment in UCLan, with incidents of direct discrimination, indirect discrimination, harassment, and victimisation.
- Students felt that training for staff at every level is needed.

Key recommendations included:

- Training and development on how to be anti-racist should be mandatory.
- It would be good to provide ethnically diverse staff with ethnically diverse mentors.
- Race equality training should be designed, planned, and delivered in collaboration, consultation, and coproduction with race equality groups with lived experiences to ensure the training is authentic.
- Collect and analyse data on pay, promotions, engagement, ethnically diverse staff in SLT, different contracts, applications and appointments.
- The complaints process needs to be reviewed as UCLan are behind when dealing with anti-racism.
- Use anonymous disclosures to build picture of issues and provide statistical information to monitor trends.

Institutional Review of Racial Equality and Anti-Semitism at UCLan

A student complaint was made in March 2022 in relation to a racist and anti-Semitic incident that took place between UCLan students in 2020. The details of this incident and an image were posted by the complainants on social media in June 2022. This resulted in considerable national and social media interest. The University decided to initiate an Institutional Review (adopting an anti-discriminatory framework) to learn lessons and make improvements. The Review was conducted between August and November 2022 by University colleagues across a broad spectrum of services and included an External Review by AUA Consulting of the University complaints process. The recommendations have been incorporated into the Race Equality Chartermark action plan and progress will be monitored by the University's Equality, Diversity and Inclusion Committee.

The main findings of the Review recommended that the University should take steps to:

- Review how we **manage our complaints process** including more regular communication with complainants and escalation of complaints when required.
- Develop and implement a more **robust and thoughtful approach** to supporting staff and students in relation to allegations of bullying, harassment and discrimination.
- Broaden the pool and **diversity of staff** involved in staff and student complaints, grievances and disciplinaries and to ensure that all are provided with anti-discriminatory training.
- **Review resources** available to accelerate investigations of student complaints and disciplinary processes.
- Gather further evidence of the extent to which **anti-Semitism** is present at our University.
- Establish institutional protocols for internal and external communication when dealing with critical cases including the **disclosure of information** pertaining to staff/student complaints by drawing upon recent UUK Guidance.
- Ensure that a package of **anti-racism training** is introduced to staff as part of the Equality Diversity and Inclusion development plan.
- Strengthen academic quality processes, protocols, resources and approaches to staff development to **further embed anti-racist approaches in the curriculum**.
- Update and relaunch the university **recruitment and selection processes** ensuring the engagement of the Equality, Diversity and Inclusion Team and Black, Asian and ethnically diverse colleagues.
- Review and improve the **protocols for the management of critical incidents** (including leadership, communication, delegation of responsibility and accountability).
- Review University **policies** using the newly developed University anti-racist framework.

Athena Swan

In 2019 UCLan achieved the Bronze level institutional accreditation from Athena SWAN in recognition of the work that it is doing to develop gender equality and to reduce the gender pay gap. As part of this work, we published our Gender Equality Plan. The focus during 2021-22 was on implementation of the action plan through dedicated groups.



Progress was made in improving and enhancing our data systems and surveys to support analysis by gender, improving awareness of our family friendly policies and facilities and accelerating opportunities for more flexible working. We also achieved the UNICEF Gold Standard Baby Friendly Initiative. At School level, bronze awards were accredited to School of Business and School of Engineering. George Charles has been nominated as the VCG ally to support the staff and student networks and be an advocate to promote greater inclusivity for people in all roles, of all gender identities, and those facing intersectional inequalities.

Springboard and Aurora

Commitment to supporting women's careers has continued through the Aurora and Springboard development programmes. Last year 52 women benefitted from Springboard and 21 women progressed through Aurora. Here are some of the evaluation comments from Springboard:

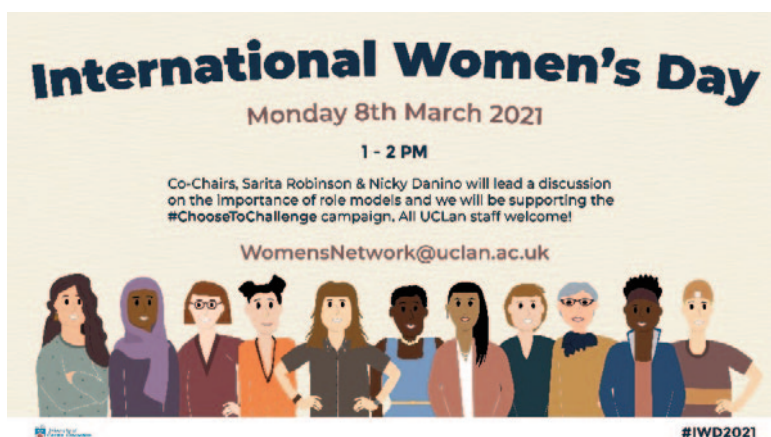
'Springboard really allowed me to get a better understanding of myself and what I want for my future.'

'The sessions were motivational and inspiring. The variety of subject areas encouraged our discussion which was empowering.'

'Really uplifting, positive and I am genuinely sad it is finishing. It has really helped me gain clarity on my future and increased my confidence.'

International Women's Day

As part of International Women's Day celebrations at UCLan, the Women's Staff Network members organised an event about the importance of role models and embraced the 2021 theme #ChoosetoChallenge. This campaign intended to raise awareness over the challenges that women had to face in the past year. For instance, about 5.4 million women suffered from job loss and the campaign highlight this as a gender inequality issue to be addressed in the workplace and wider society.



Inspiring Women Speaker Series

The Inspiring Women Speaker Series was an initiative launched by the Faculty of Science and Technology in 2021 with an aim to support the advancement of women in a Higher Education context, with a particular focus on STEM disciplines. The ambition was to bring colleagues and students into contact with inspirational role models who could provide insights into career development as well as positive culture change.

The series included an Inaugural Talk by Dr Sharron Kuznesof (Director of Equality, Diversity and Inclusion in the Faculty of Science, Agriculture and Engineering at Newcastle University) titled "Inspiring Women: Maximising the Athena SWAN Journey". Another session titled "Advancing the representation of women in STEM" was delivered by the late Violeta Holmes from the University of Huddersfield. These sessions reiterated the gender inequities that exist in STEM, the underrepresentation of women in engineering in the UK, the need for positive action and supporting culture change. The series was organised by Dr Javad Yazdani, Senior Lecturer and EDI Lead in the School of Engineering.

University of Sanctuary Pledge

The University of Central Lancashire (UCLan) has pledged its commitment to helping refugees and asylum seekers. The pledge was signed by Vice-Chancellor Professor Graham Baldwin. The Institution has signed up as a supporting organisation of the City of Sanctuary, meaning it is officially a welcome place of safety and it will offer sanctuary to people fleeing violence and persecution. As part of this commitment with the sanctuary seeker community, it has created and launched the new Sanctuary Scholarship in 2021. The scholarship will waive the three-year undergraduate fees, currently £9,250 per year, and offer a support package up to £5,000 per annum. It will be awarded to one sanctuary seeking student per year who is not eligible to access student finance and who is living no more than 30 miles away from one of UCLan's three North West campuses.

'Our commitment to widening participation is ingrained in everything we do and throughout our history we have actively supported those people who face barriers in accessing higher education. We are a major civic institution, not only in Preston, Burnley or Westlakes, but further afield across Lancashire and the North West, and we take our role to help everyone achieve their academic potential seriously. We will aim to work closely with the cities of sanctuary in Preston and Burnley to explore how we can best learn, embed and share our efforts to create an inclusive environment for those seeking sanctuary and support students from this background.'

(Dr Liz Granger, UCLan's Head of Widening Participation and Public Engagement)

Armed Forces Covenant

We demonstrated our continued commitment supporting the armed forces community by renewing our pledge to the Armed Forces Covenant which we first signed in 2017. Recognising the value that serving personnel, reservists, veterans and military families bring to the community, the covenant is a written voluntary pledge from businesses and charitable organisations who wish to demonstrate their support. The pledge commits signatories to ensuring members of the armed forces community are treated fairly, and not disadvantaged in their day-to-day lives compared to their peers, especially those who have given the most, such as the injured or the bereaved. At a special ceremony, the covenant was resigned by Colonel Darren Doherty, Commander North West Region, and UCLan's Vice-Chancellor Professor Graham Baldwin.



Care Leavers Covenant

We signed a national Government-led pledge to provide a comprehensive package of support for care leavers which is designed to ensure they have the best opportunity to reach their educational potential.

The Care Leavers Covenant is a promise made by the private, public and voluntary sectors to provide support for care leavers aged 16-25 to help them move from local authority care to living independently. In signing the Care Leavers Covenant the University has developed a comprehensive offer which will support care leavers throughout their higher education journey. Our pledge formally lays out our commitment to current and prospective care leaver students as well as care experienced people in our wider community.

Curriculum For All (C4A)

Significant progress has been made this year in the Curriculum for All programme.

An intervention designed to:

- raise awareness of disparities in outcomes between groups of students.
- stimulate and encourage open and honest conversation amongst course teams relating to inclusivity and principles of decolonising the curriculum using the 5 EDI points of enquiry.
- encourage the sharing of examples of good practice relating to inclusive curriculum and decolonisation interventions.
- identify actions course teams should take to ensure that enhancements to the curriculum are made.



Evolved from the 'inclusive' pedagogic design principle within the Curriculum Framework, the C4A was developed by the Inclusive Curriculum and Learning Environment Group. The group felt we needed a working definition to capture the ethos and values of inclusivity. Our working definition is as follows:

A Curriculum for All is one which considers a range of philosophies, histories, knowledge systems and perspectives that are alternative to those grounded in European colonial legacies. It allows learners and teachers the space to critically reflect on traditional approaches and canon within the subject. It is one that enables everyone to connect with the curriculum through their authentic selves, and where their experiences are valued. A curriculum for all will also include approaches to teaching which allows all learners to access and engage with learning equally. Teaching approaches should not see difference as deficit, but instead will seek to identify and 'design out' barriers and inequalities through curriculum and learning environment design.

The 5 EDI Points of Enquiry are:

- 1.** Does the course team know who their students are/will be and has the course team met to discuss inequalities on the course (recruitment, continuation, awards)?
- 2.** What are your reflections on whether the curriculum contains content where knowledge and subject histories are presented from a range of global perspectives and views (global north and south)?
- 3.** How do reading lists, case studies and other materials that are used reflect the variety of experiences, characteristics, identities and backgrounds that are relevant to the learner body and wider world?

4. How well does the learning environment and your approaches to learning and teaching connect with the lived experiences of our diverse learners?
5. How do assessment and feedback/forward methods across the course provide sufficient variety and approaches that enable all learners to achieve their potential?

As with all the EDI activity since 2020, all roads lead back to our Belonging at UCLan statement of ambition. Pillars 2 (eliminate or significantly narrow gaps in relation to protected characteristics) and 3 (develop a stronger sense of belonging for all) are particularly relevant to C4A. During 2021-22, the EDI Team continued to refine C4A through pilot programmes and feedback from course teams during the roll-out of phase one. Engagement across the institution this year, involving workshops, train the trainer, away days and introductory presentations totalled 21 events and reached over 300 colleagues. The activity is summarised below:

Academic colleagues across School of Business and School of Management
Academic colleagues across School of Natural Sciences
Academic colleagues across School of Arts and Media
3 'Train the Trainer' sessions with School EDI Leads
2 sessions with Clinical Educators within School of Sport and Health Sciences
Community Health and Midwifery Away Day
CCL Connect - Leading the Way in Modern Learning
Course Leaders in School of Natural Sciences
Subject Librarians
URP Chairs and Panel Members
Engineering CL Forum
Introduction session with PGCap students (Putting the Learner First - Inclusivity and Diversity)
CCL Connect - Accessibility
Two sessions with academic colleagues across School of Veterinary Medicine 1
Sport and Health Sciences Away Day (5 EDI Points of Enquiry)

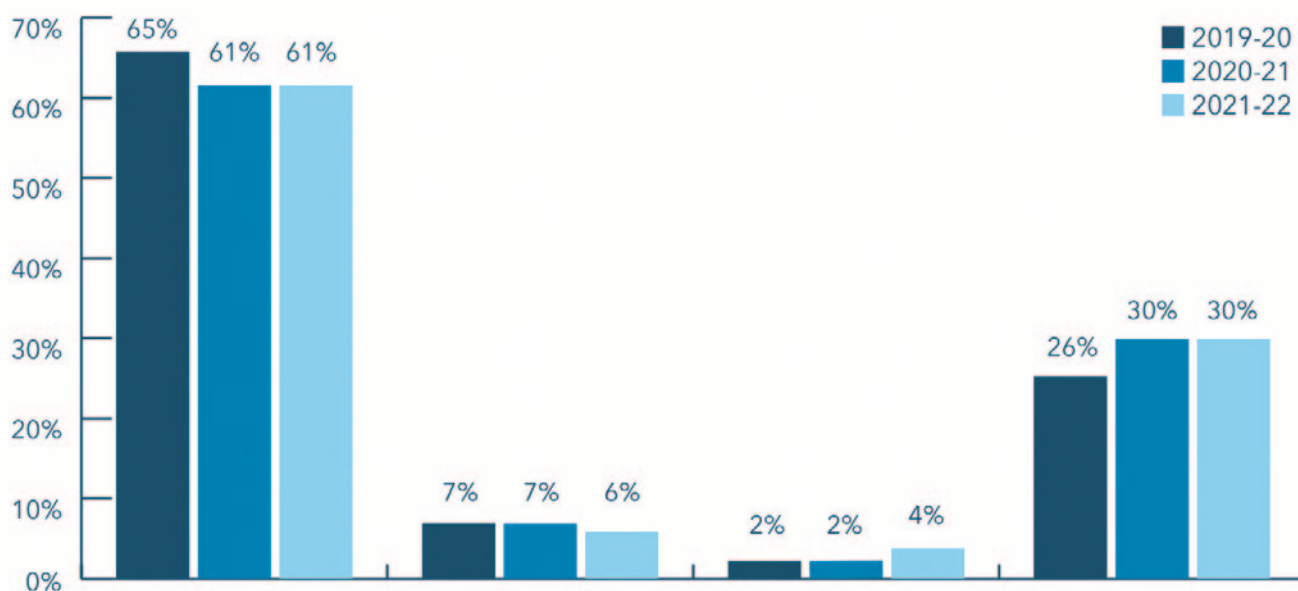
*Complementary activity of 6 decolonising the curriculum training sessions were also delivered to academic colleagues in Law, Criminology and Sociology by Rachel Nir and Tina McKee.

Student Annual Statistics 2019/20-2021/22

Notes about UCLan student data:

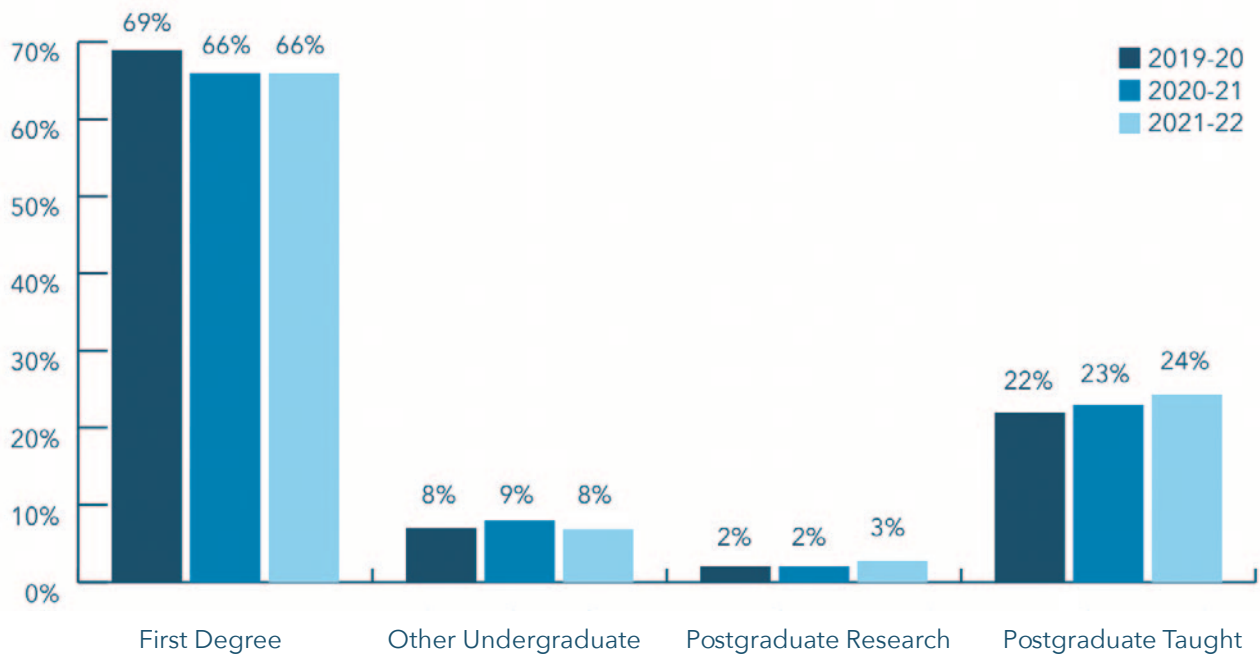
Data based upon the student return for the Higher Education Statistics Agency (HESA) and drawn internally through the EDI dashboard. The parameters used for student data are full-time and part-time, UK domicile and non-UK at all levels of study. The data is based upon Preston, Burnley and Westlakes campuses.

Level of study - UK and Non-UK Students



Level of Study	2019-20	2020-21	2018-19	2019-20	2020-21	2021-22
	Number of Students			%		
First Degree	15,465	16,685	17,040	65%	61%	61%
Other Undergraduate	1,570	1,895	1,645	7%	7%	6%
Postgraduate Research	540	655	1,045	2%	2%	4%
Postgraduate Taught	6,320	8,140	8,170	26%	30%	29%
Total	23,895	27,370	27,905	100%	100%	100%

Level of study - UK Students

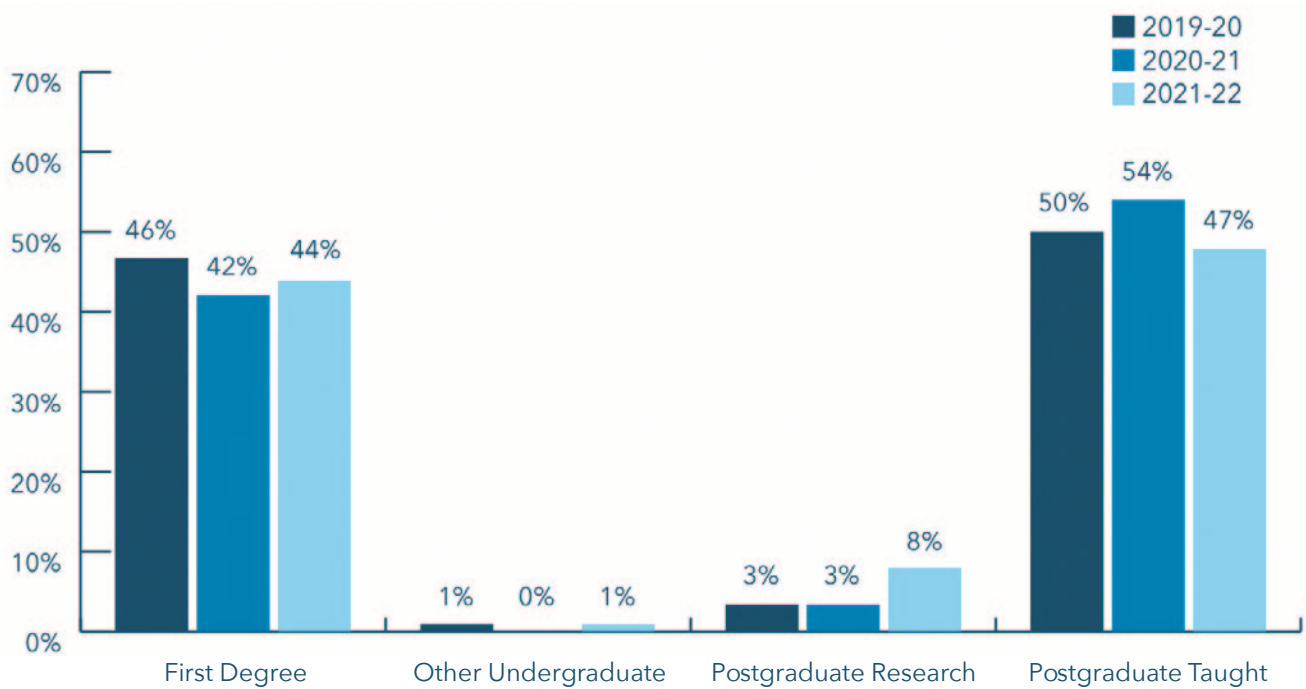


Level of Study	2019-20	2020-21	2018-19	2019-20	2020-21	2021-22
	Number of Students			%		
First Degree	13,580	14,310	14,070	69%	66%	66%
Other Undergraduate	1,540	1,870	1,610	8%	9%	8%
Postgraduate Research	410	475	520	2%	2%	3%
Postgraduate Taught	4,265	5,100	4,985	22%	23%	24%
Total	19,795	21,755	21,190	100%	100%	100%

Parameters: Full-time and Part-time, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Level of study - Non-UK Students

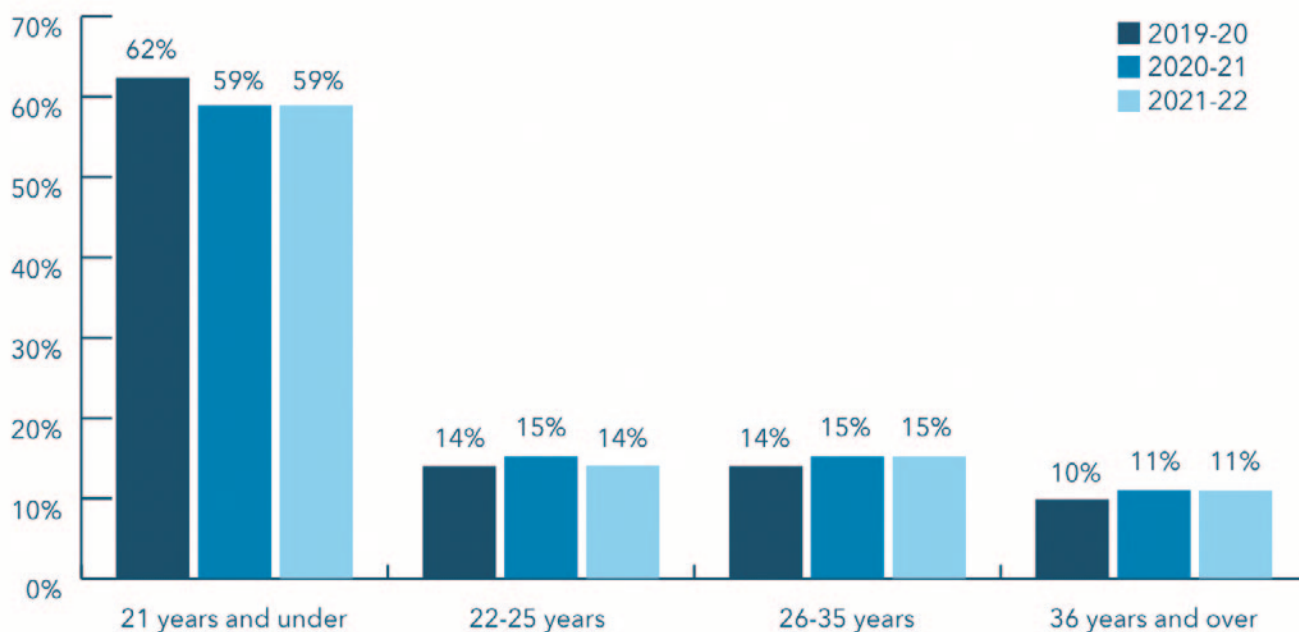


Level of Study	2019-20	2020-21	2018-19	2019-20	2020-21	2021-22
	Number of Students			%		
First Degree	1,890	2,375	2,970	46%	42%	44%
Other Undergraduate	30	25	35	1%	0%	1%
Postgraduate Research	130	180	520	3%	3%	8%
Postgraduate Taught	2,055	3,040	3,185	50%	54%	47%
Total	4,105	5,615	6,710	100%	100%	100%

Parameters: Full-time and Part-time, Non-UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Age Profile

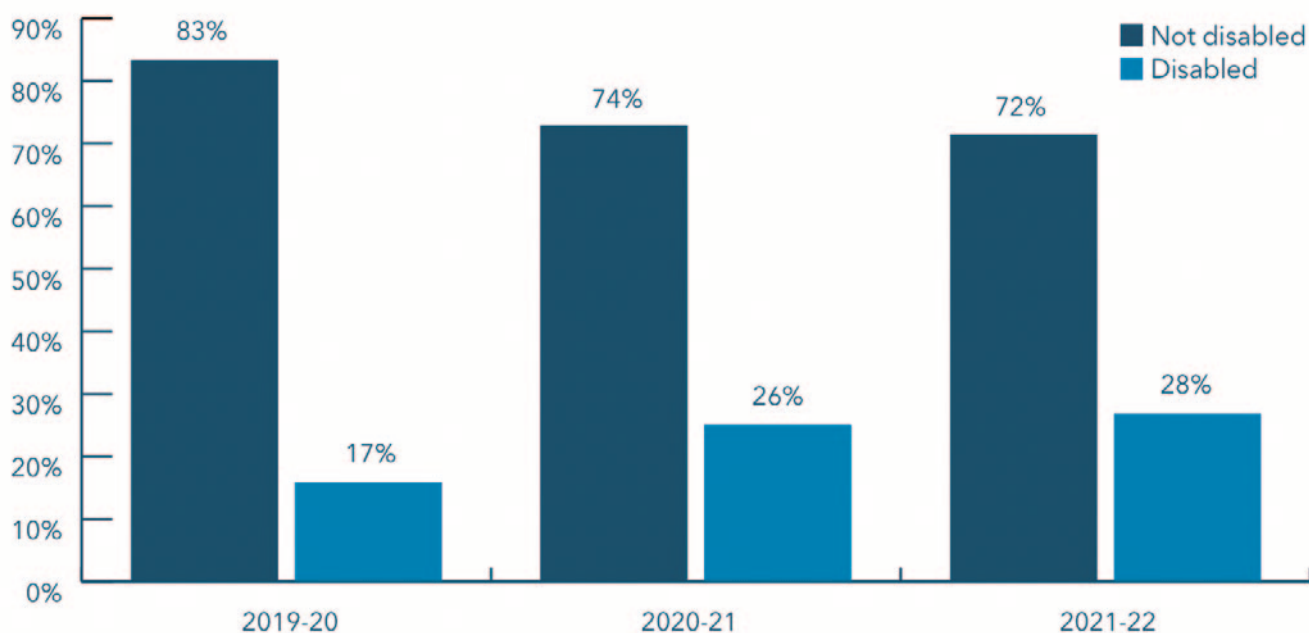


Age Profile	2019-20	2020-21	2021-22
21 years and under	62%	59%	59%
22-25 years	14%	15%	14%
26-35 years	14%	15%	15%
36 years and over	10%	11%	11%
Total	100%	100%	100%

Parameters: Full-time, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Disability Profile

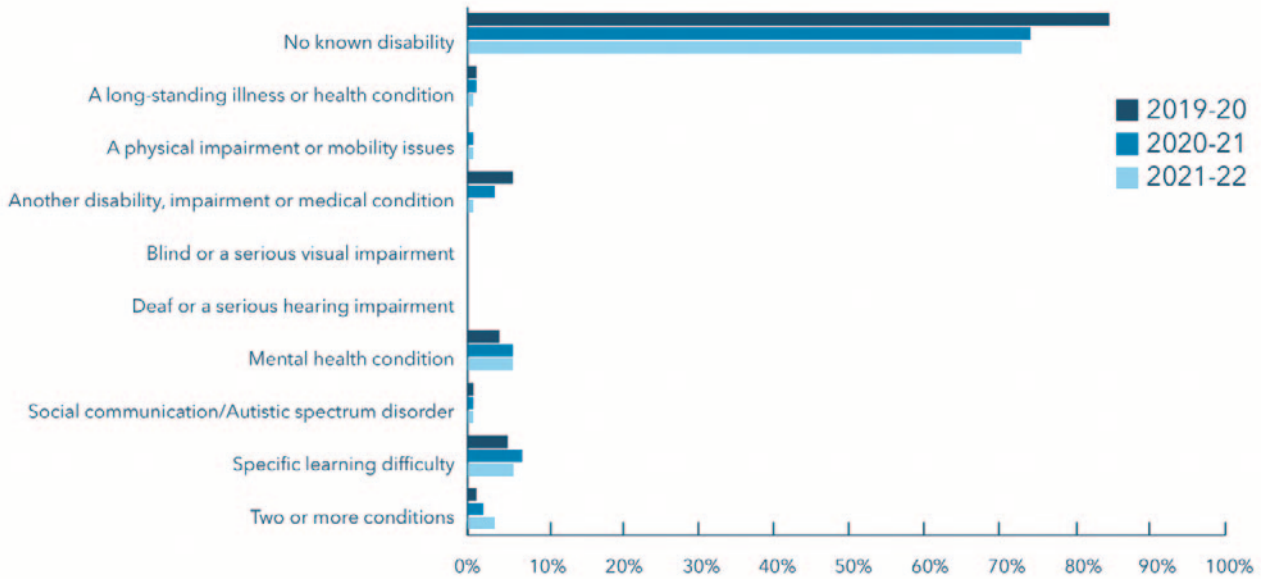


Disability Profile	2019-20	2020-21	2021-22
Not disabled	83%	74%	72%
Disabled	17%	26%	28%
Total	100%	100%	100%

Parameters: Full-time, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Detailed Declared Disability Profile

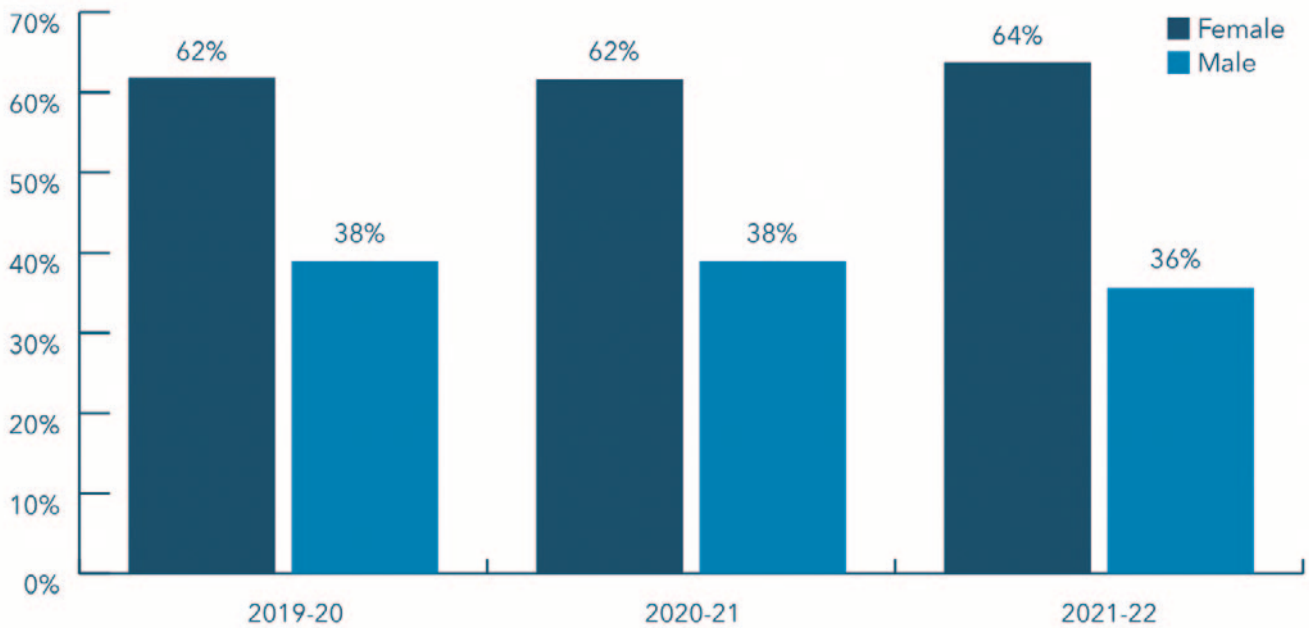


Detailed Declared Disability	2019-20	2020-21	2021-22
No known disability	83%	74%	73%
A long-standing illness or health condition	1%	2%	2%
A physical impairment or mobility issues	1%	1%	0%
Another disability, impairment or medical condition	1%	4%	6%
Blind or a serious visual impairment	0%	0%	0%
Deaf or a serious hearing impairment	0%	0%	0%
Mental health condition	5%	7%	7%
Social communication/Autistic spectrum disorder	1%	1%	1%
Specific learning difficulty	6%	8%	7%
Two or more conditions	2%	3%	4%
Total	100%	100%	100%

Parameters: Full-time students, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Gender Profile

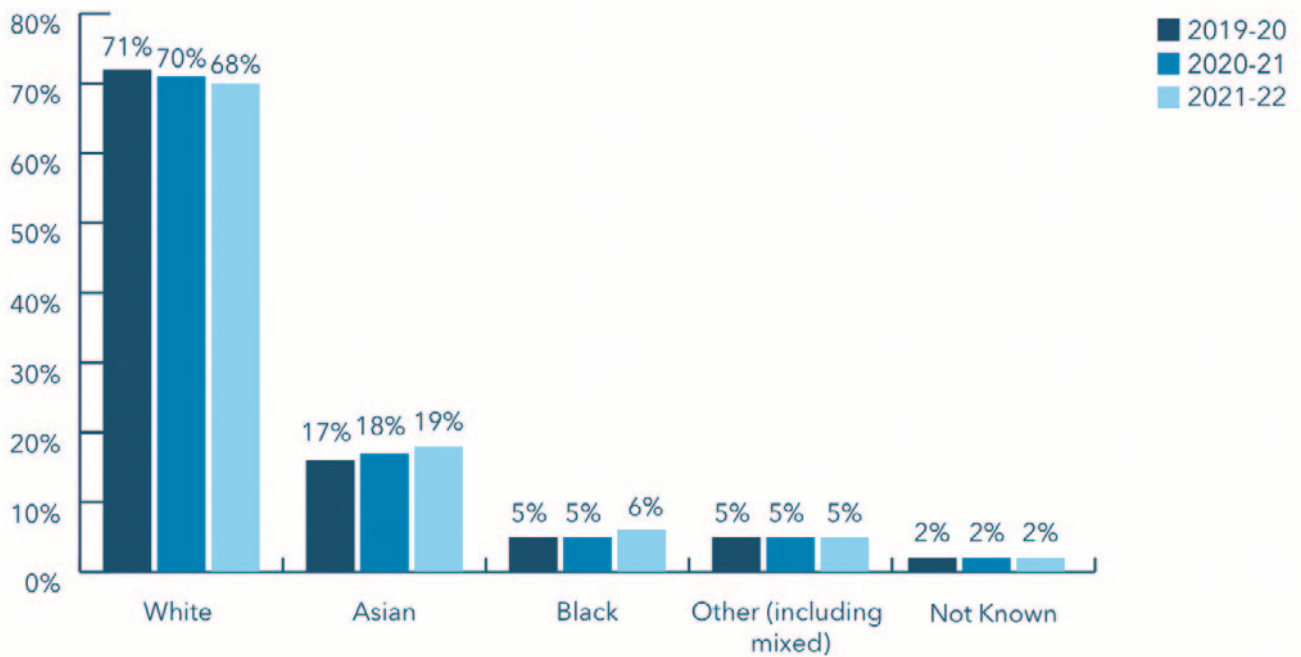


Gender Profile	2019-20	2020-21	2021-22
Female	62%	62%	64%
Male	38%	38%	36%
Total	100%	100%	100%

Parameters: Full-time students, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Ethnicity Profile

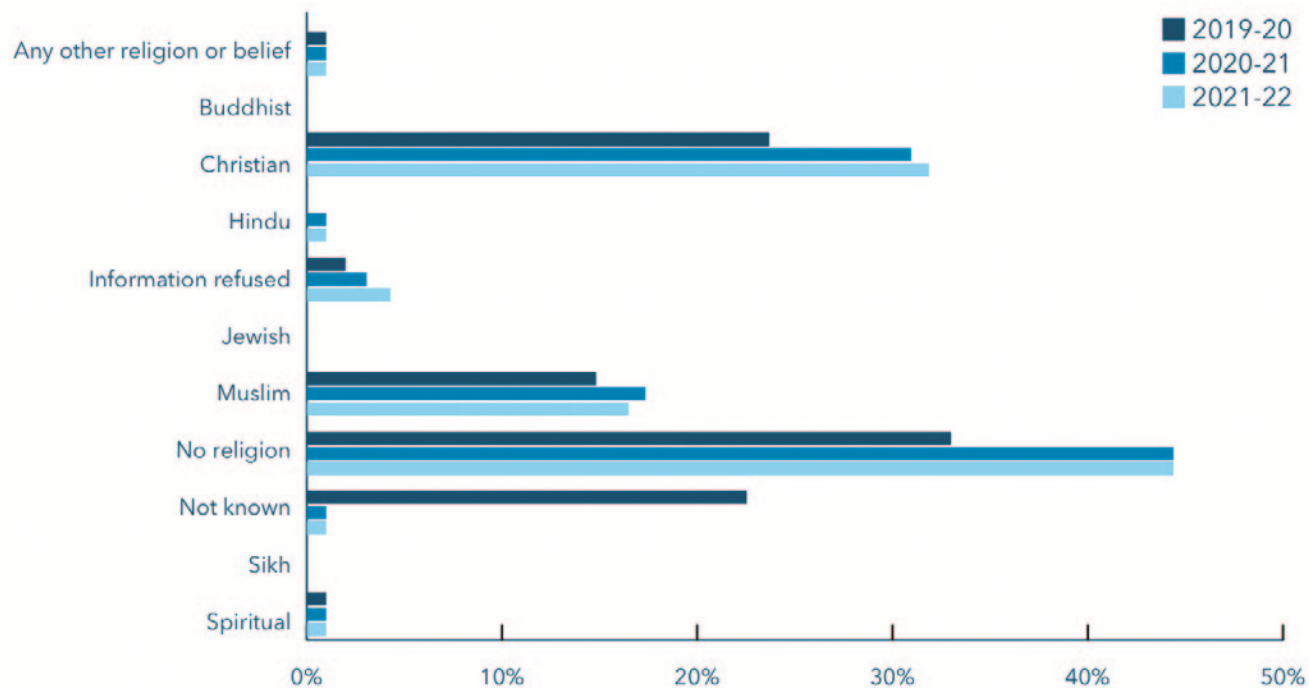


Ethnicity Profile	2019-20	2020-21	2021-22
White	71%	70%	68%
Asian	17%	18%	19%
Black	5%	5%	6%
Other (including mixed)	5%	5%	5%
Not known	2%	2%	2%
Total	100%	100%	100%

Parameters: Full-time, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Religion/Belief Profile

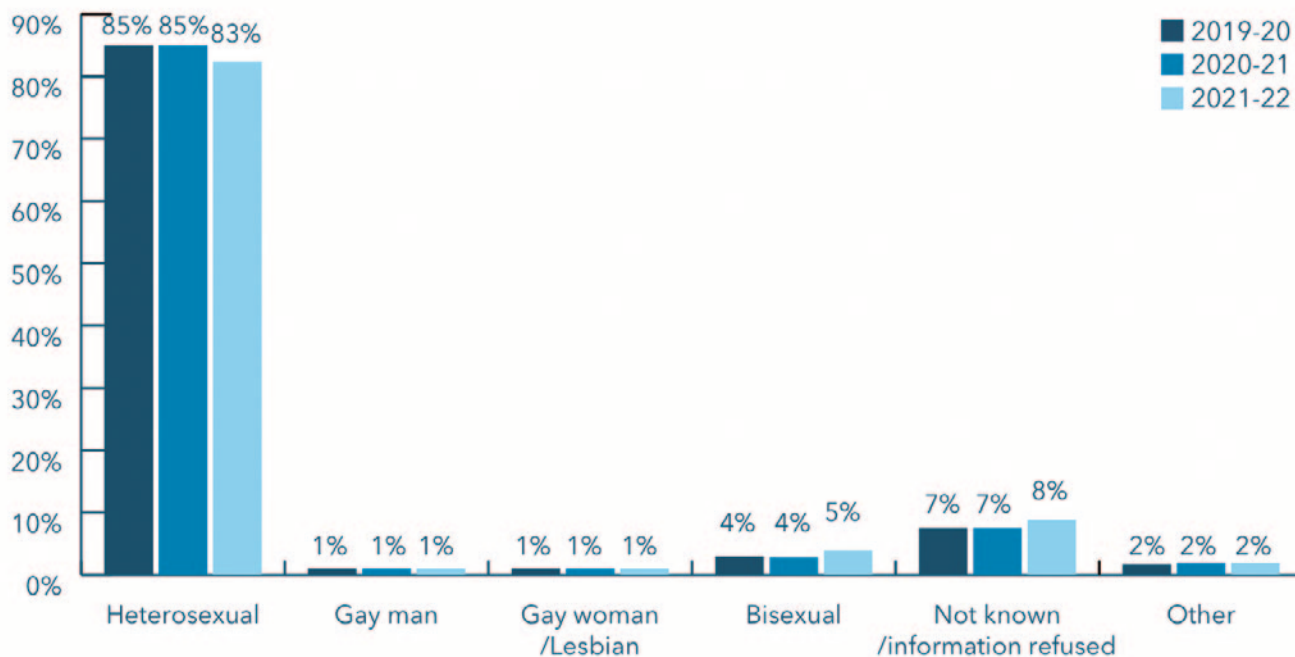


Religion/Belief Profile	2019-20	2020-21	2021-22
Any other religion or belief	1%	1%	1%
Buddhist	0%	0%	0%
Christian	32%	31%	24%
Hindu	1%	1%	0%
Information refused	4%	3%	2%
Jewish	0%	0%	0%
Muslim	17%	18%	15%
No religion	44%	44%	34%
Not known	1%	1%	23%
Sikh	0%	0%	0%
Spiritual	1%	1%	1%
Total	100%	100%	100%

Parameters: Full-time students, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Student Sexual Orientation Profile



Sexual Orientation Profile	2019-20	2020-21	2021-22
Heterosexual	85%	85%	83%
Gay man	1%	1%	1%
Gay woman/Lesbian	1%	1%	1%
Bisexual	4%	4%	5%
Not known/information refused	7%	7%	8%
Other	2%	2%	2%
Total	100%	100%	100%

Parameters: Full-time, UK Domicile, all levels, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Commentary on student annual statistics

The total numbers of students has gradually increased over the past three years across all levels. Over the past two years of the 27,000 UCLan students, 65% are UG and 35% are PG. The number of non-UK students has increased over the last three years from 20.7% to 31.6%. The age profile has remained fairly consistent with 60% of the student population 21 years and under. The positive trend of the numbers of students declaring they have a disability continues to increase.

This is such an important trend so we can continue to give our students the support and adjustments they need to enable them to flourish in their studies. The most common disabilities continue to be mental health and learning disabilities. Our counselling, mental health and wellbeing services have dedicated, professionally trained and experienced advisors to offer support. Additional support is provided by student wellbeing ambassadors who provide one-to-one support on a range of issues including, mobility, orientation, course trips, assistive technology and joining societies.

Our student body remains majority female (64%) but we will continue to review whether any specific interventions need to take place at subject level where it is felt it is appropriate that the student demographic needs to better reflect the population, eg more male students into nursing, more female students into engineering.

There has been a slight change in the ethnicity profile of our students with 68% identifying as White and 30% identifying from a Black, Asian or other minoritised ethnicity with the latter group increasing by 2%. This increase is driven by an increase in the number of students identifying as Asian.

As with the previous two years, the data for religion/beliefs indicates that the majority of students declare no religion followed by those who identify as Christian. What stands out for 2021-22 is the significant jump in the unknowns which has gone from 1% to 23%. We need to interrogate why this is the case and there is much work to be done to collate this information to provide us with a more accurate picture of our religion/belief student profile.

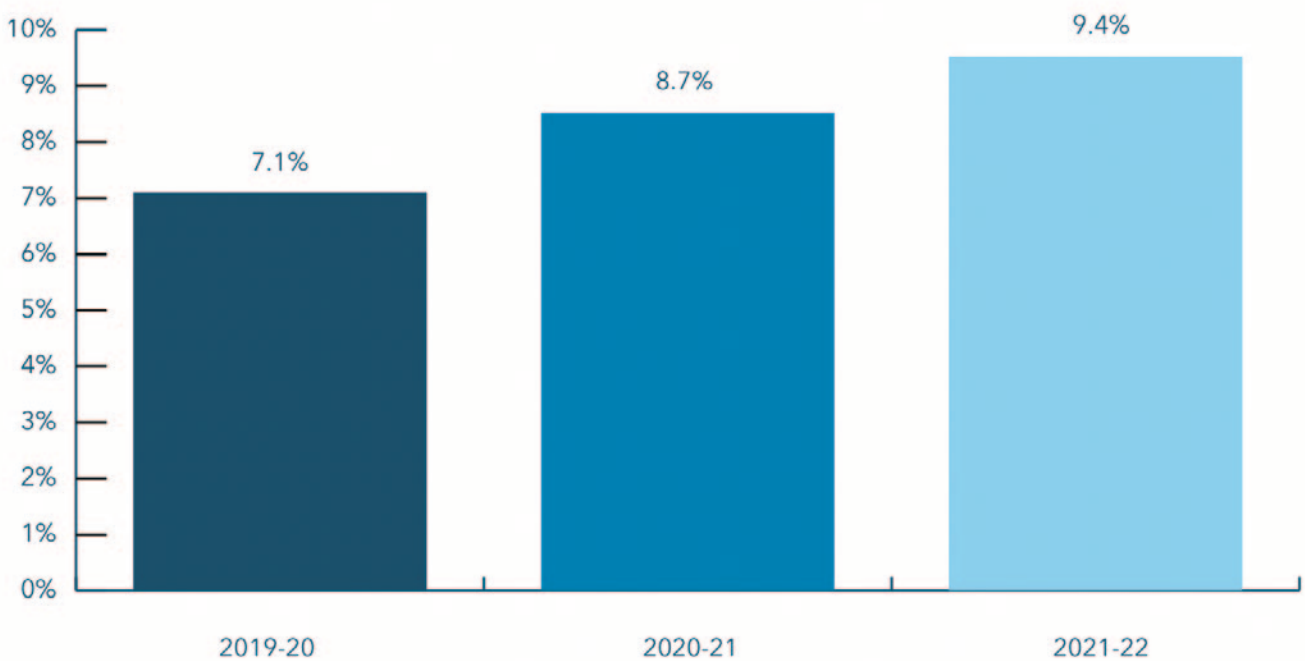
Finally, in relation to sexual orientation the profile of our students has remained the same this year with 9% of our students identifying as gay/lesbian/bisexual or other and 83% identifying as heterosexual.

Student awarding gaps 2019/20-2021/22

The following table highlights the award gaps when comparing different groups of students. The smaller the gap the better.

Ethnicity Award Gap Profile

White students compared to students from Black, Asian and other minoritised ethnicities.



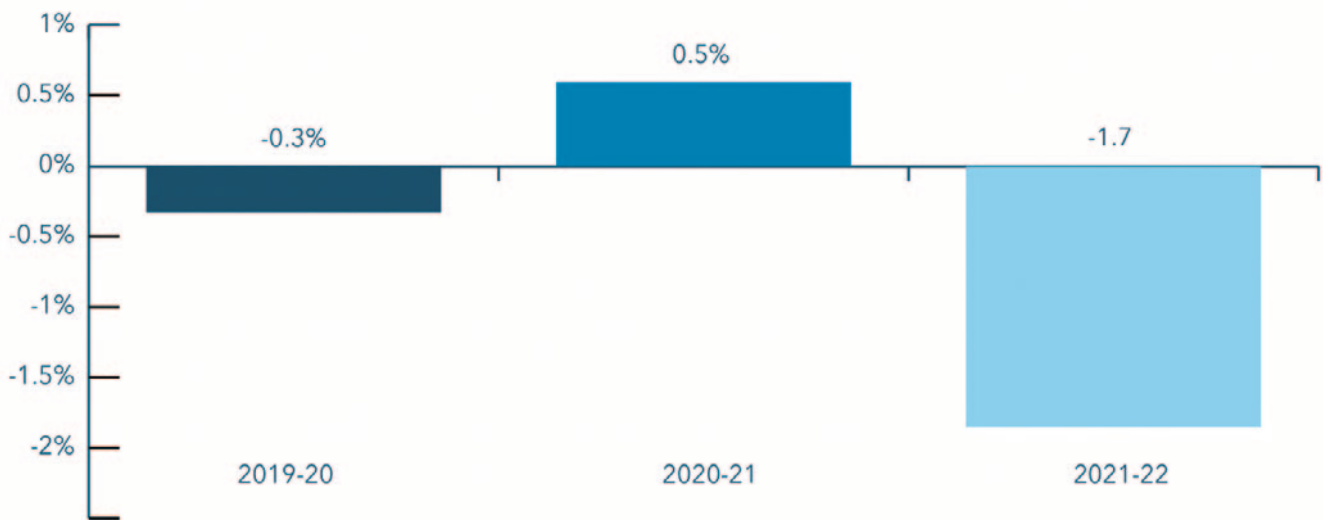
Black, Asian and other minoritised ethnicities award gap	2019-20	2020-21	2021-22
White students compared to students from Black, Asian and other minoritised ethnicities	7.1%	8.7%	9.4%

Parameters: Full-time students, UK Domicile, undergraduates, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Gender Award Gap Profile

Male students compared to Female students.



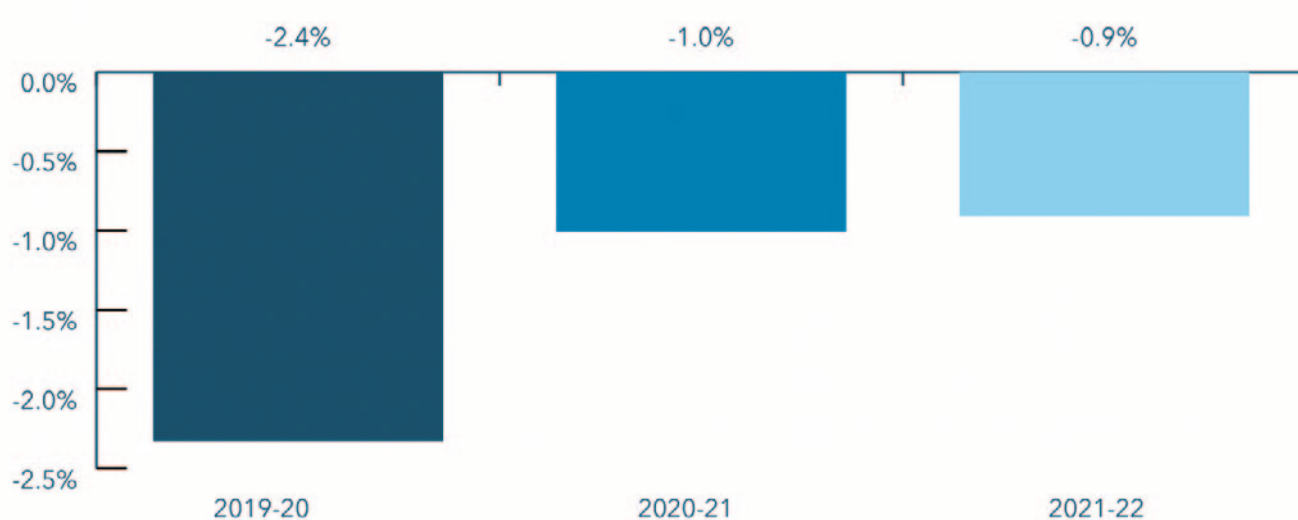
Gender award gap	2019-20	2020-21	2021-22
Male students compared to Female students	-0.3%	0.5%	-1.7%

Parameters: Full-time students, UK Domicile, undergraduates, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Disability Award Gap Profile

Male students compared to Female students.



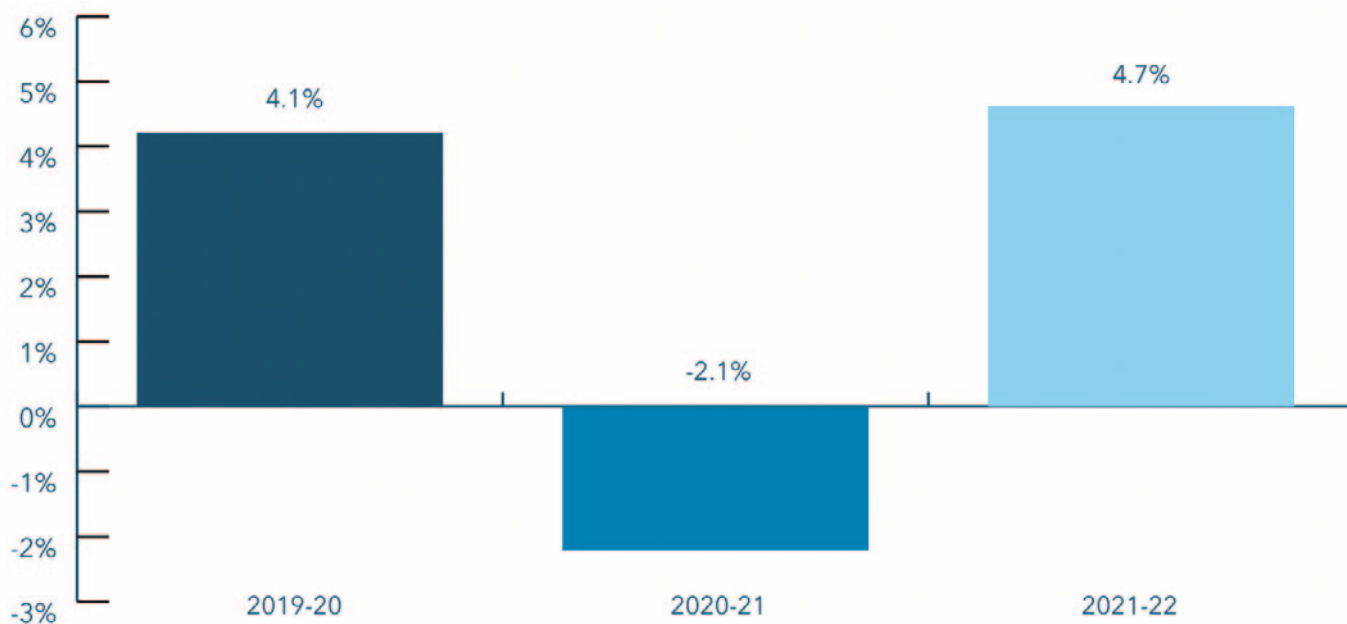
Disability award gap	2019-20	2020-21	2021-22
Non-disabled students compared to Disabled students	-2.4%	-1.0%	-0.9%

Parameters: Full-time students, UK Domicile, undergraduates, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Young HE participation (POLAR4) Award Gap

POLAR4 Q2-5 students compared to Q1 students.



Young HE participation (POLAR4) award gap	2019-20	2020-21	2021-22
POLAR4 Q2-5 students compared to Q1 students	4.1%	-2.1%	4.7%

Parameters: Full-time students, UK Domicile, undergraduates, Preston, Burnley and Westlakes campuses.

Source: UCLan's EDI Dashboard.

Commentary on student awarding gaps

The award gap is the difference between 'good' honours degrees (1st class and 2:1s) achieved between different groups of students based on characteristics. The smaller the gap the better. It is an important indicator to help understand the outcomes that different groups of students achieve and provides an opportunity to reflect on the impact of our educational provision. Award gaps are a feature across the higher education sector and UCLan has set itself ambitious goals to eliminate these gaps by 2028 in relation to ethnicity and disability.

A key priority across the sector and specifically for UCLan is the ethnicity awarding gap. 'This gap remains significantly unexplained, even after accounting for a series of individual, course-specific and institutional characteristics' (Advance HE, 2021). The data for this year indicates the gap between white students and those from a Black, Asian or Minority Ethnic background increased by 0.7% from 2020-21. This is a concern and we have put in place a number of initiatives to continue work on narrowing this gap including the Curriculum for All project, to foster a more inclusive curriculum across all our programmes. We have also implemented targeted study support for students in schools where the gap is the highest. We continue to connect with students in order to gain further feedback as to changes that we can introduce.

Across the other characteristics, females outperform males, disabled students outperform non-disabled students and those from POLAR 4, quintile 2 outperform students who are part of quintile 1. POLAR 4 is a measure relating to socio-economic status and measures the numbers of students entering HE from postcode areas. Students who are considered to be part of quintile 1 are from the lowest participating neighbourhoods. Our work continues to be focused on trying to understand the multi-faceted and complex causes of the award gaps so we can deploy appropriate interventions.

Staff annual statistics 2018/19-2020/21

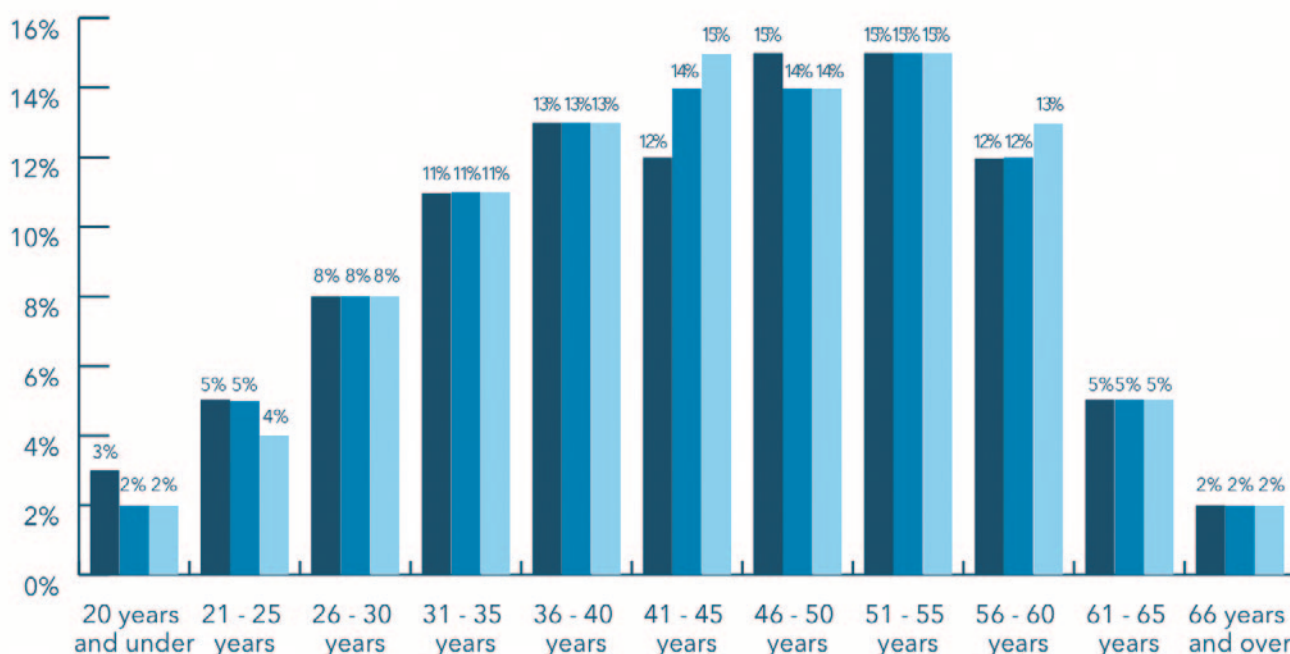
HESA Staff Data

Notes about UCLan staff data:

Data based upon the staff return for the Higher Education Statistics Agency (HESA) and drawn internally through the EDI dashboard. The parameters used for staff data are full-time and part-time, UK domicile and non-UK, schools and services across all grades. The data is based upon Preston, Burnley and Westlakes campuses.

Staff Age Profile

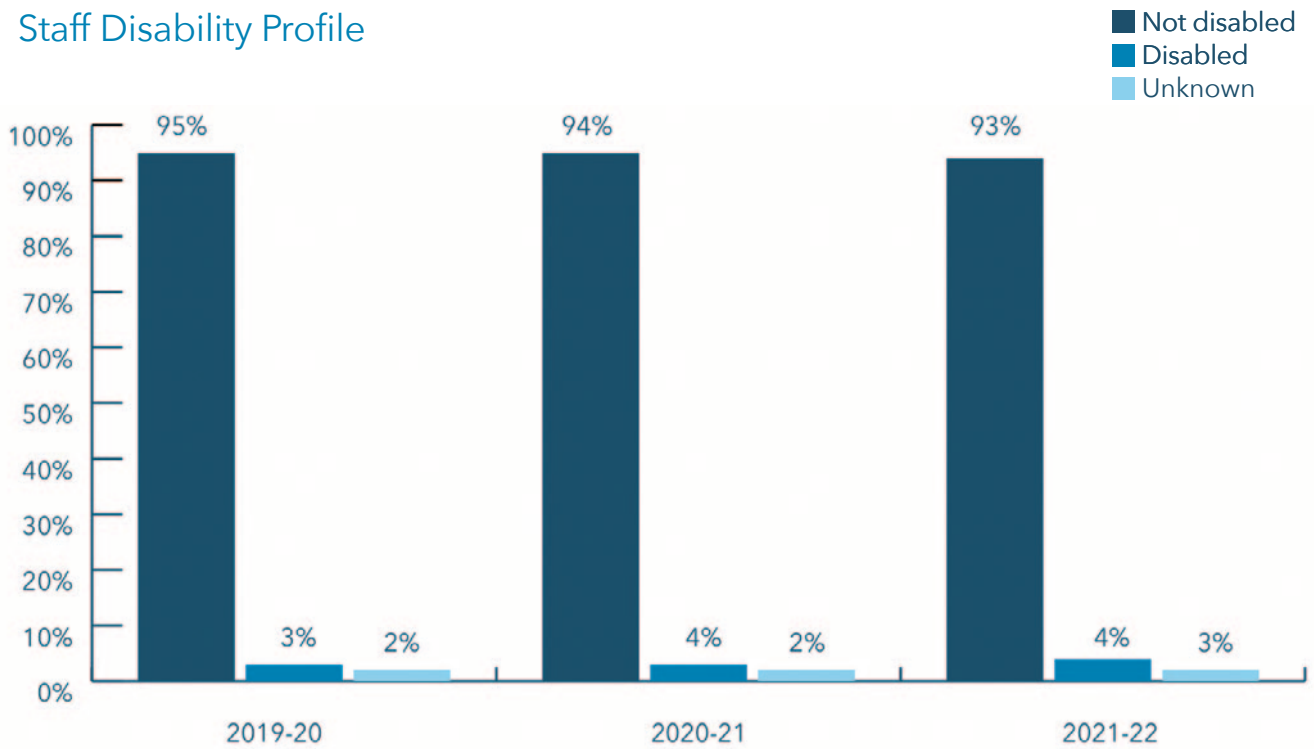
■ 2019-20
■ 2020-21
■ 2021-22



Staff Age	2019-20	2020-21	2021-22
20 years and under	3%	2%	2%
21 to 25 years	5%	5%	4%
26 to 30 years	8%	8%	8%
31 to 35 years	11%	11%	11%
36 to 40 years	13%	13%	13%
41 to 45 years	12%	14%	15%
46 to 50 years	15%	15%	14%
51 to 55 years	15%	15%	15%
56 to 60 years	12%	12%	13%
61 to 65 years	5%	5%	5%
66 years and over	2%	2%	2%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Staff Disability Profile

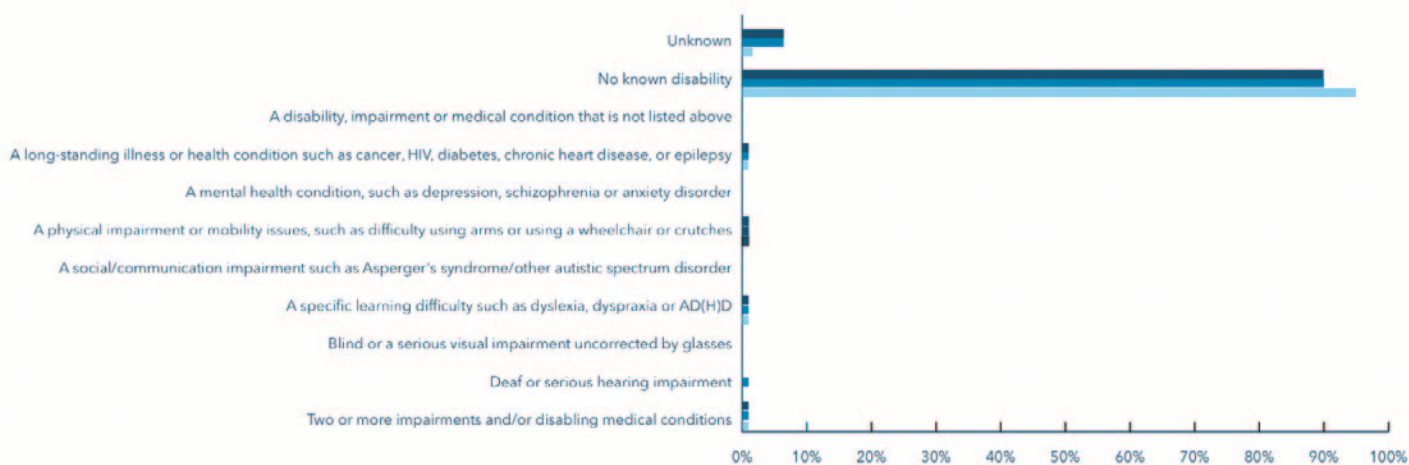


Staff Disability	2019-20	2020-21	2021-22
Not disabled	95%	94%	93%
Disabled	3%	4%	4%
Unknown	2%	2%	3%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Staff Detailed Declared Disability

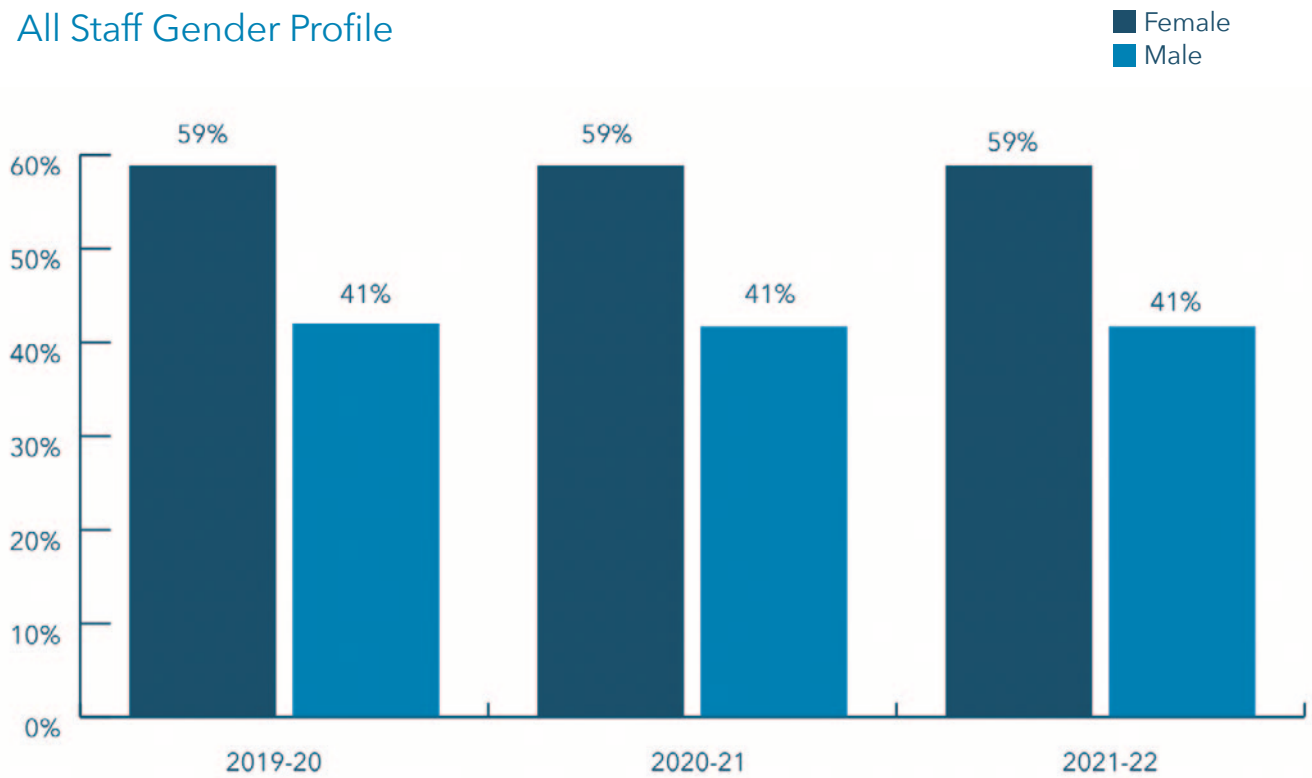
■ 2019-20
■ 2020-21
■ 2021-22



Staff Detailed Declared Disability	2019-20	2020-21	2021-22
Unknown	2%	6%	6%
No known disability	94%	90%	90%
A disability, impairment or medical condition that is not listed above	0%	0%	0%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1%	1%	1%
A mental health condition, such as depression, schizophrenia or anxiety disorder	0%	0%	0%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	1%	1%	1%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0%	0%	0%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	1%	1%	1%
Blind or a serious visual impairment uncorrected by glasses	0%	0%	0%
Deaf or serious hearing impairment	0%	0%	0%
Two or more impairments and/or disabling medical conditions	1%	1%	1%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

All Staff Gender Profile

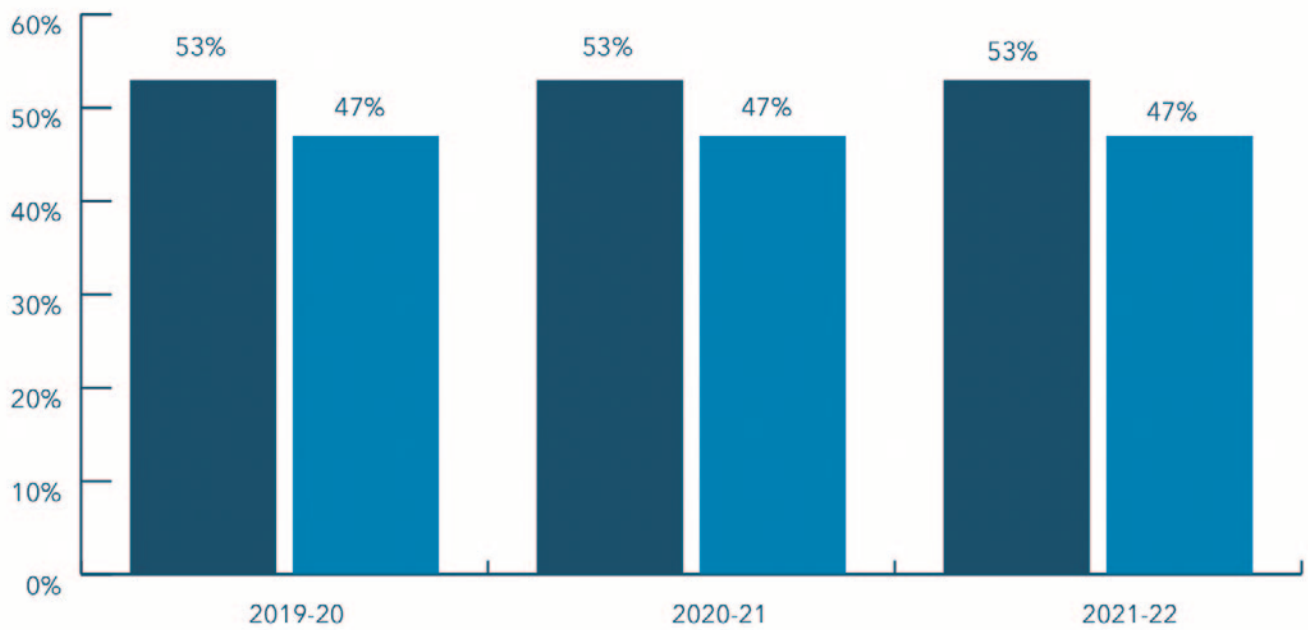


All Staff Gender	2019-20	2020-21	2021-22
Female	59%	59%	59%
Male	41%	41%	41%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Academic Staff Gender Profile

■ Female
■ Male

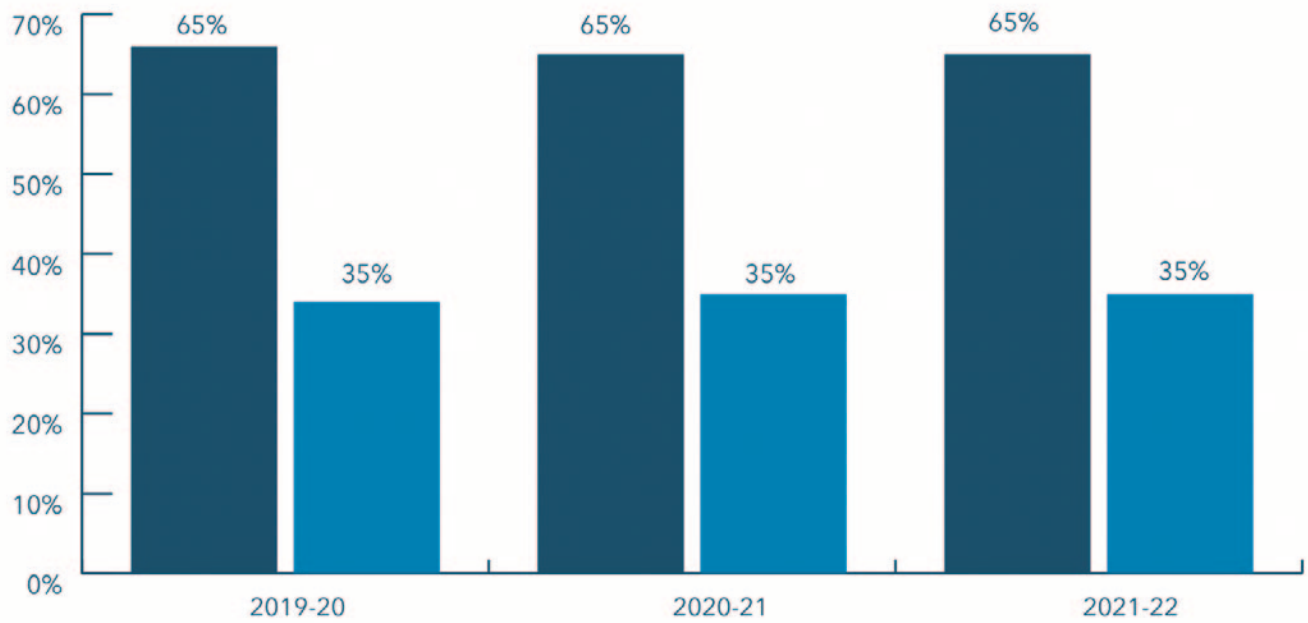


Academic Staff Gender	2019-20	2020-21	2021-22
Female	53%	53%	53%
Male	47%	47%	47%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Professional and Support Staff Gender Profile

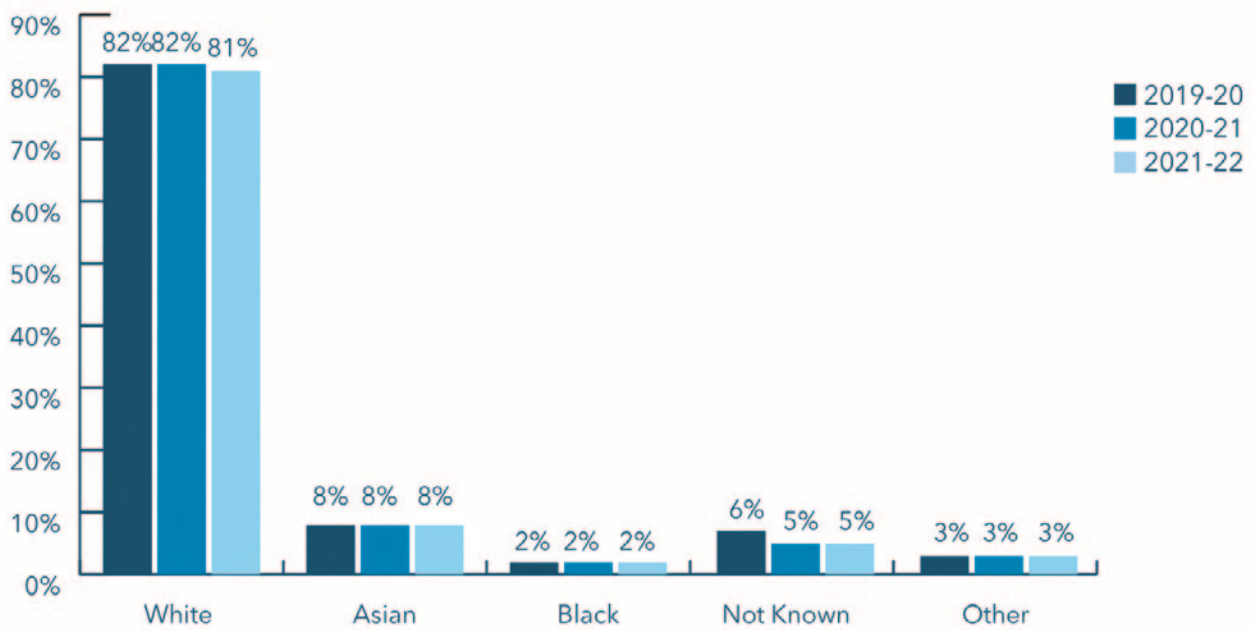
■ Female
■ Male



Professional and Support Staff Gender	2019-20	2020-21	2021-22
Female	65%	65%	65%
Male	35%	35%	35%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

All Staff Ethnicity Profile

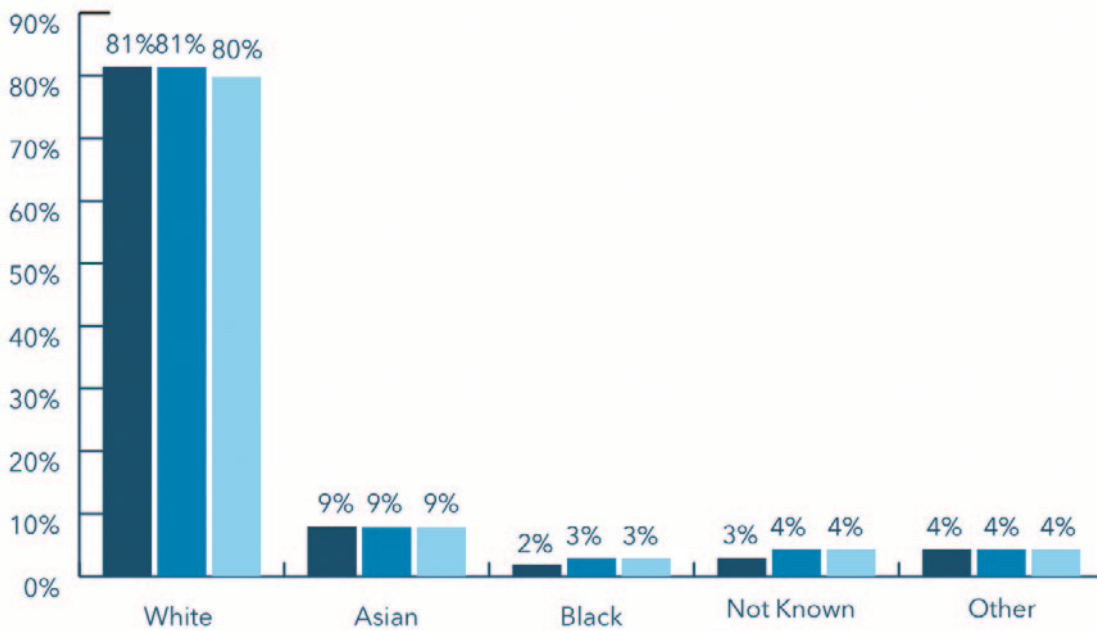


Staff Ethnicity	2019-20	2020-21	2021-22
White	82%	82%	81%
Asian	8%	8%	8%
Black	2%	2%	2%
Other	3%	3%	3%
Not known	6%	5%	5%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Academic Staff Ethnicity Profile

■ 2019-20
■ 2020-21
■ 2021-22

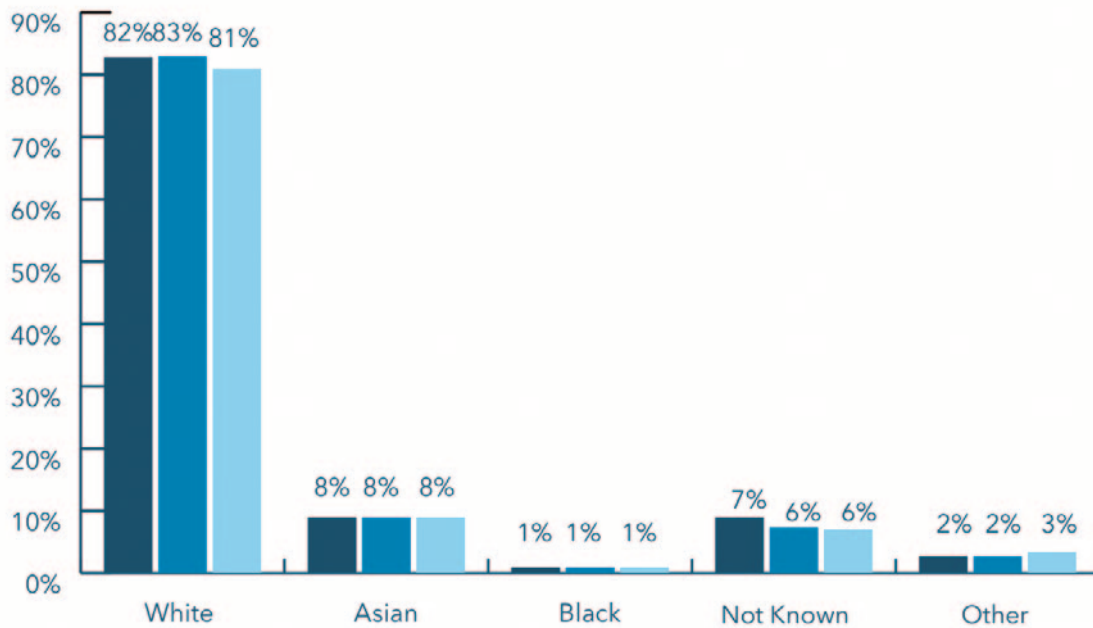


Academic Staff Ethnicity	2019-20	2020-21	2021-22
White	81%	81%	80%
Asian	9%	9%	9%
Black	2%	3%	3%
Other	4%	4%	4%
Not known	3%	4%	4%
Total	100%	100%	100%

Source: UCLan’s EDI Dashboard.

Professional Services Staff Ethnicity Profile

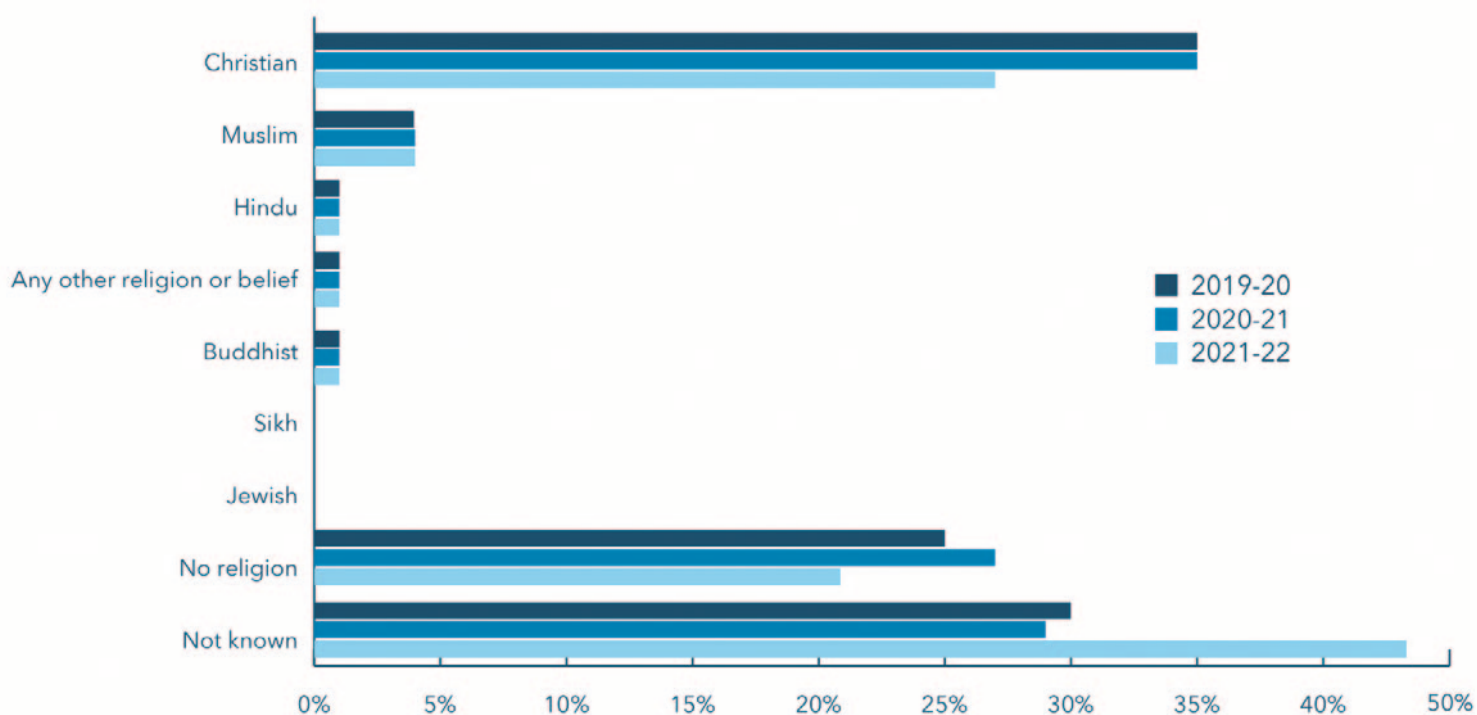
2019-20
 2020-21
 2021-22



Professional Services Staff Ethnicity	2019-20	2020-21	2021-22
White	82%	83%	81%
Asian	8%	8%	8%
Black	1%	1%	1%
Other	2%	2%	3%
Not known	7%	6%	6%
Total	100%	100%	100%

Source: UCLan’s EDI Dashboard.

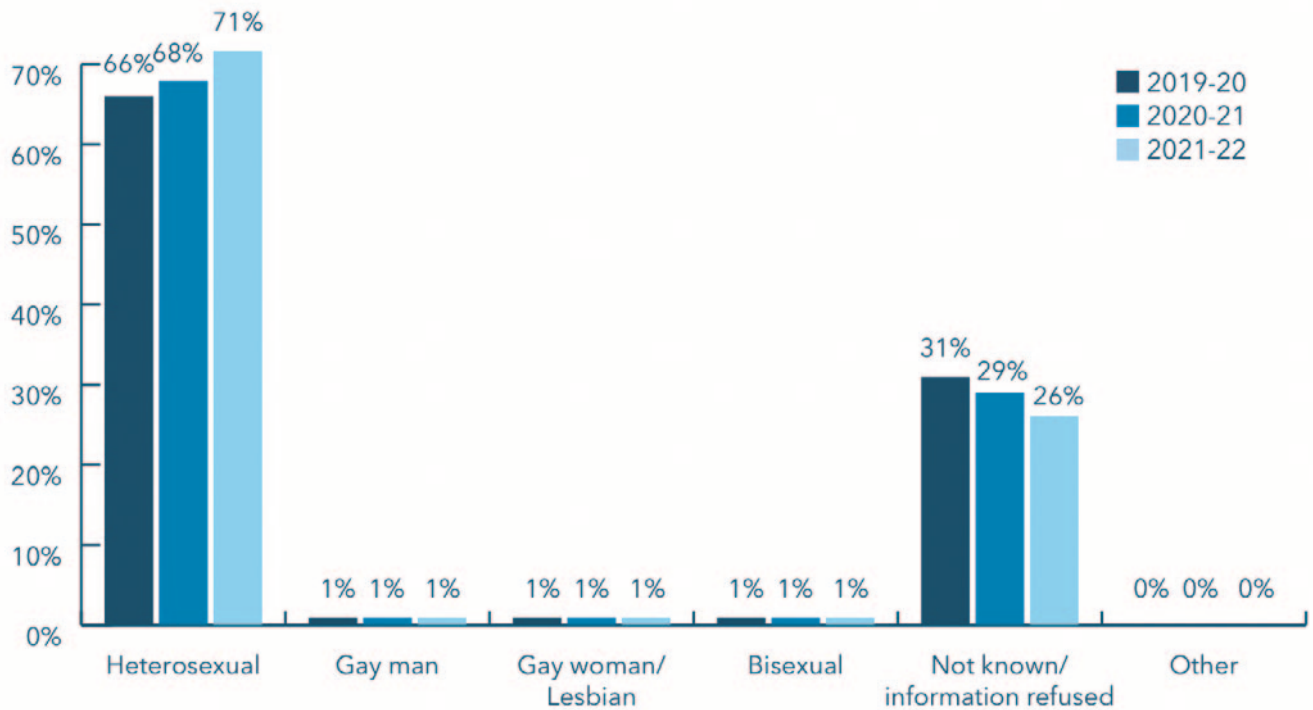
Staff Religion or Belief Profile



Staff Religion or Belief	2019-20	2020-21	2021-22
Christian	37%	37%	27%
Muslim	4%	4%	4%
Hindu	1%	1%	1%
Any other religion or belief	1%	1%	1%
Buddhist	1%	1%	1%
Sikh	0%	0%	0%
Jewish	0%	0%	0%
No religion	25%	27%	21%
Not known	30%	29%	46%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Staff Sexual Orientation Profile



Staff Sexual Orientation	2019-20	2020-21	2021-22
Heterosexual	66%	68%	71%
Gay man	1%	1%	1%
Gay woman/Lesbian	1%	1%	1%
Bisexual	1%	1%	1%
Not known/information refused	31%	29%	26%
Other	0%	0%	0%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Commentary on staff annual statistics

The first pillar of our Belonging at UCLan statement of ambition is to improve the diversity of our staff profile ensuring it is more reflective of our student population. Enhancing this representation will contribute to students' sense of belonging.

Overall, the staff profile has remained largely the same to previous years and as such it continues to be a priority area for the staff profile working group to action plan towards our EDI goals. The group continues to look at recruitment and selection and career progression processes and practices.

In terms of age profile, the data indicates there are marginally fewer staff employed in 21 to 25 and 46 to 50 age groups and marginally more in the 41 to 45 and 56 to 60 age groups compared to last year.

In terms of ethnicity, the data has remained the same from last year, 81% identifying as White and 19% identifying from a Black, Asian and Minority Ethnic background. Further interrogation of the data indicates that the proportion of Black, Asian and Minority Ethnic staff is lower at more senior levels and we will continue to focus on this.

From the data we can see that our staffing body is majority women across both our academic and professional services with an even greater proportion of women working in our professional services. However, further interrogation of our data indicates that the numbers of women working on management contracts are smaller in proportion than the overall average and this has informed one of the EDI goals that has been set.

In terms of disability, we are seeing a slight decrease of 1% in the numbers of staff declaring a disability. More staff (1%) are declaring their sexual orientation. The most significant change is the number of declarations relating to religion/beliefs. The unknowns have increased from 29% to 46%. This number of staff not providing this information requires further investigation to find out why and work on how we can encourage more staff to provide this data. Increasing declarations is one of our EDI goals and the staff profile working group is tasked with improving the disclosure rates across the institution.

Pay gap reports 2022

The University of Central Lancashire is committed to being an inclusive organisation that supports individual progression and achievement and seeks positive and equitable outcomes for all our staff.

The 1970 Equal Pay Act made it illegal for organisations to pay men and women differently for work of equal value and as of April 2017, public sector employers are required to report on their gender pay gap on an annual basis as part of the existing sector equality duty.

This means that not only are we required to produce a variety of gender pay data but also to better understand and explain why differentials may exist, and what activities are in place to address them. Such activity may be at organisational level for example, increased training or targeted recruitment campaigns, or at local, departmental level in a similar vein to the action planning required as part of the Athena Swan award.

The mandatory information required is as follows:

- the difference in average pay between **all** men and women in our workforce;
- the mean and median gender pay gaps;
- the mean and median gender bonus gaps and the proportion of men and women who receive them;
- percentages of male and female employees in each pay quartile.

It should be noted that there was no pay increase awarded during the financial year 19/20 which will have an impact upon the figures.

Gender pay gap report 2022

Mandatory Reporting Information @31 March 2021

Mean gender pay gap: 9.78% (down from 10.66% last year)

Median gender pay gap: 8.44% (down from 8.45% last year)

The national median gender pay gap: 17.3%*

Public Sector pay gap: 15.5%**

HE Sector pay gap: 14.7***

*/** ONS 2021

*** UCEA 2021

Proportion of female and male staff in each annual salary quartile band

Quartile 1. 66.4% female, 33.6% male (65% female, 35% male, 2021)

Quartile 2. 62.7% female, 37.3% male (65% female, 35% male, 2011)

Quartile 3. 56.2% female, 43.8% male (58% female, 42% male, 2021)

Quartile 4. 50.8% female, 49.2% male (50% female, 50% male, 2021)

Bonus Pay

The University does not operate any performance related reward or recognition schemes, irrespective of gender and therefore has no bonus gender pay gap.

Contextual Information

The University utilises a grade structure (A – J), underpinned by job evaluation which mean there is greater clarity and transparency regarding differentials in grades, roles and responsibilities. All management contract roles are evaluated using the HAY job evaluation scheme and the salary levels are set with reference to the sector and/or external markets as appropriate. The salaries of the Vice-Chancellor's Group are set by our Remuneration Committee, which considers a range of metrics and external data in determining pay levels.

The defined grade structure means that there is a common earnings capacity between men and women undertaking the same role. Revisions to procedures affecting pay decisions, for example, those made at appointment, justifications for honoraria payments and academic progression criteria continue to ensure that equality and diversity issues are observed. Nevertheless, these areas will continue to be monitored as room for improvement remains in relation to salary equity and transparency.

However, the fact that there is a gender pay gap is indicative of both horizontal and vertical segregation present within the University. Horizontal segregation exists where there is a significant gender bias within a role or grade and vertical segregation reflects the propensity for men to occupy roles at the higher end of the pay scale. It is important therefore, to ensure there are no discriminatory barriers in place which may exacerbate the situation.

During the reporting year, the University has concluded a period of restructuring resulting in some change to the profile of grades within the institution. We have also committed to matching the Real Living Wage rate which has led to a certain amount of grade compression at the lower end of the grade structure which in turn, has impacted upon pay differentials.

64.24% of professional service staff are female; 72.81% of grade A staff are female and part-time; 64.9% are found in roles graded D - F and 63% are employed in roles graded G+ which require specialist expertise and higher levels of educational and professional qualifications. Overall, 65% of women undertake duties graded A - F, compared to 35% of men.

55% of total academic staff are female with higher percentages of women occupying Lecturer (grade H) and Senior Lecturer (grade I) roles than men. At Principal Lecturer/Reader level the balance is slightly more favourable for female staff at 51.4%.

39% of academic staff occupy roles graded at I and undertake responsibilities equivalent to our standard career grade of Senior Lecturer whilst the largest population of Service based support staff (43.4%) are employed in roles graded E/F. There is a difference in maximum grade salary between these two grade clusters of £21,300.

The main differentials in pay between men and women are identified within the School of Medicine. The majority of staff are employed on the NHS Clinical Pay Scale and as such, the University is perpetuating gender pay issues within the NHS.

Starting Salaries

8.67% of male new starters were appointed to the grade maximum compared with 10.81% of females. This reflects the post-COVID employment market which is highly applicant-driven and increasingly competitive.

Professorial and Management Summary

40.8% of Professors are female with an average salary of £76,081 compared to £75,583 for a male. It should be noted that we have a number of highly distinguished female Professors paid above grade maximum which impacts upon the average professorial pay.

50.6% of locally determined management contract holders below Senior Executive level are female, with an average salary of £72,906 compared to £80,784 for male managers. This result is a 9.75% gender pay gap for management positions.

Working to close the gap - the University will:

- implement the living wage adjustment introduced from 1st April 2021 for staff in grades A and B;
- continue to provide opportunities for staff to access the level and type of development required to enhance their career aspirations such as Aurora for Women and Springboard alongside mentoring and coaching support;
- harness staff strengths; for example, through considered workforce planning, targeted talent management programmes with reference to areas where women are less represented;
- continue to monitor promotion criteria to encompass skills and abilities in such areas as teaching and learning, innovation and enterprise and professional practice;
- monitor people practices and processes to ensure fairness and inclusivity;
- review policies to ensure the University continues to support parents and those with other caring responsibilities;
- monitor leaver data to identify 'cliff-edge' points for female progression/promotion;
- support and encourage women to apply for senior positions. There has been an increase in the number of women in high-level professorial roles, Executive Dean, Head and Deputy Head of School, providing role models for women elsewhere in the organisation;
- review the evaluations and reward arrangements of management contract roles to ensure there is pay equity and parity for roles occupied by both men and women;
- continue to monitor starting salaries and base decisions above grade minimum on evidence of prior earnings;
- continue to monitor our reward and remuneration strategy, employee value proposition, starting salary guidelines and other pay structures to ensure they are demonstrably equitable;

- continue to provide support for women returning to work through shared parental leave, job sharing, compressed hours, part-time, and term-time only opportunities;
- investigate changes to the workload model for female academic returners, eg reduced teaching load to kick-start activity in research, innovation, pedagogy;
- encourage men to take advantage of shared parental leave, part-time working and compressed hours; continue to ensure that all new employees to the University undergo training in Equality, Diversity and Inclusion;
- continue to reduce the potential for unconscious bias by ensuring that all managers, supervisors and recruitment interviewers have undergone unconscious bias training;
- continue to monitor the content of job descriptions, person specifications and adverts for evidence of bias;
- increase the visibility of family friendly policies, flexible working and work to target 'presenteeism' for example by avoiding scheduling of meetings for early morning or late afternoon;
- continue to monitor the approach to blended working;
- strengthen publicity regarding wellbeing at work particularly with regards to mental health and support for bullying and harassment.

Ethnicity pay gap report 2022

Currently, unlike the gender pay gap, there is no legal requirement for companies to publicly report on their ethnicity gap (UK Parliament, 2021). In the absence of legislation, the Commission on Race and Ethnic Disparities (2021) recommends that 'employers that choose to publish their ethnicity pay figures should also publish a diagnosis and action plan to lay out the reasons for and the strategy to improve any disparities'. Similarly, the CIPD recommends that employers should aim to voluntarily compile ethnicity pay gap reports as part of their approach to improving inclusion and tackling workplace inequality (CIPD, 2022).

As part of our ongoing commitment to equality, diversity and inclusion, aligned with our ongoing Race Equality Chartermark activity we have taken to publishing our ethnicity pay gap information within this annual report.

Voluntary Reporting Information @31 March 2021

The information below relates to the pay gap between White staff and those from a Black, Asian and Minority Ethnic background.

Mean ethnicity pay gap: 5.68% (5.83%, 2021)

Median ethnicity pay gap: 2.90% (2.90%, 2021)

Proportion of staff in each quartile by ethnicity

Quartile 1. 83% White, 17% Black, Asian and Minority Ethnic (74% & 26%, 2021)

Quartile 2. 86% White, 14% Black, Asian and Minority Ethnic (87% & 13%, 2021)

Quartile 3. 81% White, 19% Black, Asian and Minority Ethnic (80%, & 20%, 2021)

Quartile 4. 89% White, 11% Black, Asian and Minority Ethnic (86% & 14%, 2021)

There has been an increase in Black, Asian and Minority Ethnic staff found in all the quartiles except quartile 2. By comparison there have been decreases in White staff in all quartiles except quartile 2.

There is no difference in the earnings potential of Black, Asian and Minority Ethnic and White staff within any given grade. Proportionally there are more Black, Asian and Minority Ethnic staff in lower paid jobs than White although there is representation across all grades, including management.

Working to close the gap:

- living wage adjustment introduced from 1st April 2021 for staff in grades A and B has positively impacted the pay of manual staff
- in addition, national pay increases have continued to be weighted in favour of staff in roles graded A - D
- continue to provide opportunities for staff to access the level and type of development required to enhance their career aspirations alongside mentoring and coaching support
- whilst the Professorial and Readership progression round was on-hold for the past two years it was re-launched in December 2021. The Committee actively encouraged applications from Black, Asian and Minority Ethnic staff
- 12.1% of successful applications for progression from Lecturer to Senior Lecturer have been received from Black, Asian and Minority Ethnic staff whilst 83.1% of rejected applications were from White staff
- harness staff strengths: for example, through considered workforce planning and targeted talent management programmes with reference to areas where Black, Asian and Minority Ethnic staff are less represented
- external advertising as a norm for all roles should help to increase applications from Black, Asian and Minority staff at all grades
- support and encourage Black, Asian and Minority Ethnic staff to apply for senior positions, providing role models for others elsewhere in the organisation
- continue to monitor and more actively enforce starting salaries to be at grade minimum. Decisions to appoint above grade minimum must be based upon evidence of prior earnings
- continue to monitor our reward and remuneration strategy in order to ensure that any pay-related structures and decisions are demonstrably equitable
- continue to ensure that all new employees to the University undergo training in EDI
- continue to reduce the potential for unconscious bias by ensuring that all managers, supervisors and recruitment interviewers have undergone appropriate training
- continue to monitor the content of job descriptions, person specifications and adverts for evidence of bias
- consider trialling anonymised shortlisting
- strengthen publicity regarding wellbeing at work particularly with regards to mental health and support for bullying and harassment
- implement specific actions relating to recruitment and selection and career progression within the Race Equality Chartermark action plan

EDI Priorities for 2022-2023

The strategic goal remains to implement a whole institution approach to cultural change with a focus on turning ambition into action. Priorities for 22/23 are:

Delivery mechanisms

- reviewing and updating the EDI governance and operating framework to ensure effective implementation of action plans
- professional service EDI goals agreed with Service Directors
- support Executive Deans with achieving their EDI goals/KPIs

Staff Development

- reviewing existing provision
- start VCG allies programme
- implement phase one of bite-size EDI learning pathway
- implement wider EDI staff development programme
- implement phase two of the Curriculum for All (C4A) programme

Inclusive Culture and Sense of Belonging

- institutional Race Equality Chartermark submission in Feb 2023
- institutional Stonewall submission in Sept 2023
- reconfigure Athena Swan action plan activity via three implementation groups
- implement EDI communications and events plan
- support and promote staff networks
- review EIA/Points of enquiry with service EDI Leads
- support business-critical projects such as the APP
- start to implement Services for All (S4A)
- finalise version 2 of the EDI dashboard

References

CIPD (2022) 'Ethnicity pay reporting: a guide for UK employers' available from <https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/ethnicity-pay-reporting-guide#gref>

Accessed [15/2/23]

Commission on Race and Ethnic Disparities (2021) Independent Report Foreword, introduction and full recommendations' available from <https://www.gov.uk/government/publications/the-report-of-the-commission-on-race-and-ethnic-disparities/foreword-introduction-and-full-recommendations#introduction>

Accessed [15/2/23]

UK Parliament (2021) 'Gender and Ethnicity Pay Gap Report 2021' available from <https://www.parliament.uk/globalassets/hl-gender-and-ethnicity-pay-gap-report-2021.pdf>

Accessed [15/2/23]

