



**University of
Central Lancashire**
UCLan

Equality, Diversity and Inclusion at UCLan

Annual Report 2019-20



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Foreword



This year has been one of the most challenging for the higher education sector as a consequence of the pandemic, but I am proud of the way that the University of Central Lancashire community has risen to the challenges faced. During the same period, we also saw the emergence of a global movement under the banner of Black Lives Matter which provided the impetus for universities and other institutions,

including our own, to reflect on their approach to racial equality. At UCLan, the Vice Chancellor's Group committed to building an environment that challenges racism and which will work pro-actively to find solutions to any barriers that exist. UCLan remains committed to equality, diversity and inclusion and indeed is significantly enhancing its efforts to move more quickly to advance equality for all. Although UCLan prides itself on being a widening participation University and we have worked hard over the years to transform lives, there is still more that we can do. For example, I am aware that there is more work to do in eliminating the prevalence of student outcome gaps and indeed diversifying our workforce. To this end we have implemented a new and robust EDI governance and operating framework which will ensure that there is an institution wide, collaborative approach to addressing inequality. We have agreed that our broad EDI priorities moving forward will include the following.

1. Diversification of UCLan's staff and governance committee profile
2. Elimination/narrowing gaps within the student body relating to recruitment, progression, awards and graduate outcomes that relate to protected characteristics
3. Developing an inclusive culture and mindset within the staff and student body that leads to enhanced sense of belonging for all
4. Developing a UCLan national and international research profile in relation to EDI

These will align to the new UCLan 7-year strategic plan, ensuring our EDI work will have prominence and will positively impact in our key business areas. On a personal level I remain absolutely committed to ensuring that UCLan is a place where all can thrive and achieve their potential and where all staff and students feel as though they belong to the UCLan community.

**Professor Graham Baldwin
(Vice-Chancellor)**



As a Students' Union we welcome and celebrate diversity at UCLan to ensure our students feel a sense of belonging in and out of the classroom. We empower and support our liberation reps to drive change within the wider University.

The Students' Union is a registered charity that is run independently from the University. We're here to 'make life better for students' by ensuring that the Student Voice is at the heart of everything we do.

We offer over 150 sports clubs and societies that students can join, to develop their skills, friendships and enhance their student experience. We also offer

confidential, free independent advice to our students, thus supporting a safe and inclusive environment for our students to develop.

Zuleikha Chikh
(Students' Union President)

Introduction

The University of Central Lancashire (UCLan) is one of the UK's largest universities with a staff and student community approaching 38,000. UCLan started life in Preston as the Institution for the Diffusion of Knowledge and has since grown the number of campuses, with campuses at Preston, Burnley, Westlakes and in Cyprus. The UCLan community is made up of students from more than 100 countries around the world and we are partnered with 125 institutions across the globe making us a truly international University. We are ranked in the top 6.5 percent of universities worldwide and we hold the maximum 5 QS stars for the quality of our teaching (2020-21 Centre for World University Rankings). Our employment-focused course portfolio consists of over 350 undergraduate programmes, nearly 200+ postgraduate courses and a rich array of CPD courses focussed on offering skills and experience that industry needs. Our ethos and approach have always been to combine academic excellence with real-world teaching to inspire people to transform their lives by seizing opportunities and achieving things they never thought possible.

We are extremely proud of our Cyprus campus where in 2012 we were the first British University to open an overseas campus in Cyprus. The campus continues to grow from strength to strength. Our Burnley campus lies at the heart of Pennine Lancashire with an ambition to significantly increase student numbers over the next few years. We are currently in process of delivering on an ambitious [Campus Masterplan](#) in relation to our main campus in Preston. Our vision is to create an attractive and inviting, world-class campus compatible with our status as one of the UK's largest universities. The heart of that campus plan, our new student centre and civic square will be complete by spring 2021 and will integrate our campus seamlessly with the rest of the City, benefitting current and future generations of students, staff, visitors and the wider community. We look forward to it becoming an exciting hub of activity, a focal point for community events and an iconic gateway linking together the city and the University.

Given the above, our focus on EDI and ensuring that we advance equality for all of our staff, students and communities that we work with is critical to our continuing success. There is always more that we can do and this year's annual report highlights our progress and challenges moving forward.

UCLan mission and EDI:

Our mission is to

"create positive change in our students, business partners and wider communities, enabling them to develop their full potential by providing excellent learning, innovation and research."

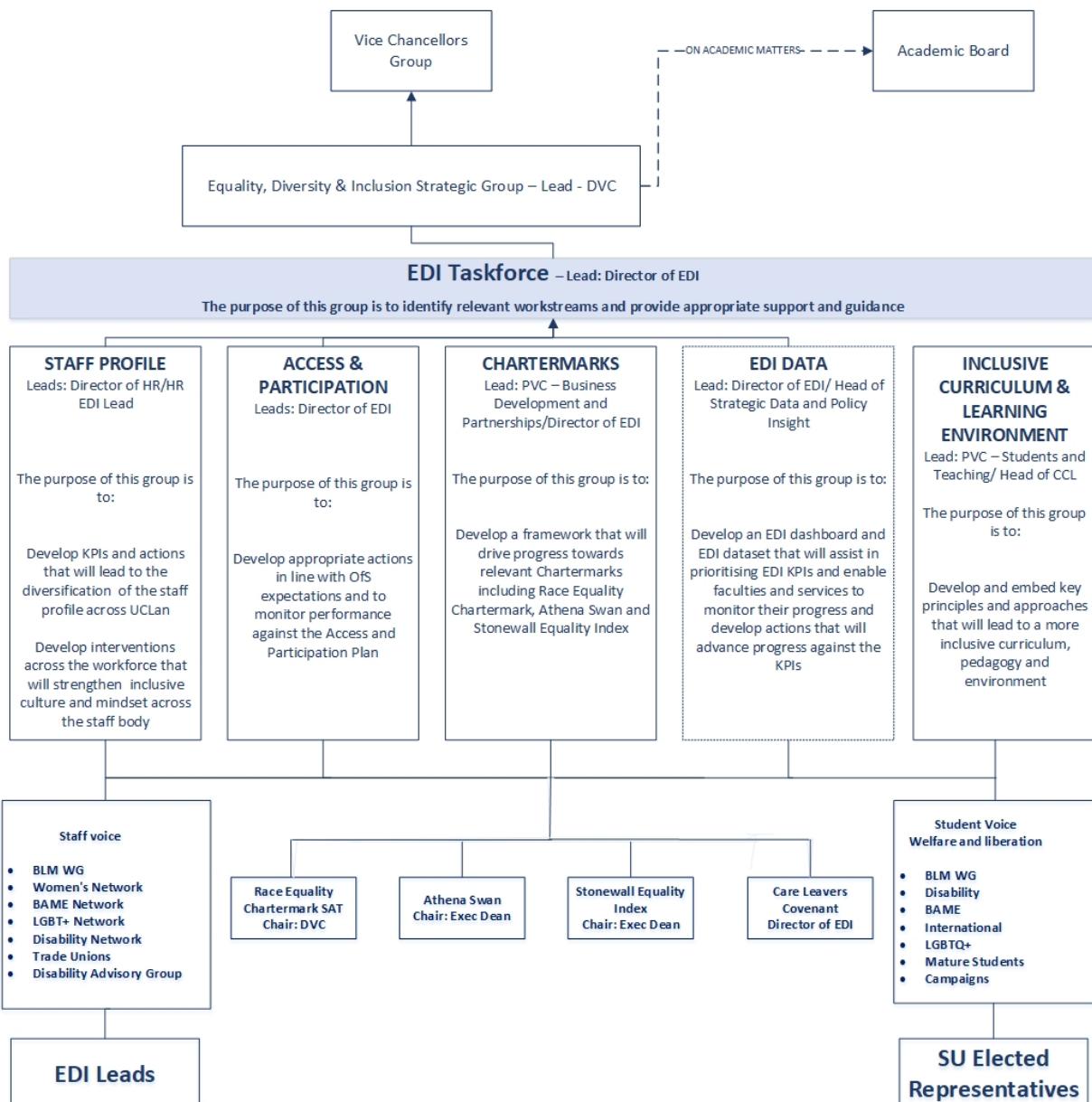
In relation to EDI, UCLan is embarking on an ambitious programme of change with an emphasis on quickening the pace at which we are advancing equality. A senior level Director of EDI has been appointed and a new EDI governance and operating structure approved, which will provide the catalyst for further enhancement in this area. Our intention this year will be to build on our previous work in this area and to put in place an EDI roadmap for the next seven years aligned to UCLan's new seven-year strategic plan.

EDI governance and operating framework

Our new EDI governance and operating framework will provide a consistent, focussed and University-wide approach in relation to EDI. This includes leadership from the governing board, with the appointment of Lorraine Norris as EDI board lead, who will oversee the work in relation to EDI, but also who will work towards the governing board itself better reflecting our student body.

The University's EDI approach is led by the EDI strategic group, chaired by the Deputy Vice-Chancellor, Dr Lynne Livesey, providing strategic direction and agreeing our longer-term goals. The EDI taskforce, led by our Director of EDI, Pradeep Passi, provides the operational leadership to ensure that key workstreams are developed and implemented to enable the advancement of our EDI goals. A number of workstreams have also been established to drive forward key initiatives. Central to all of the groups that make up the framework is the staff and student voices, which are at the heart of developing what is needed.

UCLan's EDI Governance and Operating Framework



EDI Key Activities from 2019-20

EDI Staff Networks

There are currently four EDI staff networks at UCLan:

- Racial Equality Network (REN), formerly BAME (Black, Asian and Minority Ethnic)
- LGBT+ Network
- Disability Network
- Women's Network

Each network has a set of Terms of Reference, two Co-Chair positions, elected annually, and a plan of actions or activities. Network chairs are members of EDI Taskforce and EDI Strategic Group to ensure the staff voice from these groups is represented. These networks provide a formal mechanism through which the staff voice can be heard, along with contributing to the wider diversity and inclusion activities on campus and helping to foster a solid EDI culture.

An additional staff network for International staff has been explored and is currently under consultation to be formed in due course.

EDI Charter Marks

Athena Swan

The University has been a member of Athena Swan since 2005; and we successfully revalidated our Bronze award in 2020, as a result of a collective effort across the University driven by our dedicated Athena SWAN Self-Assessment Team. The University is progressing the institutional action plan to further ensure the advancement of gender related equality. Further work to advance equality in relation to gender is taking place at departmental level, with a recent award submission by the School of Engineering being made to AdvanceHE, and a number of further subjects and schools in the pipeline to submit this year.

Stonewall Workplace Equality Index

UCLan is a member of Stonewall Diversity Champions programme and is working towards submitting its Workplace Equality Index (WEI) application by June 2021. A working group has been formed to lead on this ambitious and important project in order to promote a more inclusive culture for LGBT+ staff.

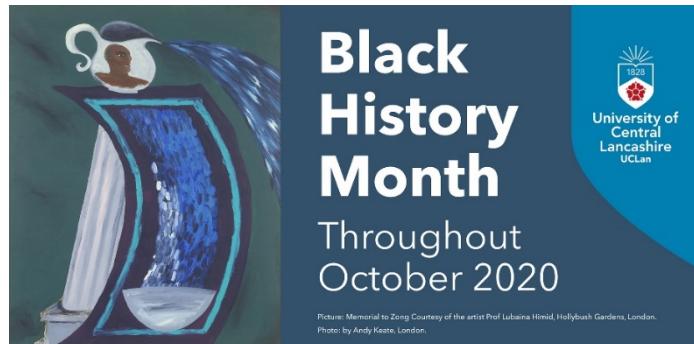
Racial Equality

UCLan is a member of Advance HE Race Equality Charter Mark (RECM) since 2014 and is committed to applying for the bronze award as we strengthen our approach to advance racial equality. This includes the diversification of the workforce and the elimination of student outcomes gaps as key priorities in the new strategic plan. With the Black Lives Matter (BLM) movement in 2020, the death of George Floyd and Breonna Taylor in the United States caused enormous shock and outrage to many staff, students and alumni

which have been the catalyst for a global movement to challenge structural racism towards Black people. An [official statement](#) was made by the vice-chancellor's group in solidarity and to re-emphasize the University's commitment in tackling systemic and structural racism. In addition, two BLM working groups were established in June 2020, one for staff led by the DVC and the other for students led by the Director of EDI. This safe environment was facilitated to capture lived experiences and to inform University plans to advance equality in relation to our BAME staff and students.

Black History Month 2020

The EDI Team in conjunction with the BAME staff network organised an array of engaging activities with Schools and Services to celebrate Black History Month. It included: webinars, focus groups, podcasts, seminars and exhibitions arranged throughout October, with over 500 participants taking part.



Diversity and Inclusion Festival

The University's third Diversity and Inclusion Festival was planned and ready to take place in March 2020. However, due to the COVID-19 pandemic and compulsory lockdown restrictions, the D&I Festival has to be postponed.

Equality Impact Assessments

A new Equality Impact Assessment (EIA) template has been updated and introduced for Schools and Services. In addition to the nine protected characteristics, the template includes additional under-represented groups including those monitored through the Office for Students regulated Access and Participation Plan.

Training sessions were delivered to EDI Leads and departments. In addition, one to one support on how to develop EIA, consultancy and feedback were provided for their operations and impactful activities.

Hate Crime Project development

The [Report and Support](#) platform was launched in 2019, and has been managed by the Student Wellbeing Services team to make it easier for students, staff and visitors to access information and guidance, request support or report any safeguarding concerns.

UCLan has been invited by the Office for Students to present its successful Hate Crime project. The EDI Team and Students' Union (SU) staff have been invited by the Office for Students to be a stall exhibitor during their London Conference in December 2019.

Pride

In 2019 UCLan staff and students participated on UCLan Pride on campus and Preston Pride event in the flag market. It was a vibrant and festive event with great public engagement and networking opportunities.



Transgender Day of Remembrance (TDoR)



In November 2019, the LGBT+ Staff Network organized a round table discussion with staff and students to mark Transgender Day of Remembrance (TDoR) and to remember those that have suffered, and even lost their lives, as a result of violence against trans people. It is an opportunity for the trans community and allies to come together to remember how harmful ignorance, hatred and bigotry can be.

LGBT History Month 2020

LGBT HISTORY MONTH 2020 **uclan**
University of Central Lancashire

Motivational Speaker
Charlie Martin

Creative Innovation Zone
Media Factory (ME 414)
Monday 3 February 12-3pm
Free Event - Don't Miss Out!

LGBTQ+ advocate Charlie Martin spoke at UCLan LGBT History Month 2020 event. The trans role model and Stonewall Champion attracted a crowd in Preston as she talked about her inspiring life story. She told the audience how she has continuously fought to overcome adversity throughout her life and entered the world of motorsport without support from her parents,

who had passed away, and she identified as transgender from age seven. She transitioned to live as a female in 2012.

International Women's Day 2019

A range of activities were organised to celebrate International Women's Day. The School of Sports and Health Science celebrated women in sport and School of Humanities, Languages and Global Studies celebrated women in literature around the world.



Refugees and Asylum Seekers

The PESA (Pre-sessional English Sanctuary Award) continued in 2019 to support displaced people who wish to continue their studies in HE but need pre-study support to develop the English language required for their course.

12 sanctuary seekers have benefited from this award, completing successfully this programmed of study and progressing to HE courses at UCLan.

The City of Preston is a City of Sanctuary. The UCLan Research Centre for Migration, Diaspora and Exile (MIDEX), EDIC and Outreach teams have prepared a paper seeking approval from VCG to apply for the University to become a University of Sanctuary.

Staff development

Commitment to supporting women's careers continue through the Aurora and Springboard development programmes. Feedback from Aurora participants was provided to Advance HE who were able to make the changes to the programme. Due to the Covid-19 pandemic, Springboard and Aurora did not run in 2020 but the these programmes will continue in 2021.

A comprehensive EDI staff development plan is under consultation to assist all staff with their development needs to acquire knowledge and understanding of all EDI themes.

Student Annual Statistics - 2017/18-2019/20
HESA Student data

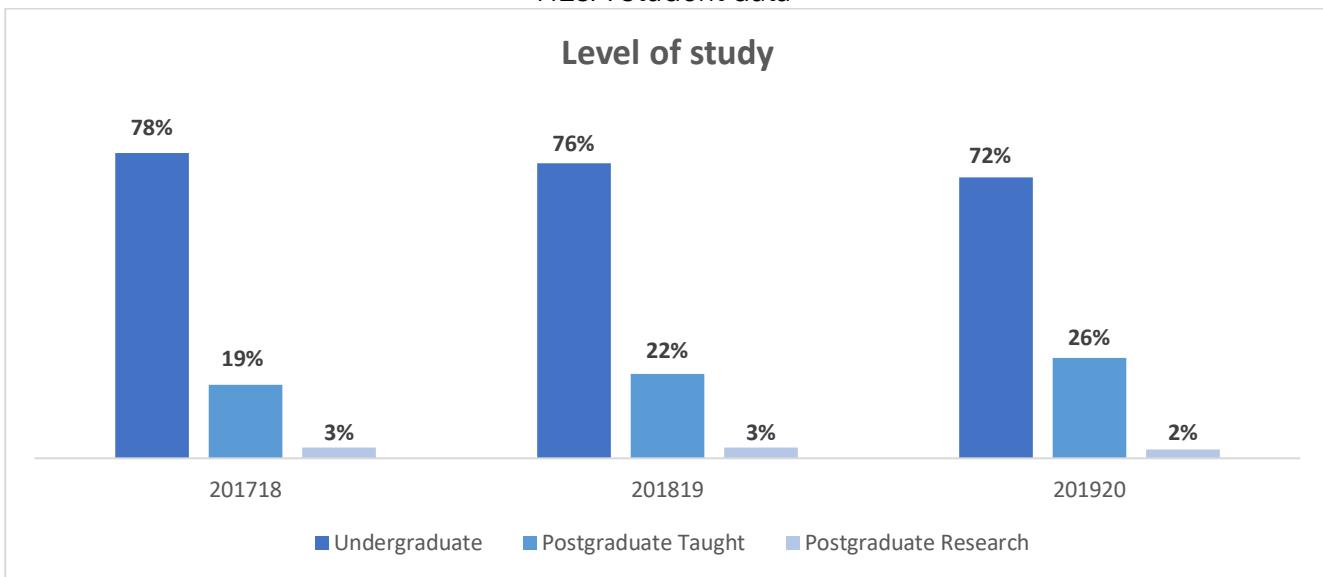


Table 1 - Level of study

LEVEL OF STUDY	2017-18	2018-19	2019-20
Undergraduate	78%	76%	72%
Postgraduate Taught	19%	22%	26%
Postgraduate Research	3%	3%	2%
Total	100.00%	100.00%	100.00%

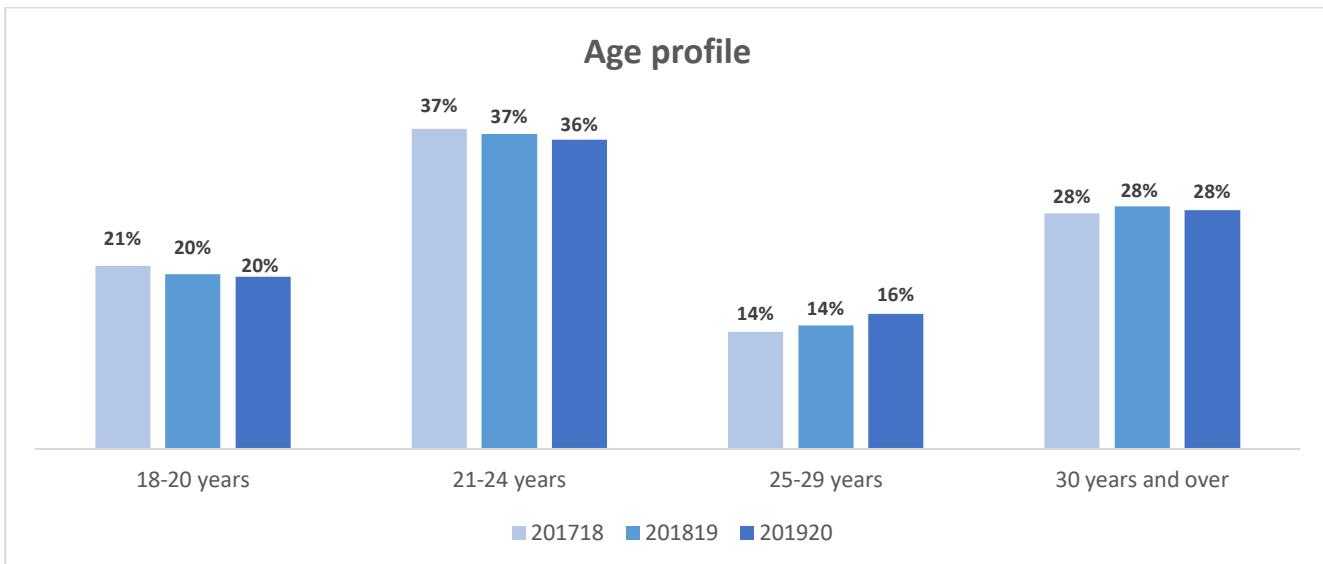


Table 2 - Age profile

AGE PROFILE	2017-18	2018-19	2019-20
18-20 years	21%	20%	20%
21-24 years	37%	37%	36%
25-29 years	14%	14%	16%
30 years and over	28%	28%	28%
Total	100.00%	100.00%	100.00%

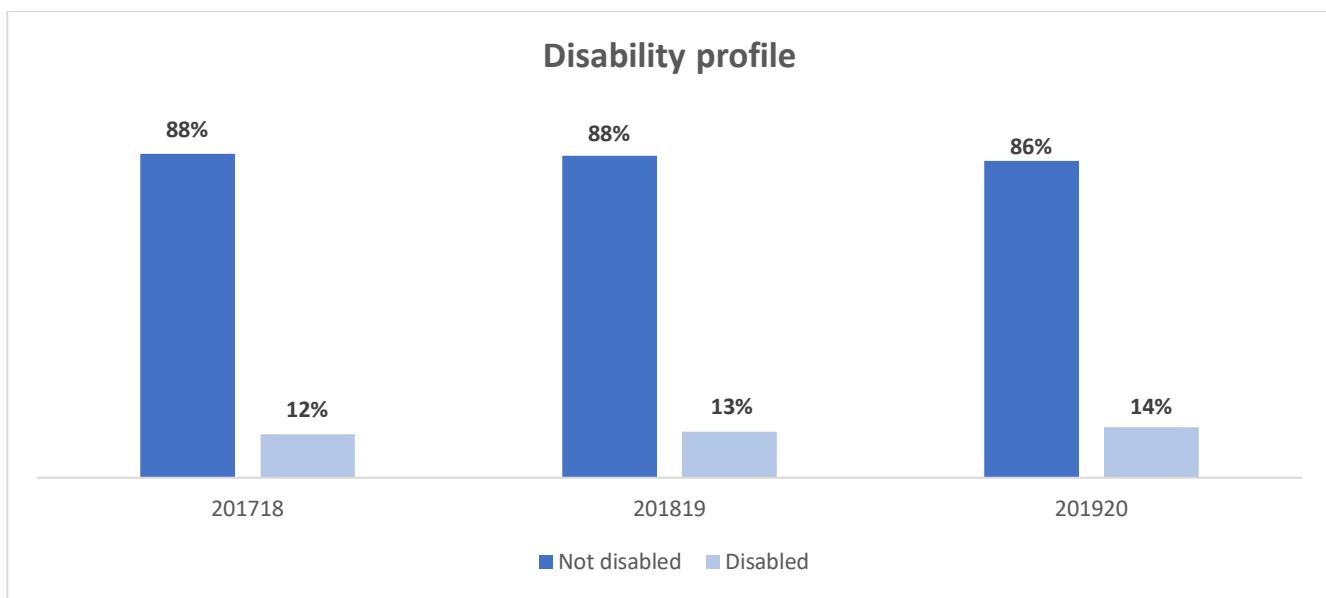


Table 3 - Disability profile

DISABILITY PROFILE	2017-18	2018-19	2019-20
Not disabled	88%	88%	86%
Disabled	12%	13%	14%
Total	100.00%	100.00%	100.00%

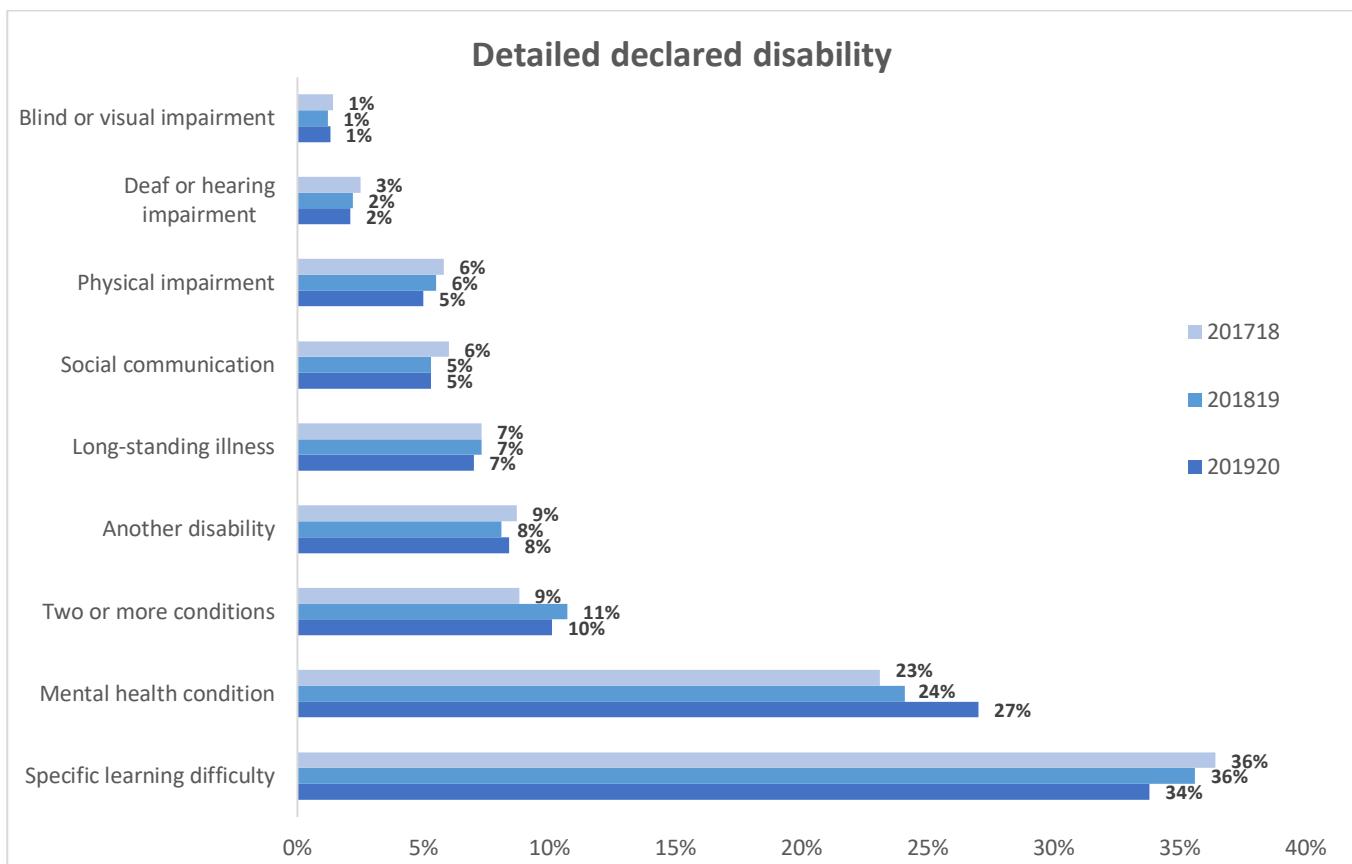


Table 4 - Detailed declared disability

DETAILED DECLARED DISABILITY	2017-18	2018-19	2019-20
Blind or visual impairment	1%	1%	1%
Deaf or hearing impairment	3%	2%	2%
Physical impairment	6%	6%	5%
Social communication	6%	5%	5%
Long standing illness	7%	7%	7%
Another disability	9%	8%	8%
Two or more conditions	9%	11%	10%
Mental health condition	23%	24%	27%
Specific learning difficulty	36%	36%	34%
Total	100.00%	100.00%	100.00%

Gender profile

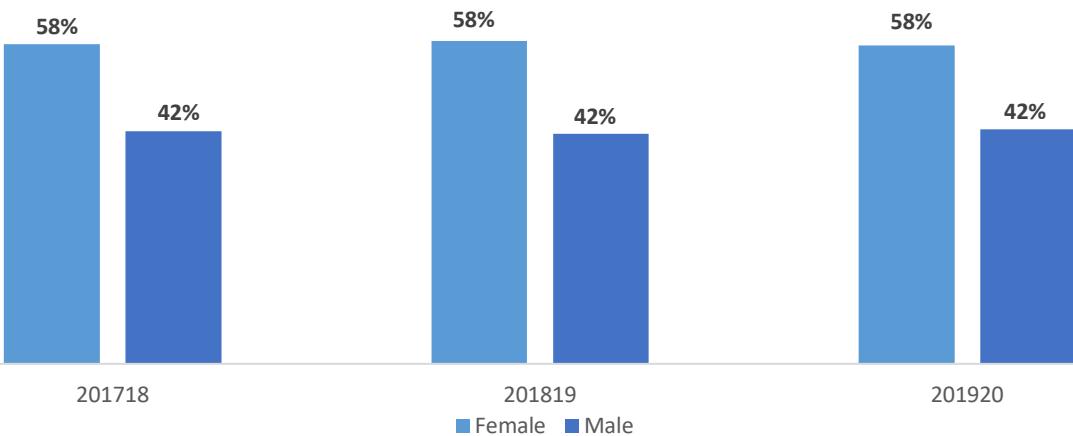


Table 5 - Gender profile

GENDER PROFILE	2017-18	2018-19	2019-20
Female	58%	58%	58%
Male	42%	42%	42%
Total	100.00%	100.00%	100.00%

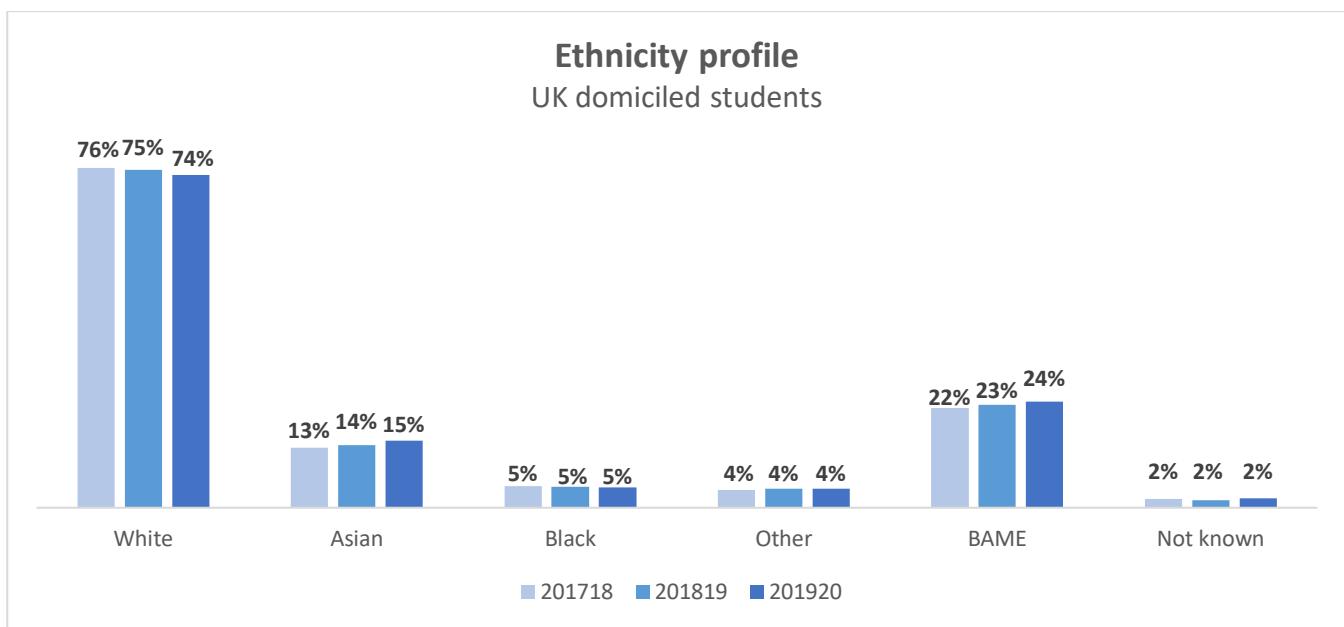


Table 6 - Ethnicity profile

ETHNICITY PROFILE	2017-18	2018-19	2019-20
White	76%	75%	74%
Asian	13%	14%	15%
Black	5%	5%	5%
Other	4%	4%	4%
Not known	2%	2%	2%
Total	100.00%	100.00%	100.00%

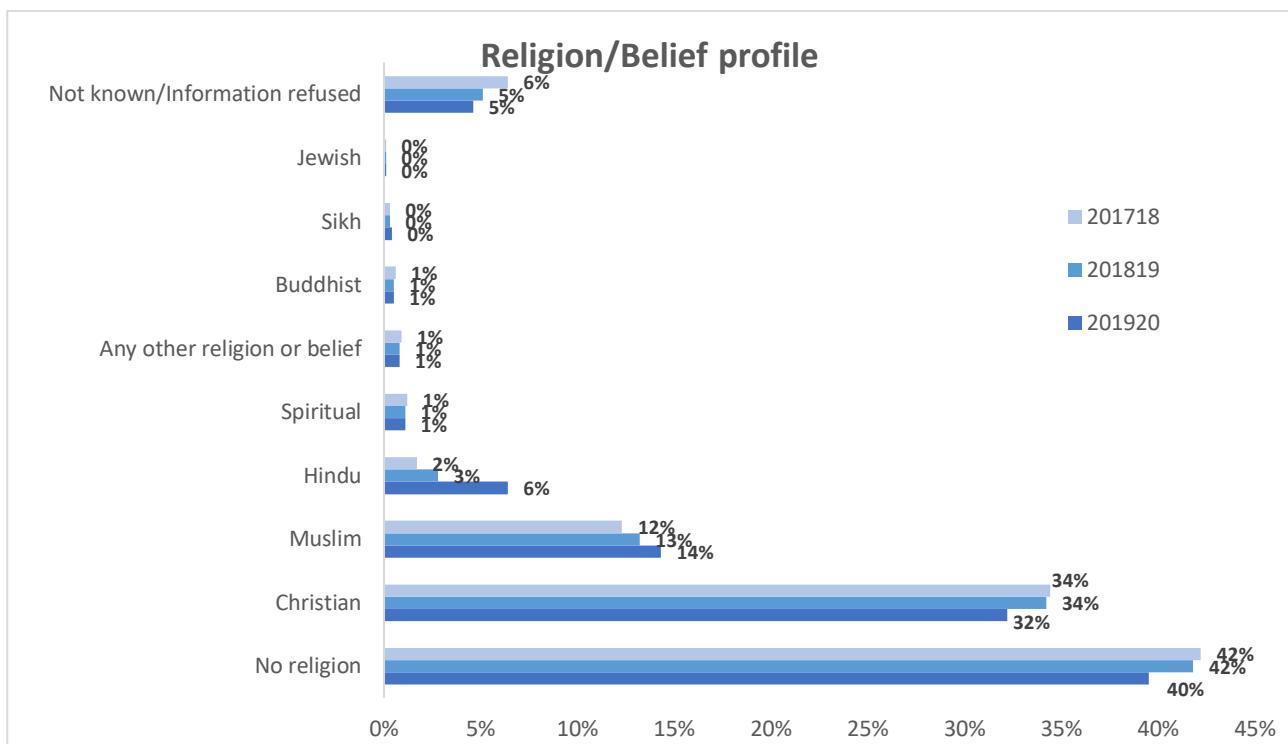


Table 7 - Religion/Belief profile

RELIGION/BELIEF PROFILE	2017-18	2018-19	2019-20
Not known/Information refused	6%	5%	5%
Jewish	0%	0%	0%
Sikh	0%	0%	0%
Buddhist	1%	1%	1%
Any other religion or belief	1%	1%	1%
Spiritual	1%	1%	1%
Hindu	2%	3%	6%
Muslim	12%	13%	14%
Christian	34%	34%	32%
No religion	42%	42%	40%
Total	100.00%	100.00%	100.00%

Sexual orientation profile

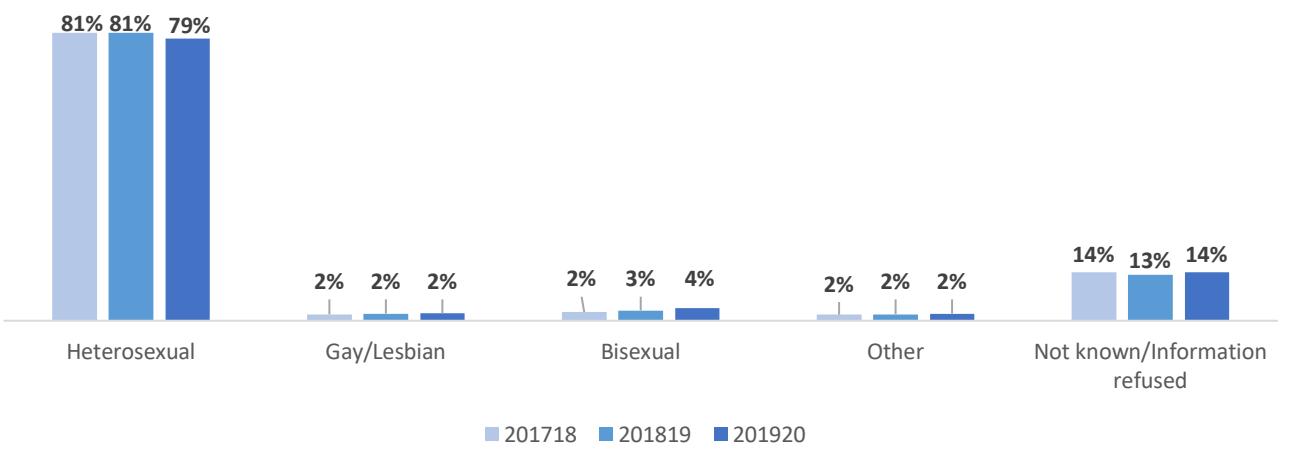


Table 8 - Sexual orientation profile

SEXUAL ORIENTATION PROFILE	2017-18	2018-19	2019-20
Heterosexual	81%	81%	79%
Gay/ Lesbian	2%	2%	2%
Bisexual	2%	3%	4%
Other	2%	2%	2%
Not known/information refused	14%	13%	14%
Total	100.00%	100.00%	100.00%

Commentary on student statistics

Collating information in relation our student population is important as it provides the University the opportunity to review the impact of our recruitment, education and research strategies. In turn this allows us to adapt and shape the way we develop this provision to ensure that we are enabling access and meeting the needs of all our students.

The UCLan student population data is showing some gradual trends over the last few years and these are areas that we are cognisant of as we develop our new strategic plan. In summary the following maybe noted. We have seen a small decline in our 18-21 year olds, with the majority of our student population in the over 21 age groups. We have also seen a small increase in numbers of students declaring that they have a disability. This is a positive trend as the more information that we have about our students' disabilities, the better able we will be to make appropriate adjustments. For example, the data indicates that the numbers of students declaring a mental health condition has been steadily increasing over the last 3 years. We are in the process of pulling together a University wide mental health strategy in order to ensure a pro-active and joined up approach to supporting our students with mental health conditions.

Although in terms of gender our student body remains majority female, we will continue to review whether any specific interventions need to take place at subject level where it is felt appropriate that the student demographic needs to better reflect the population e.g. more male students into nursing or more female students into engineering.

In terms of ethnicity we are seeing an increasing number of BAME students joining UCLan, with the increase being mainly students from a south Asian heritage. Numbers of students who identify as Black has remained constant over the last 3 years and is an area for review. Our data collection in relation to religion has been improving over the last 3 years with more students providing this information. The data indicates that the majority of students declare no religion, followed by those who identify as Christian. There is also an increasing number of students who identify as Muslim and Hindu. The religion data will allow us to consider the support that we provide and also our environment so that we are better able to meet the needs of our students.

Finally, in relation to sexual orientation our data indicates that 8% of our students identify as lesbian, gay, bisexual or other. However, 14% of students have either refused or not provided this information and therefore there is more work to do in collating this information to provide us with a more accurate picture in this regard.

Student Awarding Gaps

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

Full-Time, UK domicile, undergraduates, Preston, Burnley and Westlakes

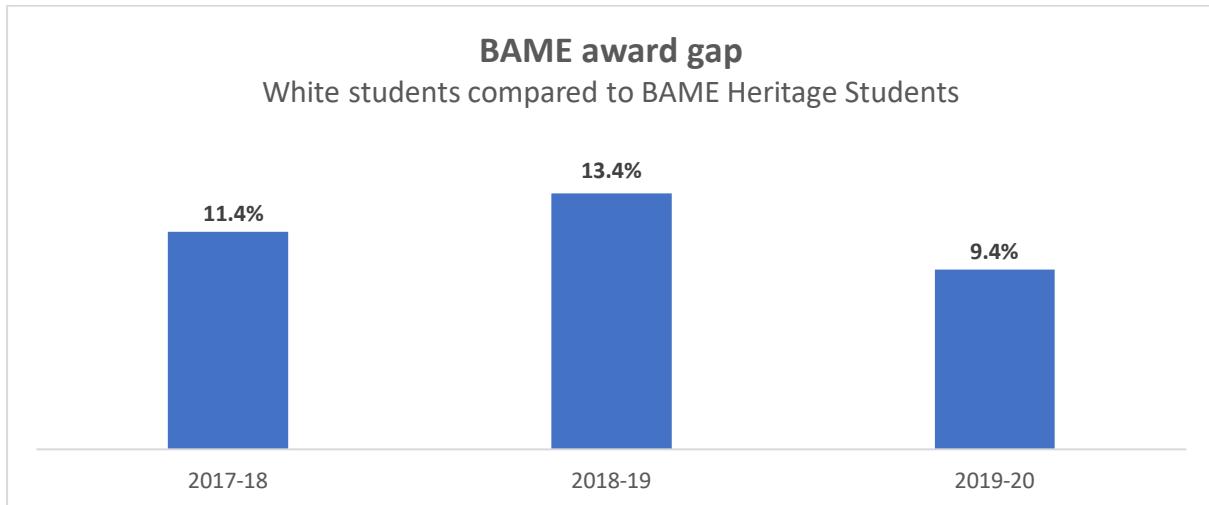


Table 9 – BAME award gap

BAME AWARD GAP	2017-18	2018-19	2019-20
White students compared to BAME Heritage students	11.4%	13.4%	9.4%

Full-Time, UK domicile, undergraduates, Preston, Burnley and Westlakes

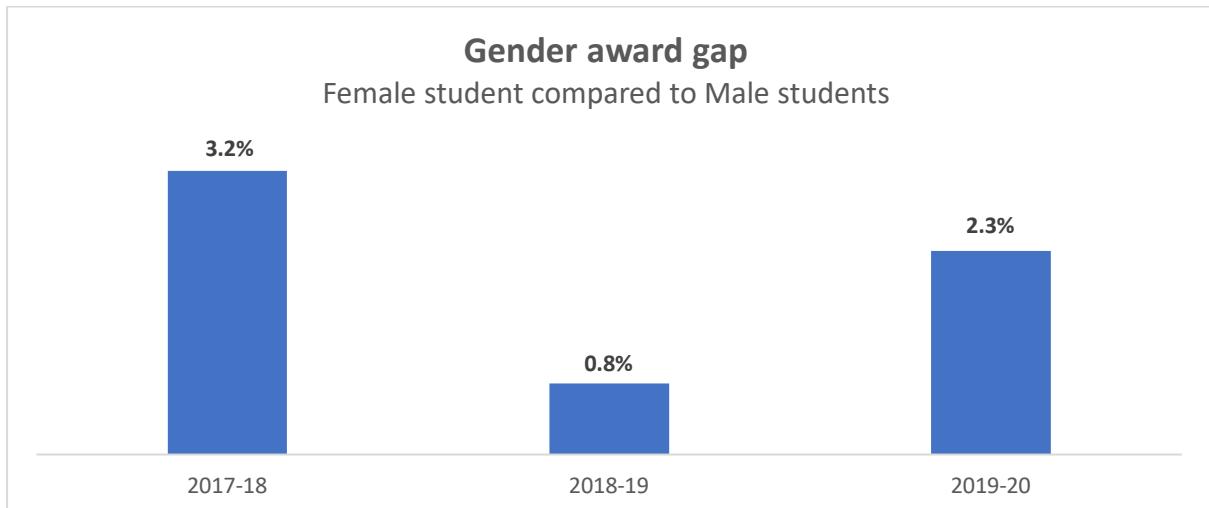


Table 10 - Gender award gap

GENDER AWARD GAP	2017-18	2018-19	2019-20
Female students compared to Male students	3.2%	0.8%	2.3%

Full-Time, UK domicile, undergraduates, Preston, Burnley and Westlakes

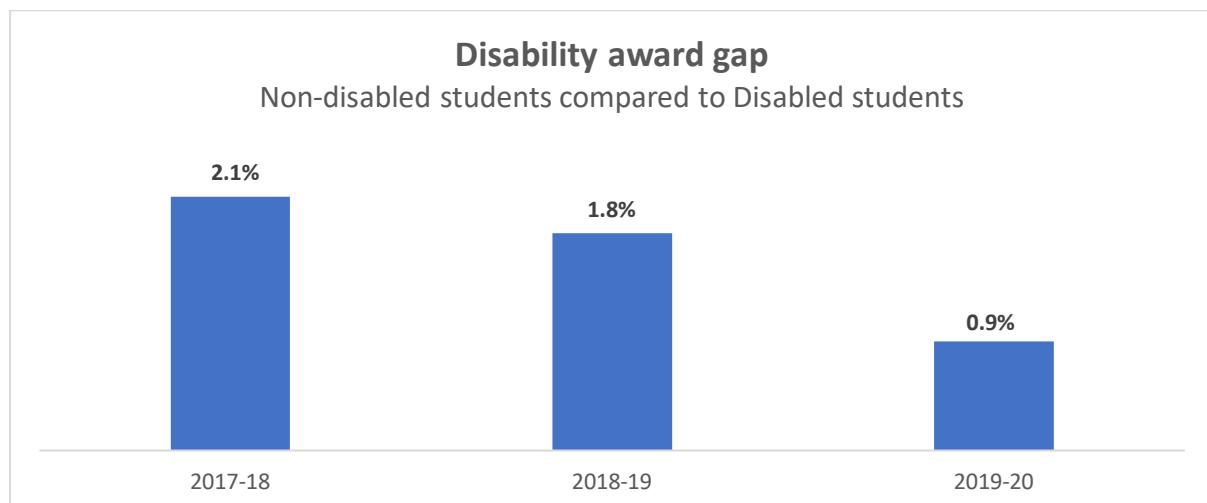


Table 11 - Disability award gap

DISABILITY AWARD GAP	2017-18	2018-19	2019-20
Non-disabled students compared to Disabled students	2.1%	1.8%	0.9%

Full-Time, UK domicile, undergraduates, Preston, Burnley and Westlakes

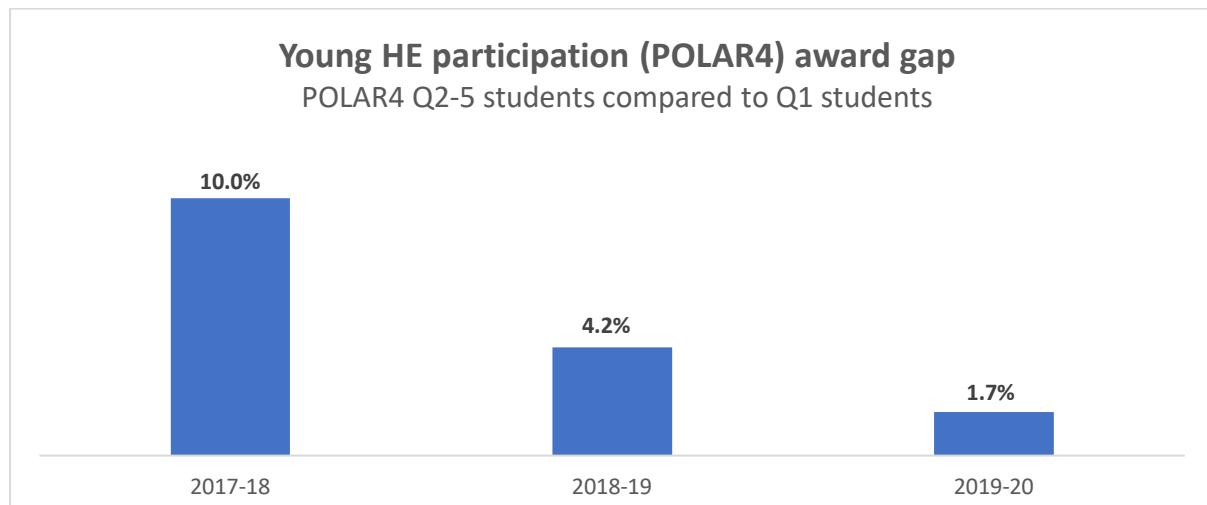


Table 12 - Young HE participation (Polar4) award gap

YOUNG HE PARTICIPATION (POLAR 4) AWARD GAP	2017-18	2018-19	2019-20
Polar 4 Q2-5 students compared to Q1 students	10.0%	4.2%	1.7%

Commentary on the award 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 and 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 one of the EDI goals at UCLan is to eliminate or narrow as far as we possibly can, the gaps that exist.

The data indicates that we are heading in the right direction with gaps narrowing over the last 3 years in relation to ethnicity, gender, POLAR 4 and disability. It is important to highlight that the 19-20 data is difficult to compare with previous years due to the impact of the pandemic. During this year we implemented a 'no detriment' policy, replaced exams with alternative forms of assessment and redesigned many other types of assessments in semester 2 in order to accommodate the restrictions that were in place at the time. These changes appear to have had a positive impact on the award gaps and further work needs to be undertaken to understand the impact of those different approaches, to help inform developments as we begin to emerge from the pandemic.

Staff Annual Statistics - 2017/18-2019/20

HESA Staff data

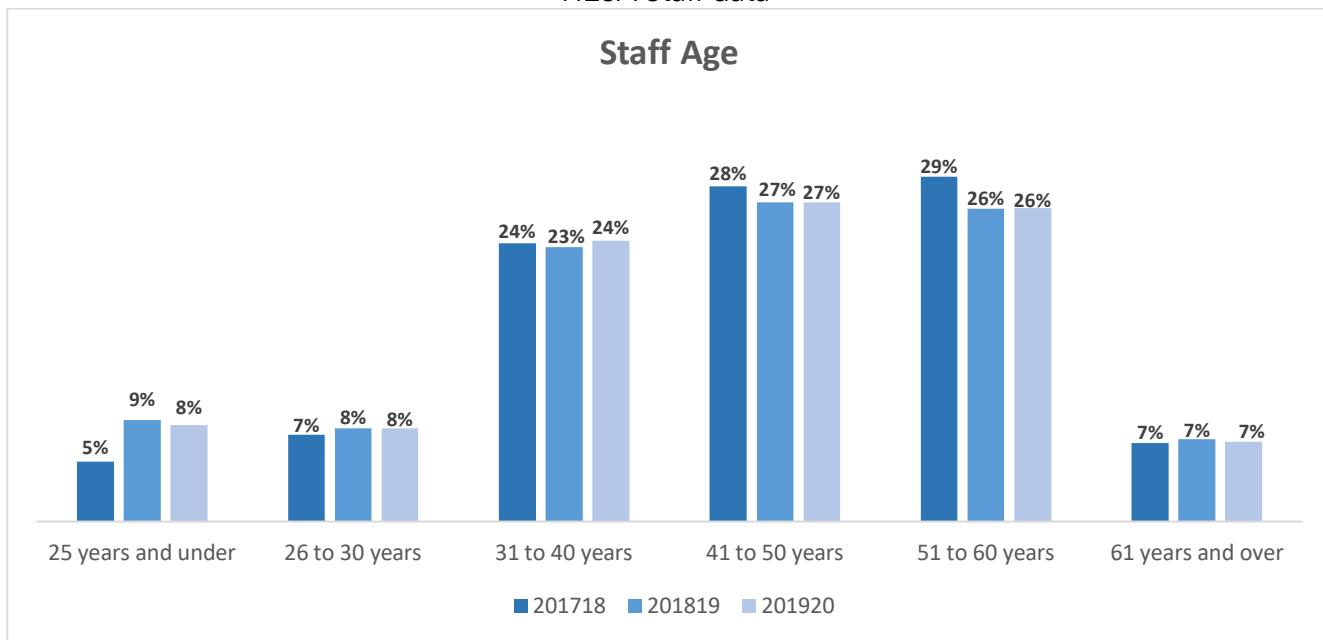


Table 13 – Staff Age

STAFF AGE	2017-18	2018-19	2019-20
25 years and under	5%	9%	8%
26 to 30 years	7%	8%	8%
31 to 40 years	24%	23%	24%
41 to 50 years	28%	27%	27%
51 to 60 years	29%	26%	26%
61 years and over	7%	7%	7%
Total	100.00%	100.00%	100.00%

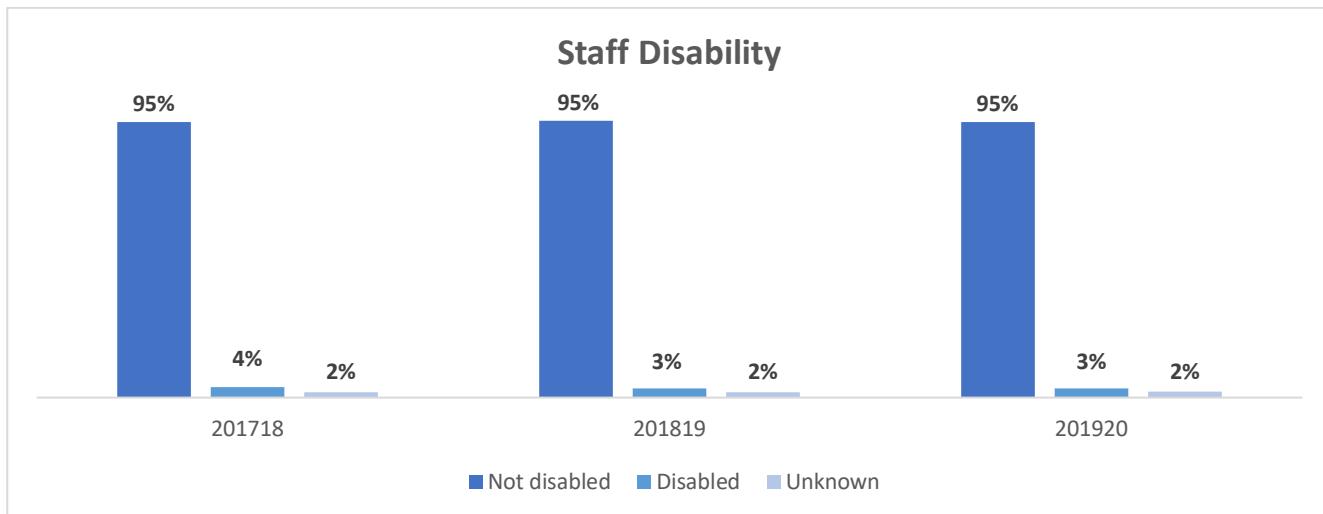


Table 14 – Staff Disability

DISABILITY PROFILE	2017-18	2018-19	2019-20
Not disabled	95%	95%	95%
Disabled	4%	3%	3%
Unknown	2%	2%	2%
Total	100.00%	100.00%	100.00%

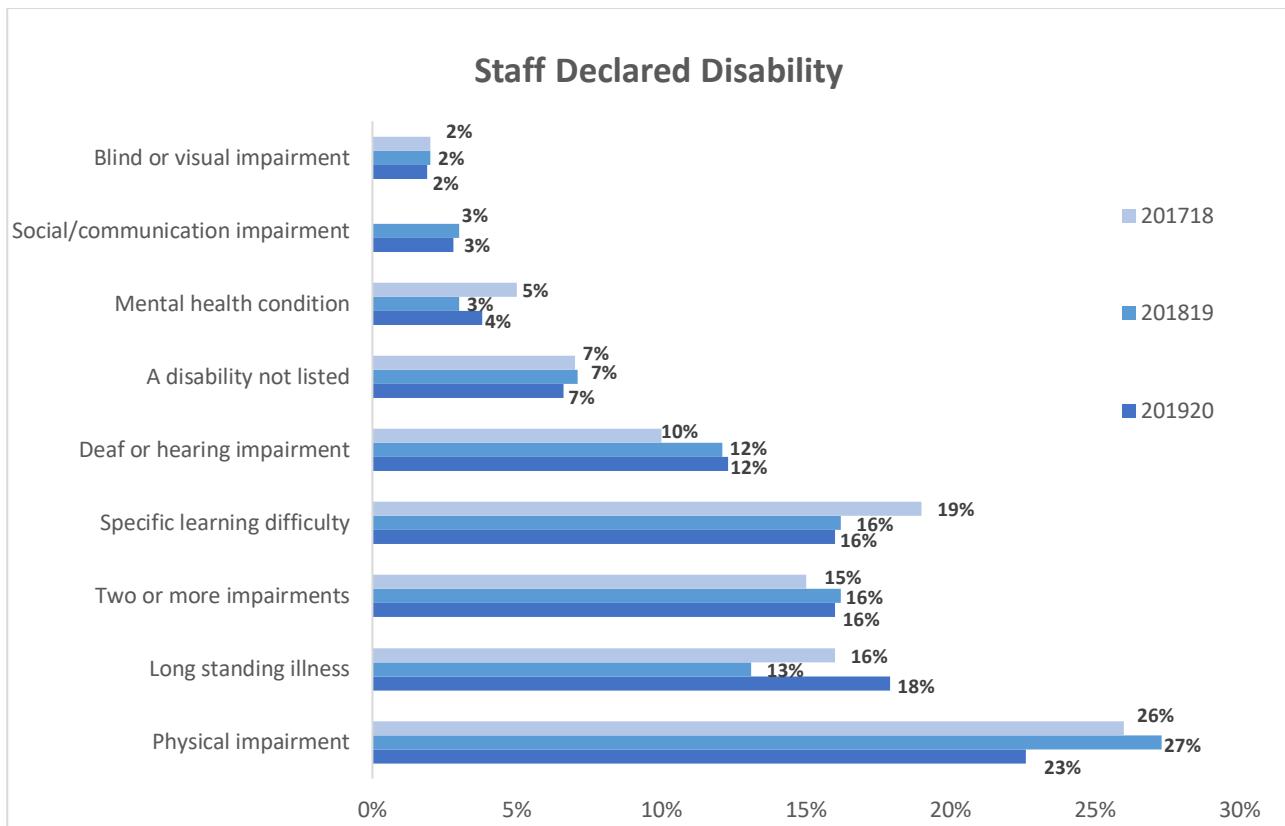


Table 15 - Staff Declared Disability

STAFF DECLARED DISABILITY	2017-18	2018-19	2019-20
Blind or visual impairment	2%	2%	2%
Social/communication impairment	-	3%	3%
Mental health condition	5%	3%	4%
A disability not listed	7%	7%	7%
Deaf or hearing impairment	10%	12%	12%
Specific learning difficulty	19%	16%	16%
Two or more impairments	15%	16%	16%
Long standing illness	16%	13%	18%
Physical impairment	26%	27%	23%
Total	100.00%	100.00%	100.00%

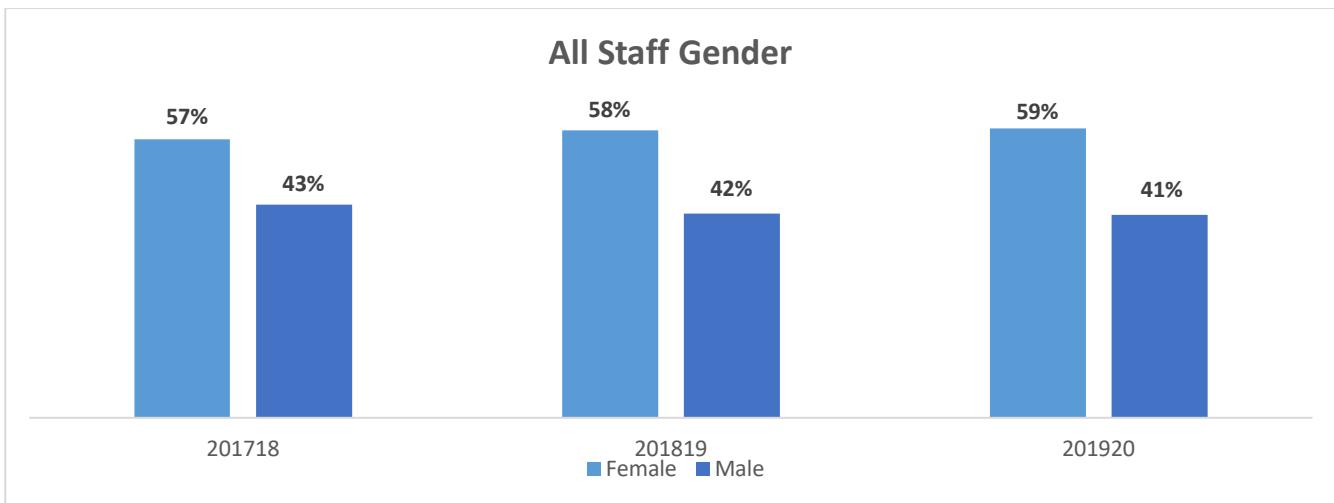


Table 16 – All Staff Gender

ALL STAFF GENDER	2017-18	2018-19	2019-20
Female	57%	58%	59%
Male	43%	42%	41%
Total	100.00%	100.00%	100.00%

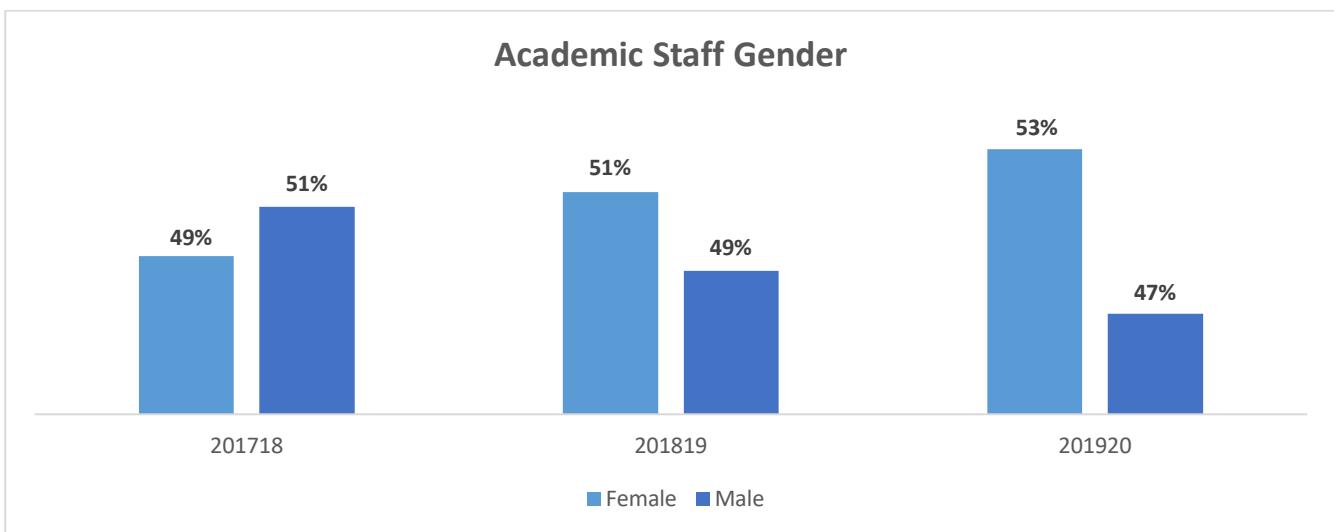


Table 17 – Academic Staff Gender

ACADEMIC STAFF GENDER	2017-18	2018-19	2019-20
Female	49%	51%	53%
Male	51%	49%	47%
Total	100.00%	100.00%	100.00%

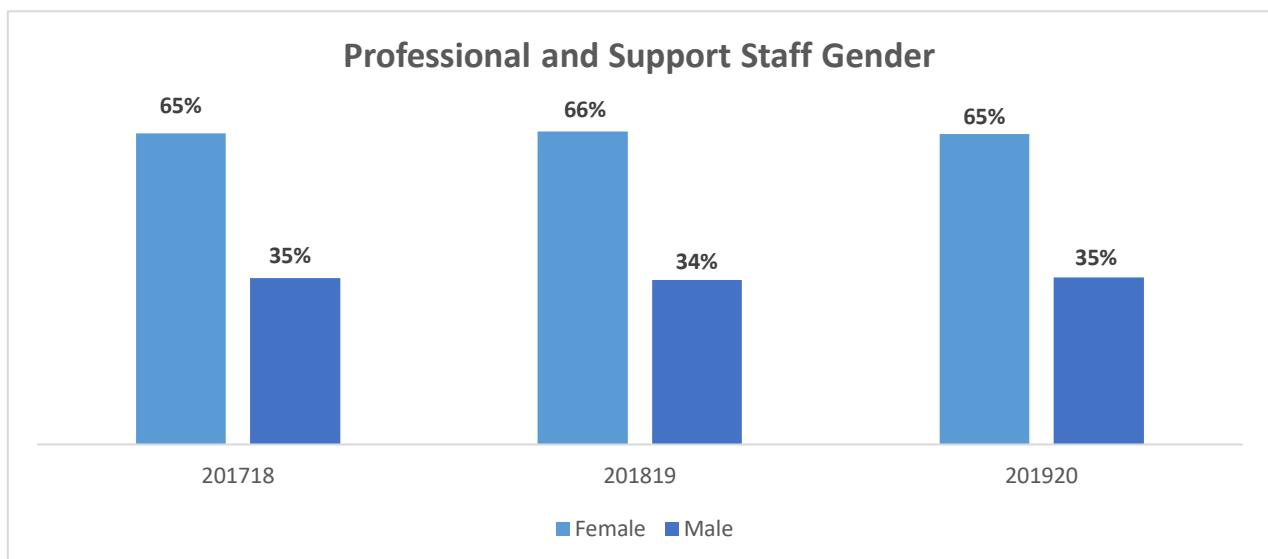


Table 18 - Professional and Support Staff Gender

PROFESSIONAL AND SUPPORT STAFF GENDER	2017-18	2018-19	2019-20
Female	65%	66%	65%
Male	35%	34%	35%
Total	100.00%	100.00%	100.00%

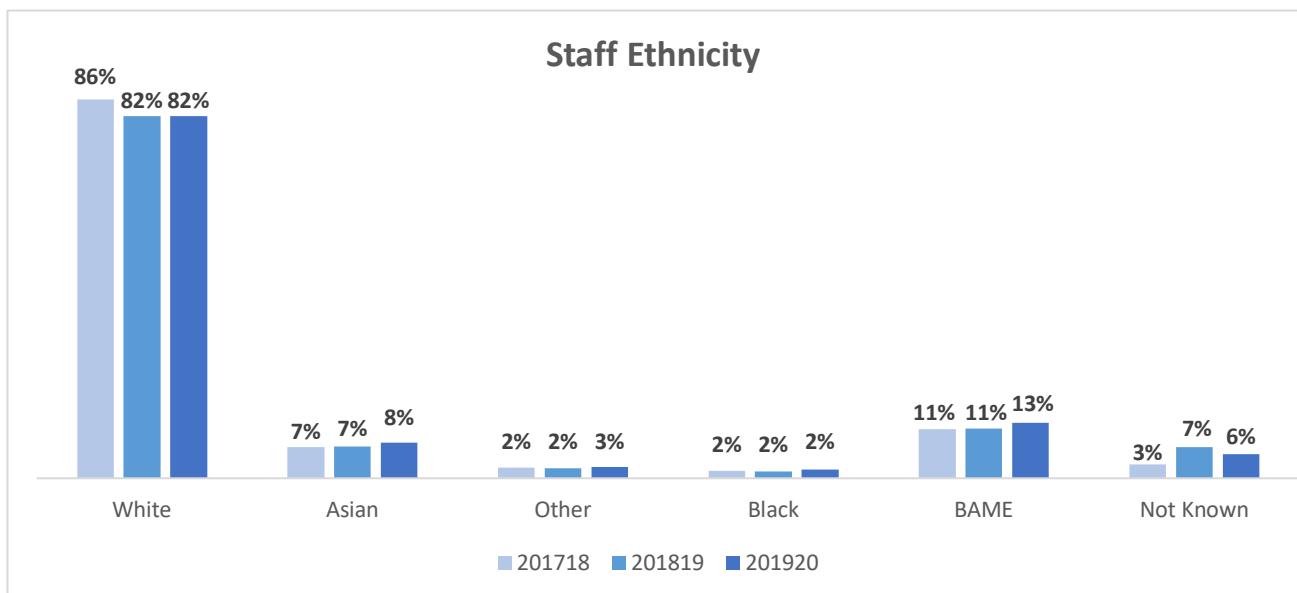


Table 19 - Staff Ethnicity

STAFF ETHNICITY	2017-18	2018-19	2019-20
White	86%	82%	82%
Asian	7%	7%	8%
Black	2%	2%	2%
Other	2%	2%	2%
Not known	3%	7%	6%
Total	100.00%	100.00%	100.00%

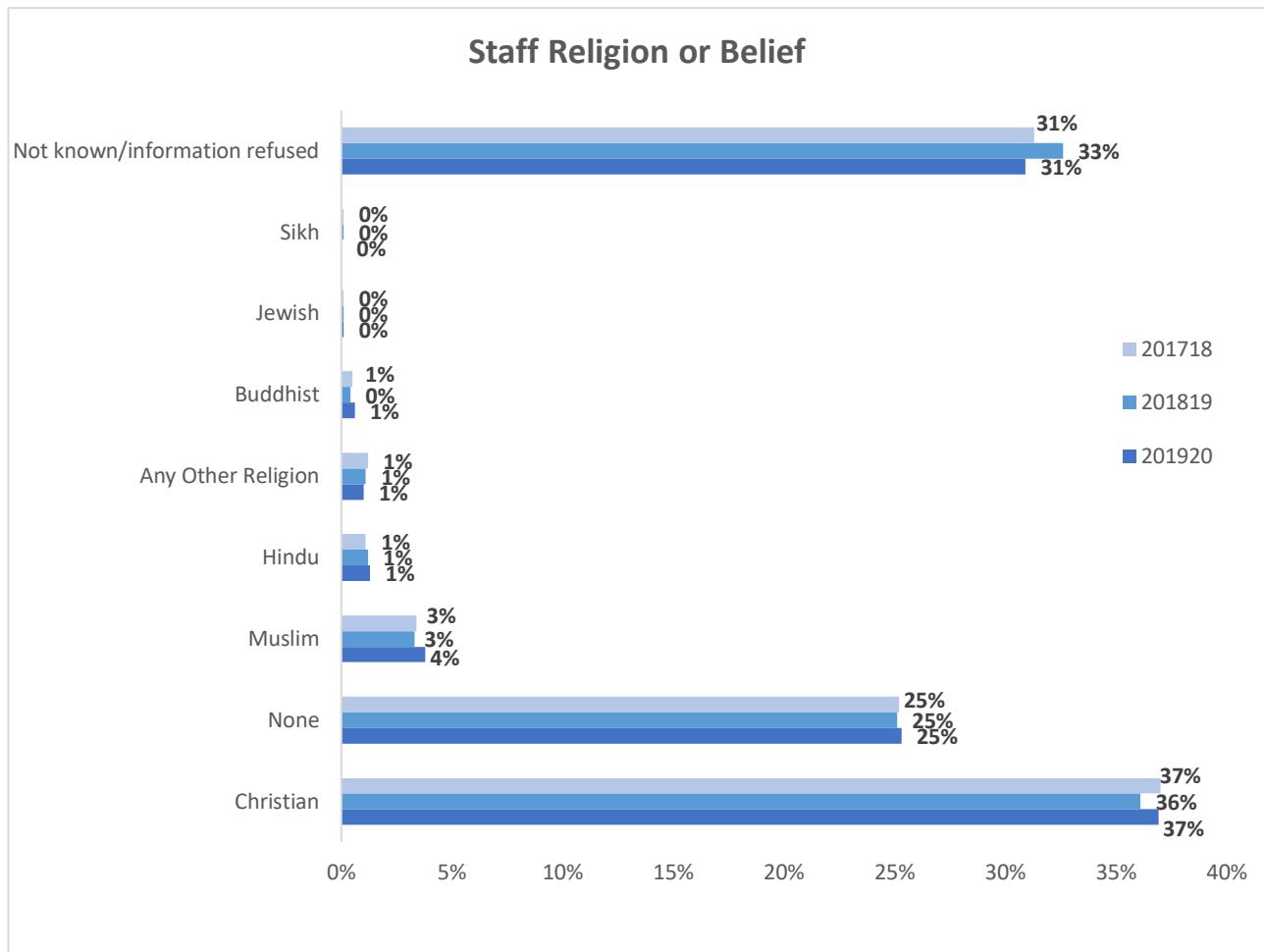


Table 20 – Staff Religion or Belief

STAFF RELIGION OR BELIEF	2017-18	2018-19	2019-20
Not known/Information refused	31%	33%	31%
Sikh	0%	0%	0%
Jewish	0%	0%	0%
Buddhist	1%	0%	1%
Any other religion or belief	1%	1%	1%
Hindu	1%	1%	1%
Muslim	3%	3%	4%
No religion	25%	25%	25%
Christian	37%	36%	37%
Total	100.00%	100.00%	100.00%

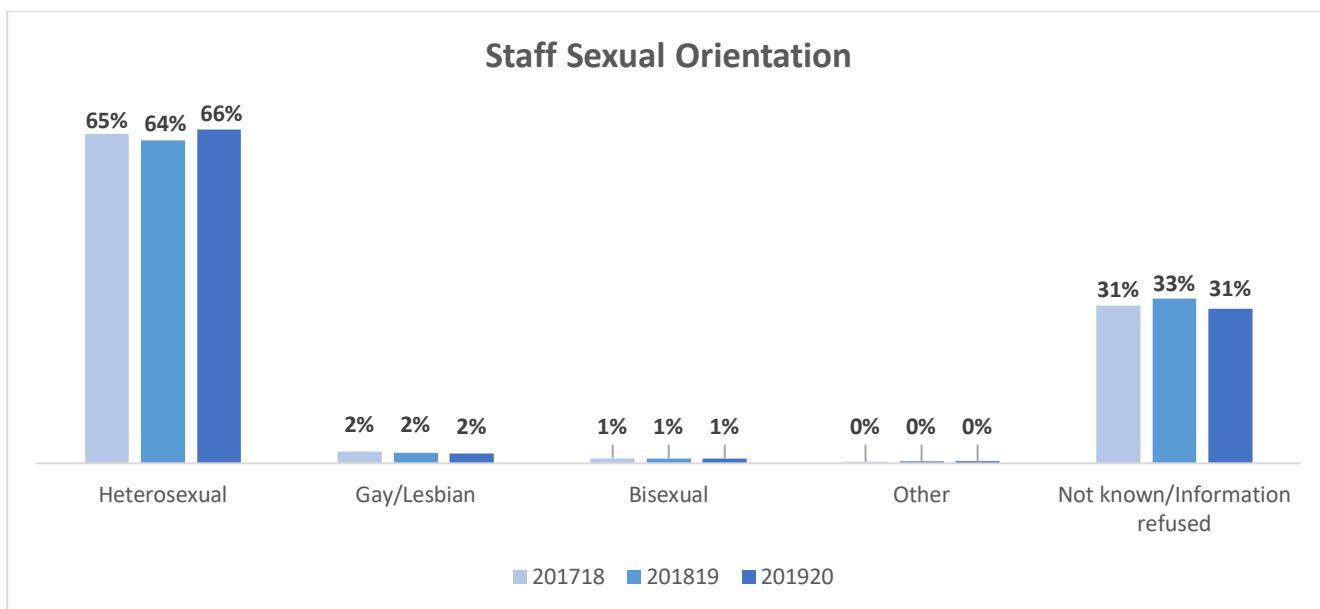


Table 21 – Staff Sexual Orientation

STAFF SEXUAL ORIENTATION	2017-18	2018-19	2019-20
Heterosexual	65%	64%	66%
Gay/ Lesbian	2%	2%	2%
Bisexual	1%	1%	1%
Other	0%	0%	0%
Not known/information refused	31%	33%	31%
Total	100.00%	100.00%	100.00%

Commentary on staff statistics

The overall staff profile has remained largely similar to previous years. The staff profile will be an area that will be considered in more detail in the staff profile working group that has been established as part of the new EDI governance and operating framework. The group will be looking in detail at the staff profile including any disparities in relation to protected characteristics, roles and grades and will propose EDI goals to advance equality in relation to those areas.

In terms of the data presented the following points have been noted by the University. The age profile of the staffing profile is marginally younger than in the previous year, with proportionately slightly more staff employed in the 26-30 and 31-40 age groups. The numbers of staff reporting a disability remains constant at 3%, although this may be due to under reporting. More work will be undertaken to understand this; and if there is an element of under reporting, to encourage more staff to report any disabilities they may have.

In terms of gender, the workforce remains majority female both in the academic group and in the professional services and support staff cohorts, with proportionately greater numbers of female staff in the latter. The number of female academic staff has increased by 2% from the previous year. Further work will be undertaken to review this in more detail and look at grades, roles and also subject level splits to ascertain what further action will be required.

In terms of ethnicity the numbers of BAME heritage staff have increased by 2% from the previous year to 13%. It is also noted that 6% of staff refused to provide this information or for some other reason is not known. Further work will be required to understand this in more detail and to encourage more staff to provide this information.

In relation to sexual orientation 3% of staff identify as gay/lesbian or bisexual, which has remained constant over the last 3 years. However, there are significant numbers of staff who refuse to provide this information or for some other reason the information is not known. Further work is required to understand the issues behind this and to undertake further work to encourage staff to disclose this information.

In summary further work is being undertaken to review in more detail the staff profile and to develop targeted actions and goals that will advance equality where appropriate. Alongside this, further actions will be considered to further enhance the inclusive culture and feelings of sense of belonging for all staff. Progress in relation to these measures will take place and will be reported via the annual report and through the University governance structures.

Next steps

UCLan is committed to taking a positive, pro-active and anti-discriminatory approach to advancing equality in all that it does. There is more to do in relation to diversifying the workforce and eliminating staff and student outcome gaps. The next steps will be to develop and agree more detailed EDI goals, i.e. what we hope to achieve over the next 7 years, alongside a roadmap that will highlight our broad journey to achieving those goals.

The key to achieving the change we wish to see will be to ensure that our approaches are embedded and that there is an institution wide commitment and approach with staff, students and communities at the heart of driving that change. We will continue to provide details of our progress through the EDI Annual report and other channels.