

Equality, Diversity and Inclusion Annual Report 2023-24



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Executive Summary

The University of Huddersfield remains firmly committed to advancing equality, diversity and inclusion (EDI) by tackling discrimination and promoting an inclusive culture for all members of its community. Guided by the university's Equality Objectives (2020–25), this report summarises progress made during the 2023–2024 academic year and sets out priorities for the coming year. It has been prepared in line with the requirements of the Equality Act 2010 and the Public Sector Equality Duty.

The University continues to collect and publish annual equalities monitoring data for staff and students, enabling a clearer understanding of community diversity and helping to identify disparities affecting people with protected characteristics. This evidence-driven approach supports targeted actions to address inequalities.

The gender pay gap continues to narrow year on year, and although not a statutory requirement, the University has published ethnicity pay gap data for the third consecutive year. This transparency supports accountability and helps inform actions to close pay differentials.

Throughout 2023–2024, significant progress was made in eliminating discrimination, advancing equality of opportunity and celebrating the diversity of the university community. Nevertheless, challenges remain and key priorities include improving diversity within the staff population, particularly at senior levels, and further reducing awarding gap, or gaps, linked to ethnicity and socioeconomic background for our students.

The University remains committed to collaborative action to address these disparities and strengthen inclusion across all areas of activity.

Overview of EDI Initiatives in 2023-24

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

1. Enabling and supporting 5 staff EDI networks:

Our staff networks play a key role in helping the University to promote an inclusive environment and diverse community and actively contribute to charter mark work. They also act as a platform for often marginalised groups to have a voice within the University. The Networks in 2023-2024 included:

- Black, Asian and Minority Ethnicities
- LGBTQI+
- Disability
- Women's
- Neurodiversity

2. The University has recently made a submission to the University Mental Health Charter, a voluntary accreditation scheme, recognising a "whole-university approach to support and promote mental health and wellbeing for all staff and students.
3. Working with Diversity Champions in each school and service to raise awareness of EDI matters and support staff in EDI development work.
4. Supporting Dignity at Work Advisor roles, providing refresher training and continuous support to the volunteers.
5. 'U-Connect' - Cross-Institutional Universities' Diversity Mentoring Scheme. U-Connect is a collaboration between a number of Universities in the Yorkshire region, who have joined together to provide the opportunity for colleagues from diverse backgrounds to mentor others, and to be mentored, by colleagues from a different Institution. Launched as a pilot (2020-21) the scheme proved to be impactful and effective throughout the first year of operation and has continued into 2023-24.
6. Working in partnership with the Students' Union in organising events across campus throughout 2023-2024 to celebrate the diversity of our community:
 - National Inclusion Week's 2023 theme #TakeActionMakeImpact inspired two events on campus: 'Engage with the EDI team: Health Passports Consultation', which invited staff to share their ideas and opinions on introducing a Health Adjustment passport and 'Stand Up Against Harassment Bystander training' delivered by the Suzy Lamplugh Trust. (September 2023)
 - The Black History Month 2023 theme, 'Saluting our sisters', aimed to platform the achievements and contributions of black women that have historically been sidelined. Events throughout the month included: the talk 'Women's Activism in Colonial Southern Nigeria & Historical Silences' by PhD student Folusho Oladipo; a panel discussion,

'Saluting our Sisters - Black Women and Leadership Journeys' saw staff members talk about those who had inspired their professional and academic journeys; our staff choir performed the music of black artists, including: 'Proud' by Heather Small, 'Ain't No Mountain High Enough' by Marvin Gaye and Tammi Terrel and 'Soualle (Lullaby)' and a weekly Black History Month Book Club explored the works of black female authors. (October 2023)

- During Transgender Awareness Month, staff and students were invited to join members of the Student LGBT+ Network and LGBTQI+ Staff Network for a peaceful Transgender Day of Remembrance Vigil. Transgender Day of Remembrance (TDoR) is an observance honouring the memory of transgender people who lost their lives to anti-transgender violence in the past year. The Transgender flag was also flown outside St Paul's from 13 - 20 November.
- LGBT+ History Month 2024, with the theme 'Under the Scope, aimed to celebrate LGBTQI+ peoples' contribution to the field of Medicine and Healthcare both historically and today. Staff and students were invited to join events and conversations across campus, including a Book Club (featuring Trumpets by Jackie Kay), Pronoun badge making session with the LGBTQI+ Staff Network and a lunchtime pudding club. The Brunswick centre also provided an HIV information and testing session on campus. (February 2024)
- International Women's Day 2024 was celebrated with the event, 'Career Pathways – What I know now', which brought together a panel of women from across the University to discuss their career history, influences and the lessons learned along the way. The event aimed to help others 'to be what they see' and have the opportunity to learn from others. Opened by Professor Georgina Blakeley, Acting Dean and Associate Dean of Teaching and Learning of the School of Human and Health Sciences, the event built upon work supporting women in their career progression. (March 2024)
- University Inclusion Week provided a series of events around a range of inclusion topics, and included a Human Library event inviting attendees to 'borrow' a living book and hear about the life experiences of others and a Neurodiversity in the Workplace Conference that featured talks around lived experience of ADHD/ASC, the diagnostic process, neurodiversity and assistive technology, the experience of 'ADHD tax' and more. (March 2024)
- South Asian Heritage Month with the theme 'Free to be Me', celebrated the beauty of simply being yourself and focused on sharing similarities and honouring differences. A South Asian Textiles Exhibition invited staff, students and visitors to explore the Textile Fabrics of India Archive in Heritage Quay and a South Asian Cuisine Stall provided recipe cards and spice packs for staff and students to try out at home. (July-August 2024)
- The following training programmes and courses were offered to staff throughout the year: Micro-Aggression Challenge Confident (M.A.C.C.) Workshop; Dealing with Harassment; Deaf Awareness Workshop; and a range of mandatory and selective online training including Diversity in the workplace, Sexual Harassment Awareness, Unconscious Bias, Let's Talk About Race in the workplace, Disability Awareness and Supporting Transgender Students and Staff.

- The Staff Wellbeing Team led a comprehensive programme designed to enhance the wellbeing of our staff community including a financial awareness campaign, menopause seed training, a movement challenge, and a nutrition session. In 2023, the first Staff Wellbeing Framework was introduced, reinforcing the University's commitment to embedding and promoting wellbeing across all areas of the institution. In 2024 the University was also shortlisted for the Workplace Wellbeing Award as part of the Yorkshire HR Excellence Awards.

Charter Marks

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

- HR Excellence in Research award – a European Commission award
- The Race Equality Charter (REC) – Bronze Award
- Disability Confident Employer accreditation
- University Athena SWAN Gender Equality Charter – renewal of the Bronze Award
- The School of Computing and Engineering - Athena SWAN Bronze Gender Equality Award
- The School of Applied Sciences - renewal of Athena SWAN Silver Gender Equality Award
- Stonewall Global Diversity Champion
- Investing in Ethnicity Exemplary Employer
- Mental Health Charter (currently working towards)



2023/24 progress towards meeting EDI Objectives

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

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

The University also has a duty to identify and publish Equality Objectives every four years and report annually on our progress in relation to how we are meeting the objectives. The University EDI objectives and progress towards meeting these objectives in 2023-24 are set out in Table 1. These objectives are taken from the University EDI Framework 2020-25 (see Appendix 2 for detail).

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

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

Objective	Areas of Work under objective
Learning for All	The Teaching and Learning Strategy and associated projects aim to develop an inclusive approach which enables students to learn, develop and achieve their fullpotential.
	Develop a community of students and staff which values equality, diversity and inclusivity through training, personal development and support.
	Develop life skills of students and staff by working collaboratively in a diverse and inclusive University community.
Community for All	Embed the principles of equality, diversity and inclusivity into the University’s culture,practices, plans, policies and procedures.
	Promote and celebrate equality, diversity and inclusivity across the University community.
	Deliver support mechanisms to build and maintain an inclusive community.
	Take individual responsibility to develop an inclusive community.
Voice for all	Students and staff able to inform decision makers on any matters/issues relating to equality, diversity and inclusivity.
	University leaders promote equality, diversity and inclusivity through individual action, two-way communication, active listening and developing a supportive and collaborative culture.

Facilities for all	Develop and maintain an inclusive and accessible, physical and digital learning and working environments for all students and staff.
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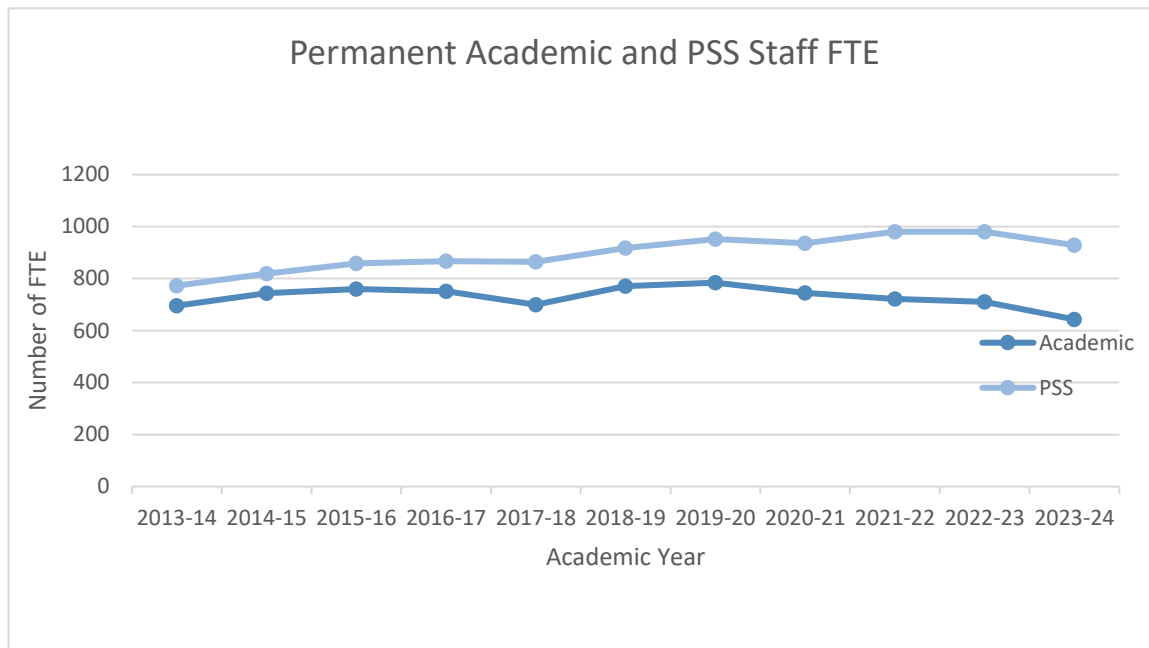
Table 2: Progress Measures and Targets

Target	Action	Progress rating
Apply for the Race Equality Bronze Award by 2023	Submitted to the Awarded Advance HE Race Equality Charter Bronze Award in 2022-23 – awarded in 2023-24.	
Improve our score in the Stonewall Workplace Equality Index year on year.	Silver Award in 2023 and Top 100 Employer in the UK. Gold Award in 2024.	
Maintain the progress made as outlined in our Access and Participation Plan (APP), year on year.	Mixed progress over the 4-year monitoring window to 23/24.	
Maintain the progress made in student continuation and progression year on year and achieve no statistical difference between equality groups by 2025.	The largest remaining gaps relate to attainment whilst ones across continuation and completion are smaller. Progress is labelled Amber.	
Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.	In 2023 the University was awarded TEF gold with gold for both student experience and student outcomes. Work continues on course level plans to improve NSS scores.	
Maintain the progress in the student engagement score year on year and achieve a 20% improvement by 2025.	This metric was complicated due to the Covid period. The measure has now been deprecated.	
Meet the aims of the Athena SWAN action plan year on year and apply for an Athena SWAN Silver Award for gender equality by 2025.	Plans to apply for Athena Swan Silver Award in place with good progress made on 2020 action plan.	
Move up from employer to leader level for the Disability	Developing both internal and external networks and prepared equality	

Confident Employer Award by 2024.	training to deliver to University suppliers/providers.	
Improve the Quality of Working Life (QoWL) scores in each survey and by 2025 to be in the QoWL sector upper quartile measure for staff engagement and satisfaction and good management practice.	Throughout 2023, action planning has taken place with all Schools and Services following the biannual all staff engagement survey conducted in October 2022. Good progress on the training of managers through CMI.	

1. Staff Data

For the period 1 August 2023 to 31 July 2024, average permanent staffing decreased from 1961 to 1762. Academic staff decreased by 16.47%, Professional Services and Support (PSS) staff decreased by 8.94% and Senior Staff decreased by 16.53%.



1.1 All staff in post by protected characteristic as at 31 July 2024

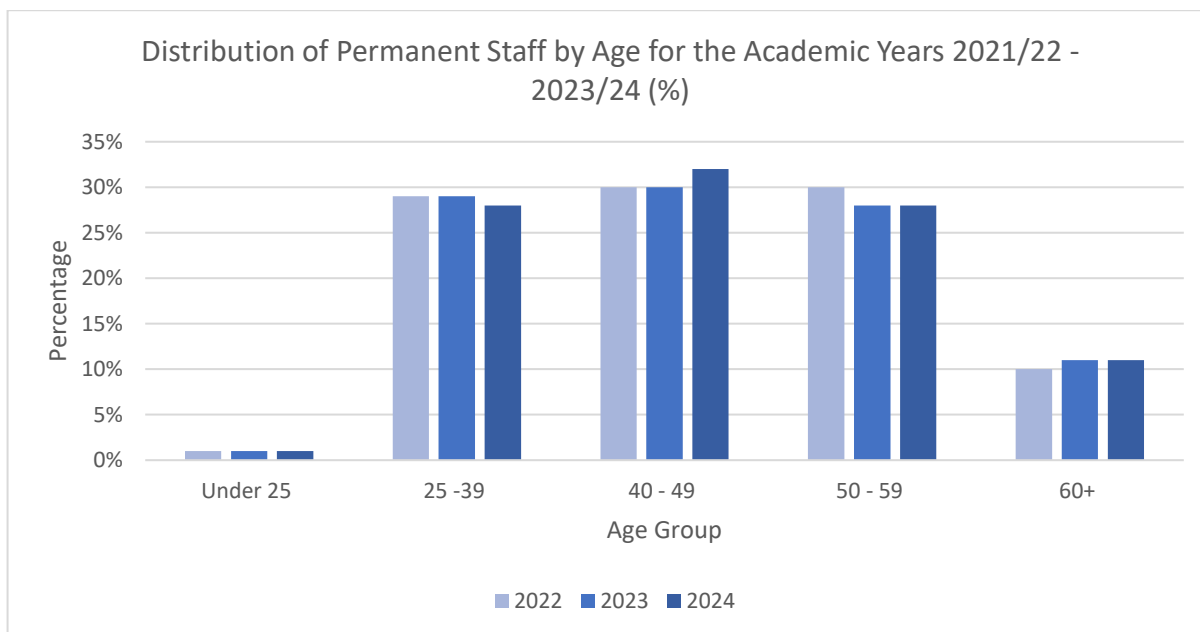
The following information provides data on all permanent (academic, professional, and managerial and support) staff in post at the University of Huddersfield as of 31 July 2024. These data are provided by the following protected characteristics: age; disability; ethnicity; sex; religion or belief and sexual orientation. The total permanent staff headcount on 31 July 2024 was 1762.

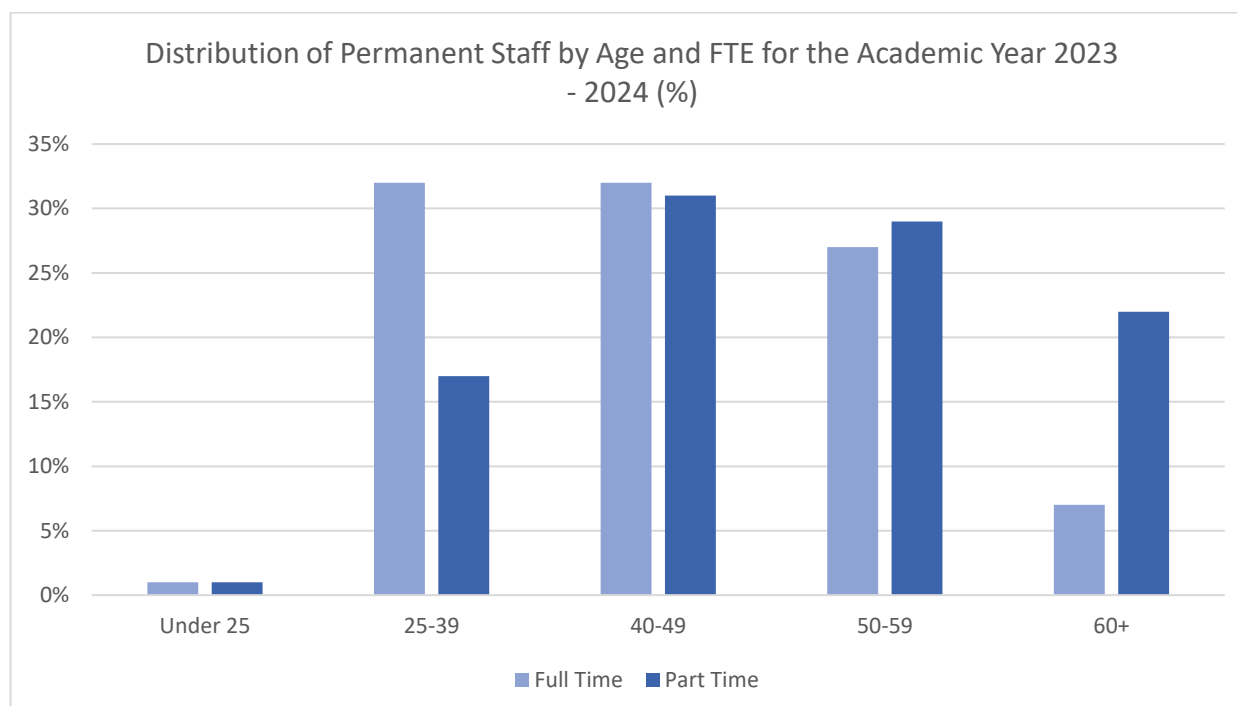
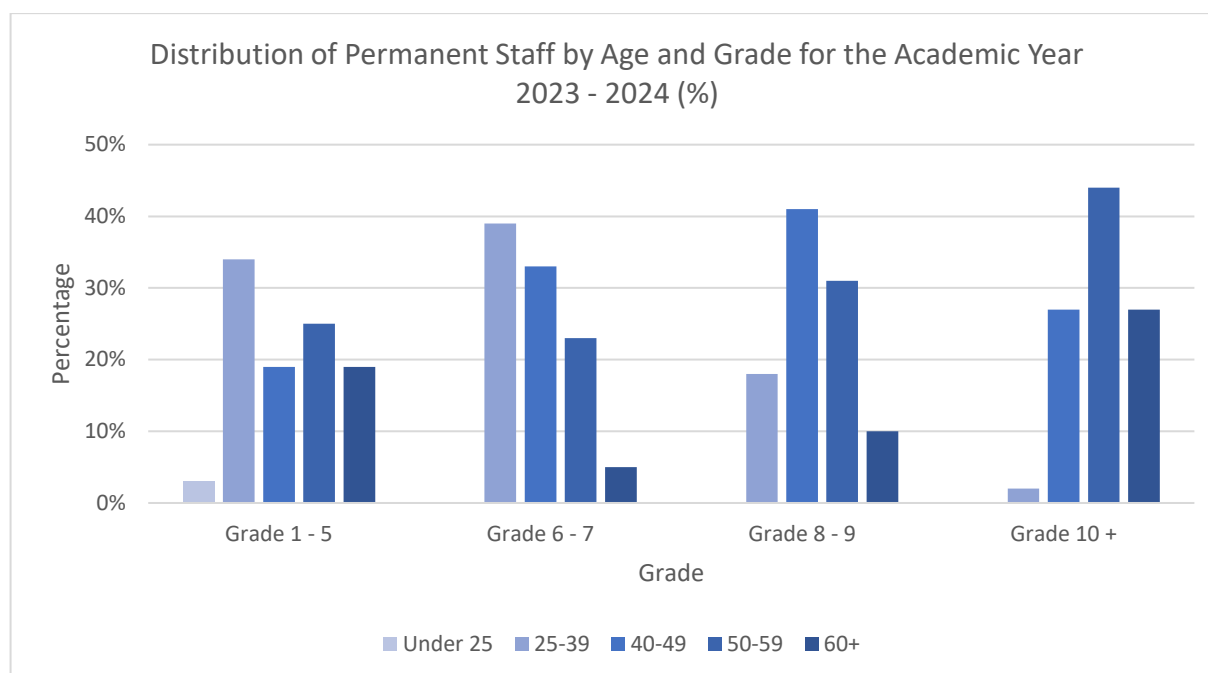
Due to constraints around low numbers, we have amalgamated groups into the category B.A.M.E. as necessary however, we recognise that this does not exemplify the diverse nature of the cultures that our staff represent. Similarly, we have amalgamated data about other characteristics where numbers are too low in order to preserve anonymity.

The previous two years of data are provided for comparison.

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

Age



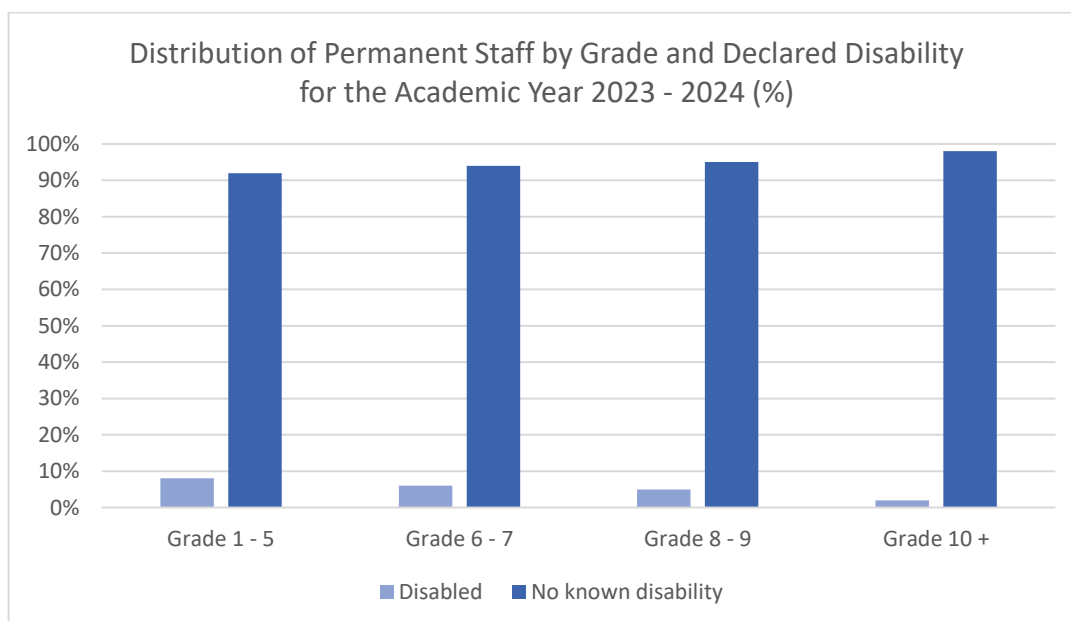
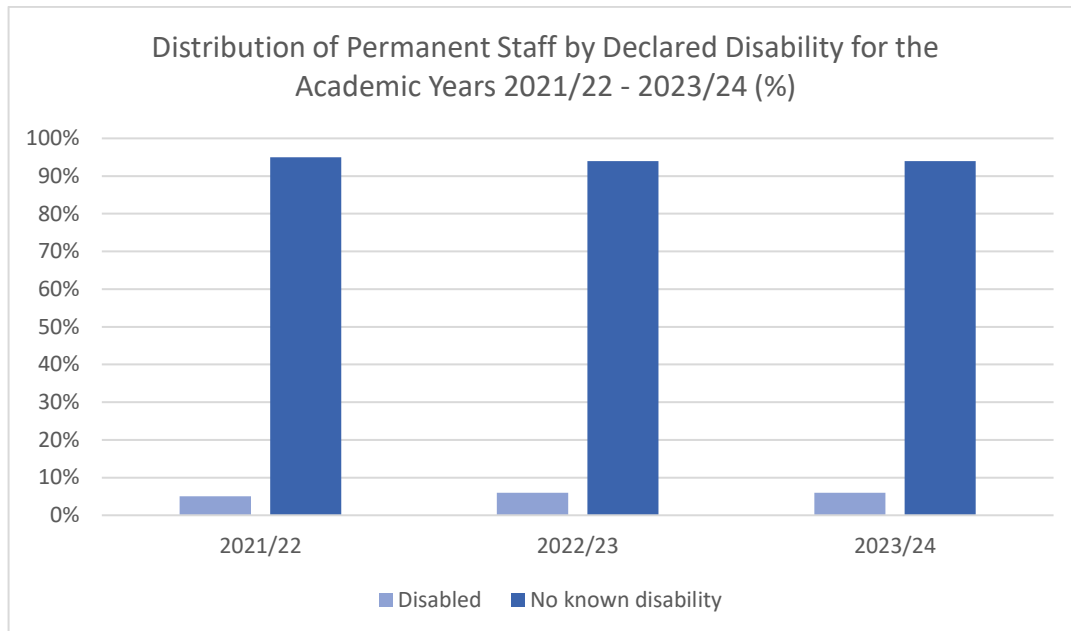


Commentary

The age profile of staff has remained largely stable, with only a $\pm 1\%$ variation across four of the five age categories. However, differences are more pronounced between staff groups: academic staff saw a 3% decline in the 25–30 age bracket and a corresponding 3% increase in the 40–49 group. Among senior staff, the most notable change was a 4% decrease in the 50–59 category, while support staff figures remained relatively unchanged. This distribution highlights the importance of succession planning within our talent management strategy. Staff on fixed-term contracts tend to be younger than permanent staff, though there is also a higher proportion at senior grades. A similar pattern emerges when comparing part-time and full-time

staff, reflecting phased retirement opportunities and the engagement of research expertise on a part-time basis.

Disability ¹



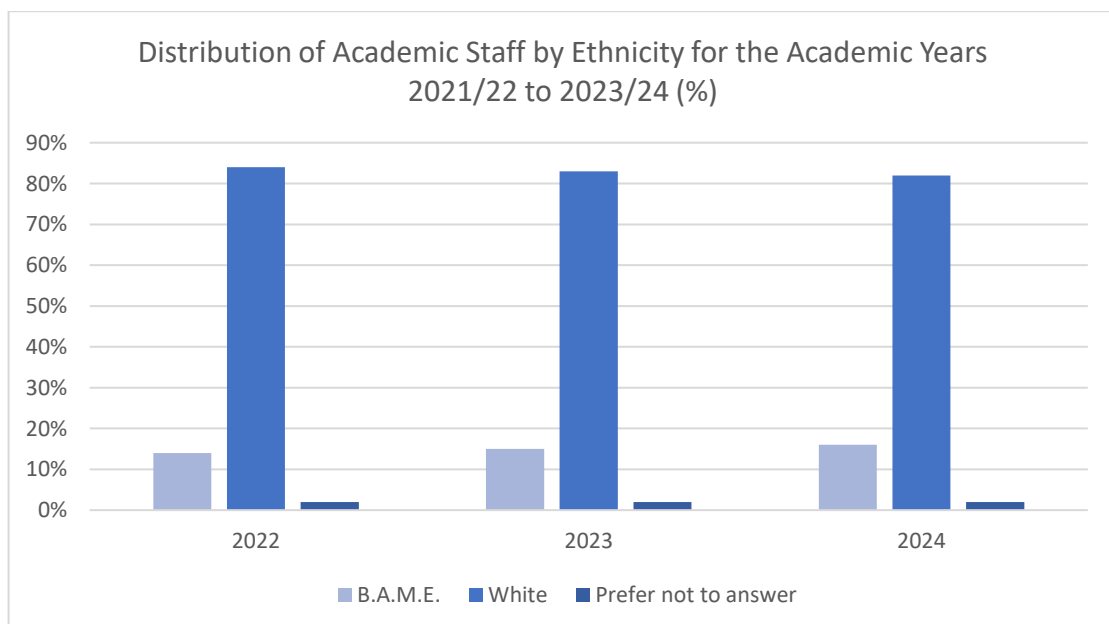
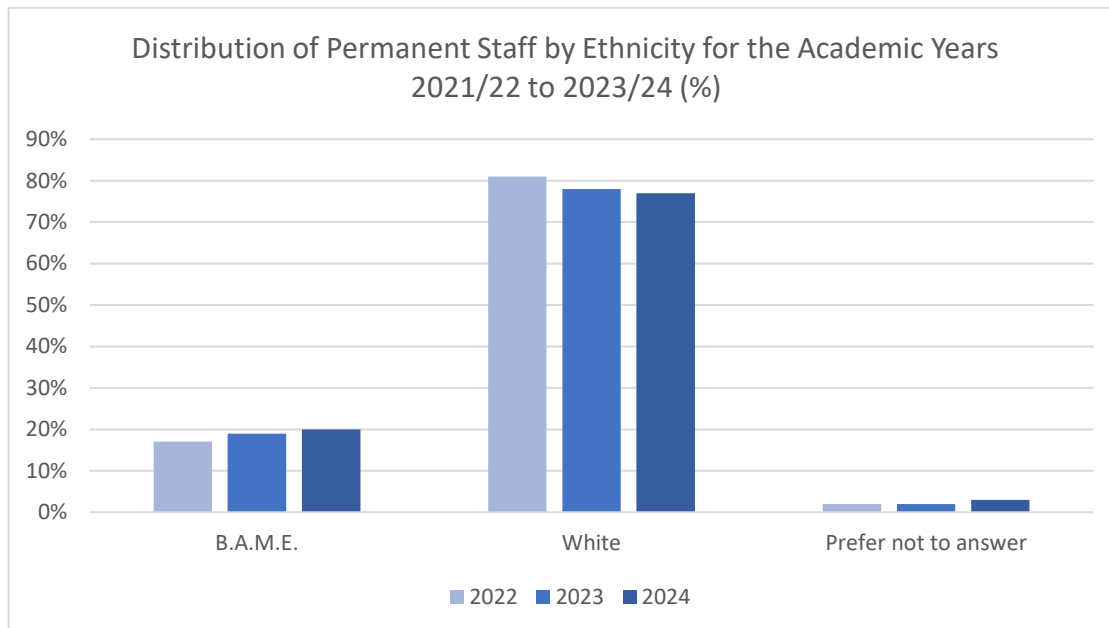
Commentary

The proportion of staff declaring a disability has remained broadly stable over the past three years, with a modest 1% increase in 2023–2024. Declaration rates are highest among staff in Grades 1–5 and decline progressively with seniority. These figures rely on individuals self-

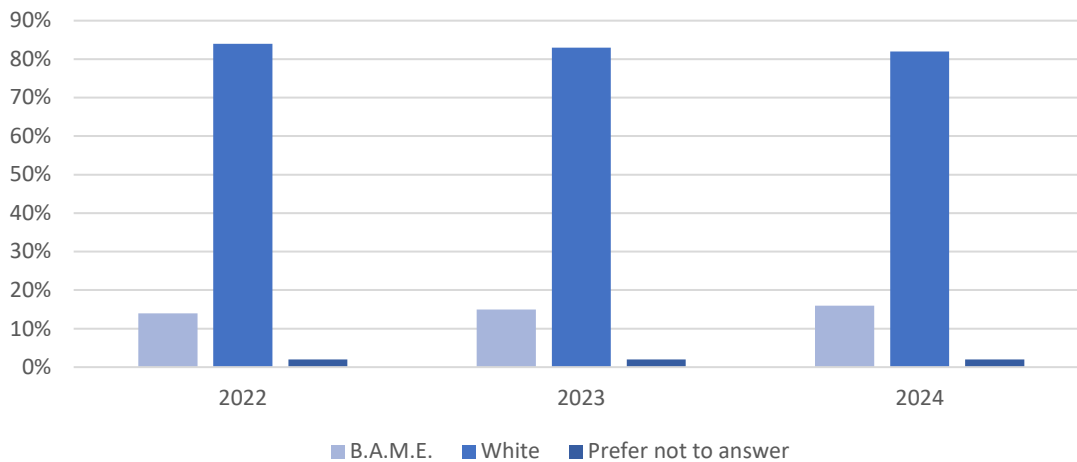
¹ Disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal daily activities.

reporting via the HR self-service portal or through identification during casework management. It is important to note that some staff meet the Equality Act definition of disability but do not consider themselves disabled and therefore choose not to declare. To address this, the University regularly communicates the importance of updating equality information and encourages staff to do so.

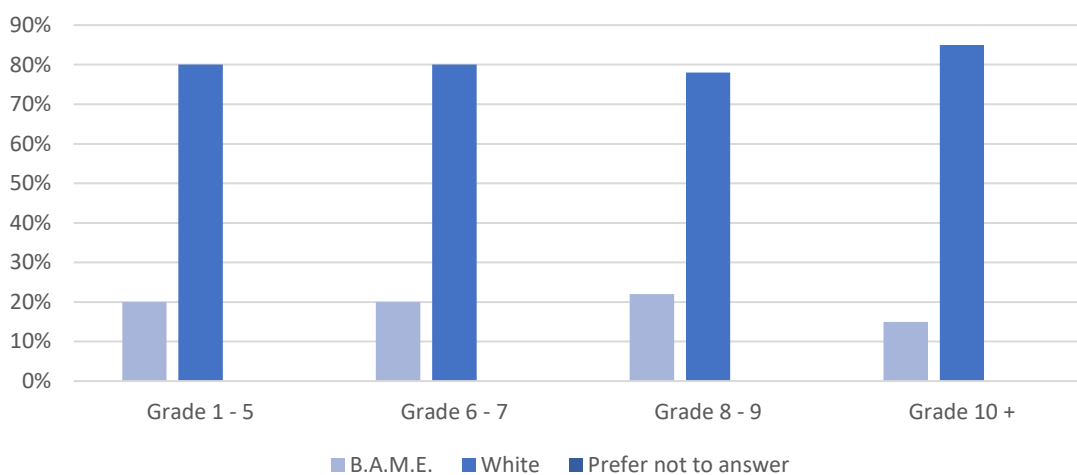
Ethnicity



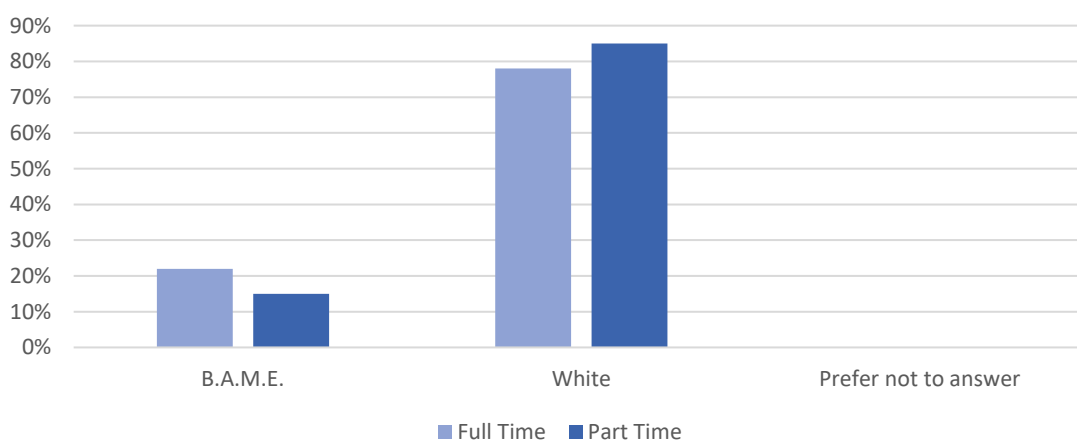
Distribution of Professional Services Staff by Ethnicity for the Academic Years 2021/22 to 2023/24 (%)



Distribution of Permanent Staff by Grade and Ethnicity for the Academic Year 2023 - 2024 (%)



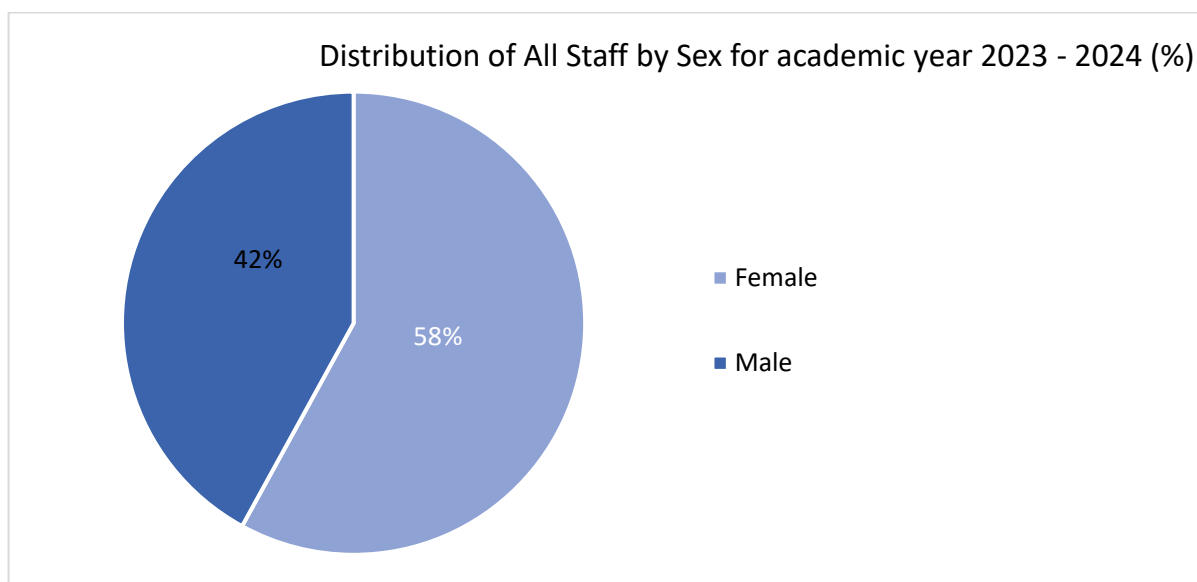
Distribution of Contract Type by Ethnicity for the Academic Year 2023 - 2024 (%)

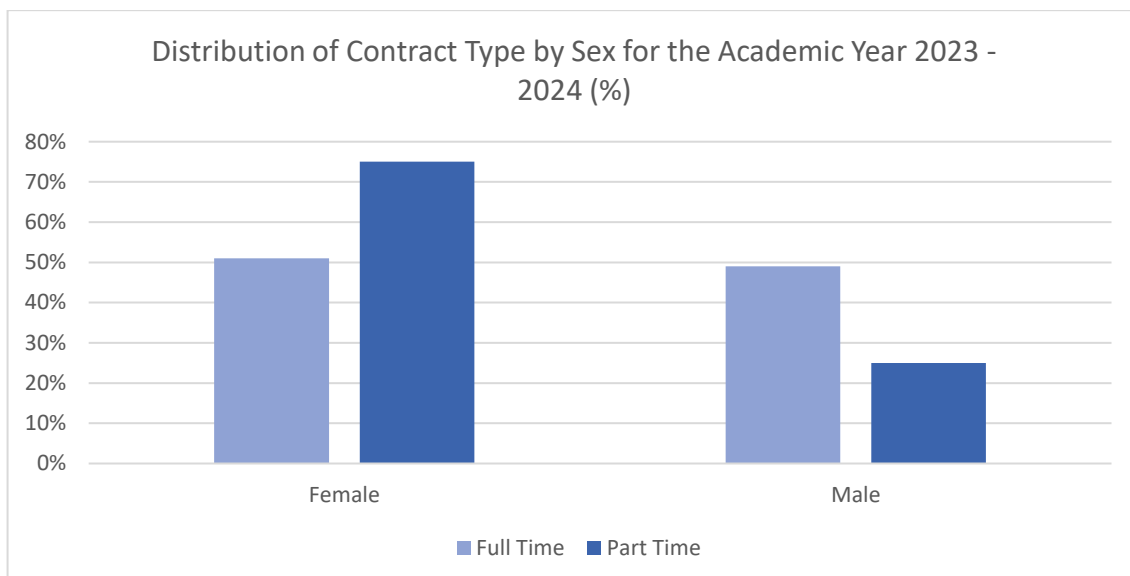
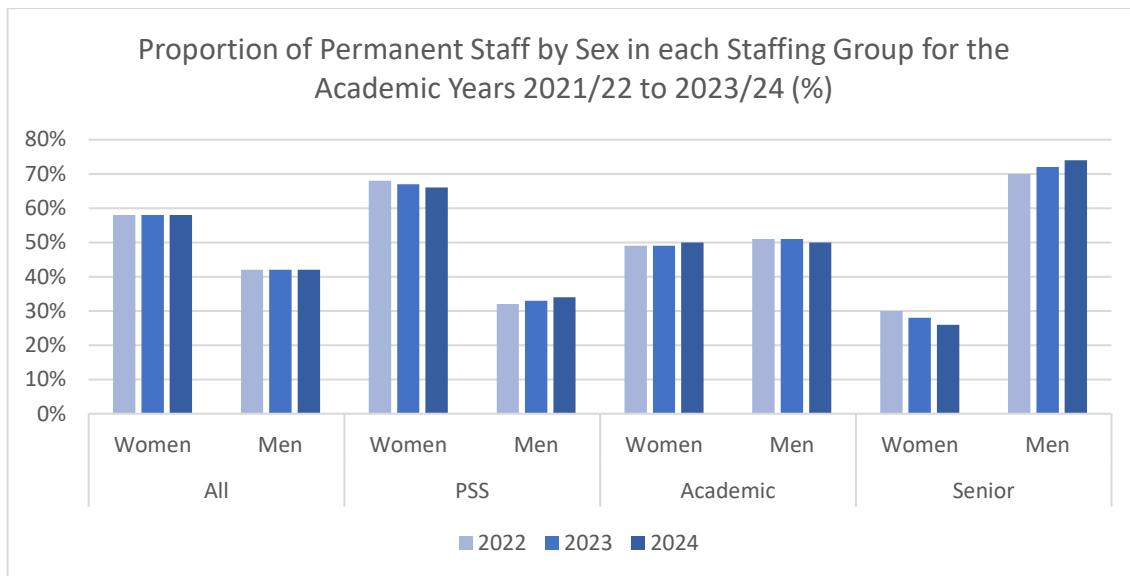


Commentary

The ethnic distribution of staff has shifted over the reporting period, with the proportion of White staff declining to 77% and the representation of Black, Asian, and Minority Ethnic (B.A.M.E.) staff rising 3% to 20%. The proportion of staff whose ethnicity is undisclosed has also seen a slight increase. Across staff categories, B.A.M.E. representation grew by 7% among academic staff, 2% among support staff, and 6% among senior staff. Analysis by grade indicates that B.A.M.E. staff are well represented up to grade 9, however, representation at senior levels remains an area for improvement. Ongoing work aligned with the Race Equality Charter action plan is likely contributing to these positive trends.

Sex

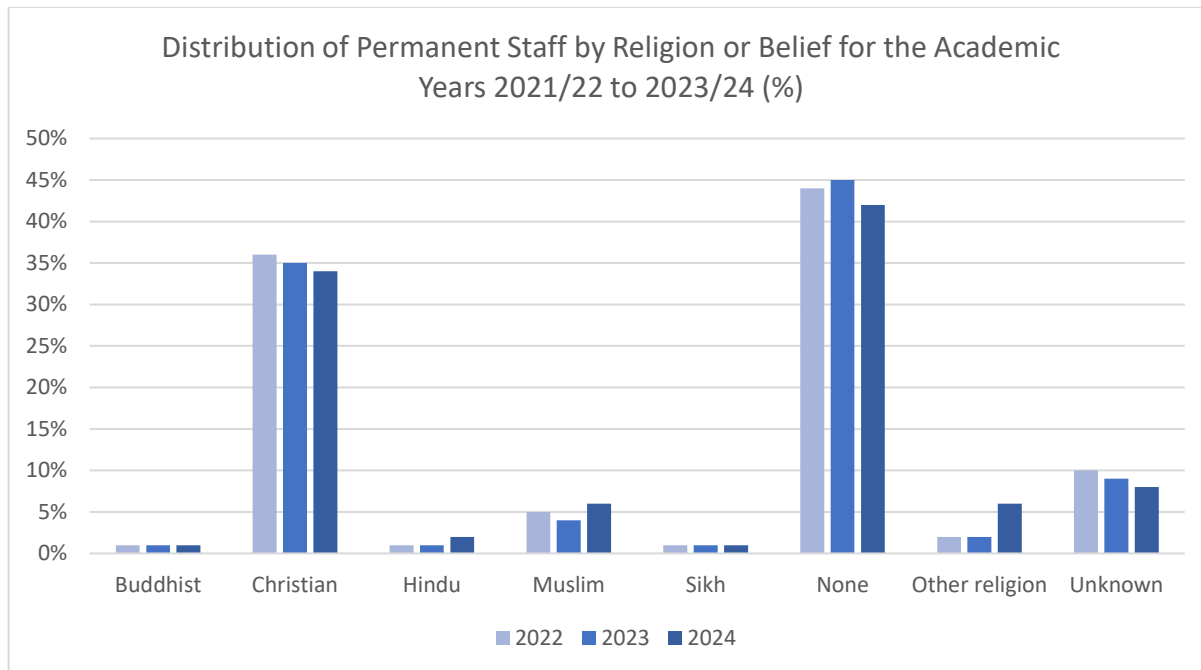




Commentary

The percentage of males and females has remained constant with 58% female and 42% male staff. Within staffing groups, academic roles show near parity at 51% male and 49% female, with only a 1% variation over the period. Professional Services staff have a significantly higher female representation at 66%, while senior roles remain male-dominated with female representation at just 26%, a 4% decrease over three years. Addressing this imbalance is a key focus of the Athena Swan Charter action plan. By contract type, there is a notable disparity, with 75% of part-time contracts being undertaken by female staff.

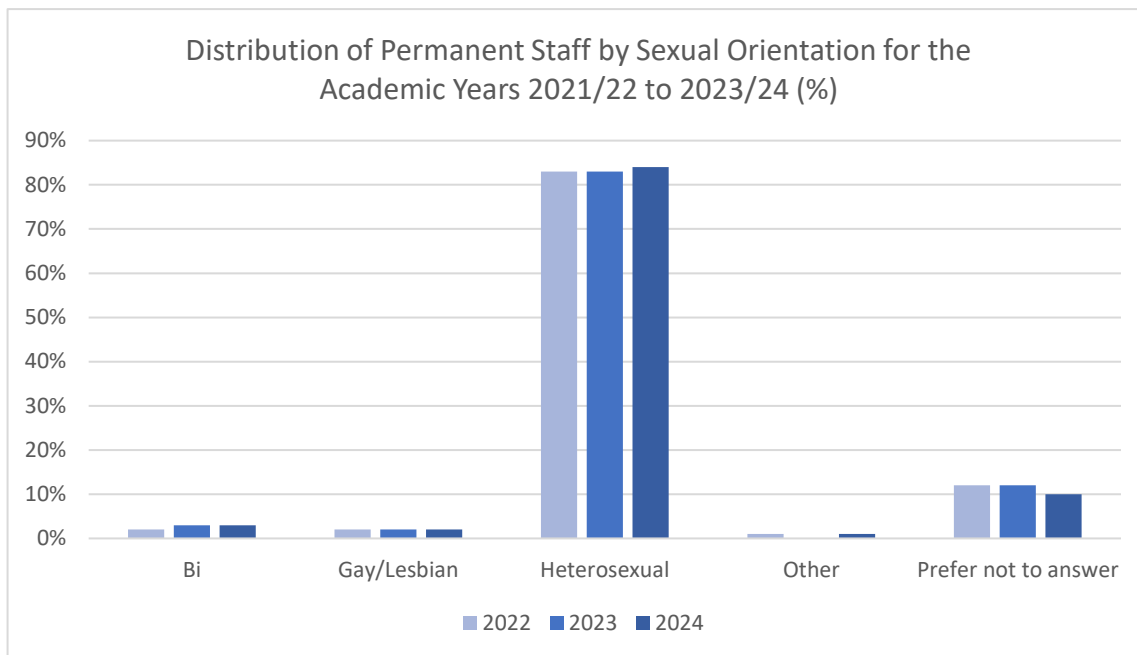
Religion or Belief



Commentary

The majority of staff continue to declare their religion as Christian or as having no religion, a trend consistent across all staff types and grades. Due to small numbers in other faith categories, these have been grouped under 'Other' to maintain anonymity. While 'None' remains the dominant category, there has been a slight decline in this group at the same time as increases in 'Other,' 'Muslim,' and 'Hindu.' In addition, the proportion of staff choosing not to disclose their religion has decreased from 10% in 2022 to 8% in 2024.

Sexual Orientation



Commentary

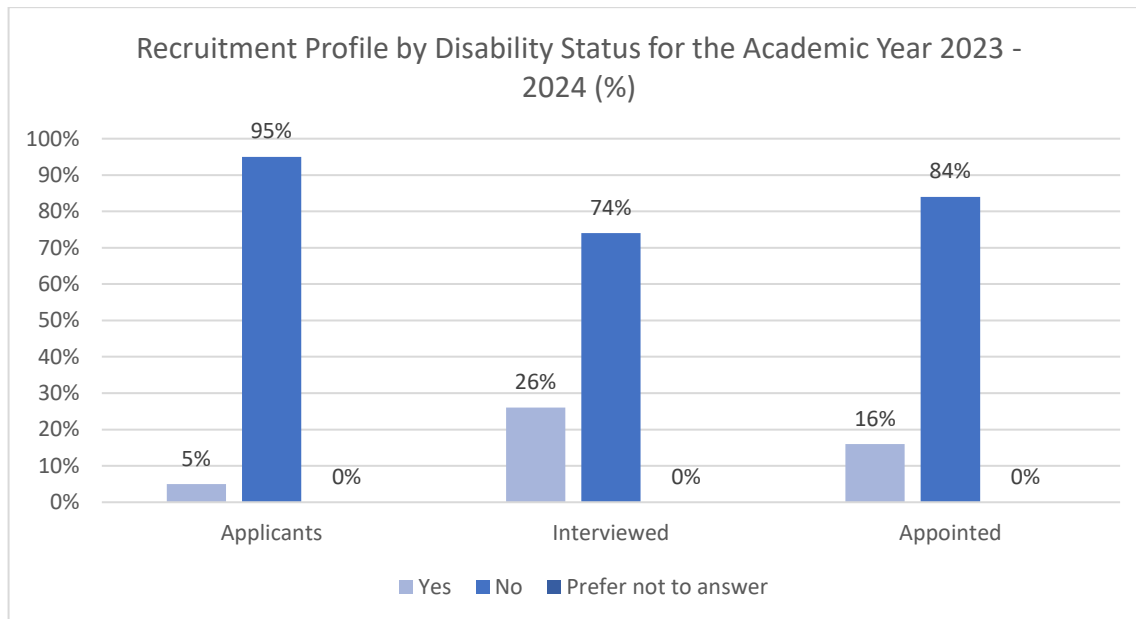
There has been a 1% increase in staff identifying as bisexual and a similar rise among those declaring themselves heterosexual. The proportions of staff identifying as gay/lesbian or 'other' have remained unchanged. Non-disclosure rates have fallen by 2%, with 10% of staff preferring not to answer in 2024 compared to 12% in 2022. Academic staff report the highest proportion of individuals identifying as gay/lesbian or bisexual at 3%, while both academic and support staff share the highest proportion of heterosexual declarations at 84%. Senior staff continue to have the highest rate of non-disclosure at 19%, although this represents a slight 1% decrease over the period. Ongoing engagement with staff networks and visible LGBTQ+ equality initiatives aims to build confidence among staff to disclose their sexual orientation.

1.2 Staff Recruitment Data

The following information provides data on all (academic, senior and support) staff recruited during the period August 2023 to July 2024. The data is provided by the following protected characteristics: disability; ethnicity; sex; religion or belief; and sexual orientation. For each protected characteristic, the data is broken down by the following three stages of the University's recruitment process: application; shortlisted; and appointment.

During the period August 2023 to July 2024, 4,925 applications were received for positions at the University of Huddersfield. Of these applicants, 780 were shortlisted and 182 appointed. The average days from advert to offer was 43 (56, 2022-23) and the average number of applicants per vacancy was 19 (17, 2022-23)

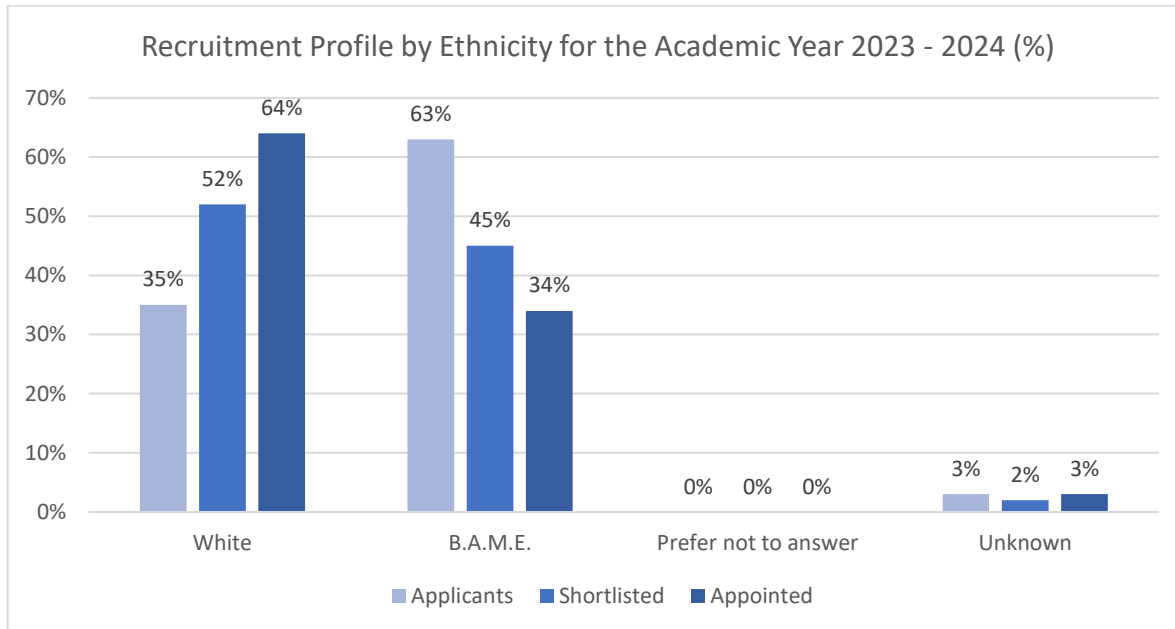
Disability



Commentary

During this period, 5% of applicants (compared to 7% in both 2022–23 and 2021–22), 26% of shortlisted candidates (24% in 2022–23; 30% in 2021–22), and 16% of those appointed (14% in 2022–23; 21% in 2021–22) declared a disability. The data indicates that applicants who disclose a disability continue to have a strong likelihood of being shortlisted and appointed. However, the relatively low proportion of applicants highlights the need to attract more disabled candidates at the application stage. To support this, the University plans to progress to Disability Confident Leader (Level 3) status under the Government’s Disability Employer Scheme in 2024.

Ethnicity

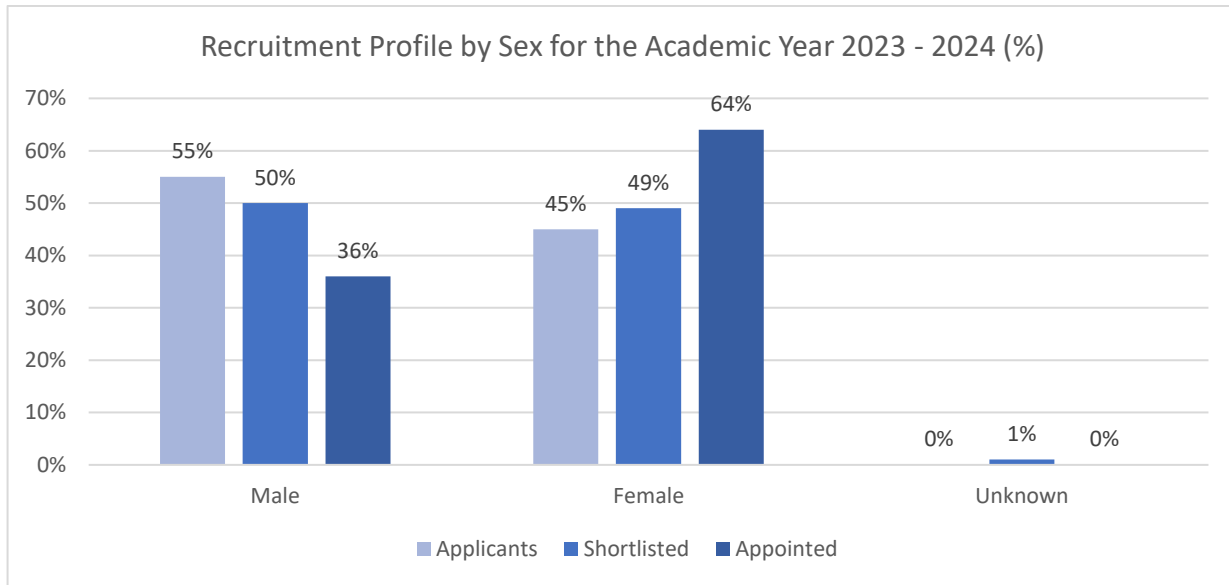


Commentary

In 2023–24, 63% of applicants (53% in 2022–23; 42% in 2021–22), 45% of shortlisted candidates (28% in 2022–23; 33% in 2021–22), and 34% of those appointed (32% in 2022–23; 21% in 2021–22) declared their ethnicity as Black, Asian, Mixed, or Other. While application rates for this group are high, the data shows that White applicants remain more likely to progress to appointment than B.A.M.E. applicants. This insight informs ongoing work under the Race Equality Charter (REC) action plan and the Investing in Ethnicity Maturity Matrix.

Detailed analysis through REC highlights the need to consider role-specific recruitment dynamics. For example, a significant proportion of applications for academic posts come from non-UK nationals, many of which are speculative and do not meet essential criteria. Combined with visa constraints, UK-based applicants who meet the criteria are more likely to be shortlisted, resulting in higher rejection rates for non-UK applicants—many of whom are B.A.M.E.

Sex

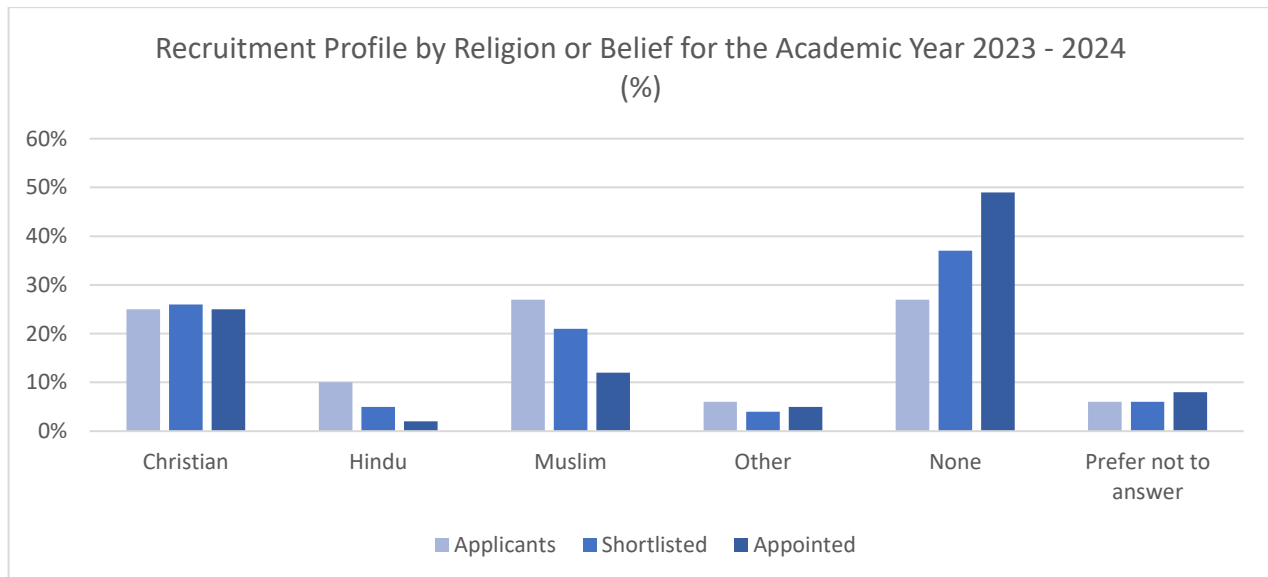


Commentary

In 2023–24, women represented 45% of applicants (48% in 2022–23; 51% in 2021–22), 49% of shortlisted candidates (50% in 2022–23; 55% in 2021–22), and 64% of appointments (56% in 2022–23; 64% in 2021–22). Men accounted for 55% of applicants (51% in 2022–23; 48% in 2021–22), 50% of those shortlisted (49% in 2022–23; 45% in 2021–22), and 36% of appointments (44% in 2022–23; 36% in 2021–22).

The data indicates that women were more likely to be appointed than men across both Academic and Professional Services roles, with female appointments rising to 64% compared to 56% last year. This improvement may reflect the impact of gender equality initiatives linked to the Athena SWAN Charter, including revised advertising materials, mixed-gender recruitment panels, wider promotion of Athena SWAN activities, and increased unconscious bias training. Additionally, significant recruitment within the School of Human and Health Science, particularly in Nursing and Midwifery, which has a strong female majority, has contributed to this trend.

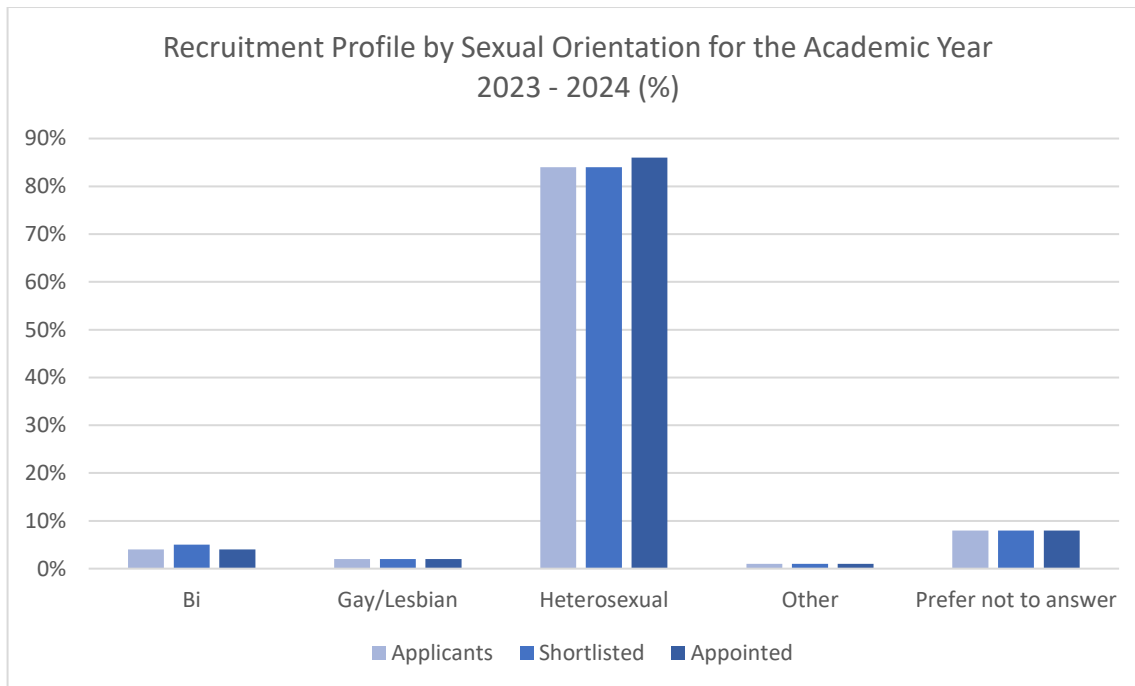
Religion or Belief



Commentary

During this period, there has been a notable increase in applicants declaring their religion as Muslim (27%), making this the most common declared religion among applicants. However, the data continues to show that candidates with no religion or those identifying as Christian are more likely to progress successfully through the recruitment process, while applicants identifying as Muslim are less likely to be appointed. This trend may be influenced by factors such as ethnicity distribution and the higher proportion of international applicants, as discussed earlier. These patterns will be examined further as part of the Race Equality Charter (REC) work, with analysis across all grades and job roles.

Sexual Orientation



Commentary

In 2023–24, 6% of applicants identified as Gay, Lesbian, or Bisexual (compared to 8% in both 2022–23 and 2021–22), while 8% preferred not to disclose their sexual orientation (8% in 2022–23; 7% in 2021–22). Among those appointed, 6% identified as Gay, Lesbian, or Bisexual (10% in 2022–23; 9% in 2021–22), and 8% preferred not to answer (5% in 2022–23; 9% in 2021–22).

The data indicates no evidence of bias against applicants based on sexual orientation; however, the low proportion of LGBT+ applicants highlights the need to diversify the applicant pool. The low number of LGBT+ applicants suggests that we need to further explore how we can attract more LGBT+ applicants in the first instance, for example, expanding the use of diversity-focused job boards across Schools and Services and engaging with external LGBT+ professional networks. Additional measures could include reviewing recruitment materials for inclusive language and imagery and promoting internal success stories to build confidence among prospective applicants.

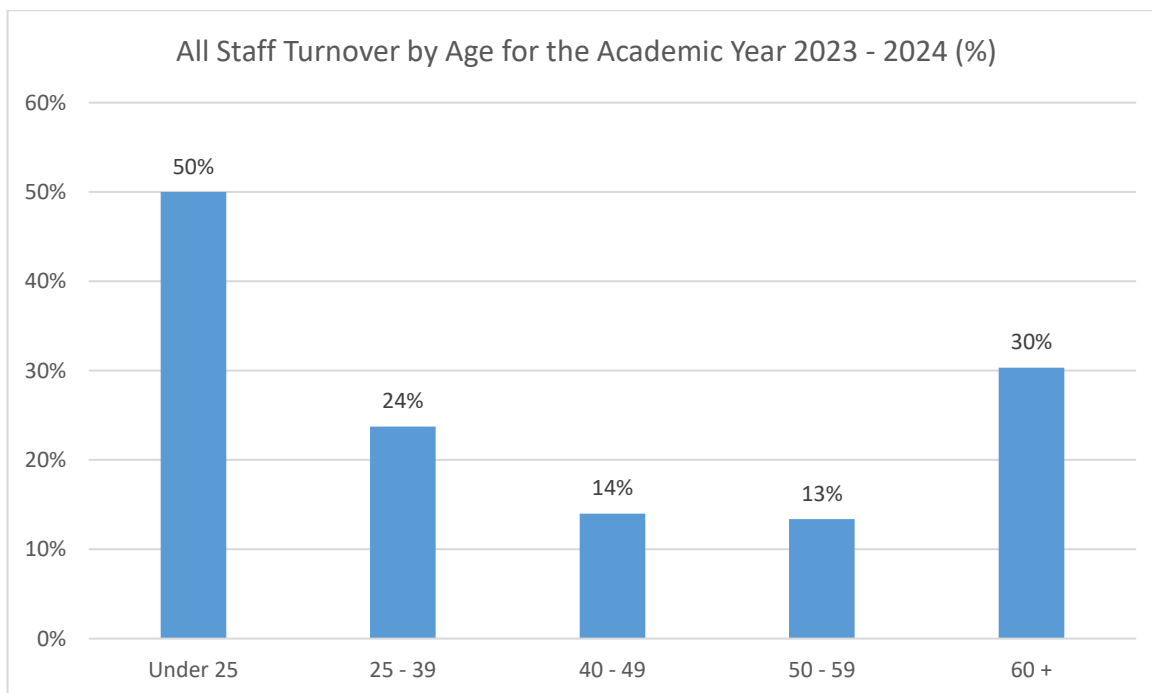
1.3 Staff data by Turnover Rates

The following data provides information on all staff (academic, senior and support) across the University who voluntarily resigned during the academic year 2023-24. These data are provided by the following protected characteristics: age; disability; ethnicity; sex; religion or belief; and sexual orientation as well as by contract status (full or part time). Data are presented as the % of the total number of staff with the protected characteristic that voluntarily resigned in the year.

During 2023-24, a total of 331 staff resigned out of a staff population of 1762, equating to a 19% staff turnover rate (12%, 2022-23).

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

Age



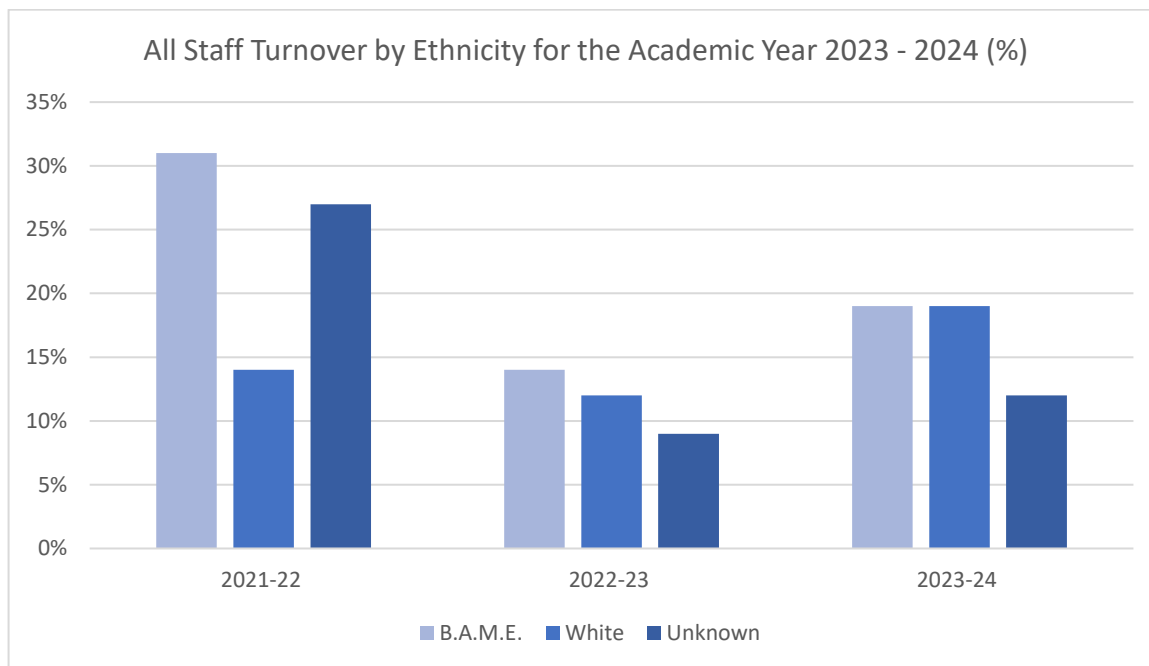
Commentary

Turnover was highest among staff aged under 25, with 50% leaving during 2023–24. In contrast, staff aged 50–59 had the lowest turnover rate at 13%. This pattern is consistent with the trends seen over the previous two academic years.

Overall, this suggests that younger staff are significantly more likely to leave the University, while mid-career staff demonstrate the strongest retention. This may possibly indicate that early-career colleagues may be less embedded within the institution, potentially viewing their roles as opportunities to gain experience prior to progressing elsewhere. In contrast the lower

turnover rate among staff aged 50-59 indicates a more stable segment of the workforce of a group that often holds deeper institutional knowledge and longer-term commitment to the University.

Ethnicity



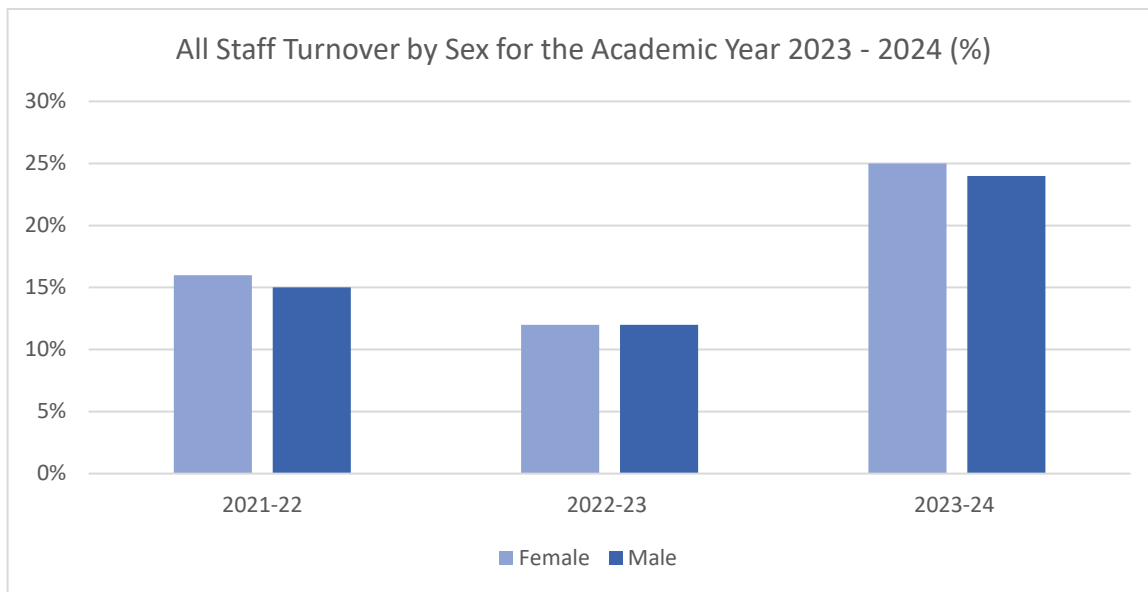
% Turnover	2023-24 %	2022-23 %	2021-22 %
B.A.M.E.	19%	14%	31%
White	19%	12%	14%
Unknown	12%	9%	27%

Commentary

In 2023–24, 19% of White staff and 19% of staff identifying as Black, Asian, Mixed or Other (B.A.M.E.) resigned, compared with 12% and 14% respectively in 2022–23. Although both groups of staff show an identical turnover rate this year, the rise across both categories suggests an overall increase in staff movement compared with the previous year.

This pattern indicates that turnover is not concentrated within a single ethnic group, but reflects a broader shift across the workforce. Further analysis, particularly by role, grade and employment type, will help determine whether underlying structural or contextual factors contribute differently to turnover within each group. This exploration will form part of ongoing work under the Race Equality Charter and the ethnicity maturity matrix.

Sex



Commentary

In 2023–24, 25% of female staff and 24% of male staff resigned, compared with 12% for both groups in 2022–23. Although the turnover rates for men and women are almost identical, both have doubled since the previous year, indicating a substantial rise in overall staff movement rather than a trend linked to sex.

This suggests that the increase in turnover is being felt across the workforce irrespective of gender, pointing to broader organisational or sector-wide factors influencing staff decisions to leave.

Religion or Belief

All staff turnover by religion or belief for the Academic Year 2023 - 2024 (%):

% Turnover	2023-24 %	2022-23 %	2021-22 %
Buddhist	31%	19%	19%
Christian	23%	11%	13%
Hindu	30%	7%	17%
Jewish	0%	0%	0%
Muslim	32%	29%	37%
Sikh	33%	18%	0%
None	23%	12%	16%
Other religion	28%	52%	80%
Prefer not to answer	23%	11%	10%
Unknown	31%	0%	0%

Commentary

During the academic year 2023-24, the largest turnover rate was amongst Sikh (33%) and Muslim (32%) staff. The lowest turnover rate was for Christian staff (23%), those declaring no religion (23%) and Jewish staff (0%). Whilst these data are provided for transparency, it should be noted that due to the low number of staff in some categories, it may be difficult to draw meaningful conclusions when comparing across academic years.

Sexual Orientation

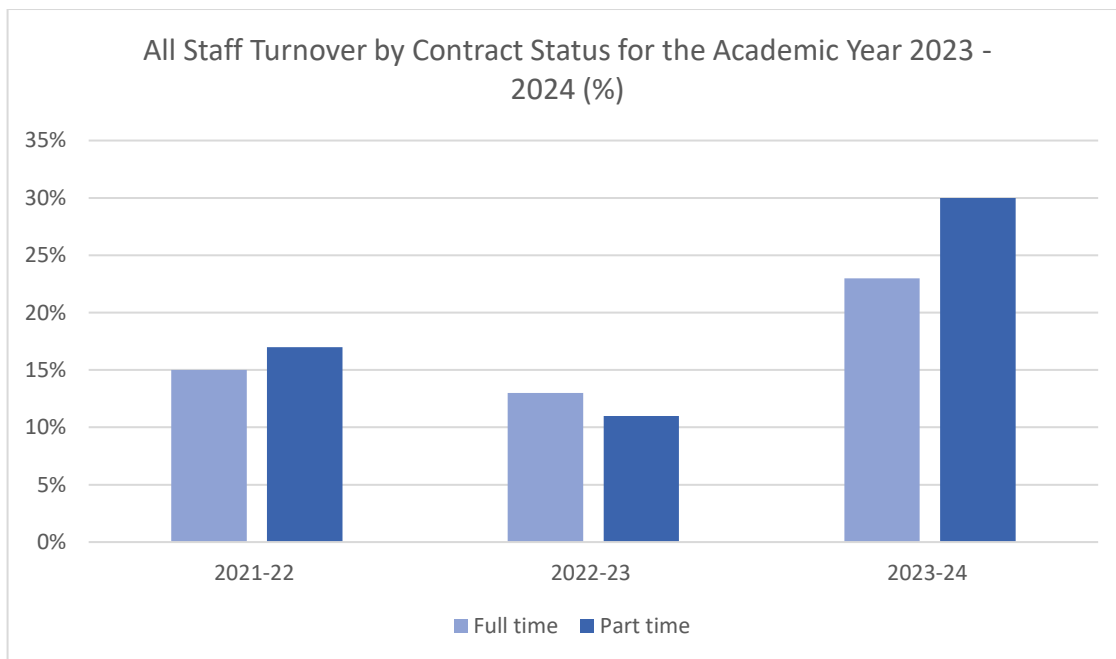
All staff turnover by sexual orientation for the Academic Year 2023 - 2024 (%):

% Turnover data	2021-22	2022-23	2023-24
Bi	33%	21%	36%
Gay/Lesbian	16%	15%	36%
Heterosexual	15%	12%	24%
Other	10%	0%	80%
Prefer not to answer	16%	10%	21%

Commentary

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

Contract Status



Commentary

In 2023–24, the turnover rate for part-time staff rose to 30%, up from 11% in 2022–23, while full-time staff recorded a turnover rate of 23%, compared with 13% the previous year.

This indicates that part-time colleagues experienced a noticeably higher level of movement than full time staff. The sharp year-on-year increase for both groups suggests wider organisational or sector-related factors influencing staff decisions to leave. The reasons for the particularly high turnover among part-time staff may need to be considered further if the trend continues.

2.The Pay Gap

2.1 The Gender Pay Gap

The mean gender pay gap for 2023–24 is 15.96%, reflecting a 1.47% decrease from the previous year. In contrast, the median gender pay gap has risen to 13.66%, an increase of 5.42%, influenced partly by recent organisational restructures.

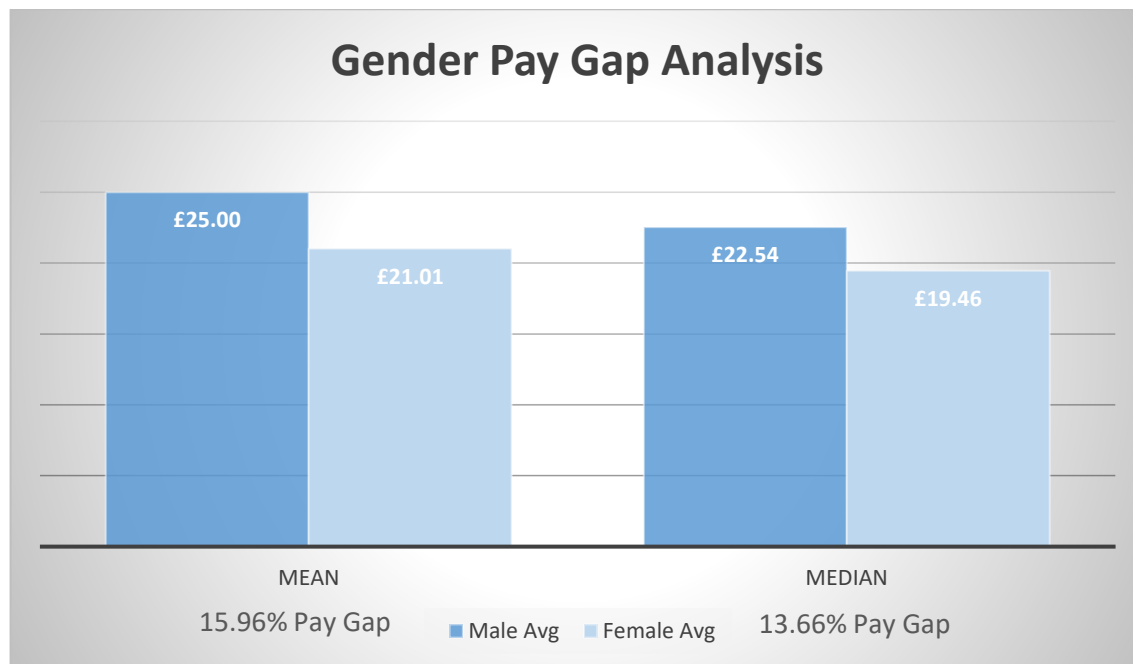
Since 2017, the University has achieved an overall reduction of 3.56 percentage points in the mean gender pay gap and 2.51 percentage points in the median gap. These improvements reflect ongoing institutional efforts to understand and address the underlying causes of pay disparities, supported by initiatives designed to ensure that all staff have equitable opportunities to progress.

The University remains strongly committed to tackling workplace barriers and fostering a fair, inclusive environment for all employees. While gender pay gaps are inherently complex and can vary across sector, including higher education, the University's Hay Group job evaluation system provides a robust foundation for ensuring equal pay for equal work across grades. Analysis shows that gender pay gap variances are not statistically significant in all but one grade. In more junior grades, where female staff are more highly represented, there is no gender pay gap, supported in part by the University's accredited Living Wage employer status and equitable pay structures in areas such as cleaning, catering and administration.

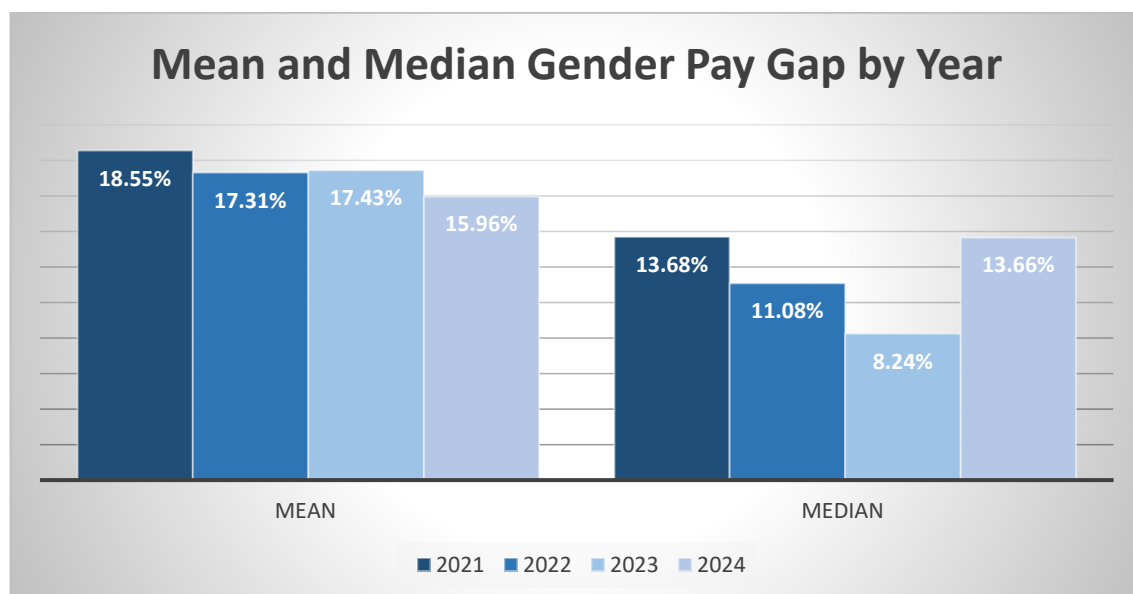
At senior level, representing less than 1% of the workforce, pay gaps remain more pronounced, despite applying sector-median benchmarks during recruitment and progression. This highlights the importance of continued work to diversify senior leadership and address structural imbalances at the highest grades.

Overall, the absence of statistically significant pay variances across nearly all grades indicates broad fairness within the University's pay structure. However, the differing patterns at senior levels reinforce the ongoing need to address workforce representation and progression pathways to ensure long-term equity.

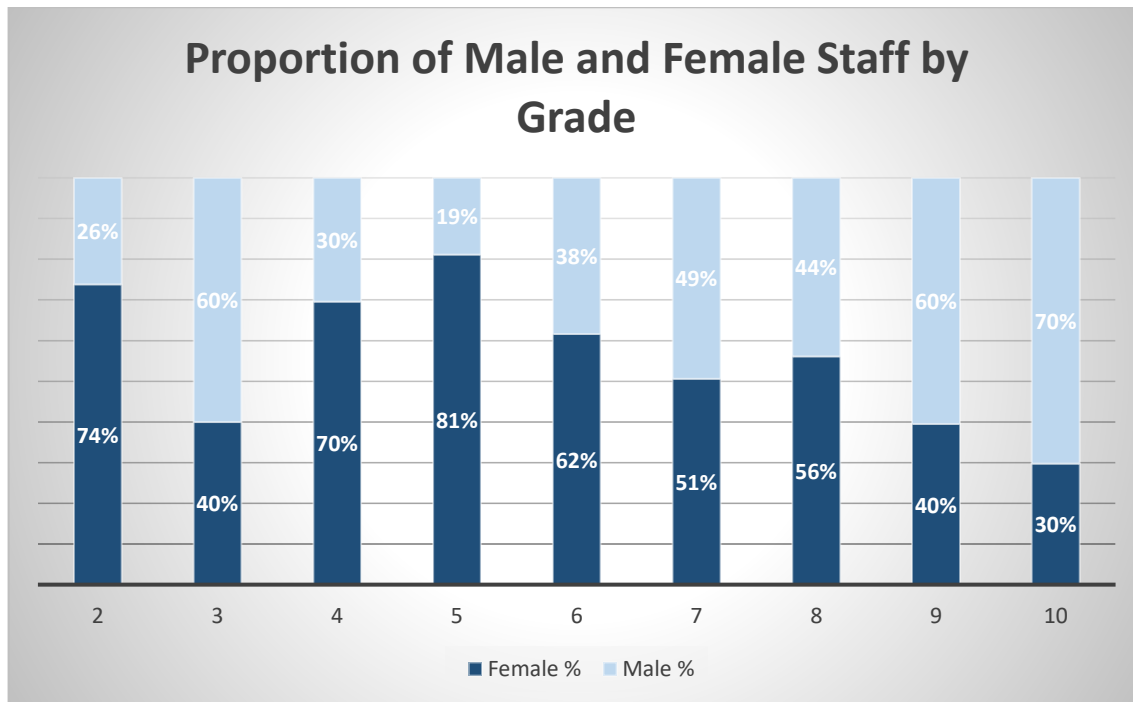
Mean and Median gender pay gap – based on hourly rate of ordinary pay.



Mean and Median Gender Pay Gap by Year (% difference between male and female pay)



Proportion of Male and Female Staff by Grade

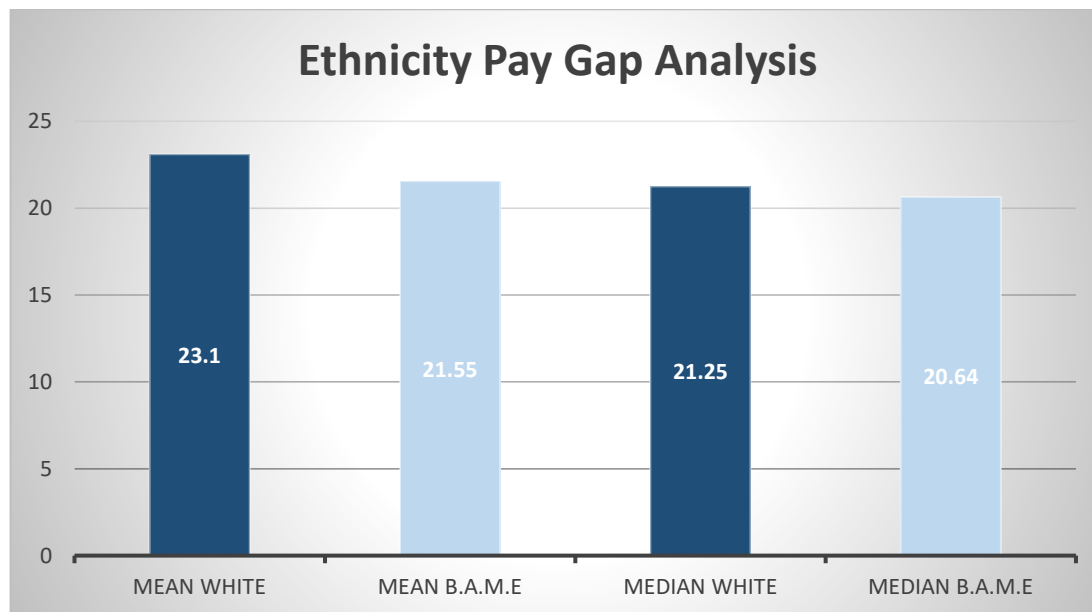


2.2 The Ethnicity Pay Gap

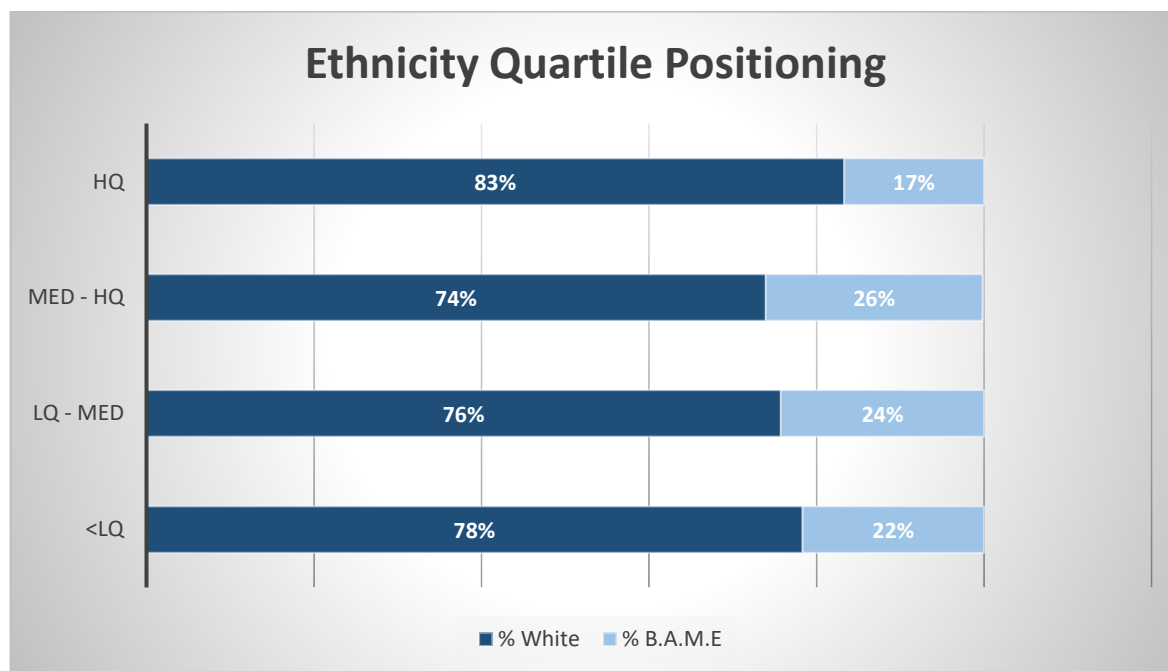
The mean ethnicity pay gap has increased to 6.71%, up from 5.5%, while the median gap has risen to 2.87%, having previously been 0.00%. As with the gender pay gap, this reflects the uneven distribution of B.A.M.E. staff across grades, with lower representation at senior levels, which contributes to an overall pay gap. This pattern is also evident in the salary quartile analysis, which shows that while B.A.M.E. colleagues are represented across the workforce, their proportion decreases in the upper quartiles, particularly at senior salary levels.

The University's ongoing work through the Race Equality Charter (REC) aims to improve representation at higher grades, and this is expected to support a reduction in the ethnicity pay gap over time.

Mean and Median ethnicity pay gap – based on hourly rate of ordinary pay.



Ethnicity Quartile Positioning



3. Student Data

3.1 Student Demographics

Data below shows the demographics of the student population by protected characteristics in 2023–2024, compared with the previous two years. Data in the tables represents absolute numbers of students in each group.

The University continues to demonstrate significant diversity within its student body, reflecting strong local recruitment and the diverse communities of West Yorkshire. This is supported by Schools and College Liaison activity, which lead our Access and Participation Plan work on widening participation. This strong local profile is complemented by a significant number of international students, who further enrich and contribute to our diverse campus community

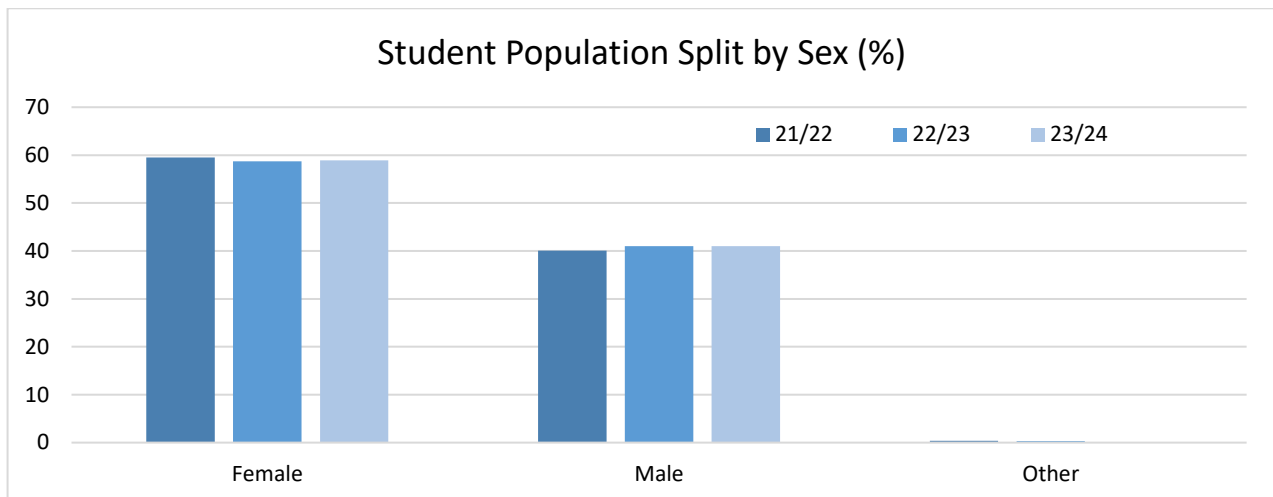
Key Headlines from the 2023-2024 data include

- The student population remains diverse but has reduced in total size over the three-year period (from ~16.9k to ~15.1k).
- **Sex:** The student population remains consistently female-skewed (~59%), with no material shift over time. This stability contrasts with persistent outcome gaps (for example, male attainment).
- **Age:** The core intake remains predominantly young (18–24), with 18–20-year-olds as the largest group, a slight shift towards younger entrants, and stable mature student numbers.
- **Disability:** Around 14–15% of students declare a disability, with particularly strong representation in non-physical conditions such as autism and mental health, which can require ongoing student support.
- **Ethnicity:** Increasing ethnic diversity is the most marked change in the student data, driven by growth in BAME students towards 35%. This is particularly the case for those from UK Pakistani heritage and reflects strong recruitment across West Yorkshire.
- **Religion and belief:** Growth in Muslim students reflects our recruitment across West Yorkshire. The decline in Christian affiliation and the sustained declaration of no religion reflect long-term societal trends.
- **Sexual orientation:** Improved disclosure rates, with fewer students selecting “prefer not to say” (reduced from ~11% to ~8%), indicate greater confidence in reporting and an inclusive environment.



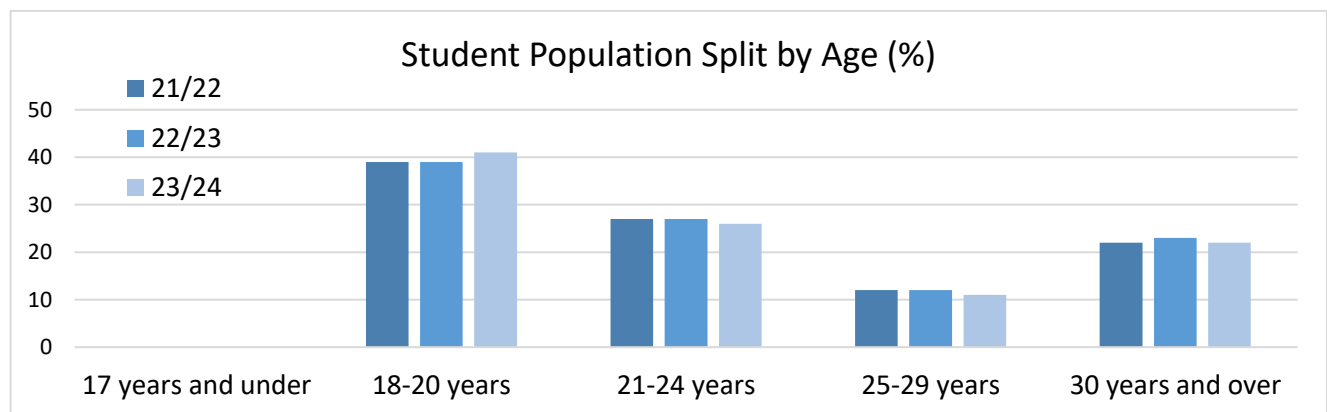
Sex

Sex \ Year	21/22	22/23	23/24	Grand Total
Female	10100	9830	8940	28870
Male	6795	6745	6165	19710
Other	70	50	35	155
Grand Total	16965	16630	15140	48735



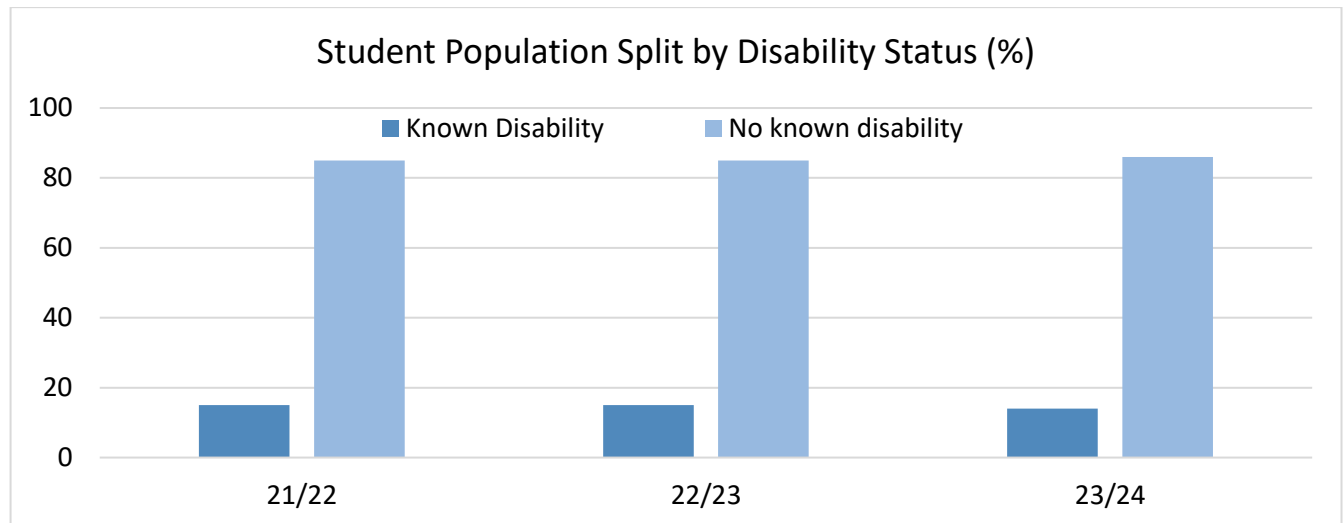
Age Group

	21/22	22/23	23/24	Grand Total
17 years and under	20	10	10	40
18-20 years	6635	6465	6280	19375
21-24 years	4530	4430	3940	12905
25-29 years	2030	1980	1635	5645
30 years and over	3750	3745	3270	10765
Age unknown				0
Total	16965	16630	15140	48735



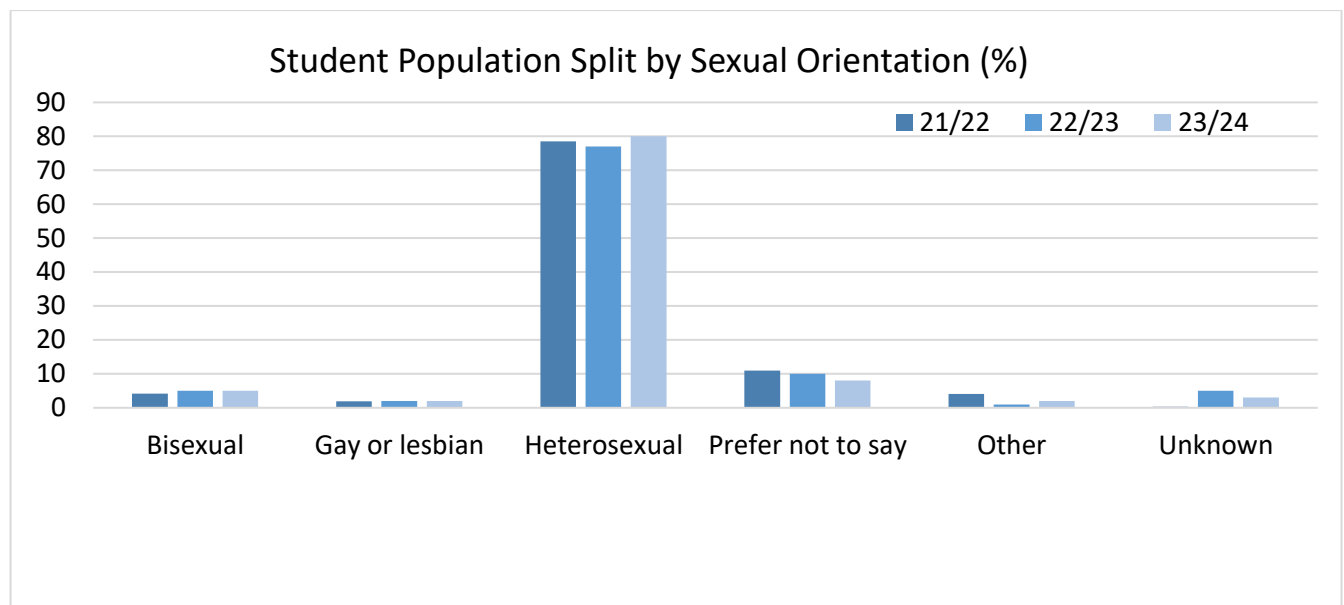
Disability

	21/22	22/23	23/24	Grand Total
Known Disability	2565	2440	2195	7200
No known disability	14400	14190	12945	41535
Grand Total	16965	16630	15140	48735



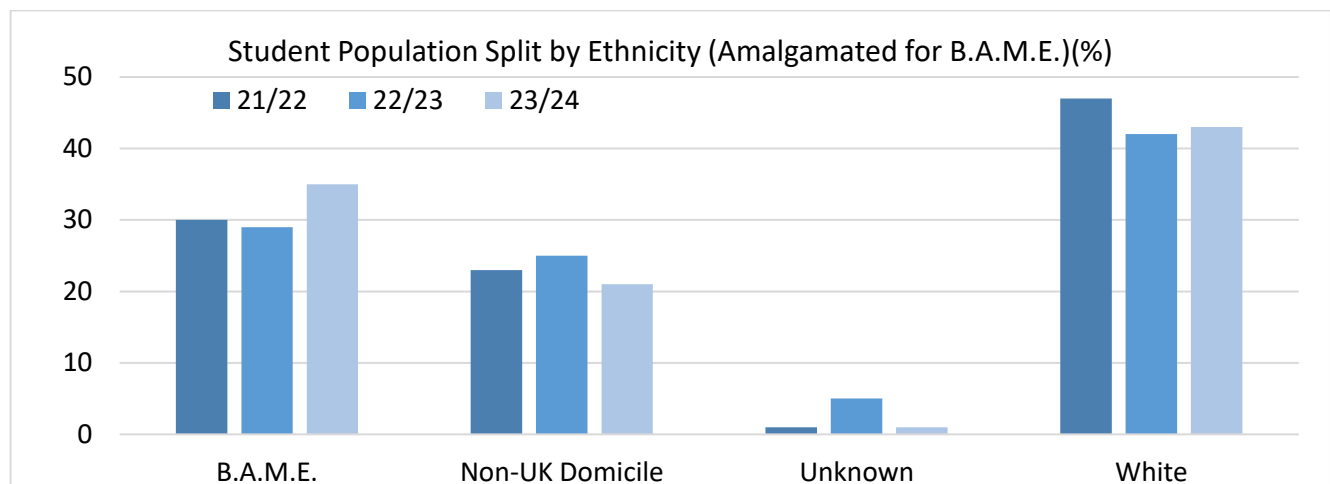
Sexual Orientation

	21/22	22/23	23/24	Grand Total
Bisexual	720	765	695	2180
Gay or Lesbian	320	310	300	930
Heterosexual	13310	12860	12100	38270
Prefer not to say	1865	1720	1270	4855
Other	705	225	365	1295
Unknown	45	745	410	1200
Grand Total	16965	16625	15140	48730



Ethnicity Summary

	21/22	22/23	23/24	Grand Total
B.A.M.E	5075	4790	5250	15115
Non-UK Domicile	3860	4075	3230	11165
Unknown	125	800	205	1130
White	7905	6965	6455	21330
Grand Total	16965	16630	15140	48735

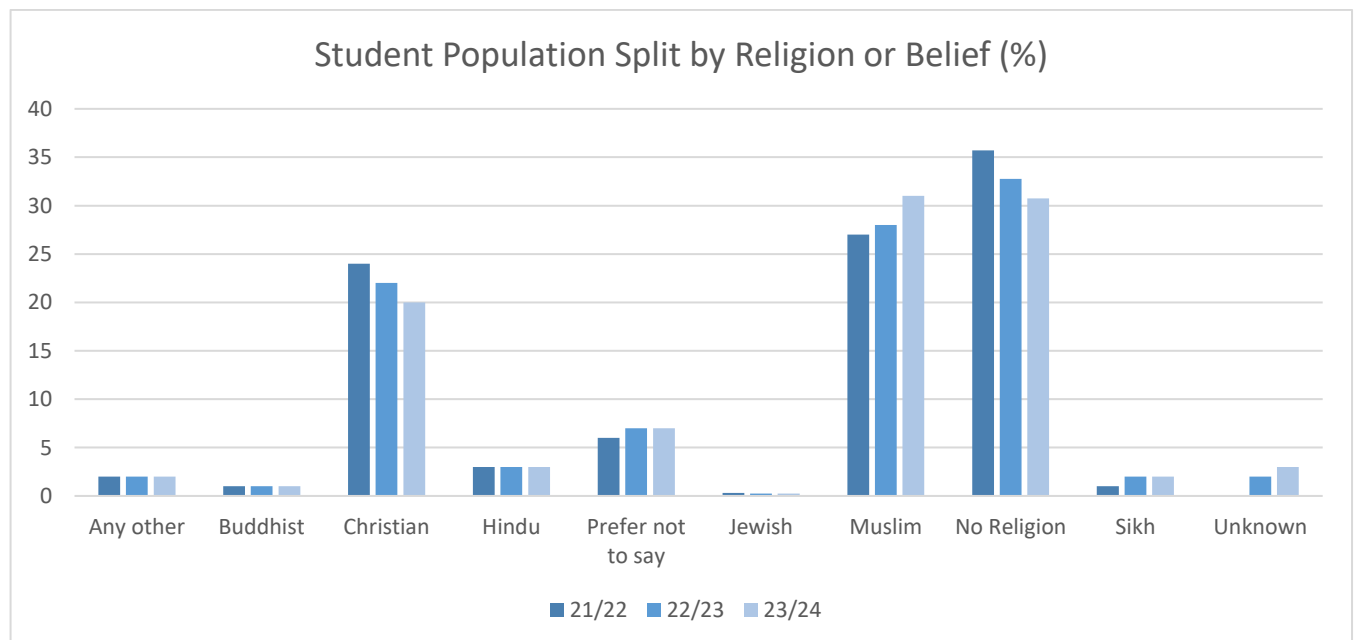


Ethnicity Detail

	21/22	22/23	23/24	Grand Total
White	7905	6965	6455	21325
Chinese or Chinese British	40	35	55	130
Asian or Asian British - Bangladeshi	235	200	215	650
Asian or Asian British - Pakistani	2680	2585	2800	8065
Asian or Asian British - Indian	520	445	475	1440
Other Asian background	160	200	215	575
Black or Black British - African	660	595	705	1960
Black or Black British - Caribbean	105	115	120	340
Other Black background	35	70	65	170
Ethnicity not known	125	800	205	1130
Other (including mixed)	640	540	600	1780
Grand Total	13105	12550	11910	37565

Religion and Belief

	21/22	22/23	23/24	Grand Total
Any other religion or belief	365	350	275	990
Buddhist	115	130	130	375
Christian	4130	3735	3050	10915
Hindu	475	540	495	1510
Jewish	25	20	20	65
Muslim	4500	4680	4760	13940
Sikh	240	300	290	825
No religion	6090	5380	4520	15990
Not available	40	260	480	780
Prefer not to say	980	1235	1120	3340
Grand Total	16965	16630	15140	48735



3.2 Student Outcomes Strategy and Data

The following summarised performance across key dimensions of diversity and focus areas in the 4 years ending 2022/2023 or 2023/2024.

Differential Achievement ²	Continuation Gap		
Category	Year 1 diff	Year 4 diff	4 year progress
Age (Mature compared to Young)	-3.4pp	0.1pp	Gap Closing
Disability (Disabled compared to No Reported Disability)	1.2pp	-4.1pp	Gap Widening
Ethnicity (ABMO compared to white)	0.3pp	-1.5pp	Gap Widening
IMD (Disadvantaged compared to Advantaged)	1.4pp	-3.5pp	Gap Widening
Polar (Disadvantaged compared to Advantaged)	-0.3pp	-1.1pp	Gap Widening
Entry quals (BTEC's compared to A-Level)	-6.2pp	-9.3pp	Gap Widening
Sex (Male compared to Female)	-2.6pp	-2.8pp	Gap Widening

Differential Achievement	Attainment Gap		
Category	Year 1 diff	Year 4 diff	Year 4 progress
Age (Mature compared to Young)	1.4pp	8.5pp	Gap Widening
Disability (Disabled compared to No Reported Disability)	0.3pp	6.3pp	Gap Widening
Ethnicity (ABMO compared to white)	-11.1pp	-15.6pp	Gap Widening
IMD (Disadvantaged compared to Advantaged)	-8.1pp	-11.4pp	Gap Widening
Polar (Disadvantaged compared to Advantaged)	-3.6pp	-4.1pp	Gap Widening
Entry quals (BTEC's compared to A-Level)	-20.3pp	-20.3pp	Gap Closing
Sex (Male compared to Female)	-5.7pp	-2.9pp	Gap Closing

Differential Achievement	Progression Gap		
Category	Year 1 diff	Year 3 diff	Year 1 to Year 3 progress
Age (Mature compared to Young)	14.5pp	15.1pp	Gap Widening
Disability (Disabled compared to No Reported Disability)	-0.5pp	-0.1pp	Gap Closing
Ethnicity (ABMO compared to white)	-9.3pp	-6.1pp	Gap Closing
IMD (Disadvantaged compared to Advantaged)	-5.6pp	-8.5pp	Gap Widening

² The university strategy to 2025 set out the following KPI:

Differential Achievement: No statistical difference for Retention, Highly Skilled Employment and Classifications once benchmarked.

Polar (Disadvantaged compared to Advantaged)	-0.1pp	-2.3pp	Gap Widening
Entry quals (BTEC's compared to A-Level)	-8.0pp	-8.38pp	Gap Widening
Sex (Male compared to Female)	-0.3pp	1.7pp	Gap Widening

1) Patterns by deprivation and ethnicity

The data indicate that some of the most marked gaps are associated with deprivation and ethnicity. Students from areas of higher deprivation show wider gaps across continuation, attainment and progression, suggesting that these differences are present across several stages of the student lifecycle rather than at a single point. At the same time, the attainment gap between ABMO and White students remains substantial, at around 15.6 percentage points, while progression outcomes for these groups have improved. This presents a mixed picture in which post-study outcomes appear to be strengthening in some areas, while differences in degree outcomes remain evident.

2) Attainment patterns

The largest absolute gaps in the summary table are found in attainment. These are most visible for students entering with BTEC qualifications, for ethnic minority students, and for students from more deprived backgrounds. Additionally, there is a strong intersection of these characteristics. The gap between students entering with BTEC qualifications and those entering with A-levels remains around 20 percentage points, while the ethnicity gap is around 15 percentage points and the IMD gap around 11 percentage points. This suggests that attainment continues to be an important area for analysis and response.

3) Entry qualification patterns

The summary table also shows a persistent difference associated with entry qualification. Students entering with BTEC qualifications continue to show a lower attainment rate than those entering with A-levels, with a gap of around 20 percentage points and limited change over time. The progression gap is also wider, at around 8.8 percentage points. Taken together, this suggests that differences linked to entry qualification are visible not only in academic outcomes, but also in graduate outcomes.

Addressing Attainment Gaps

The University's approach to addressing attainment gaps reflects the fact that these are not isolated differences, but overlapping inequalities that affect access, success and progression. Current activity is therefore focused on the main areas of risk identified in the analysis, particularly gaps linked to entry qualification, ethnicity and deprivation.

Huddersfield Differential Attainment Project

Detailed annual analysis is carried out through the HuDAP project, which provides leaders across the University with a deeper understanding of attainment gaps. Course teams use this analysis to review their own data, identify priorities, and develop curriculum, assessment and delivery actions to address gaps, supported by the central Strategic Teaching and Learning Team.

Access and Participation Plan

The Access and Participation Plan, approved in November 2024 and due to be delivered from September 2025, provides the main institutional framework for addressing persistent equality gaps across the student lifecycle. Its focus extends beyond access to include student success and progression, with targeted action for groups where gaps remain most significant. The main gaps prioritised in the plan are:

- **Care-experienced students:** lower rates of access and progression.
- **Students with mental health conditions and social or communication impairments:** gaps in success and progression.
- **Students from EIMD1 and EIMD2 backgrounds, and Asian and ABMO students:** significant gaps in attainment and progression.
- **Students entering with vocational Level 3 qualifications, including BTEC:** persistent gaps in success and progression.

To respond to these gaps, the plan sets out a series of linked interventions across the student lifecycle. Delivery is shared across academic teams and professional services, reflecting both the structural and educational factors that shape differential outcomes.

The main intervention areas are:

Access activity is focused on strengthening routes into higher education for students who are less likely to enter and succeed through traditional pathways. This includes regional partnerships and outreach work with schools and colleges to raise attainment and aspiration, alongside a particular emphasis on increasing the number of care-experienced students who enrol and complete degree programmes. Foundation degree provision also supports transition into higher education and broadens entry routes for students from a wider range of backgrounds.

Participation and success activity is designed to provide sustained support throughout the student lifecycle. This includes a multi-disciplinary support model that offers ongoing engagement and tailored help to students, alongside targeted support for care-experienced students through dedicated provision and bursaries. The University's wider approach to differential attainment is delivered through HuDAP, which combines annual analysis by student characteristic, course-level workshops, and action planning to help academic teams identify and address gaps in outcomes.

Progression and employability activity focuses on helping students convert their academic experience into strong graduate outcomes. Support includes skills development, placements, micro-placement opportunities, and continuation of the Global Professional Award. This work is underpinned by a clear approach to analysis and evaluation, drawing on internal and external data to identify areas of risk and using structured evaluation to assess impact and support continuous improvement.

3.3 Examples of EDI Work in the Student Domain

The Student Liberation Networks are volunteer students who join communities led by student staff to make targeted change for: Women, B.A.M.E. Students, Disabled Students, Global Citizens, the Social and Class Mobility community, and LGBT+ Students

Some of their key campaigns have been:

- Changing the university policy on name changes, reducing the administrative burden and improving the process to avoid students being deadnamed.
- Working with the Estates team to improve campus accessibility by suggesting changes in different schools and organising campus tours to identify areas needing improvement.
- Running culture shock workshops for new international students arriving in the UK for the first time.
- Campaigning on issues around women's health.
- Raising awareness around the menopause, raising money at Tea for Endo, and worked to develop breast feeding facilities on the campus.
- Introducing the sunflower lanyard across the Students' Union.

The Students' Union and University Estates Team have collaborated on an initiative to provide free menstruation products across the university campus. After a successful trial (the trial of free period products in 7 locations across campus, that started in September 2023 and was extended until end of March 2024, identified a clear demand for free period products, with around 11,000 products used), there are now 9 machines across campus, including in our toilets for all. This initiative was highlighted as good practice, in HEPI Report 191 – the hidden impact of menstruation in higher education.

University of
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Equality, Diversity and Inclusivity Framework 2020-2025



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Foreword

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

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

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



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

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

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

Professor Bob Cryan

Vice Chancellor

Background

Introduction

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

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

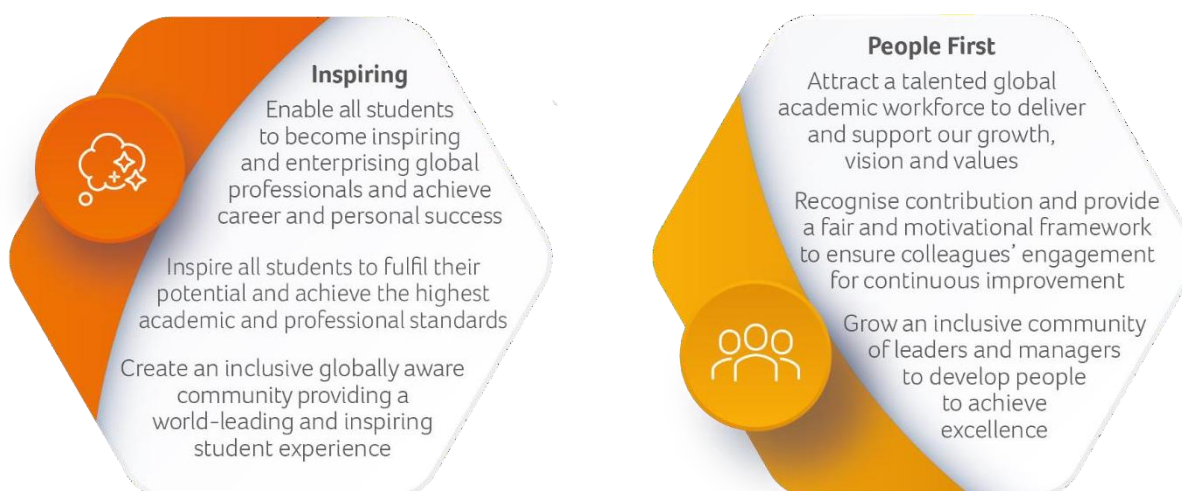
Equality – providing equality of opportunity for all, and ensuring individuals are not discriminated against because of their characteristics.

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

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

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

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



Legislative Context

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

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

The protected characteristics referred to in the duty are:

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

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

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

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

Vision

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

Objectives

Learning for All

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

Community for All

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

Voice for All

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

Facilities and Access for All

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

Strategy

In order to achieve the objectives, the University will:

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

Progress Measures & Targets

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

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

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

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

Governance

University

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

The group currently comprises:

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

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

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

The UEDIEC Terms of Reference:

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

Schools

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

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

Partnership Working & Engagement

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

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

Staff Networks

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

The University currently has 4 staff network groups:

- B.A.M.E Staff Network
- LGBTQI+ Staff Network
- Staff Disability Network
- Women's Staff Network

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

Diversity Champions

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

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

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

Student Networks and Student Engagement

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

- B.A.M.E Ambassador
- SchemeDisabled Students
- Network Global Citizen
- Network LGBT+ Network
- Women's Network

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