



University of  
Central Lancashire  
UCLan

# Equality, Diversity and Inclusion

Annual Report  
2022/23

Where opportunity creates success

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# Foreword by Vice-Chancellor



At the University of Central Lancashire (UCLan), we aspire to always champion and embed equality, diversity, and inclusion to make sure our students and colleagues thrive, whatever their background. To achieve our vision of transforming lives, we need an inclusive culture that values diversity, so our students and colleagues can realise their potential - whoever they are and wherever they are in life. By increasing the diversity of our students and colleagues, we will also benefit from a diversity of perspectives, experiences and thought at UCLan, helping us innovate and grow.

I recognise that inequalities exist and are present in the society we work within, in the higher education sector and here at the University of Central Lancashire. This report sets out some of the inequalities and challenges faced here and the work underway to address them. It provides only a snapshot of all our work on equality, diversity, and inclusion (EDI). From developing the 'Research and Knowledge Exchange (RKE) for All' Framework which helps us design and deliver more inclusive research to identifying actions which improve our diverse colleagues' experiences as part of our Staff Survey. From developing our leaders with inclusive leadership masterclasses and anti-racism training to delivering our Creative Mental Health Framework which helps reduce the mental health stigma for our LGBTQ+ community. The breadth and reach of work taking place on equality, diversity, and inclusion is extensive.

During this year, I have met regularly with our Racial Equality Network co-chairs, our colleague diversity network, as Vice-Chancellor's Group Ally for Race. This has opened my eyes to the experiences of our minoritised ethnic colleagues and helped me understand and challenge my own biases, prejudices and privilege, so that I can be an active ally. It has also made me prouder of the valuable work which has been done this year to embed equality, diversity and inclusion by colleagues across the University. While I recognise there is more to do to deliver our 'Belonging at UCLan' strategy and achieve a fairer, more diverse and inclusive university, this report shows we are making good progress in achieving this.

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

# Foreword by Students' Union President



**At UCLan Students' Union (SU) we embrace and celebrate diversity in all its different forms. We exist to empower student voice and give students a platform to advocate for themselves and others.**

**We work in partnership with the University to improve both the academic and social experience at university. This includes bringing student voice to the Board of Governors, Vice-Chancellor's Group, committees, working groups and charter marks.**

The Union priorities for the year are set by me and the other elected officers and are based on our election manifestos. Ensuring that every aspect of what we do is open and accessible to all our students is vital. Doing so is the only way we can really have a positive, lasting impact on student life. Our current priorities are as follows:

- Making our structures more accessible
- Supporting the most vulnerable students in our community
- Helping our students get through the cost-of-living crisis
- Improving mental health provision
- Increasing communication and transparency

In addition to the elected officers, the SU holds democratic elections for Students' Council representatives who meet to discuss student-led campaigns, proposed policy change and the Union's official stance on important topics. This process ensures we always have a diverse and engaged student body discussing issues of great importance to students.

Our societies and sports clubs enable students to make friends and find their communities at university and beyond. We have sports clubs, academic societies, sectional groups, and political societies that all contribute to our students' sense of belonging. These opportunities also help with development academically, professionally, and socially.

The UCLan student population is so diverse and has people from many different backgrounds and with drastically different experiences. Although we aspire to be welcoming and supportive to all students, there is still so much more work to be done. EDI should not be an afterthought; it should be part of every decision we make, from the diversity of our staff to the way we present ourselves to students, we should always be striving to do better.

**Luke Fitzgerald**  
(Students' Union President)

# Introduction

To achieve our potential as a university and transform lives, we need to increase the diversity of our colleagues and students. We also need to recognise the diversity of our colleagues' and students' lives and experiences, so they can achieve their potential. This is central to our approach on equality, diversity and inclusion, as we create a fairer, more diverse and inclusive place to work, learn and research, removing barriers preventing progression and success and integrating inclusive practices into our ways of working.

As the third largest university in the North West, we are a multi-campus,

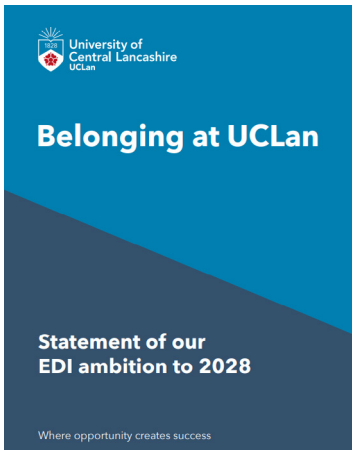
global institution, committed to widening participation and to championing and embedding equality, diversity and inclusion so that our students and colleagues thrive, whatever their background. This year's Equality, Diversity, and Inclusion (EDI) Annual Report sets out some of our challenges and provides a progress update on our equality, diversity and inclusion work, including implementation of [Belonging at UCLan](#), a statement of our EDI ambition, and key achievements from this year.

This report covers the academic year 2022/23 (September 2022 to August 2023).



# Belonging at UCLan: Progress Update

In January 2022, we launched 'Belonging at UCLan', a statement of our ambition to create a fairer, more diverse, and inclusive University of Central Lancashire. Four key pillars make up 'Belonging at UCLan':



**1. People Profile:** Diversifying our colleagues and developing the skills to meet the needs of our diverse learners and colleagues

**2. Learner Outcomes:** Reducing the gaps relating to recruitment, progression, awards, and graduate outcomes among our learners

**3. Sense of Belonging:** Developing an inclusive culture and environment

**4. EDI Research:** Developing our national and international research in areas relating to equality, diversity, and inclusion

## 1. People Profile: Diversifying our colleagues and developing the skills to meet the needs of our diverse learners and colleagues

In 2022/23, actions to increase the diversity of our colleagues and improve the progression of colleagues from under-represented groups have included:

- Introducing a new recruitment system to support fairer, more inclusive recruitment
- Developing our People Value Proposition to support with attracting, engaging, and retaining diverse talent
- Continuing to support more colleagues through a range of leadership development programmes, including [Springboard Women's Development programme](#), [Advance HE's leadership development initiative for women](#)

and [StellarHE](#) (for Black, Asian and minoritised ethnic colleagues)

Developing our colleagues' understanding and skills so that they can meet the needs of our diverse learners and colleagues is a core part of the People Profile pillar. In addition to our standard offering of development and training, we provided:

- Inclusive Leadership Masterclasses to our Deans and Associate Deans as part of their Inspirational Leadership course
- Anti-racism training for Deans, Associate Deans and senior professional service colleagues

## 2. Learner Outcomes: Reducing the gaps relating to recruitment, progression, awards, and graduate outcomes among our learners

Following updates to our Access and Participation Plan (APP) in summer 2022 in response to new Office for Students priorities, we created and published a [summary of the key commitments in our APP 2020/21-2024/25](#). These changes included updates to our strategic aim to:

- Develop ways of identifying students early who are not engaging and ensuring timely referrals to support
- Establish, embed, and extend flexible and diverse modes of learning to increase student choice
- Offer financial support, including [bursaries](#) and hardship funding for eligible students. These include bursaries for care leavers and estranged students and scholarships for sanctuary seekers and for students from widening participation groups interested in Medicine
- Undertake a university-wide approach to equality, diversity, and inclusion
- Provide a full range of student support services including inclusive learning, mental health, counselling, and wellbeing to facilitate student achievement
- Extend our programme of work with schools. This supports more pupils from

under-represented groups to attain good grades and progress to study for a higher education qualification

In addition to our work on widening participation, we have continued to develop the inclusive curriculum elements of our Curriculum Framework and roll out Curriculum for All (an initiative which challenges traditional approaches to teaching and learning and incorporates more diverse and inclusive viewpoints). Building on previous 'Decolonisation of the Curriculum Guidance' and 'Development of Curriculum For All' workstreams, the following workstreams were introduced in 2022/23:

- Belonging: focus on inclusivity in the classroom and university spaces
- Data Sets: identifying data relating to inclusivity to assist course teams
- Incivility: focus on issues of respect in learning relationships
- Resources and Publications: continuing to identify and share best practice
- Evaluation: developing an evaluation framework for activities of the Inclusive Curriculum and Learning Environment Group

## 3. Sense of Belonging: Developing an inclusive culture and environment

A wide range of work by all our Schools and Services contributes to the Sense of Belonging pillar, helping to develop a more inclusive culture and environment. In 2022/23, there have been several key developments, including:

- Launch of the Vice-Chancellor's Group (VCG) Allies scheme (see below for further details)

- Introduction of a new Neurodivergent Staff Group to support colleagues
- Improving our understanding of our diverse colleagues' experiences through diversity analysis of the latest Staff Survey (March 2023) and identifying actions to improve their experience
- Developing our work relating to people seeking sanctuary within, and beyond, our



campuses and preparing a submission to be accredited as a **University of Sanctuary** (expected 2023/24)

- Identifying new chartermarks to participate in to strengthen our inclusive culture and environment, including **University Mental Health Charter** and **Disabled Student Commitment**

In 2022/23, we launched our VCG Allies Scheme, in consultation with our colleague network co-chairs and facilitated conversations with Vice-Chancellor Group members. The aim of the VCG Allies Scheme is for senior leaders to demonstrate their commitment to our EDI ambitions through active allyship. This is achieved by:

- working closely with the colleague network co-chairs
- connecting with colleague network members, colleagues, and students to understand the potential barriers faced by different groups

- understanding the VCG allies' own biases, prejudices, and privilege
- being an active ally

Four VCG Allies have been appointed, aligned to the colleague network groups:

- Disability: Professor Andrew Ireland, Pro Vice-Chancellor (Students and Teaching)
- LGBT+: Professor St-John Crean, Pro Vice-Chancellor (Research and Enterprise)
- Race: Professor Graham Baldwin, Vice-Chancellor
- Women: George Charles, Chief Finance Officer

The VCG Allies have met regularly with the colleague network co-chairs throughout the year and played a key role in key events during 2022/23, including Disability Pride Month, LGBT+ History Month, Black History Month and International Women's Day

#### 4. EDI Research: Developing our national and international research in areas relating to equality, diversity, and inclusion

This year, we carried out a mapping exercise to identify research we undertake relating to equality, diversity, and inclusion, using impact case studies (evidence-based case studies about the difference our research makes). This mapping exercise identified research which addresses specific diversity groups and considered research and impact which related to the Sustainable Development Goals.

In 2022/23, we also developed a Research and Knowledge Exchange (RKE) For All Framework for launch in 2023/24 to support our researchers to design and deliver research that is inclusive. Similar to our Curriculum For All Framework, the purpose

of this framework is to provide guiding principles and points of enquiry to enable researchers to:

- adopt an EDI lens through which to view their research and related activities
- reflect on institutional structures and systems
- better understand their own position and practice
- recognise alternative ways of creating knowledge
- strengthen their research by integrating EDI considerations where relevant

# Key achievements of 2022/23



As part of our equality, diversity, and inclusion programme of work and ambition to create a fairer, more diverse, accessible, and inclusive university, a wide range of events and activity has taken place in 2022/23. This section provides a summary of the key achievements for the year.

## Creating a more Disability Inclusive University

During Disability History Month (November – December 2022), our Staff Disability Network, EDI Leads in our Schools and Services and the Students' Union organised a programme of events to share good practice on disability inclusion and increase awareness, including:

- Disability History Month launch event and flag raising, open to all colleagues, students, and the community. At the event, there were adapted bikes to try, the Paralympic sport of Boccia (related to bowls), blind football, and parachute games, along with updates from the Staff Disability Network and Disabled Students Society
- 'DisabiliTea and Cake' event, a Students' Union event for disabled students to meet colleagues from our Inclusive Support service and find out more about the support they provide
- Training sessions on 'Creating accessible and inclusive resources'





- Launch of new Neurodivergent Staff Group, for colleagues who identify as neurodivergent (neurodivergent describes people whose brain functions, learns and processes information differently and includes autism, ADHD, dyslexia, dyspraxia, dyscalculia, and Tourette's)
- Workshop on 'Neurodiversity: Exploring the myths and stereotypes', building on the Neurodiversity in the Workplace intranet page developed in 2021/22 which provides information about neurodiversity and how to support neurodivergent colleagues

In March 2023, we joined the Neurodiversity Umbrella Project for Education, run by the ADHD Foundation, with a launch event hosted by our Neurodivergent Staff Group. Neurodiversity Umbrella Project installations are in the Preston, Burnley, and Westlakes campuses. The installations display colourful umbrellas

representing the one in five of us who are neurodivergent and celebrate and raise awareness of neurodiversity in education and the workplace.

## Advancing Gender Equality: Commitment and Recognition



We're proud of our commitment to gender equality and the recognition we've received:

- Achieving a Bronze Athena Swan award in School of Psychology and Humanities (formerly School of Humanities, Language and Global Studies) in June 2023, adding to our institutional level Athena Swan Bronze award and departmental level Bronze awards in School of Business and School of Engineering
- Implementing improvements, following Gold Award re-accreditation by UNICEF

UK for the Baby Friendly Initiative (BFI). Activity to support our baby friendly campus includes BFI Colleague and Student Champions to support peers returning to study and breastfeeding and dedicated breastfeeding facilities based at various locations across the campus

- Continuing to supporting female colleagues through the award-winning [Springboard Women's Development programme](#) and [Advance HE's leadership development initiative for women, Aurora](#)

In March 2023 to celebrate [Women's History Month](#) and the theme of 'Celebrating Women Who Tell Our Stories' a programme of events took place, including:

- Celebrating Women around the World
- Pride of Preston - Dick, Kerr Ladies® Football Team 1917 - 1965: Gail Newsham (Honorary Fellow at the University of Central Lancashire and author of the book 'In A League Of Their Own') shared the inspirational story of Preston's Dick, Kerr Ladies
- She just wants to Play': Creating a vision to make a difference to the football landscape for girls in Nigeria, a Change Makers approach. This

event was delivered by Elinor Collins, Change Maker co-ordinator, and Grace Towobola, Change Maker and MSc Sports Coaching student at the University of Central Lancashire. Change Makers is a student-centred programme for students wanting to make a positive change to the world around them

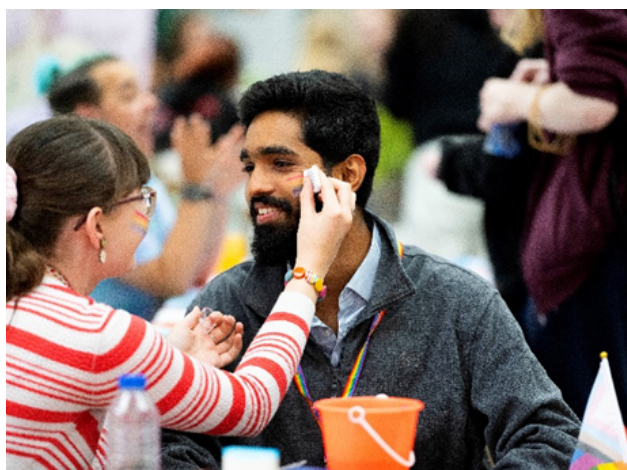
- Menopause Café for colleagues to learn about menopause within a relaxed, social, and supportive environment, sharing questions, stories, and tips

## Celebrating diversity and raising awareness of LGBT+ Inclusion



In September 2022 to coincide with Preston Pride, the University

of Central Lancashire's Students' Union organised 'UCLan SU Pride' with support from the EDI Team and colleagues around the University. This year's celebrations included stakeholder stalls, guest speakers, craftivism, and entertainment. During September 2022, we also teamed up with Lancashire LGBT Women and Non-Binary Peer Support Group to celebrate and explore queer self-expression. Launched during Preston Pride Weekend, the Rainbow Roses exhibition invited members of this local LGBT+ community





group to share their experiences through art. The exhibition included drawings, paintings, a collage, and a large tapestry (pictured) with the message “Forget who they told you to be. Be who you were born to be.”

In LGBT+ History Month 2023 (February 2023), a comprehensive programme of events was delivered, including:

- Launch of LGBT+ History Month and flag raising, with Professor StJohn Crean (Vice-Chancellor’s Group Ally for LGBT+ and Pro Vice-Chancellor for Research and Enterprise) and representatives from Lancashire LGBT, Preston City Council and Lancashire County Council. This event included entertainment, UCLan staff choir performance and inspirational speeches
- Training on LGBT+ awareness for managers and for colleagues and on Trans awareness for colleagues and students, provided by Dr Lewis Turner (Chief Executive, Lancashire LGBT)
- LGBT+ Allies training co-delivered by the EDI Team and LGBT+ Staff Network. This training aimed to develop an understanding of what it means to be an ally to people in the LGBT+ community, an awareness of diverse sexual orientations, gender identities and expressions and provided advice on how to demonstrate allyship

- A student-led vigil in memory of Brianna Ghey and to stand with our trans community
- Relaunch of our pronouns campaign to promote LGBT+ inclusive language and provide advice on the use of pronouns

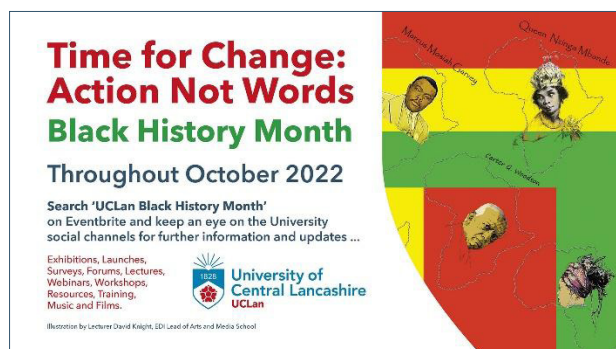
During 2022/23, we delivered our Creative Mental Health Framework, a project aimed at reducing the mental health stigma for the LGBTQ+ community, working in partnership with Tate Liverpool, Growing Resilience, Lancashire Mind and Lancashire LGBT. This project is delivered by students for students and harnesses creativity to raise awareness, reduce barriers and tackle stigma around mental health and the LGBTQ+. The University of Central Lancashire was one of 18 institutions chosen by Government to deliver mental health programmes to support students, as part of the Office for Students’ Creative Mental Health Framework project.

## Embedding an Anti-Racist approach



In October 2022, the EDI Team, together with our Racial Equality Network for colleagues and EDI Leads in our Schools and Services, organised a programme of events to celebrate **Black History Month**. Events included:

- Race Equality at UCLan feedback session with the Vice-Chancellor, hosted by our Racial Equality Network, to update colleagues on progress
- ‘Why I am no longer talking to Black people about race’ presentation, delivered by David Knight, a senior lecturer at the University of Central Lancashire, discussing his work and the need for change on all sides
- ‘The Windrush Warriors’, a play by Diverse Theatre Company, sharing the story of the Windrush scandal from the perspective of those who were damaged by the policy and highlighting the resilience of Black people in a time of crisis. This show aimed to encourage cultural awareness, so we can better relate, respect, and understand different perspectives
- Career development sessions for colleagues from minoritised ethnic groups



In June 2023, our [Global Race Centre for Equality \(GRaCE\)](#) held a launch event for its innovative anti-racism training programme, created in partnership with consulting agenda onEvidence. The two-hour course on anti-racism has been designed to give organisations the tools to create a working environment where all employees feel valued, safe, and equal. The event included an inspirational keynote speech from Nazir Afzal OBE, former Chief Crown Prosecutor for North West England, talking about institutional

racism and how it can be effectively challenged. The event premiered the animated anti-racist film ‘Impact of Institutional Racism’ and provided an opportunity to hear more about the research projects GRaCE is involved with.

## Institutional Review of Racial Equality and Antisemitism at UCLan

During 2022/23, we undertook an externally-led review of our student complaints process and a broader internally-led review of our policies, processes and practices, following a student complaint relating to a racist and antisemitic incident. The aim of these reviews was to ensure lessons were learned and improvements made. This year, work to implement the actions arising from these reviews started, with the following actions completed:

- Review of policies and procedures relating to the management and investigation of student complaints and disciplinary matters
- Appointment of new student casework colleagues
- Delivery of anti-racism training for Deans, Associate Deans, and senior professional service colleagues
- Introduction of Colleague Support Service, provided through our Advice and Resolution Centre, to help colleagues take a solution-focussed approach to resolving workplace concerns, problems, or issues and to enable a positive working environment for all colleagues. This service is in addition to our [Report + Support - University of Central Lancashire \(uclan.ac.uk\)](#) platform for reporting incidents of bullying, harassment, and discrimination

## Providing a place of safety, solidarity and empowerment for people seeking sanctuary

Following our commitment in March 2022 to help refugees and asylum seekers as a supporting organisation of City of Sanctuary, we supported Preston City of Sanctuary's Refugee Week in June 2023. During this week, events, films screenings, theatre performances, and a photo exhibition were hosted at UCLan, alongside Preston Mela.

This year, we have also been progressing our work to become accredited as a University of Sanctuary, by developing a culture of welcome for people seeking sanctuary within, and beyond, our campuses.

PRESTON CITY OF SANCTUARY  
**REFUGEE WEEK**  
**2023**  
**COMPASSION**  
 19-25 June 2023  
 #RefugeeWeek  
 #CompassionIntoAction

**MELA FESTIVAL - FILM SCREENING**  
**FAMILY DAY - UKRAINIAN FESTIVAL**  
**EXHIBITIONS - INFORMATION - ART & CREATIVITY**

**FIND OUT MORE HERE:**  
**PRESTON CITY OF SANCTUARY**  
 #RefugeeWeek #CompassionIntoAction

**In Partnership with:**

**KIND Lancashire** County Council **Mela** **Preston** City Council **University of Central Lancashire** UCLan

# EDI Scorecard

The EDI Scorecard provides an update on progress with achieving the institutional EDI measures in 'Belonging at UCLan', based on the latest data (2022/23).

## Pillar 1: People Profile

In 2022/23, there were improvements to the ethnic diversity of our overall workforce (increase to 15% from 14%) and the gender diversity in our management contract roles (increase to 53% from 51%) and our professors (increase to 43% from 41%). We have also seen improvements in the proportion of colleagues completing the sexual orientation diversity question (increase to 91% from 90%).

The proportion of colleagues sharing that they have one or more disability has remained static for the third year in a row. We will be developing an adjustments record and improving our reasonable

adjustments process and guidance in 2023/24, as part of our commitment to being a Disability Confident Scheme Employer.

The proportion of colleagues completing the religion and belief diversity question has also remained static for the last two years. This proportion includes colleagues who have responded with 'prefer not to say'. We will be developing guidance on religion and belief in 2023/24, as well as continuing to communicate why we collect diversity information and how it helps us create a more fair, diverse, and inclusive university.

EDI metric	Target	2019 /20	2020 /21	2021 /22	2022 /23	Direction
To achieve a minimum overall Black Asian and Minority Ethnic people profile of 20% across all grades and levels, with a particular focus on Black Asian and Minority Ethnic representation of management contract holders in Professional Services	20%	13%	14%	14%	15%	↑
To have achieved a minimum of 7% of people across all grades declaring a Disability	7%	3%	4%	4%	4%	↔
To achieve an appropriate gender representation in management contracts, benchmarked against the overall pool of colleagues within each of the academic and professional services groups	59%	54%	52%	51%	53%	↑
To achieve a minimum 50% of female Professors	50%	37%	38%	41%	43%	↑
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to sexual orientation	95%	89%	90%	90%	91%	↑
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to religion and belief by 2028	95%	88%	88%	89%	89%	↔



## Pillar 2: Learner Outcomes

Due to delays with the implementation of Data Futures nationally (a programme to transform data collection and management of higher education providers in the UK), data relating to the Learner Outcomes measures set out in 'Belonging at UCLan' are currently unavailable. These relate to:

- Student recruitment to STEM subjects
- Student recruitment to postgraduate research and postgraduate teaching programmes
- Awarding gaps

These data will be available in April/May 2024.

The latest data on graduate outcome gaps will also be available in April/May 2024 and relate to 2021/22 graduate cohort (based on a survey 15 months after graduation).

Work is taking place in 2023-24 to design interventions to address gaps in learner outcomes as part of the development of our Access and Participation Plan 2025-26.

EDI metric	Target	2019 /20	2020 /21	2022 /23	2022/23
Physics Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	26%+	20%	21%	18%	Available Spring 2024
Chemistry Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	46%+	36%	37%	37%	
Engineering Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	19%+	9%	10%	12%	
Computing Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	20%+	13%	13%	14%	
Recruitment to PGR programmes to have exceeded the sector average in relation to students of Black, Asian, and Minority Ethnic heritage (UK Domicile)	18%+	14%	15%	14%	
Recruitment to PGT programmes to have exceeded the sector average in relation to students of Black, Asian, and Minority Ethnic heritage (UK Domicile)	23%+	19%	19%	20%	
To eliminate the award gap for undergraduate learners in relation to learners from a Black, Asian, or Minority Ethnic heritage (UK Domicile)	0%	7%	9%	9%	
To eliminate the award gap in relation to disabled learners (UK Domicile) - gap in favour of disabled students	0%	3%	1%	1%	
To eliminate the award gap in relation to part-time learners (UK Domicile) who are under the age of 21 - gap in favour of mature learners	0%	23%	16%	27%	

EDI metric	Target	2019 /20	2020 /21	2022 /23	2022/23
To eliminate the award gap in relation to part-time disabled learners (UK Domicile) - gap in favour of part-time non-disabled learners	0%	3.5%	13.5%	11%	Available Spring 2024
To eliminate graduate outcome <sup>1</sup> gaps in relation to Black, Asian, and Minority Ethnic heritage graduates	0%	8%	2%	7%	
To eliminate graduate outcome <sup>2</sup> gaps in relation to disabled graduates	0%	13%	7%	3%	
To eliminate graduate outcome <sup>3</sup> gaps in relation to male graduates	0%	5%	5%	3%	

1 Graduate outcome data relate to the graduate cohort for the previous year, as it is based on a survey 15 months after graduation. For example, data on graduate outcomes reported in column 2021/22 relate to our 2020/21 graduate cohort, as this information was available in spring 2022.

2 As above

3 As above

# Diversity of our Students (2020/21-2022/23)

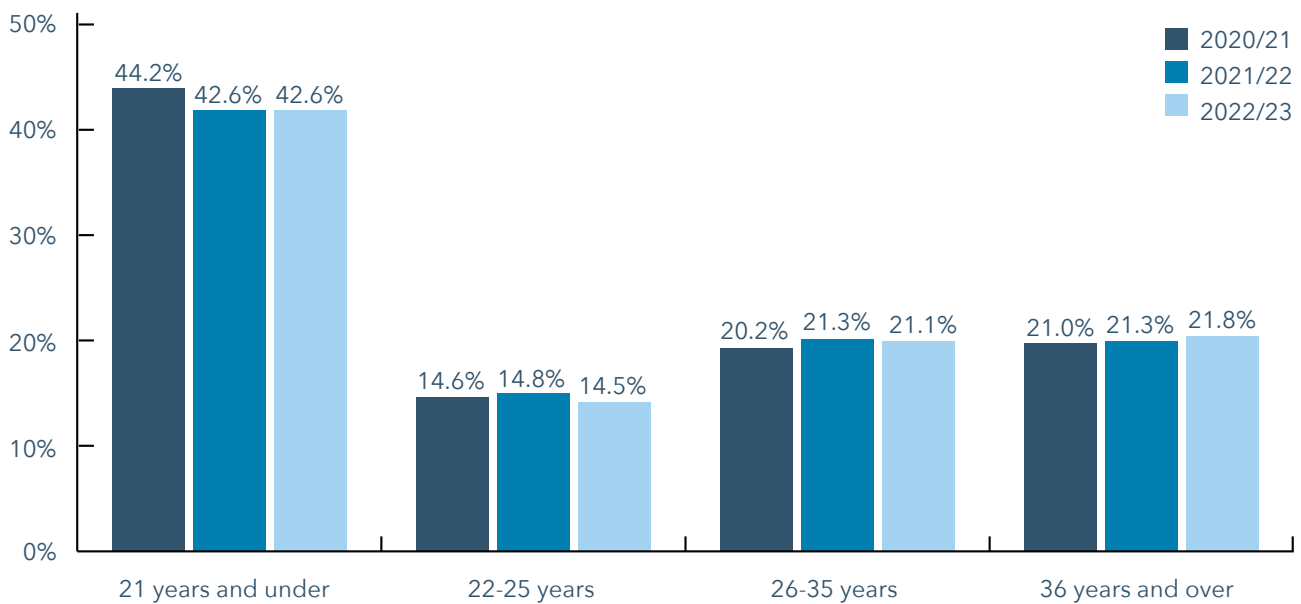
The following data on student demographics is based on data from Banner, gathered internally at student enrolment. These include all levels of study and learners from Preston, Burnley and Westlakes campuses for UK domicile students only (students who are residents of UK), as not all diversity information is currently collected for non-UK Students.

## Profile of Students by age

The following chart and table provide the age profile of UK domicile students.

The majority of our UK domicile students are 21 years and under (42.6% in 2022/23). This proportion has decreased over the last three years, as the proportion of UK domicile students in the older age categories (26-35 years and 36 years and over) has increased.

**Chart 1: Age Profile of Students (2020/21-2022/23): UK domicile only**



**Table 1: Age Profile of Students (2020/21-2022/23): UK domicile only**

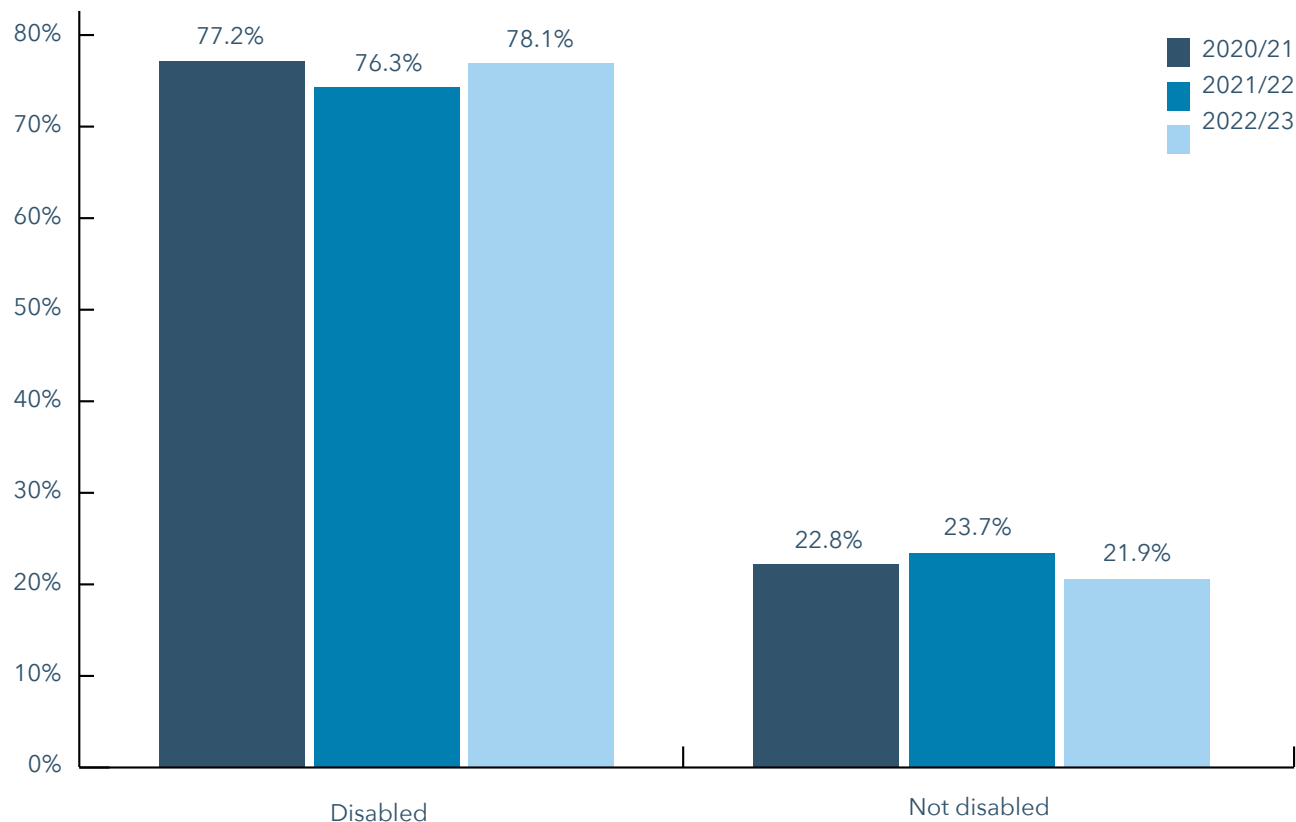
Age on entry	2020/21	2021/22	2022/23
21 years and under	44.2%	42.6%	42.6%
22-25 years	14.6%	14.8%	14.5%
26-35 years	20.2%	21.3%	21.1%
36 years and over	21.0%	21.3%	21.8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Students by Disability

The following chart and table provide the disability profile of UK domicile students.

The proportion of UK domicile students sharing that they have a disability has reduced this year (from 23.7% in 2021/22 to 21.9% in 2022/23).

**Chart 2: Disability Profile of Students (2020/21-2022/23): UK domicile only**



**Table 2: Disability Profile of Students (2020/21-2022/23): UK domicile only**

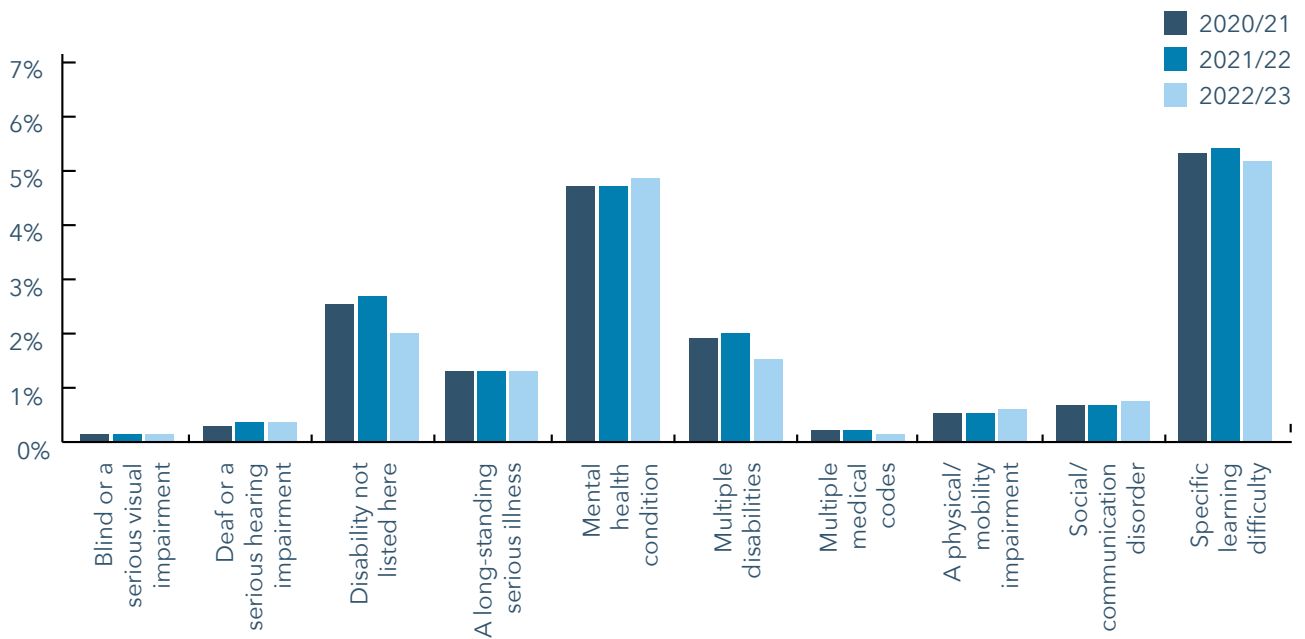
Disability	2020/21	2021/22	2022/23
Not disabled	77.2%	76.3%	78.1%
Disabled	22.8%	23.7%	21.9%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Disability Profile of Students: by type of disability

The following chart and table provide detailed information about the types of disabilities our UK domicile students have shared.

Learning and mental health related disabilities continue to be the main disabilities shared by UK domicile students (6.7% for specific learning disability and 6.3% for mental health conditions). There has been a slight reduction in the proportion of UK domicile students sharing they have multiple disabilities.

**Chart 3: Disability Profile of UK domicile students: by type of disability (excluding no known disability) (2020/21-2022/23)**



**Chart 3: Disability Profile of UK domicile students: by type of disability (excluding no known disability) (2020/21-2022/23)**

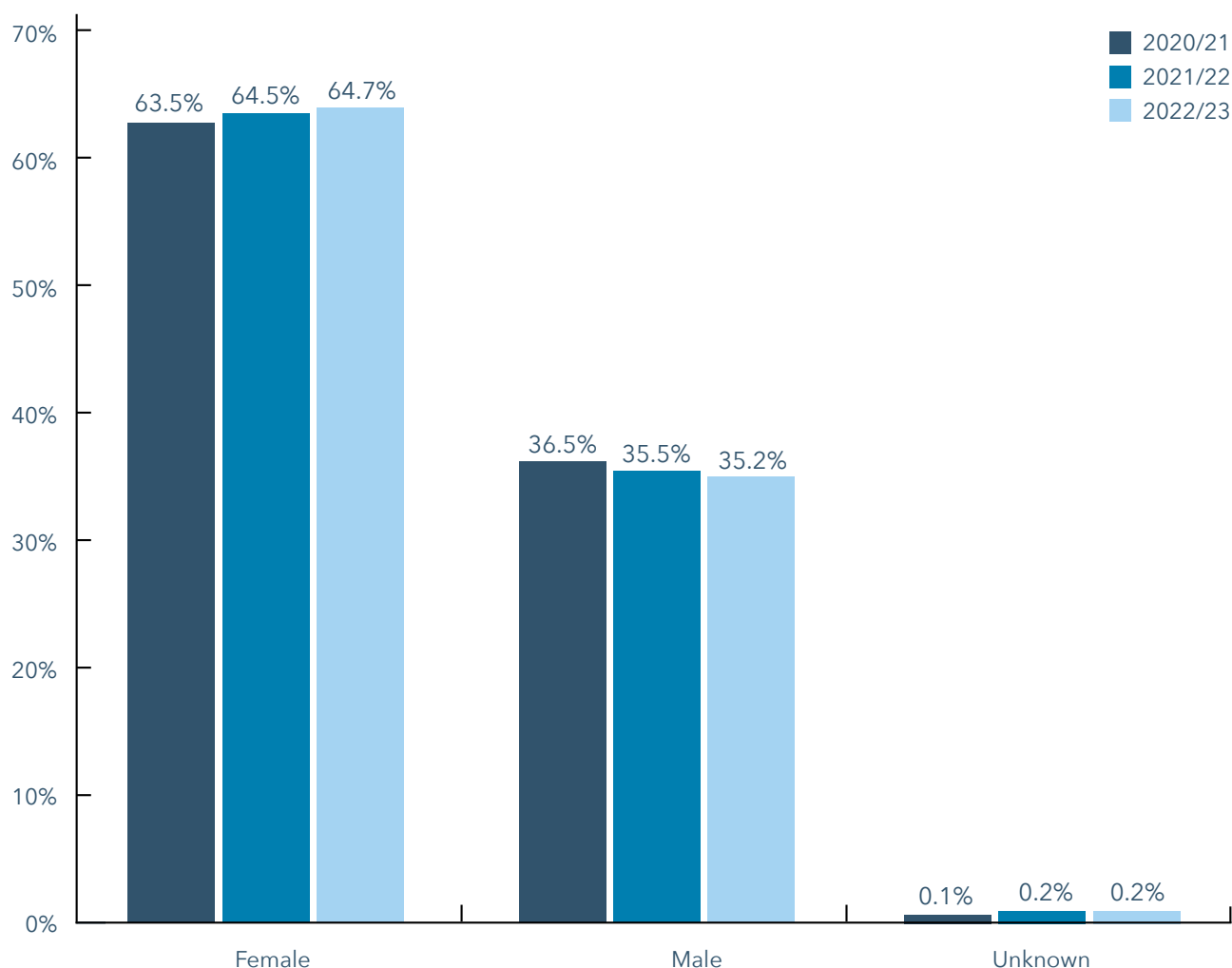
Type of disability	2020/21	2021/22	2022/23
Blind/Serious Sight Impairment	0.2%	0.2%	0.2%
Deaf/Serious Hearing Disorder	0.4%	0.5%	0.4%
Disability Not Listed Here	3%	3.5%	3%
Long-Standing Serious Illness	1.5%	2%	2%
Mental Health Condition	6%	6%	6%
Multiple Disabilities	2%	3%	2%
Multiple Medical Codes	0.3%	0.3%	0.2%
Physical/Mobility Impairment	1%	1%	1%
Social/Communication Disorder	1%	1%	1%
Specific Learning Difficulty	7%	7%	7%
No known Disability	77%	76%	78%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Students by Sex

The following chart and table provide the sex profile of UK domicile students.

Female students continue to make up over two-thirds of UK domicile students. The proportion of male UK domicile students has decreased slightly over the last three years (from 36.5% in 2020/21 to 35.2% in 2022/23).

**Chart 4: Sex Profile of Students (2020/21-2022/23): UK domicile only**



**Table 4: Sex Profile of Students (2020/21-2022/23): UK domicile only**

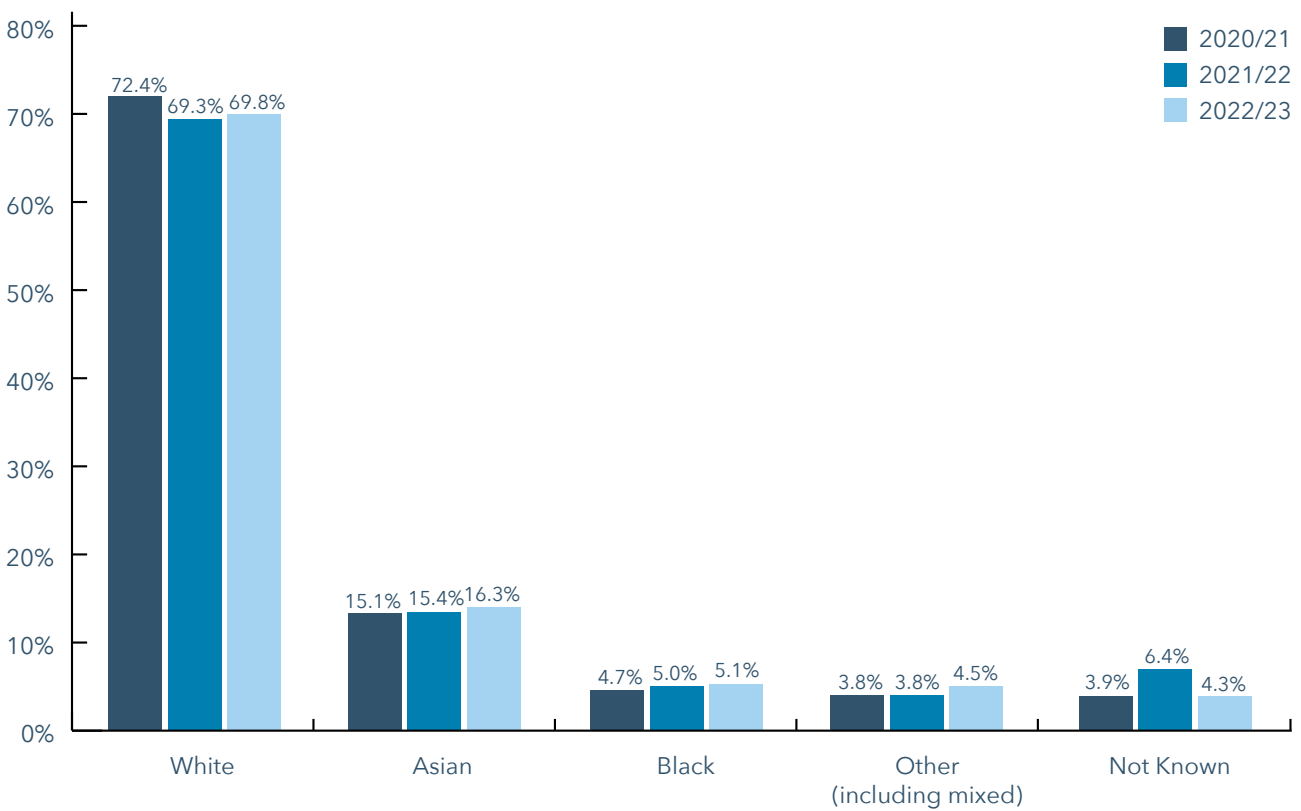
Sex	2020/21	2021/22	2022/23
Female	63.5%	64.4%	64.7%
Male	36.5%	35.5%	35.2%
Not Known	0.1%	0.2%	0.2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Students by Ethnicity

The following chart and table provide the ethnicity profile of UK domicile students.

There has been an increase in the proportion of minoritised ethnic UK domicile students across all ethnicity groups, in particular the proportion of Asian UK domicile students (16.3% in 2022/23 from 15.1% in 2020/21). The proportion of UK domicile students not providing this information has increased overall during the three years. However, there was an improvement from last year with the proportion not sharing their ethnicity reducing from 6.4% in 2021/22 to 4.3% in 2022/23.

**Chart 5: Ethnicity Profile of Students (2020/21-2022/23): UK domicile only**



**Table 5: Ethnicity Profile of Students (2020/21-2022/23): UK domicile only**

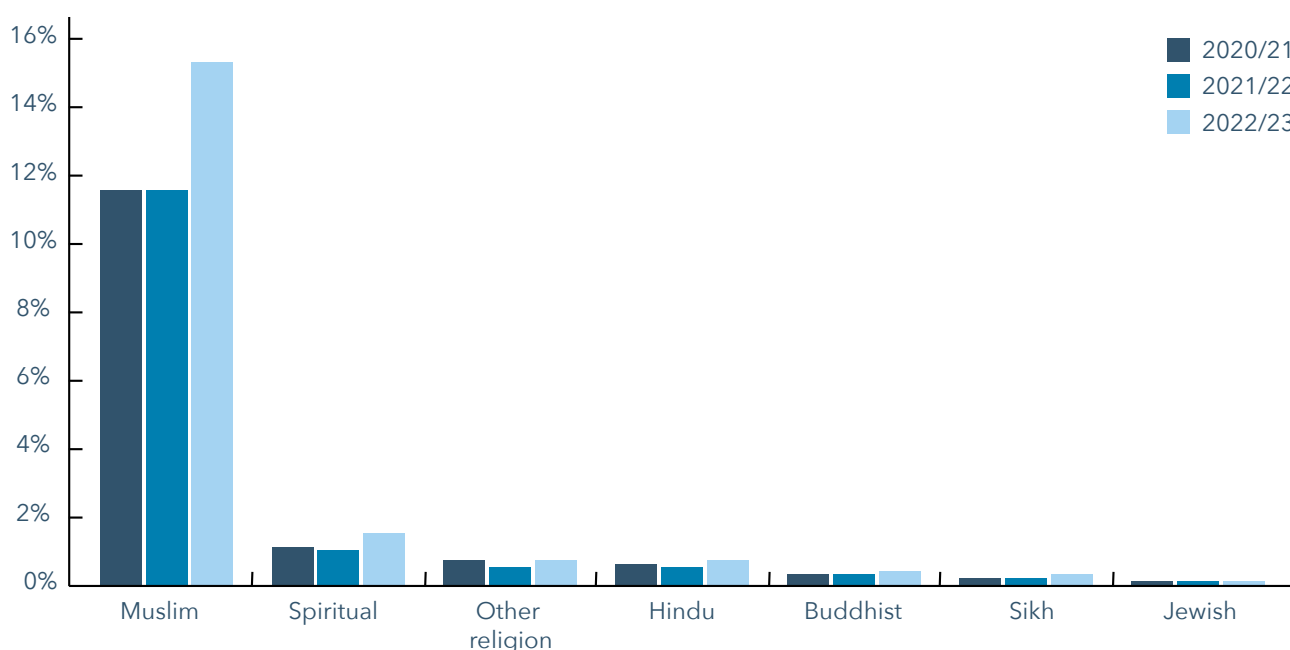
Religion	2020/21	2021/22	2022/23
White	72.4%	69.3%	69.8%
Asian	15.1%	15.4%	16.3%
Black	4.7%	5.0%	5.1%
Other	3.8%	3.8%	4.5%
Not known	3.9%	6.4%	4.3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Students by religion

The following chart and table provide the religion profile of UK domicile students.

There has been a substantial increase in the proportion of UK domicile students providing their religion information, with the proportion of not knowns or information refused reducing from 26.3% in 2020/21 to 10.4% in 2022/23. During this time there has been an increase in the proportion of Muslim students (from 11.4% in 2020/21 to 15.1% in 2022/23). There have also been slight increases in the proportion of UK domicile students who are spiritual, Hindu, Buddhist, and Sikh over the three-year period.

**Chart 6: Religion Profile of UK domicile students (2020/21-2022/23): under-represented religions only**



**Table 6: Religion Profile of Students (2020/21-2022/23): UK domicile only**

Religion	2020/21	2021/22	2022/23
No Religion	33.4%	30.7%	40.8%
Christian (CoE, Catholic etc)	25.9%	21.8%	30.0%
Muslim	11.4%	11.4%	15.1%
Spiritual	1.1%	1.0%	1.5%
Other religion	0.7%	0.5%	0.7%
Hindu	0.6%	0.5%	0.7%
Buddhist	0.3%	0.3%	0.4%
Sikh	0.2%	0.2%	0.3%
Jewish	0.1%	0.1%	0.1%
Not known/information refused	26.3%	33.4%	10.4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

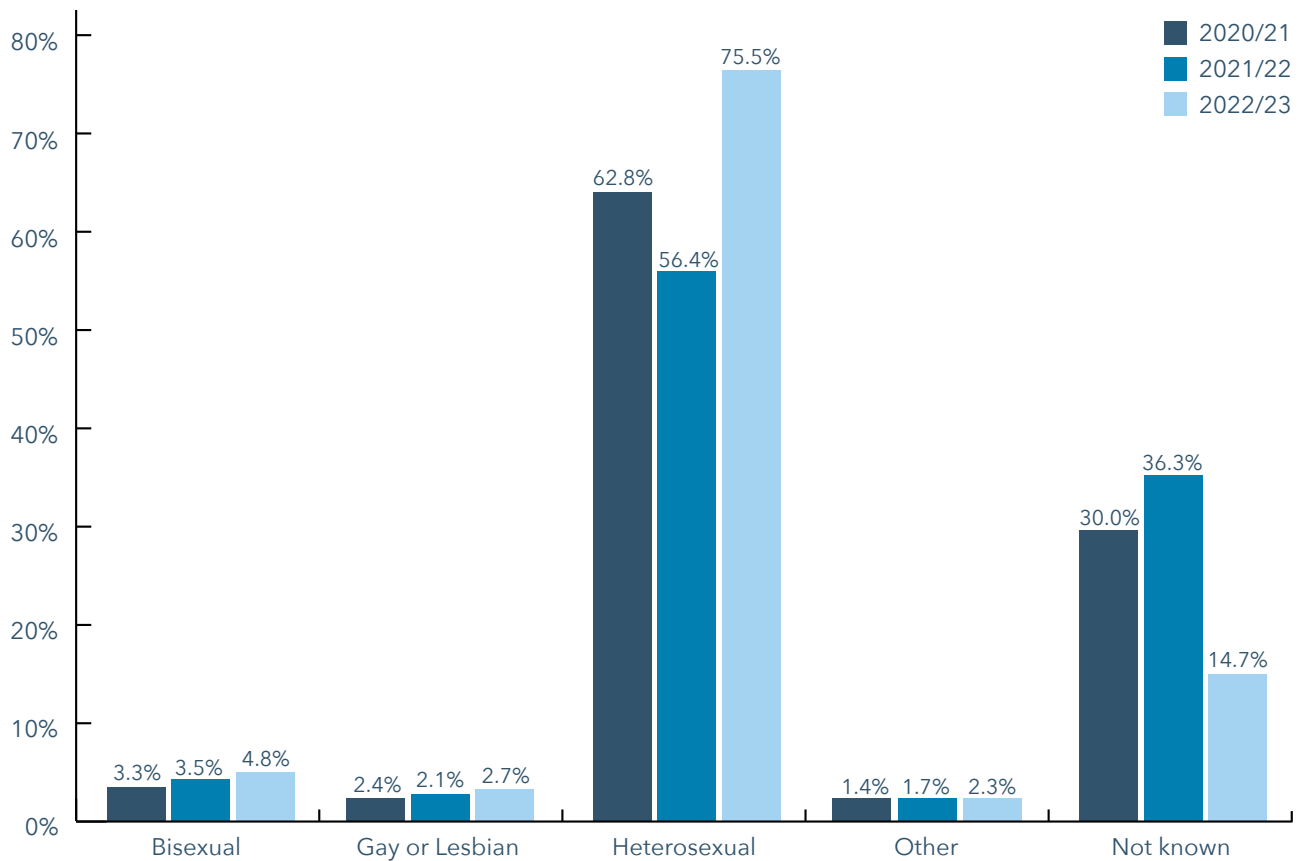


## Profile of Students by sexual orientation

The following chart and table provide the profile of UK domicile students by sexual orientation.

There has been a substantial increase in the proportion of UK domicile students providing their sexual orientation information, with the proportion of not knowns or information refused reducing from 30% in 2020/21 to 14.7% in 2022/23. During this time there have been increases in the proportion of UK domicile students across all sexual orientation categories, with the largest increase for heterosexual students (from 62.8% in 2020/21 to 75.5% in 2022/23).

**Chart 7: Sexual Orientation Profile of Students (2020/21-2022/23): UK domicile only**



**Table 7: Sexual Orientation Profile of Students (2020/21-2022/23): UK domicile only**

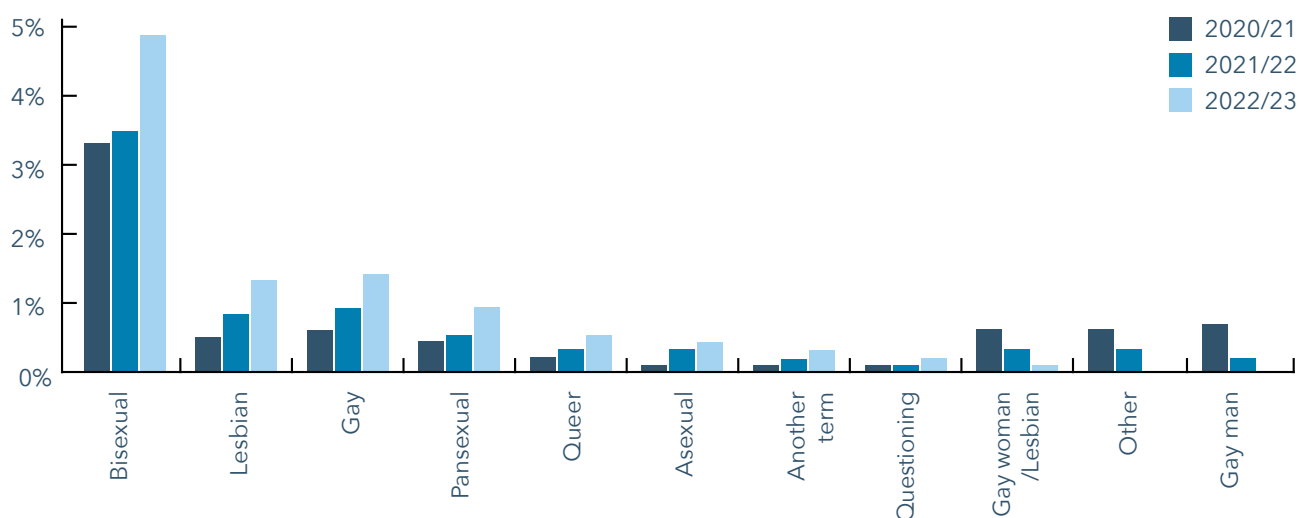
Sexual Orientation	2020/21	2021/22	2022/23
Bisexual	3.3%	3.5%	4.8%
Gay or lesbian	2.4%	2.1%	2.7%
Heterosexual	62.8%	56.4%	75.5%
Other sexual orientation	1.4%	1.7%	2.3%
Not known/information refused	30.0%	36.3%	14.7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Students by sexual orientation (detailed)

The following chart and table provide more detailed information about the profile of UK domicile students by sexual orientation.

There has been a substantial increase in the proportion of bisexual UK domicile students (from 3.3% in 2020/21 to 4.8% in 2022/23) and increases in more under-represented sexual orientation groups, including pansexual and asexual. There have been increases in the proportion of UK domicile students selecting lesbian and gay and corresponding reductions in the proportion of UK domicile students selecting gay woman/lesbian and gay man.

**Chart 8: Sexual Orientation Profile of UK domicile Students (2020/21-2022/23): detailed (under-represented sexual orientations only)**



**Table 8: Sexual Orientation Profile of UK domicile Students (2020/21-2022/23): detailed**

Sexual orientation	2020/21	2021/22	2022/23
Heterosexual	62.8%	56.4%	75.5%
Bisexual	3.3%	3.5%	4.8%
Lesbian	0.5%	0.8%	1.3%
Gay	0.6%	0.9%	1.4%
Pansexual	0.4%	0.5%	0.9%
Queer	0.2%	0.3%	0.5%
Asexual	0.1%	0.3%	0.4%
Another term	0.1%	0.2%	0.3%
Questioning	0.1%	0.1%	0.2%
Gay Woman/Lesbian	0.6%	0.3%	0.1%
Other	0.6%	0.3%	0.0%
Gay Man	0.7%	0.2%	0.0%
Not known/information refused	30.0%	36.3%	14.7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Transparency Information 2023: Attainment of 2021/22 qualifiers

The obligation to publish transparency information is a mandatory requirement in the Higher Education and Research Act 2017 (HERA) and one of the Office for Students (OfS) conditions of registration. The information provided by the OfS and published on our website shows qualifications received by students split by:

- Sex
- Ethnicity
- Socioeconomic background (using [English indices of deprivation 2019 \(EIMD\)](#))

The latest information available relates to attainment in 2021/22. A summary of the information published is provided in table 9. A detailed breakdown by degree classifications is available in the [Transparency Workbook](#), published on our [Widening Participation - UCLan](#) webpage. The workbook is subject to rounding and suppression (see online workbook for further details).

**Table 9: Percentage of classified first degrees at grade 2:1 or above by characteristic for 2021/22 qualifiers**

Characteristic	Characteristic split	Percentage
Ethnicity	Ethnic minorities	63%
Ethnicity	White	74%
EIMD 2019 quintile	1 and 2	64.5%
EIMD 2019 quintile	3 to 5	75.2%
Sex	Female	69.0%
Sex	Male	70.1%
Sex	Other	N

## Diversity of our Students: Summary

There have been improvements this year to the quality of the diversity information we hold about UK domicile students, with an increase in the proportion of students sharing their ethnicity information from last year and a substantial increase in the proportion of UK domicile students sharing their religion information and their sexual orientation information. Increasing the proportion of students sharing diversity information helps us to understand the experience of our diverse students and to identify potential barriers to representation, progression, and success, so that we can take action to address these.

There has been a reduction in the proportion of UK domicile students sharing they have a disability this year. Disabilities relating to learning and to mental health continue to be the main disabilities shared by UK domicile students. In 2023/24, work will be taking place to develop a whole institutional

approach to mental health as we develop a future submission for [University Mental Health Charter](#), and our Inclusive Support will be further strengthened through taking part in the [Disabled Student Commitment](#).

The diversity in the sex of UK domicile students has decreased, with an increase in female students increasing the existing majority.

In contrast, the age diversity of UK domicile students has improved with greater proportion of UK domicile students from older age categories. The ethnic diversity, religious diversity and diversity of sexual orientations of UK domicile students has also increased over the last three years, with increases across all ethnicity groups, most religious groups and all sexual orientation categories.

# Diversity of our Colleagues (2020/21-2022/23)

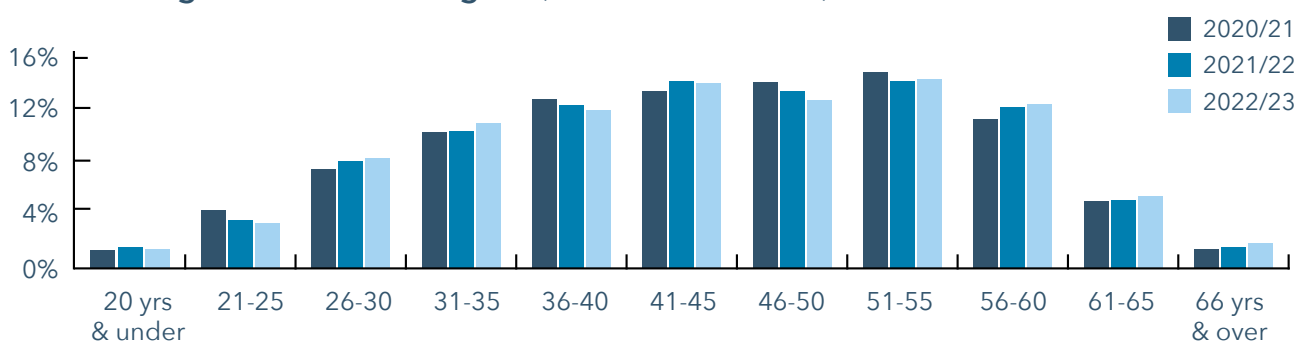
The following data on colleague demographics is based on the staff return for the Higher Education Statistics Agency (HESA). This includes all colleagues across Preston, Burnley and Westlakes campuses.

## Profile of Colleagues by age

The following chart and table provide the age profile of colleagues.

There has been a decrease in the proportion of colleagues in the younger age groups (20 years and under and 21-25 years) and an increase in the proportion of colleagues in the older age categories (56 years and older) over the last three years. There have also been decreases in the proportion of colleagues in the 36-40 and 46-50 years age categories.

**Chart 10: Age Profile of Colleagues (2020/21-2022/23)**



**Table 11: Age Profile of Colleagues (2020/21-2022/23)**

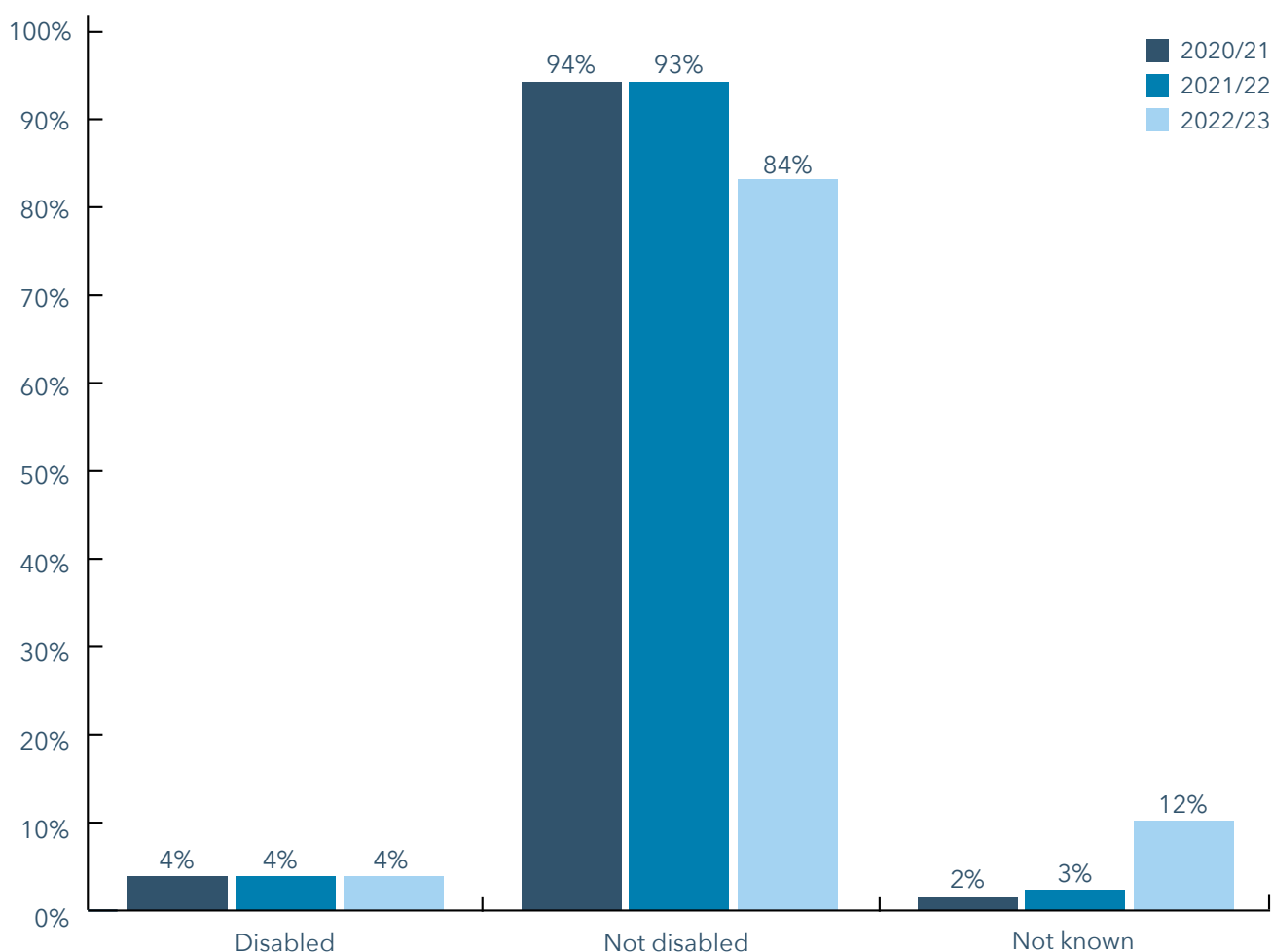
Age	2020/21	2021/22	2022/23
20 years and under	1.8%	1.7%	1.4%
21 to 25 years	4.6%	3.8%	3.6%
26 to 30 years	7.8%	8.4%	8.6%
31 to 35 years	10.6%	10.7%	11.3%
36 to 40 years	13.2%	12.7%	12.3%
41 to 45 years	13.8%	14.6%	14.4%
46 to 50 years	14.5%	13.8%	13.1%
51 to 55 years	15.3%	14.6%	14.7%
56 to 60 years	11.6%	12.6%	12.8%
61 to 65 years	5.3%	5.4%	5.7%
66 years and over	1.6%	1.7%	2.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Colleagues by Disability

The following chart and table provide the disability profile of colleagues.

The proportion of colleagues sharing that they have a disability has remained constant over the last three years (4%). However, the proportion of colleagues who have not completed the disability question in our People system or who have responded with 'prefer not to say' has increased substantially from 2% in 2020/21 to 12% in 2022/23.

**Chart 11: Disability Profile of Colleagues (2020/21-2022/23)**



**Table 12: Disability Profile of Colleagues (2020/21-2022/23)**

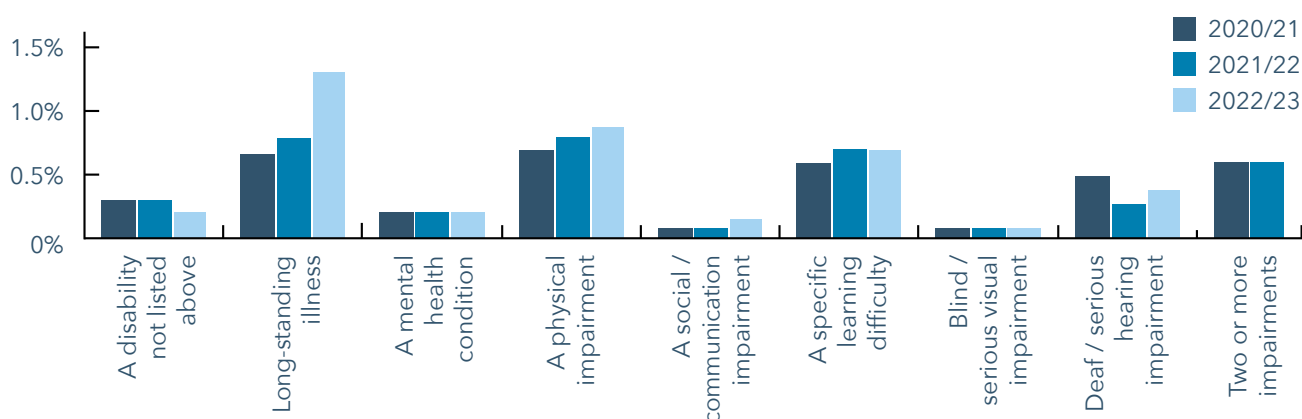
Disability	2020/21	2021/22	2022/23
Disabled	4%	4%	4%
Not disabled	94%	93%	84%
Not known/information refused	2%	3%	12%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Disability Profile of Colleagues: by type of disability

The following chart and table provide detailed information about the types of disabilities our colleagues have, where this information is provided.

The proportion of colleagues sharing that they have a long-standing illness or health condition, such as cancer, HIV, diabetes, chronic heart disease, or epilepsy has almost doubled (1.3% in 2022/23 from 0.7% in 2020/21). There have been increases in the proportion of colleagues sharing that they have a physical or mobility related condition (0.9% in 2022/23 from 0.7% in 2020/21). There have also been increases in the proportion of colleagues sharing that they are neurodivergent, with twice the proportion selecting social or communication (0.2% in 2022/23 from 0.1% in 2020/21) and an increase in the proportion selecting a learning or cognitive (0.7% in 2022/23 from 0.6% in 2020/21).

**Chart 12: Disability Profile of Colleagues: by type of disability (2020/21-2022/23) (excluding no known disability or information not provided)**



**Table 13: Disability Profile of Colleagues: by type of disability (2020/21-2022/23)**

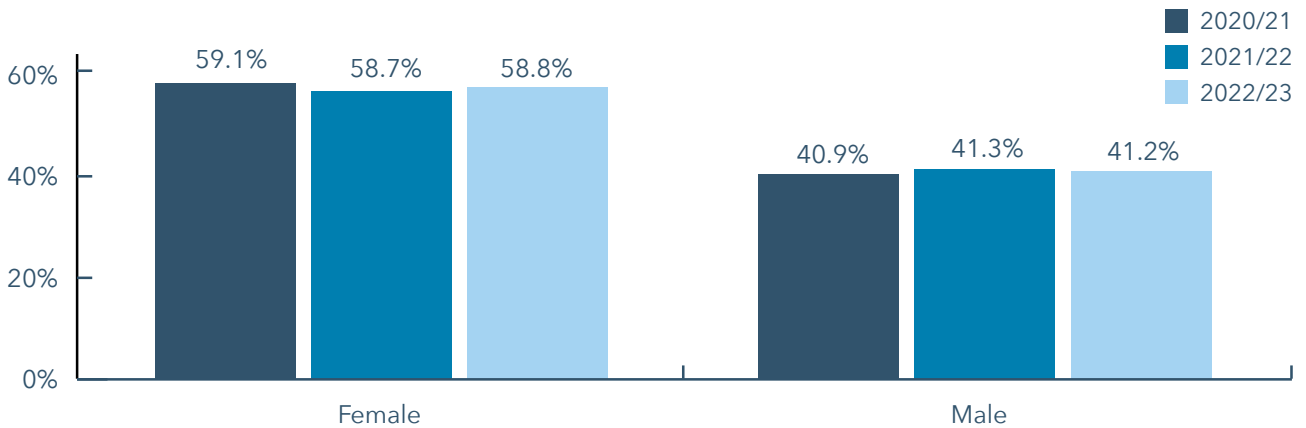
Disability	2020/21	2021/22	2022/23
Not known/information refused	6.4%	6.2%	11.9%
No known disability	89.8%	90.0%	84.1%
A disability, impairment or medical condition that is not listed above	0.3%	0.3%	0.2%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	0.7%	0.8%	1.3%
A mental health condition, such as depression, schizophrenia or anxiety disorder	0.2%	0.2%	0.2%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.7%	0.8%	0.9%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.1%	0.1%	0.2%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	0.6%	0.7%	0.7%
Blind or a serious visual impairment uncorrected by glasses	0.1%	0.1%	0.1%
Deaf or serious hearing impairment	0.5%	0.3%	0.4%
Two or more impairments and/or disabling medical conditions	0.6%	0.6%	0.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Colleagues by Sex

The following chart and table provide the sex profile of colleagues.

The profile of colleagues by sex has remained relatively static over the last three years, with female colleagues making up the majority of our workforce (58.8% in 2022/23).

**Chart 13: Sex Profile of Colleagues (2020/21-2022/23): All colleagues**



**Table 14: Sex Profile of Colleagues (2020/21-2022/23): All colleagues**

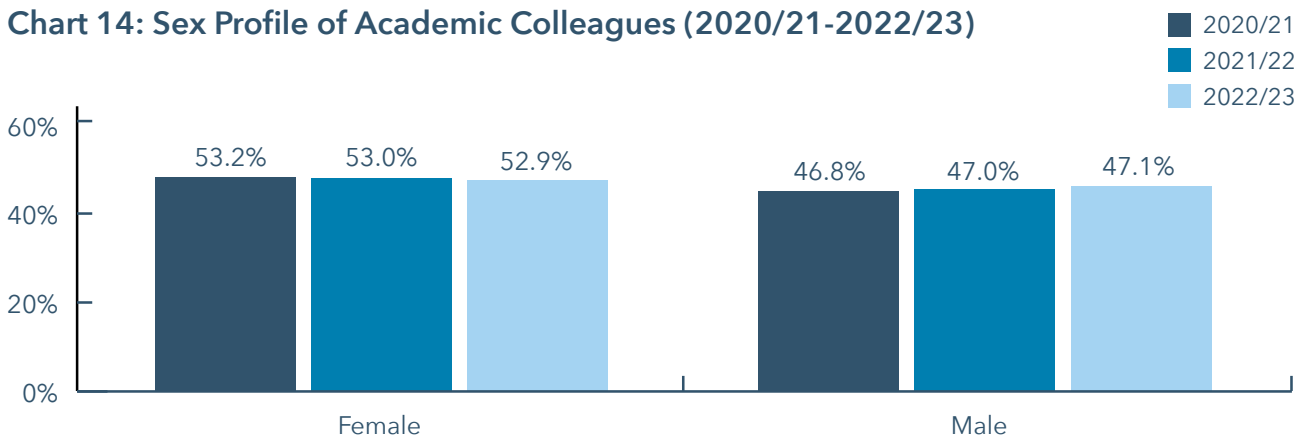
Sex	2020/21	2021/22	2022/23
Male	40.9%	41.3%	41.2%
Female	59.1%	58.7%	58.8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Academic Colleagues by Sex

The following chart and table provide the sex profile of academic colleagues.

The profile of academic colleagues by sex has remained relatively static over the last three years, with female academic colleagues making up the majority of our academic workforce (52.9% in 2022/23).

**Chart 14: Sex Profile of Academic Colleagues (2020/21-2022/23)**





**Table 15: Sex Profile of Academic Colleagues (2020/21-2022/23)**

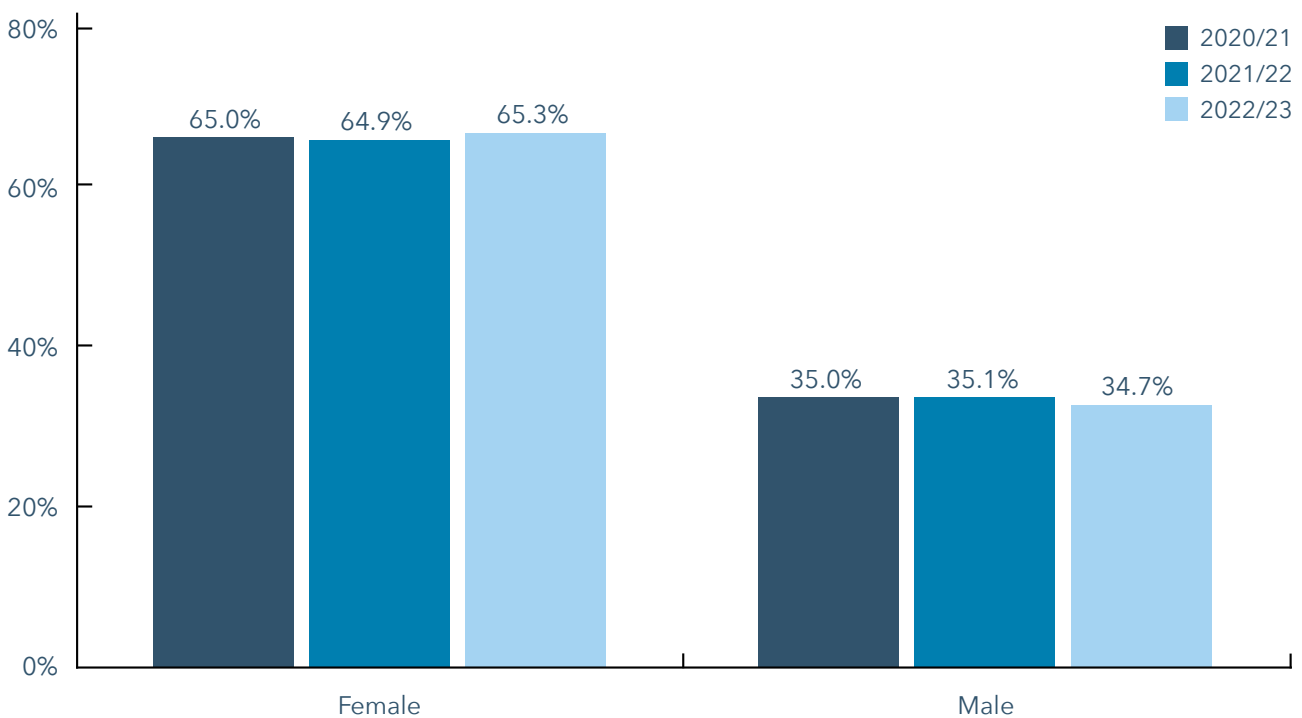
Sex	2020/21	2021/22	2022/23
Male	46.8%	47.0%	47.1%
Female	53.2%	53.0%	52.9%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Professional Services Colleagues by Sex

The following chart and table provide the sex profile of professional services colleagues.

The profile of professional services colleagues by sex has remained relatively static over the last three years, with female professional services colleagues making up almost two thirds of our professional services workforce (65.3% in 2022/23).

**Chart 15: Sex Profile of Professional Services Colleagues (2020/21-2022/23)**



**Table 16: Sex Profile of Professional Services Colleagues (2020/21-2022/23)**

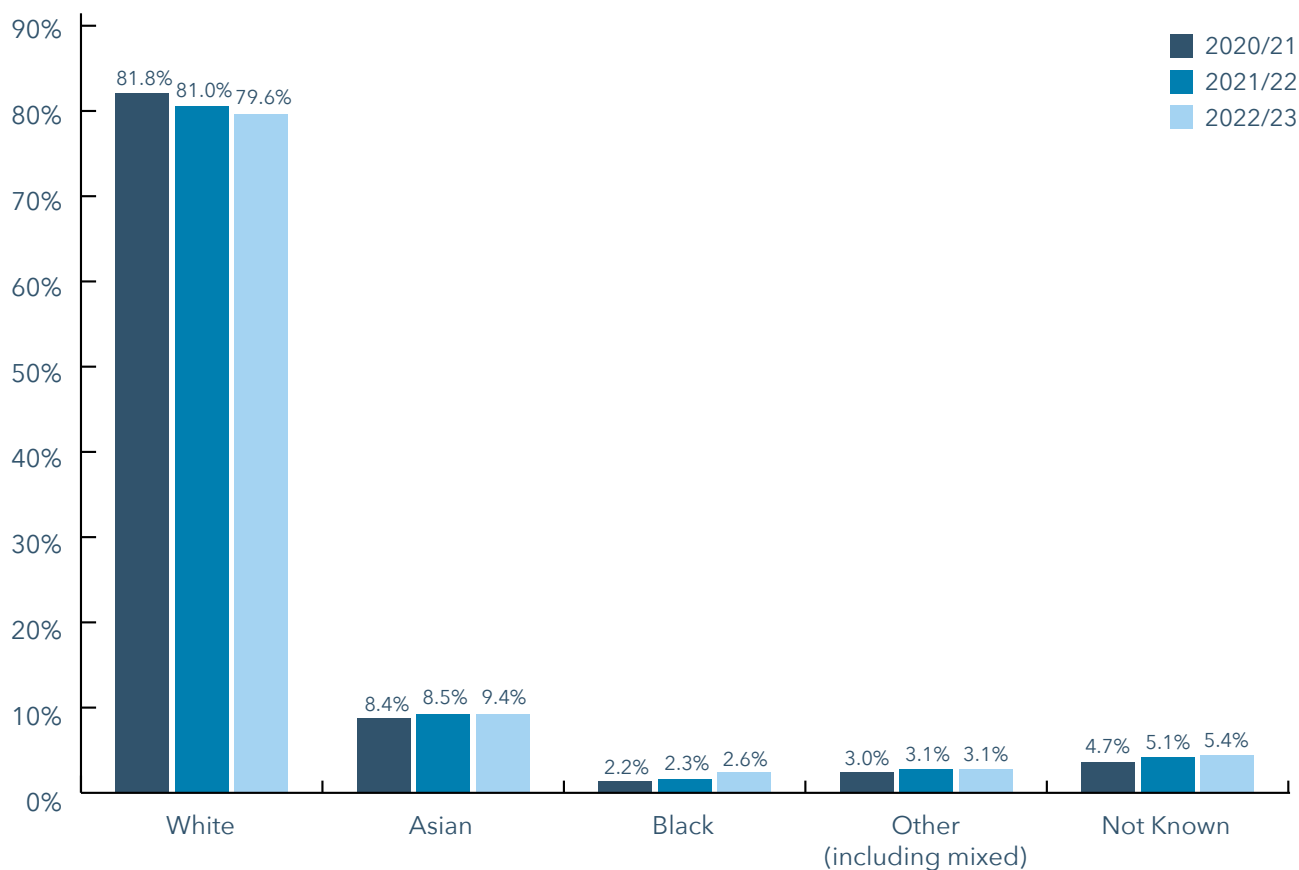
Sex	2020/21	2021/22	2022/23
Male	35.0%	35.1%	34.7%
Female	65.0%	64.9%	65.3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Colleagues by Ethnicity

The following chart and table provide the ethnicity profile of colleagues.

There has been a slight increase in the proportion of Asian colleagues (9.4% in 2022/23 from 8.4% in 2020/21) and in the proportion of Black colleagues (2.6% in 2022/23 from 2.2% in 2020/21). However, the proportion of colleagues who have not completed the ethnicity question in our People system or who have responded with 'prefer not to say' has also increased to 5.4% in 2022/23 from 4.7% in 2020/21.

**Chart 16: Ethnicity Profile of Colleagues (2020/21-2022/23): All Colleagues**



**Table 17: Ethnicity Profile of Colleagues (2020/21-2022/23): All Colleagues**

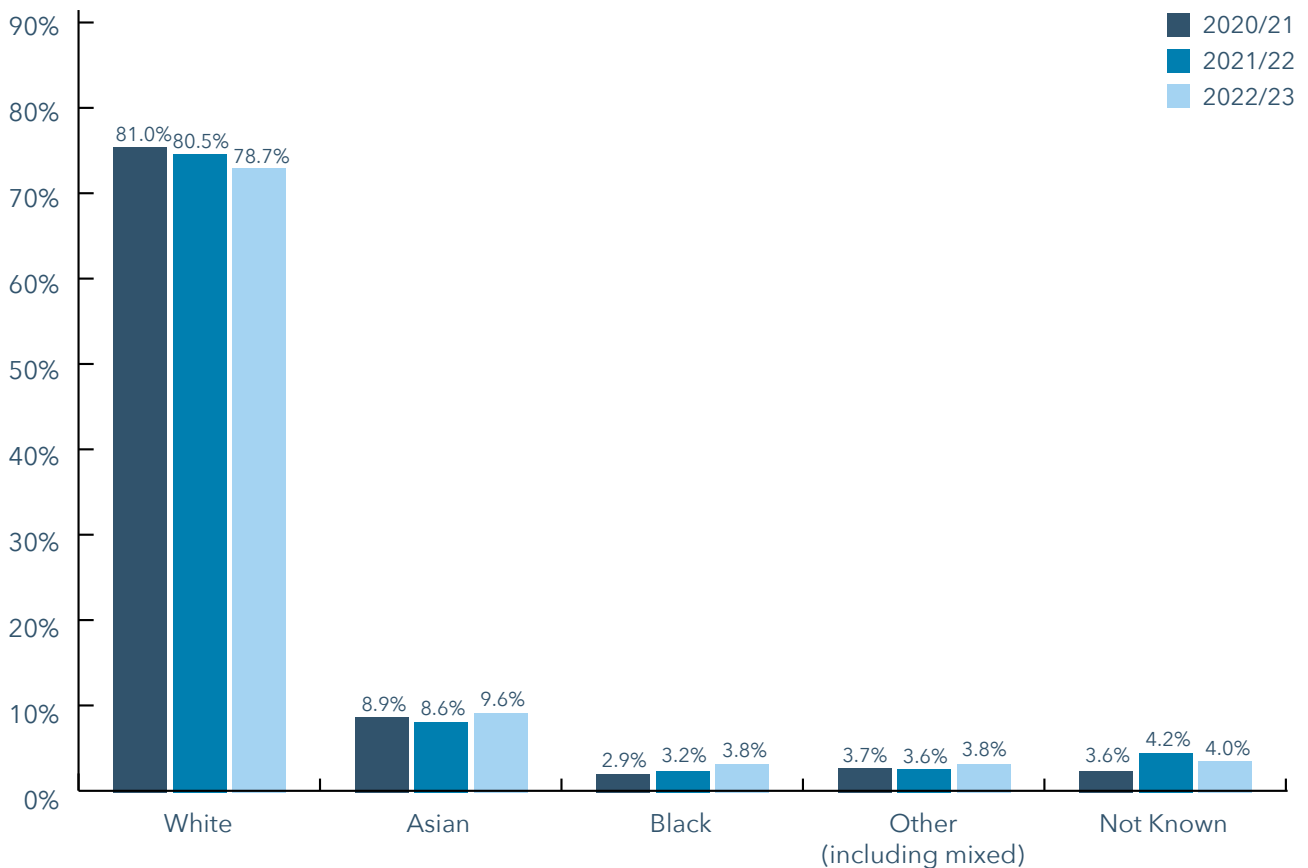
Ethnicity	2020/21	2021/22	2022/23
White	81.8%	81.0%	79.6%
Asian	8.4%	8.5%	9.4%
Black	2.2%	2.3%	2.6%
Other	3.0%	3.1%	3.1%
Not known	4.7%	5.1%	5.4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Academic Colleagues by Ethnicity

The following chart and table provide the ethnicity profile of academic colleagues.

There have been increases in the proportion of minoritised ethnic academic colleagues, most notably Black academic colleagues which has increased from 2.9% in 2020/21 to 3.8% in 2022/23. A higher proportion of academic colleagues have shared their ethnicity information compared to all colleagues, with only 4% not completing the ethnicity question or preferring not to say, compared to 5.4% of all colleagues.

**Chart 17: Ethnicity Profile of Academic Colleagues (2020/21-2022/23)**



**Table 18: Ethnicity Profile of Academic Colleagues (2020/21-2022/23)**

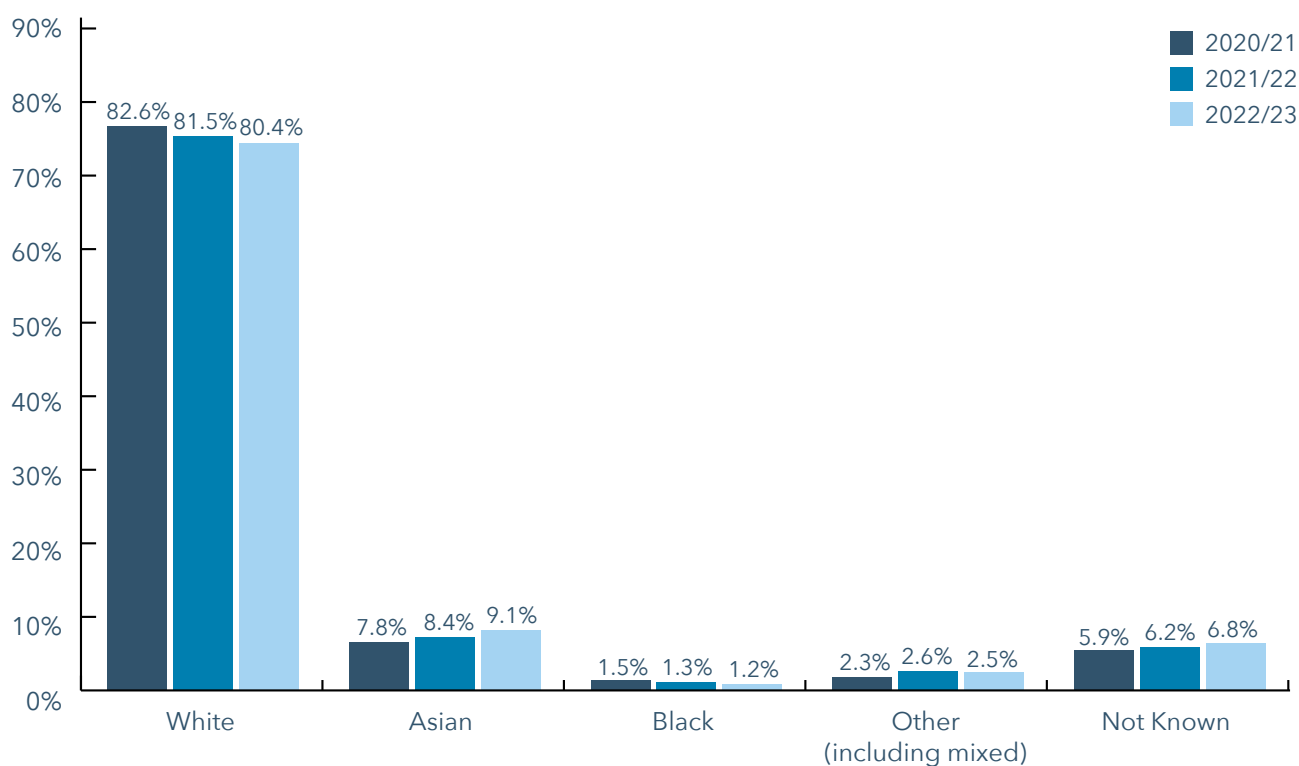
Ethnicity	2020/21	2021/22	2022/23
White	81.0%	80.5%	78.7%
Asian	8.9%	8.6%	9.6%
Black	2.9%	3.2%	3.8%
Other	3.7%	3.6%	3.8%
Not known	3.6%	4.2%	4.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Profile of Professional Services Colleagues by Ethnicity

The following chart and table provide the ethnicity profile of professional services colleagues.

A higher proportion of professional services colleagues have not completed their ethnicity information or have responded with 'prefer not to say' than for all colleagues (6.8% compared to 5.4%). The proportion not providing this ethnicity information has also increased for professional services colleagues over the three years (5.9% in 2020/21 to 6.8% in 2022/23). There have been increases in the proportion of Asian colleagues in professional services (from 7.8% in 2020/21 to 9.1% in 2022/23). The proportion of Black professional services colleagues has decreased (from 1.5% in 2020/21 to 1.2% in 2022/23).

**Chart 18: Ethnicity Profile of Professional Services Colleagues (2020/21-2022/23)**



**Table 19: Ethnicity Profile of Professional Services Colleagues (2020/21-2022/23)**

Ethnicity	2020/21	2021/22	2022/23
White	82.6%	81.5%	80.4%
Asian	7.8%	8.4%	9.1%
Black	1.5%	1.3%	1.2%
Other	2.3%	2.6%	2.5%
Not known	5.9%	6.2%	6.8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

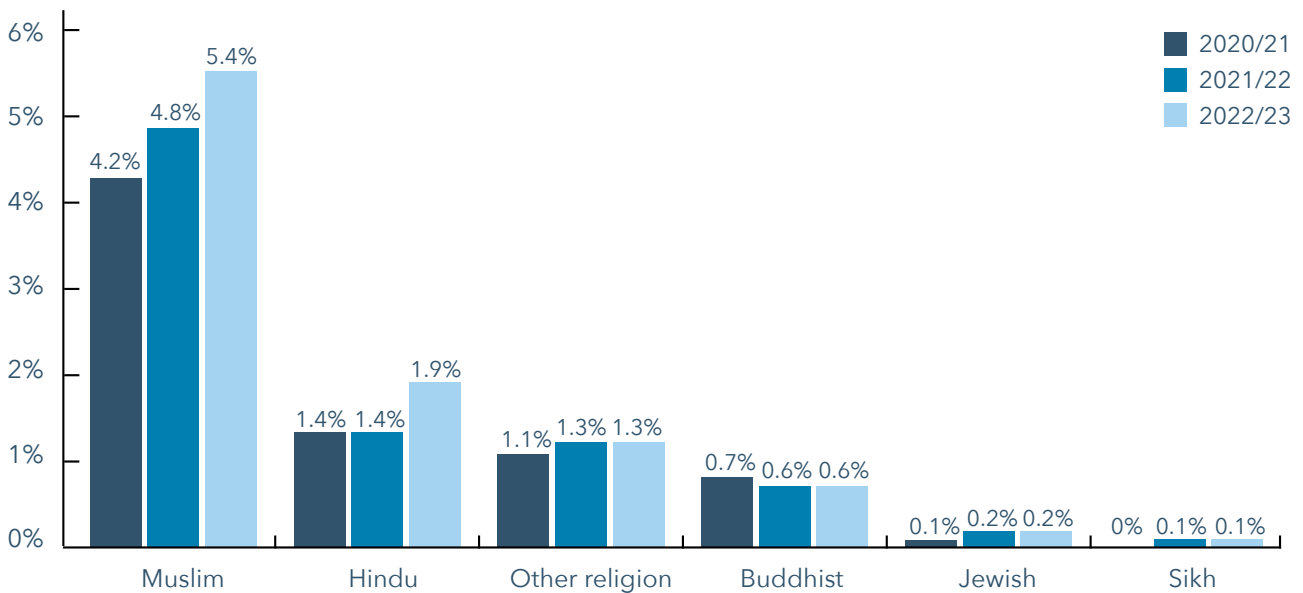
## Profile of Colleagues by religion

The following chart and table provide the religion profile of colleagues.

There has been a substantial increase in the proportion of colleagues providing their religion information, with those not completing the religion question or preferring not to say reducing from 29.5% in 2020/21 to 23.3% in 2022/23. During this time, there have been increases in the proportion of Christian colleagues (from 36.5% in 2020/21 to 38% in 2022/23) and colleagues with no religion (from 26.5% in 2020/21 to 29.1% in 2022/23).

There have been increases across all the under-represented religions, except Buddhist colleagues. The main increase was the proportion of Muslim colleagues (increased from 4.2% in 2020/21 to 5.4% in 2022/23).

**Chart 19: Religion Profile of Colleagues (2020/21-2022/23): under-represented religions only**



**Table 20: Religion Profile of Colleagues (2020/21-2022/23)**

Religion	2020/21	2021/22	2022/23
Christian	36.5%	37.9%	38.0%
Muslim	4.2%	4.8%	5.4%
Hindu	1.4%	1.4%	1.9%
Any other religion or belief	1.1%	1.3%	1.3%
Buddhist	0.7%	0.6%	0.6%
Jewish	0.1%	0.2%	0.2%
Sikh	0.0%	0.1%	0.1%
No religion	26.5%	27.6%	29.1%
Not known/information refused	36.5%	26.1%	23.3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

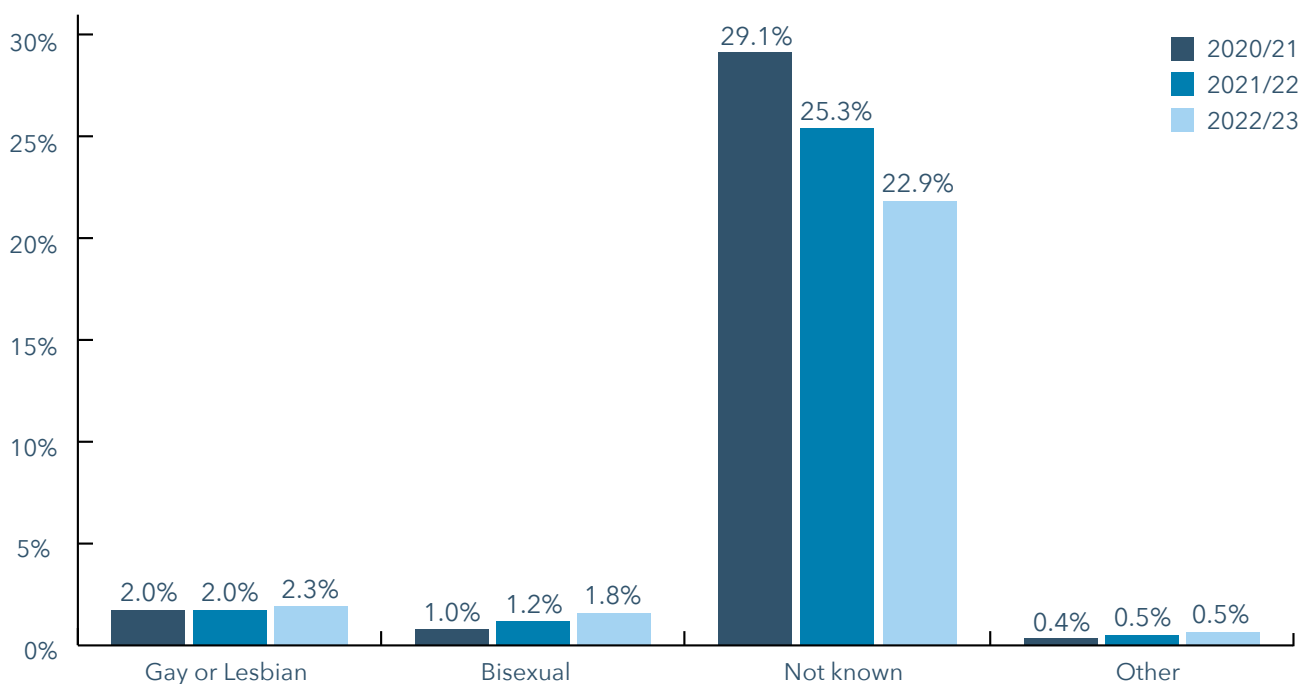
## Profile of Colleagues by sexual orientation

The following chart and table provide the profile of colleagues by sexual orientation.

There has been a substantial increase in the proportion of colleagues providing their sexual orientation information, with those not completing the sexual orientation question or preferring not to say reducing from 29.1% in 2020/21 to 22.9% in 2022/23. During this time, there have been increases in the proportion of colleagues sharing that they are heterosexual (from 67.6% in 2020/21 to 72.5% in 2022/23).

There has been an increase in the proportion of colleagues sharing that they are bisexual (from 1% in 2020/21 to 1.8% in 2022/23) and slight increases in the proportion of colleagues sharing that they are gay, lesbian or a different sexual orientation.

**Chart 20: Sexual Orientation Profile of Colleagues (2020/21-2022/23): excluding heterosexual colleagues**



**Table 21: Sexual Orientation Profile of Colleagues (2020/21-2022/23)**

Sexual Orientation	2020/21	2021/22	2022/23
Heterosexual	67.6%	71.0%	72.5%
Gay/Lesbian	2.0%	2.0%	2.3%
Bisexual	1.0%	1.2%	1.8%
Not known/information refused	29.1%	25.3%	22.9%
Other	0.4%	0.5%	0.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Diversity of our Colleagues: Summary

There have been improvements to the quality of the diversity information we hold about colleagues, with more colleagues providing this information in our People system. This helps us to understand the experience of our diverse colleagues and to identify potential barriers to representation and progression, so that we can take action to address these. There is still a high proportion of colleagues not providing their sexual orientation or their religion. However, this has improved over the last three years. We will continue to work with our LGBT+ Staff Network to develop an LGBT+ inclusive approach, as Stonewall Diversity Champions. In relation to religion, we will be developing guidance on religion and belief in 2022/23.

A key area of concern is the increase in the proportion of colleagues not responding to the disability question or preferring not to share this information and we need to understand the reasons for this. The launch of the Neurodivergent Staff Group will help to us to understand neurodivergent colleagues' experiences and increase understanding of how to make our university more disability inclusive. We are planning to develop an adjustments record and improve our reasonable adjustments process and guidance in 2023/24, as part of our commitment to

being a Disability Confident Scheme Employer. We will work with our Staff Disability Network and Neurodivergent Staff Group on this.

There has been a slight increase in the proportion of minoritised ethnic colleagues over the last three years. However, there is more for us to do to increase the ethnic diversity of our workforce. In 2023/24 we will be focusing on race equality as we develop a whole institutional approach on race equality (see 'EDI priorities for 2023/24' section).

Female colleagues continue to make up the majority in both our academic and professional services and the proportions have remained relatively static for three years.

Our workforce is ageing with a reduction in the proportion of younger colleagues and an increase in the proportion of older colleagues, which we will need to consider as part of our People Value Proposition work, along with wider EDI considerations.

As we develop our approach on EDI, we will look at developing a better understanding of intersectionality and the different experiences of colleagues with more than one diversity characteristic, eg Black female colleagues.

# Pay Gap Reports

This section provides information about our gender pay gap and our ethnicity pay gap, using the census date of 31 March 2023.

As required by the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, we publish the following information:

- Mean gender pay gap: Difference between the average hourly rate of pay for men and the average hourly rate of pay for women
- Median<sup>4</sup> gender pay gap: Difference between the median hourly rate of pay for men and the median hourly rate of pay for women
- Mean bonus gap: Difference between the average bonus paid to men and the average bonus paid to women
- Median bonus gap: Difference between the median bonus paid to men and the median bonus paid to women
- Percentage of men and women in each hourly pay quarter
- Percentage of men and women receiving bonus pay

We also voluntarily publish our ethnicity pay gap (see 'Ethnicity Pay Gap Report 2023' section).

Pay gaps compare the average earnings for different groups within an organisation and relate to the distribution of different groups in the organisation and the roles they undertake. This is different from equal pay which measures whether different groups receive the same rate of pay for equal work, as set out in the Equality Act 2010.

We use job evaluation for our grade structure (grades A to J) and for all management contract roles to systematically measure the relative value of jobs and ensure equal pay for equal work. The salaries of Vice-Chancellor's Group are ratified by our Remuneration Committee, which considers a range of metrics and external data in determining pay levels.

Since COVID, there have been considerable market pressures in certain occupations, including IT and Finance, which impact starting salaries and increase the payment of additional supplements. Adjustments to procedures affecting pay decisions, eg at appointment stage, honoraria payments and academic progression criteria are continually monitored to ensure equal pay and transparency.

<sup>4</sup> The median hourly rate of pay or bonus paid is the middle man's or woman's hourly rates of pay or bonus when all men or women are listed from highest to lowest.



# Gender Pay Gap Report 2023

## Mean and median gender pay gaps

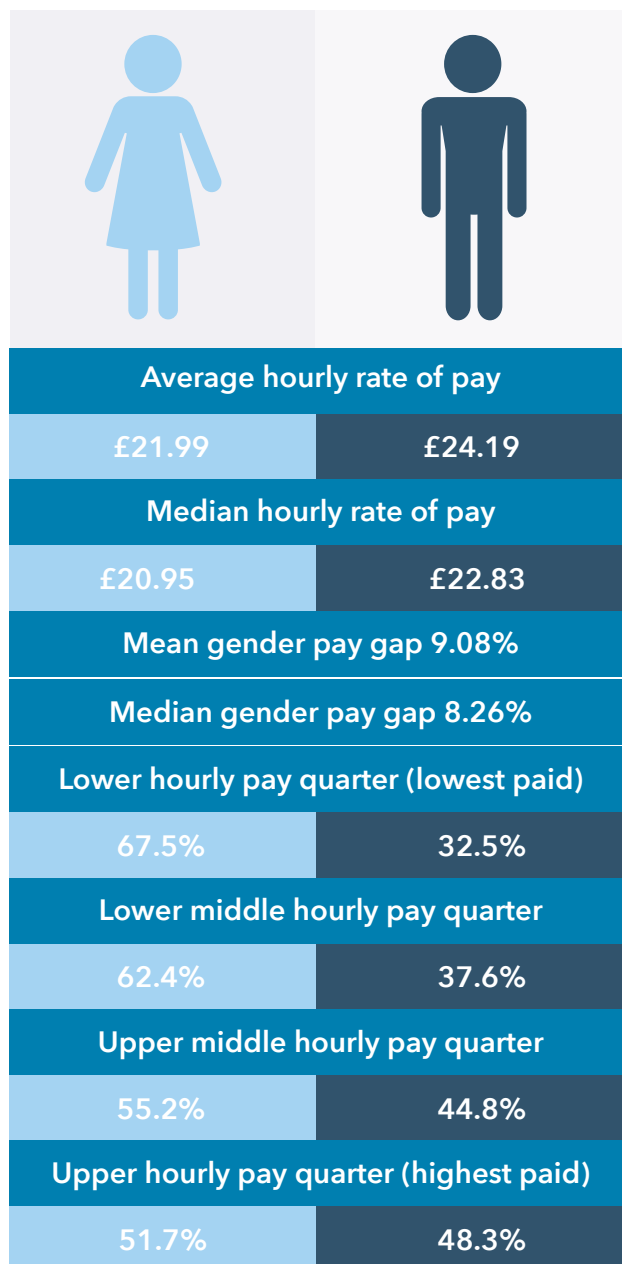
In 2022/23, the mean gender pay gap has reduced to 9.08% from 9.78% in 2021/22. The median gender pay gap has also reduced to 8.26% from 8.44% last year.

The mean and median gender pay gaps at the University of Central Lancashire are considerably smaller when compared to the latest available figures for the national median gender pay gap (14.9%<sup>5</sup>), the Public Sector pay gap (15.9%<sup>6</sup>) and the Higher Education Sector pay gap (15.4%<sup>7</sup>)

## Percentage of men and women in each hourly pay quarter

Women occupy over half of our highest paid jobs (51.7%, compared to 48.3% of men). This is an increase from last year's gender pay gap reporting (up from 50.8% in 2022) (see table 22).

Women are over-represented in the lower hourly pay quarter (67.5%) and lower middle hourly pay quarter (62.4%). The percentage of women in the lowest paid roles (lower hourly pay quarter) has increased from 66.4% in 2022 to 67.5% in 2023.



**Table 22: Percentage of women in each hourly pay quartile for 2023 and 2022**

	2022	2023	Direction of travel
Lower hourly pay quarter	66.4%	67.5%	↑
Lower middle hourly pay quarter	62.7%	62.4%	↓
Upper middle hourly pay quarter	56.2%	55.2%	↓
Upper hourly pay quarter	50.8%	51.7%	↑

5 ONS, October 2022

6 ONS, October 2022

7 UCEA, June 2022

## Mean and Median bonus gap and percentage of men and women receiving bonus pay

We do not operate any performance-related reward or recognition schemes. Therefore, there is no information on mean or median bonus gap or the percentage of men and women receiving bonus pay.

## Further information about the gender pay gap

Our gender pay gap is caused by both horizontal and vertical segregation within the University. Horizontal segregation is where there is uneven distribution of men and women in particular roles or grades and vertical segregation is where men occupy roles at the higher end of the pay scale.

During this reporting year, we concluded a period of restructuring which affected our grade profile. We also committed to matching the Real Living Wage rate which has led to grade compression in the lower grades affecting the lower hourly rate pay quarter.

The majority of our professional services colleagues (over 60%) are women and a higher proportion of the lower graded roles in professional services are occupied by women and in many cases women working part-time. This impacts the overall gender pay gap.

There are some pay differentials within the School of Medicine, where a substantial number of colleagues are employed on the NHS Clinical Pay Scale, which perpetuates gender pay issues within the NHS. However, both Deans of the School of Medicine and School of Veterinary Science are female.

External market pressures impact starting salaries when recruiting for specific roles or sectors. This is most prevalent in External Relations and LIS, where the external employment market remains highly competitive. 3.32% of male new starters were appointed above grade minimum compared with 5.36% of females.

At Professor level, 42.86% of Professors are female with an average salary of £80,212 compared to £80,418 for male Professors and 50% of our top-level Professors are female.

For management contract holders, 48.4% below Senior Executive level are female, with an average salary of £80,295 compared to £83,326 for male managers. This results in a 3.64% gender pay gap for management positions.

## Actions to address the gender pay gap

A range of actions are underway to address the gender pay gap, as part of our Athena Swan Bronze institutional action plan and wider work. These include actions to:

- Improve the pay of colleagues in lower graded roles, including living wage adjustments introduced from 1 April 2021 for colleagues in grades A to D
- Provide development opportunities for women, through specific leadership development programmes (eg Aurora, Springboard), mentoring and coaching support
- Provide support and encourage women to apply for senior roles, including development drop-ins to encourage applicants for progression between Lecturer and Senior Lecturer and for Professorial and Readership roles

- Monitor our reward and remuneration strategy to ensure pay-related structures and decisions are equitable. This includes: monitoring starting salaries and requiring evidence for decisions to appoint above grade minimum; and monitoring external market pressures and potential 'gendered' occupations or sectors which may be subject to additional market supplements
- Revise the management pay structure to provide longer bands and facilitate improved link between knowledge and experience with pay
- Monitor leaver data to identify 'cliff-edge' points for female progression and/or promotion
- Monitor progression and promotion criteria to encompass skills and abilities in teaching and learning, innovation and enterprise and professional practice
- Monitor People practices and processes to ensure fairness and inclusivity and review policies to ensure the University continues to support parents and those with other caring responsibilities
- Provide support for women returning to work through shared parental leave, job sharing, compressed hours, part-time, and term-time only opportunities and investigate changes to the workload model for female academic returners, eg reduced teaching load to kick-start activity in research, innovation, pedagogy
- Encourage men to take advantage of shared parental leave, part-time working and compressed hours
- Increase the visibility of family friendly policies and flexible working and monitor the approach to blended working
- Harness colleague's strengths, including considered workforce planning and targeted talent management programmes where women are under-represented

# Ethnicity Pay Gap Report 2023

Although there is no legal requirement to publicly report on ethnicity pay gaps, we voluntarily publish our ethnicity pay gap as part of our commitment to creating a fairer, more diverse, and inclusive university.

The information below relates to the pay gap between White colleagues and minoritised ethnic colleagues, using the census date of 31 March 2023.

## Mean and Median ethnicity pay gaps

Both the mean and median ethnicity pay gap have reduced this year, as shown in the table 23.

**Table 23: Mean and Median Ethnicity Pay Gap (2023 compared to 2022 figures)**

	2022	2023	Direction of Travel
Mean Ethnicity Pay Gap	5.68%	5.2%	↓
Median Ethnicity Pay Gap	2.90%	2.83%	↓

## Percentage of minoritised ethnic colleagues in each hourly pay quarter

The proportion of minoritised ethnic colleagues has increased in all pay quarters, except the upper middle hourly pay quarter (see table 24). However, there are more minoritised ethnic colleagues in lower paid roles within the different pay quarters, including at management level, which impacts the mean and median ethnicity pay gap.

**Table 24: Proportion of minoritised ethnic colleagues in each pay quarter by ethnicity (2023 compared to 2022 figures)**

	2022	2023	Direction of Travel
Lower hourly pay quarter	17%	18%	↑
Lower middle hourly pay quarter	14%	15%	↑
Upper middle hourly pay quarter	19%	18%	↓
Upper hourly pay quarter	11%	12%	↑

## Actions to address the ethnicity pay gap

A range of actions are underway to address the ethnicity pay gap. These include actions to:

- Improve our recruitment and selection, including recruitment and selection training for interview panel members, advertising externally as default for all roles to increase the ethnic diversity of our workforce, monitoring the content of job descriptions, person specifications and adverts for potential bias or barriers
- Monitor our reward and remuneration strategy to ensure pay-related structures and decisions are equitable. This includes monitoring starting salaries and requiring evidence for decisions to appoint above grade minimum
- Provide development opportunities for minoritised ethnic colleagues, through specific leadership development programmes, mentoring and coaching support
- Improve the pay of colleagues in lower graded roles, including living wage adjustments introduced from 1 April 2021 for colleagues in grades A to D and national pay increases which have particularly benefitted colleagues in grades A to D
- Encourage applications for promotion from minoritised ethnic colleagues
- Harness colleague's strengths, including considered workforce planning and targeted talent management programmes where minoritised ethnic colleagues are under-represented

In 2023/24, we will also be developing a five-year action plan as part of our Race Equality Charter submission, identifying actions to improve representation and progression of minoritised ethnic colleagues.

# EDI Priorities for 2023-2024

In 2023-24, we will:

- Review our EDI Strategy
- Develop an institutional approach to race equality, as part of our Race Equality Charter submission
- Develop guidance on trans and on religion and belief

## Review our EDI Strategy

In [Belonging at UCLan](#), we committed to reviewing the institutional EDI measures, reported on in the 'EDI Scorecard' section. A wider review of our EDI strategy will also take place to ensure our colleagues understand the role they all play in creating an inclusive culture for students and colleagues and in diversifying our student body and workforce.

The wider EDI strategy will help to clarify why EDI matters and what it means for the University of Central Lancashire, so that our colleagues understand what it means for them in their role and feel supported to carry out this role. The review will align our EDI strategy with the wider University strategy and ensure we have the governance, skills, and action plans to deliver on our ambition to create a fairer, more diverse, and inclusive university.

## Develop an institutional approach to race equality, as part of our Race Equality Charter submission

Using the framework of [Advance HE's updated Race Equality Charter](#), we will develop a whole institutional approach to addressing racial inequalities and embedding inclusive cultures. This will

inform how we integrate equality, diversity, and inclusion more generally at the University of Central Lancashire.

Through a detailed self-assessment process, we will consider our own race equality challenges relating to representation, experience, progression, and success for both colleagues and students. This will result in a submission for a Race Equality Charter award in November 2024 and a five-year action plan.

## Develop guidance on trans and on religion and belief

With developments relating to freedom of speech for universities and discussions and events relating to trans and to religion in wider society, we will update our current guidance relating to trans colleagues and students and develop new guidance relating to religion and belief. The aim of this guidance will be to strengthen the support we provide to our colleagues and students from under-represented and marginalised groups and to create a more inclusive culture.

The guidance will also support and empower our colleagues when faced with balancing competing views and making difficult decisions, often involving more than one diversity group.





**Published by:**

Equality, Diversity and Inclusion Team  
University of Central Lancashire  
Fylde Road  
Preston  
PR1 2HE

**Published date:**

April 2024

**Accessibility:**

If you require a copy of this report in an alternative format, please email: [editeam@uclan.ac.uk](mailto:editeam@uclan.ac.uk)

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