



University of
Central Lancashire
UCLan



Belonging at UCLan

Equality, Diversity and Inclusion
Annual Report 2020-21

Where opportunity creates success



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#InclusiveUCLan

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Foreword



The University of Central Lancashire continues with its mission to transform lives and to create opportunities and success for all its students. We are a diverse community of students and colleagues from all walks of life and backgrounds, and I am proud of what that represents and the richness of life that it brings to the University.

At the heart of our ethos of transforming lives are principles relating to equality, diversity and inclusion. I am determined to work with colleagues to ensure that not only is our University accessible to a wide range of students and colleagues, but that when people come and join us they feel that they belong, are valued and

are able to succeed. In line with this mission I have been delighted this year to launch our Equality, Diversity and Inclusion statement of ambition, under the title 'Belonging at UCLan' which outlines the changes that we would like to see by 2028, and which aligns with our University strategy.

At the heart of our approach to Equality, Diversity and Inclusion lies a sense of belonging and if we can get this right for all of our colleagues and students then it will certainly assist in enhancing peoples' experience and outcomes. We have deliberately set ourselves challenging and ambitious goals as we recognise that change has, in some areas, been slow to come. With this in mind I am conscious that we need to take a whole institution approach to Equality, Diversity and Inclusion, where every part of the University and all colleagues have their role to play in helping to achieve our goals.

This annual report will be the means through which our progress against these goals will be reported. We are open and transparent about our progress and we welcome any feedback from colleagues, students and wider stakeholders on how we can continue to enhance our performance in this area. This report sets out key information in relation to our goals and some of our key achievements for the year. For the current year I am particularly proud that we have invested

further resources in our Equality, Diversity and Inclusion Team. This will enable us to provide the support that our faculties and professional services will need in developing more localised plans to support the achievement of the institutional goals.

Although it is early days in the implementation of our new plans, I am pleased to see that our Black, Asian and Minority Ethnic student award gap is narrowing, that our disabled students are performing similarly to our non-disabled students and our data indicates that we are making progress in relation to the numbers of Black, Asian and Minority Ethnic colleagues in our institution. There is much more to do if we are to achieve the goals set out in our statement of ambition and I am confident that all parts of the University are now beginning to develop plans that will take us forward.

Professor Graham Baldwin
Vice-Chancellor



At UCLan Students' Union we welcome and celebrate diversity in all its different forms. We work in partnership with the University to improve both the student and academic experience, and aim to build inclusive environments where students feel like they belong.

By nurturing and empowering Officers and liberation reps to lead on initiatives in the Students' Union and University, we encourage co-creation of solutions to create meaningful change institution-wide.

From working towards decolonising the curriculum to creating accessible spaces on campus for our community of disabled students, we aim to ensure that all students can thrive.

We offer over 100 sports clubs and societies that students can join to develop their skills, confidence and social connections in order to flourish during their time at UCLan and beyond.

Zuleikha Chikh

Students' Union President

Introduction

The University of Central Lancashire (UCLan) is one of the UK's largest universities with a colleague and student community approaching 38,000. UCLan started life in Preston as the Institution for the Diffusion of Knowledge and has since grown the number of campuses, with campuses at Preston, Burnley, Westlakes and in Cyprus.

The UCLan community is made up of students from more than 100 countries around the world and we are partnered with over 120 institutions across the globe making us a truly international University. We are ranked in the top 7 percent of universities worldwide and we hold the maximum 5 QS stars for the quality of our teaching (2020-21 Center for World University Rankings). Our employment-focused course portfolio consists of over 350 undergraduate programmes, 200+ postgraduate courses and a rich array of CPD courses focussed on offering skills and experience that industry needs. Our ethos and approach have always been to combine academic excellence with real-world teaching to inspire people to transform their lives by seizing opportunities and achieving things they never thought possible.

We are extremely proud of our Cyprus Campus where in 2012 we were the first British University to open an overseas campus in Cyprus. The campus continues to grow from strength to strength. Our Burnley Campus lies at the heart of Pennine Lancashire with an ambition to significantly increase student numbers over the next few years.

We have recently completed an ambitious Masterplan with our new Student Centre and University Square at the heart of the transformation of our estate. It seamlessly connects the University with the rest of the city, benefitting current and future generations of students, colleagues, visitors and the wider community. It has become an exciting hub of activity, a focal point for events and an iconic gateway linking together the city and the University.

[Read more about our Student Centre.](#)





Achieving Together

We achieve our ambitions through teamwork and collaboration.



Being Proud

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



Creating Opportunity

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



Supporting All

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

In this last year, the University has also taken the opportunity to refresh its values and also to launch its new seven-year strategy. [Read our Strategic Plan 2021-2028.](#)

Given the above, our focus on EDI aligns with the new values and strategy to ensure that we advance equality for all of our colleagues, students and the communities that we work with. There is always more that we can do and this year's annual report highlights our progress and challenges moving forward.

Our values reflect who we are as a University and what we stand for. They define the things that are most important to us and nurture a sense of shared purpose.

They reflect our ambitious nature, inspire us to constantly improve and to enrich the lives of our students, our colleagues and the communities we serve.

EDI ambition

We believe in helping people to seize every opportunity to flourish in education, at work and for life. This spirit of 'opportunity for all' has remained at the heart of our mission since our inception in 1828.

We are proud to be a force for positive change, championing equality and enriching the lives of our learners, colleagues and the communities we serve. Our equality, diversity and inclusion (EDI) statement sets out our ambitions in relation to EDI, ensuring fair treatment and opportunity for all. We believe it is our collective responsibility to make sure that everybody is treated equally, has equality of opportunity and outcomes and feels as though they belong within the University. We recognise that inequalities exist and are present not only across the HE sector, but also here at UCLan.

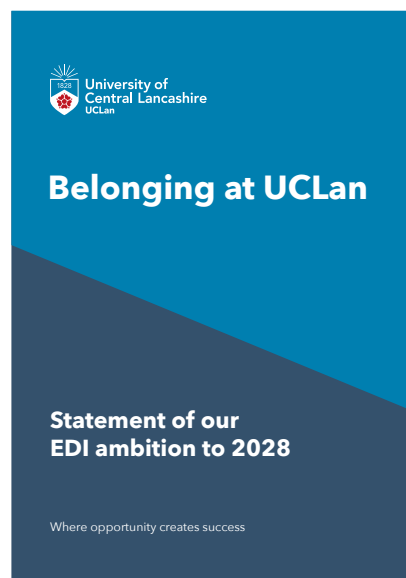
Examples of challenges include under-representation of female learners in some of our STEM areas, award gaps that stubbornly exist for some groups of learners or the need to improve diversity in areas of our staff workforce. Campaigns such as Black Lives Matter, the #metoo campaign as well as the Covid-19 pandemic have highlighted some of the entrenched and structural inequalities that persist across society.

Enhancing sense of belonging is core to our aspiration to eliminate or significantly narrow disparities and inequalities that currently present in our staff and learner groups. We will strengthen our efforts to support social mobility across all of our communities. As part of our root and branch review of EDI we have undertaken detailed data-analysis of key areas of our work to identify benchmarks, what needs to change and how this can be achieved over the next seven years. Progress will be reported via this annual report.

We recently launched our EDI statement of ambition, [Belonging at UCLan](#), which is a significant step in making significant inroads in relation to the inequalities and disparities that we have identified. The document outlines the key goals that we would like to achieve by 2028. Our progress against the goals will be documented in the annual report and the first iteration of that can be seen below. There are still some gaps in the data as we establish systems for collating the data for some of the goals.

Implementing the ambition

Our approach to implementing the plan is both an institutional and departmental approach. At the institutional level, five workstreams have been set up as part of the EDI governance and operating framework to review data and to identify interventions that will be required. These are outlined on [page 11](#). In addition, our plans this year will involve working with faculties and professional services to develop localised EDI plans that will help contribute to the institutional EDI goals. The emphasis will be very much on developing a 'whole institution' approach to EDI.



EDI governance structure

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

The University's EDI approach is led by the EDI strategic group, chaired by the Pro Vice-Chancellor for Academic Leadership, Dr Ebrahim Adia, providing strategic direction and agreeing our longer-term goals. The EDI taskforce, led by our Director of EDI, Pradeep Passi, provides the operational leadership to ensure that key workstreams are developed and implemented to enable the advancement of our EDI goals. A number of workstreams have also been established to drive forward key initiatives.

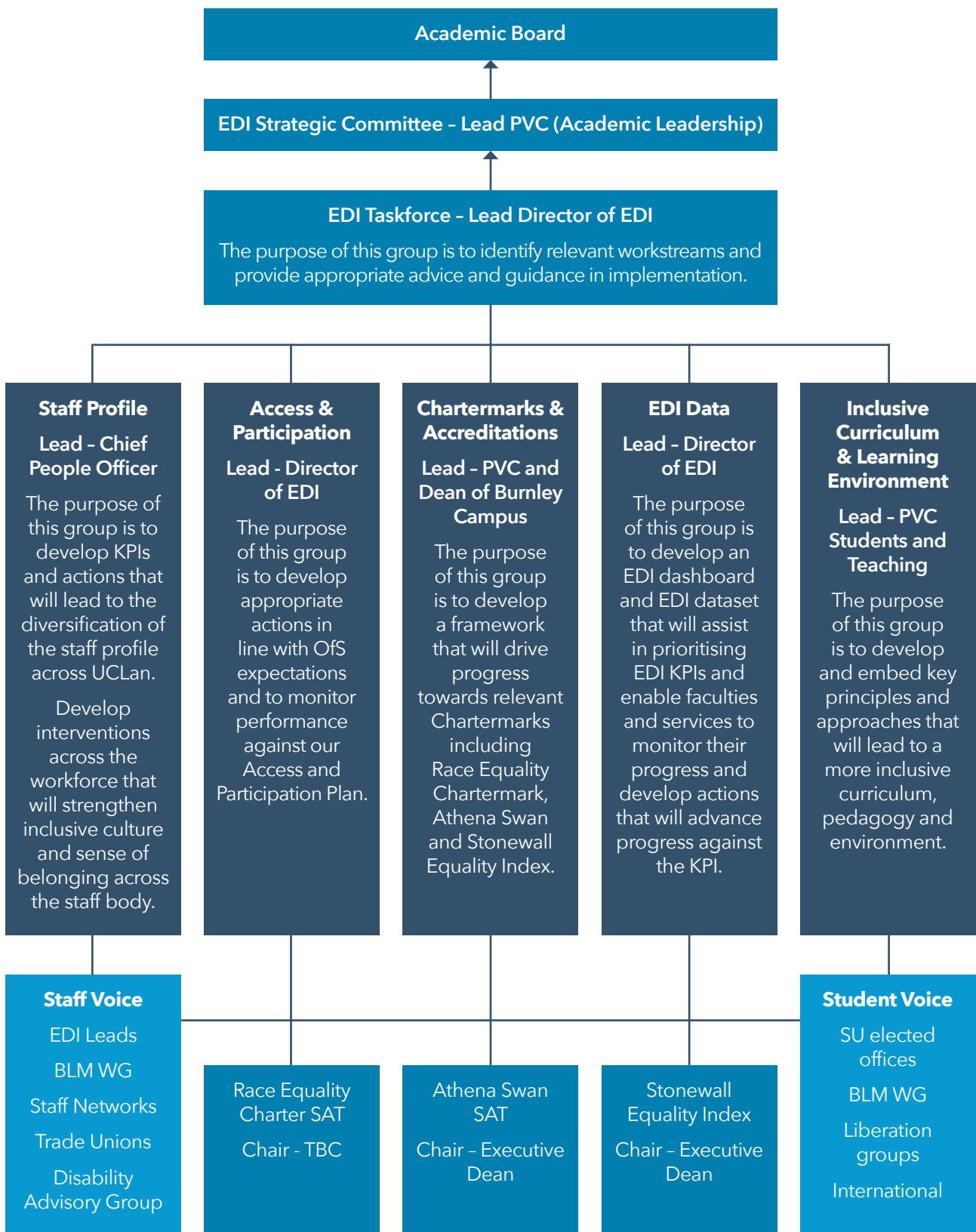
The EDI governance and operating framework is intended to provide a robust vehicle through which the EDI ambitions of UCLan can be delivered. It represents and is designed to ensure a whole institution approach to EDI. Senior leadership is involved via the EDI Committee which is responsible for setting the direction of travel for EDI and provides assurance to the academic board that progress is being made in relation to EDI.

As can be seen from the diagram on the next page, a number of workstreams, each led by a senior member of staff, have been established to consider and develop the interventions and actions that are required to achieve the EDI goals and good progress is being made to develop plans to achieve each of the EDI goals.

It has also become evident through those discussions that other, smaller task groups are required to ensure consideration is given to all of the goals that have been identified.

Central to the framework is the staff and student voice which is represented throughout the various groups that are involved in delivering the agenda. It is envisaged that clear plans will be identified and implemented this academic year.

University of Central Lancashire EDI Governance and operating framework 2021-22



EDI goals scorecard

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

EDI goal	Target	2019-20	2020-21	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%	↑
To have achieved a minimum of 7% of people across all grades declaring a Disability	7%	3%	4%	↑
To achieve an appropriate gender representation in management contracts, benchmarked against the overall pool of staff within each of the academic and professional staff group	59%	54%	52%	↓
To achieve a minimum 50% of female Professors	50%	37%	38%	↑
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to sexual orientation	95%	66%	68%	↑
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to religion and belief by 2028	95%	69%	71%	↑
Physics Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	26%+	20%	21%	↑
Chemistry Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	46%+	36%	37%	↑
Engineering Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	19%+	9%	10%	↑

EDI goal	Target	2019-20	2020-21	Direction
Computing Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	20%+	13%	13%	↔
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%	↑
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%	↔
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%	↓
To eliminate the award gap in relation to disabled learners (UK Domicile)	0%	3%*	1%*	↑
To eliminate the award gap in relation to part-time learners (UK Domicile) who are under the age of 21	0%	23%**	16%	↑
To eliminate the award gap in relation to part-time disabled learners (UK Domicile)	0%	13.5%***	13.5%	↔
To eliminate graduate outcome gaps in relation to Black, Asian and Minority Ethnic heritage graduates	0%	8%	N/A	
To eliminate graduate outcome gaps in relation to disabled graduates	0%	13%	N/A	
To eliminate graduate outcome gaps in relation to male graduates	0%	5%	N/A	
Enhance staff and learners' (including those from overseas) sense of belonging through identified interventions	N/A	N/A	N/A	
To identify and develop a minimum of three focussed areas of EDI related research that will lead to significant impact at national or international level	N/A	N/A	N/A	

*Gap is in favour of disabled students

**Gap is in favour of mature learners

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

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

EDI resources

EDI Team



Pradeep Passi
Director of EDI



Frank Harrington
Interim EDI Manager



Suely Ludgero-Newlove
EDI Officer

EDI Leads

The University has established an effective network of Equality, Diversity and Inclusion (EDI) Leads in each Faculty, School and Service.

These Leads have an extremely valuable role in leading implementation and mainstreaming EDI in their areas in line with institutional EDI goals. The EDI Lead's role is to advise and assist Heads of Services or Schools and Executives of the Faculty to:

- Embed UCLan's equality, diversity and inclusion aims within the Belonging at UCLan, EDI Strategy and Equality Objectives into all work-related processes and activities.
- Create a more diverse and inclusive environment to allow colleagues and students to achieve their potential and in turn, to improve and enhance everyone's experience.
- Share best practice and experience through inter-team working across the University.
- Raise the profile of equality, diversity and inclusion at UCLan and its impact on working practice within their area of work.
- Ensure the University is accessible, appropriate and meeting the needs of colleagues, students and visitors of the University.

Academic EDI Leads

Faculty of Science and Technology			
School of Psychology and Computer Science	School of Natural Sciences	School of Engineering	
Jonathan Edward Associate Lecturer	Dr Tina Gornall Lecturer	Dr Javad Yazdani Senior Lecturer	
Faculty of Culture and the Creative Industries			
School of Arts and Media	School of Humanities, Language and Global Studies		
David Knight Senior Lecturer	Dr Hae-Sung Jeon Lecturer	Andrew Grice Senior Lecturer	
Faculty of Clinical and Biomedical Sciences			
School of Medicine	School of Dentistry	School of Pharmacy and Biomedical Sciences	
Stephen Mahon Senior Lecturer	Dr Kumar VaDatla Senior Clinical Teacher	Cathryn Brown Teacher Practitioner	
Faculty of Health and Care			
School of Nursing	School of Community Health and Midwifery		
Dr Peggy Mulongo Lecturer	Celia Hynes CMVES Manager		
Faculty of Allied Health and Wellbeing			
School of Sport and Health Sciences	School of Social Work, Care and Community		
Leona Trimble Division Leader	Mia Gatrell Senior Lecturer	Dr John Wainwright Senior Lecturer	
Faculty of Business and Justice			
School of Business	School of Management	School of Justice	
Dr Candan Celik Senior Lecturer	Clare Ashworth Lecturer	Rachel Nir Senior Lecturer	Ian Palmer Principal Lecturer and Academic Lead

Professional Services EDI Leads

Burnley Campus

Tabassum Ali
Customer Support Officer

Corporate Operations

Rebecca Rimmer
Change and Implementation Manager

Financial Services

Aisha Malik
Senior Finance Officer

Janet Pimblet
FP&A Manager

People Team

Rebecca Hewitson
Strategic People Partner

Student Services

Haneefa Desai
Customer Service Adviser

Centre of Collaborative Learning (CCL)

Prof Dawne Gurbutt
Director of CCL

External Relations

Dr Elizabeth Granger
Head of Widening Participation
and Public Engagement

Helen Hesketh-Roberts
Operations Manager

Library and Information Services (LIS)

Emma Bissell
Web Technical Support Officer

Research and Enterprise Service (RES)

Dr Alison McCaig
Head of Impact and Outputs Unit

EDI Staff Networks

There are currently four EDI Staff Networks at UCLan:

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

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

The networks operate independently and receive support from the EDI Team. The network chairs meet regularly with the EDI Team and other network chairs to share good practice, prioritise actions, evaluate resources needs and identify impact of activities.

EDI Network Chairs

<p>Staff Disability Network</p>	<p>LGBT+ Staff Network</p>
<p>Marie Hutson Project Officer</p>	<p>Lucy Fox Project Officer</p>
<p>Sarah Middleton Assistant Information Officer</p>	<p>Stevie Seymour Lecturer</p>
<p>Race Equality Network (REN)</p>	<p>Women Staff Network</p>
<p>Dr Peggy Mulongo Lecturer</p>	<p>Dr Nicky Danino Principal Lecturer</p>
<p>Vacant</p>	<p>Dr Sarita Robinson Deputy Head for Students & Teaching</p>

EDI workstreams

The following workstreams have been developed in order to drive forward plans to support the achievement of the EDI goals.

Chartermarks working group

The EDI chartermarks and accreditations working group is led by the PVC and Dean of Burnley Campus, Dharma Kovvuri, and is the group tasked with ensuring that there is a coherent and aligned approach in relation to working towards appropriate EDI chartermarks and accreditations that will support working to the agreed EDI goals and KPIs. The group has met twice per semester over the past year.

The main activity of the group has been to carry out an audit of EDI related chartermarks currently held by the University, looking at which need to be renewed, and what the process might be for renewal in each case. The University is currently working to renew or attain accreditation, in particular to Athena SWAN (achieving gender equality), the Race Equality Charter (REC) and Stonewall Workplace Equality Index (WEI) to achieve equity for gender, race and LGBT+ respectively.

This year we are proud to have had our application to become a signatory of the Care Leaver Covenant which is our offer to provide tailored support for those students who have left the care system. Our support includes providing starter packs for new students, bursaries, named contacts and a graduation package.

It has also been agreed that we will work towards attaining new accreditations as a University of Sanctuary, working with asylum seekers and refugees, and also NICE, acknowledging the University as a safe and fair employer in relation to neurodiverse staff and students. The group will continue to meet and to take these and other initiatives forward in the coming year.

Staff Profile Working Group

The staff profile working group is led by the Chief People Officer, Ken Lee and has met on a monthly basis over the past year. The main aims of the group have been to develop and implement plans to achieve UCLan EDI goals relating to staff profile, enhancing an inclusive culture and sense of belonging for all within the staff body. The principal activities of the group have included:

- A review of staff data so that it could recommend appropriate goals and KPIs that will frame the diversity ambitions of UCLan in relation to the recruitment and progression of staff.
- Creating a staff development plan, so that the main EDI goals can be shared with staff over the next seven academic years.
- Work on developing and defining what is meant by the sense of belonging, looking into ways to be able to measure the extent to which staff feel included and valued by the University.
- The establishment of two subgroups to explore in more detail issues relating to staff disclosures and staff representation, work which is currently ongoing.

In all this has been a productive year, and the group is keen to continue this work moving forward.

Inclusive Curriculum and Learning Environment Working Group

This group has been led by the PVC (Students and Teaching) Professor Andrew Ireland and has met on a monthly basis over the past year. The group has been tasked with developing and implementing an inclusive approach to curriculum design and learning environment, in line with the University's EDI strategy. During the year the group has worked towards achieving a number of objectives:

- The development of an inclusive curriculum guide/principles that will support the implementation of the inclusive design component of the new UCLan curriculum framework
- Ensuring that the inclusive design principles support UCLan EDI goals to narrow/eliminate gaps in relation to student progression, awards and graduate outcomes and enhances the sense of belonging for all students
- The design and delivery of the 'Curriculum for All' staff development programme, along with guidelines for workshop participants

The group continues to meet and to work further towards achieving these objectives.

Access and Participation Plan Monitoring Group

This group has been led by the Director of EDI, Pradeep Passi and has met regularly. UCLan, along with all other universities, is required by the Office for Students (OfS) to have in place an Access and Participation Plan (APP), which is a plan which outlines how UCLan will improve equality of opportunity for under-represented groups in relation to access, their success on their programmes of study and also in relation to graduate outcomes.

UCLan has in place a five-year APP which runs until 2024-25 and which has been approved by the OfS. We have in place a detailed action plan which has been developed in partnership with staff and is overseen by the APP monitoring group. The APP itself is a public document and is available on the [Office for Students website](#). You can also [read it here](#). We have recognised that this document is quite complex and therefore have committed to produce more user-friendly versions for colleagues and students.

Our stated priorities in the APP 2020-25 include the following:

Access - In support of Widening Participation

- Continuing our current effective practice
- Raising aspirations and improving attitudes to higher education amongst target groups
- Contributing to the improvement of attainment rates prior to higher education
- Providing a programme of support for care-experienced young people to help them access HE and prepare them to succeed once they have transitioned into HE

Success - Continuing effective practice in supporting the success of students from target groups including the following:

- Care Leavers
- Students estranged from their families
- Homeless students
- Students with caring responsibilities
- Students from low income households
- Students from military backgrounds
- Refugees/displaced students
- Eliminate the unexplained gap in degree outcomes between Black and White students by 2024/25
- Eliminate the unexplained gap in degree outcomes between disabled and non-disabled students by 2024/25

Progression - In support of students from target groups achieving graduate outcomes

- Continuing to enhance rates of progression to employment or further study
- Work with the new graduate outcomes data to review where disparities maybe situated and develop appropriate actions where appropriate

Key initiatives

The year 2020-21 continued to provide challenges arising from the pandemic and some activities were impacted, particularly those which involved outreach. However, where we could we continued to provide activities online or through other means.

Key activities that have been delivered included:

- Outreach activities in schools, science through the Get Ahead programme
- Implementing a contextualised admissions policy to take account of student backgrounds and experience prior to entering higher education
- Developing a Return to Study programme for mature students
- Running of the Lancashire Science Festival

EDI Data Working Group

The EDI data working group has been led by the Director of EDI and has met regularly throughout the year in order to develop and shape our approach to making EDI data more accessible and user-friendly for staff across the University. Access to good quality EDI data is an important step in teams across the University, being able to understand where inequalities are present which in turn helps to inform the strategies and interventions that need to take place.

The group in partnership with the University's Strategic Data and Policy Insight Team have now developed and implemented a comprehensive EDI dashboard which houses staff and student data which can be accessed by staff to provide EDI data from institution to course level. It is an important foundation from which we will be able to take a much more data-informed approach to EDI, as well as to be able to track our progress against our institutional EDI goals.

Moving forward a version two of the dashboard will be developed and provide enhanced levels of data allowing benchmarking and 'scorecards' for faculties and services.

EDI and Research

UCLan has a proud tradition of producing high quality international and world leading research that addresses the challenge of today. Our programmes support and nurture our postgraduate research students and early career researchers. We put research, innovation and knowledge exchange at the centre of everything we do.

Our Research Institutes, first established in 2018, enhance the quality of our research environment and create more opportunities to achieve world- leading impact through their activities and we have 3 institutes including:

- Institute of Citizenship, Society and Change
- Institute for Global Health and Wellbeing
- Jeremiah Horrocks Institute

In addition, [our research centres](#), first established in 2019, help us grow and develop our research activity in diverse areas, providing a vibrant and active environment to nurture our early career researchers and attract collaborators who can contribute to, and benefit from, the impact of the research.

In terms of EDI and research, our ambition is to be at the forefront of research and thought leadership in areas related to EDI, and having significant impact in addressing inequalities at national and international level over the next seven years. As part of that goal, we have recently invested in a new research centre, the Global Race Centre for Equality (GRACE) which is a trans-disciplinary research centre that will undertake research and develop new knowledge and solutions with a specific focus on racial injustice and inequality. This is in addition to the funding provided for five fully-funded Race in Focus PhD studentships that will investigate areas related to racial inequality.

[Read about Race in Focus studentships at UCLan.](#)

Finally, we have broadened the remit our Research Excellence Framework EDI committee to ensure that we have a strong forum through which to further understand and develop our research culture and impact in areas relate to EDI in line with our EDI statement of ambition. The committee will be chaired by our Pro Vice-Chancellor in Research and Enterprise Professor StJohn Crean.

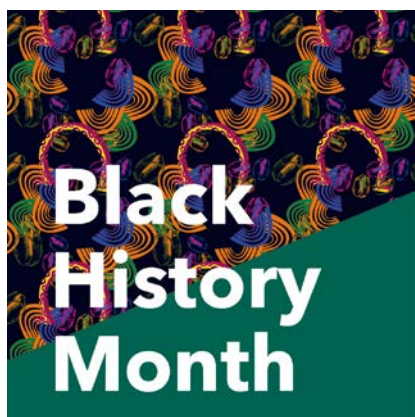
EDI key activities 2020-21

'Conversations about...' series with senior leaders

A programme of workshops was delivered to the VCG and to all senior managers across the institution focussing on issues relating to race and a separate series of events which focussed on matters relating to LGBT+ communities and individuals.

The events were co-delivered with members from the staff network and provided much food for thought for leaders across the institution who in turn have continued those conversations with their own teams.

Further workshops will be delivered to this group, keeping members of the leadership team focussed on conversations that lead to action.



Black History Month 2021

The EDI Team in conjunction with the staff Racial Equality Network (REN) and EDI Leads organised an array of engaging activities with Schools and Professional Services to celebrate Black History Month in October 2021. It included: webinars, focus groups, podcasts, seminars and exhibitions arranged throughout October, with over 500 participants taking part. This event has a dedicated [webpage with the programme of activities](#).

Global Race Centre for Equality (GRACE) Seminars and International Workshops

In July 2021, UCLan hosted GRACE online international workshop series in "Anti-racist Practices and Policies in Higher Education: Dialogues between Brazil and UK Universities". Guest speakers included academics representatives from UFRJ and UCLan. In these workshops were discussed the processes of decolonisation in the areas of teaching, research and affirmative actions.

The experiences from the Global South with the Federal University of Rio de Janeiro (UFRJ - Brazil) and Europe with the University of Central Lancashire were contrasted and used as examples. The debate focused on the three thematic areas of the Global Race Centre for Equality (GRACE): Social Policies, Inequalities in Health, and Race and Culture.

All workshops were bilingual simultaneous interpreters in English and Portuguese.



LGBT+ History Month 2021

The EDI Team in conjunction with the staff LGBT+ Network and academics with expertise in this field have organised the celebrations of LGBT+ History Month 2021. A very comprehensive and impactful programme of events were organised and delivered by various speakers and external guests.

Disability History Month 2021

During the year we have worked to try and raise the profile of Disabled Staff and Students within the institution. Although we were not able to organise much during Disability History Month, we did hold an open forum on 10 December which we hope will have been the first step towards engaging people in dialogue and as a starting point to becoming much more proactive in the coming year. The event was held online and was well supported, with talks on Neurodiversity (Helen Hesketh-Roberts) and the language of Disability (Frank Harrington). We are planning more events in the coming year, including a Disability Conference.

Refugees and Asylum Seekers

The PESA (Pre-sessional English Sanctuary Award) continued in 2020-21 to support displaced people who wish to continue their studies in HE but need pre-study support to develop the English language required for their course. As a result, an additional 12 sanctuary seekers have benefitted from this award in 2021, successfully completing this programme of study and progressing to HE courses at UCLan.

[Learn about the positive impact of this project on participants.](#)

The Chartermarks group in conjunction with the Head of Access and Participation obtained approval from VCG to apply for the University to gain University of Sanctuary status. One undergraduate sanctuary scholarship will be made available in 2022 for sanctuary seekers who are not eligible for student finance funding. The University is working with partners and the local authority to find out more ways the University can better support sanctuary seekers in accessing higher education.

Staff development

Commitment to supporting women's careers continue through the [Aurora](#) and [Springboard](#) development programmes. Feedback from Aurora participants was provided to Advance HE who were able to make the changes to the programme to increase the diversity of speakers and role models. Due to the Covid-19 pandemic, Springboard and Aurora did not run in 2020 but it resumed in 2021.

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

Principles

- EDI staff development should support the achievement of the institutional EDI goals.
- EDI staff development should support the development of a positive culture change and sense of belonging for all.
- All EDI staff development activity should be delivered in a range of modes and times to maximise accessibility.
- Every member of staff should have the opportunity to consider EDI at UCLan, the relevance to their roles and actions they can personally take.
- Wherever possible EDI training should be tailored to different staff groups.

Overall aim of staff development programme

To deliver a range of EDI staff development initiatives to support the embedding of the new UCLan values and the achievement of the institutional EDI goals outlined in the Belonging at UCLan statement of ambition.

Rationale

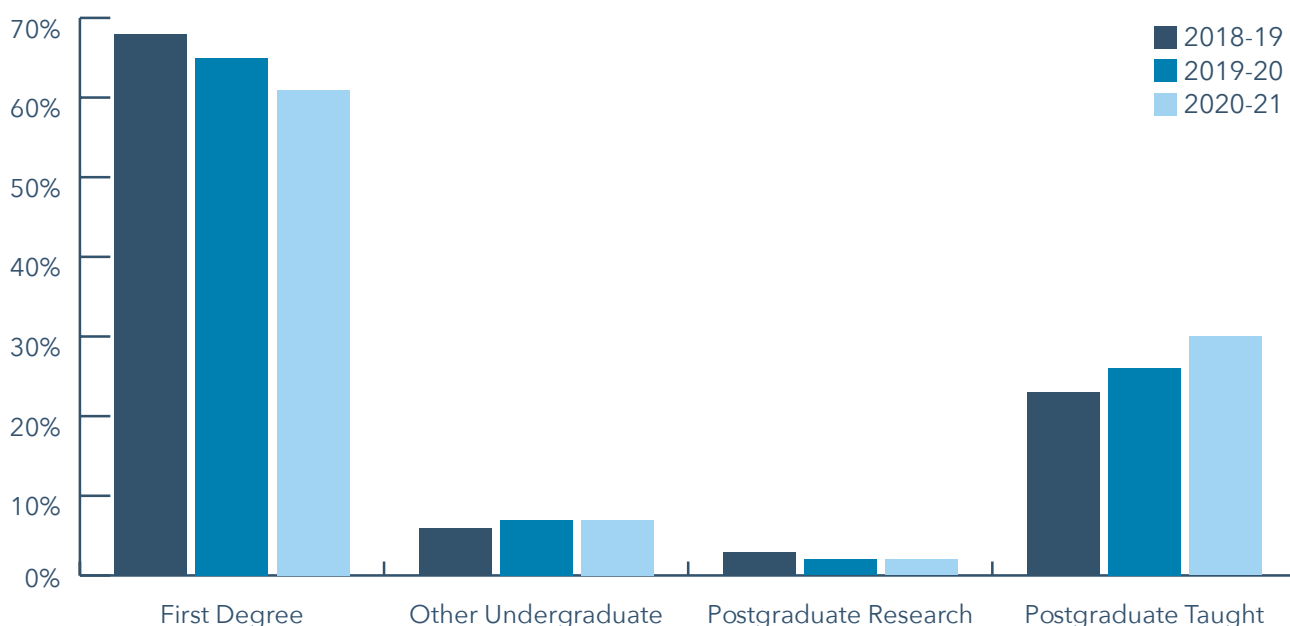
In order to maximise our chances of achieving success in our EDI goals and enhance sense of belonging for all, UCLan will need to ensure that staff at all levels are aware of and appropriately informed about the core principles of EDI and how to embed them in the ethos and activities of the University. For this to happen, EDI principles need to become part of everyday practice and visible in the everyday business of the University, and any staff development initiatives should be designed and delivered to enable this to happen.

Some staff development initiatives will need to be delivered across the institution and there will be resource implications for this. These will need to be prioritised and will be delivered in the first one to two years. Other provision may need to be targeted at specific groups, and topics will need to be prioritised to ensure that overarching principles are embedded. This can be done through dedicated Learning Pathways. There will inevitably be some topics/areas that will be seen as lower priority, and delivery of these may need to be put on hold initially (depending on available resources) but it is envisaged that these could be introduced later in the plan. Yet more topics might be seen simply as optional and only delivered upon request.

Student annual statistics 2018/19-2020/21

HESA Student Data

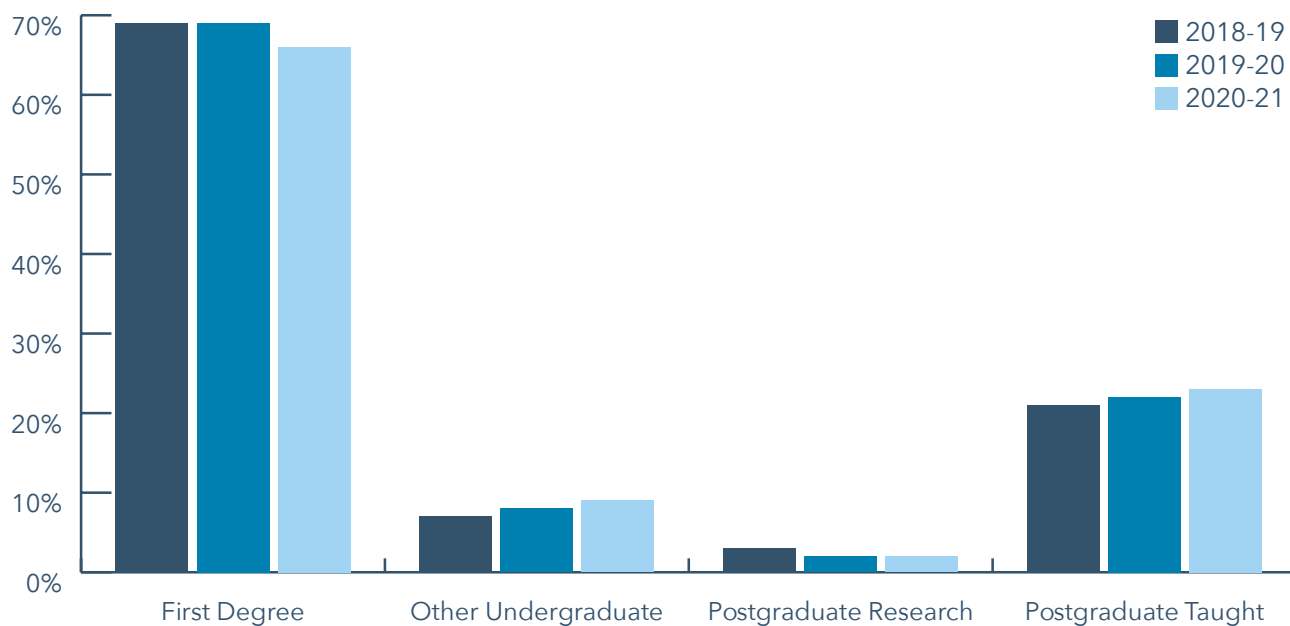
Level of study - UK and Non-UK Students



Level of Study	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
	Number of Students			%		
First Degree	15,130	15,465	16,685	68%	65%	61%
Other Undergraduate	1,385	1,570	1,895	6%	7%	7%
Postgraduate Research	620	540	655	3%	2%	2%
Postgraduate Taught	4,995	6,320	8,140	23%	26%	30%
Total	22,130	23,895	27,370	100%	100%	100%

Parameters: Full-time and Part-time, UK Domicile and Non-UK, all levels, Preston, Burnley and Westlakes campuses.
Source: UCLan’s EDI Dashboard.

Level of study - UK Students

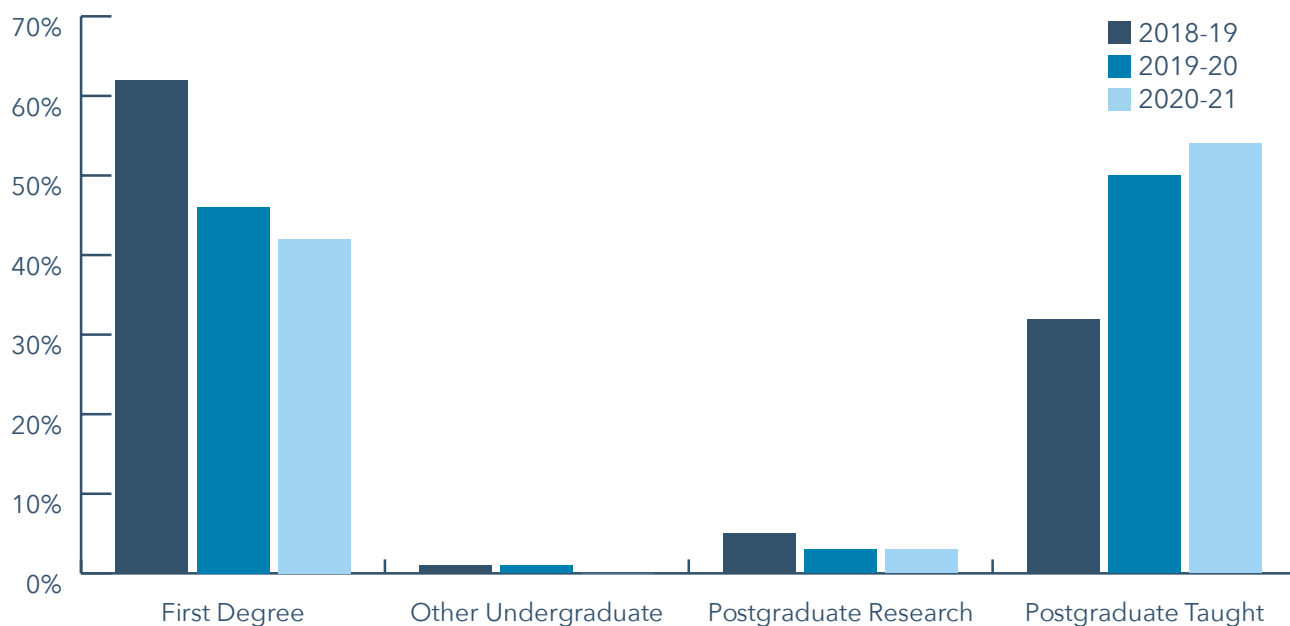


Level of Study	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
	Number of Students			%		
First Degree	13,450	13,580	14,310	69%	69%	66%
Other Undergraduate	1,365	1,540	1,870	7%	8%	9%
Postgraduate Research	490	410	475	3%	2%	2%
Postgraduate Taught	4,125	4,265	5,100	21%	22%	23%
Total	19,430	19,795	21,755	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Level of study - Non-UK Students

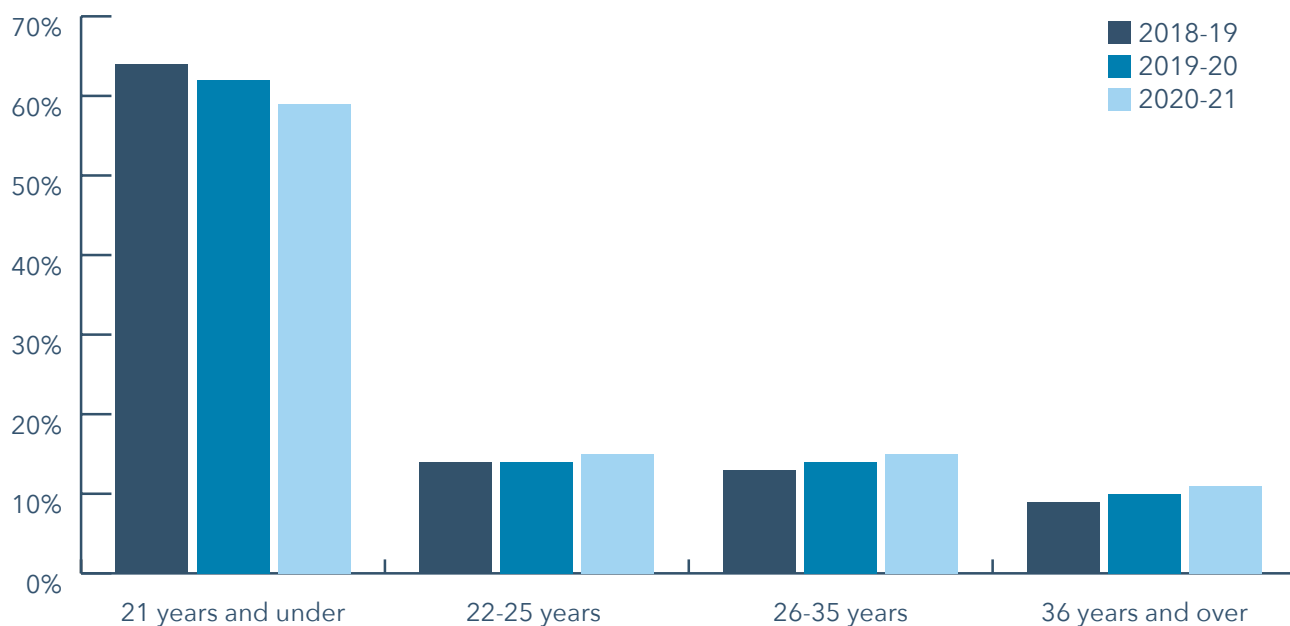


Level of Study	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
	Number of Students			%		
First Degree	1,685	1,890	2,375	62%	46%	42%
Other Undergraduate	20	30	25	1%	1%	0%
Postgraduate Research	130	130	180	5%	3%	3%
Postgraduate Taught	870	2,055	3,040	32%	50%	54%
Total	2,705	4,105	5,615	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Student Age Profile

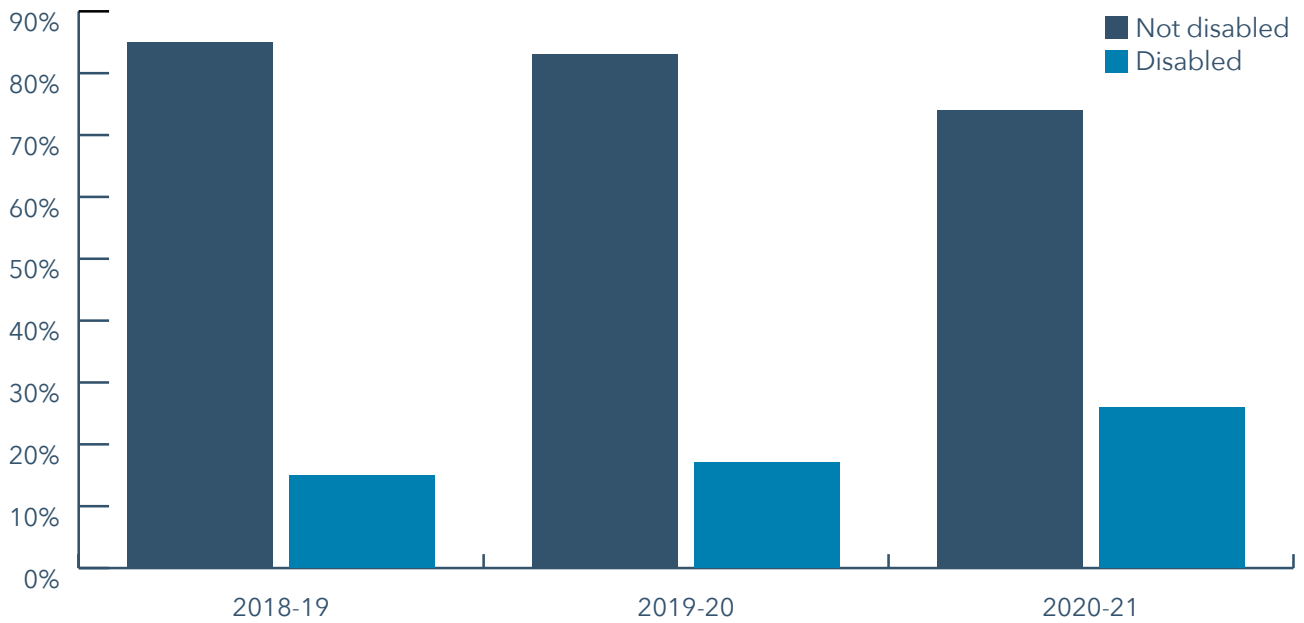


Age Profile	2018-19	2019-20	2020-21
21 years and under	64%	62%	59%
22-25 years	14%	14%	15%
26-35 years	13%	14%	15%
36 years and over	9%	10%	11%
Total	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Student Disability Profile

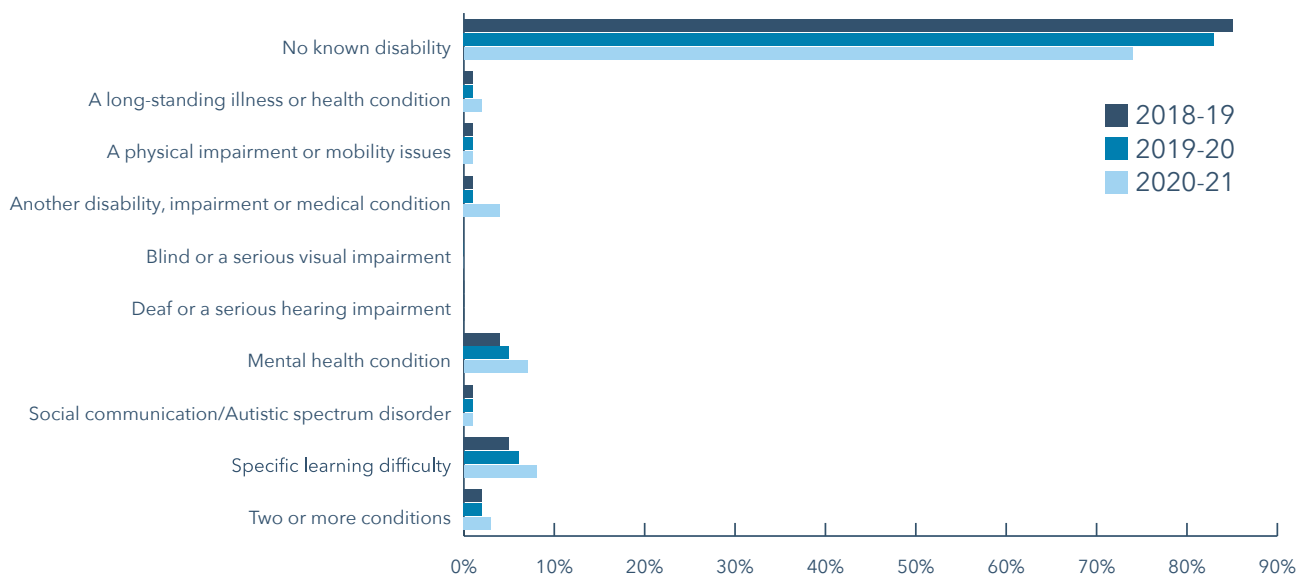


Disability Profile	2018-19	2019-20	2020-21
Not disabled	85%	83%	74%
Disabled	15%	17%	26%
Total	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Student Detailed Declared Disability Profile

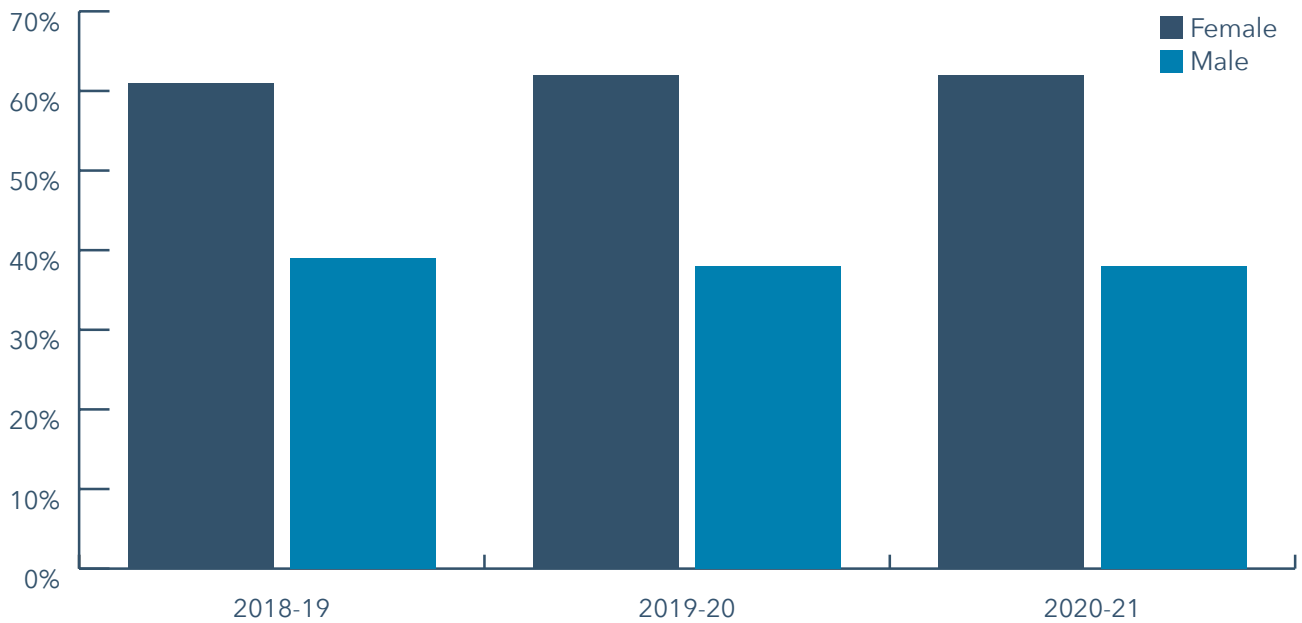


Detailed Declared Disability	2018-19	2019-20	2020-21
No known disability	85%	83%	74%
A long-standing illness or health condition	1%	1%	2%
A physical impairment or mobility issues	1%	1%	1%
Another disability, impairment or medical condition	1%	1%	4%
Blind or a serious visual impairment	0%	0%	0%
Deaf or a serious hearing impairment	0%	0%	0%
Mental health condition	4%	5%	7%
Social communication/Autistic spectrum disorder	1%	1%	1%
Specific learning difficulty	5%	6%	8%
Two or more conditions	2%	2%	3%
Total	100%	100%	100%

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

Source: UCLan’s EDI Dashboard.

Student Gender Profile

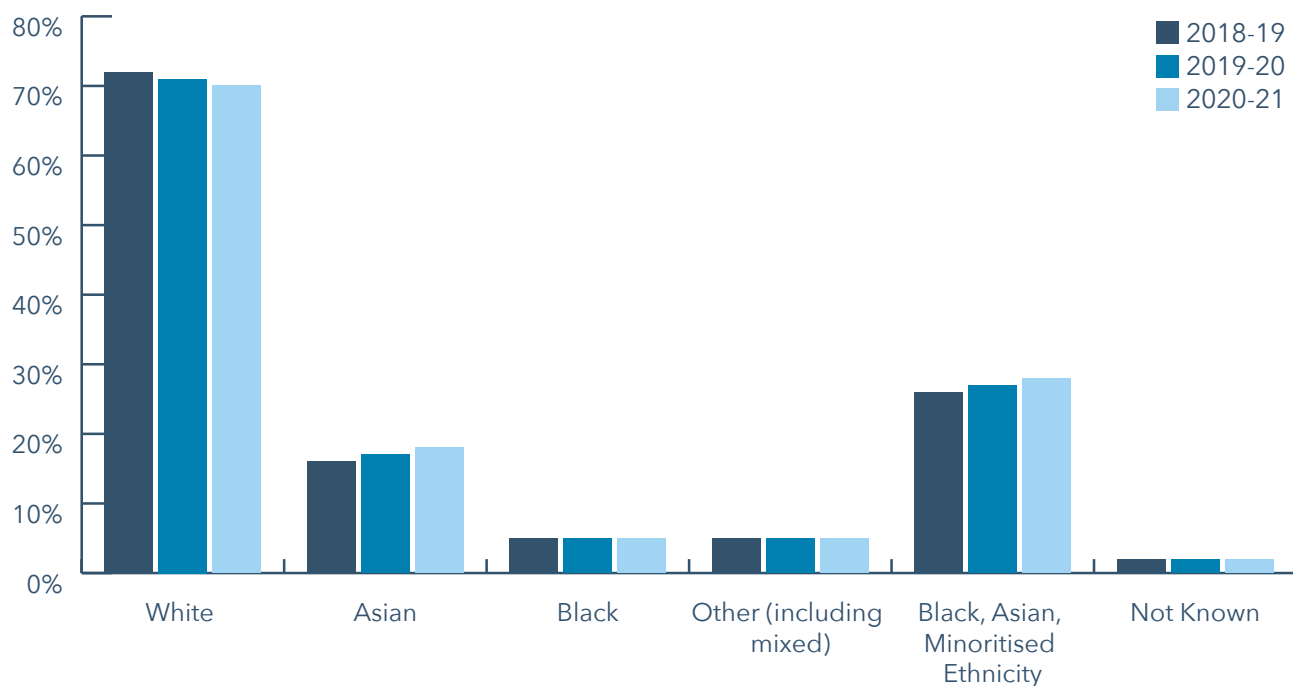


Gender Profile	2018-19	2019-20	2020-21
Female	61%	62%	62%
Male	39%	38%	38%
Total	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Student Ethnicity Profile

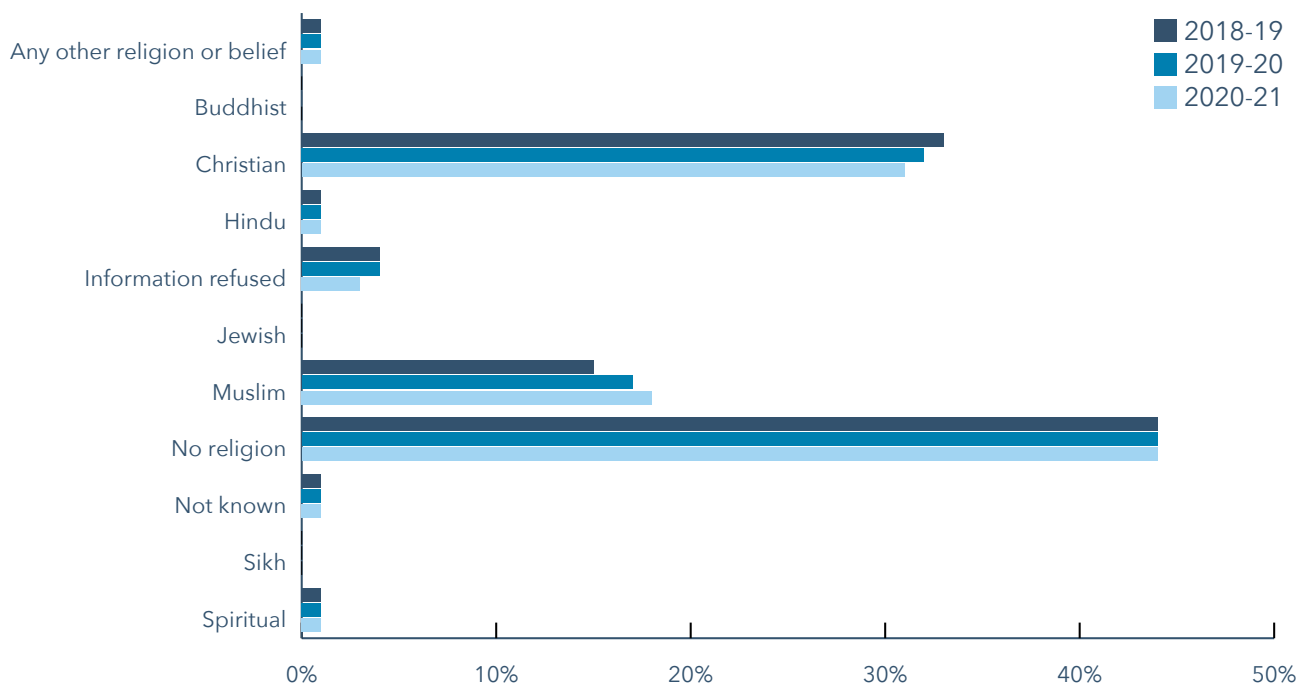


Ethnicity Profile	2018-19	2019-20	2020-21
White	72%	71%	70%
Asian	16%	17%	18%
Black	5%	5%	5%
Other (including mixed)	5%	5%	5%
Not known	2%	2%	2%
Total	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Student Religion/Belief Profile

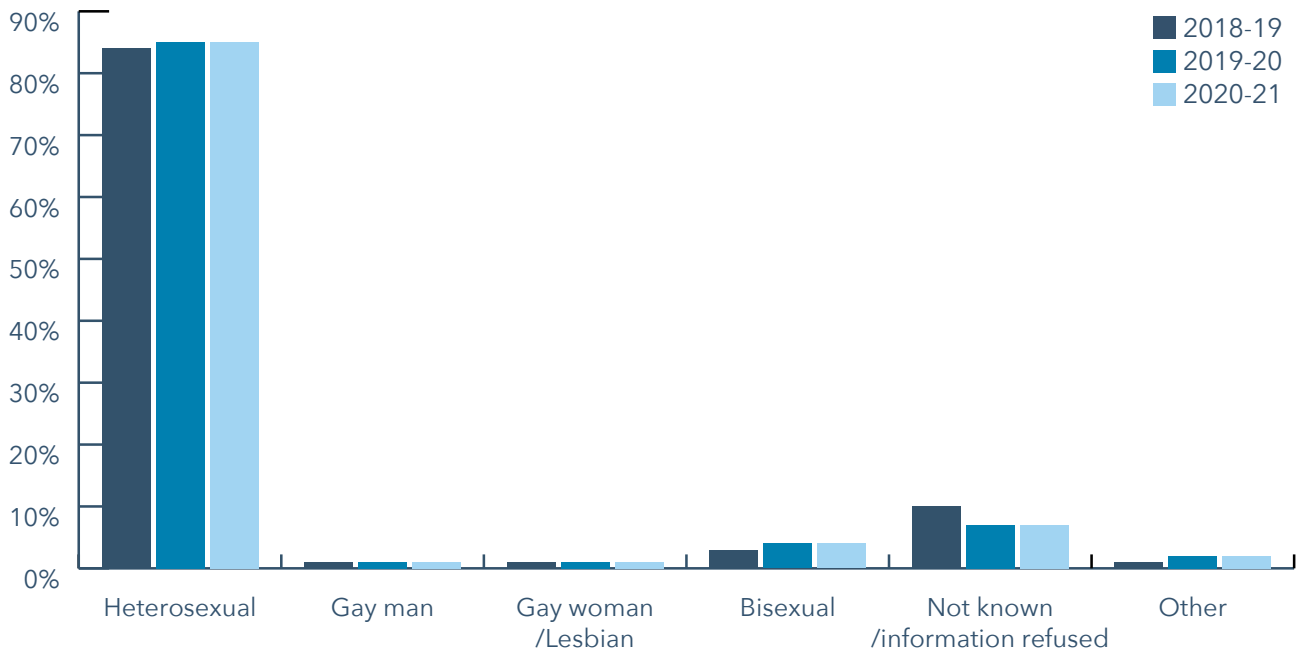


Religion/Belief Profile	2018-19	2019-20	2020-21
Any other religion or belief	1%	1%	1%
Buddhist	0%	0%	0%
Christian	33%	32%	31%
Hindu	1%	1%	1%
Information refused	4%	4%	3%
Jewish	0%	0%	0%
Muslim	15%	17%	18%
No religion	44%	44%	44%
Not known	1%	1%	1%
Sikh	0%	0%	0%
Spiritual	1%	1%	1%
Total	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Student Sexual Orientation Profile



Sexual Orientation Profile	2018-19	2019-20	2020-21
Heterosexual	84%	85%	85%
Gay man	1%	1%	1%
Gay woman/Lesbian	1%	1%	1%
Bisexual	3%	4%	4%
Not known/information refused	10%	7%	7%
Other	1%	2%	2%
Total	100%	100%	100%

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

Source: UCLan's EDI Dashboard.

Commentary on student annual statistics

The student demographic has seen some changes in this year. In particular, we have seen a continued shift towards a greater proportion of our students undertaking postgraduate study and a corresponding fall in the proportion of undergraduate students.

This applies to both our UK domiciled students as well as our students from overseas. This may have had the knock-on impact of seeing the age profile of our student move to an older age profile. The gender profile of our students has remained stable, with female students making up the majority of our students.

In terms of disability the data indicates a significant increase in the numbers of disabled students at UCLan from 17% to 26%. This represents a significant increase, and we are investigating the reasons for this significant shift. Possible explanations include the success of campaigns by the Students' Union and UCLan to encourage students to declare disability. We will continue to review this so that we can be sure that we have accurate information on the numbers of students with disabilities.

The most common disabilities that are recorded include mental health and learning disabilities, both of which have increased from the previous year. Our student support services are aware of the changes and are well-placed to respond.

There has been a slight change in the ethnicity profile of our students with 70% identifying as White and 28% identifying from a Black, Asian or other minoritised ethnicity, with the latter group increasing by 1%. This increase is driven by an increase in the number of students identifying as Asian.

The religion and belief profile has largely remained the same with the majority of our students reporting that they have no religion or belief. We have seen a slight but continued upward trend in the numbers of students identifying as Muslim. It is also encouraging to see that the numbers of students disclosing this information is improving, thereby giving us more robust data.

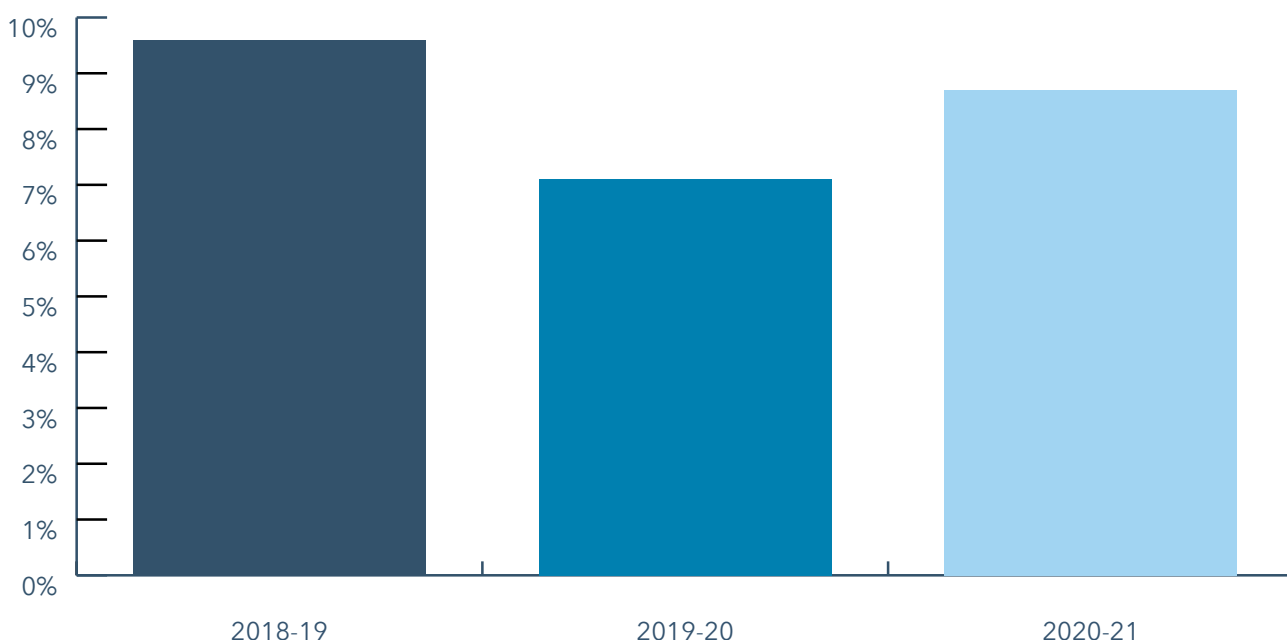
The sexual orientation profile of our students has remained the same this year, with 8% of our students identifying as gay/lesbian/bisexual or other and 85% identifying as heterosexual.

Student awarding gaps 2018/19-2020/21

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

Ethnicity Award Gap Profile

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



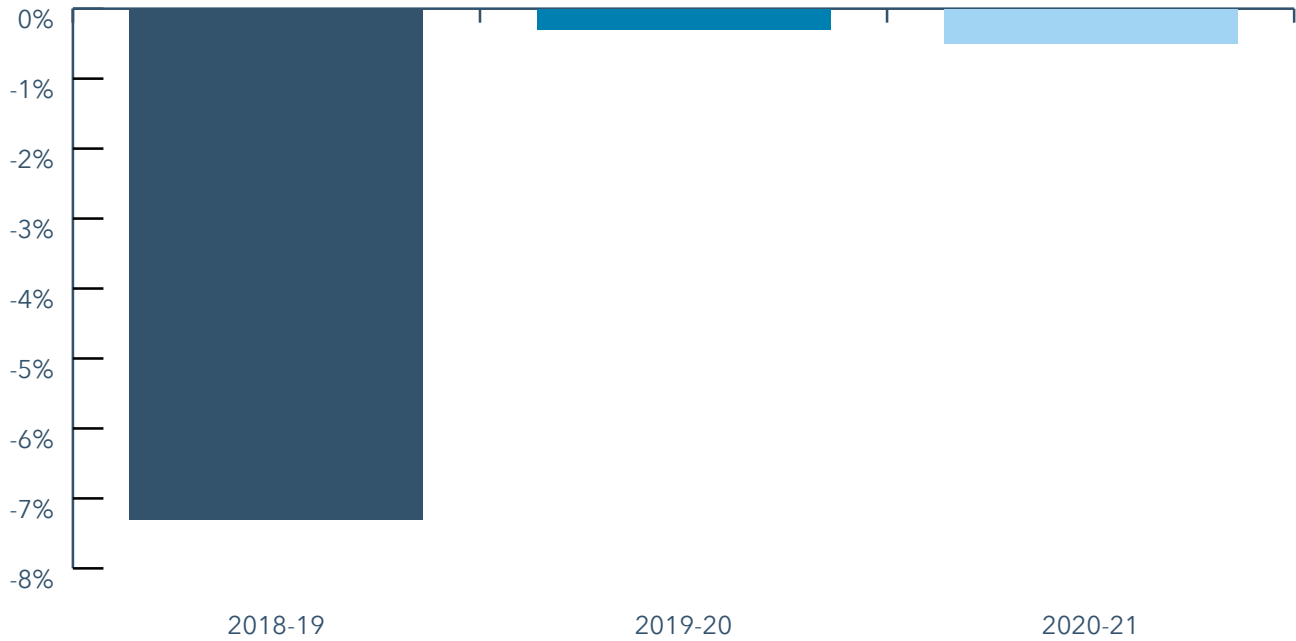
Black, Asian and other minoritised ethnicities award gap	2018-19	2019-20	2020-21
White students compared to students from Black, Asian and other minoritised ethnicities	9.6%	7.1%	8.7%

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

Source: UCLan’s EDI Dashboard.

Gender Award Gap Profile

Male students compared to Female students.



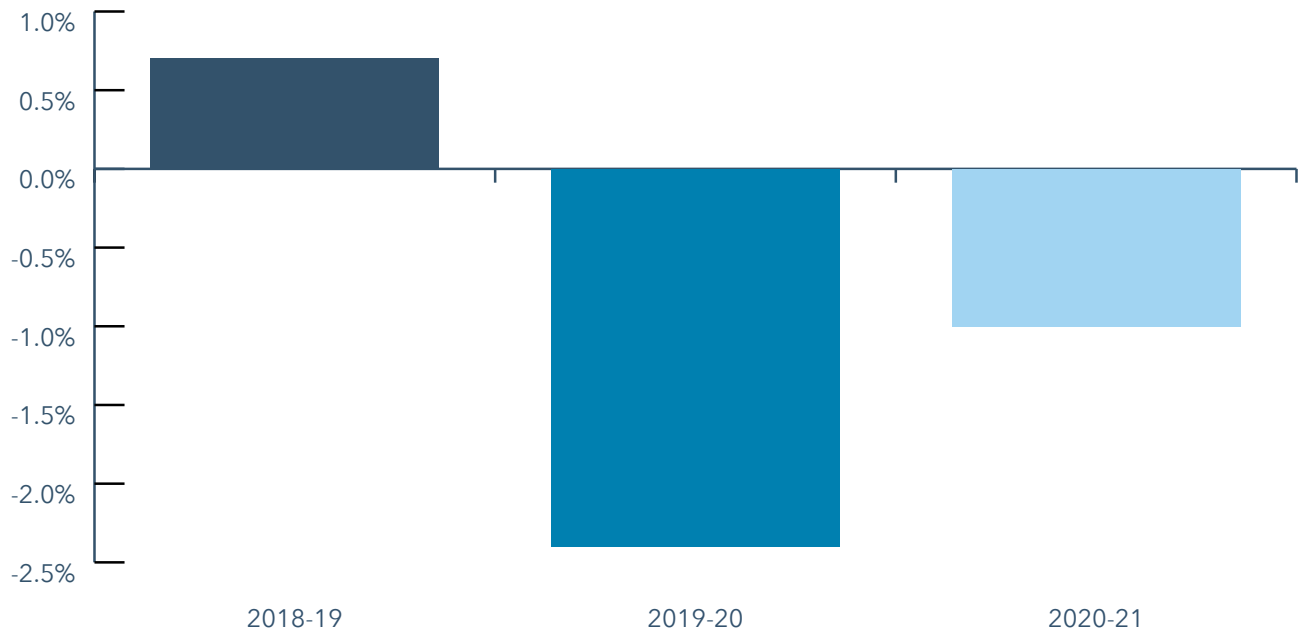
Gender award gap	2018-19	2019-20	2020-21
Male students compared to Female students	-7.3%	-0.3%	0.5%

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

Source: UCLan's EDI Dashboard.

Disability Award Gap Profile

Male students compared to Female students.



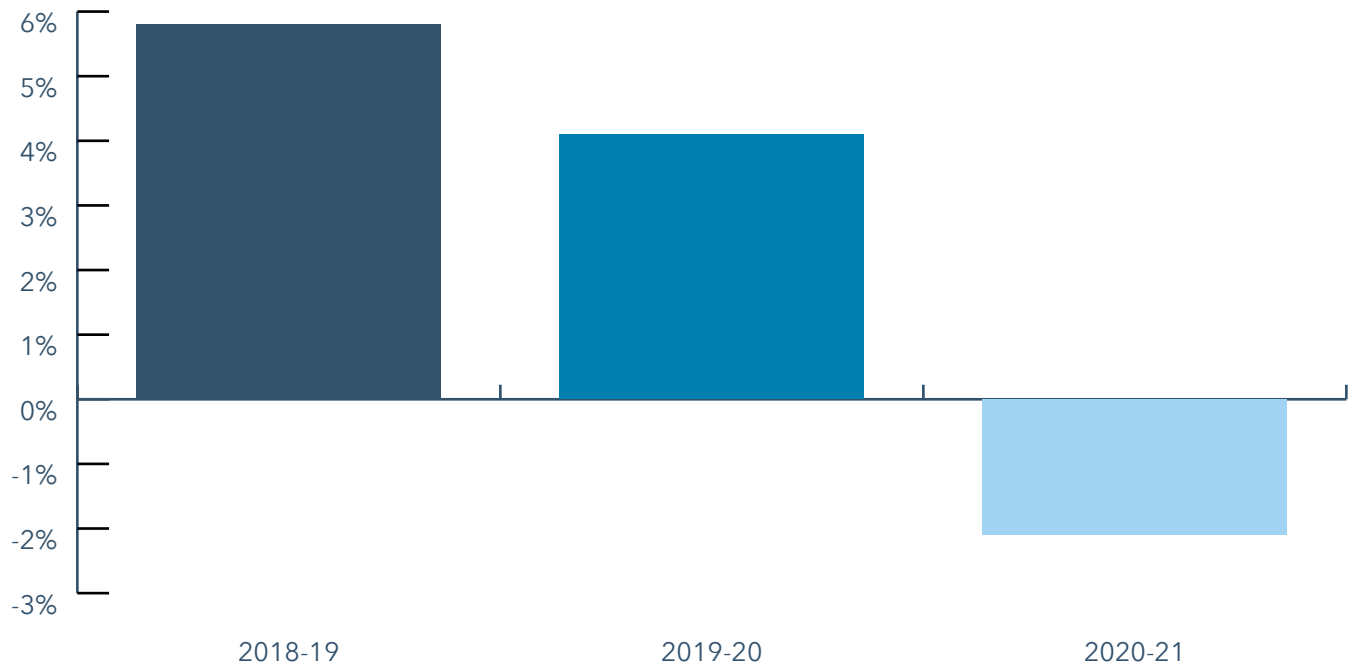
Disability award gap	2018-19	2019-20	2020-21
Non-disabled students compared to Disabled students	0.7%	-2.4%	-1.0%

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

Source: UCLan's EDI Dashboard.

Young HE participation (POLAR4) award gap

POLAR4 Q2-5 students compared to Q1 students.



Young HE participation (POLAR4) award gap	2018-19	2019-20	2020-21
POLAR4 Q2-5 students compared to Q1 students	5.8%	4.1%	-2.1%

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

Source: UCLan's EDI Dashboard.

Commentary on student awarding gaps

The award gap is the difference between 'good' honours degrees (first-class and 2:1s) achieved between different groups of students based on characteristics. The smaller the gap the better.

It is an important indicator to help understand the outcomes that different groups of students achieve and provides an opportunity to reflect on the impact of our educational provision. Award gaps are a feature across the higher education sector and UCLan has set itself ambitious goals to eliminate these gaps by 2028 in relation to ethnicity and disability.

The baseline data from 2019-20 has been slightly tweaked due to the accommodation of integrated master's programmes, which were previously not included. Taking this into account, the data for this year indicates that we are heading in the right direction with gaps narrowing over the last three years in relation to gender, disability and POLAR4, with the latter two groups outperforming their comparator groups. POLAR4 is a measure relating to socio-economic status and measures the numbers of students entering HE from postcode areas.

Students who are considered to be part of quintile 1 are from the lowest participating neighbourhoods. In relation to ethnicity the gap between white students and those from a Black, Asian or Minoritised Ethnic background increased by 1.6% from 2019-20. This is a concern and we have put in place a number of initiatives to continue work on narrowing this gap, including the Curriculum for All project, to foster a more inclusive curriculum across all our programmes, working with Schools where the gap is the highest and to connect with students in order to gain further feedback as to changes that we can introduce.

It is important to highlight that the 19-20 data is difficult to compare with previous years and this year due to the impact of the pandemic, which resulted in a huge shift in our assessment data and also the use of our 'no detriment policy' for students.

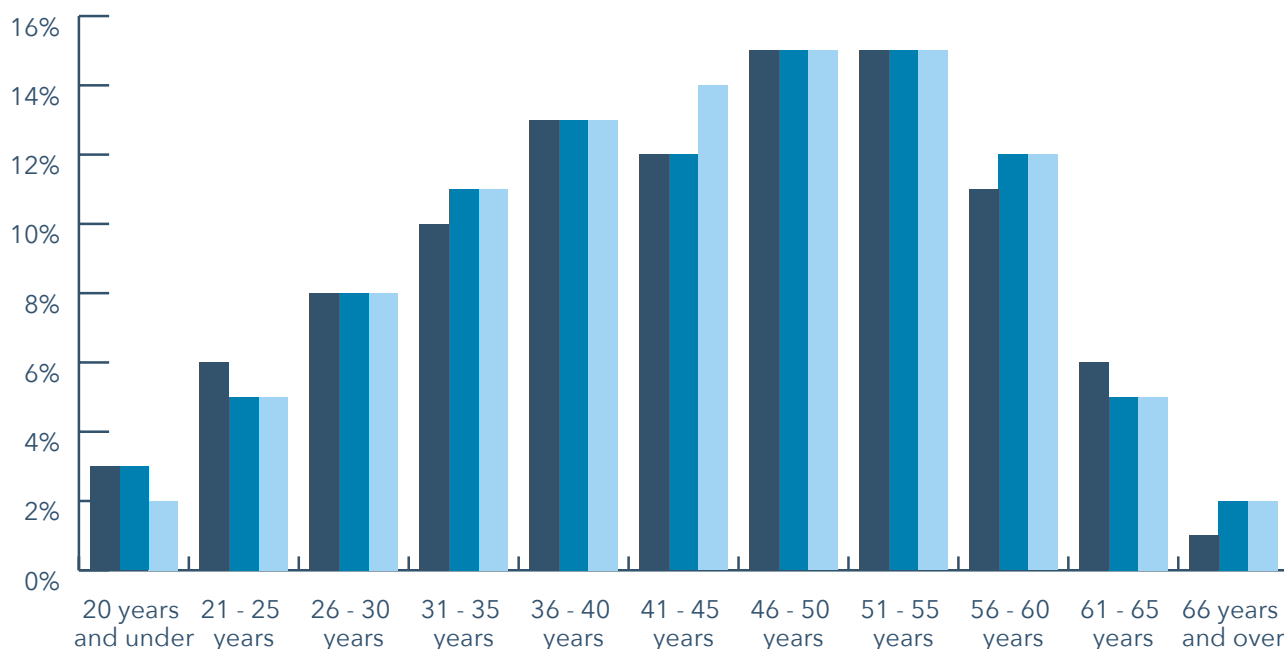
Our work to understand the causes of the award gaps will continue and appropriate interventions deployed, led by the inclusive curriculum working group.

Staff annual statistics 2018/19-2020/21

HESA Staff Data

Staff Age Profile

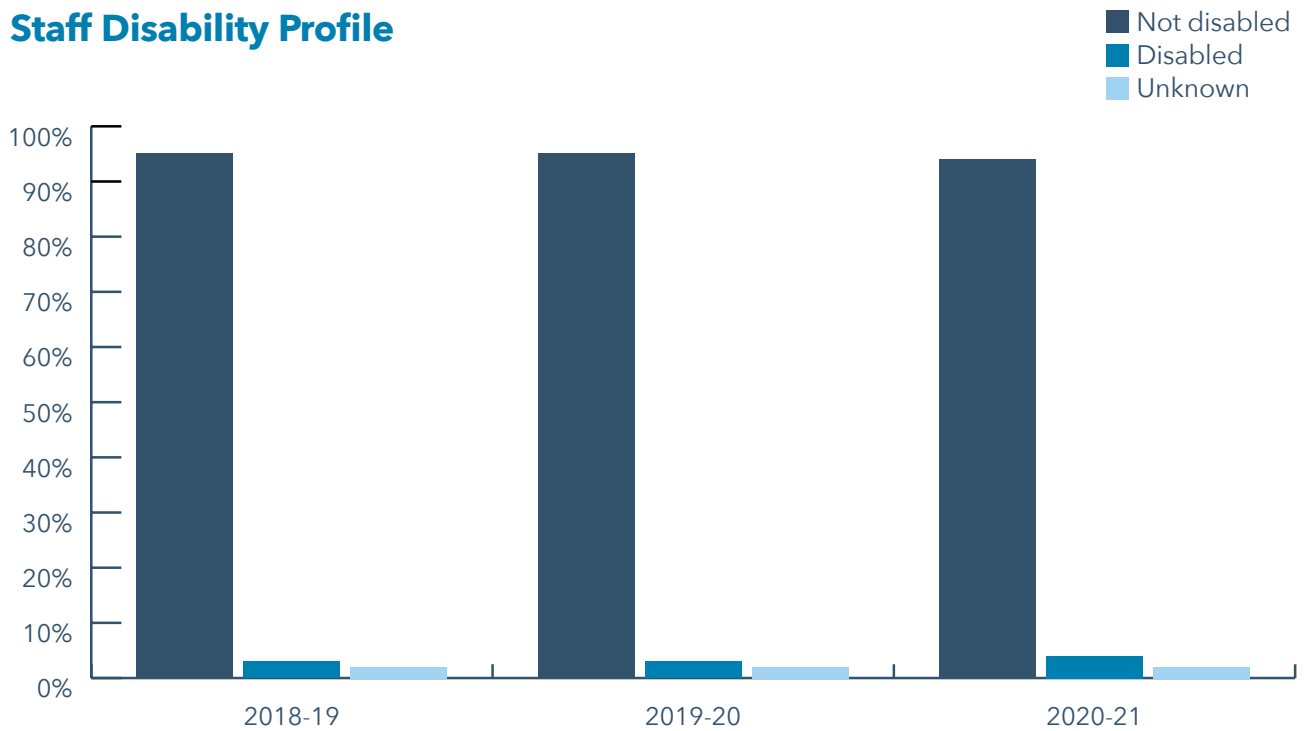
■ 2018-19
■ 2019-20
■ 2020-21



Staff Age	2018-19	2019-20	2020-21
20 years and under	3%	3%	2%
21 to 25 years	6%	5%	5%
26 to 30 years	8%	8%	8%
31 to 35 years	10%	11%	11%
36 to 40 years	13%	13%	13%
41 to 45 years	12%	12%	14%
46 to 50 years	15%	15%	15%
51 to 55 years	15%	15%	15%
56 to 60 years	11%	12%	12%
61 to 65 years	6%	5%	5%
66 years and over	1%	2%	2%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

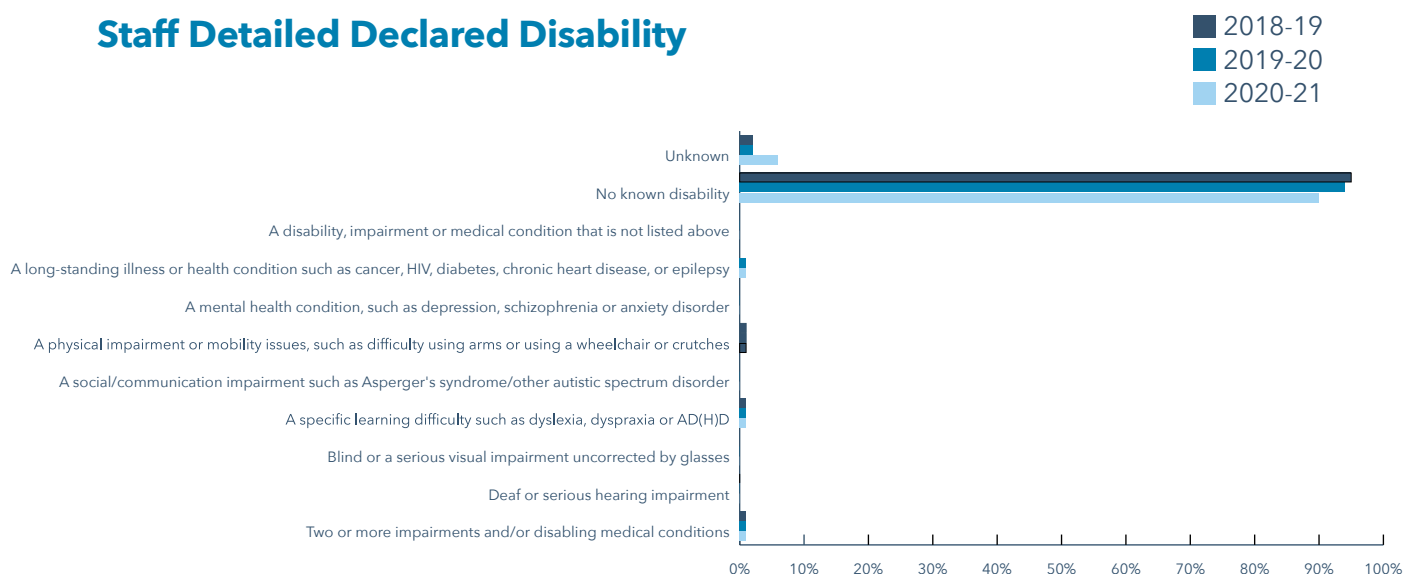
Staff Disability Profile



Staff Disability	2018-19	2019-20	2020-21
Not disabled	95%	95%	94%
Disabled	3%	3%	4%
Unknown	2%	2%	2%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Staff Detailed Declared Disability

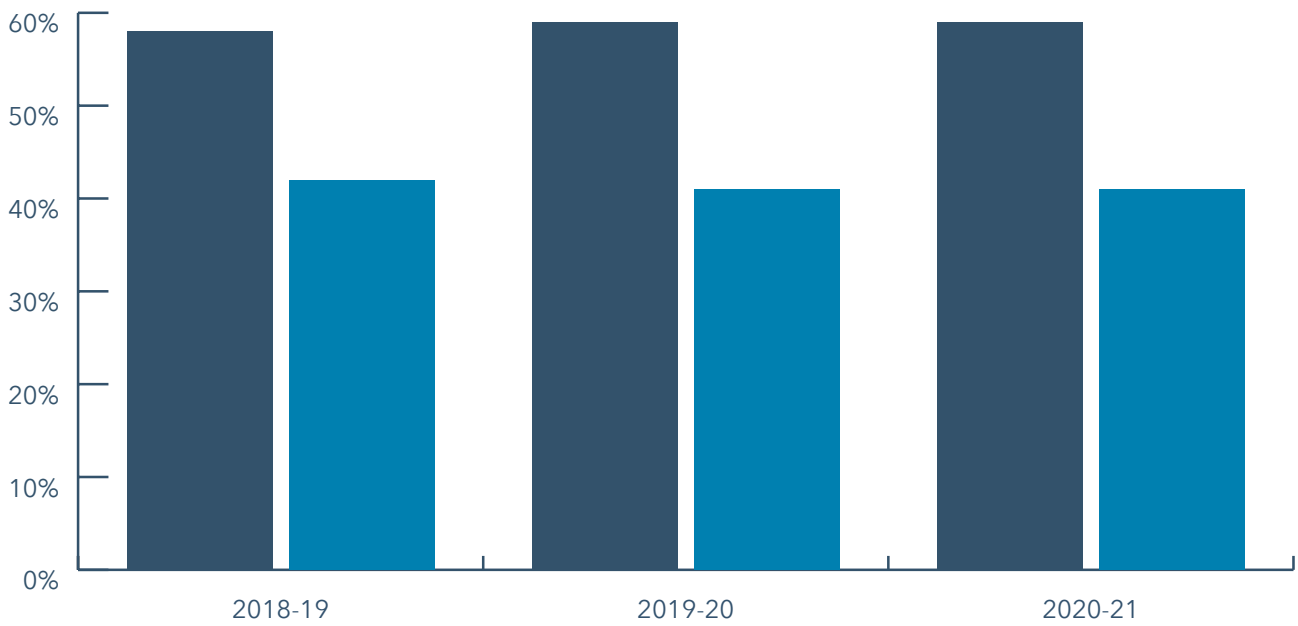


Staff Detailed Declared Disability	2018-19	2019-20	2020-21
Unknown	2%	2%	6%
No known disability	95%	94%	90%
A disability, impairment or medical condition that is not listed above	0%	0%	0%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	0%	1%	1%
A mental health condition, such as depression, schizophrenia or anxiety disorder	0%	0%	0%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	1%	1%	1%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0%	0%	0%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	1%	1%	1%
Blind or a serious visual impairment uncorrected by glasses	0%	0%	0%
Deaf or serious hearing impairment	0%	0%	0%
Two or more impairments and/or disabling medical conditions	1%	1%	1%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

All Staff Gender Profile

■ Female
■ Male

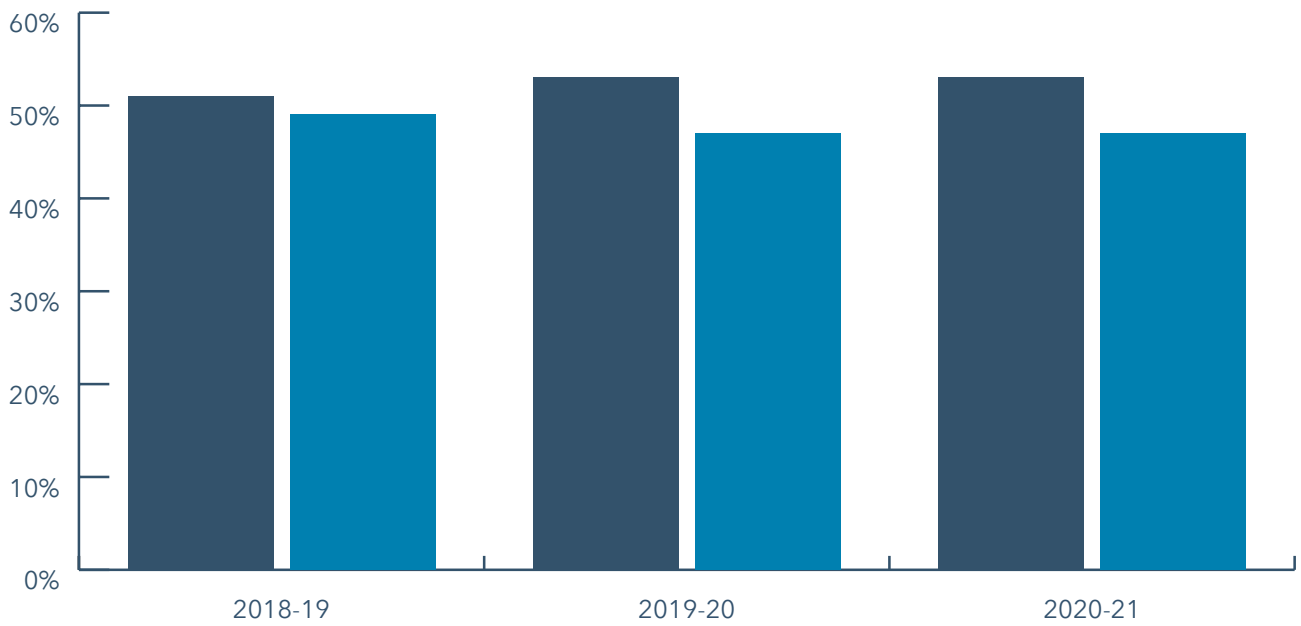


All Staff Gender	2018-19	2019-20	2020-21
Female	58%	59%	59%
Male	42%	41%	41%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Academic Staff Gender Profile

■ Female
■ Male

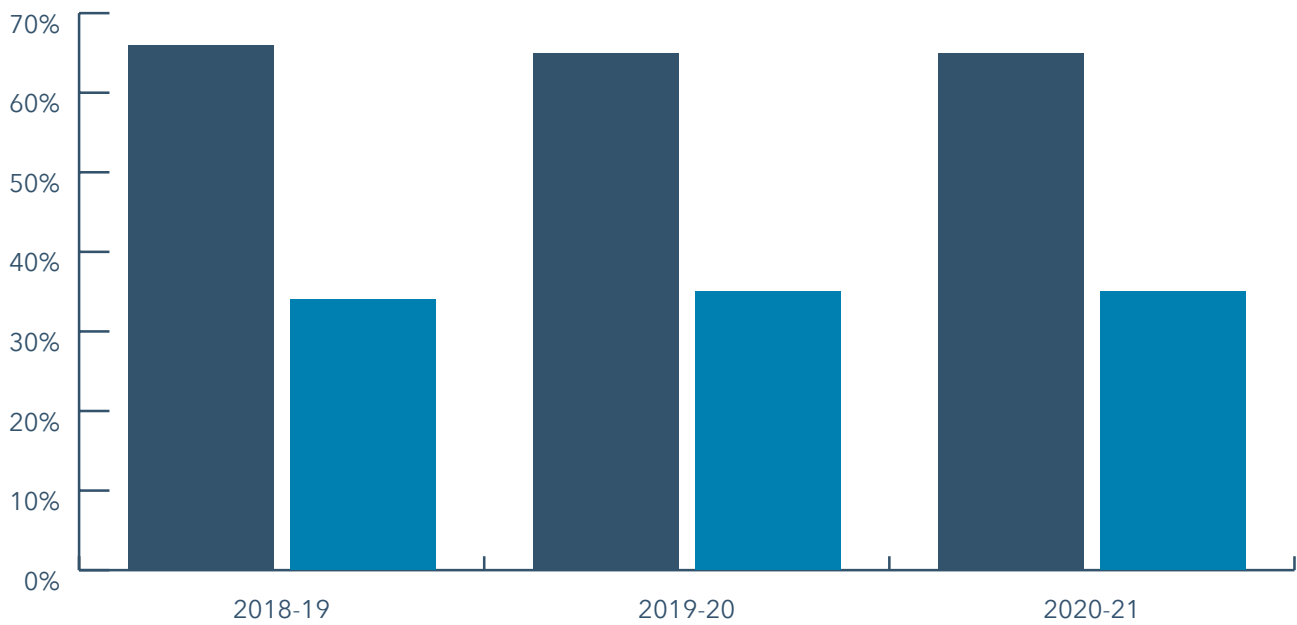


Academic Staff Gender	2018-19	2019-20	2020-21
Female	51%	53%	53%
Male	49%	47%	47%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Professional and Support Staff Gender Profile

■ Female
■ Male

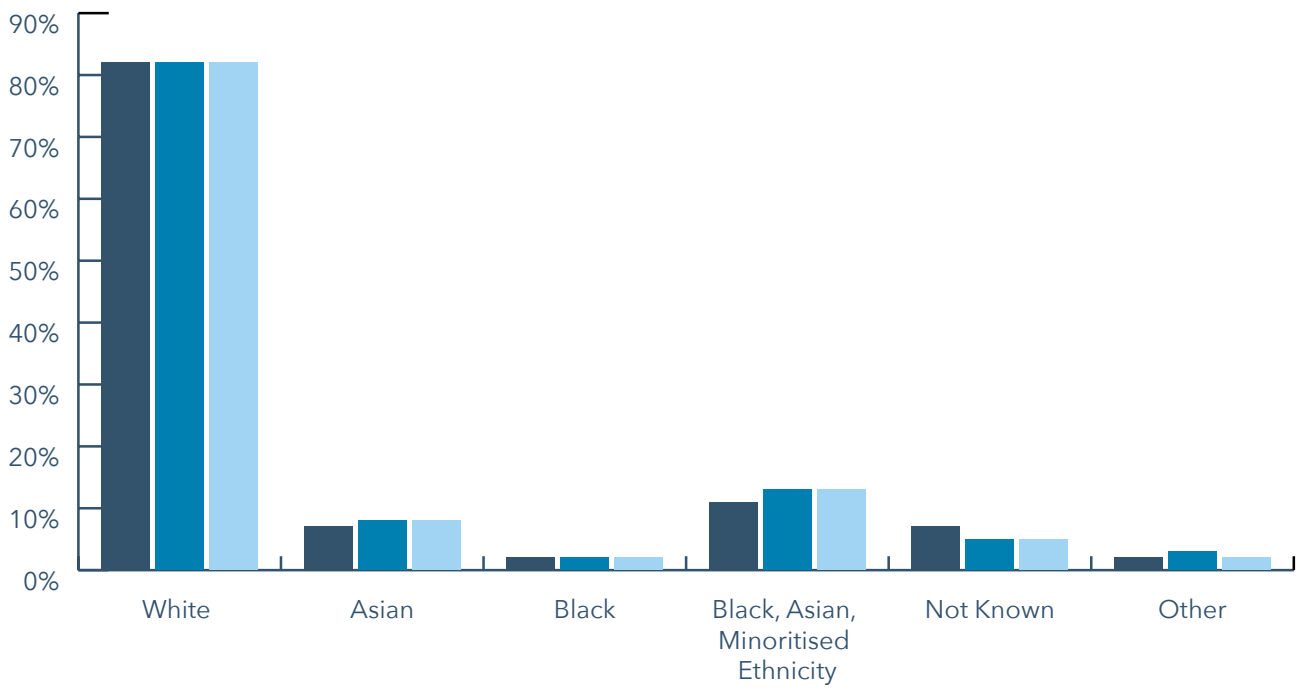


Professional and Support Staff Gender	2018-19	2019-20	2020-21
Female	66%	65%	65%
Male	34%	35%	35%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

All Staff Ethnicity Profile

2018-19
 2019-20
 2020-21

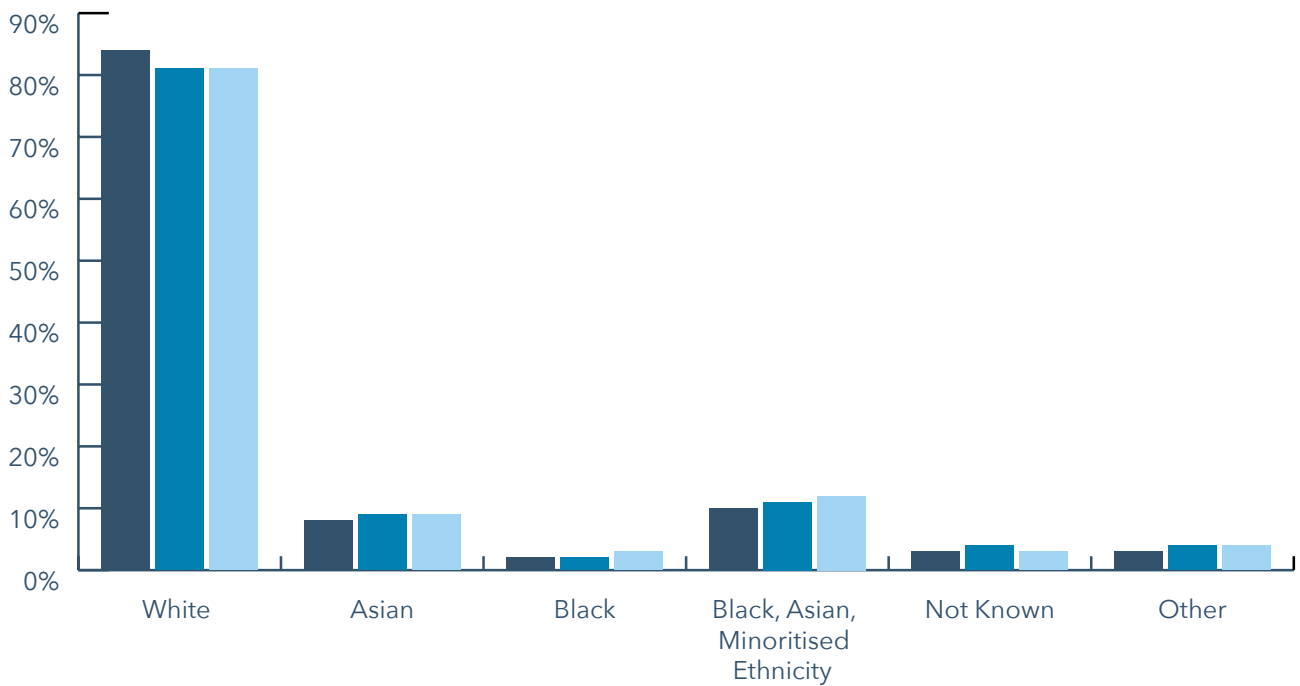


Staff Ethnicity	2018-19	2019-20	2020-21
White	82%	82%	82%
Asian	7%	8%	8%
Black	2%	2%	2%
Other	2%	3%	3%
Not known	7%	5%	5%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Academic Staff Ethnicity Profile

2018-19
 2019-20
 2020-21

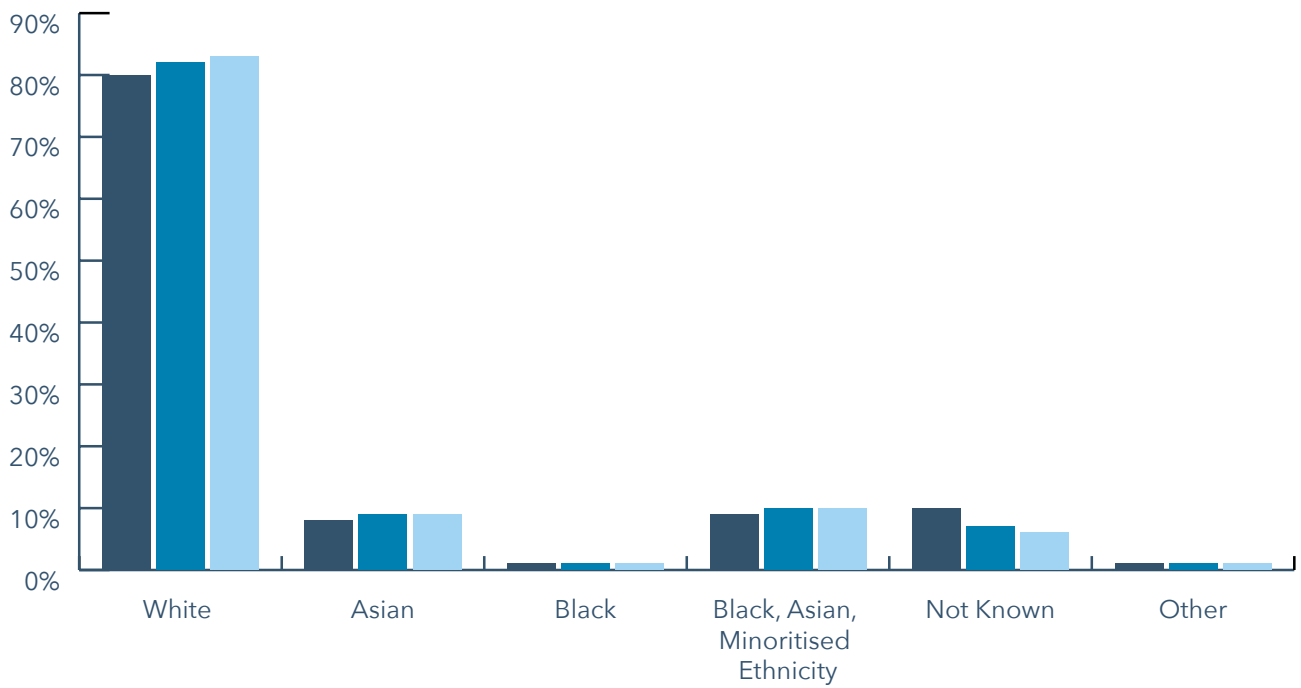


Academic Staff Ethnicity	2018-19	2019-20	2020-21
White	84%	81%	81%
Asian	8%	9%	9%
Black	2%	2%	3%
Other	3%	4%	4%
Not known	3%	4%	3%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Professional Services Staff Ethnicity Profile

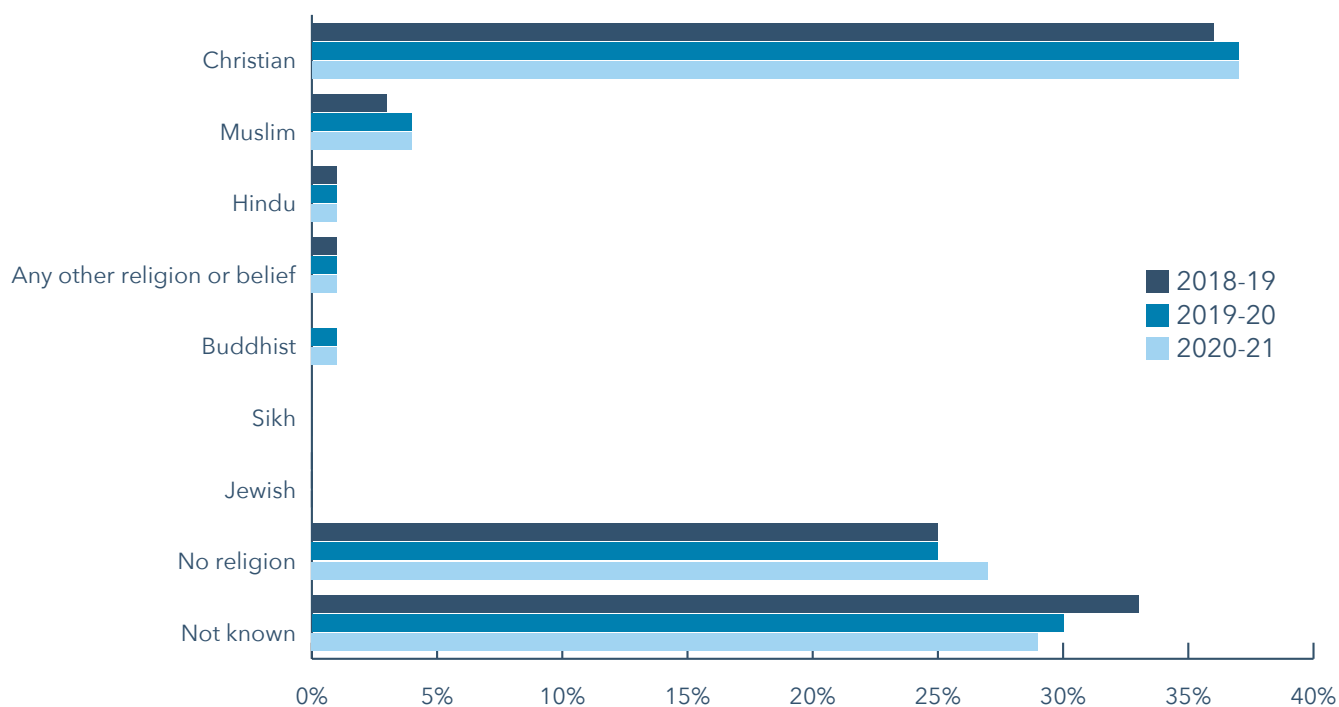
2018-19
 2019-20
 2020-21



Professional Services Staff Ethnicity	2018-19	2019-20	2020-21
White	80%	82%	83%
Asian	8%	9%	9%
Black	1%	1%	1%
Other	1%	1%	1%
Not known	10%	7%	6%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

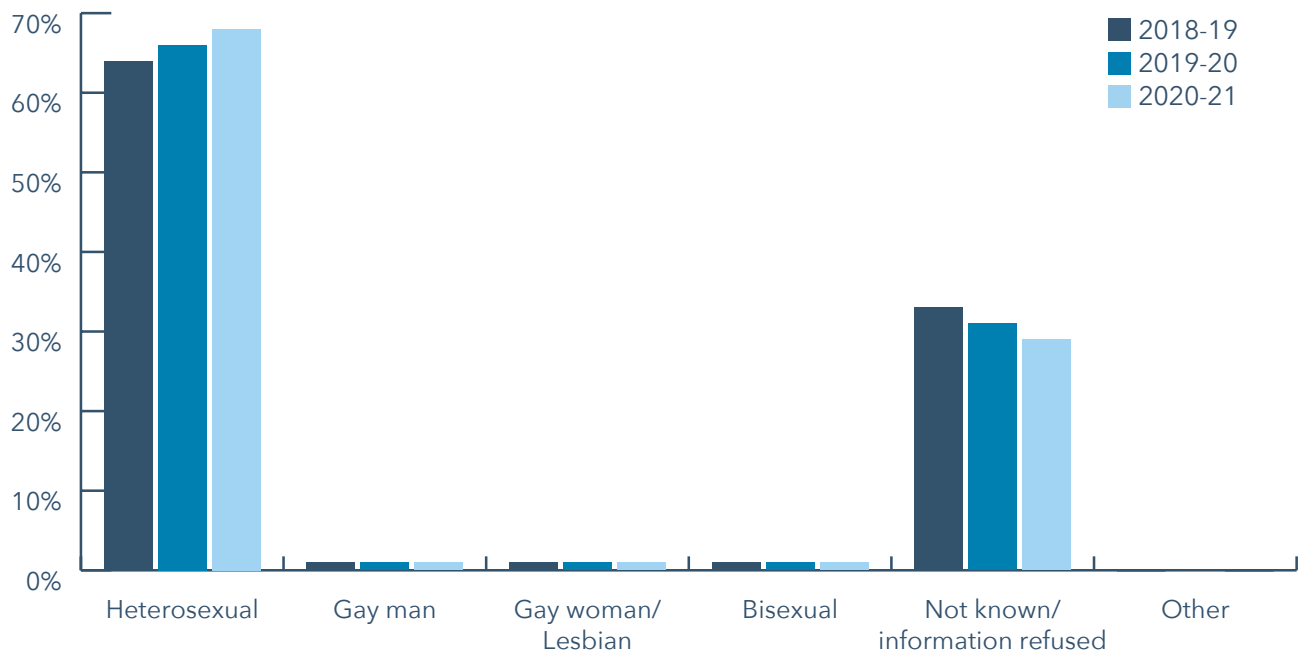
Staff Religion or Belief Profile



Staff Religion or Belief	2018-19	2019-20	2020-21
Christian	36%	37%	37%
Muslim	3%	4%	4%
Hindu	1%	1%	1%
Any other religion or belief	1%	1%	1%
Buddhist	0%	1%	1%
Sikh	0%	0%	0%
Jewish	0%	0%	0%
No religion	25%	25%	27%
Not known	33%	30%	29%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Staff Sexual Orientation Profile



Staff Sexual Orientation	2018-19	2019-20	2020-21
Heterosexual	64%	66%	68%
Gay man	1%	1%	1%
Gay woman/Lesbian	1%	1%	1%
Bisexual	1%	1%	1%
Not known/information refused	33%	31%	29%
Other	0%	0%	0%
Total	100%	100%	100%

Source: UCLan's EDI Dashboard.

Commentary on staff annual statistics

One of our four pillars from the Belonging at UCLan document is to work towards our staff profile being more reflective of our student population. Enhancing this representation will contribute to students' sense of belonging.

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

In terms of disability, we are seeing a slight increase of 1% in the numbers of staff declaring a disability. This also forms one of the EDI goals, eg to improve the numbers of staff declaring disability, which in turn will enable us to provide more appropriate support for our staff. There is a sub-group now looking at ways in which we can improve disclosure rates across the institution.

We have seen a slight increase in the numbers of staff identifying from a Black, Asian and Minoritised Ethnic background, which is encouraging. Due to rounding this is not apparent from the graphs. However, in 2019/20 12.6% of staff identified from Black, Asian and Minoritised Ethnic backgrounds compared to 13.6% in 2020/21. However, further interrogation of the data indicates that the proportion of Black, Asian and other Minoritised Ethnicity staff is lower at more senior levels and we will continue to focus on this. We have in place a staff profile working group ([see page 17](#)) which is reviewing the employee lifecycle from pre-application, through to recruitment processes and career development to identify key actions that will make a difference and move us forward on one of our key EDI goals.

We are conscious that our religion and belief data and sexual orientation data is incomplete in the sense that there are significant numbers of staff that have not provided this information to the University. As mentioned, this is an area that the disclosures sub-group is reviewing in order to encourage more staff to provide this data.

Ethnicity pay gap report 2021

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

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

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

Additionally, we have undertaken to publish our ethnicity pay gap information, which although not a legal requirement is information that we have committed to publish.

Mandatory Reporting Information 31 March 2021

The mandatory information required is as follows:

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

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

Ethnicity pay information

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

Mean ethnicity pay gap - 5.83% (1.67%, 2020)

Median ethnicity pay gap - 2.92% (2.9%, 2020)

Proportion of staff in each quartile by ethnicity

Quartile 1: White staff - 74%, Black, Asian and Minority Ethnic - 26% (83% & 17%, 2020)

Quartile 2: White staff - 87%, Black, Asian and Minority Ethnic - 13% (85% & 15%, 2020)

Quartile 3: White staff - 80-%, Black, Asian and Minority Ethnic - 20% (84% & 16%, 2020)

Quartile 4: White staff - 86%, Black, Asian and Minority Ethnic - 14% (87% % 13%, 2020)

There has been an increase in Black, Asian and Minority Ethnic staff found in the lower pay quartile but also slight increases in the third and fourth quartiles whereas by comparison, there have been decreases in White staff.

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

Working to close the gap

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

Gender pay gap report 2021

The Data

Mean gender pay gap - 10.66% (12.53%, 2020)

Median gender pay gap - 8.45% (8.45%, 2020)

Median gender pay gap, full-time staff only - 5.7% (8.9%, 2020)

Sector median pay gap - 15.5%* (15%, 2020)

The national median gender pay gap - 17.3%** (17.3%, 2020)

*UCEA report April 2020

** CIPD 2021

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

Quartile 1. 65% female, 35% male (64% & 36%, 2020)

Quartile 2. 65% female, 35% male (64% & 36%, 2020)

Quartile 3. 58% female, 42% male (56% & 44%, 2020)

Quartile 4. 50% female, 50% male (49% & 51%, 20220)

Bonus Pay

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

Contextual Information

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

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

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

During the reporting year, the University has been working through a restructuring and cost containment exercise resulting in a number of staff leaving the institution. Reductions at both end of the pay spine and grades has resulted in a certain amount of grade compression which in turn, has impacted upon pay differentials.

63.5% of professional service staff are female; 67.8% of grade A staff are female and part-time; 64% are found in roles graded D - F and 63.1% are employed in roles graded G+ which require specialist expertise and higher levels of educational and professional qualifications. Overall, 43% of women undertake duties graded A - F, whilst for men the figure is closer to 24.4%.

55.8% of total academic staff are female with higher percentages of women occupying Lecturer (grade H) and Senior Lecturer (grade I) roles than men. At Principal Lecturer/Reader level there is a 50/50% split.

39% of academic staff occupy roles graded at I and undertake responsibilities equivalent to our standard career grade of Senior Lecturer whilst the largest population of Service based support staff (43.4%) are employed in roles graded E/F with a difference in maximum grade salary between these two grade clusters of just under £21,000.

Starting Salaries

12.9% of male new starters were appointed to the grade maximum compared with 3.51% of females. The salaries reflect the market conditions relating to IT, web development and business.

Professorial and Management Summary

59.5% of Professors are male compared to 40.5% female. However, the average salary for a female Professor is £75,690, compared to £73,580 for a male.

It should be noted that we have a number of highly distinguished female Professors paid above grade maximum which impacts upon the average professorial pay. 50.6% of locally determined management contract holders below Senior Executive level are female, with an average salary of £74,772 compared to £78,530 for male managers. This results in a 4.78% gender pay gap for management positions.

Working to close the gap - the University will:

- Work closely with Preston City Council in relation to their 'Preston Real Wage' campaign considering issues around low pay - living wage adjustment introduced from 1 April 2021 for staff in grades A and B
- Improve organisational commitment to the Athena Swan initiative and accreditation with several Schools aiming to complete their submissions during 2021 (University awarded institutional Bronze level Athena Swan award in 2020)
- Continue to provide opportunities for staff to access the level and type of development required to enhance their career aspirations such as Aurora for Women alongside mentoring and coaching support
- Harness staff strengths; for example, through considered workforce planning, targeted talent management programmes with reference to areas where women are less represented
- Continue to monitor promotion criteria to encompass skills and abilities in such areas as teaching and learning, innovation and enterprise and professional practice
- Support and encourage women to apply for senior positions. There has been an increase in the number of women in high-level professorial roles, Executive Dean, Head and Deputy Head of School, providing role models for women elsewhere in the organisation
- Review the evaluations and reward arrangements of management contract roles to ensure there is pay equity and parity for roles occupied by both men and women
- Continue to monitor starting salaries and base decisions above grade minimum on evidence of prior earnings and/or contribution. During the reporting period 18% of staff were appointed above grade minimum with 3.5% of women and 13% of men at grade maximum, the majority of whom were academic staff in health and medicine-related areas

- Continue to monitor our reward and remuneration strategy, offering, employee value proposition starting salary guidelines and other pay structures to ensure they are demonstrably equitable
- Continue to provide support for women returning to work - through shared parental leave, job sharing, compressed hours, part-time, and term-time only opportunities
- Investigate changes to the workload model for female academic returners, eg reduced teaching load to kick-start activity in research, innovation, pedagogy etc.
- Encourage men to take advantage of arrangements which enable them to fulfil their caring responsibilities, such as shared parental leave, part-time working and compressed hours
- Continue to ensure that all new employees to the University undergo training in Equality and Diversity
- Continue to reduce the potential for unconscious bias by ensuring that all managers, supervisors and recruitment interviewers have undergone unconscious bias training
- Continue to monitor the content of job descriptions, person specifications and adverts for evidence of bias
- Increase the visibility of family friendly policies, flexible working and work to target 'presenteeism' for example by avoiding scheduling of meetings for early morning or late afternoon
- Strengthen publicity regarding wellbeing at work particularly with regards to mental health and support for bullying and harassment

EDI Chartermarks



Athena Swan

In 2019 UCLan achieved the Bronze level institutional accreditation from Athena SWAN in recognition of the work that it is doing to develop gender equality and to reduce the gender pay gap. Throughout the past year, the institutional SAT (made up of colleagues from across the institution, both professional services and academics) have been meeting regularly with the aim of renewing this accreditation in 2023.

Under the new Athena SWAN charter, we will be working towards achieving the following goals:

1. Adopting robust, transparent and accountable processes for gender equality work, including:
 - a. Embedding diversity, equality and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
 - b. Undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.
 - c. Ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.
2. Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
3. Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
4. Understanding and addressing intersectional inequalities.
5. Fostering collective understanding that individuals have the right to determine their own gender identity, and tackling the specific issues faced by trans and non-binary people because of their identity.
6. Examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified undervalued and at-risk groups.
7. Mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.
8. Mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.



Care Leaver Covenant

We are proud that we have now put in place a comprehensive package of support for those leaving the care system and our application to become signatories of the Care Leaver Covenant was accepted. The Care Leaver Covenant is a promise made by the private, public and voluntary sectors to provide support for care leavers aged 16-25 to help them move from local authority care to living independently.

For many young people, the transition to adulthood is a time of excitement and possibility as they gradually build skills to prepare them for the future. However, for those in care, their 18th birthday is often a time of uncertainty as they leave the care system into a life of independence.

While some ongoing financial and pastoral support is provided by local authorities, at 18, care leavers are expected to support themselves financially, budget effectively and set up homes for themselves - all without the security of stable family support to fall back on.

In signing the Care Leaver Covenant, the University has developed a comprehensive offer which will support care leavers throughout their higher education journey. This includes a £1K per annum bursary, contextualised admissions including experience of care as a consideration, University starter pack for all care-experienced students, £500 transition to employment/further study bursary and a named contact to provide support and guidance throughout their University journey. Details of our offer can be found at the following link [The Care Leaver Covenant](#).



Race Equality Chartermark (REC)

UCLan is a member of Advance HE Race Equality Chartermark (REC) since 2014 and is committed to applying for the bronze award as we strengthen our approach to advance racial equality. This includes the diversification of the workforce and the elimination of student outcome gaps as key priorities in the new strategic plan, as well as creating a culture that is inclusive and enhances sense of belonging for all.

In 2020, UCLan established a REC self-assessment team (SAT) chaired by Dr Ebrahim Adia - Pro Vice-Chancellor (Academic Leadership), to undertake the work to submit the REC institutional application. This includes undertaking a detailed review of all aspects of our work to understand the impact of race on each area and to develop an action plan to enhance areas where disparities in outcomes and experiences are identified. One of the milestones of this work for this year has been the execution of the race equality survey for staff and students. The results from this survey are currently under discussion and analysis. Focus groups with staff and students will be organised to further explore qualitative data and direct actions and priorities to progress racial equality at UCLan.



Stonewall Workplace Equality Index

UCLan is a member of the Stonewall Diversity Champions programme and has submitted its Workplace Equality Index (WEI) application in October 2021. We expect the outcome of our submission to be available in February 2022 to continue the development of this project.

A working group is well established, and a senior representative of the Vice-Chancellor's Group (VCG) has been nominated as the senior LGBT+ champion to lead on this ambitious and important project to promote a more inclusive culture for LGBT+ staff. An action plan has been created in line with the identified areas for improvement.



Armed Forces Covenant

We work closely with the [College for Military Veterans and Emergency Services \(CMVES\)](#), and have achieved an Armed Forces Covenant Gold award and [national acclaim](#) for helping service members resettle.

The CMVES based at UCLan help military personnel and their families to make a smooth transition from a career in the military services to civilian life. Specialist staff who have experience in the armed forces will provide professional guidance and advice for officers who are planning to leave the armed forces, or are already a military veteran.

We work in partnership with Lancashire County Council, the NHS and HQ North West in the support and delivery of the [Lancashire Armed Forces Covenant Hub](#) providing ongoing daily support to the armed forces community across Lancashire.

We have a long history of developing military veterans and offer a vast range of flexible courses that can be studied full or part-time, at foundation, degree and master's level. Our courses cover subjects ranging from sport and business to computing, nursing, engineering and policing. We are proud to support serving and ex-military personnel and their families in developing skills and knowledge, in turn enhancing employability.

EDI priorities for 2021-2022

Much has been achieved during the 2020-21 year in terms of laying the foundations to progress EDI at UCLan. This has included implementing the EDI governance and operating framework, and launching the Belonging at UCLan statement of EDI intent outlining the EDI goals to be achieved by 2028.

It is also significant that additional resources have been secured to support work moving forward. The coming year will see the EDI work enter the implementation phase and will see a number of initiatives come to fruition.

The key objectives for the coming year include:

- Implementing an EDI staff development programme
- Implementing the 'Curriculum for All' initiative
- Submission of Race Equality Charter application
- Developing principles of EDI engagement for professional services
- Developing and implementing actions at faculty and service level
- Launch of version 2 of the EDI dashboard
- Development and implementation of toolkit to assist in embedding the consideration of EDI in professional service areas
- Finalise faculty and service level EDI plans, with some aspects of implementation taking place





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UCLan

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