

ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT 2024-2025

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FOREWORD



year, has been to ensure that we are embedding our commitments in our systems, processes and culture, as well celebrating our diversity across our staff and student communities, with participation in Cumbria Pride and with our partners at Carlisle United Football Club.

The launch of our Universal Design for Learning provides a common foundation for our approach to teaching and the migration to Blackboard Ultra has significantly improved digital accessibility. Wellbeing, introducing of a new flexible service for talking therapies, and protecting against harassment and sexual misconduct are key areas of focus. We acknowledge that relative to the wider Higher Education sector, our staff community is less, though improving, ethnically diverse. This is obviously impacted by the relatively low population diversity in Cumbria as a predominantly rural area, but we embrace the benefits of race equity and remain committed to further progress in this dimension. In assessing progress, we continue to test ourselves against national standards as well as against own targets and we have reaccredited during 2025 to both Disability Confident Leader and to White Ribbon, alongside our Athena Swan Bronze Award (2023).

Tracey Slaven,
Chief Transformation Officer

During 2024-25, we began the process of refreshing our Towards 2030 strategy. That process, now completed, reaffirmed our commitment to our core values. We are Personal, We are Progressive and We are Engaged. Our mission is fundamentally one of inclusion and equity, inspiring and equipping our graduates and communities to thrive, ensuring that all in our region can access the benefits of Higher Education. This is echoed in our University Inclusivity Statement which reinforces our commitment to equality, diversity and inclusion and to embracing our responsibility as a facilitator of change.

This report acknowledges our progress towards our equality objectives, as we become a more inclusive employer and enhance the experience and achievements of our students. Our focus over the last



2024-25 KEY HIGHLIGHTS

STAFF FOCUS

Equality, Diversity, Inclusion and Wellbeing (EDIW) is a core pillar of our People and Culture Strategy, supporting a focus on employee experience and culture. The Equality, Diversity, Inclusion and Wellbeing Committee (EDIWC) met four times during 2024/25, providing a key space within our governance structure to receive, note, discuss and recommend approval of university EDIW developments.

During 2024/25 we refreshed our Equality Objectives following a period of robust consultation across our university community. Our Equality Objectives 2025-2029 include an internal action plan that will be monitored by our EDIWC throughout their lifespan and are listed below:

1. Embed Equality, Diversity and Inclusion (EDI) in our decision-making, demonstrating inclusive leadership and accountability university wide
2. Universal Design for Learning (UDL) is authentically embedded as part of our approach to learning, teaching and assessment
3. Strive for increased equity within our workforce
4. Provide an inclusive environment, where our culture of belonging recognises and supports every person to succeed as a valued member of our community

We made positive strides in terms of embedding EDI during 2024/25, including the approval of 52 Equality Impact Assessments (EIAs) by our EDIW Monitoring Group, with lead colleagues considering equalities impact as part of a change e.g. a new policy or action plan, aligning with our internal governance and approval routes. Consultation is a key component of an EIA and our staff networks have contributed to multiple EIAs, ensuring lived experience and the voice of our community is heard, valued and integrated into our policy and practice.

Following legislative change and charter mark developments, a sexual harassment and misconduct action plan was developed during 2024/25, with updates scheduled at our Safeguarding Steering Group. There was also an agreed refocus of our Athena Swan action plan, with new Pro Vice Chancellor (PVC) leads assigned, in addition to a mental health charter assessment being completed. As part of our Athena Swan action, a meeting question template was created to support and enable colleagues across our institutes and services to have conversations about localised EDIW good practice and challenges, featuring a non-exhaustive list of prompts.

We also continue to work beyond our legislative requirements, with our internal pay gap reporting going beyond Gender and preparing for Disability, Ethnicity, Religion and Belief, and Sexual Orientation pay gap analysis. In-keeping with these areas of focus was our Equal Pay Review, undertaken every two years and received by our EDIWC. The university also explored potential bias within our recruitment, investigating findings from 2019/20 to 2023/24, with further analysis required specifically in relation to ethnicity and underrepresentation.

Further good practice has seen a revision of our Performance and Professional Development Review (PPDR) process, with a focus on EDI and reasonable adjustments being incorporated, noting an increase in workplace adjustment action plans being complete. A new confidential reporting tool was developed for staff and linked to the existing You Report, We Support student reporting mechanism and our draft race equity action plan has undergone further scrutiny and refinement, as it closes in on approval.

The University promoted 70 awareness days during 2024/25, with our EDIW Schedule of Events driving work forward in this space, covering staff, student and community engagement. Internally from a staff perspective, 70 engagement posts were released during 2024/25, sharing information and awareness raising content, achieving an average of 84.2 views.



STUDENT FOCUS

Our Towards 2030 Strategy underlines the importance of student diversity.

"We embrace the diversity of our student community and their education journeys and are committed to enhancing and delivering excellent student experience and graduate outcomes".

The University of Cumbria was established to address low participation in Higher Education and staff across the University recognise the importance of creating equity of opportunity for our students, with a particular focus on those from under-represented groups. We are pleased to share that this year resulted in some positive outcomes relating to Student Retention and Attainment (pp = percentage points):

- the university average for retention increased by 0.8pp
- the university average for attainment has also increased by 0.2pp, influenced by Black Asian and Minority Ethnic figures rising by 5.1pp and Male figures by 1.6pp

We recognise our statutory duties under the Equality Act 2010, as well as the wider responsibilities for the success of students from all groups currently under-represented in UK Higher Education. Wide-ranging support for our students is offered throughout the student journey. Working in partnership with students, UniConnect and local schools and colleges, we seek to transform lives and livelihoods; as we secure good graduate outcomes, improve academic success, develop diverse pathways into higher education for learners from all backgrounds to provide accessible support mechanisms and communicate with our student body so that their experience informs the core of what we offer.

The following sections highlight our focus on EDI across the totality of the student journey, and is presented to reflect the order that journey, from first engagement with prospective students, through studies and support on programme to and beyond graduation.

STUDENT RECRUITMENT AND OUTREACH

EDI is embedded within our marketing and recruitment activity, linked to our EDIW Schedule of Events. Agreed social media activity in 2024/25 spanned three key areas: Cultural & Religious Holidays (e.g. Ramadan), Local & Community Events (E.g. Cumbria Pride), and Awareness Days & Heritage Observances (e.g. South Asian Heritage Month). In total, there were around 25-30 dates/campaigns celebrated and recognised via social media throughout the academic year, with our social coverage varying from single posts for religious holidays to week- or month-long content plans for national campaigns such as White Ribbon and Pride Month.

Specific to welcome week in September 2024, the number of followers increased by 31.7% on TikTok, 31.9% on LinkedIn, and 139.1% on Facebook (no data for Instagram). Three of the top five performing posts in September 2024 were all Welcome Week/Registration-focused:

- Happy unpacking on TikTok with 5.1% engagement rate
- Welcome fair recap on TikTok with 4.3% engagement rate
- Online registration reminder on Instagram with 4.3% engagement rate

The team collaborated with others from across our community, including colleagues in EDI, Chaplaincy and UCSU throughout the year to align messaging and ensure factual accuracy. The top 3 performing EDI posts in 2024-2025 were:

- International Women's Day on Facebook with a 12.9% engagement rate
- White Ribbon Day on LinkedIn with a 9.4% engagement rate
- LGBTQ+ Staff Network turns 5 on LinkedIn with 8.8% engagement rate

Wider activity around student campaigns, including from an internal perspective was supported by the creation of a new post to coordinate student campaigns. During 2024/25 a campaign was undertaken to promote feedback from students as central to our practices. Campaign imagery was also developed to ensure authentic representation of our diverse student body, with positive images reflecting that diversity. We also increased the use of digital and social media channels for student-facing campaigns to improve accessibility throughout the year.

During 2024-25 we worked to recruit our first cohort of students, as we prepared for the opening of our new campus in Barrow, and have embraced the learning that this is providing in developing our approach to Outreach and recruitment in other parts of Cumbria. 120 engagement activities were delivered across the Barrow area, with subject visibility provided from our academic colleagues in STEM, Radiography and Nursing. Several strategic partnerships and collaborations have established a robust Barrow-focussed delivery footprint, laying strong foundations and creating a regional ecosystem to support aspiration and progression opportunities. Mapping local barriers led to targeted interventions that included the Cumbrian Boys Impact Hub, with the aim of supporting sustained progression for young males from under-resourced backgrounds, a focus of our Access and Participation Plan.

ACCESS AND PARTICIPATION PLAN (APP)

Our Access and Participation Plan is an important strategic mechanism which sets out our commitment to continually improve how we support students under-represented at the University and with characteristics of disadvantage, to succeed. The Access and Participation Plan is a statutory requirement, satisfying one of our Conditions of Registration with the Office for Students (OfS) and underpinning our approach.

We use our student population data, and their experiences shared through our consultation with students and staff, to understand, monitor, and evaluate their academic and professional outcomes. We prioritise those that through our assessment of performance, we have identified have the greatest likelihood of facing risks to equality of opportunity and outline through our theories of change, evidence-based interventions to address these risks.

Active staff working groups are positioned to guide and oversee interventions to address barriers for students from under-represented groups and our established Student Advisory panel is comprised of student with a range under-representation such as ethnicity, socioeconomic status, disability and from across our diverse disciplines and modes of study. The Student Advisory Panel and staff working groups have co-created new interventions during 2024/25 and these have been added to the APP 2024-2028, with a particular focus on addressing aces for young men from low-participation groups, continuation for mature students and career outcomes for Black students. There was also a significant evaluation of the effectiveness of the Cumbria Bursary, which supports students from lower-income backgrounds to succeed in HE.

LEARNING, TEACHING AND ASSESSMENT PLAN

2024/25 marked the first year of implementing the new Learning, Teaching & Assessment Plan (LTA plan), of which Universal Design for Learning (UDL) forms a key enhancement theme.

Digital accessibility was a key feature of this and was supported by the migration to a new learning platform, Blackboard Ultra. The accessibility score for module sites increased from 83.7% in 2023/24 to 85.3% in 2024/25 following the migration. The downloading of resources in alternative formats increased by 28.7%, demonstrating growing student awareness of the changes. On 3 October 2024, the university participated in a global competition encouraging Blackboard users to improve the accessibility of digital learning materials, resulting in the university being ranked 2nd in the EMEA region and 11th globally for the proportion of fixes per student.

UDL has been embedded within the new Postgraduate Certificate of Academic Practice for new teaching staff, which launched in January 2025, alongside the learning and teaching professional learning offer and as a self-paced online learning unit on Blackboard to further enhance our practice. Our Learning & Teaching Leadership Group continue to implement actions with onward reporting to Student Success & Quality Assurance Committee and Academic Board.

STUDENT SERVICES

Student services cover a wide range of support. Our key initiatives, responding to the needs of our student body during 2024/25 included.

Mental Health and Wellbeing:

During 24/25 the Mental Health & Wellbeing Team (MHWT) delivered a focussed action plan centred on three key themes of improvement: Visibility, Accessibility and Waiting Times.

A new Single Session Service was launched, offering students two flexible options for talking therapy support, a one-off 90-minute session or a short-term course of therapy, consisting of up to 6–8 sessions. This provision has proved to be successful with over a third of the total referrals being for the single session service. Positively, the average waiting times for appointments reduced from 21 days in 2023/24 to 13 days in 2024/25.

Through the talking therapy service, students are triaged and prioritised for appointments based on their clinically assessed need, to ensure that those who need an urgent appointment are seen as quickly as possible. Our students are triaged as follows: as an 'Emergency' and 'Very Concerned', 'Priority' and 'Very Concerned', 'Priority' or 'Ordinary' referral and this approach



dictates how quickly a student receives their first appointment. 70 students were marked as 'Very Concerned' compared to 106 students in the previous year, with the number of 'Emergency' referrals remained relatively consistent with the previous year (47 this year, 50 last year). In addition to the Climbing for Wellbeing programme the MHWT has actively developed partnerships with local social prescribing organisations to expand support options for students who may wish to access services outside of the university.

The number of cases dealt with by the team, with comparison to volumes last year, is outlined below.

Case Type	2024/25	2023/24	% Change
StEP Mental Health & Wellbeing Cases (covered by the duty rota)	618	456	+35%
Referrals for talking therapy	481	503	-4%
StEP Safeguarding Cases	168	198	-15%
You Report We Support	39	25	+56%

Prevention of Harassment and Sexual misconduct

In order to ensure compliance with the new OFS Condition of Registration E6: Harassment and Sexual Misconduct (effective from 1 August 2025), Student Services led the implementation of a range of measures to enhance the university's work in relation to the prevention of harassment and sexual misconduct, working collaboratively with the People and Culture team to ensure relevant staff policies, procedures and training required for E6 compliance are also in place.

These measures included:

- The development and implementation of a consolidated Prevention of Bullying Harassment and Sexual Misconduct Policy and associated procedures (for staff and students).
- The implementation of an online reporting tool for students to submit disclosures and reports of bullying, harassment or sexual misconduct, entitled You Report, We Support.
- The development of support information, resources and processes for reporting and reported students.
- The establishment of a trained team to receive student reports and disclosures and provide relevant support.
- The development and implementation of a "Single Comprehensive Source of Information": (live from 1 August 2025), known as our Healthy Relationships Hub. This hub provides a single, consolidated set of webpages where students, and staff can access information, advice and guidance about the prevention of bullying, harassment, and sexual misconduct.
- The Office For Students condition requires providers to ensure that all new students complete training to ensure they understand behaviour that may constitute harassment and/or sexual misconduct. Consequently 3 new training modules covering harassment and sexual misconduct, consent, and bystander training, have also been launched for all our students to access.
- The Student Code of Conduct has been updated to cover the expectation that students complete the required mandatory training. Completion rates are being actively monitored.

University of Sanctuary

The University of Cumbria was nominated by a member of the Carlisle community and was subsequently shortlisted for a Diverse Cumbria Award 2025 in relation to our University of Sanctuary developments and impact.

Disability Services

Students who declare a disability to the University normally receive a support plan within 4-6 weeks of submitting their support request form (SRF). During 2024/25 the Disability Services team implemented a new method of distributing plans to academic colleagues, removing the need to share plans via email. A new provider for Educational Psychology support was contracted and as a result, we can refer students for a broader range of screenings and assessments, including Autism and AuDHD (Autism and ADHD).

Policy and guidance documentation has been developed to support academic colleagues in applying reasonable adjustments for students with disabilities or learning differences and in recognition of the prevalence of neurodiversity across our student population, we are investing in the professional development of the team to enhance their knowledge understanding and practice. Additionally in this space, three of the SLAs completed the training to be accredited AutismADHD mentors (in line with the Disability Student Allowance criteria). The remaining two SLAs will complete their training in the early part of 2025/26.



FUTURE FOCUS

Delivery of our Equality Objectives 2025-29 will be a focus from the end of 2024/25, as will the review and relaunch of the revised Towards 2030 and related strategy. Compliance with the Office for Students E6 condition (sexual harassment) of registration and the Worker Protection amendment, safeguarding our community in relation to sexual harassment and misconduct will be subject to robust monitoring, with a desire to launch our Race Equity Action Plan and continue Athena Swan efforts.

An approach to Inclusive Curriculum Reviews will be piloted as part of our LTA Plan, with feedback incorporated into a framework to support academic colleagues to further embed EDI considerations into their practice, balancing this with our freedom of speech responsibilities. A separate workstream will see deeper analysis in relation to student systems and process to check for bias and identify improvements to aid equity across the student journey and experience.

DATA APPENDICES

The data in these appendices assist us in monitoring progress towards our Equality, Diversity and Inclusion objectives and support insight in prioritising future actions.



STAFF DATA

We have used our formal HESA return, alongside internally held recruitment and training data, to present data on:

- Contract type
- Age
- Disability
- Religion and Belief
- Ethnicity
- Sex
- Sexual Orientation

To avoid the risk of identifying individuals, data on gender reassignment has not been included in this report.

The comparative sector data is drawn from Advance HE's "Equality in higher education: statistical reports 2024".

In presenting year on year change data, green shading indicates a percentage increase relative to University 2023/24 data and orange shading indicates a reduction.

Overview:

- Our staff engagement with diversity reporting is positive, with reporting levels above the sector average for several characteristics. This manifests in a lower proportion of staff in unknown category in relation to Ethnicity, Religion and Belief, and Sexual Orientation.
- Relative to the sector, our staff profile continues to have significant under-representation of individuals who are:
 - o Aged 40 and under
 - o Black, Asian and Minority Ethnicity
 - o Males
- However, representation of these groups has increased compared to our 2023/24 staffing figures, indicating that this gap is slowly closing.
- We continue to have a higher percentage of employees with a declared disability (12.5%) than the sector average (7.2%)

CURRENT STAFF POPULATION

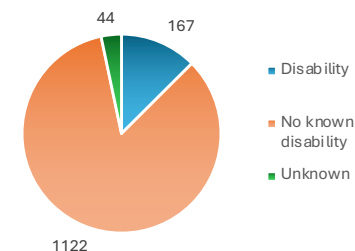
Contract Type	University (all staff)			Sector
	%	Number	Change from 2023/24	%
Full time	53.1	708	0.2%	68.4%
Part time	46.9	625	-0.1%	31.6%

Age	University (all staff)			Sector
	%	Number	Change from 2023/24	%
30 and under	12.0%	160	0.5%	16.5%
Age 31-40	20.7%	276	0.3%	27.7%
Age 41-50	26.0%	347	-0.6%	25.5%
Age 51-60	29.4%	392	-1.0%	21.8%
Age 61-65	9.0%	120	0.8%	5.08%
Age over 65	2.9%	38	0.0%	2.8%

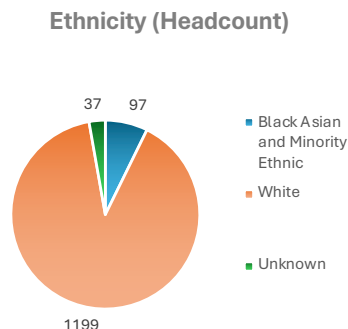
Disability	University (all staff)			Sector
	%	Number	Change from 2023/24	%
Disability	12.5	167	1.0%	7.2
None Declared	84.2	1122	-0.8%	92.8*
Unknown	3.3	44	0.3%	0*

*Advance HE Report combines *No Known Disability and "Unknown categories"

Disability (Headcount)

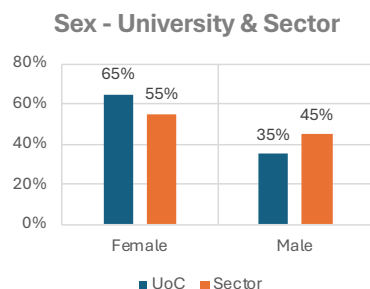


Ethnicity	University (all staff)			Sector
	%	Number	Change from 2023/24	
Black Asian & Minority Ethnic	7.3%	97	0.8%	17.5%
White	90.0%	1199	-1.1%	74.0%
Unknown	2.8%	37	0.4%	8.5%



Religion & Belief	University (all staff)			Sector
	%	Number	Change from 2023/24	
Christian	37.4	512	-0.4%	22.9
Buddhist	0.8	10	0.1%	0.7
Hindu	0.5	7	0%	1.5
Muslim	2.3	31	0.2%	3.2
No Religion	45.6	608	0.4%	34.3
Pagan	0	0	0%	0
Any other religion or belief	3.2	42	0.1%	3.9
Unknown	9.2	123	-0.3%	33.4

Sex	University (all staff)			Sector
	%	Number	Change from 2023/24	
Male	35	467	0.5%	45
Female	65	866	-0.5%	55



Sexual Orientation	University (all staff)			Sector
	%	Number	Change from 2023/24	
Heterosexual	82.8	1103	-1.2%	60.2
Bisexual	4.0	53	0.7%	2.5
Gay or Lesbian	3.8	50	0.1%	2.8
Other	0.9	12	0.2%	0.8
Unknown	8.6	115	0.3%	33.7

STAFF RECRUITMENT INSIGHTS

Recruitment and application data gives us insight into our attractiveness to applicants and can be a leading indicator for changes in the profile of our staff population.

We recognise our Cumbrian context. The 2021 Census identifies limited but improving diversity locally and while this impacts on the diversity of applicants for some roles, the University can also play a role in attracting inward migration to the region.

The number of Black Asian and other Ethnic Minority applicants has increased by almost 350% over the last 4 years, now accounting for over 40% of applicants. We recognise the need to understand what is driving that change in the context of stable vacancy numbers and applications from white applicants.

We recognise that variation in the vacancies advertised can impact on the age profile of applicants, with entry level roles likely to increase the number of young applicants.

2024/25 RECRUITMENT DATA

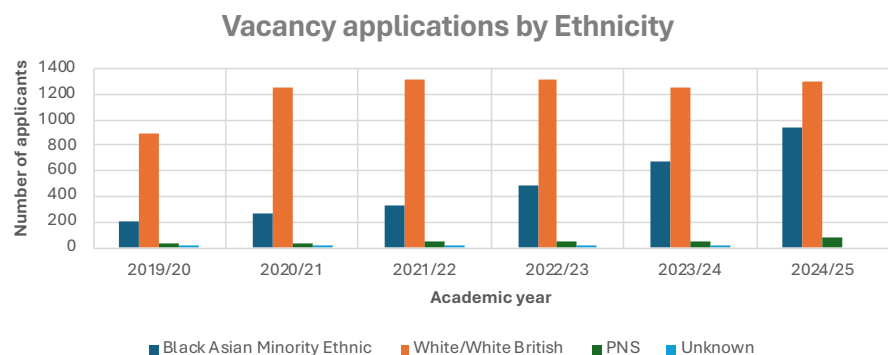
Age	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Under 31	705	30.3	220	31.1	69	30.4
31-40	710	30.6	180	25.4	62	27.3
41-50	552	23.8	188	26.6	59	26.0
51 and above	357	15.4	120	17.0	37	16.3
Total	2324		708		227	

*Small numbers mean it is not possible to publish sub-groups in the under 31 or above 51 categories.

Disability	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Declared	262	11.3	141	19.9	37	16.3
None declared	1948	83.8	539	76.1	179	78.9
Prefer Not to Say (PNS)	114	4.9	28	4.0	11	4.8
Total	2324		708		227	

Ethnicity	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Black Asian or Minority Ethnic	944	40.6	162	22.9	24	10.6
1304	1304	56.1	530	74.9	197	86.8
Prefer not to say	76	3.3	16	2.3	6	2.6
Total	2324		708		227	

*Low numbers in some individual ethnicity categories mean that Black Asian and Minority Ethnic grouping cannot be disaggregated.



Religion & Belief	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Christian	691	29.7	212	29.9	76	33.5
Other Religion	524	22.5	92	13.0	15	6.6
None	869	37.4	339	47.9	113	49.8
PNS	240	10.3	65	9.2	23	10.1
Total	2324		708		227	

Sex	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Female	1257	54.1	420	59.3	147	64.8
Male	1061	45.7	286	40.4	79	34.8
PNS	6	0.3	2	0.3	1	0.4
Total	2324		708		227	

Sexual Orientation	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Heterosexual/Straight	1809	77.8	528	74.6	170	74.9
LGB+	299	12.9	117	16.5	38	16.7
PNS	216	9.3	63	8.9	19	8.4
Total	2324		708		228	

*Due to low numbers, the grouping LGB+ is used for reporting.

STAFF DIVERSITY TRAINING

Staff are mandated to complete or refresh diversity training within a three-year period and the data below demonstrate positive commitment to complete the training. Data is a snapshot taken on 31 July 2025.

Unconscious bias training was mandated for all staff until January 2025. The focus is now on ensuring colleagues involved in recruitment and selection panels are trained to identify unconscious bias. This will impact on forward reporting, gradually changes the denominator.

	Diversity in Learning & Teaching (academic staff)	Diversity in the Workplace (professional services staff)	Unconscious Bias (open to all staff)
Staff mandated to complete	438	625	1063
Completed (last 3 years)	354	514	884
Not completed (or more than 3 years ago)	84	111	179
Percentage Completed	80.38%	82.2%	83.2%

STUDENT DATA

Student data provides an insight into the diversity of our student community, with comparison to the sector where possible.

Our university data includes “all student” diversity data from our Data Futures return, while retention and attainment figures relate to full time, undergraduates only. Sector data is taken from Advance HE’s “2024 Student equality data dashboards”.

Our profile is unusual with many students studying off-campus and through apprenticeships. In 2024/25, 75.5% of all students at the University were considered ‘mature’ (21 years or older when starting their course). Most university populations are dominated by on-campus undergraduate programmes and consequently students are often aged between 18 and 21 years old. Understanding this data aids us in shaping the support we provide to our student community.

Figures highlighted in green indicate an increase in comparison to 2023/24 and those in orange indicate a reduction. (pp = percentage point).

SUMMARY

- 64% of all our students were female and 37% were male. The balance has remained static over the past 5 years.
- Our students are predominantly mature, however the percentage of Under 21’s increased by 0.8pp on the previous year.
- The proportion of all students with a disability is increasing and most declared disabilities are a learning difference such as dyslexia, dyspraxia or AH(H)D.
- The proportion of students who are Black Asian and Minority Ethnic has decreased slightly by 2pp to 14.5%.
- The positive trajectory reported last year in retention and attainment has been sustained, although with smaller gains.
- Retention has improved to 93.4% (+0.8pp) and attainment increased marginally to 71.2% (+0.2pp).
- Retention of disabled students is 91.1%, 1.8pp lower than those without a disability.
- The ethnicity attainment gap has narrowed to 16.8pp (White 74.3%, Black Asian and Minority Ethnic 57.5%, following improvement in Black Asian and Minority Ethnic attainment by 5.1pp. The lowest levels of attainment are those who are Caribbean (31.3%) and Pakistani (37.5%) ethnicity.
- The Sex attainment gap narrowed to 5.5pp (Female 73.3%, Male 67.8%), males have improved their attainment rate this year by 1.6pp.
- The Disability attainment gap has widened to 2.9pp, the attainment rate for Disabled students has dropped by 1.8pp to 68.7%.

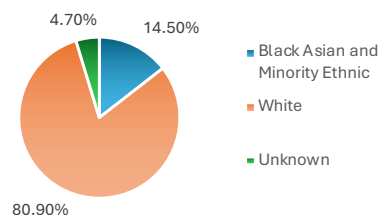


Age	University (all students)		
	%	Number	Change from 2023/24
U21	24.5	2220	0.8%
21-25	17.7	1552	-0.5%
26-30	15.5	1408	0.1%
31-40	24.4	2213	0.2%
41-50	12.9	1169	-0.3%
51+	5.6	504	0.1%
Unknown	0.0		0.0%
Total		9066	

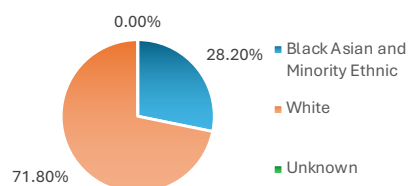
Disability	University (all students)			Sector
	%	Number	Change from 2023/24	
Disability	13.7	1240	4.1	16.6
None Declared	86.3	7826	-4.1	83.4
Total		9066		

Ethnicity	University (all students)			Sector
	%	Number	Change from 2023/24	
Black Asian and Minority Ethnic	14.5	1312	-1.4%	28.2
White	80.9	7337	3.8%	71.8
4.7	4.7	422	-2.5%	0.0
Total		9066		

Ethnicity - University (all Students)



Ethnicity - Sector (all students)



Ethnicity	Black Asian and Minority Students Breakdown			HE Sector
	%	Number	Difference (pp) from 2023/24	
Any other Asian background	6.3	83	0.7%	2.5%
Any other Black background	0.8	10	-0.2%	0.4%
Any other ethnic background	5.5	72	0.9%	2.2%
Asian – Bangladeshi or Bangladeshi British	9.7	127	0.6%	1.9%
Asian – Chinese or Chinese British	1.5	20	0.3%	0.9%
Asian – Indian or Indian British	15.6	205	4.3%	3.7%
Asian – Pakistani or Pakistani British	13.9	182	2.7%	4%
Black – African or African British	19.6	257	2.9%	64%
Black – Caribbean or Caribbean British	4.6%	60	1.4%	1.4%
Mixed or multiple ethnic background	22.6%	296	-13.8%	4.7%
Total		1312		28.1%

Sex	University (all students)			Sector
	%	Number	Difference from 2023/24	
Female	64.3	5831	-0.1%	57.1
Male	35.1	3186	0.0%	42.9
Other	0.4	36	0.1%	
Information Refused	0.1	13	0.0%	
Total		9066		



Sexual Orientation	University (all students)			Sector
	%	Number	Difference from 2023/24	
Bi/Bisexual	5.3	479	0.4%	6.0
Gay or Lesbian	4.3	391	0.1%	2.4
Heterosexual or Straight	81.3	7368	1.7%	72.6
Unknown or info refused	8.2	68	-2.3%	16.8
Other sexual orientation	1.0	93	0.2%	2.2
Total		9066		

Gender Reassignment	University (all students)			Sector
	%	Number	Difference from 2023/24	
Do you identify with the same gender you were assigned at birth				
Yes	96.7	8763	-2.2%	86.5%
No	1.4	124	1.0%	1.2%
Unknown or info refused	1.9	179	1.1%	12.4%
Total		9066		

Religion & Belief	University (all students)			Sector
	%	Number	Change from 2023/24	
Any other religion or belief	1.6	147	-0.2%	2.7
Buddhist	0.5	47	0.1%	1.2
Christian	32.8	2977	0.0%	28.9
Hindu	0.6	51	-0.1%	5.2
Jewish	0.1	13	0.0%	0.4
Muslim	5.8	528	0.5%	11.5
No religion	49.0	4439	0.2%	41.6
Not available	1.9	174	-0.1%	
Unknown or info refused	7.3	661	-0.6%	7.3
Sikh	0.3	29	0.1%	1.2
Total		9066		

Student Retention and Attainment	Retention			2:1 and 1st Degree Classifications		
	2024/25 %	2023/24 %	Difference	2024/25 %	2023/24 %	Difference
Male	92.0	919	0.1	67.8	66.2	1.6
Female	64.1	92.9	1.2	73.3	73.4	-0.1
Other	92.9	91.7	1.2	50.0	85.7	-35.7
Disability	91.1	90.8	0.3	68.7	70.5	-1.8
No Disability	93.7	92.9	0.8	71.6	71.2	0.4
White	94.7	93.5	1.2	74.3	74.0	0.3
Black Asian and Minority Ethnic	90.3	90.5	-0.2	57.5	52.4	5.1
Uni Avg	93.4	92.6	0.8	71.2	71.0	0.2

**Other" refers to less than five students.



Student Retention and Attainment	Retention			2:1 and 1st Degree Classifications		
	2024/25 %	2023/24 %	Difference	2024/25 %	2023/24 %	Difference
Any other Asian background	86.5	81.6	4.9	71.4	50.0	21.4
Any other Black background	100	77.8	22.2			
Any other ethnic background	89.6	96.3	-6.7	81.8	52.6	29.2
Any other mixed of multiple ethnic background		81.0			50.0	
Arab		80				
Asian – Bangladeshi or Bangladeshi British	94.8	95.1	-0.3	54.8	44.4	10.4
Asian – Chinese or Chinese British	100.0	100.0	0.0	50.0	44.4	-50.0
Asian – Indian or Indian British	94.5	93.9	0.6	52.2	66.7	-14.5
Asian – Pakistani or Pakistani British	85.2	89.7	-4.5	37.5	61.1	-23.6
Black – African or African British	86.0	83.0	3.0	58.8	37.9	20.9
Black – Caribbean or Caribbean British	90.0	95.0	-5.0	31.3	50.0	-18.7
Mixed or multiple ethnic background	91.5	95.2	-3.7	72.0	52.4	19.6

*"Asian – Chinese or Chinese British" refers to less than five students.



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