



Annual Equality, Diversity and Inclusion Report. 2022–2023

Lee McDermott

Equality, Diversity and Inclusion Officer

February 2024

Contents

Key Highlights

Areas of Focus

Data Summary

- **Appendix 1 – Student Data (to be completed)**
- **Appendix 2 – Staff Data**

Key Highlights

Awards

EDI activity and impact has expanded at the university during 2022-23, maintaining a continued level of service to existing commitments, whilst showcasing growth. The university received external recognition in key areas, continuing to deliver against our Equality Objectives, with the following successes:

- Disability Confident Leader level awarded October 2022
- Athena Swan Institutional Bronze Awarded April 2023

Disability Confident Leader level is the only level that is dependent on external validation and it was pleasing to receive the following statement from our external validator, Pete Quinn (GOSS Consultancy):

“From this meeting and interactions with the staff network at the University as well as approaches to policy and procedure it is clear the University of Cumbria is a Disability Confident Leader in its actions and ambitions and provides a useful example to other organisations”.

Our Athena Swan success sees us join 124 institutional award holders and our developments include a 5-year action plan in relation to gender equality, which we will deliver as we progress towards our renewal submission. These developments will help us to improve gender equality, embed inclusive practice and work towards sustaining an equitable working environment.

In addition to Athena Swan, the university has signed up to Advance HE’s Race Equality Charter (REC) in 2023, committing to the UK REC Guiding Principles as noted at [Race Equality Charter \(cumbria.ac.uk\)](https://www.cumbria.ac.uk/race-equality-charter).

April 2023 also saw the university shortlisted for an Educate North Award in their new DEI category. Our entry focussed on how the university demonstrates an exceptional commitment to fostering the promotion and implementation of effective and supportive EDI at speed, noting the distance travelled from the previous year and achieving maximum impact with minimum resource, overcoming the challenges of being a small multi-site organisation and a youthful HEI in comparison to the sector, noting the collaborative nature of many of our initiatives and future commitments. Being shortlisted was a great accomplishment and outlined some of our wider activity, as we continue to embed EDI across all areas of the university.

Student EDI Focus

Access and Participation Plan (APP) Update:

Our Access and Participation Plan is an important strategic mechanism to ensure that we use data to understand, monitor, and evaluate outcomes for our diverse student population. The Access and Participation Plan is completed to satisfy one of our Conditions of Registration with the Office for Students and as such, is subject to a high degree of scrutiny. All our Access and Participation Plans can be found at [Publications | University of Cumbria](https://www.cumbria.ac.uk/publications). The most recent Plan, APP 2024-28, was approved

by the Office for Students in November 2023 and includes a comprehensive Assessment of Performance, demonstrating the way we use data to monitor academic and professional outcomes for our diverse student body, and how that data is used to design and evaluate interventions to improve outcomes for students in disadvantaged or minority groups. The APP 2024-28 can be found at [Access-and-Participation-Plan-2024-25-to-2027-28.pdf \(cumbria.ac.uk\)](https://www.cumbria.ac.uk/access-and-participation-plan-2024-25-to-2027-28.pdf) and the Assessment of Performance starts on page 40.

Access and Participation Steering Group (APSG) has responsibility for developing the annual operational access and participation action plans and for maintaining oversight of outcomes for students from underrepresented groups. This Access and Participation-focussed work is reported to USPG, SSQAC, Academic Board and the University's Equality, Diversity, Inclusion and Wellbeing Committee.

Our Academic Strategy articulates our aim to “equip our graduates with the skills, confidence, and attributes to realise their potential, to succeed in their workplace and careers, and to be active global citizens.” The key performance indicators currently in use as we develop our practice are:

- Completion of programmes
- Attainment of good degrees (where classified)
- Graduate Employment measured through GOS
- APP Access and Success targets achieved

These quantitative measures are understood within the context of our diverse student body and are nuanced at the subject level, using student demographics through the Access and Participation Plan, and taking into account the key differences in employment outcomes for apprenticeship graduates. Qualitative measures are needed to assess students' and graduates' levels of confidence as they progress through study and their careers.

Student Support update:

The following key points were noted by our Student Services team and outline further impact and interaction in relation to supporting our student body during 2022/23:

- Mental Health and Wellbeing
 - The service saw a small year-on-year reduction in student referrals to the MH&WB team between 21/22 and 22/23, with 503 referrals compared to 594 for the previous year. It is normal to see year to year fluctuations but, on average, over the last 3 years 532 students per year have sought support from the service.
 - Students who refer to the service 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, with an assessment of “Emergency” or “Very Concerned”; 111 students were assessed as these categories in 2022/23 compared to 164 in the previous year.
 - The team has also introduced new initiatives, including group sessions such as the Bouldering Therapy Service and the Live Well Learn Well workshops which are designed to provide support students to develop coping strategies to deal with causes of stress and anxiety.
- Disability Services
 - The number of students with a declared disability has increased in line with the trend seen across the sector.

- Initial data for 2022/23 current students shows a 1.7% increase (v 2021/22) in the number of students with declared disability to 18.9%. However, 27% of HLA students declared a disability during 2022/23 (Source advocate July 2023).
- To meet the increased demand Staff FTE has increased from 7.8FTE in 2020/21 to 11.1FTE at the end of 2022/23.
- Following a review of the service undertaken by external consultants The Halpin Partnership, recommendations from the review report are being implemented through a series of workstreams.
- International Student Support
 - Circa 70 International students were welcomed in September 2022. To promote a sense of belonging and to foster opportunities to meet fellow students 3 days of induction took place at the Lancaster Campus before students were transported to Ambleside and Carlisle as appropriate.
 - Students have subsequently had individual follow-ups from the International Coordinator and/or Student Engagement Coordinators.
 - Where individual wellbeing issues have been identified, these have been referred to specialist support.
 - The International Student Coordinator post was vacant from January 2023 to May 2023. It was filled briefly between May to August 2023 and the Student Engagement Manager is currently covering this role. A replacement post is now being sought.

Equality Impact Assessments (EIAs)

The university has taken strides to embed EDI in decision-making with a new Equality Impact Assessment (EIA) template and the creation of a new EIA process. Our Equality Diversity Inclusion and Wellbeing (EDIW) Monitoring Group was formed in 2022 to support the EDIW Committee due to the growth of the EDI agenda and are also responsible for reviewing and signing off completed EIAs. Key stakeholders received external specialist training to ensure due regard to EDI is at the heart of our decision-making across the university. E-training was acquired more recently and there is further internal support on the horizon.

EDIW Schedule of Events

We have continued to grow our EDIW Schedule of Events, whereby we identify awareness dates throughout the academic year and provide a range activity from soft-touch communications to conferences. These are aligned with our internal communications, of which we released 60 specific SharePoint articles during 2022/23 that received over 2780 views. Some examples of good practices from our EDIW Schedule of Events coverage includes:

- Supported and attended Cumbria Pride, with an appearance on the main stage from the EDI Officer and UCSU Welfare Officer sharing university LGBTQ+ equality developments and the university being awarded the status of a Friend of Cumbria Pride
- Our 3rd Race 2B Conference, in collaboration with Multicultural Cumbria, hosted in-person for the first time with over 50 attendees in October
- Continued promotion of Union Black, encouraging our community to undertake this training
- Provided space for a Mitzvah Day event from Carlisle One World Centre in November with a focus on support for Ukrainian refugees
- White Ribbon Day UK social media campaign ran from 25th November to 10th December, with details and content hosted at [White Ribbon UK Accreditation - University of Cumbria](#)

- We hosted a Celebrate Our Cultures event that was attended by over 50 staff and students. This internal event included a talk on Multiculturalism from Saj Ghafoor OBE from Multicultural Cumbria and provided an opportunity for our community to connect on each campus over food
- Antisemitism training was delivered by Union of Jewish Students to staff and students
- Volume 2 of our LGBTQ&A annual webinar series took place in February as part of LGBTQ+ History Month, with a theme of Allyship and Parenting. This hybrid event was in collaboration with Lancaster University and had 49 attendees
- Closing LGBTQ+ History Month with our LGBTQ+ Staff network co-chair DVC Prof. Brian Webster-Henderson chairing the Cathedral Group collaborative online panel discussion LGBTQ+ Inclusive Practice at Faith-Based Universities, attended by 27 participants
- Our Hon. Muslim Chaplains provided Ramadan guidance that was shared with our community
- A Menopause staff network was formed, with over 70 members and was launched with a VC Q&A as part of our Menopause Mysteries series, with an institutional accreditation pending
- Our Parent and Carer network was formed, with 19 members so far
- Our University of Sanctuary journey continued with representation and presentations at the October Race 2B Conference, multiple welcome to our city events in Carlisle, Cumbria Unity Festival, the Multicultural Cumbria Cultural Bazaar in June and our own Race and Intersectionality Research Conference. We also started providing library access and support for local refugee and asylum seeker groups with the community access collaborative project alongside Lancaster University. More information is available at our [University of Sanctuary Journey blog](#)

Areas of focus

Moving forwards into 2023/24 and beyond, the University will focus on the delivery of the Athena Swan 5-year action and conduct an initial scoping of the Race Equality Charter commitments. Truly embedding the EIA process will be essential to ensure that EDI considerations are made in all aspects of the university's decision-making and further avenues of support will be explored. An example of this is noting that EDI considerations are embedded within the ongoing Barrow and Citadel developments to support inclusive design for our community.

Our White Ribbon 3-year action plan was approved in October 2023, which will result in institutional delivery and monitoring. The Hidden Disabilities Sunflower scheme is being piloted with staff, with the DANN-led proposal launched in November 2023 to coincide with Disability History Month.

The University's new People and Culture Strategy, supporting the T2030 Strategy will be launched, following the detailed consultation in the summer of 2023 with our university community.

Data Summary

Appendix 1 – Student Data

Due to the sector-wide changes to HESA and Data Futures reporting, our student data will be included on an updated version of this report.

Appendix 2 – Staff Data

University of Cumbria diversity data is from our November 2023 university staff HESA return. The applications data is taken from an internal report. The HE sector data is obtained from the Advance HE Report “Equality + Higher Education Staff Statistical Report 2022”.

Key points:

- Positive completion rates in relation to Unconscious Bias training
- Good level of diversity data reporting and in comparison to the sector
- Offers made to candidates who declare a disability was 12.45%, which is slightly higher than our current staffing level of 11.14% and almost double the sector average of 6%
- Offers made to Black Asian and Minority Ethnic candidates was 5.62%, which is in-keeping with our current staffing level of 5.01%. This reinforces our historic staffing majority being and remaining predominantly white
- Offers made to women was 71.08%, which reinforces our historic staffing majority of being 66.67% female
- Offers made to candidates who identify as LGB+, is almost double our current LGB+ staffing population, remaining ahead of the sector

Contract type	All staff UoC		UK HE Sector
	Headcount	%	%
Full time	680	58.7%	68.3%
Part time	478	41.3%	31.7%
Total	1158	100%	100%

Age*	All staff UoC	
	Headcount	%
Under 30	111	9.6%
Age 31-40	216	18.7%
Age 41-50	305	26.3%
Age 51-60	388	33.5%
Age 61-65	91	7.9%
Age over 65	47	4.1%
Total	1158	100%

* Due to low numbers that could result in possible identification when aggregated, under 21 and 21 to <30 data returns have been grouped together for the purposes of reporting

Disability	All staff UoC		UK HE Sector
	Headcount	%	%
Disability	129	11.1%	6.0%
No known disability	982	84.9%	94.0%
Unknown	47	4.1%	0.0%
Total	1158	100%	100%

Ethnicity	All staff UoC		UK HE Sector
	Headcount	%	%
Black Asian or Minority Ethnic	58	5.0%	11.4%
White	1075	92.8%	88.6%
Not Known	25	2.2%	6.0%
Total	1158	100%	100%

* Due to low numbers that could result in possible identification when aggregated, some data returns have been grouped together as Black Asian and Minority Ethnic for the purposes of reporting.

Gender re-assignment: Do you identify with the same gender you were assigned at birth?	All staff UoC		UK HE Sector
	Headcount	%	%
Yes	1137	98.2%	56.4%
No	0	0.0%	0.6%
Prefer not to answer	21	1.8%	3.5%
Blank	0	0.00%	39.5%
Total	1158	100%	100%

Religion or belief	All staff UoC		UK HE Sector
	Headcount	%	%
Any other religion or belief	41	3.6%	3.7%
Buddhist	10	0.9%	0.5%
Christian	475	41.0%	17.6%
Muslim	19	1.7%	1.9%
No religion	511	44.1%	25.0%
Prefer not to say	102	8.8%	7.2%
Blank	0	0.00%	43.90%
Total	1158	100%	100%

*Any other religion also includes data returns from categories of under 5 that if published, could result in possible identification. This approach has been followed for the UK HE Sector data %.

Sex	All staff UoC		UK HE Sector
	Headcount	%	%
Female	772	66.7%	54.2%
Male	386	33.3%	45.8%
Total	1158	100%	100%

Sexual orientation	All staff UoC		UK HE Sector
	Headcount	%	%
Bisexual	40	3.6%	1.6%
Gay or lesbian	36	3.1%	2.4%
Heterosexual	979	84.5%	56.2%
Other	0	0.00%	0.5%
Info refused	92	7.9%	9.3%
Unknown	11	1.0%	30.0%
Total	1158	100%	100%

Applications received 1st August 2022 to 31st July 2023

Age	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Under 30	554	30.0%	177	25.6%	66	26.5%
31-40	519	28.2%	184	26.6%	62	24.9%
41-50	385	20.9%	158	22.9%	67	26.9%
51-60	319	17.3%	152	22.0%	48	19.3%
61-65	56	3.0%	18	2.6%	5	2.0%
>65	9	0.5%	0	0.0%	0	0.00%
Unknown	2	0.1%	2	0.3%	1	0.40%
Grand Total	1844	100.0%	691	100.00%	249	100.00%

Due to low numbers that could result in possible identification when aggregated, under 21 and 21 to <30 data returns have been grouped together for the purposes of reporting.

Disability	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Disability Declared	186	10.1%	91	13.2%	31	12.5%
No Disability Declared	1585	86.0%	576	83.4%	212	85.1%
Prefer not to say	73	4.0%	24	3.5%	6	2.4%
Grand total	1844	100.00%	691	100.00%	249	100.00%

Ethnicity	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Black Asian or Minority Ethnic	485	26.3%	73	10.6%	14	5.6%
White/White British	1310	71.0%	604	87.4%	231	92.8%
Prefer not to say	46	2.5%	12	1.7%	3	1.2%
Unknown	3	0.2%	2	0.3%	1	0.4%
Grand total	1844	100.00%	691	100.00%	249	100.00%

*Due to low numbers that could result in possible identification when aggregated, Arab, Asian/Asian British, Black/Black British, Chinese and Mixed Ethnicity data returns have been grouped together as Black Asian and Minority Ethnic for the purposes of reporting

Gender	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Female	1056	57.3%	453	65.6%	177	71.1%
Male	764	41.4%	230	33.3%	71	28.5%
Prefer not to say	24	1.3%	8	1.2%	1	0.4%
Grand total	1844	100.00%	691	100.00%	249	100.00%

Gender ID matches that assigned at birth	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Yes	1782	96.6%	674	97.5%	247	99.2%
No	26	1.4%	9	1.3%	0	0.0%
Prefer not to say	36	2.0%	8	1.2%	2	0.8%
Grand total	1844	100.00%	691	100.00%	249	100.00%

Orientation	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Heterosexual/Straight	1500	81.3%	562	81.3%	211	84.7%
LGB+	198	10.7%	84	12.2%	28	11.2%
Prefer not to say	144	7.8%	43	6.2%	9	3.6%
Unknown	2	0.1%	2	0.3%	1	0.4%
Grand total	1844	100.00%	691	100.00%	249	100.00%

*Due to low numbers that could result in possible identification when aggregated, bisexual, gay man, gay woman/lesbian and other data returns have been grouped together as LGB+ for the purposes of reporting

Religion and Belief	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Christian	617	33.5%	231	33.4%	78	31.3%
Other Religion	270	14.6%	46	6.7%	9	3.6%
No religion	827	44.9%	371	53.7%	149	59.8%
Prefer not to say	128	6.9%	41	5.9%	12	4.8%
Unknown	2	0.1%	2	0.3%	1	0.4%
Grand Total	1844	100.00%	691	100.00%	249	100.00%

* Due to low numbers that could result in possible identification when aggregated, Buddhist, Hindu, Jewish, Muslim, Sikh, and Spiritual data returns have been grouped together with Other Religion for the purposes of reporting

Staff training completion (snapshot date of November 2023).

EDI In the Workplace is mandated for Professional Services colleagues. EDI Teaching and Learning is mandated for Academic colleagues. Unconscious Bias training is for both.

	EDI Workplace	EDI Learning and Teaching	Unconscious Bias
Completed within 3 years	422	338	787
Completed longer than 3 years ago (refresher)	102	51	145
Not completed	50	56	87
Not mandatory	445	574	
Grand Total	574	445	1019
% completed (last 3 years)	73.5%	76.0%	77.2%
% completed (all time)	91.3%	87.4%	91.5%

*"Total" refers to the number of staff that the course is mandatory for, regardless of their current training status. "% completed" is calculated as the number of individuals who have completed the course, divided by the number of people who should complete the course.