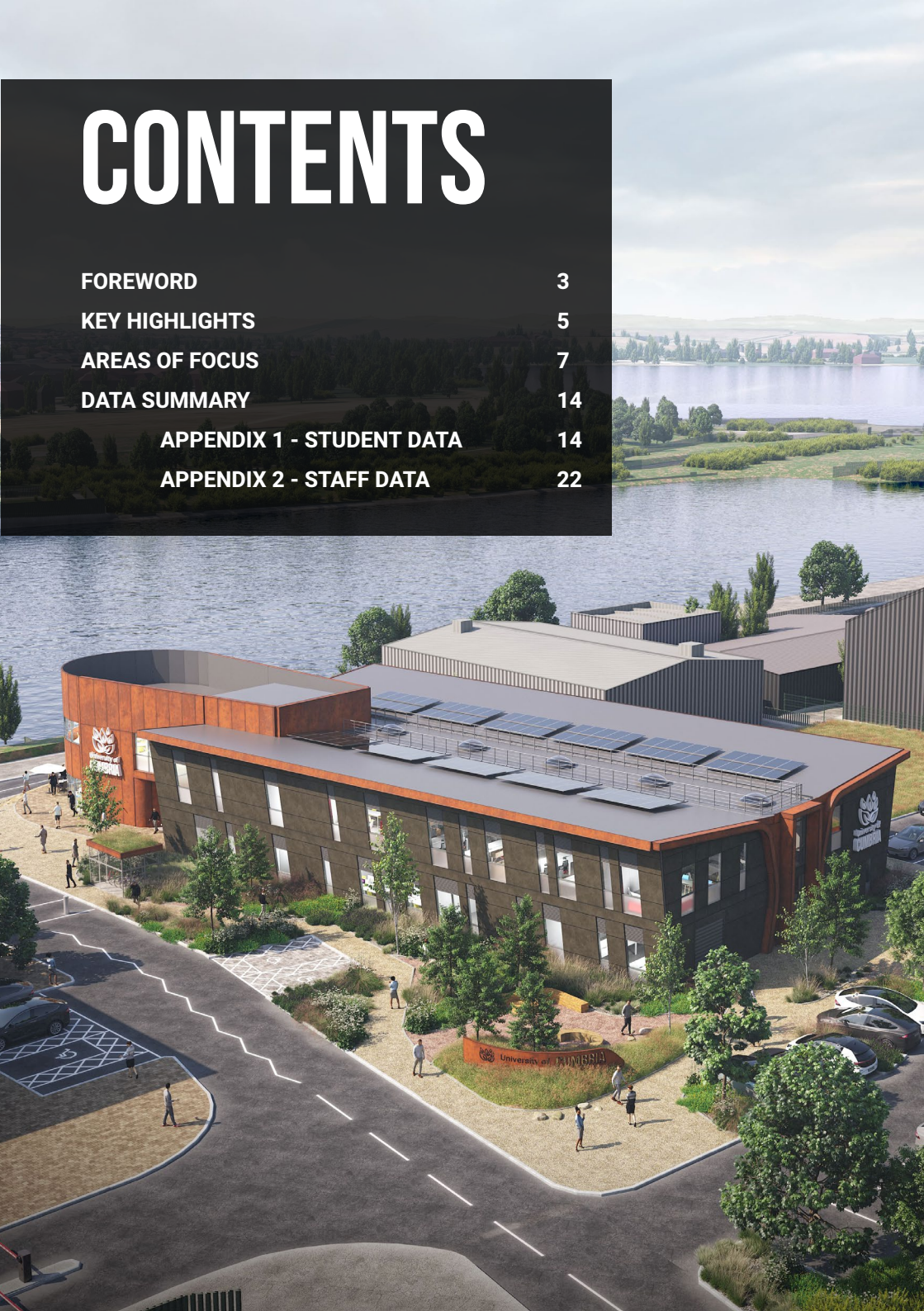


ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT 2023-2024

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FOREWORD



The University of Cumbria's Strategy Towards 2030 drives all that we do and is underpinned by our core values; we are personal, we are progressive, and we are engaged. In this context, we remain committed to ensuring that the University of Cumbria is a university for everyone, irrespective of background or circumstance and continues to be a great place to study and work. This is echoed by our university inclusivity statement which reinforces our commitment to equality, diversity and inclusion and our commitment to embracing responsibility as a facilitator of change.

This equality, diversity and inclusion report highlights a range of key areas of focus for us as a university, as well as demonstrating our increased drive to embed equality, diversity and inclusion in and across our organisation. In doing so, we also recognise our ongoing commitment to progress as a university and embed change to become an even stronger

inclusive organisation. Our report acknowledges our progression towards our equality objectives over this time period; to become a more inclusive employer and to enhance the experience and achievement of our students. Whilst the data and content recognises some of our successes in achieving Disability Confident Leader (2022), White Ribbon Accredited (2022) and our Athena Swan Bronze Award (2023) it does not signal the end of a journey but highlights our desire to do more and better in making our university a truly inclusive one. As we look ahead in the context of our Strategy, we recognise there is more we can and will do to make the University of Cumbria a great place to work and study.

Professor Brian Webster-Henderson OBE
Deputy Vice Chancellor
Chair of the University Equality, Diversity, Inclusion and Wellbeing Committee



KEY HIGHLIGHTS

Equality Objectives 2021-25

The University is proud to note that there were many positive outcomes in relation to our Equality Objectives 2021-25, as noted below:

Equality Objective 1: To become a more inclusive employer

Action	Outcomes
Finalising and implementing a university EDI policy that will contribute towards developing an inclusive culture and community for our students, staff and stakeholders	Achieved April 2022 and reviewed in 2024
Achieving a range of external benchmarks including Athena Swan Institutional Bronze, Race Equality (REC) Bronze and Stonewall WEI Bronze	Athena Swan Institutional Bronze was awarded in April 2023 Stonewall WEI Bronze Award was surpassed, achieving Silver in February 2022 Race Equality Charter (REC) submission has been paused. Race Equity Action plan in development White Ribbon Accreditation achieved June 2022 Disability Confident Leader was awarded in October 2022 Joined the Mental Health Charter programme in 2024
Maintaining and seeking to improve our UK Top 15 status in the THE Impact Rankings for Gender Equality, in turn developing the global profile of the university	Maintained for 2022, placing in the Top 10 UK for SDG5 Gender Equality No subsequent submission was made
Engaging with local organisations to collaborate and develop on key equality themes, to support and reflect our university community	Achieved and ongoing across a variety of workstreams

Equality Objective 2: To enhance the experience and achievement of our students

Action	Outcomes
Using the APP 2020-25 as the focus for action to improve equality of access and opportunity for students from underrepresented groups across the University	The Plan for 2022-23 was approved Corporate Publications University of Cumbria
Undertaking outreach and community-focused activity to promote the University as a welcoming and engaging place to study for those from all backgrounds, gender identities, and age groups, and those with or without disability	Achieved. Recruitment materials have been revised, and are monitored continuously, to ensure that text and images include positive representation of people from a full range of demographic groups. Outreach activity in schools, colleges and the community actively highlights, as appropriate to the participants, our commitment to diversity and the holistic support offered by the University.
Ensuring our admissions processes are seen to operate fairly and transparently for all applicants	Key processes were updated and included approved EIAs
Taking positive action to make our support services welcoming, responsive and accessible to students from underrepresented groups	Achieved. Student Services have initiated a campaign (which is ongoing long term) to promote services through our online channels, social media, and campus posters. The text and graphics are monitored to ensure that we include positive representation of people from a full range of demographic groups. We tailor aspects of these campaigns to the different groups on campuses or courses (for example, ensuring that male Teacher Education students are visible in imagery as males are underrepresented in this subject area). Use of the Advocate system to drive the Student Enquiry Point enables close monitoring of the demographic characteristics of students accessing services, so that trends and any evident disparities may be addressed.
Working in collaboration with UCSU on the programme of student activity linked to the EDIW schedule of events, and to support the establishment of Liberation groups	Achieved across a range of activities and will remain ongoing
Promoting equality of opportunity through accessibility training and resources to equip and enable staff to develop fully inclusive curricula and approaches to learning, teaching and assessment	Achieved and included Centre for Academic Practice and Enhancement developing and implementing training Universal Design for Learning (UDL) is a feature within our new Learning, Teaching and Assessment (LTA) Plan

AREAS OF FOCUS

People and Culture Strategy 2024-26

Following consultation with our community, this strategy was launched in 2024. The People and Culture Strategy is critical to achieving **The Towards 2030 | University of Cumbria**. The strategy sets out core projects which the University intends to implement to support its vision, value and purpose for the future.

Work continues in earnest to progress, including a confidential reporting tool, streamlining of mandatory training offer, scoping of Mental Health Charter to University of Cumbria practice and a review of volunteering with a trial of leadership development in 2025.

Five "People Pledges" were created that are commitments to our people. People Pledge number five is:

"Promoting equality, inclusion and diversity throughout our university and practices"

In addition to our People Pledges, five Themes were identified, with Theme two being:

"Wellbeing, Equality, Diversity & Inclusivity, and Engagement"

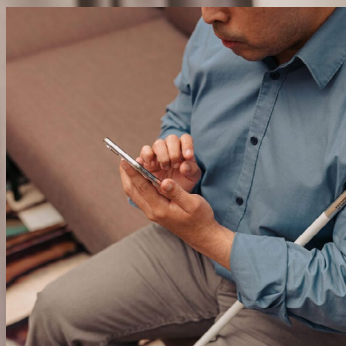
This deliberate focus is cited "to ensure that our colleagues are equipped to support their health and wellbeing and operate in a truly inclusive, caring and equitable way".

Equality Impact Assessments (EIAs)

EIAs are essential to embedding EDI across the university and are aligned with our committees to ensure that equalities impact is considered within our decision-making process. Lead colleagues conduct an EIA as part of a change e.g. a new or reviewed policy and they will submit their EIA to our EDIW Monitoring Group who are positioned to either approve or refer. 32 EIAs were approved during 2023/24.

Our EIA template and process underwent a review and an updated version was released in June 2024, with changes made based on feedback from our community to strengthen our process. To support colleagues completing EIAs, our internal guidance was also enhanced to include:

- a recording from the EDI Officer, providing a step-by-step guide to completing an EIA, which aligns with the e-training whilst providing University of Cumbria context
- monthly online EIA Clinics hosted by the EDI Officer, which colleagues can attend to discuss all things EIA, whether that is to refresh, sense-check or ask specific questions about the process in general, or in relation to an ongoing change.



Student EDI Focus

The diverse nature of our student body, and specific implications for EDI, are clearly reflected in the activities of Student Services in providing comprehensive and contextualised support for all students. The development of our Access & Participation Plan and the Learning, Teaching & Assessment Plan will enable the strategic implementation of key student-focussed EDIW initiatives at scale.

Student Support:

The following summary provides an overview of how the activities of Student Services responded to the needs of our diverse student body during 2023/24.

Mental Health and Wellbeing

- The service saw a small year-on-year increase in student referrals to the MH&WB team between 22/23 and 23/24, with 505 referrals compared to 503 for the previous year. It is normal to see year to year fluctuations but, on average, over the last 3 years 534 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 ie with an assessment of "Emergency" or "Very Concerned", are seen as quickly as possible: 106 students were assessed as these categories in 2023/24 compared to 111 in the previous year.
- Over summer 2024, the "Single Session" support service has been introduced as part of the Talking Therapy provision to improve wait times, diversify provision and improve accessibility to mental health and wellbeing support.
- As part of our strategy to introduce a more proactive approach to wellbeing support, and in order to help support students struggling with low level wellbeing support needs, student facing staff in Student Services, including the Student Engagement Co-ordinators, have received 'Active Listening and Managing Risk' training delivered by the Mental Health & Wellbeing Manager.

Disability Services

- The number of students with a declared disability has increased in line with the trend seen across the sector.
- The data captured by the Student Case Management system, which comprises data on entry (SITS data) or subsequently via referral through the Student Enquiry Point, for 2023/24 shows that 20.6% of students declared a disability (a 1.7% increase versus 2022/23
- 45.81% of students who declare a disability at entry have a Specific Learning Difficulty (SpLD). This is a slight reduction on the previous year but remains consistent with the sector position in respect of SpLDs being the most common type of reported disability.
- Following the review of Disability Services by Halpin's consultancy in March 2023, a number of 'quick win' changes were implemented for the start of the 23/24 academic year. This included replacing two separate questionnaires with one e-form for contact and notification of support required. The triage process was also streamlined, and this is now built into the review of the Support Request Form when it is received from the student.
- A new reporting process was introduced in January 2024. Since the introduction, the percentage of students with a declared disability who have completed the initial support request form has increased from 69.9% to 80% at the end of the academic year. The percentage of those who have completed a support request form and have a support plan in place increased from 83.4% to 91.6% during the same time period.



International Student Support, Student Engagement Team

- Circa 160 International students were welcomed in September 2023.
- This increase (around 100 students in 2022-23) in student numbers was largely due to students starting their studies prior to changes in visa regulations from January 2024. This resulted in the majority of students being unable to bring dependents with them to the UK.
- As with previous years, the international induction offer involved a 3-day residential, International Welcome, Registration and Induction event at Lancaster Campus for all students to complete their registration process, run through essential things to do, and develop a sense of community and belonging.
- **International Welcome Guide 2023** produced as a practical resource for both students and staff.
- The International Student Co-ordinator provides early, individualised support for new and returning international students, signposting to specialist support as needed. Close collaborative working with International Admissions and the Compliance Team, including weekly Engagement Meetings, identifies students with poor engagement and ensures timely pastoral support interventions can be put in place. Up and coming developments include a review of International Induction and our international student support offer, including enhanced guidance and signposting around post-study work options. Bespoke 'Student Support' resources for international students which are culturally sensitive and inclusive will be introduced, regular reminders of the support available during key points of the year, for example International 'Drop In' events, 'Class Shout Outs' to cohorts where there are international students, events including the Global Café and cultural trips organised by the Chaplaincy, and regular promotions via Staff and Student Globals.

Student Engagement Co-ordinators, Student Engagement Team

- Student Engagement Co-ordinators (SECs) continue to work closely with Institutes and other teams to provide early pastoral support and signposting to specialist support within Student Services. This includes check-ins with vulnerable students identified as having poor attendance or engagement, provision of low-level wellbeing support and responding to

student and tutor queries via StEP. These timely, early interventions contribute to improved retention and reduced intercalations and withdrawals.

- SECs are named contacts of support for students who are Young Care Leavers and Estranged from their family. This contributes to our APP targets and the progression and success and these target groups.

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 underrepresented at the University and with characteristics of disadvantage, to succeed. The Access and Participation Plan is a statutory requirement to satisfy one of our Conditions of Registration with the Office for Students (OfS) and as such, is subject to a high degree of scrutiny. All our Access and Participation Plans, including the most recent 2024-28, can be found at [**Access-and-Participation-Plan-2024-25-to-2027-28.pdf**](#).

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.

After approval of the 2024-28 APP in November 2023, four working groups were created in 2024, to bring together staff across services and institutes, to lead on a whole-provider approach to supporting student groups identified in the Plan, through reviewing and implementing committed intervention strategies and monitoring their progress. These working groups then report to the Access and Participation Steering Group (APSG) which has responsibility for leading on development and monitoring of the APP through making decisions on evidence-based recommendations to further support students and maintaining oversight of outcomes for students from underrepresented groups. This Access and Participation-focussed work is reported to University Student Performance Group Student Success and Quality Assurance Committee, Academic Board and the University's Equality, Diversity, Inclusion and Wellbeing Committee.

The OfS will require from us a variation request to our Plan by February 2026, to include further detail about new interventions that will be co-created with our newly formed Student Advisory Panel and working groups to support students.

Learning and Teaching

During 2023/24, considerable energy was invested in the co-design of the new UoC Learning, Teaching & Assessment (LTA) Plan through a series of 30 cross-University events. 'Inclusivity in the Curriculum' was the focus of a deep dive workshop to explore current and emerging practice. Underpinning the Academic Strategy, the LTA Plan is designed to transform pedagogic practice across the University and partner provision.

Relevant EDI aspects relating to pedagogic practice are incorporated within the LTA Plan. This includes Universal Design for Learning, which is highlighted as one of four enhancement themes through to the initial evaluation point in 2027, with the following specific objectives:

- Work with key stakeholders and University groups to co-create and launch a set of UoC principles and expectations for Universal Design for Learning to ensure shared understanding and consistency in approach.



- Explore the potential to scale Inclusive Curriculum Reviews across all aspects of UoC provision.
- Following evaluation of pilot activities, with links to the EDIW Schedule of Events, consider the deployment of the Mental Health & Wellbeing Toolkit developed by the Institute of Health across all UoC provision, in alignment with our commitment to the University Mental Health Charter.

In addition, the revision of the Curriculum Design Framework will allow for the explicit incorporation of relevant EDIW guidance and resources for programme teams to aid the design and delivery of new and existing curricula.

Following approval by Academic Board in May 2024, key actions through to 2027 are being implemented through the coordination of the Learning & Teaching Leadership Group, with onward reporting to Student Success & Quality Assurance Committee and Academic Board.

EDIW Schedule of Events

Our EDIW Schedule of Events is developed annually and subjected to an EIA. We use this tool to identify a non-exhaustive list of awareness dates that we will acknowledge in some capacity throughout the academic year, providing our community with a range of internal and external awareness-raising activity, information and guidance.

These are aligned with our internal communications, of which we released 67 specific sharepoint articles during 2023/24 that received over 2650 views. Some examples of good practice from our EDIW Schedule of Events coverage includes:

- Over 12 EDIW themed sessions were made available to staff to attend from Powered By Diversity's **Cultural Calendar Club**, aligning promotion with related awareness date coverage
- Supported Lancaster Pride, Morecambe Pride and Cumbria Pride
- Joined the Hidden Disability Sunflower and launched the introduction of sunflower lanyards as part of a pilot year with staff during Disability History Month
- White Ribbon Day UK campaign included a stalled presence across all our campuses hosted by members of our steering group between 25th November to 10th December, alongside a social media campaign. Details are hosted at **White Ribbon UK Accreditation - University of Cumbria**
- Antisemitism training was delivered by Union of Jewish Students to staff and students as part of acknowledging Holocaust Memorial Day
- Volume 3 of our LGBTQ&A annual webinar series took place in February as part of LGBTQ+ History Month, with a theme of Health and Wellbeing. This hybrid event was in collaboration with Lancaster University with partner representatives joining us from University of Hospitals Morecambe Bay Trust (UHMBT) and the Pears Cumbria School of Medicine (PCSM). The recording can be accessed at **LGBTQ&A | University of Cumbria**
- Ramadan guidance from our Hon. Muslim Chaplains was shared with our community
- Our Menopause Mysteries series continued throughout the year with:
 - Make a brew and mingle for World Menopause Day in October
 - An audience with Freddy Carrick, the menopause coach (**Home - Freddy Carrick**) in December
 - Menopause and Autism with Dr Deborah Leveroy (from **Neurobox: Leading UK Workplace Adjustments Provider**) in April
- The release of our EDI: Recommended Courses, a collection of 10 LinkedIn Learning e-training courses

Areas of focus

Truly embedding the completion of EIAs will remain an essential aspect of our EDI focus. This process in how we pay due regard to equalities impact within our decision-making and change-management so that policies, plans and strategies etc, are approved to provide an equitable environment and culture so our people can thrive.

Delivery of our Athena Swan 5-year action plan, ahead of our departmental award aspirations and institutional renewal will be at the forefront of our activity, alongside the development and launch of our Draft Race Equity Action Plan. The Draft Race Equity Action plan follows the initial scoping of the Race Equality Charter mark, as referenced in last year's report and includes a range of key themes following consultation including a focus on decolonising the curriculum and employee recruitment.

Our bi-annual Equal Pay Report will be received by our EDIW Committee, alongside Pay Gap Reporting, whereby we go beyond the current compliance of solely investigating gender, applying a lens on disability, ethnicity, religion and belief and sexual orientation.

DATA SUMMARY

Appendix 1 - Student Data

The student data tables and graphics provide an insight into the composition of our student population, with comparison to the sector where possible.

University of Cumbria student diversity data is drawn from the University of Cumbria Data Futures return. Retention and attainment figures relate to Full Time Undergraduate students.

The HE sector data is obtained from the Advance HE Report "Equality + Higher Education Student statistical report 2023".

Key points:

- Positively the University attainment average increased by 5.9% compared to the previous report, reaching 71%.
- Black Asian and Minority Ethnic students had an attainment rate decrease of 1.7%, alongside a 1.5% drop in retention compared to the previous report.

Age*	All students UoC	
	%	Number
Under 21	23.7%	2252
21-25	17.6%	1663
26-30	15.4%	1454
31-40	24.6%	2324
41-50	13.2%	1247
51+	5.5%	520
Unknown	0.0%	
Total	100.0%	9450

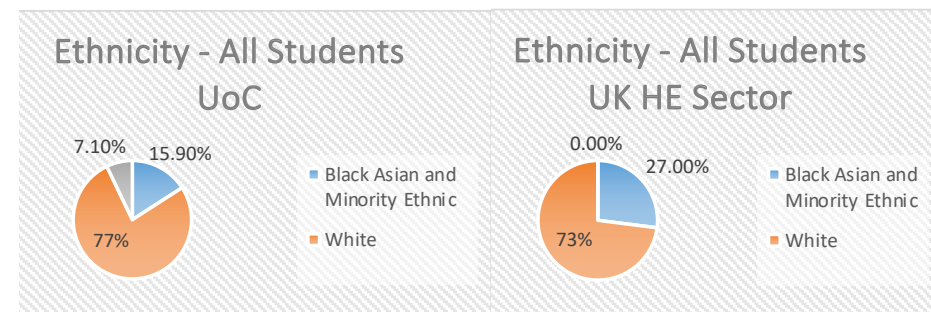
*comparable sector data is not available

Disability data continues to be subject to an anomaly within our system related to the processes for capturing student declarations of disability. This data has been suppressed as accuracy cannot be guaranteed. Work is being undertaken to address this anomaly to ensure that a full and accurate dataset is reported in future.





Ethnicity	All students UoC		UK HE Sector
	%	Number	%
Black Asian & Minority Ethnic	15.9%	1498	27%
White	77.0%	7280	73%
Unknown or info refused	7.1%	672	
Total	100%	9450	100%

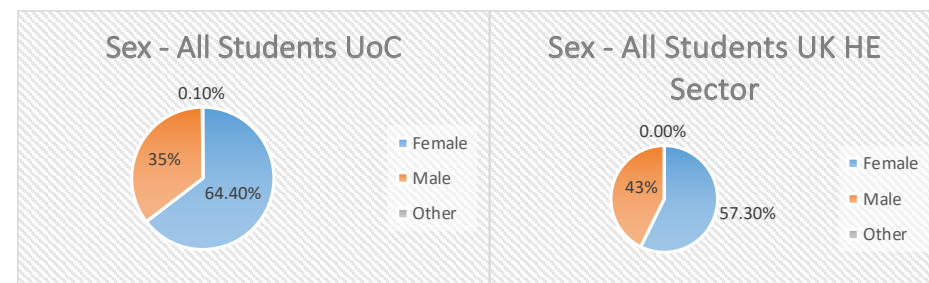


Black Asian & Minority Ethnic	All students UoC		UK HE Sector
	%	Number	%
Any other Asian background	6%	84	2.4%
Any other Black background	1%	14	0.4%
Any other ethnic background	5%	68	2.1%
Asian - Bangladeshi or Bangladeshi British	9%	136	1.9%
Asian - Chinese or Chinese British	1%	18	0.8%
Asian – Indian or Indian British	11%	170	3.5%
Asian – Pakistani or Pakistani British	11%	167	3.8%
Black – African or African British	17%	250	6.1%
Black – Caribbean or Caribbean British	3%	47	1.4%
Mixed or multiple ethnic background	36%	544	4.5%
Total	100%	1498	

Gender re-assignment	All students UoC		UK HE Sector
	%	Number	%
Do you identify with the same gender you were assigned at birth?	94.6%	8944	89%
Yes			
Do you identify with the same gender you were assigned at birth?	2.7%	258	1.1%
No			
Info refused	1.3%	126	3.1%
Blank	0.5%	43	6.9%
Not Available	0.8%	79	0%
Total	100%	9450	100%

Religion or belief	All students UoC		UK HE Sector
	%	Number	%
Any other religion or belief	1.8%	173	1.2%
Buddhist	0.5%	43	1.0%
Christian	33.0%	3104	25.6%
Hindu	0.6%	59	2.9%
Information refused	0.0%		6.8%
Jewish	0.1%	10	0.3%
Muslim	5.3%	499	5.7%
No religion	48.8%	4608	54.7%
Not available	2.0%	188	
Other	0.0%		1.2%
Prefer not to say	7.3%	686	
Sikh	0.2%	21	0.5%
Spiritual	0.0%		1.3%
Unknown	0.6%	59	3.6%
Total	100.0%	9450	100%

*spiritual is no longer an option in the self-reporting categories used in Data Futures.



Sex	All students UoC		UK HE Sector
	%	Number	%
Female	64.4%	6084	57.3
Male	35.2%	3325	42.7
Other	0.1%	10	
Information refused	0.3%	31	
Total	100.0%	9450	100%



Sexual Orientation	All students UoC		UK HE Sector
	%	Number	%
Bisexual	4.9%	462	5.4%
Gay or lesbian	4.2%	400	2.4%
Heterosexual	79.6%	7518	74.3%
Not available	1.5%	140	5.8%
Other sexual information	0.8%	79	2.3%
Prefer not to say	9.0%	851	9.7%
Total	100.0%	9450	100%

Student Retention and Attainment (includes entire UoC student population)

	Retention		2:1 and 1st Degree Classifications	
	2023/24	202/23	2023/24	2022/23
Male	91.9%	91.9%	66.2%	66.3%
Female	92.9%	92.8%	73.4%	64.5%
Other (gender)	91.7%	93.1%	85.7%	66.7%
Disability	90.8%	90.5%	70.5%	62.3%
No Disability	92.9%	93.0%	71.2%	65.9%
White	93.5%	93.1%	74.0%	68.3%
Black Asian & minority Ethnic	90.5%	92.0%	52.4%	54.1%
Uni Avg	92.6%	92.5%	71.0%	65.1%

Black Asian and Minority Ethnic breakdown

	Retention		2:1 and 1st Degree Classifications	
	2023/24	202/23	2023/24	2022/23
Arab	80.0%			
Any other Asian background	81.6%	97.7%	50.0%	71.4%
Any other ethnic background	96.3%	94.0%	52.6%	77.3%
Any other black background	77.8%	75.0%		
Any other mixed of multiple ethnic background	81.0%		50.0%	
Asian – Bangladeshi or Bangladeshi British	95.1%	87.9%	44.4%	50.0%
Asian – Chinese or Chinese British	100.0%	100.0%	100.0%	50.0%
Asian – Indian or Indian British	93.9%	91.9%	66.7%	66.7%
Asian – Pakistani or Pakistani British	89.7%	90.1%	61.1%	30.8%
Black – African or African British	83.0%	88.0%	37.9%	57.7%
Black – Caribbean or Caribbean British	95.0%	90.9%	50.0%	25.0%
Mixed or multiple ethnic background	95.2%	96.1%	52.4%	55.6%

Appendix 2 - Staff Data

The staff data tables and graphics provide an insight into the composition of our staff population, with comparison to the sector where possible.

University of Cumbria diversity data is from our November 2024 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 2023”.

Key points:

- The University has increased the number of Black Asian and Minority Ethnic staff in comparison to last year in terms of both headcount (30) and percentage, alongside increasing the per centage of offers made to applicants from this demographic (5.6% in last year's report, increasing to 9.45%).
- We continue to have a higher percentage of disabled employees than the sector at 11.5% compared to 6.8%.
- Recruitment data evidences that the University offered a disproportional amount of roles to women during 2023/24.
- Completion rates for all our mandated EDI training have increased.

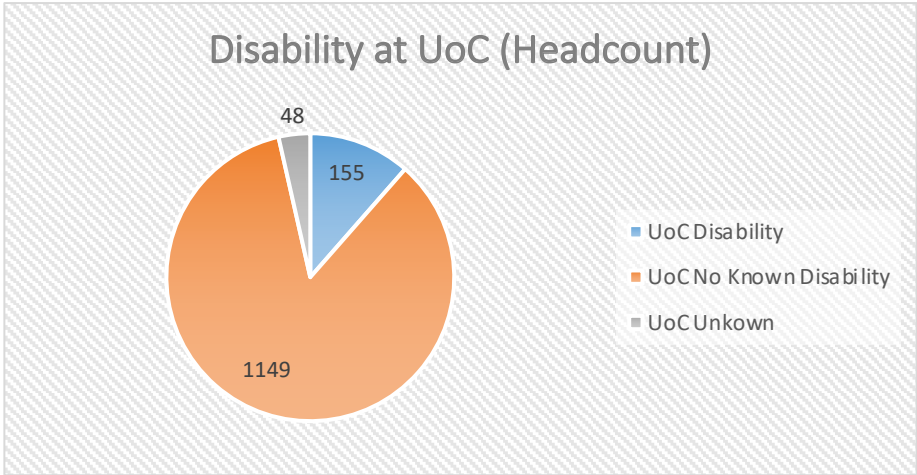
Contract Type	All staff UoC		UK HE Sector
	Headcount	%	%
Full time	720	53.3%	67.8%
Part time	632	46.8%	32.2%
Total	1352	100%	100%

Age	All staff UoC	
	Headcount	%
Under 30	155	11.5%
Age 31-40	276	20.4%
Age 41-50	360	26.6%
Age 51-60	411	30.4%
Age 61-65	111	8.2%
Ager over 65	39	2.9%
Total	1352	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

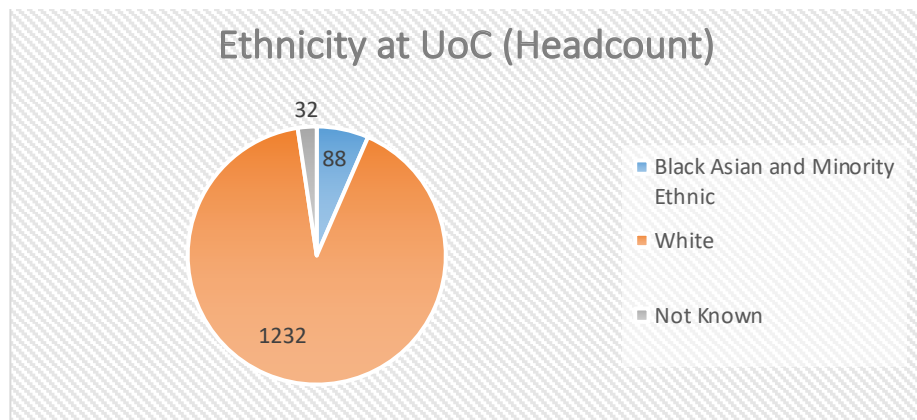
*comparable sector data is not available

Disability	All staff UOC		UK HE Sector
	Headcount	%	%
Disability	155	11.5%	6.8%
No known disability	1149	85.0%	93.2%
Unknown	48	3.6%	0.0%
Total	1352	100%	100%



Ethnicity	All staff UOC		UK HE Sector
	Headcount	%	%
Black Asian or Minority Ethnic	88	6.5%	12.2%
White	1232	91.1%	87.8%
Not Known	32	2.4%	
Total	1352	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

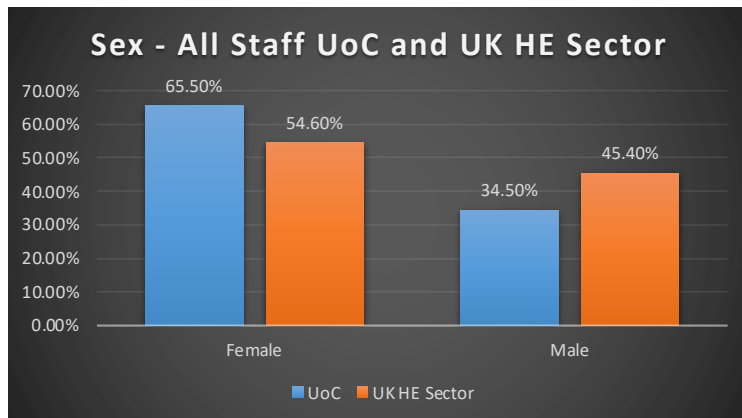


Gender re-assignment	All staff UOC		UK HE Sector
	Headcount	%	%
Do you identify with the same gender you were assigned at birth?	S		
Yes			
Do you identify with the same gender you were assigned at birth?	S		
No			
Prefer not to answer	17	1.3%	2.1%
Blank	0	0.0%	62.3%
Total	1352	100%	100%

*"Yes" and "No" response sections are suppressed (S) due to low numbers that if published, could result in possible identification.

Religion or belief	All staff UOC		UK HE Sector
	Headcount	%	%
Any other religion or belief	44	9.5	3.1%
Buddhist	9	0.7%	0.5%
Christian	524	38.8%	18.1%
Hindu	7	0.5%	1.2%
Muslim	29	2.1%	2.2%
No Religion	611	45.2%	26.5%
Prefer not to say	128	9.5%	7.4%
Blank	0	0.0%	41.0%
Total	1352	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 %.



Sexual Orientation	All staff UOC		UK HE Sector
	Headcount	%	%
Bisexual	45	3.3%	1.6%
Gay or lesbian	50	3.7%	2.1%
Heterosexual	1135	84%	47%
Other	9	0.1%	0.5%
Info refused	111	8.2%	7.8%
Unknown	2	0.2%	40.9%
Total	1352	100%	100%

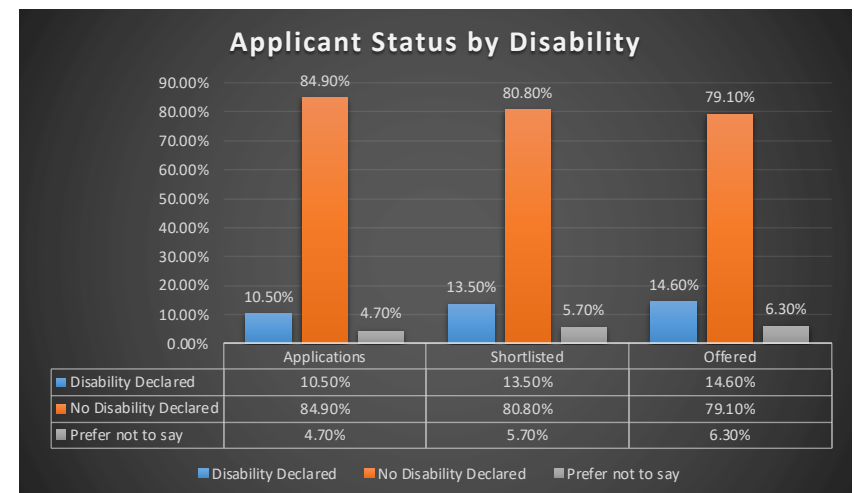
Applications received 1st August 2023 to 31st July 2024.

A table showcasing data related to "Gender ID matches assigned at birth" is not included due to low numbers that could result in possible identification.

Sex	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Under 31	683	34.5%	211	28.8%	76	29.9%
31-40	533	26.9%	184	25.1%	56	22.1%
41-50	471	23.8%	191	26%	69	27.2%
51-60	244	12.3%	119	16.2%	43	16.9%
61-65	48	2.4%	28	3.8%	9	3.5%
Unknown	1	0.1%	1	0.1%	1	0.4%
Grand total	1980	100%	734	100%	254	100%

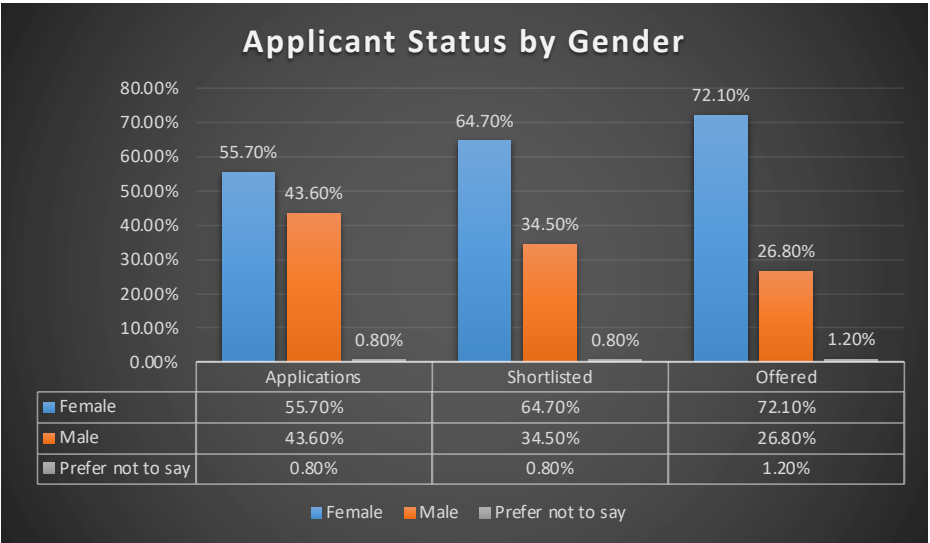
*Due to low numbers that could result in possible identification when aggregated, under 21 and 21 to <30 data returns have been grouped together for the purposes of reporting.

Disability	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Disability Declared	207	10.5%	99	13.5%	37	14.6%
No Disability Declared	1681	84.9%	593	80.8%	201	79.1%
Prefer not to say	92	4.7%	42	5.7%	16	6.3%
Grand total	1980	100%	734	100%	254	100%





Gender	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Female	1102	55.7%	475	64.7%	183	72.1%
Male	863	43.6%	253	34.5%	68	26.8%
Prefer not to say	15	0.8%	6	0.8%	3	1.2%
Grand total	1980	100%	734	100%	254	100%



Ethnicity	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Black Asian or Minority Ethnic	674	34.0%	149	20.3%	24	9.5%
White/White British	1258	63.5%	566	77.1%	226	89.0%
Prefer not to say	47	2.4%	18	2.5%	3	1.2%
Unknown	1	0.1%	1	0.1%	1	0.4%
Grand total	1980	100%	734	100%	254	100%

*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.

Sexual Orientation	Applications		Shortlisted		Offer Made	
	Number	%	Number	%	Number	%
Heterosexual/Straight	1580	79.8%	571	77.8%	207	81.5%
LGB+	247	12.5%	105	14.3%	29	11.4%
Prefer not to say	152	7.7%	57	7.8%	17	6.7%
Unknown	1	0.1%	1	0.1%	1	0.4%
Grand total	1980	100%	734	100%	254	100%

*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	627	31.7%	236	32.6%	78	30.7%
Other Religion	360	18.2%	91	12.4%	19	7.5%
No religion	843	42.6%	343	46.7%	139	54.7%
Prefer not to say	149	7.5%	63	8.6%	17	6.7%
Unknown	1	0.1%	1	0.1%	1	0.4%
Grand total	1980	100%	734	100%	254	100%

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

Staff training completion (snapshot date of January 2025, salaried employees only).

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

	EDI Workplace	EDI Learning and Teaching	Unconscious Bias
Completed within 3 years	479	357	862
Completed longer than 3 years ago (refresher)	78	43	112
Not completed	50	38	71
Not mandatory	438	607	0
Total	607	438	1045
% completed (last 3 years)	78.9%	81.5%	82.5%
% completed (all time)	91.8%	91.3%	93.2%

*"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.



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