

EQUALITY, DIVERSITY AND INCLUSION

STAFFORDSHIRE
UNIVERSITY



Annual Report 2022



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WE WILL BE THIS CATALYST FOR CHANGE THROUGH OUR FOUR INTERDEPENDENT PRIORITIES:

- Next Generation Education
- Next Generation Experience
- Next Generation Engagement and
- Next Generation Environments

Our four interdependent themes have been the foundation that has supported us in developing our five-year business plans and our six strategic priorities;

1. Winning and Sustaining our Undergraduate Market Share
2. Winning and Sustaining our Postgraduate Market Share
3. Transforming Student Outcomes and Experience
4. Accelerating Research Impact, Culture and Reputation
5. Building Enterprise
6. Igniting Work-Based Learning

PURPOSE

Staffordshire University knows that meeting our duties under the Equalities Act 2010 is not enough, and this report outlines the steps we will take to go beyond our statutory obligations.

As a major education provider and employer, the focus on 'next generation' is critical, as we conduct our activities in some of the most diverse and challenging neighbourhoods within the Midlands and East London. Staffordshire University's activities bring significant social and economic opportunities to many thousands of otherwise disadvantaged individuals across the region.

The desire to maximise the positive impact of Staffordshire University's activities and deliver to the best of our abilities runs through our strategic ambitions. In achieving these ambitions, we recognise the value of understanding and addressing the issues that can diminish those positive impacts. This includes issues relating to the equality and fairness of access to, and experience of higher education and employment opportunities.

As part of our commitment to embed Equality, Diversity, and Inclusion (EDI) considerations into all that we do, Staffordshire University has set out a clear vision:

As a fair and inclusive employer, education provider and partner, we will be curious and daring, ambitious and inspirational to ensure we are the 'catalyst of change' in delivering innovative and enterprising services for all our students, staff, and our communities, to enable them to have equal chances to learn, work and live free from discrimination, harassment, and prejudice.



OUR EDI OBJECTIVES

Making Staffordshire University's EDI vision a reality requires us to rigorously understand potential and actual barriers together with considering our strategies, our practices, our culture, and our leadership.

To ensure our EDI work transcends these barriers, Staffordshire University identified the Government Equalities Framework (GEF) as a clear structure to shape and monitor our progress against our strategic objectives, and to address any known disparities.

The GEF framework sets out clear criterion across the five themes:

- Leadership, partnership and organisational commitment
- Knowing your staff, students, and our communities
- Involving your staff, students, and communities
- Responsive services, access, and improving satisfaction levels
- A progressive and diverse staff and student cohort

Against these themes an organisation can be assessed as 'developing', 'achieving' or 'excellent' in respect of their equality and diversity practices and impacts.

These levels of organisational maturity reflect the ability of an organisation to move beyond the minimum 'legal compliance' approach of making commitments through policy and strategic statements, and into a more embedded and systemic evidenced-based approach that delivers tangible and continuous improvements in employee and student attraction and employee and student experience.

OUR STRATEGIC PLAN OBJECTIVES AND PRIORITIES ALIGNMENT WITH OUR EDI THEMES:

• Leadership, Partnership and Organisational Commitment

This theme supports our strategic objective 'Next Generation Environments' and links in with our strategic priority 'Building Enterprise' that ensures leadership are accountable for EDI and there is a commitment to address this across the organisation by having the right strategies, policies, processes, and systems in place and by working in partnership to ensure we are delivering our 'civic university and levelling up' priorities that address local and regional inequalities.

• Knowing your staff, students, and our communities

This theme supports our strategic objective 'Next Generation Experience', our strategic priorities of 'Winning and Sustaining our Undergraduate and Postgraduate Market Share' together with being an Employer of Choice. To achieve this, we need to build an understanding and awareness of the profile of our staff, students, and communities. To deliver inclusive services, we must understand how we are performing against the sector, where we may have disparities that need to be addressed and how we use intelligence led data to prioritise our strategic objectives.

• Involving Your staff, students, and our communities

This theme supports our strategic objective 'Next Generation Engagement' and our strategic priority of 'Accelerating Research Impact, Culture and Reputation'. This means not only understanding who our staff, students and communities are on the surface through the collection of monitoring data, but also involving them in developing projects that gain insight into their behaviours and preferences and using this intelligence to drive strategic and operational decisions.

• Responsive services, access, and improving satisfaction levels

This theme supports our strategic objective 'Next Generation Experience' and our strategic priority 'Transforming Student Outcomes and Experience' in delivering fair and equitable services to our students and contributing positively to our communities. We will continuously monitor the participation in our educational provision to ensure we are responsive and accessible together with regular monitoring and evaluation that ensures our services are continuously improving.

• A progressive and diverse staff and student cohort

This theme aligns with our strategic objective 'Next Generation Education', our strategic priority of 'Igniting Work-Based Learning', and our values to create fair and inclusive student and staff experience.

An internal desktop audit has identified that we are currently within the 'developing stage' of our EDI priorities, with an aim to be at the 'achieving stage' in the 2023-24 academic year and the 'excellence stage' in the 2025-26 academic year.

To ensure we achieve our EDI ambitions, Staffordshire University has focused on developing some key targets around furthering equality of opportunity within our workplace and educational provision.

WHY WE HAVE DEVELOPED EDI PRIORITIES AND TARGETS?

Staffordshire University understands we live in a diverse society, and this diversity should be reflected within our staff and student cohort. Staff diversity should be reflected within all job roles and pay grades. Student diversity should be reflected in all our schools, their academic portfolio, student academic performance, satisfaction, and future employability.

Staffordshire University values also illustrate that fair and inclusive employment and educational opportunities matters to all of us. People should not be discriminated against because of who they are or what they believe. Opportunities should be open to people based on their knowledge, skills, experience, and their ability to realise their future ambitions.

The data reported and analysed within this report shows that we have some disparities within our staff experience and student experience, particularly in relation to ethnic minorities.

To ensure we address these disparities and that we are providing a fair and inclusive staff and student experience, Staffordshire University has developed EDI targets that are within our Key Performance Indicators (KPIs) which we aim to deliver within the next five years. These are:

- Staff demographic profile that mirrors the regional profile (with an aim of 17% of our staff profile to be drawn from ethnic minorities by 2026-27)
- Student demographic profile that mirrors the post -92 sector norms (with an aim to reach 27% of our student profile to be drawn from ethnic minorities by 2026-27)
- Reduction in the awarding gaps to be less than 10%, (with a particular focus upon our black students by 2026-27)

- 5% of Staffordshire young people progressing into higher education at Staffordshire University

We hope that by proactively working to deliver against these KPIs that we will address some of the underlying challenges in our staff and student experience.

Staffordshire University's Annual Equality, Diversity & Inclusion Report 2021-22 seeks to provide an update on how we are performing against our EDI priorities. It also provides an insight into our governance, staff and student experience, using higher education sector data and Office of National Statistics 2011 & 2020 data for comparative purposes. This report also contains our pay gap analysis.

LEADERSHIP, PARTNERSHIP, AND ORGANISATIONAL COMMITMENT:

Staffordshire University recognises that championing inclusion and diversity together with role modelling appropriate behaviours, must happen at all levels of the University. The Board of Governors and Senior Leadership Team play a central role in embedding and safeguarding equality and diversity within the University's strategy, culture and values.

- Ensuring that equality and diversity is appropriately embedded and relevant targets are in place
- Championing equality, diversity, and an inclusive culture from the top of the organisation
- Ensure that the profile of senior teams within the University are reflective of the staff and students they lead and communities they serve

Staffordshire University also recognises that to achieve our EDI objectives we must work in partnership and act as thought leaders in our sector, and beyond, to influence decisions that can make our University and wider society a more inclusive place for our staff, students, and our communities.

Staffordshire University aims to go beyond ensuring legal compliance of equality law and focus upon:



SOME OF OUR KEY LEADERSHIP AND ORGANISATIONAL COMMITMENT ACHIEVEMENTS ARE:

To ensure we have the right structures, policies and systems in place that supports our EDI priorities and commitments, we have:

- Through staff consultation and engagement, the 'catalyst for change' strategic plan was created. This has shaped the development of the Schools' five-year business plans and the six Strategic Priorities, which explains how we will work together to deliver to these strategic ambitions.
- Our new state-of-the-art building 'The Catalyst', has transformed how staff work and how students study. The location of The Catalyst overlooking the terraced homes of local communities is a permanent reminder of our social purpose and will keep us grounded, focused, and inspired to further progress social mobility and social justice for our communities.
- Through effective succession planning we have refreshed the Board of Governors composition, so that this is more reflective of our diverse regions profile.
- Supported the work delivered by our Inclusion Group, ensuring senior leadership commitment, representation and involvement in the delivery of the group's agenda and ensuring this is embedded in all that we do.
- Ensured Equality Impact Assessments are undertaken and considered for decisions or policies that impact upon the staff or student experience.
- Supported the development of or internal systems and processes so that we can self-evaluate further on our work performance and reporting

and identify future areas that require improvement.

BY WORKING IN PARTNERSHIP, WE HAVE DELIVERED:

- In partnership with the Government's Getting Building Fund, we developed sector-leading clinical simulation and immersion suites at our Centre for Health Innovation. The facilities include a state-of-the-art Clinical Simulation Centre that meets modern demands along with being the study base for more than 2,000 student nurses, midwives, and paramedics. It also offers an exciting platform for new collaborations with businesses, healthcare and technology industries that will deliver quality services for a diverse community's needs.
- The University joined forces with Alice Charity and the Horizon Fund to support disadvantaged families across Stoke-on-Trent and Newcastle-Under-Lyme. Both charities are passionate about supporting and raising aspirations of members of our local communities and transforming lives in the region through our fundraising.
- We have launched a unique postgraduate programme that offers life-changing opportunities to budding entrepreneurs. Funded by Peter Coates's charity, the Peter Coates MSc in Entrepreneurship, will further help to put Stoke-on-Trent on the map as a leading city for innovation and wealth creation. This is very much in keeping with our responsibilities

as a civic university to improve the regional economy, support quality of life in our local communities and develop higher level skills in business and industry through the retention and development of entrepreneur graduate talent.

WHAT DOES OUR GOVERNORS' DATA TELL US?

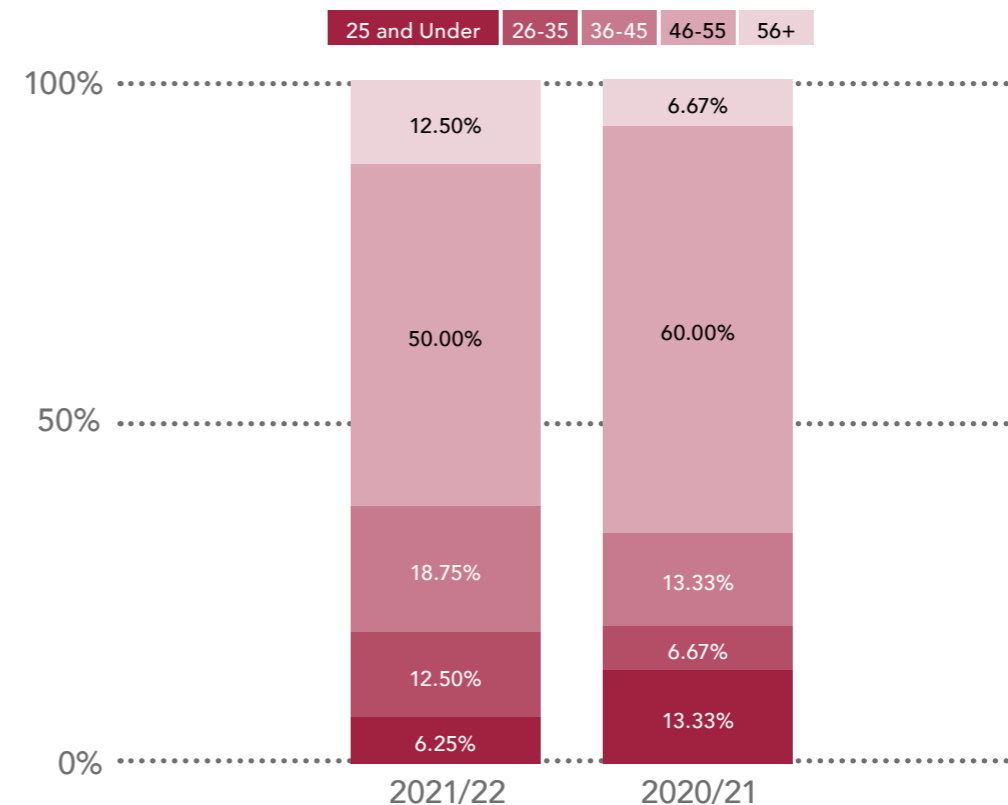
To ensure that our governors' diversity profile is reflective of the sector, or even more reflective of broader society, we have benchmarked our governors' profile data against the Diversity of Governors in Higher Education Report findings. This will help us to assess how we are performing within the sector and show us where we have disparities that need to be addressed.

STAFFORDSHIRE UNIVERSITY GOVERNORS' DATA IS AS FOLLOWS:

Age profile of Staffordshire University Governors comparison 2020/21 to 2021/2022

The governors' age data illustrates: that our governors are relatively younger in age profile with 37.5% being under the age of 45 compared to the sector data of 20.3% and with 62.5% being over the age of 46, in comparison to 79.7% of the HE sectors governors. Overall, our governors age profile shows that we have a diverse age group of governors' appointed with a slight increase in the numbers from 15 governors in 2020/21 to 16 in 2021/22 due to the resignation and appointment overlap of the governor's appointment date.

Age on Appointment



Profile	2020-21		2021-22		HEI* with 15 to 19 Governors 2020-21
	No	%	No	%	
Age					%
25 & under	2	13.33%	1	6.25%	6.5%
26-25	1	6.67%	2	12.50%	3.9%
36-45	2	13.33%	3	18.75%	9.9%
46-55	9	60.00%	8	50%	25.7%
56+	1	6.67%	2	12.50%	54%
Total	15	100%	16	100%	100%

*Higher Education Institutes

¹ <https://www.gov.uk/guidance/equality-act-2010-guidance>
² Diversity of governors in higher education_1667380227.pdf

Staffordshire University's Governors' Sex profile comparison from 2020-21 to 2021-22

The governors' sex (gender) data illustrates that we have more female governors at 62.5% compared to the HE sector of 43.5% and this has increased from 40% in 2020-21 to 62.5% in 2021-22 data due to an increase in an additional appointment of governor members. This

illustrates our proactive approach to the appointment of members of the Board of Governors. Our data has, however, illustrated that we are not capturing non-binary gender data and we aim to address this area as a part of our Data Integrity Project.

Profile	2020/2021		2021/2022		HEI* with 15 to 19 Governors 2020/2021
	No	%	No	%	
Sex	No	%	No	%	%
Male	9	60%	9	37.5%	56.5%
Female	6	40%	10	62.5%	43.5%
Total	15	100%	16	100%	100%

*Higher Education Institutes



Staffordshire University's Governors' Ethnicity profile comparison from 2020-21 to 2021-22

The governor's ethnicity data illustrates that as a collective group, the Board of Governors is largely white at 87.5% and only one governor (6.25%) reporting that they are from an ethnic minority background. This shows

that our governors ethnic minority is lower compared to the HE sectors governors' ethnic minority being reported at 13.20%.

Profile	2020-21		2021-22		HEI* with 15 to 19 Governors 2020-21
	No	%	No	%	
Ethnicity	No	%	No	%	%
White	13	86.67%	14	87.5%	74.20%
Ethnic Minority	1	6.67%	1	6.25%	13.20%
Not Known	1	6.67%	1	6.25%	12.60%
Total	15	100%	16	100%	100%

*Higher Education Institutes



Staffordshire University's Governors' Disability profile comparison from 202-21 to 2021-22

The Board of Governors' disability data illustrates that two members of the Board (12.50%) have disclosed a disability, which is higher when compared to the HE sectors governors' disability data at 5.50%. This shows

that we have an inclusive and proactive approach in recruiting governors with disabilities. However, our data also shows that 6.25% of the data is unknown and this may therefore impact upon these figures.

Profile	2020-21		2021-22		HEI* with 15 to 19 Governors 2020-21
	No	%	No	%	
Disability	No	%	No	%	%
No Known Disability	12	80.00%	13	81.25%	94.50%
One or more disabilities	2	13.33%	2	12.50%	5.50%
Not Known/info refused	1	6.67%	1	6.25%	0.00%
Total	15	100%	16	100%	100%

*Higher Education Institutes

RELIGION AND SEXUALITY OF GOVERNOR MEMBERS:

At present no data has been captured for this profile area. We aim to address this as a part of the Data Integrity Project.

The overall analysis shows that we have an inclusive and diverse membership profile of governors when our data is compared to the HE sector. However, we do have some data gaps which will be addressed as a part of our Data Integrity Project. As we continue to refresh

the Board of Governors as terms of office expire, we will also continue our focus upon encouraging more diverse applicant pools from which governor appointments will be made, particularly in the areas of ethnicity, disability, sexuality, and religion.

A SKILLED AND COMMITTED WORKFORCE

Staffordshire University has close to 1,700 staff and aspires to be an Employer of Choice. This means that we wish to attract, retain and develop the talent to the University, irrespective of background. By having a diverse workforce, this enables us to understand our students and our communities better, and enriches the staff experience for everyone.

WHAT HAVE WE DELIVERED AND ACHIEVED SO FAR FOR OUR STAFF?

As a part of the People Strategy, one of the priorities is to build a more inclusive workforce. Within this we have been addressing the disparities found within our staff profile which underpins our KPI of 'Staff demographic profile that mirrors the regional profile'. To address this, we have applied the Race Equality Chartermark Framework principles as a focus, which has included the following actions:

- Development and implementation of positive action targets for each school and service to increase the proportion of ethnic minority staff employed by the University. The targets have been developed using comparator HE and industry sector data and progress towards achievement monitored through a newly prepared data reporting system.
- In accordance with commitments to increase self-awareness and effect culture change, mandatory 'Consciously Inclusive Behaviours' has been rolled out across the organisation and has been delivered to over 580 staff. This

bespoke training session for each school and service addresses the challenges experienced and how to ensure we address these in a proactive inclusive approach

- 'Inclusive Recruitment, Selection, Progression and Retention' training delivered to staff with responsibility for staff and student recruitment. An online inclusive recruitment module will additionally be rolled out to those involved in recruitment and selection panels in early 2023, along with an EDI focus within the University's Continuing Professional Development programme.
- The review of recruitment and selection processes including the implementation of a 12-month trial of anonymous shortlisting, a refresh of the University's job vacancy website, development of reports to support vacancy equality audits and the launch of a survey to understand the experience of job applicants.
- Developing positive links with local communities such as Eid and Diwali on which to develop dialogues and the creation of a 'vacancy sharing' data base, where every vacancy is emailed to the Shelton Community Partnership, consisting of over 200 local businesses, faith groups and charities. This partnership approach has increased the number of local diverse people applying and being recruited within the organisation.
- Work has commenced to improve data collection and reporting. This will support us to understand the staffing experience across different aspects of the employee lifecycle. Reports will be

developed for profile groups, with an initial focus upon ethnic minorities through the lens of staff recruitment, turnover and participation in the appraisal process and staff development. Further reports will be developed on the broader staff experience, that will be shared with Senior Leadership Team and Senior Management Teams to track progress and identify actions to address emerging issues.

- Enhancing our membership for the Staffordshire University Inclusion Group (SUIG), along with developing new Terms of Reference and Schedule of Business that will hold us all at Staffordshire University to account for progress against EDI objectives.
- Developing an 'Inclusive Language Guide' and EDI Statement document and video, that will support staff on being 'Consciously Inclusive' on how they interact and collaborate with our diverse staff, students and communities ensuring their differences and inclusion needs are acknowledged, respected, and considered within all forms of communication.

WHAT DOES OUR STAFF DATA TELL US?

To ensure that we have a staff demographic profile that mirrors the regional profile, we have used the Office of National Statistics (ONS) 2011 and where available the 2021 data to assess the profile comparisons.

The ONS data comparison against our staff profile data will help us to assess how we are performing within the region and will show us where we may have disparities, that need to be addressed.

Staffordshire University's Staff Age profile comparison from 31 July 2021 to 31 July 2022

The staff profile age data illustrates that our staff aged 25 or under have increased from 4.24% to 6% within the year, however this is currently below the ONS West Midlands employed population data which shows that 11.6% of 25 years and under are in employment. The data also shows over 2.86% of staff being over the age of 65+ are years are in employment compared with the ONS data of 4% of over 65+ in employment.

For the first time in history, there are five generations in the workplace ³;

- **Traditionalists** – born 1927-to-1946
- **Baby Boomers** – born 1947-to-1964
- **Generation X** – born 1965-to-1980
- **Millennials** – born 1981-to-2000
- **Generation Z** – born 2001-to-2020

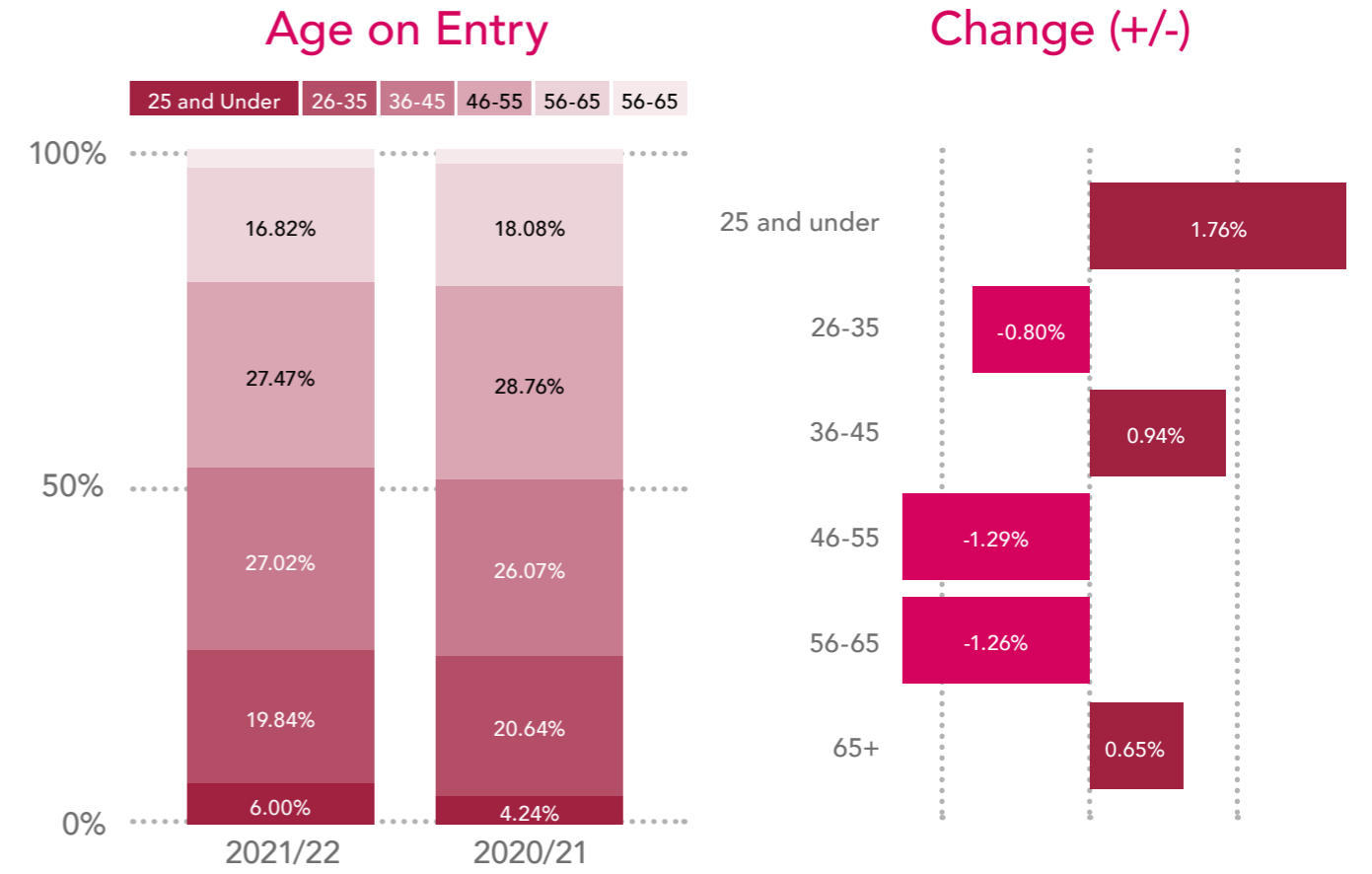
There are generational experiences and expectations that employers need to consider when they look to attract, recruit, select and manage new and existing employees, ensuring we are promoting an inclusive non-ageist culture

Our current data demonstrates that we are attracting and retaining a wider age range which means that selection decisions are broader, and this is leading to positive recruitment and retention of younger and older people within our organisation.

Profile	2020-21		2021-22		HEI* with 15 to 19 Governors 2020-21
	No	%	No	%	
Age					%
25 & under	71	4.24%	107	6.00%	9.4%
26-35	346	20.64%	354	19.84%	13.4%
36-45	437	26.07%	482	27.02%	14%
46-55	482	28.76%	490	27.47%	13.7%
56-65	303	18.08%	300	16.82%	11.7%
65+	37	2.21%	51	2.86%	16.5%
Total	1676	100%	16	100%	

*ONS data

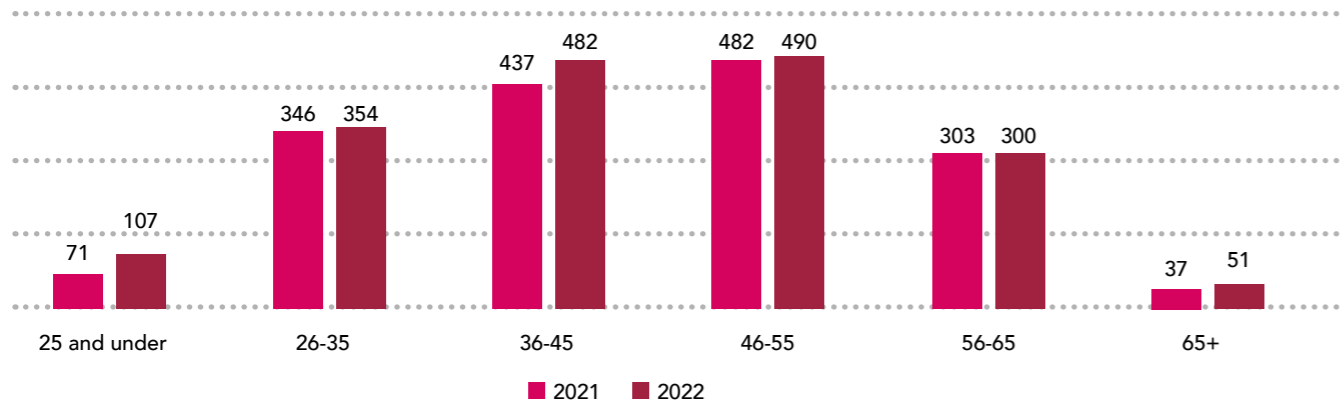
³ <https://www.forbes.com/sites/tracybrower/2022/08/28/what-the-generations-want-from-work-new-data-offers-surprises/?sh=6c5ef1873f32>



Year	2020-21		2021-22	
	No	%	No	%
Detail				
25 & under	71	4.24%	107	6.00%
26-35	346	20.64%	354	19.84%
36-45	437	26.07%	482	27.02%
46-55	482	28.76%	490	27.47%
56-65	303	18.08%	300	16.82%
65+	37	2.21%	51	2.86%
Total	1676	100%	1784	100%

Detail	YoY % Change
25 & under	1.76%
26-35	-0.80%
36-45	0.94%
46-55	-1.29%
56-65	-1.26%
65+	0.65%

Age Comparison Count



Staffordshire University's Staff Sex (Gender) profile comparison from 31 July 2021 to 31 July 2022

The staff sex (gender) data illustrates that we have more female staff within our workforce at 55.21% and slightly fewer male staff at 44.79%. We have recruited more male staff in 2022 an increase of 0.99% from 2020-21 figures.

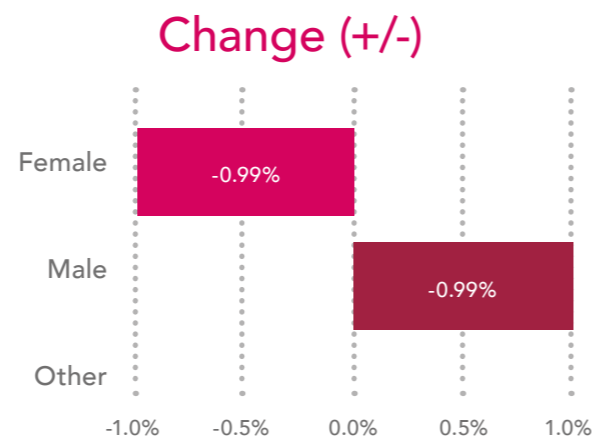
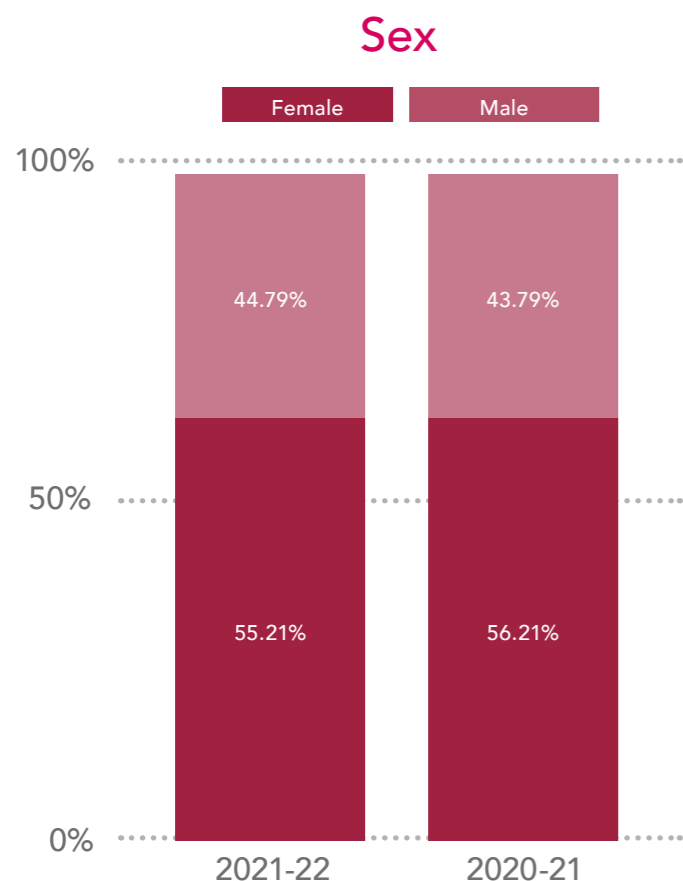
The ONS 2021 data shows 50.8% of people in the West Midlands reported as female, and 40.2% male and 8% as unknown/other. The data also showed 72% of working age females were in employment, compared to 79% of males in employment. This gender split is broadly reflected in our employment data with 55.21% female staff employed within our organisation, compared to 44.79% male.

Further analysis of this data has revealed that some of our Schools and Services have a higher proportion of one gender. For example, more female staff employed in Academic Quality and Development (82%), Institute of Education (87%), Student Recruitment and Admissions (81%), Student and Academic Services (77%) and School of Health, Science and Wellbeing (74%). More male staff are employed within Digital Services (67%), Technical Services (61%) and Estates and Commercial Services (55%). We are aware some of this data may be skewed by the small number of employees working within the area.

This Occupational Segregation such as more males working in Technical and Estates roles, more females in Health, Social and Wellbeing, where there are different job roles and pay scales, may be one of the factors that is contributing to the gender pay gap, which is currently at mean 8.10% in favour of male staff. More information on the gender pay gap is provided within the pay gap section of this report. We therefore need to ensure that we do not reinforce occupational segregation in our recruitment or promotion practices.

The data analysis has also highlighted that we are not capturing non-binary data - we aim to address this area as a part of our Data Integrity Project.

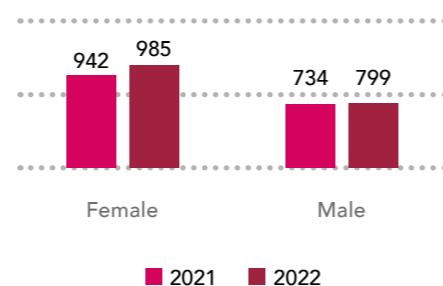
Profile	2020-21		2021-22		ONC 2011 West Midlands sex profile	ONC gender in employment data
Sex	No	%	No	%	%	%
Female	942	56.21%	985	55.21%	50.8%	72.7%
Male	734	43.79%	799	44.79%	40.2%	80.1%
Unknown/other	-	-	-	-	9%	-
Total	1676	100%	1784	100%		



Detail	YoY % Change
Female	-0.99
Male	0.99
Other	0.99

Year	2020-21		2021-22	
	No.	%	No.	%
Female	942	56.21%	985	55.21%
Male	734	43.79%	799	44.79%
Other	0	0%	0	0.0%
Total	1676	100%	1784	100%

Gender Comparison Count



Staffordshire University's Staff Ethnicity data profile comparison from 31 July 2021 to 31 July 2022

The staff ethnicity data illustrates that the white ethnicity group is 86.49% within the University staffing profile and the ethnic minorities equate to 10.71% of university staff; 2.80% of the data is not known.

The recent ONS 2021 data shows 77% of people reported their ethnicity as white and this is considerably lower than our staff white ethnicity profile at 86.49%. In addition, 23% of people have reported they are from an ethnic minority background, which is higher than our staff ethnicity profile at 10.71%. However, the Stoke-on-Trent population of white ethnicity figure is higher than the national average at 88.7% and the ethnic minority population is lower at 11.3%. The national and local ethnicity data has been aggregated to develop our target to achieve a 'staff demographic profile that mirrors the regional profile (with an aim of 17%

of our staff profile to be drawn from ethnic minorities by 2026-27.

Further analysis of the ethnicity data has revealed that the 10.71% of ethnic minorities staff are not evenly distributed within the Schools and Services. For example, 17% of ethnic minorities staff work in School of Digital, Technologies and Arts, 17% in School of Justice, Security and Sustainability, 13% in Research, Innovation and Impact Services and 13% in Student Recruitment Admissions.

We have lower numbers of minority ethnicities employed in Digital Services at 4%, Financial Services at 3%, Institute of Education at 5% and Student & Academic Services at 5%. This may be an area that we need to do further analysis in order to understand what is causing this disparity such as low employee turnover, lack of interest from ethnic

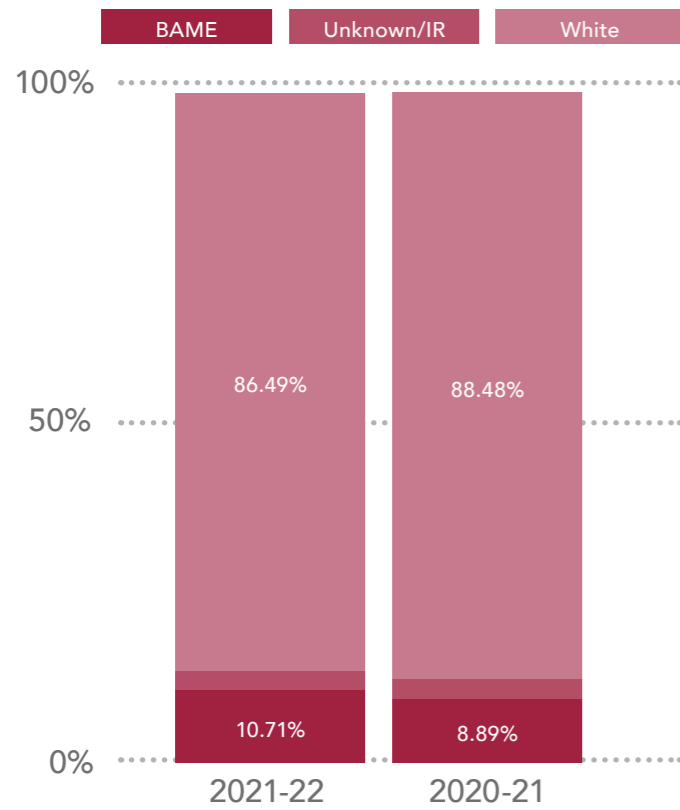
minorities in careers within this area, unintended bias within the recruitment and selection processes etc.

The ethnicity profile data from 2020-21 to 2021-22 illustrates that we have seen a positive increase of 1.82% of minority ethnicities being employed and this demonstrates that the work being delivered on 'inclusive recruitment, selection and retention' and working in partnership with our local communities, is now paying dividends. These activities have increased applications from ethnic minorities and we are making positive progress in achieving our year-on-year ethnic minority recruitment and retention targets.

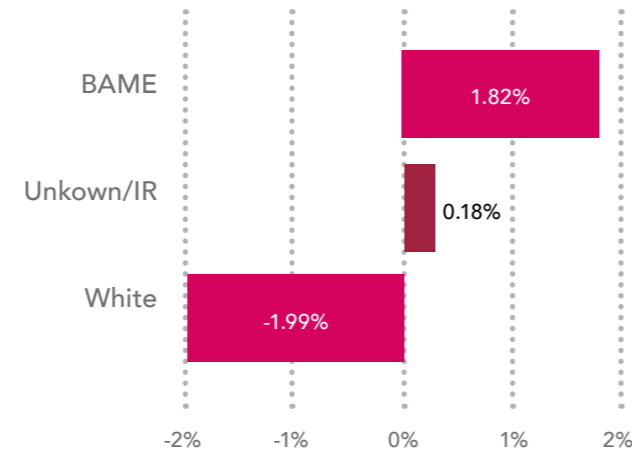
The Ethnicity pay gap data is provided within the pay gap section of this report.

Profile	2020-21		2021-22		ONS 2021 data on UK ethnicity
	No	%	No	%	
Ethnicity					%
White	1483	88.48%	1543	86.49%	77%
Ethnic Minority	149	8.89%	191	10.71%	23%
Not Known	44	2.63%	50	2.80%	0.00%
Total	1676	100%	1784	100%	100%

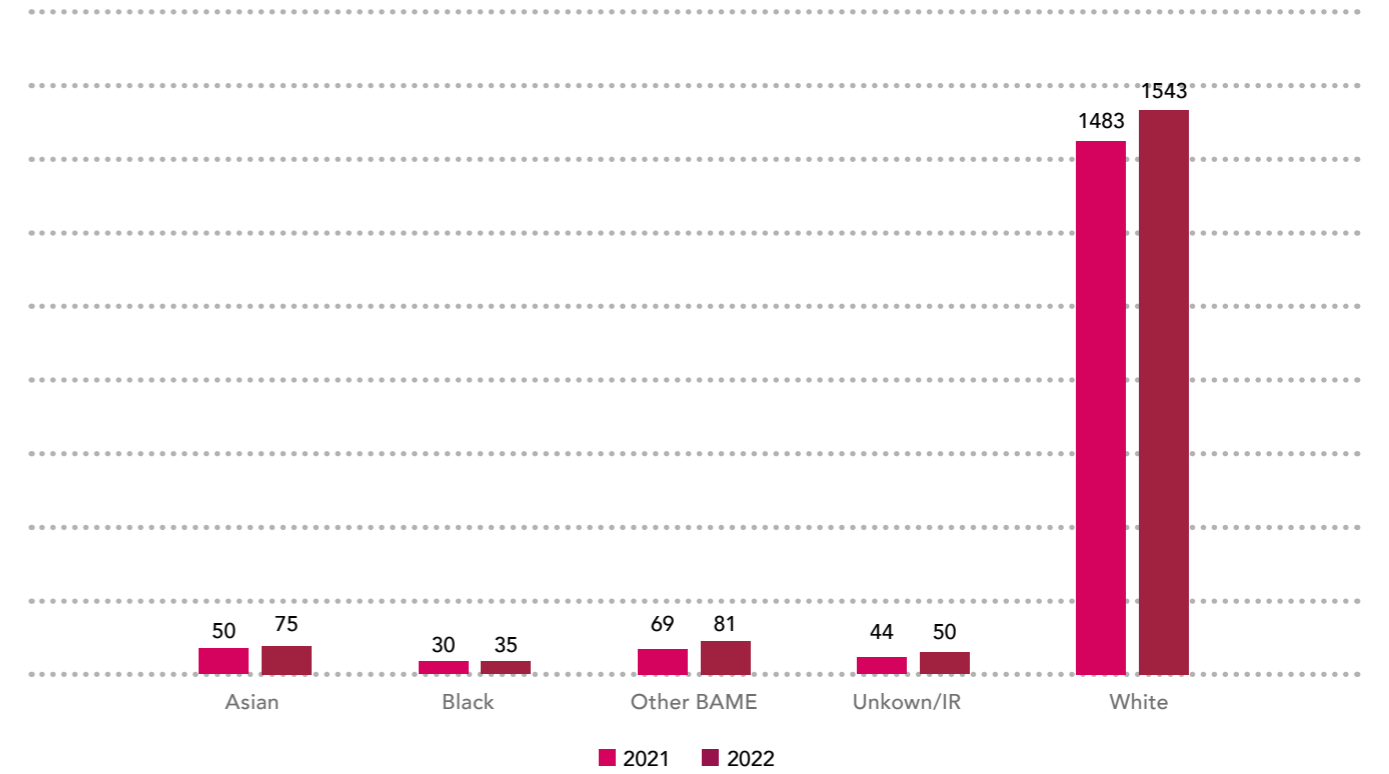
Ethnicity (Broad)



Change (+/-)



Ethnicity (Detailed grouping) Comparison Count



Year	2020-21		2021-22		Detail	YoY % Change
	No.	%	No.	%		
Detail	No.	%	No.	%		
Ethnic Minorities	149	8.89%	191	10.71%	Ethnic Minorities	1.82%
Unknown	44	2.63%	50	2.80%	Unknown/IR	0.18%
White	1483	88.48%	1543	86.49%	White	-1.99%
Total	1676	100%	1784	100%		



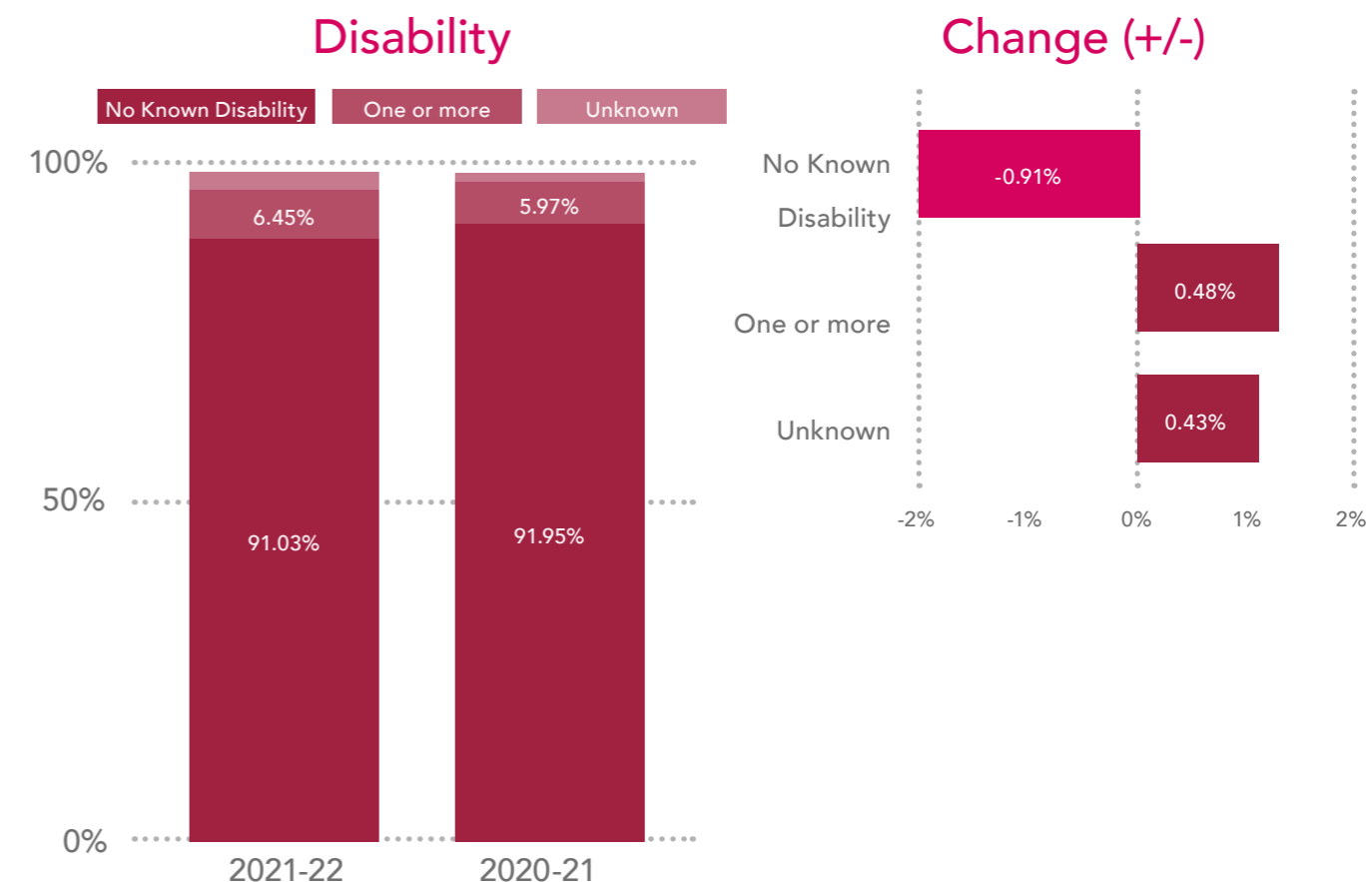
Staffordshire University's Staff Disability data profile comparison from 31 July 2021 to 31 July 2022

The staff disability data illustrates that 6.45% of our workforce have disclosed a disability, and 2.52% of the data is not known/information refused.

We are also aware that our staff disability profile at 6.45% is considerably lower than the ONS data 2011-15 that reports over 19% of the UK population have reported they have a disability. This is an area

that we are addressing by having a proactive approach in supporting people with disabilities within our recruitment and selection process as a Disability Confident Employer.

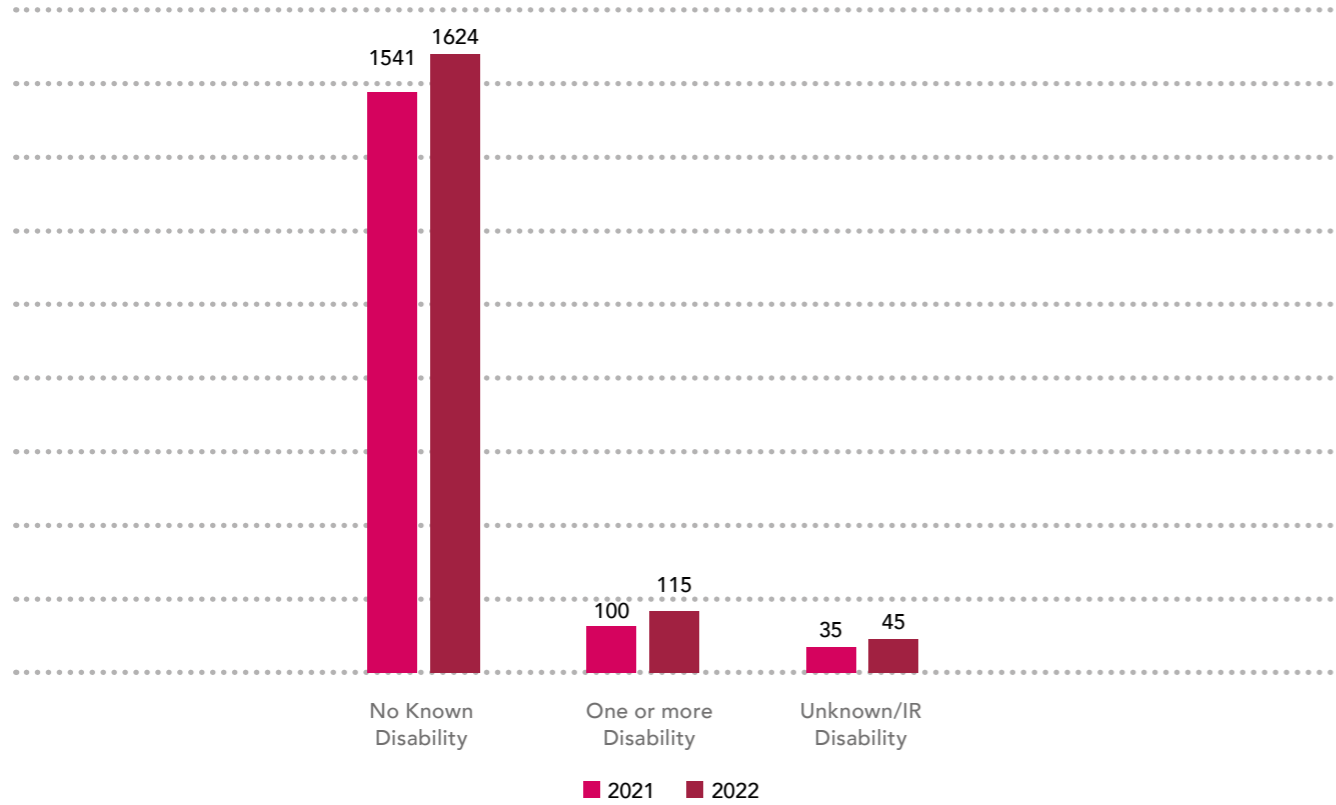
Profile	2020-21		2021-22		ONC 2011 data on disclosed Disability in UK
	No	%	No	%	
Disability	No	%	No	%	%
No Known Disability	1541	91.95%	1624	91.03%	81%
One or more disabilities	100	5.97%	115	6.45%	19%
Not Known/info refused	35	2.09%	45	2.52%	0.00%
Total	1676	100%	1784	100%	100%



Year	2020-21		2021-22		Detail	YoY % Change
	No.	%	No.	%		
Detail	No.	%	No.	%	No Known Disability	-0.91%
No Known Disability	1541	91.95%	1624	91.03%	One or more	0.48%
One or more	100	5.97%	115	6.45%	Unknown	0.43%
Unknown	35	2.09%	45	2.52%		
Total	1676	100%	1784	100%		



Disability Comparison



Staffordshire University's Staff Religion data profile comparison from 31 July 2021 to 31 July 2022

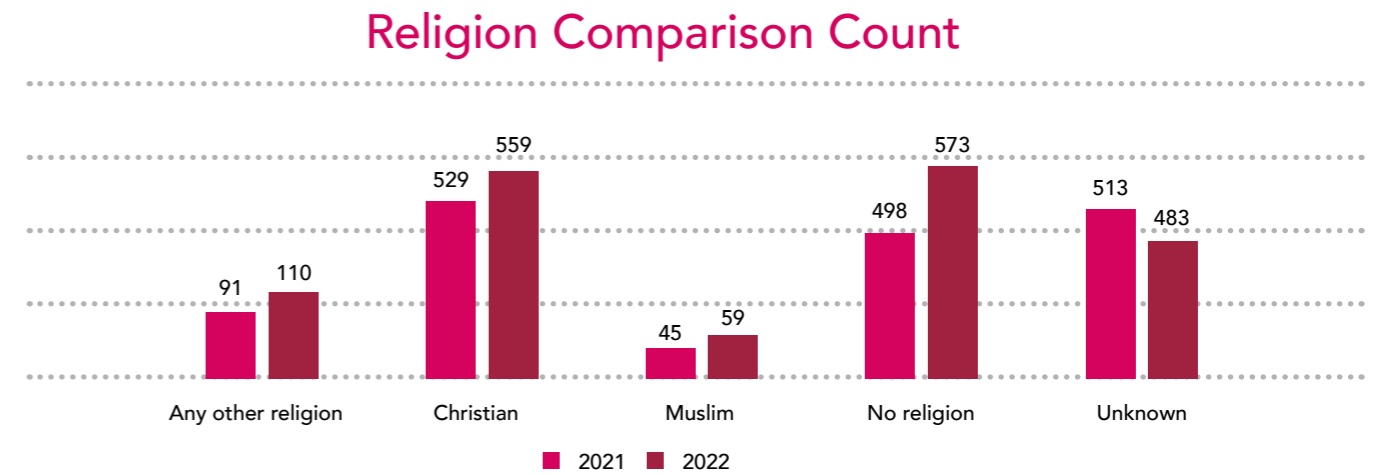
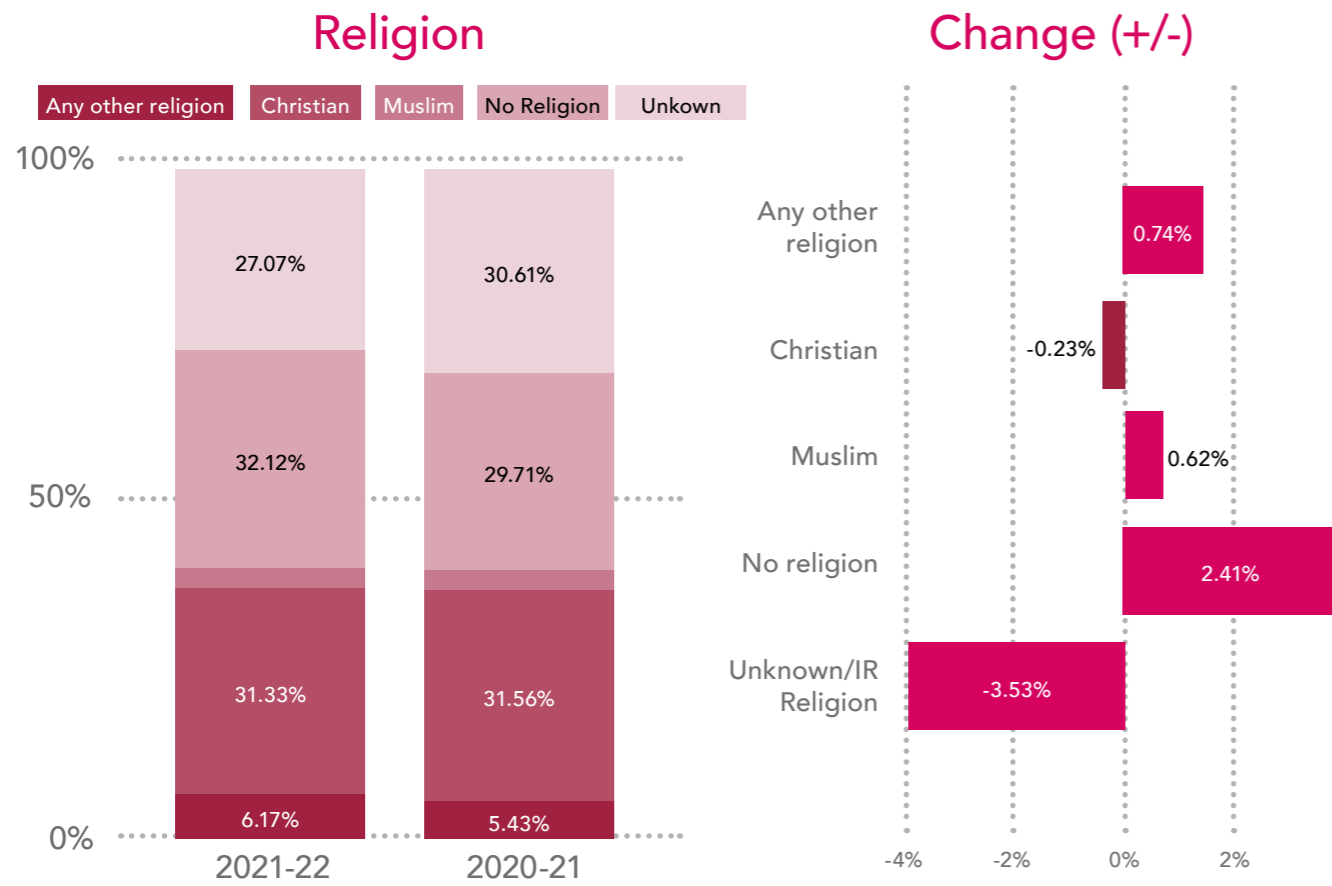
The staff religion data illustrates that we have seen an increase of 0.62% of Muslim religion staff being employed in 2022 at 3.31% from the 2020-21 data at 2.68%. This is important because after Christianity

and no religion, the largest religion in the Staffordshire region and the UK is Islam (Muslim) at 4.4% and this religion is positively increasing within our organisation.

However, our data also shows that 27.07% of the data is not known/ information refused and due to this, the true religion figure may vary. We aim to address this area as a part of our Data Integrity Project.

Profile	2020-21		2021-22		2011
	No	%	No	%	
Religion					%
Christian	529	31.56%	559	31.33%	59.5%
No religion	498	29.71%	573	32.12%	25.5%
Muslim Islam	45	2.68%	59	3.31%	4.4%
Any other religion	91	5.48%	110	6.17%	10.6%
Not known/info refused	513	30.61%	483	27.07%	
Total	1676	100%	1784	100%	100%





Year	2020-21		2021-22		Detail	YoY % Change
	No.	%	No.	%		
Detail	No.	%	No.	%	Any other religion	0.74%
Any other religion	91	5.43%	110	6.17%	Christian	-0.23%
Christian	529	31.56%	559	31.33%	Muslim	0.62%
Muslim	45	2.68%	59	3.31%	No religion	2.41%
No religion	498	29.71%	573	32.12%	Unknown/IR Religion	-3.53%
Unknown/IR Religion	513	30.61%	483	27.07%		
Total	1676	100%	1784	100%		



Staffordshire University's Staff Sexuality data profile comparison from 31 July 2021 to 31 July 2022

The staff sexuality profile data illustrates that we have seen a slight positive increase of 5.39% of staff reporting they are LGBTQ+, this is an increase of 0.80% from the 2021 data of 4.59%. This figure is also higher

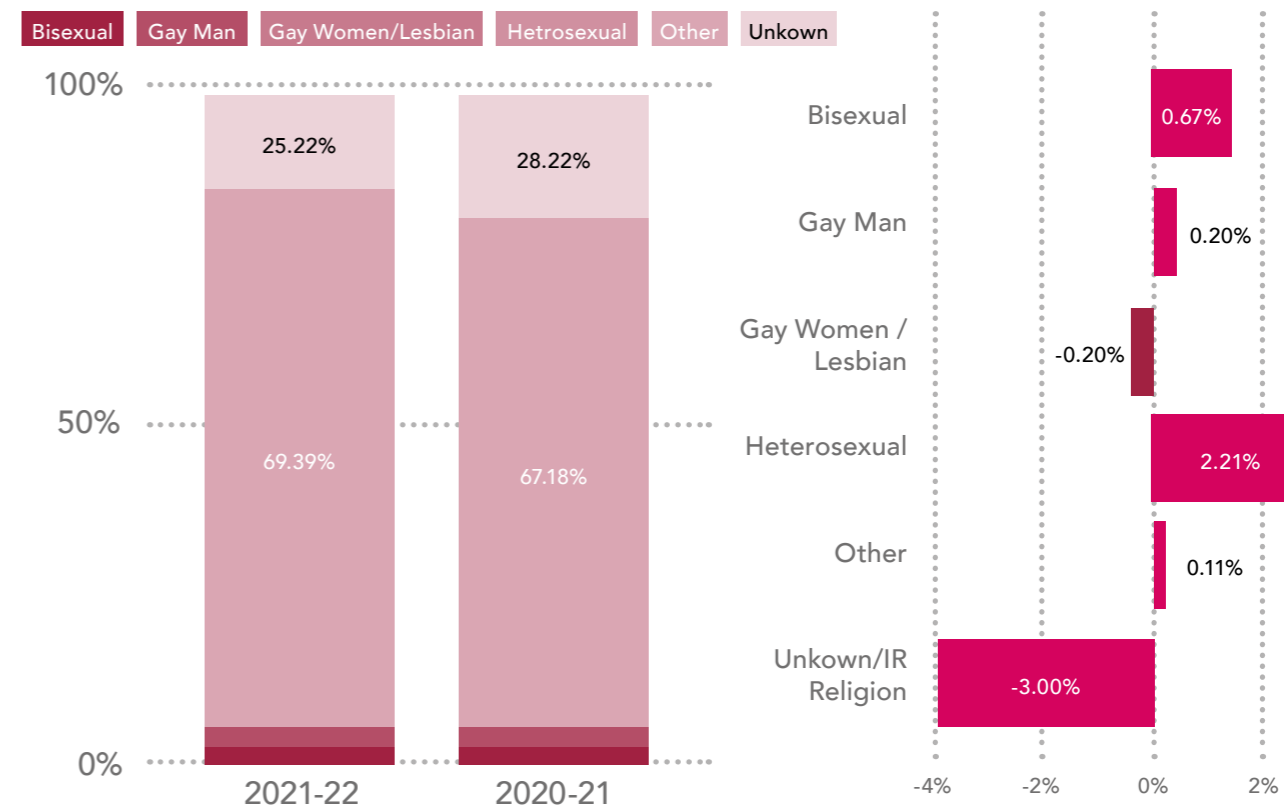
than the ONS data at 3% LGBTQ+ sexualities. However, our data also shows that 25.11% of the data is not known/ information refused and due to this

the true figure may vary. We aim to address this area as a part of our Data Integrity Project.

Profile	2020/2021		2021/2022		ONS data 2015
Sexuality	No	%	No	%	%
Straight	1126	67.18%	1238	69.39%	94%
LGBTQ+	77	4.59%	96	5.39%	3%
Unknown/Info refused	473	28.22%	448	25.11%	3%
Total	1676	100%	1784	100%	100%

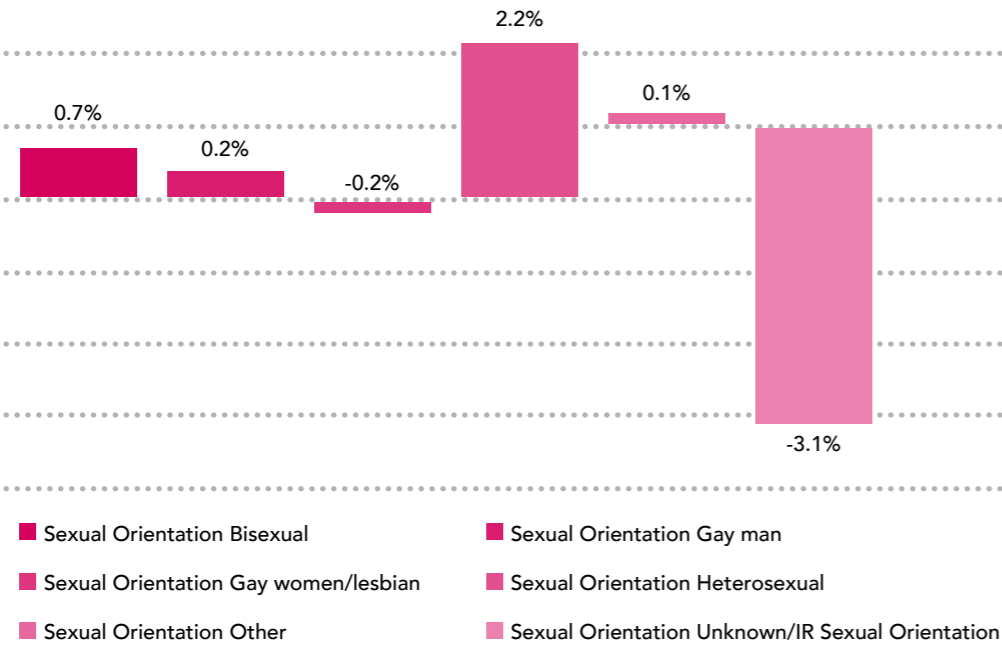


Sexual Orientation

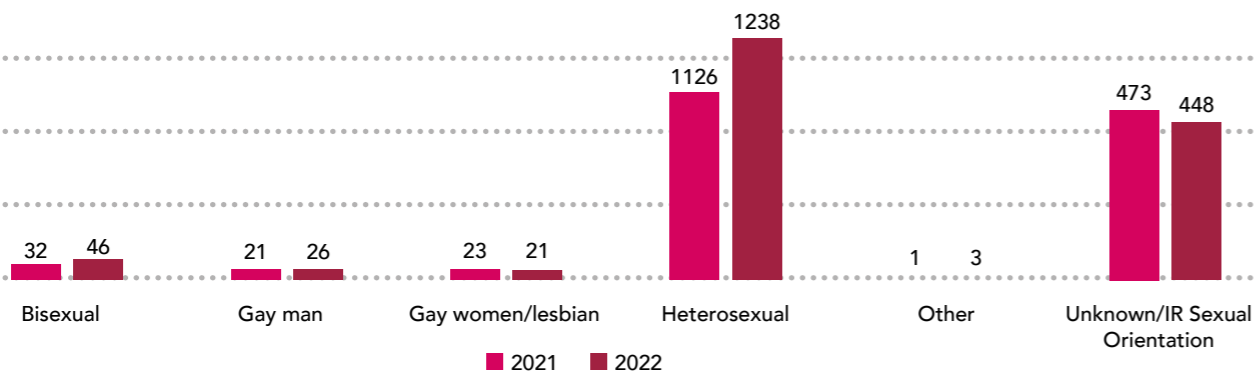


Year	2020-21		2021-22		Detail	YoY % Change
Detail	No.	%	No.	%		
Bisexual	32	1.91%	46	2.58%	Bisexual	0.67%
Gay Man	21	1.25%	26	1.46%	Gay Man	0.20%
Gay Women/lesbian	23	1.37%	21	1.18%	Gay Women/lesbian	-0.20%
Heterosexual	1126	67.18%	1238	69.39%	Heterosexual	2.21%
Other	1	0.06%	3	0.17%	Other	0.11%
Unknown	473	28.22%	450	25.22%	Unknown	-3.00%
Total	1676	100%	1784	100%		

Sexual Orientation % Change 2021-22



Sexual Orientation Comparison Count



What has the staff data analysis illustrated

Our overall staff profile data analysis has illustrated that we have made positive progress within most profile areas such as:

- **Age** - We are employing a diverse age range of staff. Our data shows we are attracting and retaining a wider age range, and this is leading to positive recruitment and retention of younger and older people within our organisation
- **Gender** - We employ more female staff within our workforce at 55.21% and have been making positive progress on our gender pay gap as illustrated in the pay gap section. We are aware that we are not capturing non-binary data and we aim to address this area as a part of our Data Integrity Project.
- **Ethnicity** – We have made positive progress on our ethnic minority employment target and have seen a positive increase of 1.82% of minority ethnicities being employed in 2022, leading to the ethnic minority profile reaching 10.8%. We will continue working in partnership with the local community on our inclusive recruitment and selection campaign
- **Disability** - Our staff disability data profile at 6.45% is considerably lower than the national average at 22%. We are addressing this by continuing our proactive approach in supporting people with disabilities within our recruitment and selection process as a Disability Confident Employer
- **Religion** – The staff religion data shows that we have seen an increase of 0.62% of Muslim religion staff being employed in 2022. This is important because after Christianity and no religion, the largest religion in the Staffordshire region and the UK is Islam (Muslim). However, our data also shows we have data gaps that we aim to address as a part of our Data Integrity Project.
- **Sexuality** – The staff sexuality data shows that 5.39% of staff are reporting their sexuality as LGBTQ+ and this figure is higher than the national average at 3% LGBTQ+ individuals. However, our data also shows we have data gaps that we aim to address as a part of our Data Integrity Project.



Pay Gap Reporting Data 2021-22

WHAT IS PAY GAP DATA AND WHY IS THIS IMPORTANT?

Pay gaps are indicators of embedded and systemic diversity and inclusion issues within organisations and many employers are now taking significant steps to identify and address the causes of the gaps. Pay gaps identify and acknowledge the percentage difference in the average hourly earnings for different groups of people, for example, male and female.

Mandatory gender pay gap reporting was introduced by the UK Government in 2017 for all organisations employing over 250

staff, with the aim of narrowing and eventually eliminating the pay differentials between men and women. The gender pay gap is reported by using mean and median calculations:

Mean Pay Gap - The mean gender pay gap is calculated by adding up all salaries and dividing the result by how many people were in the list. We can then compare the mean pay for men with the mean pay for women. The difference between the two figures is the mean gender pay gap.

Median average - The median gender pay gap is calculated by listing all of the salaries in numerical order. The median is the middle number. We can then compare the

median pay for men with the median pay for women. The difference between the two figures is the median gender pay gap.

Staffordshire University believes that it is important that we not only meet our legal obligations in reporting on the gender pay gap, but as a part of our values of being 'fair and Inclusive' we go beyond this legal requirement and report on how we are performing on pay differences across a range of characteristics. We have therefore used the mean and median format, reporting the pay gap for the following staff profile groups - gender, ethnicity, disability, and sexuality.



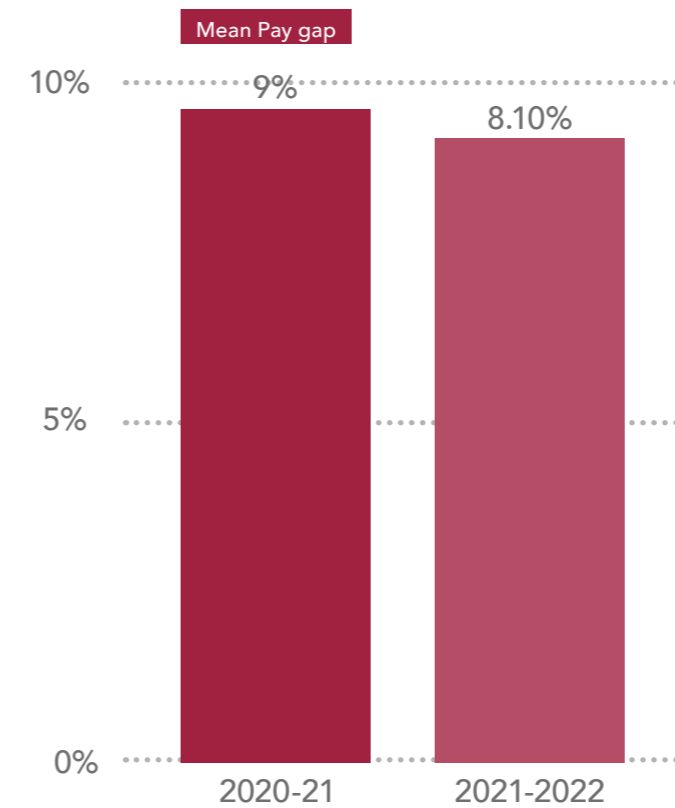
The Gender Pay Gap

Analysis of the gender pay gap data has revealed that the mean gender pay gap across Staffordshire University for female staff is 8.10%. This is lower than the data reported in 2021 at 9% and is over 7% lower than the HE sector at 15.5% (latest available data is 2016-17). The median pay gap at Staffordshire University is 0%. Whilst this is

positive, particularly when compared to the HE sector at 14.7% (ONS data 2020) if we remove the hourly paid part-time staff from our calculation the median gender pay gap is 9.23%.

This data shows that our gender pay gap is the result of us having more women than men in roles in the lower grades of the pay structure. Where

both men and women appear in the same pay grade, we know they are being paid equally because of our equal pay audits and job evaluation scheme. Therefore, we need to work on the mix of our male and female staff within the different job roles and pay grades within the University.



Pay Gap	Gender Pay Gap	
	Mean	Medium
Year		
2021	9.00%	0.00%
2022	8.10%	0.00%

Pay Gap calculated for Male Vs Female

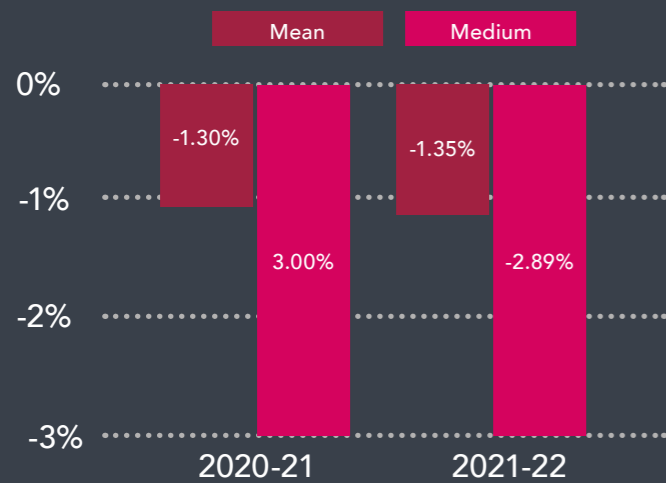
The Ethnicity Pay Gap

Although Ethnicity pay gap reporting is not mandatory, we believe the need to capture and report on our ethnicity pay gap data is important as this helps us understand where we may have disparities, and where we need to focus. Analysis of the ethnicity pay gap data has revealed that the mean ethnicity pay gap for all ethnicities, when compared with White British is -1.35% and is lower than the data reported in 2021 at -1.30%. This is also considerably lower than Gov.UK Ethnicity pay gap

data reported in 2020 at 29.3%. The median ethnicity pay gap at Staffordshire University for all ethnic minorities compared to White British is -2.89%. and was slightly higher at -3.00% reported in 2021. Our Ethnicity Pay Gap is still considerably lower than the Gov.UK ethnicity median pay gap reported in 2021 at 34.8%.

Further analysis of the data shows that due to a small number of ethnic minorities being employed in the

higher pay grades has skewed the data and has impacted on the ethnicity pay gap. We have a lower number of ethnic minorities employed at Staffordshire University at 10.7% compared to the HE sectors average of average of 16.6%. Therefore, we need to focus on increasing the number of ethnic minorities employed within the organisation, within all job roles and pay grades, to provide a more representative picture.



Pay Gap	Gender Pay Gap	
	Mean	Medium
Year		
2021	-1.30%	-3.00%
2022	-1.35%	-2.89%

Pay Gap calculated for White vs Ethnic Minority



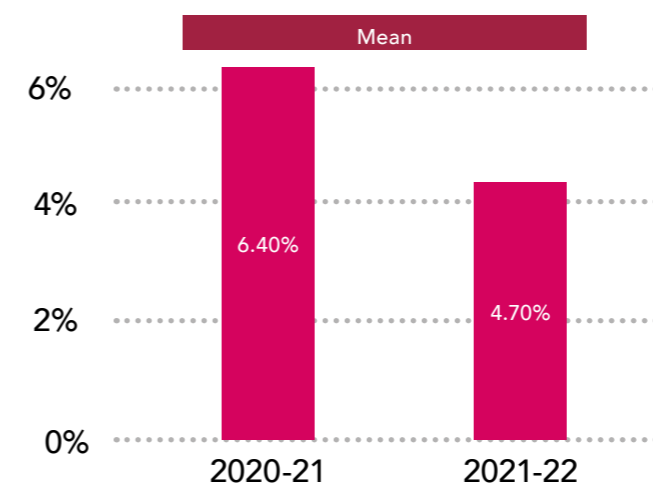
The Disability Pay Gap

Analysis of the disability pay gap data has revealed that the mean disability pay gap across Staffordshire University for disabled staff is 4.70%. This is lower than the data reported in 2021 at 6.40% and is considerably lower than Gov.UK disability pay gap reported in 2021 at

13.8%. The median disability pay gap at Staffordshire University is 0%.

Whilst this is positive, the data shows that we have a lower number of disabled people employed at Staffordshire University at 6.45% compared to the national average

of 22%. Therefore, we need to focus on increasing the number of disabled staff employed within the organisation, within all job roles and pay grades to develop a more representative understanding.



Pay Gap	Disability Pay Gap	
	Mean	Medium
Year		
2021	6.40%	0.00%
2022	4.70%	0.00%

Pay Gap calculated for No Known disability Vs. one or more disabilities



The Sexuality Pay Gap

This year we are also publishing our sexual orientation pay gap. This provides a base line against which to measure progress, especially in ensuring higher representation of lesbian, gay and bisexual people within our organisation.

Analysis of the sexuality pay gap data has revealed that the mean sexuality pay gap across Staffordshire University for LGBTQ+ staff is 19.4%, and median is -5.71%. This is comparable to some national data reported by PWC on their sexuality pay gap being around 19%.

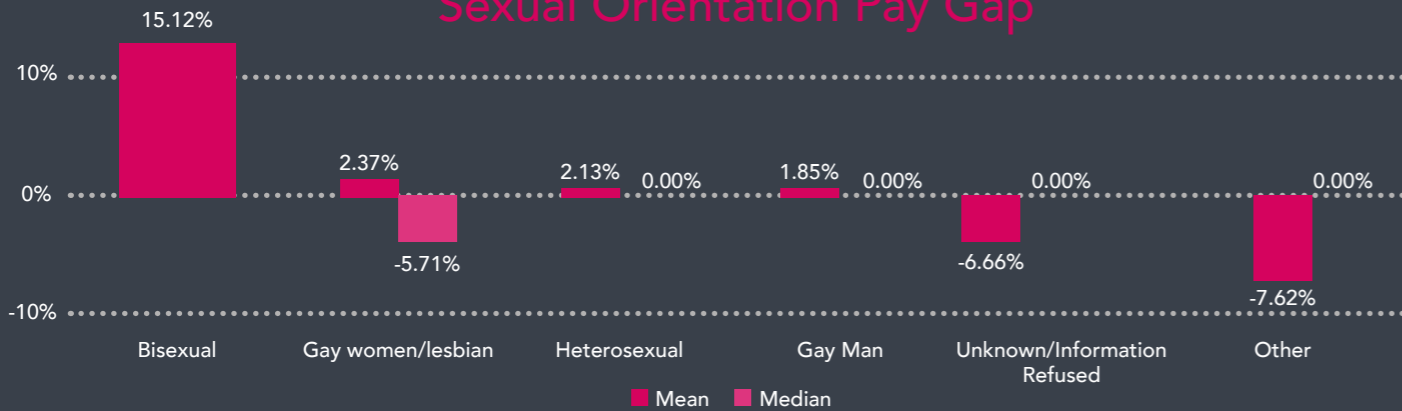
The data shows that our sexuality pay gap reflects the low overall proportion of 5.45% (101) of staff that have a disclosed their sexuality as LGBTQ+, as 25% of our data is unknown/prefer not to say. However, our LGBTQ+ staff sexuality profile is higher than the national average at 3.5% as reported in the 2019 Census data.

Census data has also illustrated the age profile of 25 years or under are more comfortable in disclosing their sexuality as LGBTQ+, then other age groups. We need to undertake

further analysis to assess if our LGBTQ+ staff numbers are also higher within this age group, as staff aged 25 years and under may be employed on lower pay grades, due to their developing career trajectory.

Therefore, we need to ensure we continue creating the conditions in which our staff are comfortable to share their personal details with us and data disclosure, collection and analysis will be a priority for the year ahead and beyond, as a part of the Data Integrity Project.

Sexual Orientation Pay Gap



Category	Mean	Median
Bisexual	15.12%	0.00%
Gay Man	1.85%	0.00%
Gay Women /Lesbian	2.37%	-5.71%
Heterosexual	2.13%	0.00%
Other	-7.62%	0.00%
Unknown / Information Refused	-6.66%	0.00%

The full pay gap data reports are available via the following links:
<https://www.staffs.ac.uk/about/corporate-information/equality-framework-and-reports/annual-reports>

⁴ <https://www.pwc.co.uk/who-we-are/annual-report/people-2022/diversity-data.html#sexual-orientation>
⁵ <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality>

WHAT WILL BE OUR STAFF DEVELOPMENT PRIORITIES BE FOR 2023?

- As a part of our new EDI Framework, we will develop SMART EDI action plans that support our values in being 'fair and inclusive' and in particular ensure all staff have equal access to professional development to enhance their career progression.
 - Working within Disability Confident, Stonewall and the Race Equality Chartermark principles we will deliver a more diverse workforce through refreshed inclusive approaches to attraction, recruitment and selection.
 - Examine the recruitment journey from application, shortlisting, selection and offer stage to understand why some diverse groups may not be as well represented within particular jobs roles, pay grades and senior leadership level.
 - Continue providing bespoke training to staff on inclusive recruitment methods and how to promote 'Conscious Inclusive thinking and behaviours' in our working practices, to bring to life for all staff our value of 'fair and inclusive'.
- Addressing the staff profile data gaps by ensuring data disclosure and collection will be priority for the year ahead and beyond, by launching the Data Integrity Project.



What have we delivered and achieved so far for our students?

WHAT HAVE WE DELIVERED AND ACHIEVED SO FAR FOR OUR STUDENTS?

A skilled and committed staff and student cohort:

As a 'Catalyst for Change', Staffordshire University has an opportunity to transform the lives of people, particularly our students, who in turn will transform our society and transform the places they live in and work, both within the UK and overseas. We must ensure that we are a welcoming, intercultural environment where students feel part of an inclusive university and broader local community.

Whilst we have developed a range of approaches to underpin an inclusive student experience, we recognise that there is more we need to understand and address. Some of the recent developments include:

- Improved communication to students regarding inclusion support provision and improved processes for non Disabled Students Allowance eligible courses
- Improved communication and greater accessibility of services for students which avoids the use of abbreviations and higher education specific jargon
- Review of learning support provision processes to enhance service delivery
- Introduction of the new case management system for the Student Support Team
- Refresh of the Access and Participation plans on how Staffordshire University will improve equality of opportunity for underrepresented groups to

access, progress and succeed with their studies

- Supporting Inclusion groups, for example, LGBTQ+ and disability to ensure inclusive services are being developed and delivered for all our students diverse needs

INCLUSION WORK DELIVERED IN PARTNERSHIP WITH OUR STUDENTS'

In addition to the above developments, working in partnership with the Students' Union we have delivered the following:

- Supported the development of Universities EDI statement that promotes our diverse student body, their experiences, and their needs
- The launch of the consent module that addresses a zero – tolerance culture on gender-based violence
- Training and development for Students' Union and University staff on awareness raising and supporting neurodiversity needs
- Conducting a technology and facilities audit to ensure appropriate resources and suitable quiet study areas within the campus to improve the student experience for our disabled students and those with neurodivergent needs
- Development of a trans inclusion policy that supports and provides guidance to our students, staff and our communities on how we provide inclusive trans services
- Undertaking a LGBTQ+ accommodation review that will support LGBTQ+ living inclusion needs
- Consultation with the LGBTQ+ network and engaged students as

- well as North Staffs Mind to produce a training pack for LGBTQ+ students' mental wellbeing needs.
- Conducted a 'Pulse survey' on the impact of the 'cost of living' for students. The findings from this survey led to a three phased support framework that will support students by offering support workshops on employment opportunities, working with the Horizon Fund in fundraising to create breakfast and lunch clubs and warm banks.
 - 'My inclusivity' framework for student groups launched as student group badges aimed to promote engagement and inclusion across the community.

WHAT DOES OUR STUDENT'S DATA TELL US?

The data we hold regarding our student body is robust, with 100% data available on age, gender, and disability, 97.5% on ethnicity, 95% on religion, and 92.5% on sexual orientation. This demonstrates that we have strong data capturing systems in place. Where we have small gaps in this data, we will address this as part of the Data Integrity Project.

Our student data comparison has been made with the post-92 sector data for higher education organisations, where this has been available.

Staffordshire University's Student Age data profile comparison from 31 July 2021 to 31 July 2022

The student age profile data illustrates that our '22 years to 25 years' student intake in the academic year 2021-22 saw an increase of 1.5% at (23.51%) from the previous year, and a slight decrease in the '19 years and under' group of 1.5% (16.29%) from the previous year.

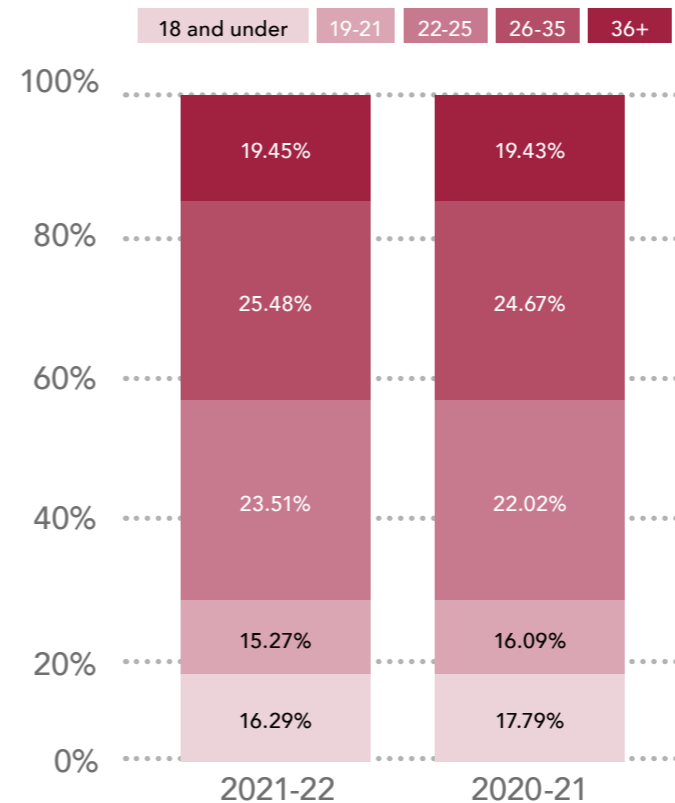
Post-92 sector data on age is not available, as this is reported on age within the academic year so currently

there is no data available that is suitable to compare our data set against.

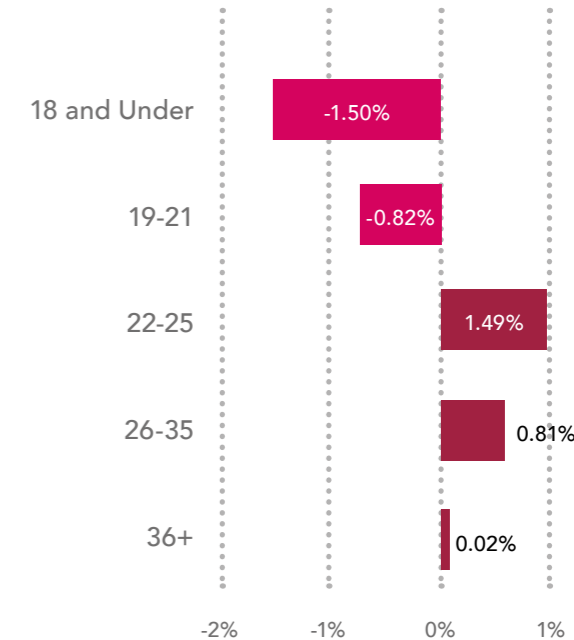
Further analysis of the data has revealed that we have more '19 years and under' students as a percentage of students at Staffordshire University London (43.03%), followed by Digital, Technology and Arts (25.60%), and Institute of Education (18.06%). We have a higher number

of '26 to 35 years' in Health, Social and Wellbeing (29.48%) and Justice, Security and Sustainability (30.05%). This data demonstrates that we need a positive recruitment drive to encourage a more inclusive approach to the age demographic across the academic portfolio. This area is being addressed by the University's recently approved Student Recruitment and Conversion Strategy and action plan.

Sexual Orientation



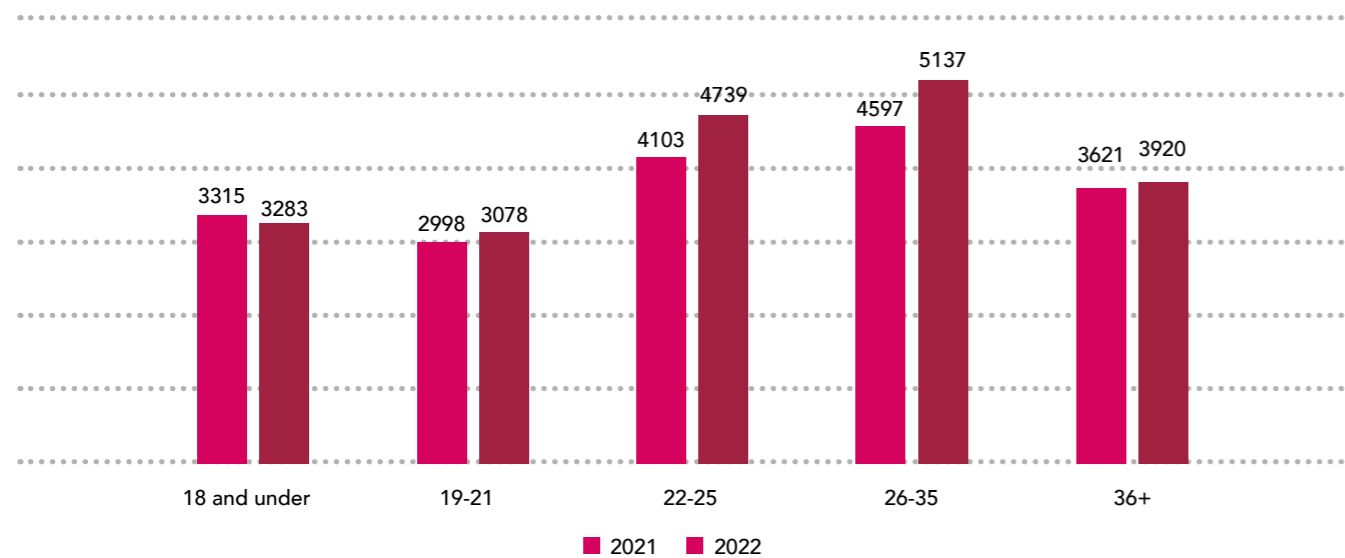
Change (+/-)



Year	2020-21		2021-22	
	No.	%	No.	%
Detail				
18 and Under	3,315	17.79%	3,283	16.29%
19-21	2,998	16.09%	3,078	15.27%
22-25	4,103	22.02%	4,739	23.51%
26-35	4,597	24.67%	5,137	25.48%
36+	3,612	19.43%	3,920	19.45%
Total	18,634	100%	20,157	100%

Detail	YoY % Change
18 and Under	-1.50%
19-21	-0.82%
22-25	1.49%
26-35	0.81%
36+	0.02%

Age Comparison Count



Staffordshire University's Student Sex (Gender) data profile comparison from 31 July 2021 to 31 July 2022

The student sex (gender) profile data illustrates that more male students enrolled in the 2021-22 academic year (52.9%), an increase of 0.90% from 2020-21 data. The University had a slight decrease in female students in the 2021-2022 student intake (46.93%), a decrease of 0.94% from the previous year.

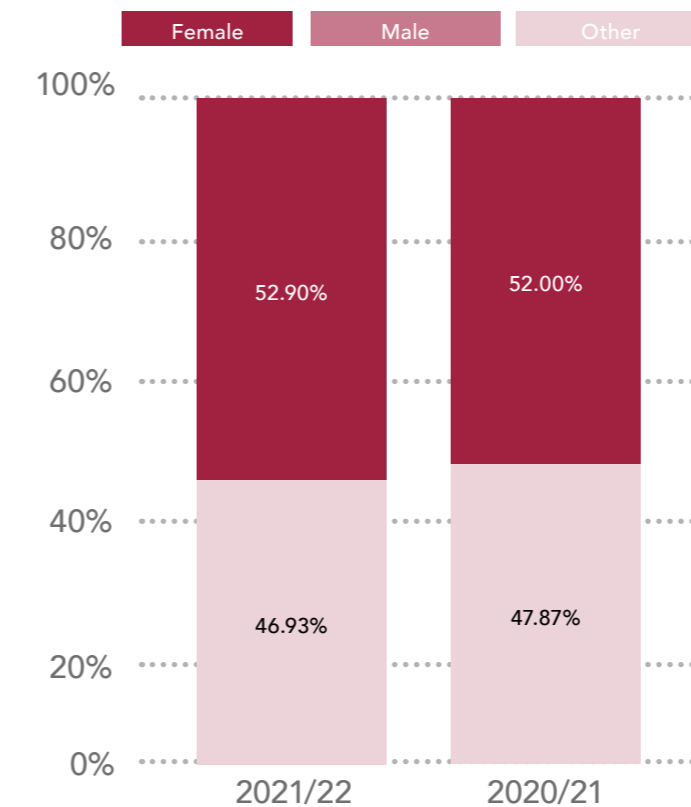
Overall post92 sector data figures for 2018 to 2021 has illustrated a higher trend of around 55% female students enrolling, compared to 47% for Staffordshire University. Further analysis of the data has revealed that we have more male students as a percentage at Staffordshire University London

(82.98%), and then Digital, Technologies and Arts (76.84%), and Justice, Security and Sustainability (55.53%). This again suggests that certain aspects of our academic portfolio attract an imbalance of students based on their gender. This will be addressed through the new Student Recruitment and Conversation Strategy.

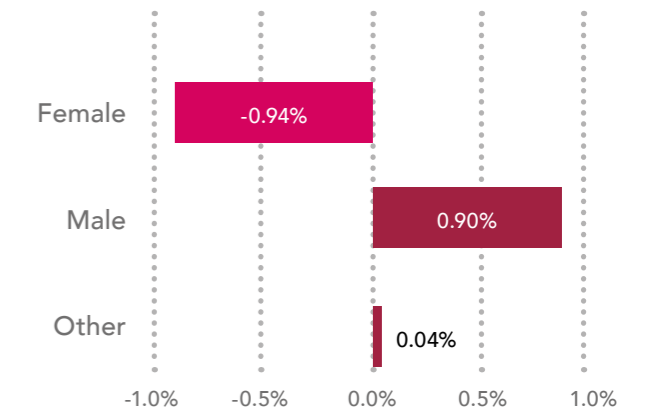
Post92 data on student sex profile on enrolment

Sex	2018-19	2019-20	2020-21
Female	54.6%	55.6%	55.5%
Male	45.4%	44.3%	44.3%
Other	0.1%	0.1%	0.2%

Sex



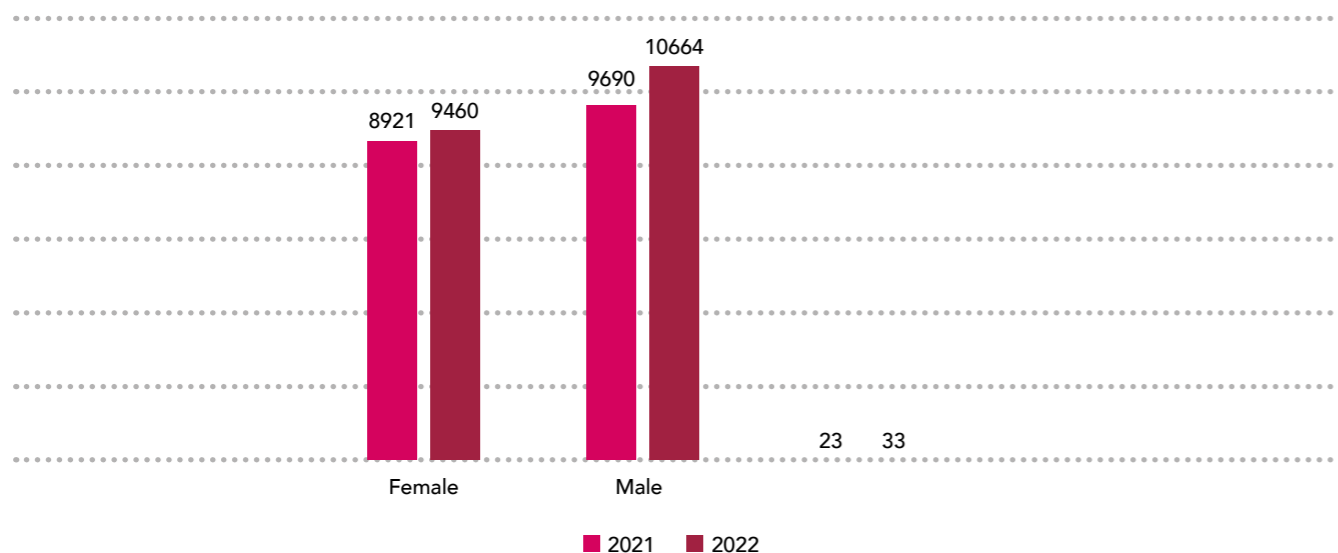
Change (+/-)



Year	2020-21		2021-22	
Detail	No.	%	No.	%
Female	8921	47.87%	9460	46.93%
Male	9690	52.00%	10664	52.90%
Other	23	0.12%	33	0.16%
Total	18634	100%	20157	100%

Detail	YoY % Change
Female	-0.94%
Male	-0.90%
Other	0.04%

Sex Comparison Count



Staffordshire University's Student Ethnicity data profile comparison from 31 July 2021 to 31 July 2022

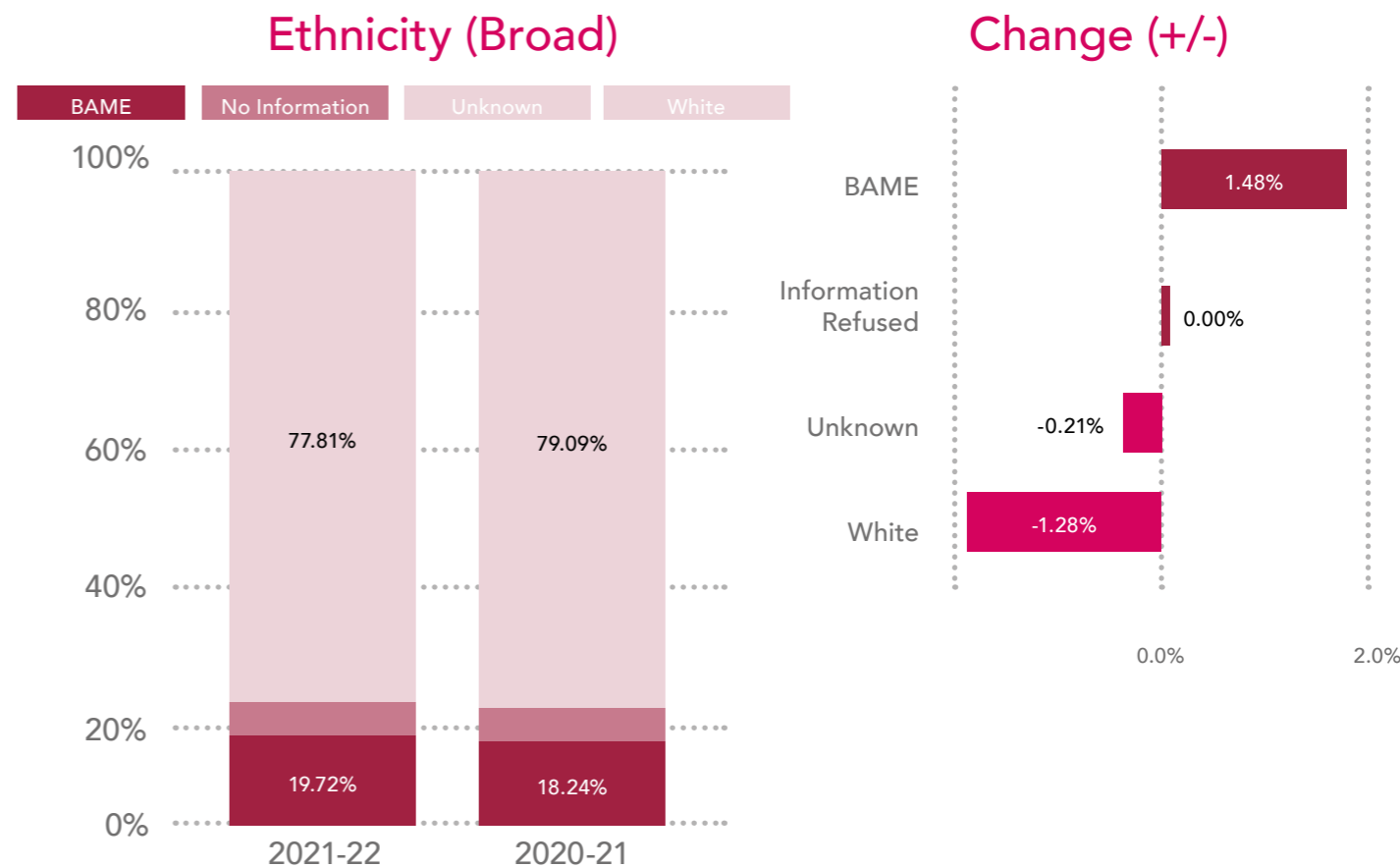
The student ethnicity profile data illustrates that we have seen a positive increase of 1.48% of minority ethnic students enrolment in the academic year 2021-22 at 19.72% compared to 18.24% in the previous academic year. This demonstrates we are making progress on delivering upon our KPI on 'Student demographic profile that mirrors post sector 92 norms'.

The post-92 sector data illustrates approximately 23% of students

are from ethnic minority and our intake is lower at 19.72%. However, several factors need to be taken into consideration such as the proportional size of international student cohorts, more diverse regional populations for domestic recruitment and potentially portfolio mix.

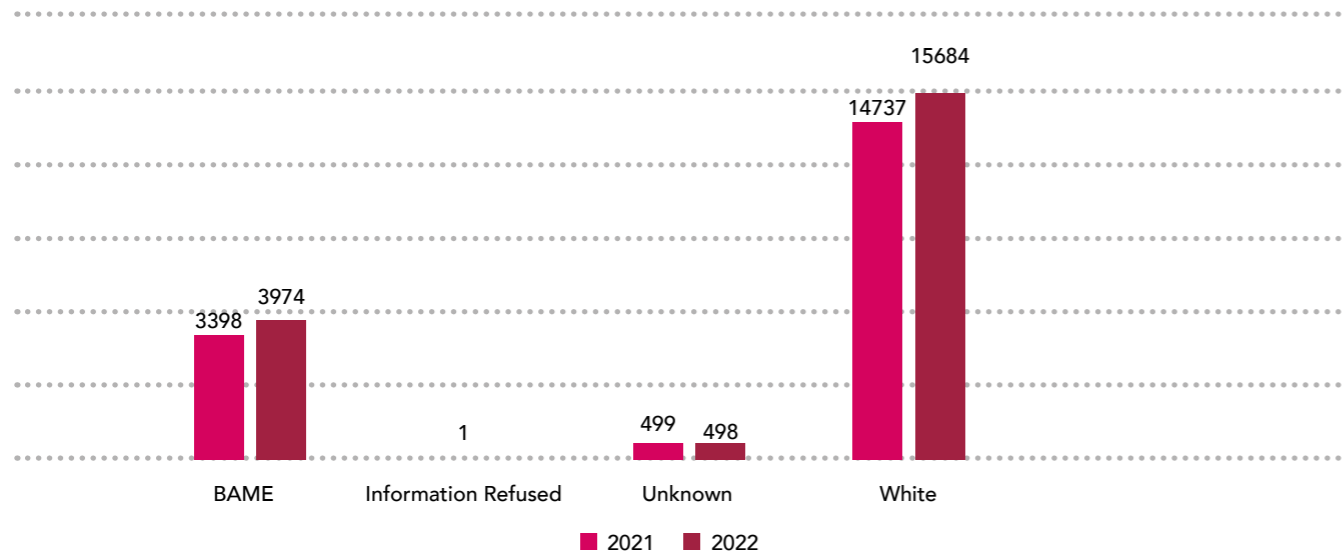
Further analysis of the data has revealed that we have more ethnic minority students as a percentage at Staffordshire University London

(44.68%), then Digital, Technologies and Arts (26.26%), and Justice, Security and Sustainability (25.69%). Again, this suggests that our academic portfolio attracts and imbalance of students from different ethnic backgrounds. This area will be addressed in our recently approved Student Recruitment and Conversion Strategy and action plan.



Year	2020-21		2021-22		Detail	YoY % Change
Detail	No.	%	No.	%		
Ethnic minority	3,398	18.24%	3,974	19.72%	Ethnic Minorities	1.48%
Information Refused			1	00.00%	Information Refused	0.00%
Unknown	499	2.68%	498	2.47%	Unknown	-0.21%
White	14,737	79.09%	15,684	77.81%	White	-1.28%
Total	18,634	100%	20,157	100%		

Ethnicity (Broad) Comparison Count



Staffordshire University's Student Religion data profile comparison from 31 July 2021 to 31 July 2022

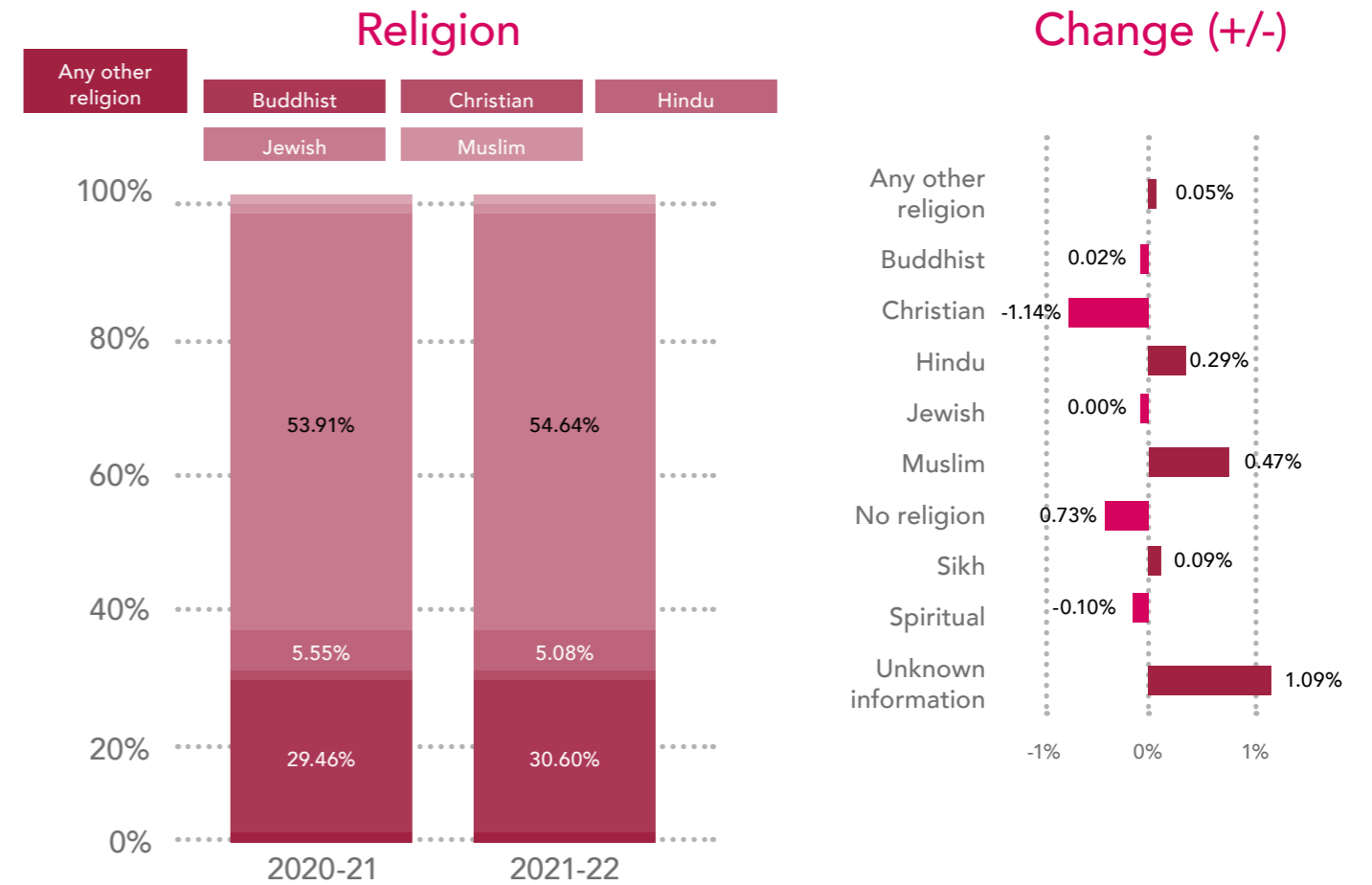
The student religion profile illustrates that we attract students from a range of religions and beliefs, and our student profile religion data is comparable to the national religion data illustrated by ONC 2011.

Post-92 data on religion/belief is not available and higher education data across the sector has been used as a comparator instead. This illustrates Christianity (32%), no religion (48%)

and Muslim (10%) are the highest recorded religion/belief for the last three years. Our organisation data shows No Religion (54%), Christianity (29.5%), and Muslim (5.5%) to be the most frequent responses.

Further analysis of our data has shown a positive increase of 0.49% of Muslim religion students enrolment in the 2021-22 academic year, increasing to 5.5%. Those

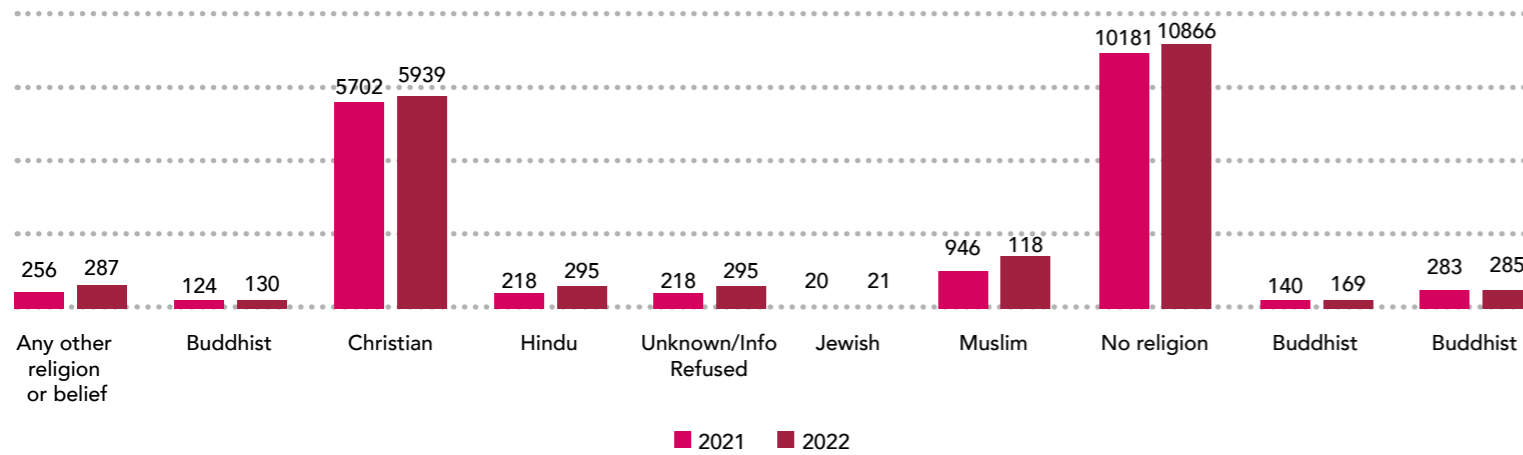
students identifying as Christian reduced by the largest percentage at 1.14%, although remain the largest group proportionally at 29.46%. The percentage of students who enrolled in the 2021-22 academic year for whom no data was known on religion, increased by 1.09% to 5.19% and will therefore be a focus of the Data Integrity Project.



Year	2020-21		2021-22	
Detail	No.	%	No.	%
Other	256	1.37%	287	1.42%
Buddhist	124	0.67%	130	0.64%
Christian	5,702	30.60%	5,939	29.46%
Hindu	218	1.17%	295	1.46%
Jewish	20	0.11%	21	0.10%
Muslim	946	5.08%	1,118	5.55%
No Religion	10,181	54.64%	10,866	53.91%
Sikh	140	0.75%	169	0.84%
Spiritual	283	1.52%	285	1.41%
Unknown	764	4.10%	1,047	5.19%
Total	18,634	100%	20,157	100%

Detail	YoY % Change
Other	0.05%
Buddhist	-0.02%
Christian	-1.14%
Hindu	0.29%
Jewish	-0.00%
Muslim	0.47%
No Religion	-0.73%
Sikh	0.09%
Spiritual	-0.10%
Unknown	1.09%

Religion Comparison Count



Staffordshire University's Student Disability data profile comparison from 31 July 2021 to 31 July 2022

The students' disability profile data illustrates that we have seen a slight decrease of 0.2% of students that have reported a disability at enrolment in the academic year 2021-22. The number of students that have declared a disability is now at 17.4% and is slightly lower than the national average at 19%.

Post-92 sector data shows that on average 14.5% of students declared a disability, when compared to our data this illustrates that our organisation has a far higher declared disability rate at 17.4%.

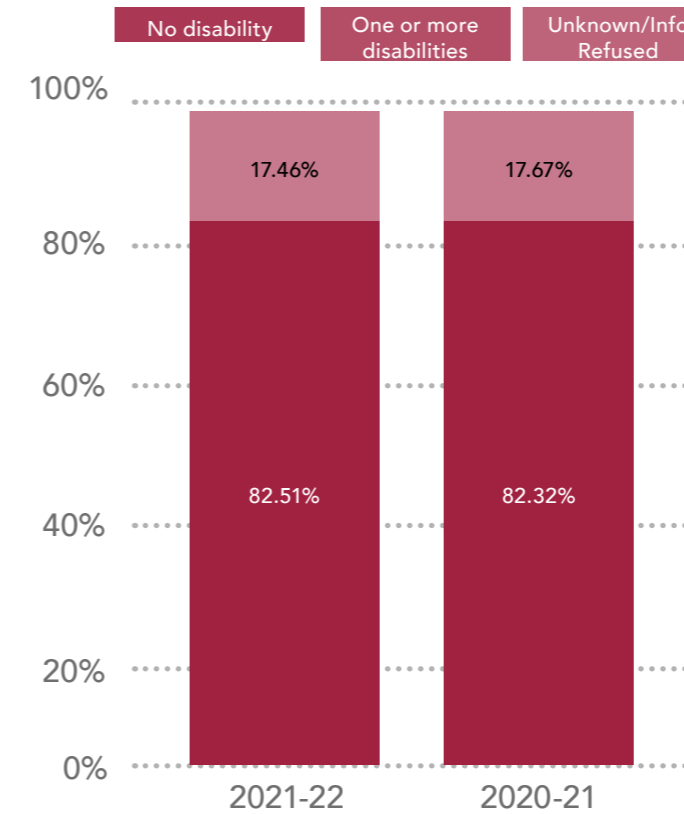
Further analysis of the data has revealed the school of Digital, Technologies and Arts (22.87%), and

Justice, Security and Sustainability (21.84%), have highest number of students with a disability. This again suggests that certain aspects of our academic portfolio attract an imbalance of students that have disclosed a disability. This will be addressed through the new Student Recruitment and Conversation Strategy.

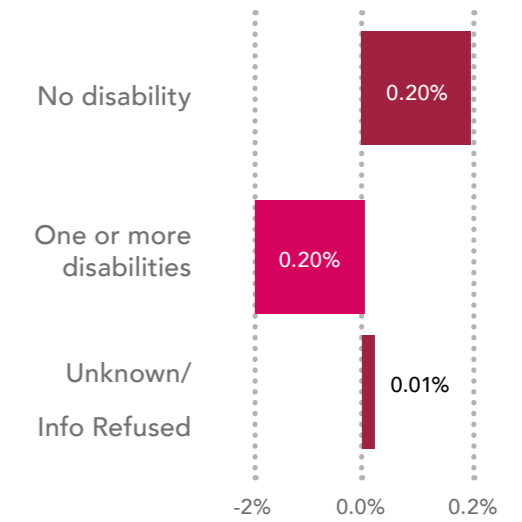
Post-92 sector disability profile data 2018 to 2021

Disability	2018-19	2019-20	2020-21
Known to have disability	13.9%	14.2%	14.5%
No known disability / unknown	86.1%	85.8%	85.5%

Declared Disability



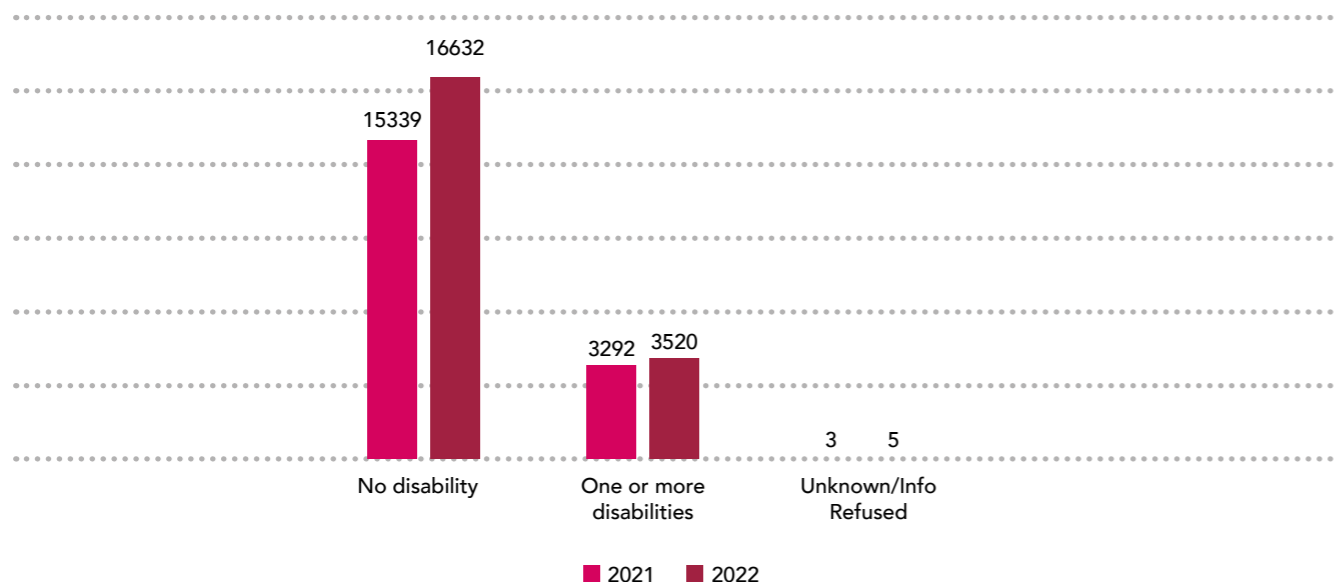
Change (+/-)



Year	2020-21		2021-22	
	No.	%	No.	%
No Disability	15,339	82.32%	16,632	82.51%
One or more disabilities	3,292	17.67%	3,520	17.46%
Unknown/Info Refused	3	0.02%	5	0.02%
Total	18,634	100%	20,157	100%

Detail	YoY % Change
No disability	0.20%
One or more disabilities	-0.20%
Unknown/Info Refused	0.01%

Disability Comparison Count



Staffordshire University's Student Sexuality data profile comparison from 31 July 2021 to 31 July 2022

The sexuality profile data illustrates that we have seen a slight positive increase of 0.57% in the numbers of students reporting in the academic year 2021-22 they are from the LGBTQ+ sexuality, now at 10.74%.

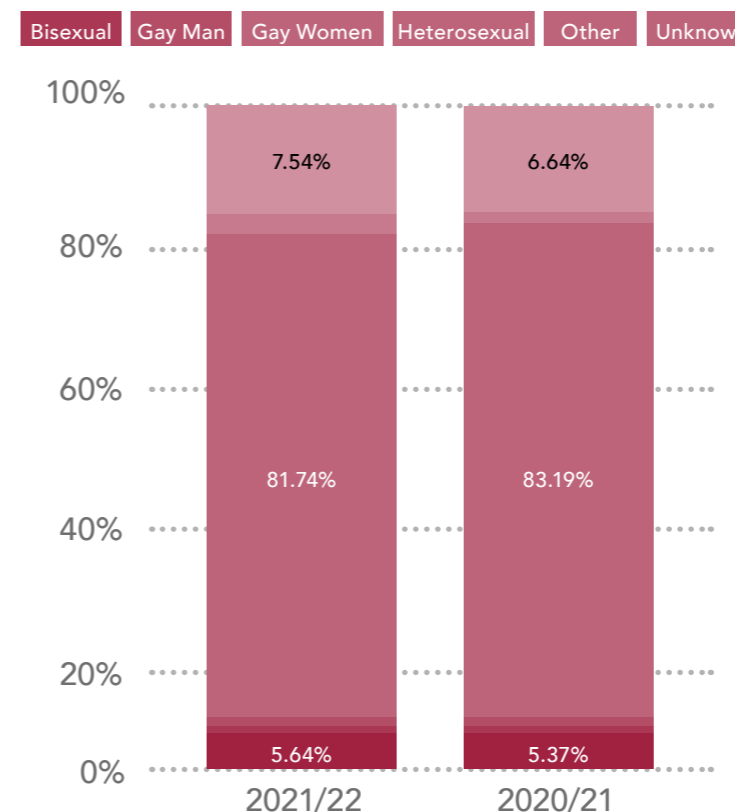
Post-92 sector and higher educator sector data is currently not available on the sexuality profile of students for us to make a comparison.

ONS sexuality data illustrates that people aged '16 to 24' continue to be the most likely to identify as LGBTQ+ in 2020 (8.0%) reflecting an increasing trend for this age group since 2014; this breaks down to 2.7% identifying as gay or lesbian, and 5.3% identifying as bisexual. Our LGBTQ+ sexuality data is 2.74% higher than the ONS data and this demonstrates that our students

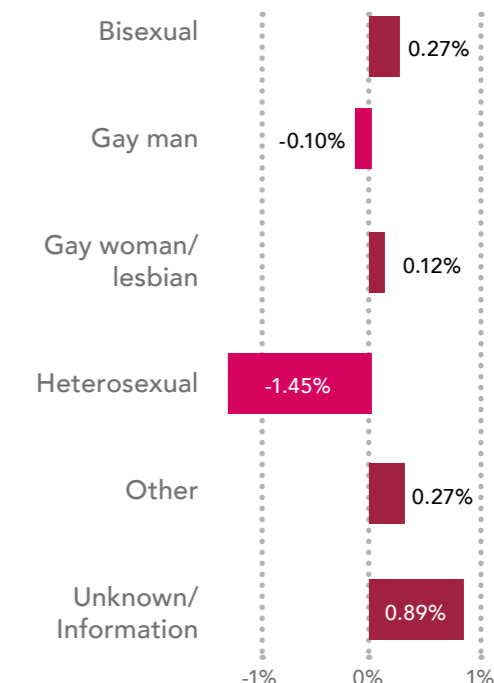
feel comfortable in disclosing their sexuality within the University.

Our sexuality data also reveals that 7.4% of the data is not known/ information refused and due to this the true sexuality figure may vary. We aim to address this area as a part of our Data Integrity Project.

Sexual Orientation



Change (+/-)

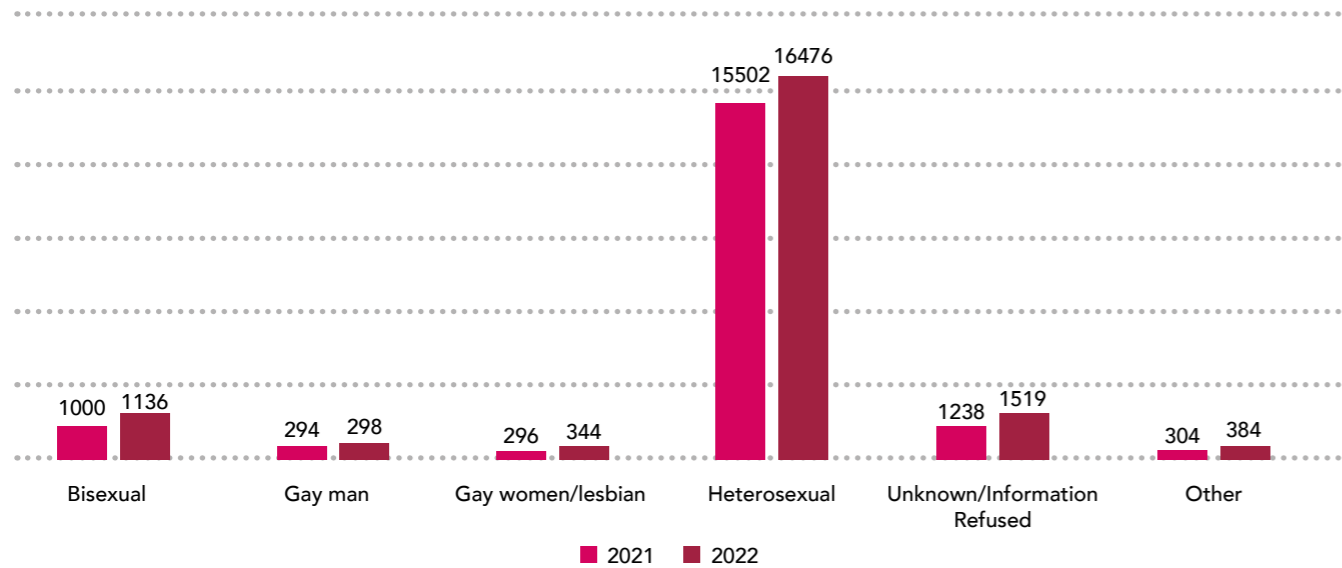


Year	2020-21		2021-22	
	No.	%	No.	%
Detail				
Bisexual	1,000	5.37%	1,136	5.64%
Gay man	294	1.58%	298	1.48%
Gay Women/lesbian	296	1.59%	344	1.71%
Heterosexual	15,502	83.19%	16,476	81.74%
Other	304	1.63%	384	1.19%
Unknown/Info Refused	1,238	6.64%	1,519	7.54%
Total	18,634	100%	20,157	100%

Detail	YoY % Change
Bisexual	0.27%
Gay man	-0.10%
Gay women/lesbian	0.12%
Heterosexual	-1.45%
Other	0.27%
Unknown/Info Refused	0.89%

⁶ <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2020>

Sexual Orientation Comparison Count



What do we need to deliver in 2023:

- Further targeted training for staff to ensure that reasonable adjustments are identified and those adjustments are suitable for addressing student accessibility needs.
 - Improved outreach and transition support into higher education to better emulate the ways in which colleges support students with inclusion needs in progressing their education. These developments are already underway in collaboration with the student admission and transition team.
 - Delivery of the Student Recruitment and Conversion Strategy that seeks to firmly place the University as sector leading 'Next Generation Education' provider and ensuring a hyper-personalised recruitment and admissions service that will meet our strategic priorities in winning and sustaining undergraduate and postgraduate market share and will address demographic differences in student recruitment across the portfolio.
 - Delivery of the Internationalisation Strategy and action plan that will support our diverse international students within their education aspirations and broader student experience.
 - Renewal of complaint process to ensure it is inclusive and easier to navigate, especially for our students with diverse needs.
 - Delivery of access and participation action plans that ensures underrepresented groups are supported entering higher education and progress successfully within their education.
- Support Services to deliver:
- consciously inclusive practice training to academics
 - accessible and inclusive language guide launch and targeted training delivery
 - welcoming and belonging culture is developed for students with inclusion requirements
 - Monitoring to ensure students are on the right course and thriving
 - To introduce recorded/live capture sessions to support assistive learning



Involving your staff, and our communities:

INVOLVING YOUR STAFF, STUDENTS, AND OUR COMMUNITIES:

Staffordshire University aspires to involve our staff, students, and our communities as we develop. This is embedded in our values in being 'fair and inclusive and our four priorities of Next Generation Education, Next Generation Experience, Next Generation Engagement and Next Generation Environment.

How are we involving our staff and students?

The Staffordshire University Inclusion Group (SUIG) has helped to develop some targeted work over the past 12 months. SUIG membership was enhanced in January 2022 with over 30 nominated members (staff, students, and Union representatives) supporting the Chair, the Chief Operating Officer and, Head of EDI to oversee and shape our approach to EDI. Over the past year the group

has scrutinised the EDI delivery plans and has helped to shape our EDI commitments that resonate with staff, students, and our communities. This work has supported the development of the targeted and focused KPIs that support monitoring of EDI objectives via the Schedule of Business.

Members of SUIG have been champions for and participated in our EDI promotional events, which have included raising awareness on mental health, Black History Month, LGBTQ+ Pride, Eid & Diwali festival, plus many more. Along with promotional activities, the Group has also shaped the design and content of our Inclusive Language Guide, Staff EDI survey, EDI statement document and video production, the priorities for staff training, and evaluating the content of our key staff and student policies.

Most importantly SUIG have made sure that they provide a voice

of honest open challenge to the organisation to do better where we need to and be able to raise any topic in an inclusive and supportive environment. We are committed to ensure all our staff and students have a voice and SUIG has open membership meaning anyone who wishes to participate can.

SOME OF THE PROMOTIONAL EVENT'S STAFF, STUDENTS AND OUR SUIG MEMBERS HAVE SUPPORTED IN THE OF DEVELOPMENT AND DELIVERY OF ARE;

International Women's Day – Break the Bias – Celebrated on 8 March 2022 by a panel discussion, featuring key figures from the region who are breaking down bias and stereotypes. The panel included our Vice-Chancellor, Professor Martin Jones,



our Head of EDI, Ravinder Kaur, Jenny Johnston – People and Culture Manager at KMF, Meg Baldwin – Port Vale Football Club Women's Captain, Sarah Robertson – Broadcaster at BBC Radio Stoke .

Mental Health Awareness Week
9 May - 15 May - Colleagues across the organisation delivered a plant potting workshop with Growth Point and participated in Wildlife and Wellbeing Walks across our campus, along with the communication team providing information on mental health awareness and where to seek support via our social media platforms.

Ramadhan/ Eid celebrations 2
April - 1 May - Chaplaincy and the Students' Union worked in perfect harmony to celebrate Ramadan and Eid. Our Chaplaincy Assistant Farida helped students raise over £1,700 for local charities during Ramadan. Along with this the local community were invited to an Eid celebration hosted by the University in our Catalyst building.

The International Day Against Homophobia, Biphobia and Transphobia was marked on 17 May - LJ Potter, shared the experience and insights gained as a LGBTQ+ Lecturer in the world of higher

education in a blog and during a Q&A session, where staff and students were able to ask questions in an open, honest, and safe space environment.

LGBTQ+ Pride June –Pride month was celebrated each week throughout the month with the hosting of different themes relating to all things Pride. This year the theme was all about love and the need to come together and celebrate the influence that LGBTQ+ people have all around the world.

National Windrush Day (22 June) - Tyrone Messiah (Head of Technical Services) shared a blog on this experience in visiting the new National Windrush Monument at Waterloo Station that was designed to acknowledge and celebrate the outstanding contribution and dedication of the Windrush Generation to British history. The Monument symbolises the courage, commitment and resilience of the thousands of men, women and children who travelled to the UK from 1948 to 1971.

Black History Month (October) - Black History Month gave everyone the opportunity to share, celebrate and understand the impact of black heritage and culture. This month was

marked recognising the contribution and achievements of those with African or Caribbean heritage and an opportunity for people to learn more about the effects of racism and how to challenge negative stereotypes. This year we invited Roland Orlando Butcher (UEFA Licensed Coach, International Cricketer, Mentor, Ambassador and Commentator) to talk about his experience as the first black player to play international cricket for England.

Diwali 24 October - We began the celebrations by visiting the local Sikh temple (Guru Nanak Gurdwara), to celebrate Diwali with Sikh friends and the local community. We were welcomed with Langar and invited to the prayer room for talks from the committee about the festival. This was followed by the University hosting Diwali celebrations for over 400 students, staff and the community that ended the night by lighting a candle to symbolise 'The festival of light'.

We also recognised and promoted;

- World Suicide Prevention Day
- National Inclusion Week
- World Mental Health Day
- Christmas & Easter
- Holocaust Memorial Day
- World Wellbeing Week

The Connected Communities



How are we involving and working with our communities

Framework is Staffordshire University's approach to civic and community engagement that makes a positive difference to our place. It specifically focuses on animating our city and regional connections for the economic and social benefit of our place. Through the Connected Communities framework, we will work together with community, civic and industry partners to:

- help local businesses adapt to technological change
- support the development of higher-level skills in industry
- improve the health, wellbeing, and quality of life of local people
- improve access to quality education for school pupils and adult learners
- develop new community and civic leaders in every field of public life.

The Connected Communities Framework is built on three operational pillars: Co-creation, Community Giving, and Place Shaping, demonstrating our commitment to working in partnership with others, sharing our resources and benefiting our place.

WHAT HAVE BEEN DELIVERED SO FAR:

The Hubb Foundation Christmas Gift Campaign: we have helped to provide gifts to children, families and isolated individuals across Stoke-on-Trent and North Staffordshire in the run up to Christmas.

Stoke Reads: Our University has been actively engaged in supporting literacy initiatives across the region over many years. Stoke-on-Trent is one of 11 'hubs' of the National Literacy Trust and there are another seven years of funding in place for this local hub known as 'Stoke Reads'. Staffordshire University is represented on the steering group for 'Stoke Reads'. Activity in recent years has included Our Big Read, future Journalist Awards, Higher Horizons+ and schools and colleges outreach activity.

Opportunities Area: As an Opportunity Area initiative, the University is developing a mentoring programme where students and graduates act as mentors to pupils in schools across Staffordshire to support young people to re-engage

with their studies following the impact of lockdown during the global pandemic, to successfully navigate the transition back to full-time school and help them make the right choices for the future. The mentoring programme will see incoming year Y10 and Y11 pupils in the region provided with a personal mentor, with a focus on disadvantaged pupils who are in danger of falling behind. The programme aims to raise aspirations and encourage more children and young people progressing into higher education at Staffordshire University.

The YMCA has held its annual summer prom at the University and jointly organised international trips to Bosnia to learn about the Remembering Srebrenica project. The young people at the YMCA have been invited to drama performances at the University. The University also has supported the community lunch project at the YMCA. Staff from careers and the step-up programme have a regular presence at the YMCA so the young people can easily access the IAG they need.

The Bertarelli Foundation: gifted 33 bursaries of £1,500 each for three years of study on a degree course. The total of philanthropic income was £450,000. The bursaries support learners who have entered HE through non-traditional routes such as Step up-to-HE and Access to HE, they include the young people at the YMCA who are encouraged to apply, and many have been successful.

Our partnership with the YMCA has created a tangible link between the University and local philanthropist and an honorary doctor of the University Kirsty Bertarelli. It provides tailored support that includes pastoral, academic and a vital financial support package which our YMCA learners directly benefit from through the Bertarelli Foundation. Our partnership with the YMCA

works not only to support our civic university aim in supporting and investing in our local community, but also works to provide impactful connections, creating second chance opportunities for learners who wish to develop their futures.

Responsive services, Access, and improving satisfaction levels:

Staffordshire University is committed to putting our staff, students, and our communities first. Our work should make our staff, students, and our communities' lives easier, and they should have an experience that meets their aspirations and ours. Staffordshire University is determined to deliver fair and inclusive higher education experience and employment experience to contribute positively to our communities.

To fulfill our vision, we aspire to deliver 'Next Generation Education', training and an employment experience that reinforces that we are there to make our staff, students and our communities lives better and easier, helping them to achieve their ambitions and life goals.

WHAT HAVE WE DELIVERED SO FAR?

As a part of improving staff and students' satisfaction levels, we

have developed in partnership with SUIG members our EDI Staff survey, which we aim to deliver in 2023. The results from this survey will help us to understand where we may have disparities within satisfaction levels, and where we need to focus and improve our culture and services.

In support of our Strategy element 'Next Generation Engagement', Digital and Technical Services introduced digital technology themed, on-campus events for local community groups. The aim of these events is to encourage the local diverse community, to come onto our campus and experience some of the digital services that are available to our students in an inclusive environment.

We aim to maintain and continue building strong digitally themed relationships with the local community, its schools, colleges, and local charity/support groups. Supporting digital enablement, improving digital skills, reducing

the digital divide, and improving social mobility, both inclusively and accessibly have been our key objectives.

Promote Staffordshire University job vacancy listings digitally and within our events that visitors can take away to consider or share with their family and friends. This is leading to supporting initiatives to recruit locally and inclusively.

Presented the first 'Digital on Your Doorstep' events for the Shelton area where digital demos and tasters including drone flying, 3D scanning, virtual reality and 3D printing – technologies have been promoted.



An overview of our key EDI priorities for 2023-24

As our EDI report illustrates, we have had a challenging and exciting year with the launch of our new 'Catalyst for Change' Strategic Plan, the School Five-Year Business Plans, the six Strategic Priorities and the refresh of the University values.

The report data has also demonstrated that we are making positive progress in meeting some of our EDI targets and KPIs:

- *Reduction in the Gender Pay Gap to 8.10%, this is lower*

- *than the data reported in 2021 at 9% and lower than the HE sector average of 15.5%. This demonstrates our recruitment, retention and progression work and activities are delivering positive results in closing the pay gap for female staff*
- *Staff demographic profile that mirrors the regional profile. We have increased our ethnic minority staff profile from 8.89% in 2021 to 10.71% in 2022, on par in meeting our 2023-24 target, which was set*

- *at 10.80%*
- *Student demographic profile that mirrors the post-92 sector norms. We have increased our ethnic minority student profile from 18.24% enrolment in 2021 to 19.72% in 2022, making positive progress towards achieving our KPI*

We want to ensure that we continue building upon this work by delivering the following focused and targeted pieces of work in 2023-24:





Leadership, Partnership and Organisation commitment

- Launching the Peter Coates Fast Forward Programme that will offer emerging entrepreneurs the practical business education skills and support they need to start new businesses.
- Continuing recruiting to vacancies within the Board of Governors, developing positive action approaches wherever possible to ensure we continue to increase the diversity of our Board.
- Working with our partners and stakeholders, continue to identify ways we can support staff and students with the current 'cost of living' challenges.
- Developing the new EDI Framework that aligns with our Strategic plan and strategic business priorities.
- Delivery of the Access and Participation plans that sets out how we will improve equality of opportunity for underrepresented groups to access, progress and to succeed within their studies.
- Delivery of the Recruitment and Conversion Strategy that seeks to firmly place the University as a sector-leading 'Next Generation Education' provider and ensuring a hyper-personalised recruitment and admissions service that will help us in achieving our strategic priorities in winning and sustaining undergraduate and postgraduate market share'.
- Delivery of the Internationalisation Strategy and action plan that will support our diverse international students within their education and career aspirations and ensuring a partnership approach that creates an inclusive environment within our communities.

Knowing our staff, students, and communities

- Launch our Data Integrity project, which includes a full review of the profile categories to ensure we are collecting inclusive, sufficient, and appropriate staff/student profiling data to understand their diverse needs and expectations.
- Launch staff and student data promotion events that will encourage staff and students to provide their data especially on the profile groups with the largest data gaps, for example, disability, sexuality, and religion.

Involving our staff, students, and communities

- Further develop the work of the SUIG Forum, focusing on addressing diversity and equality within the workplace and embedding and delivering the Schedule of Business.
- SUIG members actively developing, delivering, and championing EDI events and promotions across the organisation
- Coaching and supporting SUIG members in being the ambassadors on 'consciously inclusive behaviours' development and promotion across the organisation.
- Deliver our new Communities Strategy which will provide innovative ways in which we provide services and how we communicate with our diverse communities needs that promote our 'civic and levelling up' commitments

Responsive services, access and improving satisfaction levels

- Staff EDI and Student Wellbeing survey launch in 2023 that will continue our collection and analysis of staff and student experience data to further develop a data-driven decision-making culture.
- Analysis of the survey feedback to fully understand lower satisfaction levels for the different protected characteristics and use the feedback to develop bespoke actions plans that will reshape service delivery.

A diverse skilled and committed staff and student cohort

- Ensuring our Staff Make Staffs culture improvement programme, is developing an inclusive culture, incorporating and addressing the diverse needs of our staff
- Continue to embed the People Strategy new approach on inclusion, key aspects within this will be the implementation of the equality targets, professional development for staff via the development of the Values and Behaviours Framework and the YOURCareer@Staffs programme.
- Ensuring that all staff are familiar with and fully engaged with the Inclusive Language Guide principles and our EDI statement commitments
- Working within Disability Confident, Stonewall and the Race Equality Charter principles and develop SMART action plans that support our values in providing fair and inclusive services for all our diverse employees that will enable us to secure the prestigious charter mark awards by 2023-24
- Continue the roll out of inclusive recruitment methods and how to promote 'Conscious Inclusive thinking and behaviours' to all key staff
- Promote the staff profile capturing platforms that ensure data disclosure and collection will be priority for the year ahead and beyond.
- Continue to examine the recruitment journey from application, shortlisting, interview and job offer stage to assess the reasons on why women and ethnic minorities may not be as well represented within particular jobs roles and pay grades

Staff data as at 31st July in each year. All staff, including p/t hourly lecturers.

Grouping	Detail	31st July 2022		31st July 2021		Change +/-	2021 Count	2022 Count
		%	Count	%	Count			
Age	25 and under	6.00%	107	4.24%	71	1.8%	71	107
Age	26-35	19.84%	354	20.64%	346	-0.8%	346	354
Age	36-45	27.02%	482	26.07%	437	1.0%	437	482
Age	46-55	27.47%	490	28.76%	482	-1.3%	482	490
Age	56-65	16.82%	300	18.08%	303	-1.3%	303	300
Age	65+	2.86%	51	2.21%	37	0.7%	37	51
Disability	No Known Disability	91.03%	1624	91.95%	1541	-0.9%	1541	1624
Disability	One or more disabilities	6.45%	115	5.97%	100	0.5%	100	115
Disability	Unknown/IR Disability	2.52%	45	2.09%	35	0.4%	35	45
Ethnicity (Broad grouping)	BAME	10.71%	191	8.89%	149	1.8%	149	191
Ethnicity (Broad grouping)	Unknown/IR	2.80%	50	2.63%	44	0.2%	44	50
Ethnicity (Broad grouping)	White	86.49%	1543	88.48%	1483	-2.0%	1483	1543
Ethnicity (Detailed grouping)	Asian	4.20%	75	2.98%	50	1.2%	50	75
Ethnicity (Detailed grouping)	Black	1.96%	35	1.79%	30	0.2%	30	35
Ethnicity (Detailed grouping)	Other BAME	4.54%	81	4.12%	69	0.4%	69	81
Ethnicity (Detailed grouping)	Unknown/IR	2.80%	50	2.63%	44	0.2%	44	50
Ethnicity (Detailed grouping)	White	86.49%	1543	88.48%	1483	-2.0%	1483	1543
Gender	Female	55.21%	985	56.21%	942	-1.0%	942	985
Gender	Male	44.79%	799	43.79%	734	1.0%	734	799
Gender	Other	0.00%	0	0.00%	0	0.0%	0	0
Religion	Any other religion	6.17%	110	5.43%	91	0.7%	91	110
Religion	Christian	31.33%	559	31.56%	529	-0.2%	529	559
Religion	Muslim	3.31%	59	2.68%	45	0.6%	45	59
Religion	No religion	32.12%	573	29.71%	498	2.4%	498	573
Religion	Unknown/IR Religion	27.07%	483	30.61%	513	-3.5%	513	483
Sexual Orientation	Bisexual	2.58%	46	1.91%	32	0.7%	32	46
Sexual Orientation	Gay man	1.46%	26	1.25%	21	0.2%	21	26
Sexual Orientation	Gay woman/lesbian	1.18%	21	1.37%	23	-0.2%	23	21
Sexual Orientation	Heterosexual	69.39%	1238	67.18%	1126	2.2%	1126	1238
Sexual Orientation	Other	0.17%	3	0.06%	1	0.1%	1	3
Sexual Orientation	Unknown/IR Sexual Orientation	25.11%	448	28.22%	473	-3.1%	473	448

Comparing all students enrolled in 2020/21 vs 2021/22 on SU courses (Excluding Partners)

Grouping	Detail	2020/21		2021/22		Change +/-	Change (New) +/-	2020/21 Count	2021/22 Count
		Count	%	Count	%				
Ethnicity (Broad)	BAME	3398	18.2%	3974	19.7%	-1.5%	1.5%	3398	3974
Ethnicity (Broad)	Information Refused		0.0%	1	0.0%	0.0%	0.0%		1
Ethnicity (Broad)	Unknown	499	2.7%	498	2.5%	0.2%	-0.2%	499	498
Ethnicity (Broad)	White	14737	79.1%	15684	77.8%	1.3%	-1.3%	14737	15684
Ethnicity (Grouped)	Asian	1072	5.8%	1403	7.0%	-1.2%	1.2%	1072	1403
Ethnicity (Grouped)	Black	979	5.3%	1115	5.5%	-0.3%	0.3%	979	1115
Ethnicity (Grouped)	Information Refused		0.0%	1	0.0%	0.0%	0.0%		1
Ethnicity (Grouped)	Other BAME	1347	7.2%	1456	7.2%	0.0%	0.0%	1347	1456
Ethnicity (Grouped)	Unknown	499	2.7%	498	2.5%	0.2%	-0.2%	499	498
Ethnicity (Grouped)	White	14737	79.1%	15684	77.8%	1.3%	-1.3%	14737	15684
Sex	Female	8921	47.9%	9460	46.9%	0.9%	-0.9%	8921	9460
Sex	Male	9690	52.0%	10664	52.9%	-0.9%	0.9%	9690	10664
Sex	Other	23	0.1%	33	0.2%	0.0%	0.0%	23	33
Age on Entry	18 and Under	3315	17.8%	3283	16.3%	1.5%	-1.5%	3315	3283
Age on Entry	19-21	2998	16.1%	3078	15.3%	0.8%	-0.8%	2998	3078
Age on Entry	22-25	4103	22.0%	4739	23.5%	-1.5%	1.5%	4103	4739
Age on Entry	26-35	4597	24.7%	5137	25.5%	-0.8%	0.8%	4597	5137
Age on Entry	36+	3621	19.4%	3920	19.4%	0.0%	0.0%	3621	3920
Disability	No disability	15339	82.3%	16632	82.5%	-0.2%	0.2%	15339	16632
Disability	One or more disabilities	3292	17.7%	3520	17.5%	0.2%	-0.2%	3292	3520
Disability	Unknown/Info Refused	3	0.0%	5	0.0%	0.0%	0.0%	3	5
Sexual Orientation	Bisexual	1000	5.4%	1136	5.6%	-0.3%	0.3%	1000	1136
Sexual Orientation	Gay man	294	1.6%	298	1.5%	0.1%	-0.1%	294	298
Sexual Orientation	Gay woman/lesbian	296	1.6%	344	1.7%	-0.1%	0.1%	296	344
Sexual Orientation	Heterosexual	15502	83.2%	16476	81.7%	1.5%	-1.5%	15502	16476
Sexual Orientation	Unknown/Info Refused	1238	6.6%	1519	7.5%	-0.9%	0.9%	1238	1519
Sexual Orientation	Other	304	1.6%	384	1.9%	-0.3%	0.3%	304	384
Religion	Any other religion or belief	256	1.4%	287	1.4%	0.0%	0.0%	256	287
Religion	Buddhist	124	0.7%	130	0.6%	0.0%	0.0%	124	130
Religion	Christian	5702	30.6%	5939	29.5%	1.1%	-1.1%	5702	5939
Religion	Hindu	218	1.2%	295	1.5%	-0.3%	0.3%	218	295
Religion	Unknown/Info Refused	764	4.1%	1047	5.2%	-1.1%	1.1%	764	1047
Religion	Jewish	20	0.1%	21	0.1%	0.0%	0.0%	20	21
Religion	Muslim	946	5.1%	1118	5.5%	-0.5%	0.5%	946	1118
Religion	No religion	10181	54.6%	10866	53.9%	0.7%	-0.7%	10181	10866
Religion	Sikh	140	0.8%	169	0.8%	-0.1%	0.1%	140	169
Religion	Spiritual	283	1.5%	285	1.4%	0.1%	-0.1%	283	285

Insert 1 links of the gender, race and disability and sexuality pay gap data



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