

EQUALITY, DIVERSITY AND INCLUSION (EDI) REPORT 2022

This document contains information published on 31st January 2022 by the University of Chester in accordance with its duties under section 149 of the Equality Act 2010 and paragraph 2 of the Equality Act 2010 (Specific Duties) Regulations 2011.

Any queries relating to the content should be directed to equality@chester.ac.uk.

Introduction – The General Equality Duty

Section 149 of the Equality Act 2010 prescribes a duty, to which all public authorities are subject, to have due regard to advancing equality in the exercise of all their functions. The duty requires public authorities to:

- (a) eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- (b) advance equality of opportunity between people who share a protected characteristic and those who do not; and
- (c) foster good relations between people who share a protected characteristic and those who do not.

Section 149 goes on to explain that having due regard for advancing equality involves:

- (i) removing or minimising disadvantages suffered by people due to their protected characteristics;
- (ii) taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- (iii) encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

These goals are reflected in the design of policies, delivery of services and engagement strategies employed by the University to ensure an inclusive environment for all staff and students. These are kept under review through audit, review and equality impact assessments.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups and states that compliance with the duty may involve treating some people more favourably than others.

The duty covers the following eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that paragraph (a) of the duty applies to this characteristic, but that paragraphs (b) and (c) (advancing equality and fostering good relations) do not apply.

SECTION 1 – EDI MATTERS AT THE UNIVERSITY OF CHESTER

The University of Chester seeks to maintain an intellectual community, workplace and culture which is free from discrimination and which respects, welcomes and promotes equality, diversity and inclusion. We recognise that we must not only comply with Equality legislation, but must also continually improve in all aspects of Equality in order to ensure a positive student experience and an inclusive environment for our staff.

We therefore strive as one of our continuing strategic aims to embed Equality principles throughout the University's learning and teaching, research and scholarship, outreach and other University activities and practices, and to enhance participation of staff and students in Equality events, programmes and initiatives through:

- increasing knowledge and understanding of key issues;
- fostering an intellectual environment where people are able to express their identity in their work and/or study;
- providing a communication network that invites feedback, access and the generation of innovative ideas;
- promoting an organisational ethos of continuous improvement, growing from the strong foundation of our institutional core values.

Regular assessment of the arrangements and mechanisms which will best enable the University to achieve its aims include the following.

Mission, Vision and Foundational Values

Mission

Founded by the Church of England in 1839, we continue to be guided by Christian values and are justifiably proud of the open, inclusive and supportive environment that characterises the institution. Today, as the University of Chester, we welcome students and staff of all faiths or none. We seek to provide all our students and staff with the education, skills, support and motivation to enable them to develop as confident world citizens and successfully to serve and improve the global communities within which they live and work. This Mission, which has helped shape our development and diversification, continues to actively inform our future planning and enrichment as a University.

Vision

At the heart of the University's vision is an unwavering commitment to ensuring an outstanding student learning experience, developing the expertise of staff, providing teaching excellence, and actively growing research and scholarship. Through these actions, the University hopes to make a positive impact on the lives of students, staff, and the communities that it serves, enabling the institution to make a significant and growing contribution to the region, nationally and internationally. In valuing and celebrating its long history and traditions, the University is committed to engendering a sense of pride and shared ownership in all that it does. It is dynamic and enterprising in its approach to developing new opportunities.

Foundational Values

Mindful of the University's history and Christian foundation:

- We recognise the dignity and worth of every individual. Therefore, we value every member of the University; we endeavour to help each student and member of staff to discover his or her gifts and talents and grow to full potential; and we foster wellbeing for all.
- We recognise the vital role of education in the service of society. Therefore, we encourage the acquisition of knowledge and the development of skills; and we acknowledge a responsibility to look for every opportunity to put that knowledge and those skills to good use throughout the community.
- We recognise the inherent value of the pursuit of truth and freedom of enquiry. Therefore, we find joy in discovery; we take pleasure in invention; we celebrate human creativity; and we seek wisdom, embracing it wherever we find it and strive to apply it to every aspect of life. In humility, we aspire to honour these values and hold ourselves accountable to them.

The constitutional documents of the University remind staff that they must be aware of the ethos of the University in that it was established as a Church of England Institution and continues to be so. Consequently, they must not undermine this ethos or the code of conduct and social values which are based on that ethos.

Ethical Principles

The University conducts its business in accordance with the seven principles of public life developed by the Committee on Standards in Public Life, also known as the Nolan Principles (selflessness, integrity, objectivity, accountability, openness, honesty and leadership).

Single Equality Scheme

The University established a Single Equality Scheme in 2011 in response to the Equality Act 2010's more transparent, consolidated approach to equality. This replaced the race, disability and gender equality schemes which were required by previous legislation.

The Scheme clearly outlined the University's commitment to embedding good equality practice throughout the University and provided a clear exegesis of the work being undertaken in each section of the University in order to meet and exceed compliance with the Equality Act. The Scheme was continually monitored and updated on a monthly basis for 5 years and expanded to fill almost 50 pages. Following a review, many actions were embedded into the University's 'business as usual' approach to managing Equality and Diversity. From the commencement of the 2016/17 academic year, the decision was taken to have a succinct annual list of priorities for the University to focus on, in the form of an Equality and Diversity Charter. The Charter can be found [here](#).

Equality Forum

Participation in the University's Equality Forum is open to all staff and students. The Forum combines discussion with presentations and workshops relating to current initiatives, activities and goals. The forum's debate is often led by current Advance HE or Equality and Human Rights Commission (EHRC) guidance, and is an opportunity for key staff to discuss how they can best engage with the guidance. The forum is active throughout the academic year, meeting on a quarterly basis. It is led by the Strategic Director of HR, supported by the HR Manager for Diversity and Development. For more information about the Equality Forum email equality@chester.ac.uk.

Diversity Festival

Although EDI is embedded throughout university life and Equality events run throughout the academic year, the Diversity Festival, which is held each Spring term, is an annually recurring fixture in the University of Chester's diversity calendar and has been so since 2006. The festival has been nominated for two national awards and is well respected throughout Cheshire and the north-west.

The festival period, ranging from fortnight to three weeks, typically hosts over 50 events, ranging from events designed to inspire and inform, to those which provide a light-hearted way of experiencing other cultures, such as performances from the highly acclaimed Manchester Lesbian and Gay Chorus and stand-up comedy group Abnormally Funny People, featuring Britain's Got Talent Winner 'Lost Voice Guy'. The festival hosts events across all of the different Equality strands and aims to increase awareness and confidence in approaching, discussing and being active about Equality and Diversity. Each year over 1,000 staff, students and members of the public attend the event and it is an opportunity to network, engage with the wider community and celebrate Diversity.

During the festival, the University has enjoyed hosting keynote speeches from household names such as John Barnes and Simon Weston OBE, activists such as Peter Tatchell, politicians such as Baroness Oona King, esteemed academics such as Baroness Valerie Amos, and published novelists such as feminist Laura Bates. The festival also has a number of day-long conferences in which staff, students and members of the public are invited to attend keynote lectures and workshops around a central issue. Previous conferences have included the Inspirational Women's Conference and conferences surrounding Equality Law.

The 2022 Festival will be held from 1st – 23rd March. . The Theme is 'Rebuilding and Rethinking Equality'. The theme celebrates how equality, diversity and inclusion can grow and develop in 2022 and beyond; how we can't keep replaying the same messages and the theme also celebrates resilience, strength, overcoming adversity and a new enthusiasm for the agenda. To find out more about the Diversity Festival or to submit ideas for future events, please visit the [webpage](#) or email equality@chester.ac.uk.

Navajo Charter Mark

The University of Chester has a proactive Lesbian, Gay, Bisexual and Trans + (LGBT+) Staff Group (operating under the umbrella term LGBT+, and open to people who self-define as being one or more of: lesbian, gay, bi, trans, and/or any other sexual or gender minority including but not limited to queer, intersex and asexual. LGBT+ covers most people who are not cis-gendered or heterosexual).

In 2019, the group compiled an application for and successfully achieved, the Navajo Merseyside and Cheshire LGBTIQA Charter Mark, an Equality mark supported by LGBTI community networks across Merseyside and Cheshire.

The institutional Charter Mark is an indication of good practice, commitment and knowledge of the specific needs, issues and barriers facing lesbian, gay, bisexual and transgender people. By gaining it, the University becomes part of the Navajo community, working with other organisations to support and promote LGBT+ rights. The University is one of only two universities in the region to receive the award.

Chester Pride

The city of Chester's first Pride event took place on 5th October 2013, organised by Cheshire West and Chester Council and major local employers. It took the form of an afternoon event in the Town Hall and Town Hall Square. The event was a great success and was repeated in 2014 and 2015, also very successfully, on a larger scale both as regards physical venues and duration, and with a parade through the streets of Chester, followed by events and attractions in Grosvenor Park (2014) and Castle Square (2015 - 2019). The University is fully supportive of Pride, making its premises available, participating in the parade and providing staff and students as volunteer stewards. The University will continue to support the event. In 2018 and 2019, as well as marching in the Pride Parade, the University operated a stall in the Health and Wellbeing zone, promoting the University as an LGBT-inclusive place to work and study. Whilst Pride 2020 had to move online due to the Covid-19 pandemic, the university continued to support Pride through sponsorship and contributing to events. Chester Pride 2022 takes place from 13-14 August 2022 and the University is a zone sponsor.

Disability Confident

The University of Chester is a level 2 Disability Confident Employer (Disability Confident replaced the previous Positive about Disabled People/ Two Ticks scheme). As a Disability Confident Employer, the University is committed to the scheme's many actions which underlie its core themes of employing the right people for the University and keeping and developing our disabled staff. The University continually reviews how it implements the core actions fully and which of the optional activities it will engage in.

Training

As part the Equality and Diversity Charter, the Equality Team initiates a full training schedule, targeting new staff, line managers and staff with interviewing responsibility.

Training is flexible and available in several formats, from day-long, intensive sessions for managers, to shorter sessions for new staff, online sessions and sessions with a specific focus on good interview practice.

In addition, the Equality Team has developed a module accredited under the University's Work Based and Integrative Studies (WBIS) framework. This is taught twice a year and is also open to external participants, alongside University staff. The accredited module is delivered at undergraduate and postgraduate level, and will be worth 20 University credits, upon completion of a work-based assignment.

From 1st September 2016, all staff were required to complete an online Equality and Diversity training module, the content of which has been developed by the University, enabling updating in line with

legislation and business priorities immediately and at no additional cost. All staff are also required to complete mandatory online Safeguarding and Prevent training.

Between April and September 2021, the University rolled out mandatory Race Equity, Unconscious Bias and Microaggression training to all staff. This was undertaken by over 1200 staff and work continues in 2022 to build upon the foundation created by this training.

For any training needs that you would like to discuss, please contact equality@chester.ac.uk.

Staff Opinion Survey 2018

Several questions are included in the triennial staff survey relating to Equality. In the most recent survey undertaken (2018), 82% of respondents believed that the University was committed to equality of opportunity for all its staff. Respondents' views expressed in the 2018 survey either agreeing or tending to agree that the University respects groups with particular protected characteristics were as follows:

- people of different genders: 87%
- people of different races/nationalities/ethnicities: 95%
- people who are disabled/not disabled: 95%
- people of different ages: 92%
- people of different sexual orientation: 98%
- people of different religions/beliefs/no religion: 96%

The large-scale staff survey has been replaced with a series of pulse surveys. A 'Working Experiences' pulse survey was conducted in late 2021 to help us understand the experiences of staff working differently as a result of Covid-19 and to gain their views on the planned return to site.

The University proposes to run further pulse staff engagement surveys during the academic year 2021/2022, likely to be one survey per term. The theme and content of future pulse surveys will be agreed with the Strategic Executive Team (SET) and will include topics such as: health and wellbeing; diversity and inclusion; and reimagining future ways of hybrid working.

Staff surveys are one form of staff engagement at the University and compliment other activity, including but not limited to: live Q&As; the Vice-Chancellor's weekly email and blog; People & Place Board projects; and union engagement. We also intend to establish staff focus groups to seek additional, cross-representative feedback to support action planning from staff surveys and other staff engagement initiatives.

Staff Networks

The University has a number of EDI-related networks for staff and students and strives to engage all staff in promoting diversity and inclusion, regardless of any protected characteristic, including through a number of staff groups and allies' networks.

➤ The Disabled Staff Group

The Disabled Staff group meets regularly to act as a consultative group on University practice, provision and policy related to disability and the Equality Analysis process.

The Disabled Staff group has developed in-house Supporting Disabled Staff training and has produced internal promotional material relating to disability. They act as University ambassadors for disability and provide a contact for staff to find out more information about disability. At the beginning of each academic year a training needs analysis is conducted to identify the development needs of group members and each meeting contains a short skills session aimed at increasing confidence and competence in areas identified by the group.

➤ The LGBT+ Staff Group

The University of Chester has a proactive Lesbian, Gay, Bisexual and Trans + (LGBT+) Staff Group (operating under the umbrella term LGBT+, and open to people who self-define as being one or more of: lesbian, gay, bi, trans, and/or any other sexual or gender minority including but not limited to queer, intersex and asexual. LGBT+ covers most people who are not cis-gendered or heterosexual.) The group has a direct impact on University policy relating to LGBT equality, uses Stonewall Workplace Equality Index criteria to form its activities and priorities, LGBT events in Chester, Chester Pride in the Community and other issues that affect LGBT people.

➤ Women's Networking Forum

Through guest speakers and activities, the network has focussed on Career Planning, Making the Most of Your Linked In Profile To Develop Your Career, Effective and Authentic Communication for Success, The Psychology of Effective Team Working and Mentoring – How to benefit. Meetings are well attended and well received and include networking and Action Learning Sets.

➤ Parents' Network

In response to signing up to the Equality and Human Rights Commission 'Working Forward' initiative, the University established a Parents' Network in May 2017. To date, the network has developed a list of Parent Peer Profiles and Role Model profiles, available online; developed a Guide to Family Leave for those taking the leave and their managers and organised a specialist paediatric first aid course help at the University. The group meets quarterly.

➤ Carers Network

The Carers Network is open to any member of staff or any student who undertakes a caring role. It currently operates via MS Teams and is complimented each year with Supporting Carers in the Workplace sessions for managers and staff delivered by Carers Trust Cheshire and Warrington taking place during the Diversity Festival. Since moving onto Teams, the network has increased in strength with good attendance and beneficial discussions and outcomes.

➤ Menopause Network

Following a successful Menopause at Work workshop at the 2019 Diversity Festival, a menopause network and discussion board were established. The discussion board has been set up to collect and share publicly available material, such as CIPD articles, OU videos, research papers etc. and the network is well attended with a range of guest speakers covering Mid-Life Careers and Health and Wellbeing for Menopause.

➤ Race, Equality and Cultural Heritage (REACH) Network

The REACH staff group, established in 2021, is an inclusive group of University of Chester professional services and academic colleagues passionate about raising the profile of issues of race and cultural heritage at the

University of Chester. We welcome and celebrate the cultural diversity of our membership and we are proud of our histories and cultures.

The group is committed to the values of positive representation, informed engagement and the treatment of all individuals and groups with dignity and respect.

To join the mailing list of any of the staff groups or for more information, email: equality@chester.ac.uk.

Each of these groups are important in providing the University with collective and influential voices, central to how we further the advancement of fairness and inclusion at Chester.

Student Networks

Chester Students' Union (CSU) has several active and engaged societies related to equality and diversity, such as the International Students Society, and the Student LGBT+ Society. These groups have a close link with the CSU's Vice-President Activities, with CSU representatives involved in the University committee structure and in community-based steering groups. The CSU has several liberation reps – covering areas such as BAME, women, LGBT+, visible and invisible disabilities. CSU also has two liberation networks – the #ProudToBe Women network and the Cultural Heritage network. The Equality Forum allows easy access to the Equality team and opportunity for in-depth discussion on any projects, activities or issues that may need University intervention or support.

Community Links

The University of Chester enjoys strong links with key communities in Cheshire, Chester and North Wales, as well as other key organisations, such as Cheshire Police, the Unity Centre and the Countess of Chester Hospital. These links have been developed through day-to-day contact between University staff and their counterparts, through the Diversity Festival and through attendance at key networking groups. It is our intention over the next year to strengthen these relationships, engage with equalities groups in the wider community and collaborate on consultation and other activities.

Athena SWAN

Advance HE's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women. From 2021, the Athena Swan UK Charter framework underwent a transformation to ensure its suitability for the future of the higher education sector.

In signing up to the Charter, the University commits to:

- adopting robust, transparent and accountable processes for gender equality work, including:
- embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution accountable.
- undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.

- ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.
- addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
- tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
- understanding and addressing intersectional inequalities.
- fostering collective understanding that individuals have the right to determine their own gender identity, and tackling the specific issues faced by trans and non-binary people because of their identity.
- examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
- mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.
- mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

The University was successful in obtaining the institutional bronze award in 2013 and concluded all the actions in the 2013 action plan. Work began in December 2016 on a new submission under the Charter's post-May 2015 criteria, which was submitted in April 2018 and was successful, with the University gaining the Bronze award under the 2015 criteria. The result is a 63-point action plan that is being closely monitored by regular meetings of the University's Self-Assessment Team. The Department of Psychology also holds a departmental Athena Swan Bronze award.

For more information, see <https://www.advance-he.ac.uk/equality-charters/athena-swan-charter#overview>

Forum for Research into Equality and Diversity (FRED)

In March 2014 the University's School of Law launched the Forum for Research into Equality and Diversity, which focuses on research and knowledge transfer activities in diversity and equality in the workplace and in higher education. Training events will be offered in due course, including potentially with a view to generating external income. In 2015, FRED won the Global Equality and Diversity Research award for an outstanding example of research methods and insights into diversity and equality in organisations, companies or services from a shortlist which included IBM and Queen Mary, University of London and the Institute of Education. The award was announced at a ceremony on 25th November 2015 which was streamed worldwide. Since its establishment, the Forum has delivered conferences including "The Equality Act 2010: 5 years on" and "Gendered Experiences of Academic Staff" and undertaken a significant piece of Research entitled "Gendered Experiences of academic staff in relation to research activity and the Research Excellence Framework 2014." Most recently, the Forum published *Davies, C. (2019) Exploring positive action as a tool to address under-representation in apprenticeships*. This report is based on research commissioned by the Equality and Human Rights Commission and published in March 2019. More information on the work of FRED can be found [here](#).

Institute of Gender Studies

Originally established in 2016, the Institute has a history going back to 2011 when members of the Institute's original team (Dr Cassie Ogden (Sociology); Dr Dawn Llewellyn (TRS); Professor Emma Rees (English); and Professor Deborah Wynne (English)) hosted a one-day symposium to gauge interest in 'gender studies' across the University. There was, as the team had hoped, genuine interest across the disciplines, and the symposium's momentum continued into the biennial 'Talking Bodies' conferences held at the University in 2013, 2015, 2017 and 2019 (see <https://www1.chester.ac.uk/institute-gender-studies/talking-bodies-2019-conference> for further information on the 2019 conference) with the next conference planned for 2022.

The core tenets of the Institute of Gender Studies are inclusivity and interdisciplinarity. The team are committed to providing not only a platform for established researchers and practitioners working in the field, but also for undergraduate and postgraduate students from a range of disciplines.

As well as a regular [seminar series](#), the Institute also offers an innovative and exciting MRes (Masters by Research). This degree, the first of its kind in the region, educates, nurtures, and engages students with an interest in gender studies who are in the process of finishing an undergraduate degree, and wondering what to do next, as well as people from the wider community who may have been out of formal education for some time. Further, the Institute is a hub for a number of doctoral students whose work encompasses, or is engaged with, gender studies.

For further information on any aspect of the Institute's work, please contact its Director, Professor Emma Rees: e.rees@chester.ac.uk.

Healthy University

The University of Chester aspires to become a Healthy University, Our Healthy University, which is committed to "creating a learning environment and organisational culture that enhances the health, well-being and sustainability of its community and enables everyone to achieve their full potential'.

Further details of the strategy are [here](#).

As part of this commitment we want to encourage all staff to take a proactive approach to their own wellness by following the 5 steps to well-being: Connect, Be active, Be Mindful, Keep Learning and Give to Others.

In support of this, the University has created a hub of resources covering Coronavirus Wellbeing Support; Well Body; Well Mind; Keep Well; Relate Well; Learn Well; Work Well; Dying, Death and Bereavement; Health4All; Community Contacts and Networks; Managing Well; Smoke Free Campus.

Mental Health First Aid Training

The University offers Mental Health First Aid (MHFA) training courses by our in-house approved MHFA Instructors remotely to: raise awareness of mental health; help spot symptoms; reduce stigma; enable staff to offer initial help; and guide individuals towards professional/other support.

[Changing the culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students](#)

Following the establishment of a Universities UK Taskforce examining violence against women, harassment and hate crime and how it affects university students and the production of the above report, the University of Chester formed a Working Group and appointed a Sexual Consent Project Officer to ensure the recommendations were implemented and that the University's prevention activities represent an effective and continuing response. This is now titled the Unacceptable Behaviours Taskforce and continues to work to the same aims, including implementation of Office for Students and Equality and Human Rights Commission guidance published after the end of the reporting year on sexual harassment and harassment on other grounds.

Disciplinary Action, Harassment and Grievances etc.

There were 32 employee relations cases between 1st September 2020 and 31st August 2021 (37 in 2019/20). The following are the significant Equality characteristics of the cases (2019/20 data in parentheses, where appropriate):

- 72% (76%) of cases involved white staff, 6% (19%) of cases involved staff of 'other' ethnicity, and 22% (5%) of cases involved individuals for whom ethnicity was not known or refused.
- 44% (46%) of staff involved were female, 47% (51%) were male and the remainder were cases involving several staff.
- 56% (54%) of cases involved professional services staff and 34% (43%) involved academic staff. The remainder involved students who had submitted dignity and respect complaints against staff.
- There were 2 (3) formal capability cases, 1 (1) of which involved disabled staff.
- 2 (2) staff were issued with a formal sanction (warning or dismissal) as a result of disciplinary procedures, 2 (1) of whom were professional services staff, and 2 (1) of whom were disabled.
- 3 (1) members of staff were dismissed as a result of unsuccessful completion of their probationary period. 2 (1) of the staff dismissed were white, 3 (1) were male, and none (0) were disabled.
- 3 (4) formal grievances were submitted, 2 (4) of which were submitted by white staff, and 2 (3) of which were submitted by female staff.
- There were 4 (4) formal dignity and respect cases. 3 (1) of these were student complaint against members of staff. 2 cases involved both female complainants and respondents, and 1 case involved a male complainant and a female respondent, and 1 case involved a male complainant and male respondent.

Race Equality

In June 2020, the University established a Race Equality Challenge Group with a view to promoting and co-ordinating the positive change in relation to race equality and diversity across all the University's sites, Faculties and Professional Services which will make a practical and tangible difference to how all members of the University feel about and respond to race equality at the University.

The Race Equality Challenge Group has a small core membership – the Vice-Chancellor; the University's Equality Officer; the University's Student BAME representative (undergraduate); a Postgraduate Student Representative; two members of academic staff; a Project Officer and two members of Professional Services staff. This Core Group comprises a range of ethnicities, ensuring that the burden of 'fixing the problem' is not left solely to BAME staff. Every article, webinar, how-to guide on any equality topic will

highlight senior leadership as one of the most important aspects of making change. The Vice-Chancellor chairs the Group and this Senior Leadership commitment ensures that race equality is moving to the heart of the culture, the centre of the strategy and at the very core of our mission, vision and values.

The University's actions seek to create long-term, systemic change. As much of our work is being conducted virtually, we have established two MS Teams sites: one for student consultation and one for staff. A Race Equality Challenge Staff Focus Group was facilitated in early July with over 50 motivated and engaged staff attending, keen to make a difference. This provided staff with a safe place to share their experience and emotions and enabled all who attended to learn from these experiences and actively engage in the conversation. Many actions arose from the discussion, from which a detailed action plan is currently being compiled, linking to the University Strategy. As a result of the consultation, actions will be taken forward to accelerate progress on race-related institutional targets in the University's Access and Participation Plan; promote and support specific educational interventions (including, but not limited to, decolonising the curriculum); explore how historic antecedents reflect on the current University; review faith spaces; review staff culture and review the student journey from applicant to alumni.

The development of a detailed action plan arising from the consultations and examination of data will enable measures of progress and relevant reporting. Through the work of the Group, the University's practices, policies and programmes will be closely examined to ensure the impact on race equality is closely identified and action taken to address any inequalities. The Group hosted a student consultation event *Raising Our Voices* 18th September. With keynote addresses from Akil Hunte, multi award-winning law graduate from Nottingham Trent University, and the University of Chester's BAME Student Representative Arfana Ali, this event was an opportunity for all who attended to engage in a focus group to provide their views on the priorities for the new University of Chester Strategy, the 'Citizen Student'. A key strategic priority is to promote and improve race equality. This event aimed to give students an opportunity to give their views on the positive changes needed across the University, help bring about long-term change and have their voice heard, all in a safe space. Over 50 BAME students attended and the event was a great success. While some students told upsetting stories about their experiences, the event did what we hoped which was to provide a space for BAME students to come together, share their stories and raise their voices. Many actions which resulted will be taken forward by the Group.

The Group has developed the role of Student Race Advocate and 10 Advocates were recruited for the 2020/21 academic year with a further 11 appointed for the 2021/22 academic year. The aim of the role, which is paid, is to actively support and promote the needs of Black, Asian and other minority ethnic students through contributing to many aspects of the University's work, ensuring excellent service delivery across the University. The role will give the students undertaking this opportunity a variety of experience through promoting race equality across the University and suggesting creative ways to improve inclusivity and availability of BAME student opportunities; providing support for BAME students and providing help with welfare issues, reaching out to hard to reach students; partnership working with staff on a range of topics; policy input and development; providing mentoring, buddying and reverse mentoring and developing conferences and events.

The establishment of a Race Equality Discussion Board on the University's intranet has allowed space for people to share articles, podcasts, TEDX talks and events to enable others to learn more about this important topic. A range of Black History Month events and resources have been developed on [Portal](#) and by the [CSU](#). A review of staff culture will include building on how staff are developed through Diversity and inclusion programmes to further build a culture of belonging and inclusion and to ensure staff are aware of their own unconscious biases and feel able to challenge others. The University is fully funding two places on Advance HE's Diversifying Leadership programme, designed to support early-career

academics and professional services staff from BAME backgrounds who are about to take their first steps into a leadership role. It explores themes of power and influence, demystifying leadership, cultural identity and cultural capital, increasing your visibility and authentic leadership and features leadership stories from high-profile HE leaders. There have been a number of changes to the Recruitment and Selection process:

- With immediate effect, it is mandatory for all recruitment and selection panels to explore a commitment to Equality and Diversity with all prospective candidates. The Competency Based Interview Question Bank has been updated to include over 20 equality and diversity focussed questions that interview panels can choose from or adapt to really ensure that the University is appointing new staff committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. In recent interviews, when they were asked the E&D questions the candidate (who incidentally was appointed) commented how they welcomed being asked the question as it showed the University was as committed to E&D as they had hoped and showed it was an organisation they wanted to work in even more.
- The selection panel recommendation form also encourages the interview panel to discuss and reflect on their own Unconscious Biases and Positive Action and consider all aspects of Equality and Diversity in reaching a decision on appointment.

Positive Action is a key focus for the University, demonstrated in the way the recent vacancies for the senior roles of Provost and Deputy Vice Chancellor, and Pro Vice-Chancellor Student Experience were advertised, with recruitment across targeted ethnicity, LGBT, disability, gender equality and generic diversity recruitment sites.

The new set of recommendations designed to decisively tackle racial harassment in UK higher education Equality and Human Rights Commission's 2019 report *Tackling racial harassment: universities challenged*, have been built into the work and actions of the Race Equality Challenge Group.

Gender Pay

The University of Chester is committed to reducing the gender pay gap by recruiting, developing, promoting, and rewarding staff fairly regardless of gender and supporting initiatives that mitigate against the underlying causes of the gender pay gap. The purpose of the Gender Pay Gap Report is to identify the gender pay gaps across the organisation as at the snapshot date of 31st March 2020 and can be accessed [here](#).

Responsibility for Equality

The Vice-Chancellor is the University's senior officer responsible for Equality. The Strategic Director of HR leads the day-to-day senior management team responsibility for Equality work. The University's approach is characterised by operational responsibility for Equality being shared by all staff throughout the University, including through senior Equality leads in academic and support departments, and the Equality Forum which disseminates information, assists promotion and generates innovation throughout the University.

The University has a small but proactive Equality and Diversity team, whose main purpose is to engage with staff and students in taking individual responsibility and interest in equalities matters across the University, through raising awareness, providing extensive training, leading the Equality Forum, supporting diversity events, developing community links and facilitating support networks.

The Equality and Diversity team maintain up to date knowledge to inform effective policy and good practice, and regularly consult with different groups to ensure all staff and students needs are being met.

The key Equality and Diversity members of staff are the HR Manager for Diversity, and Development, Kathryn Leighton, and the Strategic Director of HR, Rashmi Patel.

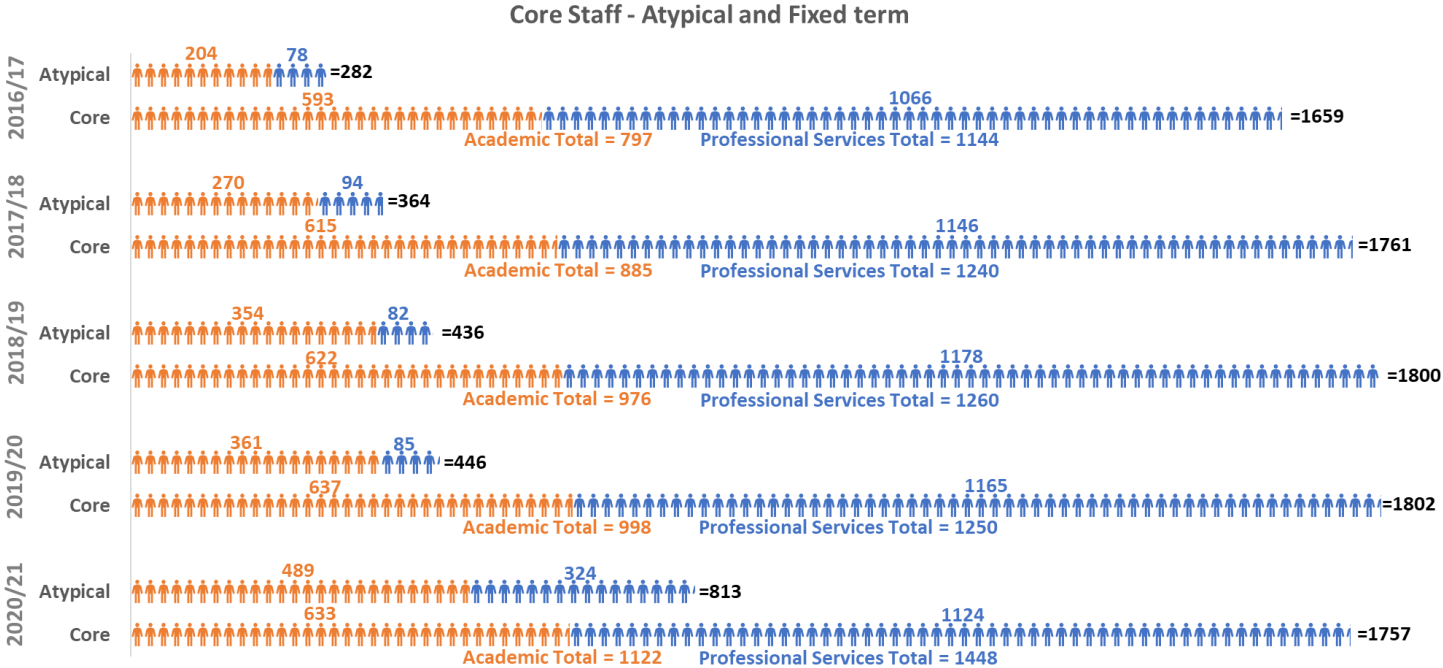
For queries contact:

Kathryn Leighton k.leighton@chester.ac.uk

SECTION 2 - Staff Data: List of infographics and tables

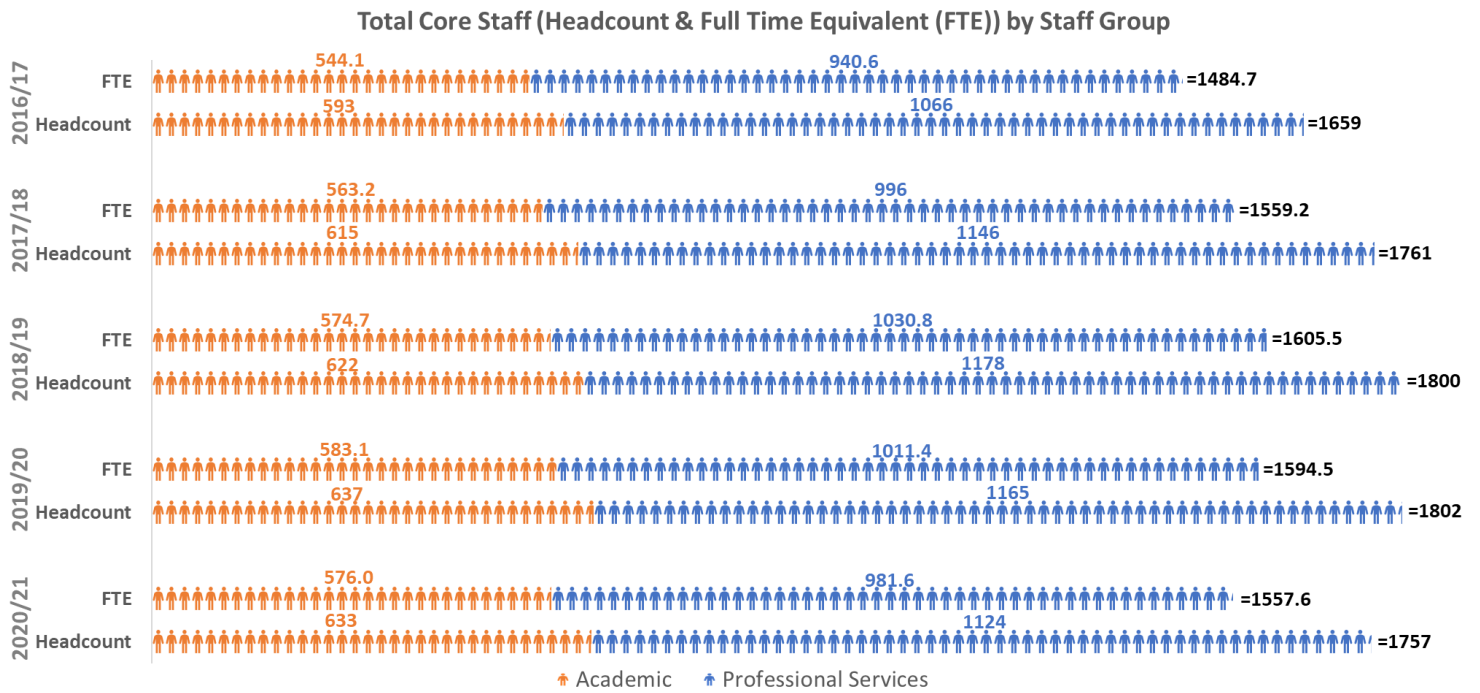
- Infographic 1 Total Core and Atypical Staff Headcount by staff group
- Infographic 2 Total Core Staff (Headcount and FTE) by staff group
- Infographic 3 Total Core Staff (Headcount) by contract type and by staff group
- Infographic 4 Core Staff Headcount 2016/17 to 2020/21 by month by staff group
- Infographic 5 Core Staff FTE by month by staff group
- Infographic 6 Gender by staff group
- Infographic 7 Full-time vs Part-time by staff group
- Infographic 8 Gender and Full-time/Part-time by staff group
- Infographic 9 Age Range by staff group – All universities
- Infographic 10 Age Range by staff group – University of Chester
- Infographic 11 Disability by staff group
- Infographic 12 Ethnicity by staff group – All universities & Cathedrals' Group & University of Chester

Total Core and Atypical Staff by staff group



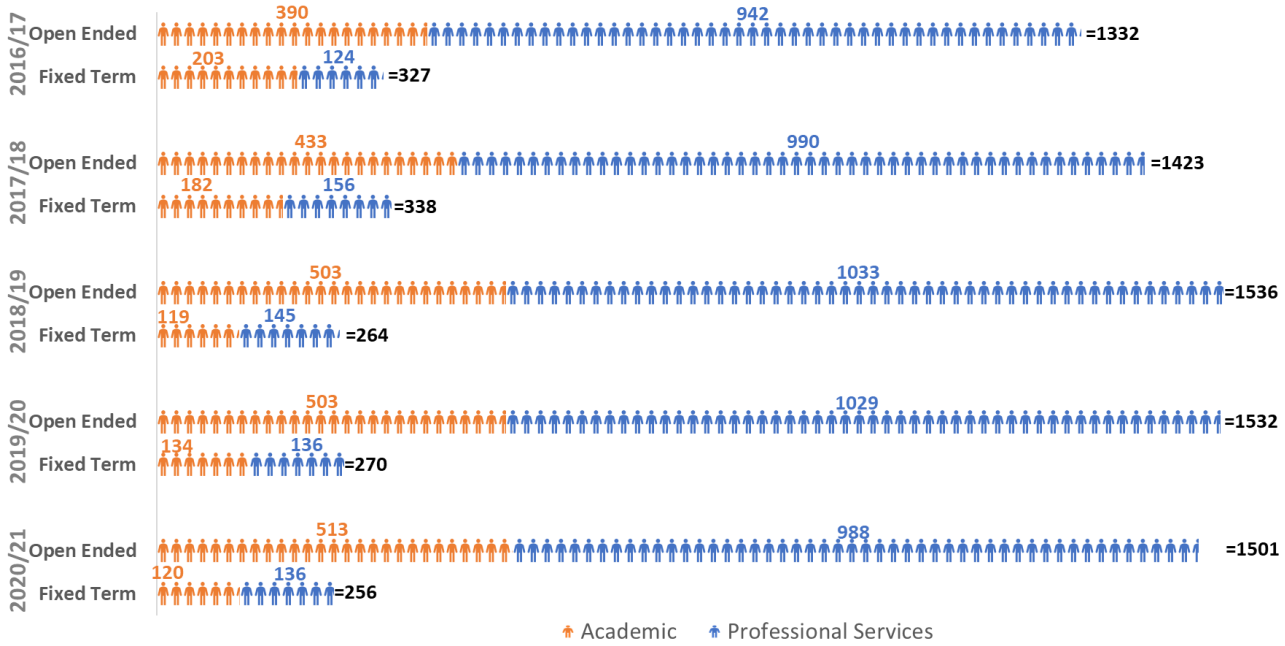
Infographic 1 - Core and Atypical Staff Headcount by staff group

Total Core Staff (Headcount & Full Time Equivalent (FTE)) by staff group



Infographic 2 – Total Core Staff (Headcount and Full Time Equivalent (FTE)) by staff group

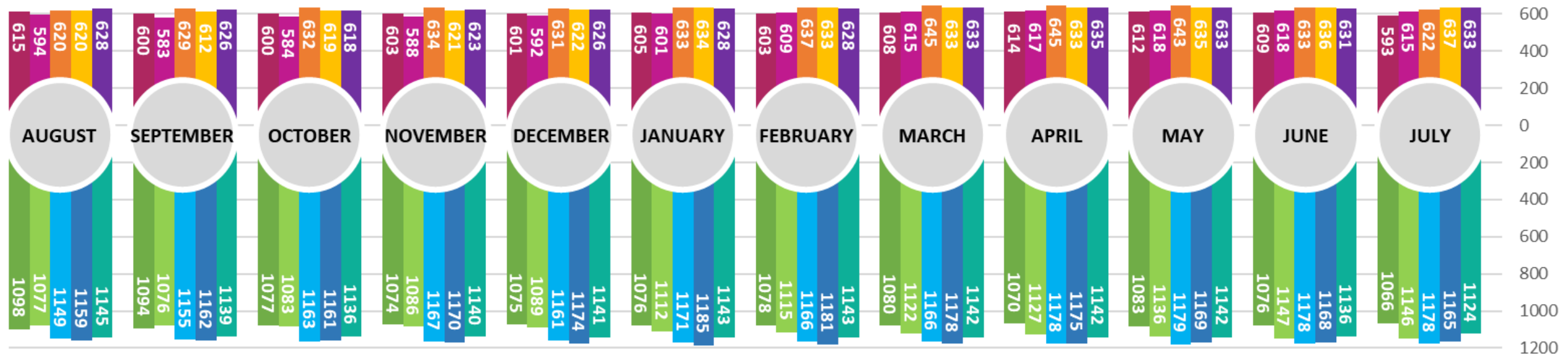
Total Core Staff (Headcount) by Contract Type and Staff Group



Total Core Staff (Headcount) by Contract type and by staff group

Infographic 3 – Total Core Staff (Headcount) by Contract type and by staff group

University of Chester Headcount by Month by Staff Group



Academic

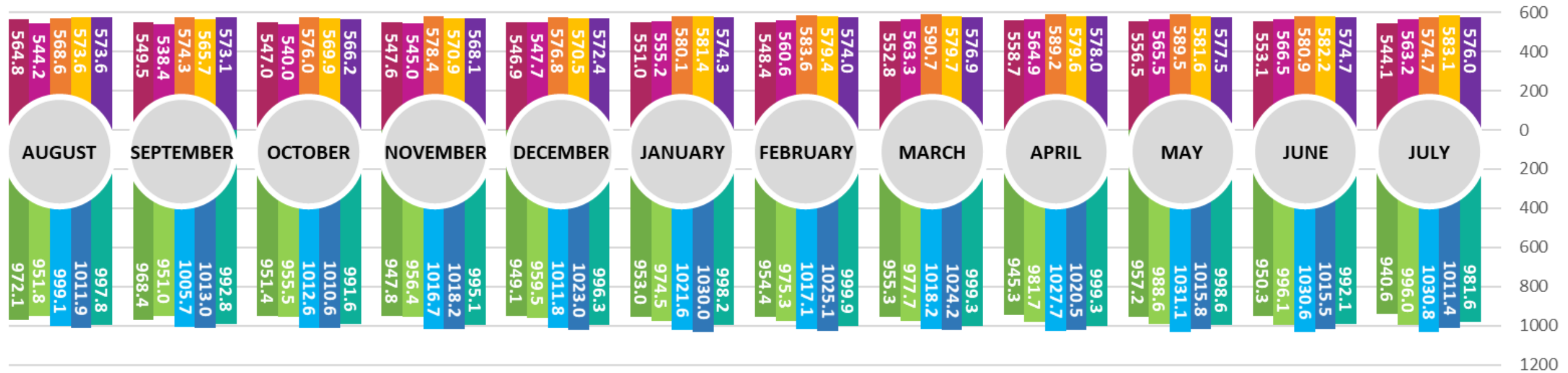
2020/2021	628	➔	633	0.8%	CHANGE
2019/2020	620	➔	637	2.7%	CHANGE
2018/2019	620	➔	622	0.3%	CHANGE
2017/2018	594	➔	615	3.5%	CHANGE
2016/2017	615	➔	593	-3.6%	CHANGE

Professional Services

2020/2021	1145	➔	1124	-1.8%	CHANGE
2019/2020	1159	➔	1165	0.5%	CHANGE
2018/2019	1149	➔	1178	2.5%	CHANGE
2017/2018	1077	➔	1146	6.4%	CHANGE
2016/2017	1098	➔	1066	-2.9%	CHANGE

Infographic 4 – Core staff 2014/15 to 2018/19 headcount by month by staff group

University of Chester Staff FTE by Month by Staff Group



Academic

2020/2021	573.6	576.0	0.4%	CHANGE
2019/2020	573.6	583.1	1.7%	CHANGE
2018/2019	568.6	574.7	1.1%	CHANGE
2017/2018	544.2	563.2	3.5%	CHANGE
2016/2017	564.8	544.1	-3.7%	CHANGE

Professional Services

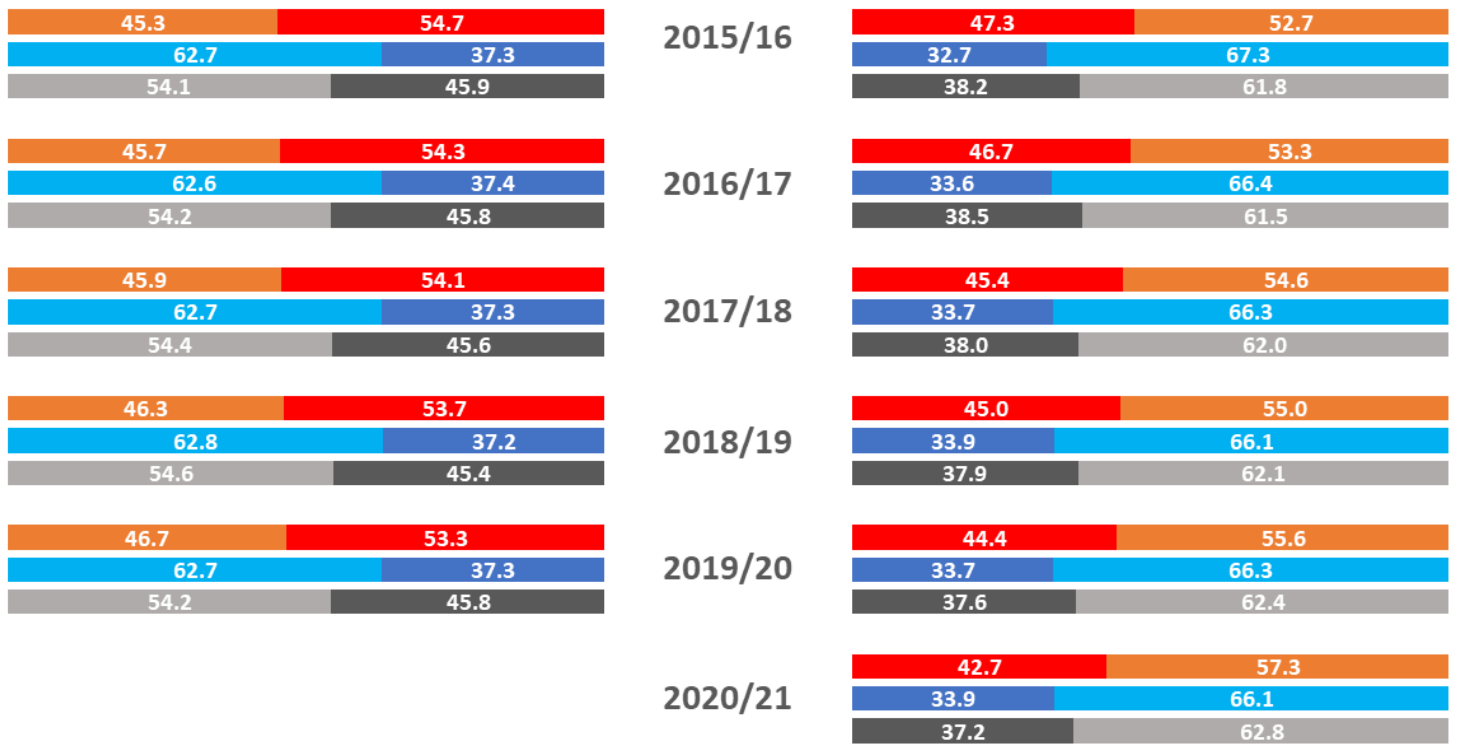
2020/2021	997.8	981.6	-1.6%	CHANGE
2019/2020	1011.9	1011.4	0.0%	CHANGE
2018/2019	999.1	1030.8	3.2%	CHANGE
2017/2018	951.8	996.0	4.6%	CHANGE
2016/2017	972.1	940.6	-3.2%	CHANGE

Infographic 5 - Core Staff FTE by month by staff group

Gender balance by staffing category - 2015/16 to 2020/21

All Universities %

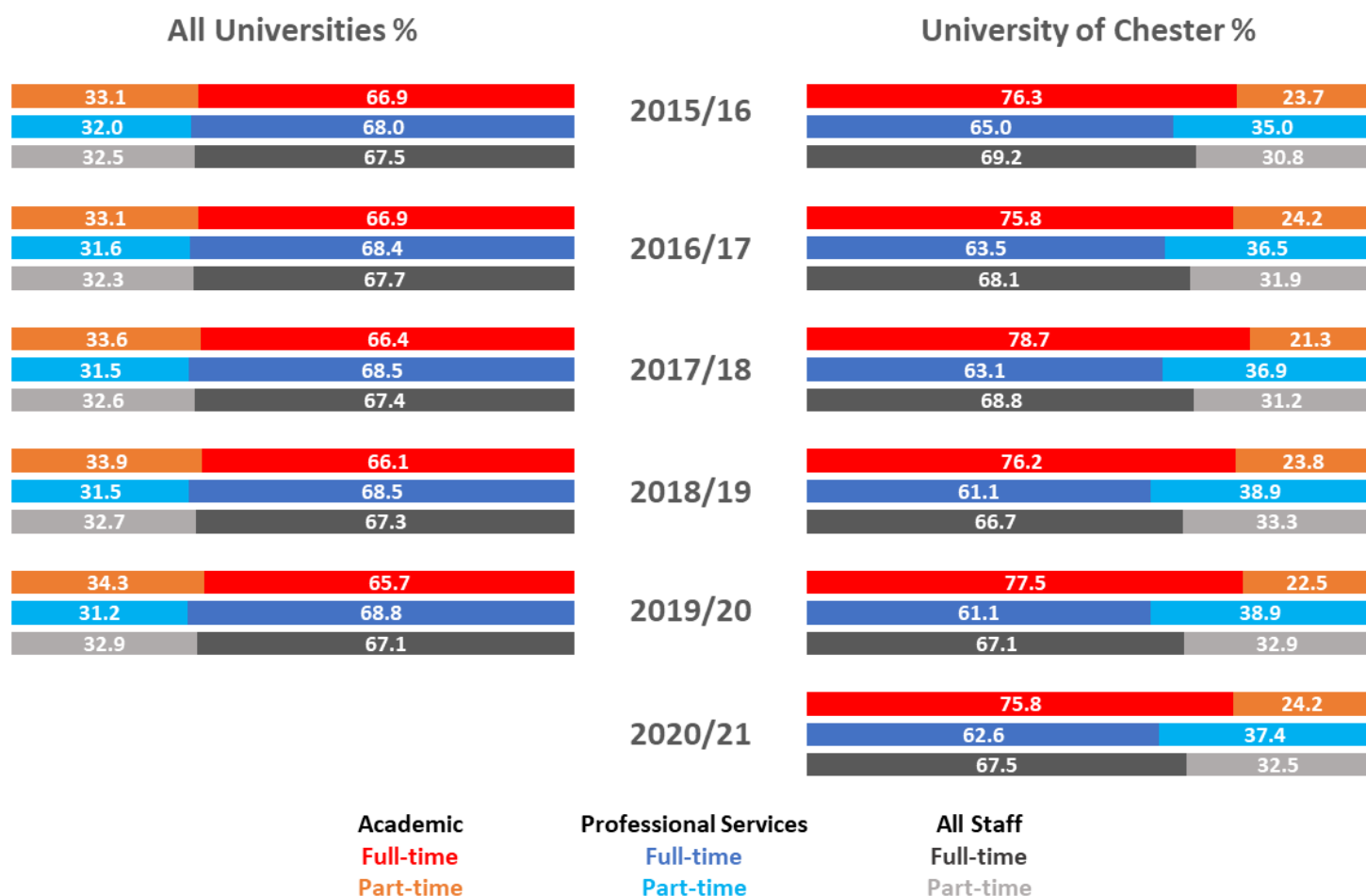
University of Chester %



♂ Academic ♂ Professional Services ♂ All Staff

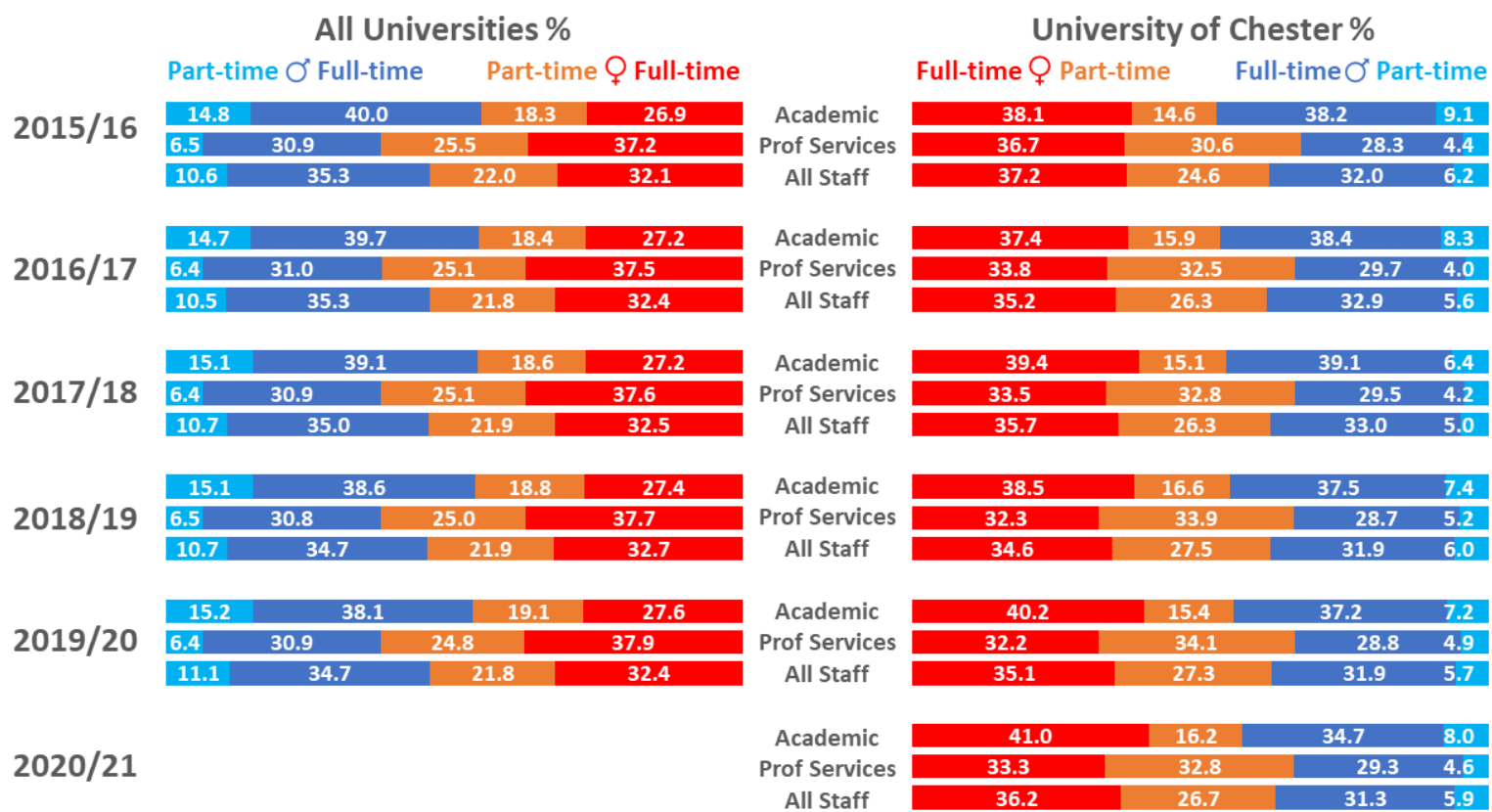
Infographic 6 – Gender by Staff Group

Full/Part-time balance by staffing category – 2015/16 to 2020/21



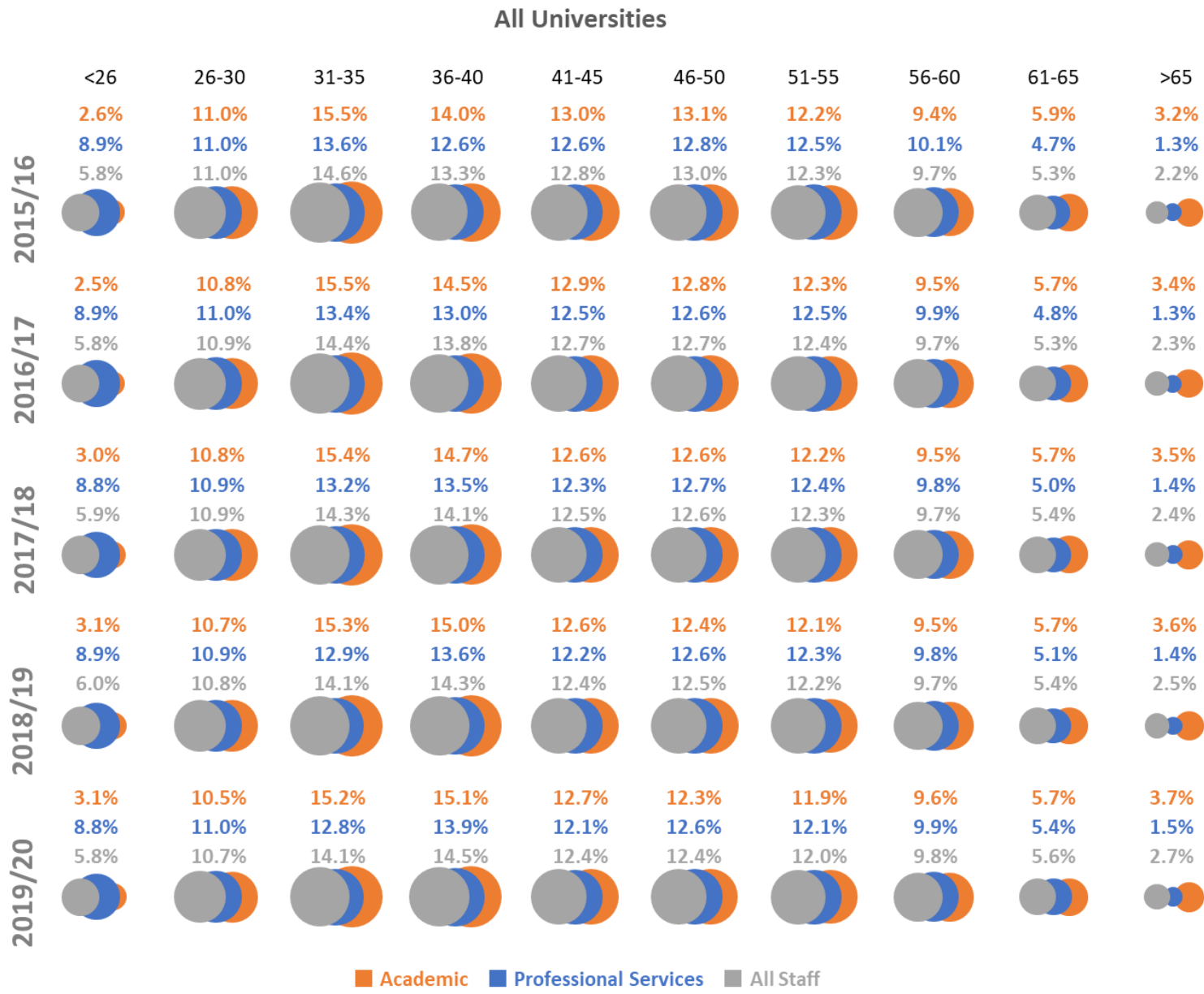
Infographic 7 – Full-time vs Part-time by Staff Group

Gender & Full/Part-time by staffing category – 2014/15 to 2019/20

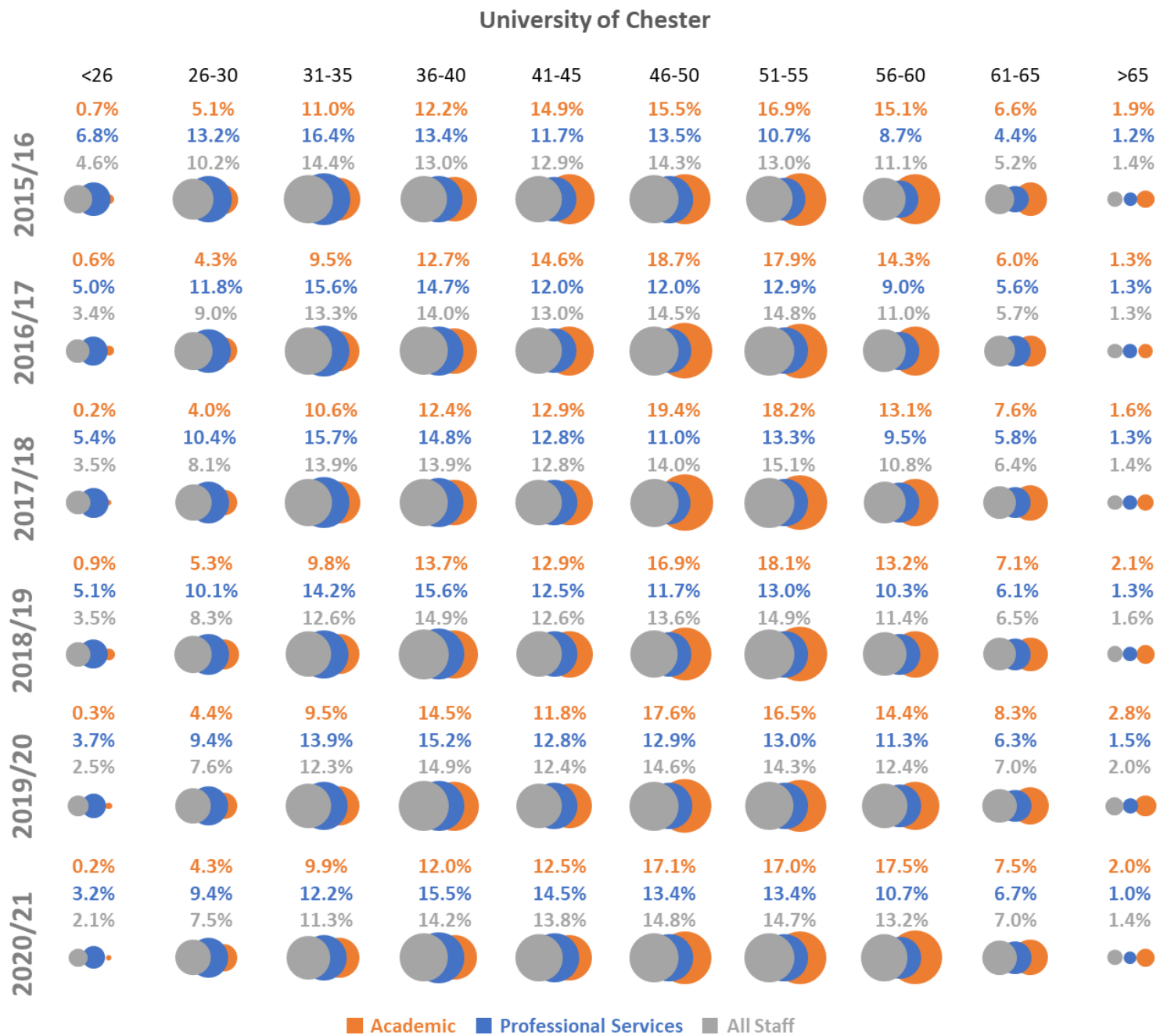


Infographic 8 – Gender and Full-time/Part-time by staff group

7. Age – 2015/16 to 2020/21



Infographic 9 – Age Range by staff group – All Universities

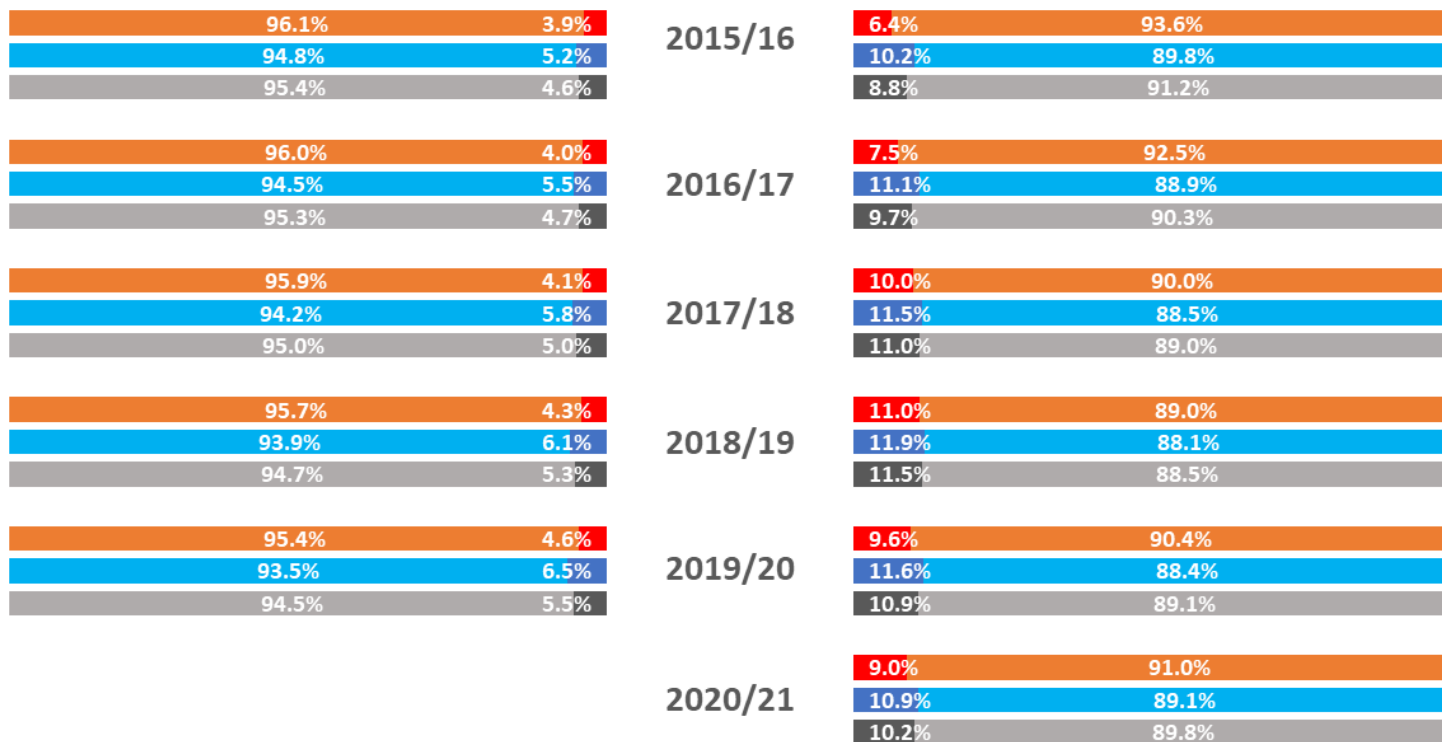


Infographic 10 – Age Range by staff group – University of Chester

8. Disability – 2014/15 to 2019/20

All Universities %

University of Chester %



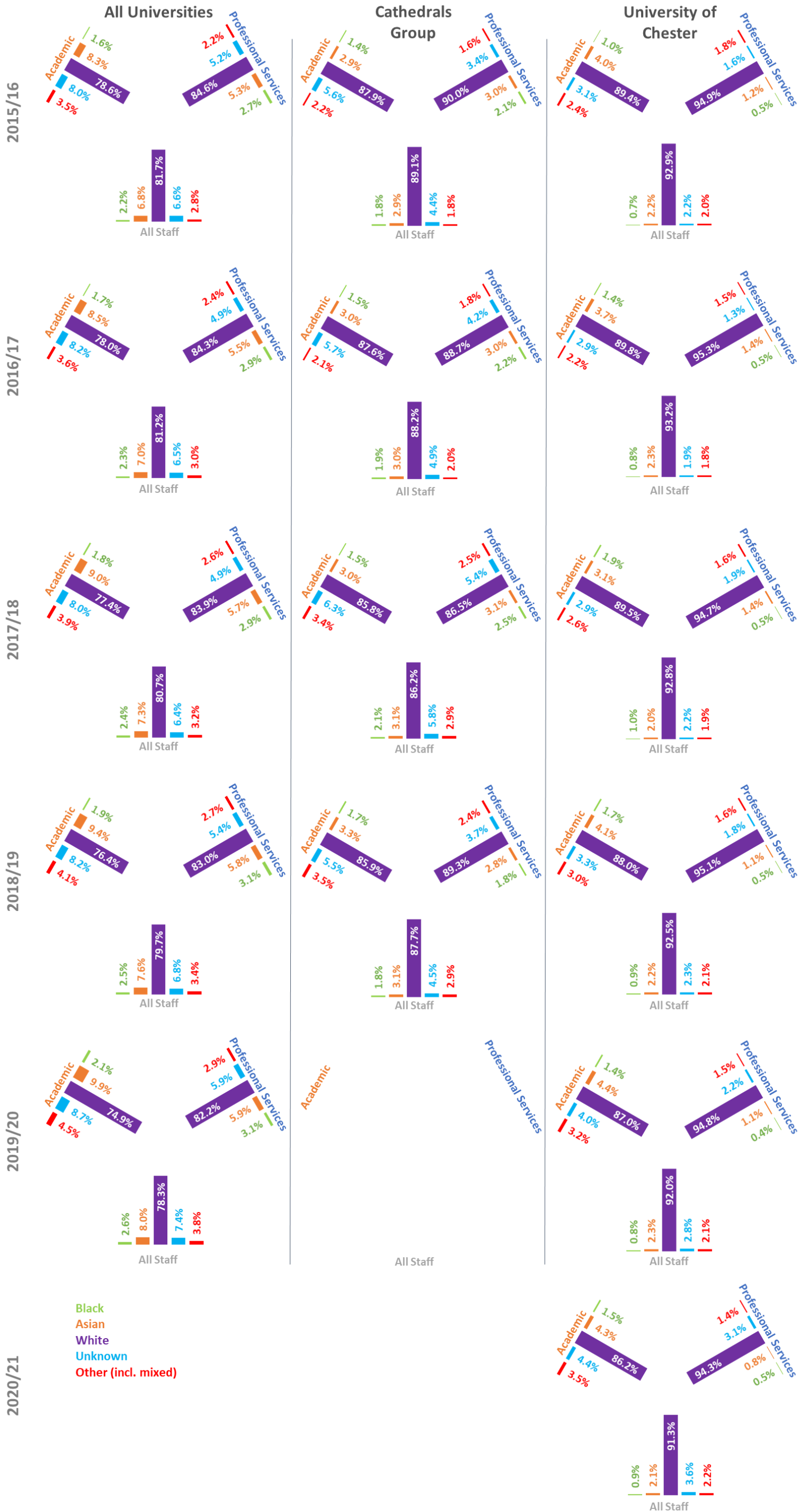
Academic
 Known to have a disability
 No known disability

Professional Services
 Known to have a disability
 No known disability

All Staff
 Known to have a disability
 No known disability

Infographic 11 – Disability by Staff Group

9. **Ethnicity – 2015/16 to 2020/21**



Infographic 12 – Ethnicity – All universities & Cathedrals’ Group & University of Chester

Student Disciplinary Action, Professional Suitability and Complaints

Data in respect of the numbers of students involved in informal and formal disciplinary action, professional suitability procedures (in programmes to which they apply) and who submitted informal or formal complaints in the academic year ended 31st July 2021 are as follows (data for the previous years ended 31st July 2020, 2019, 2018, 2017 and 2016 are in parentheses):

Disciplinary: 155 (83, 125, 152, 150, 118)

Professional Suitability: 52 (50, 51, 45, 51, 50)

Complaints: 31 (31, 31, 20, 13, 27)

		Ethnicity				Gender		Disability		
		White	BAME	Mixed	Not known	Male	Female	No disability	Declared disability	Not known
Disciplinary	2020-21 (n=155)	76%	19%	4%	1%	50%	50%	80%	19%	1%
	2019-20 (n=83)	73%	23%	3%	0%	67%	33%	77%	22%	1%
	2018-19 (n=125)	75%	17%	5%	3%	72%	28%	79%	20%	80%
Professional Suitability	2020-21 (n=52)	77%	23%	0%	0%	21%	79%	75%	25%	0%
	2019-20 (n=50)	82%	16%	2%	0%	18%	82%	66%	34%	0%
	2018-19 (n=51)	77%	22%	2%	0%	14%	86%	90%	10%	0%
Complaints	2020-21 (n=31)	71%	26%	0%	3%	19%	81%	71%	29%	0%
	2019-20 (n=31)	74%	13%	7%	0%	55%	45%	84%	16%	0%
	2018-19 (n=31)	87%	7%	7%	0%	29%	71%	55%	42%	3%

Student Numbers, Mode and Gender

The most complete institutional student data is from the 2020/21 academic year. UK HE sector data provided by way of comparison are drawn from HESA data and AdvanceHE, for which the most recent reporting year is 2019/20.

The student numbers during this academic year were 14,210 of whom 10,900 were full-time and 3,310 were part-time:

<u>MODE</u>	<u>TOTAL</u>		<u>F</u>		<u>M</u>	
FT	10,900	77%	7,347	67%	3,553	33%
PT	3,310	23%	2,324	70%	986	30%
Total	14,210	100.0%	9,671	68%	4,539	32%

All Students – Gender

	Male	Female
University of Chester	32%	68%
UK HE Sector (2019/20)	43%	57%

First-year Full-time Undergraduate Students – Gender

	Male	Female
University of Chester	28%	72%
UK HE Sector (England, 2019/20)	44.1%	55.8%

Note: The higher proportion of female students in the all-student profile has varied little since 2003/04, when it was 57.3%. That proportion has become more pronounced in recent years with the growing popularity of health and education related subjects. The higher proportion of female students at Chester is attributable chiefly to continuing inclusion within the University's undergraduate curriculum of subjects in professions traditionally popular with female students such as Nursing, Midwifery and other subjects allied to Medicine, Teacher Education and Biological Sciences, as well as other subjects which continue to grow in popularity with female students, such as Creative Arts, Social Studies and Languages.

At the same time, subjects which are popular predominantly with male students in the sector (Architecture and Planning, and Physical Sciences) have historically not been offered at Chester. With effect from September 2014, a range of courses in Science, Engineering and Technology which have traditionally been more popular with male students has been offered with the formation of a new Faculty of Science and Engineering.

The University's Faculties of Health and Social Care (92% female students) and Education and Children's Services (87% female students) account for most of the gender imbalance, with the remainder of the undergraduate student body being 62% female. The proportion of male

undergraduate entrants has remained constant at around 33% since reaching a peak at around 37% in 2012-13, as the following table shows:

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
28%	31%	33%	31%	33%	34%	36%	37%	37%	36%	33%	33%	33%	33%	34%	30%

Students – Race and Ethnicity

	White	Black	Asian/ Chinese	Other	Mixed	Not known
University of Chester (UK domicile only)	89%	3.4%	3.6%	3%	-	1%
University of Chester (all domicile)	80%	5.7%	9.5%	3.8%	-	1%
HE Sector (England, 2019/20) (UK domicile)	70.0%	8.8%	13.0%	2.0%	4.6%	1.6%
HE Sector (England without London, 2019/20)	74.5%	7.3%	11.2%	1.5%	4.2%	1.4%

Note: Chester is an institution situated in a predominantly white area of the UK, some distance from the major conurbations and resident black and minority ethnic populations. The proportion of the area’s BAME population of working age is one of only three such areas in England below 2%. The institution has enjoyed the profile which is associated with university status by prospective students only since 2005. Against that background, the University’s efforts to recruit students whose ethnic profile is more representative of the UK population as a whole have enjoyed some success. These efforts will continue and are reflected in the following table which gives the proportion of BAME students in the University’s first-year undergraduate intake of UK domicile since 2006.

First-year BAME undergraduate intake (UK domicile only)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
University	4.5%	5.4%	5.6%	4.9%	6.2%	6.4%	7.3%	8.9%	7.4%	7.5%	10.0%	10.1%	8.1%	10%	8.9%
UK													24.6%	Not available	
England													28.0%		
Wales													13%		

Recognising the ethnic make-up of the sector as a whole, the University nonetheless acknowledges that it has more to do in this regard, but it is hoped to maintain these trends as efforts to widen participation and social inclusion bear fruit. These efforts are assisted by a Widening Participation Officer (Diversity and Inclusion) whose remit includes development of links with schools and colleges locally, regionally and nationally in areas of importance in terms of BAME recruitment, such as in and around Greater Manchester and Lancashire, the West Midlands and Merseyside. Links are aimed at increasing BAME student awareness of

Chester, and providing a range of information, advice and guidance sessions and development of greater insight into any possible barriers to participation of BAME students.

These efforts will be furthered by the University's response in its Access and Participation Agreements with Office for Students guidance requiring enhanced co-ordination between universities' approaches, on the one hand, to access and widening participation and, on the other, Equality policies.

Students – Disability

	Declared disability	No known disability	Unknown
University	16%	84%	0%
HE Sector (England, 2018/19)	14.6%	85.4%	-

Note: The University of Chester has a committed Disability Support Team, consisting of Disability Support Officers and specialist staff to assist with specific learning needs and a wide range of disabilities including visual, hearing and mobility impairments, mental health difficulties, autistic spectrum/Aspergers, and unseen disabilities.

Students – Age

	Under 21	21-24	25+
University of Chester (all)	64%	13%	23%
HE Sector (England, 2019/20)	53.2%	20.1%	26.7%

Note: These data exclude postgraduate students and those studying at partner colleges.

Students - Religion and Belief, Sexual Orientation and Trans

The University commenced collection of data on students' religious and other belief in 2017/18 and on sexual orientation in 2019/20. The results of data collection on sexual orientation will be available from 2020/21. The University will also commence trans data collection at that time.

Students' responses to questions on their religious belief indicate the following:

Description	University	Sector (England 2019/20)
No Religion	47.5%	42.6%
Prefer not to say/ information refused/ blank	3.9%	8.1%
Any other religion or belief	1.3%	1.7%
Spiritual	1.4%	1.3%

Buddhist	0.5%	1.2%
Jewish	0.1%	0.5%
Christian	37.6%	27%
Muslim	4.5%	9.7%
Not known	0%	3.8%
Hindu	2.3%	3.1%
Sikh	0.9%	1.0%

Students' responses to questions on their sexual orientation indicate the following:

Description	University	Sector (England 2019/20, students in institutions returning data)
Bisexual	4.9%	3.7%
Gay man	1.5%	1.3%
Gay woman/Lesbian	1.5%	0.8%
Heterosexual	83.3%	70.7%
Other	2.5%	1.5%
Information refused/ unknown/ blank	6.3%	22.1%

Student Attainment

The tables overleaf show Class I and 2i Honours degree undergraduate classifications for the academic years 2014/15 to 2020/21 inclusive by gender, disability and ethnicity. Sector research has indicated that this is a complex area with many interrelated factors and the information from the attached table should be interpreted with care.

The University acknowledges the work required to address student attainment gaps both institutionally and by the higher education sector generally: between BAME and white students; between students declaring a disability and those not doing so; and between male and female students.

The year under review, however, was an extraordinary year, half of which fell within the initial period of the Coronavirus pandemic. The rise in Class I and 2i Honours degrees in 2019/20 is significantly steeper than has been the pattern for the last decade and has reduced the extent of these gaps in the year in question. The extent to which this is reflected across the sector is not yet known. The most significant changes made in 2019/20 were to implement a 'no detriment' addition to the method of calculation of degree classification and to replace examinations with assessment that could be undertaken at a distance. The 'no detriment' policy accounts for approximately one-third of the increase in Class I and 2i classifications.

Gender (and POLAR Group)

			Year													
			2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
Degree class	Gender	Polar Group	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)
1 st or 2i	Male	Low participation	54.7%	69.1%	57.3%	70.6%	61.5%	72.4%	63.4%	73.4%	64.6%	73.5%	73.4%	Unavailable	73.5%	Unavailable
		Other	61.8%		58.1%		60.5%		60.7%		65.2%		75.7%	Unavailable	80.6%	Unavailable
	Female	Low participation	62.1%	73.3%	67.6%	74.6%	63.4%	76.5%	70.6%	78.1%	72.5%	78.6%	75.2%	Unavailable	78.7%	Unavailable
		Other	67.5%		68.89%		72.6%		76.2%		74.6%		82.1%	Unavailable	81.4%	Unavailable

Disability

		Year													
		2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
Degree class	Declared Disability	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)
1 st or 2i	No	63.9%	71.6%	64.8%	73.1%	66.8%	75%	70.6%	76.3%	72%	76.6%	78.5%	79.5%	80.5%	Unavailable
	Yes	61.9%	68.3%	66.4%	71.9%	64.1%	73.3%	67.6%	74.7%	66.9%	75.3%	76.1%	79.2%	76.0%	Unavailable

Ethnicity (UK domiciled only)

		Year													
		2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
Degree class	Ethnicity	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)
1 st or 2i	White	66%	77.7%	67.2%	78.4%	69.6%	80%	72%	80.9%	73.2%	81.6%	79.7%	83.9%	81.3%	Unavailable
	BME	44.6%	61.7%	53%	63.4%	49.1%	65.9%	57.1%	67.7%	54.2%	68%	68.1%	71.7%	69.3%	Unavailable