



Equality, Diversity and Inclusion Annual Report

Executive Summary

1. A significant volume of activity to advance EDI has taken place over 2022/23, with resultant progress being evidenced by the information set out below (**Appendix 1** data available on request)
2. In June 2023, the Equality, Diversity and Inclusion Committee (EDIC) considered the staff workforce profile (comprehensive data attached). Key points included:

The university has a higher female (57%) than male population.

33% of staff are Black, Asian or ethnic et 0 Tda%. of 310% of 55% R. a. p. e. o. n. R. & j. A. U' People and Culture Committee in June 2023. Leaders across the university, supported by the business partnering teams will continue to shape and develop their workforce profiles and use the data within this report to highlight areas for improvement and development.

3. In June 2023, the Equality, Diversity and Inclusion Committee (EDIC) considered the student workforce profile (comprehensive data attached). Key points included:

The proportion of mature students at DMU grew from 15.5% in 2019/20 to 20.8% in 2021/22 (+5.3%).

Twenty per cent of the population of students at DMU identify themselves as disabled. as disabled.

The proportion of students at DMU from Black, Asian or ethnically minoritised backgrounds has increased slightly from 53.0% to 54.6% between 2019/20 and 2021/22.

DMU's Black student population has seen the biggest growth between 2019/20



and 2021/22, from 18.5% to 20.3%.

DMU has a larger proportion of students from disadvantaged backgrounds compared to the sector average.

4. Another priority for the EDI committee includes a further investigation into the over representation of Black, Asian or ethnically minoritised students in DMU's student disciplinary cases of bad academic practice and academic offences for the calendar year 2022. A task and finish group has been established to look at data presented and the student journey for expulsion, which will be reporting back to EDIC in November.
5. **Policies:** Protecting our staff and students to feel safe and secure on campus, student policies, and policies that impact staff-to-student behaviours0.9 ()10..6 (udenj-94t)-6iespTc 0.1(u



in 2018, when the mean gap was 15% and the median gap was 23% (using 2017 data). We have remained consistent with last year's reported mean GPG figure of 9.9%, and continue to compare favourably with the rest of the HE sector – UCEA's pay gap benchmarking tool shows that the mean pay gap for other HE institutions in England is 13% (based on 2021/22 data available at January 2023).

25. Despite the unchanged mean GPG, the median GPG has risen marginally since last year, and this has been driven by the median pay for men increasing in 2022 whereas the median for women stayed the same. Nonetheless, again we compare favourably with the median for the rest of the sector in England, which is 11.1%. The work of the Pay Gap Task Group is reporting to the EDI committee.
26. **Athena Swan:** Work on renewing the institutional Athena Swan submission is underway, under the co-chair leadership of Deputy Vice-Chancellor Richard Greene (Women/Gender Equality ULB Champion), and Souad Moufty representing DMU Women/Gender Equality network. Undertaking Athena Swan (gender equality) charter mark self-assessment



31. Supporting all faiths, a communications plan has been delivered over the last year which has recognised and marked many days that are important to the diversity of faiths and religions represented on campus and across Leicester.

F Assurance

32. The university holds four externally accredited charter marks: the Race Equality Charter (the first HEI to be awarded silver in 2023), Athena Swan, Stonewall and Disability Confident. Application to the charters is a forensic process and awards provide assurance that the university is making progress.

- i) **Equality, Diversity and Inclusion Committee (EDIC):** EDIC notes are now routinely received by ULB, strengthening the governance of EDI work across DMU.
- ii) **Mandatory training:** Revised mandatory equality, diversity and inclusion training has been developed for staff in collaboration with MeLearning. This DMU specific training builds upon the previous training, and brings this up to date, in a more bespoke DMU context. This will be available on LearningZone in the next couple of months.
- iii) **Equality impact assessments (EIAs) and equality prompts forms:** 31 EIAs were received and advised upon, and 34 equality prompts forms for course validations were received and advised upon from October 2022-23. In a number of cases, EIAs are either not completed or submitted in retrospect if the EDI team are not aware of policies and projects that are started/updated. We need increased overview of the policies that are being worked on across the institution to ensure they are EIA approved. This will be reviewed in conjunction with the KPMG audit report and addressed in the EDI audit action plan.

G Governance and management of Equality, Diversity and Inclusion activity

- i) KPMG carried out an audit of EDI in May 2023. The outcome of this audit was partial assurance with improvements required. This rating primarily related to issues of governance arrangements that have now been addressed. The auditors noted as good practice the following:
 - Governance structure for Equality for All updates
 - The EDI team that offers expert support and guidance
 - The staff networks and the ULB Champions
 - The EDI committee and the connection between this and the faculty EDI meetings
 - The Equality for All action plan

H Risk, environmental and sustainability impact analyses

Risk

33. Failure to adequately meet our requirements under the Equality Act present legal and reputational risks. Failure to provide an inclusive environment that delivers equitable



outcomes for all groups of staff and students poses a risk to business sustainability and conditions of regulation. The actions set out in this paper mitigate against those risks.

Environmental and sustainability

34. No new risks emerge through the information and proposals presented in this paper.