

ANNUAL EQUALITY AND DIVERSITY MONITORING REPORT 2017-18

1. Introduction

- 1.1 Manchester Metropolitan University is proud of its diverse community of staff, students and visitors. We are committed to creating a positive environment where everybody is treated with dignity and respect. Every year the University reports key information to support monitoring and drive continual improvement, not just to meet our statutory reporting requirements.
- 1.2 The Annual Equality and Diversity Monitoring Report sets out information to evidence how the University has demonstrated its stated equality and diversity aims and objectives and highlights new challenges.
- 1.3 The information contained in the report also provides evidence that the University has arrangements in place to ensure that we adhere to the Equality Act 2010. The associated Public Sector Equality Duty specifically requires institutions to have due regard to:
 - Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who do and do not share a protected characteristic.
 - Fostering good relations between people who share and those who do not share a protected characteristic.

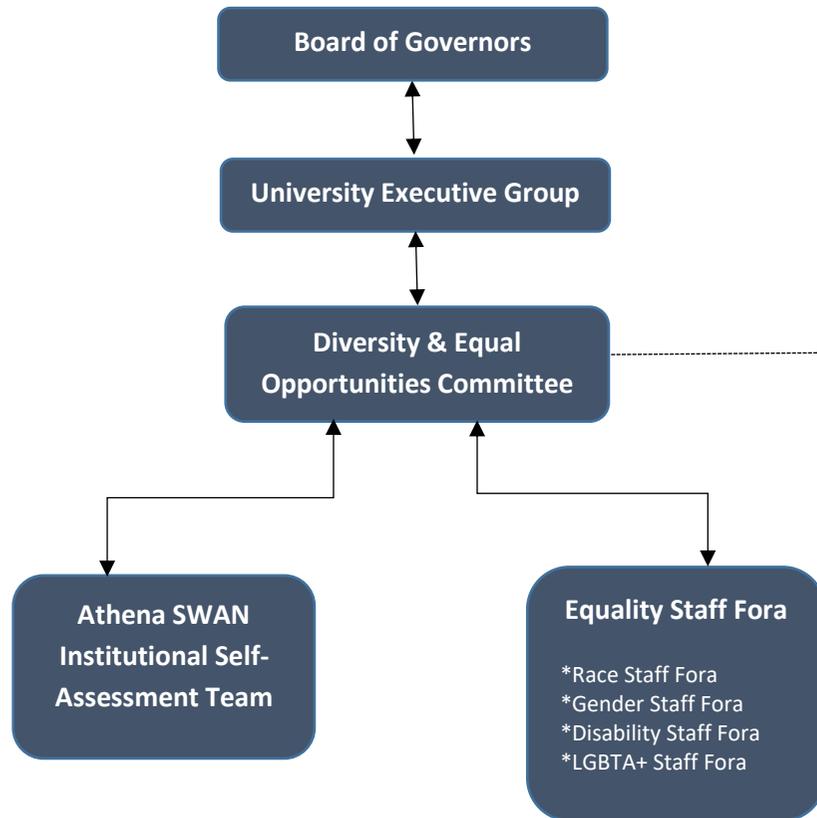
1.4 Roles and Responsibilities

- 1.4.1 Overall responsibility for equality and diversity sits with the Vice-Chancellor. This includes responsibility for ensuring that the Equality and Diversity Policy is communicated, implemented, monitored and continuously reviewed according to legislation.
- 1.4.2 The Governing body oversees the University's progress with the Policy through regular agenda items at meetings of the Board. An identified member of the Board is responsible for taking the lead on equality and diversity matters.
- 1.4.3 The Diversity and Equal Opportunities Committee (DEOC) has a responsibility for overseeing delivery of the action plans to implement the University's Equality and Diversity Policy and Strategy, and to foster a working and learning environment in which all staff and students can fulfil their potential.
- 1.4.4 The Staff Equality Fora support the implementation of the Policy, Equality and Diversity Strategy and action plan. Their role includes consultation and involvement in equality-proofing University policies through the Equality Impact Assessment (EIA) process.
- 1.4.5 The Disability Network Group considers issues pertaining to disabled students. The Network identifies, supports and

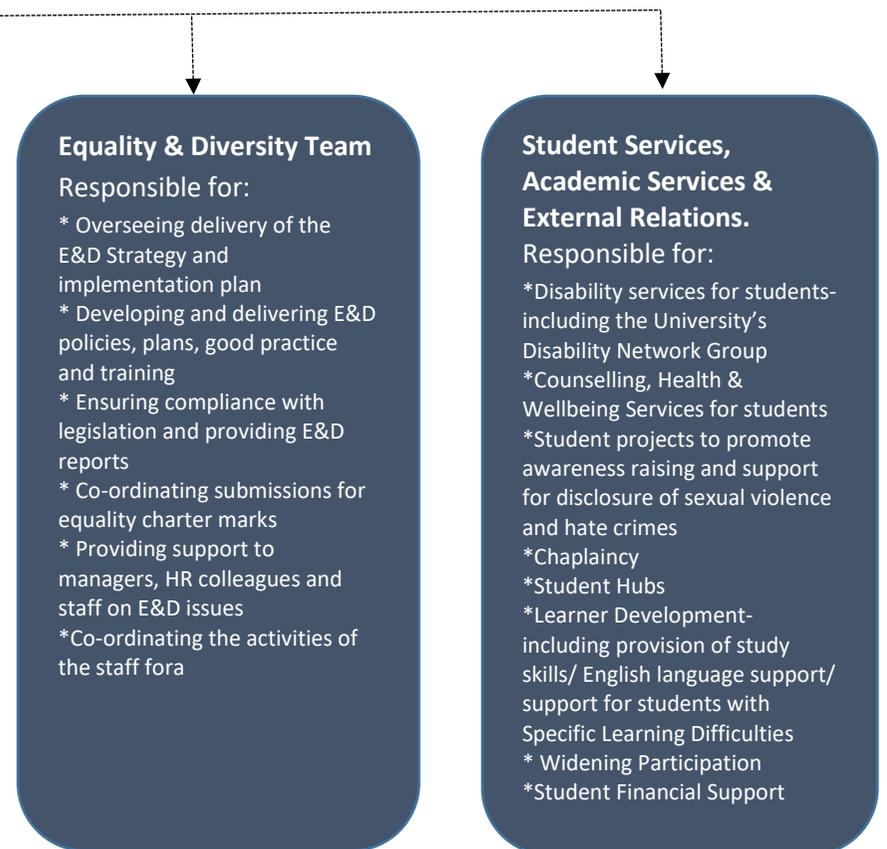
disseminates good practice in relation to the learning and teaching of disabled students with the aim of developing an inclusive learning environment. Issues which need to be clarified at University level are brought to DEOC.

- 1.4.6 The Assistant Director of HR: People and Organisational Development (POD) is responsible for ensuring that staff and managers are aware of their responsibilities under the Policy and for ensuring that appropriate training and support is provided to enable them to fulfil them.
- 1.4.7 Pro-Vice-Chancellors, Directors, Heads of Department, Managers and Supervisors are responsible for promoting equality and diversity to students and staff. Additionally, line managers are responsible for ensuring that staff identified as having specific responsibilities engage with the Policy and carry out actions arising from the Equality and Diversity Strategy and its associated objectives.
- 1.4.8 The Equality and Diversity Champions, through their work within their Faculty/Directorate support the mainstreaming of equality and diversity to embed it into Institutional processes and integrating it into the core values of the University.
- 1.4.9 The Director of Finance has responsibility for putting in place rigorous procurement systems for ensuring all contractors and tendering organisations comply with the University's Equality and Diversity Policy.
- 1.4.10 The recognised trade unions provide advice, support and representation for their members and engage with the University to promote equal opportunities, prevent unlawful discrimination and help to foster good relations.
- 1.4.11 Students' Union representatives receive feedback from students and raise any issues. The Union also keeps in regular contact with all the course representatives so that any feedback that they have can be given to the appropriate department/committee in the University.
- 1.4.12 All members of staff, students, external partners, service providers and suppliers in the University are required to comply with the Policy to ensure fair, equal and appropriate treatment in all aspects of work and study.

Figure 1.0: Equality & Diversity Institutional Influence Map.
 Governance and Compliance



Delivery



2. Building a Culture of Equality and Diversity

2.1 2017/18 Highlights

- 2.1.1 In April 2018, Advance HE confirmed that the University had been successfully awarded an Institutional Athena SWAN award. The award is valid until November 2021, and the Athena SWAN Self-Assessment Team continues to deliver the actions within the Institutional action plan.
- 2.1.2 The University has continued to promote the importance of collecting equality and diversity data, through a number of disclosure campaigns. This has led to an improvement in the completion rates of the personal data held by the University.
- 2.1.3 The University launched a Working Parents and Carers network, and over 40 members of staff attended the inaugural event.
- 2.1.4 Following a trial within the Brook's building, gender neutral facilities have been rolled out across campus, and incorporated into the planning process for future new builds.
- 2.1.5 The University hosted a national Top Employers Diversity and Inclusion Seminar attended by 50 national and international businesses, which showcased internal projects from the equality and diversity team and presentations by the Sylvia Pankhurst Gender and Diversity Research Centre.
- 2.1.6 In a joint venture between Manchester Met and the Students' Union, a 3-day arts festival took place exploring hate crime and celebrating inclusivity through the arts. The festival included thought-provoking films and an exhibition of students' artwork, as well as a range of talks, discussions and workshops.
- 2.1.7 2018 saw the launch of The Diversity & Inclusion Student Ambassador Project; a student-led collaboration between The Union and the University which aims to address differential attainment for Black, Asian or Minority Ethnic (BAME) students and those who have progressed from BTEC qualifications.

2.2 Over-arching Equality Actions

2.2.1 Equality and Diversity Training and Development

We recognise that building capacity within the workforce around equality and diversity is essential to realising our ambition to mainstream this agenda.

In 2017/18, the Equality and Diversity Team designed and delivered a series of new training packages across a wide range

of topics. This represents a significant investment in the equality and diversity training available to staff and managers across the organisation:

- Unconscious Bias in Recruitment and Selection Panels (Mandatory).
- Standalone Unconscious Bias Training.
- Gender Identity Awareness Sessions.
- Dignity at Work Briefings.

In addition, bespoke training sessions were delivered to the Faculty of Arts and Humanities, Examination Invigilators, Student Residential Advisors and members of the University Campus Security Team.

2019 will see the roll out of mandatory equality and diversity training for all managers across the Institution.

2.2.2 Policy Development

The University has updated the Institutional Equality and Diversity Policy, Dignity at Work Policy and guidance to supporting colleagues through gender transition.

2.2.3 Equality in Procurement

The University hosted a BDF event for employers on equality in procurement, attended by representatives from the University Finance Team.

2.2.4 Equality Data Analysis

Utilising resource within the Strategic Planning Office, faculty level equality and diversity data was prepared and reported to each of the Faculty Executive Groups. The data was used to inform faculty level planning.

2.3 Specific Protected Characteristics

2.3.1 Disability

The Disabled Staff Forum has been actively engaged in consultation for new builds and refurbishments of existing buildings.

As part of the celebrations of the International Day of Disabled People, the University held our second 'Purple Lunch', attended by staff and students across the University.

The University hosted two Business Disability Forum events: A NW roundtable event and a procurement seminar.

The University continues to run the successful “Bridging the Gap” Programme, which provides work placement opportunities for young people with additional needs from local schools. A successful year of the “Bridging the Gap” has seen a number of students going on to further supported internships or permanent employment.

The Equality and Diversity Team, in partnership with the Careers and Employability Service, provided an employability seminar for disabled students.

2.3.2 Ethnicity

The University and Students’ Union are working in collaboration on the HEFCE-funded Catalyst Project, Diversity and Inclusion Student Ambassador Programme which is being delivered in partnership with the University of Manchester and the University of Birmingham. Recruitment for ambassadors was completed in January 2018. The project aims to improve the student experience and academic outcomes through a series of student-led initiatives and engagement.

Throughout Black History Month, there were a number of events held including a variety of film screenings and a visit to Manchester Library Archives for a guided tour of the Ahmed Iqbal Ullah Race Relations resources.

The University has committed itself to participating in the Equality Challenge Unit’s Race Equality Chartermark. An Advance HE Workshop introducing the principles of the charter mark took place in 2018. The University will formally endorse the principles moving forward.

2.3.3 Sex

As part of the International Women’s Day celebrations, a programme of workshops, exhibitions and celebrations took place across Manchester Met’s All Saints Campus which included a Suffragette Afternoon Tea Party, The Art School Suffragettes Workshop and a collection of writing for, by and about women and young girls from the last 250 years.

The University supported eight women to participate in the Leadership Foundation for Higher Education (LFHE) Aurora women-only leadership development programme in 2017/18.

The University has continued to develop and deliver sessions on promotion and progression to encourage women to submit applications to the Professoriate Committee. Seventy women attended, and fed back positively on the sessions. Future sessions will run in line with subsequent cycles of the Professoriate Committee.

2.3.4 Sexual Orientation

For the sixth consecutive year, Manchester Met took part in the Annual Manchester Pride Festival, with a float in the parade through the streets of Manchester. Last year's was the most well attended entry into the parade to date.

A series of events were held as part of the Superbia weekend, hosted at No. 70 Oxford Road, celebrating LGBT life across Greater Manchester with debate, film, comedy, literature, music, sport, theatre, family- and community-led projects.

The University supported the Proud Trust in the delivery of Rainbow Playground, a community event held at the Brooks building.

In partnership with the George House Trust, the University's LGBT+ Staff Forum delivered "Positively Speaking", an event where volunteers spoke openly about their experiences of living with HIV. The event also raised funds for World AIDS Day.

2.3.5 Transgender Equality

The University introduced the gender-neutral pronoun Mx into the HR Management Information System in order to allow staff to self-select this option. This option places us at the forefront of trans equality within the sector.

In conjunction with the University of Manchester, members of the LGBT+ Staff Forum organised the Trans Day of Remembrance Service at the University Chaplaincy.

The University launched the Trans Ally program. This provided useful and practical advice on how cis-gendered colleagues could support trans and non-binary staff and students.

The University collaborated with the University of Salford to host a half-day social event for trans students across Manchester.

2.3.6 Religion or Belief

The Students' Union Diversity and Inclusion Ambassadors organised the University's first Iftar event during Ramadan 2018.

3. MONITORING DATA

Equality data is central to equality and diversity work – it is essential to understanding the context of the Institution and identifying where action is needed.

The University collects equality monitoring data on all the protected characteristics and analyses this information in relation to key stages of the higher education life cycle. This data has been used to monitor our performance against equality targets, to highlight any areas where we need to improve, and to inform our future strategy and objectives.

3.1 Student Data

In the academic year 2017/18 there were 34,235 active students enrolled at Manchester Met (a decrease from 36,034 in the previous Annual Report).

The following figures and tables provide a breakdown of student equality monitoring data with key observations. All student data is profiled by the protected characteristics available through HESA returns; age, disability, gender and ethnicity (and religion from 2017/18) and includes:

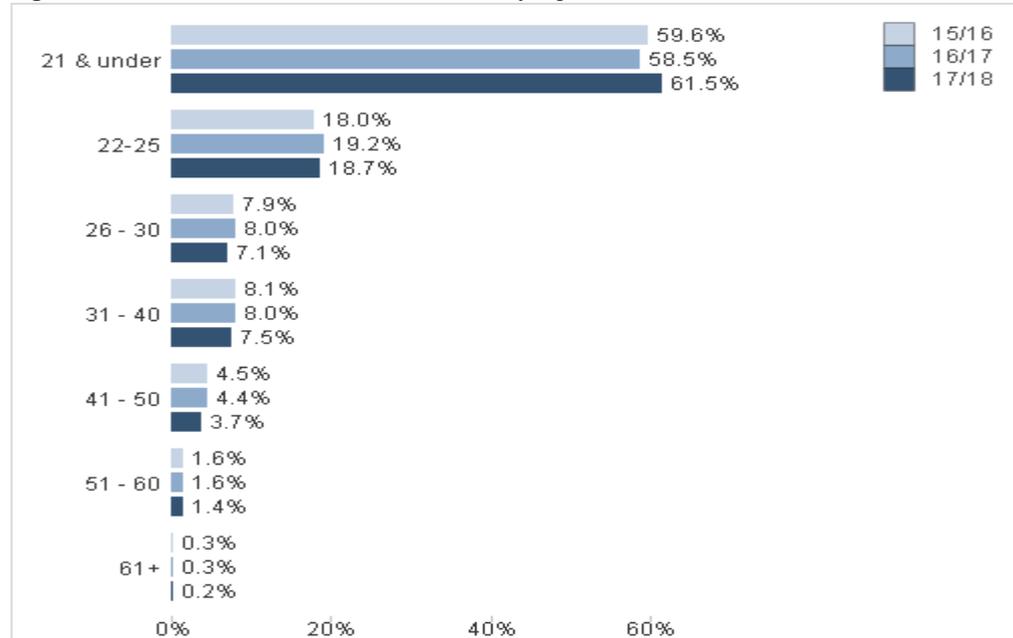
- Student Enrolment
- Student Good Honours
- Attainment Gaps¹ within Protected Groups

¹ Attainment gap data shows the difference in the proportion of first degree qualifiers achieving a 'good' degree (first class or upper second-class honours) by protected characteristic. For example, the difference between the proportion of men who achieve a 'good' degree and the proportion of women who achieve a 'good' degree.

Student enrolments at Manchester Met shown as trend data (last three years).

3.1.1 Age

Figure 3.1: Student enrolment trend data by age



Population: all HESA reportable internally enrolled students; excludes dormant. Percentages calculated on headcount.

There has been little variation in the age groups of student enrolments at the University, and unsurprisingly the largest group (61.5%) are aged 21 and under, representing the majority of undergraduate enrolments. The proportion of students aged 21 and under in the sector overall is 58.1%, and has increased every year since 2003/4².

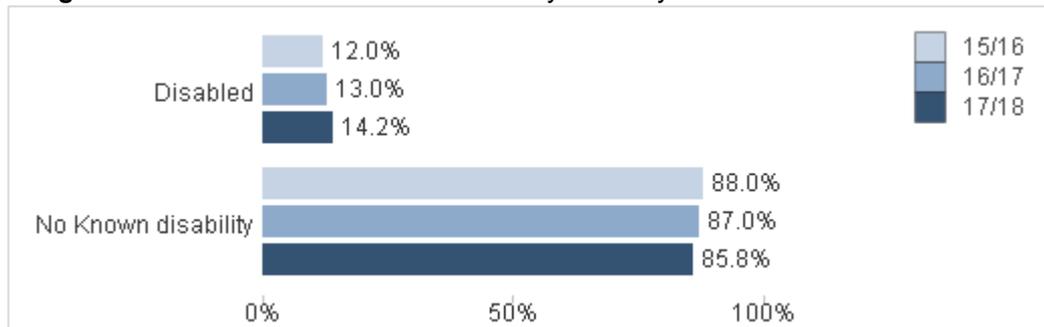
The University recognises the challenges faced by mature students looking to return to education. We, therefore, run mature entry sessions, providing targeted advice and guidance to mature learners. The sessions include information on how to apply, student finance, and writing a personal statement.

The University has also developed a programme of 'Step up to Study' events for new students during the weeks prior to the start of term. Whilst open to all students, they are particularly targeted at mature students and those returning to education. The sessions focus on academic writing and budgeting skills, and signpost the support available across the Institution. We also offer a family fun day where parent students can bring their children for a fun visit with a range of activities, whilst they also have the chance to find out more about the support they can access within the Institution.

² Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

3.1.2 Disability

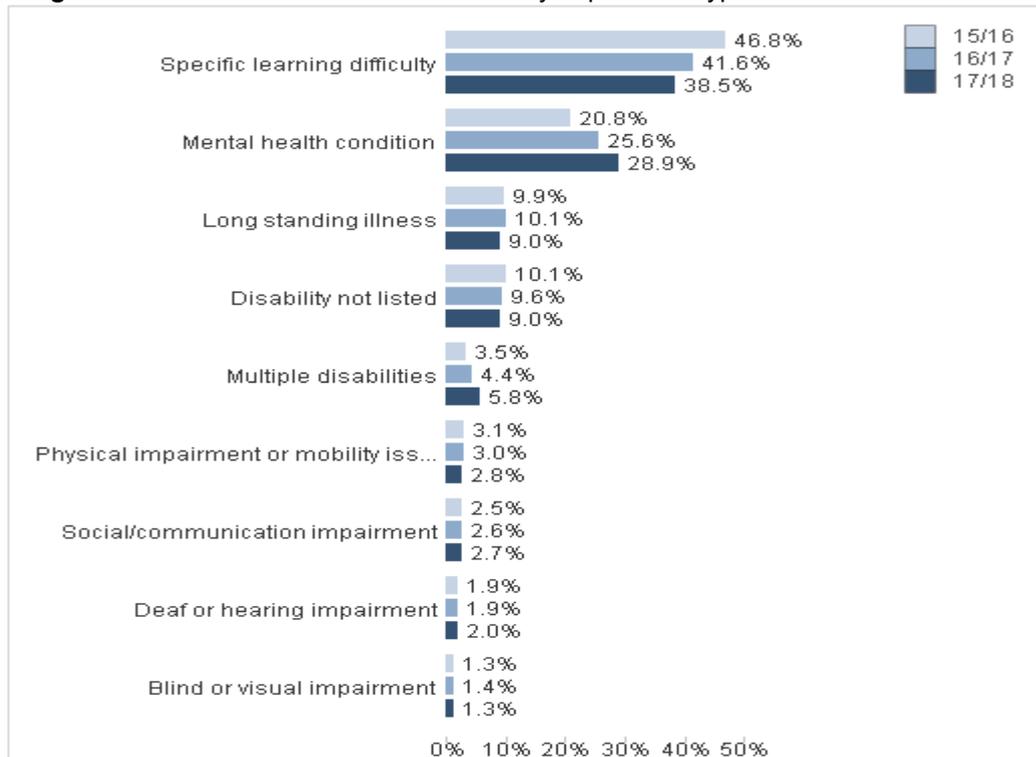
Figure 3.2: Student enrolment trend data by disability status



Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.

Over the last three years the percentage of students disclosing a disability has increased from 12% to 14.2%, and is now above the sector average of 12%³.

Figure 3.3: Student enrolment trend data by impairment type



Population: all HESA reportable internally enrolled students who disclosed a disability, excluding dormant. Percentages calculated on headcount.

The largest group of disabled students (38.5%) are those students with a specific learning difficulty. The majority of these students are likely to have a diagnosis of dyslexia. The decreasing proportion of students reporting a specific learning difficulty reflects sector trends (the proportion of disabled students disclosing a specific learning difficulty in

³ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

the sector overall declined by 2.6 percentage points from 44.1% in 2015/16 to 41.5% in 2016/17)⁴.

There has been a sharp increase in the proportion of disabled students disclosing a mental health condition, from 20.8% in 2015/16 to 28.9% in 2017/18. The increase is slightly higher than the sector where there has been 5.3 percentage point increase in mental health disclosures amongst disabled students in the last three years. In 2016/17 the proportion of disabled students disclosing a mental health condition in the sector was 20.5%.

ERAC (Embedding Reasonable Adjustments in the Curriculum) is a University-wide scheme that aims to provide learning support for students identified with mild to moderate Specific Learning Difficulties (SpLDs) including dyslexia, without the need for a formal Personal Learning Plan (PLP). This is achieved by embedding reasonable adjustments into curriculum design and delivery as a whole, thus providing an inclusive learning environment that benefits all students.

Following the success of a number of small and large-scale pilot implementation projects at Manchester Met, ERAC is now being implemented across the University for all taught courses, both undergraduate and postgraduate. Updated guidance for students with dyslexia has been developed by the Disability Service.

At Manchester Met, 25.4% of disabled students report a mental health condition (an increase from 21.1% in the last 12 months), which is significantly higher than the sector average of 17.5%⁵. The number of students accessing our Counselling, Health and Wellbeing service (CHWB) has increased, with a significant rise in the level of severity of mental ill health.

The University has engaged with the Charlie Waller Memorial Trust, which offers free online training around mental health for all staff in student facing roles.

A peer mentoring scheme has been set up by the Disability Service and the Widening Participation team to offer all prospective and first year students who have a disability, health condition or dyslexia the opportunity to have a student mentor. The mentor will be able to help new students to Manchester Met make the transition into the University and through the first year of their studies. The mentor can offer practical advice and support, based on their own experiences of studying at Manchester Met and knowledge of University and local services. It is the job of the mentor to offer advice within their capacity or to signpost to other services as appropriate. The mentee can contact their mentor

⁴ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

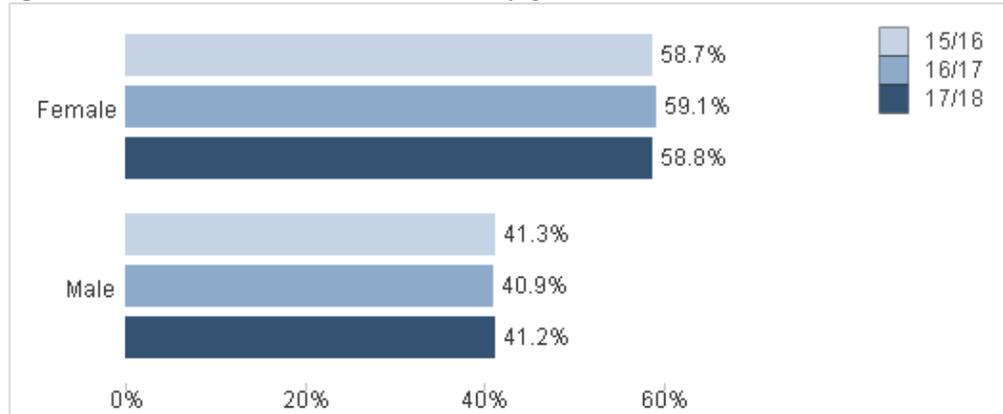
⁵ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

through an online e-mentoring website called Bright Links and face-to-face at regular group meetings and social events.

The University also offers a range of outreach programmes targeted at disabled learners, delivered by the Disability Service in partnership with the Widening Participation Team.

3.1.3 Gender

Figure 3.4: Student enrolment trend data by gender

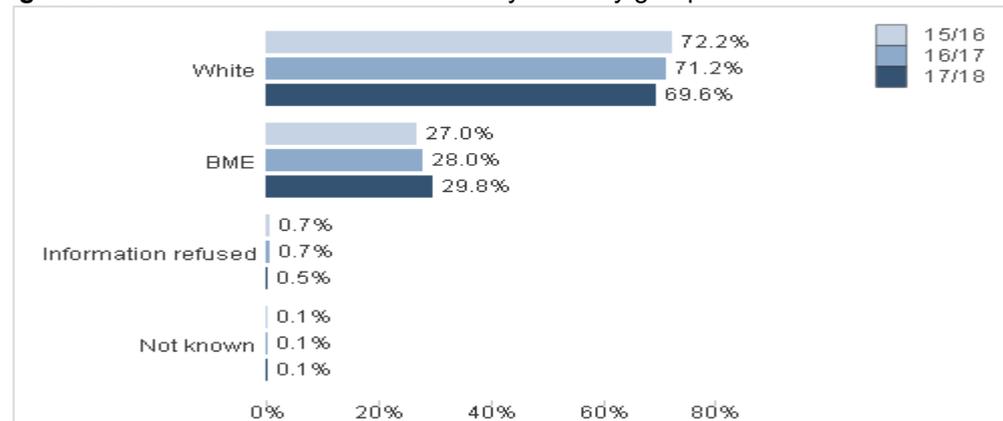


Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.

Across the sector, 56.7% of students are women and 43.3% are men⁶. There is, therefore, a small variation between the University and sector averages.

3.1.4 Ethnicity

Figure 3.5: Student enrolment trend data by ethnicity group



Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.

The figure above shows the breakdown of students based on ethnicity. There has been a small increase in the proportion of BME students at Manchester Met over the 3-year reporting period. The sector average for

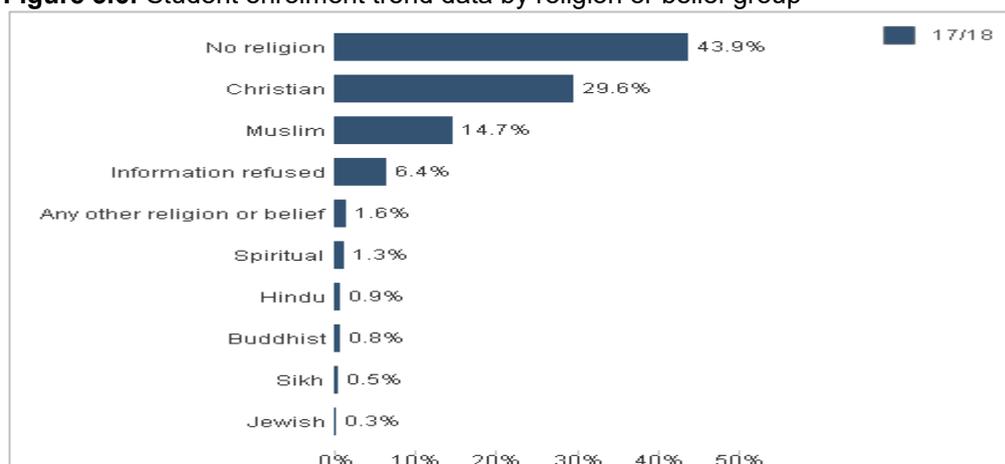
⁶ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

BME students is 21.8%⁷ and the University population is above this figure at 29.8%.

The University has also been involved in a collaborative mentoring project for white working class boys delivered in schools across Greater Manchester. The model involved year 10 pupils in the school begin mentored by current university students and alumni, while they in turn mentored younger pupils in the same school.

3.1.5 Religion or Belief

Figure 3.6: Student enrolment trend data by religion or belief group



Population: all HESA reportable internally enrolled students; excluding dormant. Percentages calculated on headcount.

For the first time in 2017/18, it has become a requirement for higher education institutions to return student religion or belief data to the Higher Education Statistical Agency (HESA). The coverage of the data above is, therefore, nearly full (data is held for all but 0.6% of students) for 2017/18.

Almost half of students have no religion (43.9%), 29.6% are Christian and 14.7% are Muslim. The most recently available sector data is for the 2016/17 academic period when data return was not compulsory and was published for 61.8% of all students in higher education. The proportion with no religion and who are Christian are similar to the sector averages, (45.1% no religion, 30.9% Christian). The sector average for the proportion of Muslim students stands at 7.7% and the University population is much higher at 14.7%.

3.2 Student Good Honours

The tables in this section show the percentage of first degree qualifiers who achieved Good Honours (a first class or 2:1 degree) by Age, Disability, Gender and Ethnicity. Where appropriate the attainment gap, is provided, along with sector benchmarks.

⁷ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

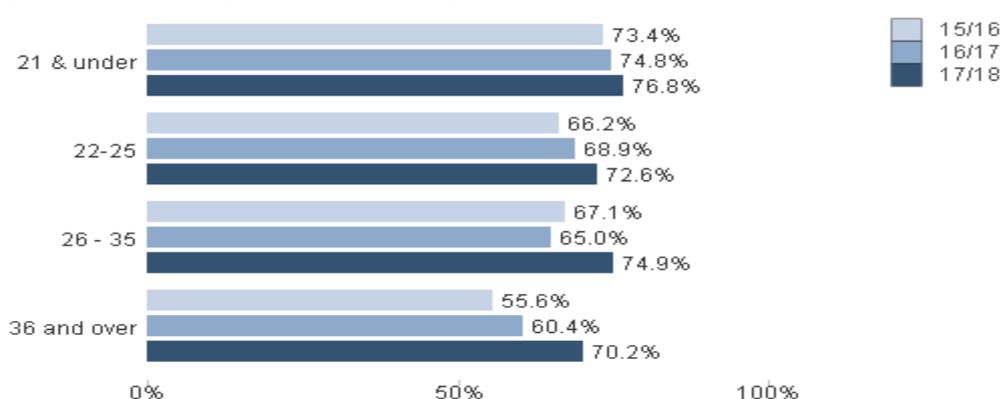
3.2.1 Student Good Honours by Age

Figure 3.7: Student good honours by age group (ECU comparable age groups) with sector comparison

	2015/16	2016/17	2017/18	Sector benchmark	Difference to sector
21 & under	73.4%	74.8%	76.8%	79.6%	-2.8%
22 to 25	66.2%	68.9%	72.6%	75.7%	-3.1%
26 to 35	67.1%	65.0%	74.9%	68.9%	+6.0%
36+	55.6%	60.4%	70.2%	65.7%	+4.5%
Total	70.5%	72.0%	75.3%	75.8%	-0.5%

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; Percentages calculated on headcount. Sector comparison is 2016/17.

Figure 3.8: Student good honours by age group



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; Percentages calculated on headcount.

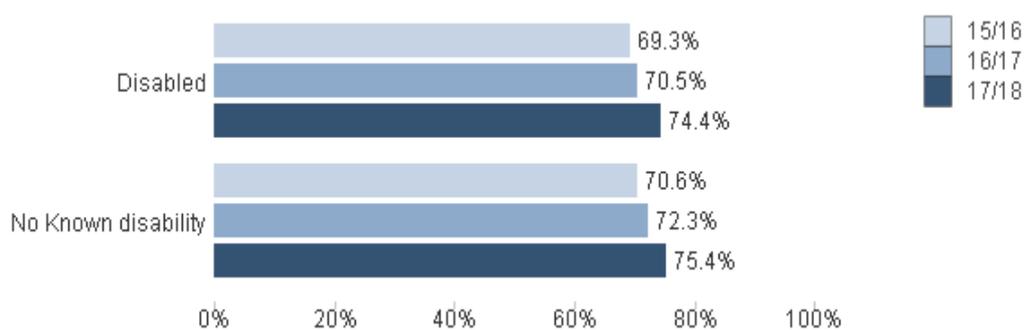
The attainment gap between young and mature students has reduced considerably in 2017/18. The rate of good honours attainment for students aged 26 to 35 and 36 and over is higher than the sector benchmark, and only slightly lower than the rate of good honours attainment for students who are 21 and under.

3.2.2 Student Good Honours by Disability

Figure 3.9: Student good honours by disability group

	2015/16	2016/17	2017/18	Sector benchmark	Difference to sector
Disabled	69.3%	70.5%	74.4%	73.2%	+1.2%
No disability	70.6%	72.3%	75.5%	75.1%	+0.4%
Total	70.5%	72.0%	75.3%	74.9%	+0.4%
Attainment gap- difference disability to no disability	-1.3%	-1.8%	-1.1%	-1.9%	

Figure 3.10: Student good honours by disability group



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; Percentages calculated on headcount.

The disability attainment gap at Manchester Met is -1.1% compared to the sector average of -1.9%⁸.

Students without a disability have a slightly higher rate of good honours attainment compared to those with a disability.

Disabled students are supported by a dedicated team of staff in Student Support Services, who provide confidential information, advice and support to students about the resources available to them, both within the University and from other external agencies. The University has also invested in additional staff to ensure support is available from the Institution for students who no longer qualify for Disabled Students Allowance (DSA).

Figure 3.11: Student good honours by impairment type with sector comparison

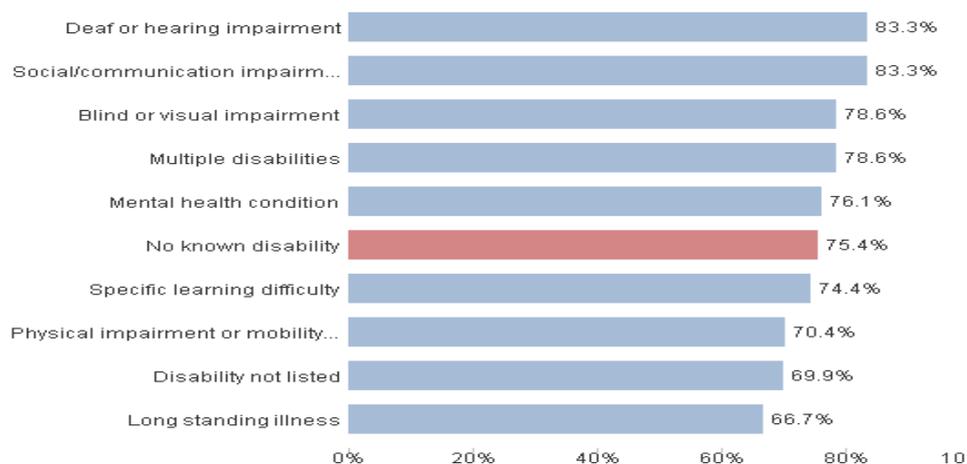
	2015/16	2016/17	2017/18	Sector benchmark	Difference to sector	Difference to no disability (17/18)
Mental health condition	68.7%	67.0%	76.1%	75.8%	0.3%	0.7%
Specific learning difficulty	70.0%	73.8%	74.4%	72.9%	1.5%	-1.0%
Long standing illness or health condition	79.5%	64.7%	66.7%	74.4%	-7.7%	-8.7%
Disability not listed	62.7%	71.6%	69.9%	73.2%	-3.3%	-5.5%
All other disabilities*	63.9%	68.1%	78.2%			2.8%
No known disability	70.6%	72.3%	75.4%	75.1%	0.3%	
Total	70.5%	72.0%	75.3%	74.9%	0.4%	

Population: all HESA reportable internally enrolled first-degree students awarded a qualification in 2017/18; Percentages calculated on headcount.

*Combined due to small population sizes.

⁸ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

Figure 3.12: Student good honours by impairment type (2017/18)



Population: all HESA reportable internally enrolled first-degree students awarded a qualification in 2017/18; Percentages calculated on headcount.

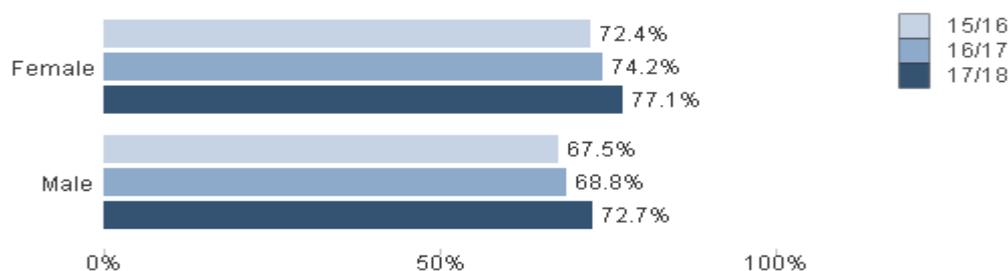
3.2.3 Student Good Honours by Gender

Figure 3.13: Student good honours by gender with sector comparison

	2015/16	2016/17	2017/18	Sector benchmark	Difference to sector
Male	67.5%	68.8%	72.7%	72.2%	0.5%
Female	72.4%	74.2%	77.1%	76.8%	0.3%
Total	70.5%	72.0%	75.3%	74.9%	0.4%
Attainment gap - difference male to female	-4.9%	-5.4%	-4.4%	-4.6%	

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; Percentages calculated on headcount.

Figure 3.14: Student good honours by gender



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; Percentages calculated on headcount.

The attainment data demonstrates 77.1% of women achieve good honours compared to 72.7% of men. Across the sector 76.8% of women achieve good honours, compared to 72.2% of men⁹. The attainment gap

⁹ Advance HE, Equality Plus Higher Education: Students Statistical Report 2018

between men and women is therefore narrower at Manchester Met than the sector average.

The reasons behind the gender attainment gap is complex. Research, along with some anecdotal evidence, suggests that it may be due to educational attainment gaps precipitated from secondary education, methods of assessment favouring the outcomes of one particular sex, attendance and differences in career aspirations between the sexes.

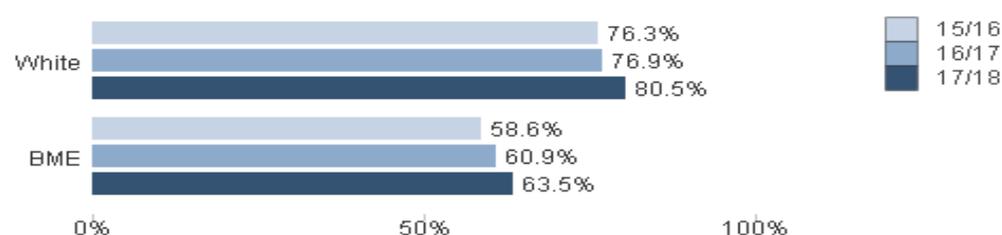
3.2.4 Ethnicity

Figure 3.15: Student good honours by ethnicity group (2-way) with sector comparison, UK domiciled students only to allow comparison with sector data

	2015/16	2016/17	2017/18	Sector benchmark	Difference to sector
White	76.3%	76.9%	80.5%	79.6%	0.9%
BAME	58.6%	60.9%	63.5%	66.0%	-2.5%
Attainment gap - difference BAME to White	-17.7%	-16.0%	-17.0%	-13.6%	

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; UK students only. Percentages calculated on headcount.

Figure 3.16: Student good honours by ethnicity group (2-way) – UK domiciled students



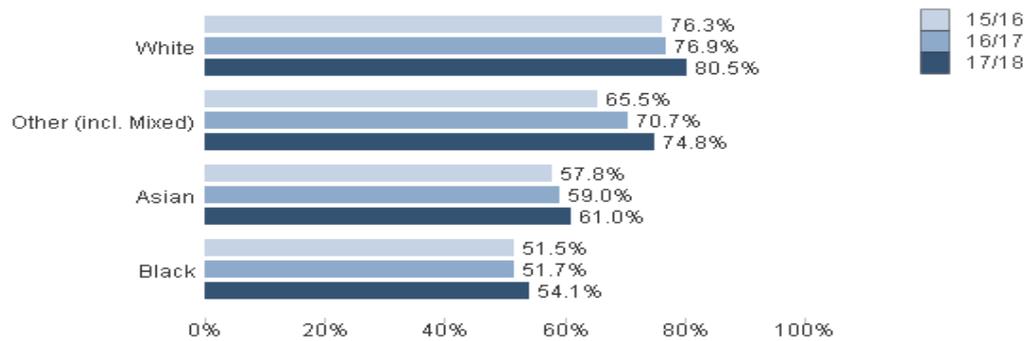
Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; UK students only. Percentages calculated on headcount.

Figure 3.17: Student good honours by ethnicity group (4-way)

	2015/16	2016/17	2017/18	Sector benchmark	Difference to sector
White	76.3%	76.9%	80.5%	79.6%	0.9%
Asian	57.8%	59.0%	61.0%	68.7%	-7.7%
Difference to White if Asian	-18.5%	-17.9%	-19.5%		
Black	51.5%	51.7%	54.1%	55.5%	-1.4%
Difference to White if Black	-24.8%	-25.2%	-26.4%		
Other/Mixed	65.5%	70.7%	74.8%	73.2%	1.6%
Difference to White if Other/Mixed	-10.8%	-6.2%	-5.7%		

Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; UK students only. Percentages calculated on headcount.

Figure 3.18: Student good honours by ethnicity group (4-way) – UK domiciled students



Population: all HESA reportable internally enrolled first-degree students awarded a qualification between 2015/16 and 2017/18; UK students only. Percentages calculated on headcount.

The data shows a higher rate of good degree attainment among white graduates compared to BAME graduates (80.5% and 63.5% respectively). The resultant ethnicity attainment gap is 17.0% (up from 16.0% in the previous year). The sector wide attainment gap is 13.6%.

A more granular analysis of the ethnicity attainment gaps demonstrate that there are particular challenges faced by particular ethnic minority groups. Whilst comparable to sector averages, the data for attainment gaps shows that the gap between white and black students is particularly wide and has increased since last year. The attainment gap between white and Asian students has also increased since last year.

The University is utilising this data in its educational reviews and program reviews in order to develop appropriate actions at a local level to address attainment gaps.

3.3 Student Progression

At an Institutional level, the University monitors the progression of students from the first to the second year of undergraduate study (level 4 to level 5). The progression rate from Level 4 to Level 5 has continually improved over the last 4 years and now stands at 84.3% (up from 83.2% last year).

The University has carried out a detailed statistical analysis of the factors impacting on progression, taking into account students' protected characteristics as well as other variables such as entry qualifications and accommodation type. This analysis found that some protected characteristics have a significant impact on progression, but in almost all cases differential progression rates have reduced in 2017/18.

Female students are more likely to progress than male students, but the gap has reduced from a 6 percentage point difference in 2016/17 to 5 percentage point difference in 2017/18.

Non-disabled students are slightly more likely to progress than disabled students but the gap has reduced from 5 percentage points last year to 2 percentage points this year. Looking at impairment type in more detail, students with a specific learning difficulty are more likely to progress than students without a known disability.

White students are more likely to progress than black students, but the gap has reduced from seven percentage points last year to two percentage points this year.

There was no significant difference in progression rates between young (under 21) and mature (21 and over) students.

The findings of this analysis and further research will be discussed and actions developed at our Retention and Progression Working Group.

4. Staff Equality Data for the Academic Year 2017/18

4.1 This section of the report provides staff equality monitoring data with observations in respect of:

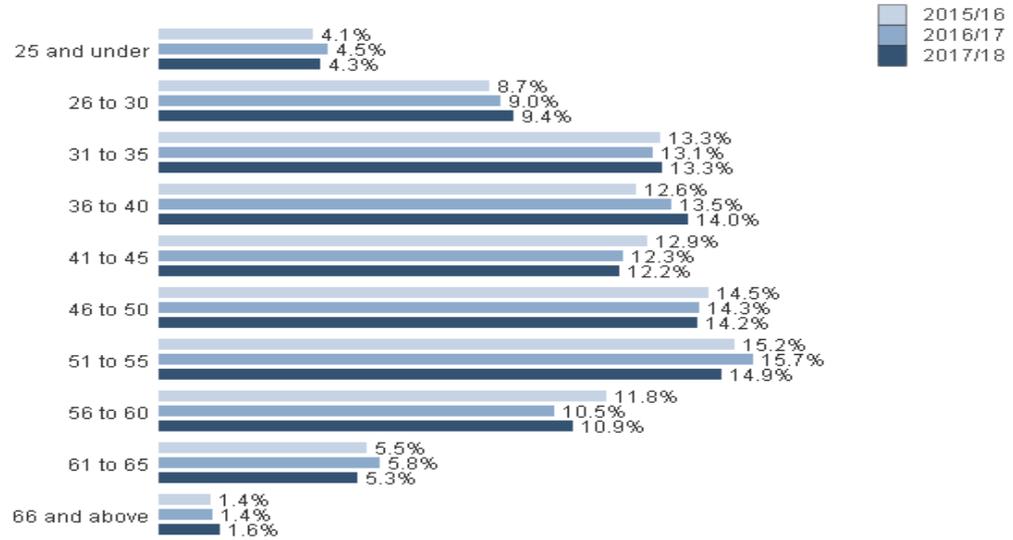
- Staff in Post
- Staff Progression
- Staff Leavers

Staff data is profiled by the protected characteristics of age, disability, gender, ethnicity, religion or belief and sexual orientation. The data is broken down by staff group to show any differences between Academic and Professional Services staff. Where appropriate, sector average figures are provided, sourced from Advance HE's Equality + Higher Education Staff Statistical Report 2018. The University employs a total of 3,775 staff, compared to 3,683 in the previous year.

Staff in Post at Manchester Met shown as trend data (last three years).

4.1.1 Age

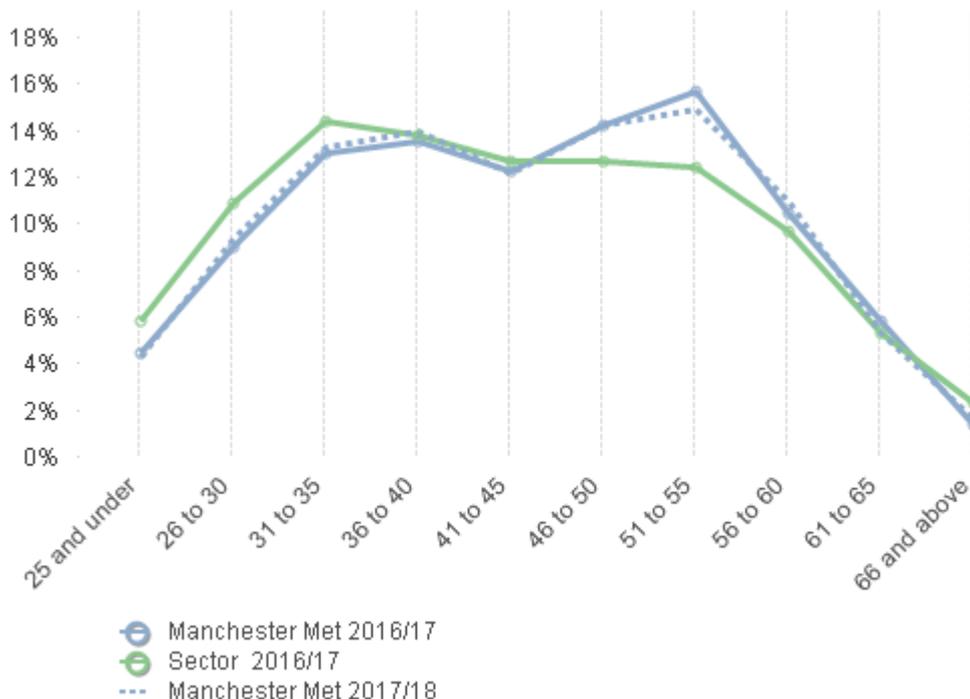
Chart 4.1: Staff in post trend data by age group



Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Variations within age categories are relatively small, although there have been slight year on year increases in the percentages of staff in the 26 to 30 and 36 to 40 age brackets. The greatest percentage of staff at Manchester Met remains in the 46-50 and 51-55 age ranges.

Chart 4.2: Sector comparison of % of staff within each age group (2017/18)



Manchester Met Population: all staff excluding casual and sessional as at 1st December census date 2016/17 to allow comparison with available sector data. Figures calculated based on headcount.

Comparison of the University’s workforce against the sector averages¹⁰ shows a lower proportion of staff aged 35 and under at Manchester Met, and a higher proportion of staff aged 46 to 55. In 2017/18 the proportion of staff aged 51 to 55 fell slightly at Manchester Met but is still higher than the 2016/17 sector average.

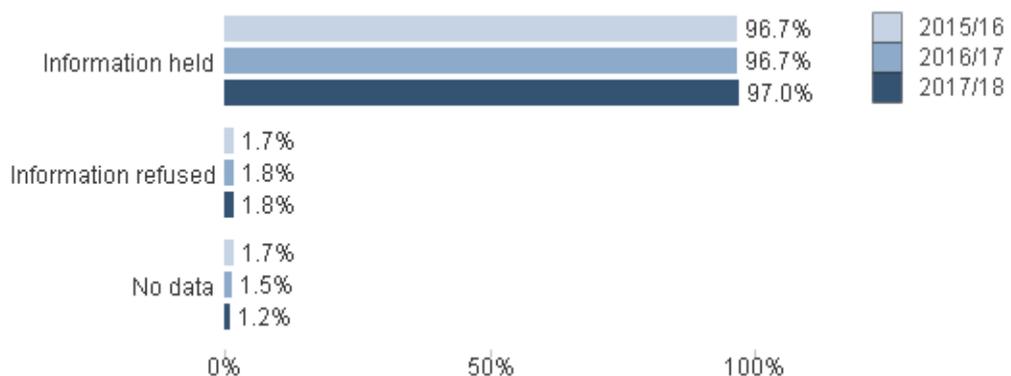
Table 4.3: Sector comparison of % of staff within each age group (16/17)

	25 and under	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 60	61 to 65	66 and above
Manchester Met	4.5%	9.0%	13.1%	13.5%	12.3%	14.3%	15.7%	10.5%	5.8%	1.4%
Sector	5.8%	10.9%	14.4%	13.8%	12.7%	12.7%	12.4%	9.7%	5.3%	2.3%
Manchester Met difference to sector	-1.3%	-1.9%	-1.3%	-0.3%	-0.4%	1.6%	3.3%	0.8%	0.5%	-0.9%

The University recognises the challenges associated with having an ageing workforce, not least for talent management and succession planning. The University will proactively address these challenges through its Talent Management Strategy.

4.1.2 Disability

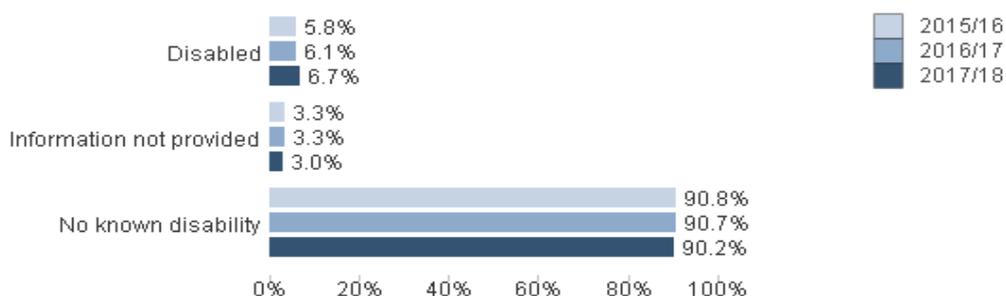
Chart 4.4: Disability data collection trend



Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

¹⁰ Advance HE, Equality Plus Higher Education: Staff statistical report 2018

Chart 4.5: Staff in post trend by disability status (includes information not provided)

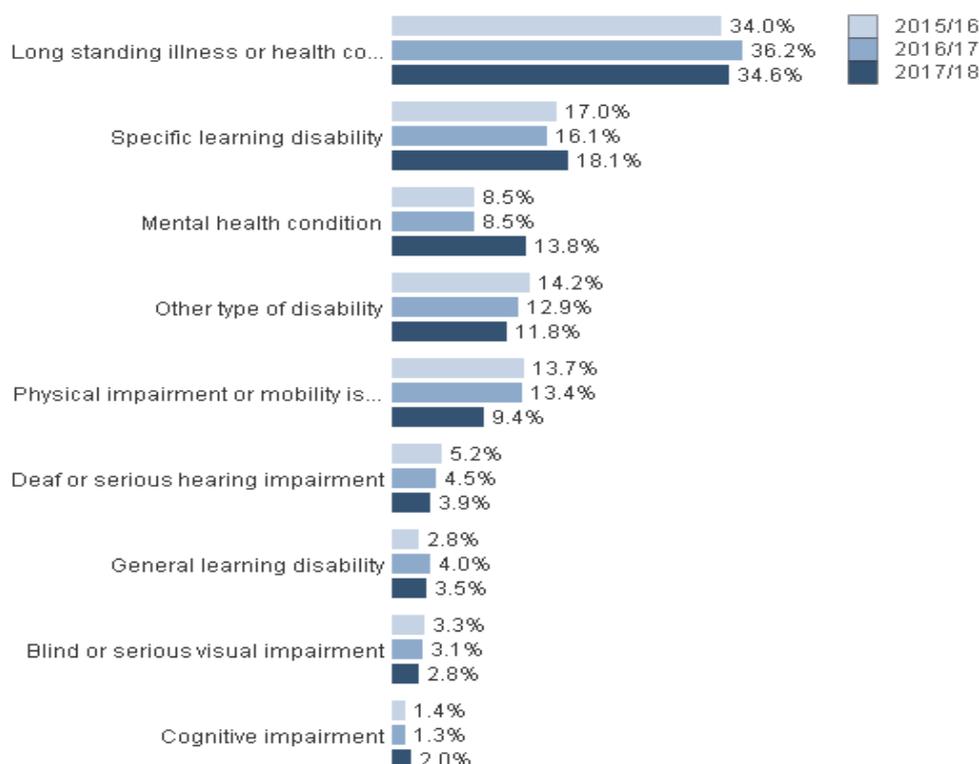


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The rate of disability disclosure has increased year on year for the last three years and at 6.7% and remains higher than the sector average of 4.7%¹¹. This can be attributed to the effort over a long period to encourage the benefits of disability disclosure. The University will continue to run positive campaigns about the benefits of disclosure of all protected characteristics, including disability.

8% of economically active and employed residents in Manchester class themselves as having a *long-term health problem or disability*¹².

Chart 4.6: Staff in post trend by impairment type (all staff disclosing a disability)



Population: all disabled staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

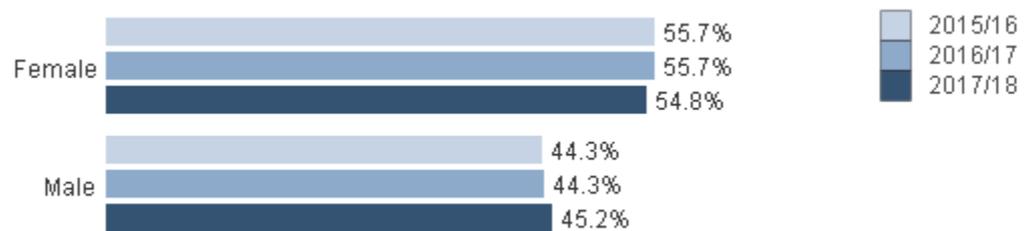
¹¹ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018

¹² 2011 Census Figures – Economically Active - In Employment, Manchester

A large proportion of disabled staff have a long standing illness or health condition (34.6%). The largest increase since last year has been in the proportion of staff disclosing mental health conditions: now 13.8% of disabled staff compared to 8.5% last year. Sector comparisons are not available due to differences in the choice of categories offered. Through the People and Organisational Development Team, Mental Health Awareness Training is available to staff and managers. To further support staff, the University has invested in a new Employee Assistance Programme (EAP), which provides a number of services to help staff manage their mental health and wellbeing. The University continues, through the ongoing work of the Accessibility Working Group, to make improvements to the physical access to campus in order to provide reasonable adjustments to staff with a physical impairment. The University currently holds a Gold Award from the Business Disability Forum¹³, the only higher education institution to hold such an award.

4.1.3 Gender

Chart 4.7: Staff in post trend by gender

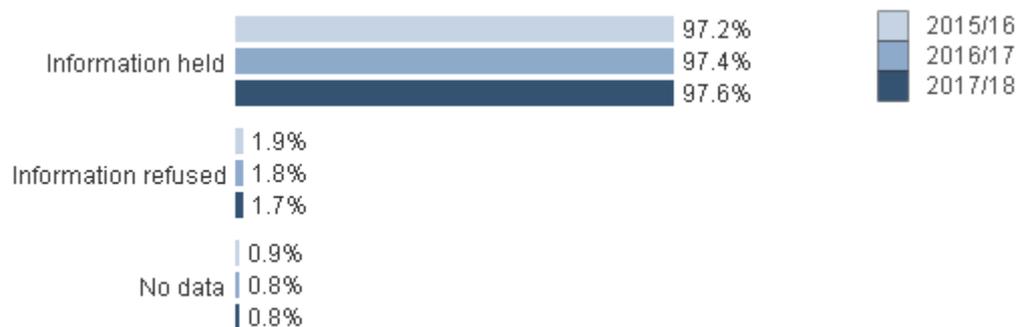


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The figures at Manchester Met (54.8% female; 45.2% male) are similar to sector averages of 54.2% female and 45.8% male.¹⁴

4.1.4 Ethnicity

Chart 4.8: Ethnicity data collection trend

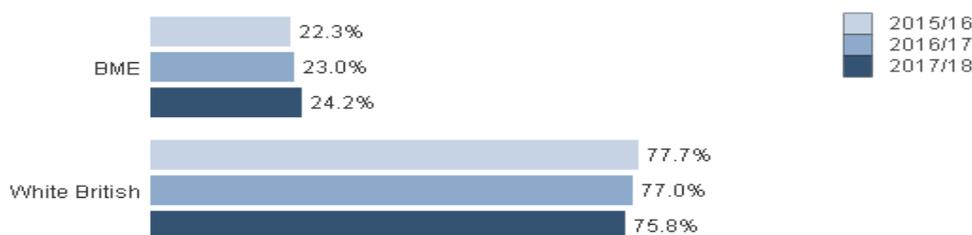


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

¹³ <http://www.businessdisabilityforum.org.uk/>

¹⁴ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018

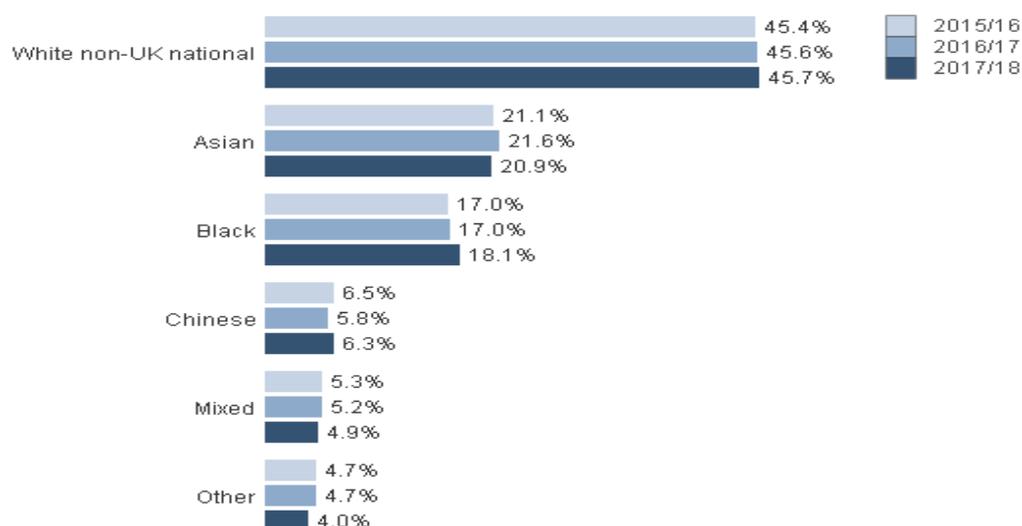
Chart 4.9: Staff in post trend by ethnicity group (2-way, all known data)



Population: all staff for whom ethnicity data is held excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The chart above shows the proportion of staff who are white British and BME (including white non-UK). The proportion of BME staff has increased year on year for the previous three years.

Chart 4.10: Staff in post trend by detailed ethnicity group (6 way, all BME staff including White non-UK)



Population: all BME staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Table 4.11: Sector comparison of % of staff by ethnicity

	Manchester Met (17/18)	Sector (16/17) ¹⁵	Manchester Met difference to sector
White	75.8%	73.0%	+2.8%
BME Total	24.2%	27.0%	-2.8%
<i>White non-UK</i>	<i>11.1%</i>	<i>13.9%</i>	<i>-2.8%</i>
<i>Black</i>	<i>4.4%</i>	<i>2.4%</i>	<i>2.0%</i>
<i>Asian</i>	<i>5.1%</i>	<i>5.3%</i>	<i>-0.2%</i>
<i>Chinese</i>	<i>1.5%</i>	<i>2.2%</i>	<i>-0.7%</i>
<i>Mixed</i>	<i>1.2%</i>	<i>1.8%</i>	<i>-0.6%</i>
<i>Other</i>	<i>1.0%</i>	<i>1.4%</i>	<i>-0.4%</i>
All staff	100.0%	100.0%	
Unknown	2.5%	6.4%	-3.9%

¹⁵ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018

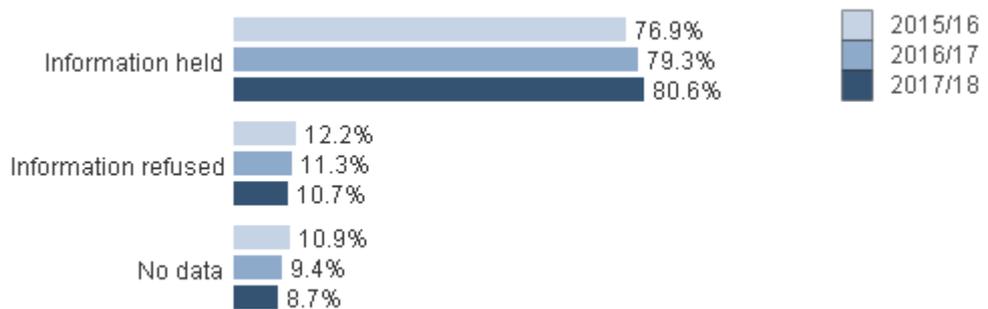
Sector comparisons show that the proportion of BME staff at the University is smaller than the sector average, with the largest difference being in the proportion of white non-UK staff.

Research by the Leadership Foundation for Higher Education (LFHE)¹⁶ (now Advance HE) suggests that, whilst it is clear that there have been some advances in improving equality in higher education, there is still a long way to go regarding the full inclusion of BME groups into academia. The University has responded to the findings of this research and has implemented unconscious bias in recruitment training, the formation of support network and monitoring of recruitment and promotions processes.

Participation in the ECU Race Equality Charter will allow the University to carry out significant data analysis of staff ethnicity and action plan appropriately in this area. We also recognise that participation in the Race Equality Charter will improve systems and processes across the University.

4.1.5 Religion or Belief

Chart 4.12: Religion or belief data collection trend

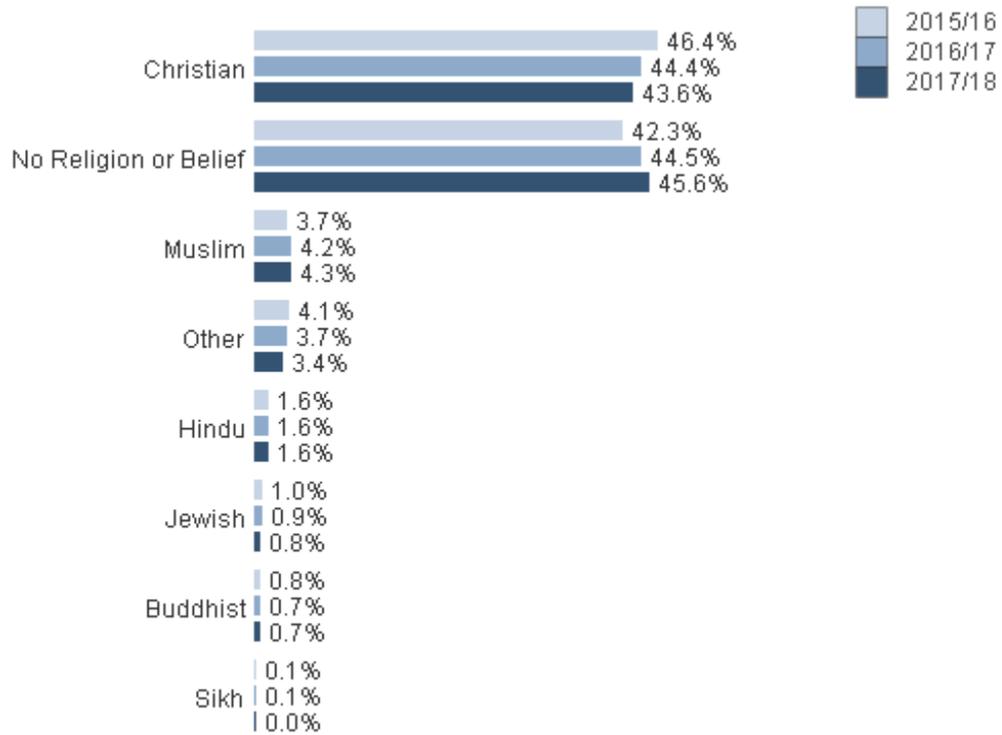


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

There has been a year on year increase in the proportion of staff for whom we hold religion or belief data.

¹⁶ Leadership Foundation for Higher Education (LFHE) (2014). The experience of BME academics in higher education: aspirations in the face of inequality

Chart 4.13: Staff in post trend by religion or belief (all known data)



Population: all staff for whom religion or belief data is held excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The University data reflects national trends in terms of the falling numbers of individuals expressing belief in any religion, and in particular in Christianity. The proportion of staff reporting all other religions remains static across the three year reporting period. Sector comparisons for religion or belief remain difficult as not all institutions have collected data for this protected characteristic. Of the institutions that returned religion and belief data to HESA, 75.6% returned data on their staff's religion and belief, with 50.5% of staff providing information, 12.4% refusing to provide information, and for the remaining 37.1% the data field was blank. Overall, religion and belief information, including 'information refused', was returned to HESA for 49.7% of all staff working in higher education.

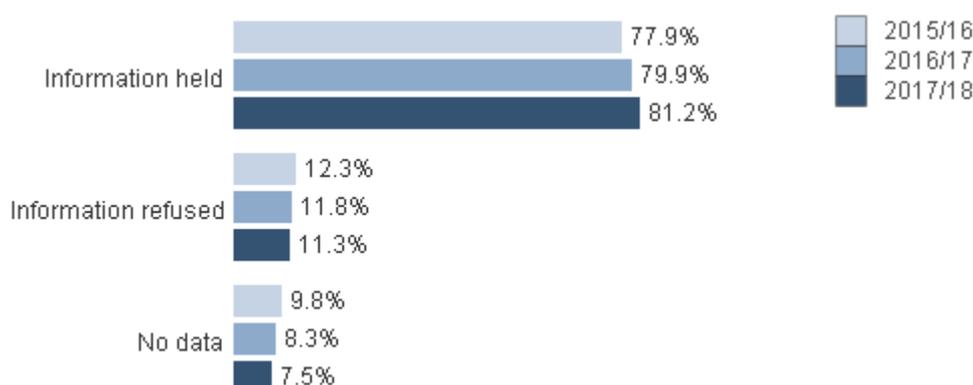
Table 4.14: Sector comparison of % of staff by Religion or Belief

	Manchester Met (17/18)	Sector (16/17) ¹⁷	Manchester Met difference to sector
No religion or belief	45.6%	47.8%	-2.2%
Christian	43.6%	40.7%	2.9%
Muslim	4.3%	3.0%	1.4%
Other	3.4%	4.6%	-1.2%
Hindu	1.6%	1.7%	-0.1%
Jewish	0.8%	0.7%	0.1%
Buddhist	0.7%	0.9%	-0.2%
Sikh	0.0%	0.6%	-0.6%
All known	100.0%	100.0%	
Refused	10.7%	12.4%	-1.7%
No data	8.7%	37.1%	-28.4%

Throughout the year, the Equality and Diversity Team promote a range of both religious and secular events through the diversity calendar and through the use of social media channels.

4.1.6 Sexual Orientation

Chart 4.15: Sexual orientation data collection trend

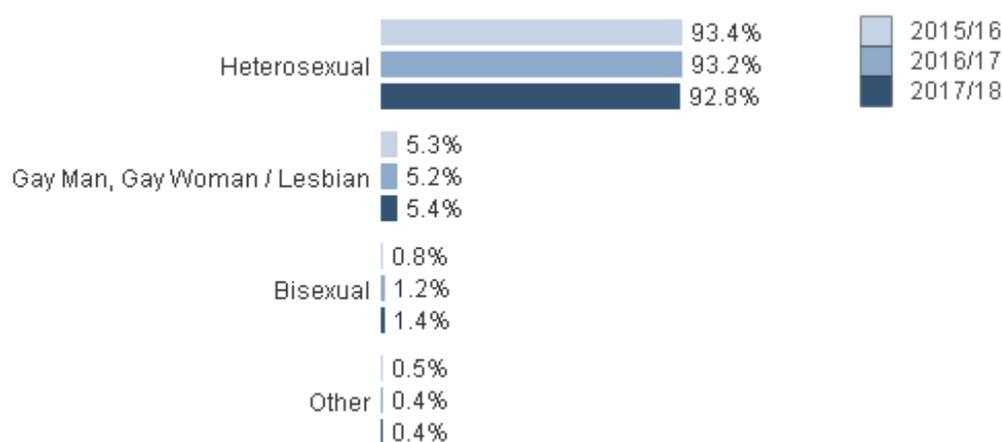


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

There has been a further increase in the proportion of staff providing sexual orientation monitoring information. The University has been running positive campaigns about the benefits of disclosure of sexual orientation, and our successful LGBT Role Models Initiative has raised further awareness in this area. We will continue with promotion campaigns around all equality monitoring to encourage participation by staff.

¹⁷ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018

Chart 4.16: Staff in post trend by sexual orientation (all known data)



Population: all staff for whom sexual orientation data is held excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The proportion of LGB staff remains relatively constant over the three year period. Manchester Met is one of a small proportion of universities who routinely collect and report through HESA on sexual orientation data.

Of the staff in institutions that returned sexual orientation data to HESA, 49.2% provided information, 12.3% refused to provide information and for the remaining 38.5% the data field was blank. Where data was provided for the sector it showed that a greater proportion of staff at Manchester Met identified as lesbian or gay.

Table 4.17: Sector comparison of % of staff by sexual orientation

	Manchester Met (17/18)	Sector (16/17) ¹⁸	Manchester Met difference to sector
Heterosexual	92.8%	93.9%	-1.1%
Gay Man, Gay Woman/ Lesbian	5.4%	3.6%	1.8%
Bisexual	1.4%	1.5%	-0.1%
Other	0.4%	0.9%	-0.5%
All known	100.0%	100.0%	
<i>Refused</i>	<i>11.3%</i>	<i>12.3%</i>	<i>-1.0%</i>
<i>No data</i>	<i>7.5%</i>	<i>38.5%</i>	<i>-31.0%</i>

Sector comparisons for sexual orientation remain difficult. Official population estimates for lesbian, gay and bisexual people are variable. The Government impact assessment of the upcoming Civil Partnership Act, included the estimate that the LGB population of the UK is between 5 and 7%¹⁹.

¹⁸ Advance HE, Equality Plus Higher Education: Staff Statistical Report 2018

¹⁹ <http://lgbt.foundation/Take-Action/community-leaders/community-leaders-lgbt-population-statistics/>

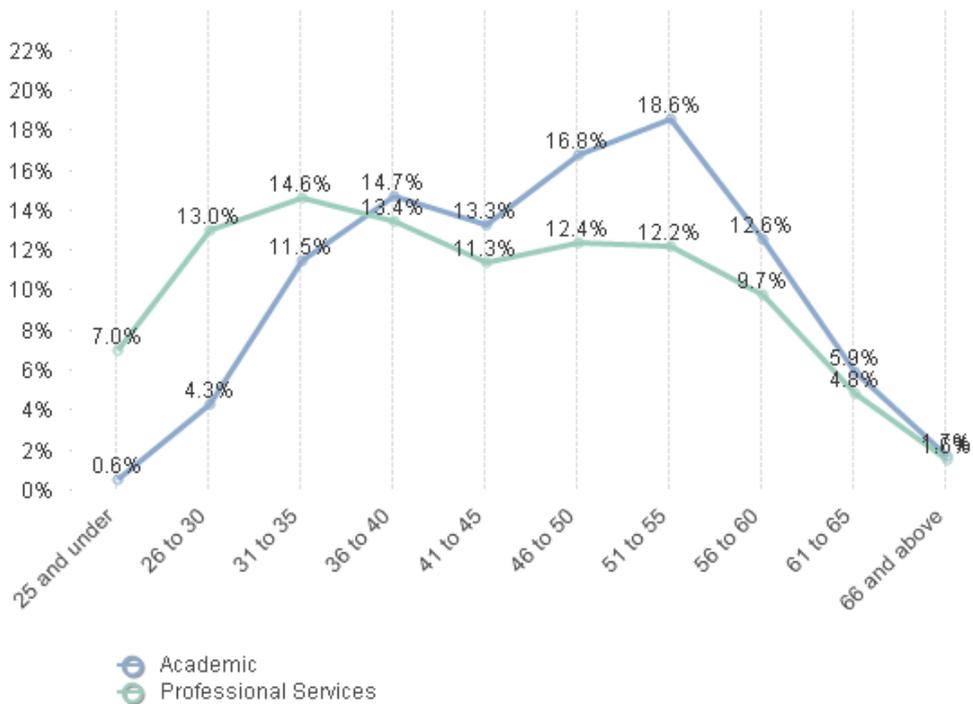
4.2 Staff in Post Data by Staff Group

This section of the report provides data by staff groups: Academic and Professional Services.

4.2.1 Age

The difference in age split between Academic staff and Professional Services staff is unsurprising and reflects averages across the sector. There are a greater number of entry-level roles available within Professional Services including our Graduate Intern Scheme, which are occupied by the younger age categories. Due to the nature of the academic career pathway, academic roles are more likely to be filled by people in 31+ age categories.

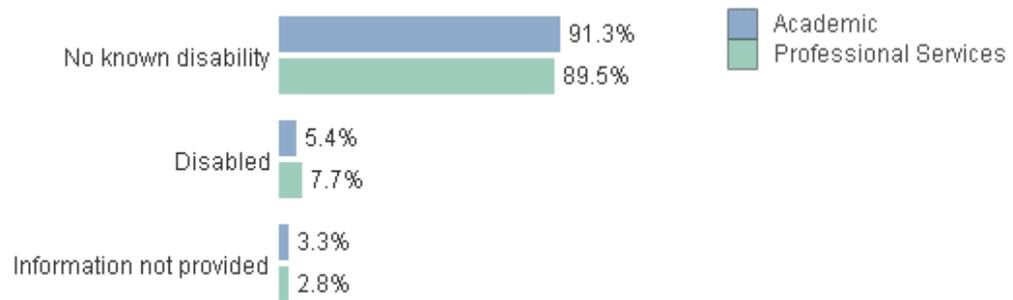
Chart 4.18: Percentage of Academic and Professional Services staff within each age group (2017/18)



Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

4.2.2 Disability

Chart 4.19: Academic and Professional Services staff by disability status (2017/18)

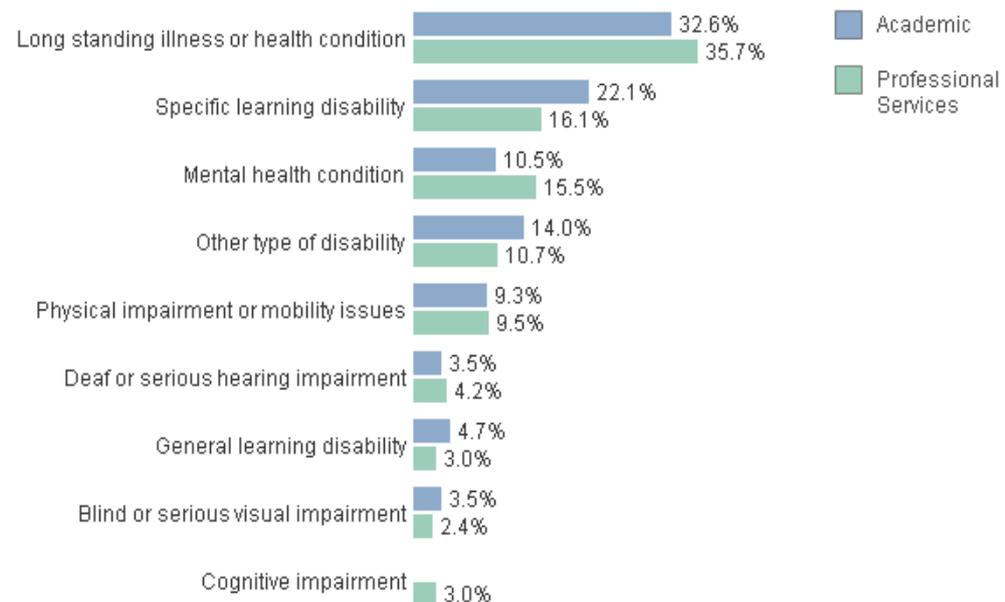


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The overall rate of disability disclosure at the University is 6.7%.

In line with the sector averages the rate of disability disclosure is higher for Professional Services staff than for Academic staff.

Chart 4.20: Academic and Professional Services disabled staff by impairment type (2017/18)

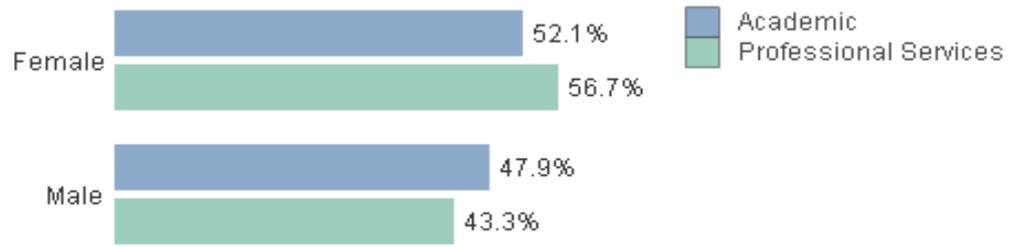


Population: all disabled staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

The chart above shows the impairment type breakdown between Academic staff and Professional Services staff. The most notable difference is in the “*Mental health condition*” category, with a higher disclosure rate for Professional Services than Academic staff.

4.2.3 Gender

Chart 4.21: Academic and Professional Services staff by gender (2017/18)

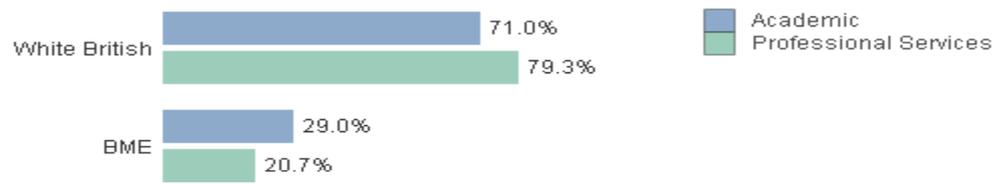


Population: all staff excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Women predominate in both Professional Services and Academic roles, although the gender split is less pronounced amongst Academic staff.

4.2.4 Ethnicity

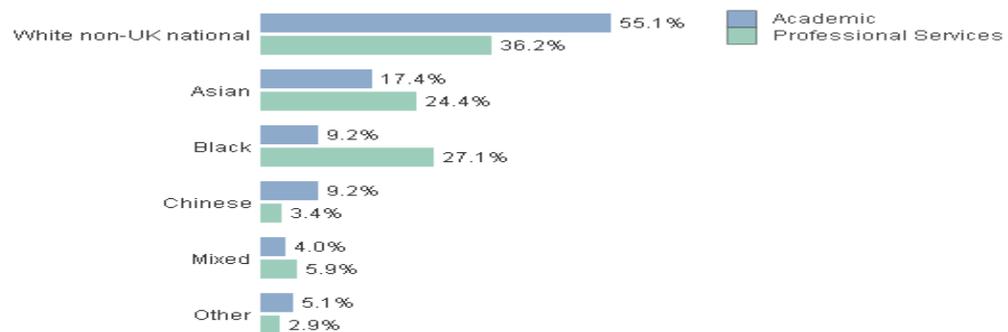
Chart 4.22: Academic and Professional Services staff by ethnicity group – 2 way (2017/18, all known data)



Population: all staff for whom ethnicity data is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Chart 4.22 shows the proportions of white British and BME (including white non-UK) staff across both Professional Services and Academic staff. There is a higher proportion of BME staff in academic roles. The ECU Race Equality Charter Mark, launched in 2016, will provide an opportunity for the University to carry out further analysis and action planning in this area. The University will form a Self-Assessment Team in 2019 in order to progress work on Race Equality.

Chart 4.23: BME Academic and Professional Services staff by ethnicity group – six way (2017/18, all known data)

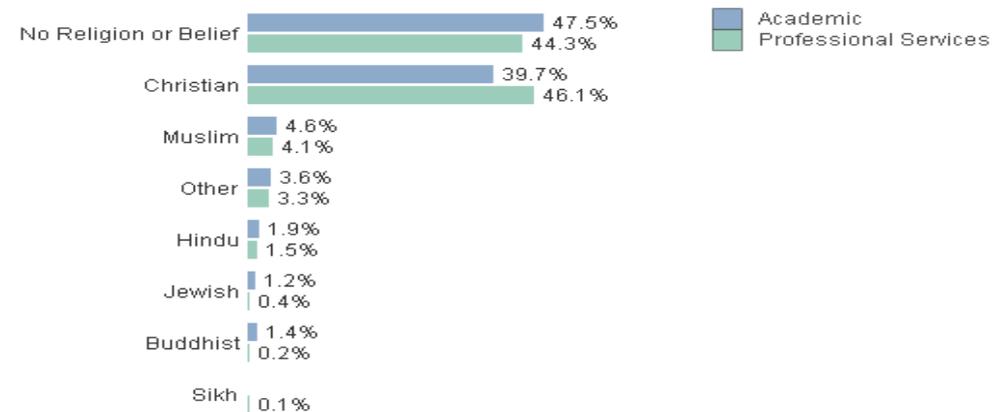


Population: all BME staff for whom ethnicity data is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

There are greater proportions of Asian and black staff in Professional Services roles, which may be the result of occupational segregation. There is a significantly smaller proportion of black staff in Academic roles, compared to the proportion of Professional Services roles. There is a greater proportion of Chinese staff in Academic roles compared to Professional Services roles. Participation in the Advance HE Race Equality Charter Mark will provide greater analysis and surveys of BME staff and will provide a clearer picture of these divergences.

4.2.5 Religion or Belief

Chart 4.24: Academic and Professional Services staff by religion or belief (2017/18 all known data)



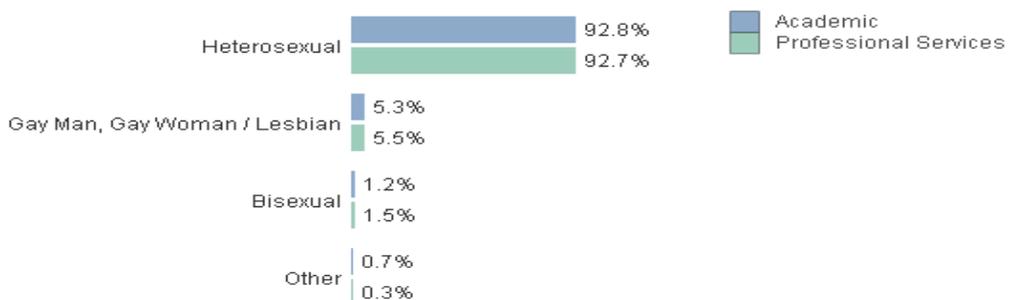
Population: all staff for whom religion or belief is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount. Excludes undefined, Information Refused, and missing data.

The largest group within Professional Services identified themselves as Christian, 6.4% higher than that of the Academic staff group.

A higher proportion of the Academic staff group did not define their religion or belief, compared to Professional Services staff.

4.2.6 Sexual Orientation

Chart 4.25: Academic and Professional Services staff by sexual orientation (2017/18, all known data)



Population: all staff for whom sexual orientation is known excluding casual and sessional as at 1st December census date. Figures calculated based on headcount.

Both LGB and heterosexual staff appear to be equally distributed between Academic roles and Professional Service roles.

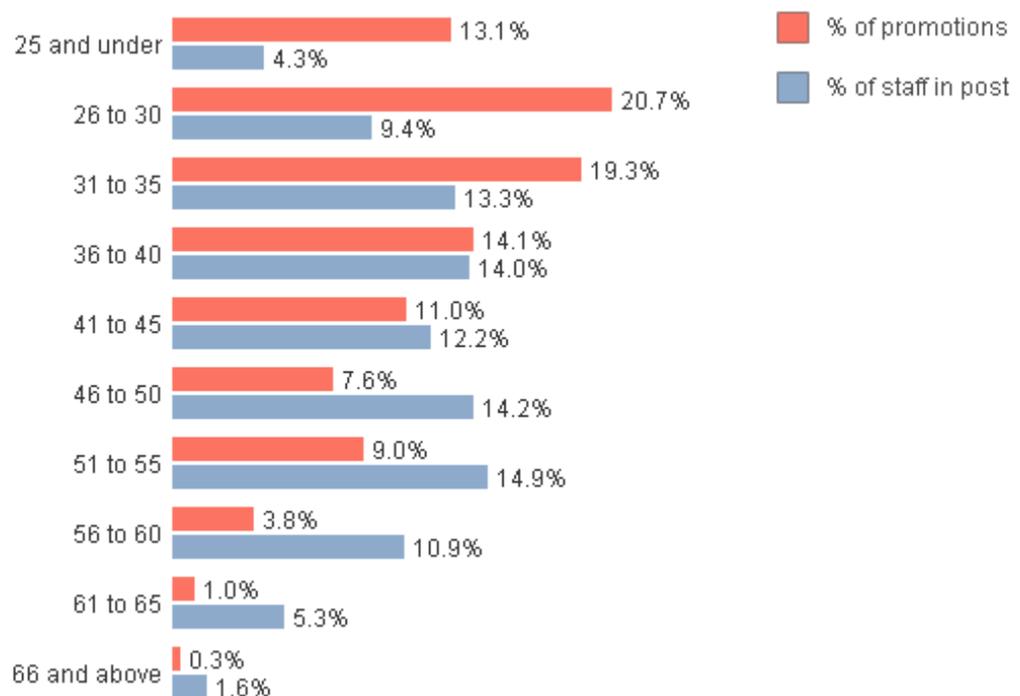
Through the development of our Stonewall Workplace Equality Index²⁰ submission, the University will continue to proactively promote the importance of sexual orientation monitoring.

4.3 Staff Progression

This section presents progression data for the 2017/18 academic year. The data shows the proportion of staff who have progressed by characteristic compared to the proportion of all staff in post by characteristic. This allows us to monitor whether staff sharing particular protected characteristics are under or over represented in the population of staff who progressed in their career last year.

4.3.1 Age

Chart 4.26: Age profile workforce and promotions (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.26 shows the proportion of staff who progressed/were promoted by age category, compared to the proportion of all staff in each age category. A greater proportion of progressing staff were in the age brackets 25 and under, 26 to 30 and 31 to 35. The explanation for this trend is that for entry level roles (which may be populated by a higher

²⁰ An annual submission to the top 100 LGBT friendly workplaces.

proportion of younger people), that there is a greater scope for progression.

4.3.2 Disability

Chart 4.27: Disability status workforce and promotions (2017/18)

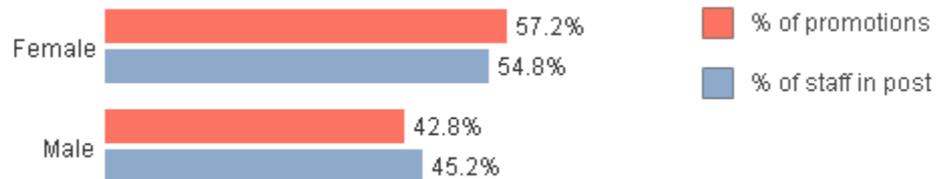


Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.27 shows the proportion of disabled employees who have progressed compared to the proportion of the workforce who have declared a disability. The proportion of promoted staff who are disabled is comparable to the proportion of disabled staff overall. The University will continue to roll out training to managers and staff, including support on the provision of reasonable adjustments for disabled colleagues.

4.3.3 Gender

Chart 4.28: Gender workforce and promotions (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

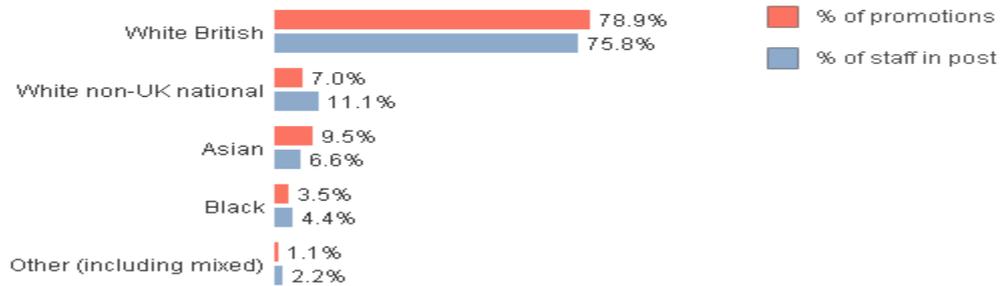
Chart 4.28 shows the proportion of all staff who are male and female, and the proportion of all promoted staff who are male and female. The data shows that a higher proportion of female promoted staff compared to the proportion of female staff overall.

The University remains committed to the principles of the Athena SWAN Charter, and through our successful Institutional Bronze submission in November 2017, has a comprehensive action plan in place.

Throughout 2018, the University supported 8 participants through the Aurora Leadership Programme. In 2019 the University is supporting 15 women to take part in the programme. 2019 marks the 6th year that the University has supported a cohort of women to attend the Aurora Leadership Programme.

4.3.4 Ethnicity

Chart 4.29: Ethnicity group (4-way) workforce and promotions (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

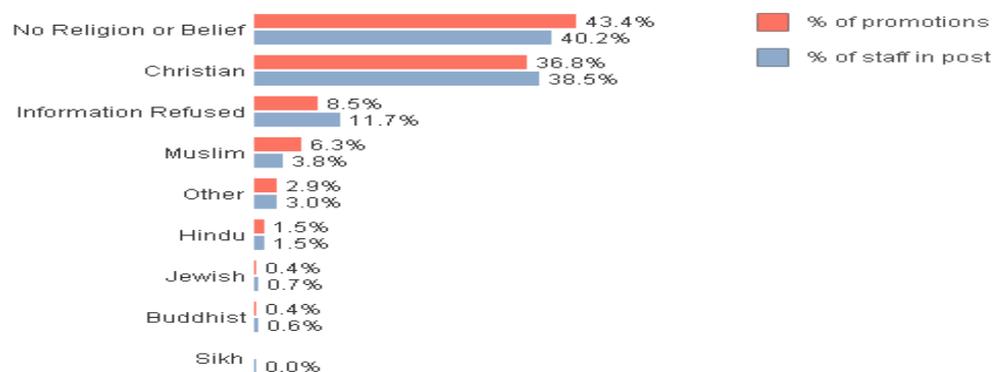
Chart 4.29 shows the proportion of staff progressions by ethnicity compared to the workforce population by ethnicity.

A greater proportion of promoted staff are white British compared to the proportion of white British staff in the whole workforce (+3.1%). The proportion of promoted staff who are Asian is also higher than the proportion of Asian staff in the workforce overall (+2.9%). A lower proportion of promoted staff were white Non-UK Nationals than the overall proportion (-3.1%), and a slightly lower proportion of promoted staff were black than the overall population (-0.9%).

Further and more detailed analysis will be conducted as part of the University's aspiration to self-assess against the Advance HE Race Equality Charter Mark (REC). This analysis will include data from each academic faculty by ethnicity and grade. The Charter Mark will require evidence of how our recruitment, promotion and development processes work. We will also conduct a REC staff survey to determine staff perceptions of the promotions process, including whether it is transparent and fair.

4.3.5 Religion or Belief

Chart 4.30: Religion or belief workforce and promotions (2017/18)

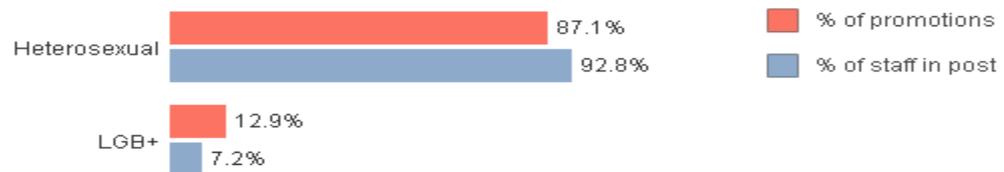


Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.30 shows the proportions of staff progressions compared to percentage of the workforce for each group. There does not appear to be any difference in the proportion progressions for the minority religions at the University. The greatest discrepancy is within the Christian and No Religion or Belief groups. A greater proportion of those expressing no religion are promoted compared to the workforce percentage and a smaller proportion of Christian employees are promoted compared to the workforce population.

4.3.6 Sexual Orientation

Chart 4.31: Sexual orientation workforce and promotions (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

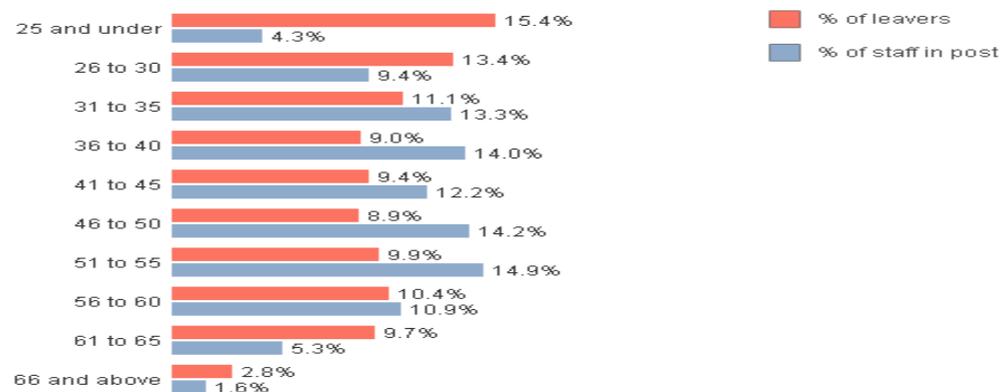
Chart 4.31 shows the numbers of staff progressions by sexual orientation. A higher proportion of promoted staff are lesbian, gay, bisexual or other compared to the proportion of heterosexual staff.

4.4 Staff Leavers

This section presents leavers data for the 2017/18 academic year. The data shows the proportion of all leavers by characteristic compared to the proportion of all staff in post by characteristic. This allows us to monitor whether staff sharing particular protected characteristics are under or over represented in the population of staff who left in the last year.

4.4.1 Age

Chart 4.32: Age profile workforce and leavers (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.32 shows the proportion of staff leavers and proportion of the workforce overall for each age category. There is a greater proportion of leavers in the age brackets 25 and under and 26 to 30 than represented in the workforce profile.

4.4.2 Disability

Chart 4.33: Disability status workforce and leavers (2017/18)

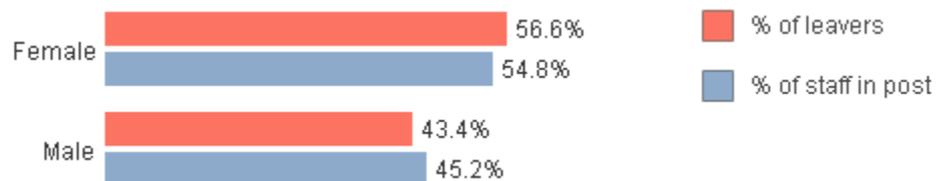


Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.33 shows the proportion of leavers who were disabled compared to the proportion of this with no known disability. There does not appear to be a significant difference between the proportion of disabled staff leaving compared to non-disabled staff. The Equality and Diversity Team had developed new Mandatory Manager Training on equality and diversity, to include the provision of reasonable adjustments for disabled staff.

4.4.3 Gender

Chart 4.34: Gender workforce and leavers (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers between September 2017 and August 2018. Figures calculated based on headcount.

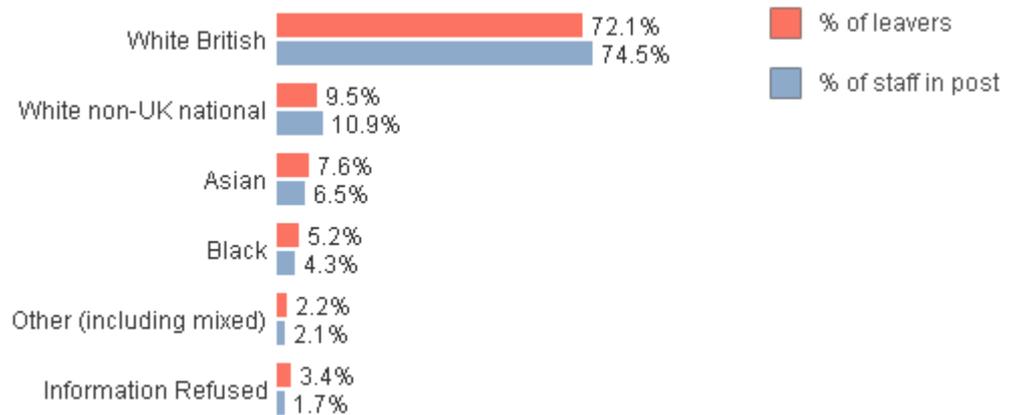
Chart 4.34 shows the proportion of leavers who are male and female, compared to the proportion of staff in post who are male and female. A slightly higher proportion of leavers are female compared to the proportion of men.

The University remains committed to the principles of the Athena SWAN Charter, and through the Institutional Bronze submission in November 2017, has a comprehensive action plan.

As part of our Athena SWAN activities, the Equality and Diversity Team are reviewing the University exit interview scheme to establish if more comprehensive feedback can be gathered as part of this process.

4.4.4 Ethnicity

Chart 4.35: Ethnicity group (2-way) workforce and leavers (2017/18)



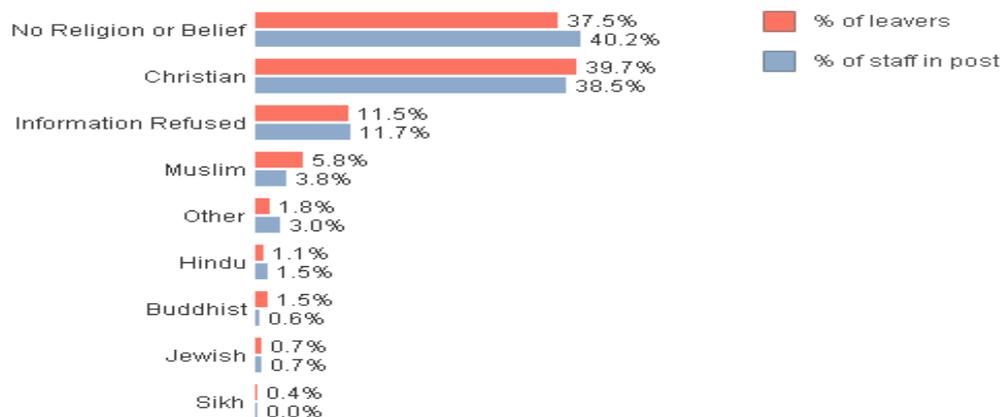
Workforce population: all staff excluding casual and sessional as at 1st December census date. Leavers population: all leavers between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.35 shows the proportion of leavers by ethnicity compared to the workforce population. A slightly lower proportion of leavers are white British (-2.4%) compared to the overall population; a slightly higher proportion are Asian (+1.1%) and a slightly higher proportion are black (+0.9%).

Further and more detailed analysis will be conducted as part of the University's aspiration to self-assess against the Advance HE Race Equality Charter Mark (REC). This analysis will include data from each academic faculty by ethnicity and grade. The Charter Mark will require evidence of how our recruitment, promotion and development processes work. We will also conduct a REC staff survey to determine staff perceptions of the promotions process, including whether it is transparent and fair.

4.4.5 Religion or Belief

Chart 4.36: Religion or belief workforce and leavers (2017/18)

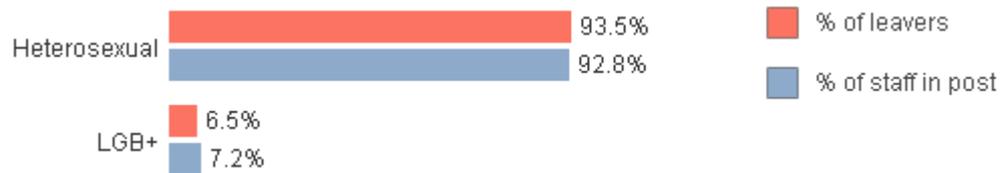


Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.36 shows the proportions of leavers by religion compared to the overall population. A lower proportion of leavers had no religion or belief (-2.7%). A higher proportion of leavers were Muslim compared to the overall proportion of staff (+2%).

4.4.6 Sexual Orientation

Chart 4.37: Sexual orientation workforce and leavers (2017/18)



Workforce population: all staff excluding casual and sessional as at 1st December census date. Promotions population: all promotions between September 2017 and August 2018. Figures calculated based on headcount.

Chart 4.37 shows the proportion of leavers who are lesbian, gay, bisexual or other compared to the proportion of all staff in post. A slightly lower proportion of leavers are LGB+ compared to the population overall (-0.7%).