EQUALITY, DIVERSITY AND INCLUSION (EDI)

Annual Report 2022-2023

University of Suffolk

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Introduction

At University of Suffolk (UoS), we continue to place Equality, Diversity, and Inclusion (EDI) front and centre to the work we do. Embedded as one of our six values, we strive for University of Suffolk to be recognised as an institution with EDI at its core.

Our Access and Participation work is seeing improvements in levels of achievement for Global Majority students and those students who are neuro diverse. Analysis of data indicates that our new, innovative approach to learning and teaching is also making a substantial difference to the achievement of students who are from low participation backgrounds. This work, and the work of our student experience team, is resulting in more students being able to stay in study. These positive outcomes have been recognised in the Teaching Excellence Framework report 2023 and the award of a 'Silver' rating.

We are proud that once again, our highest scoring areas in our annual staff survey (the things we do best at University of Suffolk) relate to inclusion, acceptance of difference and respect. With high participation rates in our survey and high outcomes in relation to our core set of EDI-related questions, we can feel confident that we offer an authentically positive experience at the University of Suffolk.

As part of a new approach to our EDI committee work, we championed a number of key areas such as "liberating our curriculum", Access and Participation and 'Our People'. Alongside several EDI initiatives undertaken during 2022/23 we were proud to achieve Athena Swan Bronze accreditation for the first time. Our robust resultant action plan will ensure momentum is maintained and tangible impact comes from the work we plan over the years ahead.

Our EDI journey has been expanded in 2023-24 – with an additional focus on the importance of belonging. We want all students and staff to connect and belong and this is an area of importance to us (as an educator and an employer) as we look ahead.

This report provides our Equality, Diversity, and Inclusion (EDI) metrics, highlights, and areas for further development at the close of the 2022/23— academic year and outlines our aspirations and priorities as we look forward.

Mohammad Dastbaz – Deputy Vice Chancellor and Chair of EDI Committee & **Julie Burton – Director of People & OD and Deputy Chair of EDI Committee**

November 2023

Part 1: Staff

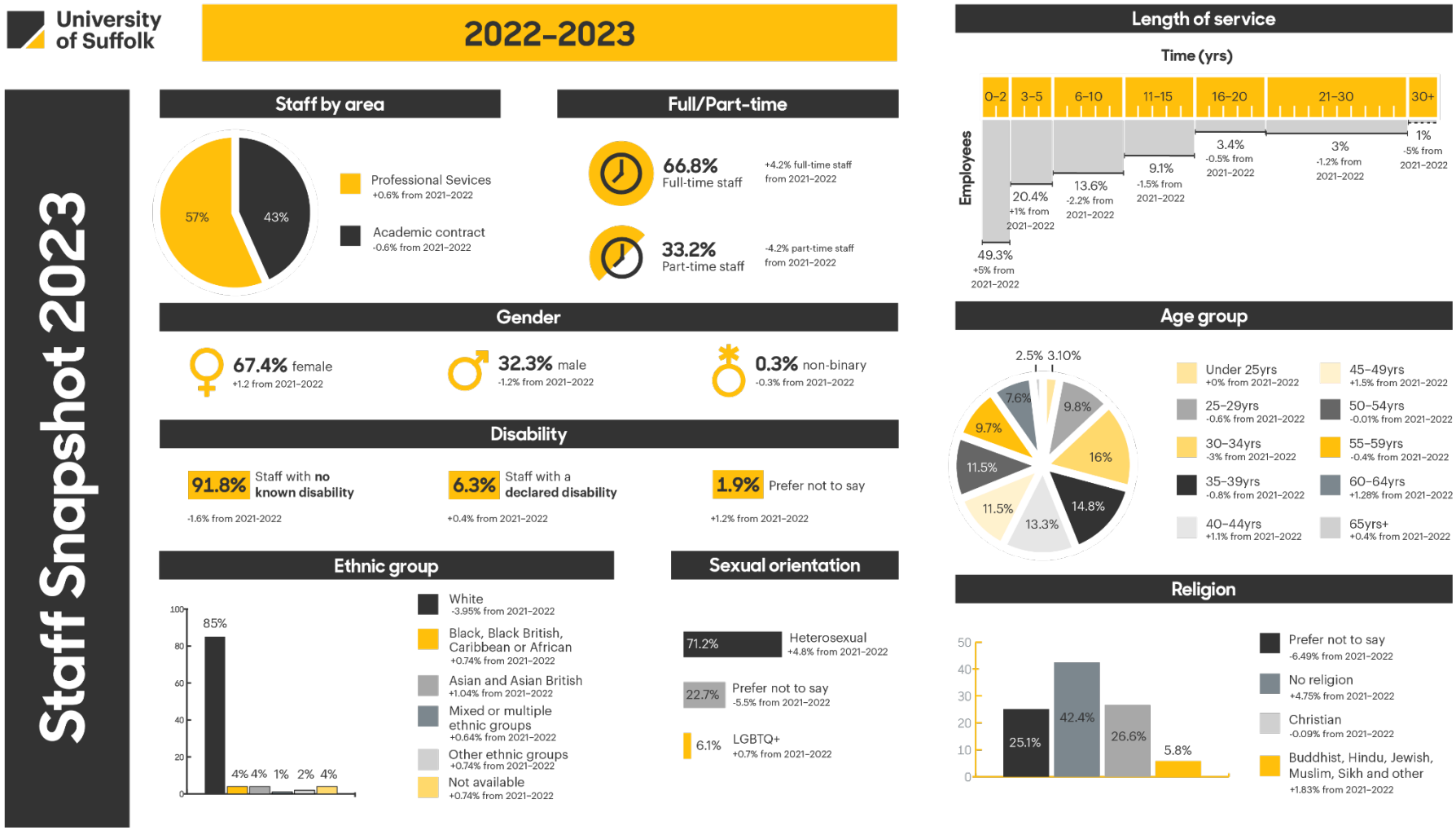
People profile

We are pleased to present our ‘People profile’ in infographic and chart format – showing differences from the previous year via +/- to illustrate areas of change.

Staffing data is taken from our HR Information System: Resourcelink (Zellis). University of Suffolk does not hold any responsibility (and therefore data) in relation to the staff of our partner organisations, and these individuals do not form part of this report.

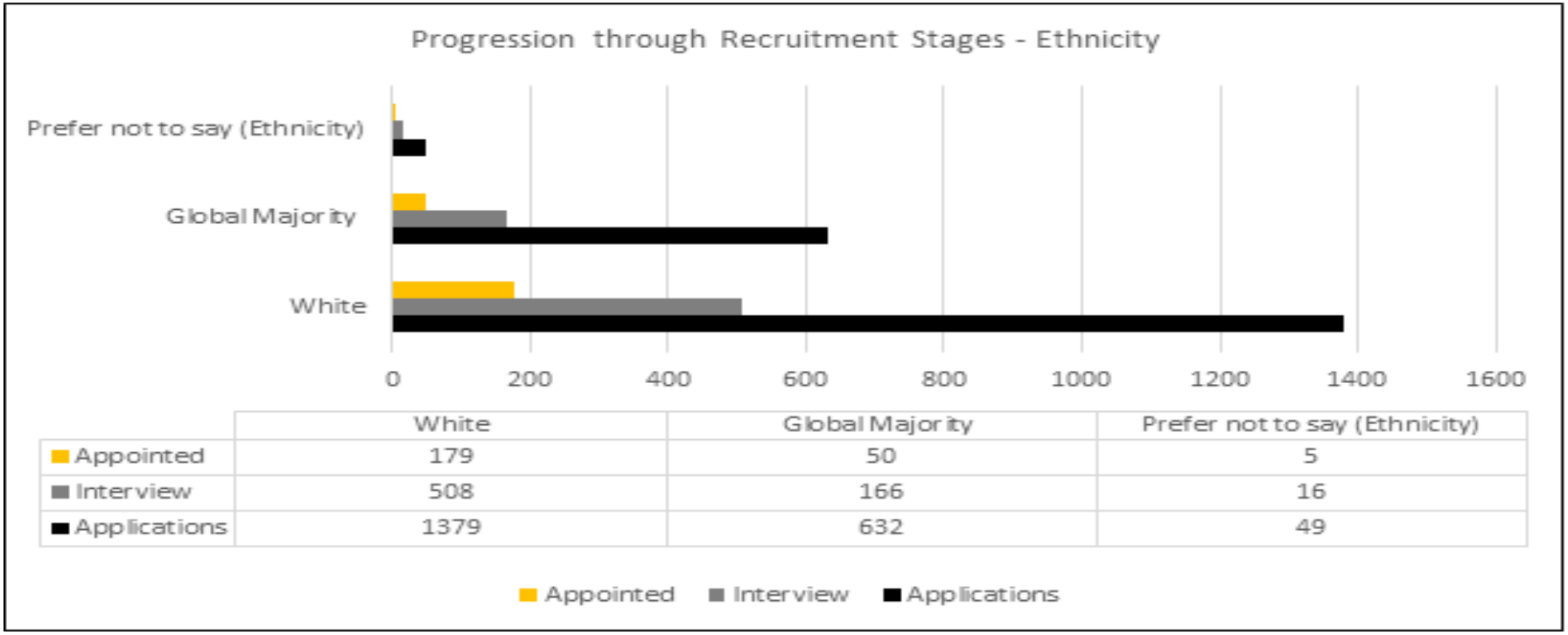
Our staffing profile remains broadly static – indicating that not much movement has been seen in the ‘make-up’ of our staffing.

Infographic 1: University of Suffolk Staff 'Snapshot' 2022-23



Recruitment

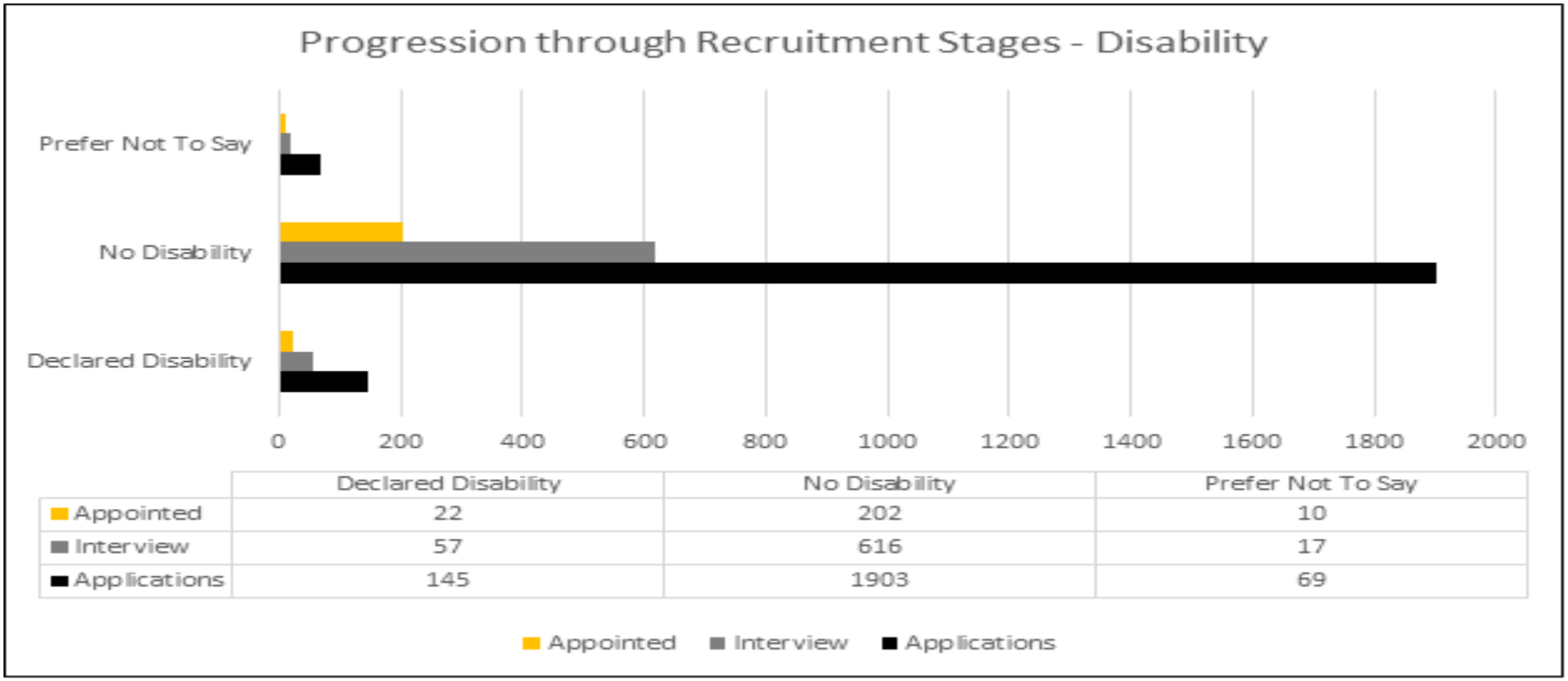
Table 1. Progression through Recruitment Stages



	White	Global Majority	Prefer not to say (Ethnicity)
Appointed	179	50	5
Interview	508	166	16
Applications	1379	632	49

No of Applications Differential from 2021-22

	White	Global Majority	Prefer Not to Say
Applications	601 (+77%)	335 (+113%)	-8 (-14%)
Interview	81 (+19%)	59 (+55%)	-15 (-48%)
Appointed	3 (+2%)	24 (+92%)	-5 (-50%)

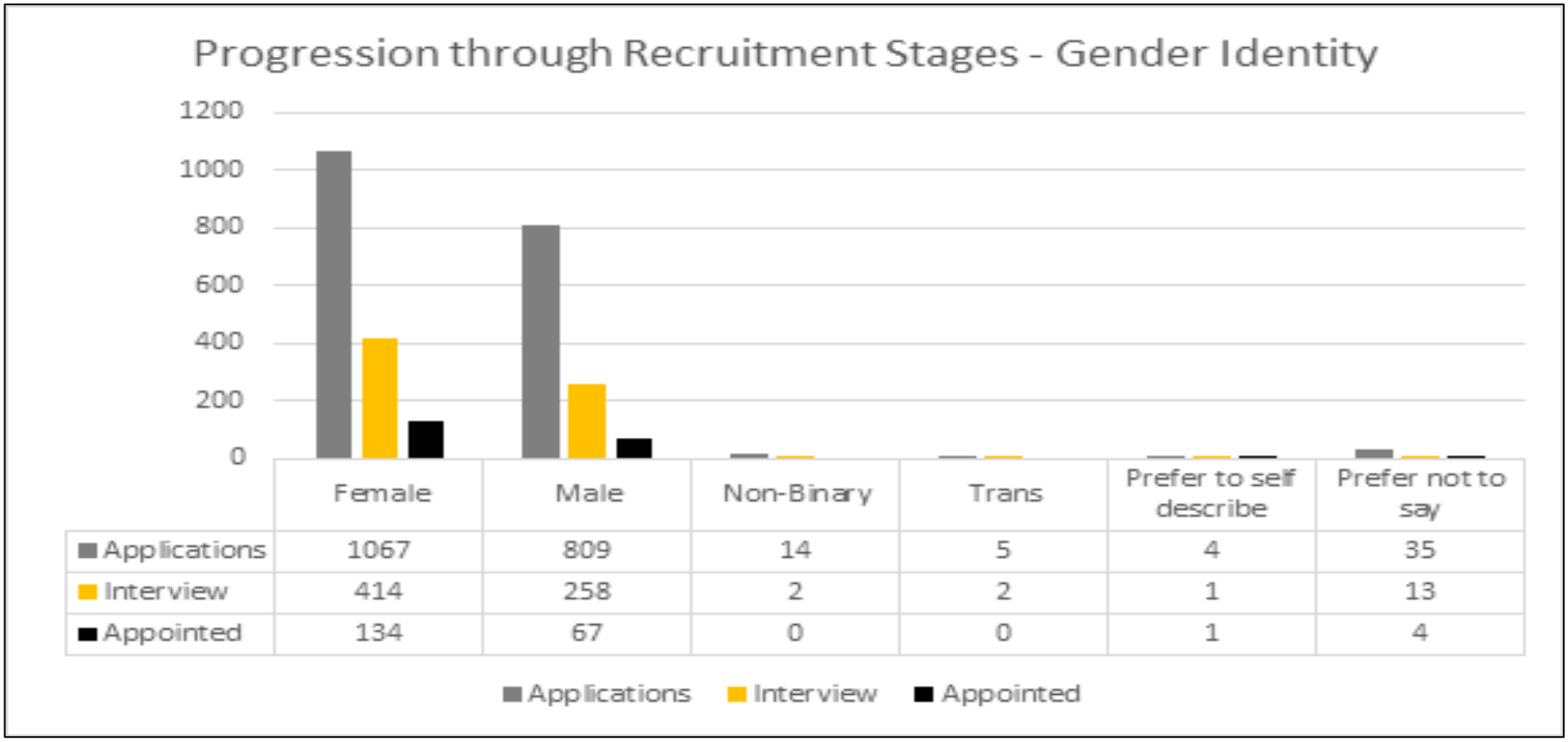


	Declared Disability	No Disability	Prefer Not To Say
Appointed	22	202	10
Interview	57	616	17
Applications	145	1903	69

No of Applications Differential from 2021-22

	Declared Disability
Applications	48 (+49%)
Interview	-4 (-7%)
Appointed	2 (+10%)

(NB: unfortunately, we do not have the previous data for no known disability or prefer not to say for comparison, this will be captured for future reporting)

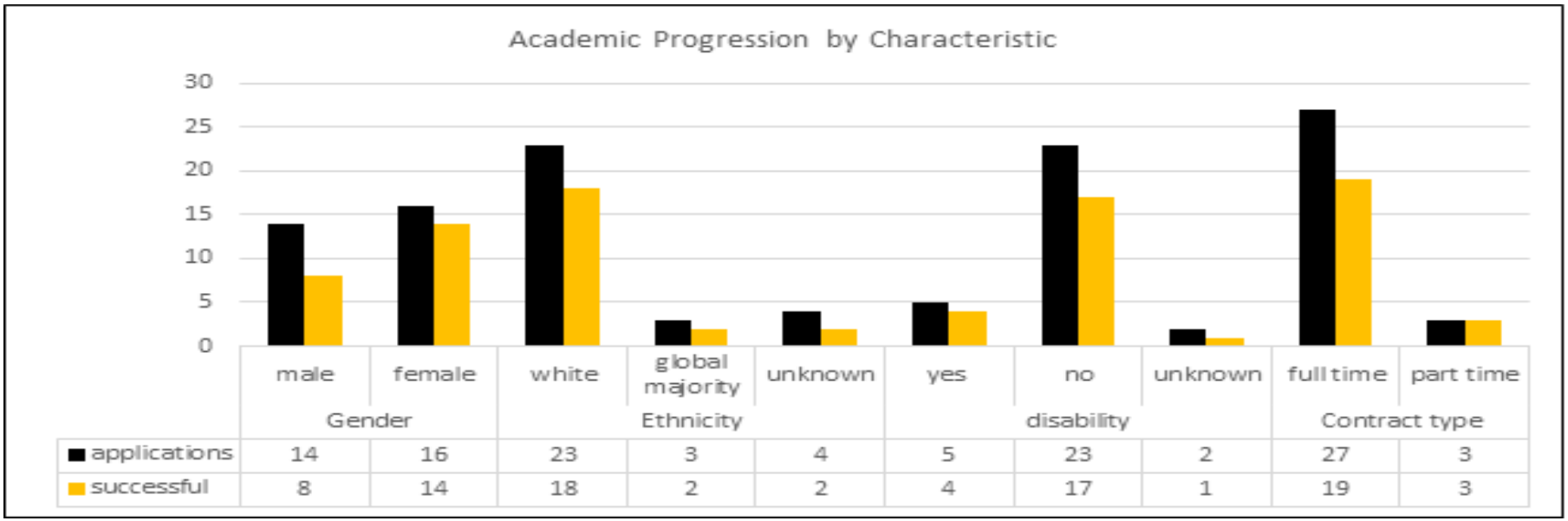


No of Applications Differential from 2021-22

	Women	Men	Prefer not to say (PNTS)
Applications	**394 (+58%)**	**405 (+100%)**	**-13 (-27%)**
Interview	**58 (+16%)**	**77 (+43%)**	**-5 (-28%)**
Appointed	**-8 (- 6%)**	**7 (+12%)**	**-5 (-56%)**

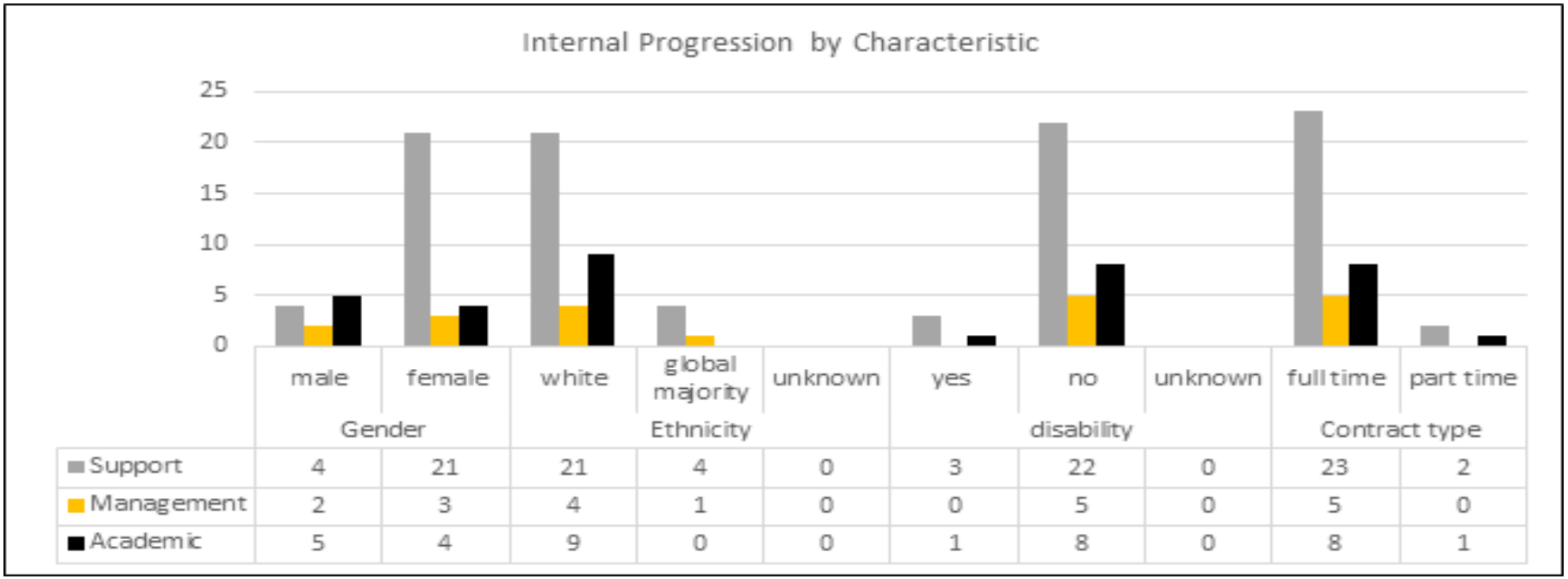
Progression

Table 2. Academic Progression by characteristic



Differential from 2021/22	Gender		Ethnicity			disability			Contract type	
	male	female	white	global majority	unknown	yes	no	unknown	full time	part time
Applications	6	-3	0	1	2	3	-1	1	6	-3
Successful	6	2	5	1	2	3	-4	1	7	1

Table 3 – Internal Progression by characteristic



	male	female	white	global majority	unknown	yes	no	unknown	full time	part time
	Gender		Ethnicity			disability			Contract type	
Support	4	21	21	4	0	3	22	0	23	2
Management	2	3	4	1	0	0	5	0	5	0
Academic	5	4	9	0	0	1	8	0	8	1

NB – first year of reporting no previous comparable data available

Gender Pay Gap (GPG)

The Gender Pay Gap refers to the percentage by which the average pay for female members of staff is lower than the average pay for male members of staff. The University's Gender Pay Gap is shown below.

Table 4 – GPG mean / median.

Gender Pay Gap	Hourly rate of pay (£) 2023		Gender Pay Gap (%)		
	Female	Male	GPG 2023	GPG 2022	GPG 2021
Mean	£19.02	£22.16	14.20%	13.23%	15.89%
Median	£17.55	£20.70	15.19%	16.18%	17.72%

Table 5 – Gender Pay Quartiles

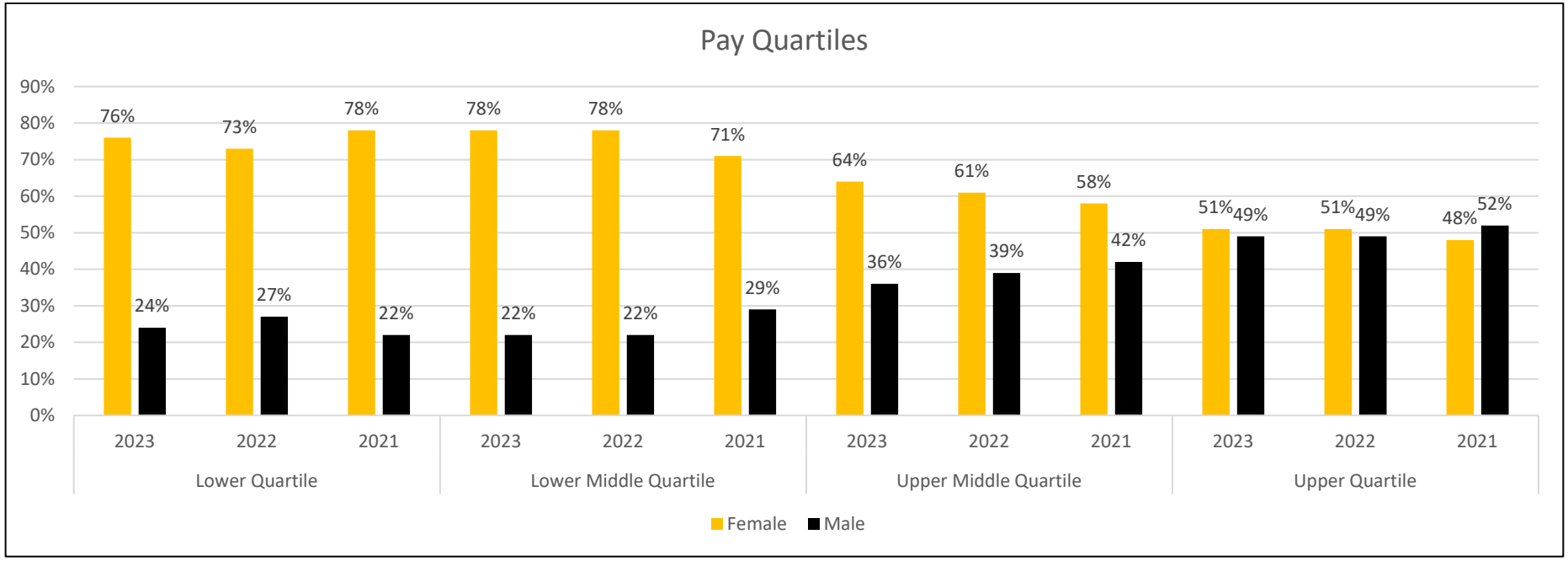
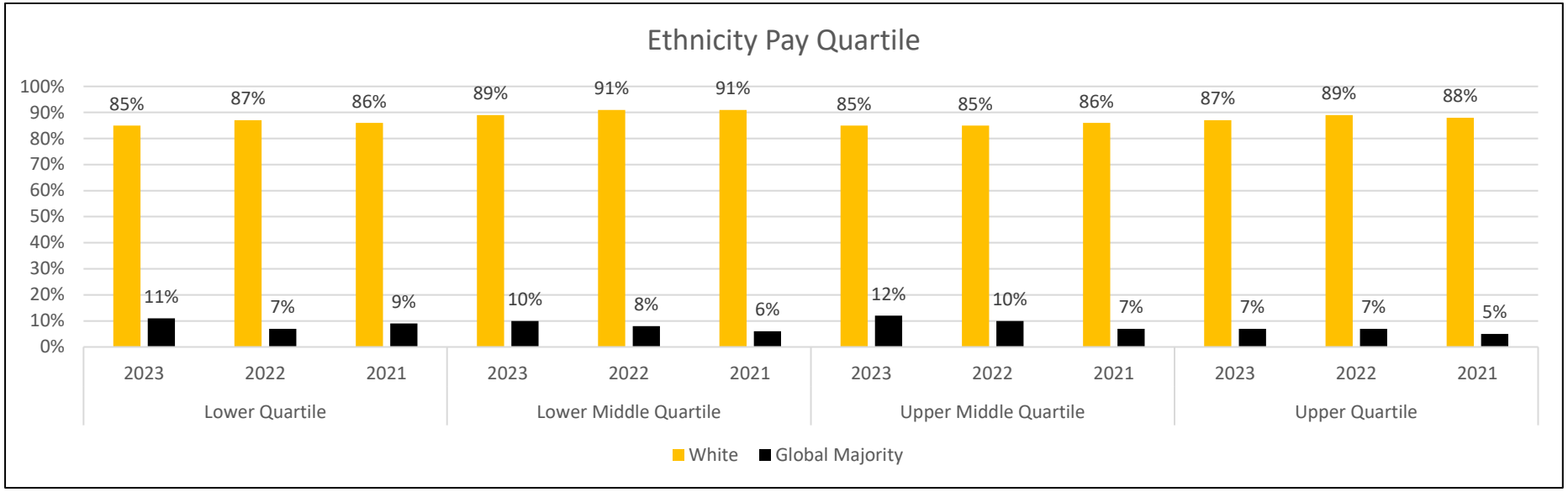


Table 6. Ethnicity Pay Gap

Global Majority (inc casuals worked in march)	Global Majority £ph.	White (including white other) £ph.	EPG 2023	EPG 2022	EPG 2021
Mean	£19.77	£20.06	1.44%	-2.40%	-2.51%
Median	£18.98	£18.90	-0.44%	-2.98%	2.90%

Table 7. Pay Quartiles by Ethnicity



Employee Engagement

Our Staff Survey (SS23) undertaken in March 2023 using the HIVE platform, provided an invaluable insight into the thoughts and feelings of our staff about what it is really like to work for University of Suffolk. The questions relating to EDI have been selected and included below. Most responses fell within the 'high' scoring area (10 to 7) with other responses marginally below at the higher end of 'moderate' (which spanned 6.9 to 5). There has been an improvement in scores across all questions related to EDI with only 4 questions falling at the high end of the 'moderate' category.

Question	2023 Score	2022 Score
Everyone in my School/Directorate treats each other with dignity and respect, regardless of gender, race and ethnicity, sexuality, age, religion and other protected characteristics listed in the Equality Act 2010)	**8.4**	**8.3**
People of all cultures and backgrounds are respected and valued here	**8.3**	**8.3**
My School/Directorate leadership actively supports gender equality (Athena Swan)	**8.1**	**7.9**
I feel comfortable being myself when I am at work	**7.6**	**7.6**

I have conversations with my line manager regarding my performance and development	7.8	7.5
My line manager supports my career development (Athena Swan)	7.6	7.5
Positive professional behaviours are displayed by employees in the organisation	7.7	7.5
Agile working is truly embraced in my School/Directorate (Athena Swan).	7.5	7.3
I feel confident that incidents of harassment and bullying would be addressed appropriately within my School/Directorate (Athena Swan)	7.6	7.3
I feel like I belong at the University of Suffolk	7.2	6.9
My contributions are valued in my School/Directorate (Athena Swan)	7	6.7
This organisation demonstrates a commitment to meeting the needs of employees with caring responsibilities (Athena Swan)	6.8	6.7
I am comfortable voicing my opinions, even if they are different from others in my School/Directorate	7	6.6
This organisation demonstrates a commitment to meeting the needs of employees with disabilities (Athena Swan)	6.9	6.6
I believe that my wellbeing is supported in my School/Directorate (Athena Swan)	6.8	6.5
I would feel comfortable in talking openly about my mental health with my line manager (Athena Swan)	6.9	6.5

In addition, supplementary data was gathered (self-selected) and is presented below. This supplements the quantitative data provided in this report and triangulates our employee profile data.

Ethnic Origin				
	Global Majority	Other White Background	White	Prefer not to say (PNTS)
My line manager supports my career development	7.8	7.9	7.9	6.1
Positive professional behaviours are displayed by employees in the organisation	7.5	7.6	7.9	6.6

Sexuality				
	Bisexual	Gay or Lesbian	Heterosexual	PNTS
I would feel comfortable in talking openly about my mental health with my line manager	6.9	7.1	7.2	5.7
I feel confident that incidents of harassment and bullying would be addressed appropriately within my School/Directorate	7.3	7.4	8	6

Staff Networks

The staff networks in operation at UoS are: Anti-Racism Collective; Disability Network; LGBTQIA+ Staff Network; Menopause Network.

During 2022/23, all Network Chairs were given the opportunity to identify activities that required support/funding and the EDI Committee were pleased to be able support funding for LGBTQIA+ Network for pronoun badges to be worn voluntarily by staff and students and some speaker/educational costs. The LGBTQIA+ Staff Network created an information leaflet around gender neutral language and also worked with colleague Jen Coe, Lecturer in Psychology, to deliver Gender and Sexuality Training for staff and students. The Anti-Racism Collective (ARC) received funding to host educational, anti-racism workshops. One successful event was with local Chantry High School; hosting a day of workshops to 60 students between the ages of 11 and 16 which included external speakers. The ARC was also able to fund promotional material to further grow awareness of the collective. The Disability and Menopause networks did not submit any bids for funding. The Menopause Network continue to host menopause cafes and the Disability Network are working on growing membership after recently reforming and have a focus on training needs surrounding disability.

Response to our Staff data

We are proud to highlight the following areas of progress or improvement which have occurred over the past year. In addition, we recognise some 'challenge' areas in our data which we hope to see further improvement of via the interventions and work planned for 2023-25.

Data	Highlights	Area for Development
Staff by type	Static staffing base with a further slight increase in professional services employees. No concerns.	Ongoing monitoring and assessment against vacancy rates.
Full / Part time status	Whilst our workforce has grown, our staff ratio between full time and part time has changed over the year. Full time staff numbers increased by 4.2%.	Ensure flexible (part time) working requests continue to be fairly considered, where roles are full time. Introduction of opportunities for redeployment across the wider university for maternity/ paternity returners (where possible) in the event of flexible working requests not being able to be accommodated in the substantive job role / team.
Length of Service	Almost 42% of employed staff have between 3- and 15-years' service meaning there is a good base of loyal and retained staff, with organisational memory/history.	49.3% of our staff have less than 2 years' service – a slight increase compared to last year. Focus continues on retaining staff to ensure reduced turnover and increased organisational memory, whilst balancing that

		with the merits that 'fresh perspectives' of new employees can bring.
Gender	We have seen a further small reduction in male employees in a workforce which is already female-heavy.	Our focus will remain on developing an inclusive approach to encourage increased diversity in our applications, in particular increasing recruitment of males into the lower-mid pay quartiles.
Disability	There has been a slight increase in the number of staff declaring a disability. The ability to update disability status via our self-service portal has made this easier for staff.	Work continues to improve recruitment and retention of those who may have disabilities where possible. We will continue to monitor this data set.
Ethnic Group	Our ethnicity profile has remained static with only a small increase in Black, Black British, Caribbean, or African representation to 4%.	The influence and impact of a lack of diversity in our local population can be seen in our data but this means we must consider more broadly the ways in which we can be more inclusive and improve our ethnicity profile.
Sexual Orientation	We have seen a further decrease in those declaring that they 'prefer not to say' in respect of sexual orientation (-5.5%), indicating that more staff are feeling comfortable with self-describing their personal demographics. Our LGBTQI+ staffing population has continued to grow by 0.7%. Less of our staff are heterosexual showing that our sexual orientation diversity is slowly increasing.	We will continue to promote the fact that staff can self-describe via our self-service portal. We will continue to monitor this data set.
Age	There has been no worsening of our staff age profile.	Our age profile remains static. Our representation in the younger age group of under 25 remains unchanged from last year and would benefit from further development. An increased apprenticeship offering may support this development.
Religion	We have seen a further decrease in those declaring that they 'prefer not to say' in respect of religion by 6.49%	Ongoing monitoring and review including against the next staff engagement survey.

	which we believe indicates that people are feel more comfortable to share their religion or belief. We have seen small increases in individuals who affiliate with no religion. Our staff survey data tells us that those with and without religious affiliation feel that they belong at UoS and that people of all cultures and backgrounds are respected and valued here at the University.	
Recruitment	There have been significant increases in the number of applications received from applicants from a global majority background (increasing by 113% from 2021-22) and a 49% increase in disabled applicants. Proactive promotion of the University roles and vacancies by the Talent and Resourcing team at recruitment fairs may have supported this significant increase, alongside revising our recruitment material to incorporate more inclusive language, such as gender-neutral terms. In addition, we consider that the shift change may also in part be attributed to coming out of the pandemic and increased confidence in the job market generally and the work that has gone into UoS establishing itself as an Employer of Choice – values driven and offering improved rewards and benefits.	Although pleasingly we have seen a significant increase in the number of applicants from groups which are under-represented at the University, the data is indicating that we are not seeing this increase being proportionately reflected through the recruitment stages (i.e., to appointment). A deep dive of this data needs to be undertaken in 2023/24 to improve the recruitment outcomes for under-represented groups. The implementation of our new 'e' recruitment system will enable us to monitor/review applications in real time by vacancy and throughout each stage which will help in identifying any adverse trends, or potential barriers to applicants progressing appropriately through the recruitment stages. This will help also in identifying what actions need to be undertaken.
Staff Progression - Academic	The first round of progression for academic staff took place during 2022/23 under the revised routes/processes. 70% of the total applications being successful with high success rates from underrepresented groups (67% of those from a Global Majority background, 80% of disabled applicants and 100% of those who were part time). The high success rates suggest that the clearer criteria given for each academic pathway and the changes to the process has	We will continue to monitor and review to ensure the best processes are deployed to support progression for all - including those individuals with protected characteristics. Wherever possible we will take steps to review and evaluate with an EDI lens over processes and outcomes, to reduce barriers to progression and ensure the best possible career outcomes.

	improved the approach for both the applicant and the reviewers.	
Internal Staff Progression	This year we have included in our data capture staff who have been upgraded / promoted because of the role being re-evaluated; restructures; and individuals who have been successful in being promoted into another role within the University (internal vacancy / appointment). This has seen 39 staff (in addition to those successful via the academic progression routes) be successful. The outcomes showed no disadvantage to individuals from underrepresented groups. The numbers who were successful align to the University's workforce profile.	We will continually review the effectiveness of our appraisal and career conversation processes, and in particular look to support individuals in the achievement of their career aspirations. Where systems allow, we will review progress and outcomes through an EDI lens.
Gender & Ethnicity Pay Gap	The Gender Pay Gap disappointingly has increased this year from 13.23% to 14.20%. This continues to be impacted by the disproportionate number of women in the lower paid roles when compared to men. In previous years the Ethnicity pay gap has been in favour of our global majority employees, this year the mean has now shifted in slight favour of our white employees (1.44%). The median pay gap however continues to remain slightly in favour of our global majority employees. Although there has been a small increase in the number of global majority employees it is not sufficient to have had a further positive impact on the ethnicity pay gap. With 53% of global majority staff being in the lower/lower middle quartiles and only 18% in the upper quartile. It should be noted however that the data set for calculating the ethnicity pay gap is very small	Our focus will remain developing an inclusive approach to encourage increased diversity in our applications, in particular and where possible, increasing the recruitment of men into the lower-mid pay quartiles. Additionally, we would see some changes through increasing the number of Global majority women into more senior roles where vacancies arise. We plan to undertake further review with an EDI lens in relation to promotion and progression - ie. Understand the length of service of female applicants for progression to identify any patterns (research suggests men apply earlier and are less successful where women take longer to apply and are more successful).

	(potentially too small) to enable meaningful analysis to be undertaken. The way in which the hourly rates of pay are required to be calculated is also likely to have an impact on both our gender and ethnicity pay gaps, as these are calculated after salary sacrifices have been applied. The salary sacrifice schemes in place currently are the USS pension scheme contribution and Electric Vehicle lease car scheme. The hourly rates of pay are therefore impacted for those who ether opt out or into these schemes and given some of our small data sets can adversely affect the pay gap.	
Employee Engagement	Our staff survey (SS23) participation rate remains high at 74%, and our highest 'scoring' questions for the institution continue to be EDI related: - - Everyone in my School / Directorate treats each other with dignity and respect regardless protected characteristics (increased by 0.1 to 8.4) - People of all cultures and backgrounds are respected and valued here (8.3)	Our previous efforts to build further confidence in the survey process to increase participation and to also increase the level of participants choosing to self-describe their personal demographics (rather than selecting 'prefer not to say' option) has resulted in minimal change. We respect that this may be indicative of people's personal choice to simply not wish to share those details in such a process. However, we continue to aspire to exceed our current participation rate and EDI related experiences when our third annual survey launches in March 2024.

Progress against identified People EDI action areas 2022 - 23

We are pleased to outline the EDI progress made across the following 'People' focus areas:

'People' Focus	Achievements 2022 - 23
Talent & OD	Training was provided on: • Caring with confidence • Gender and Sexuality • Neurodiversity Understood (for recruiters and managers) Additionally, a pool of 12 panellists have been fully trained and are now up and running to support staff interviews as and when required. The group add a dimension of diversity to potential panels, and it is hoped will support the reduction of potential bias. Guidance has been provided to recruiting managers for including pool panellists to make it a valuable experience and to support our inclusive approach to recruitment. Changes to the academic progression routes have been undertaken and aligned more closely with the appraisal process, providing more clarity on the academic pathways. Additionally, it has been expressly set out that consideration of the effects resulting from specific individual circumstances such as absence due to maternity, paternity, parental or adoption leave, caring commitments, part time or other flexible working arrangements is given. Whilst no dilution of the required quality of inputs and outputs would be accepted, the quantity of the contribution inputs and outputs would be considered. The first round of progression following the updated process was completed during 2022/23 with 70% of the total applications being successful, with high success rates from underrepresented groups (67% of those from a Global Majority background, 80% of disabled applicants and 100% of those who were part time). The high success rates suggest that the clearer criteria given for each academic pathway and the changes to the processes has improved the approach for both the applicant and the reviewers.
Culture	Our application for Athena Swan Bronze Award was successfully achieved on the first time of trying. In January 2023, we launched our Values and Behaviours Framework to bring our Values to life and to embed these into the employee life cycle such as in recruitment, induction, appraisal, and retention activity. One of our core organisational values is Inclusivity. The framework and training for managers has received good feedback some of which was unprovoked through positive comments received anonymously in the staff survey which we are proud of. Our 2023 Staff Survey achieved a 74% participation rate and results show improvements of +7 from 2022, to our overall Employer Net Promoter Score (eNPS) which asks, "how likely are you to recommend the university?" All question category scores have increased and remain in the 'positive' range, except for Health and Wellbeing – which although it has improved remains in the 'moderate' range.

	In November 2022, we launched an Employee Assistance Programme to provide our staff and their immediate families with a resource to help deal with personal and professional problems that could be affecting their home or work life, health, and general wellbeing. The utilisation rate for this service (at 31 August) is 16.2%, indicating that the new service is worthwhile.
Digital	There has been significant progress made with the development of the MyView functionality to improve user experiences and streamline activities/processes. Staff now have access to: - Additional personal details capture, ie, gender identity & expression, caring responsibilities - Appraisal & Probation reviews - Training & Development matrix/needs analysis This provides for key activities being available via one system, reducing email traffic and the need for multiple forms being completed, which we hope will give staff increased confidence to share personal information which can be directly input onto the system. The POD data dashboard has been developed to provide SLT members and their direct reports with readily available key staffing metrics which includes: • Directorate/School workforce profile • Contract type (including full time/part time, fixed term) • Turnover • Length of service • Sickness Having this information readily available managers will facilitate them being able to make a more effective evidence-based decisions on improving workforce wellbeing and organisational performance.

Our People objectives and aspirations for 2023-25

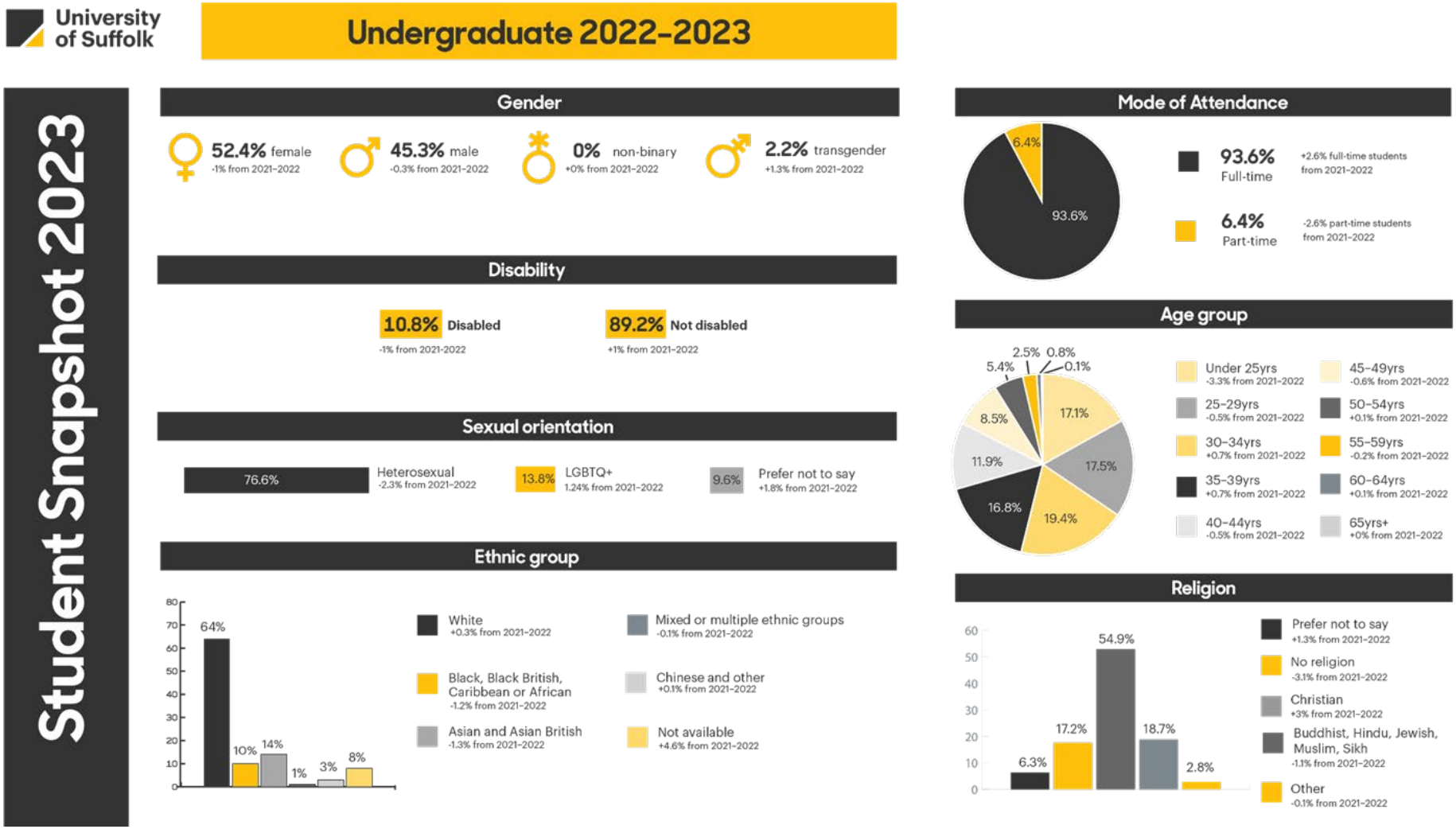
Our key People (staff) EDI objectives for 2023-25 are provided in Part 4 and form part of our institutional EDI action plan.

Part 2: Student / Institution profile

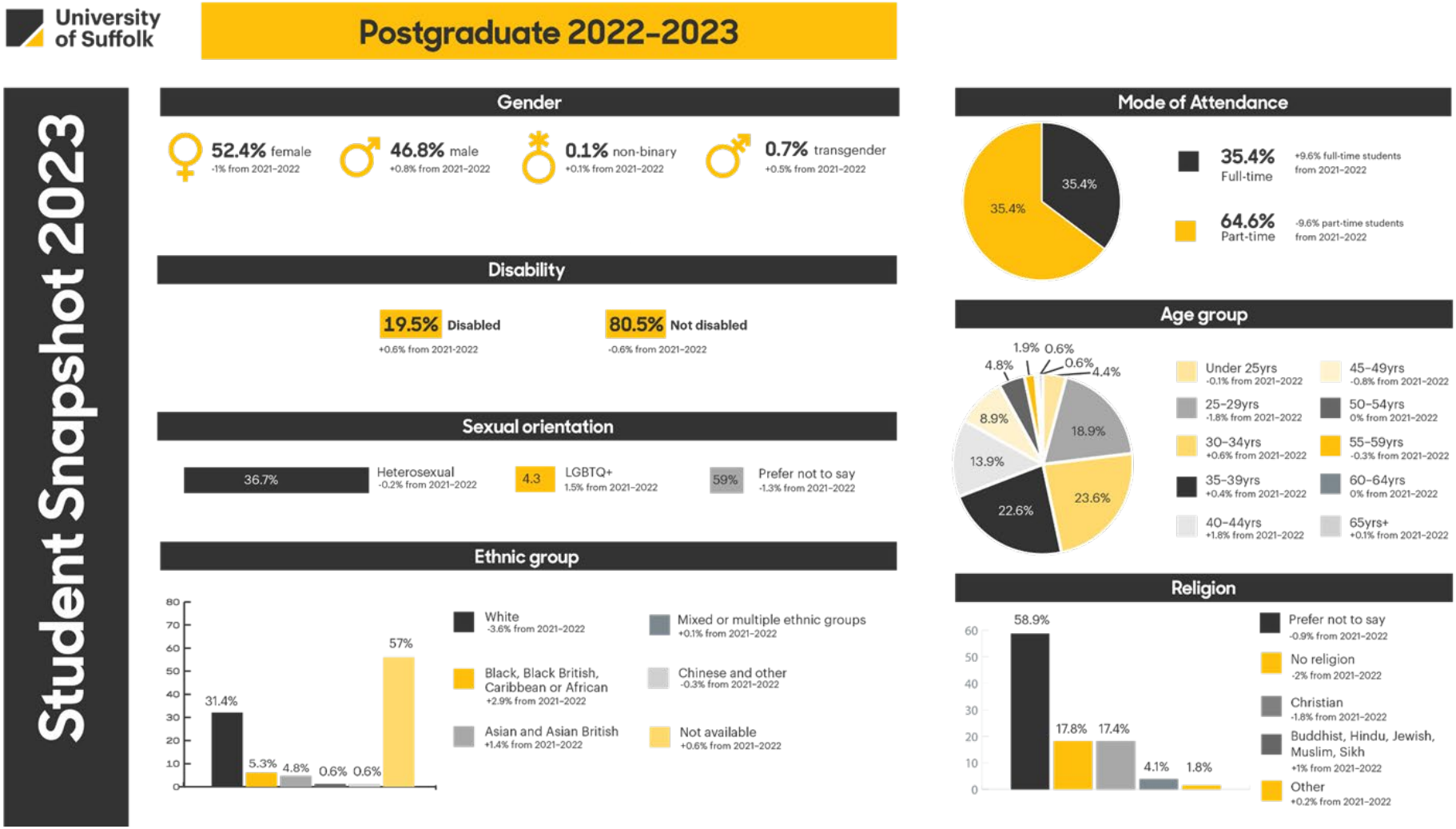
We are pleased to present our ‘Student profile’ in infographic format – showing differences from the previous year via +/- to illustrate areas of change.

All data relating to students includes both Ipswich campus students and those who are enrolled with our partner organisations (excluding Unicaf), and for whom University of Suffolk is their course awarding institution. Student data is taken from the internal Student Record System.

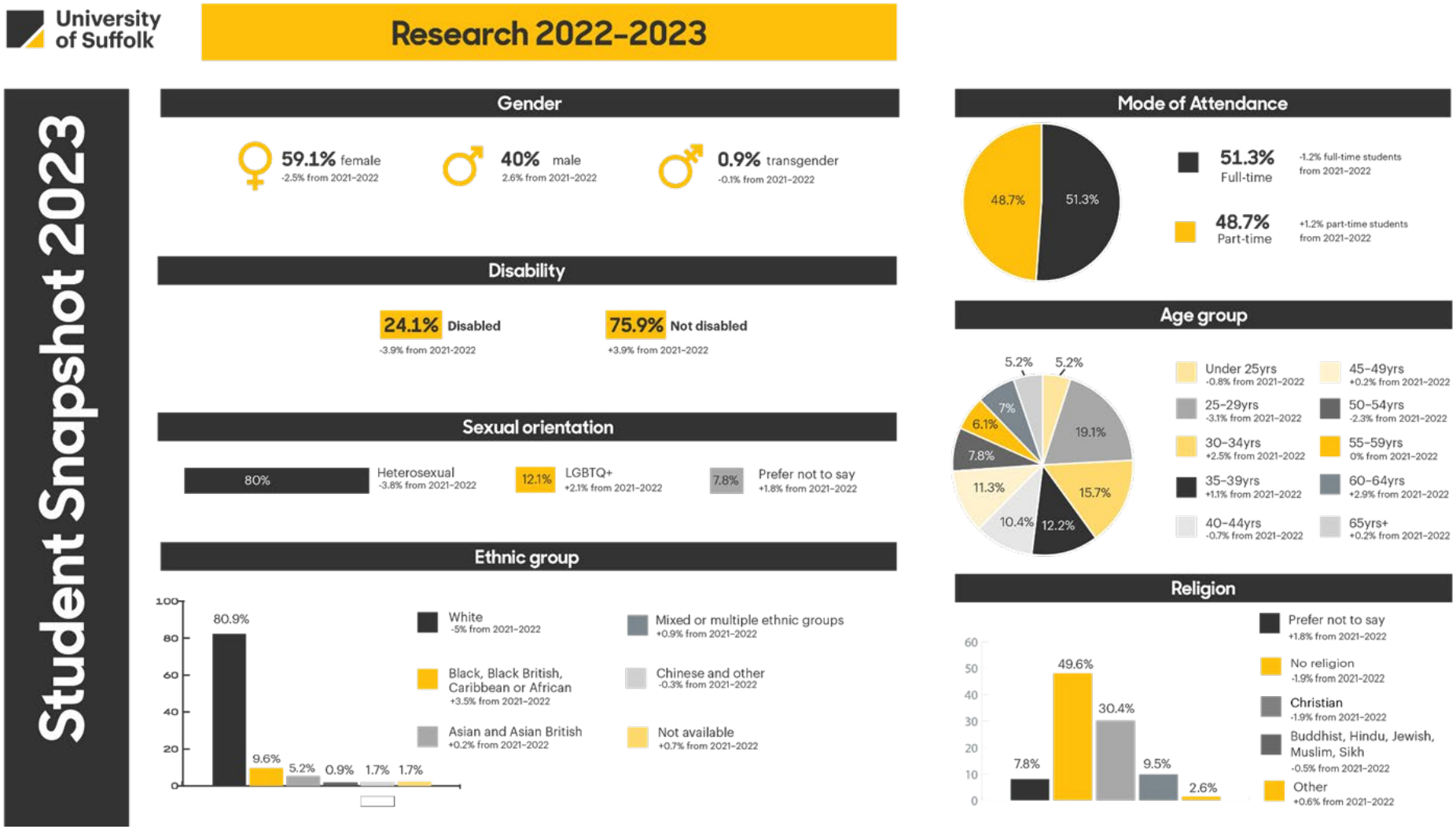
Infographic 2: University of Suffolk Undergraduate Student 'Snapshot' 2022-23



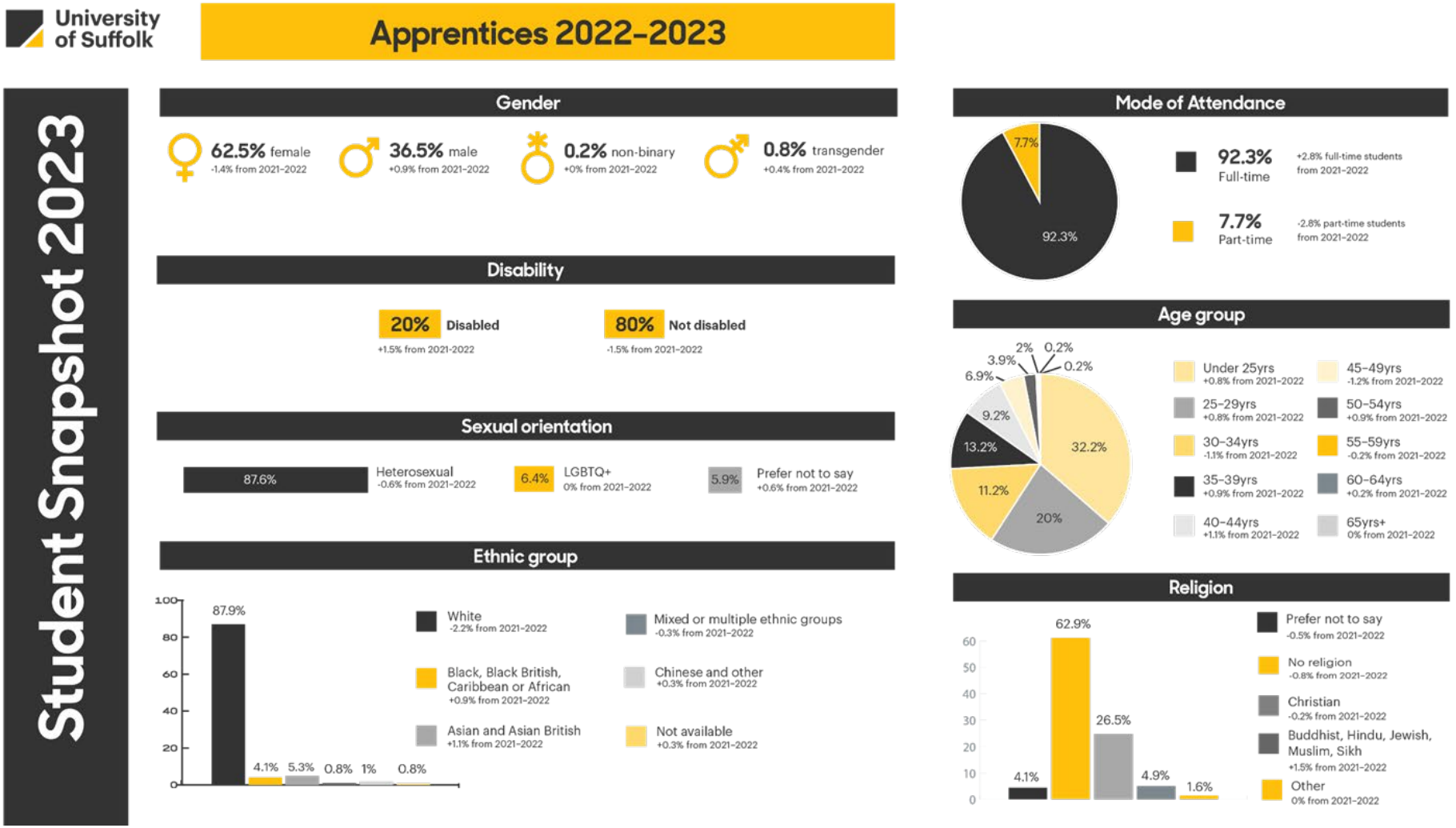
Infographic 3: University of Suffolk Postgraduate Taught Student 'Snapshot' 2022-23



Infographic 4: University of Suffolk Postgraduate Research Student 'Snapshot' 2022-23



Infographic 5: University of Suffolk Apprentices 'Snapshot' 2022-23



Response to our Student data

We are proud to highlight the following areas of progress or improvement which have occurred over the past year. In addition, we recognise some 'challenge' areas in our data which we hope to see further improvement of via the interventions and work planned for 2023-24.

Data / Focus activity	Highlights	Area for Development
Full Time (FT) / Part Time (PT) status	Undergraduate level programmes, including apprenticeship programmes are overwhelmingly populated by full time students. A decrease in part time students for undergraduate programmes is reported for the second year running. This trend is reported across the Higher Education Sector, and it is noted that PT students may be more likely to disclose a disability. (HESA 2023). Part time students are over-represented in both Postgraduate Taught programmes. Part time Research students make up 48.7% of the population.	Continue to monitor data related to part-time and full-time students.
Gender	Female students have long been a majority student group, and this is represented across all datasets (Undergraduate, Apprenticeship, Postgraduate and Postgraduate Research). 2022/23 data shows a small decline in female students across all levels. HESA statistical bulletin for 2021/22 (published January 2023) explores Higher Education student population characteristics and notes 57% of the 2021/22 population were female, which has been the same since 2016/17. Across all our courses, female students make up the majority population.	Continue to monitor student data related to gender across all levels. Monitor declining and low data on trans and non-binary students on Research courses. Monitor the differences between gender representation on course.

	HESA reports that other undergraduate courses showed the greatest gap in the proportion of male and female students, while postgraduate research courses showed the smallest gap. University of Suffolk data shows larger representation of female students on Apprenticeship and PG Research courses and the gap between male (36.5%) and female (62.5%) students on Apprenticeships is 27% compared to a difference of 7.1% in the Undergraduate student population, despite data showing a small decrease in male undergraduate students. The male/female gap for Postgraduate Taught and Research programmes is 5.6% and 19.1%, respectively. Positively data shows an increase in non-binary and trans students across Undergraduate, Apprenticeship, and Postgraduate Taught courses. Research courses show a fractional decline in trans students and no students disclosing non-binary gender status for a second year; noting that the dataset is small. Analysis of institutional level student satisfaction data (National Student Survey 2023) indicates that female students' satisfaction was generally above the sector average for most themes, with significantly higher satisfaction with assessment and feedback and the student union. Male students' satisfaction was well above the sector average for across all themes, with assessment and feedback, student voice, and the student union significantly higher than the sector. Analysis of student satisfaction data (National Student Survey 2023) for our Ipswich population indicates that female students' satisfaction was generally in line with the sector, however satisfaction levels were particularly low for the organisation and management of courses and overall satisfaction, which was the same for male students.	Work sponsored by our Centre for Excellence in Learning and Teaching will be focussed on understanding challenges with and potential enhancements to achieve higher levels of satisfaction with organisation and management of courses in the next academic year.

Disability	Regulatory requirements for data collection have removed the prevalence of 'unknown' datasets. Undergraduate (UG) students disclosing a disability decreased by -1% in comparison to 2021/22. University of Suffolk UG students disclosing a disability in 2022/23 is lower than the available reported HESA data. In 2021/22, HESA reported the percentage of of students with disability studying across all undergraduate levels in the Higher Education (HE) was 16% (*note: HESA data for 2022/23 is not yet available). Suffolk data shows higher levels of students with a disability across PGT and PGR courses in comparison to HESA 2021/22 sector data which reports 11% and 14% respectively. Although it should be noted that students with disability studying PGR courses have decreased by 3.9% compared to 2021/22.	Continue to monitor student data related to disability. Encourage disclosure of disability and promote inclusivity and access to HE for students with disabilities across all partners. Remain cognisant of the promotion of inclusive practices.
	Students with disabilities studying apprenticeship courses increased by 1.5% in 2022/23, equating to 20% of this student population. Apprentice engagement with disability services continues to grow, increasing from 11.4% engagement in 2021/22 to 18.3% in 2022/23. Whilst the proportion of Apprentices engaging with services in 2022/23 is slightly lower than the overall student with disability population, the growth in engagement with services is encouraging.	Continue to promote policies and services available to students with disabilities. Continue to monitor student with disability engagement with disability services.
	Analysis of institutional level student satisfaction data (National Student Survey 2023) indicates that students with a disability were particularly satisfied with the student union. However, those with learning difficulties were well below the sector for academic support, student voice, and the organisation and management of their course. Those with other disabilities, scored particularly low for the organisation	Work sponsored by our Centre for Excellence in Learning and Teaching will be focussed on understanding challenges with and potential enhancements to achieve higher levels of satisfaction with organisation and management of courses in the next academic year.

	and management of their courses, learning resources, and overall satisfaction. Analysis of student satisfaction data (National Student Survey 2023) for our Ipswich population indicates that Students with disability scored well below the sector average in most themes. Academic support, organisation and management of courses, and student voice were especially low for students with a learning disability, and organisation and management courses and overall satisfaction were particularly low those with other disabilities.	
Ethnic Group	Postgraduate Taught and Research courses show a decrease in white students and small increases in both Black, Black British, Caribbean, or African and Asian and Asian British students. Undergraduate programmes report a small decrease in Black, Black British, Caribbean, or African and Asian and Asian British students. All courses report an increase in data being unavailable. Analysis of institutional level student satisfaction data (National Student Survey 2023) indicates that White and Global Majority satisfaction was well above the sector average for most of the themes. The white group was particularly satisfied with the assessment and feedback and their student union, and the Global Majority group shared those themes but were also satisfied with the learning opportunities. Analysis of student satisfaction data (National Student Survey 2023) for our Ipswich population indicates that organisation and management of courses was the theme with the lowest satisfaction for both White and Global	Continue to monitor the data and explore 'unavailable' data to understand the rationale for its prevalence. Work sponsored by our Centre for Excellence in Learning and Teaching will be focussed on understanding challenges with and potential enhancements to achieve higher levels of satisfaction with organisation and management of courses in the next academic year.

	Majority, with satisfaction significantly below the sector averages. Additionally, the white group were well below the sector average for overall satisfaction.	
Sexual Orientation	The general trend across all datasets is the small decline in students reporting as heterosexual and either the stable or small increase in students identifying as LGBTQ+. Except for Postgraduate Taught programmes all other courses report small increases in the response 'prefer not to say'.	Continue to monitor the data.
Age	The Higher Education Statistics Agency (HESA) categorise mature students as 21y/o and above. The University has long been an attractive provider to mature students, providing access to Higher Education (HE). As might be expected, students in the younger age categories (Under 25 years and 25-29 years) are well-represented in Undergraduate and Apprenticeship courses. There has been a decrease in the number of under 25-year-old students studying Undergraduate programmes (-3.3%). 65.4% of the Undergraduate student population are 30 years old and older. Analysis of institutional level student satisfaction data (National Student Survey 2023) indicates that mature students were well above the sector average in all themes, except for learning resources where they were in line with the sector average. Young students were generally in line with the sector average, with a few exceptions. They were particularly satisfied with assessment and feedback but were well below the sector average for organisation and management of their courses and for learning resources.	Continue to monitor data, noting that national population data forecasts an increase in the 18-21 y/o UK population. Work sponsored by our Centre for Excellence in Learning and Teaching will be focussed on understanding challenges with and potential enhancements to achieve higher levels of satisfaction with both assessment and organisation and management of courses in the next academic year.

	Analysis of student satisfaction data (National Student Survey 2023) for our Ipswich population indicates that mature students' satisfaction was below the sector average for all of the themes, with particularly low satisfaction in the organisation and management of their courses. Young students also had a significantly low satisfaction compared to the sector average in organisation and management of their courses.	
Religion	Except for Apprenticeship courses there has been an increase in the response 'prefer not to say'. All courses report a decrease in students disclosing 'no religion', this trend continues from 2021/22 to 2022/23. The HESA reports students with no religion or religious belief accounted for 47% of all students in 2021/22, a decline of 1% from 2020/21. In 2021/22, the proportion of Muslim and Hindu students increased while the proportion of Christian students decreased. At Suffolk, students declaring 'no religion' ranges across courses as illustrated Apprenticeship (62.9%), Pg Research (49.6%), Postgraduate Taught (17.8%) and Undergraduate (17.2%). All courses report a decrease in this category compared to 2021/22. Undergraduate and PG Taught courses report an increase in students disclosing as Christian. With PG Taught and Apprenticeships also reporting an increase in students identifying with Buddhism, Hindu, Jewish, Muslim or Sikh faiths.	Ongoing monitoring and review.

Progress against our Institutional aspirations 2022 - 23

2022-23 saw the following areas of focus progressed. Our achievement against these areas is charted below:

Focus / Activity Area	Progress / Achievements / Highlights 2022-23

Access and Participation (APP)	During this year we have submitted, as requested by Office for Students, a series of variations which indicate the work that the University will undertake during 2023/4 in refocussed attention on areas highlighted by the Director of Fair Access**.** These areas include working with schools to raise attainment in the pre-16 population, setting out how access to HE for students from underrepresented groups lead to successful participation on high quality courses and good graduate outcomes and to seek more diverse pathways into and through HE through expansion of L4 and 5 courses and degree apprenticeships.
	
	Analysis of full year data published by Office for Students for 2021/22 indicates that we have made excellent progress towards meeting our current plan targets. This progress includes:
	
	• Increasing the proportion of students from low-income backgrounds entering the University.
	• Increasing the proportion of students continuing into the next year of study who are:
	  o from low participation neighbourhoods
	  o Known to have a mental health condition.
	• Increasing the rates of achievement for students who are:
	  o from global majority ethnicities
	  o known to have a disability.
	  o from low participation neighbourhoods
	  o from low-income backgrounds.
	
	We have begun work to analyse our student data in relation to the areas of access, success and progression at institutional, partner and campus level. This analysis has enabled us to draft the Equality of Opportunity Risk Register which will inform the interventions, and evaluation activity and targets in the next Access and Participation Plan covering the period 2025/26 – 2028/29.

Liberating the Curriculum	A Task and Finish Group reviewed inclusive education frameworks as well as ongoing research into global majority students. Group members participated in the launch event for QAA's Inclusive Education Framework developed by the University of Hull; this was subsequently reviewed by group members and recommended as the baseline for the Suffolk framework. The Task and Finish Group facilitated a workshop at the University's Learning and Teaching conference to co-create an understanding of how the framework could be implemented at UoS. Feedback was collated from representatives from across the institution and is in the process of being incorporated into the framework design.

	Guidance has now been published for course teams on how they can make their courses, resources and learning activities and assessments more inclusive. This includes self-assessments to be completed as part of the iterative enhancement of our curricular and in preparation for course (re)approval.
Addressing Harassment and Sexual Misconduct	The university continues to implement our institutional action plan and led a workshop for University Senate in November 2022, exploring this topic. In February 2023, the Office for Students opened a consultation on the proposal to implement a new and ongoing condition of registration. A working group reviewed this and submitted an institutional response in May 2023. The outcome of this, including detail of compliance and timeline to implement a new condition of registration is still awaited. The consultation indicated that one to three months implementation would be the expected timeline for compliance. Reporting and referral of safeguarding cases or concerns continue to increase year-on-year, indicating referral and reporting processes are well-established at the University. By December 2023, the University will introduce an extra-curricular online programme for students on topics aligning to relationships and sexual misconduct.
Policy Review	The Code of Practice on Reasonable Adjustments for students was reviewed and published in August 2022. Disability services based at the Ipswich campus, note another increase in student engagement of 6.5% in 2022/23. The Safeguarding Policy and Code of Conduct and Domestic Abuse Policy were both reviewed by committee and have been updated and published in August 2023. In 2023/24, the Trans Policy and Dignity at Study Policy will be received to committee for review.
Postgraduate Taught and Research student experience	The University participated in the Postgraduate Taught Experience Survey (PTES) for the first time gaining a response rate of 18%, comparison to sector average to be completed (Ipswich based students only). The Doctoral College also requested support to engage with the Postgraduate Research Experience Survey (PRES) for the first time, with a response rate of 27% compared to 28% for the sector. Analysis of our PTES data indicates that the aspects of best practice were ‘contact time’ and the ‘criteria used in marking’. However, ‘feeling part of a community’ and the ‘opportunities to interact’ were areas for improvement. Looking to EDI categories: • Of black and minority ethnic taught postgraduates those at the university were more satisfied overall than the Sector, by 12.1 percentage points. Of PGTs who were first in family, those at the university were significantly less satisfied overall than the Sector, by 10.8 percentage points.

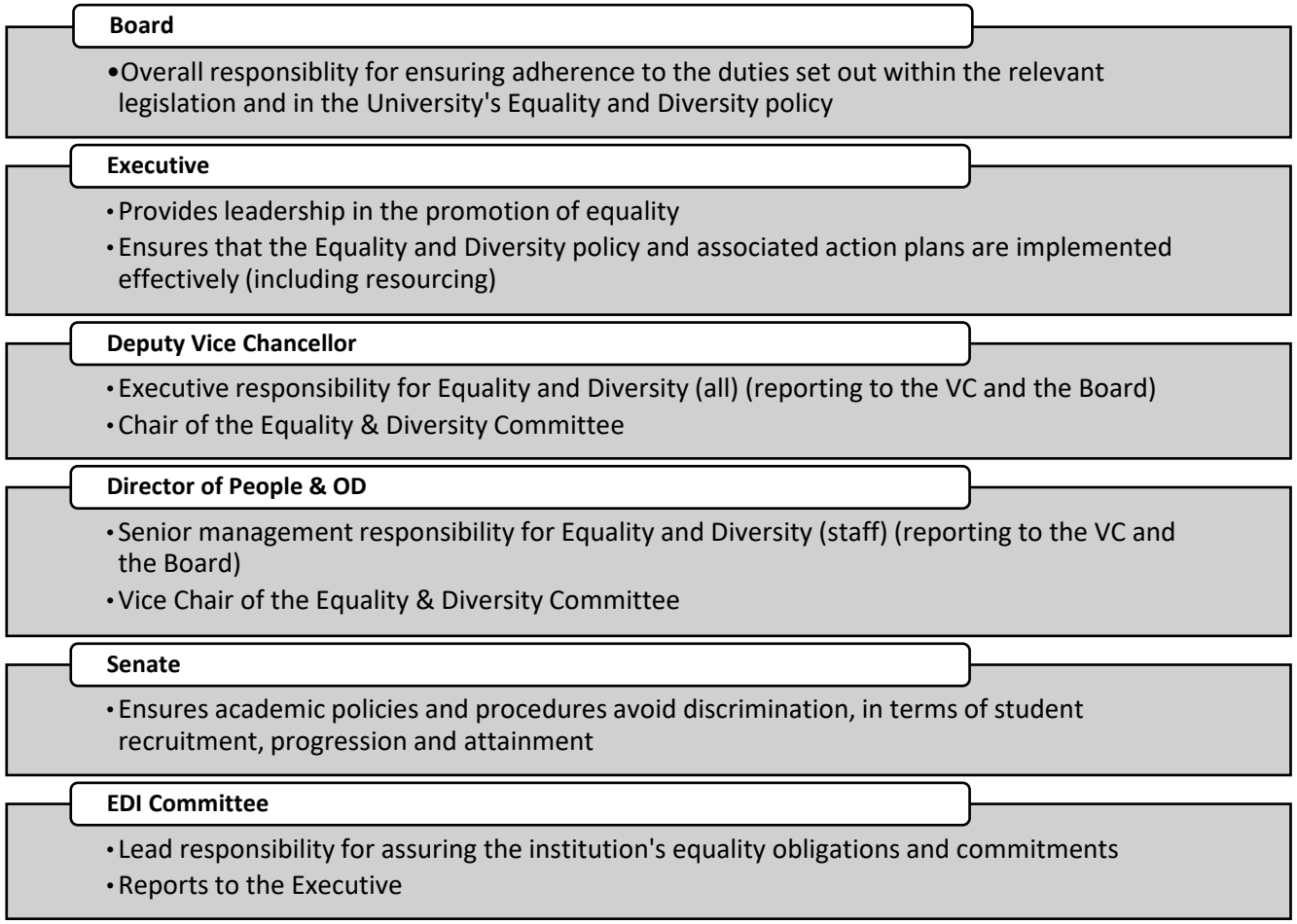
	• The proportion of black and minority ethnic students who agreed that they felt part of a community of postgraduate research students was 53%, which was 15 percentage points below the Sector (68%). Only 50% of black and minority ethnic students at agreed that there were sufficient opportunities to interact with other PGTs. This was 12 percentage points below the Sector (62%). • The proportion of students who were first in family who agreed that there were sufficient opportunities to interact with other PGTs was 46%, which was 19 percentage points below the Sector (65%). Only 51% of students who were first in family at Suffolk agreed that they felt part of a community of postgraduate research students. This was 19 percentage points below the Sector (70%). Analysis of our PRES data indicates that aspects of best practice (with most agreement relative to the benchmark), were 'remote working space' and 'development self-management'. 'Research community' influence and the 'research seminars' were areas for improvement Looking to EDI categories: • There were 60% of Suffolk research postgraduates who were first in family, 19 percentage points more than the Global benchmark. • Of PGRs who were first in family, those at the university were less satisfied overall than the Global benchmark, by 6.3 percentage points. Only 50% of students who were first in family at the university agreed that they had access to the specialist resources needed for their research when on campus. This was 29 percentage points below the Global benchmark (79%)

Our Student / Institutional objectives and aspirations for 2023-25

Our key Student / Institutional EDI objectives for 2023-25 are provided in Part 4 and form part of our institutional EDI action plan.

Part 3: Governance

Governance of EDI at University of Suffolk is given via the following structure:



Equality, Diversity & Inclusion Committee (EDIC)

The Equality, Diversity, and Inclusion (EDI) Committee meets three times a year to:

- Monitor the key areas of the institution's performance and priority areas agreed for the year in relation to EDI (currently: Access and Participation Plan; Athena Swan, Liberating the Curriculum and People).
- Keep relevant policies and procedures (which influence or are influenced by EDI matters) and their Equality Impact Assessment (EIA) under review.
- Set, monitor, and report progress against equality objectives.

The Committee has membership from across the institution's community, including academic representatives, professional service managers, the recognised trades unions and the Students' Union.

Members of the Senior Leadership Team are responsible for leading the implementation of the Equality and Diversity approach and action planning in relation to employee and student matters within their own Schools and Directorates/departments; and ensuring that all their staff know their responsibilities and receive support and training in carrying these out.

All members of the institution's community have a responsibility to support the aims and objectives of the Equality and Diversity Policy, ensuring that their behaviour towards each other and to the wider external community is respectful, encouraging a positive and inclusive environment.

Part 4: Summary Action Plan

Our strategic action areas are documented below and span areas of focus in respect of staff, students, and overall institution. Some activities have an earlier anticipated completion date. Some activities require a longer period for embedding. The completion date given is for the objective to be fully embedded and in place.

KEY:

	Behind target		In progress / complete but not yet completely embedded		Complete/ embedded / fully on track		Not yet started

Focus	Strategic Objectives (2023-25)	Completion Date	Progress during 2022-23	RAG
PEOPLE (STAFF)				
Talent & OD	Increase diversity in our recruitment panels.	2024	A pool of additional panellists have been fully trained and available to support interviews as and when required. The group will add a dimension of diversity to potential panels and is hoped will support the reduction of unconscious bias. Their impact will be reviewed.	
	Seek opportunities to increase employment of males, especially in the lower and lower-mid pay quartiles.	2025	Work will commence this year to take this action forward.	
	Seek opportunities to increase the employment opportunities for those aged 25 and under.	2025	Work will commence this year to take this action forward.	
	Improve outcomes for Global Majority applicants at shortlisting and interview stage of recruitment, and female Global Majority individuals in senior management (Band 5+) roles.	2025	The 'e' recruitment system has been implemented and this will enable us to monitor/review applications in real time by vacancy and throughout each stage which will help in identifying any adverse trends, or potential barriers to applicants progressing appropriately through the recruitment stages.	
	Review and update (as necessary) progression criteria and processes to ensure they remain equally achievable for those who are part time or returning from	2023	The review of the academic progression routes was completed during 2022/23. This specifically included the need for individual circumstances such as absence due to maternity,	

	maternity/paternity/parental or adoption leave.		paternity, parental or adoption leave, caring commitments, part time or other flexible working arrangements to be taken into consideration.	
	NEW 2023: Analyse people outcomes (ie appraisal, training and development uptake etc) through an EDI lens – when systems are developed enough to enable this.	2025	New action for 2023+. Work will commence this year to take this action forward.	
	NEW 2023: Deep dive data in relation to promotion and progression with an EDI lens - ie. Understand the correlation between length of service/gender of applicants to identify any patterns.	2025	New action for 2023+. Work will commence this year to take this action forward.	
Culture	Athena Swan bronze submission in March 2023	2023	The University successfully achieved the Athena Swan Bronze Level Award in July 2023. Work has commenced to deliver our action plan for resubmission in 5 years' time.	
	Annual Staff Surveys aiming to continuously improve engagement, protected characteristic declaration and reduce 'prefer not to say' categorisation.	2025	We are celebrating the continued high level of staff engagement with our latest survey which highlighted improvements to all question categories. Our efforts to build further confidence in the survey and to encourage self-declaration of personal characteristics has resulted in little change. This may be indicative of personal choice.	
	On-going monitoring of EIA completion.	2025	During the past year our focus has been to ensure there are trained staff for each School / Directorate across the institution. This has seen the introduction of an online training resources to support the process. In the year ahead will be evaluating the process one year on from its implementation.	

	Continue building effective relationships with our Network Chairs, to support the wider EDI agenda.	2025	The network chairs group in the past year have shared good practice in recruiting to their network and explored opportunities to strengthen numbers. This has identified holding once a quarter joint meeting across the networks: LGBTQ+, Disability, Menopause and the Anti-Racism Collective to explore common themes for support and engagement.	
	Embedding of our Values and Behaviours within the employee lifecycle – to ensure alignment of 'what we do and how we do it' – with positive people practices at the fore.	2025	In January 2023 we launched our new values and behaviours framework and supporting communication site which provides a range of information and resources to equip managers with the tools to embed the framework into people practices within the employee lifecycle, e.g. recruitment and selection, appraisal, induction processes.	
	NEW 2023: Improved support for those with caring responsibilities, parental leave and staff networks, diverse gender identities, such as trans and non-binary, non-cis gendered staff and students	2025	New action for 2023+. Work will commence this year to take this action forward.	
Performance	Continued improvement in the data available to managers through the Business Partnering relationship – to ensure data tells an up-to-date story – and is an enabler for improved people practices across our institution.	2023	The POD data dashboard that has been developed has helped to provide data readily available to Managers, that can support with our strategic discussions and identify actions to be taken forward to proactively manage people within each of the areas.	
	Application of an EDI lens across our People processes and outcomes.	2025	Not yet commenced as systems not developed to enable this as yet.	
	Review onboarding processes with an EDI lens to improve retention of staff within first 2 years of employment.	2025	Not yet commenced, processes to be aligned with the new online recruitment system which launched in August 2023.	

Digital	Proactive data capture/improvement in relation to personal characteristics – updating information held and encouraging individuals to reduce 'prefer not to say' denotations.	2025	The ability for individuals to input personal characteristic information directly on to the MyView self-service portal will hopefully increase confidence in providing the information. We will continue to promote the importance of sharing this information through a number of differing mediums including all staff bulletins from the VC.	
	Continued improvements in self-service options including updating of personal information – to ensure characteristics which change (i.e., marital status, disability etc) are captured – to aid better understanding and accurate employee profiling.	2025	There has been significant progress made with the development of the MyView functionality to improve user experiences and streamline activities / processes. Staff are now able to provide additional personal details including gender identity & expression, caring responsibilities.	
STUDENT / INSTITUTIONAL				
Access & Participation	Complete research and evaluation activity as defined through theory-of-change underpinned plans for the academic year.	2024	Research and evaluation activities are being drafted for commencement.	
	Analyse and report on progress to milestone targets set for academic year 2022/23	2024	Data illustrating achievement of targets for 2022/23 will be published by Office for Students by end academic year 2023/24.	
	Achieve milestone targets set for academic year 2023/24	2025	It is anticipated that data illustrating achievement of targets for 2023/24 will be published by Office for Students during academic year 2025/26.	
	Develop Institutional Equality of Opportunity Risk Register and risk registers at campus and partner level identifying barriers to equality of opportunity to access, success and progression within and from higher education and graduate level employment to inform the new APP 2025/6 – 2028/9	2024	Equality of Opportunity Risk Register and risk registers at campus and partner level have been drafted and have been submitted through committees for institutional approval.	

	Develop targets and milestones at institutional, partner and campus level to reduce or eliminate gaps in equality of opportunity.	2024	Targets have been drafted and have been submitted through committees for institutional approval.	
	Develop fully costed research and evaluation plans underpinned by a theory of change model which will support the achievement of targets and milestones as identified.	2024	Not yet commenced, due for internal review and approval January 2024.	
	Draft and submit the new Access and Participation plan for 2025/26 – 2028/9	2024	Not yet commenced, due for internal review and approval February 2024 with submission to OFS deadline to be confirmed.	
Liberating the Curriculum	Define the UOS approach to a liberated curriculum, including EDI in curriculum design, assessment, feedback, and collaboration. Publish the Liberated Curriculum framework as art of the course design blueprint and underpinning the learning and teaching strategy. Develop discussion fora, guidance, and toolkits	2023	The Liberating the Curriculum Task and Finish Group has completed the following activities in 2023/24 • reviewed existing inclusive educational frameworks and sector-wide inclusivity policy, with the QAA's Inclusive Education Framework, developed by the University of Hull, adopted as the baseline framework for Suffolk. • developed a programme of CPD to be delivered through CELT in 2024/25 reflecting the components of the framework. • Developed guidance within the Course Design Blueprint and a self-assessment matrix for use in course design and (re)approval. • Implemented steps to ensure this is covered as part of the University's PgCAP and Personal Academic Coach programmes. The work of the group, as established, is now complete, with courses reviewing against the framework and	

			guidance as they reach their scheduled (re) approval point. The next phase in building an inclusive environment is to be focussed on belonging.	
Student Belonging	Develop the University of Suffolk vision, action plan and measures for the creation and enhancement of student belonging at Suffolk across the student lifecycle.	2024	Yet to be commenced, project initiation document to be approved by Student Experience Taskforce November 2023.	
	Develop a revised approach to induction, and transition into the University ensuring that all opportunities to build connection with space, place and community are maximised. To include outputs related to the development of the “First Year Experience”.	2024	Not yet started, new approach will be piloted and evaluated in academic year 2024/25	
	Evaluate impact of work through a range of qualitative and quantitative mechanisms including: • Suffolk Online Feedback in Action • Student Experience Ambassador engagement activities • Retention data	2024	Not yet started, evaluation to be published at identified points and for next academic year.	
Student Satisfaction	Complete work packages sponsored by Centre for Excellence in Learning and Teaching to improve the experience of and satisfaction levels with course organisation and management.	2024	Work just beginning, project scoping documents have been approved.	
Harassment and Sexual Misconduct	Continue to implement the strategic action plan and report progress into the Senior Leadership Team (SLT) and University Board.	2024	Actions are in progress and work is underway whilst awaiting outcome of OfS consultation.	

Research and Practice Review	Following the launch of the new reasonable adjustment process in December 2022, an efficacy review will be completed.	2024	Following testing and review, further changes to the newly developed system were identified and actioned. A final review will be concluded in 2024/25. 'Relaxed induction' continues to receive positive feedback. An evaluation plan has been mapped with the aim of reviewing and tracking at points throughout the year exploring aspects such as students with disability wellbeing, confidence, support in place and attendance.	

Part 5: Acknowledgements

The following staff are thanked for their input to the creation of this Annual Report:

Julie Burton – Director of People & Organisational Development

Jo Campbell – Head of People

Teresa Steward – Head of Culture

Lauren Smith – Culture Business Partner

Chantalle Hawley – Assistant Director of Student Life

Ellen Buck – Director of Learning & Teaching

Emma Bond – Pro Vice Chancellor Research

James Nial – Head of Planning

Mia Ngo – Marketing Business Partner

Publications Team