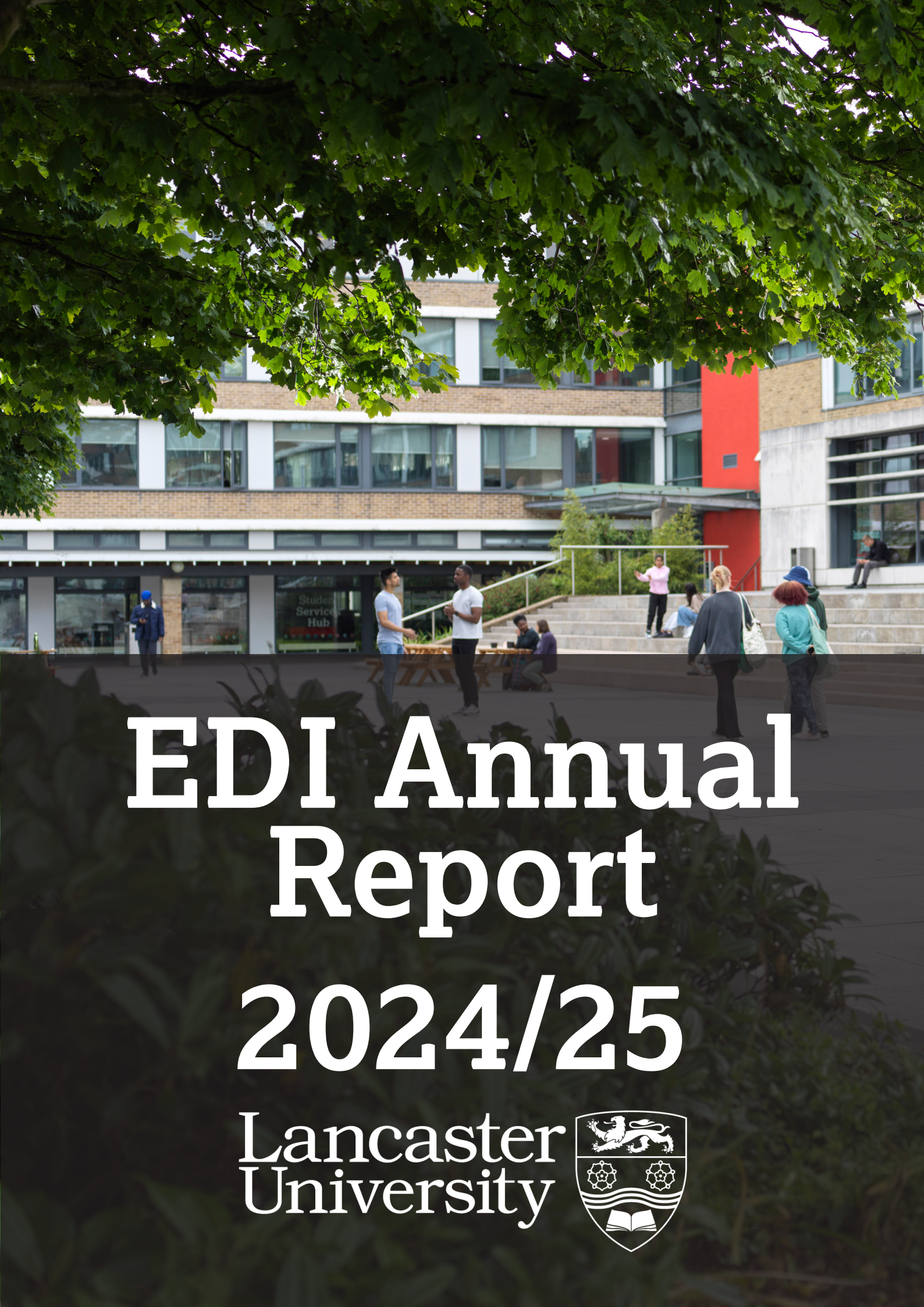




EDI Annual Report 2024/25

Lancaster
University



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Glossary of Contents

- AHBT - Anti-Harassment & Bullying Team
- AS - Athena Swan
- EDI - Equality, Diversity & Inclusion
- EIA(s) - Equality Impact Assessment(s)
- FHASS - Faculty of Humanities, Arts & Social Sciences
- FHM - Faculty of Health & Medicine
- FST - Faculty of Science & Technology
- HESA - Higher Education Statistics Authority
- HR - Human Resources
- ISAT - Institutional Self-Assessment Team
- IUPAC - International Union of Pure and Applied Chemistry
- LGBO - Lesbian, Gay, Bisexual and Other sexualities
- LGBT+ - Lesbian, Gay, Bisexual, Transgender and other identities
- LU - Lancaster University
- LUMS - Lancaster University Management School
- PC(s) - Protected Characteristic(s)
- PGR - Post-Graduate Research
- PGT - Post-Graduate Taught
- PS - Professional Services
- PSED - Public Sector Equality Duty
- PSEG - Professional Services Executive Group
- REC - Race Equality Charter
- UEB - University Executive Board
- UG - Undergraduate

1. Foreword

I am pleased to present the Equality, Diversity, and Inclusion (EDI) Annual Report 2024/25. Promoting Equality, Diversity, and Inclusion is not only a statutory responsibility but a core part of our mission to advance learning through teaching and research. It also underpins our commitment to creating a culture in which all students and staff can thrive. I was drawn back to Lancaster knowing how much it values EDI and I am proud to lead a University whose very foundation is rooted in widening participation and driving social mobility.

Our existing charter marks, which include Athena Swan Gender Equality Charter, Race Equality Charter, and Disability Confident, evidence and support our strategic approach to prioritising Equality, Diversity and Inclusion both for our staff and students.

Professor Steve Decent

Vice-Chancellor



The University continues to make progress toward its Equality Objectives for 2022-2026. These objectives are closely integrated with the University's Strategic Plan and its People and Culture Plan, ensuring that EDI priorities are embedded across organisational decision making and long-term planning. This alignment provides a coherent structure for sustaining and accelerating progress in the years ahead.

We extend our sincere thanks and appreciation to our Equality Staff Networks, Student EDI Fora, and the EDI Staff Voice Forum. Their continued efforts, insight, and celebration of progress play a vital role in shaping a more inclusive University community. This report highlights the positive steps taken over the past year, while recognising that our journey continues. We are grateful to everyone contributing to a more inclusive Lancaster.

Professor Rebecca Lingwood

Deputy Vice-Chancellor



2. Introduction

Lancaster University continues to be recognised as one of the UK's leading institutions, with a global reputation for excellence in research, teaching, and engagement. In 2024/25, we remained focused on addressing major societal challenges through impactful research that informs policy, drives innovation, and delivers economic, cultural, and social value across the UK and internationally.

Our commitment to equality, diversity, and inclusion underpins everything we do. Through our Equality Objectives 2022-2026, we are strengthening equitable access, inclusive leadership, and accountability across the institution. These principles guide our partnerships and ensure that our work reflects the needs of the communities and organisations we collaborate with.

Lancaster's distinctive collegiate system and vibrant campus environment continue to set us apart. With staff and students from more than 100 countries, our nine colleges and four faculties form a diverse, collaborative community that thrives in a unique setting combining coast, countryside, and city. This environment supports creativity, wellbeing, and a strong sense of belonging, qualities that enhance our partnerships and external engagement.

Our global and local network of partners play a central role in delivering the ambitions of our Strategic Plan 2021-2026. As we strengthen our position as a sector-leading, globally significant university, we continue to expand opportunities for collaboration across research, innovation, and education. These partnerships help us amplify our impact and ensure our work remains internationally relevant.

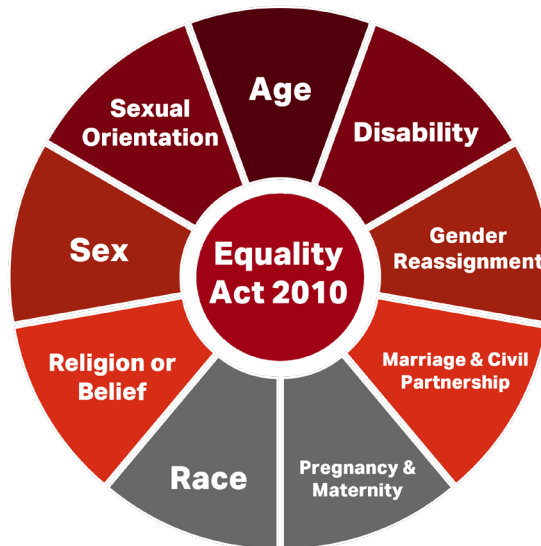
A key priority for Lancaster is deepening our engagement with external stakeholders-businesses, public sector organisations, community groups, and international partners-to create meaningful, lasting change. By sharing expertise, co-developing solutions, and championing good practice, we contribute to regional growth and support innovation across sectors. Our interdisciplinary strengths allow us to work across boundaries, bringing together diverse perspectives to address complex challenges.

At the heart of all our activity is a commitment to respect, empowerment, and community. By fostering strong relationships and inclusive networks, we support the success of our staff, students, and partners while contributing to the long-term ambitions of the University. Together, we will continue to champion equality, drive innovation, and build an inclusive environment that benefits our region and the wider world.

Professor Kendi Guantai joined the University as the Dean for Culture and Inclusion in June 2025. The purpose of her role is to support and challenge institutional EDI performance, and taking an intersectional and thematic approach, coordinate and prioritise staff and student related EDI interventions and chartermark activity, to deliver impact that contributes to the success of the University's strategy.

3. Legislative Context

The Equality Act 2010 provides the legal foundation for promoting and protecting equality, diversity, and inclusion across the UK. It identifies nine protected characteristics, each designed to safeguard individuals from discrimination and ensure fair treatment.



Under the Act, public bodies must meet both general and specific duties. The general duty requires organisations to demonstrate due regard to three core aims:

- Eliminating unlawful discrimination, harassment, and victimisation
- Advancing equality of opportunity between different groups
- Fostering positive relations across diverse communities

3.1 The Specific Equality Duty

As part of the Public Sector Equality Duty (PSED), the University is required to publish clear and proportionate evidence each year showing how it is meeting its responsibilities. In addition, we must set measurable equality objectives on a four-year cycle to guide and monitor progress.

To fulfil these obligations, the University publishes equality information across several key areas in its EDI annual report. Examples of EDI activity and good practice from 2024-25, aligned with the University's Equality Objectives 2022-2026, are presented in Section 5 (pages 5-7).

Detailed staff and student diversity profiles can be found in Section 6 (pages 8-26).

4. EDI Governance and Assurance

The Deputy Vice-Chancellor provides strategic leadership for Equality, Diversity and Inclusion (EDI) across the University, supported by the Dean for Culture and Inclusion. Oversight of the University's responsibilities under the Public Sector Equality Duty (PSED) is carried out by the University EDI Committee, a joint sub-committee of Senate and Council. The Committee guides the University's EDI strategy; monitors progress against the Equality Objectives and provides assurance to senior decision-makers that due regard has been given to relevant equality groups.

Faculty Executive Deans hold responsibility for EDI within their faculties, reporting through the EDI Committee to Senate and Council. Within Professional Services, Divisional Directors carry equivalent accountability via the Professional Services Executive Group (PSEG), ensuring alignment with institutional EDI priorities.

The EDI Committee's annual work includes reviewing staff and student data, monitoring progress on charter marks (Race Equality Charter, Athena Swan, Disability Confident), and reporting on PSED compliance and Equality Objectives. Engagement and consultation forums ensure regular dialogue with equality staff networks, student groups, and other stakeholders.

Trade union representatives play an important role in supporting workplace equality and are engaged through both formal and informal channels, contributing to EDI discussions and consultation activity.

Task-and-finish groups and management meetings operate alongside the formal governance structure to progress specific areas of work. Their outputs are reported to PSEG and the University Executive Board (UEB). As Chair of the EDI Committee, the Deputy Vice-Chancellor ensures appropriate oversight and reporting across the governance framework.

5. Lancaster Equality Objectives & Good Practice from 2024/25

Lancaster University's Equality Objectives set out our commitment to strengthening equality, diversity and inclusion across the institution. Developed using evidence from our ongoing EDI work and analysis of structural barriers and disparities, the four objectives support both staff and students and align closely with the University's wider strategic priorities. Together, they reinforce our dedication to embedding equality, fostering respect, and building an inclusive community.

This section highlights selected examples of good practice from across the University that demonstrate progress against these objectives. These initiatives show how EDI principles are being translated into meaningful action and reflect our continued commitment to creating an environment where inclusion is integral to who we are and how we operate.

Equality Objective 1: Deliver high quality, inclusive education with support services that are more accessible, inclusive and responsive to students' needs.

In the first term of 2024/25, the new structure for Central Student Wellbeing Services was launched, with four levels of support available, clearly signposted and communicated to both staff and students. This support was launched through the new Student Wellbeing Portal in ASK and presented students with four options to help them to access the urgency of their own needs. This tool was brought in to enable students to access support led by their own needs.

Information in the wellbeing portal has been refreshed and improved too. Students can find full details about the available support services on offer, how they can access services, and what to expect when they do. For staff supporting students in accessing wellbeing services, the pages have been designed to be navigated alongside a student. The role of staff is then to help the student determine how urgent their needs are and what kind of support they want.

You can find the wellbeing portal at [Wellbeing | ASK - Lancaster University](#)

Having launched Faculty of Health and Medicine's Postgraduate Researcher (PGR) Training Programme in 2023, to support PGR academic and career development, student feedback highlighted barriers that limited equitable participation, including time zone differences, caring responsibilities, employment commitments, disability related needs, and challenges accessing campus.

In response, we transitioned the programme to a predominantly asynchronous online delivery model in 2025. This approach enables PGRs to engage with training at a time and pace that suits their circumstances, supports diverse learning needs, and removes structural barriers to access. The change has significantly widened participation and ensured that all PGRs, regardless of location or personal circumstances, can access the training essential to their academic and professional development.

Equality Objective 2: Strive for workforce diversity and inclusion.

The Recruitment and Selection Review Project continued to develop tools, templates and structures for recruiting teams. The work focused on developing and refining recruitment resources to improve efficiency and consistency while advancing diversity and inclusion. Standardised tools, inclusive job descriptions, and advert guidance broaden access for under-represented groups, while structured question banks and manager coaching reduce bias in selection. Enhancements to the recruitment toolkit and accessible training ensure hiring managers apply inclusive practices, supporting a workforce that reflects varied backgrounds and perspectives.

October 2024 marked the launch of Lancaster University Black, Asian and Ethnic Minority Network. Colleagues across the University were invited to join the University's newest equality staff network for coffee and pastries to celebrate its launch during Black History Month. The network aims to support the University in developing and progressing institutional race equality initiatives, such as the Race Equality Charter. It also provides support to Black, Asian and Ethnic Minority staff members in navigating their lives at the University and offers an arena for staff to discuss their concerns in a safe and confidential environment. The University now has six equality staff networks covering Race, Disability, Women, LGBT+, Parents and Carers, and Young staff.

Equality Objective 3: Promote and celebrate diversity.

On 11 February 2025, Lancaster's Chemistry Department joined the global movement for gender equality in science by hosting an IUPAC Global Women's Breakfast. The event brought together voices from across the University and industry to celebrate the diversity of careers in chemistry and share real stories of overcoming challenges. Discussions focused on empowering individuals in their professional development, highlighting the wide range of opportunities within the field, and addressing barriers that women often face. Organised by Sophie Rawnsley-Lau and colleagues, with support from the Royal Society of Chemistry, the session provided a platform for networking and knowledge exchange. To build on this momentum, the team is developing a careers poster that captures key insights from the panel and guests, ensuring these valuable conversations continue to inspire future scientists.

During the academic year 2024/25, 39 EDI-related events were delivered by our central EDI, Athena Swan and REC teams, achieving strong engagement with a total of 661 attendees against an expected 874, equating to an average conversion rate of 82% for completed events. The programme showcased a diverse mix of forums, training sessions, awareness events, and cultural celebrations, with standout successes including British Sign Language training, South Asian Heritage Month activities, and targeted allyship sessions for teams. EDI Staff Voice Forums maintained consistent engagement (average 83% conversion), reinforcing their role as a key feedback mechanism. Overall, the year demonstrated significant progress in embedding inclusion across the institution, with high-performing activities highlighting the value of practical skills-based learning and culturally focused initiatives. These successes provide a strong foundation for continued growth and innovation in the coming year.

Equality Objective 4: Demonstrate more inclusive leadership, accountability and fairness at all levels of management.

The Anti-Harassment and Bullying Team (AHBT) at Lancaster University is a trained, independent group of staff who volunteer to provide confidential, informal support to staff and students experiencing or concerned about harassment, bullying, or related behaviours. Operating outside formal staff and student complaint processes, the team offers a safe, non-judgemental space to explore concerns, understand options, and support to seek early, preventative resolution. Its work is underpinned by a commitment to prevention and early intervention, alongside a caller-led approach that prioritises individual needs and autonomy. The AHBT signpost to existing staff and student services as well as the unions and external sources of support.

As of March 2026, the team has grown to 12 members, reflecting an expanded capacity to meet increasing demand and enhance visibility across the University community. Alongside individual casework, the team contributes to institutional learning through anonymised data collection and engagement with Equality, Diversity, and Inclusion priorities. Since February 2024, the team have worked on 86 reports, of which 36 have been student cases.

The Protected Characteristic Disclosure Project demonstrated a strong commitment to accountability and fairness by improving the accuracy, transparency, and inclusivity of staff data collection. It addressed historic gaps in disclosure by expanding reporting options for ethnicity, disability, religion, and sexual orientation, ensuring all identities were represented. The project aligned with updated Higher Education Statistics Agency (HESA) requirements and introduced clearer guidance on why and how data is collected, stored, and used, fostering trust among staff. Changes included adding more precise categories (e.g. Pagan & Agnostic within Religion and Belief reporting) and refining disability options based on feedback from equality staff networks, enabling more accurate support. Launching a dedicated intranet section for transparency and updating the categories in our HR system reinforced openness and accountability. Early outcomes showed reduced “Prefer Not to Say” rates across most characteristics, evidencing progress toward fairer, data-driven decision-making and inclusive practices.

6. Staff and Student EDI Data Profiles

In previous years for staff data, a snapshot has been taken from our HR system. To introduce parity and sector comparisons, this year we have improved our reporting by using the Heidi Plus HESA Records. Using this standard, time-series dataset removes the risk of inconsistencies between data sources and improves data quality. The staff data in this report therefore only includes 2023/24 and 2024/25 and we will rebuild our internal trend analysis over future years using the above data sources/records.

For recruitment and leavers data, which is not available in Heidi Plus HESA Records, the datasets from our HR system span all data between 1st August 2024 to 31st July 2025.

6.1 Staff EDI Profile (by All Staff, Academic and Professional Services)

Staff numbers decreased slightly in 2024/25 to 4,380, with proportions of academic staff and professional services staff remaining consistent with previous years (51.8% academic, 48.2% professional services), and closely reflecting the sector data, with a slight prevalent imbalance towards Professional Services Staff at Lancaster University.

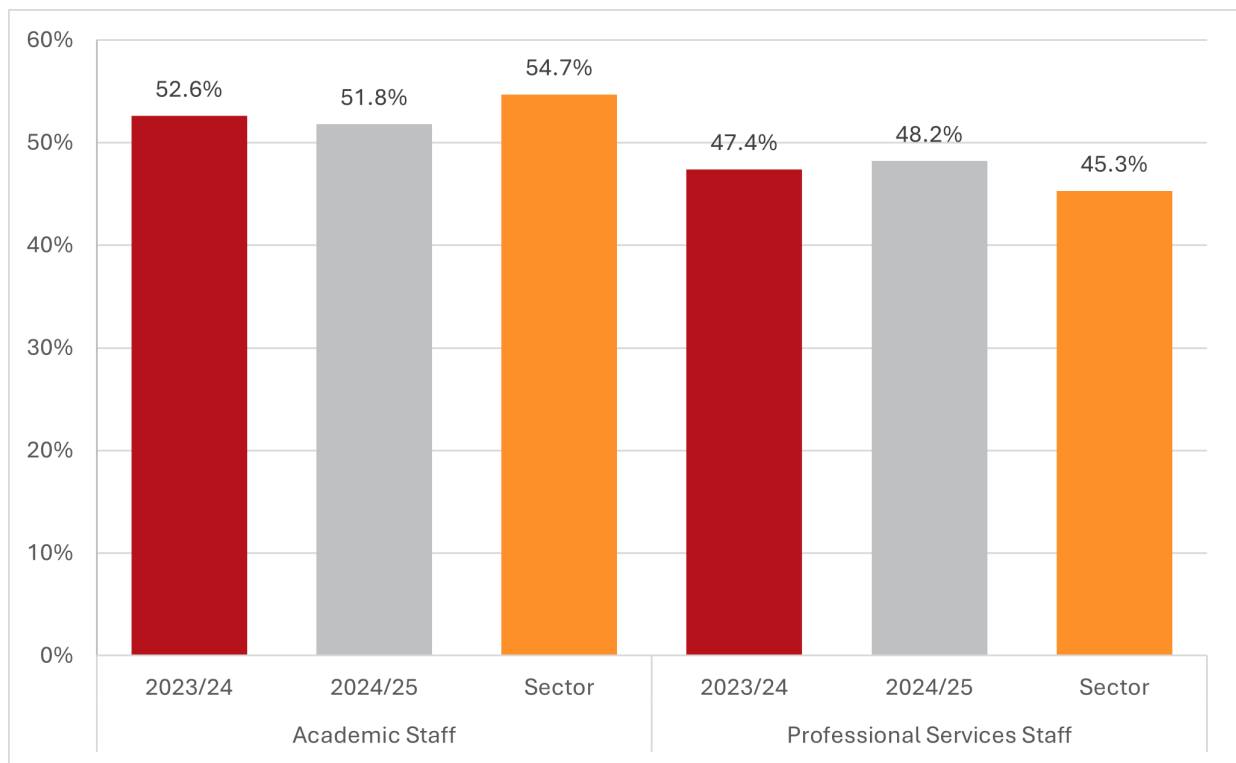


Chart 1: Staff EDI Profile by Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

6.1.1 Age

The age distribution of staff members remained largely consistent, with a peak in staff aged between 36 and 45 years.

The University had a larger young workforce, with 10.5% of all staff aged 25 and under, compared with 5.3% of the sector. However, at other age groups, the comparison only varies by 3 percentage points or less.

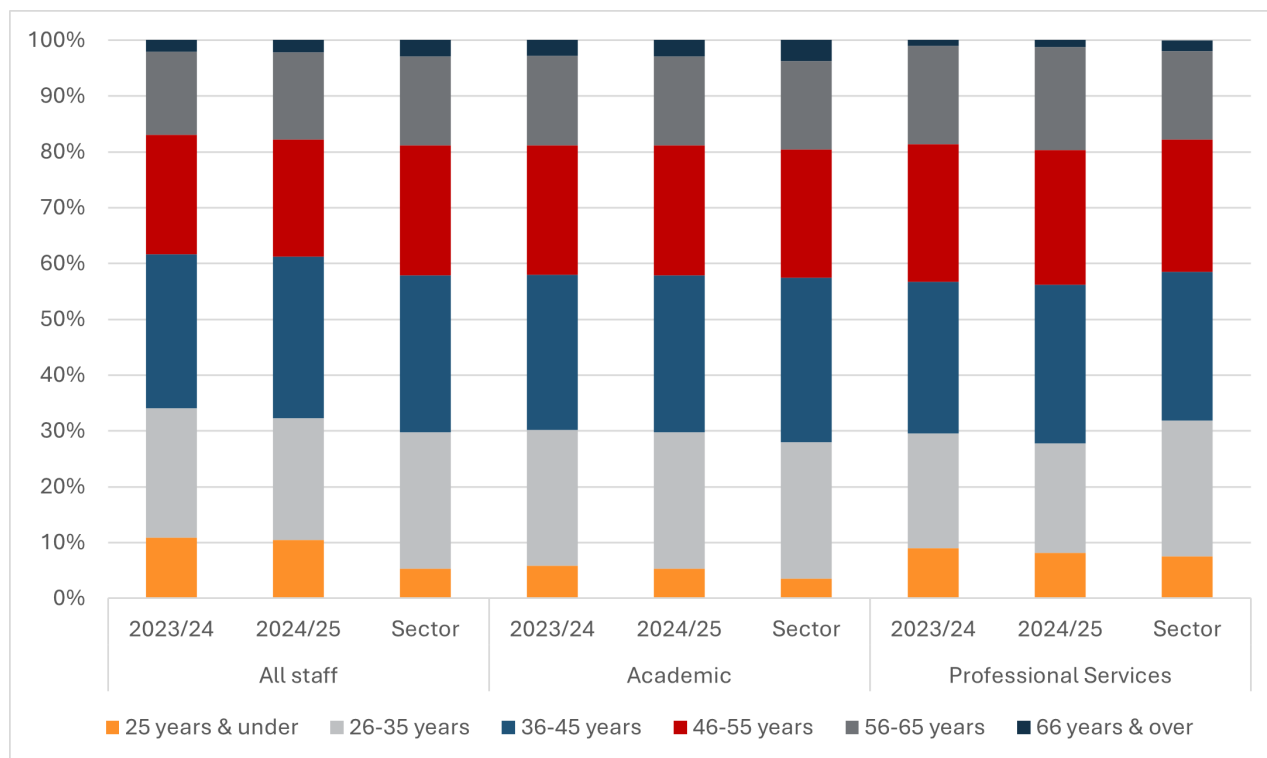


Chart 2: Staff age Profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

6.1.2 Disability

We saw a slight decrease in the disclosure rate of disabilities across both our academic and professional services staff groups, with the overall disclosure rate decreasing slightly from 9.6% in 2023/24 to 8.4% in 2024/25. This still aligns closely with the sector average of 8.5% of staff known to have a disability.

It is difficult to identify the precise reason for the decrease in LU disability disclosure rate in 2024/25 but this could be due to the change to the HESA/ LU disability categories. However, we expect this to improve over time in particular with annual roll out of the Protected Characteristic Disclosure Campaign.

For those staff who chose to declare a disability, distributions of HESA grouping have remained largely the same across the whole staff population. The decrease in Professional Staff disclosing a disability was most prevalent in physical disabilities (-0.7 percentage points), non-physical disabilities (-0.6 percentage points), and impairments, health conditions or learning differences not listed (-0.7 percentage points).

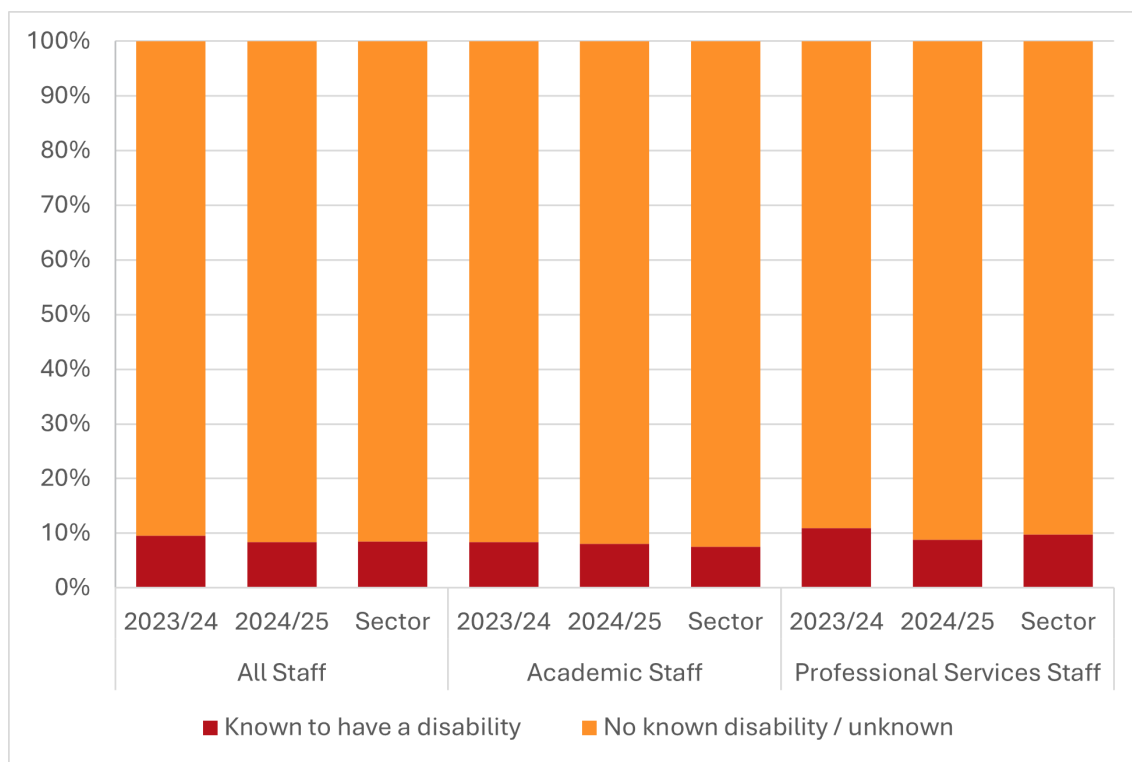


Chart 3a: Staff disability declaration profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

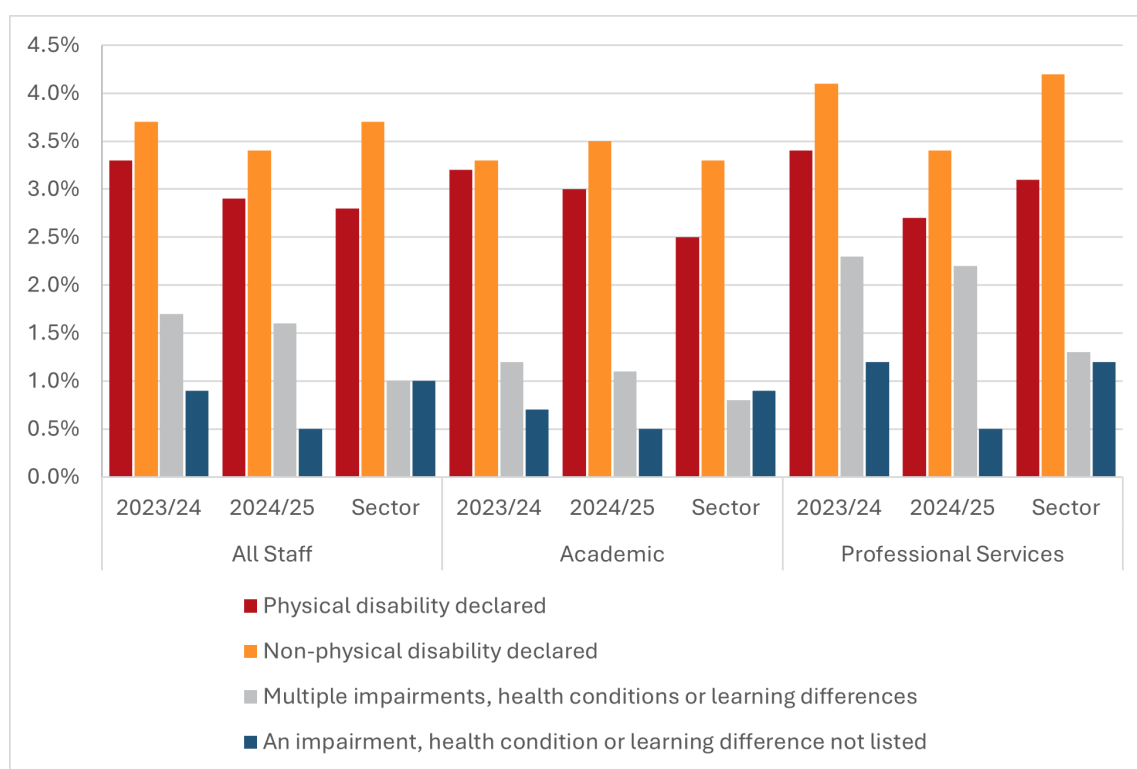


Chart 3b: Staff declared disability type profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

6.1.3 Ethnicity

The proportion of Black, Asian and Ethnic Minority increased slightly, from 14.8% in 2023/24 to 16.1% in 2024/25, gaining on the sector average of 20.2%. While our academic representation of Black, Asian and Ethnic Minority staff was close to the sector average, the proportion of these staff in Professional Services roles fell behind (6.6% at LU, 16.8% sector average). However, this figure does sit much closer to the census figure of 6.9% Black, Asian and Ethnic Minority population in Lancashire.

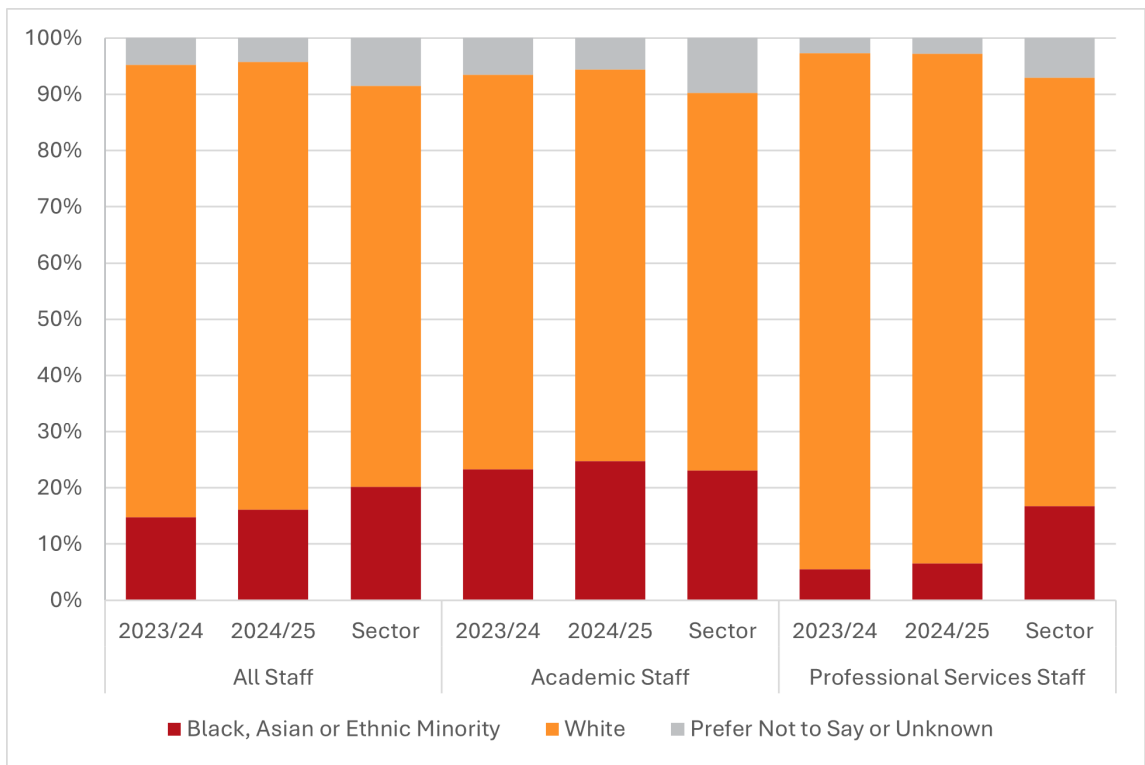


Chart 4: Staff ethnicity profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

6.1.4 Legal Sex

Proportions of male to female staff remained at 55.3% to 44.7% respectively, with academic staff remaining majority male (53.0%) and professional services remaining majority female (64.8%).

While our overall population split reflected that of the sector, we did stray further from balance in both academic and professional services groupings, with the proportion of males sitting 2.2 percentage points above the sector average in academic roles, and 2.1 percentage points below the sector average in professional services roles.

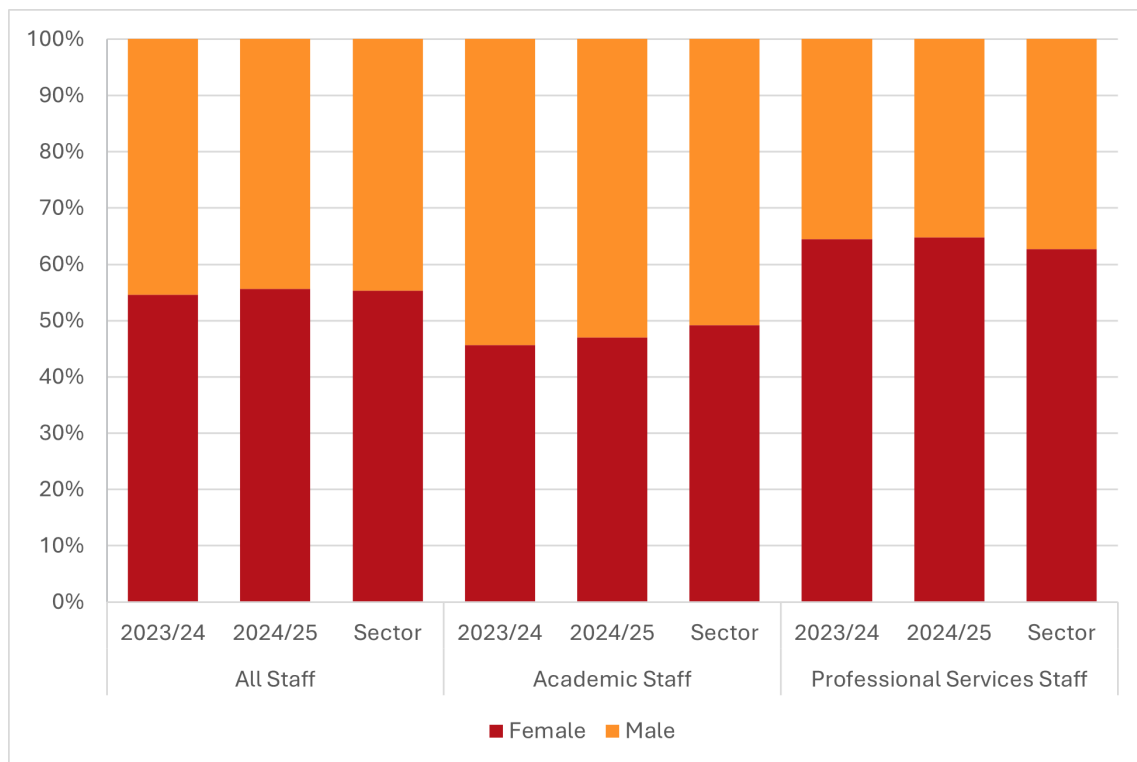


Chart 5: Staff legal sex profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

6.1.5 Nationality

The distribution of staff nationalities remained consistent at 77.3% UK nationals, 9.7% EU internationals and 13.0% non-EU internationals, aligning closely with the sector average.

Our professional services staff were significantly more likely to be UK nationals (91.0%) than our academic (64.7%), reflecting the disparity in sector data between academic (65.5%) and professional services (84.7%) staff.

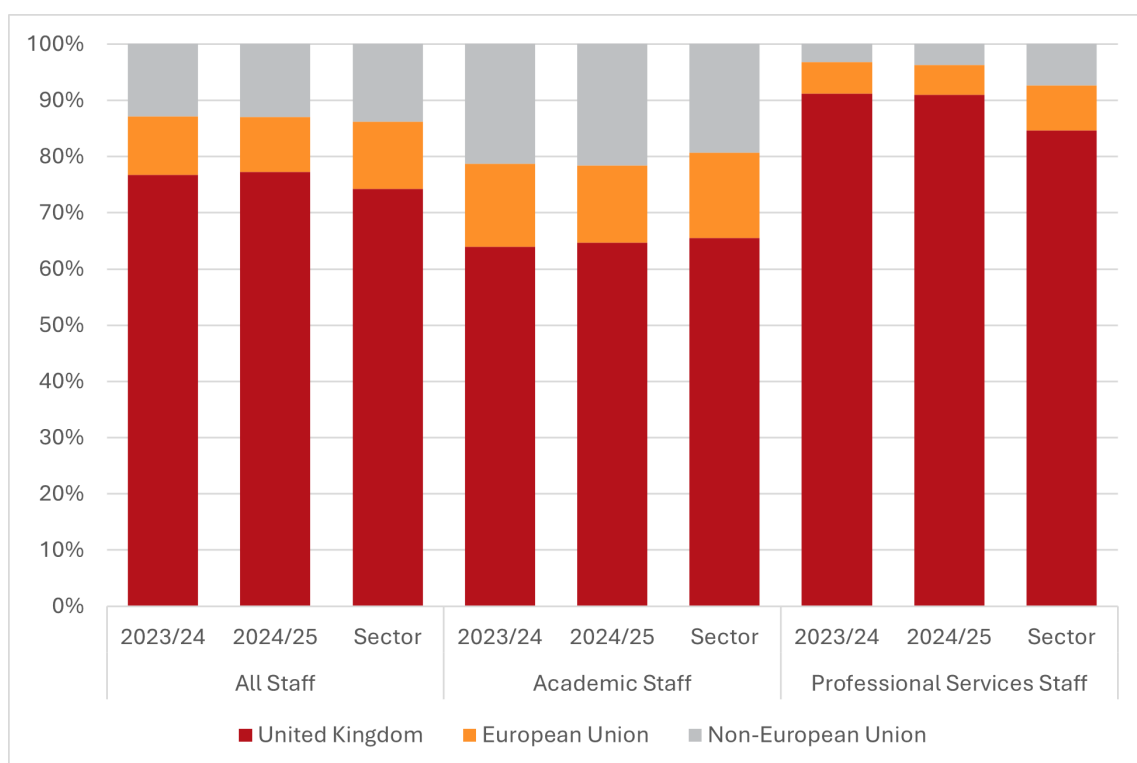


Chart 6: Staff nationality profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25 with sector comparisons for 2024/25.

6.1.6 Religion & Belief

In 2024/25 we added two additional options for staff self-disclosure of religion: Agnostic and Pagan. For the purposes of this report, they have been included in the figures of 'Any other religion or belief'.

The proportions of staff overall disclosing no religious belief was 44.3% and those disclosing a religious belief was 38.4% respectively. Of the religions identified, Christianity remained the most common with 29%, while 17.3% of staff selected 'Prefer Not to Say' compared to 18.4% in 2023/24. This reduction is likely to be due to the roll out of PC Disclosure Campaign in early 2024/25.

Comparative sector data is not available for this protected characteristic.

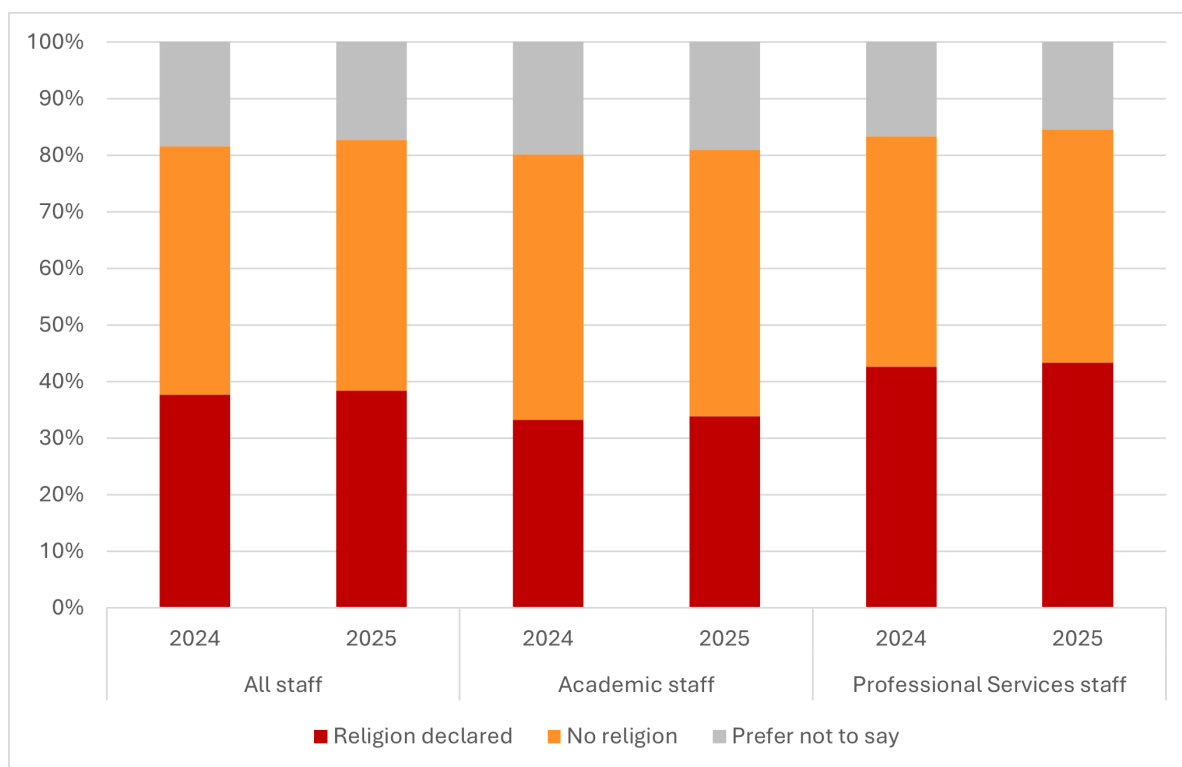


Chart 7: Staff religion and belief profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25.

6.1.7 Sexual Orientation

8.8% of employees declared themselves as Lesbian, Gay, Bisexual or Other sexual orientations (LGBO), with 17.5% choosing 'Prefer Not to Say' compared to 19.1% in 2023/24, and the remaining 73.7% identifying as Heterosexual.

Professional services staff declaring themselves as LGBO increased slightly from 7.3% in 2023/24 to 7.7% in 2024/25, with a decrease in staff selecting 'Prefer Not to Say' from 17.3% in 2023/24 to 15.6% in 2024/25 demonstrating an increased comfort of PS staff in providing the University with this information. Again, this trend is likely to be due to the roll out of PC Disclosure Campaign in early 2024/25.

Similarly, Academic staff have shown an increase in LGBO disclosure, from 8.7% in 2024 to 9.8% in 2024/25, accompanied by a small decrease of those selecting 'Prefer Not to Say' from 20.6% in 2023/24 to 19.2% in 2024/25.

Comparative sector data is not available for this protected characteristic.

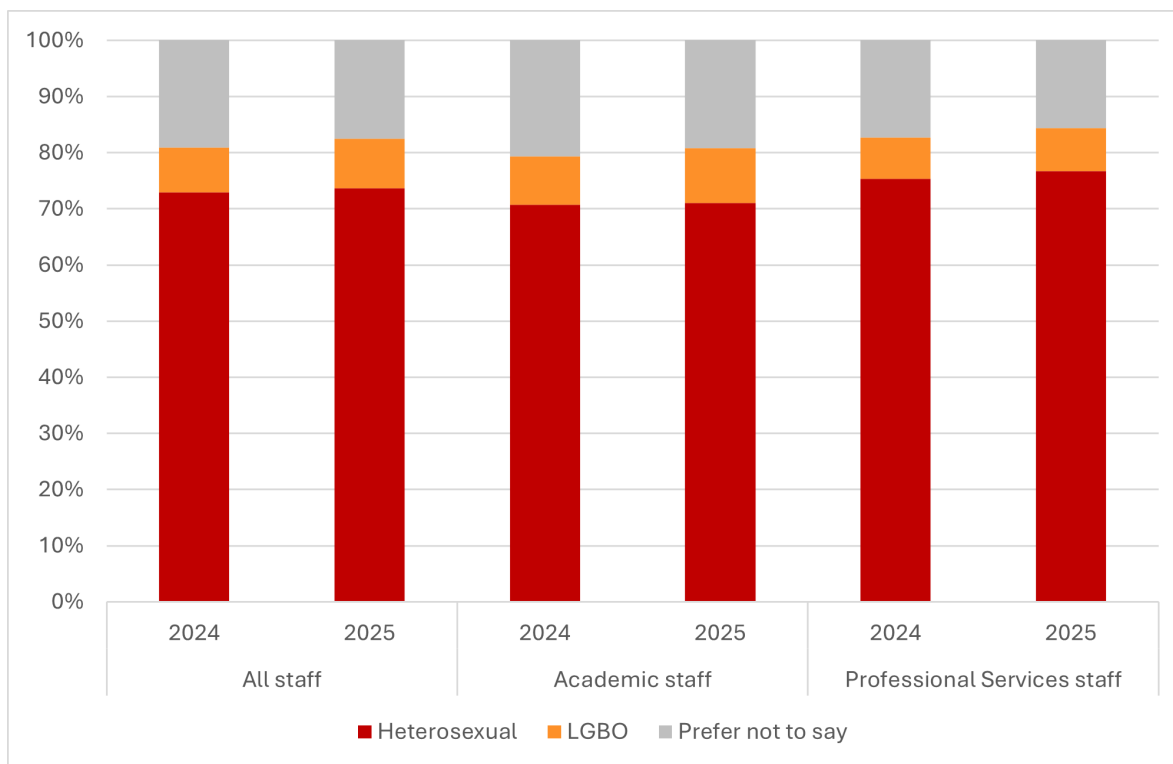


Chart 8: Staff sexual orientation profile by All Staff, Academic and Professional Services staff groups for the years 2023/24 and 2024/25.

6.2 Staff Recruitment (by recruitment stage)

The data snapshot taken between 1st August 2024 and 31st July 2025 includes 6,106 applications, 1,506 of whom were shortlisted or invited to interview, and 433 of whom were offered a post following interview.

The number of applications received each year continued a downward trend, decreasing from 9,302 in 2024 to 6,106 in 2024/25, reflecting the reduced level of recruitment. However, the conversion rates between application, shortlist and offer remained consistent with 2023/24, with 25.5% of applicants progressing to interview, and 7.1% receiving job offers.

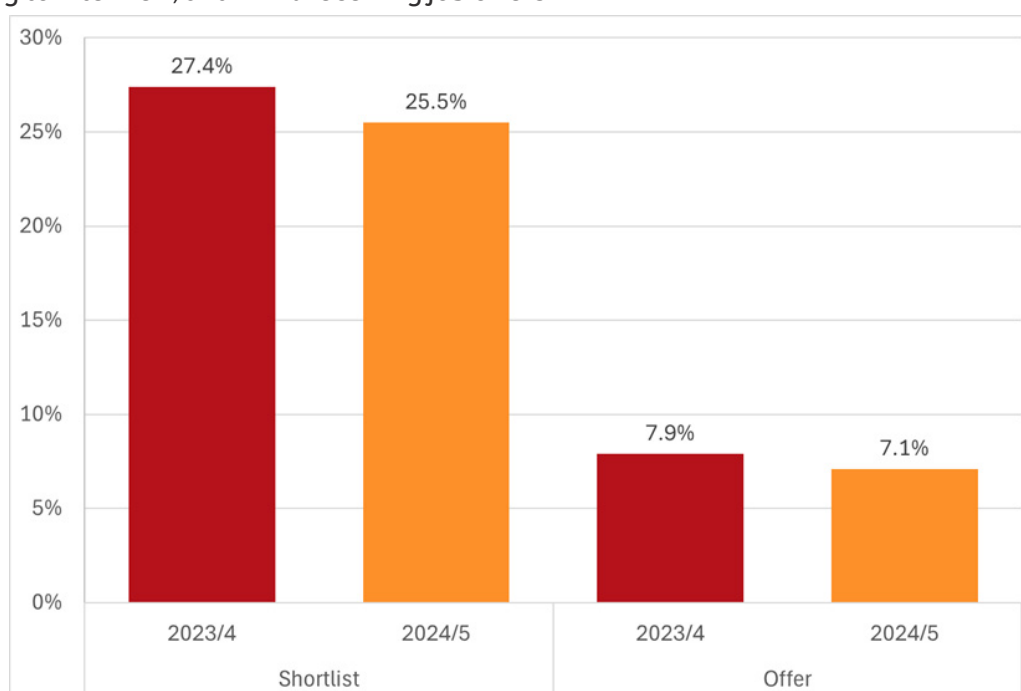


Chart 9: Staff recruitment conversion rates from total Applications to Shortlist and Offer, for the years 2023/24 and 2024/25.

6.2.1 Disability

At application, 10.4% of applicants, 14.5% of those shortlisted, and 10.2% of those receiving an offer disclosed a disability. This proportion of offer holders only slightly outweighed that of the total staff population of 2024/25 (8.4%).

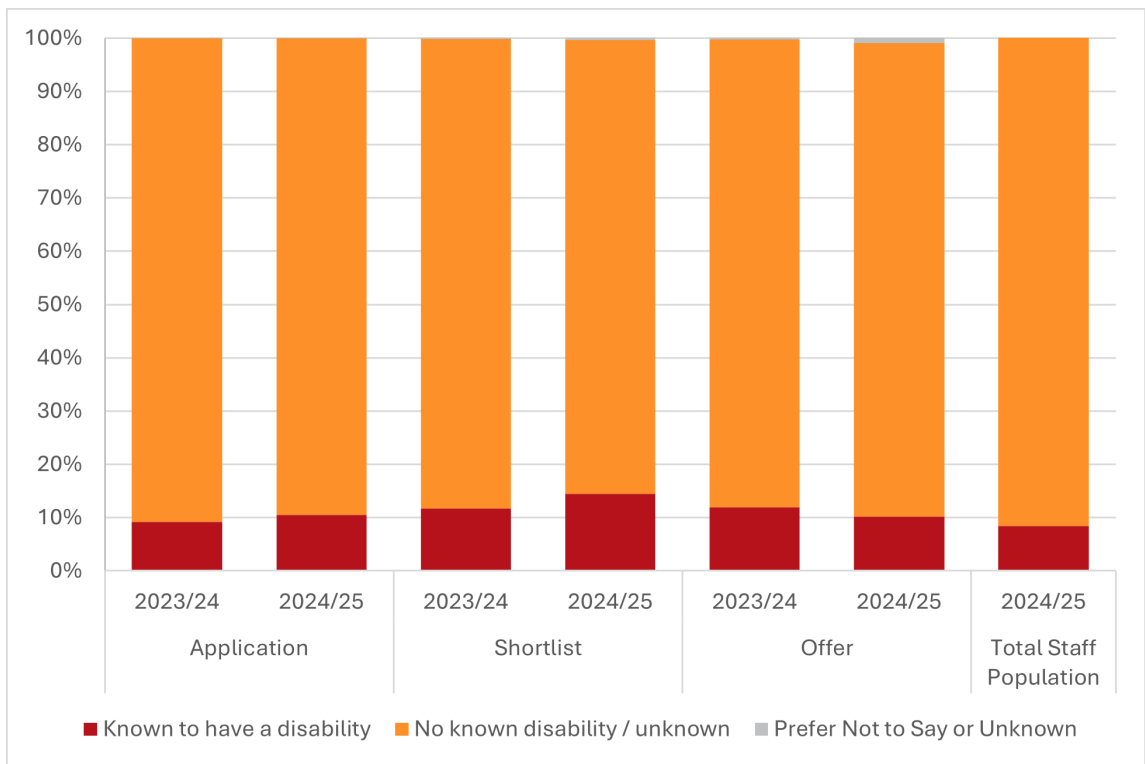


Chart 10: Staff recruitment disability profile for applicants, shortlisted, and offer recipients for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.2.2 Ethnicity & Nationality

The percentage of Asian job applicants increased in 2024/25, from 17.7% in 2023/4 to 20.5% in 2024/25. As with previous years however, the proportion of Black, Asian and Ethnic Minority applicants decreased throughout the shortlisting and interview processes. While 56.4% of applicants were Black, Asian or Ethnic Minority, this reduced to 37.1% at shortlist stage, and 25.9% at offer stage.

The proportion of Black, Asian and Ethnic Minority applicants progressing to offer status still outweighed proportion of Black, Asian and Ethnic Minority in the total staff population (16.1%).

These proportions closely reflected that of non-UK applicants (53.6% applicants, 32.3% shortlist, 23.1% offer), closely reflecting the proportion of LU's total staff population (22.3%).

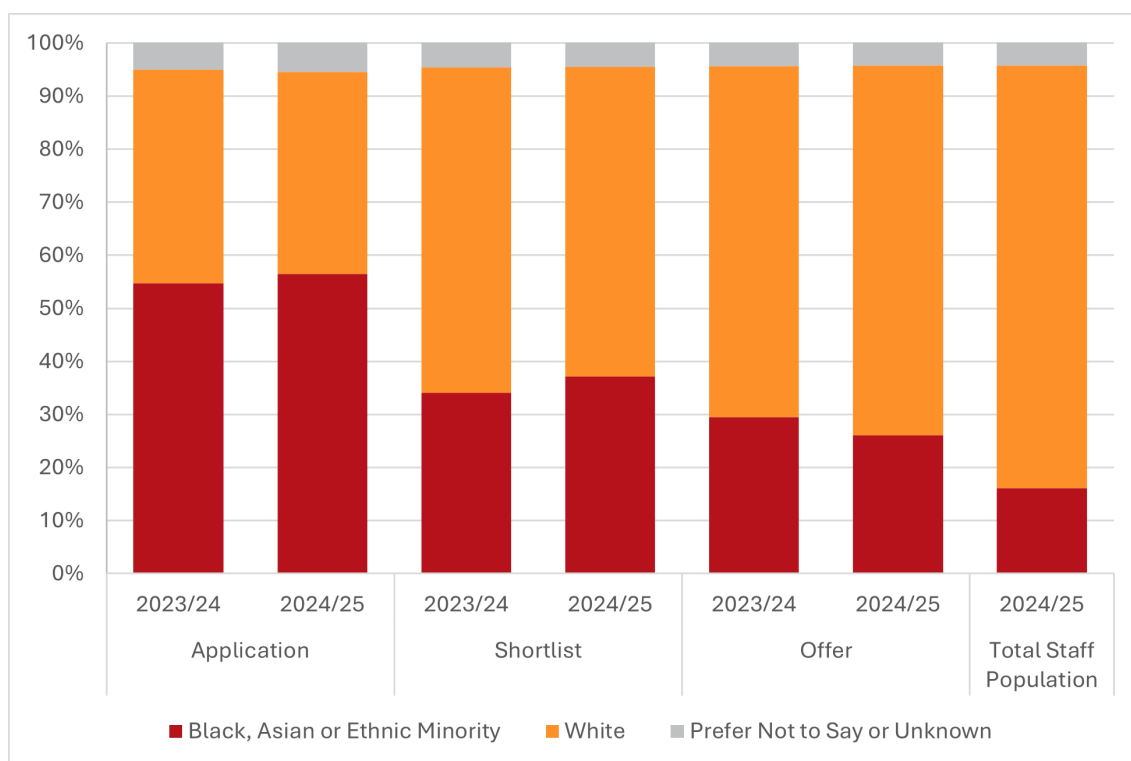


Chart 11a: Staff recruitment ethnicity profile for applicants, shortlisted, and offer recipients for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

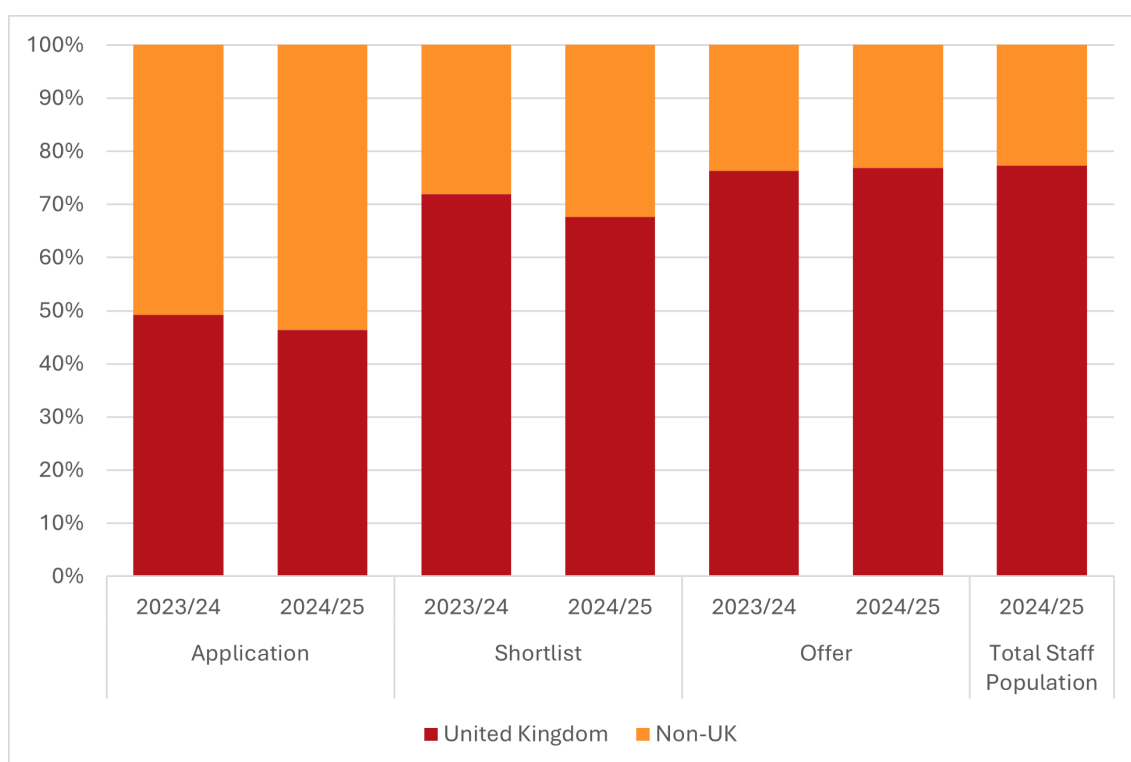


Chart 11b: Staff recruitment nationality profile for applicants, shortlisted, and offer recipients for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.2.3 Gender

While the gender balance of applicants remains at 51.8% male to 48.1% female, the balance shifts towards female applicants throughout the recruitment process, with 55.2% of shortlisted applicants being female, and 57.5% of offer recipients being female. This proportion closely reflects that of the total staff population (55.6%).

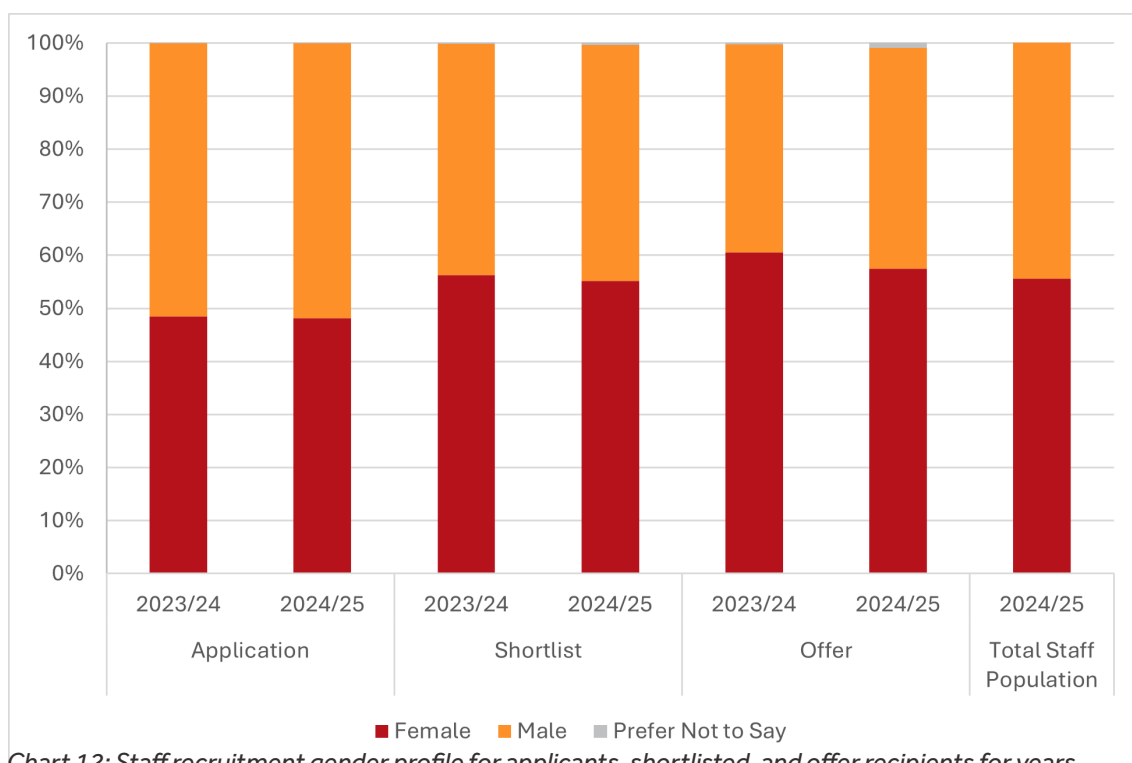


Chart 12: Staff recruitment gender profile for applicants, shortlisted, and offer recipients for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.2.4 Religion & Belief

Similar to previous years, the proportion of applicants with an identified religion or belief accounts for 55.4% of the applicants, dropping to 45.1% of those shortlisted and 41.6% of offer recipients. The proportion of offer recipients closely mirrored the proportions of existing staff with religions declared (39.3%).

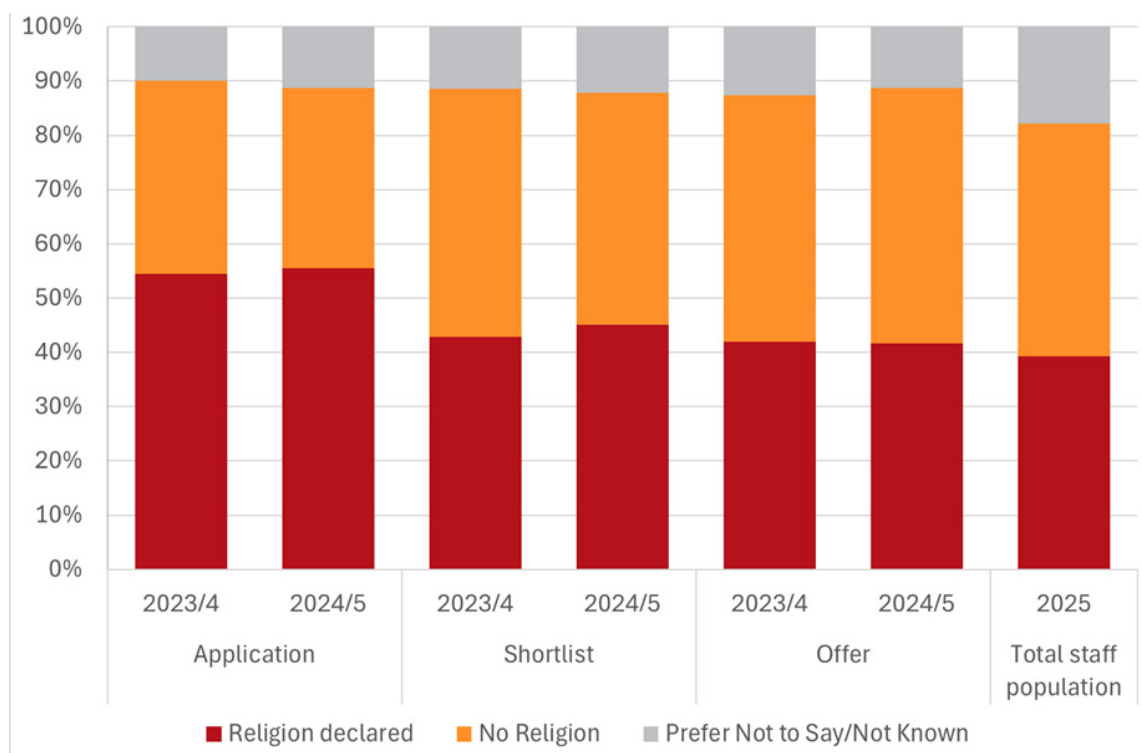


Chart 13: Staff recruitment religion and belief profile for applicants, shortlisted, and offer recipients for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.3 Staff Leavers (by All Staff, Academic and Professional Services)

The data snapshot taken between 1st August 2024 and 31st July 2025 represents 642 staff members who left the University, 316 (49.2%) of which were from Academic positions, and 326 (50.8%) from Professional Services positions. This was an increase compared to 323 staff members leaving the University in 2023/24). We expect this trend will continue into 2025/26.

The disparity between academic leavers and professional services leavers that we saw in 2023/24 (27.9% academic leavers, 72.1% professional service leavers, 2023/24) reduced this year, closing back in on the proportions of existing and remaining staff at LU (49.2% academic leavers and 50.8% professional Service leavers, 2024/25).

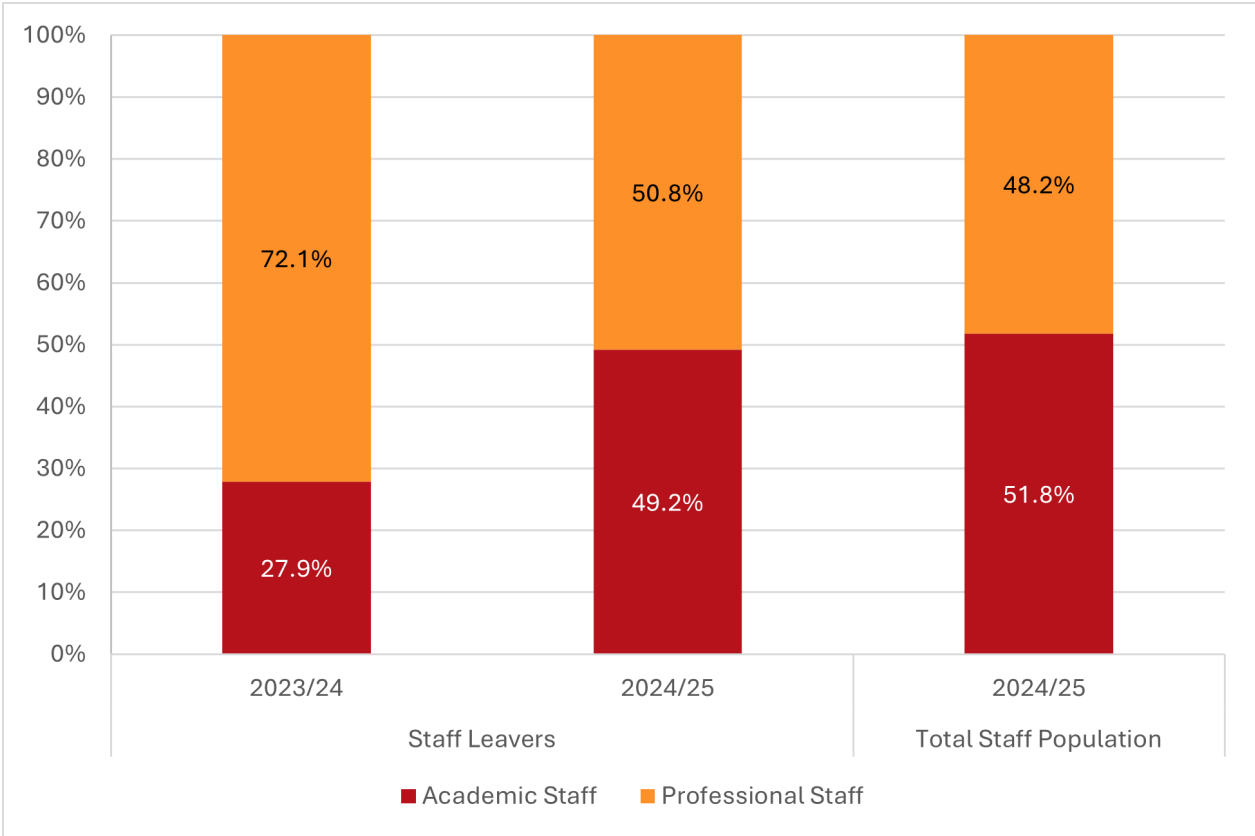


Chart 14: Staff leavers profile for proportional comparison of Academics and Professional Services, for the years 2023/24 and 2024/25, with comparison of the total staff population 2024/25.

6.3.1 Age

Please note: Age datasets for recruitment and leavers are not directly comparable with All Staff data from the HESA Heidi Plus report, due to differing age band groupings. For the purposes of this report, comparative population data has been pulled from our HR system in the respective age bands.

7.9% of staff leavers left due to retirement (6.0% of academics, 9.8% of professional services).

This year, the proportion of staff leavers in the 21-30 age bracket outweighs those in the overall staff population (27.6% of leavers compared with 11.1% of total population).

For leavers aged between 40 and 60, comparative proportions are lower than those of the total population (16.4% vs. 29.0% for 41-50-year-olds comparatively, and 15.4% vs. 23.1% for 51-60-year-olds, respectively).

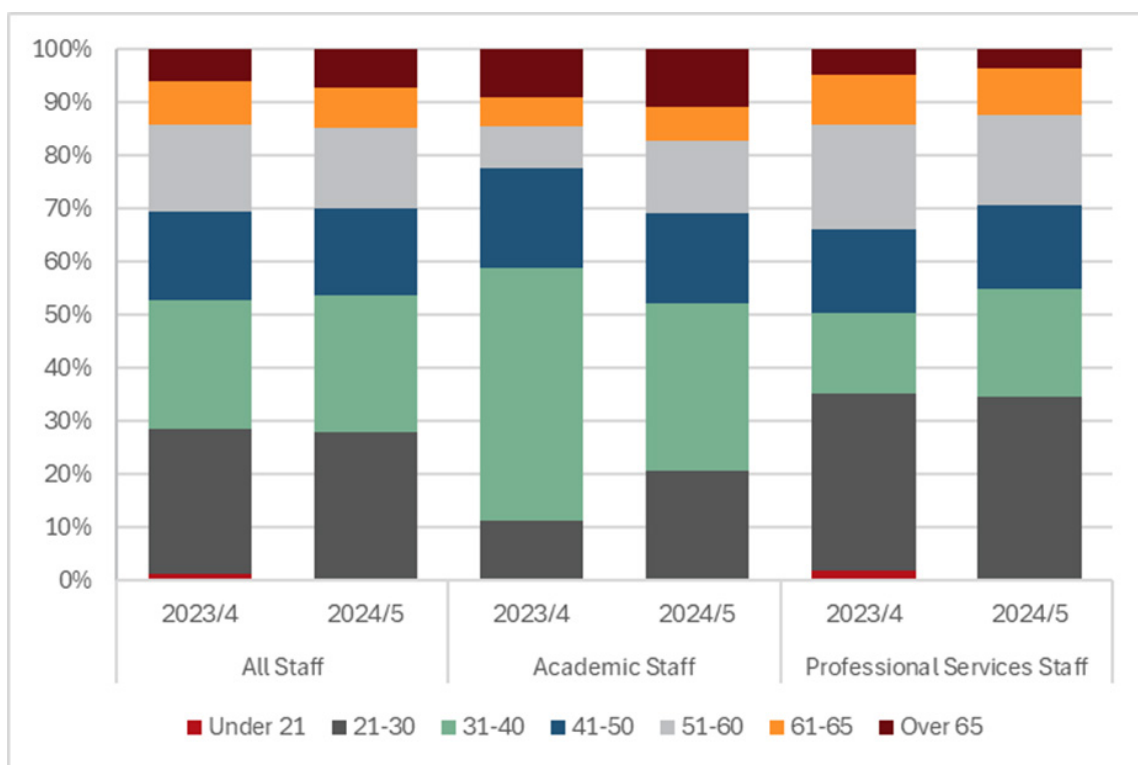


Chart 15: Staff leavers age profile for all staff, Academics and Professional Services, for years 2023/24 and 2024/25.

6.3.2 Disability

The proportion of staff leaving LU who declared a disability rose to 43.9% (282), in comparison to our main population data (8.4%). This may be due to a significant reluctance to disclose disability during employment due to a number of reasons. We aim to continually address this through the annual roll out of PC Disclosure Campaign.

For staff whose appointment IDs could be cross-referenced with the 2023/24 staff data, it is important to note that only 8% (39) of leavers who disclosed a disability in their exit survey had previously disclosed a disability during employment.

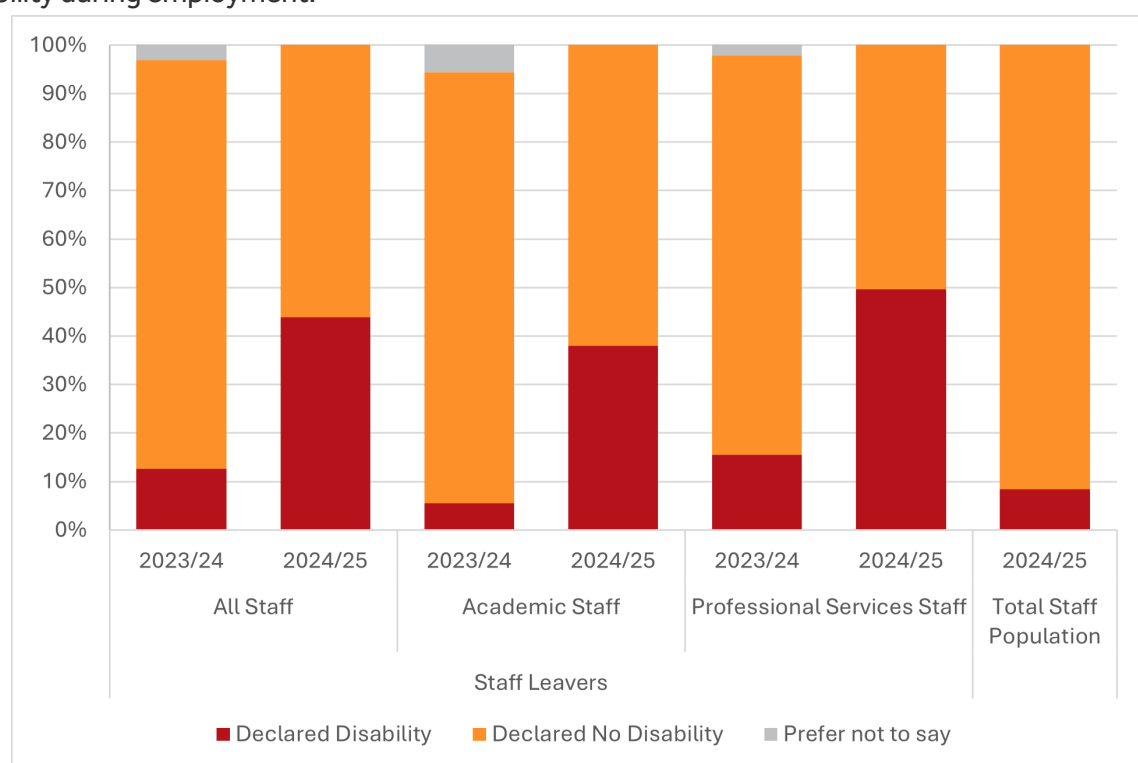


Chart 16: Staff leavers disability profile for all staff, Academics and Professional Services, for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.3.3 Ethnicity & Nationality

The ethnicity of our staff leavers reflected a higher proportion (20.2%) of Black, Asian and Ethnic Minority staff than the total staff population in this category (16.1%), however the nationalities of leavers remained relatively similar (29.6% international, compared with 22.7% all staff).

We saw that 30.4% of academic leavers, and 10.4% of professional services leavers were Black, Asian or an Ethnic Minority. Both of these figures outweigh the proportions of Black, Asian or Ethnic Minority staff in those overall populations (24.8% and 6.6% respectively).

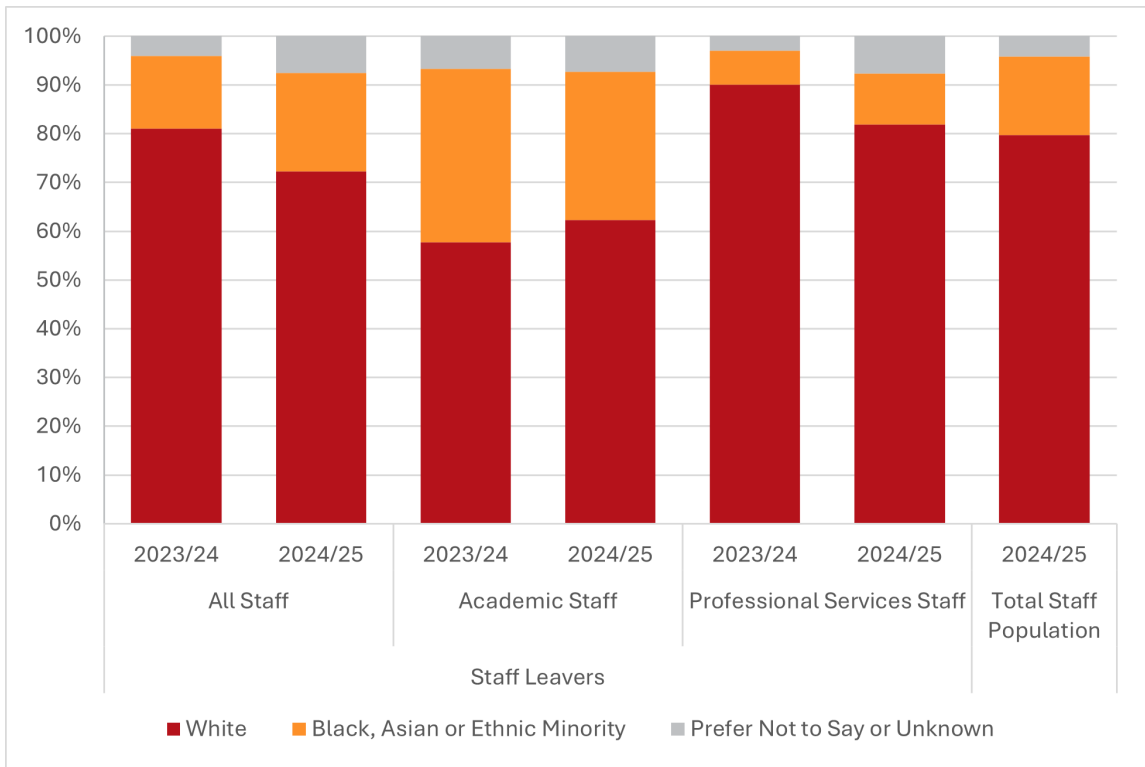


Chart 17a: Staff leavers ethnicity profile for all staff, Academics and Professional Services, for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

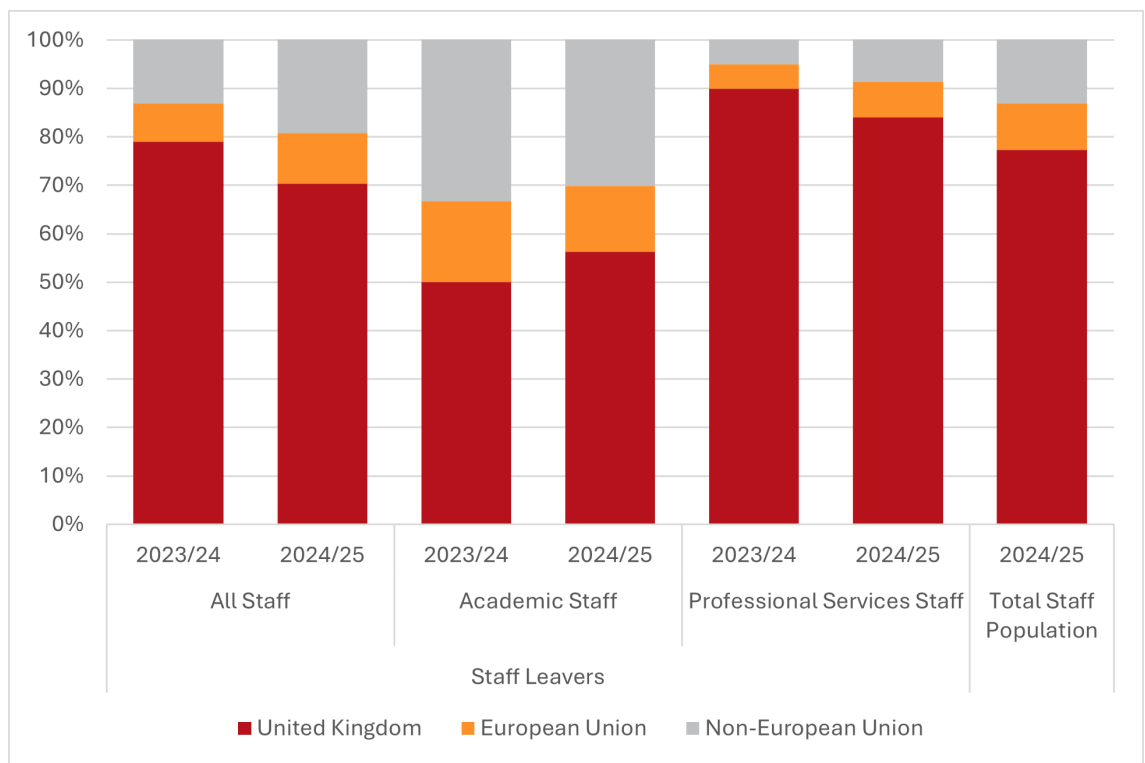


Chart 17b: Staff leavers nationality profile for all staff, Academics and Professional Services, for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.3.4 Gender

For staff leavers, the gender split echoed the total staff population across academic and professional services, with 53.0% of all leavers being female (44.3% of academic leavers and 61.3% of professional services leavers), compared with 55.6% of the total population (47.0% of academics and 64.8% of professional service staff).

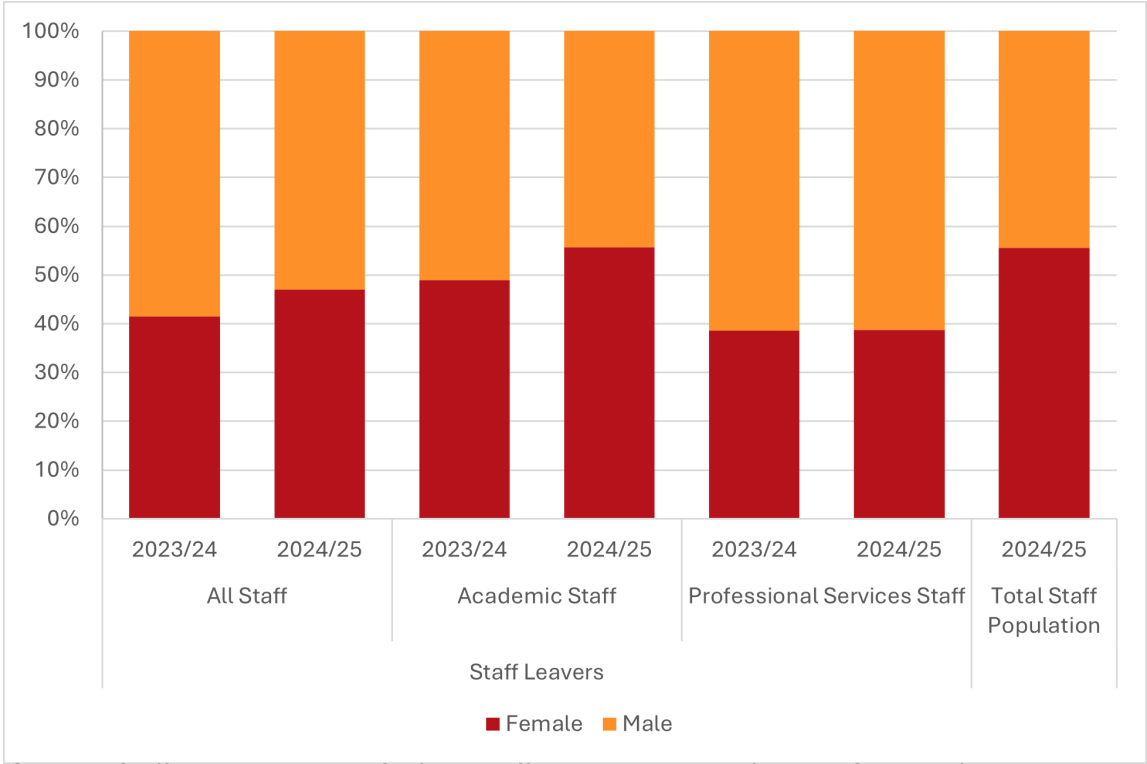


Chart 18: Staff leavers gender profile for all staff, Academics and Professional Services, for years 2023/24 and 2024/25, with a comparison of the total staff population in 2024/25.

6.4 Student EDI Profile (Overall, UG, PGT, and PGR)

Student data are derived primarily from the HESA Student Record 2024 submission.

This analysis includes undergraduate (UG), postgraduate (taught) (PGT), and postgraduate (research) (PGR) students. Data are presented for all students (entrants and continuers).

Sector benchmarking data are obtained from HESA via the Heidi Plus platform for the year 2024/25.

Lancaster University once again had more than 16,000 students enrolled in the year 2024/25, with 78.4% of students studying at undergraduate level, 12.2% on Postgraduate Taught programmes, and 9.4% on Postgraduate Research programmes.

While our UG proportion was largely consistent with the sector average, our PG students were weighted more heavily to research programmes than taught courses, in comparison with the sector.

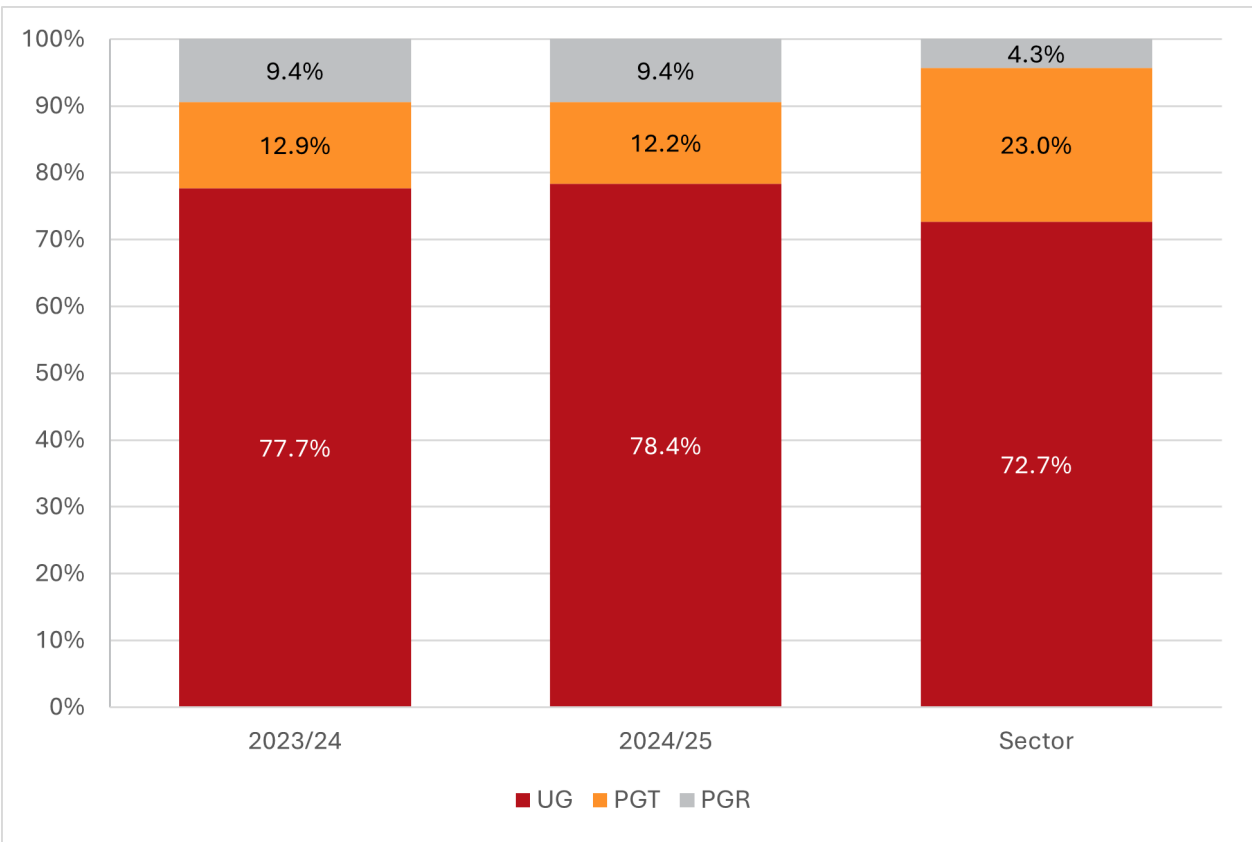


Chart 19: Student EDI profile for UG, PGT, and PGR students, for years 2023/24 and 2024/25, with a sector comparison for 2024/25.

6.4.1 Age

At Undergraduate level of study, Lancaster University maintained a majority population of students in the 18-24 years range. This was well above the sector average for this age group.

For Postgraduate Taught and Research students, we aligned closer to the sector comparative data, in each of the age groupings above age 24 years old. Notably, our PGR students aged 30 years or over continued to outweigh the sector average (50.6% at Lancaster University, 45.7% sector average).

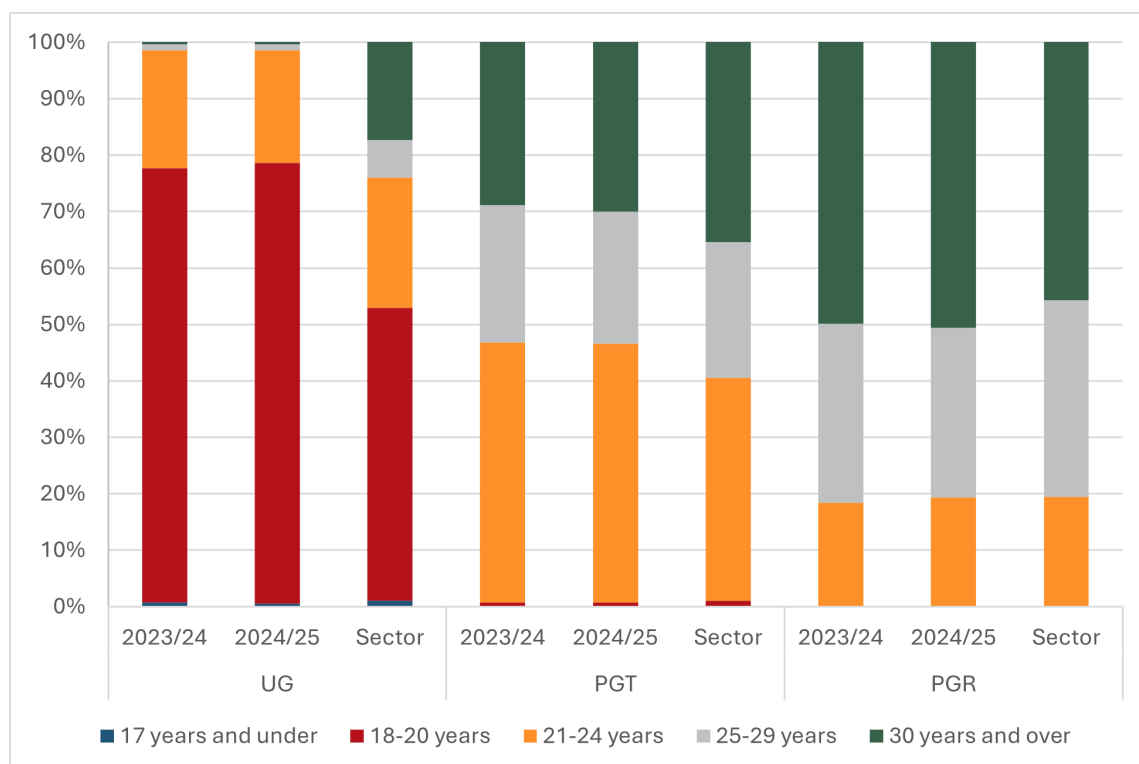


Chart 20: Student age profile for UG, PGT, and PGR students, for years 2023/24 and 2024/25, with sector comparisons for 2024/25.

6.4.2 Disability

Disability declaration rates continued to rise across all study levels (25.0% UG, 16.5% PGT & 22.1% PGR), outweighing the sector averages at each point (21.4% UG, 12.8% PGT & 18.8% PGR).

The largest increase in disability groupings had been seen in students with multiple impairments, health conditions or learning differences, rising 2.2 percentage points between 2023/24 and 2024/25. The second highest increase was notably non-physical disabilities rising 1.6 percentage points between 2023/24 and 2024/25.

Both of these increases were reflected most strongly in UG and PGR cohorts.

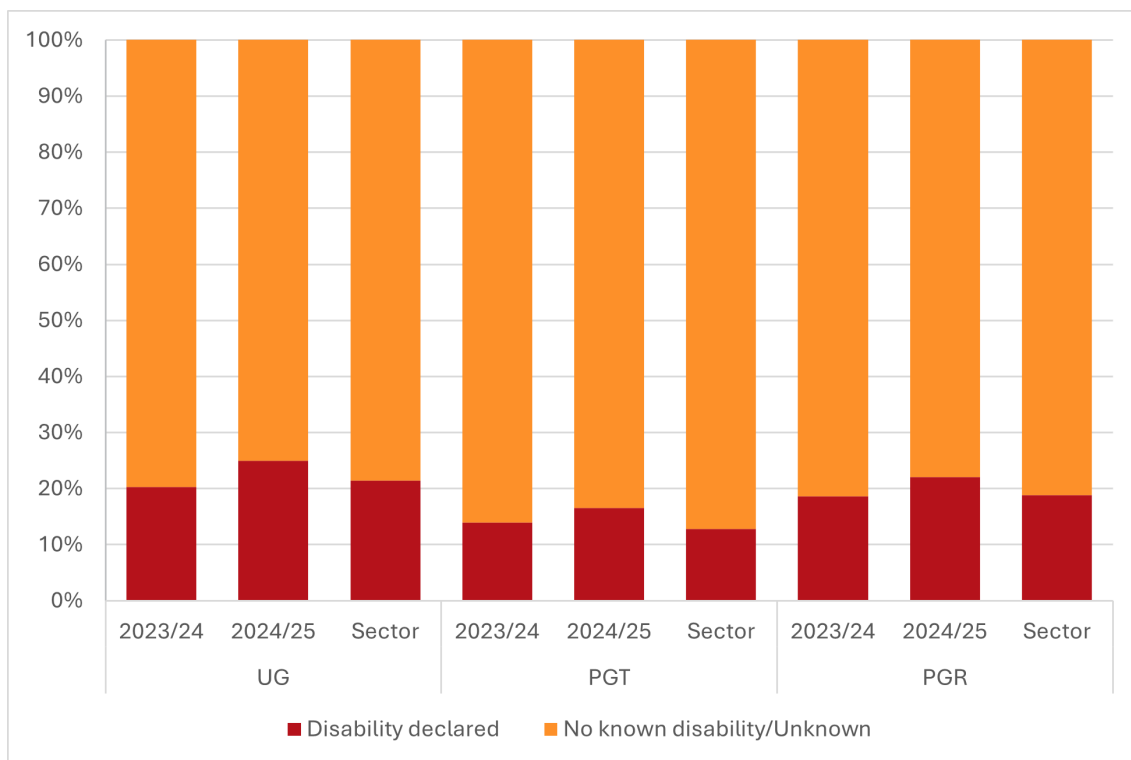


Chart 21a: Student disability declaration profile for UG, PGT, and PGR students, for years 2023/24 and 2024/25, with sector comparisons for 2024/25.

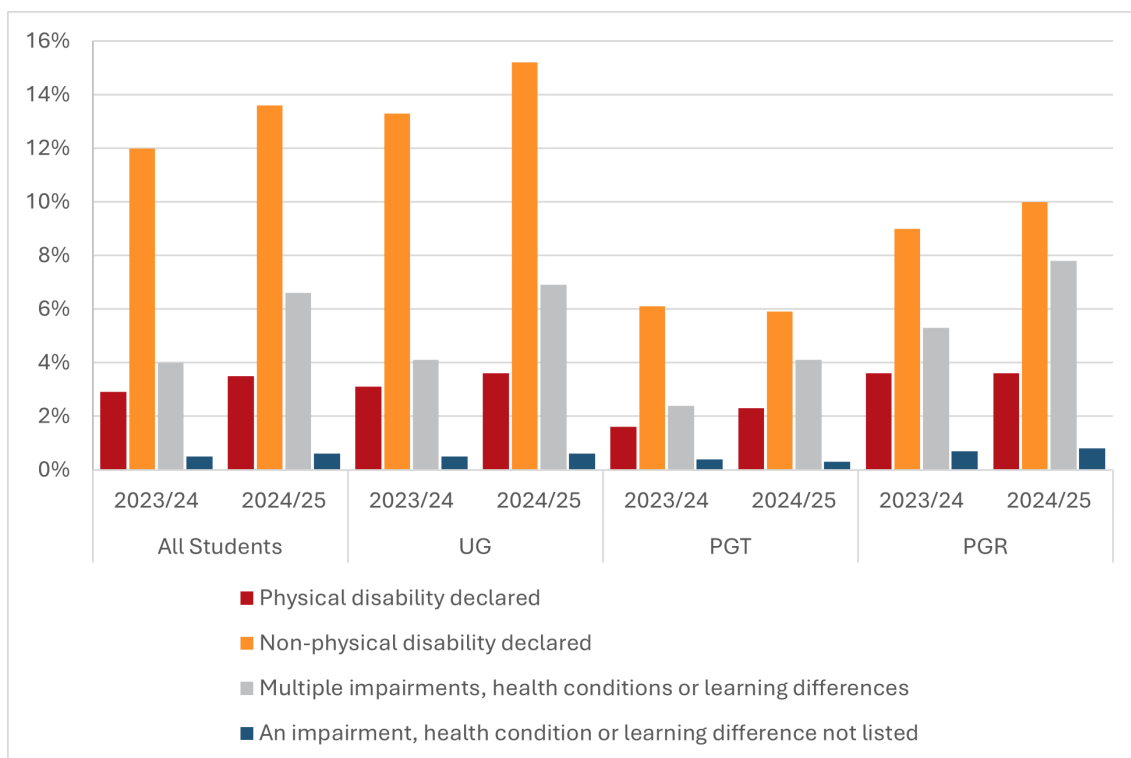


Chart 21b: Student declared disability type profile for UG, PGT, and PGR students, for years 2023/24 and 2024/25, with sector comparisons for 2024/25.

6.4.3 Ethnicity

Proportions of white ethnicity students continued to outweigh the sector comparisons across all three groupings of students, when comparing UK/Home students. As we add in overseas students, the proportion of Asian students increased greatly at all levels of study, however sector comparator data is not available for these sets.

Notably, the proportion of Asian and Black students in PGT studies had increased to 8.5% and 9.3% respectively over the past two years, bringing university PGT ethnicity closer to the sector averages (13.3% and 9.5% respectively).

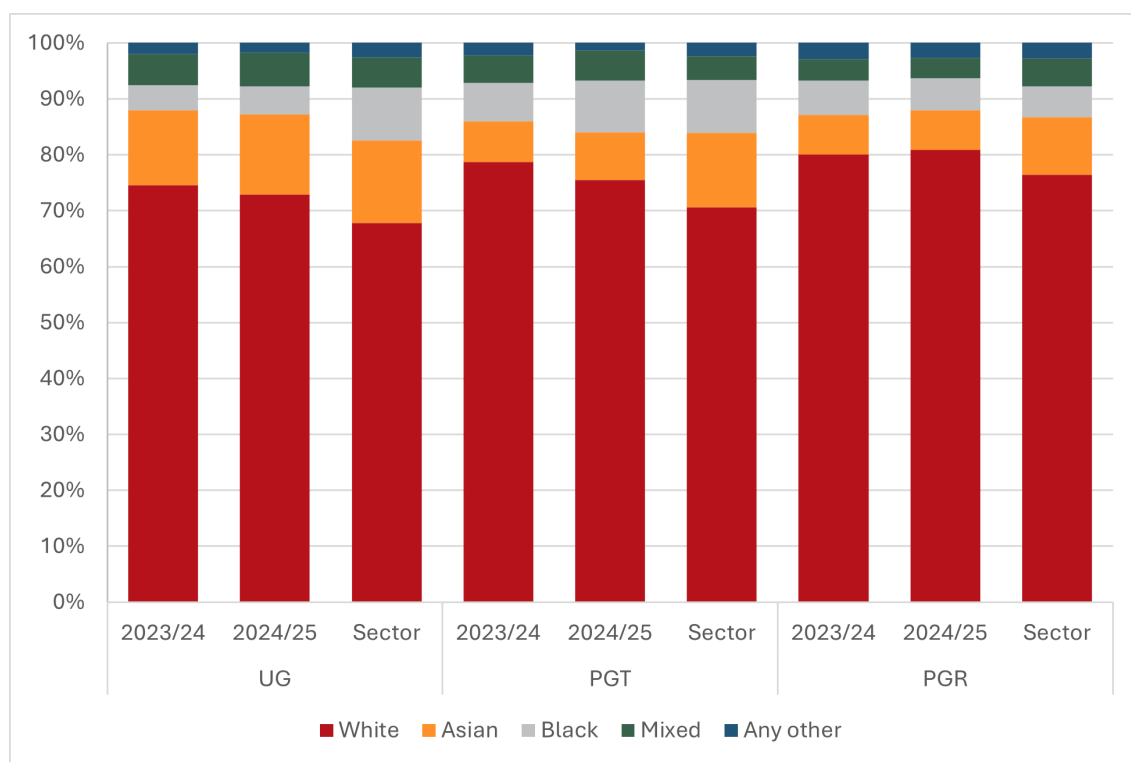


Chart 22: Student ethnicity profile for UK/Home UG, PGT, and PGR students, for years 2023/24 and 2024/25, with sector comparisons for 2024/25.

6.4.4 Gender

The gender split of students across our course types remained consistent with 2023/24, however it did deviate from the comparative sector data. At undergraduate level we maintained a 55.8% majority of male students, contrasting the sector average of 43.4%. For PGT and PGR students however, we retained a higher 65.7% and 59.2% majority of female students, respectively, compared with sector averages of 56.3% and 54.5% respectively.

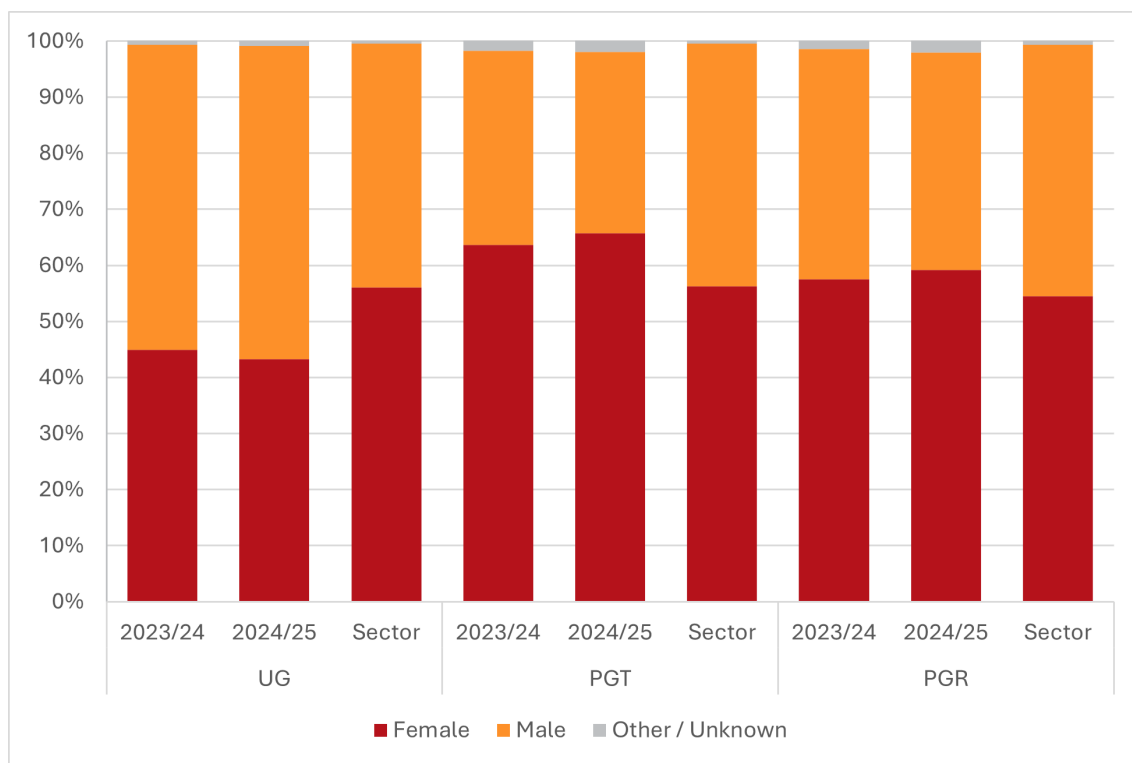


Chart 23: Student gender profile for UG, PGT, and PGR students, for years 2023/24 and 2024/25, with sector comparisons for 2024/25.

7. Future and Ongoing Plans

This section outlines key University EDI projects/initiatives over the next 12 months. This work will also be informed by ongoing themes emerging from LU staff and students EDI data analysis and other EDI activities/work:

- Deliver EDI actions/activity aligned to the University Equality Objectives.
- Deliver an Athena Swan Good Practice sharing event to recognise contributions to gender equality from across the University and encourage discussion on how Athena Swan initiatives align, reinforce progress, and support our strategy for institutional change.
- Athena Swan Institutional Self-Assessment Team (ISAT), working groups and operational leads to develop the future AS action plan ready for the final submission to Advance HE in March 2026.
- Ensure future gender quality priorities are aligned with those developed under the Race Equality Charter (REC) to take more of an intersectional approach.
- Launch the new round of the REC Reciprocal Mentoring Project 2026 in collaboration with the Social Mobility and Student Success Department, between senior leaders at the University and students.
- Provision of theme based EDI eLearning modules as supplement to the existing Lancaster University EDI mandatory training.
- Develop a range of curated learning to improve access for all, including staff on other campuses and those that are not able to get onto campus.
- Investment in LinkedIn Recruiter enables jobs roles to reach wider audiences outside of the traditional recruitment channels.
- Stronger communication and engagement with Executive Search agencies through framework agreements amplifying our EDI commitments and the Employer Value Proposition, positioning Lancaster's diversity and strong communities.
- Continue to support the implementations of the revised Equality Impact Assessment (EIA) Framework across the University.
- Ensure completion of robust Equality Impact Assessments of University change projects.
- Publish the updated University Policy on Gender Identity and Expression: Ensuring Trans Equality and Supporting Trans Staff and Students and accompanying Guidance.
- Re-run PC Disclosure Campaign to improve staff protected characteristic declaration rates, specifically for ethnicity, disability, sexual orientation and religion/belief.
- Prepare and publish Gender Pay Gap Report 2025.
- Develop, support and promote University Equality Staff Networks.