



# EDI Annual Report 2023-24





# Contents

Foreword	1
Introduction	2
Legislative Context	3
EDI Governance and Assurance	3
Lancaster Equality Objectives & Good Practice from 2023/24	4
Equality Objective 1: Deliver high quality, inclusive education with support services that are more accessible, inclusive and responsive to students' needs.	5
Equality Objective 2: Strive for workforce diversity and inclusion.	6
Equality Objective 3: Promote and celebrate diversity.	7
Equality Objective 4: Demonstrate more inclusive leadership, accountability and fairness at all levels of management.	8
Staff and Student Data Profiles	9
University Staff Profile (Overall, Academic and Professional Services)	9
Age	9
Disability	9
Ethnicity	10
Legal Sex	10
Nationality	11
Religion/Belief	11
Sexual Orientation	11
Staff Recruitment	12
Ethnicity & Nationality	12
Legal Sex	12
Religion and Belief	13
Other protected characteristics	13
Staff Leavers	13
Age	13
Disability	14
Ethnicity	14
Legal Sex	14
Student EDI Profile (Overall, UG, PGT, and PGR)	15
Disability Status	15
Ethnicity	15
Legal Sex	15
Future and Ongoing Plans	16

# Glossary of Contents

- AHBT - Anti-Harassment & Bullying Team
- AMSP - Advanced Mathematics Support Programme
- APP - Access & Participation Plan
- AS - Athena Swan
- EDI - Equality, Diversity & Inclusion
- EHRC - Equality & Human Rights Commission
- EIA - Equality Impact Assessments
- FASS - Faculty of Arts and 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
- LU - Lancaster University
- LUMS - Lancaster University Management School
- PGR - Postgraduate Research
- PGT - Postgraduate Taught
- PS - Professional Services
- PSED - Public Sector Equality Duty
- PSEG - Professional Services Executive Group
- REC - Race Equality Charter
- UEB - University Executive Board
- UG - Undergraduate
- WP - Widening Participation
- WPAG - Widening Participation Advisory Group

# Foreword

We are delighted to present Lancaster University's Equality, Diversity, and Inclusion (EDI) Annual Report for 2023-24. Promoting equality, diversity, and inclusion is not just a statutory obligation for the University; it is central to our mission of advancing learning through teaching and research, and to our goal of fostering a culture where both students and staff can thrive.

Over the past year, the University has continued to deliver its Equality Objectives for 2022-2026. These objectives align with the aims of our Strategic Plan and People and Culture Plan, providing strategic direction for advancing the EDI agenda within the University over the coming years.

In addition to making significant progress with our current chartermarks, including Athena Swan Gender Equality Charter, Stonewall Diversity Champions, and Disability Confident, we have been awarded the Race Equality Charter (REC) Bronze award, helping us enhance the representation, progression, and success of Black, Asian, and Ethnic Minority staff and students within the University.

We would like to extend special thanks to our Equality Staff Networks, Student EDI Fora, and the EDI Staff Voice Forum. These groups continue to represent the views of our staff and students, advocate for necessary changes and improvements, and celebrate the progress we are making. The report highlights the positive steps we have taken on the EDI agenda over the past year, and our journey will continue. Thank you to everyone who contributes to building a more inclusive community at Lancaster.



Professor Andy Schofield  
Vice-Chancellor



Professor Rebecca Lingwood  
Deputy Vice-Chancellor

# Introduction

Lancaster University, top 10 in The Complete University Guide 2025 and consistently placed in the top 15 in major UK league tables, is steadfast in its commitment to delivering exceptional experiences for our students through world-class research and teaching. Our pursuit of advancing knowledge and understanding of the world around us has led to the creation of an institution that is impactful, impressive, and has a global reach. Our research is dedicated to advancing knowledge, shaping policy, fostering meaningful debate, and driving economic, cultural, and social benefits.

Our unique collegiate system and vibrant campus atmosphere distinguish us from our competitors, fostering a robust and confident sense of community across our nine colleges and four faculties. With staff and students from over 100 countries and cultures, we amalgamate a vast array of experiences in a single location, offering a perfect blend of coast, city, and countryside.

Our collaborative efforts with more than 20 institutions worldwide contribute to our Strategic Plan 2021-2026. We have a clear vision to evolve into a globally significant, sector-leading university, recognised for the quality of our teaching and research. Our Equality Objectives 2022-2026 underscore the University's commitment to providing equitable and accessible opportunities for teaching and work, demonstrating inclusive leadership, accountability, and fairness in all our endeavours.

The University's priorities include active engagement with our communities to effect transformative change in the society around us. By demonstrating good practice, and promoting and celebrating diversity, we commit to strengthening our existing ties with the wider community, fostering a culture of belonging and celebrating every individual. The University's focus on high-impact, high-value initiatives with local organisations and businesses aids us in showcasing the interdisciplinarity of our research and teaching, thereby further developing the local region.

In all our endeavours, we acknowledge the importance of equality, diversity, and inclusion, and strive to instill our university's core value of respect. By advancing equity among our staff and students through the building of strong communities and relationships, we contribute to the future goals of the university and effect strongly positive change. Together with our staff, students, and partners, we will continue to champion equality and foster an inclusive community.

Note: In previous years the University published its EDI Annual Report covering the period between 1 April and 31 March. The EDI Annual Report 2023/24 has been aligned to the University HESA returns for staff and students (based on academic year) to facilitate effective benchmarking.

# Legislative Context

The Equality Act (2010) provides a legal framework to strengthen and advance Equality, Diversity and Inclusion. There are nine protected characteristics covered by the Equality Act 2010, detailed opposite. The Act consists of general and specific duties. The general duty requires public bodies to show due regard to:

- Aim 1 – Eliminate unlawful discrimination, harassment, and victimisation
- Aim 2 – Advance equality of opportunity between different groups
- Aim 3 – Foster good relations between different groups.



## The Specific Equality Duty

The University is required to publish relevant, proportionate information showing how it meets the Public Sector Equality Duty (PSED) annually, and to set specific and measurable equality objectives every four years.

As a public body, the University must ensure it is meeting its legal obligations under the Equality Act (2010), and we do so by publishing equality information on the following areas:

- Examples of EDI good practice in 2023-24, aligned to the University Equality Objectives 2022-2026 can be found on pages 4-8.
- Staff and Students diversity data profiles and analyses are available on pages 9 and 15 respectively.

# EDI Governance and Assurance

The Deputy Vice-Chancellor, as the University's strategic lead for EDI, is responsible for fostering positive, diverse and representative engagement which contributes to the achievement of the University's strategic EDI ambitions. The University also has a Dean for Equality, Diversity and Inclusion.

The University EDI Committee (a sub-committee of both Senate and Council) has the overall responsibility for ensuring compliance with the PSED, which will, in turn, secure the delivery of successful equality outcomes for the University, both as an education provider and employer. The EDI Committee provides strategic leadership to the Equality, Diversity and Inclusion agenda, which forms a key driver for delivering the University Equality Objectives. EDI assurances are made to the University decision makers via committee reports, which demonstrate "due regard" has taken place regarding the relevant equality groups in relation to services and employment issues.

Executive Deans are accountable for EDI in their respective faculties, through the EDI Committee, to both Senate and Council. The responsibilities for aligning with and contributing to the University's strategy in terms of EDI for Professional Services, and the associated accountabilities through the EDI Committee to Council, rest with the Divisional Directors via the Professional Services Executive Group (PSEG).

The EDI Committee's annual work programme includes routine reporting (annual reports incorporating workforce and student data; progress on chartermarks (Race Equality Charter (REC), Athena Swan, Stonewall Disability Champions, and Disability Confident during the report timeframe); Equality Objectives; and compliance with the PSED) as well as EDI Committee engagement and consultation forums to ensure an ongoing and direct connection with networks and interest groups.

The University also recognises that trade union representatives can help raise awareness and address equality issues in the workplace. All three recognised Trade Unions are engaged through formal and informal channels, and they are invited to contribute to the EDI engagement and consultation forums along with other key EDI stakeholders.

To support the governance mechanisms set out above, management meetings/task and finish-type activities take place outside of the formal EDI Committee structure, formed by members of the EDI Committee and other co-opted stakeholders as appropriate, to collaboratively make progress towards the University's Equality Objectives. The activities of the management meetings/task and finish groups are reported to the PSEG and/or University's Executive Board (UEB). The Deputy Vice-Chancellor, as the University's strategic lead for Equality, Diversity and Inclusion and as Chair of the EDI Committee, directs the required reporting accordingly.

## Lancaster Equality Objectives & Good Practice from 2023/24

At Lancaster University, we're all about making sure everyone feels included and valued. Our Equality Objectives are designed to boost our efforts in equality, diversity, and inclusion, ensuring a better experience for all under-represented and disadvantaged groups. These four goals cater to both students and staff, aligning perfectly with our strategic plans. They cover various areas of inequality within the institution, reinforcing our commitment to equality, fostering a respectful community, and upholding our core values.

In this section, we are excited to share some great examples of EDI (Equality, Diversity, and Inclusion) practices that truly reflect our Equality Objectives. These initiatives show our unwavering dedication to creating an environment where EDI is not just a concept but a key part of who we are. Through these practical examples, we highlight how we are advancing our EDI principles and achieving our Equality Objectives at Lancaster University.

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

The University is dedicated to fostering equality, diversity, and inclusion throughout the student journey. This commitment is reflected in its Access and Participation Plan, inclusive curriculum and assessments, and accessible support services. Key actions include widening participation, improving retention and progression, enhancing degree attainment, advancing an inclusive curriculum, and addressing harassment to ensure a safe campus environment for all students.

GROW Your Future is an opt-in careers community of 1,000+ students from widening participation backgrounds, providing exclusive opportunities to build employability skills and professional networks. Students have access to ring-fenced one-to-one careers support, micro-internships, a careers bursary, employer visits, a disability-specific careers adviser, and more, as appropriate. GROW Your Future's core aims are to boost confidence and prepares students to compete successfully in the graduate job market.

The GROW Your Future Bursary supports eligible students by covering expenses related to work experience or interviews, such as accommodation, transport, professional clothing, and development courses. It helps students to focus on opportunities without financial stress and enhances career prospects by making essential resources more accessible.

The 'Connections' suite of programmes, includes Capital Connection London and Manchester, Law Connections, Medical Connections, Local Connections, and LU Connections. The aim is to provide WP students with valuable career insights. Each programme involves visiting organisations, gaining employer insights, broadening horizons for action, and networking with employers and alumni. In 2024, 100% of students attending Capital Connections reported increased confidence and improved career decision-making, while 98% felt more prepared to reach their goals.

The Faculty of Science and Technology have continued work towards increasing the representative of women within many of their disciplines. They have piloted two well-received events to date which follow the same format as a normal offer holder event, with the addition of a 30-minute alumna session, where 3 or 4 alumni have 'zoomed' in for a Q&A session. The events were advertised as women focused events to any applicants who identified as women, but weren't the only events that they could attend and neither did it exclude those who didn't identify as women from attending.



## Equality Objective 2: Strive for workforce diversity and inclusion.

The University is committed to promoting equality, diversity, and inclusion among its staff through its People and Culture Plan. This involves addressing inequalities, seeking feedback, and creating a supportive environment. Key actions include improving recruitment rates for underrepresented groups, addressing underrepresentation at all workforce levels, preventing harassment, and integrating EDI considerations into policies and processes.

Alongside a successful reapplication for Athena Swan Silver Award, the Faculty of Health and Medicine, to support career development and reduce employment precarity for the majority female research staff, introduced a scheme to bridge employment gaps between fixed term contracts. To date, this has supported 26 staff (65% female) to undertake tailored developmental activities, enhancing their career progression and increasing retention of talented researchers.

This scheme has run alongside other measures aimed at supporting researcher career development, including grant and fellowship writing workshops, promotions workshops and peer support through the FHM Researcher Career Development Group. Together, these measures have had a positive impact on the academic pipeline bottleneck for research staff. Whereas in 2016/17, 51% of lecturers in FHM were women compared to 74% of the research staff population being women, by 2023/24, this had become more evenly balanced with 61% of lecturers and 68% of research staff being women.

In Lancaster University Management School (LUMS), to address data gaps and inconsistencies, we took a systematic approach to EDI data collection, analysis, and utilisation. This included developing a comprehensive data catalogue, analysing EDI trends within faculty workload models, and creating workforce planning packs to facilitate data-driven discussions with department heads. Our efforts built on the successful launch of the first LUMS EDI data report in 2023. Moving forward, with the adoption of Simitive, we are working with the project team to inform the approach to EDI reporting to produce richer and more diverse data sets, enabling a deeper understanding of EDI issues in LUMS.

### Equality Objective 3: Promote and celebrate diversity.

The University strives to foster a culture of inclusivity and community, highlighting the importance of being oneself. This includes promoting belonging, valuing diversity, and taking actions like strengthening community links, celebrating diversity as a strength, and organising events to recognise its significance among staff and students.

The Florence Nightingale Days are part of our Faculty of Science and Technology's continuing efforts to promote mathematical sciences to young women in years 10 and above, who will soon be making crucial choices in their career paths. The Florence Nightingale Day showcases successful women in mathematics at various stages of their careers, displays information about the broad range of possibilities offered by a degree in mathematics or statistics, stimulates informal discussion between pupils and mathematicians and gives an opportunity for participants to compare their mathematical skills with their peers in other schools via a quiz. Schools attending ranged from inner city Manchester to West Cumbria. Apart from staff time, this event was funded entirely by The Advanced Mathematics Support Programme (AMSP), to whom we are very grateful.

Between Feb 2024 – May 2024, LUMS produced a seminar series based around Presenting Academic Research on Gender, Diversity and Intersectionality in Business and Management Schools.

The online seminar series involved three online sessions where (external/internal) guest speakers presented their recently published academic research on gender, diversity, and intersectionality in business and management schools. All presentations are recorded and available in the LUMS' All Staff EDI Seminar Series folder, and on the Academy for Gender Equality and Social Justice Research in Organisations webpage.

The three sessions included:

- "That's bang out of order, mate!": Gendered and racialized micro-practices of disadvantage and privilege in UK business schools. (Śliwa, Gordon, Mason, Beech)
- From Sisyphus to Arachne and Minerva: Enabling equity in who 'does' scholarly impact. Strenuous, serendipitous, and synergistic narratives (Davies & Yarrow)
- From the cocoon to la chape de plomb: The birth and persistence of silence around sexism in academia (Shymko, Vershinina, Daskalaki, Azevedo, Quental)

The Sociology Department in the Faculty of Arts and Social Sciences has created guidelines to improve communication responsiveness to neurodiversity. These guidelines stress the importance of clear and unambiguous communication, specifying staff expectations for meetings, reducing the use of acronyms, and following up verbal conversations with written summaries. They also advise summarising past discussions before meetings, acknowledging that individuals may need time to process information, and being mindful that some may find social interactions challenging.

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

To advance its Equality Objectives, the University commits to broad engagement in equality, diversity, and inclusion efforts. This includes leadership commitment, regular review of chartermark memberships, and integrating EDI considerations into governance and decision-making forums, emphasising informed, locally-driven priorities.

Reciprocal mentoring schemes have been used in a variety of organisations to address issues of diversity and inclusion. Our scheme was a two-year project run by the Learning Development team based in the Library Services and funded by the LU Widening Participation Advisory Group (WPAG). We started with a series of focus groups with 24 students to design the scheme. The discussions with students resulted in our scheme pairing two students with one senior member of teaching staff for three-way mentoring conversations. The student mentor role was a paid position with a competitive selection process; staff were recruited via the LU Senior Fellows' Network. Over the two years, 28 students and 14 staff members took part in mentoring conversations.

Following the mentoring process, our staff mentors reported an improved understanding of the experience of ethnic minority students at Lancaster and the mentoring conversations led to a number of ideas and initiatives to enhance inclusive teaching practice. Students reported enhanced employability skills and improved confidence in their ability to articulate and share issues around difference and racism.

Two sets of resources were resultant from this project. Firstly, the 'Hear Us Out' Podcast was formed around discussion of the origins and outcomes of the project. The podcast features the Project Leaders, the Project Assistant, and two student mentors. Secondly, the project team distilled the findings from this project down into a handy-one-page guide of our mentors' suggestions to make teaching and learning more inclusive, entitled '7 Steps to Inclusive Teaching and Learning', now available on the university website.

The aims of the Anti-Harassment and Bullying Team (AHBT) are prevention or early cessation of harassment and bullying. Trained team members offer confidential and independent support and guidance to staff and students who are concerned about incidents of harassment or bullying. The team provides a safe and informal space for staff and students to discuss issues, explore the options available, and provide support to resolve matters. The AHBT is headed up by the Anti-Bullying and Harassment Co-ordinator seated within the Vice-Chancellor's Office, and is supported by the Dean for Equality, Diversity and Inclusion and a number of Senior Academics across the faculties.

# Staff and Student Data Profiles

## University Staff Profile (Overall, Academic and Professional Services)

The data used is taken from snapshot at 31st July 2024.

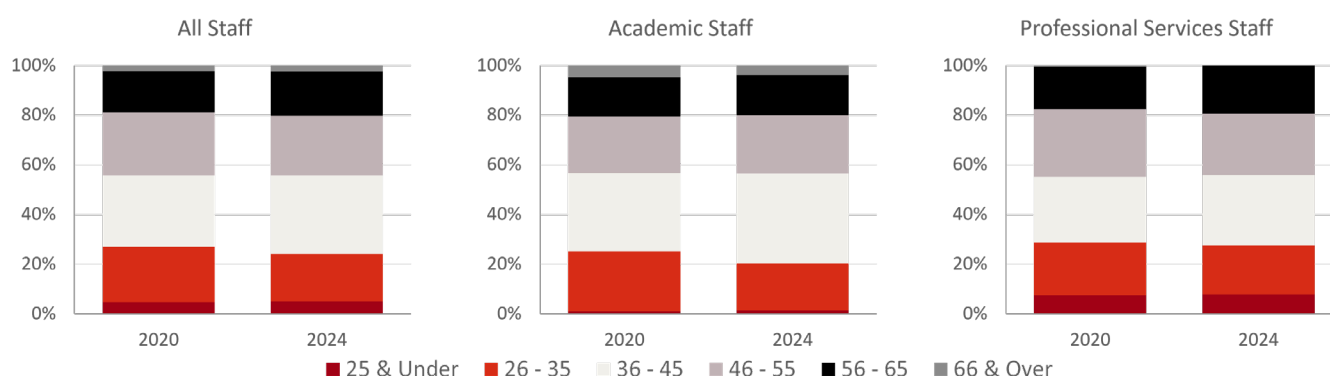
This dataset is only inclusive of staff registered with our Bailrigg campus as their base of work and does not include any international partnerships.

Staff numbers increased slightly from 3650 in 2023 to 3765 in 2024, with proportions of academic staff and professional services staff remaining consistent with previous years (43% & 57% respectively).



### Age

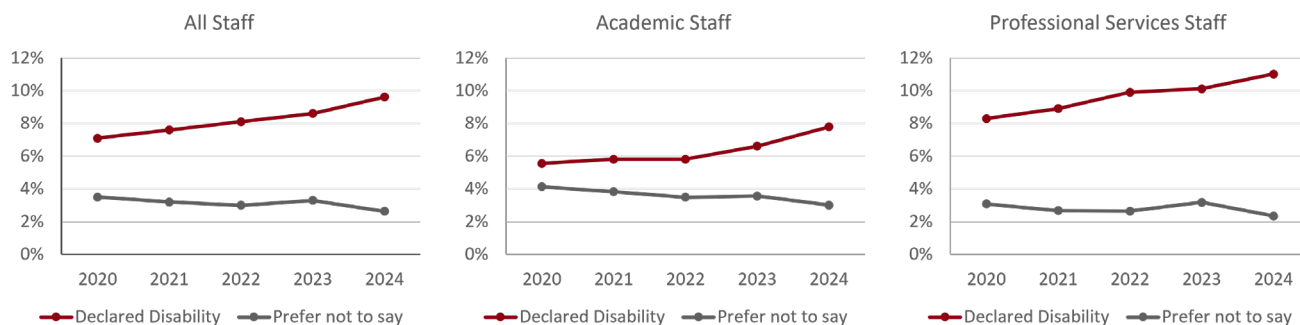
While there is a higher proportion of academic staff in the 36-45 age group, this is consistent with previous years, with professional services staff being more evenly spread between all age groups than academic staff. There is very little difference in the mean ages, with the mean average age of professional services staff being 43 and the mean average age of academic staff sitting slightly higher at 45.



### Disability

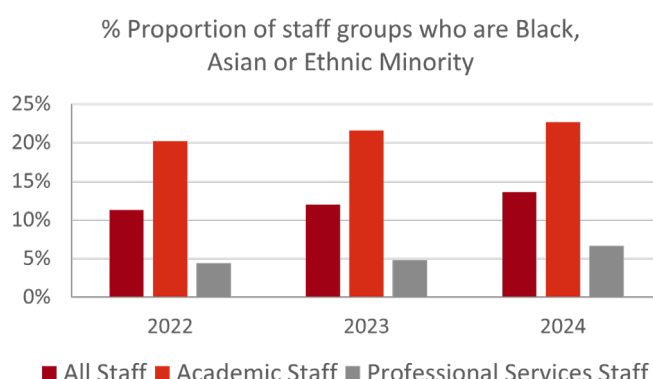
The percentage of staff who declared a disability increased from 8.6% in 2023 to 9.6% in 2024, however a more significant change is noticeable when looking at differences between academic staff and professional services staff. We still see a greater proportion of Professional services staff than Academics staff with declared disabilities in 2023/24 (11.0% & 7.8%, respectively), and the proportion of all staff who select 'Prefer Not to Say' or do not provide any data continues a downwards trajectory, from 5.5% in 2014/15, to 3.6% in 2018/9 to 2.6% in 2023/24.





## Ethnicity

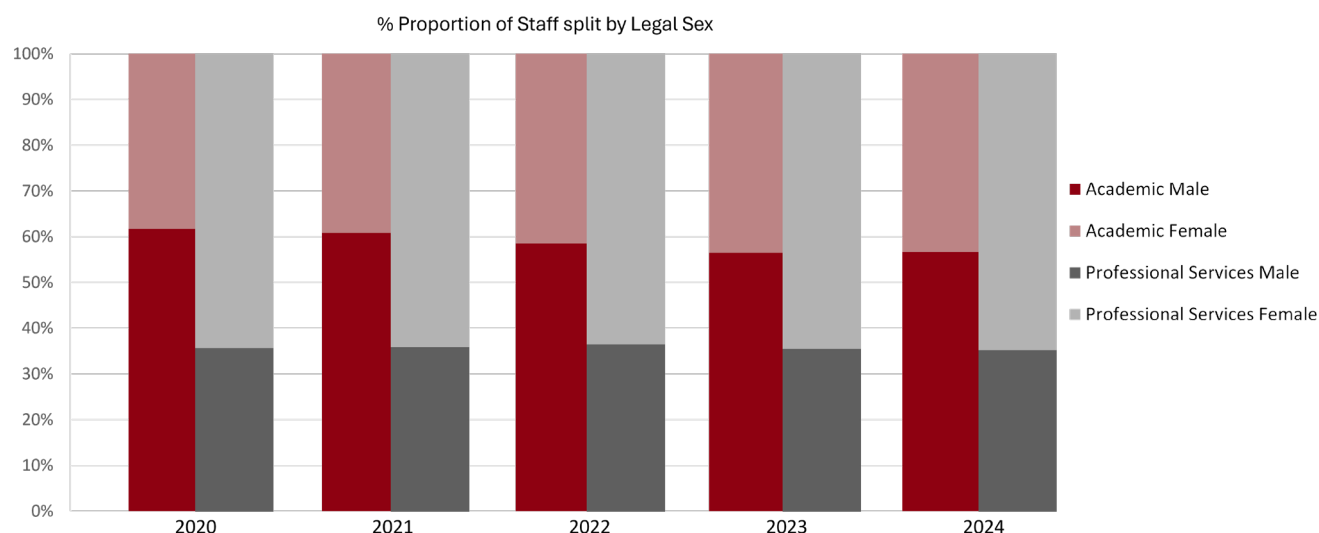
The proportion of Black, Asian and Ethnic Minority staff continues to rise, moving from 12.0% in 2023 to 13.6% in 2024. This change is more pronounced in our Professional Services, with a 1.9 percentage point increase to 6.7% in 2024, bringing our Professional Services staff demographic to slightly below the proportions of the local population in Lancaster (6.9% in 2021 census).



## Legal Sex

The data held on staff sex is taken from the LU Workforce Profile Tableau, which is in turn drawn from CoreXD. While we do offer the opportunity for staff to better clarify their Gender Identity, numbers of staff who identify outside the female/male binary are too small to report on and their figures are not represented within this report.

The sex split of staff across all work groups remains at 44.5% male staff and 55.5% female staff, with a higher proportion of female staff in professional services roles (64.8%) compared to Academic roles (43.3%).



## Nationality

The proportions of staffs' nationalities remains similar to 2023, with 78.3% of all staff holding a UK nationality, 10.0% coming from an EU country, and 11.7% coming from elsewhere in the world.

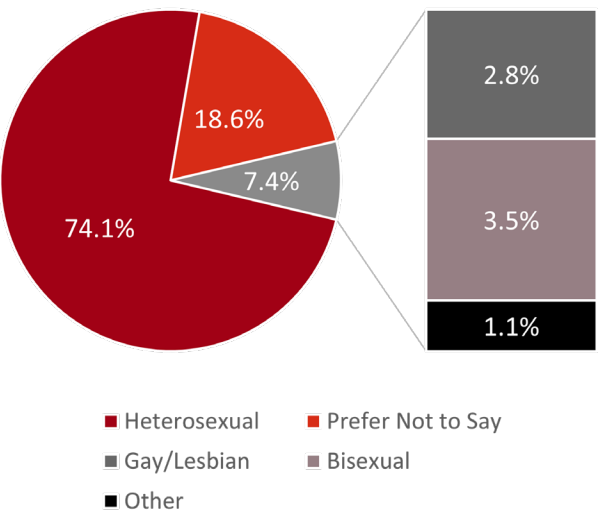
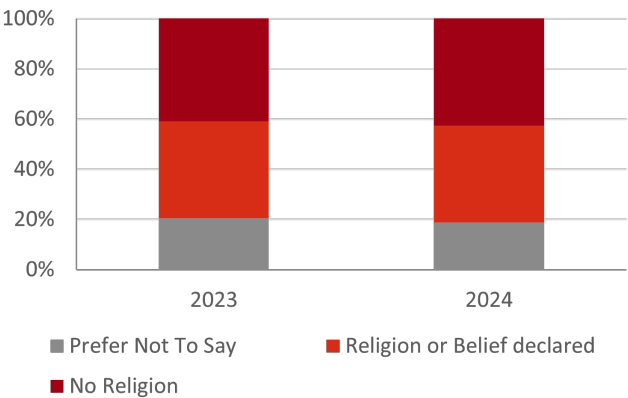
Once again, the proportion of international Academics (38%) remains higher than that of Professional Services staff (9.3%), contributing heavily to the overall staff figures.

All Staff		Academic Staff		Professional Services Staff	
National Region	Proportion	National Region	Proportion	National Region	Proportion
UK	78.3%	UK	62.0%	UK	90.7%
EU	10.0%	EU	16.1%	EU	5.2%
Rest of the World	11.7%	Rest of the World	21.8%	Rest of the World	4.0%

## Religion/Belief

The proportional representation of staff from different religious background has stayed largely consistent over the past 5 years, with 42.7% selecting 'No Religion' in 2023/4. The proportion of staff selecting 'Prefer Not to Say' decreased slightly from 20.5% in 2022/23 to 18.7% in 2023/24.

% Proportion of Staff by Religion or Belief Declaration



## Sexual Orientation

The proportion of staff choosing to disclose their sexuality as lesbian, gay, bisexual or other in 2024 rose from 6.0% in 2023 to 7.4% in 2024.

However we continue to see a large proportion of the university selecting Prefer Not to Say in response to this demographic question (18.6%).

# Staff Recruitment

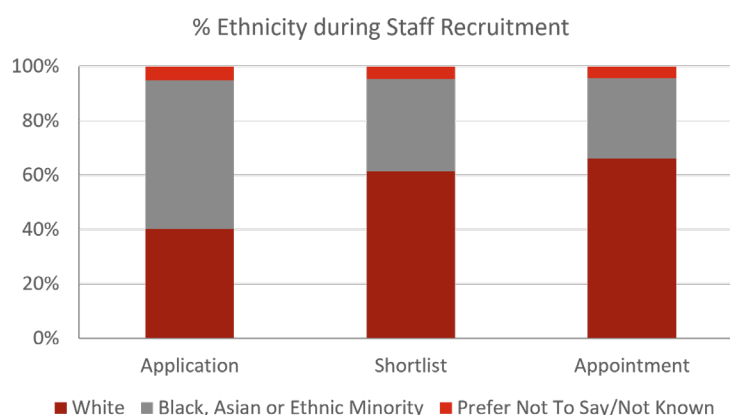
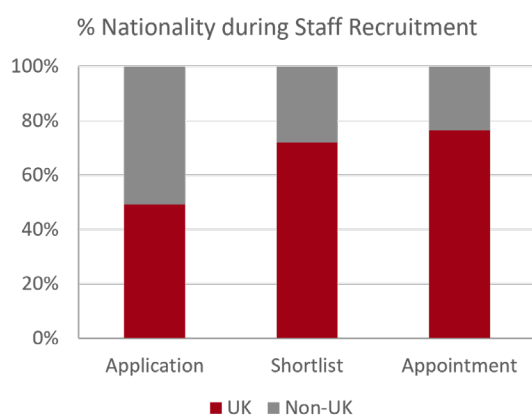
Data snapshot taken for year 1st August 2023 to 31st July 2024.

The staff recruitment data between 1st August 2023 and 31st July 2024 includes 9,302 applications, 2,549 of whom were shortlisted, and 733 of whom were offered a post following interview.

## Ethnicity & Nationality

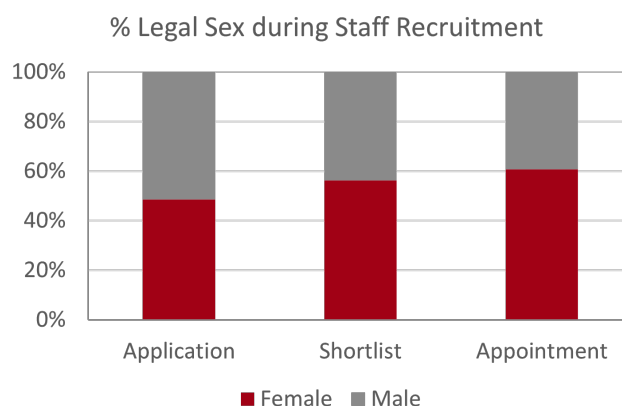
The ethnic breakdown for staff recruitment data shows a decrease in ethnic minorities as the process progresses from application to offers, however, international applicants who do not have the Right to Work in the UK are removed from the pools between application and shortlist. International applicants made up 45% of applications and only 24% of appointments.

The proportion of White applicants at shortlist (61%) and appointment (66%) however, still shows a disparity in the recruitment process for Black, Asian and Ethnic Minority individuals.



## Legal Sex

The legal sex split of applicants is weighted towards male applicants (51.5%), however at offer stage, this flips quite considerably towards female offer holders (60.6%).



## Religion and Belief

The most notable other protected characteristic trend visible in Staff recruitment data is the changes between proportions of religious and non-religious individuals throughout the recruitment process. While both initially account for 54.4% and 35.7% of applicants, respectively, this changes through shortlisting (42.9% and 45.7%) and appointment (42.0% and 45.4%).



## Other protected characteristics

For other protected characteristics, either as overall populations or disaggregated to Academic and Professional Services, there are not many other notable comparisons between application, shortlisting and appointment of individuals.

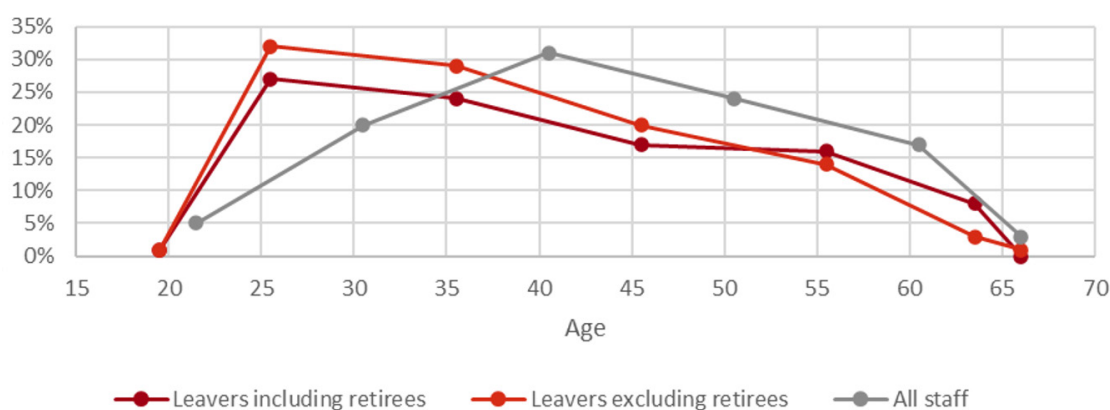
## Staff Leavers

Data snapshot taken for year 1st August 2023 to 31st July 2024 and compared to the whole staff data snapshot from 31st July 2024.

323 staff members left their posts at Lancaster University in the year 2023/24, including 51 retirees. 72% of those leaving Lancaster University over the year 2023/24 resigned from Professional Services posts. When the proportions of Academic staff and Professional Service staff at the University are compared with these leavers' figures, it demonstrates that Academics (5.5% resigned) are half as likely to resign from their posts than Professional Services staff (10.4% resigned).

## Age

While the age of our whole staff population shows a somewhat smooth curve, peaking at the 36-45 age bracket (31%), the majority of those leaving the University for reasons other than retirement, fell into the 21-30 age bracket (32%), demonstrating a significant staff turnover rate for our younger staff.

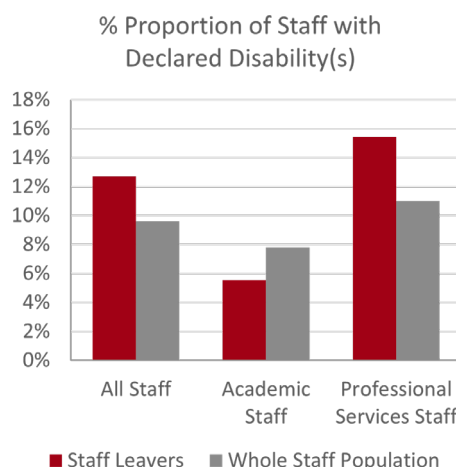


Note: The provided age groupings differ between datasets for leavers and all staff data. As such, the midpoint of each group has been used for plot points, using the minimum age of 18 and maximum age of 66.



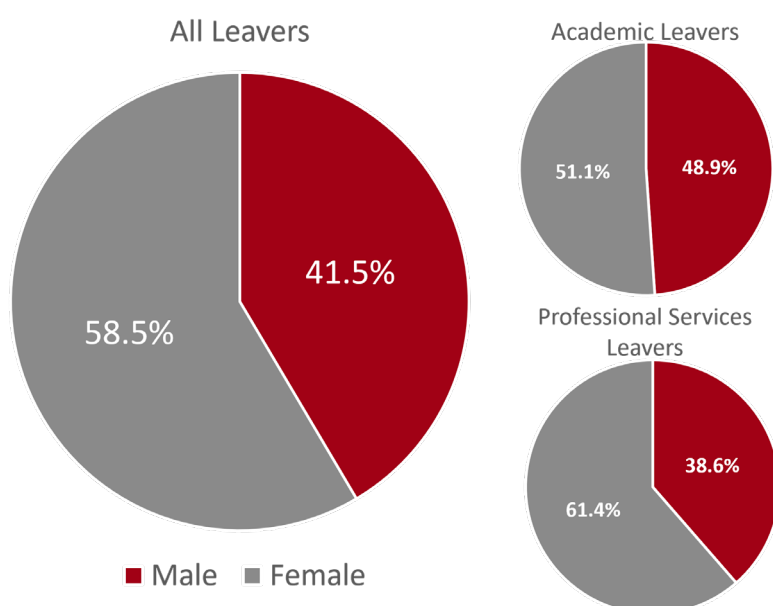
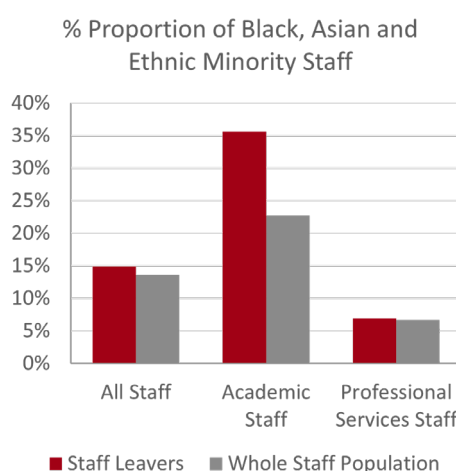
## Disability

The proportion of leavers who had disclosed a disability sat 3.1 percentage points above the equivalent proportion of the whole staff population (12.7% vs. 9.6%). However, a significantly lower proportion of academic leavers declare themselves disabled in comparison to the overall academic population (5.6% vs. 7.8%). This is countered by the proportionally high number of professional service leavers who report a disability, at 15.9%, compared to the standard PS population (11.0% declared disability).



## Ethnicity

Once again, the ethnicity of leavers differs from the whole staff population. The proportion of staff leavers who were Black, Asian, or other Ethnic Minorities was 14.9%, slightly higher than the overall university staff population of 13.6%. 35.6% of academic leavers were from Black, Asian or Ethnic Minority background, a considerable difference to the overall academic staff population of 21.8% Black, Asian and Ethnic Minority staff. In particular, more than a quarter of academic leavers (26.7%) were from Asian and Asian British backgrounds.



## Legal Sex

58.5% of staff leavers were female, slightly higher than the whole staff population (55.5% female). This is more predominant in Academic staff leavers, with 51.1% being female, in comparison to the academic staff population of 43.3% female. 61.4% of Professional Services leavers were female, which is more closely aligned with the PS staff population of 64.8% female.

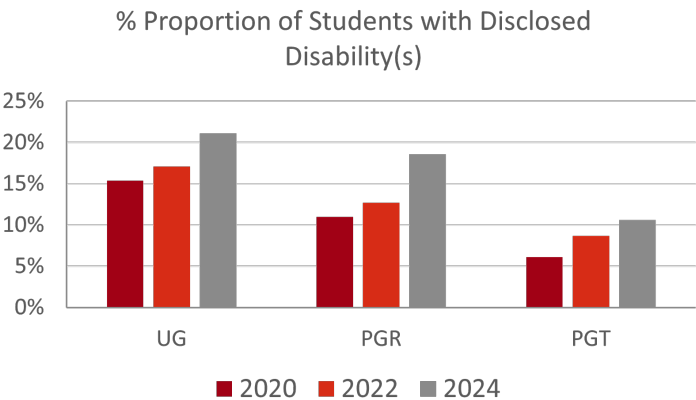
# Student EDI Profile (Overall, UG, PGT, and PGR)

Data taken from HESA snapshot for 2024 submission.

In total, more than 16,000 Home and International students were in active study with Lancaster University in the year 2023/24, with 77.9% of students studying Undergraduate (UG) programmes, 12.7% on Postgraduate Taught programmes (PGT) and 9.4% on Postgraduate Research programmes (PGR). These proportions have stayed largely the same for the last 4 years.

## Disability Status

In 2023/24, 19.5% of the overall student population declared a disability. The proportion of PGR students with declared disabilities has nearly doubled in the past six years, from 9.6% in 2018/19 to 18.6% in 2023/24. However, for PGT students, we continue to see a lower-than-expected proportion (10.6%), mirroring previous years.

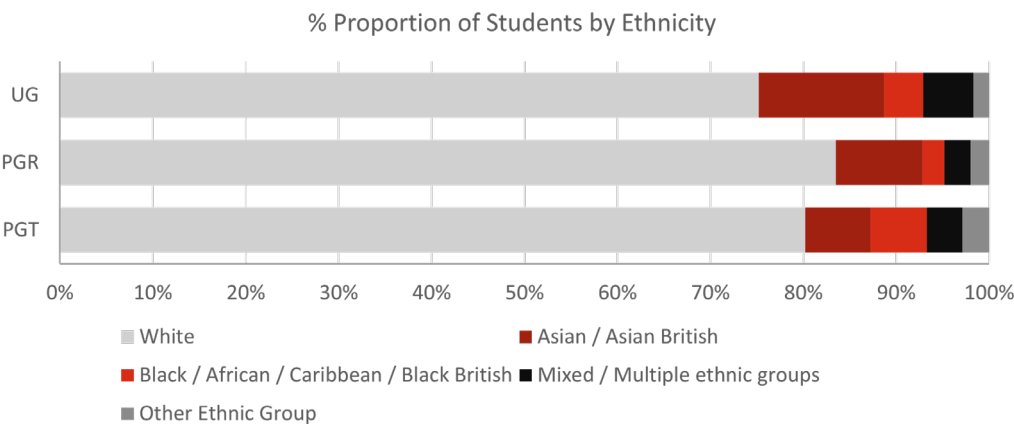


## Ethnicity

*Note: Ethnicity data is only available for UK/Home students, resulting in a smaller dataset for these figures.*

Over the last 6 years, we have seen a 45% increase in the proportion of Black, Asian and Ethnic Minority UK/Home students, from 16.5% in 2018/19 to 23.9% in 2023/24 when looking at all levels of study. This change in representation is largely influenced by the change in demographics of UG students, moving from 83.7% white students in 2018/19 to 75.2% white students in 2023/24.

The largest increase in ethnic group other than white over these six years was seen in Asian students, rising from 8.6% in 2018/19 to 12.6% in 2023/24 for overall student figures.



## Legal Sex

The legal sex split for all levels of study remains at a near 50/50 split, with 46.7% of UG students, 55.2% of PGT students, and 58.4% of PGR students being female.

# 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:

- Continue to deliver EDI actions/activity aligned to the [University Equality Objectives](#).
- Deliver the [University Race Equality Charter action plan](#).
- Continue to deliver our Institutional Athena Swan action plan focussing on our EDI culture, academic career pipeline, Professional Services staff progression and [family friendly](#) support.
- Establish [Athena Swan Institutional Self Assessment Team \(ISAT\)](#) to prepare for an institutional submission in 2026.
- Continue provision of [EDI eLearning modules](#) to cover specific protected characteristics as supplement to the existing Lancaster University EDI mandatory training.
- Continue investment in learning and development for recruiting managers.
- Implement and roll out the revised University Equality Impact Assessment (EIA) Framework across the University.
- Publish the updated University Policy of Gender Identity and Expression: Ensuring Trans Equality and Supporting Trans Staff and Students (also known as Trans Equality and Support Policy) and accompanying Guidance.
- Implement the next round of the Reciprocal Mentoring Project, between senior leaders at the University and post-graduate students from Black, Asian and Ethnic Minority backgrounds.
- Roll out of an initiative to address staff protected characteristic declaration rates, specifically for ethnicity, disability, sexual orientation and religion/belief.
- Participate in the 100 Black Women Professors Now programme, in collaboration with the Women in Higher Education Network.
- Recruitment of a Dean for Culture and Inclusion, in succession to the current Dean for Equality, Diversity and Inclusion.
- Continue to develop, support and promote University [Equality Staff Networks](#).