



University of
Central Lancashire
UCLan

Belonging at UCLan

Statement of our EDI ambition to 2028

Where opportunity creates success

Introduction

At the University of Central Lancashire, we believe in helping people to seize every opportunity to flourish in education, at work and for life. This spirit of 'opportunity for all' has remained at the heart of our mission since our inception in 1828. We are proud to be a force for positive change, championing equality and enriching the lives of our learners, colleagues and the communities we serve. We help people to realise their potential - whoever they are and wherever they are in life, we enable them to achieve their goals and set them on course for a brighter future. To succeed in our life-changing work, we need to continuously foster a culture that's welcoming and open to everyone, ensuring that no-one is excluded or left behind.

We do of course recognise that inequalities exist and are present not only across the HE sector, but also here at UCLan. Examples of challenges include under-representation of female learners in some of our STEM areas, award gaps that stubbornly exist for some groups of learners or the need to improve diversity in areas of our staff workforce. Campaigns such as Black Lives Matter, the #metoo campaign as well as the Covid-19 pandemic have highlighted some of the entrenched and structural inequalities that persist across society.

This document sets out our ambitions in relation to equality, diversity and inclusion (EDI), ensuring fair treatment and opportunity for all. It aligns with and supports the University's strategic plan and details the long-term EDI goals that we are determined to achieve by 2028. It will be backed up by a comprehensive set of actions through dedicated workstreams to achieve those goals. Additionally, local actions will be developed within Faculties and Services to ensure that EDI is being monitored and advanced across all areas of the University.

It is our collective responsibility across both academic and professional service areas to make sure that everybody is treated equally, has equality of opportunity and feels as though they belong within the University.

Enhancing sense of belonging is core to our aspiration to eliminate or significantly narrow disparities and inequalities that currently present in our staff and learner groups. We will strengthen our efforts to support social mobility across all of our communities. As part of our root and branch review of EDI we have undertaken detailed data-analysis of key areas of our work to identify benchmarks, what needs to change and how this can be achieved over the next seven years. Further details of our current position and progress can be found in the reports on our [EDI web pages](#).

Our ongoing work across EDI will focus on the following four pillars. These are to

1. Diversify our people profile.
2. Eliminate or significantly narrow gaps within the learner body relating to recruitment, progression, awards and graduate outcomes in relation to protected characteristics.
3. Develop an enhanced inclusive culture and mindset within the staff and learner body, leading to a stronger sense of belonging for all.
4. Develop a national and international research profile in relation to EDI.

In working towards these overarching pillars we commit to

1. Taking anti-discriminatory approaches that will foster a culture of real change.
2. Taking a data-led approach to identifying where our key EDI challenges lie.
3. Implementing long-term and real, sustained approaches to achieving our EDI goals, backed with appropriate resources to support initiatives.
4. Calling out and challenging discrimination and inequality where we find it.
5. Working with our people, learner body and wider stakeholders to advance and embed an enhanced inclusive culture and environment that allows all to understand, develop and flourish.
6. Reviewing all goals by 2024 to ensure they remain appropriate and relevant.



Pillar 1: People profile

To develop a people profile that better reflects the learner profile and where people have thwe knowledge, cultural intelligence and capabilities to meet the needs of our diverse learner population, stakeholders and communities to better reflect our student population

Developing a people profile that better reflects our learner profile will enable us to better connect with our learners, broader staff body and communities. It will also enhance creativity, innovation and sense of belonging for all. Our data, along with staff and learner feedback indicates that we have work to do in this area and that we are under-represented in areas such as the representation of staff from a Black, Asian or Minority Ethnic heritage, particularly in our professional services, and women in senior positions. We are also aware that we need to continue to build trust and understanding within the staff body so that they feel confident in disclosing their personal information to us. This in turn will enable us to better understand our people needs and address them accordingly.

Alongside enhancing the diversity within our people profile, we will support the continued development of staff so that they are better able to understand, respect and form stronger connections with learners, each other and the communities we serve, in pursuit of our goals. This will be achieved through teamwork and collaboration and we see this as being critical in contributing to a positive, safe and vibrant academic environment and culture, where all can flourish.



Based on the data we therefore commit to achieving the following goals.

Detailed institutional people profile goals to be achieved by 2028, unless otherwise stated		
Goal	2019/20 position	Goal by 2028
To achieve a minimum overall Black Asian and Minority Ethnic people profile of 20% across all grades and levels, with a particular focus on Black Asian and Minority Ethnic representation of management contract holders in Professional Services	13%	20%
To have achieved a minimum of 7% of people across all grades declaring a Disability	3%	7%
To achieve an appropriate gender representation in management contracts, benchmarked against the overall pool of staff within each of the academic and professional staff groups	44%	59%*
To achieve a minimum 50% of female Professors	37%	50%
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to sexual orientation and religion	66%	95%
To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to religion and belief by 2028	69%	95%

*This figure may adjust over time to reflect changes in the overall university demographic

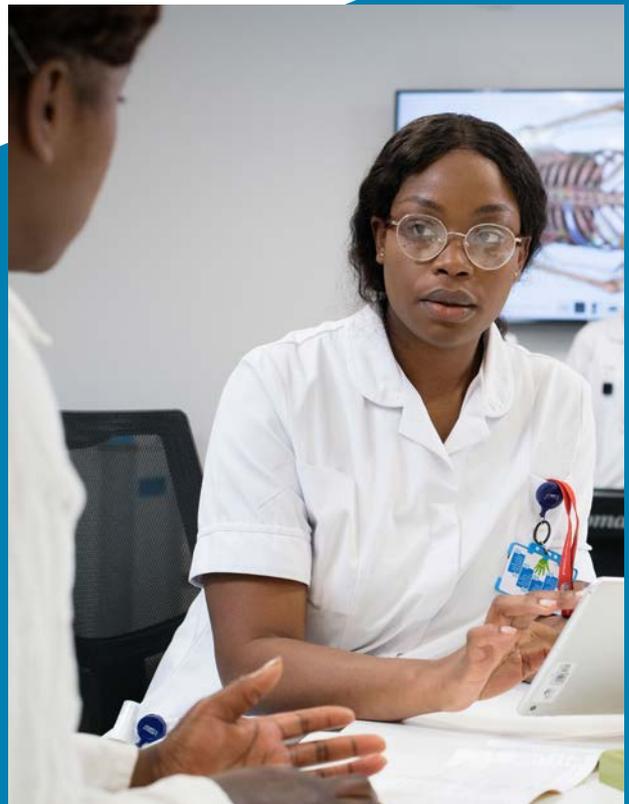


Pillar 2: Learner outcomes

To have eliminated gaps in relation to the recruitment, continuation, awards and graduate outcomes for the learner body

We pride ourselves as being a widening participation University and have developed an outstanding track record in supporting learners from all walks of life to achieve their goals since our inception in 1828. However, our data demonstrates that we still have inequalities that persist in some areas, and that have significance, in the learner lifecycle. These include the number of women learners accessing our STEM programmes, the award gap between White students and students of Black, Asian and Minority Ethnic heritage and between non-disabled and disabled learners.

We recognise that access to and success on the learner journey impacts on progression beyond university and in relation to social mobility. We are committed to ensure that all learners not only have the opportunity to access higher education but also in creating a learning environment that facilitates the achievement of equality of outcomes for all in terms of being successful on programmes of study and progressing to graduate level destinations in line with our mission and values.



Based on the data we commit to achieving the following goals.

Detailed institutional learner outcome goals to be achieved by 2028		
a) Recruitment goals		
Goal	2019/20 position	Goal by 2028
Physics Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	20% female learners at UCLan	>26%
Chemistry Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	36% female learners at UCLan	>46%
Engineering Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	9% female learners at UCLan	>19%
Computing Undergraduate female learner (UK Domicile) recruitment in all STEM areas to exceed the sector average	9% female learners at UCLan	>20%
Recruitment to PGR programmes to have exceeded the sector average in relation to students of Black, Asian and Minority Ethnic heritage (UK Domicile)	14% Black, Asian and Minority Ethnic Students at UCLan	>18%
Recruitment to PGT programmes to have exceeded the sector average in relation to students of Black, Asian and Minority Ethnic heritage (UK Domicile)	19% Black, Asian and Minority Ethnic Students at UCLan	>23%

Note: Goals are calculated using sector averages in 2019/20. These goals may change as sector demographics change over time

Based on the data we commit to achieving the following goals.

Detailed institutional learner outcome goals to be achieved by 2028		
b) Non-continuation rates		
Goal	2019/20 position	Goal by 2028
To eliminate the non-continuation gap between mature and younger learners (undergraduate, first degree)	5.3% gap in favour of young students	0% gap

Detailed institutional learner outcome goals to be achieved by 2028

c) Award gaps

Goal	2019/20 position	Goal by 2028
To eliminate the award gap for undergraduate learners in relation to learners from a Black, Asian or Minority Ethnic heritage (UK Domicile)	9% gap in favour of White students	0% gap
To eliminate the award gap in relation to disabled learners (UK Domicile)	3% gap in favour of disabled students	0% gap
To eliminate the award gap in relation to part-time learners (UK Domicile) who are under the age of 21	23% gap in favour of mature learners	0% gap
To eliminate the award gap in relation to part-time disabled learners (UK Domicile)	12% gap in favour of non-disabled students	0% gap

Detailed institutional learner outcome goals to be achieved by 2028

d) Graduate outcome goals

Goal	2019/20 position	Goal by 2028
To eliminate graduate outcome gaps in relation to Black, Asian and Minority Ethnic heritage graduates	8% gap in favour of White students	0% gap
To eliminate graduate outcome gaps in relation to disabled graduates	13% gap in favour of non-disabled students	0% gap
To eliminate graduate outcome gaps in relation to male graduates	5% gap in favour of female	0% gap

All Faculties will review their subject areas to determine any localised goals in undergraduate and postgraduate student recruitment and outcomes and develop actions to address any identified disparities.

Pillar 3: Sense of belonging

To have developed an enhanced sense of belonging through strengthening our inclusive culture and environment

We recognise that significant progress in relation to the elimination of inequalities cannot be achieved without ensuring an inclusive culture and safer environment are provided, so that everyone feels they belong and are valued and respected. Moving forward it will be important to enhance our positive working/learning environment, where the values of the University are clearly embedded, understood and accepted by all. We are committed to removing barriers to belonging in both the physical and psychosocial environment so that everyone at UCLan can feel safe, valued, included and comfortable in raising any EDI issues.

Belonging can be understood in a number of ways and it will differ from one person to another depending upon their particular role within the institution and their own backgrounds and experiences. We have a significant number of international learners as part of our overall learner community and we particularly wish to ensure that learners from overseas develop a positive sense of belonging whilst at UCLan.

Our working definition of sense of belonging is that:

All staff and learners should feel comfortable and confident bringing their personal gifts and characteristics to the institution and should feel safe, valued, welcomed, and included within the UCLan community.

In order to measure the extent to which sense of belonging is being enhanced we will:

Goal 1: Identify and utilise an appropriate self-report measure which can be used to establish a baseline measurement of sense of belonging.

Goal 2: Identify an appropriate set of objective environmental markers which might indicate physical barriers to a sense of belonging.

Goal 3: Enhance staff and learners' (including those from overseas) sense of belonging through identified interventions.

Pillar 4: EDI Research

To have strengthened our national and international research impact in areas relating to EDI

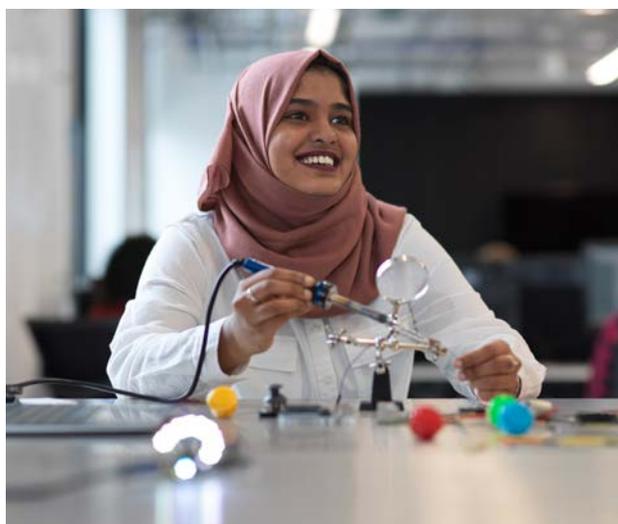
We have a diverse and vibrant research environment that has real-world impact across the globe in a range of disciplines including the arts, humanities and STEM. We are mindful that persistent inequalities are prevalent locally, nationally and internationally across societies, institutions and at the level of each individual.

As a teaching and research institution we believe that we have an important role to play in better understanding those inequalities and working collaboratively with our staff, students and stakeholders to find solutions that will lead to positive impact. We have strength in our research community who have undertaken significant research projects in relation to inequalities and who are committed to seeking understanding and solutions in their respective fields. With our ambition to improve our approaches to EDI in all business areas we will ensure that our EDI research impact is strengthened in the coming years.

Our approach and ethos will be to work with stakeholders and communities to identify and prioritise focussed areas of EDI related research, building on our strengths to influence change. We are committed to developing a long-term approach to bring about positive change in these areas. In summary we are committed to developing world-leading research impact in EDI related matters.

Detailed institutional research goal to be achieved by 2028

Goal: To identify and develop a minimum of three focussed areas of EDI related research that will lead to significant impact at national or international level.





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