



UNIVERSITY OF CHESTER
EQUALITY REPORT 2024/25



University of
Chester

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Foreword



At the University of Chester, we are fully committed to ensuring we create an inclusive culture where we promote equity and celebrate diversity. I am pleased with the way our equality, diversity and inclusion (EDI) provision across our community has continued to flourish in 2024/2025 to create an environment where difference is valued and respected.

This year has been marked by significant progress, our successful EDI related events have seen a variety of thought-provoking sessions throughout the year, invigorating the sense of community and belonging amongst our diverse staff and student body.

Community continues to be an important theme in our EDI work, and we are proud that our staff and students have access to a variety of engaged and supportive networks which offer peer support, advice and provide a genuine sense of belonging; the networks have continued to thrive this year, with increased membership.

Active engagement and contributions from our staff and student population through our EDI networks and Committees has been invaluable in shaping our policies and practices, and we are committed to listening, responding, and adapting to feedback.

This Report provides an overview of our EDI activities and successes during the past 12 months; we are making good progress but recognise there is still more work to do. Looking ahead, we remain dedicated to creating an environment where every member of our University community feels valued, respected, and empowered. The information contained in this report will help inform our priorities and plans for the future and focus on the delivery of our equality commitments for 2025, as outlined in this report.

I would like to take the opportunity to thank the countless passionate and engaged staff who are working hard to implement equality, diversity and inclusion best practice across the University and look forward to further advancing his work in 2025/26.

Professor Eunice Simmons – **Vice Chancellor**

Introduction

This Equality Report is divided into two parts:

[Part A](#) – Achievements and Embedded Good Practice

[Part B](#) – Data Report

The University of Chester is an intellectual community and culture in which respect, equity, diversity and inclusion are core to our values. The work goes beyond compliance with equality legislation, in order to continually improve our policies and culture so that staff and students experience a supportive, welcoming and inclusive environment.

We strive to embed equality, diversity and inclusion (EDI) in all that we do, throughout our learning and teaching, research and scholarship, outreach, and leadership. We encourage participation of staff and students in equality events, programmes and initiatives to:

- increase knowledge and understanding of EDI issues;
- foster an intellectual environment where people are able to bring their authentic selves to work and study;
- provide a communication framework that invites feedback, diverse thought and generates innovative ideas;
- promote an organisational ethos of continuous improvement.

Our Vision

At Chester, we are strongly committed to equality, diversity and inclusion (EDI), making it a core aspect of everything we do. We aim to create a sense of belonging by building a community that embraces diverse perspective, experiences and ideas which stand out through our authentic culture and measurable initiatives, by weaving these throughout our strategy of 'The Citizen Student' in all aspects of University life.

Students are supported to access a breadth of opportunities – before arrival (to help their transition to University), on their course and beyond graduation.

They will develop flexibility in their career path by experiencing work-based placements and interdisciplinary research. The curriculum enables the development of subject expertise, digital skills, data competencies and the application of these in the wider world. Sustainability, resilience and personal development are integral to the Chester experience.

The University creates a strong sense of belonging through the tradition of volunteering and citizenship. Both students and staff develop their potential to influence and lead in their subject areas and wider society, and our comprehensive alumni offer is an opportunity for lifelong learning and engagement.

Goals Achieved in 2024/25

2024 Equality Report Action	Status
To successfully renew the University's Institutional Bronze Athena Swan award and to begin work to commence actions within the 2024 Athena Swan action plan.	In 2024 we successfully renewed our Bronze Athena Swan award after a rigorous application and assessment process.
To ensure 100% of staff on permanent and fixed term contracts have completed the mandatory Equality, Diversity and Inclusion plan.	The percentage of permanent and fixed contract staff who have completed mandatory Equality, Diversity and Inclusion training has increased from 79.5% completion in January 2024 to 96.5% in December 2024.
To reduce the University's gender pay gap from 10.3% (mean) to 9% (mean) and 13.3% (median) to 12% (median).	The University was successful in reducing the mean gender pay gap to 9% and just shy of the median pay gap goal (12.5%).
To use equality data more effectively with a view to <ul style="list-style-type: none"> (i) measuring equality successes across the University and (ii) identifying and addressing areas of underrepresentation through positive action. 	<p>Equality Data is included in part B of this report.</p> <p>Significant data analysis was completed surrounding the topics of gender equality and this informed several meaningful actions within our Athena Swan action plan.</p> <p>Analysis has also begun surrounding race equality and the result of this will inform impactful agrees as agreed by the Race Equality and Cultural Heritage Network (REACH).</p>
To deliver and evaluate an impactful Diversity Festival 2024.	A variety of successful Diversity Festival events were delivered in 2024 (more information can be found here). Feedback has been collected from events to ensure we continually improve, and evaluation of impact is currently underway.
To continue to identify ways to effectively manage unacceptable behaviours at the University.	<p>Numerous impactful decisions were made by the Unacceptable Behavioural Group in 2024.</p> <p>Furthermore, Human Resources, Student Services and the Dean for Students are working closely to implement effective training and reporting protocols relating to Sexual Harassment as per the Worker Protection (Amendment of the Equality Act 2010) Act and the Office for Students (OfS) condition of registration (E6) in relation to harassment and sexual misconduct.</p>
To develop effective mechanisms to assess and monitor the impact of our diversity and inclusion initiatives and interventions on workplace practice, behaviour and outcomes across the University.	Take forward as 2025 action.
To review and update the University's equality policies and initiatives to better support both staff and students and capture changing needs.	Several University equality policies have been reviewed and updated or are currently under review, including:

	<ul style="list-style-type: none"> • Dignity and Respect Policy (Updated) • Personal Relationships Policy (updated) • Managers' Guidance on Supporting Staff Experiencing Domestic Abuse (updated) • Menopause Policy and Manager's Guide (new policy) • Honorary Titles Procedure (updated) • Transgender Support Guidance (significant update and revisions) • Special Leave Policy (updated) • Paternity Leave Policy (updated) • Flexible Working Policy (updated) • The University's family policies (Maternity Leave and Pay, Adoption Leave and Pay, Shared Parental Leave, Paternity/ Co-Parenting Leave) have been updated with Entitlement to Neonatal Care Leave information. • Academic Promotions Procedure (minor updates)
<p>To review the academic promotions process and identify barriers to staff diversity at all levels across the University.</p>	<p>The procedure for reviewing the academic promotions process is included in our Athena Swan renewal work, as this is a key action. This review will take place with considerable consultation across the lifespan of the action plan (2024-2029).</p>
<p>To continually enhance the leadership and governance of EDI across the University through strong partnership working with our students union, staff networks, academic and professional services teams and our key stakeholders.</p>	<p>Stronger links between the Staff Networks and the Equality Forum have been established. The Equality Team have been working closely with student support teams to establish a unified approach to diversity and inclusion for staff and students. Chester Student Union officers have been a key and active part of our equality governance and charter meetings, including the Equality Forum. The Athena Swan Self-Assessment Team are currently working to identify ways to increase student engagement with the SAT.</p>

Equality Goals 2025/26

- To successfully address relevant actions detailed in University's Institutional Bronze Athena Swan award renewal (see full list of actions [here](#)).
- To ensure 100% of staff on permanent and fixed term contracts have completed the mandatory Equality, Diversity and Inclusion training by summer 2025.
- To reduce the University's gender pay gap from 10.3% (mean) to 9% (mean) and 13.3% (median) to 12% (median).
- To evaluate the impact of Diversity Festival 2024/25 and identify the degree to which staff, students and the local community can access a year-long festival versus a more condensed festival season.
- To implement the actions identified in completing the Sexual Harassment Risk Assessment.
- To further develop effective mechanisms to assess and monitor the impact of our diversity and inclusion initiatives and interventions on workplace practice, behaviour and outcomes across the University.
- To increase knowledge sharing around supporting neurodiverse and transgender students, peers and colleagues.
- To create a clear pathway for progression for academics and professional services staff
- To review the academic promotions process and identify barriers to staff diversity at all levels across the University.
- To use the University wellbeing pulse survey and all-staff survey to inform all EDI work and identify areas for further improvement.
- To increase the number of Dignity and Respect advisors from an ethnic minority background.

Governance

The Vice-Chancellor is the University's senior officer responsible for equality.

The Director of HR, a member of the Strategic Executive Team (SET), leads the day-to-day senior management team responsibility for equality work. The University's approach is characterised by operational responsibility for equality being shared by all staff throughout the University, including through senior equality leads in academic and support departments, and the Equality Forum which disseminates information, assists promotion and generates innovation throughout the University.

The University's Equality Forum is open to all staff and students. The Forum is integral to the University's EDI provision for the following reasons:

- a space for staff and students to raise equality concerns from all areas and levels of the University;
- forum to present and workshop current and upcoming initiatives;
- forum to share best practice;
- allows staff and students to feed into University strategy and goals;
- provides University with opportunity to obtain multi-lens feedback.

The Forum is active throughout the academic year, meeting on a quarterly basis and it is led by the Executive Director of HR and supported by the HR Manager for Organisational Development & Equality. Staff Networks report to the Equality Forum, creating a clear line of communication between the networks and SET.

The Planning and Resources Committee (PRC) and Mission Committee are also key in the University's Equality and Diversity governance. The PRC holds responsibility for reviewing the implementation of University policies and guidance relating to equality and diversity for staff and students. The Mission Committee is key in holding the University to its mission and values, with a key focus on equality, diversity and belonging.

The University has a small but proactive Equality and Diversity team, whose main purpose is to engage with staff and students in taking individual responsibility and interest in equalities matters across the University. We do this by raising awareness, providing extensive training, leading the Equality Forum, supporting diversity events, developing community links, and facilitating support networks.

The Equality and Diversity team (equality@chester.ac.uk) maintain up to date knowledge to inform effective policy and good practice and regularly consult with networks and knowledge-sharing groups to ensure all staff and students needs are being met.

The key Equality and Diversity members of staff are:



Executive Director of HR, Rashmi Patel



HR Manager for Organisational Development and Equality, Kathryn Leighton



Equality, Diversity and Inclusion Officer, Jules Crane

Key Achievements in 2024

- **Renewal of Athena Swan Institutional Bronze Award**

The University renewed our institutional Athena Swan Bronze award in July 2024. This process was overseen by our Self-Assessment Team (SAT), a diverse collection of professional services and academic colleagues from across the University. The SAT represents a range of ethnicities, genders and professional backgrounds. Athena Swan is a gender equality charter mark which is overseen and assessed by Advance HE. More information about the charter can be found [here](#).

To learn more about our Athena Swan application and to see all agreed actions for improved gender equality at the University Chester, click [here](#).

- **Successful conclusion of Diversity Festival 2024 & the beginning of Diversity Festival 2025**

The Diversity Festival has inspired and informed students, staff and the public every year since its inception in 2006.

The Diversity Festival 2024 offered a vast array of thought-provoking events across University of Chester campuses and online. Fittingly, the theme of Diversity Festival 2024 was 'A New Approach' as, for the first time, events took place throughout academic year (rather than across a two-week period in the Spring as before). Participants were inspired by diverse range of speakers and the ways in which changes, both big and small, can make a real impact.

8th March 2024 - University of Chester - International Women's Day 2024

Hosted at the Riverside Innovation Centre, discussions included women's experiences of ageism, neurodiversity and recruitment, featuring a talk from the government's first Menopause Employment Champion, Helen Tomlinson in conversation with the Vice Chancellor.

18th October 2024 – University of Chester – World Menopause Day

An interactive two-hour workshop from the Menopause Larder that delved into the importance of proteins and amino acids before, during and after menopause. Participants learnt how protein intake can support during the menopause transition, how to choose protein-rich foods, and how to integrate them into their daily meals.

27th November 2024 – Supporting Staff with ADHD

Members of the University staff shared their stories of being diagnosed with ADHD as adults and how they overcame the challenges they experienced and the adjustments and support that helped them manage at work and at home.

Quotes from the Diversity Festival event “Supporting Staff with ADHD” event feedback:

“The session was so good that I actually got really emotional...I related to everything they said, and it is so great to know there are colleagues who have similar struggles/skillsets/thinking styles etc.”

“It was the real ADHD rather than a lot of what you hear about, the cliché view, from people who are not educated about ADHD”

To find out more about upcoming Diversity Festival events you can visit our [Eventbrite page](#). To submit ideas for future events or any other EDI queries, please email equality@chester.ac.uk.

The Diversity Festival are also supporting a series of Diversity and Inclusion events in Warrington.

• Warrington Diversity and Inclusion Events

Professor Hannah Bacon continues to direct several events and activities related to staff and student research and wider work in EDI for the Faculty of Arts, Humanities and Social Sciences. This project has been focused on using the research power of the Faculty to further promote University Centre Warrington’s (Time Square in Warrington town centre) engagement with the community. Some events are delivered in-person from this location at the same time as being streamed live.

Events to date have provided opportunities for knowledge exchange between different partners, including members of the University and external organisations, and between the University and general public/local community. These events are designed to benefit professionals outside of the University in enhancing their EDI literacy and assisting with their professional development and training. They are also intended to contribute to the University’s Social Capital and Citizen Student agenda by building EDI literacy, by providing opportunities for networking within and beyond the University, by helping students grow in confidence, and by engaging students with important questions around diversity and inclusion. Activities to date have facilitated the building of new relationships with external partners and have led to a University contribution to key cultural events in the town including Warrington LitFest and Warrington Pride.

In 2024, Warrington hosted a variety of events including:

‘Our Stonewall’: Remembering the Camp Revolt against Section 28

Stepping back in time to the 1980s, attendees learned about the homophobic legislation that galvanised a generation of LGBTQ+ people in Britain to start a quintessentially queer rebellion to fight for their rights”.

Liz Hendy, a PhD student in the Institute of Gender Studies at the University of Chester, presented her research; documenting the personal histories of queer women and nonbinary people who were in school under the shadow of Section 28, highlighting the impact of the legislation and the role of popular culture in the lives of a generation made invisible in mainstream history and cultural memory.

Black History Month: Reclaiming Narratives

These talks set about illuminating the misrepresentation of Black narratives, history and lives on the silver screen and also considered how the stories of people of colour are often obscured in narratives about climate change.

Disability History Month: Disability, Livelihood and Employment

Speakers considered disability employment from the perspectives of law and lived experience. They reflected on a number of issues such as employment law and disability rights, discrimination and systemic barriers in the workplace, and cultivating accessibility within workplace cultures. If you would like to participate in the planning or delivery of these events, please contact Professor Bacon (h.bacon@chester.ac.uk).

- **Natural Sciences launch ‘EDI Spotlight’ sessions**

In November 2024, Dr Kate Wise and Dr Robert Coleman launched ‘EDI Spotlight’. Every month, staff from the Natural Sciences division discuss a spotlighted diversity and inclusion topic. Discussions are guided by a short-read resource. The aim of these sessions is to increase awareness of diverse experiences and confidence in navigating diversity and inclusion issues.

- **University School of Law**

Professor Chantal Davies (Professor of Law, Equality and Diversity) is co-vice chair of the Women Solicitors Network Committee for the Law Society of England and Wales and has been co-leading on rolling out the Women in Law Pledge aimed at encouraging the legal sector in England and Wales to promote gender equality. In this role, she has co-hosted roundtables with signatories from across the legal sector. The committee will be introducing a Champion scheme for local law societies in 2025.

Professor Davies continues to sit on the Sustainable and Inclusive Growth Commission and has fed her equality law expertise into the development of the subregional Fair Employment Charter.

She continues to sit on the Advance HE EDI Committee working with sector leaders on oversight of and responsibility for both the internal EDI practice of Advance HE and the integration of EDI within Advance HE’s products and services. This includes the effective operation and strategic development of both Athena Swan and the Race Equality Charter.

Together with a research team from Chester and the University of Derby and following an 18-month research project, in November 2024 Professor Davies published a research report and framework for the public and private sector on ensuring that marginalised communities are central to the decision-making process on environmental sustainability policy and activity. The Inclusive Environments Framework and Report can be accessed [here](#) and is published by the Sustainable and Inclusive Growth Commission. This project is in the process of rolling out a series of Capacity Development Workshops on this across the UK and beyond.

In December 2024, Professor Davies and a research team from Chester and the University of Hertfordshire were successful in a bid to engage in a 6-month project funded by the Advance HE Collaborative Development Fund looking at developing a framework for meaningful equality impact assessments underpinned by co-production principles for holistic use across the HE sector.

• Learning and Development

The Equality Team offer a full suite of EDI training and development to members of staff across the institution.

All staff are required to complete an online Equality and Diversity training module, the content of which has been developed by the University, enabling us to update in line with legislation and business priorities instantly and at no extra cost. All staff are also required to complete mandatory online Safeguarding and Prevent training.

In December 2024, 96.5% of all staff had completed Equality and Diversity training and 97.8% of staff had completed Safeguarding (Prevent) training. Completion rates for each of these modules increased from 79.5% (Equality and Diversity) and 87.1% (Safeguarding and Prevent) in January 2024.

A shorter version of all mandatory training was launched by the Learning and Organisational Development team for Visiting Lecturers and staff on limited hour contracts (including volunteers within the Chester Student Union with significant responsibility).

• Dignity and Respect

A new round of recruitment for Dignity and Respect advisors took place in 2024 and four new volunteers were recruited and trained, joining a team of ten existing advisors. To learn more about the Dignity and Respect Advisors and how to contact them click [here](#).

• Technician Commitment

The University is delighted to have been re-awarded the prestigious Technician Commitment award in October 2024. Supported by more than 115 universities and research institutions, this nationwide initiative focuses on addressing key challenges facing technical staff and aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.

We were delighted to receive this overall feedback from the Chair of the Technician Commitment Steering Board: *The University of Chester has pulled together an impressive submission articulating a substantial body of work during what has been a challenging time for the sector and the institution, and the team should be hugely proud of the progress they have made.*

[The full renewal and action plan is available here](#)

• University of Sanctuary

Universities of Sanctuary is an initiative to recognise and celebrate the good practice of universities welcoming people seeking sanctuary through facilitated access to higher education, supporting local refugee communities, and taking an active role in learning about the issues and obstacles faced by this group in pursuing HE.

Individually, Universities as places of research and learning, are ideally placed to develop and promote learning about what it means to seek sanctuary, to embed this learning within their institution, and to celebrate and share their practices of welcome with other Universities and the wider community.

Becoming a University of Sanctuary contributes to the delivery of institutional strategies relating to equality, diversity, inclusivity, social responsibility, and sustainability. It also enriches campus life and academic discussion by bringing new perspectives and cultures together.

In 2025, the University submitted application to become University of Sanctuary and successfully achieved the award. Through becoming a University of Sanctuary, we:

- Demonstrate a clear commitment to supporting equal access to higher education
- Extend the scope of Widening Access and Widening Participation work in a way that explicitly values diversity
- Take clear steps towards creating a university environment that is a welcoming to all, in a way that directly contributes to increasing inclusivity
- Learn how to develop teaching and learning on the themes of migration and sanctuary

A formal recognition and celebration event will take place on 17th June 2025, bringing together students, staff, alumni and community partners. In addition, a video is currently under production celebrating becoming a University of Sanctuary — told by the voices of our community. The next round of Sanctuary Scholarship interviews will take place on 2nd July 2025, continuing our commitment to supporting sanctuary seekers to access HE.

The University's Sanctuary Steering Group, led by the Deputy Director of Student Services, will begin to oversee and expand activity in alignment with our institutional values and mission. The Steering Group will feed directly into Student Success Subcommittee ensuring that this work informs decision-making at the highest level.

Embedded Good Practice

Networks and Societies

• Staff Wellbeing Networks

Our well-established Staff Networks continue to meet and work effectively. To date, the following staff networks are coordinated by our Equality Team.

- Disabled Staff Network
- Gynaecological Support Group
- LGBTQ+ Network
- Menopause Network
- Men's Network
- Neurodiversity Staff and Student Groups
- Parent's Network
- Race Equality and Cultural Heritage (REACH) Network
- Student and Staff Carer's Network
- Women's Network

• Student Wellbeing Networks

[Student Services](#) also support the following student groups:

- Care Experienced Student Peer Group
- Estranged Student Peer Group
- LGBTQ+ Student Support Network
- Men's Space
- Student Carers Peer Group
- Student Menopause Support Network
- Student Parents Support Network
- Refugee Peer Support Group

• Chester Student Union (CSU) Student Clubs and Societies

The CSU launched a new committee hub which aims to have accessible and informative information and guidance made available through the CSU website, social media, fairs, and pop ups. A new society handbook was also launched as well as simplified bylaws for CSU centrally. Click here to learn [here](#).

Disability, Neurodiversity and Wellbeing

• Sport and Active Lifestyle

In 2024, the department of Sport and Active Lifestyle implemented a variety of new changes to improve inclusion:

- As part of Welcome Week, Sport and Active Lifestyle celebrated and promoted diversity and inclusion in sports for National Inclusion Week by hosting a Rainbow Dash event.
- A Quiet Hour was introduced to the Sports and Societies Fair, creating a calmer, more accessible environment, with no music and reduced capacity.
- Launched 'anyBODY can' wheelchair basketball to the Active Campus Programme, which has more recently changed to 'anyBODY Active'.
- For Men's Health Awareness Month, the department focused on mental health and wellbeing, offering a range of men-only activities with reduced capacity. This was supported by a social media campaign to raise awareness about men's mental health and wellbeing.
- In collaboration with the Disability and Inclusion Team in Student Services, the department supported Disability Awareness Month by promoting activities such as anyBODY can, gym quiet hour, and wheelchair basketball.
- Social media content was produced to highlight the benefit of physical activity for individuals with disabilities, showcasing our adaptive opportunities.
- Sport and Active Lifestyle continue to collaborate with race advocates and transgender representatives to raise awareness of offerings, fostering stronger partnerships and inclusive practices.
- In 2024, 38 students were trained in Student Minds: Mental Health in Sport training.

• Recovery Friendly University Charter

In 2024, an additional 19 students and 14 members of staff were trained as Recovery Allies. Several students identifying as being in recovery have since disclosed this to Dean of Students, with plans underway to work with them to further embed our recovery friendly university pledge work.

• Sexual Violence Liaison Office

Sexual Violence Liaison Officer's (SVLO) received training on LGBT+ experiences of sexual violence which covered additional barriers LGBT+ individuals might face when trying to access support, as well as how we can best support them.

SVLO's received training on supporting male victims and survivors of sexual abuse which covered additional barriers males face following sexual abuse and how we can work to address these to improve male students' engagement with the SVLO service.

The SVLO service invited local sexual violence support service CSASS to the Student Experience podcast where we discussed plans for the North West Sexual Violence Awareness Week, Reclaim the Night and their services. Throughout NWSVA week we hosted several craft and chat events, where students could meet SVLOs to discuss their work whilst taking part in fun crafts such as bracelet making and plant pot/drinking mug painting. The RTN march was the best one yet, with between 100-200 attendees and an excellent turn out from our students – particularly the Chester Vixens.

The university successfully bid to take part in SOS-UK's Alcohol IBA programme. The programme provides UoC with support on promoting healthy drinking behaviours.

We have joined CWAC's VAWG commission and presented on the work we have done as an institution to address these issues. This was very well received, and we have since invited CSU to join as well.

- **Employer's Against Abuse**

In 2024, seven staff members across the University were trained as Support Ambassadors for Employers Against Abuse (EAA). EAA is a programme the Home Office commissioned via 'The Survivors Trust' to help improve the support that victims of domestic abuse are able to access in the workplace. The Support Ambassadors are trained to raise awareness of the support available to colleagues and to promote cultural change in the workplace so that all staff understand that they can access support at the University.

Staff development sessions for managers are now being offered to share the training and to provide advice and guidance relating to supporting and signposting staff members that may be experiencing domestic abuse.

[A Managers Guide is also available: "Supporting a Member of Staff Experiencing Domestic Abuse"](#).

- **Neurodiversity Staff and Student Support Group**

In 2024, the Neurodiversity Support Group was split into a staff-only and student-only group in response to member feedback. This has further enabled attendees to share their individual challenges as neurodiverse people in a space where they do not feel vulnerable.

A 'Reasonable Adjustment Guidance' document is currently in production and the Neurodiversity Support Groups and Disabled Staff Group will be a key source of consultation to ensure this guidance is truly fit for purpose. The guidance will provide staff with examples of relevant reasonable adjustments that they can make to help them overcome specific challenges at work.

- **Mental health charter and wellbeing survey**

The University Mental Health Charter (UMHC) is a framework designed to support universities in adopting a whole-university approach to mental health and wellbeing. Originally published in 2019, it provides evidence-informed principles that guide institutions in enhancing mental health support for students and staff. The charter was created by Student Minds in collaboration with leading higher education bodies, including Universities UK, and aims to foster a supportive environment for mental health across the university sector. As of the 2024-2025 academic year, significant progress has been made in strengthening mental health support within UK higher education institutions and work at Chester has continued via the Wellbeing Steering Group. To support this work, the University conducted a Wellbeing Pulse Survey in March/ April 2025 and is currently reviewing the results and actions required.

Gender

- **Gynaecological Support Group**

In autumn 2024, the Gynaecological Support Group was founded by Georgia Jefferies (Training and Events Coordinator, Careers and Employability) and Jules Crane (EDI Officer, HR). The group is a confidential space for women, trans men, and non-binary people who believe they have a gynaecological condition (for example PCOS or endometriosis). Staff do not have to have a diagnosis to attend. The first meeting was in October 2024 was very successful and emotional. One attendee said:

“It was lovely to have/be in an environment where feel heard!”

- **Gender Pay**

The University of Chester is fully committed to reducing the gender pay gap by recruiting, developing, promoting, and rewarding staff fairly, regardless of gender. The University works hard to support initiatives that mitigate the underlying causes of the gender pay gap and gender inequality, including Aurora and Athena Swan.

With a view to taking a more intersectional approach to pay gap monitoring, the University published its first Gender, Ethnicity and Disability Pay Gap report in 2024.

This report, and all previous reports, can be viewed [here](#).

To join the mailing list of any of the staff groups or for more information, email:

equality@chester.ac.uk

- **Aurora**

Aurora Alumni attended various in-house developmental sessions this year, exploring topics including Leading in Times of Change, Managing Difficulty Conversations, reflecting on resources and ‘How Aurora Influenced Me’.

The University partnered with apprenticeship provider In Step to open applications for a Women in Leadership apprenticeship at level 3 and 5, commencing in January 2025.

LGBTQ+

- **The LGBTQ+ Network**

The LGBTQ+ Staff Network has continued to grow in membership and engagement.

Between the beginning and end of December 2024, 78% of LGBTQ+ Staff Network channel members actively engaged with the channel (according to Microsoft Teams analytics).

To learn more about the network or to organise an informal, confidential chat contact the network chair Jules Crane (they/them) - j.crane@chester.ac.uk or email lgbt@chester.ac.uk.

- **Chester Pride**

The University is an enthusiastic supporter and sponsor of Chester Pride, and a group of staff and students have marched in the parade every year. This is a valuable opportunity to stand by the LGBTQ+ community as an educator and employer, whilst also supporting an important local charity.

In 2024, we returned to Chester Pride as one of their main sponsors with approximately 20 volunteers from the staff and student body representing the University’s commitment to LGBTQ+ equality in the parade.



- **LGBTQ+ Commitment**

In 2024, the University’s SET approved an LGBTQ+ Commitment, which was brought to them by the University’s LGBTQ+ Staff Network. This document reaffirms the University’s commitment to LGBTQ+ inclusivity and aims to contribute to maintaining a welcoming and supportive environment for the LGBTQ+ community. The University of Chester LGBTQ+ Commitment can be read [here](#).

Ethnicity

- **Student Race Advocates (SRAs)**

2024/25 marks the fifth year we recruited Student Race Advocates (SRAs), an important role that was developed by the Race Equality Challenge Group. This is a paid role which aims to actively support and promote the needs of Black, Asian and other minority ethnic students.

In autumn of 2024, six Student Race Advocates were recruited. To learn more about our SRAs, follow their [Instagram](#) page).

Thisanda Ayuka

Thisanda (Physics) is in his third year as Student Race Advocate. He says:



“Serving as a Race Advocate allows me to collaborate closely with University departments to enhance the academic and overall student experience for Black, Asian and Minority Ethnic students, both domestic and international, fostering a more inclusive and supportive environment.”

Judy Najjar

Judy (Nutrition and Dietetics) is in her second year as Student Race Advocate. She says:



"Having been a Race Advocate last academic year, I'm eager to continue representing the Arab and Muslim community at our university, ensuring our voices are heard and our perspectives valued".

Masuma Akter

Masuma (Law) is in her second year as Student Race Advocate. She says:



"The role of Student Race Advocate is a brilliant opportunity for me to work directly with both the University administration and student body to address challenges and promote lasting, positive change!"

Hussna Waka

Hussna (International Relations) is in her first year as Student Race Advocate. She says:



"...I hope to create a community on campus where students feel their needs are being met and feel safe and represented throughout their time here."

Kaleka Nuka-Nwikpasi

Kaleka (Public Health) is in her first year as Student Race Advocate. She says:



"I see this as an opportunity to challenge racial injustices and work toward equity within the academic setting. I believe in being an active participant in shaping policies and practices that promote racial equality."

Muhammad Ahmed Munir

Muhammad (Health Services Management) is in his first year as Student Race Advocate. He says:



"... I aim to empower them to utilise university services confidently, overcome language barriers, and effectively plan their studies and careers. I also focus on understanding their rights and responsibilities as students, the importance of university regulations and encouraging engagement with their communities to feel at home."

Our 2024/25 cohort of Student Race Advocates have hit the ground running and in 2024 they started work on a range of impactful projects across the University. Examples of just a few areas in which the Student Race Advocates are providing their valuable insight are:

- Working with Academic Skills to encourage international students to seek support
- Working on a video that aims to support international students with cultural norms in the canteen
- Expanding Student Race Advocate presence via social media
- Continued work with International Student Experience Team and Diversity Training module
- Working with Chaplaincy to better experiences of Muslim students during Ramadan
- Supporting black, Asian and other ethnic minority students on placement (with HMS)
- Intersociety dodgeball
- Diversity in STEM (inclusivity of black Asian and other ethnic minority / LGBTQ+ / women)
- Student Race Advocate help desk (with staff members) intended to provide front-facing student support.

• Student Access and Participation

The University Access and Participation Manager reports regularly into the Equality Forum, ensuring a clear link between the EDI aspects of the University's Access and Participation targets. The University remains on track for awarding targets for students from the ethnic minority groups. Full details of the Access and Participation Plan 24/25-27/28 can be viewed [here](#).

Religion and Belief

- **Chaplaincy**

In 2024, Chaplaincy worked closely with catering to improve labelling in catering outlets for halal food. Furthermore, Chaplaincy's 'Just Cook' project brought international students and chefs together, enabling students to teach our chefs how to cook one of their traditional meals.

Our Responsibilities

Section 149 of the Equality Act 2010 prescribes a duty, to which all public authorities are subject, to have due regard to advancing equality in the exercise of all their functions. The duty requires public authorities to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

Section 149 goes on to explain that having due regard for advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

These goals are reflected in the design of policies, delivery of services and engagement strategies employed by the University to ensure an inclusive environment for all staff and students. These are kept under review through audit, review and equality impact assessments.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups and states that compliance with the duty may involve treating some people more favourably than others.

The duty covers the following eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that paragraph (a) of the duty applies to this characteristic, but that paragraphs (b) and (c) (advancing equality and fostering good relations) do not apply.

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Our People

The following section is a data overview of our University demographics. All data was taken from HESA reporting – snapshot 31st December 2024.

At this time there were a total of 1579 core staff, including 658 core academic members of staff and 921 core professional services members of staff. There were 425 atypical members of staff, including 366 Visiting Lecturers and 59 professional services temporary contracts.

- Core: permanent or fixed term staff
- Atypical: casual and temporary staff and Visiting Lecturers.

Total Core and Atypical Staff Headcount by staff group

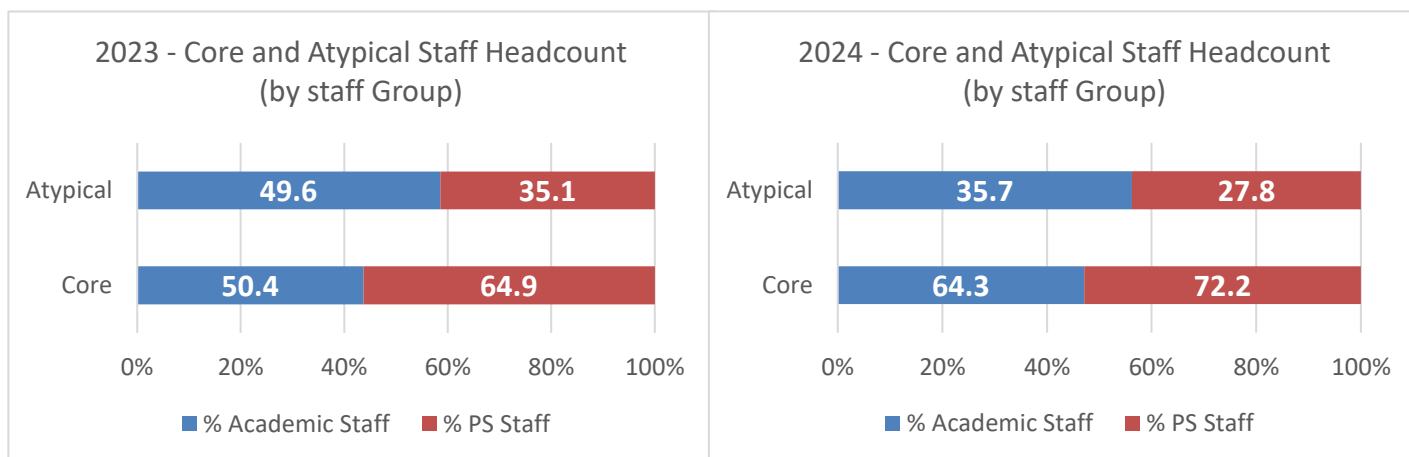


Figure 1: A comparison of atypical and core contracts by staff group (2023 vs 2024).

Gender

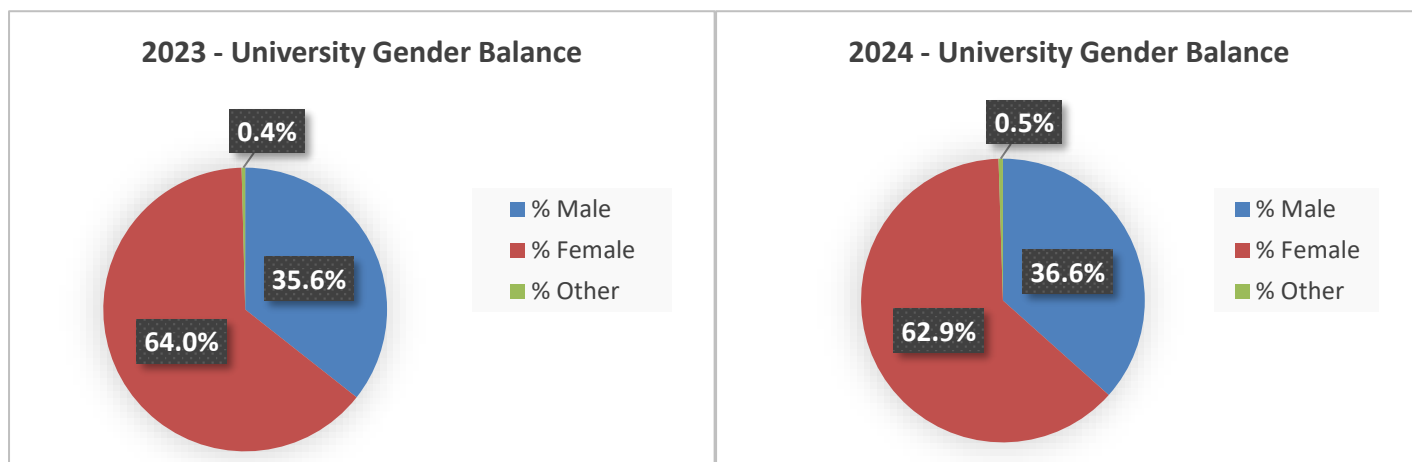


Figure 2: A comparison of the gender balance of all University of Chester staff (2023 vs 2024).

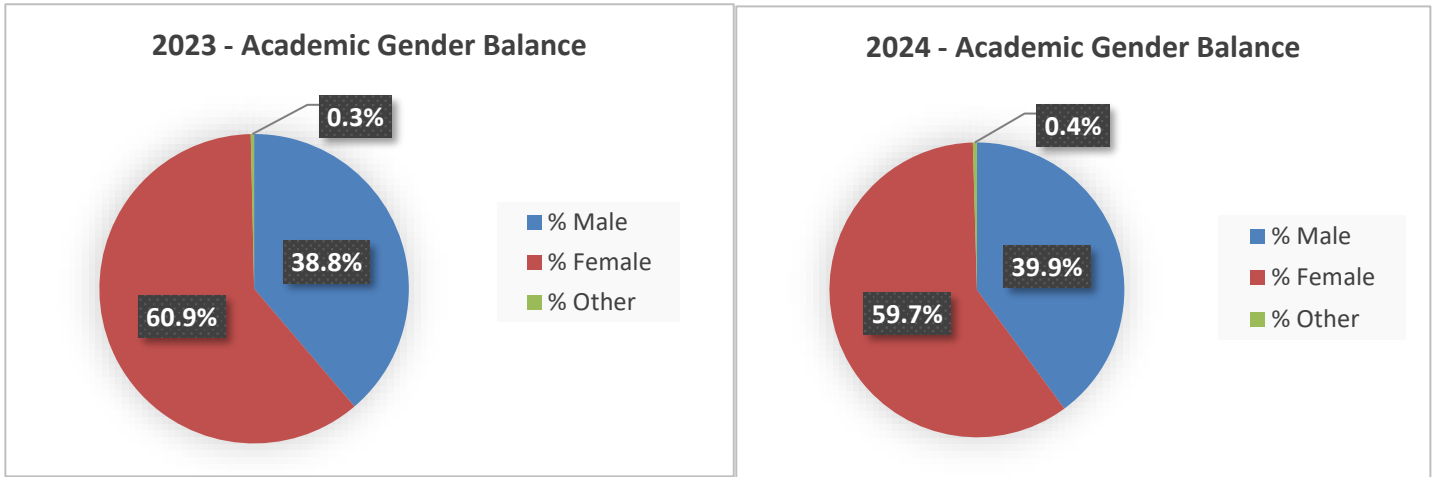


Figure 3: A comparison of the gender balance of Academic staff at the University (2023 vs 2024).

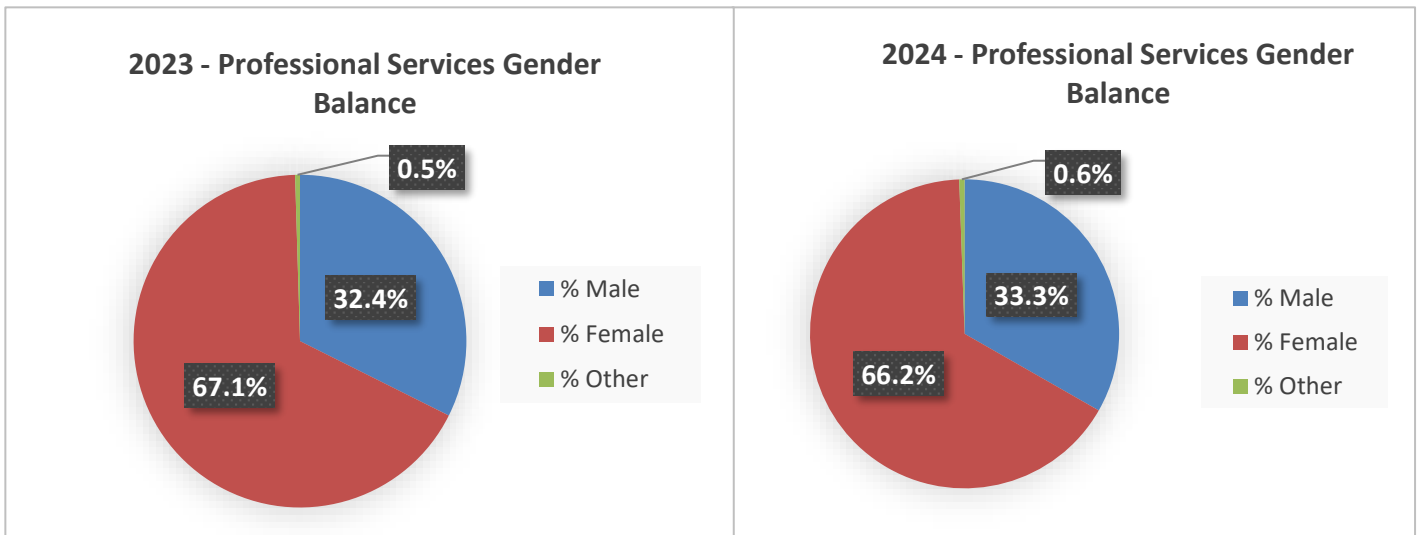


Figure 4: A comparison of the gender balance of Professional Services staff at the University (2023 vs 2024).

Conclusion: There has been a slight proportional increase in male University staff. This proportional increase is reflected among both Academic staff and Professional Services staff.

Note: The number of gender non-conforming staff (aka 'Other') by headcount is the same as last year. The proportional increase reflected in these graphs is a result of the decrease in male and female staff.

Gender and Full-time/Part-time by staff group

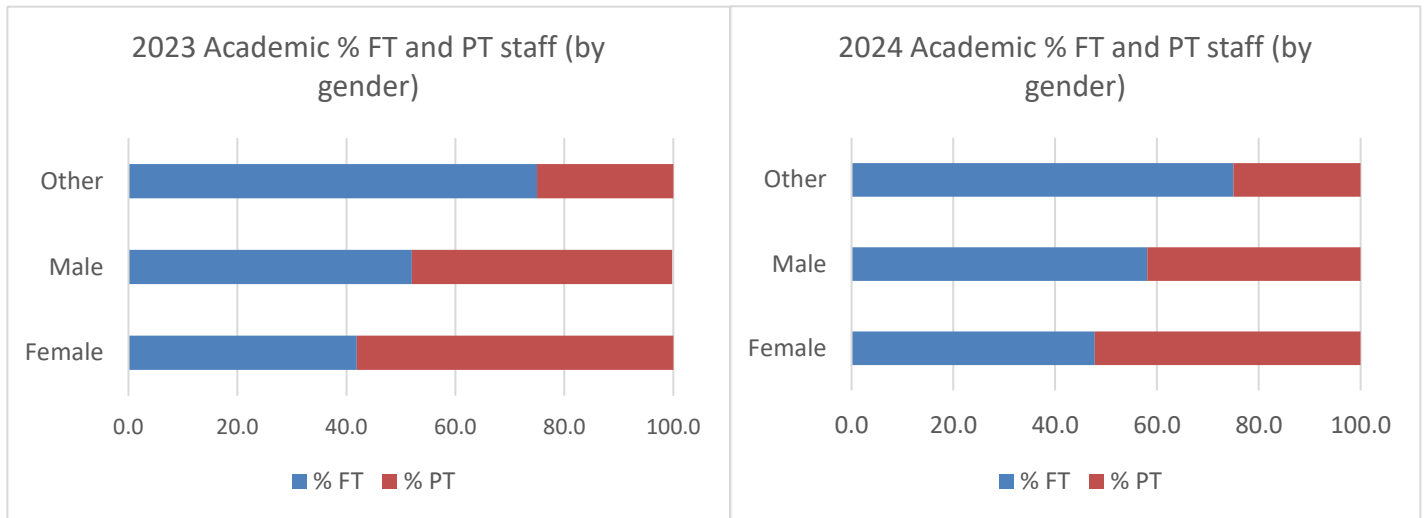


Figure 5: Comparison of Gender and Full Time / Part Time status of Academic University staff (2023 vs 2024)

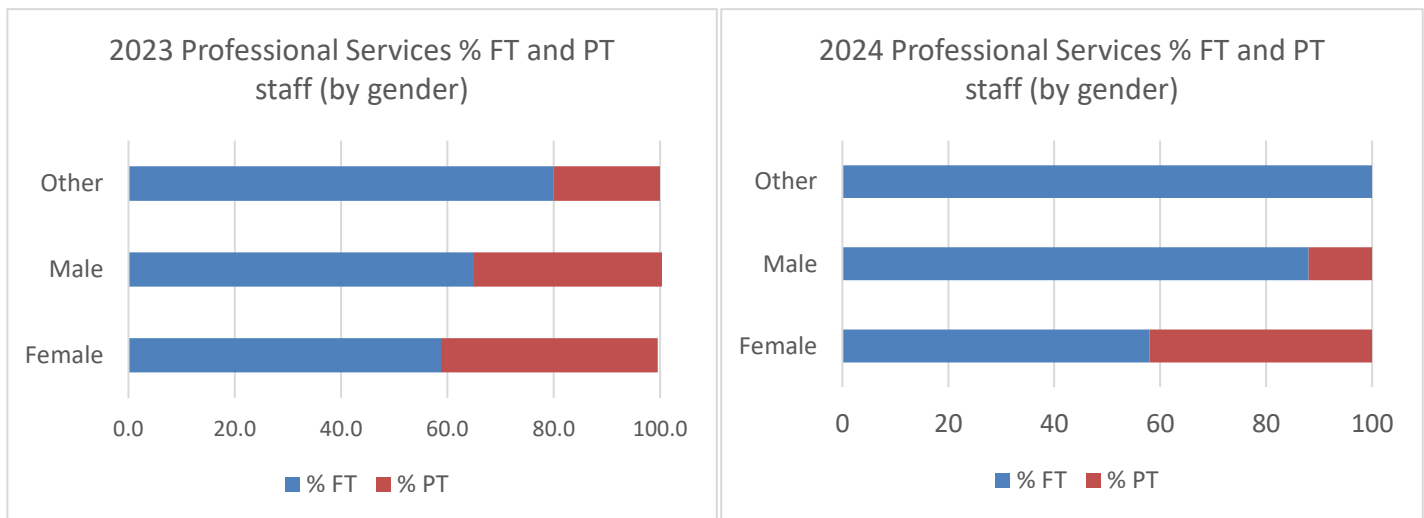


Figure 6: Comparison of Gender and Full Time / Part Time status of Professional Services University staff (2023 vs 2024)

Conclusion: The proportion of male professional services staff with full time contracts has increased, whilst the proportion of female professional services staff with full time contracts remains the same. The proportion of academic staff with full time contracts has minutely increased across all genders.

Disability

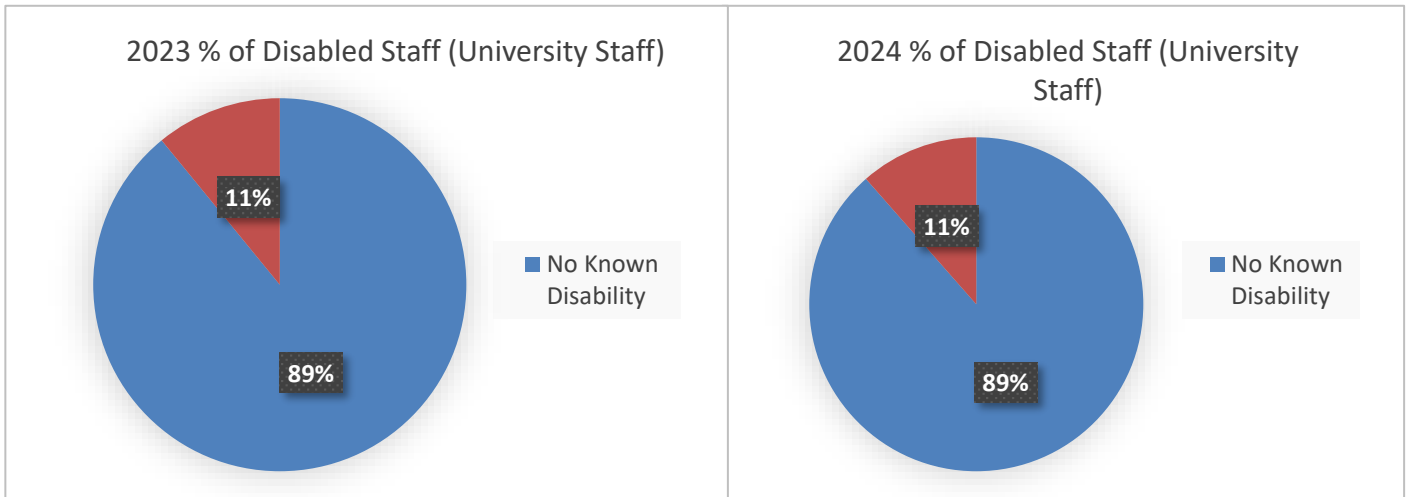


Figure 7: Comparison of proportion of disabled and non-disabled staff at University of Chester (2023 vs 2024)

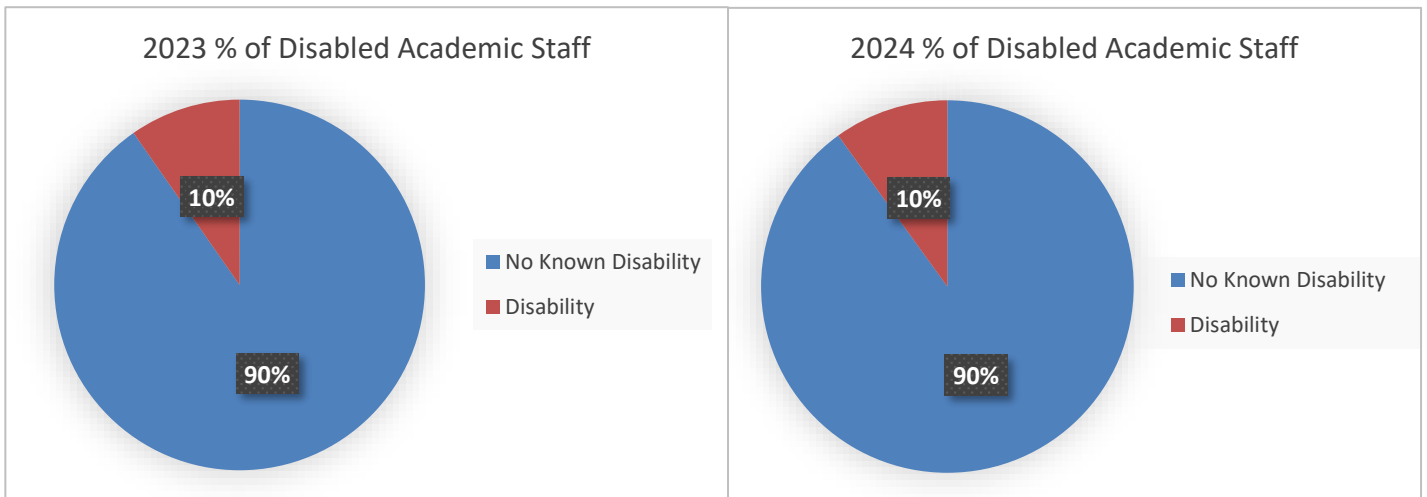


Figure 8: Comparison of proportion of disabled and non-disabled Academic staff (2023 vs 2024)

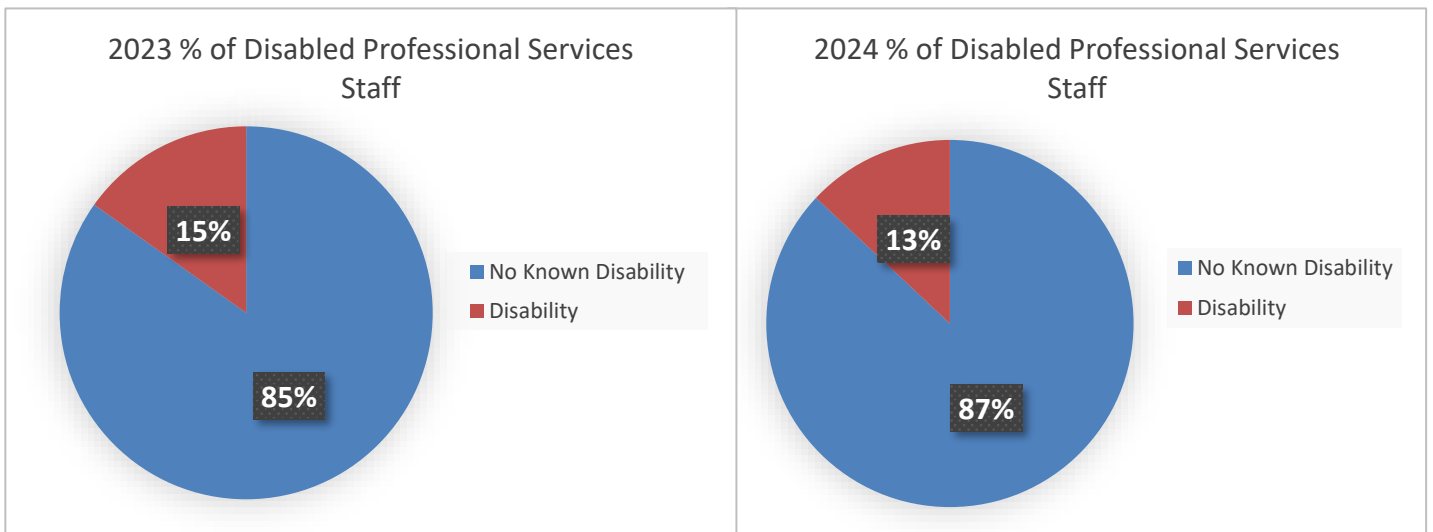


Figure 9: Comparison of proportion of disabled and non-disabled professional services staff (2023 vs 2024)

Conclusion: The proportion of disabled academic staff remains unchanged. The proportion of disabled professional services staff has fallen slightly from 15% to 13%.

Ethnicity

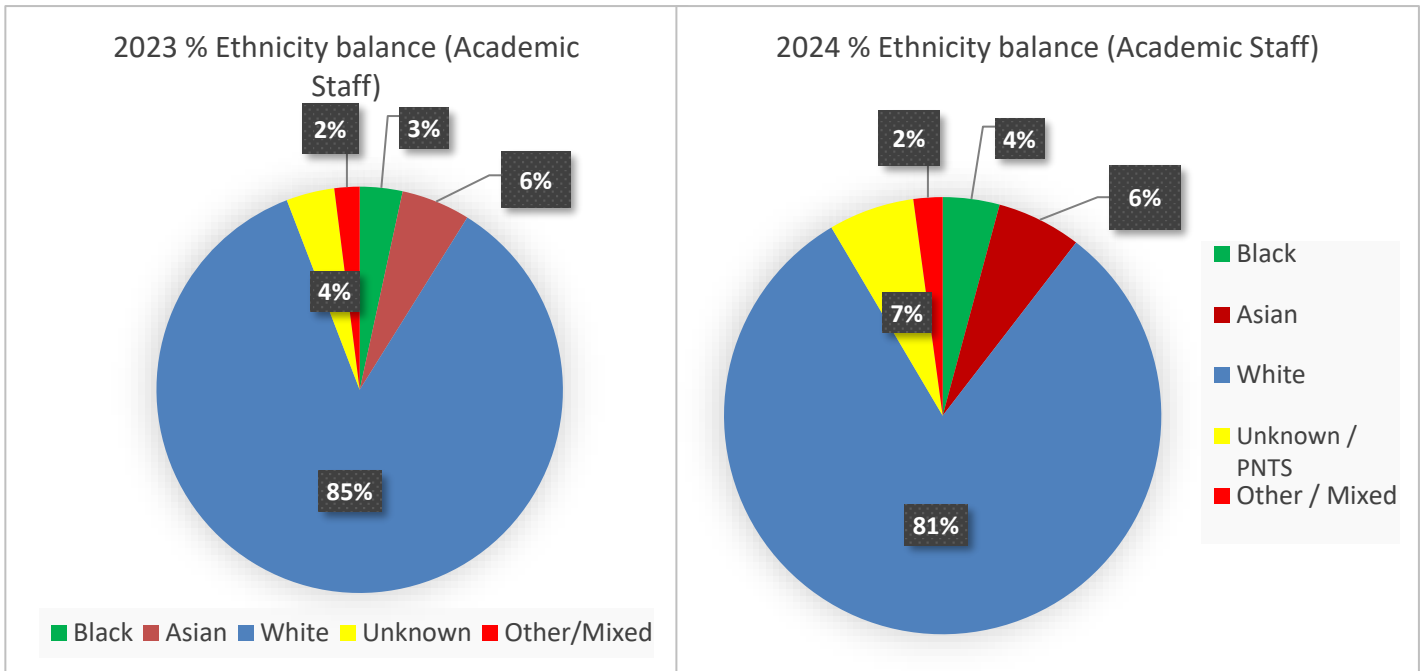


Figure 10: Comparison of ethnicity balance of Academic staff (2023 vs 2024)

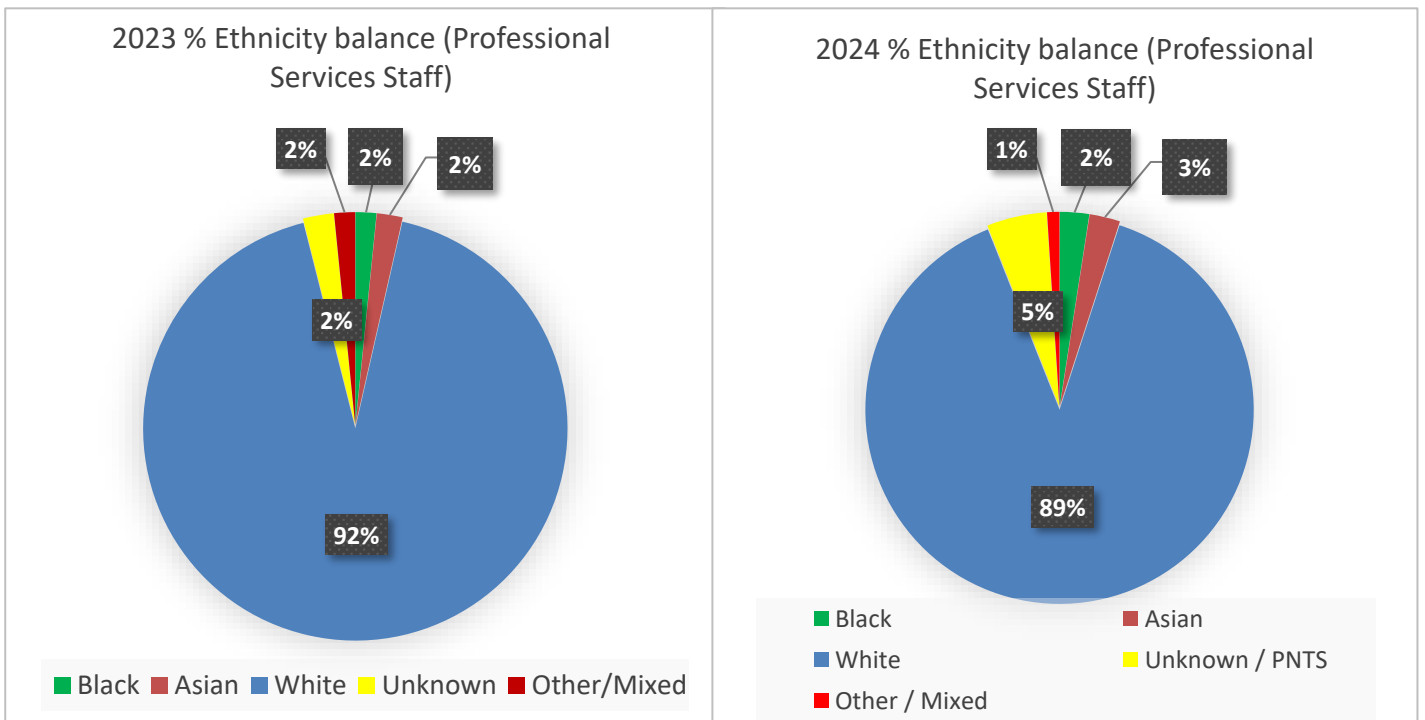


Figure 11: Comparison of ethnicity balance of Professional Services staff (2023 vs 2024)

Conclusion: The University ethnicity balance has changed very little since 2023. The proportion of white staff has decreased slightly, but this may be a result of the proportional increase of ethnicity non-disclosure (Unknown/Prefer Not to Say (PNTS)).

Religion and Belief

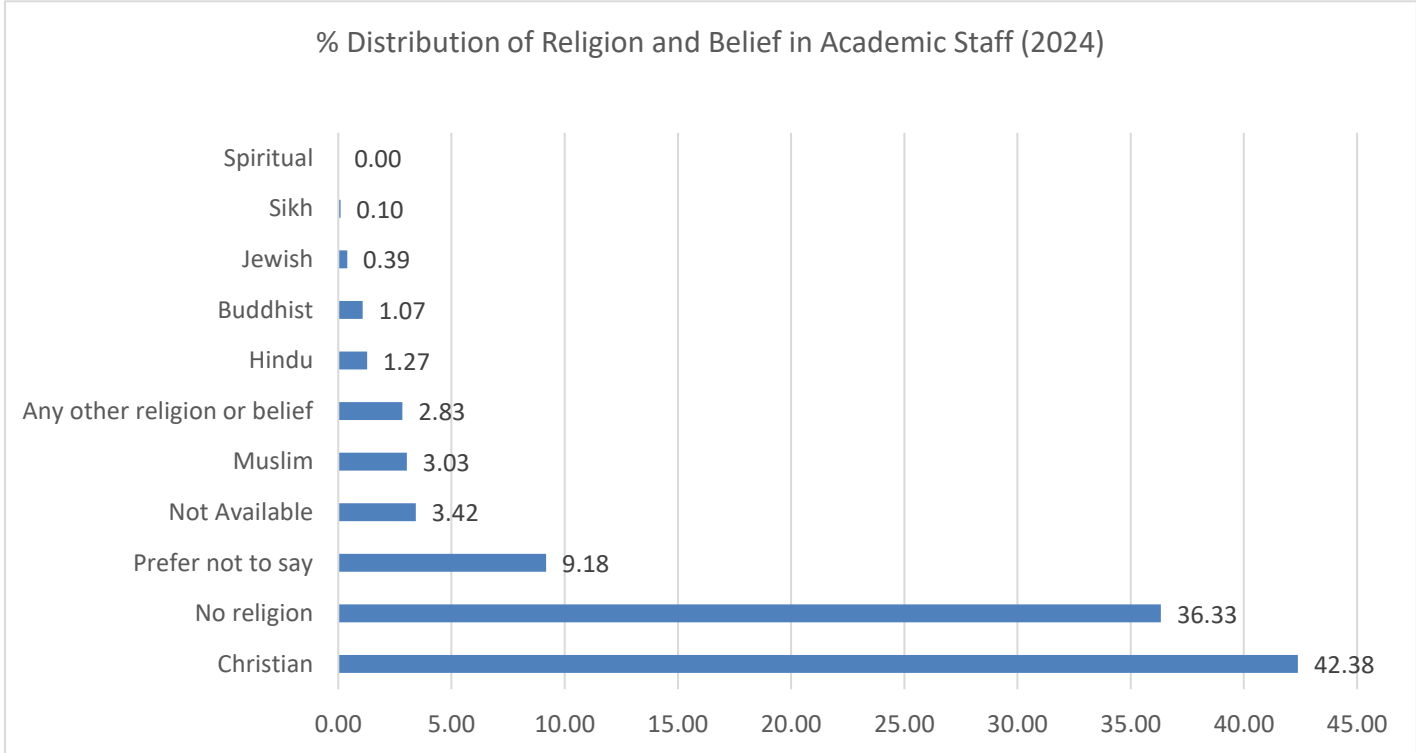
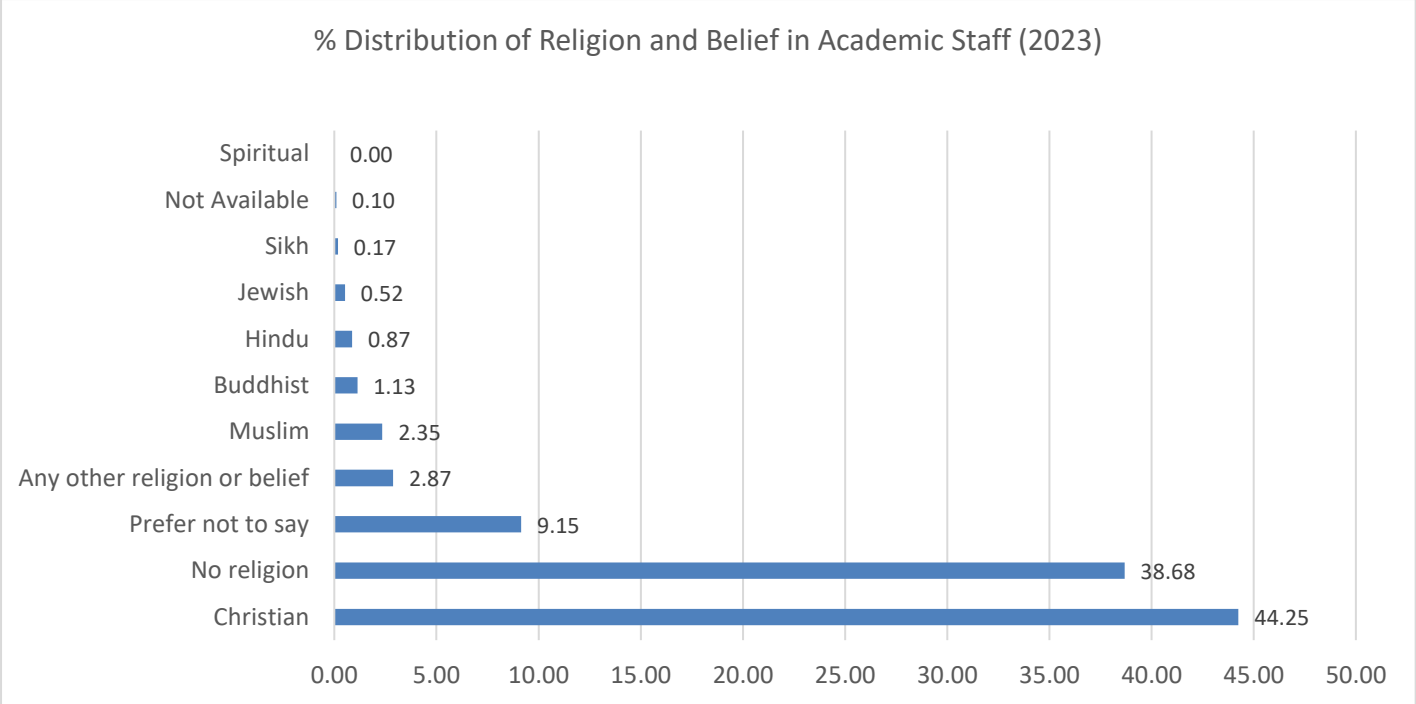


Figure 12: Comparison of distribution of religion and belief among academic staff (2023 vs 2024 data).

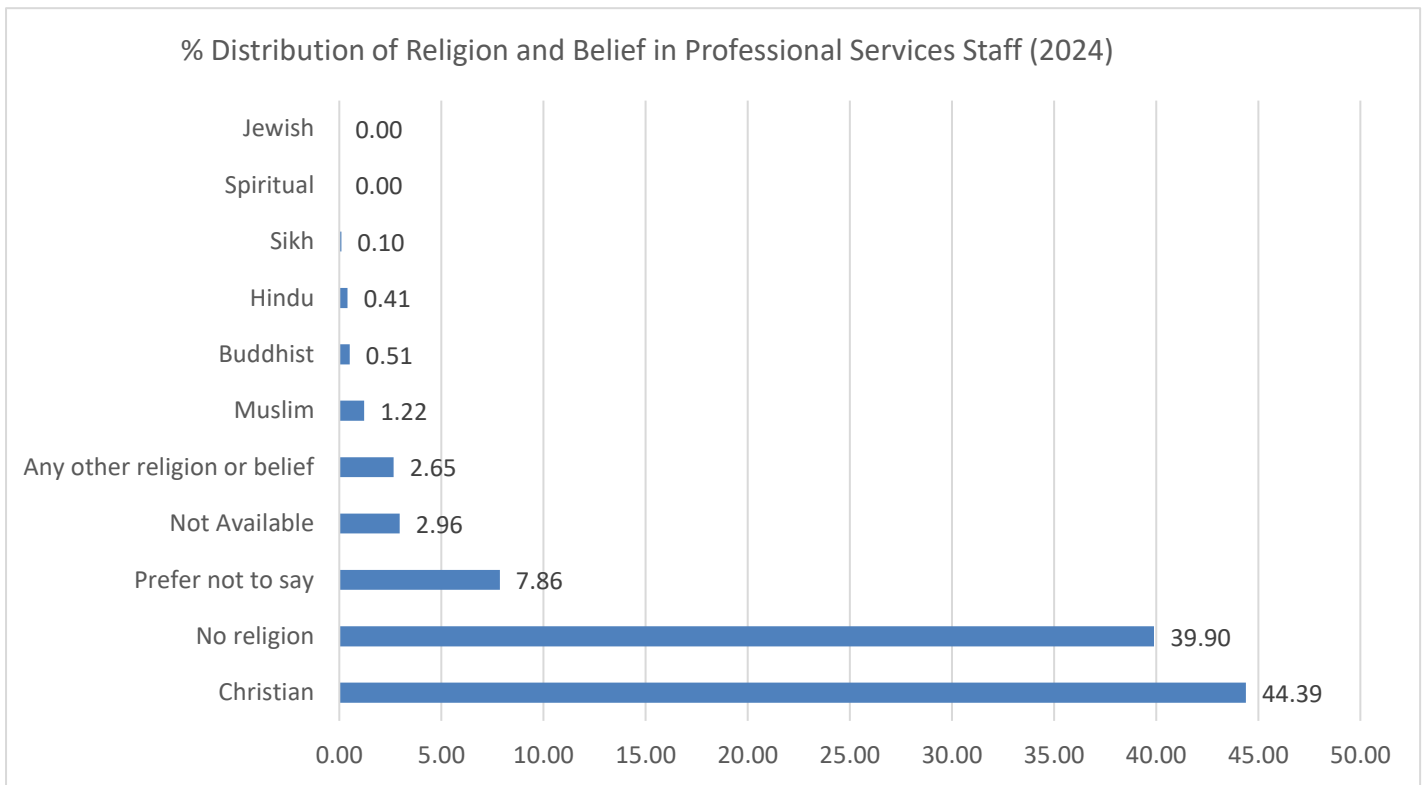
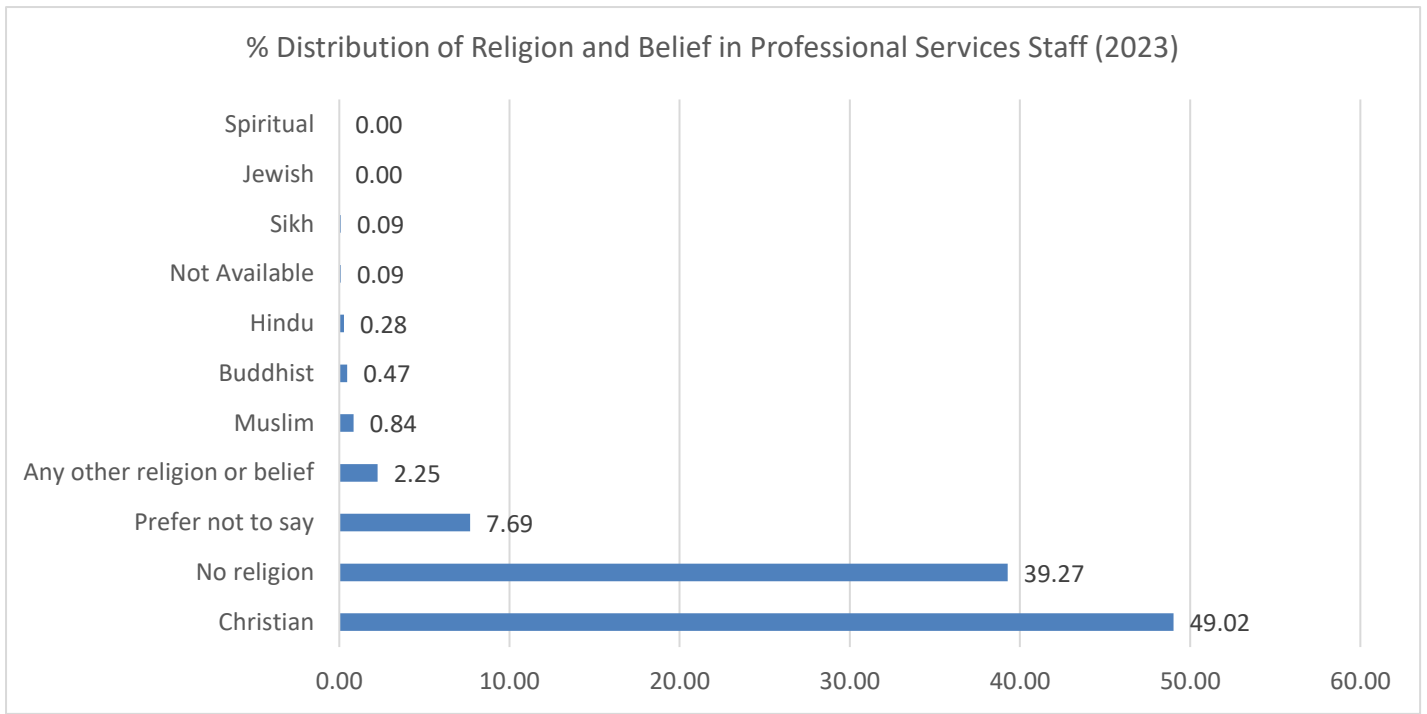


Figure 13: Comparison of distribution of religion and belief among professional services staff (2023 vs 2024 data).

Commentary: The distribution of religion and belief among university staff remains similar to 2023. The proportion of Hindu and Muslim staff has slightly increased, and the proportion of Christian staff has slightly decreased.

Sexual Orientation

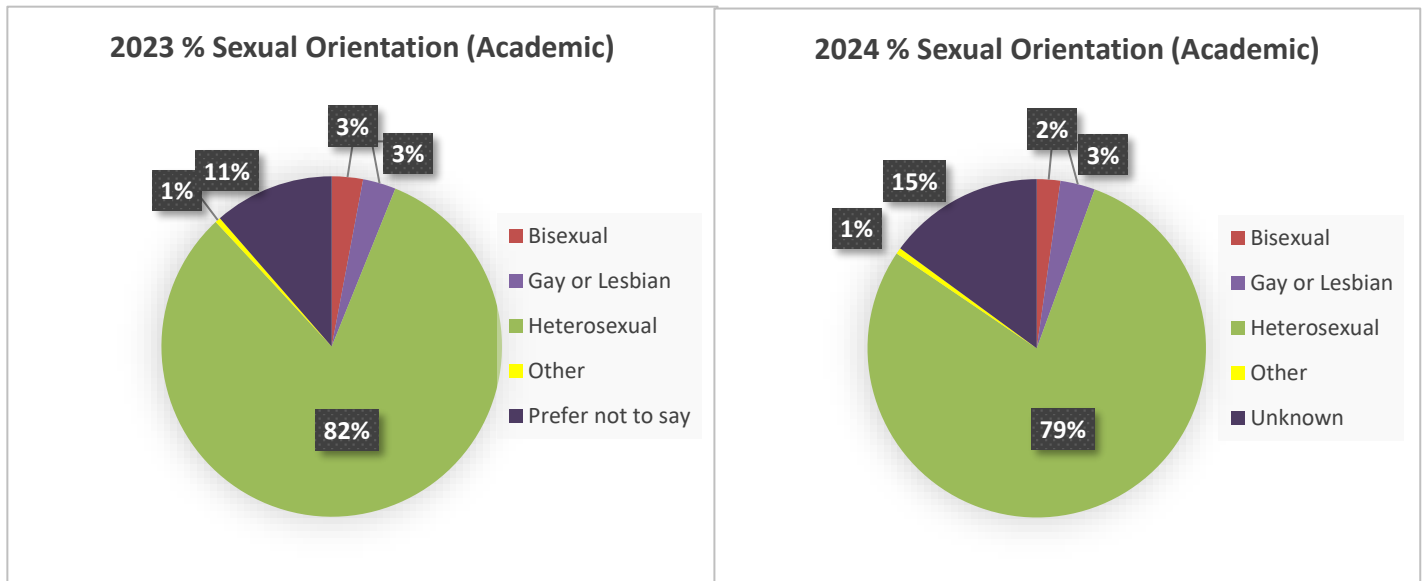


Figure 14: Comparison of the balance of sexual orientation of academic staff (2023 vs 2024)

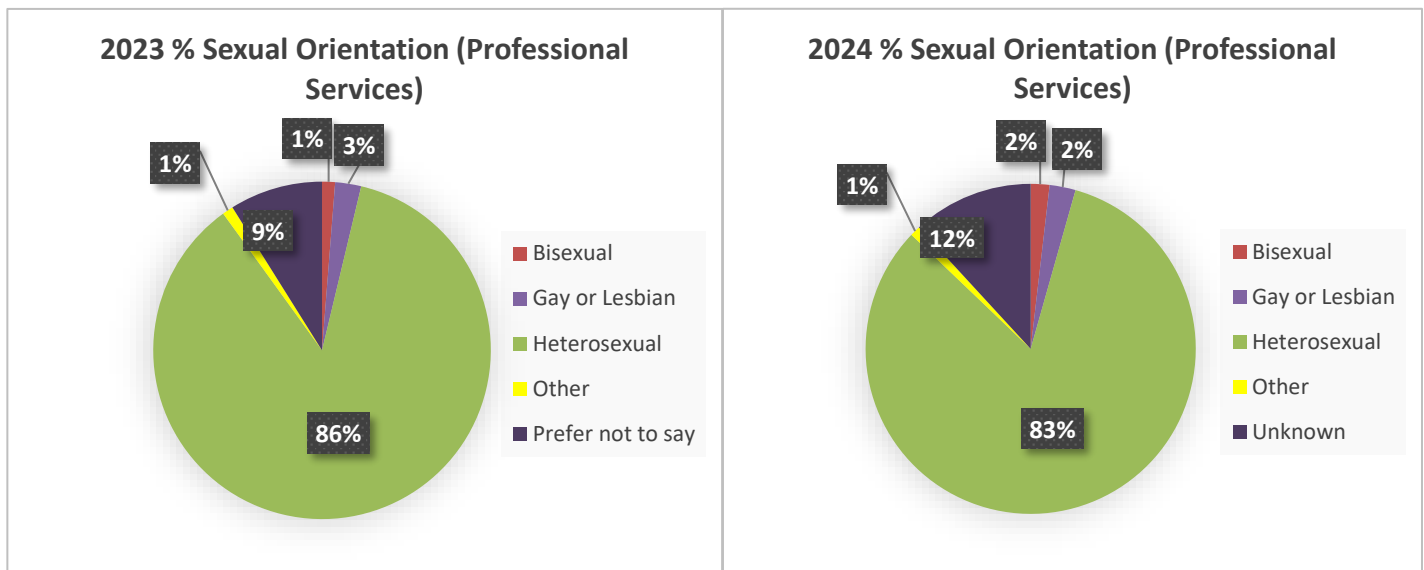


Figure 15: Comparison of the balance of sexual orientation of professional services staff (2023 vs 2024).

Conclusion: The proportional breakdown of staff sexual orientation has not meaningfully changed since 2023. It should be noted that the proportion of Gay or Lesbian staff continues to marginally decrease, and the proportion of Bisexual staff continues to marginally increase. This fits with a national pattern of the bisexual population increasing, particularly among the younger population.¹

¹ Office for National Statistics (2023), Sexual Orientation, UK: 2023, ONS website: accessed 28/02/2025
<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2023#:~:text=The%20were%20large%20increases%20in,aged%2025%20to%2034%20years.>

Age

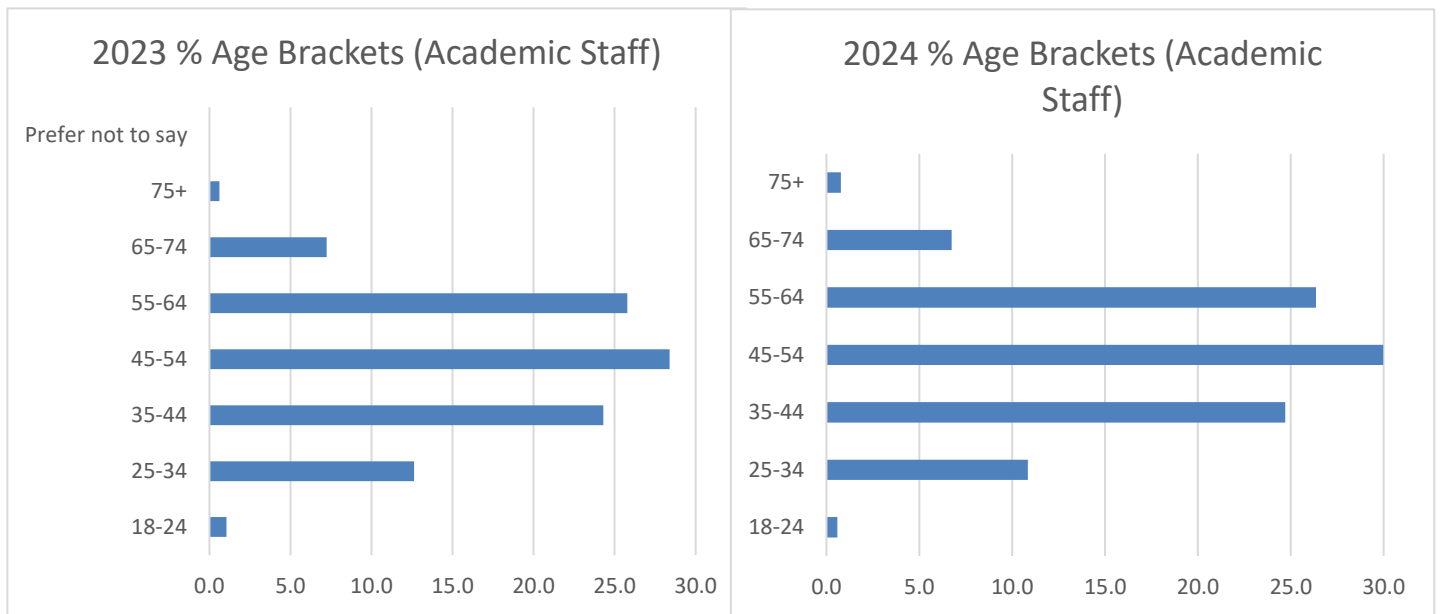


Figure 16: Comparison of age balance of academic staff (2023 vs 2024)

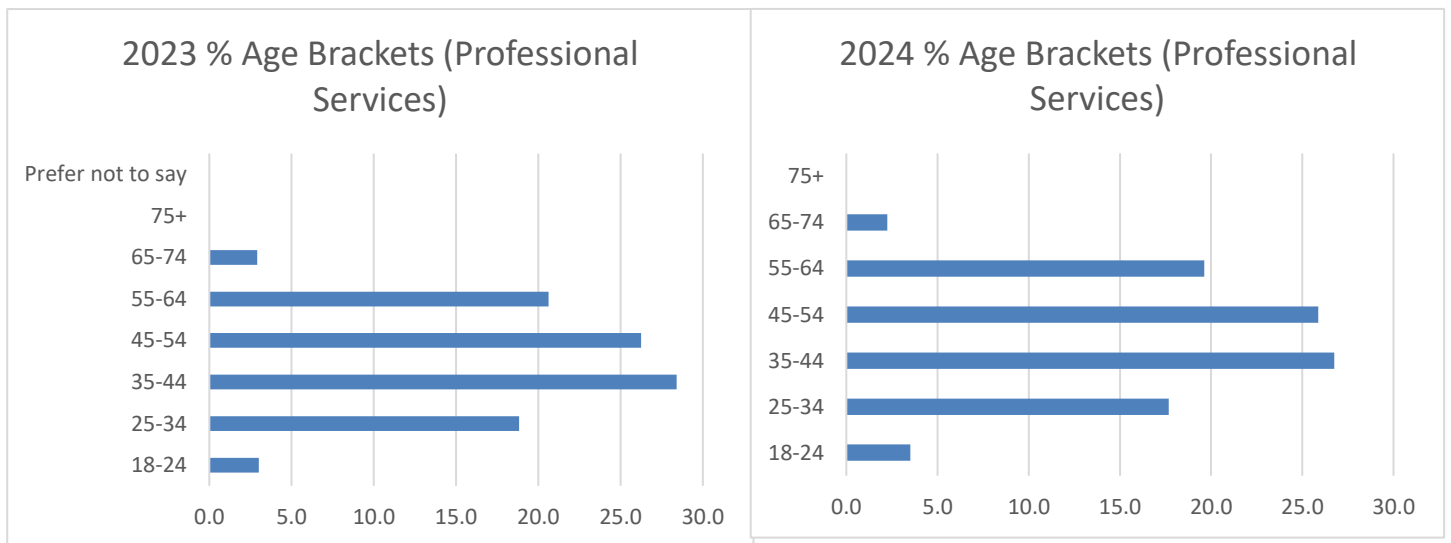


Figure 17: Comparison of age balance of professional services staff (2023 vs 2024)

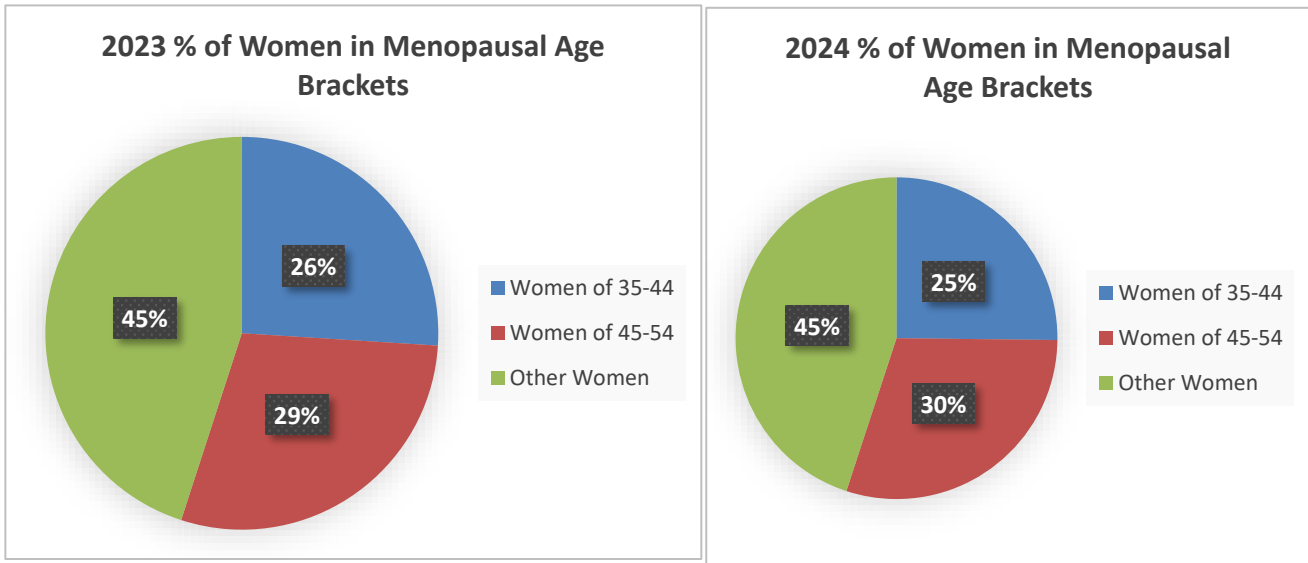


Figure 18: Comparison of % of women within menopausal age brackets (2023 vs 2024).

Conclusion: The age breakdown of university staff remains similar to 2023. The proportion of Women aged 45-54 has slightly increased and the proportion of women aged 35-44 has slightly decreased (this may be a result of women aged 35-44 moving into the 45-54 age bracket).

Demographics of Professors and Associate Professors

Introductory note: All data relating to Professor analysis is from December 2024.

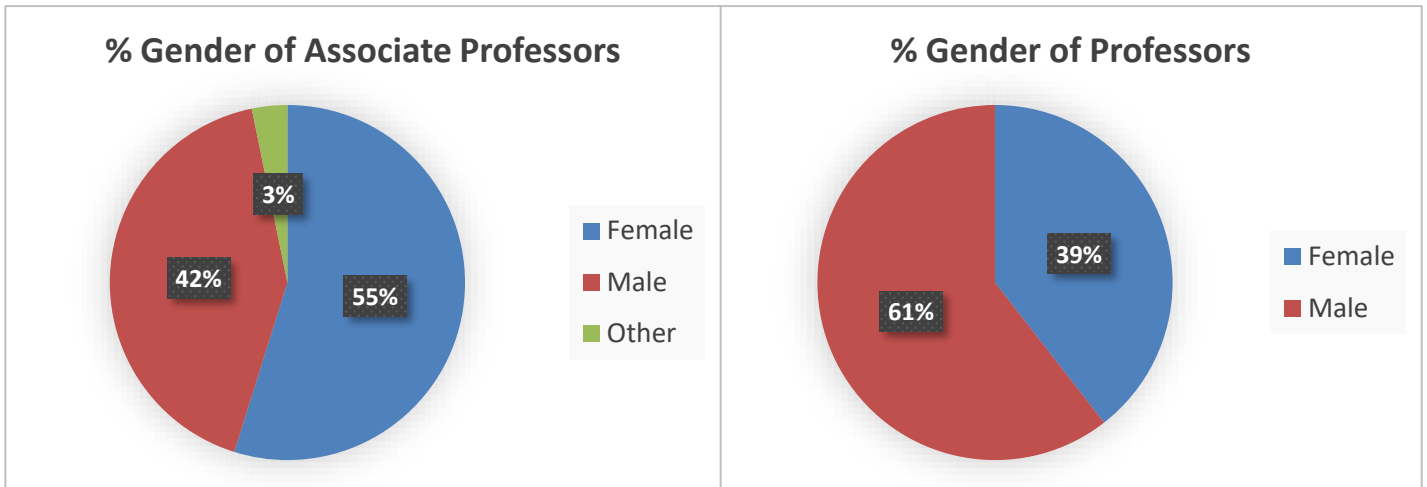


Figure 19: A comparison of gender proportions (Associate Professor vs Professor)

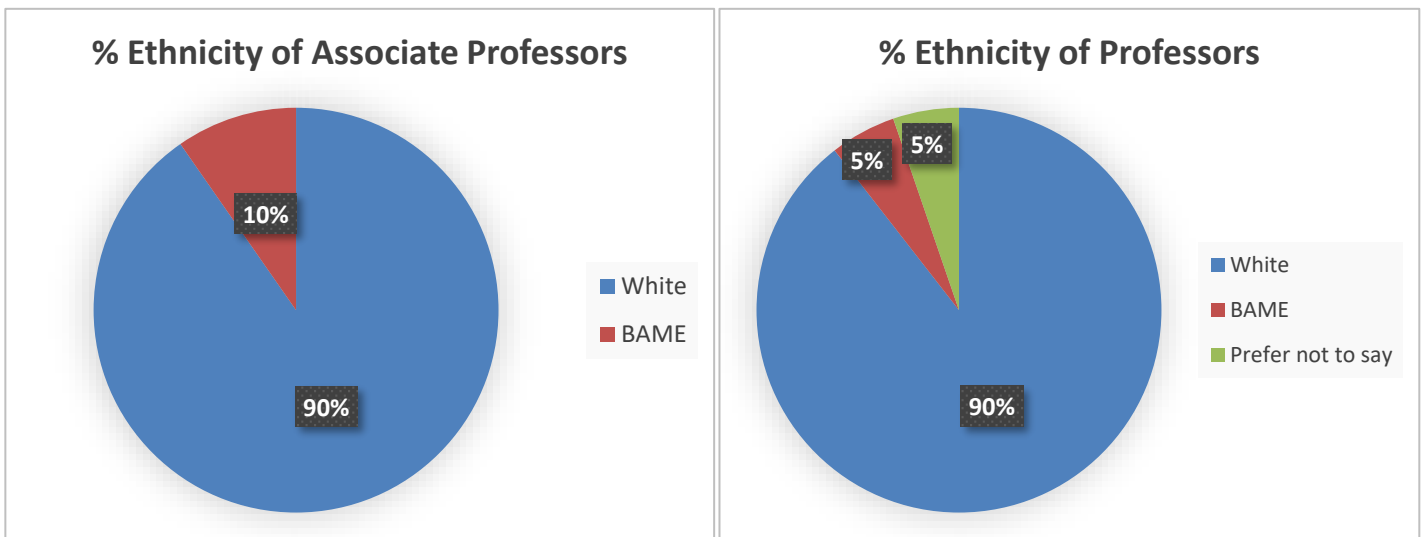


Figure 20: A comparison of ethnicity proportions (Associate Professor vs Professor)

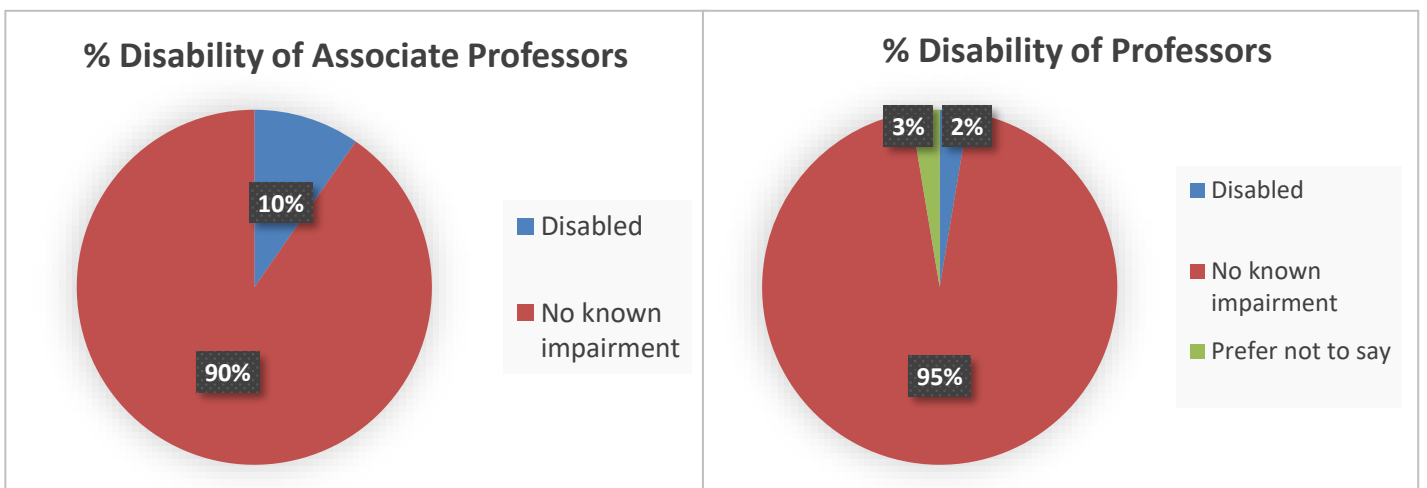


Figure 21: A comparison of disability proportions (Associate Professor vs Professor)

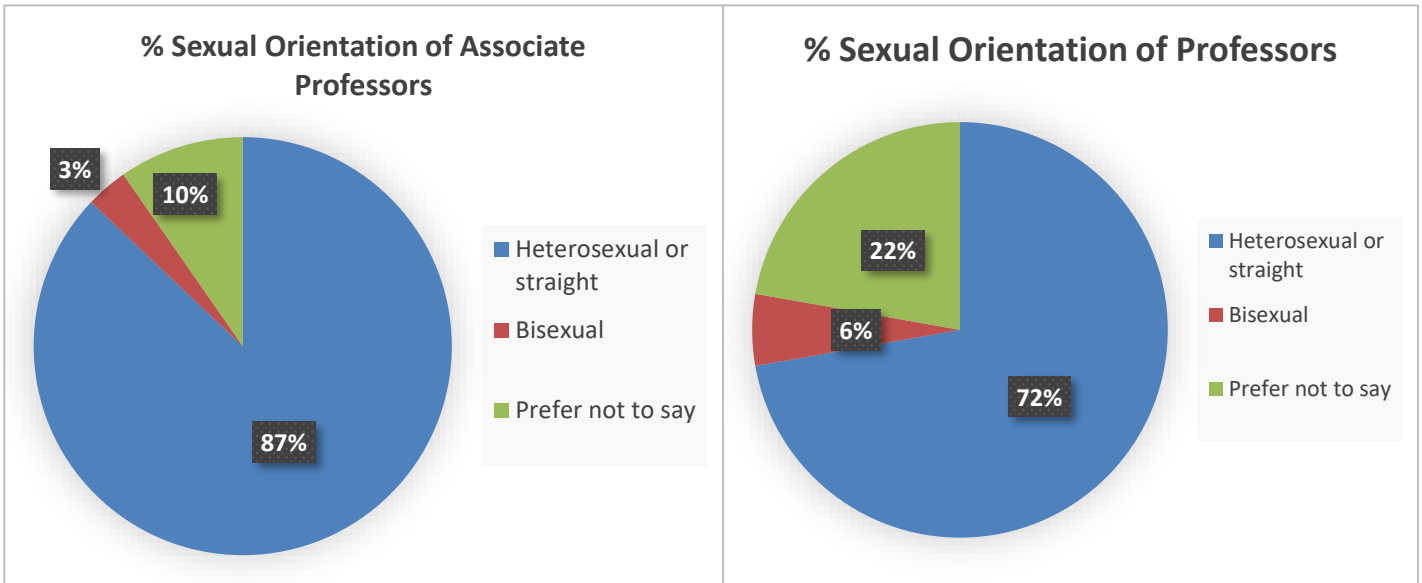


Figure 22: A comparison of sexual orientation proportions (Associate Professor vs Professor)

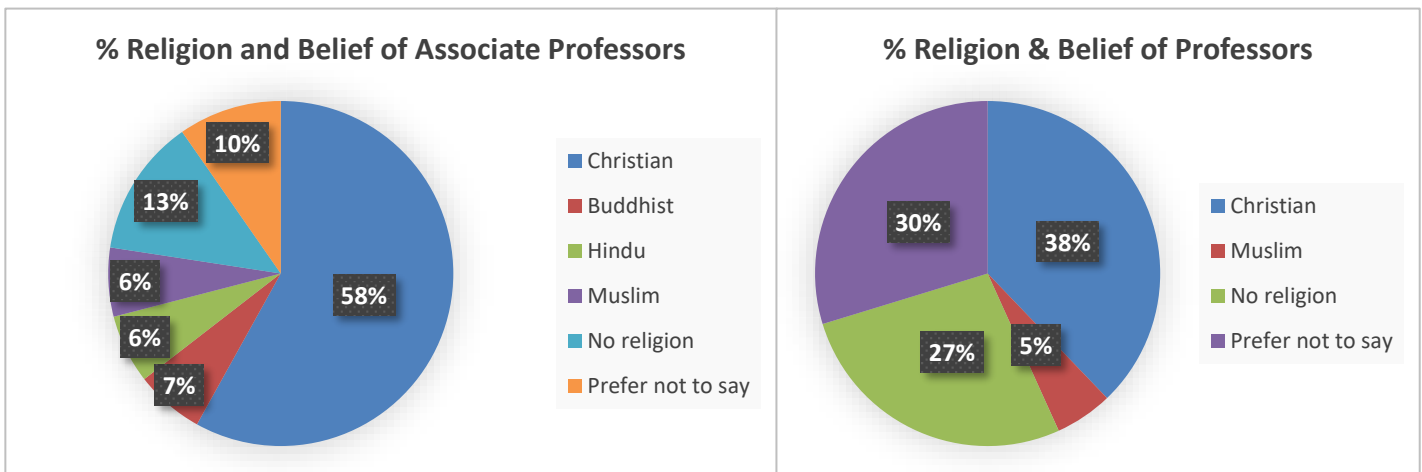


Figure 23: A comparison of religion and belief proportions (Associate Professor vs Professor)

Conclusion: The number of male Professors is disproportionately high and, though the proportion of female Associate Professors is higher, it does not align with the institutional proportion of female staff. The proportion of white Professors and Associate Professors is slightly higher than the institutional population of white staff. The proportion of disabled Associate Professors is slightly lower than the institutional proportion. However, this is considerably more proportional than the number of disabled Professors. There are a disproportionately low number of LGBTQ+ staff among Associate Professors and Professors, though there is a high number of Professors who did not disclose their Sexual Orientation. There are a diverse number of religions and beliefs among Associate Professor staff and Professors.

Our Technicians

The University of Chester is a signatory to the Technician Commitment as a way of recognising the important contribution skilled technical staff make to the success of the institution.

The Technician Commitment Action Plan is supported by accurate and regular data reporting and therefore from 2025, data on the University's technical staff will be included in the annual Equality Report. All data refers to a snapshot taken on 31st December 2024.

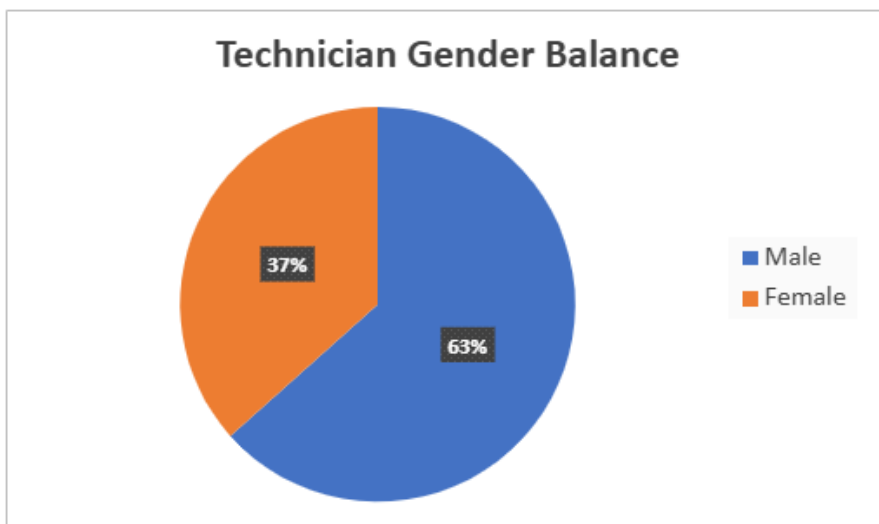


Figure 19: Breakdown of technicians by gender.

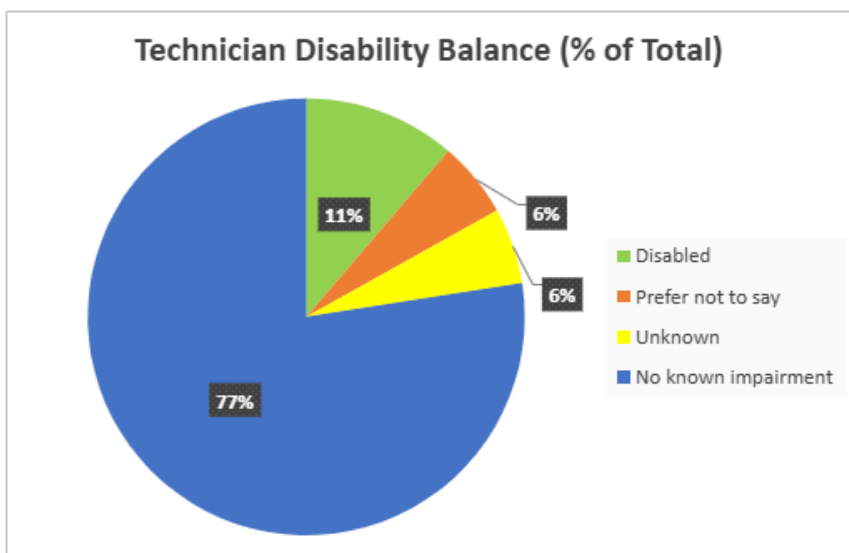


Figure 20: Breakdown of technicians by disability.

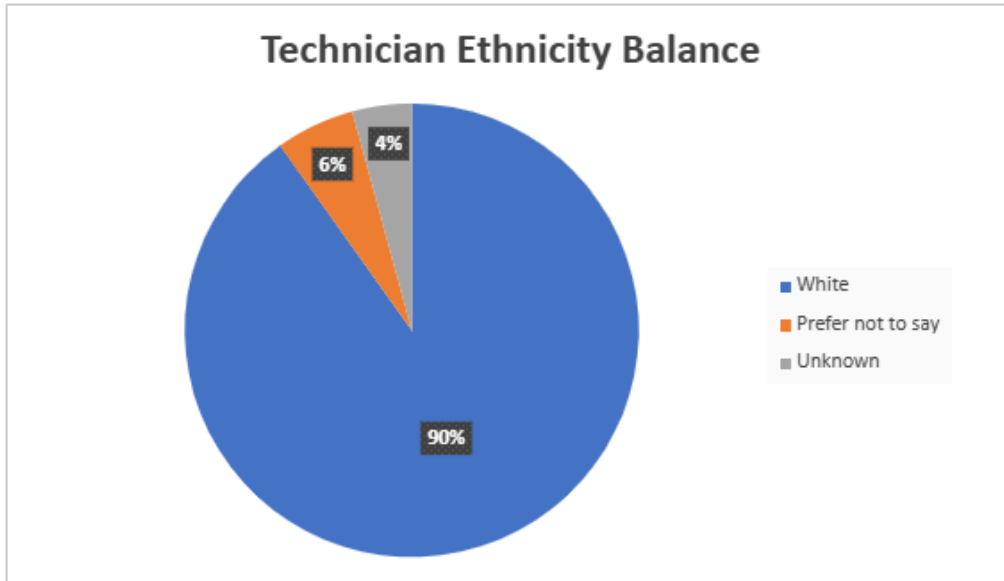


Figure 21: Breakdown of technicians by ethnicity.

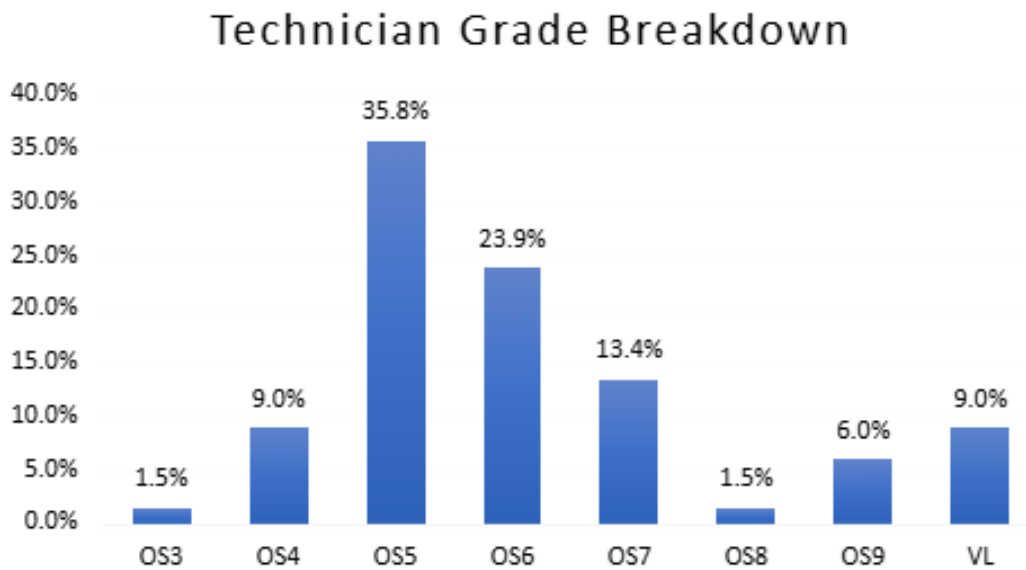


Figure 22: Breakdown of technicians by pay grade.

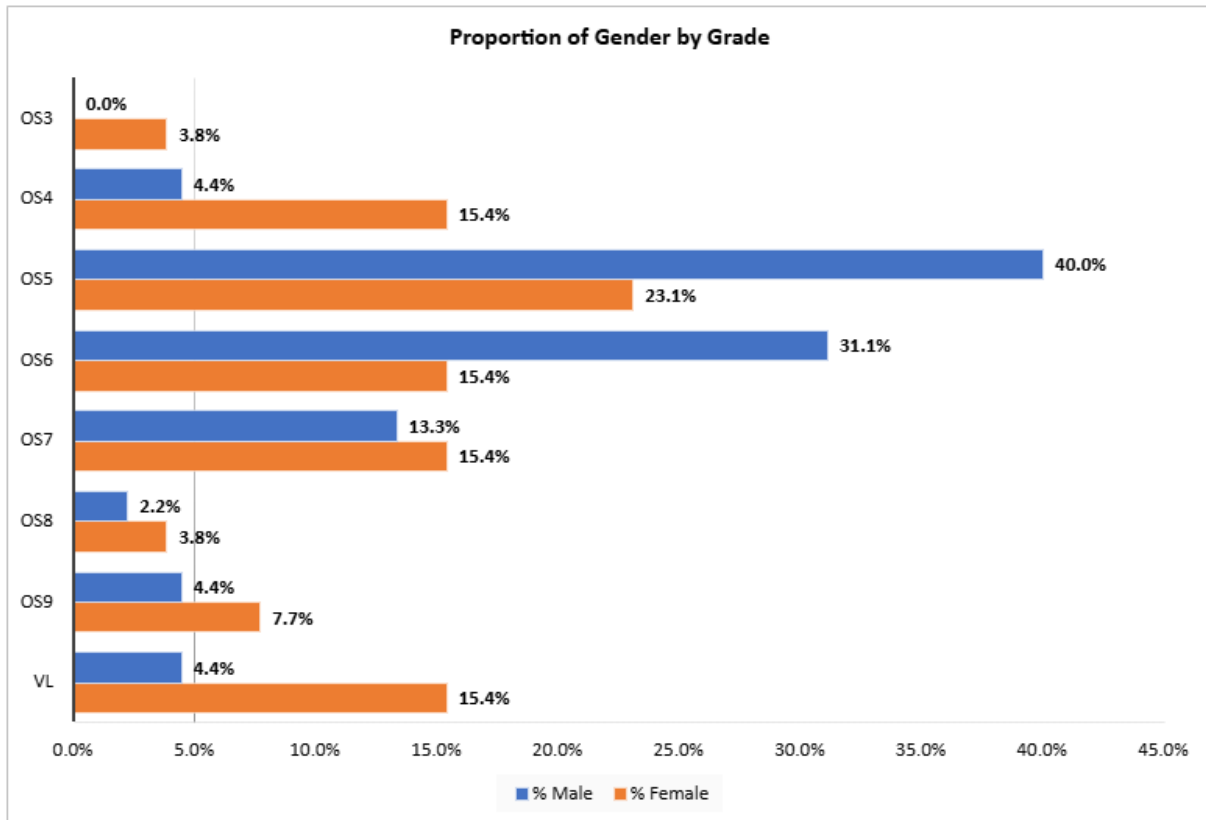


Figure 23: Breakdown of technicians by pay grade and gender.

Conclusion: The gender balance of university technicians is disproportionately skewed towards male staff. Furthermore, the technician population is entirely white or of an unknown ethnic background. A large proportion (71%) of male technicians sit between OS5 and OS6 on the pay scale. Female technicians’ salaries range widely, though most receive between OS4 and OS7. Regardless of gender, technicians predominantly earn between OS5 and OS6 – likely due to the large number of male technicians.

Employee Relations Review (2023-2024)

There were 54 employee relations cases between 1st September 2023 and 31st August 2024 (49 in 2022/23). The following are the significant Equality characteristics of the cases (2022/23 data in brackets, where appropriate):

1. 76% (63%) of cases involved white staff, 11% (6%) of cases involved staff of black or other ethnic minority background, and 13% (31%) of cases involved individuals for whom ethnicity was not known or refused.
2. 57% (49%) of staff involved were female, 39% (37%) were male and the remainder were cases involving several staff.
3. 62% (69%) of cases involved professional services staff and 38% (31%) involved academic staff.
4. There were 7 (5) formal capability cases, 2 (3) of which involved disabled staff.
5. 2 (2) staff were issued with a formal sanction (warning or dismissal) as a result of disciplinary procedures, both of whom were female professional services staff.
6. 1 (0) member of staff was dismissed as a result of unsuccessful completion of their probationary period (white, female, no disability). HR provided support in respect of 3 other members of staff with whom there were performance difficulties during their probationary period, but these staff either improved or left the University of their own accord. All of these staff were white; none had a disability and 2/3 were female.
7. 16 (8) grievances were submitted, 14 (7) of which were submitted by white staff, and 11 (3) of which were submitted by female staff. 5 of these grievances were resolved informally.
8. There were 5 (8) formal dignity and respect cases. 4 (4) of these were student complaints against members of staff. 1 case involved both female complainants and respondents, 3 involved female complainants and male respondents, 1 involved a male complainant and a female respondent.

Our Students

Student Numbers, Mode and Gender

The most complete institutional student data is from the 2022/23 academic year. UK HE sector data provided by way of comparison are drawn from HESA data and AdvanceHE, for which the most recent complete reporting year is 2021/22.

The student numbers during this academic year were 13,940 of whom 10,870 were full-time and 3,070 were part-time:

MODE	TOTAL		Female		Male	
FT	10,870	78%	7,205	66%	3,665	34%
PT	3,070	22%	2,165	70%	905	30%
Total	13,940	100.0%	9,370	67%	4,570	33%

All Students – Gender

	Male	Female
University of Chester	33%	67%
HE Sector (2021/2) ²	43%	57%

First-year Full-time Undergraduate Students – Gender

	Male	Female
University of Chester	34%	66%
HE Sector (England, 2021/22) ¹	44%	56%

The University's Faculty of Health, Medicine and Society account for most of the gender imbalance (82% female), with the remainder of the undergraduate student body being 69% female.

Proportion of male undergraduate students:

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
37%	36%	33%	33%	33%	33%	34%	30%	31%	31%

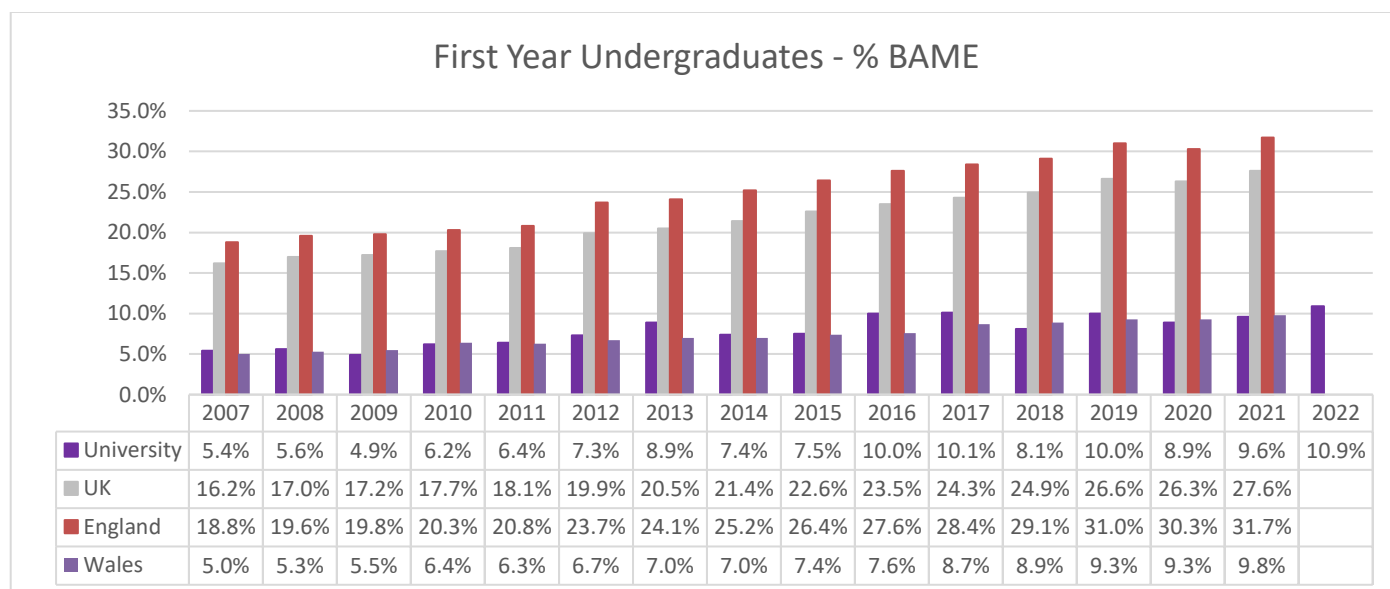
Students – Race and Ethnicity

	White	Black	Asian/ Chinese	Other	Mixed	Not known
University of Chester (UK domicile only)	86.5%	3.1%	3.8%	0.7%	2.8%	3.1%
University of Chester (all domicile)	70.7%	8.3%	14.7%	1.0%	2.6%	2.7%
HE Sector (England, 2021/22) ¹ (UK domicile)	68.2%	9.0%	13.9%	2.3%	4.9%	1.7%

² HESA Student Record 2021/2, copyright Jisc 01/05/2024. Caveat: Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

HE Sector (England without London, 2021/22) ¹	75.6%	5.5%	11.7%	1.5%	4.2%	1.5%
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First-year BAME undergraduate intake (UK domicile only) (HE Sector 2021/22¹ benchmark also provided for UK, England and Wales)



Students – Disability

	Declared disability	No known disability
University	13.2%	86.8%
HE Sector (England, 2021/22) ¹	15.9%	84.1%

Students – Age

	21 and under	22-25	26+
University of Chester (all)	68.4%	9.8%	21.8%
HE Sector – UK from Advance HE (2023) ³	65.2%	13.4%	21.4%

Note: Data excludes postgraduate students and those studying at partner colleges.

Students - Religion and Belief, Sexual Orientation and Transgender

The University commenced collection of data on students' religious and other belief in 2017/18 and on sexual orientation in 2019/20. Collection of data regarding sexual orientation and trans began in 2020/21.

Students' responses to questions on their religious belief indicate the following:

Description	University	HE Sector – England from Advance HE (2023) ²
No Religion	45.4%	42.1%

³ Advance HE. (2023). Equality+ higher education: Students statistical report 2023. **Member access only.**

Prefer not to say/ information refused/ blank	5.5%	7.0%
Any other religion or belief	2.9%	1.6%
Spiritual	-	1.5%
Buddhist	0.7%	1.1%
Jewish	0.1%	0.5%
Christian	33.6%	28.7%
Muslim	7.9%	11.7%
Not known	0.1%	3.5%
Hindu	3.5%	4.5%
Sikh	0.3%	1.2%

Students' responses to questions on their sexual orientation indicate the following:

Description	University	HE Sector – students in institutions returning data, Advance HE (2023) ²
Bisexual	7.2%	5.4%
Gay or Lesbian	3.0%	2.4%
Heterosexual	80.3%	74.3%
Other	4.2%	2.3%
Information refused/ unknown/ blank	5.3%	15.5%

Students' responses to question on whether their gender identity is the same as was originally assigned at birth:

Description	University	HE Sector – students in institutions returning data, Advance HE (2023) ²

The most complete institutional student data is from the 2023/24 academic year.

UK HE sector data provided by way of comparison are drawn from HESA data, for which the most recent complete reporting year is 2022/23.

The student numbers during this academic year were 14,215 of whom 11,500 were full-time and 2,715 were part-time:

<u>MODE</u>	<u>TOTAL</u>		<u>Female</u>		<u>Male</u>	
FT	11,500	81%	7,245	63%	4,255	37%
PT	2,715	19%	1,930	71%	785	29%
Total	14,215	100.0%	9,175	65%	5,040	35%

All Students – Gender

	Male	Female
University of Chester	35%	65%
HE Sector (England, 2022/3) ⁴	43%	57%

First-year Full-time Undergraduate Students – Gender

	Male	Female
University of Chester	34%	66%
HE Sector (England, 2022/23) ¹	45%	55%

The University’s Faculty of Health, Medicine and Society account for most of the gender imbalance (82% female), with the remainder of the undergraduate student body being 68% female.

Proportion of male undergraduate students:

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
37%	36%	33%	33%	33%	33%	34%	30%	31%	31%	32%

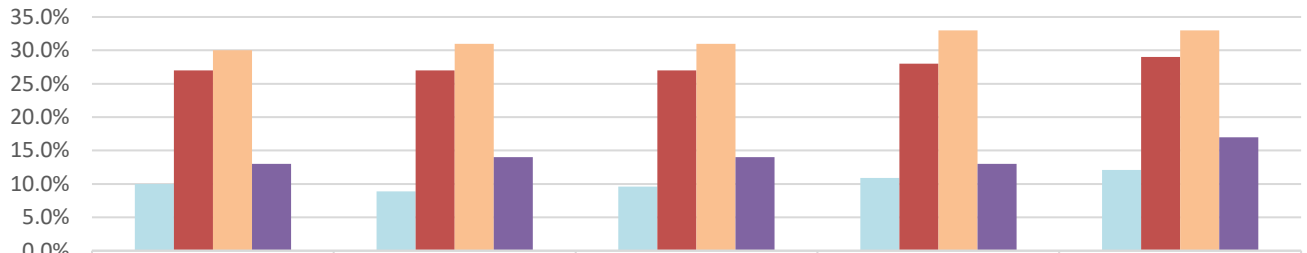
Students – Race and Ethnicity

	White	Black	Asian/ Chinese	Other	Mixed	Not known
University of Chester (UK domicile only)	87.7%	3.7%	3.9%	0.8%	3.1%	0.9%
University of Chester (all domicile)	N/A	N/A	N/A	N/A	N/A	N/A
HE Sector (England, 2022/23) ¹ (UK domicile)	68%	10%	15%	2%	5%	N/A
HE Sector (England without London, 2022/23) ¹	73%	8%	12%	2%	5%	N/A

First-year BAME undergraduate intake (UK domicile only) (HE Sector 2022/23¹ benchmark also provided for UK, England and Wales)

⁴ HESA Student Record 2022/3, copyright Jisc 01/08/2024. Caveat: Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus or hesa.ac.uk Open Data.

First Year Undergraduates - % BAME



	2019	2020	2021	2022	2023
University	10.0%	8.9%	9.6%	10.9%	12.1%
UK	27.0%	27.0%	27.0%	28.0%	29.0%
England	30.0%	31.0%	31.0%	33.0%	33.0%
Wales	13.0%	14.0%	14.0%	13.0%	17.0%

Students – Disability

	Declared disability	No known disability
University of Chester	15.4%	84.6%
HE Sector (England, 2022/23) ¹	16%	84%

Students – Age

	20 and under	21-24	25+
University of Chester (UG Entrants)	66.8%	12.2%	21.0%
HE Sector UG Entrants (England, 2022/23) ¹	61%	12%	27%

Note: Data excludes postgraduate students

Students - Religion and Belief, Sexual Orientation and Trans

The University commenced collection of data on students' religious and other belief in 2017/18 and on sexual orientation in 2019/20. Collection of data regarding sexual orientation and trans began in 2020/21.

Students' responses to questions on their religious belief indicate the following:

Description	University of Chester	HE Sector (England, 2022/23) ¹
No Religion	43.5%	44%
Prefer not to say/ information refused/ blank	4.1%	N/A
Any other religion or belief	2.7%	3%
Buddhist	1.2%	1%
Jewish	0.1%	0%
Christian	31.1%	31%
Muslim	11.7%	13%
Not known	0.0%	0%
Hindu	5.2%	6%

Sikh	0.3%	1%
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Students' responses to questions on their sexual orientation indicate the following⁵:

Description	University of Chester	HE Sector – students in institutions returning data, Advance HE (2023) ²
Bisexual	7.5%	5.4%
Gay or Lesbian	3.0%	2.4%
Heterosexual	78.8%	74.3%
Other	3.7%	2.3%
Information refused/ unknown/ blank	7.1%	15.5%

Students' responses to question on whether their gender identity is the same as was originally assigned at birth:

Description	University	HE Sector – students in institutions returning data, Advance HE (2023) ²
Yes	97.7%	89.0%
No	1.4%	1.1%
Information refused/blank	0.9%	9.9%

Student Attainment

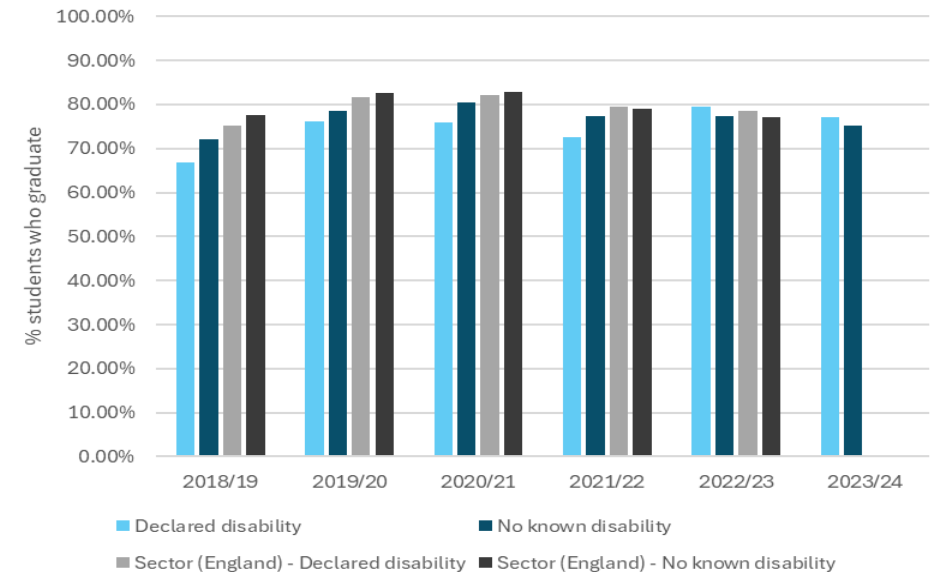
The graphs overleaf show Class I and 2i Honours degree undergraduate classifications for the academic years 2015/16 to 2023/24 inclusive by gender, disability and ethnicity. Sector research has indicated that this is a complex area with many interrelated factors and the information from the attached should be interpreted with care.

⁵ No updated sector data available for Sexual Orientation or Gender ID.

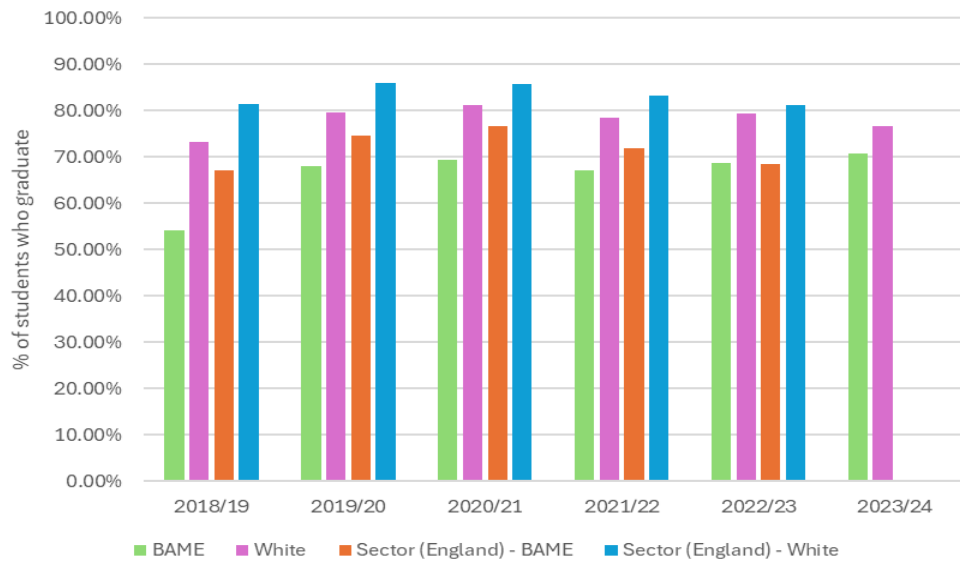
Good Honours: Gender and Polar Group



Good honours: Disability status



Good honours: BAME Group



Gender (and POLAR Group)

Degree class	Gender	Polar Group	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
			Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)
1 st or 2i	Male	Low participation	64.6%	74.8%	73.4%	81.0%	73.5%	81.6%	70.1%	77.3%	69.4%	75.7%	69.1%	Unavailable
		Other	65.2%		75.7%		80.6%		73.0%		67.5%		68.0%	
	Female	Low participation	72.5%	78.8%	75.2%	83.6%	78.7%	83.6%	74.8%	80.3%	78.2%	78.5%	75.1%	Unavailable
		Other	74.6%		82.1%		81.4%		80.5%		82.9%		80.3%	

Disability

Degree class	Declared Disability	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
		Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)
1 st or 2i	No	72.0%	77.6%	78.5%	82.6%	80.5%	82.9%	77.4%	79.0%	77.4%	77.1%	75.3%	Unavailable
	Yes	66.9%	75.1%	76.1%	81.7%	76.0%	82.1%	72.6%	79.5%	79.4%	78.5%	77.0%	Unavailable

Ethnicity (UK domiciled only)

Degree class	Ethnicity	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
		Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)	Chester	Sector (England)
1 st or 2i	White	73.2%	81.4%	79.7%	86.1%	81.3%	85.8%	78.5%	83.2%	79.5%	81.3%	76.6%	Unavailable
	BAME	54.2%	67.2%	68.1%	74.7%	69.3%	76.6%	67.1%	72.0%	68.8%	68.4%	70.7%	Unavailable

