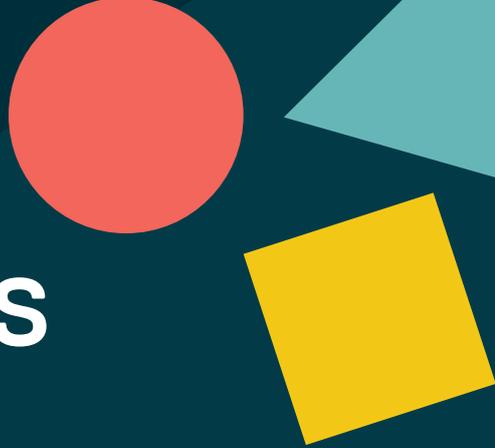University of
Salford
MANCHESTER

Delivering Change at Salford:
Equity, Diversity and Inclusion
Annual Report 2025

EQUITY
DIVERSITY
INCLUSION

Contents

Chair of University Council and Vice-Chancellor's Foreword

Our work towards building an equitable and inclusive environment for colleagues and students has continued unabated this year. Our focus has been on developing a more focused and intersectional approach to the work that we undertake so that we can have greater impact in our key areas of the objectives we seek to achieve. To this end, work has been taking place to streamline our equity, diversity and inclusion (EDI) governance and operating framework to support this. A key theme for the year has been building allyship and inclusive culture through our strategic programme, including drama workshops, a diversity calendar and EDI champions' programme. Colleagues from across all levels, including Council and the University Leadership Team have taken part in these sessions, and although it is still early days, we can already see a strengthening of EDI confidence across the organisation. We were also pleased this year to see the University awarded the Race Equality Charter bronze award in recognition of our plans and commitments to advance race equity across the organisation; a narrowing of the gender equity pay gap, and the achievement of the Good Employment Charter.

We acknowledge that there have been a number of challenges emerging in the external environment, for example, significant geopolitical events, freedom of speech concerns, violent protests and demonstrations on our streets, and the Supreme Court ruling on the definition of sex. We are seeing more division and polarisation across society, and this impacts our university community in many ways. We are able to respond to these events and this may shape the way in which we think about equity and the types of interventions required to ensure that our campus and provision remain welcoming spaces for all. However, it is also important to state that our commitment to advancing equity and social justice has not changed, and we remain committed to our EDI objectives set out in our EDI Statement of Ambition and to tackling all forms of unlawful discrimination, harassment, and victimisation.

We welcome this report which highlights the work that we are doing to meet our legal, regulatory, and internal obligations and it also provides some spotlights on the important work that has taken place right across the organisation. Finally, we would like to take this opportunity to thank all colleagues and students who are working hard to ensure that the University of Salford is an inclusive, equitable and welcoming environment for all.

Lord Keith Bradley
Chair of University Council

Figure 1 Lord Keith Bradley

Professor Nic Beech
Vice-Chancellor

Figure 2 Professor Nic Beech

President of the Students' Union Foreword

At its core, EDI revolves around fostering genuine connections, ensuring that every student feels acknowledged, appreciated, and empowered to engage completely in campus life. Here at Salford Students' Union (SU), in partnership with the University, we hold that true inclusion begins with a fundamental principle: individuals must truly count. Not merely as participants, but as people who are noticed, honoured, and supported with genuine care.

Our efforts over the last year to address loneliness have driven this home even further. We've come to understand that loneliness isn't merely an individual challenge; it's a red flag indicating flaws in our broader systems or cultural norms. It highlights the fractures in inclusion, where certain students are sidelined. By viewing loneliness as an indicator of deeper inequities, we uncover the root causes: the obstacles, the underrepresentation, or the imbalances of influence that hinder a sense of true belonging and significance.

One aspect I admire about the University's EDI strategy is its blend of empathy and framework. It prioritises building environments where individuals feel secure and linked, while simultaneously reforming the mechanisms that determine whose voices are amplified, who participates, and who flourishes. Collectively, we're committed to embedding belonging, deliberately integrating it into our everyday operations and decisions.

The SU plays a pivotal part in this journey. We serve as the vital link between students and faculty, between lived realities and institutional action. All our initiatives, from collaborations with the University to student-driven campaigns, aim to dismantle obstacles to education and affirm that every student not only belongs at Salford but is essential to its fabric. This commitment shines through in our recent push against Islamophobia, and it will continue as we launch our innovative SU Connectors initiative, a peer-led social prescribing effort designed to combat the isolation impacting nearly 40% of our student body.

This report offers a glimpse into our current progress and future aspirations. Authentic inclusion is an evolving process, fuelled by active listening, honest evaluation, and thoughtful adaptation. We have more ground to cover, yet we're advancing steadily: toward a Salford where every student experiences deep connections, authentic representation, and the freedom to excel.

Akinwale Bello
Salford SU President 2025-26

Figure 3 Salford Student Union President 25-26

1. Introduction

At the University of Salford, we are committed to creating a truly inclusive, equitable, and diverse environment where all members of our community - students, colleagues, and visitors - are treated with respect, dignity, and fairness. This report provides an overview of the work that we are undertaking to meet our legal, regulatory, and internal objectives in advancing equity. In line with our obligations under the Equality Act 2010 and the Public Sector Equality Duty (PSED), we actively work to prevent unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who have a protected characteristic and those who do not (Equality Act, 2010). We strive to ensure that our workforce, student body, and wider university community reflect the diversity of the society we serve, enabling everyone to thrive, contribute fully, and achieve their potential within an environment that values difference and promotes belonging. In addition, we have set out key objectives that we seek to achieve in our EDI Statement of Ambition, focusing on the areas of student experience and outcomes, colleague experience and outcomes, inclusive and accessible environments and research and enterprise.

2. Our community

At the University of Salford, we have a proud and rich community from diverse backgrounds. This is shown in the composition of our student body, with circa 80% of our undergraduate students being from widening participation backgrounds. This reflects the University's longstanding commitment to promoting access to higher education for all. We are not just a standalone university; we are part of the wider city of Salford's community, and our engagement with the population of Salford is key to the heart of the University's strategy, 'Innovating to Enrich Lives.' Contributing to our local society and championing social justice plays out in our active engagement in the local community through outreach initiatives such as our partnership with INTO University to create the Beacon Centre in Salford, a learning centre for disadvantaged students aged 7-18, as well as our research activities and educational provision.

Figure 4 The Beacon Centre, Salford

Our commitment to championing a welcoming culture of inclusivity also extends beyond our local community to the wider global community. This year, the University has been awarded University of Sanctuary status, demonstrating our ongoing commitment to promoting social justice and educational opportunities for all. Working in close partnership with Salford City Council on this demonstrates our commitment to supporting a culture of inclusion across the City of Salford, for our students, colleagues, and wider community.

Figure 5 University of Sanctuary Award 2025

In our colleague body, our communities continue to build. Our colleague networks provide a vital shared space for communities to come together, particularly in difficult times in wider society. Our networks at Salford provide a community within the workplace for psychological safety and support. Our most recent network, the Men's network, goes from strength to strength in supporting male colleagues, focusing on raising male health (mental and physical) awareness and signposting and promoting a spirit of altruism, participation and allyship.

Ensuring all our communities experience similar levels of success regardless of their background is key to our EDI Statement of Ambition, and this report outlines how we tirelessly work for equitable outcomes for our community in all that we do.

2.1 **Our students**

Over the past decade, the composition of our student body has changed:

/ The proportion of students by sex has stayed relatively consistent, with 54% (14120) of our student body being female and 45% (11577) of our students being male and 1% (317) unknown.

/ The proportion of students known to have a disability has increased from 14% (2,860) to 26% (6652) in this time, the unknown figure remains relatively high at 74% (19362).

/ In terms of ethnicity, the proportion of white students has continued to decrease over the past ten years although the number has stayed relatively consistent, from 72% (12,420) down to 60% (12,567). The proportion of minoritised ethnic students (UK and international) has steadily increased, with 39% (8290) of our overall population being from a minoritised ethnic background in 24/25.

/ The proportion of students by nationality has seen a shift, with non-EU students increasing from 16% (3,380) to 24% (6,143), whilst the number of EU students has stayed relatively consistent. While the number of UK students has slightly increased, the proportion has slightly decreased from 75% (15,410) to 69% (17,844).
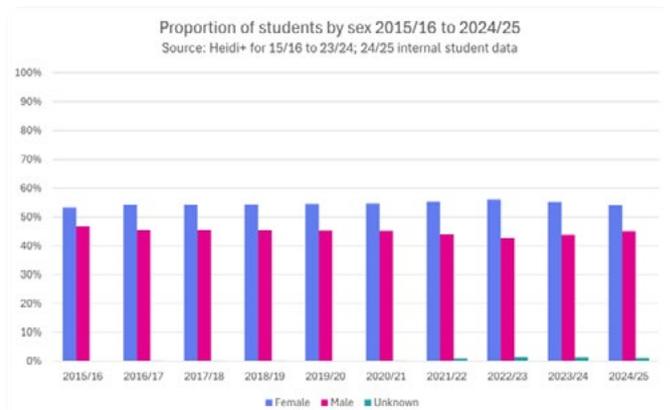
Data insight: Students

Proportion of students by sex 2015/16 to 2024/25
Source: Heidi+ for 15/16 to 23/24; 24/25 internal student data

Figure 6 Proportion of students by sex

Proportion of students (not) known to have a disability 2015/16 to 2024/25
Source: Heidi+ for 15/16 to 23/24; 24/25 internal student data
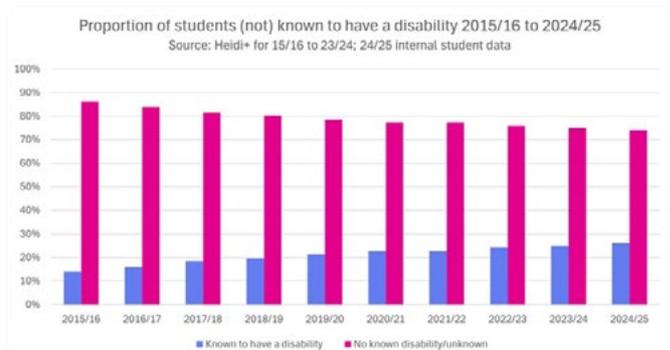
Figure 7 Proportion of students not known to have a disability

Proportion of students by ethnicity 2015/16 to 2024/25
Source: Heidi+ for 15/16 to 23/24; 24/25 internal student data

Figure 8 Proportion of students by ethnicity

Proportion of students by nationality 2015/16 to 2024/25
Source: Heidi+ for 15/16 to 23/24; 24/25 internal student data
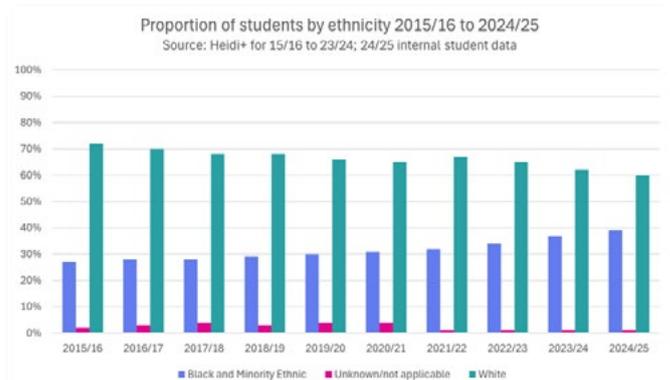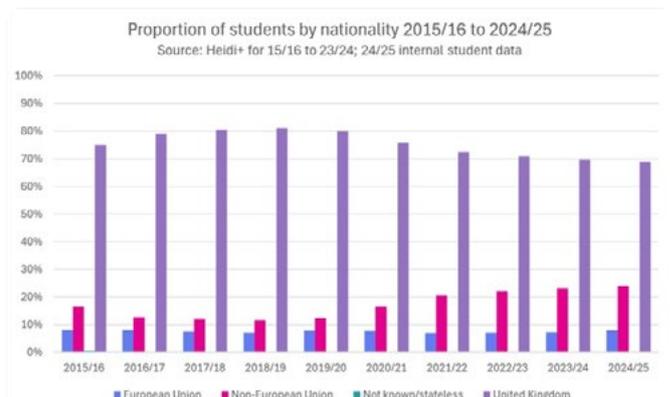
Figure 9 Proportion of students by nationality

2.2 Our colleagues

Over the past decade, the size and composition of of our colleague body has changed. The overall size of the population has significantly increased from circa 2000 colleagues in 2015/16 to circa 3000 colleagues in 2024/25. The composition has changed in the following ways:

/ Our proportion of colleagues by sex has seen a shift, from 2015, when female and male colleagues represented a similar proportion of the population, 51% female (1050 colleagues) and 49% male (995 colleagues). Female colleagues have increased to 57% in 2024/25 (1875 colleagues and male colleagues to 43% in 2024/25 (1435 colleagues).

/ The proportion of colleagues known to have a disability has been consistently low, although rising from 5% (95 colleagues) to 10% by 2024/25 (328 colleagues).

/ In terms of ethnicity, the proportion of minoritised ethnic colleagues has slowly increased from 11% to 20%, although the overall numbers of white colleagues has increased from circa 1700 in 2015/16 to circa 2500 in 2024/25, the overall proportion has decreased from 84% to 77% during this period.

/ The proportion of colleagues by nationality has changed slightly. With the proportion of UK colleagues steadily decreasing from 92% (1890 colleagues) to 83% (2753 colleagues). Whilst an increase has been seen for non-EU colleagues from 4% (80 colleagues) to 11% (370 colleagues) and a small increase in the proportion of EU colleagues from 4% (75 colleagues) to 6% (193 colleagues).
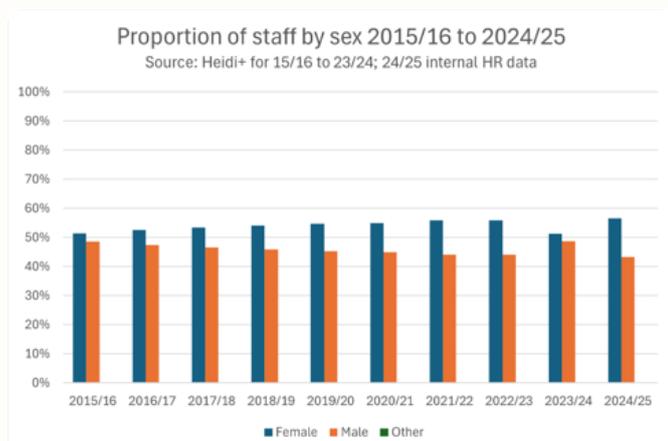
Data insight: Colleagues
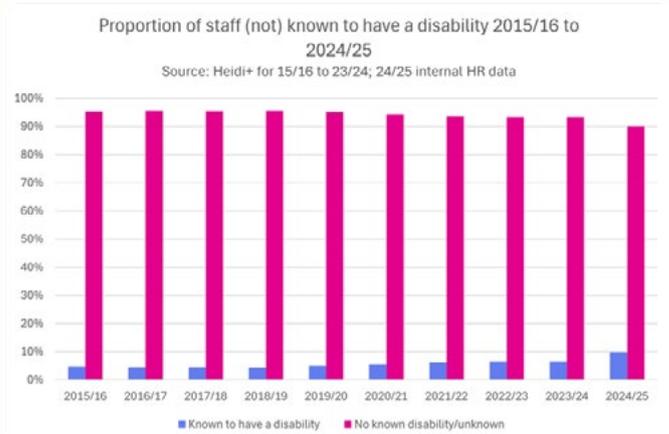

Figure 10 Proportion of colleagues by sex

Figure 11 Proportion of colleagues not known to have a disability
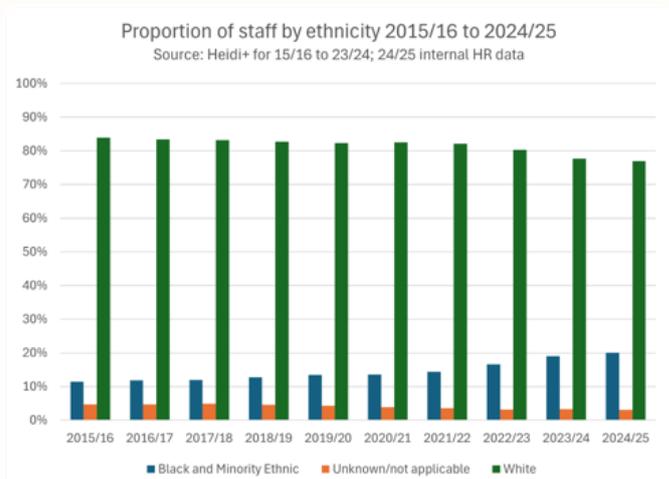

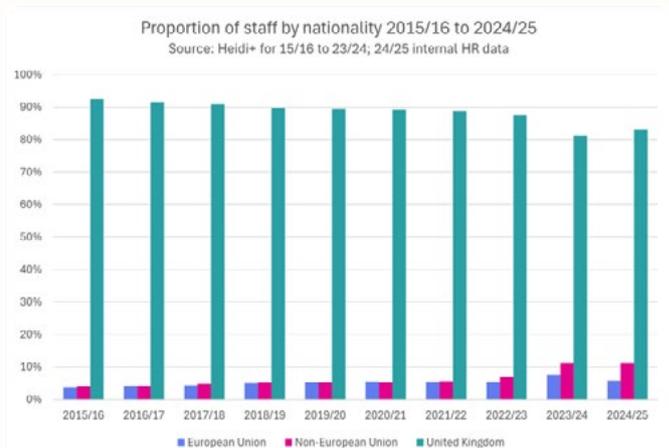Figure 12 Proportion of colleagues by ethnicity

Figure 13 Proportion of colleagues by nationality

3. Our duties

Our key legal and regulatory duties and obligations are highlighted below with our key activity for the year:

3.1 Equality Act 2010

The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Under the Equality Act 2010, people with protected characteristics must not face discrimination in employment, pay, or when accessing any public or private service. Characteristics protected under the act include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex*, and sexual orientation (**EHRC, 2021**).

Table 1 Equality Act 2010 protected characteristics

Protected characteristic	Employment	Education	Service Provider
1. Age	Yes	Yes	Yes
2. Disability (including duty to make reasonable adjustments)	Yes	Yes	Yes
3. Gender reassignment	Yes	Yes	Yes
4. Marriage and civil partnership	Yes	No	Yes (Limited)
5. Pregnancy and maternity	Yes	Yes	Yes
6. Race	Yes	Yes	Yes
7. Religion or belief	Yes	Yes	Yes
8. Sex	Yes	Yes	Yes
9. Sexual orientation	Yes	Yes	Yes

The Equality and Human Right Commission (EHRC) has outlined a Code of Practice for i) **Employment** ii) **Equal Pay** and iii) **Services, Public Functions and Associations**. Courts and tribunals must take these into account in cases involving discrimination (**EHRC, 2019**[1]). They have also outlined **technical guidance on further and higher education**, which sets out the requirements on further and higher education providers in relation to provision of education and access to benefits, facilities or services, both educational and non-educational (**EHRC, 2014**).

In April 2025, the UK Supreme Court ruled that "sex", in relation to the Equality Act 2010, refers to biological sex at birth. On 4th September 2025, the EHRC submitted a revised Code of Practice on Services, Public Functions and Associations, updating guidance on the provision of single-sex and separate services, and clarifying how the law should be applied in practice.

[1] **www.equalityhumanrights.com/equality/equality-act-2010/codes-practice**

We want everyone to feel safe and at home on our campus. We recognise that, as a diverse community, people have different needs. A small working group has been established to identify areas of the University business that may need review and to ensure that our approaches are aligned with the new ruling and that our University community is involved in key decisions. We remain a trans-inclusive organisation and are committed to creating an environment where the needs of all our community are balanced by dignity and respect for everyone. As a result, we have undertaken an audit of current single sex and all gender facilities and are reviewing our policy approach to:

i.   trans inclusion, providing clear principles and supportive guidance,

ii.   single-sex services and associations, setting out lawful, proportionate, and inclusive practice and

iii. equality monitoring, ensuring data collection and reporting is transparent and respectful.

Our intention is that through constructive dialogue, we can ensure all members of our community are able to thrive.

You can find out more about the approach taken by the EHRC following the UK Supreme Court ruling **here**[2].

Spotlight 1. **Resilience and wellbeing - Rainbow Mind**

Led by Salford Proud and delivered through Rainbow Mind, a series of wellbeing sessions provide support to trans and non-binary colleagues and students. It combines practical self-care strategies, reflective exercises, and community-focused practices to help participants manage minority stress, build resilience, and respond to challenging news or environments.

Acknowledging this is a difficult time for many marginalised communities and building on this work, the EDI Team, in alignment with our flagship Allyship and Inclusive Cultures programme, are working with Manchester Mind to develop similar support for other groups experiencing anxiety, including mindfulness, grounding techniques, and reflection on intersecting identities.

Figure 14 Salford Proud Network Logo

Figure 15 Rainbow Mind logo
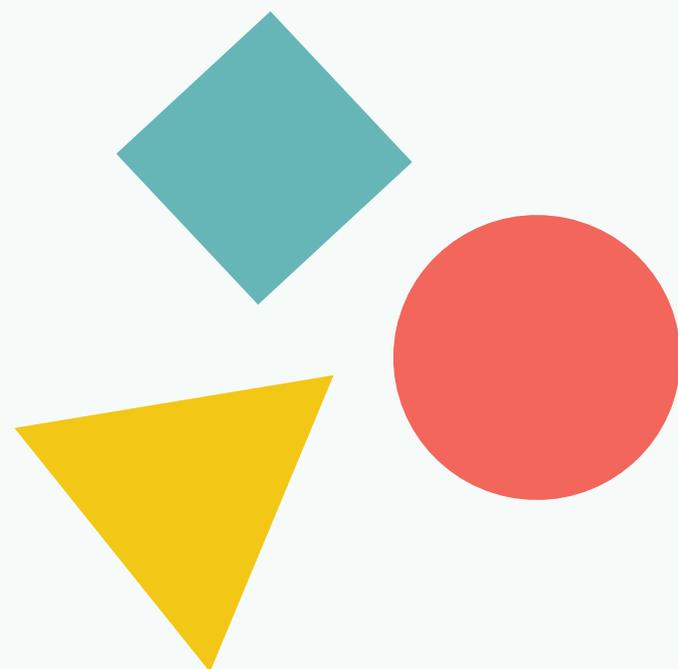
3.2 Duty to make reasonable adjustments

Under the Equality Act 2010 we have a proactive duty to make reasonable adjustments for disabled students, colleagues, and service users. The duty goes beyond avoiding unfavourable treatment; it requires proactive steps to remove or reduce disadvantages experienced by disabled people. It contains three requirements:

1. **Provisions, criteria, or practices.** Changing provisions, criteria, or practices where these place disabled people at a disadvantage.

2. **Physical barriers and the built environment.** Removing physical barriers by making changes to the built environment.

3. **Equipment or support.** Providing auxiliary aids or services such as additional equipment or support.

The EHRC outline the principles and application of the duty to make reasonable adjustments for students (**EHRC, 2014**[3]), our colleagues[4] (**EHRC, 2015**), and people that use our services (**EHRC, 2011**[5]).

The University of Salford has joined the Business Disability Forum (BDF), enabling all colleagues to register for free with their university email to access expert advice, toolkits, events, and networks that support disability inclusion and best practice. You can access their webpages **here**.

Figure 16 Business Disability Forum Logo

Our Disability Equity Group has undertaken a review of our approaches to disability processes in relation to improving our reasonable adjustment processes and meeting the requirements of the disabled student commitment. Additionally, an internal audit is being conducted by our auditors, PWC, in relation to our physical estate. Implementation of the recommendations from both will be overseen by our equity delivery group.

Government's 'Pathways to Work' Green Paper: Access to Work

As part of the Government's 'Pathways to Work' Green Paper, reforms to the Access to Work scheme are being explored to expand its reach, streamline processes, and place greater emphasis on supporting people to stay in work as well as enter employment (Department for Work and Pensions, 2025a). Proposals highlight the potential for wider use of assistive technology, faster and simpler access to support, and greater awareness among employers and employees alike. Employers are also expected to play a stronger role in creating inclusive workplaces, from providing reasonable adjustments and disability-friendly recruitment practices to fostering supportive workplace cultures (Department for Work and Pensions, 2025b).

Access to Work is a publicly funded employment support grant scheme to support disabled people to start or stay in work. The BDF, informed by their Access to Work Forum, have provided a response to the government's consultation. You can read their response **here**[6].

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[3] **Technical guidance on further and higher education | EHRC**

[4] **Employment: Code of Practice | EHRC**

[5] **Services, public functions and associations: Code of Practice | EHRC**

[6] **The Access to Work Scheme | Business Disability Forum**
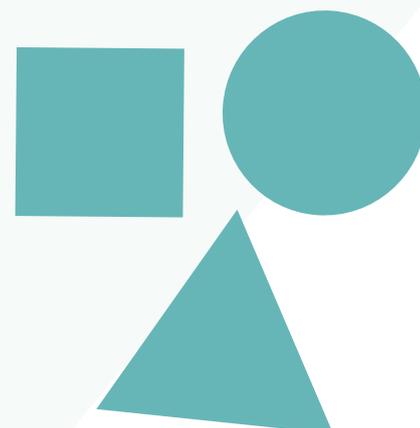
Spotlight 2. **Advancing Disability Equity in Higher Education**

In April 2025, Access Salford held the inaugural online University of Salford disability conference, entitled 'Advancing Disability Equity in Higher Education: For Colleagues and Students'. An intersectional set of speakers shared their lived experience and discussed the current support available for disabled colleagues and students in UK HE, and what more could be done to advance disability equity across our campus. The conference was well attended by internal and external stakeholders, on both a national and an international level, and received overwhelmingly positive feedback. 97% of respondents felt that their experience was either excellent or very good, and 91% felt that the conference was 'very accessible'. When asked how likely they were to recommend future Access Salford events to others, respondents gave an average of nine out of ten.

Due to the success of this event, a hybrid disability conference will be held in spring 2026, along the theme of 'From Access to Belonging: Embedding Disability Support and Inclusion in Higher Education'.

Figure 17 Access Salford Disability Conference poster - April 2025

3.3 Public Sector Equality Duty

As a UK HE provider, we have additional obligations under the PSED. We have a general duty as an educator, employer, and service provider to have due regard to the need to: prevent unlawful discrimination, harassment and victimisation , advance equality of opportunity and foster good relations between people who have a protected characteristic and those who do not (Equality Act, 2010). In addition, we have specific duties which include the publication of an annual equality information report, one or more measurable equality objectives every four years and information on the pay gaps of its employees.

3.3.1 Preventing discrimination, harassment, sexual misconduct and victimisation

At the University of Salford, we prioritise the safety and wellbeing of our students, colleagues, and visitors. We believe that abuse, unlawful discrimination, harassment, sexual misconduct, and victimisation are never okay. We are committed to providing an environment in which all members of our community are treated with respect and dignity.

Our in-house **Report It** system continues to provide opportunities to report incidents in an identifiable way and anonymously.

Figure 18 Report it platform

Recent and forthcoming legislative and regulatory changes in the UK are significantly reshaping how harassment, discrimination, and victimisation are addressed in higher education. These reforms shift the emphasis from reactive individual claims to proactive responsibilities, enhancing accountability, protecting victims, and promoting a safer and more inclusive environment for our students and colleagues.

At Salford, work has been undertaken to ensure our compliance with elements related to the prevention of discrimination, harassment, sexual misconduct, and victimisation. We have now met the requirements for the OfS condition of registration under E6 and the Worker Protection Act. We continue to monitor the passage of the Employment Rights Bill.

Our students

The Respect, Culture and Behaviours (RCB) team is dedicated to supporting students who experience any form of abuse, harassment, or discrimination while at the University. The team of specially trained advisers provides guidance, advocacy, and practical support to ensure students feel heard, safe, and empowered. You can find out more about the team **here**. The University's policies and procedures on harassment and sexual misconduct, including guidance on intimate personal relationships between colleagues and students, are designed to be comprehensive, transparent, and easily accessible. To support this, we provide a single source of truth where you can find all relevant information in one place **here**[7].

Our colleagues

The Employment Rights Bill, introduced to the UK Parliament on 10 October 2024, builds on the Worker Protection Act 2023 and represents a significant overhaul of employment law, aiming to enhance job security and workers' rights. While the bill has been subject to amendments and consultations, several key provisions are expected to come into effect in 2026, with some aspects rolling out over a two-year period. A key priority for our HR Team is to ensure all our policies are developed and reviewed considering equity, diversity and inclusion, embedding inclusive language, equitable practices, and accessibility considerations, whilst aligning with legal and ethical standards to promote a fair, anti-discriminatory and inclusive workplace culture.

Spotlight 3. **Mandatory training on harassment and sexual misconduct**

From 10 September 2025, all colleagues were assigned a new mandatory training module via Oracle HR: Harassment and Sexual Misconduct in the Workplace. The training underpins our commitment to a safe, respectful, and inclusive environment, while ensuring compliance with the Office for Students' Condition E6 and the Workers Protection Act. The module covers three key units including i) Sexual Harassment in HE ii) University Response to Harassment and Misconduct and iii) Personal Relationships Policy and Guidance.

Work is continuing to ensure that all colleagues complete the training, with monitoring being overseen by the University Leadership Team.

Higher Education (Freedom of Speech) Act 2023

The Higher Education (Freedom of Speech) Act 2023 places duties on universities to protect lawful free speech and academic freedom, prohibits the use of non-disclosure agreements that silence victims of harassment, and requires universities to maintain robust codes of practice.

The **University Freedom of Speech Code of Practice**, first published in August 2024, affirms our dedication to promoting freedom of speech and academic freedom as fundamental rights, essential for the pursuit of knowledge and the fostering of a culture that values vigorous debate, including on contentious or discomforting topics. The Code ensures adherence to Section 43 of the Education Act 1986 and the Higher Education (Freedom of Speech) Act 2023, extending obligations to students' unions and aligning with regulatory advice from the Office for Students. It applies to all members of the university community, including colleagues, students, visiting speakers, and members of the governing body.

From August 2025, the Office for Students are responsible for overseeing compliance, investigating breaches, and taking enforcement action where necessary. The University has established mechanisms to monitor adherence to the Code, including a Freedom of Speech Oversight Group (FSOG), with representation from the relevant areas of the University as well as the Students' Union.

[7] **Sexual Harassment and Misconduct | University of Salford**

In 2025, the University of Sussex was fined £585,000 by the Office for Students for breaches of freedom of speech and governance following protests around lawful gender-critical views. This decision in being appealed at the time of writing. Key lessons for EDI practice include ensuring our EDI policies support inclusion without restricting lawful speech, maintaining robust governance, and fostering a culture where colleagues and students can express diverse viewpoints safely and lawfully.

At Salford we are committed to an environment where lawful expression is supported, constructive dialogue is encouraged, and every student and colleague feels valued, supported, and able to thrive, fostering open discussion and mutual respect. To ensure we have the right processes in place the Freedom of Speech Oversight Group (FSOG), have updated and approved our current Freedom of Speech Code of Practice, and internal processes.

Figure 19 UoS Freedom of Speech Code of Practice 2025

Our duties: Key action summary

1. Review of EDI Governance and Operating framework (see section 5 below)

2. Supreme Court ruling on definition of sex - working group established

3. Audit of single sex spaces and all gender facilities

4. Review of policy relating to trans-inclusion, single sex spaces, and equality monitoring in light of Supreme Court Ruling

5. Freedom of speech oversight group established

6. PWC audit of accessibility of physical estate, and the Disability Equity Group review of disability processes undertaken

7. Updated Dignity at Work and Study Policy to be published early 2026

8. Continued promotion of mandatory Harassment and Sexual Misconduct in the Workplace e-learning with monitoring by ULT

4. Pay gap reporting

Pay gap information is a critical indicator within the broader socio-economic context, as it allows us to benchmark our performance in addressing workplace inequities. The Equality Act 2010 PSED requires us to submit our gender pay gaps on the government gateway annually (**UK Government, 2025**). You can find **gender pay gap reports for The University of Salford from 2017- 2025** on the government website.

The Employment Rights Bill 2025 introduced to the UK Parliament on 10 October 2024, introduces significant reforms affecting workplace rights, with direct and indirect implications for gender equality and specifically gender pay gap reporting. These include:

/ **Greater transparency and accountability:** Employers with 250+ colleagues will be required to publish equality action plans alongside gender pay gap reporting. These plans must outline concrete measures to reduce disparities, moving beyond simple numerical reporting.

/ **Support for gender equality:** Stronger flexible working and parental leave protections, along with reinforced procedural obligations, can help mitigate structural barriers contributing to the gender pay gap.

These legislative changes strengthen the link between employee rights and gender equality, supporting a more transparent, fair, and inclusive workplace, while requiring organisations to take meaningful action to address pay gaps. We have strengthened our suite of family friendly policies this year.

Spotlight 4. Improving employee experience

Greater Manchester Good Employment Charter

In May, we proudly joined the Greater Manchester Good Employment Charter. This milestone reflects our dedication to enriching the lives and wellbeing of our people. This membership enhances our commitment to EDI by aligning us with a regional framework that promotes good work across seven key areas – including secure work, flexible working, employee engagement, and recruitment. It provides access to expert resources, peer learning opportunities, and a network of employers who share best practices, helping us continuously improve our approach to inclusion. Being part of the Charter also reinforces our public accountability and leadership in creating a workplace culture where everyone can thrive.

Figure 21 Colleagues attend Greater Manchester Good Employment Charter event

The Living Pension

Building on from the Good Employment Charter membership and being a committed Living Wage employer, we have taken a significant step forward by becoming the first UK university to commit to the Living Pension standard. The Living Pension is a voluntary savings target for employers that seek to help colleagues, especially those at the lower end of the pay scale, to build up a pension pot that will provide enough income to meet their everyday needs in retirement. By committing to long-term financial security for our people, we continue to champion their wellbeing both now and in the future.

Figure 22 Living Pension Employer logo

In addition to the Equality Act 2010 PSED and the planned changes introduced by the Employment Rights Bill 2025, the UK Government has consulted on the **Equality (Race and Disability) Bill**, which seeks to extend mandatory pay gap reporting to include both ethnicity and disability (**UK Government, 2025**).

The consultation considered the scope of reporting alongside the calculations and definitions to be applied. Data would be collected for the same dates as gender pay gaps, using the same six metrics: mean and median hourly pay gap, mean and median bonus pay gap, bonus proportions, and pay quartiles. For ethnicity pay gaps, employers are encouraged to report for as many ethnic groups as possible, with a minimum sample size of ten, individuals, aggregating groups where necessary. For disability pay gaps, reporting is proposed to use the Equality Act 2010 definition of disability. The government is currently reviewing consultation responses, with the Bill expected to be published before the end of 2025 and the first reporting deadline anticipated as early as April 2027 (**Watershed, 2025**).

We already publish some pay gap data relating to ethnicity and disability and will be updating our processes ready to publish and review these data aligned to the new requirements.

Figure 23 presents the mean pay gap across three categories, disability, ethnicity and gender, for years 2023 and 2024. Disability shows an increase in the mean pay gap, rising from 10.6% in 2023 to 12.6% in 2024, indicating a widening disparity in pay for disabled colleagues. Ethnicity displays a slight decrease in the pay gap, moving from 9.1% in 2023 to 8.1% in 2024, suggesting modest progress towards pay equity among different ethnic groups. Gender also exhibits a reduction in the mean pay gap, declining from 7.3% in 2023 to 5.1% in 2024, reflecting improved gender pay equality over the period. Overall, the graph highlights that while progress has been made in reducing pay gaps related to gender and ethnicity, the gap for disabled colleagues has increased.
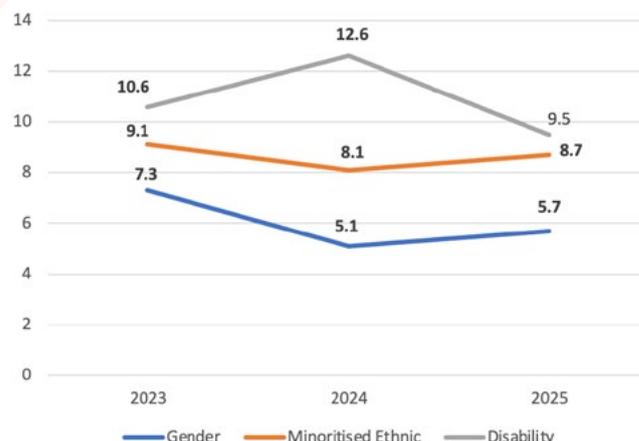

Figure 23 University of Salford mean disability, ethnicity and gender pay gap information 2023-2024

To provide a clearer picture of workplace pay gap disparities and to drive meaningful action, our Pay Gap Reporting Dashboard was launched in 2025. This dashboard tracks gender pay gap information using the six mandatory reporting metrics, as well as mean pay gap data for disability and ethnicity. It enables more nuanced analysis, including considerations of intersectionality, differences between full-time and part-time work, and pay gaps across different grades and job levels. This allows us to identify where disparities exist, assess progression and promotion barriers, and guide targeted actions across grades, roles, and demographic groups.

Pay gap reporting: Key action summary

1. Continue to work towards increased gender representation in workforce (see section 6 below)

2. Submit our gender pay gaps on the government gateway annually

3. Updating our processes ready to publish and review equality data aligned to the new requirements
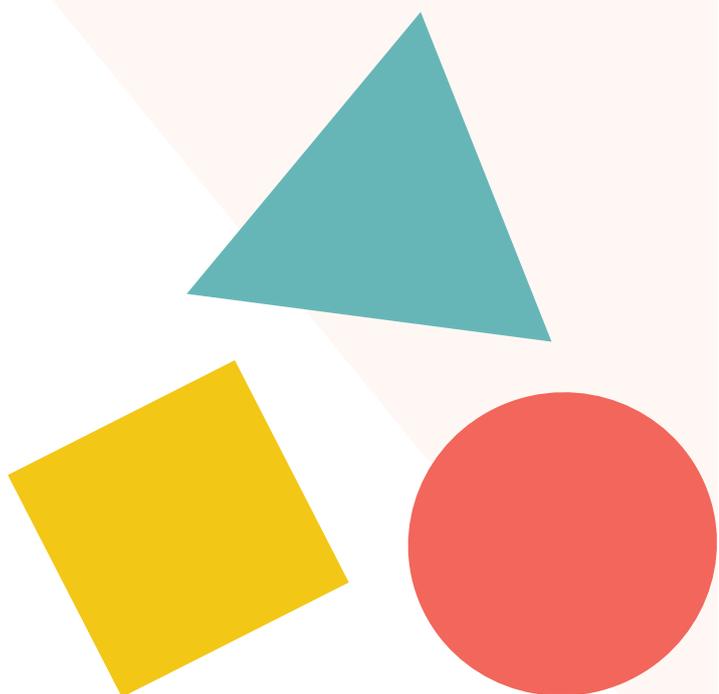
Spotlight 5. **Improving equity in pay**

As part of the University's continued commitment to the Real Living Wage and to improving differentials in the lowest grades, changes to grade boundaries for grades 1 to 6 were implemented in July 2025. The model aligns with the JNCHES Framework agreement and was developed and agreed in partnership with UNISON.

An Equality Impact Assessment (EIA) for the grade boundary changes model demonstrated a positive impact for many minoritised groups. For example, Grade 1 has higher proportions of minoritised ethnic colleagues (45.7% vs 19% overall), women (78.9% vs 56.4% overall), and Muslim colleagues (7.4% vs 5% overall) compared with the wider university, while Grades 2–6 include a higher-than-average declaration of disability (Grades 3 & 4 15% of vs 9% overall) and significant representation of LGB+ colleagues (11.5% G2, 8.5% G4, 7.2% G5 vs 3.7% overall). Grades 1 and 2 also have more colleagues aged over 55 (41.7% G1, 42.3% G2).

This change demonstrates our commitment towards the principles of creating social justice and a fair and equitable society for all. The grade boundary model will be reviewed in three years, and another EIA will be conducted to monitor the equity impact.

5. Our equality objectives

At the University of Salford, we are building a community that is inclusive, collaborative, and ambitious – where all students and colleagues can thrive. This commitment is at the heart of our **University of Salford Strategy 2025 – 2030 'Innovating to Enrich Lives'**, which sets out a vision for a university that delivers meaningful, long-term change, innovating towards a more sustainable, equitable, just, healthy, creative and prosperous society.

Our culture and institutional values support an inspirational learning and working environment that empowers people to lead with creativity and innovation, advancing equity for all. We are committed to dismantling institutional structures and systems that perpetuate discrimination, removing barriers that impede achievement, and building on our strengths to advance equity across all aspects of university life.

Our Delivering Change at Salford: Equality, Diversity and Inclusion Statement of Ambition 2023-2028 (EDI SoA 23/28) sets out key priority areas under which four measurable equality objectives are defined:

/ **Student experience and success:** Ensure all students have equitable experiences and achieve comparable levels of success.

/ **Colleague experience and opportunity:** Build a diverse workforce and a culture of inclusion and belonging.

/ **Inclusive cultures and accessible environments:** Value diversity in experiences, backgrounds, and ways of thinking, fostering a strong sense of community.

/ **Equity in research, enterprise and innovation:** Create an environment that retains the best talent, while promoting open, responsible, and innovative research practices.

Figure 20 Delivering Change: Equity at Salford
(EDI Statement of Ambition 2023-2028)

5.1 **Delivering our enabling priorities**

Delivered through the 'Building Prosperity, Equity & Community' theme, of our University strategy, our EDI Enabling Priorities are supported by our EDI Team and aim to strengthen our 'whole institution' approach.

1. EDI governance and operating framework.

2. EDI accreditations and charter marks.

3. Allyship and Inclusive Cultures Programme.

Figure 24 EDI Enabling Priorities

1. **EDI governance and operating framework.** Ensure we have the right accountability and delivery structures in place that promote collaboration across departments and schools, fostering a comprehensive approach to addressing and dismantling personal, cultural, and structural discriminatory systems.

2. **EDI accreditations and charter marks.** Provide a structured approach for self-assessment of the needs of our colleagues and students, to influence action-planning. Considering best practice and giving the ability to benchmark our progress against the wider sector and guide institutional improvements.

3. **Allyship and Inclusive Cultures Programme.** Build psychologically safe environments grounded in critical allyship that encourage curiosity, respectful debate, and the development of skills and confidence for all members of the university community, fostering a culture of inclusion and belonging.

We are building a whole-university approach to support achieving these goals. Section 6 provides an update on activity to support our enabling priorities and our most recent data that allow us to measure progress against our equality objectives. We will continue to review our equality objectives in line with the requirements to publish objectives every four years ahead of the next EDI report publishing cycle.

5.2 Defining our EDI Change Portfolio

We have implemented a change portfolio to manage high-impact EDI initiatives across the University. This approach prioritises projects and aligns actions with the Delivering Change: Equity at Salford EDI Statement of Ambition 2023–2028, ensuring efficient use of resources, legislative compliance, and strengthening institution-wide accountability.

5.3 EDI Governance and Operating Framework

We will ensure we have the right accountability and delivery structures in place that promote collaboration across departments and schools, fostering a comprehensive approach to addressing and dismantling personal, cultural, and structural discriminatory systems.

Higher Education Institutions (HEIs) are required by law to comply with equity and diversity legislation, and governing bodies are legally responsible for ensuring institutions' compliance. The higher education governance codes highlight the requirement for governing bodies to oversee EDI at their institution (**CUC, 2020**).

Equality, Diversity, and Inclusion (EDI) Governance and Operating Framework review

A review of the University's Equity, Diversity, and Inclusion (EDI) Governance and Operating Framework was undertaken during 2024. The review identified a series of recommendations to establish a more focused and impactful structure, ensuring EDI remains central to our strategic ambitions. The central recommendation was to move to managing activity around an EDI Change Portfolio to strengthen focus.

To support this the following actions have taken place:

/ **Values.** EDI principles are now central to the University of Salford Strategy 2025–2030, Innovating to Enrich Lives, delivered through the Building Prosperity, Equity & Community theme, ensuring EDI is embedded in the heart of our strategic ambitions.

/ **Risk and reporting.** An EDI Annual Reporting Schedule provides a systematic and transparent approach to legislative and regulatory compliance.

/ **Policies.** A comprehensive review of our Equity Impact Assessment (EIA) process, supported by an internal advisory group and an external organisation has been undertaken and recommendations are being considered.

/ **Structures and processes.** One Equity Delivery Group (EDG) will oversee a portfolio of change initiatives. Our Gender Equity Group will continue as an Athena Swan Self-Assessment Team (SAT), supporting the institutional application due to be submitted in November 2027, reporting through the EDI Change Portfolio. The University has secured a one-year extension reflecting the change in some of the University's academic portfolio; additional time to progress actions, evidence impact and strive towards a silver application in 2027.
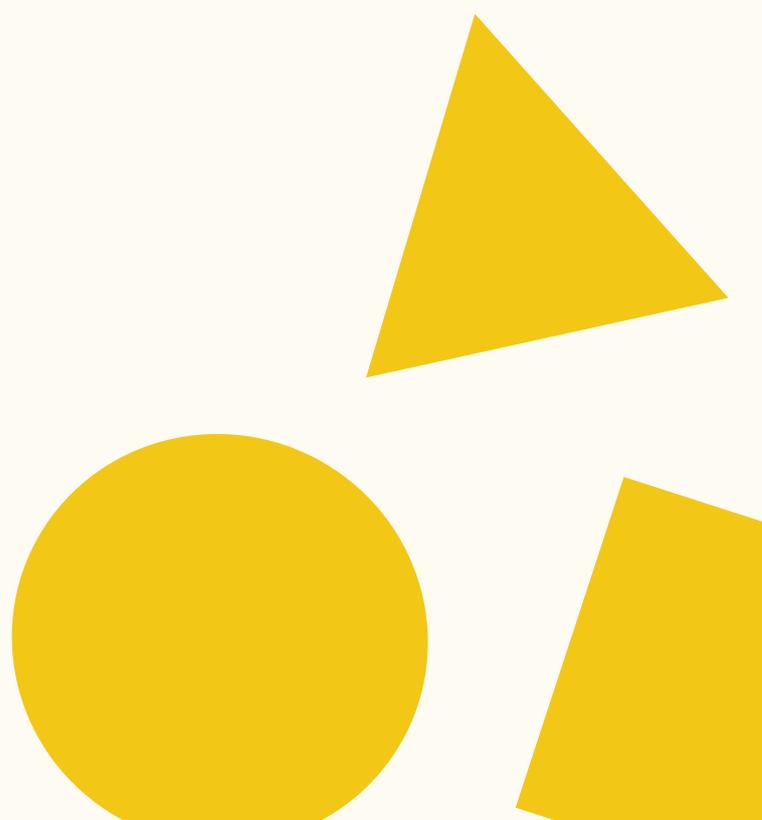
Revised EDI Governance and Operating Framework

The updated EDI Governance and Operating Framework is a streamlined, data-driven informed portfolio that will facilitate evaluative processes to better understand impact and progress – integrating insights from lived experiences – and takes an intersectional approach to ensure impact across diverse groups. The EDI Change Portfolio brings together charter marks, agreed action plans, and EDI work across the institution, streamlining multiple action plans and pieces of work into a portfolio that is overseen by the EDG. The EDG acts as a project board for the change portfolio and reports its progress to EAC. Based on the progress of our charter mark submissions, time-specific groups such as the Gender Equity Group exist to support the delivery of the submissions, for example, the upcoming institutional Athena Swan submission. EDI initiatives from Academic and Professional Services, which are governed in their own areas but are also reported to EAC, are referred to as 'outside' the EDI Change Portfolio.
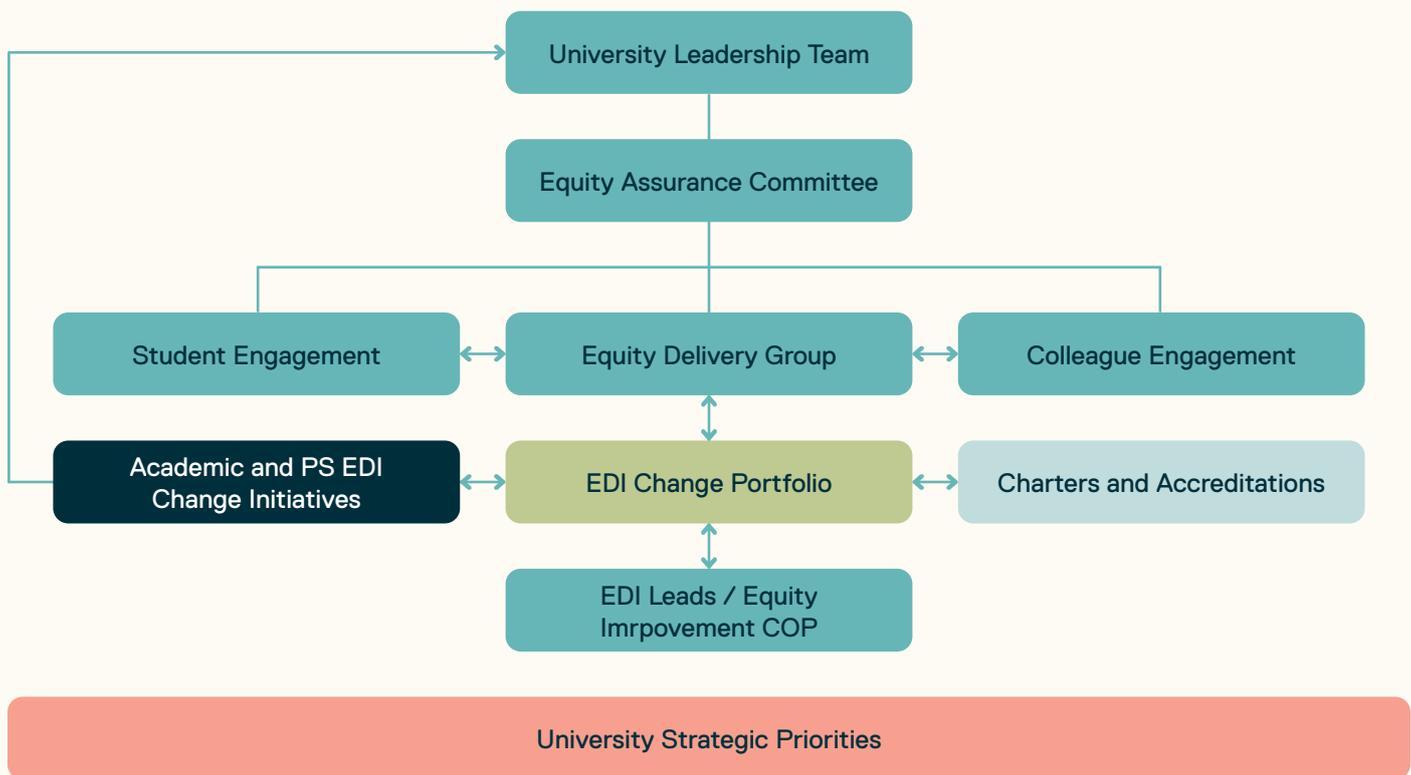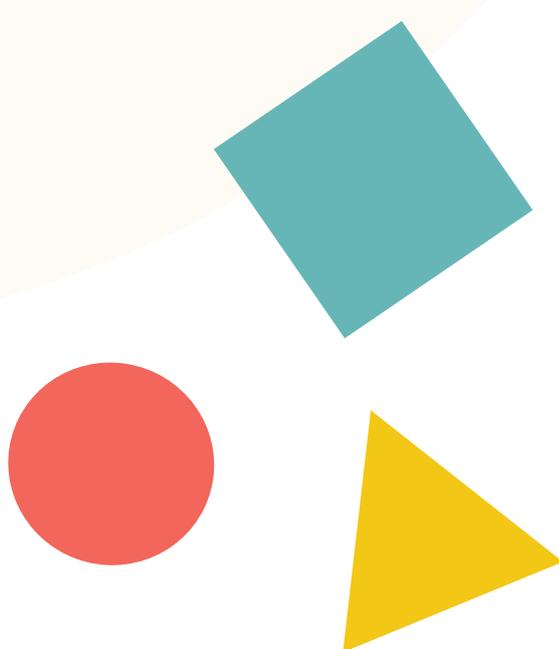

Figure 25 University EDI Governance and Operating Framework 2025

EDI governance: Key action summary

1. EDI Annual reporting schedule to be implemented 2025

2. First Equity Delivery Group to be held January 2025

3. EIA review undertaken (see spotlight 6 below)

4. Plan for delivering accreditations e.g. Athena Swan (see section 5.4)

5. Phase 2 of Allyship and Inclusive Cultures Programme to be delivered (see section 5.5)

Spotlight 6. **Equity Impact Assessment (EIA) review**

Equity Impact Assessments are one way in which organisations can demonstrate they are paying due regard to the Equality Act 2010. They do this by proactively identifying and addressing the potential effects of policies, practices, and decisions on different protected groups. In 2024-25, the EDI team reviewed and approved 49 EIAs from across the institution.

In June 2025, an external review of EIA process was commissioned to consider current practices, challenges, and opportunities to inform the implementation of an improved approach. The project is being led by the EDI Team and supported by an external organisation called Leading Kind. Internally, an advisory group was established to support the review and carry out partner mapping.

Figure 26 Protected characteristics (Equality Act 2010)

The review followed a phased approach, including:

Time frame	Phase	Outputs
June 2025	External scoping	Literature review
July 2025	Internal scoping – interviews and focus groups with key stakeholders	Micro report with initial findings
Aug 2025	Validation survey and focus groups with advisory group and EDI team	Validation report with draft recommendations
Oct 2025	Recommendations workshop with senior leaders	Final recommendations report (currently in progress)

5.4 EDI accreditations and charter marks

Our charter marks continue to guide our activities as we work towards achieving the goals set out in our EDI Statement of Ambition.

In February 2025, Salford was awarded the **Race Equality Charter Bronze Award** by Advance HE. This recognition followed a comprehensive process involving:

/ Surveys, roundtables, and focus groups with colleagues and students.

/ A detailed analysis of three years of quantitative and qualitative data.

/ Development of a robust five-year action plan targeting six priority areas for race equity.

This significant achievement highlights the result of a collaborative effort with key stakeholders across the institution and, in particular, members of the Race Equity Group. This award marks the start of an exciting journey in implementing the actions laid out in our application. The full application and a summary document, can be viewed on our **webpage, highlighting our priorities for race equity**.

Moving forward, our priority focus is on our Athena Swan silver application, which is due for submission in November 2027. The Gender Equity Group are refocusing their efforts to investigate data trends to understand where progress has been made, and where further focus is needed. This will provide a renewed and updated understanding of our current context since our last Bronze application was awarded in 2021.

We have twice been awarded Stonewall Gold Top 100 Employer status in 2022 and 2024, and the actions to take forward and maintain from this have now been folded into the EDI Change Portfolio to continue to monitor and evaluate. In addition, our Race Equity actions and the priority work towards our Disability Confident application with a focus on the reasonable adjustment process for colleagues, have also folded into the EDI Change Portfolio.

Figure 27 UoS existing charter marks and accreditations

5.5 Allyship and Inclusive Cultures Programme

In January 2025 we launched our Allyship and Inclusive Cultures Programme. This programme of activity is a supportive approach that aims to provide opportunities for colleagues across the organisation to engage in activity aligned to the 'Allyship Continuum.' The Allyship and Inclusive Cultures programme is delivered across two strands, Allyship at Salford and Inclusive Cultures.

Allyship Continuum

Unaware Aware Active Advocate

Allyship and Inclusive Cultures programme
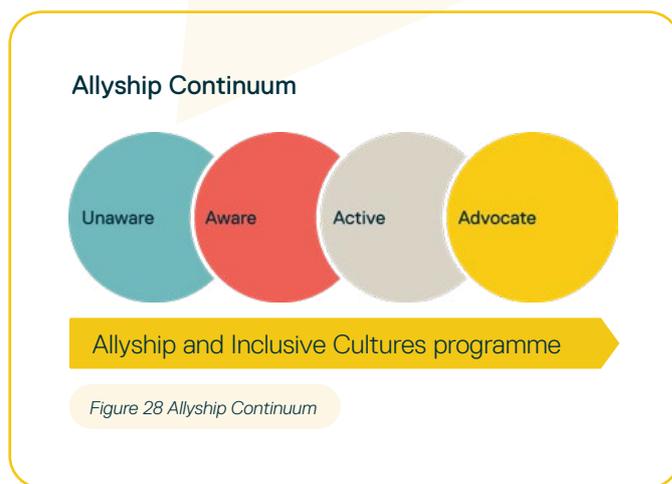
Figure 28 Allyship Continuum

Allyship at Salford takes a trauma-informed approach to building allyship, fostering open dialogue and cultivating psychologically safe environments through colleague development and training opportunities for all colleagues. It encourages curiosity and respectful debate, helping colleagues build confidence and deepen their understanding of their roles as allies and in creating an inclusive campus for all members of the Salford community. All colleagues have been invited to engage with the programme at all stages, with over 600 colleagues having engaged with the training so far.

Figure 29 Colleagues participate in Allyship at Salford Sessions

Foundational eLearning Module

Advance HE's *Allyship in HE* module introduces core allyship concepts and offers practical tools for recognising and enacting allyship at individual, interpersonal, and organisational levels.

Interactive Drama Workshops

Applied drama workshops bring to life Salford data to encourage active participation and deeper understanding of allyship through self reflection and real-life scenarios.

EDI Champions Programme

The EDI Champions Programme supports further development, empowering individuals across the institution to advocate for equity, diversity, and inclusion within and beyond their departments.

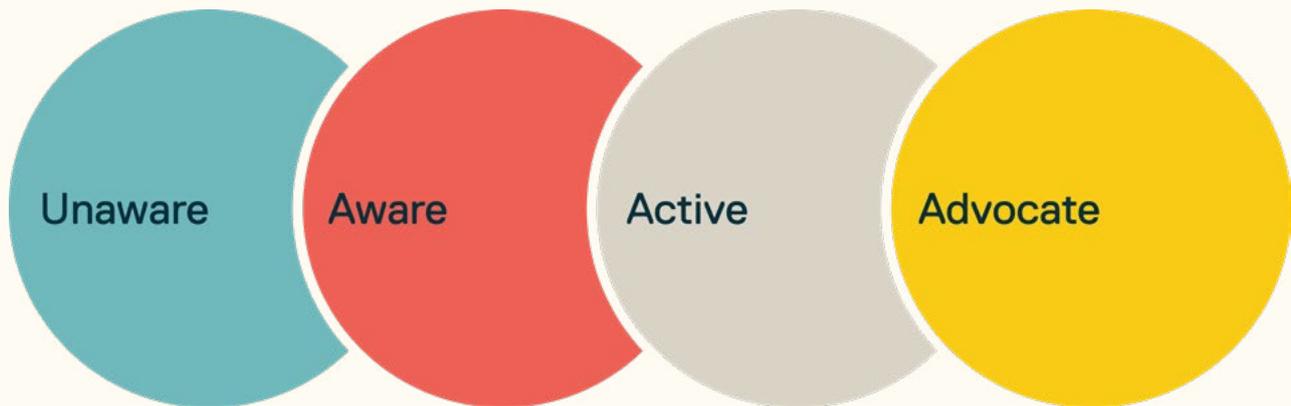Unaware   Aware   Active   Advocate

Figure 30 Image of four circles indicating the allyship continuum moving from unaware - aware - active – advocate. Above are overviews of the staged training and development interventions designed to move colleagues through the continuum.

Inclusive Cultures focuses on elevating voices and building community. We do this through various mediums to reach as many people as possible across the allyship continuum, to make EDI accessible to all. These mediums include awareness raising through the development of a bespoke Diversity Calendar, supporting our colleague networks, developing and engaging our EDI Leads and Community of Practice and most recently the creation of a University of Salford Definition of Islamophobia in partnership with the Student Union, academic and professional services colleagues and students.

Impact. Overall, the Allyship and Inclusive Cultures Programme has seen tangible progress in our organisational culture. The 2025 All Colleague Pulse Survey reported a 5% uplift in overall EDI metrics, reflecting growing confidence and engagement with equity, diversity, and inclusion across the University.

The delivery of our Allyship Workshops saw a 9% increase in the specific measure: "I think it is safe to speak up and challenge the way things are done at the University of Salford." This significant shift highlights the impact of our work in fostering psychological safety, encouraging open dialogue, and empowering colleagues to be active participants in cultural change.

"Thank you for the work you are doing in EDI at Salford, it makes me want to work here in the long term!"

Colleague testimonial

Spotlight 7. **Developing an accessible and inclusive campus – University of Salford Inclusive Design Standard**

One of our key goals as set out in our EDI Statement ambition to develop a truly accessible and inclusive culture. This includes our buildings, public and social spaces, which contribute to our communities' feelings of being welcomed and belonging.

The aim of the inclusive design project is integral to the significant development of the university campus over the next few years through the Campus Connectivity Plan. The idea is to ensure that in that development, inclusivity is considered from the very beginning, with consistent standards applied across the whole campus. A bespoke and detailed standard has been developed with the involvement of our colleagues, students and specialist consultants, E3 Cubed. The standard has considered and incorporated aspects that represent the diversity of our university community.

The University of Salford Inclusive Design Standard represents a vital step forward. It will be embedded in our new buildings and public realm projects over the next few years and also be used to audit our existing estate. The standard sets out a clear and actionable set of requirements to ensure that accessibility and inclusivity are considered — and embedded at every stage of the design process. The intent is to ensure that our physical environment is as inclusive as we can make it. This matters because inclusive design has a real and lasting impact on people's lives. It ensures that all students, colleagues and visitors — regardless of background, identity or ability — feel valued, empowered and able to thrive. through an accessible and inclusive environment.

Spotlight 8. **Women's Voice Awards**

Figure 31. Women's Voice awards 2025

Held on 7th March 2025 at the New Adelphi Theatre, the Women's Voice Awards (delivered by the Women's Voice Colleague Network) brought together over 100 attendees to honour the exceptional contributions of women across the University of Salford. With 249 nominations submitted across the three categories (Established Excellence, Rising Star, and Above and Beyond) the event showcased the depth of talent, compassion, and leadership within our community.

Nominees were celebrated for their work in areas including disability advocacy, community counselling, inclusive teaching, and student mentoring. Their stories highlighted how everyday actions - whether supporting students with additional needs or volunteering beyond contracted hours - can create profound and lasting change.

The awards not only recognised individual excellence but also fostered a sense of collective pride and allyship. The impact of the event was felt across departments, inspiring colleagues to continue championing EDI in their work.

This year's celebration reaffirmed that at Salford, excellence is measured not just in achievements, but in the difference we make to each other and the wider world.
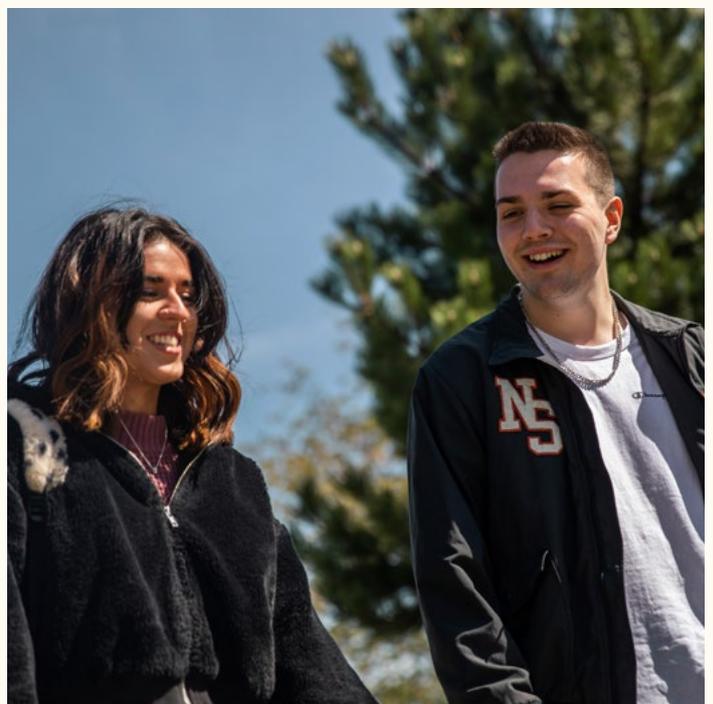
6. Delivering our priorities

The EDI Statement of Ambition 2023-2028 sets out the goals that we aspire to achieve and identifies the priority areas for the university. The goals were determined following a review of our data, university-wide consultation and working with our data team to determine the appropriate goals. The latest data show a mixed picture with some positive progress in relation to colleague representation, research allocation and narrowing of the NSS gap for students. However, the latest data for students shows that the graduate outcomes gap between white and minoritised ethnic students has widened. Further work is required to understand this but may be reflective of the increasingly challenging market for graduate jobs. The data below is headline data and it is important to recognise the there is much more nuance that underpins the data. We are increasingly taking a more intersectional approach to understanding the data and how other variables such as entry qualifications, commuter status and other characteristics impact to achieve a better understanding of what interventions may be needed.

6.1 Student experience and success

Table 2 Student EDI Goals

A	Student EDI Goals	2022-23	2023-24	2024-25	Direction of travel	2028 ambition
1	To narrow the gap between students from the most deprived backgrounds and the least deprived backgrounds, in relation to passing their assessments first time	14%	14%	13%	Positive Off track	7%
2	To narrow the gap between students from the most deprived backgrounds and least deprived backgrounds in relation to completing their studies on time	4%	6%	4%	Positive On track	2%
3	To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1s and first-class degrees awarded	20%	15%	14%	Positive Slightly off track	5%
4	To eliminate the gap between minoritised ethnic students and white students in relation to gaining highly skilled employment or advancing to further study	3%	4%	7%	Negative Off track	0%
5	To eliminate the gap between minoritised ethnic students and white students in their NSS ratings for assessment and feedback	2%	4%	1%	Positive On track	0%

Table 3 Examples of interventions taking place relating to Student EDI Goals

Intervention	Input	Project lead	Expected output	EDI goal
Targeted support for programme teams with significant awarding gaps e.g., Ethnicity Degree Awarding Gap (EDAG) Workshops	Series of workshops with programme teams in schools	PVC (SJ & E)	Increased awareness within teams of awarding gaps with agreed actions to take forward to enhance curriculum delivery	To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1s and first-class degrees awarded
Student equity ambassadors project	Student peer to peer research project	PVC (SJ & E)	Enhanced insights/ co-created actions in targeted areas. Final report due in April 2026	To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1s and first-class degrees awarded
School level plans	Local actions e.g. personal tutoring programme in SBS, universal curriculum design in SHS	ADAs/School EDI leads	Focussed and nuanced activity at school level	To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1s and first-class degrees awards
Inclusive assessment principles – Levelness project & Progression project	Implementation of inclusive assessment principles and associated awareness raising	Director of Learning and Teaching Enhancement; ADAs/Schools	Contributing to increasing progression and completion rates for students e.g.: Pass all modules first time	To narrow the gap between students from the most deprived backgrounds and the least deprived backgrounds, in relation to passing their assessments first time

Next steps: i) Development of comprehensive **Inclusive Education for All** delivery plan which will implement a whole institution approach to delivering inclusive by design education; (ii) Emphasis placed on Equity, Agency and Transparency in all learning and teaching including assessment activities; ii) Review of Access and Participation Plan activity to deliver increased focussed activity, with participation being addressed through the design and delivery of the curriculum.

6.2 Colleague experience and opportunity

Table 4 Colleague EDI goals

B	Colleague EDI goals	2022-23 (BASELINE)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	2025-26 (Sept 2025)	Direction of travel	2028 ambition
1	To increase the colleague profile of minoritised ethnic colleagues across all areas and grades	17%	18%	19%	20%	Positive Slightly Off track	24%
2	Gender colleague profile at each grade at and above grade 8 is reflective of the overall gender colleague profile of the University	53%	52%	53%	54%	Positive On track	56%
3	To increase the female representation of Professors	29%	35%	35%	37%	Positive Off track	44%
4	To improve the rates of declaration for colleague disability	7%	8%	9%	10%	Positive Achieved	10%
5	To improve the rates of declaration relating to sexual orientation	80%	84%	83%	85%	Positive Slightly Off track	90%
6	To improve the rates of declaration relating to faith	80%	85%	86%	84%	Negative Off track	90%

Table 5 Examples of interventions taking place relating to colleague EDI goals

Intervention	Inputs	Project lead	Expected output	EDI goal
Ongoing support for Aurora programme (women into leadership programme)	24 colleagues sponsored to attend programme this year	Chief People Officer	Increased confidence, skills, and knowledge for women to progress	Gender colleague profile at each grade at and above grade 8 is reflective of the overall gender colleague profile of the University
Review and introduction of changes to the Profs and Reader promotions process	Introduced increased checks and balances to ensure fairness, e.g. independent panel to review submissions	DVC/ Provost	Increased fairness in the process leading to enhanced diversity of applicants and their success	To increase the female representation of professors
Race Equality Action plan (see next steps below)	Range of actions identified to increase representation and career progression of minoritised colleagues	Chief People Officer	Fairer systems and addressing barriers to progression	To increase the colleague profile of minoritised ethnic colleagues across all areas and grades
Athena Swan Silver submission	Data analysis that will lead to development/ strengthening of interventions	Chief People Officer	Fairer systems and addressing barriers to progression	Gender colleague profile at each grade at and above grade 8 is reflective of the overall gender colleague profile of the University
Implementation of Oracle HR digital system	One function of the system is to allow colleagues to personally amend their personal details	Chief People Officer	Increased declaration rates for personal details, leading to more robust people data	To improve the rates of declaration for colleague disability, faith, and sexual orientation

Next steps: i) Review interventions that were agreed in the race equality charter and prioritise actions considered most impactful.

6.3 Equity in research enterprise and innovation

Table 6 Research EDI Goals

D	Research EDI goals	REF 2021 position	2024 Position	2025/26 (Sept 2025)	Direction of travel	2028 ambition
1	Increase female academic colleague profile with minimum 20% core research workload (CRWL)	40%	46%	41%	Negative Off track	50%
2	Increase minoritised ethnic colleague profile with 20% minimum CRWL	17%	21.50%	24%	Positive Achieved	24%
3	Increase minoritised ethnic female profile who are early careers researchers (postdoctoral researchers and research assistants)	N/A	8.50%	13.95%	Positive Achieved	12%
4	Increase minoritised ethnic female profile with CRWL at each career stage	N/A	Lecturer = 5%; SL/Reader = 5%; Professor = 4%	Lecturer = 7%; SL/Reader = 6%; Professor = 6%	Positive On track	Target for all levels of 12%
5	Develop a SMART EDI goal that will strengthen our research and enterprise outputs that seek to advance equity/ social justice	N/A	Measure to be developed	tbc	tbc	tbc

We have a number of actions in our Race Equality Charter action plan and we are currently reviewing the positive movement to understand the reasons for the upward trend.

Next steps: Review and update EDI approaches with respect to our policies and processes associated with the REF 2029 submission through in the REF Code of Practice working group.

6.4 Inclusive culture and accessible environment

Table 7 Inclusive culture goals

C	Inclusive culture goals	2024 position	2025/26	Direction of travel	2028 ambition
1	To enhance colleague experiences of inclusive culture	57%	Colleague survey to take place in February 2026	Will be available in March 2026	67%
2	To enhance student experience of inclusive culture	Measure to be developed	tbc	tbc	tbc
3	That explicit EDI design principles have been developed that will inform all future developments within the Salford Crescent Connectivity Plan. Exploring additional standards and certifications to help measure success.	Examples of good practice around accessible design evidenced but gaps around the expertise to expand this to a broader inclusive design approach.	Inclusive design principles have been developed	Green On track	Evidence of EDI design principles in all development proposals

Table 8 Inclusive culture goals

Intervention	Output	Project lead	Expected output	EDI goal
Allyship and Inclusive Culture programme	Programme of activity directed at colleagues including drama workshops, diversity champions programme and diversity calendar	PVC (Social Justice and Equity)	Increased confidence for colleagues in demonstrating allyship and through that, a sense of belonging	To enhance colleague experiences of inclusive culture
Implementation of Inclusive Design Standards	Production of inclusive design standards for new and existing buildings Audit of current estate against standards	PVC (Social Justice and Equity)/ Chief Infrastructure Officer	Increased declaration rates for personal details, leading to more robust people data	To improve the rates of declaration for colleague disability, faith, and sexual orientation
PWC internal accessibility audit	Report with recommendations that focuses on physical accessibility of the campus	Associate Director Digital Strategy	Improved satisfaction for disabled colleagues and students	To enhance colleague experiences of inclusive culture

Next steps: i) To complete an audit of the existing estate using the Inclusive Design Standards. ii)To embed the inclusive design standards in procurement processes for new builds and public realm enhancements.

7. Moving forward

We will continue to build on this year's work to make the University of Salford a more inclusive, accessible, and equitable place to work and study. The key to this will be our new and more streamlined EDI governance and operating framework, which will allow the University to better prioritise impactful action and ensure that our legal and regulatory requirements are being met.

We will continue working towards a whole institution approach to EDI and work with business areas across the University to ensure that there is better clarity of roles and responsibilities to help achieve our EDI goals. We will also need to remain vigilant and responsive to the external environment, which may provide further challenge in the context of issues such as geopolitical events, national and local political change, freedom of speech, the rise in hate crime and the impact of cost of living. These are all areas that have the potential to impact on campus cohesion and the wellbeing of colleagues and students and may be issues that we need to respond to quickly in order to maintain campus cohesion.

Our priorities for the forthcoming year are to:

i.   Strengthen our approaches to EDI interventions through the new Equity Delivery group

ii.   Work with business areas to clarify roles, responsibilities, and assurance reporting to the Equity Assurance Committee

iii. Maintain a focus on allyship and campus cohesion

iv.   Continue work on our Athena Swan submission and Disability accreditations.

On a personal note, I would like to thank the wonderful EDI team and all our colleagues and students across the institution who are working tirelessly to improve equity, fairness, and social justice across the University.

Dr Pradeep Passi Pro Vice-Chancellor
(Social Justice and Equity)

Figure 32 Dr Pradeep Passi

Contact us

If you would like to contact the EDI Team with any queries or feedback related to the Delivering Change at Salford Annual Report, please get in touch:

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