



**Middlesex University London**

## **Annual Review of Equality, Diversity & Inclusion**

**1 July 2023 to 30 June 2024**

**Produced by Human Resource Services**



# Annual Review of Equality, Diversity, and Inclusion 2023/2024

Human Resource Services, October 2024

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## **Section 1: Executive Summary**

### **1. Introduction**

- 1.1 At Middlesex University we strive to create a fairer world by embedding diversity, inclusion and equality in all that we do. This principle underpins our [University Strategy 2031](#) and is a key theme in our People and Culture Strategy. The University is aware of, and committed to, meeting its obligations under the Equality Act 2010 and the public sector equality duty. We seek to cultivate a safe and inclusive working and learning environment for all staff and students. We believe that cultivating an inclusive workplace where staff, students, customers and stakeholders are treated with dignity and respect is everyone's responsibility.
- 1.2 Our workforce monitoring data forms a part of the information that we collate, monitor and then publish to ensure that equality considerations are embedded within our employment policies and practices. This annual report provides a statistical analysis of data for 1 July 2023 to 30 June 2024 and gives an overview and analysis of the following protected characteristics: age, pregnancy and maternity, race, religion and belief, disability, sex, and sexual orientation.
- 1.3 Our vibrant, global community is a source of inspiration and pride. We view diversity as a strength and value the range of knowledge, skills and experiences that our staff bring to work. Notable successes during the academic year 2023/24 are highlighted here along with details of key activities planned to further embed equality, diversity and inclusion in 2024/25 and beyond.

### **2. Progress and key achievements during 2023/24**

- 2.1 Key achievements in respect of diversity include being awarded the Race Equality Charter (REC) Bronze Award. There are currently 101 REC members in the HE sector and 52 of them, including us, hold awards which demonstrate the significance of this great achievement.
- 2.2 The use of Charters and Awards such as those listed above provides a framework for self-assessment, planning and action. It is this "knowledge into action" process that is important, rather than simply achieving an award. We are currently where we had hoped to be against our Athena Swan actions, with 21 complete and 26 ongoing out of 105 actions.

- 2.3 The staff diversity networks, with support from the Inclusion and Wellbeing team, identify opportunities and plan key activities around a calendar of national and international awareness days and months, including Black History Month, LGBT+ History month, and Disability History month. The networks carry out several events throughout the year, including socials and training sessions, to raise awareness of important issues and improve visibility of the networks. The networks also support the development of guidance and policy for staff.

- 2.4 The University has the following staff diversity networks: LGBT+, Disability, Anti-Racism (MDX-ARN), Inter Faith (MDX IFN), Gender, and Parents' and Carers' (PCN). All of the networks have had a successful academic year, running various initiatives to mark key Awareness days and providing informal spaces for colleagues to interact and engage in peer-to-peer support.

### **3. University Student and Staff Profile**

- 3.1 In the academic year 2023/2024, the total number of UK based students was 17,453. 66% of UK students classified themselves as being from a Black, Asian, Minority Ethnic background ('BAME'). In contrast, the total average of UK domiciled students studying in London who declare themselves as 'BAME' is 27% (Advance HE Student Statistical Report 2023). The gender split of our students was 59% female and 41% male, which is above the UK student level in HE (national average) of 57.3% female (Advance HE Student Statistical Report 2023). 34% of our full-time students were aged under 21, which is a decrease of 2% on last year, while 66% were age 21 or above.
- 3.2 As of 30 June 2024, the University employed 1523 (headcount inclusive of Middlesex University and MU Services Ltd) staff on core contracts in the UK, which is a decrease of 107. Of these, 892 (59%) describe themselves as female and 631 (41%) as male (Appendix 19). Middlesex University's percentage of female staff is above the reported level of female staff in UK HEI's at 54.6% (Advance HE Staff Statistical Report 2023). Fewer than 0.06% of staff describe their gender in another way.
- 3.3 There are currently 143 senior managers in the University, inclusive of Professors and the University's Executive Team, which is a increase of 3 from the previous year. The percentage of females in senior management roles is 48%, which is an increase of 4% from the previous year.

- 3.4 The overall percentage of staff from Black, Asian and Minority Ethnic ('BAME') groups increased from 32% in 2023 to 34% in 2024. The representation of 'BAME' staff at Middlesex is higher than the 12.2% of known 'BAME' staff across all HEIs in the UK (Advance HE Staff Statistical Report 2023). The percentage of staff from 'BAME' groups at Senior Manager level at Middlesex increased from 14% to 17% from the previous year. This will continue to be an area of focus for 2023/2024 by way of implementing interventions to support the progression of 'BAME' staff through management grades. The learning from undertaking the Athena Swan charter and Race Equality charter will be used in tandem with respect to the progression of 'BAME' staff.
- 3.5 The percentage of Middlesex staff who declared a disability was 6%, a 1% increase from the last year, which could be the result of encouraging staff to complete the declaration via staff announcements. This remains slightly below the sector average of 6.8% (Advance HE Statistical Report 2023). There will be an ongoing emphasis on encouraging existing and new staff to take advantage of self-declaration of protected characteristics during 2024/25, which can be done through staff self-service on PAFIS. The University undertook the Business Disability Forum's Disability Smart Self-Assessment to evaluate our performance, and we have integrated the feedback into our Disability Confident action plan..
- 3.6 65.6% of the broader HE sector staff are within the age range of 31 to 55 (Advance HE Statistical Report 2023). At Middlesex, the percentage of staff within this age range is lower at 58%. Overall, 31% of our workforce are from ages 56-66+ compared with the sector where it is 18.5% (Advance HE Statistical Report 2023). 6% of Middlesex staff were working beyond age 66, remaining the same as the previous year; this is higher than the sector average of 2.7% of all staff working beyond age 66 (Advance HE Statistical Report 2023). The sector average for staff aged <25 to 30 is 15.8%; at Middlesex this is 9%.

#### **4. Casework Monitoring**

- 4.1 Our casework monitoring data is collated between September to August each year. There were 19 grievance cases during the period and 10 disciplinary cases for the 2023/24 academic year. 11 of the cases were conducted formally for grievance and 6 for disciplinary. 4 of the disciplinary cases were handled informally and 8 grievance cases were managed informally. Regarding the gender split, there were 13 (45%) female and 16 (55%) male cases. 22 (76%) of the cases were raised by White staff compared to 7 (24%) which were from 'BAME' staff (Appendix 31). This report does not distinguish if the cases were related to race,



gender or any other protected characteristic due to the sensitivities and confidentiality of the cases.

## **5. Embedding Equality, Diversity and Inclusion**

- 5.1 We continue to work in partnership with Stonewall and in 2023 were ranked 58 out of 268 institutions in the Workplace Equality Index, moving up 45 places since 2022. Middlesex University ranked 8 out of the 30 higher education institutions that took part in the Stonewall WEI this year. Our focus for 2023 was on embedding the actions resulting from our submission to the Workplace Equality Index. We will be making our next submission to the Stonewall Workplace Equality Index in September 2025.

- 5.2 Following the University's success last year in winning the prestigious 'University of the Year' accolade at the Queer Student Awards for our work in creating safe, welcoming and inclusive spaces for LGBTQ+ colleagues and students; the University was shortlisted and won at the highly commended level in the Queer Student Awards 2024 for both our entered categories, the University of the Year and for the Role Model of the Year: Education.
- 5.3 Following the University achieving Disability Confident Leader (Level 3) status, which recognises our commitment to employing and supporting people with disabilities and long-term health conditions, the Inclusion and Wellbeing Team consolidated the feedback received from Business Disability Forum into a targeted Action Plan for disability inclusion. The team also have undertaken the Business Disability Forum's Smart Self-Assessment Tool and mapped across the results in a structured plan for future implementation.
- 5.4 The University continued its membership of Advance HE's Aurora Leadership programme. The programme is designed to improve the representation of female staff in senior managerial positions within Higher Education by enabling a wide range of female staff in academic and professional roles to engage with leadership development at an early stage in their careers. An eleventh cohort has commenced and mentors have been assigned to support their development.
- 5.5 We have continued to embed an initiative which positions positive action statements across all job posts and on the careers section of our website, to encourage applications from more female and gender non-conforming individuals in masculinised areas. Extending the initiative to the wider community of minority groups, the statements also positively affirm our commitment to actively seeking Black, Asian and minority ethnic applicants.
- 5.6 We continue to embed Equality Impact Assessment as a key assessment when managing change to policy and practice, this is established practice within HR for change management and future EDI annual reports will include summary details on EIAs conducted during the preceding year, with particular emphasis on organisational change and restructures.
- 5.8 We continue to discharge our statutory obligations in respect of gender pay gap reporting annually; this is published in advance of the 30<sup>th</sup> March deadline each year and is made available at Appendix 29, and separately to this report on the government and University website.
- 5.9 EDI Training Programme was launched in September 2023 to encourage conversation and explore aspects of EDI, organised to mark key awareness days/ months e.g. Black History

Month, National Work Life Week, Disability History Month, LGBT+ History Month, Inter Faith Week, etc. These sessions were well attended included the cultural awareness training on Courageous Conversations about Race and Anti-Racism.

- 5.10 In March 2024 the University was recognised with the Mayor's Good Workplace Standard award for our excellent practices in relation to fair pay and conditions, workplace wellbeing, skills and progression, and diversity and recruitment. This achievement is recognised with a letter from our Deputy Mayor, a plaque and being listed as a Good Work Standard employer on the GLA website.
- 5.11 The University hosted its second dynamic and inclusive Neurodiversity Festival on Thursday 21st March 2024, with events across the London, Mauritius and Dubai campuses. The festival was held in the Quadrangle at the London Campus, and opened by Interim Vice-Chancellor. Events included a Global Panel discussion, a performance from Chickenshed, training delivered by Dr. Karisa Krcmar, 'The Reason I Jump' movie screening with director Jerry Rothwell.
- 5.12 An Anti-Harassment Campaign (coined as 'I Feel Safe campaign') was launched in November 2023. The I Feel Safe campaign was created so that everyone knows how to report, call out and challenge unacceptable behaviour. The campaign signposts to staff and student reporting pathways, further information, resources and training opportunities to support staff and students in feeling safe at work and helping to make Middlesex a safe space for others too.

## **6. Race Equality Charter**

- 6.1 We continue to demonstrate our commitment to improving the representation, progression and success of Black, Asian and Minority Ethnic ('BAME') staff and students within Higher Education as a member of Advance HE's Race Equality Charter (REC). Middlesex was awarded the Race Equality Charter (REC) Bronze Award in October 2023. The REC helps member institutions in their work to identify and address the barriers facing racially minoritised staff and students, while also providing a framework for action and improvement. There are currently 101 REC members in the HE sector and 52 of them, including us, hold awards which demonstrate the significance of this great achievement. Following our achievement, Middlesex launched the Diversifying Leadership Programme in March 2024, a key commitment as part of the Race Equality Charter Action Plan to support and increase the diversity of leadership at MDX, ensuring fair and equitable representation and opportunities for growth and development. 25 staff completed the Advance HE in-house Diversifying Leadership Programme, which provided the foundations for real progress towards ensuring diversity of thought and representation in our future leaders.

## **7. Athena Swan**

7.1 We continue to make good progress with eliminating gender bias and developing an inclusive culture that values staff of all genders through our work on the Athena Swan Action Plan. 105 actions were derived from the Athena Swan project, 75 of which are HR focused.

7.2 As part of our commitment to the Athena Swan Action Plan, we are working hard to achieve the objective of addressing the continued masculinised/feminised nature of some academic areas to ensure greater gender balance. In 2023-24, we continued to raise the profile of women in Science, Technology, Engineering, Mathematics and Medicine (STEMM) at the University, demonstrating that women role models can succeed in STEMM careers, and at Middlesex University. In celebration of International Women's Day (IWD), and throughout March 2024. This year's theme was #inspireinclusion, where colleagues got involved in a variety of internal events and externally hosted events and activities, including a Women in STEMM coffee networking event, the 'I Need' performance piece in the Quad on the theme of everyday sexism, and a film screening.

## **8. Stonewall Workplace Equality Index (WEI)**

8.1 Our commitment to LGBT+ inclusion in the workplace was recognised as we obtained Gold status and ranked 58 in the Workplace Equality Index for 2023. Work took place to update our Trans policy and parental leave policies, following consultation with Stonewall. Following the success promoting bi visibility in 2022, the Inclusion and Wellbeing Team and LGBT+ Network organised a trans awareness raising session during the Transgender Awareness Week in November 2023 for all staff. The University plans to further implement and improve on the gaps identified with an intersectional lens to ensure that we remain sector leading.

## **9. Working Families Benchmark**

9.1 MDX has participated in the Working Families Benchmark 2023/24 to assess how well the University supports family-friendly working practices. This benchmark serves as a valuable tool to gauge the current standing and identify potential areas for growth in supporting parents and carers within the University. By evaluating the University's policies and practices, it not only acknowledges the progressive measures we have already implemented but also provides insights into how we can further enhance our support. The ultimate goal is to create an environment where all employees can thrive, making MDX an employer of choice for those who value work-life balance. We look forward to receiving our results in October, which will guide us in our continued commitment to fostering a supportive and inclusive workplace.

## **Section 2. Our Equality, Diversity and Inclusion Policy in Practice**

### **1. Policy and Procedure**

1.1 The following policies/procedures were selected for review in the last 12 months and are still under review:

- Career Break Policy
- Redundancy Policy
- Consensual/ Personal relationships between staff and students Policy
- Social Media Policy
- SOSR
- Overseas working
- Grievance Procedure
- Disciplinary Procedure

1.2 The following policies were updated and re-introduced in the last 12 months:

- Dependency Leave
- Restructure procedure
- Blended Working Guidelines and Flexible Working Policy
- Carers Policy
- Special and Compassionate Leave Policy

### **2. Recruitment**

2.1 The e-recruitment platform has led to increased capability in respect of monitoring recruitment practices and providing management information, which enables HRS to better understand the demographics of staff applying for roles through from application to shortlisting and appointment moving forward.

2.2 Details of the Annual Recruitment Monitoring are included at Appendices 6-9. 141 posts were offered to in 2023/2024, which is a decrease of 80 from the previous year – with 126 appointed. 1773 applications were received, which is a decrease in applications of 51 (3%) on last year. All demographic groups were represented at the application, shortlisting and recruitment stage.

- 2.3 An analysis of the overall data indicates that the number of females applying decreased by 12% from 1018 for 2022/2023 to 892 in 2023/2024, and the number of males applying increased by 8% from 763 last year to 826 this year. This can be accounted for by an overall decrease in applications of 3% on last year. The applicant success rate for females decreased by 34% from 146 successful applications last year to 96 this year. The male success rate decreased by 38% from 71 successful applications last year to 44 this year. Female applicants accounted for 68% of all posts offered, an increase on last year of 2%. A small proportion of applicants preferred not to disclose their gender.
- 2.4 Female applicants accounted for 69% of the appointments to professional support (administrative) positions, an increase of 1.5% on last year. Black, Asian and Minority Ethnic ('BAME') groups accounted for 42% of all professional services appointments, a 3% decrease from last year. 12% of appointments declared a disability, an increase of 3% from last year. Females accounted for 74% of academic appointments, an increase of 9% from last year. 48% of all academic appointments were to people from Black, Asian and Minority Ethnic ('BAME') groups, which is a decrease of 1% on previous year. Last year, 39 appointments were made to 'BAME' applications out of a total of 89 offers (44%); this year 15 appointments to 'BAME' applicants were made out of a total 35 offers (43%).
- 2.5 The overall number of successful disabled applicants decreased from 18 (8%) last year to 12, but in percentage terms, this increased to 9% in 2023/24. Our representation of disabled staff in the workforce is 6%, which is slightly lower than the UK HEI figure of 6.8% (Advance HE Staff Statistical Report 2023). We will also aim to provide feedback to disabled applicants to support their future application success.

### 3. Staff Wellbeing Update – 2023/24

31. Referrals to Occupational Health Services have increased this year by 20%, which may be part of an effort to reduce long-term sickness absence. There has been a notable increase in cases in the 26-55 age range and two-thirds of referrals involve females.

There has been a reduction in staff being referred to OHS for mental health conditions but an increase in those experiencing musculoskeletal injuries, 60% of which are not work-related.

Referral Condition	19/20	20/21	21/22	22/23	23/24
Mental Health home-related stress	3	6	4	2	8

Mental Health work-related stress	7	11	5	4	2
Mental Health combination of stress	18	23	19	22	13
Musculoskeletal not work-related	0	4	5	2	11
Musculoskeletal part work-related	2	2	3	2	6
Long Covid	0	3	7	2	1
Other	33	23	22	26	33
<b>Total Referrals</b>	<b>63</b>	<b>72</b>	<b>65</b>	<b>62</b>	<b>74</b>

Age Group	2022/23	2023/24
<b>19-25</b>	2	1
<b>26-40</b>	11	20
<b>41-55</b>	21	30
<b>56-60</b>	9	8
<b>61-65</b>	14	7
<b>&gt;65</b>	4	4
<b>Total</b>	61	70

Gender	2022/23	2023/24
<b>Male</b>	20	23
<b>Female</b>	40	47
<b>X</b>	1	0

3.2 The University Health and Safety Unit reviewed its assessments process in 2022/23 and implemented a tracking process for all assessments. A total of 145 assessments were undertaken by the team, reducing the number of referrals to third-party service providers and reducing expenditure. Additionally, the institutional knowledge of the assessors means that recommended reasonable adjustments are more likely to be adopted as they take into account the needs of the

staff member and the needs of the business. It has also led to a more holistic approach with elements of workstation, neurodiversity and stress assessments being carried out simultaneously.

Type of Assessment	2023/24
Workstation Assessment	47
Occupational Health Review	12
Personal Emergency Evacuation Plans	6
Pre-Employment Health Questionnaire	47
Pregnancy Risk Assessment	3
Stress Risk Assessment	16
Neurodiversity Assessment	8
Mental Health First Aid Support	6
<b>Total</b>	<b>145</b>

3.3 The University provides all staff with access to an eye test and support towards the cost of lenses for those needing specific adjustments for WDU use. The Health and Safety Officer migrated the eye care scheme from EdenRed to Specsavers in 2023/24 as they offered a service with reduced administration and improved efficiency through their online portal. In total 187 vouchers were issued to staff and the move to Specsavers led to an in-year saving of £11k.

3.4 There has been an increase in the number of staff accessing Spectrum Life for support with their mental health, and an increase in those seeking support for family, relationship and divorce issues and anxiety. This correlates with referrals to our Occupational Health Service for combination and home-related stress support.

Presenting Issue	2020/21	2021/22	2022/23	2023/24
Family, Relationship & Divorce	4	22	15	26
Stress	-	-	11	7
Work-Related Stress	9	11	6	2
Work-Related Issue	-	-	3	1
Anxiety / Worry	17	15	8	25



Depression & Mood	6	8	7	8
Physical Health	4	9	10	-
Traumatic Incident	-	-	3	-
Bereavement	5	6	-	-
Personal Issue	4	4	-	-
General EAP Benefit	3	1	-	-
Alcohol Addiction	-	1	-	-
Legal	2	4	-	5
Financial	1	3	-	3
Career Advice	-	7	-	5
<b>Total</b>	<b>55</b>	<b>91</b>	<b>63</b>	<b>82</b>

The utilisation rate increased from 7.06% in 2022/23 to 11% in 2023/24. Video counselling continues to be the most popular method of counselling.

Female staff continue to be most likely to engage the EAP services, which is also the case in referrals to OHS.

<b>Gender</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
<b>Female</b>	87%	74%	73%	76%
<b>Male</b>	6.5%	25%	27%	18%
<b>Other</b>	6.5%	1%	-	6%

3.5 The Inclusion and Wellbeing team ran a programme of mental health sessions to help raise awareness and help to educate staff so that they may better look after themselves, colleagues and students. These sessions received positive feedback and were attended by 148 members of staff.

<b>Mental Health Training Programme 2023/24</b>	<b>Attendees</b>
PART A: Background for effective conversations about mental health	19
PART B: Having effective conversations about mental health	10
Lunch and Learn - The importance of language: How to talk about mental health	14
Lunch and Learn - Understanding and supporting others with anxiety	15
Lunch and Learn - The new normal: Managing your mental health in a post-Covid world	8
Lunch and Learn - Setting boundaries: Supporting others with their mental health whilst protecting your own	15

PART A: Background for effective conversations about mental health	11
Your Mental Wellbeing at MDX	5
PART B: Having effective conversations about mental health	12
Lunch and Learn – Good Mood Food: Nutrition for positive mental health	7
Lunch and Learn - The Science of Wellbeing: what positive psychology tells us about how to be well	8
Managing your wellbeing: Addressing the emotional impacts of change	6
Managing your wellbeing: Recognising and dealing with signs of stress	6
Managing your wellbeing: Establishing healthy boundaries	7
Managing your wellbeing: Addressing the emotional impacts of change	5
<b>Total Attendees</b>	<b>148</b>

3.6 Three members of the Inclusion and Wellbeing Team also undertook Mental Health First Aid Refresher training in 2024 to ensure that the MDX Kind Mind service could provide the most effective support for staff.

The Inclusion and Wellbeing Mental Health First Aiders (MDX Kind Mind Team) ran 4 online and 3 in-person Tea and Talk sessions with the aim of providing a safe and informal space to encourage conversation and peer-to-peer support.

#### **4. Academic Promotions & Progression 2023/2024**

4.1 In the year 2023/24, the figures provided in graphs (Appendix 12-14) account for the Progression and Promotion from Lecturer to Senior Lecturer, Promotion from Senior Lecturer to Associate Professor and Associate Professor to Professor. A new promotions model was introduced in July 2022 as a key action from the Athena Swan Action Plan.

4.2 Under the revised criteria for promotion from Lecturer to Senior Lecturer, 15 staff were promoted; 9 (60%) were White and 6 (40%) were from a 'BAME' background. 15 staff successfully progressed from Lecturer to Senior Lecturer; 12 (80%) were White and 3 (20%) was from a 'BAME' background. In terms of promotion from Senior Lecturer to Associate Professor, 13 staff were promoted; 9 (69%) were White and 4 (31%) were from a 'BAME' background.

4.3 This year, 10 (67%) males and 5 (33%) females were promoted from Lecturer to Senior Lecturer. In terms of progression from Lecturer to Senior Lecturer, 8 (53%) staff were male and 7 (47%) were female. 12 (40%) of all academics progressed/ promoted were female and 18 (60%) were male (Appendix 12). Of the 13 staff who were promoted from Senior Lecturer to Associate Professor, 6 (46%) staff were male and 7 (54%) were female.

#### **5. Organisational Staff Development 2023/2024**

- 5.1 Employees are regularly informed and reminded of their role in implementing the University's EDI policies and procedures through various channels, including compulsory training, induction, Clear Review discussions, and professional development initiatives. Diversity awareness is integrated into the staff induction process, helping new employees understand Middlesex University's ongoing EDI efforts and encouraging their participation in our existing diversity networks.
- 5.2 The EDI training module remains compulsory for all staff and is a key component of the onboarding process for new employees and training activities related to recruitment and selection. This module covers topics such as policy, approach, and commitment to diversity; the concept and importance of equality; addressing discrimination; strategies for handling unacceptable behaviour; and understanding, identifying, and overcoming bias. Currently, 1564 members have successfully completed the EDI training module, 200 over the past year.
- 5.3 Several additional online courses have been added to the EDI training collection this year, including Bullying and Harassment; Becoming an inclusive organisation; How to identify and stop using ableist language, and Inclusive leadership and Families.
- 5.4 The Learning and Development Manager continues to seek input from the Inclusion and Wellbeing team for new training initiatives, incorporating their guidance to ensure that all training sessions are accessible, inclusive, and beneficial for all staff members. Inclusion and Wellbeing training is now included in the monthly Staff Development email bulletin to staff and the Staff Development brochure.
- 5.5 The Staff Development team and Inclusion and Wellbeing team have worked together to create the first in-house Diversifying Leadership programme in collaboration with Advance HE. The cohort consisted of 26 university colleagues across the Faculties and Professional Services from Black, Asian, and Minority Ethnic backgrounds. The programme focussed on developing leadership practice and exploring the concepts of power and influence, cultural identity and navigating the cultural challenges they face within higher education.
- 5.6 The programme received excellent feedback from participants and enhanced our EDI reputation externally via platforms such as LinkedIn. Plans are underway to receive expressions of interest for the next Middlesex cohort who will join the Advance HE open cohort. Additionally, a new Community of Practice will be launched for the participants of the Diversifying Leadership Programme to continue their learning and development leadership journey.

- 5.7 A number of Staff Development training sessions have been created to support staff across all grades from four to senior management through the Change Programme.

These include:

- Preparing for application and interview
- Personal empowerment: Bringing uncertainty under control
- The Grit Factor: Harnessing passion and perseverance
- Bridging the gap from uncertainty to clarity

- 5.8 Additionally, in collaboration with Hays Outplacement Services, the Staff Development team have commissioned various workshops and executive and non-executive external coaches to support staff across all grades to either achieve their potential within Middlesex, or leave the University with support to secure future employment.

Sessions include:

- Skills awareness, CV writing and supporting statements
- Interview competencies and techniques
- Job search and networking
- Career change and self-employment

105 staff have completed 11 courses across the Organisational Change programme suite. Registrations have included grade 4 to senior manager, age range 22-71, a gender split of F:64%; M: 28%; Other: 8% and a spread across 16 ethnicities.

- 5.9 With 94 successful participants to date, the Aurora programme continues to offer leadership development opportunities to women in the early stages of their careers. This year, 12 participants took part in the programme which included development days, action learning sets and a series of speakers. The Aurora Community of Practice, aimed at creating a platform for continued support, learning, and networking is due to be launched at the start of the 2024/25 academic year.
- 5.10 Staff have the opportunity to pursue further leadership development through our staff apprenticeship programmes. Currently, 41 staff apprentices are participating in mixed

cohorts with the NHS and TfL providing a rich and diverse learning environment across the following programmes:

- Senior Leader MBA (level 7)
- Coaching Professional Diploma (level 5)

- 5.11 Cohorts consist of a mix of senior managers, professional service staff, technicians, and academics, taught in mixed cohorts to enhance specific knowledge, skills, and behaviours that they can integrate into their workplace. This fosters a common commitment to EDI, establishing mutual responsibilities for appreciating diversity across different roles, grades, communities, and cultures.
- 5.12 The Coaching and Mentoring Academy was launched in April 2024 to support and enable a coaching culture across the university. The Academy provides developmental opportunities for staff of all levels to improve their understanding and abilities in coaching and mentoring, enabling them to facilitate valuable, constructive, and supportive conversations within their teams. The availability of support for staff has been particularly important during the Change Programme.
- 5.13 Coaches are welcomed into the Academy directly on the successful completion of the Coaching Professional Apprenticeship programme which is accredited by EMCC Global. There are currently 14 staff coaches from diverse roles, grades and backgrounds available to coach members of staff via the Academy.
- 5.14 There are currently 12 active coachees within the Academy, comprising a grade range 5-9, age range 18-70, a 50:50 gender split across 3 ethnicities. The Coaching Community of Practice launched in June 2024 which will include various CPD opportunities for coaches to continue their development. A new EMCC Global accredited Mentoring programme will be launched in September 2024. Expressions of interest are currently being welcomed from staff across all roles, grades and cultures to participate. In addition, there are currently 21 mentors from diverse roles, grades and backgrounds, who are available to mentor members of staff via the Academy. There are currently 10 mentees active within the Academy, comprising a grade range of 4-SM, age range 18-60, an 8:2 female/male gender split across 10 ethnicities.

## **6. Learning and Teaching – Centre for Academic Practice Enhancement (CAPE)**

- 6.1 This year has seen significant developments for the entirety of our educational provision, building on the work of recent years (authentic assessments, practice-based pedagogies,

inclusive curriculum) to consider our offer and structure of programmes to promote, and support, equity of learning. The focus for 2023/24 has been on the undergraduate provision with 2024/25 focus on post graduate taught provision, apprenticeships and partners. This approach has been adopted across all our three campuses nuanced to specific campus and programme needs.

- 6.2 The focus of our educational efforts has been focused on reshaping our programme offer to reflect the principles of the Learning Framework 2031. These principles have been developed through a range of mechanisms of learning from best practice in the sector relating to student engagement, progressions, achievement and satisfaction, industry needs and listening to feedback based from our students, Middlesex colleagues and other key stakeholders.

The principles reflect our commitment to equality, diversity and inclusion with the core principles as follows:

1. Our academic year
2. Programme structure
3. Module structure
4. Student groups
5. Integrated curriculum design
6. On campus and online teaching
7. Assessment

- 6.3 Changes to our academic, year and structure support our students, colleagues and the institution in multiple way with the focus on student continuation, progression, achievement and satisfaction to reflect a high quality learning experience. Students will experience learning a broad disciplinary base, studying a range of disciplines in a common first year before making choices about their elective modules in levels 5 and 6, where appropriate. Changes to 30 credits as our standard offer supports student learning, planning and organisation of their studies with students completing and progressing two modules per semester. Assessment design supports student learning and progression with embedded ongoing formative feedback, the removal of exams, unless required by PSRBs, authentic in nature to support the learning aligned to graduate employment and the streamlining of summative assessments to a maximum of two per 30 credits. Where there are two summative assessments, one will be placed mid module to avoid assessment bunch for students, reducing anxiety and supporting planning.

- 6.4 Acknowledging the myriad of other responsibilities that students have (caring responsibilities, paid work) a consolidated timetable of three days on campus allows students to plan their time accordingly. Learning technologies are employed to scaffold the learning experience for students to revisit key concept videos and materials with face to face timetabled sessions focused on engaging and interactive learning.

The principle of integrated curriculum design ensures a range of integrated themes (including inclusive curriculum, health and well-being, co-leadership, graduate competencies, internationalisation, employer engagement, etc.,) are built into the curriculum.

- 6.5 To support colleagues to develop their curriculum aligned to the 2031 Learning Framework a series of ten Learning and Teaching Showcases were hosted across global Middlesex with representation and attendance from all three campuses. Topics covered included:

- Developing an inclusive and accessible learning environment
- Student belonging
- Artificial Intelligence (AI) and Assessment
- Embedding Sustainability into the Curriculum
- Educational Technology in Action
- Supporting Gender and Sexual Minority Students in Higher Education
- The Careers and Employability Curriculum
- Practice Based Learning
- Embedding Health and Wellbeing in the 2031 Learning Framework
- Work based Learning Pedagogy in Practice

Furthermore, our Educational Summit hosted in May showcased 11 sessions with over 40 contributors and 250 online attendees from across our three campuses supporting activity for the learning framework. Key themes included: Design, Delivery, AI and Assessment, [Sustainable Development Goals](#), Employability, Active Learning, Key Concept Videos, Student Belonging, the impact of the Lifelong Learning Entitlement (LLE) on the 2031 LF and the initial findings of the 2031 LF evaluation work.

## **Section 3: Diversity Demographics 2023/2024**

### **1. Age**

- 1.1 The age profile at the University continues to be weighted towards the middle age ranges. 992 (65%) of our staff are aged between 36 and 60, which is higher than the UK demographic of 61.9% (Advance HE Statistics Report 2023). The number of staff working beyond age 66 is 86 (6%) which is higher than the UK Average of 2.7% of staff (Advance HE Statistics Report 2023). Staff aged 30 and under make up 9% of staff at Middlesex compared to 15.8% nationally in HEs (Advance HE 2023 Statistical Report).

### **2. Pregnancy and Maternity**

- 2.1 The University remains committed to providing opportunities for all staff and students to continue their work and studies when they have children or adopt. We continue to monitor the legislative changes that occur in this area and aim to provide policies and an environment that is free of disadvantage to staff and students starting a family or who already have children.

### **3. Race**

- 3.1 34% of all staff are from a Black, Asian or minority Ethnic ('BAME') group which is an increase of 1.9% from last year. It is important to note that the government continues to consult on the implementation of ethnicity pay gap reporting.

### **4. Disability Equality**

- 4.1 Middlesex University has implemented Disability Confident which is the "Positive about Disability" symbol accreditation and have obtained Level 3 Disability Confident Leader status. During recruitment for 2023/24, the number of applicants declaring a disability was 122, which is 7% of applications received. 10% of all shortlisted applicants had a declared disability. Of all the successful applicants offered a position, 8.5% had declared a disability which is an increase of 1.3% from last year.



- 4.2 Communications around the benefits of disclosing a disability will continue along with communications around the support available to staff through the Disability Network and through wellbeing initiatives at the University.

## 5. Sex - Gender Equality and Gender Pay Gap

- 5.1 We currently employ 892 (59%) female staff in the University and 631 (41%) male staff. There are 143 staff in the senior manager category including the University Executive Team (UET), which is an increase of 3 staff from last year; of this figure 69 of senior managers (48%) are female and 74 (52%) of senior managers are male.
- 5.2 All staff, with the exception of senior managers, are on Higher Education Role Analysis (HERA) grades 1 to 9. Posts below senior manager are evaluated using the HERA job evaluation tool. There is some flexibility in choosing the appropriate starting salaries, e.g. relevant experience and current salary, and all staff progress incrementally until they get to the top of the scale. Each grade has a number of performance related points managed under the University's contribution pay scheme.
- 5.3 We continue to review average pay for male and female staff for each role to see if there are any issues that we need to address in relation to staff performing "work rated as equivalent" (HERA evaluated). The grade bands allow for a transparent pay structure with annual increments received each year to the top of the grade. In instances when the pay differentials are more than 5%, this is highlighted for further review.
- 5.4 An annual national pay award applies to all staff below senior manager. Senior manager roles are evaluated using the HAY evaluation process. Individual senior manager pay is also evaluated annually on performance related assessment. Skills, experience and benchmarking are taken into consideration when setting starting salaries.

### Gender Pay Gap – All staff

- 5.5 The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, requires the University along with most public sector bodies to show how large the pay gap is between its male and female staff i.e. the difference between the **average** (mean and median) earnings of men and women. This is expressed as a percentage of men's earnings.
- 5.6 The University as a large employer (defined as 250 plus staff) is required to analyse and publish gender data annually, concerning pay and bonuses at the proscribed 31 March census date on both its own website and the Government website page <https://gender->

pay-gap.service.gov.uk. The pay gap that is reported for statutory purposes does not include MU Services Ltd. as it is a separate entity and we are not required to report fewer than 250 employees. However, MU Services Ltd. is included in this Annual Review and disaggregated to demonstrate the distinction in the pay gap. (Please note that the terms/conditions/pay are the same for both Middlesex University and MU Services Ltd. staff)

- 5.7 The pay gap for Middlesex University (excluding MU Services Ltd.) provides for a total employee headcount figure of 2,081 at the census point of 31 March 2024. The staff headcount figure is noticeably higher than that which is used in the wider Annual Monitoring Report due to the statutory requirement to include student employees contracted through MDX Works. The majority of these students undertake very fractional duties but are nevertheless included under the Government's reporting specification. MU Services Ltd. has a headcount of 181 employees (at 31 March 2024).
- 5.8 At the census date Middlesex University (excluding MU Services Ltd.) had a gender pay gap of 9.6% (mean average) and 12.1% (median average) in favour of males (a 1% mean and 4.2% median increase from 2023). These figures are inclusive of hourly paid staff, a majority of whom are on very fractional contracts, and students employed through MDX Works. As at 31<sup>st</sup> March 2024, MU Services Ltd. had a gender pay gap of -11.6% (mean) and -5.2% (median) in favour of females. This was a 4.5% mean and 4.2% median increase in favour of female staff from the previous year. This significant change could be attributed to the appointments of more females in senior posts.
- 5.9 It is noted that the University gender demographic is proportionately higher across the University in terms of female staff at 59% and that females have a higher representation in grades 1-8. The University figures (including MU Services Ltd.) remain lower than the mean gender pay gap for all staff in HEI's, which Advance HE reported in their 2023 Statistical Report as a mean gender pay gap of 14.2% (down 0.6% from 2022) and a median of 8.5% (the same as in 2022 benchmark).
- 5.10 In respect of bonus payments (unconsolidated payments) that were paid in the 12-month period up to 31 March 2024 (excluding MU Services Ltd.) the gender pay gap is 9.3% (mean) in favour of men (an increase of 5.1% from last year) and the median difference is 19.5% (an increase of 19.5% on last year). The mean and median value have increased over the year, although fewer men (21) received a bonus compared to women (32), the bonuses they received were higher.
- 5.11 For MU Services Ltd. the mean bonus gender pay gap is 17.2% in favour of men (an increase of 18%) and the median is 17.2% in favour of men, a decrease of 5.9%. Although fewer MU Services

Ltd. staff received bonus payments (female: 2, male: 2), the bonus payments received by male staff were proportionally higher than that of the female staff.

- 5.12 We are also required to report the gender representation of staff split in quartiles relating to their total pay. This shows that females make up a higher percentage of the University workforce in all but the top pay quartile for Middlesex University staff, where the split is 51.7% male to 48.3% female (Middlesex University), which is a 1% increase for female staff from last year. However, the top pay quartile for MU Services Ltd. decreased from 37.5% to 33.3% males, and increased from 62.5% to 66.7% for female staff (an increase of 4.2% from previous year). The split for the four quartiles is also set out in Appendix 1.

#### Gender – Trend Analysis 2022 to 2024 (All Staff inc. MU Services Ltd.)

	2022	2023	2024
<b>Mean</b>	11.0%	8.2%	8.6%
<b>Median</b>	10.0%	5.8%	8.0%
<b>*Headcount: Female</b>	1514 (59%)	1452 (58%)	1319 (58%)
<b>*Headcount: Male</b>	1066 (41%)	1049 (42%)	943 (42%)
<b>Student: Female</b>	378 (65%)	371 (63%)	328 (65%)
<b>Student: Male</b>	207 (35%)	214 (36%)	179 (35%)

\*Includes students

- 5.13 According to the year-on-year analysis within the last 3 years (2022-2024), there has been an improvement in the reduction of the gender pay gap from 2022 to 2023 as per the table above. However, the figures have increased by 0.4% (mean) and 2.2% (median) in 2024. This trend in gradual reduction can be explained by attrition of staff due to resignation, restructuring, redundancies and severance schemes over the past two years. From April 2023 to March 2024, 60% of leavers were female.
- 5.14 Despite the attrition of staff over the past three years, there has been an upward trend of more female staff appointed to the professorial band and a downward trend of male professors due to retirement and resignation. This is also apparent in more female senior managers and a reduction in male senior managers between 2022 and 2024.

- 5.15 The biggest change can be seen regarding the hourly rate quartile pay band. There has been an upward trend since 2022 of more female representation in the top Quartile (4): 48.2% in 2022, 49.4% in 2023 and 49.6% in 2024.
- 5.16 Between 2022 and 2024, 59% of female core staff were in grades 2-9. Despite the higher percentage of female staff within grades 2-9, the mean and median pay differential has consistently been in favour of male staff over the years – 2022: mean 6.6%, median 8.0%; 2023: mean 5.0%, median 7.9%; 2024: mean 5.3%, median 6.2%.

### **Student Profile**

- 5.17 There were 507 students employed by MDX Works as of the reporting date 31<sup>st</sup> March 2024, 328 (65%) females and 179 (35%) males. This has been consistent over the past three years with a slight fluctuation in 2023 with 63% female students employed.

### **Ethnicity Pay Gap – All staff**

- 5.18 Middlesex University's Ethnicity Pay Gap at the reporting date of 31 March 2024 was 16.9% (mean) a 7.2% increase from 2023's figure and 17.6% (median) compared with 2023's figure of 9.7% (median) in favour of White staff (Appendix 2). This figure is based on a staff headcount of 2,081, including hourly paid staff and students (2,372 in 2023). MU Services Ltd.'s ethnicity pay gap at the reporting date of 31 March 2024 was 15.4% (mean or average) a 19.2% decrease from last year and 10.5% median (an increase of 10.9% from 2023) in favour of White staff with a headcount of 181 staff. Advance HE reports (2023) that the overall ethnicity pay gap for UK staff is 0.9% (mean) and 0.1% (median); in contrast, the pay gap for London is reported as 14.1% (mean) and 11.4% (median). For non-UK staff, the mean and median ethnicity pay gaps were 13.0% and 8.5%, respectively. The increase in the pay gap at both Middlesex University and MU Services Ltd. although was influenced by i) small cumulative changes in staff attrition in senior managers, grades 7-9 and grades 3-6; ii) a significantly higher mean hourly rate for senior management positions held by White staff (this could be due to the length of service), despite there being an increase in the appointment of more 'BAME' (4) senior managers in 2024, but the main contributing factor was an increase in the student ethnicity declaration rate.
- 5.19 The Bonus Pay Gap (contribution related pay) was reported as 6.9% (mean) and 11.9% (median) in favour of White staff (excluding MU Services Ltd.). 26% of those receiving bonuses were

'BAME' (the same as last year). For MU Services Ltd staff, the mean bonus pay was 40.4% and the median bonus pay gap was 42.4%, respectively. The proportion amount that White staff received was higher by comparison, and more White staff received bonus payments, hence the high mean and median in favour of White staff.

- 5.20 It is noted that the total University demographic for staff from 'BAME' backgrounds is 34% and those from a White background represent 66% of University staff. It is also clear that there is a higher proportion of minority ethnic staff at grade 4 (51% of staff at that grade), and at grade 5 (56% of staff). Grade 6 is more representative of the University demographic with 33% of minority ethnic staff; whereas, at grade 7 it is 39% (8% increase from 2023) and 27% at grade 8 respectively (a decrease of 4% from the 2023 figure of 31%). At grade 9 the figure is 28% (3% increase from 2023). Within senior management, this figure for staff from 'BAME' backgrounds is 16% for academic staff (2% increase from 2023) and 25% for professional services staff (an increase of 11% from the 2023 figure of 14%).

#### **Ethnicity Five way split – All staff**

- 5.21 Since 2023, we have decided to disaggregate the data from the 'BAME' category to better understand disparities and outcomes for specific ethnic groups (Appendix 3). The ethnic minority groups are:
- Black (includes Black Caribbean and Black African)
  - Asian (includes Indian, Pakistani, Bangladeshi, Chinese, and other Asian categories)
  - Mixed (includes any mix of the above categories, including White)
  - Other (where staff have disclosed that their ethnicity does not fall into the above categories or any of the White ethnic groups).
- 5.22 The mean and median pay gap for Middlesex University staff within the ethnicity categories compared to White staff was: Black (19.9%; 22.0%), Asian (17.6%; 24.7%), Mixed (12.6%; 24.1%), Other (11.5%; 10.0%). It is evident that for Middlesex University, White staff earn significantly more, on average, than those from almost all other ethnic groups. For MU Services Ltd. staff, the mean and median pay gap was: Black (10.8%; 11.1%), Asian (15.0%; 8.7%), Mixed (26.7%; 14.2%), Other (19.6%; 11.1%). The disaggregated data has changed since last year, whereas the median pay gap was in favour of Black and Mixed staff in 2023. This shows that the ethnicity pay gap has increased and when reviewing the data, there were 49% of MU Services Ltd. staff that are from White background. The data also shows 67% and 53% of White staff in the top quartiles, 3 and 4. (Appendix 3).
- 5.23 The mean and median Bonus Pay Gap for Middlesex University (excluding MU Services Ltd.) within the ethnic groups was reported as Black (15.1%; 11.9%), Asian (10.8%; 2.6%), Mixed (-

1.2%; -7.0%), Other (-31.7%; -39.1%). The mean and median bonus was in favour of White staff except for staff in the Other and Mixed categories, whereby the bonus payment was higher. Although the mean and median were higher for Mixed and Other staff, there were fewer staff in those categories receiving bonuses compared to White staff and the proportion of the amount received by Mixed and Other staff was higher. For MU Services Ltd., the mean and median Bonus Pay Gap within the ethnic groups was reported as Asian (40.5%; 42.4%) in favour of White staff. There were no bonus payments for Black, Mixed and Other categories/groups.

#### **Ethnicity - Trend Analysis 2022 to 2024 (All Staff inc. MU Services Ltd.)**

	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Mean</b>	14.4%	10.6%	18.5%
<b>Median</b>	15.3%	9.8%	23.7%
<b>*Headcount: White</b>	1614 (63%)	1332 (53%)	1332 (59%)
<b>*Headcount: 'BAME'</b>	815 (32%)	610 (24%)	880 (39%)
	151 (6% Unknown)	559 (22% Unknown)	50 (2% Unknown)
<b>Student: White</b>	221 (38%)	16 (3%)	176 (35%)
<b>Student: 'BAME'</b>	213 (36%)	20 (3%)	284 (56%)
	151 (26% Unknown)	557 (94% Unknown)	47 (9% Unknown)

\*Includes students

- 5.24 As per the above table, it can be seen that the ethnicity pay gap has increased significantly in 2024 (Mean: 18.5%, Median: 23.7%) despite dropping in 2023 (Mean: 10.6%, Median: 9.8%). This change is the result of significantly low declaration rate of ethnicity in 2023 from students, whereby the pay gap was lower.
- 5.25 From 1 April 2023 to 31 March 2024, 69% of leavers were white. There have been more White academics (grades 7 to 9) leaving the University compared to BAME academics. In addition, higher attrition of White admin staff (grades 2-9) has been reported over the past three years. However, there are lower proportion of BAME staff in grades (7-9) compared to White staff – this has been a consistent trend, despite improving by 1% year on year (2022: 28%, 2023: 29% and 2024: 30%). The majority proportion of BAME staff (2022: 40%, 2023: 40% and 2024: 43%) occupy grades 2-6 compared to White staff (2022: 60%, 2023: 60% and 2024: 57%) – this difference in grades does not reflect the Universities demographic representation of 'BAME' staff of 34%.

#### **Student Profile**

- 5.26 According to the ethnicity data, the declaration rate has improved significantly in 2024 with 91% of students stating their ethnicity compared to 6% in 2023 and 74% in 2022. The declaration data

provides a more accurate picture of the ethnicity pay gap as in 2023 over 20% did not disclose their ethnicity (94% of which were students). This may have been attributed to the skewed ethnicity pay gap in 2023.

### **Disability Pay Gap – All staff**

- 5.27 From 2023, the University decided to voluntarily report on the disability pay gap. The term 'disabled staff' is used to refer to those who indicated that they are disabled on their HESA staff record. The term 'Non-disabled staff' is used to refer to those staff who indicated that they are not disabled or whose disability status is unknown. The data is aggregated with both core Middlesex University and MU Services Ltd. staff due to the low numbers and to avoid identifying individuals. The Disability Pay Gap at the reporting date of 31 March 2024 was 2.9% (mean) an increase of 2.2% from last year and 12.3% median (6.9% increase) in favour of non-disabled staff. This figure is based on a staff headcount of 1538 (excluding hourly paid staff and students). Advance HE reports (2023) that the overall disability pay gap is 10.4% (mean) and 8.7% (median). The mean value is considerably higher compared to Middlesex University, however, the median value is lower, which is 3.6% higher for Middlesex University than that of Advance HE figure.
- 5.28 The mean Bonus Pay Gap (contribution related pay) was reported as 20.5% (-22.3% in 2023) and the median was 5.4% (-27.5% in the previous year) in favour of non-disabled staff (including MU Services Ltd.). Whereas, in 2023 it was in favour for disabled staff – a 42.8% mean and 32.9% median increase. Although there were fewer disabled staff receiving bonus payments compared to non-disabled staff, the number increased by 50% and it decreased by 26% for non-disabled staff. This was a contributing factor that the amount received by disabled staff was lower by comparison, therefore, the mean and median values were in favour of non-disabled staff.
- 5.29 There is an equal distribution regarding the representation of disabled staff split in quartiles 1 (5.7%) and 2 (6.0%) similar to that of the University staff profile (6%). Although the representation in quartile 3 is lower (2.3%), it is higher in the top quartile with 7.6%. The split for the four quartiles is also set out in Appendix 4.

### **Pay gap and equal pay**

- 5.30 It is stressed that the gender/ethnicity/disability pay gap and equal pay are different things. Unequal pay is the unlawful practice of paying men and women differently for performing the same or similar work or work of equal value. Whereas, the gender/ethnicity/disability pay gap is a measure of the difference between the average hourly earnings of men and women or average

hours of White and 'BAME' or average hourly earnings of non-disabled staff and those who have declared a disability and is impacted by the number of people with those characteristics in different roles within an organisation.

- 5.31 Middlesex University introduced a single pay structure for all of its staff below the level of Senior Manager/Professor in 2010. The introduction of Higher Education Role Analysis (HERA) to underpin the single pay spine provided a much higher degree of assurance to the University that its pay arrangements for the majority of its staff are underpinned by the rigour of job evaluation aligned to an agreed and transparent pay structure. HERA continues to be used to allocate grading for all new posts Grades 2-9 (grade 1 is no longer in use due to London living wage commitments) and for re-grading when there are changes to posts. As such we have confidence in mitigating any risk of unequal pay within these grades.
- 5.32 Our Senior Managers and Professors are not placed on a pay scale, and senior manager roles are evaluated using the HAY Job Evaluation methodology and placed within pay ranges. Pay progression and bonus payments are linked in part to individual performance assessment and are annually reviewed by the Senior Manager and Professors Remuneration Committee, chaired by the Vice-Chancellor. The other key factors affecting pay considerations are internal and external pay benchmarking and with respect to Professors their international and national standing within their field. As with any pay system that determines pay in part on managerial judgement, there will be an ongoing requirement to consider any internal pay inequalities on an annual basis.

## **Academic Staff**

- 5.33 According to data published by Advance HE in 2023, the average or mean gender pay gap for Academic Staff in London is 11.3%, with the median gender pay gap at 6.4%. There is a mean pay differential in favour of male staff 2.3%, an increase of 0.6% from last year, and median pay difference is 0.0% (zero) as observed in respect of all Academic Staff for Grades 7 (L), 8 (SL) & 9 (AP). In comparison, the pay gap for all academic related staff at Middlesex University including GAA, SGAA, AL, L, SL, AP and SM Academic, Researchers is 6.6% mean and 0.0% median. An analysis of the Professorial gender pay gap demonstrates a mean gender pay gap of 9.1% up from 4.6%. Although there was an increase of both female and male professors promoted in the last academic promotion round, the total/combined hourly rate for male was higher, hence the 4.5% increase in favour of men. The median gender pay gap was 2.4% down from 3% in 2023. The professoriate is made up of 40 male to 24 female members. There is an increase of 2 males and 3 females from the previous year.



- 5.34 The mean ethnicity pay gap for UK Academic Staff in London is 11.3%, with the median ethnicity pay gap at 6.4% (Advance HE Staff Statistical Report 2023). At Middlesex University, it is 3.6% (mean) and 2.8% (median) for all Academic Staff on Grades 7 (L), 8 (SL) & 9 (AP). However, there is a higher pay gap for all academic related staff at Middlesex University including GAA, SGAA, AL, L, SL, AP, SM Academic and Researchers, which is 9.2% (mean) and 5.5% (median). The Professorial ethnicity pay gap is -0.5% (mean) in favour of 'BAME' staff and 1.9% (median) in favour of White staff, respectively. The professoriate is made up of 52 White and 12 'BAME' staff.
- 5.35 Analysis of academic breakdown of the disability pay gap is not reported due to low numbers and is aggregated in the 'Disability Pay Gap – All Staff' section.

### **Professional Services**

- 5.36 An analysis of the Professional Service Staff gender pay gap at each grade demonstrates a decrease from last year in grades 2 to 9 (grade 1 is not in use due to London living wage commitments) at a mean gap of 5.0% (6.0% in 2023) and a 0.1% median differential (0.0% in 2023).
- 5.37 The gender pay gap for non-academic senior managers (Senior Managers Admin) at the census date of 31 March 2024 currently shows a mean gender pay gap of -3.6% (6.0% in 2023) and a median of 3.4% (7.9% in 2023). Due to staff turnover and new hires in the last year, it is possible that movements at this level have decreased the changes in pay gap and the mean is in favour of female staff. The length of service has a clear impact on roles at this level with staff with longer periods of service uncapped in cost of living increases. There are 14 male and 22 female staff in this category compared to 2023 where there were 18 male and 17 female staff (a decrease of 4 male and an increase of 5 females). As this category covers a wide range of roles from Service Heads down to Function Heads and Deputies, it is assumed that there may be elements of both occupational segregation (as with Professors) and vertical segregation, with typically more female staff at the lower end of the senior management pay hierarchy. However, this has shifted with the mean pay gap in favour of females due to attrition of male staff and an increase of female senior managers.
- 5.38 The Professional Service Staff ethnicity pay gap in grades 2-9 demonstrates a mean of 9.4% and a median of 14.6% in favour of White staff. Whereas, at the Senior Manager Admin level the mean and median pay gap is 7.2% (mean) and 4.1% (median).
- 5.39 Similar to academic staff, due to low numbers, the professional service staff disability pay gap is not reported and is aggregated in the 'Disability Pay Gap – All Staff' section.

## **Bonus Payments (inclusive of Middlesex University and MU Services Ltd. staff)**

- 5.40 It is worth noting that the bonus payment mean and median gender pay gap have increased from 4.1% in favour of males in 2022 to 7.5%, with a median bonus gender pay gap change from 0.0% in 2023 to 19.5% in favour of males in 2024. This change is driven by a decrease number of bonus payments awarded to female staff in this reporting year.
- 5.41 The mean bonus ethnicity payment has reduced compared to 2023 figure, with a mean of 9.8% (84.1% in 2023). However, the median has increased to 13.3% (0.0% in 2023). The reason the mean and median figures are higher is because the amount that 'BAME' staff received was lower by comparison to that of White staff. It should be noted that the University agreed to include all hourly paid staff and students where possible from 2022.
- 5.42 The disability bonus information inclusive of Middlesex University and MU Services Ltd. is mentioned in the previous section (Disability Pay Gap – All Staff).

## **2024/2025 Targeted activities**

- 5.43 Gender, ethnicity and disability pay gap reporting will continue to be monitored and reviewed by the University's Equality, Diversity and Inclusion Committee (EDIC), which comprises membership of all the diversity networks including the Gender, Disability and Anti-Racism Networks. This is a targeted activity for our Gender Equality Plan, Race Equality Charter Action Plan and will be part of our Disability Action Plan.
- 5.44 We have and will continue to prioritise our review of the pay differentials of Senior Managerial staff to ensure that any differences are not due to gender. Coupled with analysis of each role to ensure that pay is appropriate, close attention will also be paid to the gender balance of the Senior Manager group.
- 5.45 We will continue the actions identified in the Athena Swan Charter Action Plan which forms the basis of our Gender Equality Plan and will be implementing measures to decrease the gap for female staff progressing to Senior Academic roles.
- 5.46 We are committed to addressing the gender, ethnicity and disability pay gap through a number of initiatives:

- Holistically prioritise actions deriving from Athena Swan, Race Equality Charter and the Disability Action Plans with an intersectional lens to move forward with addressing action points using a workstream approach
- Implement a new career pathway for education and developing positive action initiatives for career development so that we address any barriers for women, 'BAME' and disabled academics
- Following our review of academic promotions; look at professional service staff routes for progression
- Obtain feedback in September 2024 for the Working Families benchmarking exercise and map across gaps identified via an action plan to address areas of improvement.

## **6. Sexual Orientation**

- 6.1 The University introduced monitoring based on sexual orientation for all staff in 2012. The information provided in Appendix 24 demonstrates a snap shot of data held on sexual orientation with 65% of staff declaring their sexual orientation. It should be noted that 7% of staff have declared themselves as having a sexual identity other than heterosexual (which is declared as 58%), and 2% have declined to declare.

## **7. Religion or Belief**

- 7.1 The University introduced monitoring based on Religion and Belief for all staff in 2012. The University continues to take steps to provide an inclusive approach to religion or belief for staff and students. For many staff and students, their religious beliefs are accommodated within existing institutional practices. However, it is important that the University maintains a balanced and inclusive approach to all religions or beliefs including non-belief. The data provided in Appendix 25 is indicative of declarations given since monitoring of religion and belief was introduced by HESA in 2012.
- 7.2 It should be noted that of the 64% who have declared their religion or belief, the most significant group is those who identify as 'No Religion' at 27%, followed by those who identify as 'Christian' at 23%. The increase in declarations is primarily due to the e-recruitment system requiring all applicants to complete the equalities information including internal candidates who may not have declared previously.

## 8. Our Students

- 8.1 In 2022/23 the total number of students studying in London was 17,952 and 63% of these were 'BAME', a decrease of 1% on last year. The gender split of our students this year was 58% female and 42% male, which is a decrease of 1% for both females and males in comparison to last year. 36% of our full-time students were aged under 21, which is a decrease of 10% on last year. The percentage of students declaring a disability increased to 13%, a 2% increase from last year (Appendix 28).

## 9. Student Wellbeing

- 9.1 Middlesex University has consistently offered a wide array of mental health and wellbeing support services, including individual counselling and therapeutic mental health support. Students have also benefitted from the expertise of mental health advisors, specialist mentors, disability advisors, and the Neurodiversity team.
- 9.2 For the second year in a row, our services played a key role in planning and executing the successful MDX Neurodiversity Celebration Festival in March. The teams not only organised a workshop on neurodiversity but also provided advice and guidance throughout the event. This festival, held in collaboration with all Middlesex faculties, MDX Sport, MDX Works, CAPE, the Disability Network for Staff, and MDXSU, welcomed local and national organisations and employers, such as Resources for Autism, Inclusion Barnet, and Posturite. The festival's highlights included inspiring performances by neurodivergent students from the University as well from the Chickenshed Academy. There were activities, exhibitions, and information stalls hosted by MDX students and neurodivergent-focused organisations, all of which underscored our ongoing commitment to equity, diversity, and inclusion.
- 9.3 The University continues to collaborate with external partners to ensure students have access to emotional and mental health support. *Spectrum.Life* provides multilingual support to international students, whether they are in the UK or abroad. *Spectrum.Life* also supports our service to reduce student waiting times and increase access to therapists from diverse backgrounds by providing a counselling overflow service. Additionally, Optivo offers 24/7 access to counselling and support lines for students in residence halls. In collaboration with

Barnet, front-facing staff received Suicide Prevention training, and duty safeguarding officers completed the two-day ASIST suicide prevention course delivered by Papyrus.

- 9.4 Our partnership with the Brook Clinic also expanded, ensuring that front-line staff participated in 'responding to a disclosure of sexual assault' training. In collaboration with Brook, MDXSU and the Women's Liberation Group, the Health Promotion team organised 'Sexual Health with Brook' live video podcast in November. This initiative led to an increased interest in HIV testing on World AIDS Day in December and in HIV Awareness Week in February when Brook hosted a testing stall for students and the wider MDX community. These events were supported by the Health Promotion team and the Disability and LGBT+ staff networks.
- 9.5 Change, Grow, Live, a national health and social care charity which helps people with challenges including drugs and alcohol, housing, justice, health and wellbeing, opened a weekly drop-in clinic on campus. The support has been available to students every Friday from 12 to 2pm since October 2023. Change, Grow, Live have also facilitated two training sessions on substance misuse and signposting for staff from various Student Support teams this academic year.
- 9.6 In collaboration with the NHS, the Health Promotion team organised a vaccine clinic in March, where 30 students received their MMR vaccinations. The UniDoc service on campus offered clinics twice a week, on Tuesdays and Fridays, making it easier for students to access GP services. For Mental Health Awareness Day there were activities in collaboration with the MDXSU and the Calzy Foundation.
- 9.7 Students with specific learning differences who are applying for support through the Disabled Students' Allowances have had access to part-funded diagnostic assessments. This year, these assessments were offered remotely, making the service more accessible.
- 9.8 The Disability and Dyslexia Service continued to run workshops for students with ADHD and Autism. The Counselling and Mental Health team continued to facilitate the trainee counselling program, which supports students from other universities in training to become counsellors and provides additional resources for the service.
- 9.9 Based on student feedback and a service review, the Counselling and Mental Health team implemented a new integrated approach to ensure that students receive the right support at the right time. This approach included the introduction of new support options, such as support groups, LGBTQ+ specific support, a wellbeing program with MDX Sports. The Counselling and Mental Health team, alongside Health Promotion team have delivered embedded wellbeing/mental health workshops within academic programmes, with 883

students attending these workshops this academic year. These changes have significantly reduced the counselling waiting list.

9.10The Health Promotion team organised two video podcasts with counsellors, mental health advisors and MDXSU representatives on 'International Students & Mental Health' and for International Women's Day. The team also organised a Summer Camp programme of fourteen events which included workshops such as 'Mental Health After Graduation', 'Self-Care and Relaxation', 'Managing Personal Change', 'Yoga' and digital skills workshop for new and returning students. Apart from that, an array of [campaign pages and content](#) on wellness and study skills topics were produced by the Student Health Promotion Assistants.

## **10. Actions – 2024/2025 and onwards**

10.1 The Equality, Diversity and Inclusion Unit Plan was reviewed during 2023/24 to ensure that it reflects Middlesex University's new strategy for 2031 and focus on EDI. Work will be done to align and consolidate our Gender, Race, LGBT+ and Disability Action Plans to ensure an intersectional and multi-faceted approach to embedding equality. This revised plan will continue to be monitored for progress by the Equality, Diversity and Inclusion Committee and key outputs during 2024/2025 will include:

- Build on current performance against the sector in respect of our mean Gender Pay Gap.
- Continue with Athena Swan/ Gender Equality action plan commitments and implement action points, ensuring they are measured for effectiveness e.g. improved engagement feedback, improved gender pay gap data, improved career progression/ promotion routes for academic and professional services staff.
- Continue voluntary Ethnicity and Disability Pay Gap reporting
- Continue the Race Equality Charter Action Plan implementation following the Bronze award.
- Building on the success of the in-house Diversifying Leadership Programme run by Advance HE, we will hold follow-up communities of practice (COP) sessions with successful participants. Additionally, we will integrate this leadership programme into the OSD offering as part of Advance HE's open programme. Align staff and student actions for Disability inclusion in line with Disability Confident Action Plan and gaps identified in the Business Disability Forum's Smart Self-Assessment exercise.
- Continue our membership with Stonewall WEI, consider submission to the Stonewall WEI 2026 rankings with the aim of maintaining gold status.
- Receive Working Families Benchmark results and embed the actions holistically with the REC, AS and Disability action plans.
- Develop the competencies of managers in respect of undertaking EIAs on changes to practice i.e. major change to ensure that the impacts are communicated and managed.
- Report on Equality Impact Assessments (EIA) in next year's Annual report.

## Section 4 – Appendices

### Staff Profile 2023/2024

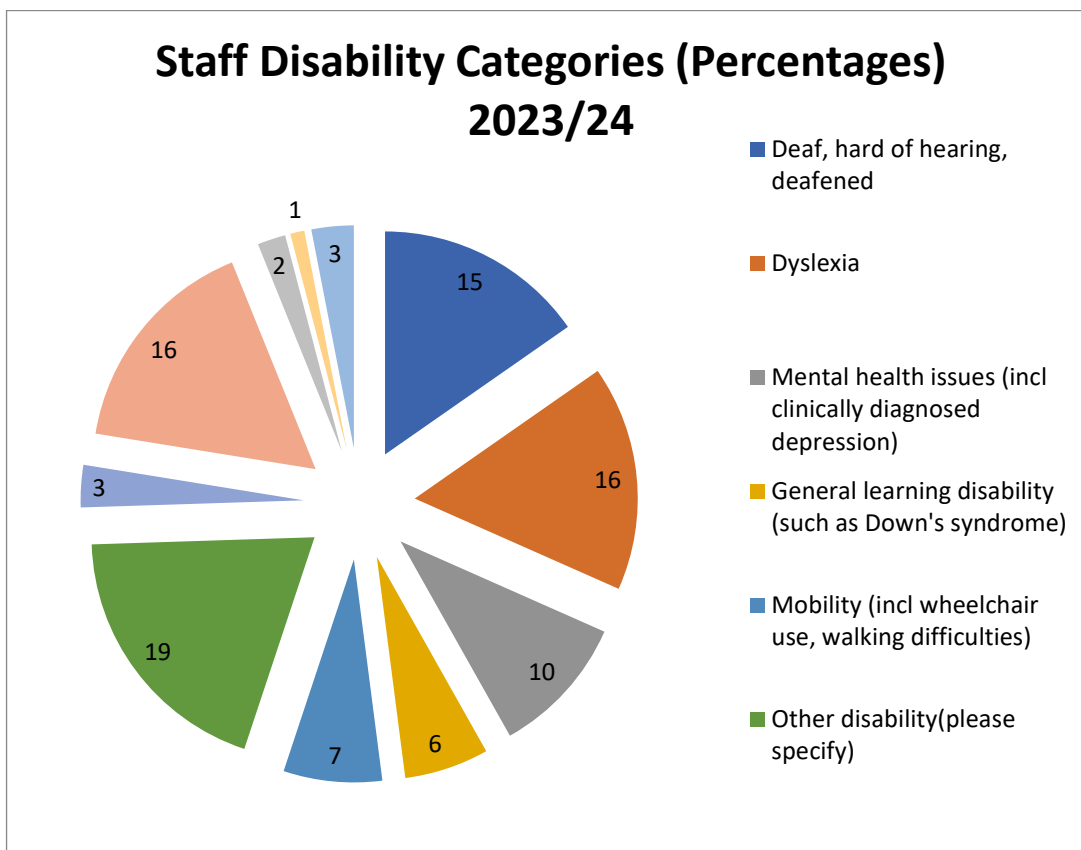
The table below shows the diversity profile of all staff employed by the University as at 30 June in each year.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>All Staff</b>																
Disability	3.9%	4.1%	4.3%	4.0%	3.6%	4.9%	3.8%	3.9%	3.5%	3.5%	4%	4%	5%	5%	5%	6%
Women	57.7%	57.6%	56.9%	56.7%	56.3%	56.0%	56.05	55.5%	56.4%	56.4%	57%	56%	57%	58%	58%	59%
Ethnic Minority	21.6%	22.7%	23.6%	24.0%	24.6%	25.3%	25.3%	25.5%	26.8%	28.4%	28%	29%	30%	31%	32%	34%
Unknown Ethnicity	3.2%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%	0%	0%	0%
<b>Senior Manager inc. Executive</b>																
Women	35.7%	38.4%	36.2%	38.4%	37.9%	39.2%	39.7%	41.5%	39.7%	40.1%	34%	38%	41%	41%	44%	48%
Ethnic Minority	9.5%	10.5%	10.2%	10.7%	11.9%	13.4%	11.0%	11.3%	11.4%	14.4%	16%	17%	16%	15%	13.6%	17%
Disability	3.6%	2.9%	2.8%	3.2%	2.8%	4.1%	3.5%	3.6%	1.6%	3.0%	3%	3%	3%	3%	4.3%	8%
<b>Academic</b>																
Women	53.3%	52.9%	52.8%	52.8%	54.0%	53.9%	52.7%	51.7%	52.6%	52.9%	54%	53%	54%	56%	55.3%	55%
Ethnic Minority	21.8%	24.3%	25.2%	25.5%	25.5%	25.9%	25.8%	24.8%	25.5%	26.7%	27%	27%	28%	29%	30.2%	30%
Disability	4.0%	4.1%	4.4%	3.5%	3.2%	4.1%	3.6%	3.5%	1.6%	3.4%	4%	3%	4%	3%	4.2%	5.5%



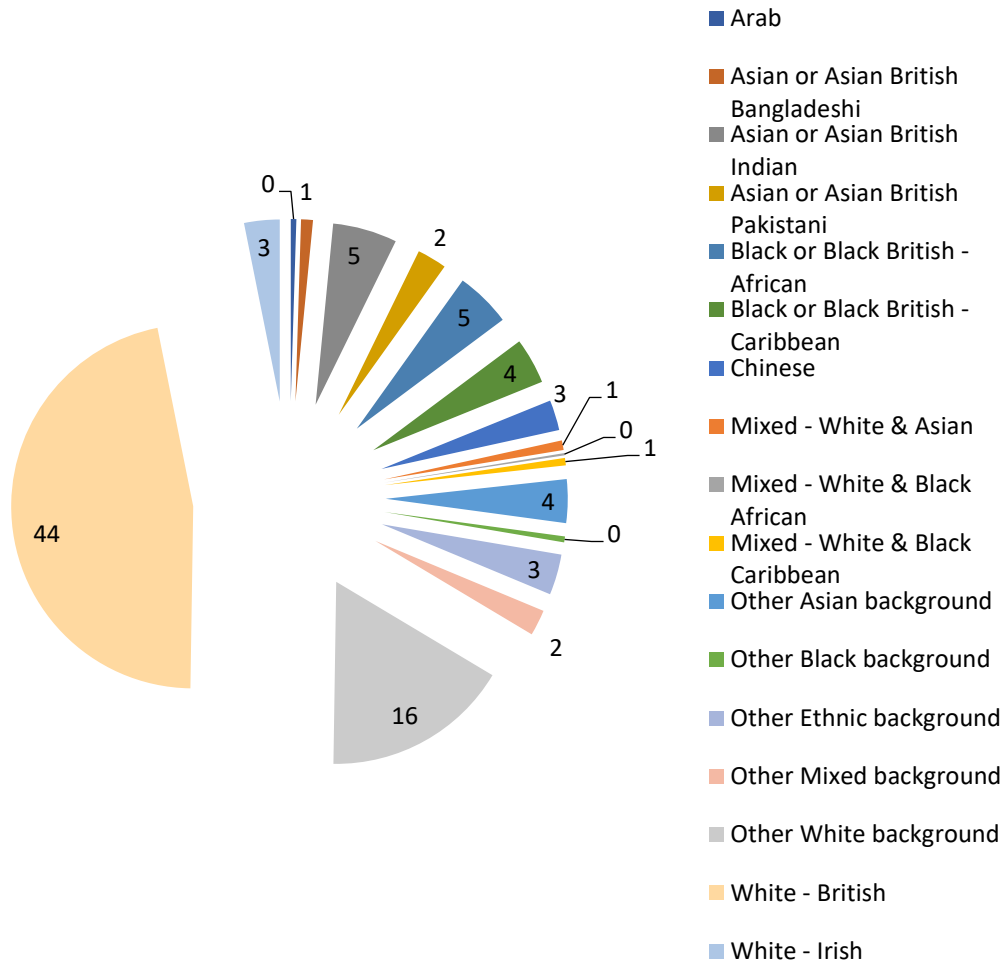
Professional Services																
Women	65.8%	65.6%	64.9%	64.4%	63.5%	63.1%	63.8%	63.4%	64.6%	63.4%	65%	63%	62%	64%	63.3%	62.
Ethnic Minority	22.6%	22.9%	24.2%	25.3%	26.7%	27.6%	28.1%	29.4%	31.6%	32.9%	32%	34%	35%	36%	37.7%	37.
Disability	3.5%	3.7%	3.7%	4.1%	3.7%	5.6%	3.7%	3.9%	1.5%	3.8%	5%	5%	5%	6%	6.1%	7.2

## 1. Staff Disability Figures declared 2023/24



Staff Ethnicity Profile 2023/2024

## Percentage of Ethnicity Staff 2023/24



Staff Ethnicity Detail

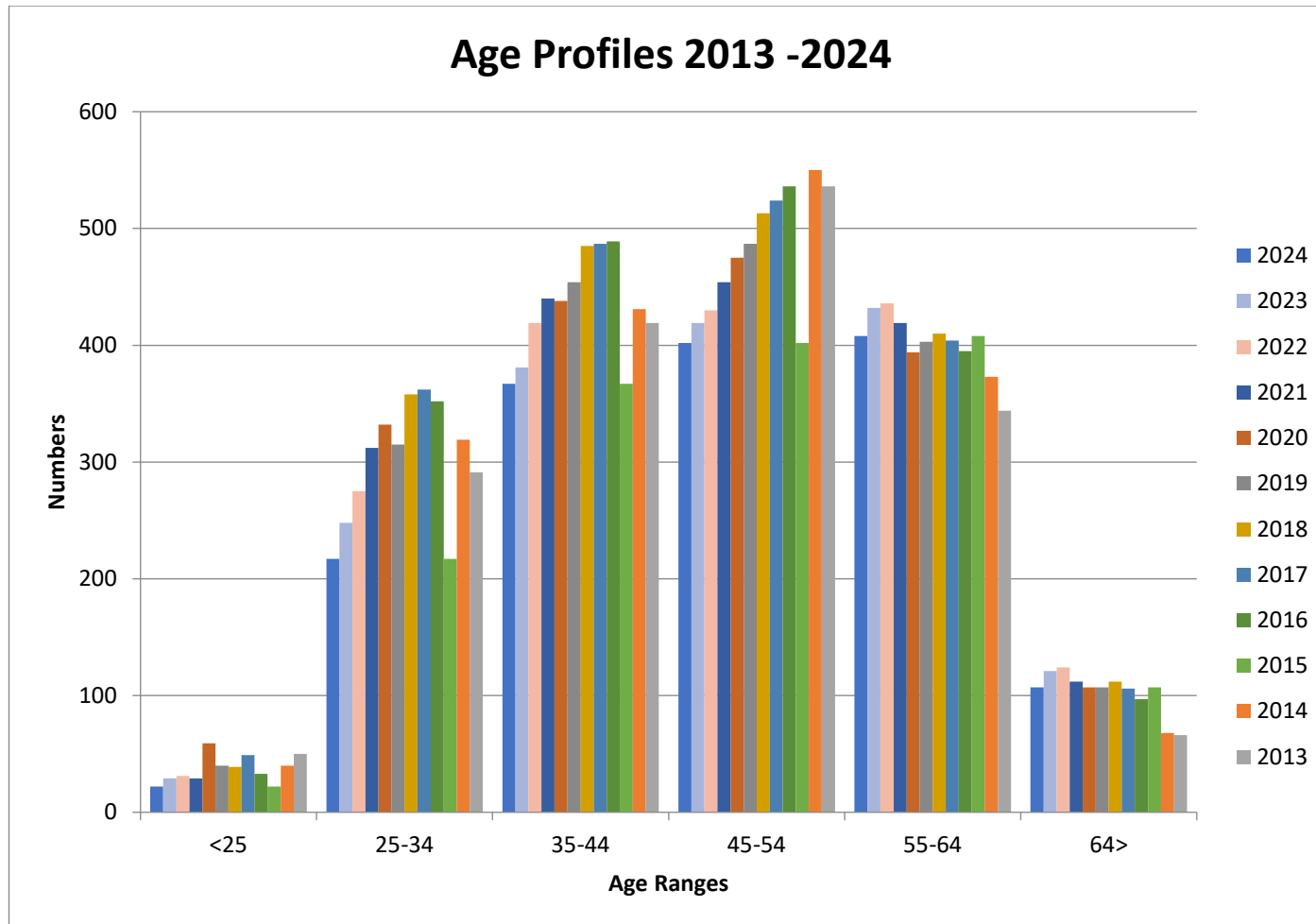
Category	Number	%
'BAME'	511	34
White	1012	66

Staff Ethnicity Profile 2023/24	Numbers	%
Arab	7	0
Asian or Asian British Bangladeshi	16	1
Asian or Asian British Indian	87	5
Asian or Asian British Pakistani	40	2
Black or Black British - African	75	5
Black or Black British - Caribbean	62	4
Chinese	41	3
Mixed - White & Asian	13	1

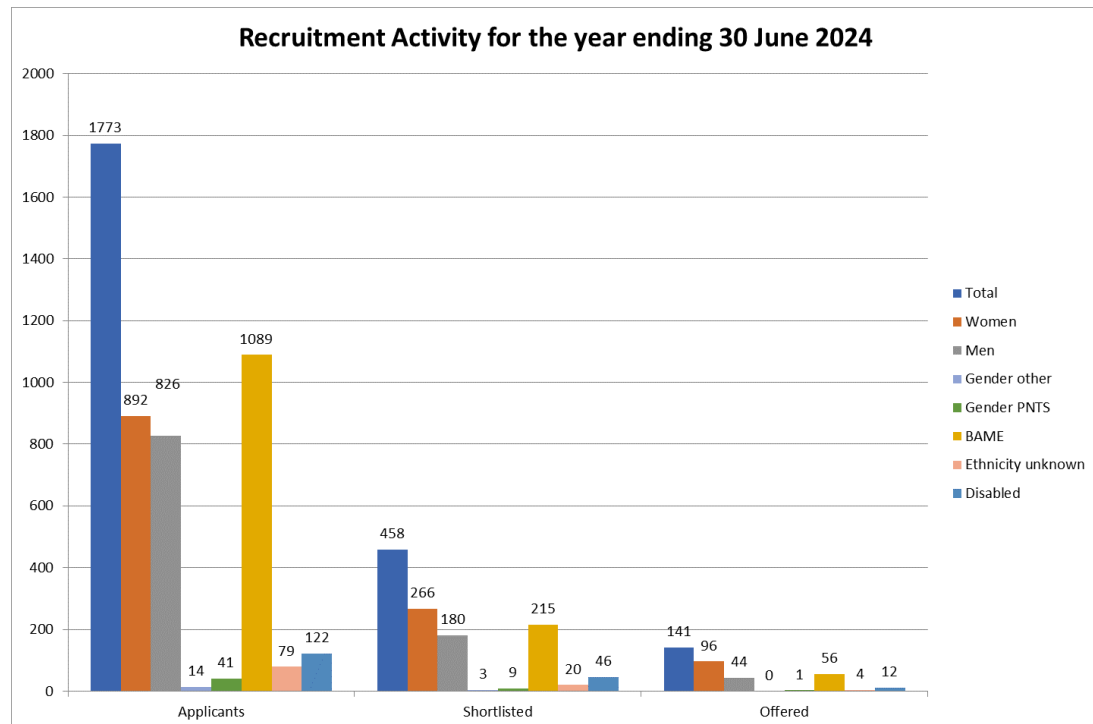
Mixed - White & Black African	3	0
Mixed - White & Black Caribbean	10	1
Other Asian background	59	4
Other Black background	8	0
Other Ethnic background	55	3
Other Mixed background	35	2
Other White background	254	16
White - British	710	44
White - Irish	48	3

## 2. Age Profiles 2012 to 2024



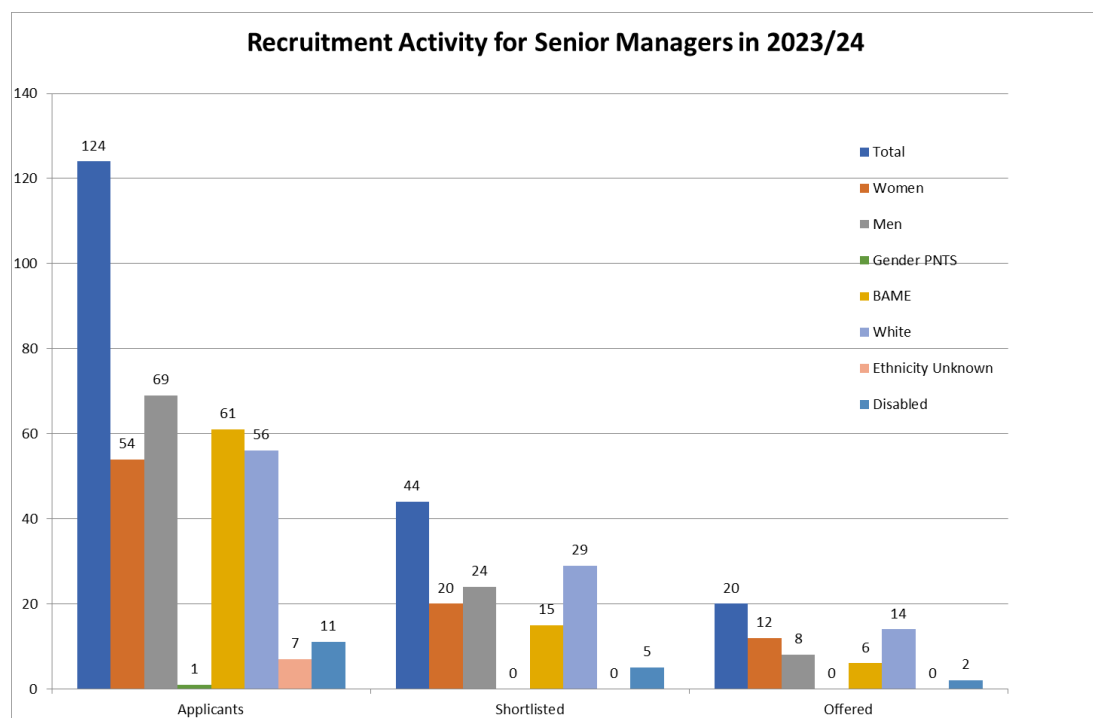
### 3. Staff Recruitment - Yearly summary of applicants equal opportunities profile

\*PNTS Prefer not to say

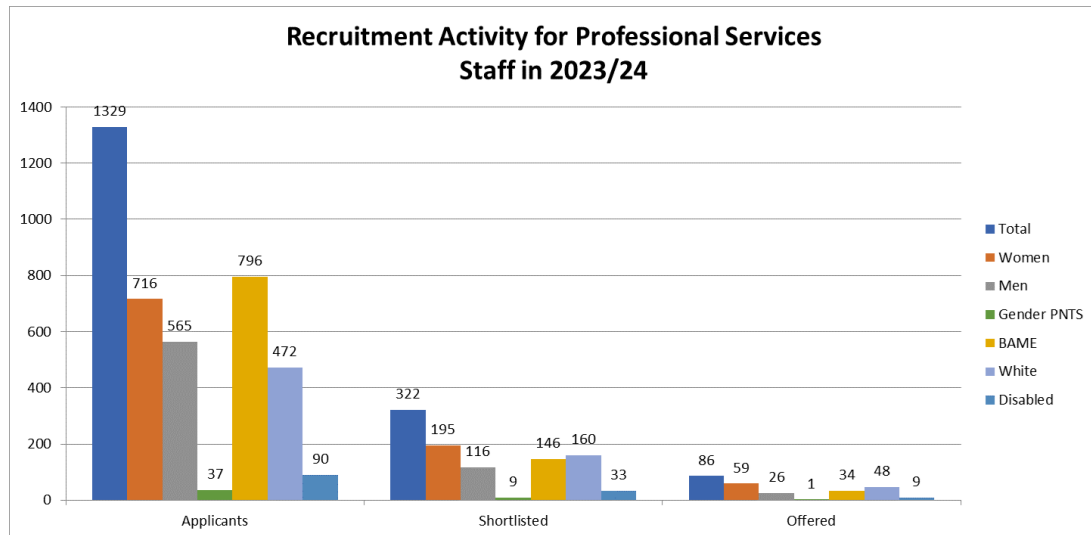


### 4. Recruitment Activity for Senior Managers 2023/2024

\*PNTS Prefer not to say



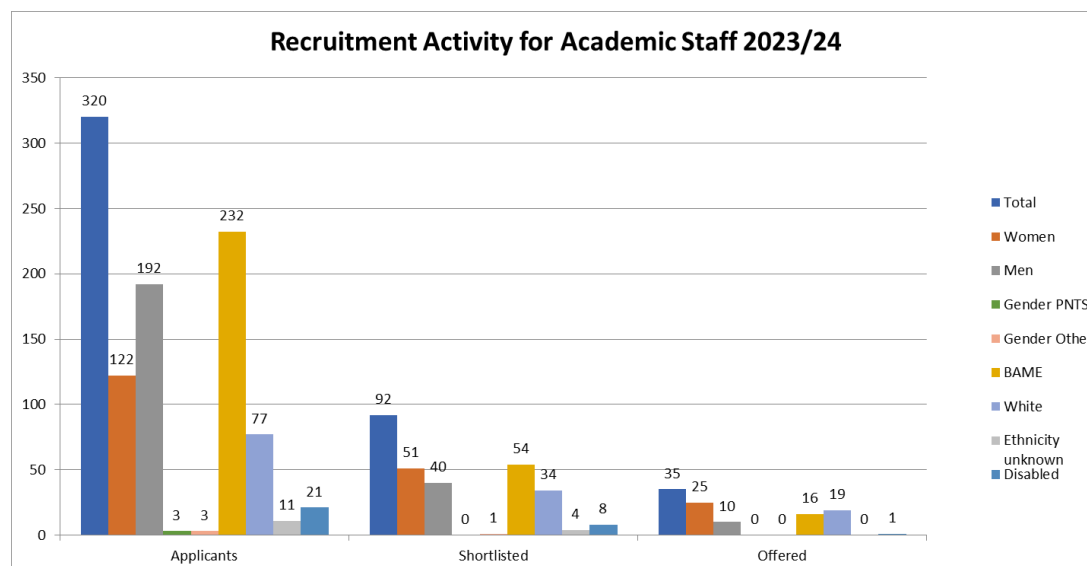
## 5. Recruitment for Professional Services 2023/2024



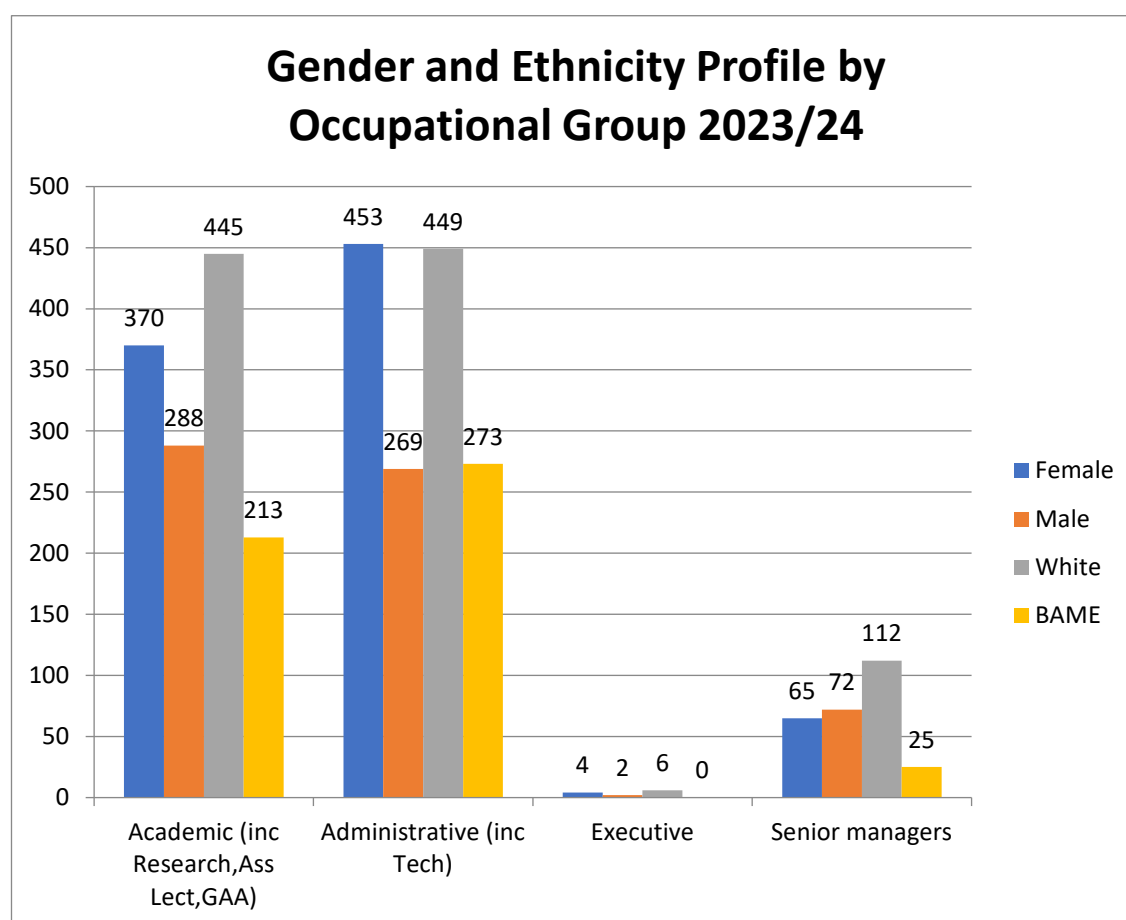
\*PNTS Prefer not to say

## 6. Recruitment Activity for Academic Staff 2023/2024

\*PNTS Prefer not to say

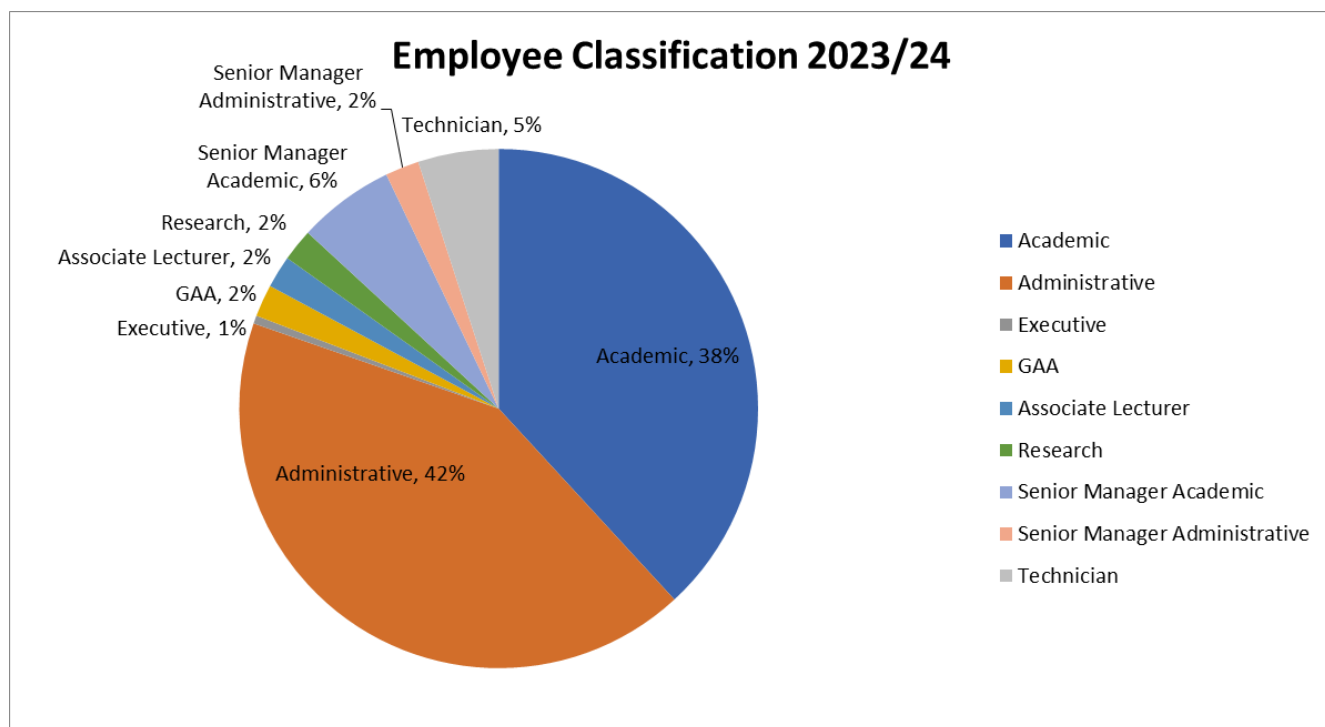


Staff Gender and Ethnicity Profile by Occupational Group

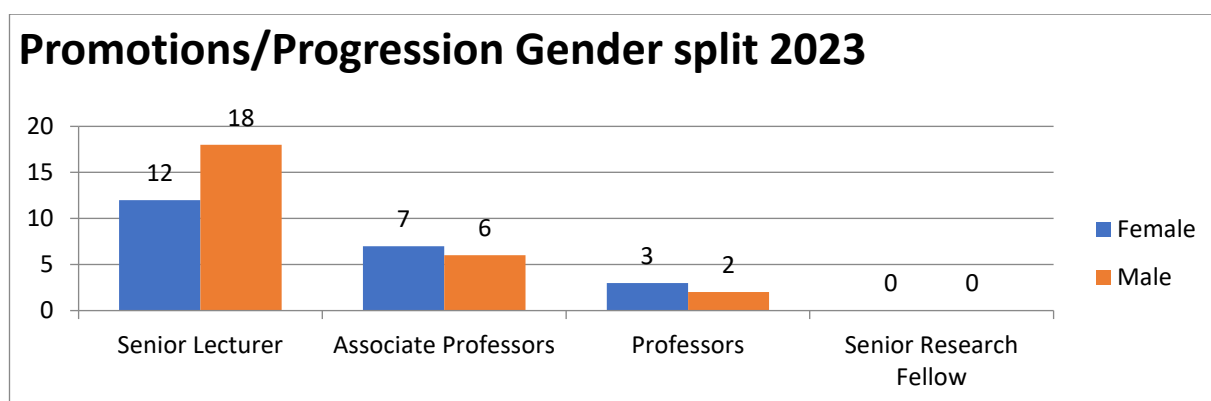




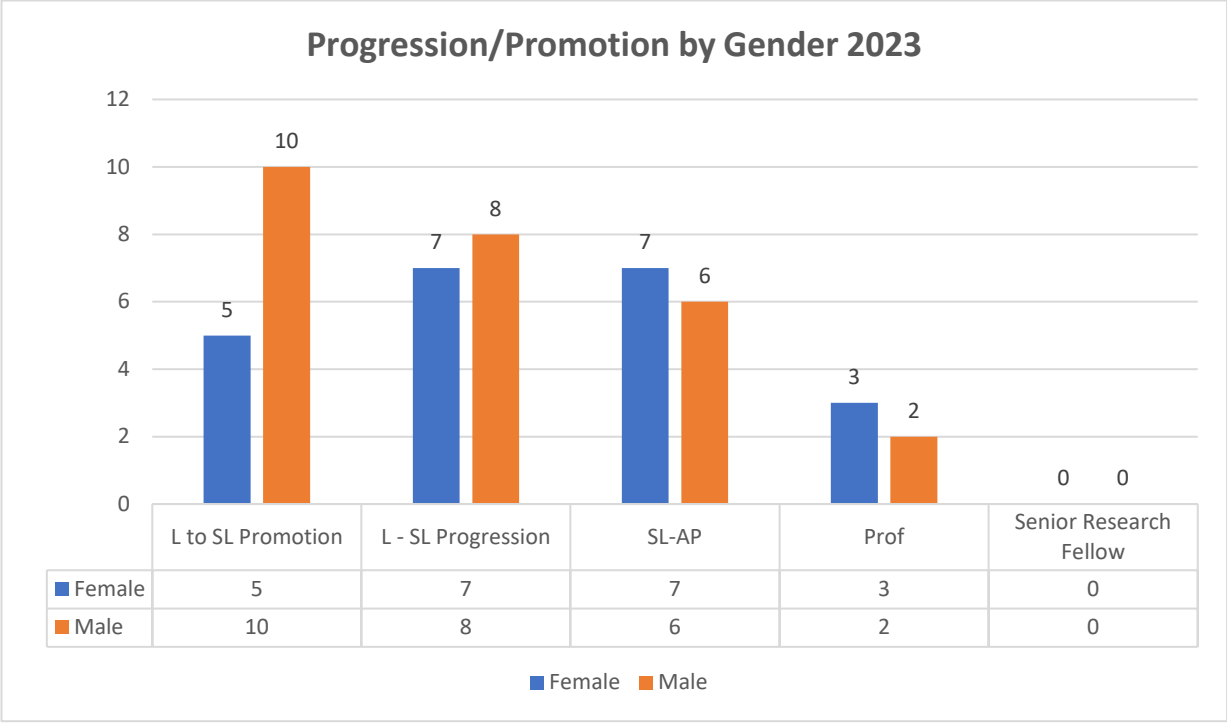
## 7. Staff profile by Job category



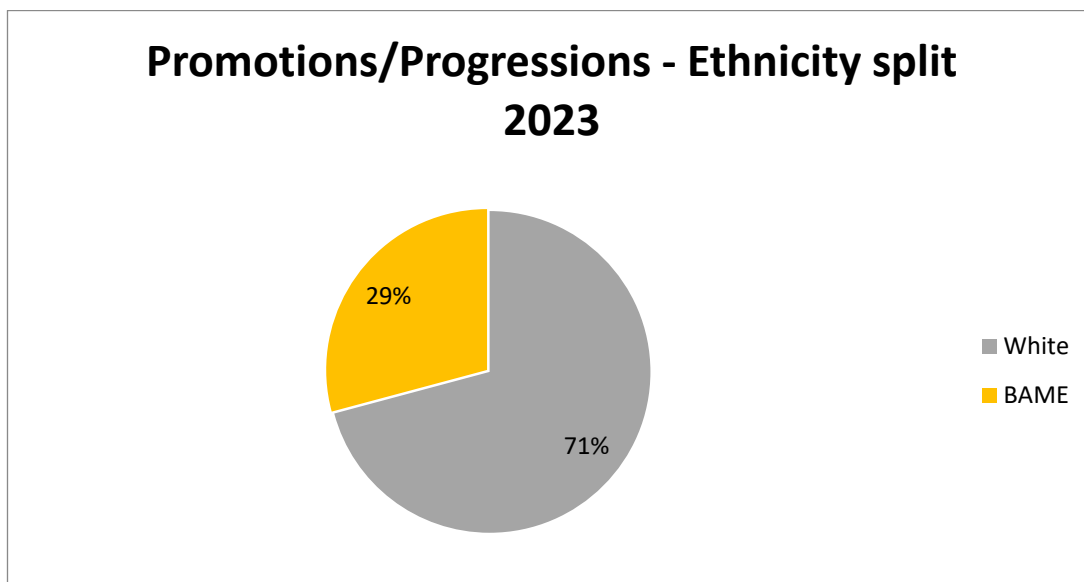
Promotions/Progression – Gender Split 2023



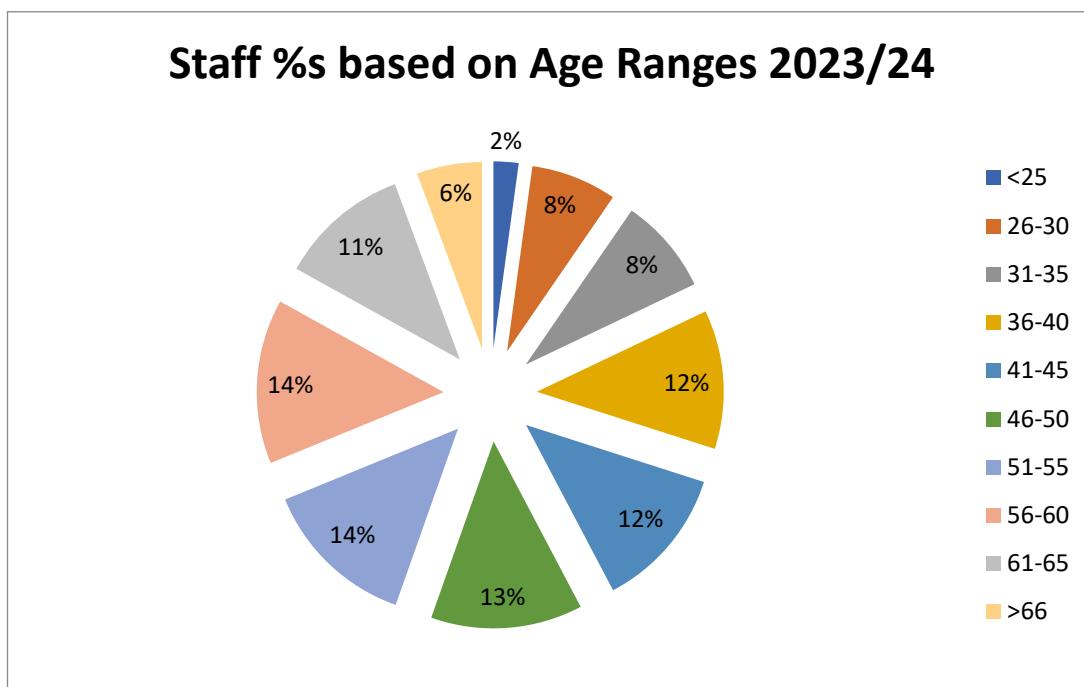
## 8. Progression/Promotions according to grade and gender split 2023/2024



9. Promotions from L to SL - Ethnicity

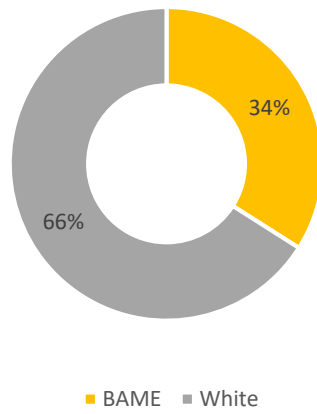


10. Staff %s based on Age Ranges 2023/2024



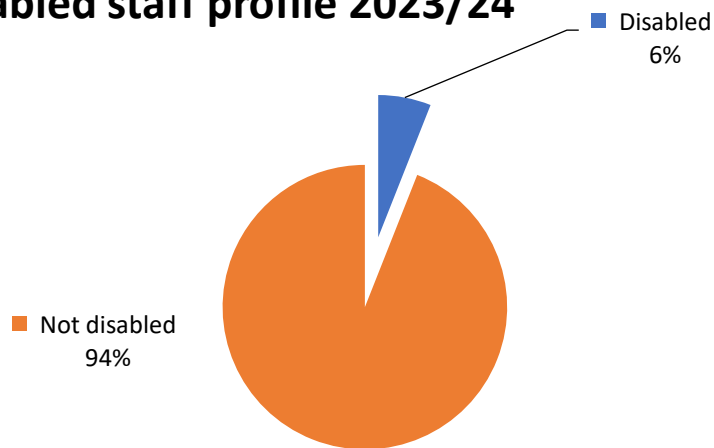
Ethnicity Split 'BAME'/White 2023/2024

Ethnicity Split BAME and White 2023/24

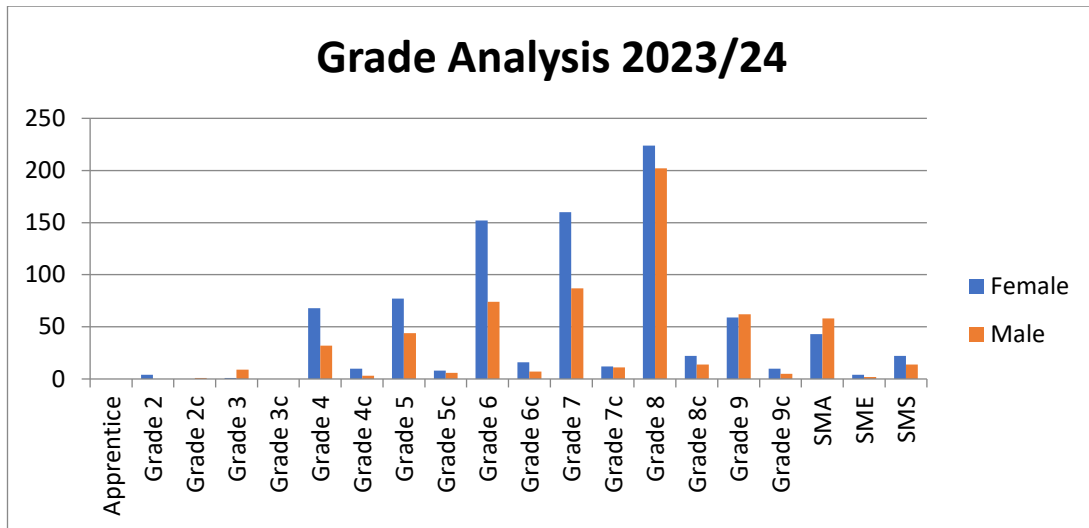


#### 11. Disabled Staff Profile 2023/2024

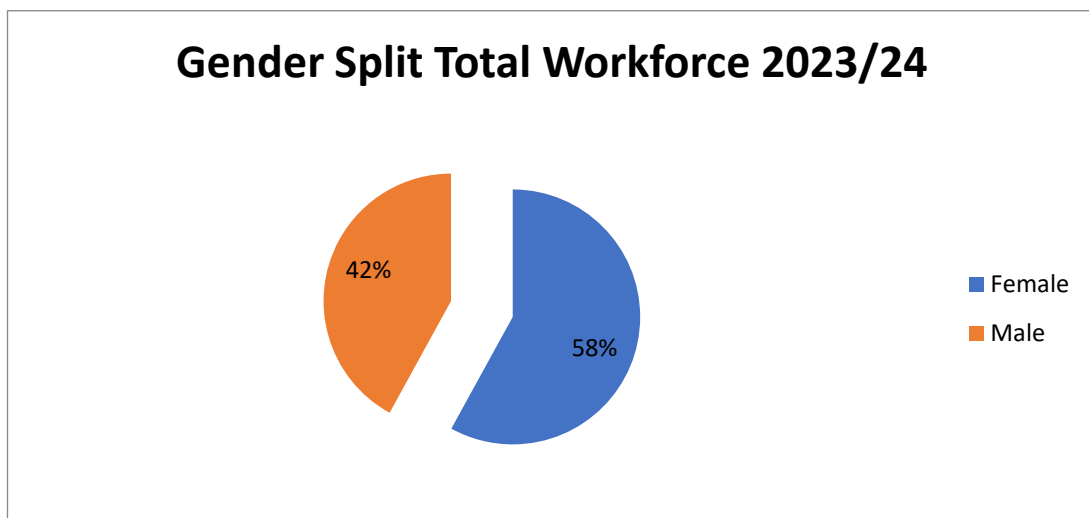
Disabled staff profile 2023/24



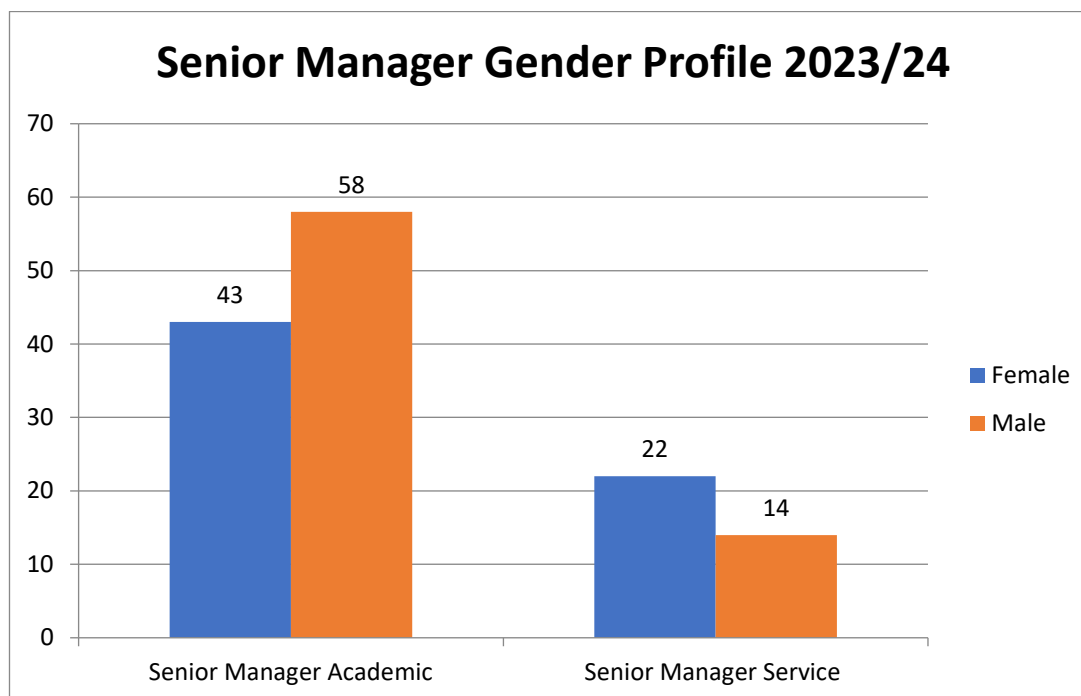
12. Grade Analysis 2023/2024



13. Gender Split Total Workforce 2023/2024



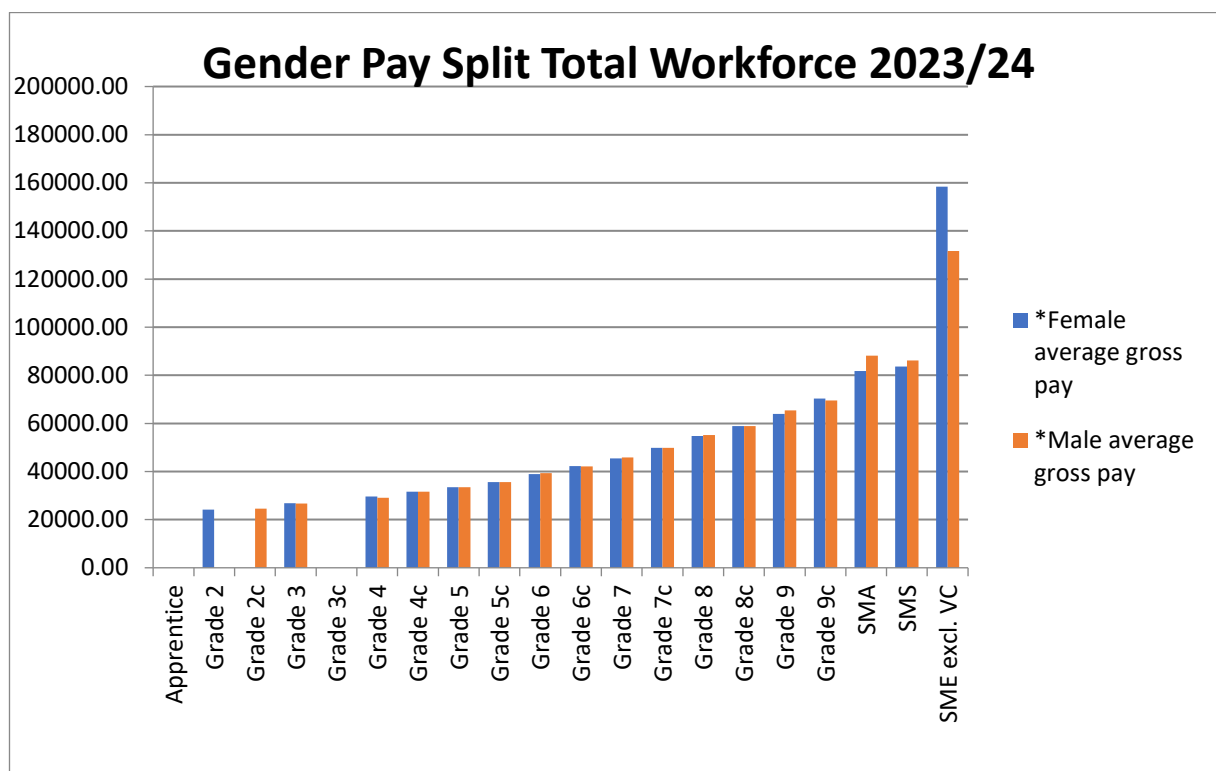
Senior Manager Gender Profile 2023/2024



#### 14. Gender Pay split all grades excluding the Vice-Chancellor

Grade	*Female average gross pay	*Male average gross pay	difference	% differential
Apprentice	0.00	0.00	0.00	0.0
Grade 2	24209.30	0.00	24209.30	0.0
Grade 2c	0.00	24509.29	-24509.29	-100.0
Grade 3	26891.00	26656.00	235.00	0.9
Grade 3c	0.00	0.00	0.00	0.0
Grade 4	29634.30	29077.27	557.03	1.9
Grade 4c	31575.63	31684.00	-108.37	-0.3
Grade 5	33432.36	33445.48	-13.12	0.0
Grade 5c	35625.00	35625.00	0.00	0.0
Grade 6	38923.91	39369.30	-445.40	-1.1
Grade 6c	42213.68	42157.71	55.96	0.1
Grade 7	45404.40	45889.66	-485.26	-1.1
Grade 7c	49854.39	49867.18	-12.79	0.0
Grade 8	54726.22	55215.39	-489.17	-0.9
Grade 8c	58892.41	58906.86	-14.45	0.0
Grade 9	63946.63	65366.63	-1420.00	-2.2
Grade 9c	70303.82	69500.00	803.82	1.2
SMA	81757.84	88164.30	-6406.46	-7.3
SMS	83601.27	86194.98	-2593.71	-3.0
SME excl. VC	158333.33	131625.00	26708.33	20.3

## 15. Equal Pay details – Gender Differentials – separated contribution pay range

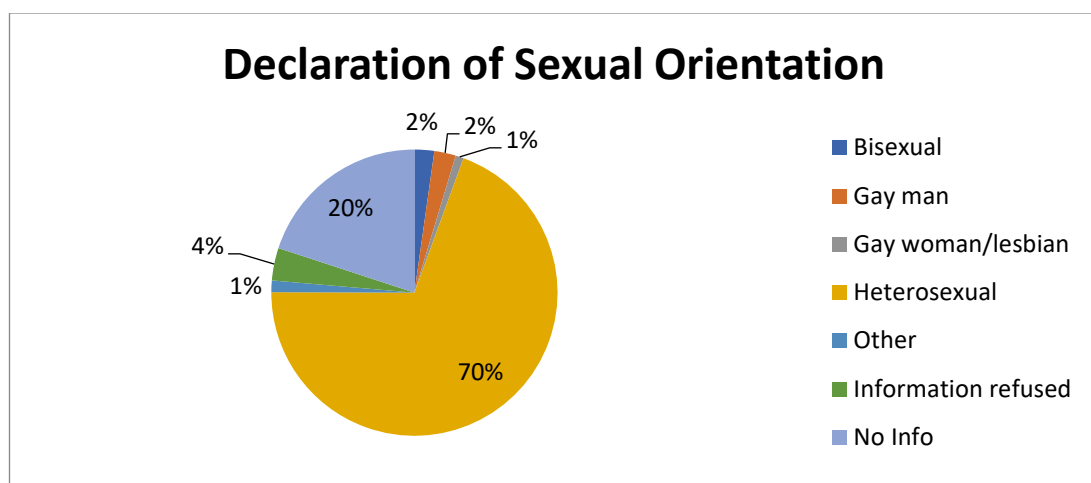


## 16. Equal pay details - Ethnicity Differentials



Grade	BAME Average	White Average	difference	% differential
Apprentice	£0.00	£0.00	£0.0	0.0
Grade 2	£0.00	£24,209.30	- £24,209.3	-100.0
Grade 2c	£0.00	£24,509.29	- £24,509.3	-100.0
Grade 3	£26,781.40	£26,577.60	£203.8	0.8
Grade 3c	£0.00	£0.00	£0.0	0.0
Grade 4	£29,207.62	£29,704.48	-£496.9	-1.7
Grade 4c	£31,720.54	£31,408.80	£311.7	1.0
Grade 5	£33,322.17	£33,606.05	-£283.9	-0.8
Grade 5c	£35,625.00	£35,625.00	£0.0	0.0
Grade 6	£38,822.20	£39,190.26	-£368.1	-0.9
Grade 6c	£42,157.71	£42,213.68	-£56.0	-0.1
Grade 7	£45,442.96	£45,665.36	-£222.4	-0.5
Grade 7c	£49,902.31	£49,848.90	£53.4	0.1
Grade 8	£54,886.46	£54,985.01	-£98.6	-0.2
Grade 8c	£58,664.00	£58,954.52	-£290.5	-0.5
Grade 9	£65,135.77	£64,486.40	£649.4	1.0
Grade 9c	£69,500.00	£70,169.85	-£669.9	-1.0
SMA	£86,965.29	£85,149.08	£1,816.2	2.1
SMS	£83,657.48	£84,927.42	-£1,269.9	-1.5

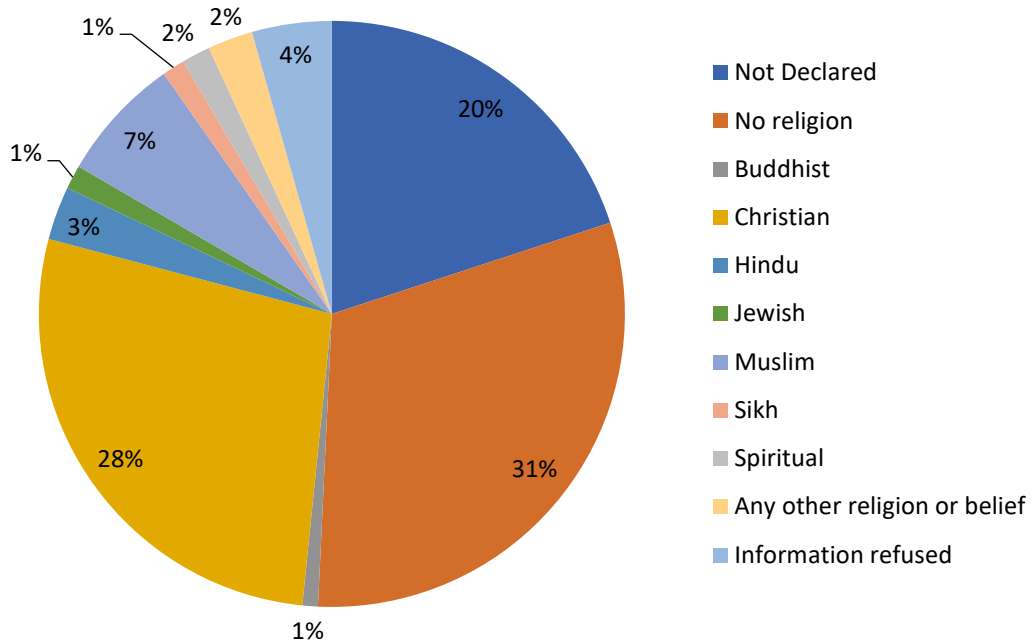
## 17. Sexual Orientation percentage of declaration



Religion or Belief percentage of declaration



## Declaration of Religion or Belief 2023/24



The Employee Assistance Programme usage

Presenting Issue	18/19	19/20	20/21	21/22	22/23
Family, Relationship & Divorce	16	14	4	22	15
Stress	-	-	-	-	11
Work-Related Stress	7	6	9	11	6
Work-Related Issue	-	-	-	-	3
Anxiety / Worry	21	11	17	15	8
Depression and Mood	3	5	6	8	7
Physical Health	1	2	4	9	10
Traumatic Incident	-	-	-	-	3
Bereavement	2	10	5	6	-
COVID-19 Support	0	4	-	-	-
Personal Issue	2	5	4	4	-
General EAP Benefit	3	3	3	1	-
Accommodation Difficulties	2	2	-	-	-
Alcohol Addiction	-	-	-	1	-

Legal	1	2	2	4	-
Financial	3	2	1	3	-
Career Advice	-	-	-	7	-

### Gender

Gender	18/19	19/20	20/21	21/22	22/23
Female	78%	69%	87%	74.2%	73%
Male	22%	31%	6.5%	24.7%	27%
Other	-	-	6.5%	1.1%	-

### Age

Age	18/19	19/20	20/21	21/22	22/23
20 - 34	23%	27%	30%	41.6%	43%
35 - 49	49%	48%	62%	35.9%	32%
50 – 65+	28%	25%	8%	22.5%	25%

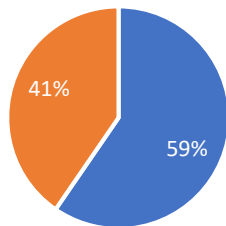
**18. Referrals to Occupational Health Services (OHS)**

Referral Condition	19/20	20/21	21/22	22/23	23/24
Mental Health home-related stress	3	6	4	2	8
Mental Health work-related stress	7	11	5	4	2
Mental Health combination of stress	18	23	19	22	13
Musculoskeletal not work-related	0	4	5	2	11
Musculoskeletal part work-related	2	2	3	2	6
Long Covid	0	3	7	2	1
Other	33	23	22	26	33
<b>Total Referrals</b>	<b>63</b>	<b>72</b>	<b>65</b>	<b>62</b>	<b>74</b>

## 19. Student Profile

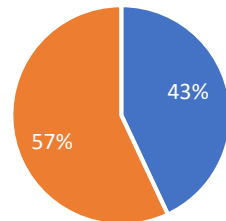
Student Gender  
Profile 2023-2024

■ female ■ male



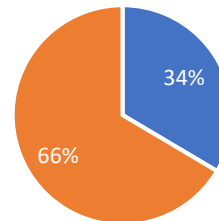
Student Age Profile  
2023-2024

■ young under 21 ■ mature 21+



Student Ethnicity  
Profile 2023-2024

■ White ■ BAME



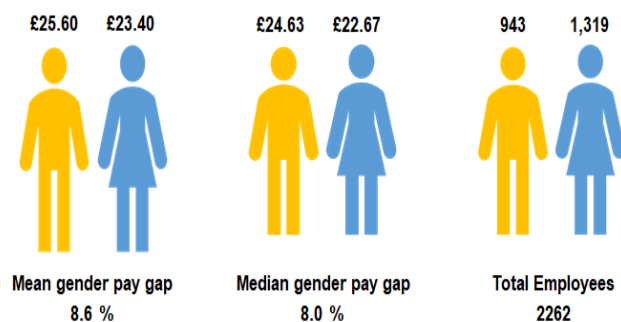
\* Bonus is a government term for one off consolidated payment

## 20. Gender Pay Gap

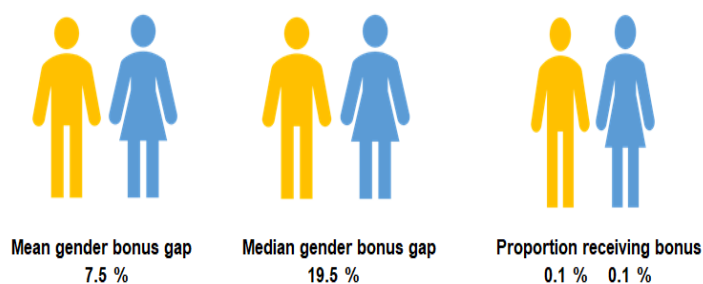
### Middlesex University and MU Services Ltd All Staff Gender Pay Gap Reporting 31st March 2024

Includes Hourly Paid & Students

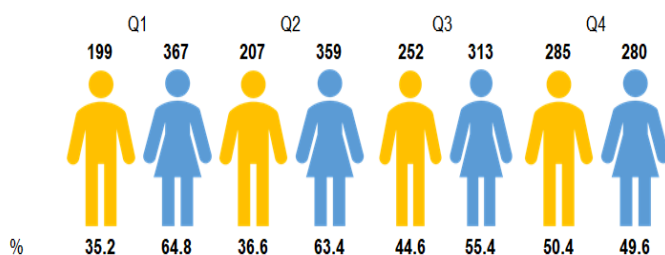
The Mean and Median gender pay gap - based on an hourly rate of ordinary pay



The Mean and Median bonus gender pay gap and the proportion of males and females receiving a bonus payment



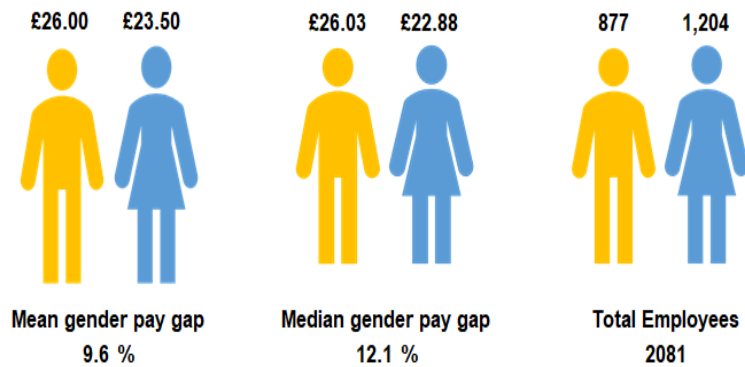
The proportion of males and females in each hourly rate quartile pay band %



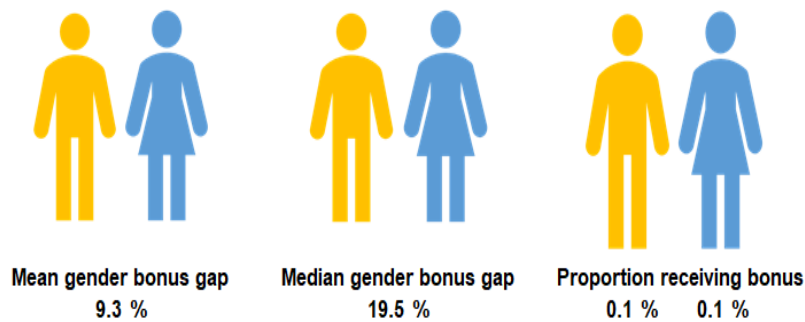
# Middlesex University All Staff Gender Pay Gap Reporting 31st March 2024

Includes Students and excludes MU Services Ltd staff

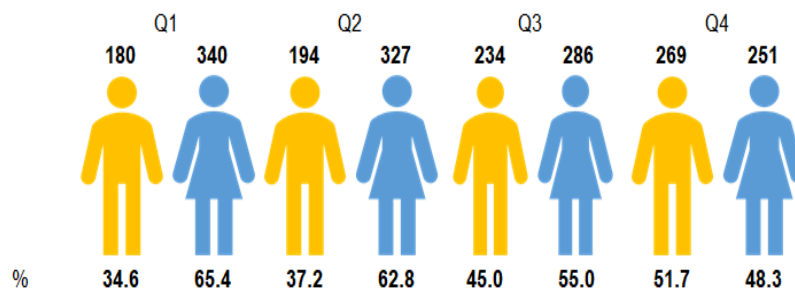
The Mean and Median gender pay gap - based on an hourly rate of ordinary pay



The Mean and Median bonus gender pay gap and the proportion of males and females receiving a bonus payment



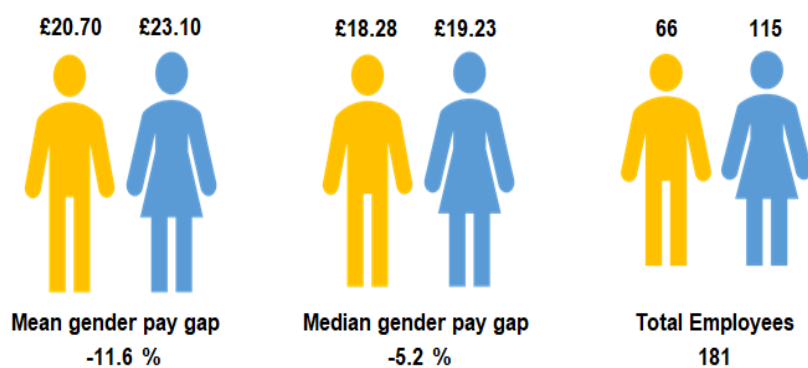
The proportion of males and females in each hourly rate quartile pay band %



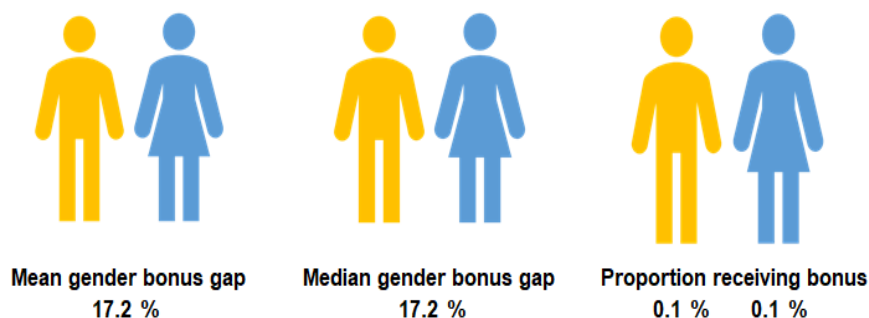
## MU Services Ltd All Staff Gender Pay Gap Reporting 31st March 2024

Excludes Middlesex University Core staff and Students

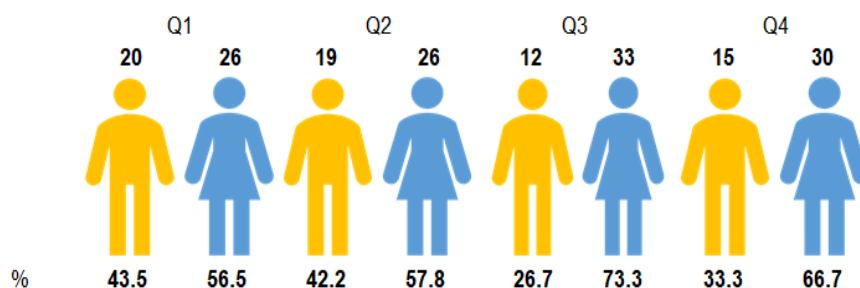
The Mean and Median gender pay gap - based on an hourly rate of ordinary pay



The Mean and Median bonus gender pay gap and the proportion of males and females receiving a bonus payment



The proportion of males and females in each hourly rate quartile pay band %



## 21. Ethnicity Pay Gap

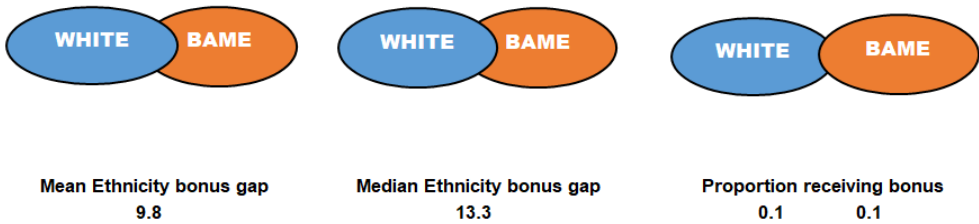
\*Includes MU Services Ltd.

Middlesex University Core Staff Ethnicity Pay Gap Reporting 31st March 2024

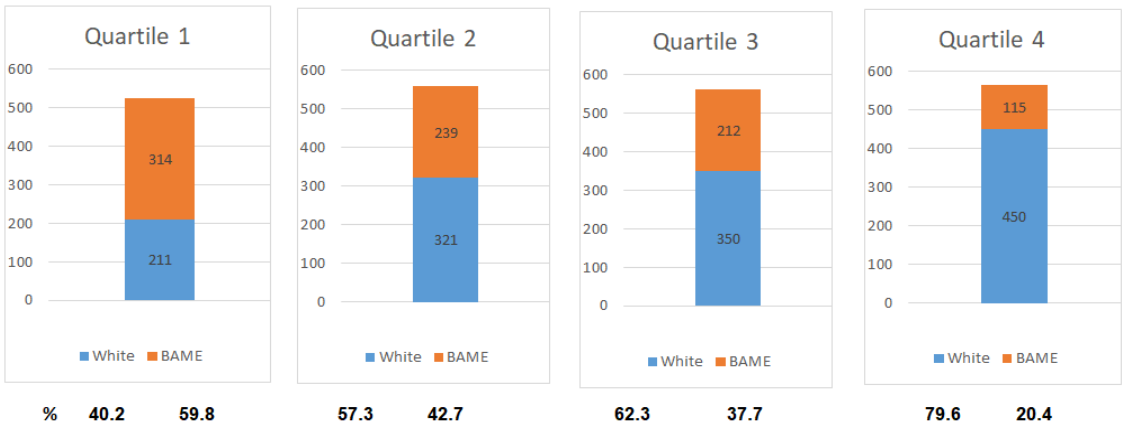
The Mean and Median Ethnicity pay gap - based on an hourly rate of ordinary pay



The Mean and Median bonus Ethnicity pay gap and the proportion of BAME and White receiving a bonus payment



The proportion of BAME and White in each hourly rate quartile pay band



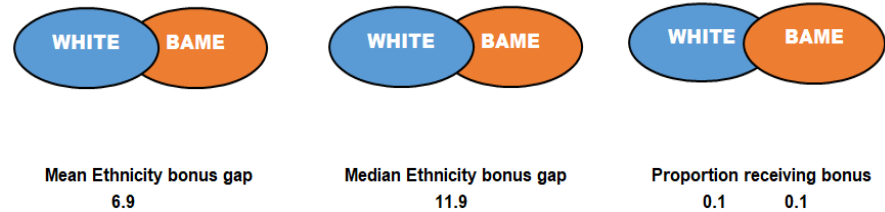


Middlesex University Core Staff exc MUSL Ethnicity Pay Gap Reporting 31st March 2024

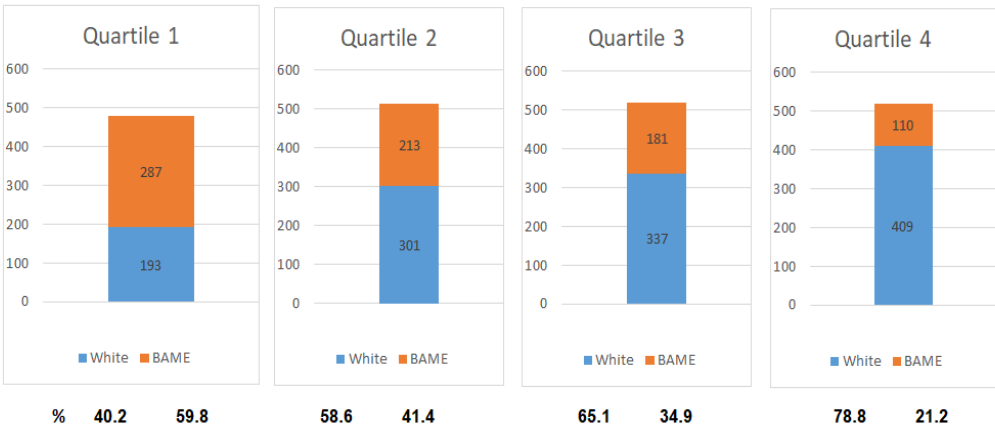
The Mean and Median Ethnicity pay gap - based on an hourly rate of ordinary pay



The Mean and Median bonus Ethnicity pay gap and the proportion of BAME and White receiving a bonus payment



The proportion of BAME and White in each hourly rate quartile pay band

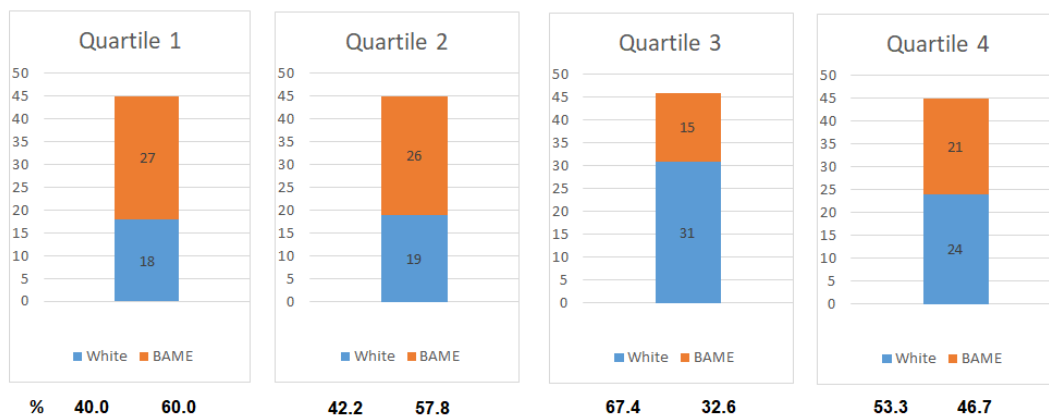


## MUSL Staff Ethnicity Pay Gap Reporting 31st March 2024

The Mean and Median Ethnicity pay gap - based on an hourly rate of ordinary pay



The proportion of BAME and White in each hourly rate quartile pay band



Ethnicity 5 way split

## Middlesex University and MU Services Ltd. Core Staff 5 way split Ethnicity Pay Gap Reporting 31<sup>st</sup> March 2024

Ethnic Group	Mean (pay gap)	Median (pay gap)	Bonus (Mean)	Bonus (Median)
Black	20.8%	24.6%	16.5%	14.8%
Asian	18.9%	27.5%	14.0%	20.2%
Mixed	15.9%	26.1%	0.4%	-3.4%
Other	13.6%	11.0%	-29.5%	-34.6%
All Minority Ethnic Groups	18.5%	23.7%	9.8%	13.3%

**Middlesex University Core Staff exc. MUSL 5 way split Ethnicity Pay Gap Reporting 31<sup>st</sup> March 2024**

Ethnic Group	Mean (pay gap)	Median (pay gap)	Bonus (Mean)	Bonus (Median)
Black	19.9%	22.0%	15.1%	11.9%
Asian	17.6%	24.7%	10.8%	2.6%
Mixed	12.6%	24.1%	-1.2%	-7.0%
Other	11.5%	10.5%	-31.7%	-39.1%
All Minority Ethnic Groups	16.9%	17.6%	6.9%	11.9%

**MUSL Core Staff 5 way split Ethnicity Pay Gap Reporting 31<sup>st</sup> March 2024**

Ethnic Group	Mean (pay gap)	Median (pay gap)	Bonus (Mean)	Bonus (Median)
Black	11.7%	11.9%	N/A%	N/A%
Asian	15.8%	9.9%	40.5%	42.4%
Mixed	29.6%	17.6%	N/A	N/A
Other	18.3%	27.2%	N/A	N/A
All Minority Ethnic Groups	16.3%	11.1%	40.5%	42.4%

**22. Disability Pay Gap**

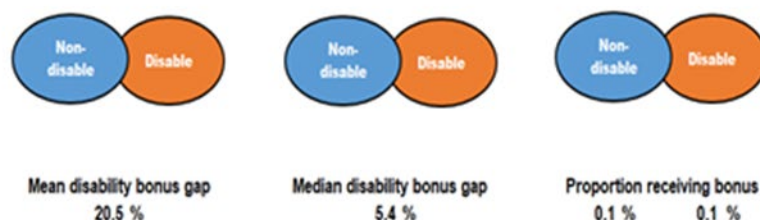
## Middlesex University and MU Services Ltd Core Staff Disability Pay Gap Reporting 31st March 2024

Excludes Hourly Paid & Students

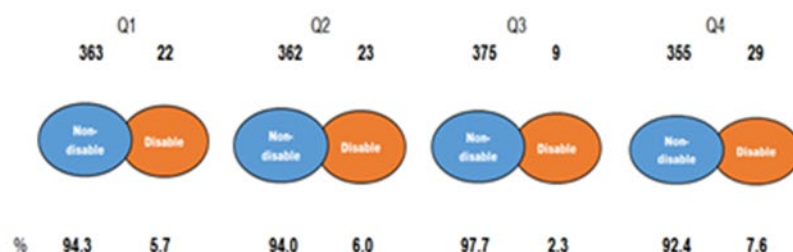
The Mean and Median disability pay gap - based on an hourly rate of ordinary pay



The Mean and Median bonus disability pay gap and the proportion of able and disabled staff receiving a bonus payment

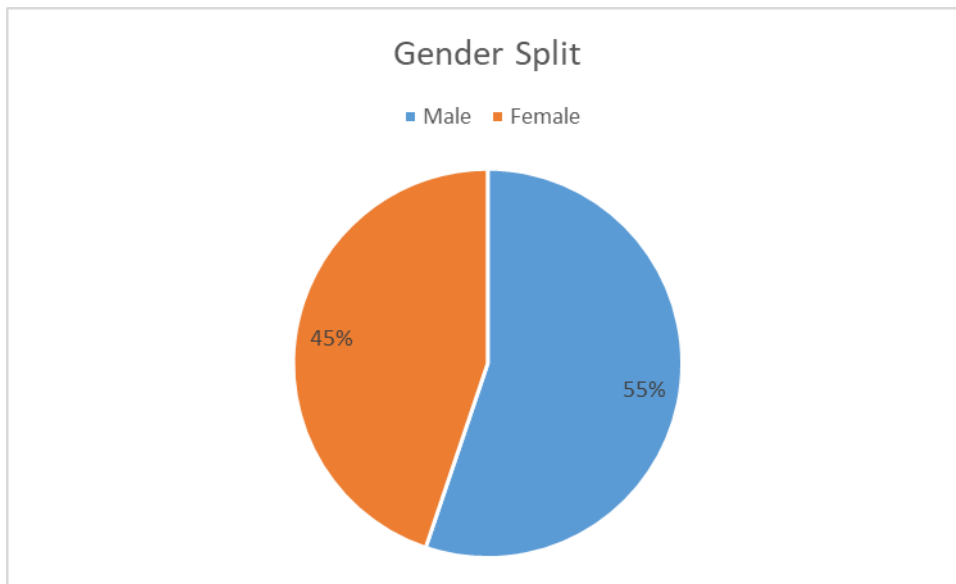


The proportion of able bodied and disabled staff in each hourly rate quartile pay band %

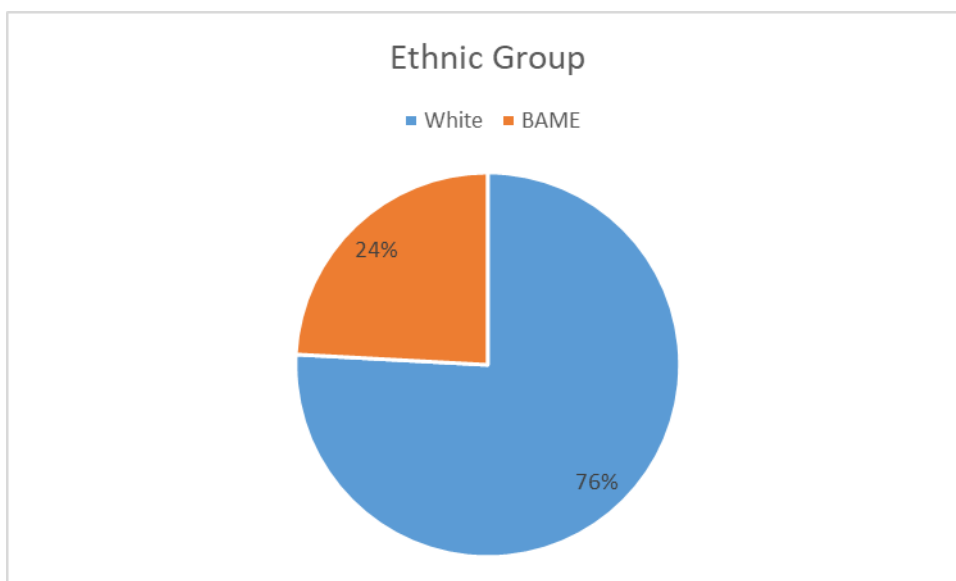


Casework Monitoring

Gender



### Ethnicity



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