

Equality, Diversity and Inclusion

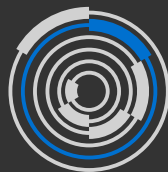
Annual Report 2024-2025

OUR VALUES



TRANSFORMATIVE COLLABORATIVE EMPOWERING

PROFESSIONAL CREATIVE INCLUSIVE



Introduction

At the University of Suffolk, creating and nurturing a culture of equity is an important thread that runs through all we do. This annual report highlights the activities that have taken place throughout the past academic year to continue to foster an environment where Equality, Diversity and Inclusion (EDI) is embedded and recognised as part of our ongoing mission and strategy.

Inclusivity is one of our six core values which we expect to see demonstrated by staff and students at the University:



Inclusive

We are a community built on respect, fairness and compassion. We debate our differences sensitively and celebrate the strength and creativity that a diverse community gives us.

Positive indicators of the inclusive value are:

- Open-minded and embracing a diverse range of opinions, approaches and ideas
- Creating an environment in which everyone feels they belong and will be valued

Over the past year, we have remained committed to continuously improving the way we work and the service we provide to students, with EDI being a core consideration throughout this. This report will highlight the key initiatives and activities that have taken place across the University which have contributed to our ongoing commitment to EDI, so our staff and students feel accepted, heard and empowered.

We recognise that this is not a linear journey and are committed to continuing to work to ensure that the University of Suffolk is a truly inclusive institution.

The context of Suffolk

Suffolk, located in the East of England, is characterised by diversity that reflects both its historical heritage and contemporary demographic shifts. The county boasts a mix of urban and rural communities, with significant populations in towns such as Ipswich, Bury St Edmunds, and Lowestoft.

Suffolk's ethnic diversity is characterised by a growing mix of communities, with significant populations of White British alongside small but increasing representations of other ethnicities, contributing to the county's cultural fabric.

The area also embraces a range of socio-economic backgrounds, age groups, and abilities. This multifaceted demographic landscape offers both opportunities and challenges, emphasising the importance of ongoing efforts in promoting equity and inclusion across all sectors of life in Suffolk.

We are proud to serve a diverse student population; both at home and overseas. As a small-to- medium-sized HE provider, we have over 24,000 undergraduate students across our Ipswich campus and our partner organisations, and a growing postgraduate community. The vast majority of our undergraduates are enrolled on full-time programmes. For instance, in 2024, our population of entrants consisted of 95% full-time and 5% part-time.



Equality, Diversity and Inclusion Committee (EDIC)

This academic year, a review of our Equality, Diversity and Inclusion Committee structure was undertaken. A revised formation will start in 2025-26 which consists of a committee and sub-committee, as follows below.

EDI Committee

This committee will be chaired by the Provost with the Chief People Officer as Deputy Chair. Membership includes representation from the Equalities Sub-Committee (information on which is given below).

The key responsibilities of the EDI Committee include:

- Pan University EDI oversight
- Monitoring EDI data
- Reviewing updates and priorities from the Equalities Sub-Committee
- Receiving recommendations relating to any areas of concern or future activity
- Reviewing and allocating funds for EDI activity as recommended by the Equalities Sub-Committee

Equalities Sub-Committee

This committee will be co-Chaired by the Pro Vice-Chancellor for Education and Student Experience and the Pro Vice-Chancellor for Research and Knowledge Exchange. It will include representation from Schools and Directorates, Union representation and staff network chairs. The sub-committee will focus on:

- Understanding local EDI issues/concerns and good news stories
- Supporting achievement of our Athena Swan action plan and EDI action plan
- Operational engagement with key priority projects
- Develop areas of focus for network chairs

The new structure has been created to encompass a wide range of perspectives, lived experiences and knowledge to continue to successfully support the University's commitment to EDI.

Members of the Executive are responsible for leading the implementation of the Equality and Diversity approach and action planning in relation to employee and student matters within their own Schools and Directorates/departments; ensuring that all staff understand their responsibilities and receive support to carry these out.

All members of the institution's community have a responsibility to ensure that their behaviour towards each other and to the wider external community is respectful, encouraging a positive and inclusive environment.

EDI Governance structure

Board

- Overall responsibility for ensuring adherence to the duties set out within the relevant legislation and in the University's Equality and Diversity policy

Executive

- Ensures that the Equality and Diversity policy and associated action plans are implemented effectively (including resourcing)
- Leading the implementation of the Equality and Diversity approach and action planning in relation to employee and student matters within their own Schools and Directorates
- Ensuring that all staff understand their responsibilities and receive support to carry these out

Provost

- Executive responsibility for Equality and Diversity (students)
- Chair of the Equality, Diversity and Inclusion Committee

Chief People Officer

- Executive responsibility for Equality and Diversity (staff)
- Deputy Chair of the Equality, Diversity and Inclusion (EDI) Committee

Senate

- Ensures academic policies and procedures avoid discrimination, in terms of student recruitment, progression and attainment

EDI Committee

- Lead responsibility for assuring the institution's equality obligations and commitments
- Reports to the Executive

EDI Highlights 2024–2025

Meaningful Training and Development

We launched a new e-learning platform which offers all staff a more accessible way of completing mandatory training and provides a range of continuing professional development (CPD) online courses including equity and inclusion related subjects.

Following last year's success, we commissioned additional 'Supporting EDI Principles' sessions from Birketts to increase the number of trained staff and line managers. These sessions covered an introduction to EDI, recognising bias and unacceptable behaviour and recognising socio-economic factors as part of EDI.

We also commissioned disability awareness sessions delivered by Enhance the UK who are a charity run by disabled people offering an insightful perspective around understanding disability in society and at work.

In addition, we introduced a mandatory Sexual Harassment e-learning module for all staff. This training reinforces our commitment to fostering a safe, respectful, and inclusive working environment. It plays a vital role in our broader EDI strategy by equipping employees with the knowledge and confidence to identify, challenge, and prevent inappropriate behaviours, thereby strengthening our culture of accountability and inclusion.

Utilisation of Race Equality Matters Membership

The University had a year's membership with Race Equality Matters which contributed to the development of a new training session related to micro-aggressions, multiple learning opportunities through webinars and initiatives to open conversations around making the University more actively anti-racist which will take fuller form in the next academic year, such as the launch of the Micro-aggression Training and other initiatives to encourage open discussion to contribute towards continuous improvement of our experience at work. We also had a successful Race Equality week where each day resources were posted for all staff to encourage reflection and education around anti-racism.

Driving Inclusive Recruitment

To ensure our recruitment processes are as inclusive as possible, we have identified the actions that we feel will lead to improved outcomes for candidates and the university. Our Inclusive Recruitment plan aligns with our People Strategy and our broader EDI commitments, and we hope will continue to position us as an Employer of Choice. Actions that have been implemented from this plan are:

- Reviewing and amending our job description template to ensure that it is accessible
- Utilising a gender decoder which helps identify any gender-coding in our job adverts
- Creation of an inclusive recruitment guide for managers
- Staff snapshots created to highlight our staff population for recruitment campaigns

We intend to embed these and further initiatives alongside working on other actions which we hope will continue to improve our recruitment process and increase diversity in our staff population.

Mentoring Scheme — Fostering Growth

This year, we developed a new mentoring scheme which aims to foster professional growth through meaningful mentor-mentee relationships complementing succession planning, career pathways and career aspirations and supporting staff to thrive. To support the launch in the new academic year, we have trained a range of staff to create a diverse network of mentors.

Advancing Equality

Accreditations



Athena Swan Bronze recognises our strong commitment to advancing gender equality in higher education and research. It marks a structured journey to identify and address gender-based challenges through evidence-based action planning, which is supported through our EDI Sub Committee and overarching EDI Committee.

Mindful Employer is a UK-wide initiative which enables us to demonstrate our commitment to creating a mentally healthy workplace through providing training, resources, and guidance. Signing its Charter shows a commitment to reducing stigma and promoting open conversations around mental health at work, which is encouraged through our 2024–2026 staff survey action plans departmental and university-wide discussions where wellbeing is a key focus area.

Disability Confident is a UK government initiative that helps us recruit, retain and support disabled people and those with health conditions. We have an action plan in place to continually improve experiences for our employees and applicants with disabilities.



Staff Networks

Our staff networks have continued to meet to discuss matters important to them, and any issues pertinent to the wider university have been raised within our EDI committee. Our networks are proud to highlight the following work that they have been involved in this year:

Anti-Racism Collective:

The Anti-Racism Collective hosted an impactful Racial Justice, Equity and Power Conference in July 2025 which consisted of a number of seminars discussing research into racial justice and keynote talks from Heidi Safia Mirza and Professor Khadija Mohammed. The conference had attendees from a number of different sectors and perspectives. They have also received funding from the University's Annual Fund and will be holding a cultural event in October 2025.

Disability Network:

The Disability network have continued their work in supporting staff and students with advice, lived experience and support.

LGBTQ+ Staff Network:

Thanks to the University's Annual Fund, the LGBTQIA+ network was able to procure some Pride lanyards for staff and students which were offered out during Pride month. They also consulted on the review of our Trans Equality Policy.

Menopause Network:

The Menopause network have continued their successful Menopause Cafes throughout the academic year and have a thriving online forum where members share advice, lived experience and support.

Neurodiversity Network:

The Neurodiversity Staff Network has been newly formed this year with a growing membership. Their aim is to connect neurodivergent staff across the University and create a range of welcoming spaces for discussion and information.

Our Staff EDI data

We are pleased to present our 'People profile' – showing differences from the previous year via +/- to illustrate areas of change.

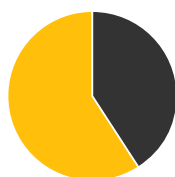
Staffing data is taken from our HR Information System: Resourcelink (Zellis). University of Suffolk does not hold any responsibility (and therefore data) in relation to the staff of our partner organisations who do not form part of this report.

Our staffing profile remains broadly static and there have been minimal changes in the 'make-up' of our staff profile in the last 12 months.



University of Suffolk Staff 'Snapshot' 2024-2025

Staff by area



59% Professional Services
+1.3% from 2023-2024

41% Academic
-1.3% from 2023-2024

Full/Part-time



66.67% Full-time staff
-1.31% full-time staff from 2023-2024



33.33% Part-time staff
+1.31% part-time staff from 2023-2024

Gender



66.7% Female
+1.11 from 2023-2024



32.10% Male
-1.59% from 2023-2024



0.9% Non-binary
+0.47% from 2023-2024

0.3% Prefer to self describe
No change from 2023-2024

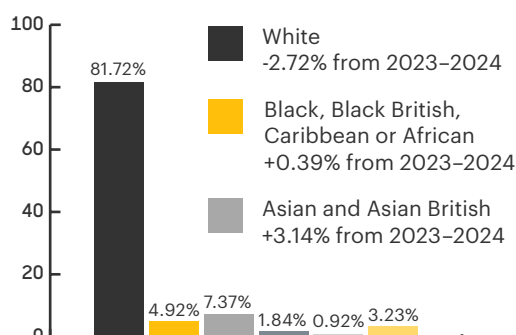
Disability

81.8% Staff with no known disability
-10.9% from 2023-2024

9.8% Staff with a declared disability
+2.4% from 2023-2024

8.4% Prefer not to say
+8.4% from 2023-2024

Ethnic group



Mixed or multiple ethnic groups
-0.12% from 2023-2024

Other ethnic groups
-0.29% from 2023-2024

Not available
-0.40% from 2023-2024

Sexual orientation

71.89% Heterosexual
-0.77% from 2023-2024

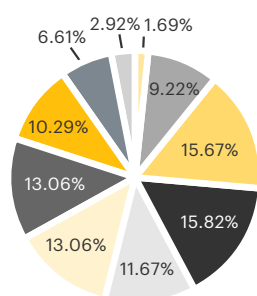
22.12% Prefer not to say
+0.67% from 2023-2024

5.99% LGBTQ+
+0.10% from 2023-2024

Length of service

Time (years)	0-2	3-5	6-10	11-15	16-20	21-30	30+
Employees	41.01% +5.06% from 2023-2024	24.58% -7.14% from 2023-2024	16.59% +2.54% from 2023-2024	8.29% -0.47% from 2023-2024	5.68% +0.09% from 2023-2024	2.46% +0.26% from 2023-2024	1.38% +0.17% from 2023-2024

Age group



Under 25yrs
-1.03% from 2023-2024

25-29yrs
-0.15% from 2023-2024

30-34yrs
+0.49% from 2023-2024

35-39yrs
+0.11% from 2023-2024

40-44yrs
+1.25% from 2023-2024

45-49yrs
+0.54% from 2023-2024

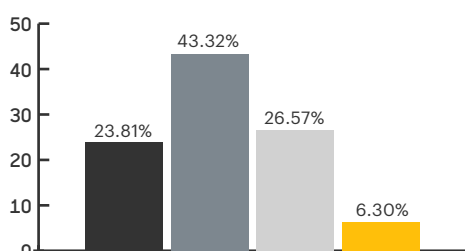
50-54yrs
+0.52% from 2023-2024

55-59yrs
+0.47% from 2023-2024

60-64yrs
-0.34% from 2023-2024

65yrs+
+0.2% from 2023-2024

Religion



Prefer not to say
+0.55% from 2023-2024

No religion
+15.37% from 2023-2024

Christian
-16.03% from 2023-2024

Buddhist, Hindu, Jewish, Muslim, Sikh and other
+0.11% from 2023-2024

Gender, Ethnicity and Disability Pay Gaps

Gender Pay Gap (GPG)

The Gender Pay Gap refers to the percentage by which the average pay for female members of staff is lower than the average pay for male members of staff. The University's Gender Pay Gap is shown below.

Gender Pay Gap	Hourly rate of pay (£) 2025		Gender Pay Gap (%)			
	Female	Male	GPG 2025	GPG 2024	GPG 2023	GPG 2022
Mean	£21.27	£23.06	7.78%	11.9%	14.20%	13.23%
Median	£20.03	£22.73	11.85%	13.68%	15.19%	16.18%

Quartile Pay Bands	Gender % per quartile 2024–2025	
	Female	Male
Lower Quartile	74.37%	25.63%
Lower Middle Quartile	74.21%	25.79%
Upper Middle Quartile	65%	35%
Upper Quartile	54.72%	45.28%

Compared to men, the average pay of women remains lower, however the gap has further reduced in both the mean and median in 2024–2025. Both mean and median pay gaps continue to be at their lowest since reporting started in 2017. This improvement is largely because of greater female representation on our Executive team which has shifted female representation in the upper quartile to 54.72% compared to 52.17% in 2023–2024.

Ethnicity Pay Gap (EPG)

Ethnicity Pay Gap	Global Majority £ph.	White (including white other) £ph.	EPG 2025	EPG 2024	EPG 2023	EPG 2022
Mean	£19.94	£22.06	9.61%	0.09%	1.44%	-2.40%
Median	£21.15	£21.46	1.45%	0.00%	-0.44%	-2.98%

Quartile Pay Bands	Ethnicity % per quartile 2024–2025		
	White	Global Majority	Unknown
Lower Quartile	80%	13.75%	6.25%
Lower Middle Quartile	82.39%	11.32%	6.29%
Upper Middle Quartile	79.37%	15.63%	5.00%
Upper Quartile	87.42%	6.92%	5.66%

In 2024–2025, the average pay of Global Majority staff was 9.61% lower than white staff, marking a notable increase in the pay gap compared to the previous year. The median gap, while smaller at 1.45%, also reflects a rise from 2023–2024 levels. This shift is primarily due to greater white representation within the Executive team following a number of resignations which were effective in 2024–2025.

Disability Pay Gap (DPG)

Disabled Pay Gap	Disabled £ph.	Non-disabled £ph.	DPG 2025	DPG 2024	DPG 2023	DPG 2022
Mean	£19.64	£22.12	11.21%	14.13%	14.97%	14.50%
Median	£18.60	£21.46	13.32%	13.68%	19.59%	16.18%

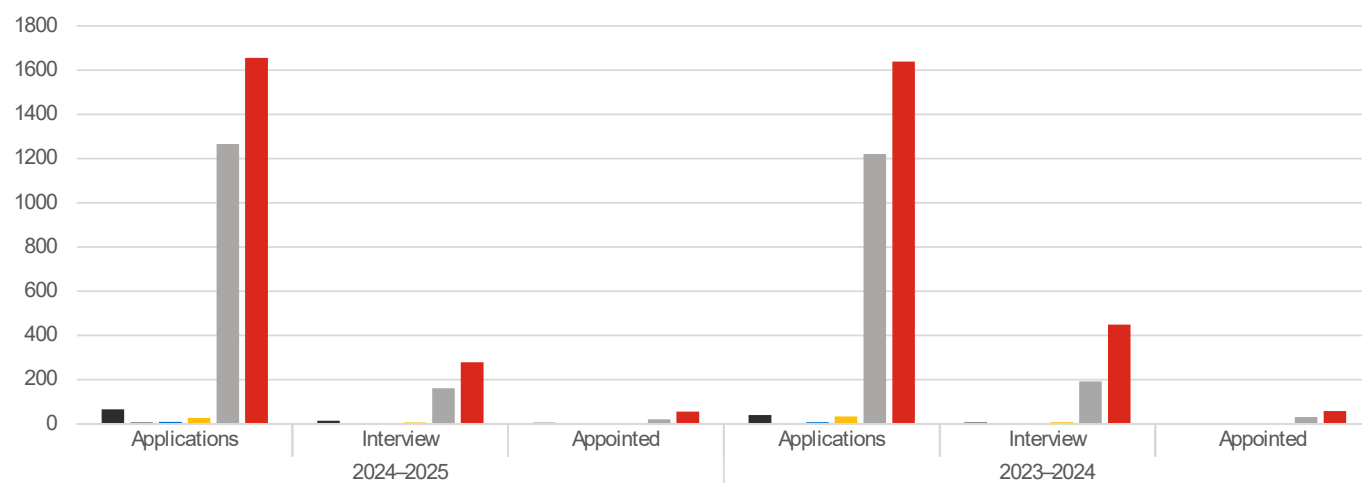
Quartile Pay Bands	% Disability declared per quartile 2024-2025	
	Declared	Not declared
Lower Quartile	15%	85%
Lower Middle Quartile	7.55%	92.45%
Upper Middle Quartile	8.75%	91.25%
Upper Quartile	6.29%	93.71%

On average, disabled staff earn less than non-disabled staff, with a mean pay gap of 11.21% in 2024-25. While the gap has reduced slightly compared to previous years, the disparity remains consistent across both mean and median pay gaps.



Staff Recruitment – Gender Identity, Ethnicity and Disability

Progression through Recruitment Stages by Gender Identity 2024–2025



2024–2025				2023–2024		
	Applications	Interview	Appointed	Applications	Interview	Appointed
Prefer not to say	66	15	5	41	7	0
Prefer to self describe	8	1	1	4	0	0
Trans	10	3	0	8	2	0
Non-binary	27	7	1	34	8	2
Male	1266	162	21	1221	192	31
Female	1655	279	56	1639	450	59
Total	3032	467	84	2947	659	92

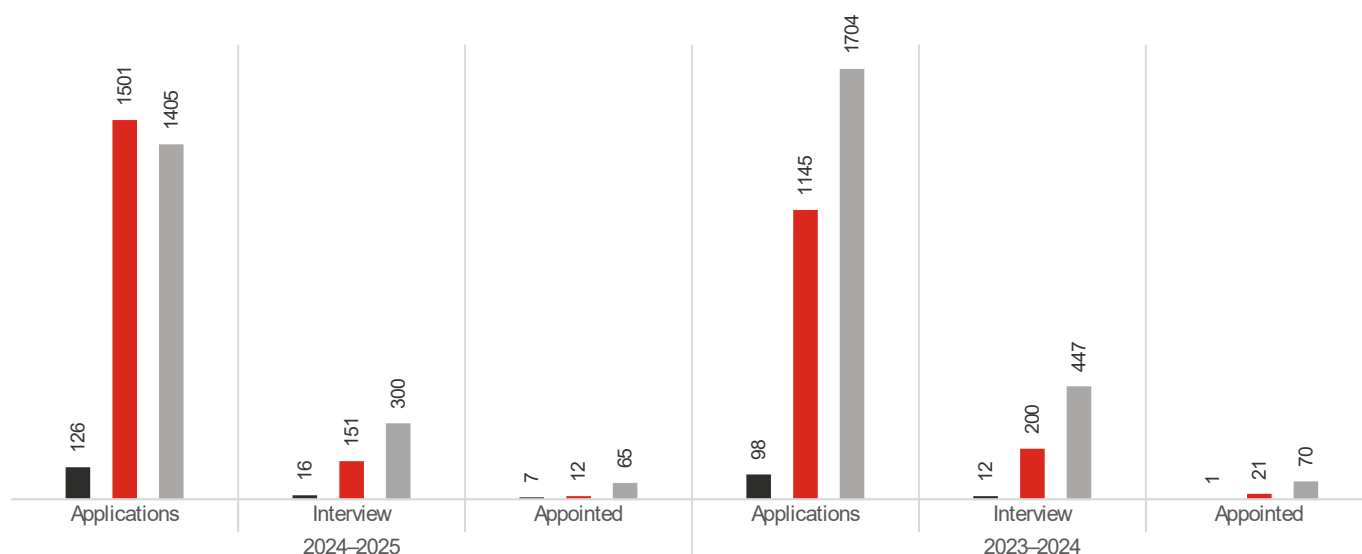
In terms of success of different gender identities through the recruitment process:

Gender identity	Male	Female	Non-Binary	Trans	Prefer not to say	Prefer to self-describe
% success rate of all appointees	25%	66.66%	1.20%	0%	5.95%	1.20%
% success rate by gender identity (i.e. % of appointments from applications of each gender identity)	1.65%	3.38%	3.70%	0%	7.57%	12.50%

The above appointment rates continue very closely in line with our staff profile gender split of female and males.

Staff Recruitment – Gender Identity, Ethnicity and Disability

Progression through Recruitment Stages by Ethnicity 2024–2025



	2024–2025			2023–2024		
	Applications	Interview	Appointed	Applications	Interview	Appointed
■ Prefer not to say	126	16	7	98	12	1
■ Global Majority	1501	151	12	1145	200	21
■ White	1405	300	65	1704	447	70
Total	3032	467	84	2947	659	92

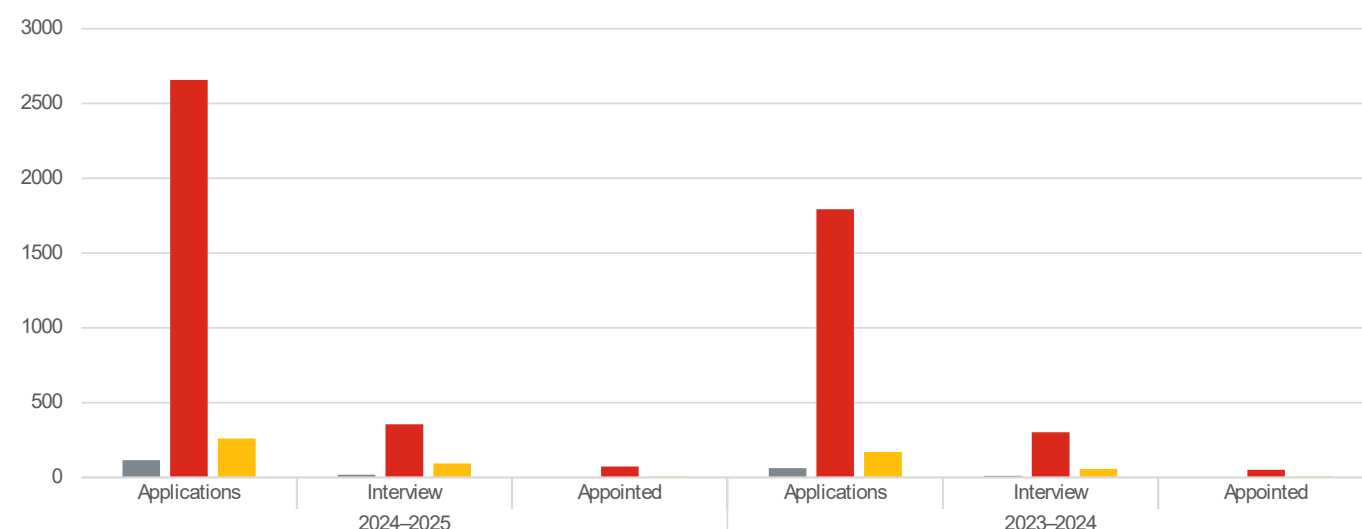
In terms of success of Global Majority and white applicants through the recruitment process, appointments made in 2024–2025 were:

Ethnicity	Global Majority	White	Prefer not to say
% success rate of all appointees	14.30%	77.40%	8.30%
% success rate by ethnicity (i.e. % of appointments from applications of each ethnicity)	0.79%	4.62%	5.50%

Although we have seen a 31% rise in applications from candidates from global majority backgrounds, over 50% of these indicated that they would require sponsorship. The recent changes to UK visa sponsorship rules in April and July 2025 — such as higher salary thresholds and a reduced list of eligible Skilled Worker visa occupations — have limited, and will continue to limit, our ability to sponsor migrant workers.

Staff Recruitment – Gender Identity, Ethnicity and Disability

Progression through Recruitment Stages by Disability 2024–2025



	2024–2025			2023–2024		
	Applications	Interview	Appointed	Applications	Interview	Appointed
Prefer not to say	116	18	3	62	12	1
No disability	2656	355	73	1793	302	52
Declared disability	260	94	8	171	58	7
Total	3032	467	84	2026	372	60

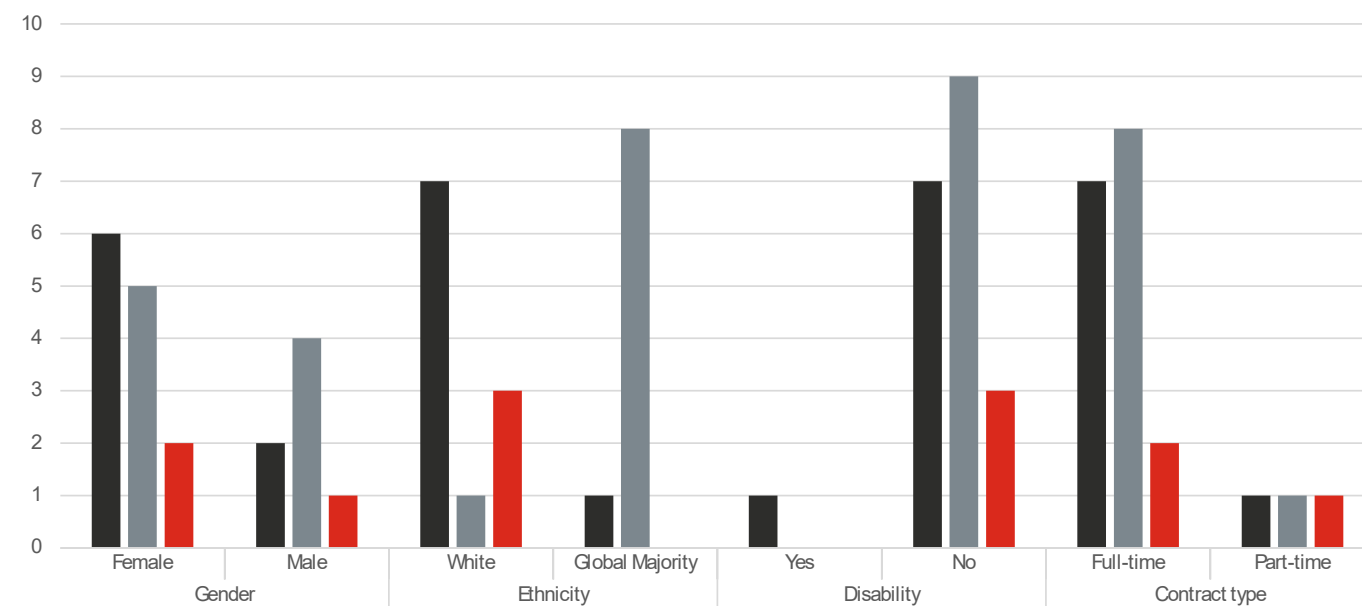
In terms of the success of disabled and non-disabled applicants through the recruitment process, appointments made in 2024-25 were:

Disability	Declared Disability	No Disability	Prefer not to say
% success rate of all appointees	9.5%	87%	3.57%
% success rate by disability (i.e. % of appointments from applications of each disability)	3.07%	2.74%	2.58%

Applications from those with a declared disability increased as did the number of interviews offered, along with a 2.5% increase in success rate of all appointees compared to 2023–2024, which is a positive point to note. However, the success rate of those who declared a disability at application stage to being appointed has reduced by 1.02% from the previous year. This year, system developments making disability declaration a mandatory field has seen the ‘not completed’ category being removed resulting in an increase in known data including those who prefer not to say.

Progression

Internal Progression by Characteristic



		Gender		Ethnicity		Disability		Contract type	
		Female	Male	White	Global Majority	Yes	No	Full-time	Part-time
Support		6	2	7	1	1	7	7	1
Management		5	4	1	8	0	9	8	1
Academic		2	1	3	0	0	3	2	1
Total		13	7	11	9	1	19	17	3

Internal progression measures the internal movement (excluding academic promotions*) resulting from successful applications for different or higher banded roles, re-banding of roles, and temporary enhanced roles (i.e., acting up).

Of the 20 internal progressions in 2024–2025:

- 65% were female and 35% were male
- 45% were Global Majority staff and 55% were white staff
- 5% were disabled staff and 95% staff did not declare a disability
- 85% were full time staff and 15% were part time staff

There is a better balance around white and global majority staff progressing compared to last year, while gender and disability progression remains broadly similar.

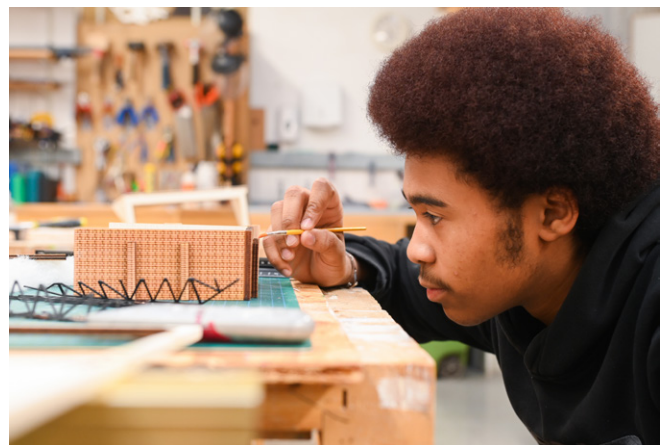
*Our Academic Progression Framework has been under review this year and therefore no academic promotion rounds have taken place in 2024–2025.

Our Student EDI data

We are pleased to present our 'Student profile' — showing differences from the previous year via +/- to illustrate areas of change.

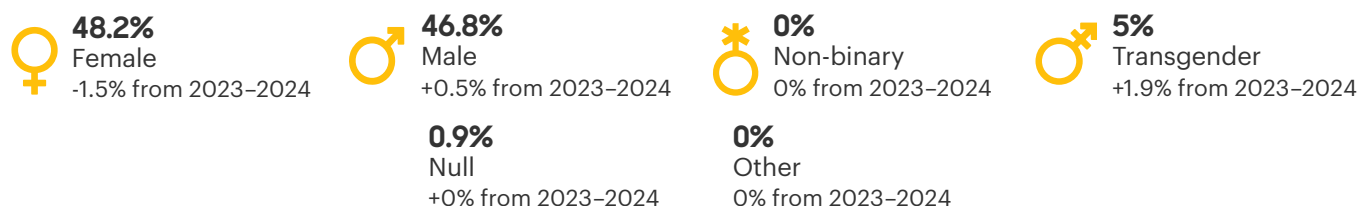
All data relating to students includes both Ipswich campus students and those who are enrolled with our partner organisations (excluding Unicaf), and for whom University of Suffolk is their course awarding institution. Student data is taken from the internal Student Record System.

Our student profile has remained relatively similar since 2023–2024 with minor changes in the 'make-up' of the student population over the past 12 months.

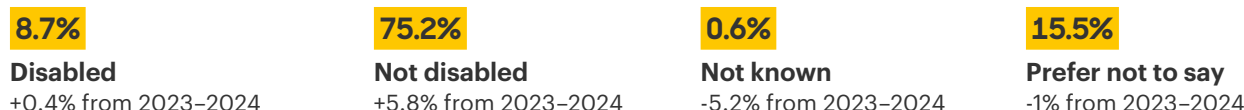


University of Suffolk Undergraduate Student 'Snapshot' 2024-2025

Gender



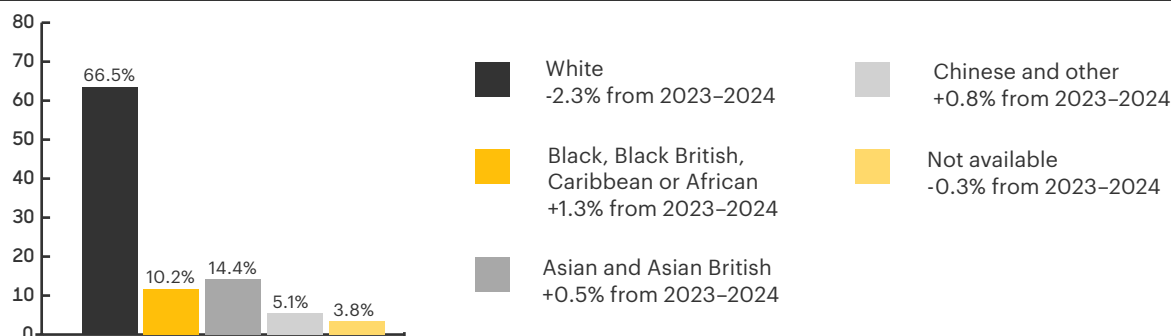
Disability



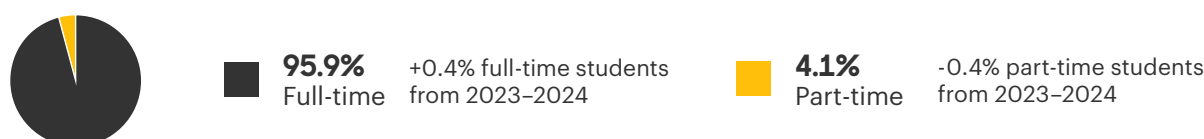
Sexual orientation



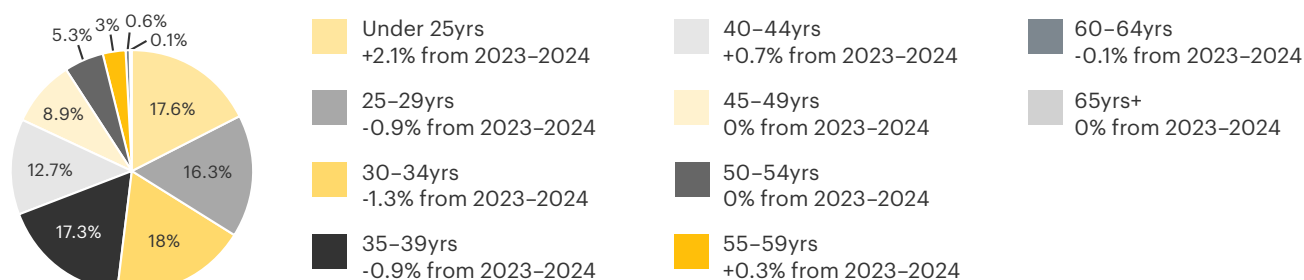
Ethnic group



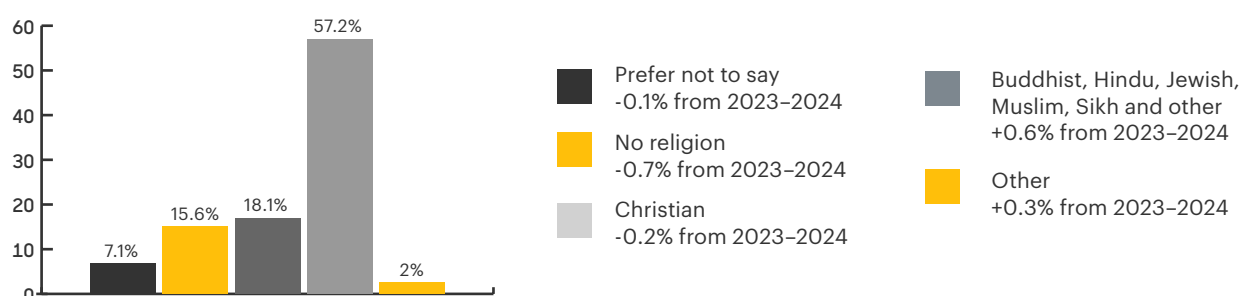
Mode of Attendance



Age group

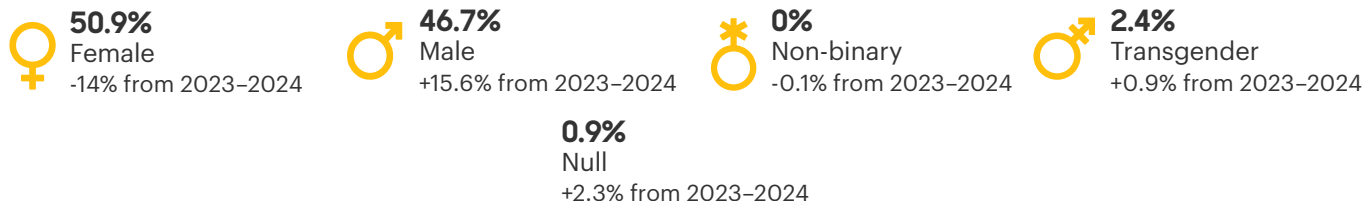


Religion

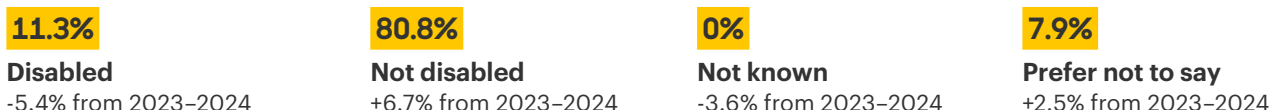


University of Suffolk Postgraduate Student 'Snapshot' 2024–2025

Gender



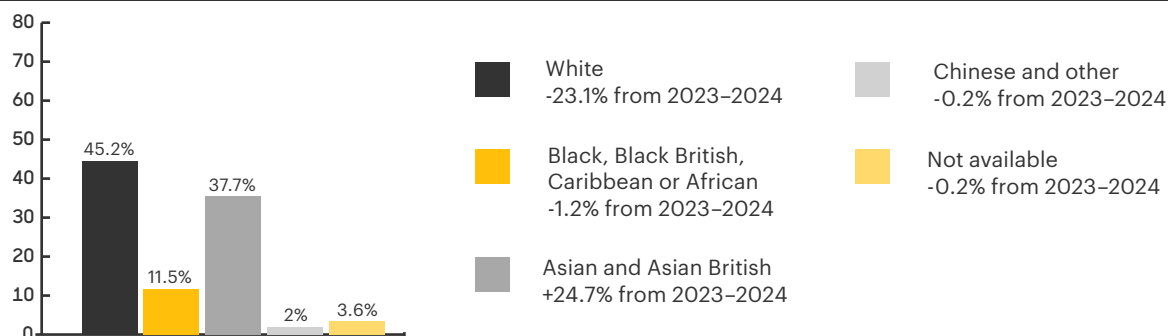
Disability



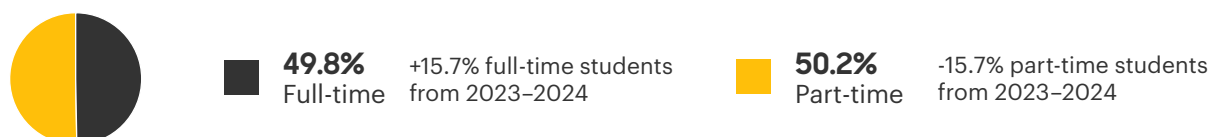
Sexual orientation



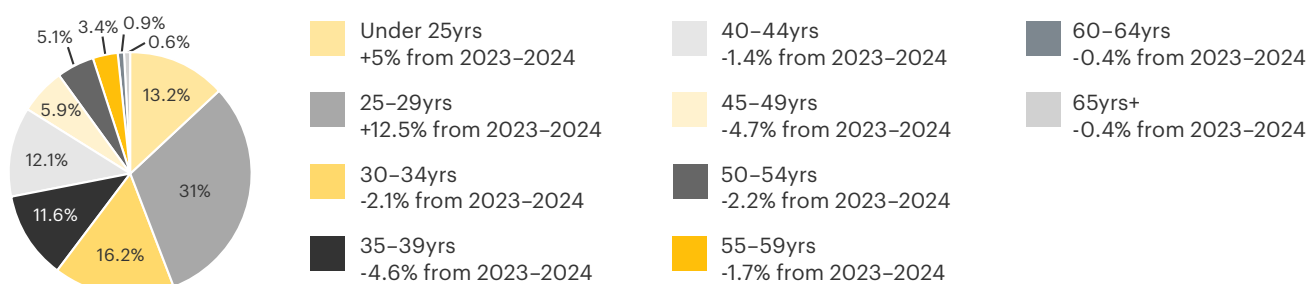
Ethnic group



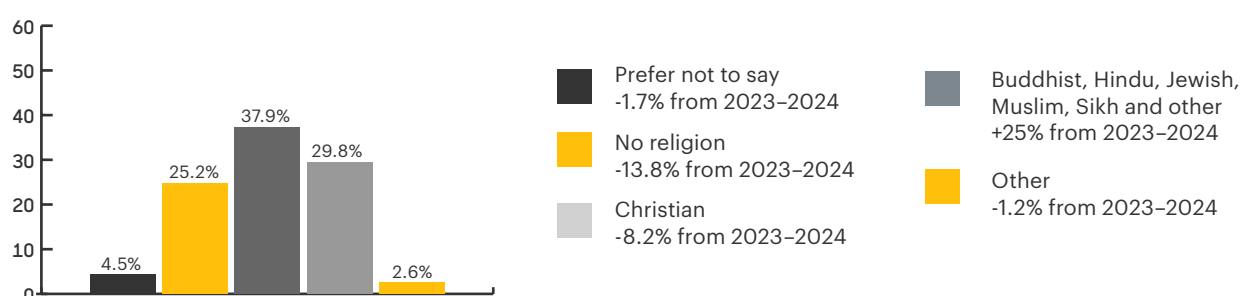
Mode of Attendance



Age group



Religion



University of Suffolk Postgraduate Research Student 'Snapshot' 2024–2025

Gender



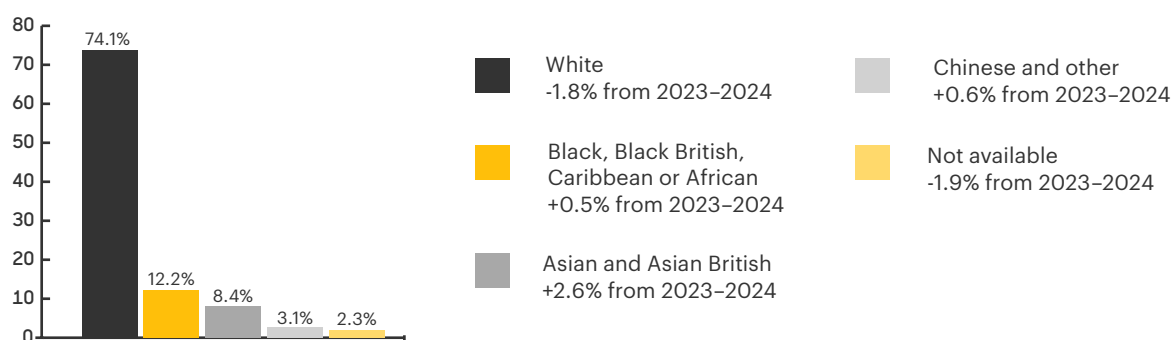
Disability



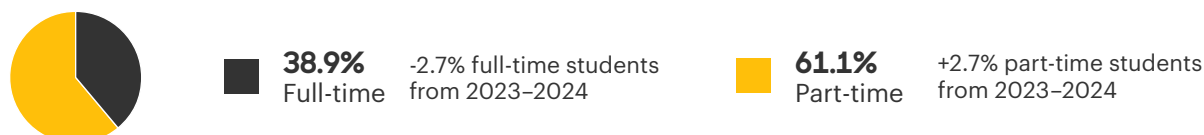
Sexual orientation



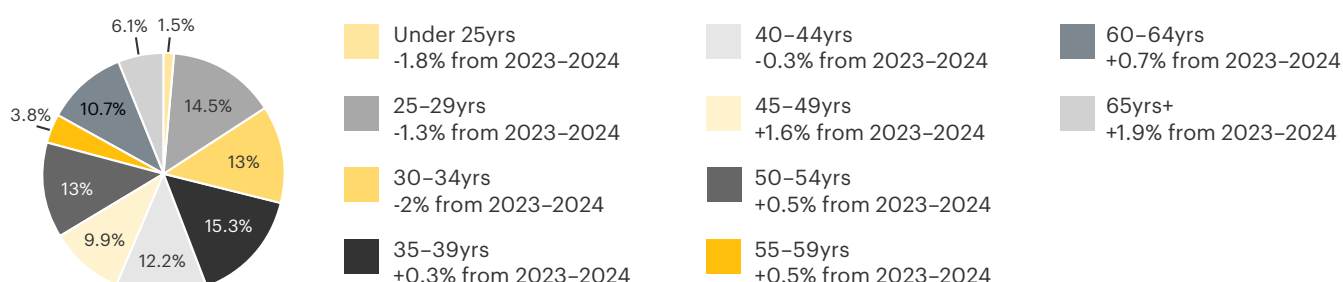
Ethnic group



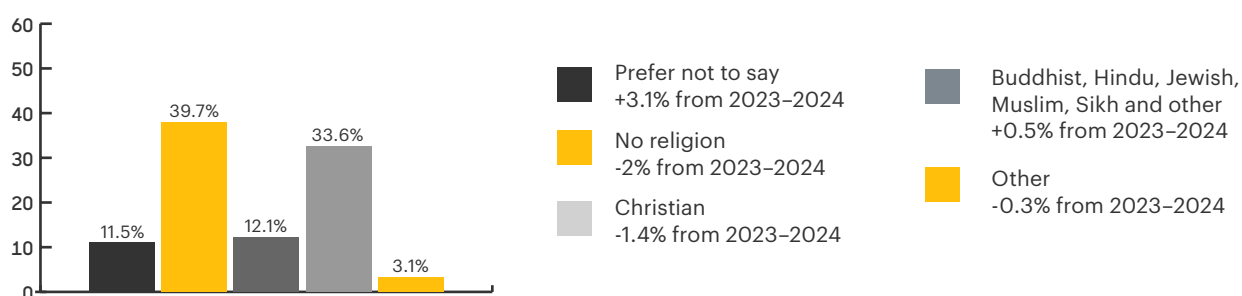
Mode of Attendance



Age group

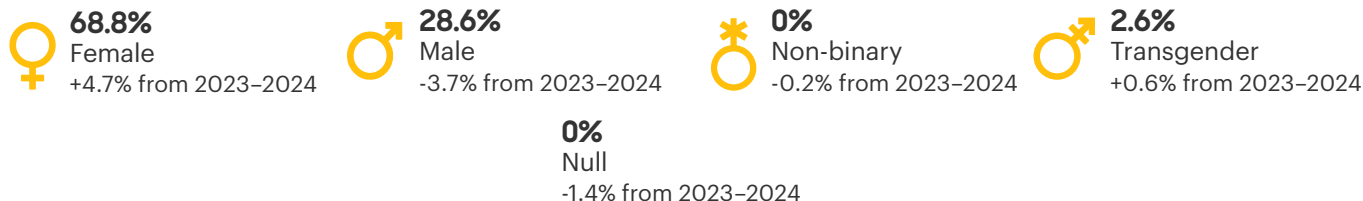


Religion

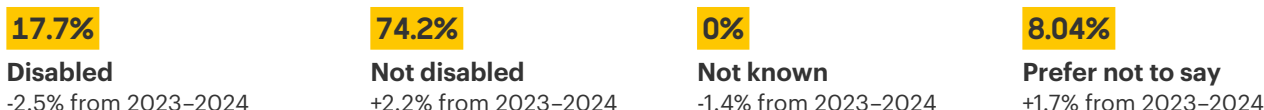


University of Suffolk Apprentices 'Snapshot' 2024-2025

Gender



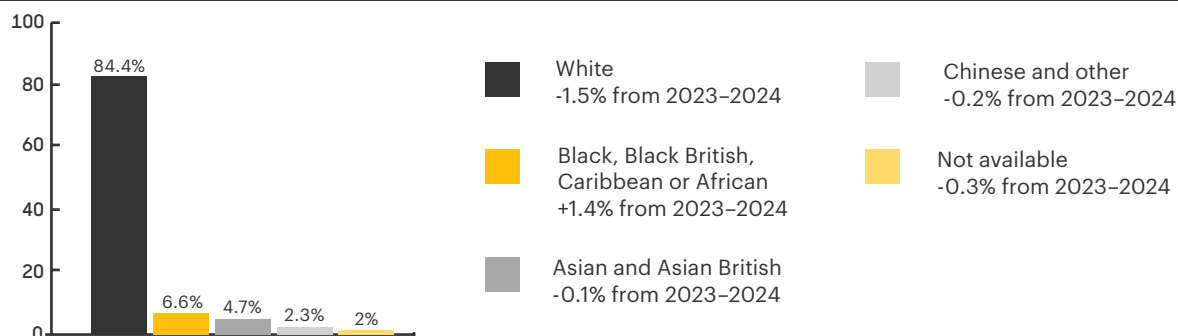
Disability



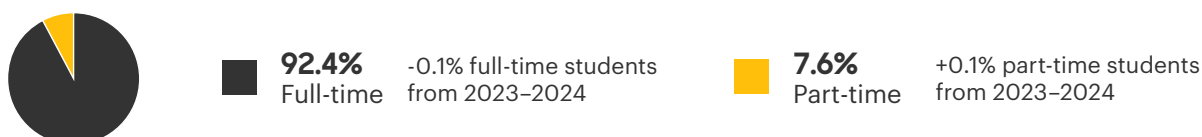
Sexual orientation



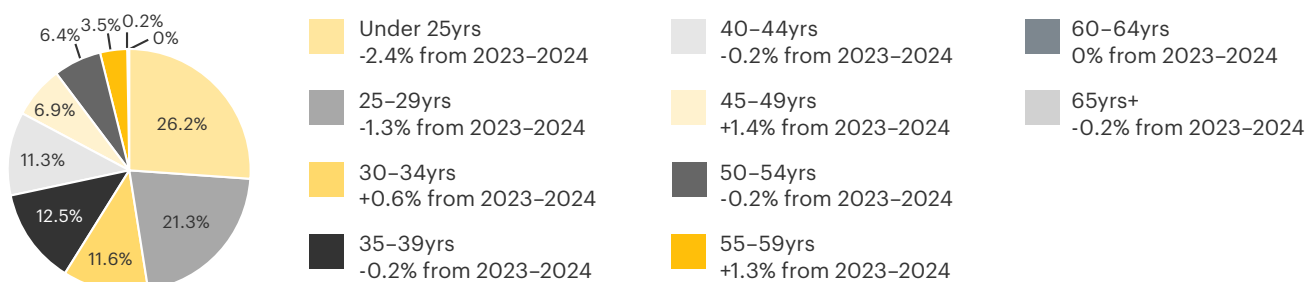
Ethnic group



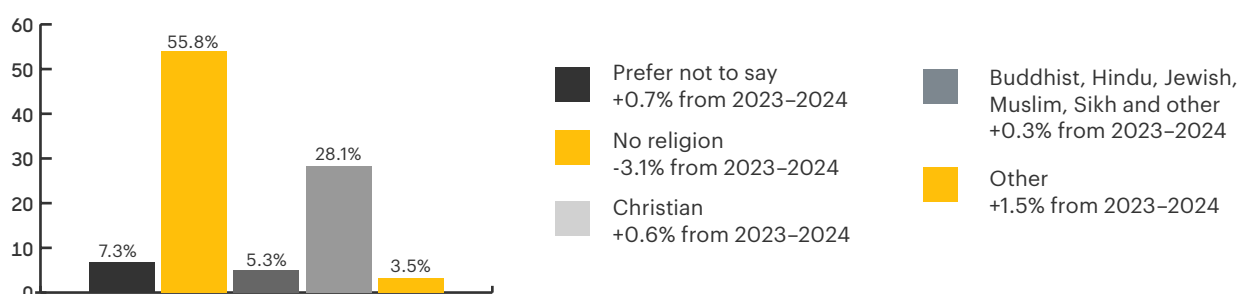
Mode of Attendance



Age group



Religion



Employee and Student Assistance Programme

Both staff and students have access to an Employee/Student Assistance Programme (EAP/SAP) which provides support for their mental, emotional and practical wellbeing through Health Assured.

Health Assured provides a 24/7 confidential helpline, goal-oriented counselling, legal and financial guidance, medical information, online CBT and the Wisdom App. This service is provided to all employees and students and their immediate family members.

Employee Assistance Programme (EAP)

The EAP provides a wide range of information and support around neurodivergence, disability and mental health including practical and medical advice, awareness campaigns, webinars, podcasts and articles. The service has a utilisation rate of 26.3% where 64.9% of users are female and across a wide age spectrum.

Student Assistance Programme (SAP)

All students on our Ipswich campus have access to mental health and wellbeing support through our Student Assistance Programme. Alongside in-house services, work with our SAP partner continues to build. Recognising the diversity in our student population, key features of this support programme is the capability for counselling support to be provided in different languages should a student prefer support delivered in their first, or preferred, spoken language, as well as support and advice which resonates with different characteristics and intersectionality.

Registrations to the Wisdom app in 2024-25 stand at 274 and as the table below illustrates, there were 382 engagements with the helpline (+25.9% compared to 2023/24). Additionally, 63 structured counselling sessions were delivered in the 24-25 academic year.

Building belonging and an inclusive learning experience

Student communication, belonging and wellbeing

Communication associated with transition, induction and welcome activities is mapped and implemented in line with the University Mental Health Charter principles of good practice 'transition into university'.

When a student accepts an offer to join the university, they engage with a range of platforms and access points until such time that they are fully enrolled onto their chosen programme. Prospective students who have accepted an offer will typically navigate:

- The university website
- Aspects of the online learning environment
- Emails sent directly to the prospective student from the university

As described in last year's report, we evaluated engagement with and student feedback on a welcome module and targeted programme of onboarding and induction emails and shared the findings shared to internal committees.

Students cited that their mostly favoured communication during induction was email with the online learning environment (welcome module) as a lesser preferred method. Emails saw very high engagement (over 90%) with content in some cases.

The average overall experience rating for induction was 3.91 out of five, indicating a favourable experience. Students said they felt welcomed and supported by staff and 70% of respondents felt that they received timely and adequate communication.

Some challenges were noted such as communicating with specific teams or overwhelm from the volume of information. This feedback has been considered as the communication framework for onboarding and induction moves to a second year of implementation.

Additionally, a digital project to roll a change to the way student 'name' data was fed to our systems was successfully completed.

Through July 2025, data feeds to platforms such as Office 365 suite, online learning environment and Minerva helpdesk were changed to display the name shown in a student's 'preferred identify' field from their student record.

This development has been wholeheartedly supported by staff and students and recognised as enhancing and personalising students' experience and for providing a more inclusive approach for students for whom their preferred identity is different to their legal name.

Addressing and Preventing Harassment and Sexual Misconduct

A workstream to ensure compliance with the Office for Students (OfS) condition of registration (E6) was undertaken. Through this workstream policies and procedures were reviewed and aligned where necessary. A topic on raising awareness of harassment and sexual misconduct was created and embedded into an online student induction module (Step-by-Step). Channels to report and access support remain well established with appropriately trained support staff and good community connections and collaboration.

A single comprehensive source of information was co-created and published outlining how the university seeks to make a credible difference to protect students and tackle incidents of harassment and sexual misconduct.

Work undertaken to map and embed E6 throughout our provision also included:

- Reviewing and mapping provision across Suffolk and partners
- Co-creating the comprehensive statement
- Collaborative meetings to share knowledge and resources

In 2025-26 we will review engagement with the student induction module and continue to review the number of cases of harassment and sexual misconduct and will apply learning to future developments.

Supporting Our International Students

A project is underway to enhance both internationalisation awareness and inclusive pedagogical practices among university staff through:

- Materials available on Brightspace
- Workshops focused on relevant aspects of the Strategy such as visa regulations and effective pedagogical practices
- A community of practice that serves as a platform for ongoing discussion and resource sharing

The work commenced with a needs analysis survey, designed to gauge staff confidence levels and identify areas where additional support or information was felt relevant. Workshops were delivered for front-facing staff, and the module 'Internationalisation in action' was developed for all staff involved in teaching and supporting International Students. The training resource is designed for staff to access at their own convenience and provides practical guidance and key insights to help effectively support our growing international student community.

An evaluation is in progress and due to be shared in the Autumn 2025.

Student Belonging Resources

The Centre for Excellence in Learning and Teaching (CELT) led by a task and finish group for student belonging have developed a series of resources to inform inclusive course design and development.

For 2024 and 2025, we have asked the additional bank of questions for Student Belonging for National Student Survey (NSS) and analysed the equivalent core questions in the Postgraduate Taught Experience Survey (PTES), creating a bespoke report on this theme. The consistency of the student experience in relation to student characteristics is fully reviewed across the NSS, PTES, and Postgraduate Research Experience Survey (PRES) with the analysis informing enhancement planning activity.

The CELT-CPD programme has been redesigned this year to align with the Professional Standards Framework (2023) which now has a greater focus on inclusive learning. Accordingly, we have now further developed a range of professional learning experiences which support colleagues in promoting inclusive learning across all our provision.



EDI in Research at University of Suffolk

EDI principles were systematically embedded throughout the 2024-25 Research and Knowledge Exchange Development Programme, from initial planning stages through to programme evaluation. EDI was also central to the University of Suffolk's REF People, Culture and Environment pilot (2025), specifically under the Inclusivity enabler, which required demonstration of an inclusive research culture and equitable support for under-represented groups. Additionally, we are developing our Code of Practice for REF2029 and undertaking an Equality Impact Assessment to ensure continued adherence to EDI principles. Our Athena Swan progress continues: the institution has reached this year's mid-term review milestone and is in discussion with Advance HE regarding commissioning a mid-term review to be conducted by an Equality Charters Senior Adviser through our existing Advance HE membership.



EDI and our Estate

Equality, Diversity and Inclusion remain central to the ongoing development and management of our University Estate. Building on our evidence-based approach and informed by insights from AccessAble, we continue to ensure our facilities respond to the diverse needs of our community. This year, a key focus has been the creation of inclusive environments that not only meet accessibility requirements but also engender a strong sense of belonging.

Working with AccessAble we have produced comprehensive access guides for each of our buildings across campus. The guides are aimed at students, staff and visitors and can be found on our external website, [**Find Us | University of Suffolk**](#), as well as Brightspace.

As part of our five-year fire door and compartmentation improvement plan, we continue to identify areas for possible further improvements in line with AccessAble guides, considering options like hold-back doors (where these are reasonably practical) and balancing security needs for staff and students.

A major investment currently in progress is the development of a new Student Hub, scheduled to open in the 2026–2027 academic year. This facility has been designed around principles of inclusivity and placemaking, providing bespoke areas that support social connection wellbeing, and faith practice. Its design aims to support a strong sense of community and belonging, ensuring that every student feels represented and supported within the space.

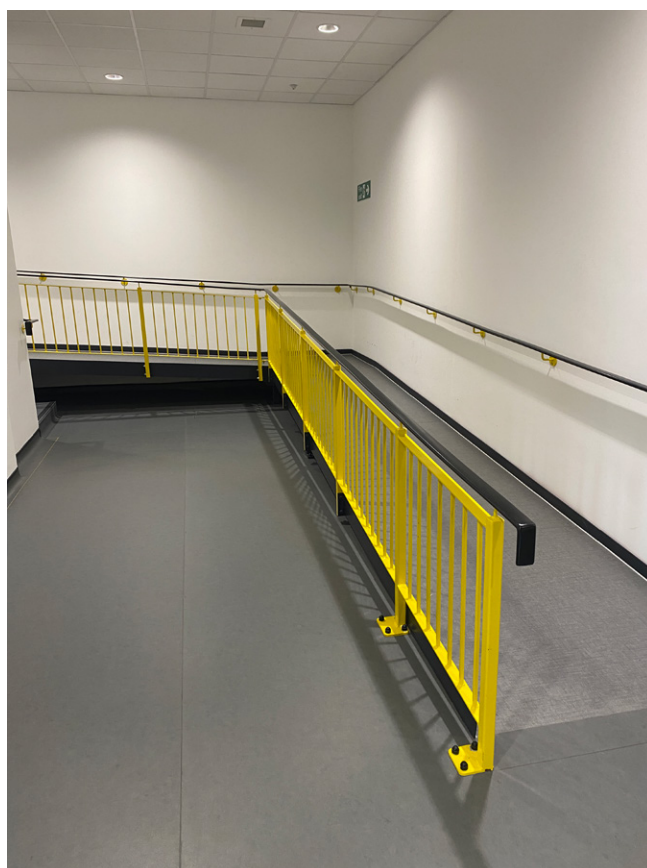
Significant refurbishment works are additionally underway in the library to ensure compliance with the Equality Act 2010 and in line with UK building standards, including BS 8300 and Approved Document M. Improvements include the installation of powered and widened doorways, step-free access throughout, and the reconfiguration of shelving to ensure ease of access for wheelchair users and those with mobility challenges. These measures will ensure that all students are able to use the library independently and fully.

In response to the needs of our diverse student population, we are expanding and enhancing prayer and reflection space in both the new student hub and the Waterfront building. These facilities are being designed to accommodate a range of faiths and provide quiet, accessible, and inclusive environments for spiritual practice and reflection.

Our approach also extends beyond physical accessibility to address the needs of neurodiverse students and staff. Informed by best practice across the sector, we are incorporating design elements that reduce sensory overload, including calm zones, clear wayfinding, and flexible study areas. These features create supportive environments for individuals with a range of cognitive and sensory needs, ensuring that our estate provides equitable opportunities for participation and wellbeing.

The wellbeing allotment continues to be an important space for student engagement and support. Over the past year, it has hosted a growing programme of mental health and wellbeing events, with participation numbers steadily increasing. The space is designed to encourage social interaction, reduce stress, and support mental health, furthering our commitment to a holistic approach to inclusion.

Through these initiatives, we are reaffirming our commitment to shaping an estate that is inclusive, accessible, and supportive of every member of our community. By embedding inclusive design and placemaking into all refurbishments and developments, we are creating environments that enable all students, staff, and partners to thrive.





EDI and our Communications

Over the last 12 months, the University has continued to strengthen its internal and external communications.

The website, which is responsive on mobile devices, is easy to use on all platforms with an intuitive site structure. Imagery used is from across the campus, reflecting an authentic picture of the campus. The website includes a range of accessibility features, including a zoom function up to 300% (without text spilling off the screen), appropriate colour contrast for improved readability, and alternative text on images where applicable. Heading levels on the site pages support assertive technologies, including screen readers and browser plugins, and the site can be navigated with only a keyboard if necessary. The website has completed a headline accessibility audit and content is continually updated, providing a useful source of information for a variety of stakeholders including students, businesses, partners, researchers and staff.

The staff intranet 'Hub' has also continued to grow, providing staff with a combination of news and information as well as collaborative workspaces. Dedicated areas on the intranet support key university activities such as graduation and open days, allowing all staff to be informed.

In addition to news and events, a 'staff spotlight' feature was introduced that provides an opportunity to introduce different members of staff in a light and informal way. The staff spotlight has also been rolled out onto the external website which has become a successful part of recruitment campaigns.

Summary Action Plan

The conclusion of our strategic action areas (2023–2025) are documented in detail in our [action plan](#). This plan covered several areas of focus in respect of staff, students, and the overall institution. Moving forward we have created a new [two-year action plan](#) effective from 2025 onwards.

Acknowledgements

The following staff are thanked for their input in the creation of the 2024-25 University of Suffolk Annual EDI Report:

Name	Job title
Julie Burton	Chief People Officer
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Karolina Pisarska	Senior Business Partner — Culture, OD and Workforce Transformation
Lauren Smith	Business Partner — Culture, OD and Workforce Transformation
Hassan Imam	Data and Process Transformation Officer
Chantalle Hawley	Director of Student Life
James Nial	Associate Director — PMI
Andreea Tocca	Head of Research, Culture and Knowledge Exchange
Rob Ellis	Director of Learning and Teaching
Markus Copping	Head of Quality Enhancement
Justine Oakes	Head of Strategic Estates Management
Jacqueline French	Communications Manager
Lauren Gardner	Content Officer
Lorraine Cutting	Content Officer
Correy Abbott	Graphic Designer

