



Race equality charter report

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University of Wolverhampton Race Equality Charter (REC) Report 2021

A year on from achieving the Bronze REC Award

Background

As the University of Opportunity it is crucial that we do everything we can to enable all individuals to succeed. This is not simply giving everyone the identical opportunity but is more about recognising the different journeys people have in front of them, understanding and meeting their needs. We are committed to becoming an inclusive University for all, removing barriers to ensure that all can participate and achieve their potential.

To fulfil the above in relation to promoting racial equality, the University's Joint Equality and Diversity Committee opted to apply for a Race Equality Charter Bronze Award. This joint committee of the Board of Governors and Corporate Management Team (CMT) has responsibility for overseeing the University's work on equality and diversity and the decision to apply for the award aligned with the Equality Objectives 2016-2020, which linked into the Strategic Plan for the same time period. The decision was reaffirmed by CMT (now the Corporate Management Board – CMB) in summer 2017, when the University became a member of the Race Equality Charter. The BAME Staff Network and the Student's Union were fully consulted before the University made the final decision to become a member of the Race Equality Charter. That was the start of our journey for the REC Charter Mark.

A submission for the Race Equality Charter Mark award was made in July 2020 and the University was awarded the Bronze REC Mark in October 2020. To demonstrate the University's commitment, a full-time race equality lead was employed within Human Resources to lead on the implementation of the Race Equality Action Plan.

The focus on the first year has been to set up a governance structure to ensure accountability for delivering on the REC action plan as well as creating an environment where issues of 'Race' are discussed openly throughout the University.

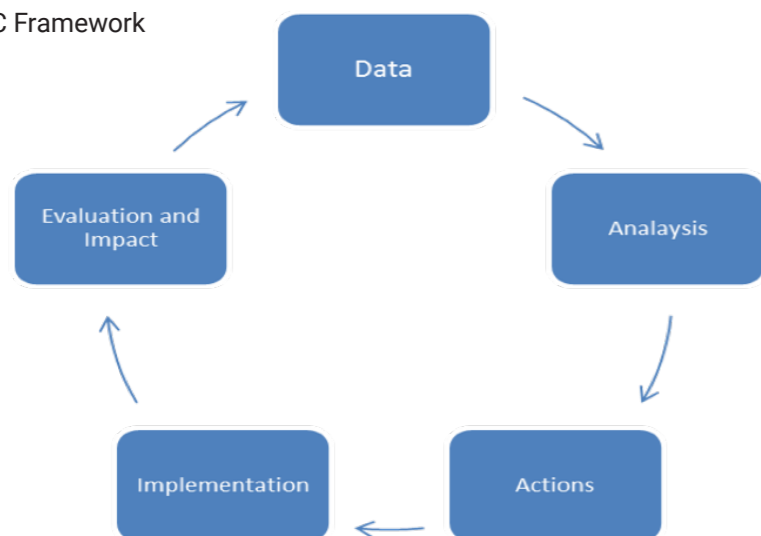




Race Equality Charter Framework:

The REC framework was used as a management tool to raise awareness and start discourse around the 'race agenda' at all levels within the University, including addressing intersectionality. At the core of the framework is an evidence-based approach using both quantitative and qualitative data. The impact of interventions to address areas of concern and disproportionality are linked back to movement in both sets of data. Rather than wait for an evaluation at the end of the three-year action plan, we will be doing an annual report to highlight progress and impact of interventions. This will be measured by benchmarking against previous years' quantitative and qualitative data.

REC Framework



Race Equality Charter Framework

The REC framework asks for data to be collected using the BAME categories (Black, Asian, Mixed and Other ethnic group) and terminology. The core principles of the REC which all Universities have signed up to include recognising this in that the BAME community is not homogenous. At the University we also then disaggregate that data further for example within the Asian category into Indian, Pakistani and Bangladeshi.

There have been discussions and debates around what terminology is appropriate. The Government in its response to the Inclusive Britain report 'the government's response to the Commission on Race and Ethnic Disparities' makes it clear that the BAME terminology is troublesome, and the recommendation is that government departments using the term people from ethnic minority backgrounds rather than BAME. At the University we are consulting with our BAME staff and students on what terminology they would want to be identified with and will use what is agreed in all future communications.

Impact of Pandemic

The Covid-19 pandemic has had an impact on the delivery of a number of actions within the REC action plan that could only be delivered with staff and students being on campus. These include:

- Delivery of 'face-to-face' EDI training, for example 'tool box talks' for those staff unable to access computer for mandatory online EDI and unconscious bias training.
- Physical delivery of a 'zero tolerance' campaign.
- Annual equality and diversity seminars to be held in all Faculties and Directorates. Although these could have been held virtually, it was decided to postpone them until back on campus and hold them physically.
- Evaluation students' participation in societies and identify needs (e.g. gap analysis).

Key achievements in first year:

The table below shows the staff profile with regards to the percentage of BAME staff at the University, benchmarked against key indicators.

University Profile Oct 2021	<i>University Profile July 2020</i>	<i>HE 2019/20 (HESA)</i>	<i>Black Country (2011 census)</i>	<i>Wolverhampton 2011 Census)</i>	<i>University Student 2019/20</i>
25%	23%	14%	24%	33%	50%

The BAME staff at the University has increased by 2% since we achieved our REC bronze award

According to national demographics (2011 census statistics in England and Wales) there were 14% ethnic minorities. On a regional level, the University is based in the Black Country which has 24% ethnic minorities. This shows that the University has a higher percentage than the national and regional ethnic minority population.

However, at a local level, based on the 2011 census data, there were 33% ethnic minorities in Wolverhampton. Thus the University is not reflective of the local Wolverhampton demographics (results of the 2021 census have yet to be realised).

The University has a BAME student population of just over 50%, meaning that the staff profile is not reflective of the student population which is the challenge for the University.

HESA data for 2019-20 show that there are 11% BAME Professors nationally across all UK universities. However the figure for the University of Wolverhampton is currently at 25% BAME professors, showing that the University is doing much better than the sector as whole.

According to the same data, when disaggregated, 8% of professors nationally are Asian and 1% Black. The University data is 10% and 6% respectively, which is again higher than the national average.

A full data analysis is presented in Appendices 1.

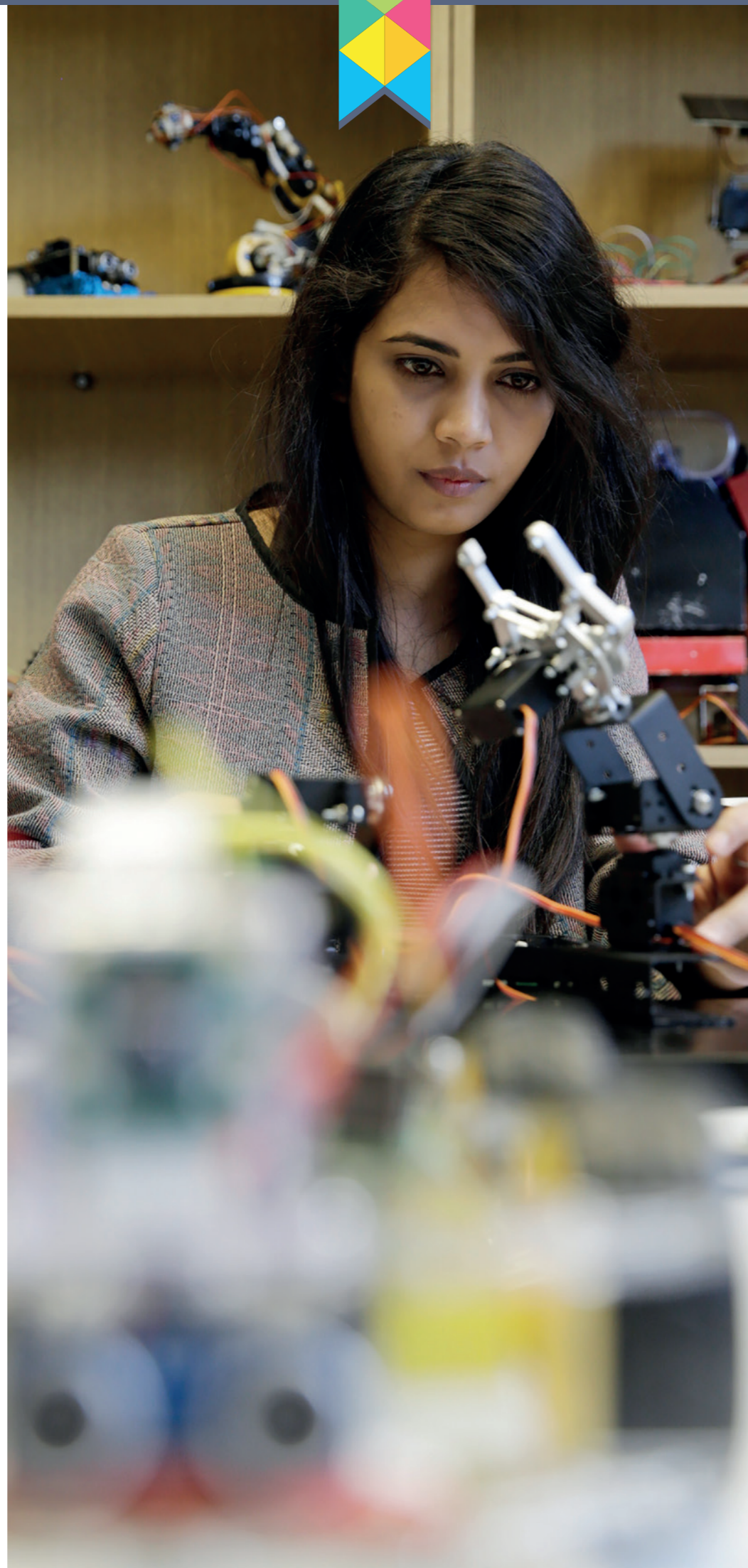
Our key achievements and actions implemented from our REC action plan for the first year are highlighted below.

Communication of REC action plan and embedding race equality

To embed, communicate, and raise awareness, as well as to start the conversations and discourse around the 'race agenda,' presentations have been given using the REC action plan and data at the following meetings:

- Corporate Management Board.
- OVC briefings, which are for all senior managers within the University.
- Academic Board.
- Dean's advisory groups. This has led to the Deans of each of the Faculties having KPIs to address under-representation of BAME staff in senior roles by 6% over 3 years.
- Professional Support Services Senior Management Team.
- Faculty and Professional Support Group, EDI committees.
- Individual Institutions, Schools and Directorate team meetings.

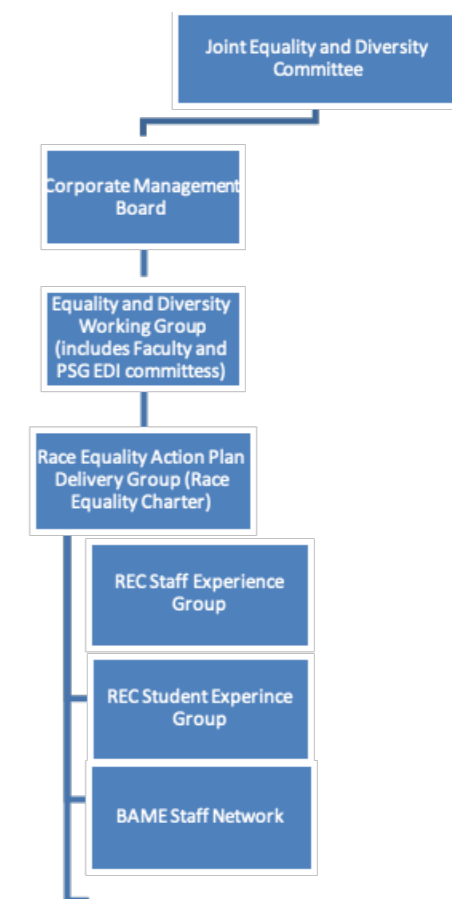
This has included presenting data at a granular and local level so that interventions to address areas of under-representation and disproportionality can be focused and targeted locally at Faculty, Institutional, School, and Directorate level.



Reporting, governance and monitoring of REC Action Plan

A Race Equality Action Plan (RECAP) Delivery Group has been set up that is responsible for the implementation and monitoring of the action plan. Its membership is drawn from senior staff within the University as well as representatives of the BAME staff network and student's union. It reports to the Joint EDI Committee which includes members of the board of governors, corporate management team, and senior managers. The RECAP delivery group is supported by the following groups:

- REC student experience.
- REC staff experience.
- BAME Staff Network.
- Faculty and Professional Services Group EDI Committees. Their individual action plans have been aligned with the Institutional REC action plan.



Recruitment, Selection and Retention of BAME staff

The following actions have been linked to address the under-representation of BAME staff, particularly within senior roles as demonstrated by the data analysis during our REC submission.

- The review of vacancy adverts and job descriptions has been led by the talent attraction manager leading to a number of changes and guidance for recruiting managers. The BAME and disabled staff networks were consulted in developing a standard positive action statement which is incorporated in adverts for all University vacancies:



“The University of Opportunity for Students and Staff”

As part of our commitment to ensuring that the diversity of our staff body reflects those of the student and local communities we serve, we particularly welcome applications from candidates of Black, Asian, or Ethnic Minority heritage, and candidates who are disabled (including people who may not define themselves as disabled, but nevertheless encounter challenges)

- The recruitment and selection panel composition guidance/policy for recruiting managers has been updated and communicated to all staff. This includes the requirement to have to a BAME member of staff on all interview panels for senior roles. An example of how this policy is being monitored at Faculty level is that the administrators for the Faculty for Education, Health and Wellbeing are keeping records and are required to escalate to the Dean if there are interview panels without BAME colleagues.
- With the support of the BAME Staff Network we recruited and trained a pool of volunteers from our BAME staff to sit on recruitment panels for senior roles.

Regular meetings have been held with these volunteers to identify any issues or concerns they have and what further support they require. The main concern expressed is that of resourcing and acknowledging the contribution of the volunteers. We are working on how to address this, drawing from the experience of other Universities.

Data will be collated and analysed to see what the impact has been of having a BAME staff member on the panels on our recruitment targets for people from BAME backgrounds, as well as capturing the experience of the volunteers and others on these diverse panels to identify lessons learnt and good practice.

- An ethnicity pay gap audit has been undertaken and we are in the process of getting it quality assured by an external consultant before publishing it. We are committed to doing an annual ethnic pay gap report in addition to the mandatory requirement to publish the gender pay gap report and developing actions to address areas of disproportionality

BAME Staff Progression and Promotion

Data on the conferment process (Academic Staff promotions) for the previous years was presented to the RECAP delivery group as well as the Joint ED Committee. This highlighted the need to increase applications from BAME staff. As a result of this and with the support of the BAME Staff Network we organised a bespoke workshop for BAME staff on our academic staff promotions conferment process for last year (2021). We will be analysing the data to see if this has resulted in an increase in applications as well as promotions for BAME staff.

Training and Staff Development

- We are currently setting up a reverse mentoring programme for 10 BAME staff reverse mentors and 10 BAME student reverse mentors who will work with senior leaders as mentees. To deliver this work we have partnered with the ReMEDI Project Ltd (a spin out company from the University of Nottingham). They will also train staff within the University of Wolverhampton to enable us to develop reverse mentoring capability internally, to ensure that reverse mentoring is not a 'one-off' initiative and we will run future iterations independently. Future work will also be able to look at other protected characteristics in addition to ethnicity.

We believe that this work will impact on the decision-making of senior leaders as the mentors share their lived experiences and seek to challenge them.

- Low uptake of training programmes by BAME staff was highlighted in the REC submission data. As a result of this, the HR Organisation Development (OD) team held a consultation meeting with not only the co-chairs of the BAME staff network but also the chairs of all the other staff networks, to discuss the uptake of training programmes by their members. The discussions also involved reviewing existing training being provided. The HR OD team have taken note of the issues raised and will be developing actions to address them.
- One of the other issues raised during our REC submission by BAME staff was inconsistency in staff appraisals, especially when discussing performance and staff development opportunities for them. The University has developed a CARE (Collaborative, Ambitious, Respectful, and Effective) framework which describes the behaviours that align with the values which the University holds dear. These behaviours not only support our values but also result in successful performance for staff. A presentation on the new CARE framework was given at a BAME staff network meeting, allowing staff present to ask any questions or seek clarifications around the framework and how it can be used by both staff and managers as an effective tool to ensure consistency of approach during staff appraisals.
- The HR OD and EDI teams have developed a dignity and respect training programme that is being rolled out to all staff. Sessions have started with Estates and Facilities staff (three so far, with over 100 staff participating), and positive feedback has been received. The training also covers issues such as racism and bias.
- We have recently purchased an anti-racism eLearning programme called "Let's talk about race in the workplace." This is being communicated to all staff to complete and its uptake monitored.

Inclusive Decision Making

- Following discussion at the University Academic Board, the following clause has been added to the terms of reference for all academic committees, which is also relevant for all decision-making committees:

"The University of Wolverhampton is committed to ensuring that the make-up of its committees and sub-committees reflects the diversity of its staff and student populations. Chairs are responsible for inviting a diverse membership onto the committee/sub-committee. Line managers are responsible for ensuring committee service is recognised in workload allocations."

This is also relevant for all decision-making committees. Senior leaders at the University will be responsible for making this commitment real.

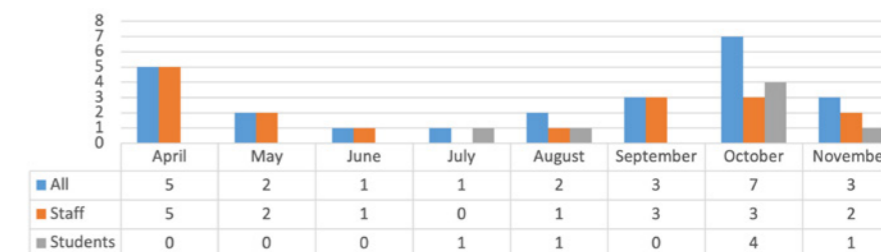


- For academic promotions, we have increased the number of BAME staff on our conferment promotions panel from 1 to 4 (total 12), using a positive action approach. We will analyse the results of the process to see what, if any, impact this had.
- The percentage of BAME independent governors on the University Board of Governors has also increased from 20% to 35%, making the board more diverse and proportionately higher than percentage of BAME staff at the University (25%), but still below the percentage of BAME students.

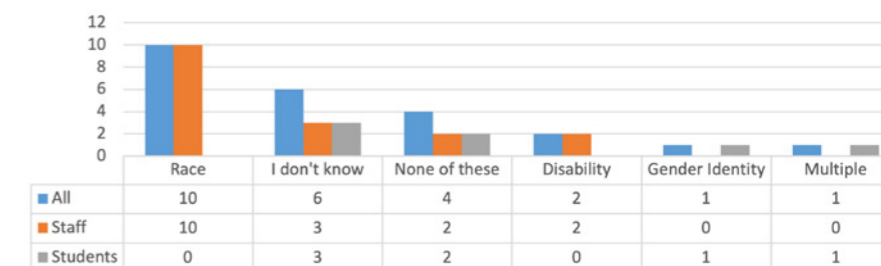
Addressing and reporting racial harassment

Another one of the issues raised by BAME staff during our REC application process was the need for an online reporting system. After consultations with key stakeholders, we developed and launched an online incident reporting system for both staff and students in April 2021. The system contains an option for any anonymous reporting as well. Data from the system will be analysed and regular reports produced. These will be used to highlight any 'hot spots' linked to race and ethnicity within the University. The first data analysis is highlighted below:

Number of incidents reported



Number of incidents reported by diversity



An example to demonstrate our commitment to zero tolerance, is that we had an incident in which a complaint was made of two staff members using the 'P---' word indirectly. This was investigated leading to a disciplinary panel hearing in which the individuals were given a formal warning.

Students

The focus has been on closing the progression, retention, attainment, and employability gaps between White and BAME Students, as well as increasing the sense of belonging for BAME students. These are also the main priorities for the University's Access and Participation Plan (APP). We have therefore ensured that both the APP and REC actions plans are aligned with each other. University data for 2020/21 shows that:

- Progression rates (year 1 to 2 and year 2 to 3) are lower for Asian (68.2% in 2019/20, 49.8% in 2020/21) and Black students (66.7% in 2019/20, 56% in 2020/21) compared to White students (75.4% in 2019/20, 75.9% in 2020/21).

Excluding international students (who are not included in the APP population), the progression rate for Asian students increases from the overall 49.8% to 62.9% (the second highest across the ethnicity categories – although still 13.1% lower than for White students). Analysis was undertaken to establish whether socio-economic classifications (and its probable correlation with digital poverty) was a factor. However, the data shows that 61.7% of Black students belonged to lower socio-economic groups, which is comparable to the 59.9% rate in respect of White students.

- The percentage point gap between BAME and White students achieving upper- and second-class honours in 2021 is 14.2% compared with 17.1% in 2020, which represents a closure of 2.9 percentage points.

A University Access and Participation sub-committee has been set up to monitor the APP action plan. The race equality lead sits on this sub-committee and is also member of a number of these work-streams. This is to ensure a strategic approach and synergy between REC and APP.

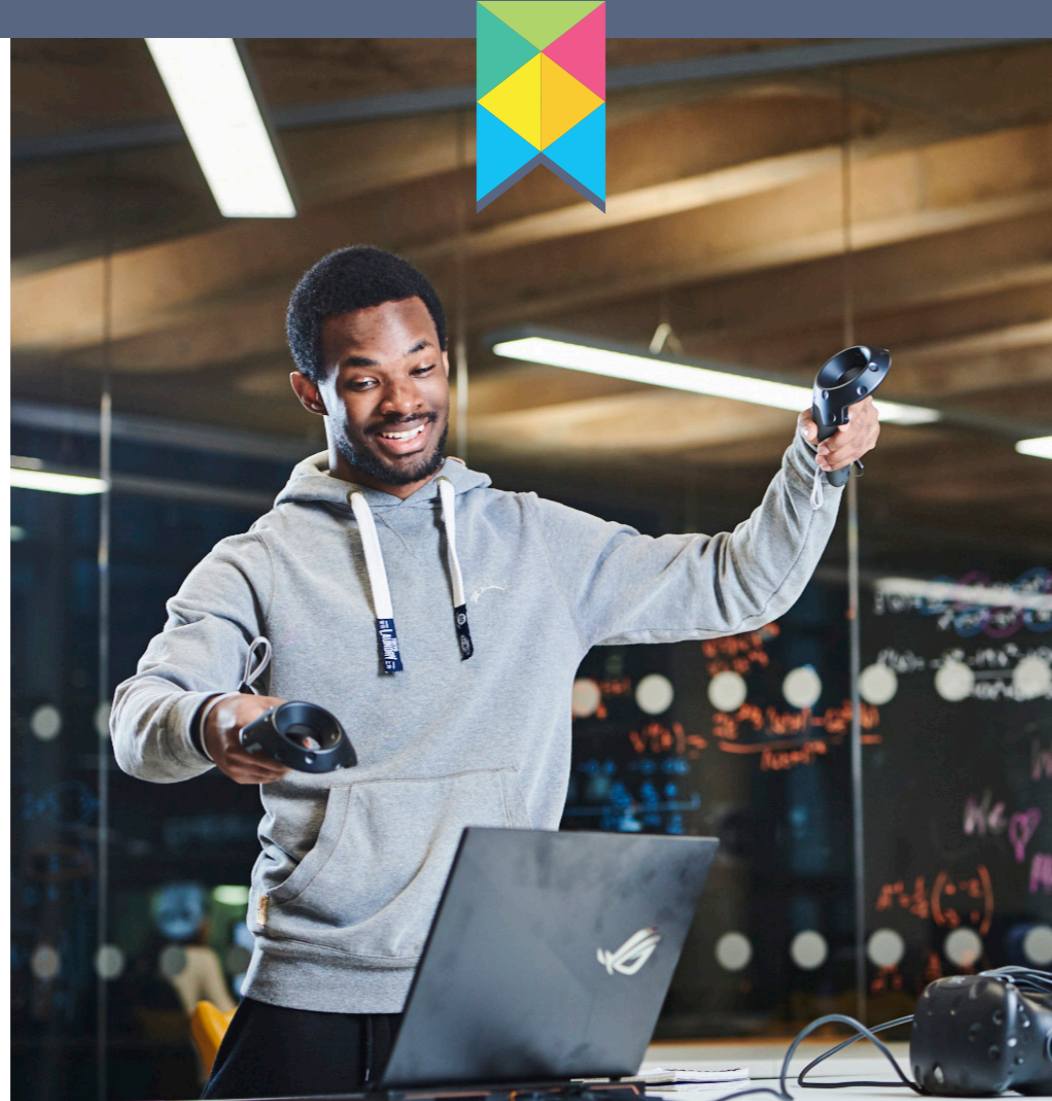
This sub-committee meets monthly to drive forward actions and monitor progress with their implementation. It has developed several workstreams:

- Access
- Assessment
- Employability
- Inclusivity
- Student voice

Two essential underpinning workstreams that are vital to the delivery of the APP have also been identified:

- Evaluation
- Organisational behaviour

Our key achievements and actions implemented in relation to BAME Students, from the APP action plan (aligned with REC action plan) for the first year are highlighted below, based on the APP workstreams mentioned earlier.



Access workstream

The access workstream's core target is to increase the recruitment of disabled students, especially deaf and hearing impaired. It is also planned to increase the participation of the following groups: mature students, care leavers/estranged, BAME, residents from low socio-economic status (SES) areas, and employer supported adults.

The developmental work undertaken during 2020-21 was focused on:

- (i) maintaining access activity within the context of the pandemic
- (ii) creating strategic partnerships both internally and with key external agencies, i.e. local authority links related to community learning provision for mature learners and disability leads.

The workstream is now managed by the new Director of Access and Lifelong Learning who will be developing an Access and Lifelong Learning Strategy in 2021-22 which will set out a clear agenda for action in 2022-23.

Assessment workstream

The lead for this workstream is the Dean for the College of Learning and Teaching. The targets relating to 'success' (e.g. progression from one academic level to the next; continuation on a programme of study; achievement in terms of the results awarded for assessment activities, etc) involve gaps between groups of students with different characteristics pertaining to:

- Final award achieved for a course of study (comparing the number of 1st and 2:1 degrees with other award outcomes).
- Continuation on a programme of study.

Assessment activities play a pivotal role in these targets. While it is acknowledged that there will be numerous additional factors that might contribute to the final award achieved or whether a student is able to continue on a programme of study, the successful completion of assessment activities plays an important part in determining whether a student succeeds and/or continues. For this reason, the assessment workstream aims to examine the range of assessment activities to determine whether there are specific modules which have significant disparities in student attainment and to evaluate what can be done to take change this. In addition, the University has been working to support students' assessment literacy (i.e. the understanding of what they are being asked to do for an individual assignment task) through:

- Providing a glossary of terms and also promoting academic integrity.
- Highlighting the implications of academic misconduct.
- Promoting use of student-led 'understanding my assessment' sessions.

There have been several changes to the University's assessment policies and procedures over the past few years and a review will be conducted to bring information about these into one document for use by students and members of staff. The documentation will need to cover the whole of the assessment lifecycle, from the initial designing of an assignment task to the final approving and recording of marks and grades.

Employability workstream

The lead for this workstream is the Head of Employability and Enterprise. The University's APP states that we need to 'reduce the progression (professional graduate level employment) gap between White and Black students, as well as IMD quintile 3, 4, 5 and quintile 1, 2 students'. The Careers Centre strategy comprises of three elements:

- Identifying the barriers that BAME/IMD Q1&2 students are likely to face in securing graduate-level employment.
- Identifying courses to target in order to reach BAME/IMD Q1&2 students.
- Identifying and delivering interventions that address the barriers we have identified.

Courses have been identified using data including:

- (i) the progression differential between our two target student groups and non-target students
- (ii) the number of students on each course
- (iii) the percentage of target students on each course.

The reason for using these three measures is to target our employability support and interventions where they can be most impactful.

Going forward, the workstream will deliver positive impact through undertaking actions such as the following:

1. Develop course-level strategies for employability and targeted support from the Careers Centre for those courses with the highest numbers of B.A.ME/IMD Q1&2 students.
2. Relaunch the student ambassador programme to ensure these opportunities are accessible to those groups of students who have low rates of progression to graduate level employment. This programme will be linked to the development of micro-credentials to evidence experience and enhance applications to organisations.
3. Develop the University-wide mentoring platform with colleagues in External Engagement and target those groups of students who have low rates of progression into graduate employment.

Evaluation workstream

The evaluation manager and APP Evaluation Group has supported a number of developments across the University to ensure that our evaluations are aligned with OfS expectations (OfS Standards of Evidence). We are improving our standards of evidence through the implementation of quasi-experiment and RCT approaches. Embedding a robust culture of evaluation across our University will help to identify which interventions are most and least effective. This will support further learning and our ambitions to close gaps in student outcomes.

Inclusivity workstream

The lead for this workstream is the Associate Dean, Inclusivity. An Inclusive Framework has been developed which describes how continuation and award gaps between all student groups will be addressed through inclusive practice enhancement work. The predominant focus of the framework is on enhancing inclusive practise in learning and teaching. This is based on the broad nature of 'inclusive practice' in learning and teaching and staff development support in growing their confidence in inclusive practice implementation.

This work is solidly built on the principles of intersectionality so that staff and students do not fall in between gaps. At the same time this will strongly support socio-economic differential outcomes.



Organisational behaviour workstream

The lead for this workstream is the Associate Director, Organisational Development. As part of the APP Operational Plan for 2020/21, the University launched the CARE framework (a competency framework which communicated to staff the behaviours which the University values, focusing on being collaborative, ambitious, reflective and effective). In the APP Operational Plan for 2021/22, this workstream will seek to build upon this in two key ways:

- a. Through a 'Reflections on Culture' programme by building a heat map/gap analysis around the CARE framework to understand where we are achieving the behaviours and where the gaps are. This will be used to develop behaviours within the University and to strengthen the culture in which we work and study to the benefit of APP activities. This work involves a survey for all staff and a series of focus group workshops for both staff and students, including a workshop dedicated to the BAME staff network members.
- b. Through the development of the CARE behavioural framework with 'Skills for CARE'. This will support training needs analyses across the University and will help individuals to structure their own personal development. It is believed that this work will enhance the student experience and their sense of belonging as they interact not only with academics but also with professional services staff.

Student voice workstream

The leads for this workstream are the student voice lead, Student's Union and the Vice-President Diversity, Student's Union. The student voice workstream seeks to ensure that all students have an accessible student voice provision at the University which embeds and empowers the importance and impact of students sharing their voice irrespective of their mode of study, personal circumstances, or background.

The student voice workstream aims to:

- Ensure all student groups (including under-represented groups) have access, confidence, and ample opportunities to provide their feedback of their experiences to the University – sharing both best practice and constructive criticism.
- Embed students as co-creators of their learning environment and encourage increased engagement by showing impact and ensuring that all students understand the value of their feedback for the University's further development.

JEDI project in (Justice, Equity, Diversity and Inclusion)

The Business School has piloted this project. JEDI is a positive action programme that's all about providing additional support to help overcome disadvantages and barriers. JEDI aligns with the University's 2030 Strategy to address BAME students' attainment gap and increase

their sense of belonging and identity within the University community. JEDI provides pathways of aspiration and success for students from Black and Global Majority communities.

JEDI revolves around four main pillars: Belonging, Networking, Unlocking and Mentoring to uplift and inspire BAME students. It is an innovative programme that provides pathways of aspiration and success for students from BAME backgrounds. JEDI utilises workshops, mentoring and networking to create focused guidance to unlock BAME students' potential. JEDI is about making fair attainment possible, making ambitions visible and providing equity to the communities that need it most.

JEDI represents a culture change at the University of Wolverhampton, as we move from rhetoric to action. JEDI is designed to dispel mainstream thinking of Black and Global Majority communities as being unsuccessful. JEDI provides students with the opportunity to see and hear people with similar lived experiences as themselves, students will discover that these pathways for success are attainable for people who look like them.

Decolonise Project

The pilot Decolonise Project is a collaboration between the Student's Union and the University. A steering group has been set up for this project which will commence in 2022. The pilot Decolonise Project seeks to develop a model of peer-led decolonise advocacy which enables students to shape their educational experience and be co-creators in the development of a curriculum which is relevant for them. It is being piloted in the Faculty of Arts and Social Sciences within the School of Social, Historical and Political Studies, and will focus on the following courses: Sociology, History, and Social Policy. Once the pilot has been completed and reviewed it will be rolled out throughout the University.

Student Stories - 'Being Wolverhampton' Campaign

Through various Student's Union campaigns, we have demonstrated the importance of student voices, including the previous Presidents Believe Belong Achieve campaign. Angel VP Diversity has attempted to bring the essence of the campaign back to life through the 'Being Wolverhampton' Campaign. This is a video series allowing students from diverse backgrounds to openly express their experiences both academically at UoW but also their personal experiences in Wolverhampton. The aim is to showcase students have unique identifies with different life experiences but that is what makes up the community of Wolverhampton. The first episode that has been published is surrounding conversations on being mixed race.

REC Student Experience group

The REC student experience group has been working on a number of actions to Increasing BAME students' sense of belonging and intersectionality. These include:

- A pilot buddy scheme for international students is being developed and rolled out. This is being piloted with our Study Semester Abroad students this semester and has 12 students, all from Korea. The pilot will be evaluated to decide how, going forward, we mainstream a buddy system within the University.
- The Global Opportunities Office has launched an international ambassador scheme. The scheme will provide social assistance for the first month to help new international students settle into their accommodation and find their way around campus.
- We have linked with the Student Campus Project, which is looking at how other universities are addressing neurodiversity within international students' teaching and learning needs, including reasonable adjustments such as extra time in exams. We have also identified a SASC-approved test: 'Cognitive Assessments for Multilingual Learners Plus' (CAML+) which we are reviewing for suitability.
- The group is starting to capture good practice case studies on race and disability/inclusion separately but also intersectionality. We have developed a template inviting staff to share their good practice, and this has been shared within Student Support and Wellbeing.
- The group has also identified the need to address and raise awareness of imposter syndrome which disproportionately affects BAME and disabled students. A video has been produced which provides information on how to address this through inclusive curriculum design, which has been made available through 7ED049 for new lecturers on PG Cert Academic Practice.

Future Activity

The focus of future activity will be to continue with the actions within the REC action plan that have been planned for 2022. These include:

- Development of guidance followed by training on a 'positive action'
- Delivery of a leadership programme for BAME staff
- Ensuring our decision-making committees are diverse and trained on 'Inclusive decision making'.
- Complete the Decolonise Project.
- Student Stories: Through various Student's Union campaigns we have demonstrated the importance of student voices, including the previous Presidents Believe Belong Achieve campaign. Angel VP Diversity has attempted to bring the essence of the campaign back to life through the 'Being Wolverhampton' Campaign. This is a video series allowing students from diverse backgrounds to openly express their experiences academically at UoW, as well as their personal experiences in Wolverhampton. The aim is to showcase students who have unique identifies with different life experiences, as that is what makes up the community of Wolverhampton. The first episode that has been published is surrounding conversations on Being Mixed Race. The next episode is being filmed focusing on Being LGBTQ+.



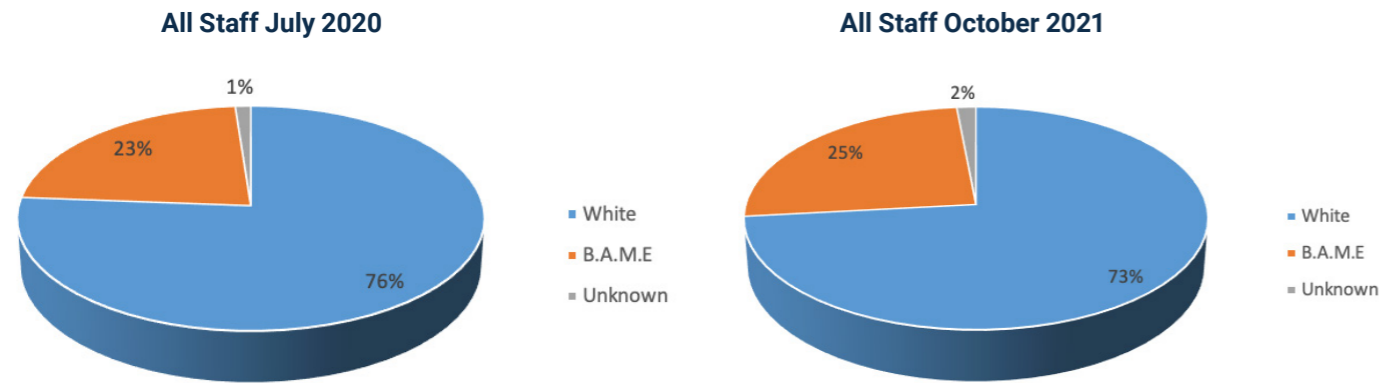
Appendices 1

Staff Data Analysis

Current data is benchmarked against the data used during our REC submission. This gives an indication of distance travelled a year from getting the REC Bronze award.

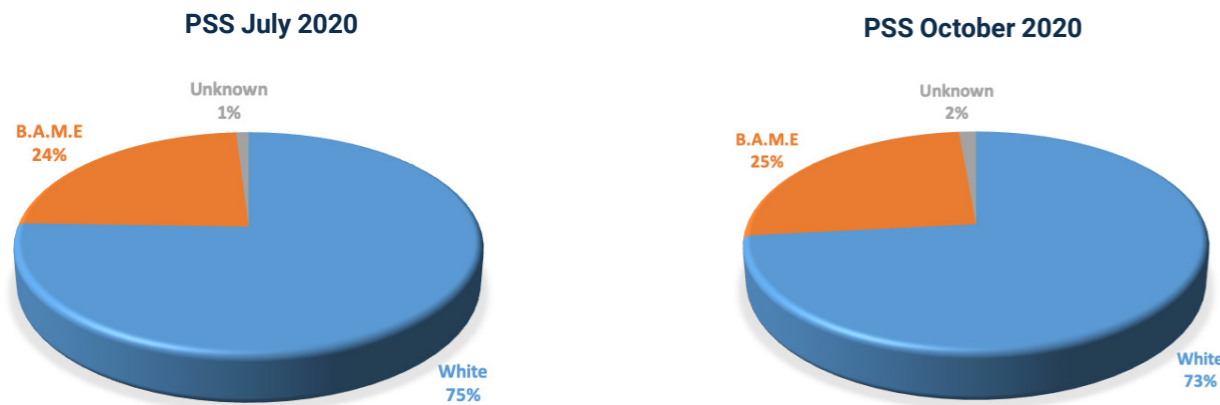
Institutional Staff Data

The data graphs below show that the overall percentage of B.A.M.E staff at the University has increased by 2%. If this continues we are on course to achieve our target of an increase of B.A.M.E staff by 6% over 3 years.

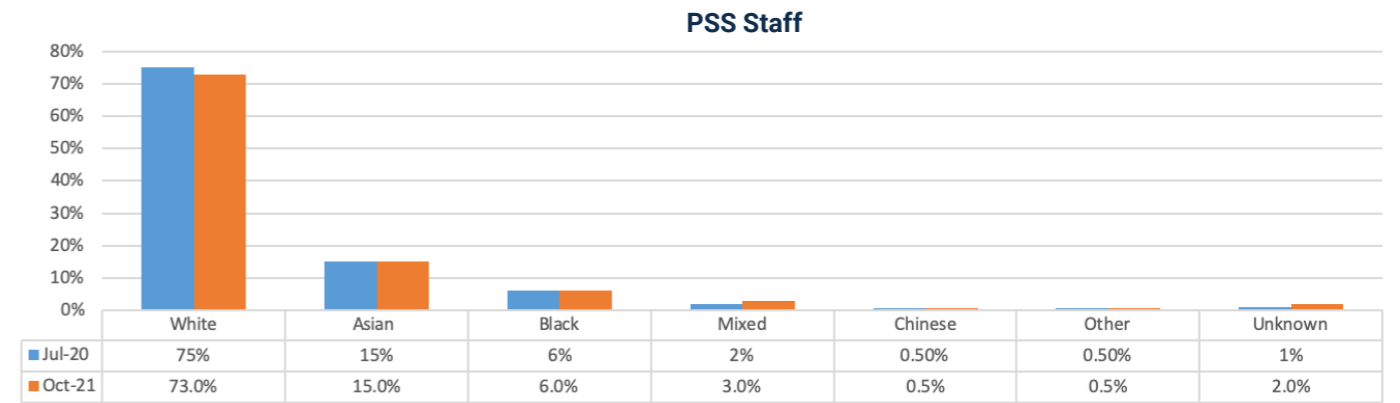


Professional Services Staff

Within Professional Services staff (PSS) the increase in B.A.M.E. staff was only 1%. Thus on current trends we are not on target to meet a 6% increase over 3 years. So at 25% B.A.M.E. staff we are above the HESA figures of 11% non-academic staff within the UK for 2019-20.

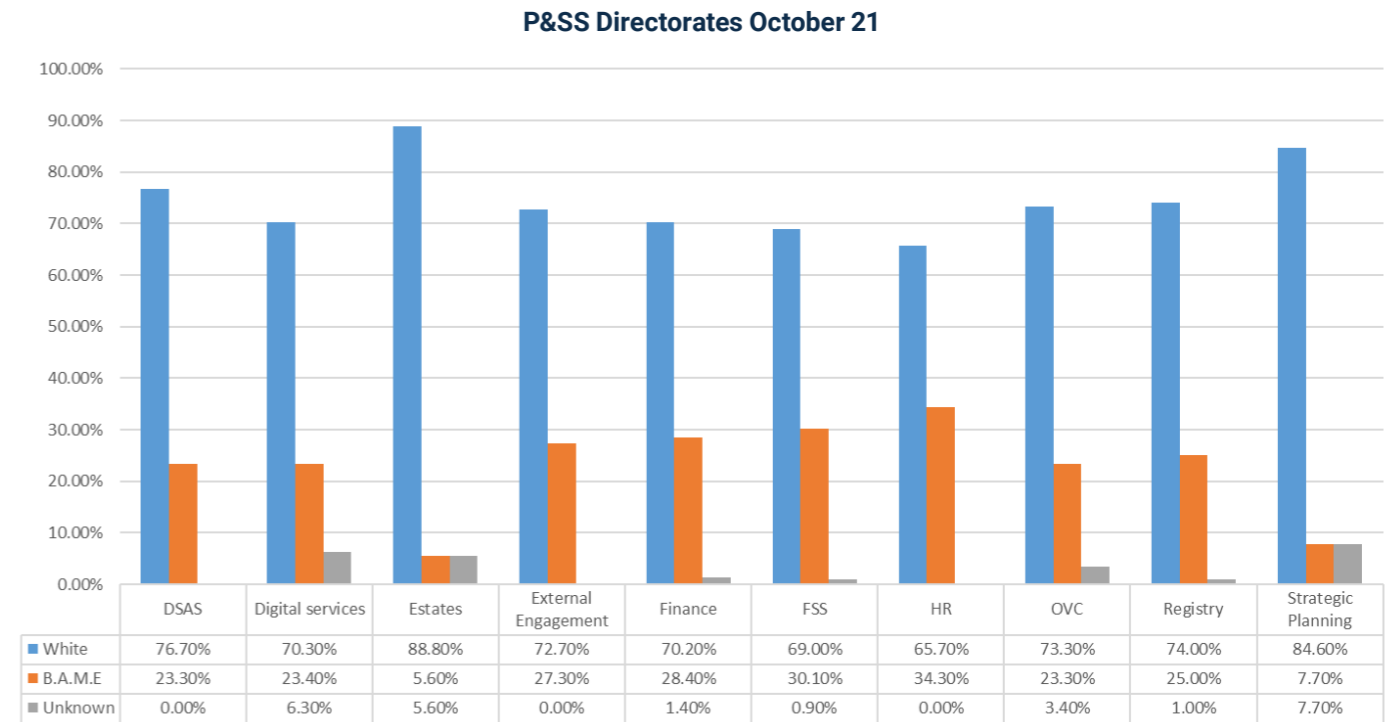


The increase of 1% in B.A.M.E. staff was from staff of mixed ethnicity.



As we have had several structural changes in our Directorate's within Professional Services since our REC submission, we have highlighted the staff data we have as of October 2021. This will allow us to better benchmark this data with that of 2022 to identify trends. Although we have merged our Estates and Facilities staff after the data was analysed, we have shown them as two separate directorates in the graph below:

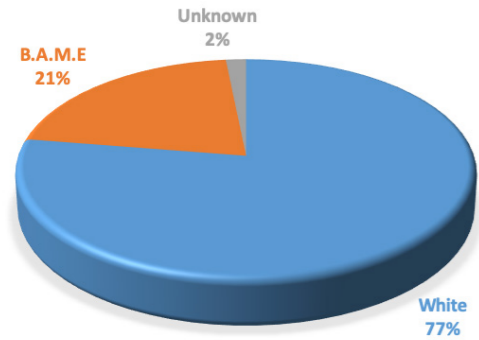
In terms of internal benchmarking the directorates having under 25% B.A.M.E. staff within the graph below, have disproportionately lower B.A.M.E. staff as compared to overall percentage of institutional B.A.M.E staff.



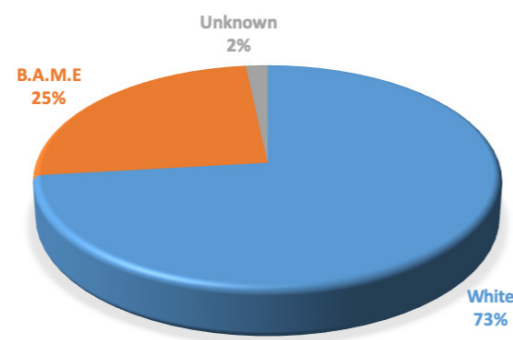
Academic staff

There has been a 4% increase in B.A.M.E Academic staff to 25% since our REC submission data. This is higher than that for institutional and P&SS B.A.M.E. staff. This compares to 17% B.A.M.E. Academic staff nationally according to HESA data for 2019-20.

Academic staff July 2020

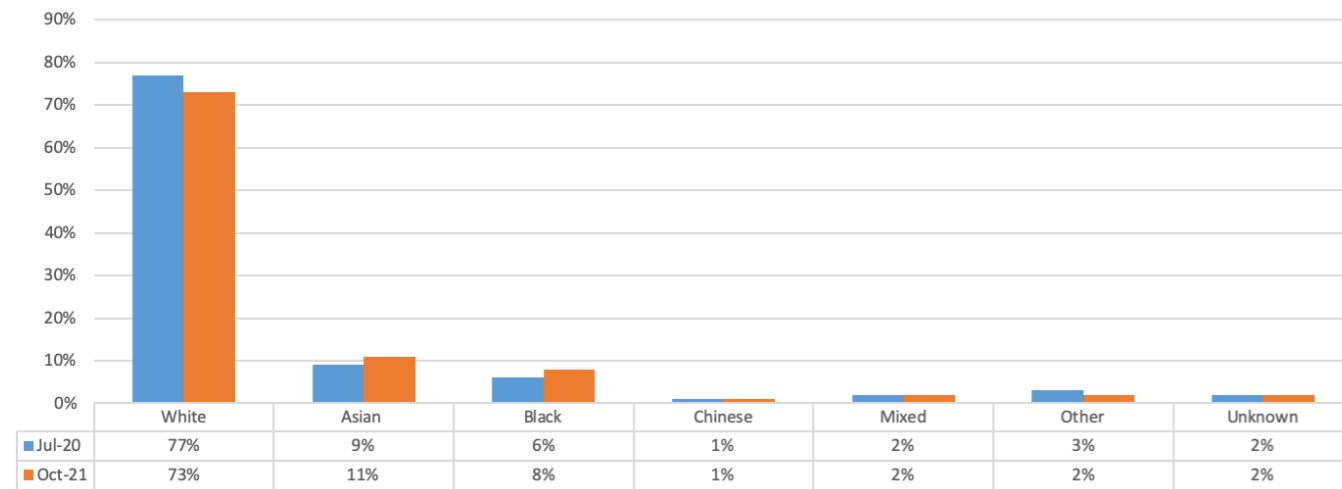


Academic staff October 2021



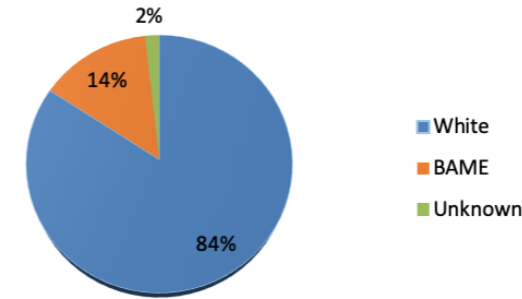
When we disaggregate the B.A.M.E. data further we can see that there has been a similar increase in Asian and Black staff by 2 % and a decrease in the other ethnicities category by 1%.

Academic Staff by ethnicity

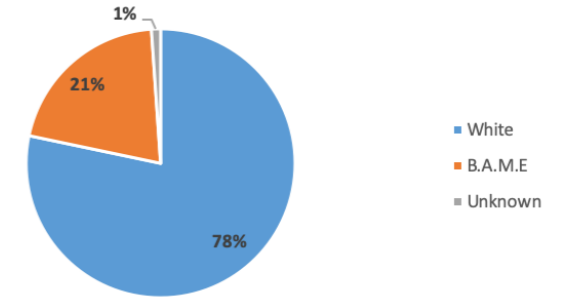


Since our REC submission the Faculties of Art and Social Sciences have merged to form the Faculty of Art, Business and Social Sciences (FABSS). So for comparison of data we combined the data for the 2 Faculties within our submission. The graphs below show that newly formed Faculty of FABSS has 21% B.A.M.E staff, which in terms of internal benchmarking is disproportionate to Institutional and overall academic staff percentage of 25%.

FABSS Academic Staff July-20

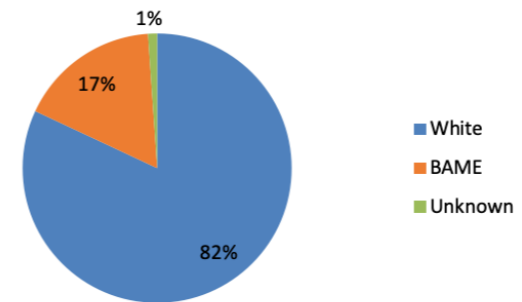


FABSS Academic Staff October 2021

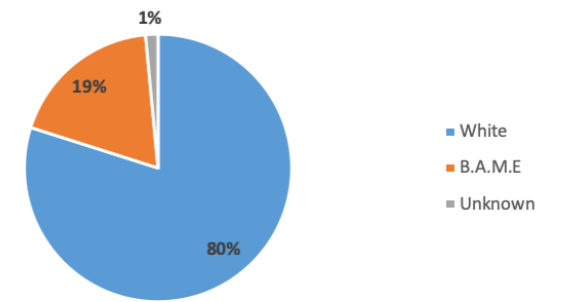


There has been an increase of 2% in B.A.M.E staff within FEHW but still disproportionate to the overall percentage of B.A.M.E. staff both at Institutional and within Academia.

FEHW Academic Staff July-20

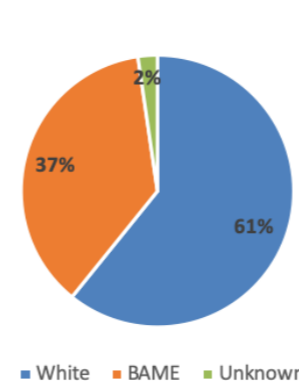


FEHW Academic Staff October 2021

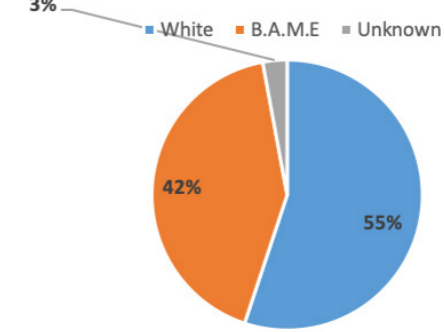


Within the Faculty of Science and Engineering there has been a 5% increase in B.A.M.E. staff and it is the only Faculty to have a higher percentage of B.A.M.E staff than the Institutional percentage.

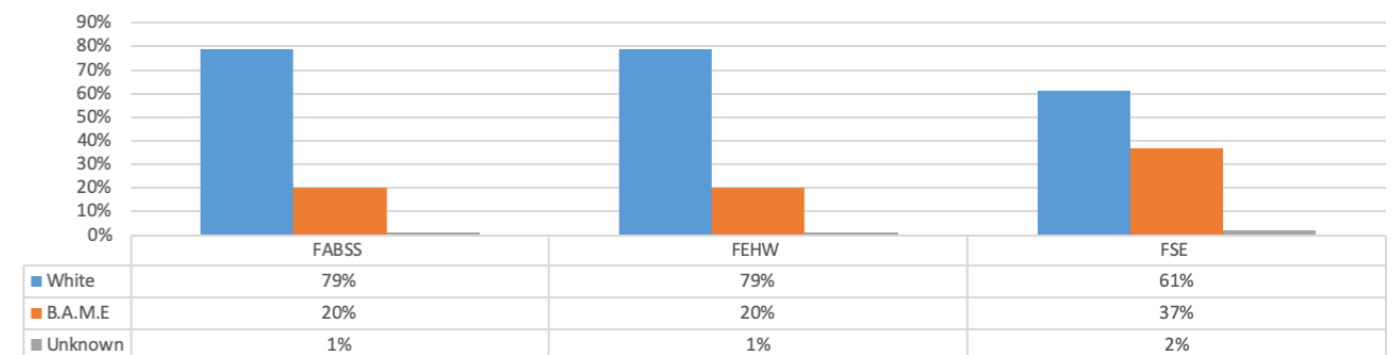
FSE Academic Staff June 20



FSE Academic Staff October 2021



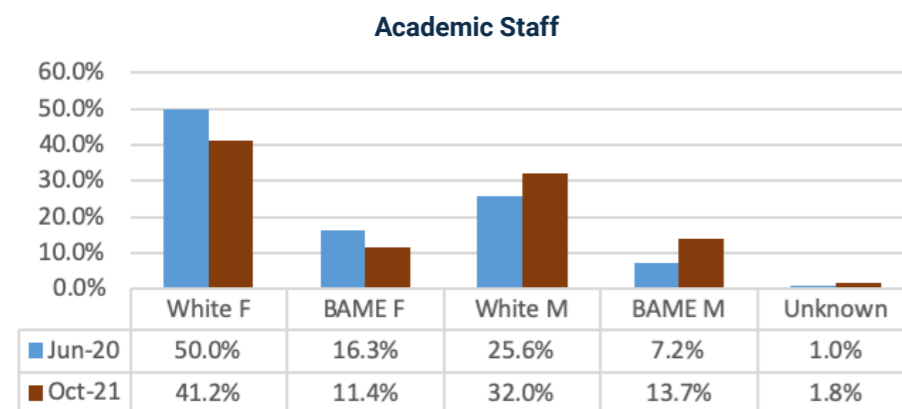
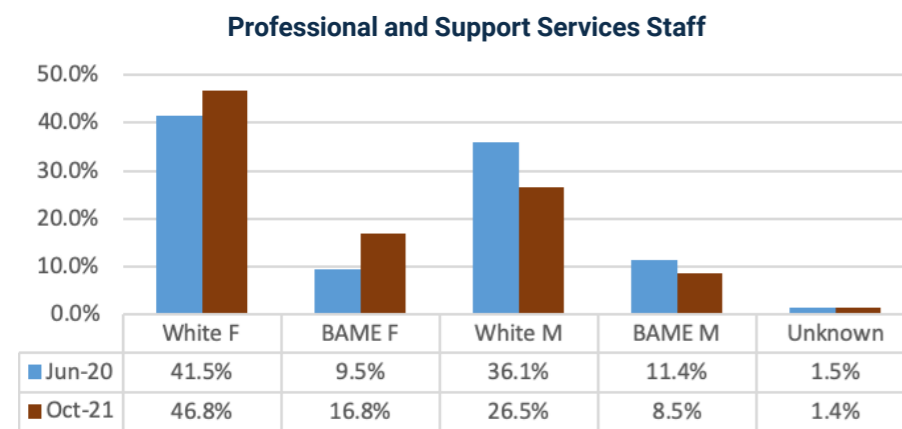
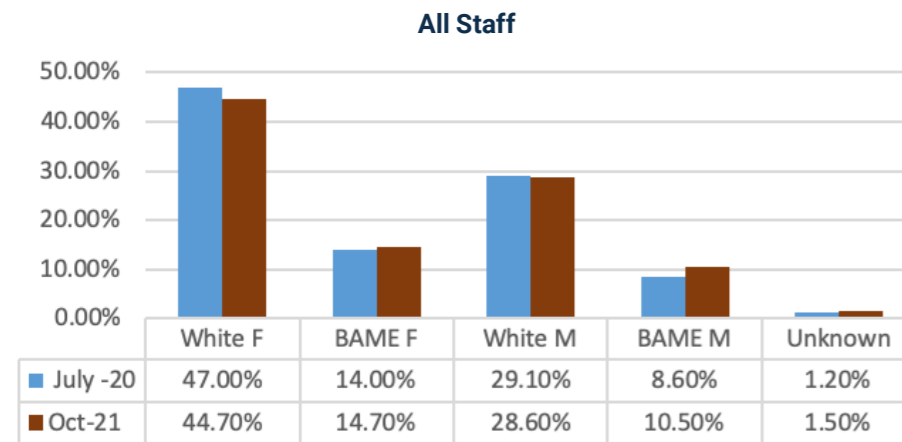
All Staff (P&SS and Academic) Faculties October 2021



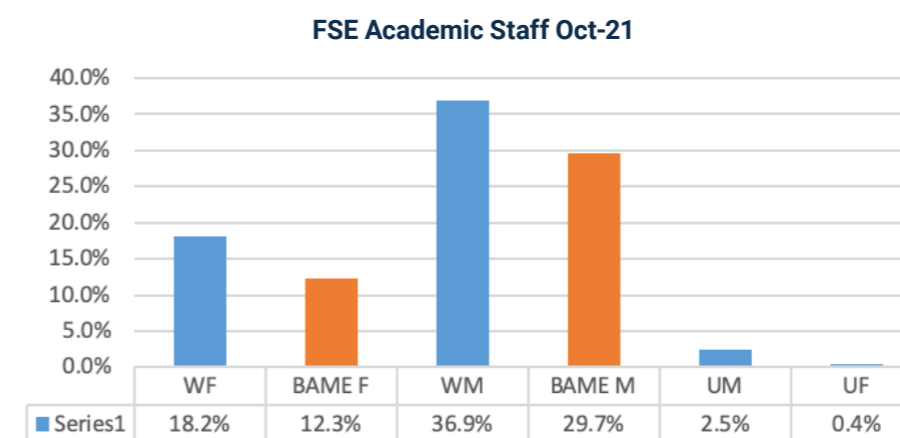
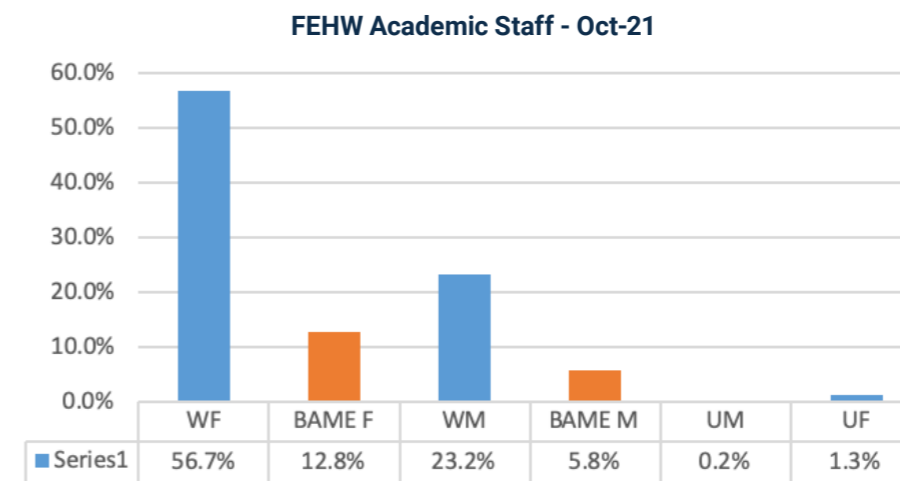
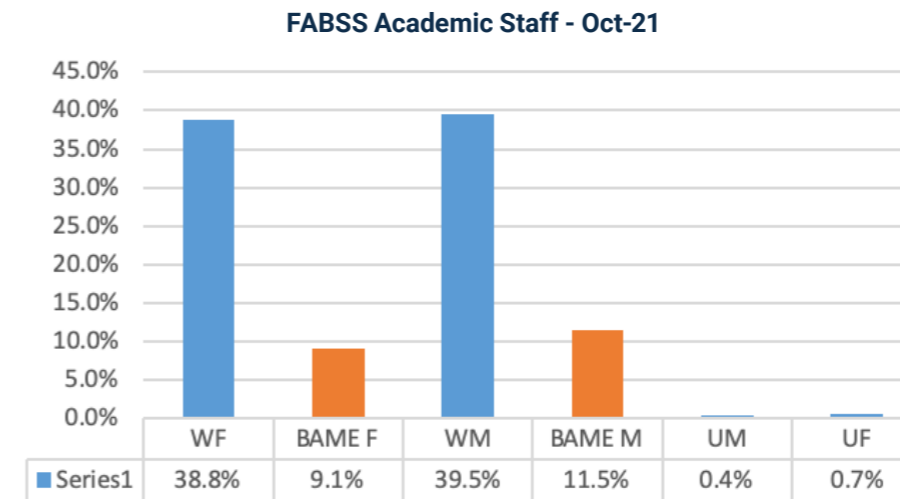
Gender and Ethnicity

Overall there has been an increase in percentage of B.A.M.E. Male staff by 1.9% and B.A.M.E. Female staff by 0.7%. However within P&SS staff there has been an increase in the percentage of both White (5.3%) and B.A.M.E (7.3%) Female staff.

Within Academic Staff it has been the opposite with a decrease in Female staff both White (8.8%) and B.A.M.E (4.9%). With just over 6% increase for both White and B.A.M.E. Male staff.



Using the Institutional percentage of B.A.M.E. Female staff (15%) as a benchmark, we can see that in all the Faculties we have a disproportionate lower percentage of B.A.M.E Female staff in all the Faculties with the lowest in FABSS at 9.1%. If we then use the percentage of B.A.M.E. Female staff (11%) in Academia as a benchmark we can see that only within FABSS again, there is disproportionately.

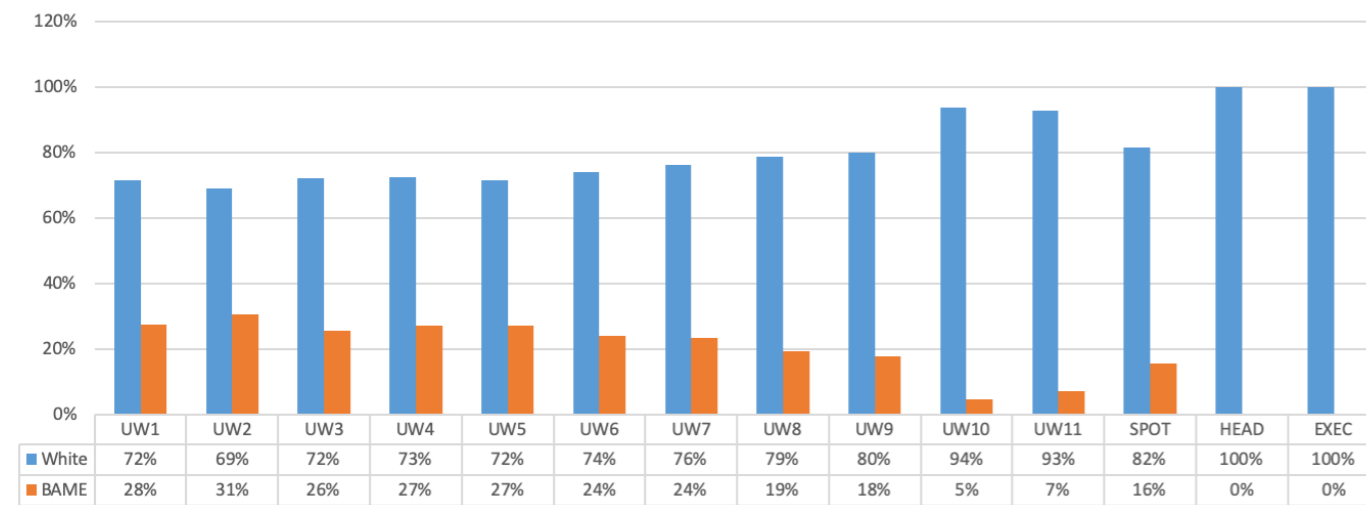


Staff pay grades

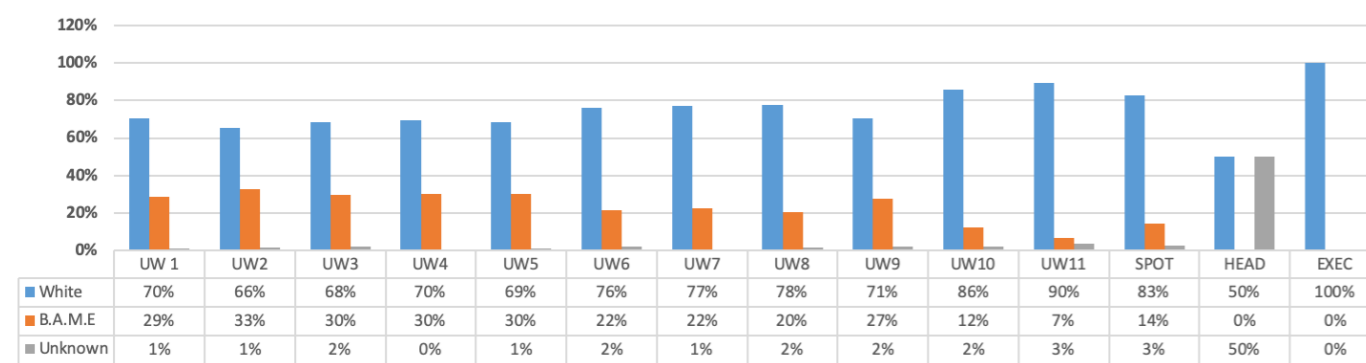
When comparing data, we can see that there has been an increase in percentage of B.A.M.E staff in the higher pay grades (senior roles) 8, 9 and 10, whereas there has been a 2% decrease at SPOT from our REC submission. However there are disproportionately more B.A.M.E. staff in the lower paid grades than the higher grades. Most disproportionate at grades 10 onwards.

Grades where we have less than 25% B.A.M.E staff is disproportionate to the overall percentage of B.A.M.E staff at the University.

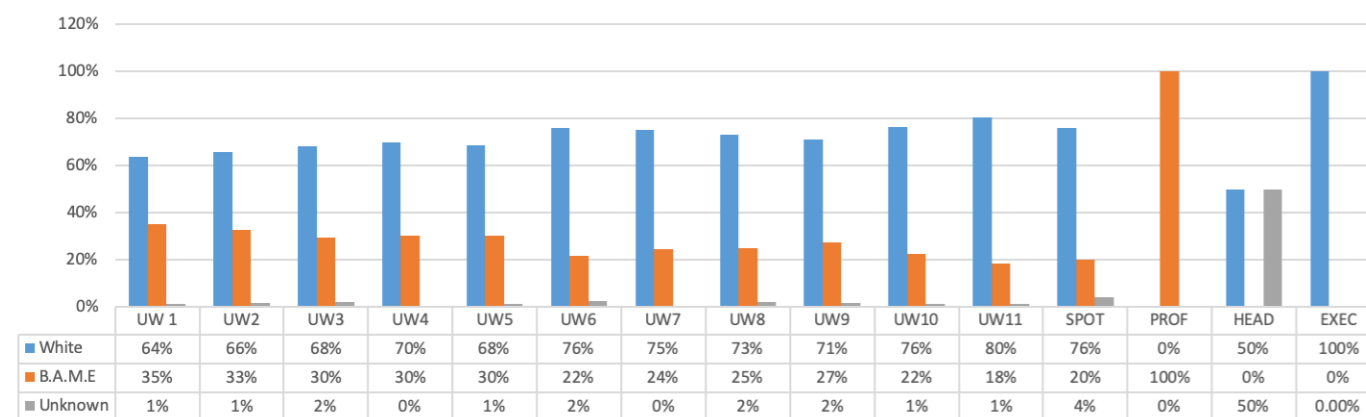
P&SS Staff Grades July 2020



P&SS Staff Grades October 2021

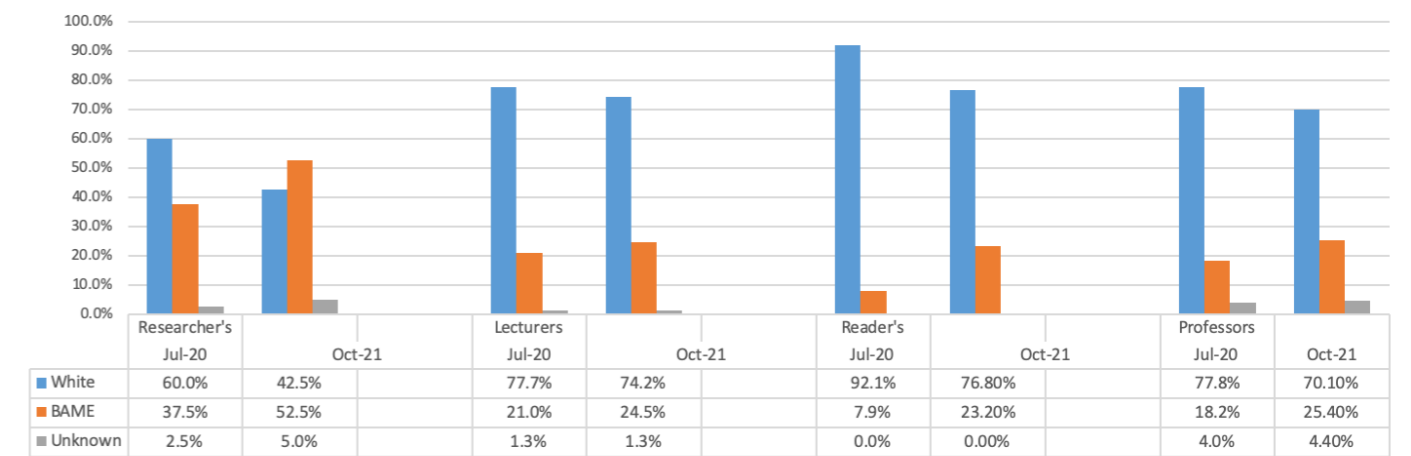


All Staff October 2021



Academic staff by job roles

All Academic Staff



The University has 25% of Professors that are B.A.M.E compared to only 11% national according to HESA data for 2019-20.

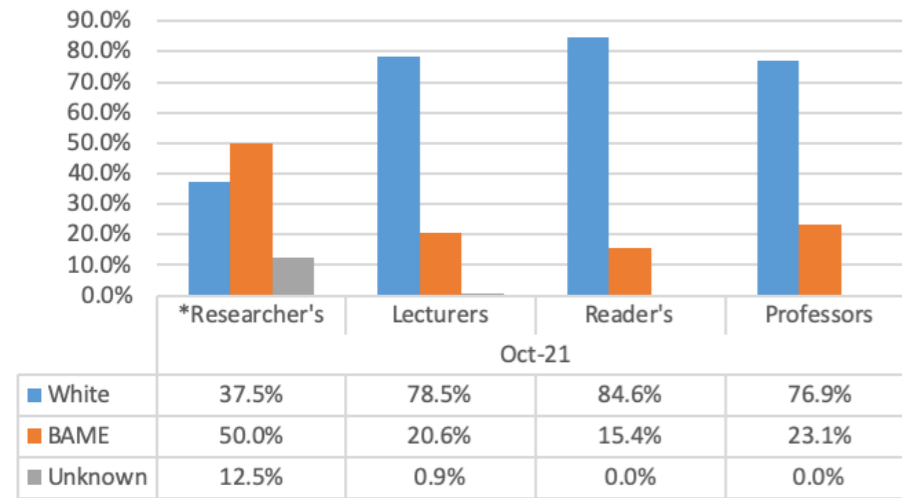
According to the same data 8% of Professors are nationally are Asian and 1% Black. This shows that the University with 10% and 6% respectively are doing much better than the national average.

		White	Asian	Black	Chinese	Mixed	Other Ethnic	Unknown
Jul-20	Researcher	60.0%	15.0%	2.5%	2.5%	10.0%	7.5%	2.5%
Oct-21	Researcher	42.5%	15.0%	10.0%	2.5%	12.5%	12.5%	5.0%
Jul-20	Lecturer	77.7%	9.6%	6.8%	0.6%	2.0%	2.0%	1.3%
Oct-21	Lecturer	74.2%	10.6%	8.4%	0.1%	2.9%	2.5%	1.3%
Jul-20	Reader	92.1%	2.6%	0.0%	2.6%	2.6%	0.0%	0.0%
Oct-21	Reader	76.7%	11.6%	2.3%	2.3%	2.3%	4.7%	0.0%
Jul-20	Professor	77.8%	7.0%	3.0%	5.0%	2.0%	1.0%	4.0%
Oct-21	Professor	70.1%	10.4%	6.0%	6.0%	1.5%	1.5%	4.5%

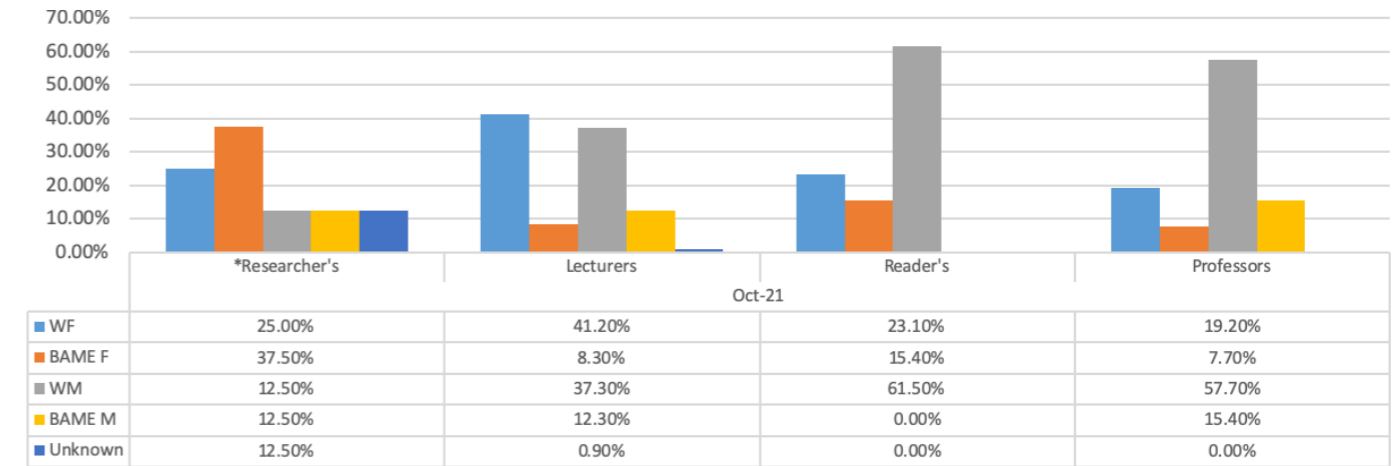
The data below is disaggregated to Faculty level. We can see that the Faculty for Education, Health and Wellbeing has the highest disproportionality of B.A.M.E staff compared to the other Faculties at all levels.



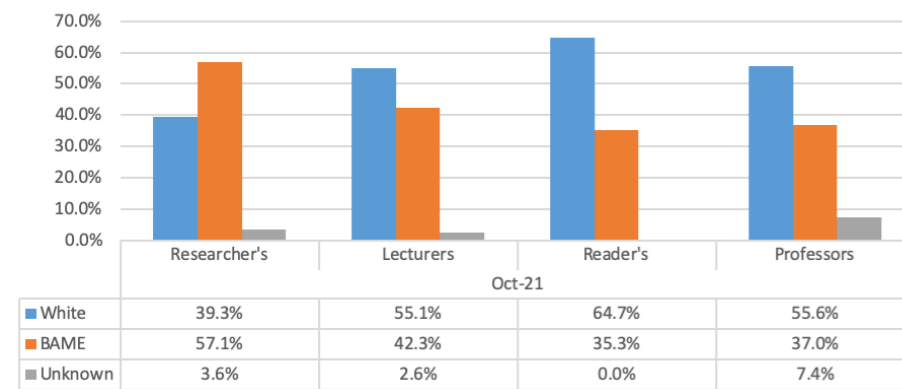
FABSS



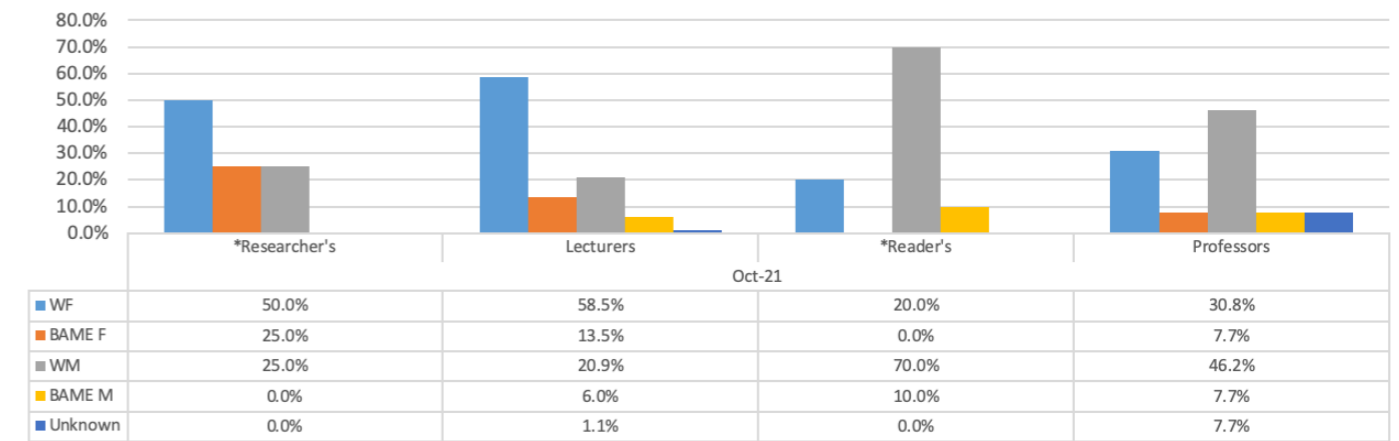
FABSS- Gender & Ethnicity



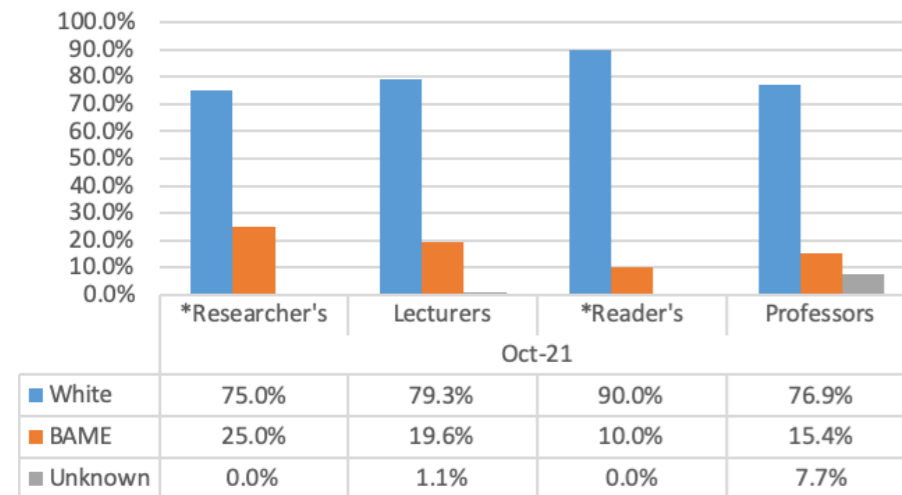
FSE



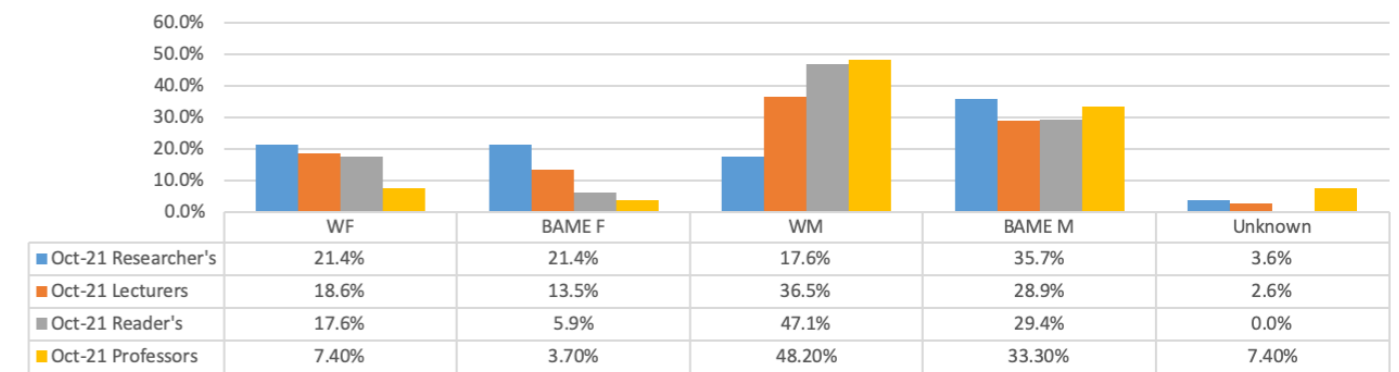
FEHW- Gender & Ethnicity



FEHW



FSE Gender & Ethnicity



All Faculty Staff by Pay bands

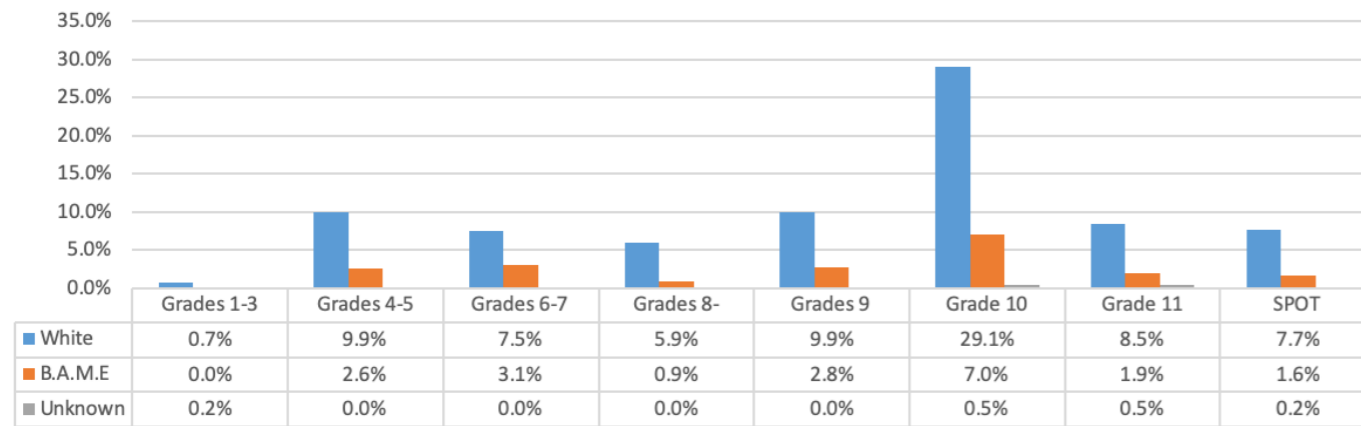


Staff turnover

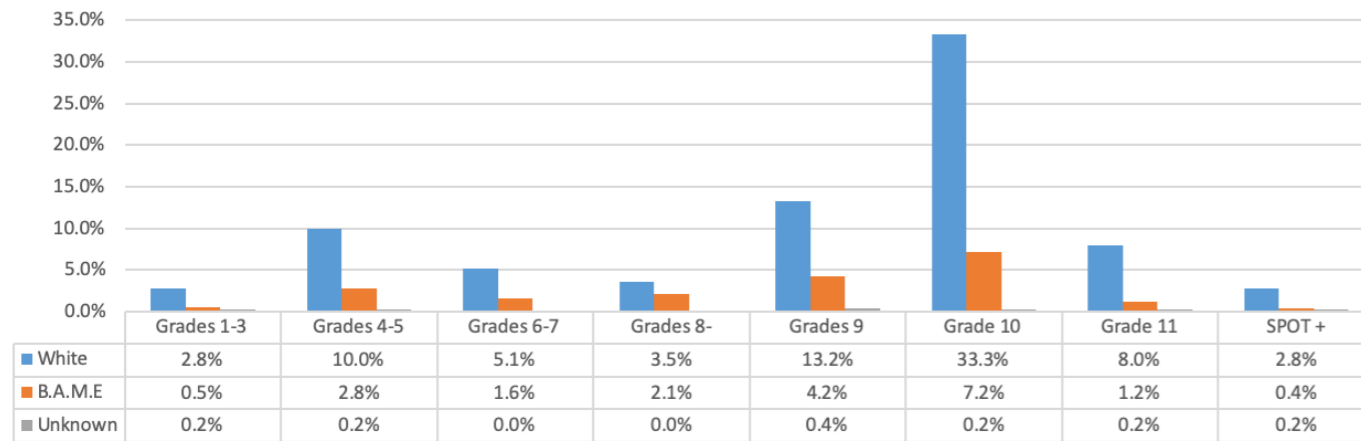
Percentage of staff that left in tables below:

	2019-20	2020-21
White staff	11.6%	11.0%
B.A.M.E. staff	3.2%	3.2%

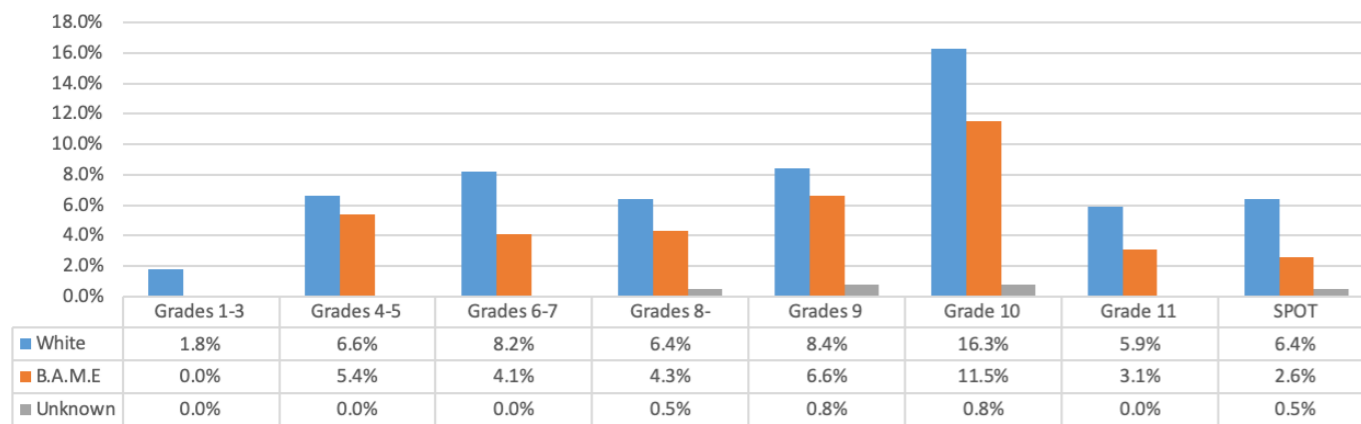
FABSS All Staff Pay bands Oct 21



FEHW All Staff Pay Bands Oct 21



FSE All Staff Pay Bands Oct 21





Student data

2020/21 Year 1 Progression (FT/UG by faculty and total)

	Asian	% dif to 19/20	Black	% dif to 19/20	White	% dif to 19/20	Other	% dif to 19/20	Not Known	Total	% dif to 19/20	
FABSS	%Able to Proceed	39.0	-19.8	47.3	-5.2	73.5	3.0	59.7	3.1	29.2	51.3	-9.9
	Number of Records	826		273		601		144		154	1,998	
	Permitted to Proceed Total	321		129		440		86		45	1,021	
FEHW	%Able to Proceed	65.6	-9.0	61.8	-13.9	77.1	-2.1	45.6	-22.0	58.6	68.9	-7.2
	Number of Records	323		612		1,156		158		29	2,278	
	Permitted to Proceed Total	212		378		888		72		17	1,567	
FSE	%Able to Proceed	59.2	-12.8	50.0	-11.9	76.3	4.1	64.0	-6.0	36.7	61.8	-6.4
	Number of Records	404		198		312		75		49	1,038	
	Permitted to Proceed Total	236		99		238		48		18	639	
Grand Total	%Able to Proceed	49.8	-18.4	56.0	-10.8	75.9	0.6	54.6	-9.8	34.5	60.9	-8.6
	Number of Records	1,553		1,083		2,069		377		232	5,314	
	Permitted to Proceed Total	769		606		1,566		206		80	3,227	

2020/21 Year 1 Progression (FT/UG by faculty and school)

	Asian	% dif to 19/20	Black	% dif to 19/20	White	% dif to 19/20	Other	% dif to 19/20	Not Known	Total	% dif to 19/20	
FABSS	International Academy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	School of Humanities	66.7	20.5	60.0	2.9	76.5	6.5	77.8	2.8	73.3	8.5	
	School of Performing Arts	60.0	17.1	60.0	7.4	72.8	-9.9	84.6	1.3	72.5	-1.5	
	School of Social, Historical and Political Studies	37.3	-15.5	56.9	5.6	73.1	10.9	70.3	3.6	16.7	63.6	4.1
	Wolverhampton Business School	37.1	-25.1	51.2	-2.5	69.7	0.9	48.1	2.8	29.8	41.9	-16.3
	Wolverhampton Law School	60.0	-16.1	43.5	-18.3	63.2	-6.2	38.5	-26.5	66.7	55.9	-12.3
	Wolverhampton School of Art	50.0	-21.4	44.4	-8.5	80.5	0.8	63.2	6.0	42.9	68.1	-3.8
FEHW	Institute of Education	72.4	-8.7	53.8	-16.4	75.4	-10.4	38.9	-26.3	100.0	70.5	-9.6
	Institute of Health	66.3	-10.9	66.7	-13.1	79.8	1.1	50.6	-21.9	61.9	72.2	-5.9
	Institute of Human Sciences	57.8	-12.1	42.2	-19.3	74.2	-2.4	48.3	-12.5	25.0	61.7	-7.7
	Institute of Society and Community (IoSC)	61.9	-2.2	56.7	-11.6	61.6	-15.9	30.8	-34.6	66.7	56.4	-15.1
FSE	School of Architecture and Built Environment	53.1	-2.1	46.7	3.8	63.0	3.4	66.7	-4.8	0.0	55.9	3.9
	School of Engineering	56.1	-13.3	67.6	-5.1	73.0	-7.4	56.3	0.0	40.0	64.8	-5.8
	School of Mathematics and Computer Science	39.8	-8.7	31.8	-10.8	71.4	-0.6	54.5	-12.1	31.0	45.7	-7.0
	School of Pharmacy	67.6	-18.2	48.9	-11.1	80.0	-5.7	69.2	-14.8	80.0	64.8	-17.4
	Wolverhampton School of Sciences	65.1	-12.6	58.1	-21.4	85.4	12.9	68.0	0.4	37.5	71.8	-3.9
Grand Total		49.8	-18.4	56.0	-10.8	75.9	0.6	54.6	-9.8	34.5	60.9	-8.6

2020/21 Year 2 progression (FT/UG by Faculty and total)

	Asian	% dif to 19/20	Black	% dif to 19/20	White	% dif to 19/20	Other	% dif to 19/20	Not Known	Total	% dif to 19/20	
FABSS	%Able to Proceed	70.0	-14.3	58.5	-19.5	75.6	-7.6	55.2	-26.5	61.1	69.0	-13.3
	Number of Records	260		207		525		96		36	1,124	
	Permitted to Proceed Total	182		121		396		53		22	774	
FEHW	%Able to Proceed	66.0	-15.0	66.2	-14.8	74.6	-10.6	68.0	-8.4	41.7	70.2	-12.6
	Number of Records	238		423		751		125		12	1,549	
	Permitted to Proceed Total	157		280		556		85		5	1,083	
FSE	%Able to Proceed	76.3	-5.2	63.6	-16.5	73.3	-8.3	82.9	9.3	66.7	73.3	-7.1
	Number of Records	333		165		262		70		15	845	
	Permitted to Proceed Total	254		104		192		58		10	618	
Grand Total	%Able to Proceed	71.4	-10.8	63.6	-16.4	74.7	-9.2	67.4	-10.1	58.7	70.5	-11.5
	Number of Records	831		795		1,538		291		63	3,518	
	Permitted to Proceed Total	593		505		1,144		196		37	2,475	

2020/21 Year 2 progression (FT/UG by Faculty and School)

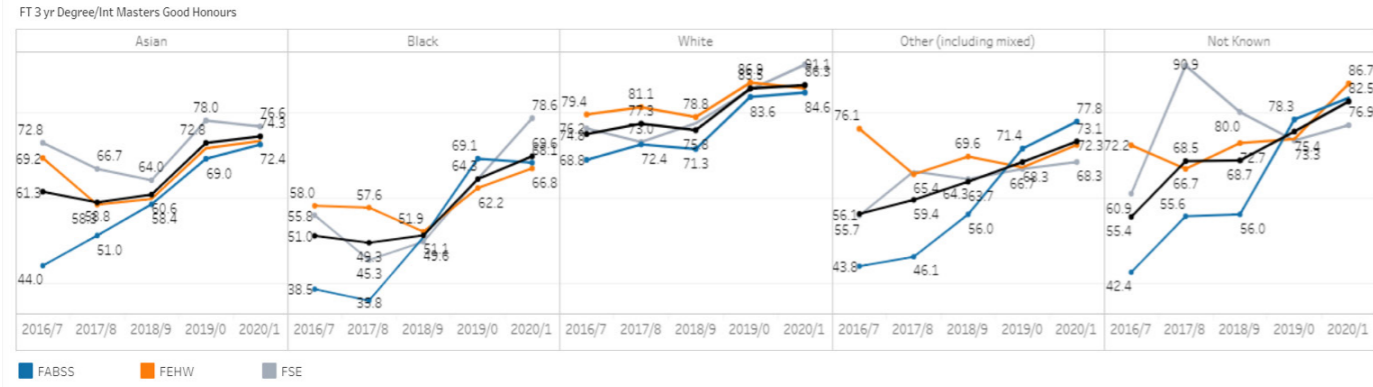
	Asian	% dif to 19/20	Black	% dif to 19/20	White	% dif to 19/20	Other	% dif to 19/20	Not Known	Total	% dif to 19/20	
FABSS	School of Humanities	100.0	16.7	100.0	14.3	66.7	-15.5	20.0	-55.0	69.2	-13.3	
	School of Performing Arts	100.0	0.0	50.0	-19.2	81.9	-7.5	66.7	-22.2	100.0	77.1	-10.2
	School of Social, Historical and Political Studies	48.6	-29.0	46.9	-17.7	71.6	-5.8	36.4	-45.5	66.7	61.7	-13.8
	Wolverhampton Business School	75.4	-4.6	61.1	-22.8	71.6	-10.6	56.3	-23.8	62.5	68.4	-13.5
	Wolverhampton Law School	71.9	-21.8	66.7	-9.1	78.9	-6.8	64.3	-20.3	0.0	71.6	-14.8
	Wolverhampton School of Art	50.0	-42.9	52.2	-31.2	82.0	-6.1	78.6	-1.4	58.3	73.3	-13.8
FEHW	Institute of Education	50.0	-36.0	51.6	-29.0	71.8	-13.3	64.7	0.0	100.0	64.6	-18.5
	Institute of Health	74.2	-10.9	74.2	-10.5	74.5	-11.8	66.7	-17.5	12.5	73.3	-12.2
	Institute of Human Sciences	54.9	-23.7	52.4	-13.1	80.8	-4.2	72.7	1.8	100.0	69.7	-9.3
	Institute of Society and Community (IoSC)	71.0	2.5	50.0	-26.0	67.1	-11.4	66.7	-5.6	100.0	63.1	-12.0
FSE	School of Architecture and Built Environment	81.5	12.3	53.6	-17.4	55.6	-22.2	80.0	35.6	0.0	62.9	-7.0
	School of Engineering	58.1	-20.7	61.9	-25.4	71.9	-6.3	66.7	-13.3	50.0	65.2	-16.9
	School of Mathematics and Computer Science	67.2	-3.8	42.9	-38.6	66.1	-14.9	76.9	4.2	60.0	63.2	-12.5
	School of Pharmacy	78.6	-6.9	64.7	-19.3	100.0	0.0	95.2	20.2	100.0	80.5	-4.7
	Wolverhampton School of Sciences	84.3	-3.8	83.7	9.3	81.9	-1.2	81.8	1.0	80.0	83.0	0.1
Grand Total		71.4	-10.8	63.6	-16.4	74.7	-9.2	67.4	-10.1	58.7	70.5	-11.5

Overall progression rates (year 1 to 2 and year 2 to 3) are lower for Asian (68.2% in 2019/20, 49.8% in 2020/21) and Black students (66.7% in 2019/20, 56% in 2020/21) compared to white students (75.4% in 2019/20, 75.9% in 2020/21).

Excluding international students (who are not included in the APP population), the progression rate for Asian students increases from the overall 49.8% to 62.9% (the second highest across the ethnicity categories – although still 13.1% lower than for White students).

Analysis was undertaken to establish whether socio-economic classifications (and its probable correlation with digital poverty) was a factor. However, the data shows that 61.7% of Black students belonged to lower socio-economic groups, which is comparable to the 59.9% rate in respect of White students.

First and Upper Second Class degrees (FT/UG by Faculty and ethnicity)



Commentary

Overall there was an improvement in 'good' degree outcomes for Black, Asian and mixed ethnicity students in 2019/0. This year on year improvement continued for Black, Asian and mixed ethnicity students in 2020/1, with all three groups of students seeing percentage increases in upper and second class degrees awarded. The gap between Black, Asian and Minority ethnic students and white students achieving upper and second class honours now stands at 14.2% (17.1% for 2020), and this represents a closure of 2.9%.

First and Upper Second Class degrees (by School and ethnicity)

Faculty	School	Ethnicity	2020/1		
			Number of Records	%Good Honours	% dif to 19/20
FABSS	School of Humanities	Asian	8.00	87.5	26.0
		Black	6.00	16.7	-83.3
		White	36.00	88.9	1.4
		Other (including mixed)	4.00	50.0	-12.5
		Other (including mixed)	4.00	50.0	-12.5
	School of Performing Arts	Asian	2.00	100.0	20.0
		Black	5.00	80.0	18.5
		White	66.00	84.8	-1.6
		Other (including mixed)	6.00	66.7	-33.3
		Other (including mixed)	6.00	66.7	-33.3
	School of Social, Historical and Political Studies	Asian	21.00	47.6	-11.6
		Black	16.00	62.5	9.2
		White	117.00	76.1	-6.9
		Other (including mixed)	14.00	71.4	-3.6
		Other (including mixed)	14.00	71.4	-3.6
	Wolverhampton Business School	Asian	61.00	77.0	-0.7
		Black	62.00	79.0	4.0
		White	84.00	94.0	12.9
		Other (including mixed)	18.00	88.9	22.2
		Other (including mixed)	18.00	88.9	22.2
Wolverhampton Law School	Asian	33.00	72.7	12.3	
	Black	16.00	50.0	-3.3	
	White	39.00	79.5	-2.0	
	Other (including mixed)	7.00	71.4	38.1	
	Other (including mixed)	7.00	71.4	38.1	
Wolverhampton School of Art	Asian	9.00	77.8	14.6	
	Black	8.00	62.5	-7.1	
	White	34.00	91.2	8.6	
	Other (including mixed)	6.00	100.0	9.1	
	Other (including mixed)	6.00	100.0	9.1	
FEHW	Institute of Education	Asian	22.00	72.7	2.4
		Black	22.00	59.1	-5.2
		White	109.00	90.8	1.3
		Other (including mixed)	8.00	75.0	2.8
		Other (including mixed)	8.00	75.0	2.8
	Institute of Health	Asian	53.00	69.8	2.5
		Black	162.00	71.0	7.5
		White	262.00	83.6	-5.4
		Other (including mixed)	31.00	71.0	5.3
		Other (including mixed)	31.00	71.0	5.3
	Institute of Human Sciences	Asian	33.00	81.8	5.3
		Black	23.00	60.9	4.1
		White	102.00	88.2	0.2
		Other (including mixed)	16.00	75.0	9.5
		Other (including mixed)	16.00	75.0	9.5
	Institute of Society and Community (IoSC)	Asian	19.00	68.4	-4.3
		Black	43.00	58.1	-0.6
		White	41.00	78.0	10.8
		Other (including mixed)	10.00	70.0	3.3
		Other (including mixed)	10.00	70.0	3.3
FSE	School of Architecture and Built Environment	Asian	11.00	45.5	-29.5
		Black	12.00	91.7	28.5
		White	27.00	92.6	-2.3
		Other (including mixed)	7.00	28.6	-42.0
		Other (including mixed)	7.00	28.6	-42.0
	School of Engineering	Asian	15.00	93.3	10.0
		Black	41.00	90.2	6.0
		White	37.00	94.6	5.7
		Other (including mixed)	13.00	69.2	2.6
		Other (including mixed)	13.00	69.2	2.6
	School of Mathematics and Computer Science	Asian	32.00	81.3	4.0
		Black	7.00	57.1	7.1
		White	44.00	84.1	-4.5
		Other (including mixed)	3.00	100.0	25.0
		Other (including mixed)	3.00	100.0	25.0
	School of Pharmacy	Asian	53.00	84.9	-1.9
		Black	15.00	86.7	16.7
		White	12.00	91.7	11.7
		Other (including mixed)	9.00	88.9	38.9
		Other (including mixed)	9.00	88.9	38.9
Wolverhampton School of Sciences	Asian	60.00	68.3	1.1	
	Black	23.00	52.2	-1.2	
	White	95.00	92.6	11.5	
	Other (including mixed)	9.00	66.7	-1.5	
	Other (including mixed)	9.00	66.7	-1.5	
Grand Total			2,199.00	79.4	2.5

