



Race equality charter application form

Name of institution: University of Wolverhampton

Level of award application: Bronze

Main contact for the application and contact details:

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Before completing this form, please refer to the Race Equality Charter handbook which has additional advice and information.

This application form is accurate for the purpose of applications made after:

23rd July 2020

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1 Letter of endorsement from vice-chancellor/principal

Please provide a letter written by the vice-chancellor (or equivalent).

Dear Advance HE,

I am pleased to submit the University of Wolverhampton's Race Equality Charter Bronze application.

Though we are a University that prides itself on being a champion for equality and diversity, preparing this application has often been a challenging process. I personally have at times been shocked at the extent of the racial disparities, real and perceived, uncovered by our analysis and the testimony of our Black, Asian and Minority Ethnic staff and students.

What we learnt was that although we as a University are committed to race equality, and always have been, we were not strategic enough, which is ultimately the point of the Race Equality Charter. Although we have worked hard to run events, improve processes and embed race equality within our culture, we recognise that we have not been sufficiently targeted or evidence-based enough.

The result of our reflection has been a re-formed race/diversity university self-assessment team and a complete overhaul of our race-equality monitoring and implementation structures. We are moving on:

- A full-time Race Equality Lead within Human Resources who will lead on the implementation of our Race Equality Action Plan.
- A new Race Equality Action Plan Delivery Group will ensure that the actions we have committed to are delivered on time and have sufficient positive impact.
- A reformed and refocused Equality and Diversity Working Group which will better hold the Faculties and Professional Services to account for their work on Race Equality, and Equality and Diversity more broadly.
- A commitment to increase the proportion of Black, Asian and minority ethnic members and attendees on key committees. A clear plan to provide Faculties and Professional Services with the data they need to monitor their performance on Race Equality

This strengthened governance for Race Equality will ensure that we will fully deliver the Race Equality Action Plan to address the issues raised through our self-assessment process. Key commitments in the action plan include:

- Building on the introduction of Anonymous Shortlisting by further reforming our recruitment and promotion procedures to ensure that Black, Asian and Minority Ethnic applicants are not disadvantaged.
- Building on our pre-existing work on the Inclusive Curriculum and Valued-Added Project, work with students to further reform our curriculum, teaching and pastoral practices to close the Awarding Gap by better engaging and supporting our Black, Asian and Minority Ethnic students (curriculum review and the attainment gap are slightly different issues)

- Re-emphasize that we have zero tolerance towards racism and proactively encourage staff and students to come forward should they experience racial harassment or discrimination through running regular awareness raising campaigns and introducing a simplified online complaints systems
- Overhaul our staff equality and diversity training to ensure that they can effectively prevent or tackle racial harassment within the workplace or classroom, and more broadly, fully support the aspirations of our Black, Asian and Minority Ethnic staff and students.
- Working with the Students' Union to create a stronger sense of community within the University so that all students feel fully valued and included in University life

We are proud to represent and serve our local community. We always emphasise in our induction for new starters that we believe in opportunities for all: going to university is life-changing, and has the power to increase personal life chances and choice. Our job now is to make sure those chances and choices are extended to all our students and prospective students.

My sincere thanks go out to the self-assessment team responsible for this application. They have conducted a thorough assessment of our data, and developed a comprehensive, evidence-based action plan which we are confident, finds the balance between ambition and realism. I would particularly like to thank the Black, Asian and Minority Ethnic Staff Network and the Students' Union for their work in leading the Staff and Student Experience Sub-Groups.

I am clear that, if we as a University are successful in achieving our Bronze award, it is vital we all continue to make the progress necessary to ensure that it is not just an award, but a true launching pad for a more equitable and inclusive University of Wolverhampton.

Finally, I can confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University of Wolverhampton.

Yours Sincerely

Geoff Layer

Vice-Chancellor, University of Wolverhampton

Dear AdvanceHE

As Chair of the Race Equality Charter Self-Assessment Team, I have seen how the university community has become exercised and concerned about the growing awareness and revelation of racism in society and our institutions. Many members of the university community have stressed that it is important for the Senior Management and the university generally to respond creatively and forcefully to ensure justice. Our honest and long discussion, our self-evaluation and our heart-felt desire for improvement on race issues point to our commitment to this cause.

We have developed an ambitious Action Plan of over 80 actions, which, taken together, will significantly improve the university experience for our Black, Asian and Minority Ethnic Staff Members.

I believe that not only have we outlined a bold plan to tackle radical disadvantage within the University, but have the strength of commitment to successfully implement it. We cannot allow racism and prejudice to blight the lives of students or staff at Wolverhampton.

Yours Sincerely

Nazira Karodia

**Chair of Race Equality Self-Assessment Team and Pro-Vice Chancellor,
Regional Engagement, University of Wolverhampton**

Dear AdvanceHE

We are pleased to support the University of Wolverhampton's application for Race Equality Charter (REC) Bronze application.

The BAME Staff Network fully supports the University's commitment to continue to reflect on the impact of ethnicity on the staff and student experience, and improve the experiences of ethnic minority staff and students through tackling existing racial disadvantages and eliminating all cultural barriers standing in their way.

The involvement of the BAME Staff Network Officers has been instrumental to the work of the University's REC Self-Assessment Team.

More importantly, the BAME Staff Network is fully committed to playing a key role in monitoring and operationalising the Race Equality Action Plan, to ensure that the issues identified through the self-assessment process are addressed and appropriate actions taken.

BAME Staff Network Officers will be members of the newly formed Race Equality Action Plan Delivery Group and will be holding the University to account for the delivery of the REC action plan.

Yours Sincerely

Ada Adeghe, Harj Kular, Ranjit Khutan

BAME Staff Network Officers, University of Wolverhampton

Dear Advance-HE,

Further to the letter from Prof Geoff Layer, I would like to add my personal support and commitment to the University of Wolverhampton's Race Equality Charter Bronze application.

As racism remains prevalent in our society I believe it is important that the University takes this step and acknowledges we have an important role in advancing Race Equality. Whilst our submission makes it clear that as an organisation we still have a lot to do, I also wanted to confirm that I recognise I have a personal responsibility to deliver the action plan.

My key priorities are:

- To ensure University staff reflects our student population at all levels
- Empowering, developing and supporting BAME academic and professional staff to further develop their careers.
- To better embed race equality, and improved mandatory Equality and Diversity training provided to all staff members.

Yours sincerely,

Emma Bull

University Registrar, University of Wolverhampton

Dear AdvanceHE

I am pleased to be able to support our Race Equality Charter Bronze application.

As Director of Human Resources I have an important role to play in shaping and influencing our commitment to race equality, tackling race inequalities and to promoting good race relations.

As the Director with operational and strategic responsibility for the Equality and Diversity Service my aim will be to accelerate the speed of change required to ensure all staff and students within the University's community feel that they belong.

I will ensure our race equality targets are monitored and reported through our governance procedures and with the support of our staff networks and staff and students throughout the University, take action to ensure these remain on target.

I will also ensure that my senior colleagues are held to account for their responsibilities within our plan.

Yours sincerely

Tracey Hulme

Director of Human Resources, University of Wolverhampton

Dear AdvanceHE,

It is a great pleasure and honour to write in support of the University submission for the Race Equality Charter Bronze award.

Race equality is a personal commitment for me, and this has influenced my actions, more so since holding senior leadership roles where I am in a position to influence and lead change.

I have initiated and am leading a programme of working in the faculty on managing a respectful workforce with strong emphasis on equality, diversity and inclusion.

My leadership team have appraisal objectives directly linked to this for all strands of our work. Hence, as Dean of Faculty I am fully committed to ensuring that race equality forms a key part of our overall workforce development and recruitment plans, reducing the BAME award gap, building a culture of inclusivity, and embedding the work of the faculty equality and diversity committee into faculty governance.

Yours Sincerely,

Amar Aggoun

Dean of Faculty of Science & Engineering, University of Wolverhampton

Dear AdvanceHE

I am committed to and fully support the Vice Chancellor in the overhaul of our race equality governance structures, taking all appropriate action to ensure we are as equitable and inclusive as we can be.

In addition to the stated intent, within the Faculty of Education, Health and Wellbeing we have made some adaptations to activities to further focus on achieving an improved approach to race equality.

This includes the change to standing agenda organisation for our key committee within the Faculty – Faculty Board which receives as its first report at all meetings an update on items relating to the race equality actions and an update from the faculty Equality and Diversity Committee

I have also ensured that in the regular meetings with the Trade Union representatives at Faculty level that the Chair person from the Equality and

Diversity committee is invited and provided with the opportunity to raise items for discussion and action where necessary.

Of the ten key professional objectives I have pledged to achieve as Faculty Dean (2020-2021) two are solely focussed on my commitment to race equality, as follows:

1. Reduce BAME attainment gap in good honours and continuation
2. Building culture of inclusivity in Faculty

These will be closely aligned and will be evidenced during and at the completion of the coming academic year. I will endeavour to commit to promoting and supporting race equality in the achievement of all other professional objectives.

Yours Sincerely,

Alex Hopkins

Dean of Faculty of Health, Education and Wellbeing

Dear AdvanceHE,

I am delighted to write in support of the University submission for the Race Equality Charter Bronze award.

As Dean of Faculty I am conscious of the requirement that leadership and commitment on issues of equality is vital. In addition to the individual equality and diversity appraisal objectives that I have been given and my own personal commitment to these issues, the Faculty under my leadership now takes a much more strategic overview.

This has involved personally ensuring that race equality forms a key part of our overall workforce development plans, embedding the work of the faculty equality and diversity committee into faculty governance and taking a personal lead on recruitment to address the continued imbalance of staffing within the Faculty.

It is clear that both the Faculty and University have a lot of work to do to make the progress that we want to however I believe that there is now a committed and strategic approach to enable us to do so.

Yours Sincerely,

Miceal Barden




Dean of Faculty of Arts, Business and Social Sciences, University of Wolverhampton





2. The self-assessment process



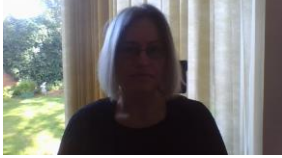


2a Description of the self-assessment team




The description of the self-assessment team (SAT) should include:

Table 2.1: Race Equality Charter SAT Membership as of July 2020

Name	Position	Profile	Photo
Nazira Karodia	Chair (Deputy Vice-Chancellor with responsibility for Equality and Diversity)	I am Pro-Vice Chancellor for Regional Engagement and Professor of Science Education. Equality, diversity and inclusion are, for me, personal commitments. I grew up under apartheid in South Africa and experienced social prejudice and educational inequality. This influenced my research, now directed towards how education can address social injustice.	
Will Cooling	Secretary (Head of Equality and Diversity)	I have been the lead staff member within the Equality and Diversity Unit since January 2017. Before that I have over 10 years of experience in race equality activism including supporting BAME student representatives at University of Nottingham and University of Birmingham.	
Sukhvinder Singh	Interim Race Equality Lead	I joined the University as an Interim Lead on 'race equality'. My experience in the HE sector has been with my last three interim roles leading on EDI at Sheffield Hallam, Queen Marys, University of London and Birkbeck, University of London. Previously I have worked on race equality at both the Commission for Racial Equality and the Equality and Human Rights Commission.	

<p>Esther Shonibare</p>	<p>Students' Union Diversity Officer</p>	<p>I am the Students' Union Diversity Officer.</p> <p>The Students' Union has worked closely with the University to produce the Race Equality Action Plan, and consulted widely with students to ensure its priorities reflects theirs.</p>	
<p>Harjoth Kular</p>	<p>BAME Staff Network Vice-Chair</p>	<p>I work in the UKVI Compliance Team and for the past 2 years have been Co Vice-Chair for the BAME Staff Network. Working on the REC has been an invaluable experience for me. I am keen to propel race equality within the University as there is an importance to hiring, respecting and attaining diverse staff.</p>	
<p>Ranjit Khutan</p>	<p>BAME Staff Network Vice-Chair</p>	<p>I have worked at the University for almost 20 years and am committed to challenging discriminatory practices and policies and improving the conditions for BAME staff at all levels across the University. As a member of the LGBT+ and Disability staff networks I also have a lived experience of the equality needs of staff members with multiple identities.</p>	
<p>Ada Adeghe</p>	<p>Originally nominated by University Secretary. BAME Staff Network Chair</p>	<p>My role in the university is Head of Academic, Business and Workforce Development in FEHW. I am particularly committed to increasing the representation of BAME women in more senior roles in higher education, countering any 'deficit' model approaches. It is vitally important that BAME staff sit around those tables, where decisions that impact on their</p>	

		working lives and experiences are made.	
Phil Gravestock	Dean of the College of Learning and Teaching	I am the Dean of the College of Learning & Teaching and Professor of Inclusive Practice. Phil was recently the institutional lead for two Catalyst projects: DRIVER (lead: Coventry University); and the Value-Added Project (lead: Kingston University), which explored issues of attainment, retention and progression.	
Faye Crosbee	Nominee of the Director of Human Resources	As the Strategic HR Policy, Projects and Reward Manager, I sit on the REC staff experience group ensuring that actions identified by the group link back to the HR department. My responsibilities include management of the academic promotions process, equality pay gaps and development of an incident reporting system.	
Sara Green	Nominee of the Director of Strategic Planning and Performance	An active member of the Student Experience Sub-Group, Sara has worked within the Self-Assessment Team to ensure that the SAT had a clear picture about data trends within the student body.	
Samantha Waters	University Secretary	Has worked with other members of the Self-Assessment Team to identify ways to provide BAME Staff Members with a greater voice within senior University's committees.	
Amar Aggoun	Nominated by University Secretary	Currently the Dean of Faculty of Science and Engineering, previously Head of the School of Mathematics and Computer Science.	

<p>Valeria Arzenton</p>	<p>Nominated by University Secretary</p>	<p>Valeria Arzenton is the University Market Intelligence Manager. Valeria leads the Market Intelligence function for the whole University and delivers research and insight on student, staff and job market demand and the student experience to inform and support the senior management's strategic thinking, decision-making processes and investment strategies.</p>	
<p>Sheila Gill</p>	<p>Nominated by University Secretary</p>	<p>Part-Time BAME Professional Services staff, member of: Race Equality Self- Assessment Team since Oct2017, Faculty Equality and Diversity Committee since Mar2019, Race Equality Staff Experience Sub Group since Mar19. Trained Advance HE Race Equality Charter assessment panellist since Oct17, Chair of BAME Staff Network from Oct17-Nov19, Unison Equality Officer from May20.</p>	
<p>Moses Murandu</p>	<p>Nominated by University Secretary</p>	<p>I am a Senior Lecturer and Research Innovator of use of sugar treatment to manage necrotic wounds. My work was influenced by my childhood growing up in a segregated Rhodesia and later worked under apartheid South Africa where social injustices were a norm. My close non-judgemental working relationship with the non-black community influenced my interest in facilitating reversal of injustices through clinical and educational service delivery.</p>	





<p>Fiona Kolontari</p>	<p>Nominated by University Secretary</p>	<p>A Specialist Tutor for Disabled Students, An active member of the Student Experience Sub-Group she championed issues related to the intersection of ethnicity and disability, and the unique experiences of international students.</p>	
<p>Shaukat Ali</p>	<p>Nominated by University Secretary</p>	<p>Born in the Punjab, Northeast Pakistan, I grew up in Lancashire, went to the local comprehensive, and then went to Burnley College and subsequently Liverpool Polytechnic to study Electrical Engineering. I joined the University of Wolverhampton Business School in 2000. Whilst at the University, I completed a PGCE (HE) and an MA in Education.</p>	
<p>Kunal Swani</p>	<p>Nominated by University Secretary.</p>	<p>I manage all external Student and Graduate satisfaction surveys and have expertise in identifying trends through qualitative and quantitative data analysis. I have also been a BAME staff network officer for over 7 years' and worked closely with senior staff to advance racial equality at all levels within the institution.</p>	
<p>Reg Probert</p>	<p>Nominated by University Secretary</p>	<p>An experienced HR Business Partner who has worked at the University for 14 years. Previously worked in HR roles across the private sector. Graduate with a BA in Business Studies and an MA in HR Management.</p>	

Table 2.2: Former Members of Self-Assessment Team

Name	Position	Reason for Departure
Helen Williams	Students' Union Staff Member	Left the University
Conrad Jones	Students Union Staff Member	Left the University
Jackie Dunne	Chair (Deputy Vice-Chancellor with responsibility for Equality and Diversity)	Left the University
Sukhdeep Duhra	Co-Chair of BAME Staff Network	Left the University
Emma Wedge	University Secretary	Left the University
Denise Murray	Nominated by University Secretary	Left the University
Aida Ngene	Students' Union Diversity Officer	Term of Office Ended
Rebecca Butler	Nominated by the University Secretary	Left the University
Dawn	Nominated	Left the

Jagdev	by the University Secretary	University
Jennie Coates	Director of Strategic Planning and Performance	Nominated Sara Green to attend in her place
Suneeta Patel	Vice-Chair BAME Staff Network	Term of Office Ended
Jon Elsmore	Dean of Students	Left the University. Position then abolished.
Ann Gough	Students' Union Staff Member	Left the University
Ikenna Mirembe	Students' Union Diversity Officer	Term of Office Ended
Chijioke Obasi	Co-Chair of BAME Staff Network	Left the University

The University's commitment to apply for a Race Equality Charter Bronze Award was made by the Joint Equality and Diversity Committee (a joint committee of the Board of Governors, Corporate Management Team (CMT) and Academic Board with responsibility for overseeing the University's work on Equality and Diversity) as part of its approval of the Equality Objectives 2016-2020, which linked into the Strategic Plan for the same time period. The decision was reaffirmed by CMT in summer 2017, when the University became a member of the Race Equality Charter. The BAME Staff Network and the Students' Union were fully consulted before the University made the final decision to become a member of the Race Equality Charter.

The proposed Self-Assessment Team (SAT) membership was developed by the Equality and Diversity Operational Group, with eight appointed members being recruited after an open call for applications was issued to all staff members. The University Secretary appointed these staff members based on feedback from the

Head of Equality and Diversity, and in later rounds of recruitment to replace departing members, from the Students' Union and BAME Staff Network.

The SAT first met on the 31st October 2017, and in total has met seventeen times. Before the first meeting they received training from Advance HE about the Race Equality Charter. These meetings were all chaired by a Deputy Vice-Chancellor with members of the Students' Union, BAME Staff Network and Senior Management always in attendance.

For the first ten months the SAT struggled to hold productive discussions where every member felt their voices could be heard. The BAME Staff Network raised concerns to the Chair of the Self-Assessment Team, and considered formally opposing the submission. Based on this feedback, the SAT took a pause on active discussions in August and September 2018, for two training sessions to ensure every member was equipped for the work at hand. These sessions were:

- A discussion about what members learnt from reading "Why I'm No Longer Talking to - White People About Race" by Reni Eddo-Lodge, copies of which had been purchased for each of them to read by the Equality and Diversity Unit
- Training about "How to Handle Difficult Conversations On Race" from AdvanceHE

These sessions greatly improved the effectiveness of the SAT, and the productivity of its meetings. Further improvement was found when a dedicated Race Equality Lead was recruited in January 2020. This position is in the process of being made permanent.

Members communicated with each other between SAT meetings primarily by email or smaller bespoke or sub-group meetings, particularly the formal Staff and Student Experience Sub-Groups which met frequently throughout 2019 and 2020 to develop specific actions in those areas.

2c Involvement, consultation and communication

This section should include:

- = how the staff and student survey was conducted, disseminated and analysed and how many staff and students responded (with specific reference to their ethnicity and nationality)
- = how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions
- = how relevant staff and student networks were involved (this may include a statement from any relevant networks)
- = how you involved external interest groups, for example local race equality groups
- = communications to all staff and students, including any faculty-level communications with staff

The University has consulted extensively with staff and students throughout the development of this submission. A key element of this consultation was conducting three surveys, directly tailored to inform our submission. These were:

- Inclusion Survey in February 2018 about the general workplace experience
- Race Equality Staff Survey in summer 2018 specifically about staff members' experience of racism on campus and in the community.
- A separate student Race Equality Survey, which combined general questions about the student experience and specific questions about their experience of racism on campus, was conducted in December 2018/January 2019.

The surveys were developed based on templates suggested by Advance HE, with the SAT and Equality and Diversity (E&D) Operational Group both being given an opportunity to provide feedback about how the surveys should be structured. The questions in the two staff surveys were agreed with the BAME Staff Network, with additional questions included at their request. The student survey was agreed with the Students' Union.

The staff surveys were promoted through the University's website and emails to staff members, with paper versions sent to staff members who did not have an official university IT account or otherwise did not regularly check their university emails. The student survey was similarly promoted in conjunction with the Students' Union, with both organisations carrying information about the survey on their website, and several jointly signed emails being sent to students.

The full data gathered through the surveys was provided to the Race Equality Self-Assessment Team in a format as agreed with the BAME Staff Network and Students' Union, with the SAT identifying the key findings from the surveys. The analysis was conducted across both ethnicity and nationality breakdowns. The results were shared across the University.

Table 2.3: Survey Responses Ethnicity Breakdown						
	Race Equality Staff Survey		Inclusion Staff Survey		Race Equality Student Survey	
	<i>n.</i>	%	<i>n.</i>	%	<i>n.</i>	%
Asian	80	10.9	54	6.6	19	9.5
Black	22	3.0	15	1.8	33	16.4
Mixed	20	2.7	10	1.2	22	10.9
Other	19	2.6	12	1.5	75	37.3
White	432	58.8	546	67.2	4	2.0
Unknown	162	22.0	176	21.6	48	23.9
Total	735	100.0	813	100.0	201	100.0

Table 2.4: Survey Responses Nationality Breakdown						
	Race Equality Staff Survey		Inclusion Staff Survey		Race Equality Student Survey	
	<i>n.</i>	<i>%</i>	<i>n.</i>	<i>%</i>	<i>n.</i>	<i>%</i>
British, Irish or other British Isles (i.e. English, Scottish, Welsh, Northern Irish, Channel Islands)	549	74.7	637	78.4	143	71.1
From within the European Union (Other than Republic of Ireland)	25	3.4	17	2.1	7	3.5
From Outside the European Union	20	2.7	8	1.0	11	5.5
Unknown	141	19.2	151	18.6	40	19.9
Total	735	100.0	813	100.0	201	100.0

The membership of the Race Equality Charter Self-Assessment Team was developed to ensure that BAME staff and students voice was at the heart of the development of our submission. Steps we took included:

- Having all three BAME Staff Network Officers and the Students' Union Diversity Officer as ex-officio members of the SAT
- Running an open call to recruit a further eight members onto the SAT, with the majority of staff members selected belonging to an ethnic minority.
- Working with the BAME Staff Network to invite additional BAME Staff Members to participate in the meetings of the Staff Experience Sub-Group
- Working with the Students' Union, as well as the student African-Caribbean and Anti-Racism societies to invite additional BAME students to participate in the meetings of the Student Experience Sub-Group

We also ensured that staff and students had a further opportunity to provide feedback on the draft action plan. Steps we took included:

- BAME Staff Network Members invited to provide early feedback on the draft action plan by email or when the Race Equality Lead presented the action plan to the Network at a meeting
- School Student Reps participated in two focus groups to provided early feedback about the proposed actions related to students
- Presentations delivered to each Faculty Equality and Diversity Committee about the lessons learn from the data analysis and some of the key actions proposed
- Presentation delivered to over a 100 senior and middle managers about the Race Equality Charter and the proposed Race Equality Action Plan
- Holding a special briefing session with members of the three Faculty Equality and Diversity Committees about the draft of the Race Equality Action Plan so they can give early feedback on the proposed actions

- BAME Staff and Students participated in a special Corporate Management Team meeting where discussing the Race Equality Plan was the only item on the agenda
- All Staff and Students were emailed by the Vice-Chancellor and the Students' Union Academic Affairs about the publication of the draft Race Equality Action Plan, and invited to provide feedback either by email or in a series of drop-in sessions

The University also extensively consulted with the local community, with the University taking out a full-page advert in the 2018 Wolverhampton Black History Month brochure to explain why we were applying for the Race Equality Charter and requesting feedback from both members of the local community, as well as staff and students. We have also shared our draft submission with the local council and race equality campaigners, and sought feedback from them about what more we can do to promote Race Equality within the local community.

2d Future of the self-assessment team

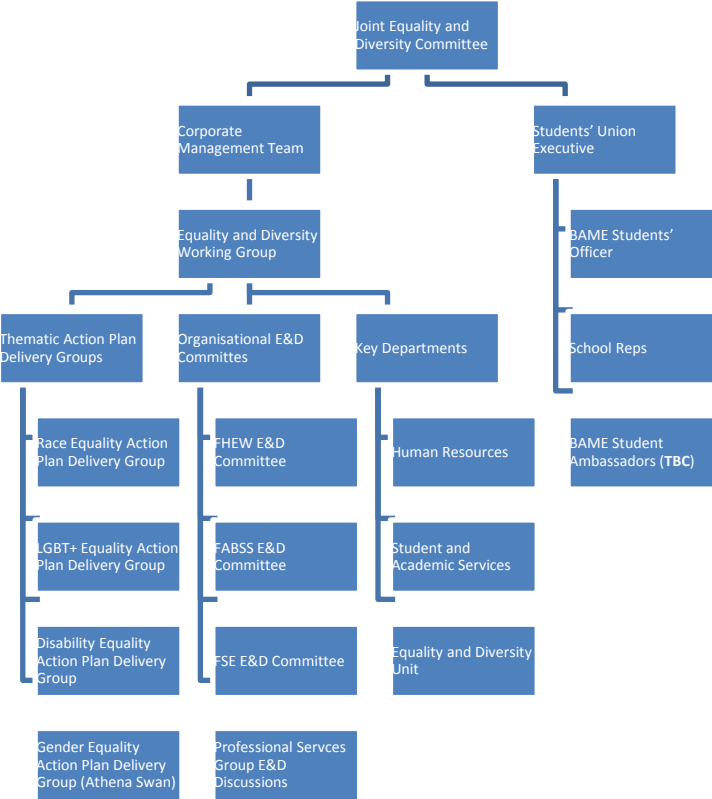
Please outline:

- = whether the team and/or specific team members will continue to be involved
- = who will have overall responsibility for the action plan
- = how the action plan will be monitored within other existing committees and structures, for example, the senior management team
- = who will be responsible for the next application in three years; for example, will a different SAT be convened, how will the current team provide handover to that team

The Self-Assessment Team will be renamed the Race Equality Action Plan Delivery Group, which will meet every six weeks to monitor progress against the action plan and review its impact.

The Race Equality Action Plan Delivery Group will have the overall responsibility for ensuring that the action plan is delivered, held to account by the Equality and Diversity Working Group (successor to the Equality and Diversity Operational Group). Both the Corporate Management Team and Joint Equality and Diversity Committee will receive termly updates about the progress made against the Race Equality Action Plan.

Diagram 2.1: Equality and Diversity Governance Diagram



The Race Equality Action Plan Delivery Group Terms of Reference and Membership will be reviewed eighteen months before the end of any prospective award period, to ensure that it is properly constituted to lead on the development of an application for a Race Equality Charter Silver Award.

Actions	
AP ref: 1.1	Ensure Race Equality Action Plan and its key themes are embedded in the University's new Strategic Plan (2021-2025)
AP ref: 1.2	Develop and implement a communications plan to launch the race equality action plan.
AP ref: 1.3	Regular updates from the Vice-Chancellor about the Race Equality Charter and his personal commitment to Race Equality
AP ref: 2	Evolve REC SAT to be responsible for the implementation and monitoring of the action plan (RECAP-Race Equality Action Plan Delivery Group).
AP ref: 3	Refresh membership of the REC SAT.
AP ref: 3.1	Provide training to SAT members on race equality, REC process and intersectionality.

AP ref: 3.2 Convene updated SAT to undertake self-assessment in preparation for REC renewal submission

3a Overview of your institution

Please include:

- = size
- = structure
- = specialisms
- = any other historical and/or background information that you think is relevant to your application

=
The University is an anchor institution of the Black Country and wider West Midlands, with campuses in Wolverhampton, Walsall, and Telford. We are proud to be the University of Opportunity, with priorities driven and influenced by our location and with a focus on education, skills, business growth and employment.

In 2012 the University undertook a refocus exercise that was based on a commitment to our role in shaping and supporting our place. Rather than the traditional model of focusing on applicant demand, we reshaped our curriculum offer by shifting resource and numbers to meet the current and future skills needs in the local economy, where most of students gain employment.

The Universities has 16 schools/institutes as well as an International Academy and several specialist centers, which until August 2019 were organised into four faculties, although recently a new Faculty has been formed from the Schools in the Faculties of Arts and Social Sciences (see Chart 3.1). In addition to our Faculties we also have a number of corporate directorates (See Chart 3.2).

Diagram 3.1: Faculty and Schools of the University of Wolverhampton

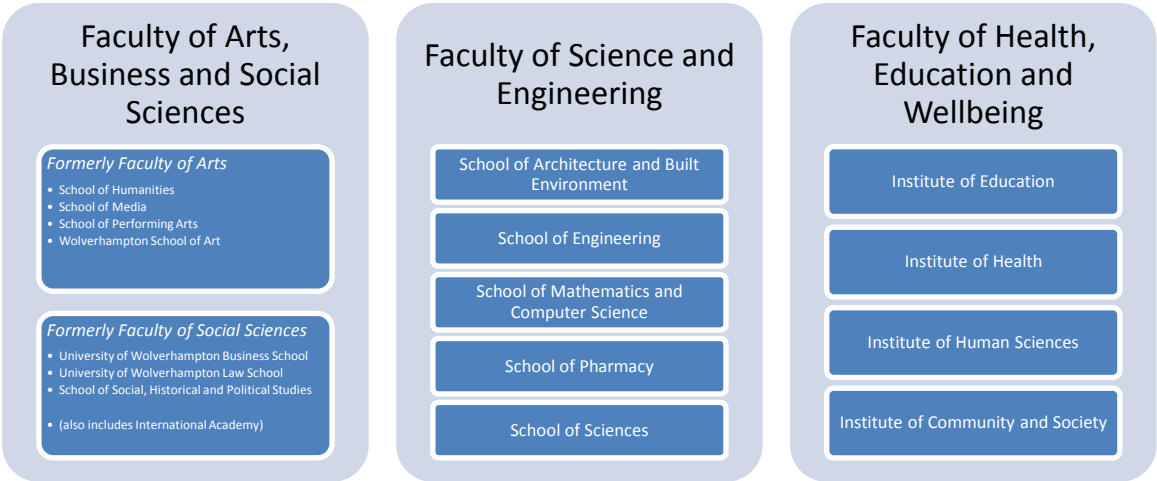
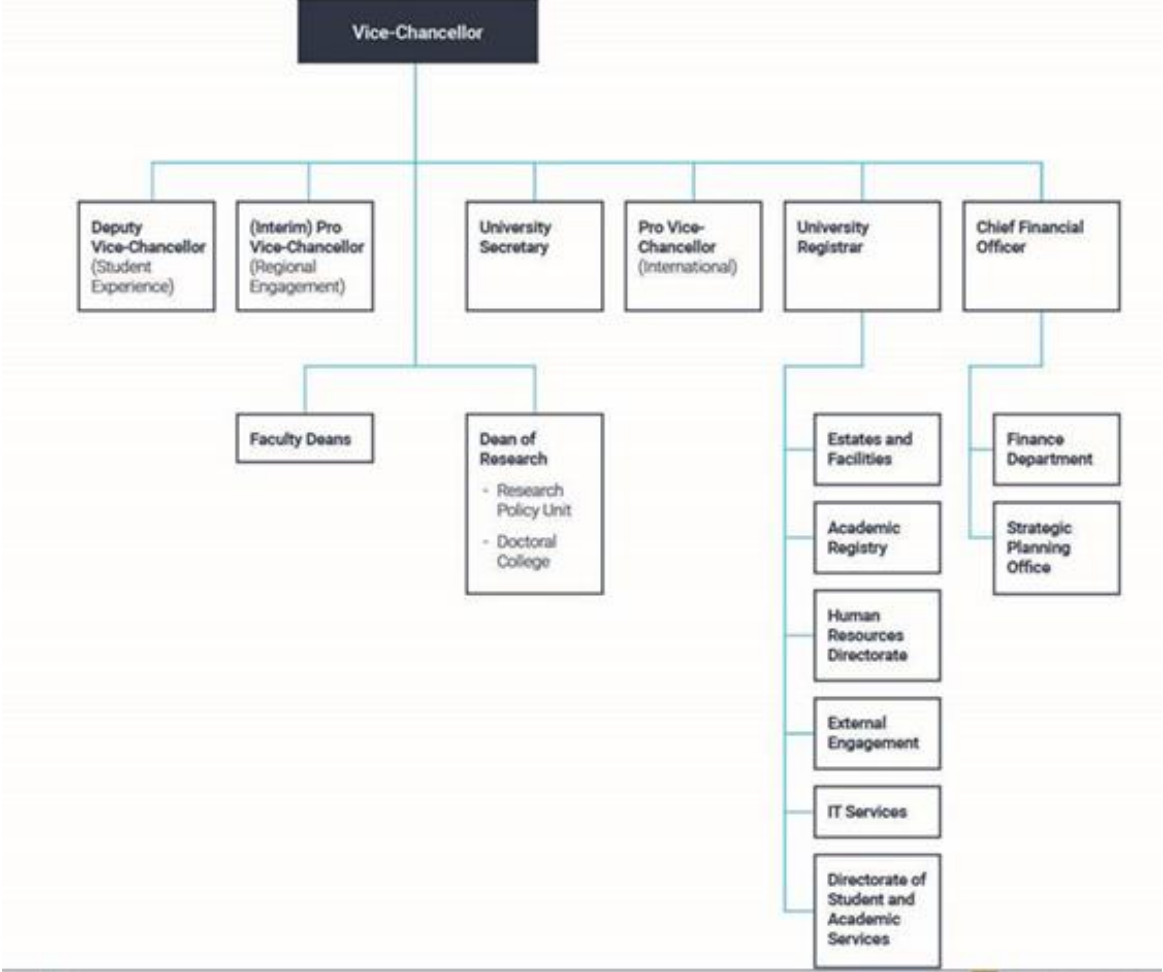


Diagram 3.2: Corporate Directorates of the University of Wolverhampton



3b Overview of the local population and context

The University is at the heart of the Black Country, which is one of the most ethnically diverse areas of the country. According to the 2011 Census, almost a quarter of Black Country residents are BAME (23.3%), compared to 14% for England and Wales. Furthermore there is significant diversity within the Black Country, as can be seen from table 3.1.

Within the Black Country, the largest ethnic minority is the Asian/Asian British community. After a period of decline, there has recently been an increase in those residents who self-define as Black, linked to a growing Black African population in Wolverhampton.

Table 3.1: Demographics of Black Country and constitute local authorities

Ethnic Group	Dudley	Sandwell	Walsall	Wolverhampton	Black Country Avg.
White	90.0%	69.9%	78.9%	68.0%	76.7%
Mixed/multiple ethnic groups	1.8%	3.3%	2.7%	5.1%	3.2%
Asian/Asian British	6.1%	19.2%	15.2%	18.0%	14.6%
Black British/African/African-Caribbean	1.5%	6.0%	2.4%	6.9%	4.2%
Other ethnic group	0.6%	1.6%	0.8%	1.9%	1.2%

REC Survey – Staff:

“As an institution the university is non representative of the wider community in all areas”

While the far-right has an active presence throughout the West Midlands, there have not been a high number of hate incidents reported to the police or third-party reporting centres (of which Wolverhampton Students' Union is one) in recent years.

We were involved in the development of the Stop Hate Wolverhampton website, which collates information and training about hate crime produced by organisations across the city. The website's launch was hosted at the University of Wolverhampton in July 2019. We have also hosted regular West Midlands Police Hate Crime surgeries on our campus, as part of a wider programme of surgeries across the city to facilitate in-person reporting.

The University works actively with the local ethnic minority community in Wolverhampton. It regularly attends Community Cohesion Forums organised by Wolverhampton City Council, where representatives of different ethnicities and faiths work with community organisations to ensure that the city works for everyone. The University is also the leading sponsor of Wolverhampton Black History Month, both providing funding for a promotional brochure and supporting the organisation of several events. Our multi-faith Chaplaincy works closely with leading religious groups across Wolverhampton. In April 2018, the University worked closely with the local activists and schools to organise a “Many Rivers to Cross” campaign, which used the 50th Anniversary of Enoch Powell's “Rivers of Blood” speech to highlight both the improvements made in community relations, and the challenges still to overcome.

The overwhelming majority of our students are recruited from the local area, with over 70% of all students coming from the West Midlands. In addition to the Black Country (38.28% of all students in 2019/20), a significant proportion of students come from Birmingham (22.33%).

Table: 3.2: Breakdown of Students By Home Address

Postcode Town	Proportion of Students in 2019/20
Black Country Total	38.28%
<i>Wolverhampton</i>	20.40%
<i>Walsall</i>	10.76%
<i>Dudley</i>	7.12%
Birmingham	22.33%
Telford	4.48%
Stoke on Trent	2.10%
Coventry	1.36%
Shrewsbury	1.17%
Worcester	0.51%
Hereford	0.09%
West Midlands Total	70.32%

Responses from the REC survey:

The University should openly endorse multiculturalism and ethnic diversity in its documents for current and future students.

Celebrate inclusive practices and processes. Make inclusive practices and processes business as usual approach.

There are times when opportunities could be seized to demonstrate to the wider University but more so the general public, that the ethnic diversity at the University of Wolverhampton is celebrated. There is a particular occasion where a minority ethnic academic could take the lead and it would send out such a strong message

4. Staff profile

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department. Please also provide a brief overview statement on section 4 as a whole from the head of each faculty/central department, setting out their reaction to the data and priorities for action.

4a Academic staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK academic staff. Provide this information for:

Please comment specifically on how the institution benchmarks the ethnic composition of its academic staff in the short and longer term, and what it is hoping to achieve.

4a – Academic Staff

All staff data in this section and all other sections is as of February 2020

= **the institution as a whole**

Table 4.1 gives the total number and percentage of academic staff at the University by ethnicity									
Year	Total	White	Asian	Black	Chinese	Mixed	Other Ethnic	Not Known/ Information Refused	Total BAME
2017 – 2018 Numbers	834	682	55	47	14	16	10	10	142
Percentages	100	81.77	6.59	5.64	1.68	1.92	1.20	1.20	17.03
2018 – 2019 Numbers	828	666	63	49	12	15	14	9	153
Percentages	100	80.43	7.61	5.92	1.45	1.81	1.69	1.09	18.47
2019 – 2020 Numbers	868	673	80	51	11	21	18	14	181
Percentages	100	77.53	9.22	5.88	1.27	2.42	2.07	1.61	20.86

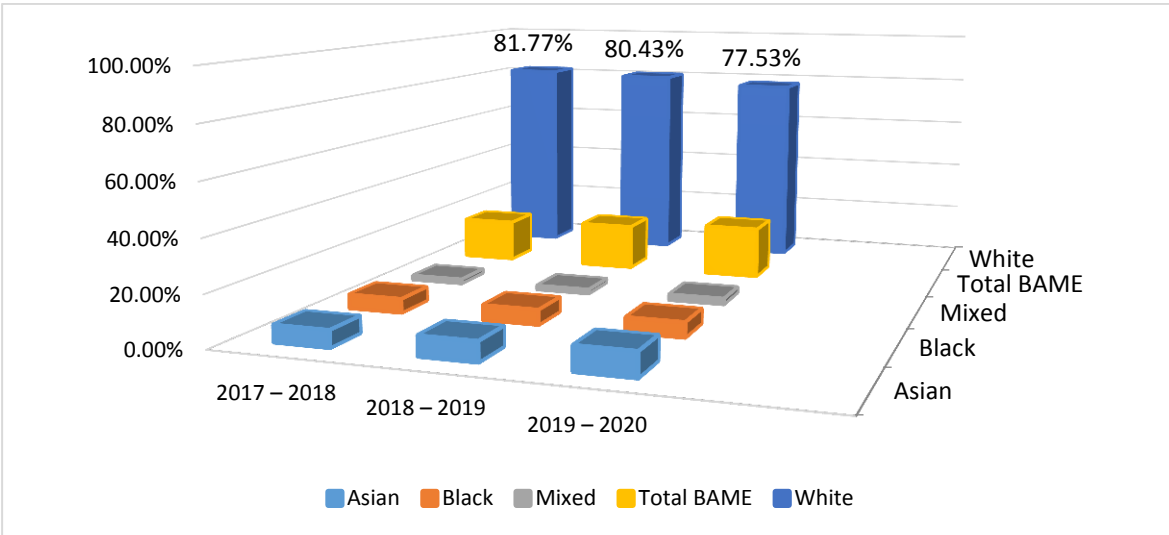
From 868 academic staff at the University, 21% are BAME.

According to the latest available HESA data, the University compared favourably against the sector for BAME academics by 1.5% (18.5% compared to 17% in 2018/19). Benchmarking against the University of Birmingham, the University had a higher percentage of BAME staff by 1% (21.5% compared to 20.5% at UoB in 2019)

There is a gap of 27% between the BAME staff and student population. In the Race Equality Survey, both staff and students called for more BAME academics. BAME students also highlighted that the lack of BAME academics has a demotivational effect.

There is a two percentage point gap between the proportion of all staff at the University who are BAME (23%) and the same figure for academic Staff (21%).

Chart 4.1 Academic Staff Breakdown by Ethnicity



Within this trend, there are some differences amongst ethnic groups. Asian academics have experienced the largest growth, up 2.63% over a three year period. Whilst Black Academic staff have remained constant in the last two years.

Internal benchmarking with the Institutional University staff profile, shows the percentage of Black and Mixed academic staff is the same at 6% and 2% respectively. Whilst Asian staff are disproportionality lower by 4%.

UK and Non UK staff

Within BAME academic staff, 62% are UK nationals and 38% Non-UK nationals. The gap between White and BAME UK nationals is larger than that for Non-UK.

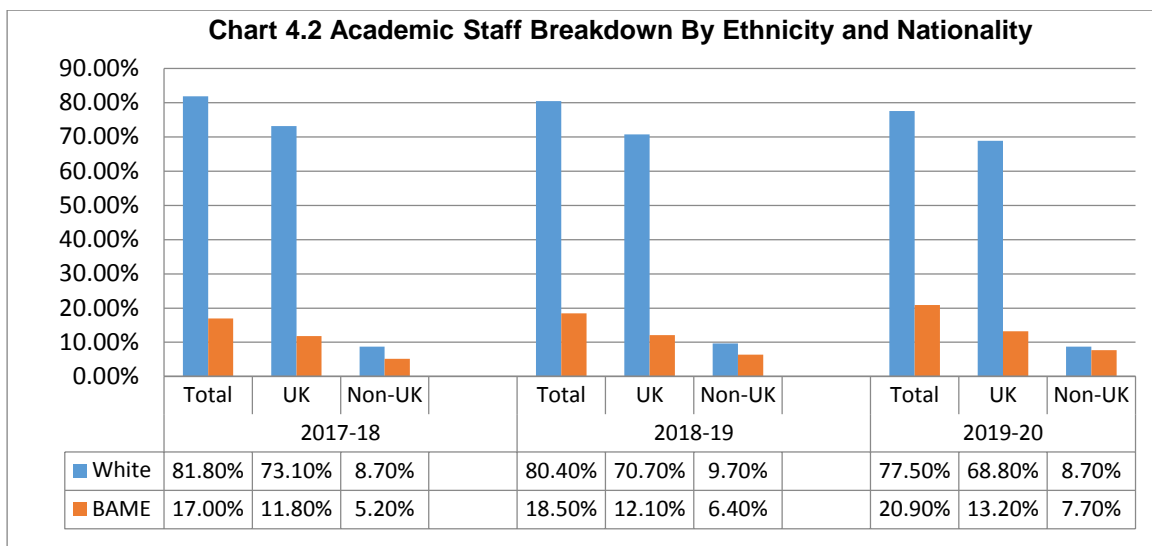


Table 4.2 Proportion of Academic Staff Who Are UK BAME and Non-UK BAME

	2017 - 18	2018 - 19	2019 - 20
UK	11.8%	12.1%	13.12
Non-UK	5.2%	6.4%	7.7%

Chart 4.3: BAME Academic Staff as percentage of total academic staff

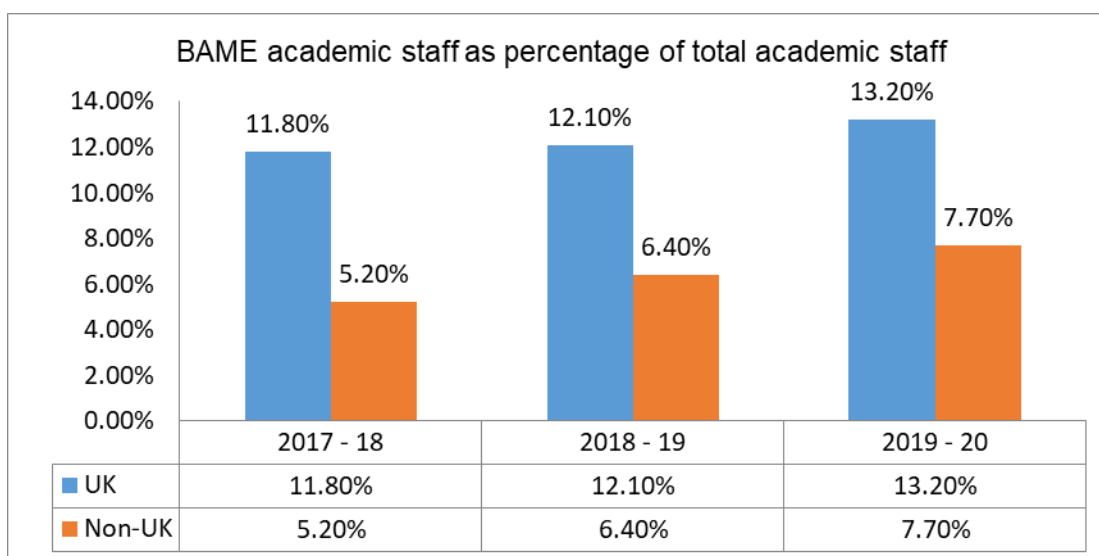


Table 4.3 Breakdown of BAME Academic Staff By Nationality

	2017 - 18	2018 - 19	2019 - 20
UK	69.00%	65.4%	63.00%
Non-UK	31.00%	34.6%	37.00%

Chart 4.4 Breakdown of BAME Academic Staff by Nationality

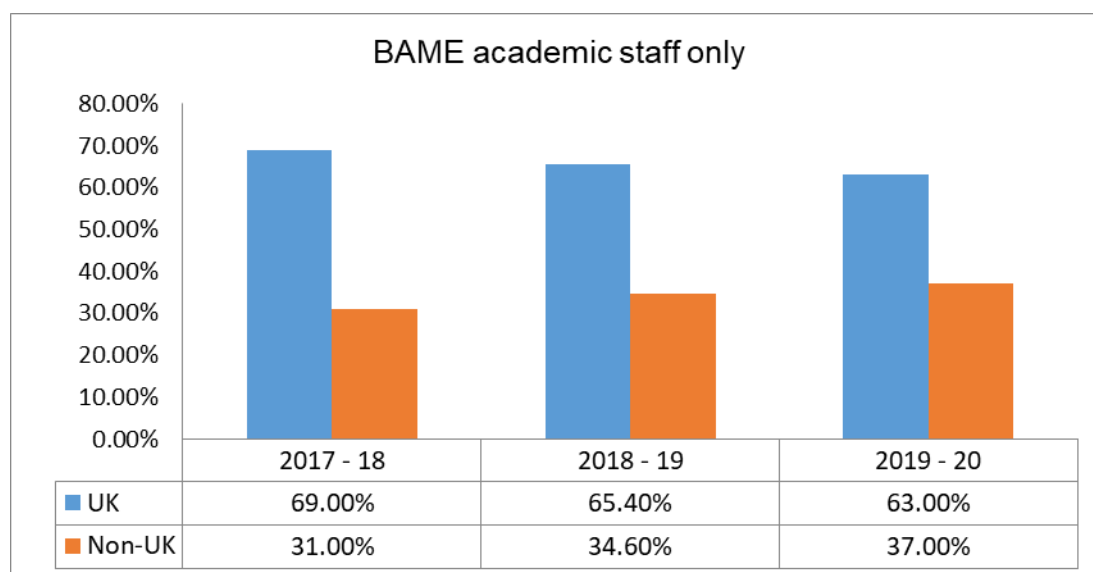


Table 4.4 Number of academic staff at the University by ethnicity into UK and Non-UK nationals

Year	White	Asian	Black	Chinese	Mixed	Other	Not Known/Information Refused	Grand Total
2017 - 18								
UK	610	41	32	8	12	5	7	715
Non-UK	72	14	15	6	4	5	3	119
Total	682	55	47	14	16	10	10	834
2018 - 19								
UK	586	43	34	5	10	8	7	693
Non-UK	80	20	15	7	5	6	2	135
Total	666	63	49	12	15	14	9	828
2019 - 20								
UK	597	55	35	5	11	8	9	720
Non-UK	76	25	16	6	10	10	5	148
Total	673	80	51	11	21	18	14	868

Table 4.5 Number of academic staff at the University by ethnicity into UK and Non-UK nationals (All HESA categories)

Year/Ethnic Group	UK	Non-UK	Grand Total
2017 – 2018	715	119	834
White Ethnic Background			

Other White background	12	52	64
White – British	593	6	599
White – Irish	5	14	19
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	2	1	3
Asian or Asian British - Indian	27	4	31
Asian or Asian British - Pakistani	7	2	9
Other Asian background	5	7	12
Black Ethnic Background			
Black or Black British - African	13	13	26
Black or Black British - Caribbean	17	1	18
Other Black background	2	1	3
Chinese Ethnic Background			
Chinese	8	6	14
Mixed Ethnic Background			
Mixed - White and Asian	2	1	3
Mixed - White and Black African	2		2
Mixed - White and Black Caribbean	5		5
Other Mixed background	3	3	6
Other Ethnic Background			
Arab	1	1	2
Other Ethnic background	4	4	8
Not Known/Information Refused			
Prefer not to answer	7	3	10
2018 – 2019	693	135	828
White Ethnic Background			
Other White background	13	60	73
White – British	568	6	574
White – Irish	5	14	19

Asian Ethnic Background			
Asian or Asian British - Bangladeshi	2	1	3
Asian or Asian British - Indian	26	4	30
Asian or Asian British - Pakistani	9	6	15
Other Asian background	6	9	15
Black Ethnic Background			
Black or Black British - African	15	13	28
Black or Black British - Caribbean	18	2	20
Other Black background	1		1
Chinese Ethnic Background			
Chinese	5	7	12
Mixed Ethnic Background			
Mixed - White and Asian	1	2	3
Mixed - White and Black African	2		2
Mixed - White and Black Caribbean	3		3
Other Mixed background	4	3	7
Other Ethnic Background			
Arab	2	2	4
Other Ethnic background	6	4	10
Not Known/Information Refused			
Prefer not to answer	7	2	9
2019 – 2020	720	148	868
White Ethnic Background			
Other White background	10	56	66
White – British	580	6	586
White – Irish	7	14	21
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	2	1	3
Asian or Asian British - Indian	35	6	41

Asian or Asian British - Pakistani	11	8	19
Other Asian background	7	10	17
Black Ethnic Background			
Black or Black British - African	14	14	28
Black or Black British - Caribbean	20	2	22
Other Black background	1		1
Chinese Ethnic Background			
Chinese	5	6	11
Mixed Ethnic Background			
Mixed - White and Asian	1	2	3
Mixed - White and Black African	2		2
Mixed - White and Black Caribbean	4	3	7
Other Mixed background	4	5	9
Other Ethnic Background			
Arab	2	4	6
Other Ethnic background	6	6	12
Not Known/Information Refused			
Not known	1		1
Prefer not to answer	8	5	13
Grand Total	2128	402	2530

- Within the Asian sub categories, the lowest numbers of staff are Bangladeshi, followed by Pakistani.
- There are more UK Black Caribbean staff than African, but the opposite for Non-UK.
- There has been an increase in the number of Indian, Pakistani and Black Caribbean academic staff from the previous year.
- The increase in the proportion of BAME academic staff has primarily been driven by an increase in BAME Non-UK staff. Over the three year period there has been 1.4% increase for UK staff and 2.5% for Non-UK staff. The University will focus its actions and interventions towards UK staff and also explore the reason for this disparity.

REC survey quotes:

“Actively recruit non-white academics so that the staff community reflects the diverse student population at UoW”

“I see a lot of diversity in the students but not much among staff – other than cleaners and security staff - what does that say?”

“Many students do not 'see themselves' within the staff image. And many staff may not 'see themselves' within the broader University community”

“From talking to the small number of Black academic colleagues over the years, I know something of the marginalisation and discrimination they face and cannot avoid being aware of my own White privilege”

The data highlights the need to encourage more applications and recruitment from people of BAME background. This will involve changing institutional practice, for example how we advertise our vacancies. However that in itself is not enough, we also need to look at the experience of people of BAME background going through our recruitment process, to identify any structural barriers, which will covered later in section 5.

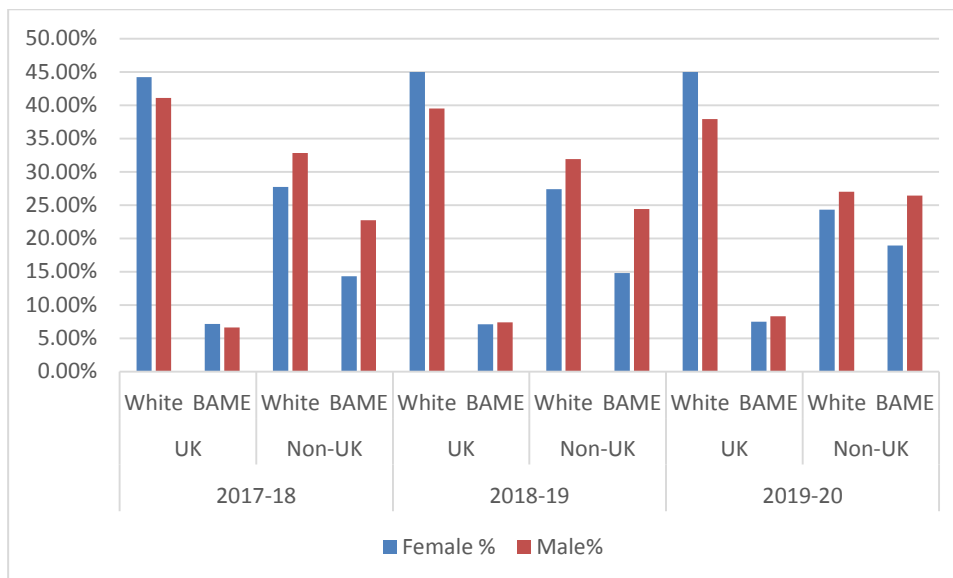
Intersectionality - Gender

Table 4.6 gives the number and percentages of UK and Non-UK White and BAME academic staff by gender

	Female		Male	
2017-18	No.	%	No.	%
UK				
White	316	44.2%	294	41.1%
BAME	51	7.13%	47	6.6%
Non-UK				
White	33	27.7%	39	32.8%
BAME	17	14.3%	27	22.7%
2018-19				
UK				
White	312	45.0%	274	39.5%

BAME	49	7.1%	51	7.4%
Non-UK				
White	37	27.4%	43	31.9%
BAME	20	14.8%	33	24.4%
2019-20				
UK				
White	324	45.0%	273	37.9%
BAME	54	7.5%	60	8.3%
Non-UK				
White	36	24.3%	40	27.0%
BAME	28	18.9%	39	26.4%

Chart 4.5 Breakdown of Academic Staff By Ethnicity, Gender and Nationality



The gap between UK White and BAME female staff is at 70.7%, for Non-UK it is lower at 11.9%. Since the Athena SWAN Action Plan was finalised in 2019, there has been greater emphasis placed on ensuring our gender equality interventions are inclusive of BAME women. To highlight the contribution of BAME women in STEMM, the University for example celebrated Ada Lovelace Day with a screening of the film 'Hidden Figures'

To avoid duplication of actions we will align and cross reference the Athena SWAN action plan with the REC data to give a more strategic approach in addressing BAME female academic staff underrepresentation.

Table 4.7 gives percentages of Non-UK staff by gender for each ethnic group		
	Female	Male
2017 – 2018	44.54%	55.46%
White	45.83%	54.17%
Asian	50.00%	50.00%
Black	26.67%	73.33%
Chinese	33.33%	66.67%
Mixed Ethnic	75.00%	25.00%
Other Ethnic	20.00%	80.00%
Not Known/Information Refused	100.00%	0.00%
2018 – 2019	43.70%	56.30%
White	46.25%	53.75%
Asian	45.00%	55.00%
Black	33.33%	66.67%
Chinese	28.57%	71.43%
Mixed	60.00%	40.00%
Other	16.67%	83.33%
Not Known/Information Refused	100.00%	0.00%
2019 – 2020	45.27%	54.73%
White	47.37%	52.63%
Asian	40.00%	60.00%
Black	31.25%	68.75%
Chinese	50.00%	50.00%
Mixed Ethnic	60.00%	40.00%
Other Ethnic	40.00%	60.00%
Not Known/Information Refused	60.00%	40.00%

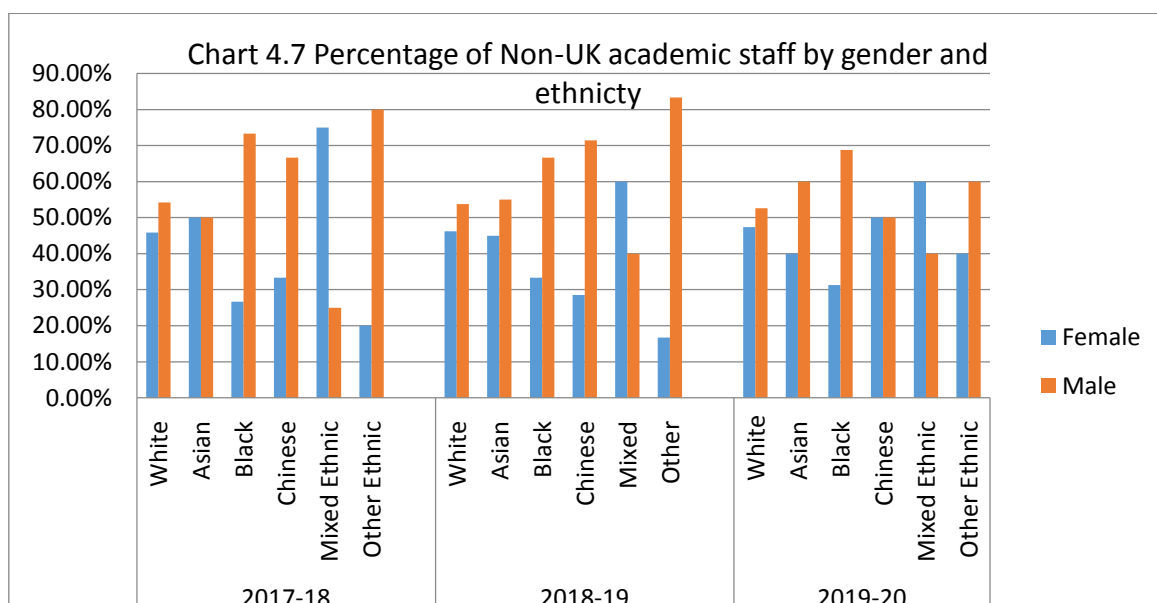
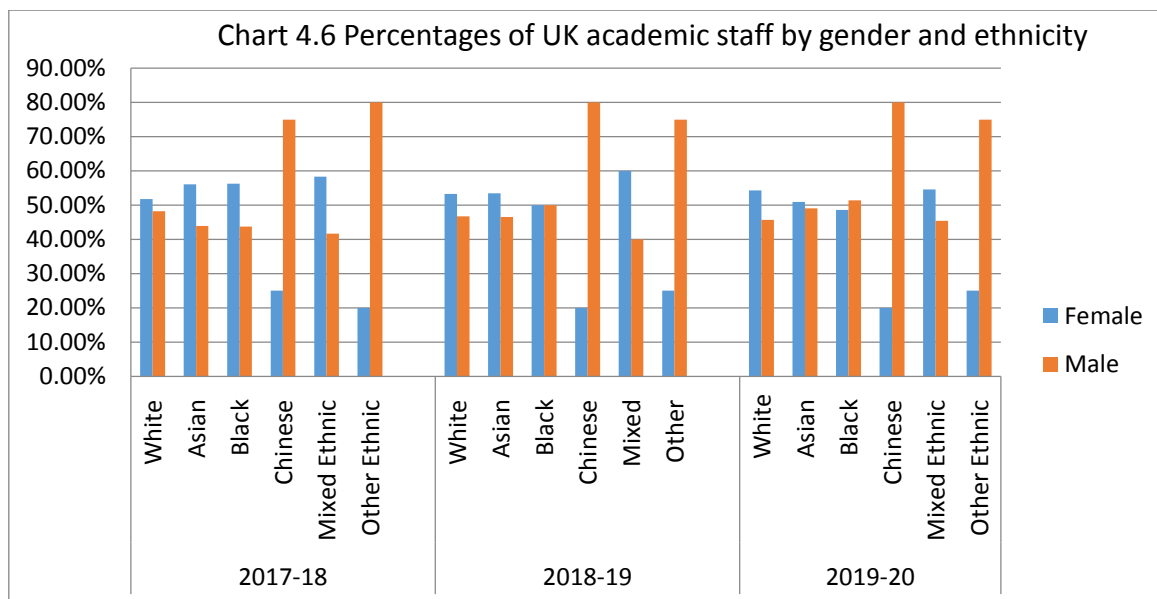


Table 4.8 Breakdown of Academic Staff Members by Ethnicity and Gender (All HESA Categories)

Year/Ethnicity	Female	Male	Grand Total
2017 – 2018	422	412	834
White Ethnic Background			
Other White background	34	30	64
White – British	307	292	599
White – Irish	8	11	19

Asian Ethnic Background			
Asian or Asian British - Bangladeshi	2	1	3
Asian or Asian British – Indian	15	16	31
Asian or Asian British - Pakistani	5	4	9
Other Asian background	8	4	12
Black Ethnic Background			
Black or Black British – African	7	19	26
Black or Black British - Caribbean	13	5	18
Other Black background	2	1	3
Chinese Ethnic Background			
Chinese	4	10	14
Mixed Ethnic Background			
Mixed - White and Asian	3		3
Mixed - White and Black African		2	2
Mixed - White and Black Caribbean	4	1	5
Other Mixed background	3	3	6
Other Ethnic Background			
Arab		2	2
Other Ethnic background	2	6	8
Not Known/Information Refused			
Prefer not to answer	5	5	10
2018 – 2019	422	406	828
White Ethnic Background			
Other White background	39	34	73
White – British	303	271	574
White – Irish	7	12	19
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	2	1	3
Asian or Asian British – Indian	14	16	30

Asian or Asian British - Pakistani	7	8	15
Other Asian background	9	6	15
Black Ethnic Background			
Black or Black British – African	7	21	28
Black or Black British - Caribbean	14	6	20
Other Black background	1		1
Chinese Ethnic Background			
Chinese	3	9	12
Mixed Ethnic Background			
Mixed - White and Asian	2	1	3
Mixed - White and Black African		2	2
Mixed - White and Black Caribbean	3		3
Other Mixed background	4	3	7
Other Ethnic Background			
Arab		4	4
Other Ethnic background	3	7	10
Not Known/Information Refused			
Prefer not to answer	4	5	9
2019 – 2020	449	419	868
White Ethnic Background			
Other White background	36	30	66
White – British	316	270	586
White – Irish	8	13	21
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	2	1	3
Asian or Asian British – Indian	18	23	41
Asian or Asian British - Pakistani	9	10	19
Other Asian background	9	8	17
Black Ethnic Background			

Black or Black British – African	7	21	28
Black or Black British - Caribbean	14	8	22
Other Black background	1		1
Chinese Ethnic Background			
Chinese	4	7	11
Mixed Ethnic Background			
Mixed - White and Asian	2	1	3
Mixed - White and Black African		2	2
Mixed - White and Black Caribbean	4	3	7
Other Mixed background	6	3	9
Other Ethnic Background			
Arab	2	4	6
Other Ethnic background	4	8	12
Not Known/Information Refused			
Not known		1	1
Prefer not to answer	7	6	13
Grand Total	1293	1237	2530

The trends for numbers of BAME female academic staff in terms of ethnicity, follow the same pattern as for total academic staff, i.e. Bangladeshi staff have the lowest number.

Ethnicity of Academic Staff By Faculty

Details of the faculties was given in section 3:

The data for the original four Faculties has been used to identify any trends, over a three year period:

- Faculty of Art (FoA)
- Faculty of Education, Health and Wellbeing (FEHW)
- Faculty of Science and Engineering (FSE)
- Faculty of Social Sciences (FoSS)

Each Faculty has an Equality, Diversity and Inclusion (EDI) committee, with terms of reference that meets quarterly. The EDI committees are in the process of developing action plans that will align with the REC action plan. Some of the activities that these faculty EDI committees have already undertaken include:

- The FoA committee has organised several equality events over the past few years, including a one-day conference in May 2017
- The FoSS committee organised a seminar on Equality and Diversity in September 2019
- The FSE committee organised an equality and diversity away day event in January
- The FHEW Committee organised an Inclusive practice day for all staff in 14th February 2020

Table 4.9 gives the numbers of academic staff by ethnicity for each Faculty					
Year	FoA	FEHW	FSE	FoSS	Grand Total
2017 – 2018	128	336	194	162	820
White:	118	288	135	129	670
Asian	5	15	22	12	54
Black	1	21	16	9	47
Chinese		3	7	4	14
Mixed		6	5	5	16
Other Ethnic	2	2	6		10
Not Known/Information Refused	2	1	3	3	9
Total BAME	8	47	56	30	
2018 – 2019	122	323	205	162	812
White	115	276	133	128	652
Asian	4	13	29	16	62
Black	1	20	19	10	49
Chinese	0	4	6	2	12
Mixed	0	5	6	4	15
Other Ethnic	2	3	9	0	14
Not Known/Information Refused	1	2	3	2	8
Total BAME	7	45	69	32	
2019 – 2020	110	348	217	170	845
White	101	286	132	135	654
Asian	5	22	37	15	79
Black		22	20	9	51
Chinese		4	5	2	11
Mixed Ethnic		7	9	5	21
Other Ethnic	2	4	9	1	16
Not	2	3	5	3	13

Known/Information Refused					
Total BAME	7	59	80	32	

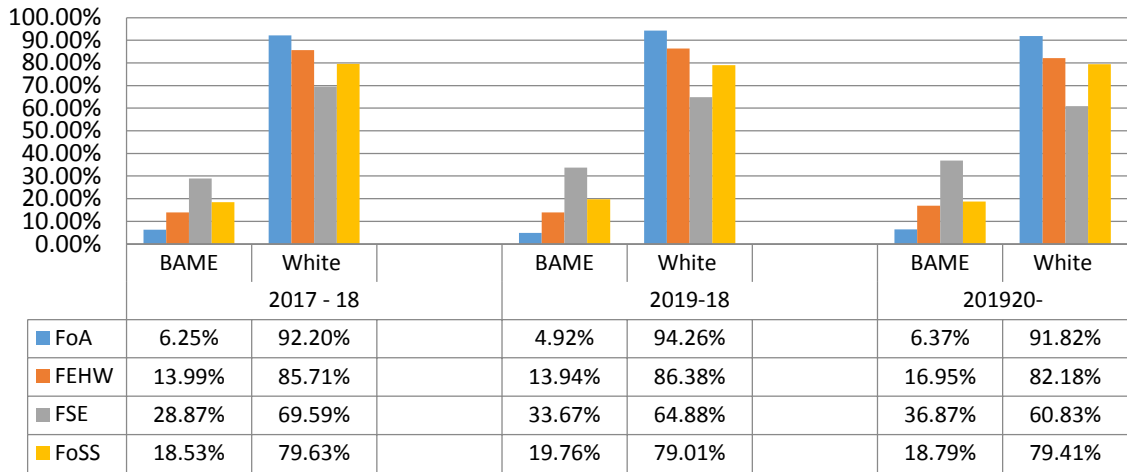
Table 4.10 All Academic Staff by Ethnicity and Faculty (All HESA Categories)						
Year / Ethnic Group	Other	FEHW	FoA	FoSE	FoSS	Grand Total
2017 - 2018	14	336	128	194	162	834
White Ethnic Background						
Other White background	3	9	19	18	15	64
White - British	9	269	97	113	111	599
White - Irish		10	2	4	3	19
Asian Ethnic Background						
Asian or Asian British - Bangladeshi		1			2	3
Asian or Asian British - Indian		11	4	14	2	31
Asian or Asian British - Pakistani		1		4	4	9
Other Asian background	1	2	1	4	4	12
Black Ethnic Background						
Black or Black British - African		7	1	11	7	26
Black or Black British - Caribbean		13		5		18
Other Black background		1			2	3
Chinese Ethnic Background						
Chinese		3		7	4	14
Mixed Ethnic Background						
Mixed - White and Asian		1			2	3

Mixed - White and Black African				2		2
Mixed - White and Black Caribbean		3			2	5
Other Mixed background		2		3	1	6
Other Ethnic Background						
Arab				2		2
Other Ethnic background		2	2	4		8
Not Known/Information Refused						
Prefer not to answer	1	1	2	3	3	10
2018 - 2019	16	323	122	205	162	828
White Ethnic Background						
Other White background	3	9	21	23	17	73
White - British	11	257	92	106	108	574
White - Irish		10	2	4	3	19
Asian Ethnic Background						
Asian or Asian British - Bangladeshi		1			2	3
Asian or Asian British - Indian		9	3	16	2	30
Asian or Asian British - Pakistani		1		7	7	15
Other Asian background	1	2	1	6	5	15
Black Ethnic Background						
Black or Black British - African		6		13	9	28
Black or Black British - Caribbean		13		6	1	20
Other Black		1				1

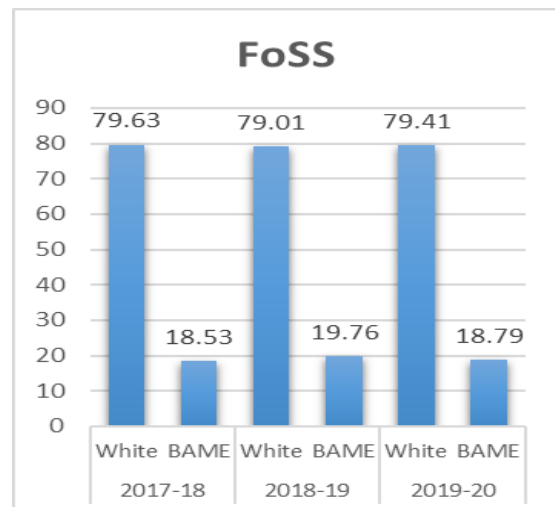
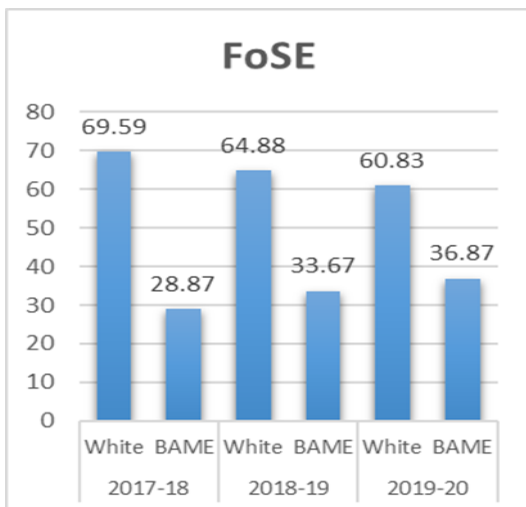
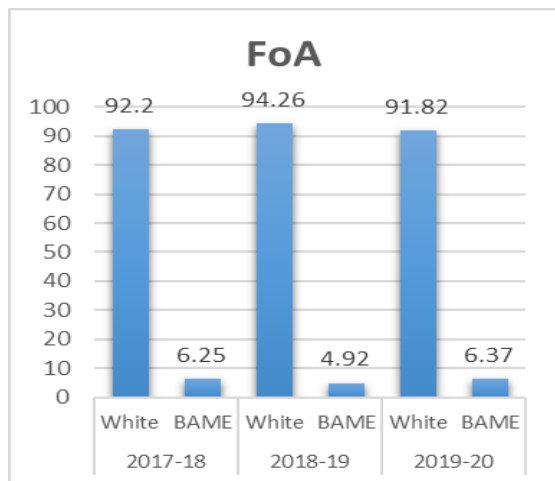
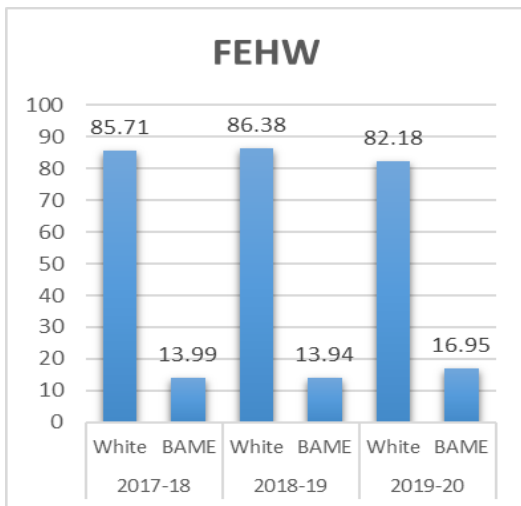
background						
Chinese Ethnic Background						
Chinese		4		6	2	12
Mixed Ethnic Background						
Mixed - White and Asian				1	2	3
Mixed - White and Black African				2		2
Mixed - White and Black Caribbean		1			2	3
Other Mixed background		4		3		7
Other Ethnic Background						
Arab				4		4
Other Ethnic background		3	2	5		10
Not Known/Information Refused						
Prefer not to answer	1	2	1	3	2	9
2019 - 2020	23	348	110	217	170	868
White Ethnic Background						
Other White background	2	7	17	23	17	66
White - British	17	268	82	105	114	586
White - Irish		11	2	4	4	21
Asian Ethnic Background						
Asian or Asian British - Bangladeshi		1			2	3
Asian or Asian British - Indian		15	4	20	2	41
Asian or Asian British - Pakistani		3		10	6	19
Other Asian background	1	3	1	7	5	17

Black Ethnic Background						
Black or Black British - African		7		14	7	28
Black or Black British - Caribbean		14		6	2	22
Other Black background		1				1
Chinese Ethnic Background						
Chinese		4		5	2	11
Mixed Ethnic Background						
Mixed - White and Asian				1	2	3
Mixed - White and Black African				2		2
Mixed - White and Black Caribbean		3		2	2	7
Other Mixed background		4		4	1	9
Other Ethnic Background						
Arab		1		4	1	6
Other Ethnic background	2	3	2	5		12
Not Known/Information Refused						
Not known				1		1
Prefer not to answer	1	3	2	4	3	13
Grand Total	53	1007	360	616	494	2530

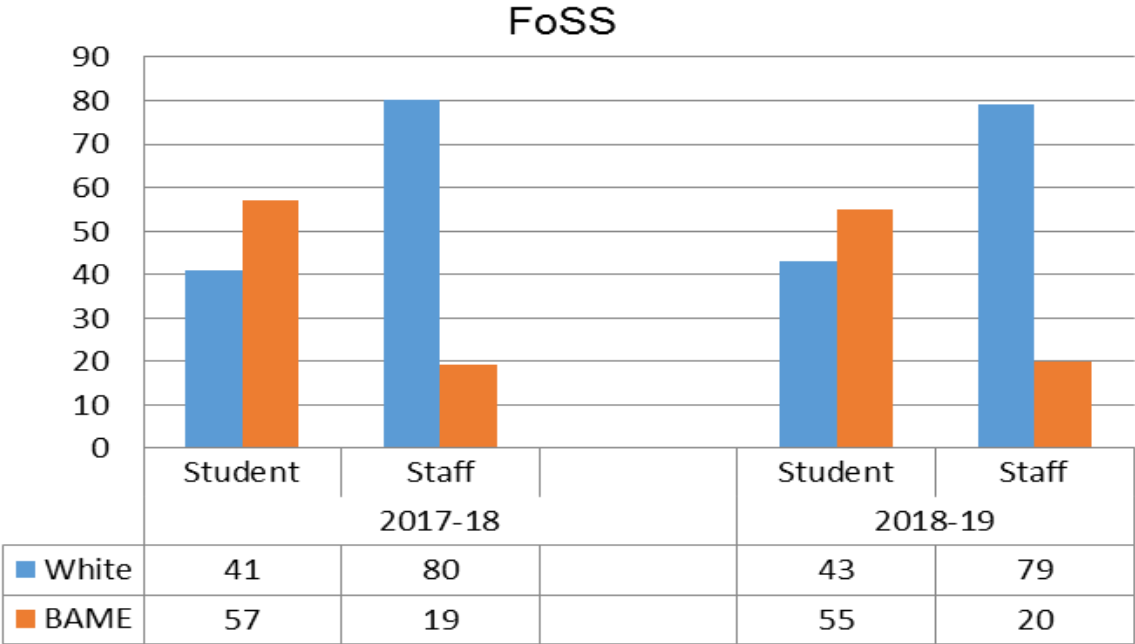
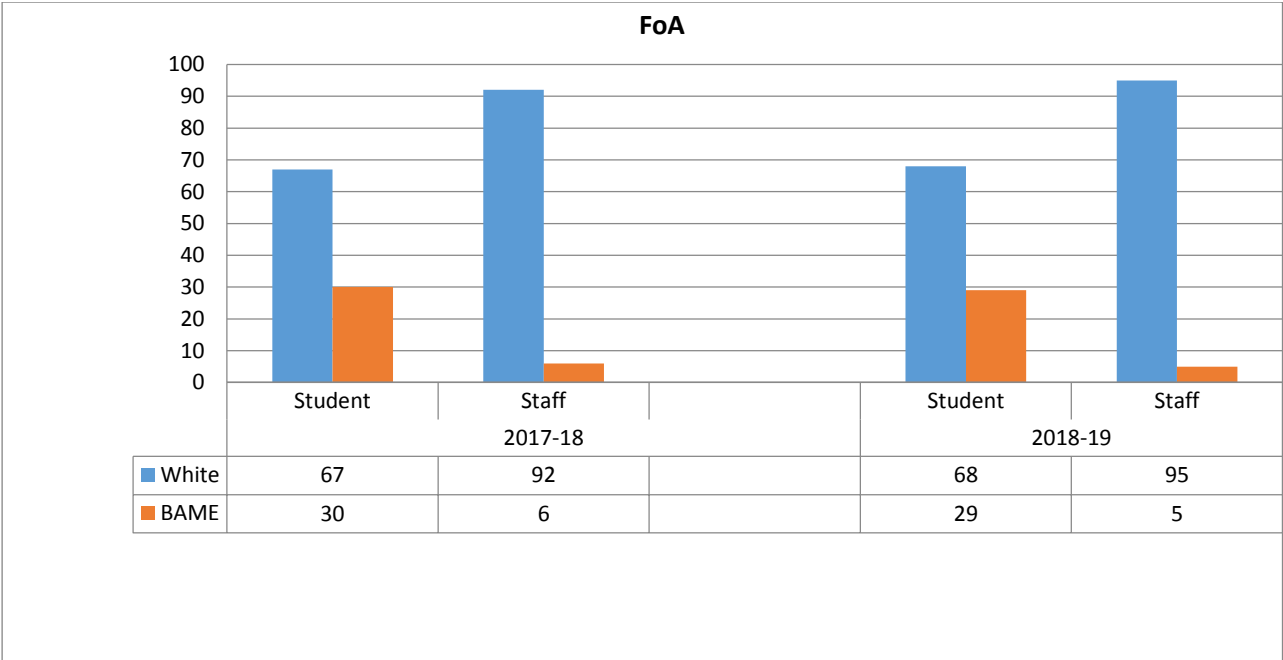
Chart 4.8 Percentage academic White & BAME staff by Faculty



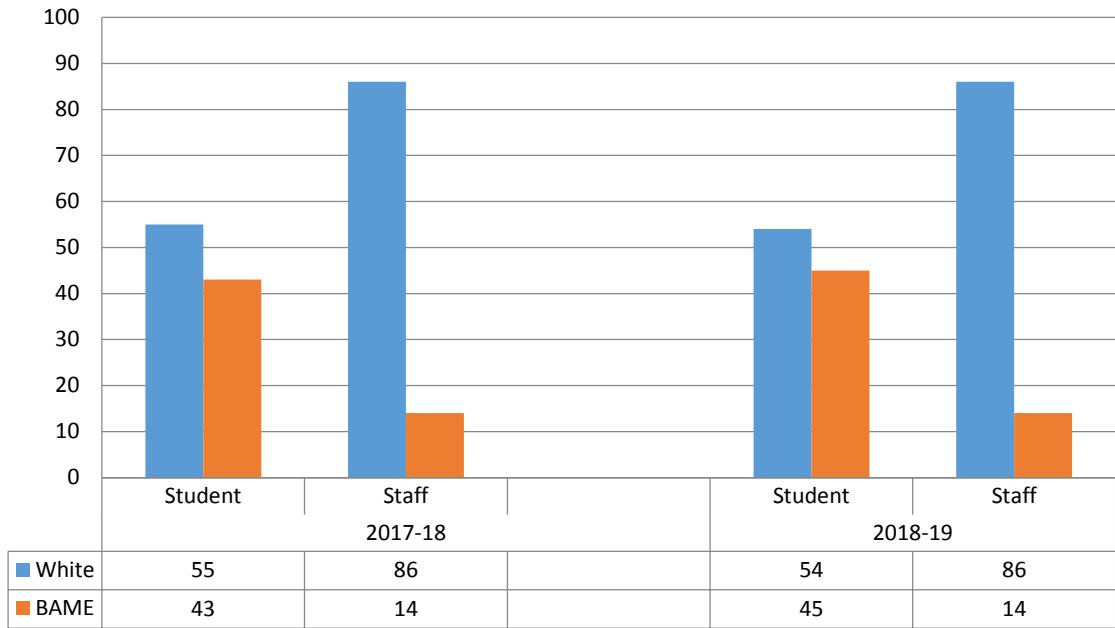
Charts 4.9a – d: Academic Staff Ethnicity Breakdown in each Faculty



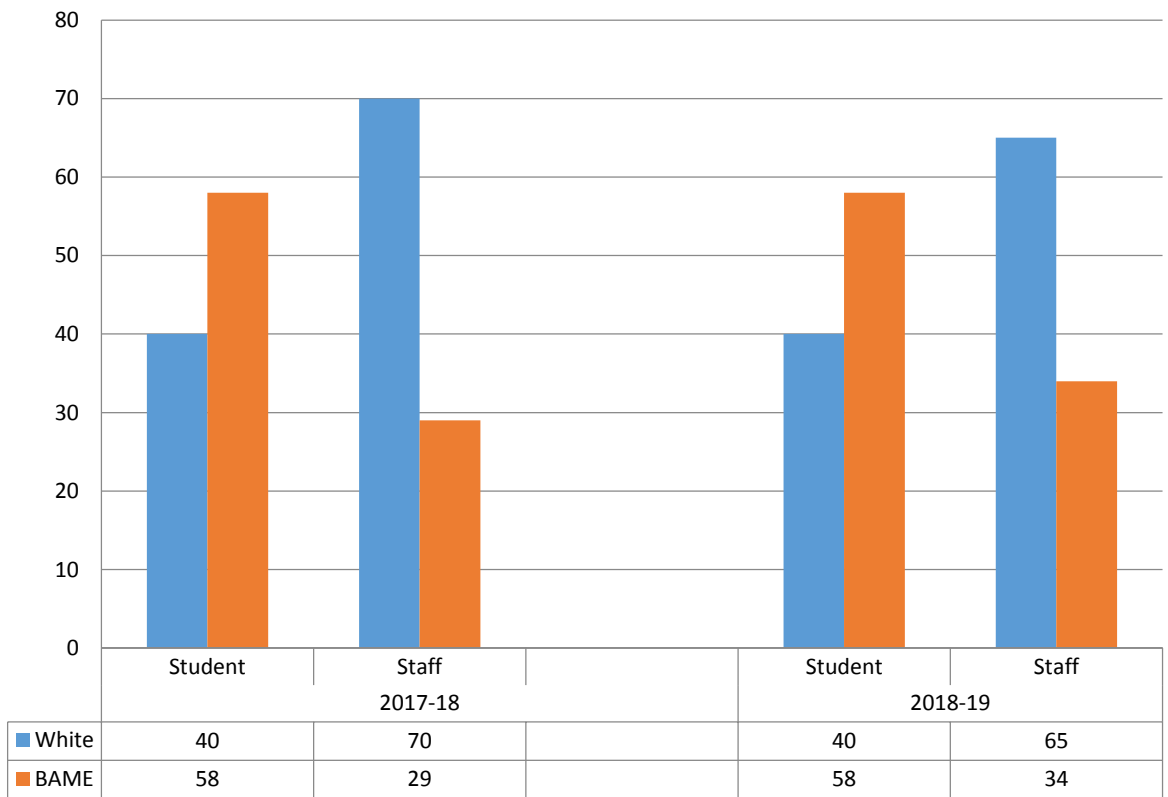
Charts 4.10a – d: Academic Staff Ethnicity and Student Comparison in each Faculty



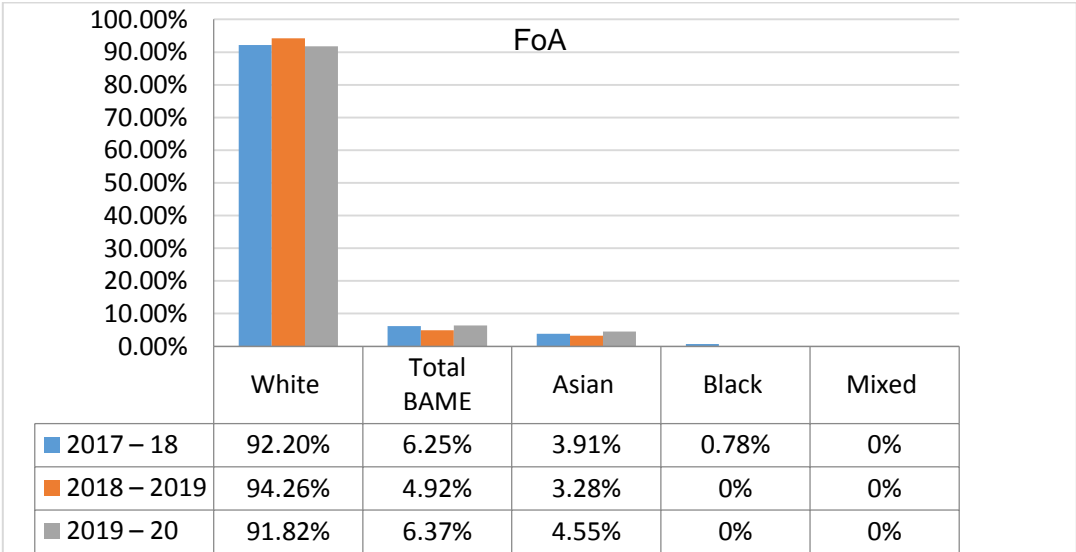
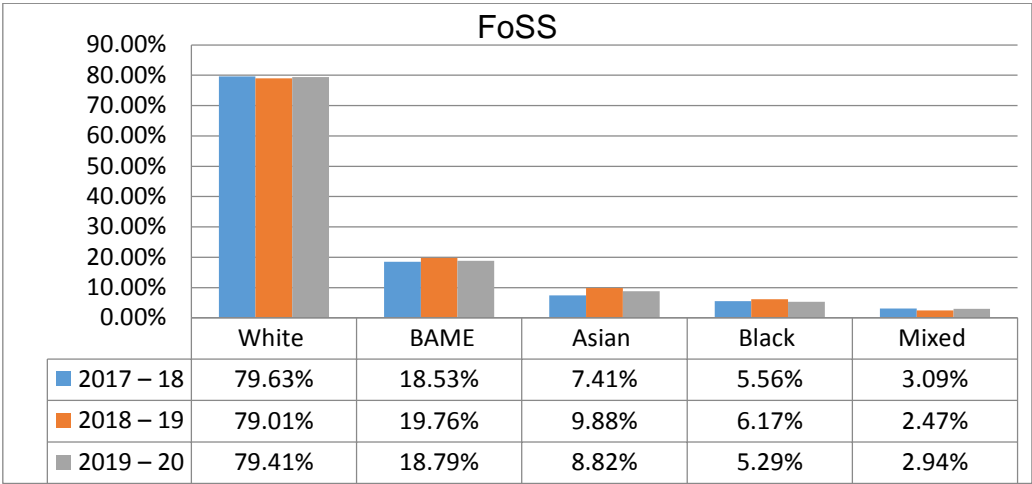
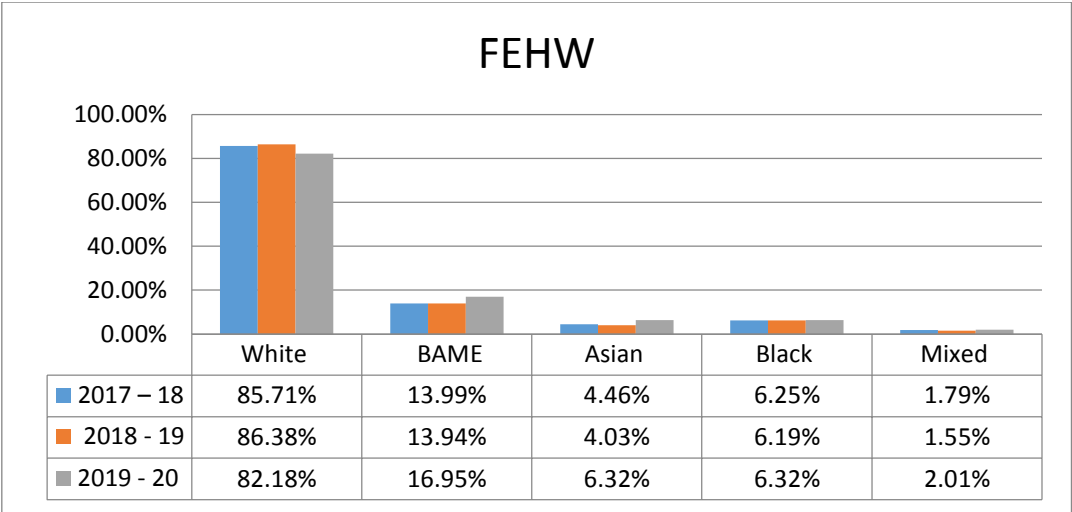
FEHW

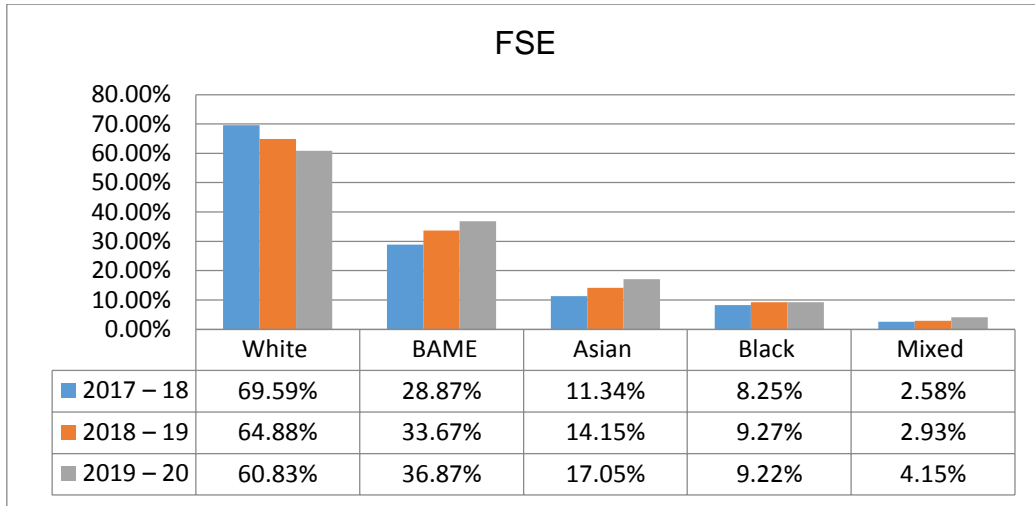


FSE

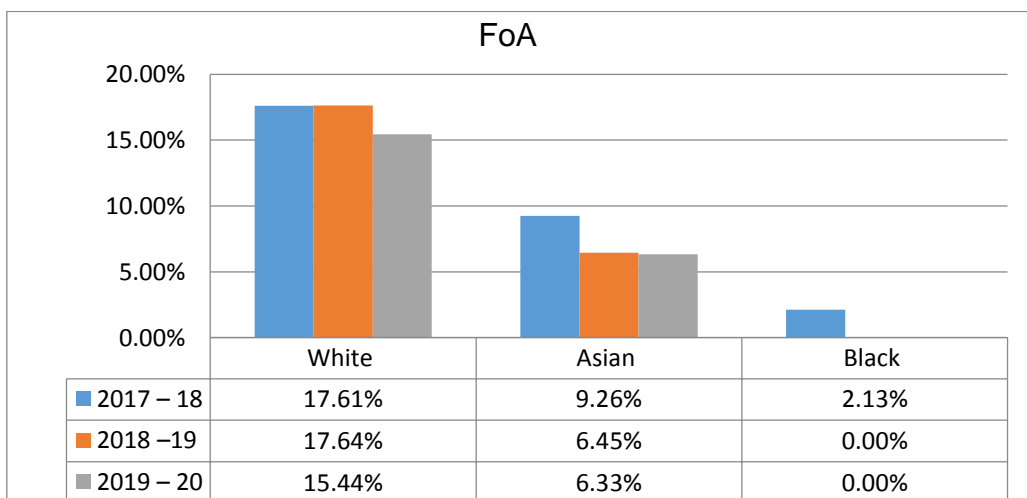
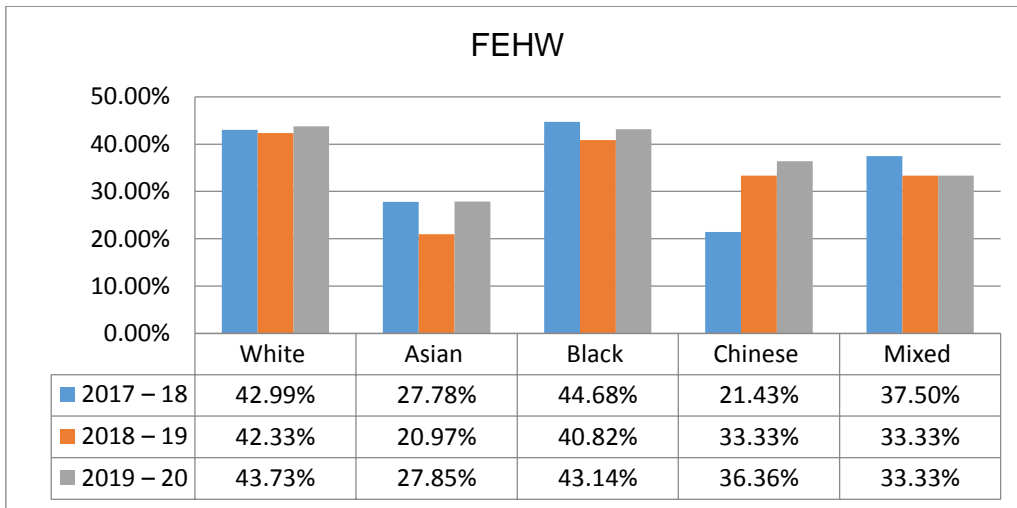


Charts 4.11a-d Faculty academic staff by ethnicity as a percentage of their total.





Charts 4.12a-d Faculty academic staff as a percentage of each ethnic group:



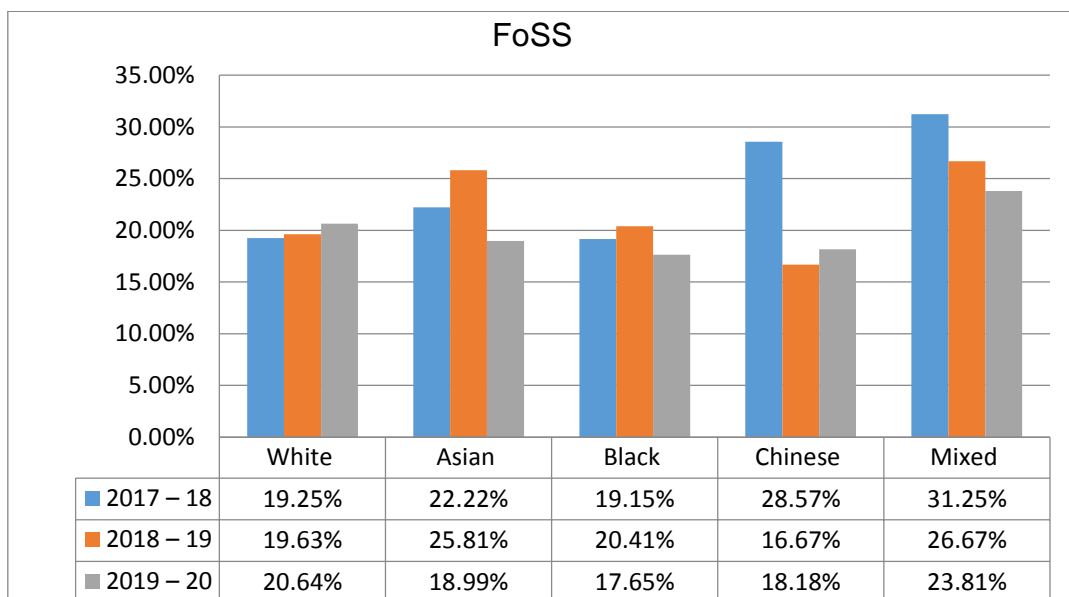
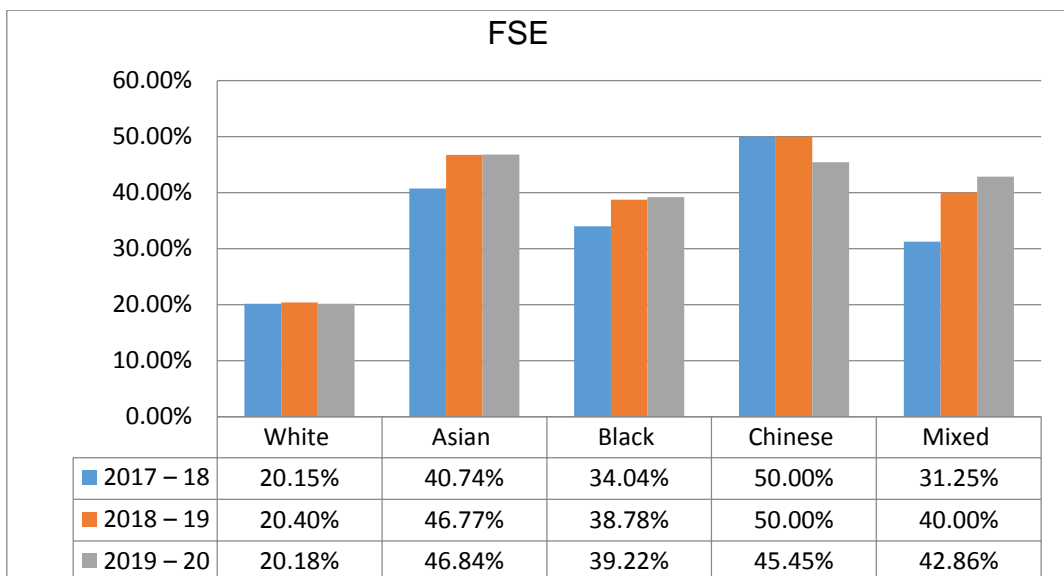


Table 4.11 gives academic staff for each Faculty into UK and Non-UK nationals:

	FACULTY			
	FEHW	FoA	FSE	FoSS
2017 - 2018				
UK				
White	275	98	114	115
BAME	40	6	35	17
Non-UK				
White	13	20	21	14
BAME	7	2	21	13
2018 – 2019				
UK				
White	262	93	107	114

BAME	38	4	40	18
Non-UK				
White	14	22	26	14
BAME	7	2	29	14
2019 - 2020				
UK				
White	273	83	105	120
BAME	49	5	43	17
Non-UK				
White	13	18	27	15
BAME	10	2	37	15

Chart 4.13 White and BAME academic staff by Faculties-UK & Non-UK nationals

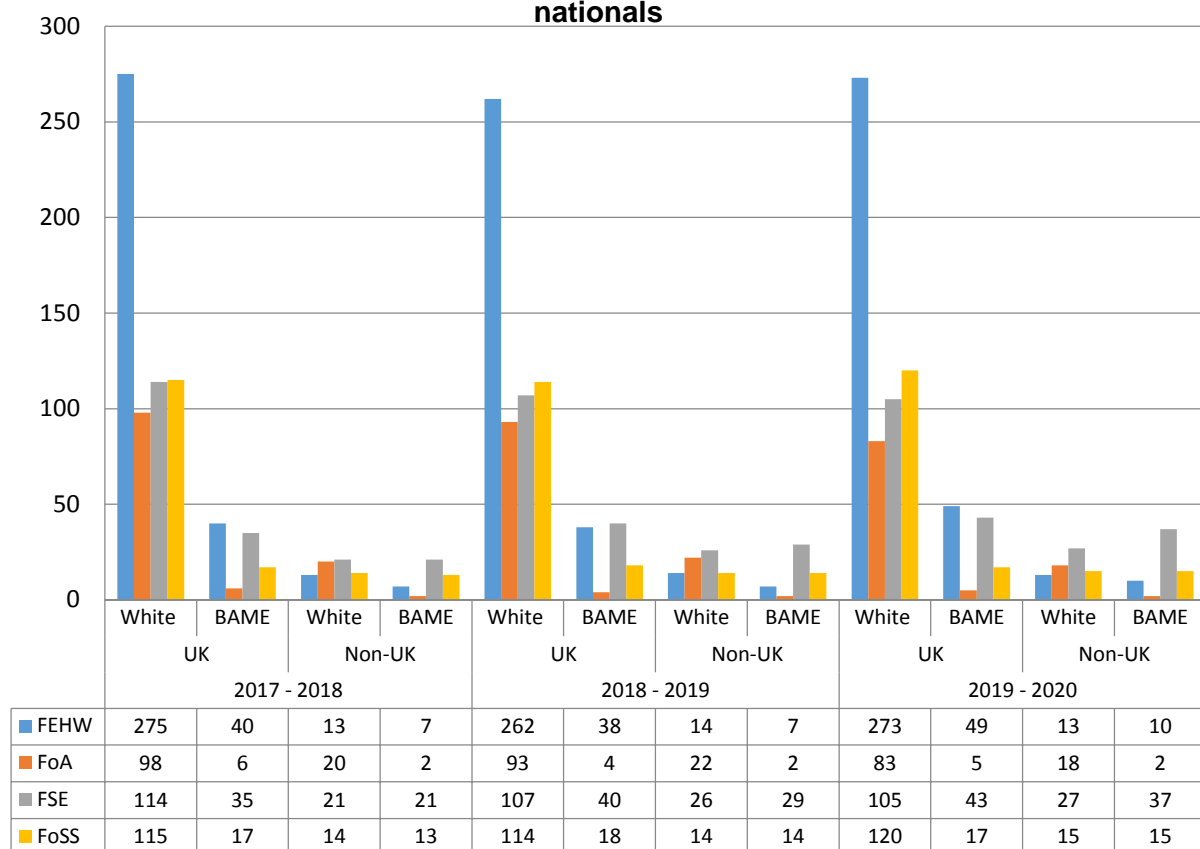
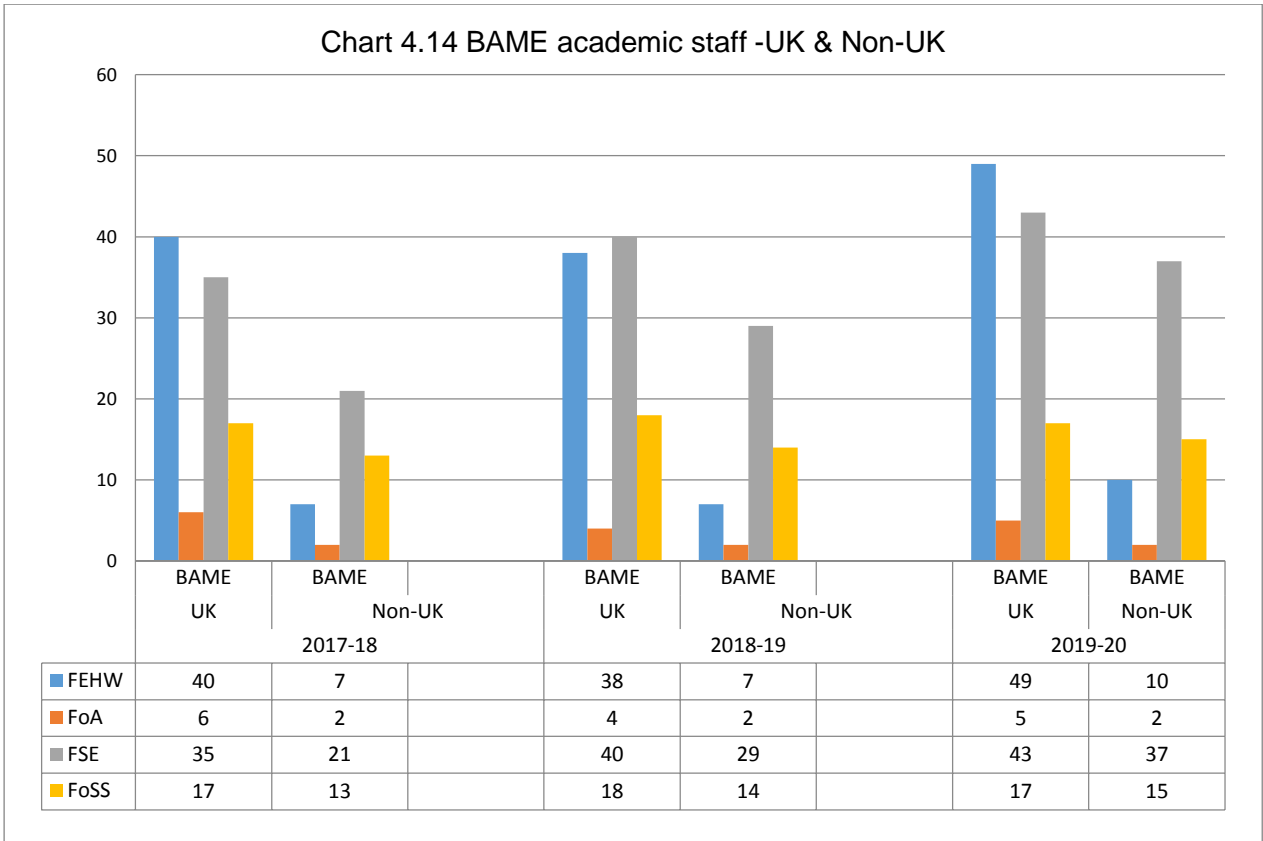
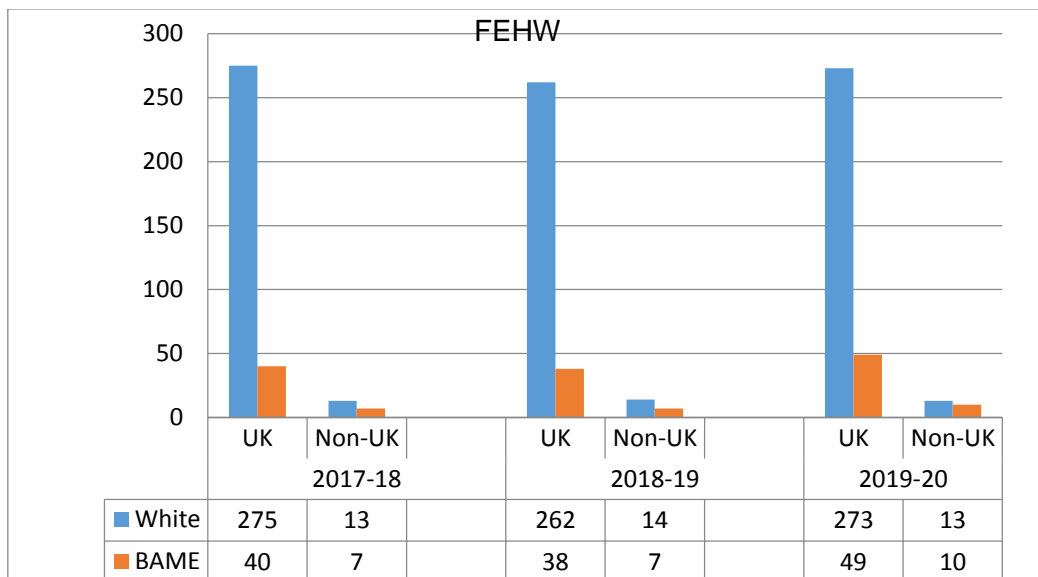


Chart 4.14 BAME academic staff -UK & Non-UK



Charts 4.15a-d: Number of White and BAME staff for each Faculty by UK and Non-UK nationals:



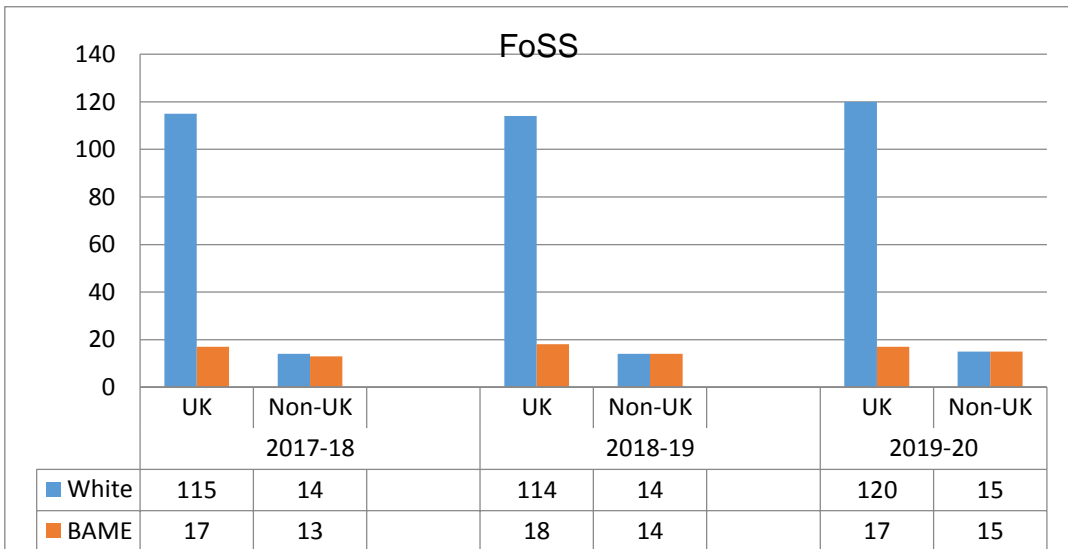
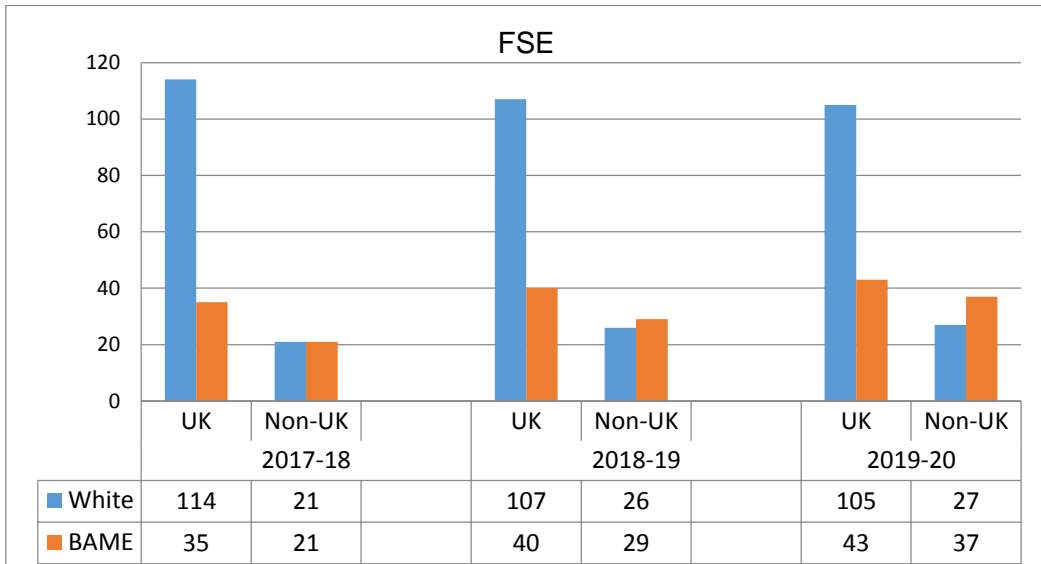
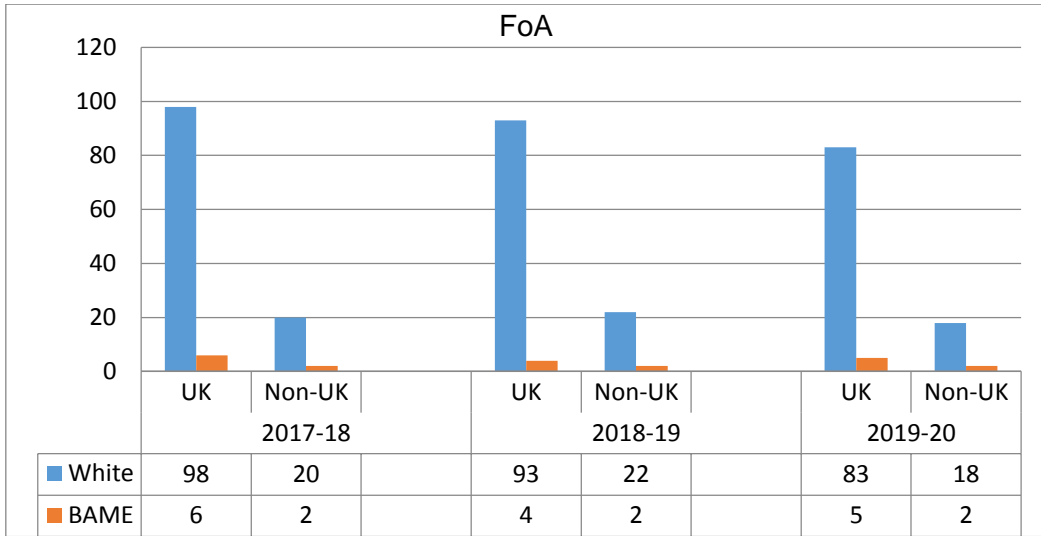


Table 4.12 gives the number of UK academic staff by ethnicity for each Faculty

	FACULTY			
	FEHW	FoA	FSE	FoSS
2017 - 2018	316	105	152	133
White	275	98	114	115
Asian	14	5	14	8
Black	17	1	10	4
Chinese	2		5	1
Mixed	6		2	4
Other Ethnic	1		4	
BAME	40	6	35	17
2018 - 2019	302	98	150	132
White	262	93	107	114
Asian	12	4	17	10
Black	17		12	5
Chinese	2		3	
Mixed	5		2	3
Other Ethnic	2		6	
BAME	38	4	40	18
2019 - 2020	325	89	152	137
White	273	83	105	120
Asian	20	5	21	9
Black	19		11	5
Chinese	2		3	
Mixed	6		2	3
Other Ethnic	2		6	
BAME	49	5	43	17

Table 4.13 gives the number of Non-UK Academic staff by ethnicity for each Faculty

	FEHW	FoA	FSE	FoSS
2017 - 2018	20	23	42	29
White	13	20	21	14
Asian	1		8	4
Black	4		6	5
Chinese	1		2	3
Mixed			3	1
Other Ethnic	1	2	2	
BAME	7	2	21	13
2018 - 2019	21	24	55	30

White	14	22	26	14
Asian	1		12	6
Black	3		7	5
Chinese	2		3	2
Mixed			4	1
Other Ethnic	1	2	3	
BAME	7	2	29	14
2019 - 2020	23	21	65	33
White	13	18	27	15
Asian	2		16	6
Black	3		9	4
Chinese	2		2	2
Mixed	1		7	2
Other Ethnic	2	2	3	1
BAME	10	2	37	15

Table 4.14 gives the percentage of academic staff for each ethnic group by Faculty for UK nationals

	FEHW	FoA	FSE	FoSS
2017 – 2018	44.76%	14.87%	21.53%	18.84%
White	45.68%	16.28%	18.94%	19.10%
Asian	34.15%	12.20%	34.15%	19.51%
Black	53.13%	3.13%	31.25%	12.50%
Chinese	25.00%	0.00%	62.50%	12.50%
Mixed	50.00%	0.00%	16.67%	33.33%
Other Ethnic	20.00%	0.00%	80.00%	0.00%
Not Known/Information Refused	16.67%	16.67%	50.00%	16.67%
2018 – 2019	44.28%	14.37%	21.99%	19.35%
White	45.49%	16.15%	18.58%	19.79%
Asian	27.91%	9.30%	39.53%	23.26%
Black	50.00%	0.00%	35.29%	14.71%
Chinese	40.00%	0.00%	60.00%	0.00%
Mixed	50.00%	0.00%	20.00%	30.00%
Other Ethnic	25.00%	0.00%	75.00%	0.00%
Not Known/Information Refused	33.33%	16.67%	50.00%	0.00%
2019 – 2020	46.23%	12.66%	21.62%	19.49%
White	46.99%	14.29%	18.07%	20.65%
Asian	36.36%	9.09%	38.18%	16.36%
Black	54.29%	0.00%	31.43%	14.29%
Chinese	40.00%	0.00%	60.00%	0.00%
Mixed	54.55%	0.00%	18.18%	27.27%

Other Ethnic	25.00%	0.00%	75.00%	0.00%
Not Known/Information Refused	37.50%	12.50%	50.00%	0.00%
Grand Total	45.10%	13.96%	21.71%	19.23%

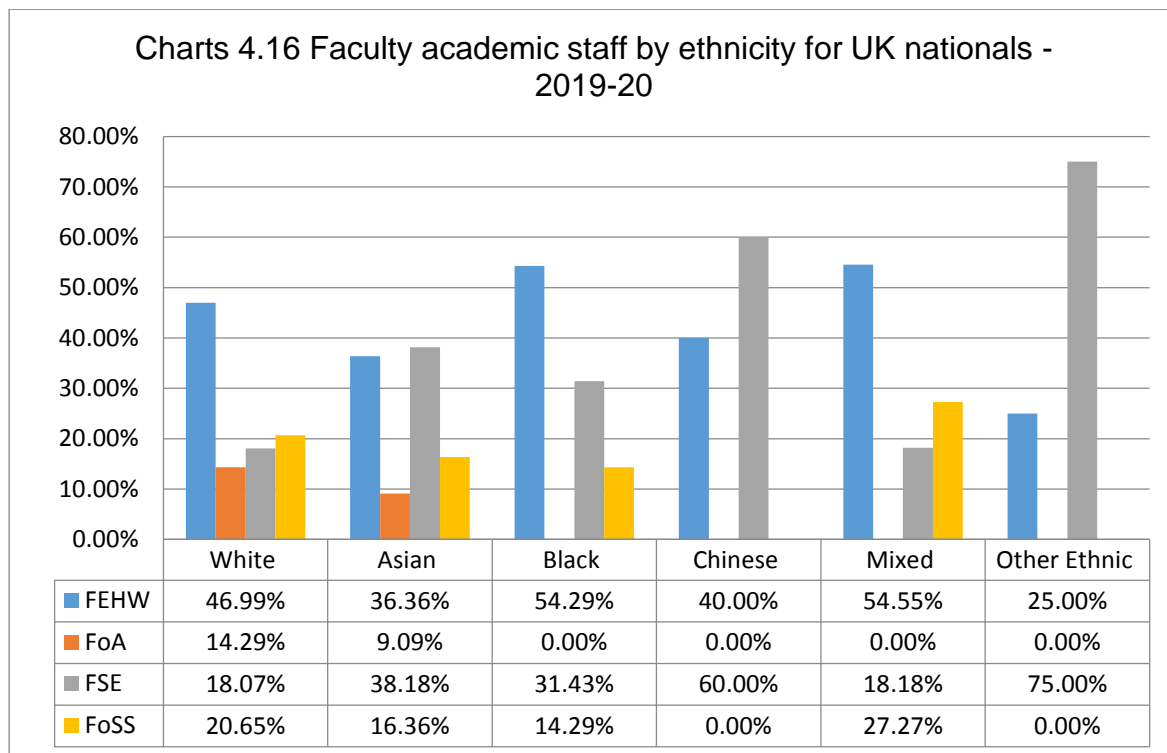
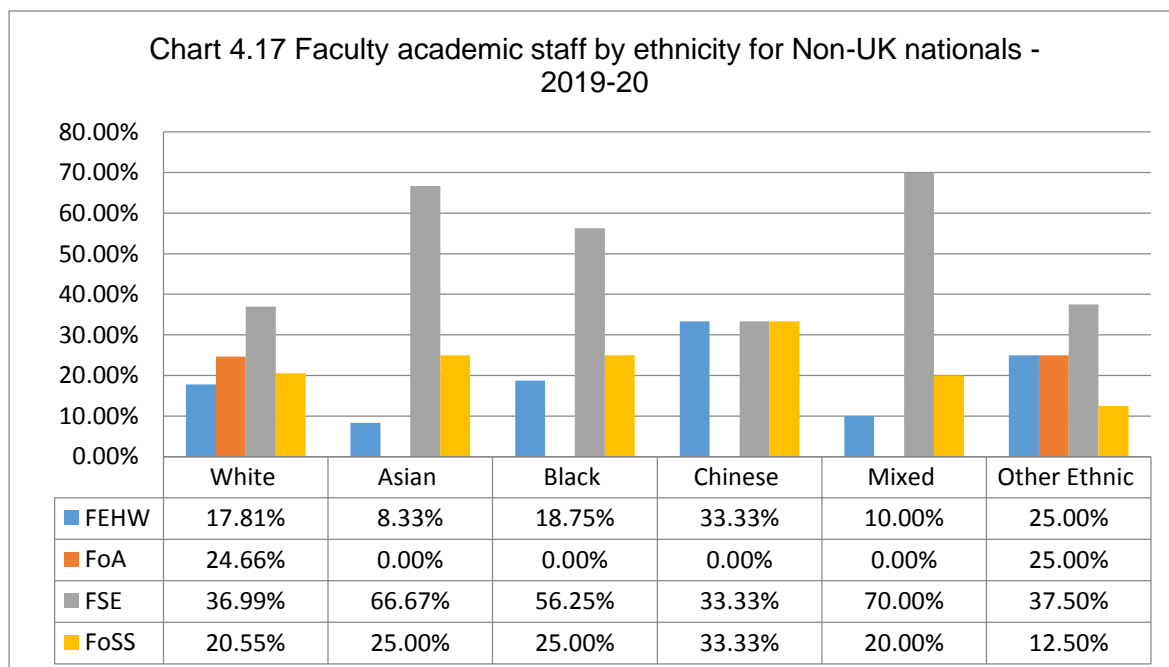


Table 4.15 gives the percentage of each ethnic group in each Faculty by Non-UK nationals

	FEHW	FoA	FSE	FoSS
2017 - 2018	17.54%	20.18%	36.84%	25.44%
White	19.12%	29.41%	30.88%	20.59%
Asian	7.69%	0.00%	61.54%	30.77%
Black	26.67%	0.00%	40.00%	33.33%
Chinese	16.67%	0.00%	33.33%	50.00%
Mixed	0.00%	0.00%	75.00%	25.00%
Other Ethnic	20.00%	40.00%	40.00%	0.00%
Not Known/Information Refused	0.00%	33.33%	0.00%	66.67%
2018 - 2019	16.15%	18.46%	42.31%	23.08%
White	18.42%	28.95%	34.21%	18.42%
Asian	5.26%	0.00%	63.16%	31.58%
Black	20.00%	0.00%	46.67%	33.33%
Chinese	28.57%	0.00%	42.86%	28.57%
Mixed	0.00%	0.00%	80.00%	20.00%
Other Ethnic	16.67%	33.33%	50.00%	0.00%

Not Known/Information Refused	0.00%	0.00%	0.00%	100.00%
2019 - 2020	16.20%	14.79%	45.77%	23.24%
White	17.81%	24.66%	36.99%	20.55%
Asian	8.33%	0.00%	66.67%	25.00%
Black	18.75%	0.00%	56.25%	25.00%
Chinese	33.33%	0.00%	33.33%	33.33%
Mixed	10.00%	0.00%	70.00%	20.00%
Other Ethnic	25.00%	25.00%	37.50%	12.50%
Not Known/Information Refused	0.00%	20.00%	20.00%	60.00%
Grand Total	16.58%	17.62%	41.97%	23.83%



- FHEW has disproportionately lower BAME staff at 16.95% compared to Institutional BAME staff of 23% (the figures will change for FoA and FoSS as they have merged to form FABSS).
- Although FoSE has a higher percentage of BAME staff, it has a lower ratio of BAME staff compared to BAME students.
- In terms of BAME sub groups, FSE had a majority of the Asian staff (47%). FEHW had majority of the Black staff (43%).

Commitment to delivering on the actions (identified later) in addressing the disproportionate underrepresentation of BAME staff (including at granular level as the data shows variations in numbers of BAME sub groups) within their faculties at all levels and schools/Institutions, is demonstrated by the letters of support from the Deans of each faculty in section 1.

= each academic grade (where numbers are small, cluster relevant grades together)

Academic roles and numbers of staff at the university are:

- Researchers 40
- Lecturers 153
- Senior Lecturers 444
- Principal Lecturers 94
- Readers 38
- Professors 99

In 2019, the University introduced an 'Associate Professor' role. Data for this new role was not available, as this submission was being written.

Table 4.16 gives academic staff by numbers - Each academic grade (where numbers are small, cluster relevant grades together)								
	White	Asian	Black	Chinese	Mixed	Other Ethnic	Not Known/Information Refused	Total BAME
2017 – 2018								
Academic	682	55	47	14	16	10	10	
Researcher	19	4	1	1	2	1	1	9
Academic (L)	87	8	11	2	6	4	1	31
Academic (SL)	386	31	26	6	6	5	6	74
Academic (PL)	82	5	5	0	0	0	0	10
Reader	33	3	0	3	0	0		6
Professor	75	4	4	2	2		2	12
2018 – 2019								
Academic	666	63	49	12	15	14	9	
Researcher	28	5	1	1	1	1	0	9
Academic (L)	95	13	11	2	6	4	2	36
Academic (SL)	356	31	30	4	3	8	4	76
Academic (PL)	71	6	4		2		1	12
Reader	37	2		2	1			5
Professor	79	6	3	3	2	1	2	15
2019 – 2020								
Academic	673	80	51	11	21	18	14	
Researcher	24	6	1	1	4	3	1	15
Academic	105	20	10	2	8	5	3	45

(L)								
Academic (SL)	356	38	30	2	4	9	5	83
Academic (PL)	76	8	7	0	2	0	1	17
Reader	35	1		1	1			3
Professor	77	7	3	5	2	1	4	18

Charts 4.18a and b: Numbers of White and BAME academic staff by grades/roles

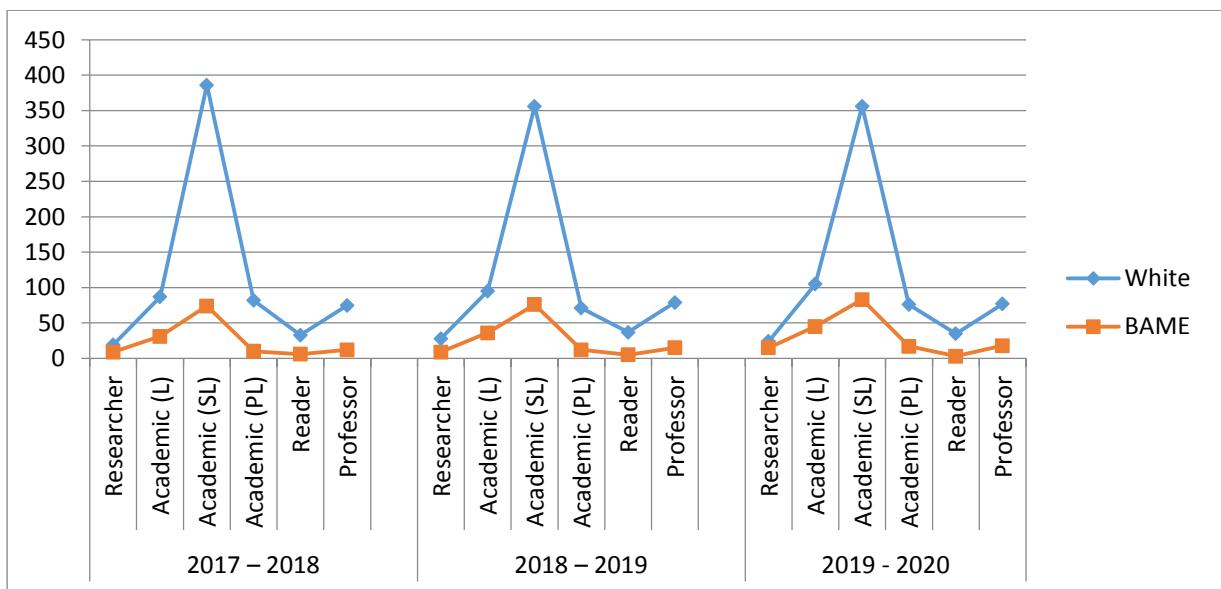
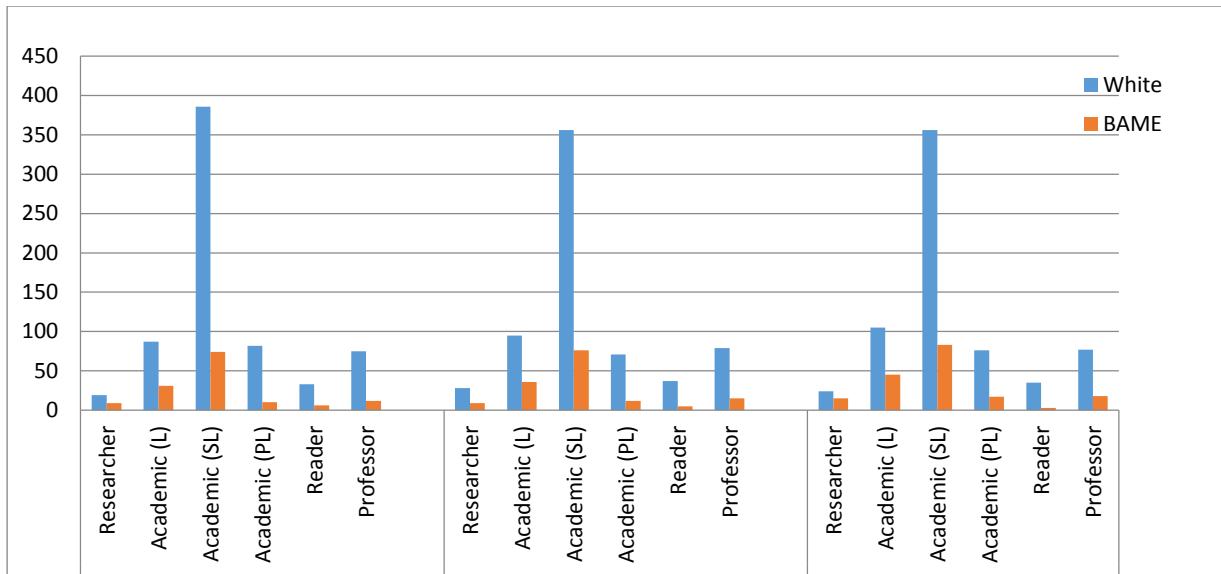
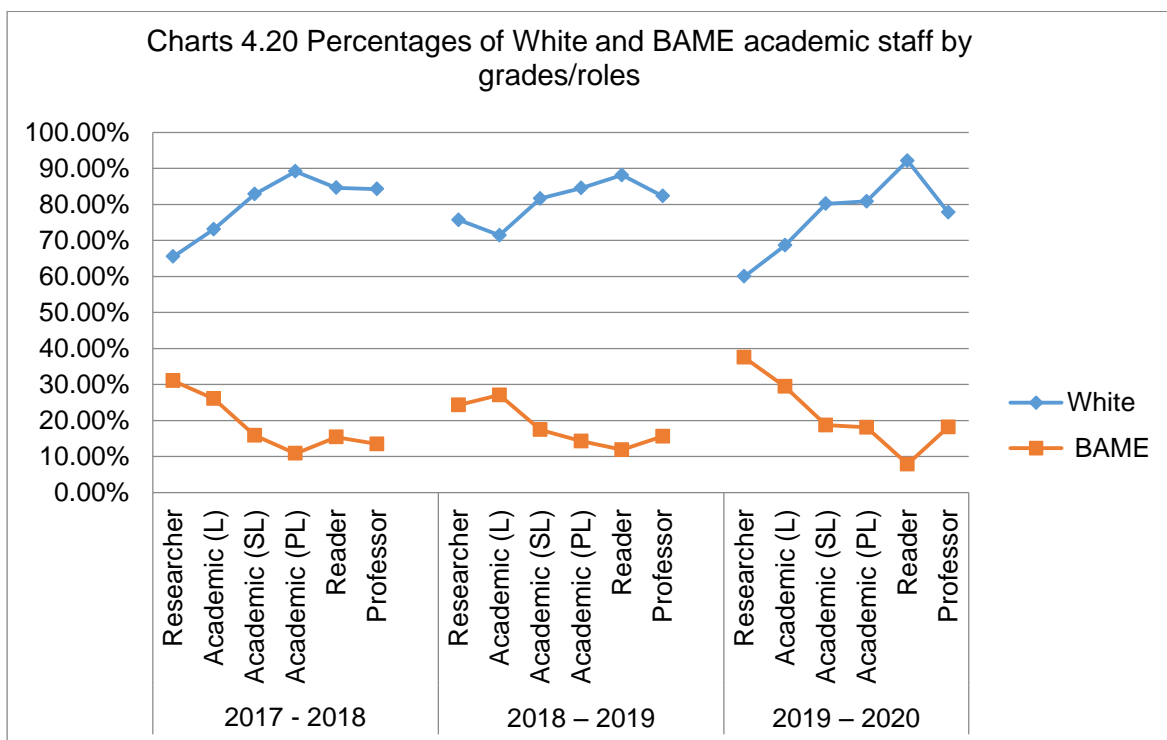
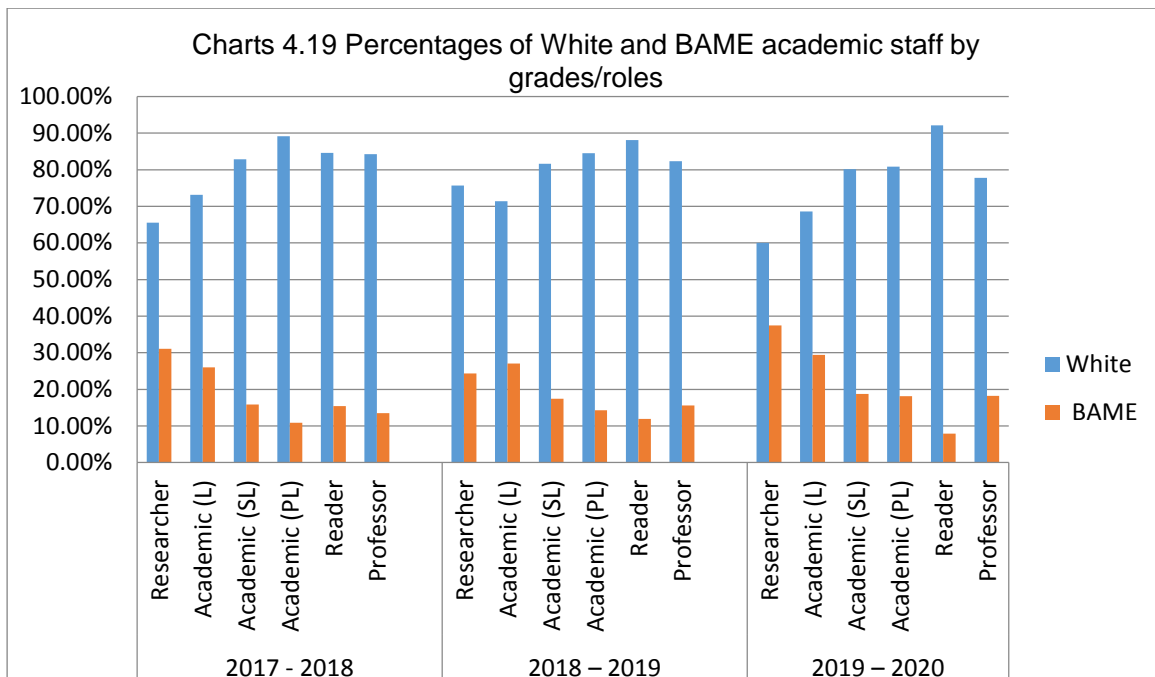


Table 4.17 gives the percentage of academic staff by ethnicity for each academic grade/role (where numbers are small, cluster relevant grades together)

	White	Asian	Black	Chinese	Mixed Ethnic	Other Ethnic	Not Known/Information Refused	Total BAME
2017 – 2018								
Academic	81.77%	6.59%	5.64%	1.68%	1.92%	1.20%	1.20%	18.23%
Researcher	65.52%	13.79%	3.45%	3.45%	6.90%	3.45%	3.45%	31.04%
Academic (L)	73.11%	6.72%	9.24%	1.68%	5.04%	3.36%	0.84%	26.04%
Academic (SL)	82.83%	6.65%	5.58%	1.29%	1.29%	1.07%	1.29%	15.88%
Academic (PL)	89.13%	5.43%	5.43%	0.00%	0.00%	0.00%	0.00%	10.86%
Reader	84.62%	7.69%	0.00%	7.69%	0.00%	0.00%	0.00%	15.38%
Professor	84.27%	4.49%	4.49%	2.25%	2.25%	0.00%	2.25%	13.48%
2018 – 2019								
Academic	80.43%	7.61%	5.92%	1.45%	1.81%	1.69%	1.09%	
Researcher	75.68%	13.51%	2.70%	2.70%	2.70%	2.70%	0.00%	24.31%
Academic (L)	71.43%	9.77%	8.27%	1.50%	4.51%	3.01%	1.50%	27.06%
Academic (SL)	81.65%	7.11%	6.88%	0.92%	0.69%	1.83%	0.92%	17.43%
Academic (PL)	84.52%	7.14%	4.76%	0.00%	2.38%	0.00%	1.19%	14.28%
Reader	88.10%	4.76%	0.00%	4.76%	2.38%	0.00%	0.00%	11.9%
Professor	82.29%	6.25%	3.13%	3.13%	2.08%	1.04%	2.08%	15.63%
2019 – 2020								
Academic	77.53%	9.22%	5.88%	1.27%	2.42%	2.07%	1.61%	
Researcher	60.00%	15.00%	2.50%	2.50%	10.00%	7.50%	2.50%	37.5%
Academic (L)	68.63%	13.07%	6.54%	1.31%	5.23%	3.27%	1.96%	29.42%
Academic (SL)	80.18%	8.56%	6.76%	0.45%	0.90%	2.03%	1.13%	18.71%
Academic (PL)	80.85%	8.51%	7.45%	0.00%	2.13%	0.00%	1.06%	18.09%
Reader	92.11%	2.63%	0.00%	2.63%	2.63%	0.00%	0.00%	7.89%
Professor	77.78%	7.07%	3.03%	5.05%	2.02%	1.01%	4.04%	18.18%



Charts 4.21a-f Staff by ethnicity as a percentage of the total staff for each role

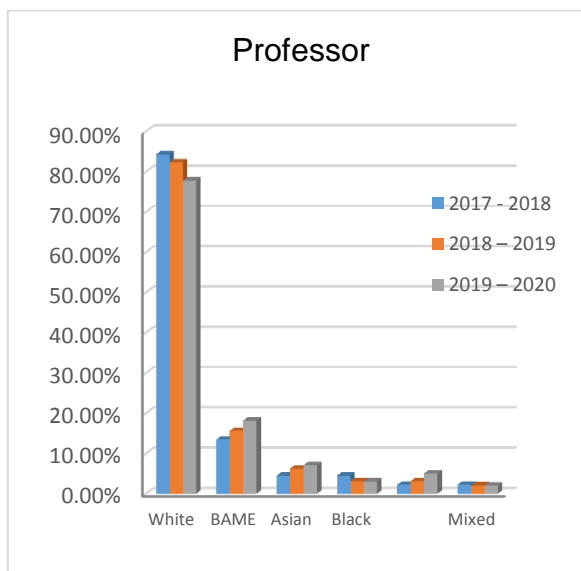
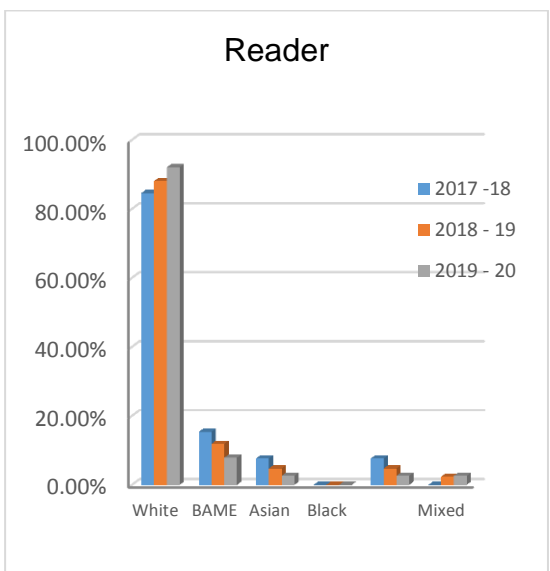
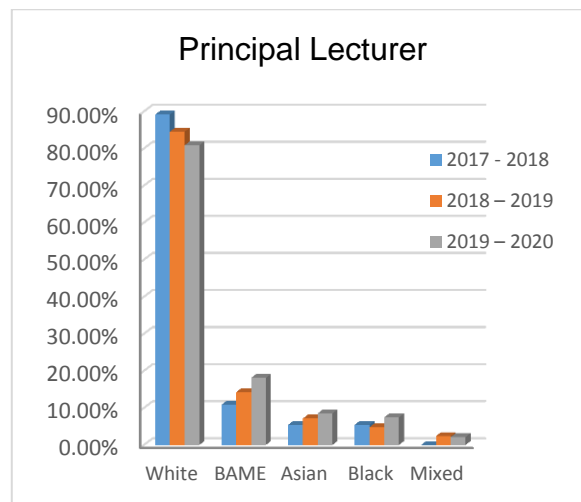
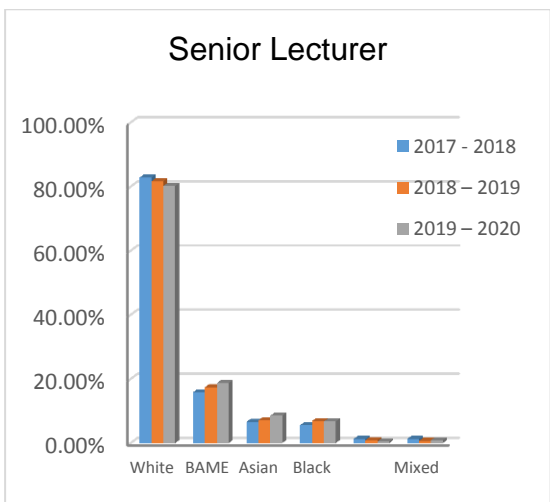
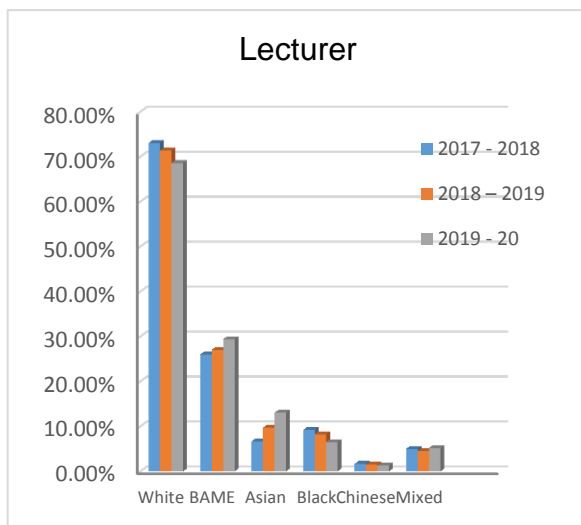
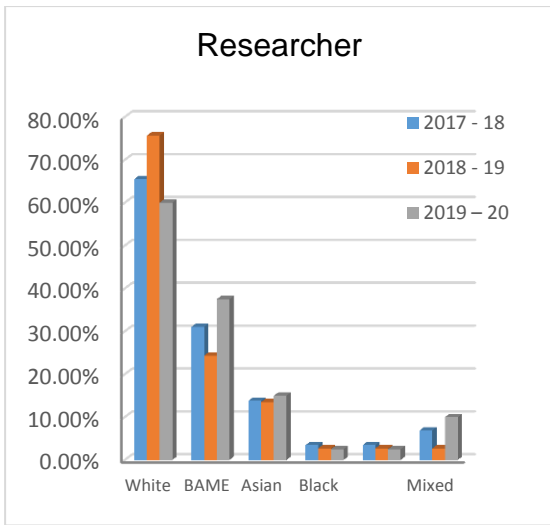


Table 4.18 gives the number of White and BAME academic staff for each job role/grade by UK and Non-UK nationals

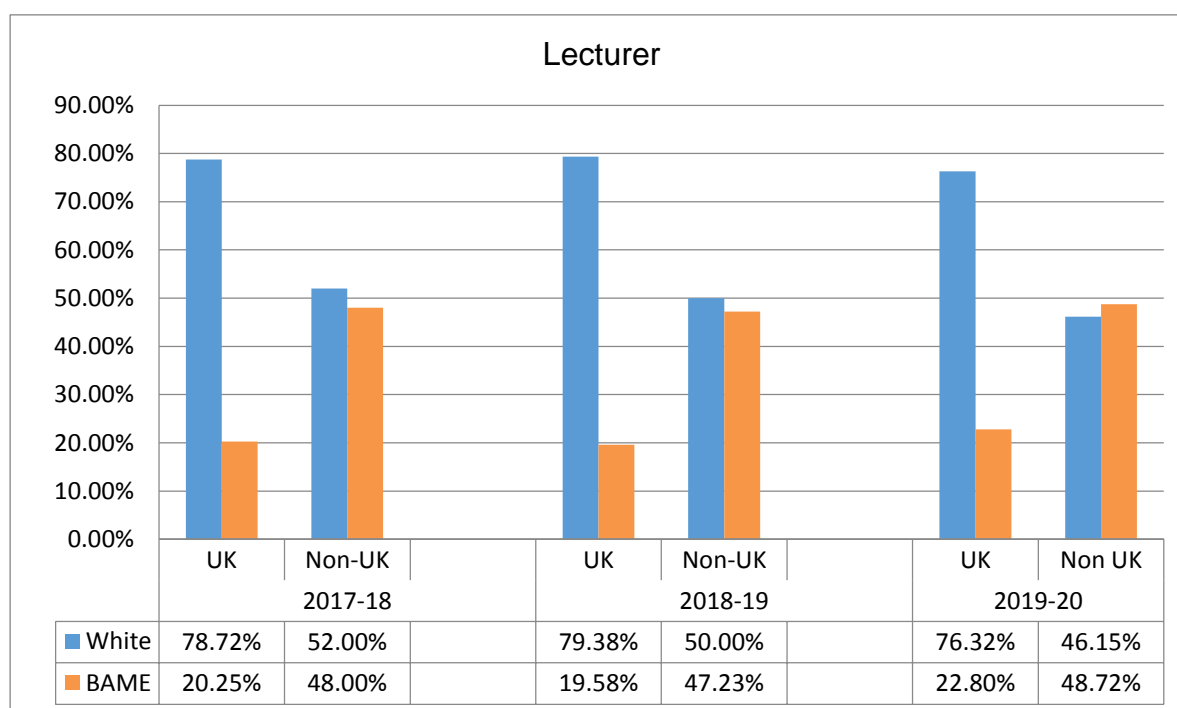
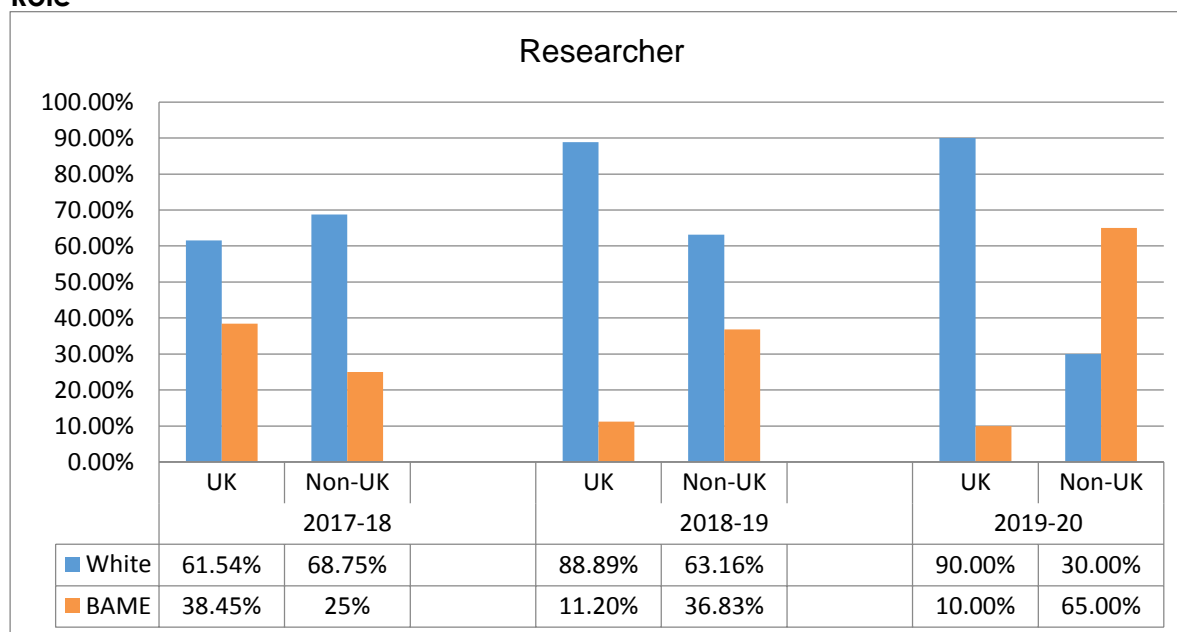
	Researcher	Academic (L)	Academic (SL)	Academic (PL)	Reader	Professor
2017-18						
UK						
White	8	74	357	80	26	65
BAME	5	19	50	10	4	10
Non-UK						
White	11	13	29	2	7	10
BAME	4	12	24	0	2	2
2018-19						
UK						
White	16	77	327	70	30	66
BAME	2	19	54	11	1	13
Non-UK						
White	12	18	29	1	7	13
BAME	7	17	22	1	4	2
2019-20						
UK						
White	18	87	325	73	28	66
BAME	2	26	57	13	1	15
Non-UK						
White	6	18	31	3	7	11
BAME	13	19	26	4	2	3

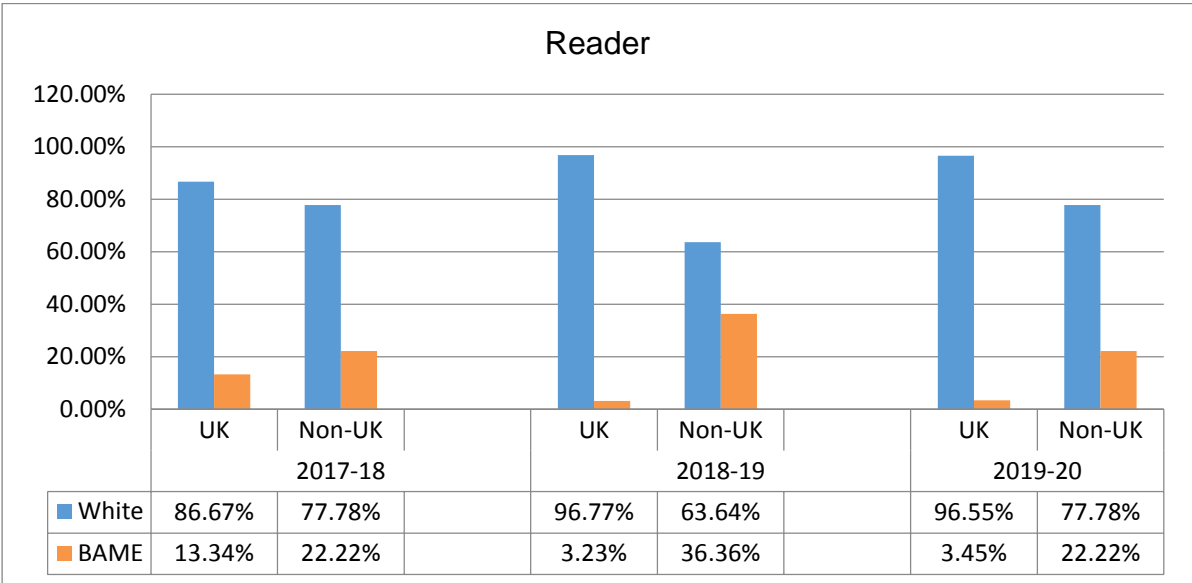
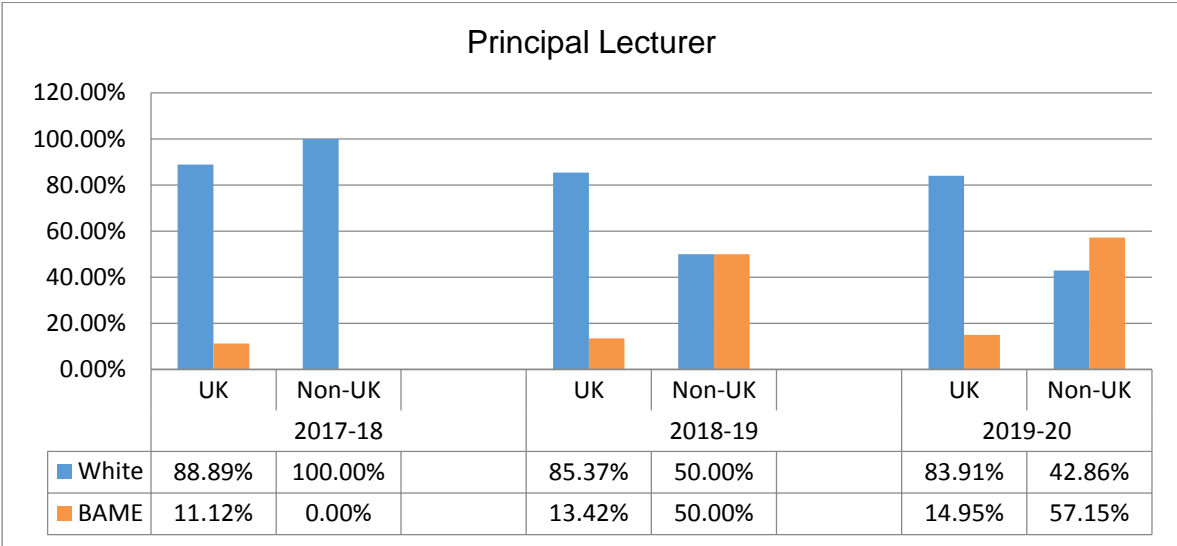
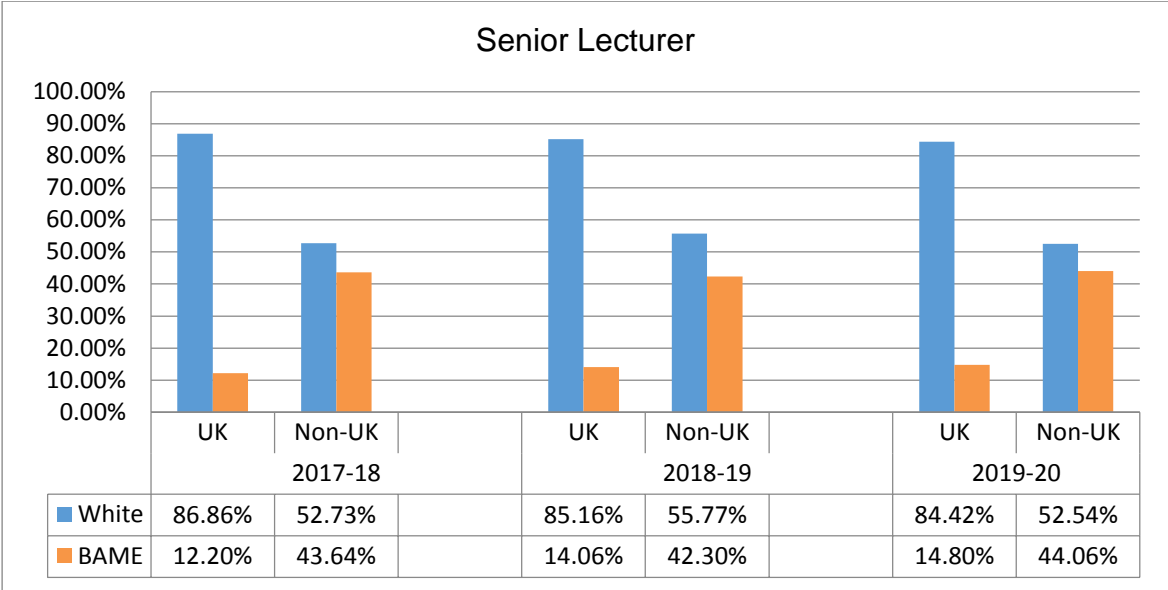
Table 4.19 gives by percentage of White and BAME academic staff by UK Non-UK nationals for each grade

	Researcher	Academic (L)	Academic (SL)	Academic (PL)	Reader	Professor
2017-18						
UK						
White	61.54%	78.72%	86.86%	88.89%	86.67%	84.42%
BAME	38.45%	20.25%	12.20%	11.12%	13.34%	12.99%
Non-UK						
White	68.75%	52.00%	52.73%	100.00%	77.78%	83.33%
BAME	25%	48.00%	43.64%	0.00%	22.22%	16.66%
2018-19						
UK						
White	88.89%	79.38%	85.16%	85.37%	96.77%	81.48%
BAME	11.12%	19.58%	14.06%	13.42%	3.23%	16.05%
Non-UK						
White	63.16%	50.00%	55.77%	50.00%	63.64%	86.67%
BAME	36.83%	47.23%	42.30%	50.00%	36.36%	13.34%

2019-20						
UK						
White	90.00%	76.32%	84.42%	83.91%	96.55%	77.65%
BAME	10.00%	22.80%	14.80%	14.95%	3.45%	17.65%
Non-UK						
White	30.00%	46.15%	52.54%	42.86%	77.78%	78.57%
BAME	65.00%	48.72%	44.06%	57.15%	22.22%	1.43%

Charts 4.22a-f Academic Staff Members Breakdown by Ethnicity, Nationality and Job Role





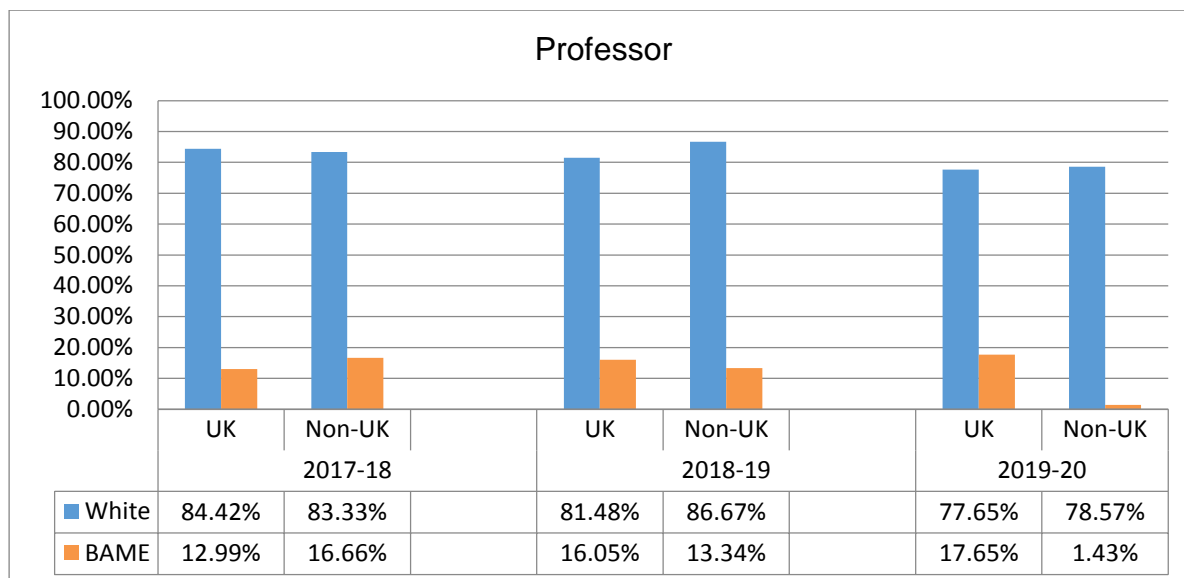


Table 4.20 gives the number of BAME only academic staff for each grade by UK and Non- UK nationals

	Researcher	Academic (L)	Academic (SL)	Academic (PL)	Reader	Professor
2017-18						
UK						
BAME	5	19	50	10	4	10
Non-UK						
BAME	4	12	24	0	2	2
2018-19						
UK						
BAME	2	19	54	11	1	13
Non-UK						
BAME	7	17	22	1	4	2
2019-20						
UK						
BAME	2	26	57	13	1	15
Non-UK						
BAME	13	19	26	4	2	3

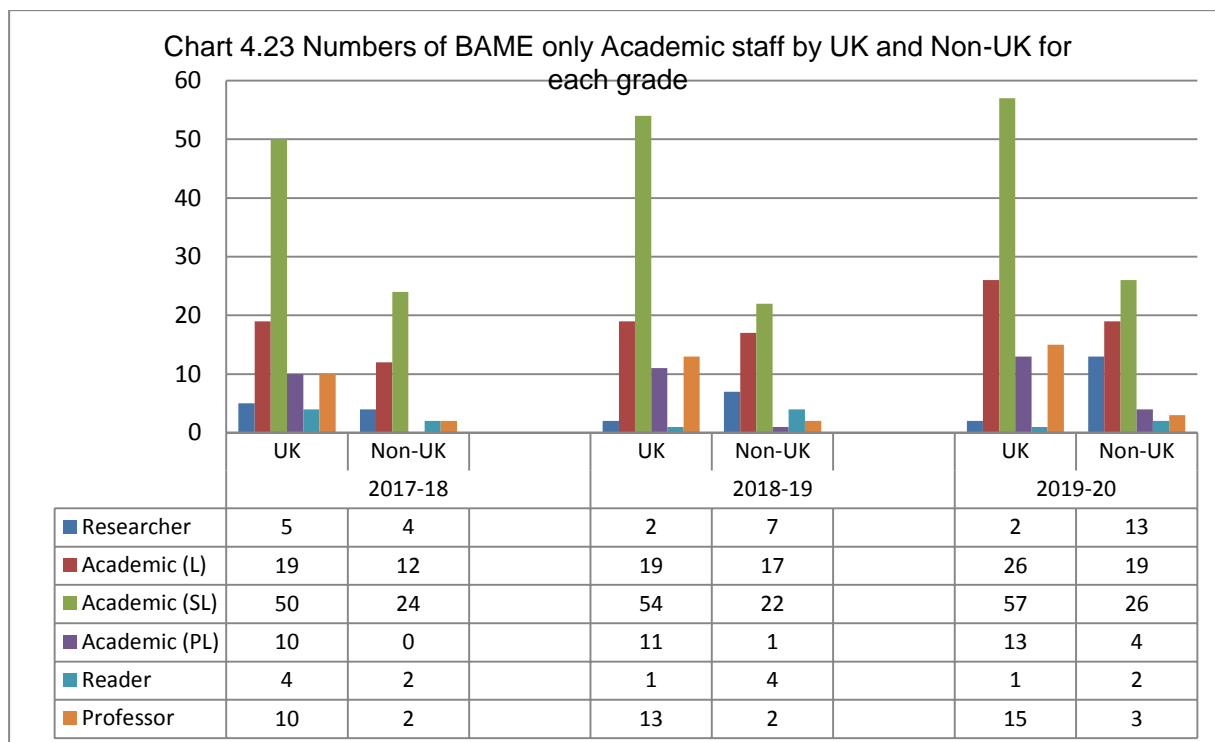


Table 4.21 gives the number of UK academic staff by ethnicity for each grade

	White	Asian	Black	Chinese	Mixed	Other Ethnic	Not Known/Information Refused
2017 - 18	610	41	32	8	12	5	7
Researcher	8	2	1	1	1		
Academic (L)	74	5	5	1	5	3	1
Academic (SL)	357	23	18	3	4	2	4
Academic (PL)	80	5	5				
Reader	26	2		2			
Professor	65	4	3	1	2		2
2018 - 2019	586	43	34	5	10	8	7
Researcher	16	1	1				
Academic (L)	77	6	5	1	5	2	1
Academic (SL)	327	23	22	2	2	5	3
Academic (PL)	70	6	4		1		1
Reader	30	1					
Professor	66	6	2	2	2	1	2
2019 - 2020	597	55	35	5	11	8	9
Researcher	18	1	1				

Academic (L)	87	13	6		5	2	1
Academic (SL)	325	27	20	2	3	5	3
Academic (PL)	73	6	6		1		1
Reader	28	1					
Professor	66	7	2	3	2	1	4

Table 4.22 gives UK staff by ethnicity as a percentage of total UK staff for each grade

	White	Asian	Black	Chinese	Mixed	Other	Not Known/Information Refused
2017 – 2018	85.31%	5.73%	4.48%	1.12%	1.68%	0.70%	0.98%
Researcher	61.54%	15.38%	7.69%	7.69%	7.69%	0.00%	0.00%
Academic (L)	78.72%	5.32%	5.32%	1.06%	5.32%	3.19%	1.06%
Academic (SL)	86.86%	5.60%	4.38%	0.73%	0.97%	0.49%	0.97%
Academic (PL)	88.89%	5.56%	5.56%	0.00%	0.00%	0.00%	0.00%
Reader	86.67%	6.67%	0.00%	6.67%	0.00%	0.00%	0.00%
Professor	84.42%	5.19%	3.90%	1.30%	2.60%	0.00%	2.60%
2018 – 2019	84.56%	6.20%	4.91%	0.72%	1.44%	1.15%	1.01%
Researcher	88.89%	5.56%	5.56%	0.00%	0.00%	0.00%	0.00%
Academic (L)	79.38%	6.19%	5.15%	1.03%	5.15%	2.06%	1.03%
Academic (SL)	85.16%	5.99%	5.73%	0.52%	0.52%	1.30%	0.78%
Academic (PL)	85.37%	7.32%	4.88%	0.00%	1.22%	0.00%	1.22%
Reader	96.77%	3.23%	0.00%	0.00%	0.00%	0.00%	0.00%
Professor	81.48%	7.41%	2.47%	2.47%	2.47%	1.23%	2.47%
2019 – 2020	82.92%	7.64%	4.86%	0.69%	1.53%	1.11%	1.25%
Researcher	90.00%	5.00%	5.00%	0.00%	0.00%	0.00%	0.00%
Academic (L)	76.32%	11.40%	5.26%	0.00%	4.39%	1.75%	0.88%
Academic (SL)	84.42%	7.01%	5.19%	0.52%	0.78%	1.30%	0.78%
Academic (PL)	83.91%	6.90%	6.90%	0.00%	1.15%	0.00%	1.15%
Reader	96.55%	3.45%	0.00%	0.00%	0.00%	0.00%	0.00%
Professor	77.65%	8.24%	2.35%	3.53%	2.35%	1.18%	4.71%

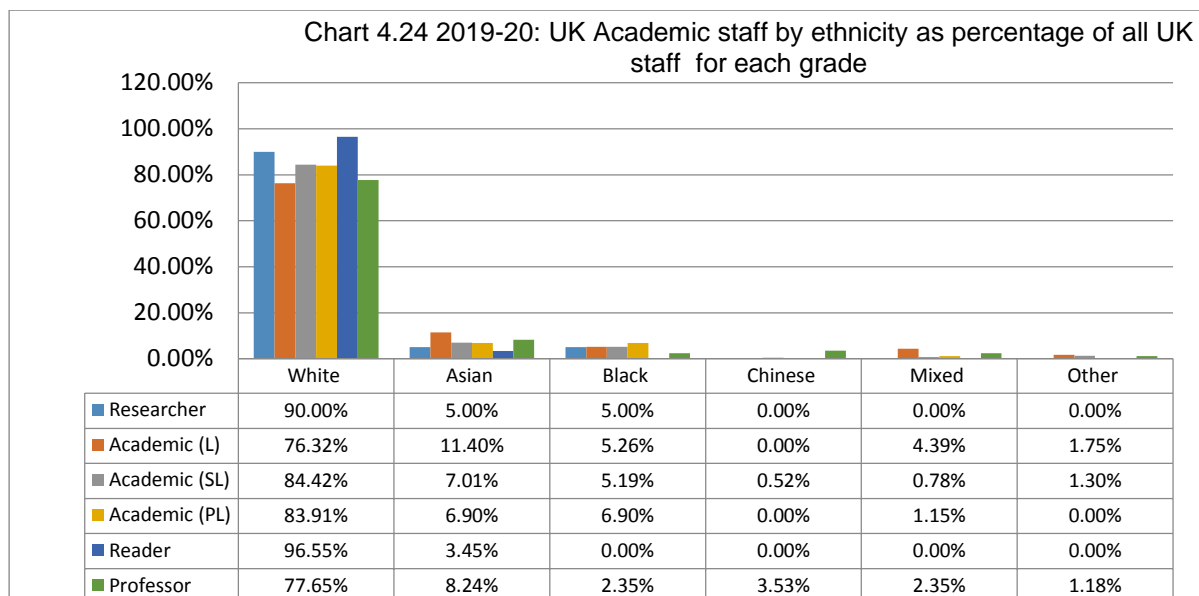


Table 4.23 gives the number of Non-UK staff by ethnicity for each grade

	White	Asian	Black	Chinese	Mixed	Other Ethnic	Not Known/Information Refused
2017 - 2018	72	14	15	6	4	5	3
Researcher	11	2			1	1	1
Academic (L)	13	3	6	1	1	1	
Academic (SL)	29	8	8	3	2	3	2
Academic (PL)	2						
Reader	7	1		1			
Professor	10		1	1			
2018 - 2019	80	20	15	7	5	6	2
Researcher	12	4		1	1	1	
Academic (L)	18	7	6	1	1	2	1
Academic (SL)	29	8	8	2	1	3	1
Academic (PL)	1				1		
Reader	7	1		2	1		
Professor	13		1	1			
2019 - 2020	76	25	16	6	10	10	5
Researcher	6	5		1	4	3	1
Academic	18	7	4	2	3	3	2

(L)							
Academic (SL)	31	11	10		1	4	2
Academic (PL)	3	2	1		1		
Reader	7			1	1		
Professor	11		1	2			

Table 4.24 gives Non-UK staff by ethnicity as percentage of total Non-UK staff for each grade

	White	Asian	Black	Chinese	Mixed	Other Ethnic	Not Known/Information Refused
2017 - 2018	60.50%	11.76%	12.61%	5.04%	3.36%	4.20%	2.52%
Researcher	68.75%	12.50%	0.00%	0.00%	6.25%	6.25%	6.25%
Academic (L)	52.00%	12.00%	24.00%	4.00%	4.00%	4.00%	0.00%
Academic (SL)	52.73%	14.55%	14.55%	5.45%	3.64%	5.45%	3.64%
Academic (PL)	100%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reader	77.78%	11.11%	0.00%	11.11%	0.00%	0.00%	0.00%
Professor	83.33%	0.00%	8.33%	8.33%	0.00%	0.00%	0.00%
2018 - 2019	59.26%	14.81%	11.11%	5.19%	3.70%	4.44%	1.48%
Researcher	63.16%	21.05%	0.00%	5.26%	5.26%	5.26%	0.00%
Academic (L)	50.00%	19.44%	16.67%	2.78%	2.78%	5.56%	2.78%
Academic (SL)	55.77%	15.38%	15.38%	3.85%	1.92%	5.77%	1.92%
Academic (PL)	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Reader	63.64%	9.09%	0.00%	18.18%	9.09%	0.00%	0.00%
Professor	86.67%	0.00%	6.67%	6.67%	0.00%	0.00%	0.00%
2019 - 2020	51.35%	16.89%	10.81%	4.05%	6.76%	6.76%	3.38%
Researcher	30.00%	25.00%	0.00%	5.00%	20.00%	15.00%	5.00%
Academic (L)	46.15%	17.95%	10.26%	5.13%	7.69%	7.69%	5.13%
Academic (SL)	52.54%	18.64%	16.95%	0.00%	1.69%	6.78%	3.39%
Academic (PL)	42.86%	28.57%	14.29%	0.00%	14.29%	0.00%	0.00%
Reader	77.78%	0.00%	0.00%	11.11%	11.11%	0.00%	0.00%
Professor	78.57%	0.00%	7.14%	14.29%	0.00%	0.00%	0.00%

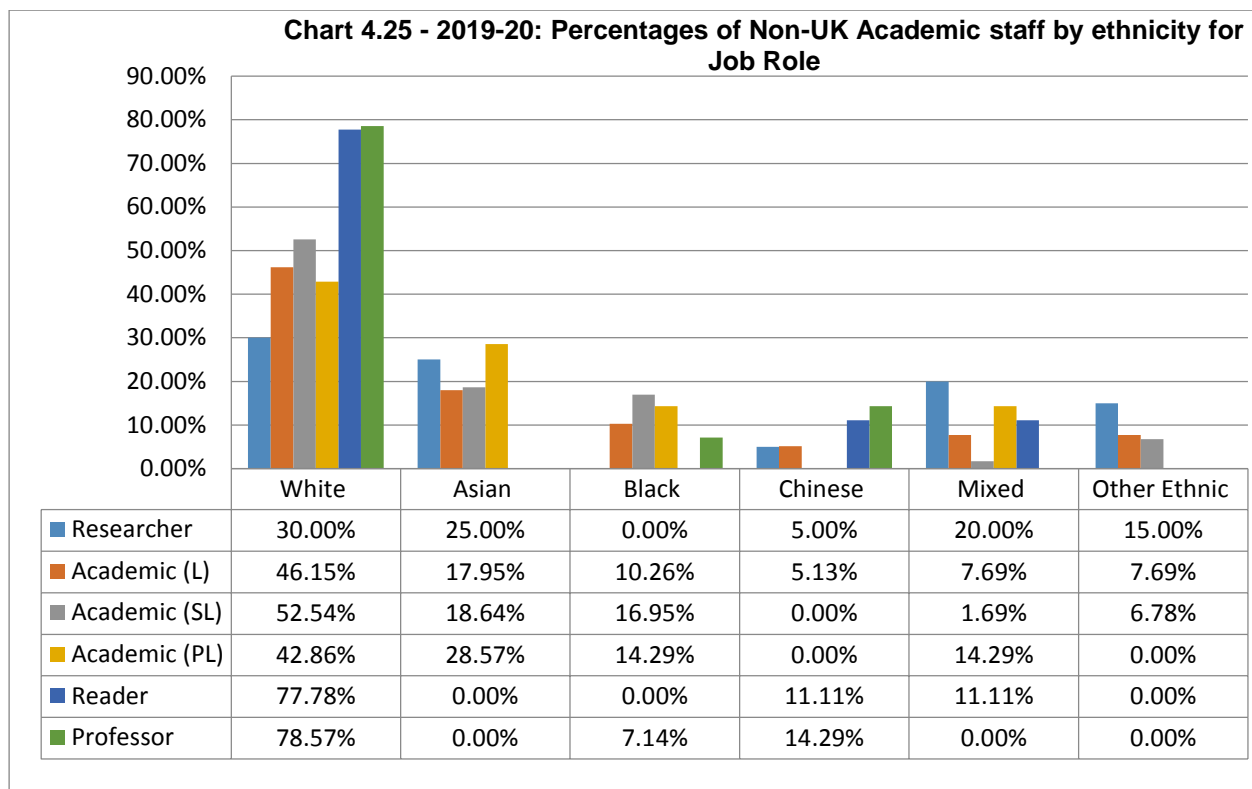


Table 4.25 All Academic Staff by Ethnicity and Job Role

	Researcher	Academic (L)	Academic (SL)	Academic (PL)	Reader	Professor
2017 - 2018	29	119	466	92	39	89
Other White background	10	10	24	4	6	10
White - British	8	72	350	78	27	64
White - Irish	1	5	12			1
Asian or Asian British - Bangladeshi	1		2			
Asian or Asian British - Indian	2	4	15	4	3	3
Asian or Asian British - Pakistani		2	6			1
Other Asian background	1	2	8	1		

Black or Black British - African		8	14	2		2
Black or Black British - Caribbean		2	11	3		2
Other Black background	1	1	1			
Chinese	1	2	6		3	2
Mixed - White and Asian		2	1			
Mixed - White and Black African		1				1
Mixed - White and Black Caribbean		3	2			
Other Mixed background	2		3			1
Arab	1		1			
Other Ethnic background		4	4			
Prefer not to answer	1	1	6			2
2018 - 2019	37	133	436	84	42	96
Other White background	13	16	22	3	8	11
White - British	14	77	319	68	29	67
White - Irish	1	2	15			1
Asian or Asian British - Bangladeshi		1	2			
Asian or Asian British - Indian	1	4	15	4	1	5

Asian or Asian British - Pakistani	3	4	6	1		1
Other Asian background	1	4	8	1	1	
Black or Black British - African		8	17	1		2
Black or Black British - Caribbean		3	13	3		1
Other Black background	1					
Chinese	1	2	4		2	3
Mixed - White and Asian		2		1		
Mixed - White and Black African		1				1
Mixed - White and Black Caribbean		2	1			
Other Mixed background	1	1	2	1	1	1
Arab	1	1	2			
Other Ethnic background		3	6			1
Prefer not to answer		2	4	1		2
2019 - 2020	40	153	444	94	38	99
Other White background	7	17	22	3	7	10
White - British	16	87	318	71	28	66
White - Irish	1	1	16	2		1
Asian or		1	2			

Asian British - Bangladeshi						
Asian or Asian British - Indian	2	9	19	6		5
Asian or Asian British - Pakistani	3	7	7	1		1
Other Asian background	1	3	10	1	1	1
Black or Black British - African		4	18	4		2
Black or Black British - Caribbean		6	12	3		1
Other Black background	1					
Chinese	1	2	2		1	5
Mixed - White and Asian		2		1		
Mixed - White and Black African		1				1
Mixed - White and Black Caribbean	2	3	2			
Other Mixed background	2	2	2	1	1	1
Arab	2	2	2			
Other Ethnic background	1	3	7			1
Not known						1
Prefer not to answer	1	3	5	1		3
Grand Total	106	405	1346	270	119	284

- The current pipeline drop off points for all BAME staff are:
 - o From Researcher (38%) to Lecturer (29%) a gap of 9%
 - o From Lecturer (29%) to Senior Lecturer (19%) and Principal Lecturer (18%)
 - o From Principal Lecturer (18%) to Reader (8%) a gap of 10%
- There was an increase in 2019, of 13.9% for Researcher, 3.8% for Senior Lecturer and 2.5% at Professorial level of BAME staff from the previous year.
- From BAME staff, in 2019-20, Asian staff has the highest percentage of Professors at 8.2%, compared to Chinese staff at 3.53% and Black staff at 2.35%.
- For Black staff there was a decrease at all levels from the previous year, except at Principal Lecturer level.

As can be seen from the data, there is underrepresentation in senior roles of BAME academic staff as well as variations at BAME granular level. To address this, within all BAME groups, we will review and change our internal processes for recruitment and promotions to senior roles, this will be covered later, in the relevant sections of the submission.

REC Survey quotes:

i would very much support such positive action that can legally be allowed and programmes to support academic development for researchers into senior positions

The absence of ethnic minority staff in senior positions is in my opinion damaging to aspiration and to recruitment, and both conscious and unconscious bias remains an issue

Not enough ethnic minority people are in high positions e.g. managerial positions, and when the University student base is very diverse and has a high ethnic population.

There needs to be more diverse staff over the entire university, especially in higher roles, which currently seems to be dominated by middle class, white males (some females), I feel this lowers the aspirations of both BAME students and students of a lower socio-economic situation

Summary and actions

When developing data dashboards (AP 6), we will also include data at BAME granular level.

There are a number of actions, highlighted below, which will not only address underrepresentation of BAME staff but also embed racial equality within the 'DNA' of the University (AP 1, 4).

The University will become an 'employer of choice' for the BAME community, by raising its profile within the local BAME community, supporting community projects and initiatives. The University will advertise its vacancies, using positive action statements, with key BAME networks and stakeholders (AP 8).

Actions within section 5, (recruitment of academic staff) will also address underrepresentation of BAME academic staff at all levels.

Data for academic staff within the faculties, has identified, which faculties have the greater disproportionality between the numbers of White and BAME staff and student profile. We will ensure Faculty EDI committees, which have already been set up, have action plans that are aligned with the REC action plan and that they are regularly updated with management reports including recruitment data by ethnicity (AP 6). Faculty Executive Deans will be held accountable by having KPI's that focus on addressing underrepresentation of BAME staff within their respective faculties. (AP15).

We will also analyse staff and student data by faculties, schools, Institutions and courses. This will help in identifying areas where we have higher disparity, ensuring we prioritise and target our actions, accordingly, to better reflect our BAME staff and student profile. (AP 9)

Data on academic roles shows an underrepresentation of BAME staff in senior roles. We will address this by setting up a working group to develop recruitment initiatives including a positive action programme, using the equal merit option, for recruitment to senior roles. (AP 10)

When using recruitment agencies, we will develop a memorandum of understanding with them. To ensure that BAME applicants are targeted and monitor the number of that are being referred by them (AP 13).

Actions:

- AP ref: 1, 4, Embed race equality (and E&D) throughout the University by launching race action plan. As well as establishing Faculty equality, diversity and Inclusion committees.
- AP ref: 6 Create data dashboards and provide management reports by ethnicity to Faculty EDI committees.
- AP ref: 6.1 Provide training sessions to staff on how to use and interpret the dashboards.
- AP ref: 15 Executive Deans will have KPIs, to address underrepresentation within their respective areas

AP ref: 8	Aspire to become an employer of choice for people of BAME background, by: <ul style="list-style-type: none"> • carrying out a stakeholder mapping exercise to develop a database of key local stakeholders, local BAME community groups and projects. • developing partnerships with the above • advertising all relevant vacancies to those in the database as well as to national BAME networks.
AP ref: 9	In addition to faculty data, we will collate and analyse student data in schools, Institutions and course's with the staff data for each, to identify areas where we have greater disparity.
AP ref: 10	Set up a working group to develop recruitment initiatives, including positive action, to address and target BAME academic staff.
AP ref: 13.	Agree a memorandum of understanding with recruitment agencies 'on attracting a diverse range of BAME applicants to senior roles.

= contract type (permanent/open-ended or fixed-term)

From academic staff at the University, 94% are on permanent contracts, from which 19.9% are BAME staff. For fixed term contracts, out of 49 academic staff, 18 (36.7%) were BAME staff.

UK and Non-UK academic staff:

- 16.3% of BAME academic UK nationals were on permanent contracts with none on fixed term contracts.
- 40.5% of BAME academic Non-UK staff were on permanent contracts and 66.7% on fixed term contracts.

Table 4.26 gives the total percentages of White and BAME staff on permanent and fixed term contracts

		Permanent	Fixed term
2017 – 2018	White	82.47%	70.2%
	BAME	16.27%	29.79%
2018 – 2019	White	80.88%	69.7%
	BAME	17.99%	30.30%
2019 – 2020	White	78.76%	57%
	BAME	19.9%	36.73%

Chart 4.26 - Academic staff on Permanent and Fixed term contracts

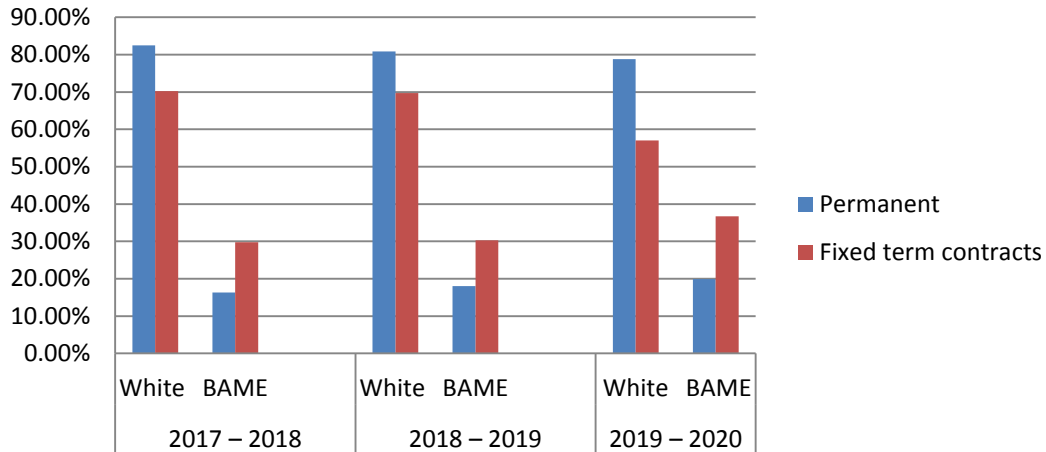


Table 4.27 gives the number and Percentages of BAME and White academic staff on permanent and fixed term contracts for UK and Non-UK nationals

	Permanent		Fixed Term	
2017-18	No.	%	No.	%
UK				
White	590	85.5%	20	80.0%
BAME	93	13.5%	5	20.0%
Non-UK				
White	59	60.8%	13	59.1%
BAME	35	36.1%	9	40.9%
2018-19				
UK				
White	571	84.5%	15	88.2%
BAME	98	14.5%	2	11.8%
Non-UK				
White	72	60.5%	8	50.0%
BAME	45	37.8%	8	50.0%
2019-20				
UK				
White	576	82.5%	21	95.5%
BAME	114	16.3%	0	0%
Non-UK				
White	69	57.0%	7	25.9%
BAME	49	40.5%	18	66.7%

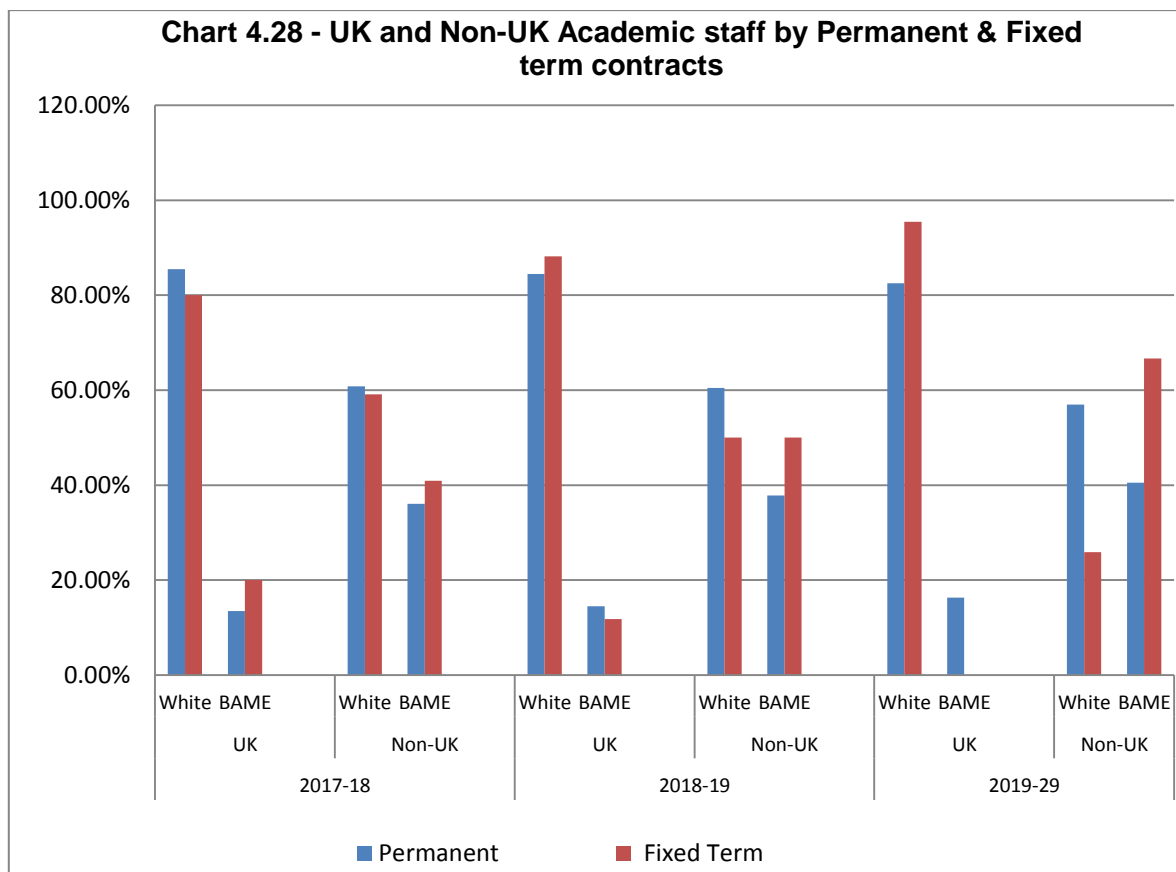


Table 4.28 gives the number and percentages of all academic staff on permanent and fixed term contracts for each ethnic group

	Permanent		Fixed term	
	Total number of Staff	Percentage for each ethnic group on permanent contract	Total number of staff	Percentage for each ethnic group on fixed term contract
2017 – 2018	787	94.36%	47	5.64%
White	649	95.16%	33	4.84%
Asian	51	92.73%	4	7.27%
Black	43	91.49%	4	8.51%
Chinese	13	92.86%	1	7.14%
Mixed Ethnic	13	81.25%	3	18.75%
Other Ethnic	8	80.00%	2	20.00%
Not Known/Information Refused	10	100.00%		0.00%
Total BAME	128	(16.27%)	14	(29.79%)
2018 – 2019	795	96.01%	33	3.99%
White	643	96.55%	23	3.45%
Asian	58	92.06%	5	7.94%

Black	48	97.96%	1	2.04%
Chinese	11	91.67%	1	8.33%
Mixed	13	86.67%	2	13.33%
Other	13	92.86%	1	7.14%
Not Known/Information Refused	9	100.00%		0.00%
Total BAME	143	(17.99%)	10	(30.30%)
2019 – 2020	819	94.35%	49	5.65%
White	645	95.84%	28	4.16%
Asian	74	92.50%	6	7.50%
Black	50	98.04%	1	1.96%
Chinese	8	72.73%	3	27.27%
Mixed Ethnic	16	76.19%	5	23.81%
Other Ethnic	15	83.33%	3	16.67%
Not Known/Information Refused	11	78.57%	3	21.43%
Total BAME	163	(19.9%)	18	36.73%

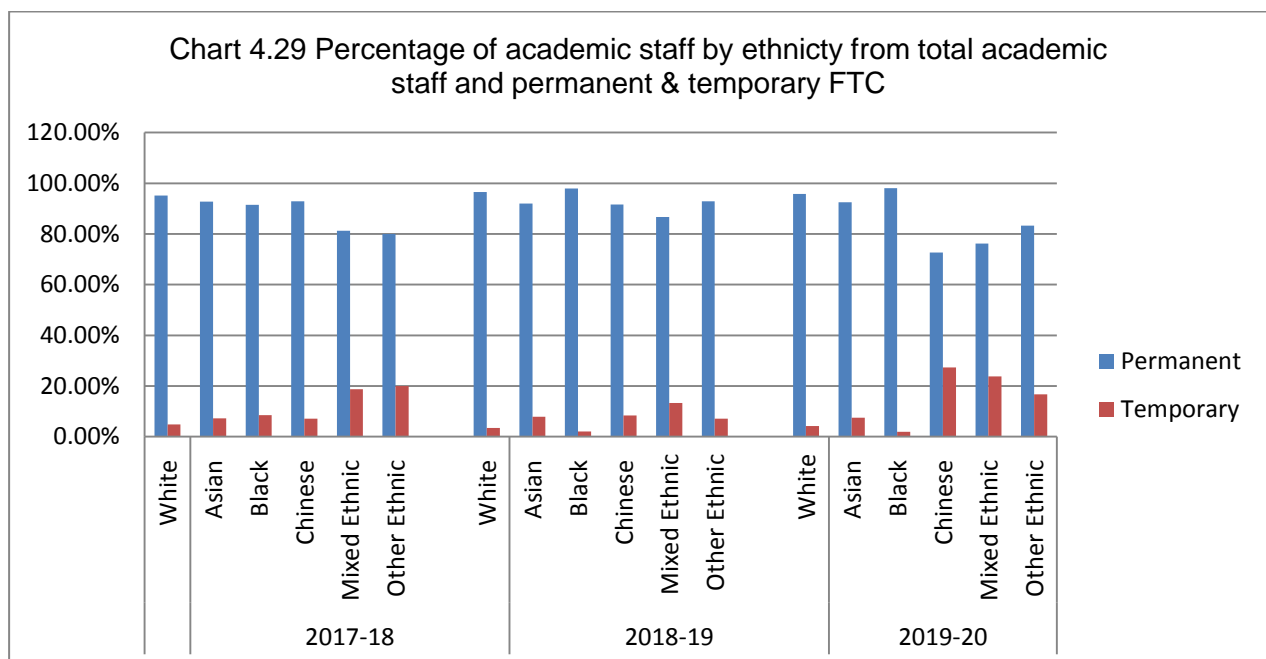


Table 4.29 gives percentages of UK academic staff on permanent and fixed term contracts for each ethnic group

	Permanent	Fixed term
2017 – 2018	96.50%	3.50%
White	96.72%	3.28%
Asian	97.56%	2.44%
Black	93.75%	6.25%

Chinese	87.50%	12.50%
Mixed Ethnic	91.67%	8.33%
Other Ethnic	100.00%	0.00%
Not Known/Information Refused		
	100.00%	0.00%
2018 – 2019	97.55%	2.45%
White	97.44%	2.56%
Asian	97.67%	2.33%
Black	97.06%	2.94%
Chinese	100.00%	0.00%
Mixed	100.00%	0.00%
Other	100.00%	0.00%
Not Known/Information Refused		
	100.00%	0.00%
2019 – 2020	96.94%	3.06%
White	96.48%	3.52%
Asian	100.00%	0.00%
Black	100.00%	0.00%
Chinese	100.00%	0.00%
Mixed Ethnic	100.00%	0.00%
Other Ethnic	100.00%	0.00%
Not Known/Information Refused		
	88.89%	

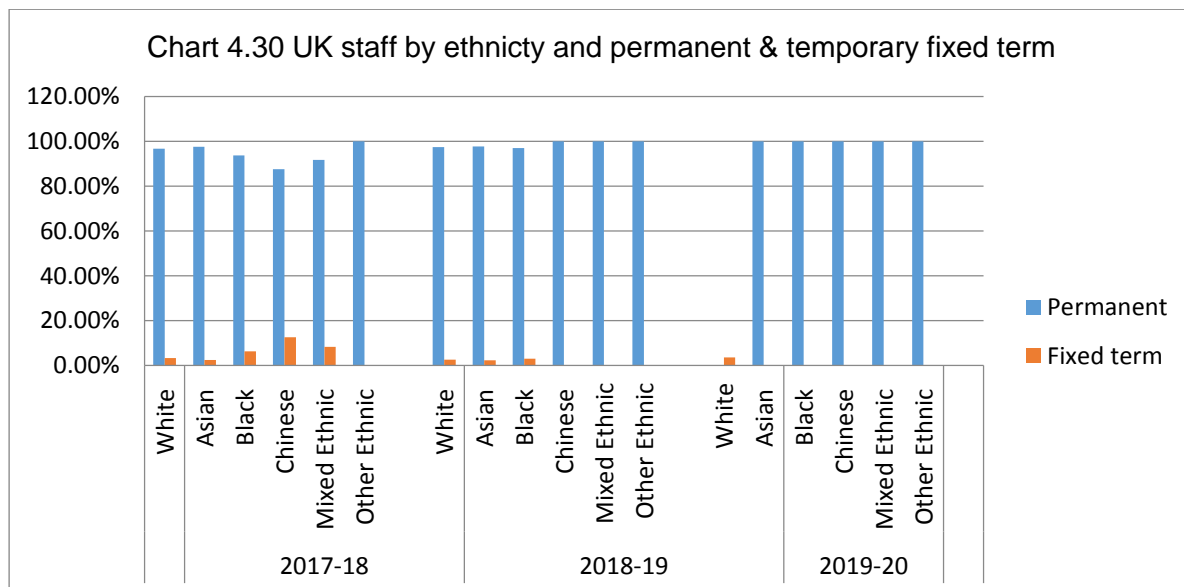
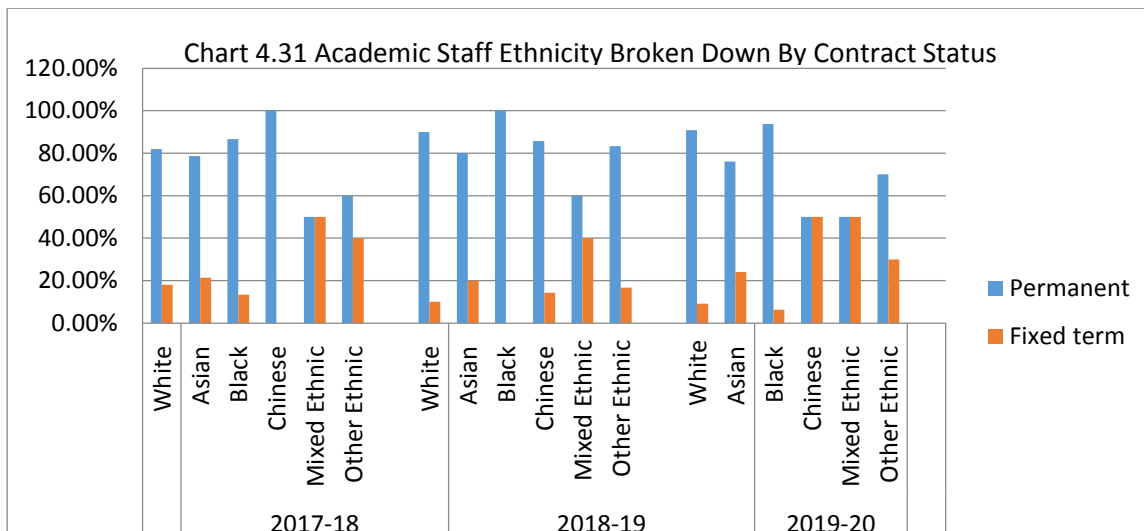


Table 4.30 gives percentages of Non-UK academic staff on permanent and temporary fixed term contracts for each ethnic group

	Permanent	Fixed term
2017 – 2018	81.51%	18.49%
White	81.94%	18.06%
Asian	78.57%	21.43%
Black	86.67%	13.33%
Chinese	100.00%	0.00%
Mixed Ethnic	50.00%	50.00%
Other Ethnic	60.00%	40.00%
Not Known/Information Refused	100.00%	0.00%
2018 – 2019	88.15%	11.85%
White	90.00%	10.00%
Asian	80.00%	20.00%
Black	100.00%	0.00%
Chinese	85.71%	14.29%
Mixed	60.00%	40.00%
Other	83.33%	16.67%
Not Known/Information Refused	100.00%	0.00%
2019 – 2020	81.76%	18.24%
White	90.79%	9.21%
Asian	76.00%	24.00%
Black	93.75%	6.25%
Chinese	50.00%	50.00%
Mixed Ethnic	50.00%	50.00%
Other Ethnic	70.00%	30.00%
Not Known/Information Refused	60.00%	40.00%



- The percentage of total BAME academic staff on fixed term contracts has increased by 7% over the 3 years.
- There was an increase in the percentage on fixed term contracts by 4% in 2019 for Asian academic staff. Over the same period there was an increase of Black academic staff by 6.25% and Mixed ethnic academic staff by 10.00%

Summary and actions

When we aggregate all the BAME groups, the data highlights that proportionally there are more BAME academic staff on fixed term contracts than White staff.

It would seem that the overall higher percentage of BAME academic staff on fixed term contracts is due to the majority of Non-UK BAME nationals being on fixed term contracts. This could be explained by Visa or work permit requirements.

AP Ref 14: To investigate/ explore the reasons for differences in the disproportionate number of BAME academic staff on temporary/fixed term contracts compared to White staff at all levels within the University

= full-time/part-time contracts

The number of full-time White and BAME academic staff is 568 and 160 respectively. Numbers for part-time were 105 White staff and 21 BAME staff. This means that currently 12.1% of White and 2.4% of BAME staff are working part-time.

For UK staff, percentage of BAME academic staff working part-time was 11.6%.

The percentage of Non-UK White and BAME academic staff working part time was the same at 43.8%.

We will cross reference with the Athena SWAN action plan, in terms of flexible working patterns for White and BAME female staff.

Table 4.31 gives the percentages of White and BAME staff working full and part-time

	Full-Time		Part-Time	
	Number	Percentage	Number	Percentage
2017 – 2018				
All Staff	706	84.65%	128	15.35%
White	573	81.16%	109	85.15%
BAME	123	17.42%	19	14.84%
2018 – 2019				
All Staff	702	84.78%	126	15.22%
White	552	78.63%	114	90.48%
BAME	141	20.09%	12	9.5%
2019 – 2020				
All Staff	740	85.25%	128	14.75%
White	568	76.77%	105	82.01%
BAME	160	21.6%	21	16.41%

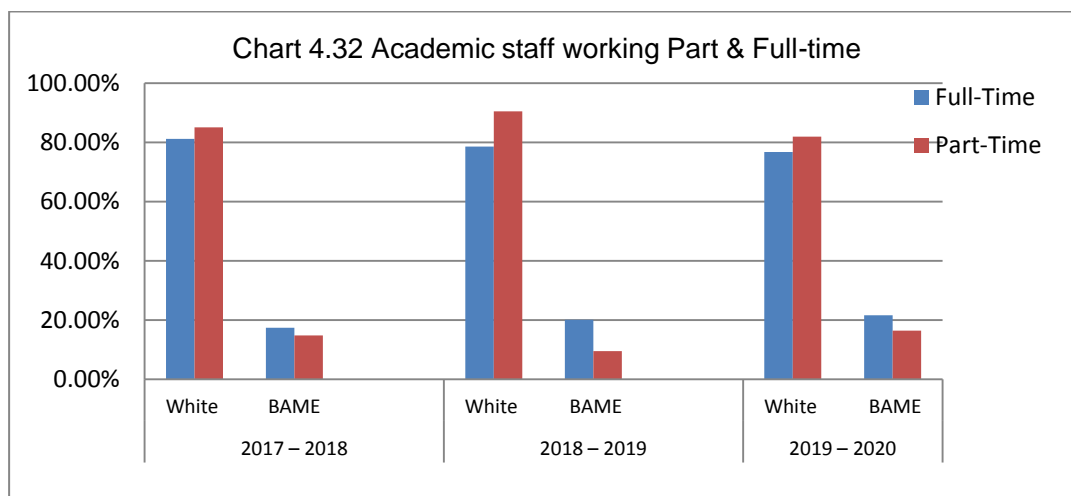


Table 4.32 gives the numbers and percentages of White and BAME academic staff on full-time and part-time contracts for UK and Non-UK staff

	Full-time		Part-time	
	No.	%	No.	%
2017-18				
UK				
White	504	85.00%	106	86.90%
BAME	82	13.80%	16	13.10%

Non-UK				
White	69	61.10%	3	50.00%
BAME	41	36.30%	3	50.00%
2018-19				
UK				
White	478	83.10%	108	91.50%
BAME	90	15.70%	10	8.5%
Non-UK				
White	74	58.30%	6	75.00%
BAME	51	40.20%	2	25.00%
2019-20				
UK				
White	499	82.10%	98	87.50%
BAME	101	16.60%	13	11.60%
Non-UK				
White	69	52.30%	7	43.80%
BAME	59	40.90%	8	43.80%

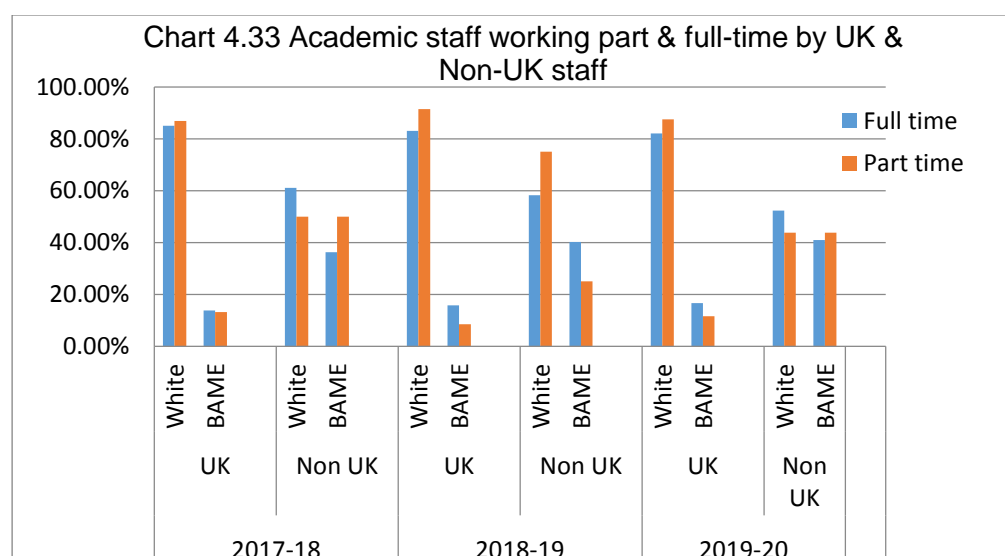


Table 4.33 gives the numbers and percentages of academic staff on full and part-time contracts for each ethnic group

	Full-Time		Part-Time	
	Number	Percentage	Number	Percentage
2017 – 2018	706	84.65%	128	15.35%
White	573	84.02%	109	15.98%
Asian	47	85.45%	8	14.55%
Black	42	89.36%	5	10.64%
Chinese	13	92.86%	1	7.14%
Mixed Ethnic	11	68.75%	5	31.25%
Other Ethnic	10	100.00%	0	0.00%
Not Known/Information Refused	10	100.00%	0	0.00%
Total BAME	123	17.42%	19	14.84%
2018 – 2019	702	84.78%	126	15.22%
White	552	82.88%	114	17.12%
Asian	56	88.89%	7	11.11%
Black	46	93.88%	3	6.12%
Chinese	12	100.00%	0	0.00%
Mixed Ethnic	13	86.67%	2	13.33%
Other Ethnic	14	100.00%	0	0.00%
Not Known/Information Refused	9	100.00%	0	0.00%
Total BAME	141	20.09%	12	9.5%
2019 – 2020	740	85.25%	128	14.75%
White	568	84.40%	105	15.6%
Asian	68	85.00%	12	15.00%
Black	46	90.20%	5	9.80%
Chinese	10	90.91%	1	9.09%
Mixed Ethnic	18	85.71%	3	14.29%
Other Ethnic	18	100.00%		0.00%
Not Known/Information Refused	12	85.25%	2	14.29%
Total BAME	160	21.6%	21	16.41%

Table 4.34 gives percentages of UK academic staff on full-time and part-time contracts for each ethnic group

	Full-time	Part-time
2017 – 2018	82.94%	17.06%
White	82.62%	17.38%
Asian	82.93%	17.07%

Black	84.38%	15.63%
Chinese	100.00%	0.00%
Mixed Ethnic	66.67%	33.33%
Other Ethnic	100.00%	0.00%
Not Known/Information Refused	100.00%	0.00%
2018 – 2019	82.97%	17.03%
White	81.57%	18.43%
Asian	86.05%	13.95%
Black	91.18%	8.82%
Chinese	100.00%	0.00%
Mixed	90.00%	10.00%
Other	100.00%	0.00%
Not Known/Information Refused	100.00%	0.00%
2019 – 2020	84.44%	15.56%
White	83.58%	16.42%
Asian	85.45%	14.55%
Black	85.71%	14.29%
Chinese	100.00%	0.00%
Mixed Ethnic	100.00%	0.00%
Other Ethnic	100.00%	0.00%
Not Known/Information Refused	88.89%	11.11%

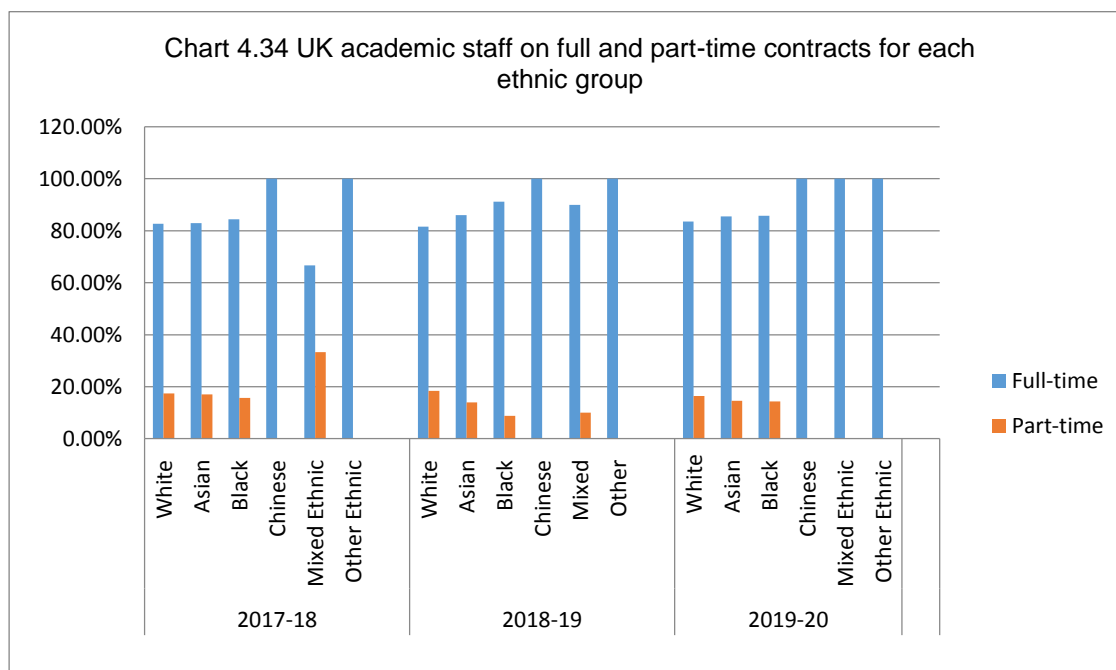
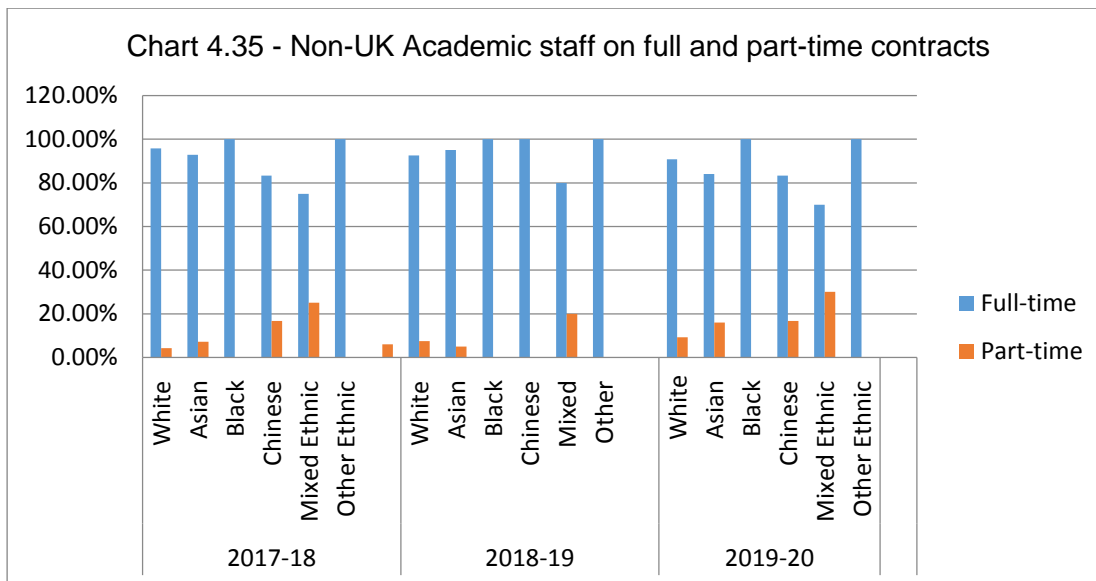


Table 4.35 gives percentages of Non-UK academic staff on full and part -time contracts for each ethnic group

	Full-time	Part-time
2017 – 2018	94.96%	5.04%
White	95.83%	4.17%
Asian	92.86%	7.14%
Black	100.00%	0.00%
Chinese	83.33%	16.67%
Mixed Ethnic	75.00%	25.00%
Other Ethnic	100.00%	0.00%
Not Known/Information Refused	100.00%	0.00%
2018 – 2019	94.07%	5.93%
White	92.50%	7.50%
Asian	95.00%	5.00%
Black	100.00%	0.00%
Chinese	100.00%	0.00%
Mixed	80.00%	20.00%
Other	100.00%	0.00%
Not Known/Information Refused	100.00%	0.00%
2019 – 2020	89.19%	10.81%
White	90.79%	9.21%
Asian	84.00%	16.00%
Black	100.00%	0.00%
Chinese	83.33%	16.67%
Mixed Ethnic	70.00%	30.00%
Other Ethnic	100.00%	0.00%
Not Known/Information Refused	80.00%	20.00%



- There was an increase in Non-UK BAME staff working part-time from 25% in 2018 to 43.8% in 2019, in comparison there was a decrease for Non-UK White staff from 75% to 43.8%.
- UK BAME staff working part-time increased by 3.1% from 2018 to 2019, in comparison to a decrease of White staff of 4%.
- There was an increase in the percentage of Asian academic staff working part-time from the previous year 2018, of 4%, for Black academic staff the increase was by 3.7%. In comparison there was a decrease for White academic staff of 1.5%.

Summary and actions

Taking the current data as the baseline, some academic ethnic groups have disproportionality more staff working part-time compared to White academic staff.

AP Ref 14: To investigate/ explore the reasons for differences in the number of BAME staff working part-time compared to White staff at all levels within the University

= staff turnover rates

An exit survey via Capita was used previously, which was not cost effective as response rate was low. This has been replaced by a Survey Monkey, which was only instituted early this year, hence no data. We will continue to monitor and produce quarterly reports.

The turnover figures are calculated from the total number of leavers divided by the average staff in post at that time.

Table 4.36 All academic staff turnover										
		Leavers			Average Staff in Post			Turnover %		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Academic	White	59	103	73	673.92	686.46	684.46	8.75	15.00	10.67
	BAME	17	21	10	139.33	145.54	169.77	12.20	14.43	5.89
	Unknown	1	3	1	8.17	9.77	11.92	0.00	30.71	8.39

Table 4.37 UK academic staff turnover										
		Leavers			Average Staff in Post			Turnover %		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Academic	White	49	95	62	603.33	610.77	603.38	8.12	15.55	10.28
	BAME	10	14	5	92.92	97	110.46	10.76	14.43	4.53
	Unknown	0	2	1	5	6.85	8.23	0.00	29.20	12.15

Table 4.38 Non-UK academic and research staff turnover										
		Leavers			Average Staff in Post			Turnover %		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Academic	White	10	8	11	70.58	75.69	81.08	14.17	10.57	13.57
	BAME	7	7	5	46.42	48.54	59.31	15.08	14.42	8.43
	Unknown	1	1	0	3.17	2.92	3.69	0.00	34.21	0

In May last year (2019) we looked at a year's worth of data (provided by the HRIS team) regarding the reasons why people had left:

Chart 4.36 Staff Members Reasons For Leaving By Ethnicity

BAME staff	leave reason 1	leave reason 2				White staff	leave reason 1	leave reason 2			
	number	number	total	%ge			number	number	total	%ge	
Change in Career	9	4	13	5.24		Change in Career	34	29	63	5.64	
Death in Service	1	0	1	0.40		Death in Service	1	0	1	0.09	
Dismissal	1	0	1	0.40		Dismissal	4	1	5	0.45	
Dissatisfied with Conditions	0	0	0	0.00		Dissatisfied with Conditions	6	3	9	0.81	
Dissatisfied with Hours	2	1	3	1.21		Dissatisfied with Hours	1	3	4	0.36	
Dissatisfied with Job	0	2	2	0.81		Dissatisfied with Job	7	10	17	1.52	
Dissatisfied with Pay	2	2	4	1.61		Dissatisfied with Pay	2	5	7	0.63	
End of Temp or FTC	33	4	37	14.92		End of Temp or FTC	78	8	86	7.69	
Further Ed or Training	1	0	1	0.40		Further Ed or Training	6	3	9	0.81	
Ill Health or Accident	0	3	3	1.21		Ill Health or Accident	6	5	11	0.98	
Moving Home	6	3	9	3.63		Moving Home	6	9	15	1.34	
No Information Supplied	4	3	7	2.82		No Information Supplied	6	12	18	1.61	
No Secondary Reason		68	68	27.42		No Secondary Reason		312	312	27.91	
Other	10	14	24	9.68		Other	75	36	111	9.93	
Personal Betterment	13	4	17	6.85		Personal Betterment	56	30	86	7.69	
Personal Reasons Outside	8	9	17	6.85		Personal Reasons Outside	29	18	47	4.20	
Pregnancy	0	1	1	0.40		Pregnancy	1	0	1	0.09	
Redundancy	1	0	1	0.40		Redundancy	25	8	33	2.95	
Relations with Colleagues	0	0	0	0.00		Relations with Colleagues	1	2	3	0.27	
Relationships with Supervisor	0	0	0	0.00		Relationships with Supervisor		0	0	0.00	
Resignation No Reason	26	2	28	11.29		Resignation No Reason	142	44	186	16.64	
Retirement	6	1	7	2.82		Retirement	66	12	78	6.98	
Set Up Own Business	1	3	4	1.61		Set Up Own Business	5	2	7	0.63	
Travel Difficulties	0	0	0	0.00		Travel Difficulties	2	7	9	0.81	
TOTAL	124	124	248			TOTAL	559	559	1118		

- From the research into leaver's information, the main reason for BAME staff leaving was due to end of fixed term contracts.
- There has been a decrease in the rate of BAME staff turnover over the 3 years for both UK and Non-UK academic staff.

Summary and action

The University will offer all staff an exit interview, as evidence suggests that BAME staff may feel disempowered to request exit interviews.

There does not seem to be any disproportionality in terms of the number of BAME staff leaving the university compared to White staff. However we will continue to monitor at faculty schools / institutions and job role levels, to identify any trends and take steps accordingly.

The fact that the majority of BAME staff, said that they left due to end of contracts (disproportionality more BAME staff are on fixed term contracts), will be explored with action 14 in the action plan.

Action

AP ref: 22 data on academic staff turnover will form part of the data dashboards and management reports (as per action 5)

4b Professional and support staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK professional and support staff. Provide this information for:

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

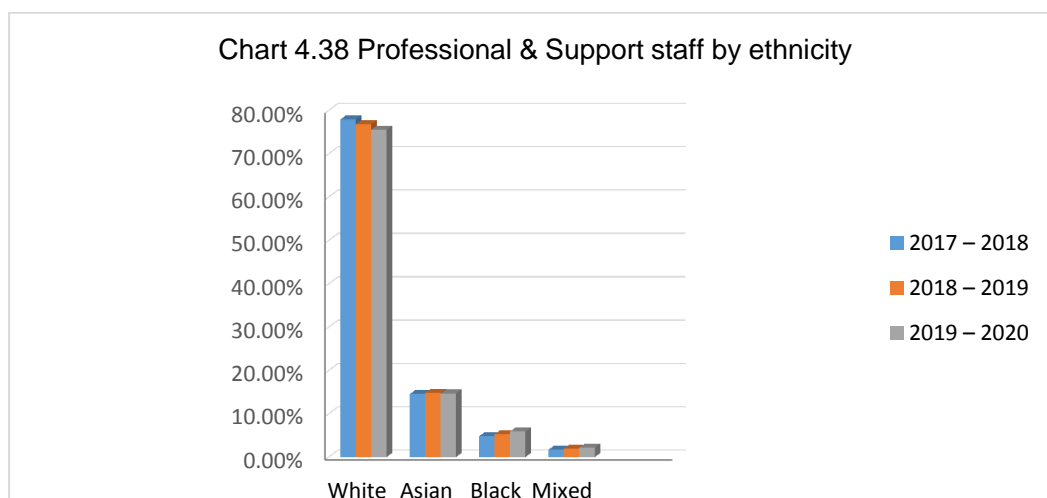
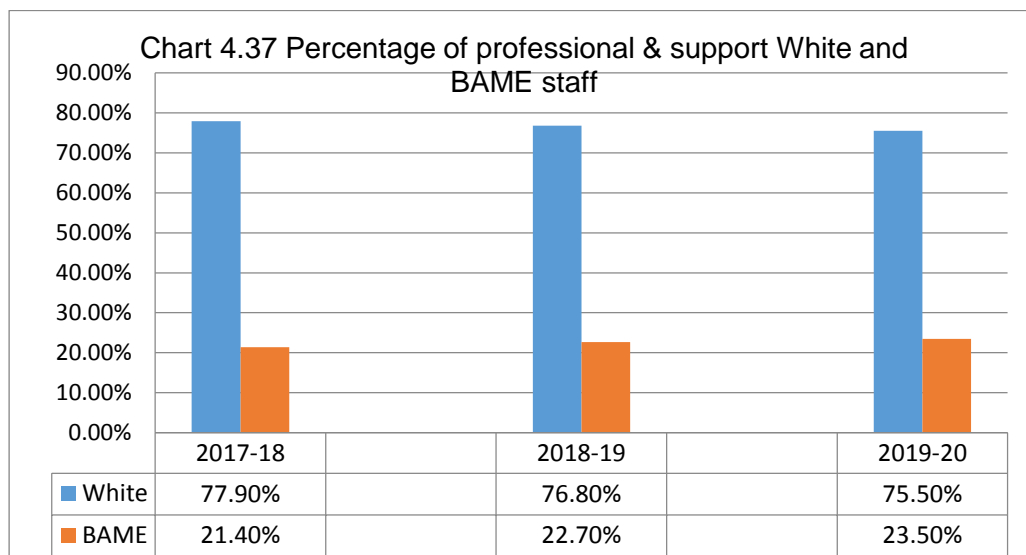
4b Professional and support staff

= the institution as a whole

Out of 1683 staff working in professional and support services, 396 were BAME. This gives the percentage of BAME staff in professional and support services at 23.5%.

Table 4.39 gives the total numbers and percentages of professional and support staff in the Institution by ethnicity		
	Numbers	Percentage
2017 – 2018	1708	100.00%
White	1330	77.87%
Asian	248	14.52%
Black	82	4.80%
Chinese	2	0.12%
Mixed	29	1.70%
Other Ethnic	4	0.23%
Not Known/Information Refused	13	0.76%
Total BAME	365	21.37%
2018 – 2019	1660	100.00%
White	1274	76.75%
Asian	246	14.82%
Black	87	5.24%
Chinese	7	0.42%
Mixed Ethnic	32	1.93%
Other Ethnic	4	0.24%
Not Known/Information Refused	10	0.60%
Total BAME	376	22.65%
2019 - 2020	1683	100.00%
White Ethnic	1271	75.52%
Asian Ethnic	247	14.68%

Black Ethnic	99	5.88%
Chinese Ethnic	6	0.36%
Mixed Ethnic	37	2.20%
Other Ethnic	7	0.42%
Not Known/Information Refused	16	0.95%
Total BAME	396	23.54%



UK and Non-UK staff

The percentage of Non-UK professional and support staff is low at 1.9% for White and 2.8% for BAME staff.

UK BAME staff are 88.4%, Non-UK at 11.6%. The majority of Non-UK staff are BAME at 59%, compared to 41% for White staff.

Table 4.40 gives the total number and percentages of professional and support White and BAME Staff by UK

and Non-UK Staff		
	White	BAME
2017 - 18		
Total	1330 (78.5%)	365 (21.5%)
UK	1301 (76.8%)	326 (19.2%)
Non-UK	29 (1.71%)	39 (2.3%)
2018 - 19		
Total	1274 (77.2%)	376 (22.8%)
UK	1245 (75.2%)	335 (20.3%)
Non-UK	29 (1.8%)	41 (2.5%)
2019 - 20		
Total	1271 (76.2%)	396 (23.8%)
UK	1239 (74.3%)	350 (21.0%)
Non UK	32 (1.9%)	46 (2.8%)

Table 4.41 Breakdown of Professional and Support Staff by Nationality and Ethnicity (All HESA Categories)

Year/Ethnicity	United Kingdom	Non-UK	Grand Total
2017 – 2018	1640	68	1708
White Ethnic Background			
Other White background	7	24	31
White – British	1290	2	1292
White – Irish	4	3	7
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	6		6
Asian or Asian British - Indian	190	20	210
Asian or Asian British - Pakistani	20	1	21
Other Asian background	8	3	11
Black Ethnic Background			
Black or Black British - African	4	8	12
Black or Black British - Caribbean	63	4	67
Other Black background	2	1	3
Chinese Ethnic Background			

Chinese	1	1	2
Mixed Ethnic Background			
Mixed - White and Asian	4		4
Mixed - White and Black African	3		3
Mixed - White and Black Caribbean	18		18
Other Mixed background	4		4
Other Ethnic Background			
Arab	1	1	2
Other Ethnic background	2		2
Not Known/Information Refused			
Not known	2		2
Prefer not to answer	11		11
2018 – 2019	1590	70	1660
White Ethnic Background			
Other White background	7	24	31
White - British	1235	2	1237
White – Irish	3	3	6
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	9		9
Asian or Asian British - Indian	187	17	204
Asian or Asian British - Pakistani	23	1	24
Other Asian background	6	3	9
Black Ethnic Background			
Black or Black British - African	4	6	10
Black or Black British - Caribbean	69	5	74
Other Black background	2	1	3
Chinese Ethnic Background			
Chinese	2	5	7
Mixed Ethnic Background			

Mixed - White and Asian	5		5
Mixed - White and Black African	3	1	4
Mixed - White and Black Caribbean	17		17
Other Mixed background	5	1	6
Other Ethnic Background			
Arab	1	1	2
Other Ethnic background	2		2
Not Known/Information Refused			
Not known	1		1
Prefer not to answer	9		9
2019 – 2020	1605	78	1683
White Ethnic Background			
Other White background	8	26	34
White - British	1225	3	1228
White – Irish	6	3	9
Asian Ethnic Background			
Asian or Asian British - Bangladeshi	8	1	9
Asian or Asian British - Indian	179	16	195
Asian or Asian British - Pakistani	31	1	32
Other Asian background	7	4	11
Black Ethnic Background			
Black or Black British - African	7	10	17
Black or Black British - Caribbean	73	4	77
Other Black background	3	2	5
Chinese Ethnic Background			
Chinese	2	4	6
Mixed Ethnic Background			
Mixed - White and Asian	7		7
Mixed - White and Black African	3	1	4

Mixed - White and Black Caribbean	19		19
Other Mixed background	6	1	7
Other Ethnic Background			
Arab		1	1
Other Ethnic background	5	1	6
Not Known/Information Refused			
Not known	1		1
Prefer not to answer	15		15
Grand Total	4835	216	5051

Chart 4.39 Breakdown of Professional and Support Staff by Ethnicity and Nationality

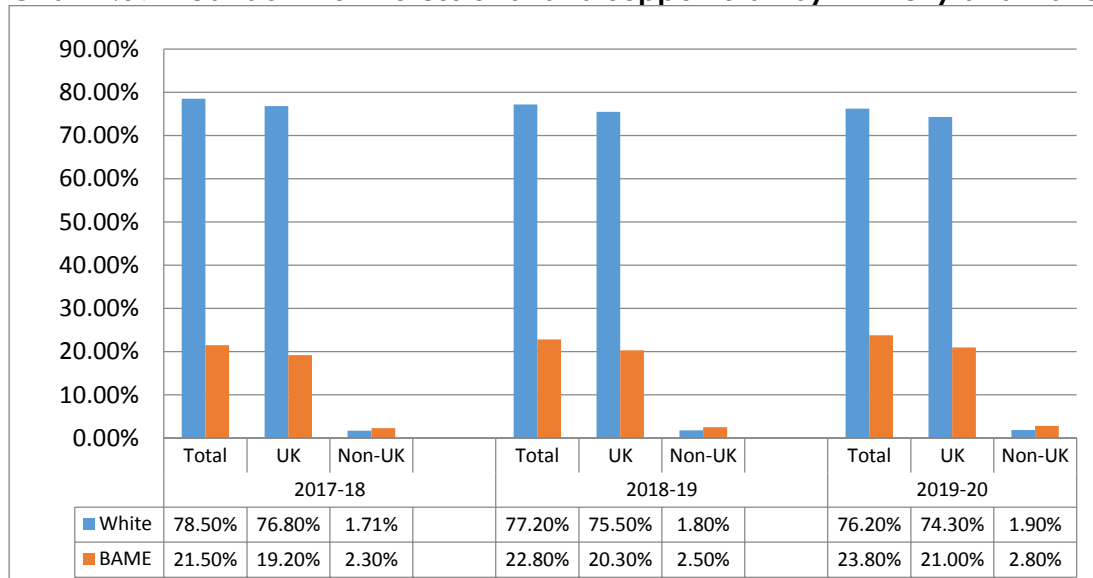
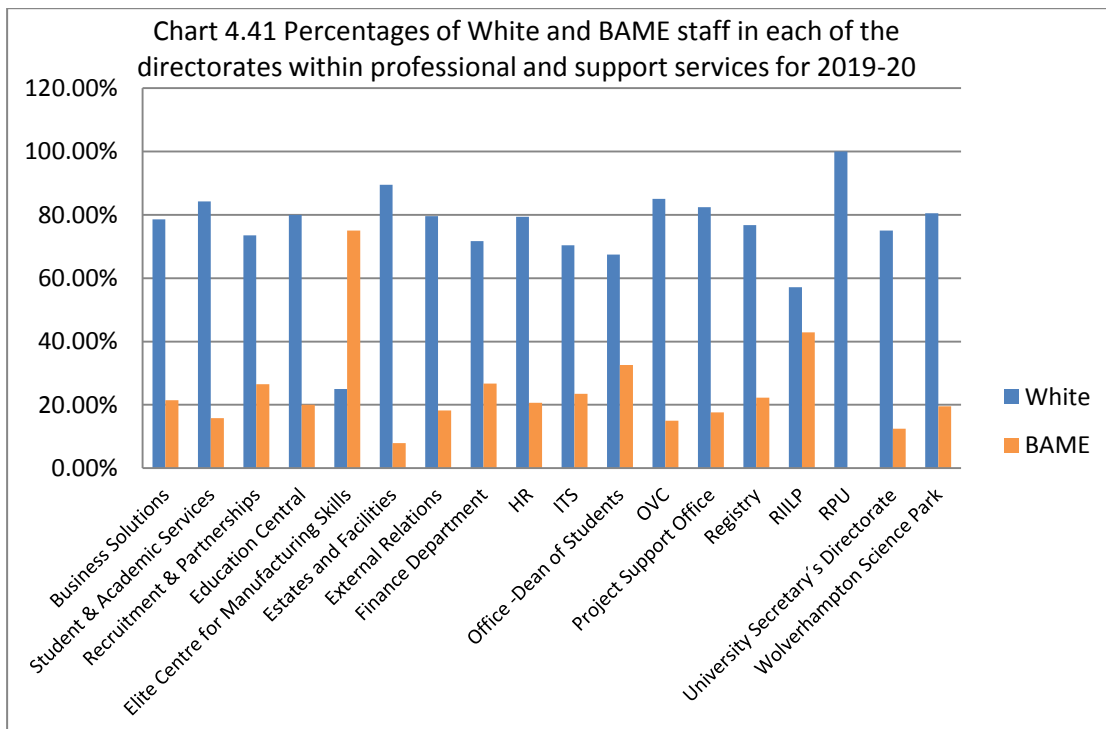
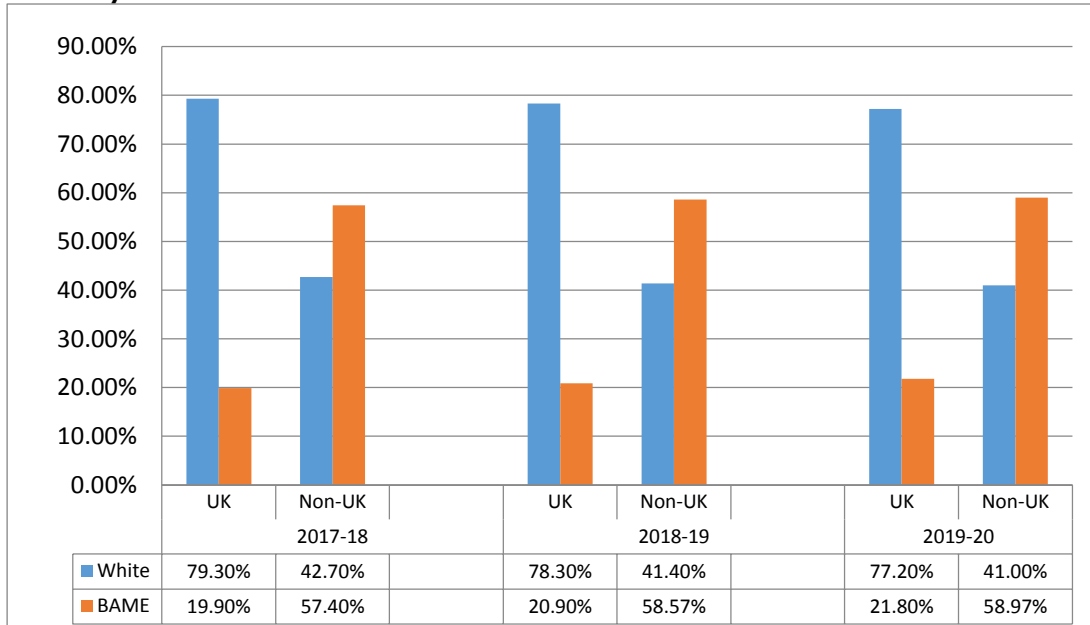


Table 4.42 gives professional and support White BAME and Staff as a total for UK and total for Non-UK Staff by percentages for each.

	White	BAME
2017-18		
UK	79.3%	19.9%
Non-UK	42.7%	57.4%
2018-19		
UK	78.3%	20.9%
Non-UK	41.4%	58.57%
2019-20		

UK	77.2%	21.8%
Non-UK	41.00%	58.97%

Chart 4.40 Breakdown of UK and Non-UK Professional and Support Services Staff by Ethnicity



- BAME professional and support staff at the University (23.54%) is proportionality higher than that at the University /Institutional (22.62%).

- The percentage of Asian staff is proportionately higher than that at Institutional and academic level by 1.5%, whereas the percentage of Black and Mixed staff is disproportionately lower by 1%.
- As with academic staff, Bangladeshi and Black African have the lowest staff numbers in professional and support services as well.
- The percentage increase over the three years for all the BAME staff was 2.17%. which is lower than that for academic staff
- There are a number of directorates, in which the percentage of BAME staff is disproportionate to overall BAME staff profile, such as the Student and Academic Services. We will prioritise these areas for our actions to address underrepresentation of BAME staff.

REC survey quotes:

“As an institution the university is non representative of the wider community in all areas”

“I would like there to be a greater diversity in terms of front-facing staff, and also further work to help front-facing staff be less consciously/ unconsciously biased regarding race”

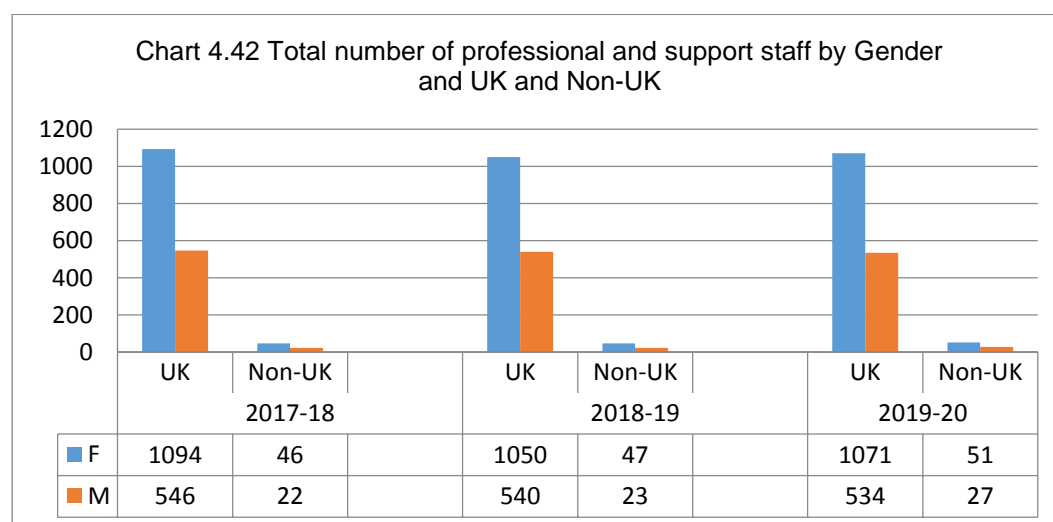
Intersectionality

Unlike academic staff, there are more female staff working within professional and support services than male staff from both White and BAME staff.

Currently the gap between White and BAME female UK staff is 35.6%, which is smaller than within academia (70.7%). There are more BAME than White female Non-UK staff.

Table 4.43 – Professional and support staff by gender			
Nationality	United Kingdom		
	F	M	Grand Total
2017 - 2018	1094	546	1640
2018 - 2019	1050	540	1590
2019 - 2020	1071	534	1605
Nationality	Non-UK		
	F	M	Grand Total
2017 - 2018	46	22	68
2018 - 2019	47	23	70
2019 - 2020	51	27	78

Table 4.44 UK and Non-UK professional and support staff by gender and ethnicity				
	Female		Male	
2017-18	No.	%	No.	%
UK				
White	860	52.4%	441	26.9%
BAME	230	14.0%	96	5.9%
Non-UK				
White	22	32.4%	7	10.3%
BAME	24	35.3%	15	22.1%
2018-19				
UK				
White	816	51.3%	429	27.0%
BAME	232	14.6%	103	6.5%
Non-UK				
White	21	30.0%	8	11.4%
BAME	26	37.1%	15	21.4%
2019-20				
UK				
White	818	51.0%	421	26.2%
BAME	247	15.4%	103	6.4%
Non-UK				
White	23	29.5%	9	11.5%
BAME	28	35.9%	18	23.1%



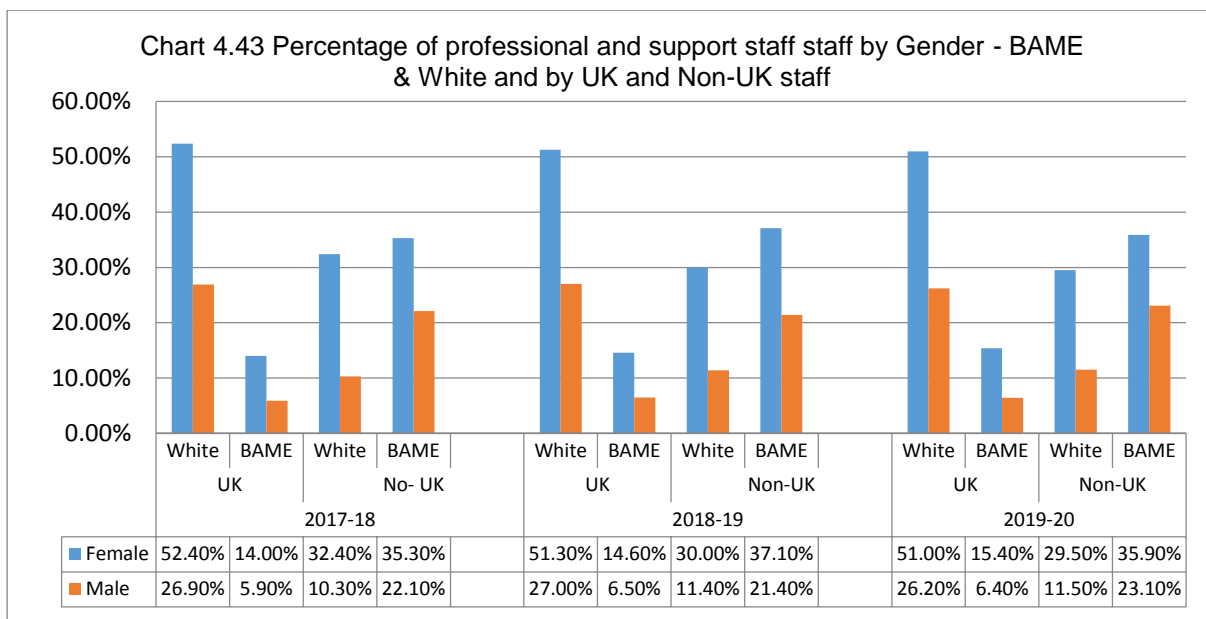


Table 4.45 gives percentages of UK professional and support staff by gender within each ethnic group

	Female	Male
2017 – 2018	66.71%	33.29%
White	66.10%	33.90%
Asian	77.68%	22.32%
Black	55.07%	44.93%
Chinese	0.00%	100.00%
Mixed Ethnic	58.62%	41.38%
Other Ethnic	33.33%	66.67%
Not Known/Information Refused	30.77%	69.23%
2018 – 2019	66.04%	33.96%
White	65.54%	34.46%
Asian	75.11%	24.89%
Black	57.33%	42.67%
Chinese	0.00%	100.00%
Mixed	63.33%	36.67%
Other	33.33%	66.67%
Not Known/Information Refused	20.00%	80.00%
2019 – 2020	66.73%	33.27%
White	66.02%	33.98%
Asian	75.56%	24.44%
Black	60.24%	39.76%
Chinese	0.00%	100.00%

Mixed Ethnic	68.57%	31.43%
Other Ethnic	60.00%	40.00%
Not Known/Information Refused	37.50%	62.50%

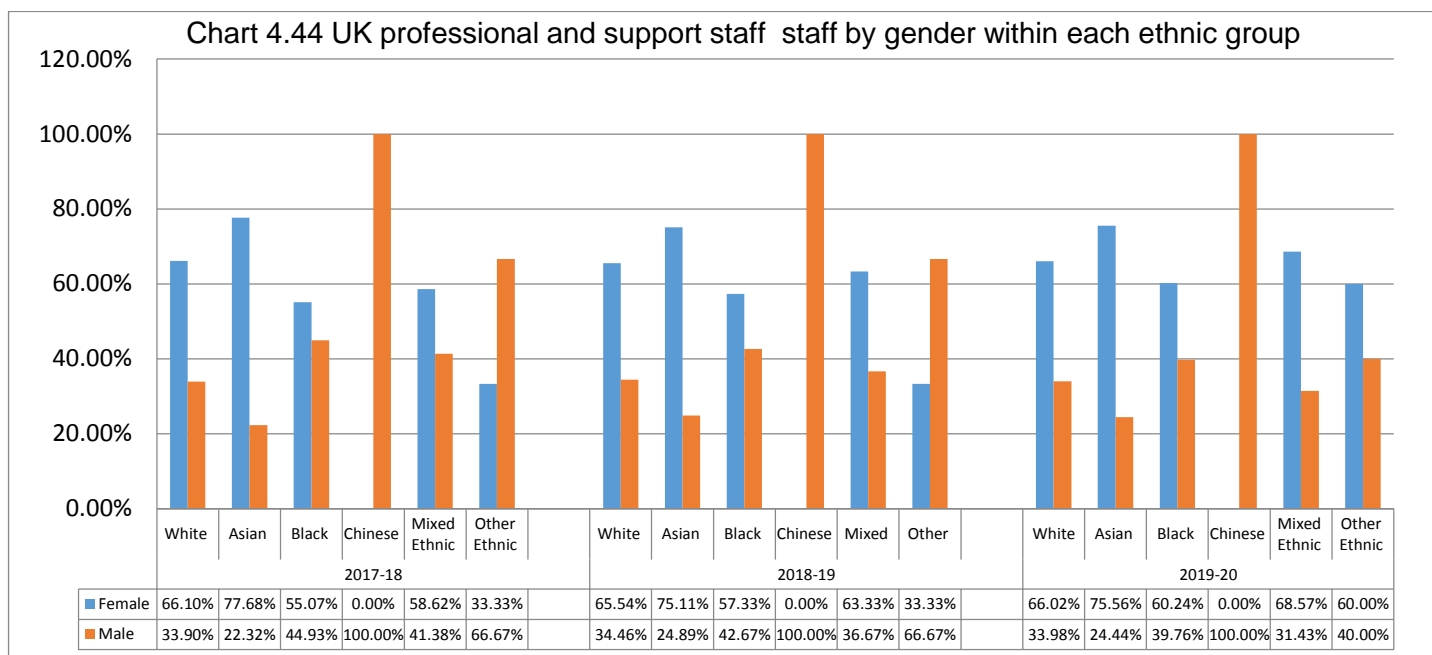
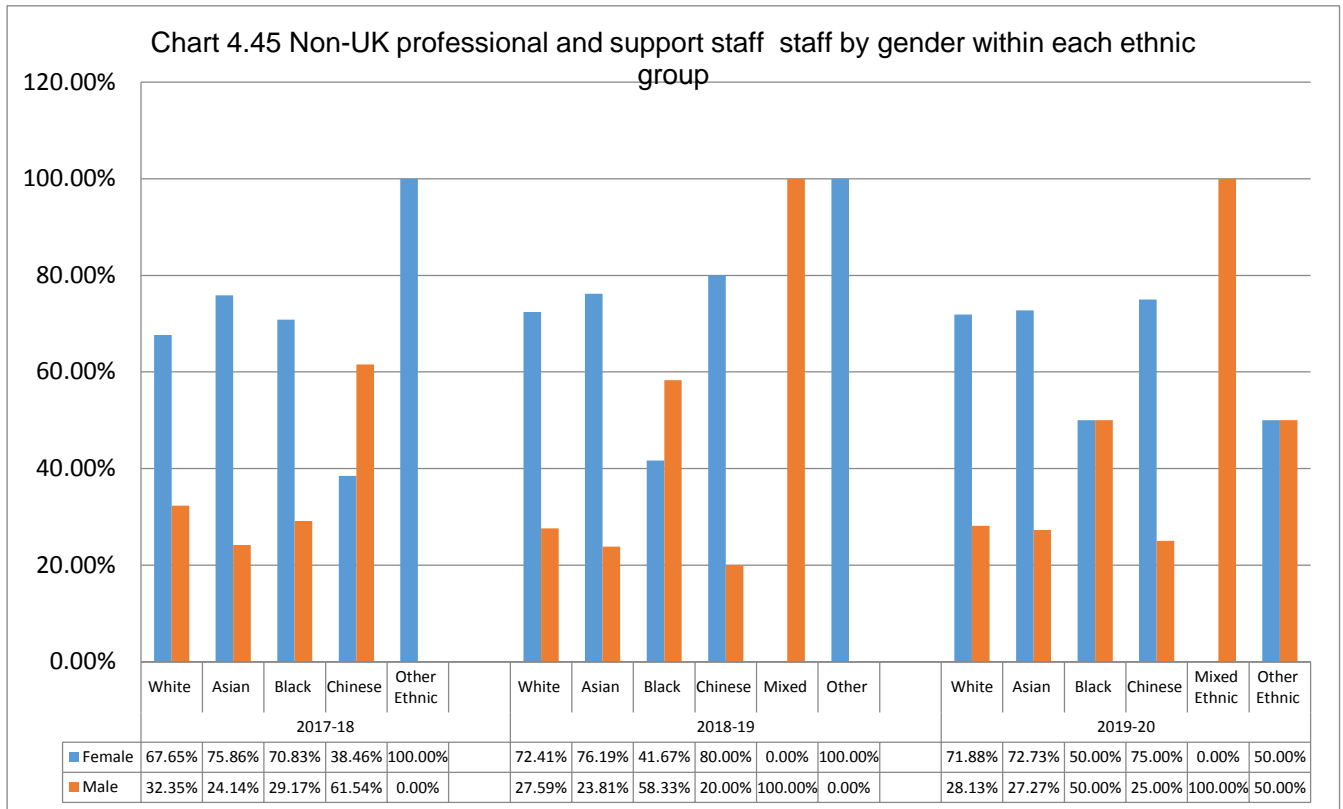


Table 4.46 gives percentages of Non-UK professional and support staff by gender within each ethnic group

	Female	Male
2017 – 2018	67.65%	32.35%
White	75.86%	24.14%
Asian	70.83%	29.17%
Black	38.46%	61.54%
Chinese	100.00%	0.00%
Other Ethnic	100.00%	0.00%
2018 – 2019	67.14%	32.86%
White	72.41%	27.59%
Asian	76.19%	23.81%
Black	41.67%	58.33%
Chinese	80.00%	20.00%
Mixed	0.00%	100.00%
Other	100.00%	0.00%
2019 – 2020	65.38%	34.62%
White	71.88%	28.13%
Asian	72.73%	27.27%
Black	50.00%	50.00%
Chinese	75.00%	25.00%
Mixed Ethnic	0.00%	100.00%

Other Ethnic	50.00%	50.00%
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- Over the three years, there has been an increase of 1.4% for UK BAME female staff compared to 0.5% for male staff.
- From 2018 to 2019, the increase for UK Asian female staff was 0.5% compared to 2.9% for Black and 5.24% for Mixed ethnic group females

Summary and action

As per the section on Intersectionality within Academic staffing, the REC SAT, will work with the Athena SWAN SAT to ensure that Athena SWAN action plan is aligned with the REC data.

= **each professional and support staff grade (where numbers are small, cluster relevant grades together)**

There are 14 grades for professional and support staff. As with academic staff, there is underrepresentation of BAME staff in the higher grades of 8 and above.

*There is a sense of having to try harder to make the same impact [as white colleagues]. When things are happening, they don't look at you to be involved. You have to wave your hand to say that you have a contribution. This results in a sense of invisibility (**Focus group, Professional staff, BAME**)*

Table 4.47 gives numbers of all professional and support staff by ethnicity for each grade

	White	Asian	Black	Chinese	Mixed Ethnic	Other Ethnic	Not Known/Information Refused	Total BAME
2017 – 18	1330	248	82	2	29	4	13	
UW1	176	54	11		5	1		71
UW2	61	9	11		1			21
UW3	102	26	9		3		1	38
UW4	195	51	13	1	3		1	68
UW5	135	29	10	1	5		1	45
UW6	148	21	8		6		2	35
UW7	116	29	3		2	1	2	35
UW8	157	12	9		2		2	23
UW9	103	10	7		1	1	2	19
UW10	75	3					1	3
UW11	25	2						2
SPOT	33	2	1		1	1	1	5
HEAD	3							0
EXEC	1							0
2018 – 19	1274	246	87	7	32	4	10	
UW1	176	51	13		3	1		68
UW2	54	7	13					20
UW3	85	19	9		2		1	30
UW4	197	52	12	1	4			69
UW5	126	31	11	3	8		1	53
UW6	131	21	7		6		2	34
UW7	119	23	3	1	2	1		30
UW8	152	20	13		3		3	36
UW9	96	14	5	2	2	1	2	24
UW10	78	3	1				1	4
UW11	25	2						2
SPOT	34	3			2	1		6
EXEC	1							0
2019 – 20	1271	247	99	6	37	7	16	
UW1	177	50	14		3	1	2	68
UW2	54	9	14		1			24
UW3	84	18	10		2		2	30
UW4	197	51	15	1	6	1		74
UW5	131	29	12	3	6		2	50
UW6	132	23	12		7	1	3	43
UW7	133	29	5		6	1		41
UW8	142	21	11		2	1	3	35
UW9	85	9	4	2	2	2	2	19

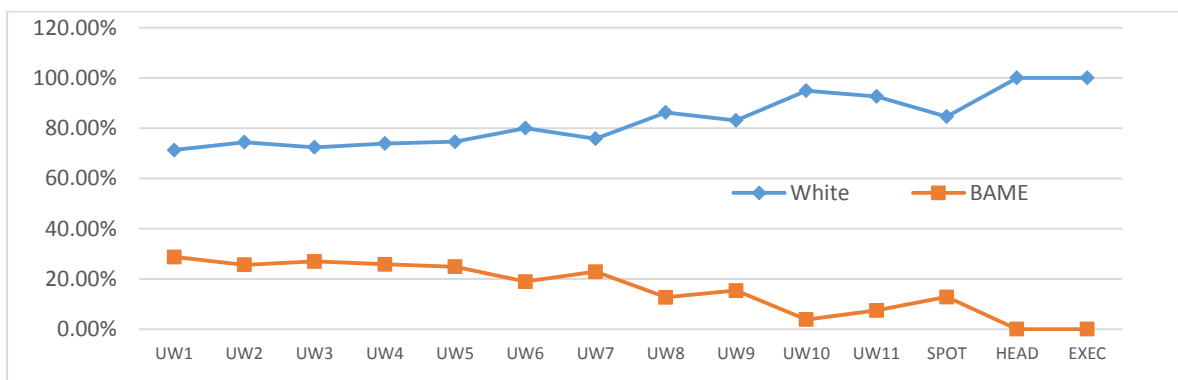
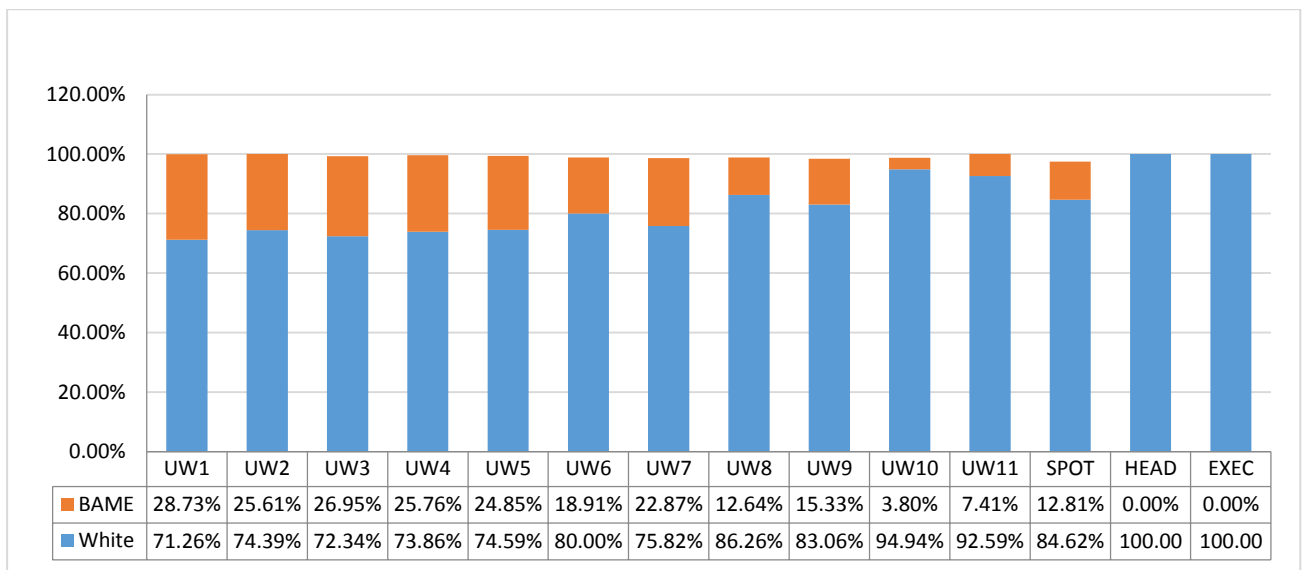
UW10	77	3	1				1	4
UW11	26	2						2
SPOT	31	3	1		2		1	6
HEAD	1							0
EXEC	1							0

Table 4.48 gives the percentages of all professional and support staff by ethnicity for each grade

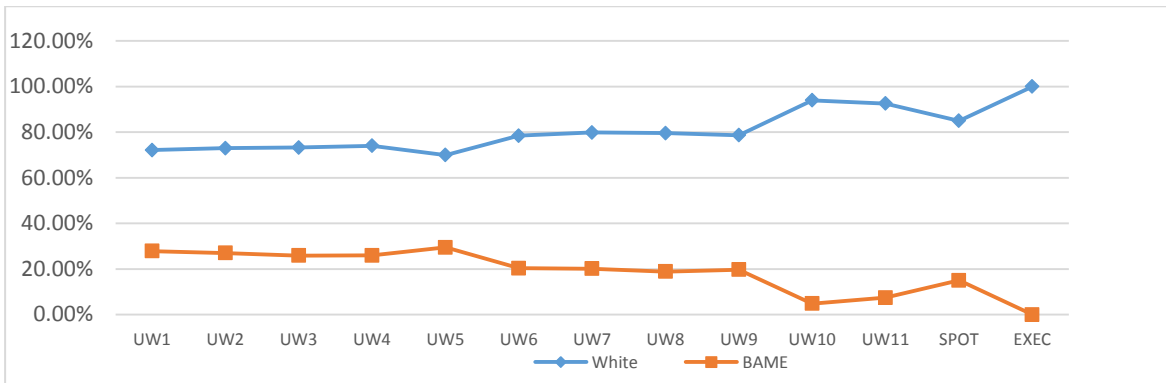
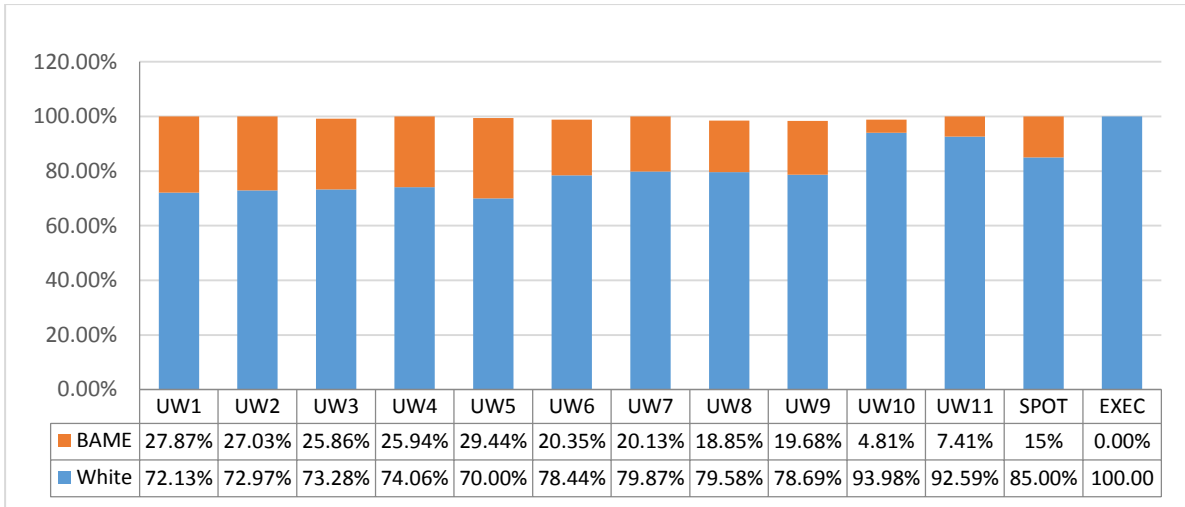
	White	Asian	Black	Chinese	Mixed Ethnic	Other Ethnic	Not Known/Information Refused	Total BAME
2017 – 18	77.87%	14.52%	4.80%	0.12%	1.70%	0.23%	0.76%	21.37%
UW1	71.26%	21.86%	4.45%	0.00%	2.02%	0.40%	0.00%	28.73%
UW2	74.39%	10.98%	13.41%	0.00%	1.22%	0.00%	0.00%	25.61%
UW3	72.34%	18.44%	6.38%	0.00%	2.13%	0.00%	0.71%	26.95%
UW4	73.86%	19.32%	4.92%	0.38%	1.14%	0.00%	0.38%	25.76%
UW5	74.59%	16.02%	5.52%	0.55%	2.76%	0.00%	0.55%	24.85%
UW6	80.00%	11.35%	4.32%	0.00%	3.24%	0.00%	1.08%	18.91%
UW7	75.82%	18.95%	1.96%	0.00%	1.31%	0.65%	1.31%	22.87%
UW8	86.26%	6.59%	4.95%	0.00%	1.10%	0.00%	1.10%	12.64%
UW9	83.06%	8.06%	5.65%	0.00%	0.81%	0.81%	1.61%	15.33%
UW10	94.94%	3.80%	0.00%	0.00%	0.00%	0.00%	1.27%	3.80%
UW11	92.59%	7.41%	0.00%	0.00%	0.00%	0.00%	0.00%	7.41%
SPOT	84.62%	5.13%	2.56%	0.00%	2.56%	2.56%	2.56%	12.81%
HEAD	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.0%
EXEC	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.0%
2018 – 19	76.75%	14.82%	5.24%	0.42%	1.93%	0.24%	0.60%	22.65%
UW1	72.13%	20.90%	5.33%	0.00%	1.23%	0.41%	0.00%	27.87%
UW2	72.97%	9.46%	17.57%	0.00%	0.00%	0.00%	0.00%	27.03%
UW3	73.28%	16.38%	7.76%	0.00%	1.72%	0.00%	0.86%	25.86%
UW4	74.06%	19.55%	4.51%	0.38%	1.50%	0.00%	0.00%	25.94%
UW5	70.00%	17.22%	6.11%	1.67%	4.44%	0.00%	0.56%	29.44%
UW6	78.44%	12.57%	4.19%	0.00%	3.59%	0.00%	1.20%	20.35%
UW7	79.87%	15.44%	2.01%	0.67%	1.34%	0.67%	0.00%	20.13%
UW8	79.58%	10.47%	6.81%	0.00%	1.57%	0.00%	1.57%	18.85%
UW9	78.69%	11.48%	4.10%	1.64%	1.64%	0.82%	1.64%	19.68%
UW10	93.98%	3.61%	1.20%	0.00%	0.00%	0.00%	1.20%	4.81%
UW11	92.59%	7.41%	0.00%	0.00%	0.00%	0.00%	0.00%	7.41%
SPOT	85.00%	7.50%	0.00%	0.00%	5.00%	2.50%	0.00%	15%
EXEC	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.0%
2019 – 20	75.52%	14.68%	5.88%	0.36%	2.20%	0.42%	0.95%	23.54%
UW1	71.66%	20.24%	5.67%	0.00%	1.21%	0.40%	0.81%	27.52%
UW2	69.23%	11.54%	17.95%	0.00%	1.28%	0.00%	0.00%	30.77%
UW3	72.41%	15.52%	8.62%	0.00%	1.72%	0.00%	1.72%	25.86%

UW4	72.69%	18.82%	5.54%	0.37%	2.21%	0.37%	0.00%	27.31%
UW5	71.58%	15.85%	6.56%	1.64%	3.28%	0.00%	1.09%	27.33%
UW6	74.16%	12.92%	6.74%	0.00%	3.93%	0.56%	1.69%	24.15%
UW7	76.44%	16.67%	2.87%	0.00%	3.45%	0.57%	0.00%	23.56%
UW8	78.89%	11.67%	6.11%	0.00%	1.11%	0.56%	1.67%	19.45%
UW9	80.19%	8.49%	3.77%	1.89%	1.89%	1.89%	1.89%	17.93%
UW10	93.90%	3.66%	1.22%	0.00%	0.00%	0.00%	1.22%	4.88%
UW11	92.86%	7.14%	0.00%	0.00%	0.00%	0.00%	0.00%	7.14%
SPOT	81.58%	7.89%	2.63%	0.00%	5.26%	0.00%	2.63%	15.78%
HEAD	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.0%
EXEC	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.0%

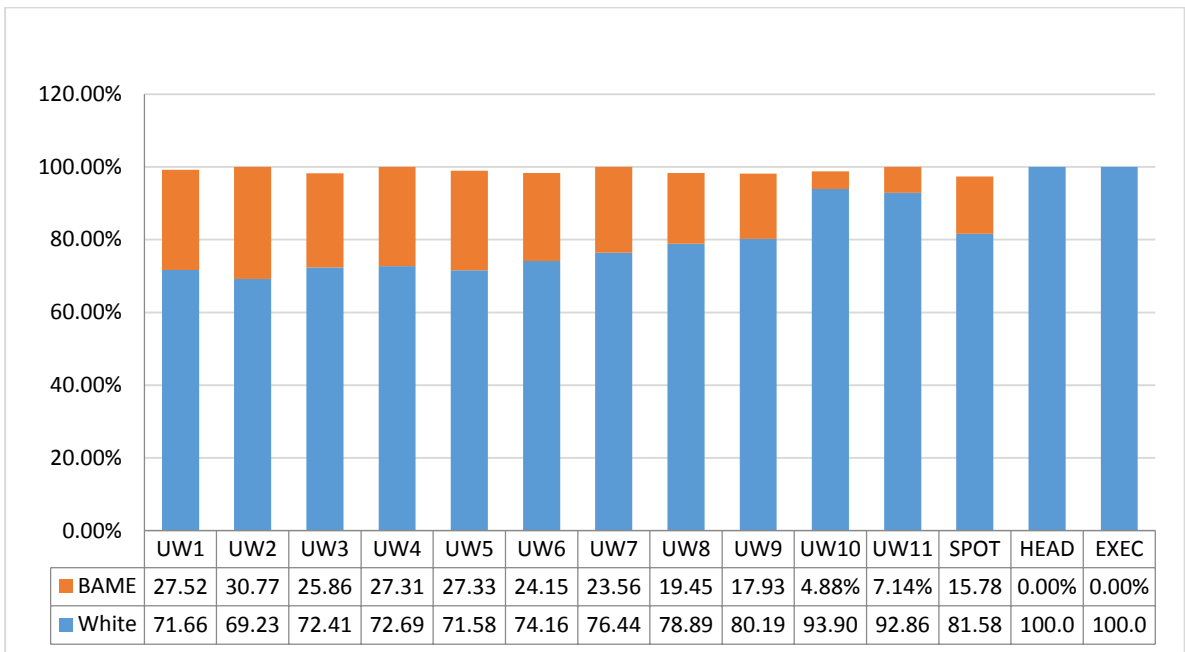
Charts 4.46a and b – Breakdown of Each Pay Scale by Ethnicity in 2017/18



Charts 4.47a and b – Breakdown of Each Pay Scale by Ethnicity in 2018/19



Charts 4.48a and b – Breakdown of Each Pay Scale by Ethnicity in 2019/20



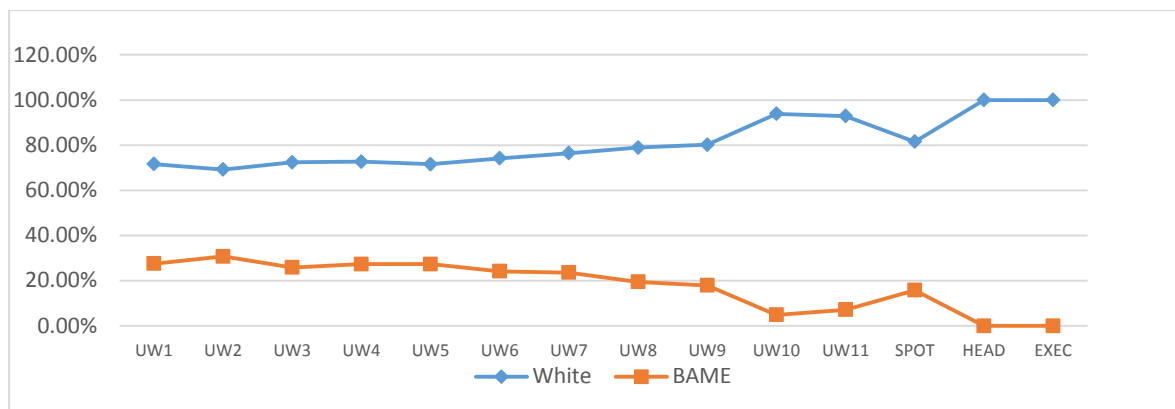


Table 4.49 gives the numbers of UK professional and support staff by ethnicity for each grade

	White	Asian	Black	Chinese	Mixed Ethnic	Other Ethnic	Not Known/Information Refused	Grand Total	BAME
2017 - 18	1301	224	69	1	29	3	13	1640	326
UW1	170	39	9		5	1		224	54
UW2	60	8	8		1			77	17
UW3	100	24	7		3		1	135	34
UW4	194	50	11	1	3		1	260	65
UW5	132	29	9		5		1	176	43
UW6	146	21	7		6		2	182	34
UW7	115	27	3		2		2	149	32
UW8	154	11	8		2		2	177	21
UW9	98	9	7		1	1	2	118	18
UW10	73	3					1	77	3
UW11	25	1						26	1
SPOT	31	2			1	1	1	36	4
HEAD	2							2	0
EXEC	1							1	0
2018 - 19	1245	225	75	2	30	3	10	1590	335
UW1	167	37	11		3	1		219	52
UW2	53	6	9					68	15
UW3	84	18	8		2		1	113	28
UW4	194	50	10	1	4			259	65
UW5	123	31	10		8		1	173	49
UW6	130	21	6		5		2	164	32
UW7	118	23	3		2			146	28
UW8	150	19	12		3		3	187	34
UW9	93	12	5	1	2	1	2	116	21
UW10	77	3	1				1	82	4

UW11	23	2						25	2
SPOT	32	3			1	1		37	5
EXEC	1							1	0
2019 - 20	1239	225	83	2	35	5	16	1605	350
UW1	168	35	11		3	1	2	220	50
UW2	52	7	10		1			70	18
UW3	81	17	9		2		2	111	28
UW4	195	49	13		6	1		264	69
UW5	129	29	10	2	6		2	178	47
UW6	130	23	10		6	1	3	173	40
UW7	131	29	5		6			171	40
UW8	140	20	10		2		3	175	32
UW9	82	8	4		2	2	2	100	16
UW10	76	3	1				1	81	4
UW11	24	2						26	2
SPOT	29	3			1		1	34	4
HEAD	1							1	0
EXEC	1							1	0

Table 4.50 gives the numbers of Non-UK professional and support staff by ethnicity for each grade

	White	Asian	Black	Chinese	Mixed Ethnic	Other Ethnic	Grand Total	BAME
2017 - 18	29	24	13	1		1	68	39
UW1	6	15	2				23	17
UW2	1	1	3				5	4
UW3	2	2	2				6	4
UW4	1	1	2				4	3
UW5	3		1	1			5	2
UW6	2		1				3	1
UW7	1	2				1	4	3
UW8	3	1	1				5	2
UW9	5	1					6	1
UW10	2						2	0
UW11		1					1	1
SPOT	2		1				3	1
HEAD	1						1	0
2018 - 19	29	21	12	5	2	1	70	41
UW1	9	14	2				25	16
UW2	1	1	4				6	5
UW3	1	1	1				3	2
UW4	3	2	2				7	4

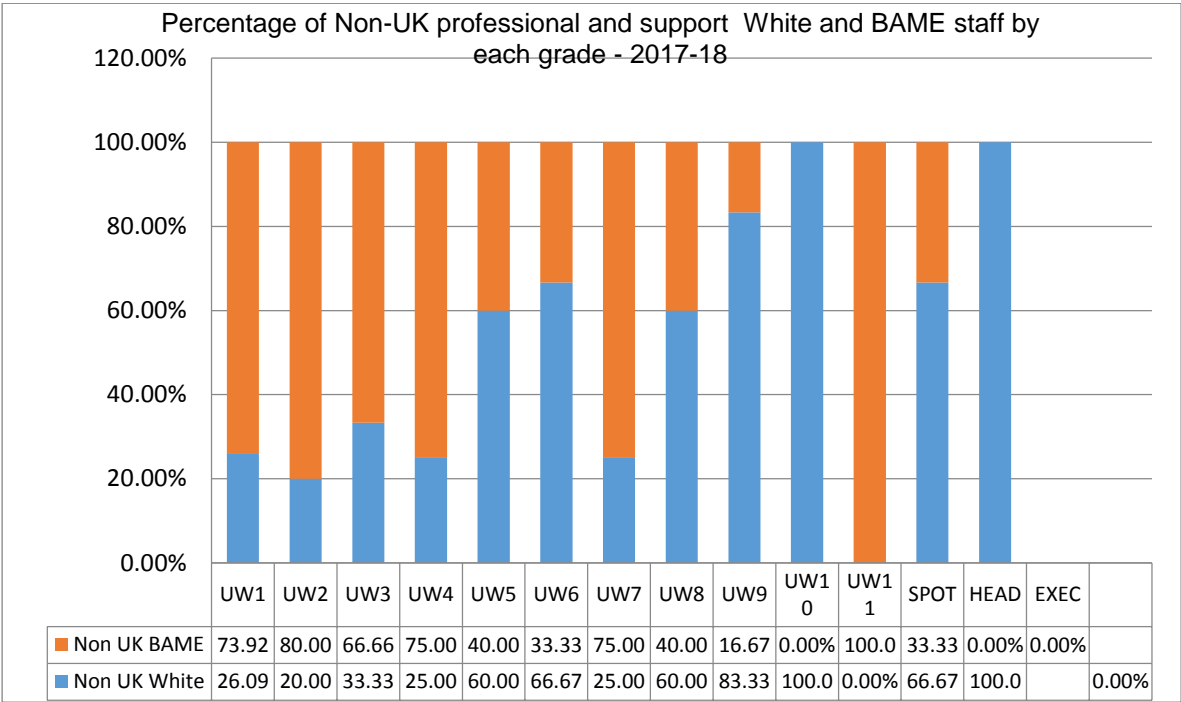
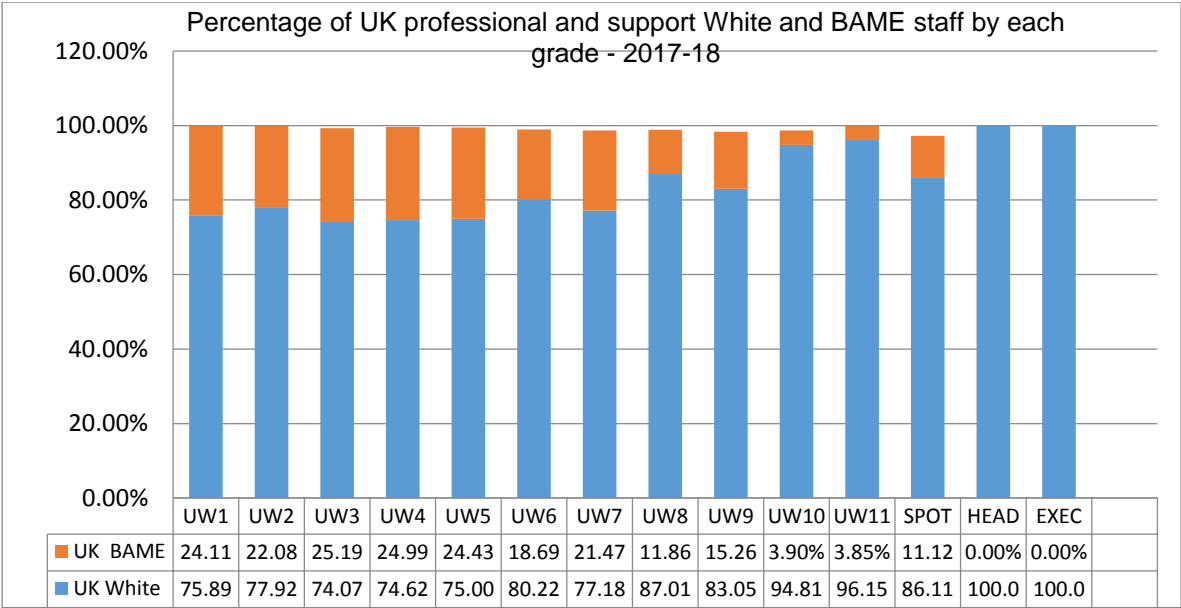
UW5	3		1	3			7	4
UW6	1		1		1		3	2
UW7	1			1		1	3	2
UW8	2	1	1				4	2
UW9	3	2		1			6	3
UW10	1						1	0
UW11	2						2	0
SPOT	2				1		3	1
2019 - 20	32	22	16	4	2	2	78	46
UW1	9	15	3				27	18
UW2	2	2	4				8	6
UW3	3	1	1				5	2
UW4	2	2	2	1			7	5
UW5	2		2	1			5	3
UW6	2		2		1		5	3
UW7	2					1	3	1
UW8	2	1	1			1	5	3
UW9	3	1		2			6	3
UW10	1						1	0
UW11	2						2	0
SPOT	2		1		1		4	2

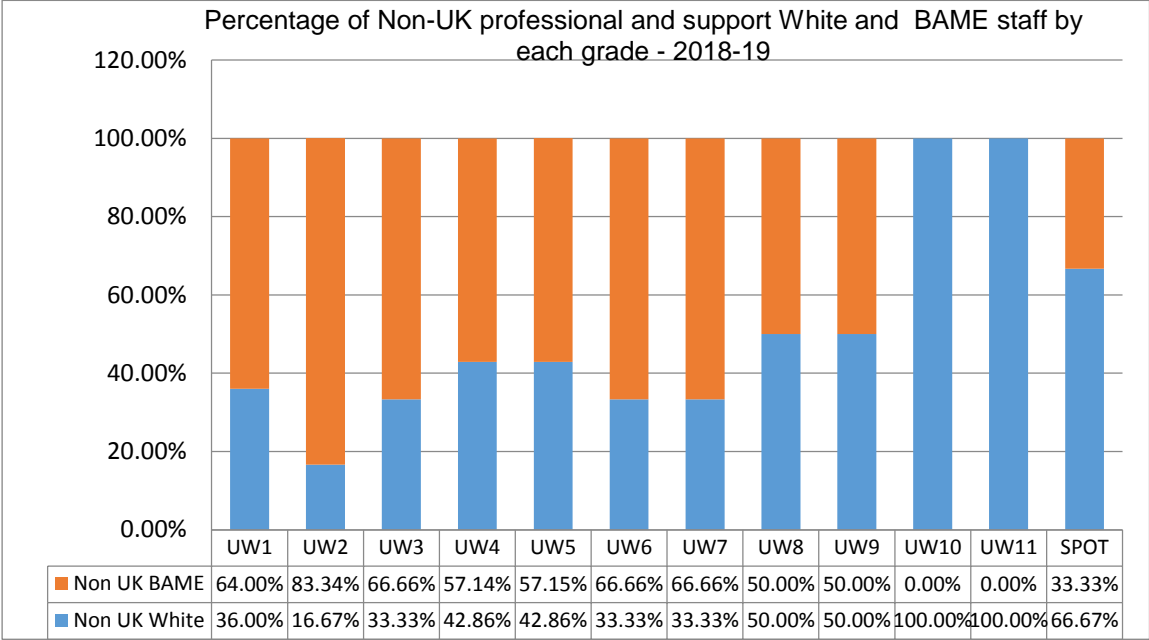
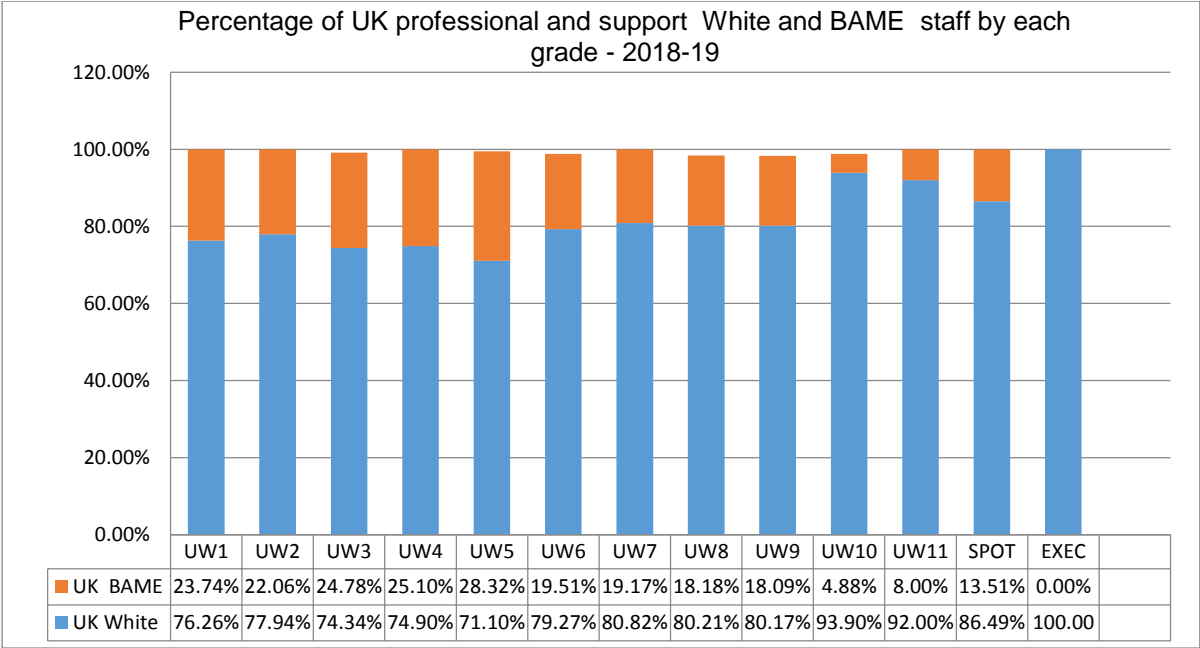
Table 4.51 gives the percentages for UK and Non-UK BAME and White professional and support staff for each grade

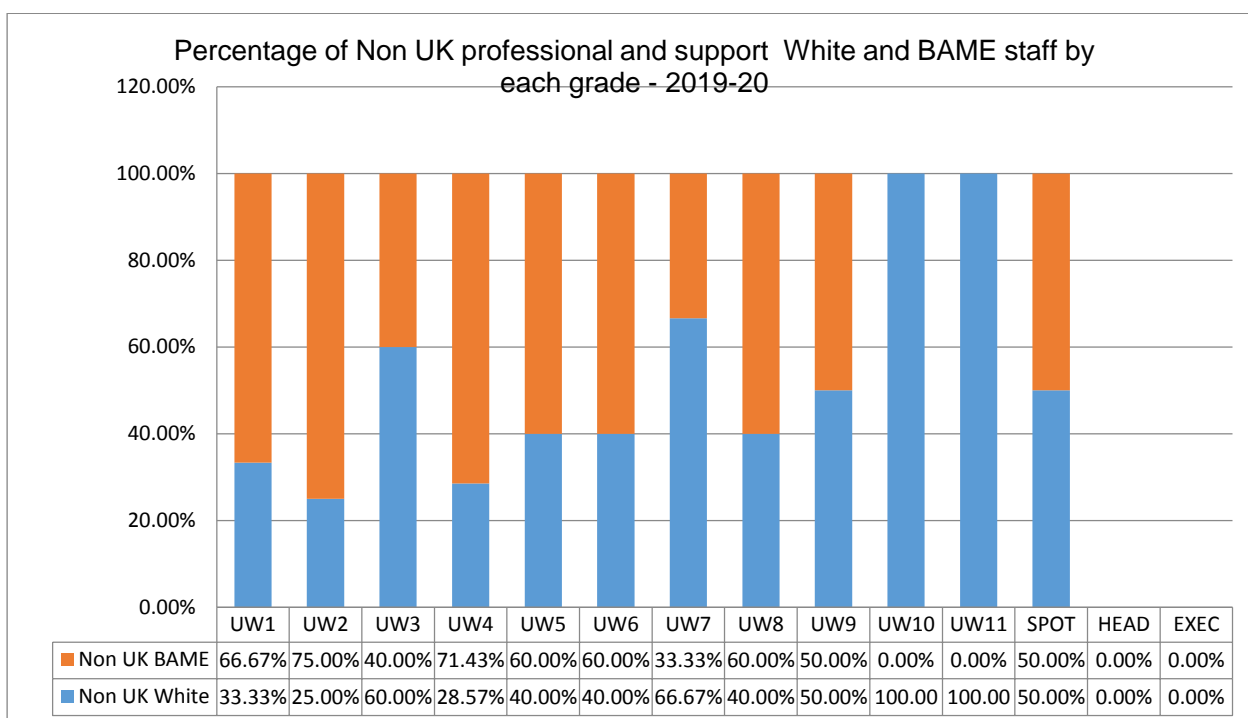
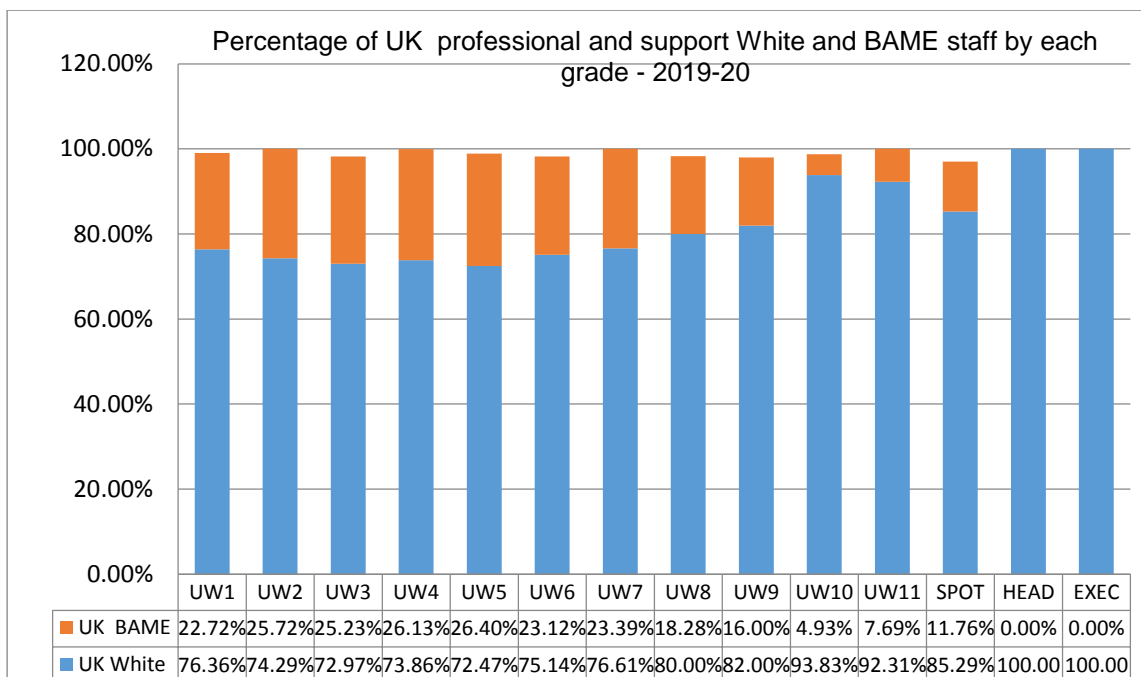
	UK		Non-UK	
	White	BAME	White	BAME
2017 - 18				
UW1	75.89%	24.11%	26.09%	73.92%
UW2	77.92%	22.08%	20.00%	80.00%
UW3	74.07%	25.19%	33.33%	66.66%
UW4	74.62%	24.99%	25.00%	75.00%
UW5	75.00%	24.43%	60.00%	40.00%
UW6	80.22%	18.69%	66.67%	33.33%
UW7	77.18%	21.47%	25.00%	75.00%
UW8	87.01%	11.86%	60.00%	40.00%
UW9	83.05%	15.26%	83.33%	16.67%
UW10	94.81%	3.90%	100.00%	0.00%
UW11	96.15%	3.85%	0.00%	100.00%
SPOT	86.11%	11.12%	66.67%	33.33%
HEAD	100.00%	0.00%	100.00%	0.00%
EXEC	100.00%	0.00%	0.00%	0.00%
2018 - 19				

UW1	76.26%	23.74%	36.00%	64.00%
UW2	77.94%	22.06%	16.67%	83.34%
UW3	74.34%	24.78%	33.33%	66.66%
UW4	74.90%	25.10%	42.86%	57.14%
UW5	71.10%	28.32%	42.86%	57.15%
UW6	79.27%	19.51%	33.33%	66.66%
UW7	80.82%	19.17%	33.33%	66.66%
UW8	80.21%	18.18%	50.00%	50.00%
UW9	80.17%	18.09%	50.00%	50.00%
UW10	93.90%	4.88%	100.00%	0.00%
UW11	92.00%	8.00%	100.00%	0.00%
SPOT	86.49%	13.51%	66.67%	33.33%
EXEC	100.00%	0.00%	0.00%	0.00%
2019 – 20				
UW1	76.36%	22.72%	33.33%	66.67%
UW2	74.29%	25.72%	25.00%	75.00%
UW3	72.97%	25.23%	60.00%	40.00%
UW4	73.86%	26.13%	28.57%	71.43%
UW5	72.47%	26.40%	40.00%	60.00%
UW6	75.14%	23.12%	40.00%	60.00%
UW7	76.61%	23.39%	66.67%	33.33%
UW8	80.00%	18.28%	40.00%	60.00%
UW9	82.00%	16.00%	50.00%	50.00%
UW10	93.83%	4.93%	100.00%	0.00%
UW11	92.31%	7.69%	100.00%	0.00%
SPOT	85.29%	11.76%	50.00%	50.00%
HEAD	100.00%	0.00%	0.00%	0.00%
EXEC	100.00%	0.00%	0.00%	0.00%

Charts 4.49a-f Percentage of UK and Non-UK Professional and Support White and BAME staff by each grade







- There is a drop in the percentage of BAME staff after grade level 7, year on year.
- There was a 4% increase for UK (national) BAME professional and support staff at grades 6 and 7 from 2018 to 2019 and a decrease of 2% at grade 9 in the same period.
- Currently, Asian staff are predominately within grades 1 and 4, Black staff within grades 2 and 3 and mixed staff within grade 5 and 6.

REC survey quotes:

Consider the demographic of staffing, especially in senior/management positions.

The elephant in the room is lack of diversity as you move up the university position of leadership. It is neither conceivable nor credible to believe that the mainly homogeneous composition of leadership and senior management roles is purely due to lack of abilities on the part non-whites.

“The senior leadership of the university is all-white. The professoriate is overwhelmingly white, as are senior managers in all service departments. Responsibility for equality and diversity has been given to individuals without any expertise, and who have a long list of other duties”
Summary of key issues and actions

As with Academic staff data, when developing data dashboards (AP 6), we will ensure that this includes data at a granular level. This data will be presented, as with academia, to the Corporate EDI committee and directorate senior management teams and be a standing agenda item for their team meetings. This will enable them to monitor the action plan and impact within their respective areas.

Although the percentage of BAME Professional and Support staff has increased over the three years to 23.5%, the University is still under-representative of the local demographics, where it is based. The increase of 2.17% over the 3 years for professional and support staff is less when compared to 3.83 % for BAME academic staff.

The actions described in sections 4a and 6, are also applicable to professional and support services, on addressing the underrepresentation of BAME staff in professional and support services.

Actions:	
AP ref: 1, 4 4.1	Embed race equality (and E&D) throughout the University by launching race action plan. As well as establishing a professional and support services equality, diversity and Inclusion committee, on the same lines as the Faculty EDI committees.
AP ref: 6	Create data dashboards and provide management reports as well as staff recruitment data by ethnicity to corporate EDI committee.
AP ref: 6.1	Provide training sessions for staff on how to use and interpret the dashboard
AP ref: 15	Directors of directorates will have KPIs, to address underrepresentation within their respective areas

- AP ref: 8 Aspire to become an employer of choice for people of BAME background, by:
- carry out a stakeholder mapping exercise to develop a database of key local stakeholders, local BAME community groups and projects.
 - develop partnerships with the above
 - advertise all relevant vacancies to those in the database as well as to national BAME networks.
- AP ref: 13. Agree a memorandum of understanding with recruitment agencies on attracting a diverse range of BAME applicants to senior roles.

= **contract type (permanent/open-ended or fixed-term)**

In all three years of data, there have been more BAME professional and support staff employed on fixed term contracts than permanent contracts, unlike White staff, where it is the opposite.

Table 4.52 - Professional and support staff - Contract type (permanent/open-ended or fixed-term) White and BAME Staff

		Permanent	Fixed term
2017-18	White	78.60%	73.10%
	BAME	20.80%	25.10%
2018-19	White	77.00%	73.50%
	BAME	22.50%	24.30%
2019 - 20	White	76.00%	70.90%
	BAME	23.00%	27.30%

Chart 4.50 Professional and Support Staff on Permanent and Fixed term contracts

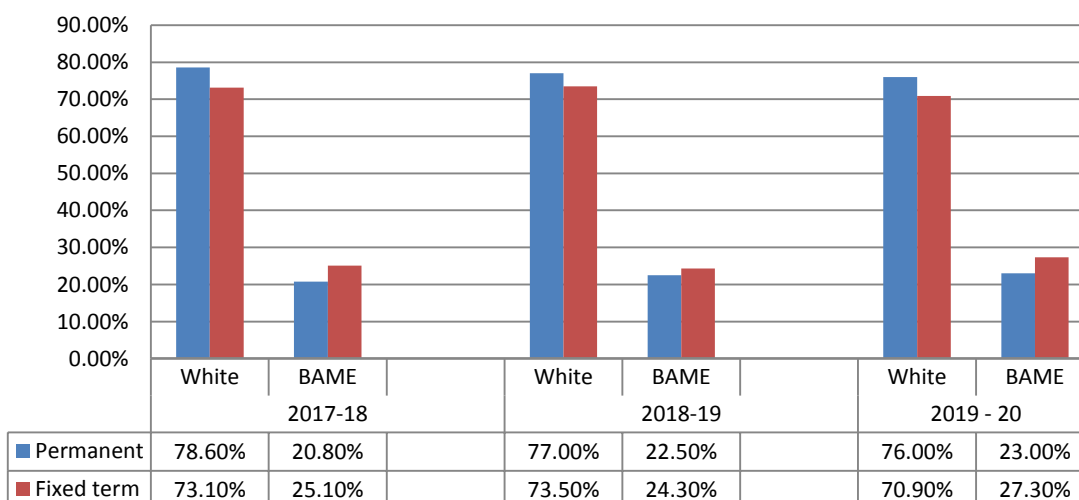
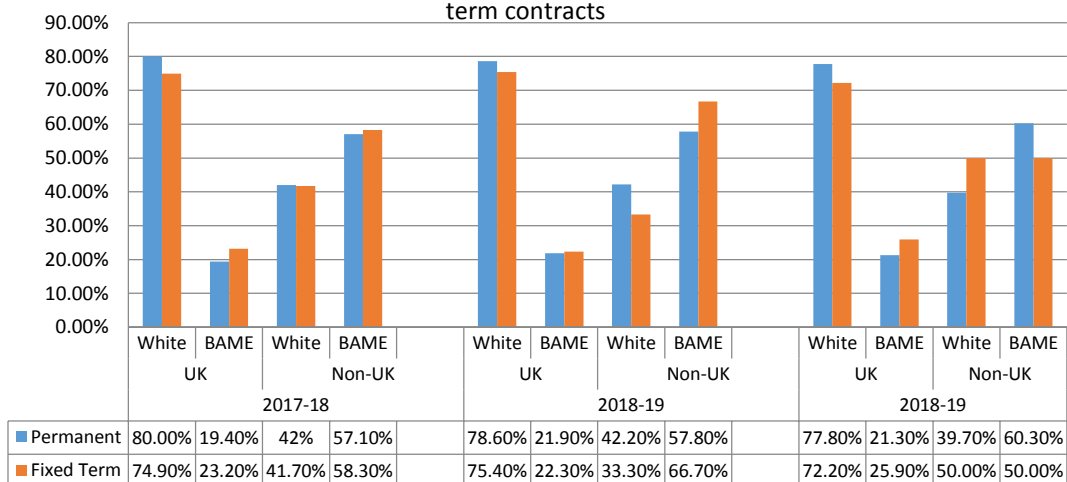


Table 4.53 gives the number and percentages of White and BAME professional and support staff on permanent and fixed term contracts for UK and Non-UK staff

	Permanent		Fixed Term	
2017-18	No.	%	No.	%
UK				
White	1146	80.0%	155	74.9%
BAME	278	19.4%	48	23.2%
Non-UK				
White	24	42%	5	41.7%
BAME	32	57.1%	7	58.3%
2018-19				
UK				
White	1147	78.6%	98	75.4%
BAME	306	21.9%	29	22.3%
Non-UK				
White	27	42.2%	2	33.3%
BAME	37	57.8%	4	66.7%
2019-20				
UK				
White	1122	77.8%	117	72.2%
BAME	308	21.3%	42	25.9%
Non-UK				
White	27	39.7%	5	50.0%
BAME	41	60.3%	5	50.0%

Chart 4.51 UK and Non-UK professional and support staff on Permanent and Fixed term contracts



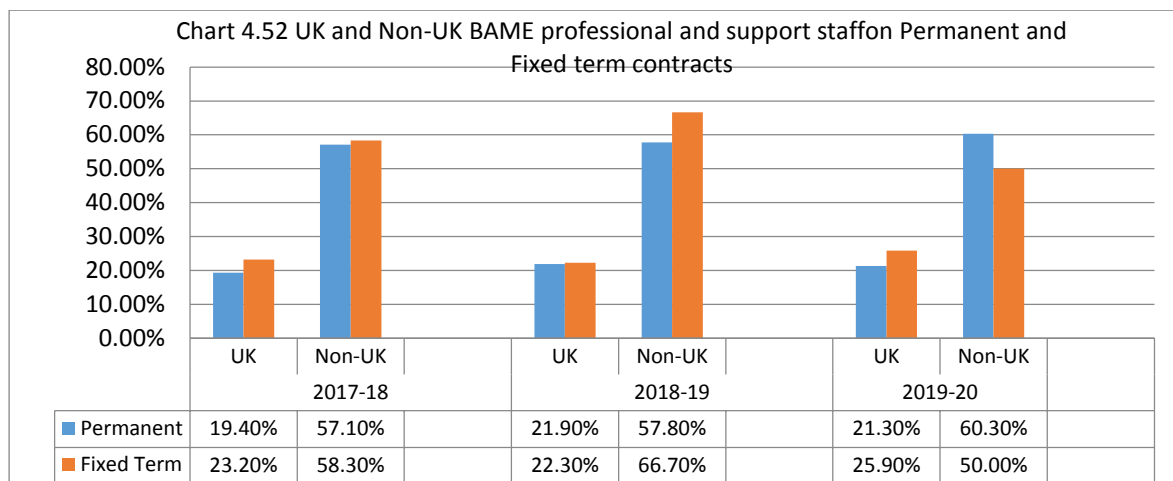


Table 4.54 gives the numbers and percentages of UK professional and support staff on permanent and fixed term contracts for each ethnic group

	Permanent		Fixed term	
	Numbers	Percentage	Numbers	Percentage
2017 – 18	1433	87.38%	207	12.62%
White	1146	88.09%	155	11.91%
Asian	191	85.27%	33	14.73%
Black	63	91.30%	6	8.70%
Chinese	1	100.00%		0.00%
Mixed Ethnic	21	72.41%	8	27.59%
Other Ethnic	2	66.67%	1	33.33%
Not Known/Information Refused	9	69.23%	4	30.77%
2018 – 19	1460	91.82%	130	8.18%
White	1147	92.13%	98	7.87%
Asian	202	89.78%	23	10.22%
Black	71	94.67%	4	5.33%
Chinese	2	100.00%		0.00%
Mixed	29	96.67%	1	3.33%
Other	2	66.67%	1	33.33%
Not Known/Information Refused	7	70.00%	3	30.00%
2019 – 20	1443	89.91%	162	10.09%
White	1122	90.56%	117	9.44%
Asian	201	89.33%	24	10.67%
Black	73	87.95%	10	12.05%
Chinese	2	100.00%		0.00%
Mixed Ethnic	29	82.86%	6	17.14%
Other Ethnic	3	60.00%	2	40.00%
Not Known/Information Refused	13	81.25%	3	18.75%

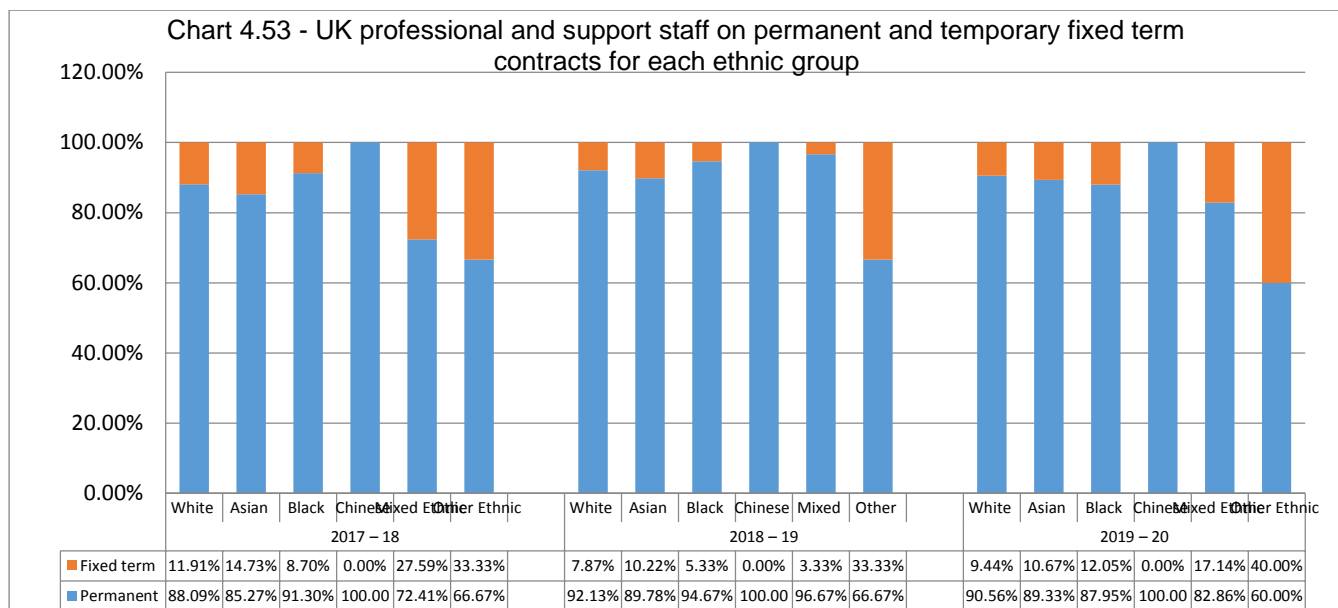
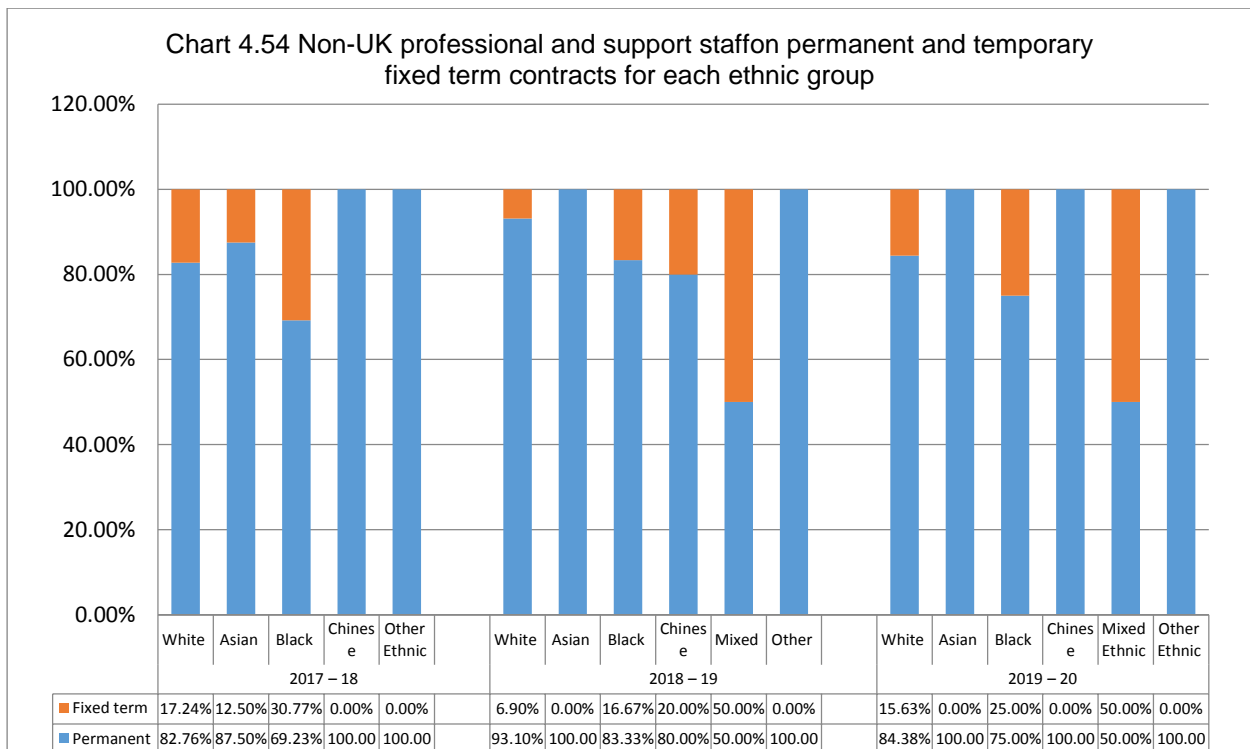


Table 4.55 gives the numbers and percentages of Non-UK professional and support staff on permanent and fixed term contracts for each ethnic group

	Permanent		Fixed term	
	Numbers	Percentage	Numbers	Percentage
2017 – 18	56	82.35%	12	17.65%
White	24	82.76%	5	17.24%
Asian	21	87.50%	3	12.50%
Black	9	69.23%	4	30.77%
Chinese	1	100.00%	0	0.00%
Other Ethnic	1	100.00%	12	0.00%
2018 – 19	64	91.43%	6	8.57%
White	27	93.10%	2	6.90%
Asian	21	100.00%		0.00%
Black	10	83.33%	2	16.67%
Chinese	4	80.00%	1	20.00%
Mixed	1	50.00%	1	50.00%
Other	1	100.00%		0.00%
2019 – 20	68	87.18%	10	12.82%
White	27	84.38%	5	15.63%
Asian	22	100.00%		0.00%
Black	12	75.00%	4	25.00%
Chinese	4	100.00%		0.00%
Mixed Ethnic	1	50.00%	1	50.00%
Other Ethnic	2	100.00%	6	0.00%



- There has been a 3% increase in BAME staff on fixed term contracts in 2019 from the previous year, compared to a drop by 2% for White staff.
- There has been a large increase in Black and Mixed staff working on fixed term contracts from 2018 to 2019 by 7.24% and 12.67 respectively.

Summary of key issues and actions

As with academic staff, there is a disproportionate percentage of BAME professional and support staff on fixed term contracts, compared to White staff.

AP Ref 14: To investigate/ explore the reasons for differences in the number of BAME professional and support staff on fixed term contracts and working part-time compared to white staff at all levels within the University

= full-time/part-time contracts

There are proportionately more BAME professional and support staff working part-time than White staff at the University.

Table 4.56 gives White and BAME professional and support staff by full-time/part-time contracts

		Full-Time	Part-Time
2017-18			
	White	78.20%	77.30%
	BAME	20.70%	22.60%
2018-19			
	White	77.50%	75.40%
	BAME	21.70%	24.40%
2019 - 20			
	White	75.60%	75.40%
	BAME	23.20%	24.20%

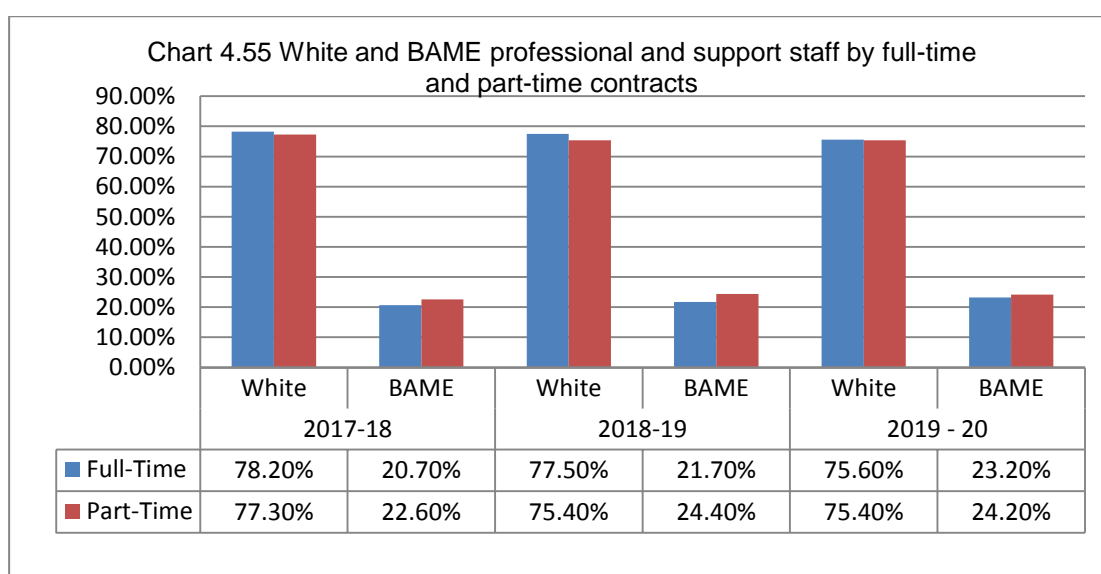


Table 4.57 Professional and support staff contracts UK and Non-UK

	Full-time		Part-time	
2017-18	No.	%	No.	%
UK				
White	841	51.3%	460	28.1%
BAME	213	13.0%	113	6.9%
Non-UK				
White	20	29.4%	9	13.2%
BAME	15	22.1%	24	35.3%
2018-19				
UK				
White	818	51.5%	427	26.9%
BAME	217	13.7%	118	7.42%
Non-UK				

White	17	24.3%	12	17.1%
BAME	17	24.3%	24	34.3%
2019-20				
UK				
White	834	52.00%	405	25.2%
BAME	240	14.95%	110	6.9%
Non-UK				
White	18	23.1%	14	18.00%
BAME	21	26.9%	25	32.1%

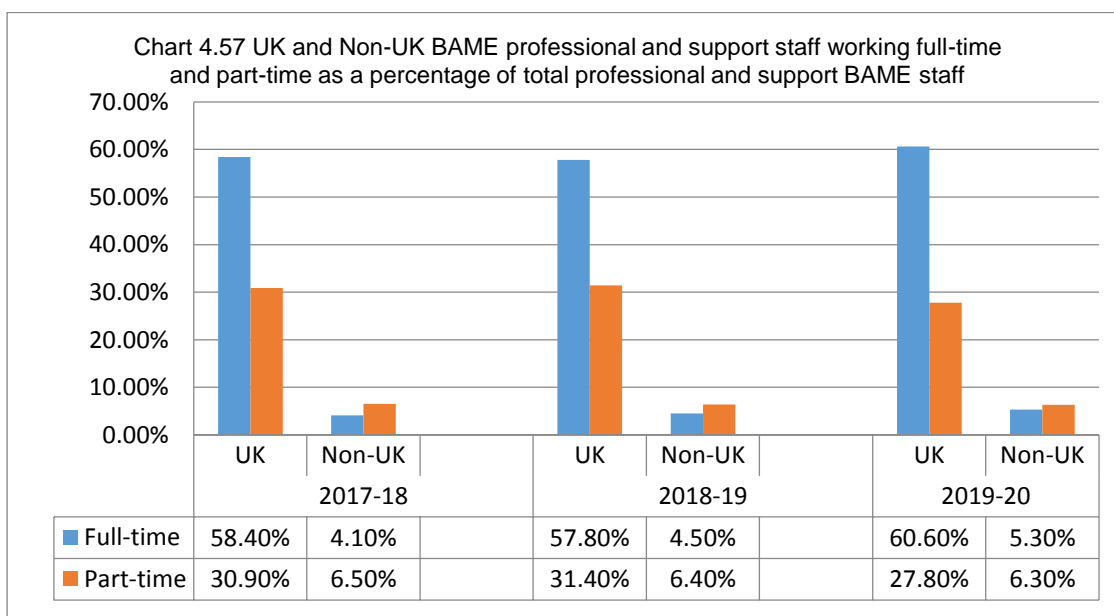
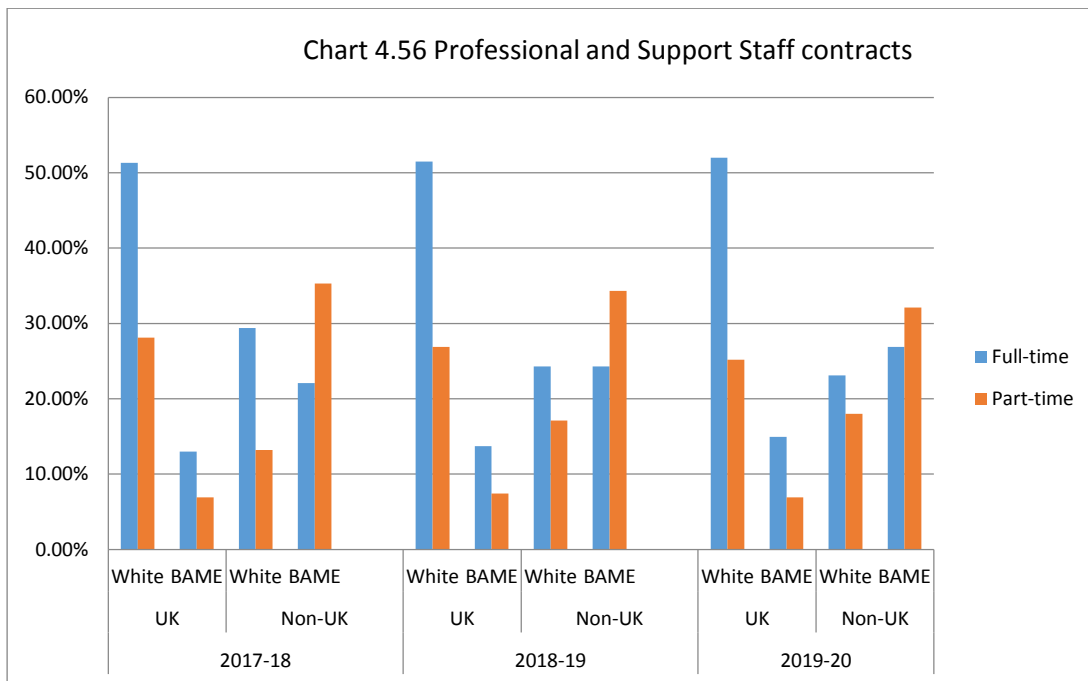


Table 4.58 Professional and support staff contracts by ethnic group

	Full-Time		Part-Time	
	Numbers	Percentage	Numbers	Percentage
2017 – 2018	1101	64.46%	607	35.54%
White	861	64.74%	469	35.26%
Asian	150	60.48%	98	39.52%
Black	55	67.07%	27	32.93%
Chinese	2	100.00%		0.00%
Mixed Ethnic	19	65.52%	10	34.48%
Other Ethnic	2	50.00%	2	50.00%
Not Known/Information Refused	12	92.31%	1	7.69%
2018 – 2019	1078	64.94%	582	35.06%
White	835	65.54%	439	34.46%
Asian	146	59.35%	100	40.65%
Black	59	67.82%	28	32.18%
Chinese	6	85.71%	1	14.29%
Mixed Ethnic	21	65.63%	11	34.38%
Other Ethnic	2	50.00%	2	50.00%
Not Known/Information Refused	9	90.00%	1	10.00%
2019 – 2020	1127	66.96%	556	33.04%
White	852	67.03%	419	32.97%
Asian	154	62.35%	93	37.65%
Black	70	70.71%	29	29.29%
Chinese	5	83.33%	1	16.67%
Mixed Ethnic	26	70.27%	11	29.73%
Other Ethnic	6	85.71%	1	14.29%
Not Known/Information Refused	14	87.50%	2	12.50%

Chart 4.58 Professional and support staff contracts by ethnic group

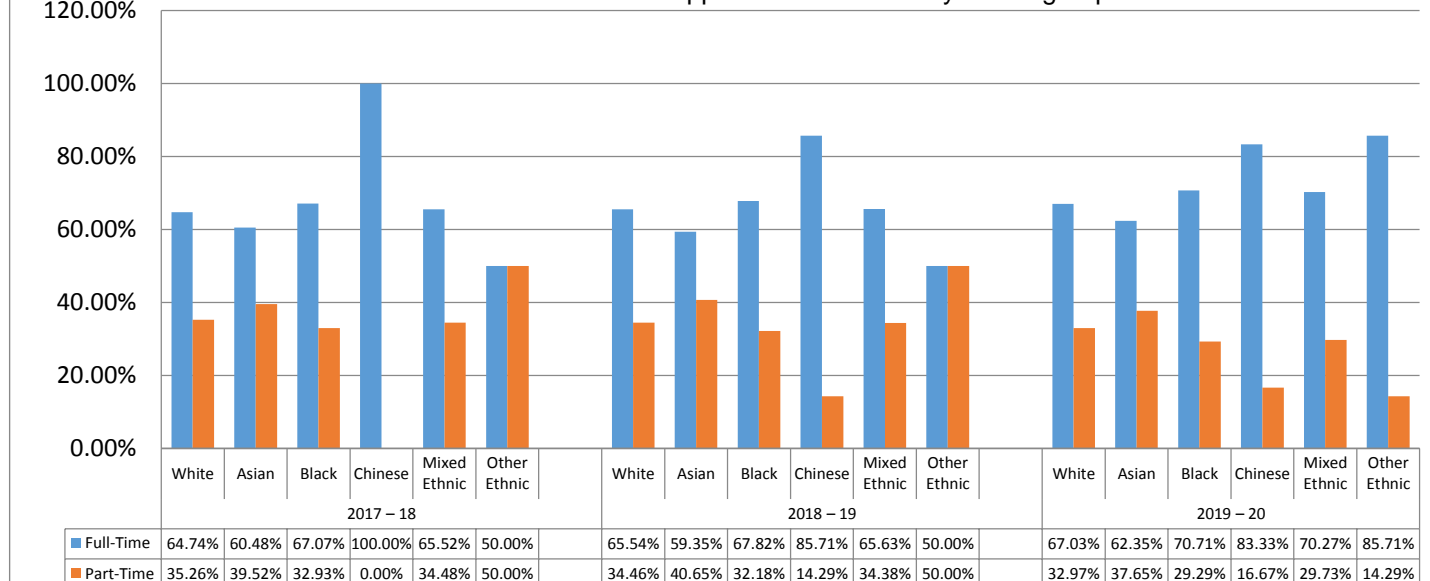


Table 4.59 gives the number and percentages of UK professional staff contracts for each ethnic group

	Full-time		Part-time	
	Numbers	Percentage	Numbers	Percentage
2017 – 18	1066	65.00%	574	35.00%
White	841	64.64%	460	35.36%
Asian	145	64.73%	79	35.27%
Black	46	66.67%	23	33.33%
Chinese	1	100.00%	0	0.00%
Mixed Ethnic	19	65.52%	10	34.48%
Other Ethnic	2	66.67%	1	33.33%
Not Known/Information Refused	12	92.31%	1	7.69%
2018 – 19	1044	65.66%	546	34.34%
White	818	65.70%	427	34.30%
Asian	143	63.56%	82	36.44%
Black	50	66.67%	25	33.33%
Chinese	2	100.00%		0.00%
Mixed	20	66.67%	10	33.33%
Other	2	66.67%	1	33.33%
Not Known/Information Refused	9	90.00%	1	10.00%
2019 – 20	1088	67.79%	517	32.21%
White	834	67.31%	405	32.69%
Asian	150	66.67%	75	33.33%
Black	59	71.08%	24	28.92%
Chinese	2	100.00%		0.00%
Mixed Ethnic	25	71.43%	10	28.57%
Other Ethnic	4	80.00%	1	20.00%

Not Known/Information Refused	14	87.50%	2	12.50%
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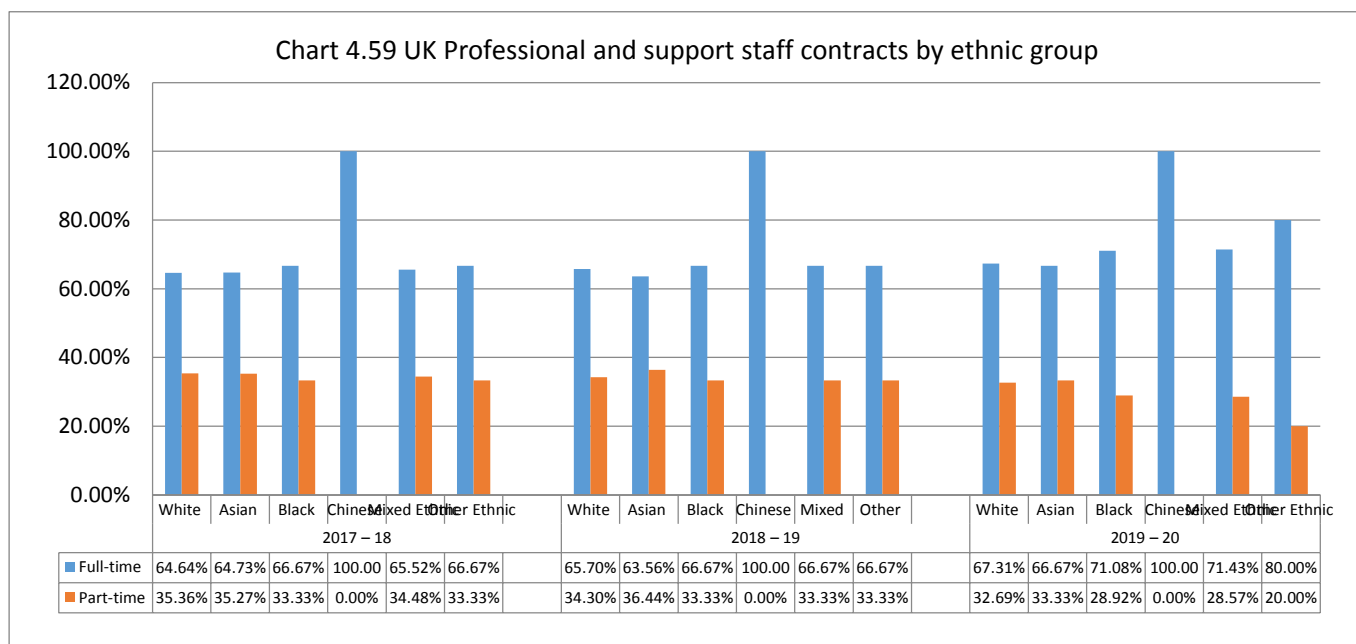
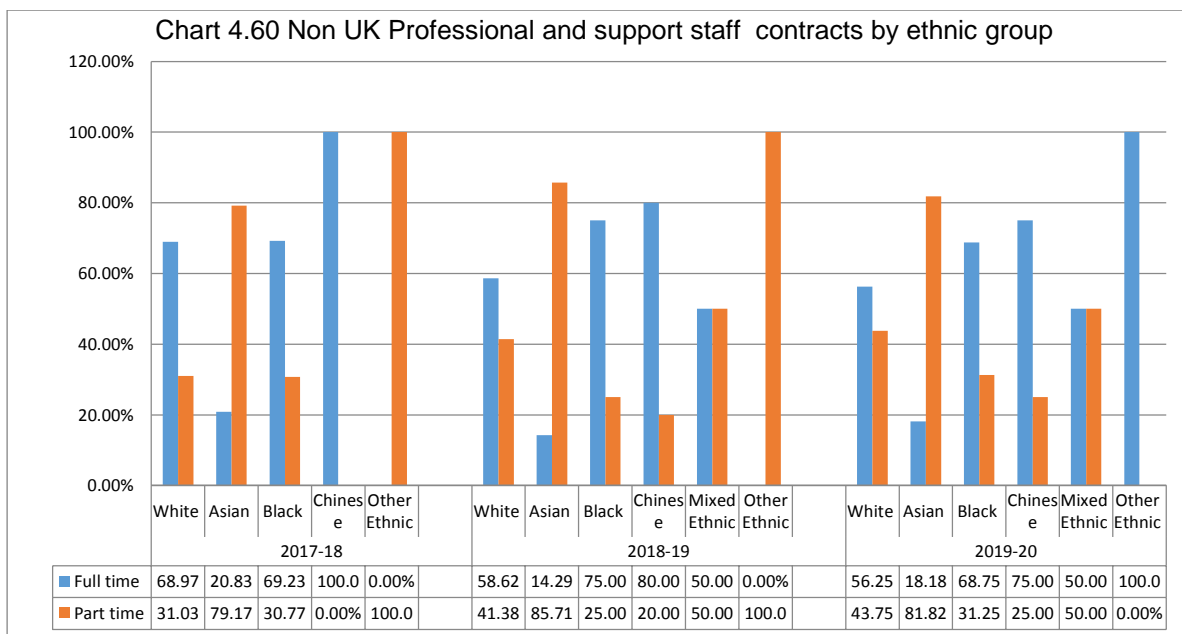


Table 4.60 gives the number and percentages of Non-UK professional and support staff contracts for each ethnic group

	Full-time		Part-time	
	Numbers	Percentage	Numbers	Percentage
2017 – 18	35	51.47%	33	48.53%
White	20	68.97%	9	31.03%
Asian	5	20.83%	19	79.17%
Black	9	69.23%	4	30.77%
Chinese	1	100.00%		0.00%
Other Ethnic		0.00%	1	100.00%
2018 – 19	34	48.57%	36	51.43%
White	17	58.62%	12	41.38%
Asian	3	14.29%	18	85.71%
Black	9	75.00%	3	25.00%
Chinese	4	80.00%	1	20.00%
Mixed Ethnic	1	50.00%	1	50.00%
Other Ethnic		0.00%	1	100.00%
2019 – 20	39	50.00%	39	50.00%
White	18	56.25%	14	43.75%
Asian	4	18.18%	18	81.82%
Black	11	68.75%	5	31.25%
Chinese	3	75.00%	1	25.00%
Mixed Ethnic	1	50.00%	1	50.00%
Other Ethnic	2	100.00%		0.00%



- For UK staff, the percentage of Asian staff working part-time decreased by 3.1% from the previous year, for Black staff the decrease was 4.4% and Mixed staff 4.6%
- For Non-UK staff the percentage of Asian staff working part-time decreased by 3.9% from the previous year, however the percentage of Black staff working part-time increased by 6.25%

Summary and actions

The percentage of UK BAME professional and support staff working part-time is less than those working full-time. However when it comes to Non-UK BAME staff, there is a considerably larger percentage working part-time than full-time.

There is variation in percentage of White and BAME (and within ethnic groups) staff, both UK and Non-UK working full and part-time.

As with Academic staff, we will cross reference with the Athena SWAN action plan and REC data, in terms of flexible working.

AP Ref: 14 To investigate/ explore the reasons for differences in the number of BAME (all ethnic groups) staff on temporary contracts and working part-time compared to white staff at all levels within the University

= staff turnover rates

The process for monitoring staff turnover for a professional and support services is the same as for academic staff as explained earlier in this section.

Table 4.61 : All professional and support staff turnover 16-19

		Leavers			Average Staff in Post			Turnover %		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Professional and Support Staff	White	162	192	167	1342	1330.54	1290.77	12.07	14.43	12.94
	BAME	51	47	40	345.42	374.92	389.54	14.76	12.54	10.27
	Unknown	7	1	6	14.42	11.38	15.92	48.54	8.79	37.69

Table 4.62: UK professional and support staff turnover 16-19

		Leavers			Average Staff in Post			Turnover %		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Professional and Support Staff	White	157	181	161	1310.58	1301.23	1259.85	11.98	13.91	12.78
	BAME	45	41	35	308	335.38	346.15	14.61	12.22	10.11
	Unknown	6	1	5	12.58	11.38	15.85	47.69	8.79	31.55

Table 4.63 : Non-UK professional and support staff turnover 16-19

		Leavers			Average Staff in Post			Turnover %		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Professional and Support Staff	White	5	11	6	31.42	29.31	30.92	15.91	37.53	19.40
	BAME	6	6	5	37.42	39.54	43.38	16.03	15.18	11.53
	Unknown	1	0	1	1.83	0	0.08	54.64	0	1250

There has been a decrease in the rate of BAME staff turnover over the three years for both UK and Non UK academic staff.

Summary and actions

These are the same as for academic staff turnover, covered earlier in this section.

Action

AP ref: 22 Data on academic staff turnover will form part of the data dashboards and management reports (as per action 6)

4c Grievances and disciplinaries

Please provide three years' data, and related analysis, commentary and actions, on:

These numbers are likely to be small, so collate all three years together

We are committed to creating a safe-space for all staff, where they are free from racial bullying or harassment in the workplace, for example thru our Dignity at Work and Study policy and other related policies. Within HR there is a team of Business Partners that provide support to line-managers and staff, ensuring that these policies are being implemented and best practice is disseminated across the University. A key part of this approach is to proactively prevent problems from arising, through Mandatory manager training on management skills training course for new managers "" or demonstrate capacity through prior experience. To that effect we also delivered Training to all managers on our grievance policy in early 2019

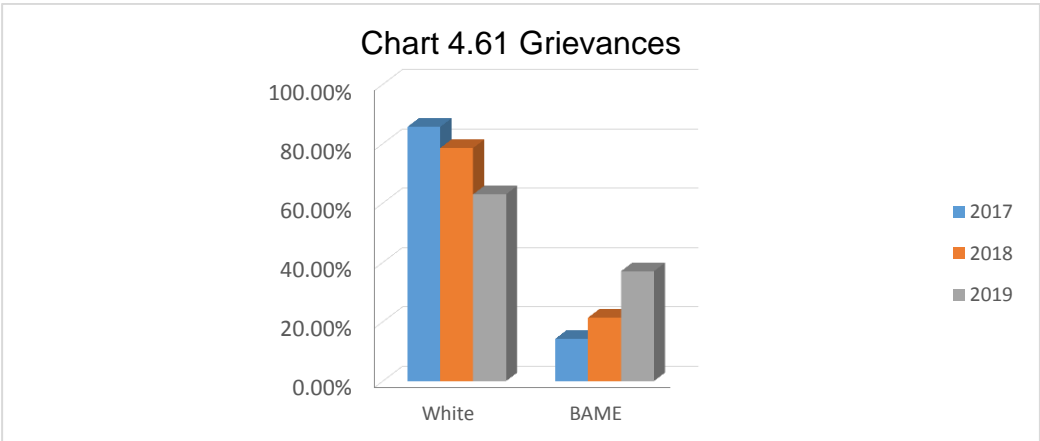
We have only started tracking cases in a collated and combined manner from July 2017, so we have a little under three years' worth of available data.

Table 4.64 gives the number of grievances

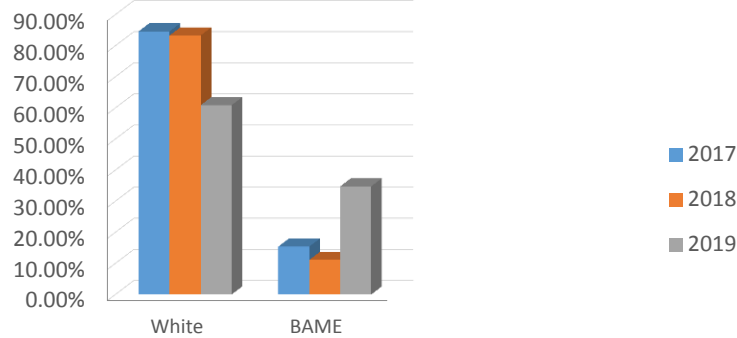
	2017	2018	2019
BAME	1	3	10
White	6	11	17
Not Specified	0	0	0

Table 4.64 gives number of disciplinarys (Conduct & Misconduct)

	2017	2018	2019
BAME	2	2	8
White	11	15	14
Not Specified	0	1	1



4.62 Disciplinary (Conduct & Misconduct)



- During the three-year period there were 48 grievance cases and 54 disciplinary cases, of which 70% / 74% involved White staff and 30% / 22.2% involved BAME staff. Only one case was recorded as race specific.
- However there was large increase in grievance and disciplinary cases involving BAME staff, in 2019 up to 37% and 35%, which is disproportionate compared to the total BAME staff of 22.6%

REC survey quotes:

“Clarify what exactly is the procedure for racist incidents from staff to staff, students to staff, staff to students and students to students. Is there one?”

“I am not convinced that the university has appropriate procedures in places for reporting incidents from students to staff”

“Publish and make transparent and easily accessible the procedure for reporting direct and indirect discrimination separate from the staff grievance procedure”

Summary and actions

We currently do not have the data, broken further into the sub-groups, and categories of BAME, which we will collate over the 3 years and present in our next submission. These will be analysed on a yearly basis.

The increase in numbers, in the data presented above, could be due to improvements in data collection and proactively dealing with issues. As well as to the fact that repeat grievers account for some of the numbers not being recorded separately.

Data suggests that line managers may be more likely to start formal proceedings against BAME staff than White staff. Feedback from some members of the BAME staff network suggests that BAME staff who experience racism discuss it within groups of BAME colleagues and rarely report to their line managers and HR.

As part of the work relating to the Race Equality Charter submission preparation, it was acknowledged that the University lacks adequate systems in place to accommodate and support staff that may experience racial harassment. This has been highlighted repeatedly by staff participating in the 2018 Race Equality Charter Survey.

To address this, a reporting system/process, including monitoring of incidents will be developed (AP 51). Part of the launch of the reporting system will include a marketing campaign to raise awareness and importance of race equality and addressing racial bullying and harassment (including reporting process) to all staff and students (AP 49).

Another of the concerns expressed by staff and students within the REC survey was the lack of communication in relation to reports on cases of bullying, harassment and discrimination. To overcome this we will communicate progress made to staff and students to highlight action taken to reduce incidents and improve behaviour (AP 52).

Actions	
AP ref: 40	Scope, develop and deliver specific line manager ED training on 'race equality (including unconscious bias and cultural awareness)
AP ref: 41	Evaluate and roll out of a current pilot, "Managing a Respectful Workforce" to staff across all areas of the University (currently piloting within FSE)
AP ref: 47	Communicate to all staff review details of: <ul style="list-style-type: none"> • University level accountability / responsibility for Safeguarding ▪ dignity at work and student policy
AP ref: 48	Develop a marketing campaign to raise awareness and importance of race equality, addressing racial bullying and harassment
AP ref: 49	Develop advice, guidance and signposting to relevant services i.e. HR, Student Support
AP ref: 51	Develop and Launch a reporting system
AP ref: 52	Reporting statistics strategically used to identify patterns of behaviour/hot spots of bad practice.
AP ref: 52	Evaluation of the reporting system/process and communication of progress made to staff and students
AP ref: 53	To develop and deliver training programme on:

- management, training on impact of bullying and harassment
- understanding and responding to micro aggressions

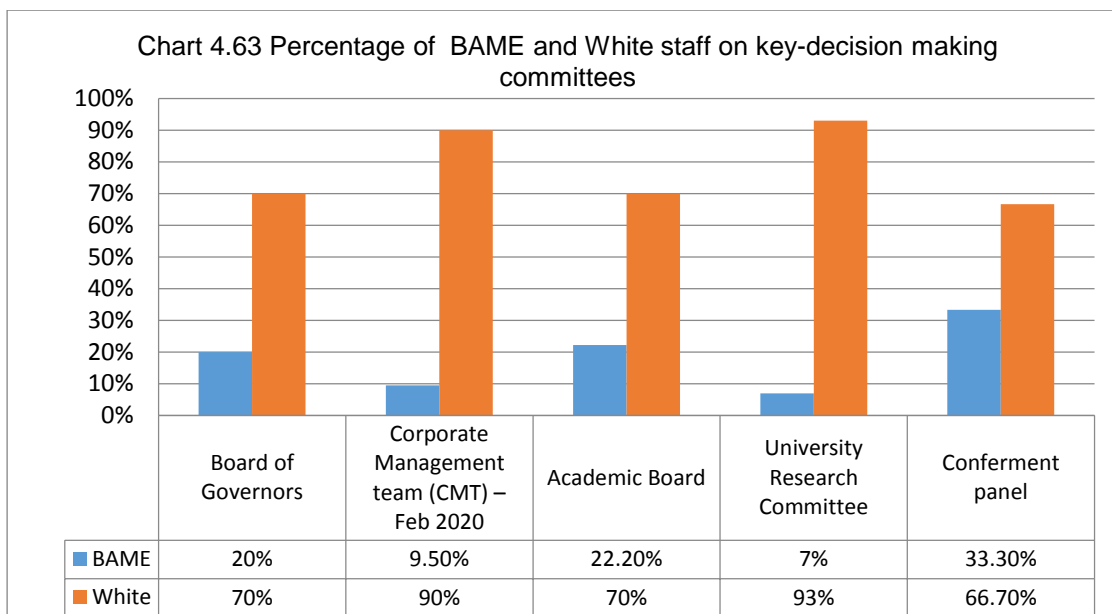
4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

Inclusive decision-making involves measuring, managing and improving not only who is involved but also how business decisions are made across the University.

Table 4.65 gives numbers BAME and White staff currently on key decision-making committees

Committee	BAME	White	Prefer not to say	Total
Board of Governors	6	14	0	20
Corporate Management team (CMT) –Feb 2020	2	19	0	21
Academic Board	6	19	2	27
University Research Committee	2	27		29
Conferment panel	1	2		3
Panel for Annual Staff Awards.				



Summary of key issues and actions

The key decision making committees have low representation of BAME staff. Membership in key committees is most often ex officio, so to improve BAME staff representation on these committees we need to tackle BAME staff underrepresentation among senior staff from which members of these committees are drawn or and expand their membership to ensure greater BAME representation.

We also need to ensure that all new projects and policies that are signed off by decision making committees have undergone an equality impact assessment (40)

- | | |
|--------------|---|
| AP ref: 42 | Improve representation and transparency of institutional decision making committees.

Provide training on EDI and inclusive decision-making for all Chairs of committee and members |
| AP ref: 43 | Review of all committee constitutions to provide explicit guidance and greater transparency in representation. |
| AP ref: 44 | Develop and pilot shadowing and Observer programme for BAME staff in relation to decision making committees. |
| AP ref: 45 | Promote equality impact assessment process/policy |
| AP ref: 45.1 | Develop and promote guidance for completing equality impact assessments'. |
| AP ref 46 | Ensure fixed agenda item, on completion of EIA, for all decision-making committees, when approving new policies or projects. |

4e Equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

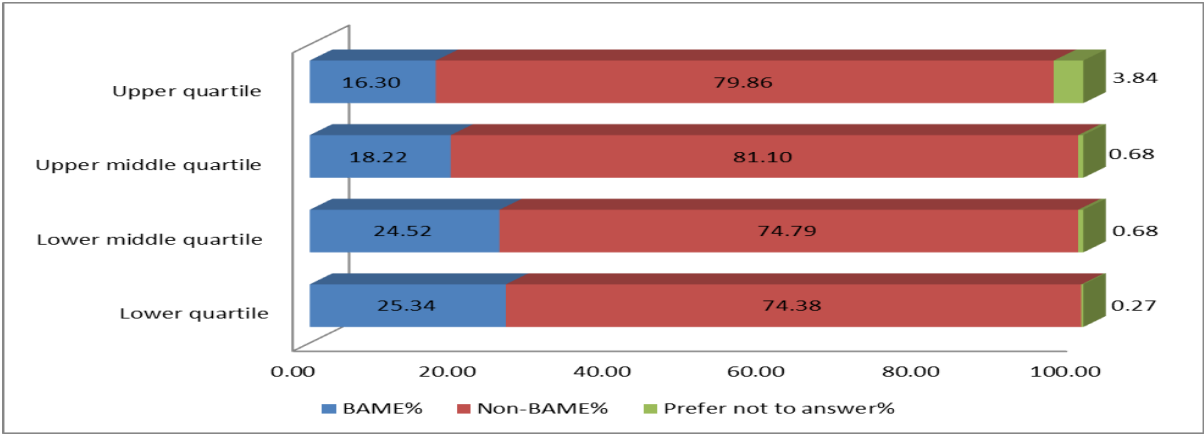
This analysis was performed as of 31/03/2018, using the same hourly pay data which was used for the gender pay gap analysis. Calculations were based on the number of individual employees and not on full-time equivalents. This means that each part-time employee counts as one employee. This includes job-share partners: when two people share a job, they are counted as two employees.

The data is also analysed by quartiles, which is based on grades. The lowest quartile composed of the lower grades.

Table 4.66 for Ethnicity pay gap						
	BAME	Non-BAME	Prefer not to answer	Total	BAME Pay as % of Non-BAME Pay	Gap
Count	616	2264	40	2920		
Mean	£18.80	£20.60	£33.69		91.20%	8.80%
Median	£14.17	£17.36	£44.73		81.60%	18.40%
% Of Workforce	21.1	77.53	1.37			

Table 4.67 for quartile analysis by ethnicity				
	BAME%	Non-BAME%	% Over/Under Representation In Quartile BAME	% Over/Under Representation In Quartile Non-BAME
Lower quartile	25.34	74.38	4.24	-3.15
Lower middle quartile	24.52	74.79	3.42	-2.74
Upper middle quartile	18.22	81.1	-2.88	3.57
Upper quartile	16.3	79.86	-4.8	2.33
% Of workforce	21.10%	77.53%		

Chart 4.64 Ethnicity Pay Gap Analysis



- Based on hourly pay figures for 31st March 2018 BAME employees at the University earn 8.8% less than Non-BAME employees measured by the mean.
- The gap between BAME and White staff is 18.4% less when measured by the median.
- Quartile analyses identifies that BAME employees are overrepresented in the two lower pay quartiles and underrepresented in the two upper pay quartiles based on their percentage in the overall workforce.
- The lower quartile represents the 25% lowest hourly paid employees at the university and the upper quartile represents the 25% highest hourly paid employees).

Summary of key issues and actions

The ethnicity pay gap is influenced by this uneven distribution of BAME and Non-BAME employees across the workforce, with BAME staff in the lower paid roles / grades

The actions highlighted to address the lack of BAME staff in the higher paid roles within academic staff and higher grades within professional and support services will have a positive impact on reducing the ethnicity pay gap (AP ref: 7,8,1,9,9.2,12,13,15,16,17). We will carry out an equal pay audit in 2022.

Action

AP ref: 23 we will conduct an ethnicity pay gap analysis in 2021 and annually after that, in line with the gender pay gap analysis

5 Academic staff: recruitment, progression and development

Where possible for sections 5 please provide the data for each academic faculty. Please also provide a brief overview statement from the head of each faculty, setting out their reaction to the data and priorities for action.

5a Academic recruitment

Please provide three years’ quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

At the University we are taking a proactive approach to addressing racial diversity in our recruitment processes. Guidance on structure of job descriptions and person specification development includes reference to diversity and the importance of non-discriminatory and culturally sensitive language.

Recruitment and selection training is provided to all staff who take on recruitment responsibility, this comprises face-to-face training and advice on how to structure diverse interview panels. The training has particular focus on unconscious bias and is currently in the process of being adapted to online and remote delivery to ensure recruitment managers are supported effectively in the post COVID-19 world. This will ensure that staff have the capacity to undertake a high quality, non-discriminatory recruitment process.

As a result of analysing previous recruitment diversity data, and to address disproportionalities, the University has started to use anonymous shortlisting in its recruitment process. Candidates complete their full details during the application process and key aspects of that information will be hidden from the recruiting team. The recruiting team is unable to see the name, age, gender, email address of the applicant until the shortlisting process has completed and a decision to invite to interview has been made. Anonymising information in this way will help to reduce discrimination and bias, unconscious or otherwise, as much as possible.

This by itself is not perfect as with academic recruitment, while the application details will be anonymised, information such as their publication history, or CV details (if requested) will allow the details of the individual to be seen if needed. We will be evaluating the anonymous shortlisting process.

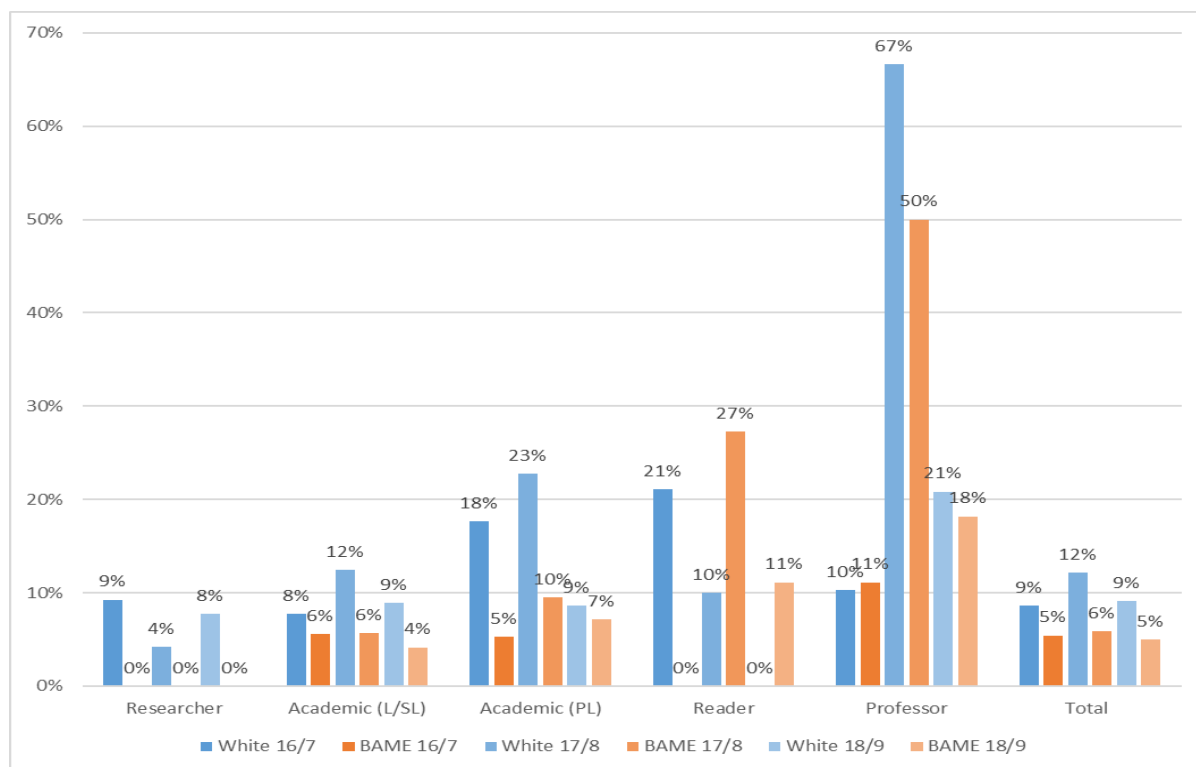
Table 5.1 Breakdown of percentage of UK applicants hired by role and ethnicity (table)

		Researcher	Academic (L/SL)	Academic (PL)	Reader	Professor	Total by Ethnicity
2016/7 Applications	White	54	747	34	19	39	893
	BAME	22	250	19	5	18	314
	Not Known/Prefer	3	18	4		3	28

	Not to Say						
	Total by Role	79	1015	57	24	60	1235
2016/7 Shortlisting	White	14	212	13	9	15	263
	BAME	4	67	5	1	14	91
	Not Known/Preferred Not to Say		4	2		2	8
	Total by Role	18	283	20	10	31	362
2016/7 Hired	White	5	58	6	4	4	77
	BAME		14	1		2	17
	Not Known/Preferred Not to Say	5	73	7	4	6	95
	Total by Role	10	145	14	8	12	189
2017/8 Applications	White	96	555	44	10	3	708
	BAME	56	317	21	11	2	407
	Not Known/Preferred Not to Say	3	17	1			21
	Total by Role	155	889	66	21	5	1136
2017/8 Shortlisting	White	16	235	23	8	2	284
	BAME	3	93	11	7	1	115
	Not Known/Preferred Not to Say		4	1			5
	Total by Role	19	332	35	15	3	404
2017/8 Hired	White	4	69	10	1	2	86
	BAME		18	2	3	1	24
	Not Known/Preferred Not to Say		2				2
	Total by Role	4	89	12	4	3	112
2018/9 Applications	White	65	606	81	5	24	781
	BAME	42	242	28	9	22	343
	Not Known/Preferred Not to Say	6	17	2	1	2	28
	Total by Role	113	865	111	15	48	1152
2018/9 Shortlisting	White	18	214	40	1	9	282
	BAME	7	59	13	5	8	92
	Not Known/Preferred Not to Say		7			2	9
	Total by Role	25	280	53	6	19	383
2018/9 Hired	White	5	54	7		5	71
	BAME		10	2	1	4	17
	Not Known/Preferred Not to Say		3			1	4

	Total by Role	5	67	9	1	10	92
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Chart 5.1 Breakdown of percentage of UK applicants hired by role and ethnicity



		Researcher	Academic (L/SL)	Academic (PL)	Reader	Professor	Total by Ethnicity
2016/7 Applications	White	35	309	8	9	37	398
	BAME	38	430	11	11	16	506
	Not Known/Prefer Not to Say		22	1		2	25
	Total by Role	73	761	20	20	55	929
2016/7 Shortlisting	White	8	49	5	2	13	77
	BAME	5	56	3	4	6	74
	Not Known/Prefer Not to Say		3				3
	Total by Role	13	108	8	6	19	154
2016/7 Hired	White	2	7		1		10
	BAME	3	7	1		2	13
	Not Known/Prefer Not to Say						0
	Total by Role	5	14	1	1	2	23
2017/8	White	35	230	5		17	287

Applications	BAME	66	605	4	10	9	694
	Not Known/Prefer Not to Say	5	33			1	39
	Total by Role	106	868	9	10	27	1020
2017/8 Shortlisting	White	9	39	1	2		51
	BAME	9	73		2	1	85
	Not Known/Prefer Not to Say		5				5
	Total by Role	18	117	1	4	1	141
2017/8 Hired	White	3	11				14
	BAME	5	13				18
	Not Known/Prefer Not to Say		1				1
	Total by Role	8	25	0	0	0	33
2018/9 Applications	White	21	232	12	3	9	277
	BAME	76	450	19	22	9	576
	Not Known/Prefer Not to Say	5	25	3	1		34
	Total by Role	102	707	34	26	18	887
2018/9 Shortlisting	White	6	56	4		3	69
	BAME	18	78	1	5	2	104
	Not Known/Prefer Not to Say	1	3				4
	Total by Role	25	137	5	5	5	177
2018/9 Hired	White	2	10	2		5	19
	BAME	2	10		1	4	17
	Not Known/Prefer Not to Say		1			1	2
	Total by Role	4	21	2	1	10	38

Chart 5.2 Breakdown of percentage of Non-UK applicants hired by role and ethnicity

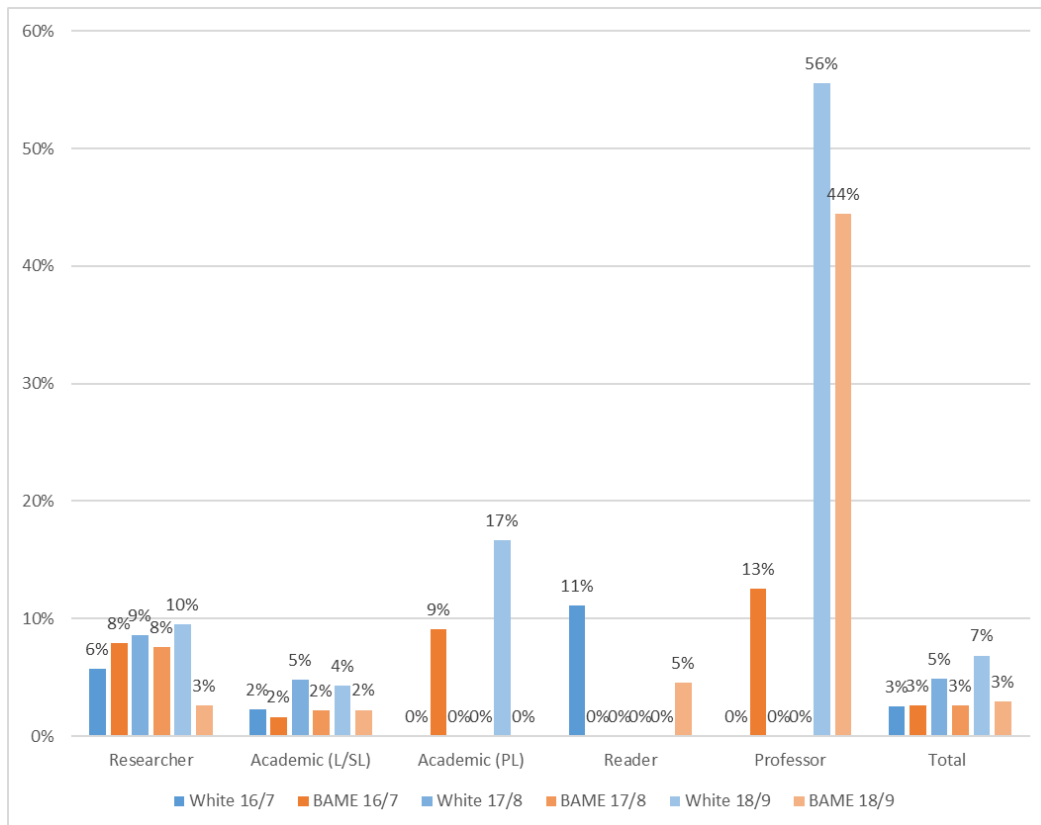


Table 5.3 Faculty recruitment (UK only) by year and ethnicity (2016-19)

Year		White	BAME	Not Known/Prefer Not to Say	Grand Total	% BAME
FSE 2016/7	Applications UK	199	91	5	295	31%
	Shortlisted UK	27	40	3	70	57%
	Offered UK	12	20	1	33	61%
FSE 2017/8	Applications UK	193	147	8	348	42%
	Shortlisted UK	31	27	1	59	46%
	Offered UK	13	15	1	29	52%
FSE 2018/9	Applications UK	493	316	19	828	38%
	Shortlisted UK	44	27	2	73	37%
	Offered UK	26	16	2	44	36%
FHEW 2016/7	Applications UK	355	98	4	457	21%
	Shortlisted UK	127	30	2	159	19%
	Offered UK	41	5		46	11%
FHEW 2017/8	Applications UK	411	143	8	562	25%
	Shortlisted UK	188	60	3	251	24%
	Offered UK	62	14	1	77	18%

FHEW 2018/9	Applications UK	435	157	7	599	26%
	Shortlisted UK	152	41	3	196	21%
	Offered UK	39	6	1	46	13%
Faculty of Arts 2016/7	Applications UK	245	16	9	270	6%
	Shortlisted UK	47	2	2	51	4%
	Offered UK	9			9	0%
Faculty of Arts 2017/8	Applications UK	18	12		30	40%
	Shortlisted UK	3	1		4	25%
	Offered UK	1			1	0%
Faculty of Arts 2018/9	Applications UK	140	25	5	170	15%
	Shortlisted UK	48	4	2	54	7%
	Offered UK	10	2	1	13	15%
FOSS 2016/7	Applications UK	199	91	5	295	31%
	Shortlisted UK	59	18	1	78	23%
	Offered UK	19	3		22	14%
FOSS 2017/8	Applications UK	193	147	8	348	42%
	Shortlisted UK	57	27	1	85	32%
	Offered UK	19	7	1	27	26%
FOSS 2018/9	Applications UK	101	78	6	185	42%
	Shortlisted UK	39	20	2	61	33%
	Offered UK	9	5	1	15	33%

Chart 5.3 BAME representation (UK only) faculty recruitment cycle (2016-19)

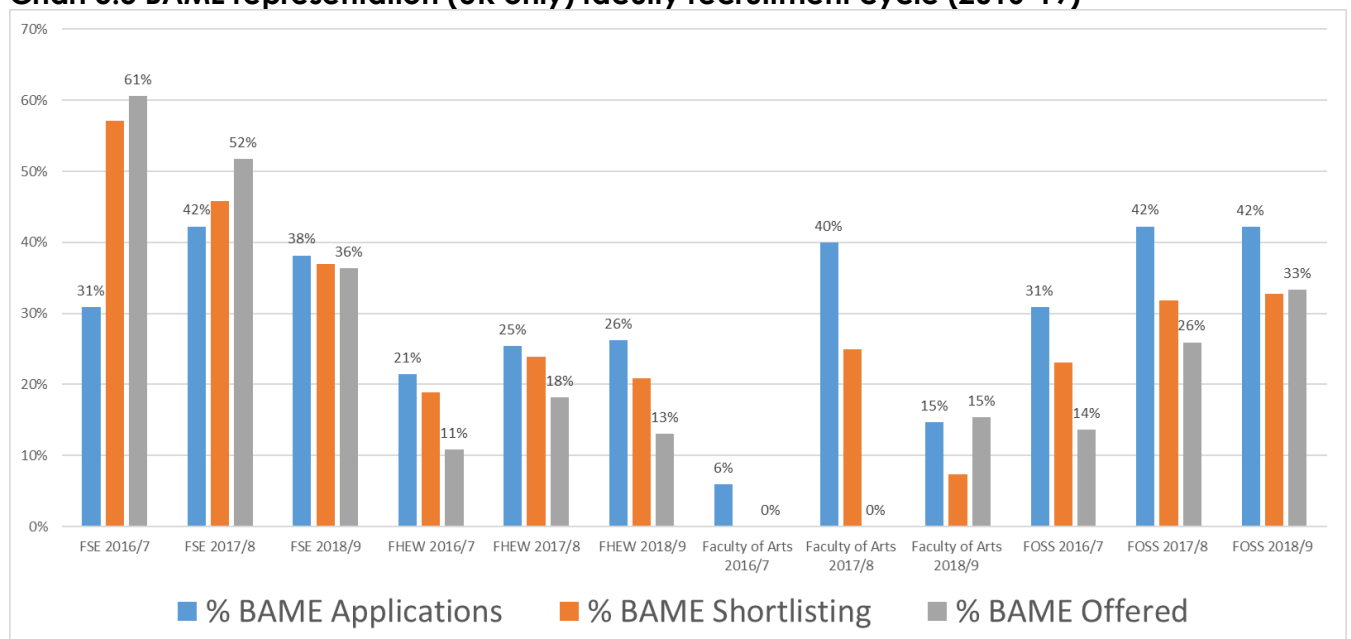


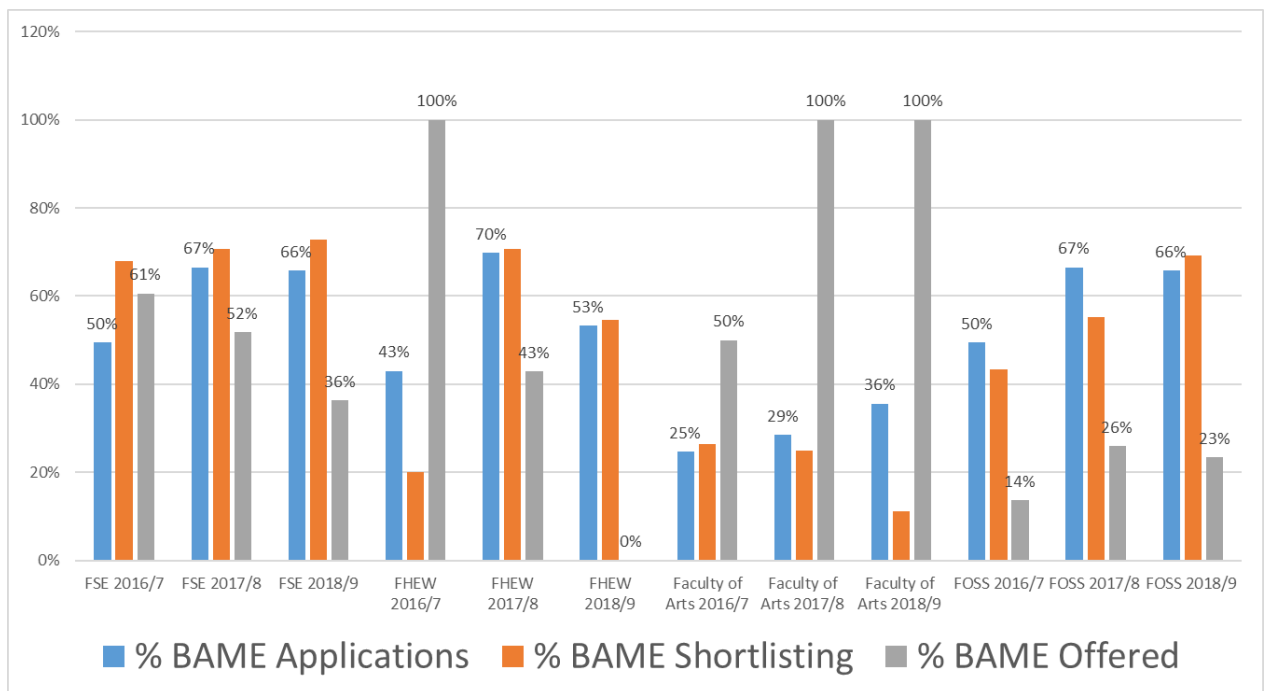
Table 5.4 Faculty recruitment (Non-UK) breakdown by year and ethnicity (2016-2019)

Year		White	BAME	Not Known/Prefer Not to Say	Grand Total	% BAME
FSE 2016/7	Applications Non-UK	144	152	11	307	50%
	Shortlisted Non-UK	123	272	6	401	68%
	Offered Non-UK	12	20	1	33	61%
FSE 2017/8	Applications Non-UK	140	306	14	460	67%
	Shortlisted Non-UK	78	226	16	320	71%
	Offered Non-UK	13	15	1	29	52%
FSE 2018/9	Applications Non-UK	57	125	8	190	66%
	Shortlisted Non-UK	109	344	19	472	73%
	Offered Non-UK	26	16	2	44	36%
FHEW 2016/7	Applications Non-UK	53	43	4	100	43%
	Shortlisted Non-UK	10	3	2	15	20%
	Offered Non-UK		2		2	100%
FHEW 2017/8	Applications Non-UK	58	153	8	219	70%
	Shortlisted Non-UK	12	29		41	71%

	Offered Non-UK		3	4	7	43%
FHEW 2018/9	Applications Non-UK	67	81	4	152	53%
	Shortlisted Non-UK	15	18		33	55%
	Offered Non-UK			1	1	0%
Faculty of Arts 2016/7	Applications Non-UK	69	24	4	97	25%
	Shortlisted Non-UK	14	5		19	26%
	Offered Non-UK		1	1	2	50%
Faculty of Arts 2017/8	Applications Non-UK	5	2		7	29%
	Shortlisted Non-UK	3	1		4	25%
	Offered Non-UK		1		1	100%
Faculty of Arts 2018/9	Applications Non-UK	44	26	3	73	36%
	Shortlisted Non-UK	7	1	1	9	11%
	Offered Non-UK		2		2	100%
FOSS 2016/7	Applications Non-UK	144	152	11	307	50%
	Shortlisted Non-UK	16	13	1	30	43%
	Offered Non-UK	19	3		22	14%

FOSS 2017/8	Applications Non-UK	140	306	14	460	67%
	Shortlisted Non-UK	13	21	4	38	55%
	Offered Non-UK	19	7	1	27	26%
FOSS 2018/9	Applications Non-UK	57	125	8	190	66%
	Shortlisted Non-UK	8	18		26	69%
	Offered Non-UK	47	15	2	64	23%

Chart 5.4 BAME representation (Non-UK) faculty recruitment cycle (2016-19)



- For all UK roles the % hired vs applied disproportionality lower for BAME staff compared to White staff.
- For Non non-UK staff, there were more BAME applicants than White, except for professorial roles.

REC survey quotes:

'I would like to see the University encourage more applications from BAME academics by modifying its recruitment procedures'

'More analysis of who is on interview panels in terms of racial equality as well as more analysis of senior management teams in departments/faculties and whether they accurately represent the team demographic'

'The recruitment process still favours white able bodied males (look at the data you have and apply the 80% rule). This applies to women and racial diversity, there is not overt discrimination, but the recruitment process indirectly discriminates'

Summary of key issues and actions

From the data, we can see that the recruitment cycle is disadvantaging BAME applicants, at each stage of the recruitment process. This is despite the fact that we are getting a large number of BAME applicants that are proportionate or greater than White applicants. There is therefore a need to review and amend our institutional policies, practices and culture to address this (AP 16).

The University is tightening its policy on ethnic diversity in recruitment panels. We will make it mandatory to have BAME representation on all recruitment panels for senior roles (AP 19).

The University will improve the information, advice and guidance attached to our policies, as feedback from the staff survey suggests inconsistency in their implementation (AP 18).

The University will expand its recruitment, selection and interview training which is currently mandatory for Chairs of panels to everyone involved in the process (AP 18).

Actions:

- | | |
|------------|--|
| AP ref: 8 | Advertise all relevant vacancies to BAME communities and networks. |
| AP ref: 10 | Develop recruitment initiatives, including a programme using the positive action 'tie-break (explanation) clause in the Equality Act 2010. |
| AP ref: 13 | Agreeing a memorandum of understanding with recruitment agencies on attracting a diverse range of BAME applicants to senior roles. |
| AP ref: 15 | Develop HR processes for systematic and regular provision of staff recruitment data for EDI team and each Faculty (at school and Institution level) and agree KPIs with Faculty Deans to address under-representation in their respective areas. |

AP ref: 16	Review and amend the recruitment and selection policies and process, to ensure transparency for external and internal recruitment.
AP ref: 16.1	Develop supporting information, advice, guidance and training (IAG).
AP ref: 17	Deliver on-going equality and diversity and unconscious bias training for all staff involved in recruitment at all stages.
AP ref: 18	Develop a coaching and observation type process for Chairs of panels to upskill individuals and share good practice.
AP ref: 19	Make it mandatory for all recruitment panels will have to have BAME representative for senior roles.
AP ref: 20	Evaluate the anonymous shortlisting process and produce report.

5b Training

Please provide race-specific information on the training available to academic staff including:

Our Organisational Induction requires staff to undertake a set of mandatory sessions including unconscious bias and equality and diversity, both of which must be refreshed every two years.

We have grouped all the internal training into two sections; Leadership and Management and Personal and Career Development training.

We inform staff of training opportunities thru the following methods:

- OD webpages advertise the courses.
- Managers discuss training needs and opportunities with their staff members during their annual "My DPD" appraisal and will use the OD course catalogue to guide in them in courses that may be beneficial for them.
- Training needs analysis meetings are carried out with Deans and Directors on a regular basis which ensures that any emerging training needs are dealt with.

The University ran a three year BAME steps to leadership programme in 2016, which was open to BAME staff at all levels, which won an award. This programme will be included in the evaluation of leadership programmes for BAME staff. The number of BAME staff that participated in this programme were:

Table 5.5 Participants in BAME Steps to Leadership

Year	Cohort	Academic staff	Total staff
2016	1	2	11
2017	2	4	13
2018	3	0	12

As part the E&D training review, we have recommended that we have a reverse mentoring and coaching scheme so that BAME members of staff can mentor their managers and team members to provide awareness and support (see actions below).

Attendance levels at all courses are monitored monthly.

Table 5.6 Participants taking up of Leadership and Management and Personal and Career Development training by Ethnicity			
		Leadership and Management	Personal and Career Development
2017			
	Asian	9	3
	Black	2	1
	Mixed ethnicity	2	2
	Other ethnicity	0	1
	White	44	11
2018			
	Asian	4	1
	Black	0	0
	Mixed ethnicity	0	3
	Other ethnicity	2	0
	White	44	12
	Prefer not to say		
2019			
	Asian	15	5
	Black	5	5
	Mixed ethnicity	0	8

	Other ethnicity	2	0
	White	91	28
	Prefer not to say	1	1

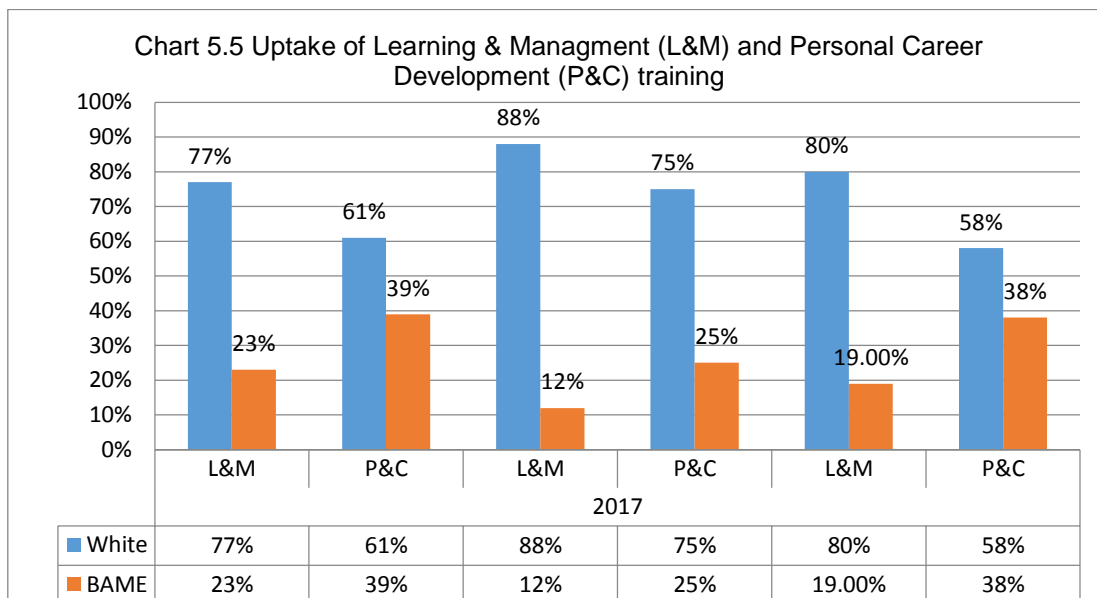


Table 5.7 Aurora Women's leadership development programme, academic staff participants

Year	White	BAME	Total academic staff	Total (All staff)
2017/18	1	2	3	8
2018/19	2	2	4	5
2019/20	2	0	2	8

Table 5.8 Aspiring Leaders, academic staff participants

Year	White	BAME	Total academic staff	Total (All staff)
2016	5	1	6	9

Table 5.9 Leadership development programme

Year	White	BAME	Total academic staff	Total (All staff)
2018	2	0	2	22
2019	0	1	1	10

- In 2019, the gap between White and BAME staff taking up leadership and management training was 61%.
- In 2019, the gap between White and BAME staff in taking up personal and career development training was only 20%.

REC surveys quote:

“Management level at the University is overwhelmingly white, and as such I find it is difficult to relate in a professional capacity, as many of my concerns will not be understood. This is particularly relevant when asking to attend BAME training and development, when my own particular manager doesn't appreciate the need or value”

“BAME staff mentoring and coaching scheme; add places to Faculty and corporate management teams to ensure there is an ethnic balance if one does not exist already. More meaningful engagement with BAME staff”

Summary and actions

There is disproportionality lower uptake of leadership and management training course by BAME staff to White staff.

To address this we will be conducting a detailed evaluation of our leadership development programmes. This will include manager reviews and quantitative data, regarding promotions, staff retention and course completion. We will ensure that our BAME staff are engaged with this piece of work with the support of the BAME staff network

One of the criteria for most of the management and leadership training programmes, is they are only available for staff in higher grades. This disadvantages BAME staff who are predominantly in the lower roles. We have conducted a leadership and management development review and changed this criteria as illustrated below. We will monitor, to see if this has had any impact on increasing the number of BAME staff participating in these courses.

Diagram 5.1a and b Pay Scales That Courses Are Offered On, Current and New Offer

Current Offer								
	UW6 and Below	UW6	UW7	UW8	UW9	UW10	UW11	UW12
Mandatory Management Programme		[Yellow shaded]						
Coaching and Mentoring		[Yellow shaded]						
Emerging Leaders		[Yellow shaded]						
Aspiring (Inspiring) Leaders						[Yellow shaded]		
Aurora				[Yellow shaded]				

Proposed New Offer								
	UW6 and Below	UW6	UW7	UW8	UW9	UW10	UW11	UW12
Line Manager Awareness Channel		Yellow						
Bite-sized Leadership Masterclass Sessions		Blue						
Preparation for Management and Leadership Bite-sized session	Light Blue							
Executive Leadership Programme							Pink	
Scholarships	Grey							
Emerging Leaders		Blue						
Inspiring Leaders						Blue		
Peer Coaching Network	Green							
Online Learning Resources	Light Blue							
Mandatory New to Management Programme		Yellow						
Aurora Programme/ BAME Programme			Blue					
Coaching and Mentoring	Light Blue							
Leadership Champions						Blue		
Apprenticeship	Grey							
Essential Skills and Blended Learning		Yellow						

We will provide opportunities to empower, develop and support BAME academic staff to further develop their careers, by developing and encouraging participation in mentoring, developmental training programmes such as scholarship programmes as per the actions below as well as identifying and addressing any institutional barriers preventing BAME staff participating.

Actions:

- AP ref: 32 Review the staff mentoring network.
- AP ref: 33 Develop a reverse mentoring and coaching scheme.
- AP ref: 34 Evaluate and monitor the leadership development programmes.
- AP ref: 34 Scope, design and deliver a work shadowing programme.
- AP ref: 35 Sponsor two BAME staff onto a leadership programme for BAME staff in HE, e.g. Stellar HE.
- AP ref: 36 Encourage BAME Females to apply for the Aurora developmental programme.

5c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for UK, and separately, non-UK academic staff, with specific reference to outcomes by ethnicity.

We have recently refreshed our appraisal policy and process with a new framework. The 'My Development and Performance Discussions' creates time and space for line managers and staff members to talk about the role the staff member carries out;

how well they are doing this and any areas for growth and improvement. This changes the appraisal process from a 'one off meeting per year' to a conversation which is kept live throughout the year.

The survey below, was carried out ahead of the refreshing of the appraisal policy and process and the responses from the survey drove the amendments which we made.

Table 5.10 gives the survey responses 2019 to the questions on Appraisal		
	WHITE	BAME
Have you had an appraisal this year?	73%	69%
Was your most recent appraisal useful?	66%	68%
My manager prepared well for my appraisal	75%	78%
During your most recent appraisal were you able to have an effective discussion about:		
~ your past performance, what you did well and what you could do better	83%	85%
~ your appraiser - how they had supported and developed you in order to achieve your objectives	65%	72%
~ your career objectives	64%	68%
~your personal development plan	66%	71%
My manager devoted the right amount of time to my appraisal	84%	86%
My manager completed the paperwork quickly and effectively following the discussion	73%	78%
My appraisal was accurate and feedback was based on evidence	82%	78%
My appraisal allowed me space to voice my opinion as well as listen to the thoughts of my appraiser	84%	87%
My appraiser was fair	92%	86%
Did you receive any developmental feedback?	51%	56%

Chart 5.6 Staff survey responses to questions on appraisals by ethnicity

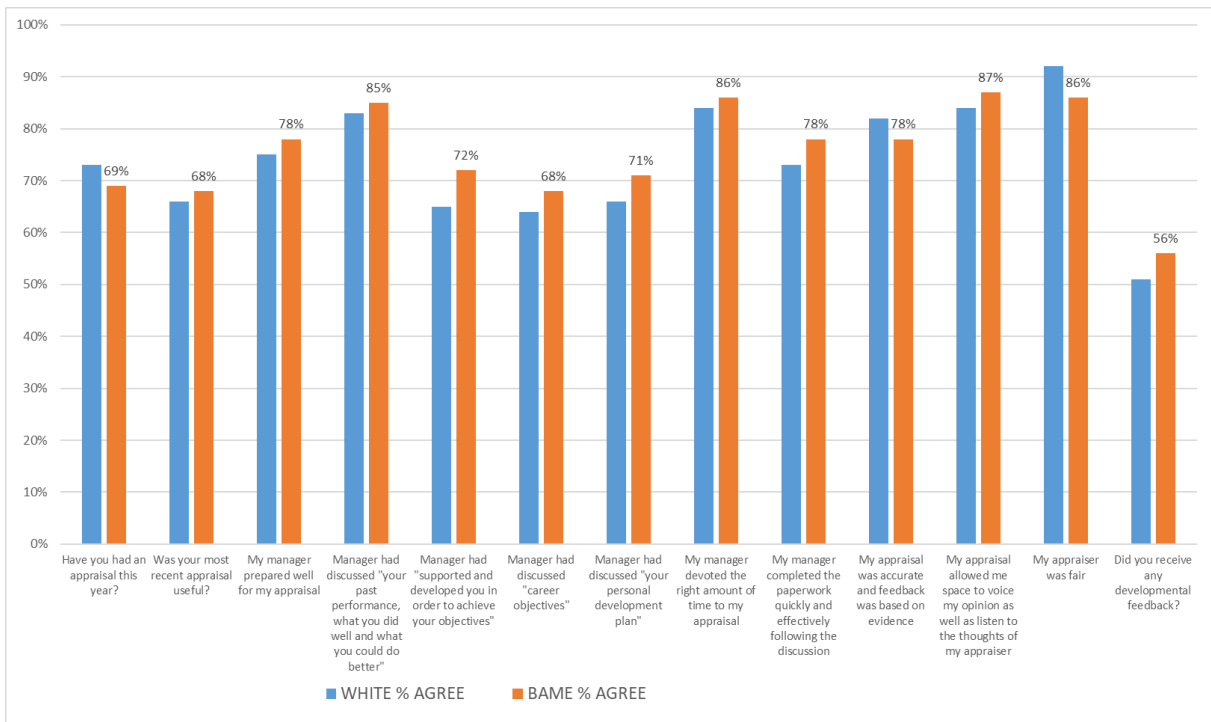
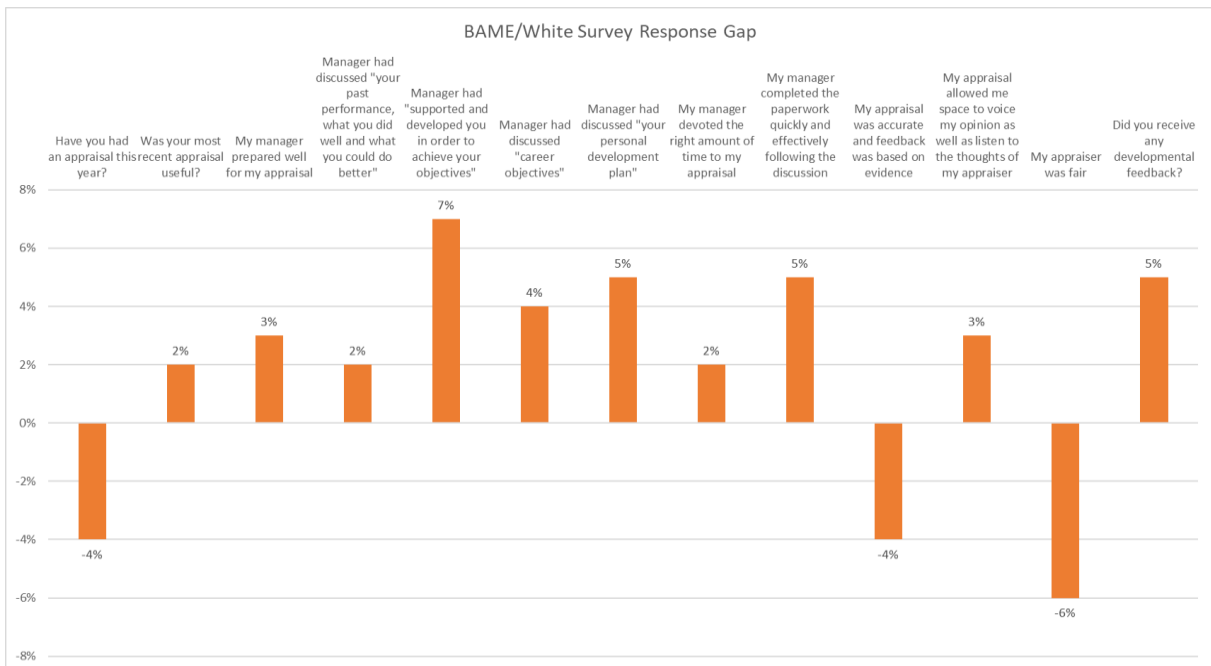


Chart 5.7 Survey response gap between White and BAME survey respondents



Our 2019 staff survey highlighted that our appraisal process could be improved. The following survey responses, showed a negative response from BAME staff compared to White staff:

- Have you had an appraisal this year - Response was White staff 73% and BAME staff 69%.

- My appraisal was accurate and feedback was based on evidence - Response was White staff 82% and BAME staff 78%.
- My appraiser was fair - Response was White staff 92% and BAME staff 86%.

The REC survey, has highlighted that BAME staff feel that they are disadvantaged and treated differently compared to White staff.

Summary of key issues and actions

To improve communications about the PDR process (AP 38), we will ensure:

- Line managers, follow up the development and performance discussion.
- Line managers, collate information about training.
- Line managers, take a coaching and mentoring approach throughout the year.

We will monitor the new process to ensure the discussions are taking place and that staff are benefitting from the process (AP 39).

Actions

AP ref: 38	Improve communications with BAME staff and Managers about the PDR process.
AP ref: 39	Review and monitor moderation of PDR ratings, for senior staff, to identify any disproportionality in ratings between White and BAME staff.

5d Academic promotion

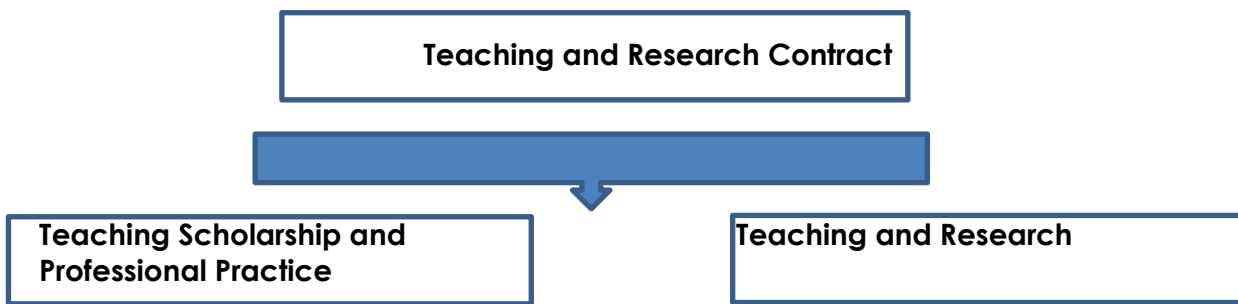
Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions.

Please provide collated data by each academic grade (ie promotions from each grade to the next)

Where possible, please provide the data for each academic faculty.

The University launched the Wolverhampton Academic Framework in 2017/18 to enable staff to position themselves within a career pathway that best matches their career aspirations and recognises the different elements of an academic career. Staff are now able to progress equally on either route:

Diagram 5.2: Career progression routes through the Wolverhampton Academic Framework



To support the Teaching, Scholarship and Professional Practice route, an 'Associate Professor' role was introduced within the Framework. This role allows parallel progression routes on the basis of teaching, learning and knowledge exchange through the University's conferment process, which has traditionally only been available for those pursuing a research-heavy route via a Readership.

The decision to put staff forward to the promotions panel used to be reliant on the line manager, but that has been changed so that staff can now put themselves forward with no negative consequences. So the process for identifying candidates has been changed to one of self-identification.

The invitation to apply for conferment goes out to all staff and the wording we use makes direct reference to under representation of BAME staff in the Professoriate. The invitation notice sent to staff is:

"We have issued a call for applications from internal candidates for the roles of Professor, Reader and Associate Professor.

As the University strives for equality, diversity and inclusion, more female and BAME staff members are particularly encouraged to apply, as they are under-represented at the professorial and readership levels"

The message is placed in the staff news and also disseminated as a direct message from Deans to all academic staff from the VC.

The promotions panel is given training in evidence-based decision making and mitigating the impact of any bias, conscious or unconscious.

The University has mechanisms in place to ensure BAME staff are not disadvantaged in the process, through recognising they may have a reduction in research outputs and/or teaching and scholarship-related activity. This involves a declaration of circumstances form which staff can complete, to accompany their application.

Since 2018, in response to the low success rate in promotions from the 2016 and 2017 rounds, each applicant to the conferment panel has a 1:1 feedback meeting with the Vice Chancellor and the Dean of Research. The conferment panel tracks re-applications to ensure that the written and 1:1 feedback result in improved applications.

Our promotions numbers are relatively small.

Table 5.11 Academic Promotions by Ethnicity

		Researcher to Lecturer / S.L	Lecturer to Senior Lecturer	S. Lecturer to P. Lecturer	S. Lecturer to Reader	Grand Total
2016-17						
UK	White	0	10	8	1	19
	BAME	0	1	0	0	1
Non UK	White	0	2	0	1	3
	BAME	0	1	0	0	1
2017-18						
UK	White	0	11	4	1	16
	BAME	0	5	1	0	6
Non UK	White	0	4	0	0	4
	BAME	0	3	0	0	3
2018-19						
UK	White	3	16	12	0	31
	BAME	1	6	1	0	8
Non UK	White	1	5	1	0	7
	BAME	1	1	2	0	4

Chart 5.8 Non-Conferment Internal Promotions by Ethnicity (2016 – 2019)

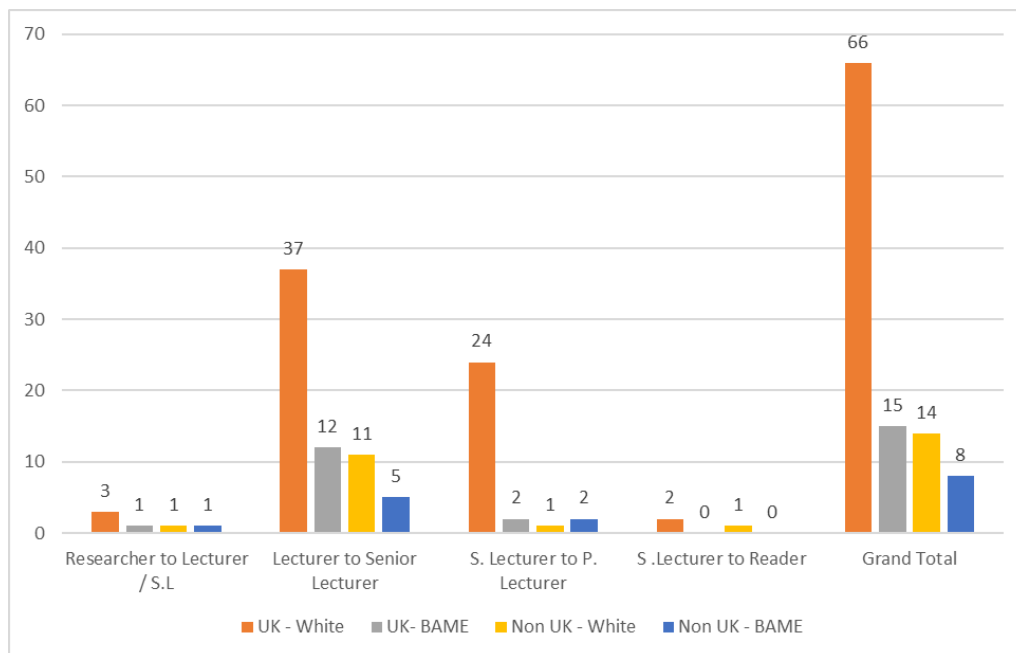


Table 5.12 - Total applications for all staff under the conferment process for staff Reader, Associate Professor and Professor, and-Numbers

	Reader Applications		Reader Conferred		A. Prof Applications		A. Prof Conferred		Professor Applications		Professor conferred	
	White	BAME	White	BAME	White	BAME	White	BAME	White	BAME	White	BAME
2017	3	1	0	0					1	2	0	1
2018	14	4	6	2	6	1	1	0	11	1	7	1
2019	6	0	2	0	3	2	2	2	2	1	1	1

Chart 5.9 Role Breakdown of Conferment Promotions by Ethnicity

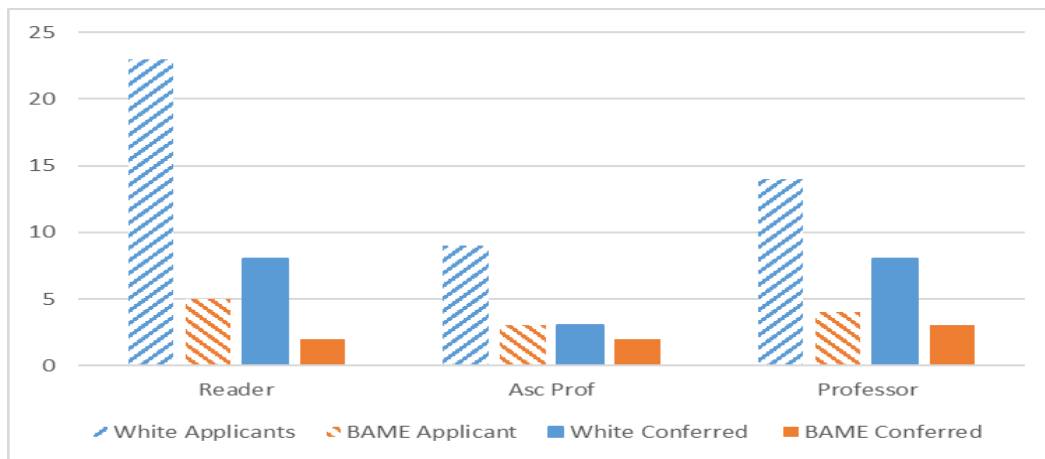
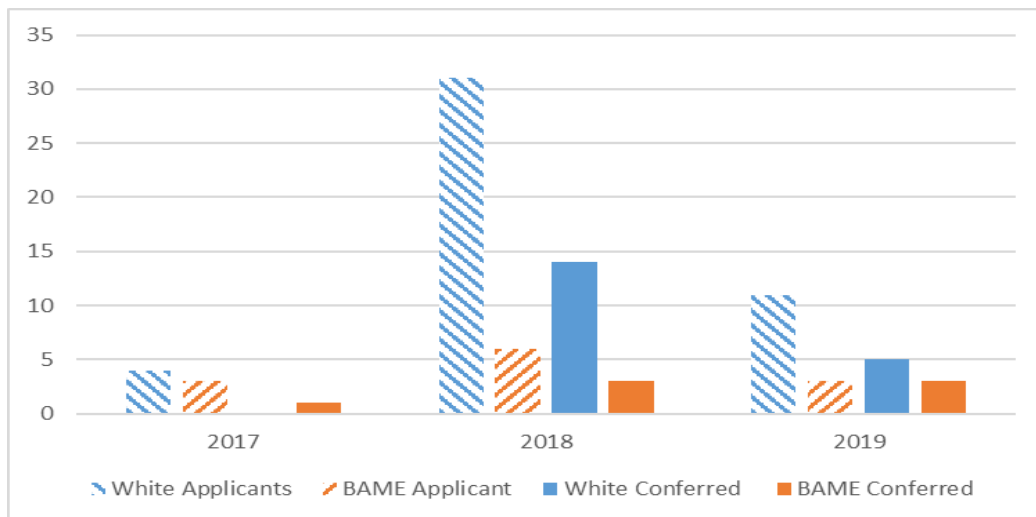


Chart 5.10 Year Breakdown of Conferment Promotions by Ethnicity



- Disproportionality lower number of UK BAME staff are getting promoted compared to UK White staff for all academic roles up to principle lecturer.
- The gap between UK White and BAME staff being promoted is the largest from senior to principle lecturer.

- For Non-UK staff, there are more White than BAME staff, who got promotion from lecturer to senior lecturer, similar to UK staff.
- There was more Non-UK BAME staff that got promoted than White staff from senior lecturer to principal lecturer.

Analysis of applications under the conferment process for Reader, Associate Professor and Professor, highlight the following:

- In terms of appointments (conferred), BAME applications in relation to the proportionate applying do better than White staff, for example in 2019 there were in total five applications for Associate Professor (3 White, 2 BAME), 2 BAME and White were conferred, giving 100% success rate for the BAME application.
- It seems the issue is there are fewer BAME applications for all the roles, for example in 2020 out of 9 applications for Professor, there was only one BAME application.

REC survey quotes:

“The University has recently shown that there is not a level playing field for BAME academic staff”

“Opportunities for BME staff need to be provided fairly, reasonably and on merit. There is so many talented BME staff within this institution who can really make a difference and the problem is the barriers that are put in the way”.

Summary and actions

When developing data dashboards (AP 6), we will ensure that this includes data at a granular level. This data will be presented, as mentioned in earlier sections, to the Faculty EDI committees.

Qualitative comments from Staff survey and Quantitative data as above, highlights it is not a level playing field for BAME academic staff when it comes to promotion to senior roles.

BAME staff will be proactively encouraged and supported in applying for promotions, by providing clarity on the processes and criteria requirements, for BAME staff, when applying for Academic promotions.

Actions

AP ref: 24 Monitor and provide data of BAME staff who are:

- eligible for promotions

- actually applied
- were successful

AP ref: 24.1	OVC to review promotions data and set targets for Deans to address any disproportionality
AP ref: 25	Develop and deliver equality and diversity training, with focus on 'race equality' to all promotions panels
AP ref: 26	Review and improve the existing guidance to applicants on promotions processes
AP ref: 27	Organise a series of promotions workshops for potential BAME applicants
AP ref: 28	Deliver workshops with 2020/21 BAME promotions applicants to identify any barriers and good practice
AP ref: 29	Develop action learning sets for BAME staff that are looking to progress to the next levels

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

Data on the number of staff submitted to REF2014 presented as a proportion of the eligible pool, broken down by ethnicity.

Table 5.13a and b REF 2014 Breakdown by Ethnicity

Eligible			
	Non-UK	UK	Grand Total
White	74	599	673
BAME	70	124	194
Not Known/Prefer Not to Say	6	9	15
Grand Total	150	732	882

Submitted			
	Non-UK	UK	Grand Total
White	52	196	248
BAME	39	39	78
Not Known/Prefer Not to Say	2	4	6
Grand Total	93	239	332

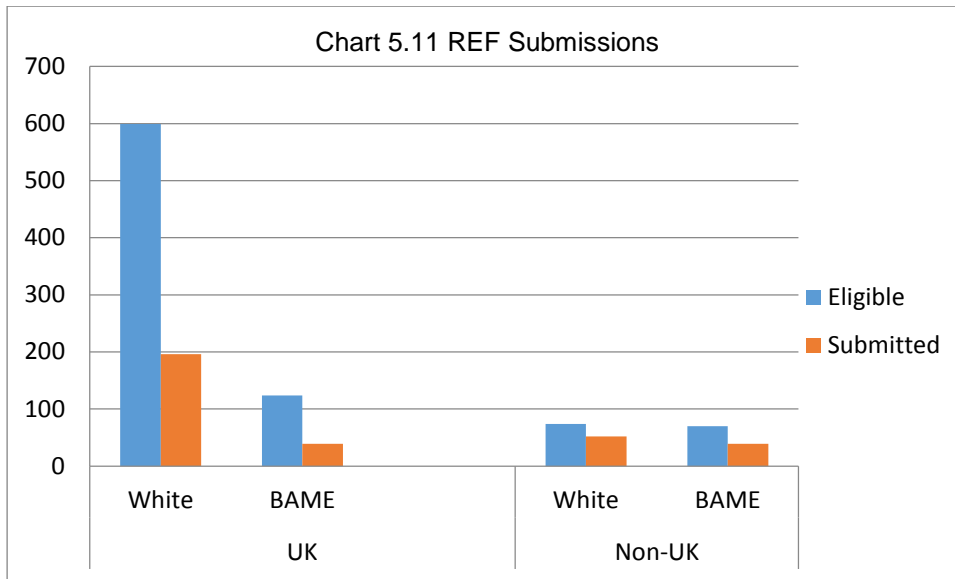
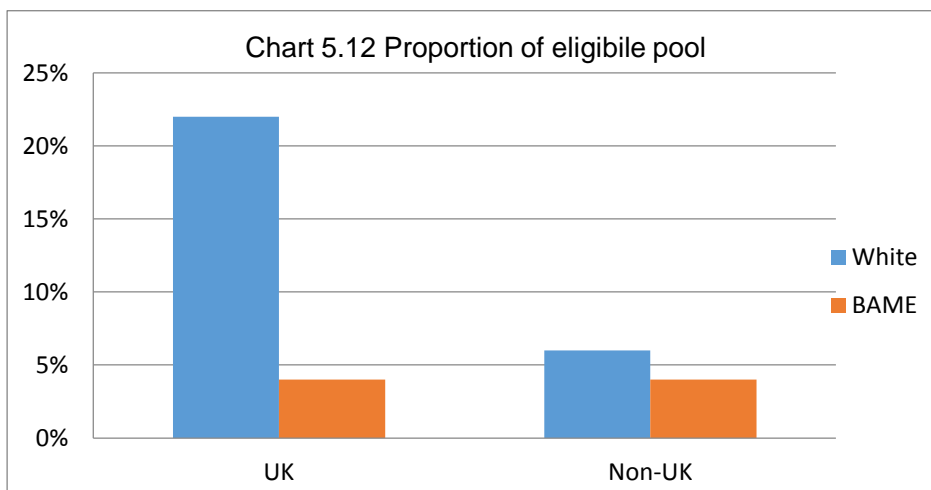


Table 5.14 Proportion of Eligible Staff Members by Ethnicity

Proportion of eligible pool	Non-UK	UK	Grand Total
White	6%	22%	28%
BAME	4%	4%	9%
Not Known/Prefer Not to Say	0%	0%	1%
Grand Total	11%	27%	38%



Our Equality Impact Assessment on REF2014 showed that:

- The University submitted more staff to REF 2014 than RAE 2008, and increased the number of staff from ethnic categories other than White British.

- The percentage of BAME staff submitted to REF 2014 was higher than the percentage of BAME staff in the University staff population, but the small numbers did not allow meaningful identification of patterns.
- Since REF2014, we have worked to further improve our sensitivity to equality and diversity, using the results from the Principal Investigators and Research Leaders Surveys to identify how to improve skills, knowledge and habits of research leaders to support inclusive practices. We are aiming to improve the proportion of submitted staff who are BAME, from 21% in REF2014 to 26% in REF2021.

AP Ref 31 Successfully conduct the REF2021 in accordance to the Equality and Diversity principles agreed with the Staff Networks.

5f Support given to early career researchers and 5g Profile-raising opportunities

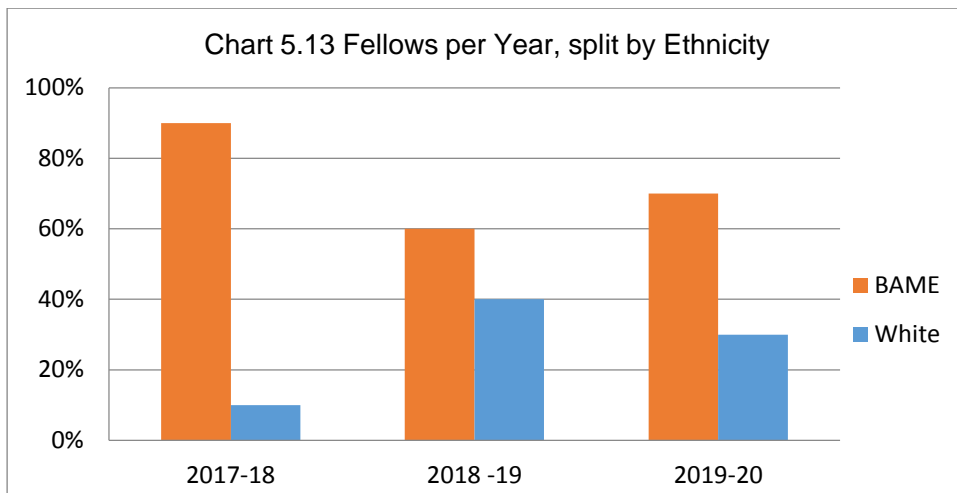
Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education.

The Early Researcher's Award Scheme (ERAS) provides Early Career Researchers (ECRS), who are within five years of completing their doctorates, with the opportunity to bid for a small pot of money (currently up to £5000) to carry out a yearlong research programme (a two year option is available for part-time staff).

All applications are assessed by a panel of senior researchers who consider the theoretical and methodological tenets of the research, its ethical integrity, value for money and intended impact. ERAS fellows will be encouraged to disseminate their research at the University's Annual Research Conference, relevant external conferences, books and peer reviewed publications.

Table 5.15 ERAS Fellows per Year, split by Ethnicity

Year	Number of Fellow	No & (%) of BAME Fellows	No and (%) of White Fellows
2017-18	10	9 (90%)	1 (10%)
2018 -19	10	6 (60%)	4 (40%)
2019-20	10	7 (70%)	3 (30%)
TOTALS	120	87 (72.3)	33 (27.5)



Summary and actions

As can be seen from the data above, the Early Researcher's Award Scheme (ERAS), has had a positive impact on BAME academic staff.

We will ensure that research leaders be given support to ensure they provide feedback and support to junior BAME colleagues to help them develop and progress.

Action

AP ref: 30 Develop and deliver training to Professors and Readers on how they can support junior BAME colleagues.

6 Professional and support staff: recruitment, progression and development

6a Professional and support staff recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points, to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

Content in section 5, academic recruitment, is also applicable to this section.

Table 6.1 Professional and support staff recruitment					
		Applied	Shortlisted	Hired	%Hired vs Applied
2016-17					
All staff	White	3204	750	189	5.9%
	BAME	2180	435	80	3.7%
UK staff	White	2986	716	186	6.2%
	BAME	1781	393	74	4.2%
Non UK staff	White	218	34	3	1.4%
	BAME	399	42	6	1.5%
2017-18					
All staff	White	3351	812	189	5.6%
	BAME	2298	410	80	3.5%
UK staff	White	3130	772	199	6.4%
	BAME	1769	346	68	3.8%
Non UK staff	White	221	40	8	3.6%
	BAME	529	64	9	1.7%
2018-19					
All staff	White	4835	869	203	4.2%
	BAME	3794	523	74	2%
UK staff	White	4415	825	198	4.5%
	BAME	2979	449	61	2.1%
Non UK staff	White	420	44	5	1.2%
	BAME	815	74	13	1.6%

Chart 6.1 Percentages for ALL staff

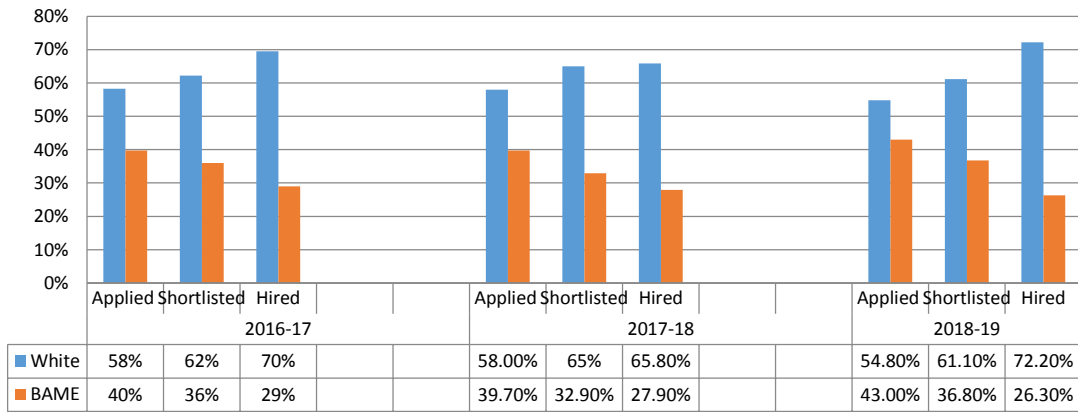
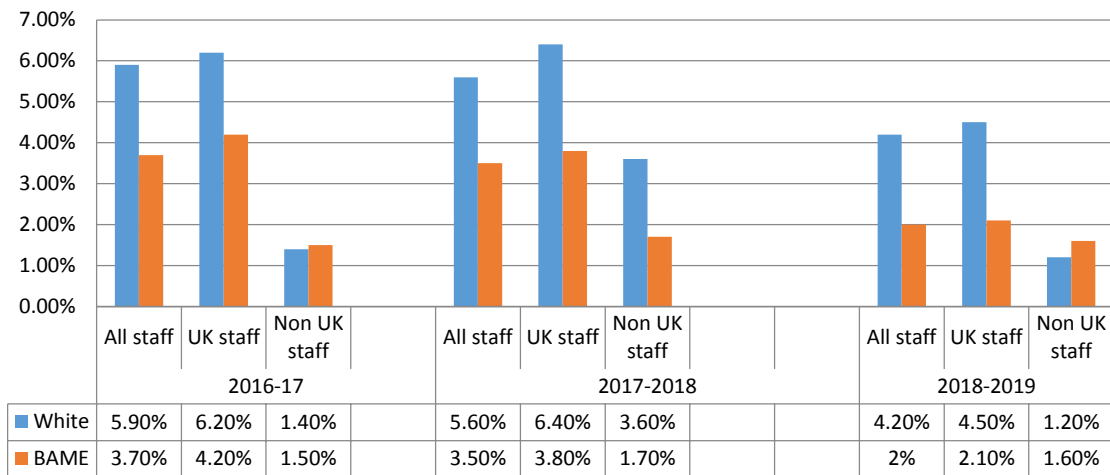
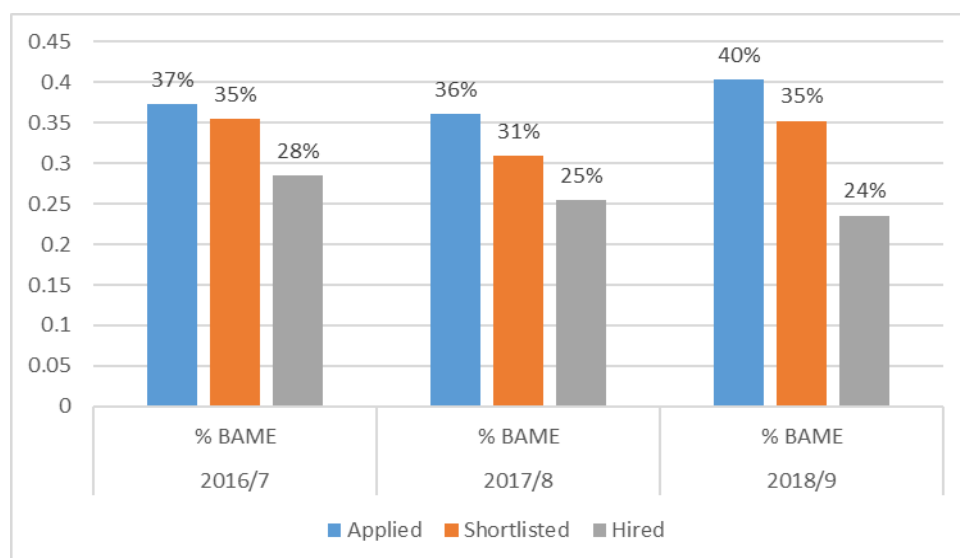
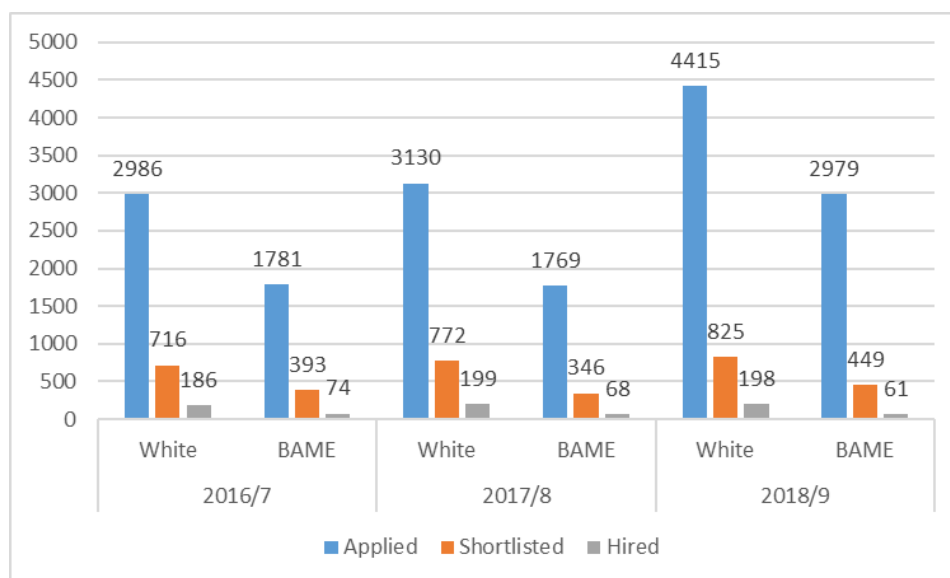


Chart 6.2 Percentage Hired vs Applied for All BAME & White staff



		Applied	Shortlisted	Hired
2016/7	White	2986	716	186
	BAME	1781	393	74
	Grand Total	4767	1109	260
	% BAME	37%	35%	28%
2017/8	White	3130	772	199
	BAME	1769	346	68
	Grand Total	4899	1118	267
	% BAME	36%	31%	25%
2018/9	White	4415	825	198
	BAME	2979	449	61
	Grand Total	7394	1274	259
	% BAME	40%	35%	24%

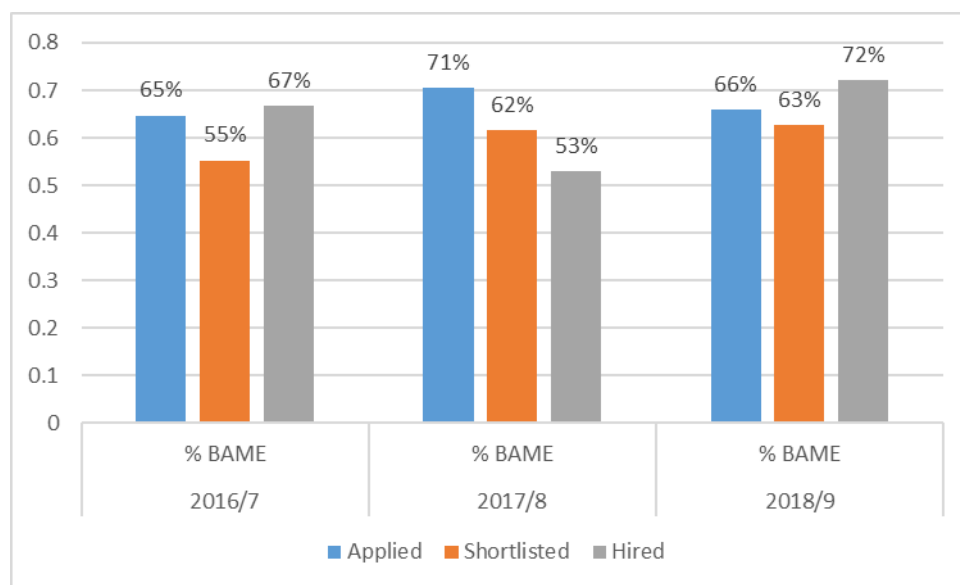
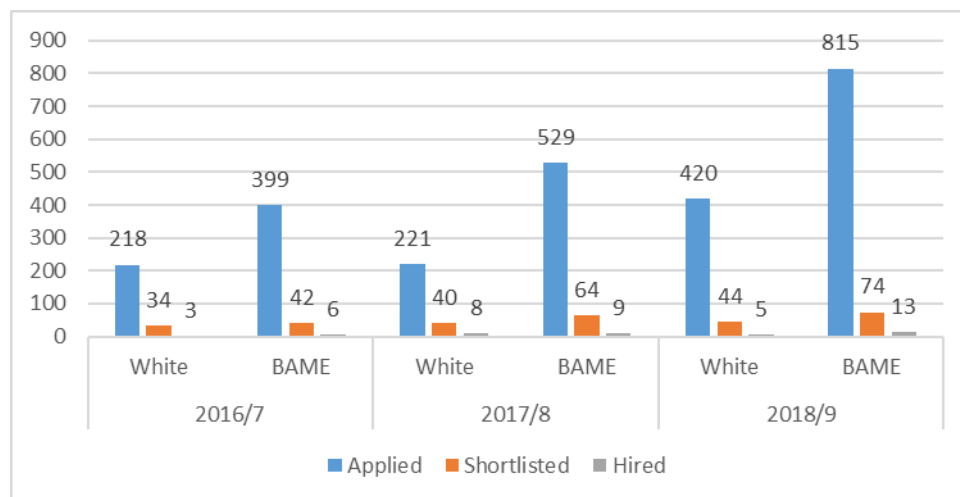
Chart 6.3a and b BAME representation throughout professional and support staff (UK only) recruitment (2016-9)



		Applied	Shortlisted	Hired
2016/7	White	218	34	3
	BAME	399	42	6
	Grand Total	617	76	9
	% BAME	65%	55%	67%
2017/8	White	221	40	8
	BAME	529	64	9
	Grand Total	750	104	17
	% BAME	71%	62%	53%
2018/9	White	420	44	5
	BAME	815	74	13

	Grand Total	1235	118	18
	% BAME	66%	63%	72%

Charts 6.4 a and b BAME representation throughout professional and support staff (Non-UK) recruitment (2016-9)

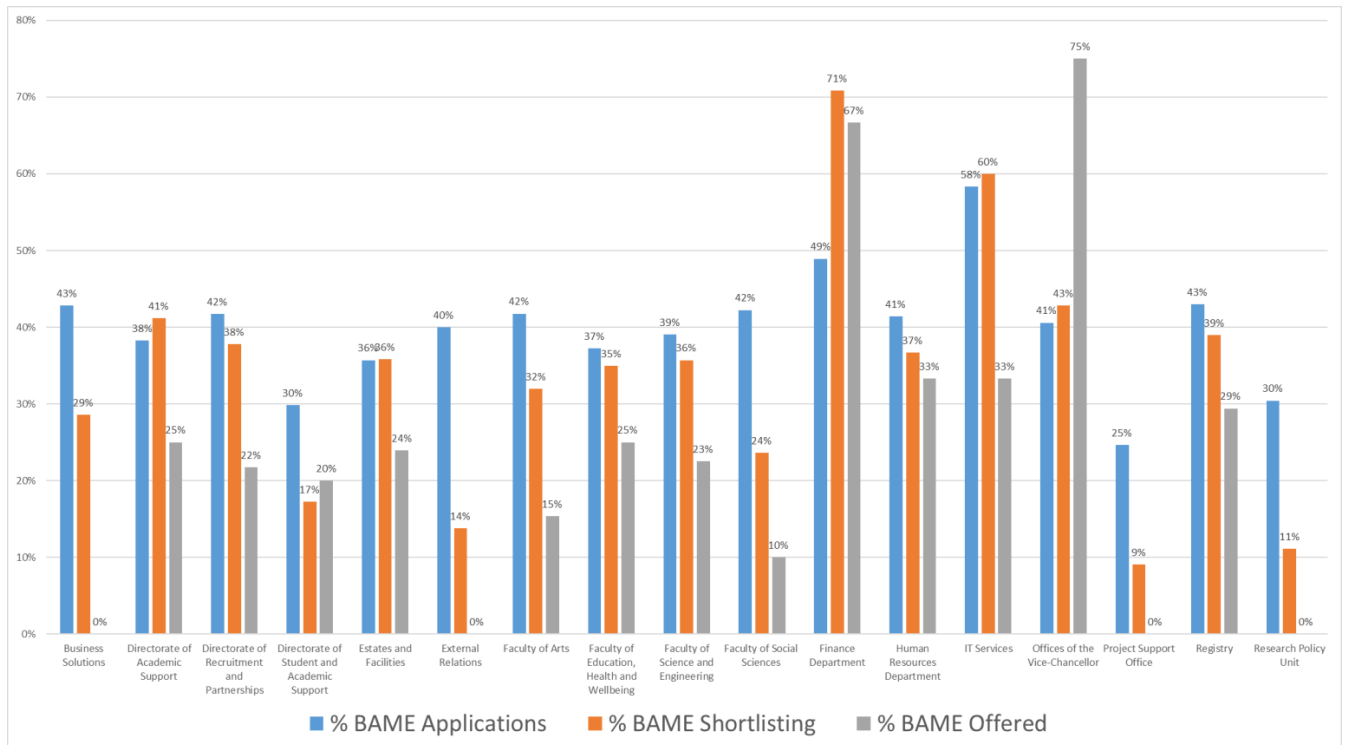


	Faculty/Department	White	BAME	Not Known/ Prefer Not to Say	Grand Total	% BAME
2018-19 Applications UK	Business Solutions	15	12	1	28	43%
	Directorate of Academic Support	84	57	8	149	38%
	Directorate of Recruitment and Partnerships	410	299	8	717	42%
	Directorate of Student and Academic Support	358	156	9	523	30%

	Estates and Facilities	61 6	356	25	997	36 %
	External Relations	82	56	2	140	40 %
	Faculty of Arts	29 7	226	18	541	42 %
	Faculty of Education, Health and Wellbeing	71 7	438	22	117 7	37 %
	Faculty of Science and Engineering	55 7	373	25	955	39 %
	Faculty of Social Sciences	36 8	283	19	670	42 %
	Finance Department	69	68	2	139	49 %
	Human Resources Department	96	70	3	169	41 %
	IT Services	41	63	4	108	58 %
	Offices of the Vice-Chancellor	38	28	3	69	41 %
	Project Support Office	51	18	4	73	25 %
	Registry	60 0	469	22	109 1	43 %
	Research Policy Unit	16	7		23	30 %
Shortlisted 2018/19 UK	Business Solutions	4	2	1	7	29 %
	Directorate of Academic Support	9	7	1	17	41 %
	Directorate of Recruitment and Partnerships	74	45		119	38 %
	Directorate of Student and Academic Support	44	10	4	58	17 %
	Estates and Facilities	14 7	86	7	240	36 %
	External Relations	24	4	1	29	14 %
	Faculty of Arts	48	23	1	72	32 %
	Faculty of Education, Health and Wellbeing	19 4	107	5	306	35 %
	Faculty of Science and Engineering	96	55	3	154	36 %
	Faculty of Social Sciences	77	22	1	93	24 %
	Finance Department	7	17		24	71 %
	Human Resources Department	19	11		30	37 %

	IT Services	11	18	1	30	60%
	Offices of the Vice-Chancellor	8	6		14	43%
	Project Support Office	9	1	1	11	9%
	Registry	46	30	1	77	39%
	Research Policy Unit	8	1		9	11%
Offered 2018/9 UK	Business Solutions	2		1	3	0%
	Directorate of Academic Support	3	1		4	25%
	Directorate of Recruitment and Partnerships	18	5		23	22%
	Directorate of Student and Academic Support	8	2		10	20%
	Estates and Facilities	34	11	1	46	24%
	External Relations	6			6	0%
	Faculty of Arts	10	2	1	13	15%
	Faculty of Education, Health and Wellbeing	42	14		56	25%
	Faculty of Science and Engineering	30	9	1	40	23%
	Faculty of Social Sciences	18	2		20	10%
	Finance Department	2	4		6	67%
	Human Resources Department	4	2		6	33%
	IT Services	2	1		3	33%
	Offices of the Vice-Chancellor	1	3		4	75%
	Project Support Office	3			3	0%
	Registry	12	5		17	29%
	Research Policy Unit	3			3	0%

Chart 6.5 BAME representation (Non-UK) by department throughout professional and support recruitment cycle (2016-19)



These are based on the latest data set for 2018-19, focus is on UK staff as the number of Non UK staff is relatively small.

- 56% of the applicants were White compared to 44% that were BAME. This indicates that we do have a large number of BAME applicants.
- Data show disproportionately between White and BAME applicants in shortlisting process, 62% White compared to 38% and total hired 73% White hired compared to 27% BAME.
- The percentage gap doubles at each step of the recruitment cycle, from 12% at application stage to 24% at shortlisting and 46% at hired stage. BAME applicants have over 50% less chance of getting shortlisted and then hired compared to White applicants from the total number of applications.

REC survey quotes:

“The whiteness of the university is deeply problematic - there needs to be serious thought given to how recruitment reifies whiteness over and over again”

“Ensure staff selection processes involve BAME staff / students at some point of the process”

Summary and actions

As with academic staff, the data above shows that the recruitment cycle is disadvantaging BAME applicants, with them doing less well than White applicants at each stage of the recruitment process and for all the roles.

The actions described in section 5b are applicable to professional and support staff as well:

Actions:	
AP ref: 8	Advertise all relevant vacancies to BAME communities and networks.
AP ref: 10	Set up a working group to develop recruitment initiatives, including a programme using the positive action 'tie-break (explanation) clause in the Equality Act 2010.
AP ref: 13	Agreeing a memorandum of understanding with recruitment agencies on attracting a diverse range of BAME applicants to senior roles.
AP ref: 15	Develop HR processes for systematic and regular provision of staff recruitment data for EDI team and each Faculty (at school and Institution level) and agree KPIs with Faculty Deans to address under-representation in their respective areas.
AP ref: 16	Review and amend the recruitment and selection policies and process, to ensure transparency for external and internal recruitment.
AP ref: 16.1	Develop supporting information, advice, guidance and training (IAG).
AP ref: 17	On-going unconscious bias training for all staff involved in recruitment at all stages.
AP ref: 18	Explore a coaching and observation type process for Chairs of panels to upskill individuals and share good practice.
AP ref: 19	Develop a pilot programme, where all recruitment panels will have to have BAME representative for senior roles.
AP ref: 20	Evaluate the anonymous shortlisting process.

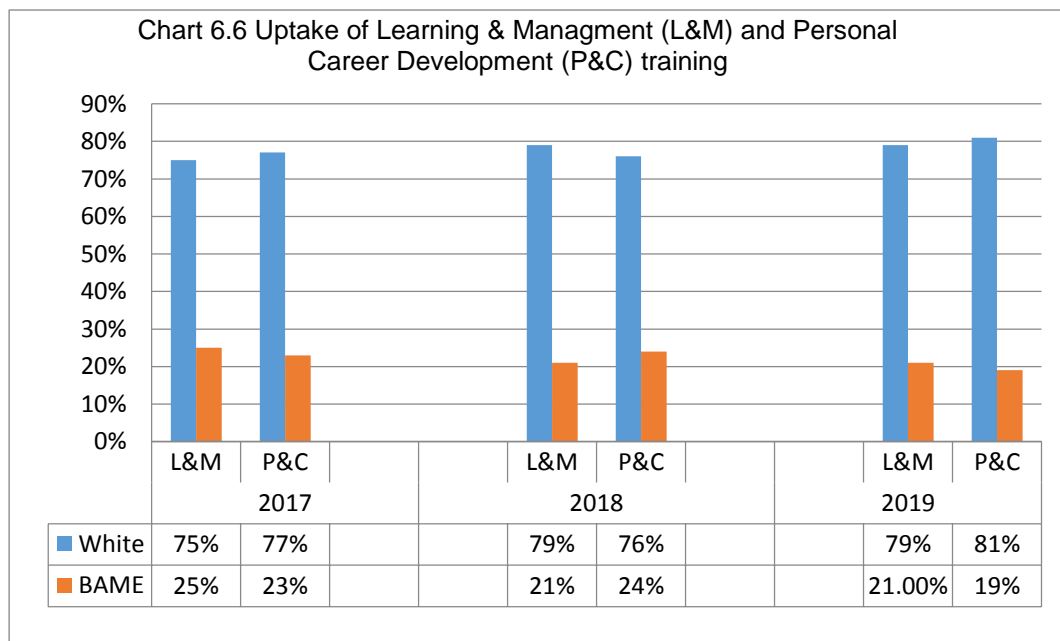
6b Training

Please provide race-specific information on the training available to professional and support staff including:

Content in section 5b, academic training, are applicable to this section as well.

Table 6.5 to illustrate number of ethnic groups taking up of Leadership and Management and Personal and Career Development training		
	Leadership and Management	Personal and Career Development
2017		

Asian	19	30
Black	0	1
Mixed ethnicity	3	8
White	66	132
2018		
Asian	20	17
Black	3	6
Mixed ethnicity	8	8
White	118	100
2019		
Asian	31	32
Black	12	12
Mixed ethnicity	7	8
White	189	228



BAME professional and support services staff that participated in BAME steps to leadership programme (covered in section 5) were:

Table 6.6 Professional and Support Services Participants in BAME Steps To Leadership

Year	Cohort	Professional services staff	Total staff
2016	1	9	11
2017	2	9	13
2018	3	12	12

Table 6.7 Aurora Women's leadership development programme, academic staff participants

Year	White	BAME	Professional and support staff	Total (All staff)
2017/18	4	1	5	8
2018/19	1		1	5
2019/20	5	1	6	8

Table 6.8 Aspiring Leaders, P&S staff participants

Year	White	BAME	professional and support staff	Total (All staff)
2016	2	1	3	9

Table 6.9 Emerging Leaders P&S staff participants

Year	White	BAME	professional and support staff	Total (All staff)
2018	10	10	20	22
2019	5	4	9	10

Summary and Actions

Unlike the academic staff, data on professional and support staff suggests that there is disproportionality in the uptake of all training course between BAME and White staff. This needs to be investigated to find what the institutional barriers are for BAME staff and interventions developed to overcome the barriers identified.

The summary and actions described in section 5b are also applicable to professional and support staff:

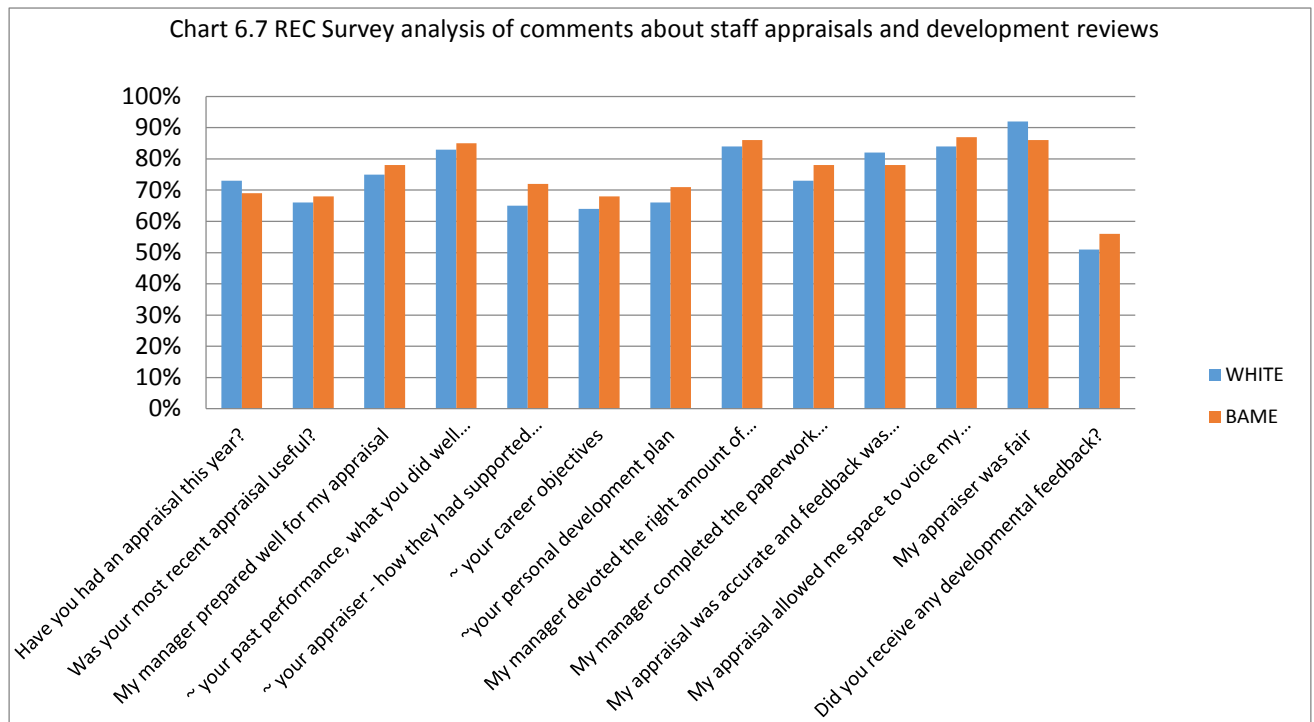
Actions:

- AP ref: 32 Review the staff mentoring network
- AP ref: 33 Develop a reverse mentoring and coaching scheme
- AP ref: 33 Scope, design and deliver a work shadowing programme
- AP ref: 34 Evaluate and monitor the leadership development programmes
- AP ref: 35 Sponsor two BAME staff onto a leadership programme for BAME staff in HE, e.g. Stellar HE.
- AP ref: 36 Encourage BAME Females to apply for the Aurora developmental programme

6c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for professional and support staff, with specific reference to outcomes by ethnicity. Please differentiate between UK and non-UK staff.

Content in section 5c are applicable to this section as well.



Summary and actions

Same as in section 5 Academic appraisals.

Actions

- AP ref: 38 Improve communications with BAME staff and Managers about the PDR process
- AP ref: 39 Review and monitor moderation of PDR ratings to identify any disproportionality in ratings between White and BAME staff.

6d Professional and support staff promotions

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff who have been promoted or had their role regraded.

Please consider, with specific reference to ethnicity and race:

There is no “promotions” policy for professional services. Staff would normally be expected to apply for a job to obtain employment in a higher graded post. The only exception to this is, if there is a clear, objective case for regrading the post.

Regrading requires a revised job description / personal specification to be presented to HR to see if there are sufficient changes to warrant a role being re-evaluated under the Job Evaluation scheme. If yes, then an evaluation is carried out. This applies to roles increasing and decreasing in responsibility. Generally most people approach HR to get posts reviewed if they feel there is a material increase.

Table 6.10 Number of White and BAME STAFF promoted

	UK	Non-UK	Grand Total
2016 - 2017	59	4	63
BAME	16	1	17
White	42	3	45
Not Known/Prefer not to answer	1		1
2017 - 2018	106	1	107
BAME	23		23
White	83	1	84
2018 - 2019	117	2	119
BAME	27	2	29
White	90		90
Grand Total	7	282	289

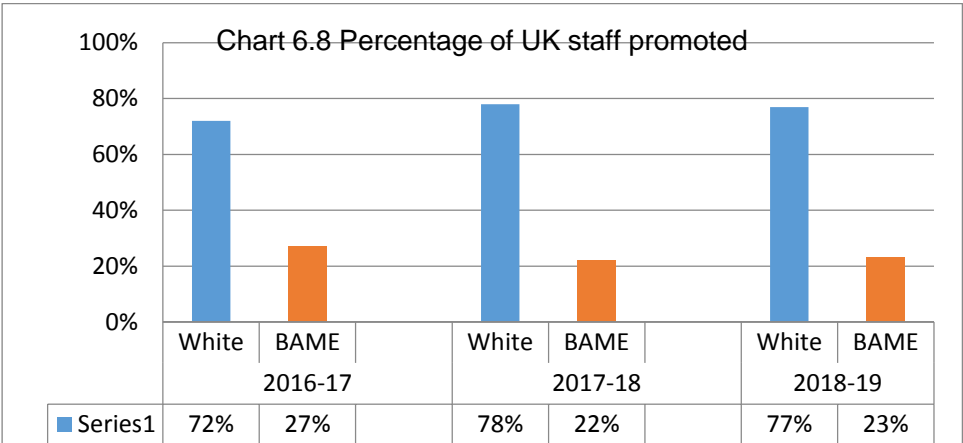


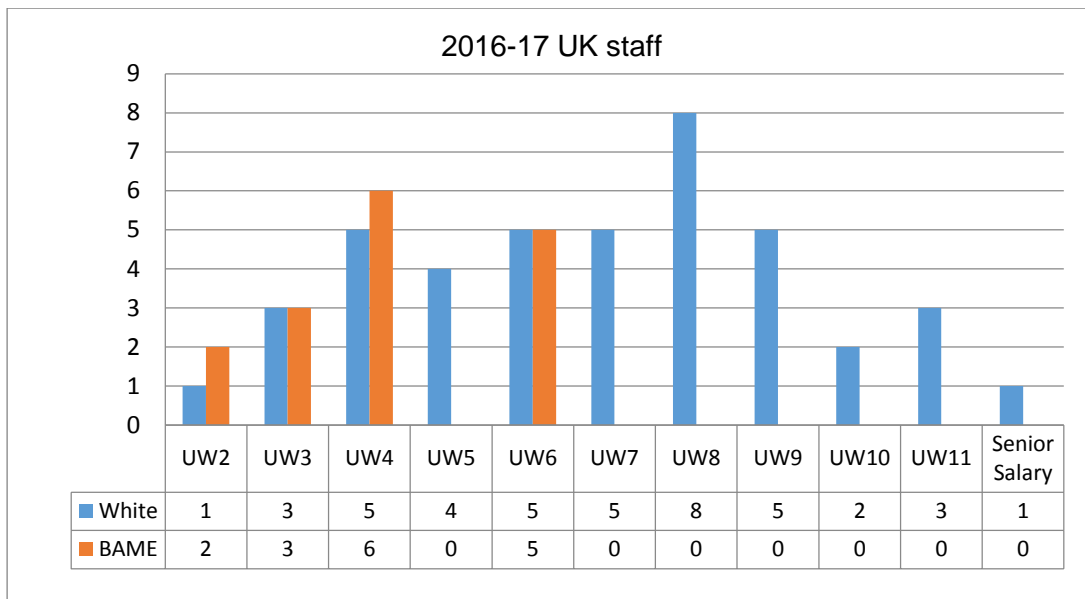
Table 6.11 Number of White and BAME STAFF promotions by grades

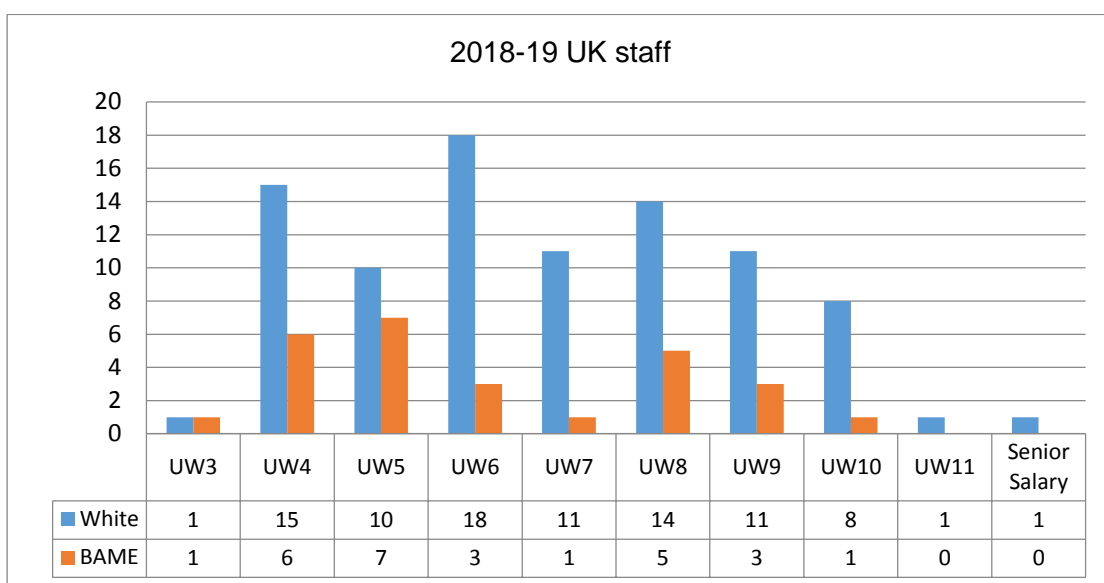
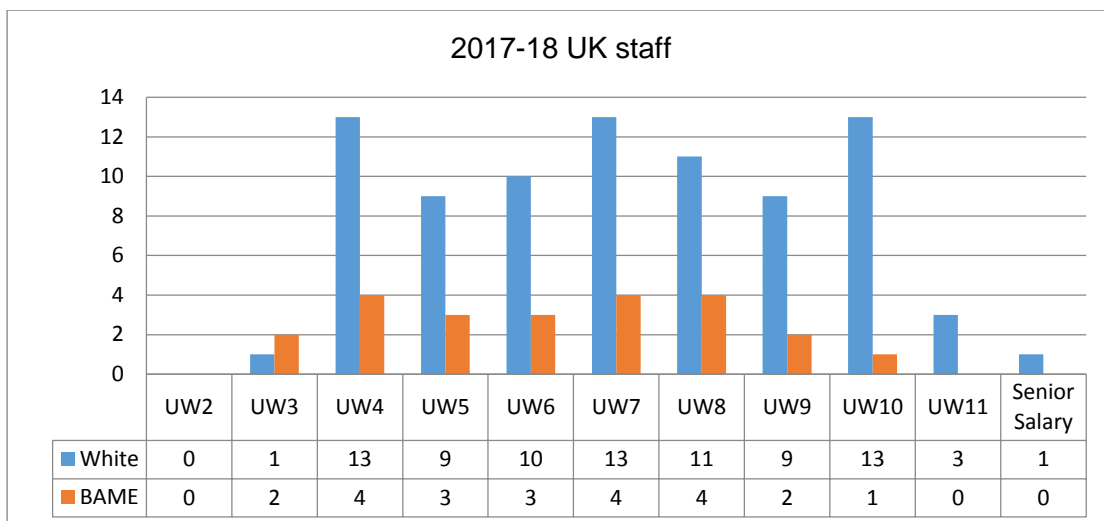
	Non-UK	U.K	Grand Total
2016 – 2017	4	59	63
BAME	1	16	17
UW6	0	5	5
UW5	1	0	1

UW4	0	6	6
UW3	0	3	3
UW2	0	2	2
White	3	42	45
Senior Salary	0	1	1
UW11	0	3	3
UW10	1	2	3
UW9	0	5	5
UW8	1	8	9
UW7	0	5	5
UW6	0	5	5
UW5	0	4	4
UW4	1	5	6
UW3	0	3	3
UW2	0	1	1
Not Known/Prefer not to answer	0	1	1
UW3	0	1	1
2017 – 2018	1	106	107
BAME	0	23	23
UW10	0	1	1
UW9	0	2	2
UW8	0	4	4
UW7	0	4	4
UW6	0	3	3
UW5	0	3	3
UW4	0	4	4
UW3	0	2	2
White	1	83	84
Senior Salary	0	1	1
UW11	0	3	3
UW10	0	13	13
UW9	0	9	9
UW8	0	11	11
UW7	0	13	13
UW6	0	10	10
UW5	1	9	10
UW4	0	13	13
UW3	0	1	1
2018 – 2019	2	117	119
BAME	2	27	29
UW10	0	1	1
UW9	1	3	4
UW8	0	5	5

UW7	0	1	1
UW6	0	3	3
UW5	0	7	7
UW4	1	6	7
UW3	0	1	1
White	0	90	90
Senior Salary	0	1	1
UW11	0	1	1
UW10	0	8	8
UW9	0	11	11
UW8	0	14	14
UW7	0	11	11
UW6	0	18	18
UW5	0	10	10
UW4	0	15	15
UW3	0	1	1
Grand Total	7	282	289

Charts 6.9a – c Breakdown of Staff Promoted by Ethnicity and Grade





- There does not seem to be any disproportionality between Non-UK White and BAME staff as the numbers being promoted is very small.
- For UK staff there is a greater decrease in numbers being promoted compared to white staff in the higher grades from U8 onwards.
- There has been a 3% increase in BAME staff getting promoted to grade 9 from the previous year.
- There has been a 4% increase in BAME staff getting promoted to grade 10 from the previous year.

REC survey quotes:

''Promotions are not fair and it is clear that some teams do not employ any people from BAME communities''

“Lack of representation of Ethnic Minorities at grade 6 and above for Professional services staff and administration. It seems that we have to work even harder than white counterparts to move up the ladder for promotion and are constantly overlooked for jobs. While others are able to go on secondment, others are not”

Summary and actions

Qualitative data has been presented grouped together for ethnic groups under the BAME category. When developing data dashboards (AP 6), we will ensure that this includes data at a granular level.

Qualitative comments from Staff survey and Quantitative data as above, highlights it is not a level playing field for BAME staff when it comes to promotion to senior roles.

The only process for promotions or moving to the next Grade, within Professional and Support services is either by applying for internal or externally advertised vacancies or by re-grading. The following actions below, will aim to address the disproportionality between BAME students and White students in terms of promotions.

Actions:

- | | |
|------------|--|
| AP ref: 11 | review the re-grading process and data for Professional & Support staff and amend after consultation with BAME staff Network. |
| AP ref: 16 | review the recruitment and selection policies (including an equality impact assessment), to ensure transparency in process for external and internal recruitment |

7 Student pipeline

Where specified, please provide the data for each academic faculty, otherwise provide data for the institution as a whole. Please also provide a brief overview statement on section 7 as a whole from the head of each faculty.

Most of the actions related to the student pipeline are within our Access to Participation Plan (APP). We will ensure alignment of the REC and APP action plans:

Table 7.1 APP Targets on Awarding Gap

Lifecycle stage	Description
Success	Gap in degree attainment (1 st and 2:1) between full-time white and black students.
Success	Gap in degree attainment (1 st and 2:1) between full-time white and BAME students.
Success	Gap in non-continuation rates between black and white full-time students
Progression	Gap in progression (highly skilled employment or further study) between full-time BAME and white First Degree students

7a Admissions

Please provide three years’ institution-level data on undergraduate application success rates by average predicted/actual tariff point, analysed by specific ethnic group and disaggregating between UK and international students.

The University operates two student intakes at undergraduate level of study: September intake which recruits around 96% of students and a lower January intake mainly for international students.

The University has not included the use of predicted grades in our analysis as we do not tend to use them as a means of deciding who we offer places to. This is largely due to the nature of our undergraduate student body, nearly

half of whom are mature and often entering with previous qualifications or equivalent experience rather than straight from school or college.

In the tables below, the number of applications does not correspond to the number of applicants, as applicants may make more than one application to the University.

7a.1 Applications and Offer rates for from UK and Non-UK based applicants								
Ethnicity and Domicile			2016/17		2017/18		2018/19	
			Application	Offer rate	Application	Offer rate	Application	Offer rate
BAME	Asian	UK	4304	19.9%	3981	19.7%	4035	19.4%
		Non-UK*	68	38.2%	46	28.3%	145	16.6%
		Total	4372	20.2%	4027	19.8%	4180	19.3%
	Black	UK	3650	24.5%	3572	24.8%	3324	23.7%
		Non-UK*	182	25.8%	60	30.0%	184	13.0%
		Total	3832	24.6%	3632	24.9%	3508	23.1%
	Other (including Mixed)	UK	1387	24.0%	1304	24.5%	1267	22.5%
		Non-UK*	207	22.7%	78	38.5%	127	26.0%
		Total	1594	23.8%	1382	25.3%	1394	22.8%
BAME Total			9798	22.5%	9041	22.7%	9082	21.3%
White	UK	9951	21.0%	8549	22.5%	8241	22.1%	
	Non-UK*	16	50.0%	12	58.3%	16	43.8%	
White Total			9967	21.1%	8561	22.5%	8257	22.2%
Unknown			586	9.4%	523	9.6%	599	7.3%
Undisclosed			348	12.1%	203	25.1%	202	14.9%
Grand Total			20699	21.3%	18328	22.3%	18140	21.2%

* only includes Semester 2 starts

Unknown includes students where the information was not made available by UCAS end of cycle data (only Non-UK applicants)

Undisclosed means where students haven't disclosed their ethnicity (UK and Non-UK applicants)

7a.2 Comparison of applications and offer rate for all Nationalities						
Ethnicity	2016/17		2017/18		2018/19	
	% of applications	Offer rate	% of applications	Offer rate	% of applications	Offer rate
Asian	22.1%	20.2%	22.9%	19.8%	24.1%	19.3%
Black	19.4%	24.6%	20.6%	24.9%	20.2%	23.1%
Other (including Mixed)	8.1%	23.8%	7.9%	25.3%	8.0%	22.8%
BAME	49.6%	22.5%	51.4%	22.7%	52.4%	21.3%
White	50.4%	21.1%	48.6%	22.5%	47.6%	22.2%

Unknown and Undisclosed ethnicities have not been included in this calculation

7a.3 Comparison of applications and offer rate for UK students only						
Ethnicity	2016/17		2017/18		2018/19	
	% of applications	Offer rate	% of applications	Offer rate	% of applications	Offer rate
Asian	22.3%	19.9%	22.9%	19.7%	23.9%	19.4%
Black	18.9%	24.5%	20.5%	24.8%	19.7%	23.7%
Other (including Mixed)	7.2%	24.0%	8.0%	24.5%	7.5%	22.5%
BAME	48.4%	22.3%	50.9%	22.5%	51.1%	21.5%
White	51.6%	21.0%	49.1%	22.5%	48.9%	22.1%

Unknown and Undisclosed have not been included in this calculation

7a.4 Comparison of applications and offer rate for Non-UK students only						
Ethnicity	2016/17		2017/18		2018/19	
	% of applications	Offer rate	% of applications	Offer rate	% of applications	Offer rate
Asian	14.4%	38.2%	23.5%	28.3%	30.7%	16.6%
Black	38.5%	25.8%	30.6%	30.0%	39.0%	13.0%
Other (including Mixed)	43.8%	22.7%	39.8%	38.5%	26.9%	26.0%
BAME	96.6%	26.3%	93.9%	33.2%	96.6%	17.8%
White	3.4%	50.0%	6.1%	58.3%	3.4%	43.8%

Unknown and Undisclosed have not been included in this calculation

- Non-UK BAME applicants generally have higher offer rates than UK-based applicants regardless of ethnicity with the exception of 2018/19 recruitment cycle (Table 7a.1).
- Amongst UK nationals, the University has witnessed a 2.7% increase over three years in the applications from BAME students (Table 7a.3).
- For UK applicants, the difference between the percentage of applications received and offer rate is in favour of White applicants, with Asian, Black and Other applicants at a disadvantage (Table 7a.3)

Summary and actions

The current the gap between the offer rate for BAME and White students was just 1%. For UK students this gap was 0.4%, but much larger for Non-UK students. Due to a large number of EU students.

We will explore why, there is a decrease in the offer rate for BAME students, despite an increase in applications, as compared to white students.

Actions

AP ref: 54 Review the admission process and data (at all levels) and continue to monitor percentage of applicants and percentage offered both at an institutional and Faculty as well as at school level

7b Undergraduate student body

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK, and separately, non-UK undergraduate student body.

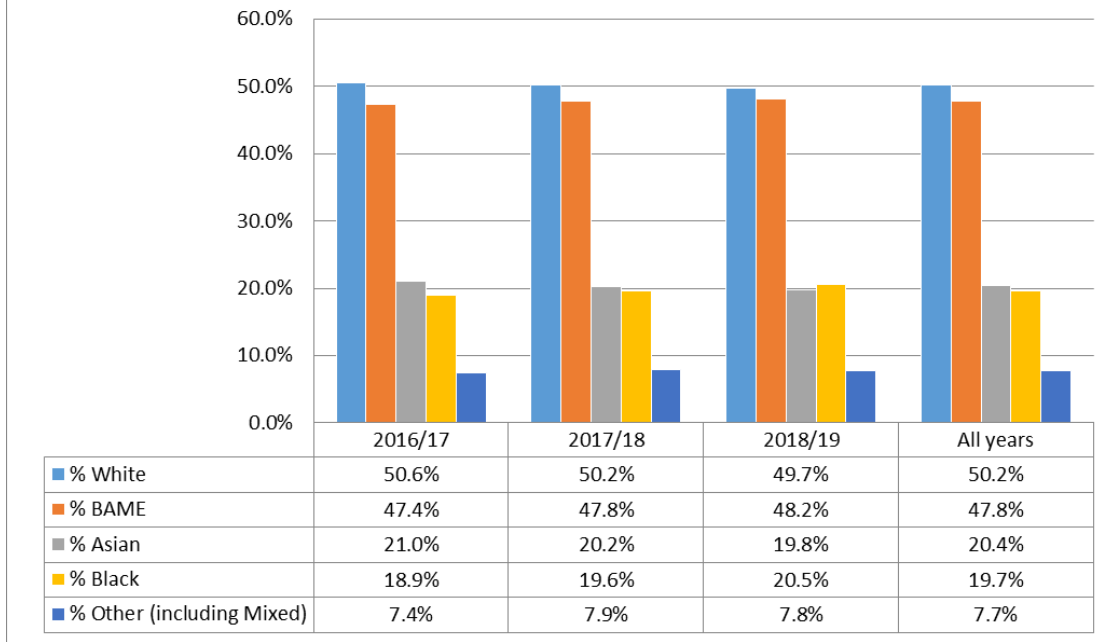
Where possible, please provide the data for each academic faculty.

As an institution, our strength is in the diverse student population and over the years' there has been progress towards equal representation between our White and BAME undergraduate students.

The below data excludes students in TNE provision.

7b.1 Ethnicity Data - Undergraduate - Overall (combined all nationalities)											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2016/17	8170	50.6%	7655	47.4%	3398	21.0%	3056	18.9%	1201	7.4%	16149
2017/18	7886	50.2%	7501	47.8%	3176	20.2%	3085	19.6%	1240	7.9%	15707
2018/19	7493	49.7%	7263	48.2%	2990	19.8%	3093	20.5%	1180	7.8%	15074
All years	23549	50.2%	22419	47.8%	9564	20.4%	9234	19.7%	3621	7.7%	46930

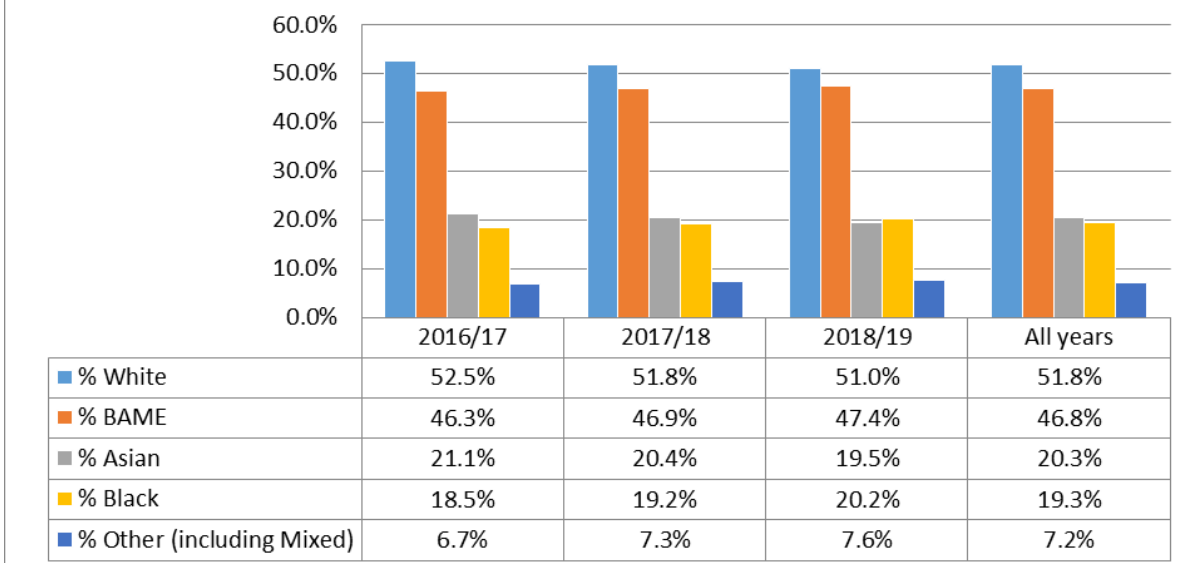
7b.2 Ethnicity Data - Undergraduate - Overall (combined all nationalities)



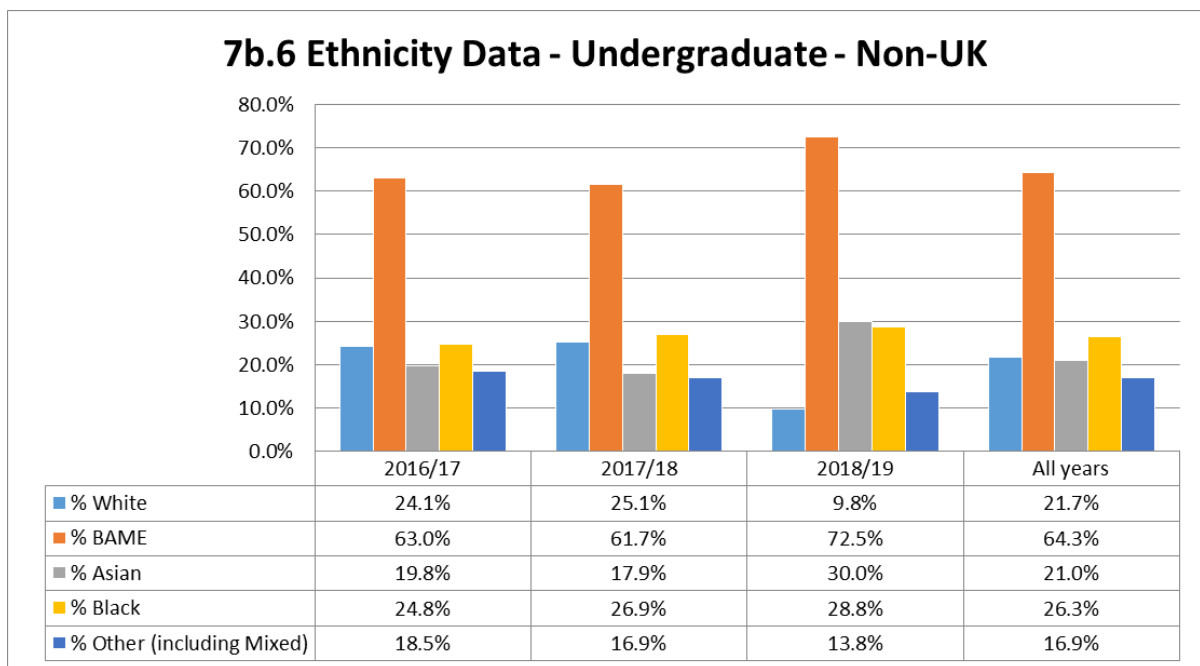
7b.3 Ethnicity Data - Undergraduate - UK only

Academic Year	White		BAME		Asian		Black		Other (including Mixed)	
	No.	%	No.	%	No.	%	No.	%	No.	%
2016/17	7914	52.5%	6986	46.3%	3188	21.1%	2793	18.5%	1005	6.7%
2017/18	7648	51.8%	6916	46.9%	3006	20.4%	2830	19.2%	1080	7.3%
2018/19	7446	51.0%	6915	47.4%	2846	19.5%	2955	20.2%	1114	7.6%
All years	23008	51.8%	20817	46.8%	9040	20.3%	8578	19.3%	3199	7.2%

7b.4 Ethnicity Data - Undergraduate - UK only



7b.5 Ethnicity Data - Undergraduate - Non-UK										
Academic Year	White		BAME		Asian		Black		Other (including Mixed)	
	No.	%	No.	%	No.	%	No.	%	No.	%
2016/17	256	24.1%	669	63.0%	210	19.8%	263	24.8%	196	18.5%
2017/18	238	25.1%	585	61.7%	170	17.9%	255	26.9%	160	16.9%
2018/19	47	9.8%	348	72.5%	144	30.0%	138	28.8%	66	13.8%
All years	541	21.7%	1602	64.3%	524	21.0%	656	26.3%	422	16.9%



Benchmarking

The University recruits a large proportion of students from the WM region (~85% of UK student population) and therefore, where local sector data is available we have compared our performance against Higher Education providers in the WM region. We believe that this provides us more challenging targets compared to the sector as a whole as the region recruits second highest proportion of BAME students within the UK after London (30%).

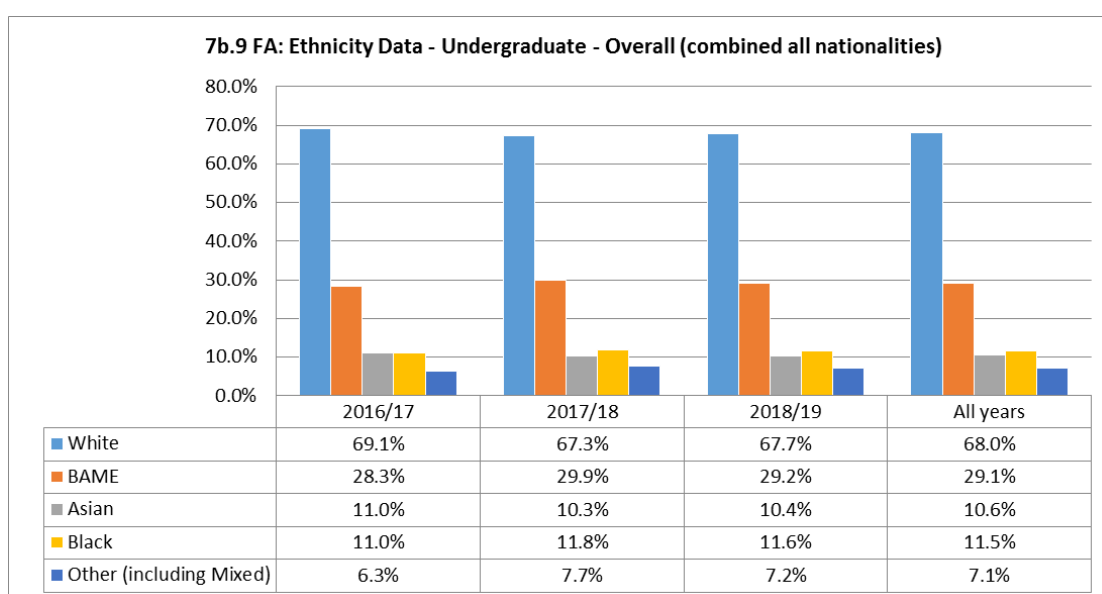
7b.7 Benchmarking: Ethnicity Data - Undergraduate - UK only																
Academic Year	White			BAME			Asian			Black			Other (including Mixed)			
	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	
2016/17	52.5%	52.6%	-0.1%	46.3%	31.2%	15.1%	21.1%	16.9%	4.2%	18.5%	9.3%	9.2%	6.7%	5.0%	1.7%	
2017/18	51.8%	51.6%	0.2%	46.9%	32.2%	14.7%	20.4%	17.4%	3.0%	19.2%	9.6%	9.6%	7.3%	5.3%	2.0%	
2018/19	51.0%	49.7%	1.3%	47.4%	33.2%	14.2%	19.5%	17.8%	1.7%	20.2%	10.0%	10.2%	7.6%	5.4%	2.2%	

Benchmark: Cumulative picture of all West Midlands Universities (Data Source: HESA HeidiPlus)

Undergraduate Student Population Ethnicity Data by Faculty

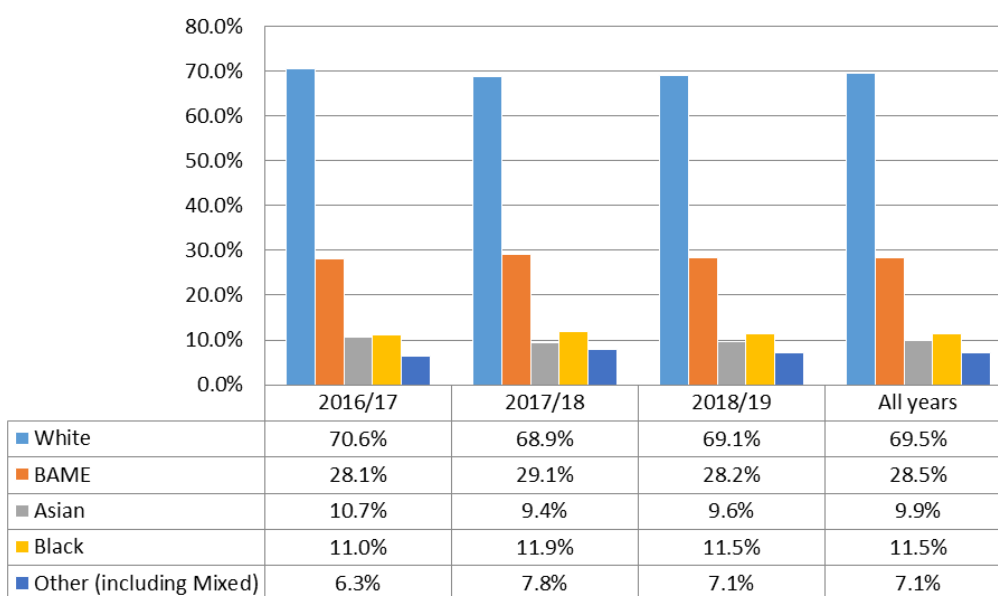
As with sections, 4 and 5, we are analysing data for the previous four Faculties in order for us to identify any trends.

7b.8 FA: Ethnicity Data - Undergraduate - Overall (combined all nationalities)											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2016/17	1419	69.1%	581	28.3%	226	11.0%	226	11.0%	129	6.3%	2055
2017/18	1302	67.3%	578	29.9%	199	10.3%	229	11.8%	150	7.7%	1936
2018/19	1207	67.7%	520	29.2%	185	10.4%	207	11.6%	128	7.2%	1782
All years	3928	68.0%	1679	29.1%	610	10.6%	662	11.5%	407	7.1%	5773



7b.10 FA: Ethnicity Data - Undergraduate - UK only											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		
	No.	%	No.	%	No.	%	No.	%	No.	%	
2016/17	1378	70.6%	548	28.1%	209	10.7%	215	11.0%	124	6.3%	
2017/18	1272	68.9%	538	29.1%	174	9.4%	220	11.9%	144	7.8%	
2018/19	1200	69.1%	490	28.2%	167	9.6%	199	11.5%	124	7.1%	
All years	3850	69.5%	1576	28.5%	550	9.9%	634	11.5%	392	7.1%	

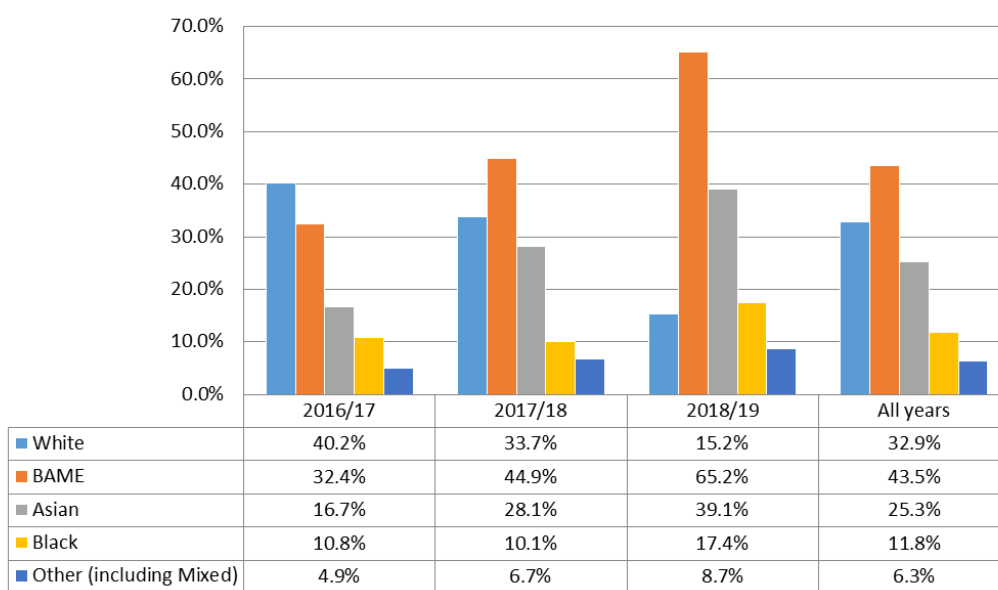
7b.11 FA: Ethnicity Data - Undergraduate - UK only



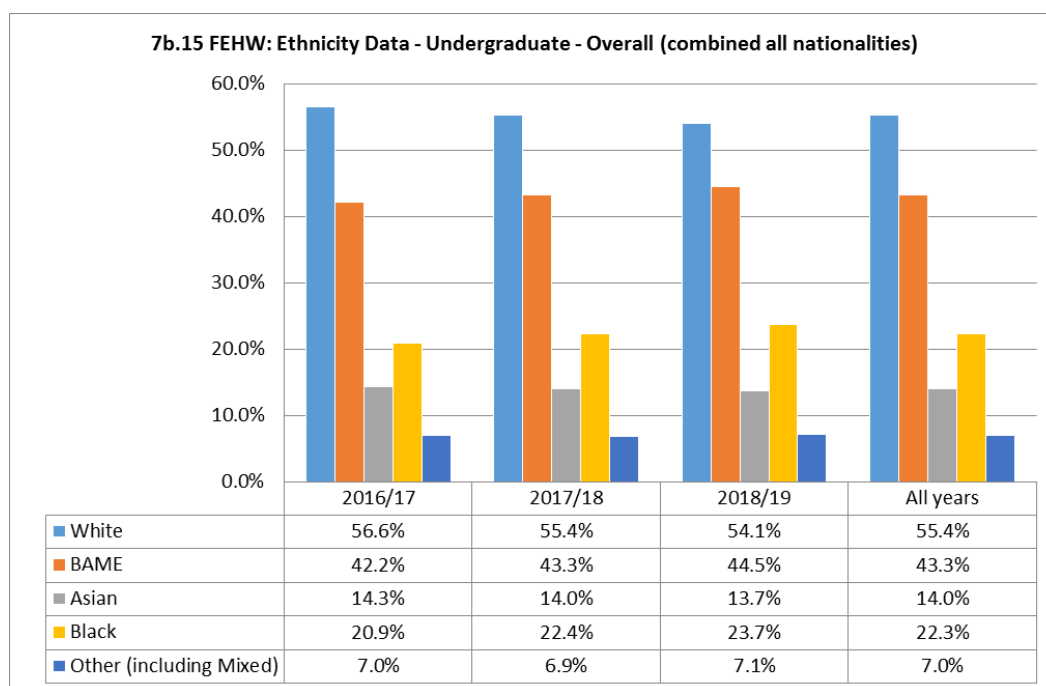
7b.12 FA: Ethnicity Data - Undergraduate - Non-UK only

Academic Year	White		BAME		Asian		Black		Other (including Mixed)	
	No.	%	No.	%	No.	%	No.	%	No.	%
2016/17	41	40.2%	33	32.4%	17	16.7%	11	10.8%	5	4.9%
2017/18	30	33.7%	40	44.9%	25	28.1%	9	10.1%	6	6.7%
2018/19	7	15.2%	30	65.2%	18	39.1%	8	17.4%	4	8.7%
All years	78	32.9%	103	43.5%	60	25.3%	28	11.8%	15	6.3%

7b.13 FA: Ethnicity Data - Undergraduate - Non-UK only

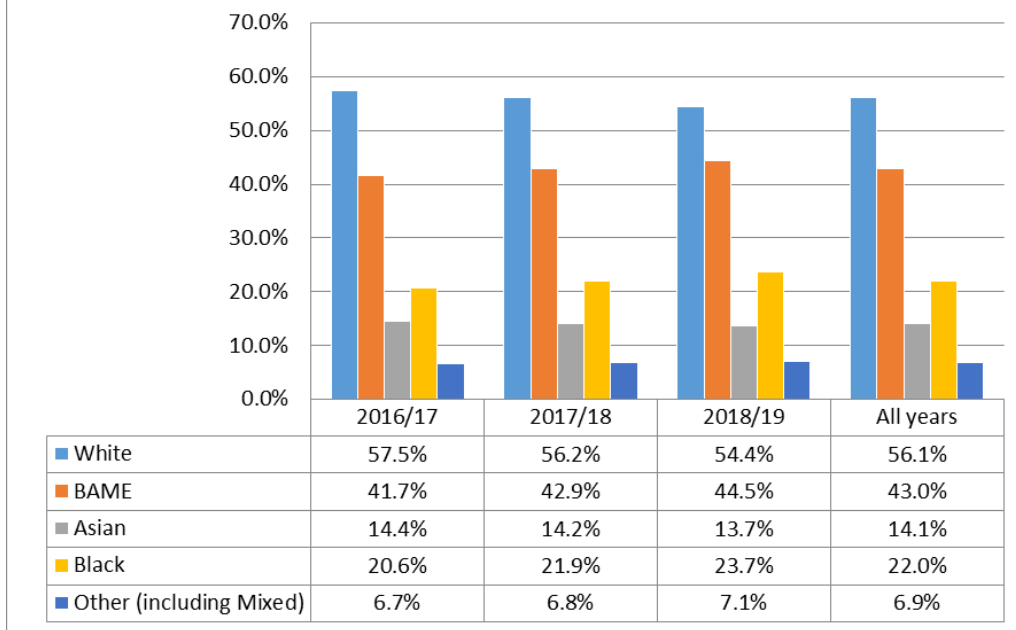


7b.14 FEHW: Ethnicity Data - Undergraduate - Overall (combined all nationalities)											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2016/17	4060	56.6%	3025	42.2%	1024	14.3%	1501	20.9%	500	7.0%	7168
2017/18	3892	55.4%	3043	43.3%	986	14.0%	1573	22.4%	484	6.9%	7031
2018/19	3580	54.1%	2945	44.5%	907	13.7%	1568	23.7%	470	7.1%	6620
All years	11532	55.4%	9013	43.3%	2917	14.0%	4642	22.3%	1454	7.0%	20819



7b.16 FEHW: Ethnicity Data - Undergraduate - UK only											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		
	No.	%	No.	%	No.	%	No.	%	No.	%	
2016/17	4005	57.5%	2906	41.7%	1005	14.4%	1437	20.6%	464	6.7%	
2017/18	3846	56.2%	2935	42.9%	969	14.2%	1499	21.9%	467	6.8%	
2018/19	3574	54.4%	2919	44.5%	897	13.7%	1555	23.7%	467	7.1%	
All years	11425	56.1%	8760	43.0%	2871	14.1%	4491	22.0%	1398	6.9%	

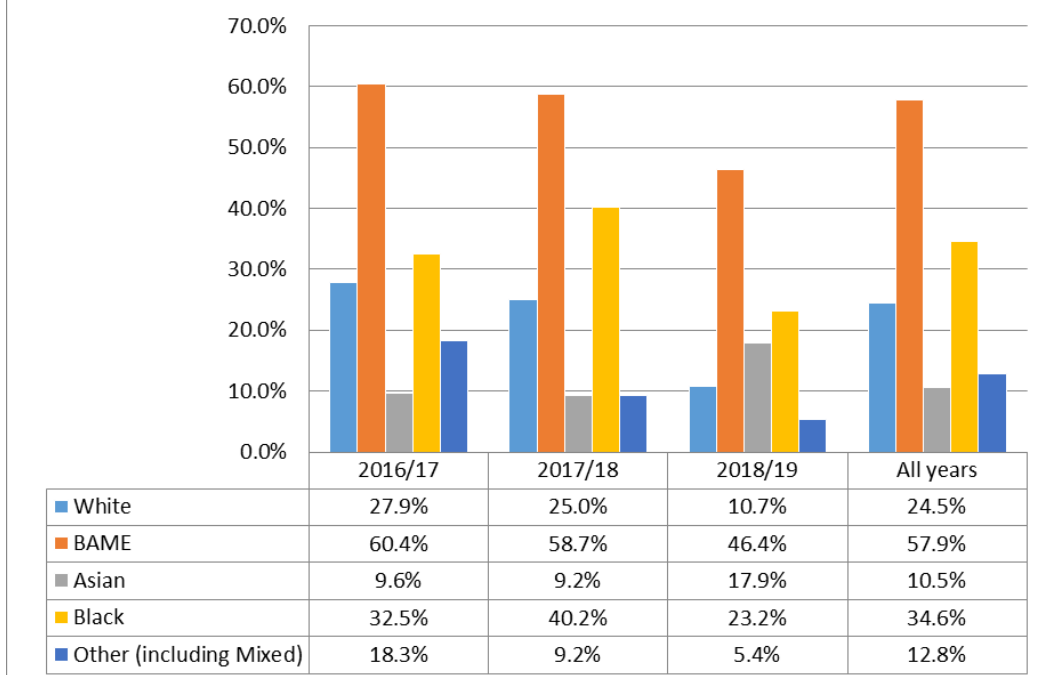
7b.17 FEHW: Ethnicity Data - Undergraduate - UK only



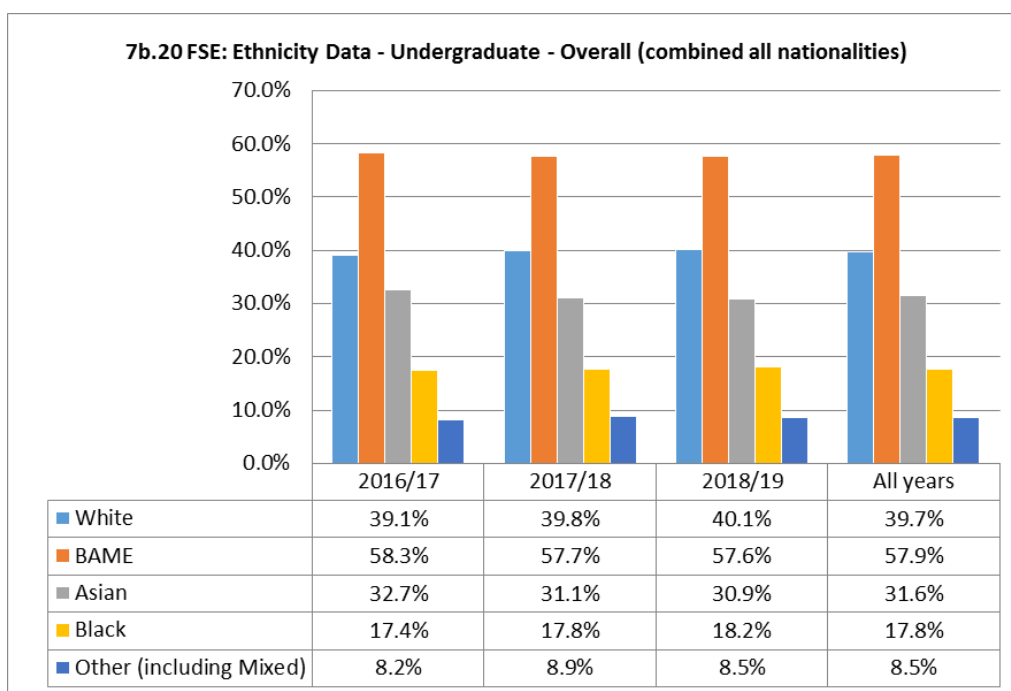
7b.18 FEHW: Ethnicity Data - Undergraduate - Non-UK only

Academic Year	White		BAME		Asian		Black		Other (including Mixed)	
	No.	%	No.	%	No.	%	No.	%	No.	%
2016/17	55	27.9%	119	60.4%	19	9.6%	64	32.5%	36	18.3%
2017/18	46	25.0%	108	58.7%	17	9.2%	74	40.2%	17	9.2%
2018/19	6	10.7%	26	46.4%	10	17.9%	13	23.2%	3	5.4%
All years	107	24.5%	253	57.9%	46	10.5%	151	34.6%	56	12.8%

7b.19 FEHW: Ethnicity Data - Undergraduate - Non-UK only

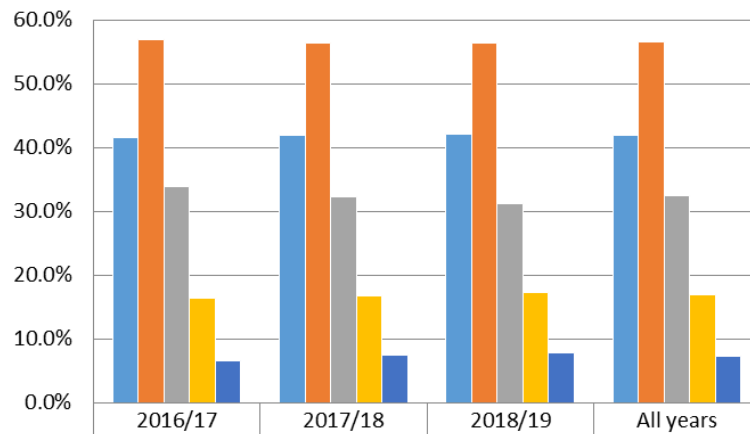


7b.20 FSE: Ethnicity Data - Undergraduate - Overall (combined all nationalities)											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2016/17	1471	39.1%	2190	58.3%	1228	32.7%	654	17.4%	308	8.2%	3759
2017/18	1462	39.8%	2120	57.7%	1141	31.1%	652	17.8%	327	8.9%	3671
2018/19	1452	40.1%	2085	57.6%	1118	30.9%	658	18.2%	309	8.5%	3619
All years	4385	39.7%	6395	57.9%	3487	31.6%	1964	17.8%	944	8.5%	11049



7b.22 FSE: Ethnicity Data - Undergraduate - UK only											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		
	No.	%	No.	%	No.	%	No.	%	No.	%	
2016/17	1408	41.6%	1928	56.9%	1149	33.9%	558	16.5%	221	6.5%	
2017/18	1403	42.0%	1886	56.5%	1076	32.2%	562	16.8%	248	7.4%	
2018/19	1443	42.1%	1934	56.4%	1071	31.2%	592	17.3%	271	7.9%	
All years	4254	41.9%	5748	56.6%	3296	32.5%	1712	16.9%	740	7.3%	

7b.23 FSE: Ethnicity Data - Undergraduate - UK only

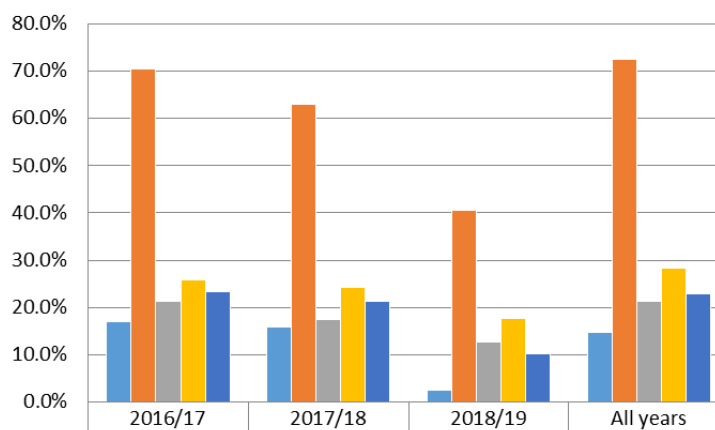


White	41.6%	42.0%	42.1%	41.9%
BAME	56.9%	56.5%	56.4%	56.6%
Asian	33.9%	32.2%	31.2%	32.5%
Black	16.5%	16.8%	17.3%	16.9%
Other (including Mixed)	6.5%	7.4%	7.9%	7.3%

7b.24 FSE: Ethnicity Data - Undergraduate - Non-UK only

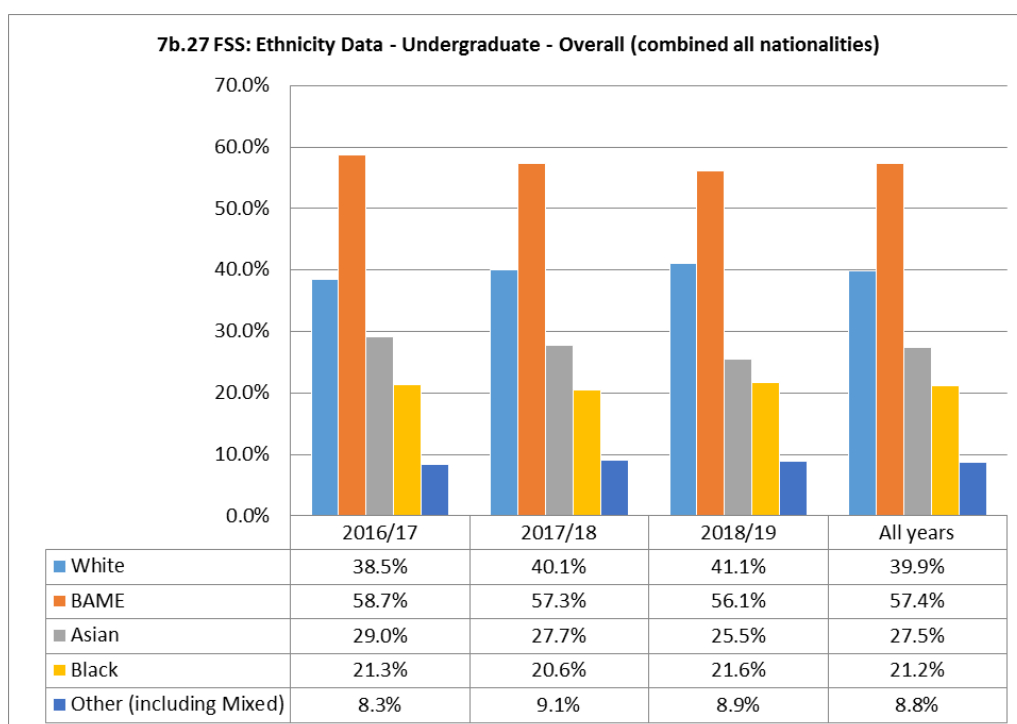
Academic Year	White		BAME		Asian		Black		Other (including Mixed)	
	No.	%	No.	%	No.	%	No.	%	No.	%
2016/17	63	16.9%	262	70.4%	79	21.2%	96	25.8%	87	23.4%
2017/18	59	15.9%	234	62.9%	65	17.5%	90	24.2%	79	21.2%
2018/19	9	2.4%	151	40.6%	47	12.6%	66	17.7%	38	10.2%
All years	131	14.7%	647	72.5%	191	21.4%	252	28.2%	204	22.8%

7b.25 FSE: Ethnicity Data - Undergraduate - Non-UK only



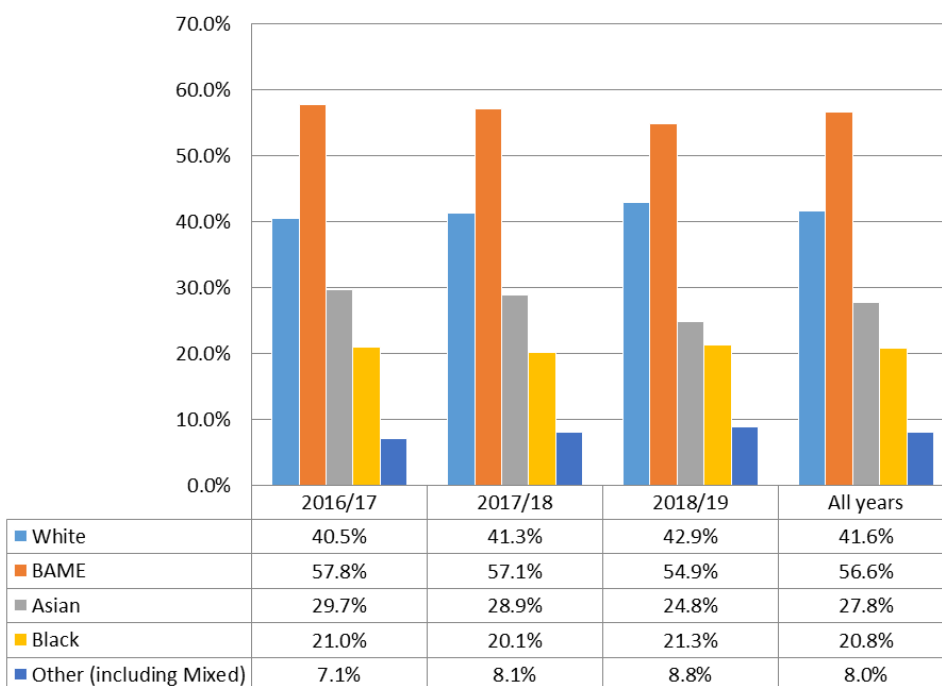
White	16.9%	15.9%	2.4%	14.7%
BAME	70.4%	62.9%	40.6%	72.5%
Asian	21.2%	17.5%	12.6%	21.4%
Black	25.8%	24.2%	17.7%	28.2%
Other (including Mixed)	23.4%	21.2%	10.2%	22.8%

7b.26 FSS: Ethnicity Data - Undergraduate - Overall (combined all nationalities)											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2016/17	1220	38.5%	1859	58.7%	920	29.0%	675	21.3%	264	8.3%	3167
2017/18	1230	40.1%	1760	57.3%	850	27.7%	631	20.6%	279	9.1%	3069
2018/19	1254	41.1%	1713	56.1%	780	25.5%	660	21.6%	273	8.9%	3053
All years	3704	39.9%	5332	57.4%	2550	27.5%	1966	21.2%	816	8.8%	9289



7b.28 FSS: Ethnicity Data - Undergraduate - UK only											
Academic Year	White		BAME		Asian		Black		Other (including Mixed)		
	No.	%	No.	%	No.	%	No.	%	No.	%	
2016/17	1123	40.5%	1604	57.8%	825	29.7%	583	21.0%	196	7.1%	
2017/18	1127	41.3%	1557	57.1%	787	28.9%	549	20.1%	221	8.1%	
2018/19	1229	42.9%	1572	54.9%	711	24.8%	609	21.3%	252	8.8%	
All years	3479	41.6%	4733	56.6%	2323	27.8%	1741	20.8%	669	8.0%	

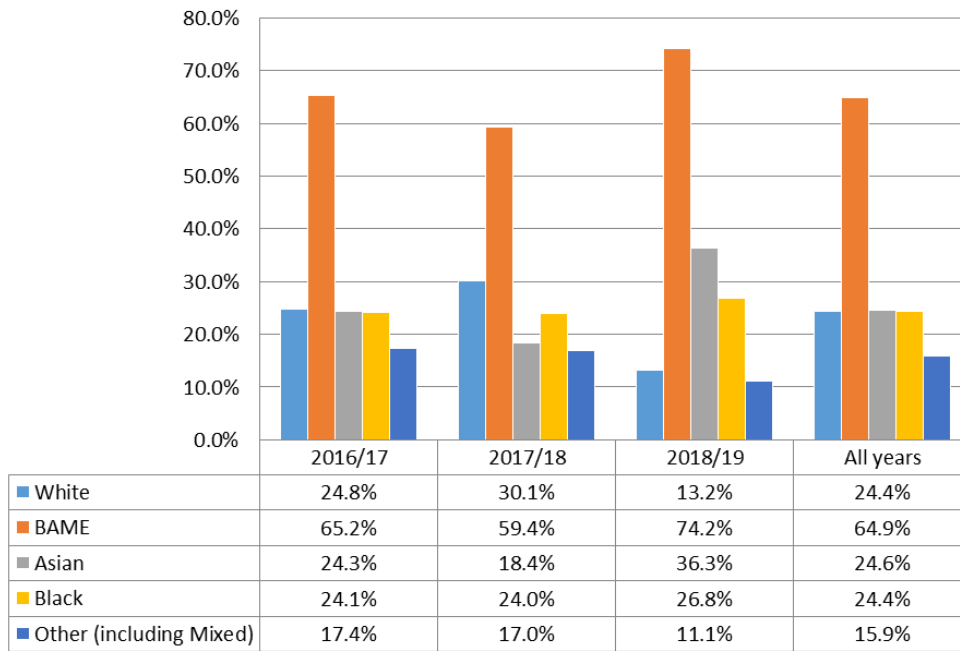
7b.29 FSS: Ethnicity Data - Undergraduate - UK only



7b.30 FSS: Ethnicity Data - Undergraduate - Non-UK only

Academic Year	White		BAME		Asian		Black		Other (including Mixed)	
	No.	%	No.	%	No.	%	No.	%	No.	%
	2016/17	97	24.8%	255	65.2%	95	24.3%	92	24.1%	68
2017/18	103	30.1%	203	59.4%	63	18.4%	82	24.0%	58	17.0%
2018/19	25	13.2%	141	74.2%	69	36.3%	51	26.8%	21	11.1%
All years	225	24.4%	599	64.9%	227	24.6%	225	24.4%	147	15.9%

7b.31 FSS: Ethnicity Data - Undergraduate - Non-UK only



7b.32 Aggregate Ethnic Representation: All Years (Comparison at University and faculty level) - All Nationalities

	White	BAME	Asian	Black	Other (including Mixed)	Total number of students
University	50.2%	47.8%	20.4%	19.7%	7.7%	46930
FA	68.0%	29.1%	10.6%	11.5%	7.1%	5773
FEHW	55.4%	43.3%	14.0%	22.3%	7.0%	20819
FSE	39.7%	57.9%	31.6%	17.8%	8.5%	11049
FSS	39.9%	57.4%	27.5%	21.2%	8.8%	9289

7b.33 Aggregate Ethnic Representation: All Years (Comparison at University and faculty level) - UK only

	White	BAME	Asian	Black	Other (including Mixed)	Total number of students
University	51.8%	46.8%	20.3%	19.3%	7.2%	44440
FA	69.5%	28.5%	9.9%	11.5%	7.1%	5536
FEHW	56.1%	43.0%	14.1%	22.0%	6.9%	20382
FSE	41.9%	56.6%	32.5%	16.9%	7.3%	10156
FSS	41.6%	56.6%	27.8%	20.8%	8.0%	8366

7b.34 Aggregate Ethnic Representation: All Years (Comparison at University and faculty level) - Non-UK only						
	White	BAME	Asian	Black	Other (including Mixed)	Total number of students
University	21.7%	64.3%	21.0%	26.3%	16.9%	2490
FA	32.9%	43.5%	25.3%	11.8%	6.3%	237
FEHW	24.5%	57.9%	10.5%	34.6%	12.8%	437
FSE	14.7%	72.5%	21.4%	28.2%	22.8%	893
FSS	24.4%	64.9%	24.6%	24.4%	15.9%	923

Faculty Benchmarking

Only available for UK domiciled students

7b.35 FA Benchmarking: Ethnicity Data - Undergraduate - UK only															
Academic Year	White			BAME			Asian			Black			Other (including Mixed)		
	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap
2016/17	70.6%	75.3%	-4.8%	28.1%	23.9%	4.2%	10.7%	8.9%	1.8%	11.0%	8.4%	2.6%	6.3%	6.5%	-0.2%
2017/18	68.9%	74.6%	-5.7%	29.1%	24.5%	4.6%	9.4%	9.0%	0.4%	11.9%	8.7%	3.2%	7.8%	6.7%	1.1%
2018/19	69.1%	73.4%	-4.3%	28.2%	25.5%	2.7%	9.6%	9.8%	-0.2%	11.5%	8.8%	2.7%	7.1%	6.9%	0.2%

Benchmark: Cumulative picture of all West Midlands Universities (Data Source: HESA HeidiPlus)

7b.36 FEHW Benchmarking: Ethnicity Data - Undergraduate - UK only															
Academic Year	White			BAME			Asian			Black			Other (including Mixed)		
	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap
2016/17	57.5%	68.2%	-10.8%	41.7%	31.1%	10.6%	14.4%	13.7%	0.7%	20.6%	11.9%	8.7%	6.7%	5.4%	1.2%
2017/18	56.2%	66.6%	-10.4%	42.9%	32.7%	10.2%	14.2%	14.3%	-0.2%	21.9%	12.8%	9.1%	6.8%	5.5%	1.3%
2018/19	54.4%	64.7%	-10.2%	44.5%	34.6%	9.9%	13.7%	14.8%	-1.2%	23.7%	14.0%	9.6%	7.1%	5.7%	1.4%

Benchmark: Cumulative picture of all West Midlands Universities (Data Source: HESA HeidiPlus)

7b.38 FSS Benchmarking: Ethnicity Data - Undergraduate - UK only															
Academic Year	White			BAME			Asian			Black			Other (including Mixed)		
	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap
2016/17	40.5%	54.5%	-14.0%	57.8%	44.5%	13.3%	29.7%	24.1%	5.6%	21.0%	13.9%	7.1%	7.1%	6.5%	0.6%
2017/18	41.3%	53.8%	-12.4%	57.1%	45.3%	11.8%	28.9%	24.6%	4.3%	20.1%	13.9%	6.2%	8.1%	6.8%	1.3%
2018/19	42.9%	52.8%	-9.9%	54.9%	46.3%	8.6%	24.8%	24.8%	0.0%	21.3%	14.4%	6.8%	8.8%	7.1%	1.7%

Benchmark: Cumulative picture of all West Midlands Universities (Data Source: HESA HeidiPlus)

7b.37 FSE Benchmarking: Ethnicity Data - Undergraduate - UK only															
Academic Year	White			BAME			Asian			Black			Other (including Mixed)		
	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap	UoW	Benchmark	Gap
2016/17	41.6%	55.3%	-13.8%	56.9%	43.7%	13.2%	33.9%	27.1%	6.8%	16.5%	10.5%	6.0%	6.5%	6.1%	0.4%
2017/18	42.0%	54.8%	-12.8%	56.5%	44.2%	12.3%	32.2%	27.3%	5.0%	16.8%	10.5%	6.3%	7.4%	6.4%	1.0%
2018/19	42.1%	52.9%	-10.8%	56.4%	46.0%	10.4%	31.2%	28.3%	2.9%	17.3%	10.9%	6.4%	7.9%	6.8%	1.1%

Benchmark: Cumulative picture of all West Midlands Universities (Data Source: HESA HeidiPlus)

- BAME student representation averaged 47.8% of the total UG student population (UK and non-UK).
- Within the UK student population BAME representation averaged 46.8%. Benchmarked with an aggregate for all HE providers in the West Midlands region, the University has a higher proportion of BAME students (Table 7b.3 and 7b.7).
- Asian students on average comprise the highest percentage of BAME UK students, their representation has been reducing (~1.6% drop over three years) and was overtaken by Black students in 2018/19 which formed the dominant ethnic minority group (Table 7b.3).
- The distribution of ethnicity by faculty varies considerably. BAME student representation is highest in FSE and FSS (57.9% and 57.4% respectively) for all nationalities (Table 7b.32)
- UK Asian student population has been declining across all faculties over the reported period however; those of Black and Other ethnicities have been increasing. FSS reported the highest decline of Asian students (-4.9%) and FEHW reported the highest increase in Black students representation (+3.1%).

Summary and Action

Reflective of the demographics of the Black Country, the University has a strong track record of recruitment of BAME students, outperforming the sector and our KPIs, to consistently have a near even split of BAME to white students. The Faculty of Art and the Faculty of Education, Health & Wellbeing have a disproportionately lower number of BAME students, when compared to Institutional numbers.

Action

AP ref: 55 Continue to monitor student population at Institutional, Faculty level. Provide data to Faculty EDI committees on student population by schools and Institutional level.

7c Course progression

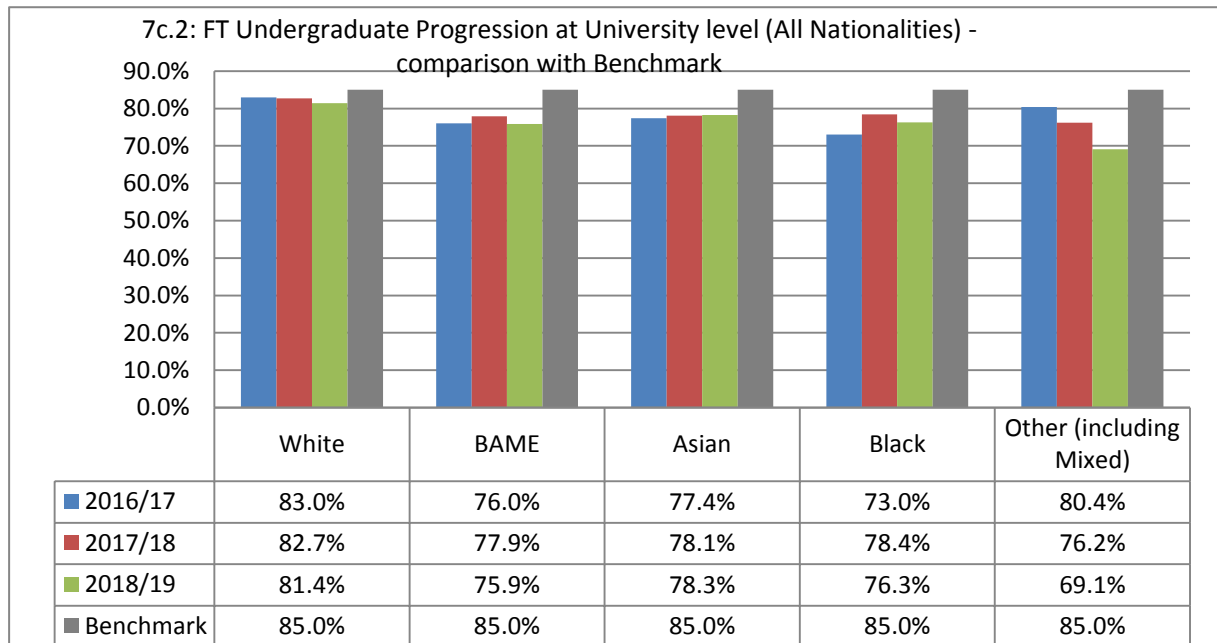
Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course.

Where possible, please provide the data for each academic faculty.

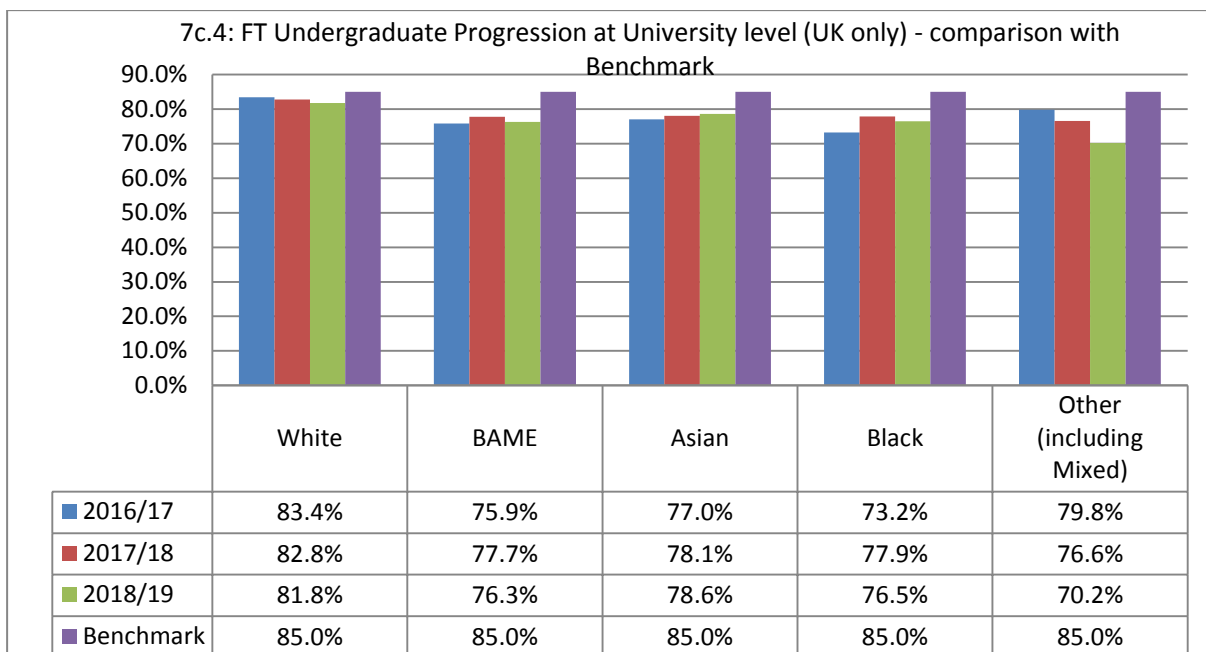
One of the key objectives of the Access and Participation Plan is to eliminate gaps in continuation rate between White and BAME students and in doing so to raise skills levels and meet local needs.

Institutional

7c.1: FT Undergraduate Progression at University level (All Nationalities)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	1,826	83.0%	2,191	76.0%	-7.0%	907	77.4%	883	73.0%	401	80.4%	81	83.5%
2017/18	1,722	82.7%	2,167	77.9%	-4.8%	825	78.1%	967	78.4%	375	76.2%	96	82.1%
2018/19	1,687	81.4%	2,096	75.9%	-5.5%	826	78.3%	970	76.3%	300	69.1%	93	81.6%
All years	5,235	82.4%	6,454	76.6%	-5.8%	2,558	77.9%	2,820	75.9%	1,076	75.5%	270	82.3%

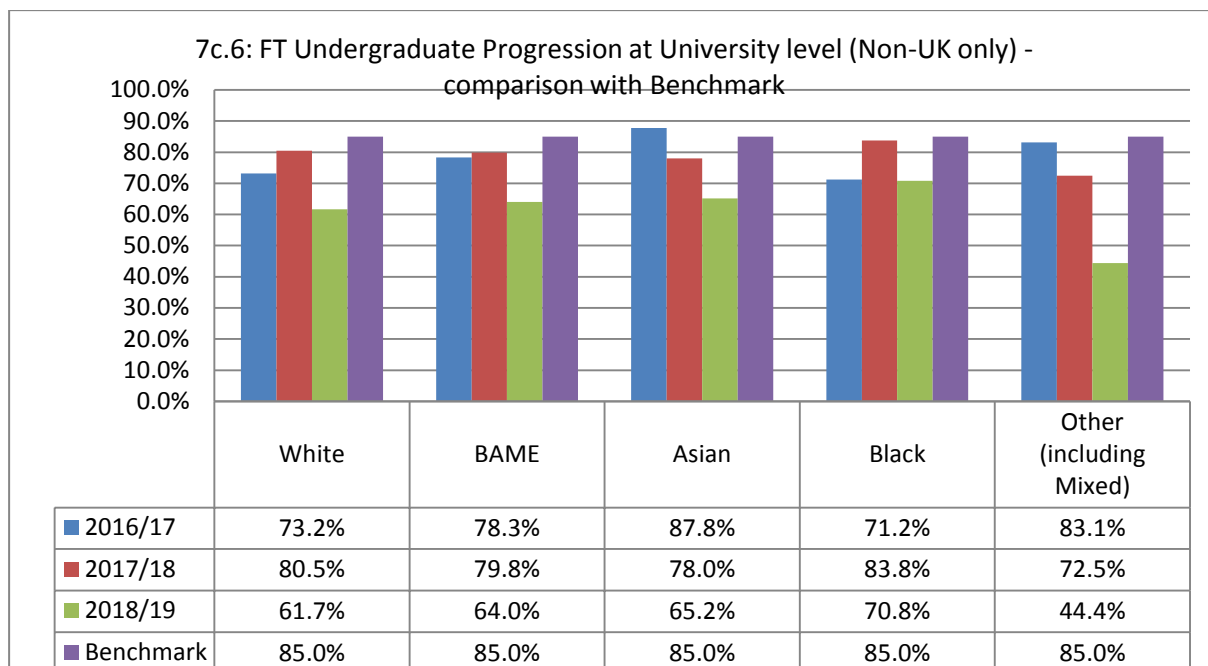


7c.3: FT Undergraduate Progression at University level (UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	1,766	83.4%	2,007	75.9%	-7.5%	871	77.0%	804	73.2%	332	79.8%	55	79.7%
2017/18	1,660	82.8%	2,005	77.7%	-5.1%	793	78.1%	874	77.9%	338	76.6%	57	79.2%
2018/19	1,658	81.8%	2,039	76.3%	-5.5%	811	78.6%	936	76.5%	292	70.2%	63	82.9%
All years	5,084	82.7%	6,051	76.6%	-6.1%	2,475	77.9%	2,614	75.9%	962	75.6%	175	80.6%



7c.5: FT Undergraduate Progression at University level (Non-UK only)

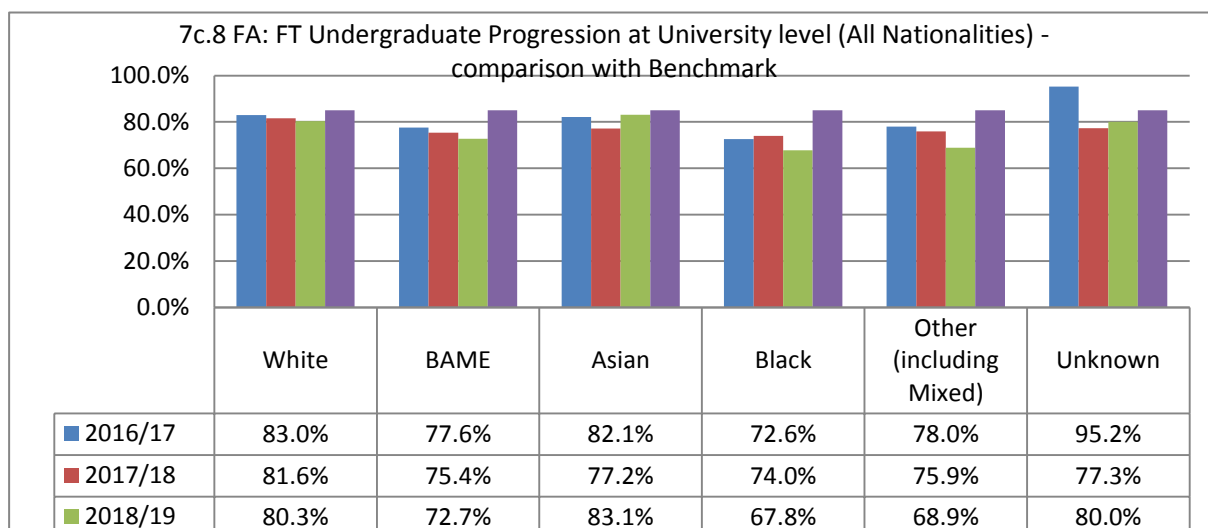
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	60	73.2%	184	78.3%	5.1%	36	87.8%	79	71.2%	69	83.1%	26	92.9%
2017/18	62	80.5%	162	79.8%	-0.7%	32	78.0%	93	83.8%	37	72.5%	39	86.7%
2018/19	29	61.7%	57	64.0%	2.3%	15	65.2%	34	70.8%	8	44.4%	30	78.9%
All years	151	73.3%	403	76.5%	3.2%	83	79.0%	206	76.3%	114	75.0%	95	85.6%



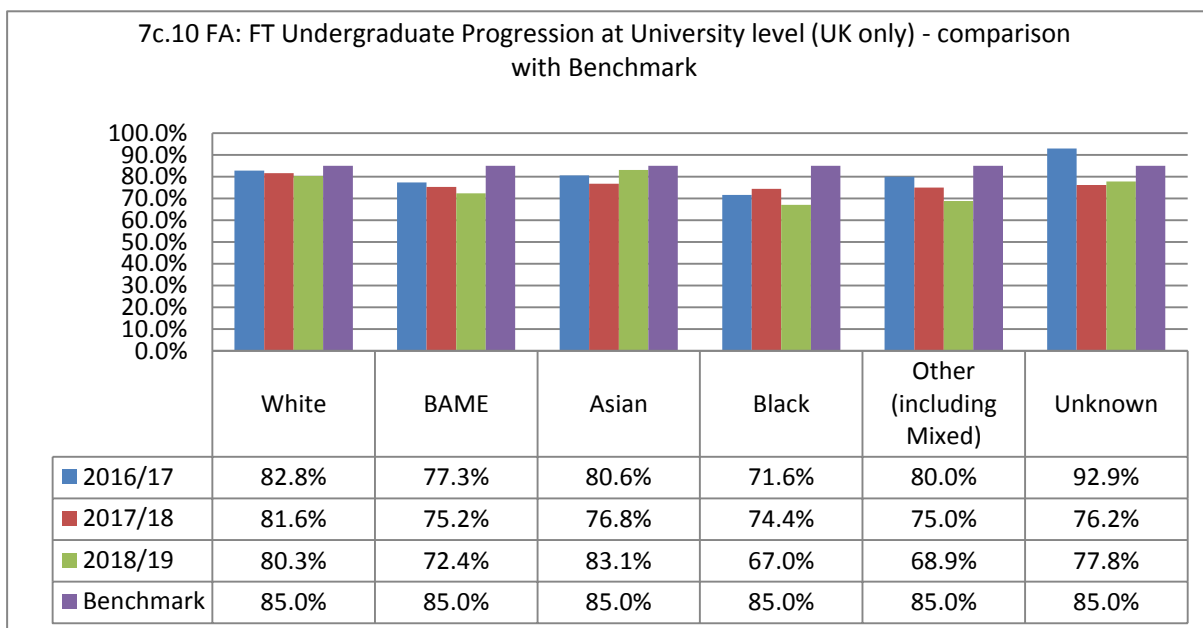
Faculties

7c.7 FA: FT Undergraduate Progression at University level (All Nationalities)

Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	336	83.0%	163	77.6%	-5.4%	64	82.1%	53	72.6%	46	78.0%	20	95.2%
2017/18	275	81.6%	159	75.4%	-6.2%	44	77.2%	71	74.0%	44	75.9%	17	77.3%
2018/19	245	80.3%	141	72.7%	-7.6%	49	83.1%	61	67.8%	31	68.9%	12	80.0%
All years	856	81.8%	463	75.3%	-6.5%	157	80.9%	185	71.4%	121	74.7%	49	84.5%

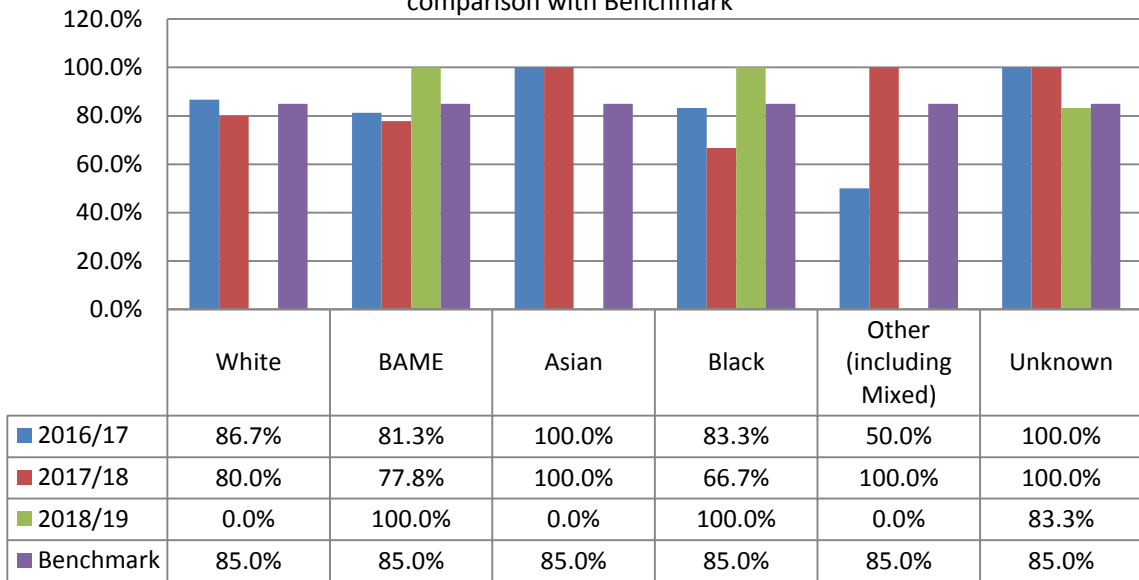


7c.9 FA: FT Undergraduate Progression at University level (UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	323	82.8%	150	77.3%	-5.5%	58	80.6%	48	71.6%	44	80.0%	13	92.9%
2017/18	271	81.6%	152	75.2%	-6.4%	43	76.8%	67	74.4%	42	75.0%	16	76.2%
2018/19	245	80.3%	139	72.4%	-7.9%	49	83.1%	59	67.0%	31	68.9%	7	77.8%
All years	839	81.7%	441	75.0%	-6.7%	150	80.2%	174	71.0%	117	75.0%	36	81.8%



7c.11 FA: FT Undergraduate Progression at University level (Non-UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	13	86.7%	13	81.3%	-5.5%	6	100.0%	5	83.3%	2	50.0%	7	100.0%
2017/18	4	80.0%	7	77.8%	-2.2%	1	100.0%	4	66.7%	2	100.0%	1	100.0%
2018/19	0	-	2	100.0%	-	0	-	2	100.0%	0	-	5	83.3%
All years	17	85.0%	22	81.5%	-3.5%	7	100.0%	11	78.6%	4	66.7%	13	92.9%

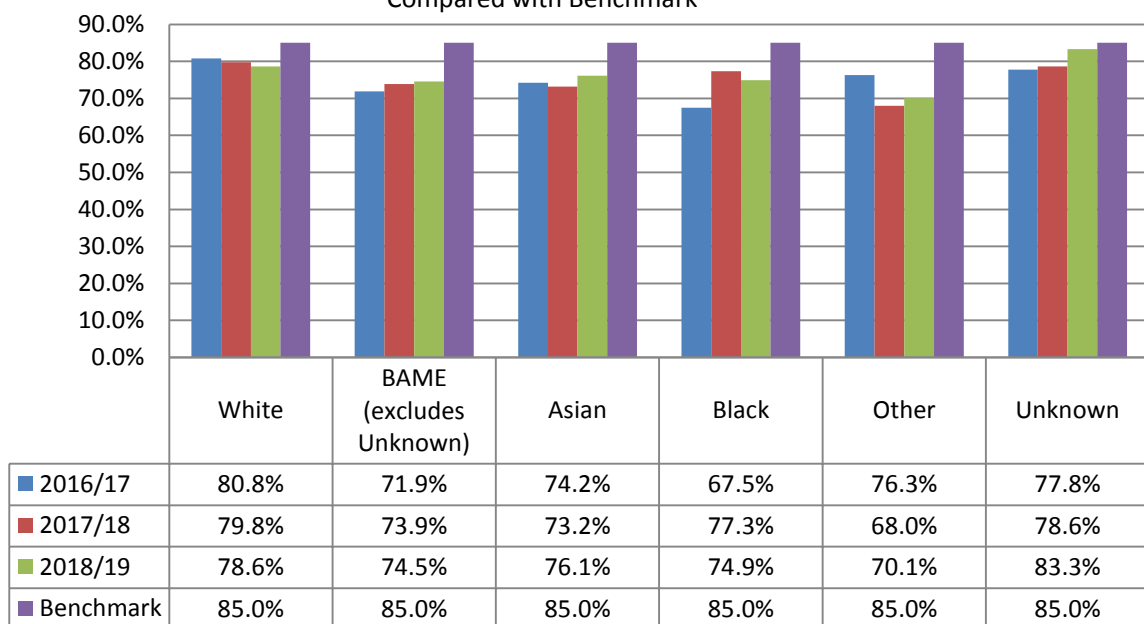
7c.12 FA: FT Undergraduate Progression at University level (Non-UK only) - comparison with Benchmark



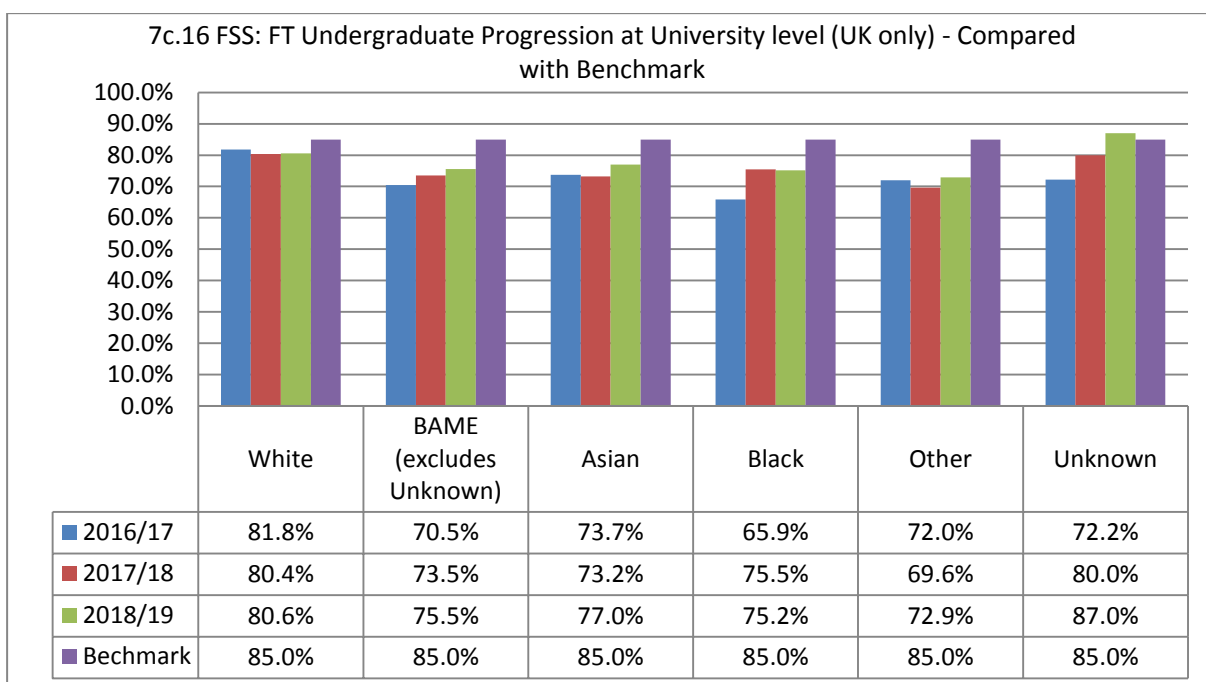
7c.13 FSS: FT Undergraduate Progression at University level (All Nationalities)

Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	325	80.8%	530	71.9%	-8.9%	250	74.2%	193	67.5%	87	76.3%	21	77.8%
2017/18	296	79.8%	514	73.9%	-5.9%	227	73.2%	204	77.3%	83	68.0%	22	78.6%
2018/19	359	78.6%	480	74.5%	-4.1%	201	76.1%	197	74.9%	82	70.1%	30	83.3%
All years	980	79.7%	1,524	73.4%	-6.3%	678	74.4%	594	73.1%	252	71.4%	73	80.2%

7c.14 FSS: FT Undergraduate Progression at University level (All Nationalities) - Compared with Benchmark

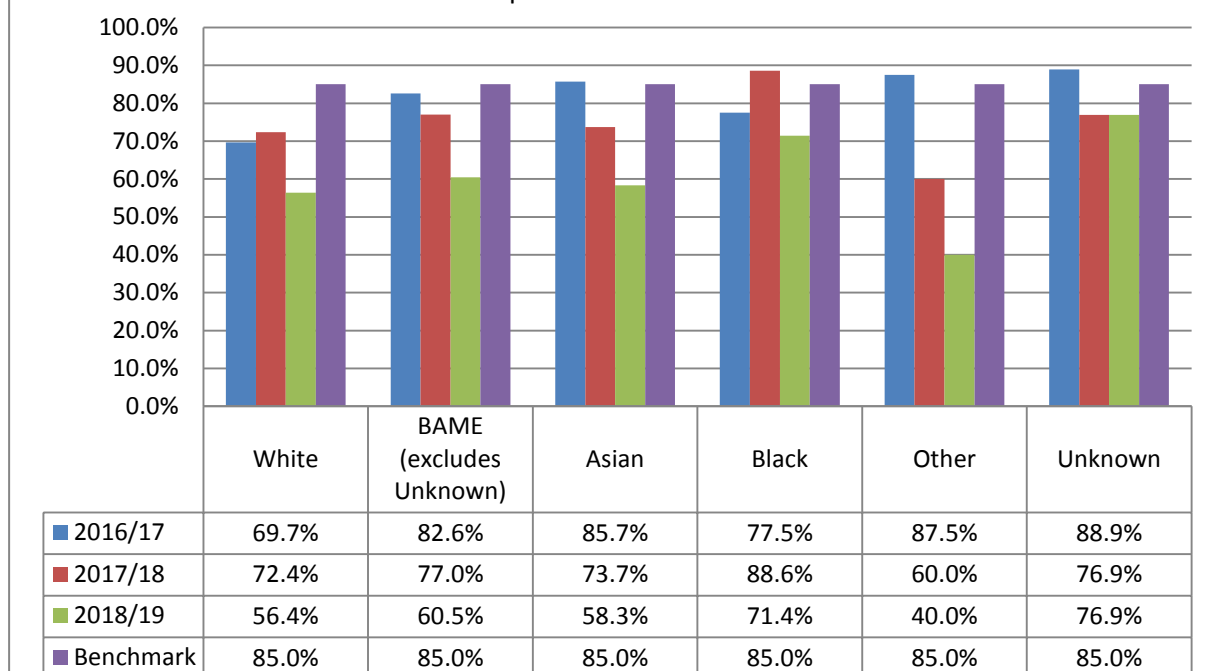


7c.15 FSS: FT Undergraduate Progression at University level (UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	302	81.8%	459	70.5%	-11.3%	238	73.7%	162	65.9%	59	72.0%	13	72.2%
2017/18	275	80.4%	457	73.5%	-6.9%	213	73.2%	173	75.5%	71	69.6%	12	80.0%
2018/19	337	80.6%	454	75.5%	-5.1%	194	77.0%	182	75.2%	78	72.9%	20	87.0%
All years	914	81.0%	1,370	73.1%	-7.9%	645	74.5%	517	72.1%	208	71.5%	45	80.4%



7c.17 FSS: FT Undergraduate Progression at University level (Non-UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	23	69.7%	71	82.6%	12.9%	12	85.7%	31	77.5%	28	87.5%	8	88.9%
2017/18	21	72.4%	57	77.0%	4.6%	14	73.7%	31	88.6%	12	60.0%	10	76.9%
2018/19	22	56.4%	26	60.5%	4.1%	7	58.3%	15	71.4%	4	40.0%	10	76.9%
All years	66	65.3%	154	75.9%	10.5%	33	73.3%	77	80.2%	44	71.0%	28	80.0%

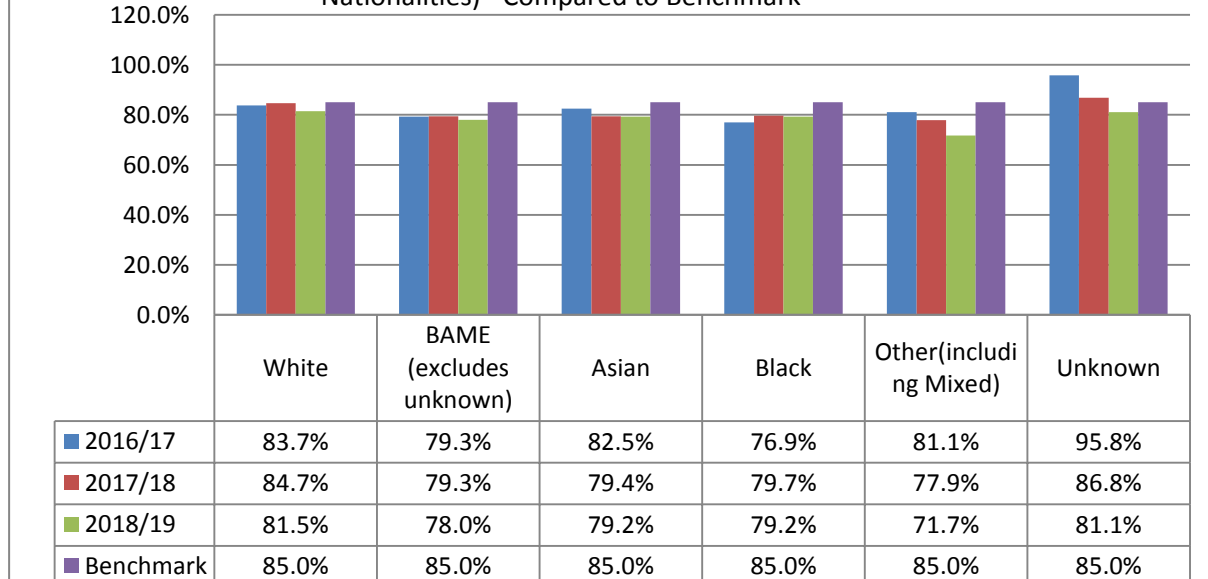
7c.18 FSS: FT Undergraduate Progression at University level (Non-UK only) - Compared with Benchmark



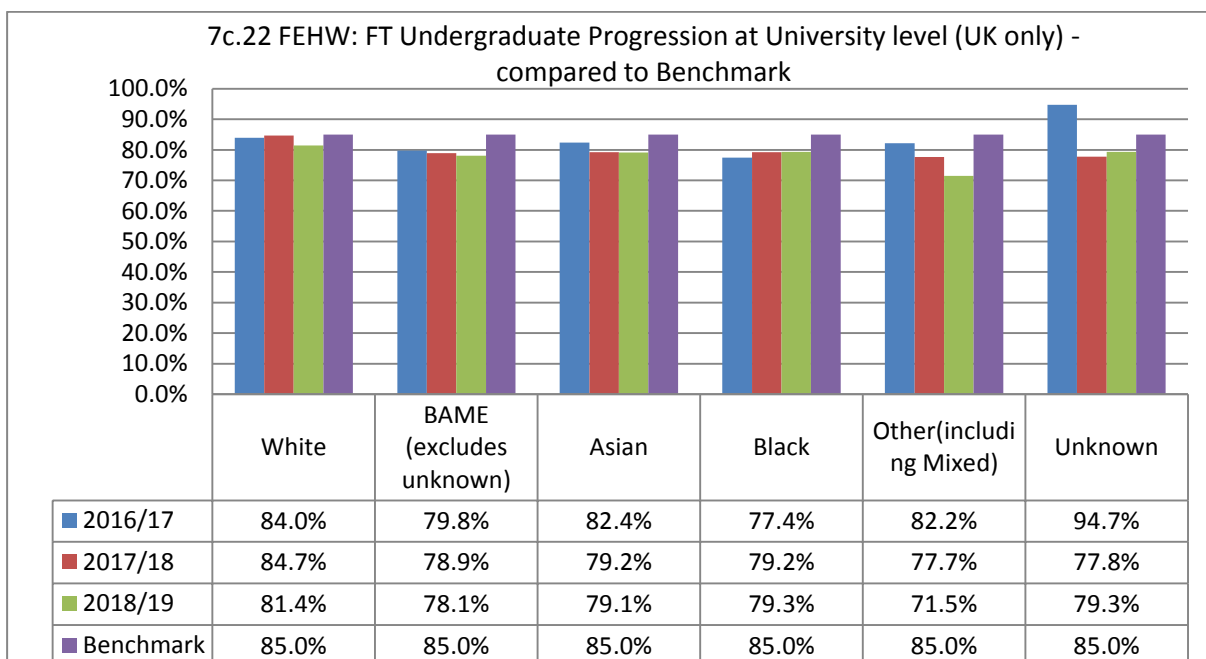
7c.19 FEHW: FT Undergraduate Progression at University level (All Nationalities)

Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	840	83.7%	926	79.3%	-4.4%	279	82.5%	475	76.9%	172	81.1%	23	95.8%
2017/18	854	84.7%	875	79.3%	-5.4%	231	79.4%	496	79.7%	148	77.9%	33	86.8%
2018/19	790	81.5%	853	78.0%	-3.5%	228	79.2%	506	79.2%	119	71.7%	30	81.1%
All years	2,484	83.3%	2,654	78.9%	-4.4%	738	80.5%	1,477	78.6%	439	77.3%	86	86.9%

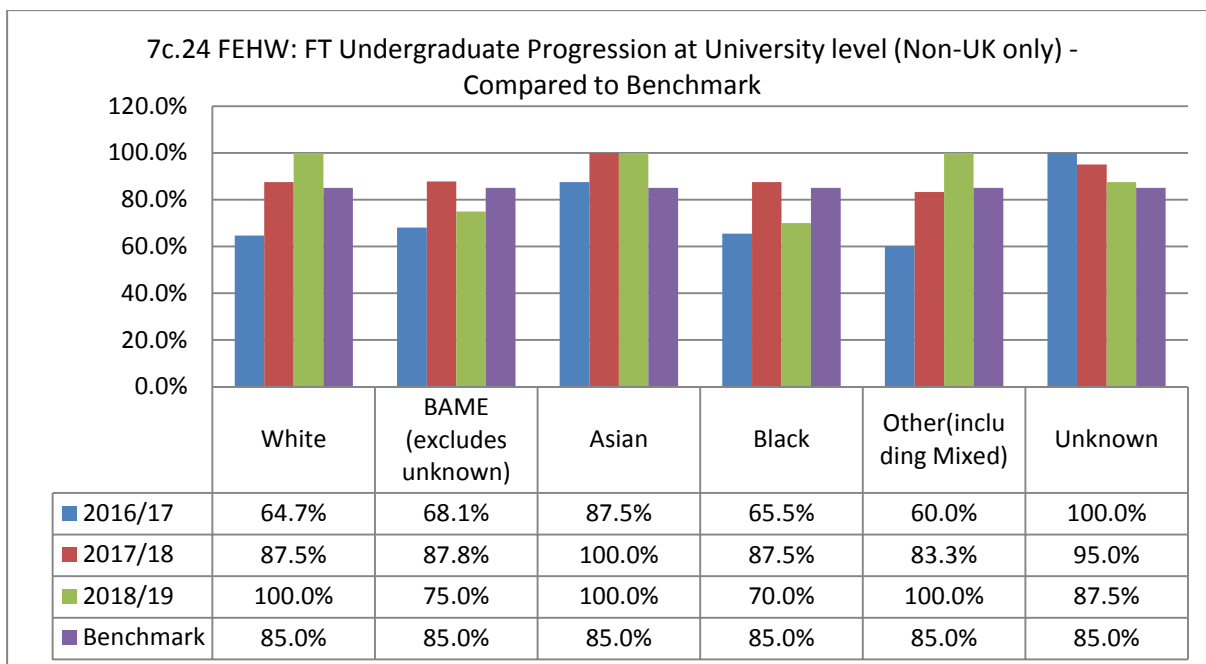
7c.20 FEHW: FT Undergraduate Progression at University level (All Nationalities) - Compared to Benchmark



7c.21 FEHW: FT Undergraduate Progression at University level (UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	829	84.0%	894	79.8%	-4.2%	272	82.4%	456	77.4%	166	82.2%	18	94.7%
2017/18	833	84.7%	832	78.9%	-5.8%	228	79.2%	461	79.2%	143	77.7%	14	77.8%
2018/19	785	81.4%	844	78.1%	-3.3%	227	79.1%	499	79.3%	118	71.5%	23	79.3%
All years	2,447	83.4%	2,570	78.9%	-4.4%	727	80.3%	1,416	78.7%	427	77.5%	55	83.3%

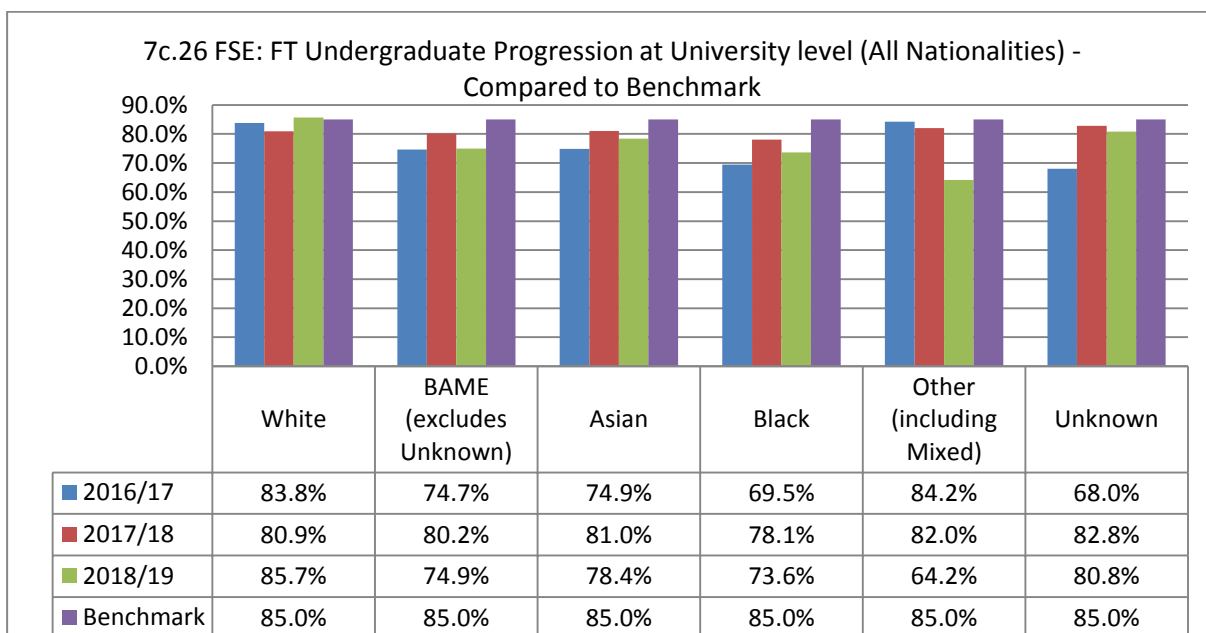


7c.23 FEHW: FT Undergraduate Progression at University level (Non-UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	11	64.7%	32	68.1%	3.4%	7	87.5%	19	65.5%	6	60.0%	5	100.0%
2017/18	21	87.5%	43	87.8%	0.3%	3	100.0%	35	87.5%	5	83.3%	19	95.0%
2018/19	5	100.0%	9	75.0%	-25.0%	1	100.0%	7	70.0%	1	100.0%	7	87.5%
All years	37	80.4%	84	77.8%	-2.7%	11	91.7%	61	77.2%	12	70.6%	31	93.9%

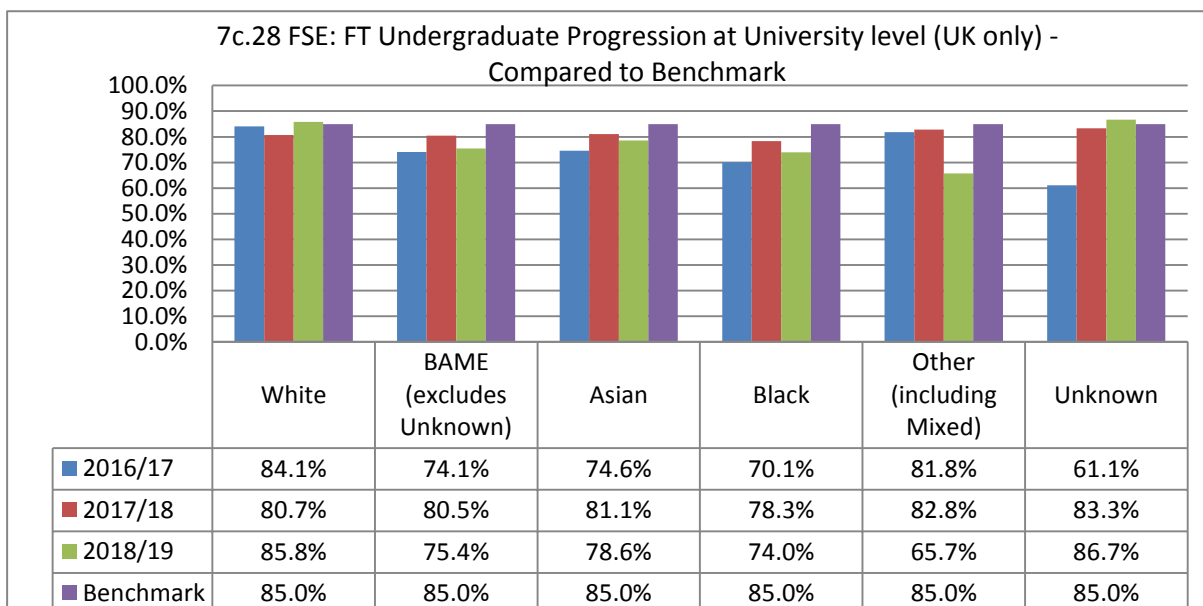


7c.25 FSE: FT Undergraduate Progression at University level (All Nationalities)

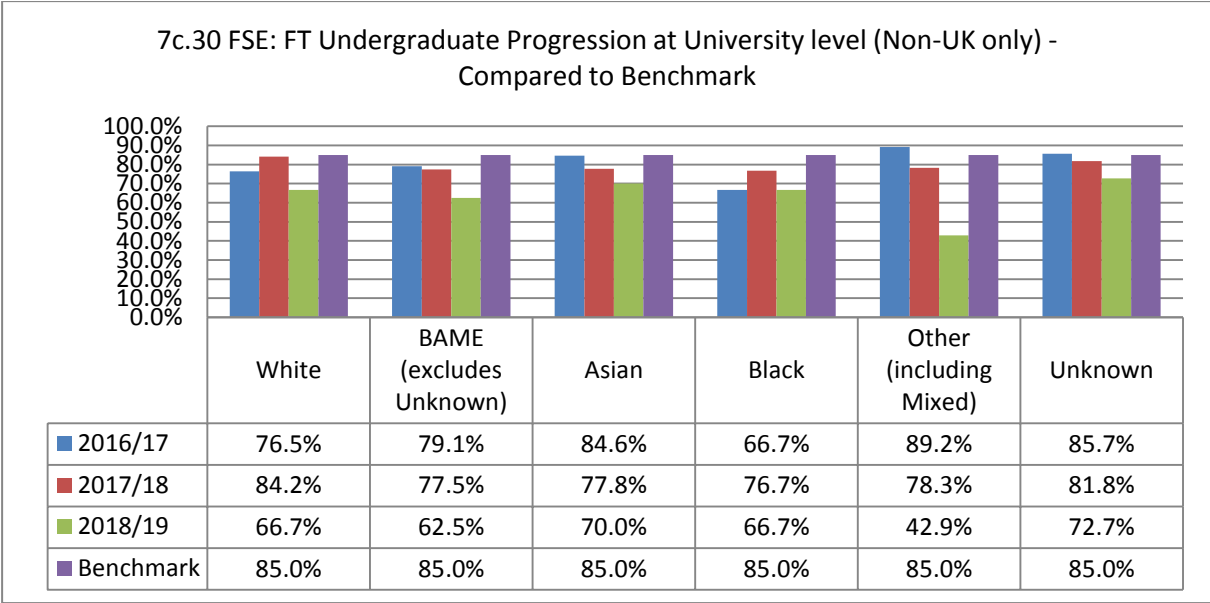
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	325	83.8%	572	74.7%	-9.1%	314	74.9%	162	69.5%	96	84.2%	17	68.0%
2017/18	297	80.9%	619	80.2%	-0.7%	323	81.0%	196	78.1%	100	82.0%	24	82.8%
2018/19	293	85.7%	622	74.9%	-10.8%	348	78.4%	206	73.6%	68	64.2%	21	80.8%
All years	915	83.4%	1,813	76.6%	-6.8%	985	78.1%	564	73.8%	264	77.2%	62	77.5%



7c.27 FSE: FT Undergraduate Progression at University level (UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	312	84.1%	504	74.1%	-10.0%	303	74.6%	138	70.1%	63	81.8%	11	61.1%
2017/18	281	80.7%	564	80.5%	-0.2%	309	81.1%	173	78.3%	82	82.8%	15	83.3%
2018/19	291	85.8%	602	75.4%	-10.4%	341	78.6%	196	74.0%	65	65.7%	13	86.7%
All years	884	83.6%	1,670	76.6%	-6.9%	953	78.1%	507	74.2%	210	76.4%	39	76.5%



7c.29 FSE: FT Undergraduate Progression at University level (Non-UK only)													
Academic Year	White		BAME (excludes Unknown)			Asian		Black		Other (including Mixed)		Unknown	
	No.	%	No.	%	Gap	No.	%	No.	%	No.	%	No.	%
2016/17	13	76.5%	68	79.1%	2.6%	11	84.6%	24	66.7%	33	89.2%	6	85.7%
2017/18	16	84.2%	55	77.5%	-6.7%	14	77.8%	23	76.7%	18	78.3%	9	81.8%
2018/19	2	66.7%	20	62.5%	-4.2%	7	70.0%	10	66.7%	3	42.9%	8	72.7%
All years	31	79.5%	143	75.7%	-3.8%	32	78.0%	57	70.4%	54	80.6%	23	79.3%



7c.31 Relevant findings from the REC Student survey		
REC Question	% Agree	
	BAME	White
I am progressing well in my course	88%	92%

I feel I am personally progressing, but help and encouragement from staff to progress more is rare

- At an institutional level there was a gap in the progression rate between UK White and BAME students of 5.5%. Gap being 3.2% for Asian and 5.3% for Black students.
- The faculty of Art and faculty of Science and Engineering had the largest gaps for UK BAME students at 7.9 and 10.4% respectively.

Summary and actions

We are developing approaches (APP) to monitoring student engagement during their study, identifying students who are not engaging and providing interventions to support those students to engage, continue and achieve. Some of the actions (AP 57,58,59) and points raised in section 8 on teaching and assessment methods will go towards reducing the gap in progression between White and BAME staff. Other actions highlighted below are about increasing the sense of belonging for our BAME students.

Increasing our students' sense of belonging

AP ref: 62.1 regularly run belongingness survey, with action plans and loop closing activities.

AP ref: 63 Increase students' participation in societies by:

- E&D training to members and recruitment tips
- Monitor societies' demographics
- Explore providing additional funds for specific initiatives
- Structured social opportunities
- Friendship building mandatory welcome events
- Students' Union and DSAS to provide framework and guidance for holding regular social activities

7d Attainment

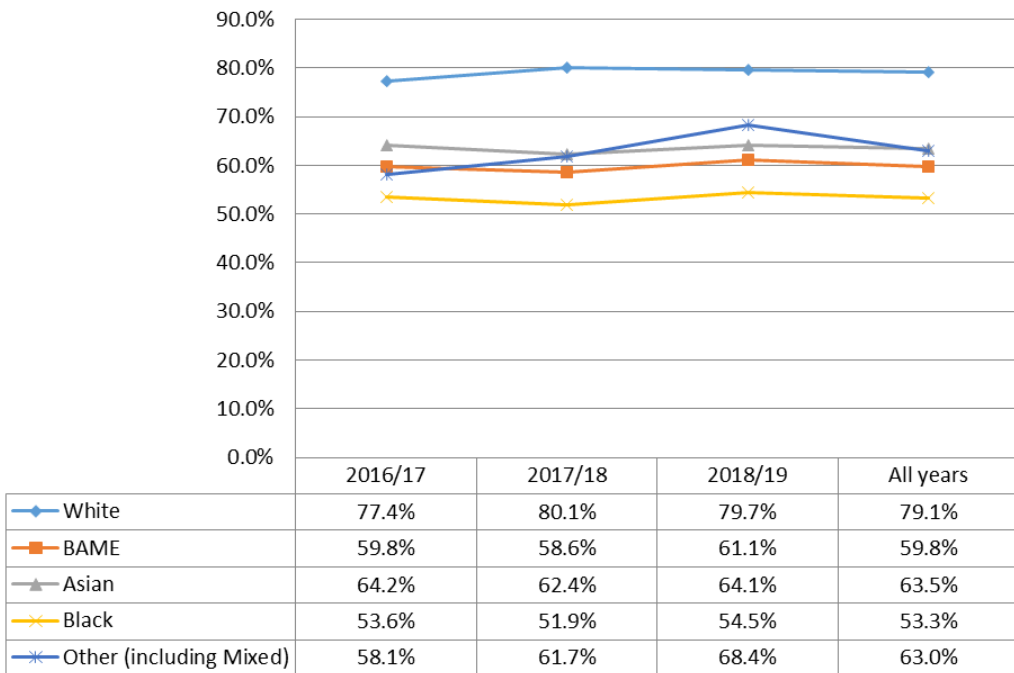
Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of degree awarding for your UK and, separately, non-UK students.

Where possible, please provide the data for each academic faculty.

Reducing the attainment gap between BAME and white student groups at the University forms a foundation for the University ambition to be inclusive, provide opportunities for and progress social mobility within the local community.

7d.1: Good Degree and Attainment Gap at University level (All Nationalities)														
Academic Year	White		BAME			Asian			Black			Other (including Mixed)		
	No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	1257	77.4%	783	59.8%	-17.6%	441	64.2%	-13.2%	238	53.6%	-23.8%	104	58.1%	-19.3%
2017/18	1444	80.1%	849	58.6%	-21.5%	438	62.4%	-17.7%	266	51.9%	-28.2%	145	61.7%	-18.4%
2018/19	1230	79.7%	833	61.1%	-18.6%	401	64.1%	-15.6%	285	54.5%	-25.2%	147	68.4%	-11.3%
All years	3931	79.1%	2465	59.8%	-19.3%	1280	63.5%	-15.5%	789	53.3%	-25.8%	396	63.0%	-16.1%

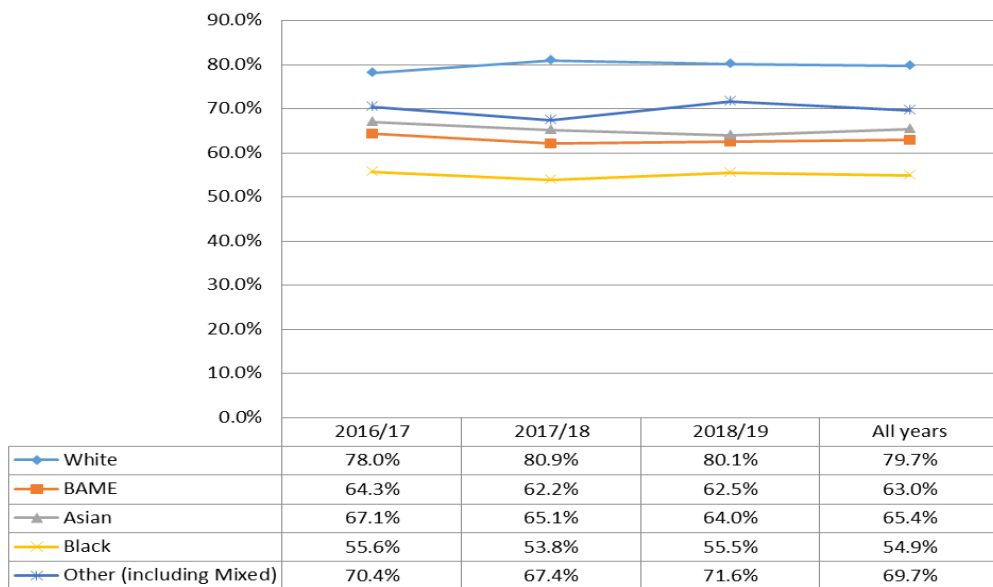
7d.2 Good Degree at University level (All Nationalities)



7d.3: Good Degree and Attainment Gap at University level (UK only)

Academic Year	White		BAME			Asian			Black			Other (including Mixed)		
	No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	1185	78.0%	573	64.3%	-13.7%	346	67.1%	-11.0%	139	55.6%	-22.4%	88	70.4%	-7.6%
2017/18	1395	80.9%	638	62.2%	-18.7%	356	65.1%	-15.8%	162	53.8%	-27.1%	120	67.4%	-13.5%
2018/19	1175	80.1%	585	62.5%	-17.6%	307	64.0%	-16.1%	167	55.5%	-24.6%	111	71.6%	-8.5%
All years	3755	79.7%	1796	63.0%	-16.8%	1009	65.4%	-14.3%	468	54.9%	-24.8%	319	69.7%	-10.1%

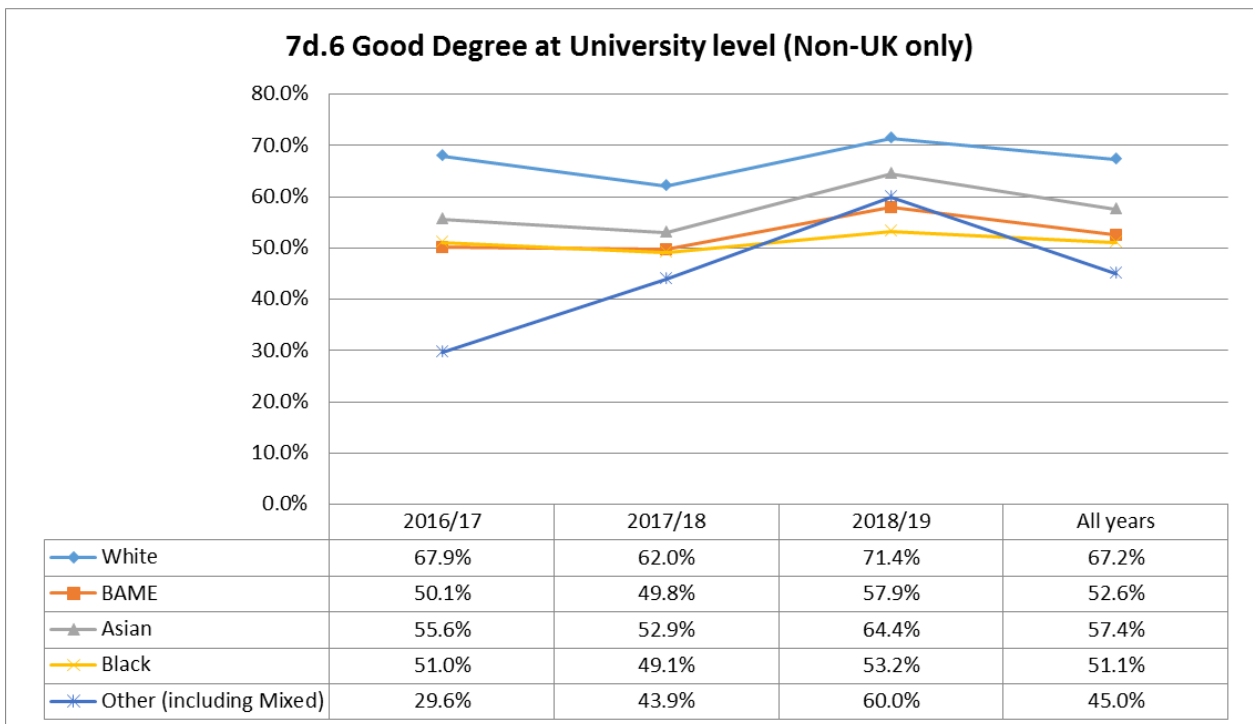
7d.4 Good Degree at University level (UK only)



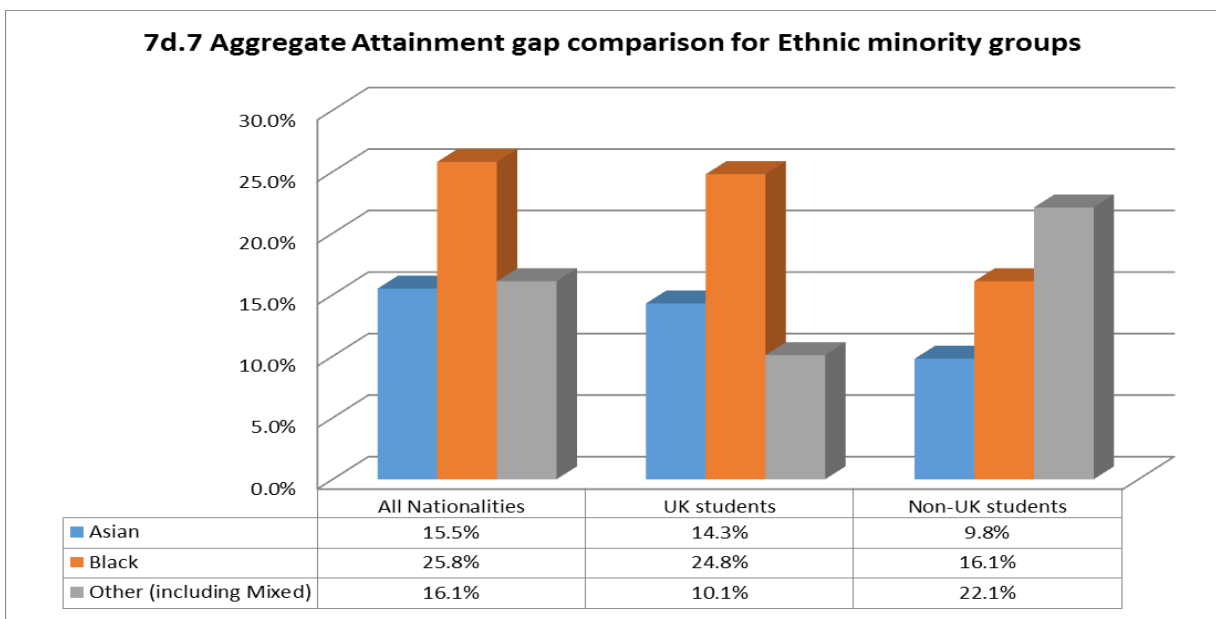
7d.5: Good Degree and Attainment Gap at University level (Non-UK only)

Academic Year	White		BAME			Asian			Black			Other (including Mixed)		
	No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	72	67.9%	210	50.1%	-17.8%	95	55.6%	-12.4%	99	51.0%	-16.9%	16	29.6%	-38.3%
2017/18	49	62.0%	211	49.8%	-12.3%	82	52.9%	-9.1%	104	49.1%	-13.0%	25	43.9%	-18.2%
2018/19	55	71.4%	248	57.9%	-13.5%	94	64.4%	-7.0%	118	53.2%	-18.3%	36	60.0%	-11.4%
All years	176	67.2%	669	52.6%	-14.5%	271	57.4%	-9.8%	321	51.1%	-16.1%	77	45.0%	-22.1%

7d.6 Good Degree at University level (Non-UK only)

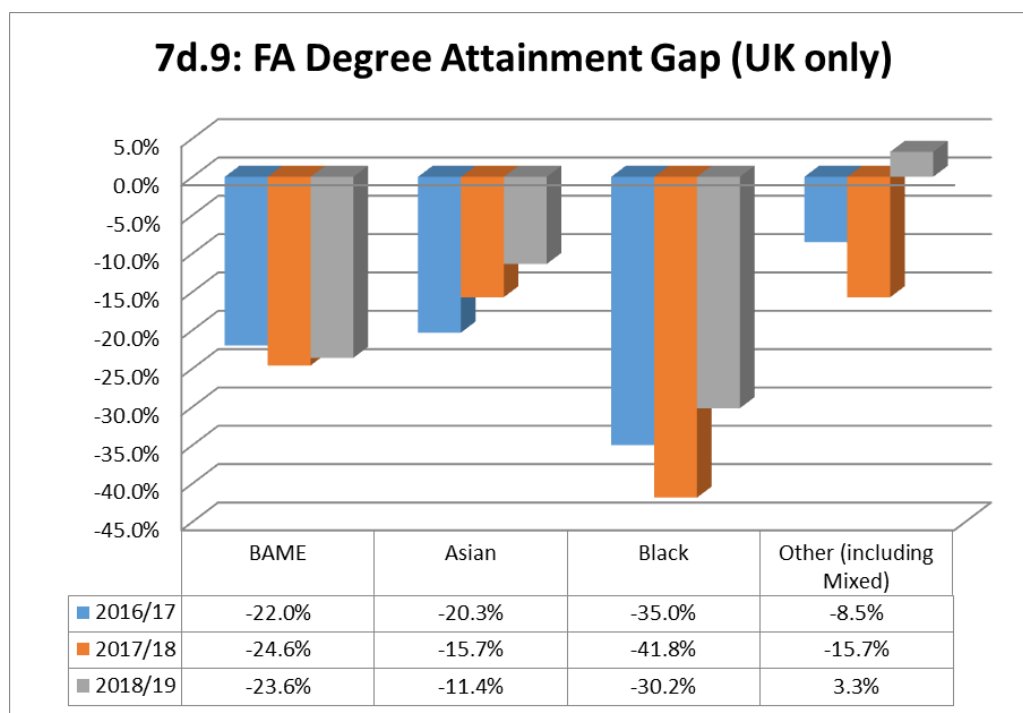


7d.7 Aggregate Attainment gap comparison for Ethnic minority groups

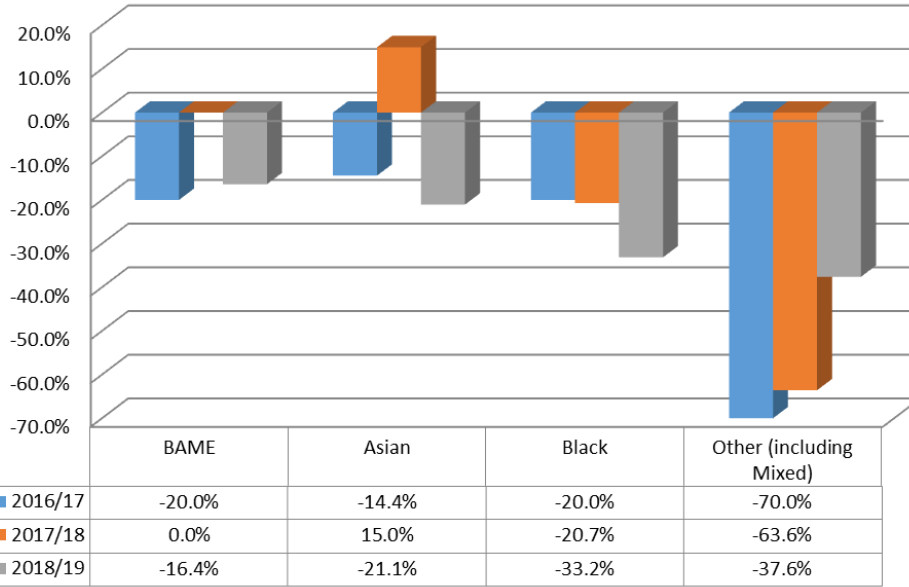


7d.8: BAME "Attainment Gap" at University level - comparison with Benchmark									
Academic Year	All Nationalities			UK - only			Non-UK only		
	UoW	Benchmark	Difference	UoW	Benchmark	Difference	UoW	Benchmark	Difference
2016/17	17.6%	11.4%	6.2%	13.7%	8.9%	4.8%	17.8%	20.7%	-2.9%
2017/18	21.5%	12.2%	9.4%	18.7%	10.3%	8.4%	12.3%	17.8%	-5.5%
2018/19	18.6%	12.0%	6.5%	17.6%	10.5%	7.1%	13.5%	16.8%	-3.3%
All years	19.3%	11.9%	7.4%	16.8%	9.9%	6.9%	14.5%	18.4%	-3.8%

7d.8: FA: Good Degree and Attainment Gap split by Nationality															
Academic Year	Nationality	White		BAME			Asian			Black			Other (including Mixed)		
		No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	UK	227	72.5%	52	50.5%	-22.0%	24	52.2%	-20.3%	12	37.5%	-35.0%	16	64.0%	-8.5%
	Non-UK	14	70.0%	15	50.0%	-20.0%	10	55.6%	-14.4%	5	50.0%	-20.0%	0	0.0%	-70.0%
	Total	241	72.4%	67	50.4%	-22.0%	34	53.1%	-19.2%	17	40.5%	-31.9%	16	59.3%	-13.1%
2017/18	UK	208	78.2%	52	53.6%	-24.6%	25	62.5%	-15.7%	12	36.4%	-41.8%	15	62.5%	-15.7%
	Non-UK	7	63.6%	14	63.6%	0.0%	11	78.6%	15.0%	3	42.9%	-20.7%	0	0.0%	-63.6%
	Total	215	77.6%	66	55.5%	-22.2%	36	66.7%	-11.0%	15	37.5%	-40.1%	15	60.0%	-17.6%
2018/19	UK	225	75.0%	52	61.2%	-13.8%	21	63.6%	-11.4%	13	44.8%	-30.2%	18	78.3%	3.3%
	Non-UK	15	77.6%	19	51.4%	-26.2%	13	56.5%	-21.1%	4	44.4%	-33.2%	2	40.0%	-37.6%
	Total	240	77.4%	71	63.1%	-14.3%	34	60.7%	-16.7%	17	44.7%	-32.7%	20	71.4%	-6.0%
All years	UK	660	75.9%	156	54.7%	-21.2%	70	58.8%	-17.1%	37	39.4%	-36.6%	49	68.1%	-7.9%
	Non-UK	36	70.6%	48	53.9%	-16.7%	34	61.8%	-8.8%	12	46.2%	-24.4%	2	25.0%	-45.6%
	Total	696	75.7%	204	54.5%	-21.1%	104	59.8%	-15.9%	49	40.8%	-34.8%	51	63.8%	-11.9%



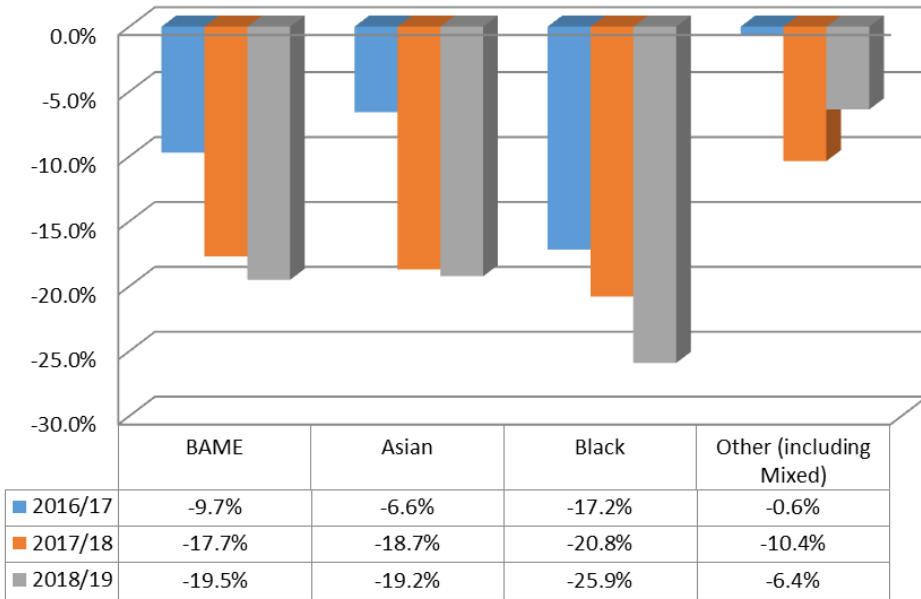
7d.10: FA Degree Attainment Gap (Non-UK only)



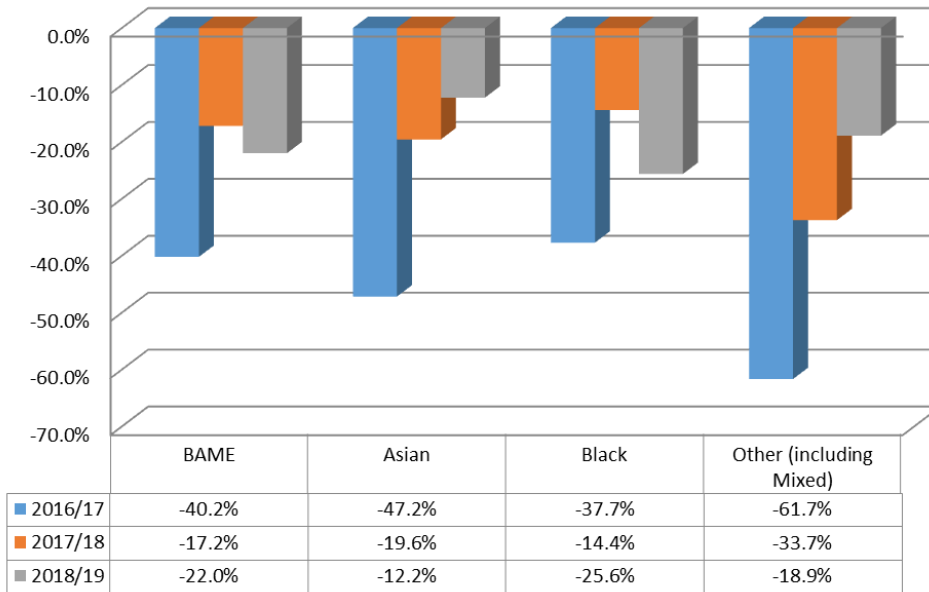
7d.11: FEHW: Good Degree and Attainment Gap split by Nationality

Academic Year	Nationality	White		BAME			Asian			Black			Other (including Mixed)		
		No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	UK	584	80.1%	219	70.4%	-9.7%	111	73.5%	-6.6%	73	62.9%	-17.2%	35	79.5%	-0.6%
	Non-UK	19	95.0%	63	54.8%	-40.2%	11	47.8%	-47.2%	51	57.3%	-37.7%	1	33.3%	-61.7%
	Total	603	80.5%	282	66.2%	-14.3%	122	70.1%	-10.4%	124	60.5%	-20.0%	36	76.6%	-3.9%
2017/18	UK	782	82.1%	289	64.4%	-17.7%	123	63.4%	-18.7%	100	61.3%	-20.8%	66	71.7%	-10.4%
	Non-UK	13	72.2%	88	55.0%	-17.2%	20	52.6%	-19.6%	63	57.8%	-14.4%	5	38.5%	-33.7%
	Total	795	81.9%	377	61.9%	-20.0%	143	61.6%	-20.2%	163	59.9%	-21.9%	71	67.6%	-14.3%
2018/19	UK	542	79.8%	254	60.3%	-19.5%	106	60.6%	-19.2%	90	53.9%	-25.9%	58	73.4%	-6.4%
	Non-UK	15	78.9%	87	56.9%	-22.0%	24	66.7%	-12.2%	57	53.3%	-25.6%	6	60.0%	-18.9%
	Total	557	79.8%	341	59.4%	-20.4%	130	61.6%	-18.2%	147	53.6%	-26.1%	64	71.9%	-7.9%
All years	UK	1908	80.8%	762	64.5%	-16.3%	340	65.4%	-15.4%	263	59.0%	-21.8%	159	74.0%	-6.9%
	Non-UK	47	82.5%	238	55.6%	-26.8%	55	56.7%	-25.8%	171	56.1%	-26.4%	12	46.2%	-36.3%
	Total	1955	80.9%	1000	62.2%	-18.7%	395	64.0%	-16.8%	434	57.8%	-23.1%	171	71.0%	-9.9%

7d.12: FEHW Degree Attainment Gap (UK only)

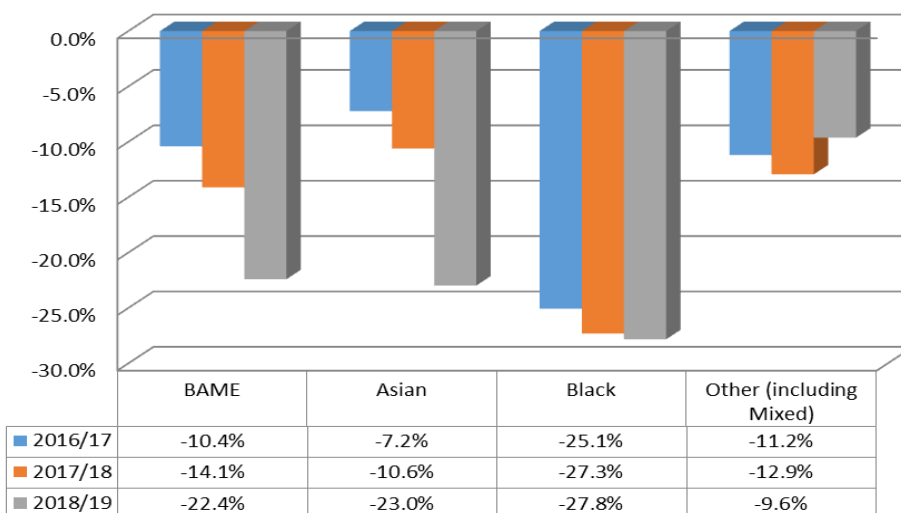


7d.13: FEHW Degree Attainment Gap (Non-UK only)

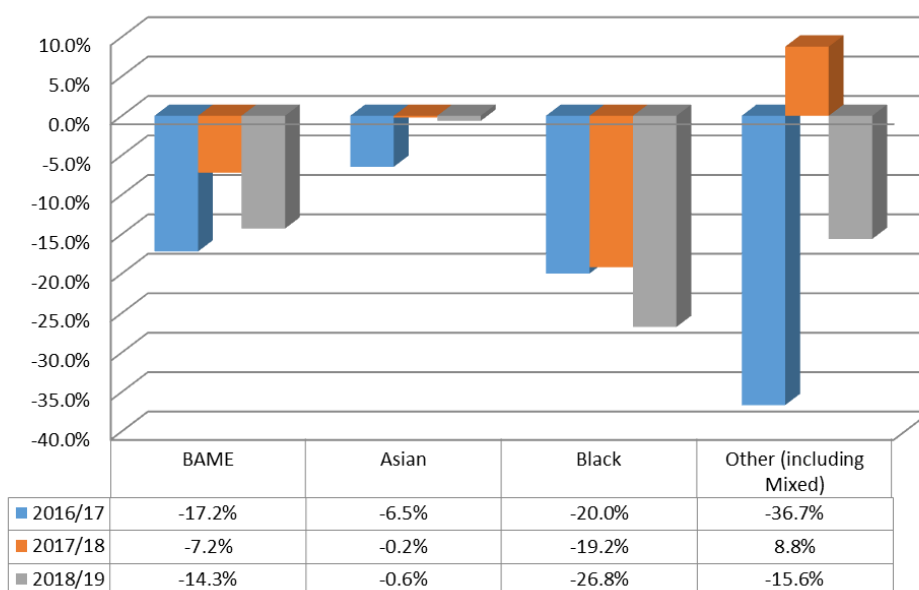


7d.14: FSE: Good Degree and Attainment Gap split by Nationality															
Academic Year	Nationality	White		BAME			Asian			Black			Other (including Mixed)		
		No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	UK	204	83.6%	197	73.2%	-10.4%	152	76.4%	-7.2%	24	58.5%	-25.1%	21	72.4%	-11.2%
	Non-UK	24	80.0%	93	62.8%	-17.2%	50	73.5%	-6.5%	30	60.0%	-20.0%	13	43.3%	-36.7%
	Total	228	83.2%	290	69.5%	-13.7%	202	75.7%	-7.6%	54	59.3%	-23.9%	34	57.6%	-25.6%
2017/18	UK	219	83.9%	192	69.8%	-14.1%	140	73.3%	-10.6%	30	56.6%	-27.3%	22	71.0%	-12.9%
	Non-UK	11	57.9%	70	50.7%	-7.2%	30	57.7%	-0.2%	24	38.7%	-19.2%	16	66.7%	8.8%
	Total	230	82.1%	262	63.4%	-18.7%	170	70.0%	-12.2%	54	47.0%	-35.2%	38	69.1%	-13.1%
2018/19	UK	242	87.4%	145	65.0%	-22.4%	96	64.4%	-23.0%	28	59.6%	-27.8%	21	77.8%	-9.6%
	Non-UK	17	81.0%	94	66.7%	-14.3%	45	80.4%	-0.6%	32	54.2%	-26.8%	17	65.4%	-15.6%
	Total	259	86.9%	239	65.7%	-21.3%	141	68.8%	-18.1%	60	56.6%	-30.3%	38	71.7%	-15.2%
All years	UK	665	85.0%	534	69.6%	-15.4%	388	72.0%	-13.1%	82	58.2%	-26.9%	64	73.6%	-11.5%
	Non-UK	52	74.3%	257	60.2%	-14.1%	125	71.0%	-3.3%	86	50.3%	-24.0%	46	57.5%	-16.8%
	Total	717	84.2%	791	66.2%	-17.9%	513	71.7%	-12.4%	168	53.8%	-30.3%	110	65.9%	-18.3%

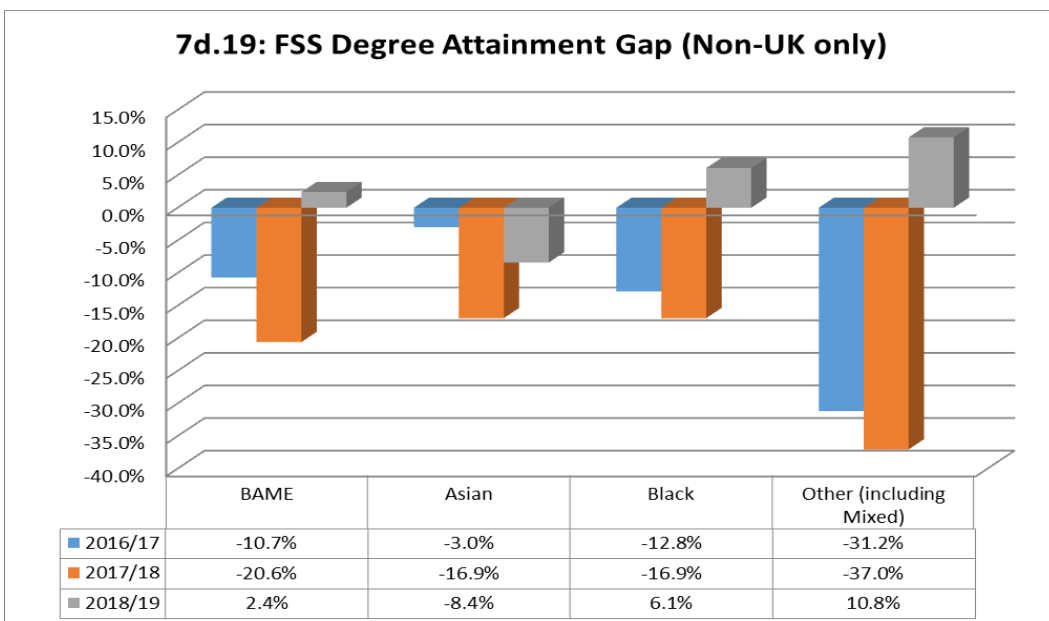
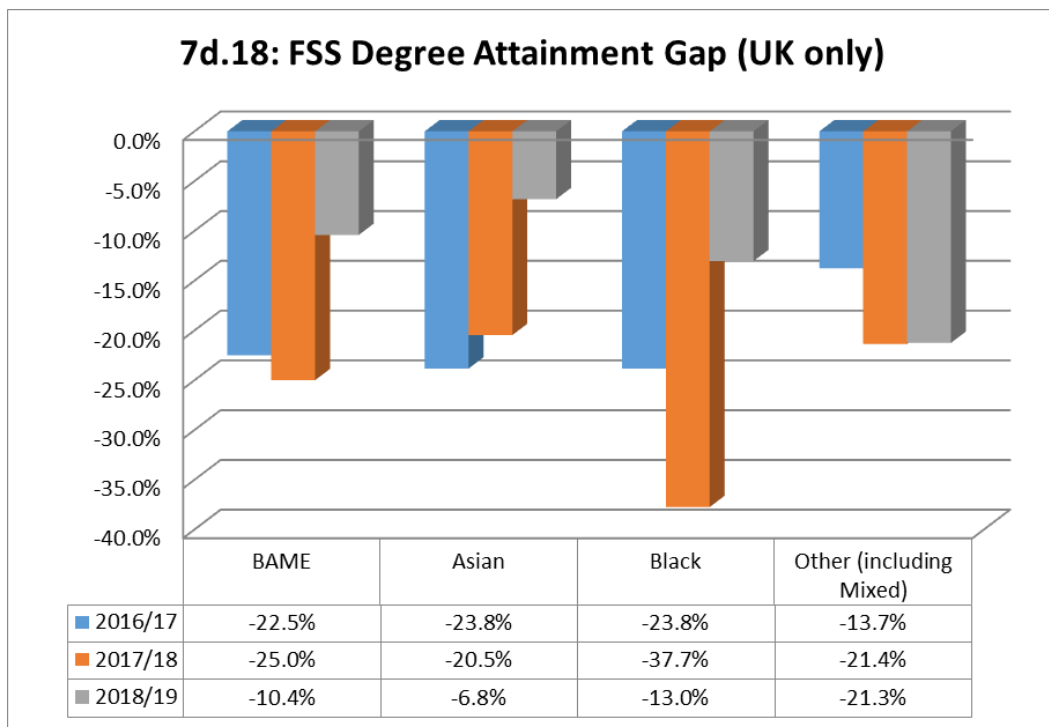
7d.15: FSE Degree Attainment Gap (UK only)



7d.16: FSE Degree Attainment Gap (Non-UK only)



7d.17: FSS: Good Degree and Attainment Gap split by Nationality															
Academic Year	Nationality	White		BAME			Asian			Black			Other (including Mixed)		
		No.	%	No.	%	Gap	No.	%	Gap	No.	%	Gap	No.	%	Gap
2016/17	UK	170	73.0%	105	50.5%	-22.5%	59	49.2%	-23.8%	30	49.2%	-23.8%	16	59.3%	-13.7%
	Non-UK	15	41.7%	39	31.0%	-10.7%	24	38.7%	-3.0%	13	28.9%	-12.8%	2	10.5%	-31.2%
	Total	185	68.8%	144	43.1%	-25.7%	83	45.6%	-23.2%	43	40.6%	-28.2%	18	39.1%	-29.6%
2017/18	UK	186	76.2%	105	51.2%	-25.0%	68	55.7%	-20.5%	20	38.5%	-37.7%	17	54.8%	-21.4%
	Non-UK	18	58.1%	39	37.5%	-20.6%	21	41.2%	-16.9%	14	41.2%	-16.9%	4	21.1%	-37.0%
	Total	204	74.2%	144	46.6%	-27.6%	89	51.4%	-22.7%	34	39.5%	-34.6%	21	42.0%	-32.2%
2018/19	UK	166	75.1%	134	64.7%	-10.4%	84	68.3%	-6.8%	36	62.1%	-13.0%	14	53.8%	-21.3%
	Non-UK	8	47.1%	48	49.5%	2.4%	12	38.7%	-8.4%	25	53.2%	6.1%	11	57.9%	10.8%
	Total	174	73.1%	182	59.9%	-13.2%	96	62.3%	-10.8%	61	58.1%	-15.0%	25	55.6%	-17.6%
All years	UK	522	74.8%	344	55.5%	-19.3%	211	57.8%	-17.0%	86	50.3%	-24.5%	47	56.0%	-18.8%
	Non-UK	41	48.8%	126	38.5%	-10.3%	57	39.6%	-9.2%	52	41.3%	-7.5%	17	29.8%	-19.0%
	Total	563	72.0%	470	49.6%	-22.4%	268	52.7%	-19.3%	138	46.5%	-25.5%	64	45.4%	-26.6%



- The University Attainment gap was an aggregate 19.3% **disavouring** BAME students over the reported period. This gap is higher for UK (16.8%, Table 7d.3) compared to non-UK students (14.5%, Table 7d.5).
-
- In 2017/18 for UK nationals, all ethnic minority students saw an increase in their attainment gap which improved the following year. For non-UK students, with the exception of Black students, other ethnic minority students have witnessed a continuous decline in the attainment gap over the reported period.
- The University-wide attainment gap for all nationalities is highest amongst Black students (25.8%), followed by Other (16.1%) and Asian (15.5%) students (Table 7d.1). This trend was same across UK students.

7d.20 Relevant findings from the REC Student survey		
REC Question	% Agree	
	BAME	White
The content of my course matches my expectations and includes what I thought it would include	69%	74%
I feel like my course tutors / lecturers push me to reach my full potential	68%	75%
I am comfortable approaching course tutors with any questions or queries	82%	91%
I am happy with the way my course is assessed	71%	80%
I know where to go to get additional academic support if and when I need it	73%	87%
I enjoy the way my course is taught	76%	76%

“At times I feel I may have to work harder to get a 1st as that's what expected due to race” – Student Survey Comment

“I feel like am not getting the right support as my fellow white colleagues in my class” – Student Survey Comment

Summary and Actions

Closing the attainment gap for BAME students is a University priority, and a cornerstone of our Access and Participation Strategy. Reflecting the greater gap for Black students, a separate target to reduce the attainment gap for Black students is within the access to participation plan

We will also change our approach to assessment in specific courses and modules (see section 8), where the attainment gap between BAME and White students is greatest. This will address both continuation and attainment gaps, as many of the intended actions will impact both.

Actions

- AP ref: 56 Undertake research and analysis to understand the nature of the barriers faced by BAME students that result in them getting lower attainment rates.
- AP ref: 57 Use data to identify and target modules / courses where BAME students not submitting work or reaching expected attainment levels.
- AP ref: 58 Develop guidance thru a preparatory online module to help students understand our teaching and assessment methods prior to starting their course.

7e Postgraduate pipeline

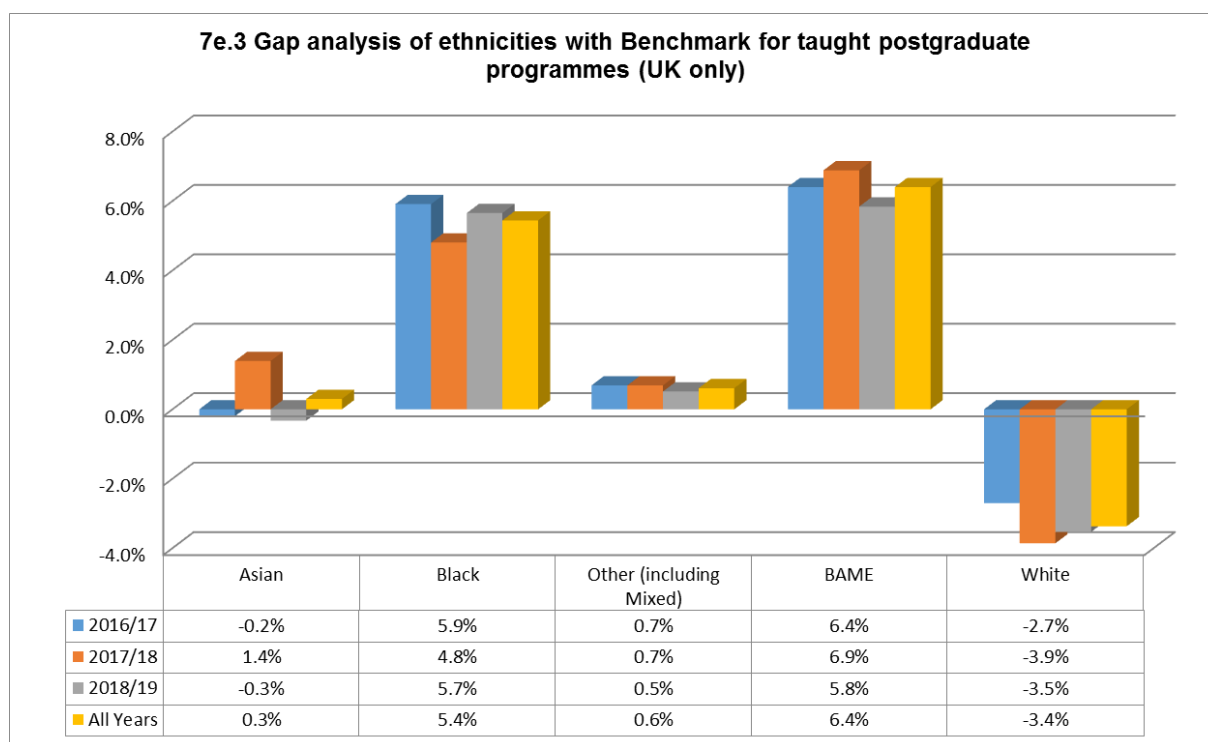
Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in your institution's UK postgraduate student body, and separately non-UK postgraduate student body. Where possible, please provide the data for each academic faculty.

For all nationalities combined aggregate over the reporting period, the University recruited 87.9% at PGT level, 8.8% at PGR level and 3.3% in professional doctorate level.

7e.1: Ethnicity Data for Taught postgraduate programmes (PGT)											
Faculty	Ethnicity	UK/Non-UK	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
			No./Count			% of relevant nationality group (at faculty level)			% of relevant nationality group (at University level)		
FA	Asian	UK	14	16	17	7.1%	7.4%	7.4%	0.6%	0.6%	0.6%
		Non-UK	9	14	13	17.3%	28.6%	34.2%	2.4%	4.2%	4.2%
	Black	UK	19	20	20	9.6%	9.3%	8.7%	0.8%	0.7%	0.7%
		Non-UK	9	3	4	17.3%	6.1%	10.5%	2.4%	0.9%	1.3%
	Other (including Mixed)	UK	14	21	20	7.1%	9.8%	8.7%	0.6%	0.8%	0.7%
		Non-UK	12	7	4	23.1%	14.3%	10.5%	3.2%	2.1%	1.3%
	BAME	UK	47	57	57	23.7%	26.5%	24.9%	2.1%	2.1%	1.9%
		Non-UK	30	24	21	57.7%	49.0%	55.3%	7.9%	7.2%	6.7%
	White	UK	147	155	171	74.2%	72.1%	74.7%	6.6%	5.8%	5.8%
		Non-UK	20	25	17	38.5%	51.0%	44.7%	5.3%	7.5%	5.4%
Unknown	UK	4	3	1	2.0%	1.4%	0.4%	0.2%	0.1%	0.0%	
	Non-UK	2	0	0	3.8%	0.0%	0.0%	0.5%	0.0%	0.0%	
Faculty Total	UK	198	215	229	100%	100%	100%	8.8%	8.0%	7.8%	
	Non-UK	52	49	38	100%	100%	100%	13.7%	14.7%	12.2%	
FEHW	Asian	UK	136	191	193	10.3%	11.5%	11.3%	6.1%	7.1%	6.6%
		Non-UK	16	12	23	25.0%	13.2%	25.6%	4.2%	3.6%	7.4%
	Black	UK	192	228	256	14.6%	13.8%	14.9%	8.6%	8.5%	8.7%
		Non-UK	26	33	33	40.6%	36.3%	36.7%	6.9%	9.9%	10.6%
	Other (including Mixed)	UK	65	85	90	4.9%	5.1%	5.3%	2.9%	3.2%	3.1%
		Non-UK	8	26	19	12.5%	28.6%	21.1%	2.1%	7.8%	6.1%
	BAME	UK	393	504	539	29.8%	30.5%	31.5%	17.5%	18.7%	18.4%
		Non-UK	50	71	75	78.1%	78.0%	83.3%	13.2%	21.3%	24.0%
	White	UK	916	1135	1155	69.4%	68.6%	67.4%	40.8%	42.2%	39.4%
		Non-UK	12	19	12	18.8%	20.9%	13.3%	3.2%	5.7%	3.8%
Unknown	UK	10	16	19	0.8%	1.0%	1.1%	0.4%	0.6%	0.6%	
	Non-UK	2	1	3	3.1%	1.1%	3.3%	0.5%	0.3%	1.0%	
Faculty Total	UK	1319	1655	1713	100%	100%	100%	58.8%	61.5%	58.5%	
	Non-UK	64	91	90	100%	100%	100%	16.9%	27.2%	28.8%	
FSE	Asian	UK	56	110	145	30.4%	38.5%	39.2%	2.5%	4.1%	5.0%
		Non-UK	12	16	22	15.6%	25.0%	25.6%	3.2%	4.8%	7.1%
	Black	UK	30	48	67	16.3%	16.8%	18.1%	1.3%	1.8%	2.3%
		Non-UK	39	23	28	50.6%	35.9%	32.6%	10.3%	6.9%	9.0%
	Other (including Mixed)	UK	12	20	24	6.5%	7.0%	6.5%	0.5%	0.7%	0.8%
		Non-UK	13	16	9	16.9%	25.0%	10.5%	3.4%	4.8%	2.9%
	BAME	UK	98	178	236	53.3%	62.2%	63.8%	4.4%	6.6%	8.1%
		Non-UK	64	55	59	83.1%	85.9%	68.6%	16.9%	16.5%	18.9%
	White	UK	84	103	128	45.7%	36.0%	34.6%	3.7%	3.8%	4.4%
		Non-UK	13	9	26	16.9%	14.1%	30.2%	3.4%	2.7%	8.3%
Unknown	UK	2	5	6	1.1%	1.7%	1.6%	0.1%	0.2%	0.2%	
	Non-UK	0	0	1	0.0%	0.0%	1.2%	0.0%	0.0%	0.3%	
Faculty Total	UK	184	286	370	100%	100%	100%	8.2%	10.6%	12.6%	
	Non-UK	77	64	86	100%	100%	100%	20.3%	19.2%	27.6%	
FSS	Asian	UK	114	114	97	21.0%	21.3%	15.7%	5.1%	4.2%	3.3%
		Non-UK	48	44	36	25.8%	33.8%	36.7%	12.7%	13.2%	11.5%
	Black	UK	109	88	98	20.1%	16.4%	15.9%	4.9%	3.3%	3.3%
		Non-UK	44	32	33	23.7%	24.6%	33.7%	11.6%	9.6%	10.6%
	Other (including Mixed)	UK	30	35	33	5.5%	6.5%	5.3%	1.3%	1.3%	1.1%
		Non-UK	71	31	12	38.2%	23.8%	12.2%	18.7%	9.3%	3.8%
	BAME	UK	253	237	228	46.6%	44.3%	37.0%	11.3%	8.8%	7.8%
		Non-UK	163	107	81	87.6%	82.3%	82.7%	43.0%	32.0%	26.0%
	White	UK	282	293	380	51.9%	54.8%	61.6%	12.6%	10.9%	13.0%
		Non-UK	19	20	15	10.2%	15.4%	15.3%	5.0%	6.0%	4.8%
Unknown	UK	8	5	9	1.5%	0.9%	1.5%	0.4%	0.2%	0.3%	
	Non-UK	4	3	2	2.2%	2.3%	2.0%	1.1%	0.9%	0.6%	
Faculty Total	UK	543	535	617	100%	100%	100%	24.2%	19.9%	21.1%	
	Non-UK	186	130	98	100%	100%	100%	49.1%	38.9%	31.4%	
Grand Total		UK	2244	2691	2929						
		Non-UK	379	334	312						

7e.2 Comparison of ethnicities with Benchmark for taught postgraduate programmes (UK only)					
Ethnicity	UK comparison	2016/17	2017/18	2018/19	All years
Asian	UoW	14.3%	16.0%	15.4%	15.3%
	Benchmark	14.5%	14.6%	15.8%	15.0%
	Difference	-0.2%	1.4%	-0.3%	0.3%
Black	UoW	15.6%	14.3%	15.1%	14.9%
	Benchmark	9.7%	9.5%	9.4%	9.5%
	Difference	5.9%	4.8%	5.7%	5.4%
Other (including Mixed)	UoW	5.4%	6.0%	5.7%	5.7%
	Benchmark	4.7%	5.3%	5.2%	5.1%
	Difference	0.7%	0.7%	0.5%	0.6%
BAME	UoW	35.2%	36.3%	36.2%	35.9%
	Benchmark	28.8%	29.4%	30.4%	29.5%
	Difference	6.4%	6.9%	5.8%	6.4%
White	UoW	63.7%	62.7%	62.6%	62.9%
	Benchmark	66.4%	66.5%	66.1%	66.3%
	Difference	-2.7%	-3.9%	-3.5%	-3.4%
Unknown	UoW	1.1%	1.1%	1.2%	1.1%
	Benchmark	4.8%	4.1%	3.5%	4.1%
	Difference	-3.7%	-3.0%	-2.3%	-3.0%

Benchmark is aggregate of West Midlands Universities population for level of study - "Higher degree (taught)" (Source: HeidiPlus)



No Benchmark data for Non-UK graduates because for over 90% students no ethnicity was recorded within HeidiPlus.

- Overall the University has increased its UK student population and witnessed a decline in Non-UK students on PGT courses. Average of all year: 88.5% were UK nationals and 11.5% were non-UK nationals.
- The ethnic distribution in PGT courses within faculties varies based on the nationality across the institution. The highest percentage of UK BAME students is located within FEHW, Non-UK students is within FSS.

7e.4 Relevant findings from the REC Student survey		
REC Question	% Strongly Agree/Agree	
	BAME	White
I would consider a postgraduate course (for UG)^	65.5%	70.2%
^(BAME: n=58; White: n=57)		

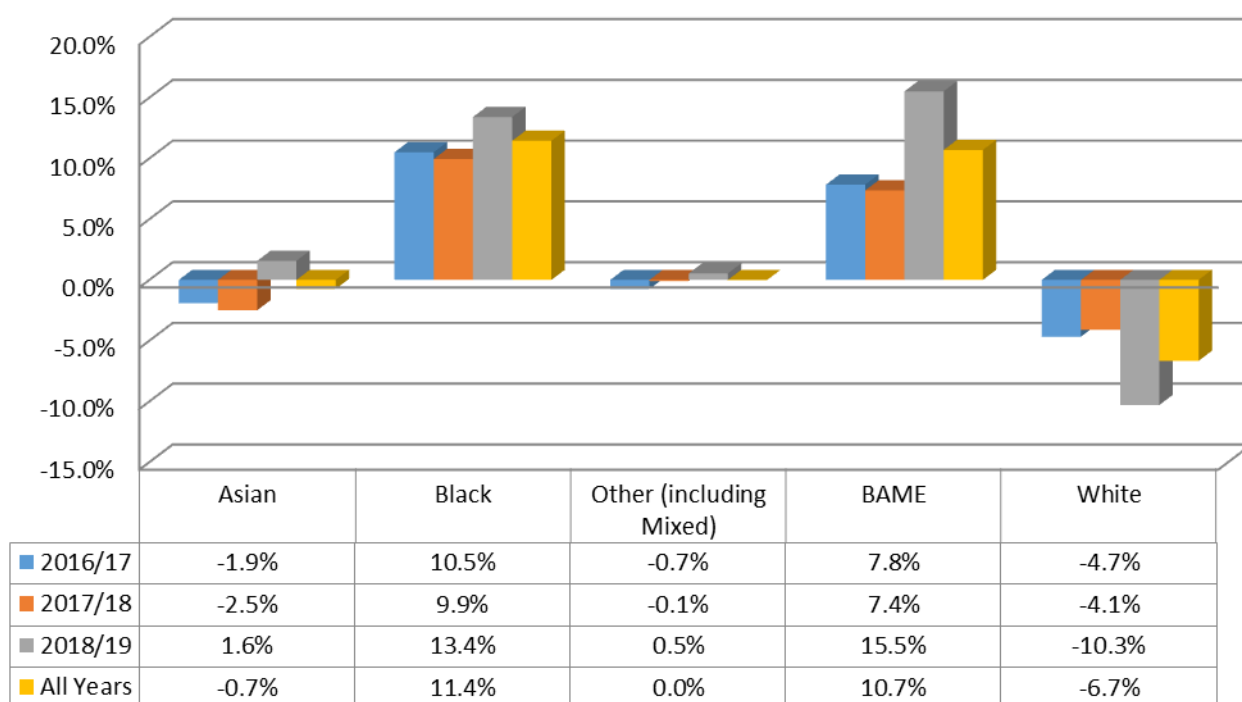
7e.5: Ethnicity Data for Research postgraduate programmes (PGR)											
Faculty	Ethnicity	UK/Non-UK	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
			No./Count			% of relevant nationality group (at faculty level)			% of relevant nationality group (at University level)		
FA	Asian	UK	0	0	5	0.0%	0.0%	13.9%	0.0%	0.0%	2.5%
		Non-UK	5	2	0	33.3%	18.2%	0.0%	3.3%	1.9%	0.0%
	Black	UK	3	3	4	8.6%	9.4%	11.1%	1.8%	1.9%	2.0%
		Non-UK	2	2	2	13.3%	18.2%	25.0%	1.3%	1.9%	2.0%
	Other (including Mixed)	UK	0	0	2	0.0%	0.0%	5.6%	0.0%	0.0%	1.0%
		Non-UK	2	0	0	13.3%	0.0%	0.0%	1.3%	0.0%	0.0%
	BAME	UK	3	3	11	8.6%	9.4%	30.6%	1.8%	1.9%	5.5%
		Non-UK	9	4	2	60.0%	36.4%	25.0%	5.9%	3.7%	2.0%
	White	UK	32	29	25	91.4%	90.6%	69.4%	19.4%	17.9%	12.6%
		Non-UK	6	7	6	40.0%	63.6%	75.0%	3.9%	6.5%	6.0%
	Unknown	UK	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-UK		0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Faculty Total	UK	35	32	36	100%	100%	100%	21.2%	19.8%	18.1%	
	Non-UK	15	11	8	100%	100%	100%	9.9%	10.2%	8.0%	
FEHW	Asian	UK	3	3	2	5.7%	6.3%	3.5%	1.8%	1.9%	1.0%
		Non-UK	2	2	3	11.1%	12.5%	30.0%	1.3%	1.9%	3.0%
	Black	UK	7	6	8	13.2%	12.5%	14.0%	4.2%	3.7%	4.0%
		Non-UK	6	5	0	33.3%	31.3%	0.0%	3.9%	4.6%	0.0%
	Other (including Mixed)	UK	2	3	3	3.8%	6.3%	5.3%	1.2%	1.9%	1.5%
		Non-UK	1	2	2	5.6%	12.5%	20.0%	0.7%	1.9%	2.0%
	BAME	UK	12	12	13	22.6%	25.0%	22.8%	7.3%	7.4%	6.5%
		Non-UK	9	9	5	50.0%	56.3%	50.0%	5.9%	8.3%	5.0%
	White	UK	41	36	44	77.4%	75.0%	77.2%	24.8%	22.2%	22.1%
		Non-UK	8	6	5	44.4%	37.5%	50.0%	5.3%	5.6%	5.0%
	Unknown	UK	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-UK		1	1	0	5.6%	6.3%	0.0%	0.7%	0.9%	0.0%	
Faculty Total	UK	53	48	57	100%	100%	100%	32.1%	29.6%	28.6%	
	Non-UK	18	16	10	100%	100%	100%	11.8%	14.8%	10.0%	
FSE	Asian	UK	10	8	14	23.8%	19.0%	23.7%	6.1%	4.9%	7.0%
		Non-UK	21	13	15	24.1%	21.7%	27.3%	13.8%	12.0%	15.0%
	Black	UK	7	10	16	16.7%	23.8%	27.1%	4.2%	6.2%	8.0%
		Non-UK	32	18	18	36.8%	30.0%	32.7%	21.1%	16.7%	18.0%
	Other (including Mixed)	UK	3	3	5	7.1%	7.1%	8.5%	1.8%	1.9%	2.5%
		Non-UK	23	23	16	26.4%	38.3%	29.1%	15.1%	21.3%	16.0%
	BAME	UK	20	21	35	47.6%	50.0%	59.3%	12.1%	13.0%	17.6%
		Non-UK	76	54	49	87.4%	90.0%	89.1%	50.0%	50.0%	49.0%
	White	UK	21	20	24	50.0%	47.6%	40.7%	12.7%	12.3%	12.1%
		Non-UK	9	5	6	10.3%	8.3%	10.9%	5.9%	4.6%	6.0%
	Unknown	UK	1	1	0	2.4%	2.4%	0.0%	0.6%	0.6%	0.0%
Non-UK		2	1	0	2.3%	1.7%	0.0%	1.3%	0.9%	0.0%	
Faculty Total	UK	42	42	59	100%	100%	100%	25.5%	25.9%	29.6%	
	Non-UK	87	60	55	100%	100%	100%	57.2%	55.6%	55.0%	
FSS	Asian	UK	0	1	4	0.0%	2.5%	8.5%	0.0%	0.6%	2.0%
		Non-UK	9	5	6	28.1%	23.8%	22.2%	5.9%	4.6%	6.0%
	Black	UK	6	3	7	17.1%	7.5%	14.9%	3.6%	1.9%	3.5%
		Non-UK	14	8	11	43.8%	38.1%	40.7%	9.2%	7.4%	11.0%
	Other (including Mixed)	UK	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		Non-UK	5	3	4	15.6%	14.3%	14.8%	3.3%	2.8%	4.0%
	BAME	UK	6	4	11	17.1%	10.0%	23.4%	3.6%	2.5%	5.5%
		Non-UK	28	16	21	87.5%	76.2%	77.8%	18.4%	14.8%	21.0%
	White	UK	27	34	35	77.1%	85.0%	74.5%	16.4%	21.0%	17.6%
		Non-UK	3	4	6	9.4%	19.0%	22.2%	2.0%	3.7%	6.0%
	Unknown	UK	2	2	1	5.7%	5.0%	2.1%	1.2%	1.2%	0.5%
Non-UK		1	1	0	3.1%	4.8%	0.0%	0.7%	0.9%	0.0%	
Faculty Total	UK	35	40	47	100%	100%	100%	21.2%	24.7%	23.6%	
	Non-UK	32	21	27	100%	100%	100%	21.1%	19.4%	27.0%	
Grand Total	UK	165	162	199							
	Non-UK	152	108	100							

7e.6 Comparison of ethnicities with Benchmark for research postgraduate programmes (UK only)

Ethnicity	UK comparison	2016/17	2017/18	2018/19	All years
Asian	UoW	7.9%	7.4%	12.6%	9.5%
	Benchmark	9.8%	9.9%	11.0%	10.3%
	Difference	-1.9%	-2.5%	1.6%	-0.7%
Black	UoW	13.9%	13.6%	17.6%	15.2%
	Benchmark	3.4%	3.6%	4.2%	3.8%
	Difference	10.5%	9.9%	13.4%	11.4%
Other (including Mixed)	UoW	3.0%	3.7%	5.0%	4.0%
	Benchmark	3.8%	3.8%	4.5%	4.0%
	Difference	-0.7%	-0.1%	0.5%	0.0%
BAME	UoW	24.8%	24.7%	35.2%	28.7%
	Benchmark	17.0%	17.3%	19.7%	18.0%
	Difference	7.8%	7.4%	15.5%	10.7%
White	UoW	73.3%	73.5%	64.3%	70.0%
	Benchmark	78.0%	77.6%	74.6%	76.7%
	Difference	-4.7%	-4.1%	-10.3%	-6.7%
Unknown	UoW	1.8%	1.9%	0.5%	1.3%
	Benchmark	5.0%	5.1%	5.7%	5.3%
	Difference	-3.2%	-3.3%	-5.2%	-4.0%

Benchmark is aggregate of West Midlands Universities population for level of study - "Higher degree (research)" (Source: HeidiPlus)

7e.7 Gap analysis of ethnicities with Benchmark for research postgraduate programmes (UK only)



- Overall the University has increased its UK PGR student population (+20.6%) and witnessed a decline in Non-UK students (-34.2%) between 2016/17 and 2018/19.

Between UK and Non-UK PGR students:

It is apparent that differences exist within faculties split of ethnicity between UK and Non-UK students. All faculties (except FA in 2018/19) have a higher proportion of BAME Non-UK students. Average gap between faculties across three years combined is as follows:

- FA – 27.6%
- FEHW – 28.9%
- FSE – 35.5%
- FSS – 64.0%

Professional Doctorate student pipeline

The University has a relatively low numbers of students undertaking professional doctorates. UK students were only in FEHW and FSE with Non-UK students only in FEHW.

7e.8: Ethnicity Data for UK Professional Doctorate Course										
Faculty	Ethnicity	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
		No./Count			% at faculty level			% at University level		
FEHW	Asian	17	19	20	19.1%	18.4%	19.0%	18.5%	18.3%	18.5%
	Black	13	17	25	14.6%	16.5%	23.8%	14.1%	16.3%	23.1%
	Other (including Mixed)	2	2	7	2.2%	1.9%	6.7%	2.2%	1.9%	6.5%
	BAME	32	38	52	36.0%	36.9%	49.5%	34.8%	36.5%	48.1%
	White	54	63	51	60.7%	61.2%	48.6%	58.7%	60.6%	47.2%
	Unknown	3	2	2	3.4%	1.9%	1.9%	3.3%	1.9%	1.9%
	Faculty Total	89	103	105	100.0%	100.0%	100.0%	96.7%	99.0%	97.2%
FSE	Asian	1	1	1	33.3%	100.0%	33.3%	1.1%	1.0%	0.9%
	Black	1	0	1	33.3%	0.0%	33.3%	1.1%	0.0%	0.9%
	Other (including Mixed)	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	BAME	2	1	2	66.7%	100.0%	66.7%	2.2%	1.0%	1.9%
	White	1	0	1	33.3%	0.0%	33.3%	1.1%	0.0%	0.9%
	Unknown	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Faculty Total	3	1	3	100.0%	100.0%	100.0%	3.3%	1.0%	2.8%
University Total	92	104	108							

7e.9: Ethnicity Data for Non-UK Professional Doctorate Course							
Faculty	Ethnicity	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
		No./Count			% at faculty and University level		
FEHW	Asian	3	2	0	27.3%	18.2%	0.0%
	Black	0	1	1	0.0%	9.1%	16.7%
	Other (including Mixed)	1	1	0	9.1%	9.1%	0.0%
	BAME	4	4	1	36.4%	36.4%	16.7%
	White	7	7	5	63.6%	63.6%	83.3%
	Unknown	0	0	0	0.0%	0.0%	0.0%
	Faculty Total		11	11	6	100.0%	100.0%
University Total		11	11	6			

- Overall, the University has increased its UK student population of professional doctorates. This increase has primarily been within FEHW which has noticed a sustained increase over the reported years.
- For UK nationals, Asian students have maintained constant proportional representation at an institutional level, the percentage of Black students and those from Other backgrounds have constantly increased over the reporting period.
- For Non-UK nationals, FEHW was the only faculty across the reporting period that recruited any students in 2018/19.

7e.10 Relevant findings from the REC Student survey		
REC Question	% Strongly Agree/Agree	
	BAME	White
I would consider a PhD once I have completed my masters' degree (for Master's students)	54.3%	36.7%
I would consider a career in academia	53.3%	56.0%

There is a disparity between BAME students expression of interest in an academic career and undertaking a PhD to the actual uptake. This gap however, has reduced over the reported period for UK students (comparison between Tables 7e.8, 7e.9 and 7e.10).

7f Postgraduate employment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of:

In 2016/17, we launched Career Development Week, a dedicated programme of events and activities designed to help students build new skills, take part in new subjects for their enrichment and gain accreditations valued by employers.

Due to the change in recording graduates destinations post 2016/17 (move from DLHE to GOS), the analysis in this section is for last 3 years' of DLHE data available. Only first-degree graduates in FT or PT mode of study that reported "Working FT or PT" as their most important activity on the DLHE survey have been included in the analysis below (Source: HeidiPlus).

7f.1 Graduates in Employment only* - UK only																		
Ethnicity	2014/15						2015/16						2016/17					
	Professional Employment			Non-professional Employment			Professional Employment			Non-professional Employment			Professional Employment			Non-professional Employment		
	No.	% ↓	% →	No.	% ↓	% ←	No.	% ↓	% →	No.	% ↓	% ←	No.	% ↓	% →	No.	% ↓	% ←
Asian	201	18.7%	52.2%	184	21.0%	47.8%	183	18.3%	55.5%	147	21.2%	44.5%	174	17.4%	60.0%	116	20.5%	40.0%
Black	54	5.0%	43.5%	70	8.0%	56.5%	77	7.7%	61.1%	49	7.1%	38.9%	86	8.6%	65.2%	46	8.1%	34.8%
Other (including Mixed)	41	3.8%	51.3%	39	4.5%	48.8%	46	4.6%	51.7%	43	6.2%	48.3%	31	3.1%	58.5%	22	3.9%	41.5%
BAME	296	27.5%	50.3%	293	33.5%	49.7%	306	30.6%	56.1%	239	34.4%	43.9%	291	29.0%	61.3%	184	32.6%	38.7%
White	661	61.5%	58.2%	475	54.3%	41.8%	557	55.7%	60.7%	360	51.8%	39.3%	588	58.7%	67.6%	282	49.9%	32.4%
Difference (BAME-White)		-34.0%	-7.9%					-25.1%	-4.6%					-29.7%	-6.3%			

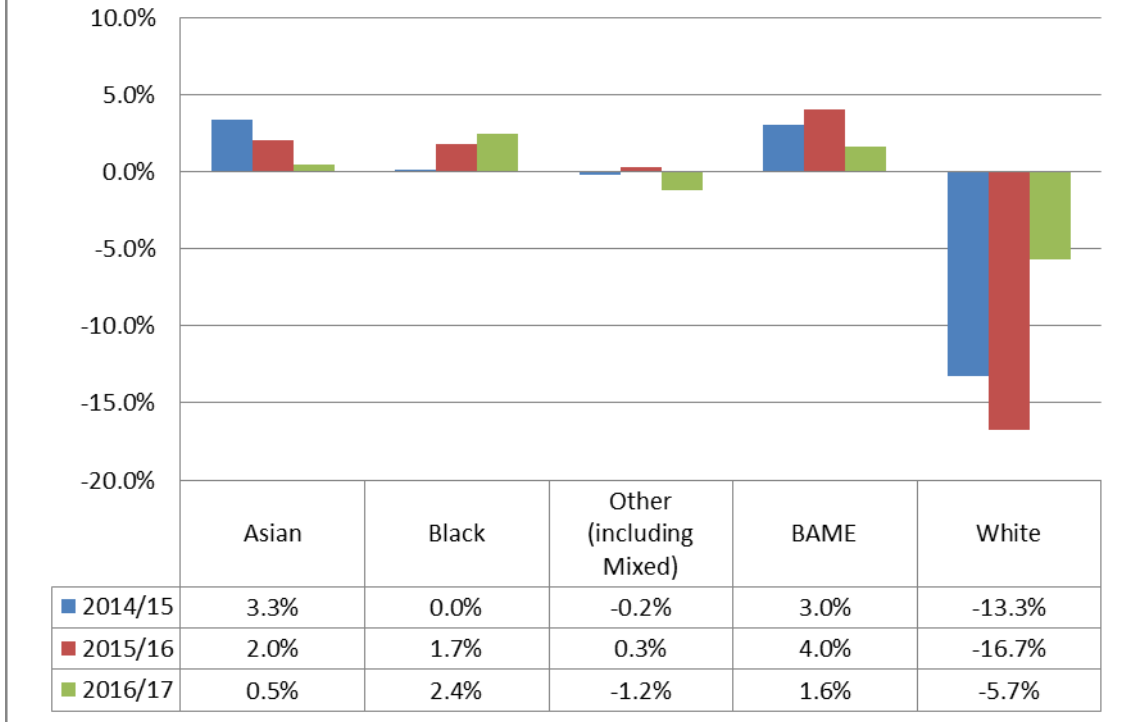
*Graduates in further study and those not actively seeking employment have not been included in this analysis however, those with unknown ethnicity have been included in % ↓ calculation

Due to change of DLHE to GOS after 2016/17 analysis for this section has been done for different academic years

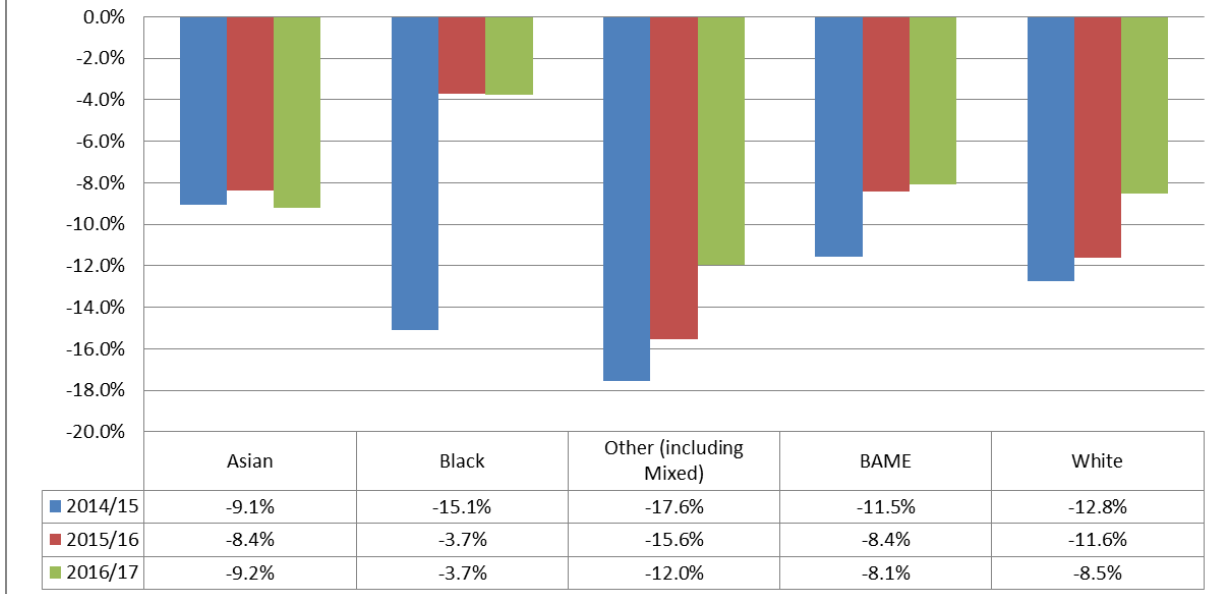
7f.2 Comparison with Benchmark* for Professional Employment - UK only																		
Ethnicity	2014/15						2015/16						2016/17					
	% ↓ (UoW)	% ↓ (Bench mark)	Gap	% → (UoW)	% → (Bench mark)	Gap	% ↓ (UoW)	% ↓ (Bench mark)	Gap	% → (UoW)	% → (Bench mark)	Gap	% ↓ (UoW)	% ↓ (Bench mark)	Gap	% → (UoW)	% → (Bench mark)	Gap
Asian	18.7%	15.4%	3.3%	52.2%	61.3%	-9.1%	18.3%	16.3%	2.0%	55.5%	63.8%	-8.4%	17.4%	16.9%	0.5%	60.0%	69.2%	-9.2%
Black	5.0%	5.0%	0.0%	43.5%	58.7%	-15.1%	7.7%	6.0%	1.7%	61.1%	64.8%	-3.7%	8.6%	6.2%	2.4%	65.2%	68.9%	-3.7%
Other (including Mixed)	3.8%	4.1%	-0.2%	51.3%	68.8%	-17.6%	4.6%	4.3%	0.3%	51.7%	67.2%	-15.6%	3.1%	4.3%	-1.2%	58.5%	70.4%	-12.0%
BAME	27.5%	24.5%	3.0%	50.3%	61.8%	-11.5%	30.6%	26.6%	4.0%	56.1%	64.6%	-8.4%	29.0%	27.4%	1.6%	61.3%	69.3%	-8.1%
White	61.5%	74.8%	-13.3%	58.2%	70.9%	-12.8%	55.7%	72.4%	-16.7%	60.7%	72.3%	-11.6%	58.7%	64.4%	-5.7%	67.6%	76.1%	-8.5%

*Benchmark has been calculated only for Universities located in the West Midlands region (Data Source: HeidiPlus)

7f.3 Professional Employment Gap analysis as proportion of total graduates in-year (UoW and Benchmark)



7f.4 Professional Employment Gap analysis as proportion of total graduates for specific ethnic group (UoW and Benchmark)



- When compared for all graduates in professional employment in the academic year, there is a negative gap for BAME students however, when compared to benchmarks they are performing better (Table 7f.1 and 7f.2).
- All ethnic groups within their respective cohorts have increased the percentage of students securing professional employment over the

reported period. The highest increase was within Black students (+21.7%) followed by White (+9.4%) and Asian students (+7.8%). It is worth noting that over this duration, the Wolverhampton Enterprise and Employability Award was launched and embedded within courses. The award enables students to develop and market their employability skills.

7f.5 Relevant findings from the REC Student survey		
REC Question	% Strongly Agree/Agree	
	BAME	White
I have a good understanding of the graduate-level employment opportunities available to me	65%	68%
The University of Wolverhampton has helped me develop the skills I need to apply for graduate-level jobs	60%	61%

Summary and Actions

There is considerable evidence, observed at the University and nationally, that a placement year significantly enhances chances of a student attaining a graduate level role on leaving studies. Data show we have had limited success in engaging BAME students to undertake a year-long placement

We will address the gap in the employment rate of BAME and white students by the following actions:

Action

- AP ref: 60 ensure that a core element of the new Wolverhampton Curriculum Framework is that all courses will offer alternative routes to gain work experience.
- AP ref: 60.1 Identify and target modules / courses where BAME students are not undertaking work experience opportunities
- AP ref: 60.2 use Academic coaches to identify barriers that restrict BAME students from undertaking work experience in the identified courses in 2.1.
- AP ref: 60.3 explore the feasibility of setting up a bursary fund to encourage participation and drive engagement from BAME students (particularly those experiencing financial hardship)
- AP ref: 60.4 Increase the number and range of relevant work experience opportunities available to all students, by greater engagement with employers
- AP ref: 61 organise an Inclusive Careers Conference with external organisations/employers exhibiting their workplace and opportunities available.

Additional Actions for Student activity

There are a number of other actions related to supporting BAME students, that are as a result of the REC survey and student focus groups held, some of these are highlighted below:

Actions:

Increasing our students' sense of belonging

AP ref: 62.1 regularly run belongingness survey, with action plans and loop closing activities

AP ref: 63 Increase students' participation in societies by:

- E&D training to members and recruitment tips
- Monitor societies' demographics
- Explore providing additional funds for specific initiatives
- Structured social opportunities
- Friendship building mandatory welcome events
- Students' Union and DSAS to provide framework and guidance for holding regular social activities

Lack of confidence in university ability to tackle race equality issues

AP ref: 65 provide E&D training to all front-facing staff

AP ref: 66 develop Framework for better representing BAME students interests within SU and University (eg. BAME ambassador scheme or existing course/school reps)

Celebrating BAME excellence

AP ref: 68 guidance for university public events to be more inclusive

AP ref: 69 organise events/activities celebrating BAME excellence, eg. Role Model Awareness Campaigns

Support for international BAME students

- Recognise additional challenges

AP ref: 70 develop a welcome pack

AP ref: 71 pilot a buddy volunteer programme with 2nd/3rd year students helping new students orientate

AP ref: 72 Pilot programme to help with settling into accommodation, campus, making social contacts

AP ref: 73 gather case studies of good practice for training purposes

- Support for late starters

AP ref 74: provide resource pack for late starters

AP ref: 75 monitor hypothetical correlation between late arrivals and performance

8 Teaching and learning

This section is an opportunity for your institution to consider the impact of academic practices. Your analysis and commentary should be race-specific.

Throughout this section please refer to relevant internal and external data and research.

8a Course content/syllabus

Please outline how you consider race equality within course content. This should include reference to new and existing courses.

The 'Wolverhampton Framework for Course Design' (WFCD) was implemented in 2019/20, to provide a more strategic and holistic approach to course design. This framework is used for the design of all new undergraduate and postgraduate courses and requires teams to consider race equality within a number of principles, such as:

- Design courses which will develop graduates that employers want to employ
- Design courses where LTA (learning, teaching and assessment) strategies are at the core of the design
- Design courses which are co-created and informed by the experience of students who study them
- Delivery of inclusive practices that support transition, progression and student wellbeing
- Delivery of student study choices
- Delivery of a research-informed curriculum
- Engagement with practice and employability

One of the requirements of the WFCD has been for course design teams to meet with members of the College of Learning and Teaching (CoLT) in order to discuss their plans for learning, teaching and assessment. This allows issues relating to inclusion and race equality to be considered as part of the design process.

In addition to the WFCD we are currently working on a set of strategic inclusive principles, developed as one of the workstreams within the University's Access and

Participation Plan group, to address the issue of race equality more explicitly in the design of our curricula.

Part of the work that we will be undertaking through the development of inclusive principles will be to reflect upon our curricula using a 'decolonising lens' and in turn addressing the question, 'Why is my curriculum White'? The principles are:

(1) Where am I in the curriculum?

(2) Are student obstacles removed for student success and progression?

(3) Are our students co-creators?

These inclusive principles will strategically be implemented in curriculum design and delivery which will be reviewed on an annual basis.

In 2019/20, the University introduced an electronic reading list system – Leganto. This provides an opportunity to review the nature of the essential and recommended resources that students require.

The determination of our students' lived experiences within the University is one of the activities identified in the University's Access and Participation Plan (APP). An initial output of this work has been a performance entitled 'A Story Retold', written by one of our BAME Graduate Teaching Assistants, based on comments from the University's BAME population. This performance was premiered at the 'Believe, Belong, Achieve' event in November 2019. This performance will be recorded and shown to all members of staff (e.g. via the EDI committees within Faculties and through Professional Department staff networks).

Qualitative and quantitative data suggest that students are reluctant to undertake a full year work placement. We will ensure that a core element of the WFCO is that all courses will offer alternative routes to gain work experience. This will include a mixture of summer work, embedded work-based assessments and shorter work placements, including increased international opportunities.

Actions:

AP ref: 4a Each E&D committee to arrange for showing of the performance entitled 'A Story Retold' for all their staff, followed by a discussion on 'race equality.'

AP ref: 67 As part of the work on the inclusive /decolonizing curriculum, we will monitor the diversity of the subjects and reading materials covered in courses.

AP ref: 60 Ensure that a core element of the WFCO is that all courses will offer alternative routes to gain work experience.

AP ref: 60.1 Identify and target modules / courses where BAME students are not undertaking work experience opportunities.

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

One of the outcomes from the University's participation in the 'What Works?' initiative, funded by the Paul Hamlyn Foundation, Higher Education Academy and Aim Higher, was the use of assessment unpacking (Cureton et al., 2017). The principles of the unpacking process were:

1. Students discussed their understanding of the assignment requirements in small groups and fed this information back to the lecturer and the group as a whole.
2. Students were enabled to ask questions anonymously about what they did not understand; for example, by putting the question on a Post-it Note or using software such as Mentimeter, Socrative, etc..
3. Lecturers responded to the questions raised and addressed any misconceptions in the students' understanding. This information was also provided within the virtual learning environment for reference.

The analysis of the impact of this work, in relation to race equality, was that this approach had a significant improvement in the results for BAME students compared with White students. As part of our APP commitments we are working to ensure that this approach is used more consistently across the University.

All university examinations and coursework submissions are marked anonymously, where it is possible to do so; however, our own research suggests that there is little evidence that anonymous marking has an impact on the overall attainment of different groups of students (Hinton & Higson, 2017). One of the possibilities highlighted by this research is that the use of anonymous marking might make members of staff more aware of issues relating to unconscious bias, and that this might result in students with different characteristics being assessed more fairly.

In 2017/18 a University-wide community of practice was established, for all members of staff and students to consider issues relating to inclusion. This 'Include Me' community of practice was led by CoLT and the Students' Union, and hosted a number of face-to-face and online events to engage the community with issues around inclusivity. These included a week-long online discussion about 'inclusive assessment' and raised issues relating to the gap in degree outcomes between our White and BAME students. Some key points from the discussion were as follows:

- Some students were not confident about undertaking assessment activities at higher education level.
- The purpose of some assessment tasks was not always clear.
- There was a perceived tension between academic writing and the expression of creativity.

- There was some confusion regarding the term 'anonymous marking', with several respondents believing that this related to the anonymity of the marker rather than the student.
- Some people felt that anonymous marking of coursework may be more symbolic rather than effective, as the tutor would often know what the students had been working on.
- Attainment could be supported and enhanced by:
 - small-group teaching, as differences would be easier to identify and value
 - recognising that some students may have different expectations of learning in a British higher education context, and may need support in working effectively (e.g. asking questions, expressing different opinions, etc.)
 - ensuring that appropriate role models are present for all students.

The University has started to address the issue of providing appropriate role models through two schemes: Graduate Teaching Assistants (GTA); and Academic Coaches. The purpose of our GTAs is to support and enhance student transition from Level 3 to Level 4, and each year the GTAs are placed strategically in courses that have been identified as requiring some additional support (e.g. on the basis of retention and attainment data).

Following on from the success of the GTA Scheme, and the observation from students that one of the benefits of the GTAs was their availability, in 2018/19 the University ran a pilot scheme to introduce Academic Coaches into two faculties. The role of these Academic Coaches has been to act as the Personal Tutor for all Level 3 and 4 students. The Academic Coaches Scheme was expanded to all academic faculties in 2019/20, and the coaches have been instrumental in raising issues relating to the lived experiences of students, particularly BAME students, with the University.

As part of the University's APP Strategic Measures, we will be reviewing the methods of assessment of our students. We are also aware from our own data that BAME students are disproportionately represented in cases of academic misconduct, and that enhanced support is required in order for our BAME students to understand the expectations of assessors and issues of academic integrity. As part of the work for the APP, we will be reviewing module data on attainment of BAME and White students in order to identify modules where our BAME students are not submitting work or reaching expected levels of attainment.

Building on the 'What Works?' initiative, and others mentioned above, we will change our approach to assessment in specific courses and modules by the following actions, within our action plan.

Actions:

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|--------------|--|
| AP ref: 57 | Use data to identify and target modules / courses where BAME students are not submitting work or reaching expected attainment levels |
| AP ref: 57.1 | Review assessment strategies for targeted modules and courses |

AP ref: 58 Develop guidance to help students understand our teaching and assessment methods prior to starting their course

AP ref: 59 Promotion of academic integrity

8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

Members of staff have been incentivised and encouraged to consider race equality issues within the curriculum through small-scale internal funds. The following funding opportunities have specified specific themes relating to the support of our BAME students:

Vice-Chancellor's Strategic Excellence Initiative (2015/17).

- How can we narrow the attainment gap between White and BAME students?
- How can we reduce the number of cases of academic misconduct for international student?

Wolverhampton Learning & Teaching (WLT) Awards (2017/18).

- Development of inclusive curricula.
- Academic integrity.

WLT Awards (2018/19).

- Development of inclusive curricula.
- Retention / non-continuation.

WLT Awards (funded by the Lord Swraj Paul Excellence in Teaching initiative) (2019/20).

- Changing our approach to assessment in specific courses and modules.
- Increasing our students' sense of belonging.
- Supporting students' continuation.

All staff have to undertake mandatory training in 'Unconscious Bias' and 'Diversity in the Workplace'. Additional opportunities for training, development and the sharing of good practice take place through the annual Students' Union 'BAME Attainment Summit' and the University's annual 'Widening Success' conference. Activities during 2019/20 have included:

- Widening Success Conference (September 2019)

- Believe, Belong, Achieve (November 2019), led by the Students' Union and the College of Learning and Teaching
- BAME attainment workshops for senior managers (November 2019 and January 2020)

In addition, two faculty events (April and May 2020) and a University-wide 'Inclusive Practice Week' (June 2020) had been organised; however, the plans for these events have had to be altered owing to the COVID-19 pandemic. Online resources have been developed – originally as part of the Inclusive Practice Week – to support members of staff in considering race equality issues in the development of an inclusive curriculum. These resources will be developed further to support the implementation of the principles of inclusive design (see above).

Actions:

- | | |
|------------|---|
| AP ref: 65 | Deliver equality and diversity training to staff members who have in-person interactions with students. |
| AP ref: 5 | Increase the number of BAME Academics and Senior Staff (see actions in sections 4, 5, 6). |
| AP ref: 68 | Develop guidance for Faculties and Directorates about how to ensure race equality at any public events. |
| AP ref: 69 | To organise events and develop other content (publications, website, Posters) that celebrate BAME Excellence. |