Word count: 12,120 words

University Committees	
AB	Academic Board
ASAC	Academic Standards and Audit Committee
BoG	Board of Governors
CEG	Chief Executive's Group
EEG	Equality Executive Group
JNCC	Joint Negotiating and Consultative Committee
RC	Research Committee
RDB	Research Degrees Board
SAC	School Academic Committee
SEEC	Student Educational Experience Committee
SPMG	Student Performance and Monitoring Group
Academic Strategic Business Units (Schools)	
BS	Business School
COM	Computer Science
CTA	Creative Arts
EDU	Education
ENT	Engineering and Technology
HSW	Health and Social Work
HUM	Humanities
LAW	Law
LMS	Life and Medical Sciences
PAM	Physics, Astronomy and Mathematics
Other	
ASSER	Annual School Student Experience Report
CPO	Community Partnerships Office
FE	Further Education
HEA	Higher Education Academy (external body)
KTP	Knowledge Transfer Partnership
LTIC	Learning and Teaching Innovation Centre
OWP	Outreach and Widening Participation
PGCLTHE	Postgraduate Certificate in Learning and Teaching in Higher Education
SAT	Self-Assessment Team
SBU	Strategic Business Unit
StaffNet	Intranet, for staff only
StudyNet	Managed learning environment similar to Moodle or Blackboard
SU	Students' Union
UTC	University Technical College

Table of abbreviations and acronyms used in this document

1   Letter of endorsement from vice-chancellor/principal

Office of the Vice-Chancellor

8th April 2015

Panel Members
Race Equality Charter Mark Applications
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Panel Members

I am delighted to give my wholehearted support for our application for the pilot of the Race Equality Charter Mark Bronze/Silver Award. As a University that celebrates its racially and culturally diverse community, we are committed to:

- Ensuring our people are valued;
- Sustaining a culture of respect, engagement, and integrity;
- Strengthening the diversity of our community;
- Investing in people's health and wellbeing.

(*University Strategic Plan 2015-2020*)

Likewise, through our learning and teaching we seek to promote in our students 'self awareness, empathy, cultural awareness and mutual respect' and a capacity to work in a wide range of cultural settings' (*University Graduate Attributes)*. We attract and employ a workforce from across the globe in order to educate and prepare our graduates for global employment.

The submission of an application in the pilot exercise of the Race Equality Charter Mark provides an important opportunity to reflect on and evaluate the work we have undertaken to date in realising our mission and values in relation to race and ethnicity, but also to develop a forward-looking agenda for meaningful, sustainable change to ensure race equality for all our staff and students.

As a University we made a public commitment through our Equality Objectives in 2011 to reduce the degree attainment differential between white and Black and Minority Ethnic (BME) students by ten percentage points by 2015. We are proud that the work of staff and students over the preceding years has secured a reduction of 7% in the attainment differential. This work – our *BME Success Project* (along with our earlier engagement in the HEA-funded *Inclusive Cultures* project and *BME Summit* programme) – has placed race, ethnicity, and culture firmly at the centre of the University's discussions and activities. Evidence for this can

be seen in the fact that over 25% of our staff have enrolled on our *Unconscious Bias* workshops. We are now extending this activity to the University's subsidiary companies, including the 250 staff our bus company, where there will be the potential for even wider impact on our community.

We are deeply conscious that we need to continue our work in narrowing the degree attainment differential and will are committed to setting another ambitious, yet realistic, target for the next five years to be underpinned with further activities across the University. We are also aware that we need to continue to strengthen the diversity of our staff to better reflect and inspire our student community. This will necessitate reviewing recruitment, selection, promotion, retention, and talent management activities as well as the inculcation of cultural change to ensure there are no barriers, whether perceived or real, to the attainment of race equality at the University. Additionally, we need to continue to promote greater transparency in both policy and practice at every level.

The monitoring and scrutiny of race equality is undertaken by the Board of Governors, Academic Board, Student Educational Experience Committee, Academic Standards and Audit Committee, the ten School Academic Committees, the Joint Negotiating and Consultative Committee, the Equality Executive Group, and the Chief Executive's Group. These committees variously receive and consider the annual Staffing Report and action plan prepared by the University's Equality Office and the Human Resources Department; and the annual Student Performance and Monitoring Reports and action plan prepared by Academic Registry and the Centre for Academic Quality Assurance. Updates on progress and refinements of the action plan are regularly undertaken during the course of the academic session.

In addition, through its Strategic Business Unit (SBU) model, each academic and professional SBU (nineteen in total) participates in an annual planning round, reporting on activities in the preceding year and submitting plans and budgets for the year ahead. The nature of this activity means that the University can ensure that its work in promoting race equality does not detract from its undertakings to eliminate other forms of discrimination, and that the needs of different schools and departments are respected and funded.

I believe the University has a strong commitment to equality and diversity and it is an integral part of our strategic plan, mission, and values. I do not underestimate the challenges that lie ahead but I am resolute that we will do everything we can to address these and secure, for our staff and students, a University where all our people are valued and there is a culture of respect, engagement, and integrity.

Yours sincerely

Vice-Chancellor

2　Details of the self assessment team and process

2a　The self-assessment team

The SAT came together following a series of University-wide emails from the Equality Office in September 2014, which outlined the principles of the Race Equality Charter Mark (RECM), the University's involvement in the trial, and inviting staff members to join the SAT. There were sixteen original volunteer members and this number was augmented by co-opting two additional members. Members cover a diverse range of ethnic, cultural, and professional backgrounds and are drawn from different parts of the University and from different levels of seniority; academic and professional (see Table 2a.i.). The SAT first met in October 2014. The SAT has set as an action to review its membership to ensure full institutional representation **(Action 1)**.

Role:	Reason for involvement:	Representation of minority ethnic staff and students:
Associate Dean (Learning & Teaching), School of Life and Medical Sciences	UH alumnus and now staff member. Passionate about contributing to the institutions E&D agenda, especially as have experience from both perspectives and as a British Indian female (first in family to go to university).	Responsible in School for shaping practices to support equality of staff and student experiences. Research area also relates to inequalities in healthcare.
Athena Swan Officer	Previously an academic, I have carried out research, and taught modules, on multilingualism and Intercultural awareness.	I am from a dual cultural background (Greek and English). I am bilingual, I have lived in both countries and I have experienced feelings of 'difference' and 'otherness'. My husband identifies as

Role:	Reason for involvement:	Representation of minority ethnic staff and students:
	I feel very strongly about promoting respect for all cultures and I am fortunate enough to be able to combine professional and personal interests by working in the Equality Office.	mixed British White/Asian.
Careers and Placements Officer	Care about equality. Want to see what can be done to help fair recruiting, what advice to give to students.	I am white British. I work closely with students (including a large number of BME students) to secure work and similar career opportunities, and am aware of bias facing individuals in this area.
Dean of School of Engineering and Technology	To share my journey through the HE sector and UH with colleagues and use my experience to improve the experience of future generations.	I believe that I can represent the generation of naturalised British citizens who studied in UK as international students back in the 70s/80s and subsequently settled and integrated into the British society. I lived in the North East of England for 23 years and moved down to the South East in 1999, thus experiencing very different cultural and economic aspects of UK.
Director, Social Enterprise Unit	Being a member of an ethnic and religious minority group provided me with a perspective that sensitised me to the expressions of 'otherness' and, often unintended, exclusion. I hope to share these sensitivities in order to improve the experiences of other BME students and staff	I am a Jewish female, born in the former USSR, lived in the USA, Israel and now am a UK citizen. A former international student and currently a member of staff, I am sensitive to ethnic and religious minorities' experiences.
Frontline Services Assistant, Academic Registry	I have been working in this university since 2005 and I have been concerned about how the diversity of race and cultural identity can be perceived and valued as a strength within this university. I hope that the process of this application would be an opportunity to address some of the issues surrounding race.	I am a Malaysian Muslim and my children identify themselves as mixed Malay/English. As a psychodynamic counsellor, a former international student and as someone who has lived in Malaysia, Dubai and the UK, I am conscious of the experiences of minority ethnic staff and students from a psychological perspective.
Head of, Management, Leadership and Organisation, Business School	Details not provided.	
Head of Equality	I have a professional and personal interest in race equality, and I am currently undertaking a professional doctorate researching the barriers to achieving race equality in the UK higher education workforce.	I am bilingual in English/Spanish. As a member of first generation (Spanish) in the family born in the UK and having lived in both countries, I understand some of the barriers non-British people face in the UK.
Head of Leadership & Organisational Development, Human Resources Department	I am a British white male who has some influence on the development of leadership development interventions for professional and academic managers across the University. I am also our Aurora Champion, supporting UH involvement in the Leadership Foundation's programme, to see more women attain (senior) management positions.	
Learning and Teaching Specialist, Learning, Teaching Innovation Centre	Previous work on BME Student Success project needs to be extended and continued – I worked on that project and want to continue the progress we've made so far	I am a White British female from an exceptionally homogenous community. My understanding of race was very positively challenged when I went to a very diverse, urban university.
Lecturer, Strategic Management, Business School	I saw this as a genuine chance to highlight areas of disadvantage and exclusion but also an opportunity to build trust and understanding in our diverse UH community.	I am Kenyan born British; educated in Kenya, India and the UK; my husband is white British and our daughter identifies herself as mixed race. My academic interests include Business Strategy, Creating shared value, Entrepreneurial Orientation and Innovation among marginalised groups.
President – African and Caribbean Society	Details not provided.	
President of Students' Union	First and foremost, in my capacity as President, I wanted to assist the University through the process to ensure positive outcomes for students and staff. Our community is made up of a diverse range of people and therefore it's vital that our community is one that is safe, supportive and celebrates our cultural and religious richness.	I am a Turban wearing Sikh, originally from India, having grown up in London. My work with students in my capacity as President here at the University of Hertfordshire gives me a huge amount of exposure to students from all backgrounds, home or international.

Role:	Reason for involvement:	Representation of minority ethnic staff and students:
Pro Vice-Chancellor (UK Education Partnerships)	I am committed to achieving a fairer and more equal society in which diversity and cultural difference is celebrated. Being involved in the SAT is a fantastic opportunity to make things happen that will benefit everyone in the University community.	I am a British white male and my wife identifies herself as black British, and my two daughters as mixed Black British/white. My academic expertise is in Religious Studies - which I've taught in secondary schools and on degree level courses at the University- and my especial research interests are in Islam and Religious Education.
Professional Lead for Social Work, School of Health and Social Work	Details not provided.	
Senior Lecturer, Business School	I have experienced a few instances being marginalised as a minority at a [un]professional level.	Being a Malaysian Chinese, I know first-hand the feeling of marginalisation just by not being the same colour [Malaysian Muslim] in my own country. Currently living and working in the UK professionally, I have also experienced being marginalised at the [un]professional level; and am also aware that this prejudice is also directed at our international students by the member of staff (both academic and professional) in my capacity as a Programme Tutor who also provides pastoral care.
Senior Lecturer, School of Education	I am looking at strategies to close the achievement gap between white and BME students. Research shows that good role models of BME staff within an institution is key to achieving this which is why I became involved.	I am a White British female and my husband is also White British. I work in the School of Education on the postgraduate secondary routes into teaching. My specialism is science.
Student Support Officer, Office of the Dean of Students	I hoped to raise my understanding and awareness of any potential race inequality at the University. I liked the values of the project, and wanted to contribute toward achieving outcomes that might promote a holistic sense of community spirit within, and beyond, the bounds of the University.	I am a British white male and identify myself as mixed race: Lebanese/English. As a Student Support Officer, I promote equality in the Halls of Residences, often reminding students to respect the personal, social and cultural values, beliefs and worldviews of others when living in communal student accommodation.

Table 2a.i: Self Assessment Team (SAT) members

During the first meeting on 14 October 2014, it became evident that the developing team consisted of individuals who were attentive to the covert nature of discrimination and who were in turn committed to developing actions aimed at long-term institutional cultural change. In sum: the team saw the RECM, not as a means to an end, but as an opportunity to make a difference.

Time individuals spend on the RECM process is considered within the individual workloads of staff within the relevant academic or professional SBU. For most members this comprised an allocation to cover the meetings of the SAT. For those members with organisational and writing responsibilities, additional allocations were made.

2b   The self assessment process

The SAT team has met six times since October 2014. In addition to this, a range of email correspondences, interactions and consultations between group members have taken place. The SAT Chair and the Head of Equality have met nine times to take forward issues, ideas, and feedback from SAT members. (See Table 2b.i. for details). Agendas and minutes of SAT meetings are placed on the University's electronic document record management system (EDRMS).

Date	Attendees	Outcomes
14/10/2014	8	Initial meeting giving an Introduction to RECM, presentation about the Charter, discussion about role of SAT, application process, and timelines
11/12/2014	12	Items discussed: Membership; survey development and schedule; data requirements and gaps. Action points: Make formal requests for data from HR and Registry; give SAT access to draft survey for review; draft UHQ for survey launch

Date	Attendees	Outcomes
22/1/2015	14	Items discussed: Diversity of SAT membership; timeline; Survey responses and response rates; recruitment and retention; curriculum. Action points: discuss recruitment and retention issues at the Equality Executive Group (EEG); writing tasks were given to specific individuals and subgroups; interviews to be carried out February 2015.
13/2/2015	13	Items discussed: Thematic summary of survey findings (discussed in smaller subgroups); action plan; recruitment and transparency discussed. Action Points: Responses from survey to be taken to EEG; analysis of data (staff and students) to be presented and discussed at next meeting.
11/3/2015	13	Items discussed: key dates and progress; current draft of application; staff and student profile data; career progression ('staff journeys'); letter of endorsement from Vice-Chancellor; issue of staff updating data on HR records and data. Action Points: draft application to be ready by 18 of March; writing and reading tasks distributed to SAT members;.
1/4/2015	14	Items discussed: key dates and progress; meeting with the Chief Executive's Group (CEG); members of the SAT were split into groups and asked to read through designated sections of the application form as critical readers and consider the actions. The groups provided feedback. Action Points: organise a working group to consider feedback from all critical readers and amend application as appropriate. Organise a plan of meetings for the final week leading to submission.
7/4/2015-10/4/2015	4-5 (these were drop-in meetings for all members of the SAT)	Three further final meetings were arranged between the 7 and 10 April. These meetings involved incorporating feedback from all SAT members; finalising the action plan; a final group read-through of the submission document.

Table 2b.i: SAT Meetings

The SAT is well positioned to influence centrally, report and recommend upwards. The Head of Equality also sits on the EEG. We will ensure that the RECM is a standard item on the CEG, SEEC, and EEG agendas, alongside Athena SWAN **(Action 2)**.

2c   The process of involvement, consultation and communication

In December 2015, the SAT Chair contacted University staff inviting them to participate in the RECM online staff survey. The SAT decided that the survey should be open to all staff and students rather than only to those of a BME background. The primary rationale for this decision was to promote race, ethnicity, and culture as attributes shared by all staff and students and to move beyond what could appear to be designations of 'the other'.

The email outlined the significance of the project, the ensuing action plan and that it aims to create an inclusive culture and environment where individuals are able to thrive irrespective of their race or ethnicity. Anonymity was assured. Over 20% of all staff – 484 respondents – completed the survey. The 62 responses from BME staff were proportionate to the BME staff profile of the University (see Table 4a.i).

	N	%		N	%
White	342	70.7	**Academic staff**	159	32.9
BME	62	12.8	**Professional staff**	168	34.7

2c.i Staff survey respondents

The student survey was open longer than the staff survey due to a low response rate. There were a number of challenges that affected the response rate; namely the Christmas vacation, examinations and the National Student Survey (NSS), despite the Students' Union (SU) promoting the survey. During the time the survey was open, the SAT, including the President of the SU met to discuss strategies for increasing the response rate. The Chair of the SAT and the President of the SU also sent out requests to students via StudyNet to complete the survey. We are mindful of the need to engage further with our students and will look at ways by which this can be achieved **(Action 3)**.

	N	%
White	21	38.9
BME	19	35.2
Unknown	14	25.9
Total	54	100

Table 2.c.ii: Student survey respondents

A SAT subgroup analysed the quantitative and qualitative survey results, and responses were analysed by ethnic group and free format responses classified thematically. The SAT discussed these and selected responses for inclusion in the application and to formulate appropriate actions.

In addition to the survey, one-to-one interviews were carried out with 21 members of staff (11 professional and 10 academic staff; 14 participants were from a BME background). The interviews explored issues raised in the survey and gave participants an opportunity to share experiences and views. Feedback has informed the application and action plan. We plan to continue the interview/consultation process and to support the establishment of a BME Staff Network (**Action 4, Action 5**).

2d   The on-going role of the self assessment team and any transfer of responsibility for the work

The SAT will continue to meet on a quarterly basis commencing May 2015 to review progress against the Action Plan and consider and implement any additional initiatives. RECM updates will be included in the Equality Office newsletter and on the University webpages. A review of membership will take place at the first meeting in May. The Head of Equality will have overall responsibility for the Action Plan and will provide updates on its progress to CEG, SEEC, and EEG (see Action 2). The Pro Vice-Chancellor will continue to Chair the SAT. The Equality Office and Senior Management will continue to be directly involved in future application processes.

Actions

Action 1: Make SAT membership representative of the whole institution.

Action 2: RECM to be a standard item on CEG, SEEC, and EEG alongside Athena SWAN.

Action 3: Implement ways to engage further with the University's students.

Action 4: Continue the interview and consultation process with University staff.

Action 5: Establish a BME Staff Network.

---

3   Institution and local context

3a   An overview of the institution

The University is a leading post-92 Alliance Group institution with practitioner-influenced research and teaching. We have a flourishing and ethnically diverse community of over 25,000 students (47% from BME backgrounds). The University has more than 3,800 international students from 85 countries. In 2014, the University had 2,431 staff, 49% who are research and academic staff and the remaining 51% are professional staff.

The University has 10 academic schools that report directly to the Deputy Vice-Chancellor. There are a further 9 professional SBUs and the majority of professional staff are employed within these SBUs. Chart 3a.i depicts the organisational structure: those post-holders in blue are members of CEG.
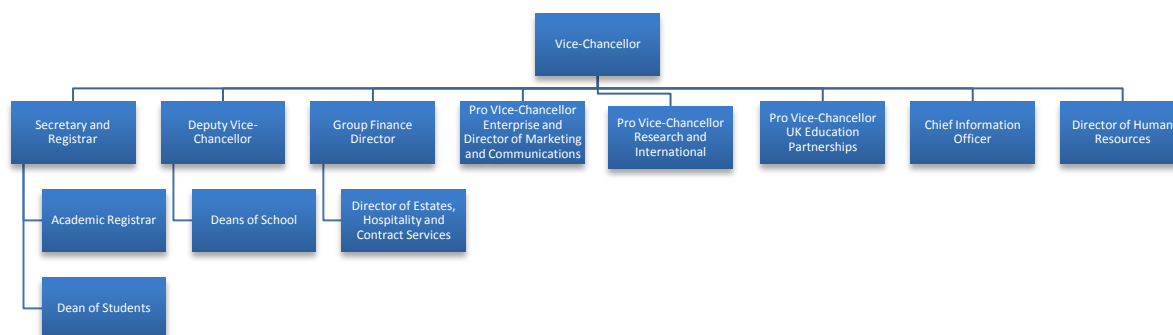
Academic SBUs

Business School

School of Computer Science

School of Creative Arts

School of Education

School of Engineering and Technology

School of Health and Social Work

School of Humanities

School of Law

School of Life and Medical Sciences

School of Physics. Astronomy and Mathematics

Professional SBUs

Academic Registry

Enterprise and Business Development

Estates, Hospitality and Contract Services

Finance

Human Resources

Marketing and Communications

Office of the Chief Information Officer

Office of the Dean of Students

Office of the Vice-Chancellor

Chart 3a.i: Organisational structure of the University

3b   An overview of the local population and context

The University is situated in the town of ▮▮▮▮, part of the ▮▮▮▮▮▮▮▮ Borough, and is within commuting distance of London. The population of the Borough is 110,500 (ONS 2011). In 2011 the proportion of the total Borough population from a minority ethnic group (i.e. not White-British) was 20.38%; higher than the East of England (14.72%), England and Wales (15.5%) and slightly higher than the County (19.18%) and England (20.25%).

Area	Non-White/White British Population change
England and Wales	+15.5%
England	+20.25%
East of England	+14.72%
County of ▮▮▮▮	+19.18%
▮▮▮ Borough	+20.38%

Table 3a.i: % not white-British (2011 census)

Over the last decade the Borough has become an increasingly diverse community. Over half of the houses in the new development of local houses are multiple occupation, including students. This has helped create a multicultural community, with international students from the University alone coming from over 85 different countries.

There are no known racial tensions within the local community or linked to staff and students. The University has a place on the local safety partnerships and receives regular tension monitoring reports for the County. There have been known tensions in the County between the travelling community and residents near to the two permanent traveller sites.

The University's Community Partnership Office (CPO) has a strategic commitment to developing a vibrant University town. It supports students living off campus and helps to resolve any difficulties that may arise. It is the first point of contact for voluntary and community groups wishing to work with the University and also works closely with local statutory services.

The University sees itself as a partner with communities and organisations working in the County and has a solid infrastructure in place to further develop links with specific communities; namely the Outreach and Widening Participation team (OWP) and the Equality Office.

The OWP team aims to increase progression to University from under-represented groups by working in partnership with schools from across the region, particularly those from economically disadvantaged areas. The OWP team employs student ambassadors and student mentors from a range of ethnic backgrounds who work as role models in local schools to raise motivation, aspiration, and attainment.

The OWP team is currently trialling a mentoring programme with a local school designed for Year 10 and 11 male pupils of Black African or Caribbean backgrounds. This scheme is designed to ensure that Black boys reach their full potential. The students on the programme meet with their University mentor once a week for 30 minutes. The programme finishes in April 2015 **(Action 6)**.

The University has been involved in establishing four primary schools and two University Technical Colleges (UTCs) in the County. These have high levels of ethnic diversity and a good track record of ensuring that students achieve to their full academic ability. For example, children at our local Community Free School are currently performing 20% better than the national average, and the school was recently recognised as 'Outstanding' by OfSTED.

The University has a long-standing partnership with the four FE Colleges in the County. The Consortium colleges provide extended and foundation degrees with progression routes to the University.

The University organises a range of public engagement activities, including language classes, arts events and exhibitions, film showings, and events designed to encourage and inspire staff to share their knowledge, research, and expertise with the local community. The University sponsors a major local film festival that gains entries from across the globe and presents them to local audiences, including staff and students. A group of University students is also creating a new visual identity for the Town under the direction of the Borough's arts and culture steering group.

Each October the University celebrates Black History month. It works alongside the SU, the Borough Council, and the NHS Foundation Trust to put together programmes of art, culture, and entertainment, including dance, debate, film, and theatre. Free events open to the public have included:

- *History of Swing Dance: Presentation and Class*: A taster swing dance and talk on the origins and history of swing.
- '*Question Time' debate*: A panel of experts debated a range of issues including trans-racial adoption: BME athletes; race and political elections.

The Equality Office recently partnered the County's Equality Council to host a 'Speakers' Corner' event. This event took place in March 2015, and involved bringing together residents, voluntary and community groups to discuss ways to work together as partners to improve access to local services. The SAT will discuss issues arising from this and other community consultation activities and decide on appropriate action **(Action 7)**.

The Business Academy, located within the Business School, organises monthly 'Breakfast Briefings' that are open to the public and led by academics or industry practitioners. The March 2015 briefing entitled 'Enhancing performance through intercultural leadership' focused on skills of providing direction, fostering good communication and building trust within a culturally diverse team.

The University hosted a national 'Race Equality in Higher Education' conference, which focused on the cycle of inequalities associated with BME academics throughout their interactions with the higher education system (as undergraduates, postgraduates, post-docs and into academia). Participants came from across the sector and speakers represented ECU; Black British Academics; NUS, as well as a keynote address from Professor Gus John. The conference explored issues affecting BME students, including learning experiences and attainment, through to recruitment, leadership development, and retention of BME staff.

Finally, our Arts Team, in partnership with the Equality Office, hosted a new exhibition to raise awareness of gypsies and travellers in March 2015 entitled 'A day in the life – travelling exhibition' where a single-decker bus came onto campus to exhibit photographic work by residents of the local Travellers' site. The event was very successful and attracted a large number of staff and student visitors. We will continue to support the cultural life of the wider community through events and exhibitions **(Action 8)**.

Actions:

Action 6: Evaluate and refine the BME Mentoring Programme.

Action 7: Take appropriate action on equality-related issues arising from the Speakers' Corner event.

Action 8: Support the cultural life of the wider community through events and exhibitions.

---

4 Staff profile

The University's overall staffing levels, as shown in Table 4.i, have grown steadily since 2012, however the proportions across the academic, research and professional staff communities have remained fairly static.

	2012		2013		2014	
	N	%	N	%	N	%
Academic	1012	44.1	1056	43.2	1062	43.7
Professional	1151	50.2	1244	50.9	1232	50.7
Research	130	5.7	142	5.8	137	5.6
Total	2293	100	2442	100	2431	100

Table 4.i: University staff profile (academic and professional) 2012-2014

Chart 4.i shows that the proportion of White staff has decreased slightly over the three years. There has been no change in the proportion of BME staff in the same period, which has stood at 12%. Staff who have not declared their ethnicity at the point of recruitment have been classified as 'unknown'. There has been an increase in the proportion of staff with 'unknown' ethnicity status, which has risen from 5% in 2012 to 7% in 2014. We acknowledge there are many reasons why people do not declare their ethnicity. We will promote the importance of self-declaration of protected characteristics, including ethnicity, utilising the new employee portal facility of the HR system, and undertake a data audit (**Action 9, Action 10**).
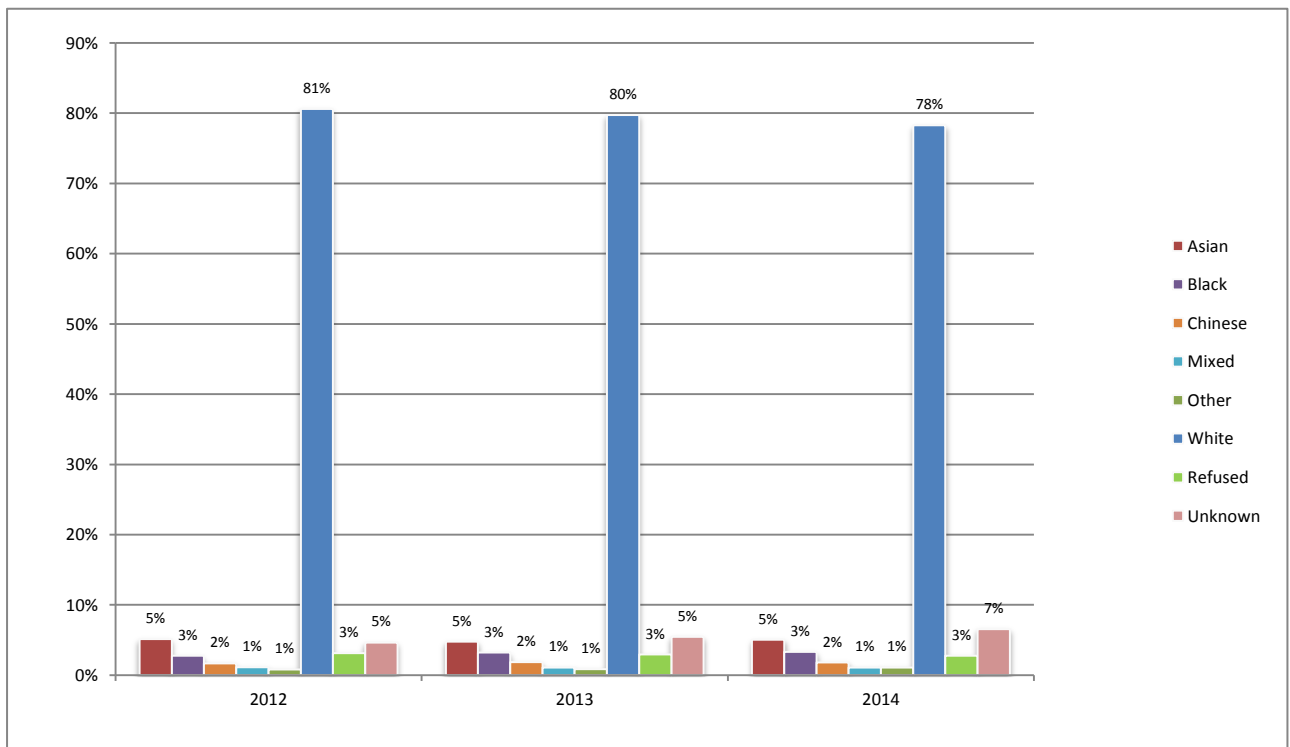
Chart 4.i: University staff profile by ethnic group (academic and professional) 2012-2014

From the total workforce with known UK/non-UK status, UK nationals account for 85% of staff across all years analysed. The proportion of White UK nationals has remained the same (89%) across each year and this is a lower proportion from that reported across the HE sector of 92.2% (ECU, 2014). Staff from all ethnic backgrounds have higher proportions of UK nationals, except Chinese staff where 67% of all Chinese staff are non-UK nationals. This compares to 36% of all Asian staff in 2014.

	2012				2013				2014			
	UK	%	Non-UK	%	UK	%	Non-UK	%	UK	%	Non-UK	%
Asian	69	3.7	45	14.0	63	3.3	44	13.1	72	3.8	41	12.6
Black	40	2.2	21	6.5	48	2.5	22	6.6	51	2.7	20	6.2
Chinese	14	0.8	25	7.8	13	0.7	28	8.4	13	0.7	26	8.0
Mixed	17	0.9	8	2.5	17	0.9	8	2.4	17	0.9	9	2.8
Other	15	0.8	4	1.2	15	0.8	6	1.8	20	1.1	6	1.8
White	1599	86.5	201	62.4	1621	85.7	205	61.2	1578	83.5	200	61.5
Refused	28	1.5	7	2.2	28	1.5	7	2.1	25	1.3	7	2.2
Unknown	67	3.6	11	3.4	87	4.6	15	4.5	113	6.0	16	4.9
Total	1849	100	322	100	1892	100	335	100	1889	100	325	100

Table 4.ii: UK/non-UK staff by ethnic background 2012-2014[1]

4a   Details of the ethnic profile (by specific ethnic group as far as possible) of our academic staff

Overall, UK nationals account for 81% of the academic staff cohort. From the total academic staff profile in 2014, 9.5% are BME UK nationals; an increase from 8.5% in 2012 and higher than that recorded in the sector in the UK of 5.9% in 2012/13 (ECU, 2014). In 2014, from the total non-UK staff, BME academics accounted for 29.6% of the cohort and is slightly higher than in the sector (27%) (ECU, 2014).

	2012				2013				2014			
	UK	%	Non-UK	%	UK	%	Non-UK	%	UK	%	Non-UK	%
Asian	39	3.7	38	15.8	32	3.0	36	14.4	42	3.9	33	13.4
Black	17	1.6	9	3.7	19	1.8	11	4.4	22	2.1	10	4.0
Chinese	10	0.9	20	8.3	11	1.0	24	9.6	12	1.1	23	9.3
Mixed	11	1.0	4	1.7	11	1.0	5	2.0	11	1.0	3	1.2
Other	12	1.1	1	0.4	13	1.2	3	1.2	15	1.4	4	1.6
White	913	86.7	155	64.3	913	86.6	155	62.0	896	83.6	157	63.6
Refused	17	1.6	6	2.5	17	1.6	6	2.4	17	1.6	6	2.4
Unknown	34	3.2	8	3.3	38	3.6	10	4.0	57	5.3	11	4.5
Total	1053	100	241	100	1054	100	250	100	1072	100	247	100

Table 4a.i: UK/non-UK national academic staff according to ethnic background 2012-2014

Closer analysis of this data shows those from BME backgrounds are three times more likely than White academic staff to be non-UK nationals. From all BME staff, the proportion of non-UK BME academic staff has dropped to 42% in 2014, whilst the proportion of White non-UK staff has remained the same.

Chart 4a.i shows that the BME profile of academic staff in 2014 (13%) is comparable to the sector (12.8%) (ECU, 2014). With the University being placed within easy reach of London, there may be scope to increase the proportion of BME academic staff. Over the three-year period there has been a 1% increase in the proportion of BME academic staff and the proportion of White staff has decreased by 3%. We will take positive action to diversify the pool of applicants to academic posts **(Action 11)**.

---

[1] Staff numbers with unknown UK/non-UK status were 122 in 2012, 215 in 2013, and 217 in 2014
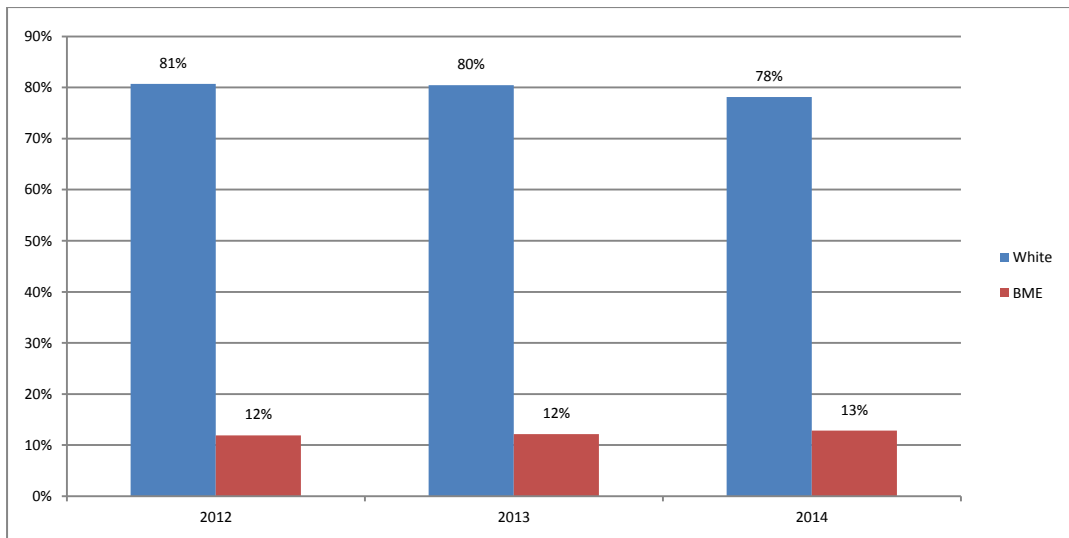
Chart 4a.i: Academic staff profile by declared ethnicity (excluding 'unknowns' and 'refused') 2012-2014

Chart 4a.ii shows that despite a reasonable overall BME representation some ethnic groups are better represented than others. Asian staff have the highest representation and in 2014 accounted for 35.7% of all BME academic staff. The proportion of White academic staff has decreased over the three years analysed and there has been a slight increase in staff from 'Other ethnic backgrounds' **(**see **Action 11**). There have been year-on-year increases in the proportion of staff with 'unknown' ethnicity status and, combined with staff who have refused to declare their ethnicity, this makes up 9% of academic staff. **(**see **Action 9)**.
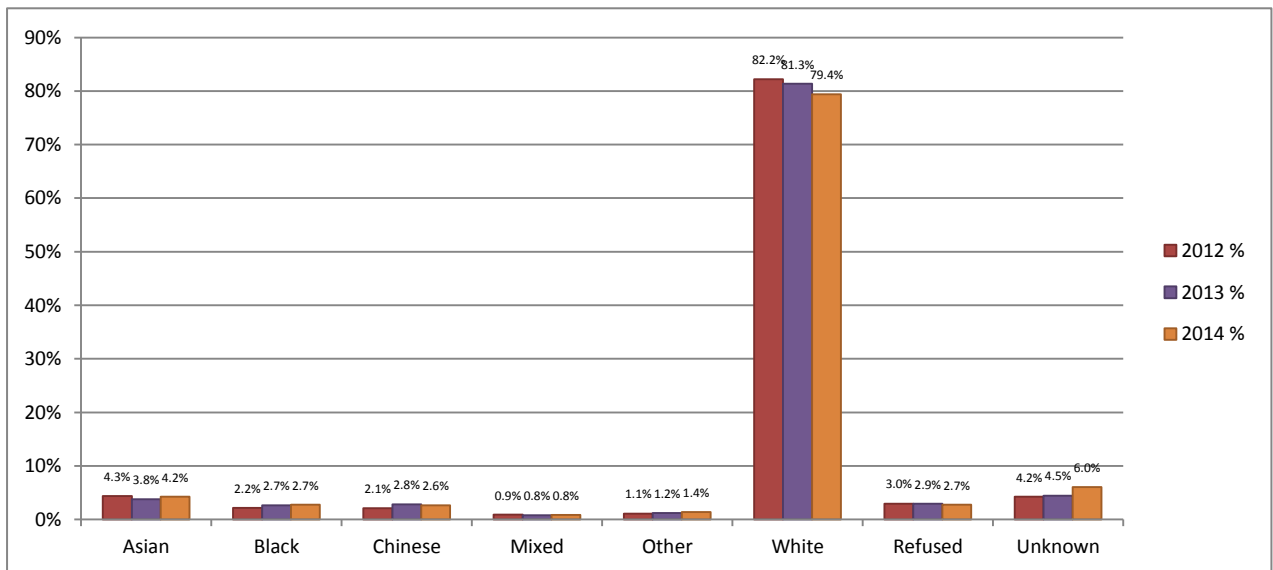
Chart 4a.ii: Academic staff by ethnic group 2012-2014

As numbers of BME staff are so small and to ensure confidentiality, at academic SBU level we have chosen, in Table 4a.ii, not to break down the information into specific ethnic groupings nor to indicate whether staff are UK or non-UK.

	2011/12				2012/13				2013/14			
	White	%	BME	%	White	%	BME	%	White	%	BME	%
Business School	161	77	22	11	170	75	28	12	163	71	32	14
Computer Science	74	80	14	15	73	76	17	18	74	76	17	17
Creative Arts	100	90	5	5	107	90	6	5	113	90	6	5
Education	61	84	5	7	62	87	4	6	82	85	3	3
Engineering and Technology	66	67	24	24	64	63	26	26	60	61	26	27
Health and Social Work	231	87	25	9	235	87	24	9	235	85	26	9
Humanities	75	88	5	6	73	86	5	6	78	84	7	8
Law	37	82	4	9	40	78	7	14	34	72	8	17
Life and Medical Sciences	221	76	51	18	236	77	50	16	234	75	54	17
Physics, Astronomy, and Mathematics	51	76	10	15	54	78	10	14	48	75	9	14

Table 4a.ii: Proportions of academic staff at SBU level by declared ethnicity (excluding 'unknown' and 'refused')

Despite the overall proportion of BME academic staff mirroring the overall staff profile, this is not the case across the different academic SBUs. Using an institutional baseline of 12% BME representation, it is clear that half of the academic SBUs sit below the baseline. Encouragingly, the majority of academic SBUs (70%) have seen increases in the proportion of BME staff between 2012-2014. The largest proportional drop has been in the School of Education (EDU), with a decrease of 3% since 2012. However, as the number of BME staff is relatively small, the impact of one or two BME staff joining/ leaving will have a substantial impact on percentages.

Table 4a.iii illustrates the pay and grading structure for all academic staff across management, teaching, and research posts. All subsequent analysis in this section will refer to grades rather than posts. A small number of staff hold posts graded on an *ad hoc* basis due to their status as Knowledge Transfer Partnership (KTP) Associates.

Grade	Academic posts	Research posts
Academic Manager	Academic Manager (including Deans of School, Heads of Department)	Professor
Grade 09	Principal Lecturer	Reader
Grade 08	Senior Lecturer	Senior Research Fellow
Grade 07	Lecturer	Research Fellow
Grade 06		
Grade 05		Research Assistant
Grade 04		

Table 4a.iii: Pay and grading structure for academic staff

Charts 4a.iii- 4a.v show a gradual change in the proportion of academic staff in each ethnic grouping across the pay and grading structure. Although White staff comprise the majority of academic staff (78% in 2014) they are proportionately less likely to occupy grades 4-6. At grades 7-9, the gaps begin to close between all ethnic groups, where the highest proportion of staff are employed; however at AM (Academic Manager) level, the gap begins to widens again, and academic staff from particular ethnic groups are much less likely to occupy senior positions.
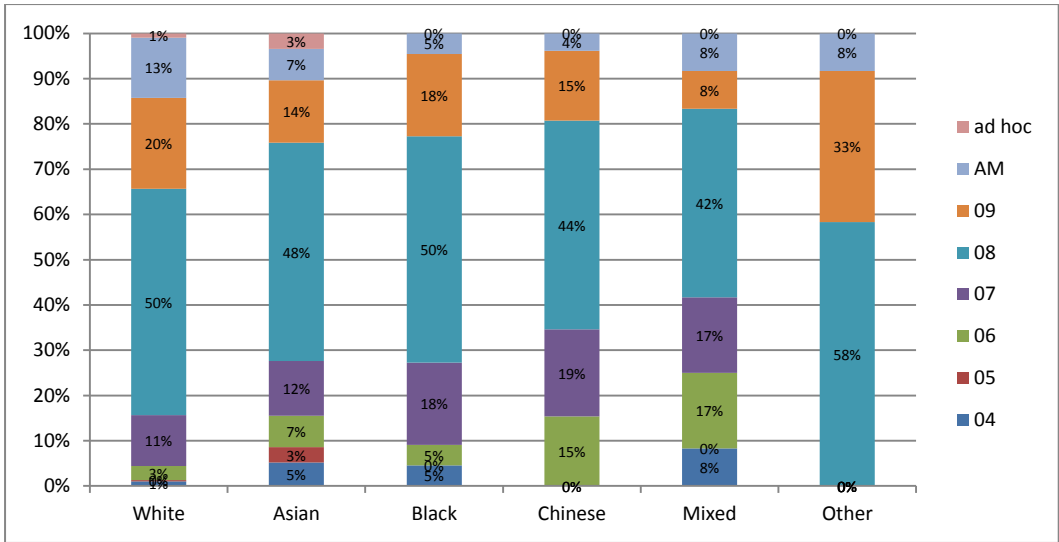
Chart 4a.iii: Academic staff according to declared ethnic group and grade 2012
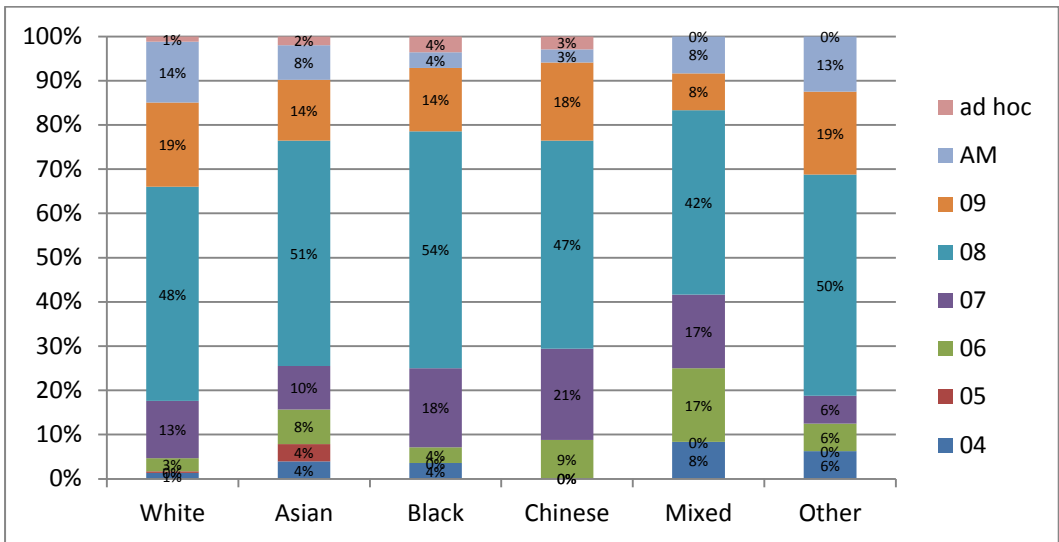
Chart 4a.iv: Academic staff according to declared ethnic group and grade 2013
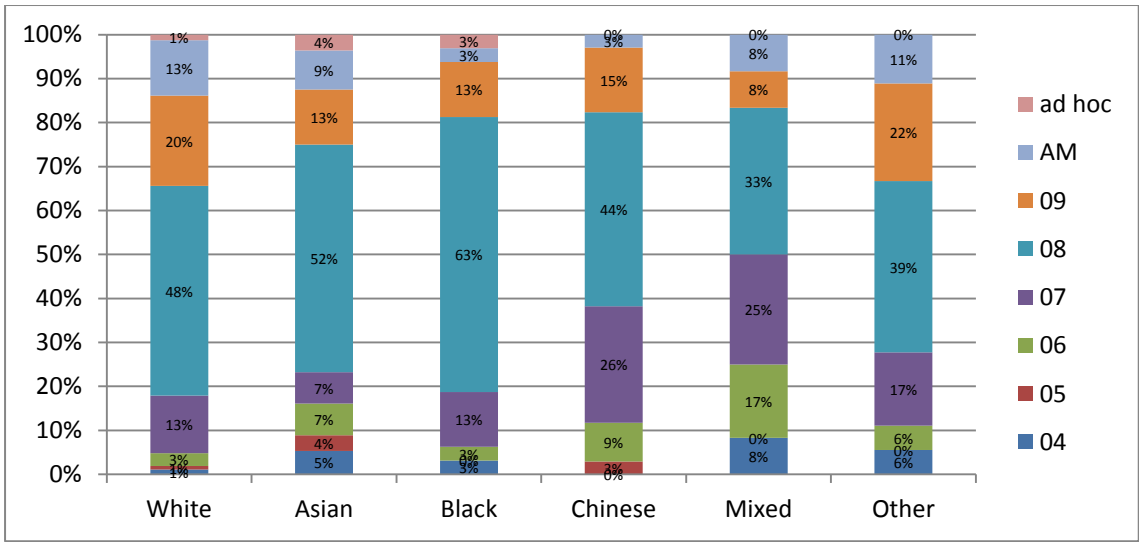
Chart 4a.v: Academic staff according to declared ethnic group and grade 2014

15

We have identified where staff are placed within the grading structure at fixed points in time, but we believe it would be beneficial to understand the academic staff journey from entry into the institution, including length of service and length of time at a specific grade and whether there are differences between staff of different ethnic groups. We will initiate a project to track academic staff journeys **(Action 12)**.

From the academic staff cohort 85% are employed on permanent contracts, and this has remained the case over the three years analysed.

	2012				2013				2014			
	Perm	**%**	**FTerm**	**%**	**Perm**	**%**	**FTerm**	**%**	**Perm**	**%**	**FTerm**	**%**
White	750	81.7	114	71.3	768	80.3	130	76.5	770	78.8	118	70.2
Asian	42	4.6	16	10.0	39	4.1	12	7.1	44	4.5	12	7.1
Black	20	2.2	2	1.3	25	2.6	3	1.8	29	3.0	3	1.8
Chinese	20	2.2	7	4.4	30	3.1	4	2.4	29	3.0	5	3.0
Mixed	8	0.9	4	2.5	8	0.8	5	2.9	8	0.8	4	2.4
Other	11	1.2	1	0.6	12	1.3	3	1.8	13	1.3	5	3.0
Unknown	37	4.0	13	8.1	43	4.5	10	5.9	54	5.5	18	10.7
Information Refused	30	3.3	3	1.9	31	3.2	3	1.8	30	3.1	3	1.8
Total	**918**	**100**	**160**	**100**	**956**	**100**	**170**	**100**	**977**	**100**	**168**	**100**

Table 4a.v: Academic staff according to declared ethnic group and contract type 2012-2104

The data has been disaggregated to understand whether there is a higher likelihood of BME academic staff holding a fixed-term contract in comparison to White academic staff. Chart 4a.vi shows that a higher proportion of academic staff of 'mixed' ethnic background are employed on a fixed-term contract than any other ethnic group. Black academic staff are least likely of all ethnic groups to be employed on a fixed-term contract. Further analysis shows that in 2014, 51.2% of academic staff who were on fixed-term contracts were Research Assistants or Research Fellows. Of these research staff, 1.2% were of Black ethnic background, compared with 69.8% who were of White ethnic background **(**see **Action 11, Action 12)**.
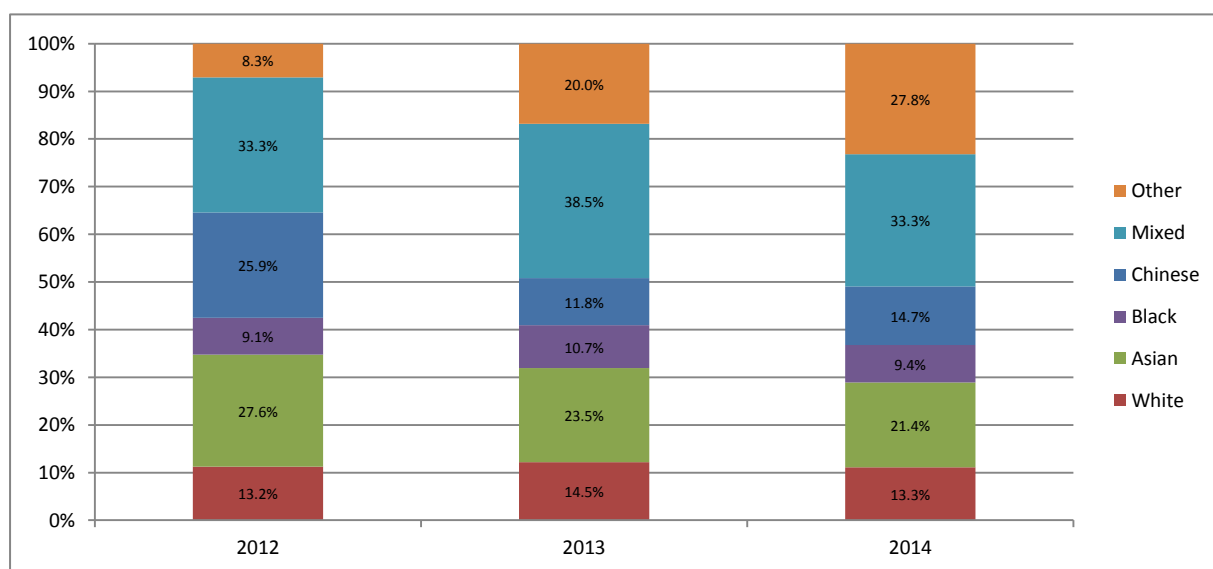
Chart 4a.vi: Proportion of academic staff on fixed-term contracts according to declared ethnic background 2012-2014

Chart 4a.vii) shows that White staff are more likely to work part-time than BME staff, e.g. 37.9% of White academic staff work part-time in comparison to 20.4% of BME staff in 2014. The proportion of BME staff working full-time has continued to increase incrementally over the three years analysed, whereas the proportion of White staff working part-time has remained relatively static over this period.

It is difficult to ascertain from this data the reasons for lower representation of BME staff working part-time, and it will be necessary to undertake further analysis to understand the reasons for this, particularly intersections with other protected characteristics **(ACTION 13)**.
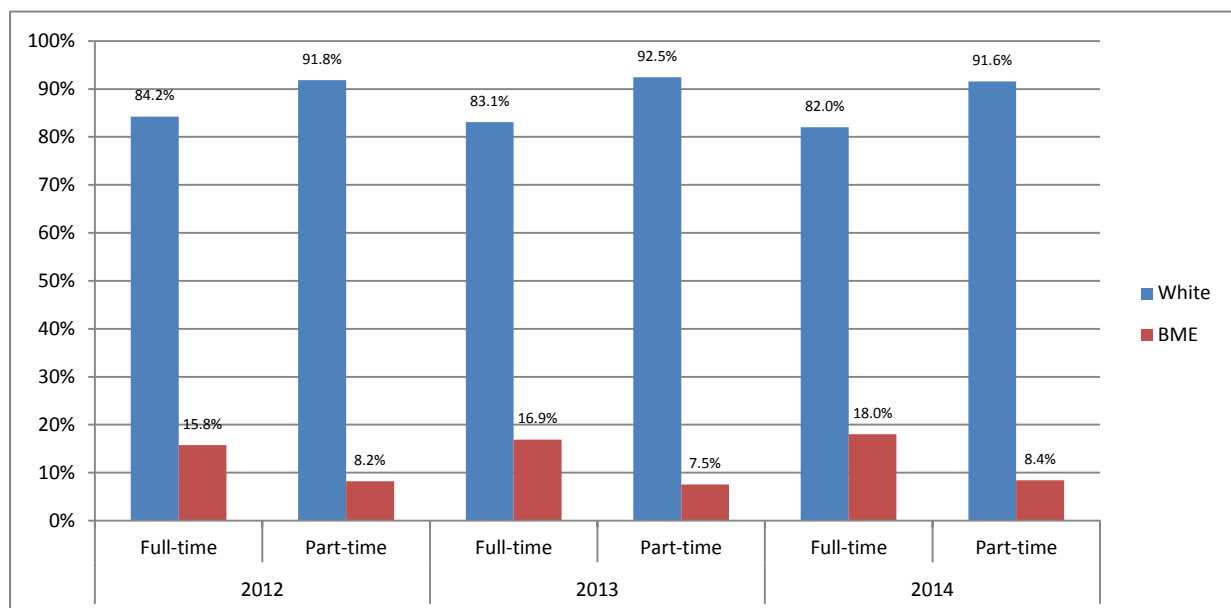
Chart 4a.vii: Academic staff according to declared ethnicity and working pattern 2012-2014

There have been low numbers of BME academic staff leavers each year, with 17.6% of leaving in 2012, reducing to 9.4% by 2014. This is a positive sign and one that we wish to improve upon if we are to continue to retain talented staff, and address the representation of BME academics. We will continue to monitor academic leavers according to ethnic profile **(Action 14).**

	2012		**2013**		**2014**	
	N	**%**	**N**	**%**	**N**	**%**
White	55	74.3	54	70.1	84	79.2
Asian	3	4.1	9	11.7	4	3.8
Black	4	5.4	0	0.0	1	0.9
Chinese	4	5.4	4	5.2	3	2.8
Mixed	1	1.4	1	1.3	1	0.9
Other	1	1.4	2	2.6	1	0.9
Unknown	6	8.1	7	9.1	11	10.4
Information Refused	0	0.0	0	0.0	1	0.9
Total	**74**	**100**	**77**	**100**	**106**	**100**

Table 4a.iv Academic staff turnover according to declared ethnicity 2012-2014

4b   Details of the ethnic profile (by specific ethnic group as far as possible) of our professional and support staff

Table 4b.i shows that 91% of the professional staff workforce are UK nationals, and is higher than the academic workforce (81%).

From the total professional staff profile in 2014, 8.7% are BME UK nationals; an increase from 8.3% in 2012 and slightly higher than that recorded in the sector UK of 7.1% in 2012/13 (ECU, 2014). In 2014, from the total non-UK staff, BME professional staff accounted for 29% of the cohort and is slightly lower than in the sector (32.7%) (ECU, 2014).

From the total BME professional staff in 2012, 32% were non-UK nationals compared with 6.3% of the total White professional staff. The proportion of non-UK BME professional staff has dropped to 29% in 2014, whilst the proportion of White staff has seen a similar drop, albeit much smaller, to 5.9%.

	2012				2013				2014			
	UK	%	Non-UK	%	UK	%	Non-UK	%	U%K		Non-UK	
Asian	30	3.8	7	8.6	31	3.7	8	9.4	30	3.7	8	10.3
Black	23	2.9	12	14.8	29	3.5	11	12.9	29	3.5	10	12.8
Chinese	4	0.5	5	6.2	2	0.2	4	4.7	1	0.1	3	3.8
Mixed	6	0.8	4	4.9	6	0.7	3	3.5	6	0.7	6	7.7
Other	3	0.4	3	3.7	2	0.2	3	3.5	5	0.6	2	2.6
White	686	86.2	46	56.8	708	84.5	50	58.8	682	83.5	43	55.1
Refused	11	1.4	1	1.2	11	1.3	1	1.2	8	1.0	1	1.3
Unknown	33	4.1	3	3.7	49	5.8	5	5.9	56	6.9	5	6.4
Total	796	100	81	100	838	100	85	100	817	100	78	100

Table 4b.i: UK/non-UK national professional staff according to ethnic background 2012-2014

The overall professional staff profile shows that, similar to the profile of academic colleagues, 12% of staff in 2014 are from BME backgrounds. This is slightly higher than the professional staff profile across the UK HE sector (10%) (ECU, 2014), however, it is lower than the population of the County (19.18%) and the Borough (20.38%). We will initiate a working group to identify strategies to diversify the professional workforce to better reflect local community demographics **(Action 11)**.
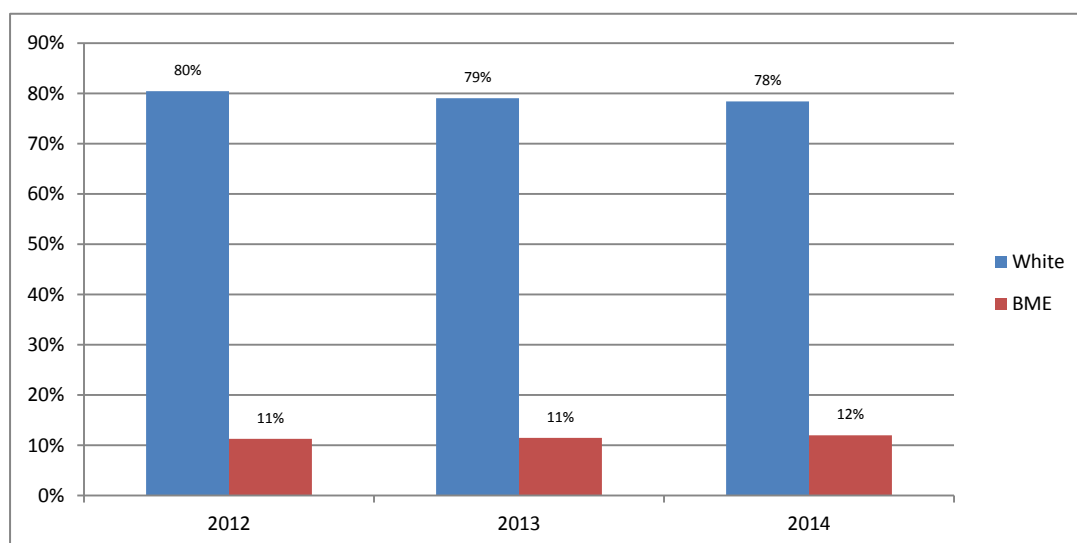
Chart 4b.i: Professional staff profile by declared ethnicity 2012-2014

Whilst it is positive that the overall ethnic profile of professional staff is higher than the sector, a more detailed profile shows that some ethnic groups are better represented than others. Similar to the academic staff profile, Asian staff represent the largest ethnic group amongst BME professional staff (44.6%). The proportion of White professional staff has continued to decrease each year. As with academic staff, there has been a trend showing a year-on-year increase in the proportion of staff with 'unknown' ethnicity and, combined with those that have refused to declare their ethnicity, this accounts for 10% of all professional staff **(**see **Action 9)**.
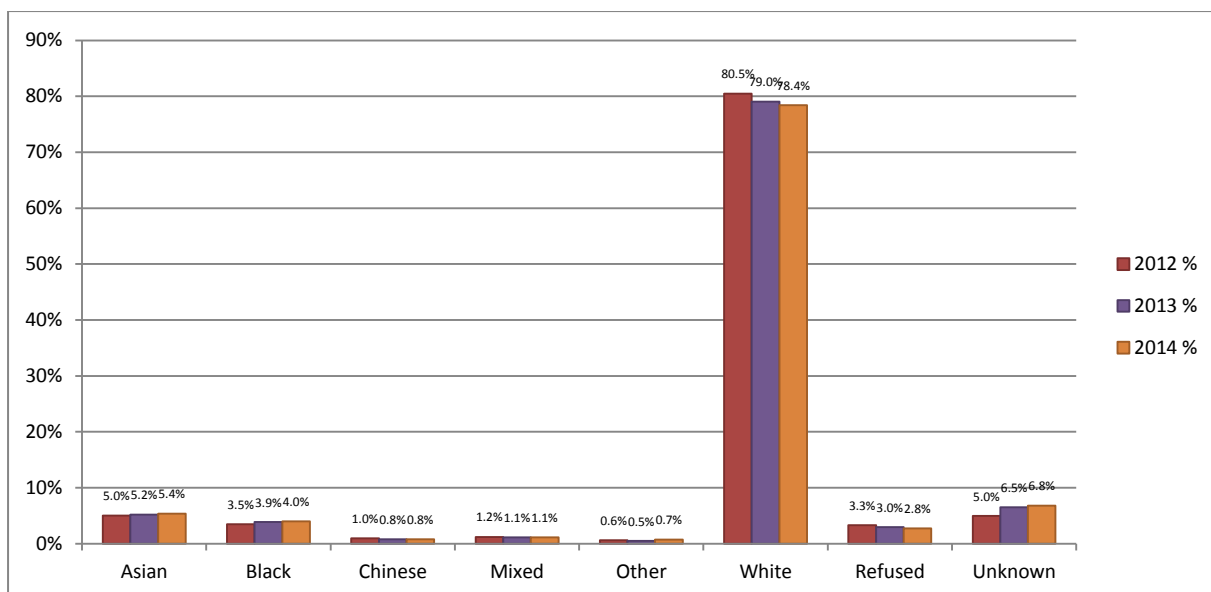
Chart 4b.ii: Professional staff according to ethnic groups 2012-2014

Staff on professional contracts are positioned across a variety of posts across academic and professional SBUs (see Table 4b.ii). There is an even representation across both areas for BME staff (12%), and this is consistent with the baseline for the University as a whole.

	Academic SBU						Professional SBU					
	2012	**%**	**2013**	**%**	**2014**	**%**	**2012**	**%**	**2013**	**%**	**2014**	**%**
White	225	82.1	230	80.7	233	79.5	701	79.9	753	78.5	733	78.1
Asian	21	7.7	20	7.0	23	7.8	37	4.2	45	4.7	43	4.6
Black	5	1.8	6	2.1	4	1.4	35	4.0	42	4.4	45	4.8
Chinese	3	1.1	5	1.8	5	1.7	8	0.9	5	0.5	5	0.5
Mixed	3	1.1	4	1.4	3	1.0	11	1.3	10	1.0	11	1.2
Other	1	0.4	1	0.4	1	0.3	6	0.7	5	0.5	8	0.9
Refused	7	2.6	7	2.5	6	2.0	31	3.5	30	3.1	28	3.0
Unknown	9	3.3	12	4.2	18	6.1	48	5.5	69	7.2	66	7.0
Total	**274**	**100**	**285**	**100**	**293**	**100**	**877**	**100**	**959**	**100**	**939**	**100**

Table 4b.ii: Professional services staff according to Strategic Business Unit (SBU) type and ethnicity 2012-2014

Looking closer at professional SBUs in 2014, the least ethnically diverse area is Academic Registry, with only 0.6% of its staff from a BME background. The most ethnically diverse is the Office of the Dean of Students, with 25.8% of its staff from a BME background. Applying the organisational 12% baseline to BME representation, 70% of professional SBUs have BME under-representation in their teams. **(**see **Action 11** and section 6 for further actions**)**.

Professional staff are graded on the same scale as academic staff (see Table 4a.iii) however professional posts start at lower points on the grading structure. The grading structure for professional staff ranges from grades 1-9, AM (Academic Manager), and SM (Senior Manager), and unlike academic staff the profile of professional staff across grades is more widely spread (see Charts 4b.iii-4b.v). The 'Other' category includes staff on *ad hoc* contracts (KTP Associates) and those on the National Minimum Wage (the majority of whom are student Resident Assistants with subsidised accommodation). White and Asian staff have the lowest proportion of staff within the 'Other' category, and this has been consistent over the three years analysed.
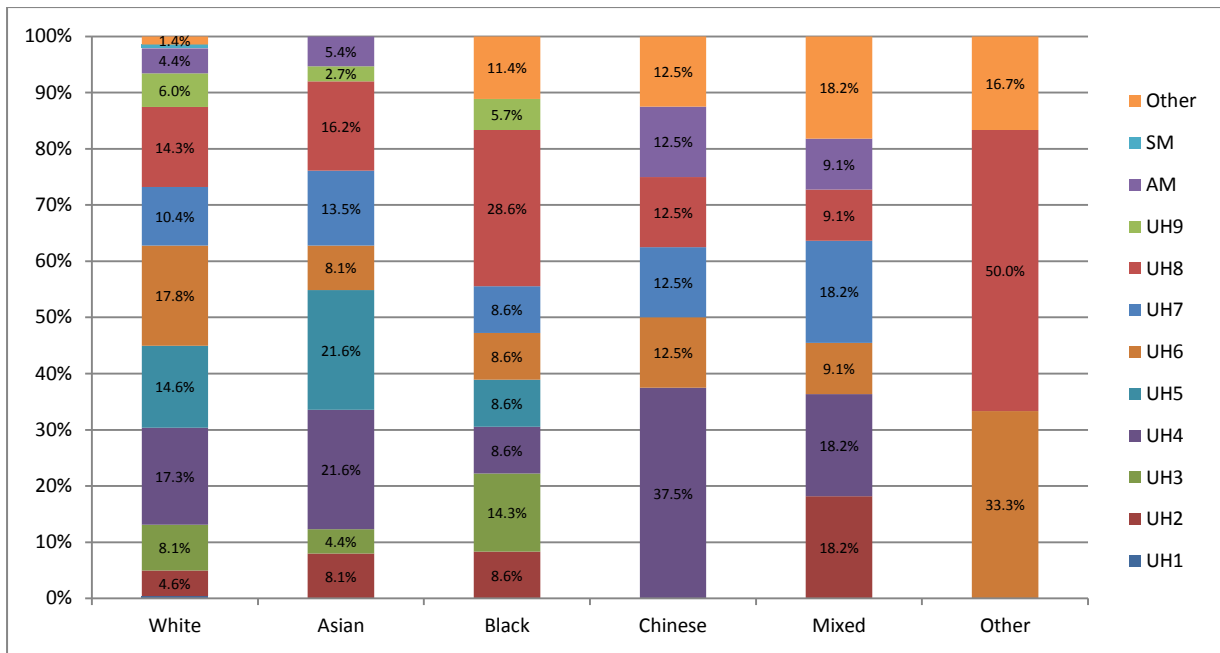
Chart 4b.iii: Professional staff according to declared ethnicity and grade 2012

At Senior Manager (SM) level there are no BME professional staff. At Academic Manager (AM) level, whilst Asian, Chinese, and Mixed staff are represented there are no Black or Other ethnic background staff at this grade (see section 6 for actions).
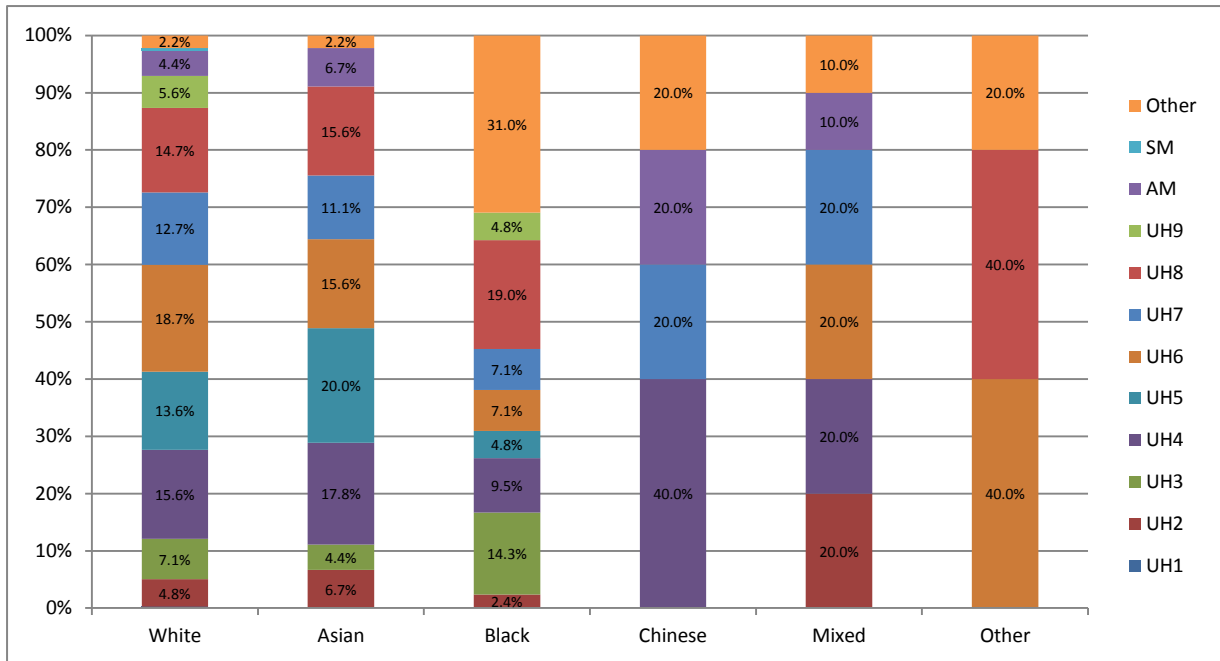
Chart 4b.iv: Professional staff according to declared ethnicity and grade 2013

20
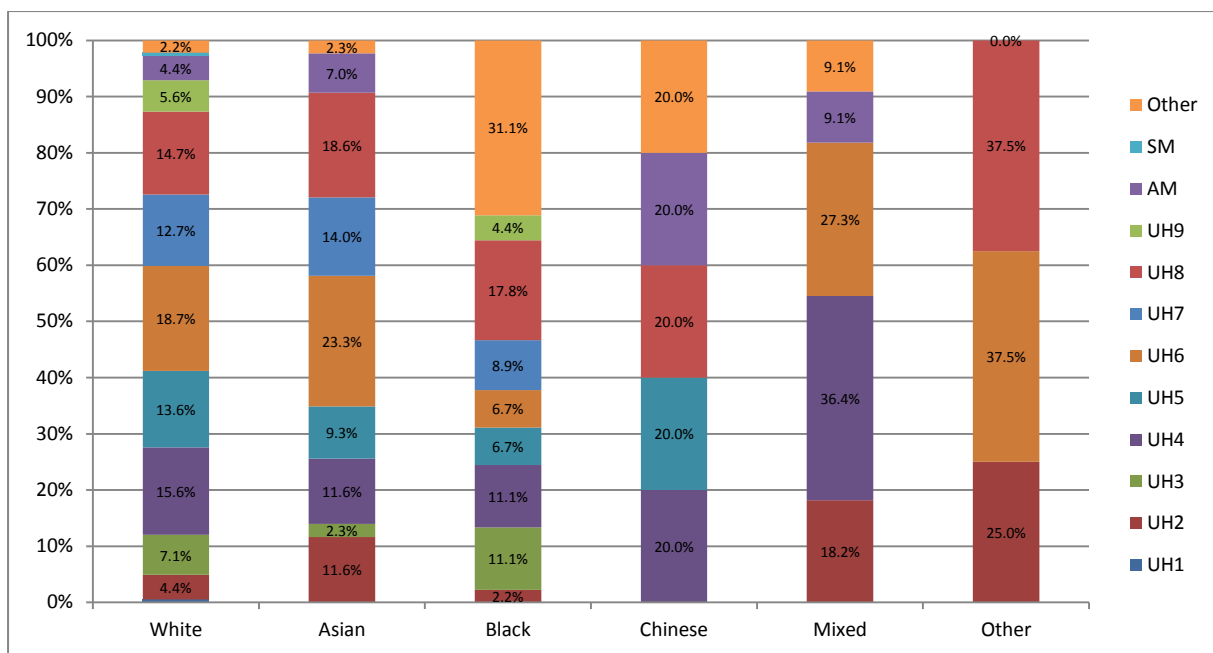
Chart 4b.v: Professional staff according to declared ethnicity and grade 2014

Positively, high proportions of staff across all ethnic groups are employed on permanent contracts (see Table 4b.iii). In 2014, White staff (88.6%) had the highest proportion of permanent contracts, followed by Asian staff (81.8%). Conversely Black staff have the highest proportion of fixed-term contracts (42.8%); four times higher than White staff (11.4%). Many of the Black staff on fixed-term contracts are students employed as Resident Assistants **(**see **Action 12).**

	2012				2013				2014			
	Permanent		**Fixed-Term**		**Permanent**		**Fixed-Term**		**Permanent**		**Fixed-Term**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
White	830	84.1	96	58.5	867	82.3	116	60.7	856	81.0	110	62.9
Asian	48	4.9	10	6.1	53	5.0	12	6.3	54	5.1	12	6.9
Black	26	2.6	14	8.5	29	2.8	19	9.9	28	2.6	21	12.0
Chinese	8	0.8	3	1.8	7	0.7	3	1.6	9	0.9	1	0.6
Mixed	8	0.8	6	3.7	9	0.9	5	2.6	10	0.9	4	2.3
Other	4	0.4	3	1.8	5	0.5	1	0.5	6	0.6	3	1.7
Unknown	30	3.0	27	16.5	48	4.6	33	17.3	62	5.9	22	12.6
Information Refused	33	3.3	5	3.0	35	3.3	2	1.0	32	3.0	2	1.1
Total	**987**	**100**	**164**	**100**	**1053**	**100**	**191**	**100**	**1057**	**100**	**175**	**100**

Table 4b.iii: Professional staff according to declared ethnic group and contract type 2012-2104

The proportion of Asian and Black staff on fixed-term contracts has continued to increase each year since 2012, however the proportion of White staff on fixed-term contracts has decreased slightly since 2013. In 2012, staff of Other ethnic background had proportionally more staff on fixed-term contracts than staff of any other ethnic group, but this has decreased to 33.3% (3 people), and numbers are too small to reach any conclusions.
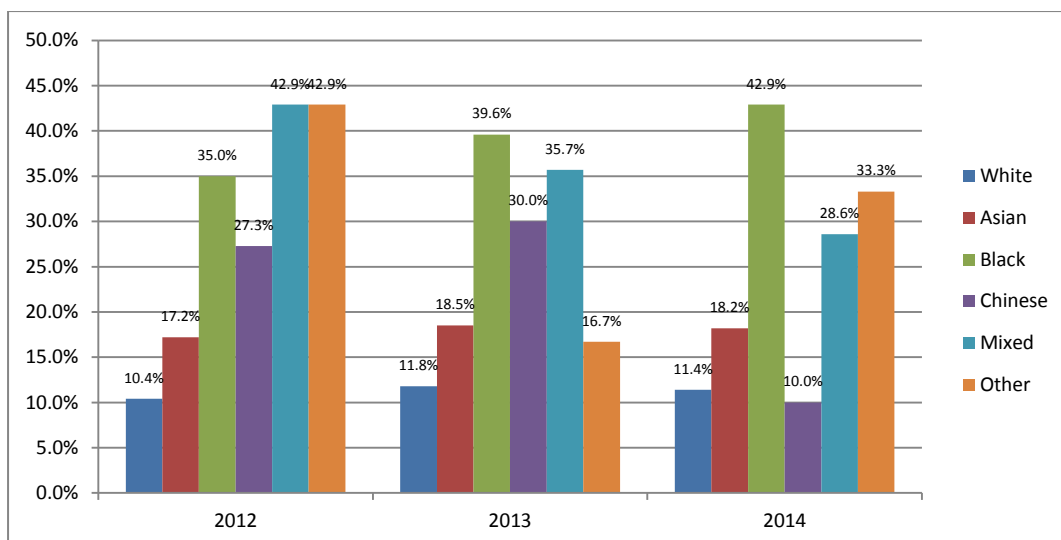
Chart 4b.vi: Proportion of professional staff on fixed-term contracts according to declared ethnic background (excluding 'unknown' and 'refused') 2012-2014

Chart 4b.vii shows that White staff are slightly more likely to work part-time than BME staff, e.g. 27.6% of White professional staff work part-time in comparison to 24.1% of BME staff in 2014, and is a profile that is different to our academic community. The proportion of BME staff working full-time has continued to increase steadily over the three years analysed.
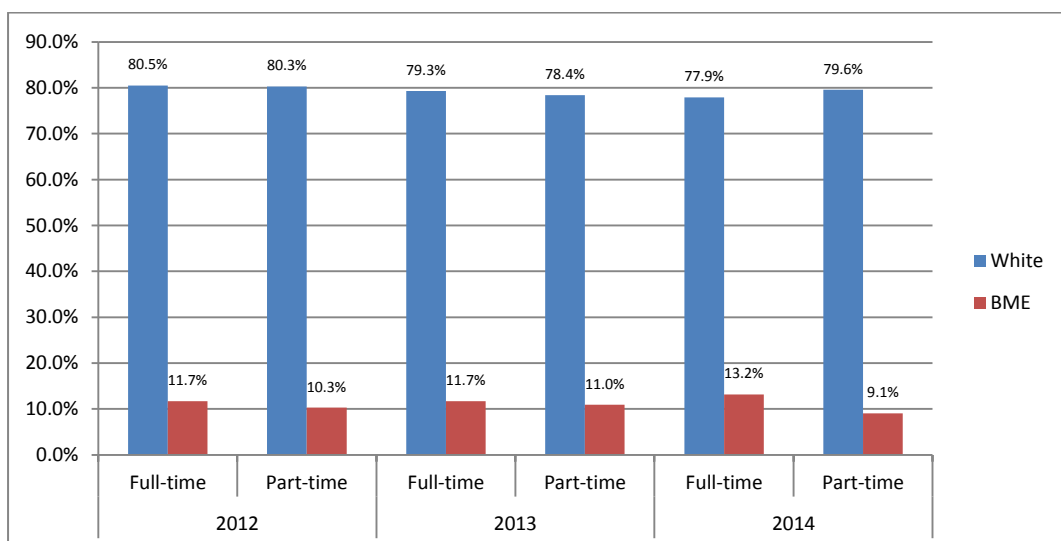
Chart 4b.vii: Professional staff according to declared ethnicity and working pattern 2012-2014

From within the BME group shown above, in 2014, 7% of Asian professional staff were employed on part-time contracts, compared to 27.6% of White professional staff. Of Chinese professional staff 40% were working part-time in 2014: a figure higher than for any other ethnic group, but based on a small number (8) of staff. Black professional staff had the next highest proportion (35.6%) compared to 27.6% of White professional staff **(see Action 13)**.

The turnover rates for professional staff are slightly different to academic staff, with a higher proportion (28.1%) of BME professional staff having left the University in 2012. This has dropped considerably to 14.7% in 2014, however this is higher than academic staff in the same year. As mentioned in section 4a, we will continue to monitor the leaver rates of professional staff **(see Action 14)**.

22

	2012		2013		2014	
	N	%	N	%	N	%
White	63	65.6	76	76.0	87	67.4
Asian	10	10.4	3	3.0	11	8.5
Black	11	11.5	6	6.0	5	3.9
Chinese	4	4.2	2	2.0	1	0.8
Mixed	2	2.1	0	0.0	1	0.8
Other	0	0.0	1	1.0	1	0.8
Unknown	4	4.2	10	10.0	21	16.3
Information Refused	2	2.1	2	2.0	2	1.6
Total	96	100	100	100	129	100

Table 4b.iv: Professional staff according to declared ethnicity and turnover rates 2012-2014

4c Details of the ethnic profile of any grievances/ disciplinaries at institutional level.

Overall, the numbers of cases have been low over the three years, however the profile is consistent with the University baseline. We will continue to monitor grievances and disciplinaries **(Action 15)**.

Ethnicity	2011-12	%	2012-13	%	2013-14	%
Asian	0	0.0%	3	23.1%	1	7.1%
Black British	1	25.0%	1	7.7%	0	0.0%
Chinese	0	0.0%	1	7.7%	1	7.1%
Other Asian Background	1	25.0%	1	7.7%	0	0.0%
Other White Background	0	0.0%	1	7.7%	0	0.0%
White British	2	50.0%	5	38.5%	8	57.1%

Table 4c.i Grievances at institutional level by ethnic group

Disciplinary

Ethnicity	2011-12	%	2012-13	%	2013-14	%
Asian or Asian British - Pakistani	0	0.0%	1	4.8%	0	0.0%
Chinese	1	5.9%	0	0.0%	0	0.0%
Information refused	0	0.0%	0	0.0%	1	4.8%
Other Ethnic Background	1	5.9%	0	0.0%	1	4.8%
Other Mixed Background	2	11.8%	1	4.8%	0	0.0%
Other White Background	1	5.9%	3	14.3%	0	0.0%

Table 4c.ii Disciplinaries at institutional level by ethnic group

4d Details of the ethnic profile (by specific ethnic group as far as possible) of our decision making boards and committees

The decision-making boards and committees within the University are the Board of Governors, CEG, Academic Board, SEEC, Research Committee, ASAC, and the Research Degrees Board (RDB). Tables 4d.i-

4d.vii give the ethnic profiles of each of these committees. Their membership is by virtue of the posts held by members, including membership by the SU, and set out within their constituent Terms of Reference. Board of Governors membership is advertised.

From the seven committees, only two have BME representation in line with the 12% baseline, and there are a proportion of members in each committee where ethnicity is unknown, and this may make a difference to the overall profile.

There is currently no formal recording of the ethnic profiles of committee members. We will monitor these committees on an annual basis across all protected characteristics **(Action 16)**.

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	14	73.7	9	56.3	11	73.3
BME	1	5.3	0	0.0	0	0.0
Unknown	4	21.1	7	43.8	4	26.7
Total	19	100	16	100	15	100

Table 4d.i: Ethnic profile of Board of Governors 2012-2014

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	11	100	16	76.2	16	76.2
BME	0	0.0	2	9.5	2	9.5
Unknown	0	0.0	3	14.3	3	14.3
Total	11	100	21	100	21	100

Table 4d.ii: Ethnic profile of Chief Executive's Group (CEG) 2012-2014

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	22	81.5	22	81.5	20	74.1
BME	2	7.4	2	7.4	4	14.8
Unknown	3	11.1	3	11.1	3	11.1
Total	27	100	27	100	27	100

Table 4d.iii: Ethnic profile of Academic Board 2012-2014

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	18	78.3	18	78.3	17	73.9
BME	2	8.7	2	8.7	3	13.0
Unknown	2	8.7	2	8.7	3	13.0
Information Refused	1	4.3	1	4.3	1	4.3
Total	23	100	23	100	23	100

Table 4d.iv: Ethnic profile of Student Educational Experience Committee 2012-2014

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	21	95.5	20	90.9	20	90.9
BME	0	0.0	1	4.5	1	4.5
Unknown	1	4.5	1	4.5	1	4.5
Total	22	100	22	100	22	100

Table 4d.v: Ethnic profile of Academic Standards and Audit Committee 2012-2014

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	20	83.3	20	90.9	20	90.9
BME	1	4.2	1	4.5	1	4.5
Unknown	1	4.2	1	4.5	1	4.5
Information Refused	2	8.3	2	9.1	2	9.1
Total	24	91.7	22	100	22	100

Table 4d.vi: Ethnic profile of Research Committee 2012-2014

	2011/12		2012/13		2013/14	
	N	%	N	%	N	%
White	18	81.8	18	81.8	18	81.8
BME	0	0.0	0	0.0	0	0.0
Unknown	2	9.1	2	9.1	2	9.1
Information Refused	2	9.1	2	9.1	2	9.1
Total	22	100	22	100	22	100

Table 4d.vii: Ethnic profile of Research Degrees Board 2012-2014

4e The results of any 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

A follow-up to an equal pay audit in 2012 was undertaken in January 2015. The report identified that overall the University did not have a pay gap between ethnic groups. On closer analysis, differentials were greatest for research staff (14.83%) and professional staff (7.11%).

Factors exacerbating the issue include a significant pay gap amongst staff on *ad hoc* contracts and which span all areas (academic, research and professional) and an under-representation of BME staff at senior levels, e.g. Senior Manager (SM) and Academic Manager (AM) levels.

Recommendations made as part of the report included:

- Promotion processes analysed to identify any potentially disadvantaging behaviours or processes;
- Recruitment to senior positions (AM1-SM) is analysed to identify potentially disadvantaging behaviour or process;
- Consideration to greater development/guidance in relation to cultural differences and impact;
- Workshops are introduced to provide support and guidance for all staff in relation to promotion and progression;
- Appraisal, and discussion of development opportunities, including advice and support, is fully embedded across the university.

These recommendations have been incorporated into HR's objectives for the 2014/15 and progress is monitored on a monthly basis. A further equal pay review will be undertaken in October 2015 to monitor the impact of the above actions.

Actions

Action 9: Promote self-declaration of protected characteristics, including ethnicity, on student and HR systems.

Action 10: Conduct a data audit on the HR system.

Action 11: Take positive action to diversify the pool of applicants.

Action 12: Initiate a project to track staff career journeys.

Action 13: Undertake further analysis to understand the reasons for low representation of BME part-time employees.

Action 14: Monitor leavers by ethnic profile.

Action 15: Monitor grievances and disciplinaries by protected characteristics, including ethnicity.

Action 16: Undertake annual audits of decision-making committees across protected

---

characteristics, including ethnicity.

5   Recruitment and selection

In 2010 the University implemented an online recruitment system to manage all applications to vacancies. Applicant data is retained within the HR system for 6 months after which a restricted subset of anonymised data is downloaded to Excel spreadsheets on a monthly basis to enable monitoring. To enhance analysis, we now plan to identify, assess, and implement improvements to recruitment and selection data retention and analysis practice **(Action 17)**.

5a   Details of the ethnic profile (by specific ethnic group where possible) of people applying for academic posts, being shortlisted/invited to interview for academic posts, being offered academic posts

The following analysis has been undertaken with a limited amount of recruitment data from the period June to December 2014. Unfortunately, it has not been possible to undertake any meaningful analysis with relation to UK or non-UK national statuses as 92% of the records show 'Unknown' in this category. We have as an action to ensure UK/non-UK national status is transferred to and archived on to the Excel spreadsheet **(**see **Action 10)**.

Noticeably, there are high proportions of White applicants in Creative Arts (CTA) (84.7%), Education (EDU) (86.7%), Humanities (HUM) (81%), and Physics, Astronomy and Mathematics (PAM) (90%). With the exception of PAM, who have 14% BME representation in their school, these schools have lower BME representation than the baseline of 12%, and it appears that the lack of ethnic diversity in the candidature compounds the issue as no BME candidates were shortlisted for interview. More positively, there were higher proportions of BME applicants in Computer Science (COM) (60.7%) and Engineering and Technology (ENT) (56.8%) and BME appointments as a result. The application:shortlist (app:short) ratio in COM was the same for BME applicants as it was for White applicants, and the appointment:application (app:app) ratio was slightly better for BME candidates than White candidates. Life and Medical Sciences (LMS) also shows a good BME app:short ratio. Although BME applicants had been shortlisted in Health and Social Work (HSW), none of them were successful.

Overall, White candidates have higher success rates at shortlisting stage than BME candidates, with 38.6% of White applicants being shortlisted from the pool of White applicants compared to 29.2% of BME applicants being shortlisted. App:app success rates showed a small difference between White and BME applicants, with 10.1% for White applicants and 7.1% BME applicants (see 5c for Actions).

		Applied				Shortlisted				Appointed					
	Total	White	%	BME	%	White	%	BME	%	White	App:Short %	App:App %	BME	App:Short %	App:App %
Business School	92	45	48.9	45	48.9	15	33.3	13	28.9	8	53.3	17.8	5	38.5	11.1
Computing	56	21	37.5	34	60.7	4	19.0	8	23.5	1	25.0	4.8	2	25.0	5.9
Creative Arts	59	50	84.7	5	8.5	13	26.0	0	0.0	2	15.4	4.0	0	0.0	0.0
Education	30	26	86.7	4	13.3	12	46.2	0	0.0	3	25.0	11.5	0	0.0	0.0
Engineering and Technology	155	63	40.6	88	56.8	19	30.2	22	25.0	6	31.6	9.5	3	13.6	3.4
Health and Social Work	90	66	73.3	22	24.4	21	31.8	5	22.7	9	42.9	13.6	0	0.0	0.0
Humanities	137	111	81.0	15	10.9	26	23.4	0	0.0	9	34.6	8.1	0	0.0	0.0
Law	29	17	58.6	12	41.4	1	5.9	4	33.3	0	0.0	0.0	2	50.0	16.7
Life and Medical Sciences	141	95	67.4	41	29.1	17	17.9	13	31.7	9	52.9	9.5	7	53.8	17.1
Physics, Astronomy and Mathematics	10	9	90.0	0	0.0	4	44.4	0	0.0	4	100.0	44.4	0	0.0	0.0
Total		503		266		132		65		51	38.6	10.1	19	29.2	7.1

Table 5a.i: Academic recruitment and selection 2014

5b Details of the ethnic profile (by specific ethnic group where possible) of people applying for professional and support posts, being shortlisted/invited to interview for professional and support posts, being offered professional and support posts

Table 5b.i shows a much more diverse applicant pool across many of the areas of the University. There appear to be two anomalies in the data in relation to Estates and HUM where it appears that there was only one post advertised and we believe this to be inaccurate **(Action 18).**

BME applicant representation at its best accounted for 58.8% of applicants to roles in Finance and at its worst 20.8% in CTA. Overall White and BME success rates in recruitment are quite closely matched within professional services and are slightly better than in academic areas. White applicants app:short ratio across all posts was 21.2% in comparison to 21.7% BME app:short ratio. White app:app success rate was 3.7% compared to 2.8% for BME applicants; a very small difference.

		Applied				Shortlisted				Appointed					
	Total	White	%	BME	%	White	%	BME	%	White	App:Short %	App:App %	BME	App:Short %	App:App %
Academic Registry	227	157	69.2	69	30.4	27	17.2	9	13.0	0	0.0	0.0	1	11.1	1.4
Business School	191	138	72.3	53	27.7	7	5.1	2	3.8	1	14.3	0.7	0	0.0	0.0
Computer Sciences	92	62	67.4	28	30.4	0	0.0	0	0.0	0	0.0	0.0	0	0.0	0.0
Creative Arts	125	98	78.4	26	20.8	7	7.1	1	3.8	0	0.0	0.0	1	100.0	3.8
Dean of Students	193	132	68.4	59	30.6	18	13.6	9	15.3	4	22.2	3.0	2	22.2	3.4
Education	252	181	71.8	70	27.8	12	6.6	4	5.7	3	25.0	1.7	1	25.0	1.4
Engineering and Technology	33	17	51.5	14	42.4	10	58.8	7	50.0	3	30.0	17.6	3	42.9	21.4
Enterprise & Business Dev	241	176	73.0	60	24.9	34	19.3	6	10.0	10	29.4	5.7	3	50.0	5.0
Estates, Hospitality and CS	1	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	100.0	0	0.0	0.0
Finance	17	7	41.2	10	58.8	2	28.6	4	40.0	1	50.0	14.3	1	25.0	10.0
Human Resources	63	38	60.3	25	39.7	12	31.6	7	28.0	3	25.0	7.9	1	14.3	4.0
Health and Social Work	352	265	75.3	81	23.0	38	14.3	7	8.6	8	21.1	3.0	1	14.3	1.2
Humanities	1	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	100.0	0	0.0	0.0
Life and Medical Sciences	48	25	52.1	22	45.8	7	28.0	2	9.1	3	42.9	12.0	1	50.0	4.5
Marketing & Comms	258	176	68.2	68	26.4	68	38.6	22	32.4	13	19.1	7.4	3	13.6	4.4
OCIO	38	25	65.8	11	28.9	4	16.0	0	0.0	1	25.0	4.0	0	0.0	0.0
OVC	121	77	63.6	40	33.1	25	32.5	3	7.5	6	24.0	7.8	0	0.0	0.0
Total		1576		636		273		83		58	21.2	3.7	18	21.7	2.8

Table 5b.i Professional staff recruitment and selection 2014

5c Outline of how we ensure recruitment and selection is conducted transparently and without racial bias

The University has a number of well-established practices to support fair recruitment and selection including:

- The Panel Chair must have completed Recruitment and Selection training, which has equality and diversity as an integral component;
- The Panel Chair is directed to choose a Panel to represent diverse staff backgrounds;
- All vacancies are advertised across the University, and are open to all staff;
- Criteria from the job description and person specification are used to shortlist and appoint;
- Feedback is offered to all unsuccessful candidates;
- Vacancies of less than 12 weeks or 0.2FTE or less, are advertised internally, across the SBU for a minimum of one week. All other vacancies are advertised internally for a period of 2 weeks prior to being advertised externally. Any internal candidate meeting the essential criteria must be shortlisted.
- Significant fractional roles such as Subject Group Leader or Associate Dean, which open up future career opportunities, are also advertised openly and subject to full selection processes.

In the University's 2013 Staff Survey, 92% of all respondents agree that the University acts fairly in the ways it recruits staff. However, Black staff at the University responded more negatively to this question, with only 64% agreeing with the statement.

The RECM survey and interview responses offered a mixed view on the recruitment process. Many survey participants and interviewees suggested that current recruitment practices need to be reviewed as '*There are clear double standards and discrimination in recruitment and selection processes*'. Another participant suggested that '*The University tries to ensure the recruitment is fair, however management have their own agenda who they would like to give the job to. Their minds are already made up so why bother advertising*'. Interviews enabled further analysis of opinions expressed in the survey and one prominent theme to emerge was the idea that '*they tend to recruit like-for-like*'. We will take systematic steps to introduce standardised positive action messages in all recruitment advertising (see **Action 11)** and we will anonymise application forms **(Action 19).**

We are currently rolling out an institution-wide programme of 'Unconscious Bias' training to give staff the tools to recognise and address bias in their interactions with prospective and existing staff and students. The workshops are open to all staff, including SU representatives, subsidiary company staff, and PhD students. The workshops have received positive feedback and are deemed '*excellent*' by respondents interviewed. One female academic suggested that '*Having more things like that would be good. It really raised a lot of issues and made you think*'. Many survey respondents and interviewees stressed the need for '*refresher*' equality and diversity courses: '*Managers should be retrained regularly*' and '*People at the top need to be retrained*'. To date over 520 members of staff, including CEG, have attended workshops, with more scheduled for 2014/15 **(Action 20)**. We will ensure recruitment panel members undertake refresher Equality and Diversity training **(Action 21).**

Awareness and exploration of the implications of unconscious bias has also been embedded into a number of leadership/management development programmes. As part of new manager induction there are a number of workshops that explore unconscious bias; namely Equality and Diversity Essentials; Recruitment and Selection; and Appraisal and Successful People Management, and as part of new and

experienced manager development, 'Making Sense of Leading'. In addition, HR and the Equality Office will develop a Cultural Literacy/Intelligence workshop for staff **(Action 22)**.

Actions:

Action 17: Identify, assess, and implement improvements to recruitment and selection data retention and analysis practice.

Action 18: Investigate data anomalies in relation to Estates and Humanities.

Action 19: Anonymise application forms.

Action 20: Continue to offer Unconscious Bias Training until August 2015.

Action 21: Ensure all existing staff undergo refresher Equality and Diversity training.

Action 22: Develop a cultural Literacy/Intelligence workshop.

---

6   Career progression and development

6a   Details of the ethnic profile (by specific ethnic group where possible) of academic staff promoted

There is no information available for academic promotions for 2012, therefore presented in Table 6a.i is the ethnic profile of academic staff promoted in 2013 and 2014. In 2013, BME academic staff made up 13.6% of all promotions, and this proportion decreased to 10.8% in 2014, below the baseline of 13% of total BME academic staff. It would be useful to understand more from BME academic staff about the processes attached to progression at the University following the feedback from the RECM survey (see section 6d).

	2013		2014	
	N	%	N	%
White	61	75.3	73	78.5
Asian	2	2.5	4	4.3
Black	3	3.7	3	3.2
Chinese	3	3.7	1	1.1
Mixed	2	2.5	1	1.1
Other	1	1.2	1	1.1
Unknown	5	6.2	8	8.6
Information Refused	4	4.9	2	2.2
Total	**81**	**100**	**93**	**100**

Table 6a.i Academic staff promotions according to declared ethnic background 2013 to 2014

6b   Details of the ethnic profile (by specific ethnic group where possible) of professional and support staff promoted

Due to the nature of professional posts at the University, there is no promotion between grades within a post. Progression to a higher grade only exists when appointed to another post within the University, therefore there is no data to present in this section.

6c Details of the ethnic profile (by specific ethnic group where possible) of staff submitted for the Research Excellence Framework 2014, and the Research Assessment Exercise 2008.

Table 6c.i shows that BME academics accounted for 10.6% of the total eligible pool for RAE2008 with BME academics accounting for 6.6% of the total academics submitted. Analysing the proportion of academic staff submitted according to their ethnic groupings, Asian and Mixed race staff outcomes were comparable to White academic staff. This was not the case for Chinese or Other ethnic background academics where none were submitted. Black academics were half as likely (7.4%) as White and Asian academics to be submitted to the RAE2008.

	Eligible pool		Submitted		Submitted: Pool
	N	%	N.	%	%
Asian	55	4.7	8	4.8	14.5
Black	27	2.3	2	1.2	7.4
Chinese	27	2.3	0	0.0	0.0
Mixed	7	0.6	1	0.6	14.3
Other	8	0.7	0	0.0	0.0
White	1001	84.7	146	87.4	14.6
Refused	43	3.6	8	4.8	18.6
Unknown	14	1.2	2	1.2	14.3
Total	1182	100	167	100	100

Table 6c.i: RAE 2008 ethnic profile

A positive outcome from the recent REF 2014, see Table 6c.ii, is that BME staff within the eligible pool (13.2%) are above the University baseline of 12%. High proportions of BME staff were submitted to the REF in comparison to White British academic staff. A higher proportion of staff from an 'Other White Background' fared better than their White British colleagues, with 26.1% staff submitted in comparison with 14.9% White British staff. From the total White staff combined, 17.1% were submitted, whereas for BME academics combined 21.1% were submitted. This is of course an encouraging result in comparison with RAE2008 and some caution is being applied because of the relatively small numbers in specific ethnic groupings. We will continue to monitor the representation of BME staff in the eligible pool as well as the proportions of BME academic staff submitted in future.

	All academic staff headcount		Final REF headcount		% of total headcount
	N	%	N	%	%
White - British	738	62.8	110	51.2	14.9
Mixed - White And Black African	1	0.1	0	0.0	0.0
Black Or Black British - African	21	1.8	4	1.9	19.0
Not Known	39	3.3	10	4.7	25.6
Asian Or Asian British - Pakistani	8	0.7	1	0.5	12.5
Other White Background	176	15.0	46	21.4	26.1
Asian Or Asian British - Indian	35	3.0	7	3.3	20.0
Information Refused	34	2.9	10	4.7	29.4
Mixed - White And Asian	7	0.6	3	1.4	42.9
Other Ethnic Background	15	1.3	4	1.9	26.7
Other Asian Background	16	1.4	3	1.4	18.7
White - Irish	33	2.8	6	2.8	18.2
Chinese	41	3.5	10	4.7	24.4
Other Mixed Background	3	0.3	1	0.5	33.3
Black Or Black British - Caribbean	5	0.4	0	0.0	0.0
Other Black Background	2	0.2	0	0.0	0.0
Asian Or Asian British - Bangladeshi	1	0.1	0	0.0	0.0
Mixed - White And Black Caribbean	1	0.1	0	0.0	0.0

Table 6c.ii: REF 2014 ethnic profile

6d Description of how we ensure the following are conducted transparently and without racial bias, and any ethnicity data we have on training opportunities and allocation of training budget, career development opportunities, profile raising opportunities including conferences, seminars, guest lectures, exhibitions and media opportunities, workload allocation, appraisals and appraisal outcomes, promotion opportunities and temporary promotions/interim positions, and nominations to public bodies, professional bodies and for external prizes

The fundamental principle informing the University's policies and procedures in relation to training and career development activities is equality of opportunity. This means ensuring that all colleagues are made aware of the development opportunities available via:

- The Events listing on Staff StudyNet pages;
- The Development pages on the HR StaffNet site;
- Regular University-wide email communications detailing upcoming workshops and development opportunities.

Staff can book themselves directly on to their chosen event.

All new staff are required to undertake Equality and Diversity Essentials, as well as the online Diversity Module, and the Central Induction workshop providing an introduction to the University, areas of strategic importance, and practical sessions to help new staff develop their careers. This includes information on how to locate resources to support them in their jobs, how to access training, and the importance of the appraisal process. Existing staff will be required to attend refresher equality and diversity training (see **Action 21)**.

A programme of local induction is also in place for new staff, and a generic local induction checklist is available for all SBUs to draw on. Central and local inductions are further

supplemented by new starters' sessions with HR to discuss key employment policies, pay, pensions, and the use of the employee HR portal.

All staff are encouraged to continue to focus on their professional development. The University runs a 'Developing Your Career' course that introduces participants to a career management model and other tools for career development. The University also supports colleagues who wish to take up positions as School Governors. Three major University-wide conferences (Managers', Research, and Learning and Teaching) have open calls for papers and sessions, allowing any member of staff to submit. There is internal support for staff applying for recognition from the HEA.

The University's entire development provision has been mapped against the Researcher Development Framework (RDF) to provide staff with resources to identify their development needs and routes towards progression.

In addition to a central budget for training and development, managed by HR, all SBUs have their own development budget. A key vehicle for identifying this budget requirement and supporting all staff with their development and career progress is the appraisal process.

All line managers are trained how to appraise. Completion of appraisal is audited annually and this has shown widespread participation across all staff groups. It is mandatory for all staff to receive an annual appraisal and 6-month review. In many areas this process is supplemented by regular 1:1 sessions. The scope of appraisal covers a review of the previous year, a discussion about the next year's objectives, including what training or support may be required, and a discussion of longer-term career goals.

Alongside work-related targets, all staff are required to identify at least one development target to embed the principle of ongoing personal development. In order to ensure equality of opportunity, more work is required to facilitate identification of training needs and budget distribution. We plan to run focus groups with staff as part of reviewing he appraisal process and training for managers **(Action 23).**

For a considerable number of years, all academic SBUs have (and are required to have) a clear transparent workload model and these are reported annually to the JNCC. These models cover teaching, research, enterprise and administrative responsibilities, and are also embedded in the appraisal process.

The University conducted a review of its existing workload management in 2013/14 together with a comparator study across peer HEIs. Current practices were viewed positively. The benefits of moving to a more consistent workload modelling were, however, recognised **(Action 24**).

In relation to promotion practices, one interviewee suggested that '*If you present in a certain way, you get hear*d' and another, speaking of individuals unfamiliar with certain institutional and cultural practices, that '*The issue is cultural, too'.* These comments allude to the need to help and empower all individuals to become more familiar with promotion processes. HR is currently developing guidance on progression pathways that will be disseminated to all staff HR will also introduce promotion workshops to further provide support and guidance for staff considering applying for progression (including to Reader/Professor) **(Action 25)**.

One interviewee suggested setting up focus groups for ethnic minority staff to congregate and discuss common issues at the workplace, how they tackled these issues, to discuss questions regarding career progression and generally share their views. In response to this, the Equality Office is in the process of supporting the formation of a Staff Black and Minority Ethnic Network **(**see **Action 5)**. Initially the group will provide a safe and supportive peer-run environment for staff to network and discuss issues of specific interest that have an effect on them.

One common observation made by interviewees was that staff are '*at the behest*' of line managers and that *'it is all down to the line managers and how willing they are'*. A more specific concern that emerged from the survey and interviews is that small internal roles are not advertised across the school and that at times managers '*pre-decide*' who gets the job. One interview participant stated '*you can only have opportunities if you are given them. If the same few people get them, you don't stand a chance. It is disheartening. The same ones will be given a task'*. Another interviewee suggested in relation to this that 'managers are not being monitored enough' and another claimed that '*what is compulsory for managers is poor and poorly monitored. When I talk to people having trouble with line managers, the complaint falls down at the first hurdle, as line managers claim they didn't know'*. In response to such accounts we will review the appraisal process and specifically the nature and quality of feedback on and from managers to inform their annual appraisals **(**see **Action 23).**

6e   Description of how career development and promotion is considered by individual departments and how they are accountable for outcomes in their area

All academic and professional SBUs in the University have a dedicated HR Business Partner assigned to them. The HR Business Partner ensures consistency in the application of the University's policies and regulations and to promote good practice in career development and promotion.

The Annual Planning Round comprises a report from each academic and professional SBU on staff development and People/HR planning which evaluates progress against objectives for the preceding year and activities and planning for the year ahead. The University's new *Strategic Plan 2015-2020* (see Figure 6e.i) puts people at its heart and the planning round template has recently been updated to extend People to cover a five-year period.

Figure 6e.i Diagrammatic representation of the University's Strategic Plan 2015-2020

The Annual School Student Experience Report (ASSER) for Academic Schools, audited by SEEC, also reports on staff development, HEA membership, and learning and teaching development activity.

As noted in 6d, career development is a key element of the appraisal process and informs SBU planning and the ASSER.

The Staff Survey, conducted on a five-year cycle, provides feedback on career development and promotion opportunities from staff at SBU and University levels and is amenable to analysis by protected characteristics. SBUs have Action Plans based on the Staff Survey and these are monitored by HR and CEG.

Actions:
Action 23: Review the appraisal process and training for managers.
Action 24: Move towards a consistent approach to workload management.
Action 25: Formalise support and develop guidance on progression pathways for academic staff.

---

7   Student pipeline

The University has a long-established Student Performance Monitoring Group (SPMG) that takes dedicated responsibility monitoring University and School level data relating to changes in the student population, applications, admissions and withdrawals, failure rates, progression, and achievement. This group reports directly to SEEC, a committee of the University's Academic Board and has been commended in QAA Institutional Audit. The membership of SPMG includes *inter alia* the Head of Equality, the Academic Registrar, an expert statistician, the Director of Learning and Teaching, and is chaired by the Deputy Director of Academic Quality Assurance.

SPMG reviews data through a range of protected characteristics (ethnicity, gender, disability, age) as well as by fee status. The analysis focuses on four main ethnic groupings but the data does allow SPMG to drill down to the level of sub-ethnic groupings. Programme level data is available to SPMG to assist in identifying and addressing areas of concern.

SPMG carries out more detailed analysis involving the consideration of ethnic groups against other protected characteristics.

In respect of ethnicity, SPMG uses the following data sets for purposes of monitoring and action planning:

- Offers to application ratios;
- Module passes and failure rates;
- Withdrawal data;
- Progression data;
- Good degrees (from next year this will also be presented against entry profile in an attempt to measure differences in value added);
- Academic appeals and complaints.

Thresholds are put in place and, where trend data suggests there is a concern, Schools are required to incorporate actions and monitoring arrangements in their Annual School Reports.

SPMG's periodic reports to SEEC identify key findings and critical trends to inform effective action planning at University, School, and in some cases, Programme levels.

Trend analysis instigated the University's involvement in the HEA Summit Programme, and subsequent Inclusive Cultures Project, and the instigation of our own *BME Success Project* (see section 8 for details).

Table 7.i shows the declared ethnic diversity of the entire student population. Subsequent sections analyse this data in greater detail, with a focus on particular schools where there are illustrative points and issues.

	UG		PGR		PGT		Total	Total %
	N	%	N	%	N	%		
White	9,870	49.9	320	63.3	2,990	59.5	13,180	52.1
Mixed	840	4.3	10	2.2	120	2.4	980	3.9
Asian or Asian British - Indian	1,550	7.9	40	6.9	290	5.8	1,880	7.4
Asian or Asian British - Pakistani	820	4.2	<10	1.6	170	3.5	1,000	4.0
Asian or Asian British - Bangladeshi	390	2.0	<10	0.6	30	0.6	420	1.7
Other Asian background	980	5.0	30	5.1	190	3.8	1,200	4.7
Black or Black British - Caribbean	660	3.3	<10	0.8	90	1.8	750	3.0
Black or Black British - African	2,330	11.8	40	8.1	430	8.6	2,810	11.1
Other Black background	170	0.8	<10	0.8	50	0.9	220	0.9
Chinese	1,000	5.0	10	2.2	390	7.7	1,390	5.5
Other Ethnic background	790	4.0	30	6.1	180	3.5	990	3.9
Information refused	370	1.9	10	2.6	90	1.9	470	1.9
Total	19,760	100	510	100	5,030	100	25,300	100

Table 7.i All University student body by ethnic group

7a   Details of the ethnic profile (by specific ethnic group where possible) of our institution's undergraduate student body

Table 7a.i shows the undergraduate student population by ethnic group for the whole University. The University's undergraduate body is ethnically diverse with relatively stable numbers across the majority of ethnic groups, against an overall fall in numbers of some 2140 students over the three-year period. There is also relative stability in the overall proportion of Home/EU to Overseas students over this time.

The number of White Home/EU students has increased with a 2% rise between 2012 and 2013.

The University's largest Home/EU minority ethnic groups are Black/Black British (13.13%) and Asian/Asian British (13.84%); these Charts have remained relatively stable over the three years considered. The University's largest Overseas minority ethnic groups are Chinese (3.89%), Asian/Asian British (3.40%) and Black/Black British (2.96%).

The proportion of Chinese Home/EU population shows a decline over the three-year period in the number of Home/EU Chinese students (from 1.61% in 2011/12 to 0.86% in 2012/13) compared with the Overseas Chinese population which has remained relatively stable (3.85% in 2011 and 3.89% in 2013/14).

There is a sizeable number of students who are reporting against the 'Not known/Information Refused' designation. In 2011 this was 1,440 students (5.81%) and in 2013 1,270 students (5.61%). The University will work towards improving the overall number of students disclosing their ethnic identity to better support the promotion of race equality (see **Action 9**).

	Ethnic group	2011/12		2012/13		2013/14	
		N	%	N	%	N	&
Home/EU	Asian/Asian British	3540	14.28	3105	13.53	3135	13.84
	Black/Black British	3390	13.67	3080	13.42	2975	13.13
	Chinese	400	1.61	170	0.74	195	0.86
	Mixed	875	3.53	820	3.57	825	3.64
	Not Known/Information Refused	880	3.55	1050	4.57	895	3.95
	Other Ethnic background	725	2.92	660	2.88	645	2.85
	White	11025	44.47	10085	43.93	10375	45.81
Overseas	Asian/Asian British	930	3.75	855	3.72	770	3.40
	Black/Black British	680	2.74	685	2.98	670	2.96
	Chinese	955	3.85	890	3.88	880	3.89
	Mixed	125	0.50	170	0.74	215	0.95
	Not Known/Information Refused	560	2.26	655	2.85	375	1.66
	Other Ethnic background	390	1.57	410	1.79	320	1.41
	White	315	1.27	320	1.39	375	1.66
	Total	**24790**	**100**	**22955**	**100**	**22650**	**100**

Table 7a.i: All University undergraduate student body by ethnic group

The undergraduate ethnic makeup of the University's ten academic schools varies considerably, reflecting the academic portfolio and the business drivers of individual schools.

Broadly speaking there is a relationship between the ethnic diversity of the staffing in certain schools (see Table 4a.ii (p.14) and Table 7a.ii) and that of the undergraduate student population. For example, the Schools of Computer Science, Engineering and Technology, Life and Medical Science, and Law have both ethnically diverse staff and student populations. In the case of Life and Medical Sciences (see Table 7a.ii) there is general growth in the diversity of all ethnic groups.

	Ethnic group	2011/12		2012/2013		2013/14	
		N	%	N	%	N	%
Home/EU	Asian/Asian British	670	22.22	690	22.70	655	22.74
	Black/Black British	405	13.43	410	13.49	395	13.72
	Chinese	20	0.66	20	0.66	25	0.87
	Mixed	120	3.98	115	3.78	120	4.17
	Not Known/Information Refused	115	3.81	105	3.45	80	2.78
	Other Ethnic background	140	4.64	160	5.26	170	5.90
	White	1345	44.61	1365	44.90	1295	44.97
Overseas	Asian/Asian British	90	2.99	80	2.63	50	1.74
	Black/Black British	55	1.82	40	1.32	35	1.22
	Chinese	15	0.50	10	0.33	10	0.35
	Mixed	5	0.17	5	0.16	5	0.17
	Not Known/Information Refused	5	0.17	5	0.16	5	0.17
	Other Ethnic background	25	0.83	25	0.82	20	0.69
	White	5	0.17	10	0.33	15	0.52
	Total	**3015**	**100**	**3040**	**100**	**2880**	**100**

Table 7a.ii: School of Life and Medical Sciences undergraduate student body by ethnic group

The three schools were identified as showing a lack of ethnic diversity amongst both staff and undergraduate student groups: the Schools of Creative Arts, Education, and Humanities.

Understandably, the School of Education, with its focus on Initial Teacher Education (ITE), recruits relatively few Overseas undergraduate students (c. 20 in each of the three years analysed). Table 7a.iii shows only the School's Home/EU undergraduate ethnic profile.

	Ethnic group	2011/12		2012/13		2013/14	
		N	%	N	%	N	%
Home/EU	Asian/Asian British	80	6.11	70	6.36	90	7.47
	Black/Black British	45	3.44	40	3.64	40	3.32
	Chinese	10	0.76	5	0.45	5	0.41
	Mixed	35	2.67	25	2.27	30	2.49
	Not Known/Information Refused	105	8.02	95	8.64	60	4.98
	Other Ethnic background	20	1.53	25	2.27	25	2.07
	White	985	75.19	820	74.55	940	78.01
	Total	**1280**	**100**	**1080**	**100**	**1190**	**100**

Table 7a.iii: School of Education Home/EU undergraduate student body by ethnic group

The School of Education is conscious of the need to strengthen its staff and student diversity. The latter is especially important given the multi-ethnic and multi-cultural makeup of many of the primary and secondary schools in which graduates will be teaching. The School has engaged in a range of Department for Education (DfE) and other initiatives, including the University's *BME Success Project*, to identify ways to strengthen the diversity of its staff and student populations.

The School of Creative Arts and the School of Humanities also share a desire to improve the ethnic diversity of their schools. In 2013, the School of Creative Arts had a Home/EU White population of 56.76% (1700 out of 2995 students). The School of Humanities (see Table 7a.iv) is an example of the need to explain and contextualise data. There is an apparently strong diversity of students on the School's undergraduate programmes. However, this is explained by the large cohorts of Overseas students, especially Chinese students, studying on the School's foundation and language programmes and the anomalous recording of 230 Chinese students in 2011. The SAT will receive reports from SPMG to initiate discussions regarding student ethnicity profiles directly with academic and professional SBUs **(Action 26).**

	Ethnic group	2011/12		2012/2013		2013/14	
		N	%	N	%	N	%
Home/EU	Asian/Asian British	290	10.36	215	9.35	190	9.27
	Black/Black British	335	11.96	235	10.22	200	9.76
	Chinese	230	8.21	10	0.43	5	0.24
	Mixed	115	4.11	100	4.35	80	3.90
	Not Known/Information Refused	85	3.04	60	2.61	40	1.95
	Other Ethnic background	50	1.79	45	1.96	35	1.71
	White	925	33.04	855	37.17	750	36.59
Overseas	Asian/Asian British	115	4.11	100	4.35	105	5.12
	Black/Black British	35	1.25	25	1.09	35	1.71
	Chinese	340	12.14	350	15.22	290	14.15
	Mixed	35	1.25	35	1.52	35	1.71
	Not Known/Information Refused	35	1.25	25	1.09	10	0.49
	Other Ethnic background	50	1.79	60	2.61	80	3.90
	White	160	5.71	185	8.04	195	9.51
	Total	**2800**	**100**	**2300**	**100**	**2050**	**100**

Table 7a.iv: School of Humanities undergraduate student body by ethnic group

The representation of this data without the Overseas students is given in Table 7a.v and shows a significantly large population of Home/EU White students. This said, the presence of sizeable Asian/Asian British and Black/Black British populations may, in part, be due to the broadening of its curriculum to include Mass Communications, Journalism, Film, and Religious Studies and to the presence of the University Joint Honours programme within the School.

	2011/12		2012/13		2013/14	
Ethnic group	**N**	**%**	**N**	**%**	**N**	**%**
Asian/Asian British	290	14.29	215	14.14	190	14.62
Black/Black British	335	16.50	235	15.46	200	15.38
Chinese	230	11.33	10	0.66	5	0.38
Mixed	115	5.67	100	6.58	80	6.15
Not Known/Information Refused	85	4.19	60	3.95	40	3.08
Other Ethnic background	50	2.46	45	2.96	35	2.69
White	925	45.57	855	56.25	750	57.69
Total	**2030**	**100**	**1520**	**100**	**1300**	**100**

(The leftmost label **Home/EU** spans the ethnic-group rows.)

Table 7a.v: School of Humanities Home/EU undergraduate student body by ethnic group

The School of Physics, Astronomy and Mathematics has a very small population of overseas undergraduate students (6.6%, 30 out of 455 students in 2013) but, as Table 7a.vi shows, a Home/EU profile with about 75% of students being drawn from two ethnic groups: White and Asian/Asian British. It is also worth noting that the increase in the number and percentage of White students over the three-year period has been almost matched by a decrease in Asian/Asian British students **(**see **Action 26)**.

	2011/12		2012/2013		2013/14	
Ethnic group	**N**	**%**	**N**	**%**	**N**	**%**
Asian/Asian British	100	23.26	105	22.58	85	18.68
Black/Black British	20	4.65	25	5.38	30	6.59
Other Ethnic background	15	3.49	15	3.23	15	3.30
White	235	54.65	255	54.84	265	58.24
Total:	370	86.5	400	85.03	395	86.81

(The leftmost label **Home/EU** spans the ethnic-group rows.)

Table 7a.vi: School of Physics, Astronomy, and Mathematics undergraduate student body by ethnic group

A similar pattern can be observed in the School of Health and Social Work where Table 7a.vii shows that proportion of students from three ethnic groups now makes up 90.97% of the undergraduate population (a figure that has increased by 4% over the preceding two years). The School has the largest Black/British population of students in the University. Many of these programmes are linked to NHS training agreements, and reflect the ethnic diversity of the NHS where 16% of staff are BME **(**see **Action 26).**

	(8378)					
	2011/12		2012/13		2013/14	
Ethnic group	**N**	**%**	**N**	**%**	**N**	**%**
Asian/Asian British	380	8.48	310	7.81	350	8.65
Black/Black British	905	20.20	915	23.05	920	22.74
White	2595	57.92	2280	57.43	2410	59.58
Total:	3880	86.6	3505	88.29	3680	90.97

(The leftmost label **Home/EU** spans the ethnic-group rows.)

Table 7a.vii: School of Health and Social Work undergraduate student body by ethnic group

The Business School and the School of Engineering and Technology have the largest proportions of overseas students in the University.

In 2013 21.6% of the Business School's undergraduate students were from overseas (950 out of 4400 students), with 6.48% (285) being Chinese, 4.89% (215) Black/Black British and 3.52% (155) Asian/Asian British. This has remained reasonably stable over the three-year period. With the exception of the

Chinese students, these Overseas groups are matched by Home/EU ethnic groups of larger numbers. In the case of Home/EU Chinese students there have been only 50 students in each of the three years.

In the School of Engineering and Technology, 25.38% of their 2013 undergraduate students were from overseas (415 out of 1635 students), with 12.54% (205) being Asian/Asian British, and 7.34% (120) Chinese. The former has remained reasonably stable over the three-year period, but the number of Chinese overseas students has doubled. Meanwhile, the number of Home Chinese students has gone down from 20 students to 15 (0.92%) over the same period (see **Action 26**).

For both the Business School, and the School of Engineering and Technology, in particular, there are issues in ensuring the effective integration of large cohorts of international students, especially where there these are made up of sizeable contingents of particular ethnic groups. There are also challenges in ensuring that students are fully supported in the transition between cultures and from one pedagogical environment to another; see section 8 for more details.

The overall picture of the undergraduate ethnicity profile at the University is one of considerable diversity. However, each school has a particular profile and, within these, academic programmes also have a unique profile. There are excellent examples of cultural activities within Schools and within the Students' Union. For example, within Life and Medical Sciences dietetics students put together a cultural calendar of celebration and festival foods for staff to include in their teaching. The challenge in the future is to meet the needs, extend, challenge and draw further on the strengths of the ethnic and cultural experiences of our students, to fully leverage 'cultural capital' to enable students and staff to benefit from the diversity outside their own programmes, schools and cultural experiences (see **Action 8)**.

7b   Details of the ethnic profile (by specific ethnic group where possible) of undergraduate students' continuation rates through their course (i.e. progression rates from one year to the next to graduation).

Progression, completion and dropout rates are regularly monitored at programme level at University and School level through SPMG.

Table 7b.i shows this data for undergraduate population by ethnic group. For ease of presentation, progression in this table includes: progression on the same programme/course to another course/programme within the University, to another course/programme at another HEI, and students undertaking referred/deferred assessment (i.e. staying on the same programme but repeating).

Areas where there may be concerns have been highlighted in pink to indicate where a dropout rate exceeds 10%. Issues identified in Table 7b.i are addressed in subsequent sections.

	Ethnic group	2011/2012				2012/2013				2013/2014			
		N	Completed	Progressing	Drop Out	N	Completed	Progressing	Drop Out	N	Completed	Progressing	Drop Out
Home/EU	Asian/Asian British	3555	36%	54%	10%	3105	32%	60%	8%	3135	36%	54%	10%
	Black/Black British	3385	29%	59%	12%	3080	31%	60%	10%	2975	29%	59%	12%
	Chinese	420	64%	27%	10%	170	33%	63%	4%	195	27%	55%	18%
	Mixed	865	31%	61%	8%	820	29%	63%	9%	825	31%	60%	9%
	Not Known/Information Refused	1000	20%	57%	23%	1050	19%	66%	15%	895	19%	57%	23%
	Other Ethnic background	670	30%	62%	8%	660	30%	61%	9%	645	29%	64%	8%
	White	11005	30%	58%	12%	10085	34%	59%	7%	10375	30%	58%	12%
Overseas	Asian/Asian British	945	2%	96%	2%	855	49%	43%	8%	770	2%	95%	3%
	Black/Black British	740	13%	84%	3%	685	34%	56%	9%	670	12%	85%	3%
	Chinese	990	1%	98%	1%	890	87%	11%	3%	880	1%	96%	2%
	Mixed	215	19%	78%	3%	170	38%	52%	10%	215	19%	78%	3%
	Not Known/Information Refused	710	20%	73%	7%	655	38%	45%	17%	375	23%	67%	10%
	Other Ethnic background	370	13%	82%	4%	410	64%	30%	5%	320	12%	83%	5%
	White	315	2%	96%	2%	320	72%	23%	5%	375	2%	95%	2%
Total		25185				22955				22650			

Table 7b.i: University undergraduate progression rates by ethnic group

Overall, this illustrates the relative success of Overseas students when compared with Home/EU students in terms of dropout rates. This is particularly marked in respect of Chinese Overseas and Chinese Home/EU students, where dropout rates for the former have never exceeded 3% in the three-year period, and yet peaked for the latter at 18% in 2013/14. There is a similar disparity between Overseas and Home/EU Black British and Overseas and Home/EU White students. More marked, however, are the persistent higher dropout rates for Home Black/Black British and White students.

Reducing the number of those students reported as 'Not Known/Information Refused', would serve to provide clearer assessment of emergent issues. There is a need to ensure students are aware of the reasons for the collection of ethnicity data and the confidentiality of that data **(**see **Action 9)**.

The following set of tables (Table 7b.ii – Table 7b.ix) are exception reports for Home/EU and Overseas students by ethnic group, showing those schools where dropout rates in any one year have exceeded 10%.

Among Home/EU students dropout rates are increasing for all ethnic groups across the majority of the Schools (Tables 7b.ii, 7biii, 7b.iv, 7b.v). A degree of caution is required in the interpretation of the data as some high percentages relate to small numbers of students.

SPMG is alert to this data, the specific points at which students are dropping out, and Schools are being asked to review their data, and their support systems **(**see **Action 26)**. We will also work with other HEIs taking part in the HEA Retention and Attainment Strategic Enhancement Programme (**Action 27**).

School		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Business School	815	34%	59%	93%	7%	765	35%	55%	90%	10%	665	28%	60%	87%	13%
	Computer Science	170	32%	49%	81%	19%	135	29%	59%	89%	11%	130	20%	62%	82%	18%
	Creative Arts	270	27%	57%	85%	16%	225	34%	51%	85%	15%	195	24%	60%	84%	16%
	Education	35	26%	56%	82%	18%	40	51%	35%	85%	15%	40	15%	67%	82%	18%
	Engineering and Technology	165	32%	57%	88%	12%	140	33%	57%	89%	11%	135	33%	48%	81%	19%
	Health and Social Work	865	23%	62%	85%	15%	915	29%	65%	94%	6%	920	23%	64%	87%	13%
	Humanities	345	37%	53%	90%	10%	240	31%	56%	87%	13%	210	40%	49%	89%	11%
	Law	310	27%	58%	84%	16%	185	32%	56%	89%	11%	255	18%	61%	79%	21%
	Life and Medical Sciences	390	30%	61%	91%	9%	410	23%	68%	91%	9%	395	28%	58%	86%	14%

Table 7b.ii Exception report for undergraduate Home/EU Black/Black British progression rates

School		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Computer Science	210	31%	53%	84%	16%	180	26%	64%	90%	10%	220	23%	68%	90%	10%
	Creative Arts	205	30%	58%	88%	12%	180	34%	58%	92%	8%	170	28%	60%	89%	11%
	Education	75	39%	43%	81%	19%	70	36%	55%	91%	9%	90	22%	61%	82%	18%
	Engineering and Technology	245	37%	54%	91%	9%	220	33%	58%	91%	9%	225	30%	57%	87%	13%
	Health and Social Work	355	42%	35%	77%	23%	310	34%	56%	90%	10%	350	23%	58%	81%	19%
	Law	385	34%	50%	84%	16%	235	31%	61%	92%	8%	300	23%	57%	80%	20%
	Physics, Astronomy and Mathematics	95	16%	76%	93%	7%	105	30%	54%	85%	15%	85	34%	57%	91%	9%

Table 7b.iii Exception report for undergraduate Home/EU Asian/Asian British progression rates

School		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Computer Science	10	33%	58%	92%	8%	20	42%	46%	88%	12%	15	29%	57%	86%	14%
	Creative Arts	30	17%	60%	78%	22%	20	27%	64%	91%	9%	25	28%	54%	82%	18%
	Engineering and Technology	20	30%	70%	100%	0%	20	50%	50%	100%	0%	15	35%	53%	88%	12%
	Health and Social Work	15	24%	65%	89%	11%	15	35%	57%	92%	8%	15	18%	71%	89%	11%
	Humanities	230	96%	2%	98%	2%	10	27%	64%	91%	9%	5	43%	43%	86%	14%
	Law	35	4%	22%	25%	75%	5	20%	80%	100%	0%	35	7%	15%	22%	78%
	Physics, Astronomy and Mathematics	5	33%	67%	100%	0%	5	50%	50%	100%	0%	5	0%	75%	75%	25%

Table 7b.iv Exception report for undergraduate Home/EU Chinese progression rates

		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Business School	1655	31%	56%	87%	13%	1475	38%	56%	94%	6%	1500	36%	56%	92%	8%
	Computer Science	435	34%	57%	91%	9%	430	30%	60%	91%	9%	435	31%	58%	89%	11%
	Creative Arts	1960	30%	61%	91%	9%	1610	34%	59%	93%	7%	1700	32%	58%	89%	11%
	Education	940	32%	57%	89%	11%	820	34%	61%	95%	5%	940	37%	50%	87%	13%
	Engineering and Technology	705	28%	64%	92%	8%	690	33%	59%	92%	8%	685	29%	56%	86%	14%
	Health and Social Work	2440	31%	52%	82%	18%	2280	37%	55%	92%	8%	2410	33%	50%	83%	17%
	Law	390	21%	70%	91%	9%	280	30%	61%	91%	9%	360	23%	65%	87%	13%

Table 7b.v Exception report for undergraduate Home/EU White progression rates

Again, the need to work with students to promote disclosure of ethnicity to further strength race equality monitoring and action planning is borne out by Table 7b.vi which displays the progression rates for Home/EU students whose ethnicity is not known **(**see **Action 9)**.

		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Business School	95	26%	52%	77%	23%	85	46%	41%	87%	13%	75	46%	40%	86%	14%
	Creative Arts	415	8%	63%	71%	29%	430	11%	78%	89%	11%	410	9%	62%	71%	29%
	Education	35	26%	56%	82%	18%	40	51%	35%	85%	15%	40	15%	67%	82%	18%
	Engineering and Technology	35	36%	52%	88%	12%	45	21%	64%	86%	14%	45	37%	36%	72%	28%
	Health and Social Work	85	24%	42%	66%	34%	120	33%	34%	67%	33%	75	23%	43%	66%	34%
	Law	55	17%	65%	82%	18%	40	10%	77%	87%	13%	45	31%	52%	83%	17%
	Life and Medical Sciences	90	16%	65%	81%	19%	105	22%	64%	86%	14%	80	35%	46%	81%	19%

Table 7b.vi Exception report for undergraduate Home/EU Not Known/Information Refused progression rates rates

Among Overseas students, there are notably fewer concerns. Progression rates for the ethnic groups in Tables 7b.vii, 7b.viii, Table 7b.ix are areas of investigation and action within Schools. On the whole these are better than those for certain Home/EU ethnic groups of students. Both the Business School and the School of Engineering and Technology have excellent progression rates for their sizeable populations of Overseas students.

School		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Business School	20	13%	88%	100%	0%	35	38%	50%	88%	12%	40	60%	40%	100%	0%
	Creative Arts	85	1%	93%	94%	6%	50	48%	43%	92%	8%	80	29%	53%	82%	18%
	Engineering and Technology	5	0%	100%	100%	0%	5	0%	86%	86%	14%	10	27%	36%	64%	36%
	Health and Social Work	15	22%	67%	89%	11%	15	33%	44%	78%	22%	10	46%	38%	84%	17%
	Life and Medical Sciences	5	0%	100%	100%	0%	10	44%	56%	100%	0%	15	38%	31%	69%	31%
	Physics, Astronomy and Mathematics	0	0%	0%	0%	0%	5	0%	100%	100%	0%	5	0%	50%	50%	50%

Table 7b.vii Exception report for undergraduate Overseas White progression rates

School		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Computer Science	70	23%	73%	96%	5%	50	19%	67%	87%	13%	60	42%	46%	88%	12%
	Creative Arts	50	0%	100%	100%	0%	60	51%	33%	83%	17%	35	40%	48%	88%	12%
	Health and Social Work	85	1%	99%	100%	0%	40	48%	31%	79%	21%	15	19%	81%	100%	0%
	Law	100	0%	86%	86%	14%	100	57%	42%	99%	1%	140	60%	22%	83%	17%

Table 7b.viii Exception report for undergraduate Overseas Asian/Asian British progression rates

School		2011/2012					2012/2013					2013/2014				
		N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out	N	Completed	Progressing	Total	Drop Out
School	Computer Science	15	33%	67%	100%	0%	15	44%	56%	100%	0%	15	72%	17%	89%	11%
	Law	30	0%	72%	72%	28%	15	50%	50%	100%	0%	65	70%	17%	87%	13%
	Life and Medical Sciences	15	0%	100%	100%	0%	10	55%	45%	100%	0%	10	50%	33%	83%	17%
	Physics, Astronomy and Mathematics	5	0%	100%	100%	0%	5	20%	60%	80%	20%	10	56%	44%	100%	0%

Table 7b.ix Exception report for undergraduate Overseas Chinese progression rates

7c   Details of the ethnic profile (by specific ethnic group where possible) of our institution's undergraduate degree awarding rates by classification

The University's high-level statistics on undergraduate degree awarding rates by classification and ethnicity are illustrated in Chart 7c.i. This covers a five-year period and, as with ECU reports, uses the definition of a 'Good degree' (i.e. first/2:1).
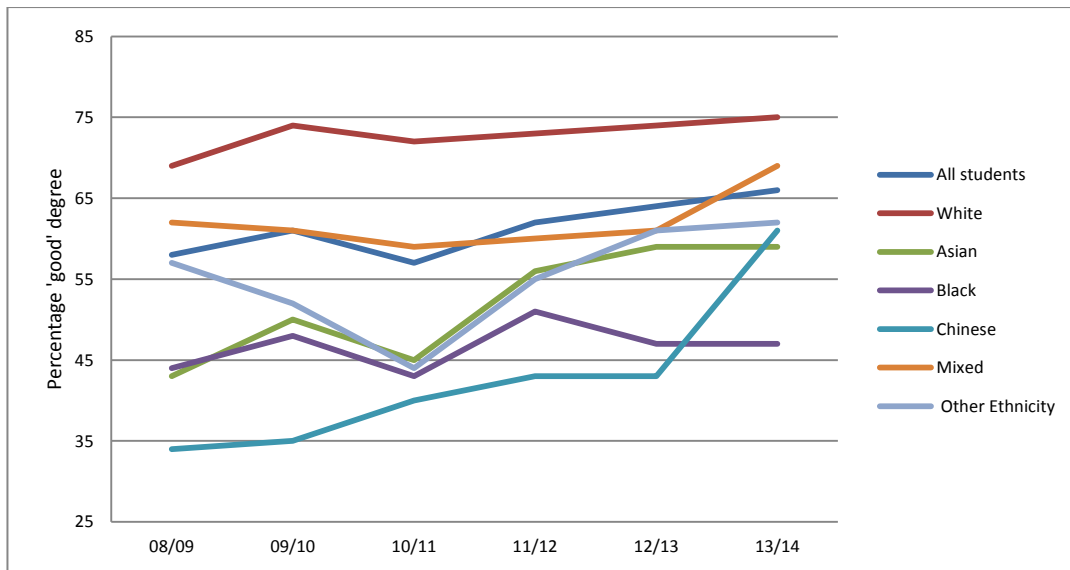
Chart 7c.i All undergraduate students graduating with a 'Good degree' by ethnicity

At the start of this period (2008-2009) the degree attainment gap between White and BME students in terms of a 'Good degree' stood at 24% for the University and 18% nationally. In 2012 the University committed itself through its equality objectives to reduce its attainment gap by 10 percentage points by 2015 and initiated the *BME Success Project*. Currently the attainment gap stands at 17% against a UK gap of 16.8%. Chart 7c.i shows this progressive convergence of the number of 'Good honours' degrees awarded across ethnic groups. The University will, in 2016, set another equality objective to further reduce the attainment gap **(Action 28)**.

Among the major ethnic groups, there is, however, no apparent closing of the attainment gap for Black students and, as Charts 7c.ii and 7c.iii show, this is the case for Home/EU but it is not as marked for Overseas Black students. In response to this, the University will continue to provide and analyse data for programmes and schools and ensure effective action planning and monitoring at programme and school levels **(**see **Action 26)**.
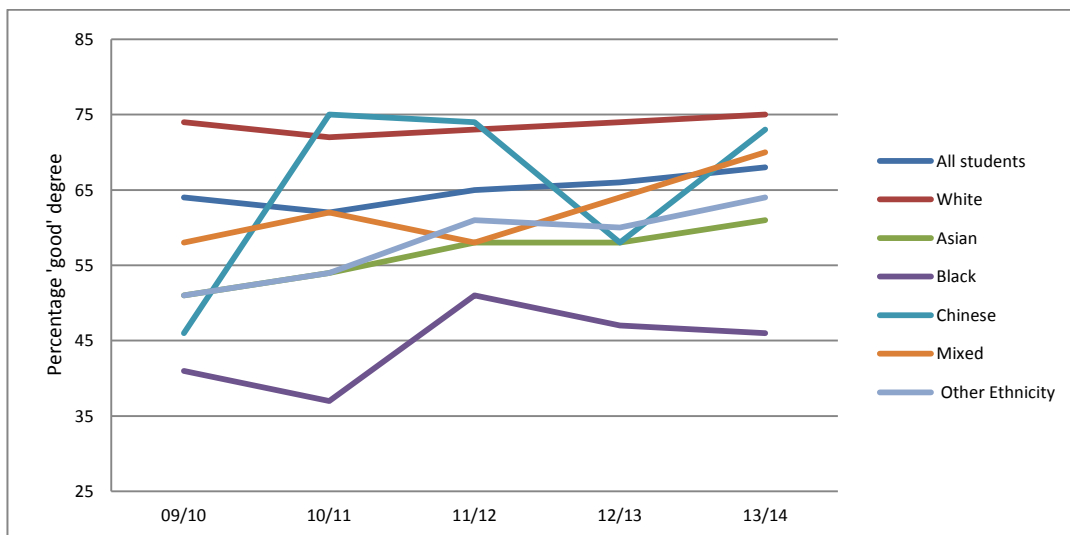
Chart 7c.ii Home/EU students graduating with a 'Good degree' by ethnicity
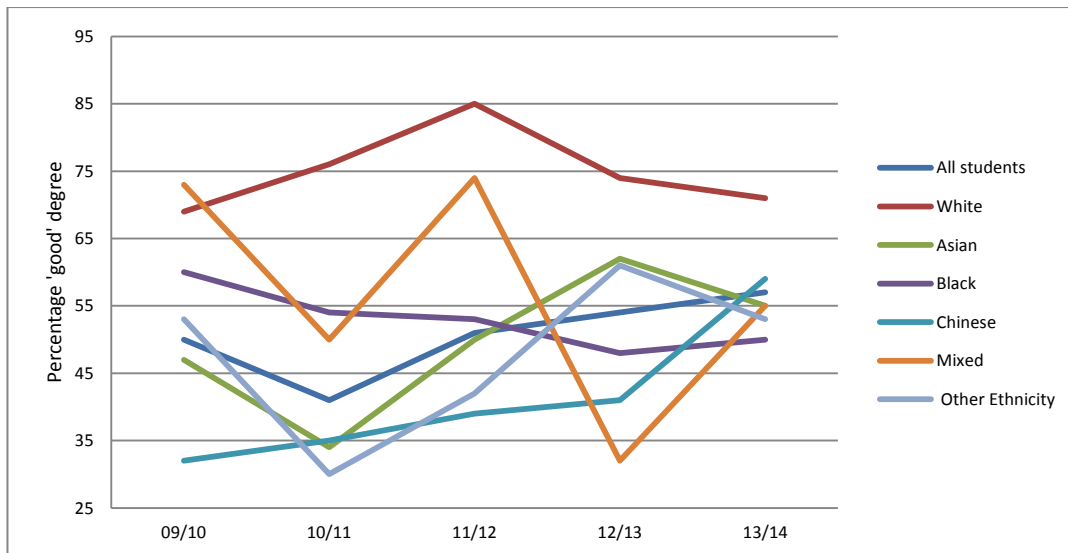
Chart 7c.iii Overseas students graduating with a 'Good degree' by ethnicity

Chart 7c.iv shows the degree awarding classifications for Home/EU students by ethnic group for 2013/14. This data has also been made available at school and programme level, and for Overseas students, from 2008 onwards. At a University level, this shows (notwithstanding the progress achieved to date) the work that remains to be done in closing the attainment gap, but especially in regard to Black/Black British students where, as with Asian/Asian British students, there also appear to be a disproportionate number of 2:2 degrees awarded.

The University will continue to work with Schools and programmes to ensure reducing the attainment gap across all degree classifications remains an institutional priority as well as a priority for staff and students **(**see **Action 28)**.
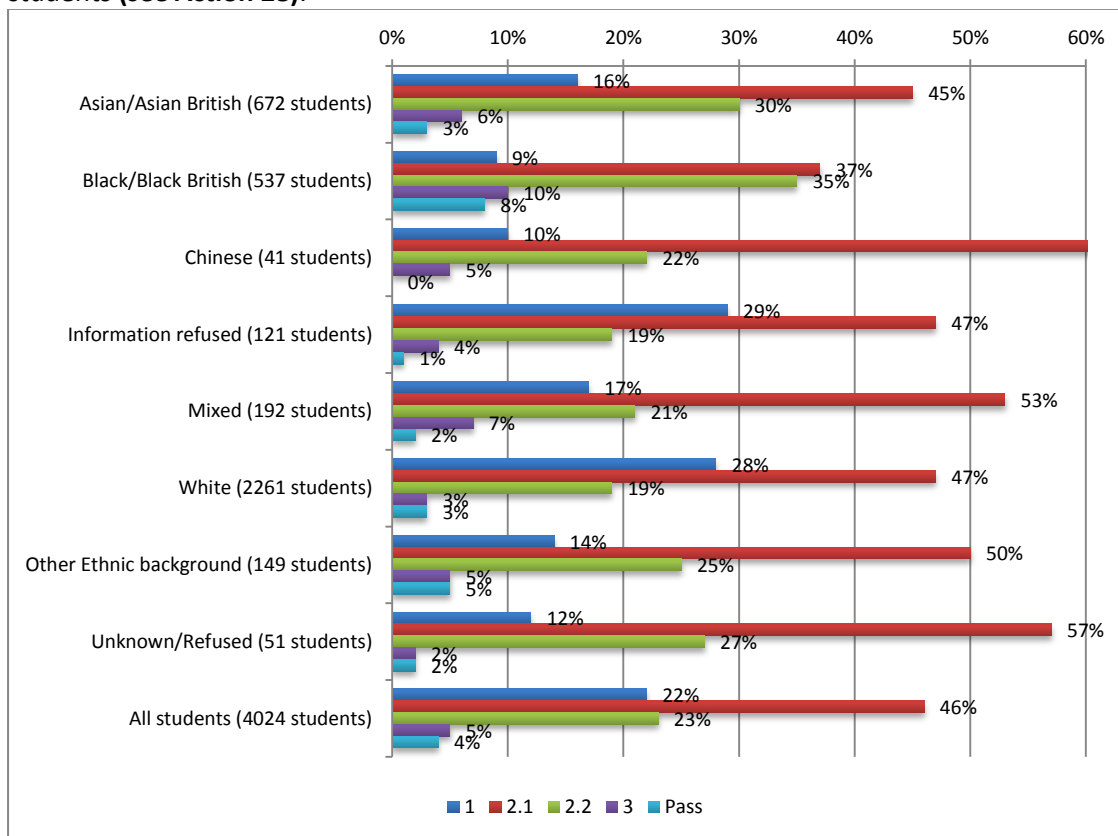
Chart 7c.iv: 2013/14 Undergraduate Home/EU degree awarding rates by classification and ethnic group

Chart 7c.v provides data for Overseas undergraduate students for the same year and by the same ethnic groups. The contrast with the Home/EU data is that there are broadly more equitable outcomes, but work still remains to be accomplished on closing the attainment differential for first class awards.
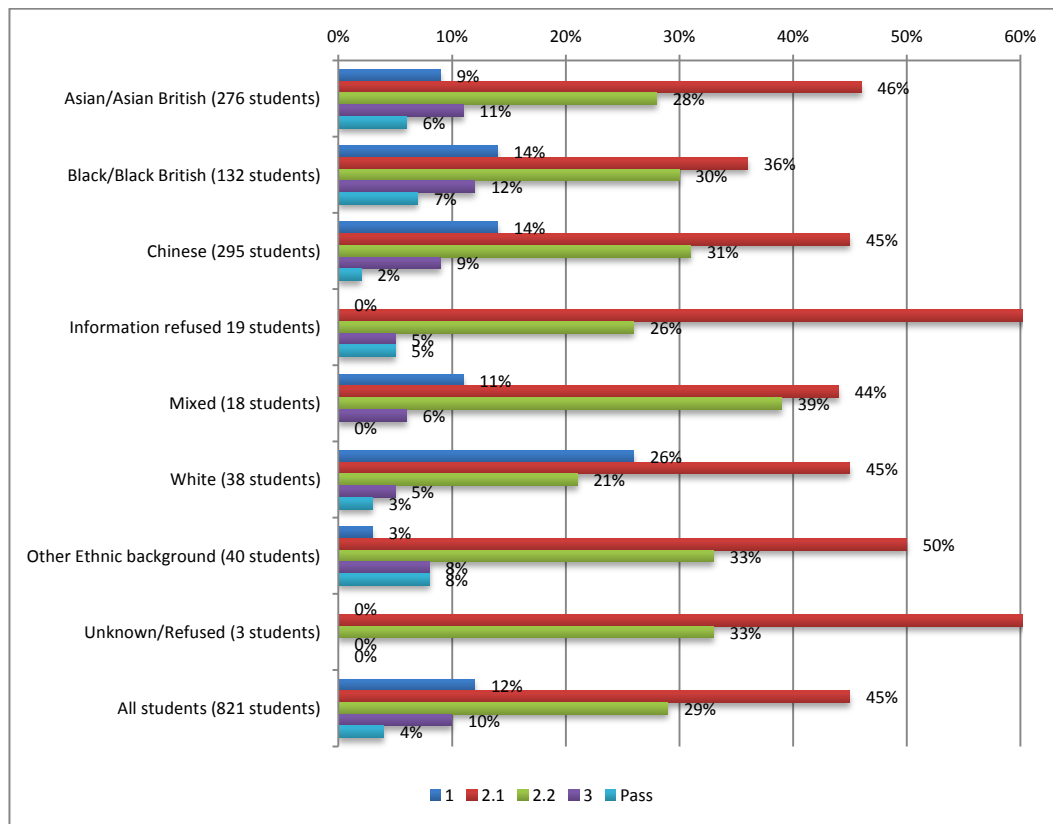
Chart 7c.v: 2013/14 Undergraduate Overseas degree awarding rates by classification and ethnic group

7d   Details of the ethnic profile (by specific ethnic group where possible) of our institution's post-graduate students

Charts 7d.i and 7d.ii show the Home/EU taught postgraduate ethnicity profile for 2011/2012 and 2013/2014. Overall, the number of taught postgraduate students has declined, with particularly marked reductions in the Business School and the School of Education. Whilst the relative proportions of ethnic groups have remained stable in the Business School and in other schools in the University this is not the case in the School of Education.

	Business School	Computer Science	Creative Arts	Education	Engineering and Technology	Health and Social Work	Humanities	Law	Life and Medical Sciences	Physics, Astronomy and Mathematics
Information Refused	15	5	10	5	0	40	0	5	40	0
White	260	30	140	260	15	465	25	15	315	0
Other Ethnic background	10	5	5	5	0	10	0	0	10	0
Mixed	10	5	5	5	0	15	0	0	25	0
Chinese	10	0	0	0	0	0	0	0	5	0
Black/Black British	120	15	5	20	5	115	0	20	55	0
Asian/Asian British	60	15	10	25	5	30	5	15	85	0

Chart 7d.i: 2011/12 Taught masters Home/EU students by ethnic group

	Business School	Computer Science	Creative Arts	Education	Engineering and Technology	Health and Social Work	Humanities	Law	Life and Medical Sciences	Physics, Astronomy and Mathematics
Information Refused	5	5	5	0	0	20	0	0	25	0
White	190	55	110	110	15	455	20	5	270	0
Other Ethnic background	15	0	5	0	0	5	0	0	20	0
Mixed	10	5	5	0	0	10	0	5	15	0
Chinese	0	0	0	0	0	0	0	0	5	0
Black/Black British	65	15	5	5	5	110	5	10	50	0
Asian/Asian British	45	15	5	5	10	25	5	5	75	0

Chart 7d.ii: 2013/14 Taught masters Home/EU students by ethnic group

The number of Overseas taught masters students has also declined over the same three year period as is shown in Charts 7d.iii and 7d.iv.

	Business School	Computer Science	Creative Arts	Education	Engineering and Technology	Health and Social Work	Humanities	Law	Life and Medical Sciences	Physics, Astronomy and Mathematics
Information Refused	25	5	0	0	5	0	0	5	5	0
White	35	10	10	0	5	5	0	10	15	0
Other Ethnic background	80	10	0	0	0	0	0	10	25	0
Mixed	25	5	0	0	5	0	0	5	10	0
Chinese	430	10	10	0	20	0	0	15	10	0
Black/Black British	160	25	5	0	20	0	0	30	40	0
Asian/Asian British	280	100	10	0	110	5	0	25	90	5

Chart 7d.iii: 2011/12 Taught masters Overseas students by ethnic group

	Business School	Computer Science	Creative Arts	Education	Engineering and Technology	Health and Social Work	Humanities	Law	Life and Medical Sciences	Physics, Astronomy and Mathematics
Information Refused	5	0	0	0	0	0	0	0	5	0
White	15	5	5	0	5	0	0	5	15	0
Other Ethnic background	20	10	0	0	15	0	0	10	35	0
Mixed	10	0	0	0	0	0	0	0	10	0
Chinese	285	5	10	30	5	0	0	5	5	0
Black/Black British	95	10	5	0	15	0	0	20	35	0
Asian/Asian British	120	50	10	0	65	5	5	20	60	0

Chart 7d.iv: 2013/14 Taught masters Overseas students by ethnic group

49

It is worth noting that as the students in Chart 7d.iii and 7d.iv will more often than not be taught together, they probably constitute some of the most balanced cohorts in terms of Home/Overseas origins and ethnic groupings.

The number of Home/EU and Overseas Research masters students and their ethnic composition has remained more or less stable over the three year-period. Charts 7d.v and 7d.vi show the Home/EU and Overseas cohorts for the preceding year. There is clear value placed in research masters qualifications by Overseas students. This is very marked in the Schools of Law, Education, and Computer Science. Given the opportunities for progression from research-based masters qualifications to MPhil/PhD degrees and subsequent research and teaching opportunities, the expansion of these routes of study may secure more resilient pipelines for students from all ethnic backgrounds than is the case for taught masters degrees.

	Business School	Computer Science	Creative Arts	Education	Engineering and Technology	Health and Social Work	Humanities	Law	Life and Medical Sciences	Physics, Astronomy and Mathematics
Information Refused	0	0	0	0	0	0	0	0	5	0
White	5	5	5	0	10	10	25	0	45	15
Other Ethnic background	0	0	0	0	5	0	0	0	5	0
Mixed	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Black/Black British	5	0	0	0	0	0	0	0	5	0
Asian/Asian British	0	0	0	0	0	0	0	0	10	0

Chart 7d.v: 2013/14 Research masters Home/EU students by ethnic group

	Business School	Computer Science	Creative Arts	Education	Engineering and Technology	Health and Social Work	Humanities	Law	Life and Medical Sciences	Physics, Astronomy and Mathematics
■ Information Refused	0	0	0	0	0	0	0	0	0	0
■ White	0	5	0	0	0	0	0	5	0	0
■ Other Ethnic background	0	0	0	0	0	0	0	10	5	0
■ Mixed	0	0	0	0	0	0	0	0	0	0
■ Chinese	0	0	0	5	0	0	0	5	0	0
■ Black/Black British	0	5	0	5	0	0	0	20	5	0
■ Asian/Asian British	5	5	0	5	0	0	5	20	10	0

Chart 7d.vi: 2013/14 Research masters Overseas students by ethnic group

A major role is played by the School of Education, the School of Health and Social Work, and the LTIC in recruiting students to other postgraduate awards. The School of Education's work is predominantly in postgraduate initial teacher training and continuing professional development. Chart 7d.vii shows their student numbers by ethnic group over the preceding three years. Whilst the number of students has increased substantially over this time, there has been proportionally more growth in the White population than in other ethnic groups.
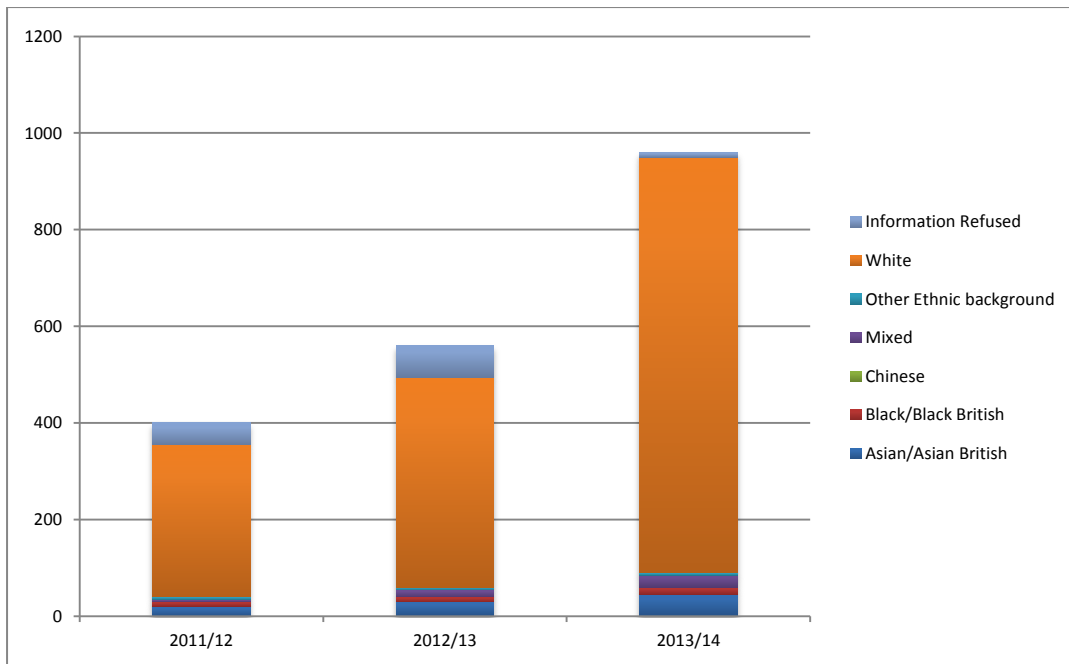
Chart 7d.vii: School of Education 2011/12-2013/14 Other postgraduate Home/EU students by ethnic group

Chart 7d.viii shows a similar, though less marked, pattern in the School of Health and Social Work.
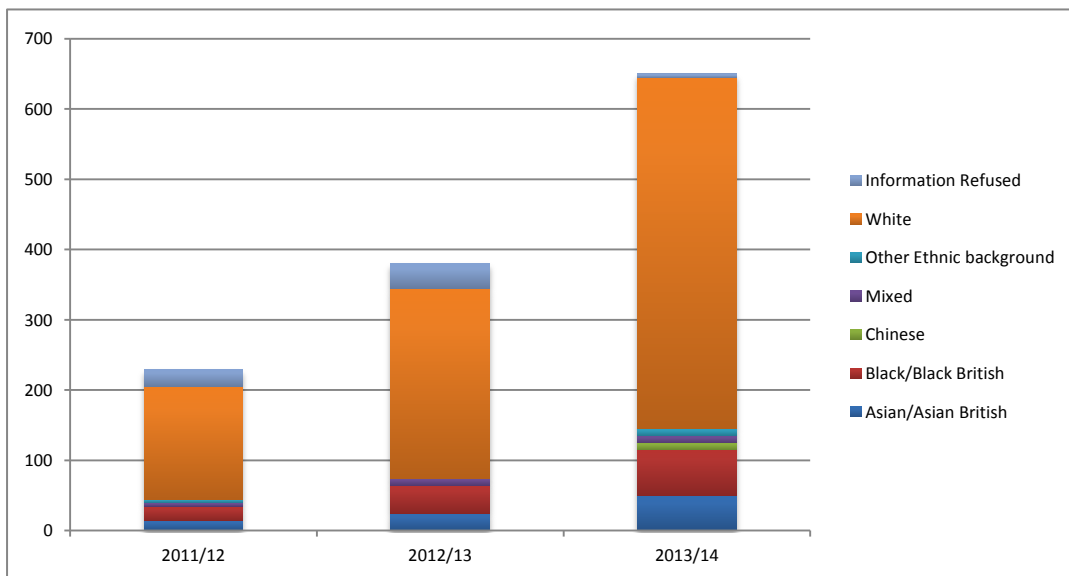
Chart 7d.viii: School of Health and Social Work 2011/12-2013/14 Other postgraduate Home/EU students by ethnic group

The 'other postgraduate' provision of the LTIC (see Chart 7d.ix) shows greater racial diversity and, against an overall decline in numbers of the three years, a capacity to increase the proportion of non-White students. The valuable role that such internal provision plays in opening up access to postgraduate education through its articulation with taught masters programmes.
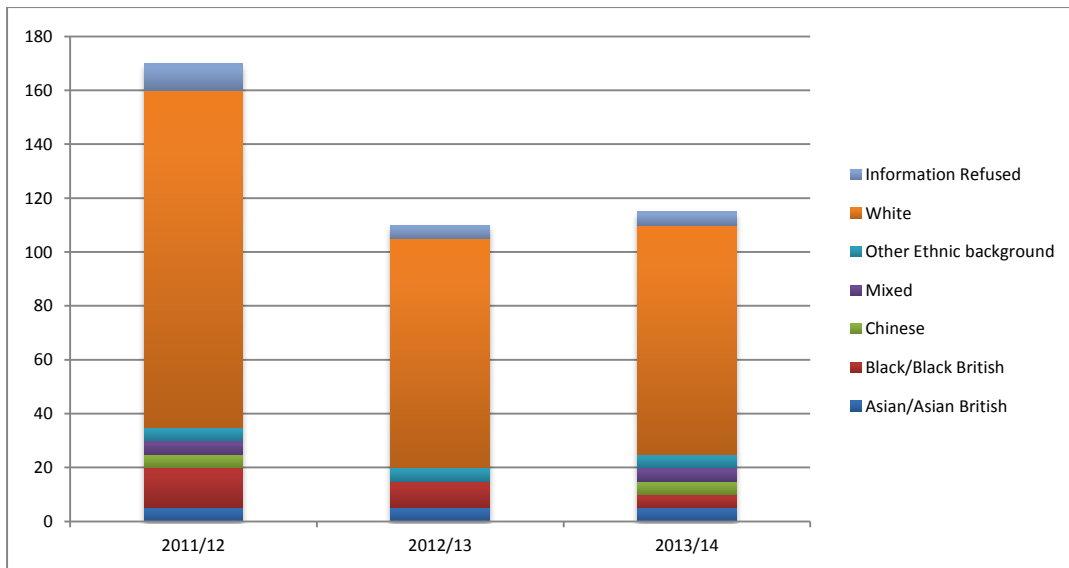
Chart 7d.ix: Learning and Teaching Innovation Centre 2011/12-2013/14 Other postgraduate Home/EU students by ethnic group

Charts 7d.x, 7d.xi, and 7d.xii show the numbers of registered PhD Home/EU students at the University by ethnic group. There is a clear preponderance of White students, with some enrolments from Black/Black British, Asian/Asian British students in the first year of the analysis in the Schools of Life and Medical Sciences, and Education. It is essential to look at means of securing progression from taught and research postgraduate programmes where there is greater ethnic diversity.
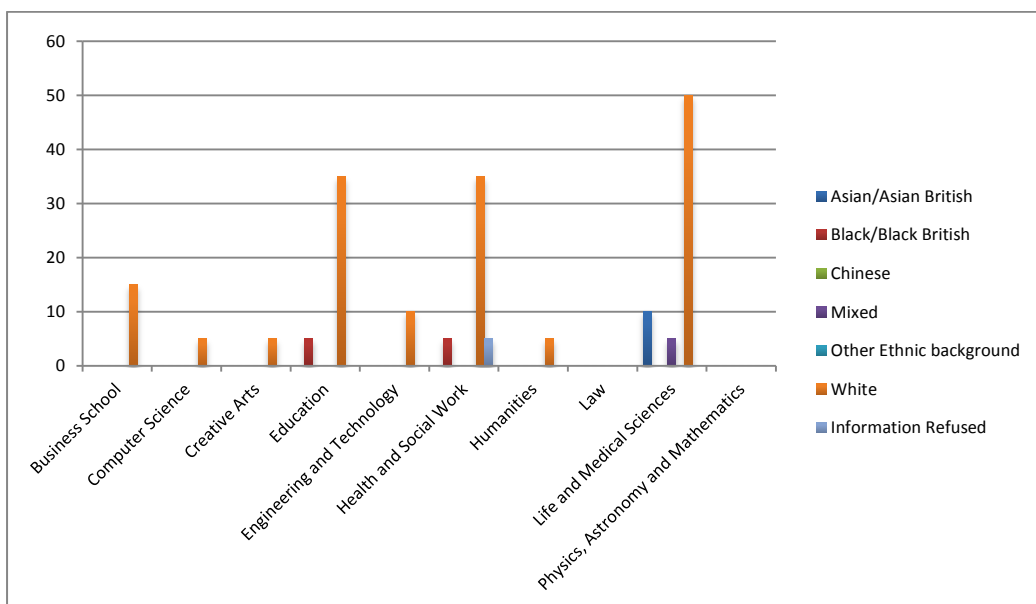
Chart 7d.x: 2011/12 PhD Home/EU students by ethnic group
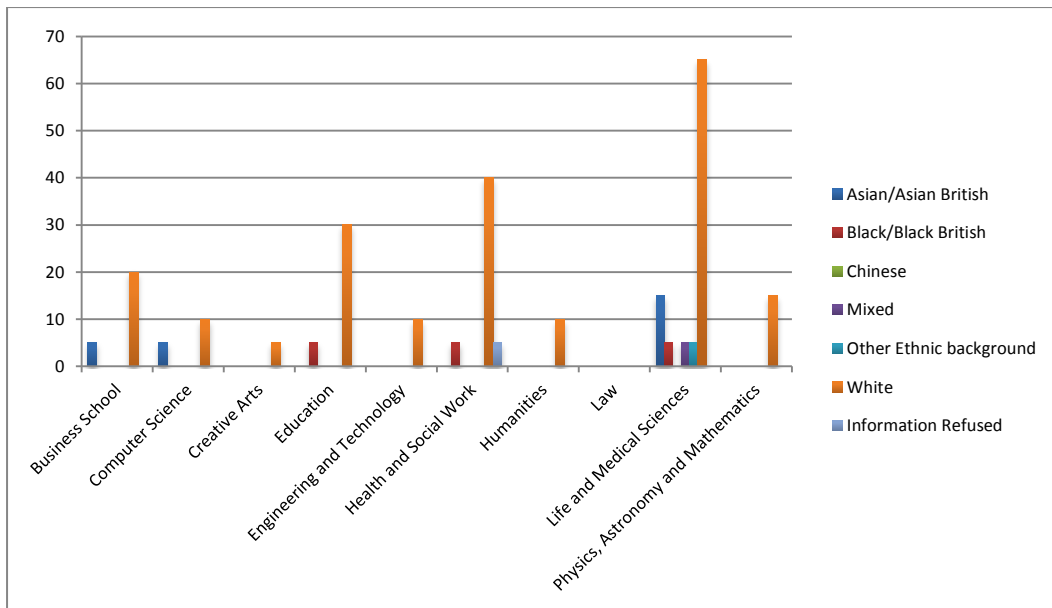
Chart 7d.xi: 2012/13 PhD Home/EU students by ethnic group
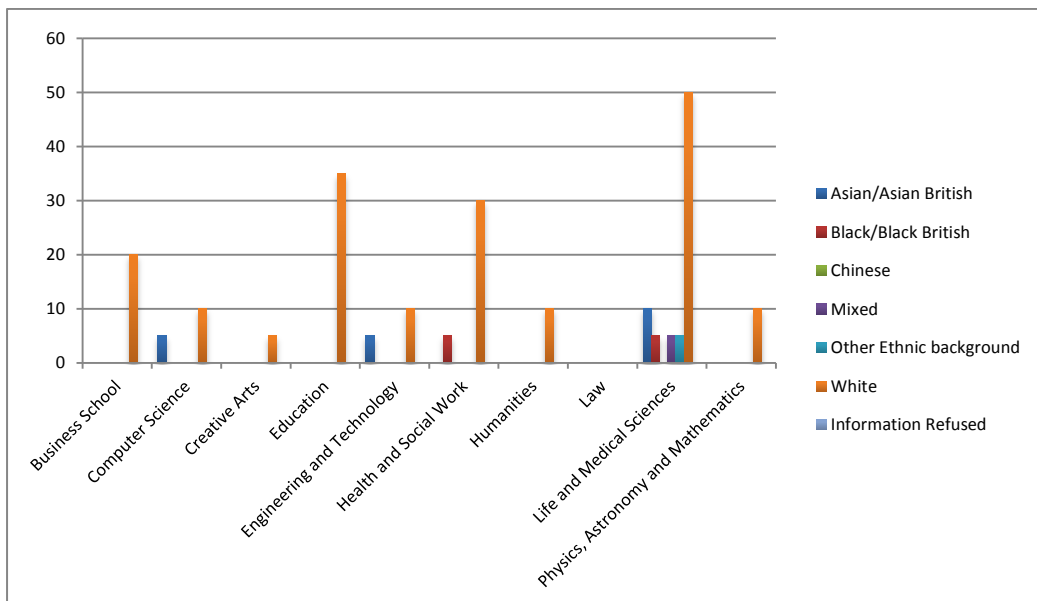
Chart 7d.xii: 2013/14 PhD Home/EU students by ethnic group

The Overseas PhD student population was too small to report in 2011/12, but has grown somewhat over the following two years as is illustrated by Tables 7d.i and 7d.ii, with the presence of Asian/Asian British, Black/Black British and Chinese students across three of the University's schools.

	Asian/Asian British	Black/Black British	Chinese	Mixed	Other Ethnic background	White	Information Refused	Total count
Engineering and Technology	0	5	5	0	0	0	0	10
Life and Medical Sciences	5	0	0	0	0	0	0	5
Total	5	0	0	0	0	0	0	15

Table 7d.i: 2012/13 PhD Overseas students by ethnic group

	Asian/Asian British	Black/Black British	Chinese	Mixed	Other Ethnic background	White	Information Refused	Total count
Computer Science	5	0	0	0	0	0	0	5
Engineering and Technology	5	0	0	0	0	0	0	5
Life and Medical Sciences	5	0	0	0	0	0	0	5
Total	15	0	0	0	0	0	0	15

Table 7d.ii: 2013/14 PhD Overseas students by ethnic group

All research degree students are members of the University's Doctoral College and all these students receive training on our Researcher Development Programme tailored to each phase of study. The RDP maps directly onto Vitae's Researcher Development Framework. We hold a HR Excellence in Research Badge for our training provision and have signed up to the Athena SWAN Charter. In addition to face-to-face programmes throughout the year, students also benefit from online provision as well as Spring and Summer Research Schools. The Doctoral College hosts several social events throughout the year to encourage integration across Schools and to enhance the PGR experience and supervisors and research tutors play an active part in these events. The Doctoral College also delivers mandatory supervisory training for all new supervisors which includes provision on equality and diversity.

7e   Details of the ethnic profile (by specific ethnic group where possible) of our institution's early career researchers (or equivalent grade) broken down as far as possible by UK/non-UK and department/faculty

It has not been possible to undertake analysis of our early career researcher (ECR) cohort, as we are unable to identify these staff members through our HR data system. We will develop a system to address this (**Action 29**).

7f   Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education with specific reference to individual departmental responsibilities.

The local induction (see 6d above) process ensures that all colleagues are aware their responsibilities an expectations.

All schools offer mentors for new academic staff. Training is provided for both the mentor and mentee. In addition, the University has 50 internal coaches trained and accredited and available to any member of staff to support them in their careers.

New academic staff appointed without fellowship of the HEA or a PGCert are required to complete the Continuing Professional Academic Development programme (CPAD) as a condition of their probation. At the end of this programme, staff continue to be supported at a school level by their Associate Dean (Learning and Teaching) and through an alumni group facilitated through LinkedIn.

The University also offers a fee-waiver policy for staff wanting to pursue part-time study including doctoral research.

There are additional resources online such as the 'New to Research at the University' section on the website which includes links to the Research Handbook containing useful information about how research is managed. The LTIC also provides comprehensive toolkits and guidance online and individual support from its team of learning and teaching specialists who work with nominated academic SBUs.

The Equality Office will support the establishment of a BME Staff Network **(**see **Action 5).**

Actions:
Action 26: SPMG to report findings to academic SBUs for appropriate action to be taken.
Action 27: Learn from other HEIs taking part in the HEA Retention and Attainment Strategic Enhancement Programme.
Action 28: Set an equality objective to further reduce the attainment gap.
Action 29: Extend HR system to enable identification of early career researchers.

---

8   Diversity in curriculum and pedagogy

8a   Outline of how we address race inequalities in the curriculum.

Our Strategic Plan commits to being 'a place of integrity where the individual is respected'.
This commitment has been informed by our participation in the HEA's *Developing an Inclusive Culture in Higher Education* Project (ICP), our work in developing the University's *Graduate Attributes* (GA), and our *BME Success* Project (BMESP).

ICP ran from 2011 until 2012 related specifically to the development of resources to support curriculum design and delivery. The Project's deliverable objectives were to:
- Identify research informed principles for Good Practice in Inclusive Teaching;
- Design a diagnostic for staff to reflect on current practice and identify areas for improvement;
- Publish the Inclusive Teaching strand of the Curriculum Design Toolkit, with case studies.

Our Curriculum Design Toolkit was developed by the LTIC to support staff in considering their current curricula in terms of learning, teaching, assessment, and environments. Each strand of the Toolkit contains a number of interrelating documents and components:
- Research-informed Principles for Good Practice, with accessing statements
- Self-diagnostic tool with hints and tips to help improve practice

ICP provided an ideal opportunity to develop an Inclusive Teaching strand of the Toolkit. It was developed in consultation with academic and professional staff, and students, including the Students' Union. The goal was to encourage participation, representation and success for all. Each principle has a

series of underpinning statements that enable consideration of the principle and its application in practice.
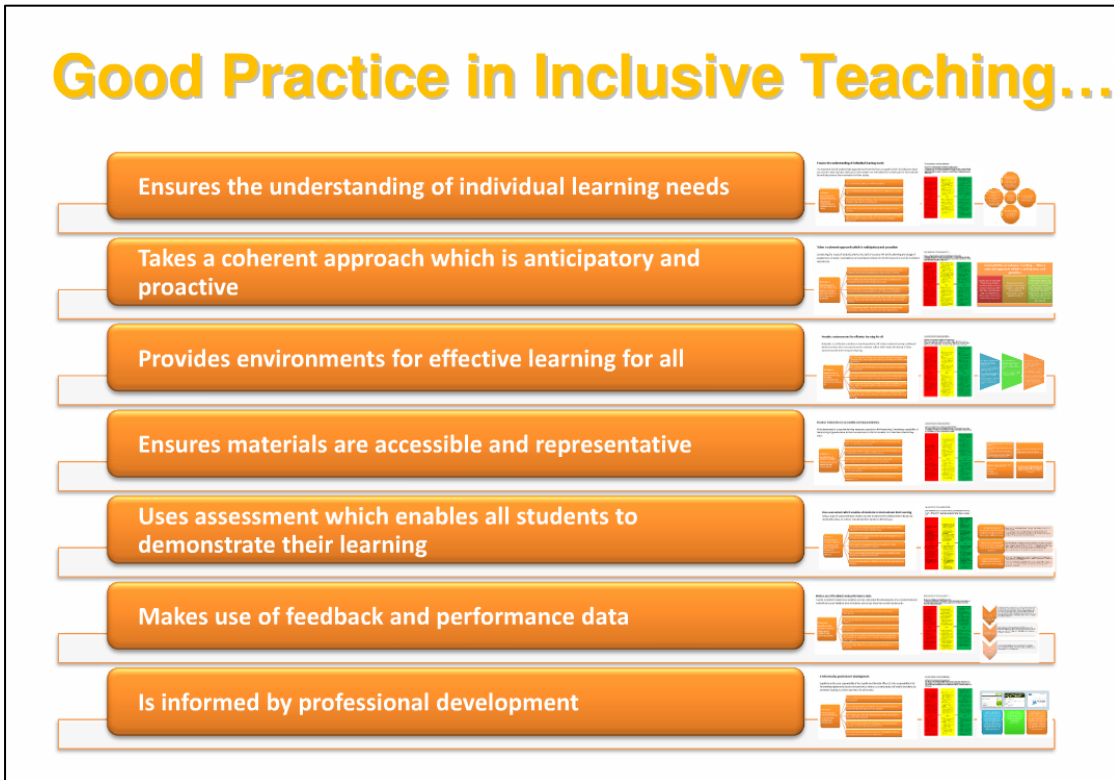
Chart 8a.i: Screenshot of the Inclusive Teaching strand

Principles that are directly relevant to addressing race inequalities in the curriculum are illustrated in Charts 8a.ii-8a.iv.

Takes a coherent approach which is anticipatory and proactive

Considering the needs of students prior to the start of a course will aid the planning and design of programmes of study. Ensuring that our teaching is inclusive for all will reduce the need for individual adjustments.

Principle 2
Good Practice in Inclusive Teaching ...
Takes a coherent approach which is anticipatory and proactive

Q2.1 I take time to think about the previous experiences of my students when planning/designing a new course or activity

Q2.2 I collaborate with colleagues to provide an effective and consistent approach when designing courses

Q2.3 I use clear and unambiguous language, avoiding jargon, acronyms and/or colloquialisms in my course documentation

Q2.4 I contact my students before the start of their course inviting them to discuss any individual concerns that will impact on their learning

Q2.5 In planning ahead I anticipate the needs of students with disabilities to reduce the need for individual adjustments

Chart 8a.ii: Principle 2 of the Inclusive Teaching strand

Ensures materials are accessible and representative

All students need to access the learning resources associated with the teaching. Considering accessibility at the planning stage will ensure barriers are removed and that all students can access the materials they need.

Principle 4
Good Practice in Inclusive Teaching ...
Ensures materials are accessible and representative

Q4.1 I ensure my students can access and use a range of resources when and where they need them

Q4.2 I provide opportunities for students to acquire information and knowledge through a variety of different means

Q4.3 I follow best practice guidance regarding accessible presentations/handouts and other learning materials

Q4.4 I ensure my materials and examples are drawn from a wide range of perspectives

Q4.5 I ensure that all students can relate to the materials and examples I use

Chart 8a.iii: Principle 4 of the Inclusive Teaching strand

58

Uses assessment which enables all students to demonstrate their learning

Using a range of assessment types enables students to expand their ability to think critically and importantly allows students to demonstrate their talents in different ways.

Principle 5

Good Practice in Inclusive Teaching ...

Uses assessment which enables all students to demonstrate their learning

Q5.1 I provide a range of assessments which enable students to express their learning in different ways

Q5.2 I ensure my assessment criteria use clear language and are understood by students

Q5.3 I design my assessments to be accessible and make reasonable adjustments as required

Q5.4 I am mindful of the effort required by my students when designing my assessment schedule

Q5.5 I provide feedback in different formats with opportunities for dialogue

Chart 8a.iv: Principle 5 of the Inclusive Teaching strand

Academics on our Postgraduate Certificate in Learning and Teaching in Higher Education (PGCLTHE) use the Toolkit to examine their practice, and it has been embedded within the University's Periodic Review and Validation processes for the approval/re-approval of all programmes.

The Toolkit is accessible to anyone inside or outside the University, we were invited to host an HEA seminar on Internationalisation and Inclusivity about this work, and it was subsequently presented at the HEA conference in 2012. We have been invited to Staffordshire University and King's College London to discuss our approach, and presented at over fifteen HEIs at various conferences and events, including the *Race Equality in Higher Education Conference*. We have recently been approached by other institutions in the RECM pilot group to run a staff development event on the Toolkit, and separately by members of the Heads of Educational Development Group. This workshop will run on 23rd April 2015.

Our GA were created in 2011 to provide a shared aspiration for our students. There are five attributes we expect our students to acquire and develop along with their subject expertise, see Chart 8a.v. Some attributes are more closely associated with the curriculum and academic development, whereas others reflect the ways in students can explore their own professional and personal interests both inside the University community and beyond. All disciplines are expected to give students the opportunity to develop these attributes with specific steps identified at programme level some examples of which are given in Chart 8a.v. As with the Toolkit, they are an integral part of the processes of programme development and review.

Graduate Attributes

The University is committed to providing a culturally enriched and research-informed educational experience that will transform the lives of its students. Our aspiration is for graduates who have developed the knowledge, skills and attributes to equip them for life in a complex and rapidly changing world.

In addition to their subject expertise and proficiency, the University's graduates will have the following attributes:

Professionalism, employability and enterprise
The University promotes professional integrity and provides opportunities to develop the skills of communication, independent and team working, problem solving, creativity, digital literacy, numeracy and self-management. Our graduates will be confident, act with integrity, set themselves high standards and have skills that are essential to their future lives.

Learning and research skills
The University fosters intellectual curiosity and provides opportunities to develop effective learning and research abilities. Our graduates will be equipped to seek knowledge and to continue learning throughout their lives.

Intellectual depth, breadth and adaptability
The University encourages engagement in curricular, co-curricular and extracurricular activities that deepen and broaden knowledge and develop powers of analysis, application, synthesis, evaluation and criticality. Our graduates will be able to consider multiple perspectives as they apply intellectual rigour and innovative thinking to the practical and theoretical challenges they face.

Respect for others
The University promotes self-awareness, empathy, cultural awareness and mutual respect. Our graduates will have respect for themselves and others and will be courteous, inclusive and able to work in a wide range of cultural settings.

Social responsibility
The University promotes the values of ethical behaviour, sustainability and personal contribution. Our graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

CTA students are asked to collaborate on a large-scale installation documentary frieze having undertaken an enquiry project about the University town, from the perspective of locals, and of those who may be 'other'.

Programmes in HUM and the BS have introduced conversations in class about the need for compassionate inclusion in group work and the value of learning from people with a background different to our own, extending assessment to reward inclusive behaviour in seminars.

Student volunteers from LAW, in conjunction with academics, work on researching and presenting to an external audience such as a school or community group on a topic of their choice. Past examples include bullying, stop-and-search and the European Court of Human Rights.

Chart 8a.v: Graduate Attributes, with examples relating to race

BMESP was a project that followed on from ICP. It was led jointly by the LTIC and the Equality Office, and championed at a senior level by the Pro Vice-Chancellor (Student Experience). The purpose of the project, which ran from 2012/3 until 2014/5, is to support the achievement of the University's published equality objective to '*Work towards reducing the differential in degree attainment between White and Black & Minority Ethnic (BME) students by 10 percentage points by 2014/15*'. This equality objective arose from analysis of data at SPMG and SEEC, and at the end of the Project, activities will roll into core business and become an integral part of the RECM Action Plan.

SEEC took ownership of, and responsibility for, the implementation of the BMESP Action Plan (see Chart 8a.vi) with the clear message that everyone had a role to play in reducing the gap. Accountability was set at all levels; from senior level sponsorship of the project, to challenging each and every one of the staff to accept responsibility for making a change to their own practice.

Reducing the BME differential

- **Data reporting**
  - Validation and review process (including reporting on E&D issues)
  - Training for staff regarding plagiarism and academic misconduct

- **IT developments**
  - Work on cultural events calender
  - Consideration of photos on studynet
  - Opporutunity for student to upload a sound introducing themselves

- **Teaching development**
  - Support for facilitating mixed culture groups and improving tutor student interactions
  - Promotion of anonymous marking
  - Revising curriculum materials and resources (e.g. reading list)
  - Promotion of guest lecture slots - BME role models

- **Student activity**
  - BME student success stories
  - Support for transition into HE
  - Equal opportunity for social activities
  - Accomodation allocation and Intercultural activities

- **Strategic developmnt and leadership**
  - Overarching target setting
  - Devolved target setting
  - CEG lead and champion on BME matters ((Working group/committee?)
  - Celebration and reward of innovation and meeting of targets

- **Marketing and Communication**
  - Publication of BME student success stories
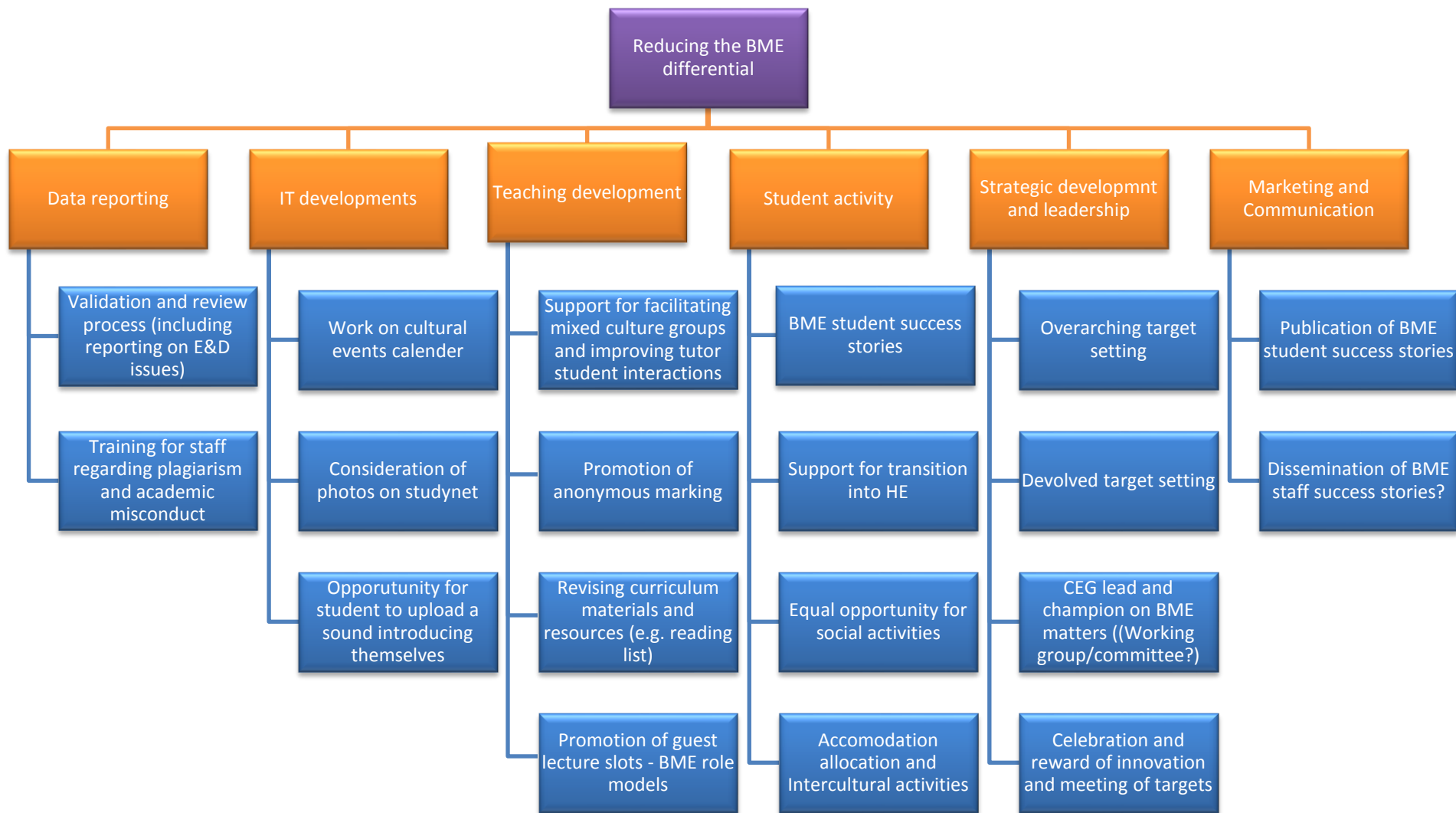 - Dissemination of BME staff success stories?

Chart 8a.vi: *BME Success Project* **Activity Plan**

In addition to action shared by all academic SBUs such as *investigation into student perceptions of anonymous marking*, all have local level actions in their 2014-15 ASSER linked to inclusion or race equality, see Chart 8a.vii:

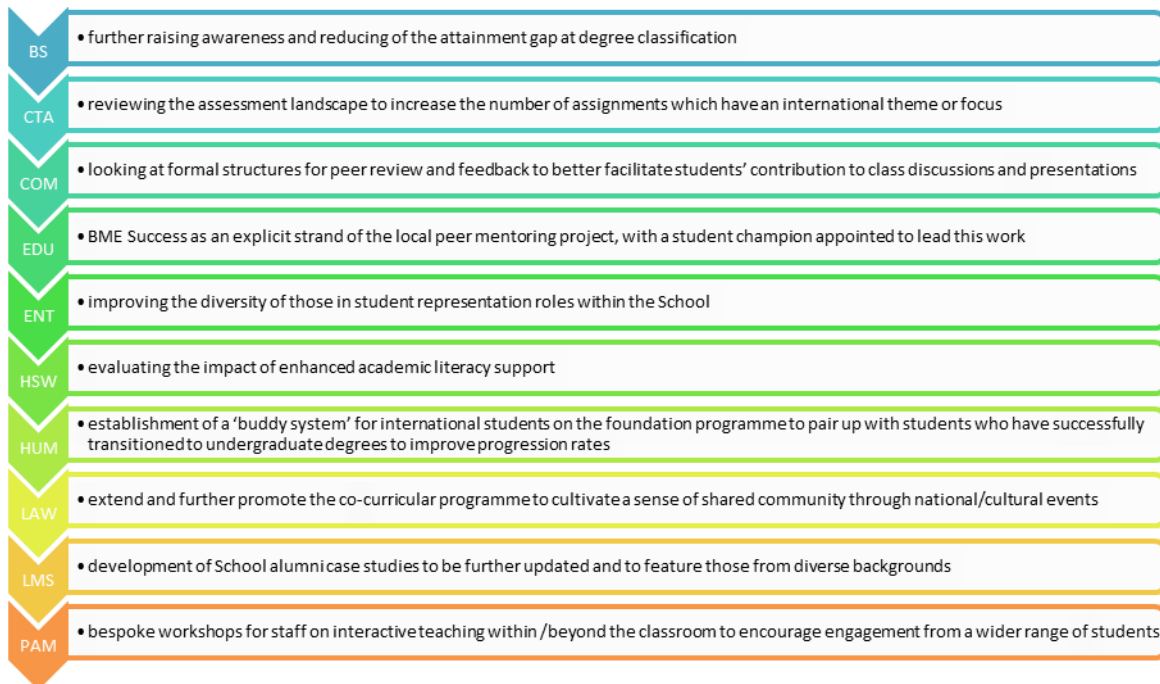|	
BS	• further raising awareness and reducing of the attainment gap at degree classification
CTA	• reviewing the assessment landscape to increase the number of assignments which have an international theme or focus
COM	• looking at formal structures for peer review and feedback to better facilitate students' contribution to class discussions and presentations
EDU	• BME Success as an explicit strand of the local peer mentoring project, with a student champion appointed to lead this work
ENT	• improving the diversity of those in student representation roles within the School
HSW	• evaluating the impact of enhanced academic literacy support
HUM	• establishment of a 'buddy system' for international students on the foundation programme to pair up with students who have successfully transitioned to undergraduate degrees to improve progression rates
LAW	• extend and further promote the co-curricular programme to cultivate a sense of shared community through national/cultural events
LMS	• development of School alumni case studies to be further updated and to feature those from diverse backgrounds
PAM	• bespoke workshops for staff on interactive teaching within /beyond the classroom to encourage engagement from a wider range of students

Chart 8a.vii: Example actions from 2014-15 ASSER Plans

The BMESP has brought about a renewed focus on assessment, and in ensuring implementation of our Assessment for Learning Principles.
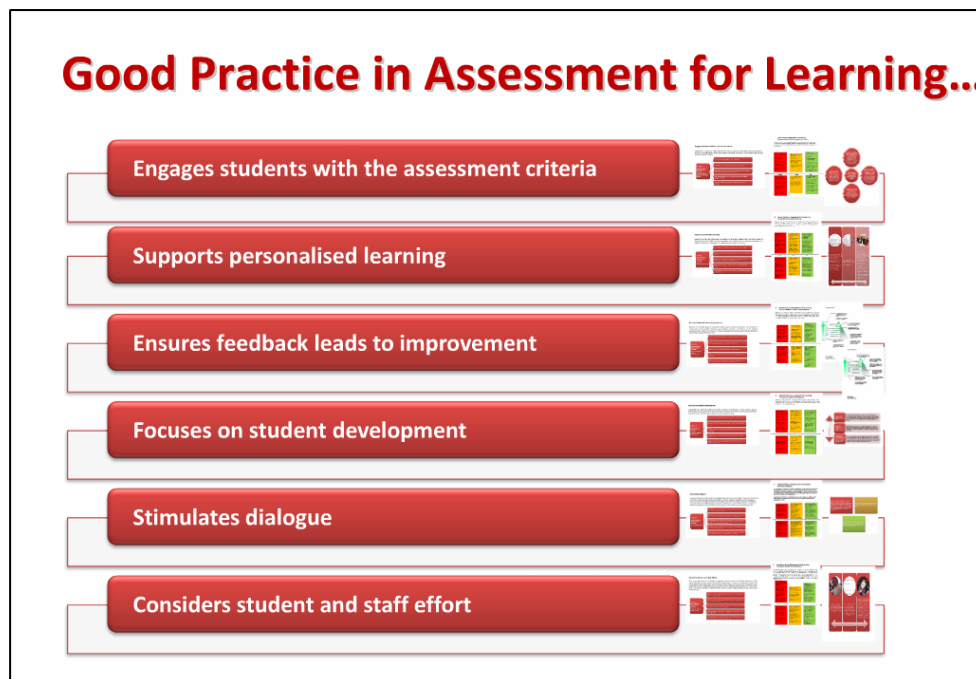

Chart 8a.viii: Screenshot of the Assessment for Learning strand

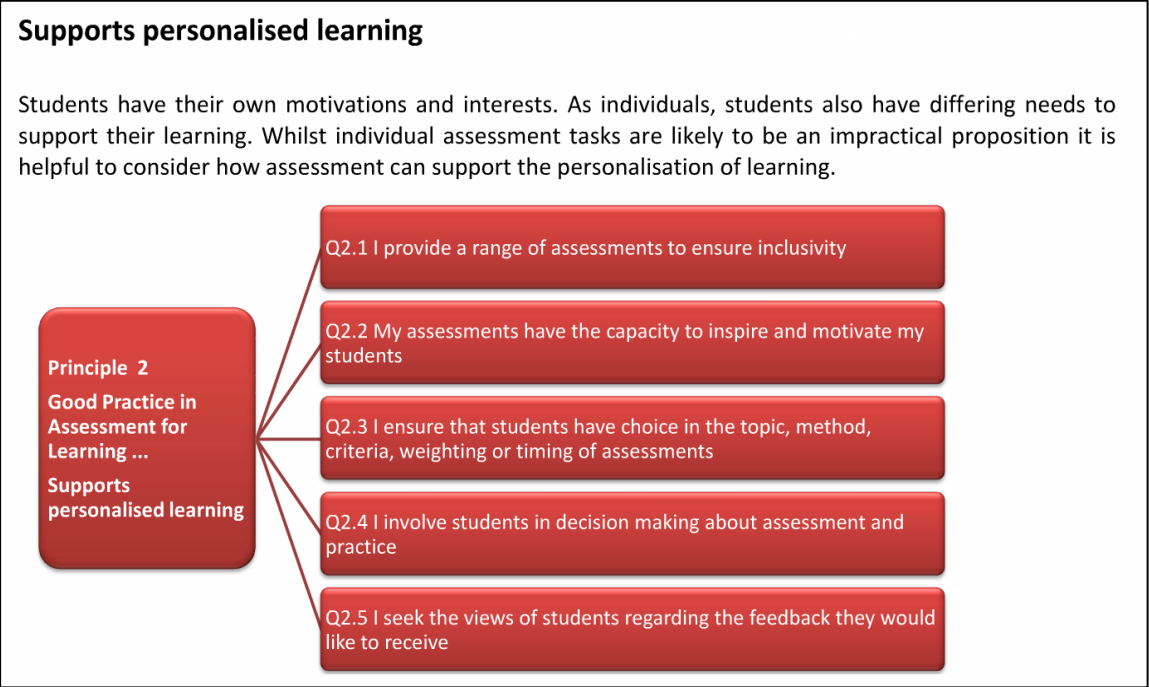Of particular relevance to addressing race inequalities two principles are presented in Charts 8a.ix and 8a.x.

Supports personalised learning

Students have their own motivations and interests. As individuals, students also have differing needs to support their learning. Whilst individual assessment tasks are likely to be an impractical proposition it is helpful to consider how assessment can support the personalisation of learning.

Principle 2
Good Practice in Assessment for Learning ...
Supports personalised learning

Q2.1 I provide a range of assessments to ensure inclusivity

Q2.2 My assessments have the capacity to inspire and motivate my students

Q2.3 I ensure that students have choice in the topic, method, criteria, weighting or timing of assessments

Q2.4 I involve students in decision making about assessment and practice

Q2.5 I seek the views of students regarding the feedback they would like to receive

Chart 8a.ix: Principle 2 of the Assessment for Learning strand

Ensures feedback leads to improvement

Feedback is an essential aspect of assessment activity. Feedback will be more effective if it is prompt and makes sense to the students. Moreover, good feedback provides a commentary on the students' submission, offers advice on how the work could be developed and provides opportunities for students to demonstrably engage with the feedback.

Principle 3
Good Practice in Assessment for Learning ...
Ensures feedback leads to improvement

Q3.1 I ensure that my feedback is produced quickly enough to be of use to students

Q3.2 I provide feedback that is detailed and frequent

Q3.3 I ensure that the feedback makes sense to students

Q3.4 I ensure that my students have the opportunity to act on the feedback

Q3.5 I deliver high quality feedback information related to the assessment criteria that helps learners self-correct
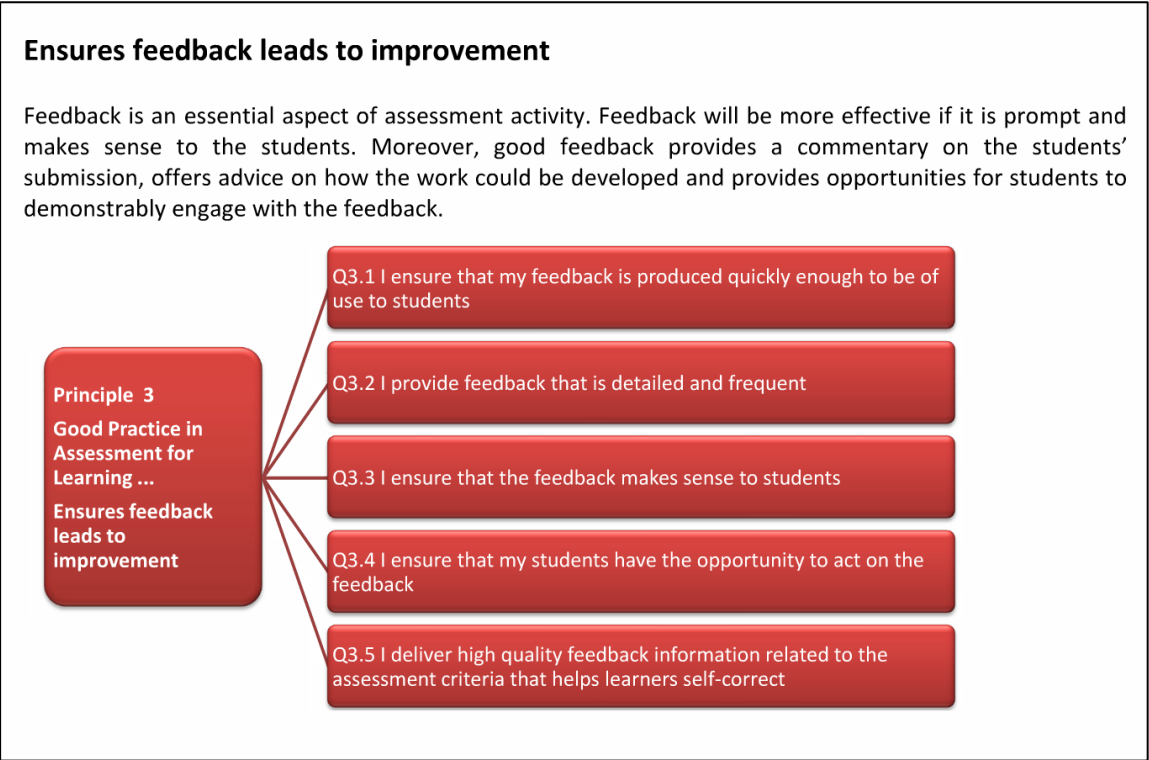
Chart 8a.x: Principle 3 of the Assessment for Learning strand

In 2013/14 SEEC commissioned a consultation regarding a strategic approach to anonymous marking in response to the NUS call for its introduction to reduce bias and perceptions of bias, and to NSS comments regarding perceived unfairness in the assessment of coursework. This resulted in the

University-wide adoption of anonymous submission and marking of all summative coursework except for certain items where it is not feasible to do so (e.g. presentations) or where there is no significant scope for bias (e.g. objective testing). There has also been staff development to encourage the feedback to focus on the work and not the author, de-personalising the critique and concentrating on improvements. StudyNet enables online submission of coursework which links to an anonymous marking system where students work is not identifiable until the cohort set of marks is released.

BMESP has also encouraged more effective use of data to inform curriculum design and assessment practices. This has led to, for example, an appreciation that our systems allow us to compare student performance data by ethnic group at module and programme level, but there is no comparative analysis of outcomes for different assessment methods. The categorisation of this data only allows for a very crude comparison in three categories of examination, practical, and coursework. All of these could involve a wide range of activities, assessed through group work and on an individual basis.

The challenge remaining is to move internal awareness of the attainment gap between BME and non-BME home undergraduate students to a wider understanding of the complexity of race, race equality, culture and the intersections with other protected characteristics **(**see **Action 21, Action 22)**.

The University's Periodic Review and Validation processes provide formal opportunities to consider and address race equality issues in the design of curricula. For existing programmes this starts with an initial analysis of four years of student performance data, and all differentials must be addressed in the re-approval documentation. Data analysed in shown in Table 8a.i.

Entry qualifications and student demand	Student continuation data	Student feedback
Students completing work experience	Student achievement data	Graduate employment data

Table 8a.i: Initial analysis data fields

Diversity is considered by identifying gaps in trend or variance from University baselines and must be reported on and actioned as part of programme development. Issues must be addressed through the review of resources, materials, teaching methods, and assessment to ensure these are inclusive of all students. For both existing and new programmes, development teams are directed to use the Toolkit to design, develop and enhance their curriculum. The LTIC support these teams to ensure that the outcomes of their analysis can be addressed in their curriculum. Recent examples of changes to sources used and cited in programmes in response to our work on inclusive practice include:

- Introduction of a module in African American Literature
- Diversification of the journal subscription lists by information managers
- Introduction of video clips, guest lecturers and TED talks from prominent academics of a BME background in disciplines where the majority of the staff team were of a White British background

Development teams must also look at ways to promote race, gender and disability equality in line with the GA, the inclusive teaching principles, and best practice from the BMESP. Once a programme curriculum is designed it is kept under review by the teaching team, monitored by a staff and student programme committee through the AMER action plan.

Study skills support is also an important part of enabling students to succeed and this is provided both in the curriculum and through co-curricular support that can be accessed on an as needed basis. Our Centre for Academic Skills Enhancement, English Language Teaching team and Library staff provide a range of face-to-face and online support through both generic and subject specific resources and activities.

8b   Outline of how we address inclusivity in pedagogy

New academic staff without Fellowship of the HEA are typically required to join the University's PGCLTHE which considers equality and diversity as a prominent theme from three main perspectives: the student experience, curriculum design and inclusive teaching practices in the classroom. As part of their assessment, participants are required to reflect on race equality, the attainment gap and inclusive teaching. Since 2012, over 200 of the University's academics have been through this programme.

As part of the BMESP, a significant number of events have been held since 2012. Over 500 academic staff and nearly 250 professional staff have attended; raising their understanding of the data and equipping them with some ideas for tackling the attainment differential in their areas.

Our 2013 Annual Learning and Teaching Conference was focussed on BME Student Success with over 220 staff at the conference, our the highest ever attendance for this annual event. There was consensus in the delegate feedback that the quality of the event was high and perhaps the most significant impact of the day was the challenge for each delegate to make a personal commitment to BME student success.

- 'This was a truly fantastic day; the content was very good and provided a stepping stone for some very valuable discussion round the BME issues.'
- 'A fantastic eye opener to issues that I perhaps would never have considered an issue.'
- 'Being able to examine the "taboo" issue of BME attainment in a friendly, well-informed and supportive environment was brilliant.'
- 'An excellent thought provoking topic to explore: this has made me question my own practice and values.'

Chart 8b.i: Feedback from conference delegates

Workshops are also available to staff on inclusive behaviour in the classroom, covering confident management of discussion sessions, group work, and addressing inappropriate classroom behaviour. Another workshop on student engagement stresses the need to provide a welcoming environment that offers students a range of ways to contribute in the classroom. This helps to recognise that culture, prior educational experience and confidence will all impact on the desire and ability to engage with the class,

and the academic. Both these workshops aim to support the implementation of the University Inclusive Teaching principles as illustrated in Charts 8b.ii and 8b.iii.
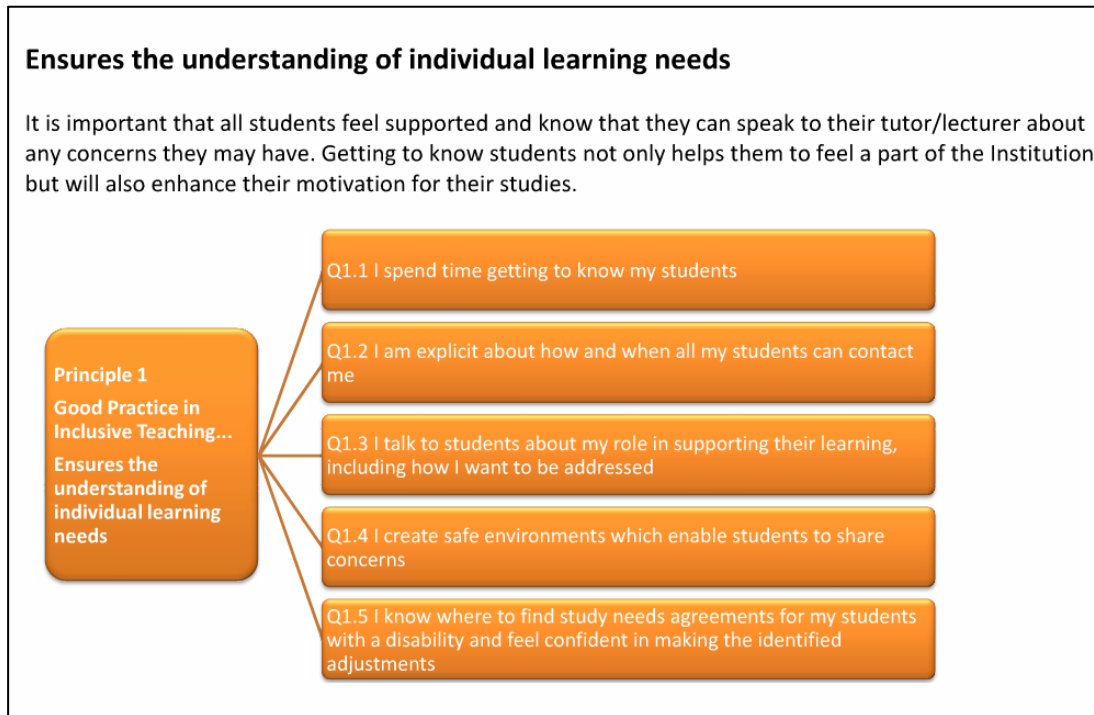
Ensures the understanding of individual learning needs

It is important that all students feel supported and know that they can speak to their tutor/lecturer about any concerns they may have. Getting to know students not only helps them to feel a part of the Institution but will also enhance their motivation for their studies.

Principle 1

Good Practice in Inclusive Teaching...

Ensures the understanding of individual learning needs

- Q1.1 I spend time getting to know my students
- Q1.2 I am explicit about how and when all my students can contact me
- Q1.3 I talk to students about my role in supporting their learning, including how I want to be addressed
- Q1.4 I create safe environments which enable students to share concerns
- Q1.5 I know where to find study needs agreements for my students with a disability and feel confident in making the identified adjustments

Chart 8b.ii: Principle 1 of the Inclusive Teaching strand

Provides environments for effective learning for all

Being able to confidently contribute to teaching activities will enhance student learning. Enabling all students to share their own experiences by creating a culture which values the sharing of these experiences will enrich everyone's learning.

Principle 3

Good Practice in Inclusive Teaching ...

Provides environments for effective learning for all

- Q3.1 I manage the learning environment to enable all students to participate fully, encouraging the sharing of examples from their own experiences
- Q3.2 I choose non-discriminatory language and expect my students to do the same
- Q3.3 I plan my teaching activities and assessment schedule with an awareness of major religious holidays and observance periods
- Q3.4 I structure my teaching activities to enable all students to share their values and beliefs within a culture of mutual respect and dignity for all
- Q3.5 I use group activities to facilitate students' understanding of how working with people of diverse backgrounds enriches their own learning
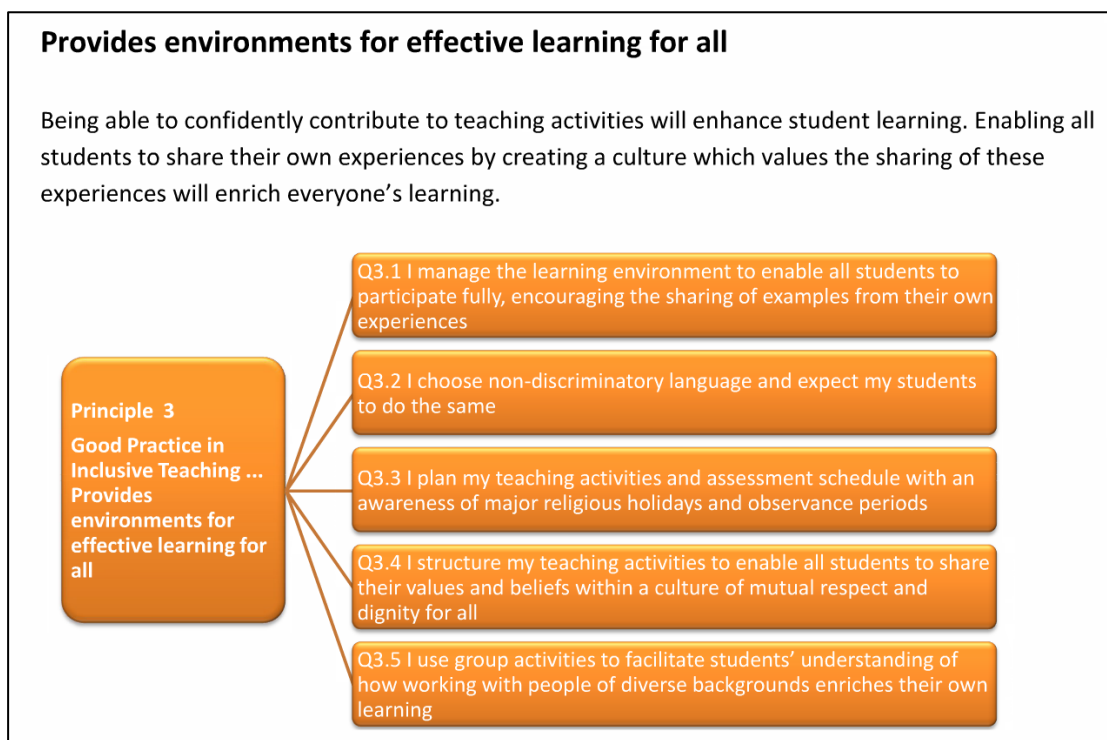
Chart 8b.iii: Principle 3 of the Inclusive Teaching strand

Feedback from students is an important part of reflecting on and reviewing our practice, and is gathered via six formal methods, with mixed potential for analysis (see Table 8b.i).

Survey	Frequency and students surveyed	Method of administration	Analysis possible by ethnicity?	Use of analysis?
Module feedback	Every semester, all students	Paper-based, internally	No, completion is anonymous	Module review, staff appraisal, AMER
Student Barometer	Biennial, first and second year undergraduates	Online, externally by iGraduate	No, the dataset we receive does not contain this information	University wide planning for Campus Life group
National Student Survey	Annual, final year undergraduates	Online, nationally by IPSOS Mori	Yes, and was instigated by the BME Success Project	BME Success Project group / RECM SAT / academic SBUs for AMER and ASSER action plans
Destinations of Leavers from Higher Education	Annual, undergraduate/ postgraduates six months after completion	Online or telephone, internally	Yes, and this has been piloted as part of the BME Success Project	Limited as yet, pilot has allowed for refining of database reports to take this work forward further
Postgraduate Research Experience Survey	Biennial, with research students	Online via Bristol Online Surveys	Yes in 2015, not in previous years	Survey open at time of writing, reporting to RDB planned, academic SBUs for AMER and ASSER action plans
Postgraduate Taught Experience Survey	Biennial, with taught masters students (first year in 2014)	Online via Bristol Online Surveys	Yes, but not done as yet	Programme review, academic SBUs for AMER and ASSER action plans

Table 8b.i: Student feedback surveys

Analysis of NSS quantitative data compares University responses with the sector, using a four way ethnicity split, for each category and overall satisfaction. Table 8b.ii shows +/-/0 values as to the extent of variance from the University score for 'all students', and the shading indicates the extent of positive/negative variance from the sector scores for each ethnic group. Our scores broadly mirror sector patterns with regard to variance but some positive variance has been lost over three years, and overall satisfaction for 'Other' students is of most concern. We will extend analysis of student feedback data to include a broader range of protected characteristics **(Action 30)**.

Qualitative comments from the NSS are also examined but it is not possible to analyse these by ethnicity although we can identify statements that may specifically be related to race or nationality. Overall positives outweigh negatives by a ratio of 2:1, however the negative comments indicate that there is further work to be done and a range of examples can be found in Table 8b.iii **(**see **Action 30)**.

	2012				2013				2014			
	White	Black	Asian	Other	White	Black	Asian	Other	White	Black	Asian	Other
Teaching	+3	-4	-2	-1	+2	-3	-2	-2	+3	-2	-3	-7
Assessment	+2	-2	-1	0	0	+3	0	-2	+3	+1	-4	-7
Support	+2	-5	+2	-1	+2	-4	+1	-2	+2	-2	-2	-5
Organisation	-1	-2	+4	-1	0	0	-1	+1	0	+3	+2	-5
Resources	-1	-2	0	+2	0	+1	+1	-1	0	0	+1	+3
Development	0	-2	+2	+2	0	0	+2	-3	+1	-2	+2	-6
Overall	0	-2	+3	0	+1	0	+1	-4	+1	-1	+1	-6

Key	
Values 3-4 percentage points better than sector scores (+/-)	
Values within 2 percentage points of sector scores (+/-)	
Values 3-4 percentage points below sector scores (+/-)	

Table 8b.ii: NSS +/-/0 variance for 2012, 2013, 2014

Positive comments	Negative comments
• The international student society is large and I meet and help new international students like myself • It is a very conducive environment for learning and is a good mix of people from all walks of life • … Due to the university being very ethnically diverse it is a great to make new friends from different countries and cultural backgrounds… • Group work where you socialize with people in your courses, over three years you really bond and help each other out	• I do not feel socially comfortable when I am in class, I am always afraid of participating, afraid of being laughed at (this mostly happens from local students) • Course group is not gelling well, an obvious culture divide and social integration of students is very poor • Staff that are in influential positions behave in a discriminatory manner • Many biased teachers, racism and favouritism

Table 8b.iii: Sample NSS qualitative comments

We are piloting analysis of DLHE data by ethnicity as part of a wider initiative to improve the visibility of BME success in employment **(Action 31)**. This work also includes increasing BME role models and guest speakers on campus and identifying BME positive employment schemes.

As a result of our work on pedagogic development we have been contacted by five other HEIs interested in our approach to race equality and student attainment. We wish to build on our discussions with the universities of Staffordshire, Kingston, Birmingham, and Reading, and Kings College London, to take a strategic leadership role on race equality in the HE sector **(Action 30)**.

> **Actions:**
>
> **Action 30: Extend analysis of student feedback data and graduate employment data to include a broader range of protected characteristics.**
>
> **Action 31: Work with other HEIs and take a strategic leadership role on race equality in the HE sector.**

9 Any other comments

Panel Members
Race Equality Charter Mark Applications
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
LONDON WC2A 3LJ

8 April 2015

Dear Panel Members

We wholeheartedly support the University's initiatives to progress Race Equality through the ECU's Race Equality Charter Mark. Our respective Unions are committed to achieving and maintaining an inclusive environment where all staff and students are able to fulfil their potential.

We recognise that diversity enriches both the learning environment for our students and the working environment of our staff, and we are delighted to support this application.

Sincerely

University UCU Secretary	University Students' Union President	University UNISON Branch Chair

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
1	**Make SAT membership representative of the whole institution**	Not all SBUs are represented on the SAT and at times this has inhibited the process of obtaining SBU-specific information.	Call out to SBUs not currently represented for nominations.	May 2015	October 2015	Pro-Vice Chancellor, UK Partnerships (SAT Chair).	At least one representative from each SBU on the SAT.
2	**RECM to be standard item on CEG, SEEC and EEG, alongside Athena SWAN.**	Considered vital in ensuring that equality aims and actions are embedded centrally.	Report to CEG	Twice per semester		Pro-Vice Chancellor, UK Partnerships (SAT Chair)	RECM is a standard item on the CEG
			Report to EEG	Four times per year		Head of Equality (SAT member)	RECM is a standard item on the EEG
			Report to SEEC	Once per semester		Deputy Vice Chancellor	RECM is standard item on SEEC
3	**Implement ways to engage further with the University's students**	The student survey yielded a low response rate and interviews were carried out with staff members only.	Meet with President of SU, and relevant student societies to discuss further engagement with RECM	May 2015	December 2015	Head of Equality (SAT member)	Develop strategies for ongoing student engagement with RECM
			Set up sub-group of SAT with relevant student society representatives with a focus on ethnicity	October 2015	December 2015	President of SU/Head of Equality/Chair of SAT	Full engagement of relevant student societies with regular updates from SU SAT representative
4	**Continue the interview/consultation process with University staff**	Consultation (via survey and interviews) with staff yielded some important observations. We	Undertake a series of focus groups each academic year with staff in relation to race and ethnicity	October 2015	July 2018	Head of Equality (SAT member)	Understand evolving issues for staff to inform policy and strategy on race and ethnicity

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		feel it is important to ensure the feedback and communication process does not terminate.					
5	**Establish BME Staff Network**	Interview and survey feedback highlighted the need for "support groups to support staff not of the majority race" (RECM survey respondent). It was suggested that this should involve congregating to discuss common issues at the workplace, how individuals tackle these issues, career progression and generally share views.	Email sent to all staff inviting them to participate	Sent March 2015		Equality Officer	Email sent and staff responded
			Set up initial meeting	June 2015		Equality Officer	Meeting set up and schedule of meetings agreed
			Terms of reference and aims of group agreed and include on Equality Website	July 2015		Head of Equality	Terms of reference on Equality Pages.
			Create promotional material for BME Staff Network and ensure representation at Central Staff Induction	August 2015		Equality Office	Staff are made aware of BME Staff Network
6	**Evaluate and refine BME mentoring programme**	Feedback from mentoring schemes has been positive. This suggests that schemes with a	Conduct evaluation of mentoring programme Report outcomes of meeting to SAT and discuss appropriate action	October 2015	December2015	Head of OWP	Programme evaluated and future actions identified
				Spring 2016		Chair of SAT	SAT updated on mentoring programme

71

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		BME-specific focus will be very beneficial to members of the local BME communities.					
7	**Take appropriate action on equality-related issues arising from the Speakers' Corner event**	Feedback from residents brought up issues that covered a range of aspects, including race and ethnicity, which may be relevant for follow up.	Discuss resident feedback at next SAT meeting	May 2015		Head of Equality (SAT member)	Agree any appropriate actions
			Engage with Equality Council for ongoing support and community links	September 2015	July 2018	Head of Equality (SAT member)	Continue to develop and maintain community relations
8	**Support the cultural life of the wider community through events and exhibitions**	The University sees itself as a partner with communities and organisations working in the County and has a solid infrastructure in place to further develop links with specific communities.	Organise events for Black History Month each year	May 2015	October2018	Equality Office	Events are well attended and engage staff, student and local communities
			Revitalise existing Diversity Events Group to celebrate the diversity of staff and students at the University	October 2015	July 2018	Students' Union/Equality Office	Agree on cultural events calendar and develop programme of celebrations
9	**Promote self-declaration of protected characteristics, including ethnicity, on student and HR systems**	There has been a trend showing a year-on-year increase in the	Send out all staff email promoting declaration across all protected characteristics	May 2015		Equality Office	Raise awareness and confidence in disclosure

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		proportion of staff and students with 'unknown' ethnicity.	HR portal goes live for self-service – allowing staff to update their own details online	June 2015		Director of HR/Head of Equality	Decrease in proportion of staff with 'unknown' ethnicity status
			Student numbers with unknown ethnicity status will be contacted to update records	October 2015	July 2018	Academic Registry/School Administration Managers	Decrease in proportion of students with 'unknown' ethnicity status
10	Conduct a data audit on the HR system	Analysis of staff data have identified a number of gaps of information that have not passed from the HR system	Conduct review of data requirements for equality reporting and ensure data provided for analysis is comprehensive	January 2016	December 2016	Director of HR/Head of Equality	Quality and completeness of data is improved.
11	Take positive action to diversify the pool of applicants	To date there have been no systematic steps towards positive action at the University.	Review current recruitment processes, including advertising outlets	October 2015	January 2016	Director of HR	Devise a recruitment strategy to encourage diverse applicant pool
			Develop guidelines for SBU Heads/recruiting managers relating to recruiting for potential	May 2015	July 2015	Head of Leadership & Organisational Development, Human Resources Department	Guidelines in place and promoted to all staff
			Develop standard positive action message to be included in all recruitment marketing material	January 2016	March 2016	Director of HR/ Head of Equality/Marcomms	Standard positive action message used in all recruitment marketing
			Monitor impact of introduction of positive	March 2016	March 2018	Head of Equality/Director of HR	Increase in the diversity of applicants

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			action messaging				
12	**Initiate a project to track staff career journeys**	It would be beneficial to understand staff career experiences, including time spent in posts and opportunity for progression and if this is different according to ethnicity	Initiate project team to review professional and academic staff journeys using case studies	October 2016	July 2017	SAT members (subgroup)	Understand career progression for staff of different ethnic backgrounds and develop strategies if barriers exist
			Conduct review into fixed-term contracts to understand whether BME staff experience barriers	January 2017	June 2017	SAT members (subgroup)	Understand whether choice or constraint is behind the fixed-term contract status of staff
13	**Undertake further analysis to understand the reasons for low representation of BME part-time employees**	The proportion of BME staff working full-time has continued to increase, however part-time staff remains lower than White staff	Conduct review into part-time working to understand whether BME staff experience barriers	January 2017	June 2017	SAT members	Understand whether choice or constraint is behind the part-time status of staff
14	**Monitor leavers by ethnic profile**	Staff leaving the University have not been monitored and there is a need to explore retention	Explore options for encouraging those who leave to share their reason why beyond the standard exit interview, and where trends arise appropriate actions are taken	October 2017	July 2018	Director of HR	Improved information gathering and analysis around staff retention.
15	**Monitor grievances and**	Although overall	Continue annual	October	July 2017	Director of HR	Understand the full

74

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
	disciplinaries by protected characteristics, including ethnicity	numbers of grievances and disciplinaries are small each year monitoring needs to continue to ensure numbers are proportionate	monitoring of grievances and disciplinaries to ensure proportionate ethnic representation	2016			extent of impact of the grievance and disciplinary process on BME staff
16	**Undertake annual audits of decision-making committees across all protected characteristics**	Currently there is no formal recording of the ethnic profile of committee members.	Implement annual auditing of decision-making committee membership, including alternates that gathers data on protected characteristics	October 2015	Ongoing	Head of Governance/Head of Equality	Hold up to date information of the ethnic profile of decision-making committees.
			Dependent on demographics, undertake further work to address under-representation where it exists	October 2016	July 2018	Head of Equality/Head of Governance/CEG	To ensure that decision-making committee reflect staff/student diversity

75

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
17	**Identify, assess and implement improvements to recruitment and selection data retention and analysis practice.**	Applicant data is retained within the HR system for 6 months after which a restricted subset of anonymised data is downloaded to excel spreadsheets on a monthly basis to enable University level monitoring.	Gather, manage and enable accessibility to a more comprehensive recruitment data set beyond 6 months	April 2015	July 2015	Associate Head of HR (Business Development).	Areas for improvement identified and ensuing actions implemented.
18	**Investigate data anomalies in relation to Estates and Humanities**	It appears that one job was advertised in each SBU in the period analysed, which may be an error.	Review recruitment data to ensure that information is correct and ensure that future data is an accurate reflection	May 2015	December 2015	Associate Head of HR (Business Development)	Ensure that recruitment data is correct to enable comprehensive monitoring
			Conduct annual recruitment audits	July 2016	July 2018	Head of Equality/ Associate Head of HR (Business Development)	Ensure our recruitment practices are fair and transparent.
19	**Anonymise recruitment application forms**	Following feedback from RECM survey, respondents felt that to make	Change recruitment process and forms so that candidate name is no longer required	September 2015	August 2016	Associate Head of HR (Business Development)/Head of Equality	Ensure our recruitment practices are fair, transparent and free from bias.

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		recruitment fairer, applications should be anonymised.	Monitor the impact of anonymising the recruitment process	October 2016	July 2018	Associate Head of HR (Business Development)/Head of Equality	Understand whether anonymising applications makes a difference to the proportion of successful BME applicants
20	**Continue to offer Unconscious Bias Training until August 2015.**	Interview data contains positive feedback from the training. In addition, many interviewees emphasised the need for focus on training regarding cultural/racial issues.	Email reminders send to all staff twice monthly (via the Equality Office and the HR Development Group.	April 2015	August 2015	Head of Equality	Ensure 40% of staff have received training by end 2014/15
21	**Ensure that all existing staff undergo refresher Equality and Diversity training**	Many RECM survey respondents and interviewees stressed the need for 'refresher' equality and diversity courses for staff	Make all Heads of SBUs are aware that all staff are required to attend refresher equality and diversity training on a rolling 3-year programme	October 2015	July 2018	Head of Equality/EEG	All staff are adequately trained and aware of equality and diversity
22	**Develop a cultural Literacy/Intelligence workshop**	RECM survey and interview participants identified the need	Deliver a minimum of four workshops per year	January 2016	July 2018	Head of Equality/ Head of Leadership & Organisational Development	Develop cultural and racial awareness across all staff groups

77

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		for further intercultural awareness training.	Evaluate the impact of training delivery	October 2016	July 2018	Head of Equality/ Head of Leadership & Organisational Development	Ensure programme of delivery is meeting its objectives
23	**Review the appraisal process and training for managers**	Interview and survey comments highlighted the importance of further training for line managers (++ feedback regarding appraisals from survey?)	Focus groups (four groups of 10 members of staff) to be carried out to identify how managers can hold more productive career discussion during appraisals and how staff can be encouraged to access available support proactively.	January 2016	February 2016	Assistant HR Director (Strategy & Planning).	4 focus groups carried out
			Findings collated and put into briefing for managers.	February 2016	March 2016	Assistant HR Director (Strategy & Planning).	Findings put into briefings for line managers and discussions to be facilitated at local level
24	**Identify opportunities to move towards a more consistent approach to workload management**	A review of existing workload management in the University and a comparator study across peer HEIs during 2013/14 showed that there are benefits to be	Review workload management across the University	Already started	June 2015	Improvement and Planning Office	Awaiting outcomes and recommendations
			Get feedback from staff on new workload practice	September 2015	January 2016	Improvement and Planning Officer	Get a better understanding of workload allocation across SBUs

78

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		realised by moving towards a more consistent approach.					
25	**Formalise support and develop guidance on progression pathways for academic staff**	Survey responses clearly indicated that participants want more clear information regarding career progression pathways.	Develop guidance booklet	April 2015	June 2015	Assistant HR Director (Strategy & Planning).	Booklet developed and disseminated
			Deliver progression pathways guidance workshops	April 2015	July 2016	Head of Leadership & Organisational Development.	Workshops attended by 50% of BME academic staff by end 2015/16. 20% Increase in successful BME applications for promotion
26	**SPMG to report findings to academic SBUs for appropriate action to be taken**		SPMG to cascade relevant findings of student performance to academic SBUs	October 2015	July 2018	Chair of SPMG/Deans of Academic SBUS	Deans to be aware of issues arising from student performance for further local action
			SAT to discuss and identify interventions for student performance and report to SEEC.	July 2015		Chair of SAT/Chair of SEEC	Appropriate actions to be taken at committee level
			Academic SBUs to review	October	July 2018	Deans of Academic SBUs	Appropriate actions to

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			their data and support systems	2015			be taken at local level
27	**Learn from other HEIs taking part in the HEA Retention and Attainment Strategic Enhancement Programme.**	We have identified an issue with attrition rates for BME students and wish to learn from other HEIs doing wok in this area	Visit three HEIs to learn from their evaluation projects	October 2015	July 2018	Chair of SEEC	Improve our BME attrition rates
28	**Set an equality objective to further reduce the attainment gap**	We have already reduced the attainment gap by 7% over the past three years and wish to reduce this further.	Review and develop equality objective to address the attainment gap	July 2015	March 2016	Head of Equality/ EEG/ CEG	New equality objectives agreed and published
			Annually monitor progress against Equality Objectives	March 2017	March 2020	Head of Equality/EEG/CEG/BoG	Ensure progress against equality objectives as committed
29	**Extend HR system to enable identification of Early Career Researchers (ECRs)**	Currently we are not able to identify ECRs through the staff record.	Undertake HR system review to enable identification of ECRs easily	October 2016	July 2017	Director of HR	Identifying markers on staff records for ECRs and the ability to easily monitor ethnic profiles in future
30	**Extend analysis of student feedback and graduate employment data to include protected**	Restricted analysis has occurred to date, and extension of analysis may	Review pilot analysis of DLHE data and refine for future cohorts	October 2015	July 2018	LTIC/Careers/Academic Registry	Better understanding of choices and outcomes for different groups of graduates

Re	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
	characteristics	enable positive action	Analyse PRES/PTES data	October 2015	July 2018	SPMG/Academic Registry	Compare outcomes for different groups of students
31	**Work with other HEIs and take a strategic leadership role on race equality in the HE sector**	Share our good practice with other HEIs and learn from others in the sector on race and ethnicity	Annual 'Race in HE' conference	October 2016	October 2018	Head of Equality	Excellent feedback from the sector Growth in numbers
			Continue to reduce the attainment gap by working with other HEIs with similar goals	April 2016	March 2020	Head of Equality/CEG/ BoG	Meet our future Equality Objective to reduce the attainment gap and provide positive outcomes to BME students

81