



## Race equality charter application form

**Name of institution:** University of Hertfordshire

**Level of award application:** Bronze Renewal

**Main contact for the application and contact details:**

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List of Acronyms Used in the Application	
AB	Academic Board
ACE	Assessment Centre Experience
ADsAQ	Associate Deans Academic Quality
ADsLT	Associate Deans Learning and Teaching
ADR	Associate Deans Research
AP	Action Plan
APP	Access and Participation Plan
AProf	Associate Professor
AS	Athena Swan
ASAC	Academic Standards Audit Committee
BAG-IAP	BAME Awarding Gap Institutional Action Plan
BAME	Black, Asian, Minority Ethnic
BBSTEM	Black British Professionals in STEM
B&H	Bullying and Harassment
BHM	Black History Month
Bk	Benchmark
BLM	Black Lives Matter
BoG	Board of Governors
BSAs	BAME Student Advocates
BSN	BAME Staff Network
BStSWG	BAME Staff Success Working Group
BSSWG	BAME Student Success Working Group
CAQA	Centre for Academic Quality Assurance
CATE	Collaborative Teaching Excellence Award
CE	Careers and Employment
CEG	Chief Executives Group
CfP	Compassion Focussed Pedagogy
CIO	Chief Information Officer
COM	Computer Science
CPD	Continuing Professional Development
CPO	Community Partnership Office
CSP	Community Safety Partnership
CTA	School of Creative Arts
DC	Doctoral College
DLP	Diversifying Leadership Programme
DOS	Dean of Students SBU
DVC	Deputy Vice Chancellor
EBD	Enterprise and Business Development SBU
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIT	Equality, Diversity and Inclusion Team
EDU	School of Education
ECS	Engineering and Computer Science
ECWG	Engagement and Communication Working Group (SAT)
EIA	Equality Impact Assessment
EO	Equality Office
EPG	Ethnicity Pay Gap

ERGN	Employment Remuneration and Nominations Committee
ESEC	Education and Student Experience Committee
EST	Estates SBU
FE	Further Education
FHEA	Fellow of Higher Education Academy
FIN	Finance SBU
FTC	Fixed Term Contract
GA	Graduate Attributes
GO	Graduate Outcomes
GPG	Gender Pay Gap
HBS	Hertfordshire Business School
HC	Herts Constabulary
HCC	Herts County Council
HE	Higher Education
HEA	Higher Education Academy
HEI	Higher Educational Institution
HLS	Hertfordshire Law School
HoEDI	Head of Equality, Diversity and Inclusion
HRBP	HR Business Partner
HREiR	Human Resources Excellence in Research
HRM	Human Resources SBU
HSK	School of Health and Social Work
HSU	Hertfordshire Students' Union
HUM	School of Humanities
ICC	Inclusive Curriculum Checklist
ICF	Inclusive Curriculum Framework
ICHC	Inclusive Curriculum Health Check
ITW	Inclusive Teaching Workshop
JE	Job Evaluation
KPI	Key Performance Indicator
LCS	Library and Computer Services SBU
LME	Line Managers Essentials
LMS	School of Life and Medical Sciences
L&T	Learning and Teaching
LOD	Learning and Organisational Development
LTIC	Learning and Teaching Innovation Centre
MCM	Marketing and Communications SBU
OfS	Office for Students
OVC	Office of the Vice Chancellor SBU
PAS	Positive Action Statement
PC	Protected Characteristic
PG	Postgraduate
PGCertLTHE	PGCert in Learning and Teaching in HE
PGR	Post Graduate Research
PGT	Post Graduate Taught
PL	Programme Leader
PMP	Project Management Plan
PRES	Postgraduate Research Experience Survey

PSS	Professional and Support Staff
Pulse2020	Pulse staff survey from 2020
RC	Research Committee
RDF	Researcher Development Framework
RDG	Researcher Development Group
RDP	Researcher Development Programme
REC	Race Equality Charter
REG	Academic Registry SBU
RECSTAS	REC Staff Survey
RECSTUS	REC Student Survey
REPO	Race Equality Project Officer
RO	Research Office
SAS	Schools Administration Service
SAT	Self-Assessment Team
SBU	Strategic Business Unit
SCO	School Community Organiser
SEG	School Executive Group
SIP	Student Information and Planning
SMT	Senior Management Team
S&R	Secretary and Registrar
SP	Strategic Plan
SPECS	School of Physics Engineering and Computer Science
SPMG	Student Performance and Monitoring Group
SREC	Senior Race Equality Champion
SSDWG	Staff Success and Data Working Group (SAT)
SSWG	Student Success Working Group (SAT)
StAR	Student Administration Review
SWG	Submission Working Group (SAT)
SU	Student's Union
TED	Team for Equality and Diversity
TEF	Teaching Excellence Framework
ToR	Terms of Reference
TTL	Transition to Leadership
TUPE	Transfer of Undertakings (Protection of Employment) Regulations
UB	Unconscious Bias
UG	Undergraduate
UH	University of Hertfordshire
VA	Value Added
VC	Vice Chancellor
VCE	Vice Chancellors Executive
VL	Visiting Lecturers
VLE	Virtual Learning Environment
WASS	Widening Access and Student Success



Word Count		
Institution Application	Bronze Renewal	This Submission
Word Limit (Allowance 14000, structural changes 750, Covid-19 impact 750, exceptional circumstances 1,000)	16500	16,492
1. Letter of endorsement		1,096
2. The self-assessment process		1,489
3. Institution and local context		1,178
4. Staff profile		4,035
5. Academic staff: recruitment, progression and development		2,353
6. Professional and support staff: recruitment, progression and development		794
7. Student pipeline		4,482
8. Teaching and learning		1,065
9. Any other information		0

## SECTION 1: LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR

Race Equality Charter Manager  
Equality Challenge Unit  
7<sup>th</sup> Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ



University of Hertfordshire  
Office of the Vice-Chancellor

Dear Dr Gilligan,

I am proud to endorse the University of Hertfordshire's REC application, which is the result of collective and sustained effort within academic Schools and professional departments. I can confirm that the information presented in this application (including qualitative and quantitative data) is an honest and accurate representation of the institution.

Despite the Government's very recent report on Race and Ethnic Disparities (March 2021), it is clear from our analysis that we need to address structural and institutional processes that disadvantage certain groups and need to create an inclusive culture for BAME students and staff to succeed. Our 2020-2025 Strategic Plan communicates our absolute intent to advance race equality with three clear key performance indicators (KPIs):

- Increase senior BAME staff to 16% by July 2025
- Increase BAME teaching staff to 25% by July 2025
- Decrease BAME awarding gap by 50% by July 2025

We achieved a Bronze REC award in 2015 but due to challenges between 2016-2019, including turnover of staff leading to changes in REC leadership and the lack of a formal EDI governance structure, limited progress was made (particularly relating to staff actions) resulting in an unsuccessful 2019 renewal submission.

Progress relating to students was maintained with the establishment of our BAME Student Success Working Group (June 2016). Through the group we invested in activities including the OfS collaborative project, which led to widespread engagement in inclusive teaching workshops and the embedding of requirements for data analysis and action planning at the programme level. Our BAME Student Advocate programme has enabled a better understanding of BAME student experiences and empowered students to challenge our practice, leading to change. The Advocates have received institution-wide recognition and inspired other universities to set up similar programmes.

Despite the development of resources and guidance, staff frequently asked what they could specifically do to reduce the awarding gap. We therefore launched the BAME Awarding Gap Institutional Action Plan (BAG-IAP) in September 2020. The BAG-IAP focuses on activities to help reduce the awarding gap and cross-references the University's Access and Participation Plan targets, Strategic Plan KPIs, and aligns directly with the UG attainment milestones within the REC action plan. Recent data from 2019/20 evidence that this hard work is beginning to pay off, with a five-percentage point reduction in the gap.

To ensure we maintain momentum on all aspects of race equality, we have made embedded change within our strategic Equality, Diversity and Inclusion (EDI) governance and decision-making, including:

- Establishing a strategic EDI Board, chaired by the Deputy Vice-Chancellor (DVC) and Secretary and Registrar (S&R), which reports directly to the Chief Executive's Group (CEG) and Board of Governors (BoG).
- Completing the roll-out of EDI teams (EDITs) across all academic and professional departments, where Race Equality Champions alongside Athena SWAN Champions and others promote and enhance a broader and more intersectional focus of EDI issues.
- The REC has been made a standing item on agendas for EDITs and REC actions are localised into EDI Action Plans, thereby ensuring a whole University approach.
- As Chair of CEG, I have ensured the Committee regularly receives staff diversity monitoring data to increase awareness around our efforts to increase the diversity of our staff body.
- As Chair of Academic Board, I have made the BAME Awarding Gap a standing agenda item ensuring discussion at every meeting.

The establishment of EDITs (chaired by the Head of SBU) has resulted in much greater engagement at SBU level and significant improvement in ownership of local actions and expectations. All Heads of SBU have fully engaged in the REC process and identified actions for their areas.

Key staff-related challenges over the next three years include creating greater equity in opportunities for progression, increasing diversity within senior roles and addressing differentials in recruitment of BAME staff particularly within specific professional and academic Strategic Business Units (SBUs).

I also recognise that race equality cannot be advanced or embedded without strong and visible commitment from senior leaders. Several developments highlight the priority we are placing on this:

- For the first time, the promotion of EDI was integrated as a key part of the new DVC's job description.

- The University's S&R has become the new Race Equality Champion, working closely with the BAME Staff Network.
- In September, we commenced our BAME Mentoring/Reverse Mentoring schemes. All members of CEG volunteered as mentors and each member of the Vice-Chancellor's Executive, including myself, are being reverse-mentored by a BAME colleague.
- In October, the University launched the most impressive series of Black History Month events to date, many of which I chaired or attended, along with fantastic attendance from members of CEG and BoG.

I would like to thank SAT members and individuals across the institution for shaping, and proactively driving forward, this important priority. I know that there are continuing challenges for us, however, I am confident that together we will continue to make a difference.

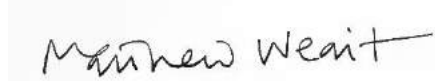


**Professor Quintin McKellar**  
Vice-Chancellor

**Statements of support from the Deputy Vice-Chancellor and Secretary and Registrar, are now provided in lieu of statements from each Head of Strategic Business Unit (8 Deans and 9 Directors of Professional Departments) which is requested in sections 4 and 5**

As Deputy Vice-Chancellor I am responsible for overseeing the delivery of our academic provision at the University and have line management responsibility for the Pro Vice-Chancellors concerned with education and student experience and research, and for the Deans of School. I co-chair the University's EDI Board with the Secretary and Registrar.

In my role I seek to ensure that all areas of our activity are informed by, and promote a positive commitment to, race equality. From de-colonising our curriculum and taking active steps to addressing the awarding gap for our BAME students, to actively developing initiatives that support the recruitment and promotion of BAME academic staff, I am proud to work with colleagues across the institution to reduce race-related inequalities.



**Professor Matthew Weait BA(Hons), MA, MPhil, DPhil, FAcSS**  
Deputy Vice-Chancellor

As Secretary & Registrar my remit covers most Departments other than our academic Schools. Each of these Departments have an EDIT which has analysed their own staff data and developed action plans. Their progress and challenges feed into our newly established EDI Strategy Board that I Co-Chair with the Deputy Vice-Chancellor. The EDI Strategy Board has the ability to expedite progress and pool resources, and where there are institutionally wide issues, we can bring those actions together to be corporately owned.

As the University's senior champion for race equality I have developed a strong working partnership with the co-chairs of our Staff BAME Network. I am challenging race inequality wherever I see it and advocating for BAME issues within the University. I intend to continue to develop as an ally and provide senior allyship for BAME colleagues across the University. Part of that role is to ensure that appropriate resources are made available to support delivery of the actions within this plan and our institutional strategic plan.



**Sharon Harrison-Barker, Secretary & Registrar**

## Additional Word Count and Data Note

Where possible, several tables present ethnicity using Asian, Black, Chinese, Mixed, Other, Refused, Unknown and White. However, for some data tables due to small ethnic cohort sizes, Asian, Black, Chinese, Mixed and Other are grouped and labelled BAME. The following academic years have been provided for staff and students:

Staff	Students
2017/18	2016/17
2018/19	2017/18
2019/20	2018/19

### Student data

Attainment data for 2019/20 is included in sections 7d and 7e however 2019/20 data was not available for other data sets at the time of writing.

### Staff data

Staff tables are benchmarked internally against academic year 2014/15 to demonstrate full depth of changes achieved since the last REC submission during 2015. Sector benchmarking refers to Advance HE reports unless otherwise specified (e.g. HESA).

**NB.** Staff table profiles are calculated using combined totals for UK with Non-UK. Advance HE reports were therefore recalculated to match our profiles. Appropriate subjects were also extracted, grouped and calculated to provide meaningful sector comparisons for Schools/Professional SBUs. Staff data has been analysed using Tableau (data visualisation software) with percentages rounded to whole numbers. Rounding means that sometimes the table may not appear to add up to 100% when in fact they do.

We will build further intersectional analyses moving to interrogate based on further protected characteristics such as disability.

Due to UH having 17 academic and professional SBUs, an overview statement from each Dean/Head was not possible due to word count (quotes and school SBU specific action plans provided). However, a thorough consultation process for the resubmission was conducted at a local level (See Figure 1 in Section 4a.1).

### Student/Staff Survey

Please note that unfortunately we are unable to provide a comparison with response rates from the surveys conducted in 2015. These were lost because of staff leaving the University. Although the 2018 survey results will have just surpassed the two-year period of validity, Advance HE confirmed that since this was a resubmission during a one-year grace period that the survey would not need to be re-run. Instead, they agreed we could enhance the narrative with other university-wide surveys and recent focus group findings which you will find detailed in section 2c.

## SECTION 2: THE SELF-ASSESSMENT PROCESS

Word count 1,489

### Section 2a: Description of the self-assessment team

SAT was established in 2014:

- Chaired by the S&R, also the SREC responsible for leading and reporting on progress.
- Membership reviewed in January 2020, allowing for diverse range of backgrounds (Tables 2a.1 and 2a.2).
- Members drawn from all grades across UH, selected on role or involvement as representatives in SBU's, networks etc.
- Some members volunteered (interest in race equality) which is encouraged.

**Table 2a.1: Characteristics of SAT composition**

Members			
Staff	92% (34)	Students' Union	8% (3)
BAME	35% (13)	White	65% (24)
Men	35% (13)	Women	65% (24)
Staff-only			
Academic	28% (10)	Professional	72% (26)
UH8 and below	39% (14)	UH9 and above	61% (22)
Full-time	87% (32)	Part-time	13% (4)
Permanent	91% (33)	Fixed term	9% (3)

Time allocation for the REC was considered as part of individual staff workloads within SBU's. For most members this comprised an allocation to cover attendance at SAT meetings. For members with organisational and writing responsibilities, additional allocations were made (e.g. HR EDI Working Group, see section 4b).

**Table 2a.2: Members of the SAT**

Name	Job Role/Department	REC Contribution/Role
<b>Key to 'REC Roles'</b> Authority – In position to change policy/practice Responsibility – Some responsibility for race equality within their role Accountability – Accountable for targets associated with race equality Representation – Voice thoughts and concerns of other staff and/or students		
Susan Akhtar	Deputy Group Finance Director (FIN)	Interest in EDI, co-Chair of BAME Staff Network. Member of SSDWG. Responsibility / Representation
Abigail Anjorin	Visiting Lecturer / Senior Student Success Advisor – Equality and Diversity/ BAME Champion (EDU)	EDU BAME Champion, member of BSSWG. Working to purposefully and collaboratively bring equity and personal/community success across the School. Responsibility / Representation
Naomi Banton	Housing Manager (DOS)	Responsible for welfare and discipline of all students in Halls accommodation and team of Resident Assistants. Updates Student Code of Conduct in Halls. Staff recruitment and training. Representation
Professor Helen Barefoot	Deputy Director of LTIC (OVC)	Chair of University's BSSWG and REC Student Success Working Group. Determined to reduce awarding gap and ensure race equality across the Institution. Authority / Responsibility / Accountability

Name	Job Role/Department	REC Contribution/Role
Evans Bbobho	Programme Academic Quality Administrator – (REG)	Former Race Equality Project Officer, member of BSSWG. Passionate about promoting equality and development of a workplace culture in which everyone can thrive. <a href="#">Representation</a>
Penny Carey	Dean of School (HLS)	Member of SSDWG, reports on REC at Deans' Forum. Chair of HLS EDIT. Vision to promote EDI in every aspect of the School's work. <a href="#">Authority</a> / <a href="#">Accountability</a> / <a href="#">Responsibility</a>
Catherine Cashin	Assistant Director of HR (HR)	Offers expertise as HR practitioner, Chair of HR Race Equality Working Group and SSDWG. Coaching a BAME colleague. <a href="#">Authority</a> / <a href="#">Accountability</a> / <a href="#">Responsibility</a>
Debbie Chillingworth	HR Project Officer (HRIS)	Supports presentation of staff data; involved in EDI projects and member of HR EDIT. <a href="#">Responsibility</a>
Chizoma Okaro	Director of HR (HR)	Responsible, with my team, for ensuring a healthy mix of different people from varied backgrounds/life experiences work within the University. Should reflect wider society and enhances experience of our students. <a href="#">Authority</a> / <a href="#">Accountability</a> / <a href="#">Responsibility</a>
Natasha Crump	Campaigns and Policy Advisor (SU)	Coordinates all SU campaigns, collaborates with teams within the University on projects specifically for BAME students. Member of ECWG. REC submission experience at previous HEI. <a href="#">Representation</a>
Helen Davidson	Head of Corporate Services/Deputy Secretary and Registrar (OVC)	Line management responsibility for EO. Personal and corporate responsibility for ensuring BAME-related functions and objectives are embraced and embedded across the wider University. Chair of SWG. <a href="#">Authority</a> / <a href="#">Responsibility</a> / <a href="#">Accountability</a>
Dr Peter D'Sena	Learning and Teaching Specialist (OVC)	Longstanding interest in decolonising the curriculum in the discipline of history. Involved in curriculum development for the National Curriculum and several of HEIs. Member of SSWG. <a href="#">Responsibility</a> / <a href="#">Representation</a>
Dr David Ford	Chief Information Officer/Chair of EDIT (LCS)	Responsible for LCS, providing support services for learning and teaching, research and administration, ensuring they are appropriate for all. Chair of departmental EDIT. <a href="#">Authority</a> / <a href="#">Responsibility</a> / <a href="#">Accountability</a>
Dr Sarah Goler Solecki	Senior Equality, Diversity and Inclusion Officer (OVC)	Part of EO team. Helps coordinate REC submission process and action planning. Lead application reviewer and member of SWG and SSDWG. <a href="#">Responsibility</a>
Sharon Harrison-Barker	Secretary and Registrar (OVC)	Responsible for People Strand of University's Strategic Plan. Chair of REC SAT and Athena Swan SAT. Co-Chair of EDI Board. Senior Champion for Race Equality across the University and OVC. <a href="#">Authority</a> / <a href="#">Responsibility</a> / <a href="#">Accountability</a>
Phil Healey	Dean of School – Creative Arts (CTA)	Passionate about EDI and advancing it in the School. Aim to celebrate culture and differences across the spectrum, through the creative arts, to transform lives and provide opportunities for success. <a href="#">Authority</a> / <a href="#">Accountability</a> / <a href="#">Responsibility</a>
Mohammed Ilyas	Head of Equality, Diversity and Inclusion (OVC)	Passionate about EDI, 25 years of experience in the field. Driven by life experiences, social justice, and inequality to make a real difference. Member of SWG, strategic lead for REC work.



Name	Job Role/Department	REC Contribution/Role
		Authority / Responsibility / Accountability
Karthik Kumar Bonkur	President of the SU (SU)	Represents the diverse student body at UH. Supports the work to engage BAME students in line with our strategy. Member of BSSWG. Responsibility / Representation
Samantha Kelly	Head of Communications (MCM)	Chair of ECWG. Responsible for internal/external communications at the University to many audiences including staff and students. Led delivery of REC staff/student focus groups. Responsibility / Accountability
Dr Pandelis Kourtessis	Reader in Communication Networks / Associate Dean (Research) (ECS)	Drive to promote, encourage and deliver greater EDI for the benefit of research students and staff in the School. Representation / Responsibility / Accountability
Dr Christopher Lovell	Postdoctoral Research Fellow (PAM)	PAM representative responsible for promoting greater EDI in the School. Representation
Anna Levett	Assistant Head - Careers and Employment (EBD)	Works with colleagues to promote race equality, especially in relation to teaching/support activities for students and graduates. Also focuses on employment outcomes, acting to ensure good outcomes for all. Responsibility / Representation
Professor Anne Murphy	Dean of School (HUM)	Committed to advancing EDI in School and across disciplines we represent. Working to reduce awarding gaps evident in our subjects and ensure opportunities for progression/success for BAME students and colleagues. Authority / Responsibility / Accountability
Lucy O'Shea	Data and Evaluation Officer (OVC)	Responsibility for race equality within role. WASS team works to ensure success for all students, in addition to improving awareness of inequalities across the institution. Member of SSWG. Responsibility
Steve Owen	Head of Student Services (SU)	SU representative, member of SSWG. Leads SU work around BAME awarding gap including data analysis and training student leaders about it. Monitors and promotes engagement with BAME students. Responsibility / Representation
Nick Page	Business Information Officer (REG)	Collated student data for REC submission. On a personal level, finds the whole discussion about the awarding gap and the wider underlying causes behind it fascinating. Responsibility
Dr Sham Qayyum	Lecturer (HLS)	Involved in race-related research and teaching. Member of SSDWG, BSSWG, Decolonising the Curriculum Working Group. Alternate lead for HLS EDIT. Board member of Hertfordshire Equality Council. Responsibility / Representation
Aamani Rehman	Equality and Diversity Officer (OVC)	Works within EO to support professional SBU's. Keen interest in projects with students and awarding gap. Member of ECWG. Responsibility
Dr Tim Sands	Principal Lecturer MSc Programme Lead (LMS)	Interest in ensuring that BAME students have equality of opportunity and that we work towards reducing awarding gaps. Member of SSDWG. Representation
Anna Scott	HR Project Officer (Compliance Team) (HR)	Works closely with EO and supports REC work within HR. Member of HR Race Equality Working Group and SSDWG.

Name	Job Role/Department	REC Contribution/Role
		<b>Responsibility</b>
Judy St John	CATS Programme Manager and Student Success Tutor (HBS)	Programme Leader, BSSWG member and co-Chair of BAME Staff Network. Member of EDI Board. Passionate about EDI and committed to reducing BAME awarding gap. <b>Responsibility / Representation</b>
Shantel Thomas	Senior Lecturer in Social Work (HSK)	Co-Chair of BAME Network, member of HSK awarding gap strategic group and EDI board. Passionate about student progression, diversifying curriculum and reducing the awarding gap between black and white students. <b>Responsibility / Representation</b>
Derek Victor	Assistant Director Property & Development (Estates)	Represents Estates, Chair of Estates BAME Action Group that is now merging with EDIT. Ensures that UH Diversity requirements are considered during procurement of external contractors and consultants. <b>Responsibility / Representation</b>
Lisa Walker	Clerk to the SAT (OVC)	Provides admin support to the SAT. <b>Responsibility</b>
Julia Warrener	Deputy Dean (HSK)	Chair of Equality, Wellbeing, Inclusivity Committee (including Athena Swan). BAME Awarding-Gap Strategy Sub-Group Chair. Current School representative on REC SAT. <b>Authority / Responsibility / Accountability</b>
Karen Withers	Assistant Director of HR (Business Partnering, Policy and Employee Support) (HR)	Ensures staff policies are written to comply with/promote good practice in line with Equality Act and that in leading/managing/supporting staff, leaders are aware of/able to implement appropriate EDI practices. <b>Authority / Accountability / Responsibility</b>
Dr Jennifer Young	Principal Lecturer in Biochemistry (LMS)	Shares responsibility for delivery of UG programme to cohort of nearly 700 students. Works to engender inclusivity and cooperative working across scientific disciplines to underpin student skills as graduates. <b>Representation</b>

## Section 2b: The self-assessment process

Between 2015-2019 the SAT met fourteen times (average attendance of 15). Since January 2020, it has met monthly (average attendance of 25).

**Table 2b.1: Meetings of SAT**

Date	Attendees	Outcomes/Items Discussed
31/07/2015	Unknown	<ul style="list-style-type: none"> <li>Celebration of successful award</li> <li>Consider post-award recommendations/AP</li> <li>Sub-group formation</li> </ul>
17/09/2015	12	<ul style="list-style-type: none"> <li>Composition of SAT moving forward</li> <li>AP/reflection of feedback</li> </ul>
10/11/2015	Unknown	<ul style="list-style-type: none"> <li>Discussion of actions/progress</li> <li>Review/refine action plan</li> </ul>
02/12/2015	12	<ul style="list-style-type: none"> <li>Discuss issues relating to staff profile, career progression and development</li> <li>SAT objectives and accountability</li> </ul>
2016-2018	N/A	<ul style="list-style-type: none"> <li>Gap in formal SAT meetings explained below table</li> </ul>

Date	Attendees	Outcomes/Items Discussed
30/07/2018	18	<ul style="list-style-type: none"> <li>• Institutional submission review</li> <li>• Review of Data Collection Exercise, AP</li> <li>• Examination of RECSTUS</li> </ul>
12/09/2018	15	<ul style="list-style-type: none"> <li>• Advance HE workshop held</li> <li>• Plans for future themed SATs to allow people to share views, such as "What does race mean to you?"</li> <li>• Coordination of BHM</li> </ul>
01/10/2018	20	<ul style="list-style-type: none"> <li>• AP review/update</li> <li>• BSN review</li> <li>• Discussion of BAME Leadership programme</li> </ul>
06/11/2018	25	<ul style="list-style-type: none"> <li>• HR staff data update</li> <li>• Final report consolidation</li> <li>• BSN update</li> </ul>
11/12/2018	23	<ul style="list-style-type: none"> <li>• Presentation/management of data</li> <li>• Staff/student surveys live</li> <li>• BSN meeting with managers</li> <li>• Data presentation to CEG (reducing BAME awarding gap)</li> </ul>
19/02/2019	27	<ul style="list-style-type: none"> <li>• Decision to aim for Bronze</li> <li>• Staff/student data review</li> <li>• Timeline set for first full draft</li> </ul>
10/04/2019	27	<ul style="list-style-type: none"> <li>• Submission section updates, data updates/amendments</li> <li>• Survey comment analysis</li> </ul>
14/05/2019	17	<ul style="list-style-type: none"> <li>• Staff/student data discussion</li> <li>• Surveys, possible actions</li> </ul>
20/06/2019	16	<ul style="list-style-type: none"> <li>• Application draft completed, discussion of sections</li> <li>• Drafting of AP</li> </ul>
07/2019-01/2020	N/A	<ul style="list-style-type: none"> <li>• SAT meetings on hold due to final submission preparation and recruitment of new leads following departures in EO</li> </ul>
14/01/2020	21	<ul style="list-style-type: none"> <li>• REC submission feedback</li> <li>• Assess AP</li> <li>• BSN feedback</li> <li>• Project Management Plan (PMP) presentation</li> </ul>
25/02/2020	23	<ul style="list-style-type: none"> <li>• Working Group Chairs' feedback/progress</li> <li>• Submission feedback</li> <li>• Agreed PMP</li> <li>• HR feedback on AP</li> </ul>
31/03/2020	7	<ul style="list-style-type: none"> <li>• Working Group updates</li> </ul>
30/04/2020	31	<ul style="list-style-type: none"> <li>• Working Group updates/progress</li> <li>• AP2015</li> <li>• Advance HE Workshops</li> </ul>
22/06/2020	29	<ul style="list-style-type: none"> <li>• Working Group updates/progress</li> <li>• AP2015</li> <li>• Staff/Student surveys</li> <li>• COVID-19 impact on BAME staff/students</li> </ul>
30/07/2020	22	<ul style="list-style-type: none"> <li>• Working Group updates/progress</li> <li>• AP2015</li> </ul>
08/09/2020	23	<ul style="list-style-type: none"> <li>• Working Group updates/progress</li> <li>• Action Planning (sections 4-8)</li> </ul>
20/10/2020	29	<ul style="list-style-type: none"> <li>• Terms of Reference review/approval</li> <li>• Working Groups updates/progress</li> <li>• Promotion round data by ethnicity</li> </ul>

Date	Attendees	Outcomes/Items Discussed
01/12/2020	29	<ul style="list-style-type: none"> <li>• Focus Group findings</li> <li>• Working Group updates/progress</li> <li>• Items outstanding in submission</li> <li>• Tackling Racial Harassment Education Report</li> <li>• PMP</li> </ul>
13/01/2021	36	<ul style="list-style-type: none"> <li>• Working Group updates/progress</li> <li>• Action Planning (sections 4-8)</li> <li>• Items outstanding in submission</li> </ul>

Following the successful award in 2015:

- Decision was taken to facilitate implementation of AP via smaller sub-groups who would meet regularly throughout each year (Student Data Group, Staff Data Group, Survey Group). Membership was diverse, including staff/students from different ethnic backgrounds and both SAT/non-SAT members.
- Work was progressed via email correspondences, interactions, and consultation between group members.
- Unfortunately, due to the informal nature of sub-groups, record-keeping did not provide exact meeting dates and details between 2016-2018 until these were formally re-configured in January 2020 (see Table 2b.3 below).
- In 2017, a REPO was appointed to coordinate a BAME awarding gap project. He also helped prepare the 2019 REC application (**AP2b.1**).
- Regular reviews of progress were made by HoEDI, SAT Chair, BSN and REPO, who met to take forward issues, ideas and feedback from SAT members and sub-groups.
- Agendas/minutes of SAT meetings circulated via email, stored on University's internal drive.

In the interest of transparency, we explain the gaps in SAT meetings and progress:

- Between 2016-2018 no formal EDI governance structure or reporting processes were in place to ensure accountability for staff-focused race equality work across departments, despite BAME KPIs (student work has progressed). This led to lack of SBU-level engagement and understanding of local involvement/expectations.
- The EO coordinate and lead on the REC, there has been significant staffing changes in the team (Table 2b.2), inevitably impacting continuity and progress against the 2015 Action Plan (AP2015). Changes affected REC leadership, resulting in loss of expertise and in-depth local awareness of race equality work at critical stages in the lead up to the 2019 application deadline.

**Table 2b.2: EO staffing changes**

Job title	REC Role	Reason for leaving	Start/leaving date
<b>EDI Officer</b>	Submission support	Work/life balance, reduce commute	Jun 2004-Aug 2018
<b>HoEDI</b>	REC pilot lead and strategic REC lead	Concentrate on PhD	Dec 2012-Feb 2018
<b>Athena Swan Officer (now Senior EDI Officer)</b>	Submission coordination, SAT support	Secured new position, career progression	Oct 2016-Mar 2021, maternity leave Jun 2018-Mar 2019
<b>REPO</b>	Submission support	End to externally funded project FTC	Jul 2017-Dec 2019
<b>HoEDI</b>	Strategic REC lead	Secured new position	Oct 2018-Aug 2019
<b>EDI Officer</b>	SAT support	Relocation closer to family	Oct 2018-Aug 2019
<b>EDI Officer</b>	ECWG support	Secured new position, career progression	Jan 2020-Mar 2021
<b>HoEDI</b>	Strategic REC lead	N/A	Jan 2020-present

To address the issues above, the following steps have been taken:

- The HoEDI physically sits within OVC and attends senior strategic meetings.
- Athena Swan Officer has been promoted with additional responsibility for Charter Marks including the REC.
- Commitment to additional resource (**AP2b.1**) to support the REC.

We were deeply disappointed to have been unsuccessful with our 2019 renewal. However, we have fully taken on board feedback and addressed the gaps in this submission. The key areas outlined by the panel were:

- Insufficient demonstration of progress from previous award.
- Limited self-assessment/data analysis.
- Insufficient analysis of quantitative data.
- AP not SMART enough.
- Limited evidence of faculty-level involvement.

We acknowledge that we have not made as much progress as we had hoped; however, this is not due to lack of commitment and over the last 18 months there has been a clear shift with a renewed commitment to REC principles and ensuring progress.

## **Progress:**

Positively, January 2020 marked a turning point in REC leadership, and EDI governance. Numerous initiatives have successfully been established with mechanisms in place to continue to progress and impact race equality through a whole-institutional approach:

- New HoEDI and EDI Officer commenced employment (January 2020).
- New DVC commenced employment (March 2020). EDI (including REC) were included as a significant element in the DVC's portfolio.
- REC submission and AP are prioritised as a key objective for UH, specifically the VCE, HoEDI, EO and all SBUs.
- S&R appointed as SREC (September 2020), a significant step to advance REC progress and embed this across UH. She also liaises and consults regularly with the BSN.
- Officially launched our BAG IAP (September 2020), complementing our REC AP (See Section 8).
- Significant improvement in structure, reporting and consistency of Working Groups with four formally re-established (January 2020) to take forward required actions in preparation for 2021 submission (Table 2b.3). Clear expectation for each member of SAT to commit and contribute to one group. This has worked well with regular meetings taking place and progress reports at each SAT. The EO also met monthly with Chairs to provide additional support, share best practice, and ensure expected progress was being made.

**Table 2b.3: Working Group meetings**

Dates	Outcomes/Items Discussed
<b>Staff Success and Data Working Group (SSDWG)</b>	
Number of members: 11	
Attendance at meetings: ranged from 5-10 members	
26 Mar 2020	<ul style="list-style-type: none"> <li>• Overview of conversation with Advance HE, submission template, tables/chart, staff data access</li> <li>• Review of 2015/19 RECM APs</li> <li>• Discuss/assign tasks/responsibilities</li> <li>• Developed SSDWG MS Team platform</li> </ul>
13 May 2020	<ul style="list-style-type: none"> <li>• HR project timelines</li> <li>• Working group plan review</li> <li>• Updated tables/progress</li> </ul>
2 Jun 2020	<ul style="list-style-type: none"> <li>• Data tables/inclusion of 19/20 data</li> <li>• Shared responsibilities document</li> </ul>
1 Jul 2020	<ul style="list-style-type: none"> <li>• Key findings document/Section 5</li> <li>• Data team meeting with EO</li> <li>• Discussed equal pay report/BLM</li> <li>• HRBPs review data/liase with SBU Heads</li> </ul>
16 Jul 2020	<ul style="list-style-type: none"> <li>• Section 6</li> <li>• SBU Head contributions</li> <li>• Update on EDITs, HRBP data/SBU quotes</li> <li>• Word count/content</li> <li>• Plans for next REC SAT</li> </ul>
28 Jul 2020	<ul style="list-style-type: none"> <li>• Mock panel organisation</li> <li>• Plans for 2019/20 data inclusion</li> <li>• Presentation for REC SAT</li> <li>• Discussed deadlines/timeframes, gap analysis reporting</li> </ul>
7 September 2020	<ul style="list-style-type: none"> <li>• Preparation for REC SAT</li> <li>• Word count cull</li> <li>• Draft action plan shared for review/comment</li> </ul>
14 Sept 2020	<ul style="list-style-type: none"> <li>• Staff action plan items</li> </ul>
22 Sept 2020	<ul style="list-style-type: none"> <li>• Data tables/analysis</li> </ul>
23 Sept 2020	<ul style="list-style-type: none"> <li>• SMARTen actions</li> <li>• Draft comments/recommendations, rephrase text</li> </ul>
29 Sept 2020	<ul style="list-style-type: none"> <li>• AP review</li> </ul>
13 Oct 2020	<ul style="list-style-type: none"> <li>• Discussed programme leaders, future @&amp;OD meeting</li> </ul>
20 Oct 2020	<ul style="list-style-type: none"> <li>• Discussed section 5</li> </ul>
28 Oct 2020	<ul style="list-style-type: none"> <li>• Project timeline</li> <li>• REC preparation for Advance HE peer-review</li> <li>• Chased outstanding actions</li> <li>• Benchmarking tables shared</li> </ul>
30 Nov 2020	<ul style="list-style-type: none"> <li>• Update on activities/next steps</li> <li>• Approach to review/act upon mock panel/peer-review feedback</li> </ul>
7 Dec 2020	<ul style="list-style-type: none"> <li>• Mock panel feedback review</li> </ul>
17 Dec 2020	<ul style="list-style-type: none"> <li>• Action planning</li> </ul>
6 Jan 2021	<ul style="list-style-type: none"> <li>• Next steps, sections 4-6 review</li> </ul>
7 Jan 2021	<ul style="list-style-type: none"> <li>• Professional staff promotions discussion</li> </ul>
11 Jan 2021	<ul style="list-style-type: none"> <li>• Integration of survey findings</li> </ul>



**Student Success Working Group (SSWG)**

Number of members: 8 initially, reduced to 7 on 31<sup>st</sup> May when individual left University

Attendance at meetings: ranged from 6-8 members

6 Apr 2020	<ul style="list-style-type: none"> <li>• Confirmation of data sets</li> <li>• Identification of outstanding data</li> <li>• 2019 feedback review</li> <li>• Identification of actions</li> </ul>
24 Apr 2020	<ul style="list-style-type: none"> <li>• Task review</li> <li>• UG admissions/continuation data</li> <li>• Identification of actions</li> </ul>
26 May 2020	<ul style="list-style-type: none"> <li>• Task review</li> <li>• UG awards/employment data</li> <li>• Identification of actions</li> </ul>
16 Jun 2020	<ul style="list-style-type: none"> <li>• Task review</li> <li>• PGT data</li> <li>• Identification of actions</li> </ul>
30 Jun 2020	<ul style="list-style-type: none"> <li>• Task review</li> <li>• PGR data</li> <li>• Identification of actions</li> </ul>
24 Jul 2020	<ul style="list-style-type: none"> <li>• Finalisation of sections 7-8</li> </ul>
Offline working Aug-Oct	<ul style="list-style-type: none"> <li>• Feedback, section 8 finalisation</li> <li>• Updated UG awards data with 2019/20 data</li> </ul>
15 Dec 2020	<ul style="list-style-type: none"> <li>• Detailed work on AP (sections 7-8)</li> </ul>

**Engagement and Communication Working Group (ECWG)**

Number of members: 11

Attendance at meetings: ranged from 4 to 11 members

29 Jun 2020	<ul style="list-style-type: none"> <li>• Project timeline</li> <li>• Introduction to topic guides</li> </ul>
6 Jul 2020	<ul style="list-style-type: none"> <li>• Organisation of focus groups (size, number, budget etc.)</li> <li>• Tasks required</li> </ul>
13 Jul 2020	<ul style="list-style-type: none"> <li>• Task review</li> <li>• Focus group recruitment</li> <li>• Budget/meeting frequency review</li> </ul>
20 Jul 2020	<ul style="list-style-type: none"> <li>• Task identification/review</li> </ul>
17 Aug 2020	<ul style="list-style-type: none"> <li>• Focus groups finalisation</li> </ul>
7 Sept 2020	<ul style="list-style-type: none"> <li>• Task identification/review, next steps</li> </ul>
21 Sept 2020	<ul style="list-style-type: none"> <li>• Project timeline, task review</li> </ul>
19 Oct 2020	<ul style="list-style-type: none"> <li>• Focus group findings</li> </ul>
23 Nov 2020	<ul style="list-style-type: none"> <li>• Proposed actions arising from focus groups</li> <li>• REC SAT presentation preparation</li> </ul>
30 Nov 2020	<ul style="list-style-type: none"> <li>• Feedback/finalisation of REC SAT presentation</li> </ul>



**Submission Writing Group (SWG)**

Number of members: 3

Attendance at meetings: ranged from 2-3 members

8 Apr 2020	<ul style="list-style-type: none"> <li>• PMP</li> <li>• Drafting progress</li> </ul>
6 Aug 2020	<ul style="list-style-type: none"> <li>• PMP</li> <li>• Drafting progress, next steps</li> <li>• Section responsibility document/deadlines</li> </ul>
24 Sept 2020	<ul style="list-style-type: none"> <li>• Developed SWG timeline</li> <li>• Mock panel preparation</li> <li>• Assign responsibility for initial full section reviews</li> </ul>
11 Nov 2020	<ul style="list-style-type: none"> <li>• Advance HE peer-review preparation</li> <li>• Update on ongoing reviews/progress</li> <li>• Presentation for Dec SAT</li> </ul>
19 Jan 2021	<ul style="list-style-type: none"> <li>• Discussion of Advance HE peer-review meeting follow-up</li> <li>• Clarify responsibilities for final section reviews</li> </ul>
28 Jan 2021	<ul style="list-style-type: none"> <li>• Run through sections 2-3 comments</li> </ul>
29 Jan 2021	<ul style="list-style-type: none"> <li>• Run through sections 5-6 comments</li> </ul>
18 Feb 2021	<ul style="list-style-type: none"> <li>• Discussion of all sections – comments/updates</li> <li>• Word cull</li> </ul>
25 Feb 2021	<ul style="list-style-type: none"> <li>• Discussion of all sections – comments/updates</li> <li>• Word cull</li> <li>• Adjusted timescales</li> </ul>
4 Mar 2021	<ul style="list-style-type: none"> <li>• Section 2 comments</li> <li>• Word counts</li> <li>• Timeline</li> </ul>

**Progress:**

Enhancements to EDI Governance have been significant to ensure EDI is embedded and mainstreamed across UH. Importantly, this has helped to clearly outline accountability (see changes in Figures 2b.2-3 below):

- REC SAT is now better positioned to influence centrally and ensure actions are implemented across UH. Reports to newly established Strategic EDI Board, co-chaired by S&R and DVC, allowing a direct reporting line to CEG and BoG. BSN co-Chairs are standing members.
- A new EDI strategy is being developed and EDITs have been established in all SBUs. Members are briefed on the REC, including commitments and expectations from each SBU. ToR have been revised to incorporate all EDI work including REC. SBU-level REC actions are being incorporated into each SBU EDI AP for implementation and to ensure appropriate local-level engagement.
- All Schools have working groups to address the BAME awarding gap (feed into EDITs).
- REC SAT MS Teams platform set up to enable virtual shared working/ documents, updating on progress.

**ACTION**

**AP2b.1:** Recruit a degree apprentice to Equality Office to support implementation of REC action plan.

Figure 2b.1: EDI governance structure at UH prior to January 2020

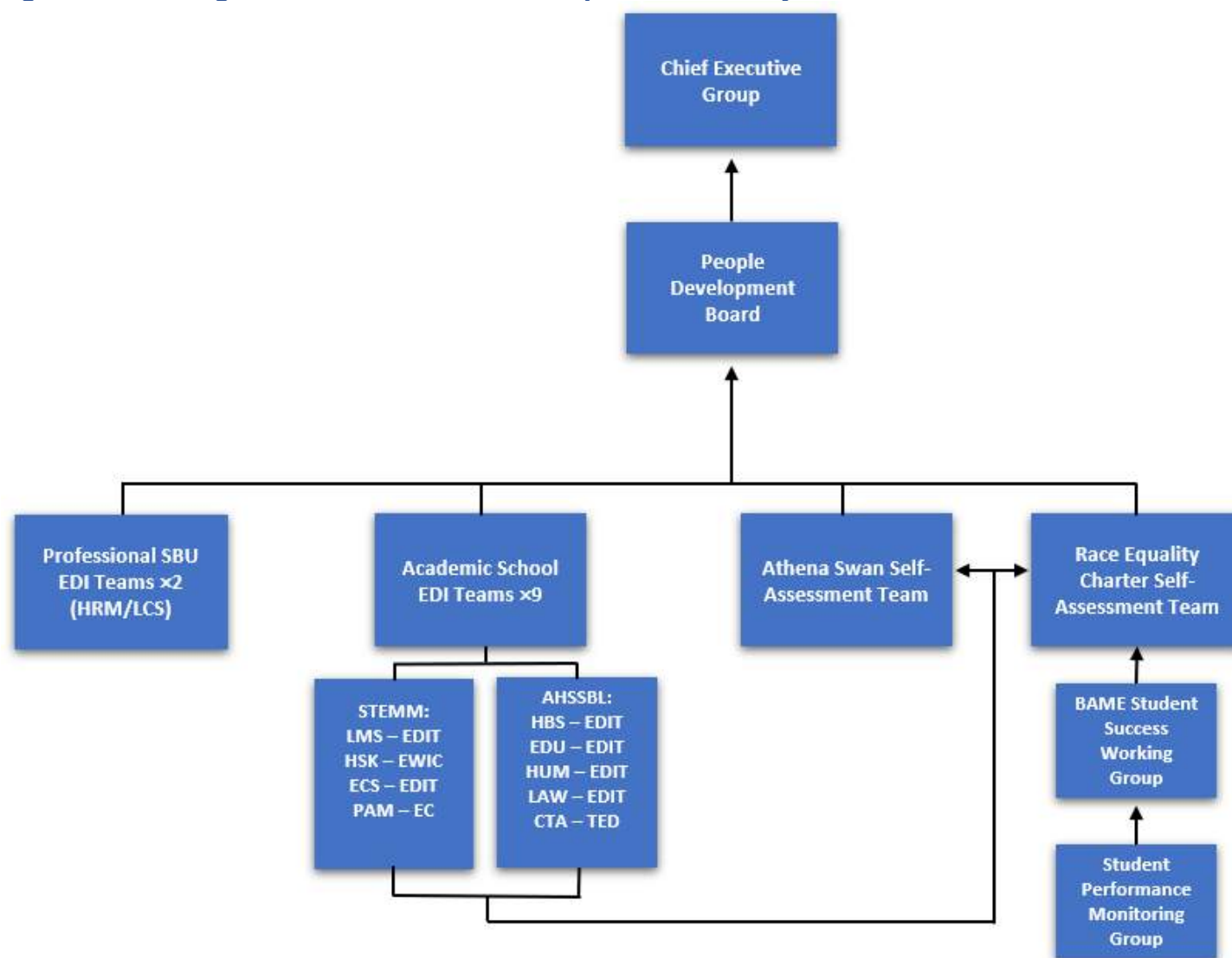
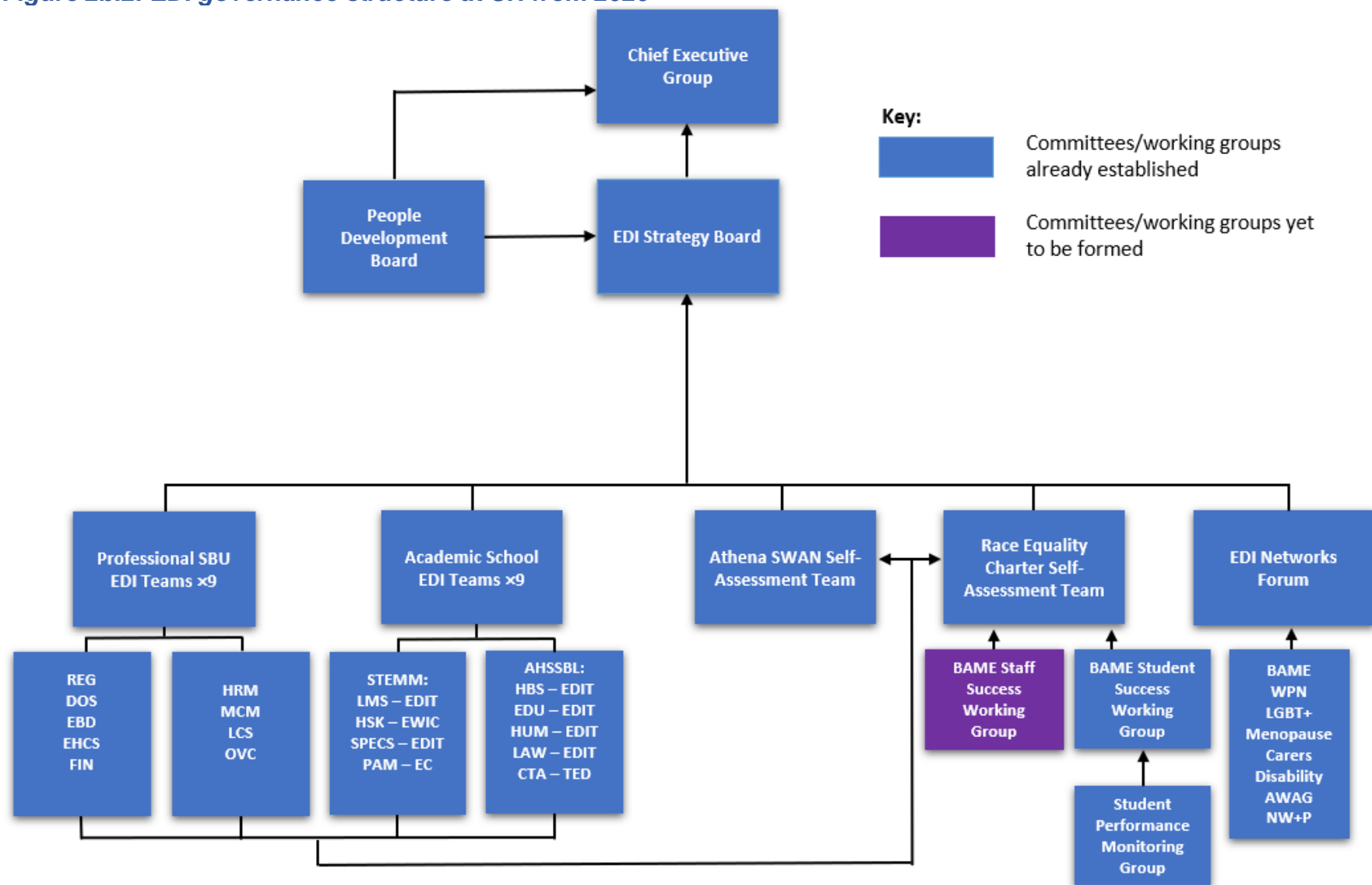
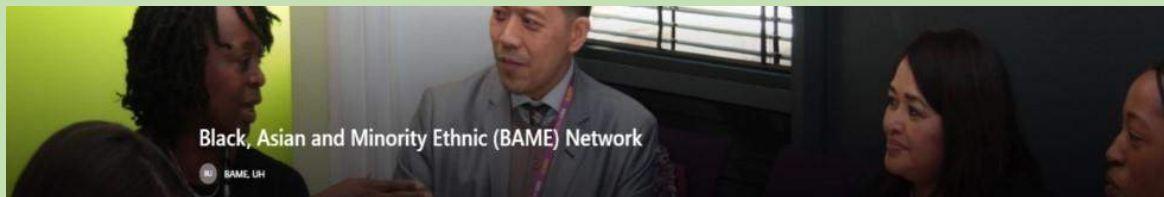


Figure 2b.2: EDI governance structure at UH from 2020



## Section 2c: Involvement, consultation and communication

### Progress:



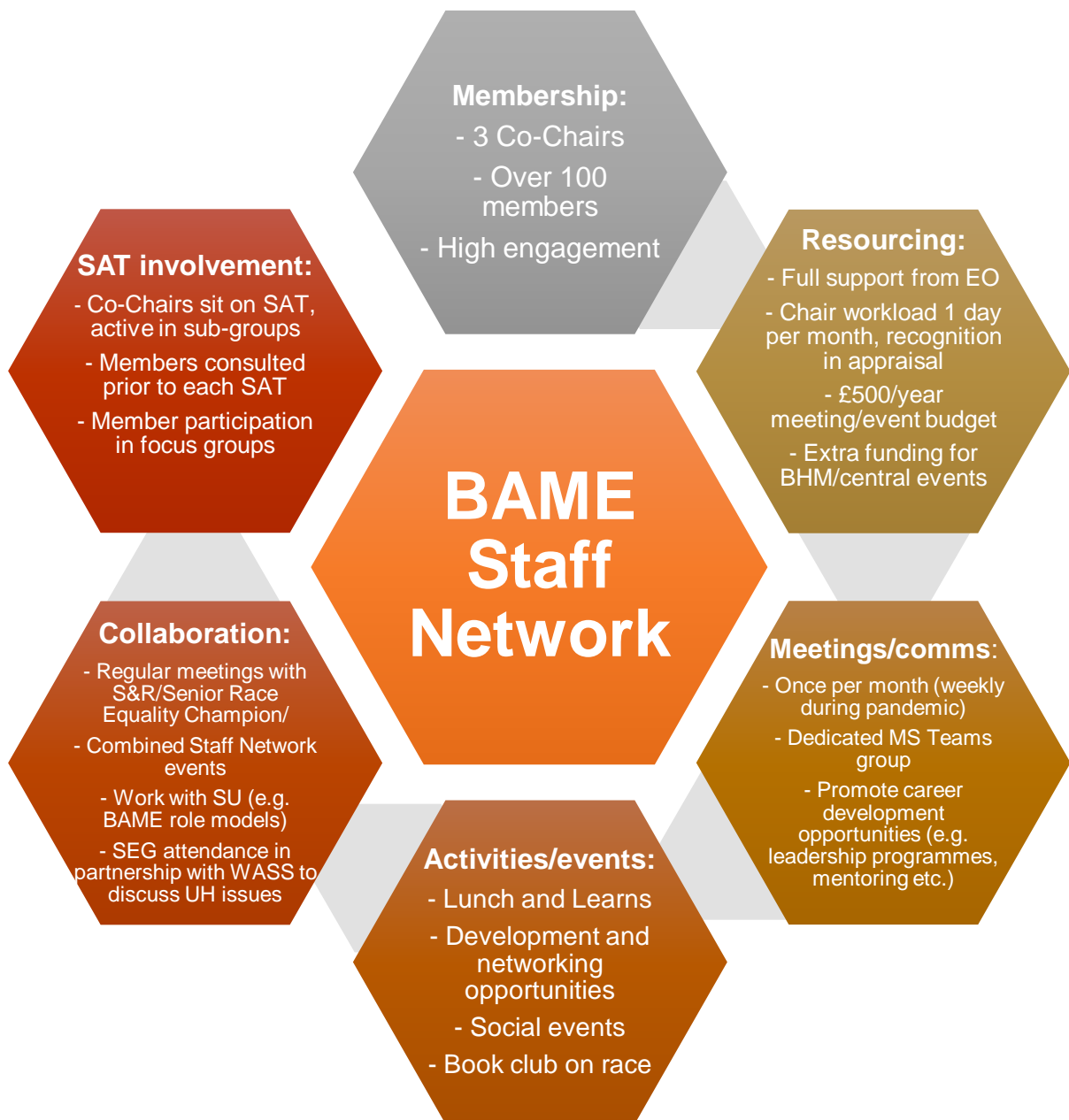
**AP2015(5):** BSN established in 2016, an essential part of our consultation and engagement platform. One of the most engaged and highly active networks, providing BAME staff (professional and academic) a safe space to speak, share information, ideas, and networking opportunities.

BSN has been instrumental in advancing race equality and contributing towards the REC. It played a crucial role in promoting the surveys and focus groups amongst their members and BAME staff across the University. The network will also help to ensure actions are delivered over the next three years (see Figure 2c.1).

*"We are incredibly pleased to have the support of senior management, more recently the Race Equality Champion, which gives us a direct platform to drive change here at UH and to discuss any pertinent issues raised by our members at our monthly meetings."*

**BAME Staff Network**

**Figure 2c.1: BAME Staff Network profile and activities**



### **REC surveys (Dec 2018-Jan 2019)**

The EO, Communications teams, SU and Schools utilised numerous channels to promote the REC surveys including University-wide e-mails, staff and student intranets, university magazine, BSAs, BSSWG and the BSN.

The increased response rates can be attributed to various initiatives to build trust and openness through the BSN, BSAs, increase in training around UB and Cultural Awareness, and concerted effort to encourage and increase disclosure in diversity monitoring declarations etc.

*“Promoting the REC survey to students was an important and positive experience. I engaged in meaningful and informative conversation with minority students as they felt comfortable speaking about their experiences. I emphasized the importance of their voice with regards to representation, inclusion, and identity in impacting change at the university.”*

**BAME Student Advocate 2018**

A thematic model was created to analyse survey data and shared with sub-groups. Further intersectional analyses were undertaken by MCM and EO in relation to nationality and ethnic groupings. Findings were discussed at SAT meetings and used to formulate actions **(AP2c.1)**.

Although we are pleased with the increase in staff/student responses, they fell below our 40% target. **(AP2c.2)**.

### **REC Staff Survey (RECSTAS)**

#### **Progress:**

Since previous survey:

- Overall response rate increase of 35% (649, up from 484) (26.5% of total staff)
- 68% increase in responses from BAME staff (104, up from 62) (22.3% of total BAME staff)

**Table 2c.1: RECSTAS respondents**

Respondents	No.	% of respondents	Total number of staff	% of all staff
White	457	70.4%	1918	19%
BAME	104	15.9%	466	4%
Prefer not to say	50	7.7%	41	2%
Not known	38	5.9%	22	2%
<b>Total</b>	<b>649</b>	<b>100%</b>	<b>2447</b>	<b>27%</b>

**Table 2c.2: RECSTAS BAME respondents by ethnic group**

Ethnic group	No.	% of BAME respondents	% of total respondents	Total Number of staff	% of all staff
Asian	23	22.1%	3.5%	171	5%
Black	34	32.7%	5.2%	132	7%
Chinese, Mixed, Arab, and Other	47	45.2%	7.2%	163	10%
<b>Total</b>	<b>104</b>	<b>100%</b>	<b>15.9%</b>	<b>466</b>	<b>22%</b>

**Table 2c.3: RECSTAS respondents by ethnicity and UK/Non-UK**

UK/Non-UK	BAME		White		Not known/Prefer not to say		Grand Total	
	No.	%	No.	%	No.	%	No.	%
UK	76	16%	383	78%	31	6%	490	75.5%
Non-UK	22	24%	63	69%	6	7%	91	14%
Not known/Prefer not to say	6	9%	11	16%	51	75%	68	10.5%
Total	104	49%	457	163%	88	88%	649	100%

**REC Student Survey (RECSTUS)****Progress:**

**AP2015(3):** implemented to engage students due to low response rates in 2014. We've seen success through the SU and BSAs who promoted the survey in all Schools through face-to-face interaction with students, social media and contacted academic staff directly to encourage student participation. Response rates:

- Increased 532% from 54 to 341 (1.4% of total students)
- 926% increase from BAME students (from 19 to 195) (1.5% of total BAME Students)

**Table 2c.4: RECSTUS respondents**

Respondents	No.	% of respondents	Total Number of students	% of all students
White	105	30.8%	10,754	0.4%
BAME	195	57.2%	13,123	0.8%
Prefer not to say	16	4.7%	-	-
Not known	25	7.3%	405	0.1%
Total	<b>341</b>	<b>100%</b>	<b>24,282</b>	<b>1.3%</b>

**Table 2c.5: RECSTUS respondents by ethnic group**

Ethnic group	No.	% of BAME respondents	Total Number of students	% of all students
Asian	40	20.5%	4,183	0.3%
Black	90	46.2%	3,992	0.7%
Chinese, Mixed, Arab, and Other	65	33.3%	4,948	0.5%
Total	<b>195</b>	<b>100%</b>	<b>13,123</b>	<b>1.5%</b>

**Table 2c.6: RECSTUS respondents by UK/Non-UK**

UK/Non-UK	BAME		White		Not known/Prefer not to say		Grand Total	
	No.	%	No.	%	No.	%	No.	%
UK	141	58%	77	32%	25	10%	243	100%
Non-UK	46	60%	27	35%	4	5%	77	100%
Not known/Prefer not to say	8	38%	1	5%	12	57%	21	100%
Total	195	57%	105	31%	41	12%	341	100%

**Table 2c.7: Further consultation with staff and students used to inform actions**

Consultation	Target group	Response rates	Details/findings
Engaging Heads of SBU's on Local REC Actions	Heads of SBU's	100%	<ul style="list-style-type: none"> <li>Aim – agree localised actions to address findings</li> </ul>
Focus groups (Sept/Oct 2020) to further explore issues arising from the staff/student 2018 REC survey	Staff and students	Staff group 1: 10 (5 BAME) Staff group 2: 6 (All BAME) Student group 1: 3 (1 BAME) Student group 2: 8 (All BAME) Student group 3: 7 (All BAME)	<ul style="list-style-type: none"> <li>External facilitator from BAME background</li> <li><b>Aim:</b></li> <li>Further explore survey findings</li> <li>Understand experience of racial and/or religious stereotyping students and staff have experienced</li> <li>Understand barriers and challenges to representation and progression of BAME staff and students</li> <li>Generate ideas and solutions that could help to address some of the challenges and barriers discussed</li> <li>See <b>Table 2c.8</b> below highlighting findings</li> </ul>
Student Voice It! campaign (Nov 2020)	Students	Total student responses: 3.8% of total student population.  Response rate: 49% White 48% BAME 3% Prefer not to say	Positive findings: “I am proud to be a Herts student” question <ul style="list-style-type: none"> <li>88.9% BAME agreed (377)</li> <li>80% White agreed (340)</li> </ul> “I have the opportunity and feel safe to share my opinion at Herts” <ul style="list-style-type: none"> <li>82.1% BAME agreed (348)</li> <li>78.6% White agreed (334)</li> </ul> (No comparator, questions used from 2020)
Pulse survey (Nov 2020)	Staff	Total staff responses: 1,531  BAME - 10% (150)  White - 63% (958)  Prefer not to say - 28% (423)	<ul style="list-style-type: none"> <li>Response rate increase - 60% (2019) to 62% (2020)</li> <li>Engagement score increase - 66% (2019) to 72% (2020)</li> <li>Overall ‘Safe to speak up’ question increased from 43% (2019) to 49% (2020) agree/strongly agree. Proportionally BAME respondents to this question increased from 37% (2019) to 54% (2020)</li> </ul>



Consultation	Target group	Response rates	Details/findings
Working from Home survey (May 2020)	Staff	Total staff responses: 1254 (9.3% BAME)  Total focus groups: 4 Total participants: 64 (8%/No.5 BAME)	<ul style="list-style-type: none"> <li>Aimed to find out how staff were adapting to new working environments</li> <li>Follow-up focus groups run Nov/Dec 2020</li> <li>No ethnicity differences indicated</li> </ul>
NSS (Jan-Apr 2020)	Students	Total student responses: 2,832 (54% BAME)  Response rate: 72% (70% BAME vs. 75% White)	<p>Student satisfaction score:</p> <ul style="list-style-type: none"> <li>BAME - 82.31% (up from 81.39% in 2019)</li> <li>White - 81.92% (down from 85.35% in 2019)</li> </ul> <p>I have the opportunity and feel safe to share my opinion at Herts</p> <ul style="list-style-type: none"> <li>82.1% BAME agreed (348)</li> <li>78.6% White agreed (334)</li> </ul>
Face-to-face paper surveys (Feb 2019)	Students	Total students involved: 128 (94.5% BAME)	<ul style="list-style-type: none"> <li>Led/administered by BSAs</li> <li>Aim - obtain more detailed information about student feelings, perceptions, opinions</li> </ul>

Regular engagement and collaboration take place with various stakeholders and local community groups (see section 3C).

**Table 2c.8: Key issues arising from the REC Survey/Focus Groups**

Staff	Students
<ul style="list-style-type: none"> <li>Culture not fully inclusive/Lack of wider cultural competence (<b>AP2c.3</b>)</li> </ul>	<ul style="list-style-type: none"> <li>University's role in supporting and encouraging integration (<b>AP2c.3</b>)</li> <li>Fostering understanding of different cultures (<b>AP2c.3</b>)</li> </ul>
<ul style="list-style-type: none"> <li>Lack of safe spaces and clarity around process to report racism or race-related issues (<b>See Section 3 &amp; AP2c.5</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Academic staff not reflecting student (majority BAME) community (<b>See Section 5</b>)</li> </ul>
<ul style="list-style-type: none"> <li>Improved reporting options (<b>See Section 3</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Safe environment to speak about race-related issues (<b>Section 3 &amp; AP2c.5</b>)</li> </ul>
<ul style="list-style-type: none"> <li>Perceived lack of BAME senior representation (<b>See Section 5</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Reporting (racial incidents) and accountability (<b>See Section 3</b>)</li> </ul>
<ul style="list-style-type: none"> <li>Limited progression opportunities for professional staff (<b>See Section 6</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Low awareness of BSA's (<b>See Section 7</b>)</li> </ul>
<ul style="list-style-type: none"> <li>Lack of clarity/ transparency (progression, recruitment, pay etc. (<b>See Sections 5&amp;6</b>))</li> </ul>	<ul style="list-style-type: none"> <li>Ways to decolonise the curriculum (<b>See Section 8</b>)</li> <li>Concerns around anonymous marking (<b>See Section 8</b>)</li> </ul>

*"We need to promote greater representation into our senior leadership, this would be a strong message to prospective applicants and would be more representative of our student body".*

**BAME Student, Focus Group 2020**

*"What I love about Hertfordshire is it is a very ethnically diverse place, compared to other Universities. I know a lot of my friends don't have any people of colour as friends because their University is so dominantly white that the likelihood of them finding someone who is a person of colour is very unlikely".*

**White Student, Focus Group 2020**

*"I've had students assume, because I'm an international student from UAE originally, half Indian half Sri-Lankan, that it's ok to look at me and make fun of my accent that comes from my race, and I had a student of the same ethnic background do this, and it's very upsetting".*

**Academic Member of Staff (BAME), Focus group 2020**

*"If we truly want to be an inclusive university, there should be more tolerance for people from other cultures. This is not the case at the moment. I would suggest some awareness raising campaigns but not only focusing on people from different races but from different cultures".*

**Professional Member of Staff (White), Focus Group 2020**

### **Progress:**

A key area that we have actioned is in response to the 8.7% of BAME students who disagreed that UH is committed to inclusive practices and 4.1% of BAME students who felt that they are not treated equally by academic staff because of their ethnicity or race, e.g. through further UB training for staff (Section 5b) and inclusive curriculum workshops (Section 8).

### **External submission review**

We organised two external review exercises: (1) Mock panel consisting of volunteers from four other HEI's; (2) Advance HE peer-review.

**Table 2c.9: Details of external submission reviews**

University	Reviewer role
Mock panel: Nov-Dec 2020	
University of Surrey	Academic Lead for Equality, Diversity and Inclusion, School of Health Sciences
London School of Hygiene and Tropical Medicine	Equality, Diversity and Inclusion Manager
Royal Holloway, University of London	E&D Coordinator
De Montfort University	Head of Equality and Diversity
Advance HE peer review: Dec 2020-Jan 2021	
University College London	Athena Swan Manager and Vice Chair of the Higher Education Race Action Group

### **ACTIONS**

**AP2c.1:** Enhance intersectional analysis of survey data via PGR student funded project opportunity.

**AP2c.2:** Increase overall staff and student REC survey response rates.

**AP2c.3:** Increase Cultural Competence across institution.

**AP2c.4:** Reform and strengthen communication to raise more targeted awareness on BAME success, projects, events and prospects.

**AP2c.5:** Provide regular engagement and feedback opportunities for staff and students to discuss race-related concerns and issues in a safe space.

## **Section 2d: Future of the self-assessment team**

The SAT will continue to be chaired by the S&R, meeting every 2-3 months to oversee delivery of the AP. Membership will be reviewed annually to ensure representation across UH, including robust student representation (**AP2d.1**). The SSWDG will become the BStSWG overseeing staff actions (**AP2d.2**). The SSWG will be absorbed into the established BSSWG where REC is a standing item. Work of the ECWG will be embedded within wider communications strategies.

Overall responsibility for advancing the AP rests with the DVC, S&R and HoEDI (See reporting structure in 2C). Delivery of the AP is delegated across the institution to individual departments who will provide regular reports at SAT meetings to monitor progress on how the AP is being delivered at the local level. The role of REC Champions will need to be clearly defined (**AP2d.3**).

The drafting of future applications will be led by the HoEDI, working closely with the SAT, sub-groups, EDITs and EDI Board therefore ensuring collaborative responsibility across the institution.

### **ACTIONS**

**AP2d.1:** Invite student representatives (UG/PG) ensuring greater student representation on the SAT

**AP2d.2:** Establish BAME Staff Success Working Group to regularly assess progress relating to REC action plan, staff KPIs and performance measures, and strengthen accountability.

**AP2d.3:** Clearly embed roles and workload allocation for REC Champions moving forward.

## SECTION 3: INSTITUTION AND LOCAL CONTEXT

Word count 1,178

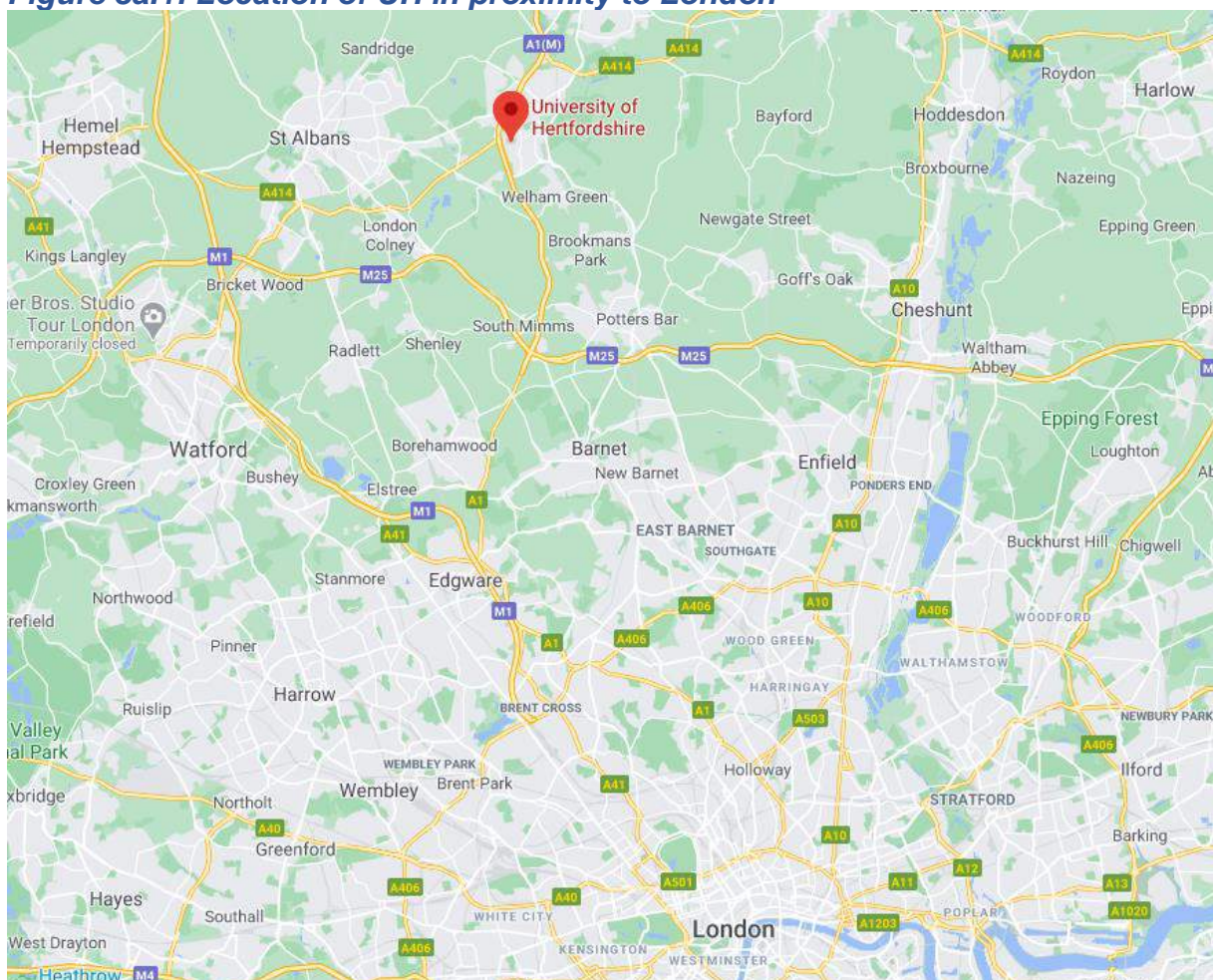
### Section 3a: Overview of your institution

UH is a leading post-92 HE Institution (Alliance Group) with practitioner-influenced research and teaching. We have 24,282 (54% BAME) students (2018/19) and international students account for 12% of the UG and 25% of the PG population. Six of our Schools have a BAME student population exceeding 50%. We estimate that approximately 30-35% of our new UK-domiciled UG students are the first in their family to attend university.

Out of 2,447 substantive staff, all Non-UK make up 14% (344, 2019/20) and all BAME staff account for 468 (19%, 2019/20 UK and Non-UK), an increase of 6% (13%, 2014/15).

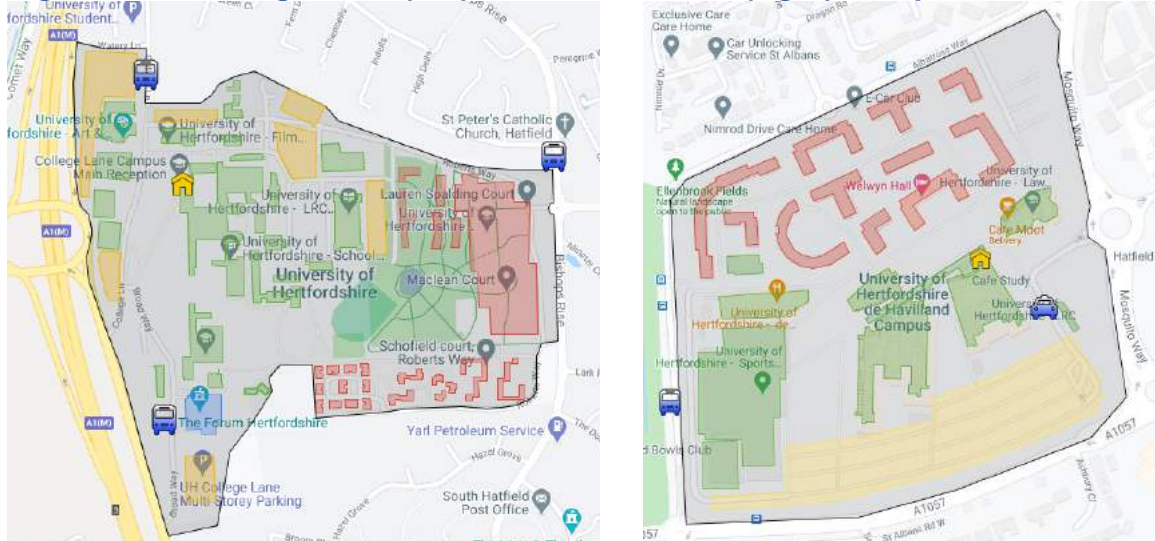
UH is based in Hatfield, Hertfordshire, just 25 minutes by train from London. UH spans across two main campuses less than a kilometre apart: College Lane and de Havilland. A network of pathways, cycle routes and shuttle buses connect the sites. There is a smaller site in the Hertfordshire countryside, our Bayfordbury Campus, which includes an Observatory and Sciences Field Centre that play an integral part in teaching and research.

**Figure 3a.1: Location of UH in proximity to London**





**Figure 3a.2: College Lane (left) and de Havilland (right) Campuses**



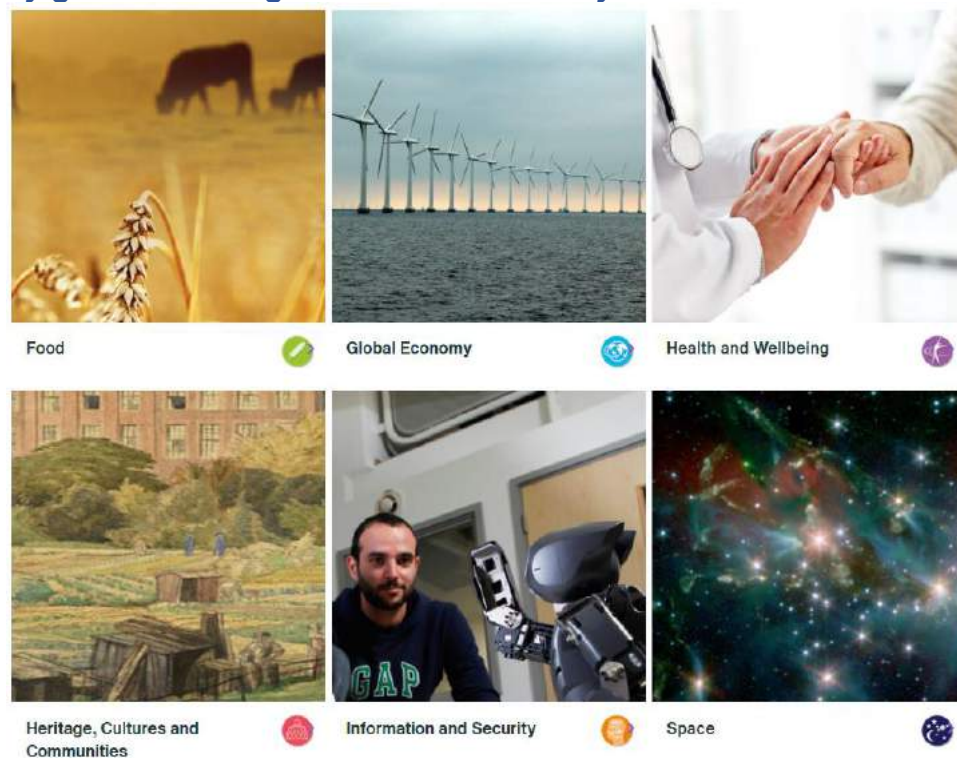
**Figure 3a.3: Bayfordbury Campus**



Our vision is to transform lives by finding and powering potential, providing people with the opportunity to succeed whatever their background. This is supported by our challenging and progressive Strategic Plan 2020-25, which places People as the centre strand, with EDI embedded in each of the core strands. Our objectives are based on offering opportunity, building community and embracing flexibility in a friendly, collegiate and enterprising environment where the positive transformation of the lives of our students is our core purpose.

UH achieved a Gold ranking in the TEF in 2018 and our research is focused across six themes.

**Figure 3a.4: Research themes reflecting our interdisciplinary strength in some of the key global challenges of the 21st century**



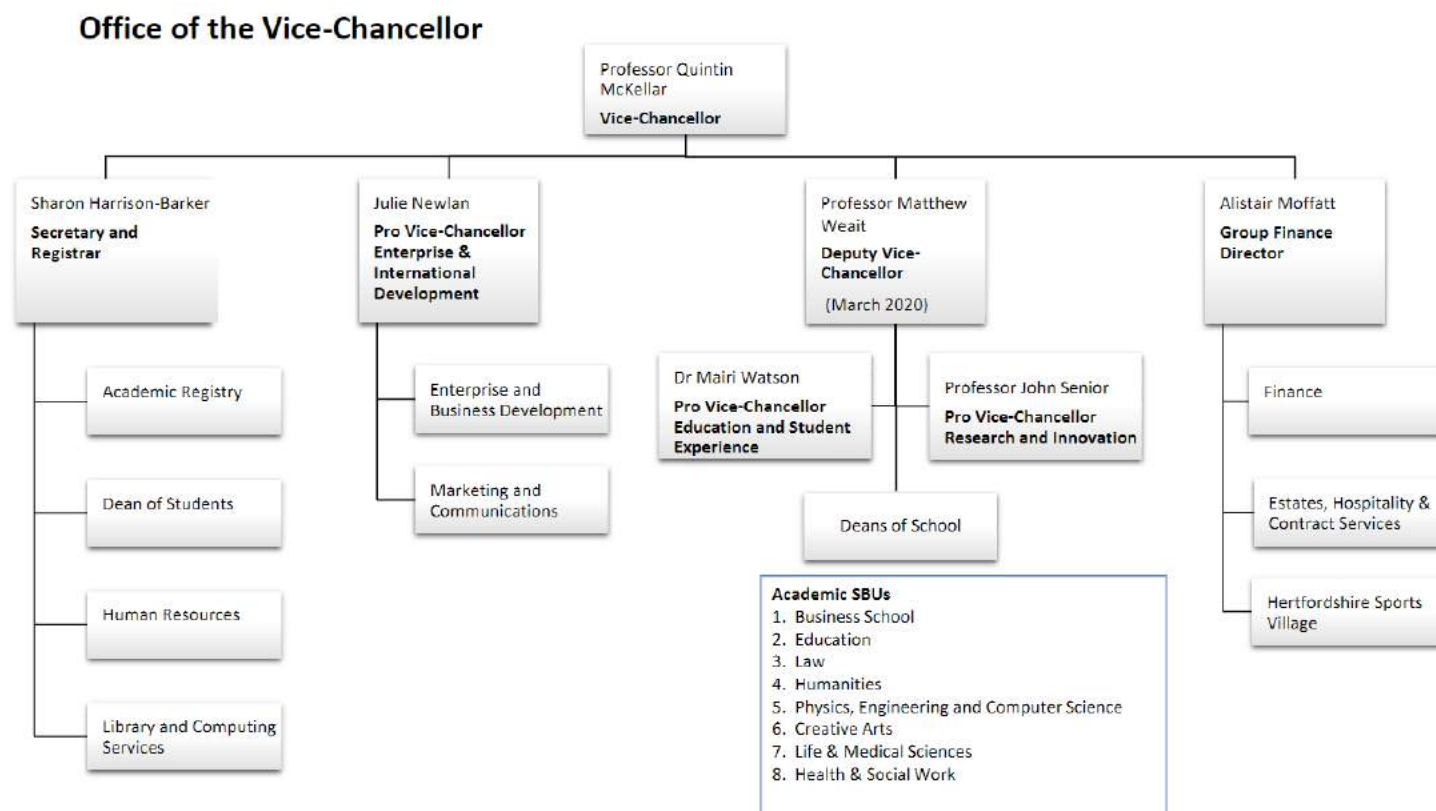
We were one of eight institutions in the UK to have successfully attained a REC Bronze award in the pilot in 2015 and have committed to continuing our work in this area, having identified the achievement of REC objectives as key within the People strand of our SP. Three of our Strategic Equality Objectives are also centred around race:

- Increase senior BAME staff (UH9 and above) to 16% (from 13%) by 2025
- Increase BAME teaching staff to 25% (from 19%) by 2025
- Reduce the BAME awarding gap by half by 2025 (Baseline 2019/20 18% - target 9%)

Our EDI objectives are being reviewed and an overarching EDI Strategy developed. These objectives frame and underpin our SP and Board-level KPIs. This will further strengthen the commitment to our recently launched BAG-IAP (See Section 8) and REC AP.

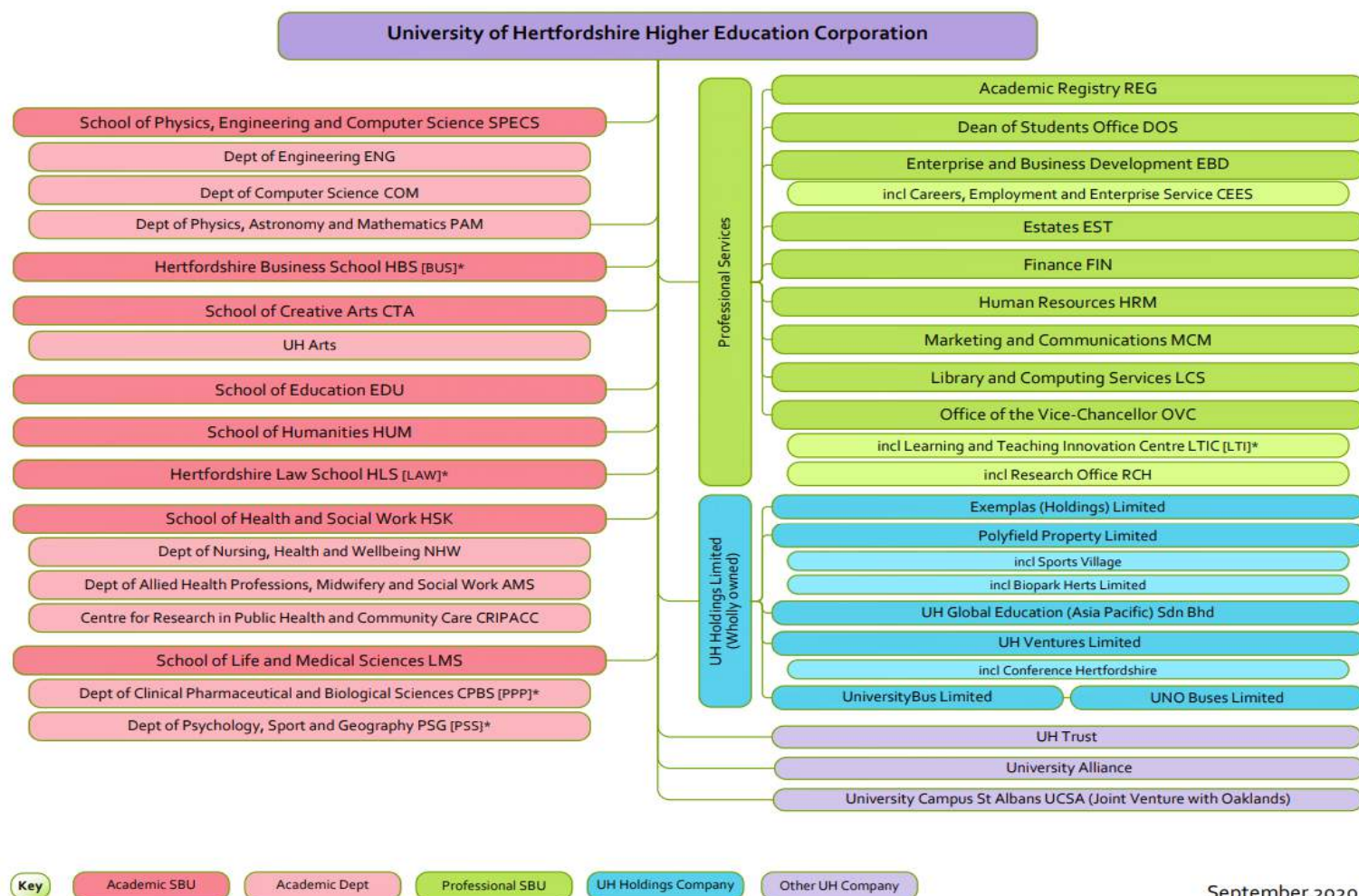
UH has 17 SBU's including eight academic Schools<sup>1</sup> that report directly to the VC (Figures 3a.5-6).

**Figure 3a.5: Senior leadership structure of the University**



<sup>1</sup> Please note that the Schools of Engineering and Technology and Computer Science merged in 2019 to form the School of Engineering and Computer Science (ECS). In 2020, the School of Physics, Astronomy and Mathematics joined ECS to form the School of Physics, Engineering and Computer Science (SPECS). Data for ECS and PAM and included separately in this application to correspond with the three-year period.

**Figure 3a.6: SBU and academic Schools structure**



\* Student system code in [brackets] where different

September 2020



## Celebrating diversity

We regularly celebrate the diversity of our community and have hosted BHM events since 2010 in partnership with external stakeholders.

**Figure 3a.7: Images from BHM 2020**

### Black History Month



As a university with a wonderfully diverse student population, Black History Month is an important part of our academic year. It gives us an opportunity to pause, reflect, learn, and broaden our understanding and challenge ourselves when it comes to the beliefs or knowledge we may have around black history and culture. Beyond October, our staff and students are encouraged and supported to seek opportunities to learn and explore Black History, as we know that understanding it is the first step in identifying and eradicating unconscious bias, calling out racism, being an ally and understanding the full meaning behind the Black Lives Matter movement.

This year, despite the restrictions on face-to-face events due to COVID-19, we hosted a range of engaging, varied and educational online events and initiatives for staff, students and schools throughout October.

Activist, rap artist and author Akala opened Black History Month at the University of Hertfordshire, and a variety of other events happened throughout the month including panel debates on legacy and overcoming barriers, and uncomfortable conversations, online art exhibitions, poetry reading, cookery classes, workshops and more.



### Black Lives Matter

Our role in addressing issues of race and ethnic discrimination is key – the knowledge we produce and share, and the way we operate, can contribute towards achieving the change that is necessary.

[Find out more](#)



### Resources to explore

As part of our ongoing commitment to helping staff and students broaden their understanding and knowledge of black history, we provide resources, reading lists and materials to support formal and personal study.

[Further your understanding](#)

**Figure 3a.8: Sample of BHM events 2020**

**Welcome week: #BlackIsHere**

Date	Time	Event	Read more
1-31 October	Throughout the month	Online Showcase: UH Art Collection - Black Artists Highlights	Event now closed
1-31 October	Available throughout the month	Octavia Collective's Rachel Long Poetry Readings	Event now closed
2 October	18.30-20.30	Trident Media: Black History Month Di Sessions	Event now closed
5 October	17.00-18.30	Akula: Black History Month keynote speech	Event now closed
6 October	18.30-20.30	Trident Media: Black History Month Di Sessions	Event now closed
7 October	14.00-15.30	A Whole new World: A keynote speech from David Korofoy Ahulu	Event now closed
7 October	19.00-20.30	Student-led Cooking Show (Instagram Live)	Event now closed
8 October	17.00-18.30	Black History and Experiences: Untold Narratives	Event now closed
8 October	14.00-15.30	How to be an ally workshop	Event now closed
9 October	10.00-11.30	How to be an ally workshop	Event now closed
9 October	14.00-15.30	How to be an ally workshop	Event now closed
9 October	18.30-20.30	Trident Media: Black History Month Di Sessions	Event now closed

**Representation week: #BlackIsDiverse**

Date	Time	Event	Read more
12 October	12.00-14.00	The Black History We Aren't Taught in School	Event now closed
13 October	12.00-13.00	From the Windrush Generation to Gunwick: work, colour bars and trade unions	Event now closed
13 October	18.30-20.30	Trident Media: Black History Month Di Sessions	Event now closed
14 October	13.00-14.00	Black History Month Lightning Talks	Event now closed
14 October	17.00-18.30	Black in Academia and Industry	Event now closed
14 October	19.00-20.30	Student-led Cooking Show (Instagram Live)	Event now closed
15 October	12.00-13.00	Race and Ethnicity in the British film industry between the wars	Event now closed
16 October	12.00-13.00	Decolonising the Business School and Decolonising the Curriculum	Event now closed
16 October	13.00-14.00	Legacy and overcoming barriers: panel discussion	Event now closed
16 October	17.00-18.00	Black History Month Quiz	Event now closed
16 October	18.30-20.30	Trident Media: Black History Month Di Sessions	Event now closed

UH issued a statement from the VC in response to the BLM movement and provided resources for students and staff (Figures 3a.9-10).

**Figure 3a.9: Public message to University in light of the Black Lives Matter movement**

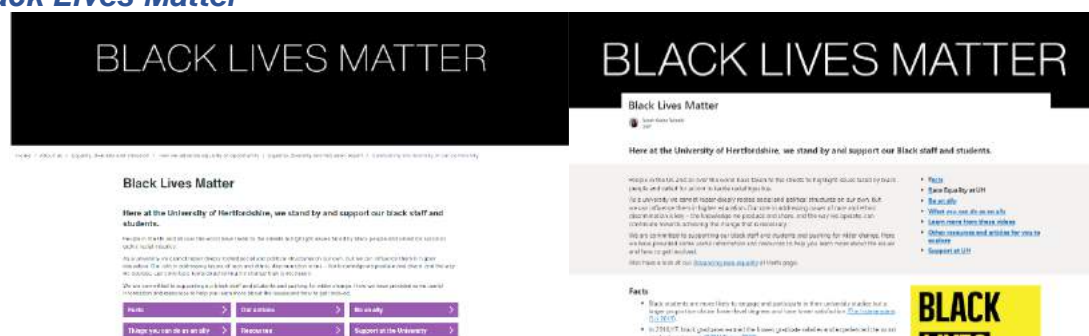
**Levelling the playing field: Vice-Chancellor's message to staff and students**



12 June 2020

By Professor Quentin McKellar CBE, Vice-Chancellor and CEO of the University of Hertfordshire

**Figure 3a.10: External webpage (left) and staff intranet (right) resources for Black Lives Matter**



Focus groups highlighted the progress UH has made in developing an inclusive culture, however, more can be done to increase Cultural Competence across the institution (AP2c.3).

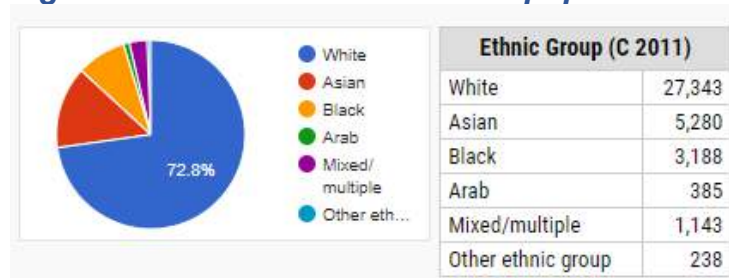
*“An excellent programme of events, very informative, educational and bringing all our community together”.*

**Member of Staff (White)**

### Section 3b: Overview of the local population and context

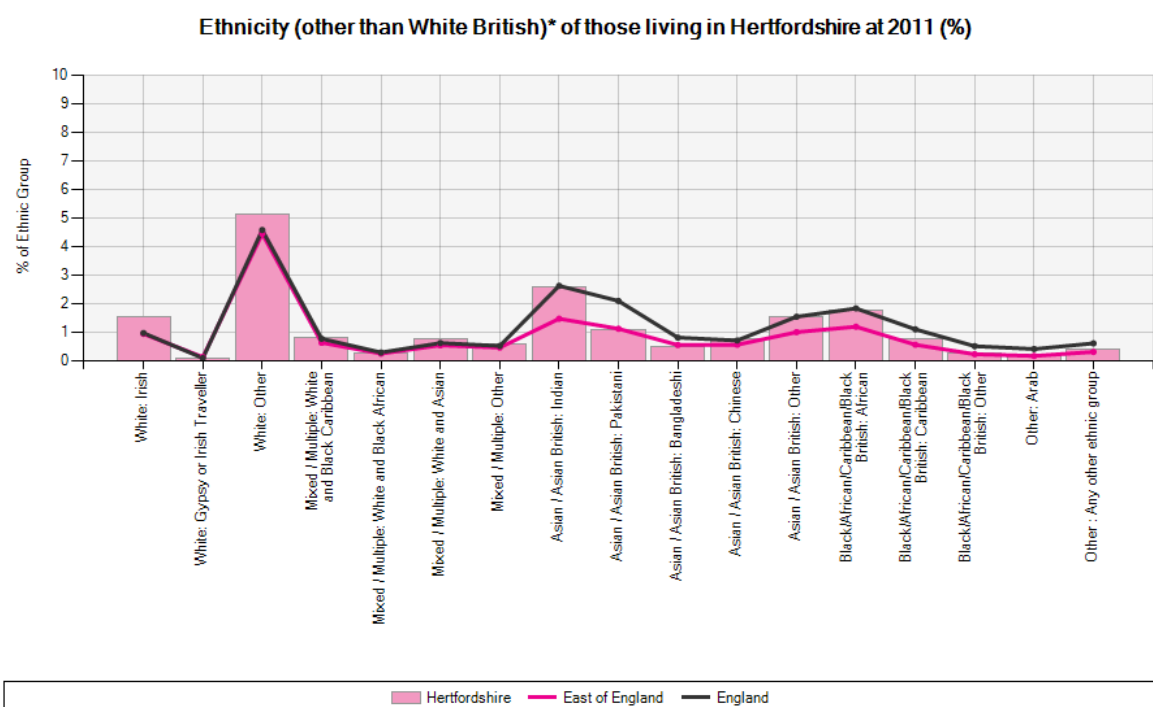
Hatfield has a larger proportion of BAME people of British nationality (27.2%) than wider Hertfordshire (19.2%). At 19%, the percentage of BAME staff at UH is on par with Hertfordshire, higher than across the UK (12%) but lower than Hatfield.

**Figure 3b.1: Ethnic breakdown of population of Hatfield**



**Source:** UK Office for National Statistics

**Figure 3b.2: Ethnic breakdown of population in Hertfordshire**



Source: Office for National Statistics, 2011 Census, Table KS201EW.

\*The White British ethnic category includes those who classify themselves as "White: English / Welsh / Scottish / Northern Irish / British"

A large population of our students live locally both on and off campus. There are 3,519 students living on campus (60% BAME), the highest proportion of these students are Asian.

### Our Community

Like the rest of the country, racial tensions have also increased in Hertfordshire.

- Reports of racially motivated crimes to Hertfordshire Police increased by 83% between 2011/12 and 2019/20.
- Between 1 April and 22 September 2020, 837 people reported hate crimes to police, compared to 804 in the same period last year, a rise of 4.1%.

Although tensions in the local Welwyn/Hatfield area were heightened during the pandemic, UH received only two formally reported incidents during the initial stages of lockdown that were dealt with swiftly.

The DOS regularly meets with HC and HCC to monitor hate crime and racial tensions within the county but also to raise awareness across the University. UH hosts three Third-Party Reporting centres and encourages students and staff to report incidents.



**Figure 3b.3: Image and poster from a joint hate crime awareness event in October 2019 between UH and Herts Constabulary**



Responses from the RECSTAS highlighted lack of clarity on the process for reporting racism or race-related issues (**AP3b.1**). An anonymous online 'Report and Support' form was launched in October 2020 for students and staff to anonymously report or seek advice from an adviser if they have witnessed or experienced an incident (including race-related incidents) they feel uncomfortable with. To date, 50 reports have been received (none race-related).

*"There is a lack of awareness in terms of reporting race related or EDI issues."*  
**Member of Staff (BAME), Focus Group 2020**

The focus groups also highlighted the need for safe spaces to discuss race related issues (**AP3b.2**), reporting and accountability (**AP3b.3**).

*"I know we have groups specifically for BAME, but a space for specific BAME support for those kind of issues (subtle, nuanced issues of race than harassment as such.)"*  
**BAME Student, Focus Group 2020**

Students also pointed out that mental health and well-being issues are often not discussed in many of the cultures in which BAME students are raised (**AP3b.2**).

*"Some cultures still see mental health as a taboo subject, one not to be discussed, certainly not something you seek help for."*  
**BAME Student, Focus Group 2020**

*“It would be nice if we had focus on promotion in BAME groups about accessing health and wellbeing, perhaps through talks, events or posters, to address the specific issues and challenges that people from BAME groups face about accessing wellbeing because of their culture.”*

**BAME Student, Focus Group 2020**

## COVID-19

UH has taken a ‘people first’ approach to supporting staff and students amidst the pandemic. Several guidance documents and toolkits were produced to assist managers in supporting their staff, ensuring needs are being met.

The DOS worked collaboratively with various teams including the SU/EO to ensure students were supported:

- Face-to-face (where safe) and online mental health support/counselling offered to students 24/7.
- Over 4000 calls made via zoom, Teams, mobile, or face-to-face to students in isolation or quarantine every day.
- Remote welfare checks and off-campus house visits carried out, including distribution of DOS Care Packages and supermarket vouchers. Over 80% of the students benefiting from this support were BAME.

The University made £122,874 available to the COVID-19 Relief Fund, launched in March 2020 to support with the hardship students faced amidst the pandemic:

- 628 students applied to Phase 1 (March-May 2020); 402 students received bursary (64% acceptance rate).
- Overseas students made up 44% of students awarded (compared to making up only 15% of student body).
- BAME students accounted for 74% (versus 55.5% in student population).

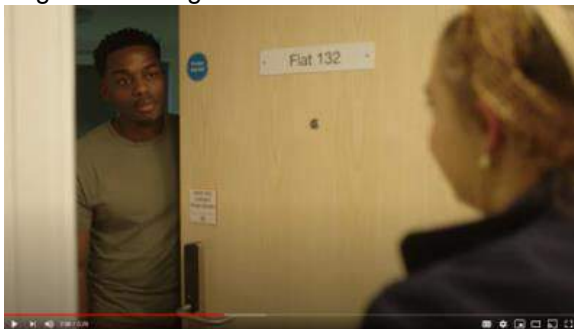


## Community Engagement

The CPO and DOS engage with students through several activities.

**Table 3b.1: CPO student engagement activities**

CPO Activity	Details	Partnership(s)
Evening community initiatives	<ul style="list-style-type: none"> <li>• Organised during darker months</li> <li>• Visits to student/non-student properties to provide home safety information</li> </ul>	Herts Constabulary
Support WHBC's Community Safety Partnership (CSP) 'Crucial Crew'	<ul style="list-style-type: none"> <li>• Safety and wellbeing awareness event</li> <li>• Reaches over 6,500 young people from Welwyn/Hatfield</li> </ul>	Welwyn Hatfield Borough Council
Facilitation of Community Forum Meetings	<ul style="list-style-type: none"> <li>• Held at University twice per year for students, community groups, statutory agencies, local Residents' Associations</li> <li>• Focus on joint working opportunities</li> <li>• Tackle issues that may affect certain groups</li> </ul>	Community groups, statutory agencies, Residents' Associations
Tackle rogue landlord and property scams	<ul style="list-style-type: none"> <li>• Ongoing trend in students from BAME backgrounds targeted</li> <li>• Particularly affects International students</li> <li>• Through strong partnership, CPO provided students with support/guidance</li> </ul>	Welwyn Hatfield Borough Council and Trading Standards

**Table 3b.2: DOS activities**

Activity/provision	Description
Student Wellbeing Video	<ul style="list-style-type: none"> <li>Recently created</li> <li>Ensured involvement of actors from BAME backgrounds to challenge stigma sounding mental health within BAME community</li> </ul> 
Breaking Mad: Black Student and Staff Mental Health Workshop	<ul style="list-style-type: none"> <li>Discussions about cultural stigma/historical barriers to accessing Mental Health services in black community</li> <li>Guidance on how to talk about mental health, plus how to access support</li> <li>12 attendees, very positive feedback</li> </ul>
Active Students	<ul style="list-style-type: none"> <li>Free activities, benefits wellbeing</li> <li>61% of involved students have been BAME</li> </ul> 
Faiths Fair	<ul style="list-style-type: none"> <li>Annual event</li> <li>Faith societies hold stalls to promote diverse faith activities on campus</li> </ul>
The Key/de Havilland Multi-Faith Space	<ul style="list-style-type: none"> <li>University's multi-faith and multi-cultural centre</li> <li>Hosts activities associated with range of faith communities</li> </ul>
Chaplaincy Team	<ul style="list-style-type: none"> <li>Links with Welwyn Hatfield Interfaith Group</li> <li>Engage with student societies</li> <li>Recent video: 'Feeding Your Faith in Covid-19 Times – A Jewish/Christian/Muslim discussion'</li> </ul> 
International Café	<ul style="list-style-type: none"> <li>Social drop-in session</li> <li>Draws students from range of backgrounds</li> </ul>
Orientation programme for international students	<ul style="list-style-type: none"> <li>Mix of home/international students</li> <li>Important benefits for student integration, more settled transition period</li> <li>Peer-to-peer support</li> </ul>

International Student Support Officer's events and campaigns	<ul style="list-style-type: none"> <li>• Run throughout academic year</li> <li>• Plans and executes events, activities and campaigns aimed at all students to encourage social integration</li> </ul> 
--------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

We recognise the need to engage local BAME groups to advance race equality **(AP3b.4)**.

### Staff and student recruitment

- Roughly half of all staff recruitment derives from local Herts/Beds areas.
- Larger proportion of academic staff recruited from outside Herts/Beds.
- Opposite for professional staff, though recruitment outside Herts/Beds has increased. Limited opportunities to recruit professional roles internationally as outlined in the Map (Figure 3b.5).
- Trends consistent across BAME/White ethnicities.
- Across all geographical areas, since 2014/15 BAME staff recruitment increased (Charts 3b.1-2.).
- Non-UK staff recruited from 120 countries around the world (Figures 3b.4 and 3b.5).

UH is committed to diversifying recruitment and several actions are discussed in Section 5a.

**Table 3b.3: All recruitment applications received locally/other areas by ethnicity**

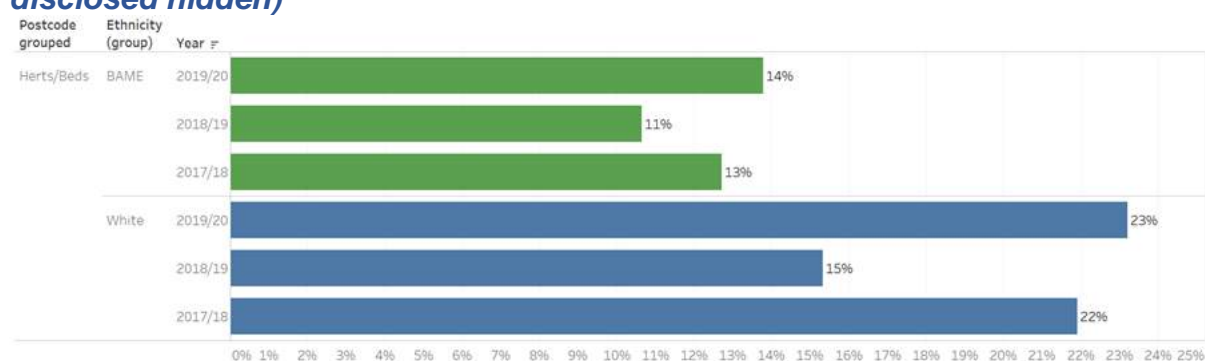
Postcode grouped	Ethnicity (group)	2017/18	2018/19	2019/20
Herts/Beds	BAME	15%	18%	17%
	White	34%	32%	31%
	Not disclosed	1%	1%	0%
	Total	50%	51%	48%
Other areas	BAME	24%	22%	25%
	White	23%	24%	25%
	Not disclosed	3%	2%	2%
	Total	50%	49%	52%
Grand Total		100%	100%	100%



**Table 3b.4: All recruitment applications received locally by ethnicity**

Postcode grouped	Ethnicity (group)	2017/18	2018/19	2019/20
Herts/Beds	BAME	29%	36%	35%
	White	69%	62%	64%
	Not disclosed	2%	2%	1%
Grand Total		100%	100%	100%

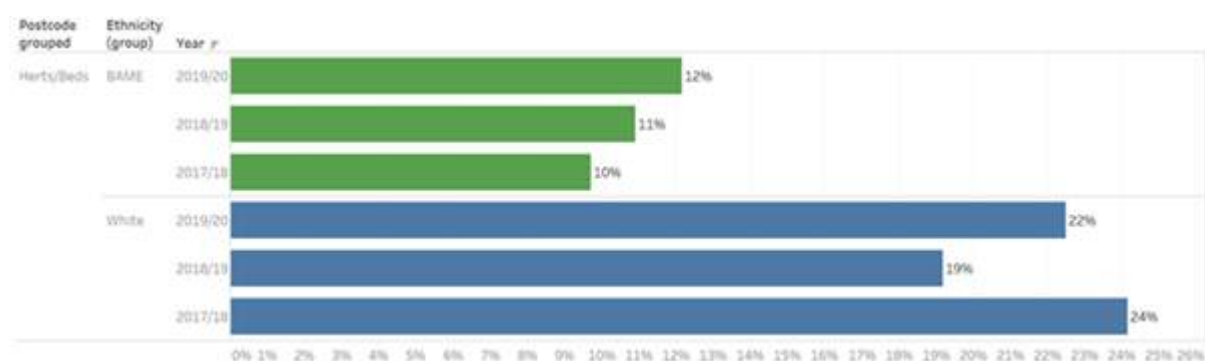
**Chart 3b.1: Academic applications received locally by BAME/White (not disclosed hidden)**



**Table 3b.5: Academic applications received from other areas**

Postcode grouped	Ethnicity (group)	2017/18	2018/19	2019/20
Other areas	BAME	41%	41%	42%
	White	37%	39%	36%
	Not disclosed	4%	4%	3%
	Total	83%	84%	81%
Grand Total		100%	100%	100%

**Chart 3b.2: Professional staff applications received locally by BAME/White (not disclosed hidden)**



**Table 3b.6: Professional applications receive from other areas**

Postcode grouped	Ethnicity (group)	2017/18	2018/19	2019/20
Other areas	BAME	15%	13%	17%
	White	16%	17%	20%
	Not disclosed	1%	1%	1%
	Total	33%	31%	38%
Grand Total		100%	100%	100%

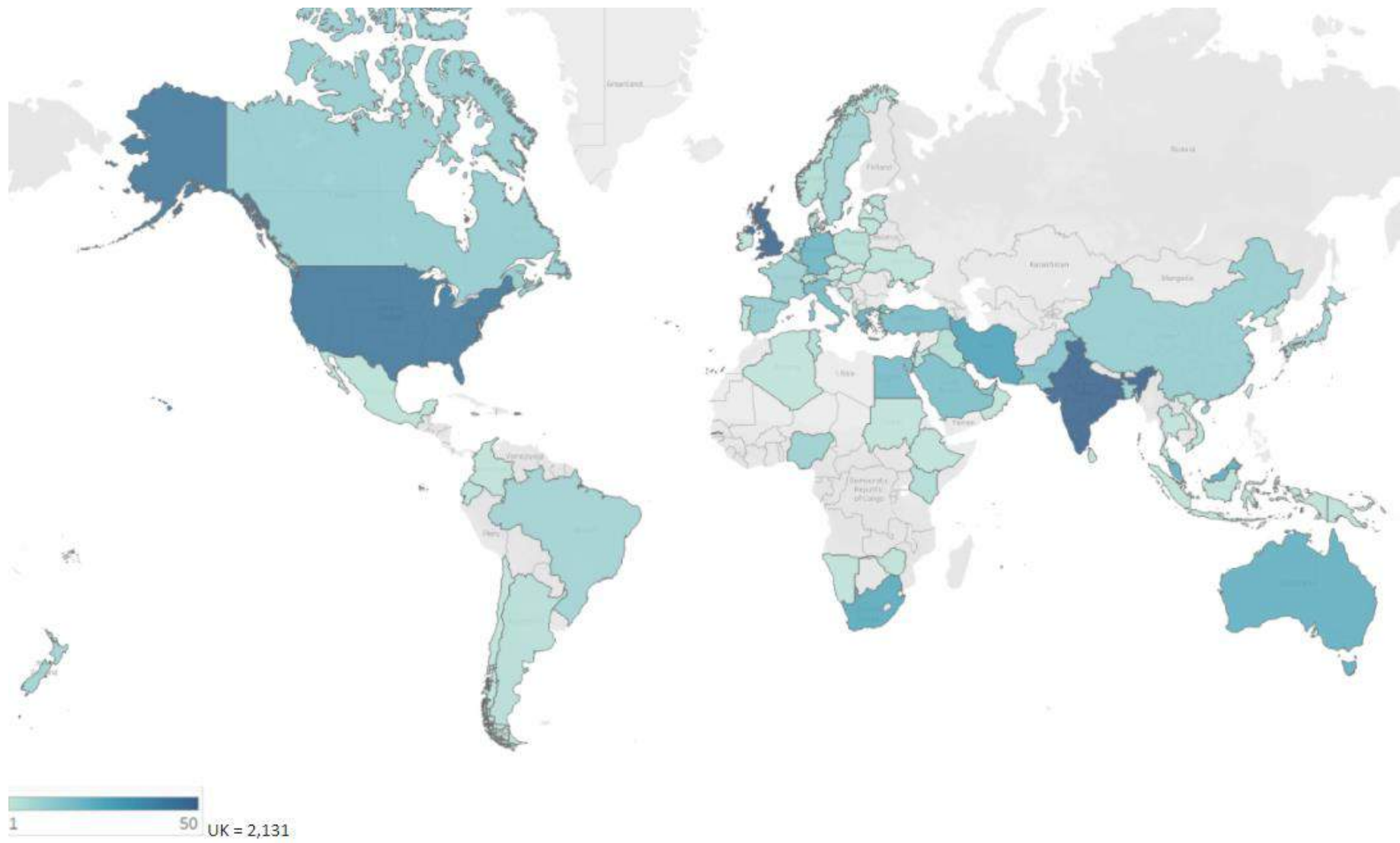
Most of our students come from various areas in the south and Greater London area of the UK. We also recruit students from over 120 different countries around the world (Figure 3b.4).

UH has a long-standing partnership with four FE Colleges in the County. The Consortium colleges provide extended and foundation degrees with progression routes to UH, and the percentage of BAME students in the cohorts has been steady over the past three years, although they are less represented than White students. This is particularly true for BAME females, who are the least represented in progressing cohorts (**AP3b.5**).

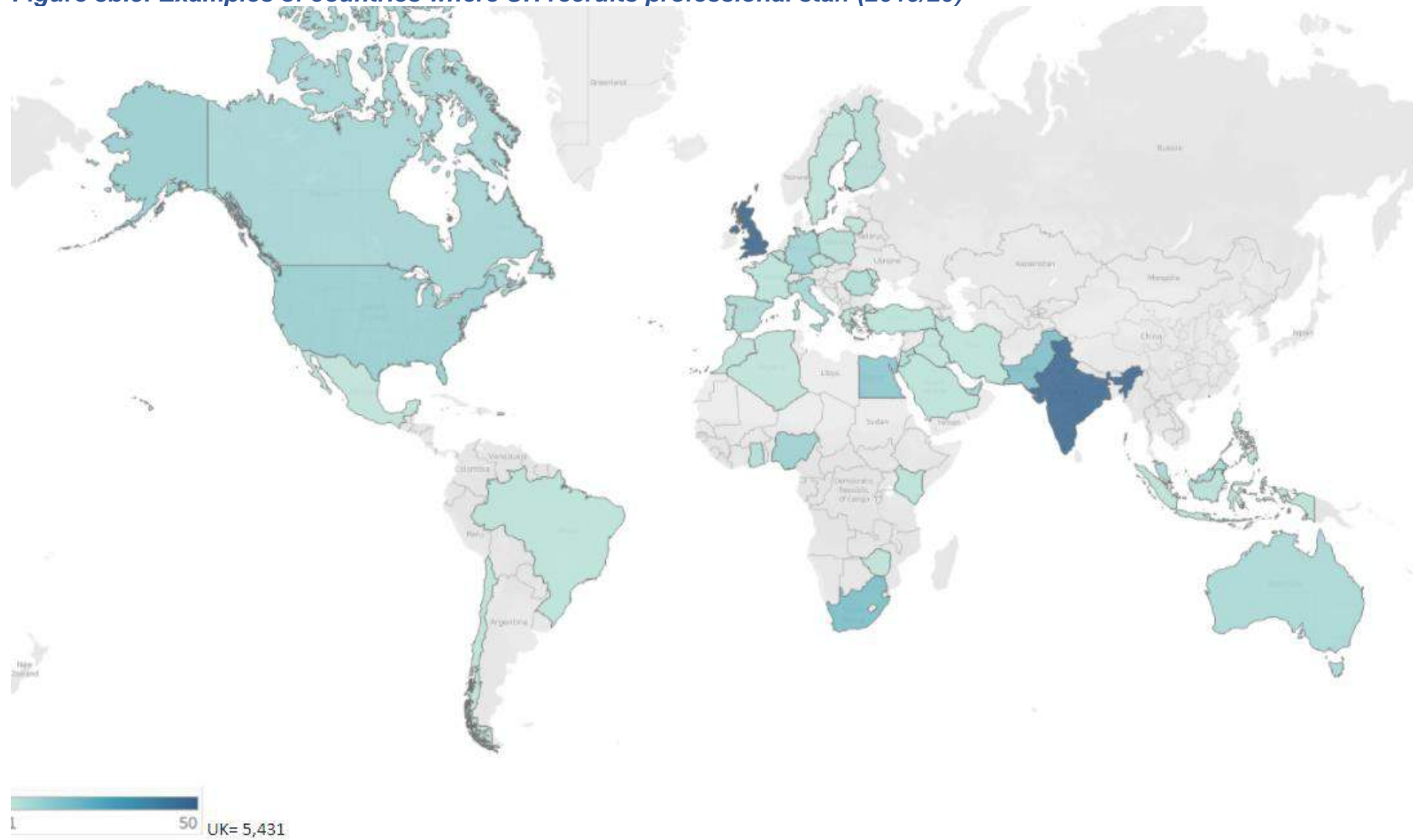
**Table 3b.7: Numbers of students entering university after extended/foundation degrees at Consortium colleges by ethnicity and gender.**

	2016		2017		2018		2019	
	N	%	N	%	N	%	N	%
<b>BAME Men</b>	44	24%	38	26%	36	21%	38	27%
<b>Non-BAME Men</b>	55	30%	45	31%	47	27%	39	27%
<b>BAME Women</b>	24	13%	20	14%	29	17%	22	15%
<b>Non-BAME Women</b>	58	32%	44	30%	56	33%	44	31%
<b>Unknown Women</b>	3	1%	-	-	3	2%	-	-
<b>Total</b>	183	100%	147	100%	171	100%	143	100%

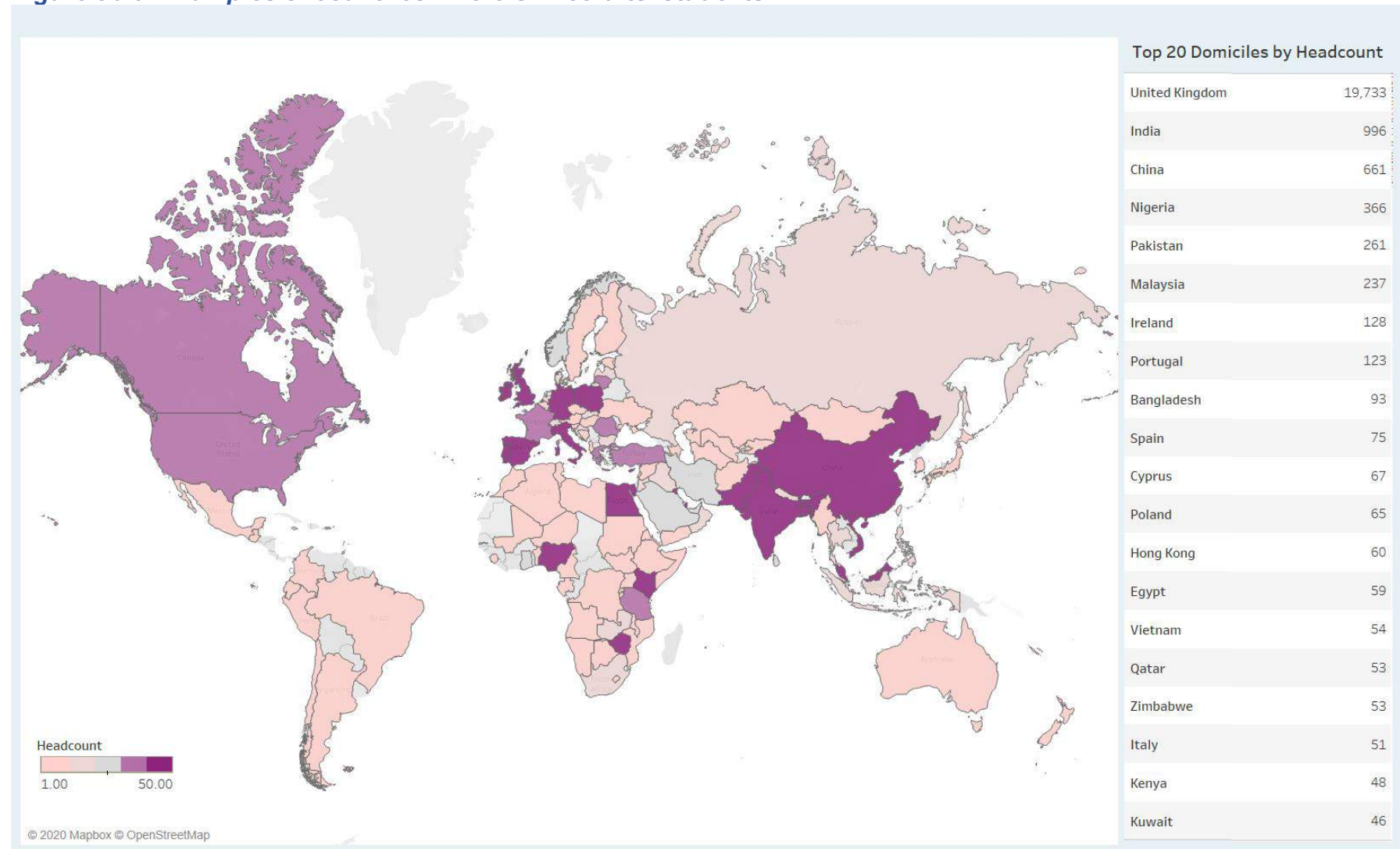
*Figure 3b.4: Examples of countries where UH recruits academic staff (2019/20)*



**Figure 3b.5: Examples of countries where UH recruits professional staff (2019/20)**



**Figure 3b.6: Examples of countries where UH recruits' students**



## **ACTIONS**

**AP3b.1:** Improve, monitor, and raise awareness of processes for reporting race-related issues.

**AP3b.2:** Create a safe space programme to be developed and launched for September 2022.

**AP3b.3:** Increase and improve accountability when handling complaints

**AP3b.4:** Increase engagement and opportunities for collaborative projects with ethnic minority community groups across Hertfordshire.

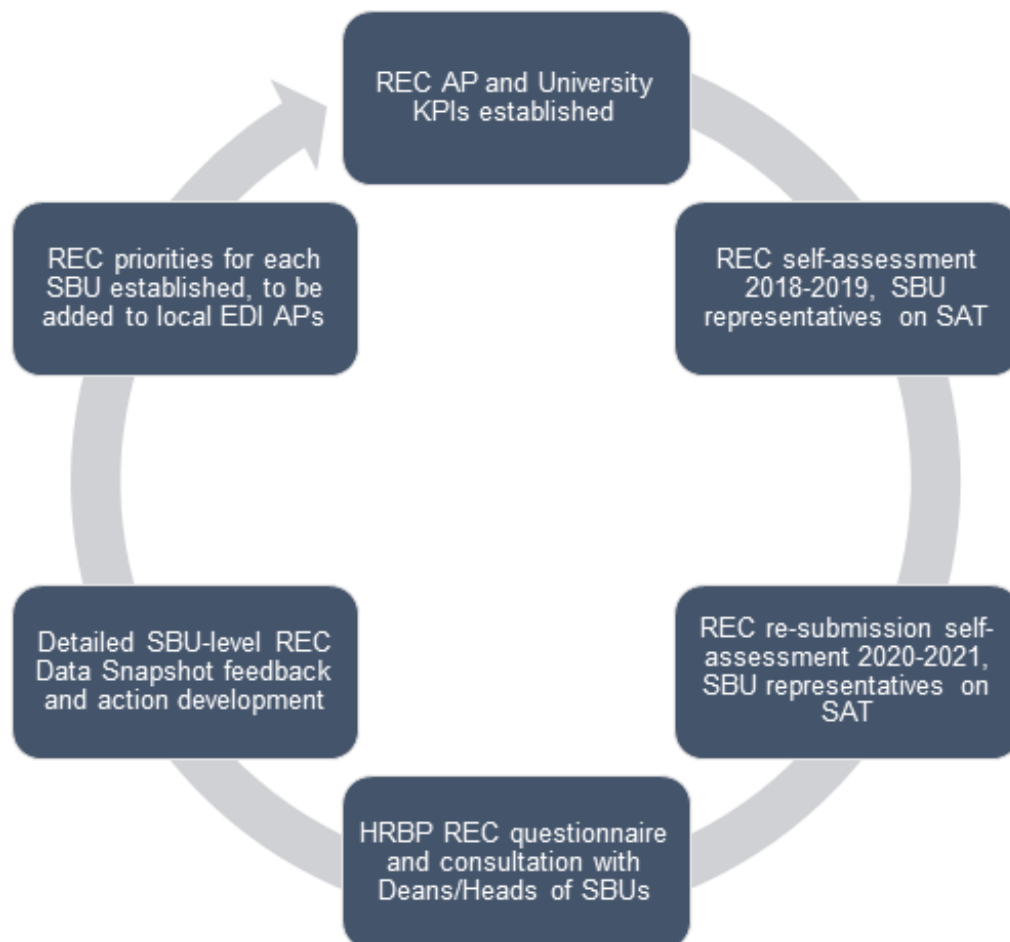
**AP3b.5:** Engage with Consortium colleges to investigate and address lower representation of BAME women in progressing cohorts.



## SECTION 4: STAFF PROFILE

Word Count 4,035

**Figure 4a.1: SBU REC engagement and consultation process 2015-2021**



### Section 4a: Academic staff

Staff profile benchmarking takes place by:

- ensuring applicant and joiner ethnicity data is recorded
- using HESA staff profiles to benchmark to HEIs and census data to benchmark against Hertfordshire populations
- equal and ethnicity pay gap reports monitors academic BAME staff roles and salaries
- monthly and annual reporting monitor against equality objectives/KPIs by reporting to BoG/ ERGN, VCE, CEG, People/ EDI Boards, Deans/ Heads of SBU.

## Academic staff data: Overall institutional profile

**Table 4a.1: Academic overall institutional three-year profile by nationality and ethnicity - compared to 2014/15 UH benchmark data**

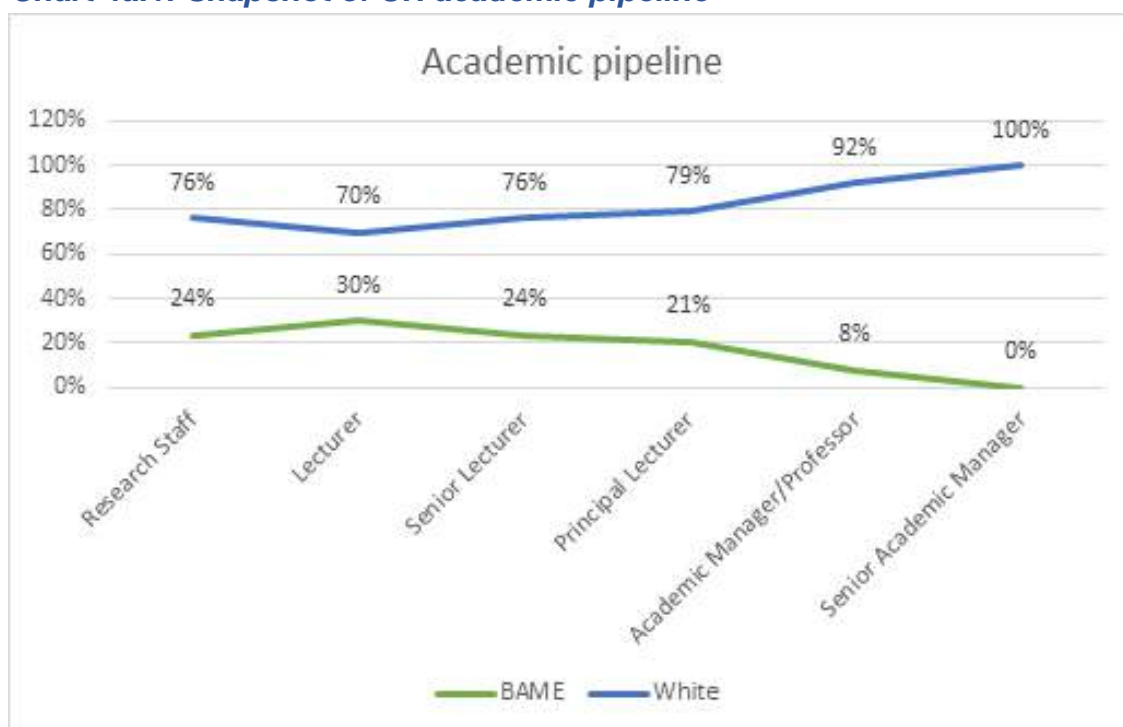
			2014/15 - Benchmark		2017/18		2018/19		2019/20	
UK/Non-UK	Ethnicity (group)	Ethnicity Groups	FTE	%	FTE	%	FTE	%	FTE	%
UK	White	White	617.3	65%	642.9	61%	618.0	60%	634.9	60%
		Total	617.3	65%	642.9	61%	618.0	60%	634.9	60%
	BAME	Asian	34.5	4%	45.0	4%	55.9	5%	61.7	6%
		Black	22.2	2%	32.1	3%	39.7	4%	43.2	4%
		Chinese	21.6	2%	29.2	3%	29.8	3%	30.7	3%
		Mixed	7.5	1%	17.1	2%	18.7	2%	15.3	1%
		Other	15.0	2%	24.0	2%	21.3	2%	21.0	2%
		Total	100.8	11%	147.4	14%	165.4	16%	171.9	16%
	Not disclosed	Refused	18.3	2%	10.2	1%	11.8	1%	15.0	1%
		Unknown	37.2	4%	27.1	3%	9.3	1%	2.0	0%
		Total	55.5	6%	37.3	4%	21.1	2%	17.0	2%
	Total		773.7	82%	827.5	79%	804.5	78%	823.8	78%
Non-UK	White	White	129.4	14%	162.9	16%	154.3	15%	159.5	15%
		Total	129.4	14%	162.9	16%	154.3	15%	159.5	15%
	BAME	Asian	15.0	2%	13.4	1%	18.6	2%	23.9	2%
		Black	8.7	1%	9.8	1%	15.8	2%	16.8	2%
		Chinese	8.6	1%	17.2	2%	17.4	2%	20.7	2%
		Mixed			2.0	0%	2.0	0%	4.6	0%
		Other	4.0	0%	5.0	0%	7.7	1%	6.7	1%
		Total	36.3	4%	47.4	5%	61.5	6%	72.7	7%
	Not disclosed	Refused	4.6	0%	2.0	0%	3.0	0%	6.0	1%
		Unknown	4.1	0%	6.8	1%	3.0	0%	1.0	0%
		Total	8.7	1%	8.8	1%	6.0	1%	7.0	1%
	Total		174.4	18%	219.0	21%	221.8	22%	239.2	22%
Grand Total			948.1	100%	1,046.6	100%	1,026.3	100%	1,063.0	100%

23% BAME academics in 2019/20, higher than sector (Bk17%, HESA 2018/19).

**Table 4a.2: Percentage increase in FTE for Asian, Black and Chinese academic staff by nationality**

		2014/15	2019/20	Increase
		FTE	FTE	%
UK	Asian	34.5	61.7	79%
	Black	22.2	43.2	95%
	Chinese	21.6	30.7	42%
Non-UK	Asian	15	23.9	59%
	Black	8.7	16.8	93%
	Chinese	8.6	20.7	141%

**Chart 4a.1: Snapshot of UH academic pipeline**



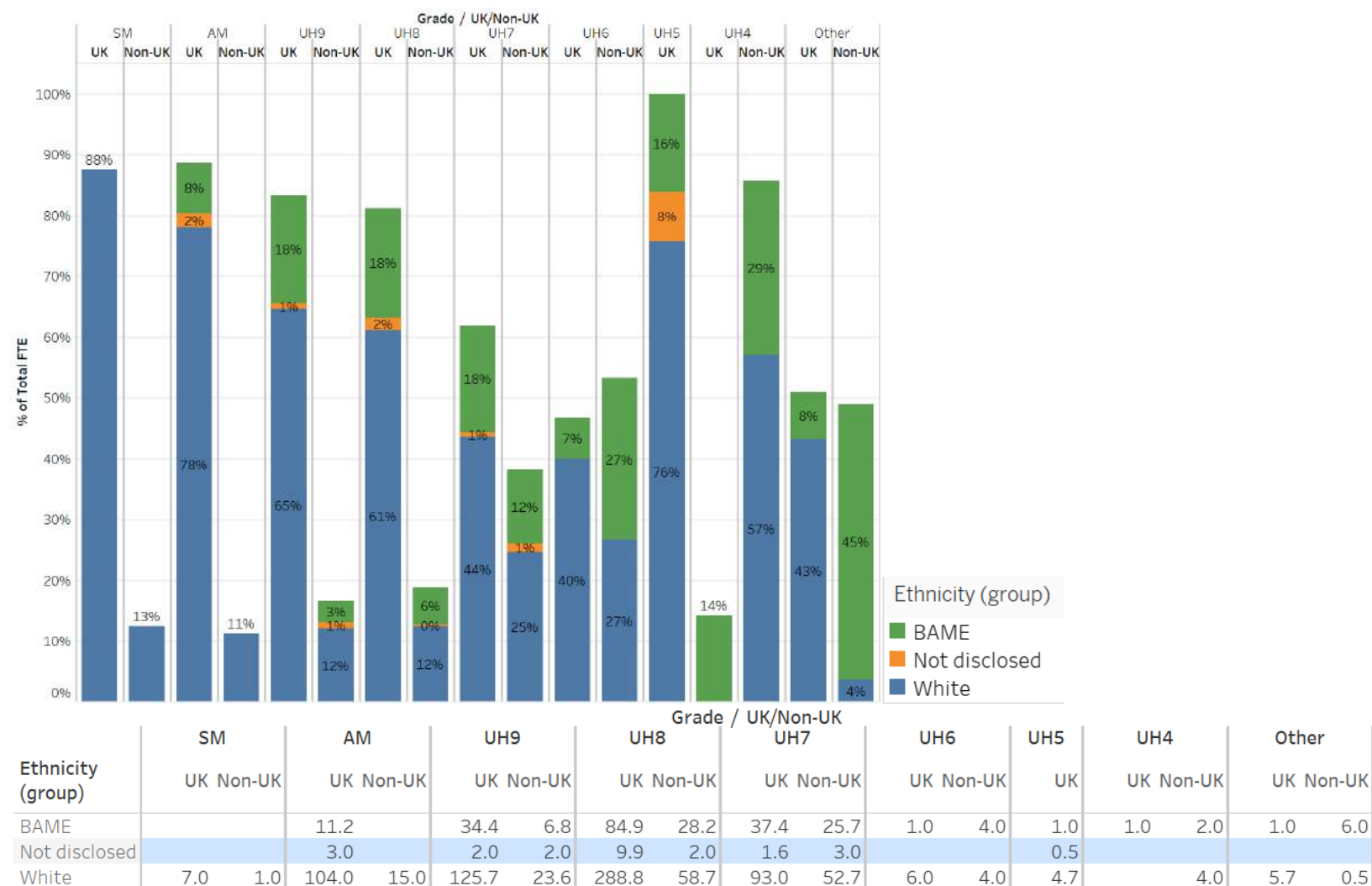
**Table 4a.3: Pay and grading structure for Academic/Research salaried staff at UH**

Grade	Academic Posts	Research Posts
<b>Senior Manager (SM)</b>	Deans of School	
<b>Academic Manager/Professor AM1-AM5</b>	Academic Managers including Heads of Department/Associate Deans	Senior Academic manager (Professor)
<b>UH9</b>	Principal Lecturer/Associate Professor (Learning & Teaching/Enterprise)	Reader/Associate Professor (Research)
<b>UH8</b>	Senior Lecturer	Senior Research Fellow
<b>UH7</b>	Lecturer	Research Fellow
<b>UH6</b>	N/A	
<b>UH5</b>	N/A	Research Assistant
<b>UH4</b>	N/A	

**Table 4a.4: Academic grades by nationality and ethnicity**

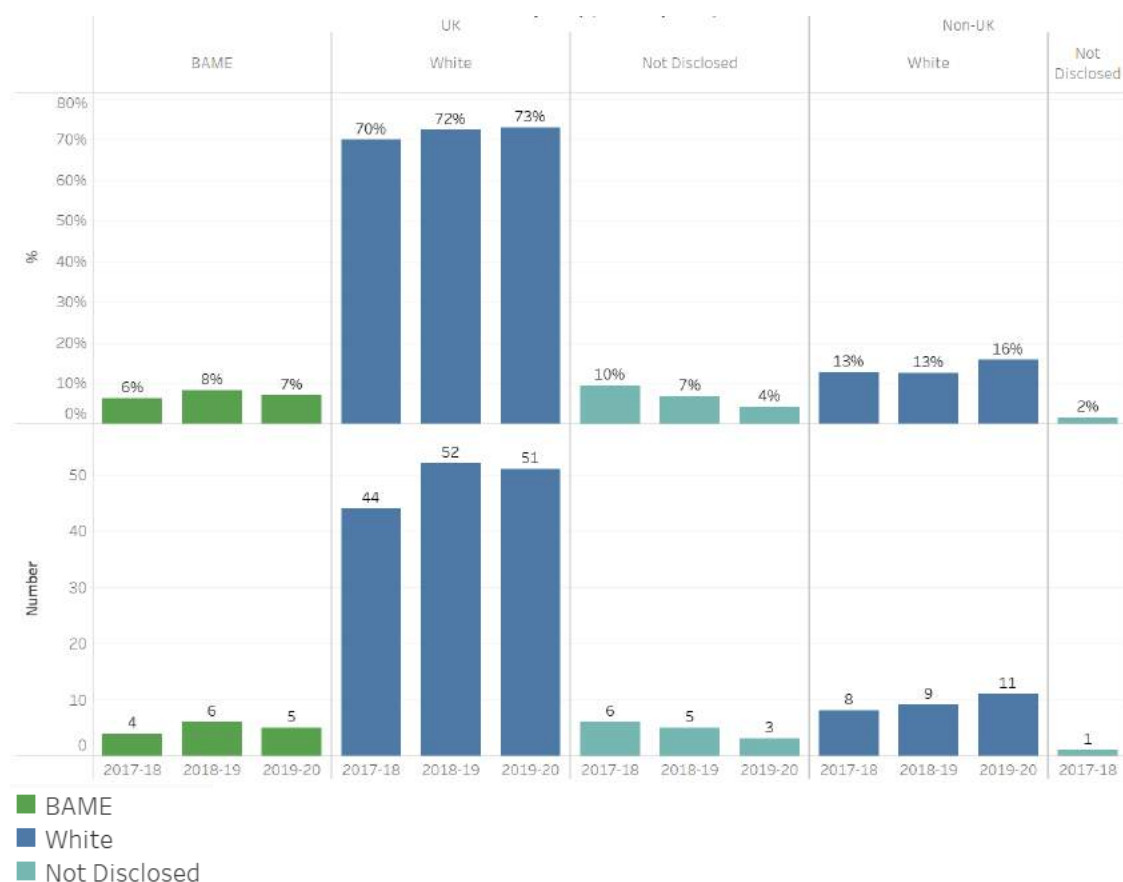
		Year / UK/Non-UK															
		2014/15 - Benchmark				2017/18				2018/19				2019/20			
Grade	Ethnicity (group)	UK		Non-UK		UK		Non-UK		UK		Non-UK		UK		Non-UK	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
SM	BAME	2.0	0%														
	Not disclosed	2.0	0%														
	White	6.0	1%			9.0	1%	1.0	0%	7.0	1%	1.0	0%	7.0	1%	1.0	0%
AM	BAME	9.0	1%			11.0	1%			11.4	1%			11.2	1%		
	Not disclosed	14.1	1%	1.0	0%	6.2	1%			4.0	0%			3.0	0%		
	White	82.7	9%	10.6	1%	96.5	9%	15.1	1%	99.5	10%	15.0	1%	104.0	10%	15.0	1%
UH9	BAME	19.1	2%			25.7	2%			28.0	3%	4.0	0%	34.4	3%	6.8	1%
	Not disclosed	11.7	1%	2.4	0%	5.7	1%	1.0	0%	3.0	0%	1.0	0%	2.0	0%	2.0	0%
	White	151.8	16%	21.5	2%	134.2	13%	22.1	2%	128.4	13%	19.1	2%	125.7	12%	23.6	2%
UH8	BAME	53.9	6%	18.4	2%	75.6	7%	21.1	2%	86.8	8%	23.7	2%	84.9	8%	28.2	3%
	Not disclosed	19.3	2%	2.0	0%	19.1	2%	3.0	0%	9.0	1%	3.0	0%	9.9	1%	2.0	0%
	White	287.4	30%	56.6	6%	289.4	28%	60.4	6%	274.8	27%	59.1	6%	288.8	27%	58.7	6%
UH7	BAME	13.5	1%	7.9	1%	30.9	3%	19.3	2%	35.2	3%	23.8	2%	37.4	4%	25.7	2%
	Not disclosed	5.9	1%	1.3	0%	5.8	1%	4.8	0%	4.4	0%	2.0	0%	1.6	0%	3.0	0%
	White	63.3	7%	23.7	3%	83.0	8%	50.1	5%	86.9	8%	48.5	5%	93.0	9%	52.7	5%
UH6	BAME			6.0	1%			2.0	0%	1.0	0%	5.0	0%	1.0	0%	4.0	0%
	Not disclosed	1.0	0%	2.0	0%												
	White	8.8	1%	8.0	1%	11.8	1%	5.2	0%	7.0	1%	6.1	1%	6.0	1%	4.0	0%
UH5	BAME	1.0	0%	1.0	0%	3.8	0%	1.0	0%	2.0	0%			1.0	0%		
	Not disclosed	0.3	0%			0.3	0%			0.5	0%			0.5	0%		
	White	7.3	1%	2.5	0%	8.1	1%	5.5	1%	5.6	1%			4.7	0%		
UH4	BAME	2.3	0%					1.0	0%			2.0	0%	1.0	0%	2.0	0%
	Not disclosed	0.8	0%														
	White	3.5	0%	2.0	0%	1.0	0%	2.0	0%			4.0	0%			4.0	0%
Other	BAME			3.0	0%	0.4	0%	3.0	0%	1.0	0%	3.0	0%	1.0	0%	6.0	1%
	Not disclosed	0.5	0%			0.2	0%			0.2	0%						
	White	6.5	1%	4.5	0%	9.9	1%	1.5	0%	8.9	1%	1.5	0%	5.7	1%	0.5	0%
Grand Total		773.7	82%	174.4	18%	827.5	79%	219.0	21%	804.5	78%	221.8	22%	823.8	78%	239.2	22%

**Chart 4a.2: Proportion of BAME/White academics in grades for 2019/20 (numbers below)**



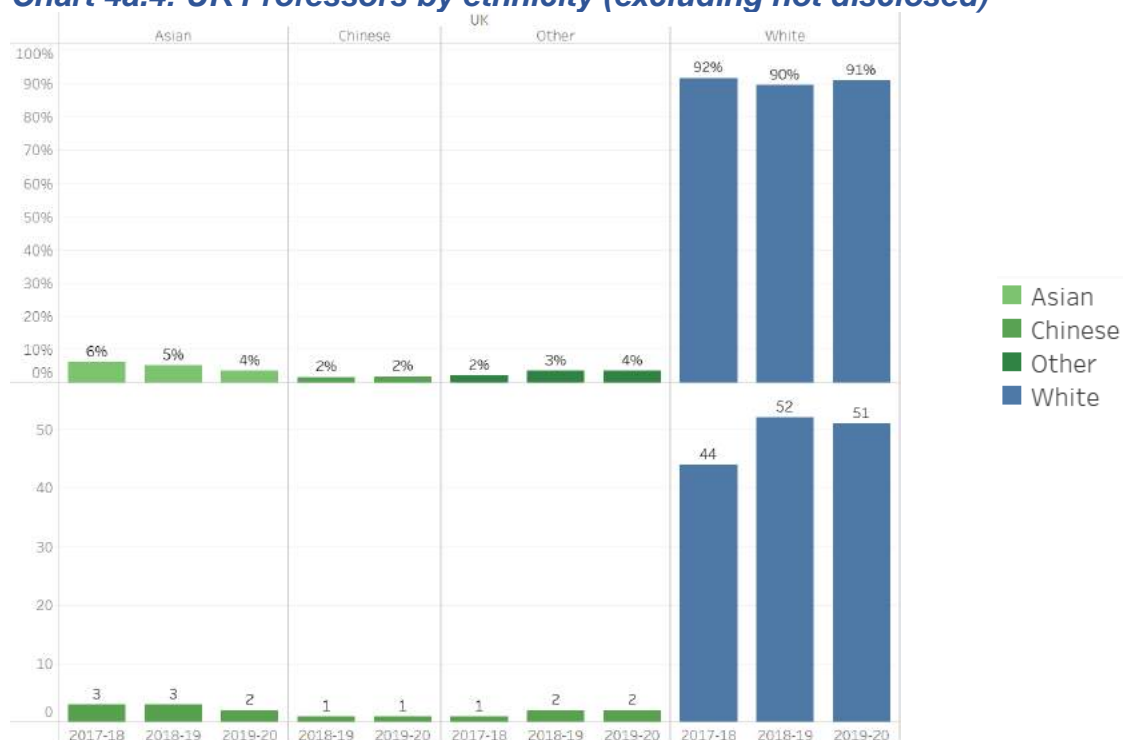
\* BAME % within 'Other' due to ENT employing 6 Asian researchers through research funded project.

**Chart 4a.3: Summary of Professors (who do not take on additional academic management responsibilities) by ethnicity**



1\*Source Data: Staff HESA Return 2017-18/2018-19/2019-20

**Chart 4a.4: UK Professors by ethnicity (excluding not disclosed)**





**Table 4a.5: UK professors by ethnicity and gender (excluding not disclosed)**

Ethnicity Band	Gender	2017-18		2018-19		2019-20	
		N	%	N	%	N	%
BAME	Female	3	6%	3	5%	2	4%
	Male	1	2%	3	5%	3	5%
White	Female	15	31%	18	31%	19	34%
	Male	29	60%	34	59%	32	57%
Grand Total		48	100%	58	100%	56	100%

**Key findings (Tables 4a.2-5 and Charts 4a.1-4):**

- Gap between BAME and White Lecturers is 40%, with only 8% BAME Academic Manager/Professors compared to 92% White (Chart 4a.1).
- Asian staff make up largest proportion of staff from an ethnic minority (alike sector) with Non-UK Asian increasing by 59%- linked to research funding changes and by China's positive view of UK experience on CVs. (Table 4a.2).
- Larger proportions of BAME staff at UH6-8 with significant drop at AM (5%BAME compared to 16% White, Chart 4a.2).
- FTE for all groups (both UK/Non-UK) increased. Substantial within grades UH7-UH9 (both UK/Non-UK, Table 4a.2).
- BAME academics (UK/Non-UK) increased across all grades, doubling at UH9 (Table 4a.2).
- UK White Professors comparable with sector (Bk90.9% Advance HE); however, lack of representation within Black and Mixed. (Chart 4a.4).
- Intersectional with gender, BAME (4%) and White (34%) women Professors above benchmark (2.3%BAME/24.9%White). BAME men below benchmark at 5% (Bk6.8%) though numbers increased since 2014/15 (Table 4a.5).

Positive shift is attributed to efforts since 2015 award; achieving KPIs related to increasing number of BAME at UH9 and above to 16% and increasing number of BAME teaching staff to 25% (see sections 5 and 6).

*"Since I started with the university there have been many changes and awareness raised regarding race, equality and diversity. I am happy to be working for a university that sees the value in every person and embraces difference".*

**Member of Staff (BAME), RECSTAS 2018**

We continue nominating BAME staff for DLP (See section 5b). The FHEA, SFHEA through our CPD framework and the promotion of post PGCert study on MA education and Doctorate in Education have also impacted stronger UH7/UH8 pipelines (See section 5b for details on PGCert).

## Academic School data: Overall staff profile and by grade

All Schools have an increased BAME profile which has improved since 2015 by 9%. Some Schools have greater challenges such as CTA and EDU. EDU has only seen an increase of 1BAME FTE in the past 5 years (2%).

Challenges in relation to staff profile as well as initiatives and targets are discussed in the relevant School sections below. Accountability will be ensured moving forward through monitoring progress including via the newly established EDI Board (AP4a.1).

*“Each School is different, therefore aggregate measures should not be used but instead each school should have KPIs to ensure a diversity of employment, a diversity of examples and reading used in the curriculum and policies created by each School to work towards and ensure greater diversity”.*

**BAME Student RECSTUS 2018**

*“I perceive my SBU is very diverse and inclusive. I am not aware of any issues”.*

**Member of Staff (BAME), RECSTAS 2018**

**Table 4a.6: Overview of three-year academic staff profile within each School and grand total for 'All Schools' compared to 2014/15 UH benchmark by ethnicity (staff with unknown/info refused incl. in total staff no, hence % for White/BAME won't always equal 100%).**

		2014/15 - Benchmark		2017/18		2018/19		2019/20	
SBU	Ethnicity	FTE	%	FTE	%	FTE	%	FTE	%
COM*	BAME	16	23%	15.6	21%	16.2	25%		
	White	54.3	77%	55.8	76%	46.8	71%		
	Total	70.7	100%	73.4	100%	65.8	100%		
ENG*	BAME	23	32%	32.8	40%	38.6	46%		
	White	40.7	57%	44.6	55%	44.9	54%		
	Total	71.9	100%	81.7	100%	83.5	100%		
ECS*	BAME							65.8	42%
	White							89.1	57%
	Total							156.9	100%
CTA	BAME	1.2	2%	4.8	6%	4.6	6%	5.8	7%
	White	65.6	92%	70.3	88%	70.4	93%	69.9	89%
	Total	71	100%	79.5	100%	76	100%	78.7	100%
EDU	BAME	2	4%	1.6	3%	3.6	7%	3	6%
	White	46.1	91%	45.1	93%	43.3	89%	44.8	91%
	Total	50.7	100%	48.3	100%	48.5	100%	49.4	100%
HBS	BAME	24.7	15%	38.2	23%	44	26%	48	28%
	White	118.6	74%	116.5	69%	113.2	68%	119.4	69%
	Total	160.2	100%	168.2	100%	166.1	100%	173.3	100%
HLS	BAME	6	19%	6.8	18%	11.3	26%	12.8	25%
	White	22.4	69%	27.4	74%	30.7	69%	37.3	72%
	Total	32.3	100%	36.9	100%	44.2	100%	51.7	100%
HSK	BAME	21.5	11%	31.2	16%	32.3	18%	29.9	16%
	White	159.2	84%	158.8	82%	148.7	82%	156.8	83%
	Total	189.9	100%	193.7	100%	182.1	100%	188.7	100%
HUM	BAME	3.9	6%	5.9	8%	6.2	9%	7.2	11%
	White	53.2	87%	65	89%	59	89%	61.2	89%
	Total	61.5	100%	73.4	100%	66.2	100%	68.4	100%
LMS	BAME	31.8	17%	49.9	22%	59.2	25%	61.2	26%
	White	141.1	78%	176.1	76%	169.3	72%	165.7	71%
	Total	181.9	100%	231.4	100%	233.9	100%	231.8	100%
PAM	BAME	7	12%	8	13%	10.9	18%	10.9	17%
	White	45.6	78%	46.5	77%	46.1	77%	50.4	78%
	Total	58.1	100%	60.2	100%	60	100%	64.3	100%
<b>All Schools</b>	<b>BAME</b>	<b>137.1</b>	<b>14%</b>	<b>194.8</b>	<b>19%</b>	<b>226.9</b>	<b>22%</b>	<b>244.6</b>	<b>23%</b>
	<b>White</b>	<b>746.7</b>	<b>79%</b>	<b>805.7</b>	<b>77%</b>	<b>772.3</b>	<b>75%</b>	<b>794.4</b>	<b>75%</b>
	<b>Total</b>	<b>948.1</b>	<b>100%</b>	<b>1,046.6</b>	<b>100%</b>	<b>1,026.3</b>	<b>100%</b>	<b>1,063.0</b>	<b>100%</b>

\*Data Note: data reflect merger to create School of ECS (discussed below) Schools VLs comprise 20.7% BAME. Data included are only for substantive staff; positive progress is underway via review of the VL process to ensure opportunity to convert to substantive.

**Progress:**

Our records demonstrate active implementation of policy to support converting VL to fractional posts generating movement from 0% (2018/19) BAME VL conversions to 30% (2019/20) along with additional Schools (100% increase).

**School of Engineering and Computer Science (ECS)**

In 2019 School of ENT merged with COM to form ECS. The merger provided opportunities/stronger industry partnerships and growth in degree apprenticeships. PAM also joined ECS in August 2020 to form SPECS. They are now separate Departments within the wider School. Data for ECS and PAM are presented separately as data monitoring for SPECS did not start until after the 3-year period.

**Table 4a.7: Three-year profile of academic staff in COM/ENG/ECS compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

SBU	UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20	
			FTE	%	FTE	%	FTE	%	FTE	%
COM	UK	BAME	10.0	14%	12.6	17%	12.2	19%		
		White	35.2	50%	32.5	44%	28.3	43%		
	Non-UK	BAME	6.0	8%	3.0	4%	4.0	6%		
		White	19.1	27%	23.3	32%	18.6	28%		
	Total		70.7	100%	73.4	100%	65.8	100%		
ENG	UK	BAME	18.0	25%	21.0	26%	23.8	29%		
		White	27.7	38%	28.9	35%	29.2	35%		
	Non-UK	BAME	5.0	7%	11.8	14%	14.8	18%		
		White	13.0	18%	15.7	19%	15.7	19%		
	Total		71.9	100%	81.7	100%	83.5	100%		
ECS	UK	BAME							40.0	26%
		White							52.8	34%
	Non-UK	BAME							25.8	16%
		White							36.3	23%
	Total								156.9	100%
Grand Total			142.6	100%	155.1	100%	149.3	100%	156.9	100%

**Table 4a.8 Three-year profile of academic staff in COM/ENG/ECS compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
COM	SM									1.0	1%	1.0	1%				
	AM			1.0	1%	1.2	2%			8.5	12%	8.5	12%	6.5	10%		
	UH9	2.0	3%	5.0	7%	3.0	5%			14.6	21%	10.0	14%	7.0	11%		
	UH8	7.0	10%	7.6	10%	11.0	17%			17.0	24%	20.1	27%	19.1	29%		
	UH7	3.0	4%	2.0	3%	1.0	2%			4.7	7%	10.0	14%	12.0	18%		
	UH6	2.0	3%							6.0	8%	2.2	3%	0.3	0%		
	UH5									1.5	2%	3.0	4%				
	Other	2.0	3%							1.0	1%	1.0	1%	2.0	3%		
	Total	16.0	23%	15.6	21%	16.2	25%			54.3	77%	55.8	76%	46.8	71%		
ENG	SM	1.0	1%							1.0	1%	1.0	1%	1.0	1%		
	AM	3.0	4%	3.0	4%	3.0	4%			4.0	6%	6.6	8%	7.0	8%		
	UH9	3.0	4%	1.0	1%	3.0	4%			8.3	11%	6.0	7%	4.3	5%		
	UH8	9.0	13%	12.8	16%	16.6	20%			13.8	19%	14.0	17%	17.0	20%		
	UH7	5.0	7%	12.0	15%	13.0	16%			7.0	10%	9.8	12%	10.0	12%		
	UH6	1.0	1%	1.0	1%	1.0	1%			0.6	1%	5.2	6%	4.6	6%		
	UH5									2.0	3%						
	Other	1.0	1%	3.0	4%	2.0	2%			5.0	7%	2.0	2%	1.0	1%		
	Total	23.0	32%	32.8	40%	38.6	46%			40.7	57%	44.6	55%	44.9	54%		
ECS	SM															1.0	1%
	AM							4.2	3%							12.8	8%
	UH9							9.8	6%							15.1	10%
	UH8							30.8	20%							35.6	23%
	UH7							15.0	10%							20.0	13%
	UH6															3.6	2%
	Other							6.0	4%							1.0	1%
	Total							65.8	42%							89.1	57%

## Key findings:

### ENG

- Year-on-year increase in BAME, particularly Non-UK (continues as part of ECS). UK BAME is double sector with Non-UK lower than sector (Bk14.8% UK/52.7% Non-UK). UKVI rules influence appointments.
- Increase of BAME at UH7/8, but not yet at higher grades. Vacancy management protocols have encouraged replacing for example a UH9 departure with one or two lower-graded Lecturers.

### COM

- Slight increase in UK BAME, Non-UK numbers fluctuated.
- % of BAME UK in COM is higher than sector whereas Non-UK is lower (Bk15.4% UK/41.5% Non-UK).
- Pipeline has been developed at UH7 and two BAME staff were promoted to UH8 roles (compared to one White).

### ECS

- As a combined School, ECS has 42% BAME staff (compared to 66.3% BAME student body).
- Positively, overall promotion data for 2019/20 following merger are proportionate to staff make-up (40%BAME versus 60%White, see Section 5d).



*"The newly formed School of Physics, Engineering & Computer Science (SPECS) is fully committed to advancing equality. SPECS is in the fortunate position to identify best practice from a diverse wealth of experience, enabling implementation of mechanisms that aid achieving our equality ambitions".*

**Dean of School (SPECS)**

## ACTIONS

**SPECS AP1:** Increase staff awareness and engagement with race equality work

**SPECS AP2:** Increase representation of BAME teaching staff across all Departments.

**SPECS AP3:** Support BAME staff progression and aim to achieve parity of BAME and White staff at senior levels (UH9 and above) particularly in highest levels of research seniority.

## School of Physics, Astronomy and Mathematics (PAM)

**Table 4a.9 Three-year profile of academic staff in PAM compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20	
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%
PAM	UK	BAME	4.0	7%	4.0	7%	4.9	8%	5.9	9%
		White	29.1	50%	26.0	43%	27.6	46%	31.9	50%
	Non-UK	BAME	3.0	5%	4.0	7%	6.0	10%	5.0	8%
		White	16.5	28%	20.5	34%	18.5	31%	18.5	29%
	Total		58.1	100%	60.2	100%	60.0	100%	64.3	100%
Grand Total			58.1	100%	60.2	100%	60.0	100%	64.3	100%

**Table 4a.10 Three-year profile of academic staff in PAM compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
PAM	SM									1.00	2%						
	AM	1.00	2%	1.00	2%	1.00	2%	1.00	2%	8.00	14%	9.95	17%	10.80	18%	14.05	22%
	UH9	1.00	2%	2.00	3%	2.00	3%	3.00	5%	9.00	15%	6.90	11%	6.70	11%	8.70	14%
	UH8	3.00	5%	2.00	3%	2.00	3%	1.00	2%	11.00	19%	13.50	22%	12.10	20%	11.10	17%
	UH7	1.00	2%	2.00	3%	2.90	5%	3.90	6%	13.60	23%	13.10	22%	13.50	22%	14.50	23%
	UH6	1.00	2%	1.00	2%	2.00	3%	2.00	3%	2.00	3%	2.00	3%	2.00	3%	1.00	2%
	UH5									1.00	2%					1.00	2%
	UH4					1.00	2%										
	Other											1.00	2%	1.00	2%		
	Total	7.00	12%	8.00	13%	10.90	18%	10.90	17%	45.60	78%	46.45	77%	46.10	77%	50.35	78%

## Key findings:

- Lack of ethnic diversity within physics in sector, reflected in PAM where 17% are BAME (compared to 43.1% BAME students).
- UK BAME increased to 9%, slightly above sector (Bk7.7%). Non-UK numbers fluctuated and remain below sector (Bk27%).



- White staff at AM level have increased. BAME numbers unchanged but increased at UH7 and UH9.

The School supports inclusion e.g. a staff member attended launch of BBSTEM University Alliance and lobbied SMT to join **(AP4a.2)**.

*“The Associate Dean Research & Enterprise an active SAT member captures, disseminates and liaises with the Deputy Dean of School (EDIT chair) to action recommendations and feedback key objectives. SPECS has made significant progress championing equality through the conversations and support of the SAT”.*

**Dean of School (PAM)**

### School of Health and Social Work (HSK)

**Table 4a.11: Three-year profile of academic staff in HSK compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20		
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%	
HSK	UK	BAME	17.5	9%	25.8	13%	26.9	15%	25.5	14%	
		White	146.1	77%	147.2	76%	138.6	76%	145.3	77%	
	Non-UK	BAME	4.0	2%	5.4	3%	5.4	3%	4.4	2%	
		White	13.1	7%	11.6	6%	10.1	6%	11.5	6%	
	Total			189.9	100%	193.7	100%	182.1	100%	188.7	100%
Grand Total				189.9	100%	193.7	100%	182.1	100%	188.7	100%

**Table 4a.12: Three-year profile of academic staff in HSK compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
HSK	SM											1.0	1%	1.0	1%	1.0	1%
	AM									13.8	7%	16.0	8%	15.6	9%	15.7	8%
	UH9			1.0	1%	2.0	1%	3.0	2%	32.1	17%	29.5	15%	28.6	16%	24.8	13%
	UH8	19.7	10%	24.4	13%	26.3	14%	24.4	13%	96.5	51%	98.7	51%	95.1	52%	104.6	55%
	UH7	0.8	0%	5.0	3%	4.0	2%	2.5	1%	12.2	6%	12.0	6%	6.8	4%	9.2	5%
	UH6	1.0	1%							2.4	1%	0.6	0%	0.6	0%	1.0	1%
	UH5			0.8	0%					1.4	1%	1.0	1%	1.0	1%	0.5	0%
	UH4									0.8	0%						
	Total	21.5	11%	31.2	16%	32.3	18%	29.9	16%	159.2	84%	158.8	82%	148.7	82%	156.8	83%

### Key findings:

- UK BAME increased to 14% (2019/20), almost twice sector (Bk7.3%).
- Non-UK 2% (2019/20) remains marginally below sector (Bk2.6%).
- Compared to students (48.6%), staff are not representative (staff overall 16% BAME).
- BAME increased within UH7/UH8 but decreased in 2019/20, attributed to 2 FTE moving centrally to REG.

- UH9 increased via internal promotion.
- No AM/SM BAME staff.

#### **ACTIONS**

**HSK AP1:** Concentrate on staff engagement and further opportunities to participate in conversations about race and White privilege across the School with promotion of key materials.

**HSK AP2:** Increase representation of BAME teaching staff to 25%.

**HSK AP3:** Increase senior BAME staff (UH9 and above) to 16%.

*Figure 4a.2: EDI activities in HSK*



## School of Life and Medical Sciences (LMS)

**Table 4a.13: Three-year profile of academic staff in LMS compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20	
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%
LMS	UK	BAME	25.8	14%	44.9	19%	50.5	22%	49.2	21%
		White	121.8	67%	141.9	61%	137.3	59%	138.9	60%
	Non-UK	BAME	6.0	3%	5.0	2%	8.7	4%	12.0	5%
		White	19.3	11%	34.2	15%	32.0	14%	26.8	12%
	Total			181.9	100%	231.4	100%	233.9	100%	231.8
Grand Total			181.9	100%	231.4	100%	233.9	100%	231.8	100%

**Table 4a.14: Three-year profile of academic staff in LMS compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
LMS	SM	1.0	1%									1.0	0%	1.0	0%	1.0	0%
	AM	3.0	2%	3.0	1%	3.2	1%	3.0	1%	22.2	12%	21.2	9%	26.0	11%	26.2	11%
	UH9	7.3	4%	11.7	5%	12.0	5%	12.4	5%	44.5	24%	40.4	17%	38.9	17%	37.4	16%
	UH8	12.2	7%	16.1	7%	18.8	8%	19.0	8%	49.0	27%	58.6	25%	52.4	22%	54.1	23%
	UH7	3.0	2%	13.7	6%	18.2	8%	18.8	8%	11.3	6%	33.0	14%	33.8	14%	30.7	13%
	UH6	1.0	1%			3.0	1%	3.0	1%	4.5	2%	5.0	2%	4.8	2%	4.4	2%
	UH5	2.0	1%	4.0	2%	2.0	1%	1.0	0%	2.1	1%	8.9	4%	3.4	1%	3.2	1%
	UH4	2.3	1%	1.0	0%	1.0	0%	3.0	1%	4.7	3%	3.0	1%	4.0	2%	4.0	2%
	Other			0.4	0%	1.0	0%	1.0	0%	2.8	2%	5.0	2%	5.0	2%	4.6	2%
	Total	31.8	17%	49.9	22%	59.2	25%	61.2	26%	141.1	78%	176.1	76%	169.3	72%	165.7	71%

### Key findings:

- Increase in BAME from 17% to 26%, above sector (Bk16.1%). 59.7% BAME students, means further work needed.
- UK BAME significantly above (Bk7.6%) and Non-UK below (Bk8.5%) benchmarks. Positively, FTE for both nearly doubled since 2014/15.
- Between 2016/17-2018/19, Non-UK BAME numbers fluctuated due to funding limitations within Toxicology Research Centre.
- BAME staff at UH9 increased by 5.1 FTE since 2014/15 (1% increase towards KPI target).
- Significant increases in BAME FTE in UH7-9. Result of School's fair recruitment practices where data show success rates for BAME/White were equal from 2018-2020 (see Section 5a).

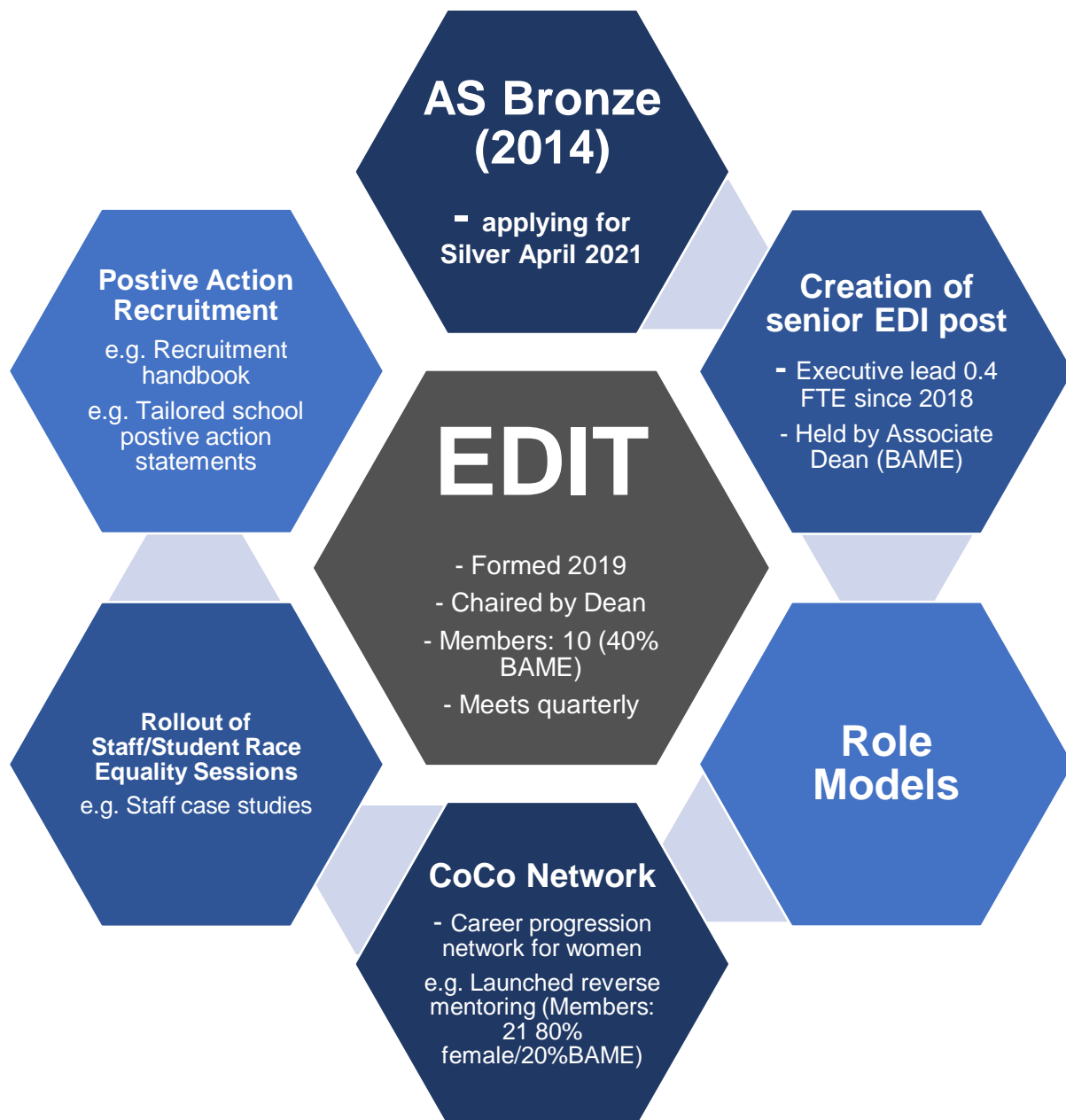
### ACTIONS

**LMS AP1:** Increase BAME staff representation through targeting discipline-specific trends.

**LMS AP2:** Foster culture shift in openness to talking about EDI in the School.

**LMS AP3:** Increase senior BAME staff (UH9 and above) to 26%.

**Figure 4a.3: EDI activities in LMS**



**Figure 4a.4: First issue of the LMS Spotlight on Our Community Newsletter**



## School of Creative Arts (CTA)

**Table 4a.15: Three-year profile of academic staff in CTA compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20		
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%	
CTA	UK	BAME	1.2	2%	4.8	6%	4.6	6%	5.2	7%	
		White	56.1	79%	61.1	77%	61.0	80%	60.9	77%	
	Non-UK	BAME							0.6	1%	
		White	9.5	13%	9.2	12%	9.4	12%	9.0	11%	
	Total			71.0	100%	79.5	100%	76.0	100%	78.7	100%
Grand Total				71.0	100%	79.5	100%	76.0	100%	78.7	100%

**Table 4a.16: Three-year profile of academic staff in CTA compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

		BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
SBU	Grade	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
CTA	SM									1.00	1%	2.00	3%	1.00	1%	1.00	1%
	AM									8.20	12%	12.20	15%	12.70	17%	12.70	16%
	UH9	1.00	1%	1.00	1%	1.00	1%	1.00	1%	11.25	16%	10.30	13%	11.40	15%	10.60	13%
	UH8			2.60	3%	2.60	3%	3.20	4%	35.95	51%	30.85	39%	31.55	42%	32.80	42%
	UH7	0.20	0%	1.20	2%	1.00	1%	1.60	2%	8.21	12%	14.90	19%	13.70	18%	12.80	16%
	Other									1.00	1%						
	Total	1.20	2%	4.80	6%	4.60	6%	5.80	7%	65.61	92%	70.25	88%	70.35	93%	69.90	89%

### Key findings:

- Increase UK BAME 2% to 7%, above sector (Bk5.4%).



- Despite Non-UK BAME increase, remains below sector (Bk2.8%). Unlikely to change due to lack of PhD requirements in the field reducing opportunities to provide Visa sponsorships for Non-UK staff.
- No BAME within UH8 (2014/15) increased to 4% (2019/20).

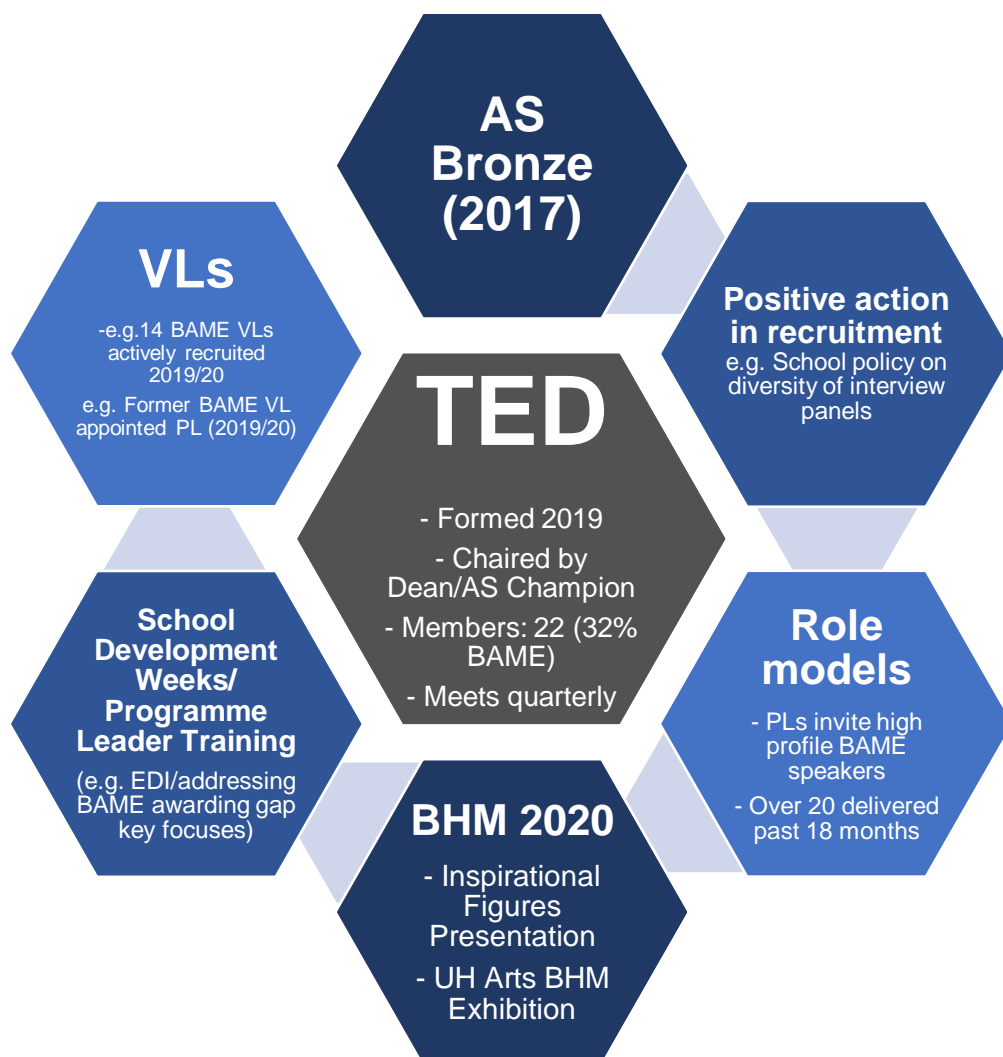
#### ACTIONS

**CTA AP1:** Embed diversity in School recruitment practices including shortlisting and interview panels.

**CTA AP2:** Support the advancement of BAME VLs to embed representation in the classroom.

**CTA AP3:** Enhance visibility and celebrate the achievements of BAME staff.

**Figure 4a.5: EDI activities in CTA**





**Figure 4a.6: Black History Month digital showcase highlighting Black artists in the UH Art Collection**



## School of Humanities (HUM)

**Table 4a.17: Three-year profile of academic staff in HUM compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20		
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%	
HUM	UK	BAME	3.5	6%	4.5	6%	4.5	7%	3.5	5%	
		White	40.1	65%	49.1	67%	42.1	64%	45.1	66%	
	Non-UK	BAME	0.4	1%	1.4	2%	1.7	3%	3.7	5%	
		White	13.1	21%	15.9	22%	16.9	26%	16.1	24%	
	Total			61.5	100%	73.4	100%	66.2	100%	68.4	100%
Grand Total				61.5	100%	73.4	100%	66.2	100%	68.4	100%

**Table 4a.18: Three-year profile of academic staff in HUM compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
HUM	SM									1.00	2%	1.00	1%	1.00	2%	1.00	1%
	AM									7.00	11%	11.00	15%	11.50	17%	10.20	15%
	UH9	1.00	2%	1.00	1%	3.00	5%	2.00	3%	11.31	18%	15.85	22%	12.10	18%	11.80	17%
	UH8	2.50	4%	3.00	4%	1.00	2%	1.00	1%	21.60	35%	17.30	24%	13.20	20%	11.80	17%
	UH7	0.40	1%	1.90	3%	2.20	3%	4.20	6%	8.98	15%	16.90	23%	19.00	29%	26.20	38%
	UH6									0.30	0%	1.00	1%	0.80	1%		
	UH5									1.80	3%	0.70	1%	1.20	2%		
	Other									1.20	2%	1.20	2%	0.20	0%	0.20	0%
	Total	3.90	6%	5.90	8%	6.20	9%	7.20	11%	53.19	87%	64.95	89%	59.00	89%	61.20	89%

### Key findings:

- Non-UK BAME increased from 1% to 5%, slightly lower than sector (Bk6.5%) due to recruiting to support increased Media students in 2019/20 (following positive action recruitment).
- UK BAME reduced marginally to 5% however remains comparable to sector (Bk5.4%).
- Promotion within BAME from UH8 to UH9, result of more focus on staff development and encouraging internal promotion.
- BAME representation at UH7 increased significantly.
- When compared to the students in HUM 48.6% (18/19), staff are not representative (staff overall 10% BAME).

Dean is acutely aware that low staff turnover makes it difficult to increase BAME representation. There are significantly fewer applications from BAME candidates. Improvement in success rates in 2019/20 is positive and although numbers are small, success rates are very different for White/BAME candidates in previous years.

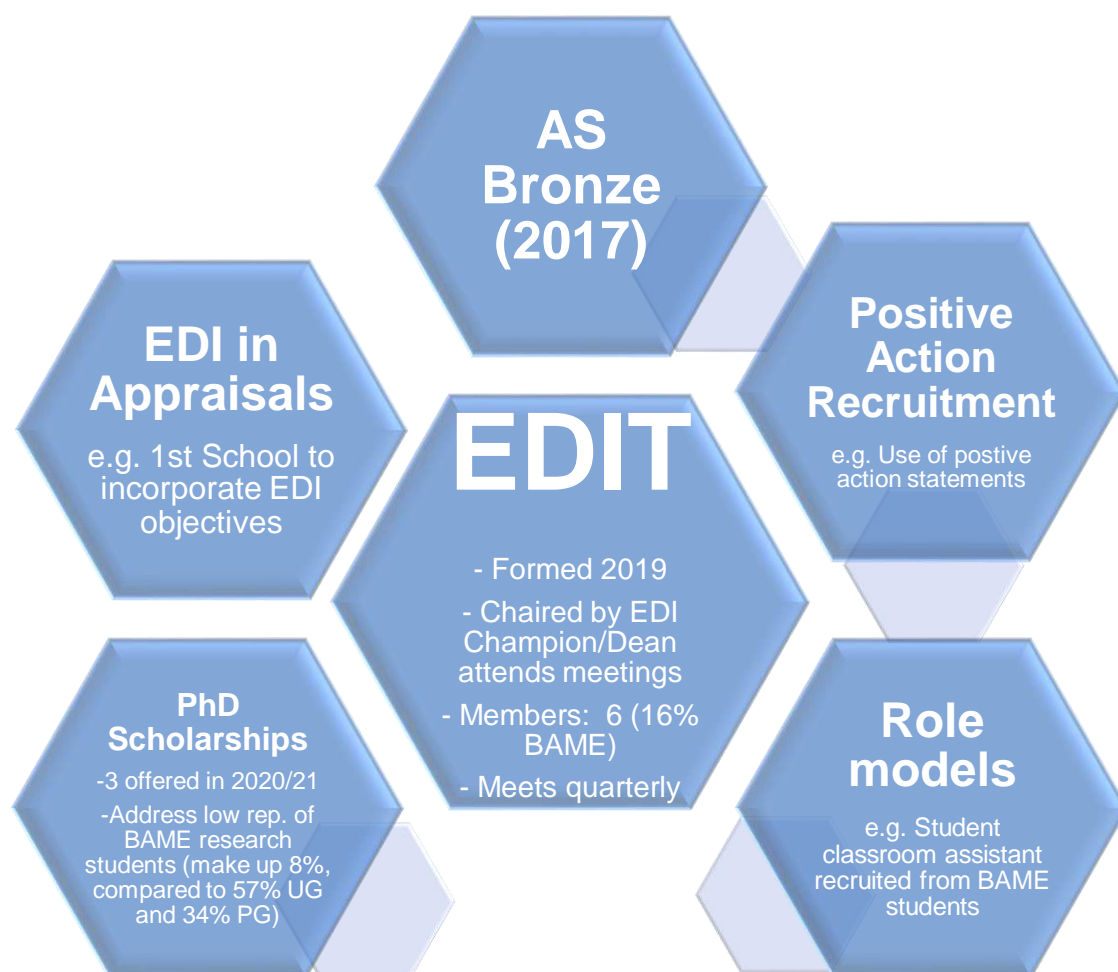
#### **ACTIONS**

**HUM AP1:** Review, improve and innovate School recruitment practices.

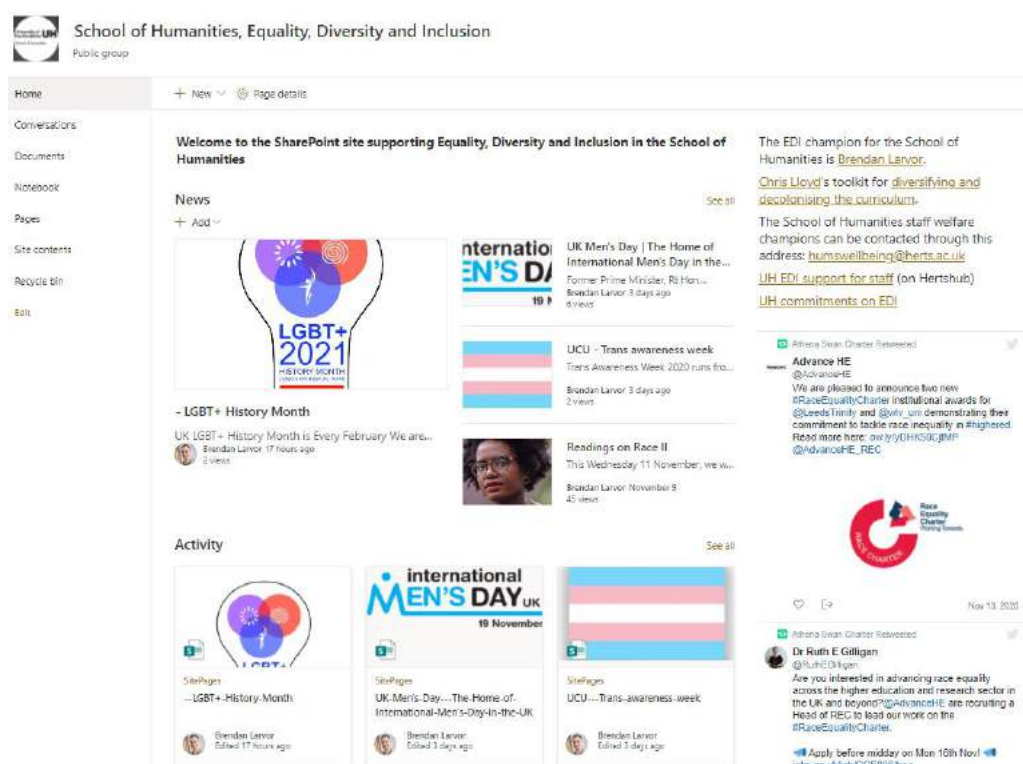
**HUM AP2:** Support the advancement of BAME VL staff to create a better balance in the classroom.

**HUM AP3:** Enhance visibility and celebrate the achievements of BAME staff.

**Figure 4a.7: EDI activities in HUM**



**Figure 4a.8: HUM EDI SharePoint site**



## School of Education (EDU)

**Table 4a.19: Three-year profile of academic staff in EDU compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20	
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%
EDU	UK	BAME	2.0	4%	1.6	3%	2.6	5%	2.0	4%
		White	45.1	89%	42.1	87%	40.3	83%	40.8	83%
	Non-UK	BAME					1.0	2%	1.0	2%
		White	1.0	2%	3.0	6%	3.0	6%	4.0	8%
	Total		50.7	100%	48.3	100%	48.5	100%	49.4	100%
	Grand Total		50.7	100%	48.3	100%	48.5	100%	49.4	100%

**Table 4a.20: Three-year profile of academic staff in EDU compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
EDU	SM									1.00	2%	1.00	2%	1.00	2%	1.00	2%
	AM									7.70	15%	4.40	9%	5.60	12%	5.40	11%
	UH9									8.00	16%	10.00	21%	8.20	17%	10.20	21%
	UH8	2.00	4%	1.60	3%	3.60	7%	3.00	6%	27.37	54%	22.71	47%	21.50	44%	23.80	48%
	UH7									1.00	2%	6.00	12%	7.00	14%	4.00	8%
	UH6									1.00	2%	1.00	2%				
	Other															0.44	1%
	Total	2.00	4%	1.60	3%	3.60	7%	3.00	6%	46.07	91%	45.11	93%	43.30	89%	44.84	91%

### Key findings:

- 4% UK BAME remains below sector (Bk5.3%); however Non-UK BAME with 2% is only slightly below the sector (Bk2.5%).
- Ofsted requires teaching experience in a UK school resulting in lower likelihood to recruit non-UK applicants.
- BAME staff at UH8 increased from 4% to 6%. BAME Champion to consult on ITE recruitment and retention initiatives, including recruiting new BAME Visiting Teachers by reaching out to partner schools/networks.
- Compared to students in EDU of 22.1% (18/19), staff not representative (staff overall 6% BAME).

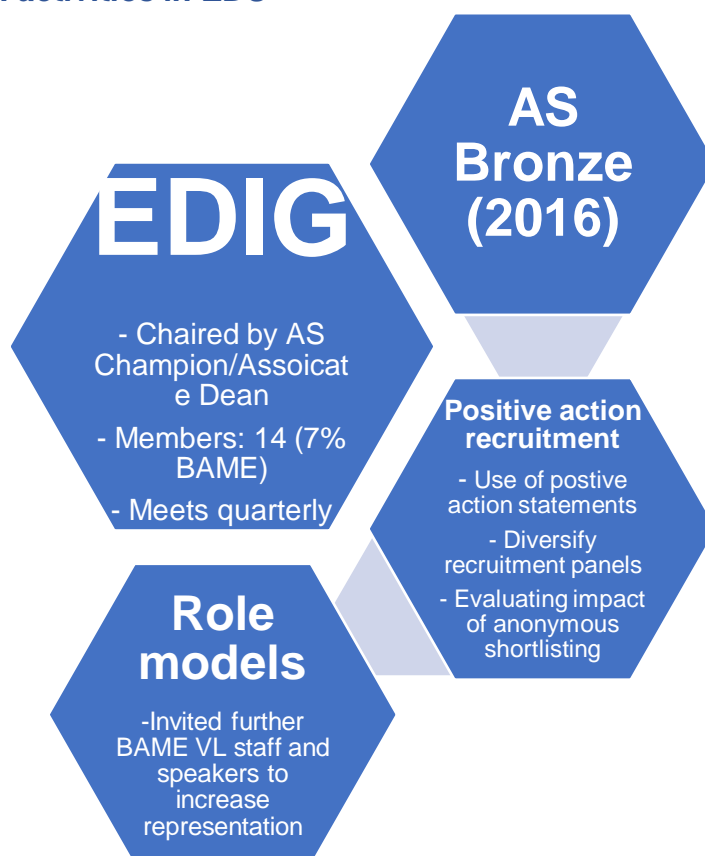
### ACTIONS

**EDU AP1:** Review, monitor and enhance School recruitment practices.

**EDU AP2:** Broaden awareness and engagement of staff with race equality work across the School.

**EDU AP3:** Enhance visibility and celebrate the achievements of BAME staff.

*Figure 4a.9: EDI activities in EDU*



*"It is our moral imperative, striving towards eliminating race inequality. Education is about maximising human potential, wellbeing & shaping society. EDU reduced the BAME awarding gap to 12% focussing on causes of racial inequality, providing staff challenge and development days. Our BAME champion is tasked with determining further local actions".*

**Dean of School (EDU)**



## Hertfordshire Business School (HBS)

**Table 4a.21: Three-year profile of academic staff in HBS compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20	
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%
HBS	UK	BAME	14.8	9%	25.4	15%	27.1	16%	29.8	17%
		White	97.8	61%	93.0	55%	87.0	52%	86.1	50%
	Non-UK	BAME	9.9	6%	12.8	8%	16.9	10%	18.2	11%
		White	20.8	13%	23.5	14%	26.2	16%	33.3	19%
	Total		160.2	100%	168.2	100%	166.1	100%	173.3	100%
Grand Total			160.2	100%	168.2	100%	166.1	100%	173.3	100%

**Table 4a.22: Three-year profile of academic staff in HBS compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
HBS	SM									1.0	1%	1.0	1%	1.0	1%	1.0	1%
	AM	2.0	1%	3.0	2%	3.0	2%	3.0	2%	12.9	8%	20.5	12%	17.8	11%	18.9	11%
	UH9	3.8	2%	3.0	2%	6.0	4%	10.0	6%	32.3	20%	26.4	16%	27.3	16%	26.2	15%
	UH8	15.9	10%	24.3	14%	25.1	15%	24.9	14%	59.9	37%	58.6	35%	52.1	31%	52.6	30%
	UH7	3.0	2%	7.9	5%	8.9	5%	10.1	6%	12.5	8%	8.8	5%	13.8	8%	20.7	12%
	Other					1.0	1%					1.2	1%	1.2	1%		
	Total	24.7	15%	38.2	23%	44.0	26%	48.0	28%	118.6	74%	116.5	69%	113.2	68%	119.4	69%

### Key findings:

- Year on year increase in diversity.
- BAME UK increased by 8%, now higher than sector (Bk10.8%).
- Non-UK BAME increased by 5% but lower than sector (Bk16.7%).
- 28% BAME (2019/20), comparable to sector (Bk27.5%). BAME increased positively within UH7/UH8, and at UH9 and above increased from 6% to 8%. Staff promoted within School to PL (UH9).
- Compared to students in HBS of 70.4% (18/19), staff not representative (staff overall 28% BAME).

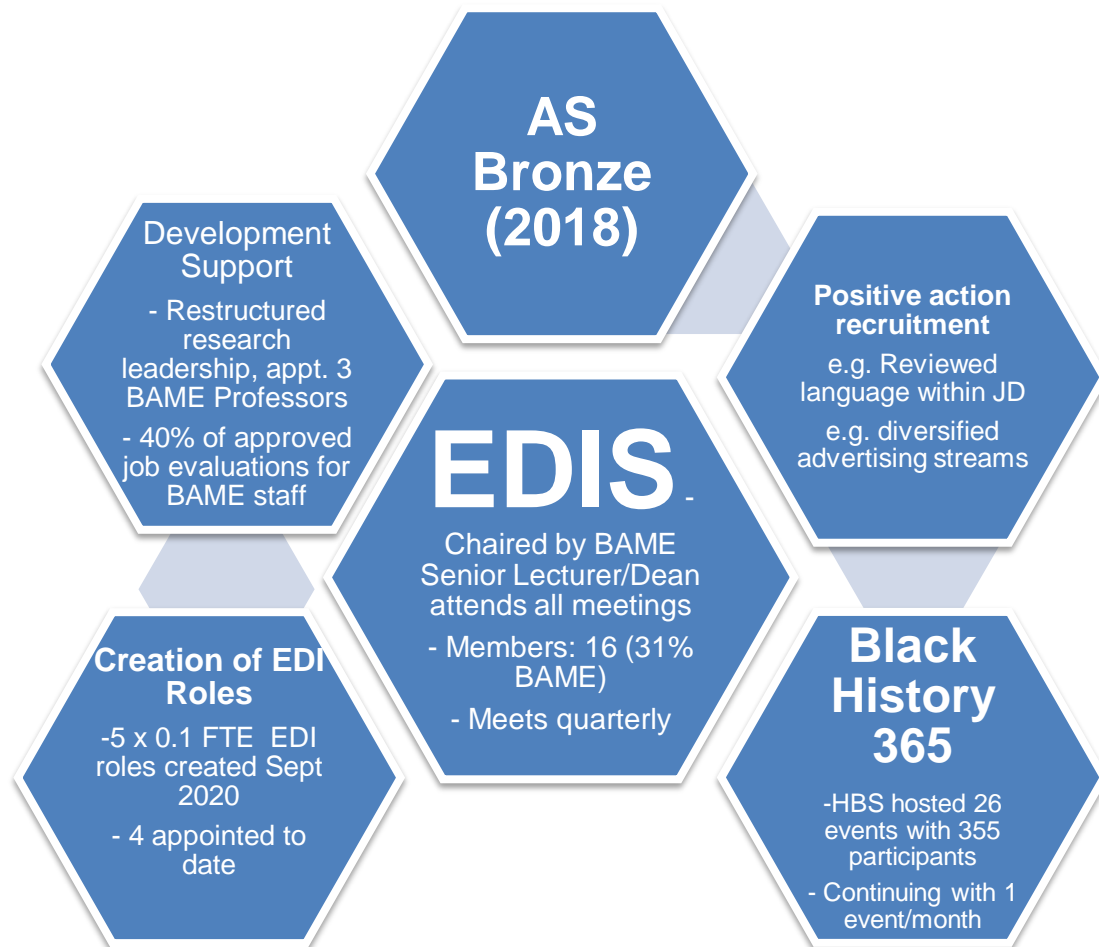
### ACTIONS

**HBS AP1:** Continue to increase BAME staff representation.

**HBS AP2:** Increase senior BAME staff (UH9 and above) to 28%.

**HBS AP3:** Ensure broader engagement of staff with race equality work.

**Figure 4a.10: EDI activities in HBS**





## Hertfordshire Law School (LAW)

**Table 4a.23: Three-year profile of academic staff in LAW compared to 2014/15 UH benchmark by nationality and ethnicity (not disclosed records hidden)**

			2014/15 - Benchmark		2017/18		2018/19		2019/20		
SBU	UK/Non-UK	Ethnicity (group)	FTE	%	FTE	%	FTE	%	FTE	%	
HLS	UK	BAME	4.0	12%	2.8	8%	8.3	19%	10.8	21%	
		White	18.4	57%	21.4	58%	26.8	61%	33.3	64%	
	Non-UK	BAME	2.0	6%	4.0	11%	3.0	7%	2.0	4%	
		White	4.0	12%	6.0	16%	3.9	9%	4.0	8%	
	Total			32.3	100%	36.9	100%	44.2	100%	51.7	100%
Grand Total				32.3	100%	36.9	100%	44.2	100%	51.7	100%

**Table 4a.24: Three-year profile of academic staff in LAW compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
HLS	SM											1.00	3%	1.00	2%	1.00	2%
	AM									1.00	3%	1.30	4%	1.00	2%	3.00	6%
	UH9									2.00	6%	1.00	3%	3.00	7%	4.50	9%
	UH8	1.00	3%	2.30	6%	3.50	8%	5.80	11%	11.85	37%	15.45	42%	19.85	45%	21.15	41%
	UH7	5.00	16%	4.50	12%	7.80	18%	7.00	14%	7.50	23%	8.60	23%	5.80	13%	7.60	15%
	Total	6.00	19%	6.80	18%	11.30	26%	12.80	25%	22.35	69%	27.35	74%	30.65	69%	37.25	72%

### Key findings:

- UK BAME increased to 21% (2019/20), above sector (Bk8.1%) and increased further in 2020/21 to 27.39%.
- Non-UK BAME decreased to 4%, below sector (Bk6.8%). Decrease due to Non-UK population size remaining static whilst volume of staff overall increased.
- Since expanding advertising streams and removing Unconscious Bias language BAME UH7/UH8 increased.

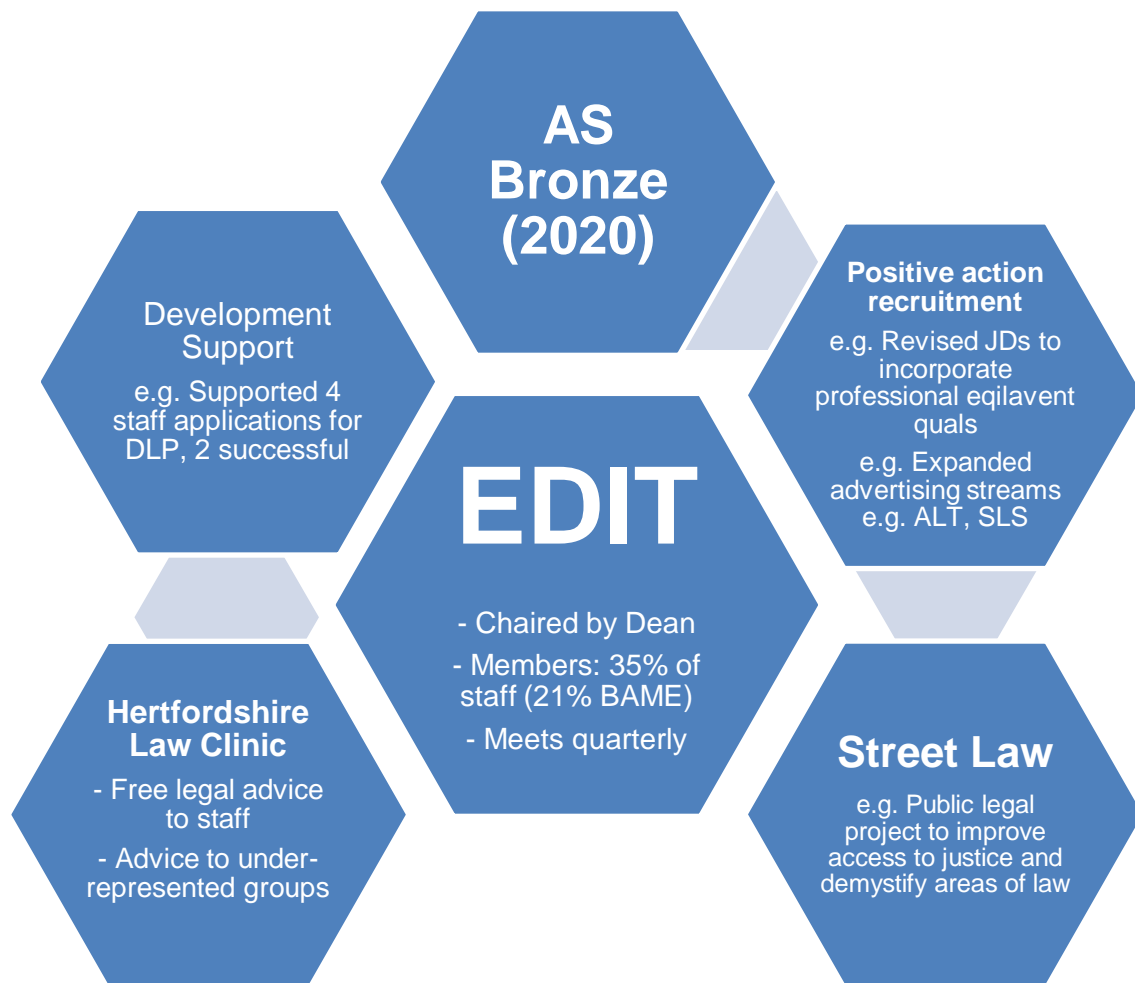
### ACTIONS

**HLS AP1:** Continue to increase BAME academic staff representation.

**HLS AP2:** Increase senior BAME staff (UH9 and above) to 16%.

**HLS AP3:** Ensure broader engagement of staff with race equality work.

**Figure 4a.11: EDI activities in HLS**



**Figure 4a.12: HLS BAME Women in Law Event**

University of Hertfordshire **UH**

**DR FUNKE ABIMBOLA MBE**

**CLIMBING MOUNTAINS**

When: Thursday 21 November 18:30 - 19:30

Where: de Havilland Campus

Join us at this inspiring talk and Q&A with Dr Funke Abimbola MBE, University Alumna and Honorary Doctor of Laws, practicing solicitor, business leader and diversity campaigner.

Funke is currently General Counsel at Cycle Pharmaceuticals, a global pharmaceutical company based at Cambridge University. Prior to joining Cycle, Funke worked for Roche for 7 years, becoming General Counsel and Head of Financial Compliance. Roche is the world's largest biotech company. Preceding her time at Roche, she was a corporate lawyer in private practice for 12 years, working for both central London and regional UK law firms.

Alongside her day job, she is a recognised diversity campaigner who is passionate about levelling the playing field with a focus on gender equality, race diversity and social mobility. She has received many awards for both her legal and diversity work. In June 2017, she was awarded an MBE (Member of the Order of the British Empire) in Queen Elizabeth's birthday honours list for services to diversity in the legal profession and to young people.

The University of Hertfordshire awarded her an honorary doctor of laws in September 2019, recognising her contributions to social and corporate diversity.

The talk will be followed by refreshments.

Book online | [go.herts.ac.uk/ClimbingMountains](https://go.herts.ac.uk/ClimbingMountains) | [events@herts.ac.uk](mailto:events@herts.ac.uk)

## Contract type

### Permanent vs. Fixed-Term

**Table 4a.25: Institution-level proportions of academic contract types (permanent and FTC) by nationality and BAME/White (not disclosed records hidden)**

UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark				2017/18				2018/19				2019/20			
		Permanent		FTC		Permanent		FTC		Permanent		FTC		Permanent		FTC	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
UK	BAME	94.9	94%	5.9	6%	133.4	91%	14.0	9%	146.5	89%	18.9	11%	154.6	90%	17.3	10%
	White	571.4	93%	45.9	7%	577.4	90%	65.5	10%	560.1	91%	58.0	9%	577.6	91%	57.4	9%
Non-UK	BAME	28.3	78%	8.0	22%	33.4	70%	14.0	30%	40.8	66%	20.7	34%	50.0	69%	22.7	31%
	White	106.3	82%	23.1	18%	119.0	73%	43.9	27%	119.5	77%	34.8	23%	130.6	82%	28.9	18%
Grand Total		860.7	91%	87.3	9%	902.6	86%	143.9	14%	889.8	87%	136.4	13%	932.3	88%	130.7	12%

UK BAME increased from 94.9 FTE (Perm)/5.9 FTE (FTC) in 2014/15 to 154.6 FTE (Perm)/17.3 FTE (FTC) in 2019/20. BAME FTC staff increased to 10% but remain on par with UK White FTC at 9% FT (2019/20).

Proportion of FTCs is relatively even between UK BAME and UK White staff with a dip during 2018/19 (Table 4a.25). Permanent contracts for Non-UK BAME staff declined.

Permanent contracts are offered where possible. The reduction over increased staff levels appears to be an anomaly due to:

- more research posts resulting from successful applications and awards in LMS (from 7FTC 2014/15 to 19FTC 2019/20) and restructures with several vacancies covered by FTC pending an outcome.
- increase in FTCs to maintain the SAS (see Section 6).

FTC staff have equal access to development and recruitment opportunities. Leaver feedback is now identifiable by contract type to understand better ways to support this population (**see AP4a.3**).

## Full-time vs. Part-time

**Table 4a.26: Academic full time/part time contracts by ethnicity profile**

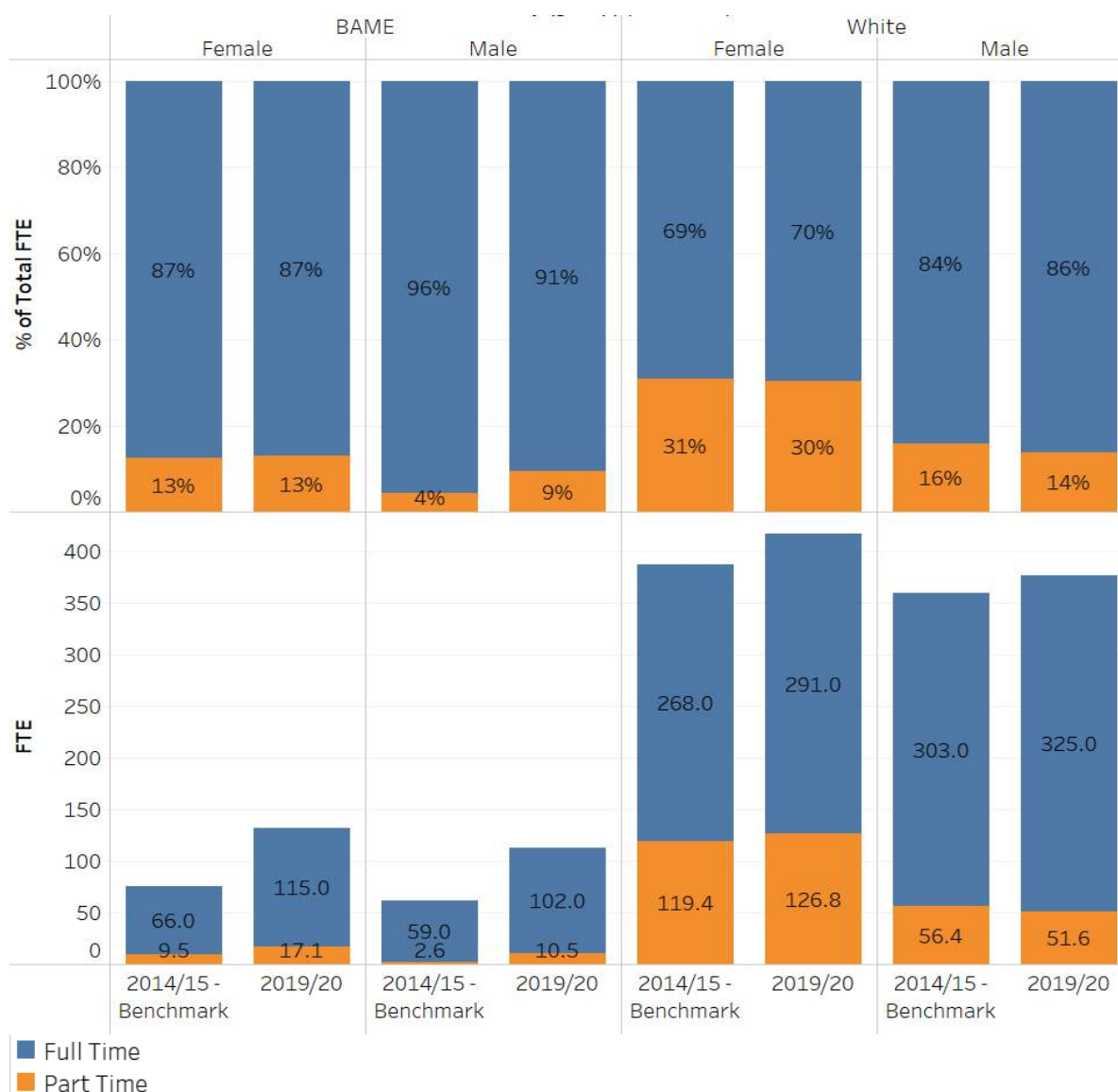
FT/PT	Ethnicity Groups	Year							
		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%
Full Time	White	571.0	60%	621.0	59%	593.0	58%	616.0	58%
	Asian	46.0	5%	53.0	5%	65.0	6%	75.0	7%
	Black	27.0	3%	37.0	4%	51.0	5%	57.0	5%
	Chinese	28.0	3%	42.0	4%	43.0	4%	46.0	4%
	Mixed	7.0	1%	15.0	1%	16.0	2%	17.0	2%
	Other	17.0	2%	25.0	2%	24.0	2%	22.0	2%
	Refused	15.0	2%	6.0	1%	11.0	1%	16.0	2%
	Unknown	31.0	3%	25.0	2%	9.0	1%	3.0	0%
	Total	742.0	78%	824.0	79%	812.0	79%	852.0	80%
Part Time	White	175.7	19%	184.7	18%	179.3	17%	178.4	17%
	Asian	3.5	0%	5.4	1%	9.5	1%	10.6	1%
	Black	3.9	0%	4.9	0%	4.5	0%	3.0	0%
	Chinese	2.2	0%	4.4	0%	4.2	0%	5.4	1%
	Mixed	0.5	0%	4.1	0%	4.7	0%	2.9	0%
	Other	2.0	0%	4.0	0%	5.0	0%	5.7	1%
	Refused	7.9	1%	6.2	1%	3.8	0%	5.0	0%
	Unknown	10.3	1%	8.9	1%	3.3	0%		
	Total	206.1	22%	222.6	21%	214.3	21%	211.0	20%
Grand Total		948.1	100%	1,046.6	100%	1,026.3	100%	1,063.0	100%

**Table 4a.27: Full time and part time academic proportions by nationality and ethnicity**

FT/PT	Ethnicity	2014/15 - Benchmark						2019/20					
		UK		Non-UK		Total		UK		Non-UK		Total	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Full Time	BAME	91.0	17%	34.0	23%	125.0	18%	151.0	24%	66.0	32%	217.0	26%
	White	459.0	83%	112.0	77%	571.0	82%	475.0	76%	141.0	68%	616.0	74%
	Total	550.0	100%	146.0	100%	696.0	100%	626.0	100%	207.0	100%	833.0	100%
Part Time	BAME	9.8	6%	2.3	12%	12.1	6%	20.9	12%	6.7	27%	27.6	13%
	White	158.3	94%	17.4	88%	175.7	94%	159.9	88%	18.5	73%	178.4	87%
	Total	168.1	100%	19.7	100%	187.8	100%	180.8	100%	25.2	100%	206.0	100%

- UK BAME FT increased from 91 FTE (2014/15, 17%) to 151 FTE (2019/20, 24%) above sector average (Bk11.3% Advance HE).
- Non-UK BAME FT almost doubled from 34 (2014/15 23%) to 66 FTE (2019/20 32%) on par with sector average (Bk 31.8%).
- UK BAME PT increased from 9.8 FTE (2014/15, 6%) to 20.9 FTE (2019/20, 12%) above sector average (Bk 9.1%).
- Non-UK BAME increased from 2.3 FTE (2014/15, 12%) to 6.7 FTE (2019/20, 27%) similar to sector average (Bk 28.8%).

**Chart 4a.5: Intersectional proportion of academic full-time/part-time contracts by ethnicity and gender**



**Chart 4a.5** outlines greater BAME proportionality for both Male and Female on FT contracts. Action identified to better understand trends and determine whether by profession, choice, culture or constraint (**AP4a.3**).

**Key findings (Table 4a.26/27 and Chart 4a.5):**

- Increase in FT contracts across all groups with increase of 5 FTE (Other) and 30 (Black).
- Small increase in FTE for BAME PT except Black who reduced from 3.9 FTE (2014/15) to 3 FTE (2019/20).
- Proportionally BAME are more likely to be employed FT.
- Overall fewer BAME than White work PT (men and women) (AP4a.2).
- Over twice as many White women compared to BAME women work PT.

- The gap between the number of BAME and White men working PT has narrowed, BAME men increased to 9% (2019/20)/white men reduced to 14%.
- There are more BAME women than men on FT contracts, and this is opposite for White staff.

**Table 4a.28: Proportion of academic part time contracts by ethnicity and job type**

Category	Job Type	2014/15				2019/20				Variance			
		BAME		White		BAME		White		BAME		White	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Part time academic contracts	Academic Manager/Professor	0.0	0%	18.2	10%	0.2	1%	16.0	8%	0.2	1%	-2.2	-2%
	Principal Lecturer	2.1	17%	23.7	13%	2.2	8%	23.6	12%	0.1	-9%	-0.1	-1%
	Senior Lecturer	7.7	62%	100.1	55%	17.1	62%	98.3	51%	9.4	0%	-1.8	-4%
	Lecturer	2.4	19%	25.4	14%	6.9	25%	39.6	21%	4.5	6%	14.2	7%
	Research Staff	0.3	2%	15.6	9%	1.2	4%	15.5	8%	0.9	2%	-0.1	0%
<b>Totals</b>		<b>12.5</b>	<b>100%</b>	<b>183.0</b>	<b>100%</b>	<b>27.6</b>	<b>100%</b>	<b>193.0</b>	<b>100%</b>	<b>15.1</b>		<b>10.0</b>	

Largest increase in academic PT contracts within Lecturer and Senior Lecturer with a positive variance between 4.5 to 9.4 FTE (2019/20).



## Academic staff turnover

**Table 4a.29: Turnover rates for academic staff by nationality and ethnicity**

Nationality	Ethnicity	2017-18			2018-19			2019-20		
		Average Staff	Leavers	Turnover rate %	Average Staff	Leavers	Turnover rate %	Average Staff	Leavers	Turnover rate %
<b>UK</b>	Asian	49	6	12%	59	4	7%	70	3	4%
	Black	36	1	3%	39	2	5%	45	5	11%
	Chinese	29	0	0%	31	1	3%	32	3	9%
	Mixed	17	2	12%	23	1	4%	21	4	19%
	Other	23	1	4%	27	4	15%	26	4	15%
	<b>BAME</b>	<b>154</b>	<b>10</b>	<b>6%</b>	<b>179</b>	<b>12</b>	<b>7%</b>	<b>194</b>	<b>19</b>	<b>10%</b>
	White	768	47	6%	777	59	8%	767	69	9%
	<b>Total</b>	<b>922</b>	<b>57</b>	<b>6%</b>	<b>956</b>	<b>71</b>	<b>7%</b>	<b>961</b>	<b>88</b>	<b>9%</b>
<b>Non-UK</b>	Asian	14	2	14%	17	2	12%	22	1	5%
	Black	10	1	10%	13	2	15%	17	2	12%
	Chinese	18	3	17%	21	3	14%	23	1	4%
	Mixed	2	1	50%	2	0	0%	4	1	25%
	Other	6	2	33%	7	0	0%	8	0	0%
	<b>BAME</b>	<b>50</b>	<b>9</b>	<b>18%</b>	<b>60</b>	<b>7</b>	<b>12%</b>	<b>74</b>	<b>5</b>	<b>7%</b>
	White	173	21	12%	174	28	16%	173	13	8%
	<b>Total</b>	<b>223</b>	<b>30</b>	<b>13%</b>	<b>234</b>	<b>35</b>	<b>15%</b>	<b>247</b>	<b>18</b>	<b>7%</b>
<b>Grand Total</b>		<b>1145</b>	<b>87</b>	<b>8%</b>	<b>1190</b>	<b>106</b>	<b>9%</b>	<b>1208</b>	<b>106</b>	<b>9%</b>

\*Turnover calculated as number of leavers divided by the average of staff at beginning/end of year as a percentage

- Numbers of FTCs influence turnover.
- UK BAME increased from 10 (6%) to 19 (10%) whereas Non-UK decreased from 9 (18%) to 5 (7%).
- UK Black largest increase from 1-5 (3%-11%). UCEA sector academic median turnover reported 2019 is 8%, slightly below academic turnover rate of 9%.
- Non-UK leavers reduced in part due to initiatives in place to support staff through Brexit policy changes.

**Table 4a.30: Turnover rate for School by nationality and ethnicity**

SBU	Ethnicity	2017-18			2018-19			2019-20		
		Average Staff	Leavers	Turnover rate %	Average Staff	Leavers	Turnover rate %	Average Staff	Leavers	Turnover rate %
Creative Arts	BAME	5	0	0%	6	2	33%	6	0	0%
	White	85	4	5%	89	5	6%	90	8	9%
	<b>Total</b>	<b>90</b>	<b>4</b>	<b>4%</b>	<b>94</b>	<b>7</b>	<b>7%</b>	<b>96</b>	<b>8</b>	<b>8%</b>
Education	BAME	2	0	0%	3	0	0%	4	0	0%
	White	53	1	2%	52	2	4%	53	1	2%
	<b>Total</b>	<b>55</b>	<b>1</b>	<b>2%</b>	<b>55</b>	<b>2</b>	<b>4%</b>	<b>57</b>	<b>1</b>	<b>2%</b>
Engineering & Computer Science	BAME	45	6	13%	53	2	4%	62	6	10%
	White	101	14	14%	101	15	15%	96	7	7%
	<b>Total</b>	<b>146</b>	<b>20</b>	<b>14%</b>	<b>154</b>	<b>17</b>	<b>11%</b>	<b>158</b>	<b>13</b>	<b>8%</b>
Health & Social Work	BAME	33	2	6%	35	3	9%	34	6	18%
	White	196	10	5%	193	7	4%	190	14	7%
	<b>Total</b>	<b>229</b>	<b>12</b>	<b>5%</b>	<b>228</b>	<b>10</b>	<b>4%</b>	<b>224</b>	<b>20</b>	<b>9%</b>
Hertfordshire Business School	BAME	42	2	5%	49	1	2%	53	1	2%
	White	147	9	6%	143	14	10%	143	10	7%
	<b>Total</b>	<b>189</b>	<b>11</b>	<b>6%</b>	<b>191</b>	<b>15</b>	<b>8%</b>	<b>196</b>	<b>11</b>	<b>6%</b>
Hertfordshire Law School	BAME	9	2	22%	11	1	9%	13	3	23%
	White	33	4	12%	35	6	17%	40	3	8%
	<b>Total</b>	<b>42</b>	<b>6</b>	<b>14%</b>	<b>45</b>	<b>7</b>	<b>16%</b>	<b>53</b>	<b>6</b>	<b>11%</b>
Humanities	BAME	7	0	0%	8	0	0%	9	1	11%
	White	73	5	7%	76	13	17%	71	9	13%
	<b>Total</b>	<b>80</b>	<b>5</b>	<b>6%</b>	<b>83</b>	<b>13</b>	<b>16%</b>	<b>80</b>	<b>10</b>	<b>13%</b>
Life & Medical Sciences	BAME	52	6	12%	64	7	11%	73	7	10%
	White	203	13	6%	211	16	8%	207	26	13%
	<b>Total</b>	<b>255</b>	<b>19</b>	<b>7%</b>	<b>275</b>	<b>23</b>	<b>8%</b>	<b>280</b>	<b>33</b>	<b>12%</b>
Physics Astronomy & Maths	BAME	9	1	11%	10	3	30%	12	0	0%
	White	52	8	15%	52	9	17%	53	4	8%
	<b>Total</b>	<b>61</b>	<b>9</b>	<b>15%</b>	<b>62</b>	<b>12</b>	<b>19%</b>	<b>65</b>	<b>4</b>	<b>6%</b>
<b>Grand Total</b>		<b>1147</b>	<b>87</b>	<b>8%</b>	<b>1187</b>	<b>106</b>	<b>9%</b>	<b>1209</b>	<b>106</b>	<b>9%</b>

**Table 4a.30**

- Compared to 2017/18, HLS has highest level of BAME leavers however low BAME representation means small numbers of leavers creates higher % turnover (2019/20 with 3 BAME leavers 23%).
- HSK have highest increase in BAME leavers from 2 (6% 2017/18) to 6 (18% 2019/20). One retired, the others resigned of which 2 were UK Black. Enhanced exit questionnaire process now in place (See AP4a.4).

**Table 4a.31: Proportion of academic leavers by nationality and ethnicity (2019/20)**

Nationality	Ethnicity		All staff (inc. leavers)	Leavers 19/20	Proportion of leavers
UK	White		704	69	10%
	BAME	Asian	65	3	5%
		Black	48	5	10%
		Chinese	34	3	9%
		Mixed	19	4	21%
		Other	25	4	16%
		<i>BAME Total</i>	<i>191</i>	<i>19</i>	<i>10%</i>
	Refused		19	4	21%
	Unknown		2		0%
	<b>UK Total</b>		<b>916</b>	<b>92</b>	<b>10%</b>
Non-UK	White		172	13	8%
	BAME	Asian	25	1	4%
		Black	19	2	11%
		Chinese	22	1	5%
		Mixed	6	1	18%
		Other	7		0%
		<i>BAME Total</i>	<i>78</i>	<i>5</i>	<i>6%</i>
	Refused		6		0%
	Unknown		1		0%
	<b>Non-UK Total</b>		<b>257</b>	<b>18</b>	<b>7%</b>

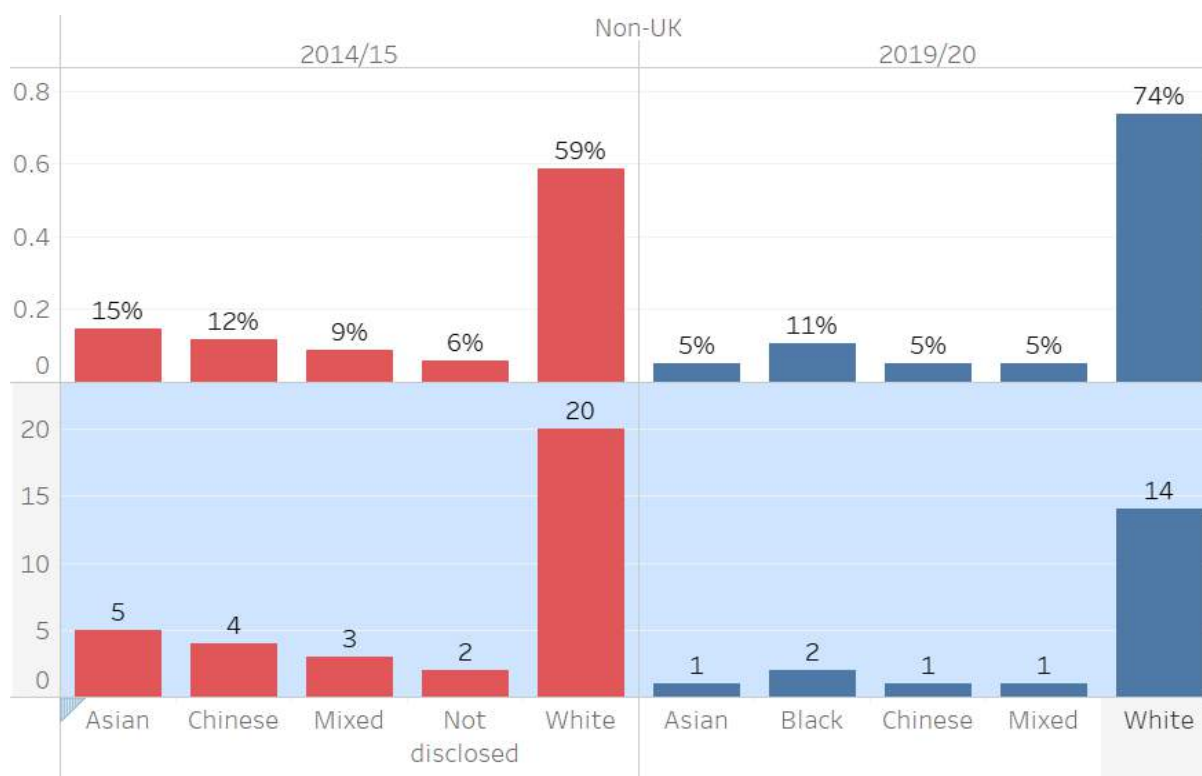
- In 2019/20, BAME and White leavers both 10%. Although Mixed (21% UK and 18% Non-UK) and Refused (21%) have highest level of UK and Non-UK leavers, proportionally reasons submitted do not suggest an issue.
- On investigation leavers largely from STEM Schools using FTCs; however, there were two resignations and one settlement agreement.

**Chart 4a.6: Proportion of UK academic leavers by nationality and ethnicity (2019/20 compared to 2014/15)**



- Minimal differences to level of UK BAME leavers for 2019/20 compared to 2014/15.

**Chart 4a.7: Proportion of Non-UK academic leavers by nationality and ethnicity (2019/20 compared to 2014/15)**



- Non-UK BAME reduced since 2014/15, particularly Asian leavers from 5 (2014/15, 15%) to 1 (2019/20, 5%).
- Although White Non-UK reduced to 14, the overall proportion increased to 74% (2019/20).



**Table 4a.32: Academic reasons for leaving by BAME/White (numbers)**

Leaving Reason	Ethnicity / Year											
	BAME						White					
	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion
Death							3	4%				
Dismissal - Misconduct									1	1%		
Dismissal - Redundancy									1	1%	1	1%
Early Retirement							1	1%			1	1%
End Of Fixed Term Contract	2	10%	3	16%	6	25%	8	11%	16	17%	13	15%
Other	1	5%			1	4%	1	1%	4	4%		
Resignation	17	81%	14	74%	13	54%	39	54%	56	60%	51	59%
Resignation On Grounds Ill Health							1	1%				
Retirement			1	5%	1	4%	10	14%	9	10%	12	14%
Settlement Agreement	1	5%	1	5%	3	13%	9	13%	7	7%	8	9%
<b>Grand Total</b>	<b>21</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>72</b>	<b>100%</b>	<b>94</b>	<b>100%</b>	<b>86</b>	<b>100%</b>

59%:5N White give resignation as reason for leaving, whereas 25%:6N BAME give end of FTC as well as (13%:3N) settlement agreement (an increase of 2).

Since November 2020 the Exit Questionnaire (target RR 80%) moved online with further diversity monitoring questions to allow in-depth analysis by PCs **(AP4a.4)**.

### Progress:

**AP2015(14)** was to monitor leavers data by ethnic profile, which was not possible previously. UH is now able to capture data by PC's and the information is monitored in standard reporting on a quarterly basis.

**ACTIONS**

**AP4a.1:** Monitor SBU progress against REC priorities and targets to ensure accountability via EDI Board, addressing issues where required.

**AP4a.2:** Become a member of the Black British Professionals in STEM University Alliance.

**AP4a.3:** Better understand BAME staff and contract type (action continuing from AP2015 Action 13 which sought to undertake further analysis of BAME part-time –and fixed-term staff).

**AP4a.4:** Report findings on BAME academic and professional staff leaving reasons.

## Section 4b: Professional and support staff

Academic staff initiatives and process in 4a apply also to professional staff.

### Professional staff data: Overall institutional profile

**Table 4b.1: Institutional level professional staff by nationality and ethnicity**

UK/Non-UK	Ethnicity Groups	2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	% FTE	FTE	% FTE	FTE	% FTE	FTE	% FTE
UK	White	791.6	75%	811.7	73%	788.4	77%	794.0	78%
	Asian	55.2	5%	68.5	6%	64.3	6%	65.1	6%
	Black	36.2	3%	45.3	4%	43.6	4%	38.9	4%
	Chinese	11.0	1%	11.5	1%	9.0	1%	7.6	1%
	Mixed	19.3	2%	24.2	2%	26.4	3%	26.8	3%
	Other	3.6	0%	3.0	0%	3.8	0%	3.8	0%
	Refused	25.7	2%	24.6	2%	20.9	2%	17.7	2%
	Unknown	26.9	3%	22.3	2%	3.9	0%	0.3	0%
	Total	969.5	92%	1,011.1	91%	960.3	94%	954.1	94%
Non-UK	White	55.2	5%	70.0	6%	42.4	4%	43.7	4%
	Asian	5.5	1%	11.5	1%	11.1	1%	9.1	1%
	Black	6.6	1%	8.0	1%	6.6	1%	6.4	1%
	Chinese	3.5	0%	1.0	0%	0.3	0%	1.3	0%
	Mixed	3.5	0%	3.0	0%	3.0	0%	3.4	0%
	Other	2.5	0%	2.6	0%	1.0	0%	1.0	0%
	Refused	4.9	0%	1.9	0%				
	Unknown	1.3	0%	3.5	0%	0.3	0%	0.3	0%
	Total	83.1	8%	101.6	9%	64.7	6%	65.1	6%
Grand Total		1,052.6	100%	1,112.7	100%	1,025.0	100%	1,019.3	100%

BAME 16% in 2019/20 (14%UK/2%Non-UK), higher than sector for UK (Bk6%) and lower for Non-UK (Bk3.2%).

**Table 4b.2: Percentage increase/decrease in FTE for Asian, Black, Chinese and mixed ethnicity by nationality (Percentages rounded to whole numbers)**

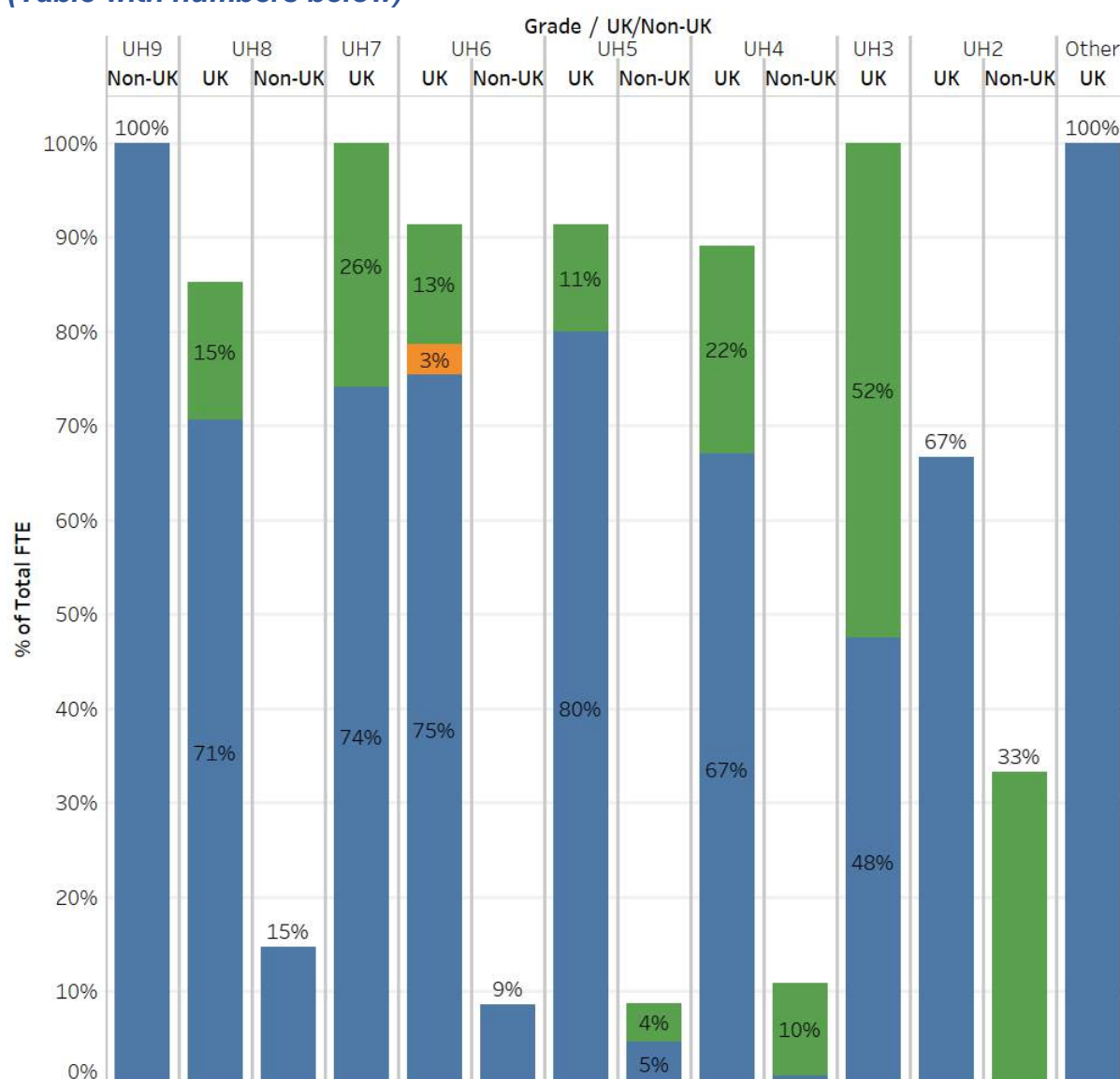
		2014/15	2019/20	Increase/ Decrease
		FTE	FTE	%
UK	Asian	55.2	65.1	18%
	Black	36.2	38.9	7%
	Chinese	11	7.6	-31%
	Mixed	19.3	26.8	39%
Non-UK	Asian	5.5	9.1	65%
	Black	6.6	6.4	-3%
	Chinese	3.5	1.3	-63%
	Mixed	3.5	3.4	-3%

Visas tend to be prioritised for academic appointments.

**Table 4b.3: Professional staff profile at institutional level by grade, nationality and ethnicity**

Grade	Ethnicity (group)	2014/15 - Benchmark				2017/18				2018/19				2019/20			
		UK		Non-UK		UK		Non-UK		UK		Non-UK		UK		Non-UK	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
SM	BAME									1.0	0%			1.0	0%		
	White	6.0	1%			9.0	1%			8.0	1%			8.0	1%		
AM	BAME	6.0	1%			5.6	1%			5.6	1%			7.4	1%	1.0	0%
	White	26.7	3%			29.5	3%			26.8	3%			25.5	2%		
UH9	BAME	2.0	0%	1.0	0%	4.0	0%	1.0	0%	5.0	0%	1.0	0%	6.0	1%	1.0	0%
	Not disclosed	1.0	0%	1.0	0%	1.0	0%			1.0	0%			1.0	0%		
	White	39.4	4%	2.0	0%	40.9	4%	2.0	0%	40.7	4%	2.0	0%	42.7	4%	3.0	0%
UH8	BAME	18.0	2%	3.0	0%	22.6	2%			21.5	2%			19.5	2%		
	Not disclosed	11.6	1%			10.4	1%			8.4	1%			7.6	1%		
	White	111.1	11%	8.0	1%	102.0	9%	8.4	1%	111.9	11%	5.2	1%	100.7	10%	3.6	0%
UH7	BAME	11.6	1%	1.0	0%	21.5	2%	1.0	0%	18.9	2%	2.0	0%	17.7	2%		
	Not disclosed	2.0	0%			3.0	0%			1.3	0%			1.3	0%		
	White	82.6	8%	5.7	1%	100.8	9%	6.0	1%	99.0	10%	7.0	1%	105.1	10%	7.7	1%
UH6	BAME	23.4	2%	0.5	0%	32.9	3%	0.9	0%	29.7	3%	1.0	0%	32.9	3%	2.0	0%
	Not disclosed	13.2	1%			10.8	1%			6.8	1%			5.8	1%		
	White	137.1	13%	10.2	1%	153.9	14%	11.2	1%	154.9	15%	10.8	1%	165.6	16%	12.4	1%
UH5	BAME	25.4	2%	2.0	0%	34.1	3%	6.0	1%	32.6	3%	5.5	1%	31.1	3%	3.5	0%
	Not disclosed	8.4	1%	1.0	0%	7.8	1%			5.0	0%			2.0	0%		
	White	191.7	18%	4.2	0%	186.7	17%	11.3	1%	199.9	19%	9.1	1%	195.4	19%	7.7	1%
UH4	BAME	17.8	2%	6.5	1%	17.2	2%	8.4	1%	18.5	2%	7.9	1%	20.3	2%	10.3	1%
	Not disclosed	8.9	1%			6.1	1%										
	White	123.5	12%	5.3	1%	128.7	12%	10.6	1%	107.5	10%	5.5	1%	113.6	11%	6.3	1%
UH3	BAME	4.6	0%	3.0	0%	4.5	0%	3.0	0%	3.0	0%	1.0	0%	2.0	0%		
	Not disclosed	1.3	0%			0.8	0%			1.0	0%						
	White	42.5	4%	4.0	0%	38.4	3%			30.4	3%			26.7	3%	1.0	0%
UH2	BAME	10.0	1%	4.0	0%	7.2	1%	4.3	0%	4.0	0%	2.0	0%	1.6	0%	2.0	0%
	Not disclosed	4.2	0%	3.0	0%	2.8	0%	1.5	0%	1.0	0%						
	White	25.2	2%	15.4	1%	19.3	2%	20.5	2%	4.0	0%	1.0	0%	6.0	1%	2.0	0%
UH1	BAME							1.0	0%								
	Not disclosed	0.5	0%			1.5	0%	0.9	0%								
	White	0.3	0%														
Other	BAME	6.5	1%	0.6	0%	2.8	0%	0.5	0%	7.3	1%	1.6	0%	2.7	0%	1.4	0%
	Not disclosed	1.6	0%	1.3	0%	2.6	0%	3.0	0%	0.3	0%	0.3	0%	0.3	0%	0.3	0%
	White	5.3	1%	0.3	0%	2.4	0%			5.4	1%	1.8	0%	4.7	0%		
Grand Total		969.5	92%	83.1	8%	1,011.1	91%	101.6	9%	960.3	94%	64.7	6%	954.1	94%	65.1	6%

**Chart 4b.1: Proportion of BAME/White professional grades for 2019/20**  
(Table with numbers below)



Ethnicity (group)

- BAME
- Not disclosed
- White

Ethnicity (group)	SM		AM		UH9		UH8		UH7		UH6		UH5		UH4		UH3		UH2		Other	
	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK
BAME	1.0	7.4	1.0	6.0	1.0	19.5	17.7	32.9	2.0	31.1	3.5	20.3	10.3	2.0	1.6	2.0	2.7	1.4				
Not disclosed				1.0		7.6	1.3	5.8		2.0											0.3	0.3
White	8.0	25.5	42.7	3.0	100.7	3.6	105.1	7.7	165.6	12.4	195.4	7.7	113.6	6.3	26.7	1.0	6.0	2.0	4.7			

### Key findings:

- Largest increase in Asian and Mixed. Investigation into reduction of UK/Non-UK Chinese concluded no concerns (Table 4b.2).
- UK Asian FTE doubled at UH9 and above due to 2 promotions, recruiting 2 senior staff. Representation of BAME has improved at UH9.
- Black professionals haven't increased and are spread between UH4-UH8.
- **Table 4b.3 - reduction in FTE at UH8 and below between 2017/18 - 2018/19 (in Asian/Black), 82% due to outsourcing Hospitality.**
- Most BAME staff are recruited between UH4-UH8 with higher BAME representation in Other/UH2 (includes student placements and resident assistants).

*"The staff should be representative of the student body, and it isn't currently".*

**Member of Staff (BAME), RECSTAS 2018**

Considering diverse student population, we continue to use positive action to increase BAME professionals, including target for UK BAME staff in student-facing roles (AP4b.1).

### Professional staff Schools data: Overall staff profile and by grade

StAR was initiated in November 2018 with 200 in-scope staff (including 20 BAME) receiving 121 consultations, application and interview training. These staff moved to REG in May 2020. Schools reduced by 103.3 FTE and REG increased by 108.6 FTE (see figures by ethnicity in REG section below).

This change affects presentation of data as not directly comparable. We will monitor this information and develop actions if required not least as the pandemic has changed workflows (see AP4a.1).



**Table 4b.4: Overview of three-year professional staff profile within each School and variance to 2014/15 UH benchmark by ethnicity (where values in Schools do not add up to 100% this is due to information not disclosed)**

SBU	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20		Variance to 2014/15	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
COM	BAME	1.0	11%	1.0	14%	1.6	25%				
	White	8.0	87%	6.3	86%	4.8	75%				
	Total	9.2	100%	7.3	100%	6.4	100%				
ENG	BAME	4.0	16%	5.0	17%	6.0	23%				
	White	18.5	73%	22.3	74%	19.6	74%				
	Total	25.5	100%	30.3	100%	26.6	100%				
ECS	BAME							3.0	14%	-2.0	-13%
	White							19.2	86%	-7.3	-73%
	Total							22.2	100%	-12.5	
CTA	BAME	5.0	16%	5.0	10%	4.0	8%	4.6	12%	-0.4	-3%
	White	24.6	78%	41.5	86%	42.1	89%	31.5	85%	7.0	7%
	Total	31.6	100%	48.5	100%	47.1	100%	37.1	100%	5.6	
EDU	BAME	1.8	8%	2.9	13%	3.0	15%	1.4	13%	-0.4	5%
	White	19.3	84%	16.3	74%	15.3	76%	8.8	80%	-10.5	-4%
	Total	23.1	100%	22.0	100%	20.1	100%	11.0	100%	-12.1	
HBS	BAME	8.0	28%	7.7	26%	5.9	22%	4.0	26%	-4.0	-2%
	White	18.4	65%	20.0	67%	19.8	74%	11.2	74%	-7.2	9%
	Total	28.4	100%	29.7	100%	26.8	100%	15.2	100%	-13.2	
HLS	BAME	2.0	27%	1.0	13%	1.8	25%	1.0	25%	-1.0	-2%
	White	5.5	73%	5.5	73%	5.5	75%	3.0	75%	-2.5	2%
	Total	7.5	100%	7.5	100%	7.3	100%	4.0	100%	-3.5	

HSK	BAME	5.0	11%	6.5	14%	6.3	13%	2.0	12%	-3.0	1%
	White	39.6	85%	38.4	84%	41.5	87%	14.4	88%	-25.1	2%
	Total	46.4	100%	45.7	100%	47.8	100%	16.4	100%	-29.9	
HUM	BAME	1.0	9%	2.0	19%	2.6	26%			-1.0	-9%
	White	10.0	91%	8.4	81%	7.4	74%	3.8	100%	-6.2	9%
	Total	11.0	100%	10.4	100%	10.0	100%	3.8	100%	-7.2	
LMS	BAME	12.2	18%	15.9	19%	21.0	27%	17.3	30%	5.1	12%
	White	51.7	77%	61.0	75%	55.1	70%	40.5	70%	-11.2	-7%
	Total	67.4	100%	81.5	100%	78.7	100%	57.8	100%	-9.6	
PAM	BAME	0.6	10%	1.1	17%	1.1	13%	0.6	7%	0.0	-3%
	White	5.2	90%	5.3	83%	7.2	87%	7.7	93%	2.4	3%
	Total	5.8	100%	6.4	100%	8.3	100%	8.3	100%	2.4	
All Schools	BAME	40.6	16%	48.0	17%	53.3	19%	33.9	19%	-6.7	3%
	White	200.8	78%	225.0	78%	218.4	78%	140.2	80%	-60.6	1%
	Total	255.9	100%	289.3	100%	279.2	100%	175.9	100%	-80.0	

\*Schools with more BAME academic staff and students (e.g. HBS, HLS, LMS) have higher % of BAME professionals. Exceptions are ECS and HSK, though FTE is small in many Schools. CTA acquired the UH Arts team during the period.

### Professional SBU staff data: Overall staff profile and by grade

EDI teams were expanded to professional SBUs in 2019. Each SBU had dedicated workshop for development of EDI action plans with race equality prioritised.

*\*Data Note: Due to large number of professional SBUs, only a sample of SBU profiles included, however all SBU action plans are included within AP.*

**Table 4b.5: Overview of three-year staff profile within each professional SBU and variance to 2014/15 UH benchmark by ethnicity (not disclosed records hidden)**

SBU	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019 /20		Variance to 2014/15	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
DOS	BAME	9.2	15%	10.3	22%	16.2	28%	10.1	19%	0.9	4%
	White	49.5	81%	35.6	75%	40.9	71%	42.2	80%	-7.3	-1%
	Total	61.4	100%	47.3	100%	57.7	100%	52.8	100%	-8.6	0%
EBD	BAME	5.6	10%	7.6	14%	16.6	21%	19.4	23%	13.8	13%
	White	47.5	87%	44.3	79%	60	77%	63.9	76%	16.4	-11%
	Total	54.4	100%	56.2	100%	77.9	100%	84.6	100%	30.2	0%
EST	BAME	18	15%	21.9	19%	4	10%	3	7%	-15	-8%
	White	89.9	77%	86.8	75%	36.9	90%	41.3	93%	-48.6	16%
	Total	117	100%	115.5	100%	40.9	100%	44.3	100%	-72.7	0%
FIN	BAME	9.3	18%	10.6	17%	9.4	16%	10.6	18%	1.3	0%
	White	43.6	82%	50.7	81%	50.3	84%	47.1	82%	3.5	0%
	Total	52.9	100%	62.2	100%	59.7	100%	57.7	100%	4.8	0%
HR	BAME	3.6	10%	7.6	22%	7.6	19%	6.6	19%	3	9%
	White	29.2	84%	24.1	70%	32.4	81%	27.7	81%	-1.5	-3%
	Total	34.6	100%	34.4	100%	39.9	100%	34.3	100%	-0.3	0%
LCS	BAME	31.6	17%	31.5	17%	30.5	17%	30.2	17%	-1.4	0%
	White	136.2	73%	135.5	75%	136.8	77%	137.7	77%	1.5	4%
	Total	187.7	100%	181.5	100%	178.3	100%	178.9	100%	-8.8	0%
MCM	BAME	6	10%	9	14%	5	9%	4	7%	-2	-3%
	White	51.3	85%	54.4	82%	49.8	88%	51.5	91%	0.2	6%
	Total	60.3	100%	66.4	100%	56.8	100%	56.5	100%	-3.8	0%

SBU	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019 /20		Variance to 2014/15	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
OVC	BAME	8.8	11%	13.7	14%	13.7	15%	15	18%	6.2	7%
	White	66.5	86%	81.4	84%	74.5	83%	65.4	81%	-1.1	-5%
	Total	77	100%	96.8	100%	90.2	100%	81.3	100%	4.3	0%
REG	BAME	14.3	9%	18.5	11%	12.8	9%	30.6	12%	16.3	3%
	White	132.3	87%	143.9	88%	130.8	91%	220.5	87%	88.2	0%
	Total	151.5	100%	163.1	100%	144.3	100%	252.9	100%	101.4	0%
All Professional SBU's	BAME	106.4	13%	130.6	16%	115.8	16%	129.5	15%	23.1	2%
	White	645.9	81%	656.6	80%	612.4	82%	697.4	83%	51.5	2%
	Total	796.7	100%	823.4	100%	745.8	100%	843.3	100%	46.6	0%

Findings outlined in SBU sections and progress monitored via **AP4a.1**. Sector benchmarks used for professional SBUs:

- UK BAME 6.1%
- Non-UK BAME 3.2%
- Total BAME 9.3%

*\*Data Note: Calculated based on Advance HE statistical report 2020 grouping professional staff totals to perform comparator benchmark to match UH table formatting*

## Office of the Dean of Students (DOS)

**Table 4b.6 Three-year profile of professional staff in DOS compared to 2014/15 UH benchmark by nationality, BAME/White (not disclosed records hidden)**

SBU	UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20	
			FTE	%	FTE	%	FTE	%	FTE	%
DOS	UK	BAME	7.5	12%	9.8	21%	14.6	25%	8.7	17%
		White	48.2	78%	35.6	75%	36.8	64%	37.2	70%
	Non-UK	BAME	1.6	3%	0.5	1%	1.6	3%	1.4	3%
		White	1.3	2%			4.1	7%	5.0	9%
	Total		61.4	100%	47.3	100%	57.7	100%	52.8	100%

**Table 4b.7 Three-year profile of professional staff in DOS compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
DOS	SM					1.00	2%	1.00	2%			1.00	2%			1.00	2%
	AM									1.00	2%	1.00	2%	1.00	2%	1.00	2%
	UH9							1.00	2%	1.00	2%	1.00	2%	1.00	2%	1.00	2%
	UH8	1.00	2%	1.00	2%	2.00	3%	1.00	2%	3.00	5%	3.00	6%	2.00	3%	1.00	2%
	UH7			1.95	4%	2.32	4%	1.02	2%	4.10	7%	5.43	11%	7.10	12%	10.81	20%
	UH6	1.80	3%	2.98	6%	2.00	3%	2.00	4%	12.77	21%	9.48	20%	10.30	18%	6.90	13%
	UH5			1.00	2%					2.57	4%	2.01	4%	3.45	6%	3.77	7%
	UH4									12.24	20%	4.54	10%	6.51	11%	7.31	14%
	UH3	1.00	2%							7.91	13%	7.68	16%	6.30	11%	9.30	18%
	UH2									1.00	2%						
	UH1									0.34	1%						
	Other	5.38	9%	3.38	7%	8.92	15%	4.05	8%	3.57	6%	0.43	1%	3.24	6%	1.08	2%
	Total	9.18	15%	10.31	22%	16.24	28%	10.08	19%	49.50	81%	35.57	75%	40.91	71%	42.17	80%

### Key findings:

- BAME fluctuated with increase of UK BAME from 12% to 17%. Influences include recruitment of FTC students as Resident Assistants (3-year contracts, 'Other' category) and BAME counsellors impacted numbers reducing UK BAME FTC from 10% to 6%.
- Permanent UK BAME increased from 2% to 10%.
- BAME well-represented at UH8 and above, compared to White but less so at UH7 and below.

DOS provides a wide range of services for students and diverse representation is important to reflect the student body.

*“DOS support students through many mechanisms such as: support to study, counselling, disability, SNA support, mental health and adjustments. Ensuring students have the skills to succeed and the core foundations for life beyond University. Our SBU and EDIT are committed to ensuring students have equality of opportunity”.*

**Dean of Students**

## ACTIONS

**DOS AP1:** Audit and if necessary, improve recruitment practices and reinforce diversity of shortlisting and interview panels to improve success rates for BAME applicants.

**DOS AP2:** Utilise positive action and targeted recruitment to attract more BAME staff at UH7 and below (excluding 'Other').

**DOS AP3:** Bring about wider awareness and engagement of staff with race equality work across the SBU.

**Figure 4b.1**

EDIT	Recruitment and Progression
<ul style="list-style-type: none"> <li>• Formed June 2020</li> <li>• Chaired by Dean</li> <li>• Held bi-monthly</li> <li>• Members: 12 (24% Black, 8% Irish Traveller, 8% Indian)</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling service BAME rep. across all roles for 1st time</li> <li>• BAME rep. across all student support teams</li> <li>• 1 BAME staff promoted from UH8 to UH9</li> </ul>

## Department of Estates (EST)

**Table 4b.8: Three-year profile of professional staff in EST to 2014/15 UH benchmark by nationality, BAME/White (not disclosed records hidden)**

SBU	UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20	
			FTE	%	FTE	%	FTE	%	FTE	%
EST	UK	BAME	13.0	11%	12.6	11%	2.0	5%	2.0	5%
		White	73.5	63%	62.2	54%	36.9	90%	40.3	91%
	Non-UK	BAME	5.0	4%	9.3	8%	2.0	5%	1.0	2%
		White	16.4	14%	24.7	21%			1.0	2%
	Total		117.0	100%	115.5	100%	40.9	100%	44.3	100%



**Table 4b.9: Three-year profile of professional staff in EST compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

		2014/15 - Benchmark		BAME						2014/15 - Benchmark		White					
SBU	Grade			2017/18		2018/19		2019/20				2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
EST	SM									1.00	1%	1.00	1%	1.00	2%	1.00	2%
	AM	1.00	1%	1.00	1%	1.00	2%	1.00	2%	2.00	2%	2.00	2%	2.00	5%	2.00	5%
	UH9			1.00	1%	1.00	2%	1.00	2%	6.00	5%	5.00	4%	4.00	10%	4.00	9%
	UH8	1.00	1%	1.00	1%					6.76	6%	2.95	3%	5.78	14%	5.95	13%
	UH7	1.00	1%							3.80	3%	6.00	5%	4.00	10%	5.00	11%
	UH6			0.85	1%					6.35	5%	6.60	6%	3.00	7%	4.00	9%
	UH5	1.00	1%	2.00	2%					13.52	12%	6.73	6%	7.33	18%	7.33	17%
	UH4	4.00	3%	4.00	3%	1.00	2%	1.00	2%	5.54	5%	13.77	12%	3.00	7%	3.00	7%
	UH3	4.00	3%	4.51	4%	1.00	2%			17.36	15%	9.77	8%	6.77	17%	9.00	20%
	UH2	6.00	5%	6.50	6%					26.58	23%	33.01	29%				
	UH1			1.00	1%												
	Other									1.00	1%						
	Total	18.00	15%	21.86	19%	4.00	10%	3.00	7%	89.91	77%	86.83	75%	36.89	90%	41.28	93%

### Key findings:

- Reduction in BAME since 2014/15 due to outsourcing Catering. Affected staff consulted and offered face-to-face interviews with language support.
- Despite low representation, 2 BAME staff hold posts at UH9/AM-levels.

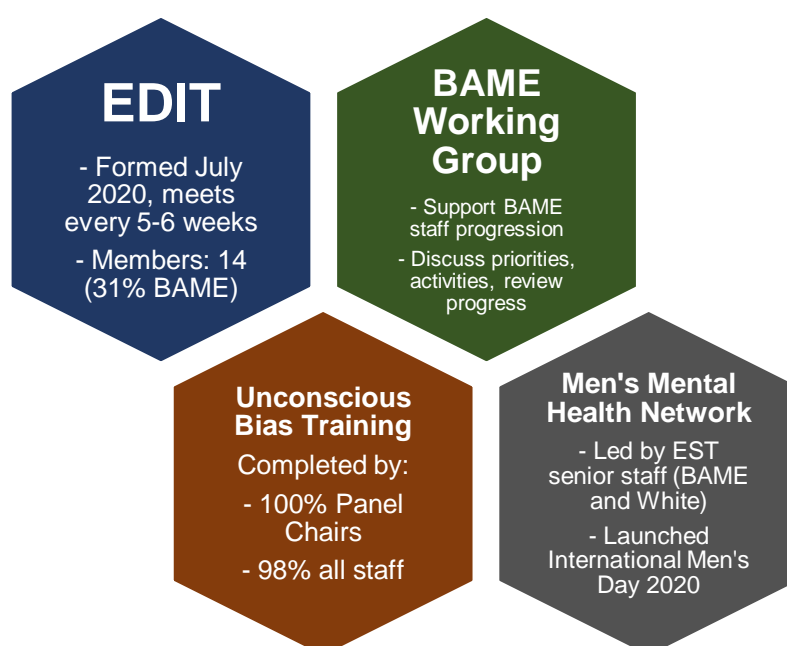
### ACTIONS

**EST AP1:** Increase BAME staff representation to 19%.

**EST AP2:** Continue supporting new and existing BAME staff with self-development and promotion.

**EST AP3:** Organise inclusive opportunities to raise staff cultural awareness of BAME issues, increase engagement and encourage understanding and tolerance of differences.

**Figure 4b.2: EDI activities in EST**



## Department of Finance (FIN)

*"Finance is committed to REC: monitoring data, using diverse interview panels, encouraging staff to engage with the issues, and complete Unconscious Bias training. Our SBU has an active member on the SAT".*

**Group Finance Director**

## Human Resources (HR)

**Table 4b.10: Three-year profile of professional staff in HR compared 2014/15 UH benchmark by nationality, BAME/White (not disclosed records hidden)**

SBU	UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20	
			FTE	%	FTE	%	FTE	%	FTE	%
HR	UK	BAME	3.6	10%	6.6	19%	7.6	19%	5.6	16%
		White	27.7	80%	23.6	69%	31.9	80%	27.2	79%
	Non-UK	BAME			1.0	3%			1.0	3%
		White	1.5	4%	0.5	1%	0.5	1%	0.5	1%
	Total		34.6	100%	34.4	100%	39.9	100%	34.3	100%

**Table 4b.11: Three-year profile of professional staff in HR compared to 2014/15 benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
HR	SM									1.00	3%	1.00	3%	1.00	3%	1.00	3%
	AM			1.00	3%	1.00	3%	1.00	3%	3.20	9%	1.00	3%	1.00	3%	1.00	3%
	UH9											0.80	2%	2.80	7%	0.80	2%
	UH8	1.00	3%	3.60	10%	2.00	5%	2.00	6%	6.75	20%	5.00	15%	6.55	16%	5.55	16%
	UH7									2.81	8%	2.60	8%	4.61	12%	5.07	15%
	UH6	1.60	5%			1.00	3%			6.20	18%	2.81	8%	3.81	10%	3.81	11%
	UH5					1.00	3%	0.40	1%	2.19	6%	4.20	12%	5.01	13%	3.80	11%
	UH4	1.00	3%	3.00	9%	2.57	6%	3.17	9%	7.05	20%	6.71	20%	6.99	17%	6.71	20%
	UH3													0.60	2%		
	Total	3.60	10%	7.60	22%	7.57	19%	6.57	19%	29.20	84%	24.12	70%	32.37	81%	27.74	81%

### Key findings:

- BAME % fluctuated, aligns with UH average though FTE decreased.
- Headcount increased in 2018/19 following structural changes to create L&OD team.
- 1 BAME staff member recruited to AM October 2017, progressing to Director (SM-level) January 2021.

*"As Director of HR my team's commitment to EDI is demonstrated in our drive to improve the lived experiences of our staff and students; inclusion and belonging becoming more than just bywords thus moving beyond diversity. The advancements in recruiting, supporting and developing underrepresented groups and our initiatives are testimony to that work"*

## ACTIONS

**HRM AP1:** Attract BAME candidates for all advertised posts and seek consistency across interview stage of recruitment.

**HRM AP2:** Increase awareness and engagement with race equality to support both representation and the HR work programme.

**HRM AP3:** Continue to actively develop and support BAME staff including through mentoring.

*Figure 4b.3: EDI activities in HR*

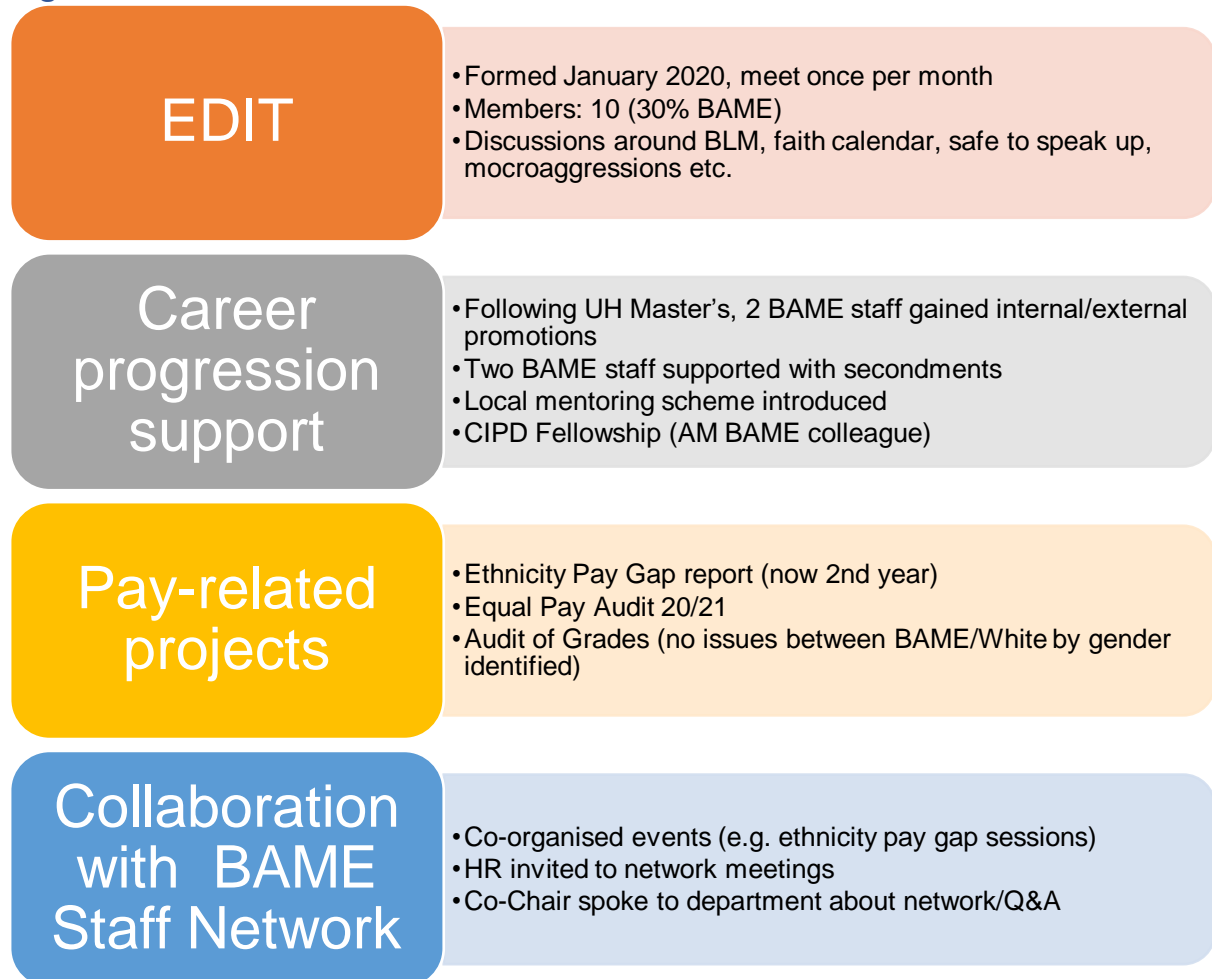


Figure 4b.4: HR 2020 timeline for HR Working Group EDI actions



## Progress:

**AP2015(9,10,17)** focused on importance of self-declaration of PC's, conducting a data audit and improving data. HR developments include:

- Targeted campaign encouraging staff to disclose data on PC's. Non-disclosed records reduced from 5% (2014/15) to 2% (2019/20), below sector average for academics (Bk8% HESA, 2018/19) and professionals (Bk5% HESA, 2018/19).

## Monitoring KPI's

- Since 2019, online dashboards produced with results of staff surveys by ethnicity/gender.
- Developed in-house forecasting tool designed to identify changes that impact local staff profiles. HRBP's use to aid conversations with Deans/Heads of SBUs to create local APs to achieve KPI's.

*"The visual data we are now getting makes it so much easier to see the current benchmark position, and to set realistic targets and goals for my SBU" - Dean (White)*

**Figure 4b.5: Senior BAME staff grades UH9 and above**

Strategic Plan 2020/25 - To increase senior BAME staff grades UH9 and above to 16% (Institution level target in red)



*"I am committed to helping achieve targets for inclusivity. LCS was the first Professional SBU EDIT, building on the academic skills model, working with our staff to improve opportunities for all. I am particularly keen to see LCS help make an impact on BAME student achievement gap".*

**Chief Information Officer**



## Marketing and Communications (MCM)

**Table 4b.12: Three-year profile of professional staff in MCM to 2014/15 benchmark by nationality, BAME/White (not disclosed records hidden)**

SBU	UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20	
			FTE	%	FTE	%	FTE	%	FTE	%
MCM	UK	BAME	4.0	7%	9.0	14%	4.0	7%	3.0	5%
		White	44.3	73%	50.4	76%	49.4	87%	50.5	89%
	Non-UK	BAME	2.0	3%			1.0	2%	1.0	2%
		White	7.0	12%	4.0	6%	0.4	1%	1.0	2%
	Total		60.3	100%	66.4	100%	56.8	100%	56.5	100%

**Table 4b.13: Three-year profile of professional staff in MCM compared to 2014/15 benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
MCM	SM											1.00	2%	1.00	2%	1.00	2%
	AM									1.00	2%	2.00	3%				
	UH9	1.00	2%	1.00	2%					2.00	3%	3.00	5%	5.00	9%	4.20	7%
	UH8	1.00	2%	2.00	3%					11.75	19%	10.75	16%	10.40	18%	10.80	19%
	UH7	2.00	3%	2.00	3%					12.71	21%	11.21	17%	8.30	15%	7.30	13%
	UH6			4.00	6%	4.00	7%	4.00	7%	8.00	13%	17.41	26%	17.01	30%	17.22	30%
	UH5	1.00	2%							10.81	18%	2.00	3%	3.00	5%	2.00	4%
	UH4									3.00	5%	6.00	9%	4.10	7%	7.00	12%
	UH3									1.00	2%						
	UH2	1.00	2%			1.00	2%			1.00	2%	1.00	2%	1.00	2%	2.00	4%
	Total	6.00	10%	9.00	14%	5.00	9%	4.00	7%	51.26	85%	54.36	82%	49.81	88%	51.52	91%

### Key findings:

- Decrease of 4 BAME due to transfer of International Marketing into EBD.
- BAME under-represented in SBU.
- 1 BAME staff member participating in BAME Mentoring Scheme (Director of EBD as mentor).
- 2 BAME staff progressed to higher-grade roles outside of SBU.

### ACTIONS

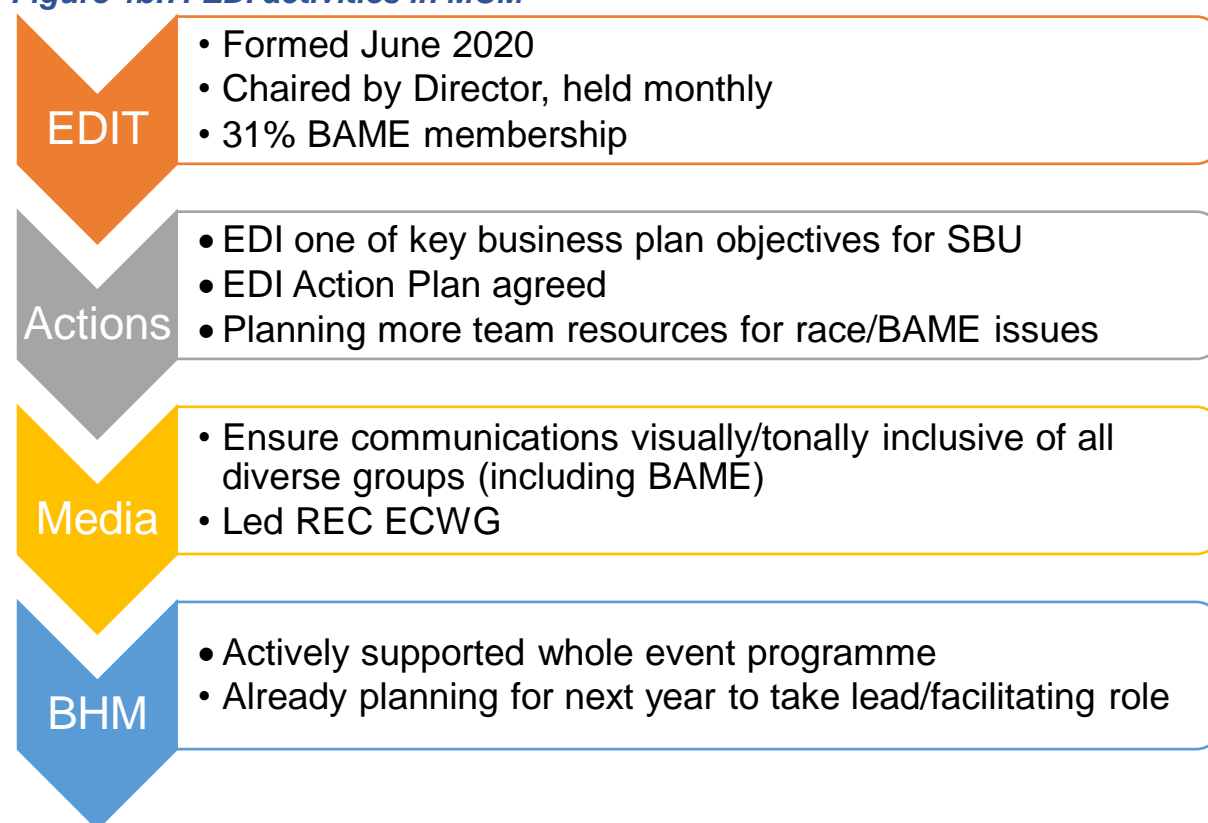
**MCM AP1:** Audit and, if necessary, improve recruitment practices and reinforce diversity of shortlisting and interview panels to improve success rates for BAME applicants in MCM.

**MCM AP2:** Utilise positive action and targeted recruitment to attract more BAME applicants.

**MCM AP3:** Increase engagement, understanding and openness amongst all MCM staff around race equality.



**Figure 4b.7: EDI activities in MCM**



## Office of the Vice Chancellor (OVC)

**Table 4b.14 Three-year profile of professional staff in OVC to 2014/15 UH benchmark by nationality, BAME/White (not disclosed records hidden)**

SBU	UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark		2017/18		2018/19		2019/20	
			FTE	%	FTE	%	FTE	%	FTE	%
OVC	UK	BAME	7.8	10%	12.7	13%	11.7	13%	13.0	16%
		White	60.2	78%	73.0	75%	64.9	72%	57.8	71%
	Non-UK	BAME	1.0	1%	1.0	1%	2.0	2%	2.0	2%
		White	6.3	8%	8.4	9%	9.6	11%	7.6	9%
	Total		77.0	100%	96.8	100%	90.2	100%	81.3	100%

**Table 4b.15 Three-year profile of professional staff in OVC compared to 2014/15 UH benchmark by grade and BAME/White (not disclosed records hidden)**

SBU	Grade	BAME								White							
		2014/15 - Benchmark		2017/18		2018/19		2019/20		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
OVC	SM									2.00	3%	3.00	3%	3.00	3%	3.00	4%
	AM	1.00	1%	1.00	1%	1.00	1%	2.00	2%	2.80	4%	5.60	6%	4.80	5%	4.40	5%
	UH9			1.00	1%	2.00	2%	1.00	1%	6.50	8%	6.00	6%	5.00	6%	6.80	8%
	UH8	3.00	4%	2.00	2%	2.00	2%	3.00	4%	14.17	18%	14.03	14%	12.71	14%	8.71	11%
	UH7			5.00	5%	3.00	3%	1.30	2%	12.78	17%	18.75	19%	18.70	21%	16.12	20%
	UH6			2.70	3%	1.70	2%	4.11	5%	13.29	17%	14.46	15%	13.71	15%	14.92	18%
	UH5									9.07	12%	11.82	12%	11.48	13%	6.40	8%
	UH4	1.00	1%	2.00	2%	3.00	3%	2.00	2%	3.81	5%	4.10	4%	3.10	3%	3.10	4%
	UH3											0.60	1%				
	UH2	2.00	3%			1.00	1%	1.60	2%	1.00	1%	3.00	3%	1.00	1%	1.00	1%
	Other	1.80	2%							1.10	1%			1.00	1%	1.00	1%
	Total	8.80	11%	13.70	14%	13.70	15%	15.01	18%	66.51	86%	81.36	84%	74.50	83%	65.45	81%

### Key findings:

- BAME FTE and % of BAME increased (both UK and Non-UK) since 2014/15.
- In 2019 People Development and Change team moved to HR.

*"If we truly want to be an inclusive university, there should be more tolerance for people from other cultures. I would suggest some awareness raising campaigns but not only focusing on people from different races but from different cultures. It's about being treated as an individual rather than population segment."*

**Professional Member of Staff (White) Focus Group 2020**

*"OVC is proactively leading on many initiatives which are now showing impact. The SMT along with the BoG fully participated in BHM which involved many successful events with positive feedback. There is a real shift in the determination and commitment to continue our race equality journey".*

**Deputy Secretary and Registrar**

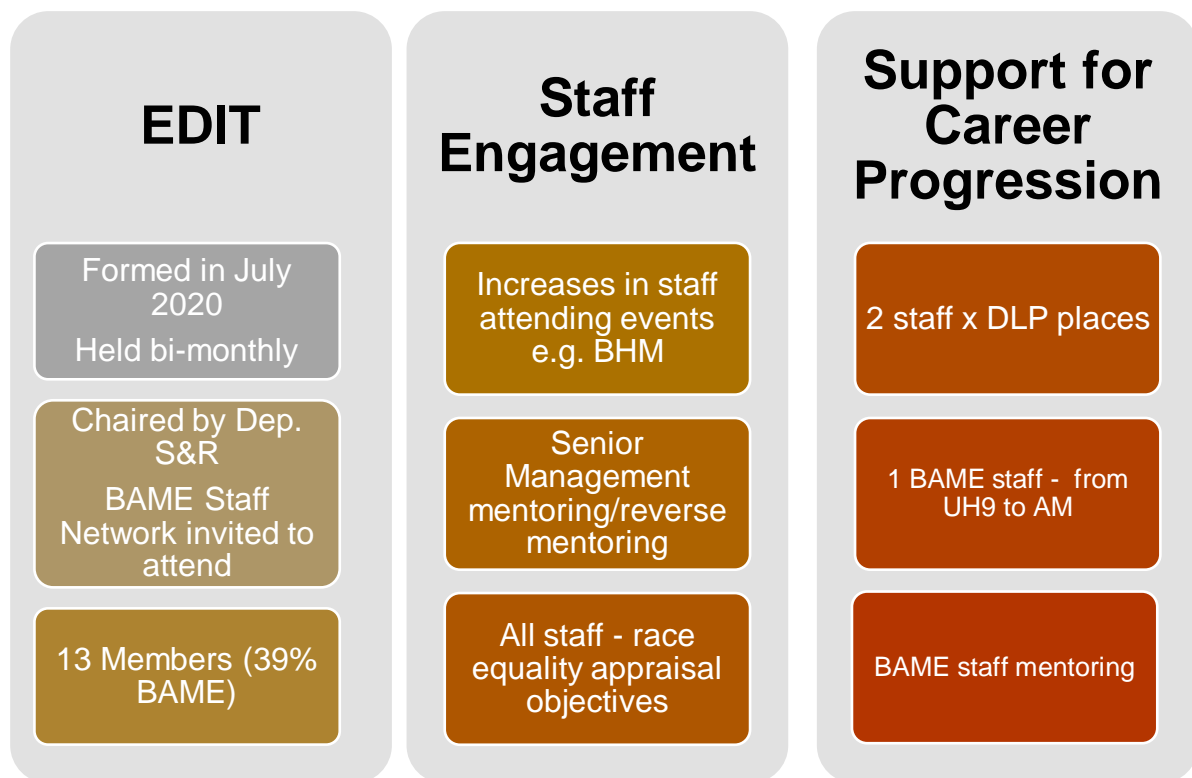
### ACTIONS

**OVC AP1:** Take proactive steps to increase BAME recruitment as vacancies arise.

**OVC AP2:** Commitment to proactively encourage and support BAME staff within their career development to more senior roles.

**OVC AP3:** Continue to increase awareness and engagement of OVC staff with race equality work.

**Figure 4b.8: EDI activities in OVC**



## Contract Type

### Permanent vs. Fixed-Term

**Table 4b.16: Institution level proportions of professional contract types (permanent and FTC) by nationality and BAME/White (not disclosed records hidden)**

UK/Non-UK	Ethnicity (group)	2014/15 - Benchmark				2017/18				2018/19				2019/20			
		Permanent		FTC		Permanent		FTC		Permanent		FTC		Permanent		FTC	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
UK	BAME	100.3	80%	25.0	20%	131.3	86%	21.2	14%	123.4	84%	23.7	16%	127.9	90%	14.3	10%
	White	749.2	95%	42.4	5%	754.8	93%	56.9	7%	722.2	92%	66.2	8%	739.8	93%	54.2	7%
Non-UK	BAME	17.5	81%	4.1	19%	22.0	84%	4.1	16%	16.0	73%	6.0	27%	15.8	75%	5.4	25%
	White	47.3	86%	7.8	14%	58.8	84%	11.2	16%	32.8	77%	9.6	23%	36.5	84%	7.2	16%
Grand Total		967.7	92%	84.9	8%	1,013.1	91%	99.6	9%	915.9	89%	109.0	11%	937.7	92%	81.6	8%

- UK BAME with permanent contracts increased by 27.6 FTE from 80% to 90% (above Bk8.4%) and FTCs reduced by 10.7 FTE to 10% (below Bk1.8%). Some staff recruited to conversion opportunities.

## Full-time vs. part-time

**Table 4b.17: Professional full-time/part-time contracts by ethnicity**

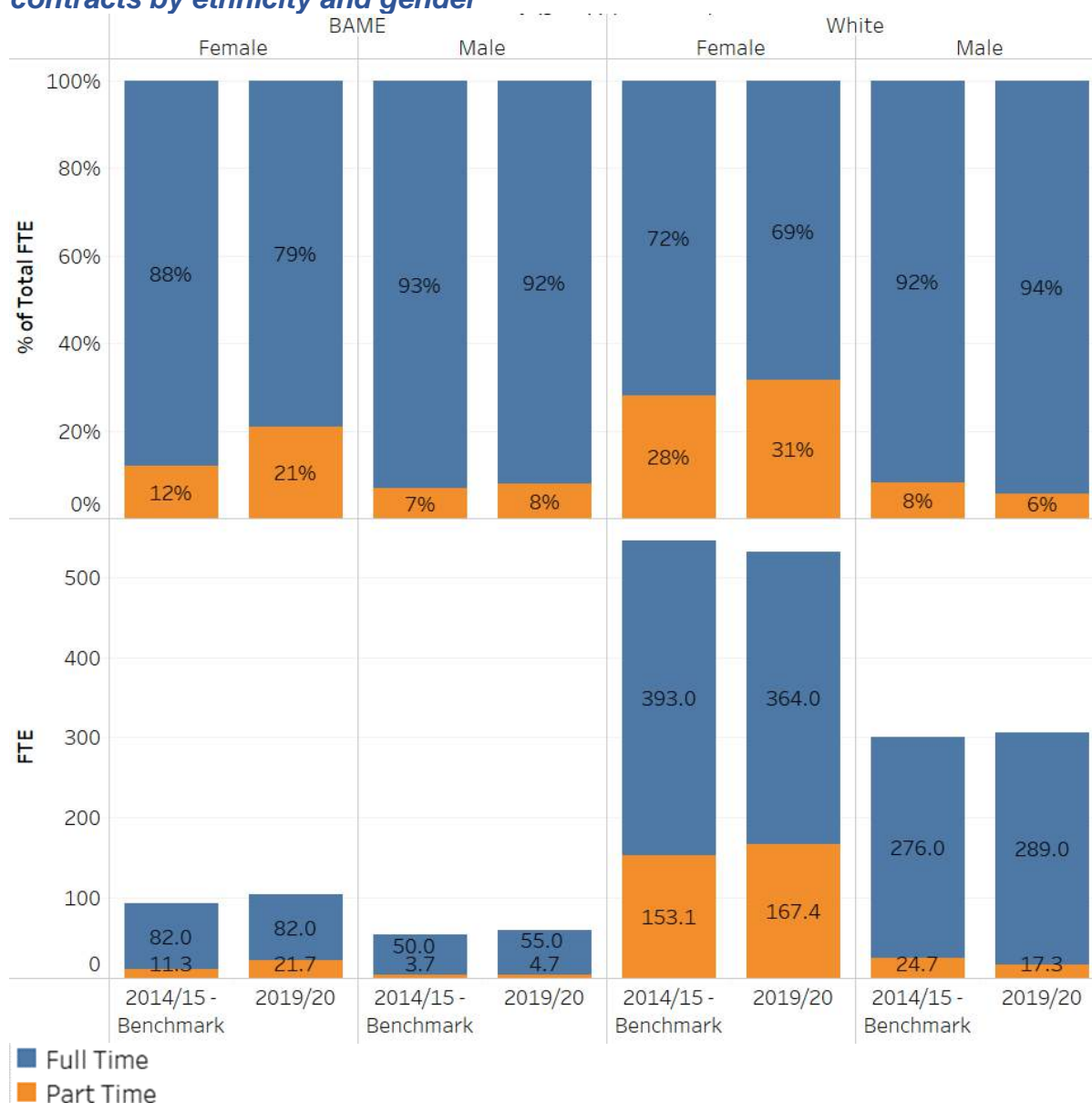
FT/PT	Ethnicity Groups	Year							
		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%
Full Time	White	669.0	64%	688.0	62%	640.0	62%	653.0	64%
	Asian	55.0	5%	67.0	6%	64.0	6%	64.0	6%
	Black	38.0	4%	48.0	4%	39.0	4%	36.0	4%
	Chinese	14.0	1%	12.0	1%	9.0	1%	8.0	1%
	Mixed	20.0	2%	23.0	2%	26.0	3%	25.0	2%
	Other	5.0	0%	4.0	0%	4.0	0%	4.0	0%
	Refused	26.0	2%	22.0	2%	19.0	2%	15.0	1%
	Unknown	20.0	2%	21.0	2%	3.0	0%		
	Total	847.0	80%	885.0	80%	804.0	78%	805.0	79%
Part Time	White	177.8	17%	193.6	17%	190.8	19%	184.7	18%
	Asian	5.7	1%	13.1	1%	11.4	1%	10.2	1%
	Black	4.9	0%	5.3	0%	11.2	1%	9.3	1%
	Chinese	0.5	0%	0.5	0%	0.3	0%	0.9	0%
	Mixed	2.8	0%	4.2	0%	3.4	0%	5.2	1%
	Other	1.1	0%	1.6	0%	0.8	0%	0.8	0%
	Refused	4.7	0%	4.6	0%	1.9	0%	2.7	0%
	Unknown	8.2	1%	4.8	0%	1.1	0%	0.5	0%
	Total	205.6	20%	227.7	20%	221.0	22%	214.3	21%
Grand Total		1,052.6	100%	1,112.7	100%	1,025.0	100%	1,019.3	100%

**Table 4b.18: Full time and part time professional proportions by nationality and ethnicity**

FT/PT	Ethnicity	2014/15 - Benchmark						2019/20					
		UK		Non-UK		Total		UK		Non-UK		Total	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Full Time	BAME	113.0	15%	19.0	28%	132.0	16%	120.0	16%	17.0	33%	137.0	17%
	White	620.0	85%	49.0	72%	669.0	84%	619.0	84%	34.0	67%	653.0	83%
	Total	733.0	100%	68.0	100%	801.0	100%	739.0	100%	51.0	100%	790.0	100%
Part Time	BAME	12.3	7%	2.6	30%	15.0	8%	22.2	11%	4.2	30%	26.4	13%
	White	171.6	93%	6.2	70%	177.8	92%	175.0	89%	9.7	70%	184.7	87%
	Total	183.9	100%	8.8	100%	192.7	100%	197.2	100%	13.9	100%	211.0	100%

- UK BAME FT minor increase from 113 FTE (2014/15, 15%) to 120 FTE (2019/20, 16%) above sector average (Bk 10.8%).
- Non-UK BAME FT reduced from 19 FTE (2014/15 28%) to 17 FTE (2019/20 33%) but remains above sector average (Bk 26%).
- UK BAME PT increased from 12.3 FTE (2014/15, 7%) to 22.2 FTE (2019/20, 11%) above sector average (Bk 9%).
- Non-UK BAME PT minor increase from 2.6 FTE (2014/15, 30%) to 4.2 FTE (2019/20, 30%) and remains below sector average (Bk 36.2%).

**Chart 4b.2: Intersectional proportion of professional full-time/part-time contracts by ethnicity and gender**



**Key findings:**

- BAME/White men work FT and PT within similar proportions (Bk18.4% of male professional staff, Advance HE 2018/19).
- Greater decrease within FT female BAME (88% to 79% 2019/20) than White females (72% to 69% 2019/20).
- White females have greater proportion of PT contracts compared to white men and both BAME women and men.
- Female BAME PT have risen by 9% (from 11.3 to 21.7 FTE 2019/20).
- Staff are more likely to be offered a professional role on a FT basis.
- Flexible working can be requested after 26 weeks and there are long-term job-sharing arrangements in place.



**Table 4b.19: Proportion of professional part time contracts by ethnicity and job type**

Category	Job Type	2014/15				2019/20				Variance			
		BAME		White		BAME		White		BAME		White	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Part time professional contracts	Senior Professional Manager			4.7	3%	0.4	2%	3.5	2%		2%	-1.3	-1%
	Professional Manager/Specialist			22.5	13%	0.5	2%	28.6	15%		2%	6.1	3%
	Senior Administrative	2.5	17%	32.7	18%	4.3	16%	56.0	30%	1.8	0%	23.3	12%
	Administrative	6.3	42%	93.6	53%	14.1	53%	83.2	45%	7.8	11%	-10.4	-8%
	Technical Staff	1.8	12%	11.7	7%	2.1	8%	11.8	6%	0.3	-4%	0.1	0%
	Other Professional Support	4.4	29%	12.5	7%	5.0	19%	1.6	1%	0.6	-10%	-10.8	-6%
	<b>Totals</b>	<b>15.0</b>	<b>100%</b>	<b>177.8</b>	<b>100%</b>	<b>26.4</b>	<b>100%</b>	<b>184.7</b>	<b>100%</b>	<b>11.4</b>		<b>6.9</b>	

Most BAME professional PT contracts are administrative roles increasing from 6.3FTE to 14.1 FTE (2019/20).

Recent BAME focus groups did not raise concerns over lack of flexible working. Trends will be investigated further through BSN (**AP4a.3**).

## Professional staff turnover

**Table 4b.20: Turnover rates for professional staff by nationality and ethnicity**

Nationality	Ethnicity	Average Staff	2017-18		Average Staff	2018-19		Average Staff	2019-20	
			Leavers	Turnover rate %		Leavers	Turnover rate %		Leavers	Turnover rate %
<b>UK</b>	Asian	51	6	12%	50	11	22%	54	9	17%
	Black	50	8	16%	47	15	32%	46	21	46%
	Chinese	8	1	13%	7	4	57%	5	0	0%
	Mixed	23	3	13%	23	7	30%	24	4	17%
	Other	5	3	60%	4	3	75%	5	0	0%
	<b>BAME</b>	<b>137</b>	<b>21</b>	<b>15%</b>	<b>131</b>	<b>40</b>	<b>31%</b>	<b>134</b>	<b>34</b>	<b>25%</b>
	White	668	79	12%	665	107	16%	701	74	11%
	<b>Total</b>	<b>805</b>	<b>100</b>	<b>12%</b>	<b>796</b>	<b>147</b>	<b>18%</b>	<b>835</b>	<b>108</b>	<b>13%</b>
<b>Non-UK</b>	Asian	6	0	0%	6	5	83%	5	2	40%
	Black	14	2	14%	10	7	70%	9	0	0%
	Chinese	1	1	100%	0	0	0%	1	0	0%
	Mixed	4	1	25%	3	1	33%	3	0	0%
	Other	2	1	50%	2	2	100%	0	0	0%
	<b>BAME</b>	<b>27</b>	<b>5</b>	<b>19%</b>	<b>21</b>	<b>15</b>	<b>71%</b>	<b>18</b>	<b>2</b>	<b>11%</b>
	White	61	12	20%	50	38	76%	39	13	33%
	<b>Total</b>	<b>88</b>	<b>17</b>	<b>19%</b>	<b>71</b>	<b>53</b>	<b>75%</b>	<b>57</b>	<b>15</b>	<b>26%</b>
<b>Grand Total</b>		<b>893</b>	<b>117</b>	<b>13%</b>	<b>867</b>	<b>200</b>	<b>23%</b>	<b>892</b>	<b>123</b>	<b>14%</b>

\*Note: Turnover calculated as number of leavers divided by the average of staff at beginning/end of year as a percentage

Turnover is 14% above sector median average of 11.1% (UCEA, 2019) and below private/public sector organisations 18.8% median (Survey by XpertHR quoted in UCEA report 2019). Most significant increase is UK Black professionals increase from 8 (16%) to 21 (46%). This reflects an increase in FTCs for the SAS.

**Table 4b.21: Turnover rates for SBU by nationality and ethnicity**

SBU	Ethnicity	2017-18			2018-19			2019-20		
		Average Staff	Leavers	Turnover rate %	Average Staff	Leavers	Turnover rate %	Average Staff	Leavers	Turnover rate %
Academic Registry	BAME	20	1	5%	17	5	29%	26	6	23%
	White	155	17	11%	152	22	14%	199	20	10%
	<b>Total</b>	<b>175</b>	<b>18</b>	<b>10%</b>	<b>169</b>	<b>27</b>	<b>16%</b>	<b>225</b>	<b>26</b>	<b>12%</b>
Dean of Students Office	BAME	29	8	28%	30	8	27%	33	17	52%
	White	48	8	17%	51	4	8%	56	12	21%
	<b>Total</b>	<b>77</b>	<b>16</b>	<b>21%</b>	<b>81</b>	<b>12</b>	<b>15%</b>	<b>89</b>	<b>29</b>	<b>33%</b>
Enterprise and Business Development	BAME	9	1	11%	13	2	15%	19	2	11%
	White	49	9	18%	57	8	14%	67	4	6%
	<b>Total</b>	<b>58</b>	<b>10</b>	<b>17%</b>	<b>70</b>	<b>10</b>	<b>14%</b>	<b>86</b>	<b>6</b>	<b>7%</b>
Estates	BAME	26	2	8%	14	24	171%	4	0	0%
	White	95	20	21%	66	69	105%	40	3	8%
	<b>Total</b>	<b>121</b>	<b>22</b>	<b>18%</b>	<b>80</b>	<b>93</b>	<b>116%</b>	<b>44</b>	<b>3</b>	<b>7%</b>
Finance	BAME	13	1	8%	13	3	23%	12	4	33%
	White	60	4	7%	59	4	7%	57	8	14%
	<b>Total</b>	<b>73</b>	<b>5</b>	<b>7%</b>	<b>72</b>	<b>7</b>	<b>10%</b>	<b>69</b>	<b>12</b>	<b>17%</b>
Human Resources	BAME	8	2	25%	8	1	13%	8	2	25%
	White	27	4	15%	33	1	3%	36	5	14%
	<b>Total</b>	<b>35</b>	<b>6</b>	<b>17%</b>	<b>41</b>	<b>2</b>	<b>5%</b>	<b>44</b>	<b>7</b>	<b>16%</b>
Library and Computing Services	BAME	33	3	9%	33	2	6%	32	1	3%
	White	148	9	6%	152	7	5%	153	12	8%
	<b>Total</b>	<b>181</b>	<b>12</b>	<b>7%</b>	<b>185</b>	<b>9</b>	<b>5%</b>	<b>185</b>	<b>13</b>	<b>7%</b>
Marketing and Communications	BAME	11	4	36%	7	8	114%	5	0	0%
	White	58	12	21%	57	17	30%	55	10	18%
	<b>Total</b>	<b>69</b>	<b>16</b>	<b>23%</b>	<b>64</b>	<b>25</b>	<b>39%</b>	<b>60</b>	<b>10</b>	<b>17%</b>
Office of The Vice-Chancellor	BAME	15	4	27%	14	2	14%	16	4	25%
	White	92	8	9%	88	13	15%	78	13	17%
	<b>Total</b>	<b>107</b>	<b>12</b>	<b>11%</b>	<b>102</b>	<b>15</b>	<b>15%</b>	<b>94</b>	<b>17</b>	<b>18%</b>
<b>Grand Total</b>		<b>896</b>	<b>117</b>	<b>13%</b>	<b>864</b>	<b>200</b>	<b>23%</b>	<b>896</b>	<b>123</b>	<b>14%</b>

- Professional SBU's with increased BAME leavers are REG (increased from 1-6, 5%-23%); DOS (8-17, 28%-52%); and FIN (1-4, 8%-33%) (**AP4a.4**).

**Table 4b.22: Professional staff leavers by nationality and ethnicity compared to 2014/15 UH benchmark data**

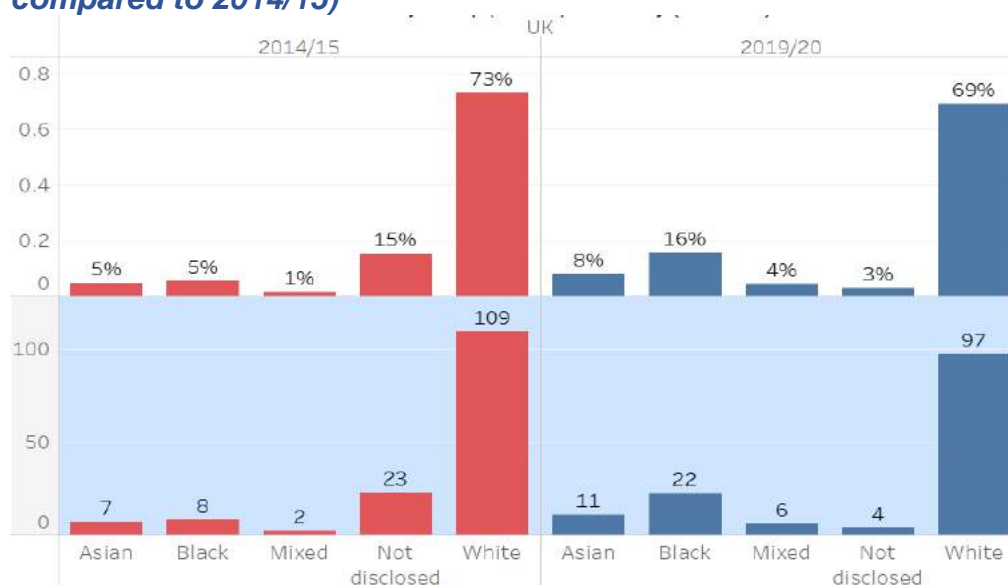
Year										
Nationality	Ethnicity	2014/15 Benchmark		2017/18		2018/19		2019/20		
		N	%	N	%	N	%	N	%	
UK	White		109	66%	100	67%	129	52%	97	58%
	BAME	Asian	7	4%	6	4%	14	6%	11	7%
		Black	8	5%	8	5%	15	6%	22	13%
		Chinese			1	1%	4	2%		
		Mixed	2	1%	3	2%	7	3%	6	4%
		Other			3	2%	3	1%		
		BAME Total	17	10%	21	14%	43	17%	39	23%
	Refused		4	2%	2	1%	3	1%	4	2%
	Unknown		19	12%	4	3%	7	3%		
	UK Total		149	90%	127	85%	182	73%	140	84%
Non-UK	White		10	6%	13	9%	43	17%	17	10%
	BAME	Asian	1	1%			7	3%	4	2%
		Black	3	2%	2	1%	7	3%	2	1%
		Chinese	1	1%	1	1%	1	0%		
		Mixed			1	1%	1	0%	2	1%
		Other			1	1%	2	1%	2	1%
		BAME Total	5	3%	5	3%	18	7%	10	6%
	Refused				1	1%	2	1%		
	Unknown		1	1%	3	2%	4	2%		
	Non-UK Total		16	10%	22	15%	67	27%	27	16%
Grand Total		165	100%	149	100%	249	100%	167	100%	

Since 2014/15 professional BAME leavers increased, UK BAME from 10% to 23%. Note that 10 of the UK BAME Black leavers included end of FTC for Resident Assistants (3-year cycle posts).

**Table 4b.23: Proportion of professional leavers by nationality and ethnicity (2019/20)**

Nationality	Ethnicity		All staff (inc. leavers)	Leavers 19/20	Proportion of leavers
UK	White		891	97	11%
	BAME	Asian	76	11	14%
		Black	61	22	36%
		Chinese	8		0%
		Mixed	33	6	18%
		Other	4		0%
		<i>BAME Total</i>	<i>181</i>	<i>39</i>	<i>22%</i>
	Refused		22	4	18%
	Unknown		0		0%
	<b>UK Total</b>		<b>1,094</b>	<b>140</b>	<b>13%</b>
Non-UK	White		61	17	28%
	BAME	Asian	13	4	31%
		Black	8	2	24%
		Chinese	1		0%
		Mixed	5	2	37%
		Other	3	2	67%
		<i>BAME Total</i>	<i>31</i>	<i>10</i>	<i>32%</i>
	Unknown		0		0%
	<b>Non-UK Total</b>		<b>92</b>	<b>27</b>	<b>29%</b>

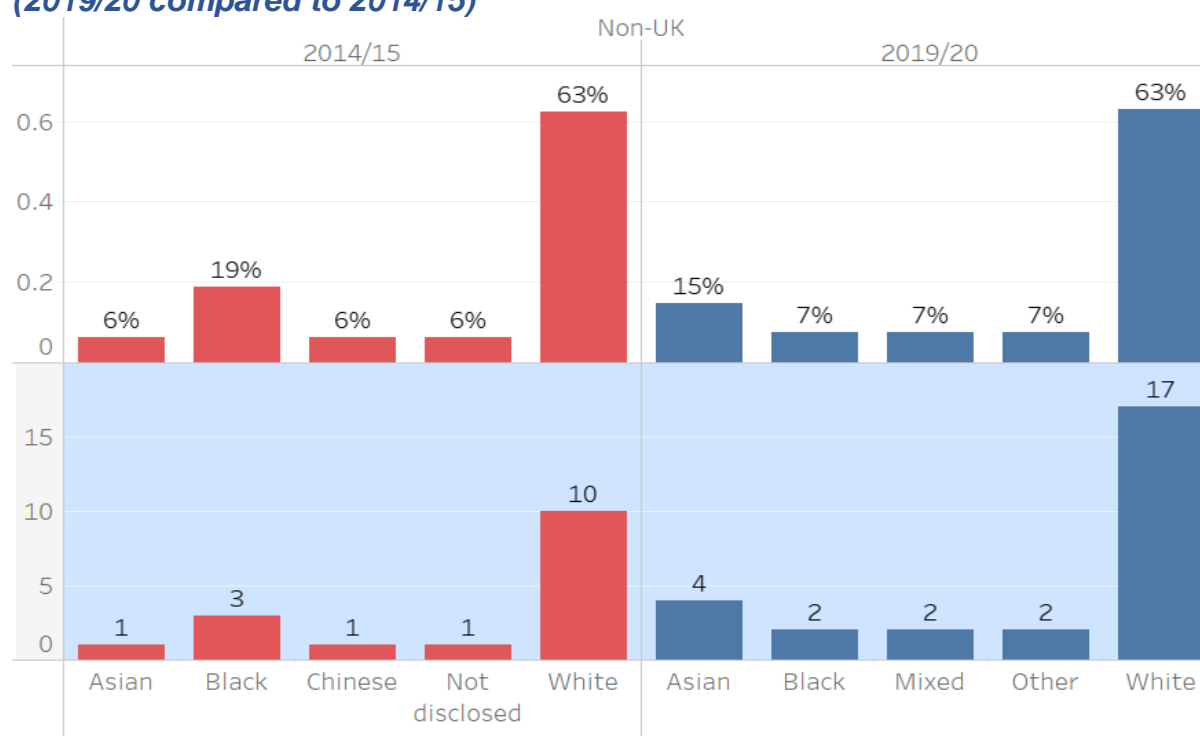
**Chart 4b.3: Proportion of UK professional staff leavers by ethnicity (2019/20 compared to 2014/15)**



UK professional staff leavers has increase of Black staff leaving from 8 (2014/15, 5%) to 22 (2019/20, 16%).

Increase maybe impacted by enhanced ethnicity reporting where 'not disclosed' has reduced from 23 (2014/15, 15%) to 4 (2019/20, 3%).

**Chart 4b.4: Proportion of Non-UK professional staff leavers by ethnicity (2019/20 compared to 2014/15)**





**Table 4b.24: Professional staff reasons for leaving by BAME/White (numbers)**

Leaving Reason	Ethnicity / Year											
	BAME						White					
	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion	N	Leavers by Proportion
Death							1	1%			3	3%
Dismissal - Legal Bar			1	2%								
Dismissal - Misconduct			1	2%					2	1%		
Dismissal - Redundancy							1	1%	2	1%	2	2%
Dismissal-Capability(Inc Illh)					2	4%	3	3%	3	2%	3	3%
Early Retirement							1	1%	1	1%		
End Of Fixed Term Contract	11	42%	9	15%	17	35%	14	12%	7	4%	10	9%
Other	1	4%	1	2%	1	2%			1	1%		
Resignation	13	50%	30	49%	29	59%	72	64%	82	48%	64	56%
Resignation On Grounds Ill Health							1	1%	1	1%		
Retirement			1	2%			17	15%	18	10%	19	17%
Settlement Agreement	1	4%	2	3%			3	3%	7	4%	13	11%
TUPE Transfer			16	26%					48	28%		
<b>Grand Total</b>	<b>26</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>113</b>	<b>100%</b>	<b>172</b>	<b>100%</b>	<b>114</b>	<b>100%</b>

Most Black leavers stated their reason for leaving as resignation. Proportionally, TUPE (BAME 26%/White 28%) and Resignations (BAME 59%/White 56%) are on a par for BAME and White leavers.

### Key findings:

- UK BAME leavers increased to 25% in 2019/20, higher than sector at 10.67% (UCEA, 2019) impacted in part by SAS FTCs. Spike in BAME staff turnover during 2018/19 due to outsourcing hospitality (Table 4b.21).
- In 2019/20 (Table 4b.21), UK BAME staff from Asian (17%), Black (46%) and Mixed (17%) had higher leaving rate than White (11%). Proportional figures for Non-UK Asian (40%) also higher than Non-UK White (33%). **N.B.** very low cohort sizes can appear to have large fluctuations within proportional percentages (**AP4b.2**).
- Non-UK BAME turnover decreased to 11%, comparable to sector average.
- Staff turnover in several SBUs has been higher than White (Table 4b.22). Although the calculations appear higher this is due to the turnover calculation being performed individually for each SBU rather than at UH level and does not correlate directly to sector benchmark. Following SBUs impacted by:
  - DOS - Support BAME students through Resident Assistant posts on one-year FTCs impacting turnover rates
  - EST – Business decision to outsource Hospitality (24 Hospitality BAME staff transferred)
  - MCM - redistribution of staff

### ACTIONS

**AP4b.1:** Increase BAME professional staff in student-facing roles to 25%.

**AP4b.2:** Investigate higher leaving rates for BAME professional staff and seek to reduce rates to be comparable with White staff.

## Section 4c: Grievances and disciplinaries

### Progress:

Implemented **AP2015(15)** to monitor grievances/disciplinaries by PC's, which allowed presentation of the data below.

**Table 4c.1: Collated number of grievances for 2016-20 by ethnicity**

Ethnicity	Number of Grievances	%
White	20	69%
BAME	5	17%
Not disclosed	4	14%
<b>Total</b>	<b>29</b>	<b>100%</b>

\*Data Note: Data are grouped together from 2016-2020 due to small numbers.

*"I feel I can approach line managers about an issue, but taking it any further, I would be hesitant to do that because it would cause some tension with my colleagues and it would be a long, drawn out process. I would weigh up, for my own mental health, whether or not I want to go through this. Because you still have to work with that person, so it would be uncomfortable."*

**Member of Staff (BAME), Focus Group 2020**

*"I am not always comfortable discussing race issues with colleagues although my manager is easy to speak with about it."*

**Academic Member of Staff (BAME), Focus Group 2020**

**Table 4c.2: Collated number of disciplinaries for 2016-20 by ethnicity**

Ethnicity	Number of Disciplinaries	%
White	22	63%
BAME	3	9%
Not disclosed	10	29%
<b>Total</b>	<b>35</b>	<b>100%</b>

- Grievances: 1 recorded as race-related (3%), following investigation was concluded to be unfounded.
- Disciplinaries: 1 allegation of racist behaviour (3%), resulted in formal sanction.

**Table 4c.3: Collated number of bullying and harassment reports for 2016-20 by ethnicity**

Ethnicity	Number of Bullying and Harassment reports	%
White	13	72%
BAME	5	28%
Not disclosed	0	0%
<b>Total</b>	<b>18</b>	<b>100%</b>

- No race-related complaints received under B&H.
- Complaints investigated by team of trained staff - 17% BAME.

*"We've grown up, we speak our mind but that might be taken in the wrong manner. Whereas there might be white staff going through some bullying, but they won't speak up. We do, culturally we've been brought up to speak up."*

**Member of Staff (BAME), Focus Group 2020**

**Table 4c.4: Intersectional breakdown of Trained Investigators by ethnicity and gender**

Nationality	Ethnicity	Gender	N	%
UK	Asian or Asian British - Indian	Female	1	8%
	Black or Black British - African	Female	1	8%
	<i>Total - BAME</i>		2	17%
	White - British	Female	5	42%
		Male	3	25%
	<b>Total</b>		<b>10</b>	<b>83%</b>
Non-UK	Other White Background	Female	2	17%
	<b>Total</b>		<b>2</b>	<b>17%</b>
<b>Grand Total</b>			<b>12</b>	<b>100%</b>

**UH's 'Dignity and Respect', B&H' policy:**

- Reviewed in 2020 (included BAME HRBP). Support provided through:
- Dignity and Respect (D&R) Advisors (3 BAME, 7 White)
- Consultation with the EO
- Mediation
- Confidential interviews
- Investigation

*"Managers need training on how to tackle and handle racism when the issue is raised."*

**Academic Member of Staff (BAME), RECSTAS 2018**

**Figure 4c.1: UH Bullying and Harassment information leaflet**



#### **ACTIONS**

**AP4c.1:** Review how we monitor and report race-related B&H complaints.

**AP4c.2:** To recruit additional investigators increasing diversity and ensure racial harassment training incorporated for all.

**AP4c.3:** Take positive action to influence the increase in Board/Committee membership as term of office ends and vacancies arise.

#### **Section 4d: Decision-making boards and committees**

Membership of committees by virtue of posts held by members and set out in ToR. Low representation of BAME at senior levels correlates to low representation of BAME on some committees.

*“There needs to be more inclusive culture at the top of the institution. Too many senior management meetings seem to be mainly white men.”*

**Academic Member of Staff (White), RECSTAS 2018**

BAME reverse mentoring provides mechanism to ensure BAME issues addressed within committees (See Section 5b).

#### **Progress:**

From December 2020, all decision-making committees subject to audit of PC's to monitor diversity. This was put in place as part of **AP2015(16)**.

## Chief Executive Group (CEG)

**Table 4d.1: CEG by ethnicity and gender**

Ethnicity	Gender	2014/15 - Benchmark		2017/18		2018/19		2019/20	
BAME	Female	1	4%	1	4%	1	4%	1	4%
	Male	1	4%						
Unknown	Male	2	9%						
White	Female	6	26%	9	36%	10	40%	11	46%
	Male	13	57%	15	60%	14	56%	12	50%
<b>Grand total</b>		<b>23</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

BAME not well-represented, CEG widening membership to Deputy's to address balance. Good gender balance and succession planning in place. Heads of SBU consider succession planning in appraisals (BAME staff in particular) should vacancy arise in CEG.

Race-related initiatives/ topics discussed in CEG: Racial Injustice, BAME Mentoring/Reverse Mentoring, Allyship/ Privilege, Staff Network Senior Champions, EDI KPIs, EDI Annual Reports and BHM.

## Board of Governors (BoG)

**Table 4d.2: BoG by ethnicity and gender**

Ethnicity	2014/15 Benchmark		Gender	2017/18		2018/19		2019/20	
BAME	2	13%	Female			1	6%	3	17%
			Male			1	6%	2	11%
White	13	87%	Female	3	19%	7	44%	6	33%
			Male	7	44%	7	44%	7	39%
Not Disclosed			Female	2	12%				
			Male	4	25%				
<b>Grand total</b>	<b>15</b>	<b>100%</b>		<b>16</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>18</b>	<b>100%</b>

\*Records not fully maintained for 2014/15 – Intersectional data now collected for all decision-making boards

BAME staff proportionally represented on BoG at 28%. Term of office ceased for 4 Governors during 2018/19. External recruitment agency used to increase diversity. Allowed recruitment of 2 BAME, 1 White Female Chair.

Example of BAME events attended by BoG: BHM Keynote Speech, How to be an Ally, Decolonising the Curriculum, Overcoming Barriers and Black in Business.

BoG engaged more with BHM than ever before, attending/facilitating several BHM events. Seven attendees were White, and one facilitator was BAME.



## Research Committee (RC)

**Table 4d.3: Research Committee by ethnicity and gender**

Ethnicity	2014/15 Benchmark		Gender	2017/18		2018/19		2019/20	
BAME	2	8%	Female	3	13%	3	11%	1	4%
			Male	2	8%	1	4%		0%
White	23	88%	Female	10	42%	11	41%	11	44%
			Male	9	38%	12	44%	13	52%
Not disclosed	1	4%							
<b>Grand total</b>	<b>26</b>	<b>100%</b>		<b>24</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

\*Records not fully maintained for 2014/15 – Intersectional data now collected for all decision-making boards

BAME staff on RC decreased from 5 in 2017/18 to 1 in 2019/20, due to:

- Change of LMS ADoS (Research) in 2019/20, from BAME/Male to White/Male.
- Vacancy exists for PGR, previously held by a BAME/Female. Invitations for expressions of interest included PGR student rep forum, mainly BAME membership.

Since October 2020, RC includes rep from EO and agenda item to discuss EDI progress relating to research.

## Academic Board

**Table 4d.4: Academic Board by Ethnicity and gender**

Ethnicity	2014/15 Benchmark		Gender	2017/18		2018/19		2019/20	
BAME	2	8%	Female	2	8%	4	15%	5	19%
			Male	2	8%			1	4%
White	20	80%	Female	9	35%	13	48%	10	37%
			Male	13	50%	10	37%	11	41%
Not disclosed	3	12%							
<b>Grand total</b>	<b>25</b>	<b>100%</b>		<b>26</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>27</b>	<b>100%</b>

\*Records not fully maintained for 2014/15 – Intersectional data now collected for all decision-making boards

BAME staff increased 16% to 23%. Deputy Director of LTIC encouraged 2 BAME colleagues to stand for election for AB who were successful.

## Education and Student Experience Committee (ESEC)

**Table 4d.5: Education and Student Experience Committee by ethnicity and gender**

Ethnicity	2014/15 Benchmark		Gender	2017/18		2018/19		2019/20	
BAME	5	13%	Female	4	14%	3	11%	2	8%
			Male	1	4%	1	4%	1	4%
White	32	84%	Female	17	61%	15	55%	12	50%
			Male	5	18%	7	26%	8	33%
Not disclosed	1	3%	Male	1	3%	1	4%	1	4%
<b>Grand total</b>	<b>38</b>	<b>100%</b>		<b>28</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

\*Records not fully maintained for 2014/15 – Intersectional data now collected for all decision-making boards

BAME colleagues decreased slightly on ESEC from 18% to 12%.

**Table 4d.6: Examples of race-related initiatives/topics discussed in ESEC**

Item/activity	Details
Student data analysis	Non-continuation attainment data by ethnicity Actions re. differentials between White/BAME students identified
School Education and Student Experience Action Plan	School APs reviewed, aim to reduce BAME awarding gap
BAME Student Success Working group	Working group reports to every ESEC Reports on events e.g. BAME careers event, launch of BAME Institutional AP

## People Board (PB)

**Table 4d.7: PB by ethnicity and gender**

Ethnicity	Gender	2017/18		2018/19		2019/20	
BAME	Female	3	8%	3	9%	3	10%
	Male			1	3%	1	3%
White	Female	23	64%	21	62%	17	59%
	Male	10	28%	9	26%	8	28%
<b>Grand total</b>		<b>36</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>29</b>	<b>100%</b>

PB established 2016/17, chaired by S&R. Good representation of BAME. See Table 4d.8 below for examples of race-related work during this period.

**Table 4d.8: Examples of race-related topics discussed in PB**

Item/activity	Details
Strategic Plan – KPI's (including for EDI)	Discussed quarterly
EDI Annual Reports	Discussed annually
Equality Office update	Update as standing item e.g. Senior Staff Network Chairs
Getting started with the Race Equality Charter workshop	Delivered by Advance HE in August 2018
Black History Month 2020	Steering group re. programme of events
Student-focused discussions	HEFCE Catalyst bid to reduce differential in BAME degree attainment BAME Student Advocates speakers 2017/18 BAME Student Success Working group BAME Careers Conference
HREiR	Surveys (CROSS/PIRLS)

**Table 4d.9: EDI Board (EDIB)**

Ethnicity	Gender	2019/20	
BAME	Female	7	28%
	Male	3	12%
White	Female	9	36%
	Male	6	24%
<b>Grand total</b>		<b>25</b>	<b>100%</b>

EDIB formed October 2020, provides strategic oversight and management of UH EDI programme Ensures EDI principles embedded across UH and diverse colleagues voice at strategic level (e.g. BAME Network Co-Chairs are members). REC SAT feeds directly to EDIB and direct link to CEG (see Table 4d.1).

**Table 4d.10: School Senior Executive Groups (SEGs)**

School	Ethnicity	Gender	N	%
CTA	BAME	Female	1	6%
	White	Female	5	31%
		Male	10	63%
	<b>Total</b>		<b>16</b>	<b>100%</b>
EDU	Not disclosed	Female	1	7%
	White	Female	12	86%
		Male	1	7%
	<b>Total</b>		<b>14</b>	<b>100%</b>
HBS	BAME	Female	2	9%
	Not disclosed	Male	1	4%
	White	Female	15	65%
		Male	5	22%
	<b>Total</b>		<b>23</b>	<b>100%</b>
HLS	BAME	Female	2	11%
	White	Female	13	68%
		Male	4	21%
	<b>Total</b>		<b>19</b>	<b>100%</b>
HSK	White	Female	5	83%
		Male	1	17%
	<b>Total</b>		<b>6</b>	<b>100%</b>
HUM	BAME	Female	1	5%
		Male	1	5%
	White	Female	15	68%
		Male	5	23%
	<b>Total</b>		<b>22</b>	<b>100%</b>
SPECS	BAME	Male	1	11%
	White	Female	2	22%
		Male	6	67%
	<b>Total</b>		<b>9</b>	<b>100%</b>

**Table 4d.11: SBU Senior Management Team (SMT)**

SBU	Ethnicity	Gender	N	%
DOS	BAME	Female	2	40%
	White	Female	3	60%
	<b>Total</b>		<b>5</b>	<b>100%</b>
EBD	White	Female	3	100%
	<b>Total</b>		<b>3</b>	<b>100%</b>
EST	BAME	Male	1	20%
	White	Female	3	60%
		Male	1	20%
	<b>Total</b>		<b>5</b>	<b>100%</b>
FIN	BAME	Female	1	14%
	White	Female	3	43%
		Male	3	43%
	<b>Total</b>		<b>7</b>	<b>100%</b>
HR	BAME	Female	1	33%
	White	Female	1	33%
		Male	1	33%
	<b>Total</b>		<b>3</b>	<b>100%</b>
LCS	BAME	Male	1	14%
	White	Female	2	29%
		Male	4	57%
	<b>Total</b>		<b>7</b>	<b>100%</b>
MCM	White	Female	3	100%
	<b>Total</b>		<b>3</b>	<b>100%</b>
OVC	BAME	Female	1	9%
		Male	1	9%
	White	Female	7	64%
		Male	2	18%
	<b>Total</b>		<b>11</b>	<b>100%</b>
REG	BAME	Female	1	14%
	White	Female	5	71%
		Male	1	14%
	<b>Total</b>		<b>7</b>	<b>100%</b>

## Section 4e: Equal pay

**Table 4e.1: Ethnicity by salary range benchmarking – academic**

Ethnicity by Salary Range Benchmarking - Academic & Research Staff (excluding unknown ethnicity)

Alliance Group

Source HESA Data 2018-19 (Heidiplus)

Provider name	Ethnicity (basic)	Salary Range 2018-19					
		Above £61,618	Between £45,892 and £61,168	Between £34,189 and £45,892	Between £25,482 and £34,189	Between £19,202 and £25,482	Less than £19,202
Birmingham City University	Black and Minority Ethnic	1%	9%	8%	1%	0%	0%
	White	5%	44%	26%	4%	2%	0%
Coventry University	Black and Minority Ethnic	1%	7%	15%	4%	0%	
	White	10%	27%	28%	7%	0%	
Kingston University	Black and Minority Ethnic	2%	12%	8%	0%		
	White	14%	46%	17%	1%	0%	
Leeds Beckett University	Black and Minority Ethnic	2%	10%	2%	0%		
	White	12%	65%	10%	0%		
Oxford Brookes University	Black and Minority Ethnic	1%	7%	5%	1%	0%	
	White	14%	43%	25%	3%	1%	
Teesside University	Black and Minority Ethnic	1%	6%	7%	2%	1%	
	White	10%	48%	18%	4%	4%	
The University of Brighton	Black and Minority Ethnic	1%	6%	3%	0%		
	White	14%	57%	18%	1%	0%	
The University of Central Lancashire	Black and Minority Ethnic	2%	4%	6%	1%		
	White	10%	41%	33%	3%		
The University of Greenwich	Black and Minority Ethnic	1%	12%	9%	3%		
	White	11%	41%	19%	3%	0%	
University of Hertfordshire	Black and Minority Ethnic	1%	10%	8%	2%	0%	
	White	13%	41%	21%	4%	1%	
University of South Wales	Black and Minority Ethnic	1%	3%	6%	1%	0%	
	White	11%	45%	31%	1%	1%	0%
University of the West of England, Bristol	Black and Minority Ethnic	1%	6%	5%	2%		
	White	11%	47%	23%	5%	0%	

BAME academic and research salaries comparable to sector showing largely paid salary ranges £34,189 to £61,168. Senior BAME staff fall between 1-2% of HEIs.



**Table 4e.2: Ethnicity by salary range benchmarking – professional**

Ethnicity by Salary Range Benchmarking - Non-Academic Staff (excluding unknown ethnicity)

Alliance Group

Source HESA Data 2018-19 (Heidiplus)

Provider name	Ethnicity (basic)	Salary Range 2018-19					
		Above £61,618	Between £45,892 and £61,168	Between £34,189 and £45,892	Between £25,482 and £34,189	Between £19,202 and £25,482	Less than £19,202
Birmingham City University	Black and Minority Ethnic	0%	1%	5%	12%	9%	3%
	White	2%	4%	17%	27%	15%	5%
Coventry University	Black and Minority Ethnic	0%	2%	4%	7%	9%	4%
	White	3%	8%	15%	19%	22%	8%
Kingston University	Black and Minority Ethnic	1%	3%	6%	8%	3%	1%
	White	5%	11%	30%	25%	6%	0%
Leeds Beckett University	Black and Minority Ethnic	0%	0%	2%	4%	2%	2%
	White	2%	6%	24%	37%	15%	6%
Oxford Brookes University	Black and Minority Ethnic	0%	1%	3%	5%	3%	1%
	White	4%	7%	24%	32%	15%	5%
Teesside University	Black and Minority Ethnic	0%	0%	1%	1%	1%	1%
	White	3%	6%	18%	27%	25%	16%
The University of Brighton	Black and Minority Ethnic	0%	0%	1%	3%	2%	1%
	White	2%	6%	19%	41%	18%	7%
The University of Central Lancashire	Black and Minority Ethnic		0%	1%	2%	5%	2%
	White	2%	6%	16%	25%	32%	9%
The University of Greenwich	Black and Minority Ethnic	1%	3%	5%	9%	4%	1%
	White	3%	10%	20%	29%	13%	2%
University of Hertfordshire	Black and Minority Ethnic	0%	2%	2%	6%	4%	2%
	White	3%	10%	12%	36%	19%	4%
University of South Wales	Black and Minority Ethnic	0%		0%	1%	1%	0%
	White	3%	8%	26%	27%	29%	5%
University of the West of England, Bristol	Black and Minority Ethnic	0%	0%	1%	4%	2%	1%
	White	2%	6%	18%	42%	17%	7%

BAME non-academic salaries largely comparable to sector showing staff are paid in salary ranges £19,202 to £34,189. Across sector BAME staff are under-represented at salary range £34,189 and above.

**Chart 4e.1: All staff responses to RECSTAS questions: The University has a fair and transparent pay system (left) and staff at the University of Hertfordshire are paid equitably regardless of their ethnicity or race (right)**



To meet equal pay requirements UH utilises:

- Regulatory – GPG report (annually).
- Voluntary – EPG report, produced from 2020 (annually).
- Business as usual – Equal pay audit report (Full PC calculations completed April 2020) and discussed jointly with RTUs.
- HR use the same dataset for the GPG and EPG reports to allow for intersectional comparisons. The latest reports include 3,220 staff (2,449 White, 630 BAME, 141 refused/unknown).

**Figure 4e.1: Extract of online EPG report**

Rate of pay	Mean (average) %	Median (middle) %
Hourly rate of pay	15.12	11.49
Bonus pay paid	37.72	0.00

### Proportion of white and BAME paid a bonus

Ethnicity	2019 %
BAME	53.88
White	70.73

Figure 4e.1 Bonus pay paid of 37.72% (mean) is high, similar to first year of reporting for GPG of 35% (mean) which has since reduced to 17.24% (mean).

**Figure 4e.2: Ethnicity Pay Gap report by quartile**

### Breakdown by quartile band 2019

Quartile band	White	%	BAME	%	Refused/unknown	%	Total
Lower	570	71	210	26	25	3	805
Lower Middle	598	74	157	20	52	6	807
Upper Middle	604	75	165	21	35	4	804
Upper	677	84	98	12	29	4	804
Grand total	2,449	76	630	20	141	4	3,220

EPG exists in mean/median hourly rates of pay and mean bonus pay. These findings support KPI to increase BAME representation at UH9 and above. Findings presented to BSN June 2020.

SBU actions identified:

- Developing and retaining existing BAME staff by reviewing current processes and adding specific appraisal question into staff survey.
- BAME mentoring scheme for 20 individuals/year at UH4 and above (action 6, 2015AP), Reverse Mentoring scheme where 10 staff linked with 10 members of VCE and BoG.
- Increase provision for Advance HE DLP.
- Working in partnership with key stakeholders eg BSN, Trade Union.

### Equal pay audit (EPA)

EPA covered all PCs, followed process outlined by Joint Negotiating Committee for HE Staff (JNCHES, 2018, UCEA website).

*\*Data Note: EPA calculations broken down using Vertical and Horizontal segregation (see Tables 4e.3 and 4e.4 below).*

**Table 4e.3: Vertical segregation - Average basic pay excluding refused and unknown**

Vertical Segregation	BAME	WHITE	BAME as % of WHITE
Academic staff	Avg. basic pay	Avg. basic pay	Equal pay gap
SM		£85,355.88	N/A
AM5		£82,772.10	N/A
AM4	£76,564.00	£78,668.43	3%
AM3	£72,932.67	£71,625.57	-2%
AM2	£66,197.00	£68,040.44	3%
AM1	£62,570.33	£63,574.34	2%
UH09	£55,674.94	£56,947.87	2%
UH08	£46,504.42	£47,652.64	2%
UH07	£36,976.20	£37,172.39	1%
Other		£93,162.60	N/A
<b>Professional &amp; Managerial staff</b>			
VCE		£154,447.50	N/A
SM	£79,378.00	£88,256.00	10%
AM5	£84,324.00	£84,324.00	0%
AM4	£78,115.50	£79,150.00	1%
AM3		£71,899.00	N/A
AM2	£67,230.33	£67,751.67	1%
AM1		£63,842.36	N/A
UH09	£56,781.83	£56,724.67	0%
UH08	£46,960.33	£45,968.67	-2%
Other		£95,000.00	N/A

Most significant gap is SM (10%) for Professional & Managerial. Investigation identified that certain specialist roles required market sector salary matching impacting equal pay gap.

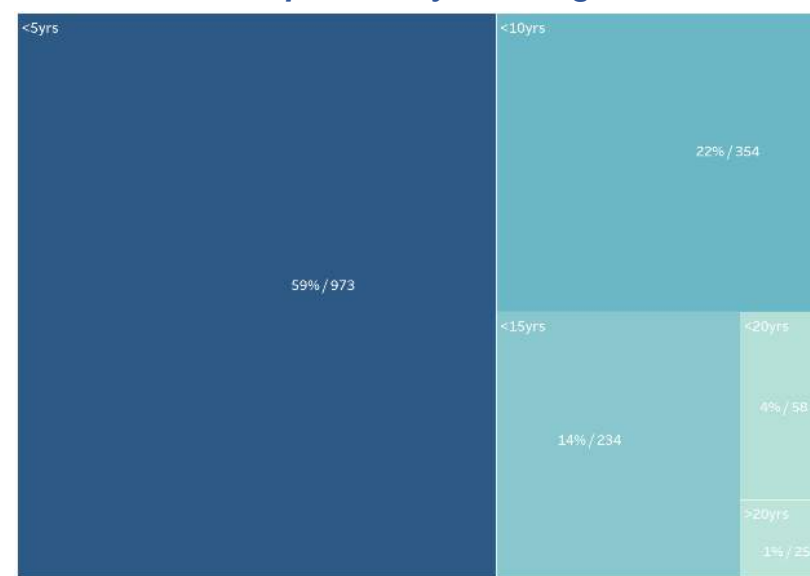
**Table 4e.4: Horizontal segregation - Average basic pay excluding refused and unknown**

<b>Horizontal Segregation</b>			
<b>Professional staff</b>			
UH07	£36,203.45	£36,536.39	1%
UH06	£30,508.75	£31,001.49	2%
UH05	£25,962.57	£26,216.48	1%
UH04	£22,611.93	£22,589.67	0%
UH03	£19,217.00	£20,120.29	4%
UH02	£17,026.83	£16,953.80	0%
NMW	£15,838.62	£15,838.60	0%
<b>Research staff</b>			
AM1		£61,537.33	N/A
UH09		£59,393.25	N/A
UH08	£45,780.00	£45,837.55	0%
UH07	£35,848.50	£36,455.14	2%
UH06	£29,967.38	£30,421.50	1%
UH05	£25,527.00	£25,397.71	-1%
UH04	£21,617.67	£22,540.75	4%
<b>Technical staff</b>			
UH09		£59,828.00	N/A
UH08	£45,892.00	£47,284.50	3%
UH07	£38,460.00	£38,040.00	-1%
UH06	£31,577.00	£31,883.67	1%
UH05	£26,687.67	£26,044.38	-2%
UH04	£22,155.50	£22,041.21	-1%
UH03	£20,675.00	£19,202.00	-8%

**Chart 4e.2: BAME profile of years on grade**

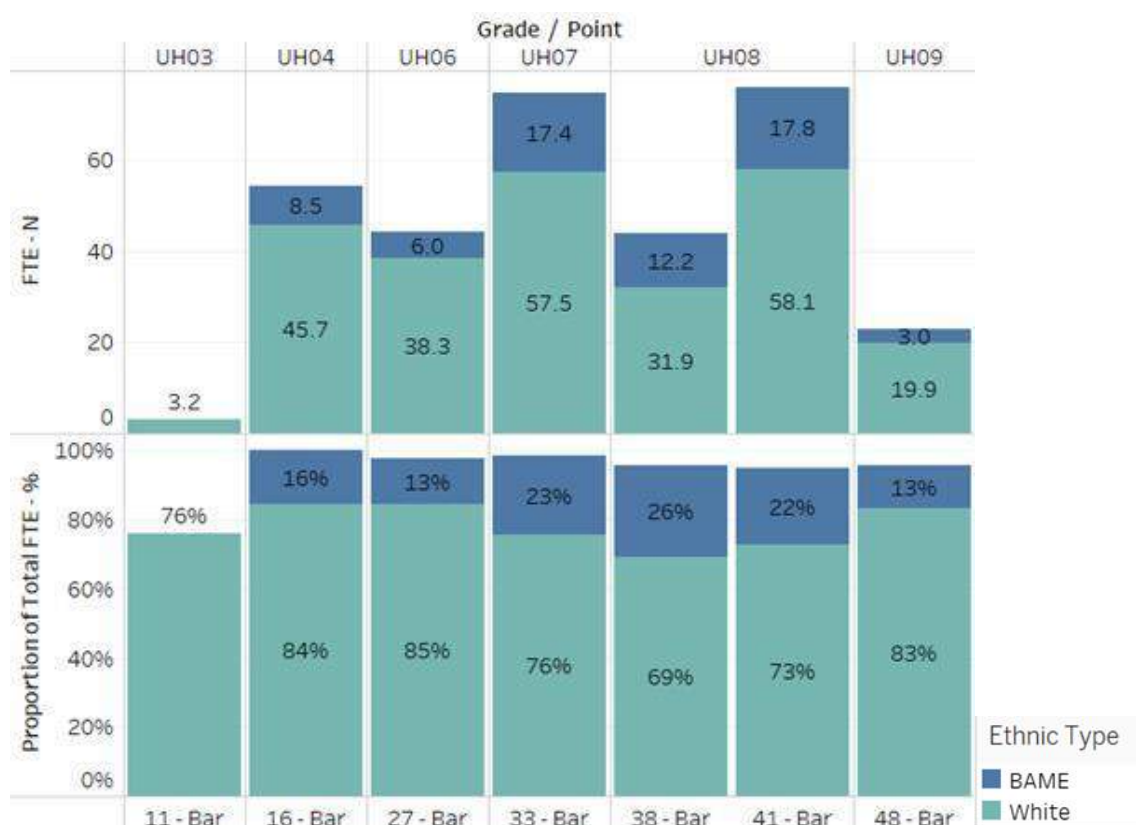


**Chart 4e.3: White profile of years on grade**



BAME community 72% with up to 5 years' service on grade (compared to 59% White).

**Chart 4e.4: Professional staff bar salary points by BAME/White**



Both BAME and White professionals regularly move through bar points. Professional BAME have higher levels than overall professional BAME community at bar points 33, 38 and 41 with more than 5 years' service. This indicates not moving through the salary bar point.

2015AP Action 12 related to initiating a project to track staff career journeys. Equal Pay analysis generated greater understanding of barriers to career journeys such as bar points. Ensuring both BAME and women progress through the bar may contribute towards positive impact on future EPG and GPG calculations whilst supporting career journeys **(see AP4e.1)**.

*"I joined the institution in 2011 and I have been in the same role all those years. And I just feel like I haven't been able to progress as I would like to. I've seen people progressing within my department while I'm still always in the same role. And I've tried but still..."*

**Member of Staff (BAME), Focus Group 2020**



**Figure 4e.3: UH Pay and Grading Structure from 1st August 2019**

Professional Staff Career Pathway				New Single Pay Spine	Academic Career Pathway			
scp	£		£		£		£	scp
		UH9	50	50	60,905	50	Principal	
		Bar	49	49	59,135	49	Lecturer	
			48*	48	57,418	48		
			47	47	55,750	47	UH9	
			46	46	54,131	46		
			45	45	52,560	45		
44	51,034	UH8	44	44	51,034	44		
43	49,553			43			Senior Lecturer	44
42	48,114			42				43
41*	46,718	Bar		41			UH8	42
40	45,361			40				41
39	44,045	Bar		39				40
38*	42,792			38				39
37	41,526			37				38
36	40,322			36				37
		UH7	36	36	40,322	36	Lecturer	
		Bar	35	35	39,152	35	UH7	
			34	34	38,017	34		
			33*	33	36,914	33		
			32	32	35,845	32		
			31	31	34,804	31		
30	33,797	UH6	30	30	33,797	30		
29	32,817			29			UH6 (incl ResB)	30
28	31,866	Bar		28				29
27*	30,942			27				28
26	30,046			26				27
25	29,176			25				26
24	28,331			24				25
		UH5	23	23	27,511	23	UH5	24
		Bar	22	22	26,715	22		
			21	21	25,941	21		
			20	20	25,217	20		
19	24,461	UH4	19	19	24,461	19		
18	23,754			18			UH4 (incl ResA)	19
17	23,067	Bar		17				18
16*	22,417			16				17
15	21,814			15				16
14	21,236			14				15
		UH3	13	13	20,675	13		14
		Bar	12	12	20,130	12		
			11*	11	19,612	11		
			10	10	19,133	10		
			9	9	18,709	9		
8	18,342	UH2		8				
7	18,009	Bar		7				
6*	17,682			6				
5	17,361			5				
		UH1	4	4	17,046	4		
				3				
				2				

\* Applies to Professional Staff only - The asterisk denotes the point at which a Bar applies - progression will be subject to agreed criteria being satisfied through job evaluation.

## ACTIONS

**AP4e.1:** Address high levels of long service for BAME professional staff remaining at bar salary scale points (review will also include White staff in same situation).

## SECTION 5: ACADEMIC STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

Word count 2,353

UK/ Non-UK nationality data not recorded in application process, therefore not included in 5a and 6a. Non-collection helps to reduce bias in line with anonymous shortlisting. Our UKVI employment compliance process checks successful candidates only.

**Table 5a.1: Academic staff applications, shortlisted and success by ethnicity**

Category	Year	Ethnicity	No. applied	% of applications	No. shortlisted	% of shortlisted	No. successful	% successful
Academic & Research	2019/20	BAME	1271	49%	221	39%	57	31%
		White	1229	47%	314	55%	112	62%
		Not disclosed	94	4%	31	5%	13	7%
		<b>Total</b>	<b>2594</b>	<b>100%</b>	<b>566</b>	<b>100%</b>	<b>182</b>	<b>100%</b>
	2018/19	BAME	1020	47%	207	39%	61	33%
		White	1040	48%	311	58%	110	60%
		Not disclosed	105	5%	17	3%	12	7%
		<b>Total</b>	<b>2165</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	<b>183</b>	<b>100%</b>
	2017/18	BAME	1241	48%	232	37%	54	27%
		White	1220	47%	351	56%	126	64%
		Not disclosed	127	5%	40	6%	17	9%
		<b>Total</b>	<b>2588</b>	<b>100%</b>	<b>623</b>	<b>100%</b>	<b>197</b>	<b>100%</b>
	2014/15 - Benchmark	BAME	644	33%	122	24%	27	15%
		White	1202	62%	350	69%	135	76%
		Not disclosed	85	4%	32	6%	16	9%
		<b>Total</b>	<b>1931</b>	<b>100%</b>	<b>504</b>	<b>100%</b>	<b>178</b>	<b>100%</b>

**Progress:**

- Applications from BAME individuals almost doubled Since 2014/15.
- Partly due to conscious efforts made through PAS's in recruitment and diversifying recruitment imagery **(AP2015(11))**.
- PAS's encouraging individuals from under-represented groups are utilised and tailored according to local contexts.

**Table 5a.2: Academic staff proportional success rates by ethnicity**

Year	Ethnicity	App. to shortlisted	Shortlisted to success	App. to success
2019/20	BAME	17%	26%	5%
	White	26%	36%	9%
	Not disclosed	33%	42%	14%
2018/19	BAME	20%	30%	6%
	White	30%	35%	11%
	Not disclosed	16%	71%	11%
2017/18	BAME	19%	23%	4%
	White	29%	36%	10%
	Not disclosed	31%	43%	14%
2014/15 - UH Bk	BAME	19%	22%	4%
	White	29%	39%	11%
	Not disclosed	38%	50%	19%

- Across all years BAME applicants are less likely to be shortlisted.
- Shortlisted BAME candidates increased by 4% overall.
- Applications to success gap narrowed between BAME and White applicants from 7% in 2014/15 to 4% 2019/20.

**Table 5a.3: Institution-level academic recruitment stages by ethnicity for 2019/20 compared to 2014/15 UH benchmark**

Category	Ethnicity	2014/15	2019/20	Variance	% Increase/ Decrease
Applied	White	1202	1229	27	2%
	Asian	285	567	282	99%
	Black	133	329	196	147%
	Chinese	99	123	24	24%
	Mixed	69	103	34	49%
	Other	58	149	91	157%
	Refused	32	58	26	81%
	Unknown	53	36	-17	-32%
<b>Total</b>		<b>1931</b>	<b>2594</b>	<b>663</b>	<b>34%</b>
Shortlisted	White	350	314	-36	-10%
	Asian	53	86	33	62%
	Black	26	68	42	162%
	Chinese	16	25	9	56%
	Mixed	15	22	7	47%
	Other	12	20	8	67%
	Refused	9	14	5	56%
	Unknown	23	17	-6	-26%
<b>Total</b>		<b>504</b>	<b>566</b>	<b>62</b>	<b>12%</b>
Successful	White	135	112	-23	-17%
	Asian	8	19	11	138%
	Black	9	16	7	78%
	Chinese	4	11	7	175%
	Mixed	2	10	8	400%
	Other	4	1	-3	-75%
	Refused	5	2	-3	-60%
	Unknown	11	11	0	0%
<b>Total</b>		<b>178</b>	<b>182</b>	<b>4</b>	<b>2%</b>

- Overall increase in applications, shortlisting and success rates for all non-White groups. See AP5a.1-5 for actions and initiatives.

*“Each School is different and has a different level of diversity. Therefore, each SBU should its own KPIs to ensure a diversity of employment, a diversity of examples and reading used in the curriculum, and policies created by each head of SBU to work towards and ensure greater diversity.”*

**Academic Member of Staff (BAME), RECSTAS 2018**

**Table 5a.4: Summary of 2019/20 School recruitment stages (left) and success rates (right) by ethnicity (unknown records hidden)**

School	Ethnicity	No. applied	% of applications	No. shortlisted	% of shortlisted	No. successful	% successful
CTA	BAME	14	23%	4	17%	0	0%
	White	44	73%	17	74%	5	83%
	<b>Total</b>	<b>60</b>		<b>23</b>		<b>6</b>	
ECS	BAME	368	76%	37	56%	12	43%
	White	99	20%	26	39%	15	54%
	<b>Total</b>	<b>486</b>		<b>66</b>		<b>28</b>	
EDU	BAME	30	27%	7	17%	1	25%
	White	80	73%	34	83%	3	75%
	<b>Total</b>	<b>110</b>		<b>41</b>		<b>4</b>	
HBS	BAME	217	59%	34	49%	5	28%
	White	137	37%	32	46%	11	61%
	<b>Total</b>	<b>368</b>		<b>69</b>		<b>18</b>	
HLS	BAME	90	50%	15	37%	6	46%
	White	77	43%	21	51%	6	46%
	<b>Total</b>	<b>179</b>		<b>41</b>		<b>13</b>	
HSK	BAME	149	44%	31	30%	8	18%
	White	184	54%	67	66%	32	73%
	<b>Total</b>	<b>338</b>		<b>102</b>		<b>44</b>	
HUM	BAME	187	30%	17	26%	3	27%
	White	405	65%	42	65%	8	73%
	<b>Total</b>	<b>622</b>		<b>65</b>		<b>11</b>	
LMS	BAME	202	51%	42	39%	14	34%
	White	188	47%	62	58%	25	61%
	<b>Total</b>	<b>398</b>		<b>107</b>		<b>41</b>	
PAM	BAME	14	42%	6	38%	2	25%
	White	15	45%	7	44%	4	50%
	<b>Total</b>	<b>33</b>		<b>16</b>		<b>8</b>	

School	Ethnicity	App to shortlist	Shortlist to success	App to success
CTA	BAME	29%	0%	0%
	White	39%	29%	11%
ECS	BAME	10%	32%	3%
	White	26%	58%	15%
EDU	BAME	23%	14%	3%
	White	43%	9%	4%
HBS	BAME	16%	15%	2%
	White	23%	34%	8%
HLS	BAME	17%	40%	7%
	White	27%	29%	8%
HSK	BAME	21%	26%	5%
	White	36%	19%	17%
HUM	BAME	9%	18%	2%
	White	10%	19%	2%
LMS	BAME	21%	33%	7%
	White	33%	40%	7%
PAM	BAME	43%	33%	14%
	White	50%	57%	27%

**Table 5a.5: Summary of 2018/19 School recruitment stages (left) and success rates (right) by ethnicity (unknown records hidden)**

School	Ethnicity	No. Applied	% of Applications	No. Shortlisted	% of Shortlisted	No. Successful	% Successful
COM	BAME	87	51%	22	47%	7	39%
	White	71	42%	24	51%	10	56%
	<b>Total</b>	<b>169</b>		<b>47</b>		<b>18</b>	
CTA	BAME	24	20%	4	14%		
	White	93	76%	23	82%	8	89%
	<b>Total</b>	<b>123</b>		<b>28</b>		<b>9</b>	
EDU	BAME	10	17%	4	15%	2	40%
	White	48	83%	23	85%	3	60%
	<b>Total</b>	<b>58</b>		<b>27</b>		<b>5</b>	
ENG	BAME	173	67%	30	57%	8	44%
	White	66	26%	22	42%	10	56%
	<b>Total</b>	<b>257</b>		<b>53</b>		<b>18</b>	
HBS	BAME	380	63%	50	46%	7	30%
	White	199	33%	57	52%	16	70%
	<b>Total</b>	<b>604</b>		<b>109</b>		<b>23</b>	
HLS	BAME	81	43%	18	32%	8	33%
	White	96	51%	38	67%	15	63%
	<b>Total</b>	<b>188</b>		<b>57</b>		<b>24</b>	
HSK	BAME	23	39%	8	32%	3	27%
	White	35	59%	17	68%	8	73%
	<b>Total</b>	<b>59</b>		<b>25</b>		<b>11</b>	
HUM	BAME	57	18%	4	11%		
	White	248	78%	30	86%	9	90%
	<b>Total</b>	<b>318</b>		<b>35</b>		<b>10</b>	
LMS	BAME	150	52%	61	50%	26	49%
	White	133	46%	56	46%	23	43%
	<b>Total</b>	<b>291</b>		<b>122</b>		<b>53</b>	
PAM	BAME	35	36%	6	19%		
	White	51	52%	21	66%	8	67%
	<b>Total</b>	<b>98</b>		<b>32</b>		<b>12</b>	

School	Ethnicity	App to shortlist	Shortlist to success	App to success
COM	BAME	25%	32%	8%
	White	34%	42%	14%
CTA	BAME	17%	0%	0%
	White	25%	35%	9%
EDU	BAME	40%	50%	20%
	White	48%	13%	6%
ENG	BAME	17%	27%	5%
	White	33%	46%	15%
HBS	BAME	13%	14%	2%
	White	29%	28%	8%
HLS	BAME	22%	44%	10%
	White	40%	40%	16%
HSK	BAME	35%	38%	13%
	White	49%	47%	23%
HUM	BAME	7%	0%	0%
	White	12%	30%	4%
LMS	BAME	41%	43%	17%
	White	42%	41%	17%
PAM	BAME	17%	0%	0%
	White	41%	38%	16%

**Table 5a.6: Summary of 2017/18 School recruitment stages (left) and success rates (right) by ethnicity (unknown records hidden)**

School	Ethnicity	No. Applied	% of Applications	No. Shortlisted	Prop. Shortlisted by ethnicity	No. Successful	% Successful
COM	BAME	104	54%	16	15%	6	38%
	White	76	39%	26	34%	8	50%
	<b>Total</b>	<b>193</b>		<b>46</b>		<b>16</b>	
CTA	BAME	30	20%	10	33%	2	22%
	White	113	74%	37	33%	5	56%
	<b>Total</b>	<b>152</b>		<b>51</b>		<b>9</b>	
EDU	BAME	14	26%				
	White	38	70%	11	29%	3	100%
	<b>Total</b>	<b>54</b>		<b>12</b>		<b>3</b>	
ENG	BAME	305	69%	80	26%	7	30%
	White	116	26%	39	34%	16	70%
	<b>Total</b>	<b>443</b>		<b>126</b>		<b>23</b>	
HBS	BAME	91	58%	14	15%	5	36%
	White	62	40%	24	39%	9	64%
	<b>Total</b>	<b>156</b>		<b>38</b>		<b>14</b>	
HLS	BAME	54	45%	6	11%	1	13%
	White	59	49%	11	19%	4	50%
	<b>Total</b>	<b>121</b>		<b>21</b>		<b>8</b>	
HSK	BAME	56	35%	15	27%	6	18%
	White	99	62%	53	54%	25	74%
	<b>Total</b>	<b>159</b>		<b>72</b>		<b>34</b>	
HUM	BAME	68	19%	3	4%		
	White	263	73%	38	14%	9	90%
	<b>Total</b>	<b>358</b>		<b>44</b>		<b>10</b>	
LMS	BAME	470	61%	78	17%	26	37%
	White	283	36%	94	33%	40	57%
	<b>Total</b>	<b>776</b>		<b>181</b>		<b>70</b>	
PAM	BAME	49	28%	10	20%	1	10%
	White	111	63%	18	16%	7	70%
	<b>Total</b>	<b>176</b>		<b>32</b>		<b>10</b>	

School	Ethnicity	App to shortlist	Shortlist to success	App to success
COM	BAME	15%	38%	6%
	White	34%	31%	11%
CTA	BAME	33%	20%	7%
	White	33%	14%	4%
EDU	BAME	0%	0%	0%
	White	29%	27%	8%
ENG	BAME	26%	9%	2%
	White	34%	41%	14%
HBS	BAME	15%	36%	6%
	White	39%	38%	15%
HLS	BAME	11%	17%	2%
	White	19%	36%	7%
HSK	BAME	27%	40%	11%
	White	54%	47%	25%
HUM	BAME	4%	0%	0%
	White	14%	24%	3%
LMS	BAME	17%	33%	6%
	White	33%	43%	14%
PAM	BAME	20%	10%	2%
	White	16%	39%	6%

Trends within Schools (Tables 5a.4-5a.6) are discussed and addressed within SBU actions (Sections 4a/4b).



### Recruitment process

Proportionally more BAME/Unknown compared to White disagree with fairness and transparency statements for recruitment and selection. We are addressing staff confidence via **AP5a.1-5a.4**.

**Table 5a.7: Academic staff responses to recruitment questions in RECSTAS 2018**

Question	Ethnicity	Agree	Neutral	Disagree
1. The University of Hertfordshire has clear and transparent recruitment and selection processes.	BAME	63.4%/No.19	23.3%/No.7	13.3%/No.4
	White	84.3%/No.155	11.4%/No.21	4.3%/No.8
	Unknown	68.7%/No.11	18.8%/No.3	12.5%/No.2
2. Internal candidates are encouraged to apply for vacancies or promotions fairly and transparently irrespective of their ethnicity or race.	BAME	53.3%/No.16	26.7%/No.8	20%/No.6
	White	79.3%/No.146	14.1%/No.26	6.6%/No.12
	Unknown	68.7%/No.11	0%	31.3%/No.5
3. Applicants are selected and employed based on merit irrespective of their ethnicity or race.	BAME	60%/No.18	13.3%/No.4	26.7%/No.8
	White	83.8%/No.154	12%/No.22	4.3%/No.8
	Unknown	56.3%/No.9	12.5%/No.2	31.2%/No.5

Vacancies are advertised online with additional media, campaigns and agency involvement who are briefed to include diversity of candidate pools. Internal only vacancies are minimised, but where deployed they require action to ensure consistency of fair access to roles.

### Progress:

- New starter surveys implemented in 2018/19 (four cohorts to date, 16%-53% BAME), no disparity of responses between BAME and White starters. Feedback indicated applicants want detailed information prior to applying for a post. Therefore, relaunched external recruitment website, highlighting our commitment to EDI (Figure 5a.1).
- February 2021, extensive information uploaded on staff intranet 'Recruitment Toolkit' to aid managers in embedding EDI in all aspects of the recruitment process, including:
  - Writing inclusive job adverts
  - Targeted advertising
  - Positive action (what it is, when and how to use it, template statements)
- Stage two of enhancing recruitment materials, will include further case studies from BAME staff and identifying increased avenues for targeted advertising see **AP5a.4**.

**Figure 5a.1: Revised recruitment pages on external website**

[Home](#) > [Find/Contact us](#) > [Jobs and vacancies](#)

## Jobs and vacancies at the University of Hertfordshire

We have career opportunities for individuals who enjoy being innovative and want to excel.

Our vision is to transform lives. This means whatever your background, wherever you are from, we will drive your potential, providing you to succeed. We are committed to having a positive transformational impact on every member of our university community, and to sharing our successes with the community around us.

We are one of the region's largest employers with over 2,422 staff. We are a committed equal opportunities employer and you may apply for any of our vacancies on a part time or job share basis. We encourage applicants from underrepresented groups, such as women and people from ethnic minority backgrounds, of all ages, to apply across the University.

[Find out more information on how to apply:](#)

<a href="#">Academic staff</a>	>	<a href="#">Professional staff</a>	>
<a href="#">Research staff</a>	>	<a href="#">View all vacancies</a>	>

---

### Anonymous shortlisting

The University of Hertfordshire is pleased to announce that it will be introducing the anonymisation of application forms for all vacancies effective 13 August 2020.

Areas that will be anonymised will include:

- Title, forename, surname, address, email address and contact phone numbers

From 13 August, applicants will only be identified by their applicant number.

### Supporting Documents

We recognise that applicants may want to include additional information demonstrating their research or publications, so we are still accepting supporting documents. However, if you choose to upload any supporting documents that contain identifying data, your application will no longer be considered anonymous.

### Enjoy excellent staff benefits

As well as competitive salaries, we offer you a range of benefits on joining, including:

- generous annual leave
- flexible working, including part time and job share as well as policies enabling family friendly work arrangements
- comprehensive training and access to options for further learning
- excellent opportunities for career development
- pension scheme membership
- discounted memberships at the lovely Hertfordshire Sports Village
- free waiver of 50% for all children of staff under the age of 25 at the start of the course
- outstanding leisure facilities and facilities located in Hatfield, Hertfordshire

[Benefits for staff](#)

### Staff stories

Read the testimonials from some of our staff to find out why they like working at the University.

[Rupa Patel](#) >
 [Lisa Toon](#) >
 [Mark Allen](#) >

[View more staff testimonials](#)

### Feel supported

The University of Hertfordshire is an equal opportunities employer.

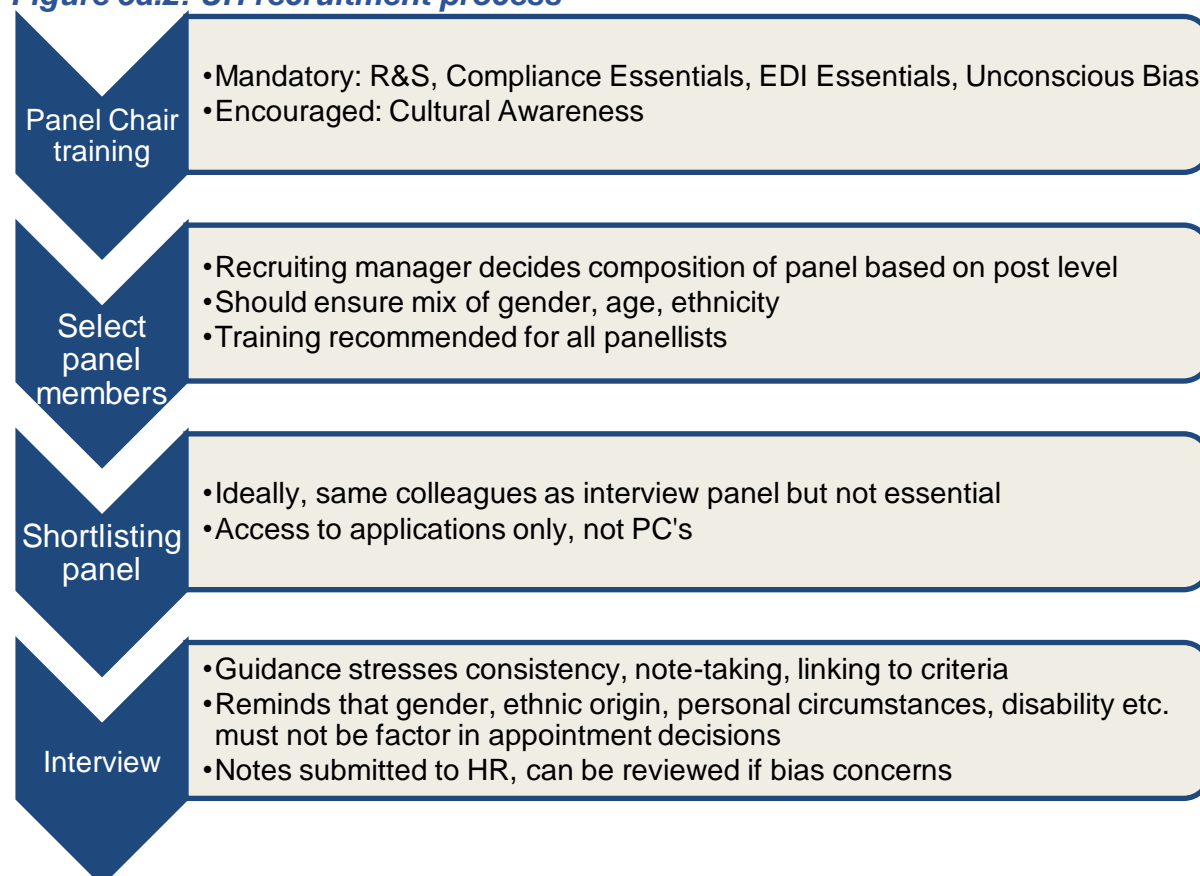
We consider all applications (including for volunteering and mentoring staff) and have a limited number of Certificates of Sponsorship to enable us, where the position meets the UK Visa & Immigration Service requirements, to sponsor international appointments.

We particularly encourage applications from women and people from ethnic minority backgrounds, as they are under-represented across the university at various levels.

The University is a Disability Confident Committed employer.

[Equality and Diversity](#)

**Figure 5a.2: UH recruitment process**



Recruitment process embeds diversity and mandatory training for panel chairs. HR and staff networks regularly part of panels. Mandatory diversity on panels for teaching and senior posts is being introduced with a similar expectation for all other roles **(AP5a.1)**.

HR now updating policy, process and guidance to introduce a scheme similar to UCL's 'Fair Recruitment Specialist Initiative' to reinforce commitment and ensure training. **(AP5a.2)**.

## Interview Panel Chairs

**Table 5a.8: Trained academic interview Panel Chairs (BAME vs White) 2019/20**

SBU	Number of Trained Chairs	Number attended Unconscious Bias	% BAME Trained Chairs	% White Trained Chairs	% Chairs completed Unconscious Bias
Creative Arts	1	0	0%	100%	0%
Education	2	1	0%	100%	50%
Engineering & Computer Science	19	16	53%	47%	84%
Health & Social Work	22	17	5%	95%	77%
Hertfordshire Business School	21	17	29%	71%	81%
Hertfordshire Law School	6	4	0%	100%	67%
Humanities	7	6	0%	100%	86%
Life & Medical Sciences	43	25	19%	81%	58%
Physics Astronomy & Maths	7	7	14%	86%	100%
<b>Total</b>	<b>128</b>	<b>93</b>	<b>20%</b>	<b>80%</b>	<b>73%</b>

- Under representation of BAME staff regardless of School staff profile.
- Diversity in interview panels programme will provide BAME representation via a trained pool of staff (**AP5a.3**).
- Mandatory training records being reviewed by HR to identify gaps and frequency of (refresher) training will be increased (**AP5a.3**).

*"I don't feel like there was anything... any barriers. I even felt quite happy at the interview, I had two Greek ladies and a white man interview me and I didn't feel like 'oh god, I might be seen as different', it was quite nice I didn't feel bad at all."*

**Member of Staff (BAME), Focus Group 2020**

Figure 5a.3: Slide overview of unconscious bias from R&S training

4

## Unconscious Bias



### Progress:

- **AP2015** Anonymous Shortlisting implemented in August 2020. Name and address details not shared with recruiting managers.
- Applicants can upload supporting documents (containing identifiable information), effectiveness of this process will be monitored and the voluntary removal of personal information in documents considered for academic applicants (**AP5a.4**).

### ACTION

**AP5a.1:** Amend Recruitment and Selection policy to mandate/ make expected diversified interview, shortlisting and presentation panels.

**AP5a.2:** Develop a UH Fair Recruitment Specialist programme to help diversify interview panels.

**AP5a.3:** Continue to increase the number of staff undertaking Unconscious Bias training across all SBUs, specifically focusing on 100% completion for interview Panel Chairs.

**AP5a.4:** Monitor and, if necessary, enhance the effectiveness of current processes and recent recruitment and selection developments on increasing the number of BAME applicants/staff.

## Section 5b: Training

HR manages staff training and works with SBUs to review and reduce training gaps related to EDI and UB.

Key areas arising from the RECSTAS include:

- Increase staff development opportunities
- Lack of career progression
- Set clearer career pathways
- Offer a BAME mentoring scheme

During 2019/20, 82% of all staff attended some form of CPD (20% BAME, proportionate to overall representation).

**Figure 5b.1: Outline of leadership development provision from team leader to senior manager**

Grade		Leadership development			
SM		<b>Line manager essentials</b> •New/experienced •Supervisors •Managers •Leaders		<b>Senior Leader Masters</b> •Senior leaders	<b>Coaching/ Mentoring</b> •All managers •CPD
AM					
UH9			<b>Chartered Manager Degree</b> •Managers •Heads of Departments •Operations Managers		
UH8					
UH7	<b>Transition to leadership</b> •New to role •Team leaders •Senior administrators				
UH6					
UH5					

Targeted development is reviewed by each SBU. Intranet provides detailed course content, including iHasco/ Linked-In Learning. EDI included in TTL and LME as well as recruitment and appraisal workshops.

**Table 5b.1: Academic attendance on leadership and management development compared to 2014/15 UH benchmark by nationality, ethnicity and gender (not disclosed records excluded)**

Nationality Group	Ethnicity Band	Gender	Year							
			2014-15 (Benchmark)		2017-18		2018-19		2019-20	
			N	%	N	%	N	%	N	%
UK	BAME	Female	42	13%	26	8%	47	15%	31	18%
		Male	8	3%	3	1%	17	6%	5	3%
		Total	50	16%	29	9%	64	21%	36	21%
	White	Female	166	52%	137	42%	115	37%	90	52%
		Male	55	17%	77	23%	76	25%	31	18%
		Total	221	69%	214	65%	191	62%	121	70%
	Total		271	85%	243	74%	255	83%	157	91%
Non-UK	BAME	Female	3	1%	2	1%	22	7%	1	1%
		Male	4	1%	4	1%	1	0%	3	2%
		Total	7	2%	6	2%	23	7%	4	2%
	White	Female	32	10%	76	23%	17	6%	4	2%
		Male	10	3%	3	1%	14	5%	7	4%
		Total	42	13%	79	24%	31	10%	11	6%
	Total		49	15%	85	26%	54	17%	15	9%
Grand Total			320	100%	328	100%	309	100%	172	100%

Lower levels of participation by male BAME academics (also lower compared to male BAME professional staff). In part due to attendance on women-only Aurora programme and associated internal conferences (see Table 5b.4 below). **AP5b.1** feedback will support increasing BAME male participation.

### Progress:

BAME staff represent 23% (2019/20, Table 5b.1) of completed leadership and management development, up from 18% in 2014/15. Increase achieved by:



- More opportunities for participation in the DLP (five academic staff in 2020, four in 2019, one in 2018).
- Support for Aurora where five BAME women out of 23 (22%) participated from 2017-19 (impact of provision is being reviewed, so no places offered in 2019/20).
- Greater participation with Line Manager Essentials modules (up to 33% BAME).
- Regular opportunities organised and offered by the BAME Staff Network.

We continue to support participation in DLP for academic and professional staff, provide sponsors from SMT, and track career progress of participants. We will offer further targeted training and development opportunities for BAME staff as part of positive action activities (**AP5b.1**).



**Figure 5b.2: Participant experiences in the DLP**

*“My line manager is very supportive and continuously encourages me to develop throughout my career. Through these encouragements, I am now a member of Academic Board and have completed the Advance HE DLP which has enhanced my sense of empowerment and confidence in leading conversations around race equality.”* **2019 Delegate.**

*“The difference about this initiative is that you gain a sponsor who pro-actively advocates for your professional development and career success. The importance of having a sponsor has been crucial to my own development.”* **2018 Delegate.**

**Table 5b.2: Academic staff responses to questions relating to managers in RECSTAS 2018**

Question	Ethnicity	Agree	Neutral	Disagree
1. My manager actively encourages staff to take up career development opportunities, irrespective of their ethnicity or race.	BAME	66.7%/No.20	13.3%/No.4	20%/No.6
	White	86.3%/No.158	8.2%/No.15	5.4%/No.10
	Unknown	62.5%/No.10	6.3%/No.1	31.2%/No.5
2. My manager provides equal access to career development opportunities to staff, irrespective of their ethnicity or race.	BAME	63.3%/No.19	16.7%/No.5	20%/No.6
	White	88.6%/No.162	7.1%/No.13	4.3%/No.8
	Unknown	62.5%/No.10	6.3%/No.1	31.2%/No.5

20% BAME staff disagreed with both questions, approx. 15% more than for White. Initiatives such as racial injustice training and embedding BAME mentoring scheme will help target managers specifically.

**Table 5b.3: Academics attending Transition to Leadership by ethnic group compared to 2014/15 UH benchmark**

Ethnic Group	Year							
	2014/15 - Benchmark		2017/18		2018/19		2019/20	
	N	%	N	%	N	%	N	%
White	2	50%	5	100%	2	100%	4	67%
Black							2	33%
Chinese	1	25%						
Other	1	25%						
Grand Total	4	100%	5	100%	2	100%	6	100%

Two Black academics participated in TTL programme 2019/20. Evaluations positive and a refreshed version of the programme is offered to PLs as part of addressing **AP5b.1**.

**Table 5b.4: Academic attendance at Leadership Conference 2018: Change and Challenge by ethnicity and gender**

Course Category	Course Name	Ethnicity Band	2017-18				Grand Total	
			Female N	%	Male N	%	N	%
Conferences	Leadership Conference 2018: BAME		6	21%	3	10%	9	31%
	Change and Challenge	White	16	55%	4	14%	20	69%
Grand Total			22	76%	7	24%	29	100%

Table 5b.4 - conference run by previous delegates of Aurora (two BAME). Conference for women is taking place in 2021 focused on challenging masculine approaches to leadership in HE with BAME keynote speakers and focused breakout session on key issues for BAME women in academia.

**Table 5b.5: Details and feedback received from *Leadership Conference 2018***

Details	
Attendance	<ul style="list-style-type: none"> <li>• Optional</li> <li>• Open to academic/professional staff</li> <li>• 31% BAME academic staff</li> </ul>
Keynotes	<ul style="list-style-type: none"> <li>• Four (two BAME leaders)</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• Keynote: Good to Excellent</li> <li>• Conference satisfaction: Good to Excellent</li> </ul>
Anonymous comments	<p><i>"The quality of the keynote speakers was outstanding."</i></p> <p><i>"This was one of the best conferences I have been to in a long time."</i></p> <p><i>"The keynote speakers were the best part of the day for me, really inspiring."</i></p>

### Progress:

Mentoring Scheme agreed by CEG in February 2020:

- Scheme promoted with IAP to all staff in autumn 2020.
- CEG trained as mentors. Three of the mentors are BAME.

**AP2015(6)**, BAME (Reverse) Mentoring:














- 15 mentoring and 11 reverse mentoring pairs trained, matched and working together.
- First review is planned in April 2021. **(AP5b.2)**

**Figure 5b.3: Video from BAME Mentoring Scheme staff intranet page**

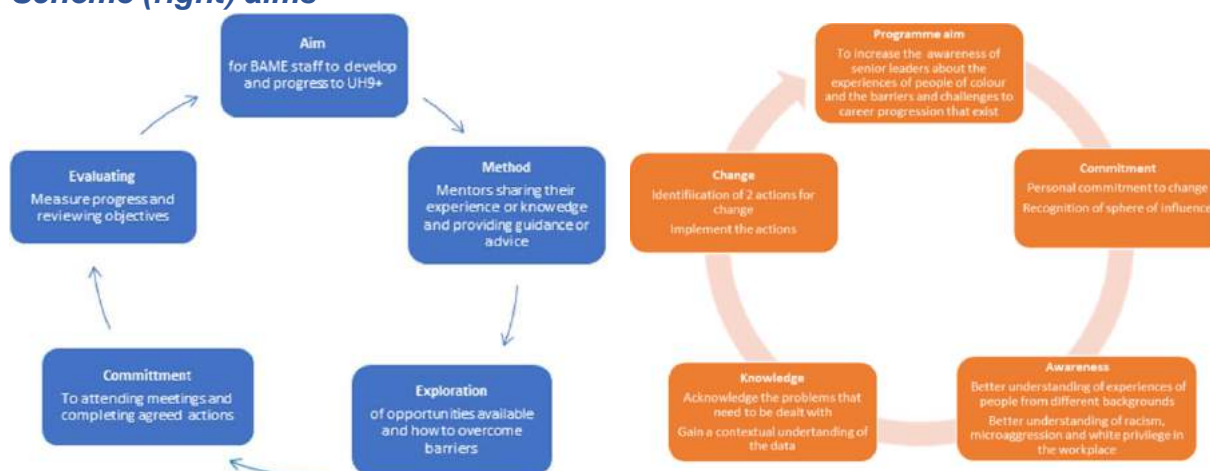


**Figure 5b.4 Contents from BAME Mentoring Scheme staff intranet page**

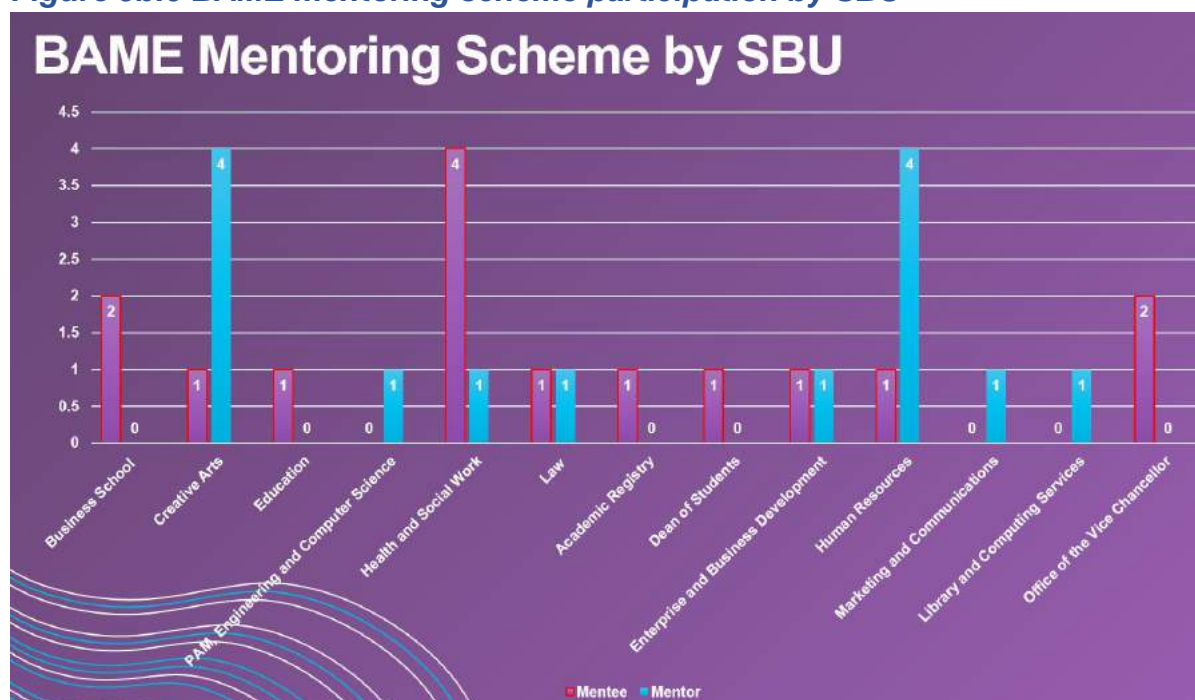
Welcome to the BAME mentoring and reverse mentoring page. Use the Icons below to quickly navigate to the information you need.

 Who would be Involved?	 Identification of Mentors	 Matching	 Duration of the Scheme
 Sign up	 Training	 BAME Mentoring Scheme Aims	 Reverse Mentoring Scheme Aims
 Guidelines for Mentoring and Reverse Mentoring	 Evaluation	 Contact us	 Closing date
 BAME Mentoring Scheme Q&A			

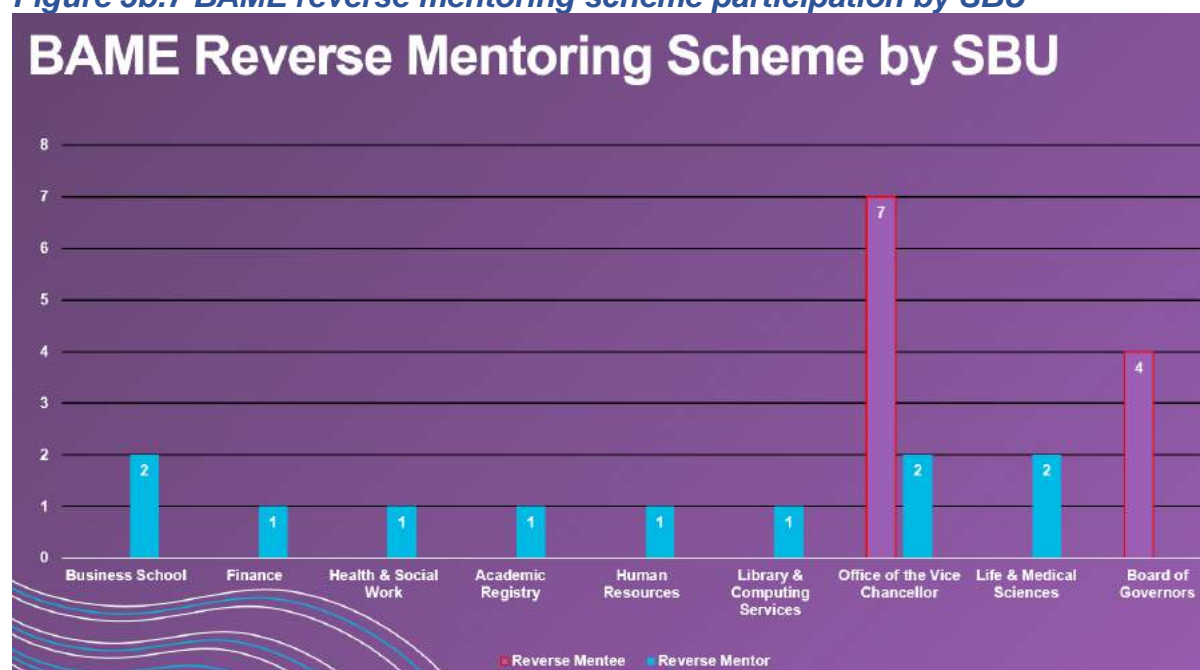
**Figure 5b.5: BAME Mentoring Scheme (left) and Reverse Mentoring Scheme (right) aims**



**Figure 5b.6 BAME mentoring scheme participation by SBU**

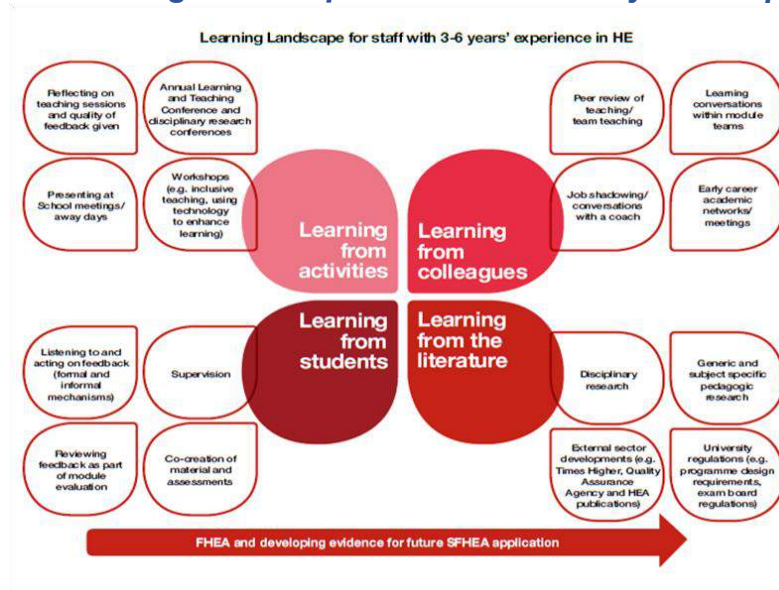


**Figure 5b.7 BAME reverse mentoring scheme participation by SBU**

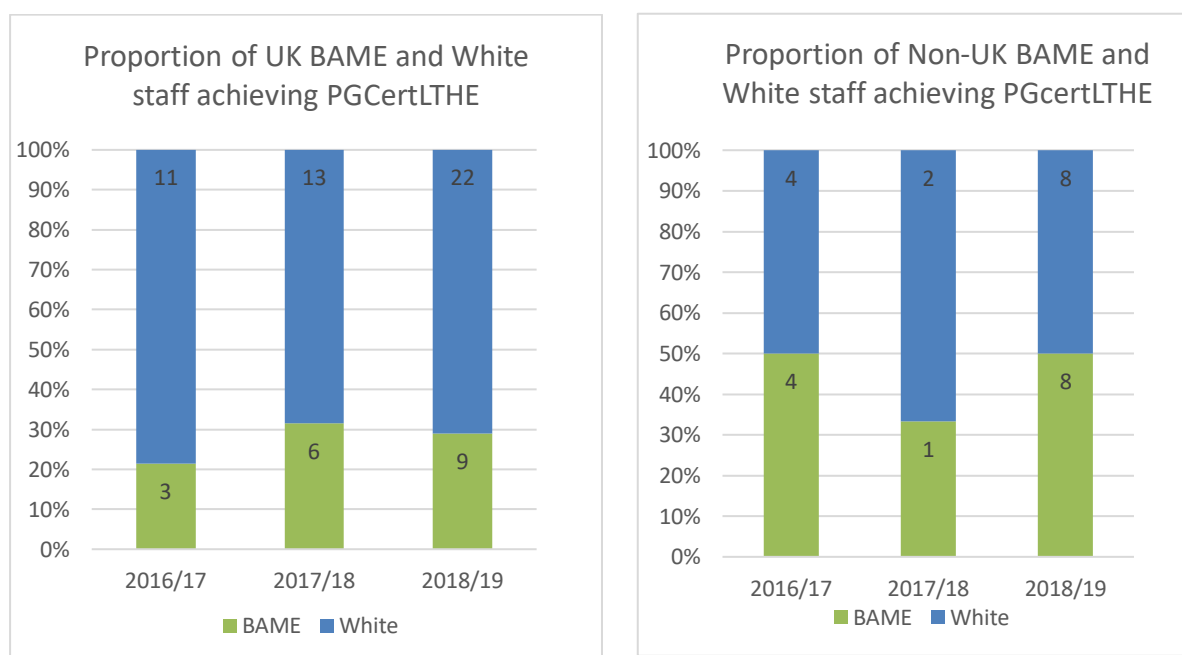


## Academic Training

**Figure 5b.8: Learning Landscape for staff with 3-6 years' experience in HE**



**Chart 5b.1: Proportion of staff completing PGCert Learning and Teaching in Higher Education by nationality, ethnicity, year, number and percentage**



LTIC provides programmes for academic development and produces a CPD booklet outlining the different 'Learning Landscapes' available to all academics. Chart 5b.1 highlights an increase in the number and diversity of staff on the PGCert programme.



**Table 5b.6: Academic fellowships through Advance HE by ethnicity**

		2014-15		2017-18		2018-19		2019-20	
		No.	%	No.	%	No.	%	No.	%
Associate Fellow	BAME	12	17%	26	24%	32	25%	39	26%
	White	57	83%	83	76%	96	75%	110	74%
Fellow	BAME	55	13%	109	19%	121	21%	127	22%
	White	372	87%	458	81%	458	79%	443	78%
Senior Fellow	BAME	1	3%	5	8%	6	10%	7	11%
	White	33	97%	56	92%	52	90%	56	89%
Principal Fellow	BAME			1	14%				
	White	2	100%	6	86%	8	100%	11	100%
No HEA	BAME	87	16%	78	16%	99	22%	104	22%
	White	474	84%	399	84%	350	78%	361	78%
Grand Total		1,093	100%	1,221	100%	1,222	100%	1,258	100%

All academic staff are encouraged to apply for FHEA (Table 5b.6) There has been an increase in BAME staff achieving AF, Fellow and SF but not PF (AP5b.3).

PLs development initiative launched in November 2020 can be used to provide evidence for submission for SFHEA. The first cohort have been self-nominated or nominated by Deans (32% of the cohort are BAME higher than UH8/UH9 demographic of 25%).

### Progress:

**AP2015(25):** Career Pathways workshops designed and delivered to self-selected academics (22%-50% BAME attendance). Future sessions planned as part of **AP5b.1**. BAME staff attendance proportionally high in last two years.

**Table 5b.7: Career Pathways workshop attendance by academics (did not run 2019/20)**

Ethnicity Band	Course Name / Year					
	Academic/Research		Career Pathways			
	2016/17		2017/18		2018/19	
	N	%	N	%	N	%
BAME	2	22%	6	50%	2	50%
White	7	78%	6	50%	2	50%
Grand Total	9	100%	12	100%	4	100%



## EDI training

**Table 5b.8: EDI training provision at UH**

Mandatory	Additional
Equality and Diversity (online module)	Cultural Awareness
Equality and Diversity Essentials	Dignity and Respect: Dealing with B&H
Equality and Diversity Essentials for Managers	Disability Awareness
Unconscious Bias	Racial Justice training
	Working with International Students – a Shared Experience
	Workplace Investigations
	Trans Awareness

All new starters are pre-booked onto mandatory training. Central induction and intranet provide further details (Table 5b.8).

**Table 5b.9: Equality training provision by ethnicity**

		Year							
		2014-15 UH Benchmark		2017-18		2018-19		2019-20	
Ethnicity		N	%	N	%	N	%	N	%
White		454	83%	316	73%	256	67%	399	72%
BAME	Asian	26	5%	28	6%	41	11%	50	9%
	Black	15	3%	26	6%	24	6%	52	9%
	Chinese	19	3%	26	6%	26	7%	19	3%
	Mixed	1	0%	17	4%	9	2%	18	3%
	Other	23	4%	10	2%	19	5%	13	2%
	<i>BAME Total</i>	84	15%	107	25%	119	31%	152	27%
Refused		6	1%	2	0%	3	1%	3	1%
Unknown		4	1%	7	2%	2	1%	1	0%
<b>Grand Total</b>		<b>548</b>	<b>100%</b>	<b>432</b>	<b>100%</b>	<b>380</b>	<b>100%</b>	<b>555</b>	<b>100%</b>

White participants varied with BAME participants increasing steadily (27% in 2019/20) resulting in HR formally reviewing mandatory training processes particularly for refresher training (Table 5b.9).

## Progress:

**AP2015(22):** Provide further intercultural awareness training. Cultural Awareness workshop developed and regularly delivered by EO. (Optional, consistently receives positive feedback).

- New in-house Racial Justice workshop developed and implemented Mar 2021)
- Ally Workshops already regularly delivered.
- Development underway of an in-house Privilege Workshop

## Unconscious Bias

**Table 5b.10: Academic staff Unconscious Bias training gap by SBU and ethnicity (2019/20)**

SBU	Total No. of Staff	Number attended	% Completed	% BAME Completed	% White Completed
Creative Arts	99	24	24%	13%	87%
Education	60	25	42%	0%	100%
Engineering & Computer Science	164	96	59%	37%	63%
Health & Social Work	229	163	71%	14%	86%
Hertfordshire Business School	207	74	36%	27%	73%
Hertfordshire Law School	57	27	47%	30%	70%
Humanities	78	60	77%	10%	90%
Life & Medical Sciences	286	111	39%	23%	77%
Physics Astronomy & Maths	68	46	68%	11%	89%
<b>Total</b>	<b>1248</b>	<b>626</b>	<b>50%</b>	<b>20%</b>	<b>80%</b>

*"I have had people micro-managing me because of the colour of my skin. I am tired of it. Equality and Diversity training must be made compulsory and repeated every 2-3yrs. Just having this training at the start of employment is just not adequate enough."*

**Academic Member of Staff (BAME), RECSTAS 2018**

*"Managers need training on how to tackle and handle racism when the issue is raised."*

**Academic Member of Staff (BAME), RECSTAS 2018**

### Progress:

**AP2015(20):** 40% staff to undertake UB training by end of 2015. To date, 50% of academics have completed mandatory UB training (20% BAME) **(See AP 5a.3)**. Since 2019, UB is mandatory for achieving probation and is included in recruitment/appraisal training.

### Evaluation

Participant evaluation takes place using Jisc Online surveys to inform future delivery and content. Participant diversity has been recorded since 2020.

*"I genuinely felt that my feedback was taken into consideration and that the focus group was not just a tick box exercise. Thank you for taking the time out of your busy schedules for this."*

**Anonymous focus group participant**

### ACTION

**AP5b.1:** Provide further targeted training and development opportunities for BAME staff as part of positive action efforts.

**AP5b.2:** Monitor progress and impact of BAME mentoring and reverse mentoring schemes.

**AP5b.3:** Increase the percentage of BAME academic staff achieving SFHEA and PFHEA to 20%.

### Section 5c: Appraisal/development review

Staff undertake annual appraisal and half-year review. Objectives, development needs/targets and achievements are recorded.

- Due to COVID-19, appraisers aware of workload impact of lockdown for staff, specifically researchers and teaching staff (Covid-19 Working from Home survey highlighted an impact on female staff in particular).
- All staff have an equality objective.
- Managers required to confirm development has been discussed.

**Figure 5c.1: Snapshot of staff intranet pages to support setting EDI objectives in appraisal**

**Advancing race equality at Herts**

Sarah Goler Solecki  
Staff

Our vision as a University is that whatever your background, wherever you are from, higher education can be a transformational experience and our work will help us to deliver this vision at every level across the institution.

We all have a part to play in advancing race equality and we need to improve our understanding of race, racism and white privilege. Setting a personal equality objective will now be expected as part of the appraisal process, and here we provide some resources and suggestions of what you can do as an individual to help achieve our aims.

**What can you do?**

**Read the BAME Institutional Action Plan**  
Academic Board have approved an institutional-wide BAME action plan for individuals and departments within the University, and we ask every member of staff to familiarise themselves with this comprehensive plan. The plan is comprised of bespoke equality actions that have been

**Access training and development**  
Update your Equality, Diversity and Inclusion (EDI) training, particularly if you haven't done so in the last three years. The University runs the following courses:

- Equality and Diversity Essentials (workshop)

**Contact us**

Equality  
OFFICE OF THE VICE-CHANCELLOR

**Further Resources**  
The below reports, recordings and articles will be regularly updated as new content is made available.

**Reports**

- [Racial harassment in higher education report](#) (Equality and Human Rights Commission)
- [Black, Asian and Minority Ethnic Student Attainment at UK Universities: #CLOSINGTHEGAP](#) (Universities UK and National Union of Students)
- [The white elephant in the room: ideas for reducing racial inequalities in higher education](#) (Higher Education Policy Institute)
- [Ethnicity and the Postgraduate Student Experience Report](#) (Advance HE)

**Recordings**

- [Turning Words into Action: Eliminating racism and racial inequality in higher education](#) (Universities UK)
- [Black Lives Matter: Taking action to tackle racism across HE, with Amatey Doku](#) (Worke)
- ["Allyship" for Race Equality in UK Universities](#) (Dr Arun Verma)
- [Dismantling Hegemonies and Anti-Blackness in Higher Education symposium](#) (Brunel University London)
- [Tension](#) (Ricardo Barker), a short film centring around institutional racism, unconscious bias and the impact this can have on retention and attainment for BAME students

**Articles**

- [Racial equality in higher education: Is it really one step forward?](#)
- [We can feel the promises on race and racism fading already](#)
- [White people must commit to antiracist action for the long term](#)
- [Don't let the pandemic overshadow racial inequalities in higher education](#)
- [White academics told to support real change on race](#)
- [Inclusive teaching is harder than it looks – but there is a way](#)

**Table 5c.1: Academic staff responses by ethnicity to Pulse2020 questions around appraisal**

Question	Ethnicity Band	Strongly agree/ Agree		Neither agree nor disagree		Disagree/ Strongly disagree		Null		Total	
		N	%	N	%	N	%	N	%	N	%
I receive regular and constructive feedback on my performance	BAME	53.0	70%	13.0	17%	9.0	12%	1.0	1%	76.0	100%
	Prefer not to say	90.0	43%	57.0	27%	63.0	30%	1.0	0%	211.0	100%
	White	249.0	63%	77.0	19%	68.0	17%	2.0	1%	396.0	100%
	Total	392.0	57%	147.0	22%	140.0	20%	4.0	1%	683.0	100%
I take part in the University's appraisal process including objective setting	BAME	57.0	75%	15.0	20%	4.0	5%			76.0	100%
	Prefer not to say	166.0	79%	22.0	10%	20.0	9%	3.0	1%	211.0	100%
	White	320.0	81%	47.0	12%	26.0	7%	3.0	1%	396.0	100%
	Total	543.0	80%	84.0	12%	50.0	7%	6.0	1%	683.0	100%

Appraisal records are held within SBUs, HR conduct an annual check on completion. Introduced a new 'taking part' question within Pulse2020 to support **AP5c.1**.

- 70% BAME academics strongly agree/agree compared to 63% white.
- Appraisal is scheduled for formal review during 2021/22 with initial proposals to move to online and include 360 reviews

*“My line manager is supportive, but I am very proactive. However, in the department of XX it appears that the appraisal system is not used to identify and truly support staff moving forward in areas that interest them and would ultimately benefit the department.”* **Academic Member of Staff (BAME), RECSTAS 2018**

## ACTION

**AP5c.1:** Develop automated system for appraisal completion to ensure accountability and analyse by ethnicity.

**AP5c.2:** Conduct focus groups with BAME staff to gain insight into potential reasons for lack of participation in appraisal and quality of feedback received.

## Section 5d: Academic promotion

*“The mere fact that there are hardly any black people at the top level. I think I read yesterday that 65% of the professors at the University of Hertfordshire are male, so there must be barriers, I don’t know what these barriers are, but I believe that there are some.”*

**Professional Member of Staff (BAME), Focus Group 2020**

**Table 5d.1: Successful academic promotions for professor/ reader (former process)**

process

				2017-18		2018-19		2019-20	
Title	Nationality	Ethnicity Band	Gender	N	%	N	%	N	%
Professor	UK	BAME	Male			2	25%		
		White	Female	1	50%	3	38%	1	20%
			Male	1	50%	3	38%	2	40%
	Non-UK	White	Female					1	20%
			Male					1	20%
	Total			2	100%	8	100%	5	100%
	Reader	UK	Not disclosed	Male	1	20%			
White			Female			2			67%
			Male	2	40%				
Non-UK		BAME	Female			1			33%
		Not disclosed	Male	1	20%				
		White	Female	1	20%				
Total			5	100%	3	100%			

\* Historical data currently limited to successful applications only.

AProf pathway began in 2017/18 and in 2019/ 20 an annual Academic Promotions Round introduced. Data includes both ‘former’ and ‘new’ processes.

Promotions include:

- (Associate) Professorship/ Readership pathways
- JE
- Acting into post
- Secondment

**Table 5d.2: Successful academic promotion applicants by ethnic group**

Title	Ethnic Group	Gender	2017-18		2018-19		2019-20	
			Yes N	%	Yes N	%	Yes N	%
Professorship	Asian	Male					1	13%
	Not disclosed	Male					1	13%
	White	Female					3	38%
		Male					3	38%
	Total						8	100%
Associate Professorship	Asian	Male					1	17%
	Chinese	Female	2	12%				
		Male	1	6%				
	Not disclosed	Male					1	17%
	White	Female	7	41%	3	27%	3	50%
		Male	7	41%	8	73%	1	17%
	Total		17	100%	11	100%	6	100%
Readership	White	Female					3	60%
		Male					2	40%
	Total						5	100%

**Key Findings:**

- No successful Black or Mixed Ethnicity applicants. **(AP5d.1)**
- White applicants most successful, only two Asian staff successful in 2019/20.
- Schools increasing their pipeline activity to ensure future applicants and hold career workshops to support staff.
- Secondment take-up is proportionate with academic community (BAME 21%; White 79%).

**Table 5d.3: Summary of academic promotions (new process)**

				2017-18				2018-19				2019-20			
Title	Nationality	Ethnicity	Gender	App		Success		App		Success		App		Success	
				N	%	N	%	N	%	N	%	N	%		
Professor	UK	BAME	Male									4	20%	1	13%
		White	Female									6	30%	3	38%
			Male									5	25%	2	25%
	Non-UK	Not disclosed	Male									1	5%	1	13%
		White	Female									3	15%		0%
			Male									1	5%	1	13%
	Total											20	100%	8	100%
	Associate Professor	UK	BAME									Female	5	9%	1
Male				5	9%	1	6%	1	3%			1	6%	1	17%
Not disclosed			Male	1	2%				0%			1	6%	1	17%
			White	Female	13	24%	4	24%	7	24%	3	27%	6	33%	3
Male				19	35%	7	41%	13	45%	6	55%	4	22%	1	17%
Non-UK		BAME	Female	1	2%	1	6%		0%						
			Male	1	2%				0%			1	6%		
		White	Female	5	9%	3	18%	2	7%			3	17%		
			Male	4	7%			4	14%	2	18%	1	6%		
Total			54	100%	17	100%	29	100%	11	100%	18	100%	6	100%	
Reader	UK	BAME	Female									1	11%		
		White	Female									1	11%	1	20%
			Male									3	33%	1	20%
	Non-UK	White	Female									2	22%	2	40%
			Male									2	22%	1	20%
		Total										9	100%	5	100%

*\*An overlap for processing Professor/Reader applications exists for 2019/20 due to the length of time necessary to obtain references.*



**Table 5d.4: Success rates by ethnicity/gender - application to Dean's Review stage 2019/20**

Promotion Round 2020	Total	Ethnicity		Ethnicity and gender (F)		Ethnicity and gender (M)	
Success rates		BAME	White	BAME F	White F	BAME M	White M
<b>Professor</b>	67%	60%	69%	0%	78%	60%	57%
<b>Reader</b>	67%	100%	63%	100%	100%	0%	40%
<b>Associate Professor</b>	50%	0%	57%	0%	50%	0%	67%
<b>Total</b>	61%	50%	63%	0%	65%	50%	56%

**Table 5d.5: Success rates by ethnicity/gender - Dean's Review to interview stage 2019/20**

Promotion Round 2020	Total	Ethnicity		Ethnicity and gender (F)		Ethnicity and gender (M)	
2. Dean support to interview		BAME	White	BAME F	White F	BAME M	White M
<b>Professor</b>	50%	33%	55%	0%	43%	33%	75%
<b>Reader</b>	83%	0%	100%	0%	100%	0%	100%
<b>Associate Professor</b>	75%	0%	63%	0%	75%	0%	50%
<b>Total</b>	64%	50%	67%	0%	64%	67%	70%

**Table 5d.6: Success rates by ethnicity/gender from application to interview stage/success 2019/20**

Promotion Round 2020	Total	Ethnicity		Ethnicity and gender (F)		Ethnicity and gender (M)	
3. Application to promotion		BAME	White	BAME F	White F	BAME M	White M
<b>Professor</b>	33%	20%	38%	0%	33%	20%	43%
<b>Reader</b>	56%	0%	63%	0%	100%	0%	40%
<b>Associate Professor</b>	38%	0%	36%	0%	38%	0%	33%
<b>Total</b>	39%	25%	42%	0%	45%	33%	39%

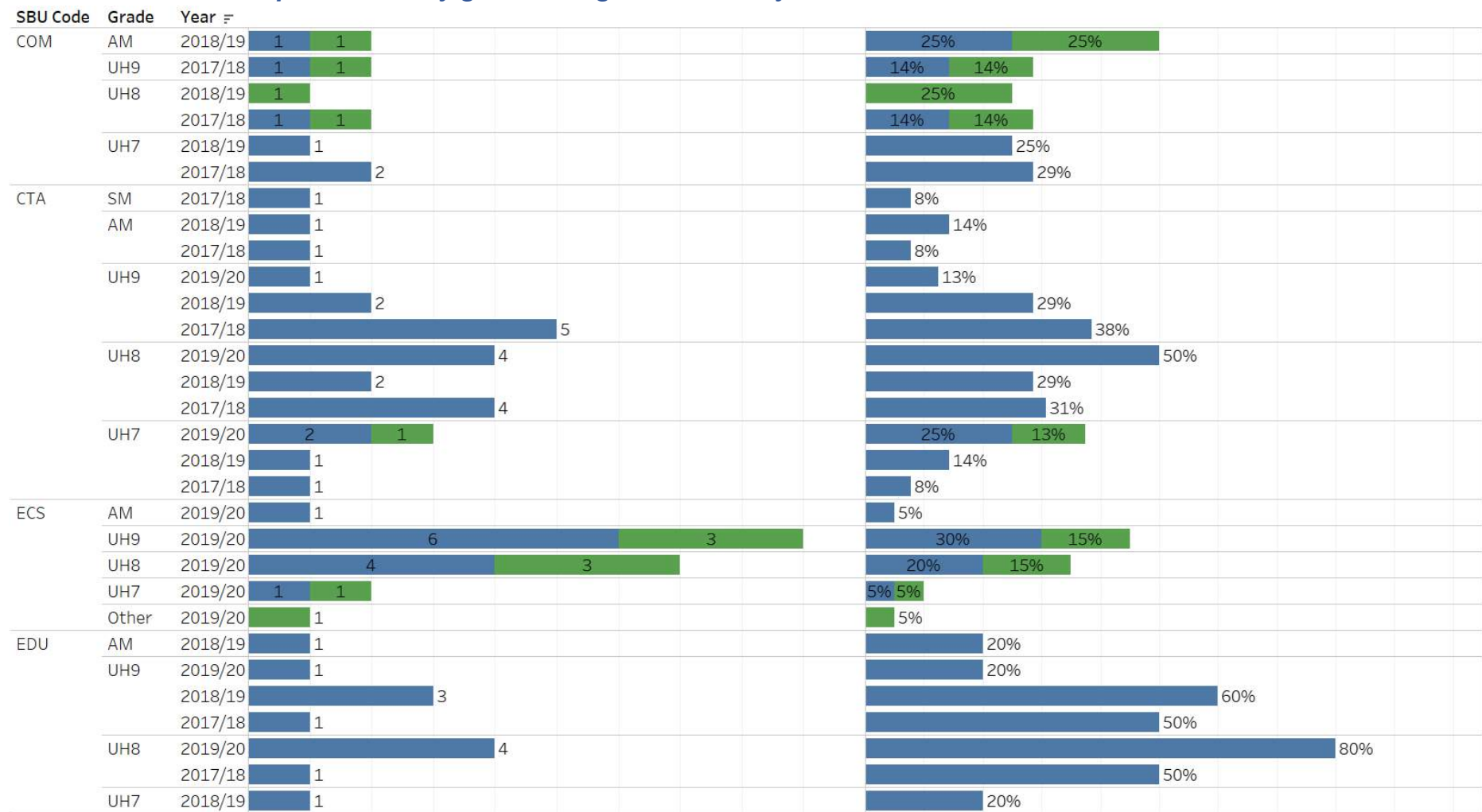
**Key Findings:**

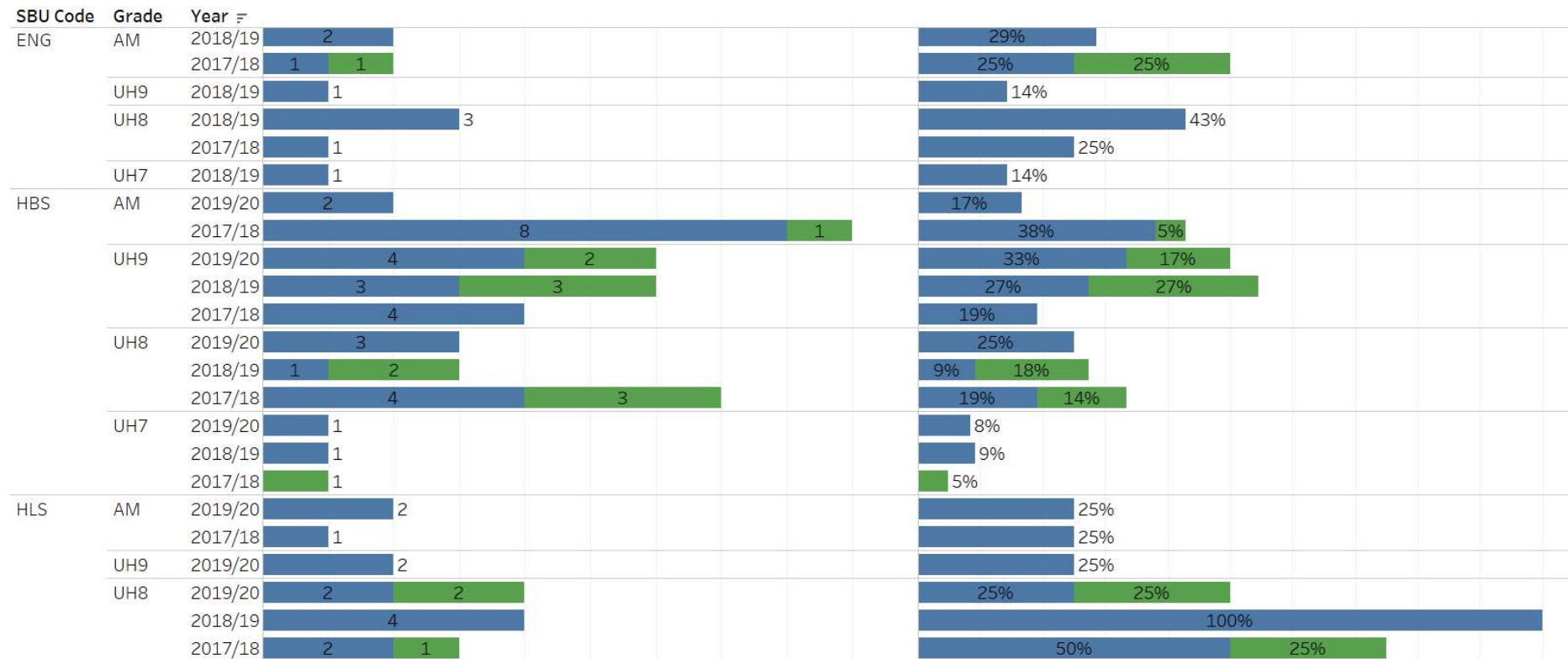
- Applications from BAME are proportionate to academic staff across UH although significantly fewer applications from BAME women **(AP5d.1)**.
- BAME men applications to Dean's Review stage has slightly higher rate of success at professorial level but no applications from BAME staff were supported for AProfs having not met the criteria.
- Gaps arise between BAME and White staff at institutional level, particularly professorial **(AP5d.2)**.

These outcomes identify the need for long term actions to allow progression through development options **(see AP5d.3)**.

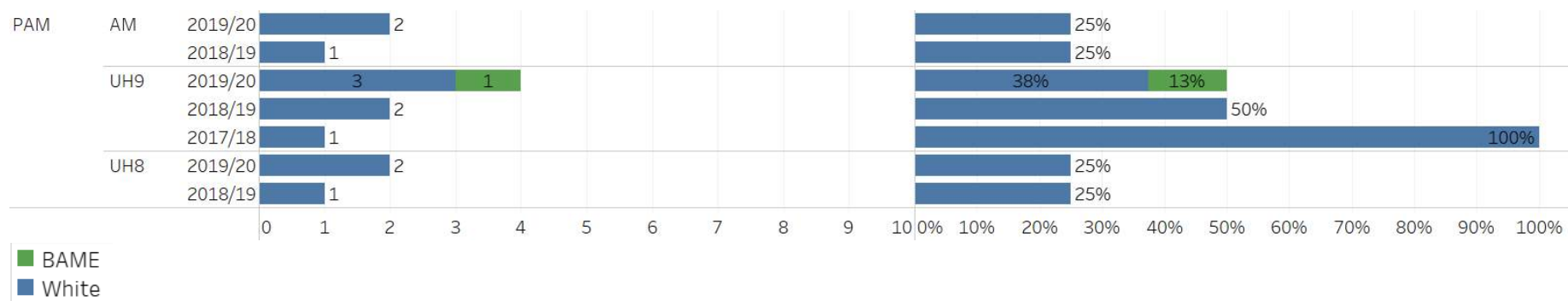
A new mentoring opportunity will be offered to all women from the Network of Women+ Professors for those applying for AProf, Reader and Professor from 2021.

**Chart 5d.1: Academic promotions by grade change and ethnicity**





SBU Code	Grade	Year																				
HSK	AM	2019/20	2										18%									
		2018/19	1										14%									
		2017/18	2										25%									
	UH9	2019/20	2	1									18%	9%								
		2018/19	1										14%									
		2017/18	2										25%									
	UH8	2019/20	3	2									27%	18%								
		2018/19	4	1									57%	14%								
		2017/18	3										38%									
HUM	UH6	2019/20	1										9%									
		2017/18	1										13%									
	SM	2018/19	1										10%									
		AM	4										40%									
	UH9	2019/20	1										33%									
		2018/19	2	2									20%	20%								
	UH8	2019/20	1	1									33%	33%								
		2018/19	1										10%									
		2017/18	1										50%									
LMS	AM	2019/20	1										8%									
		2018/19	5	1									24%	5%								
	UH9	2019/20	3										25%									
		2018/19	6	1									29%	5%								
		2017/18	2										15%									
	UH8	2019/20	6	1									50%	8%								
		2018/19	1	1									5%	5%								
		2017/18	4	3									31%	23%								
	UH7	2018/19	3										14%									
		2017/18	1	1									8%	8%								
	UH6	2019/20	1										8%									
		2018/19	1	2									5%	10%								
	Other	2017/18	1										8%									



\*Data note: Data reflects internal progression and not recruitment.

## Eligibility and criteria

**Table 5d.7: Academic staff feedback in RECSTAS 2018 by ethnicity**

Question	Ethnicity	Agree	Neutral	Disagree
My manager encourages staff to apply for promotion opportunities equally, irrespective of their ethnicity or race.	BAME	56.6%/No.17	16.7%/No.5	26.7%/No.8
	White	6%/No.11	14.8%/No.27	79.2%/No.145
	Unknown	39%/No.7	16.7%/No.3	44.5%/No.8

RECSTAS highlighted that proportionally White staff (79.2%) perceived a greater issue regarding equality of promotion opportunities than BAME (26.7%) see AP5d.1.

**Table 5d.8: Policy criteria for Reader, AProf and Professor applications**

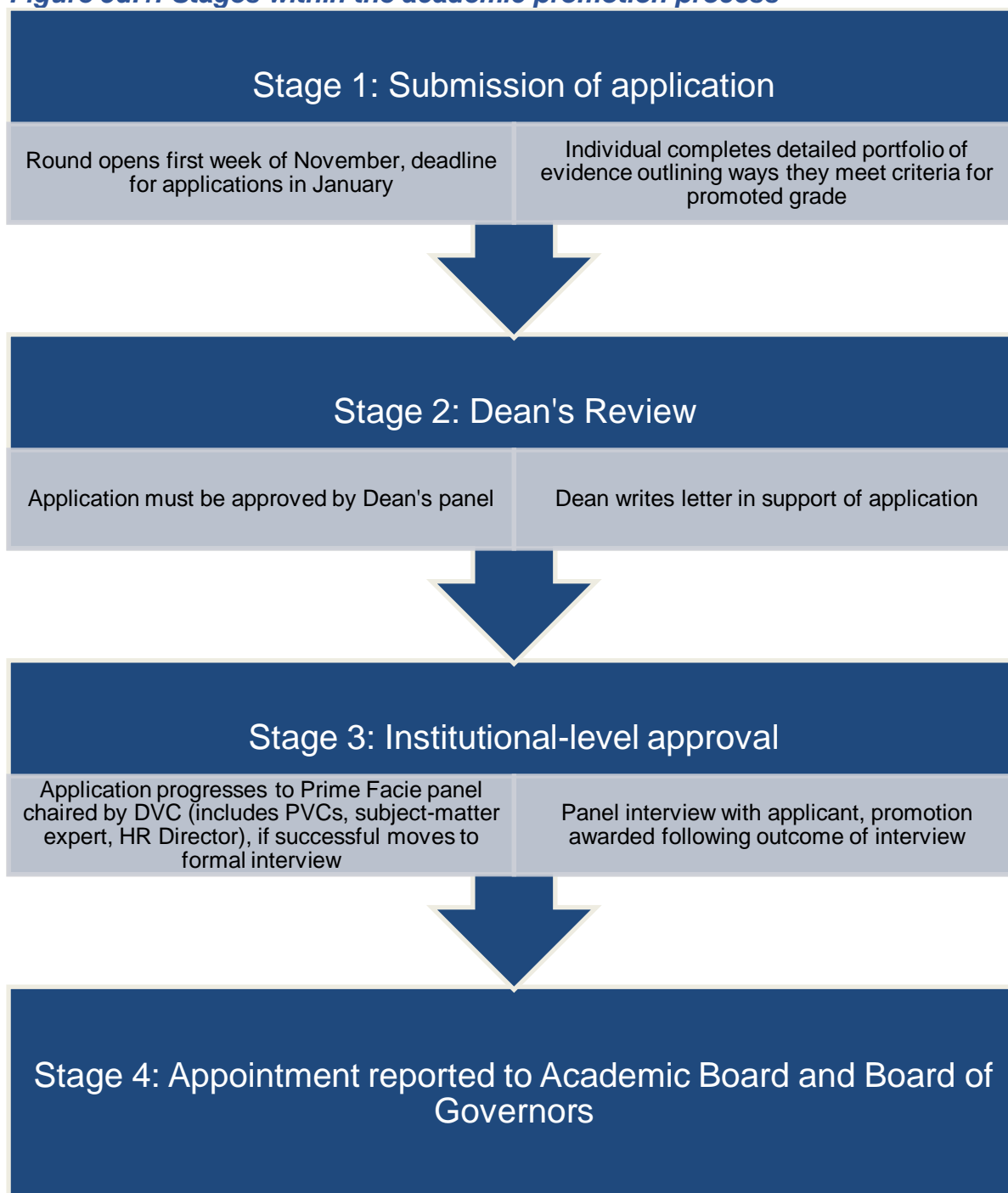
Criteria for appointment		
	Reader/Assoc. Professor	Professor
1	Contribution by: <ul style="list-style-type: none"> <li>• Research</li> <li>• L&amp;T</li> <li>• Enterprise</li> <li>• Entrepreneurship</li> <li>• Furtherance of knowledge</li> <li>• Advancements of subject/application to society</li> </ul>	Contribution by: <ul style="list-style-type: none"> <li>• Research</li> <li>• L&amp;T</li> <li>• Entrepreneurship</li> <li>• Business endeavours</li> <li>• Consultancy</li> <li>• Original work</li> <li>• Furtherance of knowledge</li> <li>• Advancements of subject/application to society</li> </ul>
2	Standing in the subject or profession	Standing in the subject or profession
3	Academic leadership	Academic leadership

\*It is not expected that in any particular case all of these criteria will apply - or apply equally



## Promotion process

*Figure 5d.1: Stages within the academic promotion process*



The process requires the justification for unsuccessful candidates to be reviewed by the Director of HR, followed by reporting to CEG.

**Table 5d.9: Progression panel representation for 2019/20**

Interview for:	Male	Female	BAME	White	Notes
AP L&T	1	2	1	2	
AP Research	2	1	1	2	
Readers	1	2	1	2	
Professors - First set	3	1		4	Female PVC because female candidate
	3			3	All male candidates
	3			3	All male candidates
	3			3	All male candidates
Readers	2	1	1	2	
Professors - second set	2	2	1	3	
	3	1		4	
	2	1	1	2	
	3			3	Male candidate
Consistent panel make up (excluding subject-matter experts)	<ul style="list-style-type: none"> <li>• DVC (White male)</li> <li>• PVCs (White, 1 male:2 female)</li> <li>• HR (1 White male:1 BAME female)</li> </ul>				

Make-up of interview panels varies with each interview to ensure diverse representation to support each candidate, however additional subject matter experts are required which can have a negative impact on the diversity of panels. (Table 5d.9).

## Progress:

**AP2015(25)** Staff feedback requested clearer information around promotion pathways through formalised support and guidance. RECSTAS also showed a higher proportion of BAME compared to White academics disagreed with various questions around promotion (Table 5d.9). A clear application process was published in [2017] (updated 2019, Figure 5d.2), APs introduced from 2017/18, Career Pathways training in place (see Section 5b), and a review undertaken leading to the following changes in 2019/20:

- Promotion workshops redesigned (2020) to include sessions specifically for BAME (Table 5d.11) and female applicants (delivered by VC/DVC).
- Provision of more robust/detailed feedback.
- School shortlisting must be by panel including minimum one woman and (where possible) BAME representative above applicant grade.
- Promotion panel must have EDI training or refresher in past year.
- Where possible and/or appropriate the institutional panel will ensure it comprises at least a female colleague and/or a BAME colleague.

**Figure 5d.2: Academic promotion information available on staff intranet**



It is anticipated these changes will increase positive staff responses and help to narrow the gap in success rates. Impact and staff feedback are being closely monitored (**AP5d.3**).

**Table 5d.10: Academic staff responses to promotion questions in RECSTAS 2018**

Question	Ethnicity	Agree	Neutral	Disagree
1. I understand the promotions process and I am clear about the required criteria.	BAME	53.3%/No.16	20%/No.6	26.7%/No.8
	White	69.8%/No.127	12.6%/No.23	17.6%/No.32
	Unknown	33.4%/No.6	5.6%/No.1	61%/No.11
2. There are clear career progression pathways for people in my role	BAME	43.3%/No.13	26.7%/No.8	30%/No.9
	White	58%/No.105	12.2%/No.22	29.8%/No.54
	Unknown	22.3%/No.4	16.7%/No.3	61%/No.11
3. If I apply for promotion, I have an equal chance of success, irrespective of my ethnicity or race.	BAME	46.7%/No.14	30%/No.9	23.3%/No.7
	White	81.5%/No.149	13.6%/No.25	4.9%/No.9
	Unknown	39%/No.7	11.1%/No.2	50.1%/No.9

BAME staff more likely to disagree with highest difference to White staff around applying for promotion.

**Table 5d.11: Attendees of BAME academic staff promotion workshop by ethnic group 2019/20**

Ethnicity	No. of attendees
Asian or Asian British - Indian	3
Asian or Asian British - Pakistani	1
Black or Black British - African	2
Black or Black British - Caribbean	3
Chinese	4
Mixed - White and Black African	1
Mixed - White and Black Caribbean	1
Other Ethnic Background	1

**Table 5d.12: Academic staff - BAME and White promotions by nationality and ethnic group compared to 2014/15 UH benchmark data**

Nationality	Ethnic Group	Year							
		2014/15 - Benchmark		2017/18		2018/19		2019/20	
		FTE	%	FTE	%	FTE	%	FTE	%
UK	White	43.5	58%	37.8	57%	48.2	65%	43.9	56%
	Asian	2.0	3%	0.2	0%	2.0	3%	2.0	3%
	Black	3.6	5%	3.0	5%	1.0	1%	6.0	8%
	Chinese	2.0	3%	3.0	5%	2.0	3%	2.0	3%
	Mixed	0.5	1%	0.3	0%	4.0	5%	0.3	0%
	Refused	1.5	2%	1.0	2%	1.0	1%		
	Unknown	3.0	4%	2.4	4%				
	Other			2.0	3%	1.0	1%		
	Total	56.1	75%	49.7	75%	59.2	80%	54.2	69%
Non-UK	White	16.4	22%	12.8	19%	8.5	12%	16.4	21%
	Asian	2.0	3%	1.0	2%	2.0	3%	3.0	4%
	Black			1.0	2%			1.0	1%
	Chinese			1.0	2%	3.0	4%	1.8	2%
	Mixed							0.6	1%
	Refused			1.0	2%				
	Unknown					1.0	1%		
	Other							1.0	1%
	Total	18.4	25%	16.8	25%	14.5	20%	23.8	31%
Grand Total		74.5	100%	66.5	100%	73.7	100%	78.0	100%

Positively, an increase in Black staff promoted in 2019/20 (8% in 2019/20) with an overall increase for BAME.

**Table 5d.13: Academic number (FTE) of BAME/White staff and number of promotions calculating proportion of academic promotions for BAME/White compared to 2014/15 UH benchmark**

Academic staff promotions				
Ethnicity	2014-15 Benchmark	2017/18	2018/19	2019/20
BAME	10.1	11.5	15	17.7
White	59.9	50.6	56.7	60.3
Academic staff numbers				
Ethnicity	2014-15 Benchmark	2017/18	2018/19	2019/20
BAME	139.5	196.8	228.9	246.6
White	782.0	831.5	797.3	819.9
Academic staff proportions				
Ethnicity	2014-15 Benchmark	2017/18	2018/19	2019/20
BAME	7%	6%	7%	7%
White	8%	6%	7%	7%

Equal proportions of BAME and White staff promoted in past three years although FTE for BAME staff is more increased. Academic progression rounds will continue to be formally reported.

**ACTION**

**AP5d.1:** Actively identify and support BAME staff eligible for promotion to encourage further applications for AProf, Reader and Professor with particular focus on BAME women.

**AP5d.2:** Interrogate success gap by ethnicity between professorial applications submitted by men 2020 promotion round.

**AP5d.3:** Annually analyse promotion data, success rates and staff feedback by ethnicity and gender to identify impact following promotion review and changes.

## Section 5e: Research Excellence Framework (REF)

**Table 5e.1: 2014 REF submission breakdown**

	All academic staff headcount		Final REF headcount		% of total headcount
	N	%	N	%	%
Asian Or Asian British - Indian	35	3%	7	3%	20%
Asian Or Asian British - Pakistani	8	1%	1	0%	12%
Asian Or Asian British - Bangladeshi	1	0%	0	0%	0%
Black Or Black British - African	21	2%	4	2%	19%
Black Or Black British - Caribbean	5	0%	0	0%	0%
Chinese	41	3%	10	5%	24%
Mixed - White and Asian	7	1%	3	1%	43%
Mixed - White And Black African	1	0%	0	0%	0%
Mixed - White And Black Caribbean	1	0%	0	0%	0%
Other Asian Background	16	1%	3	1%	19%
Other Black Background	2	0%	0	0%	0%
Other Ethnic Background	15	1%	4	2%	27%
Other Mixed Background	3	0%	1	0%	33%
<b>Subtotal: BAME</b>	<b>156</b>	<b>12%</b>	<b>33</b>	<b>14%</b>	<b>197%</b>
White – British	738	63%	110	51%	15%
White – Irish	33	3%	6	3%	18%
Other White Background	176	15%	46	21%	26%
<b>Subtotal: White</b>	<b>947</b>	<b>81%</b>	<b>162</b>	<b>75%</b>	<b>59%</b>
Information Refused	34	3%	10	5%	29%
Not Known	39	3%	10	5%	26%

\*Data Noted: 2014 REF data did not capture nationality; this will be available in REF 2021.

In REF 2014:

- 14% BAME staff within eligible pool were submitted, above UH baseline of 12%.
- Of White staff combined, 17% submitted, whereas for BAME academics combined, 21% submitted.

UH is submitting REF2021 (delayed due to COVID-19) and will consider outcomes for future actions. EIAs are conducted and a preliminary analysis for ethnicity in the first EIA does not indicate bias. Instead, it demonstrates that the participation proportion of BAME academic and research staff is consistent with, or higher than UH as a whole.

### Section 5f: Support given to early career researchers

UH is an active member of Vitae, the global leader in supporting the professional development of researchers. There is a well-established RDG including ECRs and representatives from the EO, HR and Staff Wellbeing. There is good representation in terms of gender and ethnicity in the group.

**Table 5f.1: RDG membership by ethnicity and gender**

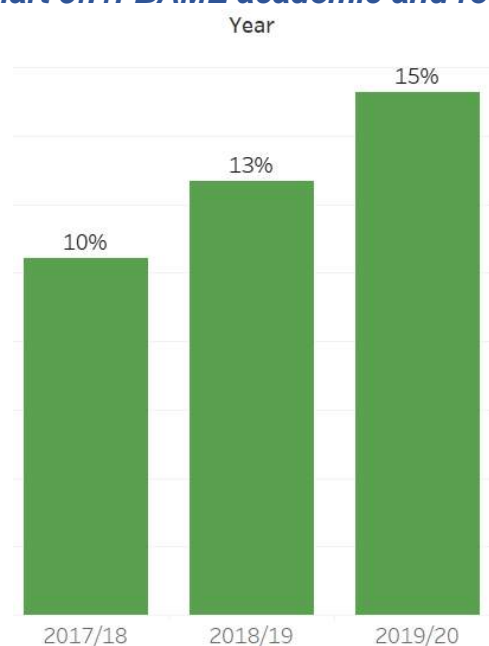
Ethnicity	Female		Male		Vacancy		Totals	
	N	%	N	%	N	%	N	%
BAME	4	17%	3	13%		0%	7	29%
White	9	38%	6	25%		0%	15	63%
Not disclosed	1	4%		0%	1	4%	2	8%
<b>Totals</b>	<b>14</b>	<b>58%</b>	<b>9</b>	<b>38%</b>	<b>1</b>	<b>4%</b>	<b>24</b>	<b>100%</b>

#### Progress:

HREiR AP achieved its target to increase the proportion of BAME research staff at grades UH9 and above by 5% by 2020 (Chart 5f.1). In part due to the introduction of new AProf grades during 2017/18 to support a wider cross section of candidates progressing to UH9.



**Chart 5f.1: BAME academic and research staff contracts at UH9 and above**



The RDP is aligned to Vitae's RDF, run by the DC, and is open to PGR students and all research-active staff. The DC promotes the value of difference across L&T and research with EDI considerations included in the handbook.

One of the ECR sessions focuses on 'Imposter Syndrome-Sources and Solutions', examining the role that gender, race and class can have on feelings of fraudulence.

*"I feel empowered and ready for challenges"; "Really recommended"; "Expectations exceeded – I learnt so much and had breakthroughs - this session was fabulous."*

**Anonymous participant**

The RO provide induction with 19 (42% BAME) researchers undertaking thus far with and a tailored service to each researcher based on the individual's expertise and experience. ECRs receive support in seeking relevant opportunities for their career stage, introduced to colleague networks and provided bid writing support.

### **Progress:**

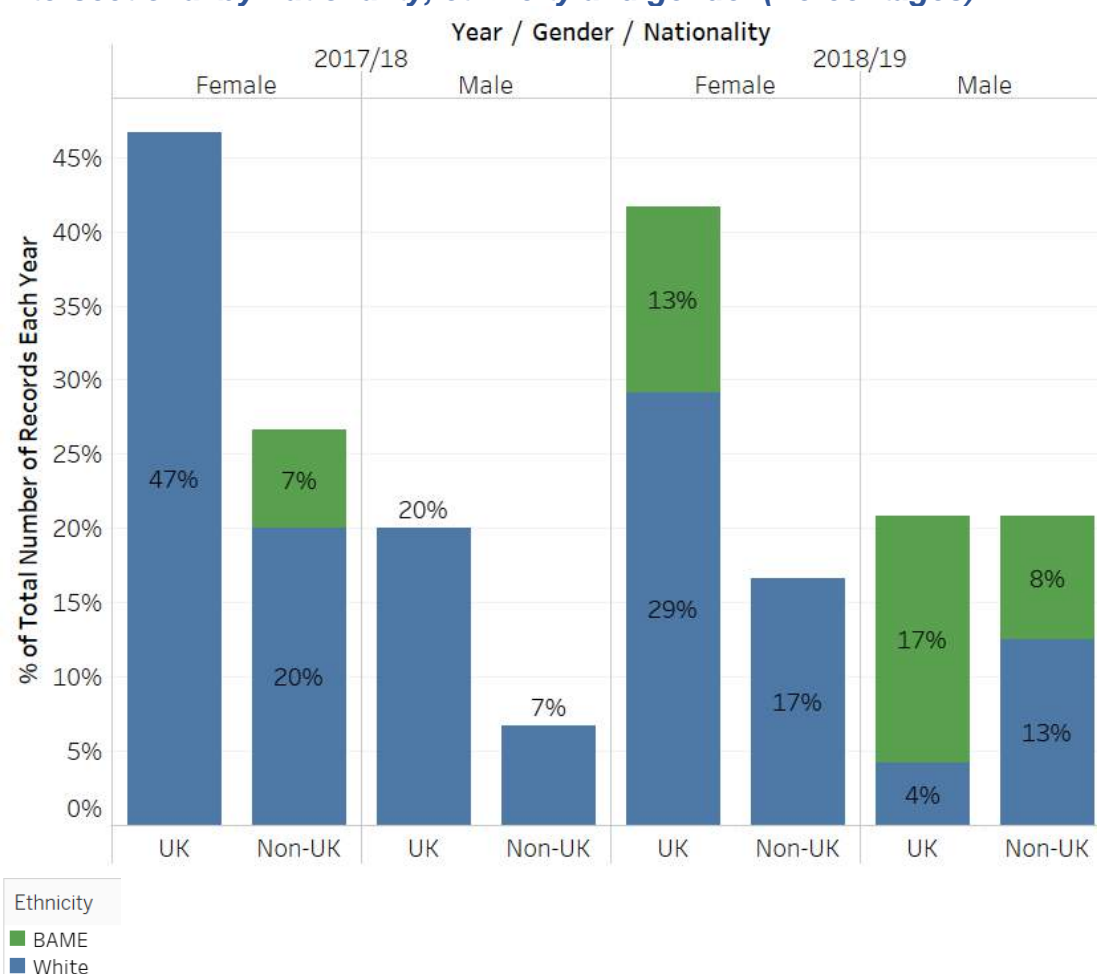
Researchers can bid for funds through Skill Up! awards. Applications actively encouraged in 2018/19 leading to increase in awards offered, including greater equality between genders and a substantial increase in successful applications from BAME individuals (Table 5f.2 and Chart 5f.2).

**Table 5f.2: Number of researcher Skill Up! applications awarded intersectional by nationality, ethnicity and gender (Numbers)**

Nationality	Ethnicity	Gender	2017/18	Year 2018/19	Grand Total
UK	BAME	Female		3	3
		Male		4	4
	White	Female	7	7	14
		Male	3	1	4
	Total		10	15	25
Non-UK	BAME	Female	1		1
		Male		2	2
	White	Female	3	4	7
		Male	1	3	4
	Total		5	9	14
Grand Total			15	24	39

\* The 'Skill Up' was a new initiative introduced in 2017/18; funding was not available in 2019/20.

**Chart 5f.2: Percentage of researcher Skill Up! applications awarded intersectional by nationality, ethnicity and gender (Percentages)**





UH participates in several researcher surveys:


- Consistently rated very highly in PRES for all aspects of doctoral training from supervision to research culture.
- Response rates well above national average (61% PRES 2019 against sector 42%) indicating good engagement with community.
- 81% BAME satisfaction.




In 2019/20, as part of Doctoral Training Alliance/COFUND Marie Skłodowska-Curie PhD Fellowships, UH recruited six (out of six) BAME individuals to Research Fellow positions. These offered training and development for ECRs to prepare them for industrial employment across the globe in strategically important areas of Applied Biosciences.

## Section 5g: Profile-raising opportunities

**Table 5g.1: Examples of profile-raising opportunities and initiatives**

Event/initiative	Date	Details
Alumni Profile Project	October 2021-present day	<ul style="list-style-type: none"> <li>Collection of diverse alumni profiles</li> <li>Showcase via website/other channels</li> <li>Reviewing approach to alumni and student profiling to eliminate racial bias</li> </ul> <div>   </div>

Training/support programme	March 2021-ongoing	<ul style="list-style-type: none"> <li>• Aim to identify/provide training/support to greater representation of spokespeople from diverse backgrounds to inspire students</li> <li>• Securing thought-leadership opportunities in media/seek relevant spokesperson opportunities to raise profile</li> <li>• UH joined a new national initiative by University Alliance called the 'Driving academic diversity in our media voices' campaign</li> <li>• Actively working to diversify the range of spokespeople at Herts, for our owned channels and for media requests for expert commentary</li> </ul> 
Festival of Ideas Reimagined	Summer 2020	<ul style="list-style-type: none"> <li>• Conducted online due to pandemic</li> <li>• Month- long celebration of arts, culture, science, technology etc. – through lens of pandemic and how it has changed the world</li> <li>• Targeted 50% BAME contributors (reflective of student population)</li> <li>• Target not achieved, plans in place to attract diverse participants next year (e.g.</li> </ul>

		<div data-bbox="1115 193 1323 405">  </div> <div data-bbox="1397 193 1693 252"> <p><b>Theresa Lola</b> Award-winning poet and Alumni from the University. Theresa Lola reads some pieces that relate to coping with today's anxieties</p> </div> <div data-bbox="1397 264 1559 280"> <p>Find out more</p> </div> <div data-bbox="1397 284 1559 416">  </div> <div data-bbox="1115 421 1317 627">  </div> <div data-bbox="1388 424 1697 489"> <p><b>Octavia Collective</b> Octavia Poetry Collective for Women of Colour, was founded in 2015 by Rachel Long in response to the lack of inclusion in poetry and the academy. Rachel is Poetry Fellow of the University.</p> </div> <div data-bbox="1388 502 1550 518"> <p>Find out more</p> </div> <div data-bbox="1388 521 1550 651">  </div>
Changed World Project	Autumn 2020	<ul style="list-style-type: none"> <li>• Opportunity for UH staff/student communities to share and showcase academic/creative activity relating to lockdown/pandemic</li> <li>• Diverse contributors actively sought</li> </ul> <div data-bbox="1070 794 1697 1161">  </div>





UHs BAG-IAP (see Section 8) highlights representation, profile-raising, student and staff role models from diverse ethnic backgrounds. Staff and students raise their profiles in many events/ seminars/conferences (Table 5g.1). Academics are allocated 20% of their hours for research and scholarly activity. Many speak at conferences, seminars and guest lectures.

MCM manages UHs media and is responsible for delivering events, executing campaigns etc. The imagery, case studies are carefully selected to represent the diversity of UHs staff and students. EO works closely with MCM and SBUs to organise events.

Schools are encouraged to actively consider the ethnic balance of speakers and chairpersons and have all set an action to ensure this is measured. We will publish guidance to ensure organisers consider diversity as standard within the planning process **(AP5g.1)**. This diversity is expected in Visiting Lecturers too.

**Figure 5g.1: Vice Chancellor Award nominees 2020**



**ACTION**

**AP5g.1:** Develop guidance around taking inclusivity, diversity and accessibility into account when organising events and speaking opportunities.

## SECTION 6: PROFESSIONAL AND SUPPORT STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

Word count 794

### Section 6a: Professional and support staff recruitment

PSS recruitment follows the same policies and processes as academics (Section 5a). Apprentices are regularly recruited (see Section 6b).

**Table 6a.1: Professional staff responses to recruitment questions in RECSTAS 2018**

Question	Ethnicity	Agree	Neutral	Disagree
1. The University of Hertfordshire has clear and transparent recruitment and selection processes.	BAME	62%/No.31	18%/No.9	20%/No.10
	White	86.2%/No.175	7.4%/No.15	6.4%/No.13
	Unknown	47.4%/No.9	21.1%/No.4	31.5%/No.6
2. Internal candidates are encouraged to apply for vacancies or promotions fairly and transparently irrespective of their ethnicity or race.	BAME	60%/No.30	18%/No.9	22%/No.11
	White	82.1%/No.165	12.4%/No.25	5.5%/No.11
	Unknown	36.8%/No.7	21.1%/No.4	42.1%/No.8
3. Applicants are selected and employed based on merit irrespective of their ethnicity or race.	BAME	60%/No.30	18%/No.9	22%/No.11
	White	87.6%/No.178	6.9%/No.14	5.5%/No.11
	Unknown	47.4%/No.9	21.1%/No.4	31.5%/No.6

**Table 6a.2: Institutional level professional staff recruitment stages by ethnicity compared to 2014/15 benchmark data**

Category	Year	Ethnicity	No. applied	% of applications	No. shortlisted	% of shortlisted	No. successful	% successful
Professional staff	2019/20	BAME	2119	39%	240	28%	44	19%
		White	3268	59%	588	68%	164	72%
		Not disclosed	112	2%	34	4%	19	8%
		<b>Total</b>	<b>5499</b>	<b>100%</b>	<b>862</b>	<b>100%</b>	<b>227</b>	<b>100%</b>
	2018/19	BAME	1641	38%	242	26%	46	18%
		White	2595	60%	632	69%	180	71%
		Not disclosed	113	3%	42	5%	28	11%
		<b>Total</b>	<b>4349</b>	<b>100%</b>	<b>916</b>	<b>100%</b>	<b>254</b>	<b>100%</b>
	2017/18	BAME	1703	34%	252	24%	51	20%
		White	3155	63%	758	73%	197	76%
		Not disclosed	127	3%	34	3%	12	5%
		<b>Total</b>	<b>4985</b>	<b>100%</b>	<b>1044</b>	<b>100%</b>	<b>260</b>	<b>100%</b>
	2014/15 - Benchmark	BAME	1567	27%	231	25%	62	25%
		White	4037	71%	688	73%	183	73%
		Not disclosed	96	2%	21	2%	7	3%
		<b>Total</b>	<b>5700</b>	<b>100%</b>	<b>940</b>	<b>100%</b>	<b>252</b>	<b>100%</b>

**Table 6a.3: Professional staff success rates by ethnicity**

Year	Ethnicity	App. to shortlisted	Shortlisted to success	App to success
2019/20	BAME	11%	18%	2%
	White	18%	28%	5%
	Not disclosed	30%	56%	17%
2018/19	BAME	15%	19%	3%
	White	24%	29%	7%
	Not disclosed	37%	67%	25%
2017/18	BAME	15%	20%	3%
	White	24%	26%	6%
	Not disclosed	27%	35%	9%
2014/15 - UH Bk	BAME	15%	27%	4%
	White	17%	27%	5%
	Not disclosed	22%	33%	7%

**Table 6a.4: Institution level professional staff recruitment stages by ethnicity for 2019/20 compared to 2014/15 benchmark data**

Category	Ethnicity	2014/15	2019/20	Variance	% Increase/Decrease
Applied	White	4037	3268	-769	-19%
	Asian	866	1152	286	33%
	Black	385	561	176	46%
	Chinese	108	54	-54	-50%
	Mixed	172	239	67	39%
	Other	36	113	77	214%
	Refused	48	54	6	13%
	Unknown	48	58	10	21%
<b>Total</b>		<b>5700</b>	<b>5499</b>	<b>-201</b>	
Shortlisted	White	688	588	-100	-15%
	Asian	105	122	17	16%
	Black	76	66	-10	-13%
	Chinese	15	8	-7	-47%
	Mixed	31	28	-3	-10%
	Other	4	16	12	300%
	Refused	13	7	-6	-46%
	Unknown	8	27	19	238%
<b>Total</b>		<b>940</b>	<b>862</b>	<b>-78</b>	

Category	Ethnicity	2014/15	2019/20	Variance	% Increase/Decrease
Successful	White	183	164	-19	-10%
	Asian	20	26	6	30%
	Black	24	13	-11	-46%
	Chinese	5		-5	-100%
	Mixed	10	4	-6	-60%
	Other	3	1	-2	-67%
	Refused	3	2	-1	-33%
	Unknown	4	17	13	325%
Total		252	227	-25	

#### Key findings Tables 6a.1-6a.4:

- BAME PSS taking part in the survey disagree more fair and transparent recruitment process are followed (Table 6a.1), like academic responses.
- In 2014/15 BAME and White PSS success rates were on par however a gap has widened over the past three years with BAME staff less likely to be shortlisted or successful, although applications have increased (Table 6a.2).
- The success rate for Black and Mixed individual has reduced (Table 6a.4).
- Applications increased for all ethnic groups except White and Chinese but the success rate reduced (beyond the 10% reduction expected based on fewer posts (252 to 227) except White and Asian.

There has been a reduction in vacancies partly due to lower staff turnover and University-wide vacancy management practices.

The diversity of staff (especially senior staff) reflecting the student community was highlighted in the REC survey and focus groups.

*"I believe that UH values diversity by positively recruiting employees from various backgrounds. I have the dream and hope to climb the ladder here".*

**Professional Member of Staff (BAME), Focus Group 2020**

*"Vacancies are often created for a specific person making the application process unfair. I've often observed selection bias where the recruited person is in the image of the panel. Similarly, I've seen people get recruited because they're from an ethnic minority and they were not the best candidate on the day".*

**Professional Member of Staff (White), RECSTAS 2018**

#### Progress

To address the above findings, UH has put in place anonymous shortlisting, Unconscious Bias training, closer monitoring, increased BAME Chairs and BAME panel diversity (AP5a.1- AP5a.4)

**Table 6a.5: Summary of 2019/20 professional recruitment stages (left) and success rates (right) by ethnicity and SBU CTA-HLS (BAME vs White)**

SBU	Ethnicity	No. applied	% of applications	No. shortlisted	% of shortlisted	No. successful	% successful
CTA	BAME	78	22%	8	18%	2	17%
	White	270	77%	35	80%	9	75%
	<b>Total</b>	<b>350</b>		<b>44</b>		<b>12</b>	
DOS	BAME	139	59%	6	21%	2	12%
	White	92	39%	19	66%	11	65%
	<b>Total</b>	<b>237</b>		<b>29</b>		<b>17</b>	
EBD	BAME	325	46%	49	40%	8	27%
	White	364	52%	74	60%	21	70%
	<b>Total</b>	<b>699</b>		<b>124</b>		<b>30</b>	
ECS	BAME	228	39%	17	33%	5	29%
	White	351	60%	32	63%	11	65%
	<b>Total</b>	<b>587</b>		<b>51</b>		<b>17</b>	
EDU	BAME	90	41%	7	18%	1	13%
	White	126	58%	31	79%	6	75%
	<b>Total</b>	<b>218</b>		<b>39</b>		<b>8</b>	
EST	BAME	41	34%	11	26%		0%
	White	80	66%	31	74%	8	100%
	<b>Total</b>	<b>122</b>		<b>42</b>		<b>8</b>	
FIN	BAME	73	59%	20	56%	6	60%
	White	51	41%	16	44%	4	40%
	<b>Total</b>	<b>124</b>		<b>36</b>		<b>10</b>	
HBS	BAME	115	37%	10	33%	4	44%
	White	191	61%	19	63%	4	44%
	<b>Total</b>	<b>315</b>		<b>30</b>		<b>9</b>	
HLS	BAME	85	30%	7	15%	2	22%
	White	199	70%	40	85%	7	78%
	<b>Total</b>	<b>286</b>		<b>47</b>		<b>9</b>	

\*Data note: Unknown records hidden but included in total

SBU	Ethnicity	App to shortlist	Shortlist to success	App to success
CTA	BAME	10%	25%	3%
	White	13%	25%	3%
DOS	BAME	4%	33%	1%
	White	21%	58%	12%
EBD	BAME	15%	16%	3%
	White	20%	28%	6%
ECS	BAME	8%	29%	2%
	White	9%	34%	3%
EDU	BAME	8%	14%	1%
	White	25%	19%	5%
EST	BAME	27%	0%	0%
	White	39%	26%	10%
FIN	BAME	27%	30%	8%
	White	31%	25%	8%
HBS	BAME	9%	40%	3%
	White	10%	21%	2%
HLS	BAME	8%	29%	2%
	White	20%	18%	4%



**Table 6a.6: Summary of 2019/20 professional recruitment stages (left) and success rates) by ethnicity and SBU HRM-REG (BAME vs White)**

SBU Cont.	Ethnicity	No. applied	% of applications	No. shortlisted	% of shortlisted	No. successful	% successful	SBU	Ethnicity	App to shortlist	Shortlist to success	App to success
HRM	BAME	137	31%	10	31%	2	40%	HRM	BAME	7%	20%	2%
	White	283	65%	19	59%	2	40%		White	7%	11%	1%
	<b>Total</b>	<b>435</b>		<b>32</b>		<b>5</b>						
HSK	BAME	13	28%	4	16%	0	0%	HSK	BAME	31%	0%	0%
	White	33	72%	21	84%	9	100%		White	64%	43%	27%
	<b>Total</b>	<b>46</b>		<b>25</b>		<b>9</b>						
HUM	BAME	1	5%	1	7%	0	0%	HUM	BAME	100%	0%	0%
	White	19	95%	13	93%	3	100%		White	68%	23%	16%
	<b>Total</b>	<b>20</b>		<b>14</b>		<b>3</b>						
LCS	BAME	78	48%	5	16%	0	0%	LCS	BAME	6%	0%	0%
	White	79	48%	26	81%	13	93%		White	33%	50%	17%
	<b>Total</b>	<b>163</b>		<b>32</b>		<b>14</b>						
LMS	BAME	99	40%	12	33%	4	40%	LMS	BAME	12%	33%	4%
	White	144	59%	22	61%	5	50%		White	15%	23%	4%
	<b>Total</b>	<b>246</b>		<b>36</b>		<b>10</b>						
MCM	BAME	155	31%	23	25%	0	0%	MCM	BAME	15%	0%	0%
	White	322	64%	57	62%	16	80%		White	18%	28%	5%
	<b>Total</b>	<b>500</b>		<b>92</b>		<b>20</b>						
OVC	BAME	128	47%	29	43%	7	39%	OVC	BAME	23%	24%	6%
	White	136	50%	35	52%	10	56%		White	26%	29%	7%
	<b>Total</b>	<b>273</b>		<b>67</b>		<b>18</b>						
PAM	BAME	10	53%	0	0%	0	0%	PAM	BAME	0%	0%	0%
	White	8	42%	6	100%	4	100%		White	75%	67%	50%
	<b>Total</b>	<b>19</b>		<b>6</b>		<b>4</b>						
REG	BAME	324	38%	21	18%	1	5%	REG	BAME	7%	5%	0%
	White	520	61%	92	79%	4	19%		White	18%	4%	1%
	<b>Total</b>	<b>859</b>		<b>116</b>		<b>21</b>						

\*Data note: Unknown records hidden but included in total

**Table 6a.7: Summary of 2018/19 professional recruitment stages (left) and success rates (right) by ethnicity and SBU COM-HLS (BAME vs White)**

SBU	Ethnicity	No. Applied	% of Applications	No. Shortlisted	% of Shortlisted	No. Successful	% Successful
COM	BAME	19	46%	7	41%	3	75%
	White	21	51%	9	53%	1	25%
	<b>Total</b>	<b>41</b>		<b>17</b>		<b>4</b>	
CTA	BAME	74	28%	5	10%		
	White	187	70%	44	86%	12	92%
	<b>Total</b>	<b>267</b>		<b>51</b>		<b>13</b>	
DOS	BAME	75	26%	8	15%		
	White	211	73%	44	80%	11	92%
	<b>Total</b>	<b>290</b>		<b>55</b>		<b>12</b>	
EBD	BAME	171	42%	28	35%	6	32%
	White	226	56%	51	64%	12	63%
	<b>Total</b>	<b>406</b>		<b>80</b>		<b>19</b>	
EDU	BAME	31	35%	5	25%		
	White	58	65%	15	75%	4	100%
	<b>Total</b>	<b>89</b>		<b>20</b>		<b>4</b>	
ENG	BAME	28	78%	10	71%	3	50%
	White	7	19%	3	21%	3	50%
	<b>Total</b>	<b>36</b>		<b>14</b>		<b>6</b>	
EST	BAME	45	30%	5	12%	2	11%
	White	101	67%	34	81%	14	74%
	<b>Total</b>	<b>151</b>		<b>42</b>		<b>19</b>	
FIN	BAME	92	55%	24	53%	7	50%
	White	72	43%	20	44%	6	43%
	<b>Total</b>	<b>168</b>		<b>45</b>		<b>14</b>	
HBS	BAME	68	35%	5	20%		
	White	126	64%	19	76%	7	88%
	<b>Total</b>	<b>197</b>		<b>25</b>		<b>8</b>	
HLS	BAME	21	29%	3	25%	1	33%
	White	51	71%	9	75%	2	67%
	<b>Total</b>	<b>72</b>		<b>12</b>		<b>3</b>	

\*Data note: Unknown records hidden but included in total

SBU	Ethnicity	App to shortlist	Shortlist to success	App to success
COM	BAME	37%	43%	16%
	White	43%	11%	5%
CTA	BAME	7%	0%	0%
	White	24%	27%	6%
DOS	BAME	11%	0%	0%
	White	21%	25%	5%
EBD	BAME	16%	21%	4%
	White	23%	24%	5%
EDU	BAME	16%	0%	0%
	White	26%	27%	7%
ENG	BAME	36%	30%	11%
	White	43%	100%	43%
EST	BAME	11%	40%	4%
	White	34%	41%	14%
FIN	BAME	26%	29%	8%
	White	28%	30%	8%
HBS	BAME	7%	0%	0%
	White	15%	37%	6%
HLS	BAME	14%	33%	5%
	White	18%	22%	4%

**Table 6a.8: Summary of 2018/19 professional recruitment stages (left) and success rates) by ethnicity and SBU HRM-REG (BAME vs White)**

SBU	Ethnicity	No. Applied	% of Applications	No. Shortlisted	% of Shortlisted	No. Successful	% Successful
HRM	BAME	56	40%	9	41%	1	25%
	White	80	58%	13	59%	3	75%
	<b>Total</b>	<b>139</b>		<b>22</b>		<b>4</b>	
HSK	BAME	107	39%	11	18%	1	8%
	White	161	59%	51	82%	12	92%
	<b>Total</b>	<b>273</b>		<b>62</b>		<b>13</b>	
HUM	BAME	13	28%		0%		0%
	White	33	70%	5	100%	1	100%
	<b>Total</b>	<b>47</b>		<b>5</b>		<b>1</b>	
LCS	BAME	65	52%	21	47%	4	29%
	White	55	44%	22	49%	9	64%
	<b>Total</b>	<b>125</b>		<b>45</b>		<b>14</b>	
LMS	BAME	92	39%	12	27%	5	31%
	White	137	58%	31	70%	11	69%
	<b>Total</b>	<b>235</b>		<b>44</b>		<b>16</b>	
MCM	BAME	299	43%	54	30%	7	17%
	White	369	53%	112	62%	25	60%
	<b>Total</b>	<b>691</b>		<b>181</b>		<b>42</b>	
OVC	BAME	43	36%	8	22%	1	8%
	White	69	58%	28	76%	11	85%
	<b>Total</b>	<b>118</b>		<b>37</b>		<b>13</b>	
PAM	BAME	4	18%	1	10%		
	White	15	68%	8	80%	4	80%
	<b>Total</b>	<b>22</b>		<b>10</b>		<b>5</b>	
REG	BAME	338	34%	26	17%	5	11%
	White	616	63%	114	77%	32	73%
	<b>Total</b>	<b>982</b>		<b>149</b>		<b>44</b>	

\*Data note: Unknown records hidden but included in total

SBU	Ethnicity	App to shortlist	Shortlist to success	App to success
HRM	BAME	16%	11%	2%
	White	16%	23%	4%
HSK	BAME	10%	9%	1%
	White	32%	24%	8%
HUM	BAME	0%	0%	0%
	White	15%	20%	3%
LCS	BAME	32%	19%	6%
	White	40%	41%	16%
LMS	BAME	13%	42%	5%
	White	23%	36%	8%
MCM	BAME	18%	13%	2%
	White	30%	22%	7%
OVC	BAME	19%	13%	2%
	White	41%	39%	16%
PAM	BAME	25%	0%	0%
	White	53%	50%	27%
REG	BAME	8%	19%	2%
	White	19%	28%	5%

**Table 6a.9: Summary of 2017/18 professional recruitment stages (left) and success rates (right) by ethnicity and SBU COM-HLS (BAME vs White)**

SBU	Ethnicity	No. Applied	% of Applications	No. Shortlisted	% of Shortlisted	No. Successful	% Successful
COM	BAME	55	30%	2	14%	1	50%
	White	127	69%	11	79%	1	50%
	<b>Total</b>	<b>185</b>		<b>14</b>		<b>2</b>	
CTA	BAME	81	23%	6	8%		
	White	256	74%	70	88%	13	87%
	<b>Total</b>	<b>348</b>		<b>80</b>		<b>15</b>	
DOS	BAME	54	26%	10	25%	6	38%
	White	149	72%	27	68%	10	63%
	<b>Total</b>	<b>207</b>		<b>40</b>		<b>16</b>	
EBD	BAME	57	45%	12	28%	3	38%
	White	63	50%	30	70%	5	63%
	<b>Total</b>	<b>126</b>		<b>43</b>		<b>8</b>	
EDU	BAME	15	33%	2	33%		
	White	30	67%	4	67%		
	<b>Total</b>	<b>45</b>		<b>6</b>		<b>0</b>	
ENG	BAME	46	64%	23	72%	4	44%
	White	26	36%	9	28%	5	56%
	<b>Total</b>	<b>72</b>		<b>32</b>		<b>9</b>	
EST	BAME	85	30%	23	23%	3	11%
	White	187	67%	70	71%	21	78%
	<b>Total</b>	<b>281</b>		<b>98</b>		<b>27</b>	
FIN	BAME	93	43%	14	33%	1	11%
	White	117	54%	27	64%	8	89%
	<b>Total</b>	<b>218</b>		<b>42</b>		<b>9</b>	
HBS	BAME	11	18%	3	33%	1	33%
	White	46	77%	6	67%	2	67%
	<b>Total</b>	<b>60</b>		<b>9</b>		<b>3</b>	
HLS	BAME	66	33%	2	10%		
	White	135	67%	18	90%	2	100%
	<b>Total</b>	<b>201</b>		<b>20</b>		<b>2</b>	

\*Data note: Unknown records hidden but included in total

SBU	Ethnicity	App to shortlist	Shortlist to success	App to success
COM	BAME	4%	50%	2%
	White	9%	9%	1%
CTA	BAME	7%	0%	0%
	White	27%	19%	5%
DOS	BAME	19%	60%	11%
	White	18%	27%	7%
EBD	BAME	21%	25%	5%
	White	48%	17%	8%
EDU	BAME	13%	0%	0%
	White	13%	0%	0%
ENG	BAME	50%	17%	9%
	White	35%	56%	19%
EST	BAME	27%	13%	4%
	White	37%	30%	11%
FIN	BAME	15%	7%	1%
	White	23%	30%	7%
HBS	BAME	27%	33%	9%
	White	13%	33%	4%
HLS	BAME	3%	0%	0%
	White	13%	11%	1%

**Table 6a.10: Summary of 2017/18 professional recruitment stages (left) and success rates) by ethnicity and SBU HRM-REG (BAME vs White)**

SBU	Ethnicity	No. Applied	% of Applications	No. Shortlisted	% of Shortlisted	No. Successful	% Successful
HRM	BAME	62	41%	11	31%		
	White	83	55%	21	60%	7	88%
	<b>Total</b>	<b>150</b>		<b>35</b>		<b>8</b>	
HSK	BAME	150	30%	12	15%	1	6%
	White	344	68%	69	84%	16	94%
	<b>Total</b>	<b>504</b>		<b>82</b>		<b>17</b>	
HUM	White	1	100%	1	100%	1	100%
	<b>Total</b>	<b>1</b>		<b>1</b>		<b>1</b>	
LCS	BAME	111	43%	27	34%	4	15%
	White	138	54%	51	64%	22	85%
	<b>Total</b>	<b>257</b>		<b>80</b>		<b>26</b>	
LMS	BAME	60	41%	11	27%	6	35%
	White	79	54%	28	68%	10	59%
	<b>Total</b>	<b>147</b>		<b>41</b>		<b>17</b>	
MCM	BAME	158	40%	34	33%	6	24%
	White	226	58%	65	64%	18	72%
	<b>Total</b>	<b>393</b>		<b>102</b>		<b>25</b>	
OVC	BAME	203	33%	24	19%	8	26%
	White	398	65%	96	77%	19	61%
	<b>Total</b>	<b>617</b>		<b>125</b>		<b>31</b>	
PAM	BAME	2	40%	2	40%	1	100%
	White	3	60%	3	60%		
	<b>Total</b>	<b>5</b>		<b>5</b>		<b>1</b>	
REG	BAME	394	34%	34	18%	6	14%
	White	747	64%	152	80%	37	86%
	<b>Total</b>	<b>1168</b>		<b>189</b>		<b>43</b>	

SBU	Ethnicity	App to shortlist	Shortlist to success	App to success
HRM	BAME	18%	0%	0%
	White	25%	33%	8%
HSK	BAME	8%	8%	1%
	White	20%	23%	5%
HUM	BAME	0%	0%	0%
	White	100%	100%	100%
LCS	BAME	24%	15%	4%
	White	37%	43%	16%
LMS	BAME	18%	55%	10%
	White	35%	36%	13%
MCM	BAME	22%	18%	4%
	White	29%	28%	8%
OVC	BAME	12%	33%	4%
	White	24%	20%	5%
PAM	BAME	100%	50%	50%
	White	100%	0%	0%
REG	BAME	9%	18%	2%
	White	20%	24%	5%

\*Data note: Unknown records hidden but included in total

In May 2020 104.6 PSS FTE transferred from Schools to Academic Registry as part of creating the (SAS). Schools continue to have technical and administrative staff.

## Interview Panel Chairs

**Table 6a.11: Trained professional interview panel chairs (BAME vs White) 2019/20**

SBU	No. of Trained Chairs	Number attended UB	% BAME Trained Chairs	% White Trained Chairs	% Chairs completed UB
REG	52	44	8%	92%	85%
DOS	6	3	33%	67%	50%
EBD	38	26	18%	82%	68%
EST	10	10	0%	100%	100%
FIN	16	10	13%	87%	63%
HR	26	19	23%	77%	73%
LCS	41	22	15%	85%	54%
MCM	21	14	0%	100%	67%
OVC	18	13	6%	94%	72%
<b>Total</b>	<b>228</b>	<b>161</b>	<b>12%</b>	<b>88%</b>	<b>71%</b>

Table 6a.11 shows fewer trained BAME Panel Chairs with expected lower numbers in REG, EST and MCM. HR now provide training data to ensure targeted nominations and as part of introducing a fair recruitment process for BAME staff panel participation to be mandated for KPI posts and expected in all vacancies. **(AP5a.2)**

The review of essential and mandatory training is addressing UB completion with reduced reliance on self-nomination **(AP5a.3)**.

**Figure 6a.1: Staff intranet page supporting the Technician Commitment**



### Technical Staff Project Update - November 2019

Since becoming a founding signatory of the Technician Commitment in May 2017 alongside 34 other universities, UH has made vast progress in each of the four areas of the Technician Commitment: in Visibility, Recognition, Career Development and Sustainability.

## ACTION

**AP6a.1:** As part of the Technician Commitment, Schools employing larger numbers of technical staff (HSK, CTA, SPECS) are monitoring recruitment considering the lower shortlisting and success rates for BAME staff.

## Section 6b: Training

**Table 6b.1: Professional staff attendance on leadership and management development compared to 2014/15 UH benchmark by nationality, ethnicity and gender (not disclosed records excluded)**

Nationality Group	Ethnicity Band	Gender	Year							
			2014/15 - Benchmark		2017/18		2018/19		2019/20	
			N	%	N	%	N	%	N	%
UK	BAME	Female	47	10%	75	15%	55	12%	6	3%
		Male	7	2%	14	3%	20	4%	15	8%
		Total	54	12%	89	18%	75	16%	21	12%
	White	Female	216	47%	290	60%	291	61%	109	61%
		Male	136	30%	83	17%	80	17%	40	22%
		Total	352	77%	373	77%	371	78%	149	83%
	Total		406	89%	462	95%	446	94%	170	94%
Non-UK	BAME	Female	2	0%	2	0%	1	0%		
		Male	1	0%	1	0%			4	2%
		Total	3	1%	3	1%	1	0%	4	2%
	White	Female	38	8%	12	2%	14	3%	4	2%
		Male	8	2%	9	2%	13	3%	2	1%
		Total	46	10%	21	4%	27	6%	6	3%
	Total		49	11%	24	5%	28	6%	10	6%
Grand Total			455	100%	486	100%	474	100%	180	100%

PSS completed 180 leadership and management development instances during 2019/20 (31% BAME and 62% White). These records do not reflect all instances of online training which is now being addressed. The change in provision in 2019/ 20 partly reflects a review of training and development and subsequent recruitment.

There was therefore a decrease in female BAME staff attendance from 55 to 6 due to fewer available workshops (**AP5b.1**). DLP was supported. The new team are running leadership training with focus on the SAS.



**Figure 6b.1: Extract from 19/ 20 Development Directory outlining CPD requirements for new professional staff (first 12 months) and new line managers**

Examples:

New staff in their first year - minimum 10 – 14 CPD days			
<b>ACTIVITIES</b> Central Induction Equality & Diversity Data Protection UH systems Service Excellence Policy and politics Research Office Induction Responsible Research	<b>LITERATURE</b> HertsHub pages StudyNet pages UPRs Professional websites Journal articles <b>ON-LINE</b> Equality & Diversity Health & Safety Unconscious Bias Digital capabilities	<b>SERVICE USERS</b> Staff Survey NSS results Feedback	<b>COLLEAGUES</b> Local induction Induction mentor Probation meetings
New line managers - minimum 10+ CPD days			
<b>ACTIVITIES</b> Manager's essentials (6½) Appraiser (½ day) Recruitment & selection (1) Aurora (10 ½ days + mentoring)	<b>LITERATURE</b> HertsHub guidance UPRs Books Journal articles Professional websites <b>ONLINE</b> Webinars LinkedInLearning.com Digital capabilities	<b>SERVICE USERS</b> Team meetings Department events Appraisals/1-2-1s Staff survey CROS/PIRLS surveys	<b>COLLEAGUES</b> Appraisal Coach Course cohort Colleagues Professional networks

**Table 6b.2: Professional staff responses to questions relating to managers in RECSTAS 2018**

Question	Ethnicity	Agree	Neutral	Disagree
1. My manager actively encourages staff to take up career development opportunities, irrespective of their ethnicity or race.	BAME	70%/No.35	10%/No.5	20%/No.10
	White	88.7%/No.180	6.9%/No.14	4.4%/No.9
	Unknown	68.4%/No.13	15.8%/No.3	15.8%/No.3
2. My manager provides equal access to career development opportunities to staff, irrespective of their ethnicity or race.	BAME	68%/No.34	20%/No.10	12%/No.6
	White	90.1%/No.183	6.9%/No.14	3%/No.6
	Unknown	68.4%/No.13	26.3%/No.5	5.3%/No.1

The relaunched service offers DLP, BAME (Reverse) Mentoring, UKVI Compliance and bespoke management development programmes. Training is now reviewed with senior SBU managers to ensure staff participation.

*“Although, I don’t think managers encourage staff to development and progress. I think staff motivating themselves to apply are treated fairly through a transparent recruitment process”.*

**Professional Member of Staff (BAME), RECSTAS 2018**

**Table 6b.3: Professional staff fellowships through Advance HE by ethnicity**

		2014-15		2017-18		2018-19		2019-20	
		No.	%	No.	%	No.	%	No.	%
Associate Fellow	BAME	1	20%	1	33%	1	17%	3	13%
	White	4	80%	2	67%	5	83%	20	87%
Fellow	BAME	1	100%	2	33%	2	33%	6	33%
	White			4	67%	4	67%	12	67%
Senior Fellow	White					1	100%	2	100%
Principal Fellow	White					1	100%	1	100%
No HEA	BAME	161	14%	198	17%	205	18%	192	17%
	White	966	86%	997	83%	943	82%	918	83%
Grand Total		1,133	100%	1,204	100%	1,162	100%	1,154	100%

PSS hold fewer fellowships than academics however staff are actively encouraged to apply where appropriate (**AP6b.1**).

**Table 6b.4: Professional staff attending TTL by ethnic group compared to 2014/15 benchmark data**

	Year							
	2014/15 - Benchmark		2017/18		2018/19		2019/20	
Ethnic Group	N	%	N	%	N	%	N	%
White	28	90%	27	96%	14	67%	8	62%
Asian					2	10%	1	8%
Black	3	10%			2	10%		
Chinese					2	10%	1	8%
Mixed			1	4%	1	5%	2	15%
Refused							1	8%
Grand Total	31	100%	28	100%	21	100%	13	100%

TTL is offered on a bespoke basis as well as self-nomination allowing consideration of inclusivity.

**Table 6b.5: Professional staff attendance at Leadership Conference 2018: Change and Challenge by ethnicity and gender**

Course Category	Course Name	Ethnicity Band	2017-18				Grand Total	
			Female		Male			
			N	%	N	%	N	%
Conferences	Leadership Conference 2018: BAME		9	20%	1	2%	10	22%
	Change and Challenge	White	32	71%	3	7%	35	78%
Grand Total			41	91%	4	9%	45	100%

Programme discussed in section 5b, 22% of professional attendees were BAME.

**Table 6b.6: EDI training by ethnicity**

Ethnicity		Year							
		2014-15 UH Benchmark		2017-18		2018-19		2019-20	
		N	%	N	%	N	%	N	%
White		595	100%	443	100%	390	100%	577	100%
BAME	Asian	36	37%	58	46%	33	36%	65	43%
	Black	14	14%	45	35%	31	34%	44	29%
	Chinese	7	7%	4	3%	3	3%	9	6%
	Mixed	32	33%	16	13%	23	25%	32	21%
	Other	8	8%	4	3%	1	1%	2	1%
	<b>BAME Total</b>	<b>97</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>91</b>	<b>100%</b>	<b>152</b>	<b>100%</b>
Refused		8	100%	5	100%	7	100%	10	100%
Unknown		11	100%	5	100%	4	100%	5	100%
<b>Grand Total</b>		<b>711</b>	<b>100%</b>	<b>580</b>	<b>100%</b>	<b>492</b>	<b>100%</b>	<b>744</b>	<b>100%</b>

Places available varied partly due to changes in staffing in the EO.

**Table 6b.7: Professional staff Unconscious Bias training by SBU and ethnicity (2019/20)**

SBU	Total No. of Staff	Number attended	% Completed	% BAME Completed	% White Completed
REG	290	207	71%	13%	87%
DOS	79	28	35%	41%	59%
EBD	91	67	73%	22%	78%
EST	45	44	98%	7%	93%
FIN	69	40	58%	23%	77%
HR	41	30	73%	10%	90%
LCS	196	100	51%	14%	86%
MCM	61	40	66%	3%	97%
OVC	91	69	76%	16%	84%
<b>Total</b>	<b>963</b>	<b>625</b>	<b>65%</b>	<b>15%</b>	<b>85%</b>

65% of PSS are recorded as attending with 85% White- see AP5a.3.

These findings in **Tables 6b1-6b7** reflect the staff experience and subsequent changes made to the training model:

- BAME PSS agree more than BAME academic staff to managerial encouragement and equal access, but also disagree proportionally more similarly to academic staff - see **AP5d.3** to address this.
- Leadership development programme had a 62% drop in participant numbers (Table 6b.1) in 19/20 however there were fewer workshops to attend **AP5b.1**.
- PSS hold fewer FHEAs than academics however staff are encouraged to apply where appropriate **AP6b.1**.
- *TTL* ran twice in 2019/20 and Table 6b.4 shows that more BAME professional staff have attended these courses recently than 2014/15.

**Table 6b.8: Apprenticeships by nationality and ethnicity**

Nationality	Ethnicity	2017/18		2018/19		2019/20	
		N	%	N	%	N	%
UK	BAME	1	33%	0	0%	1	8%
	White	2	67%	9	100%	9	69%
	<b>Total</b>	<b>3</b>		<b>9</b>		<b>10</b>	
Non-UK	BAME					0	0%
	White					3	23%
	<b>Total</b>					<b>3</b>	
<b>Grand Total</b>		<b>3</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>13</b>	<b>100%</b>

BAME representation is proportionally much lower in 19/20 which will be taken into consideration when SBUs set targets for converting posts to apprenticeship status.

**ACTION**

**AP6b.1:** Increase the percentage of BAME professional staff in achieving Associate Fellowship to 20%.

## Section 6c: Appraisal/development review

PSS and academic staff have the same appraisal process (see Section 5c).

**Table 6c.1: Staff Pulse Survey November 2020 - professional responses by ethnicity**

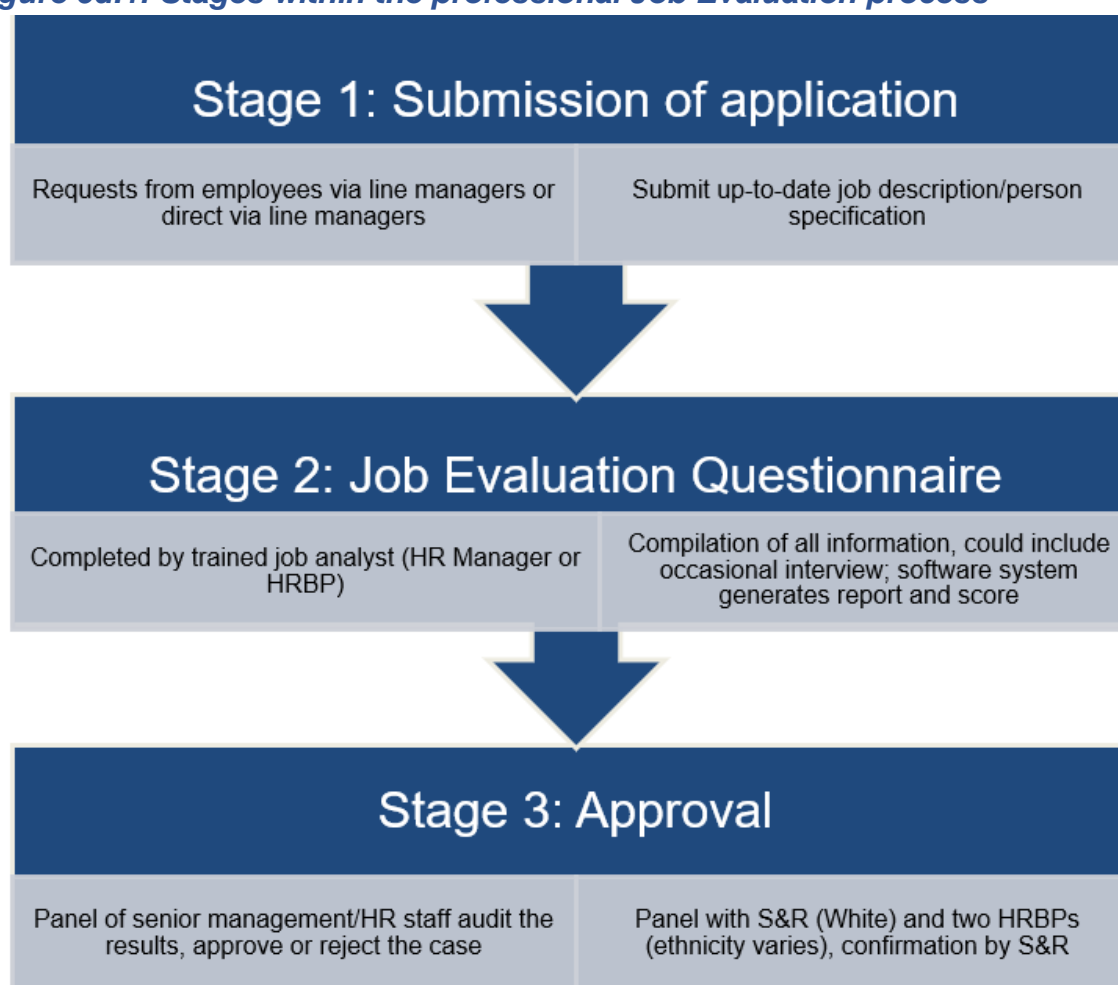
Question	Ethnicity Band	Strongly agree/ Agree		Neither agree nor disagree		Disagree/ Strongly disagree		Null		Total	
		N	%	N	%	N	%	N	%	N	%
I receive regular and constructive feedback on my performance	BAME	57.0	77%	10.0	14%	7.0	9%			74.0	100%
	Prefer not to say	108.0	55%	55.0	28%	32.0	16%			195.0	100%
	White	393.0	71%	90.0	16%	68.0	12%	3.0	1%	554.0	100%
	Total	558.0	68%	155.0	19%	107.0	13%	3.0	0%	823.0	100%
I take part in the University's appraisal process including objective setting	BAME	54.0	73%	15.0	20%	4.0	5%	1.0	1%	74.0	100%
	Prefer not to say	133.0	68%	34.0	17%	24.0	12%	4.0	2%	195.0	100%
	White	452.0	82%	70.0	13%	31.0	6%	1.0	0%	554.0	100%
	Total	639.0	78%	119.0	14%	59.0	7%	6.0	1%	823.0	100%

Appraisal records are retained within SBUs. The SPS findings show like academics, BAME PSS report a higher level of feedback received around performance and lower participation rate (**see AP5c.1-2**). The 'prefer not to say' rate is again high reflecting the introduction of more questions on personal identity and staff not providing to ensure confidentiality of their survey data.

## Section 6d: Professional and support staff promotions

PSS have some promotion pathways. Progression is generally through re-grading of a role (Job Evaluation (JE), Figure 6d.1) or appointment to a higher-graded role. Bar progression for PSS was discussed in section 4.

**Figure 6d.1: Stages within the professional Job Evaluation process**



PSS are supported with career development opportunities sometimes through initially short-term acting up or longer-term restructuring. All vacancies are published on our website. It is difficult therefore to calculate success rates:

**Table 6d.1: Professional staff - BAME and White promotions by nationality and ethnicity compared to 2014/15 UH benchmark data**

Nationality	Ethnic Group	2014/15 - Benchmark		Year							
				2017/18		2018/19		2019/20			
		FTE	%	FTE	%	FTE	%	FTE	%		
UK	White	52.1	72%	53.3	70%	58.9	79%	78.5	77%		
	Asian	5.8	8%	6.9	9%	2.5	3%	8.6	8%		
	Black	2.0	3%	2.7	4%	1.2	2%	2.0	2%		
	Chinese	1.0	1%	1.0	1%			2.0	2%		
	Mixed			2.4	3%	2.0	3%	3.0	3%		
	Refused			1.0	1%	2.0	3%	1.0	1%		
	Unknown	3.8	5%	4.0	5%	1.0	1%				
	Total	64.7	89%	71.4	93%	67.6	91%	95.1	93%		
Non-UK	White	6.0	8%	4.0	5%	6.0	8%	6.5	6%		
	Asian	1.0	1%					1.0	1%		
	Black			1.0	1%	1.0	1%				
	Mixed	1.0	1%								
	Total	8.0	11%	5.0	7%	7.0	9%	7.5	7%		
Grand Total		72.7	100%	76.4	100%	74.6	100%	102.6	100%		



**Table 6d.2: Professional number of BAME/White staff and number of promotions calculating proportion of promotions for BAME/White compared to 2014/15 benchmark**

Professional staff promotions				
Ethnicity	2014-15 Benchmark	2017-18	2018-19	2019/20
BAME	10.8	14.1	6.7	16.6
White	58.1	57.3	64.9	85
Professional staff numbers				
Ethnicity	2014/15 -Benchmark	2017/18	2018/19	2019/20
BAME	147.0	178.7	169.2	163.4
White	846.8	881.6	830.8	837.7
Professional staff proportions				
Ethnicity	2014/15 -Benchmark	2017/18	2018/19	2019/20
BAME	7%	8%	4%	10%
White	7%	6%	8%	10%

**Table 6d.3: Professional staff responses to promotion questions in RECSTAS 2018**

Question	Ethnicity	Agree	Neutral	Disagree
1. I understand the promotions process and I am clear about the required criteria.	BAME	52%/No.26	12%/No.6	36%/No.18
	White	69.5%/No.141	13.3%/No.27	17.2%/No.35
	Unknown	42.2%/No.8	31.6%/No.6	26.3%/No.5
2. There are clear career progression pathways for people in my role	BAME	36%/No.18	12%/No.6	52%/No.26
	White	46.2%/No.94	18.2%/No.37	35.6%/No.72
	Unknown	21%/No.4	10.5%/No.2	68.4%/No.13
3. My manager encourages staff to apply for promotion opportunities equally, irrespective of their ethnicity or race.	BAME	58%/No.29	22%/No.11	20%/No.10
	White	73.8%/No.149	20.3%/No.41	5.9%/No.12
	Unknown	52.7%/No.10	21.1%/No.4	26.2%/No.5
4. If I apply for promotion, I have an equal chance of success, irrespective of my ethnicity or race.	BAME	44%/No.22	30%/No.15	26%/No.13
	White	85.3%/No.173	11.3%/No.23	3.3%/No.7
	Unknown	57.9%/No.11	10.5%/No.2	31.6%/No.6

*“I am personally determined to progress either in the department or elsewhere e.g. into management but do not feel there is enough option for this or for pay increases. There is no support put in place to support progression and therefore retain good staff!”*

**Professional Member of Staff (BAME), RECSTAS 2018**



*"It would be great if there would be more management training and opportunities to support all staff but specifically to those from an ethnic background."*

**Professional Member of Staff (BAME), RECSTAS 2018**

**key findings:**

- BAME PSS promotions (Table 6d.1 and 2) increased overall from 14% (2014/15) to 16% (2019/20) with greatest increased success for Mixed (0% to 3%).
- Positively, other than a dip in 2018/19 BAME staff promotions are consistently in line with White staff (Table 6d.2) and were higher in 2017/18.
- Whilst data show proportionate PSS promotions, BAME PSS are consistently more likely to disagree about understanding promotion criteria, clear career pathways, encouragement to apply and chance of success (Table 6d.3).

**ACTIONS**

**AP6d.1:** Increase understanding of professional promotion process and opportunities and ensure consistency and transparency.

**AP6d.2:** Ensure consistent, structured support and encouragement provided for PSS promotion and assist line managers in fully understanding their role.

**AP6d.3:** Clarify progression pathways for PSS with criteria.

**AP6d.4:** Provide race awareness training for White managers to support BAME PSS staff to apply for roles

**AP6d.5:** Roll out Reverse Mentoring programme for senior White staff by BAME staff.

## SECTION 7: STUDENT PIPELINE

Word count 4,482

UH has a SPMG which reports directly to ASAC, a committee of the AB. SPMG membership includes:

- Deputy Director of Academic Quality Assurance (chair)
- HoEDI
- Academic Registrar
- Expert statistician
- Director of L&T

SPMG reviews data through a range of protected characteristics (ethnicity, gender, disability, age) and fee status. Regarding ethnicity, SPMG uses the following data sets for monitoring and action planning:

- Offers to application ratios;
- Module passes and failure rates;
- Progression and withdrawal data;
- Good degrees (also presented against entry profile as a value-added metric);
- Academic appeals and complaints.

SPMG's annual report is received by ASAC with key elements discussed at ESEC, AB and CEG to inform action planning. Interim reporting by ASAC includes executive summaries for each school highlighting key points and schools must incorporate appropriate actions in their Annual School Reports.

A working group of ESEC, the BAME BSSWG was formed in June 2016 to consider race-related data and UH wide actions to reduce the BAME awarding gap.

Since March 2017, UH have collaborated with five Universities (led by Kingston) to use a VA metric. Each Institution developed VA dashboards to consider programme level data with the aim of reducing the awarding gap. The VA metric enables consideration of entry qualification allowing a more nuanced understanding of attainment at programme level.

Student data are collected and presented within UH by fee status ('Home/EU' and 'International'). Student pipeline data are presented according to these groups rather than between 'UK and Non-UK' as agreed with AdvanceHE. This decision allows consistency of data presentation and analysis with the previous submission. Data are presented from 2016/17 to 2018/19. Data from 2019/20 was not available at time of writing, except for attainment data which has been included (sections 7d and 7e).

Considering overall student population, there was a decline reflecting the national fall in population of 18-year-olds between 2015-2020 (table 7.1). The proportion of

BAME students has increased for UG, PGT and PGR due to improved recruitment campaigns, inclusive open days (e.g. virtual events and representative student ambassadors) and improved representation within marketing materials and a statement about our commitment to race equality on the UH website. Our data compare favourably with national UK data (AdvanceHE statistical reports) (tables 7.2 - 7.4) and locally where the proportion of BAME people in Hertfordshire is 12.4% (2011 Census).

**Table 7.1 Total student population**

Students	2016/17	2017/18	2018/19
<b>Total population</b>	24,578	24,402	24,282

**Table 7.2 UG BAME population**

UG	2016/17	2017/18	2018/19
<b>UH BAME</b>	53.2%	55.0%	56.3%
<b>National UK BAME</b>	23.9%	24.7%	25.5%

**Table 7.3 PGT BAME population**

PGT	2016/17	2017/18	2018/19
<b>UH BAME</b>	37.5%	44.0%	48.1%
<b>National UK BAME</b>	22.0%	22.6%	18.1%

**Table 7.4 PGR BAME population**

PGR	2016/17	2017/18	2018/19
<b>UH BAME</b>	35.0%	38.9%	40.4%
<b>National UK BAME</b>	16.8%	17.2%	23%

UH has a strong record on UG student access, progression and graduate employability for BAME students. Our biggest challenges are to reduce the awarding gaps between White and BAME students and White and Black students.

PG student access and achievement is positive for BAME PGT and PGR students but some Schools are less diverse in their PG student populations and will benefit from activities to increase BAME student PG study opportunities.

### **Section 7a: Admissions**

Compared to the sector, access for BAME students is good and there is limited variation in the applications-to-offers ratios for different ethnic groups.

From 17-18, the UCAS tariff scoring changed therefore direct analysis across 3 years is not feasible (table 7a.1 -tariff data for 2016-17; table 7a.2 -tariff data for 2017-19 using new system). There are no specific trends within ethnic groups across the tariff bands.

**Table 7a.1 applications-to-acceptances by ethnicity for Home/EU students according to tariff point 2016/17**

Applicant Tariff Band	Ethnic Group (Summary Level)	2016-2017				
		Sum of Application	Sum of Offer as-at 30 June	Sum of Acceptance	% Apps to Offers	% Offers to Accepts
<b>001-079</b>	White	64	43	8	67%	19%
	Mixed	7	5	2	71%	40%
	Asian	40	29	4	73%	14%
	Black	57	39	6	68%	15%
	Other	9	6	1	67%	17%
	Unknown	5	2	3	40%	150%
<b>080-119</b>	White	105	77	16	73%	21%
	Mixed	16	8	2	50%	25%
	Asian	95	65	18	68%	28%
	Black	100	68	15	68%	22%
	Other	21	13	8	62%	62%
	Unknown	5	2	0	40%	0%
<b>120-179</b>	White	613	458	64	75%	14%
	Mixed	111	70	9	63%	13%
	Asian	427	313	60	73%	19%
	Black	402	271	35	67%	13%
	Other	79	57	17	72%	30%
	Unknown	8	6	2	75%	33%
<b>180-239</b>	White	1439	1152	240	80%	21%
	Mixed	163	137	38	84%	28%
	Asian	821	642	197	78%	31%
	Black	628	475	146	76%	31%
	Other	123	98	30	80%	31%
	Unknown	34	28	12	82%	43%

2016-2017						
Applicant Tariff Band	Ethnic Group (Summary Level)	Sum of Application	Sum of Offer as-at 30 June	Sum of Acceptance	% Apps to Offers	% Offers to Accepts
<b>240-299</b>	White	2377	1913	449	80%	23%
	Mixed	254	204	53	80%	26%
	Asian	1068	834	258	78%	31%
	Black	876	647	200	74%	31%
	Other	219	170	55	78%	32%
	Unknown	55	34	14	62%	41%
<b>300-359</b>	White	1885	1533	364	81%	24%
	Mixed	146	113	29	77%	26%
	Asian	804	629	146	78%	23%
	Black	480	341	106	71%	31%
	Other	115	86	30	75%	35%
	Unknown	33	26	10	79%	38%
<b>360-419</b>	White	1324	1004	212	76%	21%
	Mixed	111	89	24	80%	27%
	Asian	560	408	108	73%	26%
	Black	426	265	71	62%	27%
	Other	95	73	23	77%	32%
	Unknown	20	18	3	90%	17%
<b>420-479</b>	White	725	525	150	72%	29%
	Mixed	67	43	10	64%	23%
	Asian	278	205	46	74%	22%
	Black	166	103	24	62%	23%
	Other	58	40	13	69%	33%
	Unknown	3	2	1	67%	50%
<b>480-539</b>	White	130	106	19	82%	18%
	Mixed	15	10	4	67%	40%
	Asian	40	29	6	73%	21%
	Black	21	13	6	62%	46%
	Other	15	10	3	67%	30%
	Unknown	1	0	0	0%	0%
<b>540 plus</b>	White	71	44	11	62%	25%
	Mixed	10	4	0	40%	0%
	Asian	30	20	10	67%	50%
	Black	21	14	4	67%	29%
	Other	12	10	2	83%	20%
	Unknown	2	2	0	100%	0%

**Table 7a.2 applications-to-acceptances by ethnicity for Home/EU students according to tariff point 2017/18 and 2018/19 using new tariff point system**

Applicant Tariff Band	Ethnic Group (Summary Level)	2017-18					2018-19				
		Sum of Application	Sum of Offer as-at 30 June	Sum of Acceptance	% Apps to Offers	% Offers to Accepts	Sum of Application	Sum of Offer as-at 30 June	Sum of Acceptance	% Apps to Offers	% Offers to Accepts
001-059	White	281	185	35	66%	19%	311	202	61	65%	30%
	Mixed	64	50	10	78%	20%	72	52	14	72%	27%
	Asian	196	130	32	66%	25%	302	221	65	73%	29%
	Black	262	156	35	60%	22%	310	211	63	68%	30%
	Other	45	28	10	62%	36%	59	39	12	66%	31%
	Unknown	13	8	3	62%	38%	10	8	1	80%	13%
060-079	White	352	229	60	65%	26%	484	327	95	68%	29%
	Mixed	76	56	18	74%	32%	79	56	14	71%	25%
	Asian	199	148	46	74%	31%	291	206	102	71%	50%
	Black	226	156	41	69%	26%	307	226	85	74%	38%
	Other	43	31	14	72%	45%	58	50	25	86%	50%
	Unknown	12	8	2	67%	25%	6	5	3	83%	60%
080-099	White	719	534	154	74%	29%	917	722	225	79%	31%
	Mixed	108	82	25	76%	30%	127	103	30	81%	29%
	Asian	399	313	108	78%	35%	551	436	178	79%	41%
	Black	430	314	97	73%	31%	499	390	144	78%	37%
	Other	85	63	26	74%	41%	112	88	34	79%	39%
	Unknown	12	9	2	75%	22%	13	6	2	46%	33%

100-119	White	1012	838	227	83%	27%	969	800	225	83%	28%
	Mixed	114	96	28	84%	29%	111	91	29	82%	32%
	Asian	542	416	152	77%	37%	573	458	154	80%	34%
	Black	478	364	104	76%	29%	366	276	89	75%	32%
	Other	96	81	45	84%	56%	99	79	39	80%	49%
	Unknown	22	16	8	73%	50%	11	9	4	82%	44%
120-139	White	1272	981	261	77%	27%	1196	919	231	77%	25%
	Mixed	158	123	40	78%	33%	105	85	25	81%	29%
	Asian	673	537	179	80%	33%	578	453	158	78%	35%
	Black	524	402	119	77%	30%	403	303	79	75%	26%
	Other	131	105	43	80%	41%	88	69	25	78%	36%
	Unknown	16	15	7	94%	47%	18	12	6	67%	50%
140-159	White	1234	1002	255	81%	25%	937	763	178	81%	23%
	Mixed	129	107	27	83%	25%	102	87	27	85%	31%
	Asian	679	546	160	80%	29%	430	332	103	77%	31%
	Black	467	341	101	73%	30%	312	217	65	70%	30%
	Other	109	95	39	87%	41%	83	68	19	82%	28%
	Unknown	18	13	7	72%	54%	17	12	5	71%	42%
160-179	White	1160	880	216	76%	25%	849	643	159	76%	25%
	Mixed	110	93	28	85%	30%	101	84	18	83%	21%
	Asian	592	466	135	79%	29%	387	315	79	81%	25%
	Black	373	268	84	72%	31%	207	155	30	75%	19%
	Other	103	82	26	80%	32%	77	62	13	81%	21%
	Unknown	18	11	5	61%	45%	15	13	6	87%	46%
180-199	White	392	333	64	85%	19%	224	190	40	85%	21%
	Mixed	36	24	6	67%	25%	14	12	2	86%	17%
	Asian	168	122	28	73%	23%	76	55	9	72%	16%



	Black	79	58	9	73%	16%	29	23	7	79%	30%
	Other	38	34	9	89%	26%	22	17	5	77%	29%
	Unknown	7	7	2	100%	29%	4	2	2	50%	100%
200-219	White	242	188	31	78%	16%	138	113	24	82%	21%
	Mixed	15	13	3	87%	23%	11	9	0	82%	0%
	Asian	96	73	7	76%	10%	28	23	5	82%	22%
	Black	37	26	5	70%	19%	9	6	2	67%	33%
	Other	23	20	1	87%	5%	8	6	1	75%	17%
	Unknown	8	6	2	75%	33%	2	0	0	0%	0%
220-239	White	114	93	21	82%	23%	53	45	9	85%	20%
	Mixed	7	5	0	71%	0%	2	2	1	100%	50%
	Asian	31	21	3	68%	14%	12	7	1	58%	14%
	Black	17	10	3	59%	30%	7	7	0	100%	0%
	Other	7	5	3	71%	60%	9	8	1	89%	13%
	Unknown	4	1	0	25%	0%	1	1	0	100%	0%
240-259	White	67	52	5	78%	10%	28	24	4	86%	17%
	Mixed	3	2	0	67%	0%	1	1	0	100%	0%
	Asian	12	7	2	58%	29%	5	3	1	60%	33%
	Black	4	1	0	25%	0%	3	1	1	33%	100%
	Other	0	0	0	0%	0%	2	2	1	100%	50%
	Unknown	2	2	0	100%	0%	0	0	0	0%	0%
260-279	White	21	16	2	76%	13%	9	4	1	44%	25%
	Mixed	1	1	0	100%	0%	1	1	0	100%	0%
	Asian	4	3	0	75%	0%	4	4	2	100%	50%
	Black	0	0	1	0%	0%	3	2	0	67%	0%
	Other	1	1	0	100%	0%	1	1	0	100%	0%
	Unknown	0	0	0	0%	0%	1	1	0	100%	0%

280 plus	White	30	23	6	77%	26%	4	2	1	50%	50%
	Mixed	1	0	0	0%	0%	1	1	0	100%	0%
	Asian	4	4	0	100%	0%	2	2	1	100%	50%
	Black	5	4	1	80%	25%	0	0	0	0%	0%
	Other	0	0	0	0%	0%	0	0	0	0%	0%
	Unknown	0	0	0	0%	0%	0	0	0	0%	0%

## Home/EU admissions

Table 7a.3 compares the applications-to-offers and offers-to-acceptances ratios by ethnicity, irrespective of tariff point. An increase in applications-to-offers ratios is seen for students from all ethnic groups except those who've refused information. Changes which have supported this improvement include:

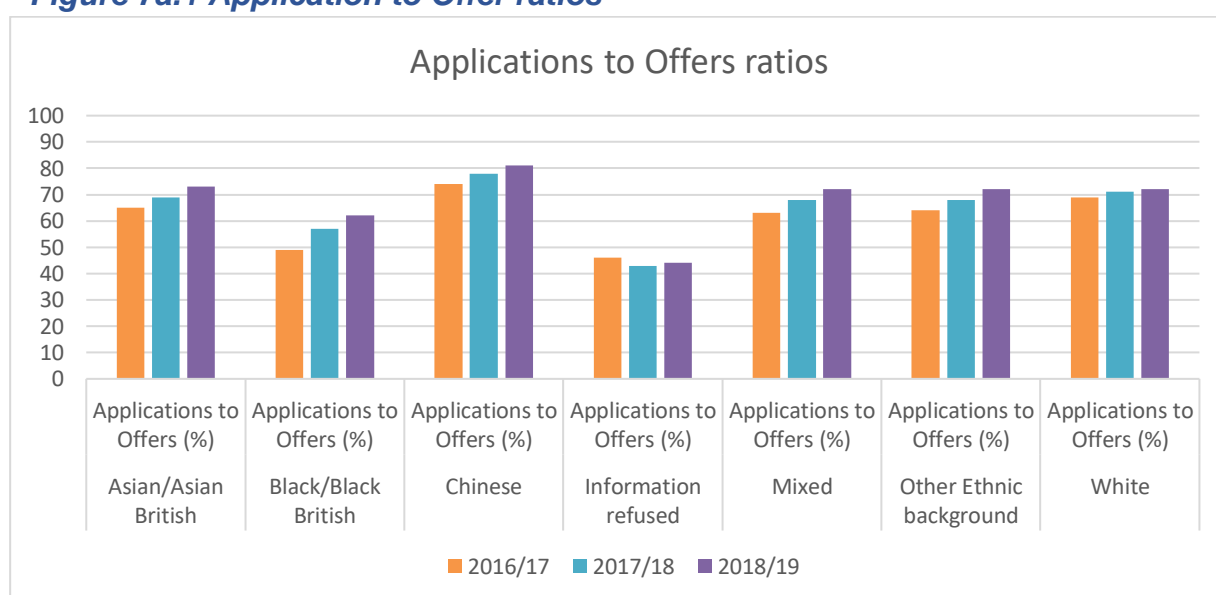
- Review of role descriptor for 'Admissions Tutor'
- Unconscious bias training requirement for all admissions staff.

Black students consistently have the lowest applications-to-offers ratio although this has increased year-on-year (fig. 7a.1) **(AP7a.1)**.

**Table 7a.3 Home/EU Applications to Offers ratios**

Ethnicity		2016/17	2017/18	2018/19
<b>Asian/Asian British</b>	Applications to Offers (%)	65	69	73
	Offers to Acceptances (%)	32	40	45
<b>Black/Black British</b>	Applications to Offers (%)	49	57	62
	Offers to Acceptances (%)	36	44	48
<b>Chinese</b>	Applications to Offers (%)	74	78	81
	Offers to Acceptances (%)	28	38	46
<b>Information refused</b>	Applications to Offers (%)	46	43	44
	Offers to Acceptances (%)	26	26	30
<b>Mixed</b>	Applications to Offers (%)	63	68	72
	Offers to Acceptances (%)	34	41	42
<b>Other Ethnic background</b>	Applications to Offers (%)	64	68	72
	Offers to Acceptances (%)	38	44	45
<b>White</b>	Applications to Offers (%)	69	71	72
	Offers to Acceptances (%)	33	67	49

**Figure 7a.1 Application to Offer ratios**



Focusing on Home/EU Black student applications to offers ratios; all schools have shown improvements over the last 3 years apart from PAM (*caution must be taken with PAM data as only 21 applications from Black students (2018/19)*) (table 7a.4) **(AP7a.3)**.

UH makes standard offers for students on UG courses in all but 3 Schools. This is an automatic process and does not consider predicted tariff points. If an applicant satisfies the tariff for the programme they are applying to, an offer is generated. CTA, HSK and EDU interview for some of their programmes and it is positive to note the removal of differentials between Black and White students in application to offer ratios in CTA and EDU. Unconscious bias training for admissions tutors, diversity on interview panels (including UH staff/external panel members) and development of group interviews/ activities have contributed to this improvement **(AP7a.2)**. The largest gap between Black and White student application to offer ratios is within HSK **(AP7a.1)**.

**Table 7a.4 School Applications to Offers ratios (Home/EU UG)**

School	Ethnicity	Applications to Offers ratio (%)		
		2016/17	2017/18	2018/19
<b>HBS</b>	Black/Black British	77	81	86
	White	87	92	91
<b>CTA</b>	Black/Black British	45	50	58
	White	61	58	58
<b>ECS</b>	Black/Black British	70	76	83
	White	82	88	91
<b>EDU</b>	Black/Black British	54	59	61
	White	62	62	57
<b>HSK</b>	Black/Black British	19	26	29
	White	40	45	49
<b>HUM</b>	Black/Black British	80	78	87
	White	90	92	93
<b>LAW</b>	Black/Black British	85	86	84
	White	89	93	92
<b>LMS</b>	Black/Black British	56	62	68
	White	75	76	77
<b>PAM</b>	Black/Black British	74	71	71
	White	88	91	92

## International admissions

Application to offer ratios have decreased for International students from mixed heritage backgrounds and other ethnic backgrounds (table 7a.5) **(AP7a.4)**.

**Table 7a.5 International Applications to Offers ratios**

Ethnicity		2016/17	2017/18	2018/19
<b>Asian/Asian British</b>	Applications to Offers (%)	91	89	90
	Offers to Acceptances (%)	82	84	84
<b>Black/Black British</b>	Applications to Offers (%)	85	75	78
	Offers to Acceptances (%)	69	73	70
<b>Chinese</b>	Applications to Offers (%)	91	91	95
	Offers to Acceptances (%)	90	83	85
<b>Information refused</b>	Applications to Offers (%)	66	67	66
	Offers to Acceptances (%)	14	10	8
<b>Mixed</b>	Applications to Offers (%)	94	92	86
	Offers to Acceptances (%)	87	83	87
<b>Other Ethnic background</b>	Applications to Offers (%)	96	87	81
	Offers to Acceptances (%)	79	76	75
<b>White</b>	Applications to Offers (%)	94	93	91
	Offers to Acceptances (%)	83	89	91

### ACTIONS

**AP7a.1** Achieve parity in applications to offer ratios for Black students (Also identified as an action within our Access and Participation Plan) (See specific targets for HSK)

**AP7a.2** Disseminate and apply good practice in interview recruitment processes to eliminate differentials in application to offer ratios

**AP7a.3** School planning documents and annual monitoring evaluation reports to include actions to achieve parity in application to offer ratios for Black students

**AP7a.4** To work with International recruitment agents and improve cultural awareness to mitigate differentials in application to offer ratios for international students from mixed heritage and other ethnic backgrounds

## Section 7b: Undergraduate Student Body

UH's UG body is ethnically diverse with relatively stable numbers across most ethnic groups. There has been an overall drop in Home/EU student numbers compared with an increase in International total student numbers:

**Table 7b.1 UG student numbers**

Home/EU		International	
2016/17	16995	2016/17	1920
2017/18	16798	2017/18	2040
2018/19	15984	2018/19	2161

The largest Home/EU minority ethnic student groups are Asian/Asian British (21.9%) and Black/Black British (19.0%) (table 7b.3), with numbers increasing.

The changes in International student demographics have been more variable and reflect changes in institutional recruitment activity. There has been an increase in Asian and Chinese students yet a drop in Black International student numbers, likely due to continuing socio-economic challenges in Nigeria.

**Progress:**

An action in **AP2015** was to reduce the numbers of students whose information was unknown or refused (table 7b.2) This has improved through concerted efforts of our admissions and student enrolment teams.

**Table 7b.2 UG student numbers with information unknown or refused**

	Number of students with information unknown or refused	Percentage of students with information unknown or refused
Data from previous REC 2013/14	1270	5.6%
2018/19	264	1.4%

**Table 7b.3 Whole Institution UG student body by Domicile and Ethnicity  
(rounded to nearest 5)**

	Ethnic Group	2016/17		2017/18		2018/19	
		No.	%	No.	%	No.	%
<b>Home/EU</b>	Asian or Asian British - Bangladeshi	460	2.43	520	2.76	530	2.92
	Asian or Asian British - Indian	1200	6.35	1075	5.70	1015	5.59
	Asian or Asian British - Pakistani	815	4.31	880	4.67	910	5.01
	Black or Black British - African	2325	12.30	2385	12.66	2320	12.78
	Black or Black British - Caribbean	635	3.36	635	3.37	555	3.06
	Chinese	125	0.66	110	0.58	95	0.52
	Information refused / not known	215	1.14	270	1.43	225	1.24
	Mixed	885	4.68	915	4.86	875	4.82
	Other Asian background	1030	5.45	1065	5.65	1040	5.73
	Other Black background	135	0.71	145	0.77	155	0.85
	Other Ethnic background	680	3.60	725	3.85	720	3.97
	White	8485	44.88	8075	42.85	7550	41.60
<b>International</b>	Asian or Asian British - Bangladeshi	50	0.26	55	0.29	45	0.25
	Asian or Asian British - Indian	180	0.95	215	1.14	320	1.76
	Asian or Asian British - Pakistani	120	0.63	130	0.69	130	0.72
	Black or Black British - African	300	1.59	280	1.49	255	1.40
	Black or Black British - Caribbean	10	0.05	10	0.05	10	0.06
	Chinese	540	2.86	645	3.42	665	3.66
	Information refused / not known	30	0.16	30	0.16	40	0.22
	Mixed	60	0.32	80	0.42	65	0.36
	Other Asian background	230	1.22	225	1.19	235	1.29
	Other Black background	70	0.37	70	0.37	75	0.41
	Other Ethnic background	200	1.06	195	1.03	200	1.10
	White	125	0.66	110	0.58	120	0.66

### UG School data

The ethnic profile of the 9 Schools (now 8) varies considerably, reflecting the academic portfolio and business drivers of individual Schools. Most Schools are very ethnically diverse. Exceptions are CTA and EDU where there are large proportions of White students (CTA 2018/19 = 63%; EDU 2018/19 = 73%). Key points about each school are identified beneath the relevant table.



**Table 7b.4 HBS**

HBS		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	920	29%	883	26%	859	29%
	Black/Black British	665	21%	686	20%	634	21%
	Chinese	30	1%	24	1%	16	1%
	Information refused / not known	25	1%	31	1%	31	1%
	Mixed	185	6%	189	6%	180	6%
	Other Ethnic background	155	5%	152	5%	160	5%
	White	1230	38%	1390	41%	1082	37%
	<b>Total</b>	<b>3210</b>		<b>3355</b>		<b>2962</b>	

HBS		2016/17		2017/18		2018/19	
International	Asian	135	31%	132	27%	107	27%
	Black	75	17%	65	13%	40	10%
	Chinese	130	30%	199	41%	182	46%
	Information refused / not known	5	1%	6	1%	5	1%
	Mixed	20	5%	21	4%	8	2%
	Other Ethnic background	40	9%	38	8%	34	9%
	White	25	6%	24	5%	22	6%
	<b>Total</b>	<b>430</b>		<b>485</b>		<b>398</b>	

- Total number of Home/EU and International students reduced in 2018/19.
- HBS increased its ethnic diversity although Home/EU and International Black student numbers decreased.
- Reduction in International students was evident across all groups although Chinese student numbers are now considerably higher than in 2016/17.

**Table 7b.5 COM (COM merged with ENT to become the School of Engineering and Computer Science, hence the lack of 2018/19 data)**

COM		2016/17		2017/18	
Home/EU	Asian/Asian British	265	30%	249	29%
	Black/Black British	125	14%	127	15%
	Chinese	5	1%	<5	0%
	Information refused / not known	25	3%	53	6%
	Mixed	45	5%	34	4%
	Other Ethnic background	40	5%	38	4%
	White	380	43%	360	42%
	<b>Total</b>	<b>885</b>		<b>865</b>	
International	Asian	30	43%	41	46%
	Black	25	36%	24	27%
	Chinese	5	7%	12	13%
	Information refused / not known	< 5		< 5	
	Mixed	5	7%	5	6%
	Other Ethnic background	5	7%	8	9%
	White	< 5		< 5	
	<b>Total</b>	<b>70</b>		<b>90</b>	

- Numbers of Asian/Asian British and White Home/EU students decreased in 2017/18.
- Increase in International student numbers was due to increases in Asian students.

**Table 7b.6 CTA**

CTA		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	195	8%	211	9%	214	10%
	Black/Black British	220	9%	215	9%	240	11%
	Chinese	25	1%	25	1%	26	1%
	Information refused / not known	50	2%	46	2%	32	1%
	Mixed	160	7%	163	7%	139	6%
	Other Ethnic background	55	2%	71	3%	67	3%
	White	1680	70%	1578	68%	1519	68%
	<b>Total</b>	<b>2385</b>		<b>2309</b>		<b>2237</b>	
International	Asian	35	17%	39	18%	60	25%
	Black	15	7%	12	5%	11	5%
	Chinese	85	41%	117	53%	115	47%
	Information refused / not known	5	2%	<5		<5	
	Mixed	5	2%	5	2%	<5	
	Other Ethnic background	10	5%	15	7%	14	6%
	White	50	24%	33	15%	43	18%
	<b>Total</b>	<b>205</b>		<b>221</b>		<b>243</b>	

- White students make up the largest group of Home/EU students.
- Black/Black British student numbers increased in 2018/19.

- Increased recruitment of Chinese and Asian International students has accounted for the total increase in International students

**Table 7b.7 EDU**

EDU		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	130	12%	125	12%	119	12%
	Black/Black British	65	6%	61	6%	65	7%
	Chinese	5	0%	0	0%	0	0%
	Information refused / not known	10	1%	36	4%	6	1%
	Mixed	25	2%	35	3%	42	4%
	Other Ethnic background	30	3%	28	3%	35	4%
	White	785	75%	737	72%	725	73%
	<b>Total</b>	<b>1050</b>		<b>1022</b>		<b>992</b>	
International	Asian	5	50%	6	55%	5	56%
	Black	< 5		<5		<5	
	Chinese	< 5		<5		<5	
	Information refused / not known	< 5					
	Mixed	< 5					
	Other Ethnic background	5	50%	<5		<5	
	White	< 5		<5		<5	
	<b>Total</b>	<b>10</b>		<b>11</b>		<b>9</b>	

- Total number of Home/EU students has decreased each year.
- Highest proportion of White students compared with all other Schools (72.6%).
- Number of Home/EU students from Mixed heritage backgrounds has increased.
- White and Asian/Asian British Home/EU student numbers have decreased.
- Recruits very few International students.

Despite White students making up the majority of the Home/EU student population, the School has become more diverse since the original REC submission (table 7b.8).

**Table 7b.8 EDU comparison of 2013/14 data with 2018/19**

	Percentage Asian/Asian British	Percentage Black/Black British	Percentage Mixed	Percentage Other
Data from previous REC 2013/14	7%	3%	2%	2%
2018/19	12%	7%	4%	4%

Initiatives included:

- Improved marketing within BAME communities and local schools
- Positive messages from BAME alumni, employers, student ambassadors
- Increased diversity within admissions teams.

**Table 7b.9 ENT (ENT merged with COM to become the School of Engineering and Computer Science, hence the lack of 2018/19 data)**

ENT		2016/17		2017/18	
Home/EU	Asian/Asian British	260	23%	298	26%
	Black/Black British	160	14%	183	16%
	Chinese	20	2%	16	1%
	Information refused / not known	10	1%	12	1%
	Mixed	60	5%	67	6%
	Other Ethnic background	60	5%	87	7%
	White	550	49%	505	43%
	<b>Total</b>	<b>1120</b>		<b>1168</b>	
International	Asian	140	44%	124	41%
	Black	60	19%	55	18%
	Chinese	70	22%	65	22%
	Information refused / not known	5	2%	< 5	
	Mixed	10	3%	16	5%
	Other Ethnic background	30	9%	34	11%
	White	5	2%	7	2%
	<b>Total</b>	<b>320</b>		<b>301</b>	

**Table 7b.10 ECS**

ECS		2018/19	
Home/EU	Asian/Asian British	578	28%
	Black/Black British	319	15%
	Chinese	23	1%
	Information refused / not known	69	3%
	Mixed	111	5%
	Other Ethnic background	124	6%
	White	836	41%
	<b>Total</b>	<b>2060</b>	
International	Asian	163	42%
	Black	62	16%
	Chinese	80	21%
	Information refused / not known	13	3%
	Mixed	16	4%
	Other Ethnic background	44	11%
	White	10	3%
	<b>Total</b>	<b>388</b>	

Considering ENT and ECS together

- Asian Home/EU student numbers increased.

**Table 7b.11 HSK**

HSK		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	365	12%	408	13%	391	14%
	Black/Black British	870	28%	893	28%	826	29%
	Chinese	15	0%	14	0%	10	0%
	Information refused / not known	30	1%	28	1%	17	1%
	Mixed	120	4%	135	4%	109	4%
	Other Ethnic background	55	2%	57	2%	59	2%
	White	1680	54%	1687	52%	1409	50%
	<b>Total</b>	<b>3135</b>		<b>3222</b>		<b>2821</b>	
International	Asian	25	33%	24	33%	20	30%
	Black	30	40%	27	37%	23	34%
	Chinese	5	7%	6	8%	5	7%
	Information refused / not known	< 5		<5		<5	
	Mixed	5	7%	5	7%	7	10%
	Other Ethnic background	5	7%	6	8%	7	10%
	White	5	7%	5	7%	5	7%
	<b>Total</b>	<b>75</b>		<b>73</b>		<b>67</b>	

- Home/EU student numbers reduced, most evidently for White and Black students.
- International student numbers are very small in relation to the Home/EU population.

**Table 7b.12 HUM**

HUM		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	180	17%	191	18%	169	18%
	Black/Black British	210	20%	210	19%	192	20%
	Chinese	5	0%	5	0%	<5	
	Information refused / not known	15	1%	11	1%	10	1%
	Mixed	60	6%	70	6%	71	7%
	Other Ethnic background	40	4%	38	4%	32	3%
	White	565	53%	554	51%	480	50%
	<b>Total</b>	<b>1075</b>		<b>1079</b>		<b>954</b>	
International	Asian	45	13%	56	20%	46	21%
	Black	20	6%	18	7%	12	5%
	Chinese	205	59%	149	54%	133	60%
	Information refused / not known	10	3%	5	2%	5	2%
	Mixed	5	1%	6	2%	<5	
	Other Ethnic background	50	14%	26	9%	17	8%
	White	15	4%	14	5%	8	4%
	<b>Total</b>	<b>350</b>		<b>274</b>		<b>221</b>	

- Home/EU numbers decreased, most evidently for White students.
- International student numbers decreased, most evidently for Chinese student numbers and students from other ethnic backgrounds.
- Chinese students are largest ethnic group, most of these students are enrolled on pre-sessional English courses before embarking on degree programmes within different Schools.

**Table 7b.13 LAW**

LAW		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	290	30%	278	31%	267	29%
	Black/Black British	250	26%	242	27%	235	25%
	Chinese	< 5		<5		<5	
	Information refused / not known	10	1%	15	2%	8	1%
	Mixed	60	6%	52	6%	54	6%
	Other Ethnic background	65	7%	57	6%	55	6%
	White	290	30%	266	29%	316	34%
	<b>Total</b>	<b>965</b>		<b>910</b>		<b>935</b>	
International	Asian	110	35%	113	41%	125	46%
	Black	125	40%	88	32%	73	27%
	Chinese	25	8%	23	8%	32	12%
	Information refused / not known	< 5		5	2%	5	2%
	Mixed	10	3%	13	5%	8	3%
	Other Ethnic background	40	13%	32	12%	28	10%
	White	5	2%	<5		<5	
	<b>Total</b>	<b>315</b>		<b>274</b>		<b>271</b>	

- LAW is the most diverse school although numbers of Home/EU Asian and Black students have decreased.
- Total number of International students has decreased over time largely due to reductions in Black students from Africa.
- International Asian student numbers have increased.

**Table 7b.14 LMS**

LMS		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	825	29%	805	29%	809	31%
	Black/Black British	505	18%	525	19%	490	19%
	Chinese	25	1%	15	1%	9	0%
	Information refused / not known	35	1%	36	1%	41	2%
	Mixed	160	6%	154	6%	154	6%
	Other Ethnic background	170	6%	176	6%	174	7%
	White	1120	39%	1034	38%	941	36%
	<b>Total</b>	<b>2840</b>		<b>2745</b>		<b>2618</b>	
International	Asian	45	39%	45	38%	51	43%
	Black	35	30%	35	29%	30	25%
	Chinese	10	9%	13	11%	9	8%
	Information refused / not known	< 5		< 5		< 5	
	Mixed	< 5		< 5		8	7%
	Other Ethnic background	15	13%	15	13%	9	8%
	White	10	9%	12	10%	11	9%
	<b>Total</b>	<b>115</b>		<b>120</b>		<b>118</b>	

- Large drop in Home/EU numbers, most evident for White students.
- International student numbers have remained stable across all ethnicities.

**Table 7b.15 PAM**

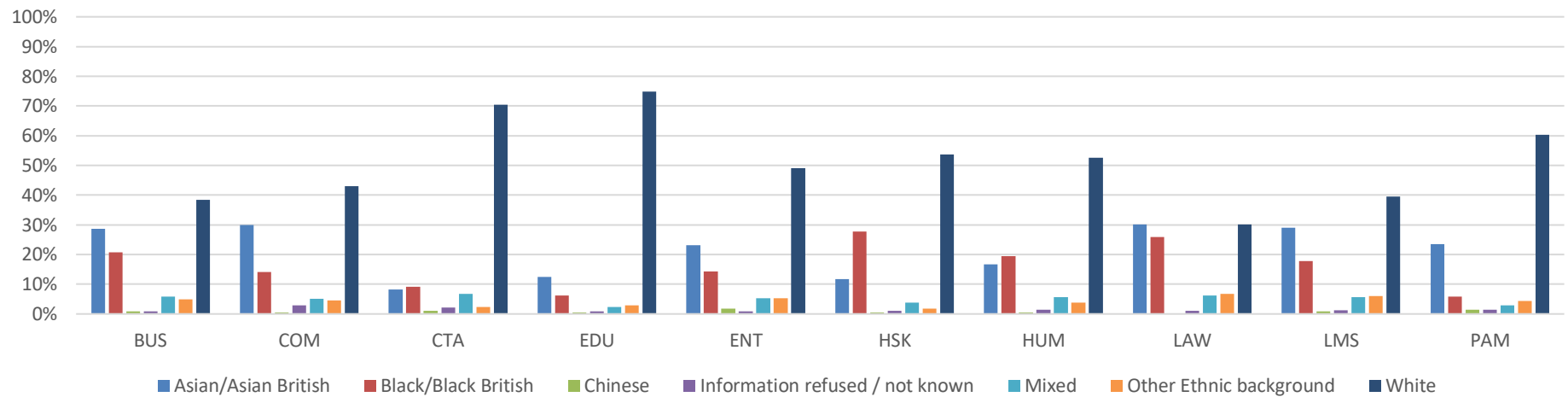
PAM		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	80	24%	88	26%	85	28%
	Black/Black British	20	6%	23	7%	22	7%
	Chinese	5	1%	<5		<5	
	Information refused / not known	5	1%	<5		<5	
	Mixed	10	3%	12	4%	11	4%
	Other Ethnic background	15	4%	17	5%	13	4%
	White	205	60%	194	58%	174	57%
	<b>Total</b>	<b>340</b>		<b>334</b>		<b>305</b>	
International	Asian	10	40%	9	47%	10	77%
	Black	< 5		< 5		0	0%
	Chinese	5	20%	< 5		<5	
	Information refused / not known	< 5		< 5		0	0%
	Mixed	< 5			0%	0	0%
	Other Ethnic background	5	20%	< 5		<5	
	White	5	20%	< 5		0	0%
	<b>Total</b>	<b>25</b>		<b>19</b>		<b>13</b>	

- Smallest School and total numbers decreased.
- Diversity increased.
- Very few International students.

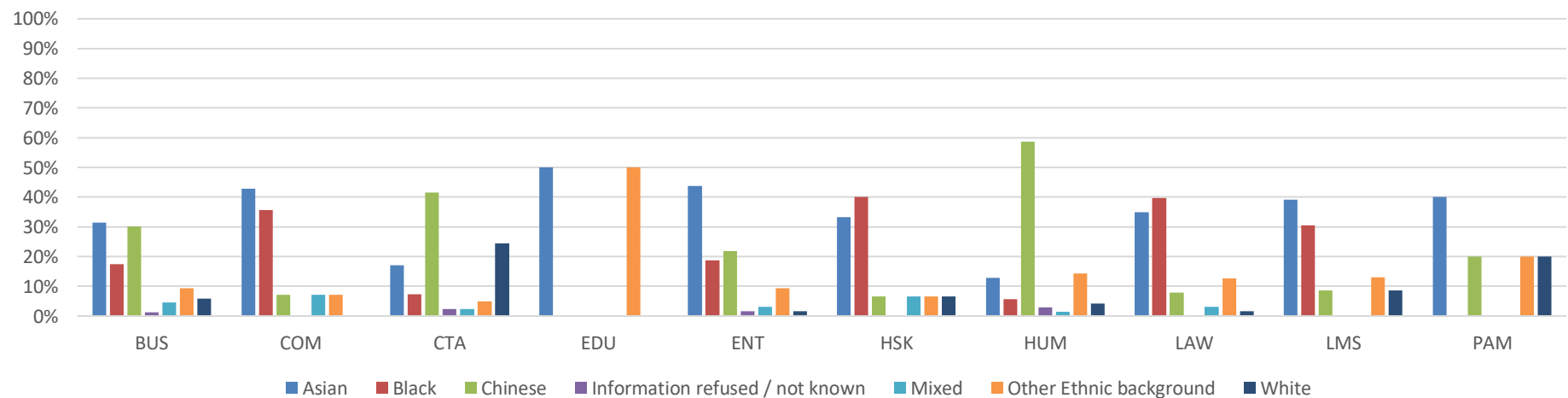
Differences in demographics between the Schools is evident in figs 7b1-3.



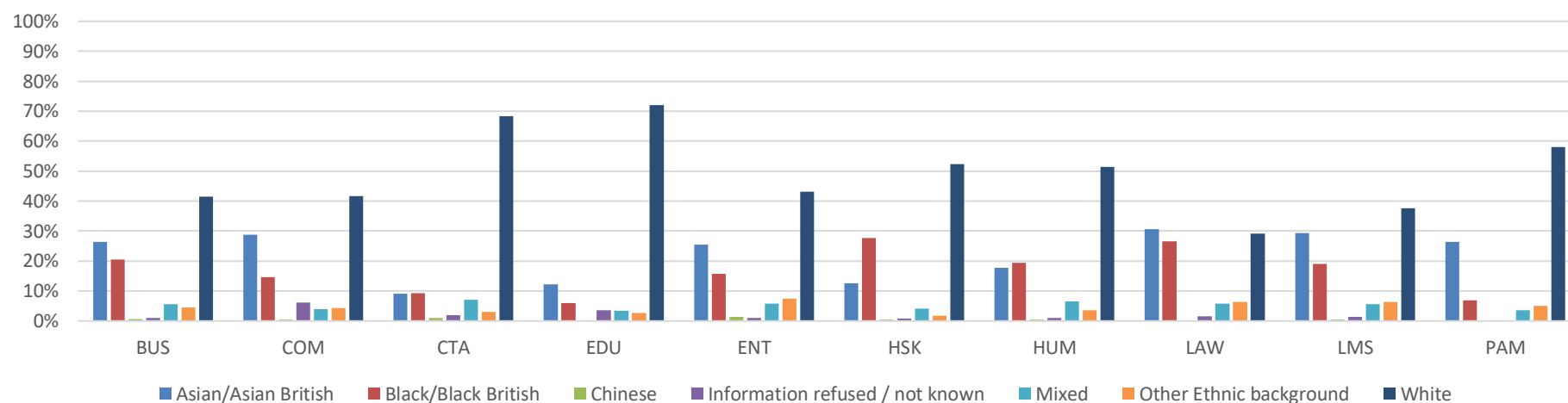
**Figure 7b.1 UG Home/EU School demographics 2016/17**



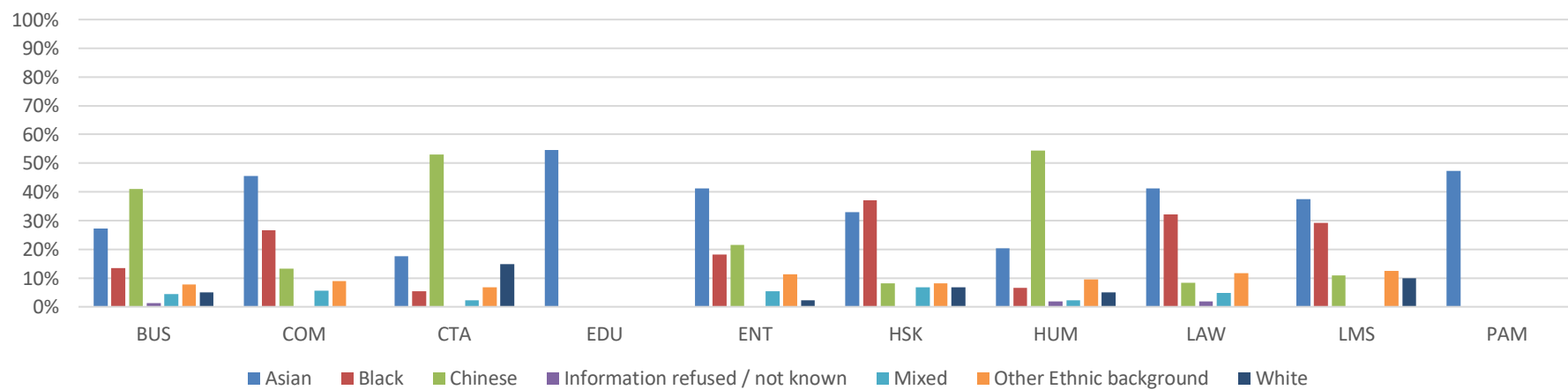
**Figure 7b.2 UG INT School demographics 2016/17**



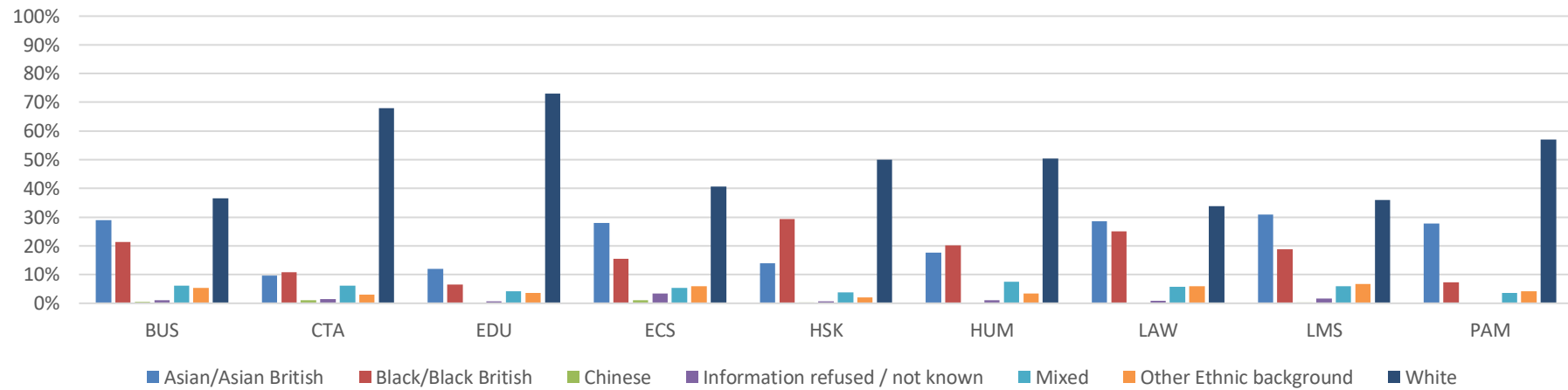
**Figure 7b.3 UG Home/EU School demographics 2017/18**



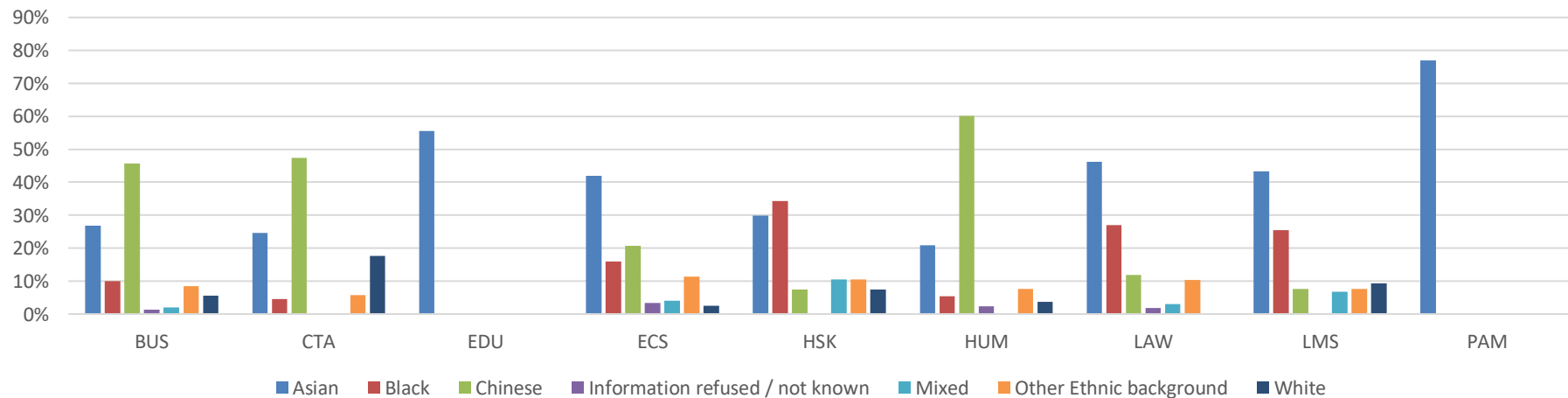
**Figure 7b.4 UG INT School demographics 2017/18**



**Figure 7b.5 UG Home/EU School demographics 2018/19**



**Figure 7b.6 UG INT School demographics 2018/19**



### **Section 7c: Course Progression**

Table 7c.1 shows progression and dropout rates for the UG population. Areas with concerns have been highlighted in pink to indicate where a dropout rate exceeds 10%.

Dropout rates improved for Home/EU and International students in 18/19 and was evident particularly for Home/EU Black and Asian students and International Asian, Black and Chinese students.

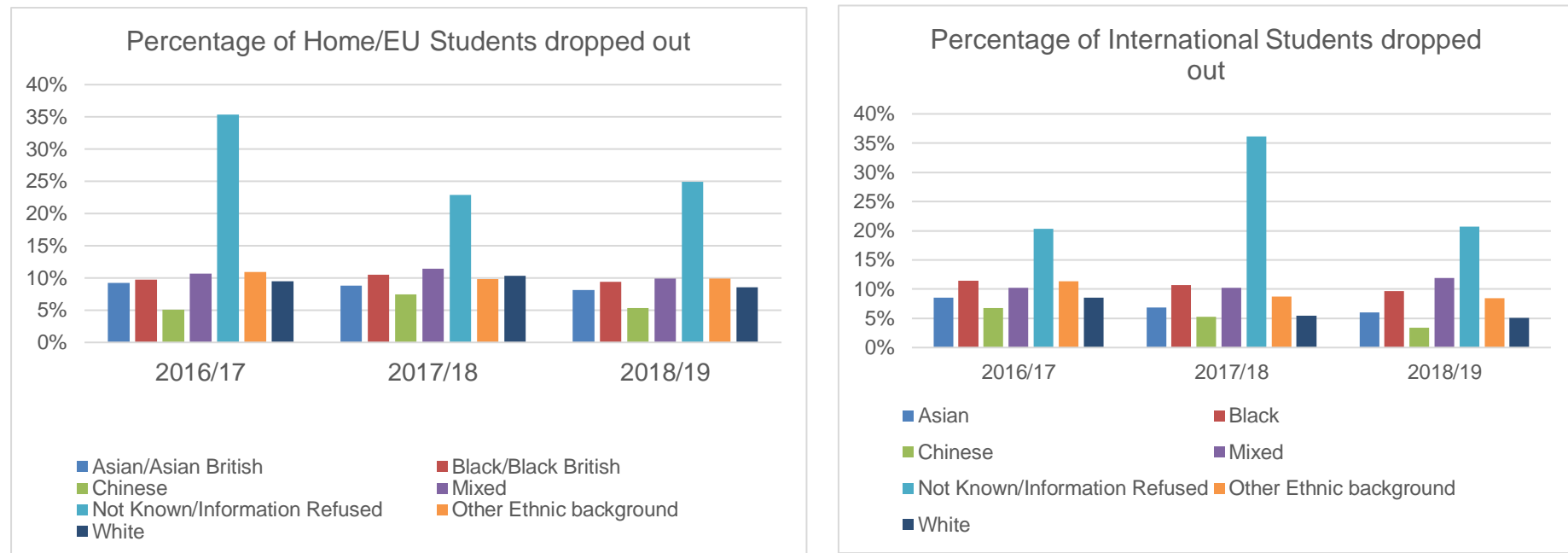
Dropout numbers for Home/EU and International students who refused to provide ethnicity information, or their information was unknown, are higher than for students from identified ethnic groups, suggesting possible reduced engagement from the beginning.

Recent analysis by SPMG regarding reasons for withdrawal shows that student-initiated withdrawals are lower for BAME students when compared to non-BAME students, yet UH-initiated withdrawal is higher for BAME students.

**Table 7c.1 Progression and Dropout rates**

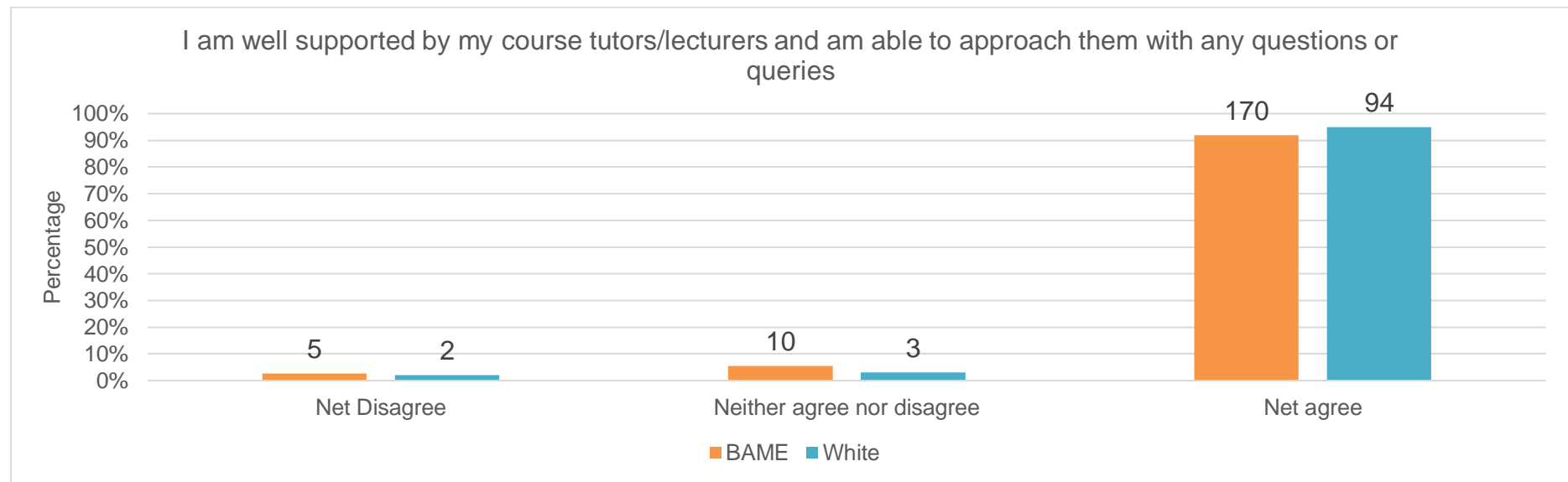
	16/17							17/18							18/19						
	Student Count	Completion Rate	No. Completing	Progression Rate	No. Progressing	Dropout Rate (%)	No. Dropping Out	Student Count	Completion Rate	No. Completing	Progression Rate	No. Progressing	Dropout Rate (%)	No. Dropping Out	Student Count	Completion Rate	No. Completing	Progression Rate	No. Progressing	Dropout Rate (%)	No. Dropping Out
<b>HOME/EU</b>	<b>1969</b>	<b>29</b>	<b>565</b>	<b>60</b>	<b>1190</b>	<b>11</b>	<b>214</b>	<b>1990</b>	<b>30</b>	<b>588</b>	<b>60</b>	<b>1189</b>	<b>11</b>	<b>212</b>	<b>1843</b>	<b>31</b>	<b>574</b>	<b>59</b>	<b>1094</b>	<b>9</b>	<b>175</b>
	<b>5</b>		<b>0</b>		<b>3</b>		<b>2</b>	<b>1</b>		<b>3</b>		<b>1</b>		<b>7</b>	<b>9</b>		<b>4</b>		<b>4</b>		<b>1</b>
Asian/Asian British	3725	28	1027	63	2355	9	343	3941	28	1086	64	2508	9	347	3723	29	1093	63	2328	8	302
Black/Black British	3462	24	840	66	2285	10	337	3644	26	963	63	2299	10	382	3399	27	908	64	2172	9	319
Chinese	138	34	47	61	84	5	7	147	27	39	66	97	7	11	112	35	39	60	67	5	6
Mixed	978	26	256	63	618	11	104	1037	27	283	61	635	11	119	970	28	272	62	602	10	96
Not Known/ Information Refused	1016	27	273	38	384	35	359	969	39	377	38	370	23	222	847	28	234	47	402	25	211
Other Ethnic background	769	26	198	63	487	11	84	806	28	228	62	499	10	79	778	30	233	60	468	10	77
White	9607	31	3009	59	5690	9	908	9357	31	2907	59	5483	10	967	8610	34	2965	57	4905	9	740
<b>INTERNATIONAL</b>	<b>7573</b>	<b>37</b>	<b>277</b>	<b>48</b>	<b>3598</b>	<b>16</b>	<b>120</b>	<b>7516</b>	<b>36</b>	<b>270</b>	<b>39</b>	<b>2948</b>	<b>25</b>	<b>186</b>	<b>7456</b>	<b>39</b>	<b>293</b>	<b>45</b>	<b>3387</b>	<b>15</b>	<b>113</b>
			<b>5</b>				<b>0</b>			<b>1</b>				<b>7</b>			<b>5</b>				<b>4</b>
Asian	827	43	358	48	398	9	71	803	43	349	50	399	7	55	827	40	327	54	450	6	50
Black	576	41	239	47	271	11	66	429	40	173	49	210	11	46	341	37	127	53	181	10	33
Chinese	680	49	332	44	302	7	46	848	50	427	44	376	5	45	851	59	503	37	319	3	29
Mixed	185	45	84	44	82	10	19	157	58	91	32	50	10	16	118	43	51	45	53	12	14
Not Known/Information Refused	4543	30	1382	49	2237	20	924	4582	28	1302	35	1622	36	1658	4677	34	1596	45	2114	21	967
Other Ethnic background	327	43	142	45	148	11	37	274	41	111	51	139	9	24	248	42	104	50	123	8	21
White	435	55	238	37	160	9	37	423	59	248	36	152	5	23	394	58	227	37	147	5	20
<b>Grand Total</b>	<b>2726</b>	<b>31</b>	<b>842</b>	<b>57</b>	<b>1550</b>	<b>12</b>	<b>334</b>	<b>2741</b>	<b>31</b>	<b>858</b>	<b>54</b>	<b>1483</b>	<b>15</b>	<b>399</b>	<b>2589</b>	<b>34</b>	<b>867</b>	<b>55</b>	<b>1433</b>	<b>11</b>	<b>288</b>
	<b>8</b>		<b>5</b>		<b>1</b>		<b>2</b>	<b>7</b>		<b>4</b>		<b>9</b>		<b>4</b>	<b>5</b>		<b>9</b>		<b>1</b>		<b>5</b>

**Figures 7c.1 and 7c.2 Percentage Home/EU and International students who dropped out**



REC survey data (fig 7c.3) indicates that the % of students agreeing that they feel supported and able to approach tutors with queries are similar for BAME (92%) and White (95%) students.

**Figure 7c.3 REC student survey data (numbers of responders included as data labels)**



### School data

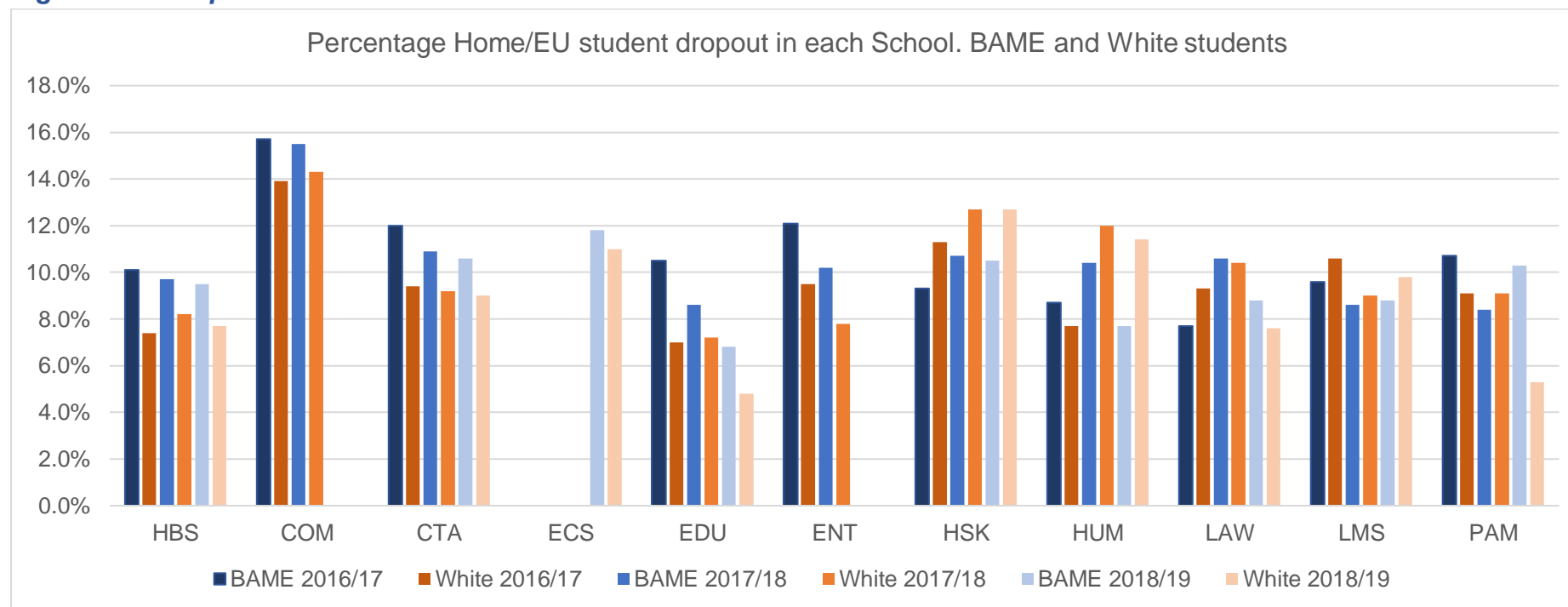
Grouping, due to small numbers in some ethnic groups, shows differences between White and BAME students across schools (table 7c.2 and fig 7c.4). HBS, COM, CTA and EDU show higher dropout rates for BAME Home/EU students. This is reversed in HSK, HUM and LMS. EDU has seen a marked reduction in dropout rates for all students relating to support provided by their student success team.



**Table 7c.2 Dropout rate for BAME and White students**

Home/EU	16/17				17/18				18/19			
	BAME		White		BAME		White		BAME		White	
	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out
HBS	10.1	241	7.4	133	9.7	226	8.2	139	9.5	214	7.7	123
COM	15.7	90	13.9	88	15.5	89	14.3	89				
CTA	12.0	92	9.4	204	10.9	88	9.2	198	10.6	85	9.0	184
ECS									11.8	158	11.0	130
EDU	10.5	37	7.0	106	8.6	32	7.2	106	6.8	26	4.8%	65
ENT	12.1	75	9.5	62	10.2	73	7.8	47				
HSK	9.3	214	11.3	339	10.7	264	12.7	371	10.5	265	12.7	347
HUM	8.7	50	7.7	58	10.4	63	12.0	91	7.7	39	11.4	74
LAW	7.7	55	9.3	27	10.6	78	10.4	31	8.8	67	7.6	29
LMS	9.6	205	10.6	188	8.6	188	9.0	155	8.8	191	9.8	159
PAM	10.7	15	9.1	23	8.4	13	9.1	21	10.3	15	5.3	11
	16/17				17/18				18/19			
International	BAME		White		BAME		White		BAME		White	
	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out	% drop out	No. drop out
HBS	9.7	98	4.8	4	8.5	89	4.1	4	6.2	67	5.3	5
COM	14.7	69	17.1	6	13.4	66	14.6	6				
CTA	11.1	41	12.9	25	7.7	34	11.4	19	7.4	36	9.3	17
ECS									8.2	100	4.7	3
EDU	10.0	1	0.0	0	4.8	1	0.0	0	11.5	3	14.3	1
ENT	7.8	38	0.0	0	9.1	44	0.0	0				
HSK	15.2	7	13.3	2	9.2	6	21.4	3	6.3	5	8.0	2
HUM	6.7	17	2.5	4	7.6	20	3.1	6	4.0	10	0.0	0
LAW	6.4	24	0.0	0	4.7	16	0.0	0	4.3	16	9.1	1
LMS	7.0	29	15.9	7	7.9	34	4.9	2	7.1	29	2.5	1
PAM	9.1	3	12.5	1	8.7	2	0.0	0	5.0	1	33.3	2

**Figure 7c.4 Dropout rates Home/EU BAME and White students**



### Further analysis

Dropout rate is higher for Home/EU part time BAME UG students compared home/EU White part time UG students (table 7c.3). Part-time student numbers are low and are concentrated in CTA and HSK. Both Schools have employed student success staff since 2016/17 to provide support and have ensured more effective personal tutoring. The dropout rates decreased in 2018/19.

**Table 7c.3 Part time home/EU dropout rates**

Mode of study	2016/17 Dropout rate	2016/17 Dropout number	2017/18 Dropout rate	2017/18 Dropout number	2018/19 Dropout rate	2018/19 Dropout number
BAME	17.7%	72	23.0%	95	17.6%	65
White	14.6%	215	13.7%	194	11.2%	146

Intersectional analysis has highlighted higher % dropout for BAME male students compared to White male students or female BAME and White students (table 7c.4) (**AP7c.3**).

**Table 7c.4 Dropout rates for Male and Female students**

Home/EU	16/17		17/18		18/19	
BAME Female	8.2%	504	8.3%	528	7.7%	488
White Female	9.0%	709	10.0%	783	8.9%	669
BAME male	12.8%	570	12.7%	586	12.7%	572
White Male	10.4%	519	10.1%	465	10.7%	453
International	16/17		17/18		18/19	
BAME Female	7.4%	111	6.7%	106	4.1%	69
White Female	8.6%	28	4.6%	16	4.8%	17
BAME male	11.0%	216	10.1%	206	8.8%	200
White Male	8.1%	21	9.4%	24	6.4%	15

## ACTIONS

**AP7c.1** Improve non-continuation for BAME students - HBS, COM (now SPECS), CTA and EDU to meet year-on-year targets within 'Academic SBU student-focused actions'

**AP7c.2** Improve non-continuation for BAME part-time students

**AP7c.3** Implement BAME male mentoring/coaching programme for students at risk of dropping out

## Section 7d: Attainment

*"I read in the newspaper that the gap for the University of Hertfordshire is between 20-40%. And the students that are likely to fail or drop out from the University of Hertfordshire, they are black or from BAME".*

***BAME student, Focus Group 2020***

UH has been monitoring attainment data since 2008/09 and the number of BAME students achieving a good degree increased by 12% over 10 years.

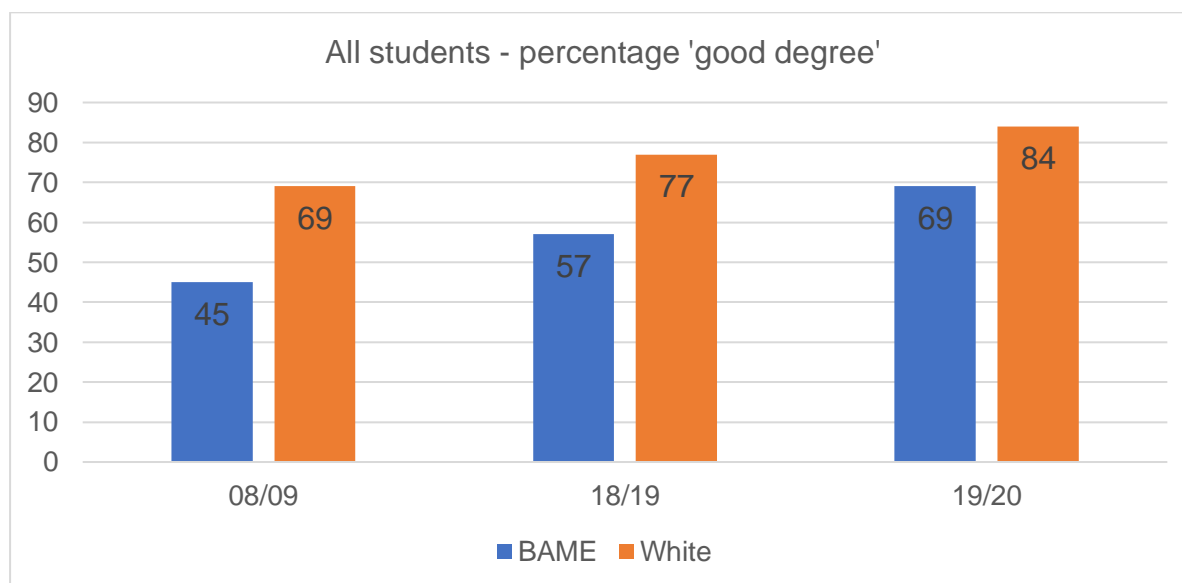
In 2019/20, the % of White and BAME students achieving a good degree increased to 84% and 68% (table 7d.1 and figs 7d.1, 7d.2, 7d.3). The 2019/20 data must be considered in line with changes made during the pandemic which included all exams being converted to online assessments and the application of a 'SafetyNet policy'. The policy was designed to reduce the risk of students being disadvantaged during the pandemic. This was pertinent due to national evidence that BAME individuals were more likely to be negatively impacted by the virus than non BAME individuals. Temporary changes were therefore made to our regulations for the Semester B and C period 2019/20 including:

1. Grades for referred assignments were not capped.
2. Prior achievement was used to benchmark against the remainder of Semester B or Semester C performance:
  - 2a. If a student was awarded a pass in their remaining modules completed at the end of Semester B/C, the grades awarded remained the same as, or higher than, the average achieved up to the end of Semester A of the same academic year. If they achieved a grade higher than this average, then the module grade reflected this.
  - 2b. If students achieved a pass in their remaining modules completed at the end of Semester B/C, their honours degree classification was no lower than that calculated from their completed level 5 and 6 modules to date (or level 5, 6 and 7 modules in the case of Integrated Master's students).

### Progress:

The awarding gap decreased from 20 percentage points (pp) in 2018/19 to 15pp in 2019/20

**Figure 7d.1 Percentage of all students achieving a good degree (White and BAME students)**

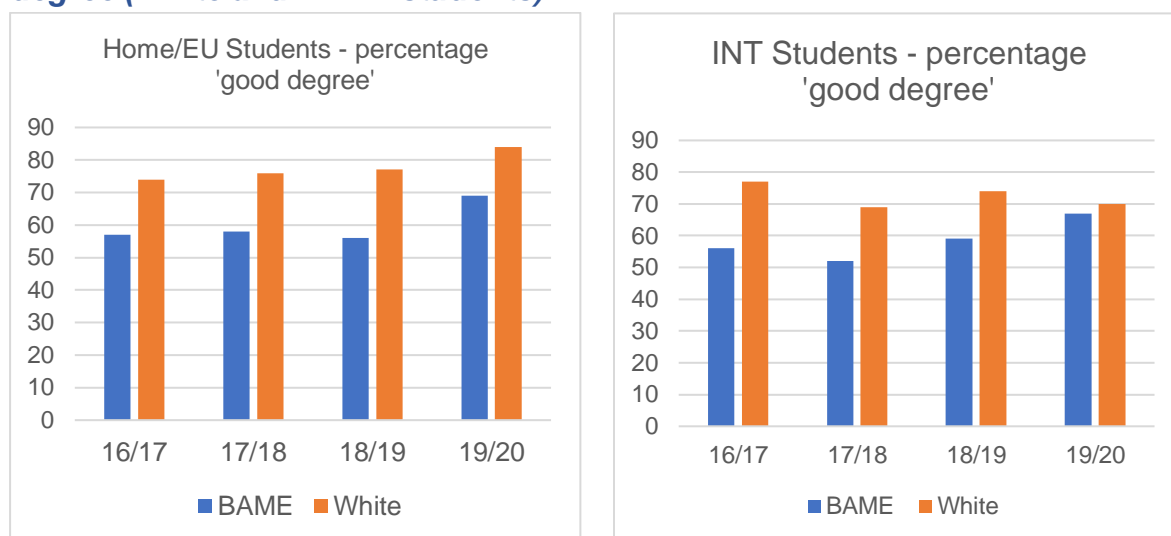


For Home/EU students, the awarding gap decreased, reversing a previous trend. For International students the awarding gap reduced to just 3 pp (table 7d.1).

**Table 7d.1. Percentage Home/EU students achieving a good degree**

Home/EU	16/17	17/18	18/19	19/20
White (%)	74	76	77	84
BAME (%)	57	58	56	68
Awarding gap (pp)	17	18	21	15
International	16/17	17/18	18/19	19/20
White (%)	77	69	74	70
BAME (%)	56	52	59	67
Awarding gap (pp)	21	17	15	3

**Figures 7d.2 and 7d.3 Percentage Home/EU and percentage International good degree (White and BAME students)**



Each School has School wide and programme specific actions to reduce the awarding gap:

- Decolonising and diversifying the curriculum
- Reviewing and improving assessment design and assessment briefs
- Discussion of awarding gaps and race equality at programme/school meetings
- BAME Student Advocates (BSAs) working with staff to critique curricular
- BSAs facilitating focus groups with BAME students.

### Progress:

All schools except one showed a reduction in their awarding gap for 19/20.

The 2020/25 Strategic Plan identifies a KPI to “Reduce BAME attainment gap by 50% by 2025” and UH has set interim targets to meet the overall KPI (table 7d.2) (AP7d.1):

**Table 7d.2 Institutional KPI targets to reduce the awarding gap**

Year	18/19	19/20	20/21	21/22	22/23	23/24	24/25
KPI	18 pp	18 pp	17 pp	15 pp	13 pp	11 pp	9 pp
Actual	20 pp	15 pp					

Intersectional data (2017/18 and 2018/19) indicated BAME male students having the lowest % good degree. In 2019/20, 68% of BAME male students achieved a good degree –positive increase from 53%. BAME female student performance also increased to 68% however both male/female BAME groups still have lower rates of good degrees than White male and female groups (table 7d.3).

**Table 7d.3 University intersectional data**

Attainment % good degrees	2016/17	2017/18	2018/19	2019/20
BAME Males	59%	53%	53%	68%
White Males	75%	77%	77%	85%
BAME Females	57%	59%	60%	68%
White Females	75%	77%	77%	83%

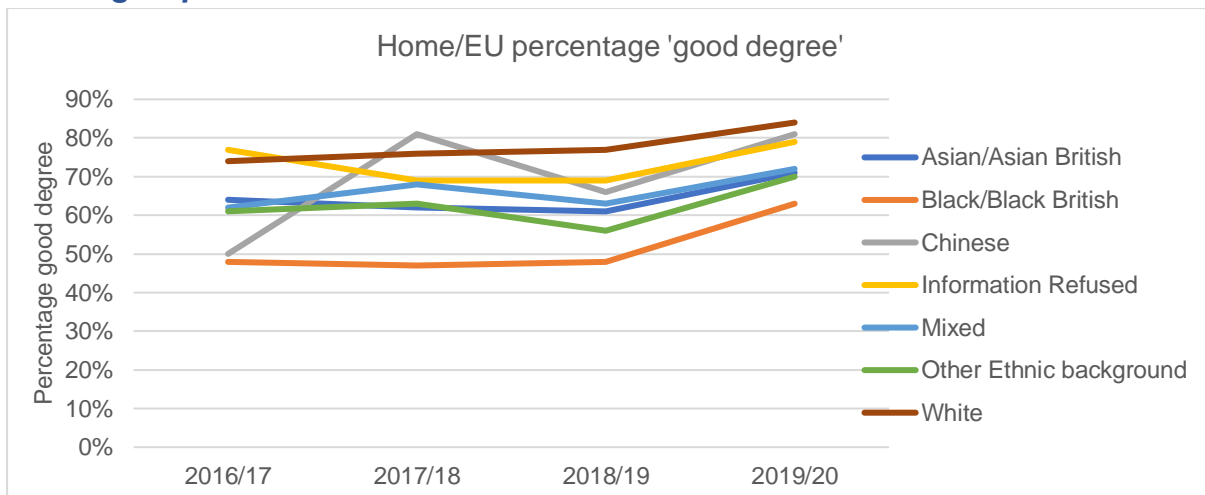
**Table 7d.4 Home/EU and International student data according to ethnicity**

Home/EU	Good Degrees 2016/17		Good Degrees 2017/18		Good Degrees 2018/19		Good Degrees 2019/20	
	No.	%	No.	%	No.	%	No.	%
Asian/Asian British	495	64%	492	62%	498	61%	609	71%
Black/Black British	290	48%	342	47%	347	48%	434	63%
Chinese	20	50%	26	66%	19	66%	21	81%
Information refused	85	77%	60	69%	59	69%	48	79%
Mixed	115	62%	141	68%	123	63%	164	72%
Other Ethnic background	85	61%	99	63%	90	56%	107	70%
White	1565	74%	1563	76%	1608	77%	1594	84%

International	Good Degrees 2016/17		Good Degrees 2017/18		Good Degrees 2018/19		Good Degrees 2019/20	
	No.	%	No.	%	No.	%	No.	%
Asian	135	60%	132	57%	129	62%	123	66%
Black	70	50%	46	44%	54	53%	45	63%
Chinese	100	54%	126	54%	159	60%	178	70%
Information refused	15	75%	15	54%	9	69%	19	63%
Mixed	10	67%	15	44%	8	50%	12	80%
Other Ethnic background	30	55%	18	40%	32	53%	41	63%
White	50	83%	31	69%	42	74%	39	70%

**Figure 7d.4 Percentage good degree for Home/EU students from different ethnic groups**





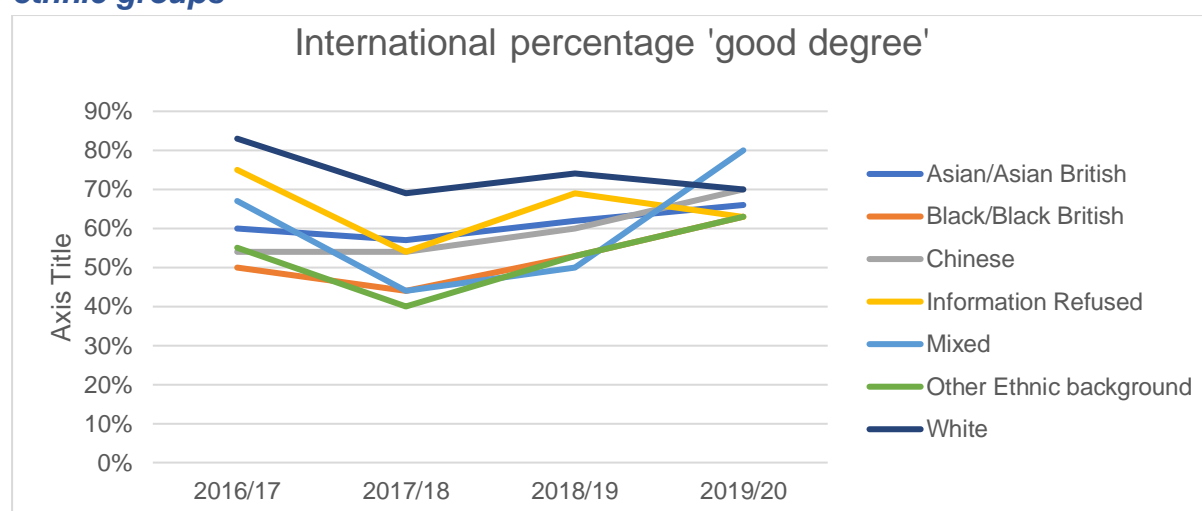
The % Home/EU Black students achieving a good degree increased from 48% to 63% in 2019/20. This is still the lowest percentage compared to other ethnic groups (tables 7d.4 and 7d.5 and fig 7d.4) **(AP7d.2)**.

**Table 7d.5 Institutional targets to reduce the awarding gap between Home/EU White and Black students**

Year	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Target	29pp	28 pp	26 pp	23 pp	20 pp	17 pp	14 pp
Actual	29 pp	21 pp					

The performance of International students from different ethnic backgrounds fluctuates yet it is positive that the differences between ethnic groups have narrowed over time (fig 7d.5).

**Figure 7d.5 Percentage good degree for International students from different ethnic groups**



Through the Kingston-led project, UH now has VA dashboards indicating the percentage of students expected to get a good degree based on entry qualifications, and the percentage that actually did.

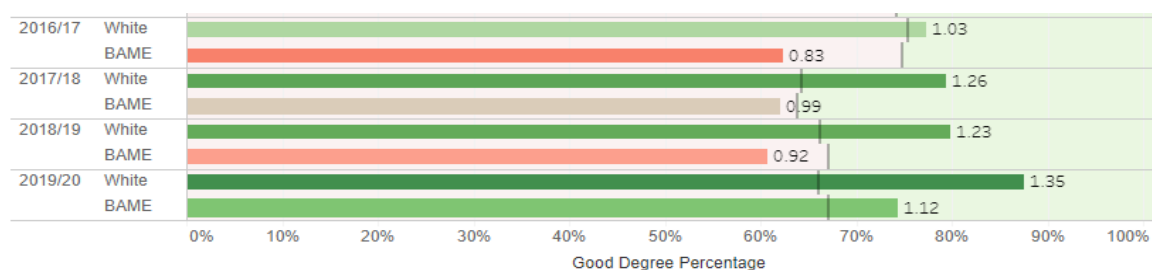
For example, in 2016/17:

- 75% of our BAME students were expected to get a good degree and 62% did.
- 75% of our White students were expected to get a good degree based on entry qualifications/subject studies, and 77% did.

Each year, more White students have achieved a good degree than expected based on their entry qualifications (VA scores of >1.0). This was not the case from 2016-19 for BAME students (VA scores < 1.0). In 2019/20 there was improvement with more BAME students achieving a good degree than expected (VA score of 1.12) but the

awarding gap is still evident as the VA score for White students is 1.35 (fig. 7d.6 and table 7d.6) (AP7d.3).

**Figure 7d.6 Institutional VA scores for BAME and White students**



**Table 7d.6 VA scores and awarding gaps**

	Percentage White student expectation based on entry quals	Percentage White students who got a good degree	VA score for White students	Percentage BAME student expectation based on entry quals	Percentage BAME students who got a good degree	VA score for BAME students	Awarding gap
2016/17	75	77	1.03	75	62	0.83	0.20
2017/18	64	79	1.26	64	62	0.99	0.27
2018/19	66	80	1.23	67	61	0.92	0.31
2019/20	66	88	1.35	67	74	1.12	0.23

### School attainment data

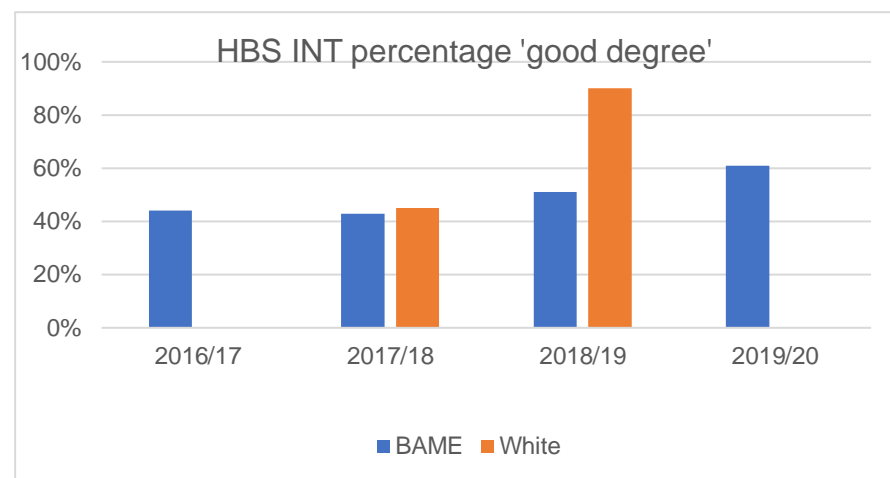
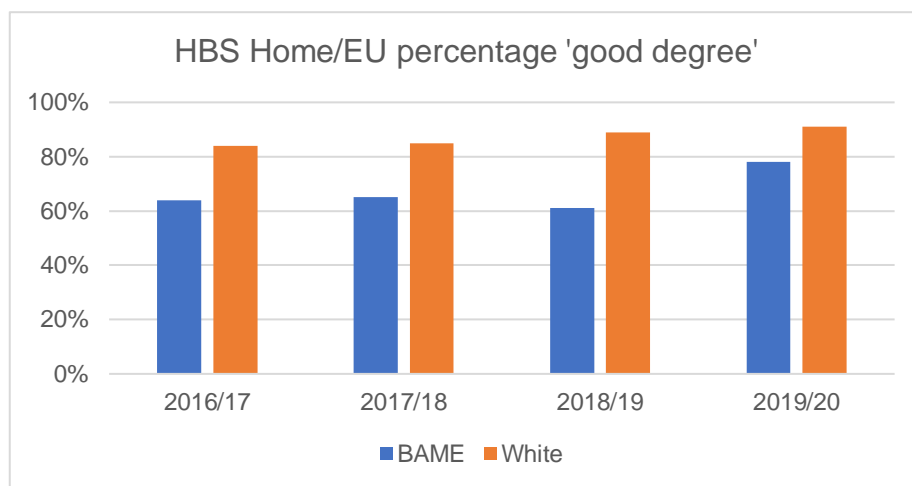
Data are presented by School (table 7d.7 and figs 7d.7 to 7d.28) to show awarding gaps between White and BAME students. Commentary on gaps (pp) between 2018/19 and 2019/20 is included. Regarding International students, data has not been presented where there are less than five students. For some Schools with low numbers of International students, an International student data graph is not included (EDU, HSK and PAM) and for some Schools, the numbers of International White students are below five and hence data is not included for some, or all, years. VA scores for each School are displayed to enable consideration of performance in light of entry qualifications. Commentary on gaps between White and BAME student VA scores for 2018/19 and 2019/20 is included.

**Table 7d.7 School attainment data for White and BAME students (numbers and percentages) (COM and ENT merged to form ECS in 2018/19 and PAM merged in to ECS to form SPECS in 2019/20)**

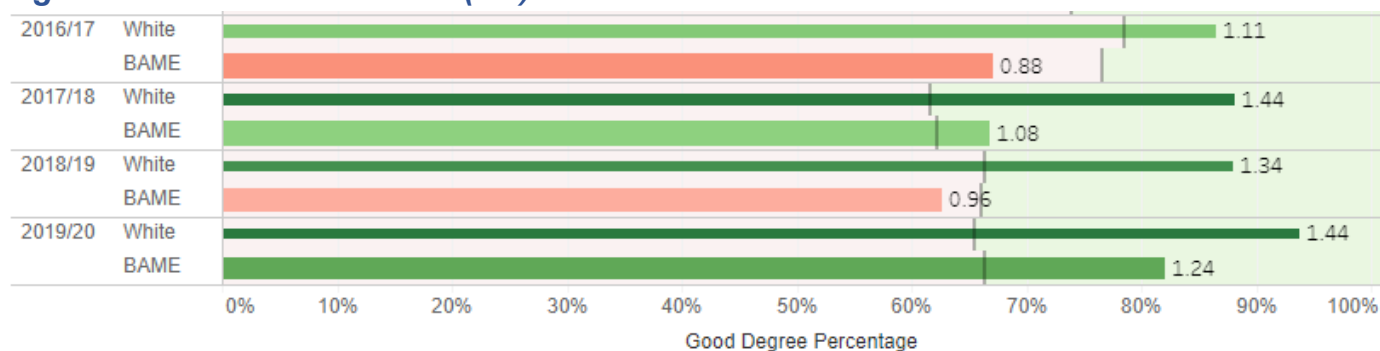
	2016/17				2017/18				2018/19				2019/20			
HBS	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	298	84%	4		280	85%	5	45%	286	89%	9	90%	279	91%	4	67%
BAME	313	64%	75	44%	333	65%	98	43%	285	61%	101	51%	355	78%	116	61%
COM	H/EU		INT		H/EU		INT									
White	31	49%	1	100%	54	83%										
BAME	51	47%	10	40%	60	65%	16	42%								
CTA	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	352	81%	31	78%	355	79%	17	81%	360	81%	26	70%	319	85%	27	73%
BAME	79	60%	47	49%	108	66%	63	56%	89	57%	66	56%	112	71%	82	72%
EDU	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	111	67%	1	100%	142	71%			160	70%			167	79%	1	100%
BAME	25	42%	1	100%	26	40%	1	100%	31	50%	2	67%	53	67%	1	100%

ENT	H/EU		INT		H/EU		INT									
White	122	82%	1	100%	115	79%	4	80%								
BAME	51	59%	89	72%	50	52%	66	62%								
ECS									H/EU		INT					
White									146	76%	1	33%				
BAME									115	55%	74	59%				
HSK	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	231	62%	4	67%	237	63%			243	65%			244	75%		
BAME	104	37%	4	36%	100	34%	1	20%	128	36%	3	50%	196	50%	5	71%
HUM	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	116	79%	1	50%	125	85%			130	83%			110	87%		
BAME	70	67%	18	58%	92	67%	13	72%	85	65%	23	72%	77	73%	20	91%
LAW	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	51	78%	2	100%	47	81%	1	50%	53	78%	1	50%	75	82%	1	33%
BAME	101	73%	89	71%	93	57%	61	60%	81	54%	91	70%	123	71%	69	67%
LMS	H/EU		INT		H/EU		INT		H/EU		INT		H/EU		INT	
White	219	73%	2	67%	178	78%	3	75%	195	77%	4	100%	192	86%	2	100%
BAME	192	59%	10	40%	216	61%	14	44%	248	67%	20	61%	233	70%	21	57%
PAM	H/EU		INT		H/EU		INT		H/EU		INT					
White	34	68%	1	50%	30	60%	1	100%	35	83%	1	100%				
BAME	16	59%	5	56%	22	61%	4	57%	15	54%	2	67%				
SPECS													H/EU		INT	
White													208	88%	3	60%
BAME													186	74%	85	70%

**Figures 7d.7 and 7d.8 HBS Home/EU and International student percentage good degree**

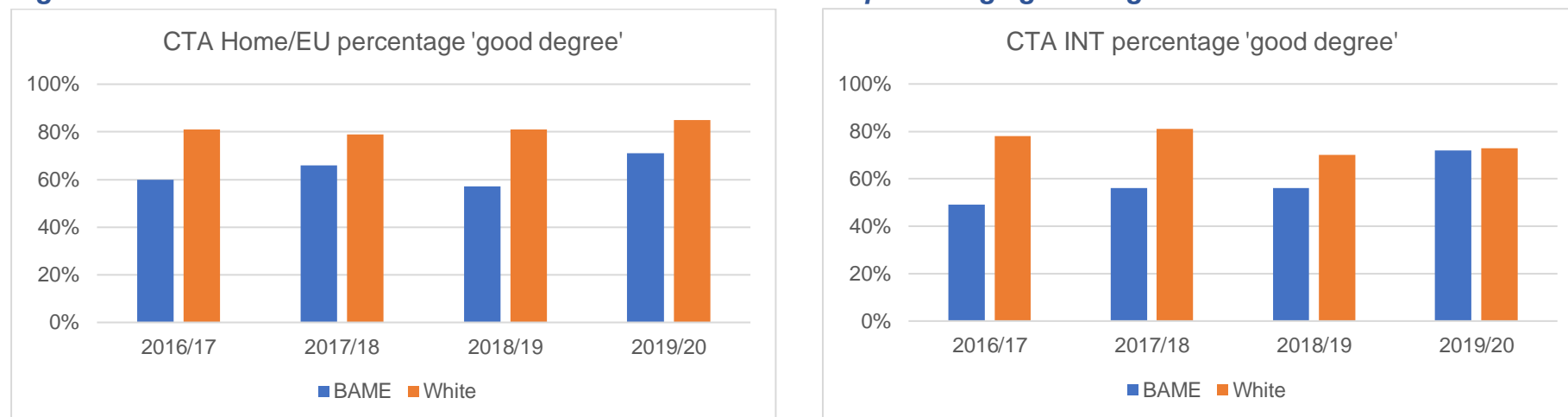


**Figure 7d.9 HBS Value Added (VA) scores**



- Awarding gap for Home/EU students has decreased: 28pp to 13pp.
- International BAME student performance has increased: 17pp.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap decreased: 0.41 to 0.20.

**Figures 7d.10 and 7d.11 CTA Home/EU and International student percentage good degree**

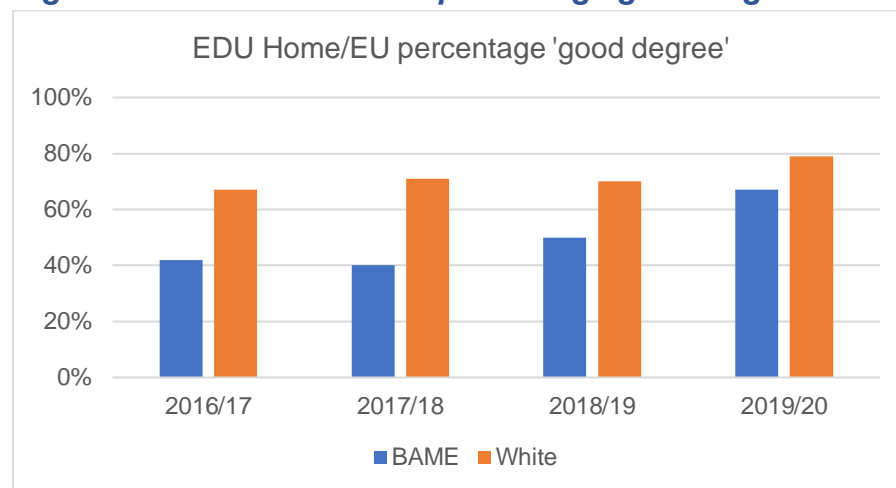


**Figure 7d.12 CTA Value Added (VA) scores**

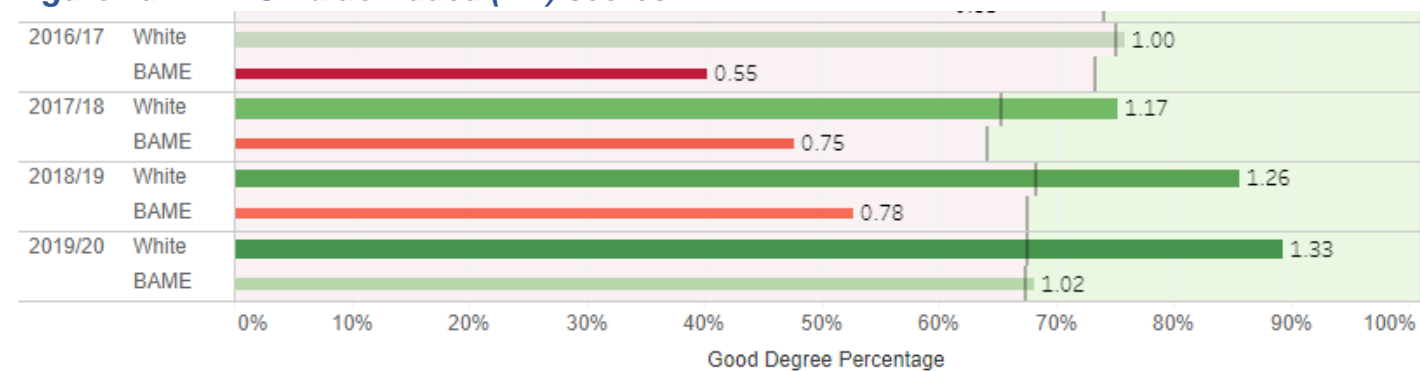


- Awarding gap for Home/EU students has decreased: 24pp to 14pp.
- Awarding gap for International students has decreased to 1pp.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap decreased: 0.46 to 0.26.

**Figure 7d.13 EDU Home/EU percentage good degree**



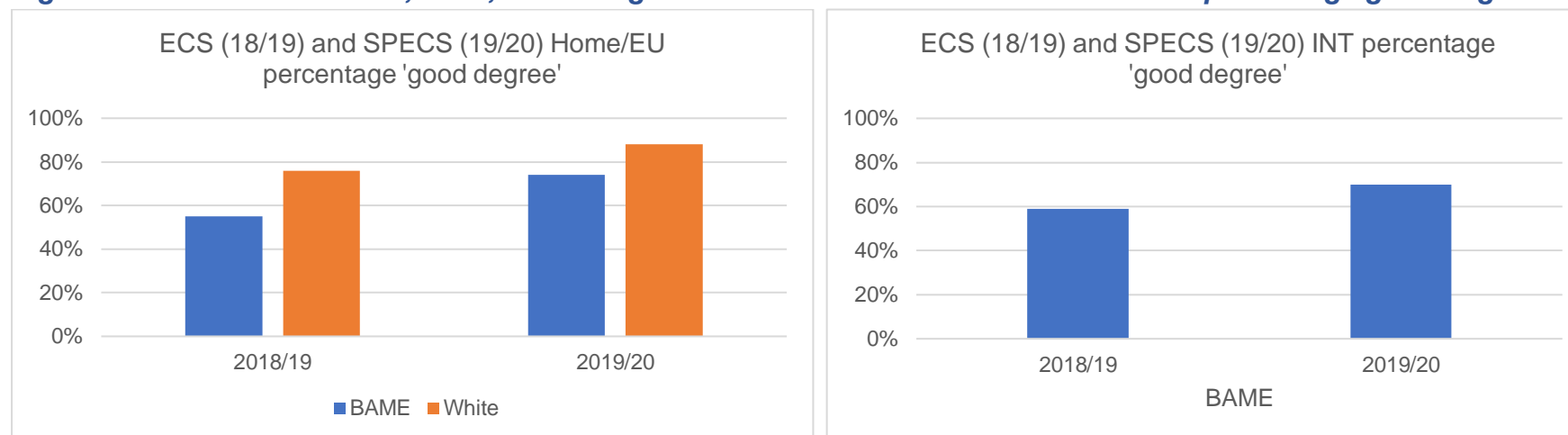
**Figure 7d.14 EDU Value Added (VA) scores**



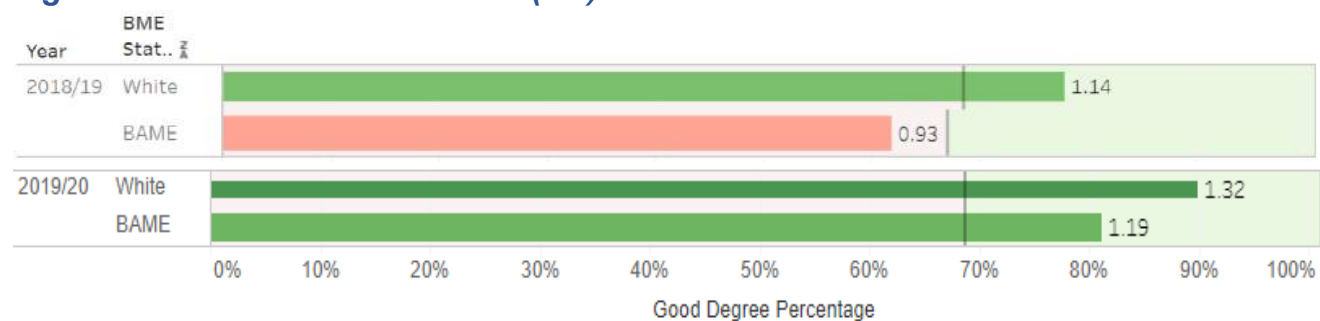
- Awarding gap for Home/EU students has decreased: 20pp to 12pp.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap decreased: 0.53 to 0.31.



**Figures 7d.15 and 7d.16 ENT, COM, PAM merged to SPECS Home/EU and International percentage good degree**

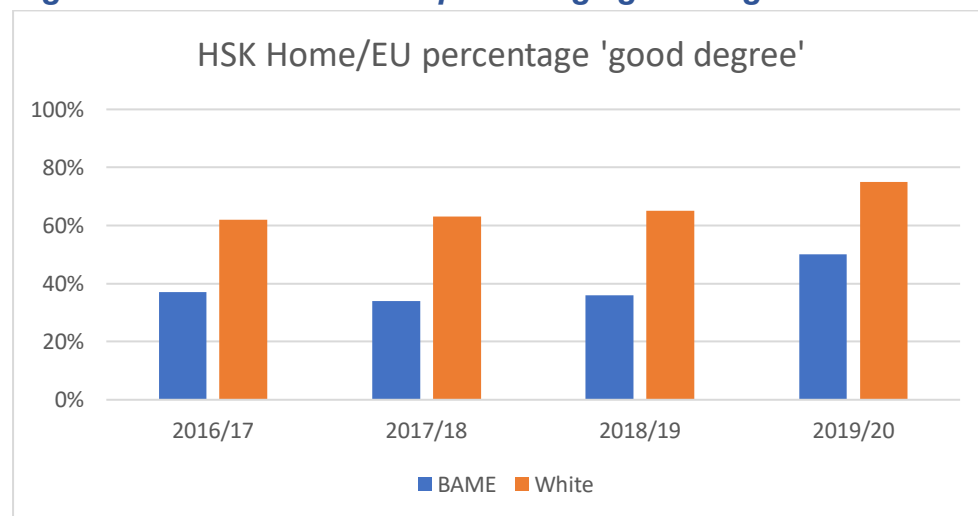


**Figure 7d.17 SPECS Value Added (VA) scores**

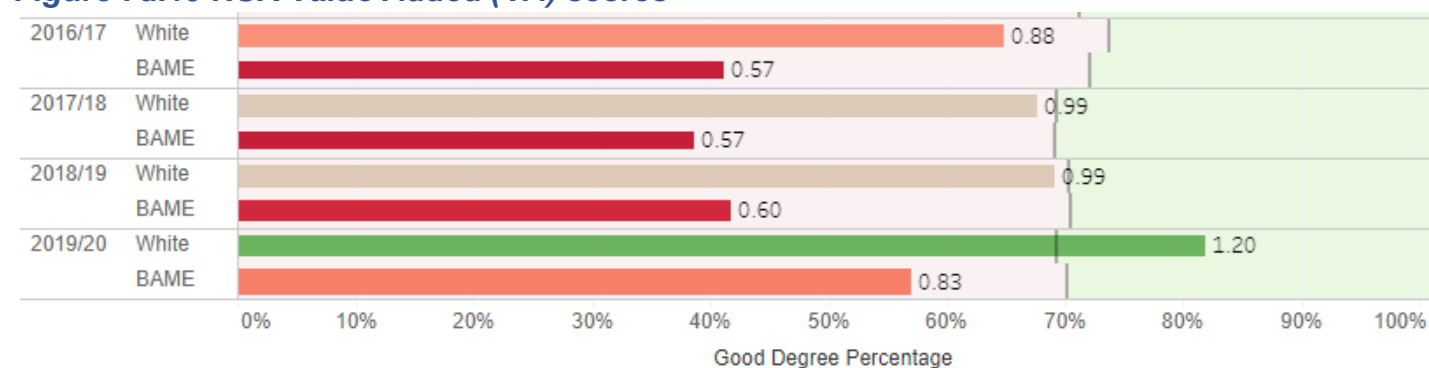


- Awarding gap for Home/EU students has reduced: 21pp to 14 pp.
- International BAME student performance has increased: 11pp.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap decreased: 0.21 to 0.13.

**Figure 7d.18 HSK Home/EU percentage good degree**

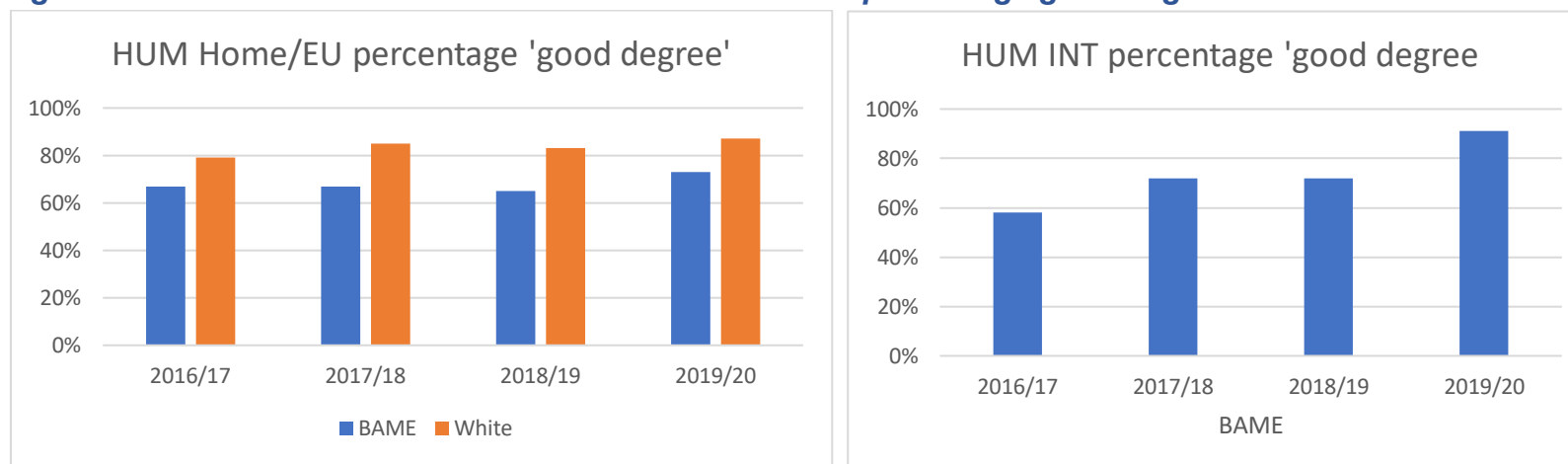


**Figure 7d.19 HSK Value Added (VA) scores**

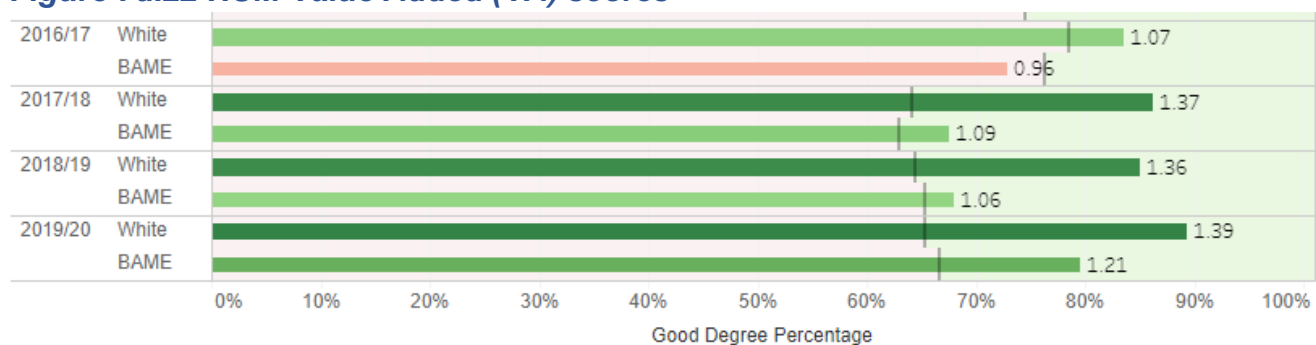


- Awarding gap between White and BAME students is largest in HSK.
- Awarding gap for Home/EU students has reduced: 29pp to 25 pp.
- 2019/20 VA score for BAME students is <1.0
- VA score gap is very large and only decreased slightly: 0.39 to 0.37.

**Figures 7d.20 and 7d.21 HUM Home/EU and International percentage good degree**

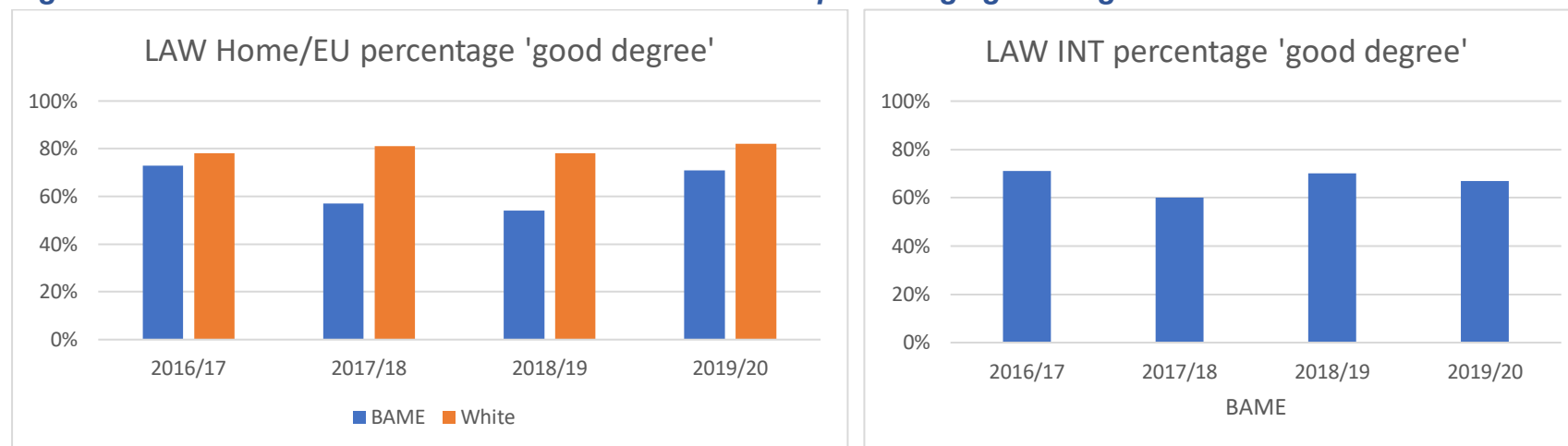


**Figure 7d.22 HUM Value Added (VA) scores**

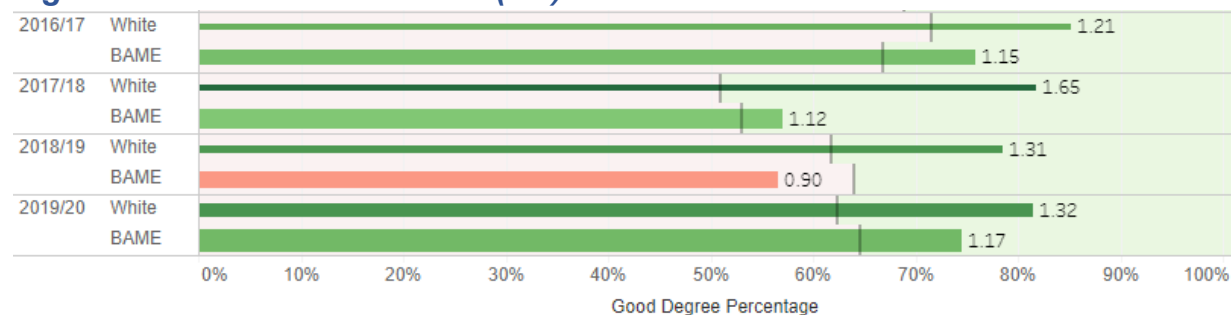


- Awarding gap for Home/EU students has reduced: 18pp to 14pp.
- International BAME student performance has increased: 19pp.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap has decreased: 0.30 to 0.18.

**Figures 7d.23 and 7d.24 LAW Home/EU and International percentage good degree**

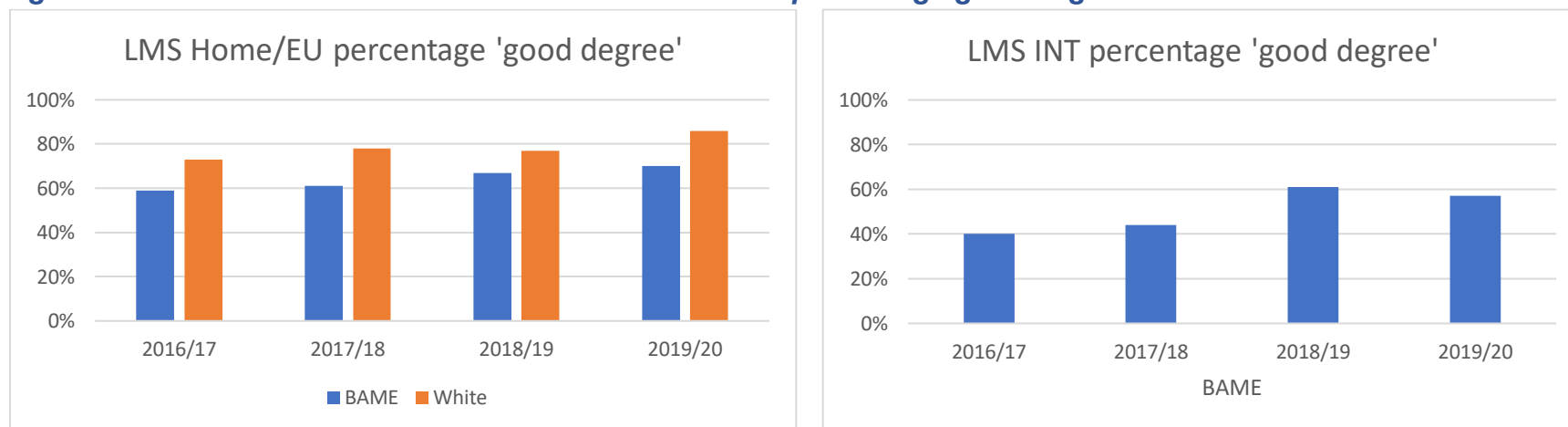


**Figure 7d.25 LAW Value Added (VA) scores**

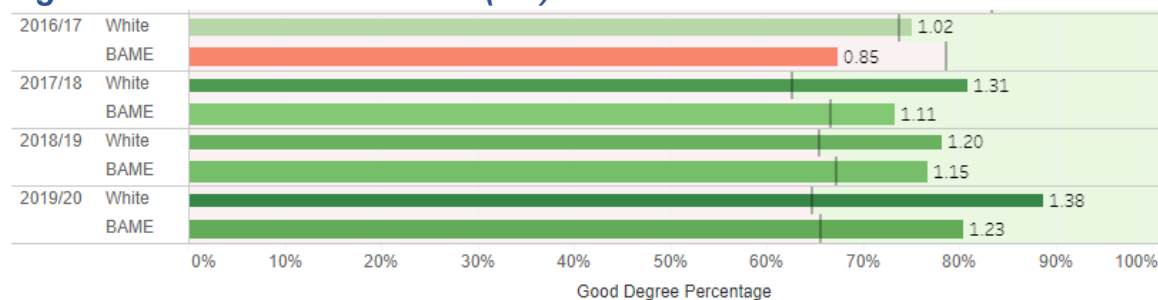


- Awarding gap for Home/EU students has reduced: 24pp to 11pp.
- International BAME student performance reduced slightly: 3pp.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap has decreased: 0.41 to 0.15.

**Figures 7d.26 and 7d.27 LMS Home/EU and International percentage good degree**



**Figure 7d.28 LMS Value Added (VA) scores**



- Awarding gap for Home/EU students has increased: 10pp to 16pp. LMS was the only school to have an increase in awarding gap which was disappointing as previously the school had shown big improvements in reducing the gap.
- International BAME student performance reduced slightly: 4pp but this is still much improved compared with 2016/17 and 2017/18.
- 2019/20 VA scores for White and BAME students >1.0.
- VA score gap has increased: 0.05 to 0.15.

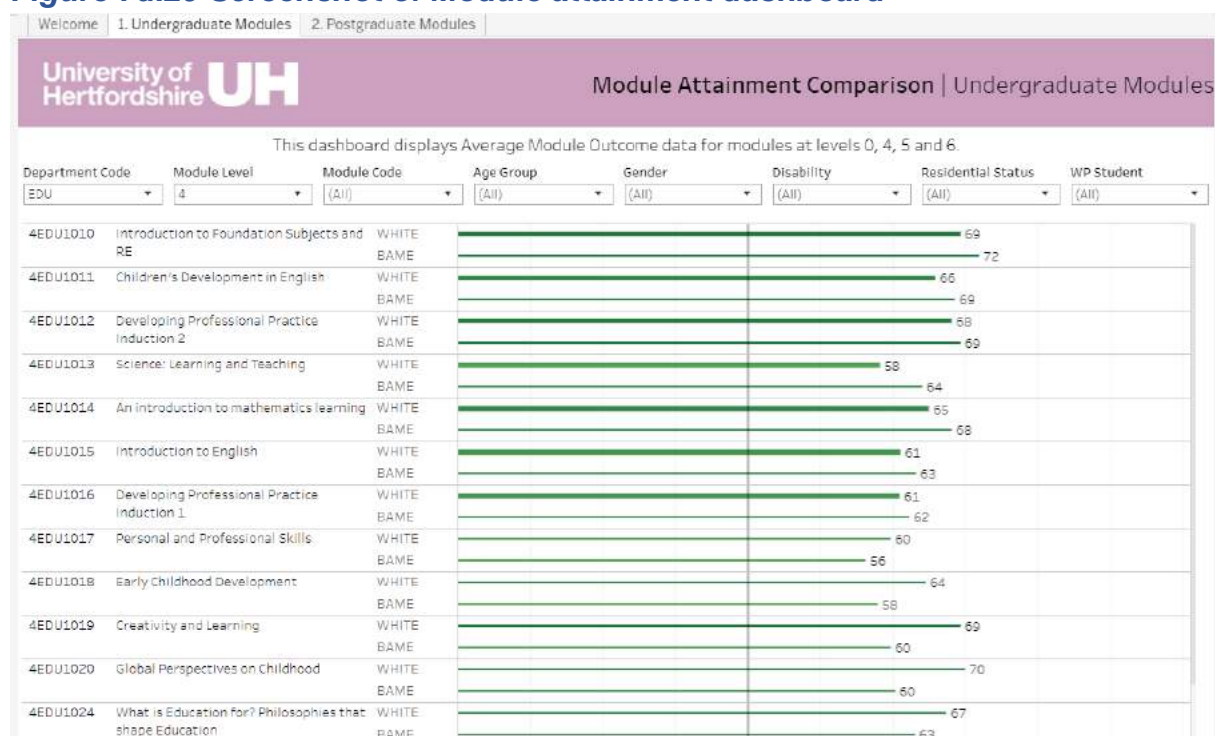
Through the Access and Participation Plan (APP) we have identified incremental awarding gap targets for Schools **(AP7d.6)**.

**Table 7d.8 APP University and School Awarding Gap targets for Home students (OfS identified population) - targets written in 2019 based on 2018-19 baseline data**

		Baseline 2018-19 (pp)	2019- 20 (pp)	2020- 21 (pp)	2021- 22 (pp)	2022- 23 (pp)	2023- 24 (pp)	2024- 25 (pp)
University	Target	18	18	17	15	13	11	9
	Actual	20	15					
School								
HBS	Target	28	25	23	19	15	11	7
	Actual	28	13					
CTA	Target	24	23	22	19	15	11	6
	Actual	24	14					
EDU	Target	20	19	18	16.5	14.5	12.5	9.5
	Actual	20	12					
HSK	Target	29	27	25.5	21	16.5	12	7.5
	Actual	29	25					
HUM	Target	18	17	16	14.5	12.5	10.5	8.5
	Actual	18	14					
LAW	Target	24	23	22	19	15	11	7
	Actual	24	11					
LMS	Target	10	9	8	6	4	2	0
	Actual	10	16					
SPECS	Target	21	19	17	14	11	8	5
	Actual	21	14					

In Dec 2020 UH created a module attainment dashboard for UG and PGT modules which enables module teams to identify differentials in White and BAME student performance (fig 7d.29). Programme and module leaders have been tasked with identifying modules with the biggest gaps to consider learning, teaching and assessment related actions to reduce the gaps **(AP7d.7)**.

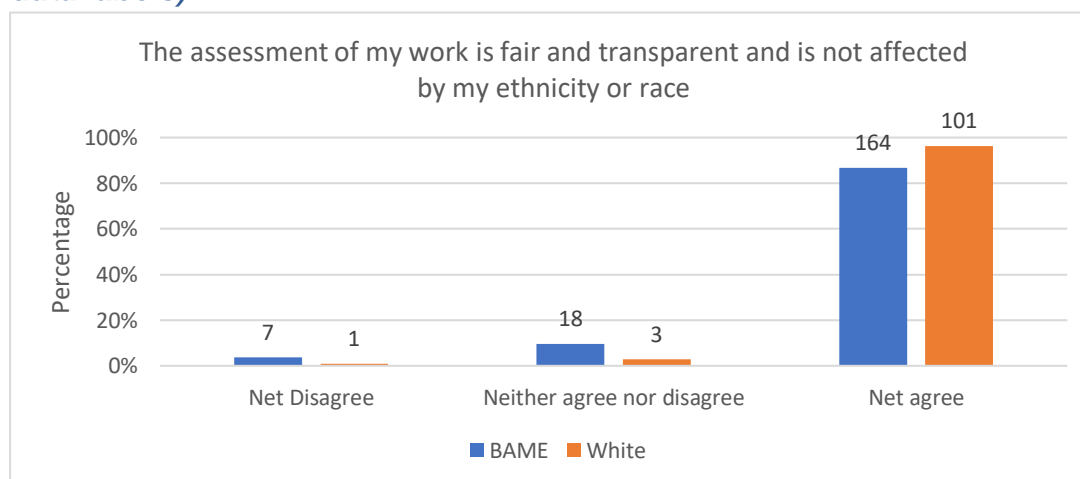
**Figure 7d.29 Screenshot of Module attainment dashboard**



Student survey data (fig 7d.30) indicates that 87% of BAME students agree that the assessment of work is fair and not affected by race, which is lower than White students (96%) (**AP7d.8**).

*"I think Hertfordshire is falling behind an industry standard in terms of university and anonymous marking. The rules are there, and people know they're there, but there are no repercussions for not following them".*  
**BAME student, Focus Group 2020**

**Figure 7d.30 REC Student survey data (numbers of responders included as data labels)**





### Extra- /Co- Curricular activity and impact on degree attainment

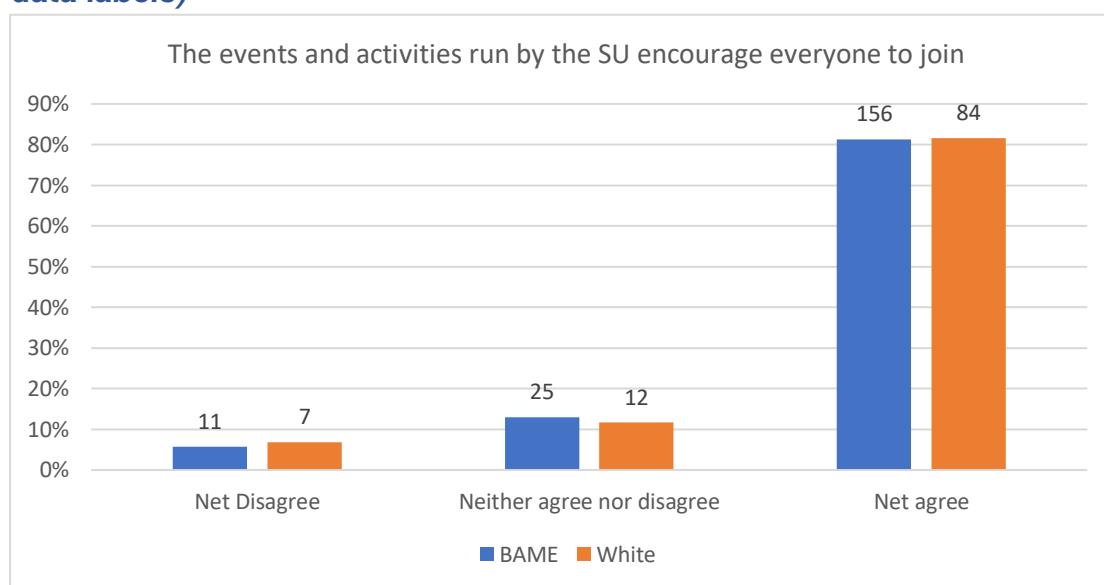
Previous anecdotal discussions with student reps suggested that those who engaged as a student rep may be more likely to do well in terms of degree outcome. Using the VA metric we investigated this; 2017/18 and 2018/19 data indicated that students who were a student rep or HSU society member, were more likely to achieve a good degree (table 7d.9). Data for SCOs were included in 2018/19. Scores suggest the benefits are greater for BAME students than White students.

**Table 7d.9 HSU participation: Value Added scores by ethnicity**

HSU engagement	2017/18 VA scores		2018/19 VA scores	
	BAME	WHITE	BAME	White
Student Representative	1.15	1.42	1.23	1.47
Not a Student Representative	0.99	1.25	0.91	1.22
Difference	+0.16	+0.17	+0.32	+0.25
School Community Organiser	Data not available	Data not available	1.52	1.48
Not a School Community Organiser	Data not available	Data not available	0.92	1.23
Difference	-	-	+0.60	+0.25
Society Member	1.20	1.36	1.01	1.26
Not a society member	0.97	1.25	0.91	1.23
Difference	+0.23	+0.11	+0.10	+0.03

Evidence suggests that there are positive academic outcomes linked to participating in extra/co-curricular activities and HSU along with the DoS, WASS and the schools have broadened the range of events, increased the number of societies (90) and improved online access, to ensure all students can participate. Data from the REC student survey suggests that the events and activities run by HSU are inclusive (fig 7d.31).

**Figure 7d.31 REC Student survey data (numbers of responders included as data labels)**



## ACTIONS

**AP7d.1** Reduce the BAME awarding gap by 50 percentage points by 2025, meeting year-on-year targets

**AP7d.2** Reduce the awarding gap between White and Black students by 50% by 2025, meeting year-on-year targets

**AP7d.3** All UG programmes to have a Value Added score of at least 1.0 for BAME and White students by 2025

**AP7d.4** All UG programmes to have differentials of less than 0.1 between VA scores for BAME and White students (July 2025)

**AP7d.5** Programmes with the largest VA differentials to receive targeted support from members of the BAME Student Success Working Group

**AP7d.6** All Schools to address their annual APP targets to reduce the awarding gap by 2025

**AP7d.7** Module leaders to use the UG module attainment dashboard data and identify enhancement in learning, teaching and assessment practices in modules to reduce differentials between White and BAME students

**AP7d.8** Module leaders to review their assessments and ensure anonymous marking where possible. Where not possible (eg presentations) module leaders to ensure moderation processes are applied and clearly communicated to students

**AP7d.9** Continue to monitor VA scores for HSU participation, ensuring all HSU services have a minimum of 1.0 VA score to demonstrate the benefits of engaging in extra- and co- curricular activities

**AP7d.10** Increase the number of BAME students engaging with extra- / co-curricular opportunities such as joining societies, student representation or becoming a SCO from 51.5% to 55% by 2022

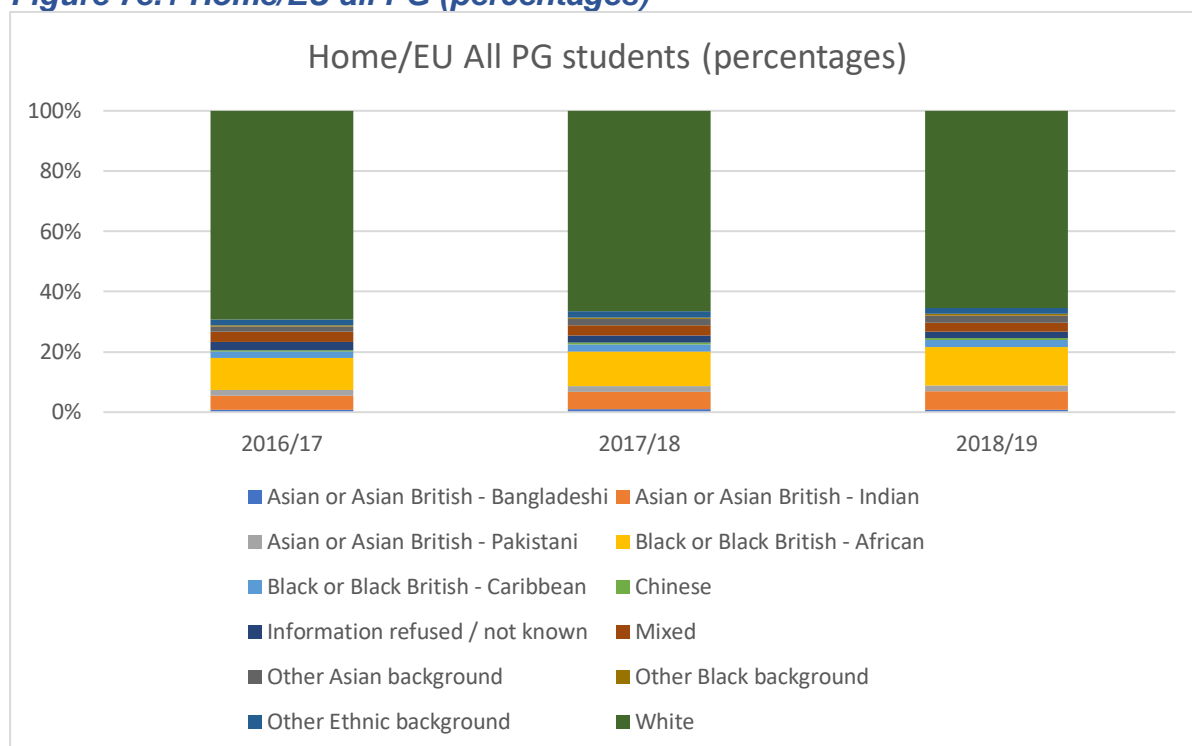
## Section 7e: Postgraduate Pipeline

The diversity of the PG student body has increased over the 3-year period, with the % Home/EU White students decreasing from 69% to 65% and International White student decreases of 9.8% to 4.9%. There has been a large increase in Home/EU Black/Black British African students (510-585) through the improved marketing of our PG programmes to increase diversity. International Asian Indian students numbers increased considerably (170-660), making up 43% of the PG International student population. This reflects a focused marketing and recruitment strategy in India (table 7e.1, figs7e.1-2).

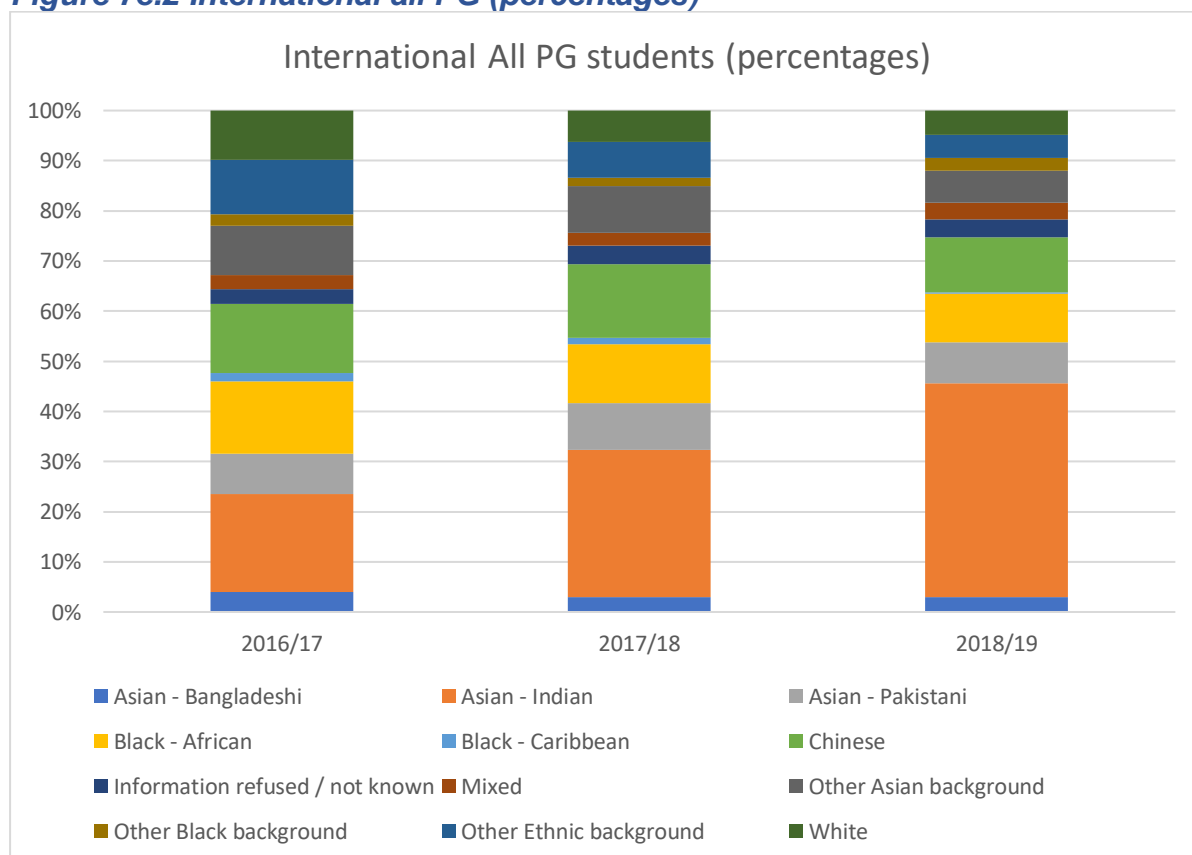
**Table 7e.1 Whole Institution Postgraduate Student Body by Ethnicity and Domicile (rounded to nearest 5)**

		2016/17		2017/18		2018/19	
Home/EU	Ethnic Group	No.	%	No.	%	No.	%
	Asian or Asian British - Bangladeshi	35	0.7	40	0.9	40	0.9
	Asian or Asian British - Indian	230	4.8	260	5.9	275	6.0
	Asian or Asian British - Pakistani	90	1.9	80	1.8	95	2.1
	Black or Black British - African	510	10.6	505	11.5	585	12.7
	Black or Black British - Caribbean	100	2.1	105	2.4	110	2.4
	Chinese	20	0.4	20	0.5	30	0.7
	Information refused / not known	135	2.8	105	2.4	90	2.0
	Mixed	155	3.2	150	3.4	145	3.2
	Other Asian background	90	1.9	95	2.2	100	2.2
	Other Black background	20	0.4	20	0.5	30	0.7
	Other Ethnic background	90	1.9	90	2.1	90	2.0
	White	3315	69.2	2920	66.5	3010	65.4
	<b>Total</b>	<b>4790</b>	<b>100</b>	<b>4390</b>	<b>100</b>	<b>4600</b>	<b>100</b>
International	Asian - Bangladeshi	35	4.0	35	2.9	45	2.9
	Asian - Indian	170	19.5	350	29.4	660	42.7
	Asian - Pakistani	70	8.0	110	9.2	125	8.1
	Black - African	125	14.4	140	11.8	150	9.7
	Black - Caribbean	15	1.7	15	1.3	5	0.3
	Chinese	120	13.8	175	14.7	170	11.0
	Information refused / not known	25	2.9	45	3.8	55	3.6
	Mixed	25	2.9	30	2.5	50	3.2
	Other Asian background	85	9.8	110	9.2	100	6.5
	Other Black background	20	2.3	20	1.7	40	2.6
	Other Ethnic background	95	10.9	85	7.1	70	4.5
	White	85	9.8	75	6.3	75	4.9
	<b>Total</b>	<b>870</b>	<b>100</b>	<b>1190</b>	<b>100</b>	<b>1545</b>	<b>100</b>
<b>Grand Total</b>		<b>5660</b>		<b>5580</b>		<b>6145</b>	

**Figure 7e.1 Home/EU all PG (percentages)**



**Figure 7e.2 International all PG (percentages)**



## Postgraduate Taught (PGT)

### Admissions

For Home/EU, an increase in applications-to-offers ratios is seen for students from most groups with the biggest increases for Chinese students (table 7e.2).

Changes to support this include:

- Review of 'Admissions Tutor' role descriptor
- Unconscious bias training requirement for all admissions staff.

**Table 7e.2 Home/EU PGT**

Ethnicity		2016/17	2017/18	2018/19
<b>Asian/Asian British</b>	Applications to Offers (%)	71	67	70
	Offers to Acceptances (%)	92	95	91
<b>Black/Black British</b>	Applications to Offers (%)	64	63	72
	Offers to Acceptances (%)	92	94	91
<b>Chinese</b>	Applications to Offers (%)	70	85	95
	Offers to Acceptances (%)	100	94	94
<b>Information refused</b>	Applications to Offers (%)	44	30	37
	Offers to Acceptances (%)	27	33	25
<b>Mixed</b>	Applications to Offers (%)	59	63	69
	Offers to Acceptances (%)	91	89	89
<b>Other Ethnic background</b>	Applications to Offers (%)	60	60	63
	Offers to Acceptances (%)	93	96	95
<b>White</b>	Applications to Offers (%)	67	68	70
	Offers to Acceptances (%)	93	94	93

International student applications-to-offers ratios remain constant for all groups (table 7e.3).

**Table 7e.3 International PGT**

Ethnicity		2016/17	2017/18	2018/19
<b>Asian</b>	Applications to Offers (%)	85	93	92
	Offers to Acceptances (%)	81	85	86
<b>Black</b>	Applications to Offers (%)	84	84	84
	Offers to Acceptances (%)	59	75	73
<b>Chinese</b>	Applications to Offers (%)	88	88	91
	Offers to Acceptances (%)	72	74	76
<b>Information refused</b>	Applications to Offers (%)	64	71	72
	Offers to Acceptances (%)	3	4	3
<b>Mixed</b>	Applications to Offers (%)	94	97	87
	Offers to Acceptances (%)	67	82	83
<b>Other Ethnic background</b>	Applications to Offers (%)	91	87	87
	Offers to Acceptances (%)	50	71	73
<b>White</b>	Applications to Offers (%)	89	94	93
	Offers to Acceptances (%)	84	83	89

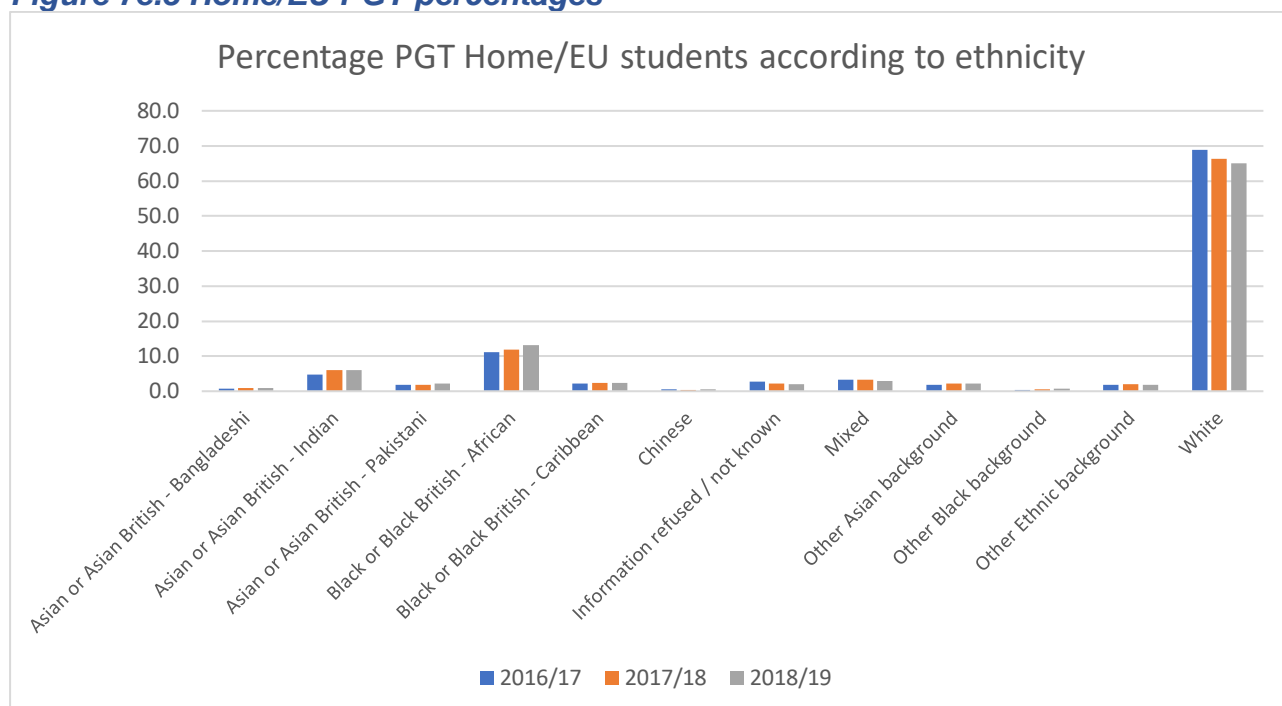
## PGT student numbers

Focused international recruitment resulting in large increases in International Asian–Indian student numbers (160 to 648) has influenced the diversity of the PGT student body. Numbers of International Black African students and Chinese students remain good but these groups now make up smaller proportions of the International PGT student body (table 7e.4, fig. 7e.3).

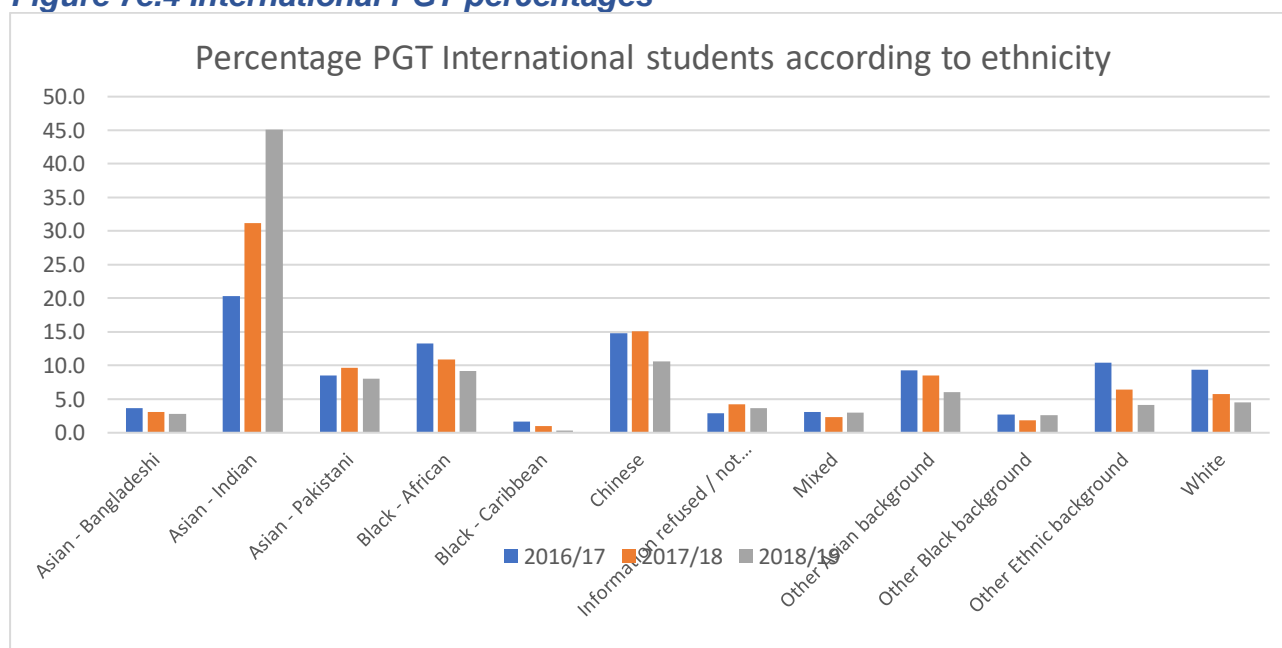
**Table 7e.4 PGT student numbers**

		2016/17		2017/18		2018/19	
		No.	%	No.	%	No.	%
<b>Home/EU</b>	Asian or Asian British - Bangladeshi	33	0.8	35	0.9	37	0.9
	Asian or Asian British - Indian	205	4.7	235	6.0	253	6.1
	Asian or Asian British - Pakistani	83	1.9	74	1.9	90	2.2
	Black or Black British - African	487	11.1	467	11.9	548	13.2
	Black or Black British - Caribbean	95	2.2	96	2.4	102	2.5
	Chinese	20	0.5	17	0.4	26	0.6
	Information refused / not known	122	2.8	89	2.3	80	1.9
	Mixed	142	3.2	129	3.3	124	3.0
	Other Asian background	80	1.8	83	2.1	88	2.1
	Other Black background	19	0.4	20	0.5	29	0.7
	Other Ethnic background	82	1.9	77	2.0	78	1.9
	White	3016	68.8	2601	66.3	2708	65.0
	<b>Total</b>	<b>4384</b>	<b>100.0</b>	<b>3923</b>	<b>100.0</b>	<b>4163</b>	<b>100.0</b>
<b>International</b>	Asian - Bangladeshi	29	3.7	33	3.1	40	2.8
	Asian - Indian	160	20.3	333	31.2	648	45.1
	Asian - Pakistani	67	8.5	103	9.6	116	8.1
	Black - African	105	13.3	116	10.9	132	9.2
	Black - Caribbean	13	1.6	11	1.0	5	0.3
	Chinese	117	14.8	161	15.1	152	10.6
	Information refused / not known	23	2.9	45	4.2	53	3.7
	Mixed	24	3.0	25	2.3	43	3.0
	Other Asian background	73	9.3	91	8.5	87	6.1
	Other Black background	21	2.7	20	1.9	37	2.6
	Other Ethnic background	82	10.4	69	6.5	59	4.1
	White	74	9.4	61	5.7	65	4.5
	<b>Total</b>	<b>788</b>	<b>100.0</b>	<b>1068</b>	<b>100.0</b>	<b>1437</b>	<b>100.0</b>

**Figure 7e.3 Home/EU PGT percentages**



**Figure 7e.4 International PGT percentages**



**School PGT student numbers and key points:**

- Home/EU populations are not very diverse in 3 schools which have very high proportions of White students (CTA 83%) (EDU 87%) (HUM 77%) (tables 7e.7, 7e.8, 7e.12) (**AP7e.1**).
- Large increases in International Asian student numbers are particularly evident in HBS and the Com/ENT which merged to ECS. (HBS 58%) (COM 84% / ENT 68%) (ECS 83%) (tables 7e.5, 7e.6, 7e.9, 7e.10).

- EDU and HUM have very small International student numbers and the Home/EU student population decreased in EDU (table 7e.8).
- Home/EU student numbers increased in HSK (table 7e.11) and LAW (considerable increase in Asian student numbers in LAW) (table 7e.13).
- N.B. PAM do not have any PGT programmes

**Table 7e.5 HBS PGT**

HBS		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	40	9%	44	12%	50	13%
	Black/Black British	127	28%	100	27%	105	27%
	Chinese	3	1%	3	1%	4	1%
	Information refused	5	1%	7	2%	5	1%
	Mixed	16	4%	9	2%	10	3%
	Other Ethnic background	10	2%	5	1%	10	3%
	White	252	56%	203	55%	200	52%
	<b>Total</b>	<b>453</b>		<b>371</b>		<b>384</b>	
International	Asian	68	28%	127	41%	279	58%
	Black	50	21%	52	17%	49	10%
	Chinese	78	33%	94	30%	105	22%
	Information refused	3	1%	5	2%	15	3%
	Mixed	6	3%	6	2%	10	2%
	Other Ethnic background	18	8%	9	3%	7	1%
	White	16	7%	20	6%	18	4%
	<b>Total</b>	<b>239</b>		<b>313</b>		<b>483</b>	

**Table 7e.6 COM PGT (COM merged with ENT to become ECS, hence the lack of 2018/19 data)**

COM		2016/17		2017/18	
Home/EU	Asian/Asian British	11	8%	21	14%
	Black/Black British	19	13%	20	13%
	Chinese	0	0%	1	1%
	Information refused	6	4%	6	4%
	Mixed	6	4%	3	2%
	Other Ethnic background	5	4%	2	1%
	White	95	67%	99	65%
	<b>Total</b>	<b>142</b>		<b>152</b>	
International	Asian	98	77%	206	84%
	Black	12	9%	12	5%
	Chinese	3	2%	5	2%
	Information refused	3	2%	8	3%
	Mixed	4	3%	8	3%
	Other Ethnic background	6	5%	3	1%
	White	2	2%	3	1%
	<b>Total</b>	<b>128</b>		<b>245</b>	



**Table 7e.7 CTA PGT**

CTA		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	9	4%	6	3%	7	4%
	Black/Black British	15	7%	15	7%	10	5%
	Chinese	1	0%	2	1%	3	2%
	Information refused	5	2%	5	2%	0	0%
	Mixed	11	5%	12	5%	10	5%
	Other Ethnic background	3	1%	4	2%	1	1%
	White	174	80%	175	80%	156	83%
	<b>Total</b>	<b>218</b>		<b>219</b>		<b>187</b>	
International	Asian	5	16%	19	28%	22	34%
	Black	2	6%	3	4%	3	5%
	Chinese	14	44%	38	56%	24	37%
	Information refused	0	0%	0	0%	0	0%
	Mixed	2	6%	0	0%	4	6%
	Other Ethnic background	4	13%	4	6%	7	11%
	White	5	16%	4	6%	5	8%
	<b>Total</b>	<b>32</b>		<b>68</b>		<b>65</b>	

**Table 7e.8 EDU PGT**

EDU		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	35	3%	22	3%	31	4%
	Black/Black British	22	2%	18	2%	20	3%
	Chinese	0	0%	2	0%	1	0%
	Information refused	26	2%	23	3%	16	2%
	Mixed	20	2%	24	3%	26	3%
	Other Ethnic background	8	1%	6	1%	6	1%
	White	932	89%	633	87%	667	87%
	<b>Total</b>	<b>1043</b>		<b>728</b>		<b>767</b>	
International	Asian	2	14%	3	25%	4	29%
	Black	0	0%	3	25%	3	21%
	Chinese	1	7%	1	8%	1	7%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	2	14%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	11	79%	5	42%	4	29%
	<b>Total</b>	<b>14</b>		<b>12</b>		<b>14</b>	

**Table 7e.9 ENT PGT (ENT merged with COM to become ECS, hence the lack of 2018/19 data)**

ENT		2016/17		2017/18	
Home/EU	Asian/Asian British	10	26%	10	24%
	Black/Black British	5	13%	4	10%
	Chinese	0	0%	0	0%
	Information refused	1	3%	2	5%
	Mixed	4	10%	3	7%
	Other Ethnic background	0	0%	1	2%
	White	19	49%	22	52%
	<b>Total</b>	<b>39</b>		<b>42</b>	
International	Asian	50	63%	69	68%
	Black	7	9%	10	10%
	Chinese	9	11%	6	6%
	Information refused	0	0%	2	2%
	Mixed	4	5%	2	2%
	Other Ethnic background	6	8%	7	7%
	White	3	4%	5	5%
	<b>Total</b>	<b>79</b>		<b>101</b>	

**Table 7e.10 ECS PGT (ENT merged with COM to become ECS)**

ECS		2018/19	
Home/EU	Asian/Asian British	29	16%
	Black/Black British	23	13%
	Chinese	1	1%
	Information refused	4	2%
	Mixed	8	4%
	Other Ethnic background	4	2%
	White	109	61%
	<b>Total</b>	<b>178</b>	
International	Asian	470	83%
	Black	33	6%
	Chinese	9	2%
	Information refused	16	3%
	Mixed	17	3%
	Other Ethnic background	10	2%
	White	10	2%
	<b>Total</b>	<b>565</b>	

**Table 7e.11 HSK PGT**

HSK		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	136	9%	170	11%	178	11%
	Black/Black British	288	19%	300	20%	387	23%
	Chinese	9	1%	5	0%	8	0%
	Information refused	25	2%	22	1%	23	1%
	Mixed	52	4%	44	3%	48	3%
	Other Ethnic background	33	2%	36	2%	33	2%
	White	937	63%	920	61%	974	59%
	<b>Total</b>	<b>1480</b>		<b>1497</b>		<b>1651</b>	
International	Asian	12	32%	16	39%	17	31%
	Black	18	49%	22	54%	31	57%
	Chinese	0	0%	1	2%	1	2%
	Information refused	0	0%	0	0%	0	0%
	Mixed	2	5%	0	0%	1	2%
	Other Ethnic background	2	5%	1	2%	2	4%
	White	3	8%	1	2%	2	4%
	<b>Total</b>	<b>37</b>		<b>41</b>		<b>54</b>	

**Table 7e.12 HUM PGT**

HUM		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	3	5%	2	3%	4	7%
	Black/Black British	8	13%	8	13%	4	7%
	Chinese	0	0%	1	2%	1	2%
	Information refused	0	0%	0	0%	0	0%
	Mixed	3	5%	4	6%	2	3%
	Other Ethnic background	0	0%	1	2%	3	5%
	White	46	77%	46	74%	47	77%
	<b>Total</b>	<b>60</b>		<b>62</b>		<b>61</b>	
International	Asian	2	25%	4	57%	6	50%
	Black	2	25%	1	14%	2	17%
	Chinese	2	25%	0	0%	2	17%
	Information refused	0	0%	1	14%	0	0%
	Mixed	1	13%	0	0%	1	8%
	Other Ethnic background	0	0%	1	14%	0	0%
	White	1	13%	0	0%	1	8%
	<b>Total</b>	<b>8</b>		<b>7</b>		<b>12</b>	

**Table 7e.13 LAW PGT**

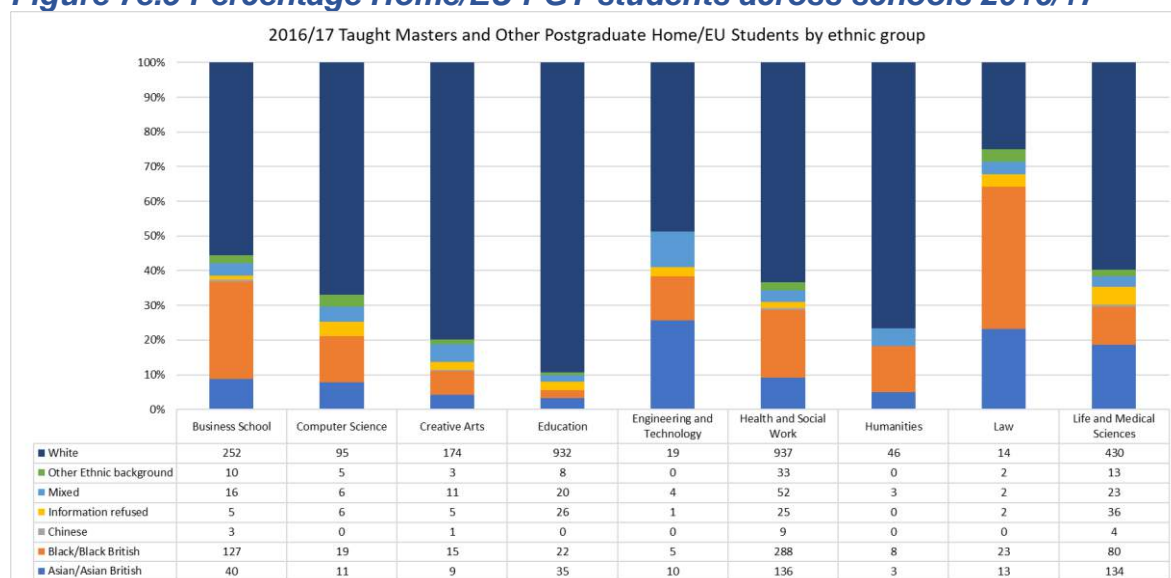
LAW		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	13	23%	5	14%	42	36%
	Black/Black British	23	41%	17	49%	25	21%
	Chinese	0	0%	0	0%	1	1%
	Information refused	2	4%	0	0%	3	3%
	Mixed	2	4%	1	3%	5	4%
	Other Ethnic background	2	4%	1	3%	4	3%
	White	14	25%	11	31%	38	32%
	<b>Total</b>	<b>56</b>		<b>35</b>		<b>118</b>	
International	Asian	20	33%	18	42%	31	53%
	Black	22	37%	15	35%	15	25%
	Chinese	3	5%	4	9%	0	0%
	Information refused	2	3%	0	0%	1	2%
	Mixed	0	0%	0	0%	2	3%
	Other Ethnic background	2	3%	5	12%	6	10%
	White	11	18%	1	2%	4	7%
	<b>Total</b>	<b>60</b>		<b>43</b>		<b>59</b>	

**Table 7e.14 LMS PGT**

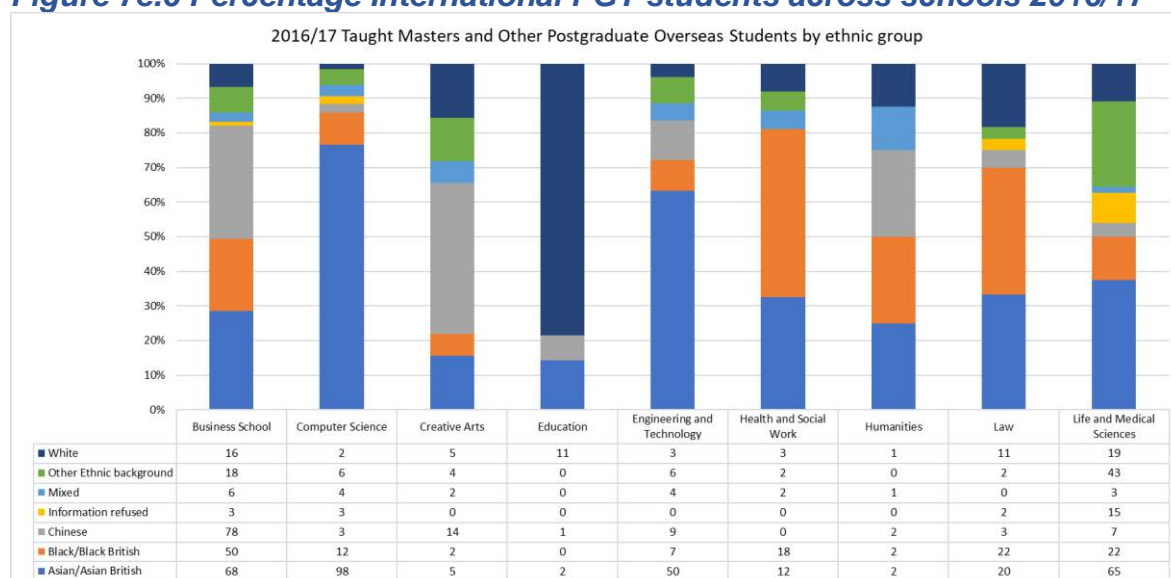
LMS		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	134	19%	136	21%	114	17%
	Black/Black British	80	11%	85	13%	91	14%
	Chinese	4	1%	2	0%	5	1%
	Information refused	36	5%	16	2%	22	3%
	Mixed	23	3%	27	4%	13	2%
	Other Ethnic background	13	2%	15	2%	14	2%
	White	430	60%	380	57%	409	61%
	<b>Total</b>	<b>720</b>		<b>661</b>		<b>668</b>	
International	Asian	65	37%	86	41%	59	36%
	Black	22	13%	23	11%	29	18%
	Chinese	7	4%	9	4%	7	4%
	Information refused	15	9%	29	14%	21	13%
	Mixed	3	2%	8	4%	6	4%
	Other Ethnic background	43	25%	38	18%	25	15%
	White	19	11%	18	9%	17	10%
	<b>Total</b>	<b>174</b>		<b>211</b>		<b>164</b>	

Figures 7e.5 to 7e.10 show the % of students from different ethnic backgrounds of PGT students for each year within each school. Care should be taken when viewing the stacked bar charts as student numbers in certain ethnic groups in some schools are very small (numbers shown below each chart).

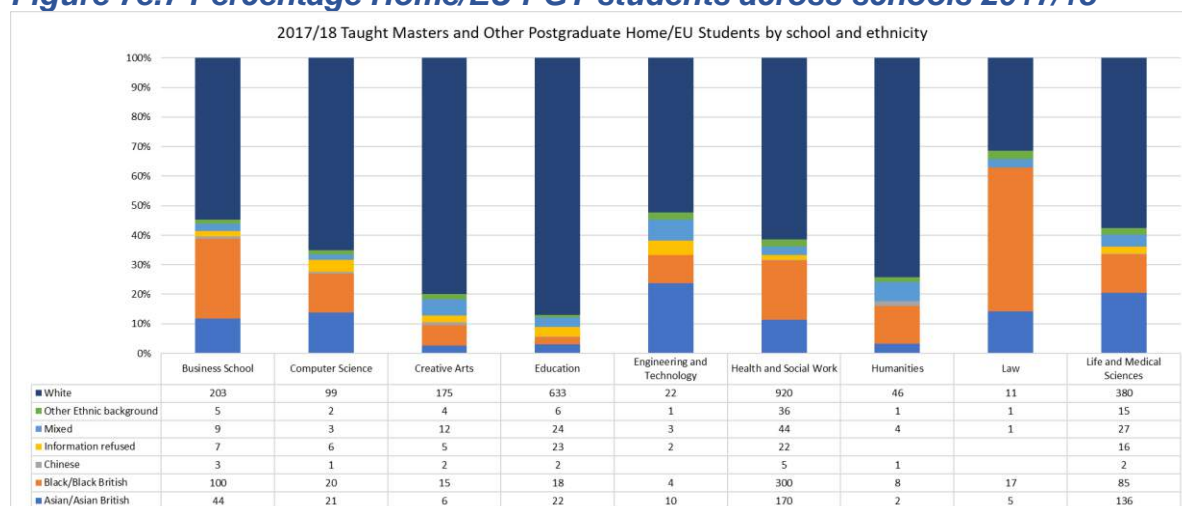
**Figure 7e.5 Percentage Home/EU PGT students across schools 2016/17**



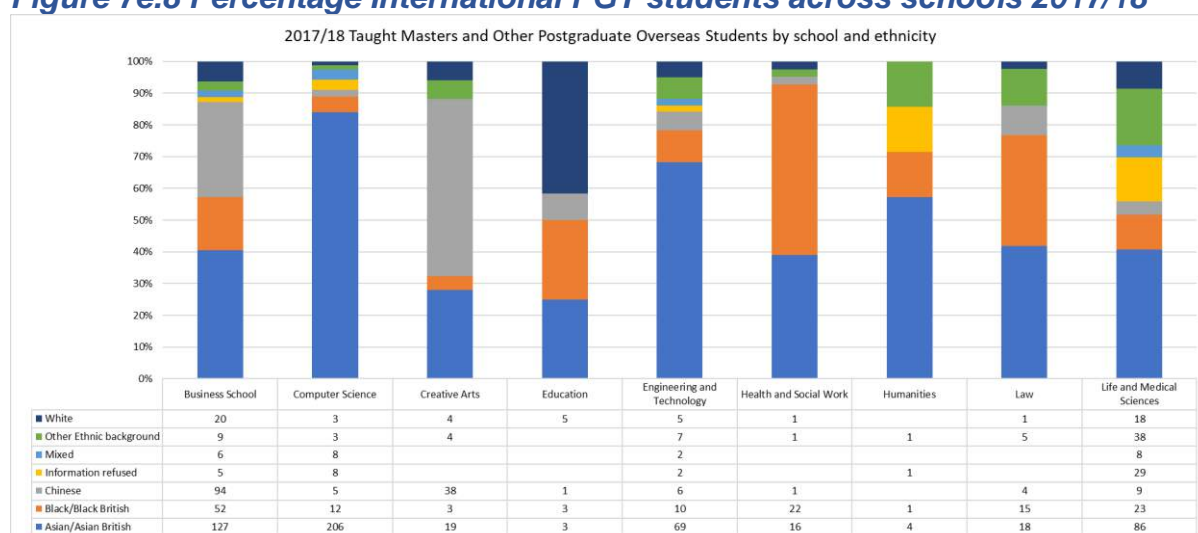
**Figure 7e.6 Percentage International PGT students across schools 2016/17**



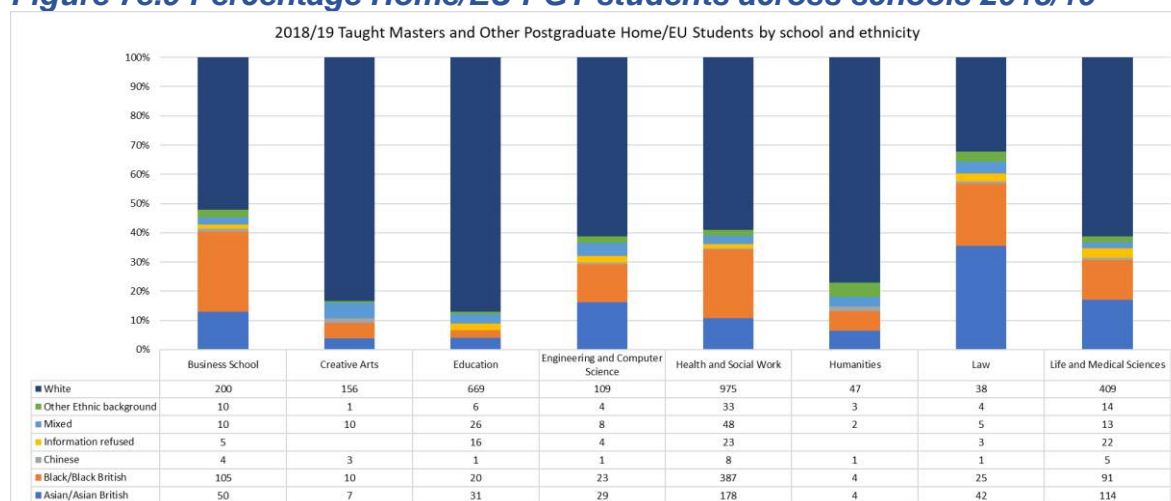
**Figure 7e.7 Percentage Home/EU PGT students across schools 2017/18**



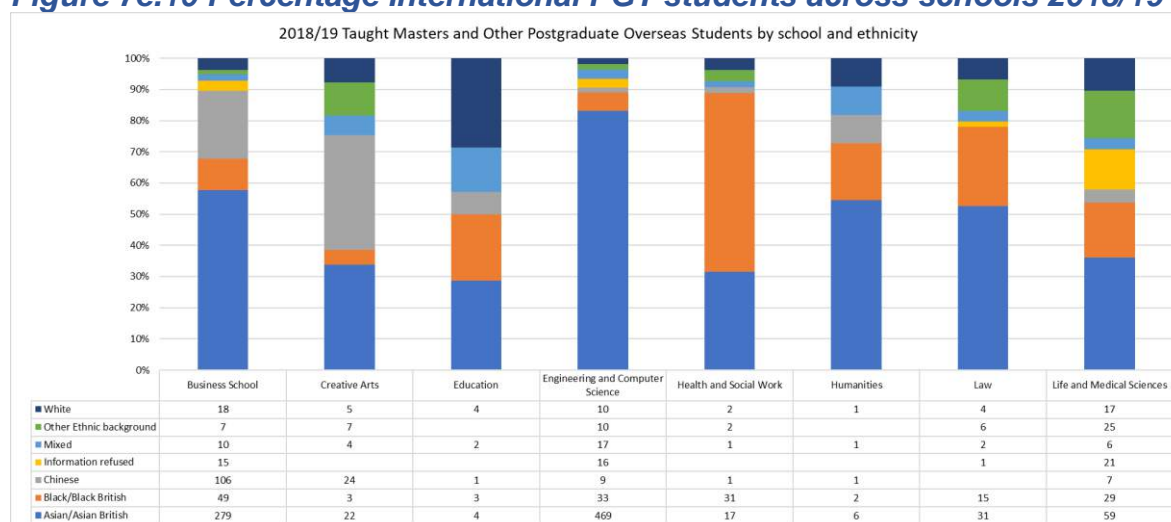
**Figure 7e.8 Percentage International PGT students across schools 2017/18**



**Figure 7e.9 Percentage Home/EU PGT students across schools 2018/19**



**Figure 7e.10 Percentage International PGT students across schools 2018/19**



### Home/EU PGT Non-Continuation (table 7e.15)

- Institutionally, non-continuation rates for BAME Home/EU students reduced year-on-year.
- For most schools, BAME student non-continuation was less or equal to White student non-continuation. Exceptions are EDU and ECS (**AP7e.2**).
- HSK has a year-on-year worsening of non-continuation for both BAME and White students (**AP7e.3**)
- Three Schools have year-on-year increases in their non-continuation rates for White students: HBS, HSK and HUM.

**Table 7e.15 Home/EU PGT Non-Continuation rates**

Home/EU	2016/17				2017/18				2018/19			
	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation
	BAME		White		BAME		White		BAME		White	
HBS	51	17%	23	7%	34	13%	27	10%	25	10%	32	12%
COM	3	5%	28	17%	25	28%	31	18%	N/A	N/A	N/A	N/A
CTA	3	5%	24	9%	5	7%	16	5%	5	8%	26	9%
EDU	13	14%	63	10%	9	9%	62	10%	11	11%	40	7%
ECS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	18%	40	7%
ENT	0	0%	6	15%	2	8%	4	10%	N/A	N/A	N/A	N/A
HSK	92	15%	175	17%	109	16%	213	19%	140	18%	217	19%
HUM	3	9%	5	5%	6	13%	9	8%	2	8%	11	12%
LAW	4	5%	3	10%	7	11%	4	17%	5	5%	4	8%
LMS	69	21%	87	18%	48	14%	63	13%	48	14%	73	15%
PAM	School has no PGT provision											
UH Overall	248	16%	414	13%	245	15%	429	14%	257	14%	429	14%



### International PGT Non-Continuation (table 7e.16)

- Institutionally, non-continuation rates for BAME International students have reduced, against a backdrop of large increases in student numbers (non-continuation rate in 2018/19 was equivalent to that of White students).
- HBS increased their student numbers and improved their non-continuation rate for BAME students considerably. Enabling initiatives include regular discussions with students; enhancement of research skills module to communicate academic expectations, facilitation of student choice in reading, analysing and writing exercises, and regular feedback linking to support opportunities.

**Table 7e.16. International PGT Non-Continuation rates**

International	2016/17				2017/18				2018/19			
	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation	Number Non-Continuing	% Non-Continuation
	BAME		White		BAME		White		BAME		White	
HBS	45	12%	1	4%	36	9%	1	3%	30	5%	2	6%
COM	28	13%	4	19%	48	14%	4	17%	N/A	N/A	N/A	N/A
CTA	11	11%	4	13%	7	5%	5	14%	9	6%	6	15%
EDU	1	50%	0	0%	0	0%	0	0%	2	22%	1	50%
ECS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59	8%	0	0%
ENT	10	9%	0	0%	21	17%	0	0%	N/A	N/A	N/A	N/A
HSK	2	20%	0	0%	5	22%	2	29%	0	0%	2	11%
HUM	2	14%	0	0%	2	10%	0	0%	3	15%	0	0%
LAW	2	2%	0	0%	4	5%	0	0%	4	5%	1	14%
LMS	20	8%	6	21%	24	9%	2	7%	24	10%	0	0%
PAM	School has no PGT provision											
UH Overall	121	10%	15	10%	147	11%	14	9%	131	7%	12	7%

### PGT Award Classifications

Using combined numbers of Distinctions and Commendations as a proxy for 'good degrees', a PGT awarding gap can be identified. Classification data for 2019/20 was available and has been included, however this data has to be considered in light of the changes made during the Covid pandemic (see section 7d).

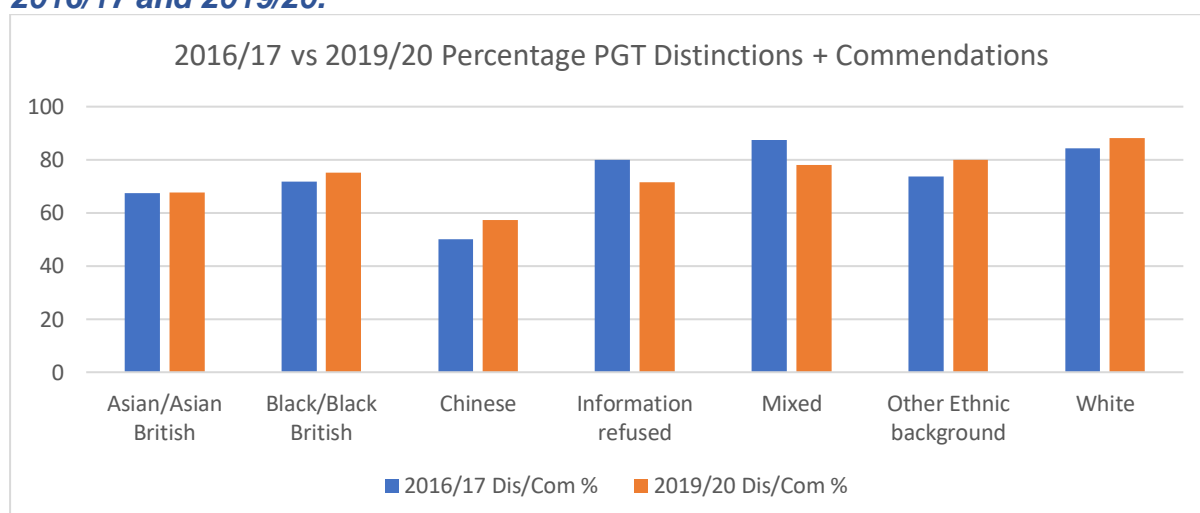
Numbers of students in some ethnic groups are very low when considering residential status, so total numbers of PGT students have been combined to enable comparison of performance between 2016/17 and 2019/20 (table 7e.17, fig 7e.11).

There has been an increase in 2019/20 in % of students achieving a Dis/Com from most BAME groups (figure 7e.11), but when grouping data there is still a gap between White and BAME students (BAME students = 70%; White students = 88%) (AP7e.4).

**Table 7e.17 PGT Distinctions + Commendations; comparisons between 2016/17 and 2019/20.**

	2016/17 Dis/Com No.	2016/17 Dis/Com %	2019/20 Dis/Com No.	2019/20 Dis/Com %
Asian/Asian British	165	67.4	273	67.6
Black/Black British	190	71.7	181	75.1
Chinese	45	50	66	57.4
Information refused	20	80	25	71.4
Mixed	35	87.5	39	78
Other Ethnic background	70	73.7	40	80
White	400	84.2	453	88.1

**Figure 7e.11 Percentage Distinctions + Commendations; comparisons between 2016/17 and 2019/20.**



The module attainment dashboard for PGT modules (created Dec 20) will enable module teams to identify differentials in White and BAME student performance (figure 7e.12) and implement appropriate actions to reduce the gaps **(AP7e.5)**.

**Figure 7e.12 Module attainment dashboard for PGT Modules**



## Postgraduate Research (PGR)

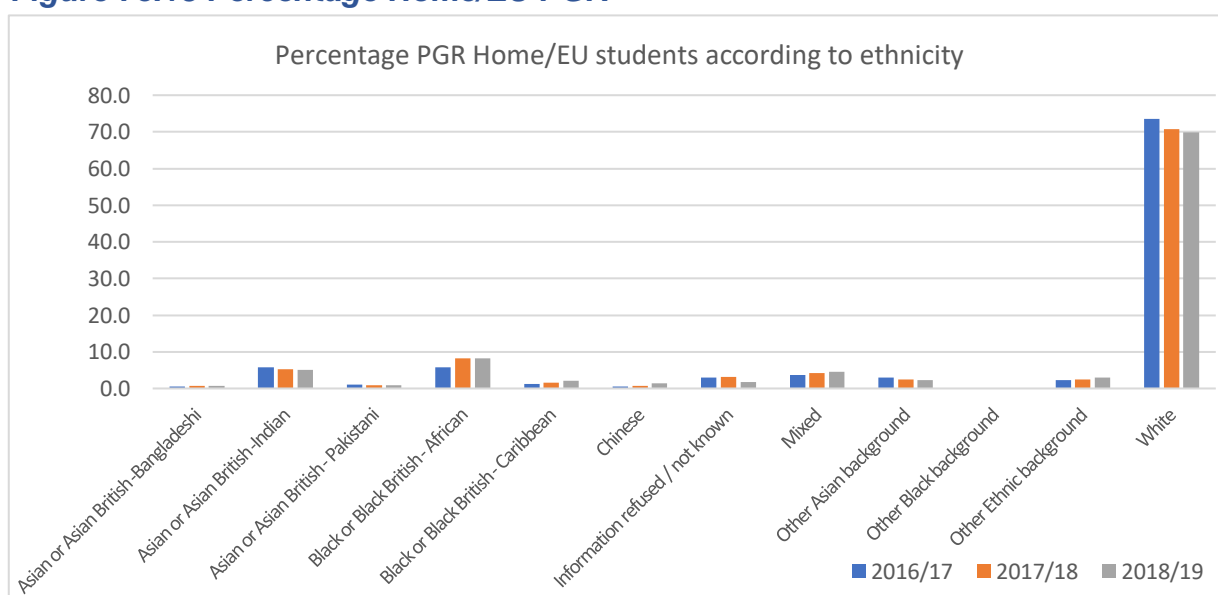
The diversity of the student body has become more diverse against an increasing student roll, with % of Home/EU White students decreasing from 60.5% to 56.4%. There has been a decrease in % International Black African and Black Caribbean students, but this is not the case for Home/EU Black African and Black Caribbean students (table 7e.18, figs 7e.13 and 7e.14).

All PGR students are supported by their supervisory team and they engage in the Doctoral College's Researcher Development Programme (RDP). There is currently no specific BAME PGR support **(AP7e.6)**.

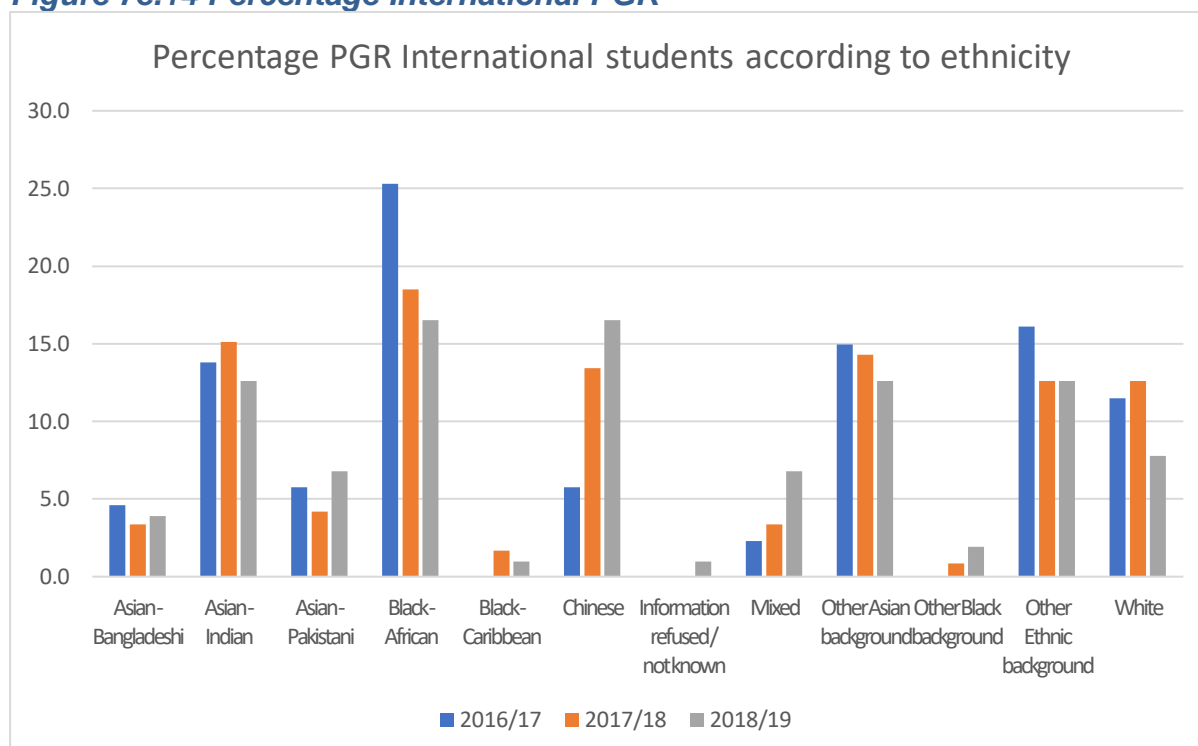
**Table 7e.18 PGR students**

		2016/17		2017/18		2018/19	
		No.	%	No.	%	No.	%
<b>Home/EU</b>	Asian or Asian British - Bangladeshi	2	0.5	3	0.7	3	0.7
	Asian or Asian British - Indian	23	5.7	24	5.3	22	5.1
	Asian or Asian British - Pakistani	4	1.0	4	0.9	4	0.9
	Black or Black British - African	23	5.7	37	8.1	36	8.3
	Black or Black British - Caribbean	5	1.2	7	1.5	9	2.1
	Chinese	2	0.5	3	0.7	6	1.4
	Information refused / not known	12	3.0	14	3.1	8	1.8
	Mixed	15	3.7	19	4.2	20	4.6
	Other Asian background	12	3.0	11	2.4	10	2.3
	Other Black background	0	0.0	0	0.0	0	0.0
	Other Ethnic background	9	2.2	11	2.4	13	3.0
	White	297	73.5	321	70.7	303	69.8
	<b>Total</b>	<b>404</b>	<b>100.0</b>	<b>454</b>	<b>100.0</b>	<b>434</b>	<b>100.0</b>
<b>International</b>	Asian - Bangladeshi	4	4.6	4	3.4	4	3.9
	Asian - Indian	12	13.8	18	15.1	13	12.6
	Asian - Pakistani	5	5.7	5	4.2	7	6.8
	Black - African	22	25.3	22	18.5	17	16.5
	Black - Caribbean	0	0.0	2	1.7	1	1.0
	Chinese	5	5.7	16	13.4	17	16.5
	Information refused / not known	0	0.0	0	0.0	1	1.0
	Mixed	2	2.3	4	3.4	7	6.8
	Other Asian background	13	14.9	17	14.3	13	12.6
	Other Black background	0	0.0	1	0.8	2	1.9
	Other Ethnic background	14	16.1	15	12.6	13	12.6
	White	10	11.5	15	12.6	8	7.8
	<b>Total</b>	<b>87</b>	<b>100.0</b>	<b>119</b>	<b>100.0</b>	<b>103</b>	<b>100.0</b>

**Figure 7e.13 Percentage Home/EU PGR**



**Figure 7e.14 Percentage International PGR**



### School PGR student numbers (tables 7e.19-7e.29).

#### Key points

- Numbers of PGR students in schools are small
- EDU, HUM and PAM are the least diverse schools with more than 79% White Home/EU students (**AP7e.7**) (**AP7e.8**) (**AP7e.9**)

**Table 7e.19 HBS PGR**

BUS		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	2	5%	2	4%	4	9%
	Black/Black British	8	18%	11	21%	13	28%
	Chinese	1	2%	1	2%	1	2%
	Information refused	2	5%	1	2%	0	0%
	Mixed	2	5%	3	6%	4	9%
	Other Ethnic background	1	2%	1	2%	2	4%
	White	28	64%	34	64%	23	49%
	<b>Total</b>	<b>44</b>		<b>53</b>		<b>47</b>	
International	Asian	4	31%	6	33%	5	38%
	Black	2	15%	2	11%	2	15%
	Chinese	1	8%	1	6%	1	8%
	Information refused	0	0%	0	0%	1	8%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	2	15%	2	11%	0	0%
	White	4	31%	7	39%	4	31%
	<b>Total</b>	<b>13</b>		<b>18</b>		<b>13</b>	

**Table 7e.20 COM PGR (COM merged with ENT to become ECS, hence the lack of 2018/19 data)**

COM		2016/17		2017/18	
Home/EU	Asian/Asian British	4	15%	3	10%
	Black/Black British	3	12%	4	14%
	Chinese	0	0%	0	0%
	Information refused	2	8%	3	10%
	Mixed	1	4%	1	3%
	Other Ethnic background	0	0%	0	0%
	White	16	62%	18	62%
	<b>Total</b>	<b>26</b>		<b>29</b>	
International	Asian	10	63%	12	57%
	Black	1	6%	4	19%
	Chinese	0	0%	0	0%
	Information refused	0	0%	0	0%
	Mixed	1	6%	1	5%
	Other Ethnic background	2	13%	2	10%
	White	2	13%	2	10%
	<b>Total</b>	<b>16</b>		<b>21</b>	

**Table 7e.21 CTA PGR**

CTA		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	0	0%	0	0%	0	0%
	Black/Black British	0	0%	1	6%	1	8%
	Chinese	0	0%	0	0%	0	0%
	Information refused	1	7%	1	6%	1	8%
	Mixed	2	14%	3	18%	3	23%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	11	79%	12	71%	8	62%
	<b>Total</b>	<b>14</b>		<b>17</b>		<b>13</b>	
International	Asian	0	0%	0	0%	1	50%
	Black	0	0%	1	25%	1	50%
	Chinese	1	50%	1	25%	0	0%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	1	50%	1	25%	0	0%
	White	0	0%	1	25%	0	0%
	<b>Total</b>	<b>2</b>		<b>4</b>		<b>2</b>	

**Table 7e.22 EDU PGR** N.B. The only International students are Chinese and are all from Shanghai Normal University (a partner Institution) studying on the Doctorate in Education (EdD).

EDU		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	1	2%	1	2%	1	3%
	Black/Black British	3	7%	3	7%	3	8%
	Chinese	0	0%	0	0%	0	0%
	Information refused	1	2%	0	0%	0	0%
	Mixed	0	0%	0	0%	1	3%
	Other Ethnic background	1	2%	1	2%	1	3%
	White	40	87%	37	88%	34	85%
	<b>Total</b>	<b>46</b>		<b>42</b>		<b>40</b>	
International	Asian	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%
	Chinese	1	100%	9	100%	9	100%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%
	<b>Total</b>	<b>1</b>		<b>9</b>		<b>9</b>	

**Table 7e.23 ENT PGR** (ENT merged with COM to become ECS, hence the lack of 2018/19 data)

ENT		2016/17		2017/18	
Home/EU	Asian/Asian British	4	13%	4	11%
	Black/Black British	3	9%	4	11%
	Chinese	0	0%	0	0%
	Information refused	3	9%	4	11%
	Mixed	1	3%	1	3%
	Other Ethnic background	2	6%	2	5%
	White	19	59%	23	61%
	<b>Total</b>	<b>32</b>		<b>38</b>	
International	Asian	5	33%	5	26%
	Black	8	53%	9	47%
	Chinese	2	13%	4	21%
	Information refused	0	0%	0	0%
	Mixed	0	0%	1	5%
	Other Ethnic background	0	0%	0	0%
	White	0	0%	0	0%
	<b>Total</b>	<b>15</b>		<b>19</b>	

**Table 7e.24 ECS PGR (ENT merged with COM to become ECS)**

ECS		2018/19	
Home/EU	Asian/Asian British	4	7%
	Black/Black British	8	14%
	Chinese	2	3%
	Information refused	3	5%
	Mixed	2	3%
	Other Ethnic background	2	3%
	White	37	64%
	<b>Total</b>	<b>58</b>	
International	Asian	17	44%
	Black	10	26%
	Chinese	4	10%
	Information refused	0	0%
	Mixed	2	5%
	Other Ethnic background	4	10%
	White	2	5%
	<b>Total</b>	<b>39</b>	

**Table 7e.25 HSK PGR**

HSK		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	7	13%	7	13%	7	14%
	Black/Black British	5	9%	9	16%	8	16%
	Chinese	0	0%	0	0%	0	0%
	Information refused	0	0%	0	0%	0	0%
	Mixed	3	5%	3	5%	2	4%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	40	73%	37	66%	33	66%
	<b>Total</b>	<b>55</b>		<b>56</b>		<b>50</b>	
International	Asian	1	33%	2	33%	0	0%
	Black	0	0%	0	0%	0	0%
	Chinese	0	0%	0	0%	0	0%
	Information refused	0	0%	0	0%	0	0%
	Mixed	1	33%	2	33%	2	50%
	Other Ethnic background	1	33%	1	17%	1	25%
	White	0	0%	1	17%	1	25%
	<b>Total</b>	<b>3</b>		<b>6</b>		<b>4</b>	



**Table 7e.26 HUM PGR**

HUM		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	0	0%	0	0%	0	0%
	Black/Black British	0	0%	0	0%	0	0%
	Chinese	0	0%	0	0%	0	0%
	Information refused	1	3%	3	8%	1	3%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	32	97%	35	92%	31	97%
	<b>Total</b>	<b>33</b>		<b>38</b>		<b>32</b>	
International	Asian	0	0%	0	0%	1	33%
	Black	0	0%	0	0%	0	0%
	Chinese	0	0%	0	0%	1	33%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	0	0%	1	50%	1	33%
	White	1	100%	1	50%	0	0%
	<b>Total</b>	<b>1</b>		<b>2</b>		<b>3</b>	

**Table 7e.27 LAW PGR**

LAW		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	1	100%	1	100%	0	0%
	Black/Black British	0	0%	0	0%	1	33%
	Chinese	0	0%	0	0%	0	0%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	0	0%	0	0%	2	67%
	<b>Total</b>	<b>1</b>		<b>1</b>		<b>3</b>	
International	Asian	0	0%	0	0%	0	0%
	Black	1	50%	0	0%	1	50%
	Chinese	0	0%	0	0%	0	0%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other Ethnic background	1	50%	1	100%	1	50%
	White	0	0%	0	0%	0	0%
	<b>Total</b>	<b>2</b>		<b>1</b>		<b>2</b>	

**Table 7e.28 LMS PGR**

LMS		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	19	15%	21	14%	20	13%
	Black/Black British	6	5%	11	7%	9	6%
	Chinese	1	1%	2	1%	3	2%
	Information refused	2	2%	2	1%	2	1%
	Mixed	5	4%	7	5%	7	4%
	Other Ethnic background	5	4%	7	5%	8	5%
	White	90	70%	100	67%	109	69%
	<b>Total</b>	<b>128</b>		<b>150</b>		<b>158</b>	
International	Asian	13	46%	17	50%	12	48%
	Black	7	25%	8	24%	4	16%
	Chinese	0	0%	1	3%	2	8%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	1	4%
	Other Ethnic background	7	25%	7	21%	6	24%
	White	1	4%	1	3%	0	0%
	<b>Total</b>	<b>28</b>		<b>34</b>		<b>25</b>	

**Table 7e.29 PAM PGR**

PAM		2016/17		2017/18		2018/19	
Home/EU	Asian/Asian British	3	12%	3	10%	3	9%
	Black/Black British	0	0%	1	3%	2	6%
	Chinese	0	0%	0	0%	0	0%
	Information refused	0	0%	0	0%	1	3%
	Mixed	1	4%	1	3%	1	3%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	21	84%	25	83%	26	79%
	<b>Total</b>	<b>25</b>		<b>30</b>		<b>33</b>	
International	Asian	1	17%	2	40%	1	17%
	Black	3	50%	1	20%	2	33%
	Chinese	0	0%	0	0%	0	0%
	Information refused	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	2	33%
	Other Ethnic background	0	0%	0	0%	0	0%
	White	2	33%	2	40%	1	17%
	<b>Total</b>	<b>6</b>		<b>5</b>		<b>6</b>	

## PGR Non-Continuation

Home/EU and International student numbers have been combined due to small numbers in each school (table 7e.30).

- Institutionally, non-continuation for BAME students was better than for White students in 2016/17 and 2017/18 and only one percentage point different in 2018/19.
- LMS had the highest numbers of BAME students who did not continue in 2017/18 and 2018/19 (See AP7e.6).

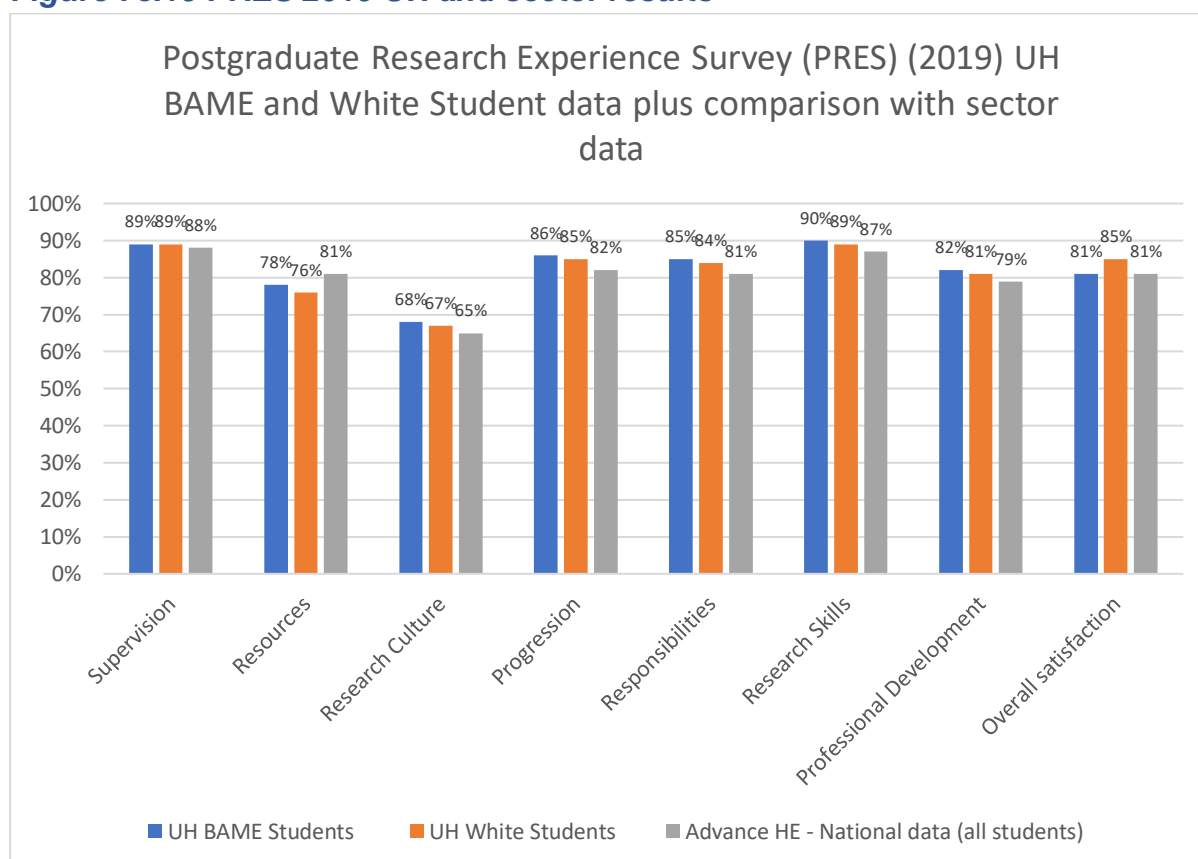
**Table 7e.30 PGR student non-continuation**

	2016/17				2017/18				2018/19			
	Number non-	% Non-Continuation	Number non-	% Non-Continuation	Number non-	% Non-Continuation	Number non-	% Non-Continuation	Number non-	% Non-Continuation	Number non-	% Non-Continuation
	BAM E	BAM E	White	White	BAM E	BAM E	White	White	BAM E	BAM E	White	White
HBS	2	5%	4	7%	0	0%	6	10%	0	0%	1	2.00%
COM	2	6%	2	6%	1	3%	2	7%	0	0%	0	0%
CTA	0	0%	4	2%	0	0%	3	19%	0	0%	1	8%
EDU	0	0%	4	8%	2	11%	4	8%	1	6%	0	0%
ECS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3%	2	4%
ENT	2	4%	2	7%	2	4%	4	13%	0	0%	0	0%
HSK	0	0%	4	9%	0	0%	7	16%	2	9%	1	3%
HUM	0	0%	4	9%	0	0%	7	17%	0	0%	3	8%
LAW	0	0%	No Students		1	33%	No Students		0	0%	0	0%
LMS	3	3%	4	3%	7	7%	2	2%	6	6%	3	2%
PAM	0	0%	6	15%	1	8%	2	6%	0	0%	2	6%
<b>UH Total</b>	<b>9</b>	<b>3%</b>	<b>34</b>	<b>8%</b>	<b>14</b>	<b>5%</b>	<b>37</b>	<b>9%</b>	<b>14</b>	<b>4%</b>	<b>13</b>	<b>3%</b>

## PGR Student Satisfaction

Data from the 2019 PRES) indicates that BAME students are more or equally satisfied as White students in the specific categories identified in the survey. They are also more satisfied than PGR students within the sector. However, UH BAME students scored overall satisfaction with their experience lower than UH White students (fig 7e.15) (AP7e.10).

**Figure 7e.15 PRES 2019 UH and sector results**



## **ACTIONS**

**AP7e.1** Recognising a lack of diversity in certain schools for PGT; Develop and implement BAME scholarships for PGT programmes in CTA, EDU and HUM

**AP7e.2** Investigate reasons for higher non-continuation for Home/EU BAME students in EDU and ECS (now SPECS) and implement mitigating actions. Achieve parity for BAME and White student non-continuation by July 2024.

**AP7e.3** Investigate reasons for increasing trends in non-continuation in HSK for Home/EU BAME and White students and implement mitigating actions. Reduction in non-continuation for BAME and White students to university average by July 2022.

**AP7e.4:** Reduce differentials between White and BAME students in Distinctions and Commendations. Achieve parity by July 2025

**AP7e.5:** Module leaders to use PGT module attainment dashboards data and identify enhancements in learning, teaching and assessment practices in modules to reduce differentials between White and BAME students

**AP7e.6** To employ BAME PGR ambassadors to peer mentor and support BAME PGR students (*particularly in LMS, to reduce risk of non-continuation*)

**AP7e.7** Recognising lack of diversity in certain schools for PGR; Develop and implement BAME scholarships for PGR in EDU, HUM and PAM (now part of SPECS)

**AP7e.8** Recognising lack of diversity in certain schools for PGR; To employ BAME PGR ambassadors to promote PGR routes for BAME UG and PGT students

**AP7e.9** Recognising lack of diversity in certain schools for PGR; To submit a collaborative bid to the OFS & UKVI funding round (May 2021) to develop careers events and activities to increase BAME student access and participation in PGR study

**AP7e.10:** Hold focus groups with BAME PGR students to identify any issues contributing to a reduced sense of overall satisfaction

## Section 7f: Postgraduate Employment

It is not possible to present the last 3 years' worth of graduate employment data as the DLHE survey was discontinued in 2017. It's replacement, 'Graduate Outcomes' (GO) captures data 15 months after graduation rather than 6 months post-graduation. The first GO data relates to students from 2017/18 graduating cohort. DLHE data from 2015/16 and 2016/17 have been presented along with GO data.

DLHE graduate employment data and graduate-level job data are positive for BAME and White students as shown in table 7f.1

**Table 7f.1 UH DLHE data (Areas of unemployment greater than 7% have been highlighted in pink)**

	2015/16						2016/17					
	Average of Employment Indicator	Average of Unemployment Indicator	Average of Non Graduate Level	Average of Graduate Level	Sum of DLHE Respondents	Sum of DLHE Population	Average of Employment Indicator	Average of Unemployment Indicator	Average of Non Graduate Level	Average of Graduate Level	Sum of DLHE Respondents	Sum of DLHE Population
White	96.6%	3.4%	16.3%	83.7%	2458	3148	97.1%	2.9%	13.7%	86.3%	2638	3335
Mixed	96.5%	3.5%	25.3%	74.7%	185	281	94.1%	5.9%	25.4%	74.6%	198	273
Asian/Asian British	94.4%	5.6%	22.0%	78.0%	806	1247	93.5%	6.5%	23.0%	77.0%	870	1374
Black/Black British	95.6%	4.4%	21.6%	78.4%	582	896	94.6%	5.4%	19.6%	80.4%	679	1043
Chinese	90.8%	9.2%	18.1%	81.9%	105	402	90.9%	9.1%	14.3%	85.7%	94	307
Other Ethnic background	89.6%	10.4%	21.6%	78.4%	174	327	94.3%	5.7%	18.8%	81.2%	159	311
Information refused	97.2%	2.8%	16.0%	84.0%	121	174	94.4%	5.6%	20.0%	80.0%	100	155
<b>Grand Total</b>	<b>95.7%</b>	<b>4.3%</b>	<b>18.7%</b>	<b>81.3%</b>	<b>4431</b>	<b>6475</b>	<b>95.7%</b>	<b>4.3%</b>	<b>17.0%</b>	<b>83.0%</b>	<b>4738</b>	<b>6798</b>

The % graduate-level employment is good for all ethnic groups (no groups below 70%) which compares very well to National DLHE data; graduate-level employment = 45.5% BAME students and 51.6% White students (2016/17 ECU data). UH also performs better than the sector when considering unemployment rates. The exception being for Chinese students (table 7f.2) **(AP7f.1)**.

**Table 7f.2 UH and National DLHE Unemployment indicators:**

	2015/16		2016/17	
	ECU data	UH data	ECU data	UH data
White	4%	3.4%	3.9%	2.9%
Mixed	5.8%	3.5%	5.9%	5.9%
Asian/Asian British	8%	5.6%	7.5%	6.5%
Black/Black British	7.4%	4.4%	6.2%	5.4%
Chinese	9.1%	9.2%	7.6%	9.1%
Other Ethnic background	8.8%	10.4%	8.8%	5.7%

At School level, improvements have been seen in HUM and HBS for students from BAME backgrounds but an area of concern is ENT where unemployment remains very high (table 7f.3) **(AP7f.2)**.

**Table 7f.3 School DLHE data (Highlighted data indicate graduate-level employment <70% and unemployment scores >7%)**

	2015/16				2016/17			
	Average of Employment Indicator	Average of Unemployment Indicator	Average of Non Graduate Level	Average of Graduate Level	Average of Employment Indicator	Average of Unemployment Indicator	Average of Non Graduate Level	Average of Graduate Level
<b>HBS</b>	94.3 %	5.7%	27.6 %	72.4 %	95.5 %	4.5%	22.5 %	77.5 %
White	96.0 %	4.0%	22.5 %	77.5 %	98.1 %	1.9%	13.3 %	86.7 %
Mixed	97.2 %	2.8%	25.0 %	75.0 %	92.5 %	7.5%	35.9 %	64.1 %
Asian/Asian British	93.8 %	6.2%	32.5 %	67.5 %	93.4 %	6.6%	31.5 %	68.5 %
Black/Black British	92.7 %	7.3%	35.8 %	64.2 %	94.7 %	5.3%	25.2 %	74.8 %
Chinese	91.9 %	8.1%	22.2 %	77.8 %	89.7 %	10.3 %	18.5 %	81.5 %
Other Ethnic background	88.6 %	11.4 %	28.6 %	71.4 %	96.8 %	3.2%	25.8 %	74.2 %
Information refused	92.3 %	7.7%	15.4 %	84.6 %	91.7 %	8.3%	41.7 %	58.3 %
<b>LAW</b>	91.9 %	8.1%	19.9 %	80.1 %	93.0 %	7.0%	22.7 %	77.3 %
White	90.7 %	9.3%	15.1 %	84.9 %	95.0 %	5.0%	28.3 %	71.7 %
Mixed	81.8 %	18.2 %	45.5 %	54.5 %	100.0 %	0.0%	33.3 %	66.7 %
Asian/Asian British	90.2 %	9.8%	23.3 %	76.7 %	90.7 %	9.3%	24.3 %	75.7 %
Black/Black British	95.3 %	4.7%	17.7 %	82.3 %	92.3 %	7.7%	16.0 %	84.0 %
Chinese	100.0 %	0.0%	0.0%	100.0 %	100.0 %	0.0%	0.0%	100.0 %
Other Ethnic background	100.0 %	0.0%	27.3 %	72.7 %	91.7 %	8.3%	16.7 %	83.3 %
Information refused	66.7 %	33.3 %	0.0%	100.0 %				
<b>COM</b>	92.0 %	8.0%	16.6 %	83.4 %	91.4 %	8.6%	19.3 %	80.7 %
White	91.1 %	8.9%	13.8 %	86.2 %	87.2 %	12.8 %	22.4 %	77.6 %
Mixed	90.9 %	9.1%	18.2 %	81.8 %	91.7 %	8.3%	9.1%	90.9 %
Asian/Asian British	93.1 %	6.9%	20.0 %	80.0 %	92.6 %	7.4%	19.7 %	80.3 %
Black/Black British	95.0 %	5.0%	20.0 %	80.0 %	96.2 %	3.8%	24.0 %	76.0 %



Chinese	75.0 %	25.0 %	25.0 %	75.0 %	100.0 %	0.0%	0.0%	100.0 %
Other Ethnic background	85.7 %	14.3 %	14.3 %	85.7 %	100.0 %	0.0%	0.0%	100.0 %
Information refused	100.0 %	0.0%	11.1 %	88.9 %	100.0 %	0.0%	0.0%	100.0 %
<b>CTA</b>	93.8 %	6.2%	26.6 %	73.4 %	93.2 %	6.8%	25.3 %	74.7 %
White	94.1 %	5.9%	25.1 %	74.9 %	94.2 %	5.8%	24.6 %	75.4 %
Mixed	100.0 %	0.0%	35.7 %	64.3 %	85.2 %	14.8 %	48.0 %	52.0 %
Asian/Asian British	94.6 %	5.4%	27.8 %	72.2 %	94.7 %	5.3%	21.1 %	78.9 %
Black/Black British	95.0 %	5.0%	32.5 %	67.5 %	84.4 %	15.6 %	33.3 %	66.7 %
Chinese	73.7 %	26.3 %	31.3 %	68.8 %	95.8 %	4.2%	8.7%	91.3 %
Other Ethnic background	92.9 %	7.1%	28.6 %	71.4 %	88.9 %	11.1 %	0.0%	100.0 %
Information refused	96.0 %	4.0%	24.0 %	76.0 %	96.8 %	3.2%	29.0 %	71.0 %
<b>EDU</b>	99.0 %	1.0%	13.1 %	86.9 %	98.6 %	1.4%	12.4 %	87.6 %
White	99.6 %	0.4%	11.3 %	88.7 %	99.3 %	0.7%	7.9%	92.1 %
Mixed	100.0 %	0.0%	0.0%	100.0 %	100.0 %	0.0%	8.3%	91.7 %
Asian/Asian British	92.5 %	7.5%	10.5 %	89.5 %	93.9 %	6.1%	30.6 %	69.4 %
Black/Black British	100.0 %	0.0%	50.0 %	50.0 %	89.5 %	10.5 %	68.4 %	31.6 %
Chinese	100.0 %	0.0%	0.0%	100.0 %	100.0 %	0.0%	100.0 %	0.0%
Other Ethnic background	88.9 %	11.1 %	33.3 %	66.7 %	100.0 %	0.0%	27.3 %	72.7 %
Information refused	100.0 %	0.0%	33.3 %	66.7 %	100.0 %	0.0%	0.0%	100.0 %
<b>ENT</b>	91.8 %	8.2%	24.4 %	75.6 %	89.8 %	10.2 %	18.8 %	81.2 %
White	95.7 %	4.3%	16.4 %	83.6 %	96.1 %	3.9%	12.7 %	87.3 %
Mixed	100.0 %	0.0%	54.5 %	45.5 %	84.6 %	15.4 %	30.8 %	69.2 %
Asian/Asian British	88.4 %	11.6 %	27.9 %	72.1 %	81.1 %	18.9 %	30.8 %	69.2 %
Black/Black British	83.3 %	16.7 %	55.6 %	44.4 %	89.7 %	10.3 %	14.3 %	85.7 %
Chinese	100.0 %	0.0%	0.0%	100.0 %	76.9 %	23.1 %	16.7 %	83.3 %

Other Ethnic background	66.7 %	33.3 %	41.7 %	58.3 %	75.0 %	25.0 %	50.0 %	50.0 %
Information refused	100.0 %	0.0%	0.0%	100.0 %	75.0 %	25.0 %	25.0 %	75.0 %
<b>HSK</b>	99.1 %	0.9%	2.5%	97.5 %	98.9 %	1.1%	2.3%	97.7 %
White	99.5 %	0.5%	1.8%	98.2 %	98.9 %	1.1%	1.3%	98.7 %
Mixed	100.0 %	0.0%	0.0%	100.0 %	100.0 %	0.0%	3.8%	96.2 %
Asian/Asian British	96.8 %	3.2%	4.8%	95.2 %	100.0 %	0.0%	4.7%	95.3 %
Black/Black British	98.8 %	1.2%	3.6%	96.4 %	98.9 %	1.1%	3.2%	96.8 %
Chinese	100.0 %	0.0%	25.0 %	75.0 %	100.0 %	0.0%	0.0%	100.0 %
Other Ethnic background	100.0 %	0.0%	0.0%	100.0 %	100.0 %	0.0%	0.0%	100.0 %
Information refused	100.0 %	0.0%	0.0%	100.0 %	91.7 %	8.3%	8.3%	91.7 %
<b>HUM</b>	96.3 %	3.8%	29.8 %	70.2 %	96.9 %	3.1%	23.2 %	76.8 %
White	96.1 %	3.9%	27.6 %	72.4 %	97.6 %	2.4%	19.4 %	80.6 %
Mixed	100.0 %	0.0%	35.7 %	64.3 %	100.0 %	0.0%	18.2 %	81.8 %
Asian/Asian British	100.0 %	0.0%	33.3 %	66.7 %	97.6 %	2.4%	21.4 %	78.6 %
Black/Black British	92.3 %	7.7%	40.0 %	60.0 %	90.3 %	9.7%	38.7 %	61.3 %
Chinese	100.0 %	0.0%	0.0%	100.0 %	100.0 %	0.0%	0.0%	100.0 %
Other Ethnic background	87.5 %	12.5 %	28.6 %	71.4 %	100.0 %	0.0%	62.5 %	37.5 %
Information refused	100.0 %	0.0%	25.0 %	75.0 %	100.0 %	0.0%	0.0%	100.0 %
<b>LMS</b>	96.3 %	3.7%	18.3 %	81.7 %	96.3 %	3.7%	17.7 %	82.3 %
White	96.0 %	4.0%	21.7 %	78.3 %	96.9 %	3.1%	18.4 %	81.6 %
Mixed	96.0 %	4.0%	20.0 %	80.0 %	96.7 %	3.3%	23.3 %	76.7 %
Asian/Asian British	98.3 %	1.7%	14.5 %	85.5 %	95.9 %	4.1%	13.9 %	86.1 %
Black/Black British	95.6 %	4.4%	16.4 %	83.6 %	95.5 %	4.5%	24.1 %	75.9 %
Chinese	100.0 %	0.0%	14.3 %	85.7 %	100.0 %	0.0%	12.5 %	87.5 %
Other Ethnic background	89.7 %	10.3 %	12.8 %	87.2 %	95.0 %	5.0%	10.0 %	90.0 %

Information refused	100.0 %	0.0%	15.4 %	84.6 %	90.9 %	9.1%	18.2 %	81.8 %
<b>PAM</b>	89.9 %	10.1 %	21.6 %	78.4 %	89.9 %	10.1 %	24.6 %	75.4 %
White	88.7 %	11.3 %	23.1 %	76.9 %	95.3 %	4.7%	18.6 %	81.4 %
Mixed	0.0%	100.0 %	100.0 %	0.0%	100.0 %	0.0%	50.0 %	50.0 %
Asian/Asian British	90.9 %	9.1%	9.1%	90.9 %	86.7 %	13.3 %	33.3 %	66.7 %
Black/Black British	100.0 %	0.0%	42.9 %	57.1 %	100.0 %	0.0%	0.0%	100.0 %
Chinese	100.0 %	0.0%	50.0 %	50.0 %	0.0%	100.0 %	100.0 %	0.0%
Other Ethnic background	100.0 %	0.0%	0.0%	100.0 %	60.0 %	40.0 %	40.0 %	60.0 %
Information refused	100.0 %	0.0%	0.0%	100.0 %				

The positive outcomes for BAME students in relation to employment/graduate-level employment is led by CE who've ensured BAME representation within marketing materials, case studies and at careers events.

### Graduate Outcomes Data

**Table 7f.4 Graduate Outcomes data (2017/18) (all students) (Highlighted data indicate unemployment scores >7%)**

	Employed or Studying	Employment Indicator %	Unemployed	Unemployment %
Asian/Asian British	625	88.3%	83	11.7%
Black/Black British	556	93.1%	41	6.9%
Chinese	83	89.2%	10	10.8%
Information refused & Not known	57	95.0%	3	5.0%
Mixed	146	91.8%	13	8.2%
Other ethnic background	120	88.2%	16	11.8%
White	1,764	96.1%	72	3.9%
<b>Grand Total</b>	<b>3,355</b>	<b>93.4%</b>	<b>238</b>	<b>6.6%</b>

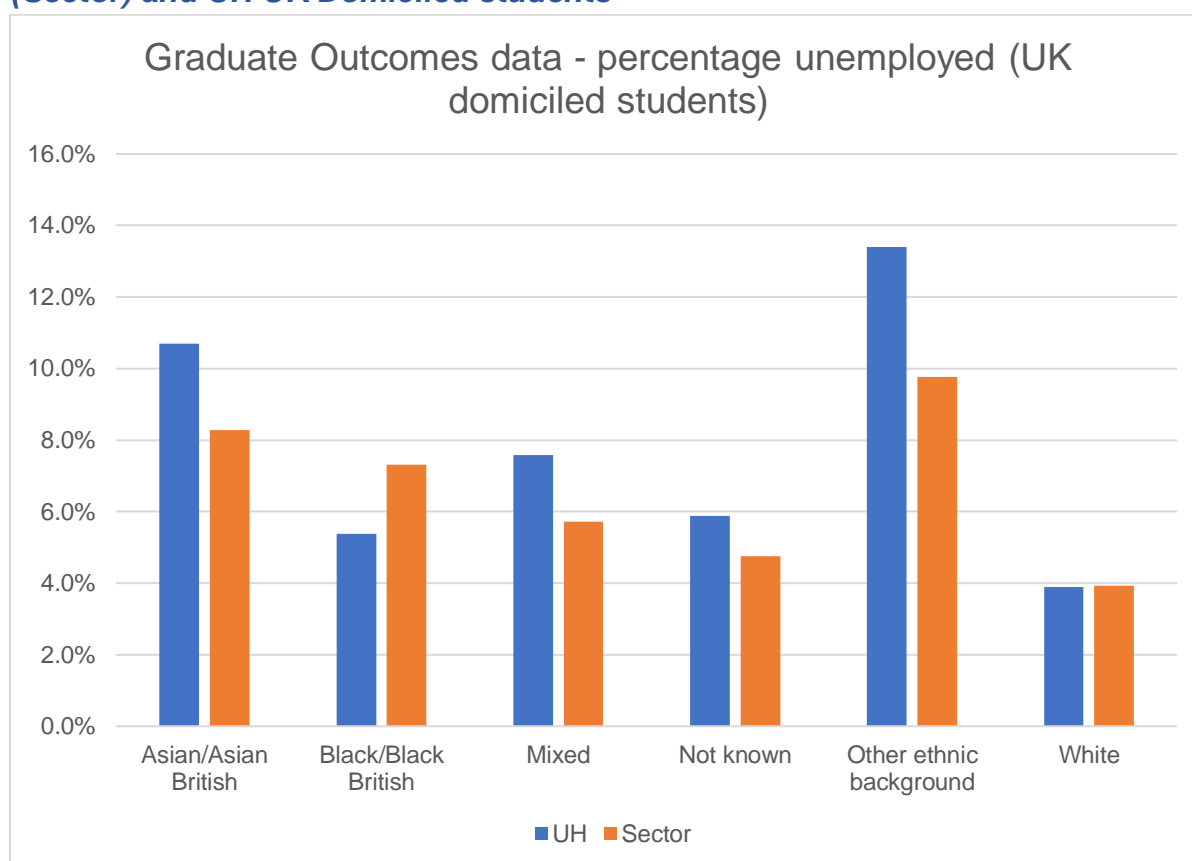
GO data indicate higher rates of unemployment for students from Asian/Asian British, Chinese, Mixed heritage and other ethnic backgrounds. For all groups, the unemployment % are higher than seen in the last year of DLHE data.

HESA have published sector data for UK domiciled students. Comparing UH and HESA data, UH has higher % unemployment for all groups apart from Black/Black British and White students (table 7f.5 and fig 7f.1).

**Table 7f.5 Graduate Outcomes data (2017/18) HESA UK domiciled students (Sector) and UH UK Domiciled students (Highlighted data indicate unemployment scores >7%)**

	Employed or Studying		Employment Indicator %		Unemployed		Unemployment %	
	Sector	UH	Sector	UH	Sector	UH	Sector	UH
Asian/Asian British	25,665	509	91.7%	89.3%	2315	61	8.3%	10.7%
Black/Black British	19,940	492	92.7%	94.6%	1335	28	7.3%	5.4%
Mixed	8,970	134	94.3%	92.4%	545	11	5.7%	7.6%
Not known	4,000	48	95.2%	94.1%	200	3	4.8%	5.9%
Other ethnic background	3,280	84	90.2%	86.6%	355	13	9.8%	13.4%
White	206,730	1,651	96.1%	96.1%	8475	67	3.9%	3.9%
<b>Grand Total</b>	<b>265,585</b>	<b>2,950</b>	<b>95.3%</b>	<b>94.2%</b>	<b>13225</b>	<b>183</b>	<b>4.7%</b>	<b>5.8%</b>

**Figure 7f.1 Graduate Outcomes data (2017/18) HESA UK domiciled students (Sector) and UH UK Domiciled students**



**Considerations for fall in employment indicator:**

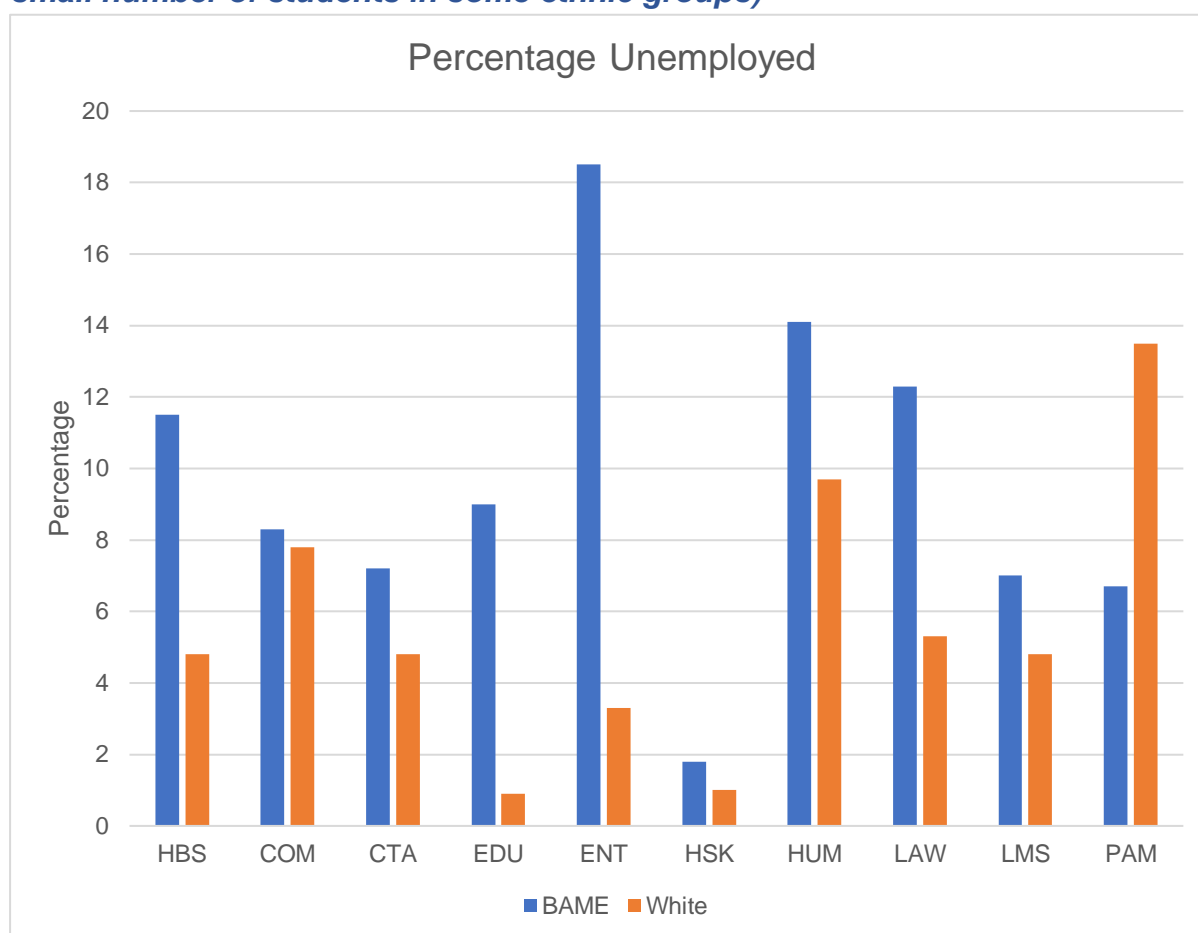
- Lack of institutional data – the response rate for Graduate Outcomes at UH was 61.7% compared to DLHE 2016/17 of 81.9%.
- Lack of institutional data relating to further study. DLHE methodology enabled HEIs to include all students who had progressed to further study within their home institution even if the student had not responded to the survey. This data was not allowed to be included in Graduate Outcomes.
- Lack of third-party institutional data. Previously HEI's could use any data from tutors etc with regards to leavers' positions. UH had excellent channels of recording this. Data obtained in this manner is no longer permitted.

## School GO data (table 7f.6 and fig 7f.2)

**Table 7f.6 School Graduate Outcomes data (2017/18) (data grouped due to small numbers of students in some ethnic group)**

School	Ethnicity grouping	Employed or studying	Employment indicator (%)	Unemployed	Unemployment (%)	Total
HBS	White	239	95.2%	12	4.8%	251
	BAME	392	88.5%	51	11.5%	443
COM	White	71	92.2%	6	7.8%	77
	BAME	110	91.7%	10	8.3%	120
CTA	White	316	95.2%	16	4.8%	332
	BAME	129	92.8%	10	7.2%	139
EDU	White	330	99.1%	3	0.9%	333
	BAME	81	91.0%	8	9.0%	89
ENT	White	89	96.7%	3	3.3%	92
	BAME	97	81.5%	22	18.5%	119
HSK	White	288	99.0%	3	1.0%	291
	BAME	224	98.2%	4	1.8%	228
HUM	White	93	90.3%	10	9.7%	103
	BAME	79	85.9%	13	14.1%	92
LAW	White	36	94.7%	2	5.3%	38
	BAME	114	87.7%	16	12.3%	130
LMS	White	240	95.2%	12	4.8%	252
	BAME	321	93.0%	24	7.0%	345
PAM	White	32	86.5%	5	13.5%	37
	BAME	28	93.3%	2	6.7%	30

**Figure 7f.2 School Graduate Outcomes data (2017/18) (data grouped due to small number of students in some ethnic groups)**



School GO data are difficult to analyse due to low response rates but there are indications that more BAME students were unemployed 15 months post-graduation compared to White students in all Schools, except PAM (highest rates in HBS, ENT, HUM and LAW).

HESA are referring to the GO data as 'experimental statistics' as they are 'undergoing investigation' and have said that data aren't comparable with DLHE.

### CE activities

CE are fully committed to reducing gaps between BAME and White student employment and set up their own BAME Working Group (2018). Activities include:

- All CE members developed 3 case studies from diverse range of student/alumni
- BAME representation at all employer panel events (CE and EO developed wording of expectation that is sent to employers)

- Specific area on website promoting diversity/mentoring schemes and funding for BAME students
- Written/video case studies from employers, representative of our students
- Invitation to UH events to employers listed in national diversity awards and diversity league tables
- Close liaison with BSAs over school events.

CE have focused on working with schools with the biggest gaps in employment/unemployment levels. In 2014/15 they analysed DHLE data in HBS which indicated a 14% employment gap. CE piloted an ACE in 2016/17 to prepare students for employment tests. All level 5 (L5) HBS students had the opportunity to take part. DLHE scores and placement uptake has improved, plus students reported increased confidence: 15% to 43%. In 2018 the scheme was expanded to all schools with over 3000 L5 students taking part and was recognised by AdvanceHE through a National CATE in 2020.

## **ACTIONS**

**AP7f.1** Development of case studies and video clips of Chinese alumni and successful individuals from business and the professions

**AP7f.2** Careers and Employment to target activity within Engineering and Technology to improve graduate outcomes for BAME students including BAME engineering speaker series and BAME career mentoring programme

**AP7f.3** Careers & Employment Service to work with schools to reduce unemployment differentials between White and BAME students ('Academic SBU student-focused actions').

**AP7f.4** Careers & Employment Service to increase the number of BAME student, staff, alumni and employer case studies by at least 50% and to showcase them throughout the academic year.

**AP7f.5** Positive action statement to be sent to all employers who wish to sign up to our Careers & Employment events, asking them to consider who they send to events as representation is important to our diverse cohort of students.

**AP7f.6** Careers & Employment to run an Inclusive Futures careers fair, targeting employers who want to diversify their workforce and promoting it to students from BAME backgrounds



## SECTION 8: TEACHING AND LEARNING

Word count 1,065

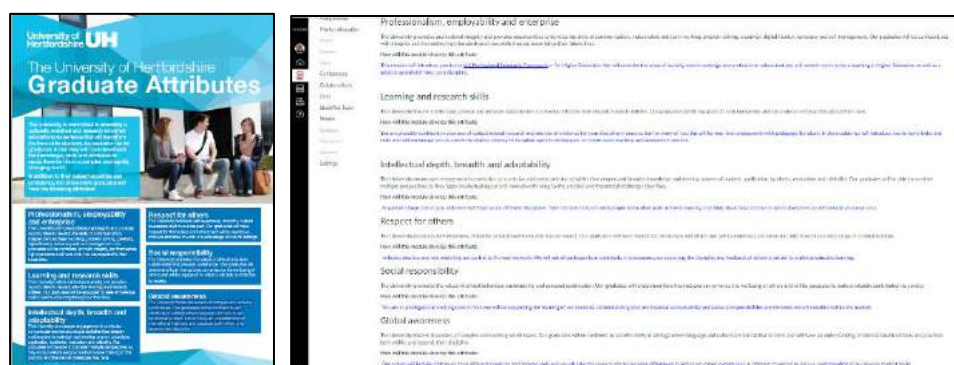
### Section 8a: Course Content/Syllabus

The University's Strategic Plan identifies that we will:

- create inclusive curricula, informed by industry and professional engagement
- develop employability, global perspectives, digital capability and learning skills for life in our students
- provide diverse international experiences that prepare our students for global careers.

UH GAs provide a shared aspiration for our students and all programmes must indicate how the GAs are developed within the curriculum. The GAs are being reviewed with new GAs published in Sep 21 (**AP8a.1**).

**Figure 8a.1: UH Graduate Attributes and an example from a module site indicating how the module supports the development of the Graduate Attributes**



Programme teams must demonstrate at validation and periodic review how the Inclusive Teaching Principles in our Curriculum Design Toolkit (commended in REC 2015) will be met within the curriculum. This requires teams to comment on differences in student attainment according to ethnicity and identify specific actions within their curriculum design to reduce that.

**Progress:**

Continuing commitment to inclusive pedagogy through collaborative projects:

- 2015 HEA project with Wolverhampton and Kingston Universities
- 2017-2018 Leadership Foundation - Programme Leadership to address the BAME attainment gap
- 2017-2018 Learning and Teaching Innovation Award - BAME Student Advocates (BSAs)
- 2017-2019 Kingston led OfS collaborative project - Value Added Scores and Inclusive curriculum
- 2018-present internal funding for BSAs

As part of our learning from other institutions, we have disseminated Kingston University's ICF and UCL's ICHC.

Despite our efforts, student attainment data had not improved dramatically so through the BSSWG [established in 2016 with student and staff representation from all schools] we developed a cross-Institutional Action Plan (IAP) to reduce the awarding gap (approved by AB, June 2020). It includes detailed actions for committees, academic schools (including module and programme leaders), LTIC, EDI, CE and MCM. Significantly, there is also a requirement for all staff to have an identified race-related equality objective within their 2020 appraisal.

The IAP (launched Sept 2020) (fig 8.2) cross-references the APP targets, Strategic Plan KPIs, and aligns with REC AP student-facing actions.

**Figure 8a.2: Screen shot of the ‘Schools’ page of the institutional action plan indicating actions for the academic schools and detailed actions for programme and module leaders**

	Area of responsibility	Development issue	Current situation	Action required	Measure of success	Lead responsibility	Time to be completed and evidence of
1	Schools	School level KPIs to be set	No School KPIs	Schools and WASS to agree year on year KPIs for continuation and attainment	KPIs set and met each year	Dean and Deputy Head of WASS	KPIs agreed for each school by June 2020
2							Annual review of progress at SEG Jan/Feb meeting
3	Programme leaders	Programme level targets to be set	UG Programme leaders identifying actions for differentials in VA scores between white and BAME students	Programme teams to set targets	All UG programmes to have a VA scores of at least 1.0 for BAME and White students	Associate Deans L&T and AQ	All programmes to have a VA score of 1.0 for BAME and White students (2025)
4				Programme teams to set targets	UG programmes to have differentials of less than 0.1 between VA scores for BAME and White students	Programme Leaders	All programmes to have differentials of no greater than 0.1 between VA scores for BAME and White students (2025)
5				PGT measures to be identified	PGT programmes to have access to attainment data and targets set accordingly	CAQA and SIPs	PGT dashboard for target setting to be in place by Sep. 2021
6	Schools	BAME student advocates reviewing module sites	Limited engagement from academic staff	Programme leaders introduced early to advocates	Advocates each critiquing at least 10 modules	Programme leaders	At least 10 modules in each school critiqued by April 2021
7				Programme leaders to identify modules for critique - prioritising programmes with biggest awarding gaps	Feedback to module leaders to enhance modules		
8	Programme leaders	Targeted support for programme teams with largest VA differentials	Programme of support not yet in place	Design of development	Teams identified and support in place	Deputy Director of LTIC	Teams embarking on development programme from Sep

To influence change at the programme level and through the OfS and Leadership Foundation projects, programme leaders plus three members of their teaching team, were asked to attend an ITW focused specifically on race equality. Examples of disciplinary-specific race discussions (prepared by facilitators) were shared to help programme teams think about how race equality could be considered within their curriculum. Alongside diversifying course content, we challenged programme teams to increase the diversity of BAME authors, and participants were asked to find BAME leaders within their discipline and materials (e.g. video clips or articles) that they could include in their teaching.

**Figure 8a.3: Examples of materials prepared for programme workshops providing examples of how race within the disciplines can be considered and included within the curriculum**



Discussions of decolonising the curriculum have been prominent in HUM and CTA since 2018. The ground-breaking BLM module in MA Literature engages student with cultural texts on identity, violence, politics and love. Recognising the importance of the module, we will adapt it as an optional online module for any student **(AP8a.2)**.

**Figure 8a.4: National coverage in *The Independent* of the module ‘Black Lives Matter’, part of the MA Literature**

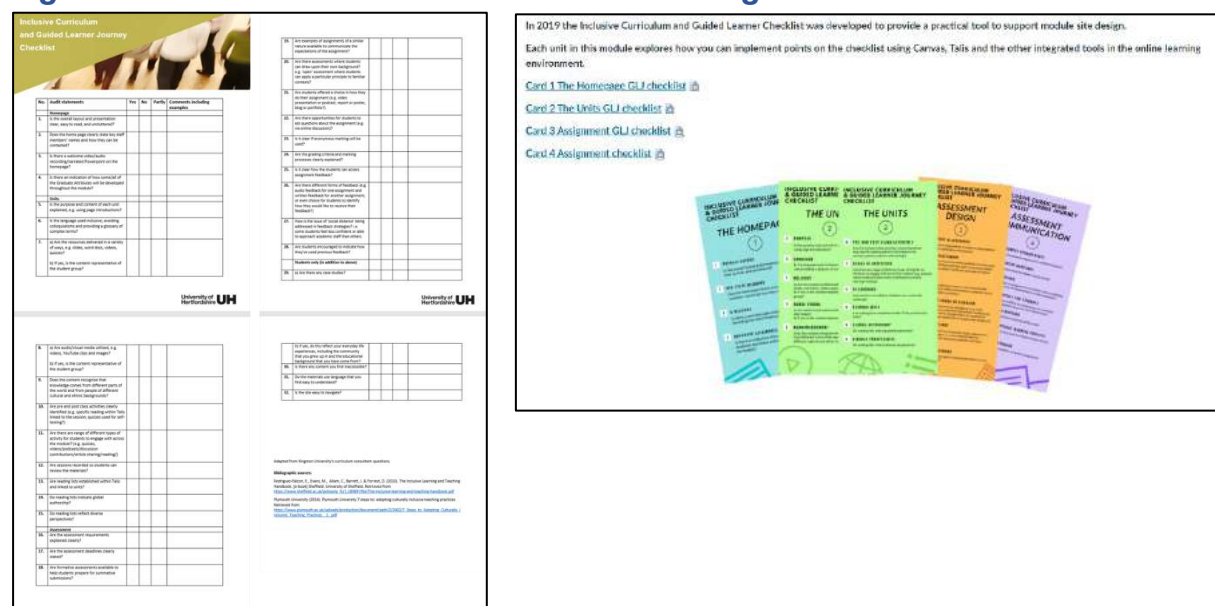


*“This module is significant because learning about black culture, rights and social justice is vital to our understanding of the contemporary world. The University is committed to both international perspectives and addressing the BAME awarding gap. We see this module as part of that larger project”.*  
**Dr Christopher Lloyd, Senior Lecturer in English Literature.**

The BSSWG have now developed resources for staff in all disciplines about decolonising their curriculum, discussion of which forms part of current ITWs **(see AP8c.1)**.

[illegible]

**Figure 8a.6: Inclusive Curriculum Checklist and guidance cards**



Since 2019 our BSAs, with support from WASS and CE have designed, led and ran an annual BAME careers conference. Very positive feedback from students has indicated the importance of such activities and the request for more specific events. **(AP8a.5).**



**Figure 8a.7: BAME careers event 2019**



*“Amazing event! It helped me really feel like the University cares about its minority students... This has given me the confidence to speak to different potential employers. I cannot wait to attend many more like it. Made me proud to be a black female student at UH”.*

**BAME Student**

Student-staff partnership is crucial and since 2018 we’ve funded BSAs to work with each school. Their work includes: holding BAME student focus groups; challenging assumptions with staff; working with staff to critique their curricula/website/materials. Seven other HEIs have now implemented similar schemes based on our work.

**Figure 8a.8: BAME Student Advocates**



*“The most significant impact I’ve had as an Advocate was for the Dean to accept my ideas and implement inclusive curricula actions across the school”.*

**BAME Student Advocate**

*I didn’t know that we had BAME Student Advocates until I read our Vice Chancellors response to Black Lives Matter.*

**BAME Student, Focus Group 2020**

HSU Student Rep training also now includes information about the awarding gap, empowering reps and SCOs to discuss race equality within their schools (**AP8a.7**).

*...And he [student rep] just went ‘It’s because they’re not as clever’. He made a few comments like that. It was hard with him being a student rep, and as a class that’s 70% BAME to then go to the student rep for any issues, it caused a massive challenge.*

**BAME Student**

## ACTIONS

**AP8a.1:** Publish new Graduate Attributes (Sept 2021) with race equality and equality, diversity and inclusion embedded in all Attributes.

**AP8a.2:** Develop the Black Lives Matter module as an online optional module for any student at UH available from September 2022.

**AP8a.3:** All module leaders to review and enhance their sites using the inclusive curriculum checklist (June 2021)

**AP8a.4:** Academic Standards and Audit Committee (ASAC) audit of module sites to determine cross-university implementation of the inclusive curriculum checklist (July 2021).

**AP8a.5:** Run at least three BAME student-specific events each year, with over 500 student engagements each year

**AP8a.6:** Promote the BAME Student Advocates widely across UH

**AP8a.7** Increase the number of Student Reps and SCOs trained and educated around the awarding gap to over 250 (200 in 19-20).

## Section 8b: Teaching and Assessment Methods

Teaching and assessment must reflect the inclusive practice principles. Review and validation processes require programmes to include varied, authentic assessment to support personalised learning; enhance employability; develop GAs; and, where relevant, meet the requirements of PSRBs. We use over 55 different types of summative assessment and this variety is essential in enabling inclusivity, validity, creativity, and authenticity.

Our AMER process requires all programmes to report on differentials in VA scores for BAME and White students. Members of CAQA, having attended ITWs, audit the AMERs (**AP8b.1**).

*“Just wanted to let you know that AMER authors in Life and Medical Sciences have made a superb effort to include innovative and proactive interventions to enhance BAME attainment.... clearly people have given it a lot of thought....”*

**Dr Jo Cahill, Associate Director of the Centre for Academic Quality Assurance**

Research in the development of CfP showed a significant improvement in assessed performance for BAME students working in CfP groups, compared with BAME students in control groups. CfP requires students to consider their responsibility in the learning and social experiences of their fellow students. CfP is currently used in Computer Science, Midwifery, Business and Humanities (**AP8b.2**).

**Figure 8b.1: Dr Theo Gilbert receiving the 2018 Times Higher Award for Innovative Teacher of the Year for his development of compassion focused pedagogy**



### **ACTIONS**

**AP8b.1:** Monitor all AMER action plans to ensure that appropriate actions to address differential attainment between BAME and White students on the programme are identified.

**AP8b.2:** Ensure all Schools have at least one programme using CfP within group work and at least 25 programmes within the University using CfP by July 2021.

### **Section 8c: Academic Confidence**

Our PGCertHE which is an academic probation requirement, embeds inclusive practice in all four modules and focuses specifically on race equality within the module ‘Considering the Student Experience’.

We expect all staff to engage in CPD and between June 2017- July 2019 over 450 staff attended race-focused ITWs as part of the OFS and Leadership foundation projects (fig 8c.1).

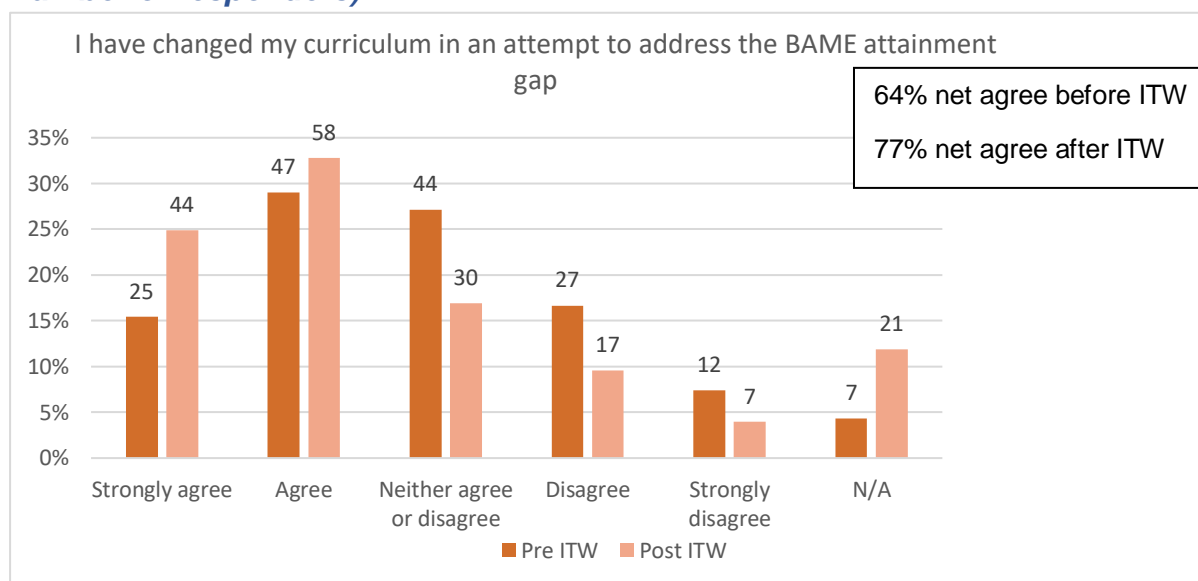
*“I had already done significant work on decolonising the curriculum and after the briefing I started doing it more formally”*

*“I have included more inclusive teaching material and changed some of the assessment to offer more choice”*

**ITW attendees**

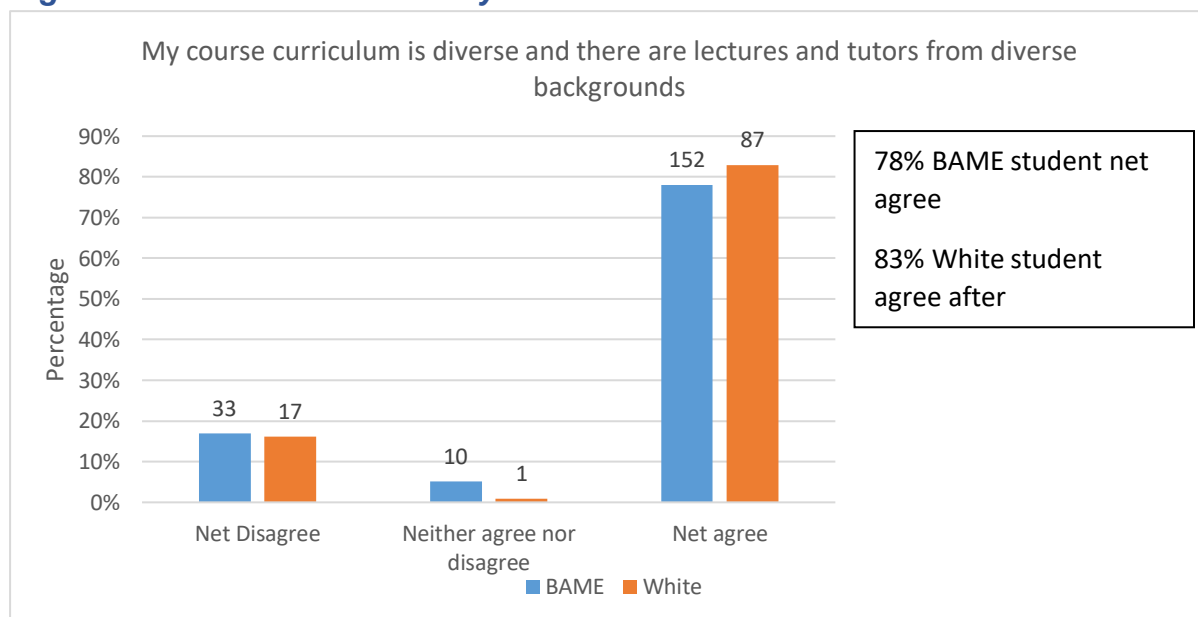


**Figure 8c.1 Survey data from before and after the OFS project (data labels = number of responders).**



The REC student survey data suggests that diversity within the curriculum (and those who teach it) is evident (fig 8c.2).

**Figure 8c.2 REC Student survey data**

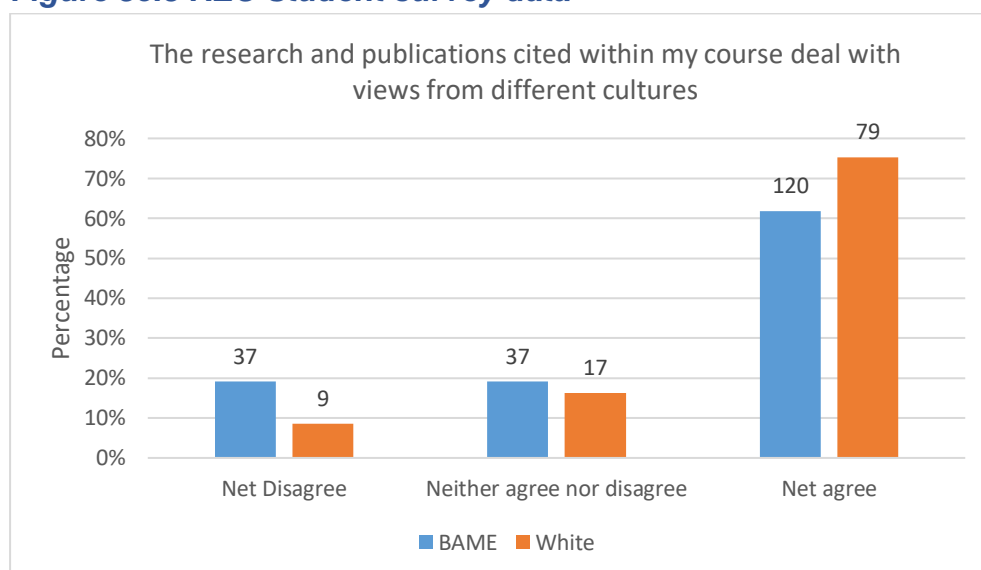


*"We often read cis white authors, so this module was a wonderful opportunity to really discover new authors from a diverse background"*

**Module feedback from a final year student**

Some staff members have made significant efforts to diversify reading lists however more needs to be done (fig. 8c.3) **(AP 8c.1).**

**Figure 8c.3 REC Student survey data**



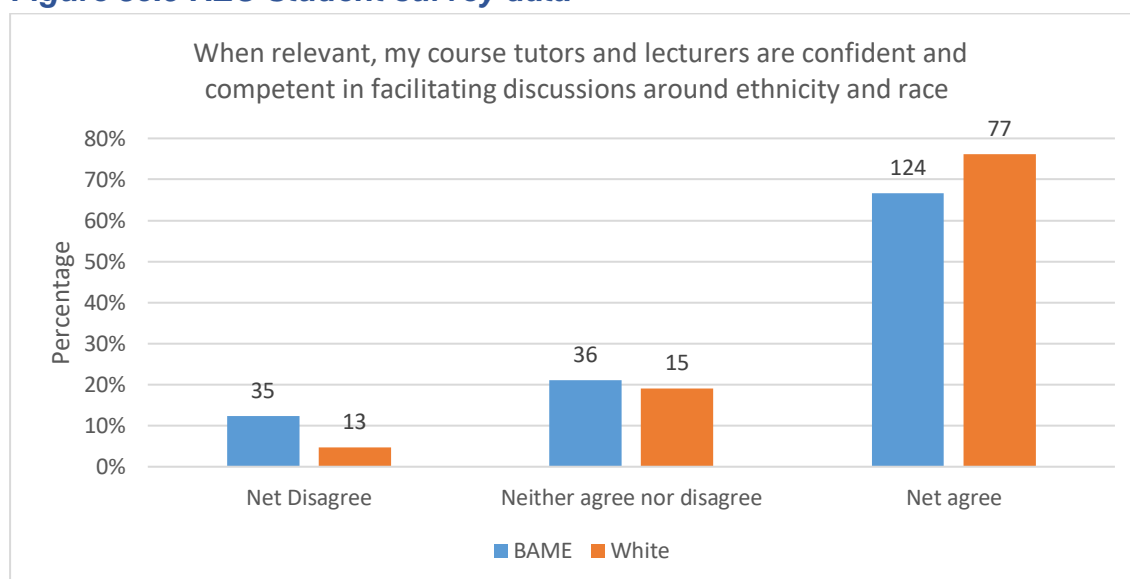
Some Schools have held race equality events (HBS 2018), HUM (2019, 2020) and HSK (June 2018, 2019).

**Figure 8c.4 HSK 'Closing the Gap' conference 2019**



White and BAME student opinions differ when considering staff competence and confidence when discussing race (fig. 8c.5).

**Figure 8c.5 REC Student survey data**

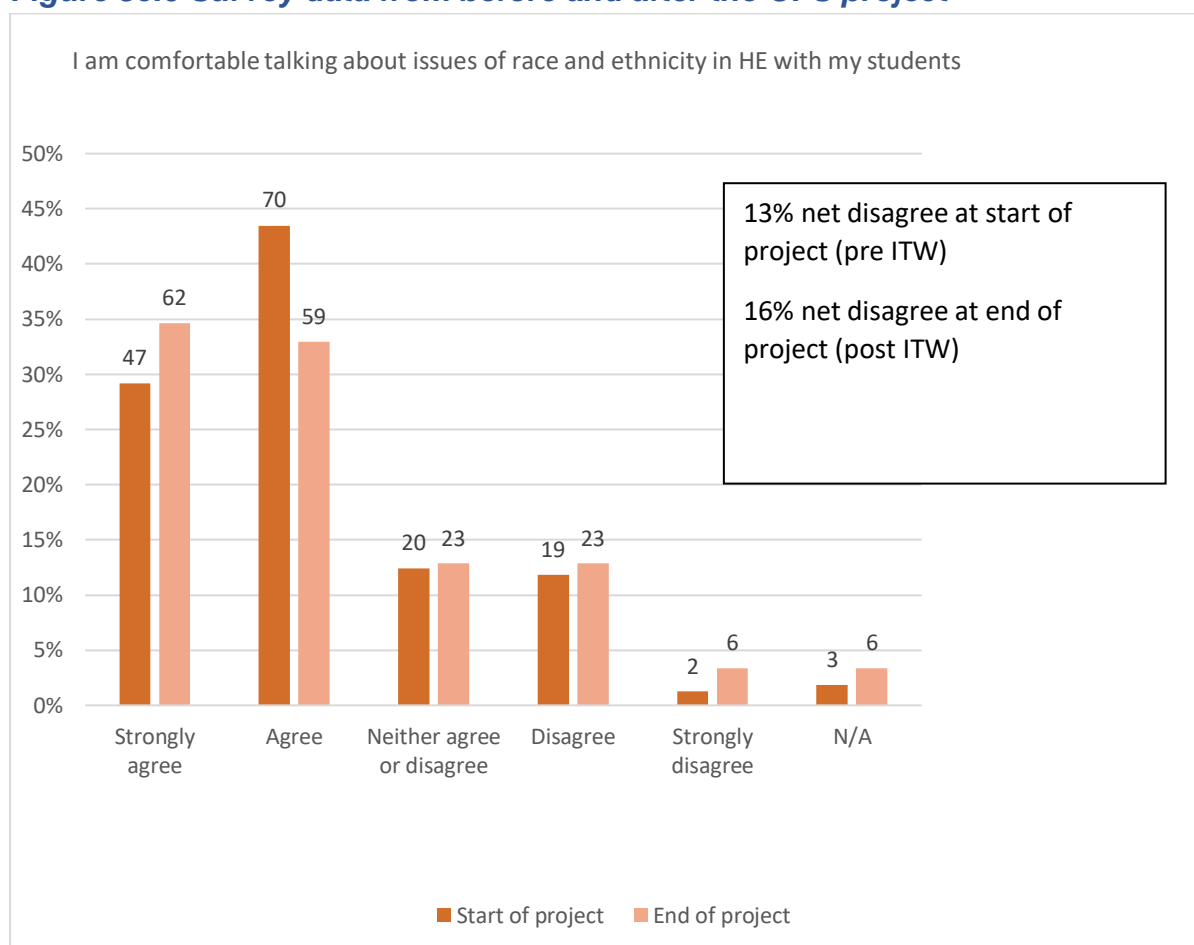


*"I feel like in white spaces you often have to tip-toe around their feelings when you talk about race because its more about, 'oh, I don't want to upset them' rather than them understanding what I'm saying".*

**BAME student, Focus group 2020**

Interestingly, staff indicated being less comfortable in talking about race following ITWs (fig. 8c.6). This change in confidence was likely due to the challenging of assumptions and presentation of uncomfortable programme data in the workshops. As we progress with further workshops, we anticipate that confidence will improve (AP8c.2).

**Figure 8c.6 Survey data from before and after the OFS project**































We interviewed 30 programme leaders following ITWs to investigate how they would implement race equality within their programmes and subsequently developed 11 case studies of good practice (published by AdvanceHE).

Figure 8c.7 Case study examples



An LCS workshop (2019) (100+ attendees) led to the development of a University-wide 'Decolonising and Diversifying' resources list and library colleagues work with module leaders to diversify reading lists.

**Figure 8c.8 Snapshots of parts of our Decolonising and Diversifying resource list**

Decolonisation, Diversity and the University	
	<b>Dismantling race in higher education: racism, whiteness and decolonising the academy</b> Book - edited by Jason Arday, Heidi Safia Mirza - 2018
	<b>Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire</b> Book - by Brian Kivoba, Rose Chantluke, Athinangamso Nkopo - 2018, ©2018
	<b>Decolonising the University</b> Book - by Gurinder K. Bhambra, Dalia Cebrial, Kerem Nigancolu - 2018, ©2018
	<b>Teaching Critical Thinking: Practical Wisdom</b> Book - by Bell Hooks - 2009
	<b>Pedagogy of Hope: Reliving Pedagogy of the Oppressed</b> Book - by Paulo Freire - 2014
	<b>Feeling Academic in the Neoliberal University: Feminist Flights, Fights and Failures</b> Book - by Yvette Taylor, Kimberlee Lahad - 2018
	<b>Call to create decolonisation role in each university department   Times Higher Education (THE)</b> Webpage Podcast from George the Poet, delivering a fresh take on inner city life through a mix of storytelling, music and fiction.
	<b>Superior: the return of race science</b> Book - by Angela Saini - 2019
	<b>White fragility: why it's so hard for white people to talk about racism</b> Book - by Robin J. DiAngelo - 2019
	<b>Brit(ish): on race, identity and belonging</b> Book - by Afua Hirsch - 2018
	<b>Have You Heard George's Podcast? (BBC Sounds)</b> Webpage Podcast from George the Poet, delivering a fresh take on inner city life through a mix of storytelling, music and fiction.
	<b>White Privilege: The Myth of a Post-Racial Society</b> Book - by Kalwant Bhopal - 2018
	<b>Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement</b> Book - by Angela Y. Davis, Frank Barat, Cornel West - 2015, ©2015
Raising awareness	
	<b>Taking up space: the black girl's manifesto for change</b> Book - by Chakoa Kwakwa, Oso Ogunbiyi - 2019
	<b>The good immigrant</b> Book - edited by Nikesh Shukla - 2017
	<b>Bernardine Evaristo at the UH Festival of Ideas 2020</b> Webpage Bernardine Evaristo reads from her Booker Prize-winning novel Girl, Woman, Other, which follows the inter
	<b>Why I'm no longer talking to white people about race</b> Book - by Reni Eddo-Lodge - 2018
	<b>Reni Eddo-Lodge: Why I'm No Longer Talking to White People About Race - YouTube</b> Audio-visual document An interview by Foyles bookshop with journalist and author Reni Eddo-Lodge about her book, Why I'm No
	<b>About Race with Reni Eddo-Lodge (podcast)</b> Webpage Reni Eddo-Lodge, author of Why I'm No Longer Talking to White People About Race, has created a podc
	<b>Born in the 1980s: Chapter 1 in Natives: race and class in the ruins of empire</b> Chapter - by Akala - 2019 This is an extract from this year's UH Connect book. All students can join the programme - search Ask Hor
	<b>Baranunde Thurston: How to deconstruct racism, one headline at a time   TED Talk</b> Webpage
	<b>Living a feminist life</b> Book - by Sara Ahmed - 2017
	<b>Algorithms of Oppression: How Search Engines Reinforce Racism</b> Book - by Safiya Umoja Noble - 2018
	<b>Teaching to transgress: education as the practice of freedom</b> Book - by Bell Hooks - 1994
	<b>Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor</b> Book - by Layla F. Saad, Robin J. DiAngelo - 2020
	<b>In the Wake: On Blackness and Being</b> Book - by Christina Sharpe - 2016
	<b>The School That Tried to End Racism (2020)</b> Audio-visual document - Wednesday, 8 Jul 2020
	<b>"Don't call me BAME" - BBC News</b> Webpage

The SAT recommended that CEG attend an ITW (Nov 2018). Recognising the lack of diversity within CEG, we will hold a White Ally workshop (**AP8c.3**).

## **ACTIONS**

**AP8c.1:** Hold inclusive teaching workshops (ITWs) online for each School. Expectation of attendance for all academic staff (or to watch the recorded session if unable to attend) (July 2021).

**AP8c.2:** Hold annual school race equality training (Racial Justice, Allyship, Active Bystander) to increase confidence in discussing race.

**AP8c.3:** Hold a White Ally workshop for CEG by July 2022.

## SECTION 9: ANY OTHER INFORMATION



## SECTION 10: ACTION PLAN

The UH action plan is a result of rigorous data analysis, staff and student engagement and institution-wide consultation and consensus building with each of our SBUs on key race equality objectives for the next three years. Our strategic objectives have been developed to challenge us and outline our direction of travel to advance race equality at UH. These will also help to build on our progress so far and embed long-lasting change.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date	End Date	Responsibility	Success Criteria
Section 2							
2b.1	<b>Recruit degree apprentice to Equality Office to support implementation of REC action plan</b>	Over the years there have been interruptions to continuity of REC leadership, in large part due to high turnover in the EO. The EO is a very small team and the additional burden of coordinating submissions is immense. In order to ensure adequate work loading for central leadership of the REC, additional resource opportunities will be provided to assist with preparing future submissions, leading consultation exercises and embedding actions. Degree apprentices become permanent members of staff after 18 months.	<ul style="list-style-type: none"> <li>• Submit business case in Planning Round.</li> <li>• Recruit student degree apprentice.</li> <li>• Contract extended after 18 months, ensuring permanency.</li> </ul>	Apr 2021	Nov 2021	Head of EDI	Degree Apprentice in place during 2021/2022 and supporting the implementation, monitoring and progress of the REC Action Plan.
2c.1	<b>Enhance intersectional analysis of survey data via PGR student funded project opportunity</b>	Although we made a start in analysing the REC surveys more intersectionally, we would like to ensure this is done in a more in-depth manner moving forward.	<ul style="list-style-type: none"> <li>• Analyse REC Survey data against other PC's enhancing intersectional analysis</li> </ul>	Jan 2023	Mar 2023	Head of EDI	REC Survey data analysed intersectionally to inform potential actions.
2c.2	<b>Increase overall staff and student</b>	Despite the increase in responses to REC surveys, 27% of all staff (15.9% BAME) and only 1.4% of all students (57.2% BAME) completed	<ul style="list-style-type: none"> <li>• Launch staff and student REC surveys</li> </ul>	Oct 2022	Nov 2022	Vice-Chancellor to launch	Increase staff survey response rates

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>REC survey response rates</b>	them. These were below our 40% target and feedback from many White staff indicated colleagues were not sure they should complete the survey as it might not be relevant to them. Target for next RECSTUS has been revised to be more realistic. We endeavour to increase response rates when the survey is re-run in 2022 to ensure a more representative sample and track any impact.	<ul style="list-style-type: none"> <li>during Black History Month.</li> <li>Articulate importance of all staff engagement and tie in with allyship.</li> <li>Undertake targeted and robust marketing and communication s campaign to encourage participation in surveys.</li> <li>Champion surveys in strategic and departmental meetings, and via EDITs.</li> </ul>	Oct 2022	Nov 2022	<b>Leads:</b> HR, Equality Office, Marcomms, SU  <b>Support:</b> Staff Networks, BAME Advocates, SBU Heads/Deans	to 40%, ensuring proportionality of responses from BAME staff at 21%.  Increase student survey response rates to 30%, ensuring proportionality of responses from BAME students at 54%.
2c.3	<b>Increase Cultural Competence across institution</b>	Students and staff spoke very openly about their experiences of racial stereotyping at UH, giving a wide range of examples from both inside and outside the classroom. There was recognition of positive steps that the UH has taken to address concerns about differential attainment and increase cultural and racial understanding through measures such as the introduction of anonymous marking, decolonisation of the curriculum and provision of religious spaces. On	<ul style="list-style-type: none"> <li>Introducing flagship EDI events each year that focus on current affairs, including but not limited to; BLM, Privilege, Cultural</li> </ul>	Sept 2021	ONG	Head of EDI & BAME Staff Network	Focus groups held including past participants during 2020/2021 to provide an opportunity to evaluate whether action

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
		<p>the recruitment process for staff the feedback was positive, with staff talking about diversity on interviewing panels, and crucially where experience was contrasted with that from elsewhere Hertfordshire was praised for its process.</p> <p>Although the above comments are positive, continuous work needs to be done to ensure that the UH culture is able to be sustained and advocates for racial equality.</p> <p>Understanding other cultures: the importance of showing an understanding for other cultures was thought to be very important and, crucially, it was felt that if staff can demonstrate this then it helps to mitigate the lack of diversity in the staff profile.</p>	<p>Awareness, Micro-aggressions.</p> <ul style="list-style-type: none"> <li>Continue to monitor and review training needs in appraisal and 1-2-1's which through the Learning and Organisational team, HR and Equality Office can be facilitated either internally or externally.</li> <li>Thorough and extensive resources to be created for students and staff to better understand the BAME awarding gap.</li> <li>Potentially look at ways of embedding Active Bystander training for members of</li> </ul>	Sept 2021	ONG	L&OD	<p>taken has in fact allowed success in culture change.</p> <p>Participants will be provided with a survey prior to attending the Focus Group and key finding will be presented to allow a rich discussion.</p>
				Jul 2021	Sept 2021	LTIC	
				July 2021	Sept 2021	L&OD & Head of EDI	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<p>staff to provide skills and confidence needed to challenge behaviour that is not acceptable at UH.</p> <ul style="list-style-type: none"> <li>• Create collaboration and development opportunities for LGA's and local businesses (open events BHM, Cultural Awareness to local communities). Have external stakeholders sign up to a Raising Community Cultural Competence Programme which offers education.</li> </ul>	Sept 2021	Aug 2023	Equality Office, Staff BAME Network, Dean of Students, EBD & Marcomms	At least three partnership events organised and delivered each academic year.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
2c.4	<b>Reform and strengthen communication to raise more targeted awareness on BAME success, projects, events and prospects</b>	<p>Focus group findings presented a need for more encouragement and support for BAME students in deciding next steps, employment or further study, and more guidance through the relevant processes. Including raising awareness on projects such as BAME student advocates.</p> <p>Increased support around mental health and well-being services was also raised.</p> <p>Many BAME communities have previously been reticent about discussing such issues and seeking out support is not something that will traditionally have been encouraged</p> <p>'I didn't know that we had BAME student advocates until I read our Vice Chancellor's response to Black Lives Matter.'</p>	<ul style="list-style-type: none"> <li>Continue to develop comms plans that reflect the diversity of students and staff at the university – by using effective and empowering language to raise awareness of programs to those currently unaware of the work which is conducted institution wide.</li> <li>Continue to actively showcase the success stories from current members of staff, students, alumni from BAME backgrounds</li> </ul>	ONG	ONG	Director of Marcomms & Head of EDI / DS&R	<p>Outcomes or impacts that will determine success for this action will be visible through an increased number of staff or students who start to engage with events of race related initiatives.</p> <p>An increase in service usage of the well-being team in relation to mental health services will also show improvement and impact of the actions set above.</p>
				ONG	ONG	Director of Marcomms & Head of EDI	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>To showcase all race related work and initiatives in promotional material which is used for student recruitment to re-enforce our commitment.</li> </ul>	ONG	ONG	Director of Marcomms & Head of EDI	
2c.5	<b>Provide regular engagement and feedback opportunities for staff to discuss race-related concerns and issues in a safe space</b>	<p>The focus groups have also shown a need for having a 'safe space' in which BAME staff could share their experiences and discuss some of the more subtle, nuanced issues of race that arise whilst also tackling potential issues within BAME groups (to focus on shared experience than differences)</p> <p>Staff Pulse Survey (Nov 2020) increased positive responses to 'Safe to speak up' from 43% to 49% for all staff. Proportionally the responses showed an increase in positive responses for BAME from 37% to 54% (below white of 57%). Although a step in the right direction, with 28% of respondents choosing not to declare ethnicity the response is still short of KPI target and therefore more work needs to be undertaken in this area.</p> <p>Areas of concern were highlighted in the REC staff survey such as feelings of isolation, and frustrations around career progression opportunities.</p>	<ul style="list-style-type: none"> <li>Provide variety of safe space platforms to discuss race-related issues through Equality Office (annual), hosted by Race Equality Senior Champion (annual), SBUs to run regularly and privilege workshops for staff and students.</li> <li>Conduct quarterly BAME staff and student focus groups on topic</li> </ul>	May 2021	ONG	Equality Office, Senior Race Equality Champion, EDIT Chairs with support from LTIC and Equality Office	Increase positive responses to 'safe to speak up' question in Staff Survey to 60% and above.
				May 2021	ONG	BAME Staff Network, support from HR (staff)	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
		<p>Findings from focus groups have indicated that more opportunities to discuss issues in a safe space would be welcome.</p> <p>The staff survey showed that fewer BAME staff (68.3%) than White staff (89.9%) felt that the University is an inclusive employer. For students, 8.7% of BAME students disagreed that the University is committed to inclusive practices and 4.1% of BAME students felt that they are not treated equally by academic staff because of their ethnicity or race.</p>	<p>areas such as making complaints.</p> <ul style="list-style-type: none"> <li>Conduct quarterly conversations on key themes within the BAME network.</li> <li>Feedback identified issues/raised to relevant EDITs and EDI Board</li> </ul>	Jul 21	ONG	BAME Staff Network and Head of EDI	
2d.1	<b>Invite student representatives (UG/PG) ensuring greater student representation on the SAT</b>	The SU President is a member of the SAT. Explore possibility of inviting student representatives to represent both UG/PG students at the SAT	<ul style="list-style-type: none"> <li>Liaise with the SU to identify and invite student representatives to the SAT</li> </ul>	June 2021	Jul 2021	Head of EDI	Both UH/PG student voice regularly represented at the SAT.
2d.2	<b>Establish BAME Staff Success Working Group to regularly assess progress relating to REC action plan, staff KPIs and performance measures and strengthen accountability</b>	We have a highly successful BAME Student Success Working Group but a similar group for staff does not currently exist. Progress monitoring for staff has not been as consistent and we need to ensure accountability and strengthen lines of reporting. This will be invaluable for helping to advance staff-related actions in the AP.	<ul style="list-style-type: none"> <li>Agree representative membership, clear remit and priorities to be addressed, and formalise lines of reporting (People Board – EDI Board – CEG etc.).</li> </ul>	Jun 2021	Sept 2021	Head of EDI / Assistant Director of HR & BAME Staff Network	<p>BAME Staff Success Working Group created and embedded.</p> <p>Race equality for staff progressed and monitored against the</p>

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>Schedule meetings 5-6 times per year.</li> <li>Write and disseminate annual report outlining progress against staff KPIs and REC actions, to be presented at CEG.</li> <li>Hold sessions with each SBU Head/Dean to discuss concerns/issues arising.</li> <li>SBUs to incorporate actions into EDI action plans to address issues.</li> </ul>				<p>REC Action Plan.</p> <p>SBU's provided regular ethnicity data, key findings and areas to address on a regular basis.</p>
2d.3	<b>Clearly embed roles and workload allocation for REC Champions moving forward</b>	We have REC representatives from each SBU and previously had REC Champions in place within the academic Schools. However, Champions have not had clearly defined roles or workloads (beyond time for attending SAT meetings).	<ul style="list-style-type: none"> <li>Review and formalise role of REC Champions.</li> <li>Develop role description for REC Champions.</li> </ul>	May 2021	Jun 2021	<p>Equality Office and Heads of SBUs/Chairs of EDITs</p> <p>Support: HR, EDI Board</p>	<p>REC Champions established in all SBUs, clear job descriptions established, appropriate recognition and workload.</p>



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>Establish workload allocation within each SBU.</li> <li>Nominate REC Champions in each SBU, including professional SBUs.</li> </ul>	Jun 2021	Jul 2021		Active and engaged with REC work, as measured by regular progress reports.
Section 3							
3b.1	<b>Improve, monitor, and raise awareness of processes for reporting race-related issues</b>	A theme arising from the REC staff survey centred around the lack of clarity on the process for reporting racism or race-related issues. An anonymous online 'Report and Support' form was launched in October 2020 for students and staff to anonymously report or seek advice from an adviser if they have witnessed or experienced an incident (including race-related incidents) they feel uncomfortable with. Though it is not widely known that this service is available for staff, and feedback suggests awareness is low for students as well. Therefore, more awareness must be raised of the form and process.	<ul style="list-style-type: none"> <li>Establish more opportunity for race related incidents to be reported and investigated if required. This includes providing an option for neutral lines of reporting and anonymous.</li> <li>Investigate the student 'report and support' current process and if this can be used for staff anonymously.</li> </ul>	Jun 2021	Aug 2021	Assistant Director of HR	Positive survey responses increase to minimum 60% by 2025
				Jul 2021	Aug 2021	Dean of Students & Assistant Director of HR	



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>when handling complaints</b>		(including a flow chart) of our staff complaints process and communicate this to all staff. <ul style="list-style-type: none"> <li>Produce and publish a clear guidance (including a flow chart) of our student complaints process and communicate this to all students.</li> <li>Produce regular reports on the number of complaints (against the PC's) and report these to the EDI Board highlighting trends and potential actions.</li> </ul>	Jul 2021	Aug 2021	Dean of Students	complaints process produced, published and communicated to all staff and students.  Regular reports on the number of complaints presented to the EDI Board.
3b.4	<b>Increase engagement and opportunities for collaborative</b>	We do not currently liaise directly with ethnic minority community groups but are looking to increase our engagement. This is beneficial because it deepens understanding of potential	<ul style="list-style-type: none"> <li>Lead on development of Community Inclusion Action</li> </ul>	Aug 2021	Oct 2021	Head of EDI	Increased engagement with community groups.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>projects with ethnic minority community groups across Hertfordshire.</b>	issues arising in local areas, enhances collaboration and allows for co-production which feeds into Herts County Council.	<p>Group, which aims to allow open discussion with minority ethnic groups across county (e.g. Herts Welcome Refugees, Refugee Council, Citizens' Advice, Black Ethnic Minority Empowerment, Cultural and Diversity Hitchin, Stevenage World Forum etc.); Link with Herts County Council</p> <ul style="list-style-type: none"> <li>• Meetings three times per year</li> <li>• Create online platform where members can upload information about potential events/initiatives, for other members to</li> </ul>	Oct 2021	3x P/A	Equality Office	<p>CIAG established.</p> <p>Online platform developed and in place.</p>
				Nov 2021	Live in Jan 2022	Equality Office	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			review to promote collaborative working <ul style="list-style-type: none"> <li>Hold one event per year to showcase work done throughout year</li> </ul>	Dec 2022	P/A	Equality Office	
3b.5	<b>Engage with Consortium colleges to investigate and address lower representation of BAME women in progressing cohorts.</b>	UH 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, and the percentage of BAME students in the cohorts has been steady over the past three years, although they are less represented than White students. This is particularly true for BAME females, who are the least represented in progressing cohorts.	<ul style="list-style-type: none"> <li>Attend consortium Executive Group, presenting data trends and identifying actions to address gaps.</li> <li>Working with Heads of Departments within the Consortium to identify potential barriers.</li> <li>Presenting data and exploring potential actions to address the gaps at the BAME Student</li> </ul>	Oct 2021	ONG	Widening Access and Student Success & Head of UK Partnerships	An increase in BAME Females in progressing cohorts.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			Success Working Group.				
Section 4							
4a.1	<b>Monitor SBU progress against REC priorities and targets to ensure accountability via EDI Board, addressing issues where required</b>	In previous years, REC actions (mainly in relation to staff) were not consistently integrated into SBU action plans and work was not well-communicated to the wider University. In order to ensure commitment and progress in all parts of UH, more accountability must be ensured through the newly-created EDI Board.	<ul style="list-style-type: none"> <li>Introduce mechanism/ process to capture EDI-related best practise happening within individual SBU's, to consider impact/implementation UH-wide</li> <li>Determine and create new Business Information (BI) dashboards to support Deans/Heads of SBU to set meaningful Equality Actions</li> </ul>	Jun 2021	Jul 2021	EO + HR Business Partners Deans/Heads SBUs	<p>Locally produced action plans fully embedded.</p> <p>Regular monitoring against priorities and best practice reported, discussed and shared at EDI Board.</p> <p>Provision of BI data through Tableau dashboards.</p>
4a.2	<b>Become a member of the Black British Professionals in STEM University Alliance</b>	The low representation of Black students and graduates in STEM is very clear within the University and sector and sits alongside the awarding gap as one of the significant challenges for higher education today. Joining BBSTEM would enable us to learn from good practice in supporting Black students and staff to	<ul style="list-style-type: none"> <li>Draft business case for joining BBSTEM and present to the EDI Board for consideration</li> </ul>	Jan 2022	Feb 2022	Equality Office	Business case presented and membership agreed.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date    End Date		Responsibility	Success Criteria
		pursue and remain in STEM careers, and through institutional membership encourage our black students and staff to engage with the network.	and approval by CEG.				
4a.3	<b>Better understand BAME staff and contract type (action continuing from AP2015, Action 13 which sought to undertake further analysis of BAME part-time and fixed term staff)</b>	For academic staff, overall fewer BAME than White staff work part-time within both genders. Over twice as many White women compared to BAME women work part-time. Within the professional staff group, White women are on more part-time contracts compared to BAME women. We need to understand experiences and preferences by ethnicity and contract type to ensure BAME staff are not being disadvantaged in terms of the opportunity to work part-time.	<b>Contract Type</b> <ul style="list-style-type: none"> <li>End of year snapshot BAME applications (Academic and Professional) to review shortlisting and appointment by contract type data within each SBU to create annual Local Action Plan (LAP) across ethnicities to address any racial inequalities</li> <li>Run focus group session with BAME Network to explore whether issue is Choice/Constra</li> </ul>	Aug 2021	Jul 2022	HRIS/ RS/ HRBP/ CEG	July 2021- Determined actions July 2022 - Implemented actions identified to address any racial inequalities identified.
				Sep 2021	Dec 2021	Staff BAME Network/HRBP's/ Employee Support/EO	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			int/Cultural. Has anyone been declined reduction of hours? <ul style="list-style-type: none"> <li>Consider whether flexible working procedure should be monitored (not currently the case) to gain understanding of those being declined and map against protected characteristics including ethnicity/gender to ensure there are no barriers.</li> <li>Utilise new exit question to identify patterns of racial inequality to address</li> </ul>	Sep 2021	July 2022	HRBPs and Employee Support Team	
4a.4	<b>Report findings on BAME academic and</b>	The new Exit Questionnaire was launched in autumn 2020. It includes diversity monitoring and further questions, some related to EDI issues, to help us better understand staff	<ul style="list-style-type: none"> <li>HRIS to analyse data every three months.</li> </ul>	Apr 2021	ONG	HRIS	Analysis undertaken, trends identified, and



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>professional staff leaving reasons</b>	reasons for leaving. We need to determine if there are any trends or equality issues relating to BAME staff leaving UH.	<ul style="list-style-type: none"> <li>• Bi-annually filter information to the People Board and EDI Board (latter annually via quarterly data monitoring report).</li> <li>• Employee support to add findings to monthly SBU reports.</li> <li>• SBUs and HRBPS to review data and respond quarterly with actions taken depending on feedback.</li> </ul>	Apr2021	ONG	HRIS	reports presented to the EDI Board.  Where relevant actions taken to address findings.
				Apr 2021	ONG	Employee Support Team	
				Dec 2021	ONG	SBUs and HRBP's	
4b.1	<b>Increase BAME professional staff in student-facing roles to 25%</b>	BAME staff made up 16% of our professional staff community in 2019/20 (14%UK/2%Non-UK), which is higher than the sector for UK (Bk6%) and slightly lower for Non-UK (Bk3.2%). Considering our highly diverse student population, we will continue to use R&S and positive action to increase BAME professional staff numbers and have set a target specifically for UK BAME staff in student-facing roles to better reflect the student body.	<ul style="list-style-type: none"> <li>• Ensure suitable language and positive statements used to support individualised recruitment campaigns</li> </ul>	May 2021	July 2024	Recruitment salaried team	Increase in BAME representation of professional staff in student facing roles to 25% across UH by 2024.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>Support SBU's with frontline staff to promote positive action to encourage applicants from the BAME community</li> </ul>	May 2021	ONG	Recruitment Salaried Team / Equality Office	
4b.2	<b>Investigate higher leaving rates for BAME professional staff and seek to reduce rates to be comparable with White staff</b>	The number of UK BAME professional leavers increased to 20% in 2019/20, which worryingly is twice that of the sector at 10.67%. Although 82% of this can be attributed to outsourcing hospitality services, leaving rates are still higher than White staff and also higher than academic staff.	<ul style="list-style-type: none"> <li>Investigate the data and reasons for BAME professional staff leaving.</li> <li>Produce and present report to the EDI Board with solutions to address the findings (if needed)</li> </ul>	Sept 2021	Dec 2021	Assistant Director of HR / HRIS and HRBP's	Investigation completed and reported to the EDI Board.
				Feb 2021	Dec 2021	Assistant Director of HR / HRIS and HRBP's	The gap between White and BAME professional staff leaving has been reduced (comparable with White staff) by July 2024
4c.1	<b>Review how we monitor and report race-related B&amp;H complaints.</b>	Recording protected characteristics of complainants has been implemented but we can aim further to understand in more depth the reasons underpinning complaints made by staff and provide them with sufficient opportunity to feel safe to speak up. An anonymous online	<ul style="list-style-type: none"> <li>Complete review of Bullying and Harassment UPR.</li> </ul>	Dec 2020	Dec 2021	HR Business Partners/EO	Analysis undertaken, trends identified, and reports

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
		reporting system currently exists for students but not for staff.	<ul style="list-style-type: none"> <li>Implement anonymous online complaints system for staff.</li> <li>Review use.</li> <li>Raise awareness of current routes to reporting mechanisms through above.</li> <li>Agree process for monitoring levels of complaints and their nature.</li> <li>Identify and address areas of concern, submit via quarterly reports to EDI Board and via other modes of university-wide communications</li> </ul>	Feb 2021	Feb 2022		presented to the EDI Board.  Where relevant actions taken to address findings.
4c.2	<b>To recruit additional investigators, increasing</b>	Out of 12 trained investigators 2 are BAME. Additional investigators required along with raising level of diversity within trained investigators. Refresher training is essential for	<ul style="list-style-type: none"> <li>Recruit additional investigators</li> </ul>	Jan 2022	Dec 2022	Assistant Director of HR - Policy	Regular monitoring and reporting demonstrate

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
	<b>diversity and ensure racial harassment training incorporated for all</b>	all investigators including racial harassment training.	<ul style="list-style-type: none"> <li>Provide racial harassment training</li> </ul>	Mar 2022	Jul 2022	Business Partnering EO/ HR-L&OD	increased number of trained investigators with increased level of diversity to 30% by 2022.
4c.3	<b>Take positive action to influence the increase in Board/Committee membership as term of office ends and vacancies arise</b>	<p>Data from Boards and Committees highlight lack of BAME diversity at some of our strategic Boards.</p> <p>CEG 8% BAME Academic Board 8% BAME</p>	<ul style="list-style-type: none"> <li>Work closely with the Board of Governors to increase diversity of the Board</li> <li>Provide regular Unconscious Bias and Cultural Awareness training to Board/Committee Members</li> <li>Continue to engage and invite Board/Committee members to Race Equality &amp; Black History Month Events</li> </ul>	<p>Sept 2021</p> <p>May 2021</p> <p>Apr 2021</p>	<p>ONG</p> <p>ONG</p> <p>ONG</p>	<p>Equality Office / S&amp;R / Governance Services</p> <p>Equality Office / S&amp;R / Governance Services</p> <p>Equality Office / S&amp;R / Governance Services</p>	<p>Board members to reflect the UH staff BAME diversity.</p> <p>Increased attendance of Board/Committee members at Race Equality / BHM events.</p>

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
4e.1	<b>Address high levels of long service for professional staff remaining at bar salary scale points (review will also include White staff in same situation)</b>	Professional staff profile includes 16% BAME staff. BAME staff at salary bar points with 5 or more years' service on grade for bar points 33 (23%), 38 (26%) and 41 (22%) all have professional BAME staff levels higher than current profile.	<b>Policy - Equal Pay Review</b> <ul style="list-style-type: none"> <li>Finalise equal pay consultation process with Trade Unions.</li> <li>Investigate BAME staff at bar salary scale points (to determine Choice vs Constraint), resolve any issues identified and support line managers in encouraging their staff to apply.</li> <li>Conduct EqIA on bar progression process/criteria to ensure fairness and transparency.</li> <li>Paper to CEG outlining recommendations for</li> </ul>	Apr 2021	Sep 2021	HR Business Partners Deans/Heads SBUs	Ensure BAME staff are receiving equal opportunities to progress through bar (% <i>increase determined following completion of the audit</i> ).
				Sep 2021	Dec 2021		
				Dec 2021	Jan 2022		
				Sep 2021	Dec 2021		

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			implementation of action.				
<b>Section 5</b>							
5a.1	<b>Amend Recruitment and Selection policy to mandate/make expected diversified interview, shortlisting and presentation panels</b>	The recruitment data show that since 2014/15 BAME staff are still less likely to be shortlisted for posts and are less successful overall. Our Recruitment and Selection policy <i>recommends</i> diversifying the interview panel, but we recognise that we need to make this mandatory where possible to ensure this can be enforced.	<ul style="list-style-type: none"> <li>Conduct audit of diversity of shortlisting, presentation and interview panels. Undertake EqIA around arranging panel members moving forward.</li> <li>Get a baseline data analysis completed to understand current panel diversity.</li> <li>Identify any correlation between panel diversity and shortlisted applicants especially for academic vacancies where anonymous shortlisting may</li> </ul>	Apr 2021	Jul 2021	HR Recruitment Salaried/ CEG	<p>Audit demonstrates appropriate panel diversity in line with published criteria.</p> <p>BAME staff agreeing with questions around recruitment (The University of Hertfordshire has clear and transparent recruitment and selection processes; Applicants are selected and employed based on merit irrespective of their ethnicity or race) increase to be proportionally more in line with White staff</p>

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>be less effective</li> <li>Review and implement how this information is recorded going forward.</li> <li>Ensure that Chairs provide justification on why the panel has not been able to meet diversity objectives and how this will be remedied in future.</li> </ul>	Apr 2021	Dec 2021		at 80% (both PSS and academic) in next RECSTAS.
5a.2	<b>Develop a UH Fair Recruitment Specialist programme to help diversify interview panels.</b>	Ensuring diverse recruitment panels is more difficult in some SBUs than others, where numbers of BAME staff and trained BAME Chairs are low. Schools such as HBS, LAW and LMS have a higher proportion of BAME staff so we need to ensure that the percentage of BAME trained panel Chairs is higher in line with the proportion of BAME staff in the Schools. To assist with this, we regularly engage the BAME Staff Network. However, we need to overcome any perception of tokenism, and to ensure we are not overburdening a small number of staff that individuals are adequately trained and recognised for their contribution to the process.	<ul style="list-style-type: none"> <li>Use positive action to particularly target BAME staff in HBS, LAW and LMS to train within programme.</li> <li>Organise training for all interested Staff Network members, e.g. BAME Network.</li> </ul>	Apr 2021	Dec 2021	L&OD	Increased % of trained Chairs in Schools to match BAME profile (see SBU action plans).

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>To provide Recruitment and Selection training in the schools who require it to achieve more diversity on their recruitment panels.</li> </ul>				
5a.3	<b>Continue to increase the number of staff undertaking Unconscious Bias training across all SBUs, specifically focusing on 100% completion for interview Panel Chairs</b>	<p>Although more staff have undertaken UB training than we originally aimed for in 2015, we endeavour to go beyond this to ensure all staff have completed the training.</p> <p>Training gap analysis has also identified unacceptable completion levels (Academic and Professional Recruiting Managers) of mandatory training potentially contributing towards low BAME recruitment.</p>	<ul style="list-style-type: none"> <li>Provide all SBUs with a Mandatory Training Gap Analysis report for Deans/Heads of SBU to ensure staff complete their mandatory or refresher training. The L&amp;OD team will provide support to monitor progression and create culture of engaging with training</li> </ul>	Sept 2021	ONG	L&OD All SBUs	<p>80% staff completed mandatory/ refresher training.</p> <p>100% Interview Panel Chairs completed UB training.</p>



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>Continue to increase bias awareness and equalities knowledge for all staff. To provide mandatory Equality and Diversity and Unconscious bias as a baseline with optional additional training to follow.</li> <li>All panel chairs who were trained more than 3 years ago to attend Recruitment Compliance as an update. Ensure all participants have completed Unconscious Bias in the last 12 months before attending.</li> </ul>	ONG	ONG	EO L&OD	New starters – 100% attendance within Probation period.
				Sept 2021	Dec 2023	HR Compliance L&OD	100% of panel Chairs complete UB by 2023.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>Implement checks to ensure all staff attending Recruitment and Selection training have all completed Unconscious bias (including refreshers) within the last 3 years and Recruitment Compliance training.</li> </ul>	Sept 2021	Dec 2023	L&OD Deans/Heads SBUs	100% to complete Unconscious bias training before attending R & S.
5a.4	<b>Monitor and, if necessary, enhance the effectiveness of current processes and recent recruitment and selection developments on increasing the number of BAME applicants/staff</b>	Recruitment data show that BAME candidates are less likely to be shortlisted and to receive an offer than White candidates. Various developments including the implementation of anonymous short-listing, more widespread usage of positive action statements and enhancements to EDI in Recruitment information, and a recruitment webpage relaunch occurred from August to January 2021. We need to monitor the impact of these changes.	<ul style="list-style-type: none"> <li>Review the effectiveness of anonymous short-listing – 1-year data analysis</li> <li>Consider move to enforcing phase two – the voluntary removal of personal information from attachments to enable anonymous</li> </ul>	Apr 2021  Aug 2021	Dec 2021  Aug 2022	HR Recruitment Salaried/ Marketing and Communication s/HRBP's and Heads of SBU  HR Recruitment Salaried	<p>Increase the number of BAME applicants by 30% by July 2024.</p> <p>Increase in BAME applicants being shortlisted and invited to interview by 20% by July 2024.</p>

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date    End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>consideration for academic applicants</li> <li>Identify if adverts using a specific Positive Action statement increases the number of BAME applicants</li> <li>Facilitate a focus group or individual meetings with recruiting managers from various SBUs to discuss and share best practice regarding how they successfully manage recruitment in their areas.</li> <li>Refresh recruitment guidance for: Case studies, Career Journeys and</li> </ul>	Apr 2021	Dec 2021	HR Recruitment Salaried	
				Sept 2021	Dec 2021	HR Recruitment Salaried / Marcomms / Equality office	
				Apr 2021	Apr 2022		

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<p>Role models from BAME staff, Mentors and the BAME mentoring scheme as part of stage 2 webpage relaunch</p> <ul style="list-style-type: none"> <li>• Update recruitment 'quick parts' to promote advertisement on recruitment managers' LinkedIn pages.</li> <li>• Review advertising streams and develop list of organisations and networks to promote more targeted recruitment of diverse individuals.</li> </ul>	Apr 2021	Aug 2021		
5b.1	<b>Provide further targeted training and development opportunities for</b>	The University is committed to sponsoring staff to attend the Diversifying Leadership Programme (DLP) annually, to contribute towards the career progression of BAME staff	<ul style="list-style-type: none"> <li>• Implement follow-up sessions with DL participants</li> </ul>	Apr 2021	Feb 2023	L&OD SBU/Deans Forum/CEG	Increased applications from BAME Staff from each

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>BAME staff as part of positive action efforts.</b>	and meet our KPI targets. We need to engage more with staff who have completed the programme to embed the learning and support their development. We also intend offer further targeted training and development opportunities for BAME staff as part of positive action efforts. For example, Career Pathways workshops welcomed 22%-50% BAME attendance so the organisation of future sessions needs to be considered.	<p>to discuss and embed the learning on the programme, include the sponsors where relevant.</p> <ul style="list-style-type: none"> <li>Continue to utilise positive action statements to encourage BAME staff to participate in leadership and management training.</li> <li>Launch call for applications for next cohort of DLP.</li> <li>Conduct learning needs analysis to identify the requirements for an internal BAME Leadership Development course and tailored BAME Career Pathways/Deve</li> </ul>	ONG	ONG		<p>SBU to the DLP (see SBU action plans).</p> <p>Initiate and embed new training, monitoring annually to establish an increase in BAME participation.</p>

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>lopment workshops.</li> <li>• Explore offering internal BAME leadership programme for those unsuccessful with DLP applications.</li> <li>• Investigate group learning need for running further Leadership Conference, involving Aurora and DLP alumni</li> <li>• If need is identified for BAME specific Career Development workshops, take positive action to encourage BAME staff attendance</li> </ul>	Sept 2021	Feb 2023		
				May 2021	May 2023		
				Apr 2021	July 2021		
5b.2	<b>Monitor progress and impact of BAME mentoring and reverse</b>	In September 2020 UH launched a BAME Mentoring and Reverse Mentoring Scheme. All senior members of CEG (consisting of the VC, DVC, Pro-VCs, Deans and Heads of SBUs)	<ul style="list-style-type: none"> <li>• Track career progress for BAME cohorts on DLP/</li> </ul>	May 2021	Dec 2021	L&OD, LTIC, Equality Office and BAME staff network	White mentees to have generated at least 2 ideas of

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>mentoring schemes</b>	volunteered to be mentors. The programme needs to be evaluated to ensure it has the desired impact.	<p>Mentoring programme and assess if participation in either of the two programmes has led to career progression.</p> <ul style="list-style-type: none"> <li>• Offer BAME mentoring to unsuccessful applicant for DLP to help support their development.</li> <li>• Offer mentoring/individual CPD plans through 1-1's/ appraisals for unsuccessful BAME applicants for Assoc. Professorships/ Readers to help support their development.</li> </ul>	May 2021	ONG	L&OD	<p>how to address the challenges of BAME staff and implement actions within their sphere of influence at the end of the 12-month programme.</p> <p>Evidence of BAME staff developing knowledge, skills and confidence through mentoring, evaluated at 3 months and 6 months.</p>
5b.3	<b>Increase the percentage of</b>	All academic staff are encouraged to apply for various levels of Fellowship based on the	<ul style="list-style-type: none"> <li>• Increase the percentage of</li> </ul>	Sep 2021	July 2024	LTIC	Percentage increased to

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>BAME academic staff achieving SFHEA and PFHEA to 20%</b>	suitability of their role against the award criteria. Workshops providing information about the requirements for each award and writing opportunities with guidance are provided to support applications for the HEA Fellowships. Positively, there has been an increase in BAME staff achieving almost all levels and we aim to support success at SFHEA (11% BAME) and PFHEA (0% BAME), which fall below current academic BAME profile.	BAME academic staff achieving SFHEA and PFHEA to 20%.				20% by July 2024.
5c.1	<b>Develop automated system for appraisal completion to ensure accountability and analyse by ethnicity</b>	There are no centralised data collected around appraisal completion as this is managed by individual SBUs, so we are unable to analyse this. However, automation of the process should enable us to monitor completion moving forward. We need to ensure all managers are conducting effective appraisals with all members of their teams.	<ul style="list-style-type: none"> <li>Update and automate appraisal process, analyse completions by ethnicity</li> <li>Provide refresher training for managers on appraisal, focussing on development and career progression (e.g. planning how to use the 10 CPD days or 22 Scholarly Activity days, identifying any barriers etc.)</li> </ul>	Sept 2021	Jul 2022	HR-L&OD	Increase number of staff preparing appraisal objectives (staff survey 2020 79% to 87%).



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>To share evidence of barriers to progression faced by BAME staff with managers to enable them to have better career discussions with their BAME staff</li> <li>To provide development on making the most of your appraisal for all staff.</li> </ul>	Apr 2021	Dec 2021		
5c.2	<b>Conduct focus groups with BAME staff to gain insight into potential reasons for lack of participation in appraisal and quality of feedback received</b>	Proportionally, BAME respondents to Pulse2020 have a slightly higher percentage who strongly agree/agree they receive feedback on their performance whilst slightly lower for taking part in the appraisal process. Lack of ethnicity data from a large number of 'prefer not to say' presents difficulties in drawing accurate conclusions. We are progressing an action through our AS work to conduct an up-to-date audit of the appraisal process to ensure it adequately meets staff needs. Focus groups will be run with BAME staff as part of this to gain a true understanding of the level of participation and quality of feedback staff receive.	<ul style="list-style-type: none"> <li>Conduct focus groups with BAME staff</li> <li>Produce report with findings and proposed actions for the EDI Board</li> </ul>	Apr 2021	Dec 2021  Apr 2022	L&OD / BAME Staff Network	Focus Groups completed, findings analysed, and a paper presented to the EDI Board with potential actions to address findings.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
Section 5							
5d.1	Actively identify and support BAME staff eligible for promotion to encourage further applications for Associate Professor, Reader and Professor with particular focus on BAME women	Data from the 2019/20 promotion round shows that only 2 BAME women applied for promotion (Reader/AP) compared to 6 BAME men. Neither woman was successful in gaining a promotion. Previous years' data around APs shows	<ul style="list-style-type: none"><li>Introduce new talent management mechanisms for tracking potential/promotions and review process. (Academic/ Professional)</li><li>Deans/Heads encourage BAME staff to apply for promotion/ participate in mentoring programmes</li><li>Ensure all Panel Chairs have completed mandatory training especially Unconscious bias within the last 3 years. (Currently 65% Academics; 57% Professional)</li></ul>	Feb 2021	Feb 2022	HR Business Partners HRIS HR Employee Support	New Talent Module within HR system implemented.
				Jan 2021	ONG	DVC All SBUs HR Business Partners L&OD	Continue to meet CPD cohort numbers.
				Jan 2021	ONG	DVC / L&OD	Increase BAME applications for AP (from 15% to 25%).

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>Changes to Assoc. Prof process to support increase in BAME applications</li> <li>Work with Marcoms to produce visual flowchart clearly outlining key managerial responsibilities. Add to line managers' toolkit on HertsHub.</li> <li>Organise line managers' update briefing for all current line managers to attend introducing them to the toolkit/flowchart /reinforcing what they should be doing and provide Q&amp;A to support move forward on this.</li> </ul>	Dec 2020	ONG	HR Employee Support HRBPs	
				Jun 2021	Aug 2021	HR Employee Support HRBPs	
				Sept 2021	Oct 2021	HR Employee Support HRBPs Deans	



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
							my ethnicity or race.
5g.1	<b>Develop guidance around taking inclusivity, diversity and accessibility into account when organising events and speaking opportunities</b>	We actively endeavour to ensure diversity within event planning. The EO works closely with MCM and SBUs to organise and fund events. Schools are encouraged to actively consider the ethnic balance of speakers and chairpersons. But we are continuing to think creatively about how we can make speaking opportunities, contributions, and involvement more accessible and appealing to a more diverse pool of talent and do not currently have any published guidance around this to support organisers.	<ul style="list-style-type: none"> <li>Produce guidance / toolkit and publish on HertsHub</li> <li>Communicate the guidance widely across UH</li> <li>Monitor level of diversity of visiting lecturers and keynote speakers at our events</li> </ul>	Jan 2022	Apr 2022	Head of EDI and Director of Marcomms	Guidance/Toolkit produced, published and publicised across UH.
				May 2022	ONG	Director of Marcomms	Annual audit demonstrates increased diversity in visiting lecturers and keynote speakers at events.
				Sept 2021	ONG	Director of Marcomms	
Section 6							
6a.1	<b>As part of the Technician Commitment, SBU's employing technical staff are monitoring recruitment considering the lower shortlisting and success rates for BAME staff</b>	Schools, LCS and LTIC employ Technical staff working in a variety of disciplines and therefore career streams. Recruitment and selection monitoring is taking place to assess the applicant and staff experience. In particular, monitoring will consider the lower levels of BAME representation within technical staff within grades UH7-9	<ul style="list-style-type: none"> <li>Launch Technical Career Workstreams Dec 2021</li> </ul>	Sept 2020	Aug 2022	Assistant Director of HR for L&OD reporting to the Technician Commitment sponsor -Dean of SPECS	Applicant and new starter experience is monitored and reported to the TC SAT.  Staff experience informs the development of the Technical career

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
							workstreams and jobs  Roles include across stream opportunities as well as developmental posts and programmes.  Increase BAME Technical staff representation at all grades from 21% to 25% to align with teaching staff objectives.
6b.1	<b>Increase the percentage of BAME professional staff in achieving Associate Fellows to 20%</b>	Professional staff hold fewer fellowships than academics because there are a limited number of professional roles that would meet the requirements. Staff are actively encouraged to apply where appropriate but numbers are not proportionate to staff demographics as only 13% of BAME professional staff hold Associate Fellowships compared to the overall population of 17%.	<ul style="list-style-type: none"> <li>• LTIC to hold central workshops to highlight benefits of Associate Fellowship with HEA</li> <li>• Case studies produced from successful BAME candidates to be included on</li> </ul>	Nov 2021	ANN	LTIC	4% increase in BAME professional staff achieving Associate Fellows of HEA by 2024.
				Sept 2021	ONG	Heads of SBU	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			the intranet and covered in the workshop. <ul style="list-style-type: none"> <li>VCE, CEG and Recruiting Managers to promote workshops and to discuss opportunities for applying within appraisals.</li> </ul>	Sept 2021	ONG	VCE/CEG/Recruiting Managers	
6d.1	<b>Increase understanding of professional promotion process and opportunities and ensure consistency and transparency</b>	Whilst data show proportionate PSS promotions between BAME and White staff, perception from the RECSTAS indicates that a higher proportion of BAME than White PSS disagree with various statements around promotion such as about understanding of the process, existence of career pathways, managerial encouragement and equal chance of success. Feedback has also indicated staff perception that the JE process is not clear or transparent, lack of awareness around opportunities to go through JE or apply for FTCs as secondments, inconsistency in published criteria for moving beyond the bar, and feedback and support for unsuccessful applicants not being provided consistently. These areas need to be addressed to increase understanding and raise staff confidence about the process.	<ul style="list-style-type: none"> <li>Map out professional promotion process through flow chart, publish on HertsHub</li> <li>Ensure success criteria to go over bars are written for all current and new posts and published every time a job is created. Involve staff in developing this to ensure transparency.</li> </ul>	Aug 2021	Dec 2021	Assistant Director of HR	Increase in percentage of professional staff agreeing to question, "I understand the promotions process and I am clear about the required criteria" in next RECSTAS to 75%, proportionate responses from BAME and White staff.  Increase in percentage of

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>Put mechanisms in place for staff who have been unsuccessful in progressing to get support they need to be successful.</li> <li>Run regular promotion workshops open to PSS and led by S&amp;R and HR.</li> <li>Highlight opportunities such as training/mentoring/ shadowing and secondment as well as data demonstrating proportional progression of BAME and White PSS to raise confidence. Run one session specifically for BAME staff</li> </ul>	Dec 2021	Mar 2022	Assistant Director of HR	BAME staff agreeing to question, "If I apply for promotion, I have an equal chance of success, irrespective of my ethnicity or race" in next RECSTAS to 70% (up from 44%).
				Jan 2022	ONG	Assistant Director of HR	
				Jan 2022	ONG	Assistant Director of HR / L&OD	



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			similar to academic promotion workshops.				
6d.2	<b>Ensure consistent, structured support and encouragement provided for PSS promotion and assist line managers in fully understanding their role</b>	There is a lack of consistency between line manager support and the RECSTAS showed that only 58% of BAME staff (compared to 73.8% White) felt encouraged by managers to apply for promotion opportunities equally, irrespective of their ethnicity or race. As well, there was a difference in responses to questions around career development: "My manager actively encourages staff to take up career development opportunities, irrespective of their ethnicity or race" (70% BAME PSS agreed compared to 88.7% White staff) and "My manager provides equal access to career development opportunities to staff, irrespective of their ethnicity or race" (68% BAME PSS agreed compared to 90.1% White staff). Managers play a key role in encouraging and supporting staff so it is important that they understand their roles in this regard to ensure they are holding open and helpful conversations.	<ul style="list-style-type: none"> <li>• Signpost relevant Equality Objectives and importance of focusing on career progression with BAME staff within communications around annual appraisals to stimulate the right conversations.</li> <li>• Integrate further information about progressing Equality Objectives and roles of managers into Line Manager Essentials and EDI Essentials for Line</li> </ul>	Apr 2021	May 2021	Head of EDI	Increase in percentage of BAME staff agreeing to question, "My manager encourages staff to apply for promotion opportunities equally, irrespective of their ethnicity or race" in next RECSTAS to 70% in line with White staff.
				Jul 2021	ONG	HRBP's	Increase in percentage of BAME staff agreeing to question, "My manager actively encourages staff to take up career development opportunities,

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<p>Managers training. Provide case studies.</p> <ul style="list-style-type: none"> <li>• Ensure line managers are actively involved in supporting staff unsuccessful with JE applications through requiring summary of discussions, CPD undertaken and opportunities provided as follow-up submitted to Head of department.</li> <li>• Organise managers' conference focused on EDI (including BAME staff issues) and expectations of their role in supporting and</li> </ul>	Jan 2022	Jan 2022	Equality Office / Marcomms	<p>irrespective of their ethnicity or race" in next RECSTAS to 80% to be more in line with White staff.</p> <p>Increase in percentage of BAME staff agreeing to question, "My manager provides equal access to career development opportunities to staff, irrespective of their ethnicity or race" in next RECSTAS to 85% to be more in line with White staff.</p>
				Sept 2021	Sept 2021	Assistant Director of HR	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<p>encouraging staff.</p> <ul style="list-style-type: none"> <li>Add information to line managers' toolkit around: Responsibilities , using one to ones and appraisals to encourage staff to apply for CPD, actively identifying these and holding these conversations with staff.</li> <li>Hold regular EDI 'briefings' for existing line managers to provide opportunity for dialogue to help understand fully what's expected of them.</li> </ul>	Sept 2021	ONG	Equality Office / Marcomms	
				Sept 2021	ONG	Equality Office	

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
6d.3	<b>Clarify progression pathways for PSS with criteria</b>	Increase the progression pathways for PSS across the SBUs by updating existing and putting in place new where applicable. Ensure clear criteria with developmental roles and activities. Monitor the staff recruitment and development experience to consider setting further related objectives.	<ul style="list-style-type: none"> <li>Update existing pathways and putting in place new where applicable</li> <li>Ensure clear criteria with developmental roles and activities.</li> <li>Monitor the staff recruitment and development experience to consider setting further related objectives.</li> </ul>	Sept 2021	Aug 2023	HR, L&OD	Pathways published on HertsHub
6d.4	<b>Provide race awareness training for White managers to support BAME PSS staff to apply for roles</b>	all managers attend EDI training for recruitment and employment purposes which is rolling out additional options for racial injustice and allyship. Ensure White PSS managers attend these workshops to increase knowledge and build confidence in moderating practices to support BAME PSS staff to apply and undertake progression roles	<ul style="list-style-type: none"> <li>Ensure White PSS managers attend racial injustice and allyship workshops</li> </ul>	Sept 2021	Aug 2022	HR, L&OD	'Training records confirm 100% Manager mandatory EDI training completed and in addition 50% take up

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
							additional training options
6d.5	<b>Roll out Reverse Mentoring programme for senior White staff by BAME staff</b>	The reverse mentoring scheme is offering senior leaders the opportunity to be mentored by more junior staff and learn from the lived experience of colleagues and to increase understanding of the workplace culture.	<ul style="list-style-type: none"> <li>Reverse mentoring completed by senior leaders</li> </ul>	Jan 2021	Jul 2022	HR, L&OD	'Training records confirm 75% participation in reverse mentoring by senior leaders
Section 7							
7a.1	<b>Achieve parity in application to offer ratios for Black students (Also identified as an action within our Access and Participation Plan) (See specific task for HSK)</b>	Data has shown a year on year increase in offers to application ratios for Black students from 49% to 62% but this is still 10 percentage points below the ratio for White students (72% in 2018/19)	<ul style="list-style-type: none"> <li>Continued year on year increases in offer to application ratios for Black students (APP targets) 20/21 = 12% 21/22 = 9% 22/23 = 6% 23/24 = 3% 24/25 = 0%</li> </ul>	Sep 2020	Jul 2025	Head of Admissions	Parity in offer to application ratios for Black students with White students by July 25.
7a.2	<b>Disseminate and apply good practice in interview recruitment processes to eliminate</b>	The Schools of Health & Social Work, Creative Arts and Education interview students for some of their programmes. There have been improvements in application to offer ratios for example in Health and Social Work, application to offer ratios have doubled for Black and Asian students.	<ul style="list-style-type: none"> <li>Implement admission tutor training across all schools</li> <li>Share, and implement good practice</li> </ul>	Sep 2020  Sep 2020	Jul 2021  Jul 2022	Head of Admissions School Admission Teams	Parity in offer to application ratios for Schools that carry out admission

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date    End Date		Responsibility	Success Criteria
	<b>differentials in application to offer ratios</b>		in interview processes				interviews by July 25.
7a.3	<b>School planning documents and annual monitoring evaluation reports to include actions to achieve parity in application to offer ratios for Black students</b>	Currently, admissions actions are not explicitly required within School and programme actions plans	<ul style="list-style-type: none"> <li>Programmes with differentials in application to offer ratios to identify specific actions to eliminate differentials within AMER action plans</li> <li>School planning documents to identify admission actions to address any differences in offer to application ratios</li> </ul>	P/A	Nov 2021 To 2024	ADsAQ	Parity in offer to application ratios for Black students with White students by July 25.
				P/A SBU plan	Apr 2021 To 2024	Deans of Schools	
7a.4	<b>To work with International recruitment agents and improve cultural awareness to mitigate differentials in application to</b>	Data for International students how a downward trend in offer to application ratio for students from mixed heritage backgrounds and other ethnic backgrounds	<ul style="list-style-type: none"> <li>Consultation with International students from mixed heritage and other ethnic backgrounds to determine</li> </ul>	Feb 2021	Jul 2022	Director of International	Parity in offer to application ratios for International mixed heritage and other ethnic backgrounds with Black,

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>offer ratios for international students from mixed heritage and other ethnic backgrounds</b>		<ul style="list-style-type: none"> <li>experiences of recruitment and suggestions for improvement</li> <li>International admissions team to investigate data to identify any reasons for declining ratios</li> <li>Cultural awareness training for international recruitment agents</li> </ul>	Feb 2021	Jul 2202	Director of International	Asian, Chinese and White International students by July 24.
				Feb 2021	Jul 2022	Head of LOD	
7c.1	<b>Improve non-continuation for BAME students- HBS, COM (now SPECS), CTA and EDU to meet year-on-year targets within 'Academic SBU student-focused actions'</b>	HBS, COM (now SPECS), CTA and EDU show higher dropout rates for BAME students	<ul style="list-style-type: none"> <li>HBS, SPECS, CTA and EDU to meet year-on-year targets as listed in academic SBU student-focused actions</li> </ul>	Sep 2019	Jul 2025	ADsLT HBS,SPECS, CTA and EDU	Year on year targets met to eliminate the differentials between BAME and White students.
7c.2	<b>Improve non-continuation for BAME part-time students</b>	Data indicates lower continuation rates for Home/EU part-time UG BAME students compared to White Home/EU part-time UG students 2018/19 drop out rates: BAME Home/EU p/t UG = 17.6% White Home/EU p/t UG = 11.2%	<ul style="list-style-type: none"> <li>Evaluate and enhance student support and personal tutoring for BAME part-time students in</li> </ul>	Feb 2021	Jul 2024	ADsLT HSK & CTA	Parity of non-continuation for BAME part-time students with White part-time students by July 24.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			HSK and CTA (where numbers of part-time students are concentrated) <ul style="list-style-type: none"> <li>Year on year reduction in non-continuation for BAME part-time students</li> </ul>				
7c.3	<b>Implement BAME male mentoring /coaching programme for students at risk of dropping out</b>	Intersectional data analysis indicates higher percentage drop out rates for UG BAME male students compared to White male students or female students from BAME or White backgrounds. This is evident for both Home/EU and International students 2018/19 drop out rates: Home/EU BAME Female = 7.7% White Female = 8.9% BAME Male = 12.7% White Male – 10.7% International BAME Female = 4.1% White Female = 4.8% BAME Male = 8.8% White Male – 6.4%	<ul style="list-style-type: none"> <li>Mentoring/coaching programme designed</li> <li>Method for identifying at risk individuals identified and implemented</li> <li>Year on year reductions in percentage of male BAME students dropping out</li> </ul>	Feb 2021  Feb 2021  Sept 2021	June 2021  June 2021  Jul 2024	Student Success Manager WASS	Parity of non-continuation for BAME male students with White male students and female BAME and White students by June 24.
7d.1	<b>Reduce the BAME awarding gap by 50 percentage points (pp) by</b>	The awarding gap in 2018/19 was 20 percentage points	<ul style="list-style-type: none"> <li>Meet year on year institutional APP targets:</li> </ul>	Sept 2020	Jul 2025	Head of WASS, Deputy Director of LTIC, Deans, ADsLT	Reduction in BAME awarding gap



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
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	<b>2025 meeting year-on-year targets (Institutional KPI and an action within our Access and Participation Plan)</b>		19/20 = 18pp 20/21 = 17pp 21/22 = 15pp 22/23 = 13pp 23/24 = 11pp 24/25 = 9pp				by 50pp by July 2025 (9pp).
7d.2	<b>Reduce the awarding gap between White and Black students by 50pp by 2025 meeting year-on-year targets</b>	Data indicates that the biggest awarding gap is between White and Black students The awarding gap between White and Black students in 2018/19 was 29 percentage points	<ul style="list-style-type: none"> <li>Meet year on year institutional APP targets: 19/20 = 28pp 20/21 = 26 pp 21/22 = 23 pp 22/23 = 20 pp 23/24 = 17 pp 24/25 = 14 pp</li> </ul>	Sept 2020	Jul 2025	Head of WASS, Deputy Director of LTIC, Deans, ADsLT	Reduction in the awarding gap between White and Black students by 50pp by July 2025 (14pp).
7d.3	<b>All UG programmes to have a Value Added score of at least 1.0 for BAME and White students by 2025 (identified as an action within the 'Schools' tab of the BAME Institutional Action Plan and is an APP target)</b>	We should ensure that all students are able to achieve what is expected of them based on entry qualifications Institutional VA data for 2018/19 BAME students VA score = 0.95 White students VA score = 1.26 (Individual programme scores are not included here there are over 100 UG programmes)	<ul style="list-style-type: none"> <li>Annual monitoring and evaluation reports to include VA data</li> <li>Year on year improvements for programmes with VA scores of less than 1.0 for BAME and/or White students</li> </ul>	Sept 2020	Jul 2025	ADsAQ, Associate Directors of CAQA  Programme Leaders	All UG programmes have a VA score of at least 1.0 for BAME and White students by July 25.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
7d.4	<b>All UG programmes to have differentials of less than 0.1 between VA scores for BAME and White students (July 2025) (identified as an action within the 'Schools' tab of the BAME Institutional Action Plan)</b>	Programmes may have VA scores of greater than 1.0 for BAME students but there may still be a differential between VA scores for BAME and White students indicating an awarding gap	<ul style="list-style-type: none"> <li>Annual monitoring and evaluation reports to include VA data</li> <li>Year on year improvements for programmes with VA differentials between BAME and White students</li> </ul>	Sept 2020	Jul 2025	ADsAQ, Associate Directors of CAQA CAQA  Programme Leaders	No UG programmes have differentials in VA scores of greater than 0.1 between BAME and White students by July 25.
7d.5	<b>Programmes with the largest VA differentials to receive targeted support from members of the BAME Student Success Working Group (identified as an action within the 'Schools' tab of the Institutional Action Plan)</b>	Targeted support to be provided to programmes with the largest VA differentials	<ul style="list-style-type: none"> <li>VA dashboards complete by end of November 2020</li> <li>Programmes with largest differentials identified</li> <li>Programme of support initiated (Dec 20).</li> </ul>	Nov 2020	Jul 2025	Chair of BSSWG	Targeted programmes to have differentials in VA scores of not greater than 0.1 between BAME and White students by July 25.
7d.6	<b>All Schools to address their annual APP</b>	Each School has identified targets within the APP associated with the awarding gap	<ul style="list-style-type: none"> <li>Schools to meet year-on-year targets as</li> </ul>	Sept 2020	Jul 2025	Deans of Schools	Reductions in BAME awarding gaps

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>targets to reduce the awarding gap by 2025</b>		listed in academic SBU student-focused actions				in all schools to meet APP targets.
7d.7	<b>Module leaders to use the UG module attainment dashboard data and identify enhancements in learning, teaching and assessment practices in modules to reduce differentials between White and BAME students (identified as an action within the 'Schools' tab of the BAME Institutional Action Plan).</b>	Module dashboard has only recently been developed (Dec 20)	<ul style="list-style-type: none"> <li>Guidance provided to programme and module leaders on how access and use the new module dashboard</li> <li>Programme leaders to work with module leaders to identify modules with largest differentials</li> <li>Module leaders to identify and implement changes to reduce differentials</li> </ul>	Dec 2020	Jan 2021	Chair of BSSWG, SIP member of BSSWG	No module to have a differential of greater than 10% by Jul 23 Review of differential target in Jul 23 and set new target for Jul 25.
				Jan 2021	April 2021	ADsLT and programme leaders	
				Sep 2021	Jul 2022	Module and programme leaders	
7d.8	<b>Module leaders to review their assessments and ensure anonymous</b>	REC student survey data and focus group discussions indicate BAME student concerns over fairness of marking.	<ul style="list-style-type: none"> <li>Module leaders to review their assessments and ensure</li> </ul>	Feb 2021	Jul 2022	Module leaders	Parity in score for White and BAME students in relation to questions on



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			activities as evidenced in the VA scores				
7d.10	<b>Increase the number of BAME students engaging with extra- / co-curricular opportunities such as joining societies, student representation or becoming a SCO from 51.5% to 55% by 2022</b>	There is a slight under representation of BAME students engaging in HSU activities	<ul style="list-style-type: none"> <li>Ensure that the range of HSU events and activities are inclusive and accessible for all students</li> <li>All societies to have an inclusion officer within their committee structure</li> <li>Expand EDI training from SCOs and student reps to include all Society Committee members</li> </ul>	Sept 2021  Sept 2020  Sept 2021	Jul 2023  Jul 2024  Jul 2024	HSU Vice-President Communities  HSU Vice-President Communities HSU Student Voice Manager	Increase in numbers of BAME students engaging with HSU extra- /co-curricular activity to 55% by Jul 2023 ( <i>aligned with HSU Strategy</i> ). Review of differential target in Jul 23 and set new target for Jul 24.
7e.1	<b>Recognising a lack of diversity in certain schools for PGT; Develop and implement BAME scholarships for PGT programmes</b>	Data indicates lower representation of BAME PGT students in CTA, EDU and HUM White White students represent 83% of Home PGT students in CTA (BAME student numbers = 31, White student numbers = 156) (2018-19 baseline)	<ul style="list-style-type: none"> <li>Establish scholarship criteria and funding</li> </ul>	Dec 2020	Jul 2021	Head of Development MCM, Deans CTA, EDU and HUM	Increase of 20% BAME PGT numbers in CTA, EDU and HUM by Jul 24.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date    End Date		Responsibility	Success Criteria
	<b>in CTA, EDU and HUM</b>	White students represent 87% of Home PGT students in EDU (BAME student numbers = 84, White student numbers = 667) (2018-19 baseline) White students represent 77% of Home PGT students in HUM (BAME student numbers = 14, White student numbers = 47) (2018-19 baseline)	<ul style="list-style-type: none"> <li>Implement scholarship programme</li> </ul>	Sept 2021	Jul 2024		
7e.2	<b>Investigate reasons for higher non-continuation for Home/EU BAME students in EDU and ECS (now SPECS) and implement mitigating actions. Achieve parity for NAME and White student non-continuation by July 2024</b>	Data indicates non-continuation in EDU and ECS for Home/EU PGT BAME to be higher than White students EDU BAME PGT student non-continuation = 11% 2018-19 EDU White PGT student non-continuation = 7% 2018-19 ECS BAME PGT student non-continuation = 18% 2018-19 ECS White PGT student non-continuation = 7% 2018-19	<ul style="list-style-type: none"> <li>EDITs to investigate PGT non-continuation data</li> <li>EDITs to hold focus groups with BAME PGT students to identify any challenges and supportive actions</li> <li>ADLT and programme leaders to implement identified actions</li> </ul>	Jan 2021	July 2022	<p>Chairs of SPECS and EDU EDITs</p> <p>SPECS and EDU ADsLT</p>	Parity in non-continuation for PGT ECS and EDU BAME students with non-continuation rates of White students in the respective schools by Jul 24.
7e.3	<b>Investigate reasons for increasing trends in non-continuation in HSK for Home/EU</b>	Data indicates trends in non-continuation in HSK for Home/EU PGT BAME and White students BAME PGT student non-continuation = 15% 2016/17; 16% 2017/18; 18% 2018-19 White PGT student non-continuation = 17% 2016/17; 19% 2017/18; 19% 2018-19	<ul style="list-style-type: none"> <li>EDIT to investigate PGT non-continuation data</li> </ul>	Jan 2021	July 2022	Chair of HSK EDIT and HSK ADLT	Reduction in non-continuation for PGT HSK BAME and White students

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>BAME and White students and implement mitigating actions. Reduction in non-continuation for BAME and White student to university average by July 2022</b>		<ul style="list-style-type: none"> <li>EDIT to hold focus groups with PGT students to identify any challenges and supportive actions</li> <li>ADLT and programme leaders to implement identified actions</li> </ul>				to University average (14%) by Jul 22 (18% and 19% respectively for BAME and White students in 2018/19).
7e.4	<b>Reduce differentials between PGT White and BAME students in Distinctions and Commendations. Achieve parity by July 2025</b>	In 2019/20 70% of BAME students achieved a Distinction or Commendation compared to 88% of White students	<ul style="list-style-type: none"> <li>Programme leaders to identify programmes with biggest differentials</li> <li>Identify and implement actions to reduce differentials</li> <li>Year on year reduction in differentials</li> </ul>	Jan 2021  Sept 2021  Nov 2021	July 2021  Jul 2022  Jul 2025	PGT Programme leaders	Parity in percentage of Distinctions and Commendations between BAME and White PGT students by Jul 25.
7e.5	Module leaders to use PGT module attainment	Module dashboard has only recently been developed (Dec 20)	<ul style="list-style-type: none"> <li>Guidance provided to programme</li> </ul>	Dec 2020	Jan 2021	Chair of BSSWG, SIP	No module to have a differential of

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>dashboards data and identify enhancements in learning, teaching and assessment practices in modules to reduce differentials between White and BAME students (identified as an action within the 'Schools' tab of the BAME Institutional Action Plan)</b>		and module leaders on how access and use the new module dashboard <ul style="list-style-type: none"> <li>• Programme leaders to work with module leaders to identify modules with largest differentials</li> <li>• Module leaders to identify and implement changes to reduce differentials</li> </ul>	Jan 2021	April 2021	member of BSSWG  PGT programme leaders	greater than 10% by Jul 23 Review of differential target in Jul 23 and set new target for Jul 25.
7e.6	<b>To employ BAME PGR ambassadors to peer mentor and support BAME PGR students (particularly in LMS, to reduce risk of non-continuation)</b>	Data indicates non-continuation in LMS for PGR BAME students (6%) to be higher than White students (2%) (2018-19 baseline) <i>(NB caution must be taken when considering percentages as student numbers are small)</i>	<ul style="list-style-type: none"> <li>• EDIT to investigate PGR non-continuation data</li> <li>• EDIT to hold focus groups with BAME PGR students to identify any challenges and supportive actions</li> </ul>	Jan 2021	July 2022	Chair of LMS EDIT and ADR  Director of Doctoral College  LMS ADR	Parity in non-continuation for PGR LMS BAME students with non-continuation rates of White students Jul 24.



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<ul style="list-style-type: none"> <li>Recruit and train 3 BAME PGR ambassadors</li> <li>Pair BAME PGR ambassadors with at risk LMS PGR students</li> </ul>	Sep 2021	Dec 2021		
				Feb 2022	July 2023		
7e.7	<b>Recognising lack of diversity in certain schools for PGR; Develop and implement BAME scholarships for PGR in EDU, HUM and PAM (now part of SPECS)</b>	<p>Data indicates lower representation of BAME PGR students in EDU, HUM and PAM</p> <p>White students represent 85% of Home PGR students in <b>EDU</b> (BAME student numbers = 6, White student numbers = 34) (2018-19 baseline)</p> <p>White students represent 66% of Home PGR students in <b>HUM</b> (BAME student numbers = 17, White student numbers = 33) (2018-19 baseline)</p> <p>White students represent 79% of Home PGR students in <b>PAM</b> (BAME student numbers = 6, White student numbers = 26) (2018-19 baseline)</p>	<ul style="list-style-type: none"> <li>Establish scholarship criteria and funding</li> <li>Implement scholarship programme</li> </ul>	Dec 2020	Jul 2021	Head of Development MCM, Deans EDU, HUM SPECS	Increase of 20% BAME PGR numbers in EDU and HUM, SPECS by Jul 24.
				Sept 2021	Jul 2024		
7e.8	<b>Recognising lack of diversity in certain schools for PGR; To employ BAME PGR ambassadors to promote PGR</b>	No BAME PGR ambassadors	<ul style="list-style-type: none"> <li>Recruit and train 3 BAME PGR ambassadors</li> <li>Implement programme of events for UG</li> </ul>	Sept 2021	Dec 2021	Director of Doctoral College	Increase of 20% BAME PGR numbers in EDU and HUM, SPECS by Jul 24.
				Sept 2021	July 2024		

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date	End Date	Responsibility	Success Criteria
	routes for BAME UG and PGT students		and PGT students regarding PGR routes				
7e.9	<b>Recognising lack of diversity in certain schools for PGR; To submit a collaborative bid to the OFS &amp; UKVI funding round (May 2021) to develop careers events and activities to increase BAME student access and participation in PGR study</b>	No current project but plan to submit proposal in May 21	<ul style="list-style-type: none"> <li>• Submit collaborative bid</li> <li>• If successful, initiate project in Apr 2021</li> <li>• If unsuccessful, implement annual programme of careers events/ activities at UH</li> </ul>	Jan 2021	Jan 2021	Director of Doctoral College	Increase of 20% BAME PGR numbers in EDU and HUM, SPECS by Jul 24.
7e.10	<b>Hold focus groups with BAME PGR students to identify any issues contributing to a reduced sense of overall satisfaction</b>	Data from the 2019 Postgraduate Experience Survey (PRES) indicates that UH BAME PGR students are more or equally satisfied with UH White PGR students in the specific categories identified (including supervision, resources, research culture, progression, research skills and professional development). They are also more satisfied than PGR students within the sector. However, UH BAME students scored overall satisfaction with their experience lower than UH White students	<ul style="list-style-type: none"> <li>• Doctoral college to hold focus groups with PGR BAME students to identify any issues related to overall experience</li> <li>• Identification and implementation</li> </ul>	Feb 2021	Jul 2021	Deputy Associate Director Doctoral College	Parity in scores for overall satisfaction for UH PGR BAME students with White students in 2023 PRES. Scores above sector average for UH PGR BAME students in 2023 PRES.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			of specific actions to improve overall experience				
7f.1	<b>Development of case studies and video clips of Chinese alumni and successful individuals from business and the professions</b>	DLHE data indicates higher unemployment for Chinese students than for students from other ethnic backgrounds 2016/17 unemployment indicator = 9.1%	<ul style="list-style-type: none"> <li>Creation of Chinese alumni case studies and video clips</li> </ul>	Feb 2021	Jul 2024	Assistant Head CE	Reduction by 3 percentage points of 'unemployment percentage' for Chinese graduates.
7f.2	<b>Careers and Employment to target activity within Engineering and Technology to improve graduate outcomes for BAME students (e.g. BAME engineering speaker series, BAME career mentoring programme)</b>	Data indicates higher unemployment for students from BAME backgrounds compared to White students within Engineering and Technology Initial graduate outcomes (2017/18) unemployment indicator data for BAME students = 18.5% compared with 3.3% for White students	<ul style="list-style-type: none"> <li>BAME engineering speaker series</li> <li>BAME career mentoring</li> </ul>	Feb 2021	Jul 2024	Careers Advisor in CE linked with SPECS SPECS ADLT	Reduction by 5 percentage points of 'unemployment percentage' for graduates from BAME backgrounds within Engineering and Technology.
7f.3	<b>Careers &amp; Employment Service to work with schools to</b>	Graduate Outcomes data suggest higher rates of unemployment than the sector for students from Asian/Asian British, Chinese, Mixed heritage and other ethnic backgrounds.	<ul style="list-style-type: none"> <li>Schools to meet targets to reduce differential</li> </ul>	Sept 2019	Jul 2025	Careers Advisor in CE linked with Schools. ADsLT	Targets met to reduce percentage

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>reduce unemployment differentials between White and BAME students ('Academic SBU student-focused actions')</b>	Unemployment indicators from 2017/18 Graduate Outcomes data: Asian/Asian British = 11.7% Chinese = 10.8% Mixed heritage = 8.2% Other ethnic backgrounds = 11.8%	between White and BAME student GO unemployment indicators (Academic SBU student-focused actions).				unemployment differentials.
7f.4	<b>Careers &amp; Employment Service to increase the number of BAME student, staff, alumni and employer case studies by at least 50% and to showcase them throughout the academic year</b>	Graduate Outcomes data suggest higher rates of unemployment than the sector for students from Asian/Asian British, Chinese, Mixed heritage and other ethnic backgrounds. Unemployment indicators from 2017/18 Graduate Outcomes data: Asian/Asian British = 11.7% Chinese = 10.8% Mixed heritage = 8.2% Other ethnic backgrounds = 11.8%	<ul style="list-style-type: none"> <li>Addition of a self-declaration form so the people completing case studies can identify their ethnicity, if they are happy to do so. These will be monitored to ensure we can target case studies where needed.</li> <li>Increase in case studies from BAME alumni and employers which represent our student cohort</li> </ul>	Sept 2020	Jul 2024	Assistant Head CE	Reduction in 'unemployment percentage' of 3 percentage points for Asian/Asian British, Chinese, Mixed heritage and other ethnic backgrounds.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>Showcasing of case studies throughout the year via the monthly student-facing newsletter</li> </ul>				
7f.5	<b>Positive action statement to be sent to all employers who wish to sign up to our Careers &amp; Employment events, asking them to consider who they send to events as representation is important to our diverse cohort of students.</b>	Important that speakers at our employer events are representative of our student body	<ul style="list-style-type: none"> <li>Development of an inclusivity checklist to be used when planning all CE activities &amp; events</li> <li>Positive action statement included in all communications with employers and speakers</li> </ul>	Sept 2020	Jul 2024	Head of CE	<p>Audit to show completion of inclusivity checklist for every event.</p> <p>Data demonstrates that speakers are representative of our student cohort with at least 25% of speakers being from BAME backgrounds.</p>
7f.6	<b>Careers &amp; Employment to run an Inclusive Futures careers fair, targeting employers who want to diversify their workforce and promoting it</b>	Graduate Outcomes data suggest higher rates of unemployment than the sector for students from Asian/Asian British, Chinese, Mixed heritage and other ethnic backgrounds (see data above)	<ul style="list-style-type: none"> <li>Communication with employers and determination of diversity schemes</li> <li>Plan and run an annual</li> </ul>	Sept 2020  Nov 2020	Jul 2023  Jul 2024	Head of CE	Reduction in 'unemployment percentage' of 3 percentage points for Asian/Asian British, Chinese, Mixed heritage and

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
	to students from BAME backgrounds		inclusive careers fair <ul style="list-style-type: none"> <li>(First inclusive careers fair held online in collaboration with the Universities of Greenwich, Kingston, London Metropolitan, West London and Westminster on Nov 4<sup>th</sup> 2020)</li> </ul>				other ethnic backgrounds
<b>Section 8</b>							
8a.1	<b>Publish new Graduate Attributes (GAs)(Sep 2021) with race equality and equality, diversity and inclusion embedded in all Attributes</b>	Three of our current six GAs specifically relate to equality and inclusion. As we develop new attributes we want to embed EDI in all of them	<ul style="list-style-type: none"> <li>Hold student and staff consultation activities to review our Attributes in 2020-21</li> <li>Publish new Graduate Attributes in Sep 2021</li> </ul>	Nov 2020	Sept 2021	Associate Director of L&T	New Graduate Attributes published with race equality and equality, diversity and inclusion embedded in all Attributes.
8a.2	<b>Develop the Black Lives Matter module as an online optional</b>	The Black Lives Matter module is part of the MA in Literature and Culture. Recognising the importance and benefit of the module, we would like to make it available to more students	<ul style="list-style-type: none"> <li>Adapt and develop the module as an optional</li> </ul>	July 2021	Sept 2022	Deputy Directors of LTIC and CAQA, and	Black Lives Matter online module available as an

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>module for any student at UH available from September 2022</b>		module for any students within the University <ul style="list-style-type: none"> <li>• Work with Academic Quality teams to determine how the optional module can be considered with student degree transcripts</li> </ul>			Black Lives Matter module leader in HUM	optional study module from Sep 22.
8a.3	<b>All module leaders to review and enhance their sites using the inclusive curriculum checklist (June 2021) (identified as an action within the 'Schools' tab of the BAME Institutional Action Plan)</b>	Estimated that less than 50% of module leaders have reviewed their module sites using the Inclusive curriculum checklist	<ul style="list-style-type: none"> <li>• Peer review in 21/22 to have focus on the use of the inclusive curriculum checklist</li> <li>• All module leaders to conduct annual review and enhancement of their sites</li> </ul>	Sept 2020	Jul 2022	Module leaders	All module leaders to have reviewed and enhanced their sites using the inclusive curriculum checklist (evidence from peer review process and ASAC audit).
8a.4	<b>Academic Standards and Audit Committee (ASAC) audit of module sites to</b>	Estimated that less than 50% of module leaders have reviewed their module sites using the Inclusive curriculum checklist	<ul style="list-style-type: none"> <li>• Audits conducted by CAQA show evidence of inclusive</li> </ul>	Dec 2020	Jul 2023	Associate Director of CAQA	Cross-university use of inclusive curriculum checklist

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
	<b>determine cross-university implementation of the inclusive curriculum checklist (July 2021)</b>		practice within materials, reading lists and modes of teaching				(evidence from annual peer review process and ASAC audit).  REC student survey indicating positive impact of inclusive curriculum (Jul 23).
8a.5	<b>Run at least three BAME student-specific events each year, with over 500 student engagements each year (identified as an action within the 'LTIC' tab of the BAME Institutional Action Plan for the Widening Access and Student Success Team)</b>	Very positive feedback from BAME students following the BAME careers event suggested more BAME specific events would be welcome	<ul style="list-style-type: none"> <li>Plan and run at least three BAME specific events for students each year</li> <li>Good engagement from BAME students</li> <li>Positive evaluation of events</li> </ul>	Sept 2020	Jul 2024	Head of WASS	<p>Three BAME student-specific events per year.</p> <p>Over 500 student engagements per year.</p> <p>Feedback scores of above 75% within good/excellent categories.</p>



Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
8a.6	<b>Promote the BAME Student Advocates widely across UH</b>	There is still limited awareness within the wider student body about the BSAs	<ul style="list-style-type: none"> <li>• Include BSAs in Student Rep and SCO training</li> <li>• Student reps to promote BSAs within their schools</li> <li>• Visible presence on the UH website about work of the BSAs</li> <li>• Regular social media comms about work of the BSAs</li> </ul>	Jul 2021	Jul 2024	HSU Student Voice Manager, Student reps, Internal Communications manager in MCM, Student Success Officer and line manager of BSAs in WASS	REC student survey and focus groups indicating widespread awareness of (Jul 23).
8a.7	<b>Increase the number of Student Reps and School Community Organisers (SCOs) trained and educated around the awarding gap to over 250 (200 in 19-20)</b>	There is still limited awareness within the wider student body about the awarding gap as evidenced in focus group discussions	<ul style="list-style-type: none"> <li>• Continue with the annual training for Student Reps and School Community Organisers (SCOs) on the awarding gap and race equality</li> <li>• Increase the number of Student Reps and School Community</li> </ul>	Sept 2020	Jul 2024	HSU Student Voice Manager, and Chair of BSSWG	<p>Annual training event held for Student reps and SCOs</p> <p>Pre and post training survey scores indicate improvement in understanding of the awarding gap.</p> <p>Over 250 Student reps and SCOs trained each year.</p>

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			<p>Organisers (SCOs) trained and educated around the awarding gap to over 250</p> <ul style="list-style-type: none"> <li>• Increase the number of designated SCOs responsible for focusing on the BAME student experience</li> </ul>				<p>All 8 schools to identify one of their SCOs to have responsibility for focusing on the experiences of BAME students.</p> <p>REC student survey and focus groups indicating widespread awareness awarding gap (Jul 23).</p>
8b.1	<b>Monitor all AMER action plans include appropriate actions to address differential attainment between BAME and White students on the programme</b>	All programme teams are required to identify actions to address differentials in attainment between BAME and White students on their programme	<ul style="list-style-type: none"> <li>• Annual monitoring of action in AMERs by School ADAQs and members of CAQA</li> <li>• Critique of actions and conformation of appropriate actions</li> </ul>	Dec 2020	Dec 2024	ADsAQ, Associate Directors of CAQA	Year on year reductions in differentials in attainment at the programme level.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline Start Date   End Date		Responsibility	Success Criteria
			<ul style="list-style-type: none"> <li>Discussion of data if no improvements</li> </ul>				
8b.2	<b>Ensure all Schools have at least one programme using CfP within group work and at least 25 programmes within the University using CfP by July 2021 (identified as an action within the 'LTIC' tab of the BAME Institutional Action Plan)</b>	Compassion focused pedagogy (CfP) has shown a statistically significant improvement in academic (assessed) performance for BAME students working in CfP managed groups and seminars, compared with BAME students in control groups. CfP requires students to consider their responsibility in the learning and social experiences of their fellow students	<ul style="list-style-type: none"> <li>Train the trainer – ensure all LTIC L&amp;T specialists can facilitate CfP training with Schools</li> <li>Work with programme leaders to identify modules where CfP can be introduced</li> <li>Develop guidance materials for CfP in online settings due to Covid</li> <li>All schools to have at least one programme using CfP within group work</li> <li>At least 25 programmes</li> </ul>	Sept 2020	Jul 2021	Deputy Director of LTIC	All schools have at least one programme using CfP within group work and at least 25 programmes within the University using CfP by July 2021. Expansion of programmes using CfP within group work to at least 50 programmes within the University using CfP by July 2024.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
			within the University using CfP by July 2021 <ul style="list-style-type: none"> <li>At least 50 programmes within the University using CfP by July 2024</li> </ul>				
8c.1	<b>Hold inclusivity workshops online for each School. Expectation of attendance for all academic staff (or to watch the recorded session if unable to attend) (July 2021)</b>	We have run inclusive teaching workshops for staff since 2017 with approximately 770 attendees but have still not reached all academics	<ul style="list-style-type: none"> <li>Inclusive teaching workshop designed and ran online for each school during 20/21</li> <li>Clear message from Dean/ADLT of expectation of staff attendance</li> <li>Sessions to be recorded with expectation that the recording is watched by staff who could not attend the online session</li> </ul>	Oct 2020	Jul 2021	Deputy Director of LTIC	All 8 schools have an inclusive teaching workshop. Confirmation from ADLTs that staff who could not attend, watched the recording.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
8c.2	<b>Hold annual school race equality training to increase confidence of academic staff in discussing race</b>	Staff members were less comfortable in talking about issues of race following engagement with an inclusive teaching workshop indicating the need for ongoing training and focus on race equality	<ul style="list-style-type: none"> <li>Inclusive teaching workshop for each school in 2020/21</li> <li>Racial justice workshop for each school in 2021/22</li> <li>'How to be an ally' workshop for each school in 2022/23</li> <li>Active Bystander workshop for each school in 2023/24</li> </ul>	Oct 2020	Jul 2024	Deputy Director of LTIC, Head of EDI, Head of LOD	All 8 schools have annual workshops. Confirmation from Deans that staff who could not attend, watched the recordings.
8c.3	<b>Hold a White Ally workshop for CEG by July 2022</b>	Following positive feedback from the CEG inclusive teaching workshop in 2018, and recognising the importance of leadership in race equality, will run a White Ally workshop for CEG	<ul style="list-style-type: none"> <li>Recognising the lack of diversity within CEG, plan and run a White Ally workshop</li> </ul>	May 2021	Jul 2022	Head of EDI	White Ally workshop held for CEG Positive feedback from CEG members and evaluation demonstrating reflection on members' White privilege and identification of actions to advance race equality.

### SBU-level Actions

The actions below have been developed and agreed through extensive engagement with the Heads of our SBU's based on the analysis of SBU specific data. This will ensure the key race equality objectives are embedded and regularly monitored across UH.

Ref	Planned Action/ Objective	Rationale	Key Outputs/ Milestones	Timeline		Responsibility	Success Criteria
				Start Date	End Date		
<b>Academic SBUs – Staff Actions</b>							
SPECS AP1	Bring about wider awareness and engagement of staff with race equality work across the merged School.	The recent merger of ENG with COM, then ECS with PAM has brought together colleagues from different disciplines and offers both opportunities and challenges. As a combined School, it will be important for all colleagues to have awareness of and engage with race equality work.	<ul style="list-style-type: none"> <li>Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>Seek out scientists of BAME heritage to deliver talks.</li> <li>Extend number of events with external speakers to discuss BAME issues in sector.</li> <li>Encourage all colleagues to engage with development activities offered by EO and HR, particularly in the areas of unconscious bias and inclusivity.</li> <li>Regularly share progress against EDI goals with all staff as part of annual School</li> </ul>	Sep 2021	Sep 2025	SPECS EDI Team	60% of staff are aware of School's work and targets in relation to race equality, as measured through next REC staff survey.
				Jan 2021	Sep 2025	EDI Team Members	
				Jan 2021	Jan 2023	EDI Team Members	50% of individuals invited to do talks in School each year are BAME. 5 events covering BAME issues held per year. 100% of Panel Chairs and 85% of all staff have undertaken Unconscious Bias training by 2022. 40% of staff from SPECS complete next REC staff survey (up from 24%). Consistent
				ONG with quarterly reminders to staff		Deputy Dean (EDIT Champion)	
				Sept/Oct annually (in place)			
				Jun 2021			
				Q1, Q2 Q3 & Q4 Updates Jan 2022		Dean of School	

			<p>Away Day or similar events.</p> <ul style="list-style-type: none"> <li>Develop EDI page on staff intranet detailing race equality initiatives, events, information in the School.</li> <li>Ensure transparent dissemination of survey data by ethnicity and progress around race equality work.</li> <li>Organise School 'Racial Justice' training for line managers.</li> </ul>		<p>Feb 2022</p> <p>Jan 2023</p>	<p>EDIT Champion: ML or MD</p> <p>Deputy Dean (EDIT Champion)</p> <p>HRBP &amp; DD</p>	<p>response rates for both BAME and White staff.</p> <p>Feasibility, Scope and Implementation Plan presented to SEG from EDIT Feb 2022.</p>
SPECS AP2	Increase representation of BAME teaching staff across all Departments.	Although SPECS has surpassed the University KPI as a combined School, they look to go further than this and address discipline-specific under-representations through recruitment. ECS received significantly more applications from BAME individuals, yet the success rates across each stage of recruitment are much lower than White applicants. This was also the case in ENG/COM the previous year. There are fewer applications	<ul style="list-style-type: none"> <li>Further investigate disparities by UK/Non-UK to determine if barriers to success could be partly due to nationality and visa restrictions.</li> <li>Organise School-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>Enforce requirement for diversity of shortlisting and interview panels, including minimum one BAME colleague.</li> </ul>	<p>Mar 2021</p> <p>Mar 2021</p> <p>Mar 2021</p> <p>Mar 2021</p>	<p>Sep 2023</p> <p>Mar 2025</p> <p>Mar 2025</p>	<p>HRBP and Deputy Dean</p> <p>Subject Group Leader/ Line Manager</p> <p>HR Recruitment/ Chair of Panel</p>	<p>By 2023, proportion of BAME teaching staff increases to:</p> <ul style="list-style-type: none"> <li>50% (from 47%) in ENG</li> <li>45% (from 37%) in COM</li> <li>25% (from 18%) in PAM</li> </ul> <p>100% of Panel Chairs and 80% of all staff have undertaken Unconscious Bias training by 2023.</p> <p>Increase in positive responses from BAME staff in REC</p>

		from BAME candidates in PAM and lower success rates. Unconscious Bias training has been completed by 84% of interview panel Chairs and 59% of all staff. Responses to the REC staff survey to the question about clear and transparent recruitment processes in the School was higher for White (81.6%/No.31) compared to BAME (60%/No.4) staff.	<ul style="list-style-type: none"> <li>Utilise targeted positive action within subject areas and at appropriate levels.</li> </ul>		Mar 2025	EDI Team champion and support Dean & Subject Group level action	staff survey to question, "My SBU follows clear and transparent recruitment and selection processes" to 80%, in line with White staff.
SPECS AP3	Support BAME staff progression and achieve parity of BAME and White staff at senior levels (UH9 and above) particularly in highest levels of research seniority.	SPECS has already achieved the University KPI of BAME staff representation at UH9 and above. However, data show academic BAME staff proportion 24% (18 FTE) at UH9 is lower than White at 37% (51.7 FTE). Considering the diverse staff group and student body, they wish to work to ensure proportional parity is achieved. Only one staff member from ECS applied for the DLP in the past three years. Positively, all BAME staff agreed in the REC staff survey that internal candidates are	<ul style="list-style-type: none"> <li>Work with line managers to support BAME staff in achieving requirements of career progression.</li> <li>Work with HR to ensure that all line managers are equipped to manage effective appraisals.</li> <li>Continue with highly successful annual UH8-9 progression workshops, incorporate PAM into these, following merger.</li> <li>Facilitate mentoring via School's EDIT group. Results are</li> </ul>	Aug 2019  Feb 2021  ONG  May 2021  ONG	Sep 2025  Aug 2023   Oct 2022	HoDs/SGL line managers  HRBP/HoDs /SGL line managers  Dean of School  EDI Team Members	By 2023, proportion of BAME staff at UH9 and above increases to 40%. <i>Currently March 2021 all SGLs review with HoD ENG to provide feedback and resubmission of the equate form. Action as staff feedback from central UH is not perceived as helpful or at a suitable level for improvement in the past.</i>  Ensure 50% of managers have received training on



		encouraged to apply for vacancies or promotions fairly and transparently irrespective of their ethnicity or race.	<p>expected to be measurable from September 2022</p> <ul style="list-style-type: none"> <li>• Directly encourage eligible BAME staff to apply for internal posts at higher grades.</li> <li>• Ensure BAME staff are represented on academic promotion panel at Dean's Review stage.</li> <li>• Hold specific sessions for BAME applicants for senior management posts.</li> <li>• Nominate and encourage staff to apply for the DLP annually.</li> </ul>	ONG		<p>DD, HoDs &amp; SGL line managers</p> <p>DD, HoDs &amp; SGL line managers</p> <p>Deputy Dean</p> <p>DD, HoDs &amp; SGL line managers</p>	<p>under-taking effective appraisals by 2022.</p> <p>Consistently positive responses from BAME staff to question in REC staff survey that, "Internal candidates are encouraged to apply for vacancies or promotions fairly and transparently irrespective of their ethnicity or race."</p> <p>At least three members of staff apply for DLP each year. Measures to be agreed by April 2022 for feedback on improvement and measured Oct 2022.</p>
HLS AP1	Continue to increase BAME academic staff representation.	At 27.39%, HLS has one of the highest proportions of BAME academic staff, well surpassing the University target. However, this still does not reflect the 72.4%	<ul style="list-style-type: none"> <li>• Audit shortlisting panels to ensure diversity, with at least one BAME staff member involved.</li> <li>• Monitor impact of recent implementation</li> </ul>	<p>May 21</p> <p>May 21</p>	<p>Oct 21</p> <p>Sept 21</p>	<p>SMT/Athena Swan Champion</p> <p>SMT/Athena Swan Champion</p>	<p>BAME academic staff representation increases to 35% by 2024.</p> <p>100% of staff have undertaken</p>

		<p>BAME student population. Recruitment data show improvements, particularly over the last two years from shortlisting to success, likely resulting from changes already put in place. In 2019/20 the gap between application to success closed significantly. However, there is still a wide gap from application to shortlisting stage so this will need to be examined. No staff highlighted concerns in the REC staff survey around recruitment. The School endeavours to increase completion rates for Unconscious Bias training, currently completed by 50% of recruiting managers, 67% of panel Chairs and 47% of all staff. It could take time, but the Dean's personal long-term target would be to increase BAME teaching staff closer to 50% to be more representative of the BAME student population.</p>	<p>of anonymous shortlisting.</p> <ul style="list-style-type: none"> <li>Analyse training gap analysis to identify staff training needs, particularly for line managers.</li> <li>Run School-based Unconscious Bias training to increase uptake. Send regular reminders to complete training.</li> <li>Utilise targeted recruitment and positive action as standard in all job adverts to continue attracting BAME candidates.</li> <li>Develop School recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> </ul>	<p>April 21</p> <p>Sept 21</p> <p>ONG</p> <p>May 21</p>	<p>April 22</p> <p>ONG</p> <p>Oct 21</p>	<p>SMT/Athena Swan Champion</p> <p>Dean/EO</p> <p>Dean/SMT/Line Managers</p> <p>Athena Swan Champion</p>	<p>Unconscious Bias training by 2022.</p> <p>Training needs of at least 80% of staff are identified each year.</p> <p>100% of adverts include positive action statements each year.</p> <p>Recruitment Handbook featuring inclusive culture and imagery is posted on Law School Website and annually updated.</p>
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HLS AP2	Increase senior BAME staff (UH9 and above) to 16%.	There are currently three BAME senior staff members at UH9 and above in HLS (27%), thereby surpassing the University target of 16%. HLS is a small School so positions at this level are limited. However, there was a noticeable increase in White staff across the period and the School will focus on internal progression and external recruitment of BAME individuals to senior posts. Positively, four staff were supported to apply for the DLP and two have been successful. No concerns were evident around ensuring consistency in encouragement for development and promotion in the REC staff survey.	<ul style="list-style-type: none"> <li>All roles to be advertised in HLS to ensure parity of opportunity for staff progression.</li> </ul>	ONG		SMT/Athena Swan Champion	Proportion of BAME staff at UH9 and above increases to 35% by 2024.
			<ul style="list-style-type: none"> <li>Provide opportunities through DLP and regular 1:1 support for career progression for BAME staff through EQUATE.</li> </ul>	ONG		Dean/SMT/Line Managers	At least two members of staff apply for DLP each year with one success.
			<ul style="list-style-type: none"> <li>Directly encourage eligible BAME staff to apply for internal posts at higher grades.</li> </ul>	ONG		Dean/SMT/Line Managers	At least 25% of applications are from BAME staff each year.
			<ul style="list-style-type: none"> <li>Continue to run successful EQUATE Engagement Series and encourage BAME staff to attend.</li> </ul>	Quarterly		SMT supported by the Athena Swan Champion and Alternate.	At least 25% of participants are BAME at each workshop/event.
			<ul style="list-style-type: none"> <li>Hold specific pre-application sessions for BAME applicants for senior management posts.</li> </ul>	ONG		Dean and HRBP	100% of BAME applicants attend a pre-application session.
HLS AP3	Ensure broader engagement of staff with race equality work.	There is high engagement of staff via the School EDIT and other avenues. However, attendance at many events has not been ideal and response rates to the REC staff survey were low at 25%, with only one BAME	<ul style="list-style-type: none"> <li>Continue to organise opportunities for colleagues to celebrate different cultures and increase participation.</li> </ul>	ONG		Athena Swan Champion and Alternate	80% of staff are aware of School's work and targets in relation to race equality, as measured through next REC staff survey.
			<ul style="list-style-type: none"> <li>Actively seek out BAME speakers to deliver talks to ensure</li> </ul>	ONG		Athena Swan Champion and Alternate	

		<p>colleague responding. The School's goal is to ensure wide involvement, particularly considering the high proportion of BAME staff and students.</p>	<p>diversity in seminars, workshops, conferences, events etc.</p> <ul style="list-style-type: none"> <li>• Extend number of events with external speakers to discuss BAME issues in sector.</li> <li>• Facilitate whole-School EDI away day with focus on race equality.</li> <li>• Develop EDI page on staff intranet detailing race equality initiatives, events, information in the School.</li> <li>• Ensure transparent dissemination of survey data by ethnicity and progress around race equality work.</li> <li>• Organise safe space conversations, 'Racial Justice' and allyship trainings for staff.</li> </ul>	<p>April 21</p> <p>OCT 21</p> <p>May 21</p> <p>ONG</p> <p>April 21</p>	<p>ONG</p> <p>ONG</p> <p>April 22</p>	<p>Athena Swan Champion and Alternate</p> <p>SMT supported by Athena Swan Champion and</p> <p>Alternate Athena Swan Champion and Alternate</p> <p>Equality Office and HR BP</p> <p>Athena Swan Champion and Alternate</p> <p>Dean/EO</p>	<p>50% of staff from HLS complete next REC staff survey (up from 25%). Consistent proportional response rates for both BAME and White staff.</p> <p>3 events covering BAME issues held per year.</p> <p>25% of individuals invited to do talks in School each year are BAME.</p> <p>At least 3 safe space events per year.</p>
HSK AP1	Concentrate on staff engagement and further opportunities to	Although numbers are small, 36% (No.4 out of 11) of BAME staff who responded to the REC	<ul style="list-style-type: none"> <li>• Form supportive alliance with BAME Staff Network to ensure a supportive</li> </ul>	02/21	02/22	Deputy Dean	Increase in percentage of BAME staff who feel they don't have to

	participate in conversations about race and White privilege across the School with promotion of key materials.	staff survey did not feel that they were able to be themselves at work without feeling that they have to act differently because of their ethnicity or race. This is concerning, considering the overall small proportion of BAME academic staff and the fact that it scored the lowest out of all questions, with the majority being positive. Increasing cultural competence around the issues facing BAME staff and providing opportunities to reflect on privilege will be a main focus. Dean aims to develop culture of openness.	<p>environment for BAME staff i.e. poster imagery events, senior leaders actively participating in EDI/BAME concerns/strengths.</p> <ul style="list-style-type: none"> <li>• Reiterate the need to build an increasingly open/compassionate culture to enable safe conversations about race.</li> <li>• Affect cultural change through open and supportive conversations</li> <li>• Align mechanisms for staff to represent their views, e.g. BAME across the institution and the implications for HSK.</li> <li>• Organise safe space conversations, 'Racial Justice' and allyship trainings for staff.</li> </ul>	ONG		Deputy Dean	act differently at work to 80%, as measured through next REC staff survey.
				ONG		Dean/SMT/Line Managers	60% of staff from HSK feel confident to express views to complete next REC staff survey (up from 43%).
				04/21	12/21	Dean/SMT/Line Managers	Response rates proportionate to staff ethnic breakdown.
				03/21	02/22	Dean/EO	
HSK AP2	Increase representation of BAME teaching staff to 25%.	BAME staff make up 16% of the total staff population in HSK, which is well below the student BAME population of 48.6%. This means a focus on recruitment is essential. However, although applications from BAME candidates	<ul style="list-style-type: none"> <li>• Audit shortlisting panels to ensure diversity, with at least one BAME staff member involved.</li> <li>• Monitor impact of recent implementation of anonymous shortlisting.</li> </ul>	04/21	07/21	EA to Dean/SMT	Proportion of BAME teaching staff increases to 25% by 2023.
				04/21	07/21	EA to Dean/SMT	100% of Panel Chairs and 90% of all staff have undertaken

		have increased and success rates show they do well from shortlisting to offer, they seem to be lost at the application to shortlisting stage where the gap between successful White and BAME candidates is largest. Unconscious Bias training has been completed by 77% if interview panel Chairs and 71% of all staff.	<ul style="list-style-type: none"> <li>• Execute training gap analysis to understanding training needs, with the aim to tackle UB. Organise School-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>• Maintain diversity of interview panels, including minimum one BAME colleague.</li> <li>• Utilise targeted recruitment and positive action as standard in all job adverts to attract BAME candidates.</li> <li>• Develop School recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> </ul>	05/21  ONG  ONG  05/21	09/22       12/21	Dean/SMT/Line Managers  Dean/SMT/Line Managers  Dean/SMT/Line Managers  SMT/MarComms	Unconscious Bias training by 2023.  Increase in positive responses from BAME staff in REC staff survey to question, "My SBU follows clear and transparent recruitment and selection processes" to 80%, in line with White staff.
HSK AP3	Increase senior BAME staff (UH9 and above) to 16%.	BAME staff currently account for only 6.7% (3 FTE) of senior staff at UH9 and above in HSK and this needs to be increased. Four staff members applied for the DLP last year and one woman was successful. Positively, no BAME	<ul style="list-style-type: none"> <li>• Enhance appraisal discussions to develop and support promotional opportunities.</li> <li>• Initiate annual progression workshops from UH8-9 and above.</li> </ul>	ONG  09/21  ONG	  08/22	Deputy Dean and Line managers  Dean of School	Proportion of BAME staff at UH9 and above increases to 16% by 2025.  Ensure 90% of managers have received training on under-taking effective appraisals.

		staff disagreed in the REC staff survey that internal candidates are encouraged to apply for vacancies, promotions, and career development opportunities fairly and transparently irrespective of their ethnicity or race.	<ul style="list-style-type: none"> <li>• Directly encourage eligible BAME staff to apply for internal posts at higher grades.</li> <li>• Ensure BAME staff are represented on academic promotion panel at Dean's Review stage.</li> <li>• Hold specific sessions for BAME applicants for senior management posts.</li> <li>• Facilitate increased uptake to Diversifying Leadership Programme.</li> <li>• Offer opportunities for staff unsuccessful with DLP applications.</li> <li>• Develop career trajectories including advancing awards such as Senior Fellowships, starting with a success/progression workshop for all staff as part of the EWIC re-launch.</li> </ul>	Annually		Dean/SMT/Line Managers  Dean/Deputy Dean  SMT  Dean/SMT/Line Managers Dean/SMT SMT	Consistently positive responses from BAME staff related to questions around internal vacancies, promotions and career development in REC staff survey.     At least two members of staff apply for DLP each year with one success.
LMS AP1	Increase BAME staff representation through targeting discipline-specific trends.	At 26%, LMS has surpassed the University target for academic BAME staff representation and recruitment data do not highlight concerns with	<ul style="list-style-type: none"> <li>• Investigate data around discipline-specific trends and reflect LMS aggregate trends more equally across disciplines.</li> </ul>	2020  2021	ONG  ONG	Exec lead EDI/HRBP  Dean/SMT	BAME academic staff representation increases to 30% by 2025.

		the process. However, this still does not reflect the 59.7% BAME student population. LMS hope to increase completion rates for Unconscious Bias training, as only 58% of interview panel Chairs and 39% of all staff have attended. One of the School's main challenges lies in discipline-specific trends - some areas are better at attracting diversity because of the make-up of professionals in that sector than others e.g. Pharmacy, so it will be important to specifically focus on increasing BAME staff in these areas.	<ul style="list-style-type: none"> <li>Set realistic discipline-specific diversity targets.</li> <li>Review recruitment activities and impact from 2020/21 actions.</li> <li>Invite inspirational speakers to set high expectations for all staff.</li> <li>Increase diversity in role models for mentoring scheme by linking with academics across UK.</li> <li>Run School-based Unconscious Bias training to increase uptake.</li> </ul>	Summer 21	ONG	Exec Lead EDI	Discipline-specific targets set, and actions put in place.
				On-going		SMT	100% of Panel Chairs and 50% of all staff have undertaken Unconscious Bias training by 2022.
				On-going		SMT/Line Managers	
				Sem B 21		Exec Lead EDI	
LMS AP2	Foster culture shift in openness to talking about diversity in the School.	The REC staff survey revealed comments from some members of staff such as, "I smile through the jokes about my religion, but I am not always finding it funny" and "Our department has allowed a colleague to pick on my English." Although most people agreed that, "Racially inappropriate behaviour, language and banter are not tolerated in my	<ul style="list-style-type: none"> <li>Organise safe space conversations, 'Racial Justice' and ally ship trainings for staff.</li> <li>Offer social opportunities for staff to discuss and celebrate cultural differences.</li> <li>Organise Active Bystander training to equip staff with skills to challenge inappropriate</li> </ul>	Sept 21	Sept 22	SS and BAME student advocate	Increase in proportion of staff willing to disclose ethnicity in next CoCo survey. Currently 50% of staff provide a response, of which 17% identifying as minority ethnic. Willingness to share taken as indicator of confidence in inclusive culture.
				ONG		SS and SEG to plan calendar of events already in place and changes annually	
				Sept 21	Sept 22	SS, Deputy Dean AC and HRBP	



		workplace," 10.2% disagreed (1 BAME respondent). It is important that the School provides opportunities to reflect on these issues to ensure openness.	language and behaviour.				<p>Positive feedback from minority ethnic staff e.g. via in-depth interviews.</p> <p>60% of staff from HSK feel confident to express views to complete next REC staff survey (up from 38%). Response rates proportionate to staff ethnic breakdown.</p>
LMS AP3	Increase senior BAME staff (UH9 and above) to 26%.	<p>BAME staff currently account for 17% of senior staff at UH9 and above in LMS, thereby surpassing the University KPI. Nevertheless, the School will aim to increase this further in line with the diverse staff body. Three staff members applied for the DLP in the past two years and two were successful. Results from REC staff survey were almost entirely positive from BAME staff (12 respondents) around questions focused on encouragement to apply for internal vacancies, promotions, and career development</p>	<ul style="list-style-type: none"> <li>Stabilise diversity in mentoring scheme applicants (20% BAME in year 1 – seek to sustain and grow).</li> <li>Review REF 21 submission of staff from BAME backgrounds across School UoAs as a proportion of LMS staff base. Implement associated career progression initiatives.</li> <li>Directly encourage eligible BAME staff to apply for internal posts at higher grades.</li> <li>Ensure BAME staff are represented on</li> </ul>	<p>May 21</p> <p>Oct 21</p> <p>ONG</p> <p>ONG</p>	<p>ONG</p> <p>ONG</p> <p>ONG</p>	<p>SS and Chair of CoCo LL</p> <p>SS and ADR MP</p> <p>HoDs &amp; SEG</p> <p>Dean</p> <p>Deputy Dean AC</p>	<p>Proportion of BAME staff at UH9 and above increases to 26% by 2025.</p> <p>Consistently positive responses from BAME staff related to questions around internal vacancies, promotions and career development in REC staff survey.</p> <p>At least three members of staff apply for DLP each year with one success.</p>

		opportunities fairly and transparently irrespective of one's ethnicity or race.	<p>academic promotion panel at Dean's Review stage.</p> <ul style="list-style-type: none"> <li>• Hold specific sessions for BAME applicants for senior management posts.</li> <li>• Facilitate increased uptake to Diversifying Leadership Programme.</li> <li>• Offer opportunities for staff unsuccessful with DLP applications.</li> </ul>	<p>Oct 21</p> <p>ONG</p> <p>ONG</p>	ONG	<p>HoDs</p> <p>Deputy Dean AC and SS</p>	
CTA AP1	Continue to improve School recruitment practices and reinforce diversity of shortlisting and interview panels.	There has traditionally been low BAME representation in the creative arts sector, reflected in the staffing profile. BAME academic staff representation is very low in CTA at only 7%. The School has a long way to go to achieve the University target and better reflect the BAME student population (38.3%). This is made more difficult due to slow turnover and a narrower applicant pool in the wider sector. Recruitment data also show a gap in success rates widening over the past two years. In the REC staff survey, 27% (No.26) of staff	<ul style="list-style-type: none"> <li>• Ensure shortlisting and interview panels are diverse, with at least one BAME staff member involved (can be invited from another School or BAME Staff Network to avoid over-burdening).</li> <li>• Monitor impact of recent implementation of anonymous shortlisting.</li> <li>• Organise School-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>• Utilise targeted recruitment and positive action in all</li> </ul>	<p>Apr 21</p> <p>Sept 21</p> <p>Feb 22 and ONG</p> <p>ONG</p> <p>May 21</p>	<p>ONG</p> <p>ANN</p> <p>ONG</p> <p>ONG</p> <p>May 22</p>	<p>Dean and HRBP</p> <p>HRBP</p> <p>Associate Dean Learning and Teaching</p> <p>Dean and HRBP</p> <p>Dean, HRBP, Associate Dean Learning and</p>	<p>Increase representation of BAME teaching staff to 15% by 2025.</p> <p>100% of Panel Chairs and 50% of all staff have undertaken Unconscious Bias training by 2023.</p> <p>Increase in positive responses from BAME staff in REC staff survey to question, "My SBU follows clear and transparent recruitment and selection processes" to 80%, in line with White staff.</p>

		(27.5%/No.3 BAME) did not feel that the SBU follows clear and transparent recruitment and selection processes or that vacancies were advertised fairly and openly. The School aims for shortlisting and interview panels to be equal, diverse and inclusive, with a good gender balance, representatives of female academic staff and a BAME panel member where possible. They would also like to ensure that all staff complete Unconscious Bias training, e.g. recently the Programme Leaders' group were trained during the School development week.	<ul style="list-style-type: none"> <li>job adverts to attract BAME candidates.</li> <li>Develop School recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>Consider utility of alternative forms of interview assessments as part of recruitment.</li> <li>Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the School.</li> </ul>	<p>Jul 21</p> <p>Sept 21</p>	<p>ONG</p> <p>Share ANN</p>	<p>Teaching, Associate Dean AQA</p> <p>Dean and HRBP</p> <p>EA to Dean to create log</p>	
CTA AP2	Continue to employ and support the advancement of BAME Visiting Lecturer staff to create a better balance of academic staff in the classroom.	The Dean is aware that improving the diversity of permanent staff may be difficult, but progress is being made through replacement posts and employment of BAME visiting lecturers and creative industry guest speakers, to create an improved balance in the classroom. They will ensure that VL staff are	<ul style="list-style-type: none"> <li>Utilise positive action to attract more BAME VLs.</li> <li>Ensure all VLs participate in appraisal process.</li> <li>Actively encourage VLs to apply for internal posts.</li> <li>Consult with VLs via focus groups or interviews to ensure</li> </ul>	<p>ONG</p> <p>Jun-Sept ANN ONG</p> <p>Dec 21</p> <p>ONG</p>	<p>ONG</p> <p>Jun-Sept ANN ONG</p> <p>ANN</p>	<p>Subject Group Leaders, Programme Leaders, Module Leaders</p>	<p>28 BAME VL staff recruited by 2023.</p> <p>At least 4 VLs converted to permanent contracts by 2023.</p> <p>Overall satisfaction of VLs in relation to career development, as measured by focus</p>

		supported with CPD opportunities and offered opportunities to apply for permanent posts.	<p>needs for development are being met.</p> <ul style="list-style-type: none"> <li>Encourage VLs to participate in BAME focussed staff development supported by central colleagues (e.g. BAME Mentoring Schemes).</li> </ul>		ONG		<p>group and interview feedback.</p> <p>All BAME VLs participate in appraisal process each year.</p>
CTA AP3	Enhance visibility and celebrate the achievements of BAME staff and professionals in the creative arts sector.	Whilst the representation of BAME permanent staff might be slow to change, there are other ways the School hopes to increase the visibility of BAME role models. The visible representation of BAME staff and creative professionals is essential for BAME students and potential staff as it signals that a career in the creative arts is open to them, and that the culture of the School is inclusive.	<ul style="list-style-type: none"> <li>Increase number of BAME high-profile creative industry guest speakers and artists invited to present at conferences, workshops, symposia, seminars etc.</li> <li>Hold more exhibitions by BAME artists and featuring BAME issues.</li> <li>Work with individual subject areas to determine how to raise profile of BAME professionals in different fields.</li> <li>Engage with external campaigns such as Design Can, Creative Conscience and The Other Box.</li> </ul>	<p>ONG</p> <p>ONG</p> <p>Oct 21</p> <p>ONG</p>	<p>ONG</p> <p>ONG</p> <p>ONG</p>	Subject Group Leaders, Programme Leaders, Module Leaders, UH Arts	<p>BAME creative industry guest speakers and artists constitute at least 10% of all invited speakers.</p> <p>At least 2 exhibitions by BAME artists held per year.</p> <p>Plans put in place within each Subject Group to raise profile of BAME professionals.</p>
HUM AP1	Review and, if needed, improve and innovate	Compared to the student population in HUM (48.6%), staff are not representative (10%	<ul style="list-style-type: none"> <li>Review shortlisting and interview panels to ensure diversity, with at least one</li> </ul>	20/21		Dean	Achieve 15% BAME staff by end of 2022, and 25% by 2025.

	School recruitment practices.	<p>BAME). The Dean is acutely aware that staff turnover in the School is low even under normal circumstances, and even more so due to uncertainties around COVID-19, making it difficult to increase BAME staff representation. Recruitment data around success rates improved significantly in 2019/20 and this needs to be maintained. In the REC staff survey, 19.1% (No.4) of staff did not feel that the SBU follows clear and transparent recruitment and selection processes but none of these staff identified as BAME. As well, 86% of recruiting managers and 77% of all staff have undertaken Unconscious Bias training.</p>	<p>BAME staff member involved (can be invited from another School or BAME Staff Network to avoid over-burdening).</p> <ul style="list-style-type: none"> <li>• Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the School.</li> <li>• Monitor impact of recent implementation of anonymous shortlisting.</li> <li>• Organise School-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>• Utilise targeted recruitment and positive action in all job adverts to attract BAME candidates.</li> <li>• Develop School recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> </ul>	20/21		School Business Manager	100% of Panel Chairs and 100% of all staff have undertaken Unconscious Bias training by end 21/22.
				20/21	22/23	Dean	
				To be completed by end 20/21	ONG	EDIT champion	
				20/21		Dean	
				ONG	21/22	School Business Manager	
HUM AP2	Continue to employ and support the advancement of	As mentioned in the action above, improving the diversity of	<ul style="list-style-type: none"> <li>• Utilise positive action to attract more BAME VLs.</li> </ul>	ONG		Dean/SMT/Line Managers	10 BAME VL staff recruited by 2022.

	BAME Visiting Lecturer staff to create a better balance of academic staff in the classroom.	permanent staff may be difficult in HUM, but progress can be made in the shorter term through the employment of BAME VLs to ensure better representation in the classroom. They will ensure that VL staff are supported with CPD opportunities and offered opportunities to apply for permanent posts.	<ul style="list-style-type: none"> <li>• Ensure all VLs participate in appraisal process.</li> <li>• Actively encourage VLs to apply for internal posts.</li> <li>• Consult with VLs via focus groups or interviews to ensure needs for development are being met.</li> <li>• Encourage VLs to participate in BAME focussed staff development supported by central colleagues (e.g. BAME Mentoring Schemes).</li> </ul>	ONG		Dean/SMT/Line Managers	At least 3 VLs converted to permanent contracts by 2023.
				ONG		Line Managers	
				Sept 21	Sept 22	EDIT Champion	Overall satisfaction of VLs in relation to career development, as measured by focus group and interview feedback.
				ONG		EDIT Champion	All BAME VLs participate in appraisal process each year.
HUM AP3	Enhance visibility and celebrate the achievements of BAME staff and professionals in Humanities subject areas.	Whilst the representation of BAME permanent staff might be slow to change, there are other ways the School hopes to increase the visibility of BAME role models. The visible representation of BAME staff and professionals is essential for BAME students and potential staff as it signals that a career in the Humanities is open to them, and that the culture of the School is inclusive. Some of this work is already taking	<ul style="list-style-type: none"> <li>• Increase number of BAME visiting speakers invited to present at conferences, workshops, symposia, seminars etc.</li> <li>• Recruit BAME student coaches to increase role models in class.</li> <li>• Work with individual Subject Groups to determine how to raise profile of BAME academics, professionals and thinkers in each area.</li> </ul>	ONG		Heads of Subject	BAME visiting speakers constitute at least 50% of all invited speakers.
				ONG		Heads of Subject	Plans put in place within each Subject Group to raise profile of BAME professionals.
				20/21	24/25	EDIT Champion	
						Deans/Heads of Subject	

		place within diversifying the curriculum.	<ul style="list-style-type: none"> <li>Introduce BAME visiting fellow's scheme and evaluate results in 2020/21.</li> </ul>	20/21	24/25		One Visiting Fellow per each of the seven main subject groups.
EDU AP1	Review, monitor and enhance School recruitment practices.	Compared to the student population in EDU of 22.1%, staff are not representative (6% BAME). During this period EDU had very limited staff turnover reducing capacity to recruit BAME staff. This is also made difficult due to the small pool of suitable BAME teaching applicants due to the teaching sector being dominated by White staff. In 2018 the Government published figures showing 85.9% of teachers in state schools were White British (Department for Education, 2020). Recruitment data around success rates show improvement in 2018/19 and 2019/20 and this needs to be maintained. In the REC staff survey, out of 16 respondents, only one slightly disagreed that the School follows clear and transparent recruitment	<ul style="list-style-type: none"> <li>Review shortlisting and interview panels to ensure diversity, with at least one BAME staff member involved (can be invited from another School or BAME Staff Network to avoid over-burdening).</li> <li>Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the School.</li> <li>Evaluate impact of anonymous shortlisting.</li> <li>Organise School-based UB training for those who have not undertaken it. Send regular reminders to complete training. Monitor log to see who has completed training.</li> <li>Utilise targeted recruitment and continue to use</li> </ul>	<p>Sept 2021</p> <p>Aug 2021</p> <p>Aug 2021</p> <p>Feb 2021</p> <p>Sept 2021</p> <p>Apr 21</p> <p>ONG</p>	<p>ONG</p> <p>Oct 2021</p> <p>Oct 2021</p> <p>Jan 2022</p> <p>Jan 2022</p> <p>Sept 21</p>	<p>DEAN</p> <p>EDIG Chair and SLT</p> <p>SLT</p> <p>Dean's EA</p> <p>Dean</p>	<p>Increase BAME staff representation to 15% by 2023.</p> <p>100% of Panel Chairs and 60% of all staff have undertaken Unconscious Bias training by 2022.</p>

		and selection processes and advertises vacancies fairly and openly. No respondents were BAME. As well, 50% of recruiting managers and 42% of all staff have undertaken Unconscious Bias training.	<p>positive action in all job adverts to attract BAME candidates. Monitor impact.</p> <ul style="list-style-type: none"> <li>• Develop School recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>• Consider utility of alternative forms of interview assessments as part of recruitment.</li> <li>• Continue to review outward-facing communications.</li> <li>• Work with BAME network to enhance BAME academic recruitment.</li> <li>•</li> </ul>	ONG ONG		BAME Champion, AD L&T and EDIG chair  SLT  ADLT  Dean	
EDU AP2	Broaden awareness and engagement of staff with race equality work across the School.	No respondents to the REC staff survey were BAME, and we need to increase the response rate to reflect wider perspectives. We also need to ensure White staff are aware they can participate and also widen the focus on allyship throughout the School, considering the very low representation and sectoral reports around institutionalised	<ul style="list-style-type: none"> <li>• Celebrate festivals and cultural events on screens throughout the School.</li> <li>• Facilitate events with external speakers to discuss BAME issues in sector.</li> <li>• Hold further EDI workshops, e.g. on ally ship.</li> <li>• Regularly share progress against EDI goals with all staff as part of annual School</li> </ul>	Sept 2021  ONG  Sept 21  ONG  April 21	ONG   Aug 22	AD L&T  AD L&T and EDIG Chair  EDIG Chair/AD L&T	<p>90% of staff are aware of School's work and targets in relation to race equality, as measured through next REC staff survey.</p> <p>60% of staff from EDU complete next REC staff survey (up from 32%) to ensure continuity of positive responses</p>



		racism in education (e.g. Visible Minorities, Invisible Teachers etc.).	<p>Away Day or similar events.</p> <ul style="list-style-type: none"> <li>Develop EDI page on staff intranet detailing race equality initiatives, events, information in the School.</li> <li>Ensure transparent dissemination of survey data by ethnicity and progress around race equality work.</li> <li>Organise School 'Racial Justice' training for line managers.</li> </ul>	<p>ONG</p> <p>Sept 21</p>	<p>Sept 21</p> <p>Aug 22</p>	<p>EDIG Chair and BAME Champion</p> <p>DEAN and EDIG Chair</p> <p>BAME Champion</p> <p>Dean/SLT</p>	<p>to questions around recruitment. Consistent response rates for both BAME and White staff.</p> <p>3 number of events covering BAME issues held per year.</p>
EDU AP3	Enhance visibility and celebrate the achievements of BAME staff and professionals in education.	<p>Whilst the representation of BAME permanent staff might be slow to change, there are other ways the School hopes to increase the visibility of BAME role models. The visible representation of BAME staff and professionals is essential for BAME students and potential staff as it signals that a career in the education is open to them, and that the culture of the School is inclusive. Some of this work is already taking place within diversifying the curriculum.</p>	<ul style="list-style-type: none"> <li>Increase number of BAME invited speakers.</li> <li>Seek out educationalists of BAME heritage to deliver talks.</li> <li>Actively engage with the BAMEed Network, e.g. to locate BAME speakers for events.</li> </ul>	<p>ONG</p> <p>ONG</p> <p>Feb 2021</p>	<p>ONG</p> <p>ONG</p> <p>July 2022</p>	<p>BAME Champion</p> <p>Head of ITE, Head of Studies in Education and AD Research and Enterprise</p> <p>BAME Champion</p>	<p>BAME visiting speakers constitute at least 25% of all invited speakers.</p> <p>Regular interaction with BAMEed Network and workshop held in the School.</p>

HBS AP1	Continue to increase BAME academic staff representation.	At 28%, HBS has surpassed the University target for academic BAME staff representation and recruitment data do not highlight concerns with the process. However, this still does not reflect the 70.4% BAME student population. Recruitment has been identified as a key area in which to influence representation as over the past three years the School has received more applications from BAME than White candidates, and this has increased significantly since 2017/18. However, success rates for BAME colleagues are much lower from application to shortlisting, and in the last two years from shortlisting to success. The overall application to success rates have not changed at all in the past two years. Concerningly, in the REC staff survey, 40.1%/No.6 of BAME staff (compared to 13.5%/No.5 White) did not feel the School follows clear and	<ul style="list-style-type: none"> <li>• Audit shortlisting and interview panels to ensure diversity, with at least one BAME staff member involved.</li> <li>• Monitor impact of recent implementation of anonymous shortlisting.</li> <li>• Analyse training gap analysis to identify staff training needs, particularly for line managers.</li> <li>• Run School-based Unconscious Bias training to increase uptake. Send regular reminders to complete training.</li> <li>• Consider utility of alternative forms of interview assessments as part of recruitment.</li> <li>• Create a log to track decisions – share with all hiring managers to reinforce a consistent approach across the School.</li> <li>• Utilise targeted recruitment and positive action as standard in all job adverts to continue attracting BAME candidates.</li> </ul>	Mar 21	Jun 21	Deputy Dean	BAME academic staff representation increases to 40% by 2023-24.
				May 21	Sept 21	Deputy Dean	Decrease in percentage of BAME staff in REC staff survey who disagree to question, "My SBU follows clear and transparent recruitment and selection processes" to 10%, in line with White staff.
				Mar 21	Sept 21	Deputy Dean	
				Sept 21	Sept 22	Assoc Dean L&T	
				ONG		Deputy Dean or HoD HRM	100% of Panel Chairs and 100% of all staff have undertaken Unconscious Bias training by 2022.
				April 21		Deputy Dean	
				ONG		Deputy Dean	
				April 21	Oct 21	Deputy Dean	

		transparent recruitment and selection processes. The School endeavours to increase completion rates for Unconscious Bias training, currently 81% of interview panel Chairs and 36% of all staff have attended. The Dean recognises and embraces the need to have a fully inclusive recruitment strategy.	<ul style="list-style-type: none"> <li>Develop School recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> </ul>				
HBS AP2	Increase senior BAME staff (UH9 and above) to 28%.	BAME staff currently account for 18% of senior staff at UH9 and above in HBS, thereby surpassing the University KPI. Overall promotion data show proportionality between BAME and White staff and there has been progress at UH9. Nevertheless, the School aims to increase this further in line with the diverse staff body. Thirteen staff members applied for the DLP in the past three years and two were successful. Some work needs to be done around ensuring consistency in encouragement for development and promotion, as 33.3%/No.4 of BAME	<ul style="list-style-type: none"> <li>Review and improve recruitment processes for internal roles and promotions.</li> <li>Directly encourage eligible BAME staff to apply for internal posts at higher grades.</li> <li>Ensure BAME staff are represented on academic promotion panel at Dean's Review stage.</li> <li>Run UH8-9 progression workshops.</li> <li>Continue to encourage high number of DLP applications.</li> <li>Offer opportunities for staff unsuccessful with DLP applications.</li> </ul>	ONG		Deputy Dean	Proportion of BAME staff at UH9 and above increases to 28% by 2024-25.
				ONG		Deputy Dean with HoDs	Responses to staff survey questions where BAME staff disagree about encouragement and promotion decrease to be in line with White staff.
				ONG		Deputy Dean	
				Oct 21	ONG	Deputy Dean	At least three members of staff apply for DLP each year with one success.
				ONG		Deputy Dean with Athena Swan Champion	
				ONG		Deputy Dean	
				Annually		Deputy Dean	

		staff (compared to only 5.4%/No.2 White staff) disagreed that their manager encourages staff to apply for promotion opportunities equally, irrespective of their ethnicity or race, while 40%/No.6 disagreed that if they apply for promotion they have an equal chance of success, irrespective of their ethnicity or race (compared to 8.1%/No.3 of White staff).	<ul style="list-style-type: none"> <li>Hold specific pre-application sessions for BAME applicants for senior management posts.</li> </ul>				
HBS AP3	Ensure broader engagement of staff with race equality work.	EDI initiatives are discussed and reviewed in monthly SEG meetings chaired by the Dean and quarterly diversity monitoring data from HR Monthly Reports are shared with the whole School to highlight diversity within the School's staff base. However, staff involvement in EDI work has not been as wide as they would like in terms of engagement with events etc., and this is particularly important considering the high proportion of BAME students and higher proportion of BAME staff.	<ul style="list-style-type: none"> <li>Organise more opportunities for colleagues to celebrate different cultures.</li> <li>Actively seek out BAME speakers to deliver talks to ensure diversity in seminars, workshops, conferences, events etc.</li> <li>Extend number of events with external speakers to discuss BAME issues in sector.</li> <li>Facilitate whole-School EDI away day with focus on race equality.</li> </ul>	ONG		Assoc Dean L&T	60% of staff are aware of School's work and targets in relation to race equality, as measured through next REC staff survey.
				ONG		Assoc Dean SE	
				ONG		Assoc Dean SE	50% of staff from HBS complete next REC staff survey (up from 24%). Consistent response rates for both BAME and White staff.
				Nov 21	Annually	Dean	
				Mar 21	July 21	Assoc Dean L&T	3 events covering BAME issues held per year; exclusive of black history month.
				ONG		Deputy Dean	

			<ul style="list-style-type: none"> <li>Develop EDI page on staff intranet detailing race equality initiatives, events, information in the School.</li> <li>Ensure transparent dissemination of survey data by ethnicity and progress around race equality work.</li> <li>Organise safe space conversations, 'Racial Justice' and ally ship trainings for staff.</li> </ul>	Oct 21	Oct 22	Deputy Dean	50% of individuals invited to do talks in School each year are BAME.
<b>Professional SBUs – Staff Actions</b>							
DOS AP1	Audit and, if necessary, improve recruitment practices and reinforce diversity of shortlisting and interview panels to improve success rates for BAME applicants.	Recruitment data show an increase in applications from BAME individuals but a gap in success rates widened over the past two years. Unconscious Bias training has been completed by 50% of interview panel Chairs and 35% of all staff.	<ul style="list-style-type: none"> <li>Audit shortlisting and interview panels to ensure diversity, with at least one BAME staff member involved.</li> <li>Monitor impact of recent implementation of anonymous shortlisting.</li> <li>Organise SBU-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>Consider utility of alternative forms of interview assessments as part of recruitment.</li> </ul>	June 21  ONG  Nov 21  ONG  April 21	Sept 21  ONG	<p>All Heads/Managers in DOS SBU</p> <p>All Managers/Heads in DOS SBU-Dean/Deputy Dean overseeing via EDIT</p> <p>All Managers/Heads in DOS SBU-Dean/Deputy</p>	<p>Gap in success rates at all stages decreases and with no more than a 5% difference from application to success annually.</p> <p>100% of Panel Chairs and 100% of all staff have undertaken Unconscious Bias training by 2024.</p>

			<ul style="list-style-type: none"> <li>Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the SBU.</li> </ul>			<p>Dean overseeing via EDIT</p> <p>DOS Executive Assistant- overseen by EDIT</p>	
DOS AP2	Utilise positive action and targeted recruitment to attract more BAME staff at UH7 and below (excluding 'Other').	At 20%, in the DOS BAME staff representation is almost proportionate to the University staff average but not its student body. One of the highest numbers of staff across all areas are student staff, due to statutory obligations for accommodation offset, they are all on National Living Wage This causes a problem with seeing the bigger picture across the SBU. The SBU also struggles to attract men to its positions, especially BAME men. Positively, BAME staff are well-represented at UH8 and above, compared to White staff, but less so at UH7 and below. The SBU would like to attract BAME staff at all levels.	<ul style="list-style-type: none"> <li>Revise presentation of staff data in conjunction with HR to aid in 'seeing the bigger picture' in terms of staff data across the SBU.</li> <li>Utilise targeted recruitment and positive action in all job adverts to attract BAME candidates and men. Revise wording of job adverts.</li> <li>Develop SBU recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>Take stock of current advertising streams and consider further avenues to specifically target BAME candidates, including</li> </ul>	<p>April 21</p> <p>ONG</p> <p>April 21</p> <p>April 21</p> <p>ONG</p>	<p>Sept 21</p> <p>Sept 21</p> <p>ONG</p>	<p>Dean And HR</p> <p>All Managers/Heads in DOS SBU- Dean/Deputy Dean overseeing via EDIT</p> <p>Dean with assistance from Executive Assistant for DOS</p> <p>EDIT, Deputy Dean of Students/HR</p>	Increase representation of BAME staff at UH7 and below to 15% by 2025.

			<p>in the local areas around Hertfordshire.</p> <ul style="list-style-type: none"> <li>• Monitor impact of changes put in place.</li> </ul>			DOS SBU/Deputy Dean	
DOS AP3	Bring about wider awareness and engagement of staff with race equality work across the SBU.	The DOS recently set up its EDIT and is refining its action plan. Currently, there is no one to lead on the EDI work specifically so a Champion is needed. As well, only nine individuals (no BAME) responded to the RECSTAS and they endeavour to increase this to capture wider views of staff and encourage engagement.	<ul style="list-style-type: none"> <li>• Nominate EDI Champion to lead on work within the SBU.</li> <li>• Ensure all staff are encouraged by Head of Department to participate in next RECSTAS via: (1) emails; (2) line managers.</li> <li>• Hold drop-in discussion sessions with the BAME Staff Network and others focused on allyship, racial justice, cultural awareness etc.</li> <li>• Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>• Regularly share progress against EDI and race equality goals with all staff as part of annual School Away Day or similar events.</li> <li>• Ensure transparent dissemination of survey data (e.g. Pulse, WfH, RECSTAS) by</li> </ul>	<p>April 21</p> <p>ONG</p> <p>Sept 21</p> <p>ONG</p> <p>ONG</p> <p>ONG</p> <p>ONG</p>		<p>Head of Housing</p> <p>All Managers Heads in DOS SBU- Dean/Deputy Dean via EDIT  Dean/Deputy</p> <p>Dean/Deputy-All Heads</p> <p>All Heads</p> <p>Dean/Deputy Dean</p> <p>Dean/Deputy – All Heads</p>	<p>EDI Champion in place.</p> <p>70% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey. 40% of staff from DOS complete next REC staff survey (up from 17%). Consistent proportional response rates for both BAME and White staff.</p>

			<p>ethnicity and progress around race equality work.</p> <ul style="list-style-type: none"> <li>Enhance visibility and celebrate the achievements of BAME staff and student staff.</li> <li>Encourage BAME staff to apply for DLP.</li> </ul>	ONG		All Managers Heads in DOS SBU- Dean/Deputy Dean	
EBD AP1	Continue to enhance recruitment practices at all stages to attract BAME applicants.	At 23%, EBD has the highest BAME staff representation within the professional SBUs but recognises the importance of better reflecting the student body, particularly in the Careers and Employment team. Positively, BAME staff make up 25% at UH9 and above thereby surpassing the University target. Recruitment data show improvements in success rates for BAME staff from application to shortlisting (gap of 27% in 2017/18 down to 5% in 2019/20). Shortlisting to success and application to success rates have fluctuated and the gap remains lower than in many other SBUs. EBD tries to	<ul style="list-style-type: none"> <li>Continue to ensure diverse recruitment panel representation, including one external non-EBD panel member and one BAME panellist on all interviews (can be invited from BAME Staff Network or other SBU as needed to avoid over-burdening). Most recruitment panels held within the past 1-2 years have had a diverse representation. SBU committed to working with HR and building an additional resource pool of BAME Contacts for recruitment panel activities/ purposes should internal team resources be constricted or not at the appropriate level.</li> </ul>	ONG – Ambition to be met by May 2022	Biannual	<p>All recruiting managers, with senior accountability and oversight by: Director of Business Development (Business Development) Director of International (International Office) Head Careers and Employment Service (Careers and Employment)</p> <p>Chairs of EDITs:</p>	<p>Increase representation of BAME staff to 30% by 2025.</p> <p>Maintain no more than 3% gap in success rates from application to success between BAME and White candidates year on year.</p> <p>100% of Panel Chairs and 100% of all staff have undertaken Unconscious Bias training by 2022 as well as a three-year refresher, or sooner if new training opportunities arise.</p>





			<ul style="list-style-type: none"> <li>Consider utility of alternative forms of interview assessments as part of recruitment. This in most parts is considered standard practice, as different techniques and methods are explored as part of interviews at different levels, including presentation tasks, assessments, tests etc. In addition, Business Development supported HR in developing a guidance booklet and best practice approaches for recruiting managers across the University who were having to adapt their interviews through a virtual medium due to the pandemic. Careers and Employment use students in recruitment tasks, for example if recruiting Advisers, they would carry out an appointment with a student, alongside an interview.</li> </ul>	<p>Log to be created per department in SBU from any subsequent recruitment activity March 2021 onwards.</p>	<p>accountability and oversight by:            Director of Business Development (Business Development)            Director of International (International Office)            Head Careers and Employment Service (Careers and Employment)</p> <p>All recruiting managers, with senior accountability and oversight by key administrators:            Business Manager and Executive</p>	
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			<ul style="list-style-type: none"> <li>• Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the SBU.</li> <li>• Include inclusive language and statements in all recruitment adverts relating to department vacancies. This in most parts is considered standard practice. Members across the departments, and specifically staff with line management responsibilities all have specific targets against their Action Plans relating to inclusive recruitment approaches. The SBU strives to continuously welcome a diverse applicant pool through</li> </ul>	<p>ONG</p> <p>Complete and ONG. This piece of work is suggested to be monitored and updated on an annual basis.</p>	<p>Assistant (Business Development) International Office Administrator (International Office) with oversight by International Services Manager Service Coordinator (Careers and Employment)</p> <p>All recruiting managers, with senior accountability and oversight HRBP and by: Director of Business Development (Business Development) Director of International (International Office) Head Careers and Employment Service (Careers and Employment)</p>	
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			<p>inclusive language and through its EDITs will keep abreast of demographic representation, and when appropriate will include positive action statement in relevant recruitment adverts.</p> <ul style="list-style-type: none"> <li>SBU to work together with HR to capture case studies and up-to-date information which excites new talent applications from diverse backgrounds who'd recognise that the SBU provides exciting and challenging professional career opportunities. SBUs have worked with HR and supplied up-to-date information regarding each department, including case studies depicting the views of current employees on their journey and experiences working in the SBU.</li> </ul>		<p>Heads of service in liaison with EDIT Chairs:  Director of Business Development in liaison with Head of Skills and Apprenticeships (Business Development)  Director of International (International Office)  Head Careers and Employment Service in liaison with Assistant Head (Careers and Employment)</p>	
EBD AP2	Assess and monitor race equality work via EDI Action Plan and newly	The governance structure for EDI was established in August 2020 and involves issues being discussed strategically in the SEG	<ul style="list-style-type: none"> <li>Encourage appointed Wellbeing Champions to actively support EDITs in their action</li> </ul>	ONG – Encourage, where feasible, appointed Wellbeing Champion(s) to attend relevant EDI training within first 2	Chairs of EDITs: Head of Skills and Apprenticeships (Business Development)	Ensure Wellbeing Champions are actively supporting EDITs in EDI related matters.

	<p>established EDI governance.</p>	<p>chaired by the Director. Individual EDITs in each department (International Office, Careers and Employment and Enterprise and Development) feed into this. Each department developed separate focused action plans to feed into the central SBU strategic action plan. The advancement of race equality and REC actions need to be monitored via this framework, and Champions put in place to help lead on it.</p>	<p>plans and in support of the EDI agenda.</p> <ul style="list-style-type: none"> <li>• Ensure BAME demographic representation is continuously under review via department EDI action plans in order to ensure that positive actions are indeed reflective and based upon under-representation.</li> <li>• Ensure department's EDI Action Group proactively discusses demographic representation and incorporates ambitions into strategic EDI Action Plan. All EDITs have a standard agenda item to review and report any changes in relations to the department's demographic</li> </ul>	<p>months of appointment and encourage participation in EDIT discussions and Action Plans. ONG – all EDITs have a standard agenda item to review and report any changes in relation to the department's demographic representation when applicable. ONG</p> <p>ONG</p>	<p>Assistant Head (Careers and Employment) Director of International (International Office)</p> <p>Chairs of EDITs: Head of Skills and Apprenticeships (Business Development) Assistant Head (Careers and Employment) Director of International (International Office)</p> <p>Chairs of EDITs in liaison with departments' Senior Management Teams and recruiting managers: Head of Skills and Apprenticeships</p>	<p>EDI action plans regularly monitored via newly established framework to ensure accountability.</p>
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			<p>representation – ensuring that actions and initiatives, such as campaigns and positive action statements, are taken when and where appropriate.</p> <ul style="list-style-type: none"> <li>Promote transparent dissemination of survey data to teams (e.g. Pulse, WfH, RECSTAS) by ethnicity and progress around race equality work. The SBU continuously strives to share relevant data and information with staff members, whether through its EDITs, department-wide meetings, team meetings and department newsletters/updates. Not all data is segmented by ethnicity, as this would be at the risk of identifying colleagues in certain demographics, however, when available, considerations and comparisons are drawn from University-</li> </ul>		<p>(Business Development) Assistant Head (Careers and Employment) Director of International (International Office)</p> <p>Heads of Teams, Managers and Chairs of EDITs across departments</p>	
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			wide representation data.			
EBD AP3	Create an environment that further celebrates and embodies diversity across ethnic boundaries and borders.	EBD would like to further develop a diverse environment across departments both in demographic composition and attitude, awareness and sensitivity. They aim to facilitate greater sensitivity and awareness of cultures to ensure their SBU embodies a welcoming and comforting environment to all, independent of ethnicity and background, among other PC's. Part of this will involve bringing about wider awareness and engagement of staff with race equality work across the SBU.	<ul style="list-style-type: none"> <li>Identify and seek out further training opportunities and topical discussions relating to diversity, ethnicity, cultures and equality. Share accordingly and appropriately to further enhance members of staff's awareness and sensitivity. EDITs will identify new training opportunities for department, as well as continuously invite the opinion and suggestions from colleagues across the department.</li> <li>Ensure all staff are encouraged by Director to participate in next RECSTAS via: (1) emails; (2) line managers. Heads of Service, Line Managers and EDIT chairs across EBD are committed to ensuring all staff across the SBU are encouraged to participated in the next RECSTAS. Once dates for the next</li> </ul>	<p>ONG –Business Development, for example, aims to run a pilot training-gap needs analysis with HR by July 2021, to identify new training opportunities for the department and for colleagues at different levels.</p> <p>Nov – Dec 2022</p>	<p>Chairs of EDITs: Head of Skills and Apprenticeships (Business Development) Assistant Head (Careers and Employment) Director of International (International Office)</p> <p>Heads of service in liaison with EDIT Chairs: Director of Business Development in liaison with Head of Skills and Apprenticeships (Business Development) Director of International (International Office) Head Careers and Employment Service in liaison with Assistant Head (Careers and Employment)</p>	<p>100% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey.</p> <p>80% of staff from EBD complete next REC staff survey (up from 36%). Consistent proportional response rates for both BAME and White staff.</p>

			<p>survey are defined ahead of the next submission, this will be promoted via different mediums: department meetings, department-wide reminders/newsletters, team meetings, EDITs.</p> <ul style="list-style-type: none"> <li>Regularly share progress against EDI and race equality goals with all staff as part of annual School Away Day or similar events.</li> <li>Include EDI-related targets in all appraisals. This is in most parts already considered standard practice across EBD. EDI-related targets and training are identified at target-</li> </ul>	<p>ANN – ensure EDITs prepare reports to be showcased to wider departments at annual away-days, including highlights and progress made against EDI Action Plans.</p> <p>ANN</p>	<p>As well as staff members across the SBU with line-management responsibilities. Chairs of EDITs in liaison with respective EDIT members: Head of Skills and Apprenticeships (Business Development) Assistant Head (Careers and Employment) Director of International (International Office) All SBU's Line Managers, with senior accountability and oversight by: Director of Business Development (Business Development) Director of International (International Office) Head Careers and Employment Service (Careers</p>	
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		fairness across all stages.	<ul style="list-style-type: none"> <li>Develop SBU recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>Take stock of current advertising streams and consider further avenues to specifically target BAME candidates, including in the local areas around Hertfordshire. Monitor impact of changes put in place.</li> </ul>	Oct 2021	ONG	Support going forward	
					ANN	Head of Business Support	
						Recruiting Manager/HR	
						Estates Board	
EST AP2	Continue supporting new and existing BAME staff with self-development and promotion within the SBU.	There are few BAME staff represented in all grades within EST. Nevertheless, it will still be important to support career progression for existing and new staff as they join the department and also to ensure staff understand professional promotion processes and criteria. In the RECSTAS (out of total 14 respondents, could not break down by ethnicity due to very small numbers), 21.4%/No.3 staff did not understand these processes and 35.6%/No.5 did not think	<ul style="list-style-type: none"> <li>Communicate opportunities for BAME staff (DLP/mentoring schemes) with all new starters from BAME communities.</li> <li>Encourage BAME staff to apply for leadership development opportunities.</li> <li>Work with line managers to support BAME staff in discussing career development. Review development plans for BAME staff with Director</li> </ul>	Apr 2021	ONG	Line Managers	At least one BAME member of staff successful in securing leadership development place by 2024.
				As they arise	ONG	Line Managers and support groups e.g. BAME groups	Improvement in staff survey results around understanding of promotion process and criteria for professional staff (down to 10% disagree from 21.4%).
				Sept 2021	Sept 2022 ONG	Director of Estates	
				July 2021	July 2021	HRBP	
				Next intake Sept 2021			Discussions with BAME staff reveal awareness of

		there were clear progression pathways for people in their role.	<ul style="list-style-type: none"> <li>Organise progression workshop with HR to help staff understand the promotion processes for professional staff.</li> <li>Encourage BAME staff to participate in central BAME Mentoring and Reverse Mentoring Schemes.</li> </ul>		ANN	DV through the Estates BAME group	BAME-specific opportunities and encouragement.
EST AP3	Organise inclusive opportunities to raise staff cultural awareness of BAME issues, increase engagement and encourage understanding and tolerance of differences.	EST has been active in promoting EDI but feedback in the RECSTAS indicated that some individuals would like some BAME-focused events (e.g. in relation to festivals, holidays etc.) to be more welcoming to non-BAME staff to encourage understanding and tolerance, particularly of festivals and cultures (whilst appreciating the need for safe spaces as well). The SBU would like to continue raising staff awareness of and celebrating cultural differences, as well as further engaging staff in advancing REC work.	<ul style="list-style-type: none"> <li>Hold workshops with the BAME Staff Network and others focused on White ally ship, racial justice, cultural awareness etc. for all staff to attend as part of EDIT activities.</li> <li>Create social/informal opportunities for colleagues to celebrate different cultures emphasising openness for all.</li> <li>Regularly share progress against EDI and race equality goals with all staff as part of annual SBU Away Day or similar events.</li> <li>Increase response rates to RECSTAS through active encouragement by</li> </ul>	Plan during 2021  Plan during 2021  Apr 2021  Nov 2022  ONG	ONG  ONG  ONG  Dec 2022	EDIT  EA to Director  Head of Business Support  Director of Estates  HRBP	75% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey.  75% of staff from EST complete next REC staff survey (up from 32%). Consistent proportional response rates for both BAME and White staff.  Positive comments within next RECSTAS in relation to inclusivity for both BAME and White staff.

			<p>Director and senior managers.</p> <ul style="list-style-type: none"> <li>• Ensure transparent dissemination of survey data (e.g. Pulse, WfH, RECSTAS) by ethnicity and progress around race equality work.</li> </ul>		ONG		
FIN AP1	Achieve 100% completion rates for Unconscious Bias training and continue to ensure consistency of recruitment practices moving forward.	Positively, recruitment data show a high number of applications from BAME individuals and no areas of concern in relation to success rates in the past two years. Application to success rates are equal which is not the case in any other area of the University. It will be important to monitor recruitment data to ensure the balance remains, and to continue increasing the uptake of relevant training such as Unconscious Bias (currently completed by 63% of interview panel Chairs and 58% of all staff). FIN often uses diverse interview panels to reflect the diversity of the pool of applicants and is working towards implementing this	<ul style="list-style-type: none"> <li>• Monitor recruitment data by ethnicity annually to determine impact of practices in place and review impact of introduction of anonymous shortlisting.</li> <li>• Encourage UB training for those who have not undertaken it. Send regular reminders to complete training and refreshers.</li> <li>• Ensure diversity of interview panels across all teams, with at least one BAME staff member involved where possible.</li> </ul>	<p>Sept 2021</p> <p>Apr 2021</p> <p>ONG</p>	<p>ANN</p> <p>Dec 2021</p> <p>ONG</p>	<p>HRBP</p> <p>AM/FR</p> <p>Selecting manager</p>	<p>HR provide annual report, analyse at SMT.</p> <p>100% of staff have undertaken UB training by end of 2021, with the exception of new starters who may not have had the chance to do so.</p> <p>Interview panels for UH7 posts and above to have BAME member wherever possible.</p>

		approach across all teams.					
FIN AP2	Enhance awareness and engagement of race equality work across the SBU.	FIN recently set up its EDIT and is developing its EDI action plan. Currently, there is no one to lead on the EDI work specifically so a Champion is needed. As well, only eight individuals (two BAME) responded to the RECSTAS and they endeavour to increase this to capture wider views of staff and encourage engagement.	<ul style="list-style-type: none"> <li>Nominate EDI Champion to lead on work within the SBU.</li> <li>Ensure all staff are encouraged to participate in next RECSTAS via: (1) emails; (2) line managers.</li> <li>Signpost workshops to discuss ally ship, racial justice, cultural awareness etc.</li> <li>Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>Regularly share progress against EDI and race equality goals with all staff.</li> <li>Ensure transparent dissemination of survey data (e.g. Pulse, WfH, RECSTAS) by ethnicity and progress around race equality work.</li> </ul>	May 2021  Nov 2022  ONG  ONG  ONG  As arise	Jun 2021  Dec 2022  ONG  ONG  At least twice per year  As arise	TBA  Director, Deputy Group Finance Director, and EDI Champion  EDI Champion  EDI Champion  HRBP  HRBP	EDI Champion in place.  70% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey. 40% of staff from FIN complete next REC staff survey (up from 14%). Consistent proportional response rates for both BAME and White staff.
HRM AP1	Focus on attracting BAME candidates for all advertised posts and ensuring consistency across	Historically, there has proportionally been a healthy percentage of applications received from BAME candidates in 2017/18 (41%) and	<ul style="list-style-type: none"> <li>Advertise suitable posts to graduating students (e.g. HBS BA [Hons] Business and Human Resources and MA Human</li> </ul>	Jan 21	ONG	HR Lead Team with HR Team Leader Recruitment Salaried	Applications received from BAME candidates increased back to 40% or above each year.

	interview stage of recruitment.	<p>2018/19 (40%). However, this dipped down to 31% in 2019/20. HR would like to attract more BAME applicants as currently, although the proportion of BAME staff is in line with the University at 19%, this should be increased particularly in UH7 and below where there is less representation. Though it improved in 2019/20, success rates also show variation in gaps from interview to success and this will need to be monitored closely moving forward. In the meantime, completion of UB training (currently 73% of interview panel Chairs and 73% of all staff have completed) and consideration of consistency within recruitment practices will be the main focuses.</p>	<p>Resource Management courses.)</p> <ul style="list-style-type: none"> <li>Utilise positive action statements encouraging BAME and male staff as standard within all job adverts. Carefully examine wording of all adverts.</li> </ul>	ONG	Aug 24	HR Team Leader Recruitment Salaried with HRBP for HR	<p>No more than 5% gap from shortlisting to success between BAME and White candidates each year.</p> <p>20% HR staff to support interview panels across the University.</p> <p>HR Managers to keep a shared log of interview panel composition.</p> <p>100% of all staff have undertaken Unconscious Bias training by September 2021.</p>
			<ul style="list-style-type: none"> <li>Continue to support diverse make-up of UH students shadowing in the department.</li> </ul>	ONG	ONG	HR Lead Team	
			<ul style="list-style-type: none"> <li>Encourage diverse interview panels to ensure at least one BAME staff member involved (and invited from another SBU if necessary).</li> </ul>	Sep 21	Apr 21 then 6mthly	All HR recruiting Managers	
			<ul style="list-style-type: none"> <li>Monitor SBU-level impact of recent implementation of anonymous shortlisting.</li> </ul>	Mar 2021	Apr 21 ANN	Assistant Director (AD) for Recruitment and Selection	
			<ul style="list-style-type: none"> <li>Ensure all staff complete Unconscious Bias training (and refresher training).</li> </ul>	Mar 21	ONG	AD of HR for L&OD	
			<ul style="list-style-type: none"> <li>Create a log/report to track diversity of panels and decisions – share with all hiring managers to reinforce</li> </ul>	May 2021	ONG	HR Team Leader for RS and HR Manager	

			a consistent approach across the SBU.			Information Systems	
HRM AP2	Increase awareness and engagement of HR staff with race equality.	HR has been active in its involvement with advancing EDI and race equality work but would like to ensure that all staff within the department are engaged in some way. As well, unfortunately no RECSTAS findings exist as for some reason HR was not among the choices for SBUs in 'further monitoring' so perceptions of the SBU in relation to race/ethnicity are not known. However, HR endeavours to organise further activities to discuss BAME issues and ensure a high response rate in the next RECSTAS to capture staff views and encourage engagement.	<ul style="list-style-type: none"> <li>• Ensure all staff are encouraged by Director to participate in next RECSTAS via: (1) emails; (2) line managers.</li> <li>• Hold discussion sessions focused on ally ship, racial justice, cultural awareness etc.</li> <li>• Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>• Regularly share progress against EDI and race equality goals with all staff as part of annual School Away Day or similar events.</li> <li>• Ensure transparent dissemination of survey data (e.g. Pulse, WfH, RECSTAS) by ethnicity and progress around race equality work.</li> </ul>	Nov 22	Dec 22	Director of HR	85% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey.
				ONG	ONG	HR Lead Team	40% of staff from HR complete next REC staff survey (up from unknown). Consistent
				ONG	ONG	HR Lead Team and EDI Team	proportional response rates for both BAME and White staff.
				ONG	ONG	Director of HR and HRBP for HR	Successfully update at Department meetings
				ONG	ONG	AD of HR for HRIS & EO	
HRM AP3	Continue to actively develop and support BAME staff.	BAME staff development has been supported through several ways including secondments,	<ul style="list-style-type: none"> <li>• Communicate opportunities for BAME staff (Diversifying</li> </ul>	ONG	Feb 24	AD HR for L&OD and Senior HR BP for L&OD	BAME staff continue to be encouraged to undertake opportunities.

		local mentoring, and apprenticeships/masters. HR would like to ensure that BAME staff (both existing and new) continue to be encouraged in their career development.	<p>Leadership Programme/ mentoring schemes) with all new starters from BAME communities.</p> <ul style="list-style-type: none"> <li>• Encourage BAME staff to apply for opportunities such as leadership development, HR Master's etc.</li> <li>• Work with line managers to support BAME staff in discussing career development.</li> <li>• Encourage BAME staff to participate in central BAME Mentoring and Reverse Mentoring Schemes.</li> <li>• Evaluate internal mentoring scheme and BAME staff experiences.</li> </ul>	ONG	ONG	HR Lead Team	Measured by positive responses in next RECSTAS in relation to career development (note that no baseline exists due to HR not being included as option in previous RECSTAS).
				Sep 21	Sep 22	Assistant Directors with L&OD	Achieve 10% BAME HR staff undertaking suitable leadership development opportunities.
				Nov 20	ONG	HR Lead Team	
				May 21	Nov 21	HR Lead Team with L&OD Team	
LCS AP1	Audit and, if necessary, improve recruitment practices and reinforce diversity of shortlisting and interview panels to improve success rates for BAME applicants in LCS.	Staff turnover is lowest in UH, reducing opportunities to make significant changes in short timescales. Budgetary pressures to limit/reduce numbers of higher-grade staff increase competition for each opportunity. Recruitment data show	<ul style="list-style-type: none"> <li>• Utilise positive action and targeted recruitment to attract more BAME staff, particularly within library services, reviewing advertising and encouraging recruitment from UH graduates.</li> </ul>	2021	ONG	Section Heads	100% of Panel Chairs and 80% of all staff have undertaken Unconscious Bias training by 2022.
				Dec 21	Dec 21 ANN	SBU Office/HRBP	Increase representation of BAME staff to 20% by 2022.



		comparable application rates from BAME and White staff. However, success rates highlight significant gaps in shortlisting (except in 2018/19) and at interview stage. Overall gaps application to success rates range from 10-17%. It will be important to reflect on these trends, and to consider the technical and library statistics separately as the latter has an even lower representation of BAME staff. There is relatively low BAME representation in the library side of LCS, reflecting lower numbers in the profession as a whole. This makes recruitment challenging. Nevertheless, LCS will attempt to increase applications from BAME individuals to grow the pipeline through the SBU. Unconscious Bias training has been completed by 54% of interview panel Chairs and 51% of all staff and needs to be increased.	<ul style="list-style-type: none"> <li>• Monitor SBU-impact of recent implementation of anonymous shortlisting.</li> <li>• Organise SBU-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>• Develop SBU recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>• Monitor impact of changes put in place.</li> <li>• Re-establish LCS careers awareness days for UH students</li> </ul>	Dec 21	Dec 21	SBU Office	
				Spring 21	Aug 21	CIO	
				ONG	ONG	Section Heads	
				Oct 21	ONG	Section Heads	
LCS AP2	Increase representation of	Although BAME representation in the IT	<ul style="list-style-type: none"> <li>• Continue to communicate</li> </ul>	ONG	ONG	CIO	Representation of BAME staff at UH9

	BAME staff at UH9 and above to 13%.	side of the SBU is relatively good, there is a need to influence and increase this in proportions at higher grades and help grow the pipeline within library services as well. Currently, only 9% of staff at higher grades in LCS are BAME. Also, the RECSTAS revealed that 36.4%/No.4 out of 11 BAME staff do not understand the promotions criteria (compared to 12.9%/No.3 White out of 23 respondents). BAME staff have been supported with career progression via DLP, mentoring etc. and this will continue.	<p>opportunities for BAME staff (DLP/mentoring schemes, other leadership/development opportunities) with all existing staff and new starters from BAME communities. Encourage take up.</p> <ul style="list-style-type: none"> <li>• Work with line managers to support BAME staff in discussing career development consistently.</li> <li>• Organise progression workshop with HR to help staff understand the promotion processes for professional staff.</li> <li>• Offer opportunities for BAME staff unsuccessful with DLP applications (eg consider LCS mentoring scheme).</li> </ul>	ONG	ONG	Section Heads	and above increases by 4% by 2024.
				Spring 22	ANN	SBU Office/HRBP	At least one application from BAME staff member for leadership development each year.
				Plan Oct 21 Run May 22	Plan Feb 22 Run May 22 ANN	Section Heads	Survey findings around BAME staff understanding of promotions process reduced to be in line with White staff at 12.9%.
LCS AP3	Increase cultural awareness within LCS and ensure wider awareness and engagement of staff with race equality work.	LCS was the first professional SBU to set up its EDIT. Currently, there is no one to lead on the EDI work specifically so a Champion is needed. Feedback in the RECSTAS also indicated	<ul style="list-style-type: none"> <li>• Nominate EDI Champion to lead on work within the SBU.</li> <li>• Ensure all staff are encouraged by Head of Department to participate in next RECSTAS via: (1)</li> </ul>	May 21	Jun 21	CIO	EDI Champion in place.
				Nov 22	Dec 22	Section Heads	80% of staff are aware of SBU's work and targets in relation to race equality, as measured through

		that individuals would like more guidance around working in culturally diverse teams and how to openly discuss cultural difference to encourage other to express their different values openly. As well, taking issues seriously that are raised around cultural differences. Only 20%/No.34 (No.11 BAME) responded to the RECSTAS and they endeavour to increase this to capture wider views of staff and encourage engagement.	<ul style="list-style-type: none"> <li>emails; (2) line managers.</li> <li>Hold drop-in discussion sessions with the BAME Staff Network and others focused on ally ship, racial justice etc.</li> <li>Organise staff cultural awareness workshops.</li> <li>Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>Regularly share progress against EDI and race equality goals with all staff as part of annual School Away Day or similar events.</li> <li>Work with EO to develop guidance for managers and staff around working in diverse teams.</li> </ul>	Twice per year	Twice per year	SBU Office	next REC staff survey. 40% of staff from LCS complete next REC staff survey (up from 20%). Consistent proportional response rates for both BAME and White staff.
				ANN	ANN	EDIT EDIT	
				ONG	ONG		
				ONG	ANN	Section Heads	75% of staff attend Cultural Awareness events.
				Jan 22	Jan 23	EDIT	
OVC AP1	Take proactive steps to increase BAME staff recruitment as vacancies arise.	Although BAME staff FTE has increased since 2014/15, at 18% the OVC has marginally less BAME staff representation than the University average. Diversifying the workforce is difficult due to it being quite static in	<ul style="list-style-type: none"> <li>Enforce requirement for diverse interview panels for all posts to ensure at least one BAME staff member involved (and invited from BAME Staff Network or another SBU if necessary, to</li> </ul>	Mar 21	ONG	Deputy Secretary and Registrar/Heads of Corporate Services	Increase BAME staff representation to 26% by 2024.  Increase number of applications from BAME candidates to 40% by 2023.
				ONG			

		<p>the SBU. However, OVC would like to continue to grow this and attract BAME candidates at all levels. To do that, it will be important to ensure the recruitment process is targeted, robust and fair from start to finish. Success rates have varied over the period and improved in 2019/20, so this will need to be closely monitored moving forward to ensure consistency. The RECSTAS does not indicate a perception that the SBU's practices are not clear or transparent (only 6.4%/No.5 total disagreed, one BAME staff member slightly disagreed out of the 5). It will still be important to ensure completion of training such as Unconscious Bias (currently completed by 72% of interview panel Chairs and 76% of all staff) and consistency of good practice.</p>	<p>avoid over-burdening).</p> <ul style="list-style-type: none"> <li>• Monitor SBU shortlisting rates by ethnicity to assess impact of recent implementation of anonymous shortlisting.</li> <li>• Organise SBU UB session for those who have not attended. Encourage all staff via regular reminders to complete training.</li> <li>• Consider utility of alternative forms of interview assessments as part of recruitment e.g. data analysis skills, focus groups.</li> <li>• Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the SBU.</li> <li>• Develop SBU recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>• Carefully consider locations when advertising for posts.</li> </ul>	<p>Oct 21</p> <p>ONG</p> <p>April 21</p> <p>April 21</p> <p>ONG</p> <p>ONG</p>	<p>ANN</p> <p>June 21</p> <p>June 21</p>	<p>DSR/Heads of Corporate Services and EDIT</p> <p>HoEDI</p> <p>DSR/Heads of Corporate Services and EDIT</p> <p>EA to DS&amp;R</p> <p>DS&amp;R, Heads of Corporate Services, EO</p> <p>DS&amp;R, Heads of Corporate Services, EO</p>	<p>Maintain consistent success rates from application to success between BAME and White candidates year on year, with no more than a 5% gap.</p> <p>100% of Panel Chairs and 100% of all staff have undertaken Unconscious Bias training by end of 2022.</p>
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			<p>Utilise different avenues to promote vacancies such as Staff Networks, VCS Groups, Herts Equality Council and neighbouring towns etc.</p> <ul style="list-style-type: none"> <li>• Include positive action statements in all recruitment adverts.</li> <li>• Continue to utilise agencies for senior posts with positive action recruitment as main focus.</li> </ul>			Recruiting Managers	
OVC AP2	Commitment to proactively encourage and support BAME staff within their career development to more senior roles.	BAME staff representation at UH9 and above is only 4% in the OVC. In the RECSTAS, 32.2%/No.20 (33.4%. No.2 BAME) of respondents did not feel there were clear progression pathways for people in their roles. The OVC is home to the VCE and BAME individuals are less likely across the sector to be represented at the most senior levels. Therefore, the SBU recognises that targeted support is essential to ensure BAME staff can build confidence and develop, to eventually aim for	<ul style="list-style-type: none"> <li>• Communicate opportunities for BAME staff (DLP/mentoring schemes) with all new starters from BAME communities.</li> <li>• Encourage BAME staff to apply for DLP.</li> <li>• Work with line managers to support BAME staff in discussing career development.</li> <li>• Encourage BAME staff to participate in central BAME Mentoring and Reverse Mentoring Schemes.</li> <li>• Organise progression workshop with HR to</li> </ul>	ONG		S&R, DS&R and Heads of Corporate Services	Increase representation of BAME staff at UH9 and above to 10% by 2024 and 16% by 2025.
				ONG		S&R, DS&R and Heads of Corporate Services	At least three additional BAME member of staff successful in securing DLP place by 2024.
				ONG		S&R, DS&R and Heads of Corporate Services	Consistently positive responses from BAME staff around career development and support in the RECSTAS.
				Nov 21		S&R, DS&R and Heads of Corporate Services	

		progressing into senior posts.	<p>help staff understand the promotion processes for professional staff.</p> <ul style="list-style-type: none"> <li>Regularly promote openings, secondment and shadowing opportunities within the SBU to all staff via emails. Encourage BAME staff in particular to apply.</li> </ul>	ONG		S&R, DS&R	
						Recruiting Manager	
OVC AP3	Continue to increase awareness and engagement of OVC staff with race equality work.	The OVC has been active in its involvement with advancing EDI and race equality work, and response rates to the RECSTAS were the highest in the University at 77%/No.62 (10%/No.6 BAME). The majority of staff agreed (91.9%/No.57, 3.2%/No.2 neutral) that the University is committed to creating an inclusive environment. However, they would like to ensure that all staff within the department continue to be engaged in some way and to develop an inclusive culture within the SBU through organising and hosting diversity events to help raise awareness, celebrate and educate.	<ul style="list-style-type: none"> <li>Ensure all staff are encouraged by S&amp;R to participate in next RECSTAS via: (1) emails; (2) line managers.</li> <li>Hold further discussion sessions focused on ally ship, racial justice, cultural awareness etc.</li> <li>Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>Regularly share progress against EDI and race equality goals with all staff as part of annual OVC Away Day or similar events.</li> <li>Ensure transparent dissemination of</li> </ul>	ANN		S&R and Heads of Corporate Services	95% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey. 90% of staff from OVC complete next REC staff survey (up from 77%). Consistent proportional response rates for both BAME and White staff. At least 3 discussion sessions and social opportunities held per year. All staff attend at least one event/session.
				Oct 21	ONG	S&R and HoEDI	
				ONG		DS&R and HoEDI	
				ONG		Heads of Corporate Services	
				ONG		DS&R and Heads of	

			<p>survey data (e.g. Pulse, WfH, RECSTAS) by ethnicity and progress around race equality work.</p> <ul style="list-style-type: none"> <li>• Incorporate EDI objectives including training needs in appraisals (Unconscious Bias, EDI essentials etc.).</li> <li>• Continue to ensure high visibility and participation of VCE members with BHM, BAME mentoring and other initiatives.</li> </ul>	<p>Sept 21</p> <p>ONG</p>	ANN	<p>Corporate Services</p> <p>Heads of Corporate Services</p> <p>S&amp;R, VCE and BoG</p>	
MCM AP1	Audit and, if necessary, improve recruitment practices and reinforce diversity of shortlisting and interview panels to improve success rates for BAME applicants in MCM.	<p>Gaps in success rates between BAME and White candidates are evident at all stages of recruitment. And given that the SBU has one of the lowest proportions of BAME staff in the University, this needs to be addressed.</p> <p>Representation of BAME staff is very low at 7% and there are no BAME staff at UH7 and above. In terms of Unconscious Bias training, 67% of Panel Chairs have undertaken this and 66% of all staff.</p>	<ul style="list-style-type: none"> <li>• Audit shortlisting and interview panels to ensure diversity, with at least one BAME staff member involved (invited from other SBUs or BAME Staff Network to avoid over-burdening). Line managers to use their own networks, with support from BAME staff network/EDI office to identify diverse panels.</li> <li>• Monitor impact of recent implementation of anonymous shortlisting in SBU.</li> </ul>	<p>Feb 21</p> <p>Aug 21</p> <p>ONG</p>	<p>ONG</p> <p>ANN</p> <p>ONG</p>	<p>Marcomms Business Manager / Director of Marketing and Communications</p> <p>Director of Marketing and Communications / HRBP</p>	<p>Reduce the gap between BAME and White applicants from application to interview stage to no more than 3% difference annually.</p> <p>100% of Panel Chairs and 100% of all staff have undertaken Unconscious Bias training by end of 2021.</p> <p>Figures to be reviewed in-line with HR reporting.</p>

			<ul style="list-style-type: none"> <li>Organise SBU-based UB training for those who have not undertaken it. Send regular reminders to complete training.</li> <li>Consider utility of alternative forms of interview assessments as part of recruitment.</li> <li>Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the SBU. Annually monitor impact of changes put in place.</li> </ul>	ONG	ONG	Director of Marketing and Communications	Annual review with increased representation of BAME staff to 15% by 2024
				Apr 21	ONG	Director of Marketing and Communications	Increase the percentage of BAME colleagues in UH7 and above roles by 100% (from 0%) by 2024.
				ONG	ANN	Marcomms Business Manager	
						Director of Marketing and Communications	
MCM AP2	Utilise positive action and targeted recruitment to attract more BAME applicants.	Fewer applications were received from BAME candidates over the past three years. MCM have therefore focussed their attention to advertise in diverse media and from November 2020 onwards (in addition to standard media), began advertising vacancies on Diversityjobsite.co.uk. They will continue to try and attract more BAME candidates to increase	<ul style="list-style-type: none"> <li>Utilise positive action and targeted recruitment to attract more BAME applicants in all job adverts.</li> <li>Take stock of current advertising streams and consider further avenues to specifically target BAME candidates (in addition to Diversityjobsite.co.uk),</li> </ul>	Apr 21	ONG	Marcomms Business Manager	Applications from BAME candidates remain at 40% or above.
				Apr 21	Dec 21 and ONG	Deputy Directors of Marketing and Communications	
				Apr 21	ANN		



		representation across all grades.	<ul style="list-style-type: none"> <li>including in the local areas around Hertfordshire.</li> <li>Target graduate students from HUM BA and MA Media programmes (utilising positive action statements) and BA/MA Marketing in BUS for junior positions and student placements to attract BAME applicants within diverse student cohorts. Placement event students recruited every year for student recruitment events team.</li> <li>Organise information session for BAME internal student candidates interested in learning more about MCM opportunities, in partnership with Careers who run a dedicated BAME careers fair, set to take place in summer 2021</li> <li>Annually monitor impact of changes put in place.</li> </ul>	<p>Apr 21</p> <p>Apr 22</p>	<p>Summer 21 Date TBC ANN</p> <p>ANN</p>	<p>Deputy Directors of Marketing and Communications</p> <p>Deputy Directors of Marketing and Communications</p> <p>Marcomms Business Manager</p>	
MCM AP3	Increase engagement, understanding and	MCM set up their EDIT in June 2020 and recently agreed their EDI	<ul style="list-style-type: none"> <li>Nominate EDI Champion to lead on work within the SBU.</li> </ul>	Apr 21	May 21	Director of Marketing and Communications	EDI Champion in place.

	openness amongst all MCM staff around race equality.	action plan. Currently, there is no one to lead on the EDI work specifically so a Champion is needed. Feedback within the RECSTAS indicated that colleagues may need support in understanding the need for positive action, and provided with safe platforms to speak about race, difference and how this impacts on areas such as hiring practices. Enhancing knowledge and educating staff is a primary aim within the SBU. The response rate for the RECSTAS was 22% so it will also be important to increase engagement to better understand colleague perceptions and understanding of race and ethnicity.	<ul style="list-style-type: none"> <li>• Ensure all staff are encouraged by Director to participate in next RECSTAS via: (1) emails; (2) line managers.</li> <li>• Play an active role in marketing REC surveys utilising team resource to ensure high response rate across the University.</li> <li>• Support future facilitation of future REC consultation focus groups.</li> <li>• Hold drop-in discussion sessions with the BAME Staff Network and others focused on ally ship, racial justice, Cultural Awareness etc.</li> <li>• Regularly share progress against EDI and race equality goals with all staff.</li> <li>• Ensure transparent dissemination of survey data (e.g. Pulse, WfH, RECSTAS) and progress around race equality work. Seek BAME colleagues' and student feedback and input (being conscious</li> </ul>	Nov 22	Dec 22	Director of Marketing and Communications	100% of staff are aware of SBU's work and targets in relation to race equality, as measured through next REC staff survey.
				Aug 22	Jan 23	Deputy Director of Marketing and Communications	40% of staff from MCM complete next REC staff survey (up from 22%).
				Apr 23	Jun 23	Insight Team	Consistent proportional response rates for both BAME and White staff.
				Mar 21	ONG	Deputy Director of Marketing and Communications	
				ONG	ONG	EDI Champion	
				ONG	As info arises	Director of Marketing and Communications	
				ONG	ONG	Deputy Director of Marketing and Communications	

			not to over-burden) proactively on ensuring work environment and the work we do is inclusive and representative of student and staff body.				
REG AP1	Audit and, if necessary, improve recruitment practices to attract more BAME candidates and improve success rates compared to White staff.	Fewer applications were received from BAME candidates over the past three years (34-38%). REG has taken a number of steps to address this, e.g. advertising on the London tube network, which was not particularly successful. They have not given up and will continue to be creative in diversifying advertising streams and utilising positive action to attract more BAME candidates. Even following restructuring, REG has one of the lowest proportions of BAME staff at the University (12%) and has historically had difficulties in recruiting BAME staff. Gaps in success rates between BAME and White candidates are evident at all stages of	<ul style="list-style-type: none"> <li>Utilise positive action and targeted recruitment to attract more BAME applicants.</li> <li>Take stock of current advertising streams and consider further avenues to specifically target BAME candidates, including local areas around Hertfordshire.</li> <li>Develop SBU recruitment handbook featuring diverse imagery and emphasising EDI elements/inclusive culture.</li> <li>Audit interview and shortlisting panel make-up.</li> <li>Ensure panel diversity, with at least one BAME staff member involved (invited from other SBUs or BAME Staff</li> </ul>	Apr 2021  Nov 2021  Nov 2021  Apr 2021 Apr 2021  Aug 2021  ONG and May 2022 Sept 2021	ONG      ONG  ONG  ANN	Assistant Registrar (Strategic Projects) and HR  Assistant Registrar (Strategic Projects) and HR  HRBP  Assistant Registrar (Strategic Projects)  Assistant Registrar (Strategic Projects)	Increase applications from BAME candidates year on year aiming for no less than 35% BAME applicants.  Gap in success rates decreases to 5% in application to shortlisting stage.  100% of Panel Chairs and all staff have undertaken Unconscious Bias training by 2022.  Increase representation of BAME staff to 25% by 2025.

		recruitment, though this improved somewhat in 2019/20. Given that the SBU has one of the lowest proportions of BAME staff in the University, this needs to be addressed. In terms of Unconscious Bias training, this has been completed by 85% of interview panel Chairs and 71% of all staff.	<ul style="list-style-type: none"> <li>Network to avoid over-burdening).</li> <li>Monitor impact of recent implementation of anonymous shortlisting in SBU.</li> <li>Organise SBU-based UB training (2022) for those who have not undertaken it. Send regular reminders to complete online training.</li> <li>Consider utility of alternative forms of interview assessments as part of recruitment.</li> <li>Create a log to track diversity of panels and decisions – share with all hiring managers to reinforce a consistent approach across the SBU.</li> <li>Annually monitor impact of changes put in place.</li> </ul>	<p>Jun 2021</p> <p>Jan ANN</p>	<p>ONG</p> <p>Nov 2021</p> <p>Jul 2021</p> <p>Jan ANN</p>	<p>Assistant Registrar (Strategic Projects) and HR</p> <p>Assistant Registrar (Strategic Projects)</p> <p>Director (Student Administration)</p> <p>Assistant Registrar (Strategic Projects)</p> <p>Assistant Registrar (Strategic Projects)</p>	
REG AP2	Increase representation of BAME staff at UH9 and above to 16%.	Positively, BAME staff representation at UH9 and above is currently 13.6% (No.3) in REG due to recent appointments outside	<ul style="list-style-type: none"> <li>Communicate opportunities for BAME staff (DLP/mentoring schemes) with all new</li> </ul>	<p>Apr 2021</p> <p>As they arise</p>	ONG	Assistant Registrar (Strategic Projects)	Increase representation of BAME staff at UH9 and above to 16% by 2024.

		<p>the data period (such as a new BAME Director of Student Administration). In the RECSTAS, 31.3%/No.15 (cannot break down by ethnicity due to small numbers) of respondents did not feel there were clear progression pathways for people in their roles. More defined progression pathways have been put in place following StAR so it will be important to monitor staff perception around this. In addition, 22.2%/No.10 staff did not understand the promotion process or criteria. Supporting BAME staff in their career progression is particularly important considering their vast under-representation at most grades, to build the pipeline up to UH9 and above.</p>	<p>starters from BAME communities.</p> <ul style="list-style-type: none"> <li>• Encourage BAME staff to apply for leadership opportunities.</li> <li>• Work with line managers to support BAME staff in discussing career development.</li> <li>• Encourage BAME staff to participate in central BAME Mentoring and Reverse Mentoring Schemes.</li> <li>• Organise progression workshop with HR to help staff understand the promotion processes for professional staff.</li> <li>• Regularly promote openings, secondment and shadowing opportunities within the SBU to all staff via emails. Encourage BAME staff in particular to apply.</li> </ul>	<p>Jun 2021 ANN</p> <p>Next intake Sept 2021 Jul 2021</p> <p>ONG</p>	<p>As they arise Sept 2021 ANN</p> <p>One-year ANN</p> <p>ANN</p> <p>ONG</p>	<p>Line Managers</p> <p>HRBP</p> <p>Line Managers</p> <p>Assistant Registrar (Strategic Projects) and HR</p> <p>Line Managers</p>	<p>At least one BAME member of staff supported to apply for leadership development opportunities (e.g. DLP, Aurora etc.) each year.</p> <p>Decrease in number of staff not understanding the promotion process to 10%. Proportional response rates from BAME and White staff.</p>
REG AP3	Increase awareness and engagement of REG staff with race equality work.	REG very recently set up their EDI and are working on their EDI action plan, so focused work in this area is quite new to them. They would	<ul style="list-style-type: none"> <li>• Nominate EDI Champion to lead on work within the SBU.</li> <li>• Liaise with new Director of Student Administration who is</li> </ul>	<p>May 2021</p> <p>May 2021</p>	<p>Jun 2021</p> <p>Aug 2021</p>	Assistant Registrar	<p>EDI Champion in place.</p> <p>60% of staff are aware of SBU's work and targets in relation</p>

		like to ensure all staff are aware of their objectives and engaged with race equality work. Currently, there is no one to lead on the EDI work specifically so a Champion is needed.	<p>BAME to seek advice on involving BAME staff in local priorities, design and delivery of activities/outputs, whilst avoiding over-burdening and tokenism.</p> <ul style="list-style-type: none"> <li>• Hold discussion sessions open to all with the BAME Staff Network and others focused on ally ship, racial justice, Cultural Awareness etc.</li> <li>• Create social/informal opportunities for colleagues to celebrate different cultures.</li> <li>• Regularly share progress against EDI and race equality goals with all staff.</li> <li>• Seek BAME colleagues' feedback and input (being conscious not to over-burden) proactively on ensuring work environment is inclusive.</li> </ul> <p>Agree and embed EDI targets within personal objectives of all staff within REG during appraisal round.</p>	Twice per year	ANN	Assistant Registrar and Director (Student Administration)	to race equality, as measured through next REC staff survey. Each member of staff attends at least one event/session per year.
				Twice per year	ANN	Assistant Registrar	
				Feb 2022	ANN		
				May 2021	ANN	Assistant Registrar	
				Jun 2021	ONG	Assistant Registrar	
					Sept 2021 ONG	Assistant Registrar	
						Academic Registrar	

REG AP4	Closely monitor REG data and staff feedback by ethnicity following StAR transition and develop actions as required.	During November 2018, a Student Administration Review (StAR) was initiated and finalised in summer 2020. The new structure has resulted in most School-based professional staff being moved into three central University 'Hubs' now located within REG, increasing the SBU's FTE by 108.6. Affected staff (20 BAME) received one-one consultations, plus interview skills training, supporting applications for vacancies within the new structure. As the changes are fairly recent, REG will ensure they closely monitor their diversity data and staff feedback by ethnicity to track the impact of the re-structuring over time. The RECSTAS also took place before the transition, so it will be important to ensure a high response rate (originally 31%/No.45, 4 BAME staff) to gauge staff opinion and the impact of this.	<ul style="list-style-type: none"> <li>Analyse staff data by ethnicity annually.</li> <li>Ensure all staff are encouraged by Director to participate in next RECSTAS via: (1) emails; (2) line managers.</li> <li>Ensure transparent dissemination of survey data (e.g. Pulse, WfH, RECSTAS) and progress around race equality work.</li> <li>Develop further actions as required.</li> </ul>	Jan 2022 Nov 2022  ONG  ONG	ANN  Dec 2022  ONG  ONG	Director (Student Administration)  Academic Registrar, Director (Student Administration) and Line Managers Academic Registrar  Director (Student Administration)	Data monitored regularly and further actions put in place if needed.  60% of staff from REG complete next REC staff survey (up from 31%). Consistent proportional response rates for both BAME and White staff.
Academic SBUs – Student-focused Actions							

HBS 7c.1	HBS to identify, and support BAME UG students at risk of dropping out e.g. through work of school student success team and mentoring/coaching support.	The dropout rate for Home/EU UG BAME students (9.5%) is higher than for White UG students (7.7%) (2018-19 baseline) (Differential of 1.8pp)	Targets for reduction in Home/EU differentials <ul style="list-style-type: none"> <li>• 2019-20: 1.4pp</li> <li>• 2020-21: 1.0pp</li> <li>• 2021-22: 0.6pp</li> <li>• 2022-23: 0.2pp</li> <li>• 2023-24: 0</li> </ul>	Sep 2019	Jul 25	ADLT HBS	Year on year targets met to eliminate the differential
		The dropout rate for INT UG BAME students (6.2%) is higher than for White INT UG students (5.3%) (2018-19 baseline) (Differential of 1.2pp) <i>(NB caution must be taken when considering White INT students as 5.3% represents only 5 students. Targets are therefore based on the reduction in INT student percentage drop out and not differentials)</i>	Targets for reduction in percentage of BAME INT student dropout rate <ul style="list-style-type: none"> <li>• 2019-20: 6.0%</li> <li>• 2020-21: 5.8%</li> <li>• 2021-22: 5.6%</li> <li>• 2022-23: 5.4%</li> <li>• 2023-24: 5.3%</li> </ul>	Sep 2019	Jul 25	ADLT HBS	Year on year targets met to reduce INT BAME student drop out
HBS 7d.1	HBS to reduce their awarding gap by 75 percentage points (pp) according to APP targets	The awarding gap was 27pp (2018-19 baseline)	APP targets <ul style="list-style-type: none"> <li>• 2019-20: 25pp</li> <li>• 2020-21: 23pp</li> <li>• 2021-22: 19pp</li> <li>• 2022-23: 15pp</li> <li>• 2023-24: 13pp</li> <li>• 2024-25: 9pp</li> </ul>	Sep 2019	Jul 25	Dean of HBS	Year on year targets met
HBS7f.3	HBS and CE to further support BAME students in preparation for employment	2017-18 Graduate Outcomes data shows a higher percentage of BAME students (11.5%) unemployed compared	<ul style="list-style-type: none"> <li>• 2018-19: 6.0pp</li> <li>• 2019-20: 5.0pp</li> <li>• 2020-21: 4.0pp</li> <li>• 2021-22: 3.0pp</li> <li>• 2022-23: 2.0pp</li> </ul>	Sep 2019	Jul 25	Careers Advisor in CE linked with HBS and ADLT HBS	Year on year targets met to reduce percentage unemployment differential



		to White students (4.8%) 15 months post-graduation (Differential of 6.7pp)	(to note GO data is collected 15 months post-graduation and year refers to year of completed study)				
CTA 7c.1	CTA to identify, and support BAME UG full time and part time students at risk of dropping out e.g. through work of school student success team and mentoring/coaching support.	The dropout rate for UG BAME students (10.6%) is higher than for White UG students (9.0%) (2018-19 baseline) (Differential of 1.6pp) <i>(INT student number are very small, I so targets are based on Home/EU data)</i>	Targets <ul style="list-style-type: none"> <li>2019-20: 1.3pp</li> <li>2020-21: 1.0pp</li> <li>2021-22: 0.6pp</li> <li>2022-23: 0.2pp</li> <li>2023-24: 0</li> </ul>	Sep 2019	Jul 25	ADLT CTA	Year on year targets met to eliminate the differential
CTA 7d.1	CTA to reduce their awarding gap by 75 percentage points (pp) according to APP targets	The awarding gap was 24pp (2018-19 baseline)	APP targets <ul style="list-style-type: none"> <li>2019-20: 23pp</li> <li>2020-21: 22pp</li> <li>2021-22: 29pp</li> <li>2022-23: 15pp</li> <li>2023-24: 16pp</li> <li>2024-25: 6pp</li> </ul>	Sep 2019	Jul 25	Dean of CTA	Year on year targets met
CTA7e.1	Recognising a lack of diversity in Home CTA PGT students, develop and implement a BAME scholarship programme	White students represent 83% of Home PGT students in CTA (BAME student numbers = 31, White student numbers = 156) (2018-19 baseline)	Collaborate with other schools with low PGT diversity (EDU and HUM) and MCM to establish scholarship criteria and funding  Implement scholarship programme	Dec 20  Sep 21	Jul 21  Jul 24	Head of Development MCM, Dean of CTA	20% increase in Home BAME PGT numbers in CTA by Jul 24
EDU7c.1	EDU to identify, and support BAME UG students at risk of dropping out e.g. through work of school student success team and	The dropout rate for UG BAME students (6.8%) is higher than for White UG students (4.8%) (2018-19 baseline) (Differential of 2.0pp)	Targets <ul style="list-style-type: none"> <li>2019-20: 1.6pp</li> <li>2020-21: 1.2pp</li> <li>2021-22: 0.7pp</li> <li>2022-23: 0.3pp</li> <li>2023-24: 0</li> </ul>	Sep 2019	Jul 25	ADLT EDU	Year on year targets met to eliminate the differential

	mentoring/coaching support.	<i>(INT student number are very small, so targets are based on Home/EU data)</i>					
EDU 7d.1	EDU to reduce their awarding gap according to APP targets	The awarding gap was 20pp (2018-19 baseline)	APP targets <ul style="list-style-type: none"> <li>• 2019-20: 19pp</li> <li>• 2020-21: 18pp</li> <li>• 2021-22: 16.5pp</li> <li>• 2022-23: 14.5pp</li> <li>• 2023-24: 12.5pp</li> <li>• 2024-25: 9.5pp</li> </ul>	Sep 2019	Jul 25	Dean of EDU	Year on year targets met
EDU 7e.1	Recognising a lack of diversity in Home EDU PGT students, develop and implement a BAME scholarship programme	White students represent 87% of Home PGT students in EDU (BAME student numbers = 84, White student numbers = 667) (2018-19 baseline)	Collaborate with other schools with low PGT diversity (CTA and HUM) and MCM to establish scholarship criteria and funding  Implement scholarship programme	Dec 20  Sep 21	Jul 21  Jul 24	Head of Development MCM, Dean of EDU	20% increase in Home BAME PGT numbers in EDU by Jul 24
EDU7e.7	Recognising a lack of diversity in Home EDU PGR students, develop and implement a BAME scholarship programme	White students represent 85% of Home PGR students in EDU (BAME student numbers = 6, White student numbers = 34) (2018-19 baseline)	Collaborate with other schools with low PGR diversity (EDU, HUM and SPECS) and MCM to establish scholarship criteria and funding  Implement scholarship programme	Dec 20  Sep 21	Jul 21  Jul 24	Head of Development MCM, Dean of EDU	20% increase in Home BAME PGT numbers in EDU by Jul 24
HSK7a.1	There have been improvements in application to offer ratios in HSK and application to offer ratios have doubled for Black and Asian students but HSK still have the	Application to offer ratio for Black/Black British students is 29% Application to offer ratio for White students is 49% (2018/19 baseline) (Differential of 20 percentage points)	Targets for differentials in application to offer ratios <ul style="list-style-type: none"> <li>• 2019-20: 16pp</li> <li>• 2020-21: 12pp</li> <li>• 2021-22: 8pp</li> <li>• 2022-23: 4pp</li> <li>• 2023-24: 2pp</li> <li>• 2024-25: 0pp</li> </ul>	Sep 2019	Jul 25	Dean of HSK	Elimination of differential in application to offer ratios between Home White and Black/Black British students in alignment with

	largest application to offer ratios gap between Black and White for Home students						University APP target
HSK7d.1	HSK to reduce their awarding gap by 75 percentage points (pp) according to APP targets	The awarding gap was 29pp (2018-19 baseline)	APP targets <ul style="list-style-type: none"> <li>• 2019-20: 27pp</li> <li>• 2020-21: 25.5pp</li> <li>• 2021-22: 21pp</li> <li>• 2022-23: 16.5pp</li> <li>• 2023-24: 12pp</li> <li>• 2024-25: 7.5pp</li> </ul>	Sep 2019	Jul 25	Dean of HSK	Year on year targets met
HSK7e.3	Investigate reasons for increasing trends in non-continuation in HSK for Home/EU BAME and White PGT students and implement mitigating actions.	Data indicates increasing trends BAME PGT student non-continuation = 15% 2016/17; 16% 2017/18; 18% 2018-19 White PGT student non-continuation = 17% 2016/17; 19% 2017/18; 19% 2018-19	<ul style="list-style-type: none"> <li>• EDIT to investigate PGT non-continuation data</li> <li>• EDIT to hold focus groups with PGT students to identify any challenges and supportive actions</li> <li>• ADLT and programme leaders to implement identified actions</li> </ul> Target <ul style="list-style-type: none"> <li>• Non-continuation for BAME PGT Home/EU students = 14% by Jul 22</li> <li>• Non-continuation for White PGT Home/EU students = 14% by Jul 22</li> </ul>	Jan 21	July 22	Chair of HSK EDIT and ADLT HSK	Reduction in non-continuation for PGT HSK BAME and White students to University average (14%) by Jul 22
HUM7c.1	HUM to identify, and support BAME INT UG students at risk of dropping out e.g. through work of school student	The dropout rate for INT UG BAME students has been consistently higher than for White INT UG students (2018-19 baseline BAME = 4.0%;	Targets for reduction in percentage of BAME INT student dropout rate <ul style="list-style-type: none"> <li>• 2019-20: 3.8%</li> <li>• 2020-21: 3.6%</li> <li>• 2021-22: 3.5%</li> </ul>	Sep 2019	Jul 25	ADLT HUM	Year on year targets met to reduce INT BAME student drop out

	success team and mentoring/coaching support.	White =0%) (Differential of 4.0pp)  (NB caution must be taken when considering INT students as 4% represents only 10 students.)	<ul style="list-style-type: none"> <li>2022-23: 3.2%</li> <li>2023-24 3.0%</li> </ul>				
HUM 7d.1	HUM to reduce their awarding gap according to APP targets	The awarding gap was 18pp (2018-19 baseline)	APP targets <ul style="list-style-type: none"> <li>2019-20: 17pp</li> <li>2020-21: 16pp</li> <li>2021-22: 14.5pp</li> <li>2022-23: 15.5pp</li> <li>2023-24: 10.5pp</li> <li>2024-25: 8.5pp</li> </ul>	Sep 2019	Jul 25	Dean of HUM	Year on year targets met
HUM7e.1	Recognising a lack of diversity in Home HUM PGT students, develop and implement a BAME scholarship programme	White students represent 77% of Home PGT students in HUM (BAME student numbers = 14, White student numbers = 47) (2018-19 baseline)	Collaborate with other schools with low PGT diversity (CTA and EDU) and MCM to establish scholarship criteria and funding  Implement scholarship programme	Dec 20  Sep 21	Jul 21  Jul 24	Head of Development MCM and Dean of HUM	20% increase in Home BAME PGT numbers in HUM by Jul 24
HUM7e.7	Recognising a lack of diversity in Home HUM PGR students, develop and implement a BAME scholarship programme	White students represent 66% of Home PGR students in HUM (BAME student numbers = 17, White student numbers = 33) (2018-19 baseline)	Collaborate with other schools with low PGR diversity (EDU and SPECS) and MCM to establish scholarship criteria and funding  Implement scholarship programme	Dec 20  Sep 21	Jul 21  Jul 24	Head of Development MCM and Dean of HUM	20% increase in Home BAME PGT numbers in HUM by Jul 24
LAW7d.1	LAW to reduce their awarding gap according to APP targets	The awarding gap was 24pp (2018-19 baseline)	APP targets <ul style="list-style-type: none"> <li>2019-20: 23pp</li> <li>2020-21: 22pp</li> <li>2021-22: 19pp</li> </ul>	Sep 2019	Jul 25	Dean of HLS	Year on year targets met

			<ul style="list-style-type: none"> <li>• 2022-23: 15pp</li> <li>• 2023-24: 11pp</li> <li>• 2024-25: 7pp</li> </ul>				
LAW7f.3	LAW and CES to further support BAME students in preparation for employment	2017-18 Graduate Outcomes data shows a higher percentage of BAME students (12.3%) unemployed compared to White students (5.3%) 15 months post-graduation (Differential of 7.0pp)	<ul style="list-style-type: none"> <li>• 2008-19: 6.0pp</li> <li>• 2019-20: 5.0pp</li> <li>• 2020-21: 4.0pp</li> <li>• 2021-22: 3.0pp</li> <li>• 2022-23: 2.0pp</li> <li>• <i>(to note GO data is collected 15 months post-graduation and year refers to year of completed study)</i></li> </ul>	Sep 2019	Jul 25	Careers Advisor in CE linked with LAW and ADLT LAW	Year on year targets met to reduce percentage unemployment differential
LMS7c.1	LMS to identify, and support BAME INT UG students at risk of dropping out e.g. through work of personal tutors and mentoring/coaching support.	<p>The dropout rate for INT UG BAME students is higher than for White INT UG students (2018-19 baseline BAME = 7.1%; White =2.5%) (Differential of 4.6pp)</p> <p><i>(NB caution must be taken when considering percentages INT White students as 2.5% represents only 1 student, where as 7.1% of BAME INT students represents 29 students. Targets are therefore based on the reduction in INT student percentage drop out and not differentials)</i></p>	<p>Targets for reduction in percentage of BAME INT student dropout rate</p> <ul style="list-style-type: none"> <li>• 2019-20: 6.7%</li> <li>• 2020-21: 6.3%</li> <li>• 2021-22: 6.0%</li> <li>• 2022-23: 5.7%</li> <li>• 2023-24: 5.4%</li> </ul>	Sep 2019	Jul 25	ADLT LMS	Year on year targets met to reduce INT BAME student drop out
LMS 7d.1	LMS to reduce their awarding gap	The awarding gap was 10pp (2018-19 baseline)	<p>APP targets</p> <ul style="list-style-type: none"> <li>• 2019-20: 9pp</li> <li>• 2020-21: 8pp</li> </ul>	Sep 2019	Jul 25	Dean of LMS	Year on year targets met



	(e.g. BAME engineering speaker series, BAME career mentoring programme) and to work within physics, astrophysics and mathematics to improve graduate outcomes for White students	<p>Engineering and Technology 2017/18 GO data (% unemployed) BAME students = 18.5% White students = 3.3% 15 months post-graduation (Differential of 15.2pp)</p> <p>2017/18 GO data for Physics, astrophysics and maths graduates identifies high unemployment for White students BAME students = 6.7% White students = 13.5% 15 months post-graduation (Differential of 6.8pp)</p>	<ul style="list-style-type: none"> <li>• 2020-21: 16.0%</li> <li>• 2021-22: 15.0%</li> <li>• 2022-23: 13.5%</li> </ul> <p><i>(to note GO data is collected 15 months post-graduation and year refers to year of completed study)</i></p> <p>GO targets for percentage unemployment for graduates from White backgrounds within Physics, Astronomy and Maths</p> <ul style="list-style-type: none"> <li>• 2018-19: 13.0%</li> <li>• 2019-20: 14.0%</li> <li>• 2020-21: 11.0%</li> <li>• 2021-22: 9.0%</li> <li>• 2022-23: 8.5%</li> </ul> <p><i>(to note GO data is collected 15 months post-graduation and year refers to year of completed study)</i></p>	Feb 21	Jul 24	Careers Advisor in CE linked with SPECS and ADLT SPECS	Reduction by 5 percentage points of 'unemployment percentage' for graduates from White backgrounds within Physics, Astronomy and Maths
SPECS 7e.7	Recognising a lack of diversity in Home Physics, Astronomy and Maths PGR students, develop and implement a BAME scholarship programme (PAM is now part of SPECS)	White students represent 79% of Home PGR students in PAM (BAME student numbers = 6, White student numbers = 26) (2018-19 baseline)	<p>Collaborate with other schools with low PGR diversity (EDU and HUM) and MarComms to establish scholarship criteria and funding</p> <p>Implement scholarship programme</p>	Dec 20  Sep 21	Jul 21  Jul 24	Dean of SPECS and MarComms	20% increase in Home BAME PGT numbers in SPECS (PAM subject) by Jul 24