



Race equality charter application form

Name of institution: University of Nottingham

Level of award application: Bronze

Main contact for the application and contact details:

Main Contacts

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Pro-Vice Chancellor, Equality, Diversity and Inclusion and People

Co-Chair Race Equality Charter Mark Self-Assessment Group

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Co-Chair Race Equality Charter Mark Self-Assessment Group

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Acronyms and Abbreviations

For ease of reading, we recommend this page is removed or copied

Acronym	Meaning
ADC	Annual Development Conversation (replaced PDPR in 2019)
AP	Action Plan
APM	Administrative, Professional and Managerial Job Family
APP	Access and Participation Plan
APVC	Associate Pro-Vice Chancellor
AS	Athena Swan
BAME	Black, Asian and Minority Ethnic
BLM	Black Lives Matter
BAME	Black and Minority Ethnic
CARO	Campaign and Alumni Relations Office
CCS	Child Care Services
CDA	Curriculum Design and Assessment
CES	Careers and Employability Services
CPD	Continuing Professional Development
CtG	Closing the Gap
DbD	Diversity by Design
DL	Distance Learning
DWG	Data Working Group
EC	Expiry of Contract
E&H	Estates and Hospitality
EDI	Equality, Diversity and Inclusion
EEAR	Education, Enhancement and Assurance Review
EIC WG	Engagement, Involvement and Communication Working Group
EPSRC	Engineering and Physical Sciences Research Council
ER	External Relations
ESE	Education & Student Experience
F&I	Finance and Infrastructure
FABS	Financial and Business Services
FEB	Faculty Executive Board
FEDIG	Faculty Equality, Diversity and Inclusion Group
FMHS	Faculty of Medicine and Health Sciences
FoA	Faculty of Arts
FoD	Faculty Operations Director

FoE	Faculty of Engineering
FoS	Faculty of Science
FoSS	Faculty of Social Science
FPVC	Faculty [of Engineering] Pro-vice Chancellor
FT	Full Time
FTE	Full Time Equivalent
HE	Higher Education
HEI	Higher Education Institutions
HESA	Higher Education Statistics Agency
HEU	Home and European Union
HC	Headcount
HoRG	Head of Research Group
HR	Human Resources
HRBP	Human Resources Business Partner
IS	Information Services
IL	Involuntary Leavers
KPI	Key Performance Indicators
LCF	Learning Community Forum
LEO	Longitudinal Educational Outcomes
LMA	Leadership and Management Academy
MHS	Medicine and Health Science
NAA	Nottingham Advantage Award
NOOC	Nottingham Online Open Course
NRS	Nottingham Reward / Recognition Scheme
NSS	National Student Survey
NTU	Nottingham Trent University
NUAST	Nottingham University Academy of Science and Technology
NUSA	Nottingham University Samworth Academy
O&F	Operations and Facilities
ONS	Office for National Statistics
OS	Overseas (International)
P&S	Professional and Support
PD	Professional Development
PDPR	Personal Development and Performance Review (Replaced by ADC in 2019)
PG	Postgraduate
PGR/PGT	Postgraduate Research/Postgraduate Taught
PS	Professional Services
PT	Part time
PVC	Pro-Vice Chancellor
R&KE	Research and Knowledge Exchange

R&T	Research and Teaching Job Family
REC	Race Equality Charter
REF	Research Excellence Framework
ReMEDI	Reverse Mentoring for EDI Project
RGE	Race and Gender Equality
RGU	Russell Group Universities
RSG	Research Staff Group
SACA	Students as Change Agents
SAT	Self-Assessment Team
SL	Shortlisted
SO	Senior Offices
SR	Success Ratio
StA	Student Ambassador
StS	Student Services
SU	Students Union
T&L	Teaching and Learning Job Family
TLOC	Teaching and Learning Observation College
TS	Technical Services Job Family
UEB	University Executive Board
UG	Undergraduate
UKPSF	UK Professional Standards Framework
UKRI	UK Research and Innovation
UoN	University of Nottingham
VC	Vice Chancellor
VL	Voluntary Leavers
WG	Working Group
WLP	Workload Plan
WP	Widening Participation (students)
PDP1	Exceeds Expectations – double/single increment or bonus dependant on current point in the scale
PDP2	Meets Expectations - standard increment applied
PDP3	Below Expectations - various outcomes
PDPEPB	Exceeds Expectations - standard increment where applicable and a bonus payable
MRC2	Meets Expectations - applicable to MRC TUPE staff only
MRCB	Basic bonus payable (2%) – applicable to MRC TUPE staff only
MRCs	Standard bonus payable (3.5%) – applicable to MRC TUPE staff only

Benchmarking		
We've sought to include relevant benchmarks across our submission to contextualise the University's progress towards race equality.		

Application Word Count	
In addition to the 14,000 words as standard, AdvanceHE has provided an (500) additional to account for Covid-19 and BLM, outlining their impact on our institutional submission process.	
Section	Word Count
Reflections on COVID-19 and Black Lives Matter	675
Section 1	1887
Section 2	1844
Section 3	880
Section 4	2897
Section 5	2391
Section 6	843
Section 7	3181
Section 8	874
Section 9	0
Total	15472

1 Letters of Endorsement



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February 2021

Dr Arun Verma
Head of Race Equality Charter
Race Equality Charter
Equality Challenge Unit
7th Floor Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Letter from VC

Dear Dr Verma

I pledge my active support for, and personal commitment to delivering, the commitments set out in the University of Nottingham's Race Equality Charter Bronze (REC) submission.

The University of Nottingham intends to make significant progress towards nurturing an anti-racist environment over the next three years. I hold myself personally accountable for achieving this progress and will lead our commitment and provide the leadership, support and investment required to deliver the action plan.

In developing the submission, I have welcomed the listening, analysis and action planning facilitated by the REC self-assessment team which has set out in the clearest terms the challenges faced by our BAME students in inclusion, belongingness and attainment, the need to ensure progress and success of our BAME staff and the desire to build a more trusted partnership with them as well as with BAME communities in Nottingham.

I have a personal commitment to this agenda. I grew up in the rural American South during the early years of the civil rights movement in a white, working-class community where casual racism was rife. Such attitudes were all I knew as a child. I was never comfortable with them, and I have therefore pledged to tackle such injustices as a core component of my university leadership role.

Since my appointment as Vice-Chancellor in 2017, I have ensured that our REC work is highlighted across our University leadership. A combination of data-driven and interactive briefings for our Council, Executive Board and senior leaders have rightly presented us with uncomfortable truths about the presence of structural racism in our University. We have developed a sense of cultural humility which inspires us to take responsibility and pledge action.

This has resulted in an ambitious, innovative action plan in which every member of the University Executive is responsible for at least one action. It has also informed a critical reflection on myself as an inclusive leader - supported by reverse mentoring from a Black Caribbean Associate Professor. I will personally sponsor and contribute to one of our Beacon Actions: an on-boarding module for every new student that emphasises our inclusive culture and the positive value we place on difference, specifically through anti-racism, alongside a range of themes on equality, diversity and inclusion.

The REC process has revealed that many of our BAME staff and students have reason not to trust our commitment to race equality and are sceptical about the extent to which our work will deliver real change. I am determined to reset the University culture so that it becomes an anti-racist institution in which BAME students and staff feel that they can invest their trust in a community where they can thrive, feel like they belong and have the opportunities to succeed.

The killing of George Floyd and the subsequent protests had a deep impact on many staff and students. I pay tribute to the leadership of our BAME Staff network in organising dedicated events and resources to respond to this appalling event alongside Black History Month. It also led to difficult and therefore valuable conversations about our engagement with the diverse communities across the city of Nottingham. The REC process has also highlighted this, and members of our University Executive Board are already working to strengthen the relationships we have, as well as to build those we need to earn, with BAME groups who may not currently benefit from our presence in the city.

Alongside our will to change, I have put the resources in place to deliver this action plan. Investment of just under £400k over 4 years, in addition to our existing resource has been earmarked to support our REC action plan together with a diverse network of staff and students who lead our work on anti-racism, equality, diversity and inclusion. The appointment in 2018 of our first Pro-Vice Chancellor for Equality, Diversity, Inclusion and People will ensure that policy and action is led at the most senior and strategic level to tackle the challenges we face. I will also work in partnership with our Chancellor, Baroness Lola Young, the first woman of colour to take on the role, in continuing to lead and support our anti-racism work. I am particularly pleased that our SU wanted to write a letter pledging partnership to include in our submission.

The University of Nottingham's Race Equality Charter Bronze submission and action plan is a result of a significant and critical examination of what is needed to change our culture and a keen desire to improve our support for BAME staff, students and communities in the city of Nottingham. I offer my fullest support to the submission, the action plan and the implementation team to effect real and lasting change.

Yours



Professor Shearer West CBE FRHistS, FRSA, FHEA
President and Vice-Chancellor

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<http://www.nottingham.ac.uk/about/vice-chancellor/vice-chancellor.aspx>



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February 2021

Dr Arun Verma
Head of Race Equality Charter
Race Equality Charter
Equality Challenge Unit
7th Floor Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Letter from FPVCs

Dear Dr Verma

We are writing to express our strong support for and commitment to the University of Nottingham Race Equality Charter (REC) submission. We recognise the importance and priority of a strong commitment towards becoming a truly anti-racist University, and welcome the structure and governance that the implementation of the REC action plan will bring.

In our roles as Faculty Pro-Vice Chancellors, we have accountability for the embedding of culture and values within each of the five faculties. We have each established structures to support the delivery of EDI activities within the faculty, and have personally championed work towards anti-racism. We remain extremely concerned about the under-representation of ethnic minority groups in some of our student cohorts, and amongst the more senior levels and roles within the University. We strongly welcome the recommendation in the action plan of a dedicated cross University academic secondment role to provide focus to reducing the BAME degree awarding gap.

Each of our faculties presents different challenges and opportunities.

In Arts, we recognise the systemic bias shown in the recruitment data that contributes to the under-representation of BAME staff amongst our academics. Whilst we have made progress in our conversion rate for BAME student applications, we are very conscious of the under-representation of specific ethnic groups in some of our Schools and courses. Whilst numbers are small, we are extremely concerned about the degree awarding gap in Arts. We also note the low representation of BAME students in our PGR students.



Our specific actions to address race equality in Arts are:

- (with the FoSS) appointment of a Director of Black Studies. This role will lead our PhD programme in Black studies, mentor BAME UG students seeing to apply for PG study, and raise the profile of Black Studies at UoN
- Decolonising our curriculum, through our new module 'One and Unequal' which looks at predominantly BAME authors and interrogates the legacies and ongoing dynamics of slavery, imperialism and uneven global development, and participation in the ['All in! Regularising ethnic presence in the curriculum'](#) project.
- Agreeing a strategic priority in academic staff recruitment is to appoint BAME colleagues.

In Engineering, we also see systemic bias in our staff recruitment data, particularly at the shortlisting stage. Whilst we have a high BAME student representation of 44% across the faculty, we are also concerned about the degree awarding gap for all members of the BAME student population, particularly black students. We also note the high leaving rate for our small cohort of Black British (Caribbean) students.

Our specific actions to address race equality in Engineering are:

- For all job families increase representation of BAME staff each year, particularly at senior levels
- Building on our work in gender ensure that we have diverse representation on all Faculty committees including recruitment and promotions and that all over our processes are free from bias of any kind
- Work with our student body to decolonise our curriculum and ensure we continually reflect on our practice to ensure we are embedding the best solutions for everyone in our teaching of the design process
- Commit to celebrating the achievements of Black engineers and acknowledge this is an area we should be doing more in

In Medicine and Health Sciences, whilst our BME staff numbers have increased over the past three years, we have significant concerns about inclusion for our BME students. We have had several significant and worrying instances of racist behaviour amongst our student cohort, and are working hard to improve our response and build trust between our staff and the BAME student community. Whilst our applicant numbers from BAME students are high, our application-to-acceptance conversion rates for all ethnic groups falls below the UoN average. We are also conscious that there is very low BAME representation in Veterinary Medicine and Science.



Our specific actions to address race equality in Medicine and Health Sciences are:

- Having recently signed up to the British Medical Association Race Charter, better understand our experience gap for BAME students and address this vigorously
- Work hard with our students and NHS partners on tackling overt racism and microaggressions in the classroom and in NHS and veterinary placements
- Quickly de-colonise our curriculum, which in our case also involves portraying diverse ethnicities for patients and for healthcare professionals
- Re-examine our student selection and interview procedures to minimise unconscious bias, concentrating first on the Schools with the biggest inequalities, including Veterinary Medicine and Science
- Increase the proportion of BAME staff from the current 15% to 20% over the next 5 years, concentrating on all staff groups and levels but particularly at more senior levels, which is where we have the biggest inequalities. We have set specific targets and have specific initiatives for these levels, including having no interview panels which are single race or ethnicity

In Science, we have seen a slight increase in BAME representation amongst our staff, predominantly through international representation. Whilst our degree awarding gap is smaller than for other faculties, at 6.6%, we continue to recognise the importance of inclusion in our teaching. We are also pleased to see the increase in our BAME PGT population by 13% over 3 years.

Our specific actions to address race equality in Science are:

- Support specific career development for BAME staff toward promotion.
- Based on qualitative feedback from BAME students, provide BAME role models through a faculty mentoring programme.
- Work with academics to decolonise and diversify the Science curriculum, and consider equality and inclusion within curriculum reviews.

In Social Science, our BAME staff representation is 15%. Whilst we have a relatively high proportion of BME students at 40%, we are aware that this is unevenly distributed between different Schools. We are concerned to note the sharply rising rate of UK Black British Caribbean leavers (13.2% in 2018/19). We recognise the need to have a specific and strong focus on the degree awarding gap as Black UK students are shown to have consistently poor outcomes compared with other ethnicities.

Our specific actions to address race equality in Social Sciences are:

- To engage in leadership training and development for our BAME colleagues, reverse mentoring programmes, and inclusion of BAME colleagues on appointment panels.
- Share best practice across the Faculty from the school of Politics and International Relations which has been actively leading a project on decolonising the curriculum.



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- Support BAME colleagues in the Business School who have been leading special seminars and workshops for BAME students to share experiences and provide support for the attainment of successful outcomes.

Yours

Professor Jeremy Gregory FRHistS

Pro Vice Chancellor, Faculty of Arts

Professor Todd Landman, FRSA

Pro Vice Chancellor, Faculty of Social Sciences

Professor Sam Kingman CEng, FIMMM

Pro Vice Chancellor, Faculty of Engineering

Professor John Atherton, MD, FRCP

Pro Vice Chancellor, Faculty of Medicine and Health Sciences

Professor Kevin Shakesheff, FRPharmS, FRSB

Pro Vice Chancellor, Faculty of Science



Dr Arun Verma
Head of Race Equality Charter
Race Equality Charter
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP
06/11/2020

Dear Dr Verma,

On behalf of University of Nottingham Students' Union, I wish to add detail to this application by providing information about the Student Union's activity for advancing race equality.

The University of Nottingham Students' Union is committed to REC's aim of improving the representation, progression and success of Black, Asian and Minority Ethnic staff and students within higher education.

In working towards this aim, we acknowledge that racial inequalities are a significant issue within higher education. As such, over the last year:

- We have completed and widely disseminated research using qualitative data gathered from interviews and focus groups with our marginalised students, including BAME students.
- In line with Black students' feedback, we have committed to training all Students' Union staff by 18/12/20 to ensure we are equipped to signpost and support victims of hate crime, hate incidence and microaggressions
- We have developed and delivered brand-new Inclusion and Liberation Training for student group committees. Over 360 attendees learnt about 21st-century oppression, inclusive language, hate-crime training and how to be inclusive in their student group's activities
- We have organised the opportunity for our student media groups to interview the Pro-Vice-Chancellor for Equality, Diversity and Inclusion and People, regarding the work that the University is doing to improve the experience for Black students
- We have set up our first Black History Month Student Planning Committee to make sure our Black student Societies and Liberation Networks had sufficient support and funds to deliver a comprehensive range of student-led events for Black History Month 2020

We are committed to achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.

We recognise the importance of centralising the opinions and experience of our grassroots in work which champions institutional culture change. We recognise the importance of within-cohort differences and this is embedded in the work we do in this space. An example of this is how we have considered intersectionality in our Black History Month Student Planning Committee, work which involved and elicited collaboration between different societies representing diverse groups of black students.

We are also working towards addressing disparities in the number of Black, Asian and Minority Ethnic staff in UK higher education and organisations that work with Universities. We are aware, for example, that there is a lack of BAME leaders in Senior roles and have addressed this proactively. In the last year, we have sought support with this aspect of our work using a specialist BAME recruitment agency. This resulted in the successful recruitment of a Director who is a woman of colour. Such re-adjustments in practice are imperative as we realise that we cannot reach our full potential unless we can benefit from the talents of the whole population and until individuals from all ethnic backgrounds can benefit equally.

Yours sincerely

Hera Aryubi, BAME Officer, 2020-21

Sam Hawkins, Liberation Officer, 2020-21

Myles Smith-Thompson, Equal Opportunities and Welfare Officer, 2019-20

Janette Alvarado-Cruz, Director of Student Influence

2 The self-assessment process

2a Description of the Self-Assessment Team

Our Self-Assessment Team (SAT) provides scrutiny from every level and job family of the University, with the following governance infrastructure:

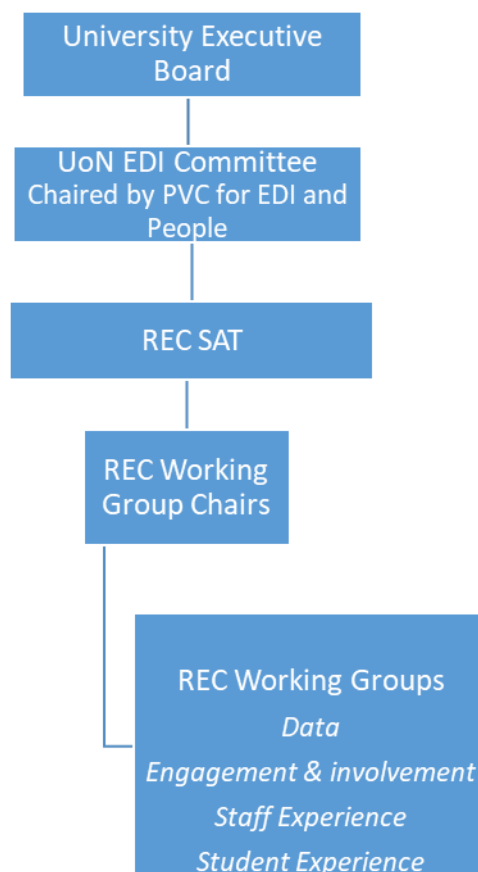


Figure 2a-1 REC SAT governance infrastructure

The SAT was established in 2018 and had two co-chairs, one drawn from UEB, and one senior BAME member of staff. The SAT membership included a combination of nominees and volunteers. Nominees included those active in anti-racist work, and senior leaders from relevant teams responsible for delivery of core functions critical for the REC submission. We considered:

- Representation from all faculties and relevant central services
- Subject expertise
- Capacity to influence and implement strategic change
- Whether they had a role in representing or amplifying the BAME staff/student voice e.g. SU and BME Staff network representatives.

Volunteers were recruited through an open call to the whole UoN community. We considered

- Ethnic and gender diversity
- Representation from all job families and faculties

Workload allocations were agreed for staff, and the BAME Co-Chair was supported through significant relief from teaching and administration during academic year 2019-20.

Four working groups were established (Chair and group names noted in Table 2a-1) to support the self-assessment process. Working groups and the staff data analysis session held in November 2019 also included additional members, particularly more junior BAME staff. The staff and student experience working groups had an open call for staff and students to be members of those groups, to join their sessions and contribute to the work. This approach insured that all faculties and central departments across the University of Nottingham were included from the early stages of our submission.

Table 2a-1. Self-Assessment Team Members

Name	Role on SAT	Role at the University and Faculty/Dept
Stacy Johnson	Co-Chair of the Race Equality Charter Self-Assessment Team	Associate Professor, Faculty of Medicine and Health Sciences
Professor Sarah Sharples	Co-Chair of the Race Equality Charter Self-Assessment Team	Pro-Vice-Chancellor for Equality, Diversity and Inclusion, University Executive Board
Tara de Cozar	Member and <i>Chair of Engagement, Involvement, and Communications Working Group</i>	Head of Internal Communication and Advocacy, External Relations
Dr. Mohamed Elmaghrbi	Member of Data Working Group	Assistant Professor Department of Foundation Engineering and Physical Sciences, Faculty of Engineering
Dr. Onni Gust	Member of REC SAT	Assistant Professor of History, Department of History, School of Humanities
Professor Jasmeet Kaler	Member of Data Working Group	Professor of Epidemiology and Precision Livestock Informatics School of Veterinary Medicine and Science
Jaspal Kaur	<i>Chair of Staff Experience Working Group</i>	Director of Human Resources, University Executive Board
Dr. Sandra Leigh	Member of REC SAT	Tutor for English in Academic Purposes, Centre for English Language Education
Dr. Esther Mukuka	Project Manager	Senior Project Manager, EDI, Planning, Performance, and Strategic Change
Anne Partington	Member of REC SAT	Head of Strategic Support, Planning, Performance, and Strategic Change

Professor Kevin Shakesheff	<i>Chair of Data Working Group</i>	Faculty Pro-Vice Chancellor for Science, University Executive Board
Viv Skurok	Member of REC SAT	Planning Officer – Student Analytics, Planning, Performance, and Strategic Change
Myles Smith-Thompson	Member of REC SAT (2019-2020)	SU Equal Opportunities and Welfare Officer
Sam Hawkins	Member of REC SAT (2020-)	SU Liberation Officer
Professor Sarah Speight	<i>Chair of Student Experience Working Group</i>	University Pro-Vice Chancellor for Teaching and Learning, University Executive Board
Carolyn Stanhope	Member of SAT and data working group	Head of HR Specialist Services, Human Resources
Valerie Watson	Member of REC SAT (left UoN July 2020)	Head of Counselling, Registrar's Department Chair of BAME Staff Network
Andrew Winter	Member of REC SAT	Director of Campus Life, Registrar's Department
Professor Cecile Wright	Member of REC SAT	Professor of Sociology and Social Policy, Faculty of Social Sciences

Student members (Student Experience Working Group)
Azeezat Akintunde
Ishrar Kibria
Ikra Mahmood
Pei Hong Tan
Ruochong Zhang

Membership of the Race Equality Charter Self-Assessment Team



Professor Sarah Sharples
Co-Chair of the Race Equality Charter Self-Assessment Team
Pro-Vice-Chancellor for Equality, Diversity and Inclusion
University Executive Board



Dr Stacy Johnson
Co-Chair of the Race Equality Charter Self-Assessment Team
Associate Professor Faculty of Medicine and Health Sciences

Figure 2a-2 REC SAT Co-Chairs

We also established an *Expert by Experience Reference Group* and a *Subject Expert Reference Group*. These were called upon periodically to advise the SAT. The *Expert by Experience Reference Group* comprised BAME staff and students who enabled us to value individual narratives, understand the reality of white privilege, and challenge colour blindness or the view that some disciplines are race neutral.

The *Subject Expert Reference Group* consisted of academic and professional staff with race equality practitioner or researcher expertise. This group provided several development sessions to the SAT and Working Groups, including critical race theory (Professor Cecile Wright, Sociology), Resistance to EDI (Dr Ian Kidd, Philosophy), and use of data and narrative from marginalised groups (Dr Catrin Evans, Health Sciences). The SAT also attended two Advance HE sessions on leading race equality work and understanding the REC SAT process.

2b The self-assessment process

In 2015 we made an unsuccessful REC application in the pilot phase. The feedback from this process told us that we were not sufficiently reflective or self-critical, and that we had not engaged sufficiently with our BAME staff and particularly our student community. In retrospect, it is good that we were not successful as it prompted an organisational race equality review in 2016/2017 and in-

depth organisational reflection. In 2018 we re-grouped, and reformed the SAT using a co-chair model, assigning joint leadership to a BAME staff member, a leading national voice in BAME inclusion and anti-racism, and a UEB lead.

The SAT met quarterly from 2018. The first meeting was chaired by the PVC for the Faculty of Science, Professor Kevin Shakesheff (KS), who handed over to Sarah Sharples (SS) once she was appointed as PVC for EDI in October 2018. KS remained on the SAT.

The four SAT working groups met six times to plan the staff and student surveys, analyse and interpret the data and generate proposed actions. The Chairs of the working groups met monthly from June 2019 to February 2020 to discuss survey analysis, agree on the focus groups process, plan staff and student data analysis days. They reported to the REC SAT for review and ratification.

The REC data reflects the three years up to 18/19. Our staff and student census dates differ slightly – therefore data reflects both the student and staff population of the University at the start of the academic year 2018/19. Data collection was completed in July 2019, to enable collaborative analysis and action plan development involving the UoN community from September 2019-March 2020, in advance of our originally intended July 2020 submission which was delayed by the Covid-19 pandemic. We were keen to submit and begin implementation of our action plan and were concerned that pausing to include 2019/2020 data would delay our progress further. We sought and received permission from Advance HE Head of REC, Amarra Khan to use 2016/2017-2018/2019 as our three reference years despite submitting in the February 2021 round.

The REC SAT reported quarterly into the EDI Committee.

We use the acronym BAME as it is widely used and commonly understood but recognise that its use for racialised groups and ethnic groups who are the global majority, is contested. Central to the self-assessment process were anti-essentialism, emphasising that there is no singular BAME group experience, and intersectionality, how elements of a BAME person's identity overlap to bring complexity to their experience of racialisation.

Table 2b-1 Self-Assessment Meetings (attended by full REC SAT)

Date of Meeting	Outcomes
26/06/2018	- Defined ambitions for REC SAT activity and impact - Defined role of REC action plan - Arranged an Advance HE facilitated session
03/12/2018	- SS replaced KS as REC Co-Chair (gap in meetings between 6/18 and 12/18 due to staff absence in HR) - Established Working groups - Designed Communications Plan - Defined Submission Timeline
30/01/2019	Updates received from Working Group Chairs

	• Agreed parameters of student/SU involvement • Explored REC SAT developmental needs
07/05/2019	• Updates received from Working Group Chairs • Shaped REC SAT contribution to the University Strategy • Launched REC Survey
08/07/2019	• Survey Analysis • Confirmation of completion of staff and student data sets
07/10/2019	• Updates received from Working Group Chairs • Qualitative Analysis for REC Survey
14-15/11/2019	• Staff data analysis working days, providing BAME staff-led interpretation of staff data set and REC survey outputs
16/12/2019	• Updates received from Working Group Chairs • Planned REC Focus Groups
17/02/2020	• Reviewed first Iteration of Submission including description of data • Student Representation on the SAT • Reviewed new Project Plan for REC SAT
02/07/2020	• Reviewed changes to Submission • Reviewed Action Plan • Confirmed delay of Bronze Submission to February 2021 due to COVID19
23/11/2020	• Reviewed second draft of the submission including data analysis and action plan • Agreed approach to distribution of draft submission for comment by wider UoN community • Reviewed data and tables • Presented updated timelines for submission

2c Involvement, consultation, and communication

To keep the UoN community engaged in all aspects of the self-assessment process and action planning, a Race Equality Charter webpage was developed, where we published regular updates and invitations to complete the survey.

The REC staff and student surveys were conducted in May 2019, and promoted widely via a targeted campaign across physical and digital platforms.

Early on in the SAT process, we struggled to engage students and Operations and Facilities (O&F) staff. This was a problem, as a substantial proportion of those groups come from BAME backgrounds.

We addressed this by developing a digital and social campaign, posters and banners across all UK campuses, student-led materials, and engagement events in libraries and other communal areas. . Paper copies of the survey were distributed to O&F staff who did not routinely access computers as part of their work and we were pleased to receive a 30% response rate from this staff group. These colleagues were also encouraged to participate via personal letters and encouragement in team briefings.

The final participation rate was 2,400 staff and students; just over 6% of the UoN community (4% student and 15% staff). 56% identified as white, 42% BAME (staff: 14% BAME 70% White; students: 40% BAME, 47% White) with the remaining respondents not identifying their ethnicity. BAME students provided 110 open-text comments, and non-BAME students 94 open-text comments. We had hoped for a higher return rate; our reflection is that we need to engage more with visible anti-racism if we want BAME staff and students to engage with us in return and utilise methods beyond surveys.

Our analysis of the survey results shed light on some of the issues emerging from our student pipeline data, and we supplemented our survey data with relevant sector reports. These helped us ensure that the lived experiences that underpin our data informed our action plan.

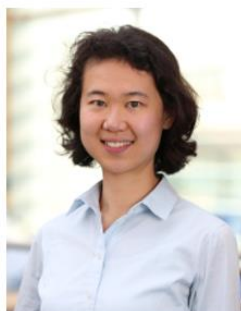
Student Engagement and Involvement

Lack of substantive student engagement was one of the criticisms of the failed UoN pilot REC application, so this was a priority. Alongside our ongoing engagement with the SU and its executive team, we created paid REC Student Ambassador (StA) roles to share insights at Student Working Group meetings and to engage the wider student body in the SA process.

REC Student Ambassadors



Pei Hong Tan
Race Equality Charter Ambassador
Third year undergraduate student
School of Pharmacy



Ruochong Zhang
Race Equality Charter Ambassador
First year postgraduate student
School of Psychology



Azeezat Akintunde
Race Equality Charter Ambassador
First year undergraduate student
School of Pharmacy



Ishrar Kibria
Race Equality Charter Ambassador
First year postgraduate student
Nottingham University Business
School



Ikra Mahmood
First year undergraduate student
School of Medicine

Figure 2c-1 REC Student Ambassadors

Ambassadors were instrumental in our student survey participation, running student focus groups and analysing student survey and focus group data. SU representatives also participated in the student data day, contributing to data analysis and interpretation and generated the first iteration of actions.

Staff engagement and involvement

Having completed our staff data collection in June 2019 and completed an initial descriptive interpretation, we held two staff data days, chaired by the Director of HR (14/15 November 2019) and attended by SAT members and BAME Staff Network representatives. Staff were encouraged to reflect on the data and brainstorm appropriate actions to feed into the final submission.



Figure 2c-2 Images from Staff Data Days

Four REC engagement sessions were run at the University Senior Leaders' Forum - attended by 80 senior leaders from Faculties and Professional Services. These sessions were: a presentation about the UoN REC journey including the unsuccessful 2015 application; an open debate and discussion on race and EDI (joint with University of Birmingham); a development session by Dr Ian Kidd about types of resistance to EDI; and an update on the early lessons from the surveys in January 2020.

We published an update blog to publish some of the issues that emerged during the data analysis sessions in late 2019.

In November 2020 we made the bold decision to publish the majority of the draft REC submission and action plan (minus sensitive non-redacted data) to our staff and student community. We received direct comments which informed our actions and plans for a future silver submission. We received additional feedback in a dedicated session run with our BAME staff network.. BAME staff noted at this closed discussion that they would appreciate further opportunities for safe spaces where issues can be raised without fear of recrimination, and that they would be keen to see a future focus on intersectionality. They expressed a concern that some elements of the plan and that our work may rely disproportionately on the goodwill of a small number of highly engaged BAME staff. They also expressed a desire for ongoing improved communication between the REC implementation group and BAME staff and student networks. This feedback refined our submission and action plan, and will also direct our REC implementation and ongoing engagement. We are very grateful for the time, commitment and honesty of our BAME colleagues.

2d Future of the Self-Assessment Team

We have begun to implement some aspects of our AP. In the six months following submission, the REC SAT will meet bi-monthly to operationalise the delivery of the AP. Thereafter, we will transition to a committee structure that supports intersectional oversight and effective delivery of both Advance HE APs. The Athena Swan ISAT will merge with the REC SAT to form a Race and Gender Equality (RGE) Steering Group. The RGE Steering Group will oversee the implementation of the institutional REC and Athena Swan APs, reporting to the UoN EDI Committee.

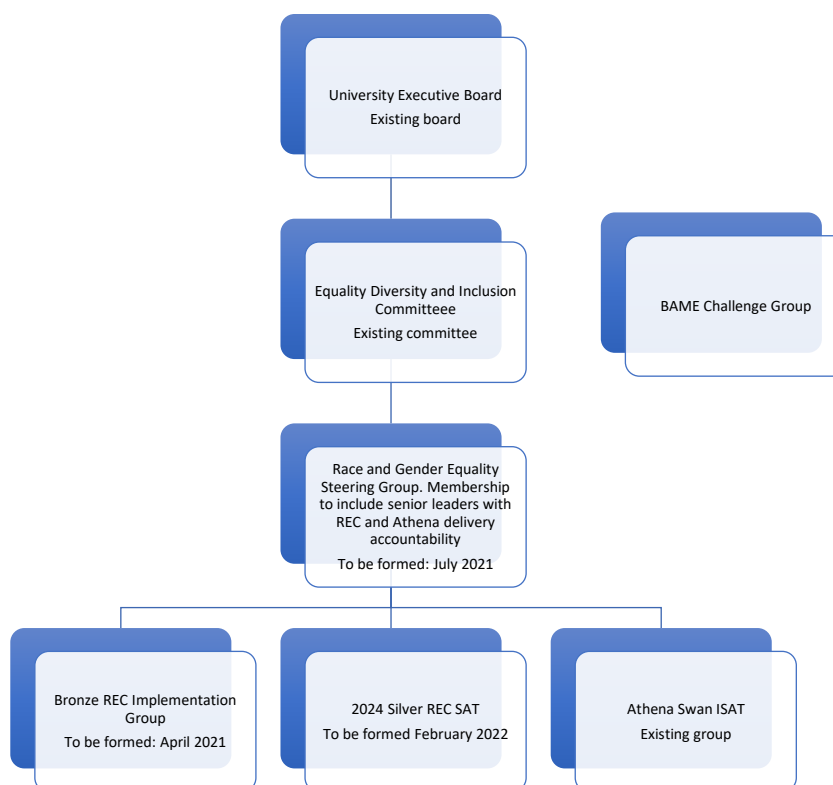


Figure 2d-1 Future of Self-Assessment Team and governance and accountability structure for Race Equality at the University of Nottingham

We will carefully plan discussion at the Race and Gender Equality Steering group to ensure equal balance of conversation and action relating to race and gender. This is an important step as we are aware that gender discussions are easier to be held in comparison to race discussions.

If the Bronze REC Award is achieved, we will convene a Silver REC SAT to begin planning towards delivering a silver application in July 2024. If we are not successful in this submission, we intend to deliver our action plan anyway, and will submit for a Bronze award in the future. Our work towards a July 2024 submission will consider 4, rather than 3, years' worth of data, to compensate for the delay in this current submission due to CV19 and BLM and to ensure that no trends are missed. We will ensure a comprehensive handover, operational continuity, and to capitalise on institutional memory.

We will introduce a BAME Challenge Group from 2021. Chaired by the University's Chancellor, Baroness Lola Young, this group will have external membership to provide an independent voice and challenge to support our implementation process, supporting our commitment to engage our senior leaders in race equality initiatives.

**AP: 1.1, 1.2**

Objective 1.1: To establish clear governance and oversight of the delivery of the REC Action Plan.

Objective 1.2: To formalise senior leaders' accountability for systematising strategy, policy and processes for achieving race equality and increased engagement with the local BAME community.

Highlight Actions:

A 1.1.1 Establish an intersectional steering group, which will report to the UoN EDI Committee each term, to oversee delivery of the Race Equality Charter Mark and Athena Swan action plans.

A 1.1.2 Establish a bronze action plan delivery group

A 1.2.2 Establish a BAME Challenge Group, chaired by the Chancellor, Baroness Lola Young, to deliver external challenge to on-going actions in support of race equality

A 1.2.3 Review our current yearly programme of events to include more events that address the needs of BAME communities, topic representations and welcome subject matter specialists (Partnership, Access, Cultures and Trust (PACT) Programme) with monitoring of impact.

**NB: All actions formulated from issues identified in each sections are listed in the action plan with an associated section reference. Action boxes at the end of each section include selected high impact actions.*

2e REC Submission, Covid-19 and Black Lives Matter

We originally planned to make this REC submission in July 2020. In February 2020, we had completed all data collection, analysis and interpretation was in draft format, and we were working on the action plan.

From January 2020 onwards, SSp's (lead for sections 7&8) time was spent fully on our Covid response, supporting all staff and students in the rapid transition to online learning. She was unable to devote any further time to the submission. From March 2020, JK (lead for sections 4-6) joined the Gold group for Covid response and led the HR response to Covid.

We made the decision to postpone our planned July submission until Feb 2021. We met our aim to have a near-complete submission by December 2020, enabling us to move to action plan delivery in early 2021. This approach also ensured that those involved in writing are able to manage their workload and prepare for teaching in early 2021. We discussed and agreed this approach with Advance HE (Email and Phone conversation between Esther Mukuka and Ammara Khan, June 2020, confirmed through email February 2021).

We formed a smaller, agile, REC writing group which met weekly. This comprised the co-chairs, SS and SJ, the Senior EDI Project Manager Esther Mukuka, and Mohamed Elmaghrbi with standing invites to SU officers.

Covid-19 had a significant and disproportionate impact on our BAME staff and students. We have been particularly affected at UoN due to the significant number of students and staff working and studying in medical and healthcare professions. Key issues reported to us include: increased anxiety over health risks; lack of acknowledgement of systemic racism as a contributing factor to increased

health risk for those with BAME ethnicity; and isolation and loss of natural networking as a result of home working.

Initiatives developed to support students and staff include: amendments to our Extenuating Circumstances policy to acknowledge the disproportionate impact on BAME students; an open dialogue with our BAME staff network; and use of the Covid-Age tool to support decision making for those roles and responsibilities where staff and students are working in direct contact with people who are likely to be Covid-19 positive (e.g. healthcare placements).

In May 2020, George Floyd was killed in the US. This incident, and the associated Black Lives Matter movement, highlighted that we need to accelerate and expand our UoN anti-racism work.

A coalition of Black Student Societies published an open letter to UoN and UoNSU outlining the issues they wanted to see addressed. The UoN VC and PVC for EDI and People arranged a series of meetings with BAME students and staff. Their feedback informed the REC Action Plan and prompted us to accelerate other initiatives we were working on, such as hate crime reporting. In addition, the REC Co-Chair (SJ) and colleagues held a series of town hall events to provide opportunities for the voice of the Black and BAME communities within the University to be heard.

The feedback from our staff and students was clear. They told us we had not been good enough at communicating our work to combat racism, and we had not been strong enough in voicing our commitment to being anti-racist. On Thursday 4th June 2020, the PVC EDI and People emailed all senior leaders at UoN outlining their responsibilities to support staff and students experiencing trauma as a result of the George Floyd murder and its repercussions. This included tools and resources to enable them to hold sensitive and open discussions about their own work towards delivering an anti-racist institution. The VC and PVC EDI and People published a follow up letter on Friday 5th June. In September 2020 we published an update blog, accompanied by a summary action plan which highlighted ongoing activities. These actions are incorporated within the REC action plan.

This process fundamentally shifted how the SAT proceeded with the REC self-assessment process. In September 2020 the incoming UoNSU Liberation Officer led the formation of the Black Student Voice forum, and the PVC EDI and People meets with this group on a termly basis.

Black Lives Matter: statement and resources

- Let's be clear about EDI - Review of support for disabled staff at the University of Nottingham - Sphere Programme - Homepage - EDI Strategic Delivery Plan - Equality Diversity and Inclusion Overview - Your wellbeing - Student and staff networks - Report an issue - Race Equality Charter - Archive of blogs and news - Staff guides - EDI Committee meeting guidelines EDI Blog - A reflection on gender roles perception and inequality - Athena Gold Success as a platform for the future - Black History Month Black Lives Matter: statement and resources - Blog-029	The following statement was issued at 2.30pm on Friday 5 June 2020. For our original statement published at 6pm on Tuesday 2 June, please scroll to the bottom of this page. You will all be aware of the significant events that have taken place this week in response to the killing of George Floyd. These events have had a significant and distressing impact on our black students and staff, and brought into stark focus the persistent presence and impact of racism in our global society. We would like to take this opportunity to offer our support to all of our students and staff who are experiencing distress, anger and upset. We also recognise that racism affects many groups within society, and within the BME student and staff population, in different ways. At the University, we have made a strong and meaningful commitment to inclusivity. The response that we have heard from our student groups this week has told us that we are not doing well enough to ensure that all of our students feel included or listened to, we have not been working quickly enough, and that we have not been open enough about the work that is already taking place. We are very proud of the diversity within our student and staff populations across all of our global University campuses. We aim to embrace and celebrate this diversity. But we should also work to understand the different ways that our diverse population experiences life as a member of society, and recognise that world events will inevitably impact people differently. It is the responsibility of all of us, no matter what our ethnicity, race or religion, to work together to understand how best to work to be anti-racist. We have supported our colleagues to ensure they take the time to listen to any concerns that staff and students raise regarding racism and inclusion, and to work together to build responses that are long-lasting and impactful. In our response to an open letter which we received from a number of student groups, we have also outlined the actions that we have already been taking to support inclusion of BME students within our University, and we look forward to talking to students to focus on how we can do more. We have also published education and support resources which we hope can help you to learn what you can do to respond to the current situation, and to work in the future to confront and respond to bias and to discrimination. It can be very easy to write words, and can be much harder to deliver actions. It is also important that we do not feel alone. One of the things that the past few months have shown us is that university is not just about being situated in the same place. It is about our community, and the people within it. With our best wishes,  Professor Shearer West President and Vice-Chancellor  Professor Sarah Sharples Pro-Vice-Chancellor, Equality, Diversity and Inclusion
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Figure 2e-1 Follow up letter from VC and PVC EDI

3 Institution and Local Context

Key Issues
The University's demographic is not representative of the local demographic (AP 3.1, 4.11)
Negative view from the local population of the University being exclusive (AP 1.2, 3.1)

3a Overview of your institution

Overview of your institution, including:

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

The University of Nottingham (UoN) was founded in 1881, received the Royal Charter in 1948 and now occupy seven UK campuses. Since 2000, we have opened international campuses in China and Malaysia.

In the UK, we have over 35,000 students from nearly 150 countries, and more than 7,500 staff. 18.9% of academic staff and 11.8% Professional Services staff are BAME (14.9% overall staff BAME). We deliver a comprehensive UG (23,425 students total, 34% BAME), PGT (6,284 students total, 52% BAME) and PGR programme (2,913 students total, 37% BAME). We have a strong representation of international students amongst our UG (17%) PGT (61%) and PGR (47%) population.

We are a research-focussed, Russell Group University offering a broad range of subjects across five Faculties: Arts (FoA); Engineering (FoE); Medicine and Health Sciences (FMHS); Science (FoS); and Social Sciences (FoSS).

These are supported by professional services functions, including:

- Research and Innovation
- Finance
- Estates and Facilities
- Information Services
- External Relations
- Libraries
- Campus Life
- Careers and Employability Service
- UoN Sport
- Student Services

All areas of the university have reporting routes which ultimately feed into the University Executive Board.

In 2017, we appointed our first woman Vice-Chancellor and President at UoN, Professor Shearer West. In 2020 we welcomed Baroness Lola Young as our first woman Chancellor, and the second to come from a BAME background.

Our University Strategy, published in December 2019, is underpinned by five values, which align closely with and underpin our approach to race equality.



Figure 3a-1 University of Nottingham values



Figure 3a-2 Baroness Young appointed as Chancellor of the University of Nottingham

3b Overview of the local population and context

Overview of the local population and context with reference to:

population demographics

known racial tensions either specifically within local communities or linked to the institution's staff and students

how the institution engages with specific minority ethnic communities and how those communities engage with the institution

where the institution recruits its professional and support staff, students and academics

any other information your institution feels to be relevant

The Nottingham population is 331,100 (2018), with 30% BAME representation (2011 Census). The major BAME communities are Pakistani, Indian, and Black African and Caribbean in origin, along with an emerging Eastern European community. The city has a large proportion of people of mixed heritage: 6.7%, cf 2.2% nationally. 2013 ONS data shows that over 69% of the city's population was of working age, with 62% aged <40 years (the national figure is 50%). Our 11% overall BAME representation amongst our Professional Services population (see Section 4b) is not representative of the Nottingham City ethnic profile. (AP3.1, A3.1.4)

The city has a comparatively high rate of social deprivation which is reflected in its crime data, lower educational attainment at key stages 1-4, households in receipt of benefit (34.9%, c.f. 19.1% nationally), for all three of these Nottingham is 11.5% compared to 8.7% nationally.

Nottinghamshire County has a population of 823,100. In contrast to the city, BAME population is low: in 2011, 92.6% of the county's residents identified as White British. This is significantly higher than Nottingham (65%), the East Midlands (85.4%) and England (79.8%). The largest BAME groups within Nottinghamshire are of Indian, Pakistani, and Caribbean origin. Deprivation levels in Nottinghamshire are comparable with England. However, the county is one of extremes, home to some of the highest and lowest levels of deprivation in the country.

UoN staff are more likely to live in Nottinghamshire than Nottingham City, although City residents are marginally more likely to be employed by UoN (0.6% of City residents, cf 0.4% County).

UoN is a major contributor to Nottingham culture, employment, economic growth, education, and health. In 2020, we launched *Universities for Nottingham*, a collaboration with Nottingham Trent University (NTU). We work alongside the City and County Councils to embed the universities within their plans for local citizens. This work has provided a helpful foundation for some of the actions in our REC plan relating to building engagement with the city and challenging the notion of the University of Nottingham as being an exclusive, unwelcoming "Island on the Hill" to many of the local population. (AP 3.1)

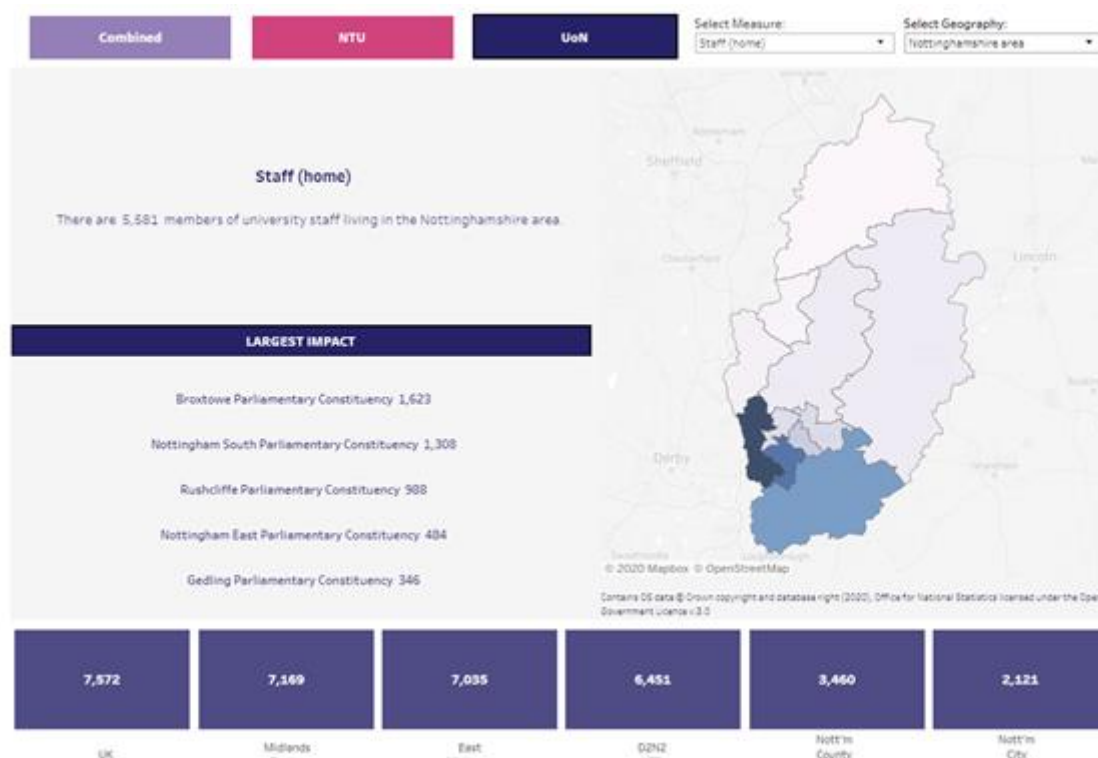


Figure 3b-1 Residential locations of UoN staff

Racial tensions

In the REC survey, 30% of BAME students agreed that the racial diversity of the local population affected their day-to-day life (cf. 12% White students).

A 2018 survey carried out by UoN, NTU and community group Nottingham Citizens found that 36% of the 4,170 people surveyed had experienced a hate crime, including racially-motivated incidents.

The REC survey also showed that 32% of BAME students (cf. 18% White students), indicated an awareness of ethnic/racial tensions within the local community. Since the survey, we have also received reports of abuse from residents towards East Asian students in the early days of the Covid-19 pandemic.

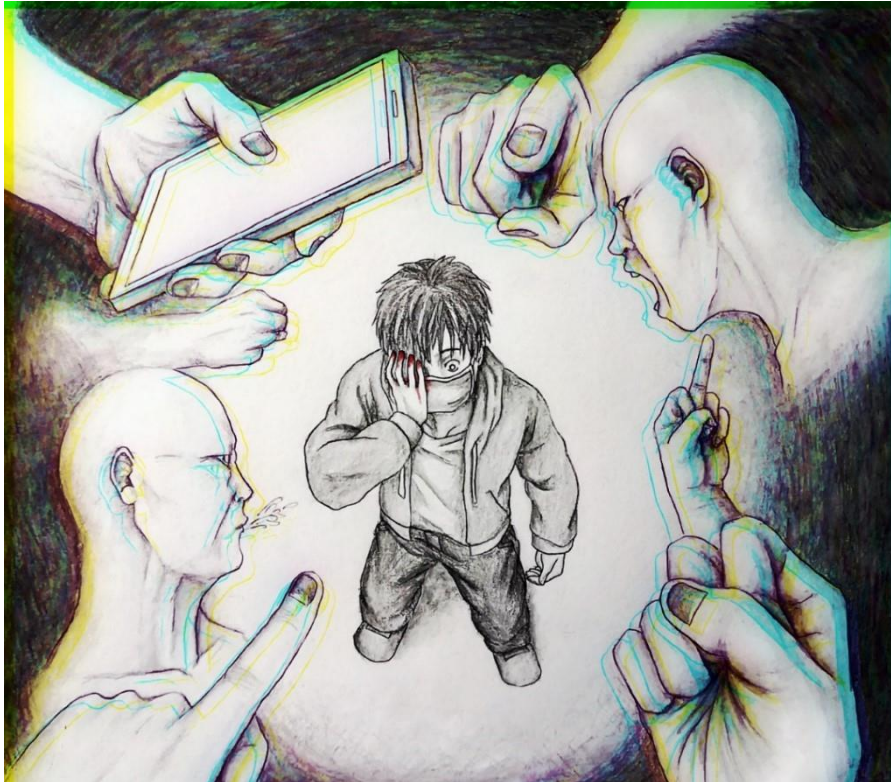


Figure 3b-2 Student Illustration of Sinophobic COVID-19-related abuse produced for Nottingham Advantage Award module.

The University is perceived as disconnected from the local BAME community, from which we under-recruit staff and students. Activities to address this include sponsorship of community initiatives such as the Black Achievers Awards. Founded by members of the Nottingham Black community, the awards include the UoN sponsored (2017-2019) Learning and Skills award. We will extend BAME community based activity (A 1.2.5).



Figure 3b-3 Professor Gina Higginbottom, member of the REC SAT and part of the Black Achievers Learning and Skills Award judging panel, with winner of the UoN-sponsored award.

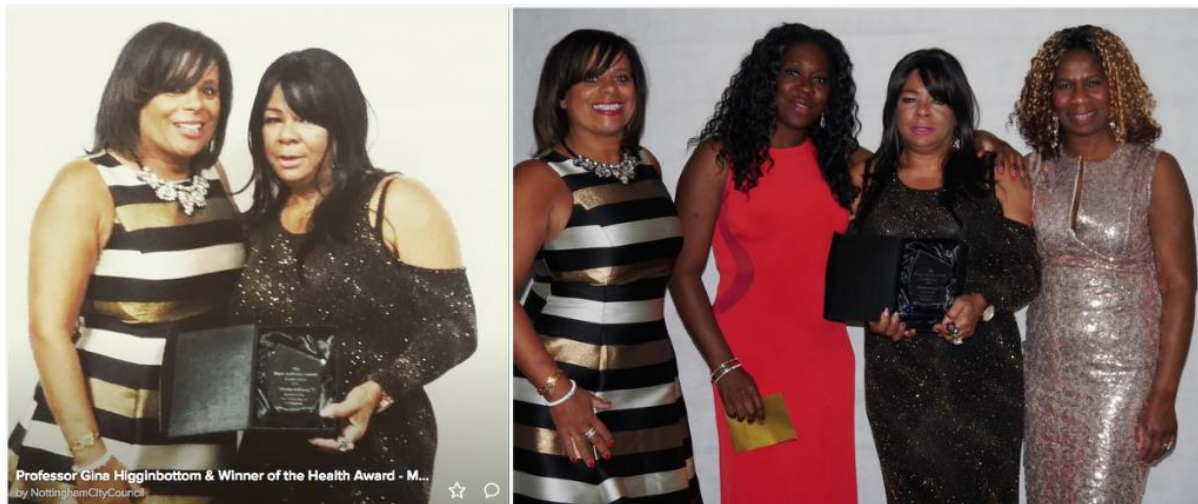


Figure 3b-4 Professor Gina Higginbottom with the winner of the Health Award sponsored by the University of Nottingham 2018.

The Civic and Regional Committee is a subcommittee of UEB, chaired by PVC Professor Kevin Shakesheff, a member of the SAT. We have formalised and consolidated existing relationships with local stakeholders including:

- Nottinghamshire Police
- City and County Councils (the Local Resilience Forum)
- NTU (Universities for Nottingham)

Through these relationships, we have contributed to local initiatives to eradicate hate crime, including race and faith-based violence. We have also invited Lynda-Louise Burrell, Director of Nottingham-based **Museum and (the National Caribbean Heritage Museum)**, to join the *UoN Historical Links with Transatlantic Slavery* project committee. Established in 2018, this group includes representatives from the SU and the BAME Staff network. We will engage with local community groups to establish appropriate responses to identified links with transatlantic slavery (A 1.2.4).

Nottingham Universities and Historical Slavery: Project Update June 2020



Arkwright Building, University College Nottingham, 1987

This guest post is written by Dr James Dawkins, Research Fellow, Nottingham Universities and Historical Slavery.

Figure 3b-5 Blog summary of Nottingham Universities and Historical Slavery Project

**AP: 1.2, 3.1**

Objective 1.2: To formalise senior leaders' accountability for systematising strategy, policy and processes for achieving race equality and increased engagement with the local BAME community. Objective 3.1: To develop a more trusted relationship with the local BAME community, working in partnership.

Highlight Actions:

A 1.2.4 Engage with local community groups and collaborate with the Nottingham Universities Historical Slavery Project to determine actions in response to the University's links to historical slavery

A 1.2.5 Establish and launch a visible programme of activity for community partnership and engagement and a shadowing/mentoring scheme targeted at the local BAME community-PACT Programme (Partnership, Access, Cultures and Trust) with monitoring of impact.

A 3.1.4 Identify opportunities to further develop key relationships, positively promoting the UoN as an employer for those job families where BAME people are under-represented through dedicated shadowing scheme that promotes UoN as an employer (Part of PACT programme)

3.1.5 Deliver more public events during Black History Month, which are specifically designed to support dialogue between the local BAME community and the University, its leaders, staff and students. Where possible, work in partnership with local groups in event delivery

4 Staff profile

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

4a Academic staff

The Institution as a whole

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

= the institution as a whole

= each academic faculty as a whole

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

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

= full-time/part-time contracts

= staff turnover rates

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

4a Key Issues

- Under-representation of BAME academic staff at senior levels (AP 4.8)
- Low numbers of black academic staff (AP 4.7)
- Low representation of BAME women academic staff (AP 4.10)
- Uneven distribution of BAME staff in different faculties (AP 4.7)

The overview statements from faculty PVCs/heads are presented in section 1 as a letter of endorsement form Faculty PVCs.

In 2018, the academic population made up 44.1% of University staff, of which 18.9% identified as BAME. This figure has risen steadily over the last three years and is higher than the sector average (15% BAME, HESA 2018-19). Approximately a third (32%) of our academic staff are international. Within our UK/IRE population (68%) in 2018, 8.8% of academics identified as BAME; this figure has remained static and is slightly below the sector average (9.8%, HESA 2017-18), and low compared with the England and Wales population (14%, 2011 Census). This is also lower than the city BAME population (30%) and the national population (20.2%).

UoN international BAME population is higher than the sector average (29.4%). In 2018, 39.8% of our international academic population identified as BAME.

Our non-disclosure rate for ethnicity (2018 = 3.5%) compared to HEIs (8%, HESA 2018-19) has decreased over the last three years, indicating increasing staff confidence in the use and storage of personal information. In 2017, the *MyView* online system was implemented, giving staff more autonomy to amend and choose the personal information held by the University.

Table 4a-1 Academic staff – BAME status – UK/IRE and International (Head count and %↓)

	BAME			Unknown			White British/Irish			White Other		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
UK/IRE	8.8%	8.8%	8.8%	3.3%	3.3%	3.1%	83.2%	83.0%	83.3%	4.7%	4.9%	4.8%
	205	205	205	75	75	75	1935	1910	1960	110	115	115
Non-UK/IRE	35.7%	37.5%	39.8%	4.7%	4.3%	4.2%	1.8%	2.1%	1.8%	57.7%	56.1%	54.2%
	385	410	455	50	45	50	20	25	20	625	615	620
Grand Total	17.3%	18.1%	18.9%	3.7%	3.6%	3.5%	57.3%	56.9%	56.6%	21.6%	21.4%	21.0%
	590	615	665	125	125	120	1955	1930	1980	735	725	735

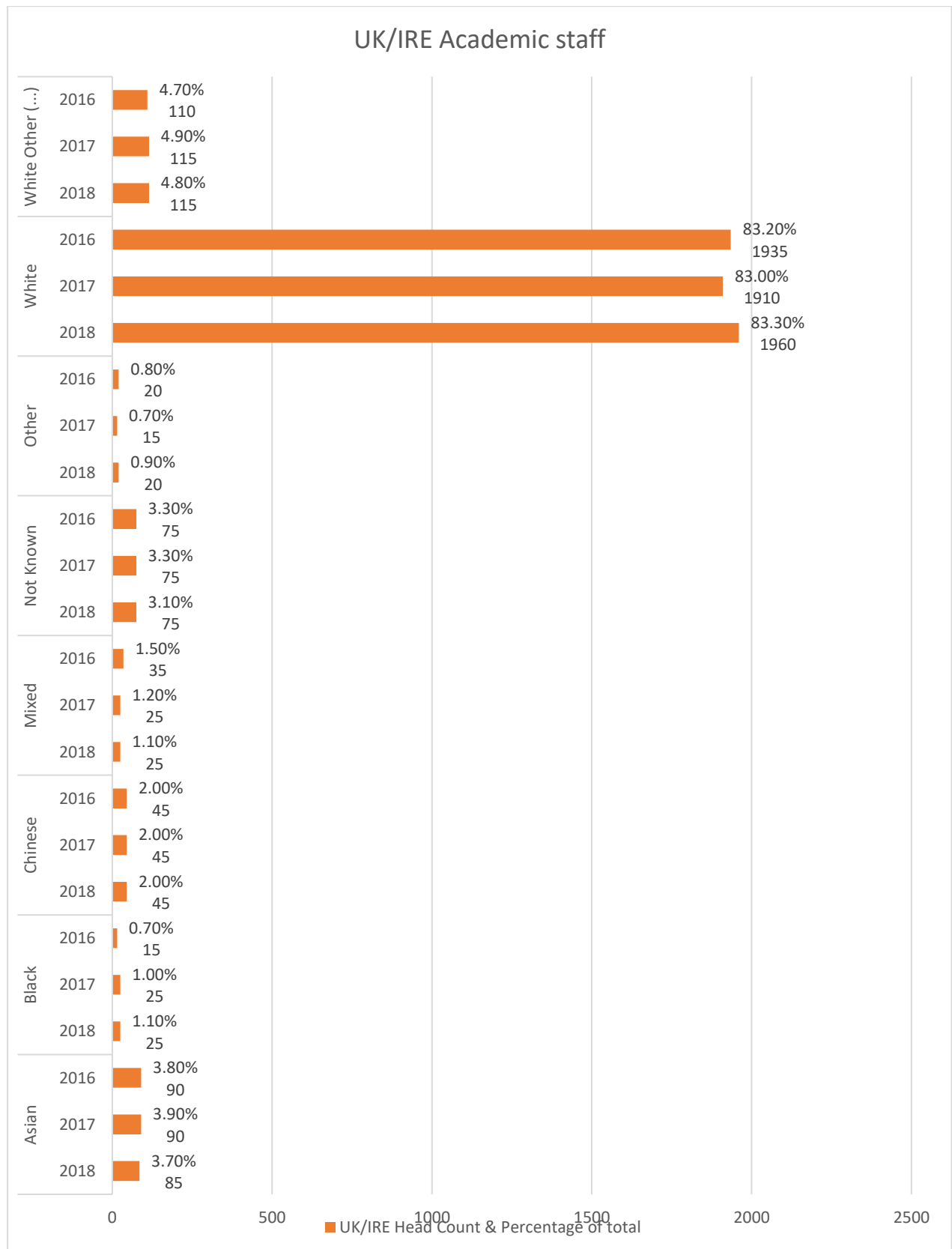


Figure 4a-1 Academic staff – ethnicity – UK/IRE

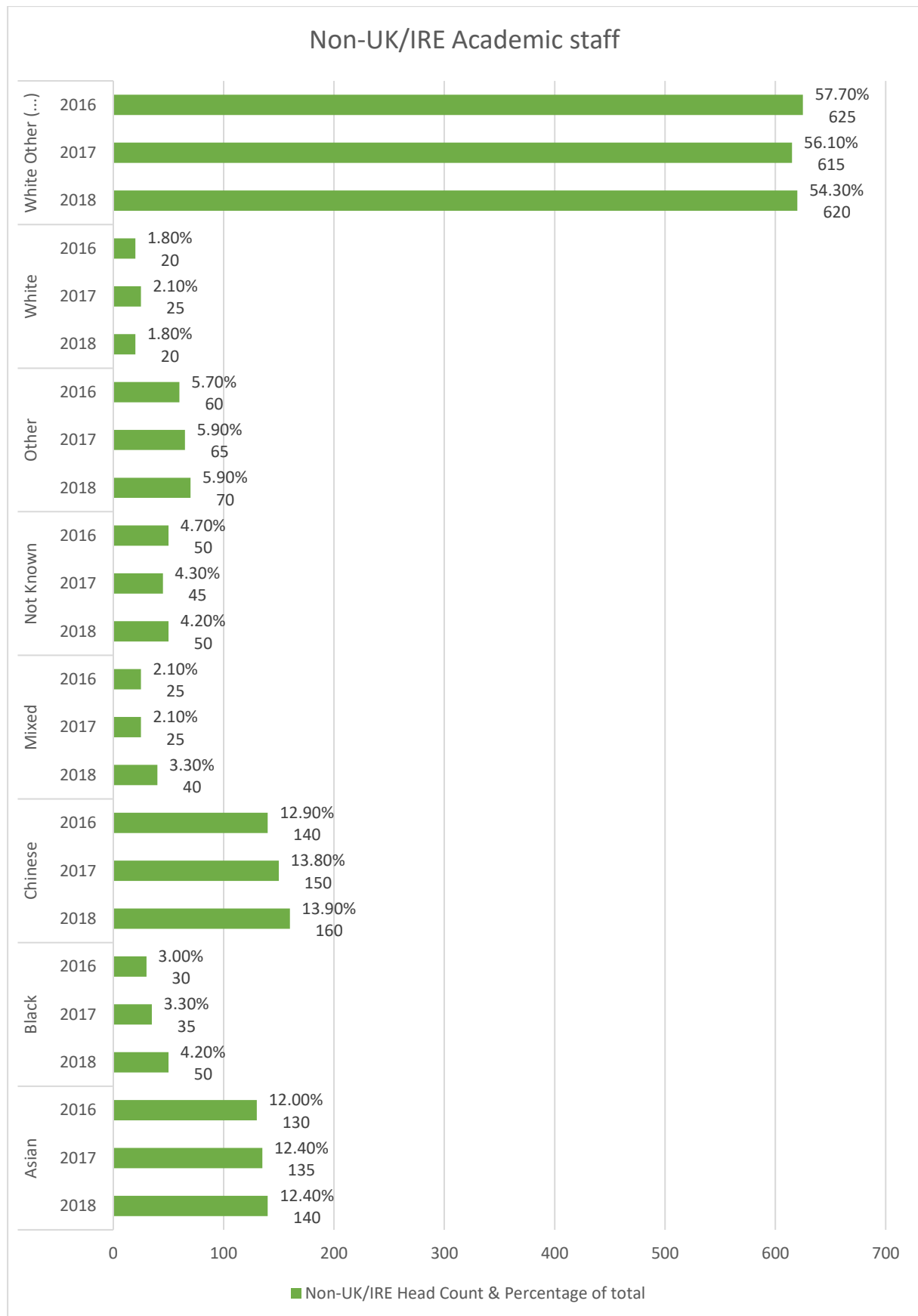


Figure 4a-2 Academic staff – ethnicity – International

Table 4a-2 Academic profile data by ethnic group (UK/IRE and International) compared with 2017 HESA data

UK/IRE			International		England and Wales Population
	UoN (2018)	HESA (2017)	UoN (2018)	HESA (2017)	Census (2011)
White British/Irish	83.3%	90.2%	1.8%	70.6%	81.4%
White Other	4.8%		54.3%		4.5%
Asian	3.7%	4.2%	12.4%	10.6%	6.8%
Black	1.1%	2.1%	4.2%	4.1%	3.3%
Chinese	2.0%	1.0%	13.9%	7.4%	0.7%
Mixed	1.1%	1.7%	3.3%	3.1%	2.2%
Other	0.9%	0.8%	5.9%	4.1%	1.0%
Unknown	3.1%	5.4%	4.2%	8.8%	

Black academics (1.1% cf. 2.1%) and Asian academics (3.7% cf. 4.2%) are under-represented within our UK/IRE population compared with other HEIs. In contrast, International Asian (12.4% cf. 10.6%) and Chinese staff (13.9% cf. 7.4%) are over-represented. This may be due to our strong links with Asia through our campuses in China and Malaysia. These differences highlight the need for further analysis to identify any biases for or against specific ethnic groups (AP 4.8).

Table 4a-3 Detailed breakdown of staff ethnicity¹

Academic Staff Ethnicity 2018		Non-UK/IRE		UK/IRE		
	HC	%↓	%→	HC	%↓	%→
Arab	■	2.1%	77.4%	■	0.3%	22.6%
Asian or Asian British - Bangladeshi	■	0.3%	50.0%	■	0.2%	50.0%
Asian or Asian British - Indian	■	6.4%	60.3%	■	2.0%	39.7%
Asian or Asian British - Pakistani	■	1.6%	50.0%	■	0.8%	50.0%
Black or Black British - African	■	3.1%	65.5%	■	0.8%	34.5%
Black or Black British - Caribbean	■	0.5%	54.5%	■	0.2%	45.5%
Chinese	■	11.3%	75.6%	■	1.8%	24.4%
Gypsy or Traveller	■	0.1%	100%	■	0.0%	0.0%
Mixed White and Asian	■	0.7%	47.1%	■	0.4%	52.9%
Mixed White and Black African	■	0.3%	42.9%	■	0.2%	57.1%
Mixed White and Black Caribbean	■	0.2%	40.0%	■	0.1%	60.0%
Not known	■	1.7%	30.8%	■	1.9%	69.2%
Other Asian background	■	4.1%	73.4%	■	0.7%	26.6%
Other Black background	■	0.5%	85.7%	■	0.0%	14.3%
Other Chinese background	■	2.5%	85.3%	■	0.2%	14.7%
Other Ethnic Background	■	3.8%	75.9%	■	0.6%	24.1%
Other Mixed background	■	2.2%	69.4%	■	0.5%	30.6%
Other White background	■	54.2%	84.5%	■	4.8%	15.5%
Prefer not to say	■	2.4%	50.0%	■	1.2%	50.0%
White British	■	0.8%	0.5%	■	73.5%	99.5%
White British Other	■	0.7%	32.0%	■	0.7%	68.0%
White Irish	■	0.1%	1.3%	■	3.1%	98.7%
White Scottish	■	0.3%	3.5%	■	3.5%	96.5%
White Welsh	■	0.0%	0.0%	■	2.4%	100%
Total	1145	100%	32.8%	2355	100%	67.2 %

A striking theme is that our UK/IRE BAME representation is low (Table 4a-4), particularly for some specific ethnic groups (Black British Caribbean and Bangladeshi staff) which have five or fewer members of staff. We address this under-representation in AP 4.7 and BAME representation in senior roles in AP 4.8. BAME women are under-represented within the academic population, particularly within our international population (UK/IRE: BAME female = 4%, BAME male = 5%, International: BAME female = 13%, BAME male = 27%) exposing the importance of recognising intersectionality (AP 4.10, A 4.10.2). As we see in our later analyses, this under-representation, as well as its uneven distribution across different teams and faculties, has a negative impact on inclusion and belongingness for BAME students and staff. (AP 4.10).

¹ Arrows represent % either across rows → or columns ↓

Table 4a-4 Academic staff – Intersectionality – UK/IRE and International

		2016	2016	2017	2017	2018	2018
		Headcount	↓%	Headcount	↓%	Headcount	↓%
Non-UK/IRE	BAME-F	■	12.7%	■	12.7%	■	13.3%
	BAME-M	■	23.0%	■	24.8%	■	26.5%
	Other Intersection	■	4.7%	■	4.3%	■	4.2%
	White British/Irish-F	■	0.8%	■	1.1%	■	0.9%
	White British/Irish-M	■	1.0%	■	1.0%	■	1.0%
	White Other-F	■	22.8%	■	22.0%	■	22.5%
	White Other-M	■	35.0%	■	34.1%	■	31.7%
	Total	1,084	100%	1,095	100%	1,146	100%
UK/IRE	BAME-F	■	3.9%	■	4.1%	■	3.9%
	BAME-M	■	4.9%	■	4.7%	■	4.9%
	Other Intersection	■	3.3%	■	3.3%	■	3.1%
	White British/Irish-F	■	34.8%	■	34.7%	■	35.1%
	White British/Irish-M	■	48.4%	■	48.3%	■	48.2%
	White Other-F	■	2.4%	■	2.5%	■	2.5%
	White Other-M	■	2.3%	■	2.4%	■	2.4%
	Total	2,324	100%	2,301	100%	2,353	100%
Total		3,408	100%	3,396	100%	3,499	100%

Academic faculties as a whole**Table 4a-5 Academic staff – BAME status – Faculty – Non-UK/IRE (Headcount and %↓)**

	BAME			Unknown			White British/Irish			White Other		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Arts	16.8%	18.9%	18.8%	5.0%	4.7%	5.1%	1.0%	1.9%	1.7%	77.2%	74.5%	74.4%
	■	■	■	■	■	■	■	■	■	■	■	■
Engineering	48.5%	54.0%	56.6%	3.7%	2.9%	3.9%	1.1%	1.4%	1.3%	46.6%	41.7%	38.2%
	■	■	■	■	■	■	■	■	■	■	■	■
IS	100%	100%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■
MHS	42.6%	42.9%	44.4%	4.7%	4.5%	2.5%	2.1%	2.2%	2.5%	50.6%	50.4%	50.6%
	■	■	■	■	■	■	■	■	■	■	■	■
Science	29.4%	29.6%	33.0%	5.2%	4.8%	5.8%	1.3%	1.6%	1.4%	64.2%	64.0%	59.9%
	■	■	■	■	■	■	■	■	■	■	■	■
Senior Offices	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	100%
	■	■	■	■	■	■	■	■	■	■	■	■
Social Sciences	28.6%	29.5%	29.7%	5.4%	5.2%	3.8%	4.2%	4.0%	2.7%	61.9%	61.3%	63.8%
	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	35.7%	37.5%	39.8%	4.7%	4.3%	4.2%	1.8%	2.1%	1.8%	57.7%	56.1%	54.2%
	385	410	455	50	45	50	20	25	20	625	615	620

Table 4a-6 Academic staff – BAME status – Faculty – UK/IRE (Headcount and %↓)

	BAME			Unknown			White British/Irish			White Other		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Arts	3.9%	4.1%	5.6%	2.6%	2.7%	2.0%	84.2%	84.2%	83.9%	9.2%	9.0%	8.4%
	■	■	■	■	■	■	■	■	■	■	■	■
Engineering	13.4%	12.8%	11.3%	2.9%	3.5%	4.9%	79.1%	78.7%	78.2%	4.7%	5.0%	5.6%
	■	■	■	■	■	■	■	■	■	■	■	■
FABS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■
IS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■
MHS	9.9%	10.1%	10.4%	2.8%	3.0%	2.3%	84.2%	83.4%	84.3%	3.1%	3.4%	3.0%
	■	■	■	■	■	■	■	■	■	■	■	■
Registrars	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	100%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■
Science	6.9%	6.5%	6.4%	4.9%	4.3%	4.9%	84.1%	84.6%	84.0%	4.1%	4.5%	4.7%
	■	■	■	■	■	■	■	■	■	■	■	■
Senior Offices	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	100%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■
Social Sciences	8.5%	8.9%	8.7%	2.9%	2.9%	2.0%	81.7%	81.7%	82.6%	6.9%	6.5%	6.6%
	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	8.8%	8.8%	8.8%	3.3%	3.3%	3.1%	83.2%	83.0%	83.3%	4.7%	4.9%	4.8%
	205	205	205	75	75	75	1935	1910	1960	110	115	115

Table 4a-7 Academic staff – ethnicity – Faculty – UK/IRE and International

ACADEMIC ETHNIC FACULTY	STAFF GROUP	BY BY	Non-UK/Ireland						UK/IRE					
			2016	2016	2017	2017	2018	2018	2016	2016	2017	2017	2018	2018
			■	↓%	■	↓%	Head Count	↓%	Head Count	↓%	Head Count	↓%	Head Count	↓%
Arts	Asian		■	4.0%	■	4.7%	■	4.3%	■	0.0%	■	0.0%	■	0.4%
	Black		■	2.0%	■	1.9%	■	1.7%	■	0.0%	■	0.5%	■	0.4%
	Chinese		■	4.0%	■	5.7%	■	6.0%	■	1.8%	■	2.3%	■	2.0%
	Mixed		■	2.0%	■	2.8%	■	3.4%	■	2.2%	■	1.4%	■	2.4%
	Not Known		■	5.0%	■	4.7%	■	5.1%	■	2.6%	■	2.7%	■	2.0%
	Other		■	5.0%	■	3.8%	■	3.4%	■	0.0%	■	0.0%	■	0.4%
	White		■	1.0%	■	1.9%	■	1.7%	■	84.2%	■	84.2%	■	83.9%
	White Other (...)		■	77.2%	■	74.5%	■	74.4%	■	9.2%	■	9.0%	■	8.4%
	Total		100	100%	105	100%	115	100%	230	100%	220	100%	250	100%
Engineering	Asian		■	11.6%	■	14.7%	■	15.8%	■	2.9%	■	2.5%	■	1.8%
	Black		■	3.7%	■	3.2%	■	3.9%	■	1.1%	■	1.1%	■	1.1%
	Chinese		■	24.6%	■	26.3%	■	25.7%	■	5.4%	■	5.3%	■	5.3%
	Mixed		■	2.2%	■	1.4%	■	3.6%	■	2.5%	■	2.5%	■	1.8%
	Not Known		■	3.7%	■	2.9%	■	3.9%	■	2.9%	■	3.5%	■	4.9%
	Other		■	6.3%	■	8.3%	■	7.2%	■	1.4%	■	1.4%	■	1.4%
	White		■	1.1%	■	1.4%	■	1.3%	■	79.1%	■	78.7%	■	78.2%
	White Other (...)		■	46.6%	■	41.7%	■	38.5%	■	4.7%	■	5.0%	■	5.6%
	Total		270	100%	280	100%	305	100%	275	100%	280	100%	285	100%
FABS	White		■	0.0%	■	0.0%	■	0.0%	■	0.0%	■	0.0%	<■	0.0%
	Total		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<5	100%
IS	Asian		■	100%	■	50.0%	■	50.0%	■	0.0%	■	0.0%	■	0.0%
	Other		■	0.0%	■	50.0%	■	50.0%	■	0.0%	■	0.0%	■	0.0%
	White		■	0.0%	■	0.0%	■	0.0%	■	0.0%	■	0.0%	■	100%

	Total	■	100%	■	100%	■	100%	■	0.0%	■	0.0%	■	100%
MHS	Asian	■	21.3%	■	18.8%	■	18.1%	■	6.0%	■	6.1%	■	6.2%
	Black	■	3.8%	■	4.9%	■	6.6%	■	0.9%	■	1.0%	■	1.0%
	Chinese	■	8.5%	■	8.0%	■	8.6%	■	1.0%	■	1.0%	■	1.1%
	Mixed	■	2.1%	■	3.1%	■	3.3%	■	1.4%	■	1.1%	■	1.1%
	Not Known	■	4.7%	■	4.5%	■	2.5%	■	2.8%	■	3.0%	■	2.3%
	Other	■	6.8%	■	8.0%	■	7.8%	■	0.7%	■	0.9%	■	1.0%
	White	■	2.1%	■	2.2%	■	2.5%	■	84.2%	■	83.4%	■	84.3%
	White Other (...)	■	50.6%	■	50.4%	■	50.6%	■	3.1%	■	3.4%	■	3.0%
	Total	235	100%	225	100%	245	100%	920	100%	900	100%	905	100%
Registrars	White	■	0.0%	■	0.0%	■	0.0%	■	100%	■	100%	<■	100%
	Total	0	0.0%	0	0.0%	0	0.0%	<5	100%	<5	100%	<5	100%
Science	Asian	■	10.0%	■	10.6%	■	10.2%	■	3.1%	■	3.2%	■	2.3%
	Black	■	2.6%	■	3.2%	■	4.4%	■	0.0%	■	0.6%	■	0.6%
	Chinese	■	8.4%	■	9.0%	■	9.5%	■	1.6%	■	1.6%	■	1.6%
	Mixed	■	2.3%	■	2.6%	■	3.7%	■	0.4%	■	0.2%	■	0.6%
	Not Known	■	5.2%	■	4.8%	■	5.8%	■	4.9%	■	4.3%	■	4.9%
	Other	■	6.1%	■	4.2%	■	5.1%	■	1.8%	■	1.0%	■	1.4%
	White	■	1.3%	■	1.6%	■	1.4%	■	84.1%	■	84.6%	■	84.0%
	White Other (...)	■	64.2%	■	64.0%	■	59.9%	■	4.1%	■	4.5%	■	4.7%
	Total	310	100%	310	100%	295	100%	510	100%	505	100%	510	100%
Senior Offices	White	■	0.0%	■	0.0%	■	0.0%	■	100%	■	100%	■	100%
	White Other (...)	■	100%	■	100%	■	100%	■	0.0%	■	0.0%	■	0.0%
	Total	■	100%	■	100%	■	100%	10	100%	■	100%	10	100%
Social Sciences	Asian	■	7.7%	■	8.1%	■	7.6%	■	2.4%	■	2.9%	■	3.3%
	Black	■	1.8%	■	2.3%	■	2.7%	■	1.6%	■	2.1%	■	2.3%

	Chinese	■	14.3%	■	15.0%	■	13.5%	■	2.6%	■	2.3%	■	2.3%
	Mixed	■	1.8%	■	0.6%	■	2.2%	■	1.9%	■	1.6%	■	0.8%
	Not Known	■	5.4%	■	5.2%	■	3.8%	■	2.9%	■	2.9%	■	2.0%
	Other	■	3.0%	■	3.5%	■	3.8%	■	0.0%	■	0.0%	■	0.0%
	White	■	4.2%	■	4.0%	■	2.7%	■	81.7%	■	81.7%	■	82.6%
	White Other (...)	■	61.9%	■	61.3%	■	63.8%	■	6.9%	■	6.5%	■	6.6%
	Total	170	100%	175	100%	185	100%	380	100%	385	100%	390	100%

In 2018, FoE had the most ethnically diverse workforce with the largest proportion of UK/IRE BAME staff (11.3%). FoE also had the largest proportion of international BAME staff (56.6%). The FoA had the lowest proportion of UK/IRE and international BAME staff in 2018 (5.6% and 18.8%). Internal UoN analysis also reveals that the distribution of ethnic diversity is very different in different academic schools, often reflecting systemic sector-wide bias in specific disciplines. Our discussions with staff and students show that this low representation of BAME staff in some schools and Faculties has a significant, negative impact on the feeling of inclusion of students and staff. We therefore, from late 2020, have asked all Faculties to set local KPIs for ethnic diversity (AP4.8).

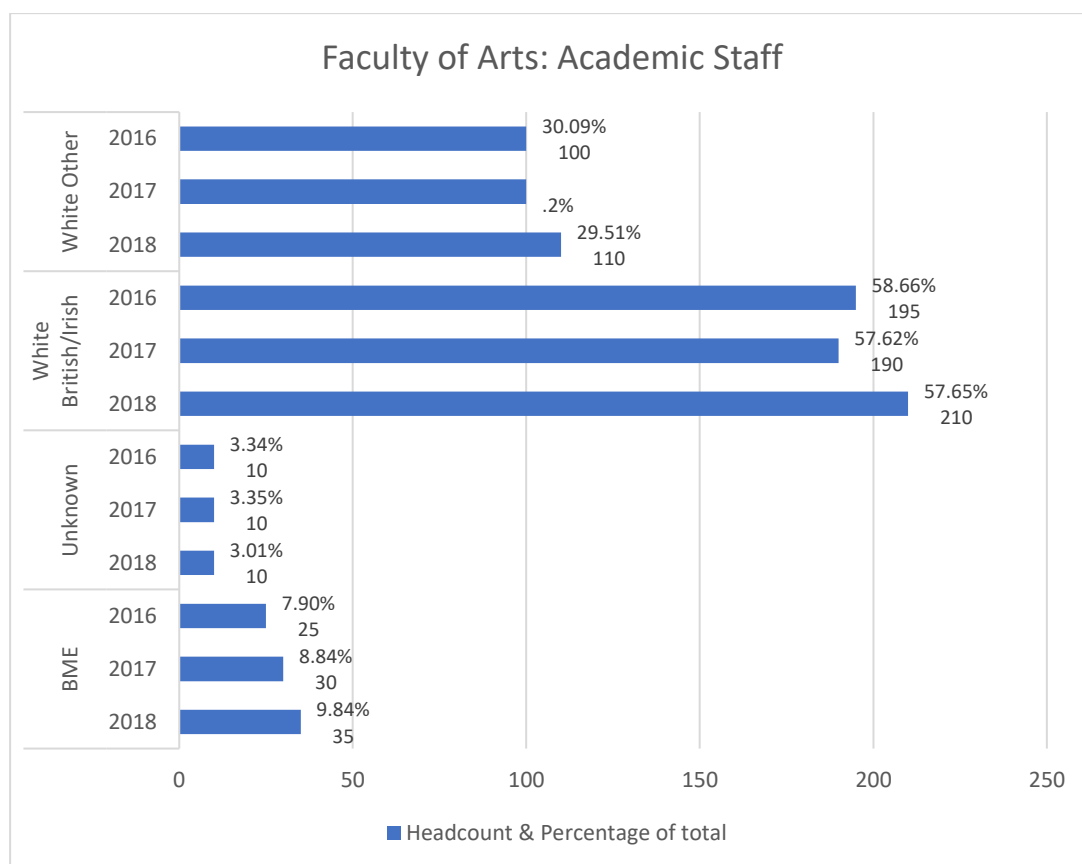


Figure 4a-3 Academic staff – BAME – Faculty of Arts

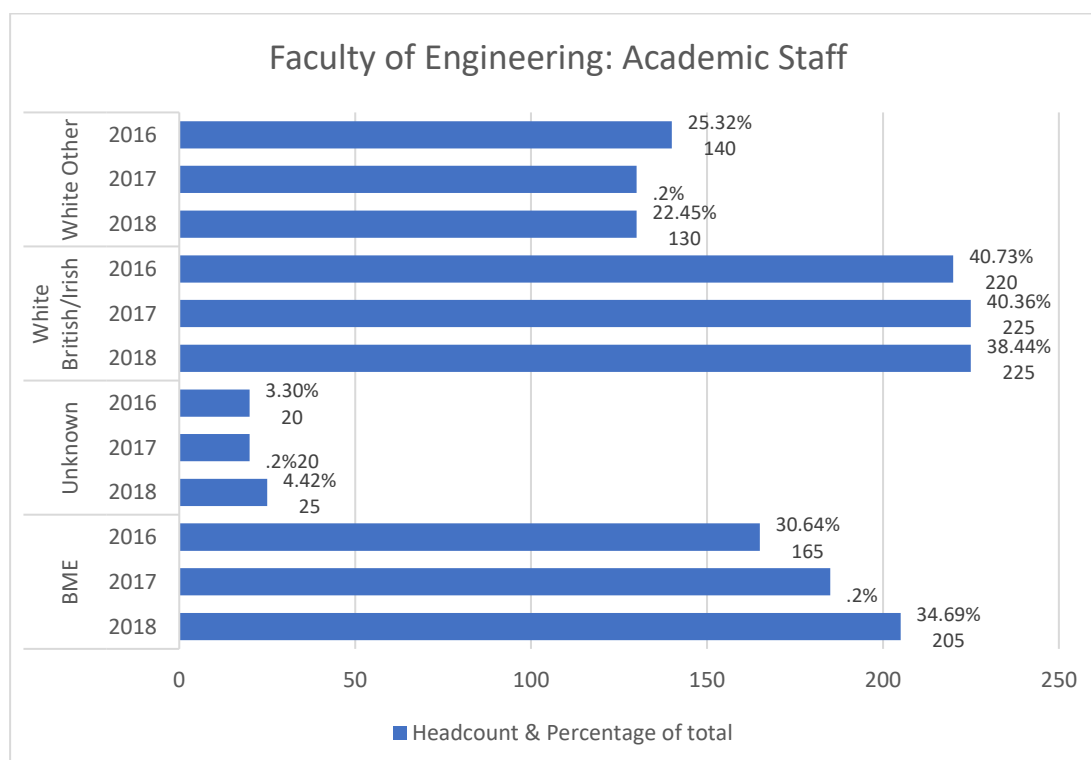


Figure 4a-4 Academic staff – BAME – Faculty of Engineering

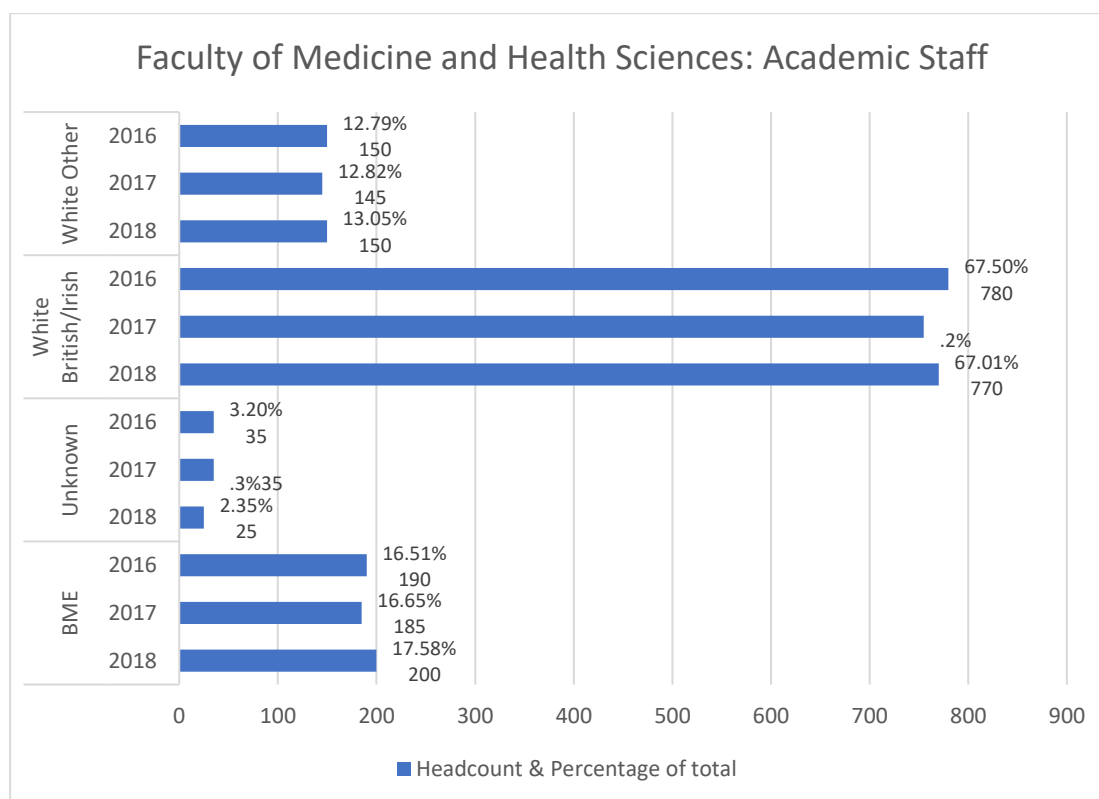


Figure 4a-5 Academic staff – BAME – Faculty of Medical and Health Sciences

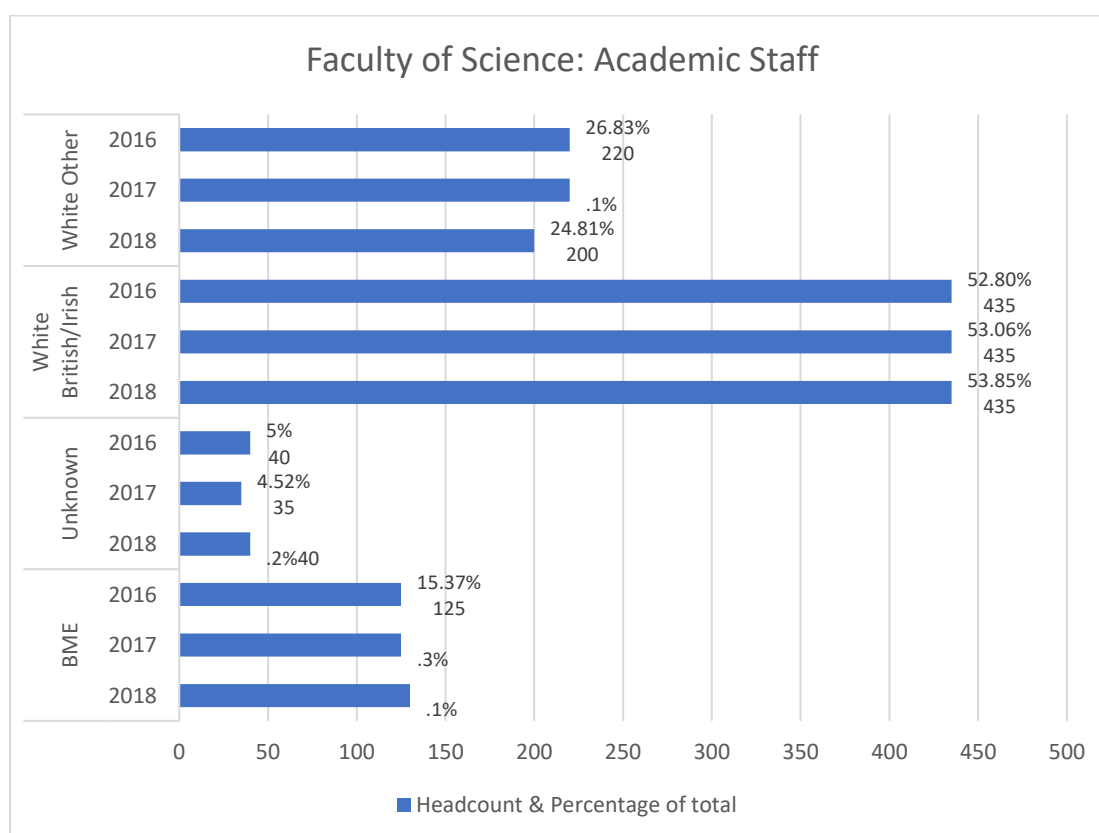


Figure 4a-6 Academic staff – BAME – Faculty of Science

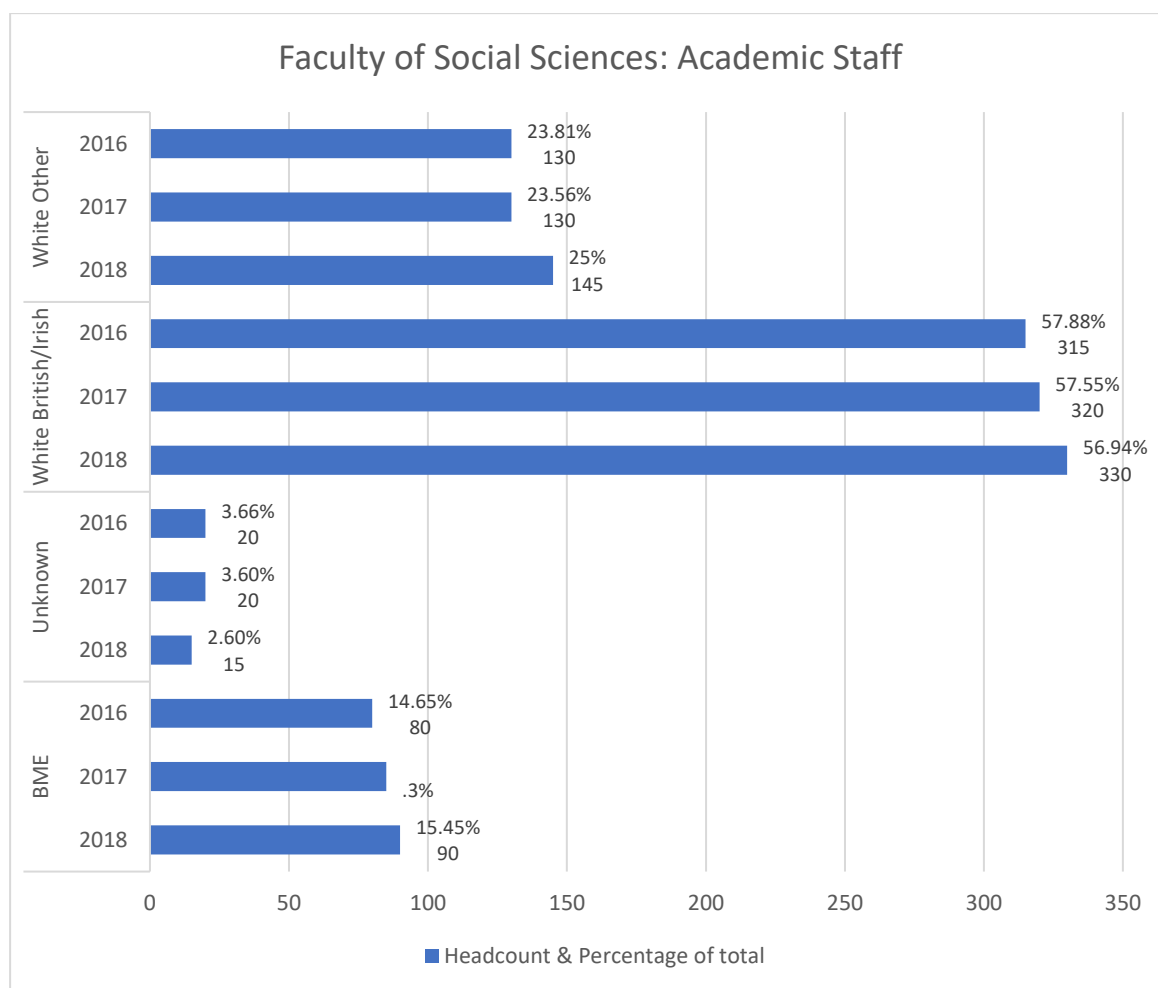


Figure 4a-7 Academic staff – BAME – Faculty of Social Sciences

Academic grades**Table 4a-8 Data: Academic staff – BAME – Level – UK/IRE and International**

			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
4	Non-UK/IRE	%→	45.4%	48.5%	52.3%	4.2%	3.8%	3.8%	1.1%	1.6%	1.4%	49.3%	46.1%	42.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%→	10.0%	10.1%	8.8%	4.4%	4.4%	4.6%	80.1%	80.3%	81.2%	5.6%	5.1%	5.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
5	Non-UK/IRE	%→	31.0%	32.8%	36.4%	7.0%	5.5%	5.7%	3.2%	3.5%	2.4%	58.8%	58.2%	55.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%→	8.7%	7.8%	9.5%	4.2%	4.6%	3.7%	83.0%	83.3%	82.9%	4.1%	4.4%	4.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
6	Non-UK/IRE	%→	19.7%	19.3%	17.4%	3.6%	5.5%	5.0%	1.5%	0.7%	2.5%	75.2%	74.5%	75.2%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%→	7.8%	9.5%	9.2%	1.8%	1.6%	1.7%	86.0%	84.0%	84.6%	4.4%	4.9%	4.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
7	Non-UK/IRE	%→	16.3%	16.7%	16.8%	1.2%	1.1%	0.0%	2.3%	2.2%	1.1%	80.2%	80.0%	82.1%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%→	8.2%	7.8%	7.5%	1.9%	2.0%	1.8%	85.1%	84.8%	85.1%	4.8%	5.3%	5.7%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	Total	%→	17.3%	18.1%	18.9%	3.7%	3.6%	3.5%	57.3%	56.9%	56.6%	21.6%	21.4%	21.0%
		HC	590	615	665	125	125	120	1955	1930	1980	735	725	735

Table 4a-9 Data: Academic staff – ethnicity – Level – UK/IRE and International

	Level	4				5				6				7				Grand Total	
		Non-UK/IRE		UK/IRE		Non-UK/IRE		UK/IRE		Non-UK/IRE		UK/IRE		Non-UK/IRE		UK/IRE			
	Year	%↓	#	%↓	#	%↓	#	%↓	#	%↓	#	%↓	#	%↓	#	%↓	#	%↓	#
Asian	2016	16.6%	■	4.5%	■	8.6%	■	4.2%	■	2.9%	■	2.8%	■	9.3%	■	3.2%	■	6.4%	220
	2017	17.1%	■	4.8%	■	9.6%	■	3.6%	■	2.8%	■	3.5%	■	8.9%	■	3.3%	■	6.6%	225
	2018	16.6%	■	3.7%	■	11.0%	■	3.8%	■	3.1%	■	3.9%	■	8.4%	■	3.2%	■	6.5%	230
Black	2016	4.4%	■	0.7%	■	1.3%	■	0.9%	■	2.2%	■	0.4%	■	1.2%	■	0.8%	■	1.4%	50
	2017	4.7%	■	1.4%	■	1.9%	■	0.9%	■	2.1%	■	1.0%	■	1.1%	■	0.8%	■	1.8%	60
	2018	6.5%	■	1.4%	■	2.4%	■	1.0%	■	1.9%	■	0.9%	■	1.1%	■	0.8%	■	2.1%	75
Chinese	2016	15.3%	■	1.8%	■	12.8%	■	1.7%	■	8.0%	■	1.8%	■	5.8%	■	2.9%	■	5.5%	185
	2017	16.6%	■	1.9%	■	13.5%	■	1.5%	■	9.0%	■	2.1%	■	5.6%	■	2.7%	■	5.8%	195
	2018	17.3%	■	1.7%	■	14.0%	■	1.9%	■	6.2%	■	2.1%	■	6.3%	■	2.4%	■	5.9%	205
Mixed	2016	2.7%	■	1.6%	■	1.6%	■	1.1%	■	2.2%	■	2.4%	■	0.0%	■	0.8%	■	1.7%	55
	2017	3.1%	■	1.1%	■	1.3%	■	0.8%	■	1.4%	■	2.3%	■	0.0%	■	0.6%	■	1.5%	50
	2018	5.2%	■	0.9%	■	2.1%	■	1.3%	■	1.2%	■	1.7%	■	0.0%	■	0.6%	■	1.9%	65
Not Known	2016	4.2%	■	4.4%	■	7.0%	■	4.2%	■	3.6%	■	1.8%	■	1.2%	■	1.9%	■	3.7%	125
	2017	3.8%	■	4.4%	■	5.5%	■	4.6%	■	5.5%	■	1.6%	■	1.1%	■	2.0%	■	3.6%	125
	2018	3.8%	■	4.6%	■	5.7%	■	3.7%	■	5.0%	■	1.7%	■	0.0%	■	1.8%	■	3.5%	120
Other	2016	6.4%	■	1.3%	■	6.7%	■	0.9%	■	4.4%	■	0.4%	■	0.0%	■	0.4%	■	2.4%	80
	2017	6.9%	■	0.9%	■	6.4%	■	0.9%	■	4.1%	■	0.6%	■	1.1%	■	0.4%	■	2.4%	80
	2018	6.5%	■	1.1%	■	6.9%	■	1.3%	■	5.0%	■	0.6%	■	1.1%	■	0.4%	■	2.5%	90
White	2016	1.1%	■	80.1%	■	3.2%	■	83.0%	■	1.5%	■	86.0%	■	2.3%	■	85.1%	■	57.3%	1955
	2017	1.6%	■	80.3%	■	3.5%	■	83.3%	■	0.7%	■	84.0%	■	2.2%	■	84.8%	■	56.9%	1930
	2018	1.4%	■	81.2%	■	2.4%	■	82.9%	■	2.5%	■	84.6%	■	1.1%	■	85.1%	■	56.6%	1980
White Other	2016	49.3%	■	5.6%	■	58.8%	■	4.1%	■	75.2%	■	4.4%	■	80.2%	■	4.8%	■	21.6%	735
	2017	46.1%	■	5.1%	■	58.2%	■	4.4%	■	74.5%	■	4.9%	■	80.0%	■	5.3%	■	21.4%	725
	2018	42.7%	■	5.4%	■	55.5%	■	4.0%	■	75.2%	■	4.5%	■	82.1%	■	5.7%	■	21.0%	735

Academic staff – ethnicity – Level - UK/IRE and International

Our research and teaching job families span 4 levels. As seniority of staff increases, representation decreases, with the most notable drop at level seven. The proportion of BAME staff at level 7 has decreased over the last three years. Within our international population we also see the proportion of BAME staff decrease as the job level increases (level 4 = 52.3%, level 7 = 16.8%, 2018). Some ethnic groups have particularly small representation. Our later analysis suggests that this is due to systemic bias within both our recruitment and promotions processes, and have developed actions (AP4.7-4.12) to understand and address this.

The impact of this different is borne out by quotes from our REC survey which highlighted a feeling of it being 'more difficult to succeed' for BAME staff.

"UoN needs to realise that success of fund generation for BAME staff is 10 times harder (especially from RCUK)."

"I sometimes feel my achievements are never enough. Despite being more academically qualified and experienced on paper than several of my peers, the feedback in the past has (although in my view factual and honest) at times been frustrating e.g. "there isn't enough evidence in the right domains" or "the achievements in my CV don't stand out as well as they could" or you haven't attracted large enough research grants or papers (although Caucasian colleagues with no grants and papers have been promoted albeit in a different career pathway)."

Table 4a-10 Summary of job titles/levels for academic/research staff

Job family	Level 4	Level 5	Level 6	Level 7
Research	Research Assistant/Fellow	Senior Research Fellow	Principal Research Fellow	
Research and Teaching	Teaching Assistant/Associate	Assistant Professor	Associate Professor	Professor
Teaching	University Teacher	Lecturer	Reader/Senior Lecturer	

Table 4a-11 Summary of job titles/levels for academic/research staff

Levels		4			5			6			7		
		HC	%↓	%→	HC	%↓	%→	HC	%↓	%→	HC	%↓	%→
Clinical Academic	BAME		0.0%	0.0%		49.2%	47.5%		26.8%	31.1%		20.6%	21.3%
	Unknown		0.0%	0.0%		1.7%	25.0%		1.4%	25.0%		3.2%	50.0%
	White British/Irish		0.0%	0.0%		47.5%	23.7%		63.4%	38.1%		71.4%	38.1%
	White Other		0.0%	0.0%		1.7%	10.0%		8.5%	60.0%		4.8%	30.0%
	Total		0.0%	0.0%	60	100%	30.6%	70	100%	36.8%	65	100%	32.6%
Research	BAME		32.9%	88.1%		19.4%	10.7%		6.9%	0.6%		13.3%	0.6%
	Unknown		4.6%	75.9%		6.1%	20.7%		0.0%	0.0%		13.3%	3.4%
	White British/Irish		39.3%	73.1%		55.6%	21.4%		69.0%	3.9%		53.3%	1.6%
	White Other		23.2%	82.4%		18.9%	13.9%		24.1%	2.6%		20.0%	1.1%
	Total	950	100%	79.8%	195	100%	16.5%	30	100%	2.4%	15	100%	1.3%
Research & Teaching	BAME		0.0%	0.0%		19.3%	51.1%		10.9%	28.5%		7.7%	20.4%
	Unknown		0.0%	0.0%		4.3%	53.8%		2.7%	33.3%		1.0%	12.8%
	White British/Irish		100%	0.1%		48.2%	26.6%		61.3%	33.6%		71.4%	39.7%
	White Other		0.0%	0.0%		28.3%	38.5%		25.2%	34.1%		20.0%	27.4%
	Total		100%	0.1%	490	100%	33.3%	490	100%	33.0%	495	100%	33.6%
Teaching	BAME		13.8%	56.5%		9.1%	38.7%		2.8%	4.8%		0.0%	0.0%
	Unknown		2.8%	35.0%		3.8%	50.0%		2.8%	15.0%		0.0%	0.0%
	White British/Irish		63.2%	34.7%		73.6%	42.3%		85.8%	19.7%		93.8%	3.3%
	White Other		20.2%	52.6%		13.6%	37.1%		8.5%	9.3%		6.3%	1.0%
	Total	255	100%	39.5%	265	100%	41.4%	105	100%	16.6%	15	100%	2.5%
Grand Total	Total	1205	100%	34.4%	1010	100%	28.9%	695	100%	19.8%	590	100%	16.9%

Contract type**Table 4a-9 Academic staff – BAME status – permanent/fixed-term - UK/IRE and International (Head Count and %)**

		BAME			Unknown			White British/Irish			White Other		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	Fixed-Term	44.3%	47.5%	52.5%	4.9%	3.9%	3.6%	0.4%	1.2%	1.1%	50.4%	47.3%	42.8%
	Permanent	28.2%	28.9%	29.0%	4.5%	4.6%	4.7%	3.1%	2.9%	2.4%	64.2%	63.6%	63.9%
UK/IRE	Fixed-Term	11.8%	12.5%	12.7%	3.9%	3.7%	3.8%	78.9%	79.7%	79.9%	5.4%	4.1%	3.6%
	Permanent	7.8%	7.7%	7.5%	3.1%	3.2%	2.9%	84.6%	84.0%	84.4%	4.5%	5.2%	5.2%
Grand Total		17.3%	18.1%	18.9%	3.7%	3.6%	3.5%	57.3%	56.9%	56.6%	21.6%	21.4%	21.0%
		590	615	665	125	125	120	1955	1930	1980	735	725	735

Table 4a-10 Academic staff – ethnicity – permanent/fixed-term - UK/IRE and International

(Table is split into 2, including eight distinct ethnicities)

			Asian			Black			Chinese			Mixed		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	Fixed-Term	%↓	17.4%	18.1%	17.7%	4.0%	4.5%	6.3%	13.8%	14.6%	16.9%	2.6%	2.6%	4.6%
		Head Count												
Non-UK/IRE	Permanent	%↓	7.3%	7.5%	7.9%	2.1%	2.2%	2.4%	12.1%	13.1%	11.3%	1.7%	1.7%	2.3%
		Head Count												
UK/IRE	Fixed-Term	%↓	5.7%	6.3%	5.7%	0.7%	1.5%	1.7%	1.4%	2.1%	1.9%	2.1%	1.1%	1.4%
		Head Count												
UK/IRE	Permanent	%↓	3.2%	3.1%	3.0%	0.7%	0.9%	0.8%	2.2%	2.0%	2.0%	1.2%	1.2%	1.1%
		Head Count												
Grand Total	Total	%↓	6.4%	6.6%	6.5%	1.4%	1.8%	2.1%	5.5%	5.8%	5.9%	1.7%	1.5%	1.9%
	Head Count		220	225	230	50	60	75	185	195	205	55	50	65

			Not Known			Other			White			White Other (...)		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	Fixed-Term	%↓	4.9%	3.9%	3.6%	6.5%	7.7%	6.8%	0.4%	1.2%	1.1%	50.4%	47.3%	43.0%
		Head Count												
Non-UK/IRE	Permanent	%↓	4.5%	4.6%	4.7%	5.0%	4.4%	5.2%	3.1%	2.9%	2.4%	64.2%	63.6%	63.9%
		Head Count												
UK/IRE	Fixed-Term	%↓	3.9%	3.7%	3.8%	1.8%	1.5%	2.1%	78.9%	79.7%	79.9%	5.4%	4.1%	3.6%
		Head Count												
UK/IRE	Permanent	%↓	3.1%	3.2%	2.9%	0.5%	0.5%	0.5%	84.6%	84.0%	84.4%	4.5%	5.2%	5.2%
		Head Count												
Grand Total	Total	%↓	3.7%	3.6%	3.5%	2.4%	2.4%	2.5%	57.3%	56.9%	56.6%	21.6%	21.4%	21.0%
		Head Count	125	125	120	80	80	90	1955	1930	1980	735	725	735

Compared with the UoN UK/IRE (8.8%) and International (39.8%) BAME workforces, BAME staff are over-represented in fixed term roles (UK/IRE = 12.7% , international = 52.5%) and under-represented in permanent roles (UK/IRE = 7.5%, international = 29%). This is likely due to the higher representation of BAME staff at levels 4 and 5, where most of our research staff are employed. It also highlights the systemic racism that may make BAME academics less likely to be seen as potential leaders, therefore given less opportunity to gain opportunities which may give them an advantage when applying for permanent academic posts.

Table 4a-11 Academic staff – BAME status – full-time/part-time- UK/IRE and International

			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	FT	%↓	35.8 %	37.7 %	40.5 %	4.8 %	4.6 %	4.4 %	2.0%	2.2%	2.0%	57.4 %	55.5 %	53.1 %
		Head Count	■	■	■	■	■	■	■	■	■	■	■	■
Non-UK/IRE	PT	%↓	33.3 %	35.3 %	31.9 %	3.2 %	0.0 %	2.1 %	0.0%	0.0%	0.0%	63.5 %	64.7 %	66.0 %
		Head Count	■	■	■	■	■	■	■	■	■	■	■	■
UK/IRE	FT	%↓	8.9%	9.5%	9.3%	3.0 %	3.0 %	2.8 %	83.6 %	82.8 %	83.0 %	4.6%	4.8%	4.9%
		Head Count	■	■	■	■	■	■	■	■	■	■	■	■
UK/IRE	PT	%↓	8.3%	6.3%	7.0%	4.6 %	4.5 %	4.4 %	81.7 %	83.8 %	84.0 %	5.5%	5.4%	4.6%
		Head Count	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	Total	%↓	17.3 %	18.1 %	18.9 %	3.7 %	3.6 %	3.5 %	57.3 %	56.9 %	56.6 %	21.6 %	21.4 %	21.0 %
		Head Count	590	615	665	125	125	120	1955	1930	1980	735	725	735

Table 4a-12 Academic staff – ethnicity – full-time/part-time - UK/IRE and International

		Non-UK/IRE				UK/IRE				Grand Total	
		Full-Time		Part-Time		Full-Time		Part-Time		Total	
		%↓	HC	%↓	HC	%↓	HC	%↓	HC	%↓	HC
Asian	2016	11.9%	■	14.3%	■	3.5%	■	5.0%	■	6.4%	220
	2017	12.7%	■	8.8%	■	3.9%	■	3.9%	■	6.6%	225
	2018	13.0%	■	5.3%	■	3.6%	■	4.0%	■	6.5%	230
Black	2016	2.7%	■	6.3%	■	0.8%	■	0.5%	■	1.4%	50
	2017	3.3%	■	2.9%	■	1.3%	■	0.2%	■	1.8%	60
	2018	4.0%	■	6.4%	■	1.2%	■	0.6%	■	2.1%	75
Chinese	2016	13.5%	■	3.2%	■	2.1%	■	1.4%	■	5.5%	185
	2017	14.1%	■	8.8%	■	2.2%	■	1.3%	■	5.8%	195
	2018	14.4%	■	8.5%	■	2.2%	■	1.4%	■	5.9%	205
Mixed	2016	2.0%	■	4.8%	■	1.6%	■	0.9%	■	1.7%	55
	2017	1.9%	■	5.9%	■	1.3%	■	0.9%	■	1.5%	50
	2018	3.0%	■	6.4%	■	1.2%	■	0.8%	■	1.9%	65
Not Known	2016	4.8%	■	3.2%	■	3.0%	■	4.6%	■	3.7%	125
	2017	4.6%	■	0.0%	■	3.0%	■	4.5%	■	3.6%	125
	2018	4.4%	■	2.1%	■	2.8%	■	4.4%	■	3.5%	120
Other	2016	5.8%	■	4.8%	■	0.9%	■	0.5%	■	2.4%	80
	2017	5.7%	■	8.8%	■	0.9%	■	0.0%	■	2.4%	80
	2018	6.0%	■	5.3%	■	1.1%	■	0.2%	■	2.5%	90
White	2016	2.0%	■	0.0%	■	83.6%	■	81.7%	■	57.3%	1955
	2017	2.2%	■	0.0%	■	82.8%	■	83.8%	■	56.9%	1930
	2018	2.0%	■	0.0%	■	83.0%	■	84.0%	■	56.6%	1980
White Other (...)	2016	57.4%	■	63.5%	■	4.6%	■	5.5%	■	21.6%	735
	2017	55.5%	■	64.7%	■	4.8%	■	5.4%	■	21.4%	725
	2018	53.2%	■	66.0%	■	4.9%	■	4.6%	■	21.0%	735

In 2018, both our UK/IRE and international populations had a slight over-representation of BAME staff in full-time roles (UK/IRE: 9.3%, cf. 8.8% overall, International: 40.5% cf. 39.8% overall) and an under-representation of BAME staff in part-time roles (UK/IRE: 7%, International: 31.9%). This will be explored in our action plan (AP 4.10) to understand the data further.

Staff turnover rates**Table 4a-13 Academic staff – BAME status – staff turnover overview**

Year	Nationality Group	BAME			Unknown			White British/Irish			White Other		
		Average HC	UoN Total Leavers	Full Turnover %	Average HC	UoN Total Leavers	Full Turnover %	Average HC	UoN Total Leavers	Full Turnover %	Average HC	UoN Total Leavers	Full Turnover %
2016	Non-UK/IRE	■	■	21.4%	■	■	21.8%	■	■	36.4%	■	■	22.1%
	UK/IRE	■	■	11.4%	■	■	16.4%	■	■	13.6%	■	■	11.3%
	Total	570	100	17.9%	125	25	18.6%	1960	270	13.8%	730	150	20.5%
2017	Non-UK/IRE	■	■	25.4%	■	■	30.9%	■	■	9.5%	■	■	18.3%
	UK/IRE	■	■	16.1%	■	■	24.5%	■	■	12.6%	■	■	10.8%
	Total	600	135	22.2%	120	35	27.0%	1935	245	12.6%	730	125	17.1%
2018	Non-UK/IRE	■	■	24.0%	■	■	40.9%	■	■	27.3%	■	■	20.9%
	UK/IRE	■	■	17.4%	■	■	18.8%	■	■	13.4%	■	■	15.1%
	Total	635	140	21.9%	115	30	27.7%	1945	265	13.6%	730	145	20.0%
Grand Total		1805	375	20.7%	360	90	24.4%	5840	780	13.3%	2190	420	19.2%

Table 4a-14 Academic staff – ethnicity status – staff turnover – International (split over 2 pages)

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2016	Asian								18.4%	9.2%	0.0%	9.2%
	Black								34.9%	9.5%	3.2%	22.2%
	Chinese								24.1%	11.3%	1.4%	11.3%
	Mixed								14.6%	9.8%	0.0%	4.9%
	Not Known								21.8%	5.9%	2.0%	13.9%
	Other								15.8%	8.8%	0.0%	7.0%
	White								36.4%	22.7%	0.0%	13.6%
	White Other (...)								22.1%	9.1%	1.1%	11.8%
	Total	1050	1080	1065	235	100	10	125	22.1%	9.6%	1.0%	11.5%
2017	Asian								26.6%	9.1%	0.0%	17.5%
	Black								23.5%	14.7%	2.9%	5.9%
	Chinese								19.4%	7.6%	1.4%	10.4%
	Mixed								44.4%	31.1%	0.0%	13.3%
	Not Known								30.9%	14.4%	2.1%	14.4%
	Other								31.1%	6.6%	0.0%	24.6%
	White								9.5%	0.0%	0.0%	9.5%
	White Other (...)								18.3%	9.7%	0.3%	8.2%
	Total	1070	1095	1080	230	105		120	21.3%	9.8%	0.6%	10.9%

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2018	Asian								31.8%	17.3%	0.0%	14.4%
	Black								21.4%	9.5%	0.0%	11.9%
	Chinese								18.9%	13.7%	0.0%	5.2%
	Mixed								9.8%	0.0%	0.0%	9.8%
	Not Known								40.9%	17.2%	0.0%	23.7%
	Other								27.9%	10.9%	0.0%	17.1%
	White								27.3%	18.2%	0.0%	9.1%
	White Other (...)								20.9%	7.9%	0.2%	12.8%
	Total	1085	1145	1115	255	115		140	23.0%	10.5%	0.1%	12.5%
Grand Total		3205	3320	3265	725	325	20	380	22.2%	10.0%	0.6%	11.6%

Table 4a-15 Academic staff – ethnicity status – staff turnover – UK/IRE (split over 2 pages)

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2016	Asian								9.6%	3.6%	0.0%	6.0%
	Black								22.9%	5.7%	5.7%	11.4%
	Chinese								14.4%	10.3%	0.0%	4.1%
	Mixed								3.2%	3.2%	0.0%	0.0%
	Not Known								16.4%	5.5%	1.4%	9.6%
	Other								14.6%	4.9%	0.0%	9.8%
	White								13.6%	7.9%	0.4%	5.3%
	White Other (...)								11.3%	4.7%	0.9%	5.7%
	Total	2310	2325	2320	310	175	10	125	13.4%	7.5%	0.4%	5.4%

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2017	Asian								15.8%	6.8%	0.0%	9.0%
	Black								19.5%	9.8%	0.0%	9.8%
	Chinese								4.4%	2.2%	0.0%	2.2%
	Mixed								23.0%	9.8%	3.3%	9.8%
	Not Known								24.5%	8.2%	1.4%	15.0%
	Other								30.0%	5.0%	0.0%	25.0%
	White								12.6%	6.3%	0.5%	5.8%
	White Other (...)								10.8%	2.7%	0.9%	7.2%
	Total	2305	2305	2305	305	140	15	150	13.2%	6.2%	0.6%	6.5%
2018	Asian								18.3%	5.7%	1.1%	11.4%
	Black								16.3%	4.1%	0.0%	12.2%
	Chinese								6.5%	2.2%	0.0%	4.3%
	Mixed								33.3%	25.9%	0.0%	7.4%
	Not Known								18.8%	7.2%	0.0%	11.6%
	Other								19.0%	9.5%	0.0%	9.5%
	White								13.4%	6.4%	0.4%	6.6%
	White Other (...)								15.1%	7.1%	0.9%	7.1%
	Total	2270	2355	2310	325	155	10	160	14.0%	6.6%	0.4%	7.0%
Grand Total	Total	6885	6985	6935	940	470	30	435	13.5%	6.8%	0.5%	6.3%

Table 4a-16 Academic staff – ethnicity – staff turnover - UK/IRE and International: 2016

Ethnicity	Start of Period HC	End of Period HC	Average HC	University Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
Arab								0.0%	0.0%	0.0%	0.0%
Asian or Asian British - Bangladeshi								0.0%	0.0%	0.0%	0.0%
Asian or Asian British - Indian								10.6%	4.3%	0.0%	6.4%
Asian or Asian British - Pakistani								6.5%	6.5%	0.0%	0.0%
Black or Black British - African								16.7%	8.3%	0.0%	8.3%
Black or Black British - Caribbean								44.4%	0.0%	22.2%	22.2%
Chinese								11.0%	6.6%	0.0%	4.4%
Mixed White and Asian								0.0%	0.0%	0.0%	0.0%
Mixed White and Black African								0.0%	0.0%	0.0%	0.0%
Mixed White and Black Caribbean								0.0%	0.0%	0.0%	0.0%
Not known								9.0%	3.6%	1.8%	3.6%
Other Asian background								12.1%	0.0%	0.0%	12.1%
Other Black background								0.0%	0.0%	0.0%	0.0%
Other Chinese background								66.7%	66.7%	0.0%	0.0%
Other Ethnic Background								18.8%	6.3%	0.0%	12.5%
Other Mixed background								7.7%	7.7%	0.0%	0.0%
Other White background								11.3%	4.7%	0.9%	5.7%
Prefer not to say								40.0%	11.4%	0.0%	28.6%
White British								14.0%	8.2%	0.4%	5.3%
White British Other								9.3%	4.7%	0.0%	4.7%
White Irish								18.3%	8.5%	0.0%	9.9%
White Scottish								9.4%	7.0%	0.0%	2.3%
White Welsh								4.9%	1.6%	0.0%	3.3%
Total 2016	2310	2325	2320	310	175	10	125	13.4%	7.5%	0.4%	5.4%

Table 4a-20 Academic staff – ethnicity – staff turnover - UK/IRE and International: 2017

Ethnicity	Start of Period HC	End of Period HC	Average HC	University Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
Arab								36.4%	0.0%	0.0%	36.4%
Asian or Asian British - Bangladeshi								20.0%	0.0%	0.0%	20.0%
Asian or Asian British - Indian								11.9%	4.0%	0.0%	7.9%
Asian or Asian British - Pakistani								37.5%	18.8%	0.0%	18.8%
Black or Black British - African								20.7%	13.8%	0.0%	6.9%
Black or Black British - Caribbean								20.0%	0.0%	0.0%	20.0%
Chinese								4.7%	2.4%	0.0%	2.4%
Mixed White and Asian								16.0%	8.0%	0.0%	8.0%
Mixed White and Black African								22.2%	22.2%	0.0%	0.0%
Mixed White and Black Caribbean								66.7%	0.0%	66.7%	0.0%
Not known								15.4%	5.8%	0.0%	9.6%
Other Asian background								5.9%	5.9%	0.0%	0.0%
Other Black background								0.0%	0.0%	0.0%	0.0%
Other Chinese background								0.0%	0.0%	0.0%	0.0%
Other Ethnic Background								27.6%	6.9%	0.0%	20.7%
Other Mixed background								25.0%	8.3%	0.0%	16.7%
Other White background								10.8%	2.7%	0.9%	7.2%
Prefer not to say								46.5%	14.0%	4.7%	27.9%
White British								12.4%	6.2%	0.5%	5.7%
White British Other								15.4%	15.4%	0.0%	0.0%
White Irish								25.5%	9.9%	1.4%	14.2%
White Scottish								5.8%	2.3%	0.0%	3.5%
White Welsh								11.5%	6.6%	0.0%	4.9%
Total 2017	2305	2305	2305	305	140	15	150	13.2%	6.2%	0.6%	6.5%

Table 4a-17 Academic staff – ethnicity – staff turnover - UK/IRE and International: 2018

Ethnicity	Start of Period HC	End of Period HC	Average HC	University Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
Arab								0.0%	0.0%	0.0%	0.0%
Asian or Asian British - Bangladeshi								22.2%	0.0%	0.0%	22.2%
Asian or Asian British - Indian								20.2%	10.1%	0.0%	10.1%
Asian or Asian British - Pakistani								12.1%	0.0%	0.0%	12.1%
Black or Black British - African								5.6%	0.0%	0.0%	5.6%
Black or Black British - Caribbean								36.4%	0.0%	0.0%	36.4%
Chinese								7.1%	2.4%	0.0%	4.8%
Mixed White and Asian								30.0%	20.0%	0.0%	10.0%
Mixed White and Black African								25.0%	25.0%	0.0%	0.0%
Mixed White and Black Caribbean								50.0%	50.0%	0.0%	0.0%
Not known								11.2%	9.0%	0.0%	2.2%
Other Asian background								17.6%	0.0%	5.9%	11.8%
Other Black background								100%	100%	0.0%	0.0%
Other Chinese background								0.0%	0.0%	0.0%	0.0%
Other Ethnic Background								27.6%	13.8%	0.0%	13.8%
Other Mixed background								36.4%	27.3%	0.0%	9.1%
Other White background								15.1%	7.1%	0.9%	7.1%
Prefer not to say								32.7%	4.1%	0.0%	28.6%
White British								13.3%	6.6%	0.3%	6.4%
White British Other								5.9%	0.0%	5.9%	0.0%
White Irish								16.6%	4.1%	0.0%	12.4%
White Scottish								14.2%	4.7%	1.2%	8.3%
White Welsh								12.3%	8.8%	0.0%	3.5%
Total 2018	2270	2355	2310	325	155	10	160	14.0%	6.6%	0.4%	7.0%

Turnover is higher for BAME staff overall (2018: BAME = 21.9%, White British/Irish = 13.6%). The largest turnover figures are in the UK/IRE population and are attributed to contract expiry, where BAME staff are over-represented in fixed term roles (2018: BAME = 9.2%, White British/Irish = 6.6%). However, international BAME staff, also over-represented in fixed-term roles, have a lower expiry-of-contract turnover rate than White staff (2018: BAME = 10.9%, White British/Irish = 23.7%). AP4.10 aims to help us to understand these data further and plan appropriate interventions.

Table 4a-18 Academic staff – grand total turnover rates - UK/IRE and International: 2016-2018

	Start of Period HC	End of Period HC	Average HC	UoN Total Leave rs	VL	IL (Exc EC)	EC Leave rs	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
Grand Total over 2016-2018								16.3%	7.8%	0.5%	8.0%

Table 4a-19 Academic staff – ethnicity/female – turnover rates - UK/IRE& International

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leave rs	VL	IL (Exc EC)	EC Leave rs	Full Turnov er %	Volunta ry Turnov er %	Involunt ary Turnover Exc EC%	EC Turnov er %
2016	BAME-F								18.8%	11.0%	0.9%	6.9%
	BAME-M								17.3%	6.8%	0.6%	9.9%
	Unknown -F								18.2%	2.0%	2.0%	14.1%
	Unknown -M								18.9%	8.1%	1.4%	9.5%
	White British/Irish-F								14.5%	9.4%	0.1%	5.0%
	White British/Irish-M								13.4%	7.2%	0.5%	5.6%
	White Other-F								23.4%	9.5%	1.0%	12.8%
	White Other-M								18.5%	7.7%	1.2%	9.6%
	Total	3360	3410	3385	545	275	20	250	16.1%	8.2%	0.6%	7.4%
2017	BAME-F								21.0%	9.2%	0.4%	11.4%
	BAME-M								23.0%	8.4%	0.8%	13.8%
	Unknown -F								23.8%	5.9%	2.0%	15.8%
	Unknown -M								29.4%	14.0%	1.4%	14.0%
	White British/Irish-F								14.0%	7.0%	1.0%	5.9%
	White British/Irish-M								11.6%	5.6%	0.2%	5.8%
	White Other-F								19.9%	8.0%	0.3%	11.6%
	White Other-M								15.2%	9.1%	0.5%	5.6%
	Total	3375	3395	3385	535	250	20	265	15.8%	7.3%	0.6%	7.9%
2018	BAME-F								28.2%	12.2%	0.0%	16.0%
	BAME-M								18.1%	10.8%	0.3%	7.0%
	Unknown -F								26.0%	8.0%	0.0%	18.0%
	Unknown -M								29.0%	13.7%	0.0%	15.3%
	White British/Irish-F								14.7%	7.0%	0.2%	7.5%
	White British/Irish-M								12.7%	6.3%	0.4%	6.0%
	White Other-F								20.5%	7.1%	0.3%	13.0%

White									19.7%	8.3%	0.2%	11.2%
Other-M												
Total	3355	3500	3425	580	270	10	300		17.0%	7.9%	0.3%	8.8%

BAME female staff have a higher turnover rate (UK/IRE = 26.7%, international = 29%) than BAME males (UK/IRE = 9.7%, international = 21.4%) and White females (UK/IRE: White British/Irish = 14.7%, White Other = 15.7%, international: White British/Irish = 18.2%, White other = 21.6%). This is a situation which requires close monitoring in the light of potential long-term impacts of Covid-19 on research project delivery and funding. Within the UK/IRE population, Mixed Heritage staff had the highest turnover rate in 2018 (33.3%), predominately caused by a high voluntary turnover rate (25.9%). Within the international population, Asian staff have the highest turnover rate (31.8%), both in terms of voluntary and expiry of contract turnover.

The data highlights the need for an action (AP4.10) related to recruitment, retention and progress of female BAME academics. We will build on our success in increasing representation of women through our Nottingham Research Fellowship programme (which leads to a permanent academic role and includes support for childcare) to have a specific focus on increased BAME representation.

AP: 4.7, 4.8, 4.9, 4.10

Objective 4.7: Increase the ethnic diversity of staff in all job families at all levels across UoN.

Objective 4.8: Increase BAME representation in senior roles at UoN level 6 and 7.

Objective 4.9: Develop interventions to support BAME research staff transitioning into academic/permanent roles.

Objective 4.10: Retain BAME research and teaching staff especially BAME women with annual review at EDI Committee and REC ISAT.

Highlight Actions:

A 4.7.1 Set institutional EDI KPIs to have no less than 20:80 BAME: White staff representation within all teams at all levels by September 2025 and produce guidance for teams to support increasing BAME representation across the University.

A 4.7.2 Faculties and PS teams to set local annual targets to support the institutional KPIs.

A 4.8. 1 Set clear institutional and faculty EDI KPIs for increasing BAME representation at levels 6 and 7 and provide guidance and expectations for achievement of these KPIs.

A 4.8.2 Set clear institutional EDI KPIs for the increase of representation specifically of Black staff at levels 6 and 7.

A 4.8.5 Require individual faculties to run regrading and promotion workshops and provide mentorship and coaching for BAME staff who are preparing for regrading and promotion and feedback for those who are unsuccessful.

A 4.9.1 Conduct a mapping exercise to identify effective career development interventions for BAME research staff and collate best practice from other HEIs.

A 4.9.2 Develop and share information about best practice around supporting transition of research staff and how they can be implemented.

A 4.9.3 Complete a scoping exercise to understand barriers to external funding success for BAME staff and improve support for Level 4 BAME research staff to enable successful transition into level 5 research and teaching posts.

A 4.10.1 Introduce positive action scheme to attract more applications from BAME academics and provide support to increase the transition into permanent academic roles, including through Nottingham Research Fellowship programme.

Page 45
A 4.10.2 Implement a retention scheme to reduce turnover among BAME women informed by evidence based exemplar initiatives from across the sector. February 2021



4b Professional and support staff

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

= the institution as a whole

= each central department (and where numbers permit, each academic faculty), accompanied by a brief statement from the head of each central department

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

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

= full-time/part-time contracts

= staff turnover rates

= At Silver level, it is likely that institutions will have additionally considered role and occupational segregation

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

4b Key Issues

- Under-representation of BAME Professional Services staff at senior levels (AP 4.7)
- Very low numbers of black staff in senior roles (AP 4.7)
- Uneven distribution of BAME staff in different teams (AP 4.7)

The Institution as a whole

Table 4b-1 P&S staff – BAME status – UK/IRE and International (overview)

	BAME			Unknown			White British/Irish			White Other		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	49.6%	51.1%	50.9%	3.4%	3.2%	3.6%	3.9%	2.2%	2.1%	43.1%	43.5%	43.4%
	■	■	■	■	■	■	■	■	■	■	■	■
UK/IRE	7.8%	8.0%	8.0%	2.3%	2.1%	2.0%	88.6%	88.6%	88.6%	1.3%	1.3%	1.4%
	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	11.3%	11.6%	11.8%	2.4%	2.2%	2.1%	81.6%	81.2%	81.0%	4.7%	4.9%	5.1%
	485	505	520	105	95	95	3525	3515	3580	205	215	225

Table 4b-2 P&S staff – ethnic group – UK/IRE and International – compared with HESA (2017)

	UK/IRE		International	
	UoN (2018)	HESA (2017)	UoN (2018)	HESA (2017)
White British/Irish	88.6%	90.2%	2.1%	70.6%
White	1.5%		43.4%	
Asian	3.4%	4.2%	14.2%	10.6%
Black	2.0%	2.1%	22.0%	4.1%
Chinese	0.8%	1.0%	5.7%	7.4%
Mixed	1.5%	1.7%	3.6%	3.1%
Not Known	2.0%	0.8%	3.6%	4.1%
Other	0.3%	5.4%	5.4%	8.8%

Table 4b-3 Distribution of P&S staff between job families

P&S Job Families	Levels	Total No. Staff (2018)
Administrative, Professional and Managerial (APM)	1 – 7	
Apprenticeship	This job family does not relate to University levels.	
Technical Services (TS)	1 – 5	
Operations and Facilities (O&F)	1 – 3	
Childcare Services	1 – 2	
R&T Administrative Support (RTS)	3 – 7	
Total		4420

P&S staff make up 55.8% of the UoN workforce (2018). They are school- or centrally-based and fall into different job families. 11.8% of P&S staff identify as BAME. This is close to the non-academic HE workforce benchmark (12% BAME, HESA 17/18) and higher than the BAME population within the East Midlands (10.8% BAME in 2011 Census). However, it is significantly lower than the BAME population in Nottingham City (3% BAME in the 2011 Census). We aim to increase our visibility as an employer in the region through AP3.1.

In 2018, the P&S workforce was 62% UK/IRE, 38% international. Within our UK/IRE population, 8% identify as BAME. Asian staff made up the largest ethnic group (3.4%), lower than the sector average (4.2%, 2017).

Our international P&S population was more diverse: 50.9% identified as BAME. Black staff made up the largest ethnic group (22%), higher than the sector average (4.1%, 2017).

Table 4b-4 Job Family – BAME status – UK/IRE and International

	BAME			Unknown			White British/Irish			White Other		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
APM	7.6%	8.0%	8.5%	1.5%	1.5%	1.6%	86.2%	85.6%	84.9%	4.6%	4.8%	5.1%
												
O&F	20.4%	21.4%	21.0%	3.1%	2.7%	2.5%	72.2%	71.5%	72.0%	4.3%	4.4%	4.4%
												
Technical	9.8%	9.8%	10.4%	4.7%	3.9%	4.0%	79.8%	80.0%	79.0%	5.6%	6.2%	6.6%
												
CCS	14.3%	7.4%	9.7%	0.0%	0.0%	0.0%	78.6%	85.2%	83.9%	7.1%	7.4%	6.5%
												
R&T Support	22.7%	26.7%	33.3%	9.1%	13.3%	11.1%	63.6%	60.0%	55.6%	4.5%	0.0%	0.0%
												
Apprenticeship	6.7%	9.1%	5.6%	0.0%	0.0%	0.0%	93.3%	90.9%	94.4%	0.0%	0.0%	0.0%
												
Grand Total	11.3%	11.6%	11.8%	2.4%	2.2%	2.1%	81.6%	81.2%	81.0%	4.7%	4.9%	5.1%
	485	505	520	105	95	95	3525	3515	3580	205	215	225

Table 4b-5 Data: P&S – Job Family – BAME status – UK/IRE and International (table split over 2 pages)

			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	APM	%↓	25.6%	28.1%	30.5%	3.3%	3.9%	5.8%	5.8%	3.1%	2.6%	65.3%	64.8%	61.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	CCS	%↓	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	66.7%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	O&F	%↓	72.7%	73.4%	74.6%	2.9%	2.8%	1.8%	1.7%	0.6%	1.2%	22.7%	23.2%	22.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	R&T Support	%↓	33.3%	50.0%	100%	33.3%	50.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Technical	%↓	32.1%	35.0%	36.7%	3.6%	1.7%	3.3%	7.1%	5.0%	3.3%	57.1%	58.3%	56.7%
		HC	■	■	■	■	■	■	■	■	■	■	■	■

			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
UK/IR E	APM	%↓	6.7%	7.0%	7.2%	1.4%	1.4%	1.3%	90.3%	90.0%	89.8%	1.6%	1.7%	1.7%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Apprenticeship	%↓	6.7%	9.1%	5.6%	0.0%	0.0%	0.0%	93.3%	90.9%	94.4%	0.0%	0.0%	0.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	CCS	%↓	12.0%	4.2%	7.1%	0.0%	0.0%	0.0%	88.0%	95.8%	92.9%	0.0%	0.0%	0.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	O&F	%↓	10.4%	10.9%	10.6%	3.1%	2.7%	2.6%	85.7%	85.7%	85.8%	0.8%	0.7%	0.9%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	R&T Support	%↓	21.1%	23.1%	25.0%	5.3%	7.7%	12.5%	73.7%	69.2%	62.5%	0.0%	0.0%	0.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Technical	%↓	7.8%	7.3%	7.6%	4.8%	4.2%	4.1%	86.6%	87.5%	87.1%	0.8%	1.0%	1.2%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	Total	%↓	11.3%	11.6%	11.8%	2.4%	2.2%	2.1%	81.6%	81.2%	81.0%	4.7%	4.9%	5.1%
		HC	485	505	520	105	95	95	3525	3515	3580	205	215	225

Table 4b-6 Data: P&S – Job Family – BAME status

		BAME			Unknown			White British/Irish			White Other		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
APM	%↓	7.6%	8.0%	8.5%	1.5%	1.5%	1.6%	86.2%	85.6%	84.9%	4.6%	4.8%	5.1%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
O&F	%↓	20.4%	21.4%	21.0%	3.1%	2.7%	2.5%	72.2%	71.5%	72.0%	4.3%	4.4%	4.4%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
Technical	%↓	9.8%	9.8%	10.4%	4.7%	3.9%	4.0%	79.8%	80.0%	79.0%	5.6%	6.2%	6.6%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
CCS	%↓	14.3%	7.4%	9.7%	0.0%	0.0%	0.0%	78.6%	85.2%	83.9%	7.1%	7.4%	6.5%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
R&T Support	%↓	22.7%	26.7%	33.3%	9.1%	13.3%	11.1%	63.6%	60.0%	55.6%	4.5%	0.0%	0.0%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
Apprenticeship	%↓	6.7%	9.1%	5.6%	0.0%	0.0%	0.0%	93.3%	90.9%	94.4%	0.0%	0.0%	0.0%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	%↓	11.3%	11.6%	11.8%	2.4%	2.2%	2.1%	81.6%	81.2%	81.0%	4.7%	4.9%	5.1%
	HC	485	505	520	105	95	95	3525	3515	3580	205	215	225

In 2018, the O&F family had the largest proportion of BAME staff (21%), of which Black staff are the most represented (11%). This job family, however, only includes level 1-3. The APM job family, which spans to level 7, whilst being the largest P&S family, has the smallest proportion of BAME staff (8.5%). This results in imbalance of staff across pay levels. As the O&F job family is lower pay grades, BAME staff are visible in more junior roles, impacting on inclusion for students and staff. We will address this (AP 4.7) through working with BAME staff to identify and develop interventions such as work shadowing to improve career progression, alongside our work to improve recruitment (AP 4.4).

Table 4b-7 P&S staff Intersectionality – UK/IRE and International

			Non-UK/IRE	UK/IRE
BAME-F	2016	%↓	26%	5%
		HC	■	■
	2017	%↓	28%	5%
		HC	■	■
	2018	%↓	27%	5%
		HC	■	■
BAME-M	2016	%↓	23%	3%
		HC	■	■
	2017	%↓	23%	3%
		HC	■	■
	2018	%↓	24%	3%
		HC	■	■
Other Intersection	2016	%↓	3%	2%
		HC	■	■
	2017	%↓	3%	2%
		HC	■	■
	2018	%↓	4%	2%
		HC	■	■
White British/Irish-F	2016	%↓	3%	55%
		HC	■	■
	2017	%↓	2%	55%
		HC	■	■
	2018	%↓	1%	55%
		HC	■	■
White British/Irish-M	2016	%↓	1%	33%
		HC	■	■
	2017	%↓	1%	33%
		HC	■	■
	2018	%↓	1%	33%
		HC	■	■
White Other-F	2016	%↓	34%	1%
		HC	■	■
	2017	%↓	34%	1%
		HC	■	■
	2018	%↓	33%	1%
		HC	■	■
White Other-M	2016	%↓	9%	%
		HC	■	■
	2017	%↓	1%	%
		HC	■	■

	2018	%↓	1%	%
	HC			

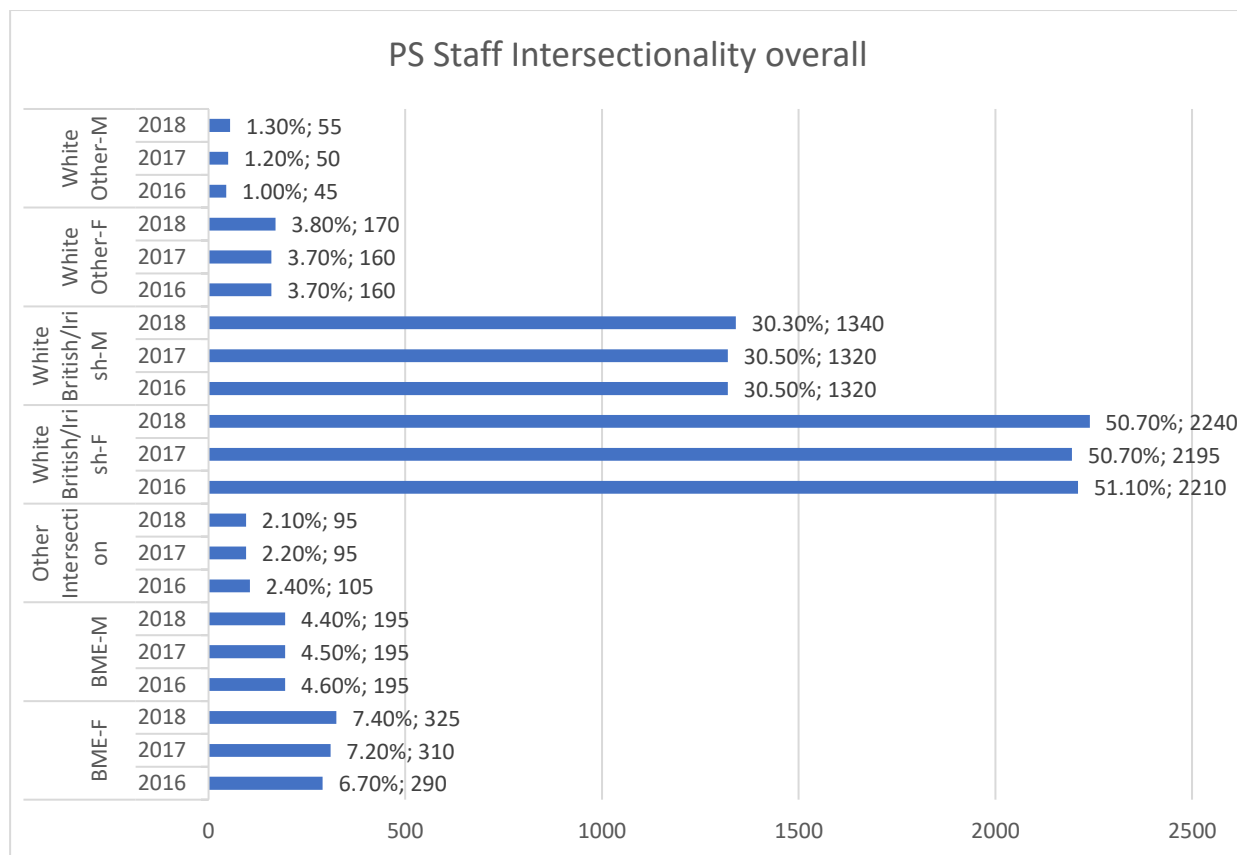


Figure 4b-1 P&S staff Intersectionality

There is an under-representation of men across our P&S population. 4.4% of our total P&S population are BAME men, compared to 7.4% BAME women.

Departments and Faculties

Table 4b-8 P&S staff distribution across Departments and Faculties

Count			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Estates & NH	Non-UK/IRE	%↓	72.0%	72.9%	73.4%	3.4%	3.3%	2.3%	1.7%	0.6%	1.2%	22.9%	23.2%	23.1%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	10.0%	10.5%	10.2%	3.2%	2.8%	2.7%	86.1%	86.1%	86.2%	0.7%	0.6%	0.9%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
MHS	Non-UK/IRE	%↓	22.7%	28.3%	28.9%	4.5%	2.2%	0.0%	4.5%	4.3%	2.6%	68.2%	65.2%	68.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	6.3%	6.7%	7.0%	2.3%	2.0%	1.2%	90.6%	90.4%	90.6%	0.8%	0.8%	1.2%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Registrars	Non-UK/IRE	%↓	23.3%	24.1%	28.1%	3.3%	3.4%	9.4%	3.3%	0.0%	0.0%	70.0%	72.4%	62.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	6.6%	6.5%	7.5%	0.8%	0.8%	1.0%	90.9%	91.1%	90.3%	1.6%	1.6%	1.2%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
StS	Non-UK/IRE	%↓	12.5%	18.2%	21.4%	6.3%	4.5%	3.6%	6.3%	4.5%	3.6%	75.0%	72.7%	71.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	5.7%	6.4%	7.5%	1.6%	2.0%	1.9%	91.3%	90.3%	89.3%	1.4%	1.3%	1.2%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
ER	Non-UK/IRE	%↓	25.0%	33.3%	14.3%	0.0%	0.0%	0.0%	8.3%	8.3%	7.1%	66.7%	58.3%	78.6%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	7.7%	7.2%	5.0%	1.9%	1.1%	1.0%	86.9%	88.3%	90.0%	3.5%	3.4%	4.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Science	Non-UK/IRE	%↓	39.1%	38.5%	37.9%	4.3%	7.7%	13.8%	4.3%	0.0%	0.0%	52.2%	53.8%	48.3%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	8.4%	9.4%	10.3%	2.5%	1.9%	1.5%	88.0%	87.3%	86.6%	1.1%	1.5%	1.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■

FABS	Non-UK/IRE	%↓	56.3%	64.3%	58.3%	0.0%	0.0%	0.0%	6.3%	0.0%	4.2%	37.5%	35.7%	37.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	10.3%	11.3%	11.6%	1.0%	1.4%	1.3%	87.2%	86.0%	85.7%	1.4%	1.4%	1.3%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
IS	Non-UK/IRE	%↓	27.8%	26.7%	43.8%	5.6%	6.7%	6.3%	16.7%	13.3%	6.3%	50.0%	53.3%	43.8%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	8.7%	8.0%	7.1%	2.0%	1.6%	1.7%	87.7%	89.2%	89.1%	1.6%	1.2%	2.1%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Engineering	Non-UK/IRE	%↓	16.7%	33.3%	43.8%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	83.3%	66.7%	50.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	2.9%	3.5%	3.7%	6.7%	5.4%	5.5%	90.0%	90.0%	89.7%	0.4%	1.2%	1.1%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Social Sciences	Non-UK/IRE	%↓	0.0%	20.0%	18.2%	0.0%	0.0%	0.0%	16.7%	10.0%	9.1%	83.3%	70.0%	72.7%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	8.0%	7.3%	8.1%	2.7%	1.8%	2.4%	88.5%	89.9%	87.9%	0.9%	0.9%	1.6%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
HR	Non-UK/IRE	%↓	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	7.2%	3.5%	4.3%	1.2%	1.2%	1.1%	89.2%	93.0%	92.4%	2.4%	2.3%	2.2%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Arts	Non-UK/IRE	%↓	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	100%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	7.7%	8.0%	3.9%		2.0%	2.0%	89.7%	86.0%	94.1%	2.6%	4.0%	
		HC	■	■	■	■	■	■	■	■	■	■	■	■
CARO	Non-UK/IRE	%↓	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	100%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	%↓	11.5%	10.9%	9.8%	0.0%	0.0%	0.0%	88.5%	87.0%	88.2%	0.0%	2.2%	2.0%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Senior Offices		%↓	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

	Non-UK/IRE	HC												
	UK/IRE	%↓	8.8%	5.3%	8.3%	0.0%	5.3%	8.3%	88.2%	89.5%	83.3%	2.9%	0.0%	0.0%
		HC												
Grand Total	Total	%↓	11.3%	11.6%	11.8%	2.4%	2.2%	2.1%	81.6%	81.2%	81.0%	4.7%	4.9%	5.1%
		HC	485	505	520	105	95	95	3525	3515	3580	205	215	225

There are clear discrepancies around where BAME staff work within P&S. In 2018, FABS have the largest *proportion* of UK/IRE BAME PS staff (11.6%), whereas the largest *number* of BAME staff sit within E&H (n=93, 10.2%). The FoE has the smallest proportion of P&S UK/IRE BAME staff (3.7%).

In 2018, within the international population, E&H has the largest proportion of BAME staff (73.4% - 127 staff members). FoA, CARO and SO have no international BAME staff.

We will work with our local communities to promote the UoN as an employer, and work with individual PS teams to set local priorities and actions, reflecting the challenges and needs of different job families and services.

Level**Table 4b-9 P&S staff – BAME – Level –International**

		BAME			Unknown			White British/Irish			White Other		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
1	% →	70.1%	72.8%	74.0%	2.3%	1.7%	1.8%	1.7%	0.0%	0.0%	26.0%	25.6%	24.3%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
2	% →	25.5%	25.9%	28.1%	3.9%	3.7%	4.7%	2.0%	1.9%	0.0%	68.6%	68.5%	67.2%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
3	% →	35.7%	33.3%	31.7%	4.8%	3.7%	5.0%	7.1%	5.6%	6.7%	52.4%	57.4%	56.7%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
4	% →	17.0%	28.3%	35.6%	7.5%	7.5%	6.8%	13.2%	7.5%	6.8%	62.3%	56.6%	50.8%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
5	% →	51.7%	40.7%	41.2%	0.0%	3.7%	2.9%	0.0%	0.0%	0.0%	48.3%	55.6%	55.9%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
6	% →	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	100%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
7	% →	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	0.0%
	HC	■	■	■	■	■	■	■	■	■	■	■	■

Table 4b-10 P&S staff – BAME – Level – UK/IRE

		BAME			Unknown			White British/Irish			White Other		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
1	% →	11.0%	11.1%	11.3%	3.3%	2.6%	2.4%	85.3%	86.1%	85.7%	0.5%	0.2%	0.6%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
2	% →	8.3%	8.5%	9.0%	2.1%	1.8%	1.5%	88.7%	88.5%	88.0%	1.0%	1.2%	1.4%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
3	% →	7.7%	7.4%	7.4%	2.1%	2.1%	1.9%	88.3%	88.6%	89.0%	1.9%	1.9%	1.7%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
4	% →	6.3%	6.4%	5.8%	2.0%	2.1%	2.5%	90.1%	89.7%	89.7%	1.6%	1.8%	2.0%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
5	% →	4.6%	5.5%	6.0%	2.5%	2.1%	1.4%	91.4%	91.0%	91.0%	1.5%	1.4%	1.6%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
6	% →	7.3%	8.9%	8.3%	0.0%	0.0%	1.5%	91.9%	90.2%	89.5%	0.8%	0.8%	0.8%
	HC	■	■	■	■	■	■	■	■	■	■	■	■
7	% →	2.6%	2.2%	2.2%	2.6%	4.3%	4.4%	92.3%	91.3%	91.1%	2.6%	2.2%	2.2%
	HC	■	■	■	■	■	■	■	■	■	■	■	■

Table 4b-11 P&S staff – ethnicity – Level - International

		Asian			Black			Chinese			Mixed			Not Known			Other			White			White Other (...)		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
1	%→	19.2	21.1	23.1	40.1	41.7	42.0	3.4	3.3	2.4	5.1	4.4	4.1	2.3	1.7	1.8	2.3	2.2	2.4	1.7	0.0	0.0	26.0	25.6	24.3
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2	%→	9.8	13.0	12.5	3.9	3.7	6.3	2.0	1.9	1.6	2.0	1.9	3.1	3.9	3.7	4.7	7.8	5.6	4.7	2.0	1.9	0.0	68.6	68.5	67.2
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
3	%→	4.8	7.4	5.0	4.8	3.7	5.0	14.3	9.3	11.7	0.0	1.9	1.7	4.8	3.7	5.0	11.9	11.1	8.3	7.1	5.6	6.7	52.4	57.4	56.7
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4	%→	1.9	3.8	5.1	3.8	7.5	6.8	7.5	9.4	8.5	1.9	3.8	5.1	7.5	7.5	6.8	1.9	3.8	10.2	13.2	7.5	6.8	62.3	56.6	50.8
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
5	%→	17.2	11.1	5.9	6.9	3.7	8.8	17.2	18.5	14.7	3.4	0.0	2.9	0.0	3.7	2.9	6.9	7.4	8.8	0.0	0.0	0.0	48.3	55.6	55.9
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
6	%→	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	100	100
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
7	%→	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	100	0.0
	HC	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Table 4b-12 P&S staff – ethnicity – Level - UK/IRE

		Asian			Black			Chinese			Mixed			Not Known			Other			White			White Other (...)		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
1	%→	2.1	2.6	2.5	5.5	5.3	5.2	1.1	1.0	1.1	1.7	1.7	1.9	3.3	2.6	2.4	0.6	0.6	0.6	85.3	86.1	85.7	0.5	0.2	0.6
	HC																								
2	%→	3.8	4.3	4.2	1.7	1.5	2.0	0.5	0.5	0.6	1.8	1.7	1.8	2.1	1.8	1.5	0.5	0.5	0.5	88.7	88.5	88.0	1.0	1.2	1.4
	HC																								
3	%→	4.1	3.8	4.1	0.9	0.9	0.8	0.8	0.9	0.8	1.5	1.5	1.4	2.1	2.1	1.9	0.4	0.3	0.3	88.3	88.6	89.0	1.9	1.9	1.7
	HC																								
4	%→	2.9	2.8	2.5	0.9	0.8	1.0	1.3	1.4	1.1	0.9	1.2	1.2	2.0	2.1	2.5	0.1	0.3	0.0	90.1	89.7	89.7	1.6	1.8	2.0
	HC																								
5	%→	2.7	3.3	3.4	0.6	0.6	0.8	0.2	0.2	0.4	1.0	1.4	1.2	2.5	2.1	1.4	0.0	0.0	0.0	91.4	91.0	91.0	1.5	1.4	1.8
	HC																								
6	%→	4.0	4.9	4.5	0.8	1.6	1.5	0.8	0.8	0.8	1.6	1.6	1.5	0.0	0.0	1.5	0.0	0.0	0.0	91.9	90.2	89.5	0.8	0.8	0.8
	HC																								
7	%→	2.6	2.2	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	4.3	4.4	0.0	0.0	0.0	92.3	91.3	91.1	2.6	2.2	2.2
	HC																								

Within our UK/IRE P&S population, the proportion of BAME staff decreases from level 1 to level 4, increases slightly at levels 5 and 6 and then drops significantly at level 7. The largest ethnic group at level 1 is Black staff (5%), however representation decreases as the level increases. Asian staff make up the largest ethnic group at senior levels and are the only ethnic group represented at level 7. There are low numbers of International staff at senior levels.

These data are of significant concern. A low representation of BAME staff leads to a lack of role models, and a lack of social capital within the BAME community to provide peer support for career progression. It also means that there are fewer BAME staff amongst those involved in recruiting to higher level posts.

Analysis from the REC survey highlights that these systemic patterns add to the feeling of exclusion and lack of support for our BAME staff.

“My experience is that the only way to progress is to apply for another role. Only those staff that fit into the cultural and racial norms of the institution get supported to further progression within APM.”

“I could apply for the promotion within a year but my Head of Department discouraged me by saying that I would take at least 3 years to get promoted. At the same time they did not help to guide me when I asked that what are the tasks I need to undertake to get promotion. Told me vague things and misguided me.”

“The person in charge does everything in their power to block any thinking or even hope to apply for a promotion even though they knew I am seriously disadvantaged and mistreated due to my race.”

“I raised the idea of seeking a permanent role and it was immediately shot down.”

These systemic patterns of bias and racism have led us to identify the need for a dedicated post within HR to focus on BAME staff recruitment, retention and progression in all roles and at all levels (AP 4.12).

Contract type**Table 4b-13 P&S staff – BAME status – permanent/fixed-term - UK/IRE and International**

			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	Fixed - Term	% →	31.7 %	44.0 %	37.1 %	2.4%	4.0%	6.5%	12.2 %	8.0%	4.8%	53.7 %	44.0 %	51.6 %
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Permanent	% →	51.9 %	52.2 %	53.5 %	3.5%	3.1%	3.1%	2.9%	1.3%	1.5%	41.7 %	43.4 %	41.8 %
		HC	■	■	■	■	■	■	■	■	■	■	■	■
UK/IRE	Fixed - Term	% →	7.8%	7.5%	8.0%	3.8%	2.2%	2.3%	86.7 %	88.5 %	87.8 %	1.7%	1.8%	1.9%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Permanent	% →	7.8%	8.0%	8.0%	2.1%	2.1%	1.9%	88.8 %	88.7 %	88.7 %	1.2%	1.3%	1.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	Total	% →	11.3 %	11.6 %	11.8 %	2.4%	2.2%	2.1%	81.6 %	81.2 %	81.0 %	4.7%	4.9%	5.1%
	Total	HC	485	505	520	105	95	95	3525	3515	3580	205	215	225

Table 4b-14 P&S staff – ethnicity – permanent/fixed-term - UK/IRE and International (split over 2 tables)

			Asian			Black			Chinese			Mixed		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	Fixed - Term	% →	9.8%	20.0 %	12.9 %	4.9%	6.0%	6.5%	4.9%	6.0%	4.8%	7.3%	6.0%	4.8%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Permanent	% →	13.7 %	13.8 %	14.5 %	24.5 %	25.3 %	24.9 %	6.4%	5.9%	5.8%	2.9%	2.8%	3.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
UK/IRE	Fixed - Term	% →	3.8%	3.8%	4.6%	0.5%	0.7%	0.8%	0.5%	0.9%	0.8%	1.9%	1.8%	1.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	Permanent	% →	3.1%	3.4%	3.2%	2.2%	2.0%	2.1%	0.8%	0.8%	0.8%	1.4%	1.5%	1.5%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	Total	% →	4.0%	4.4%	4.3%	3.7%	3.6%	3.7%	1.3%	1.3%	1.2%	1.6%	1.6%	1.7%
	Total	HC	175	190	190	160	160	165	55	55	55	70	70	75

			Not Known			Other			White			White Other (...)		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-UK/IRE	Fixed-Term	% →	2.4%	4.0%	6.5%	4.9%	6.0%	8.1%	12.2%	8.0%	4.8%	53.7%	44.0%	51.6%
		HC												
	Permanent	% →	3.5%	3.1%	3.1%	4.5%	4.4%	4.9%	2.9%	1.3%	1.5%	41.7%	43.4%	41.8%
		HC												
UK/IRE	Fixed-Term	% →	3.8%	2.2%	2.3%	1.2%	0.4%	0.2%	86.7%	88.5%	87.8%	1.7%	1.8%	1.9%
		HC												
	Permanent	% →	2.1%	2.1%	1.9%	0.3%	0.3%	0.3%	88.8%	88.7%	88.7%	1.2%	1.3%	1.4%
		HC												
Grand Total	Total	% →	2.4%	2.2%	2.1%	0.7%	0.7%	0.7%	81.6%	81.2%	81.0%	4.7%	4.9%	5.1%
		HC	105	95	95	30	30	35	3525	3515	3580	205	215	225

Within our UK/IRE P&S population in 2018, BAME staff are equally represented within fixed-term and permanent roles (8%). Within our International population in 2018, BAME staff are under-represented in fixed-term roles (37.1%) and slightly over-represented in permanent roles (53.5% cf. 50.9% overall).

Table 4b-15 P&S staff – BAME status – full-time/part-time- UK/IRE and International

			BAME			Unknown			White British/Irish			White Other		
			2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Full-Time	Non-UK/IRE	% of year	30.4 %	33.3 %	37.0 %	4.1%	3.8%	3.0%	6.1%	4.5%	4.2%	59.5 %	58.3 %	55.8 %
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	% of year	7.5%	7.6%	7.4%	2.4%	2.2%	2.1%	88.8 %	88.8 %	89.0 %	1.3%	1.4%	1.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Part-Time	Non-UK/IRE	% of year	63.3 %	64.0 %	61.3 %	2.9%	2.8%	4.1%	2.4%	0.5%	0.5%	31.4 %	32.7 %	34.2 %
		HC	■	■	■	■	■	■	■	■	■	■	■	■
	UK/IRE	% of year	8.4%	8.7%	9.0%	2.2%	1.9%	1.7%	88.2 %	88.3 %	87.8 %	1.2%	1.2%	1.4%
		HC	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	Total	v	11.3 %	11.6 %	11.8 %	2.4%	2.2%	2.1%	81.6 %	81.2 %	81.0 %	4.7%	4.9%	5.1%
		HC	485	505	520	105	95	95	3525	3515	3580	205	215	225

Within our UK/IRE population in 2018, the data shows a slight under-representation of BAME staff within full-time roles (7.4%) and an over-representation of BAME staff within part-time roles (9% cf. 8% overall). The same trend exists for international BAME staff but to a greater extent (full-time = 37%, part-time = 61.3%, cf. 50.9% overall). There are proportionately more Black staff in part-time roles (UK/IRE = 2.9%, international = 32%), than full time (UK/IRE = 1.5%, international = 9%). The same pattern is seen for international Asian staff (part-time = 19%, full-time = 8%). There are, however, proportionately more full-time roles held by UK/IRE Chinese staff (8%) than part-time (4%). This may be due to a high number of part time roles within the O&F job family.

Professional Services Staff turnover rates**Table 4b-16 P&S staff – BAME status – staff turnover - UK/IRE and International**

Year	Nationality Group	BAME			Unknown			White British/Irish			White Other		
		Aver- age HC	UoN Total Leavers	Full Turnover %	Aver- age HC	UoN Total Leavers	Full Turnover %	Aver- age HC	UoN Total Leavers	Full Turnover %	Aver- age HC	UoN Total Leavers	Full Turnover %
2016	Non-UK/IRE	■	■	24.9%	■	■	16.7%	■	■	7.7%	■	■	19.4%
	UK/IRE	■	■	14.8%	■	■	13.6%	■	■	13.9%	■	■	14.0%
	Total	■	■	18.4%	■	■	13.9%	■	■	13.9%	■	■	18.0%
2017	Non-UK/IRE	■	■	25.3%	■	■	8.3%	■	■	72.7%	■	■	15.3%
	UK/IRE	■	■	18.0%	■	■	14.1%	■	■	14.0%	■	■	13.7%
	Total	■	■	20.7%	■	■	13.4%	■	■	14.2%	■	■	14.9%
2018	Non-UK/IRE	■	■	25.1%	■	■	16.0%	■	■	13.3%	■	■	24.5%
	UK/IRE	■	■	17.2%	■	■	11.3%	■	■	12.9%	■	■	14.5%
	Total	■	■	20.2%	■	■	11.9%	■	■	12.9%	■	■	22.0%
Grand Total	Total	1455	290	19.8%	290	40	13.1%	10495	1,433	13.7%	620	115	18.4%

Table 4b-17 P&S staff – ethnicity – reasons for leaving – UK/IRE (split over 3 tables)

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2016	Asian	■	■	■	■	■	■	■	15.2%	13.5%	0.0%	1.7%
	Black	■	■	■	■	■	■	■	10.7%	9.4%	0.0%	1.3%
	Chinese	■	■	■	■	■	■	■	9.8%	9.8%	0.0%	0.0%
	Mixed	■	■	■	■	■	■	■	23.9%	18.3%	3.7%	1.8%
	Not Known	■	■	■	■	■	■	■	13.6%	10.2%	1.1%	2.3%
	Other	■	■	■	■	■	■	■	7.7%	7.7%	0.0%	0.0%
	White	■	■	■	■	■	■	■	13.9%	12.2%	0.7%	1.0%
	White Other (...)	■	■	■	■	■	■	■	14.0%	12.0%	2.0%	0.0%
	Total	3785	3965	3875	540	475	25	40	13.9%	12.2%	0.7%	1.0%

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2017	Asian	■	■	■	■	■	■	■	20.7%	20.7%	0.0%	0.0%
	Black	■	■	■	■	■	■	■	22.2%	19.6%	2.6%	0.0%
	Chinese	■	■	■	■	■	■	■	6.3%	6.3%	0.0%	0.0%
	Mixed	■	■	■	■	■	■	■	15.4%	13.7%	0.0%	1.7%
	Not Known	■	■	■	■	■	■	■	14.1%	9.4%	3.5%	1.2%
	Other	■	■	■	■	■	■	■	7.1%	0.0%	0.0%	7.1%
	White	■	■	■	■	■	■	■	14.0%	12.4%	0.7%	0.9%
	White Other (...)	■	■	■	■	■	■	■	13.7%	11.8%	2.0%	0.0%
	Total	3915	3960	3935	565	500	30	35	14.3%	12.7%	0.8%	0.9%

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2018	Asian	■	■	■	■	■	■	■	17.7%	14.8%	1.5%	1.5%
	Black	■	■	■	■	■	■	■	13.1%	11.8%	1.3%	0.0%
	Chinese	■	■	■	■	■	■	■	9.1%	3.0%	3.0%	3.0%
	Mixed	■	■	■	■	■	■	■	24.6%	21.3%	0.0%	3.3%
	Not Known	■	■	■	■	■	■	■	11.3%	8.8%	0.0%	2.5%
	Other	■	■	■	■	■	■	■	23.1%	15.4%	0.0%	7.7%
	White	■	■	■	■	■	■	■	12.9%	11.5%	0.7%	0.7%
	White Other (...)	■	■	■	■	■	■	■	14.4%	14.4%	0.0%	0.0%
	Total	3940	4035	3985	530	465	30	35	13.2%	11.7%	0.7%	0.8%
Grand Total (2016-2018)	Total	11635	11955	11795	1630	1435	90	105	13.8%	12.2%	0.7%	0.9%

Table 4b-18 P&S staff – ethnicity – reasons for leaving – International (split over 3 tables)

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2016	Asian	■	■	■	■	■	■	■	44.7%	39.5%	0.0%	5.3%
	Black	■	■	■	■	■	■	■	23.8%	21.2%	1.3%	1.3%
	Chinese	■	■	■	■	■	■	■	9.1%	9.1%	0.0%	0.0%
	Mixed	■	■	■	■	■	■	■	27.3%	18.2%	0.0%	9.1%
	Not Known	■	■	■	■	■	■	■	16.7%	16.7%	0.0%	0.0%
	Other	■	■	■	■	■	■	■	0.0%	0.0%	0.0%	0.0%
	White	■	■	■	■	■	■	■	7.7%	7.7%	0.0%	0.0%
	White Other (...)	■	■	■	■	■	■	■	19.4%	16.6%	0.0%	2.8%
	Total	305	355	330	70	60	■	■	21.5%	18.8%	0.3%	2.4%

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2017	Asian	■	■	■	■	■	■	■	43.6%	41.6%	2.0%	0.0%
	Black	■	■	■	■	■	■	■	17.3%	17.3%	0.0%	0.0%
	Chinese	■	■	■	■	■	■	■	18.2%	18.2%	0.0%	0.0%
	Mixed	■	■	■	■	■	■	■	17.4%	17.4%	0.0%	0.0%
	Not Known	■	■	■	■	■	■	■	8.3%	8.3%	0.0%	0.0%
	Other	■	■	■	■	■	■	■	24.2%	18.2%	0.0%	6.1%
	White	■	■	■	■	■	■	■	72.7%	54.5%	9.1%	9.1%
	White Other (...)	■	■	■	■	■	■	■	15.3%	13.4%	0.6%	1.3%
	Total	350	370	360	80	70	■	■	21.9%	19.9%	0.8%	1.1%

Year	Ethnicity	Start of Period HC	End of Period HC	Average HC	UoN Total Leavers	VL	IL (Exc EC)	EC Leavers	Full Turnover %	Voluntary Turnover %	Involuntary Turnover Exc EC%	EC Turnover %
2018	Asian	■	■	■	■	■	■	■	■	31.5%	0.0%	7.4%
	Black	■	■	■	■	■	■	■	■	19.2%	1.2%	2.4%
	Chinese	■	■	■	■	■	■	■	■	13.6%	0.0%	0.0%
	Mixed	■	■	■	■	■	■	■	■	30.8%	0.0%	0.0%
	Not Known	■	■	■	■	■	■	■	■	8.0%	8.0%	0.0%
	Other	■	■	■	■	■	■	■	■	0.0%	0.0%	5.3%
	White	■	■	■	■	■	■	■	■	0.0%	0.0%	13.3%
	White Other (...)	■	■	■	■	■	■	■	■	22.6%	0.0%	1.8%
	Total	365	385	375	90	80	■	10	24.3%	20.8%	0.5%	2.9%
Grand Total (2016-2018)	Total	1020	1110	1065	240	210	■	25	22.6%	19.9%	0.6%	2.2%

Within both our UK/IRE and International P&S populations in 2018, turnover numbers are higher for BAME staff than for White staff. In 2018, the UK/IRE BAME turnover rate was 17.2%. The international BAME turnover rate has remained consistent over the last three years, at around 25%.

Within the UK/IRE population, voluntary turnover rates are similar for BAME staff (14.1%) and White Other staff (14.5%) but higher than for White British/Irish staff (11.5%). Both involuntary, and expiry-of-contract turnover are higher for BAME staff than for White staff.

Within our international population in 2018, the voluntary turnover rate is higher for White Other staff (22.6%) than BAME staff (20.9%). White British/Irish staff had the highest expiry-of-contract turnover rate in 2018 (13.7%).

Within our UK/IRE population in 2018, Mixed Heritage staff had the highest turnover rate (24.6%). The turnover rate for Black staff reduced in 2018 to 13.1% (2017 = 22.2%). Asian staff have the highest turnover within the International population (38.9% cf. 25% for international BAME staff overall). Chinese staff have the lowest levels of turnover within both populations. This suggests a need to have more qualitative understanding to inform an appropriate and nuanced approach to staff retention and progression.

We will specifically explore reasons for differences in turnover through focus groups, and develop appropriate interventions (AP 4.7). We believe this pattern is likely to be connected to reports from our BAME staff network, such as lack of trust in our grievance processes. We will continue to work with the staff network to understand these factors, and we will address them, through actions including anti-racism training (AP 4.5).

**AP: 4.5, 4.7, 4.8, 4.9, 4.11, 4.12**

Objective 4.5: To build the commitment, confidence and competence of all staff in all job families to be antiracist, engage in challenging conversations about race/ethnicity and deliver an inclusive UoN environment for BAME staff and students.

Objective 4.7: To increase the ethnic diversity of staff in all job families and at all levels across the University.

Objective 4.8: To increase BAME representation in senior roles at UoN level 6 and 7.

Objective 4.9: To develop interventions to support BAME research staff in transition to academic/permanent roles.

Objective 4.11: To increase BAME success in the staff recruitment process

Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression.

Highlight Actions:

A 4.5.3: Implement antiracism training for staff in the R&T, APM, O&F and TS job families for inclusive University services.

A 4.7.1 Institutional EDI KPIs to have no less than 20:80 BAME: White staff representation within all teams by September 2025.

A 4.7.2 Require Faculties and PS teams to set local annual targets to support the institutional KPIs.

A 4.11.3 Require all recruitment panels for level 6 and 7 roles to be ethnically diverse.

A 4.11.4 Appoint a HR specialist to lead initiatives in all aspects of HR policy and practice to support BAME staff recruitment, retention and progress.

A 4.11.5 Evaluate the impact of the Diversity in Recruitment programme on the ethnic diversity of successful applicants.

A 4.12.1: HR BAME Lead to work with BAME staff network to identify interventions to increase engagement from BAME staff with all training programmes with particular focus on those developing leadership.

4c Grievances and disciplinarys

This section requests three years data on:

- = the ethnic profile of individuals involved in grievance procedures
- = the ethnic profile of individuals involved in disciplinary procedures
- = whether the nature of any grievances and disciplinarys are race-related

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

4c Key Issues

- Lack of confidence and trust in grievance and disciplinary processes (AP 1.3)

Only two years of grievance and dignity data are provided due to a recent system move which resulted in only two years of historical data being transferred.

Table 4c-1 All staff – dignity and grievances cases closed by year – BAME status

Case Type	Case Closed Year		BAME	Unknown	White British/Irish	White Other	Grand Total
Dignity	2017	% of Total Number of Cases	■	■	■	■	■
		Cases	■	■	■	■	■
	2018	% of Total Number of Cases	■	■	■	■	■
		Cases	■	■	■	■	■
Grievance	2017	% of Total Number of Cases	■	■	■	■	■
		Cases	■	■	■	■	■
	2018	% of Total Number of Cases	■	■	■	■	■
		Cases	■	■	■	■	■
Grand Total	Total	% of Total Number of Cases	■	■	■	■	■
	Total	Cases	■	■	■	■	■

The University has two separate policies for grievances (formal complaints against an individual or the University) and dignity (specific issues relating to harassment, bullying and victimisation) complaints but these will be combined in the future (AP1.3). ■

In 2019, the UoN Dignity Advisor Network was reviewed and diversified. New training was delivered to better support grievances and dignity issues. We do not hold information relating to the subject matter of dignity cases so are not able to say how many are race related. We will continue to review our policies and support, improve our understanding of race-related dignity cases, and continue to improve our response to dignity and grievance cases and build trust in these processes for our BAME staff (AP1.3).

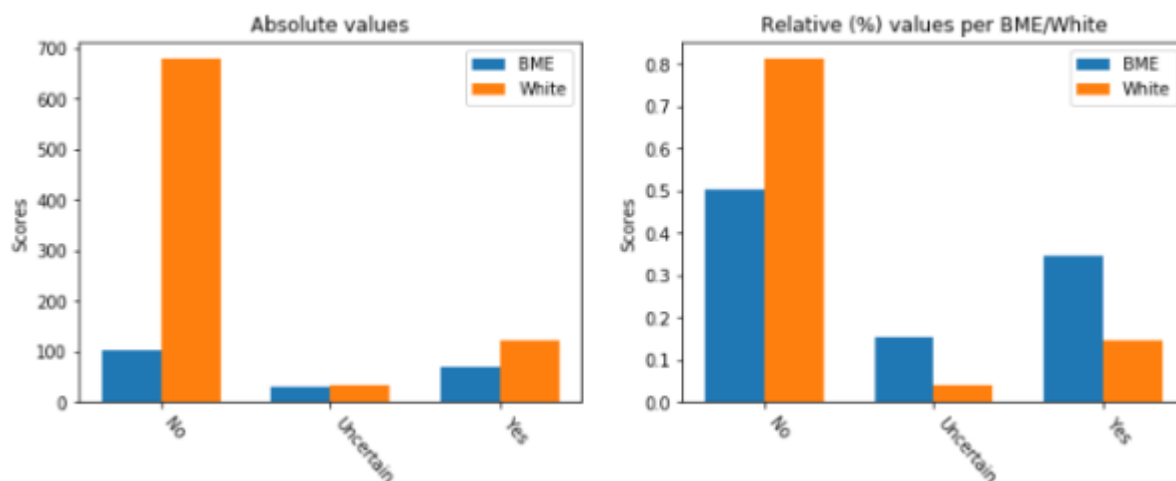


Figure 4c-1 REC staff survey – I have witnessed or been the victim of racial discrimination on campus²

col12	Agree	Disagree	Neutral	All
col47				
BME	96	38	93	227
NoInfo	67	6	33	106
White	489	47	314	850
All	652	91	440	1183

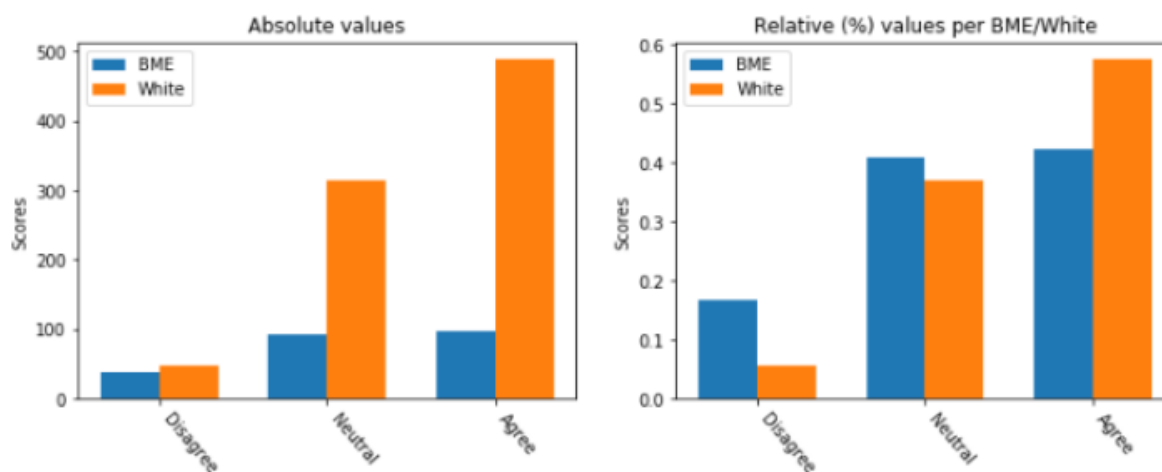


Figure 4c-2 REC staff survey – If I reported a race-related incident to my institution, appropriate action would be taken

² NB 'scores' y axis refers either to Absolute (N) or Relative (%) values

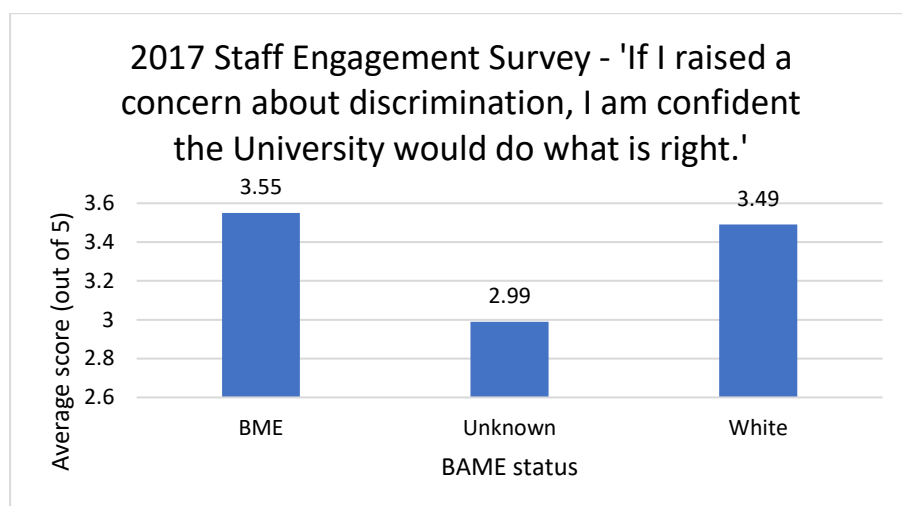


Figure 4c-3 2017 Staff Engagement Survey – If I raised a concern about discrimination, I am confident the University would do what is right

The REC Staff Survey suggests that BAME staff are more likely than white staff to witness or be the victim of racial discrimination on campus. However, they feel less confident that appropriate action would be taken if reported. An example quote from our survey was:

“Process to lodge grievance is very long and pathetic. It must be completely revised to ensure timely action against the one who discriminates rather than protecting him/her by making the other party fool.”

We recognise the need to build trust in our policies, systems and response to discrimination and harassment. Feedback following the George Floyd killing specifically highlighted an ongoing lack of trust in reporting systems from staff and students. We also suspect, from our discussions with the BAME staff network and student representatives, including those who had specific experience of racism, Sinophobia and Islamophobia, that our data reflect an under-representation of the true number of instances of racism and harassment within UoN.

In response to these issues raised a full review and revision of harassment reporting systems was completed in 2020 and a new ‘report and support’ system will be implemented in 2021, alongside awareness raising and communications.

Table 4c-2 All staff – disciplinary cases closed by year – BAME status

[illegible]



AP: 1.3, 1.5

Objective 1.3: To develop stronger, more visible leadership on reporting and managing concerns and complaints about racism.

Objective 1.5: To increase developmental opportunities for leaders and managers to foster cultural humility and improve cultural competence.

Highlight Actions:

A 1.3.1 Conduct a scoping activity for the role of Race Equality Guardian to lead on monitoring and managing race-based complaints, micro-aggressions, and other systemic issues and foster an inclusive culture. If scoping finds it is feasible, develop a role description and Business Case for the creation of this role at UoN.

A 1.3.3 Monitor and report on staff disciplinary and grievance data, identifying any systemic bias.

A 1.3.4 Ensure anti-racism training delivered to all those involved in grievance and disciplinary processes.

A 1.3.5 Evaluate impact of strengthened Dignity and Grievance Policies and Report and Support harassment reporting processes on trust and engagement.

A 1.5.2 Scale up the UoN reverse mentoring pilot giving the opportunity for managers to be reverse mentored by more junior BAME staff. *Beacon Action*.

4d Decision-making boards and committees

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

- = senior management team
- = board of governors/council
- = research and academic committees
- = key departmental decision-making bodies
- = any other key decision-making committees

4d Key Issues

- Under-representation of BAME people in key decision making boards and committees (AP1.4)

Table 4d-1 Representation on Decision-making committees (presented over 4 pages)

Committee Name	Year		BAME	Unknown/Not Held	White British/Irish	White Other
Senate	2016	% of Total	4.9%	35.3%	46.1%	13.7%
		■	■	■	■	■
	2017	% of Total	4.6%	36.8%	44.8%	13.8%
		■	■	■	■	■
	2018	% of Total	2.9%	36.3%	44.1%	16.7%
		■	■	■	■	■
	2019	% of Total	5.4%	32.6%	44.6%	17.4%
		■	■	■	■	■
Promotions Committees	2016	% of Total	0.0%	0.0%	91.7%	8.3%
		■	■	■	■	■
	2017	% of Total	0.0%	14.3%	71.4%	14.3%
		■	■	■	■	■
	2018	% of Total	9.7%	1.6%	79.03%	9.7%
		■	■	■	■	■
	2019	% of Total	9.7%	1.6%	79.03%	9.7%
		■	■	■	■	■
Council	2016	% of Total	8.7%	8.7%	78.3%	4.4%
		■	■	■	■	■
	2017	% of Total	13.04%	0.0%	78.3%	8.7%
		■	■	■	■	■

	2018	% of Total	9.1%	9.1%	72.7%	9.1%
	2019	% of Total	4.4%	8.7%	73.9%	13.04%
Research Committee	Total	% of Total	8.8%	6.6%	75.8%	8.8%
		HC	10.0		70.0	10.0
	2016	% of Total	4.2%	16.7%	66.7%	12.5%
	2017	% of Total	0.0%	16.7%	75.0%	8.3%
	2018	% of Total	4.2%	8.3%	70.8%	16.7%
	2019	% of Total	0.0%	26.7%	66.7%	6.7%
	Total	% of Total	2.3%	16.1%	70.1%	11.5%
		HC		15.0	60.0	10.0

Committee Name	Year		BAME	Unknown/Not Held	White British/Irish	White Other
UEB	2016	% of Total	11.1%	11.1%	72.2%	5.6%
		HC				
	2017	% of Total	5.3%	10.5%	79%	5.3%
		HC				
	2018	% of Total	5.6%	16.7%	72.2%	5.6%
		HC				
	2019	% of Total	11.8%	17.7%	64.7%	5.9%
		HC				
Global Engagement Committee	Total	% of Total	8.3%	13.9%	72.2%	5.6%
		HC		10.0	50.0	
	2016	% of Total	0.0%	26.3%	63.2%	10.5%
		HC				
	2017	% of Total	5.6%	22.2%	66.7%	5.6%
		HC				
	2018	% of Total	5.9%	11.8%	70.6%	11.8%
		HC				
Knowledge Exchange Committee	2019	% of Total	11.1%	16.7%	61.1%	11.1%
		HC				
	Total	% of Total	5.6%	19.4%	65.3%	9.7%
		HC		15.0	45.0	
	2016	% of Total	5.6%	16.7%	61.1%	16.7%
		HC				
	2017	% of Total	5.6%	16.7%	61.1%	16.7%
		HC				
	2018	% of Total	5.3%	15.8%	63.2%	15.8%
		HC				

	2019	% of Total	0.0%	37.5%	43.8%	18.8%
		HC	■	■	■	■
	Total	% of Total	4.2%	21.1%	57.8%	16.9%
		HC	■	15.0	40.0	10.0
Senate Disciplinary Committee	2016	% of Total	0.0%	23.5%	64.7%	11.8%
		■	■	■	■	■
	2017	% of Total	5.3%	5.3%	79%	10.5%
		■	■	■	■	■
	2018	% of Total	0.0%	0.0%	87.5%	12.5%
		■	■	■	■	■
	2019	% of Total	0.0%	5.9%	88.2%	5.9%
		■	■	■	■	■
	Total	% of Total	1.5%	8.7%	79.7%	10.1%
		HC	■	■	55.0	■

Committee Name	Year		BAME	Unknown/Not Held	White British/Irish	White Other
Education & Student Experience Committee	2016	% of Total	0.0%	27.8%	66.7%	5.6%
		HC	■	■	■	■
	2017	% of Total	0.0%	23.5%	64.7%	11.8%
		HC	■	■	■	■
	2018	% of Total	11.8%	17.7%	64.7%	5.9%
		HC	■	■	■	■
	2019	% of Total	14.3%	14.3%	57.1%	14.3%
		HC	■	■	■	■
	Total	% of Total	6.1%	21.2%	63.6%	9.1%
		HC	■	15.0	40.0	■
Research Ethics Committee	2016	% of Total	11.1%	22.2%	61.1%	5.6%
		HC	■	■	■	■
	2017	% of Total	5.6%	22.2%	66.7%	5.6%
		HC	■	■	■	■
	2018	% of Total	5.6%	22.2%	66.7%	5.6%
		HC	■	■	■	■
	Total	% of Total	7.4%	22.2%	64.8%	5.6%
		HC	■	10.0	35.0	■
EDI Committee	2016	% of Total	7.7%	15.4%	69.2%	7.7%
		HC	■	■	■	■
	2017	% of Total	8.3%	8.3%	75.0%	8.3%
		HC	■	■	■	■
	2018	% of Total	18.2%	0.0%	72.7%	9.1%
		HC	■	■	■	■
	2019	% of Total	18.2%	0.0%	72.7%	9.1%
		HC	■	■	■	■
	Total	% of Total	12.8%	6.4%	72.3%	8.5%

		HC	5.0	<5	35.0	<5
Finance (Council Committee)	2016	% of Total	0.0%	0.0%	90.0%	10.0%
		HC	■	■	■	■
	2017	% of Total	0.0%	11.1%	88.9%	0.0%
		HC	■	■	■	■
	2018	% of Total	0.0%	9.1%	90.9%	0.0%
		HC	■	■	■	■
	2019	% of Total	0.0%	9.1%	90.9%	0.0%
		HC	■	■	■	■
	Total	% of Total	0.0%	7.3%	90.2%	2.4%
		HC	0.0	■	35.0	■

Committee Name	Year		BAME	Unknown/Not Held	White British/Irish	White Other
Planning & Resources Committee	2018	% of Total	0.0%	0.0%	73.3%	26.7%
		HC	■	■	■	■
	2019	% of Total	0.0%	0.0%	73.3%	26.7%
		HC	■	■	■	■
	Total	% of Total	0.0%	0.0%	73.3%	26.7%
		HC	■	■	20.0	■
Audit & Risk (Council) Committee	2016	% of Total	0.0%	33.3%	66.7%	0.0%
		HC	■	■	■	■
	2017	% of Total	0.0%	14.3%	85.7%	0.0%
		HC	■	■	■	■
	2018	% of Total	0.0%	16.7%	83.3%	0.0%
		HC	■	■	■	■
	2019	% of Total	0.0%	0.0%	100%	0.0%
		HC	■	■	■	■
	Total	% of Total	0.0%	16.7%	83.3%	0.0%
		HC	■	■	20.0	■
Civic & Regional Committee	2018	% of Total	0.0%	20.0%	80.0%	0.0%
		HC	■	■	■	■
	2019	% of Total	0.0%	20.0%	80.0%	0.0%
		HC	■	■	■	■
	Total	% of Total	■	20.0%	80.0%	■
		HC	0.0	<5	15.0	0.0
People & HR Committee	2018	% of Total	11.1%	0.0%	77.8%	11.1%
		HC	■	■	■	■
	2019	% of Total	11.1%	11.1%	77.8%	0.0%
		HC	■	■	■	■
	Total	% of Total	11.1%	5.6%	77.8%	5.6%
		HC	■	■	15.0	■

Estates & Infrastructure Committee	2018	% of Total	11.1%	0.0%	88.9%	0.0%
		HC	■	■	■	■
	2019	% of Total	11.1%	11.1%	77.8%	0.0%
		HC	■	■	■	■
	Total	% of Total	11.1%	5.6%	83.3%	0.0%
Grand Total		HC	■	■	15.0	■
		% of Total	5.4%	18.7%	64.8%	11.04%
		HC	70.0	245.0	850.0	145.0

In 2019, over 50% of our decision-making boards and committees had BAME representation. However, only 5.4% of overall membership is BAME. In particular, our UEB, which is comprised entirely of ex-officio roles, has low BAME representation, highlighting the systemic bias in appointment of BAME colleagues to leadership roles. Our actions around cultural competency are critical in addressing this matter (AP1.5, A 1.5.2). BAME staff are significantly under-represented on decision-making boards and committees across the University. Four committees have had no BAME representation over the past four years. Non-disclosure of ethnicity in these data is high (average = 18.7%) although this partly represents a lack of inter-operability between our different data systems. In 2018, the diversity and representation of UEB sub-committee membership was significantly refreshed through a new process which opened up a proportion of UEB subcommittee places (38%) to applications from the wider UoN staff community. This will be continued and extended (A1.4.2) alongside positive action initiatives, career development and other support (A 1.4.4). Our University Council have also recognised this challenge, and have revised their recruitment processes to address the under-representation of BAME people on Council (A 1.4.5).

AP: 1.4, 1.5

Objective 1.4: To increase the ethnic diversity of the UoN leadership, management and decision-making groups.

Objective 1.5: To increase developmental opportunities for leaders and managers to foster their cultural humility and cultural competence.

Highlight Actions:

A 1.4.2 Use the lessons from the UEB pilot to continue and extend programme of diversification of decision-making committees and evaluate impact.

A 1.4.3 Encourage increased levels of ethnicity disclosure amongst staff.

A 1.4.4 Identify and deliver initiatives to increase the proportion of BAME staff at levels 6 and 7 for all job families through innovative positive action in recruitment, mentoring and promotion/re-grading and career workshops.

A 1.4.5 University Council to revise processes of recruitment to increase diversity and address BAME under-representation.

A 1.5.2 Scale up the UoN reverse mentoring scheme with senior leaders to be reverse mentored by BAME staff and students as part of the ReMEDI and STEMM change Projects

Beacon Action

4e Equal pay

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

4e Key Issues

- Cautionary equal pay gap at level 4 (AP 1.6)
- BAME staff lack of confidence in fairness and transparency of pay (AP 1.6)

Table 4e-1 UoN Pay Audit 2017

Work Level	BAME Contracts	% of BAME contracts by Work Level	White Contracts	Total Contracts	Average BAME FTE Salary	Average White FTE Salary	Salary Difference	Equal Pay Gap
Apprentices	■	7.7%	■	15	£15,356	£13,572	-£1,783	-13.1%
1	■	23.6%	■	1075	£15,714	£15,928	£213	1.3%
2	■	9.2%	■	865	£19,051	£19,436	£385	2.0%
3	■	8.8%	■	930	£25,135	£25,158	£23	0.1%
4	■	19.4%	■	1975	£31,754	£33,280	£1,525	4.6%
5	■	12.4%	■	1380	£42,958	£44,190	£1,232	2.8%
6	■	8.9%	■	680	£56,379	£57,626	£1,247	2.2%
7a	■	10.6%	■	340	£72,469	£73,793	£1,323	1.8%
7b	■	3.3%	■	120	£89,039	£89,210	£170	0.2%
7c	■	2.7%	■	75	£109,630	£120,265	£10,635	8.8%

We undertook a full Equal Pay Audit in 2017 (previous audit 2012). A regularly reviewed and updated action plan has been in place since 2012.

BAME Equal Pay analysis shows a cautionary gap at level 4. This will be monitored and reviewed within the 2020 Audit. There is a significant gap at level 7c, but we note the low number of BAME staff at this level. An analysis of salary for level 7c staff is undertaken annually by the Remuneration Committee.

The length of pay scales remains a key challenge in relation to Equal Pay. The level 4 standard minimum to standard maximum pay range has a 30% difference. This is increased to 60% from 4a to the top of the level 4 super-maximum scale. We know that protected groups, in general, have a shorter length of service and are therefore, in general, lower down the pay scales based on length of service.

The REC Staff Survey suggests that BAME staff feel less confident that they are being paid the same as their colleagues in the same job. They feel less confident that pay awards and increases are allocated fairly and transparently. We have established a dedicated gender and ethnicity pay gap review group to focus on these data and suggest appropriate actions and interventions (AP1.6)

col36	Agree	Disagree	Neutral	All
col47				
BME	87	45	88	220
NoInfo	51	24	17	92
White	426	137	283	846
All	564	206	388	1158

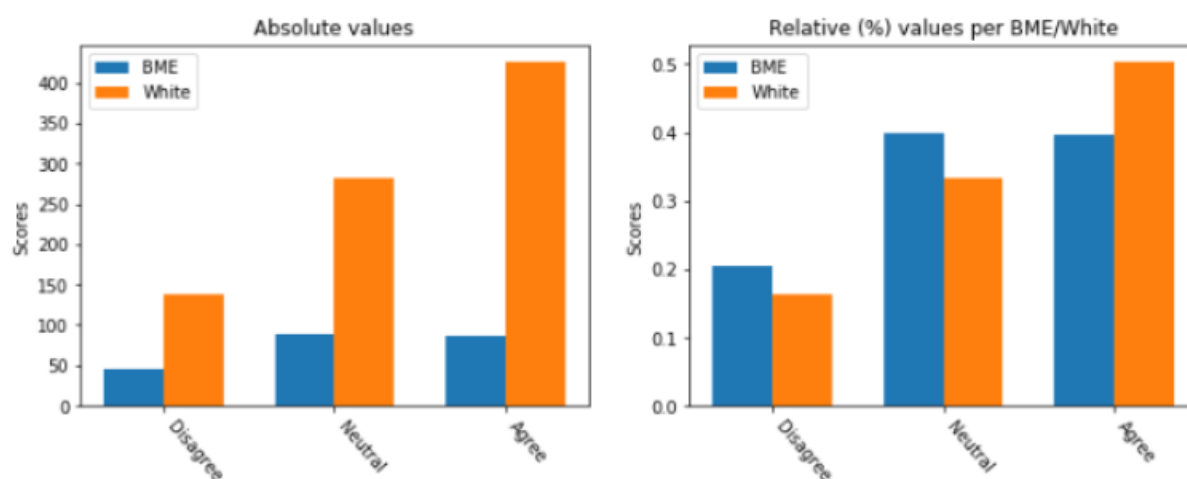


Figure 4e-1 REC staff survey – I think I am paid the same as my colleagues who do the same job

col36	Agree	Disagree	Neutral	All
col47				
BME	87	45	88	220
NoInfo	51	24	17	92
White	426	137	283	846
All	564	206	388	1158

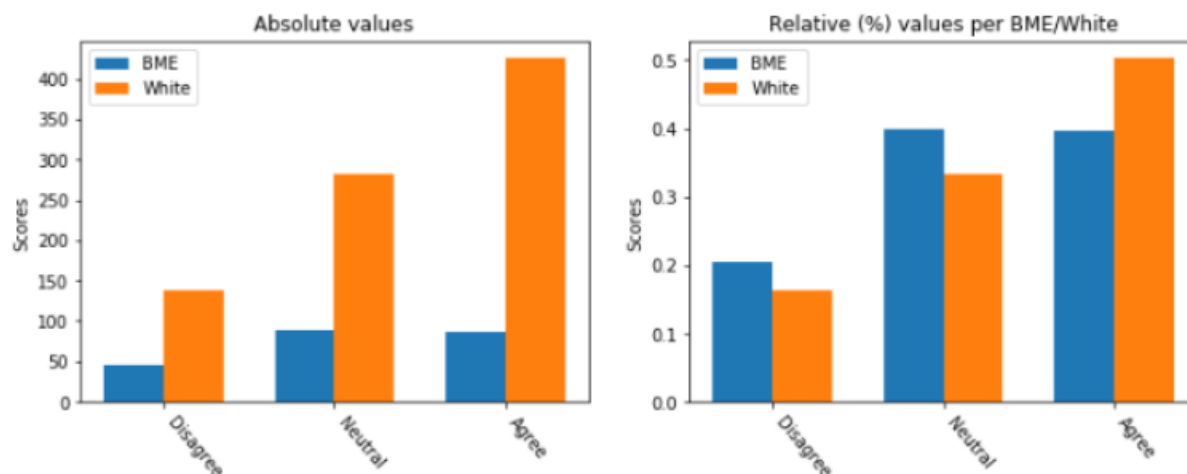


Figure 4e-2 Graph: staff survey – pay awards and increases are allocated fairly and transparently



AP: 1.6

Objective 1.6: To embed inclusion into HR, management and reward structures and processes.

Highlight Actions:

A 1.6.1 Establish dedicated group with a clear process for monitoring and reviewing ethnicity pay gap data, voluntarily publishing this data in line with UoN gender pay gap reporting.

A 1.6.2 Develop and include explicit criteria and objectives that incentivise EDI action from managers and key role holders in the ADC to ensure accountability and equip managers to have EDI and race equality conversations during ADC.

A 1.6.5 Promote opportunities through the NRS to reward BAME staff and others who contribute to race equality and other EDI work within their role and evaluate the outcomes of the NRS by ethnicity through qualitative and quantitative methods.

5 Academic staff: recruitment, progression, and development

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

5a Academic recruitment

Information on the institution's recruitment processes should be provided, with particular emphasis on how minority ethnic individuals, where underrepresented, are encouraged to apply and succeed. For example, are there policies in place to ensure ethnic representation on recruitment panels? Is there any training provided for those on interview panels and what is done to try to address biases within the processes?

Where policies and processes are referred to within the commentary, please ensure the focus is on their impact and outcome.

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academics:

= applying for academic posts

= being shortlisted/invited to interview for academic posts

= being offered academic posts

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

Please provide information on the institution's recruitment processes

= How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?

= What is done to try to identify and address biases within the process?

5a Key Issues

- Lower level of success for BAME applicants at shortlisting and interview stage of recruitment (AP 4.11)
- Lack of trust from BAME staff in fairness of recruitment processes (AP 4.11)

Table 5a-1 Academic staff – recruitment data – BAME status – UK

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2016	Unknown	■	4.7%	■	3.9%	■	5.7%	1.0%	14.7%	25.7%	57.1%
	White Other	■	5.8%	■	7.1%	■	6.8%	1.0%	14.3%	37.5%	38.1%
	BAME	■	24.1%	■	15.8%	■	12.8%	-11.4%	6.4%	20.1%	31.9%
	White British/Irish	■	65.4%	■	73.2%	■	74.7%	9.3%	13.9%	34.4%	40.3%
	Total	2900	100%	890	100%	350	100%	0.0%	12.1%	30.8%	39.5%
2017	Unknown	■	4.8%	■	4.3%	■	4.1%	-0.7%	12.2%	27.4%	44.4%
	White Other	■	6.5%	■	4.9%	■	5.2%	-1.4%	11.3%	23.1%	49.0%
	BAME	■	21.1%	■	14.5%	■	11.6%	-9.5%	7.9%	21.3%	36.8%
	White British/Irish	■	67.6%	■	76.4%	■	79.1%	11.5%	16.7%	35.1%	47.6%
	Total	3385	100%	1050	100%	485	100%	0.0%	14.3%	31.0%	46.0%
2018	White Other	■	6.6%	■	4.5%	■	4.1%	-2.5%	9.9%	23.6%	41.7%
	Unknown	■	5.3%	■	5.1%	■	6.0%	0.7%	17.9%	34.0%	52.7%
	BAME	■	23.5%	■	15.1%	■	12.2%	-11.3%	8.2%	22.6%	36.2%
	White British/Irish	■	64.6%	■	75.3%	■	77.6%	13.1%	18.9%	40.9%	46.3%
	Total	■	100%	■	100%	■	100%	0.0%	15.7%	35.1%	44.9%
Grand Total	Total	9355	100%	3020	100%	1320	100%	0.0%	14.1%	32.3%	43.7%

Table 5a-2 Academic staff – recruitment data – ethnicity – UK/Ire

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2016	Chinese		2.4%		2.4%		1.7%	-0.7%	8.6%	30.0%	28.6%
	Mixed		2.4%		2.1%		1.7%	-0.7%	8.5%	26.8%	31.6%
	Other		2.2%		1.5%		1.7%	-0.5%	9.5%	20.6%	46.2%
	Black		4.5%		2.4%		2.0%	-2.5%	5.3%	16.0%	33.3%
	Asian		12.6%		7.5%		5.7%	-6.9%	5.5%	18.4%	29.9%
	Unknown		4.7%		3.9%		5.7%	1.0%	14.7%	25.7%	57.1%
	White Other		5.8%		7.1%		6.8%	1.0%	14.3%	37.5%	38.1%
	White British/Irish		65.4%		73.2%		74.7%	9.3%	13.9%	34.4%	40.3%
	Total	2900	100%	890	100%	350	100%	0.0%	12.1%	30.8%	39.5%
2017	Mixed		2.6%		1.8%		0.6%	-2.0%	3.4%	21.3%	15.8%
	Chinese		2.4%		2.0%		1.2%	-1.2%	7.4%	25.9%	28.6%
	Other		2.2%		1.8%		1.7%	-0.6%	10.7%	25.3%	42.1%
	Black		3.7%		2.2%		2.3%	-1.4%	8.9%	18.5%	47.8%
	Unknown		4.8%		4.3%		4.1%	-0.7%	12.2%	27.4%	44.4%
	White Other		6.5%		4.9%		5.2%	-1.4%	11.3%	23.1%	49.0%
	Asian		10.2%		6.7%		5.8%	-4.4%	8.1%	20.3%	40.0%
	White British/Irish		67.6%		76.4%		79.1%	11.5%	16.7%	35.1%	47.6%
	Total	3385	100%	1050	100%	485	100%	0.0%	14.3%	31.0%	46.0%
2018	Chinese		2.7%		1.4%		1.0%	-1.6%	6.1%	18.3%	33.3%
	Other		2.8%		1.5%		1.7%	-1.1%	9.3%	18.6%	50.0%
	Black		4.1%		2.8%		2.1%	-2.0%	8.0%	24.0%	33.3%
	Mixed		2.9%		2.2%		2.9%	0.0%	15.9%	27.3%	58.3%
	White Other		6.7%		4.6%		4.1%	-2.6%	9.7%	24.3%	40.0%
	Asian		11.0%		7.1%		4.6%	-6.5%	6.5%	22.5%	28.9%
	Unknown		5.3%		5.1%		6.0%	0.7%	17.9%	34.0%	52.7%
	White British/Irish		64.6%		75.3%		77.6%	13.1%	18.9%	40.9%	46.3%
	Total	3070	100%	1075	100%	485	100%	0.0%	15.7%	35.1%	44.9%
Grand Total	Total	9355	100%	3020	100%	1320	100%	0.0%	14.1%	32.3%	43.7%

Table 5a-3 Academic staff – recruitment data – BAME status – International

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	White British/Irish	■	0.8%	■	0.4%	■	0.7%	-0.1%	4.1%	8.2%	50.0%
	Unknown	■	5.6%	■	6.3%	■	7.7%	2.1%	6.6%	17.1%	38.3%
	White Other	■	34.6%	■	42.8%	■	43.1%	8.5%	6.0%	18.9%	31.4%
	BAME	■	59.0%	■	50.4%	■	48.5%	-10.5%	3.9%	13.1%	30.1%
	Total	6215	100%	950	100%	295	100%	0.0%	4.8%	15.3%	31.3%
2017	White British/Irish	■	1.4%	■	0.9%	■	0.8%	-0.6%	3.1%	11.2%	27.3%
	Unknown	■	6.4%	■	4.7%	■	4.9%	-1.5%	4.2%	12.6%	33.3%
	White Other	■	32.9%	■	38.4%	■	44.3%	11.4%	7.4%	20.1%	37.1%
	BAME	■	59.3%	■	56.0%	■	50.0%	-9.3%	4.7%	16.3%	28.7%
	Total	7030	100%	1210	100%	390	100%	0.0%	5.5%	17.2%	32.1%
2018	White British/Irish	■	0.9%	■	0.9%	■	1.0%	0.1%	6.0%	17.9%	33.3%
	Unknown	■	6.2%	■	5.1%	■	5.4%	-0.8%	4.9%	15.3%	31.9%
	White Other	■	29.5%	■	38.7%	■	45.1%	15.6%	8.6%	24.4%	35.2%
	BAME	■	63.4%	■	55.4%	■	48.5%	-14.9%	4.3%	16.3%	26.4%
	Total	7300	100%	1360	100%	410	100%	0.0%	5.6%	18.6%	30.1%
Grand Total	Total	20545	100%	3520	100%	1095	100%	0.0%	5.3%	17.1%	31.1%

Table 5a-4. Academic staff – recruitment data – ethnicity – International

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	White British/Irish	■	0.8%	■	0.4%	■	0.7%	-0.1%	4.1%	8.2%	50.0%
	Mixed	■	3.2%	■	3.3%	■	4.0%	0.9%	6.1%	15.7%	38.7%
	Black	■	5.5%	■	4.3%	■	4.7%	-0.8%	4.1%	12.0%	34.1%
	Other	■	7.7%	■	5.1%	■	4.7%	-3.0%	2.9%	10.0%	29.2%
	Unknown	■	5.6%	■	6.3%	■	7.7%	2.1%	6.6%	17.1%	38.3%
	Chinese	■	13.0%	■	16.2%	■	13.5%	0.5%	5.0%	19.1%	26.0%
	Asian	■	29.6%	■	21.6%	■	21.5%	-8.1%	3.5%	11.1%	31.2%
	White Other	■	34.6%	■	42.8%	■	43.1%	8.5%	5.9%	18.9%	31.4%
	Total	6215	100%	950	100%	295	100%	0.0%	4.8%	15.3%	31.3%
2017	White British/Irish	■	1.4%	■	0.9%	■	0.8%	-0.6%	3.1%	11.2%	27.3%
	Mixed	■	4.0%	■	4.1%	■	3.9%	-0.1%	5.4%	17.6%	30.6%
	Black	■	5.4%	■	4.7%	■	4.6%	-0.8%	4.7%	15.0%	31.6%
	Unknown	■	6.4%	■	4.7%	■	4.9%	-1.5%	4.2%	12.6%	33.3%
	Other	■	9.0%	■	9.8%	■	10.8%	1.8%	6.7%	18.7%	35.6%
	Chinese	■	11.7%	■	14.4%	■	13.7%	2.0%	6.5%	21.2%	30.5%
	Asian	■	29.2%	■	23.0%	■	17.0%	-12.2%	3.2%	13.6%	23.7%
	White Other	■	33.0%	■	38.5%	■	44.3%	11.3%	7.4%	20.1%	37.0%
	Total	7030	100%	1210	100%	390	100%	0.0%	5.5%	17.2%	32.1%
2018	White British/Irish	■	0.9%	■	0.9%	■	1.0%	0.1%	6.0%	17.9%	33.3%
	Mixed	■	4.0%	■	3.7%	■	3.9%	-0.1%	5.4%	16.9%	32.0%
	Unknown	■	6.2%	■	5.1%	■	5.4%	-0.8%	4.9%	15.3%	31.9%
	Black	■	6.7%	■	6.2%	■	6.1%	-0.6%	5.1%	17.2%	29.8%
	Other	■	9.7%	■	7.7%	■	8.3%	-1.4%	4.8%	14.9%	32.4%
	Asian	■	32.3%	■	22.1%	■	14.4%	-17.9%	2.5%	12.8%	19.6%
	Chinese	■	10.7%	■	15.6%	■	15.6%	4.9%	8.2%	27.2%	30.2%
	White Other	■	29.6%	■	38.8%	■	45.4%	15.8%	8.6%	24.4%	35.3%
	Total	7300	100%	1360	100%	410	100%	0.0%	5.6%	18.6%	30.1%
Grand Total	Total	20545	100%	3520	100%	1095	100%	0.0%	5.3%	17.1%	31.1%

In 2018, 23.5% of UK/Ireland applicants were BAME. BAME applicants made up the largest proportion of the international applicant pool (63.4%).

However, the success rates of BAME candidates from application to shortlisting are low (2018 - UK/Ireland: 22.6% BAME, cf. 40.9% White British/Irish; International: 16.3% BAME, cf. 24.4% White Other,). Once shortlisted, BAME candidates are also less likely to be offered the job.

An analysis of ethnic groups in 2018, showed that UK/Ireland Chinese (6.1%) and Asian (6.5%) applicants have the lowest success rate from application to offer. Within the international BAME population, Asian applicants have consistently low success rates (2.5%, 2018) and Chinese applicants are increasingly successful (8.2%, 2018).

The data shows that BAME staff are both less likely to get shortlisted, and less likely to be made an offer after interview. This is indicative of systemic bias within our recruitment process, as well as potentially reflecting systemic racism within society that results in less social capital for BAME applicants, and less support in the pre-application process.

The REC Survey indicated that BAME staff had less confidence than white staff that the University undertakes recruitment and selection fairly and transparently, and that internal recruitment and selection policies lead to the best candidates being recruited. Comments included:

"Whilst measures are taken for the selection & recruitment process to be fair, there needs to be more consideration for applicants who are from disadvantaged groups or from a different culture. For example, cultural assumptions and expectations can impact of the process, and advantage some over others."

"I do think, that despite some good efforts (e.g. implicit bias training etc), recruitment "on the ground" can be a real matter of playing the game while still steering the decision to the candidate most likely to be a "known quantity". As a result, we hire a lot of people "in our own image" who tend to be white and middle class."

col17	Agree	Disagree	Neutral	All
col47				
BME	106	37	82	225
NoInfo	64	11	29	104
White	484	87	258	829
All	654	135	369	1158

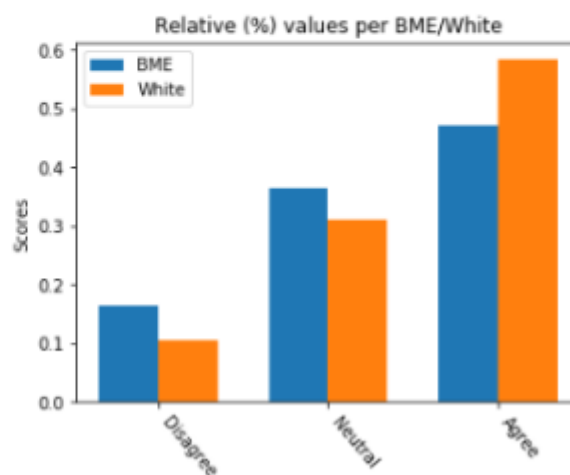
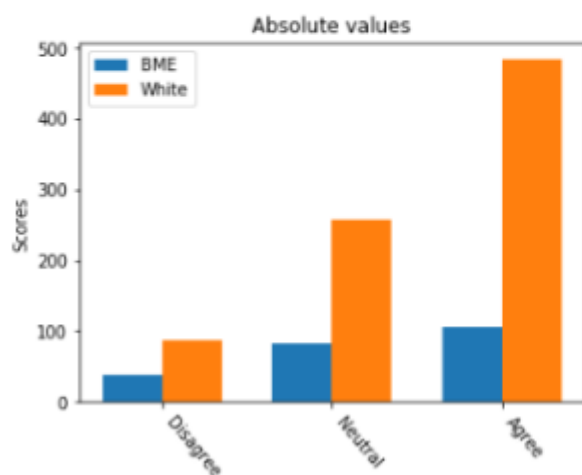


Figure 5a-1. Staff survey – From what I have seen, the University of Nottingham undertakes recruitment and selection fairly and transparently.

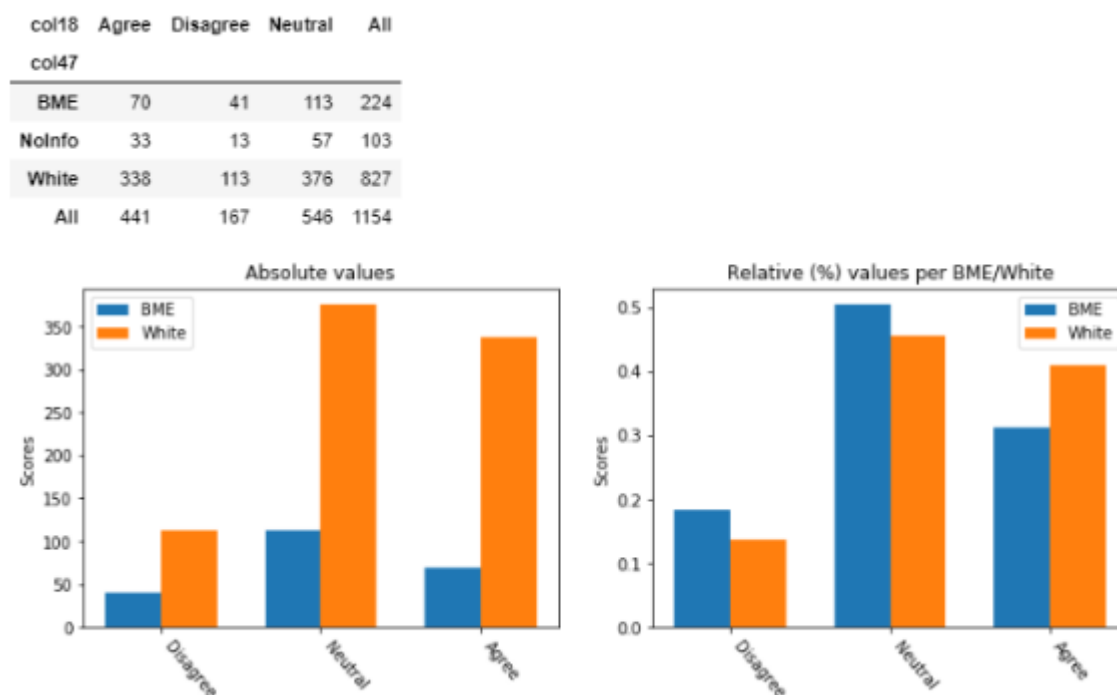


Figure 5a-2. Staff survey – the University of Nottingham's recruitment and selection policies lead to the best candidates being recruited.

Table 5a-5. Recruitment Metrics – Faculty of Arts

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	Unknown	■	4.0%	■	3.8%	■	3.3%	-0.7%	5.1%	17.9%	28.6%
	BAME	■	18.9%	■	12.4%	■	11.5%	-7.4%	3.8%	12.4%	30.4%
	White Other	■	27.4%	■	21.1%	■	23.0%	-4.5%	5.2%	14.6%	35.9%
	White British/Irish	■	49.7%	■	62.7%	■	62.3%	12.6%	7.8%	23.9%	32.8%
	Total	980	100%	185	100%	60	100%	0.0%	6.2%	18.9%	33.0%
2017	Unknown	■	6.8%	■	5.2%	■	5.3%	-1.5%	3.0%	10.5%	28.6%
	BAME	■	18.3%	■	16.7%	■	16.0%	-2.3%	3.4%	12.7%	26.7%
	White Other	■	35.0%	■	26.0%	■	21.3%	-13.7%	2.3%	10.3%	22.9%
	White British/Irish	■	39.9%	■	52.0%	■	57.3%	17.5%	5.5%	18.1%	30.7%
	Total	1945	100%	270	100%	75	100%	0.0%	3.9%	13.8%	27.9%
2018	Unknown	■	6.1%	■	5.8%	■	5.6%	-0.5%	5.0%	17.5%	28.6%
	BAME	■	18.2%	■	10.0%	■	8.4%	-9.8%	2.5%	10.1%	25.0%
	White Other	■	32.7%	■	31.0%	■	29.9%	-2.8%	5.0%	17.6%	28.6%
	White British/Irish	■	43.0%	■	53.2%	■	56.1%	13.1%	7.2%	22.9%	31.3%
	Total	1950	100%	360	100%	■	100%	0.0%	5.5%	18.5%	29.6%
Grand Total	Total	4875	100%	815	100%	245	100%	0.0%	5.0%	16.7%	29.8%

Table 5a-6 Recruitment Metrics – Faculty of Engineering

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	Unknown	■	4.3%	■	4.1%	■	4.1%	-0.2%	5.8%	20.9%	27.6%
	White Other	■	20.6%	■	21.5%	■	18.6%	-2.1%	5.4%	22.6%	23.8%
	BAME	■	53.1%	■	34.1%	■	31.4%	-21.7%	3.5%	14.0%	25.4%
	White British/Irish	■	21.9%	■	40.3%	■	45.9%	23.9%	12.5%	39.9%	31.4%
	Total	3235	100%	705	100%	195	100%	0.0%	6.0%	21.7%	27.6%
2017	Unknown	■	5.1%	■	3.8%	■	4.4%	-0.7%	5.7%	17.8%	32.3%
	White Other	■	16.9%	■	16.0%	■	21.6%	4.7%	8.6%	22.9%	37.4%
	BAME	■	56.6%	■	42.6%	■	35.7%	-20.9%	4.2%	18.1%	23.3%
	White British/Irish	■	21.3%	■	37.6%	■	38.3%	17.0%	12.0%	42.5%	28.3%
	Total	3390	100%	815	100%	225	100%	0.0%	6.7%	24.1%	27.8%
2018	Unknown	■	5.7%	■	4.5%	■	5.2%	-0.5%	5.9%	17.8%	33.3%
	White Other	■	15.9%	■	17.2%	■	16.6%	0.7%	6.7%	24.5%	27.6%
	White British/Irish	■	19.9%	■	32.5%	■	36.5%	16.5%	11.8%	36.9%	32.1%
	BAME	■	58.5%	■	45.8%	■	41.7%	-16.7%	4.6%	17.7%	26.0%
	Total	3260	100%	740	100%	210	100%	0.0%	6.5%	22.6%	28.6%
Grand Total	Total	9885	100%	2260	100%	630	100%	0.0%	6.4%	22.8%	28.0%

Table 5a-7 Recruitment Metrics – Medicine & Health Science

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2016	Unknown		4.8%		3.0%		4.2%	-0.6%	6.9%	15.8%	43.8%
	White Other		15.1%		13.1%		10.4%	-4.8%	5.4%	21.5%	25.4%
	BAME		34.7%		22.9%		19.6%	-15.1%	4.5%	16.3%	27.5%
	White British/Irish		45.4%		61.0%		65.9%	20.5%	11.5%	33.2%	34.7%
	Total	4245	100%	1050	100%	335	100%	0.0%	7.9%	24.7%	32.1%
2017	Unknown		3.3%		2.7%		2.2%	-1.1%	5.2%	20.3%	25.8%
	White Other		13.7%		12.0%		11.5%	-2.2%	6.6%	21.3%	30.9%
	BAME		33.9%		25.3%		23.8%	-10.1%	5.5%	18.3%	30.2%
	White British/Irish		49.1%		60.0%		62.5%	13.4%	10.0%	29.9%	33.4%
	Total	4655	100%	1140	100%	365	100%	0.0%	7.8%	24.4%	32.1%
2018	Unknown		4.1%		3.9%		3.1%	-1.0%	6.0%	24.5%	24.5%
	White Other		15.6%		15.8%		15.5%	-0.2%	7.8%	25.9%	30.2%
	BAME		33.4%		22.0%		18.4%	-15.0%	4.3%	16.8%	25.8%
	White British/Irish		46.9%		58.3%		63.0%	16.2%	10.6%	31.8%	33.3%
	Total	5250	100%	1345	100%	415	100%	0.0%	7.9%	25.6%	30.8%
Grand Total	Total	14150	100%	3530	100%	1115	100%	0.0%	7.9%	25.0%	31.6%

Table 5a-8 Recruitment Metrics – Faculty of Science

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	Unknown	■	4.8%	■	5.5%	■	6.3%	1.5%	9.0%	22.6%	40.0%
	White Other	■	25.0%	■	22.9%	■	22.4%	-2.6%	6.2%	18.1%	34.1%
	BAME	■	43.1%	■	30.5%	■	24.3%	-18.8%	3.9%	13.9%	27.9%
	White British/Irish	■	27.2%	■	41.1%	■	47.1%	19.9%	11.9%	29.8%	40.1%
	Total	3700	100%	730	100%	255	100%	0.0%	6.9%	19.7%	35.0%
2017	Unknown	■	5.2%	■	5.6%	■	6.7%	1.5%	9.3%	23.5%	39.5%
	White Other	■	19.1%	■	19.9%	■	20.5%	1.3%	7.8%	22.9%	34.0%
	BAME	■	46.9%	■	30.9%	■	25.6%	-21.3%	4.0%	14.5%	27.4%
	White British/Irish	■	28.8%	■	43.6%	■	47.2%	18.5%	11.9%	33.3%	35.8%
	Total	3495	100%	770	100%	255	100%	0.0%	7.3%	22.0%	33.1%
2018	Unknown	■	5.8%	■	4.9%	■	6.9%	1.2%	9.6%	20.7%	46.2%
	White Other	■	17.6%	■	20.6%	■	24.7%	7.1%	11.1%	28.7%	38.8%
	BAME	■	51.8%	■	39.9%	■	28.2%	-23.6%	4.3%	18.9%	22.9%
	White British/Irish	■	24.8%	■	34.6%	■	40.2%	15.3%	12.9%	34.3%	37.5%
	Total	3255	100%	800	100%	260	100%	0.0%	8.0%	24.6%	32.4%
Grand Total	Total	10455	100%	2295	100%	770	100%	0.0%	7.3%	22.0%	33.4%

Table 5a-9 Recruitment Metrics – Faculty of Social Science

Year	EDI Characteristic	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	Unknown	■	4.4%	■	6.8%	■	11.8%	7.4%	22.6%	34.5%	65.5%
	BAME	■	33.6%	■	18.5%	■	14.3%	-19.3%	3.6%	12.3%	29.1%
	White Other	■	23.6%	■	22.4%	■	19.9%	-3.7%	7.1%	21.3%	33.3%
	White British/Irish	■	38.5%	■	52.3%	■	54.0%	15.6%	11.8%	30.4%	38.8%
	Total	1915	100%	430	100%	160	100%	0.0%	8.4%	22.4%	37.6%
2017	Unknown	■	4.4%	■	3.8%	■	3.4%	-1.0%	9.7%	23.3%	41.7%
	BAME	■	29.6%	■	21.8%	■	18.4%	-11.1%	7.8%	20.1%	38.8%
	White Other	■	24.3%	■	22.4%	■	24.2%	0.0%	12.5%	25.3%	49.7%
	White British/Irish	■	41.7%	■	52.1%	■	53.9%	12.2%	16.2%	34.2%	47.4%
	Total	2335	100%	640	100%	295	100%	0.0%	12.6%	27.4%	45.9%
2018	Unknown	■	3.8%	■	4.3%	■	4.7%	0.9%	12.0%	26.5%	45.2%
	White Other	■	23.1%	■	21.0%	■	18.3%	-4.8%	7.7%	21.1%	36.7%
	BAME	■	36.2%	■	23.0%	■	23.0%	-13.2%	6.2%	14.7%	42.1%
	White British/Irish	■	36.9%	■	51.7%	■	54.0%	17.1%	14.3%	32.5%	43.9%
	Total	3075	100%	715	100%	300	100%	0.0%	9.8%	23.2%	42.0%
Grand Total	Total	7320	100%	1780	100%	755	100%	0.0%	10.3%	24.3%	42.3%

Whilst all five faculties show similar patterns in a systemic bias against BAME applicants at both shortlisting and offer, it is striking that the % of BAME applicants for four of the five faculties (excluding Arts) is above 30%. This shows the importance of understanding the pipeline of applicants at PGR in particular, and a need to analyse the unsuccessful applications.

The challenges within our recruitment process were recognised in 2016, and a short-life working group developed the 'Diversity in Recruitment' report published in 2018. As a result of this work, we routinely review wording of adverts to encourage diversity of applicants, and have conducted trials in anonymous recruiting. Since June 2019, we have delivered a series of training sessions on interview-panel membership to focus on the role profile, person specification and behaviour criteria and reduce any potential bias. From April 2020, it has been mandatory for all panel members to have completed this revised interview training (AP4.11). From 2021 we aim to ensure ethnic diversity on recruitment panels for level 6 and 7 roles (AP4.11).

On the basis of our findings from our analysis and survey, we will place a specific anti-racist lens on our recruitment work, and will appoint a dedicated BAME lead in HR to ensure coordination between all our work to improve BAME staff recruitment, progression and retention.

**AP: 4.11**

Objective 4.11: Increase BAME success in the staff recruitment process.

Highlight Actions:

A 4.11.1 Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body for each academic division.

A 4.11.2 Explore feasibility and operationalisation of offering interviews to all BAME candidates who meet essential criteria where the shortlisting issue is particularly pronounced.

A 4.11.3 Require all recruitment panels for level 6 and 7 roles to be ethnically diverse.

A 4.11.4 Appoint a HR specialist to lead initiatives in all aspects of HR policy and practice to support BAME staff recruitment, retention and progression.

A 4.11.5 Evaluate the impact of Diversity in Recruitment programme on the ethnicity of successful applicants.

5b Training

Outline the training available to academic staff at all levels of the institution. In particular, the application should present information on management, leadership, and/or other opportunities linked to career progression. © Equality Challenge Unit January 2016 45

Provide information on the uptake of these courses, and break down the information by ethnicity if possible. Also explain how staff are kept informed of training opportunities.

This is an opportunity to provide information about the support needed to assist minority ethnic staff in their career progression. For example, are mentoring, coaching schemes or shadowing opportunities offered? What is the uptake of these schemes by ethnic group?

5b Key Issues

- Some evidence of lower level of engagement in training from BAME staff (AP 4.12)
- Need to improve monitoring and recording of training participation (AP 4.12)

All staff can access training through two central teams – Professional Development (PD) and the Leadership and Management Academy (LMA).

Table 5b-1 Training attendance data – short courses – by academic attendance- UK

Category	2016					2017					2018				
	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total
Academic Language & Writing Skills	0.0%	0.0%	100%	0.0%	100%	0.0%	14.3%	85.7%	0.0%	100%	41.2%	0.0%	58.8%	0.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Campus Solutions	0.0%	0.0%	100%	0.0%	100%	6.6%	1.6%	88.5%	3.3%	100%	0.0%	0.0%	95.2%	4.8%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Career Management	8.2%	2.0%	87.8%	2.0%	100%	11.1%	5.6%	72.2%	11.1%	100%	20.0%	0.0%	80.0%	0.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Equality Diversity and Inclusion	10.2%	2.3%	84.3%	3.2%	100%	7.2%	3.5%	84.5%	4.9%	100%	7.9%	2.2%	87.1%	2.8%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Health and Safety	1.8%	5.3%	87.7%	5.3%	100%	9.0%	2.1%	83.3%	5.6%	100%	5.4%	4.8%	85.7%	4.1%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Interpersonal & Communication Skills	5.2%	8.3%	75.0%	11.5%	100%	2.9%	2.5%	90.4%	4.2%	100%	8.8%	5.1%	82.3%	3.7%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
IT & Information Skills	14.4%	1.9%	78.8%	4.8%	100%	15.3%	4.7%	77.1%	2.9%	100%	12.2%	2.1%	80.9%	4.9%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Leadership & Management	15.7%	1.5%	79.1%	3.7%	100%	7.8%	5.2%	82.3%	4.7%	100%	13.0%	4.1%	78.8%	4.1%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Learning & Teaching	4.6%	2.1%	89.2%	4.1%	100%	6.4%	3.4%	87.2%	3.0%	100%	10.7%	2.1%	83.4%	3.8%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Marketing Communications and Recruitment	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	0.0%	#####	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Personal Development & Performance Review (PDPR)	8.2%	2.0%	83.7%	6.1%	100%	5.1%	0.8%	88.1%	5.9%	100%	4.5%	3.0%	88.1%	4.5%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Public Engagement	0.0%	0.0%	100%	0.0%	100%	12.5%	0.0%	87.5%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Environment & Context	5.8%	2.9%	84.4%	6.9%	100%	11.4%	3.4%	81.9%	3.4%	100%	5.2%	0.7%	85.8%	8.2%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Methods & Approaches	19.6%	2.9%	76.5%	1.0%	100%	21.3%	9.3%	68.0%	1.3%	100%	18.0%	8.2%	70.5%	3.3%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Well-being	9.1%	0.0%	86.4%	4.5%	100%	14.8%	1.7%	80.0%	3.5%	100%	1.5%	0.0%	96.9%	1.5%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total	8.6%	2.7%	84.3%	4.4%	100%	8.4%	3.5%	84.2%	4.0%	100%	9.6%	2.7%	83.8%	4.0%	100%
	215	65	2105	110	2500	195	80	1945	95	2310	230	65	2015	95	2405

Table 5b-2 Training attendance data – short courses – by academic attendance- International

	2016					2017					2018				
Category	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total
Academic Language & Writing Skills	84.2%	0.0%	0.0%	15.8%	100%	58.5%	0.0%	0.0%	41.5%	100%	25.9%	0.0%	11.1%	63.0%	100%
Campus Solutions	0.0%	0.0%	0.0%	100%	100%	33.3%	0.0%	0.0%	66.7%	100%	0.0%	0.0%	20.0%	80.0%	100%
Career Management	40.6%	6.3%	0.0%	53.1%	100%	45.0%	0.0%	0.0%	55.0%	100%	16.7%	16.7%	0.0%	66.7%	100%
Equality Diversity and Inclusion	38.2%	6.6%	1.1%	54.0%	100%	33.3%	4.0%	0.0%	62.7%	100%	30.1%	3.9%	2.6%	63.4%	100%
Health and Safety	14.3%	3.6%	0.0%	82.1%	100%	38.6%	15.9%	0.0%	45.5%	100%	35.6%	2.2%	0.0%	62.2%	100%
Interpersonal & Communication Skills	44.0%	4.4%	0.0%	51.6%	100%	35.6%	4.0%	0.6%	59.9%	100%	38.2%	8.1%	0.0%	53.7%	100%
IT & Information Skills	56.9%	0.0%	1.7%	41.4%	100%	61.3%	2.8%	1.9%	34.0%	100%	43.9%	4.3%	0.7%	51.1%	100%
Leadership & Management	36.3%	3.3%	0.0%	60.4%	100%	36.4%	4.0%	1.3%	58.3%	100%	50.0%	3.5%	1.4%	45.1%	100%
Learning & Teaching	39.4%	7.0%	3.9%	49.6%	100%	39.7%	4.2%	3.9%	52.1%	100%	41.6%	9.9%	0.7%	47.8%	100%
Marketing Communications and Recruitment	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%	6.3%	0.0%	81.3%	100%
Personal Development & Performance Review (PDPR)	22.7%	4.5%	0.0%	72.7%	100%	42.1%	10.5%	0.0%	47.4%	100%	48.0%	4.0%	0.0%	48.0%	100%
	33.3%	0.0%	0.0%	66.7%	100%	50.0%	0.0%	0.0%	50.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%

Public Engagement															
Research Environment & Context	29.5%	7.4%	0.0%	63.2%	100%	31.9%	4.4%	5.0%	58.8%	100%	60.8%	4.2%	5.0%	30.0%	100%
Research Methods & Approaches	48.8%	6.0%	0.0%	45.2%	100%	53.0%	0.0%	3.0%	43.9%	100%	57.1%	7.1%	1.4%	34.3%	100%
Well-being	42.0%	2.0%	0.0%	56.0%	100%	27.7%	4.3%	2.1%	66.0%	100%	36.8%	0.0%	5.3%	57.9%	100%
Grand Total	39.9%	5.6%	1.5%	53.1%	100%	39.5%	4.1%	2.0%	54.4%	100%	42.5%	6.3%	1.7%	49.5%	100%
	480	65	20	640	1200	580	60	30	795	1465	565	85	20	655	1330

PD delivers a range of central short courses to staff and post-graduate students. BAME staff are over-represented on short courses compared with the overall BAME academic population (21.3% cf. 18.9%). There is particularly high attendance of BAME academics on Leadership and Management, and research and teaching-related short courses. Our central short courses are evaluated using online anonymous feedback forms.

PD also delivers several accredited programmes (Table 5b-3, Table 5b-4). Attendance is not recorded by job family so records are for all staff. However, Table 5b-3 shows which job families generally attend each course. Overall, BAME staff are slightly under-represented on these courses (12.2% cf. 14.9%) and White Other staff are over-represented (17.3% cf. 12.1%). We are concerned about this, and have developed an action to identify interventions to increase engagement from BAME staff with training programmes (AP 4.12)

Table 5b-3 Typical patterns of attendance at accredited courses by job family

Accredited course	Staff who attend
Nottingham Recognition Scheme (NRS)	This scheme supports membership of the Higher Education Academy. 1 P&S staff has participated; all other staff were either T&L or R&T.
Apprenticeships	Apprentices are a separate job family. However, many of the roles they undertake would be considered under the TS and APM job families.
City and Guilds	Generally open to APM, TS and O&F staff.
Institute of Leadership and Management (ILM)	Available to all staff.
Postgraduate certificate in Higher Education (PGCHE)	T&L staff only.
Teaching and Learning Development Programme	T&L, R&T and TS staff.

The LMA provides development and support to leaders and managers at every level through a range of core leadership and specialist programmes.

The Vice-Chancellor launched her own mentoring programme in 2018. The VC specifically invited staff at levels 6 and 7 who are currently under-represented at senior leadership levels, including BAME staff. This programme has particularly targeted under-represented groups from across the University. For the first three cohorts of the programme, the participation was 31% BAME out of 26 mentees. Alongside the VC's personal role in mentorship, members of UEB act as mentors through the LMA mentorship programme.

In 2018, we launched the Reverse Mentoring for EDI Project (ReMEDI) in collaboration with the University of Birmingham. The ReMEDI project pairs staff and students from BAME backgrounds with senior staff and student leaders who are White or from a different ethnic background, to give those in leadership roles a better insight into the experiences of BAME staff/students at the University.

Table 5b-4 LMA and Professional Development accredited/taught programmes

Programme/Year	Column Labels				Grand Total
	BAME	Unknown	White British/Irish	White Other	
Apprenticeship	0.0%	29.2%	70.8%	0.0%	100.0%
2016	0.0%	33.3%	66.7%	0.0%	100.0%
2017	0.0%	33.3%	66.7%	0.0%	100.0%
2018	0.0%	0.0%	100.0%	0.0%	100.0%
City & Guilds	5.5%	18.2%	67.3%	9.1%	100.0%
2016	0.0%	10.5%	78.9%	10.5%	100.0%
2017	0.0%	25.0%	66.7%	8.3%	100.0%
2018	12.5%	20.8%	58.3%	8.3%	100.0%
ILM	11.9%	10.3%	68.6%	9.3%	100.0%
2016	9.5%	17.6%	68.9%	4.1%	100.0%
2017	6.6%	3.9%	76.3%	13.2%	100.0%
2018	25.0%	9.1%	54.5%	11.4%	100.0%
NRS	10.5%	2.9%	69.7%	16.9%	100.0%
2015	5.0%	5.0%	65.0%	25.0%	100.0%
2016	5.2%	3.8%	73.6%	17.5%	100.0%
2017	13.8%	1.3%	75.0%	10.0%	100.0%
2018	12.0%	4.0%	65.6%	18.4%	100.0%
2019	20.5%	0.0%	61.5%	17.9%	100.0%
PGCHE	16.1%	4.2%	56.4%	23.3%	100.0%
2016	9.1%	3.9%	61.0%	26.0%	100.0%
2017	18.8%	2.9%	56.5%	21.7%	100.0%
2018	20.0%	5.6%	52.2%	22.2%	100.0%
Work, Learn, Qualify	6.5%	30.4%	56.5%	6.5%	100.0%
2017	11.1%	44.4%	33.3%	11.1%	100.0%
2018	5.4%	27.0%	62.2%	5.4%	100.0%
Grand Total	11.3%	7.1%	65.9%	15.7%	100.0%

The LMA evaluate the impact of learning through online forms, an end of programme review and by narrative storytelling (e.g. the annual celebration event).

The 2017 Staff Engagement Survey showed that BAME staff felt more strongly than their White colleagues that, in the last year, they had opportunities to learn and grow. This suggests some progress has been made with engagement of BAME staff with development opportunities, and we aim to build on this in our future actions.

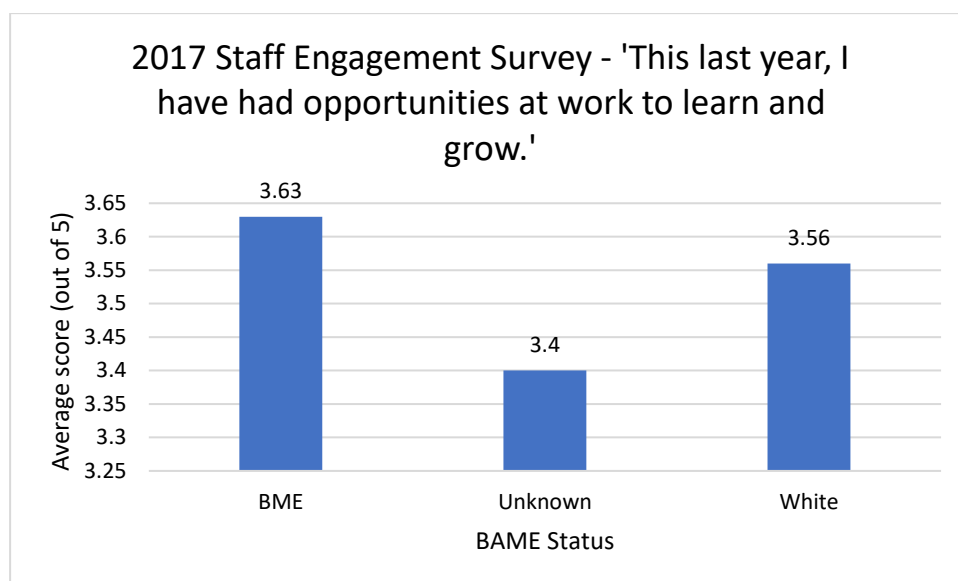


Figure 5b-1 2017 Staff Engagement Survey – ‘This last year, I have had opportunities at work to learn and grow’.



AP: 4.12

Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression.

Highlight Actions:

A 4.12.1 HR BAME lead to work with BAME staff network to identify interventions to increase engagement from BAME staff with all training programmes, with particular focus on those developing leadership.

A 4.12.2 Systematise the collection of attendance and evaluation data by ethnicity data across all training and development delivered by the LMA and PD. Analyse BAME attendees' engagement and satisfaction with courses and use this insight to adapt and revise courses as appropriate.

5c Appraisal/development review

Describe the outcomes of the appraisal/development review process for academic staff at all levels across the institution, with specific reference to outcomes by ethnicity.

Provide information about any training the institution offers to prepare for the appraisal. This could be training for those conducting the review and/or for those being appraised.

Provide information on the uptake of these training opportunities, including any differences by ethnicity. Include a narrative detailing any feedback that staff have provided about this training.

5c Key Issues

- Some evidence that the highest financial awards are less likely to be made to BAME staff (AP 1.6)
- Significant change made to reward and appraisal process from 2020 onwards to address lack of trust (AP 1.6)

Table 5c-1 PDPR results for academic staff – BAME status - UK/Ireland (split over 3 tables); values=0 have been omitted for ease of reading (MRC* refers to Clinical academics)

Year		2016				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	#					
	%→					
	%↓					
MRCS	#					
	%→					
	%↓					
PDP3	#					15
	%→	5.9%		94.1%		100%
	%↓	0.6%		0.9%		0.8%
PDP2	#					1855
	%→	7.8%	3.0%	84.3%	4.9%	100%
	%↓	87.8%	86.2%	86.2%	88.2%	86.4%
PDPEPB	#					185
	%→	7.6%	3.8%	83.2%	5.4%	100%
	%↓	8.5%	10.8%	8.5%	9.8%	8.6%
PDP1	#					90
	%→	5.7%	2.3%	90.9%	1.1%	100%
	%↓	3.0%	3.1%	4.4%	1.0%	4.1%
PDP1-3	#					
	%→			50.0%	50.0%	100%
	%↓			0.1%	1.0%	0.1%

Year		2017				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	#	■		■		■
	%→	20.0%		80.0%		100%
	%↓	0.6%		0.2%		0.2%
MRCS	#			■	■	<5
	%→			50.0%	50.0%	100%
	%↓			0.1%	0.9%	0.1%
PDP3	#	■		■	■	20
	%→	18.2%		77.3%	4.5%	100%
	%↓	2.2%		1.0%	0.9%	1.0%
PDP2	#	■	■	■	■	1840
	%→	8.8%	3.4%	82.5%	5.3%	100%
	%↓	90.0%	98.4%	85.1%	88.2%	86.1%
PDPEPB	#	■	■	■	■	180
	%→	6.2%	0.6%	88.2%	5.1%	100%
	%↓	6.1%	1.6%	8.8%	8.2%	8.3%
PDP1	#	■		■	■	90
	%→	2.3%		95.5%	2.3%	100%
	%↓	1.1%		4.7%	1.8%	4.1%
PDP1-3	#			■		■
	%→			100%		100%
	%↓			0.1%		0.1%

Year		2018				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	#					
	%→			100%		100%
	%↓			0.2%		0.2%
MRCS	#					
	%→					
	%↓					
PDP3	#					35
	%→	14.7%	2.9%	79.4%	2.9%	100%
	%↓	2.9%	1.6%	1.5%	0.9%	1.6%
PDP2	#					1790
	%→	7.9%	2.9%	84.1%	5.1%	100%
	%↓	82.9%	83.9%	84.3%	83.6%	84.1%
PDPEPB	#					205
	%→	8.4%	4.4%	80.8%	6.4%	100%
	%↓	10.0%	14.5%	9.2%	11.8%	9.6%
PDP1	#					95
	%→	7.4%		88.4%	4.2%	100%
	%↓	4.1%		4.7%	3.6%	4.5%
PDP1-3	#					
	%→			100%		100%
	%↓			0.1%		0.0%

Table 5c-2 PDPR results for academic staff – ethnicity – International (split over 3 tables); values=0 have been omitted for ease of reading

Year		2016				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	#					
	%→					
	%↓					
MRCS	#					
	%→					
	%↓					
PDP3	#					
	%→	37.5%			62.5%	100%
	%↓	0.8%			0.8%	0.8%
PDP2	#					965
	%→	34.3%	5.2%	2.0%	58.5%	100%
	%↓	93.2%	94.3%	86.4%	89.4%	90.9%
PDPEPB	#					60
	%→	32.8%	3.4%		63.8%	100%
	%↓	5.4%	3.8%		5.9%	5.5%
PDP1	#					30
	%→	6.5%	3.2%	9.7%	80.6%	100%
	%↓	0.6%	1.9%	13.6%	4.0%	2.9%
PDP1-3	#					
	%→					
	%↓					

Year		2017				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	#					
	%→			16.7%	83.3%	100%
	%↓			5.3%	0.8%	0.6%
MRCS	#					
	%→					
	%↓					
PDP3	#					10
	%→	16.7%	8.3%		75.0%	100%
	%↓	0.5%	1.9%		1.5%	1.1%
PDP2	#					930
	%→	36.2%	5.2%	1.4%	57.2%	100%
	%↓	91.1%	90.6%	68.4%	87.4%	88.5%
PDPEPB	#					75
	%→	31.5%	4.1%	1.4%	63.0%	100%
	%↓	6.2%	5.7%	5.3%	7.6%	6.9%
PDP1	#					30
	%→	26.7%	3.3%	13.3%	56.7%	100%
	%↓	2.2%	1.9%	21.1%	2.8%	2.9%
PDP1-3	#					
	%→					
	%↓					

Year		2018				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	#			■	■	■
	%→			33.3%	66.7%	100%
	%↓			5.3%	0.3%	0.3%
MRCS	#				■	■
	%→				100%	100%
	%↓				0.2%	0.1%
PDP3	#	■			■	20
	%→	27.8%			72.2%	100%
	%↓	1.2%			2.1%	1.7%
PDP2	#	■	■	■	■	955
	%→	39.2%	4.8%	1.8%	54.1%	100%
	%↓	91.7%	93.9%	89.5%	84.5%	87.7%
PDPEPB	#	■	■	■	■	75
	%→	29.7%	4.1%	1.4%	64.9%	100%
	%↓	5.4%	6.1%	5.3%	7.9%	6.8%
PDP1	#	■			■	35
	%→	18.9%			81.1%	100%
	%↓	1.7%			4.9%	3.4%
PDP1-3	#				■	■
	%→				100%	100%
	%↓				0.2%	0.1%

Table 5c-3 Academic PDPR training course attendance by BAME

		2016			2017			2018		
		Appraisee	Appraiser	Total	Appraisee	Appraiser	Total	Appraisee	Appraiser	Total
Non-UK	BAME	45.5%	0.0%	22.7%	50.0%	25.0%	42.1%	47.4%	50.0%	48.0%
		■	■	■	■	■	15	■	■	10
	Unknown /External	0.0%	9.1%	4.5%	7.7%	16.7%	10.5%	5.3%	0.0%	4.0%
		■	■	■	■	■	■	■	■	<5
	White Other	54.5%	90.9%	72.7%	42.3%	58.3%	47.4%	47.4%	50.0%	48.0%
		■	■	15	■	■	■	■	■	10
UK/IRE	BAME	18.2%	5.3%	8.2%	6.0%	4.4%	5.1%	6.7%	3.8%	4.5%
		■	■	■	■	■	■	■	■	■
	Unknown /External	9.1%	0.0%	2.0%	2.0%	0.0%	0.8%	6.7%	1.9%	3.0%
		■	■	■	■	■	■	■	■	■
	White British/Irish	72.7%	86.8%	83.7%	88.0%	88.2%	88.1%	80.0%	90.4%	88.1%
		■	■	40	■	■	105	■	■	60
Grand Total	White Other	0.0%	7.9%	6.1%	4.0%	7.4%	5.9%	6.7%	3.8%	4.5%
		■	■	■	■	■	■	■	■	■
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
		■	■	50	■	■	120	■	■	65
	Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
		20	50	70	75	80	155	35	60	90

Table 5c-4 Academic PDPR training course attendance by Ethnicity

		2016			2017			2018		
		Appraisee	Appraiser	Total	Appraisee	Appraiser	Total	Appraisee	Appraiser	Total
Non-UK/Ireland	Asian	9.1%	0.0%	4.5%	26.9%	8.3%	21.1%	10.5%	16.7%	12.0%
		■	■	■	■	■	10	■	■	■
	Black	9.1%	0.0%	4.5%	3.8%	0.0%	2.6%	5.3%	0.0%	4.0%
		■	■	■	■	■	■	■	■	■
	Chinese	18.2%	0.0%	9.1%	11.5%	8.3%	10.5%	15.8%	16.7%	16.0%
		■	■	■	■	■	■	■	■	■
	Mixed	0.0%	0.0%	0.0%	3.8%	0.0%	2.6%	5.3%	0.0%	4.0%
		■	■	■	■	■	■	■	■	■
	Not Known	0.0%	9.1%	4.5%	7.7%	16.7%	10.5%	5.3%	0.0%	4.0%
		■	■	■	■	■	■	■	■	■
	Other	9.1%	0.0%	4.5%	3.8%	8.3%	5.3%	10.5%	16.7%	12.0%
		■	■	■	■	■	■	■	■	■
UK/IRE	White Other (Inc Gypsy or Traveller)	54.5%	90.9%	72.7%	42.3%	58.3%	47.4%	47.4%	50.0%	48.0%
		■	■	15	■	■	20	■	■	10
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
		■	■	20	■	■	40	■	■	25
	Asian	18.2%	0.0%	4.1%	0.0%	2.9%	1.7%	6.7%	1.9%	3.0%
		■	■	■	■	■	■	■	■	■
	Black	0.0%	0.0%	0.0%	2.0%	0.0%	0.8%	0.0%	0.0%	0.0%
		■	■	■	■	■	■	■	■	■
	Chinese	0.0%	0.0%	0.0%	2.0%	0.0%	0.8%	0.0%	1.9%	1.5%
		■	■	■	■	■	■	■	■	■
	Mixed	0.0%	2.6%	2.0%	2.0%	0.0%	0.8%	0.0%	0.0%	0.0%
		■	■	■	■	■	■	■	■	■
	Not Known	9.1%	0.0%	2.0%	2.0%	0.0%	0.8%	6.7%	1.9%	3.0%
		■	■	■	■	■	■	■	■	■
Grand Total	Other	0.0%	2.6%	2.0%	0.0%	1.5%	0.8%	0.0%	0.0%	0.0%
		■	■	■	■	■	■	■	■	■
	White	72.7%	86.8%	83.7%	88.0%	88.2%	88.1%	80.0%	90.4%	88.1%
		■	■	40	■	■	■	■	■	60
	White Other (Inc Gypsy or Traveller)	0.0%	7.9%	6.1%	4.0%	7.4%	5.9%	6.7%	3.8%	4.5%
		■	■	■	■	■	■	■	■	■
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
		■	■	50	■	■	■	■	■	65
	Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
		20	50	70	75	80	155	35	60	90

Until 2019, the Personal Development and Performance Review (PDPR) process was carried out on an annual basis for all staff (excluding those within the O&F family who had a 'coffee and chat' which did not include a performance-related pay element instead, see section 6c). During a PDPR, an employee and their line manager discuss performance against objectives, personal development and future objectives. Line managers then assigned a performance rating which linked to pay. In 2018/19, engagement with PDPR for all applicable staff groups was close to 100%, due to its direct link with pay awards.

	col27	No	Uncertain	Yes	All
col47					
BME	19	12	188	219	
NotInfo	9	4	80	93	
White	33	28	773	834	
All	61	44	1041	1146	

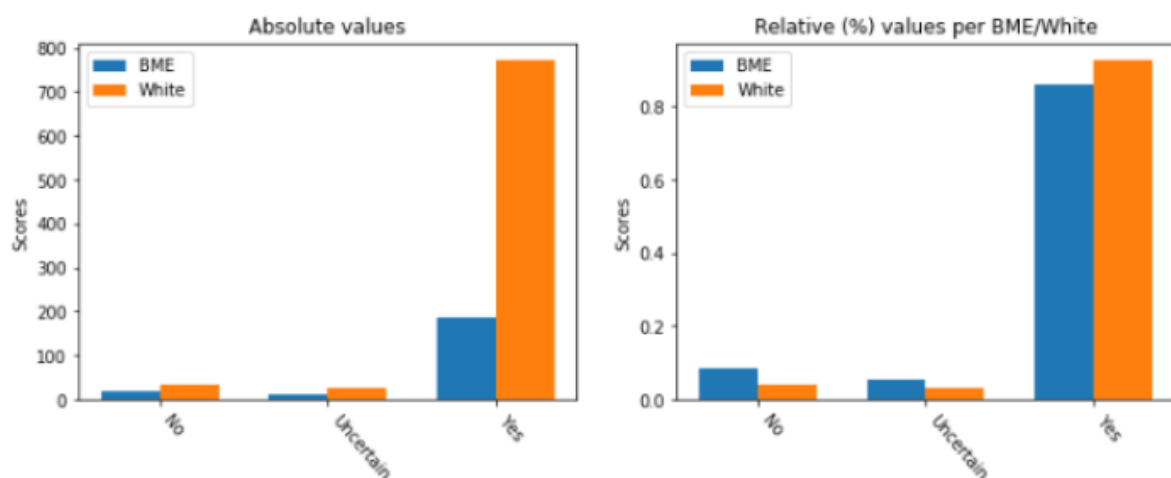


Figure 5c-1. REC staff survey – I have an annual Coffee & Chat / PDPR with my managers/supervisor

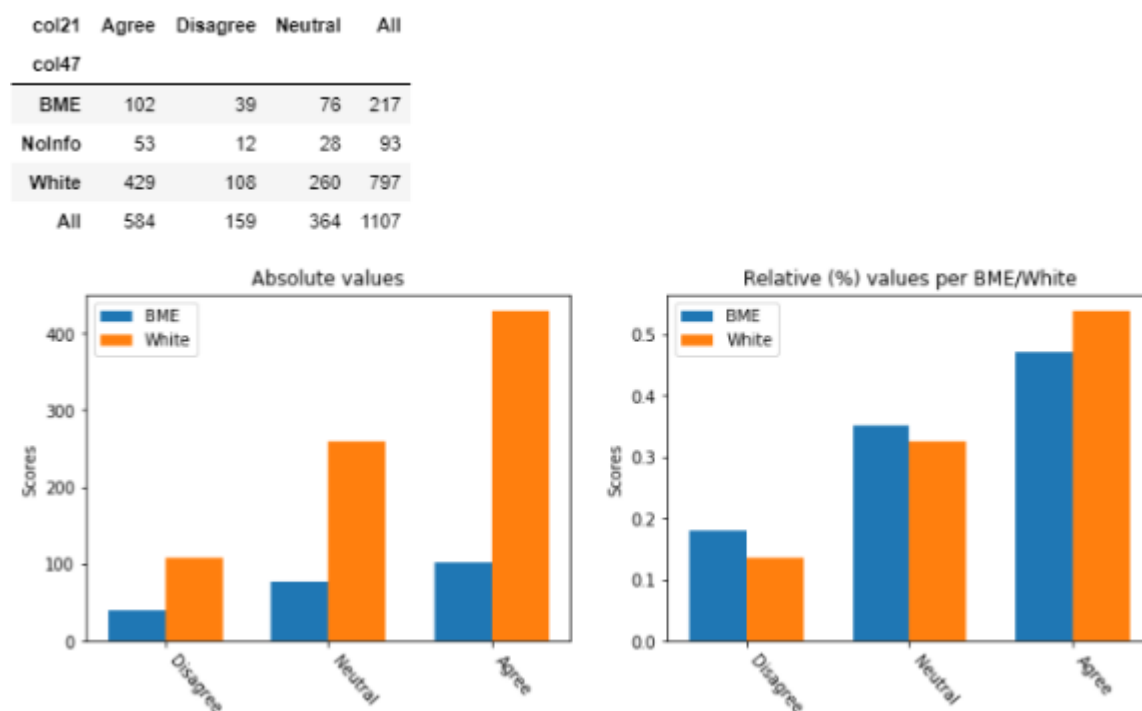


Figure 5c-2. REC staff survey – My line manager makes time to discuss my personal development and progression

The proportion of UK/Ire BAME staff awarded a PDPR3 rating (below expected standard) has been around twice that of White British/Irish staff (1% cf. 2%). However, between 2016 and 2018, the proportion of BAME staff awarded a PDPEPB (exceptional performance bonus) was equal to or higher than their White British/Irish colleagues but lower in 2019 (2.5% cf. 9.1%). In 2018, the proportion of BAME staff given PDP1 (exceeds expected standard) was around the overall average, having been below this previously.

During the four year period, within the international academic population, BAME staff were less likely to be given a PDP3 rating and were slightly more likely to be awarded PDPEPB or PDP1 than the overall average.

The REC Staff Survey shows that BAME staff do not value the University's PDPR process as positively as their White colleagues. They feel less confident that their manager ensures their appraisal is evidence-based and transparent and they do not feel as strongly that the appraisal process is useful.

The REC Staff Survey shows that BAME respondents were less positive about their line manager's commitment to their appraisals, when asked if they had a PDPR.

col28	Agree	Disagree	Neutral	All
col47				
BME	112	25	60	197
NoInfo	41	8	25	74
White	488	79	228	795
All	641	112	313	1066

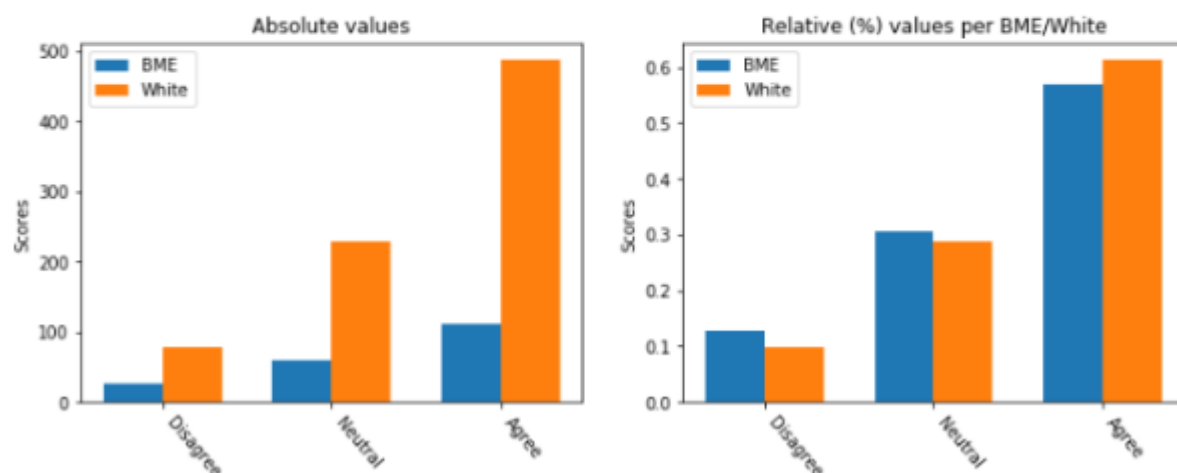


Figure 5c-3. REC staff survey - My manager/supervisor ensures my appraisal is evidence-based and transparent

col29	Agree	Disagree	Neutral	All
col47				
BME	53	60	79	192
NoInfo	27	22	23	72
White	241	210	343	794
All	321	292	445	1058

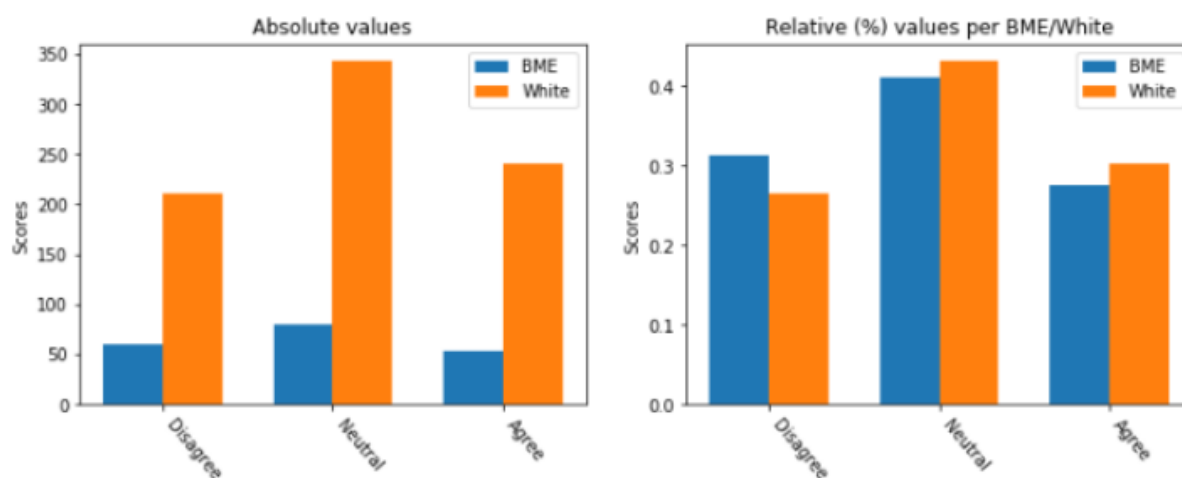


Figure 5c-4. REC staff survey - I find the appraisal process useful

Following the PDPR 2018/19 cycle, the University introduced a new appraisal process called the Appraisal and Development Conversation (ADC). The change came as a result of staff feedback sought through focus groups and the staff engagement survey. The new process is built on a conversational framework that encourages regular communication throughout the year and a mandatory annual appraisal and development conversation. The key changes of the ADC are that there are no rating outcomes, no direct links to performance-related rewards, and more focus on development. Appraisal conversations are now intended to be more meaningful and relevant, whilst providing the opportunity to better align individual contributions to the wider university. The pay reward element is separated into a different mechanism, the Nottingham Reward Scheme (NRS). We will evaluate the impact of the ADC and awards through the NRS in terms of ethnicity (AP 1.6)

**AP: 1.6**

Objective 1.6: To embed inclusion into the HR, management and reward structures and processes.

Highlight Actions:

A 1.6.3 Review and revise appraiser/appraise training to identify and implement opportunities for addressing any bias which might negatively impact BAME staff outcome and to formalise recognition and reward, for BAME and other staff who contribute to race equality and other EDI leadership.

A 1.6.4 Monitor BAME staff experience of and satisfaction with ADC process.

5d Academic promotion

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions. Please provide collated data by each academic grade (i.e. promotions from each grade to the next).

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

This section should also include:

= details of the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff

= commentary on the criteria for promotion; comment on how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration

= provide details of any training or mentoring offered around promotion

= promotion opportunities including temporary promotions/interim positions

5d Key Issues

- Historic lower success for BAME and particularly black staff in promotions (AP 4.8)
- Significant revisions have been made to promotions process and implementation since 2020 (AP 4.8)

Table 5d-1. Academic Promotions overview table – full summary – BAME status – UK/Ireland

Promotion Round	Ethnicity	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted#	Promoted%	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
2017	BAME	■	56.5%	■	7.4%	■	8.8%	■	9.0%	12.0%	9.6%	80.0%	1.6%
	Unknown	■	66.7%	■	3.7%	■	0.9%	■	1.1%	2.4%	2.4%	100%	-2.6%
	White British/Irish	■	64.6%	■	84.3%	■	86.7%	■	85.4%	10.3%	8.0%	77.6%	1.1%
	White Other	■	62.7%	■	4.6%	■	3.5%	■	4.5%	7.7%	7.7%	100%	-0.1%
	Total	1765	63.9%	1130	100%	115	100%	90	100%	10.0%	7.9%	78.8%	0.0%
2018	BAME	■	51.0%	■	7.1%	■	6.1%	■	3.7%	8.0%	4.0%	50.0%	-3.4%
	Unknown	■	65.0%	■	3.7%	■	3.0%	■	2.5%	7.7%	5.1%	66.7%	-1.2%
	White British/Irish	■	62.3%	■	83.9%	■	85.9%	■	90.1%	9.6%	8.2%	85.9%	6.2%
	White Other	■	65.5%	■	5.4%	■	5.1%	■	3.7%	8.8%	5.3%	60.0%	-1.7%
	Total	1720	61.6%	1060	100%	100	100%	80	100%	9.3%	7.6%	81.8%	0.0%
2019	BAME	■	58.3%	■	7.8%	■	6.4%	■	5.3%	10.7%	7.1%	66.7%	-2.6%
	Unknown	■	54.1%	■	3.1%	■	1.4%	■	0.9%	6.1%	3.0%	50.0%	-2.2%
	White British/Irish	■	60.5%	■	83.5%	■	83.7%	■	85.1%	13.2%	10.9%	82.2%	1.6%
	White Other	■	70.6%	■	5.6%	■	8.5%	■	8.8%	20.0%	16.7%	83.3%	3.2%
	Total	1770	60.6%	1070	100%	140	100%	115	100%	13.2%	10.6%	80.9%	0.0%
Grand Total	Total	5255	62.0%	3260	100%	355	100%	285	100%	10.8%	8.7%	80.5%	0.0%

Table 5d-2. Academic Promotions overview table – full summary – BAME status – International

Promotion Round	Ethnicity	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted#	Promoted%	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
2017	BAME	■	42.5%	■	33.6%	■	36.6%	■	25.0%	9.9%	4.6%	46.7%	-8.6%
	Unknown	■	40.0%	■	4.4%	■	7.3%	■	10.7%	15.0%	15.0%	100%	6.3%
	White British/Irish	■	68.4%	■	2.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.9%
	White Other	■	47.0%	■	59.1%	■	56.1%	■	64.3%	8.6%	6.8%	78.3%	5.2%
	Total	990	45.5%	450	100%	40	100%	30	100%	9.1%	6.2%	68.3%	0.0%
2018	BAME	■	40.3%	■	32.2%	■	24.1%	■	23.3%	8.6%	6.6%	76.9%	-8.9%
	Unknown	■	45.7%	■	4.5%	■	3.7%	■	4.7%	9.5%	9.5%	100%	0.2%
	White British/Irish	■	55.0%	■	2.3%	■	3.7%	■	4.7%	18.2%	18.2%	100%	2.3%
	White Other	■	53.0%	■	61.0%	■	68.5%	■	67.4%	12.9%	10.1%	78.4%	6.5%
	Total	980	47.8%	470	100%	55	100%	45	100%	11.5%	9.2%	79.6%	0.0%
2019	BAME	■	34.5%	■	32.2%	■	27.1%	■	32.5%	11.0%	8.9%	81.3%	0.3%
	Unknown	■	38.3%	■	4.0%	■	5.1%	■	2.5%	16.7%	5.6%	33.3%	-1.5%
	White British/Irish	■	55.0%	■	2.4%	■	1.7%	■	2.5%	9.1%	9.1%	100%	0.1%
	White Other	■	51.4%	■	61.5%	■	66.1%	■	62.5%	14.0%	9.0%	64.1%	1.0%
	Total	1035	43.9%	455	100%	60	100%	40	100%	13.0%	8.8%	67.8%	0.0%
Grand Total	Total	3005	45.7%	1375	100%	155	100%	110	100%	11.2%	8.1%	72.1%	0.0%

Table 5d-3. Academic promotions overview table – full summary – ethnicity – UK/Ireland

Promotion Round	Ethnicity	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted #	Promoted %	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
2017	Asian	■	45.6%	■	2.3%	■	2.7%	■	3.4%	11.5%	11.5%	100%	1.1%
	Black	■	69.2%	■	0.8%	■	0.9%	■	0.0%	11.1%	0.0%	0.0%	-0.8%
	Chinese	■	70.6%	■	2.1%	■	3.5%	■	4.5%	16.7%	16.7%	100%	2.4%
	Mixed	■	53.8%	■	1.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.2%
	Not Known	■	66.7%	■	3.7%	■	0.9%	■	1.1%	2.4%	2.4%	100%	-2.6%
	Other	■	58.8%	■	0.9%	■	1.8%	■	1.1%	20.0%	10.0%	50.0%	0.2%
	White	■	64.6%	■	84.3%	■	86.7%	■	85.4%	10.3%	8.0%	77.6%	1.1%
	White Other (...)	■	62.7%	■	4.6%	■	3.5%	■	4.5%	7.7%	7.7%	100%	-0.1%
	Total	1765	63.9%	1130	100%	115	100%	90	100%	10.0%	7.9%	78.8%	0.0%
2018	Asian	■	46.0%	■	2.7%	■	2.0%	■	1.2%	6.9%	3.4%	50.0%	-1.5%
	Black	■	37.5%	■	0.6%	■	1.0%	■	0.0%	16.7%	0.0%	0.0%	-0.6%
	Chinese	■	59.4%	■	1.8%	■	2.0%	■	1.2%	10.5%	5.3%	50.0%	-0.6%
	Mixed	■	62.5%	■	1.4%	■	1.0%	■	1.2%	6.7%	6.7%	100%	-0.2%
	Not Known	■	65.0%	■	3.7%	■	3.0%	■	2.5%	7.7%	5.1%	66.7%	-1.2%
	Other	■	50.0%	■	0.6%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.6%
	White	■	62.3%	■	83.9%	■	85.9%	■	90.1%	9.6%	8.2%	85.9%	6.2%
	White Other (...)	■	65.5%	■	5.4%	■	5.1%	■	3.7%	8.8%	5.3%	60.0%	-1.7%
	Total	1720	61.6%	1060	100%	100	100%	80	100%	9.3%	7.6%	81.8%	0.0%
2019	Asian	■	59.3%	■	3.0%	■	1.4%	■	0.9%	6.3%	3.1%	50.0%	-2.1%
	Black	■	47.1%	■	0.7%	■	0.7%	■	0.0%	12.5%	0.0%	0.0%	-0.7%
	Chinese	■	70.6%	■	2.2%	■	2.1%	■	1.8%	12.5%	8.3%	66.7%	-0.5%
	Mixed	■	63.6%	■	1.3%	■	2.1%	■	2.6%	21.4%	21.4%	100%	1.3%
	Not Known	■	54.1%	■	3.1%	■	1.4%	■	0.9%	6.1%	3.0%	50.0%	-2.2%

	Other	■	35.3%	■	0.6%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.6%
	White	■	60.5%	■	83.5%	■	83.7%	■	85.1%	13.2%	10.9%	82.2%	1.6%
	White Other (...)	■	70.6%	■	5.6%	■	8.5%	■	8.8%	20.0%	16.7%	83.3%	3.2%
	Total	1770	60.6%	1070	100%	140	100%	115	100%	13.2%	10.6%	80.9%	0.0%
Grand Total		5255	62.0%	3260	100%	355	100%	285	100%	10.8%	8.7%	80.5%	0.0%

Table 5d-4. Academic promotions overview table – full summary – ethnicity – international

Promotion Round	Ethnicity	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted #	Promoted %	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
2017	Asian	■	35.1%	■	8.9%	■	7.3%	■	3.6%	7.5%	2.5%	33.3%	-5.3%
	Black	■	33.3%	■	2.2%	■	2.4%	■	3.6%	10.0%	10.0%	100%	1.3%
	Chinese	■	48.1%	■	14.4%	■	19.5%	■	10.7%	12.3%	4.6%	37.5%	-3.7%
	Mixed	■	40.9%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%
	Not Known	■	40.0%	■	4.4%	■	7.3%	■	10.7%	15.0%	15.0%	100%	6.3%
	Other	■	50.0%	■	6.0%	■	7.3%	■	7.1%	11.1%	7.4%	66.7%	1.1%
	White	■	68.4%	■	2.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.9%
	White Other (...)	■	47.0%	■	59.1%	■	56.1%	■	64.3%	8.6%	6.8%	78.3%	5.2%
	Total	990	45.5%	450	100%	40	100%	30	100%	9.1%	6.2%	68.3%	0.0%
2018	Asian	■	32.0%	■	8.3%	■	5.6%	■	7.0%	7.7%	7.7%	100%	-1.3%
	Black	■	31.4%	■	2.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.3%
	Chinese	■	44.4%	■	13.4%	■	7.4%	■	4.7%	6.3%	3.2%	50.0%	-8.8%
	Mixed	■	50.0%	■	2.3%	■	1.9%	■	0.0%	9.1%	0.0%	0.0%	-2.3%
	Not Known	■	45.7%	■	4.5%	■	3.7%	■	4.7%	9.5%	9.5%	100%	0.2%
	Other	■	50.0%	■	5.8%	■	9.3%	■	11.6%	18.5%	18.5%	100%	5.9%

2019	White	■	55.0%	■	2.3%	■	3.7%	■	4.7%	18.2%	18.2%	100%	2.3%
	White Other (...)	■	53.0%	■	61.0%	■	68.5%	■	67.4%	12.9%	10.1%	78.4%	6.5%
	Total	980	47.8%	470	100%	55	100%	45	100%	11.5%	9.2%	79.6%	0.0%
	Asian	■	26.4%	■	7.3%	■	5.1%	■	7.5%	9.1%	9.1%	100%	0.2%
	Black	■	28.3%	■	2.9%	■	3.4%	■	5.0%	15.4%	15.4%	100%	2.1%
	Chinese	■	43.4%	■	14.5%	■	11.9%	■	10.0%	10.6%	6.1%	57.1%	-4.5%
	Mixed	■	31.6%	■	2.6%	■	3.4%	■	5.0%	16.7%	16.7%	100%	2.4%
	Not Known	■	38.3%	■	4.0%	■	5.1%	■	2.5%	16.7%	5.6%	33.3%	-1.5%
	Other	■	36.1%	■	4.8%	■	3.4%	■	5.0%	9.1%	9.1%	100%	0.2%
2019	White	■	55.0%	■	2.4%	■	1.7%	■	2.5%	9.1%	9.1%	100%	0.1%
	White Other (...)	■	51.3%	■	61.5%	■	66.1%	■	62.5%	14.0%	9.0%	64.1%	1.0%
	Total	1035	43.9%	455	100%	60	100%	40	100%	13.0%	8.8%	67.8%	0.0%
Grand Total	Total	3005	45.7%	1375	100%	155	100%	110	100%	11.2%	8.1%	72.1%	0.0%

Table 5d-5. Academic promotions – level – BAME status – UK/Ireland

Level of Promotion (TO)	Ethnicity	Promotion Round	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted #	Promoted %	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
Level 4	BAME	2017	■	12.5%	■	4.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.0%
		2018	■	11.1%	■	5.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	33.3%	■	12.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Unknown	2017	■	50.0%	■	4.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.0%
		2018	■	100%	■	5.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%

		2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White British/Irish	2017	■	29.9%	■	92.0%	■	100%	■	100%	4.3%	4.3%	100%	8.0%
		2018	■	27.3%	■	90.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	32.8%	■	79.2%	■	100%	■	0.0%	5.3%	0.0%	0.0%	0.0%
	White Other	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	100%	■	8.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	Total	240	28.8%	70	100%	■	100%	■	100%	2.9%	1.4%	50.0%	0.0%
Level 5	BAME	2017	■	43.8%	■	10.4%	■	12.0%	■	15.0%	10.7%	10.7%	100%	4.6%
		2018	■	36.7%	■	8.7%	■	15.8%	■	11.8%	13.6%	9.1%	66.7%	3.0%
		2019	■	41.2%	■	8.0%	■	10.0%	■	12.1%	19.0%	19.0%	100%	4.2%
	Unknown	2017	■	46.4%	■	4.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.8%
		2018	■	56.0%	■	5.6%	■	5.3%	■	0.0%	7.1%	0.0%	0.0%	-5.6%
		2019	■	35.7%	■	3.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.8%
	White British/Irish	2017	■	42.9%	■	77.0%	■	80.0%	■	75.0%	9.7%	7.2%	75.0%	-2.0%
		2018	■	42.5%	■	77.4%	■	78.9%	■	88.2%	7.7%	7.7%	100%	10.9%
		2019	■	45.2%	■	80.7%	■	77.5%	■	72.7%	14.6%	11.3%	77.4%	-8.0%
	White Other	2017	■	65.6%	■	7.8%	■	8.0%	■	10.0%	9.5%	9.5%	100%	2.2%
		2018	■	67.7%	■	8.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-8.3%
		2019	■	58.8%	■	7.6%	■	12.5%	■	15.2%	25.0%	25.0%	100%	7.6%
	Total	Total	1765	44.5%	785	100%	85	100%	70	100%	10.7%	8.9%	83.3%	0.0%
Level 6	BAME	2017	■	67.4%	■	6.2%	■	10.0%	■	12.2%	17.2%	17.2%	100%	6.0%
		2018	■	64.3%	■	6.2%	■	3.8%	■	2.3%	7.4%	3.7%	50.0%	-3.9%
		2019	■	66.7%	■	7.6%	■	5.5%	■	2.3%	9.4%	3.1%	33.3%	-5.3%
	Unknown	2017	■	80.8%	■	4.5%	■	2.0%	■	2.4%	4.8%	4.8%	100%	-2.0%
		2018	■	66.7%	■	4.1%	■	3.8%	■	4.5%	11.1%	11.1%	100%	0.4%
		2019	■	75.0%	■	4.3%	■	1.8%	■	2.3%	5.6%	5.6%	100%	-2.0%
	White British/Irish	2017	■	77.5%	■	86.6%	■	86.0%	■	82.9%	10.6%	8.4%	79.1%	-3.6%
		2018	■	73.5%	■	85.9%	■	86.5%	■	90.9%	11.9%	10.6%	88.9%	5.0%

		2019	■	65.9%	■	83.4%	■	83.6%	■	88.6%	13.1%	11.1%	84.8%	5.2%
	White Other	2017	■	52.0%	■	2.8%	■	2.0%	■	2.4%	7.7%	7.7%	100%	-0.3%
		2018	■	56.7%	■	3.9%	■	5.8%	■	2.3%	17.6%	5.9%	33.3%	-1.6%
		2019	■	76.9%	■	4.7%	■	9.1%	■	6.8%	25.0%	15.0%	60.0%	2.1%
	Total	Total	1860	71.4%	1330	100%	155	100%	130	100%	11.8%	9.7%	82.2%	0.0%
Level 7	BAME	2017	■	78.1%	■	6.8%	■	5.4%	■	0.0%	8.0%	0.0%	0.0%	-6.8%
		2018	■	69.4%	■	7.1%	■	3.6%	■	0.0%	4.0%	0.0%	0.0%	-7.1%
		2019	■	77.8%	■	7.8%	■	4.4%	■	2.7%	7.1%	3.6%	50.0%	-5.1%
	Unknown	2017	■	100%	■	1.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.9%
		2018	■	85.7%	■	1.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.7%
		2019	■	62.5%	■	1.4%	■	2.2%	■	0.0%	20.0%	0.0%	0.0%	-1.4%
	White British/Irish	2017	■	81.2%	■	86.3%	■	91.9%	■	96.3%	10.8%	8.3%	76.5%	10.0%
		2018	■	76.9%	■	85.7%	■	89.3%	■	90.0%	8.3%	6.0%	72.0%	4.3%
		2019	■	74.7%	■	85.9%	■	88.9%	■	91.9%	12.9%	11.0%	85.0%	6.0%
	White Other	2017	■	85.7%	■	4.9%	■	2.7%	■	3.7%	5.6%	5.6%	100%	-1.2%
		2018	■	79.2%	■	5.4%	■	7.1%	■	10.0%	10.5%	10.5%	100%	4.6%
		2019	■	78.3%	■	5.0%	■	4.4%	■	5.4%	11.1%	11.1%	100%	0.4%
	Total	Total	1385	77.6%	1075	100%	110	100%	85	100%	10.2%	7.8%	76.4%	0.0%
Grand Total	Total	Total	5255	62.0%	3260	100%	355	100%	285	100%	10.8%	8.7%	80.5%	0.0%

Table 5d-6 Academic promotions – level – Ethnic Group – UK/Ireland –

Level of Promotion (TO)	Ethnicity	Promotion Round	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted#	Promoted%	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
Level 4	Asian	2017	■	33.3%	■	4.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.0%
		2018	■	25.0%	■	5.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	33.3%	■	4.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Black	2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Chinese	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	100%	■	4.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Mixed	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Not Known	2017	■	50.0%	■	4.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.0%
		2018	■	100%	■	5.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	33.3%	■	4.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White	2017	■	29.9%	■	92.0%	■	100%	■	100%	4.3%	4.3%	100%	8.0%
		2018	■	27.3%	■	90.0%	■		■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	32.8%	■	79.2%	■	100%	■	0.0%	5.3%	0.0%	0.0%	0.0%
	White Other (...)	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■		■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	100%	■	8.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	Total	240	28.8%	70	100%	■	100%	■	100%	2.9%	1.4%	50.0%	0.0%
Level 5	Asian	2017	■	32.1%	■	3.3%	■	4.0%	■	5.0%	11.1%	11.1%	100%	1.7%

		2018	■	26.7%	■	3.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.2%
		2019	■	45.5%	■	3.8%	■	2.5%	■	3.0%	10.0%	10.0%	100%	-0.8%
	Black	2017	■	66.7%	■	1.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.5%
		2018	■	22.2%	■	0.8%	■	5.3%	■	0.0%	50.0%	0.0%	0.0%	-0.8%
		2019	■	25.0%	■	0.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.8%
	Chinese	2017	■	61.5%	■	3.0%	■	8.0%	■	10.0%	25.0%	25.0%	100%	7.0%
		2018	■	55.6%	■	2.0%	■	5.3%	■	5.9%	20.0%	20.0%	100%	3.9%
		2019	■	60.0%	■	2.3%	■	2.5%	■	3.0%	16.7%	16.7%	100%	0.8%
	Mixed	2017	■	33.3%	■	1.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.1%
		2018	■	62.5%	■	2.0%	■	5.3%	■	5.9%	20.0%	20.0%	100%	3.9%
		2019	■	60.0%	■	1.1%	■	5.0%	■	6.1%	66.7%	66.7%	100%	4.9%
	Not Known	2017	■	46.4%	■	4.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.8%
		2018	■	56.0%	■	5.6%	■	5.3%	■	0.0%	7.1%	0.0%	0.0%	-5.6%
		2019	■	35.7%	■	3.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.8%
	Other	2017	■	50.0%	■	1.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.5%
		2018	■	50.0%	■	0.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.8%
		2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White	2017	■	42.9%	■	77.0%	■	80.0%	■	75.0%	9.7%	7.2%	75.0%	-2.0%
		2018	■	42.5%	■	77.4%	■	78.9%	■	88.2%	7.7%	7.7%	100%	10.9%
		2019	■	45.2%	■	80.7%	■	77.5%	■	72.7%	14.6%	11.3%	77.4%	-8.0%
	White Other (...)	2017	■	65.6%	■	7.8%	■	8.0%	■	10.0%	9.5%	9.5%	100%	2.2%
		2018	■	67.7%	■	8.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-8.3%
		2019	■	58.8%	■	7.6%	■	12.5%	■	15.2%	25.0%	25.0%	100%	7.6%
	Total	Total	1765	44.5%	785	100%	85	100%	70	100%	10.7%	8.9%	83.3%	0.0%
Level 6	Asian	2017	■	66.7%	■	2.6%	■	4.0%	■	4.9%	16.7%	16.7%	100%	2.3%
		2018	■	73.7%	■	3.2%	■	3.8%	■	2.3%	14.3%	7.1%	50.0%	-0.9%
		2019	■	72.2%	■	3.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.1%
	Black	2017	■	60.0%	■	0.6%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.6%
		2018	■	60.0%	■	0.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.7%

	Chinese	2019	■	100%	■	1.2%	■	1.8%	■	0.0%	20.0%	0.0%	0.0%	-1.2%
		2017	■	72.7%	■	1.7%	■	4.0%	■	4.9%	25.0%	25.0%	100%	3.2%
		2018	■	60.0%	■	1.4%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.4%
	Mixed	2019	■	66.7%	■	1.9%	■	3.6%	■	2.3%	25.0%	12.5%	50.0%	0.4%
		2017	■	50.0%	■	0.4%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.4%
		2018	■	33.3%	■	0.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.2%
	Not Known	2019	■	28.6%	■	0.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.5%
		2017	■	80.8%	■	4.5%	■	2.0%	■	2.4%	4.8%	4.8%	100%	-2.0%
		2018	■	66.7%	■	4.1%	■	3.8%	■	4.5%	11.1%	11.1%	100%	0.4%
	Other	2019	■	75.0%	■	4.3%	■	1.8%	■	2.3%	5.6%	5.6%	100%	-2.0%
		2017	■	80.0%	■	0.9%	■	2.0%	■	2.4%	25.0%	25.0%	100%	1.6%
		2018	■	60.0%	■	0.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.7%
	White	2019	■	66.7%	■	0.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.9%
		2017	■	77.5%	■	86.6%	■	86.0%	■	82.9%	10.6%	8.4%	79.1%	-3.6%
		2018	■	73.5%	■	85.9%	■	86.5%	■	90.9%	11.9%	10.6%	88.9%	5.0%
	White Other (...)	2019	■	65.9%	■	83.4%	■	83.6%	■	88.6%	13.1%	11.1%	84.8%	5.2%
		2017	■	52.0%	■	2.8%	■	2.0%	■	2.4%	7.7%	7.7%	100%	-0.3%
		2018	■	56.7%	■	3.9%	■	5.8%	■	2.3%	17.6%	5.9%	33.3%	-1.6%
	Total	2019	■	76.9%	■	4.7%	■	9.1%	■	6.8%	25.0%	15.0%	60.0%	2.1%
		Total	1860	71.4%	1330	100%	155	100%	130	100%	11.8%	9.7%	82.2%	0.0%
	Level 7	Asian	2017	■	50.0%	■	1.1%	■	0.0%	■	0.0%	0.0%	0.0%	-1.1%
			2018	■	60.0%	■	1.7%	■	0.0%	■	0.0%	0.0%	0.0%	-1.7%
			2019	■	72.7%	■	2.2%	■	2.2%	■	0.0%	12.5%	0.0%	-2.2%
		Black	2017	■	100%	■	0.5%	■	2.7%	■	0.0%	50.0%	0.0%	-0.5%
			2018	■	50.0%	■	0.3%	■	0.0%	■	0.0%	0.0%	0.0%	-0.3%
			2019	■	33.3%	■	0.3%	■	0.0%	■	0.0%	0.0%	0.0%	-0.3%
		Chinese	2017	■	88.9%	■	2.2%	■	0.0%	■	0.0%	0.0%	0.0%	-2.2%
			2018	■	72.7%	■	2.3%	■	3.6%	■	0.0%	12.5%	0.0%	-2.3%
			2019	■	81.8%	■	2.5%	■	0.0%	■	0.0%	0.0%	0.0%	-2.5%

	Mixed	2017	■	81.8%	■	2.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.5%
		2018	■	81.8%	■	2.6%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.6%
		2019	■	100%	■	2.5%	■	2.2%	■	2.7%	11.1%	11.1%	100%	0.2%
	Not Known	2017	■	100%	■	1.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.9%
		2018	■	85.7%	■	1.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.7%
		2019	■	62.5%	■	1.4%	■	2.2%	■	0.0%	20.0%	0.0%	0.0%	-1.4%
	Other	2017	■	100%	■	0.5%	■	2.7%	■	0.0%	50.0%	0.0%	0.0%	-0.5%
		2018	■	50.0%	■	0.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.3%
		2019	■	50.0%	■	0.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.3%
	White	2017	■	81.2%	■	86.3%	■	91.9%	■	96.3%	10.8%	8.3%	76.5%	10.0%
		2018	■	76.9%	■	85.7%	■	89.3%	■	90.0%	8.3%	6.0%	72.0%	4.3%
		2019	■	74.7%	■	85.9%	■	88.9%	■	91.9%	12.9%	11.0%	85.0%	6.0%
	White Other (...)	2017	■	85.7%	■	4.9%	■	2.7%	■	3.7%	5.6%	5.6%	100%	-1.2%
		2018	■	79.2%	■	5.4%	■	7.1%	■	10.0%	10.5%	10.5%	100%	4.6%
		2019	■	78.3%	■	5.0%	■	4.4%	■	5.4%	11.1%	11.1%	100%	0.4%
	Total	Total	1385	77.6%	1075	100%	110	100%	85	100%	10.2%	7.8%	76.4%	0.0%
Grand Total	Total	Total	5255	62.0%	3260	100%	355	100%	285	100%	10.8%	8.7%	80.5%	0.0%

Table 5d-7. Academic promotions – level – BAME status – international

Level of Promotion (TO)	Ethnicity	Promotion Round	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted#	Promoted%	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
Level 4	BAME	2017	■	37.5%	■	66.7%	■	33.3%	■	33.3%	16.7%	16.7%	100%	-33.3%
		2018	■	33.3%	■	66.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	8.3%	■	33.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Unknown	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%

	White British/Irish	2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	2017	■	18.8%	■	33.3%	■	66.7%	■	66.7%	66.7%	66.7%	100%	33.3%
		2018	■	20.0%	■	33.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	16.7%	■	66.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	Total	80	22.2%	20	100%	■	100%	■	100%	16.7%	16.7%	100%	0.0%
Level 5	BAME	2017	■	32.0%	■	49.3%	■	100%	■	100%	5.5%	4.1%	75.0%	50.7%
		2018	■	31.6%	■	47.9%	■	33.3%	■	25.0%	3.8%	2.5%	66.7%	-22.9%
		2019	■	27.4%	■	46.9%	■	60.0%	■	62.5%	7.9%	6.6%	83.3%	15.6%
	Unknown	2017	■	18.2%	■	2.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.7%
		2018	■	15.0%	■	1.8%	■	11.1%	■	12.5%	33.3%	33.3%	100%	10.7%
		2019	■	20.0%	■	2.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.5%
	White British/Irish	2017	■	60.0%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%
		2018	■	42.9%	■	1.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.8%
		2019	■	37.5%	■	1.9%	■	10.0%	■	12.5%	33.3%	33.3%	100%	10.6%
	White Other	2017	■	25.7%	■	45.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-45.9%
		2018	■	32.9%	■	48.5%	■	55.6%	■	62.5%	6.3%	6.3%	100%	14.0%
		2019	■	34.8%	■	48.8%	■	30.0%	■	25.0%	3.8%	2.5%	66.7%	-23.8%
	Total	Total	1570	30.2%	475	100%	25	100%	20	100%	4.8%	4.0%	82.6%	0.0%
Level 6	BAME	2017	■	64.0%	■	27.9%	■	26.9%	■	11.8%	12.3%	3.5%	28.6%	-16.2%
		2018	■	57.8%	■	26.3%	■	24.3%	■	24.1%	17.3%	13.5%	77.8%	-2.1%
		2019	■	47.7%	■	27.8%	■	25.8%	■	30.0%	15.4%	11.5%	75.0%	2.2%
	Unknown	2017	■	54.5%	■	5.9%	■	11.5%	■	17.6%	25.0%	25.0%	100%	11.8%
		2018	■	72.2%	■	6.6%	■	2.7%	■	3.4%	7.7%	7.7%	100%	-3.1%
		2019	■	52.6%	■	5.3%	■	3.2%	■	5.0%	10.0%	10.0%	100%	-0.3%
	White British/Irish	2017	■	72.7%	■	3.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.9%
		2018	■	63.6%	■	3.5%	■	5.4%	■	6.9%	28.6%	28.6%	100%	3.4%
		2019	■	87.5%	■	3.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.7%
	White Other	2017	■	68.6%	■	62.3%	■	61.5%	■	70.6%	12.6%	9.4%	75.0%	8.3%

Level 7		2018	■	68.9%	■	63.6%	■	67.6%	■	65.5%	19.8%	15.1%	76.0%	1.9%	
		2019	■	62.8%	■	63.1%	■	71.0%	■	65.0%	18.6%	11.0%	59.1%	1.9%	
		Total	Total	935	63.1%	590	100%	95	100%	65	100%	16.0%	11.2%	70.2%	0.0%
	BAME	2017	■	68.2%	■	16.9%	■	37.5%	■	20.0%	20.0%	6.7%	33.3%	3.1%	
			2018	■	69.6%	■	16.0%	■	12.5%	■	16.7%	6.3%	6.3%	100%	0.7%
			2019	■	68.0%	■	16.7%	■	11.1%	■	16.7%	11.8%	11.8%	100%	0.0%
		Unknown	2017	■	80.0%	■	4.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.5%
			2018	■	62.5%	■	5.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-5.0%
			2019	■	50.0%	■	3.9%	■	11.1%	■	0.0%	50.0%	0.0%	0.0%	-3.9%
		White British/Irish	2017	■	100%	■	2.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.2%
			2018	■	100%	■	1.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.0%
			2019	■	25.0%	■	1.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.0%
		White Other	2017	■	68.0%	■	76.4%	■	62.5%	■	80.0%	7.4%	5.9%	80.0%	3.6%
			2018	■	75.0%	■	78.0%	■	87.5%	■	83.3%	9.0%	6.4%	71.4%	5.3%
			2019	■	69.0%	■	78.4%	■	77.8%	■	83.3%	17.5%	12.5%	71.4%	4.9%
		Total	Total	420	69.6%	290	100%	35	100%	25	100%	11.7%	7.9%	67.6%	0.0%
Grand Total	Total	Total	3005	45.7%	1375	100%	155	100%	110	100%	11.2%	8.1%	72.1%	0.0%	

Table 5d-8. Academic promotions – level – Ethnic Group – International

Level of Promotion (TO)	Ethnicity	Promotion Round	Feeder Level Population	Prop. Feeder Level in Pool	Pool#	Pool %	Applications #	Applications %	Promoted#	Promoted%	Pool to App SR	Pool to Prom SR	App to Prom SR	Representation Indicator
Level 4	Asian	2017	■	16.7%	■	11.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-11.1%
		2018	■	100%	■	33.3%	■		■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	0.0%	■	0.0%	■		■	0.0%	0.0%	0.0%	0.0%	0.0%
	Black	2017	■	100%	■	22.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-22.2%
		2018	■	33.3%	■	16.7%	■		■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	0.0%	■	0.0%	■		■	0.0%	0.0%	0.0%	0.0%	0.0%
	Chinese	2017	■	33.3%	■	22.2%	■	33.3%	■	33.3%	50.0%	50.0%	100%	11.1%
		2018	■	25.0%	■	16.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	25.0%	■	33.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Mixed	2017	■	50.0%	■	11.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-11.1%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Not Known	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other (...)	2017	■	18.8%	■	33.3%	■	66.7%	■	66.7%	66.7%	66.7%	100%	33.3%
		2018	■	20.0%	■	33.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	16.7%	■	66.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	Total	80	22.2%	20	100%	■	100%	■	100%	16.7%	16.7%	100%	0.0%
Level 5	Asian	2017	■	28.6%	■	16.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-16.2%
		2018	■	25.5%	■	14.5%	■	11.1%	■	12.5%	4.2%	4.2%	100%	-2.0%
		2019	■	23.6%	■	13.0%	■	20.0%	■	25.0%	9.5%	9.5%	100%	12.0%

	Black	2017	■	30.0%	■	4.1%	■	25.0%	■	33.3%	16.7%	16.7%	100%	29.3%
		2018	■	29.2%	■	4.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.2%
		2019	■	27.3%	■	5.6%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-5.6%
	Chinese	2017	■	32.9%	■	17.6%	■	50.0%	■	33.3%	7.7%	3.8%	50.0%	15.8%
		2018	■	34.5%	■	17.6%	■	11.1%	■	0.0%	3.4%	0.0%	0.0%	-17.6%
		2019	■	33.7%	■	19.1%	■	20.0%	■	12.5%	6.5%	3.2%	50.0%	-6.6%
	Mixed	2017	■	25.0%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%
		2018	■	33.3%	■	3.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.0%
		2019	■	21.4%	■	3.7%	■	10.0%	■	12.5%	16.7%	16.7%	100%	8.8%
	Not Known	2017	■	18.2%	■	2.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.7%
		2018	■	15.0%	■	1.8%	■	11.1%	■	12.5%	33.3%	33.3%	100%	10.7%
		2019	■	20.0%	■	2.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.5%
	Other	2017	■	42.4%	■	9.5%	■	25.0%	■	33.3%	7.1%	7.1%	100%	23.9%
		2018	■	42.4%	■	8.5%	■	11.1%	■	12.5%	7.1%	7.1%	100%	4.0%
		2019	■	26.5%	■	5.6%	■	10.0%	■	12.5%	11.1%	11.1%	100%	6.9%
	White	2017	■	60.0%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%
		2018	■	42.9%	■	1.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.8%
		2019	■	37.5%	■	1.9%	■	10.0%	■	12.5%	33.3%	33.3%	100%	10.6%
	White Other (...)	2017	■	25.7%	■	45.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-45.9%
		2018	■	32.9%	■	48.5%	■	55.6%	■	62.5%	6.3%	6.3%	100%	14.0%
		2019	■	34.6%	■	48.8%	■	30.0%	■	25.0%	3.8%	2.5%	66.7%	-23.8%
	Total	Total	1570	30.2%	475	100%	25	100%	20	100%	4.8%	4.0%	82.6%	0.0%
Level 6	Asian	2017	■	66.7%	■	6.9%	■	11.5%	■	5.9%	21.4%	7.1%	33.3%	-1.0%
		2018	■	56.5%	■	6.6%	■	5.4%	■	6.9%	15.4%	15.4%	100%	0.3%
		2019	■	37.9%	■	5.9%	■	3.2%	■	5.0%	9.1%	9.1%	100%	-0.9%
	Black	2017	■	33.3%	■	1.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.0%
		2018	■	16.7%	■	0.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-0.5%
		2019	■	25.0%	■	1.1%	■	6.5%	■	10.0%	100%	100%	100%	8.9%
	Chinese	2017	■	72.5%	■	14.2%	■	11.5%	■	5.9%	10.3%	3.4%	33.3%	-8.3%

		2018	■	58.5%	■	12.1%	■	5.4%	■	3.4%	8.3%	4.2%	50.0%	-8.7%
		2019	■	57.8%	■	13.9%	■	12.9%	■	10.0%	15.4%	7.7%	50.0%	-3.9%
	Mixed	2017	■	60.0%	■	1.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.5%
		2018	■	100%	■	2.0%	■	2.7%	■	0.0%	25.0%	0.0%	0.0%	-2.0%
		2019	■	57.1%	■	2.1%	■	3.2%	■	5.0%	25.0%	25.0%	100%	2.9%
	Not Known	2017	■	54.5%	■	5.9%	■	11.5%	■	17.6%	25.0%	25.0%	100%	11.8%
		2018	■	72.2%	■	6.6%	■	2.7%	■	3.4%	7.7%	7.7%	100%	-3.1%
		2019	■	52.6%	■	5.3%	■	3.2%	■	5.0%	10.0%	10.0%	100%	-0.3%
	Other	2017	■	52.9%	■	4.4%	■	3.8%	■	0.0%	11.1%	0.0%	0.0%	-4.4%
		2018	■	62.5%	■	5.1%	■	10.8%	■	13.8%	40.0%	40.0%	100%	8.7%
		2019	■	45.0%	■	4.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-4.8%
	White	2017	■	72.7%	■	3.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.9%
		2018	■	63.6%	■	3.5%	■	5.4%	■	6.9%	28.6%	28.6%	100%	3.4%
		2019	■	87.5%	■	3.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-3.7%
	White Other (...)	2017	■	68.6%	■	62.3%	■	61.5%	■	70.6%	12.6%	9.4%	75.0%	8.3%
		2018	■	68.9%	■	63.6%	■	67.6%	■	65.5%	19.8%	15.1%	76.0%	1.9%
		2019	■	62.8%	■	63.1%	■	71.0%	■	65.0%	18.6%	11.0%	59.1%	1.9%
	Total	Total	935	63.1%	590	100%	95	100%	65	100%	16.0%	11.2%	70.2%	0.0%
Level 7	Asian	2017	■	33.3%	■	1.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.1%
		2018	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2019	■	25.0%	■	1.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-1.0%
	Black	2017	■	0.0%	■	0.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
		2018	■	100%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%
		2019	■	100%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%
	Chinese	2017	■	80.0%	■	9.0%	■	25.0%	■	0.0%	25.0%	0.0%	0.0%	-9.0%
		2018	■	69.2%	■	9.0%	■	12.5%	■	16.7%	11.1%	11.1%	100%	7.7%
		2019	■	72.7%	■	7.8%	■	5.6%	■	8.3%	12.5%	12.5%	100%	0.5%
	Mixed	2017	■	66.7%	■	2.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.2%
		2018	■	100%	■	2.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	-2.0%

	Not Known	2019		100%		2.0%		0.0%		0.0%	0.0%	0.0%	0.0%	-2.0%
		2017		80.0%		4.5%		0.0%		0.0%	0.0%	0.0%	0.0%	-4.5%
		2018		62.5%		5.0%		0.0%		0.0%	0.0%	0.0%	0.0%	-5.0%
		2019		50.0%		3.9%		11.1%		0.0%	50.0%	0.0%	0.0%	-3.9%
	Other	2017		100%		4.5%		12.5%		20.0%	25.0%	25.0%	100%	15.5%
		2018		100%		3.0%		0.0%		0.0%	0.0%	0.0%	0.0%	-3.0%
		2019		66.7%		3.9%		5.6%		8.3%	25.0%	25.0%	100%	4.4%
	White	2017		100%		2.2%		0.0%		0.0%	0.0%	0.0%	0.0%	-2.2%
		2018		100%		1.0%		0.0%		0.0%	0.0%	0.0%	0.0%	-1.0%
		2019		25.0%		1.0%		0.0%		0.0%	0.0%	0.0%	0.0%	-1.0%
	White Other (...)	2017		68.0%		76.4%		62.5%		80.0%	7.4%	5.9%	80.0%	3.6%
		2018		75.0%		78.0%		87.5%		83.3%	9.0%	6.4%	71.4%	5.3%
		2019		69.0%		78.4%		77.8%		83.3%	17.5%	12.5%	71.4%	4.9%
	Total	Total	420	69.6%	290	100%	35	100%	25	100%	11.7%	7.9%	67.6%	0.0%
Grand Total	Total	Total	3005	45.7%	1375	100%	155	100%	110	100%	11.2%	8.1%	72.1%	0.0%

The data above demonstrate that there is a lower promotion success rate for BAME staff (when numbers are compared to the applicant pool). Although numbers from the pool are low, no UK/Ire black staff have been promoted in 2017-2019.

Over the last three years, UK/Ireland BAME staff have a higher overall success rate at L5 than their White British/Irish colleagues (2019: 19.0% cf. 14.6%). However, White staff are more consistently successful at L6 (2019: 3.1% BAME, cf. 15.0% White Other, 11.1% White British/Irish) and L7 (2019: 3.6% BAME cf. 11.1% White Other, 11.0% White British/Irish), evidencing a leaky pipeline for BAME staff. Across all levels, in 2019, international BAME staff were less likely to apply than international White Other staff (11% cf. 14%), but were more likely to be successful (81.3% cf. 64.1%) (Table 5d-7).

International BAME staff had a higher overall success rate than White Other staff at L5 (6.6% cf. 2.5%) and a similar rate at L6 (11.5% cf. 11%) in 2019. At L7, White Other staff had a slightly higher overall success rate (11.8% cf. 12.5%). All BAME staff that applied for a L7 promotion were successful.

We believe that these higher success rates are reflective of historic bias in our promotions processes which is now beginning to be rectified. It is likely that many of those promoted recently were in fact ready to apply sooner, but were not supported to apply in earlier rounds.

Each promotion cycle is advertised through an email to all Research & Teaching (R&T) staff and on the University's website. Following a review of the promotions cycle in 2018-2019, changes were implemented to make the process more inclusive and transparent. An equality statement was incorporated within the guidance and application forms, and EDI Best Practice Guidelines provided.

A newly-launched framework has made the core behaviours and indicative criteria more explicit, particularly in relation to university and academic service, and good citizenship. Engaging with the wider community on behalf of the University, including globally, is considered.

The promotions governance structure has also been changed, devolving decision-making to faculties for promotions to level 5. We have also built-in EDI representation requirements to faculty panels. All panel members must attend unconscious bias training. Feedback is now provided to all applicants, regardless of success. The PVC for EDI and People personally reviews all of the EDI statements in applications and ensures that information is appropriately used in University-level decision making meetings. The focus is on the quality of outcomes, rather than the quantity of activities. These changes are in effect for the 2019/20 promotions round.

Workshops are organised where attendees can talk to someone on the promotions panel, or someone who has recently been through the promotions process successfully. Centrally-organised writing retreats provide support to staff constructing their CVs and writing their applications, as well as mentoring schemes with a specific focus on promotion. The new ADC process (see 5c) has a new section for line managers to talk to R&T staff about promotion readiness. FPVCs are also asked to personally identify those from under-represented groups who may be appropriate candidates for promotion. We will also require all faculties to run promotion workshops and provide mentorship for BAME staff preparing for promotion (AP4.8)

Within each of the Faculties (apart from Arts), BAME staff are less likely to be promoted than their White colleagues. This is, in part, due to lower application rates from BAME staff. In the Faculty of Arts, which has the smallest proportion of BAME staff compared to other Faculties, BAME staff have the highest overall success rate across the three-year period.

The REC Staff Survey results reinforces that BAME staff feel they are less likely to have been encouraged to apply for promotion than White staff. We hope that our anti-racism training (AP 4.5) and EDI engagement programme (AP1.5) will build confidence in HoSs in proactively working with FPVCs to identify and support BAME staff with potential to apply for promotion.

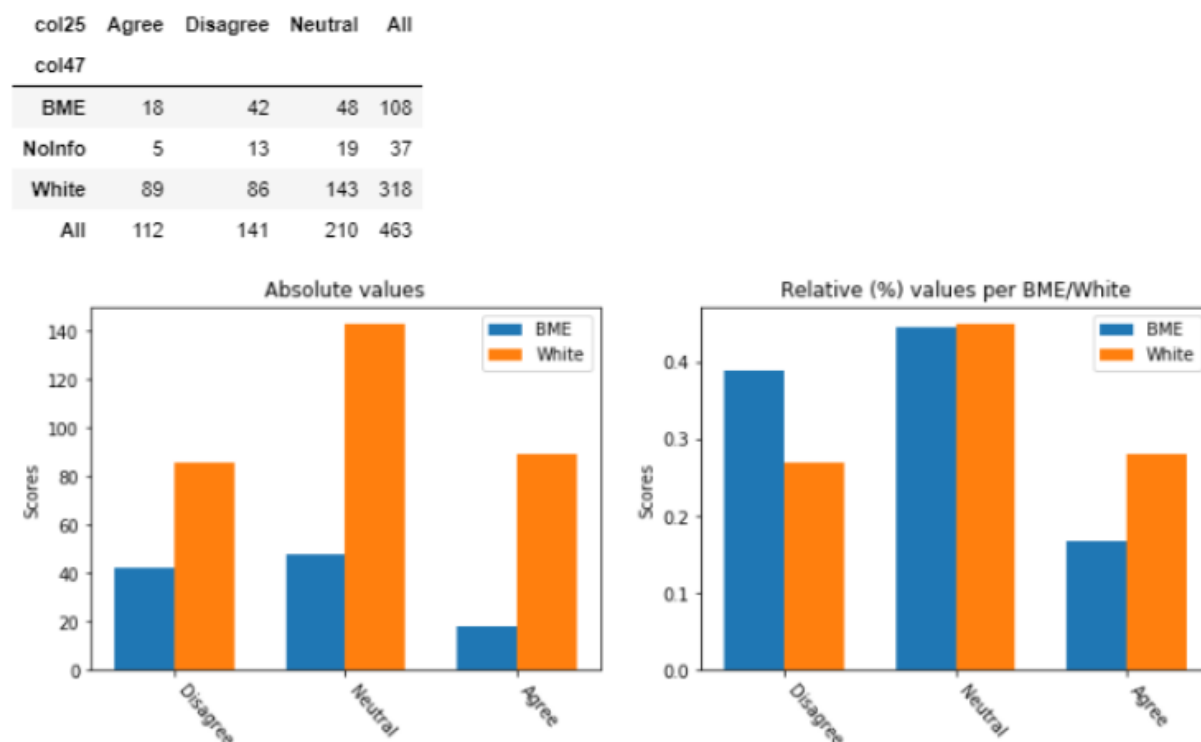


Figure 5d-1. REC staff survey – ‘I have been encouraged to apply for promotion.’

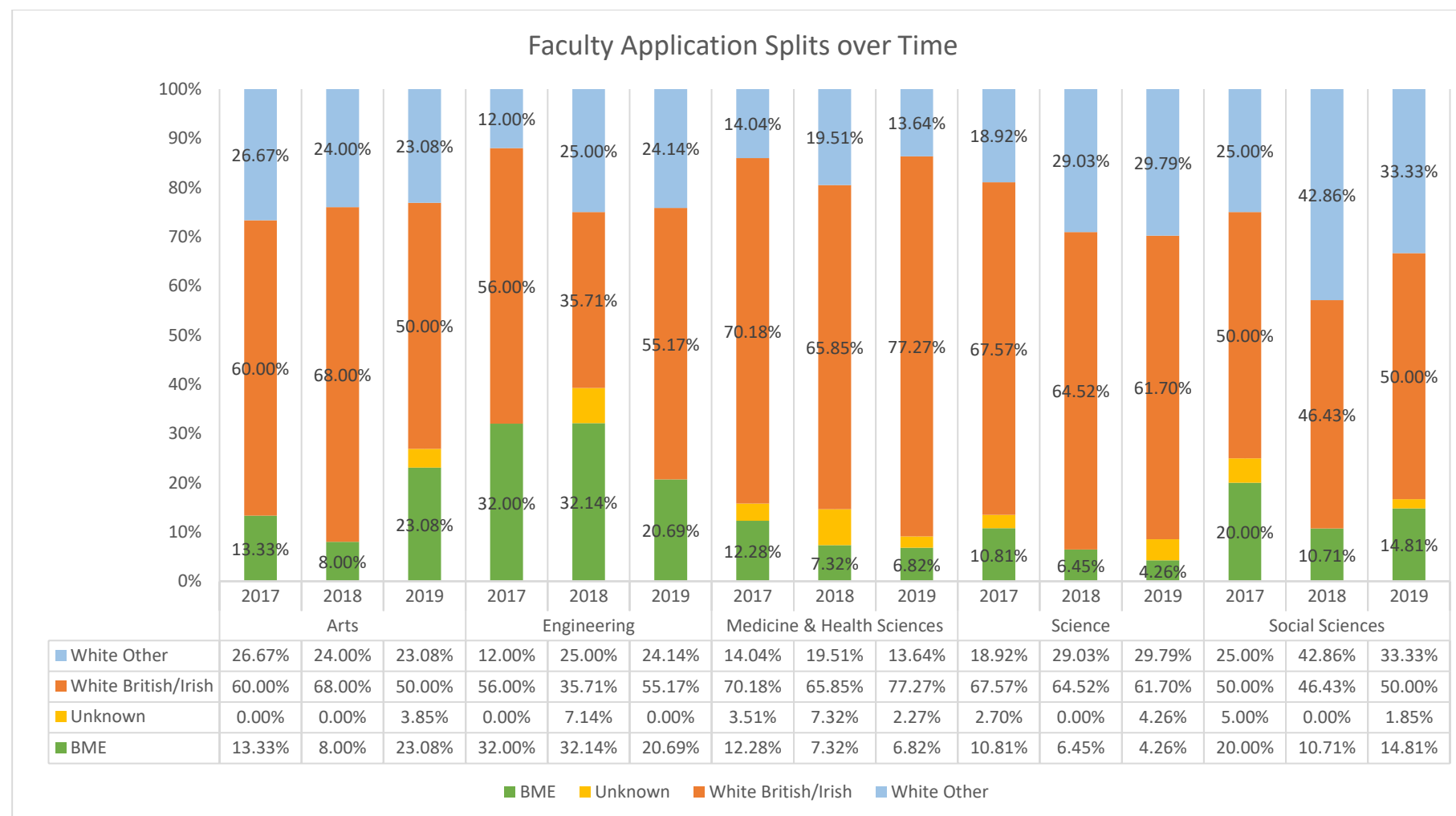


Figure 5d-2 Faculty Application splits over time - BAME status – UK/IRE and International

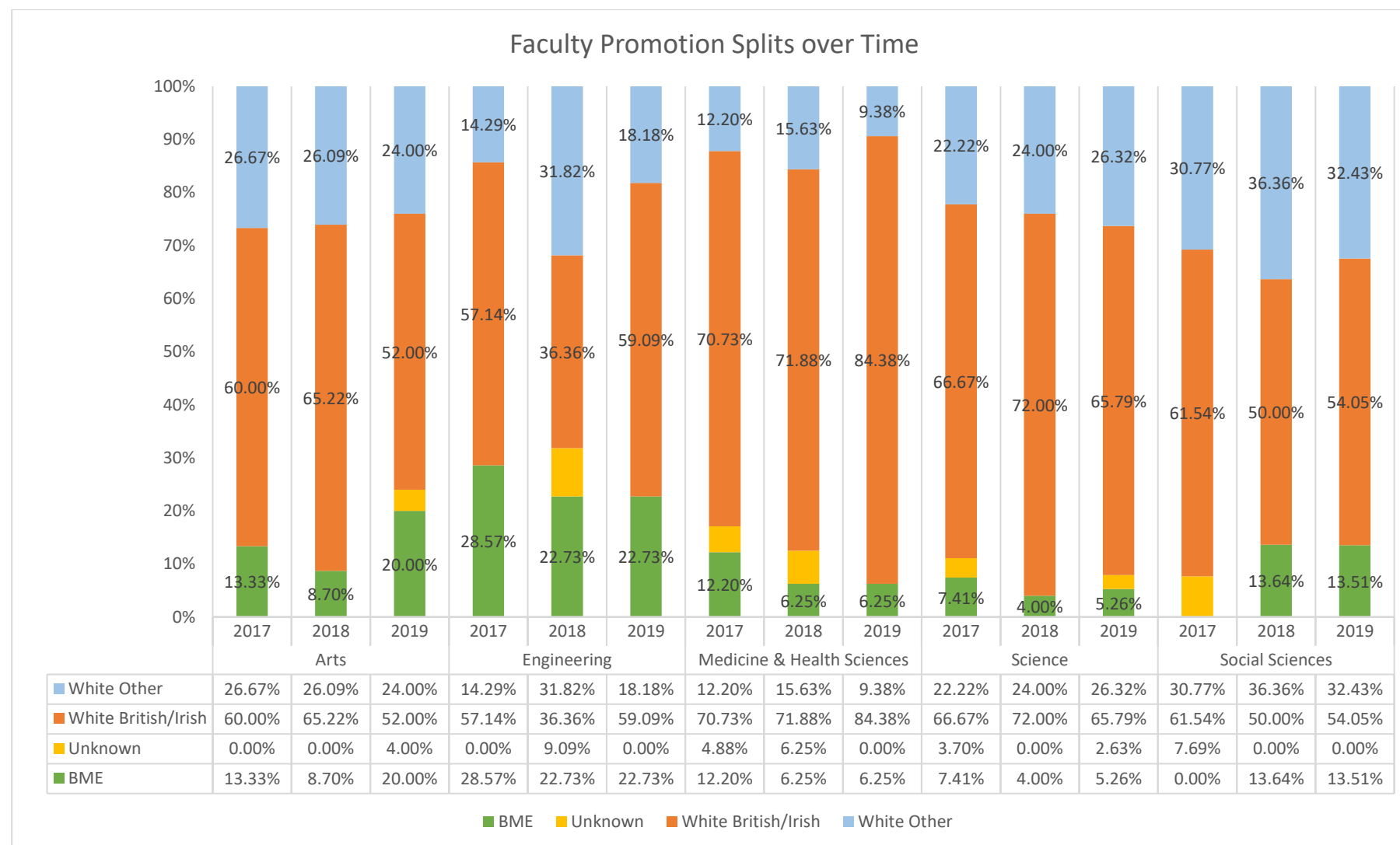


Figure 5d-3. Faculty Promotion splits over time

Table 5d-9. Academic promotions – Arts – BAME status – UK/Ireland and international

Promotion Round	Nationality Group	BAME				Unknown				White British/Irish				White Other			
		Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR
2017	UK/IRE	■	■	■	100%	■	■	■	0	■	■	■	100%	■	■	■	100%
	International	■	■	■	100%	■	■	■	0	■	■	■	0	■	■	■	100%
	Total	10	■	■	100%	■	■	■	0	115	10	10	100%	65	■	■	100%
2018	International	■	■	■	100%	■	■	■	0	■	■	■	0	■	■	■	100%
	UK/IRE	■	■	■	0.0%	■	■	■	0	■	■	■	88.2%	■	■	■	0.0%
	Total	15	■	■	100%	■	■	■	0	115	15	15	88.2%	60	■	■	100%
2019	UK/IRE	■	■	■	66.7%	■	■	■	0	■	■	■	100%	■	■	■	100%
	International	■	■	■	100%	■	■	■	100%	■	■	■	0.0%	■	■	■	100%
	Total	15	■	■	83.3%	■	■	■	100%	110	■	■	100%	60	■	■	100%
Grand Total	Total	40	10	10	90.0%	15	■	■	100%	335	40	35	94.9%	180	15	15	100%

Table 5d-10. Academic promotions – Engineering – BAME status – UK/Ireland and international

Promotion Round	Nationality Group	BAME				Unknown				White British/Irish				White Other			
		Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR
2017	UK/IRE	■	■	■	100%	■	■	■	0.0%	■	■	■	85.7%	■	■	■	100%
	International	■	■	■	66.7%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	100%
	Total	75	10	■	75.0%	10	■	■	0.0%	120	15	10	85.7%	■	■	■	100%
2018	International	■	■	■	60.0%	■	■	■	100%	■	■	■	100%	■	■	■	100%
	UK/IRE	■	■	■	50.0%	■	■	■	0.0%	■	■	■	75.0%	■	■	■	0.0%
	Total	70	10	■	55.6%	10	■	■	100%	110	10	10	80.0%	60	■	■	100%
2019	UK/IRE	■	■	■	100%	■	■	■	0.0%	■	■	■	81.3%	■	■	■	100%
	International	■	■	■	80.0%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	50.0%
	Total	70	■	■	83.3%	10	■	■	0.0%	105	15	15	81.3%	60	■	■	57.1%
Grand Total	Total	215	25	16	69.6%	30	■	■	100%	330	40	35	82.5%	170	15	15	82.4%

Table 5d-11. Academic promotions – MHS – BAME status – UK/Ireland and international

Promotion Round	Nationality Group	BAME				Unknown				White British/Irish				White Other			
		Pool #	Applications #	Promoted#	App to Prom SR	Pool #	Applications #	Promoted#	App to Prom SR	Pool #	Applications #	Promoted#	App to Prom SR	Pool #	Applications #	Promoted#	App to Prom SR
2017	UK/IRE	■	■	■	66.7%	■	■	■	0.0%	■	■	■	72.5%	■	■	■	100%
	International	■	■	■	100%	■	■	■	100%	■	■	■	0.0%	■	■	■	57.1%
	Total	65	■	■	71.4%	15	■	■	100%	375	40	30	72.5%	65	10	■	62.5%
2018	International	■	■	■	66.7%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	83.3%
	UK/IRE	■	■	■	0.0%	■	■	■	66.7%	■	■	■	85.2%	■	■	■	0.0%
	Total	55	■	■	66.7%	20	■	■	66.7%	340	25	25	85.2%	65	10	■	62.5%
2019	UK/IRE	■	■	■	0.0%	■	■	■	0.0%	■	■	■	79.4%	■	■	■	100%
	International	■	■	■	100%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	40.0%
	Total	55	■	■	66.7%	15	■	■	0.0%	350	35	25	79.4%	70	■	■	50.0%
Grand Total	Total	175	15	10	69.2%	50	■	■	66.7%	1060	100	80	78.2%	200	20	15	59.1%

Table 5d-12.Academic promotions – Science – BAME status – UK/Ireland and international

Promotion Round	Nationality Group	BAME				Unknown				White British/Irish				White Other			
		Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR	Pool #	Applications #	Promoted #	App to Prom SR
2017	International	■	■	■	33.3%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	85.7%
	UK/IRE	■	■	■	100%	■	■	■	100%	■	■	■	72.0%	■	■	■	0.0%
	Total	35	■	■	50.0%	20	■	■	100%	200	25	20	72.0%	85	■	■	85.7%
2018	UK/IRE	■	■	■	50.0%	■	■	■	0.0%	■	■	■	90.0%	■	■	■	100%
	International	■	■	■	0.0%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	62.5%
	Total	40	■	■	50.0%	15	■	■	0.0%	190	20	20	90.0%	95	10	■	66.7%
2019	International	■	■	■	100%	■	■	■	0.0%	■	■	■	100%	■	■	■	80.0%
	UK/IRE	■	■	■	0.0%	■	■	■	100%	■	■	■	85.7%	■	■	■	50.0%
	Total	40	■	■	100%	15	■	■	50.0%	190	30	25	86.2%	95	15	10	71.4%
Grand Total	Total	120	10	■	62.5%	45	■	■	66.7%	580	75	60	82.4%	275	30	20	73.3%

Table 5d-13. Academic promotions – Social Science – BAME status – UK/Ireland and international

Promotion Round	Nationality Group	BAME				Unknown				White British/Irish				White Other			
		Poo l#	Applicati ons #	Promot ed#	App to Prom SR	Poo l#	Applicati ons #	Promot ed#	App to Prom SR	Poo l#	Applicati ons #	Promot ed#	App to Prom SR	Poo l#	Applicati ons #	Promot ed#	App to Prom SR
2017	UK/IRE	■	■	■	0.0%	■	■	■	0.0%	■	■	■	80.0%	■	■	■	100%
	Internatio nal	■	■	■	0.0%	■	■	■	100%	■	■	■	0.0%	■	■	■	75.0%
	Total	■	■	■	0.0%	■	<5	<5	100%	■	■	■	80.0%	55	■	■	80.0%
2018	UK/IRE	■	■	■	0.0%	■	■	■	0.0%	■	■	■	84.6%	■	■	■	100%
	Internatio nal	■	■	■	100%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	60.0%
	Total	50	■	■	100%	10	■	■	0.0%	■	■	10	84.6%	■	10	10	66.7%
2019	UK/IRE	■	■	■	75.0%	■	■	■	0.0%	■	■	■	74.1%	■	■	■	100%
	Internatio nal	■	■	■	50.0%	■	■	■	0.0%	■	■	■	0.0%	■	■	■	53.8%
	Total	■	10	■	62.5%	10	■	■	0.0%	150	25	20	74.1%	60	20	10	66.7%
Grand Total	Total	140	15	10	53.3%	35	■	■	50.0%	455	50	40	78.0%	175	35	25	68.6%

**AP: 4.8**

Objective 4.8: To increase BAME representation in senior roles at UoN level 6 and 7.

Highlight Actions:

A 4.8.4 Monitor impact of revised promotion processes on BAME applications numbers and success rates

A 4.8.5 Require individual Faculties to run promotion workshops and provide mentorship and coaching for BAME staff who are preparing for promotion and feedback for those who are unsuccessful

A.4.8.6 Continually improve promotion process in collaboration with BAME staff to identify ways that processes and their application can be continually improved to increase applications from BAME staff and increase success rates.

5e Research Excellence Framework (REF)

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

5e Key Issues

- Evidence of under-representation of BAME staff in some UoAs and some levels

Table 5e-1. 2014 REF submission statistics

		Eligible Staff				Number Returned				%Returned			BAME Difference
		BAME	White	Not known/Information refused	Total	BAME	White	Not known/Information refused	Total	BAME	White	Not known/Information refused	
Staff by Level	1												-
	2												-
	3												-
	4												-
	5									60%	68%	70%	-7.6%
	6									89%	77%	73%	11.9%
	7									95%	95%	100%	-0.2%
	Other									33%	89%		-55.6%
	#N/A												-
	Total:	210	1535	50	1795	160	1230	40	1430	76.2%	80.2%	76.0%	

Table 5e-2 2014 REF Submitted data by Unit of Assessment

Staff by Subject		Eligible Staff				Number Returned				%Returned			
		BAME	White	Not known/Information refused	Total	BAME	White	Not known/Information refused	Total	BAME	White	Not known/Information refused	BAME Difference
Unit of Assessment	-	■	■	■	■	■	■	■	■				-
	-	■	■	■	■	■	■	■	■				-
	01 - Clinical Medicine - Z	■	■	■	■	■	■	■	■	74%	73%	100%	1.2%
	02 - Public Health, Health Services and Primary Care - Z	■	■	■	■	■	■	■	■	54%	69%	0%	-15.4%
	03 - Allied Health Professions, Dentistry, Nursing and Pharmacy - A	■	■	■	■	■	■	■	■	83%	80%	100%	2.9%
	03 - Allied Health Professions, Dentistry, Nursing and Pharmacy - B	■	■	■	■	■	■	■	■	100%	58%	50%	42.2%
	04 - Psychology, Psychiatry and Neuroscience - Z	■	■	■	■	■	■	■	■	50%	74%	33%	-23.9%
	05 - Biological Sciences - Z	■	■	■	■	■	■	■	■	45%	68%	100%	-22.2%
	06 - Agriculture, Veterinary and Food Science - Z	■	■	■	■	■	■	■	■	91%	69%	63%	21.5%
	08 - Chemistry - Z	■	■	■	■	■	■	■	■	100%	100%	67%	0.0%
	09 - Physics - Z	■	■	■	■	■	■	■	■	50%	91%	75%	-40.9%
	10 - Mathematical Sciences - Z	■	■	■	■	■	■	■	■	83%	89%	0%	-6.1%
	11 - Computer Science and Informatics - Z	■	■	■	■	■	■	■	■	133%	88%	100%	45.0%
	15 - General Engineering - Z	■	■	■	■	■	■	■	■	92%	87%	100%	4.4%
	16 - Architecture, Built Environment and Planning - Z	■	■	■	■	■	■	■	■	47%	58%		-10.3%
	17 - Geography, Environmental Studies and Archaeology - A	■	■	■	■	■	■	■	■		100%		-

Faculty of Arts and Social Sciences	17 - Geography, Environmental Studies and Archaeology - B	■	■	■	■	■	■	■	■	100%	98%	100%	2.5%
	18 - Economics and Econometrics - Z	■	■	■	■	■	■	■	■	50%	79%	67%	-29.5%
	19 - Business and Management Studies - Z	■	■	■	■	■	■	■	■	80%	79%	100%	0.9%
	20 - Law - Z	■	■	■	■	■	■	■	■	80%	88%		-7.5%
	21 - Politics and International Studies - Z	■	■	■	■	■	■	■	■	100%	97%		3.0%
	22 - Social Work and Social Policy - Z	■	■	■	■	■	■	■	■	67%	84%	100%	-17.7%
	25 - Education - Z	■	■	■	■	■	■	■	■	67%	47%		19.7%
	27 - Area Studies - A	■	■	■	■	■	■	■	■	100%	90%		10.0%
	27 - Area Studies - B	■	■	■	■	■	■	■	■	100%	86%	100%	14.3%
	28 - Modern Languages and Linguistics - Z	■	■	■	■	■	■	■	■	100%	96%	100%	3.7%
	29 - English Language and Literature - Z	■	■	■	■	■	■	■	■	100%	100%		0.0%
	30 - History - Z	■	■	■	■	■	■	■	■		90%	100%	-
	31 - Classics - Z	■	■	■	■	■	■	■	■		100%		-
	32 - Philosophy - Z	■	■	■	■	■	■	■	■	100%	91%	100%	9.1%
	33 - Theology and Religious Studies - Z	■	■	■	■	■	■	■	■		100%		-
	34 - Art and Design: History, Practice and Theory - Z	■	■	■	■	■	■	■	■	100%	100%		0.0%
	35 - Music, Drama, Dance and Performing Arts - Z	■	■	■	■	■	■	■	■	100%	100%		0.0%
	36 - Communication, Cultural and Media Studies, Library and Information Management - Z	■	■	■	■	■	■	■	■	100%	88%	100%	12.5%
	Total:	210	1535	50	1795	160	1230	40	1430	76.2%	80.2%	76.0%	-4.0%

Table 5e-3 2014 REF submitted data – UK/IRE and International

		Eligible Staff				Number Returned				%Returned			
		BAM E	Whit e	NK/r efuse d	Total	BAM E	Whit e	NK/r efuse d	Total	BAM E	Whit e	NK/r efuse d	BAM E Diffe renc e
Nationality	UK/I RE									79%	78%	71%	0.1%
	NON - UK/I RE									74%	87%	84%	- 13.7 %
	Total :	210	1535	50	1795	160	1230	40	1430	76.2 %	80.2 %	76.0 %	- 4.0%

In REF 2014, 1,535 White staff and 210 BAME staff were eligible for REF. BAME staff were more likely or had the same likelihood as their White colleagues to be returned at levels 6 (89% cf.77%) and 7 (95% cf.= 95%). However, at level 5, the overall return rate for BAME staff is lower than for White staff due to disparity in favour of White staff (60% cf.68%). 76.2% of eligible BAME staff were returned to REF 2014 - slightly lower than the 80.2% of White staff. Units of Assessment 2, 6, 9, and 18 also returned a lower proportion of BAME staff. In REF 2020 a 100% return requirement means that the equivalent data cannot be monitored, however, we will analyse our return in terms of staff inclusion and case study representation. (AP 4.9)

**AP: 4.9**

Objective 4.9: To develop interventions to support BAME research staff in transition to academic/permanent roles.

Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression.

Highlight actions:

A 4.9.3 Complete a scoping exercise to understand barriers to external funding success for BAME staff and improve support for level 4 BAME research staff to enable successful transition into Level 5 research and teaching posts.

A 4.12.1 HR BAME lead to work with BAME staff network to identify interventions to increase engagement from BAME staff with all training, with particular focus on those developing leadership.

5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education, with specific comment on open-ended/permanent opportunities. Comment and reflect on whether any issues of concern are highlighted in the data and what actions the institution needs to undertake to respond to these issues.

5f Key Issues

- We do not currently have a complete picture of BAME engagement with and value of our ECR support programmes (AP 4.11)

The Researcher Academy Training and Development Programme empowers early career researchers to develop the skills required in their research and future careers through training courses, placements, and public engagement opportunities. In particular, we offer an Early Career Leadership Programme in collaboration with the University of Birmingham. This programme is in the seventh year with 111 UoN completers.

The University has a dedicated careers advisor for research-only staff. There is a significant increase in the take up of one-to-one careers advice sessions (88%) on the previous reporting period (45% in 2015-16 academic year) but we are not currently able to analyse this data in terms of ethnicity. We do not currently have targeted activity to support BAME research staff, and we recognise that this may be a factor in lack of progression to academic roles. We will address this through AP4.11

AP: 4.9, 4.12

Objective 4.9: To develop interventions to support BAME research staff in transition to academic/permanent roles.

Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression.

Highlight Actions:

A 4.9.1 Conduct a mapping exercise to identify effective career development interventions for BAME research staff and collate best practice from other HEIs.

A 4.12.4 Proactively promote careers advisory service to BAME teaching, research and PS staff.

A 4.12.5 Formally capture and monitor EDI characteristics for participation in all career development.

5g Profile-raising opportunities

Please describe how your institution ensures the following are conducted transparently and without racial bias:

= profile-raising opportunities including conferences, seminars, guest lectures, exhibitions and media opportunities

= nominations to public bodies, professional bodies and for external prizes

5g Key Issues

- We do not currently have a robust method of tracking all internal funding allocations and profile raising opportunities (AP 4.13)



Figure 5g-1. Denise Mclean, Senior Technician in Life Sciences, representing the national technical community at the one year celebration of the UoN-initiated 'Technician's Commitment'

Staff are encouraged to raise their profile through attending and speaking at events such as conferences, lectures, seminars and exhibitions, and through social media. To support them, our PD team offers several training courses on Policy Impact and Public Engagement.

Our Media team is the first point of contact for all UK and international media enquiries. The University's Media Guide to Expertise is a searchable document that offers journalists access to academics' areas of speciality, plus contact details. We have identified actions to collect and monitor data on the ethnicity of those who register for the media guide, and to encourage and support BAME staff in doing so.

Whilst we do not currently have a record of who has taken part in such profile-raising opportunities, we ensure there are opportunities for public engagement and networking for BAME staff specifically. For example, during Black History Month and at our Race Equality Conference (2017).

While developing our EDI Strategic Delivery Plan, we identified the potential for systemic bias in the selection of people for internal awards, internal funding allocations, and nominations for external roles and awards. We are designing a process to capture and monitor all internal selection processes to further understand and address any bias that persists. (AP 4.13)



5g Area of Focus: Increasing the profile of BAME staff

AP: 4.13

Objective 4.13: To increase the visibility and profile of BAME staff and students.

Highlight Actions:

A 4.13.1 The External Relations team to work with the BAME Staff Network to run a yearly workshop to provide training and development for BAME staff on media and communication effectiveness

A 4.13.2 The External Relations team to support BAME staff to register on the UoN Media Guide to Expertise

A 4.13.3 The External Relations team to collect and monitor the ethnicity of staff registered on the Media Guide to Expertise.

A 4.13.4 The External Relations team to monitor the ethnicity of staff and student media mentions and appearances alongside routine monitoring of media exposure of UoN students and staff.

A 4.13.5 Capture and monitor all internal selection processes to identify and address systemic bias

6 Professional and support staff: recruitment, progression, and development

Where possible, for each of the sections below, please provide the data for each central department. Please also provide a brief overview statement on section 6 as a whole from the head of each central department.

6a Professional and support staff recruitment

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

- = applying for professional and support posts
- = being shortlisted/invited to interview for professional and support posts
- = being offered professional and support posts

Where possible, please provide this information for each central department (and where relevant each academic faculty).

Comment on whether the institution's recruitment processes for professional and support staff are the same as those used for academic staff. Consider whether this is appropriate or not. Consider where the institution advertises vacancies, and how minority ethnic applicants are progressing through the process.

6a Key Issues

- Lower % success of offer to application for BAME applicants (AP 4.11)
- Low representation of BAME and black staff compared to local population (AP 4.11)

Table 6a-1. Recruitment data by stage for P&S staff – BAME status - UK/Ireland, 2016

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
Level 1	BAME	■	15.9%	■	14.4%	■	16.0%	0.1%	9.6%	31.8%	30.3%
	Unknown	■	1.1%	■	0.5%	■	1.1%	0.0%	9.7%	16.1%	60.0%
	White British/Irish	■	81.6%	■	83.9%	■	82.9%	1.3%	9.7%	35.9%	27.0%
	White Other	■	1.5%	■	1.2%	■	0.0%	-1.5%	0.0%	29.3%	0.0%
	Total	2820	100%	985	100%	270	100%	0.0%	9.5%	34.9%	27.3%
Level 2	BAME	■	15.9%	■	12.1%	■	9.3%	-6.7%	4.2%	19.0%	22.2%
	Unknown	■	1.8%	■	1.2%	■	1.4%	-0.4%	5.7%	17.1%	33.3%
	White British/Irish	■	80.2%	■	85.1%	■	88.3%	8.0%	8.0%	26.5%	30.2%
	White Other	■	2.1%	■	1.6%	■	1.1%	-1.0%	3.8%	18.8%	20.0%
	Total	3865	100%	965	100%	280	100%	0.0%	7.3%	25.0%	29.1%
Level 3	BAME	■	15.8%	■	12.6%	■	7.6%	-8.3%	3.3%	18.5%	17.9%
	Unknown	■	2.2%	■	2.1%	■	1.4%	-0.8%	4.5%	22.7%	20.0%
	White British/Irish	■	80.0%	■	83.4%	■	89.2%	9.2%	7.8%	24.3%	32.0%
	White Other	■	2.0%	■	1.9%	■	1.8%	-0.2%	6.4%	23.1%	27.8%
	Total	3995	100%	930	100%	280	100%	0.0%	7.0%	23.3%	29.9%
Level 4	BAME	■	19.5%	■	11.9%	■	6.5%	-13.1%	2.8%	17.7%	15.6%
	Unknown	■	3.3%	■	4.5%	■	2.2%	-1.1%	5.5%	39.7%	13.8%
	White British/Irish	■	74.0%	■	81.0%	■	90.3%	16.3%	10.2%	31.9%	31.9%
	White Other	■	3.2%	■	2.6%	■	1.1%	-2.1%	2.9%	24.3%	11.8%
	Total	2220	100%	645	100%	185	100%	0.0%	8.3%	29.1%	28.6%
Level 5	BAME	■	11.8%	■	9.1%	■	7.1%	-4.6%	5.8%	28.2%	20.7%
	Unknown	■	4.7%	■	3.5%	■	1.2%	-3.5%	2.4%	26.8%	9.1%
	White British/Irish	■	80.8%	■	84.3%	■	89.3%	8.5%	10.6%	38.0%	28.0%
	White Other	■	2.7%	■	3.1%	■	2.4%	-0.4%	8.3%	41.7%	20.0%
	Total	875	100%	320	100%	85	100%	0.0%	9.6%	36.4%	26.4%
Level 6	BAME	■	8.7%	■	1.9%	■	0.0%	-8.7%	0.0%	5.9%	0.0%
	Unknown	■	8.2%	■	5.7%	■	0.0%	-8.2%	0.0%	18.8%	0.0%
	White British/Irish	■	80.6%	■	92.5%	■	100%	19.4%	7.0%	31.0%	22.4%
	White Other	■	2.6%	■	0.0%	■	0.0%	-2.6%	0.0%	0.0%	0.0%
	Total	195	100%	55	100%	10	100%	0.0%	5.6%	27.0%	20.8%
Level 7	BAME	■	12.2%	■	0.0%	■	0.0%	-12.2%	0.0%	0.0%	0.0%
	Unknown	■	2.4%	■	0.0%	■	0.0%	-2.4%	0.0%	0.0%	0.0%
	White British/Irish	■	84.1%	■	100%	■	100%	15.9%	2.9%	14.5%	20.0%
	White Other	■	1.2%	■	0.0%	■	0.0%	-1.2%	0.0%	0.0%	0.0%
	Total	80	100%	10	100%	■	100%	0.0%	2.4%	12.2%	20.0%
	Grand Total	14050	100%	3910	100%	1110	100%	0.0%	7.9%	27.8%	28.4%

Table 6a-2. Recruitment data by stage for P&S staff – BAME status - UK/Ireland, 2017

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 1	BAME	■	19.1%	■	12.6%	■	12.1%	-7.0%	4.8%	22.3%	21.5%
	Unknown	■	1.3%	■	0.6%	■	1.1%	-0.2%	6.3%	15.6%	40.0%
	White British/Irish	■	77.8%	■	85.1%	■	86.8%	9.0%	8.5%	36.9%	22.9%
	White Other	■	1.8%	■	1.7%	■	0.0%	-1.8%	0.0%	31.8%	0.0%
	Total	2510	100%	845	100%	190	100%	0.0%	7.6%	33.8%	22.4%
Level 2	BAME	■	17.0%	■	12.3%	■	10.9%	-6.1%	3.3%	14.9%	22.3%
	Unknown	■	1.5%	■	1.3%	■	0.4%	-1.2%	1.3%	17.7%	7.1%
	White British/Irish	■	79.6%	■	84.8%	■	87.5%	8.0%	5.7%	21.9%	26.0%
	White Other	■	1.9%	■	1.5%	■	1.1%	-0.7%	3.1%	16.7%	18.8%
	Total	5135	100%	1055	100%	265	100%	0.0%	5.2%	20.5%	25.2%
Level 3	BAME	■	15.7%	■	9.2%	■	7.5%	-8.2%	2.7%	13.2%	20.5%
	Unknown	■	2.1%	■	3.6%	■	2.5%	0.5%	6.9%	40.3%	17.2%
	White British/Irish	■	80.3%	■	84.3%	■	86.9%	6.7%	6.1%	23.8%	25.8%
	White Other	■	1.9%	■	2.9%	■	3.0%	1.1%	8.8%	33.8%	26.1%
	Total	3505	100%	795	100%	200	100%	0.0%	5.7%	22.7%	25.0%
Level 4	BAME	■	15.5%	■	10.8%	■	10.1%	-5.4%	5.3%	19.2%	27.6%
	Unknown	■	2.9%	■	1.9%	■	1.3%	-1.7%	3.5%	17.5%	20.0%
	White British/Irish	■	77.9%	■	83.8%	■	86.1%	8.2%	9.0%	29.7%	30.2%
	White Other	■	3.7%	■	3.5%	■	2.5%	-1.1%	5.6%	26.8%	21.1%
	Total	1945	100%	535	100%	160	100%	0.0%	8.1%	27.6%	29.4%
Level 5	BAME	■	16.5%	■	11.7%	■	12.2%	-4.3%	6.2%	22.8%	27.0%
	Unknown	■	2.1%	■	2.2%	■	1.2%	-0.9%	4.8%	33.3%	14.3%
	White British/Irish	■	79.1%	■	83.5%	■	86.6%	7.5%	9.1%	33.8%	27.0%
	White Other	■	2.3%	■	2.5%	■	0.0%	-2.3%	0.0%	34.8%	0.0%
	Total	985	100%	315	100%	80	100%	0.0%	8.3%	32.0%	26.0%
Level 6	BAME	■	13.7%	■	14.8%	■	10.0%	-3.7%	5.4%	32.4%	16.7%
	Unknown	■	8.1%	■	3.7%	■	0.0%	-8.1%	0.0%	13.6%	0.0%
	White British/Irish	■	77.1%	■	80.2%	■	90.0%	12.9%	8.6%	31.1%	27.7%
	White Other	■	1.1%	■	1.2%	■	0.0%	-1.1%	0.0%	33.3%	0.0%
	Total	270	100%	80	100%	20	100%	0.0%	7.4%	29.9%	24.7%
Level 7	BAME	■	4.5%	■	3.0%	■	0.0%	-4.5%	0.0%	14.3%	0.0%
	Unknown	■	3.2%	■	0.0%	■	0.0%	-3.2%	0.0%	0.0%	0.0%
	White British/Irish	■	91.0%	■	97.0%	■	100%	9.0%	4.3%	22.7%	18.8%
	White Other	■	1.3%	■	0.0%	■	0.0%	-1.3%	0.0%	0.0%	0.0%
	Total	155	100%	35	100%	■	100%	0.0%	3.9%	21.3%	18.2%
	Grand Total	14505	100%	3660	100%	920	100%	0.0%	6.3%	25.2%	25.1%

Table 6a-3. Recruitment data by stage for P&S staff – BAME status - UK/Ireland, 2018

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 1	BAME	■	21.1%	■	16.9%	■	14.5%	-6.6%	6.2%	30.2%	20.4%
	Unknown	■	1.3%	■	1.8%	■	0.9%	-0.4%	6.5%	51.6%	12.5%
	White British/Irish	■	76.1%	■	79.6%	■	81.8%	5.7%	9.6%	39.3%	24.5%
	White Other	■	1.5%	■	1.7%	■	2.8%	1.3%	16.7%	41.7%	40.0%
	Total	2385	100%	895	100%	215	100%	0.0%	9.0%	37.6%	23.9%
Level 2	BAME	■	17.5%	■	11.5%	■	8.5%	-9.0%	3.2%	15.1%	21.0%
	Unknown	■	1.9%	■	2.0%	■	2.0%	0.1%	6.8%	25.0%	27.3%
	White British/Irish	■	78.8%	■	84.2%	■	87.5%	8.7%	7.2%	24.5%	29.4%
	White Other	■	1.8%	■	2.2%	■	2.0%	0.1%	7.0%	27.9%	25.0%
	Total	4690	100%	1075	100%	305	100%	0.0%	6.5%	23.0%	28.3%
Level 3	BAME	■	17.6%	■	12.1%	■	9.5%	-8.1%	3.7%	17.3%	21.5%
	Unknown	■	2.2%	■	2.7%	■	1.7%	-0.5%	5.2%	31.2%	16.7%
	White British/Irish	■	78.5%	■	82.6%	■	86.7%	8.2%	7.6%	26.5%	28.7%
	White Other	■	1.6%	■	2.5%	■	2.1%	0.4%	8.8%	38.6%	22.7%
	Total	3495	100%	880	100%	240	100%	0.0%	6.9%	25.2%	27.4%
Level 4	BAME	■	14.6%	■	9.1%	■	9.7%	-4.9%	5.2%	18.0%	28.8%
	Unknown	■	3.4%	■	3.2%	■	1.5%	-1.8%	3.6%	27.4%	13.0%
	White British/Irish	■	77.8%	■	84.3%	■	87.2%	9.4%	8.7%	31.5%	27.7%
	White Other	■	4.3%	■	3.4%	■	1.5%	-2.7%	2.8%	23.4%	12.0%
	Total	2505	100%	725	100%	195	100%	0.0%	7.8%	29.0%	26.8%
Level 5	BAME	■	12.8%	■	7.2%	■	5.7%	-7.1%	4.2%	18.5%	22.7%
	Unknown	■	2.9%	■	2.0%	■	1.1%	-1.8%	3.7%	22.2%	16.7%
	White British/Irish	■	80.4%	■	87.5%	■	89.8%	9.4%	10.6%	35.6%	29.7%
	White Other	■	3.9%	■	3.3%	■	3.4%	-0.5%	8.3%	27.8%	30.0%
	Total	930	100%	305	100%	90	100%	0.0%	9.5%	32.7%	28.9%
Level 6	BAME	■	16.5%	■	10.5%	■	17.4%	0.9%	9.3%	20.9%	44.4%
	Unknown	■	6.2%	■	1.2%	■	0.0%	-6.2%	0.0%	6.3%	0.0%
	White British/Irish	■	75.8%	■	87.2%	■	82.6%	6.8%	9.6%	38.1%	25.3%
	White Other	■	1.5%	■	1.2%	■	0.0%	-1.5%	0.0%	25.0%	0.0%
	Total	260	100%	85	100%	25	100%	0.0%	8.8%	33.1%	26.7%
Level 7	BAME	■	10.9%	■	20.7%	■	50.0%	39.1%	6.7%	40.0%	16.7%
	Unknown	■	2.2%	■	3.4%	■	0.0%	-2.2%	0.0%	33.3%	0.0%
	White British/Irish	■	86.1%	■	75.9%	■	50.0%	-36.1%	0.8%	18.6%	4.5%
	White Other	■	0.7%	■	0.0%	■	0.0%	-0.7%	0.0%	0.0%	0.0%
	Total	135	100%	30	100%	■	100%	0.0%	1.5%	21.2%	6.9%
Grand Total		14405	100%	4000	100%	1070	100%	0.0%	7.4%	27.8%	26.7%

Table 6a-4. Recruitment data by stage for P&S staff – BAME status – International, 2016

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 1	BAME	■	61.4%	■	67.3%	■	73.6%	12.3%	12.9%	31.9%	40.5%
	Unknown	■	2.9%	■	3.0%	■	3.6%	0.7%	13.3%	30.0%	44.4%
	White British/Irish	■	1.1%	■	1.7%	■	1.8%	0.7%	18.2%	45.5%	40.0%
	White Other	■	34.6%	■	27.9%	■	20.9%	-13.7%	6.5%	23.4%	27.7%
	Total	1020	100%	295	100%	110	100%	0.0%	10.8%	29.1%	37.0%
Level 2	BAME	■	35.7%	■	27.2%	■	28.6%	-7.1%	2.4%	12.2%	19.4%
	Unknown	■	4.6%	■	2.6%	■	4.8%	0.1%	3.0%	9.1%	33.3%
	White British/Irish	■	2.4%	■	4.4%	■	0.0%	-2.4%	0.0%	29.4%	0.0%
	White Other	■	57.3%	■	65.8%	■	66.7%	9.4%	3.4%	18.4%	18.7%
	Total	710	100%	115	100%	20	100%	0.0%	2.9%	16.0%	18.4%
Level 3	BAME	■	42.4%	■	30.2%	■	25.0%	-17.4%	1.4%	9.3%	15.4%
	Unknown	■	4.7%	■	7.0%	■	12.5%	7.8%	6.5%	19.4%	33.3%
	White British/Irish	■	1.8%	■	3.5%	■	0.0%	-1.8%	0.0%	25.0%	0.0%
	White Other	■	51.1%	■	59.3%	■	62.5%	11.4%	3.0%	15.1%	19.6%
	Total	660	100%	85	100%	15	100%	0.0%	2.4%	13.0%	18.6%
Level 4	BAME	■	57.3%	■	40.3%	■	31.4%	-25.9%	2.2%	9.8%	22.9%
	Unknown	■	4.1%	■	5.0%	■	8.6%	4.5%	8.6%	17.1%	50.0%
	White British/Irish	■	1.4%	■	2.5%	■	5.7%	4.3%	16.7%	25.0%	66.7%
	White Other	■	37.2%	■	52.1%	■	54.3%	17.1%	6.0%	19.4%	30.6%
	Total	855	100%	120	100%	35	100%	0.0%	4.1%	13.9%	29.4%
Level 5	BAME	■	48.5%	■	20.0%	■	44.4%	-4.0%	5.1%	7.6%	66.7%
	Unknown	■	4.3%	■	6.7%	■	0.0%	-4.3%	0.0%	28.6%	0.0%
	White British/Irish	■	0.6%	■	3.3%	■	11.1%	10.5%	100%	100%	100%
	White Other	■	46.6%	■	70.0%	■	44.4%	-2.2%	5.3%	27.6%	19.0%
	Total	165	100%	30	100%	10	100%	0.0%	5.5%	18.4%	30.0%
Level 6	BAME	■	53.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	46.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	15	100%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
Level 7	BAME	■	46.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White British/Irish	■	7.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	46.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	15	100%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
Grand Total		3445	100%	645	100%	190	100%	0.0%	5.5%	18.8%	29.6%

Table 6a-5. Recruitment data by stage for P&S staff – BAME status – International, 2017

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to-SL SR	SL to Offer SR
Level 1	BAME	■	68.0%	■	68.4%	■	76.0%	8.0%	8.8%	24.3%	36.1%
	Unknown	■	3.1%	■	1.7%	■	2.7%	-0.5%	6.7%	13.3%	50.0%
	White British/Irish	■	0.8%	■	0.9%	■	0.0%	-0.8%	0.0%	25.0%	0.0%
	White Other	■	28.1%	■	29.0%	■	21.3%	-6.7%	6.0%	25.0%	23.9%
	Total	955	100%	230	100%	75	100%	0.0%	7.9%	24.2%	32.5%
Level 2	BAME	■	41.8%	■	32.0%	■	23.8%	-18.0%	1.3%	8.1%	15.6%
	Unknown	■	1.9%	■	2.0%	■	0.0%	-1.9%	0.0%	11.1%	0.0%
	White British/Irish	■	1.1%	■	2.0%	■	4.8%	3.7%	10.0%	20.0%	50.0%
	White Other	■	55.3%	■	64.0%	■	71.4%	16.2%	2.9%	12.2%	23.4%
	Total	950	100%	100	100%	20	100%	0.0%	2.2%	10.5%	21.0%
Level 3	BAME	■	46.6%	■	43.8%	■	37.0%	-9.5%	3.3%	15.1%	21.7%
	Unknown	■	4.0%	■	4.8%	■	3.7%	-0.3%	3.8%	19.2%	20.0%
	White British/Irish	■	0.9%	■	1.0%	■	0.0%	-0.9%	0.0%	16.7%	0.0%
	White Other	■	48.5%	■	50.5%	■	59.3%	10.7%	5.0%	16.7%	30.2%
	Total	655	100%	105	100%	25	100%	0.0%	4.1%	16.1%	25.7%
Level 4	BAME	■	52.6%	■	40.4%	■	34.6%	-18.0%	2.5%	11.3%	22.5%
	Unknown	■	4.9%	■	6.1%	■	3.8%	-1.0%	3.0%	18.2%	16.7%
	White British/Irish	■	1.8%	■	1.0%	■	0.0%	-1.8%	0.0%	8.3%	0.0%
	White Other	■	40.7%	■	52.5%	■	61.5%	20.8%	5.8%	18.9%	30.8%
	Total	675	100%	100	100%	25	100%	0.0%	3.9%	14.7%	26.3%
Level 5	BAME	■	52.4%	■	33.3%	■	16.7%	-35.7%	0.9%	9.0%	10.0%
	Unknown	■	4.7%	■	0.0%	■	0.0%	-4.7%	0.0%	0.0%	0.0%
	White British/Irish	■	0.9%	■	3.3%	■	0.0%	-0.9%	0.0%	50.0%	0.0%
	White Other	■	42.0%	■	63.3%	■	83.3%	41.4%	5.6%	21.3%	26.3%
	Total	210	100%	30	100%	■	100%	0.0%	2.8%	14.2%	20.0%
Level 6	BAME	■	57.5%	■	100%	■	0.0%	0.0%	0.0%	13.0%	0.0%
	Unknown	■	7.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	35.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	40	100%	■	100%	■	0.0%	0.0%	0.0%	7.5%	0.0%
Level 7	BAME	■	52.6%	■	50.0%	■	0.0%	0.0%	0.0%	10.0%	0.0%
	Unknown	■	5.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	42.1%	■	50.0%	■	0.0%	0.0%	0.0%	12.5%	0.0%
	Total	20	100%	■	100%	■	0.0%	0.0%	0.0%	10.5%	0.0%
Grand Total		3505	100%	570	100%	155	100%	0.0%	4.4%	16.3%	27.2%

Table 6a-6. Recruitment data by stage for P&S staff – BAME status – International, 2018

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to-SL SR	SL to Offer SR
Level 1	BAME		62.6%		62.4%		67.9%	5.3%	9.1%	27.3%	33.3%
	Unknown		5.1%		3.9%		5.1%	0.1%	8.5%	21.3%	40.0%
	White British/Irish		0.8%		0.4%		0.0%	-0.8%	0.0%	14.3%	0.0%
	White Other		31.5%		33.3%		26.9%	-4.6%	7.2%	29.0%	24.7%
	Total	930	100%	255	100%	80	100%	0.0%	8.4%	27.4%	30.6%
Level 2	BAME		41.0%		29.0%		27.6%	-13.4%	2.4%	8.8%	27.6%
	Unknown		4.2%		2.0%		6.9%	2.7%	5.9%	5.9%	100%
	White British/Irish		1.6%		0.0%		0.0%	-1.6%	0.0%	0.0%	0.0%
	White Other		53.2%		69.0%		65.5%	12.3%	4.4%	16.1%	27.5%
	Total	805	100%	100	100%	30	100%	0.0%	3.6%	12.4%	29.0%
Level 3	BAME		46.2%		43.4%		36.4%	-9.9%	3.2%	14.3%	22.2%
	Unknown		3.1%		2.4%		4.5%	1.4%	5.9%	11.8%	50.0%
	White British/Irish		2.2%		2.4%		4.5%	2.3%	8.3%	16.7%	50.0%
	White Other		48.4%		51.8%		54.5%	6.1%	4.6%	16.3%	27.9%
	Total	545	100%	85	100%	20	100%	0.0%	4.1%	15.3%	26.5%
Level 4	BAME		49.6%		42.9%		38.5%	-11.1%	3.7%	15.4%	23.8%
	Unknown		5.6%		6.6%		9.6%	4.1%	8.2%	21.3%	38.5%
	White British/Irish		1.4%		1.0%		0.0%	-1.4%	0.0%	13.3%	0.0%
	White Other		43.5%		49.5%		51.9%	8.4%	5.6%	20.3%	27.8%
	Total	1100	100%	195	100%	50	100%	0.0%	4.7%	17.8%	26.5%
Level 5	BAME		48.9%		20.0%		11.1%	-37.8%	0.9%	9.2%	10.0%
	Unknown		3.1%		4.0%		0.0%	-3.1%	0.0%	28.6%	0.0%
	White Other		48.0%		76.0%		88.9%	40.9%	7.5%	35.5%	21.1%
	Total	225	100%	50	100%	10	100%	0.0%	4.0%	22.4%	18.0%
Level 6	BAME		51.7%		100%		0.0%	0.0%	0.0%	13.3%	0.0%
	Unknown		10.3%		0.0%		0.0%	0.0%	0.0%	0.0%	0.0%
	White Other		37.9%		0.0%		0.0%	0.0%	0.0%	0.0%	0.0%
	Total	30	100%		100%		0.0%	0.0%	0.0%	6.9%	0.0%
Level 7	BAME		54.5%		0.0%		0.0%	0.0%	0.0%	0.0%	0.0%
	Unknown		9.1%		0.0%		0.0%	0.0%	0.0%	0.0%	0.0%
	White Other		36.4%		0.0%		0.0%	0.0%	0.0%	0.0%	0.0%
	Total	10	100%		0.0%		0.0%	0.0%	0.0%	0.0%	0.0%
	Grand Total	3640	100%	685	100%	190	100%	0.0%	5.2%	18.9%	27.7%

Table 6a-7. Recruitment data by stage for P&S staff – by ethnic group - UK/Ireland, 2016 (Levels 1 to 4)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to-SL SR	SL to Offer SR
Level 1	Asian		4.7%		4.0%		4.8%	0.1%	9.8%	29.3%	33.3%
	Black		6.0%		5.2%		6.3%	0.4%	10.1%	30.4%	33.3%
	Chinese		0.9%		1.0%		1.1%	0.2%	11.5%	38.5%	30.0%
	Mixed		3.8%		3.9%		3.0%	-0.9%	7.4%	35.2%	21.1%
	Other		0.4%		0.4%		0.7%	0.4%	20.0%	40.0%	50.0%
	Unknown		1.1%		0.5%		1.1%	0.0%	9.7%	16.1%	60.0%
	White British/Irish		81.6%		83.9%		82.9%	1.3%	9.7%	35.9%	27.0%
	White Other		1.5%		1.2%		0.0%	-1.5%	0.0%	27.9%	0.0%
	Total	2820	100%	985	100%	270	100%	0.0%	9.5%	34.9%	27.3%
Level 2	Asian		7.3%		5.5%		5.0%	-2.3%	5.0%	18.9%	26.4%
	Black		4.6%		3.1%		1.1%	-3.5%	1.7%	16.9%	10.0%
	Chinese		1.1%		0.8%		0.4%	-0.7%	2.4%	19.5%	12.5%
	Mixed		2.3%		2.5%		2.5%	0.2%	7.8%	26.7%	29.2%
	Other		0.6%		0.2%		0.4%	-0.2%	4.3%	8.7%	50.0%
	Unknown		1.8%		1.2%		1.4%	-0.4%	5.7%	17.1%	33.3%
	White British/Irish	3100	80.2%	820	85.1%	250	88.3%	8.0%	8.0%	26.5%	30.2%
	White Other		2.1%		1.6%		1.1%	-1.1%	3.7%	18.3%	20.0%
	Total		100%		100%		100%	0.0%	7.3%	25.0%	29.1%
Level 3	Asian		7.9%		7.0%		3.2%	-4.7%	2.8%	20.5%	13.8%
	Black		3.8%		2.0%		1.1%	-2.7%	2.0%	12.6%	15.8%
	Chinese		0.9%		0.6%		0.7%	-0.1%	5.9%	17.6%	33.3%
	Mixed		2.6%		2.9%		2.5%	0.0%	6.9%	26.5%	25.9%
	Other		0.7%		0.0%		0.0%	-0.7%	0.0%	0.0%	0.0%
	Unknown		2.2%		2.1%		1.4%	-0.8%	4.5%	22.7%	20.0%
	White British/Irish		80.0%		83.4%		89.2%	9.2%	7.8%	24.3%	32.0%
	White Other		2.0%		1.9%		1.8%	-0.2%	6.3%	22.8%	27.8%
	Total	3995	100%	930	100%	280	100%	0.0%	7.0%	23.3%	29.9%
Level 4	Asian		11.3%		6.6%		2.2%	-9.1%	1.6%	17.2%	9.3%
	Black		3.5%		1.4%		1.1%	-2.4%	2.6%	11.7%	22.2%
	Chinese		1.8%		0.9%		1.1%	-0.7%	5.1%	15.4%	33.3%
	Mixed		2.5%		2.5%		2.2%	-0.3%	7.3%	29.1%	25.0%
	Other		0.6%		0.5%		0.0%	-0.6%	0.0%	23.1%	0.0%
	Unknown		3.3%		4.5%		2.2%	-1.1%	5.5%	39.7%	13.8%
	White British/Irish		74.0%		81.0%		90.3%	16.3%	10.2%	31.9%	31.9%
	White Other	70	3.2%	15	2.6%		1.1%	-2.1%	2.9%	24.3%	11.8%
	Total	2220	100%	645	100%	185	100%	0.0%	8.3%	29.1%	28.6%

Table 6a-8. Recruitment data by stage for P&S staff – by ethnic group - UK/Ireland, 2016 (Levels 5 to 7)

Level	Asian	60	7.0%	10	2.8%	<5	1.2%	-5.8%	1.6%	14.8%	11.1%
Level 5	Black	■	2.3%	■	2.5%	■	2.4%	0.1%	10.0%	40.0%	25.0%
	Chinese	■	0.7%	■	0.9%	■	0.0%	-0.7%	0.0%	50.0%	0.0%
	Mixed	■	1.8%	■	2.8%	■	3.6%	1.7%	18.8%	56.3%	33.3%
	Unknown	■	4.7%	■	3.5%	■	1.2%	-3.5%	2.4%	26.8%	9.1%
	White British/Irish	■	80.8%	■	84.3%	■	89.3%	8.5%	10.6%	38.0%	28.0%
	White Other	■	2.7%	■	3.1%	■	2.4%	-0.4%	8.3%	41.7%	20.0%
	Total	875	100%	320	100%	85	100%	0.0%	9.6%	36.4%	26.4%
Level 6	Asian	■	3.1%	■	0.0%	■	0.0%	-3.1%	0.0%	0.0%	0.0%
	Black	■	3.6%	■	1.9%	■	0.0%	-3.6%	0.0%	14.3%	0.0%
	Mixed	■	2.0%	■	0.0%	■	0.0%	-2.0%	0.0%	0.0%	0.0%
	Unknown	■	8.2%	■	5.7%	■	0.0%	-8.2%	0.0%	18.8%	0.0%
	White British/Irish	■	80.6%	■	92.5%	■	100%	19.4%	7.0%	31.0%	22.4%
	White Other	■	2.6%	■	0.0%	■	0.0%	-2.6%	0.0%	0.0%	0.0%
	Total	195	100%	55	100%	10	100%	0.0%	5.6%	27.0%	20.8%
Level 7	Asian	■	8.5%	■	0.0%	■	0.0%	-8.5%	0.0%	0.0%	0.0%
	Black	■	1.2%	■	0.0%	■	0.0%	-1.2%	0.0%	0.0%	0.0%
	Mixed	■	2.4%	■	0.0%	■	0.0%	-2.4%	0.0%	0.0%	0.0%
	Unknown	■	2.4%	■	0.0%	■	0.0%	-2.4%	0.0%	0.0%	0.0%
	White British/Irish	■	84.1%	■	100%	■	100%	15.9%	2.9%	14.5%	20.0%
	White Other	■	1.2%	■	0.0%	■	0.0%	-1.2%	0.0%	0.0%	0.0%
	Total	80	100%	10	100%	■	100%	0.0%	2.4%	12.2%	20.0%
	Grand Total for all levels	14050	100%	3910	100%	1110	100%	0.0%	7.9%	27.8%	28.4%

**Table 6a-9. Recruitment data by stage for P&S staff – by ethnic group - UK/Ireland, 2017
(Levels 1 to 4)**

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App- to- Offer SR	App- to-SL SR	SL to Offer SR
Level 1	Asian	■	7.8%	■	5.5%	■	5.8%	-2.0%	5.6%	24.0%	23.4%
	Black	■	6.3%	■	3.7%	■	3.7%	-2.6%	4.5%	19.7%	22.6%
	Chinese	■	0.3%	■	0.1%	■	0.0%	-0.3%	0.0%	12.5%	0.0%
	Mixed	■	4.0%	■	3.0%	■	2.6%	-1.4%	5.0%	24.8%	20.0%
	Other	■	0.7%	■	0.4%	■	0.0%	-0.7%	0.0%	16.7%	0.0%
	Unknown	■	1.3%	■	0.6%	■	1.1%	-0.2%	6.3%	15.6%	40.0%
	White British/Irish	■	77.8%	■	85.1%	■	86.8%	9.0%	8.5%	36.9%	22.9%
	White Other	■	1.8%	■	1.7%	■	0.0%	-1.8%	0.0%	31.8%	0.0%
	Total	2510	100%	845	100%	190	100%	0.0%	7.6%	33.8%	22.4%
Level 2	Asian	■	7.4%	■	5.6%	■	4.5%	-2.9%	3.1%	15.4%	20.3%
	Black	■	5.1%	■	3.5%	■	1.5%	-3.6%	1.5%	14.2%	10.8%
	Chinese	■	0.6%	■	0.5%	■	1.1%	0.5%	9.7%	16.1%	60.0%
	Mixed	■	3.3%	■	2.5%	■	3.4%	0.0%	5.2%	15.1%	34.6%
	Other	■	0.6%	■	0.3%	■	0.4%	-0.2%	3.4%	10.3%	33.3%
	Unknown	■	1.5%	■	1.3%	■	0.4%	-1.2%	1.3%	17.7%	7.1%
	White British/Irish	■	79.6%	■	84.8%	■	87.5%	8.0%	5.7%	21.9%	26.0%
	White Other	■	1.9%	■	1.5%	■	1.1%	-0.7%	3.1%	16.7%	18.8%
	Total	5135	100%	1055	100%	265	100%	0.0%	5.2%	20.5%	25.2%
Level 3	Asian	■	7.9%	■	5.8%	■	4.5%	-3.3%	3.3%	16.7%	19.6%
	Black	■	4.6%	■	1.4%	■	1.0%	-3.6%	1.2%	6.8%	18.2%
	Chinese	■	0.6%	■	0.1%	■	0.0%	-0.6%	0.0%	4.8%	0.0%
	Mixed	■	2.1%	■	1.5%	■	2.0%	-0.1%	5.4%	16.2%	33.3%
	Other	■	0.6%	■	0.4%	■	0.0%	-0.6%	0.0%	15.0%	0.0%
	Unknown	■	2.1%	■	3.6%	■	2.5%	0.5%	6.9%	40.3%	17.2%
	White British/Irish	■	80.3%	■	84.3%	■	86.9%	6.7%	6.1%	23.8%	25.8%
	White Other	■	1.9%	■	2.9%	■	3.0%	1.1%	8.8%	33.8%	26.1%
	Total	3505	100%	795	100%	200	100%	0.0%	5.7%	22.7%	25.0%
Level 4	Asian	■	8.7%	■	6.5%	■	5.1%	-3.7%	4.7%	20.6%	22.9%
	Black	■	2.8%	■	0.7%	■	0.0%	-2.8%	0.0%	7.3%	0.0%
	Chinese	■	1.3%	■	1.3%	■	1.3%	0.0%	8.0%	28.0%	28.6%
	Mixed	■	1.7%	■	2.0%	■	3.2%	1.5%	15.2%	33.3%	45.5%
	Other	■	1.0%	■	0.2%	■	0.6%	-0.3%	5.3%	5.3%	100%
	Unknown	■	2.9%	■	1.9%	■	1.3%	-1.7%	3.5%	17.5%	20.0%
	White British/Irish	■	77.9%	■	83.8%	■	86.1%	8.2%	9.0%	29.7%	30.2%
	White Other	■	3.7%	■	3.5%	■	2.5%	-1.1%	5.6%	26.8%	21.1%
	Total	1945	100%	535	100%	160	100%	0.0%	8.1%	27.6%	29.4%

Table 6a-10. Recruitment data by stage for P&S staff – by ethnic group - UK/Ireland, 2017 (Levels 5 to 7)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to-SL SR	SL to Offer SR
Level 5	Asian	■	10.2%	■	6.7%	■	4.9%	-5.3%	4.0%	21.0%	19.0%
	Black	■	2.6%	■	1.6%	■	1.2%	-1.4%	3.8%	19.2%	20.0%
	Chinese	■	0.6%	■	0.6%	■	0.0%	-0.6%	0.0%	33.3%	0.0%
	Mixed	■	2.3%	■	2.2%	■	4.9%	2.5%	17.4%	30.4%	57.1%
	Other	■	0.6%	■	0.3%	■	0.0%	-0.6%	0.0%	16.7%	0.0%
	Unknown	■	2.1%	■	2.2%	■	1.2%	-0.9%	4.8%	33.3%	14.3%
	White British/Irish	■	79.1%	■	83.5%	■	86.6%	7.5%	9.1%	33.8%	27.0%
	White Other	■	2.4%	■	2.9%	■	1.2%	-1.2%	4.2%	37.5%	11.1%
	Total	985	100%	315	100%	80	100%	0.0%	8.3%	32.0%	26.0%
Level 6	Asian	■	5.2%	■	7.4%	■	10.0%	4.8%	14.3%	42.9%	33.3%
	Black	■	4.8%	■	4.9%	■	0.0%	-4.8%	0.0%	30.8%	0.0%
	Mixed	■	3.0%	■	2.5%	■	0.0%	-3.0%	0.0%	25.0%	0.0%
	Other	■	0.7%	■	0.0%	■	0.0%	-0.7%	0.0%	0.0%	0.0%
	Unknown	■	8.1%	■	3.7%	■	0.0%	-8.1%	0.0%	13.6%	0.0%
	White British/Irish	■	77.1%	■	80.2%	■	90.0%	12.9%	8.6%	31.1%	27.7%
	White Other	■	1.1%	■	1.2%	■	0.0%	-1.1%	0.0%	33.3%	0.0%
	Total	270	100%	80	100%	20	100%	0.0%	7.4%	29.9%	24.7%
Level 7	Asian	■	3.2%	■	3.0%	■	0.0%	-3.2%	0.0%	20.0%	0.0%
	Black	■	0.6%	■	0.0%	■	0.0%	-0.6%	0.0%	0.0%	0.0%
	Other	■	0.6%	■	0.0%	■	0.0%	-0.6%	0.0%	0.0%	0.0%
	Unknown	■	3.2%	■	0.0%	■	0.0%	-3.2%	0.0%	0.0%	0.0%
	White British/Irish	■	91.0%	■	97.0%	■	100%	9.0%	4.3%	22.7%	18.8%
	White Other	■	1.3%	■	0.0%	■	0.0%	-1.3%	0.0%	0.0%	0.0%
	Total	155	100%	35	100%	■	100%	0.0%	3.9%	21.3%	18.2%
Grand Total for all levels		14505	100%	3660	100%	920	100%	0.0%	6.3%	25.2%	25.1%

Table 6a-11. Recruitment data by stage for P&S staff – by ethnic group - UK/Ireland, 2018 (Levels 1 to 4)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to-SL SR	SL to Offer SR
Level 1	Asian	■	8.4%	■	4.7%	■	4.7%	-3.7%	5.0%	21.0%	23.8%
	Black	■	6.1%	■	6.7%	■	4.7%	-1.4%	6.9%	41.4%	16.7%
	Chinese	■	0.8%	■	0.3%	■	0.9%	0.2%	11.1%	16.7%	66.7%
	Mixed	■	5.3%	■	4.7%	■	3.7%	-1.6%	6.3%	33.1%	19.0%
	Other	■	0.5%	■	0.6%	■	0.5%	-0.1%	7.7%	38.5%	20.0%
	Unknown	■	1.3%	■	1.8%	■	0.9%	-0.4%	6.5%	51.6%	12.5%
	White British/Irish	■	76.1%	■	79.6%	■	81.8%	5.7%	9.6%	39.3%	24.5%
	White Other	■	1.5%	■	1.7%	■	2.8%	1.3%	16.7%	41.7%	40.0%
	Total	2385	100%	895	100%	215	100%	0.0%	9.0%	37.6%	23.9%
Level 2	Asian	■	7.9%	■	5.5%	■	3.0%	-4.9%	2.4%	16.0%	15.3%
	Black	■	5.2%	■	3.6%	■	2.6%	-2.6%	3.3%	15.9%	20.5%
	Chinese	■	0.9%	■	0.6%	■	1.3%	0.5%	10.0%	17.5%	57.1%
	Mixed	■	3.0%	■	1.7%	■	1.3%	-1.7%	2.8%	12.6%	22.2%
	Other	■	0.5%	■	0.1%	■	0.3%	-0.1%	4.5%	4.5%	100%
	Unknown	■	1.9%	■	2.0%	■	2.0%	0.1%	6.8%	25.0%	27.3%
	White British/Irish	■	78.8%	■	84.2%	■	87.5%	8.7%	7.2%	24.5%	29.4%
	White Other	■	1.8%	■	2.2%	■	2.0%	0.1%	7.0%	27.9%	25.0%
	Total	4690	100%	1075	100%	305	100%	0.0%	6.5%	23.0%	28.3%
Level 3	Asian	■	8.6%	■	7.9%	■	5.0%	-3.6%	4.0%	23.4%	17.1%
	Black	■	5.4%	■	2.2%	■	1.2%	-4.2%	1.6%	10.0%	15.8%
	Chinese	■	1.0%	■	0.6%	■	1.2%	0.2%	8.3%	13.9%	60.0%
	Mixed	■	2.2%	■	1.1%	■	1.7%	-0.6%	5.1%	12.8%	40.0%
	Other	■	0.4%	■	0.3%	■	0.4%	0.0%	7.1%	21.4%	33.3%
	Unknown	■	2.2%	■	2.7%	■	1.7%	-0.5%	5.2%	31.2%	16.7%
	White British/Irish	■	78.5%	■	82.6%	■	86.7%	8.2%	7.6%	26.5%	28.7%
	White Other	■	1.6%	■	2.5%	■	2.1%	0.4%	8.8%	38.6%	22.7%
	Total	3495	100%	880	100%	240	100%	0.0%	6.9%	25.2%	27.4%
Level 4	Asian	■	7.7%	■	4.3%	■	4.1%	-3.6%	4.1%	16.0%	25.8%
	Black	■	3.2%	■	1.8%	■	1.5%	-1.6%	3.8%	16.5%	23.1%
	Chinese	■	1.3%	■	1.0%	■	1.0%	-0.3%	6.3%	21.9%	28.6%
	Mixed	■	1.7%	■	1.4%	■	1.5%	-0.1%	7.1%	23.8%	30.0%
	Other	■	0.8%	■	0.7%	■	1.5%	0.8%	15.8%	26.3%	60.0%
	Unknown	■	3.4%	■	3.2%	■	1.5%	-1.8%	3.6%	27.4%	13.0%
	White British/Irish	■	77.8%	■	84.3%	■	87.2%	9.4%	8.7%	31.5%	27.7%
	White Other	■	4.3%	■	3.4%	■	1.5%	-2.7%	2.8%	23.4%	12.0%
	Total	2505	100%	725	100%	195	100%	0.0%	7.8%	29.0%	26.8%

Table 6a-12. Recruitment data by stage for P&S staff – by ethnic group - UK/Ireland, 2018 (Levels 5 to 7)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to-SL SR	SL to Offer SR
Level 5	Asian	■	7.0%	■	4.9%	■	3.4%	-3.6%	4.6%	23.1%	20.0%
	Black	■	2.2%	■	0.3%	■	1.1%	-1.0%	5.0%	5.0%	100%
	Chinese	■	1.1%	■	0.3%	■	0.0%	-1.1%	0.0%	10.0%	0.0%
	Mixed	■	1.8%	■	1.3%	■	1.1%	-0.7%	5.9%	23.5%	25.0%
	Other	■	0.8%	■	0.3%	■	0.0%	-0.8%	0.0%	14.3%	0.0%
	Unknown	■	2.9%	■	2.0%	■	1.1%	-1.8%	3.7%	22.2%	16.7%
	White British/Irish	■	80.4%	■	87.5%	■	89.8%	9.4%	10.6%	35.6%	29.7%
	White Other	■	3.9%	■	3.3%	■	3.4%	-0.5%	8.3%	27.8%	30.0%
	Total	930	100%	305	100%	90	100%	0.0%	9.5%	32.7%	28.9%
Level 6	Asian	■	8.8%	■	7.0%	■	13.0%	4.2%	13.0%	26.1%	50.0%
	Black	■	2.3%	■	1.2%	■	0.0%	-2.3%	0.0%	16.7%	0.0%
	Chinese	■	2.7%	■	1.2%	■	0.0%	-2.7%	0.0%	14.3%	0.0%
	Mixed	■	2.3%	■	1.2%	■	4.3%	2.0%	16.7%	16.7%	100%
	Other	■	0.4%	■	0.0%	■	0.0%	-0.4%	0.0%	0.0%	0.0%
	Unknown	■	6.2%	■	1.2%	■	0.0%	-6.2%	0.0%	6.3%	0.0%
	White British/Irish	■	75.8%	■	87.2%	■	82.6%	6.8%	9.6%	38.1%	25.3%
	White Other	■	1.5%	■	1.2%	■	0.0%	-1.5%	0.0%	25.0%	0.0%
	Total	260	100%	85	100%	25	100%	0.0%	8.8%	33.1%	26.7%
Level 7	Asian	■	5.8%	■	10.3%	■	0.0%	-5.8%	0.0%	37.5%	0.0%
	Black	■	1.5%	■	3.4%	■	50.0%	48.5%	50.0%	50.0%	100%
	Chinese	■	0.7%	■	0.0%	■	0.0%	-0.7%	0.0%	0.0%	0.0%
	Mixed	■	2.9%	■	6.9%	■	0.0%	-2.9%	0.0%	50.0%	0.0%
	Unknown	■	2.2%	■	3.4%	■	0.0%	-2.2%	0.0%	33.3%	0.0%
	White British/Irish	■	86.1%	■	75.9%	■	50.0%	-36.1%	0.8%	18.6%	4.5%
	White Other	■	0.7%	■	0.0%	■	0.0%	-0.7%	0.0%	0.0%	0.0%
	Total	135	100%	30	100%	■	100%	0.0%	1.5%	21.2%	6.9%
	Grand Total for all levels	14405	100%	4000	100%	1,068	100%	0.0%	7.4%	27.8%	26.7%

Table 6a-13. Recruitment data by stage for P&S staff – by ethnic group – Non-UK, 2016 (Levels 1 to 4)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 1	Asian	■	22.7%	■	27.6%	■	30.9%	8.2%	14.7%	35.3%	41.5%
	Black	■	25.4%	■	31.0%	■	33.6%	8.2%	14.2%	35.4%	40.2%
	Chinese	■	4.2%	■	3.4%	■	2.7%	-1.5%	7.0%	23.3%	30.0%
	Mixed	■	4.7%	■	2.7%	■	3.6%	-1.1%	8.3%	16.7%	50.0%
	Other	■	4.3%	■	2.7%	■	2.7%	-1.6%	6.8%	18.2%	37.5%
	Unknown	■	2.9%	■	3.0%	■	3.6%	0.7%	13.3%	30.0%	44.4%
	White British/Irish	■	1.1%	■	1.7%	■	1.8%	0.7%	18.2%	45.5%	40.0%
	White Other	■	34.6%	■	27.9%	■	20.9%	-13.7%	6.5%	23.4%	27.7%
	Total	1020	100%	295	100%	110	100%	0.0%	10.8%	29.1%	37.0%
Level 2	Asian	■	13.5%	■	11.4%	■	14.3%	0.8%	3.1%	13.5%	23.1%
	Black	■	7.9%	■	6.1%	■	4.8%	-3.1%	1.8%	12.5%	14.3%
	Chinese	■	6.2%	■	2.6%	■	0.0%	-6.2%	0.0%	6.8%	0.0%
	Mixed	■	3.7%	■	3.5%	■	4.8%	1.1%	3.8%	15.4%	25.0%
	Other	■	4.5%	■	3.5%	■	4.8%	0.3%	3.1%	12.5%	25.0%
	Unknown	■	4.6%	■	2.6%	■	4.8%	0.1%	3.0%	9.1%	33.3%
	White British/Irish	■	2.4%	■	4.4%	■	0.0%	-2.4%	0.0%	29.4%	0.0%
	White Other	■	57.3%	■	65.8%	■	66.7%	9.4%	3.4%	18.4%	18.7%
	Total	710	100%	115	100%	20	100%	0.0%	2.9%	16.0%	18.4%
Level 3	Asian	■	19.2%	■	12.8%	■	6.3%	-12.9%	0.8%	8.7%	9.1%
	Black	■	9.7%	■	10.5%	■	12.5%	2.8%	3.1%	14.1%	22.2%
	Chinese	■	5.3%	■	4.7%	■	6.3%	1.0%	2.9%	11.4%	25.0%
	Mixed	■	4.5%	■	0.0%	■	0.0%	-4.5%	0.0%	0.0%	0.0%
	Other	■	3.8%	■	2.3%	■	0.0%	-3.8%	0.0%	8.0%	0.0%
	Unknown	■	4.7%	■	7.0%	■	12.5%	7.8%	6.5%	19.4%	33.3%
	White British/Irish	■	1.8%	■	3.5%	■	0.0%	-1.8%	0.0%	25.0%	0.0%
	White Other	■	51.1%	■	59.3%	■	62.5%	11.4%	3.0%	15.1%	19.6%
	Total	660	100%	85	100%	15	100%	0.0%	2.4%	13.0%	18.6%
Level 4	Asian	■	26.7%	■	10.1%	■	5.7%	-21.0%	0.9%	5.2%	16.7%
	Black	■	9.7%	■	10.1%	■	8.6%	-1.1%	3.6%	14.5%	25.0%
	Chinese	■	14.7%	■	15.1%	■	14.3%	-0.4%	4.0%	14.3%	27.8%
	Mixed	■	2.0%	■	2.5%	■	0.0%	-2.0%	0.0%	17.6%	0.0%
	Other	■	4.1%	■	2.5%	■	2.9%	-1.2%	2.9%	8.6%	33.3%
	Unknown	■	4.1%	■	5.0%	■	8.6%	4.5%	8.6%	17.1%	50.0%
	White British/Irish	■	1.4%	■	2.5%	■	5.7%	4.3%	16.7%	25.0%	66.7%
	White Other	320	37.3%	60	52.1%	20	54.3%	16.9%	5.9%	19.4%	30.6%
	Total	855	100%	120	100%	35	100%	0.0%	4.1%	13.9%	29.4%

Table 6a-14. Recruitment data by stage for P&S staff – by ethnic group – Non-UK, 2016 (Levels 5 to 7)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 5	Asian	■	21.5%	■	3.3%	■	11.1%	-10.4%	2.9%	2.9%	100%
	Black	■	8.0%	■	0.0%	■	0.0%	-8.0%	0.0%	0.0%	0.0%
	Chinese	■	9.8%	■	10.0%	■	22.2%	12.4%	12.5%	18.8%	66.7%
	Mixed	■	1.2%	■	3.3%	■	0.0%	-1.2%	0.0%	50.0%	0.0%
	Other	■	8.0%	■	3.3%	■	11.1%	3.1%	7.7%	7.7%	100%
	Unknown	■	4.3%	■	6.7%	■	0.0%	-4.3%	0.0%	28.6%	0.0%
	White British/Irish	■	0.6%	■	3.3%	■	11.1%	10.5%	100%	100%	100%
	White Other	■	46.6%	■	70.0%	■	44.4%	-2.2%	5.3%	27.6%	19.0%
	Total	165	100%	30	100%	10	100%	0.0%	5.5%	18.4%	30.0%
Level 6	Asian	■	26.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Chinese	■	20.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	■	6.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	46.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	15	100%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
Level 7	Asian	■	23.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Mixed	■	7.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	■	15.4%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White British/Irish	■	7.7%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	46.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	15	100%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
Grand Total for all levels		3445	100%	645	100%	190	100%	0.0%	5.5%	18.8%	29.6%

Table 6a-15. Recruitment data by stage for P&S staff – by ethnic group – Non-UK, 2017 (Levels 1 to 4)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 1	Asian	■	30.3%	■	26.8%	■	36.0%	5.7%	9.3%	21.5%	43.5%
	Black	■	23.4%	■	30.3%	■	32.0%	8.6%	10.8%	31.4%	34.3%
	Chinese	■	6.8%	■	7.4%	■	8.0%	1.2%	9.2%	26.2%	35.3%
	Mixed	■	3.7%	■	3.5%	■	0.0%	-3.7%	0.0%	22.9%	0.0%
	Other	■	3.9%	■	0.4%	■	0.0%	-3.9%	0.0%	2.7%	0.0%
	Unknown	■	3.1%	■	1.7%	■	2.7%	-0.5%	6.7%	13.3%	50.0%
	White British/Irish	■	0.8%	■	0.9%	■	0.0%	-0.8%	0.0%	25.0%	0.0%
	White Other	■	28.1%	■	29.0%	■	21.3%	-6.7%	6.0%	25.0%	23.9%
	Total	955	100%	230	100%	75	100%	0.0%	7.9%	24.2%	32.5%
Level 2	Asian	■	20.3%	■	15.0%	■	9.5%	-10.8%	1.0%	7.8%	13.3%
	Black	■	7.7%	■	4.0%	■	9.5%	1.8%	2.7%	5.5%	50.0%
	Chinese	■	4.5%	■	4.0%	■	0.0%	-4.5%	0.0%	9.3%	0.0%
	Mixed	■	5.6%	■	8.0%	■	4.8%	-0.8%	1.9%	15.1%	12.5%
	Other	■	3.7%	■	1.0%	■	0.0%	-3.7%	0.0%	2.9%	0.0%
	Unknown	■	1.9%	■	2.0%	■	0.0%	-1.9%	0.0%	11.1%	0.0%
	White British/Irish	■	1.1%	■	2.0%	■	4.8%	3.7%	10.0%	20.0%	50.0%
	White Other	■	55.3%	■	64.0%	■	71.4%	16.2%	2.9%	12.2%	23.4%
	Total	950	100%	100	100%	20	100%	0.0%	2.2%	10.5%	21.0%
Level 3	Asian	■	23.4%	■	17.1%	■	18.5%	-4.9%	3.3%	11.8%	27.8%
	Black	■	7.7%	■	8.6%	■	3.7%	-4.0%	2.0%	18.0%	11.1%
	Chinese	■	4.6%	■	7.6%	■	0.0%	-4.6%	0.0%	26.7%	0.0%
	Mixed	■	6.9%	■	6.7%	■	7.4%	0.5%	4.4%	15.6%	28.6%
	Other	■	4.0%	■	3.8%	■	7.4%	3.4%	7.7%	15.4%	50.0%
	Unknown	■	4.0%	■	4.8%	■	3.7%	-0.3%	3.8%	19.2%	20.0%
	White British/Irish	■	0.9%	■	1.0%	■	0.0%	-0.9%	0.0%	16.7%	0.0%
	White Other	■	48.5%	■	50.5%	■	59.3%	10.7%	5.0%	16.7%	30.2%
	Total	655	100%	105	100%	25	100%	0.0%	4.1%	16.1%	25.7%
Level 4	Asian	■	23.3%	■	16.2%	■	7.7%	-15.6%	1.3%	10.2%	12.5%
	Black	■	9.8%	■	9.1%	■	11.5%	1.8%	4.5%	13.6%	33.3%
	Chinese	■	7.1%	■	5.1%	■	3.8%	-3.3%	2.1%	10.4%	20.0%
	Mixed	■	4.4%	■	3.0%	■	3.8%	-0.6%	3.3%	10.0%	33.3%
	Other	■	8.0%	■	7.1%	■	7.7%	-0.3%	3.7%	13.0%	28.6%
	Unknown	■	4.9%	■	6.1%	■	3.8%	-1.0%	3.0%	18.2%	16.7%
	White British/Irish	■	1.8%	■	1.0%	■	0.0%	-1.8%	0.0%	8.3%	0.0%
	White Other	■	40.7%	■	52.5%	■	61.5%	20.8%	5.8%	18.9%	30.8%
	Total	675	100%	100	100%	25	100%	0.0%	3.9%	14.7%	26.3%

Table 6a-16. Recruitment data by stage for P&S staff – by ethnic group – Non-UK, 2017 (Levels 5 to 7)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 5	Asian	■	27.4%	■	16.7%	■	16.7%	-10.7%	1.7%	8.6%	20.0%
	Black	■	11.3%	■	10.0%	■	0.0%	-11.3%	0.0%	12.5%	0.0%
	Chinese	■	5.7%	■	6.7%	■	0.0%	-5.7%	0.0%	16.7%	0.0%
	Mixed	■	4.7%	■	0.0%	■	0.0%	-4.7%	0.0%	0.0%	0.0%
	Other	■	3.3%	■	0.0%	■	0.0%	-3.3%	0.0%	0.0%	0.0%
	Unknown	■	4.7%	■	0.0%	■	0.0%	-4.7%	0.0%	0.0%	0.0%
	White British/Irish	■	0.9%	■	3.3%	■	0.0%	-0.9%	0.0%	50.0%	0.0%
	White Other	■	42.0%	■	63.3%	■	83.3%	41.4%	5.6%	21.3%	26.3%
	Total	210	100%	30	100%	■	100%	0.0%	2.8%	14.2%	20.0%
Level 6	Asian	■	20.0%	■	100%	■	0.0%	0.0%	0.0%	37.5%	0.0%
	Black	■	10.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Chinese	■	12.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Mixed	■	5.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	■	10.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Unknown	■	7.5%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	35.0%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	40	100%	■	100%	■	0.0%	0.0%	0.0%	7.5%	0.0%
Level 7	Asian	■	26.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Black	■	15.8%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Mixed	■	10.5%	■	50.0%	■	0.0%	0.0%	0.0%	50.0%	0.0%
	Unknown	■	5.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	42.1%	■	50.0%	■	0.0%	0.0%	0.0%	12.5%	0.0%
	Total	20	100%	■	100%	■	0.0%	0.0%	0.0%	10.5%	0.0%
Grand Total for all levels		3505	100%	570	100%	155	100%	0.0%	4.4%	16.3%	27.2%

Table 6a-17. Recruitment data by stage for P&S staff – by ethnic group – Non-UK, 2018 (Levels 1 to 4)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 1	Asian	■	27.0%	■	29.0%	■	34.6%	7.6%	10.8%	29.5%	36.5%
	Black	■	24.4%	■	24.7%	■	24.4%	-0.1%	8.4%	27.8%	30.2%
	Chinese	■	3.0%	■	2.4%	■	2.6%	-0.4%	7.1%	21.4%	33.3%
	Mixed	■	3.1%	■	3.9%	■	5.1%	2.0%	13.8%	34.5%	40.0%
	Other	■	5.1%	■	2.4%	■	1.3%	-3.8%	2.1%	12.8%	16.7%
	Unknown	■	5.1%	■	3.9%	■	5.1%	0.1%	8.5%	21.3%	40.0%
	White British/Irish	■	0.8%	■	0.4%	■	0.0%	-0.8%	0.0%	14.3%	0.0%
	White Other	■	31.5%	■	33.3%	■	26.9%	-4.6%	7.2%	29.0%	24.7%
	Total	930	100%	255	100%	80	100%	0.0%	8.4%	27.4%	30.6%
Level 2	Asian	■	21.1%	■	13.0%	■	17.2%	-3.9%	2.9%	7.6%	38.5%
	Black	■	8.3%	■	6.0%	■	0.0%	-8.3%	0.0%	9.0%	0.0%
	Chinese	■	4.3%	■	5.0%	■	3.4%	-0.9%	2.9%	14.3%	20.0%
	Mixed	■	2.6%	■	5.0%	■	6.9%	4.3%	9.5%	23.8%	40.0%
	Other	■	4.6%	■	0.0%	■	0.0%	-4.6%	0.0%	0.0%	0.0%
	Unknown	■	4.2%	■	2.0%	■	6.9%	2.7%	5.9%	5.9%	100%
	White British/Irish	■	1.6%	■	0.0%	■	0.0%	-1.6%	0.0%	0.0%	0.0%
	White Other	■	53.2%	■	69.0%	■	65.5%	12.3%	4.4%	16.1%	27.5%
	Total	805	100%	100	100%	30	100%	0.0%	3.6%	12.4%	29.0%
Level 3	Asian	■	20.6%	■	16.9%	■	9.1%	-11.5%	1.8%	12.5%	14.3%
	Black	■	11.4%	■	7.2%	■	9.1%	-2.3%	3.2%	9.7%	33.3%
	Chinese	■	3.5%	■	7.2%	■	9.1%	5.6%	10.5%	31.6%	33.3%
	Mixed	■	5.0%	■	6.0%	■	4.5%	-0.4%	3.7%	18.5%	20.0%
	Other	■	5.7%	■	6.0%	■	4.5%	-1.2%	3.2%	16.1%	20.0%
	Unknown	■	3.1%	■	2.4%	■	4.5%	1.4%	5.9%	11.8%	50.0%
	White British/Irish	■	2.2%	■	2.4%	■	4.5%	2.3%	8.3%	16.7%	50.0%
	White Other	■	48.4%	■	51.8%	■	54.5%	6.1%	4.6%	16.3%	27.9%
	Total	545	100%	85	100%	20	100%	0.0%	4.1%	15.3%	26.5%
Level 4	Asian	■	23.3%	■	18.9%	■	9.6%	-13.7%	2.0%	14.5%	13.5%
	Black	■	8.7%	■	9.7%	■	11.5%	2.8%	6.3%	19.8%	31.6%
	Chinese	■	6.1%	■	3.1%	■	1.9%	-4.2%	1.5%	9.0%	16.7%
	Mixed	■	5.7%	■	5.1%	■	7.7%	2.0%	6.3%	15.9%	40.0%
	Other	■	5.7%	■	6.1%	■	7.7%	2.0%	6.3%	19.0%	33.3%
	Unknown	■	5.6%	■	6.6%	■	9.6%	4.1%	8.2%	21.3%	38.5%
	White British/Irish	■	1.4%	■	1.0%	■	0.0%	-1.4%	0.0%	13.3%	0.0%
	White Other	■	43.5%	■	49.5%	■	51.9%	8.4%	5.6%	20.3%	27.8%
	Total	1100	100%	195	100%	50	100%	0.0%	4.7%	17.8%	26.5%

Table 6a-18. Recruitment data by stage for P&S staff – by ethnic group – Non-UK, 2018 (Levels 5 to 7)

Level		Applications		Shortlisted		Offered		Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
Level 5	Asian	■	26.5%	■	10.0%	■	0.0%	-26.5%	0.0%	8.5%	0.0%
	Black	■	10.8%	■	8.0%	■	11.1%	0.3%	4.2%	16.7%	25.0%
	Chinese	■	4.9%	■	2.0%	■	0.0%	-4.9%	0.0%	9.1%	0.0%
	Mixed	■	2.7%	■	0.0%	■	0.0%	-2.7%	0.0%	0.0%	0.0%
	Other	■	3.6%	■	0.0%	■	0.0%	-3.6%	0.0%	0.0%	0.0%
	Unknown	■	3.1%	■	4.0%	■	0.0%	-3.1%	0.0%	28.6%	0.0%
	White Other	■	48.4%	■	76.0%	■	88.9%	40.5%	7.4%	35.2%	21.1%
	Total	225	100%	50	100%	10	100%	0.0%	4.0%	22.4%	18.0%
Level 6	Asian	■	24.1%	■	50.0%	■	0.0%	0.0%	0.0%	14.3%	0.0%
	Black	■	17.2%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Chinese	■	6.9%	■	50.0%	■	0.0%	0.0%	0.0%	50.0%	0.0%
	Other	■	3.4%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Unknown	■	10.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	37.9%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	30	100%	■	100%	■	0.0%	0.0%	0.0%	6.9%	0.0%
Level 7	Asian	■	27.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Mixed	■	27.3%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Unknown	■	9.1%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	White Other	■	36.4%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	10	100%	■	0.0%	■	0.0%	0.0%	0.0%	0.0%	0.0%
Grand Total for all levels		3640	100%	685	100%	190	100%	0.0%	5.2%	18.9%	27.7%

Table 6a-19. Data: recruitment data by stage for P&S staff – BAME status - UK/Ireland, 2016, 2017 & 2018

Year	EDI Characteristic	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	BAME	■	■	■	■	■	9.7%	-6.3%	4.8%	21.4%	22.4%
	Unknown	■	■	■	■	■	1.4%	-0.8%	5.0%	24.9%	20.0%
	White British/Irish	■	■	■	■	■	87.7%	8.2%	8.7%	29.3%	29.7%
	White Other	■	■	■	■	■	1.1%	-1.0%	4.0%	24.1%	16.7%
	Total	14,050	100%	3,910	100%	1,110	100%	0.0%	7.9%	27.8%	28.4%
2017	BAME	■	■	■	■	■	10.3%	-6.3%	3.9%	17.3%	22.7%
	Unknown	■	■	■	■	■	1.2%	-0.8%	3.8%	23.6%	16.2%
	White British/Irish	■	■	■	■	■	87.1%	7.8%	7.0%	26.9%	25.9%
	White Other	■	■	■	■	■	1.4%	-0.7%	4.2%	26.4%	16.0%
	Total	14,505	100%	3,660	100%	920	100%	0.0%	6.3%	25.2%	25.1%
2018	BAME	■	■	■	■	■	10.2%	-7.0%	4.4%	19.6%	22.4%
	Unknown	■	■	■	■	■	1.5%	-0.8%	4.9%	28.5%	17.2%
	White British/Irish	■	■	■	■	■	86.1%	7.9%	8.2%	29.5%	27.7%
	White Other	■	■	■	■	■	2.2%	-0.1%	7.0%	29.7%	23.7%
	Total	14,405	100%	4,000	100%	1,070	100%	0.0%	7.4%	27.8%	26.7%
Grand Total	Total	42,960	100%	11,570	100%	3,100	100%	0.0%	7.2%	26.9%	26.8%

Table 6a-20 Data: recruitment data by stage for PS staff – BAME status - International, 2016, 2017 & 2018

Year	EDI Characteristic	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to-Offer SR	App-to-SL SR	SL to Offer SR
2016	BAME	■	■	■	■	■	55.5%	4.8%	6.1%	17.8%	34.1%
	Unknown	■	■	■	■	■	5.2%	1.3%	7.4%	19.1%	38.5%
	White British/Irish	■	■	■	■	■	2.6%	1.0%	9.3%	31.5%	29.4%
	White Other	■	■	■	■	■	36.6%	-7.1%	4.6%	19.4%	24.0%
	Total	3,445	100%	645	100%	190	100%	0.0%	5.5%	18.8%	29.6%
2017	BAME	■	■	■	■	■	52.9%	0.1%	4.4%	15.7%	28.3%
	Unknown	■	■	■	■	■	2.6%	-0.9%	3.3%	14.0%	23.5%
	White British/Irish	■	■	■	■	■	0.6%	-0.4%	2.6%	18.4%	14.3%
	White Other	■	■	■	■	■	43.9%	1.2%	4.5%	17.1%	26.6%
	Total	3,505	100%	570	100%	155	100%	0.0%	4.4%	16.3%	27.2%
2018	BAME	■	■	■	■	■	47.4%	-3.1%	4.9%	17.4%	28.1%
	Unknown	■	■	■	■	■	6.3%	1.6%	7.1%	17.1%	41.4%
	White British/Irish	■	■	■	■	■	0.5%	-0.8%	2.1%	10.6%	20.0%
	White Other	■	■	■	■	■	45.8%	2.3%	5.5%	21.0%	26.2%
	Total	3,640	100%	685	100%	190	100%	0.0%	5.2%	18.9%	27.7%
Grand Total	Total	10,585	100%	1,900	100%	535	100%	0.0%	5.1%	18.0%	28.2%

Table 6a-21 Recruitment data by stage for PS staff – ethnic group – UK/Ireland (over 2 pages)

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2016	Asian	■	■	■	5.3%	■	3.7%	-3.8%	3.9%	19.8%	19.6%
	Black	■	■	■	3.0%	■	2.4%	-1.9%	4.5%	19.6%	22.9%
	Chinese	■	■	■	0.8%	■	0.7%	-0.3%	5.5%	22.6%	24.2%
	Mixed	■	■	■	2.9%	■	2.6%	-0.1%	7.7%	30.2%	25.4%
	Other	■	■	■	0.2%	■	0.3%	-0.2%	4.1%	12.3%	33.3%
	Unknown	■	■	■	2.0%	■	1.4%	-0.8%	5.0%	24.9%	20.0%
	White British/Irish	■	■	■	83.8%	■	87.7%	8.2%	8.7%	29.3%	29.7%
	White Other	■	■	■	1.8%	■	1.1%	-1.1%	3.9%	23.7%	16.7%
	Total	14,050	100%	3,910	100%	1,110	100%	0.0%	7.9%	27.8%	28.4%
2017	Asian	■	■	■	5.9%	■	5.0%	-2.9%	4.0%	18.8%	21.4%
	Black	■	■	■	2.5%	■	1.5%	-3.1%	2.1%	13.6%	15.2%
	Chinese	■	■	■	0.4%	■	0.5%	-0.1%	5.5%	17.6%	31.3%
	Mixed	■	■	■	2.3%	■	2.9%	0.1%	6.6%	20.2%	32.5%
	Other	■	■	■	0.3%	■	0.2%	-0.4%	2.1%	11.6%	18.2%
	Unknown	■	■	■	1.9%	■	1.2%	-0.8%	3.8%	23.6%	16.2%
	White British/Irish	■	■	■	84.5%	■	87.1%	7.8%	7.0%	26.9%	25.9%
	White Other	■	■	■	2.2%	■	1.5%	-0.6%	4.5%	26.6%	17.1%
	Total	14,505	100%	3,660	100%	920	100%	0.0%	6.3%	25.2%	25.1%

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2018	Asian	■	8.0%	■	5.6%	■	4.2%	-3.8%	3.9%	19.5%	19.9%
	Black	■	4.8%	■	3.3%	■	2.4%	-2.3%	3.8%	19.5%	19.4%
	Chinese	■	1.0%	■	0.6%	■	1.0%	0.0%	7.6%	16.7%	45.8%
	Mixed	■	2.9%	■	2.2%	■	2.0%	-0.9%	5.0%	20.9%	24.1%
	Other	■	0.5%	■	0.4%	■	0.6%	0.0%	7.9%	19.7%	40.0%
	Unknown	■	2.3%	■	2.3%	■	1.5%	-0.8%	4.9%	28.5%	17.2%
	White British/Irish	■	78.2%	■	83.1%	■	86.1%	7.9%	8.2%	29.5%	27.7%
	White Other	■	2.3%	■	2.4%	■	2.2%	-0.1%	7.0%	29.7%	23.7%
	Total	14,405	100%	4,000	100%	1,070	100%	0.0%	7.4%	27.8%	26.7%
Grand Total	Total (2016-2018)	42,960	100%	11,570	100%	3,100	100%	0.0%	7.2%	26.9%	26.8%

Table 6a-22 Recruitment data by stage for P&S staff – ethnic group – International (over 2 pages)

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2016	Asian	■	21.1%	■	18.4%	■	21.5%	0.4%	5.6%	16.4%	34.5%
	Black	■	13.8%	■	18.6%	■	22.5%	8.7%	9.0%	25.2%	35.8%
	Chinese	■	7.8%	■	5.9%	■	5.8%	-2.0%	4.1%	14.2%	28.9%
	Mixed	■	3.6%	■	2.5%	■	2.6%	-1.0%	4.0%	12.9%	31.3%
	Other	■	4.4%	■	2.8%	■	3.1%	-1.3%	3.9%	11.8%	33.3%
	Unknown	■	3.9%	■	4.0%	■	5.2%	1.3%	7.4%	19.1%	38.5%
	White British/Irish	■	1.6%	■	2.6%	■	2.6%	1.0%	9.3%	31.5%	29.4%
	White Other	■	43.8%	■	45.2%	■	36.6%	-7.2%	4.6%	19.4%	24.0%
	Total	3445	100%	645	100%	190	100%	0.0%	5.5%	18.8%	29.6%

Year	Ethnicity	Applications	Application %	Shortlisted	Shortlisted %	Offered	Offered %	Change from App% to Off%	App-to- Offer SR	App-to- SL SR	SL to Offer SR
2017	Asian	■	24.6%	■	20.9%	■	23.9%	-0.8%	4.3%	13.8%	31.1%
	Black	■	12.6%	■	16.7%	■	19.4%	6.7%	6.8%	21.4%	31.6%
	Chinese	■	5.8%	■	6.3%	■	4.5%	-1.3%	3.4%	17.7%	19.4%
	Mixed	■	5.1%	■	4.7%	■	2.6%	-2.5%	2.3%	15.3%	14.8%
	Other	■	4.7%	■	2.3%	■	2.6%	-2.1%	2.5%	8.0%	30.8%
	Unknown	■	3.5%	■	3.0%	■	2.6%	-0.9%	3.3%	14.0%	23.5%
	White British/Irish	■	1.1%	■	1.2%	■	0.6%	-0.4%	2.6%	18.4%	14.3%
	White Other	■	42.7%	■	44.9%	■	43.9%	1.2%	4.5%	17.1%	26.6%
	Total	3505	100%	570	100%	155	100%	0.0%	4.4%	16.3%	27.2%
2018	Asian	■	23.6%	■	21.0%	■	20.5%	-3.1%	4.5%	16.8%	27.1%
	Black	■	13.2%	■	14.3%	■	14.7%	1.5%	5.8%	20.4%	28.6%
	Chinese	■	4.5%	■	3.6%	■	3.2%	-1.3%	3.7%	15.4%	24.0%
	Mixed	■	4.1%	■	4.4%	■	5.8%	1.7%	7.4%	20.1%	36.7%
	Other	■	5.1%	■	3.4%	■	3.2%	-2.0%	3.2%	12.3%	26.1%
	Unknown	■	4.7%	■	4.2%	■	6.3%	1.6%	7.1%	17.1%	41.4%
	White British/Irish	■	1.3%	■	0.7%	■	0.5%	-0.8%	2.1%	10.6%	20.0%
	White Other	■	43.6%	■	48.4%	■	45.8%	2.2%	5.5%	20.9%	26.2%
	Total	3640	100%	685	100%	190	100%	0.0%	5.2%	18.9%	27.7%
Grand Total	Total (2016-2018)	10585	100%	1900	100%	535	100%	0.0%	5.1%	18.0%	28.2%

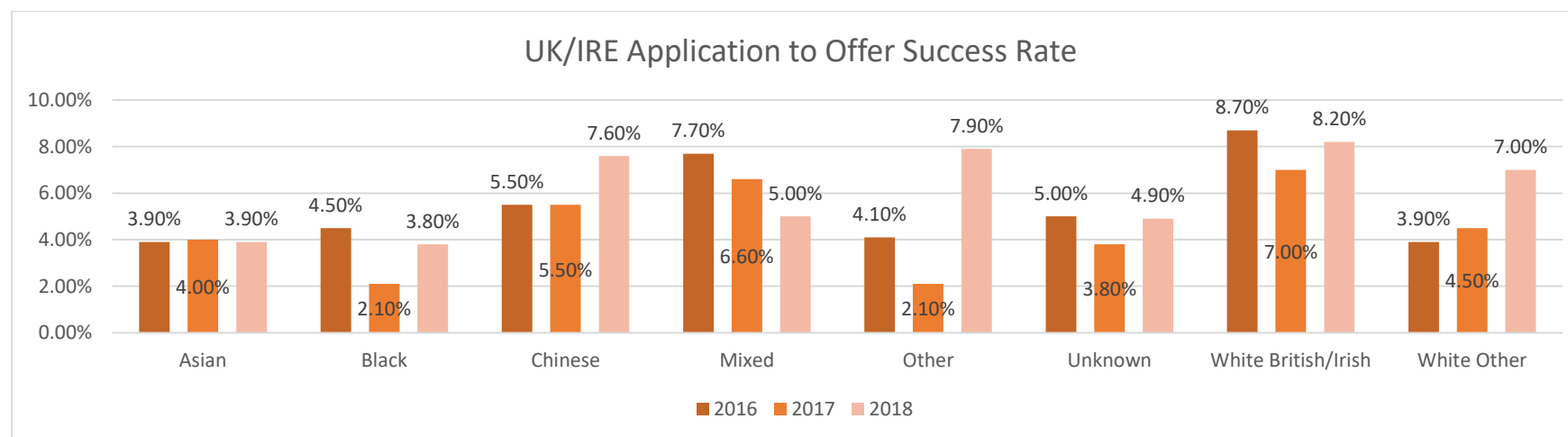


Figure 6a-1 Application to offer success rate for P&S staff – ethnic group – UK/IRE

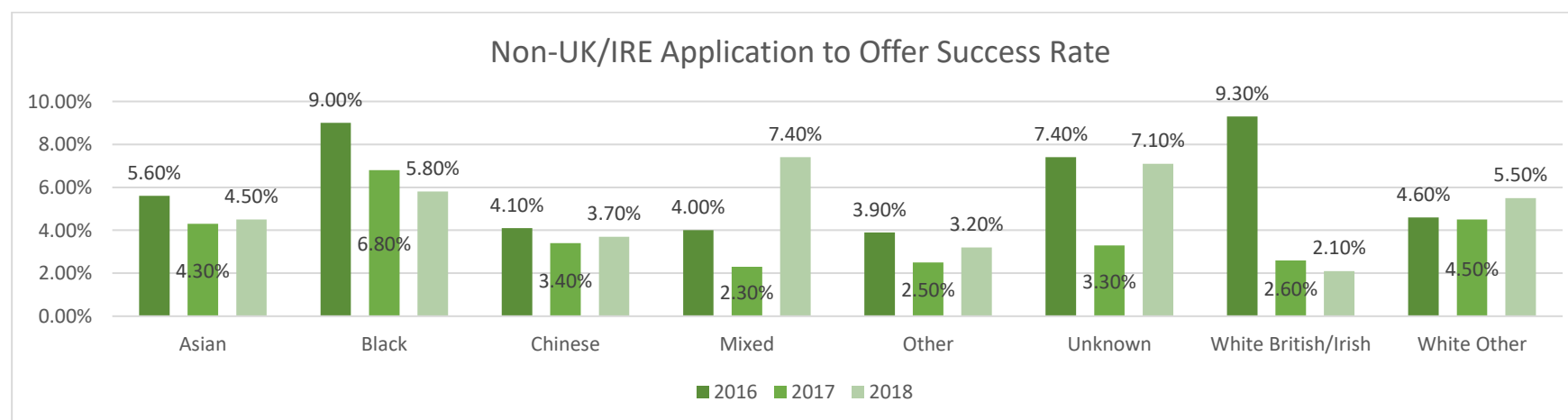


Figure 6a-2 Application to offer success rate for P&S staff – ethnic group – International

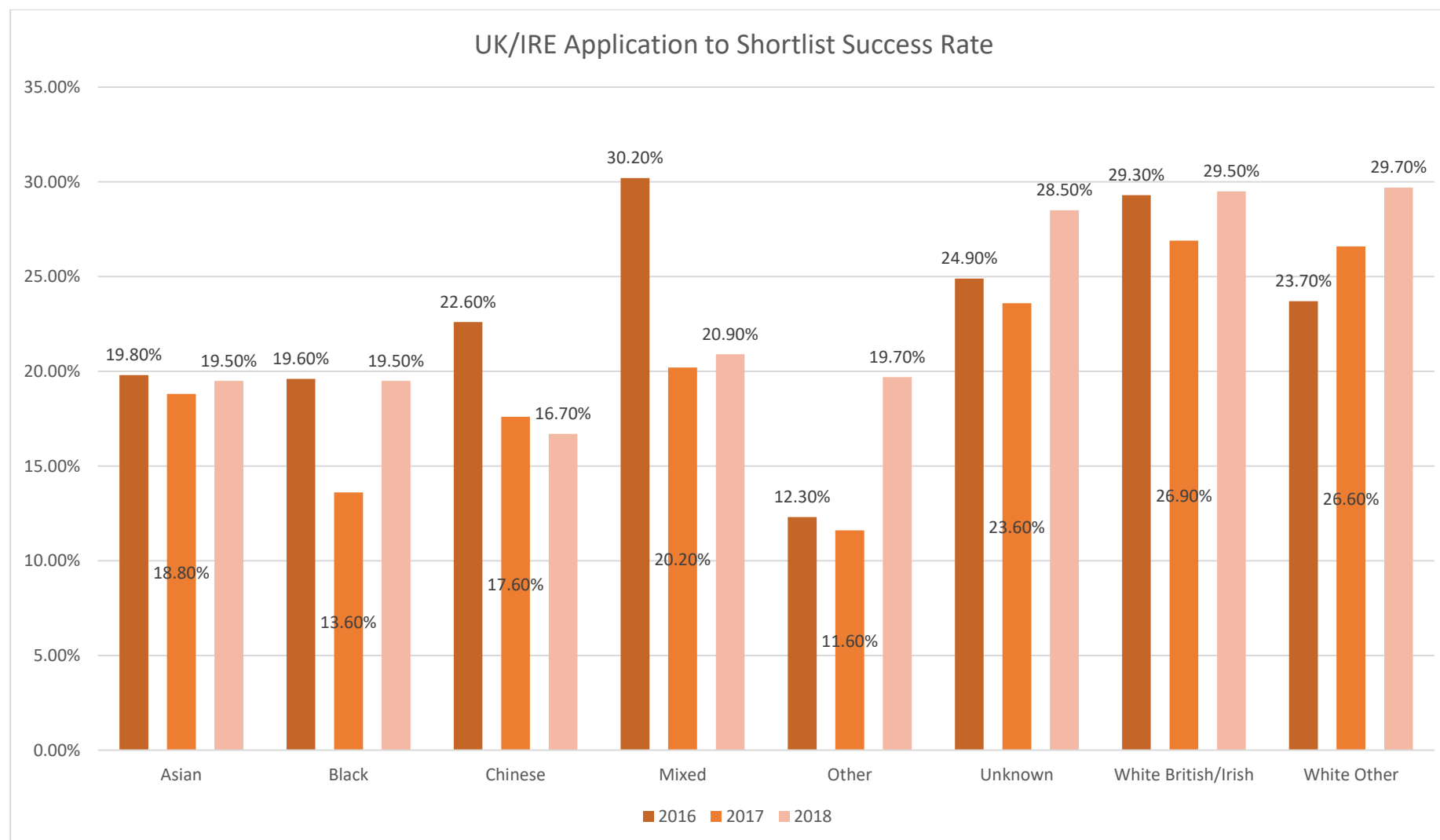


Figure 6a-3 Application to shortlist success rate for P&S staff – ethnic group – UK/IRE

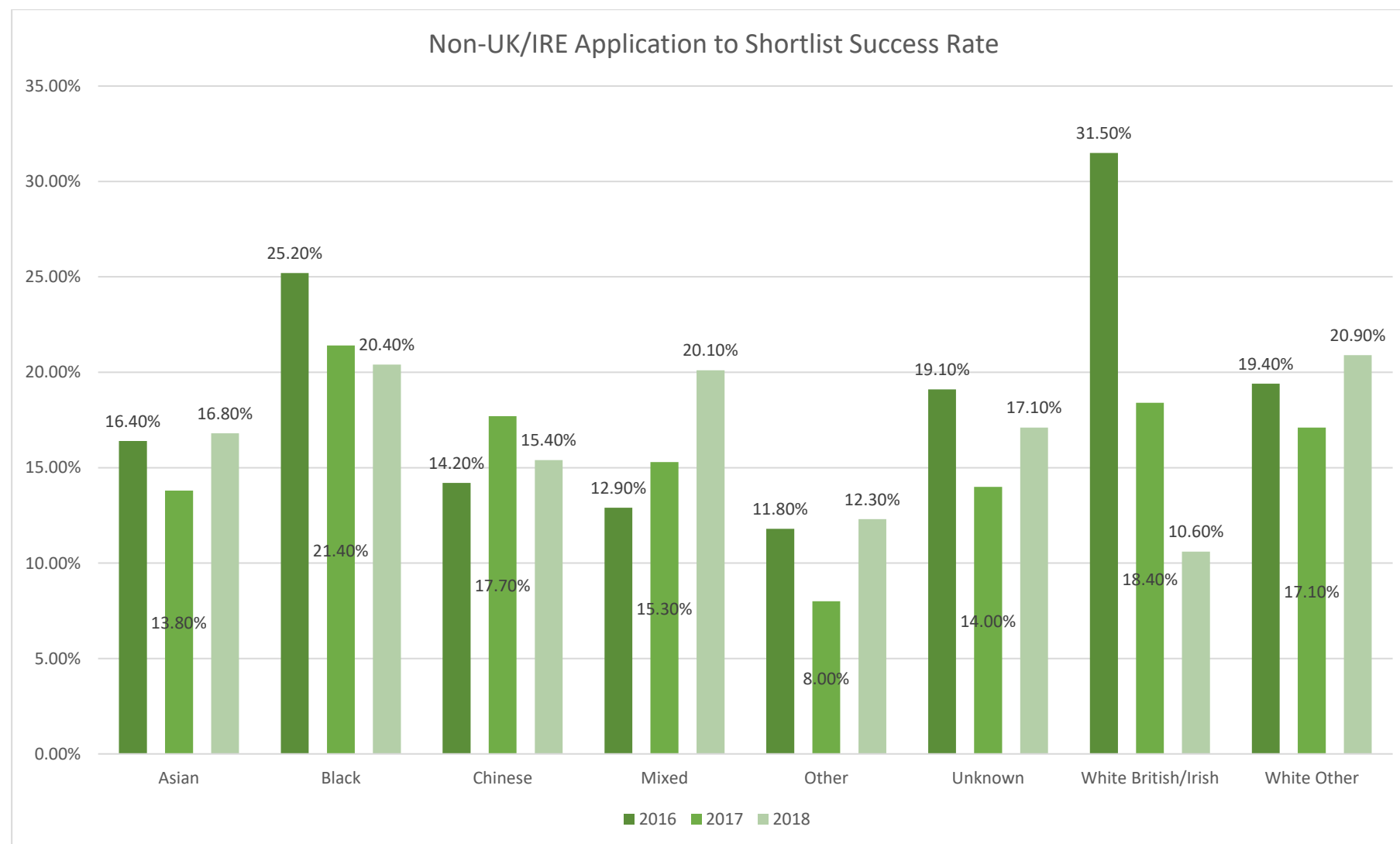


Figure 6a-4 Application to shortlist success rate for P&S staff – ethnic group – International

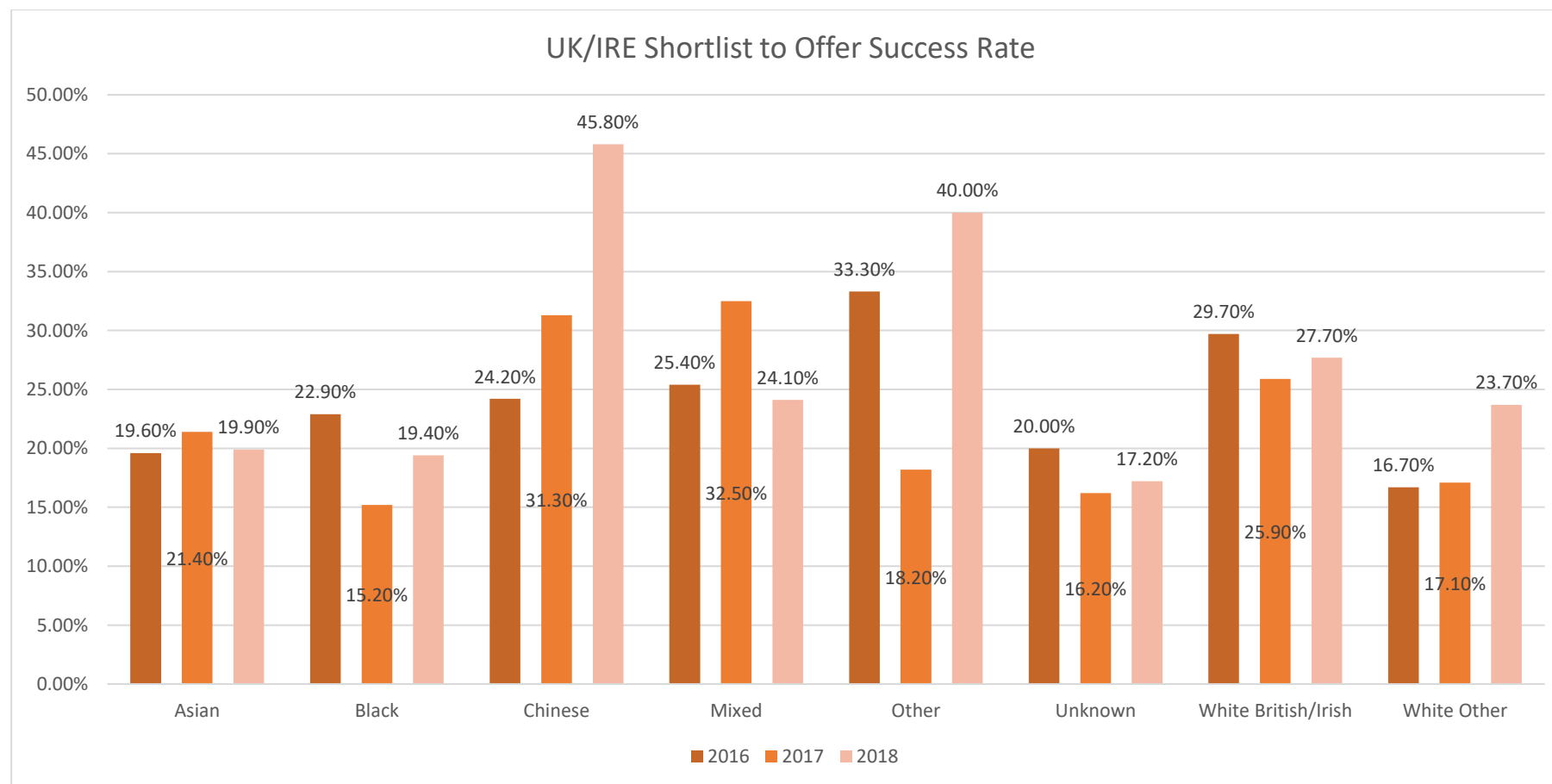


Figure 6a-5 Shortlist to Offer success rate for P&S staff – ethnic group – UK/IRE

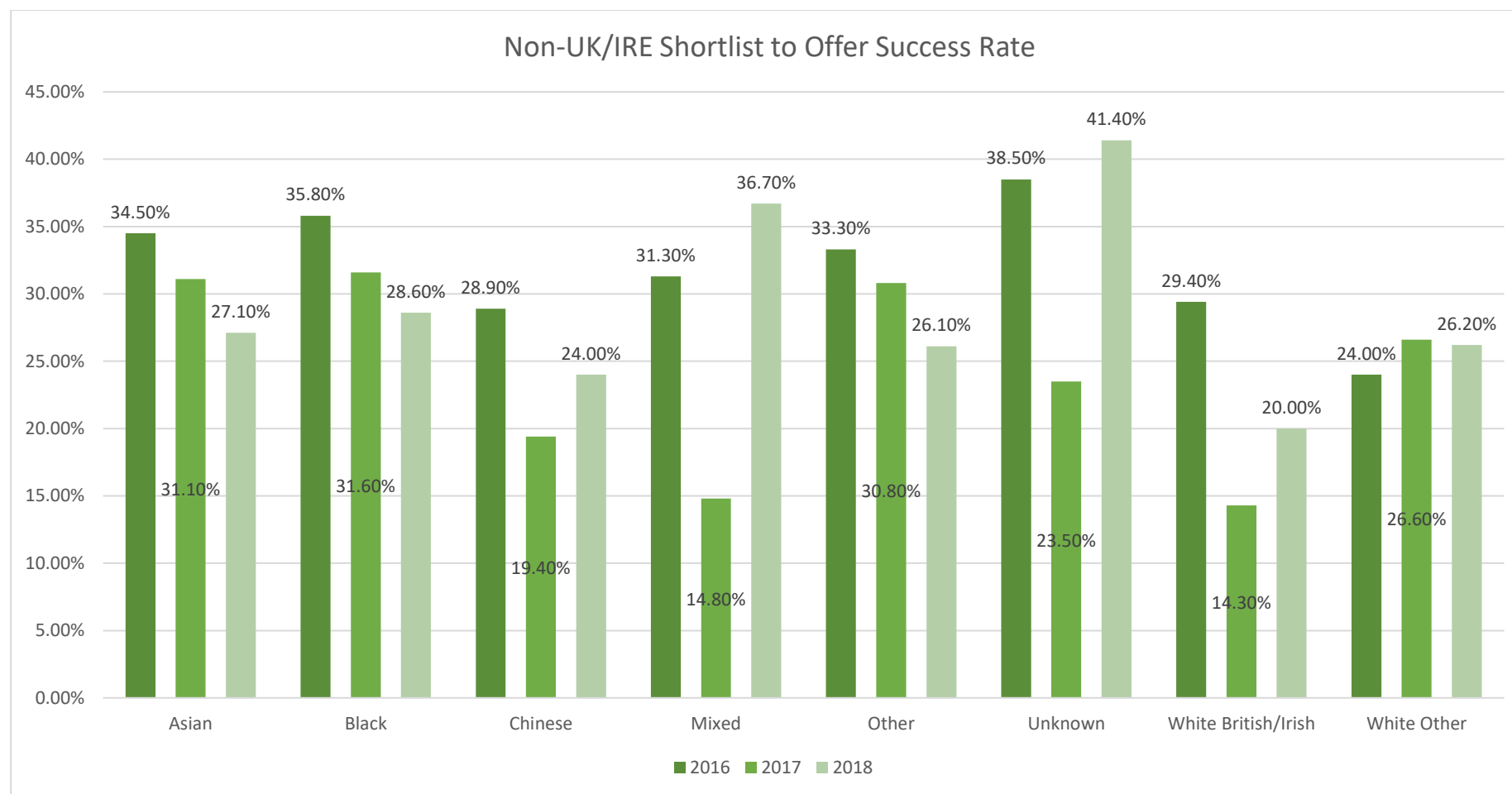


Figure 6a-6 Shortlist to Offer success rate for P&S staff – ethnic group – International

The University's recruitment process is the same for P&S staff and academic staff. However, advertisements for P&S roles are often placed in different platforms to those used for academic and research roles.

The proportion of UK/Ireland BAME applicants was 17.2% in 2018. This compares to a BAME population of 15.0% in Nottingham/Notts combined and 10.8% in East Midlands (2011 Census). However, shortlisted BAME applicants within this group are disproportionately low at 12.1% in 2018. They are lower still at offer stage, with BAME applicants receiving 10.2% of offers.

White Other international applicants consistently had better overall success rates than BAME applicants (5.5% cf. 4.9%, 2018). This is due to shortlisting success rates for White Other applicants being higher than for BAME applicants (21.0% cf. 17.4%, 2018). However, success rates from shortlisted stage to offers made were consistently higher for BAME applicants (28.1% cf. 26.2%, 2018).

Black UK/Ireland applicants consistently had the lowest overall success rates and White British the highest. Chinese UK/Ireland applicants were least likely to be shortlisted but most likely to be offered the job. We believe one reason for these differences may be the role of 'social capital' in providing support during application processes; therefore we will offer support to BAME PS candidates in the application process (AP4.11).

Black international applicants saw the highest overall success rate and Chinese applicants the lowest. We do not currently understand the reasons why these ethnicity patterns are different for UK/Ire vs. International applicants, and have agreed an action to develop this understanding.

UK/Ireland BAME applicants have the highest overall success rate for level 7 roles (although numbers are small). In 2016-2018 no international applicants had been recruited to levels 6 and 7.

We want to increase the representation of BAME staff in our PS teams, particularly at senior levels. Further to the interview technique training (see 5a) we will pilot anonymised recruitment for P&S roles. We seek to improve diversity in recruitment by using insights from the EPSRC funded STEMM Change project (AP 4.11)

AP: 4.11

Objective 4.11: To increase BAME success in the staff recruitment process.

Highlight Actions:

A 4.11.6 Analyse reasons for discrepancy between success of different UK/Ire vs. International ethnic groups in application for P&S roles.

A 4.11.7 Extend the anonymised shortlisting pilot and learning from the STEMM Change recruitment for diversity project to recruitment to PS roles.

A 4.11.8 Develop and pilot a positive action intervention offering additional application support and advice to prospective BAME applicants for PS roles and evaluate impact on application numbers from BAME communities.

6b Training

Outline the take-up and outcome of training available to professional and support staff, analysed by ethnicity. In particular, the application should present information on training that is related to management, leadership, and/or other opportunities linked to career progression

6b Key Issues

- Some evidence of under-representation of BAME staff on some courses (4.12)
- Need to ensure that higher representation of BAME staff on Leadership and Management courses translates into career success (4.12)

Section 5b provides data and analysis relating to PD's accredited programmes and the University's LMA provision which covers both academic and P&S staff. Most PD and LMA activities are open to all staff and are evaluated in the same way.

In 2018, 8,077 P&S staff attendances were recorded on our central short courses. However, BAME staff were under-represented on the majority of courses (7.0% attendees BAME cf 11.8% staff PS staff population). The short courses relating to 'research methods and approaches', 'research environment and context' and 'wellbeing' had the lowest representation of BAME attendees. We will continue to develop our understanding of under-representation of BAME staff in training activities and develop actions to address this (AP4.12).

BAME staff were overrepresented on 'Leadership and Management' courses for both UK/Ireland and international staff across all three years. This is positive, but has not yet delivered significant change in representation of BAME staff in more senior role. This is likely to reflect the examples of lack of confidence in support for BAME staff career progression described in staff quotes earlier.

Table 6b-1 Attendance on training courses by Course Category – P&S staff - UK/Ireland - BAME Status – 2016-2018

Category	2016					2017					2018				
	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total
Academic Language & Writing Skills	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%	90.0%	0.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	40
Campus Solutions	5.5%	1.8%	90.6%	2.1%	100%	6.3%	1.4%	90.4%	1.9%	100%	8.7%	1.7%	88.4%	1.2%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	770
Career Management	10.3%	0.0%	89.7%	0.0%	100%	5.1%	0.0%	91.5%	3.4%	100%	5.3%	2.1%	88.3%	4.3%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	95
eLearning	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Equality Diversity and Inclusion	7.1%	1.2%	90.4%	1.3%	100%	6.6%	1.3%	89.6%	2.4%	100%	6.0%	0.4%	91.6%	2.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	1165
Health and Safety	7.0%	3.0%	87.6%	2.4%	100%	4.9%	2.2%	91.2%	1.7%	100%	7.3%	1.2%	89.7%	1.8%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	825
Interpersonal & Communication Skills	3.3%	1.5%	94.1%	1.1%	100%	6.5%	1.4%	90.5%	1.6%	100%	7.8%	1.2%	88.4%	2.5%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	1450
IT & Information Skills	5.8%	2.4%	90.1%	1.8%	100%	8.4%	1.5%	87.8%	2.2%	100%	9.3%	0.8%	87.9%	2.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	1370
Leadership & Management	6.5%	2.2%	88.7%	2.6%	100%	7.9%	0.6%	88.6%	3.0%	100%	5.5%	1.1%	91.4%	1.9%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	620
Learning & Teaching	6.3%	3.5%	88.8%	1.4%	100%	7.9%	1.2%	90.9%	0.0%	100%	3.8%	2.5%	93.7%	0.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	235

Marketing Communications and Recruitment	20.0%	0.0%	80.0%	0.0%	100%	8.3%	0.0%	91.7%	0.0%	100%	0.0%	0.0%	66.7%	33.3%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Personal Development & Performance Review (P DPR)	6.6%	2.7%	89.6%	1.1%	100%	5.6%	1.4%	90.9%	2.1%	100%	4.3%	1.1%	92.9%	1.6%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	185
Public Engagement	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Environment & Context	17.9%	0.0%	82.1%	0.0%	100%	8.8%	0.0%	90.4%	0.8%	100%	0.0%	0.0%	100%	0.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	15
Research Methods & Approaches	6.9%	0.0%	93.1%	0.0%	100%	0.0%	0.0%	96.0%	4.0%	100%	0.0%	0.0%	96.0%	4.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	25
Well-being	6.9%	1.6%	91.6%	0.0%	100%	5.8%	4.0%	89.7%	0.4%	100%	3.9%	1.2%	93.2%	1.7%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	695
Grand Total	5.9%	2.0%	90.6%	1.5%	100%	6.7%	1.6%	89.9%	1.8%	100%	7.0%	1.1%	90.0%	1.9%	100%
	355	120	5455	90	6020	535	130	7155	145	7960	525	80	6745	145	7495

Table 6b-2 Attendance on training courses by Course Category, BAME Status, International – 2016-2018

	2016					2017					2018				
Category	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total	BAME	Unknown /External	White British/Irish	White Other	Total
Academic Language & Writing Skills	0.0%	0.0%	50.0%	50.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	25.0%	25.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Campus Solutions	2.3%	0.0%	2.3%	95.3%	100%	8.9%	5.4%	8.9%	76.8%	100%	27.4%	3.2%	1.6%	67.7%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	60
Career Management	0.0%	0.0%	0.0%	100%	100%	66.7%	0.0%	0.0%	33.3%	100%	28.6%	0.0%	14.3%	57.1%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Equality Diversity and Inclusion	29.5%	0.0%	1.6%	68.9%	100%	37.8%	0.0%	0.0%	62.2%	100%	21.4%	1.8%	1.8%	75.0%	100%
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	55

Health and Safety	26.7%	0.0%	6.7%	66.7%	100%	22.9%	2.9%	5.7%	68.6%	100%	42.0%	8.7%	1.4%	47.8%	100%
															70
Interpersonal & Communication Skills	19.3%	8.0%	8.0%	64.8%	100%	49.2%	1.0%	3.1%	46.6%	100%	36.8%	0.9%	0.0%	62.3%	100%
															105
IT & Information Skills	21.0%	3.2%	4.8%	71.0%	100%	27.1%	1.4%	1.4%	70.0%	100%	28.9%	11.4%	3.5%	56.1%	100%
															115
Leadership & Management	42.5%	0.0%	10.0%	47.5%	100%	55.1%	0.0%	0.0%	44.9%	100%	46.0%	4.8%	1.6%	47.6%	100%
															65
Learning & Teaching	20.0%	2.5%	15.0%	62.5%	100%	40.5%	0.0%	0.0%	59.5%	100%	40.6%	0.0%	0.0%	59.4%	100%
															30
Marketing Communications and Recruitment	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	92.3%	100%
															15
Personal Development & Performance Review (PDPR)	55.6%	11.1%	0.0%	33.3%	100%	41.7%	8.3%	0.0%	50.0%	100%	44.4%	11.1%	0.0%	44.4%	100%
															10
Research Environment & Context	47.1%	0.0%	0.0%	52.9%	100%	33.3%	0.0%	0.0%	66.7%	100%	100%	0.0%	0.0%	0.0%	100%
Research Methods & Approaches	12.5%	0.0%	0.0%	87.5%	100%	14.3%	0.0%	0.0%	85.7%	100%	0.0%	0.0%	33.3%	66.7%	100%
Well-being	21.1%	0.0%	5.3%	73.7%	100%	23.5%	0.0%	21.6%	54.9%	100%	29.3%	0.0%	9.8%	61.0%	100%
															40
Grand Total	23.1%	2.4%	7.1%	67.3%	100%	36.7%	1.6%	4.2%	57.5%	100%	33.7%	4.6%	2.6%	59.1%	100%
	105	10	30	305	450	235	10	25	370	645	195	25	15	345	580

**AP: 4.12**

Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression.

Highlight Actions:

A 4.12.1: HR BAME Lead to work with BAME staff network to identify interventions to increase engagement from BAME staff with all training programmes, with particular focus on those developing leadership.

A 4.12.2 Systematise the collection of attendance and evaluation data by ethnicity across all training and development delivered by the LMA and PD. Analyse BAME attendees' engagement and satisfaction with courses and use this insight to adapt and revise courses as appropriate.

6c Appraisal/development review

Describe the outcomes of the appraisal/development review process for professional and support staff at all levels across the institution, with specific reference to outcomes by ethnicity.

Provide information about any training the institution offers to prepare for the appraisal. This could be training for those conducting the review, and/or for those being appraised.

Provide information on the uptake of these training opportunities, including any differences by ethnicity. Also include narrative detailing any feedback that staff have provided about this training.

6c Key Issues

- For P&S staff there was historic bias in PDPR outcomes for BAME staff
- We have completely changed the PDPR process from 2020, partly in response to these challenges (AP 1.6)

Table 6c-1 PDPR results for P&S staff – BAME status – UK/Ireland (split into 3 tables by year); Values=0 have been left blank for ease of reading

Year		2016				
	Ethnicity	BAME	Unknown	White British/Irish	White Other	Total
MRC2	HC					
	%→					
	%↓					
MRCB	HC					
	%→					
	%↓					
MRCS	HC					
	%→					
	%↓					
PDP3	HC					20
	%→	15.0%		85.0%		100%
	%↓	1.0%		0.5%		0.5%
PDP2	HC					3290
	%→	7.8%	2.4%	88.5%	1.3%	100%
	%↓	89.9%	92.0%	84.9%	87.5%	85.5%
PDPEPB	HC					415
	%→	5.1%	0.7%	93.3%	1.0%	100%
	%↓	7.3%	3.4%	11.3%	8.3%	10.8%
PDP1	HC					120
	%→	4.1%	3.3%	91.0%	1.6%	100%
	%↓	1.7%	4.6%	3.2%	4.2%	3.2%
PDP1-3	HC					
	%→			100%		100%
	%↓			0.0%		0.0%

Year		2017				
	Ethnicity	BAME	Unknown	White British/Irish	White Other	Total
MRC2	HC					15
	%→	15.4%	7.7%	76.9%		100%
	%↓	0.6%	1.2%	0.3%		0.3%
MRCB	HC					
	%→					
	%↓					
MRCS	HC					
	%→			100%		100%
	%↓			0.0%		0.0%
PDP3	HC					20
	%→	20.0%	5.0%	75.0%		100%
	%↓	1.3%	1.2%	0.4%		0.5%
PDP2	HC					3440
	%→	8.2%	2.3%	88.1%	1.3%	100%
	%↓	89.0%	91.9%	85.4%	92.0%	85.9%
PDPEPB	HC					395
	%→	5.8%	1.0%	92.4%	0.8%	100%
	%↓	7.2%	4.7%	10.3%	6.0%	9.8%
PDP1	HC					135
	%→	4.4%	0.7%	94.2%	0.7%	100%
	%↓	1.9%	1.2%	3.6%	2.0%	3.4%
PDP1-3	HC					
	%→					
	%↓					

Year		2018				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	HC					
	%→	16.7%	16.7%	66.7%		100%
	%↓	0.3%	1.2%	0.1%		0.1%
MRCB	HC			<5		<5
	%→			100%		100%
	%↓			0.1%		0.1%
MRCS	HC					
	%→					
	%↓					
PDP3	HC					30
	%→	14.3%		82.1%	3.6%	100%
	%↓	1.2%		0.6%	1.9%	0.7%
PDP2	HC					3440
	%→	8.4%	2.2%	87.9%	1.5%	100%
	%↓	90.3%	91.6%	85.4%	92.6%	86.0%
PDPEPB	HC					390
	%→	5.1%	1.0%	93.1%	0.8%	100%
	%↓	6.2%	4.8%	10.2%	5.6%	9.7%
PDP1	HC					135
	%→	4.5%	1.5%	94.0%		100%
	%↓	1.9%	2.4%	3.6%		3.3%
PDP1-3	HC					
	%→			100%		100%
	%↓			0.0%		0.0%

Table 6c-2 PDPR results for P&S staff – BAME status –International (split into 3 tables by year); Values=0 have been left blank for ease of reading

Year		2016				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	HC					
	%→					
	%↓					
PDP3	HC					
	%→					
	%↓					
PDP2	HC					305
	%→	52.0%	3.9%	4.2%	39.9%	100%
	%↓	97.5%	100%	92.9%	85.3%	92.2%
PDPEPB	HC					15
	%→	17.6%		5.9%	76.5%	100%
	%↓	1.8%		7.1%	9.1%	5.1%
PDP1	HC					10
	%→	11.1%			88.9%	100%
	%↓	0.6%			5.6%	2.7%

Year		2017				
		BAME	Unknown	White British/Irish	White Other	Total
MRC2	HC					
	%→		100%			100%
	%↓		7.1%			0.2%
PDP3	HC					
	%→					
	%↓					
PDP2	HC					380
	%→	52.1%	3.2%	2.4%	42.4%	100%
	%↓	97.1%	85.7%	75.0%	92.0%	93.8%

PDPEPB	HC					20
	%→	23.8%	4.8%	14.3%	57.1%	100%
	%↓	2.5%	7.1%	25.0%	6.9%	5.2%
PDP1	HC					
	%→	33.3%			66.7%	100%
	%↓	0.5%			1.1%	0.7%

Year		2018				
	Ethnicity	BAME	Unknown	White British/Irish	White Other	Total
MRC2	HC					
	%→		100%			100%
	%↓		7.7%			0.3%
PDP3	HC					
	%→					
	%↓					
PDP2	HC					360
	%→	54.0%	2.8%	2.2%	40.9%	100%
	%↓	93.7%	76.9%	88.9%	90.7%	91.8%
PDPEPB	HC					25
	%→	48.1%	7.4%		44.4%	100%
	%↓	6.3%	15.4%		7.4%	6.9%
PDP1	HC					
	%→			25.0%	75.0%	100%
	%↓			11.1%	1.9%	1.0%

Table 6c-3 PDPR results for P&S staff – ethnicity – UK/Ireland (split into 3 tables by year); Values=0 have been left blank for ease of reading

Year		2016								
	Ethnicity	Asian	Black	Chinese	Mixed	Not Known	Other	White	White Other (...)	Total
MRC2	#									
	%→									
	%↓									
MRCB	#									
	%→									
	%↓									
MRCS	#									
	%→									
	%↓									
PDP3	#									20
	%→	15.0%						85.0%		100%
	%↓	2.5%						0.5%		0.5%
PDP2	#									3290
	%→	3.3%	2.1%	0.8%	1.3%	2.4%	0.3%	88.5%	1.3%	100%
	%↓	89.3%	90.7%	89.7%	89.8%	92.0%	91.7%	84.9%	87.5%	85.5%
PDPEPB	#									415
	%→	1.4%	1.7%	0.7%	1.0%	0.7%	0.2%	93.3%	1.0%	100%
	%↓	4.9%	9.3%	10.3%	8.2%	3.4%	8.3%	11.3%	8.3%	10.8%
PDP1	#									120
	%→	3.3%			0.8%	3.3%		91.0%	1.6%	100%
	%↓	3.3%			2.0%	4.6%		3.2%	4.2%	3.2%
PDP1-3	#									
	%→							100%		100%
	%↓							0.0%		0.0%

Year		2017								
	Ethnicity	Asian	Black	Chinese	Mixed	Not Known	Other	White	White Other (...)	Total
MRC2	#	■	■	■	■	■	■	■		15
	%→	7.7%		7.7%		7.7%		76.9%		100%
	%↓	0.7%		3.1%		1.2%		0.3%		0.3%
MRCB	#									
	%→									
	%↓									
MRCS	#							■	■	■
	%→							100%		100%
	%↓							0.0%		0.0%
PDP3	#	■	■	■	■	■	■	■	■	20
	%→	20.0%				5.0%		75.0%		100%
	%↓	3.0%				1.2%		0.4%		0.5%
PDP2	#	■	■	■	■	■	■	■	■	3440
	%→	3.4%	2.3%	0.8%	1.4%	2.3%	0.3%	88.1%	1.3%	100%
	%↓	85.9%	92.0%	87.5%	92.2%	91.9%	92.3%	85.4%	92.0%	85.9%
PDPEPB	#	■	■	■	■	■	■	■	■	395
	%→	3.0%	1.5%	0.5%	0.8%	1.0%		92.4%	0.8%	100%
	%↓	8.9%	6.9%	6.3%	5.9%	4.7%		10.3%	6.0%	9.8%
PDP1	#	■	■	■	■	■	■	■	■	135
	%→	1.5%	0.7%	0.7%	0.7%	0.7%	0.7%	94.2%	0.7%	100%
	%↓	1.5%	1.1%	3.1%	2.0%	1.2%	7.7%	3.6%	2.0%	3.4%
PDP1-3	#									
	%→									
	%↓									

Year		2018								
	Ethnicity	Asian	Black	Chinese	Mixed	Not Known	Other	White	White Other (...)	Total
MRC2	#									
	%→	16.7%				16.7%		66.7%		100%
	%↓	0.7%				1.2%		0.1%		0.1%
MRCB	#									
	%→							100%		100%
	%↓							0.1%		0.1%
MRCS	#									
	%→									
	%↓									
PDP3	#									
	%→	7.1%	3.6%				3.6%	82.1%	3.6%	100%
	%↓	1.5%	1.3%				7.7%	0.6%	1.8%	0.7%
PDP2	#									3440
	%→	3.5%	2.0%	0.9%	1.7%	2.2%	0.3%	87.9%	1.5%	100%
	%↓	87.5%	92.1%	96.9%	90.5%	91.6%	92.3%	85.4%	92.7%	86.0%
PDPEPB	#									390
	%→	2.8%	1.3%	0.3%	0.8%	1.0%		93.1%	0.8%	100%
	%↓	8.1%	6.6%	3.1%	4.8%	4.8%		10.2%	5.5%	9.7%
PDP1	#									135
	%→	2.2%			2.2%	1.5%		94.0%		100%
	%↓	2.2%			4.8%	2.4%		3.6%		3.3%
PDP1-3	#									
	%→							100%		100%
	%↓							0.0%		0.0%

Table 6c-4 PDPR results for P&S staff – ethnicity – International (split into 3 tables by year); Values=0 have been left blank for ease of reading

Year		2016								
	Ethnicity	Asian	Black	Chinese	Mixed	Not Known	Other	White	White Other (...)	Total
MRC2	#									
	%→									
	%↓									
PDP3	#									
	%→									
	%↓									
PDP2	#									305
	%→	12.1%	24.5%	7.5%	3.6%	3.9%	4.2%	4.2%	39.9%	100%
	%↓	100%	97.4%	100%	91.7%	100%	92.9%	92.9%	85.3%	92.2%
PDPEPB	#									15
	%→		11.8%		5.9%			5.9%	76.5%	100%
	%↓		2.6%		8.3%			7.1%	9.1%	5.1%
PDP1	#									10
	%→						11.1%		88.9%	100%
	%↓						7.1%		5.6%	2.7%

Year		2017								
	Ethnicity	Asian	Black	Chinese	Mixed	Not Known	Other	White	White Other (...)	Total
MRC2	#									
	%→					100%				100%
	%↓					7.1%				0.2%
PDP3	#									
	%→									
	%↓									
PDP2	#									380
	%→	14.5%	23.9%	5.5%	3.7%	3.2%	4.5%	2.4%	42.4%	100%
	%↓	98.2%	98.9%	87.5%	100%	85.7%	94.4%	75.0%	92.0%	93.8%
PDPEPB	#									20
	%→	4.8%	4.8%	9.5%		4.8%	4.8%	14.3%	57.1%	100%
	%↓	1.8%	1.1%	8.3%		7.1%	5.6%	25.0%	6.9%	5.2%
PDP1	#									
	%→			33.3%					66.7%	100%
	%↓			4.2%					1.1%	0.7%

Year		2018								
	Ethnicity	Asian	Black	Chinese	Mixed	Not Known	Other	White	White Other (...)	Total
MRC2	#									
	%→					100%				100%
	%↓					7.7%				0.3%
PDP3	#									
	%→									
	%↓									
PDP2	#									
	%→	13.6%	25.6%	5.6%	4.2%	2.8%	5.0%	2.2%	40.9%	100%
	%↓	90.7%	96.8%	83.3%	100%	76.9%	94.7%	88.9%	90.7%	91.8%
PDPEPB	#									
	%→	18.5%	11.1%	14.8%		7.4%	3.7%		44.4%	100%
	%↓	9.3%	3.2%	16.7%		15.4%	5.3%		7.4%	6.9%
PDP1	#									
	%→							25.0%	75.0%	100%
	%↓							11.1%	1.9%	1.0%

Table 6c-5 P&S PDPR training course attendance by BAME

		2016			2017			2018		
		Appraisee	Appraiser	Total	Appraisee	Appraiser	Total	Appraisee	Appraiser	Total
Non-UK	BAME	40.0%	75.0%	55.6%	44.4%	33.3%	41.7%	28.6%	100%	44.4%
	Unknown /External	20.0%	0.0%	11.1%	5.6%	16.7%	8.3%	14.3%	0.0%	11.1%
	White Other	40.0%	25.0%	33.3%	50.0%	50.0%	50.0%	57.1%	0.0%	44.4%
							12			
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
				10			25			10
UK/IRE	BAME	10.7%	3.0%	6.6%	7.9%	3.4%	5.6%	6.3%	2.9%	4.3%
				10			15			10
	Unknown /External	3.6%	2.0%	2.7%	1.4%	1.4%	1.4%	1.3%	1.0%	1.1%
	White British/Irish	84.5%	93.9%	89.6%	89.3%	92.5%	90.9%	91.3%	94.2%	92.9%
				165			260			170
	White Other	1.2%	1.0%	1.1%	1.4%	2.7%	2.1%	1.3%	1.9%	1.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
				185			285			185
Grand Total		100%	100%	100%	100%	100%	100%	100%	100%	100%
		90	105	190	160	155	310	85	105	195

Table 6c-6 P&S PDPR Training course attendance by Ethnicity

		2016			2017			2018		
		Appraisee	Appraiser	Total	Appraisee	Appraiser	Total	Appraisee	Appraiser	Total
Non-UK	Asian	20.0%	0.0%	11.1%	16.7%	0.0%	12.5%	14.3%	0.0%	11.1%
	Black	20.0%	50.0%	33.3%	11.1%	0.0%	8.3%	14.3%	0.0%	11.1%
	Chinese	0.0%	25.0%	11.1%	5.6%	16.7%	8.3%	0.0%	50.0%	11.1%
	Mixed	0.0%	0.0%	0.0%	0.0%	16.7%	4.2%	0.0%	0.0%	0.0%
	Not Known	20.0%	0.0%	11.1%	5.6%	16.7%	8.3%	14.3%	0.0%	11.1%
	Other	0.0%	0.0%	0.0%	11.1%	0.0%	8.3%	0.0%	50.0%	11.1%
	White Other (Inc Gypsy or Traveller)	40.0%	25.0%	33.3%	50.0%	50.0%	50.0%	57.1%	0.0%	44.4%
							10			
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
				10			25			10
UK/IRE	Asian	4.8%	1.0%	2.7%	4.3%	2.0%	3.1%	2.5%	2.9%	2.7%
							10			
	Black	3.6%	1.0%	2.2%	1.4%	0.0%	0.7%	2.5%	0.0%	1.1%
	Chinese	0.0%	0.0%	0.0%	1.4%	0.7%	1.0%	0.0%	0.0%	0.0%
	Mixed	1.2%	1.0%	1.1%	0.7%	0.7%	0.7%	1.3%	0.0%	0.5%
	Not Known	3.6%	2.0%	2.7%	1.4%	1.4%	1.4%	1.3%	1.0%	1.1%
	Other	1.2%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	White	84.5%	93.9%	89.6%	89.3%	92.5%	90.9%	91.3%	94.2%	92.9%
				165			260			170
	White Other (Inc Gypsy or Traveller)	1.2%	1.0%	1.1%	1.4%	2.7%	2.1%	1.3%	1.9%	1.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	85	100	185	140	145	285	80	105	185	
Grand Total		100%	100%	100%	100%	100%	100%	100%	100%	100%
		90	105	190	160	155	310	85	105	195

The appraisal process referenced in 5c is used for P&S staff, although was not historically available to O&F staff, of which a large proportion are BAME. Instead, O&F staff were offered a Coffee and Chat, focusing on performance and development but not linked to pay. The new ADC replaces the PDPRs and is used by all job families, including O&F.

Within both our UK/Ireland and international population, BAME staff are less likely to receive favourable outcomes (PDPEBE and PDP1). They are more likely to have poor performance recognised (PDP3) than their White British/Irish colleagues. In 2019 the PDPR process was replaced with two separate processes, the ADC and the NRS.

**AP: 1.6**

Objective 1.6: To embed inclusion into HR, management and reward structures and processes.

Highlight Actions:

A 1.6.3 Review and revise appraiser/appraisee training to identify and implement opportunities for addressing any bias which might negatively impact BAME staff outcome and to formalise recognition and reward for BAME and other staff who contribute to race equality and other EDI leadership.

A 1.6.7 Develop methods to estimate and monitor the impact of the ADC and NRS on P&S staff by ethnicity.

6d Professional and support staff promotions

This section provides an opportunity for you to reflect and comment on the processes for professional and support staff to progress. This might be through applying for internal vacancies or having their roles regraded. However the process operates, is the outcome impacted by ethnicity? For example, if managers nominate people for role regrading, how would you assess whether minority ethnic staff have had an equal opportunity to be put forward? What does the qualitative data suggest, are there comments in your staff survey or from the focus groups that shed light on this issue. If your analysis suggests that there is room for concern, you would need to develop actions to address this.

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff promoted. Please consider:

= provide details of any training or mentoring offered around promotion and progression

= comment on staff perceptions of the promotions process, including whether it is transparent and fair

Where possible, please provide this information for each central department (and where relevant each academic faculty).

6d Key Issues

- Perceived lack of support for BAME staff to pursue regrading (AP 4.12)

Table 6d-1 Regrading applications for both APM and TS staff - BAME status

Equality Characteristic		2016	2017	2018
BAME	%↓	13.2%	7.7%	8.2%
	Applications	■	■	■
Unknown	%↓	2.6%	6.2%	3.3%
	Applications	■	■	■
White British/Irish	%↓	76.3%	76.9%	83.6%
	Applications	■	■	■
White Other	%↓	7.9%	9.2%	4.9%
	Applications	■	■	■
Grand Total	%↓	100%	100%	100%
	Applications	40	65	60

Table 6d-2 Successful regrading applications for both APM and TS staff - BAME status

Equality Characteristic		2016	2017	2018
BAME	%↓	11.4%	6.8%	7.8%
	Applications	■	■	■
Unknown	%↓	2.9%	6.8%	3.9%
	Applications	■	■	■
White British/Irish	%↓	77.1%	78.0%	82.4%
	Applications	■	■	■

White Other	%↓	8.6%	8.5%	5.9%
	Applications	■	■	■
Grand Total	%↓	100%	100%	100%
	Applications	35	60	50

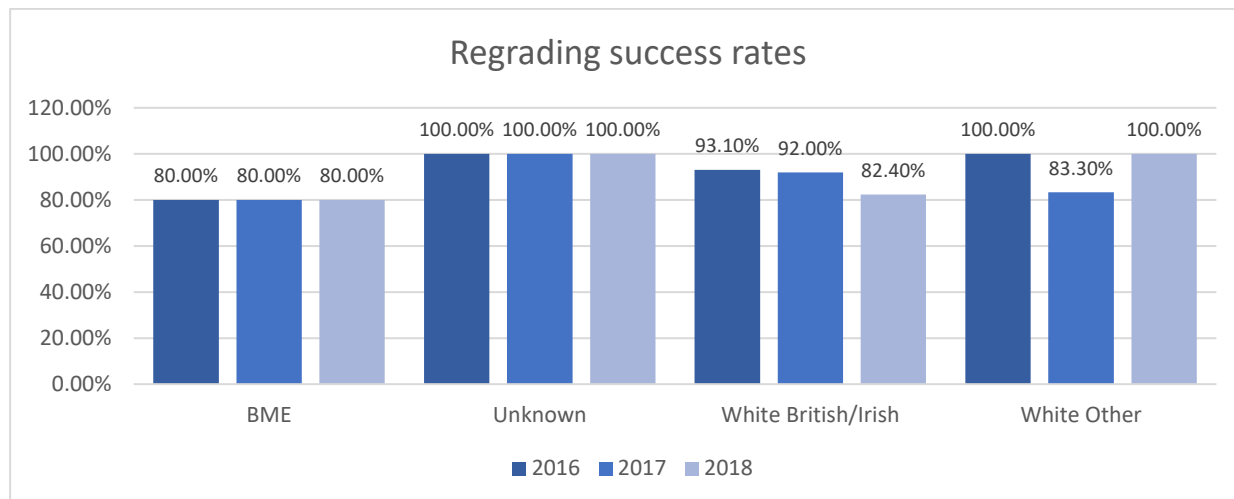


Figure 6d-1 Regrading success rates for both APM and TS staff - BAME status

Table 6d-3 Regrading applications for APM staff - BAME status

Equality Characteristic		2016	2017	2018
BAME	%↓	11.8%	5.3%	8.6%
	Applications	■	■	■
Unknown	%↓	0.0%	7.9%	0.0%
	Applications	■	■	■
White British/Irish	%↓	82.4%	76.3%	88.6%
	Applications	■	■	■
White Other	%↓	5.9%	10.5%	2.9%
	Applications	■	■	■
Grand Total	%↓	100%	100%	100%
	Applications	15	40	35

Table 6d-4 Successful regrading applications for APM staff - BAME status

Equality Characteristic		2016	2017	2018
BAME	%↓	13.3%	3.1%	8.0%
	Applications	■	■	■
Unknown	%↓	0.0%	9.4%	0.0%
	Applications	■	■	■
		80.0%	78.1%	88.0%

White British/Irish	Applications			
White Other	%↓	6.7%	9.4%	4.0%
	Applications			
Grand Total	%↓	100%	100%	100%
	Applications	15	30	25

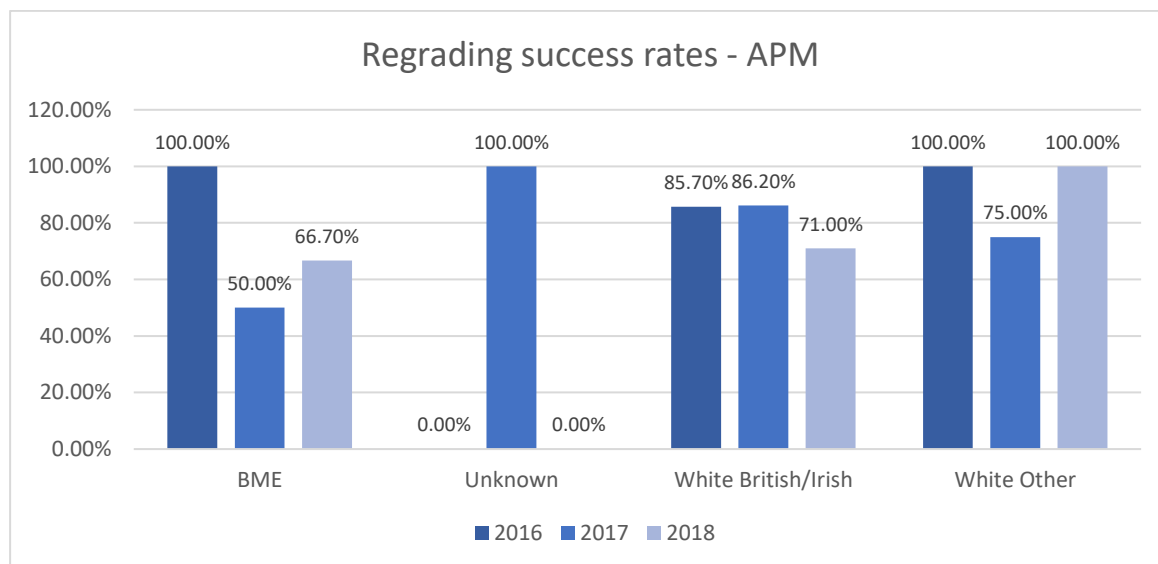


Figure 6d-2 Regrading success rates for APM staff - BAME status

Table 6d-5 Regrading applications for TS staff - BAME status

Equality Characteristic		2016	2017	2018
BAME	%↓	14.3%	11.1%	7.7%
	Applications			
Unknown	%↓	4.8%	3.7%	7.7%
	Applications			
White British/Irish	%↓	71.4%	77.8%	76.9%
	Applications			
White Other	%↓	9.5%	7.4%	7.7%
	Applications			
Grand Total	%↓	100%	100%	100%
	Applications	20	25	25

Table 6d-6 Successful regrading applications TS staff - BAME status

Equality Characteristic		2016	2017	2018
BAME	%↓	10.0%	11.1%	7.7%
	Applications			
Unknown	%↓	5.0%	3.7%	7.7%
	Applications			
	%↓	75.0%	77.8%	76.9%

White British/Irish	Applications			
White Other	%↓	10.0%	7.4%	7.7%
	Applications			
Grand Total	%↓	100%	100%	100%
	Applications	20	25	25

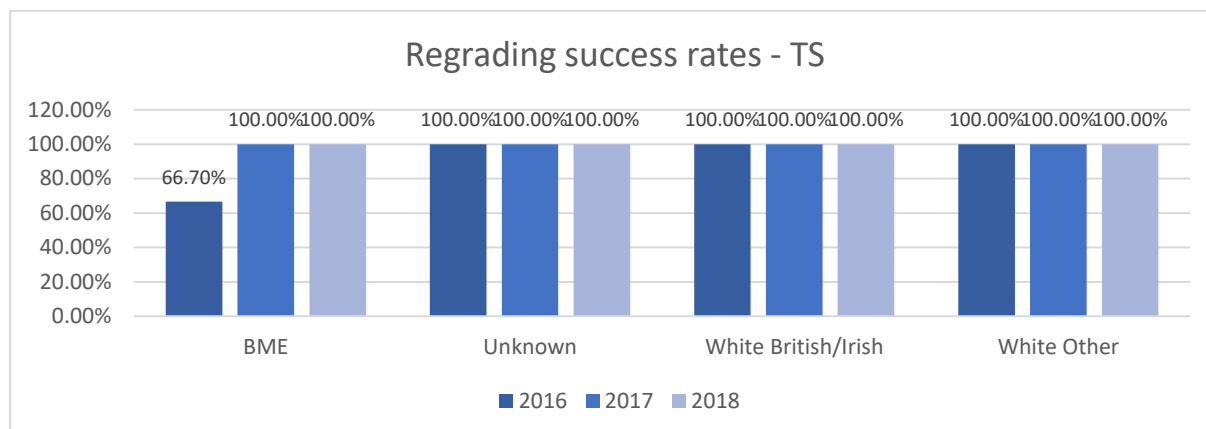


Figure 6d-3 Regrating success rates for TS staff - BAME status

There is no mechanism for individual promotion of P&S staff. Career progression is achieved through application to a new role or regrating of current role. We have limited recruitment data for internal candidates and are currently unable to analyse the number of staff who progress to higher grades.

Regrading is rare, and applications are only made where requirements of the post have significantly and permanently changed to a different level. In 2018, 61 applications were received. 1.9% of the total APM/TS population.

In 2018, the proportion of BAME staff applying for re-grading was similar to the BAME APM/TS population (8.2% cf. 8.9%). However, overall numbers are low.

For APM/TS staff combined 2014-2019, BAME staff made 7.7% of the overall applications, and accounted for 7.4% of successful re-grades, suggesting no overall quantitative difference in outcome.

The REC Staff Survey indicates that proportionally more BAME than White staff have been encouraged to apply for regrating and/or for higher grade jobs. Fewer agree that their development and progression in general is supported.

BAME Staff perceived barriers to applying for roles to be regrated, and there were examples where line managers had not positively supported BAME staff ambitions:

"I feel that I am stuck in a situation where I have applied for higher grade jobs but not been selected for interview, whilst regrating my current job would cause financial issues. Hence, I am left with no choice, but to actively look for opportunities outside the organisation."

"It has taken my own initiative to ask for and pursue a re-grade. Why should I have to do this? Are these not failings in Management? Even blowing my own trumpet was not received well. What else could one do? I did get my re-grade ultimately but sadly, it has adversely impacted on my relationship with my Management."

Our proposed actions (AP4.10, 4.12) aim to address line manager support and to review our HR policies and practices to identify and remove barriers to BAME PS staff progression.

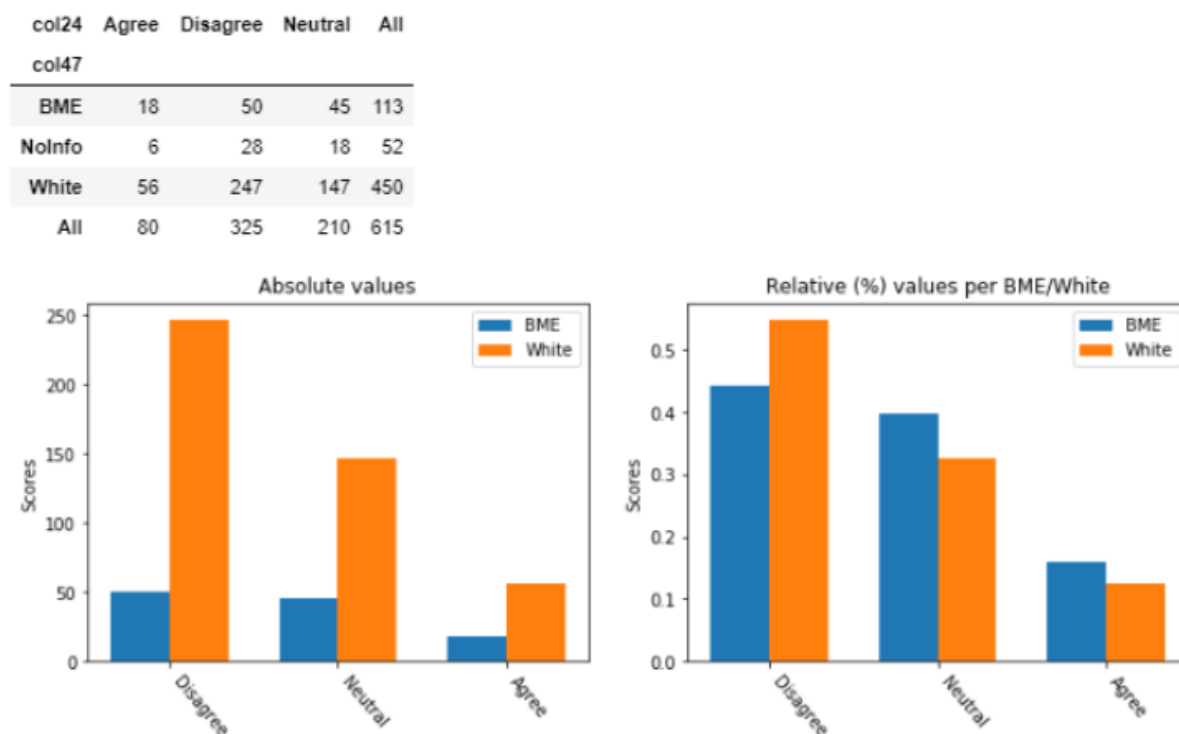


Figure 6d-4 REC staff survey results – ‘I have been encouraged to have my role re-graded’

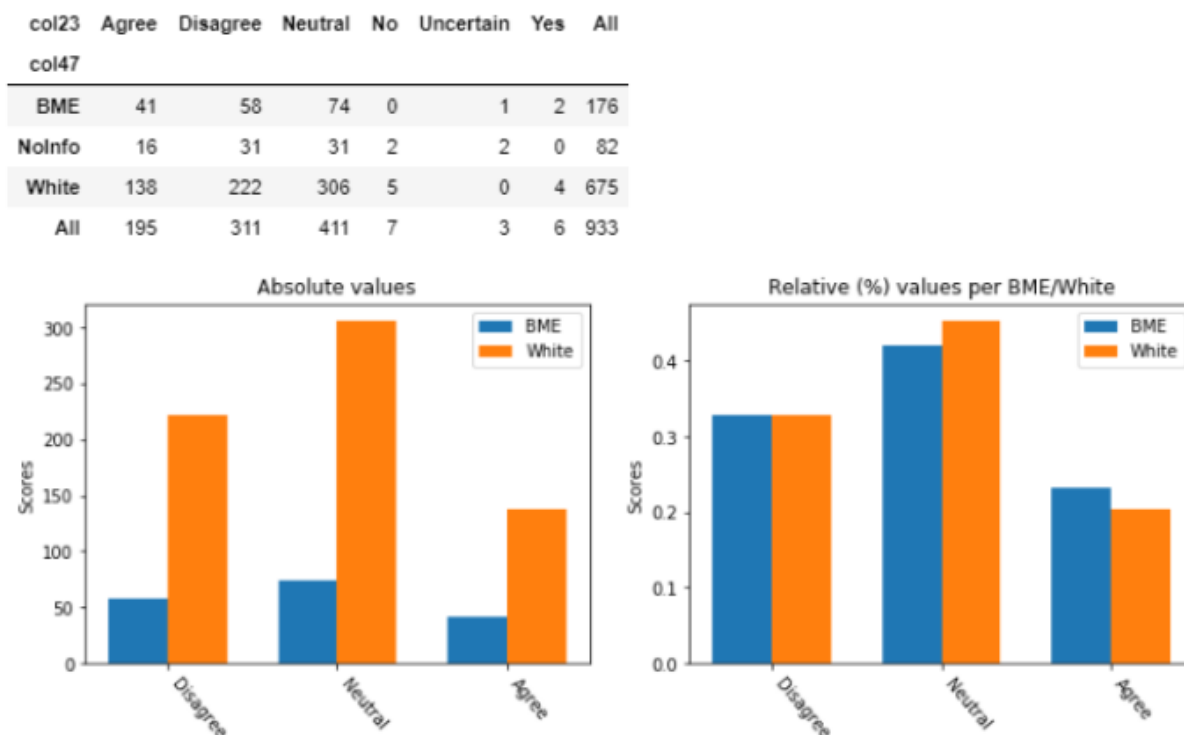


Figure 6d-5. REC staff survey results – ‘I have been encouraged to apply for jobs at a higher grade’

col20	Agree	Disagree	Neutral	All
col47				
BME	92	49	87	228
NoInfo	53	16	31	100
White	413	129	293	835
All	558	194	411	1163

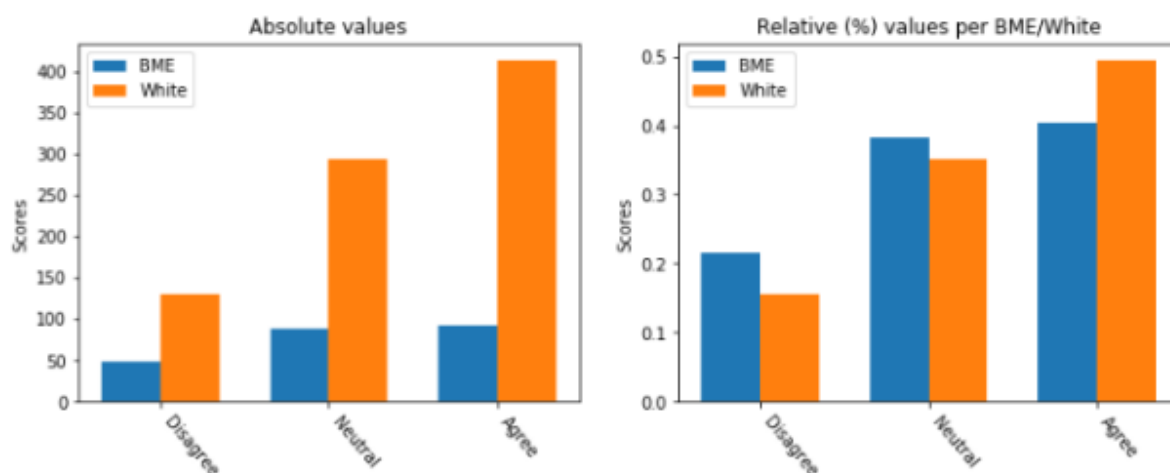


Figure 6d-6 REC staff survey results – ‘There are opportunities for me to develop within my role’

col21	Agree	Disagree	Neutral	All
col47				
BME	102	39	76	217
NoInfo	53	12	28	93
White	429	108	260	797
All	584	159	364	1107

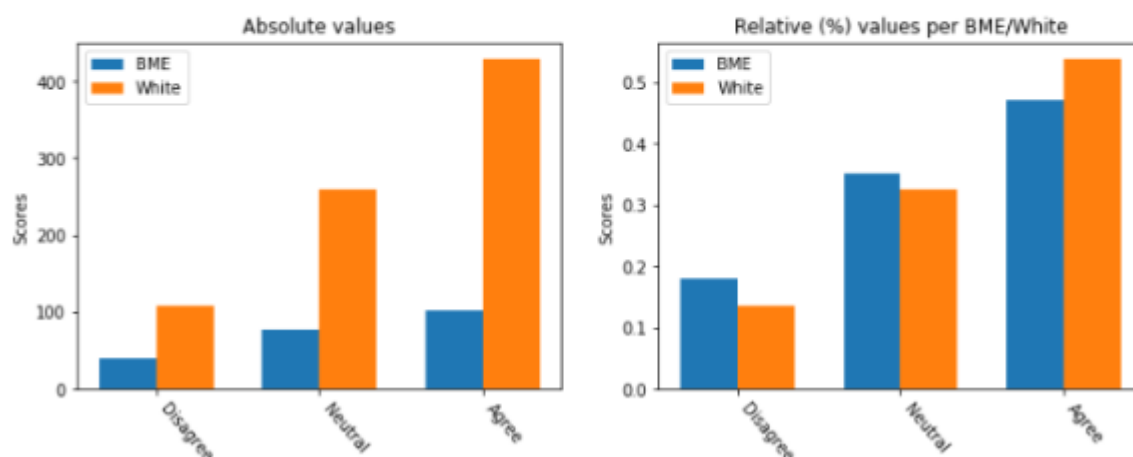


Figure 6d-7 REC staff survey results – ‘My line manager makes time to discuss my personal development and progression.’

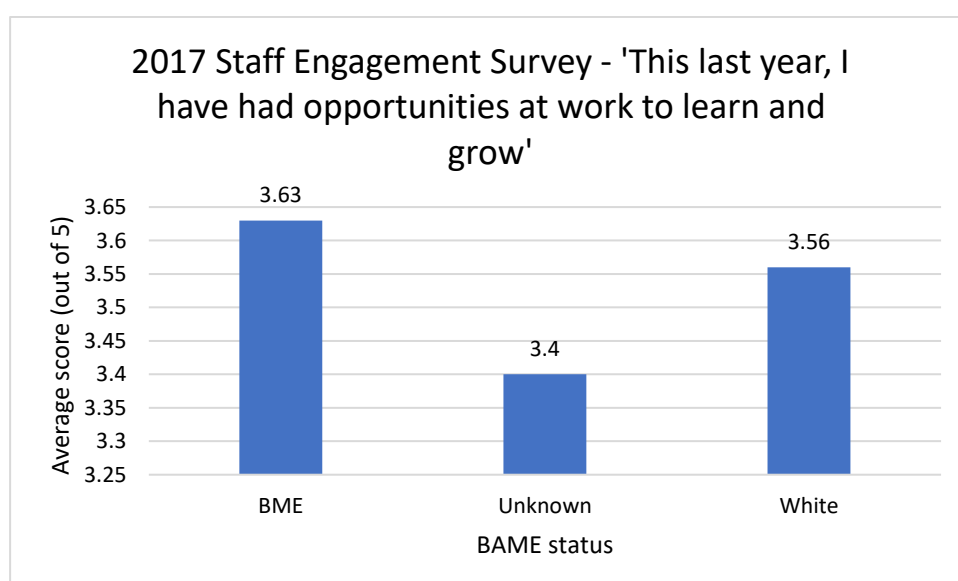
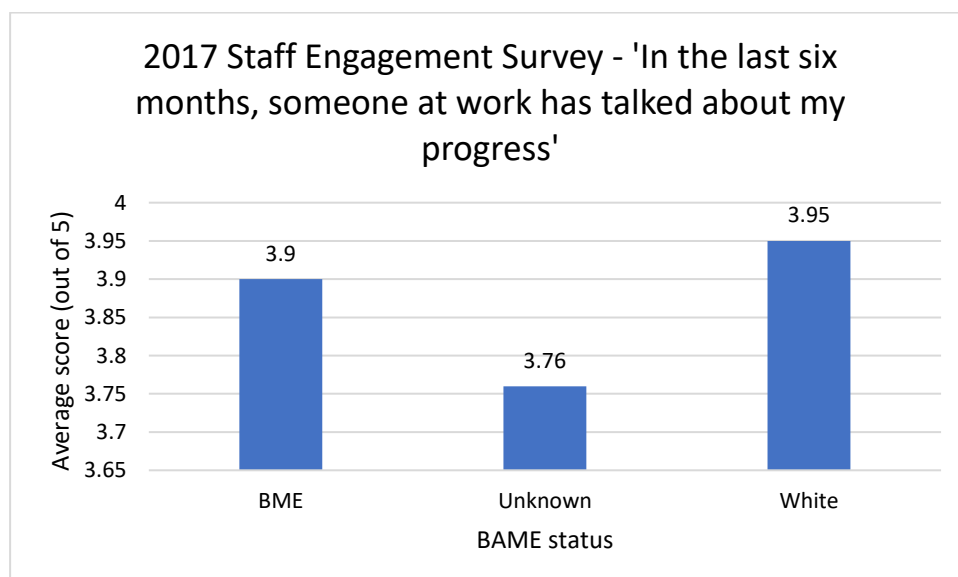
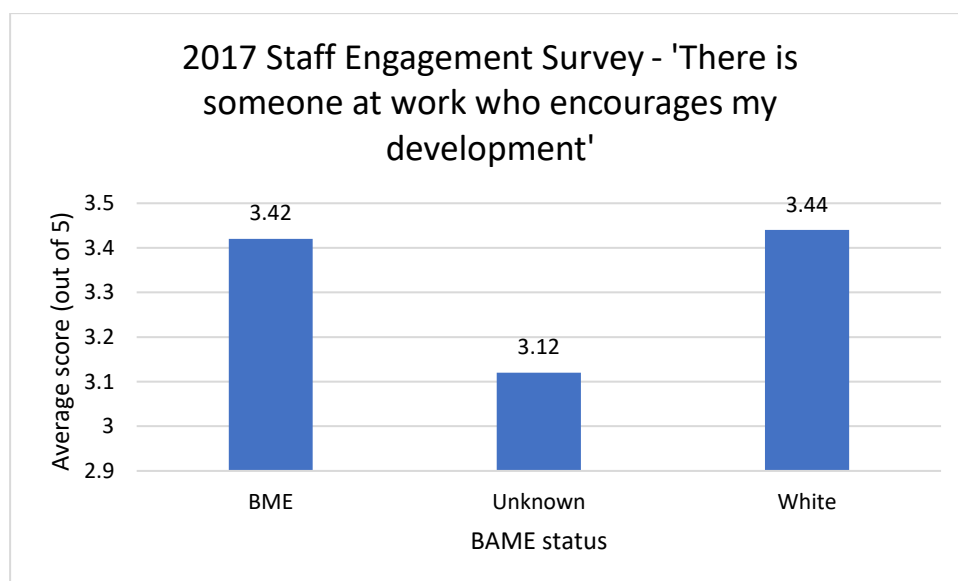


Figure 6d-8 2017 Staff Engagement Survey results – 'Staff development and Progression'

**AP: 4.8, 4.12**

Objective 4.8: Increase BAME representation in senior roles at UoN level 6 and 7.

Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression.

Highlight Actions:

A 4.8.5 Require individual faculties to run regrading and promotion workshops and provide mentorship and coaching for BAME staff who are preparing for regrading or promotion and feedback for those who are unsuccessful.

A 4.12.3 LMA to provide support for managers to help identify and support staff being put forward for regrading.

7 Student pipeline

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

7a Admissions

Please provide details of undergraduate application success rates by average predicted/actual tariff point by specific ethnic group and disaggregating between UK and international students.

This data should highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university. This data is made available by UCAS at the end of each admissions round, and the head of admissions at your institution should know how to gain access.

At Bronze level, we anticipate institutions to be starting their work in this area. Your analysis may be at the early stages, with gaps being identified but without clear understanding of their cause, or how to reduce them. Your resultant actions might therefore be focused on gaining further information to understand the full impact of ethnicity on student admissions.

7a Key Issues

- Overall lower likelihood of receiving an offer for students from BAME background (AP4.2)
- Different patterns in applications in different Faculties and Schools (AP 4.2)

Figure 7a-1 Faculty of Arts Applicant, Offer and Acceptance BAME status (UK only)

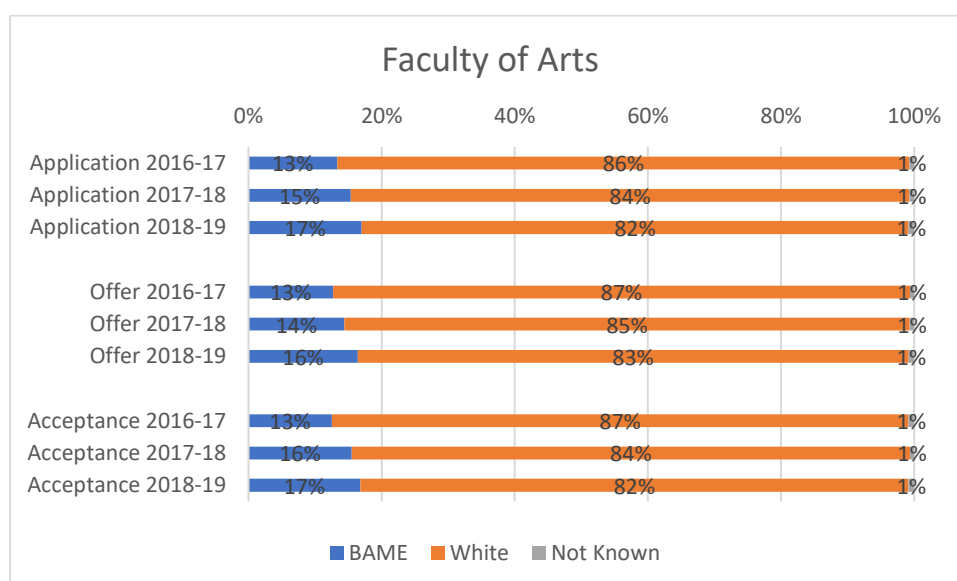


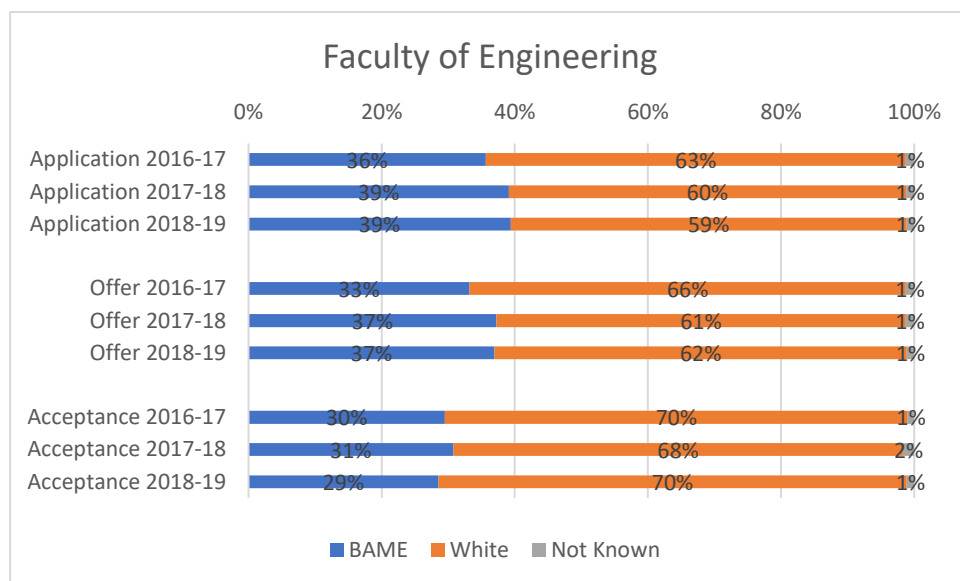
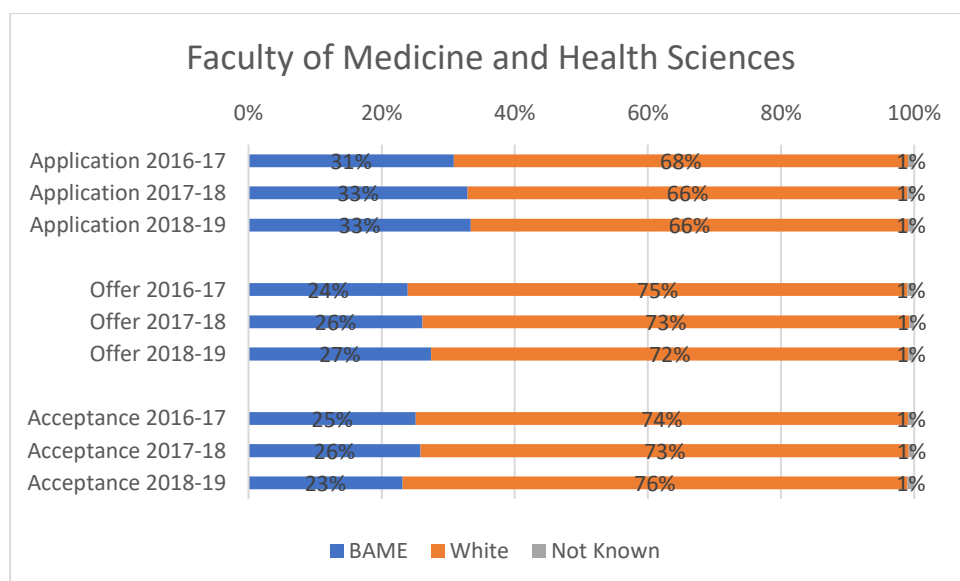
Figure 7a-2 Faculty of Engineering Applicant, Offer and Acceptance BAME status (UK only)**Figure 7a-3 Faculty of MHS Applicant, Offer and Acceptance BAME status (UK only)**

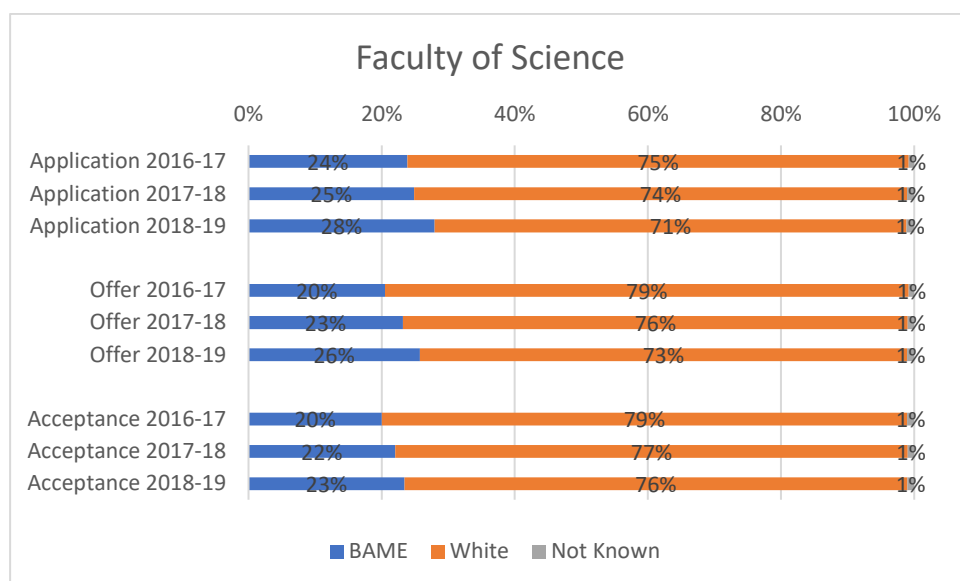
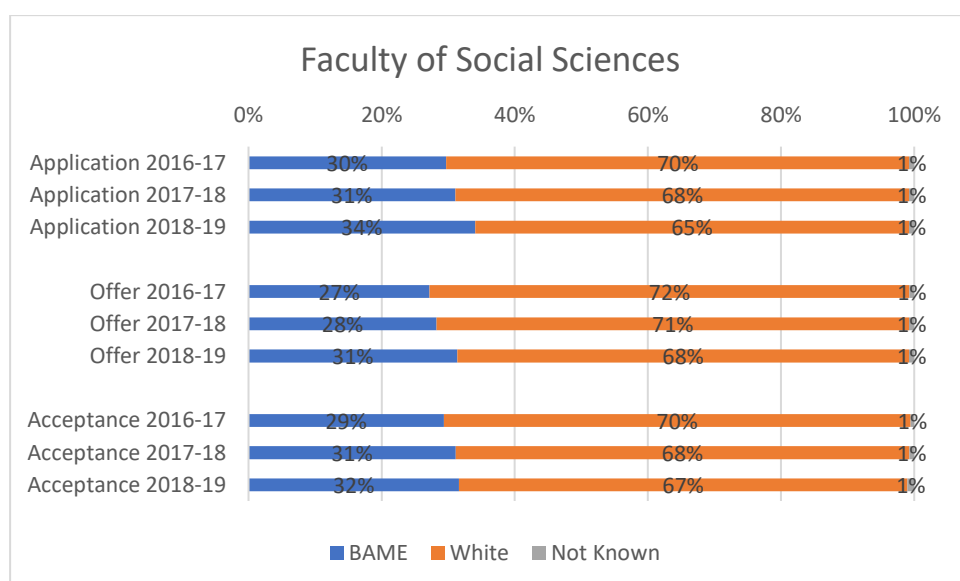
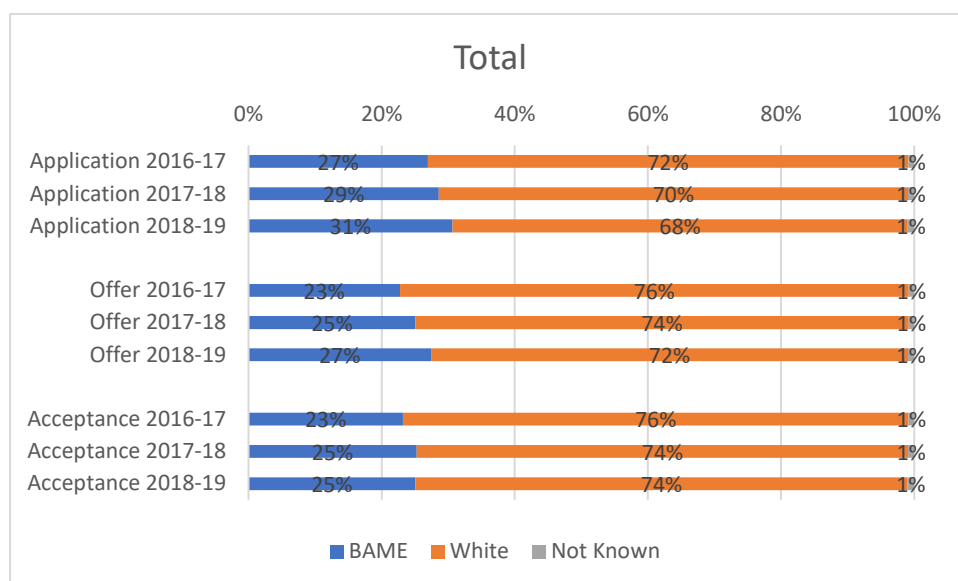
Figure 7a-4 Faculty of Science Applicant, Offer and Acceptance BAME status (UK only)**Figure 7a-5 Faculty of Social Science Applicant, Offer and Acceptance BAME status (UK only)**

Figure 7a-6 Total Applicant, Offer and Acceptance BAME status (UK only)**Table 7a-1 Offers made by ethnicity (UK Only)**

		Asian		Black		Mixed		Other		White		Not known		Grand Total	
2016-2017	Arts	■	4.4%	■	2.8%	■	4.5%	■	0.9%	■	86.7%	■	0.6%	6260	100%
	Engineering	■	18.4%	■	7.7%	■	4.9%	■	2.3%	■	65.5%	■	1.3%	3660	100%
	Medicine and Health Sciences	■	10.8%	■	6.8%	■	5.1%	■	1.2%	■	75.0%	■	1.0%	4410	100%
	Science	■	11.4%	■	4.1%	■	4.2%	■	0.8%	■	78.7%	■	0.8%	6840	100%
	Social Sciences	■	14.2%	■	6.5%	■	5.2%	■	1.3%	■	72.1%	■	0.7%	7845	100%
	Total	3325	11.5%	1545	5.3%	1385	4.8%	345	1.2%	22170	76.4%	245	0.8%	29015	100%
2017-2018	Arts	■	5.1%	■	3.0%	■	5.6%	■	0.8%	■	84.9%	■	0.7%	5750	100%
	Engineering	■	20.1%	■	9.0%	■	5.7%	■	2.5%	■	61.5%	■	1.3%	3775	100%
	Medicine and Health Sciences	■	12.7%	■	7.6%	■	4.8%	■	1.0%	■	73.1%	■	0.7%	3920	100%
	Science	■	12.5%	■	4.2%	■	5.0%	■	1.4%	■	75.9%	■	1.0%	7130	100%
	Social Sciences	■	15.0%	■	6.4%	■	5.5%	■	1.4%	■	71.0%	■	0.8%	7975	100%
	Total	3640	12.7%	1620	5.7%	1520	5.3%	385	1.4%	21140	74.0%	245	0.9%	28550	100%
2018-2019	Arts	■	5.6%	■	3.7%	■	6.1%	■	1.0%	■	82.7%	■	0.9%	5995	100%
	Engineering	■	20.5%	■	8.4%	■	5.4%	■	2.6%	■	61.9%	■	1.1%	4140	100%
	Medicine and Health Sciences	■	13.8%	■	7.7%	■	4.7%	■	1.2%	■	71.7%	■	0.9%	4350	100%
	Science	■	14.4%	■	5.2%	■	4.5%	■	1.6%	■	73.2%	■	1.1%	7410	100%
	Social Sciences	■	16.4%	■	7.6%	■	5.8%	■	1.5%	■	67.8%	■	0.8%	9790	100%
	Total	4460	14.1%	2040	6.4%	1700	5.4%	490	1.5%	22710	71.7%	295	0.9%	31690	100%
Total		11425	12.8%	5205	5.8%	4605	5.2%	1220	1.4%	66020	74.0%	785	0.9%	89255	100%

Across three years, BAME applicants have been consistently less likely to receive an offer than White applicants. Twice as many offers were made to Asian applicants compared with Black applicants.

Arts makes the highest proportion of offers to White students, although this is gradually reducing (86.7% in 2016/17; 82.7% in 2018/19). Engineering consistently makes a much higher proportion of offers to Asian applicants (20.5% in 2018/19) compared with other Faculties, and a marginally higher proportion of offers to Black applicants. White students account for just 61.9% of Engineering offers.

In 2016/17 and 2017/18, BAME applicants were less likely to receive an offer, but were more likely to accept than White applicants. This trend is marginally reversed in 2018/19.

Table 7a-1 and Table 7a-2 shows low disparity in application success rate between BAME/White groups.

Table 7a-2 Acceptances by ethnicity (UK Only)

		Asian		Black		Mixed		Other		White		Not known		Grand Total	
2016-2017	Arts	■	4.5%	■	4.0%	■	4.9%	■	0.6%	■	85.1%	■	1.0%	1225	100%
	Engineering	■	15.8%	■	7.6%	■	5.3%	■	1.2%	■	69.2%	■	0.9%	645	100%
	Medicine and Health Sciences	■	11.1%	■	9.2%	■	4.3%	■	0.9%	■	73.3%	■	1.2%	1505	100%
	Science	■	12.3%	■	4.9%	■	5.3%	■	0.8%	■	75.6%	■	1.0%	1440	100%
	Social Sciences	■	14.9%	■	9.1%	■	5.7%	■	1.1%	■	68.7%	■	0.5%	1665	100%
	Total	750	11.6%	460	7.1%	330	5.1%	60	0.9%	4825	74.4%	60	0.9%	6485	100%
2017-2018	Arts	■	7.0%	■	5.0%	■	6.8%	■	0.4%	■	80.0%	■	0.8%	1280	100%
	Engineering	■	16.9%	■	7.9%	■	4.9%	■	2.3%	■	66.4%	■	1.6%	750	100%
	Medicine and Health Sciences	■	11.7%	■	10.7%	■	4.7%	■	1.0%	■	71.0%	■	0.8%	1465	100%
	Science	■	13.1%	■	5.6%	■	5.0%	■	1.7%	■	73.3%	■	1.2%	1355	100%
	Social Sciences	■	16.3%	■	8.3%	■	6.5%	■	1.6%	■	66.6%	■	0.7%	1680	100%
	Total	840	12.9%	495	7.6%	370	5.7%	85	1.3%	4675	71.6%	65	1.0%	6530	100%
2018-2019	Arts	■	6.9%	■	6.0%	■	6.3%	■	1.3%	■	78.9%	■	0.7%	1315	100%
	Engineering	■	15.8%	■	6.9%	■	5.3%	■	1.9%	■	69.0%	■	1.1%	855	100%
	Medicine and Health Sciences	■	11.4%	■	7.4%	■	4.2%	■	1.1%	■	75.0%	■	0.8%	1310	100%
	Science	■	14.2%	■	6.5%	■	5.0%	■	1.6%	■	71.7%	■	1.1%	1570	100%
	Social Sciences	■	15.9%	■	8.2%	■	6.7%	■	1.2%	■	66.8%	■	1.1%	1710	100%
	Total	870	12.9%	480	7.1%	375	5.5%	95	1.4%	4875	72.2%	65	1.0%	6755	100%
	Grand Total	2460	12.4%	1435	7.2%	1075	5.4%	240	1.2%	14375	72.7%	185	0.9%	19770	100%

Table 7a-3. Acceptance rates – Applications to acceptances

		2016/17			2017/18			2018/19		
		App	Accept	Rate	App	Accept	Rate	App	Accept	Rate
Asian	Arts	■	■	14.2%	■	■	16.0%	■	■	14.5%
	Engineering	■	■	11.6%	■	■	12.7%	■	■	11.8%
	Medicine and Health Sciences	■	■	8.5%	■	■	8.6%	■	■	7.2%
	Science	■	■	11.5%	■	■	11.1%	■	■	12.0%
	Social Sciences	■	■	14.7%	■	■	14.9%	■	■	12.4%
	Total	5315	610	11.5%	5425	655	12.1%	6590	720	11.0%
Black	Arts	■	■	16.2%	■	■	16.0%	■	■	16.0%
	Engineering	■	■	10.7%	■	■	11.7%	■	■	10.5%
	Medicine and Health Sciences	■	■	7.7%	■	■	9.2%	■	■	6.4%
	Science	■	■	12.3%	■	■	13.3%	■	■	13.2%
	Social Sciences	■	■	17.0%	■	■	14.0%	■	■	11.7%
	Total	3515	395	11.2%	3180	375	11.8%	3675	375	10.2%
Mixed	Arts	■	■	16.1%	■	■	17.1%	■	■	16.9%
	Engineering	■	■	13.8%	■	■	12.9%	■	■	15.0%
	Medicine and Health Sciences	■	■	9.1%	■	■	13.4%	■	■	9.7%
	Science	■	■	18.1%	■	■	13.0%	■	■	15.8%
	Social Sciences	■	■	16.9%	■	■	17.8%	■	■	15.3%
	Total	2025	290	14.3%	2030	305	15.1%	2290	330	14.4%
Not known	Arts	■	■	19.1%	■	■	13.9%	■	■	16.0%
	Engineering	■	■	10.3%	■	■	22.2%	■	■	16.3%
	Medicine and Health Sciences	■	■	13.4%	■	■	9.7%	■	■	8.3%
	Science	■	■	18.8%	■	■	12.1%	■	■	13.6%
	Social Sciences	■	■	11.4%	■	■	15.0%	■	■	17.7%
	Total	380	55	14.3%	370	50	13.7%	420	60	13.9%
Other	Arts	■	■	9.9%	■	■	2.8%	■	■	17.4%
	Engineering	■	■	7.0%	■	■	13.4%	■	■	8.8%
	Medicine and Health Sciences	■	■	6.3%	■	■	6.3%	■	■	6.9%
	Science	■	■	7.7%	■	■	13.6%	■	■	11.8%
	Social Sciences	■	■	12.7%	■	■	15.9%	■	■	10.4%
	Total	605	50	8.4%	605	70	11.2%	735	75	10.2%
White	Arts	■	■	16.1%	■	■	15.5%	■	■	16.1%
	Engineering	■	■	15.1%	■	■	18.0%	■	■	19.1%
	Medicine and Health Sciences	■	■	10.8%	■	■	13.3%	■	■	12.1%
	Science	■	■	15.9%	■	■	14.2%	■	■	16.4%
	Social Sciences	■	■	16.0%	■	■	15.2%	■	■	14.0%
	Total	30705	4405	14.3%	27690	4110	14.8%	29640	4425	14.9%
Total		42540	5805	13.6%	39300	5565	14.2%	43350	5985	13.8%

		Asian		Black		Mixed		Other		White		Not known		Grand Total	
2016-2017	Arts	■	4.5%	■	4.0%	■	4.9%	■	0.6%	■	85.1%	■	1.0%	1225	100%
	Engineering	■	15.8%	■	7.6%	■	5.3%	■	1.2%	■	69.2%	■	0.9%	645	100%
	Medicine and Health Sciences	■	11.1%	■	9.2%	■	4.3%	■	0.9%	■	73.3%	■	1.2%	1505	100%
	Science	■	12.3%	■	4.9%	■	5.3%	■	0.8%	■	75.6%	■	1.0%	1440	100%
	Social Sciences	■	14.9%	■	9.1%	■	5.7%	■	1.1%	■	68.7%	■	0.5%	1665	100%
	Total	750	11.6%	460	7.1%	330	5.1%	60	0.9%	4825	74.4%	60	0.9%	6485	100%
2017-2018	Arts	■	7.0%	■	5.0%	■	6.8%	■	0.4%	■	80.0%	■	0.8%	1280	100%
	Engineering	■	16.9%	■	7.9%	■	4.9%	■	2.3%	■	66.4%	■	1.6%	750	100%
	Medicine and Health Sciences	■	11.7%	■	10.7%	■	4.7%	■	1.0%	■	71.0%	■	0.8%	1465	100%
	Science	■	13.1%	■	5.6%	■	5.0%	■	1.7%	■	73.3%	■	1.2%	1355	100%
	Social Sciences	■	16.3%	■	8.3%	■	6.5%	■	1.6%	■	66.6%	■	0.7%	1680	100%
	Total	840	12.9%	495	7.6%	370	5.7%	85	1.3%	4675	71.6%	65	1.0%	6530	100%
2018-2019	Arts	■	6.9%	■	6.0%	■	6.3%	■	1.3%	■	78.9%	■	0.7%	1315	100%
	Engineering	■	15.8%	■	6.9%	■	5.3%	■	1.9%	■	69.0%	■	1.1%	855	100%
	Medicine and Health Sciences	■	11.4%	■	7.4%	■	4.2%	■	1.1%	■	75.0%	■	0.8%	1310	100%
	Science	■	14.2%	■	6.5%	■	5.0%	■	1.6%	■	71.7%	■	1.1%	1570	100%
	Social Sciences	■	15.9%	■	8.2%	■	6.7%	■	1.2%	■	66.8%	■	1.1%	1710	100%
	Total	870	12.9%	480	7.1%	375	5.5%	95	1.4%	4875	72.2%	65	1.0%	6755	100%
	Grand Total	2460	12.4%	1435	7.2%	1075	5.4%	240	1.2%	14375	72.7%	185	0.9%	19770	100%

Table 7a-3 shows an overall disparity between *application to acceptance* rates for BAME and White students. In 2018/19, 14.9% of white students moved from application to acceptance, cf 10.2% of Black students and 11% of Asian students.

FMHS falls consistently below the UoN-wide conversion rates across all ethnic groups, whereas Arts performs consistently above. For example, 2018/19 conversion rates for Black students in FMHS are 6.4% (cf 10.2% institution-wide), whereas in Arts the conversion rate is 16%, despite making proportionally fewer offers to Black applicants (Table 7a-3).

Despite Black and Asian applicants receiving a high proportion of offers from Engineering, their conversion from offer to acceptance is lower than the UoN average for these groups, and their application to acceptance rate is only marginally higher.

Table 7a-4. Acceptance rates – Offers to Acceptances

University of Nottingham UK CHINA MALAYSIA		7a Acceptance rates - Offers to Acceptances(UK ONLY)									Strategy, Planning & Performance
Breakdown 1 Ethnic Group		Breakdown 2 Faculty									
		2016/17			2017/18			2018/19			
		Offers	Accept	% Acceptance rate	Offers	Accept	% Acceptance rate	Offers	Accept	% Acceptance rate	
Asian	Arts			15.7%			19.0%			16.1%	
	Engineering			14.3%			14.9%			14.4%	
	Medicine and He..			28.0%			25.8%			20.8%	
	Science			16.2%			13.9%			14.9%	
	Social Sciences			17.5%			18.9%			15.8%	
Total		3,327	595	17.9%	3,640	647	17.8%	4,459	714	16.0%	
Black	Arts			19.5%			18.7%			19.9%	
	Engineering			16.7%			15.7%			14.6%	
	Medicine and He..			35.9%			36.2%			24.3%	
	Science			19.0%			18.7%			18.2%	
	Social Sciences			25.9%			22.1%			16.7%	
Total		1,544	373	24.2%	1,619	362	22.4%	2,040	372	18.2%	
Mixed	Arts			17.9%			19.3%			18.3%	
	Engineering			17.3%			15.9%			18.3%	
	Medicine and He..			22.8%			30.9%			24.4%	
	Science			22.8%			14.7%			18.4%	
	Social Sciences			20.7%			21.3%			18.7%	
Total		1,386	284	20.5%	1,519	300	19.7%	1,700	326	19.2%	
Not known	Arts			22.9%			16.4%			18.1%	
	Engineering			13.0%			25.0%			19.8%	
	Medicine and He..			33.0%			35.8%			22.5%	
	Science			24.0%			16.1%			17.6%	
	Social Sciences			14.5%			18.5%			21.5%	
Total		245	52	21.2%	245	51	20.8%	294	58	19.7%	
Other	Arts			12.0%			3.4%			20.3%	
	Engineering			9.6%			17.0%			12.0%	
	Medicine and He..			24.6%			24.6%			22.8%	
	Science			13.5%			18.2%			14.9%	
	Social Sciences			16.4%			19.6%			13.6%	
Total		344	51	14.8%	387	67	17.3%	488	75	15.4%	
White	Arts			17.3%			16.9%			17.6%	
	Engineering			17.9%			20.5%			22.0%	
	Medicine and He..			28.4%			30.8%			28.3%	
	Science			18.6%			16.2%			18.5%	
	Social Sciences			18.2%			17.7%			16.2%	
Total		22,168	4,334	19.6%	21,142	4,063	19.2%	22,709	4,401	19.4%	
Grand Total		29,014	5,689	19.6%	28,552	5,490	19.2%	31,690	5,946	18.8%	

White applicants are more likely than all other known ethnic groups to accept an offer (19.4%), though only slightly above Black applicants (18.2%). 'Other' and Asian groups have the lowest acceptance rates (15.4%; 16%). This suggests there are factors negatively influencing the decision of Black and particularly Asian applicants to accept a UoN offer. We want to understand these influencing factors and bring our offer-to-acceptance rate for Black and Asian applicants in line with White applicants. (AP4.2)

Table 7a-5 Acceptance rates – Applications to Acceptances Non-UK (No Ethnicity breakdown)

	2016/17			2017/18			2018/19		
Arts			12.2%			9.2%			10.3%
Engineering			10.5%			10.3%			9.2%
Medicine and Health Sciences			5.8%			7.0%			6.6%
Science			11.7%			11.2%			11.7%
Social Sciences			10.8%			9.7%			8.6%
Grand Total	8715	885	10.1%	8180	795	9.7%	8995	830	9.2%

In line with the University's admissions policy, we can make contextual offers (normally one grade lower than published entry requirements) on the basis of factors such as socio-economic and educational background. We recognise that there are instances where race and low socioeconomic background intersect. However we are also mindful that the proportion of BAME pupils in independent schools (34.8%) is almost the same as in state schools (33%) (Independent Schools Council 2020 Census), and we do not assume that BAME applicants are able to benefit from contextual offers.

When considering the likelihood of being made an offer based on predicted grades, we compared the distribution of BAME students in those who were predicted and achieving the highest A level grades (described as 16-18 points on our internal systems). Each year, we make approximately 8000 out of 30000 offers to students in this bracket, and receive around 800 acceptances out of 6500 total. Therefore these students who are predicted the highest grades make up around 25% of our applicants and 12% of our students accepting offers.

In 2018/19 we 24% of students falling into this high predicted tariff bracket were BAME, although this number increased from 19% in 2016/17. Of these students predicted high tariff, 22% who accepted were BAME. Of those who achieved the highest bracket of A level grades, 21% of those who were made an offer were BAME. The small decrease in BAME representation between percentage of applicants and those made an offer suggests that it may be slightly less likely for BAME students predicted the highest A level grades to receive an offer from the UoN. We need to learn more about these trends (AP2.1)

Figure 7a-7 Offers and Acceptances for students predicted highest bracket of A level grades (UK only)

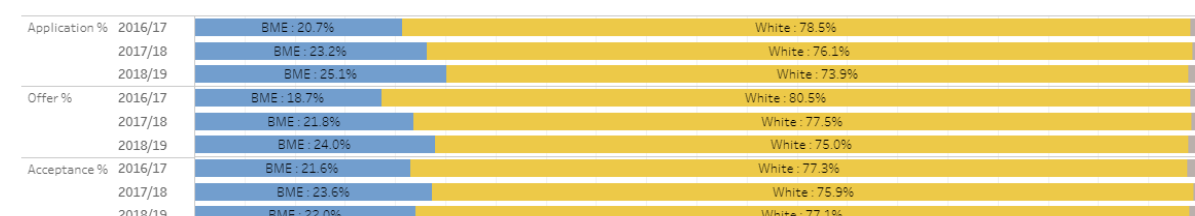


Figure 7a-8 Offers and Acceptances for students achieving highest bracket of A level grades (UK only)

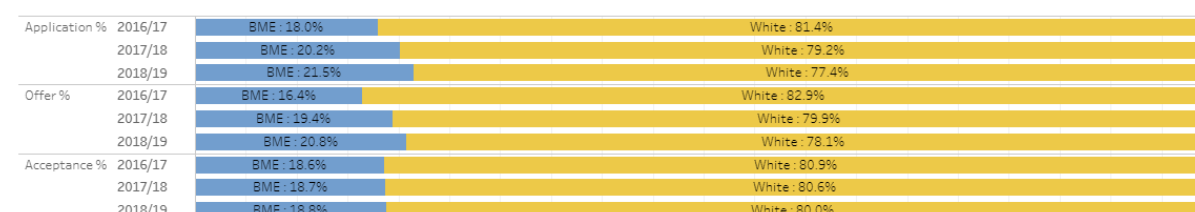
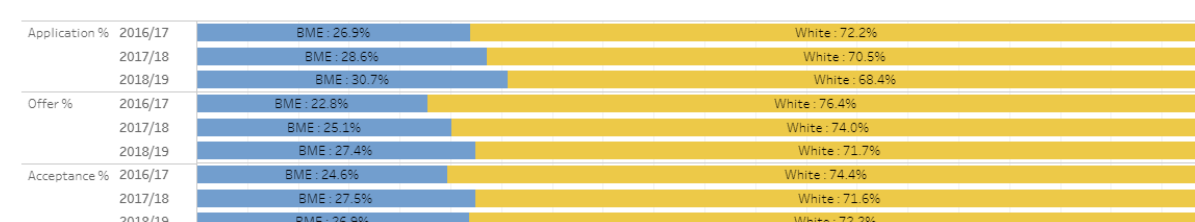


Figure 7a-9 Offers and Acceptances for all students (UK only)



Though BAME student admission rates are rising, our admission outcomes are not yet consistent with our ambitions of equal and transformative opportunities for all. In particular, from associated work as part of our Access and Participation Plan, we know that we have unequal representation of BAME students in different schools and courses. We also speculate the impact of variation in admission process for some courses like medicine and nursing which require face-to-face or online interviews presents the potential for racial bias to influence offers made. We will aim to understand our admissions data more fully, particularly through examining our 'decline' data, and work with courses where BAME students are under-represented to develop proactive plans to increase representation (AP4.2).



AP 2.1, 4.1, 4.2, 4.3

Objective 2.1: To ensure availability of accurate data to understand the BAME student experience and lifecycle.

Objective 4.1 To understand what influences applicant decision-making, benchmarking against the UG diversity of our sector comparators.

Objective 4.2 To improve application: offer conversion rate for UK BAME applicants

Objective 4.3 To demonstrate that UoN is a committed partner in the lives and futures of local BAME young people through outreach activities that showcase UoN as a welcoming place to study

Highlight actions

A 2.1.1 Deliver annual student ethnicity datasets to key role holders to inform understanding and identify issues relating to local representation, trends in representation of different ethnic group, progression and attainment with monitoring and review by EDI Committee, Education and Student experiences Committee and Race Equality ISAT

A 4.1.1 Research reasons that BAME applicants decline an offer to study at UoN

A 4.1.2 Benchmark UG ethnic diversity at Faculty and School level against UK HEIs, the Russell Group and East Midlands HEIs

A 4.2.1 Build on existing EDI training of Admissions, Recruitment and Marketing teams to explicitly include antiracist principles, with support to embed these in their processes. Include training for academics making and supporting UG, PGT and PGR admissions decisions.

A 4.2.2 Establish systems that support equality monitoring to gather and evaluate feedback on our admission processes including Open Days and Offer Holder days to better understand the BAME student experience.

A 4.2.3 Use qualitative approaches to follow up with BAME applicants who decline early or after Offer Holder days to understand the factors that influence BAME applicants' decision not to come to UoN.

A 4.2.4 Review diversity of Student Ambassadors to identify and rectify gaps in representation.

A 4.2.5 Identify courses which have under-representation of BAME students and develop proactive plans to increase representation

A 4.3.1 Work with local youth organisations and schools to set up a mentoring/shadowing scheme between BAME secondary pupils and UoN students and staff with the scheme to be reviewed by the EDI Committee, REC ISAT and Civic Engagement Committee. (Part of the PACT programme)

7b Undergraduate student body

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK, and separately, non-UK undergraduate student body.

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

Carrying out such an analysis will enable you to assess whether minority ethnic undergraduates (both UK and non-UK) are over- or underrepresented in different faculties and within different disciplines. Comment on trends identified in the data and identify actions to address the issues identified.

7b Key Issues

- Overall ethnic diversity in UG student body across the institution (AP4.1)
- Some courses and schools with low BAME representation leading to absence of feeling of inclusion and sense of belonging (AP4.1)

Institutional data for the last three years suggests that overall, UoN has a vibrant, ethnically diverse undergraduate community but ethnic diversity is variable across courses. More problematic for the SAT and UoN is that survey data and qualitative narratives indicate not all students share this perception. Something about our campus culture leaves some BAME students without a sense of belonging. This insight has made us less confident about how authentically inclusive and welcoming our community is to some students. Understanding and acting on this is a priority in the action plan.

The proportion of BAME students at UoN has consistently risen since 2016/17 from 31-34% (Table 7b-1). Whilst Arts has the highest % increase, it has the lowest BAME representation (20.2%, 2018/19). FoSS has the lowest pp increase but has the second highest proportion of BAME students (39.6%, 2019) after Engineering.

In 2018/19, UoN welcomed a population of 16.6% non-UK UG students; slightly more than the UK average of 14% (UUK, 2019). We will explore our data in more detail in our action plan, benchmarking ethnic diversity at Faculty and School level against UK HEIs (AP4.1).

Table 7b-1 UK and non-UK Undergraduate entrants BAME: White 2016/17-2018/19 by Faculty

		BAME		White		Not known		Grand Total	
2016/17	Arts	■	15.7%	■	83.3%	■	1.0%	4100	100%
	Engineering	■	46.6%	■	52.3%	■	1.1%	3145	100%
	MHS	■	25.7%	■	73.4%	■	0.9%	3875	100%
	Science	■	31.1%	■	68.0%	■	0.9%	5365	100%
	Social Sciences	■	38.5%	■	60.5%	■	1.1%	5640	100%
	Total	6940	31.4%	14965	67.6%	225	1.0%	22125	100%
2017/18	Arts	■	18.4%	■	80.6%	■	0.9%	4125	100%
	Engineering	■	45.7%	■	53.0%	■	1.4%	3400	100%
	MHS	■	27.8%	■	71.5%	■	0.7%	3895	100%
	Science	■	32.8%	■	66.2%	■	1.0%	5560	100%
	Social Sciences	■	38.2%	■	60.8%	■	1.0%	5885	100%
	Total	7470	32.7%	15170	66.3%	225	1.0%	22865	100%
2018/19	Arts	■	20.2%	■	78.8%	■	1.0%	4100	100%
	Engineering	■	44.1%	■	54.5%	■	1.5%	3585	100%
	MHS	■	28.5%	■	70.5%	■	1.0%	3950	100%
	Science	■	34.9%	■	64.2%	■	0.9%	5765	100%
	Social Sciences	■	39.6%	■	59.5%	■	0.9%	6020	100%
	Total	7930	33.8%	15250	65.1%	245	1.1%	23425	100%

When ethnic groups were disaggregated (Table 7b-2), the proportion of UK Black, Asian, Mixed and 'Other' students entering UoN has increased over three years. This results in an aggregate drop in White representation of 3.5pp over three years, from 77% to 73.5%.

For non-UK students, BAME representation has remained relatively steady over three years, with a few exceptions. Broadly, these small variations are not a concern, but we will monitor the situation and explore reasons for the drop in Asian representation (AP4.2).

All BAME proportions are higher than in the UK general population, although we recognise that the non-UK student cohort forms part of this picture. When benchmarked against all English HE providers (AdvanceHE 2020 Statistical Report), the 2018/19 diversity of UK students at UoN is broadly comparable, although Black student representation is lower at UoN (6.1% cf 8.6% nationally). We will grow our current Springboard Project, run in collaboration with the Students Union, which addresses low aspirations amongst young African-Caribbean boys in Nottingham (AP4.3).

Table 7b-2 UK Undergraduate entrants BAME: White 2016/17-2018/19 by Faculty

		BAME		White		Not known		Grand Total	
2016/17	Arts		13.1%		86.0%		0.9%	3840	100%
	Engineering		27.5%		71.5%		1.0%	2070	100%
	MHS		21.7%		77.6%		0.7%	3490	100%
	Science		20.8%		78.5%		0.7%	4360	100%
	Social Sciences		29.6%		69.8%		0.6%	4455	100%
	Total	4060	22.3%	14015	77.0%	135	0.7%	18210	100%
2017/18	Arts		15.9%		83.3%		0.8%	3860	100%
	Engineering		28.3%		70.4%		1.3%	2310	100%
	MHS		23.8%		75.5%		0.6%	3525	100%
	Science		23.0%		76.2%		0.8%	4520	100%
	Social Sciences		30.9%		68.4%		0.7%	4760	100%
	Total	4620	24.3%	14205	74.9%	150	0.8%	18975	100%
2018/19	Arts		17.6%		81.5%		0.9%	3835	100%
	Engineering		28.1%		70.6%		1.3%	2540	100%
	MHS		24.3%		74.8%		0.9%	3575	100%
	Science		25.4%		73.8%		0.9%	4685	100%
	Social Sciences		31.9%		67.4%		0.7%	4825	100%
	Total	4985	25.6%	14295	73.5%	175	0.9%	19455	100%

Table 7b-3 Non-UK Undergraduate entrants BAME: White 2016/17-2018/19 by Faculty

		BAME		White		Not known		Grand Total	
2016/17	Arts		53.7%		43.5%		2.8%	255	100%
	Engineering		83.3%		15.3%		1.4%	1075	100%
	MHS		61.3%		36.1%		2.6%	390	100%
	Science		75.2%		22.6%		2.2%	1010	100%
	Social Sciences		71.5%		25.7%		2.8%	1190	100%
	Total	2880	73.5%	950	24.3%	85	2.2%	3915	100%
2017/18	Arts		56.1%		41.5%		2.4%	265	100%
	Engineering		82.4%		16.0%		1.7%	1090	100%
	MHS		65.2%		33.1%		1.7%	375	100%
	Science		75.3%		23.0%		1.7%	1040	100%
	Social Sciences		69.1%		28.6%		2.3%	1125	100%
	Total	2850	73.2%	965	24.9%	75	1.9%	3890	100%
2018/19	Arts		57.4%		40.0%		2.6%	270	100%
	Engineering		82.8%		15.3%		1.9%	1045	100%
	MHS		68.1%		30.1%		1.9%	375	100%
	Science		76.1%		22.7%		1.2%	1080	100%
	Social Sciences		70.7%		27.4%		1.9%	1195	100%
	Total	2945	74.2%	955	24.0%	70	1.8%	3970	100%

Table 7b-2 Overall UK and non UK Undergraduate entrants by ethnicity 2016/7-2018/9 2016/7- 2018/9

		UK/Ireland/CI*						non UK						Grand Total	
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Total	Total
Asian	Asian or Asian British - Bangladeshi.				0.6%	0.6%	0.7%				0.2%	0.1%	0.2%	385	0.6%
	Asian or Asian British - Indian.				6.4%	6.7%	6.8%				7.3%	6.9%	7.6%	4600	6.7%
	Asian or Asian British - Pakistani.				1.6%	1.9%	2.0%				0.8%	1.1%	1.2%	1160	1.7%
	Asian other.				2.0%	2.3%	2.3%				13.9%	13.8%	12.1%	2815	4.1%
Black	Black or Black British - African.				3.9%	4.5%	5.0%				2.9%	3.0%	3.0%	2870	4.2%
	Black or Black British - Caribbean.				1.0%	1.0%	0.9%				0.3%	0.3%	0.2%	585	0.9%
	Black other.				0.2%	0.2%	0.2%				0.8%	0.7%	1.0%	200	0.3%
Chinese	Chinese				1.2%	1.1%	1.2%				38.5%	37.6%	37.3%	5120	7.5%
Mixed	Other mixed background				1.1%	1.2%	1.3%				1.0%	1.2%	1.4%	820	1.2%
	White and Asian				1.9%	2.1%	2.3%				1.3%	1.2%	1.0%	1350	2.0%
	White and Black African				0.6%	0.6%	0.6%				0.4%	0.3%	0.3%	370	0.5%
	White and Black Caribbean				1.0%	1.1%	1.1%				0.1%	0.1%	0.1%	605	0.9%
Other	Arab				0.4%	0.4%	0.5%				4.5%	5.3%	7.0%	905	1.3%
	Gypsy or Traveller				0.0%	0.0%	0.0%				0.0%	0.0%	0.0%		0.0%
	Other.				0.6%	0.6%	0.7%				1.6%	1.6%	1.7%	545	0.8%
White	White.				77.0%	74.9%	73.5%				24.3%	24.9%	24.0%	45385	66.3%
Not known	Unknown				0.7%	0.8%	0.9%				2.2%	1.9%	1.8%	695	1.0%
	Grand Total	18210	18975	19455	100%	100%	100%	3915	3890	3970	100%	100%	100%	68415	100%

Table 7b-3. Ethnicity of UG students in the Faculty of Arts

		UK/Ireland/CI*						non UK						Grand Total	
		#			% Ethnicity			#			% Ethnicity			#	% Ethnicity
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Total	
Arts	Arab				0.1%	0.03%	0.2%				0.8%	1.9%	3.7%	25	0.2%
	Asian or Asian British - Bangladeshi.				0.3%	0.3%	0.4%				0.0%	0.0%	0.0%	35	0.3%
	Asian or Asian British - Indian.				2.5%	3.2%	3.2%				7.0%	6.8%	5.6%	390	3.2%
	Asian or Asian British - Pakistani.				0.7%	0.9%	0.8%				0.4%	0.0%	0.0%	95	0.8%
	Asian other.				0.9%	1%	1.2%				3.9%	5.7%	4.8%	155	1.3%
	Black or Black British - African.				2.1%	2.7%	3.6%				2%	3.04%	2.2%	340	2.8%
	Black or Black British - Caribbean.				1.02%	1.2%	1.2%				0.4%	0.4%	0.0%	135	1.1%
	Black other.				0.1%	0.2%	0.2%				0.0%	0.0%	0.4%	20	0.2%
	Chinese				0.4%	0.4%	0.5%				31.1%	31.6%	35.3%	310	2.5%
	Gypsy or Traveller				0.0%	0.03%	0.0%				0.0%	0.0%	0.0%		0.01%
	Other mixed background				1.3%	1.7%	1.6%				2%	1.9%	1.9%	190	1.5%
	Other.				0.4%	0.3%	0.6%				1.2%	0.8%	1.5%	60	0.5%
	Unknown				0.9%	0.8%	0.9%				2.7%	2.3%	2.6%	120	1%
	White and Asian				1.7%	2.02%	2.3%				3.9%	3.04%	1.9%	255	2.1%
	White and Black African				0.7%	0.7%	0.7%				0.8%	0.8%	0.4%	85	0.7%
	White and Black Caribbean				1.1%	1.3%	1.2%				0.4%	0.4%	0.0%	140	1.1%
	White.				86%	83.3%	81.5%				43.6%	41.4%	39.8%	9970	80.9%
Faculty total		3840	3860	3835	100%	100%	100%	255	265	270	100%	100%	100%	12325	100%

Table 7b-4. Ethnicity of UG students in the Faculty of Engineering

		UK/Ireland/CI*						non UK						Grand Total	
		#			% Ethnicity			#			% Ethnicity			#	% Ethnicity
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Total	
Engineering	Arab				0.5%	0.8%	0.9%				9.02%	10.8%	14.5%	415	4.1%
	Asian or Asian British - Bangladeshi.				0.8%	0.7%	0.9%				0.0%	0.1%	0.2%	60	0.6%
	Asian or Asian British - Indian.				7.6%	7.3%	7.5%				2.7%	2.4%	3%	600	5.9%
	Asian or Asian British - Pakistani.				1.7%	2.3%	2.1%				0.7%	0.6%	0.7%	165	1.6%
	Asian other.				3.3%	3.3%	3.03%				13.8%	13.8%	13.6%	665	6.6%
	Black or Black British - African.				5.2%	5.8%	5.8%				3.5%	3.5%	2.6%	490	4.9%
	Black or Black British - Caribbean.				0.7%	0.6%	0.6%				0.2%	0.1%	0.1%	45	0.4%
	Black other.				0.1%	0.2%	0.2%				1.4%	1.4%	1.1%	55	0.5%
	Chinese				2.1%	1.9%	2%				47.6%	44.8%	42.01%	1575	15.6%
	Gypsy or Traveller				0.1%	0.04%	0.0%				0.0%	0.0%	0.0%		0.02%
	Other mixed background				1.1%	1.1%	1.1%				0.9%	1.4%	1.3%	115	1.1%
	Other.				0.8%	1%	0.8%				2.1%	2.5%	2.5%	135	1.3%
	Unknown				1.01%	1.3%	1.3%				1.4%	1.7%	1.9%	135	1.3%
	White and Asian				2.6%	2.3%	2.01%				1.3%	1.01%	1.2%	195	1.9%
	White and Black African				0.5%	0.4%	0.6%				0.1%	0.1%	0.2%	40	0.4%
	White and Black Caribbean				0.6%	0.6%	0.7%				0.0%	0.0%	0.0%	45	0.4%
	White.				71.4%	70.4%	70.6%				15.4%	16%	15.3%	5395	53.3%
Faculty total		2070	2310	2540	100%	100%	100%	1075	1090	1045	100%	100%	100%	10130	100%

Table 7b-5. Detailed ethnicity of UG students in the Faculty of Medicine and Health Sciences

		UK/Ireland/CI*						non UK						Grand Total	
		#			% Ethnicity			#			% Ethnicity			#	% Ethnicity
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Total	
MHS	Arab				0.5%	0.5%	0.5%				5.9%	5.6%	3.2%	110	0.9%
	Asian or Asian British - Bangladeshi.				0.8%	0.9%	0.9%				0.0%	0.0%	0.3%	95	0.8%
	Asian or Asian British - Indian.				6%	6.6%	6.6%				11.6%	12.6%	14.1%	825	7.04%
	Asian or Asian British - Pakistani.				2.4%	2.5%	2.8%				0.5%	0.5%	0.3%	275	2.4%
	Asian other.				2.4%	2.9%	2.8%				19.1%	20.9%	21.5%	520	4.4%
	Black or Black British - African.				2.9%	3.8%	3.9%				2.1%	1.6%	2.4%	395	3.4%
	Black or Black British - Caribbean.				0.7%	0.7%	0.6%				0.5%	0.5%	0.0%	75	0.6%
	Black other.				0.2%	0.2%	0.2%				0.3%	0.3%	0.3%	25	0.2%
	Chinese				0.9%	0.9%	0.9%				15.2%	17.2%	21.3%	300	2.5%
	Gypsy or Traveller				0.0%	0.0%	0.0%				0.0%	0.0%	0.0%		0.01%
	Other mixed background				1.2%	1.1%	1.01%				1.6%	1.3%	1.1%	130	1.1%
	Other.				0.5%	0.5%	0.7%				1.8%	2.1%	1.9%	80	0.7%
	Unknown				0.7%	0.6%	0.9%				2.6%	1.6%	1.9%	105	0.9%
	White and Asian				2.01%	2.02%	2.3%				2.1%	2.1%	1.3%	245	2.1%
	White and Black African				0.5%	0.5%	0.5%				0.5%	0.3%	0.0%	55	0.5%
	White and Black Caribbean				0.7%	0.8%	0.7%				0.3%	0.3%	0.5%	80	0.7%
	White.				77.6%	75.6%	74.9%				36.1%	33%	30.1%	8415	71.8%
Faculty total		3485	3520	3570	100%	100%	100%	390	375	375	100%	100%	100%	11725	100%

Table 7b-6. Detailed ethnicity of UG students in the Faculty of Science

		UK/Ireland/CI*						non UK						Grand Total	
		#			% Ethnicity			#			% Ethnicity			#	% Ethnicity
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Total	
Science	Arab	■	■	■	0.5%	0.7%	0.7%	■	■	■	2%	2.02%	3.9%	170	1.01%
	Asian or Asian British - Bangladeshi.	■	■	■	0.5%	0.5%	0.7%	■	■	■	0.1%	0.1%	0.3%	80	0.5%
	Asian or Asian British - Indian.	■	■	■	6.4%	6.4%	6.6%	■	■	■	2.9%	2.7%	3.9%	975	5.8%
	Asian or Asian British - Pakistani.	■	■	■	1.2%	1.5%	2%	■	■	■	0.4%	0.5%	0.7%	230	1.4%
	Asian other.	■	■	■	1.9%	2.4%	2.5%	■	■	■	17.1%	15.7%	10.5%	755	4.5%
	Black or Black British - African.	■	■	■	3.3%	4%	4.5%	■	■	■	1%	1.3%	1.8%	575	3.4%
	Black or Black British - Caribbean.	■	■	■	0.7%	0.7%	0.8%	■	■	■	0.6%	0.6%	0.6%	120	0.7%
	Black other.	■	■	■	0.1%	0.1%	0.2%	■	■	■	0.4%	0.4%	0.7%	35	0.2%
	Chinese	■	■	■	1.7%	1.7%	1.7%	■	■	■	48.1%	49.2%	50.7%	1780	10.7%
	Gypsy or Traveller	■	■	■	0.02%	0.04%	0.02%	■	■	■	0.0%	0.0%	0.0%	■	0.02%
	Other mixed background	■	■	■	0.7%	0.8%	1.1%	■	■	■	0.6%	0.8%	1.1%	145	0.9%
	Other.	■	■	■	0.4%	0.5%	0.7%	■	■	■	1.3%	1.2%	0.9%	105	0.6%
	Unknown	■	■	■	0.7%	0.8%	0.9%	■	■	■	2.2%	1.7%	1.2%	160	1%
	White and Asian	■	■	■	1.9%	2.4%	2.6%	■	■	■	0.6%	0.5%	0.7%	330	2%
	White and Black African	■	■	■	0.5%	0.4%	0.4%	■	■	■	0.3%	0.4%	0.4%	70	0.4%
	White and Black Caribbean	■	■	■	1%	1.02%	0.9%	■	■	■	0.0%	0.1%	0.1%	135	0.8%
	White.	■	■	■	78.5%	76.2%	73.7%	■	■	■	22.6%	23%	22.7%	11030	66.1%
	Faculty total	4360	4520	4685	100%	100%	100%	1010	1040	1085	100%	100%	100%	16695	100%

Table 7b-7. Detailed ethnicity of UG students in the Faculty of Social Science

		UK/Ireland/CI*						non UK						Grand Total	
		#			% Ethnicity			#			% Ethnicity			#	% Ethnicity
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	Total	
Social Sciences	Arab				0.3%	0.3%	0.4%				2.9%	3.6%	5.4%	185	1.04%
	Asian or Asian British - Bangladeshi.				0.7%	0.8%	0.8%				0.5%	0.3%	0.2%	115	0.7%
	Asian or Asian British - Indian.				9.4%	9.7%	9.6%				13.8%	13.2%	13.3%	1815	10.3%
	Asian or Asian British - Pakistani.				2.3%	2.4%	2.3%				1.6%	2.6%	2.7%	400	2.3%
	Asian other.				2.04%	2.3%	2.3%				11.9%	11.5%	10.9%	715	4.1%
	Black or Black British - African.				6.2%	6.3%	6.9%				4.5%	4.4%	5.01%	1070	6.1%
	Black or Black British - Caribbean.				1.6%	1.5%	1.4%				0.2%	0.3%	0.2%	215	1.2%
	Black other.				0.2%	0.2%	0.2%				0.8%	0.8%	1.5%	65	0.4%
	Chinese				1.1%	1.1%	1.2%				31.3%	28.1%	26.4%	1160	6.6%
	Gypsy or Traveller				0.0%	0.0%	0.0%				0.0%	0.0%	0.0%		0.0%
	Other mixed background				1.3%	1.4%	1.4%				1.01%	1.4%	1.9%	245	1.4%
	Other.				0.9%	0.8%	0.8%				1.4%	1.3%	1.8%	165	1%
	Unknown				0.6%	0.7%	0.7%				2.8%	2.3%	1.9%	175	1.0%
	White and Asian				1.9%	2.1%	2.3%				1.1%	1.2%	0.9%	330	1.9%
	White and Black African				0.6%	0.7%	0.9%				0.5%	0.4%	0.5%	120	0.7%
	White and Black Caribbean				1.4%	1.4%	1.6%				0.1%	0.2%	0.1%	205	1.2%
	White.				69.8%	68.4%	67.4%				25.7%	28.5%	27.4%	10570	60.2%
	Faculty total	4455	4765	4825	100%	100%	100%	1190	1125	1195	100%	100%	100%	17550	100%

Our REC survey showed that the ethnic composition of UoN seemed more important to BAME students at point of application than their white counterparts. 30% of BAME survey respondents said they had considered the ethnic/racial diversity of UoN before applying to study here (cf 13% white respondents). What we do not know is how important this was to students that did not accept an offer. Our APP commits to following up BAME students who did not decide to come to UoN to gain better insight into their decision making. (AP4.1)

54% of BAME respondents said ethnic/racial diversity impacts on their sense of belonging. 43% indicated ethnic diversity impacted their desire to stay.

Compared to BAME students, ethnic/racial diversity had a significantly lower impact on white students' sense of belonging and desire to stay. We want students of all ethnicities to recognise the value and benefits of diversity, and so will develop a cultural on-boarding programme for all new students (AP3.2).

Interestingly, qualitative comments from the survey suggested that students valued the vibrant diversity in the student population and associated this with a sense of belonging and feelings of security:

"Seeing diversity among students makes me feel comfortable."

International diversity was specifically recognised as desirable and a UoN strength, with its global outlook and international campuses:

"I always enjoyed living and meeting people from different countries and backgrounds. I think it is enriching...a great way to foster interest and understanding between different cultures."

Unfortunately, the upward trend in BAME student numbers is not felt by some of our BAME students where numbers are low in their area. Lack of diversity was viewed negatively by both BAME and White students:

"In the subject I study, BAME is certainly not recognised. I believe there is less than double figures of those with BAME background in my degree. The departments need to improve this because I sadly think not only will the department be smaller, but BAME representation will drop to zero."

This includes where any one non-white group was perceived to be over-represented on a course:

"More ethnic diversity would have helped me in my studies, to get broader view of education. As it is now it is rather one way, Asian."

Lack of diversity was identified as contributing to feelings of isolation and exclusion:

"My experience at the University has at times left me marginalised due to the lack of diversity. I think more can be done for us to feel included and supported."

We also recognise that potential students notice the lack of ethnic diversity of our staff and this may influence their decision to decline.

**AP: 4.1 4.2, 4.7**

Objective 4.1 To understand what influences application decision-making, benchmarking against the UG diversity of our sector comparators

Objective 4.2 To improve application: offer conversion rate for UK BAME applicants

Objective 4.3. To demonstrate the UoN is a committed partner in the lives and futures of local BAME young people through outreach activities that showcase UoN as a welcoming place to study.

Objective 4.7: To increase the ethnic diversity of staff in all job families and at all levels across the University

Highlight Actions:

A 4.1.1 Research the reasons that BAME applicants decline an offer to study at UoN.

A 4.1.2 Benchmark UG diversity at Faculty and School level against UK HEIs, the Russell Group and East-Midlands HEIs.

A 4.2.5 Identify courses which have under-representation of BAME students and develop proactive plans to increase representation.

A 4.3.2 In partnership with the SU and supported by Widening Participation, scale up the Springboard project (BAME students mentoring local BAME pupils).

A 4.7.1 Set institutional EDI KPIs to have no less than 20:80, BAME: White staff representation within all teams by September 2025 and produce guidance for teams to support increasing BAME representation across the University

7c Course progression

Please provide details of the ethnic profile by specific ethnic group of UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course (ie progression rates from one year to the next), and reasons for permanently leaving the university.

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

Explore whether there are any trends in continuation rates and what the reasons for this may be. Insight into these issues may be gained from some of the additional qualitative data you have collected from the student survey and focus groups. Explore whether minority ethnic students that permanently leave do so for the same reasons as White British students.

7c Key Issues

- Higher rates of leavers for UK and International BAME students (AP2.2, 2.3)

Table 7c-1 Proportions of UK and non-UK leavers by ethnicity, 2016-2019

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %
BAME	■	■	3.5%	■	■	4.4%	■	■	5.1%	■	■	3.5%	■	■	4.3%	■	■	5.2%
White	■	■	0.033	■	■	0.035	■	■	0.038	■	■	0.045	■	■	0.05	■	■	0.053
Not Known	■	■	0.036	■	■	0.046	■	■	0.063	■	■	0.081	■	■	0.069	■	■	0.1
	■	■		■	■		■	■		■	■		■	■		■	■	
Arab	■	■	1.5%	■	■	6.1%	■	■	6.2%	■	■	5.6%	■	■	2.9%	■	■	5.7%
Asian or Asian British - Bangladeshi.	■	■	3.7%	■	■	5.9%	■	■	3.6%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Asian or Asian British - Indian.	■	■	2.2%	■	■	2.8%	■	■	4.1%	■	■	1.1%	■	■	3.4%	■	■	3.0%
Asian or Asian British - Pakistani.	■	■	3.0%	■	■	8.4%	■	■	8.1%	■	■	3.2%	■	■	5.0%	■	■	6.4%
Asian other.	■	■	2.2%	■	■	4.1%	■	■	5.9%	■	■	2.2%	■	■	3.4%	■	■	6.1%
Black or Black British - African.	■	■	4.5%	■	■	3.4%	■	■	5.0%	■	■	3.5%	■	■	6.2%	■	■	7.6%
Black or Black British - Caribbean.	■	■	7.3%	■	■	7.4%	■	■	9.2%	■	■	0.0%	■	■	16.7%	■	■	12.5%
Black other.	■	■	3.4%	■	■	3.0%	■	■	2.4%	■	■	6.7%	■	■	3.4%	■	■	5.1%
Chinese	■	■	3.2%	■	■	3.2%	■	■	1.3%	■	■	4.1%	■	■	4.7%	■	■	5.2%
Gypsy or Traveller	■	■	0.0%	■	■	25.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Information not collected	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other mixed background	■	■	4.5%	■	■	6.5%	■	■	8.1%	■	■	2.6%	■	■	4.2%	■	■	0.0%
Other.	■	■	6.8%	■	■	3.5%	■	■	5.2%	■	■	8.1%	■	■	4.7%	■	■	4.4%
Unknown	■	■	3.6%	■	■	4.6%	■	■	6.3%	■	■	8.1%	■	■	6.9%	■	■	10.0%
White and Asian	■	■	3.4%	■	■	3.7%	■	■	3.3%	■	■	2.0%	■	■	6.8%	■	■	7.5%
White and Black African	■	■	3.9%	■	■	3.7%	■	■	5.0%	■	■	0.0%	■	■	8.3%	■	■	0.0%
White and Black Caribbean	■	■	6.7%	■	■	8.2%	■	■	5.8%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White.	■	■	3.3%	■	■	3.5%	■	■	3.8%	■	■	4.5%	■	■	5.0%	■	■	5.3%

Withdrawal rates for all students rose over three years. The proportion of UK BAME students leaving was consistently higher than for White students (Table 7-13), with the non-continuation gap widening over three years. The rates for specific ethnic groups varied year-on-year. The non-continuation rate of UK Black/Black British Caribbean students is higher than most, rising annually.

It is notable that the non-UK group with the highest proportion of leavers in 2017/18 and 2018/19 was also Black Caribbean (16.7%, 12.5%). High rates are also observed in UK Asian / Asian British Pakistani students over the last two years.

These findings are stark. Through the 'You said, We will' manifesto referenced in Section 2, we have already started work on the issues highlighted to us by our students as impacting their sense of belonging. Decolonisation, inclusive teaching and diversifying the workforce all have a part to play, alongside improved report and support processes for harassment and microaggressions. Specific investigation into the inequities in student progression must be prioritised and we commit to this action (AP2.2).

Faculty data is highly variable when disaggregated and few consistent trends emerge beyond an overall BAME: White non-continuation gap. For the last two years in FoA, non-UK White students were more than twice as likely to leave than non-UK BAME students, unlike in the UK cohorts. In FMHS and Science, the BAME: White margins are much narrower for both UK and non-UK cohorts. The highest leaving rate (28.6%) was in FoE in 2018/2019 among UK Black/Black British Caribbean students (Table 7c-3), however the cohort was small (14). The SAT noted that the high rates were observed in Faculties with both high (FoE) and low (FoA) proportions of BAME students. We therefore recognise that Faculties need better access to data to explore and address reasons for specific ethnic groups' non-continuation (AP1.8, 2.2).

Table 7c-2. Proportions of UK and non UK leavers by ethnicity for the Faculty of Arts, 2016-2019

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %
BAME	■	■	5.1%	■	■	5.4%	■	■	5.3%	■	■	3.3%	■	■	3.1%	■	■	3.2%
White	■	■	3.2%	■	■	3.5%	■	■	3.4%	■	■	6.1%	■	■	8.2%	■	■	9.3%
Not Known	■	■	2.9%	■	■	6.4%	■	■	12.7%	■	■	4.1%	■	■	15.9%	■	■	0.0%
	■	■		■	■		■	■		■	■		■	■		■	■	
Arab	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Asian or Asian British - Bangladeshi.	■	■	9.0%	■	■	13.8%	■	■	3.1%	■	■	0	■	■	0	■	■	0
Asian or Asian British - Indian.	■	■	3.2%	■	■	3.4%	■	■	6.1%	■	■	0.0%	■	■	8.5%	■	■	6.5%
Asian or Asian British - Pakistani.	■	■	0.0%	■	■	5.7%	■	■	21.0%	■	■	0.0%	■	■	0	■	■	0
Asian other.	■	■	5.7%	■	■	2.6%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	15.8%
Black or Black British - African.	■	■	5.0%	■	■	5.3%	■	■	5.5%	■	■	37.5%	■	■	0.0%	■	■	17.2%
Black or Black British - Caribbean.	■	■	7.6%	■	■	6.4%	■	■	5.4%	■	■	0.0%	■	■	100%	■	■	0.0%
Black other.	■	■	21.1%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Chinese	■	■	5.6%	■	■	6.0%	■	■	0.0%	■	■	0.6%	■	■	2.4%	■	■	1.1%
Gypsy or Traveller	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other mixed background	■	■	2.0%	■	■	7.8%	■	■	5.5%	■	■	21.5%	■	■	0.0%	■	■	0.0%
Other.	■	■	10.6%	■	■	8.4%	■	■	8.8%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Unknown	■	■	2.9%	■	■	6.4%	■	■	12.7%	■	■	4.5%	■	■	15.8%	■	■	0.0%
White and Asian	■	■	6.2%	■	■	2.5%	■	■	2.3%	■	■	11.1%	■	■	0.0%	■	■	0.0%
White and Black African	■	■	11.0%	■	■	3.5%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White and Black Caribbean	■	■	3.2%	■	■	11.8%	■	■	8.6%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White.	■	■	3.2%	■	■	3.5%	■	■	3.4%	■	■	6.1%	■	■	8.1%	■	■	9.4%

Table 7c-3. Proportions of UK and non UK leavers by ethnicity for the Faculty of Engineering, 2016-2019

	UK/Ireland/CI*									Non UK/IRE								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %
BAME	■	■	5%	■	■	8%	■	■	9%	■	■	5%	■	■	6%	■	■	8%
White	■	■	5%	■	■	5%	■	■	7%	■	■	5%	■	■	6%	■	■	1%
Not known	■	■	5%	■	■	3%	■	■	9%	■	■	13%	■	■	17%	■	■	5%
	■	■		■	■		■	■		■	■		■	■		■	■	
Arab	■	■	0.0%	■	■	0.0%	■	■	13.6%	■	■	6.2%	■	■	4.2%	■	■	8.6%
Asian or Asian British - Bangladeshi.	■	■	0.0%	■	■	5.9%	■	■	4.3%	■	■	0	■	■	0.0%	■	■	0.0%
Asian or Asian British - Indian.	■	■	1.3%	■	■	5.4%	■	■	6.3%	■	■	3.5%	■	■	0.0%	■	■	3.2%
Asian or Asian British - Pakistani.	■	■	5.6%	■	■	16.7%	■	■	13.2%	■	■	14.3%	■	■	16.7%	■	■	14.3%
Asian other.	■	■	2.9%	■	■	7.8%	■	■	13.0%	■	■	3.4%	■	■	4.6%	■	■	7.0%
Black or Black British - African.	■	■	11.1%	■	■	6.0%	■	■	11.5%	■	■	0.0%	■	■	10.8%	■	■	23.1%
Black or Black British - Caribbean.	■	■	7.3%	■	■	7.7%	■	■	28.6%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Black other.	■	■	0.0%	■	■	20.0%	■	■	0.0%	■	■	6.7%	■	■	0.0%	■	■	9.1%
Chinese	■	■	6.9%	■	■	11.1%	■	■	3.9%	■	■	6.1%	■	■	7.0%	■	■	8.5%
Gypsy or Traveller	■	■	0.0%	■	■	100%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	%
Information not collected	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	%
Other mixed background	■	■	9.1%	■	■	8.0%	■	■	13.8%	■	■	0.0%	■	■	6.7%	■	■	%
Other.	■	■	11.8%	■	■	9.1%	■	■	4.8%	■	■	13.6%	■	■	7.4%	■	■	0.0%
Unknown	■	■	4.8%	■	■	3.4%	■	■	9.4%	■	■	13.3%	■	■	16.7%	■	■	5.0%
White and Asian	■	■	3.8%	■	■	7.5%	■	■	5.9%	■	■	0.0%	■	■	9.1%	■	■	0.0%
White and Black African	■	■	0.0%	■	■	10.0%	■	■	6.7%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White and Black Caribbean	■	■	16.7%	■	■	0.0%	■	■	5.9%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White.	■	■	5.3%	■	■	5.2%	■	■	6.7%	■	■	4.9%	■	■	6.4%	■	■	10.1%

Table 7c-4. Proportions of UK and non UK leavers by ethnicity for the Faculty of Medicine and Health Sciences, 2016-2019

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %
BAME	■	■	2%	■	■	2%	■	■	3%	■	■	3%	■	■	4%	■	■	3%
White	■	■	2%	■	■	2%	■	■	2%	■	■	4%	■	■	6%	■	■	5%
Not known	■	■	4%	■	■	%	■	■	2%	■	■	%	■	■	%	■	■	4%
	■	■		■	■		■	■		■	■		■	■		■	■	
Arab	■	■	5.3%	■	■	5.7%	■	■	5.9%	■	■	8.8%	■	■	4.8%	■	■	8.2%
Asian or Asian British - Bangladeshi.	■	■	0.0%	■	■	3.1%	■	■	3.2%	■	■	0	■	■	0	■	■	0.0%
Asian or Asian British - Indian.	■	■	0.5%	■	■	1.3%	■	■	2.9%	■	■	0.0%	■	■	2.3%	■	■	0.0%
Asian or Asian British - Pakistani.	■	■	3.5%	■	■	7.9%	■	■	2.3%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Asian other.	■	■	4.6%	■	■	0.0%	■	■	6.9%	■	■	2.7%	■	■	3.9%	■	■	4.8%
Black or Black British - African.	■	■	1.0%	■	■	1.1%	■	■	3.0%	■	■	14.3%	■	■	20.0%	■	■	0.0%
Black or Black British - Caribbean.	■	■	4.4%	■	■	4.2%	■	■	6.5%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Black other.	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	100%	■	■	0.0%
Chinese	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	5.1%	■	■	1.6%	■	■	2.4%
Gypsy or Traveller	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other mixed background	■	■	0.0%	■	■	0.0%	■	■	2.7%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other.	■	■	11.1%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Unknown	■	■	4.0%	■	■	0.0%	■	■	2.4%	■	■	0.0%	■	■	0.0%	■	■	4.3%
White - British	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White and Asian	■	■	0.3%	■	■	2.8%	■	■	1.5%	■	■	0.0%	■	■	12.3%	■	■	19.4%
White and Black African	■	■	5.7%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White and Black Caribbean	■	■	0.0%	■	■	6.8%	■	■	8.3%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White.	■	■	2.1%	■	■	2.0%	■	■	2.2%	■	■	4.1%	■	■	6.1%	■	■	5.4%

Table 7c-5. Proportions of UK and non-UK leavers by ethnicity for the Faculty of Science, 2016-2019

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %
BAME	■	■	2.8%	■	■	3.6%	■	■	4.8%	■	■	2.8%	■	■	3.2%	■	■	4.7%
White	■	■	3.6%	■	■	3.9%	■	■	4.5%	■	■	2.8%	■	■	5.0%	■	■	3.4%
Not known	■	■	3.4%	■	■	5.6%	■	■	6.6%	■	■	11.5%	■	■	0.0%	■	■	36.2%
	■	■		■	■		■	■		■	■		■	■		■	■	
Arab	■	■	0.0%	■	■	6.6%	■	■	0.0%	■	■	5.0%	■	■	0.0%	■	■	2.4%
Asian or Asian British - Bangladeshi.	■	■	0.05	■	■	0.021	■	■	6.1%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Asian or Asian British - Indian.	■	■	3.2%	■	■	3.5%	■	■	4.1%	■	■	0.0%	■	■	0.0%	■	■	2.4%
Asian or Asian British - Pakistani.	■	■	0.0%	■	■	3.0%	■	■	7.2%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Asian other.	■	■	0.0%	■	■	5.6%	■	■	5.9%	■	■	1.2%	■	■	3.1%	■	■	5.2%
Black or Black British - African.	■	■	2.8%	■	■	2.8%	■	■	3.3%	■	■	0.0%	■	■	7.7%	■	■	10.4%
Black or Black British - Caribbean.	■	■	12.4%	■	■	12.1%	■	■	1.4%	■	■	0.0%	■	■	18.2%	■	■	0.0%
Black other.	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Chinese	■	■	1.4%	■	■	0.0%	■	■	1.2%	■	■	3.6%	■	■	3.3%	■	■	4.9%
Gypsy or Traveller	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other mixed background	■	■	3.2%	■	■	5.7%	■	■	13.5%	■	■	0.0%	■	■	13.0%	■	■	0.0%
Other.	■	■	4.2%	■	■	0.0%	■	■	9.6%	■	■	7.5%	■	■	0.0%	■	■	20.6%
Unknown	■	■	3.4%	■	■	5.6%	■	■	6.6%	■	■	11.5%	■	■	0.0%	■	■	36.2%
White and Asian	■	■	5.7%	■	■	0.9%	■	■	3.9%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White and Black African	■	■	0.0%	■	■	5.0%	■	■	10.3%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White and Black Caribbean	■	■	0.0%	■	■	8.7%	■	■	6.9%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White.	■	■	3.6%	■	■	3.9%	■	■	4.5%	■	■	2.8%	■	■	5.0%	■	■	3.4%

Table 7c-6. Proportions of UK and non UK leavers by ethnicity for the Faculty of Social Sciences, 2016-2019

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %	Reg	Leavers	Leavers %
BAME	■	■	4%	■	■	4%	■	■	4%	■	■	2%	■	■	4%	■	■	4%
White	■	■	3%	■	■	3%	■	■	3%	■	■	5%	■	■	3%	■	■	3%
Not known	■	■	4%	■	■	6%	■	■	%	■	■	7%	■	■	4%	■	■	4%
	■	■		■	■		■	■		■	■		■	■		■	■	
Arab	■	■	0.0%	■	■	13.3%	■	■	11.1%	■	■	2.8%	■	■	0.0%	■	■	1.6%
Asian or Asian British - Bangladeshi.	■	■	0.061	■	■	0.088	■	■	1.4%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Asian or Asian British - Indian.	■	■	2.4%	■	■	2.1%	■	■	3.2%	■	■	1.2%	■	■	4.4%	■	■	3.8%
Asian or Asian British - Pakistani.	■	■	4.0%	■	■	8.9%	■	■	7.8%	■	■	0.0%	■	■	3.4%	■	■	6.3%
Asian other.	■	■	0.0%	■	■	4.5%	■	■	2.7%	■	■	2.1%	■	■	2.3%	■	■	5.6%
Black or Black British - African.	■	■	4.0%	■	■	3.0%	■	■	3.8%	■	■	1.9%	■	■	2.0%	■	■	0.0%
Black or Black British - Caribbean.	■	■	5.7%	■	■	6.9%	■	■	13.2%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Black other.	■	■	0.0%	■	■	0.0%	■	■	9.1%	■	■	10.0%	■	■	0.0%	■	■	5.6%
Chinese	■	■	4.0%	■	■	1.9%	■	■	0.0%	■	■	2.4%	■	■	4.7%	■	■	3.2%
Gypsy or Traveller	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other mixed background	■	■	8.8%	■	■	8.9%	■	■	6.8%	■	■	0.0%	■	■	0.0%	■	■	0.0%
Other.	■	■	2.6%	■	■	2.5%	■	■	2.8%	■	■	6.0%	■	■	6.8%	■	■	4.7%
Unknown	■	■	3.6%	■	■	5.9%	■	■	0.0%	■	■	6.8%	■	■	4.1%	■	■	4.3%
White and Asian	■	■	1.3%	■	■	6.1%	■	■	3.6%	■	■	0.0%	■	■	7.8%	■	■	17.7%
White and Black African	■	■	0.0%	■	■	3.0%	■	■	7.1%	■	■	0.0%	■	■	20.0%	■	■	0.0%
White and Black Caribbean	■	■	14.5%	■	■	7.5%	■	■	2.7%	■	■	0.0%	■	■	0.0%	■	■	0.0%
White.	■	■	3.1%	■	■	3.5%	■	■	3.2%	■	■	5.1%	■	■	2.8%	■	■	3.0%

Table 7c-6 Course Progression Reasons for Leaving All Faculties

Reasons for leaving		
Academic failure/left in bad standing/not permitted to progress		18.4%
W/D (personal)		16.8%
W/D (other)		12.2%
Unsuccessful at end of stage		11.2%
Transferred to another institution		8.3%
Unsuccessful at end of course		7.7%
W/D (assumed after time lapse)		7.6%
W/D (physical health)		6.4%
W/D (accepted other award)		5.4%
Course completed - debtor not allowed to graduate		3.8%
W/D (gone into employment)		1.2%
W/D (financial reasons)		0.8%
Unknown		0.1%
Course terminated - non-payment of fees		0.04%
Excluded		0.04%

Table 7c-7 Course Progression Reasons for Leaving UK/IRE All Faculties

Reasons for leaving		
W/D (personal)		20.9%
W/D (other)		13.6%
Academic failure/left in bad standing/not permitted to progress		13.1%
Unsuccessful at end of stage		9.7%
W/D (physical health)		8.9%
Transferred to another institution		8.2%
W/D (assumed after time lapse)		7.2%
W/D (accepted other award)		7.0%
Unsuccessful at end of course		6.0%
Course completed - debtor not allowed to graduate		3.2%
W/D (gone into employment)		1.6%
W/D (financial reasons)		0.5%
Unknown		0.1%

Table 7c-8 Course Progression Reasons for Leaving BAME UK/IRE All Faculties

Reasons for leaving			
Academic failure/left in bad standing/not permitted to progress			28.2%
W/D (personal)			13.0%
Unsuccessful at end of stage			12.1%
W/D (other)			10.6%
W/D (assumed after time lapse)			8.5%
Unsuccessful at end of course			8.1%
Transferred to another institution			6.2%
W/D (physical health)			4.0%
Course completed - debtor not allowed to graduate			3.9%
W/D (accepted other award)			3.0%
W/D (financial reasons)			1.2%
W/D (gone into employment)			0.9%
Course terminated - non-payment of fees			0.2%
Unknown			0.2%

Table 7c-9 Course Progression Reasons for Leaving White - Non UK All Faculties

Reasons for leaving			
Academic failure/left in bad standing/not permitted to progress			16.4%
W/D (other)			15.7%
W/D (personal)			14.9%
Unsuccessful at end of stage			10.4%
Unsuccessful at end of course			9.0%
Transferred to another institution			7.5%
W/D (assumed after time lapse)			7.5%
W/D (physical health)			6.7%
Course completed - debtor not allowed to graduate			5.2%
W/D (accepted other award)			3.7%
W/D (financial reasons)			2.2%
W/D (gone into employment)			0.7%

Table 7c-10 Course Progression Reasons for Leaving BAME - Non UK All Faculties

Academic failure/left in bad standing/not permitted to progress			21.4%
Unsuccessful at end of stage			16.9%
Unsuccessful at end of course			13.9%
Transferred to another institution			13.3%
W/D (assumed after time lapse)			8.1%
W/D (other)			7.5%
W/D (personal)			7.5%
Course completed - debtor not allowed to graduate			5.1%
W/D (accepted other award)			3.6%
W/D (physical health)			1.5%
W/D (financial reasons)			0.9%
W/D (gone into employment)			0.3%

Table 7c-11 Course Progression Reasons for Leaving – Faculty of Arts by Ethnicity

UK/Ireland/CI*										non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left
BAME	■	■	5.1%	■	■	5.4%	■	■	5.3%	■	■	3.3%	■	■	3.1%	■	■	3.2%
White	■	■	3.2%	■	■	3.5%	■	■	3.4%	■	■	6.1%	■	■	8.1%	■	■	9.4%
Not known	■	■	2.9%	■	■	6.4%	■	■	12.7%	■	■	4.5%	■	■	15.8%	■	■	0.0%

Table 7c-12 Course Progression Reasons for Leaving – Faculty of Engineering by Ethnicity

UK/Ireland/CI*										non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left
BAME			5.3%			7.6%			9.2%			5.4%			6.2%			8.0%
White			5.3%			5.2%			6.7%			4.9%			6.4%			10.1%
Not known			4.8%			3.4%			9.4%			13.3%			16.7%			5.0%

Table 7c-13 Course Progression Reasons for Leaving – Faculty of MHS by Ethnicity

UK/Ireland/CI*										non UK									
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19			
	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	
BAME	■	■	1.8%	■	■	2.2%	■	■	3.2%	■	■	3.5%	■	■	3.8%	■	■	3.4%	
White	■	■	2.1%	■	■	2.0%	■	■	2.2%	■	■	4.1%	■	■	6.1%	■	■	5.4%	
Not known	■	■	4.0%	■	■	0.0%	■	■	2.4%	■	■	0.0%	■	■	0.0%	■	■	4.3%	

Table 7c-14 Course Progression Reasons for Leaving – Faculty of Science by Ethnicity

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left
BAME	■	■	2.8%	■	■	3.6%	■	■	4.8%	■	■	2.8%	■	■	3.2%	■	■	4.7%
White	■	■	3.6%	■	■	3.9%	■	■	4.5%	■	■	2.8%	■	■	5.0%	■	■	3.4%
Not known	■	■	3.4%	■	■	5.6%	■	■	6.6%	■	■	11.5%	■	■	0.0%	■	■	36.2%

Table 7c-15 Course Progression Reasons for Leaving – Faculty of Social Science by Ethnicity

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left	Reg	Leavers	% Left
BAME	■	■	3.7%	■	■	4.3%	■	■	4.3%	■	■	2.1%	■	■	3.8%	■	■	3.6%
White	■	■	3.1%	■	■	3.5%	■	■	3.2%	■	■	5.1%	■	■	2.8%	■	■	3.0%
Not known	■	■	3.6%	■	■	5.9%	■	■	0.0%	■	■	6.8%	■	■	4.1%	■	■	4.3%

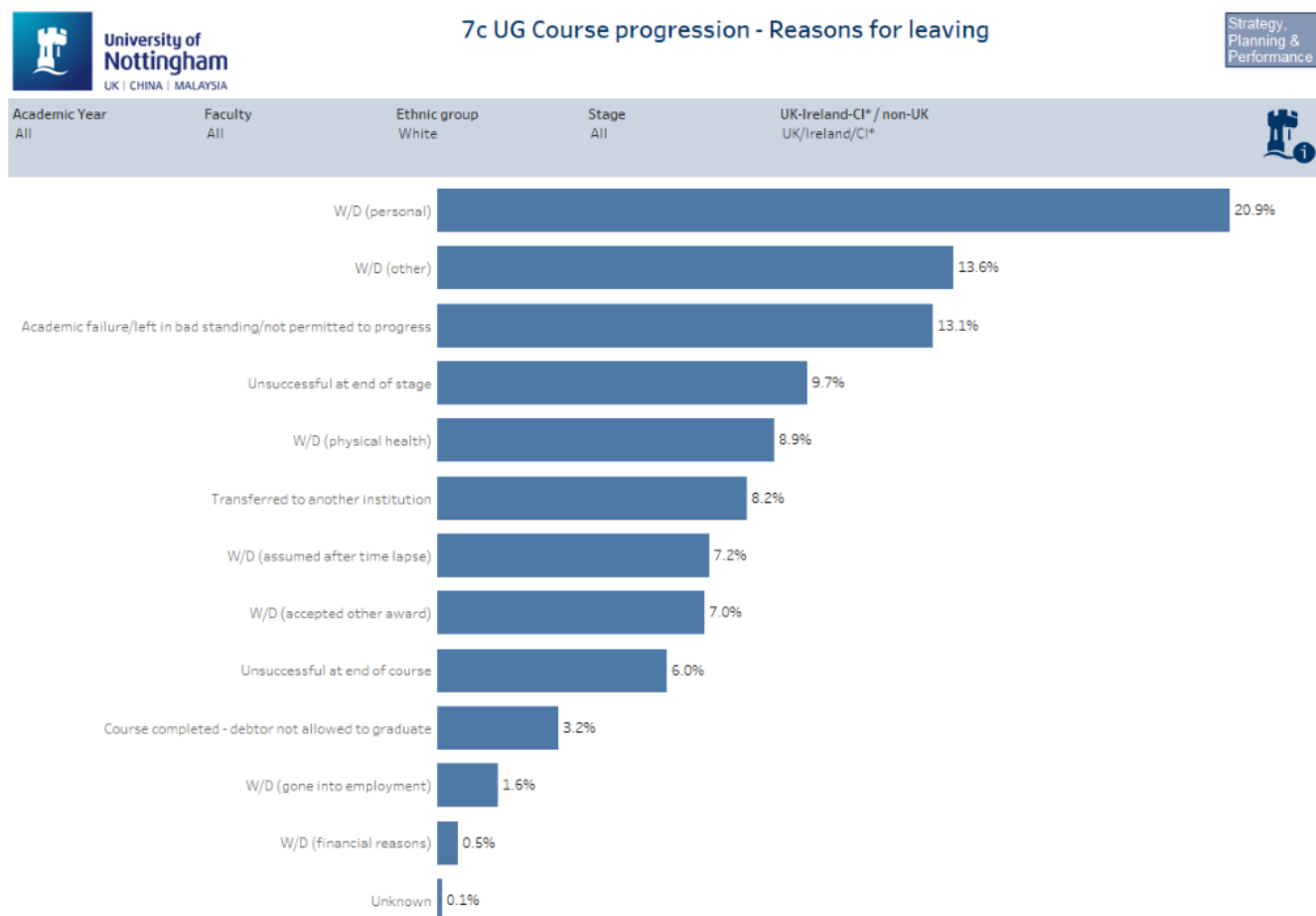


Figure 7c-1: UK White Students' Reasons for Leaving

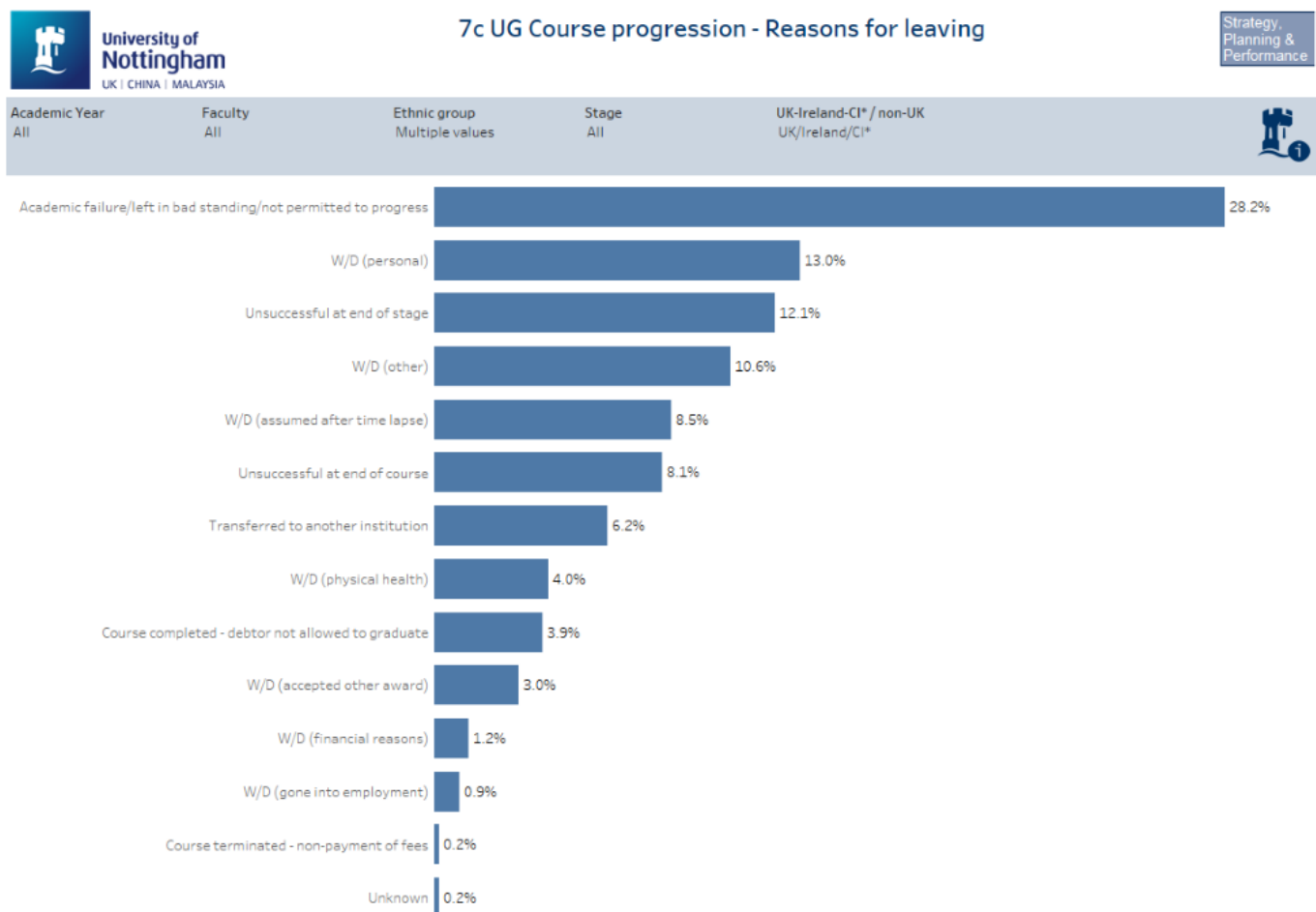


Figure 7c-2 UK BAME Students' Reasons for Leaving

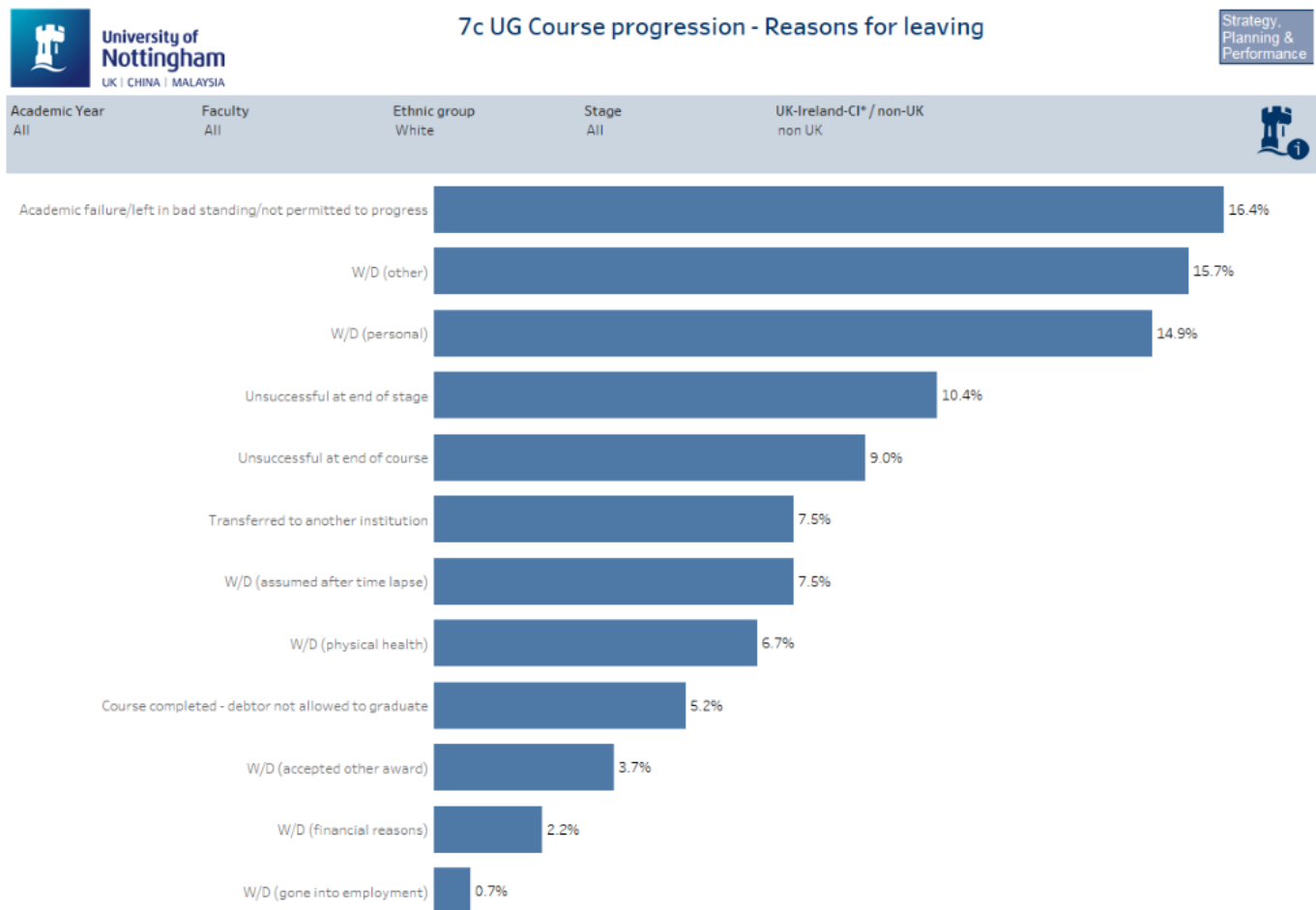


Figure 7c-3 White international students' reasons for leaving

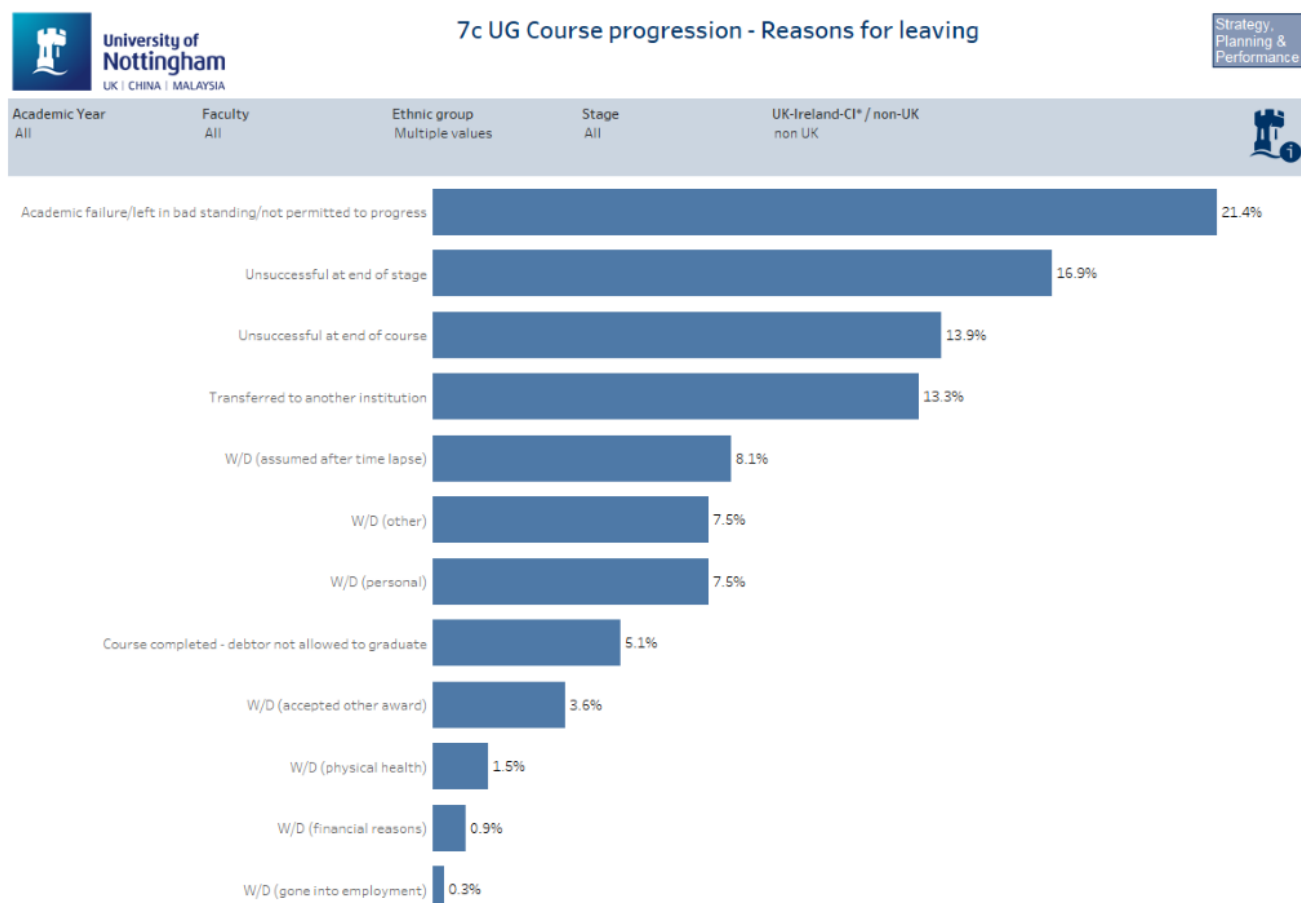


Figure 7c-4. BAME international students' reasons for leaving

Figure 7c-3 and Figure 7c-4 shows that the main reason for international BAME and White students withdrawing was academic failure. This is an important finding and the REC survey provides further insights. Only 57% of BAME students agreed they were comfortable approaching course tutors with questions, cf 66% of White students. There was a difference between BAME (48%) and White students' (58%) knowledge of where to go to access additional academic support. Just 59% of the BAME respondents felt they were progressing well compared to 69% of White students. The SAT were concerned to see this gap in satisfaction with course progression given that academic failure was the most common reason for BAME students leaving UoN. We will require all Faculties and Schools to develop specific interventions to address issues around BAME student retention (AP2.3).

For BAME international students, the next two highest reasons were unsuccessful at stage/course. This results in an aggregate of 52.2% non-UK BAME leavers citing academic reasons (cf 35.8% non-UK White leavers), which is cause for concern.

Comments in the REC survey indicate that BAME students can struggle with the transition to and through university when they don't see themselves reflected in the staff body:

"Having people of your ethnicity/race is imperative for a sense of belonging as they provide a sense of security and you can relate to them. This is important as university is a big change which can leave you feeling alone."

The trends in this section indicate that we are letting down our UK and International BAME students in providing academic content and support they can engage and succeed with. We must find out why, and do better.

We have a range of initiatives to support student progression and retention, including transition support, peer mentoring schemes, Academic Skills for Students, and the Nottingham Online Open Course (NOOC) "Your University Journey". We are not confident that these are sensitive to the needs of our BAME students and we do not routinely monitor take-up by BAME students. We will create an action to undertake a structured impact evaluation of these schemes. We will also ensure engagement with teaching staff and University Senate (responsible for academic matters) to raise awareness of the issues experienced by BAME students and build skills in all of our staff in supporting BAME students (AP2.3).



AP: 2.2, 2.3

Objective 2.2: To ensure accurate data is readily available to measure improvements in BAME representation, attainment and progression as well as progression against planned objectives.

Objective 2.3: To implement a planning cycle to improve BAME student academic engagement and retention.

Highlight Actions:

A 2.2.1 Deliver annual student ethnicity datasets to key role holders (e.g. School leadership) to inform local planning relating to representation from different ethnic groups, progression and attainment issues including baselines and progress measures. Annual reporting to routinely include student progression and attainment by ethnicity and for UK and international students.

A 2.2.2 Require and provide support for all Schools to develop action plans in response to identified course progression and attainment issue, to be collated and monitored by the Access and Participation Steering Groups.

A 2.3.2 Investigate the widening non-continuation gap between UK White and BAME students, in particular the impact on Black students.

A 2.3.3 Review and enhance academic support provision for non-UK students, with a focus on the needs of BAME students.

A 2.3.4 Require faculties to explore and address reasons for specific ethnic groups' non-continuation.

A 2.3.5 Thoroughly investigate the ethnicity gap in satisfaction with course progression and respond with relevant actions.

A 2.3.6 Undertake a structured impact evaluation of progression support schemes.

7d Attainment

Please provide details of the ethnic profile, by specific ethnic group, of your institution's degree attainment gap for UK, and separately, non-UK students. Please focus specifically on differences, by ethnicity, of students being awarded a first/2:1 (a 'good degree').

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

In this section you have the opportunity to assess whether your minority ethnic students are being awarded a good (first or 2:1) degree in the same proportions as White British students.

Analyse the data and comment and reflect on any initiatives your institution has to address any attainment gaps (with reference to section 8 of your application).

Where you have initiated work in this area, what has been the impact of these initiatives?

7d Key Issues

- Degree awarding gap of significant concern (AP1.7)
- Different patterns of gaps for different faculties (AP2.4)
- Important to disaggregate data by ethnicity to see specific trends in different ethnic groups (AP2.4)

The UoN degree awarding gap is substantial, persistent and varies by ethnic group and Faculty. It was identified as an area for priority action before we commenced the self-assessment process. The REC process has highlighted the complexity of the reasons for the gap and renewed our sense of urgency to identify and implement effective actions.

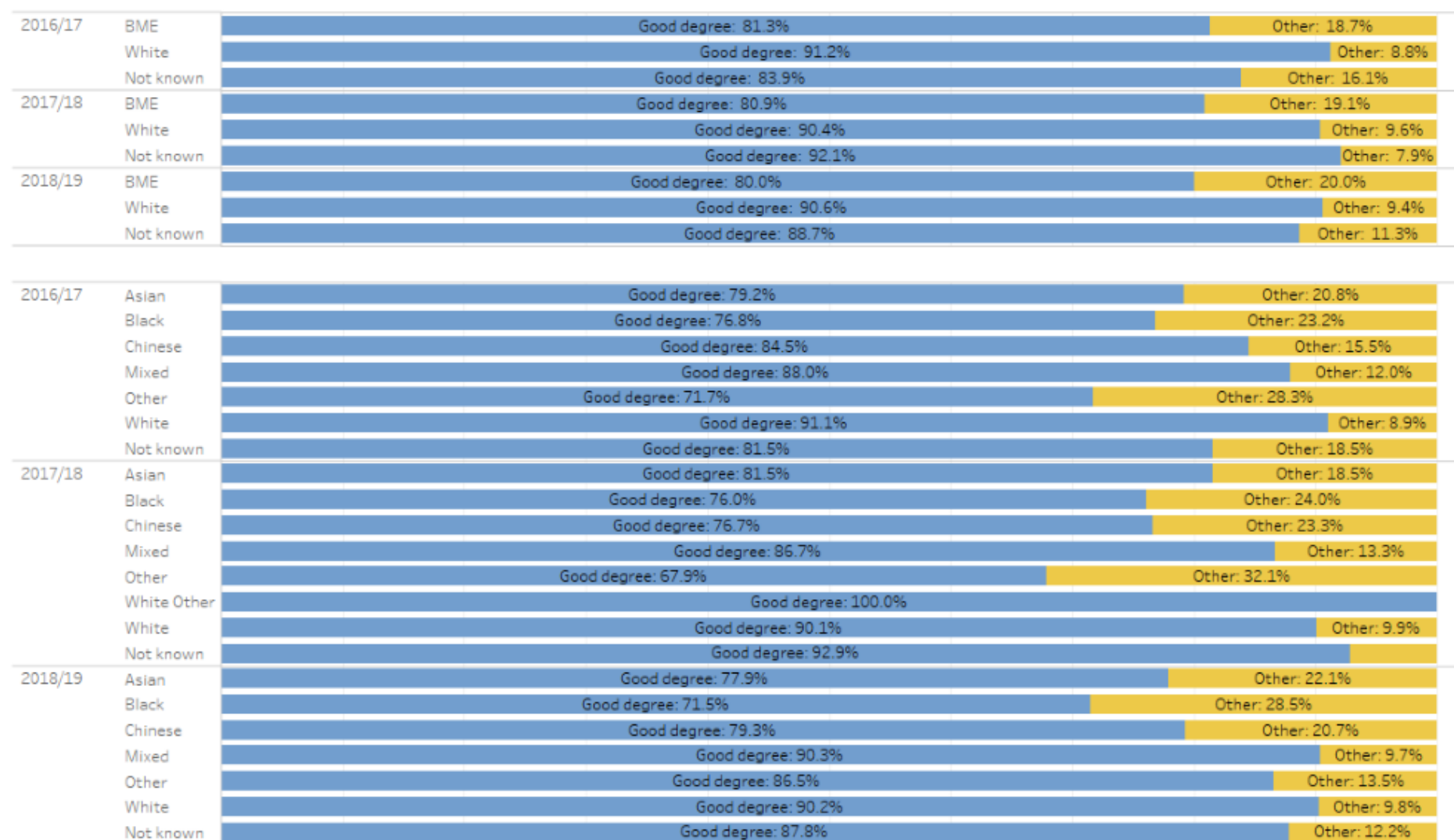


Figure 7d-1. Proportion of good degrees awarded for UK students by ethnicity and disaggregated ethnic groups

Table 7d-1 show the proportion of UK BAME students receiving a first or 2:1 has slightly fallen over three years and remains consistently around 10% lower than UK White students. The UoN gaps are marginally lower than the average gap of 11.7% for UK UGs at Russell Group Universities (RGUs) in the same period, but the slight increase in the 2018/19 gap was noted by the SAT.

As at national level, outcomes at UoN vary considerably by ethnicity, with particularly wide gaps in degree awarding observed between White and Black UK students (18.7% 2018/19). The gap for UK Asian students over three years was not much narrower than for Black students, widening overall during this period (12.3% 2018/19). For our UK Chinese students, the gap has almost doubled over three years from 6.6% to 10.9%. The overall picture for disaggregated groups is therefore not good, and is indicative of systemic racism.

We observed persistently wider awarding gaps over three years for UK Asian/Asian British Pakistani students and UK Black/Black British African students more than for other minority ethnic groups. We are concerned at our lack of progress in this area, and will appoint a University-wide Academic lead for the Degree Awarding gap (AP1.7).

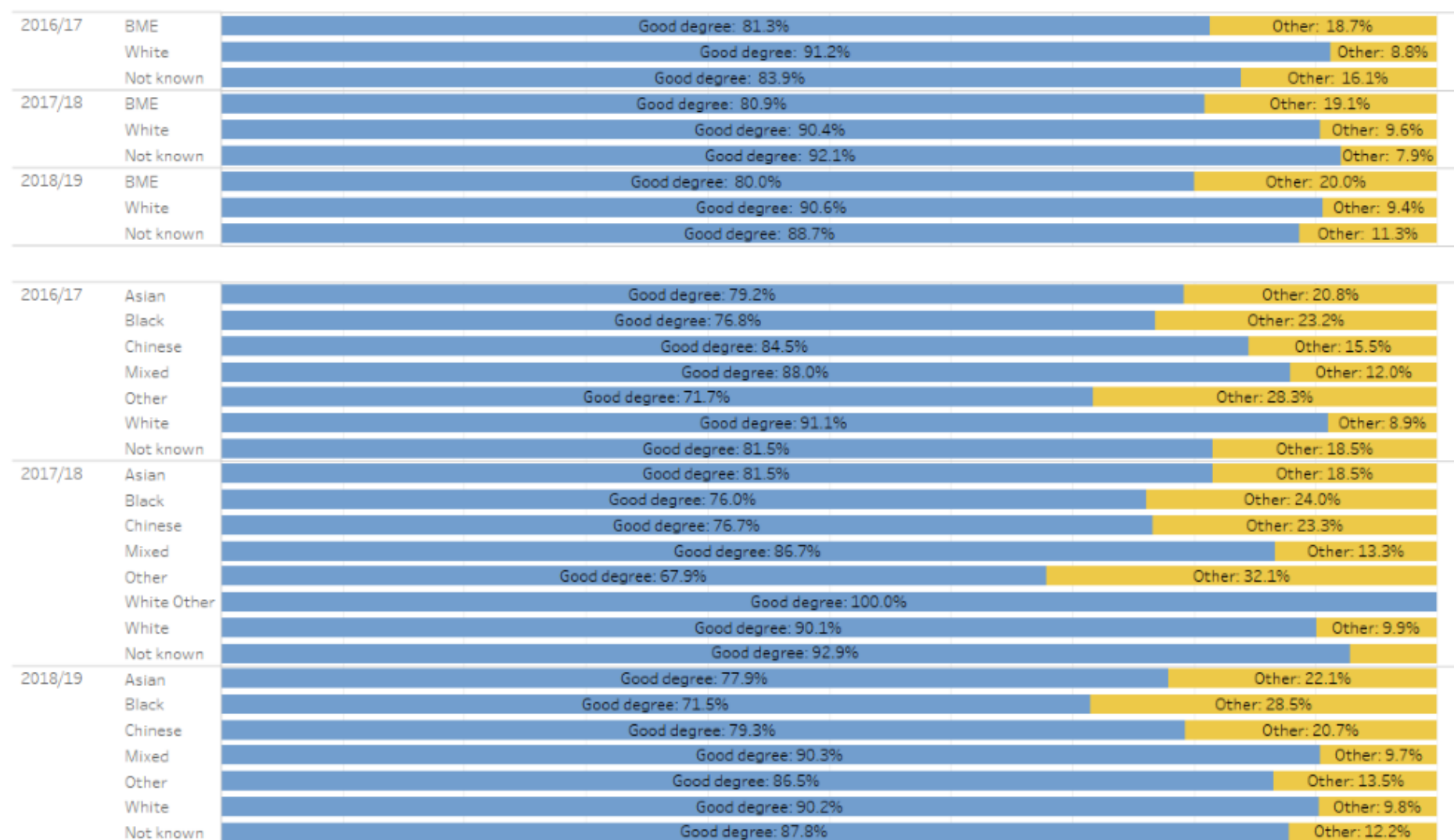


Figure 7d-1. Proportion of good degrees awarded for UK students by ethnicity and disaggregated ethnic groups

Table 7d-1. Proportion of good degrees awarded for UK students by ethnicity and disaggregated ethnic groups

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab		0.3 %	81. 3%		0.6 %	18. 8%		0.2 %	80. 0%		0.3 %	20. 0%		0.1 %	58. 3%		0.8 %	41. 7%
Asian or Asian British - Bangladeshi		0.5 %	80. 0%		0.9 %	20. 0%		0.3 %	89. 5%		0.3 %	10. 5%		0.5 %	77. 4%		1.1 %	22. 6%
Asian or Asian British - Indian.		5.8 %	83. 5%		9.5 %	16. 5%		5.5 %	82. 8%		8.8 %	17. 2%		6.6 %	81. 9%		10. 9%	18. 1%
Asian or Asian British - Pakistani.		0.8 %	67. 9%		3.2 %	32. 1%		1.3 %	75. 0%		3.4 %	25. 0%		1.1 %	72. 0%		3.2 %	28. 0%
Asian other.		1.3 %	78. 9%		2.8 %	21. 1%		1.6 %	77. 9%		3.5 %	22. 1%		1.6 %	75. 0%		4.1 %	25. 0%
Black or Black British - African.		2.5 %	71. 6%		8.2 %	28. 4%		2.8 %	75. 4%		7.1 %	24. 6%		3.7 %	70. 7%		11. 3%	29. 3%
Black or Black British - Caribbean.		0.8 %	85. 7%		1.1 %	14. 3%		1.0 %	81. 4%		1.7 %	18. 6%		0.9 %	87. 5%		0.9 %	12. 5%
Black other.		0.3 %	87. 5%		0.4 %	12. 5%		0.1 %	87. 5%		0.2 %	12. 5%		0.1 %	50. 0%		0.5 %	50. 0%
Chinese		1.4 %	84. 7%		2.0 %	15. 3%		1.2 %	75. 9%		2.9 %	24. 1%		1.2 %	81. 4%		2.0 %	18. 6%
Gypsy or Traveller		0.0 %	0.0 %		0.0 %	0.0 %		0.1 %	100 %		0.0 %	0.0 %		0.0 %	0.0 %		0.0 %	0.0 %
Other mixed background		1.2 %	91. 1%		0.9 %	8.9 %		1.1 %	91. 7%		0.8 %	8.3 %		1.0 %	83. 3%		1.5 %	16. 7%
Other.		0.5 %	66. 7%		2.2 %	33. 3%		0.3 %	70. 8%		1.1 %	29. 2%		0.6 %	93. 3%		0.3 %	6.7 %
White and Asian		1.7 %	90. 4%		1.5 %	9.6 %		1.8 %	86. 7%		2.2 %	13. 3%		2.0 %	93. 3%		1.1 %	6.7 %
White and Black African		0.4 %	90. 5%		0.4 %	9.5 %		0.5 %	83. 9%		0.8 %	16. 1%		0.5 %	92. 0%		0.3 %	8.0 %
White and Black Caribbean		0.8 %	88. 1%		0.9 %	11. 9%		1.1 %	83. 6%		1.7 %	16. 4%		0.9 %	91. 3%		0.6 %	8.7 %
White.		81. 1%	91. 2%		64. 5%	8.8 %		80. 0%	90. 4%		64. 9%	9.6 %		78. 5%	90. 6%		60. 8%	9.4 %
Unknown		0.6 %	83. 9%		0.9 %	16. 1%		0.7 %	92. 1%		0.5 %	7.9 %		1.0 %	88. 7%		0.9 %	11. 3%

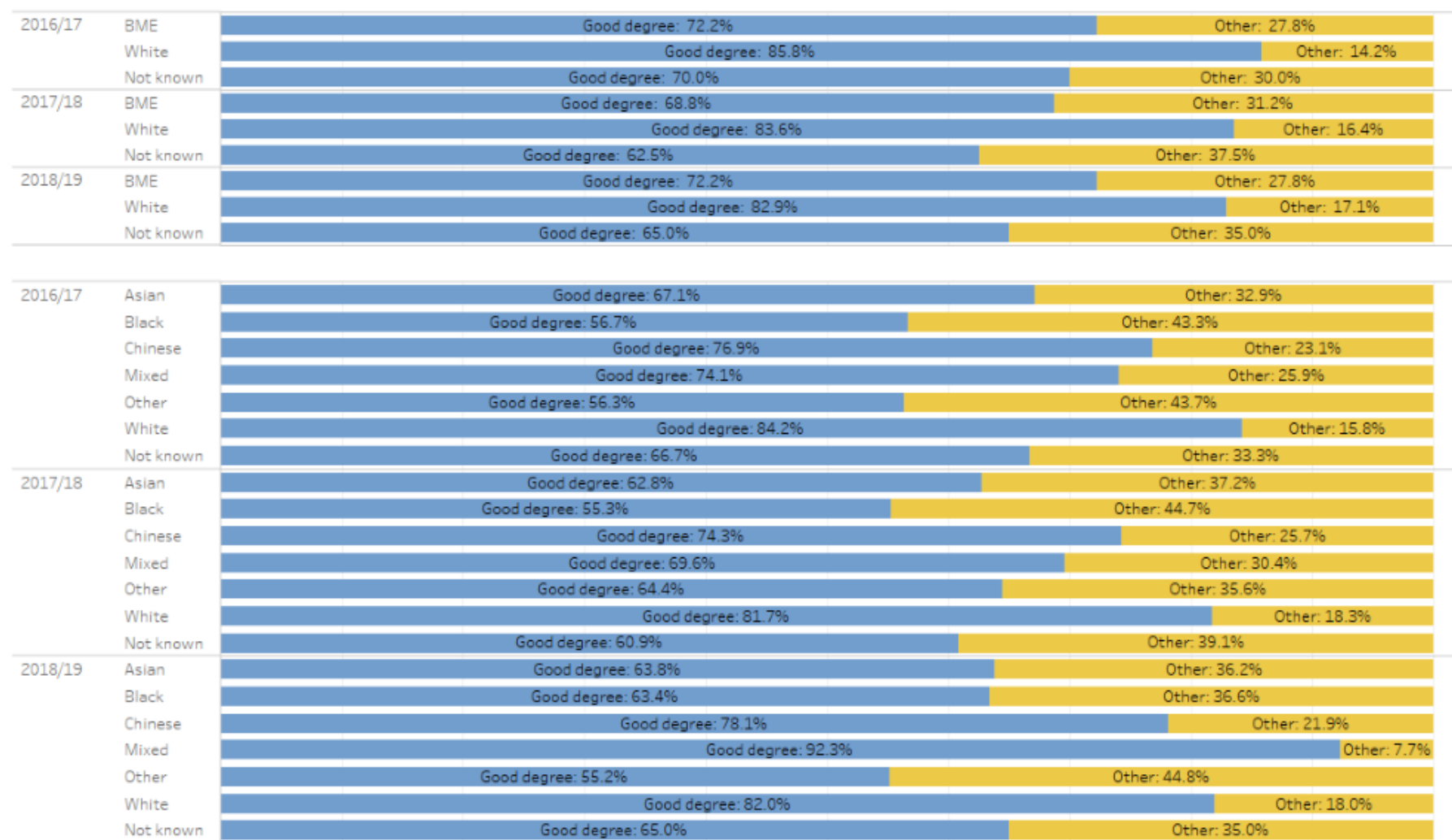


Figure 7d-2. Proportion of good degrees awarded for non-UK students by ethnicity and disaggregated ethnic groups

Table 7d-2. Overall proportion of good degrees awarded for non-UK students by ethnicity and disaggregated ethnic groups

		2016/17						2017/18						2018/19					
		Good degree			Other			Good degree			Other			Good degree			Other		
		#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
BAME	Arab	■	2.6%	54.7%	■	6.5%	45.3%	■	2.5%	66.7%	■	3.1%	33.3%	■	1.9%	50.0%	■	5.6%	50.0%
BAME	Asian or Asian British - Bangladeshi.	■	0.3%	100%	■	0	0	■	0.2%	100%	■	0.0%	0.0%	■	0.2%	50.0%	■	0.6%	50.0%
BAME	Asian or Asian British - Indian.	■	5.0%	64.7%	■	8.1%	35.3%	■	4.5%	57.9%	■	8.3%	42.1%	■	4.6%	59.3%	■	9.2%	40.7%
BAME	Asian or Asian British - Pakistani.	■	0.7%	50.0%	■	2.2%	50.0%	■	0.4%	66.7%	■	0.5%	33.3%	■	0.5%	71.4%	■	0.6%	28.6%
BAME	Asian other.	■	15.2%	70.8%	■	18.6%	29.2%	■	14.9%	60.8%	■	24.1%	39.2%	■	12.2%	66.1%	■	18.1%	33.9%
BAME	Black or Black British - African.	■	1.1%	52.2%	■	3.0%	47.8%	■	2.2%	63.6%	■	3.1%	36.4%	■	1.9%	57.1%	■	4.2%	42.9%
BAME	Black or Black British - Caribbean.	■	0.1%	33.3%	■	0.5%	66.7%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.3%	60.0%	■	0.6%	40.0%
BAME	Black other.	■	0.4%	80.0%	■	0.3%	20.0%	■	0.1%	12.5%	■	1.8%	87.5%	■	0.5%	83.3%	■	0.3%	16.7%
BAME	Chinese	■	47.2%	76.6%	■	42.9%	23.4%	■	48.5%	74.2%	■	42.2%	25.8%	■	50.2%	77.2%	■	42.8%	22.8%
BAME	Other mixed background	■	0.6%	63.6%	■	1.1%	36.4%	■	0.5%	71.4%	■	0.5%	28.6%	■	1.3%	81.3%	■	0.8%	18.8%
BAME	Other.	■	1.3%	58.3%	■	2.7%	41.7%	■	0.7%	58.3%	■	1.3%	41.7%	■	1.3%	61.9%	■	2.2%	38.1%
BAME	White and Asian	■	1.2%	81.3%	■	0.8%	18.8%	■	0.9%	60.0%	■	1.6%	40.0%	■	0.8%	100%	■	0.0%	0.0%
BAME	White and Black African	■	0.1%	100%	■	0.0%	0.0%	■	0.2%	100%	■	0.0%	0.0%	■	0.7%	100%	■	0.0%	0.0%
BAME	White and Black Caribbean	■	0.0%	0.0%	■	0.0%	0.0%	■	0.2%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
White	White.	■	22.4%	85.8%	■	11.1%	14.2%	■	22.6%	83.6%	■	11.1%	16.4%	■	22.4%	82.9%	■	13.3%	17.1%
Not known	Unknown	■	1.9%	70.0%	■	2.4%	30.0%	■	1.5%	62.5%	■	2.3%	37.5%	■	1.3%	65.0%	■	1.9%	35.0%

Comparing Figure 7d-1 and Figure 7d-2, it is evident that non-UK BAME students generally fared worse than UK BAME students. Furthermore, REC SAT noted the trends which indicate that we are failing our Black international students. Chinese and Mixed non-UK students generally perform less well than White students, but better than their Black and Asian counterparts. Our Academic lead for the degree awarding gap (AP1.7) will lead work to deepen our understanding of these differences (AP1.7).

Table 7d-2 shows that, when disaggregated by ethnic group, with just one exception (Black-Other, 2018/19), White non-UK students consistently enjoyed better outcomes than other non-UK ethnicities.

At Faculty level, the widest gaps were seen in non-UK BAME students in the Arts Faculty (20.6% in 2018/2019; Figure 7d-3). However, excepting Chinese students, almost all other ethnicities across the three years are <5 headcount, therefore this finding should be read within this context. The highest attainment gaps for UK BAME students in 2018/19, were observed in Engineering (16.2pp) which has a 44.1% UG BAME student population. The Science Faculty, with 34.9% UG BAME students, had an awarding gap of just 6.6%. We will compare teaching and assessment across these Faculties to identify effective practice (AP2.4).

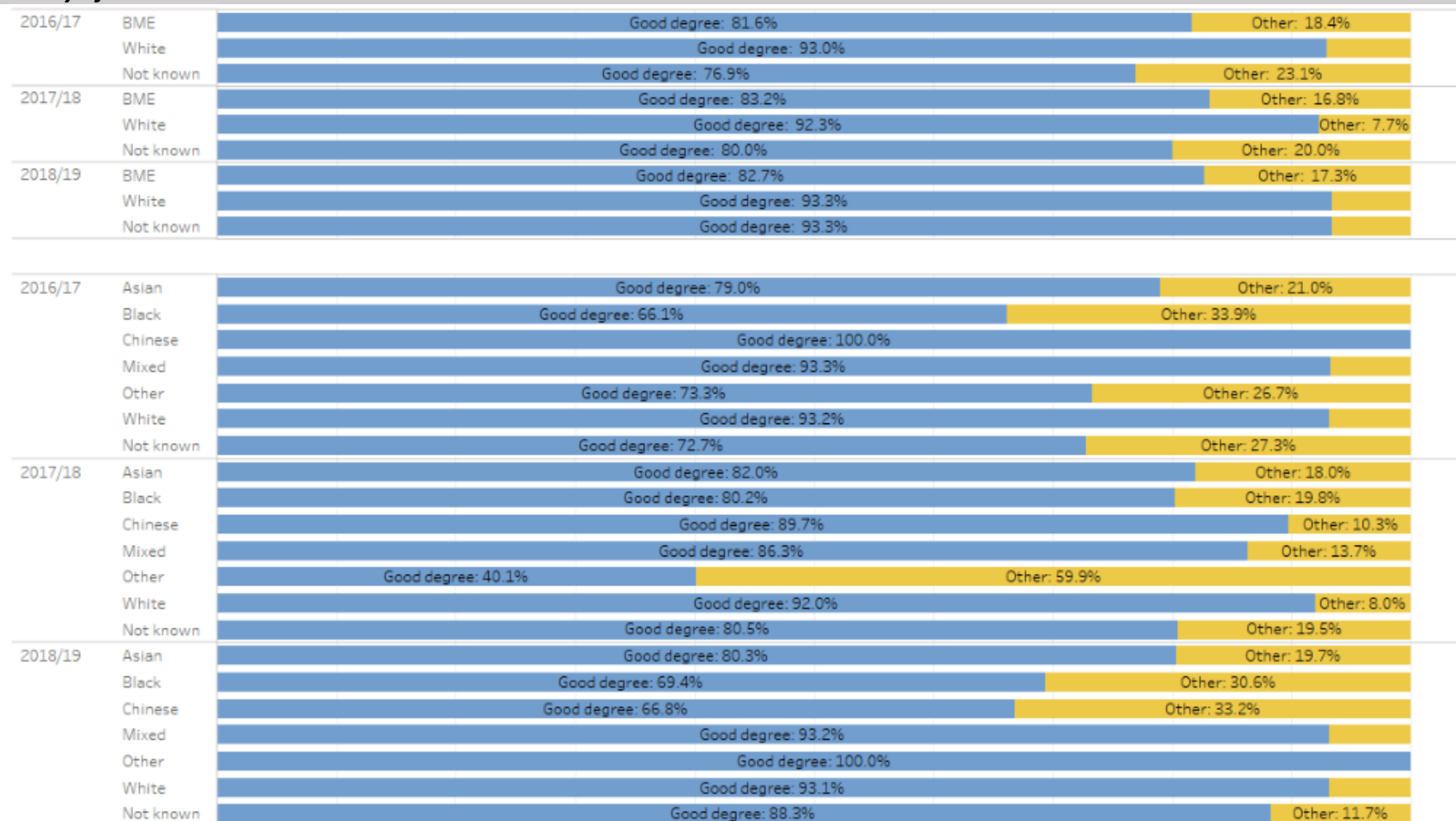
Faculty of Arts**Figure 7d-3. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Arts**

Table 7d-3. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Arts (displayed over 2 pages)

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	■	0.2%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
Asian or Asian British - Bangladeshi.	■	0.4%	71.4%	■	1.7%	28.6%	■	0.2%	75.0%	■	0.7%	25.0%	■	0.1%	50.0%	■	0.9%	50.0%
Asian or Asian British - Indian.	■	1.6%	83.3%	■	3.4%	16.7%	■	2.6%	83.7%	■	5.2%	16.3%	■	2.8%	84.1%	■	6.0%	15.9%
Asian or Asian British - Pakistani.	■	0.4%	71.4%	■	1.7%	28.6%	■	0.9%	75.0%	■	3.0%	25.0%	■	0.5%	85.7%	■	0.9%	14.3%
Asian other.	■	0.9%	78.6%	■	2.5%	21.4%	■	0.7%	81.8%	■	1.5%	18.2%	■	0.2%	60.0%	■	1.7%	40.0%
Black or Black British - African.	■	0.9%	47.8%	■	10.2%	52.2%	■	1.6%	91.7%	■	1.5%	8.3%	■	2.1%	66.7%	■	12.1%	33.3%
Black or Black British - Caribbean.	■	0.6%	88.9%	■	0.8%	11.1%	■	0.8%	68.8%	■	3.7%	31.3%	■	1.1%	93.8%	■	0.9%	6.3%
Black other.	■	0.2%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.7%	100%	■	0.0%	0.0%	■	1.7%	100%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	0.3%	100%	■	0.0%	0.0%	■	0.8%	91.7%	■	0.7%	8.3%	■	0.2%	66.7%	■	0.9%	33.3%
Other mixed background	■	1.5%	100%	■	0.0%	0.0%	■	1.5%	90.9%	■	1.5%	9.1%	■	1.0%	81.3%	■	2.6%	18.8%
Other.	■	0.4%	71.4%	■	1.7%	28.6%	■	0.1%	50.0%	■	0.7%	50.0%	■	0.2%	100%	■	0.0%	0.0%
White and Asian	■	1.6%	90.9%	■	1.7%	9.1%	■	1.7%	92.0%	■	1.5%	8.0%	■	2.0%	100%	■	0.0%	0.0%
White and Black African	■	0.4%	100%	■	0.0%	0.0%	■	0.6%	80.0%	■	1.5%	20.0%	■	0.5%	100%	■	0.0%	0.0%
White and Black Caribbean	■	0.9%	92.3%	■	0.8%	7.7%	■	1.2%	77.3%	■	3.7%	22.7%	■	0.9%	100%	■	0.0%	0.0%
White.	■	89.1%	93.0%	■	72.9%	7.0%	■	86.7%	92.3%	■	72.6%	7.7%	■	87.4%	93.3%	■	71.6%	6.7%
Unknown	■	0.8%	76.9%	■	2.5%	23.1%	■	0.6%	80.0%	■	1.5%	20.0%	■	1.1%	93.3%	■	0.9%	6.7%

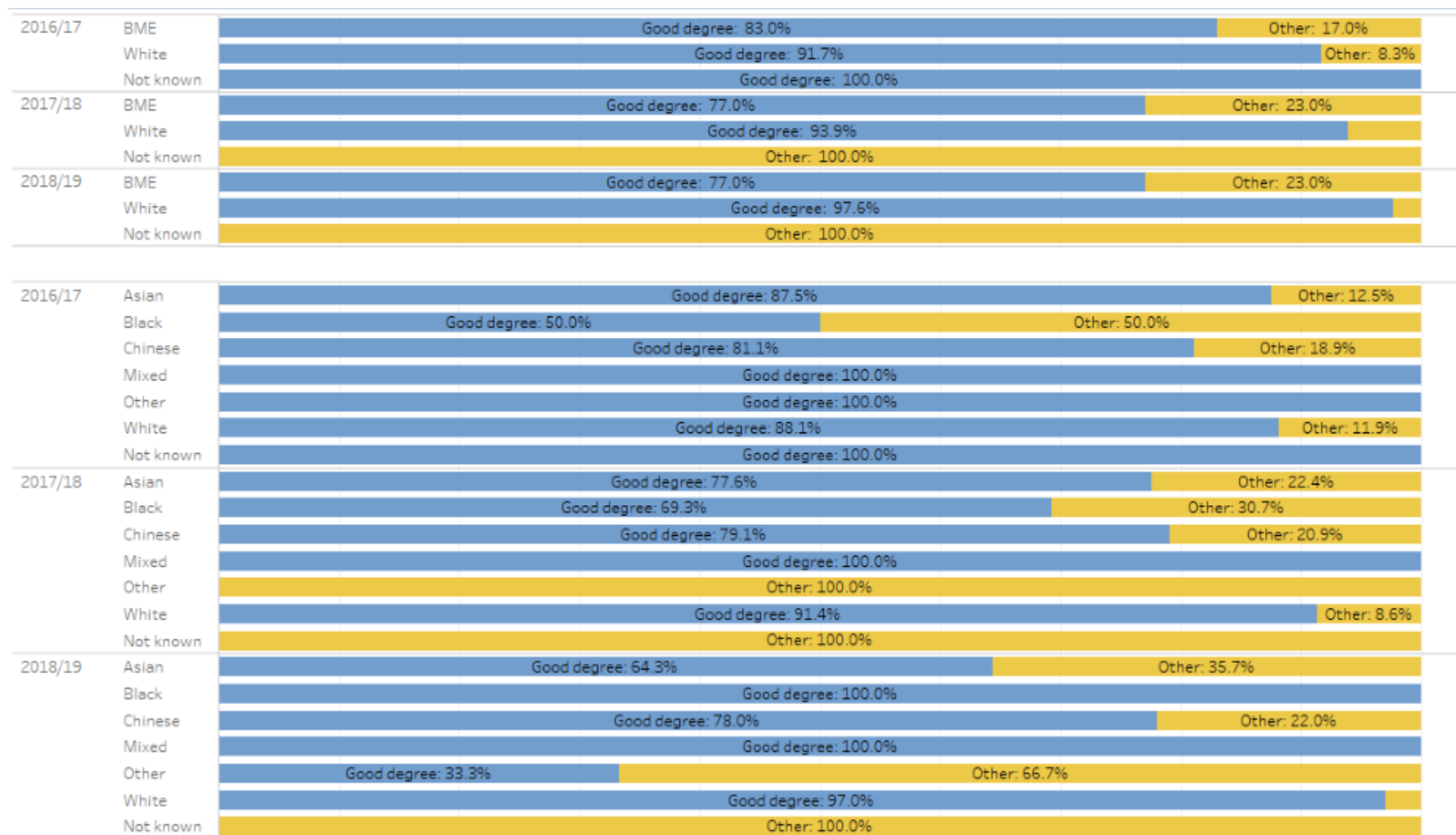


Figure 7d-4. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Arts

Table 7d-4. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Arts (displayed over 2 pages)

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	1.1%	50.0%	1	6.3%	50.0%
Asian or Asian British - Indian.	1	7.6%	100%	1	0.0%	0.0%	1	7.7%	85.7%	1	5.6%	14.3%	1	5.7%	71.4%	1	12.5%	28.6%
Asian or Asian British - Pakistani.	1	1.3%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%
Asian other.	1	2.5%	66.7%	1	8.3%	33.3%	1	5.1%	66.7%	1	11.1%	33.3%	1	2.3%	50.0%	1	12.5%	50.0%
Black or Black British - African.	1	1.3%	100%	1	0.0%	0.0%	1	3.8%	60.0%	1	11.1%	40.0%	1	1.1%	100%	1	0.0%	0.0%
Black or Black British - Caribbean.	1	0.0%	0.0%	1	8.3%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	39.2%	81.6%	■	58.3%	18.4%	■	37.2%	78.4%	■	44.4%	21.6%	■	34.1%	78.9%	■	50.0%	21.1%
Other mixed background	■	0.0%	0.0%	■	0.0%	0.0%	■	1.3%	100%	■	0.0%	0.0%	■	3.4%	100%	■	0.0%	0.0%
Other.	■	1.3%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	5.6%	100%	■	0.0%	0.0%	■	6.3%	100%
White and Asian	■	2.5%	100%	■	0.0%	0.0%	■	3.8%	100%	■	0.0%	0.0%	■	4.5%	100%	■	0.0%	0.0%
White and Black African	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%	■	1.1%	100%	■	0.0%	0.0%
White and Black Caribbean	■	0.0%	0.0%	■	0.0%	0.0%	■	1.3%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
White.	■	41.8%	91.7%	■	25.0%	8.3%	■	39.7%	93.9%	■	11.1%	6.1%	■	46.6%	97.6%	■	6.3%	2.4%
Unknown	■	2.5%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	11.1%	100%	■	0.0%	0.0%	■	6.3%	100%

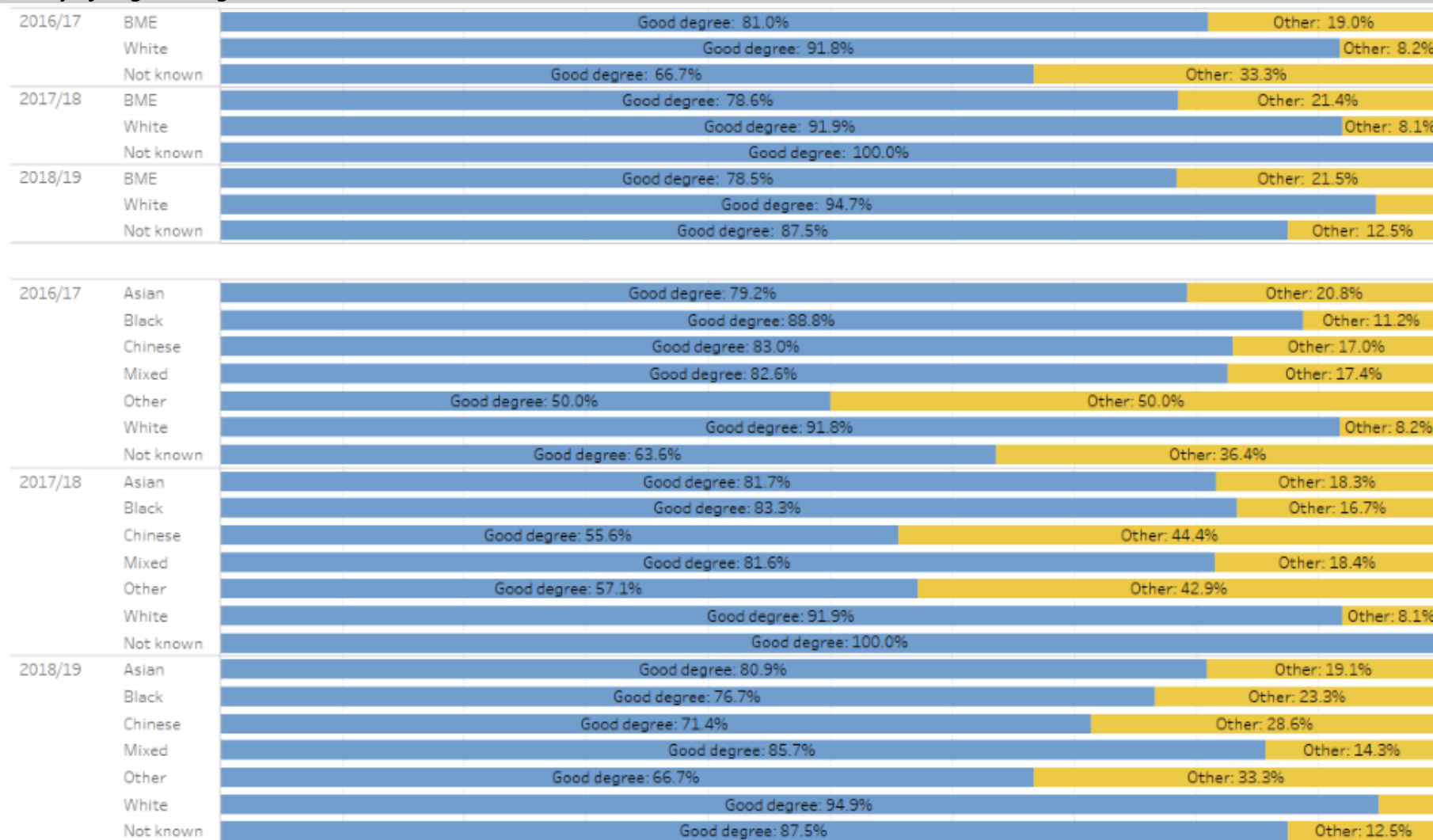
Faculty of Engineering**Figure 7d-5. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Engineering**

Table 7d-5. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Engineering (displayed over 2 pages)

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	0.0%	0.0%	1	0.0%	0.0%	1	0.2%	33.3%	1	3.7%	66.7%	1	0.0%	0.0%	1	3.8%	100%
Asian or Asian British - Bangladeshi.	1	1.1%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	1.5%	87.5%	1	1.9%	12.5%
Asian or Asian British - Indian.	1	7.9%	82.9%	1	12.5%	17.1%	1	5.1%	84.0%	1	7.4%	16.0%	1	7.3%	89.7%	1	7.7%	10.3%
Asian or Asian British - Pakistani.	1	0.5%	66.7%	1	2.1%	33.3%	1	2.2%	81.8%	1	3.7%	18.2%	1	0.8%	44.4%	1	9.6%	55.6%
Asian other.	1	1.9%	63.6%	1	8.3%	36.4%	1	4.6%	79.2%	1	9.3%	20.8%	1	2.3%	78.6%	1	5.8%	21.4%
Black or Black British - African.	1	4.9%	85.7%	1	6.3%	14.3%	1	3.6%	78.9%	1	7.4%	21.1%	1	4.4%	77.8%	1	11.5%	22.2%
Black or Black British - Caribbean.	1	1.6%	100%	1	0.0%	0.0%	1	1.0%	100%	1	0.0%	0.0%	1	0.2%	50.0%	1	1.9%	50.0%
Black other.	1	0.0%	0.0%	1	0.0%	0.0%	1	0.2%	100%	1	0.0%	0.0%	1	0.4%	100%	1	0.0%	0.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	2.7%	83.3%	■	4.2%	16.7%	■	1.2%	55.6%	■	7.4%	44.4%	■	2.1%	71.4%	■	7.7%	28.6%
Other mixed background	■	0.8%	100%	■	0.0%	0.0%	■	1.5%	85.7%	■	1.9%	14.3%	■	1.0%	83.3%	■	1.9%	16.7%
Other.	■	0.8%	50.0%	■	6.3%	50.0%	■	0.7%	75.0%	■	1.9%	25.0%	■	0.8%	80.0%	■	1.9%	20.0%
White and Asian	■	3.0%	91.7%	■	2.1%	8.3%	■	2.4%	76.9%	■	5.6%	23.1%	■	2.1%	76.9%	■	5.8%	23.1%
White and Black African	■	0.5%	66.7%	■	2.1%	33.3%	■	0.5%	66.7%	■	1.9%	33.3%	■	0.4%	100%	■	0.0%	0.0%
White and Black Caribbean	■	0.8%	60.0%	■	4.2%	40.0%	■	0.7%	100%	■	0.0%	0.0%	■	0.2%	100%	■	0.0%	0.0%
White.	■	72.8%	91.8%	■	50.0%	8.2%	■	74.9%	91.9%	■	50.0%	8.1%	■	74.9%	94.7%	■	38.5%	5.3%
Unknown	■	0.5%	66.7%	■	2.1%	33.3%	■	1.0%	100%	■	0.0%	0.0%	■	1.5%	87.5%	■	1.9%	12.5%

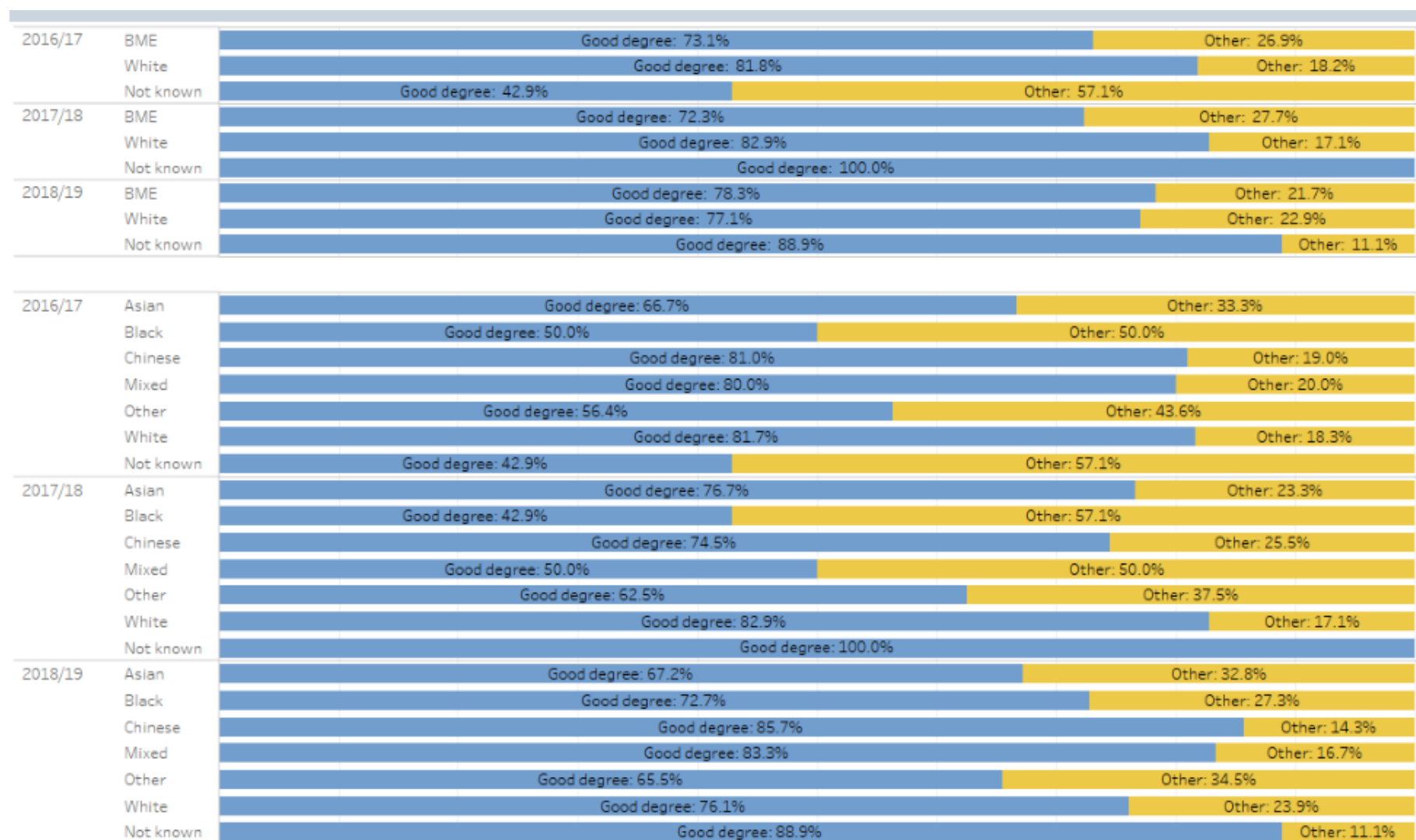


Figure 7d-6. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Engineering

Table 7d-6. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Engineering (displayed over 2 pages)

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	5.5%	53.3%	1	13.5%	46.7%	1	4.2%	60.0%	1	7.7%	40.0%	1	4.6%	68.4%	1	7.7%	31.6%
Asian or Asian British - Bangladeshi	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	1.3%	100%
Asian or Asian British - Indian.	1	2.1%	85.7%	1	1.0%	14.3%	1	2.8%	80.0%	1	1.9%	20.0%	1	1.4%	80.0%	1	1.3%	20.0%
Asian or Asian British - Pakistani.	1	0.3%	33.3%	1	1.9%	66.7%	1	0.3%	100%	1	0.0%	0.0%	1	0.7%	100%	1	0.0%	0.0%
Asian other.	1	12.1%	66.0%	1	17.3%	34.0%	1	16.0%	75.4%	1	14.4%	24.6%	1	12.4%	66.0%	1	23.1%	34.0%
Black or Black British - African.	1	0.7%	33.3%	1	3.8%	66.7%	1	1.7%	71.4%	1	1.9%	28.6%	1	2.1%	66.7%	1	3.8%	33.3%
Black or Black British - Caribbean.	1	0.3%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%
Black other.	1	0.7%	66.7%	1	1.0%	33.3%	1	0.3%	14.3%	1	5.8%	85.7%	1	0.7%	100%	1	0.0%	0.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	61.6%	78.4%	■	47.1%	21.6%	■	61.5%	74.4%	■	58.7%	25.6%	■	58.3%	83.8%	■	41.0%	16.2%
Other mixed background	■	0.0%	0.0%	■	0.0%	0.0%	■	0.3%	50.0%	■	1.0%	50.0%	■	1.4%	80.0%	■	1.3%	20.0%
Other.	■	1.7%	71.4%	■	1.9%	28.6%	■	1.0%	75.0%	■	1.0%	25.0%	■	2.1%	60.0%	■	5.1%	40.0%
White and Asian	■	1.4%	80.0%	■	1.0%	20.0%	■	0.7%	50.0%	■	1.9%	50.0%	■	0.4%	100%	■	0.0%	0.0%
White.	■	12.5%	81.8%	■	7.7%	18.2%	■	10.1%	82.9%	■	5.8%	17.1%	■	13.1%	77.1%	■	14.1%	22.9%
Unknown	■	1.0%	42.9%	■	3.8%	57.1%	■	1.0%	100%	■	0.0%	0.0%	■	2.8%	88.9%	■	1.3%	11.1%

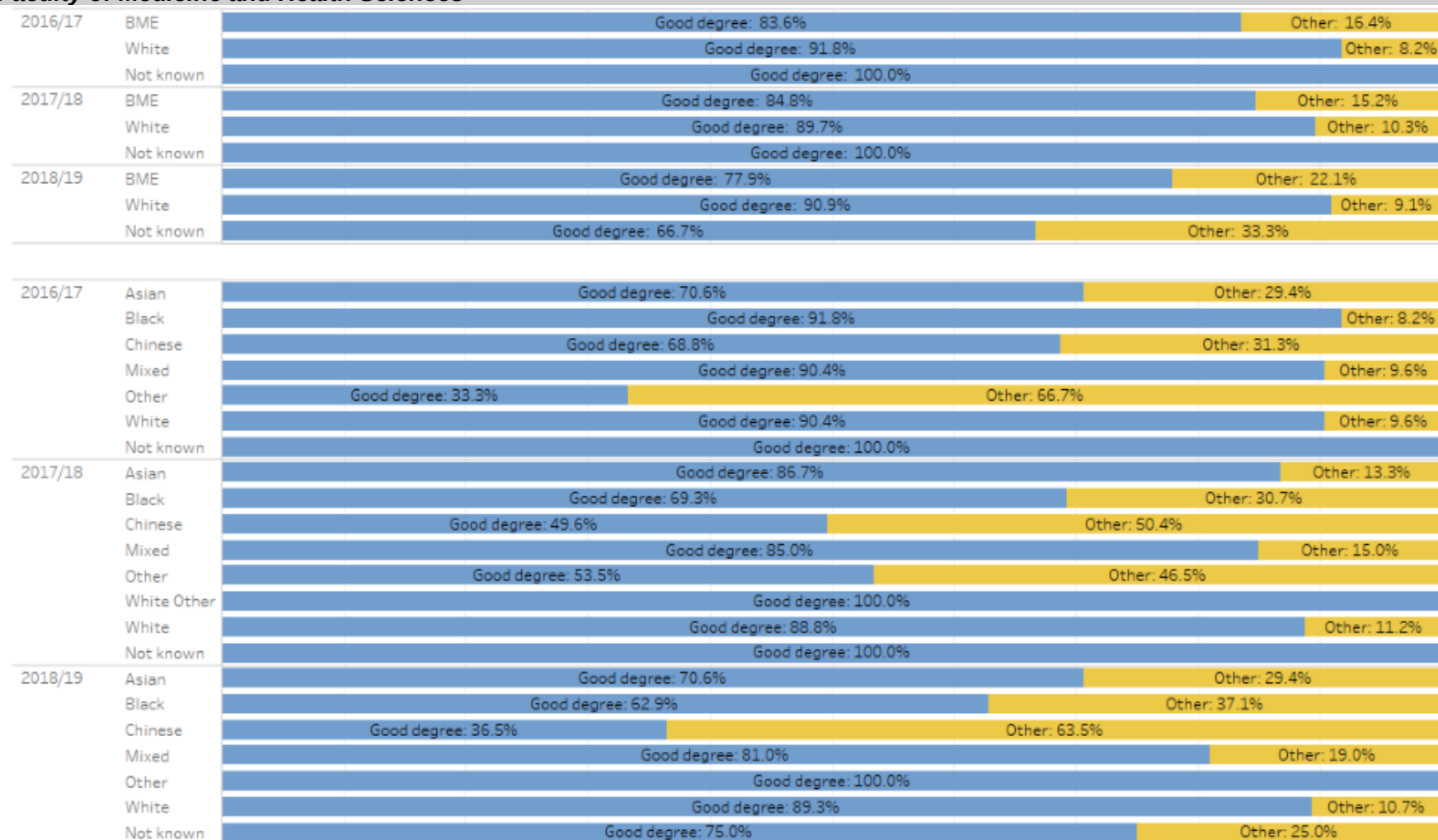
Faculty of Medicine and Health Sciences

Figure 7d-7. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Medicine and Health Sciences

Table 7d-7. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Medicine and Health Sciences (presented over 2 pages)

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab		0.4%	66.7%		1.7%	33.3%		0.5%	100%		0.0%	0.0%		0.2%	50.0%		1.3%	50.0%
Asian or Asian British - Bangladeshi.		0.4%	66.7%		1.7%	33.3%		0.4%	100%		0.0%	0.0%		0.4%	100%		0.0%	0.0%
Asian or Asian British - Indian.		7.3%	86.7%		10.0%	13.3%		6.6%	92.3%		4.2%	7.7%		8.8%	77.6%		16.9%	22.4%
Asian or Asian British - Pakistani.		1.5%	88.9%		1.7%	11.1%		2.0%	91.7%		1.4%	8.3%		1.2%	60.0%		5.2%	40.0%
Asian other.		0.9%	71.4%		3.3%	28.6%		2.4%	76.5%		5.6%	23.5%		3.5%	90.0%		2.6%	10.0%
Black or Black British - African.		2.8%	88.2%		3.3%	11.8%		3.6%	69.0%		12.7%	31.0%		4.5%	71.9%		11.7%	28.1%
Black or Black British - Caribbean.		0.0%	0.0%		1.7%	100%		1.3%	100%		0.0%	0.0%		0.6%	100%		0.0%	0.0%
Black other.		0.6%	100%		0.0%	0.0%		0.2%	100%		0.0%	0.0%		0.0%	0.0%		0.0%	0.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	1.5%	80.0%	■	3.3%	20.0%	■	1.8%	83.3%	■	2.8%	16.7%	■	1.6%	80.0%	■	2.6%	20.0%
Gypsy or Traveller	■	0.0%	0.0%	■	0.0%	0.0%	■	0.2%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
Other mixed background	■	1.9%	100%	■	0.0%	0.0%	■	1.1%	100%	■	0.0%	0.0%	■	0.6%	60.0%	■	2.6%	40.0%
Other.	■	0.2%	25.0%	■	5.0%	75.0%	■	0.4%	66.7%	■	1.4%	33.3%	■	0.8%	100%	■	0.0%	0.0%
White and Asian	■	1.9%	100%	■	0.0%	0.0%	■	1.1%	75.0%	■	2.8%	25.0%	■	1.8%	100%	■	0.0%	0.0%
White and Black African	■	0.2%	50.0%	■	1.7%	50.0%	■	0.4%	66.7%	■	1.4%	33.3%	■	0.4%	50.0%	■	2.6%	50.0%
White and Black Caribbean	■	0.6%	75.0%	■	1.7%	25.0%	■	1.5%	100%	■	0.0%	0.0%	■	0.6%	75.0%	■	1.3%	25.0%
White.	■	79.4%	91.6%	■	65.0%	8.4%	■	76.1%	89.7%	■	67.6%	10.3%	■	74.3%	90.6%	■	50.6%	9.4%
Unknown	■	0.6%	100%	■	0.0%	0.0%	■	0.5%	100%	■	0.0%	0.0%	■	0.8%	66.7%	■	2.6%	33.3%

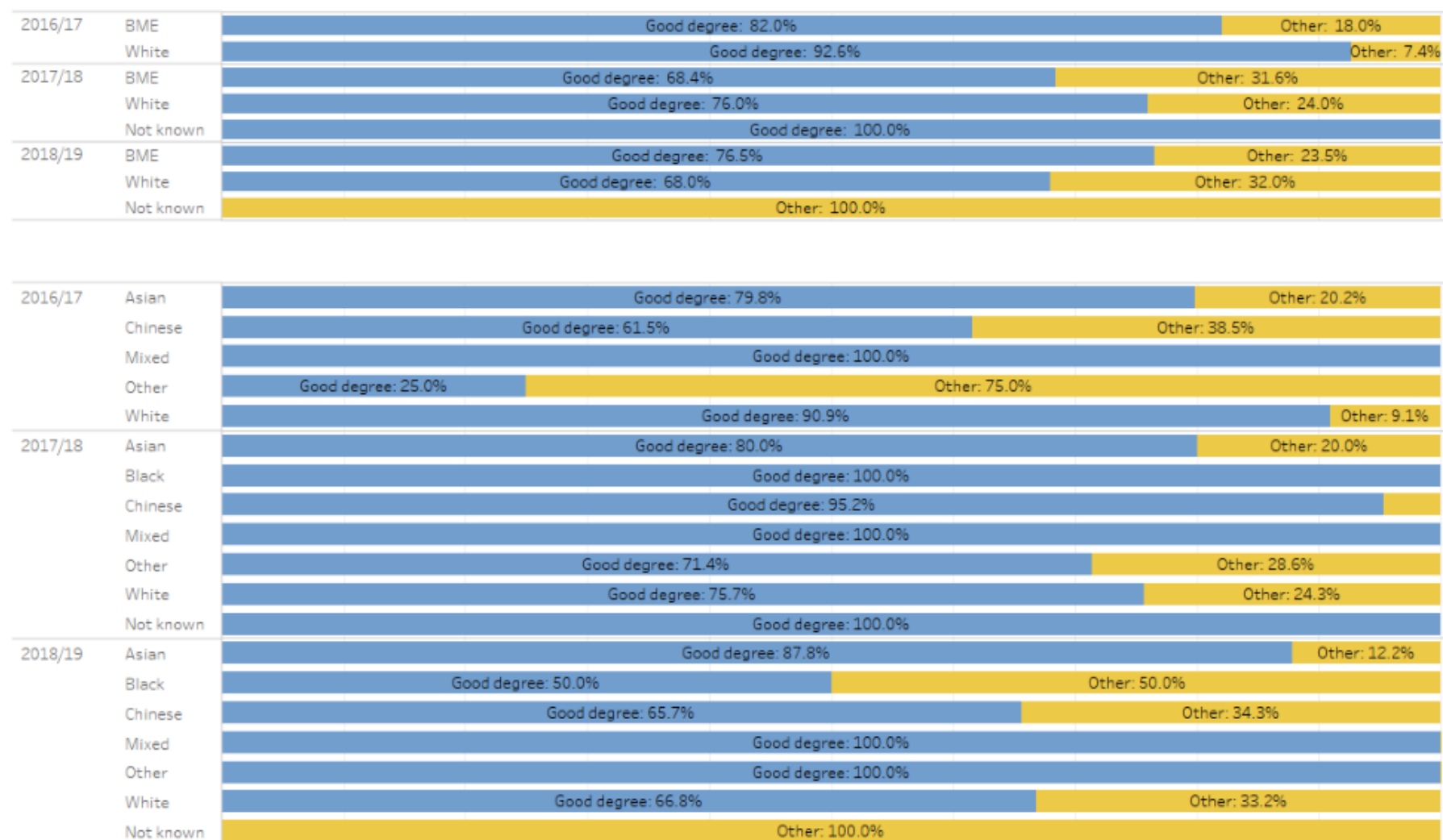


Figure 7d-8. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Medicine and Health Sciences

Table 7d-8. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Medicine and Health Sciences

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	1.4%	50.0%	1	7.4%	50.0%	1	2.0%	66.7%	1	2.4%	33.3%	1	0.0%	0.0%	1	2.1%	100%
Asian or Asian British - Indian.	1	2.2%	50.0%	1	11.1%	50.0%	1	5.1%	100%	1	0.0%	0.0%	1	3.5%	83.3%	1	2.1%	16.7%
Asian other.	1	33.1%	80.7%	1	40.7%	19.3%	1	26.5%	52.0%	1	57.1%	48.0%	1	26.2%	75.5%	1	25.0%	24.5%
Black or Black British - African.	1	0.0%	0.0%	1	0.0%	0.0%	1	1.0%	100%	1	0.0%	0.0%	1	1.4%	50.0%	1	4.2%	50.0%
Black other.	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.7%	100%	1	0.0%	0.0%
Chinese	1	43.2%	90.9%	1	22.2%	9.1%	1	42.9%	79.2%	1	26.2%	20.8%	1	53.2%	78.1%	1	43.8%	21.9%
Other mixed background	1	0.7%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.7%	50.0%	1	2.1%	50.0%
Other.	1	0.7%	25.0%	1	11.1%	75.0%	1	1.0%	100%	1	0.0%	0.0%	1	1.4%	100%	1	0.0%	0.0%
White and Asian	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.7%	100%	1	0.0%	0.0%
White and Black African	1	0.7%	100%	1	0.0%	0.0%	1	1.0%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%
White.	1	18.0%	92.6%	1	7.4%	7.4%	1	19.4%	76.0%	1	14.3%	24.0%	1	12.1%	68.0%	1	16.7%	32.0%
Unknown	1	0.0%	0.0%	1	0.0%	0.0%	1	1.0%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	4.2%	100%

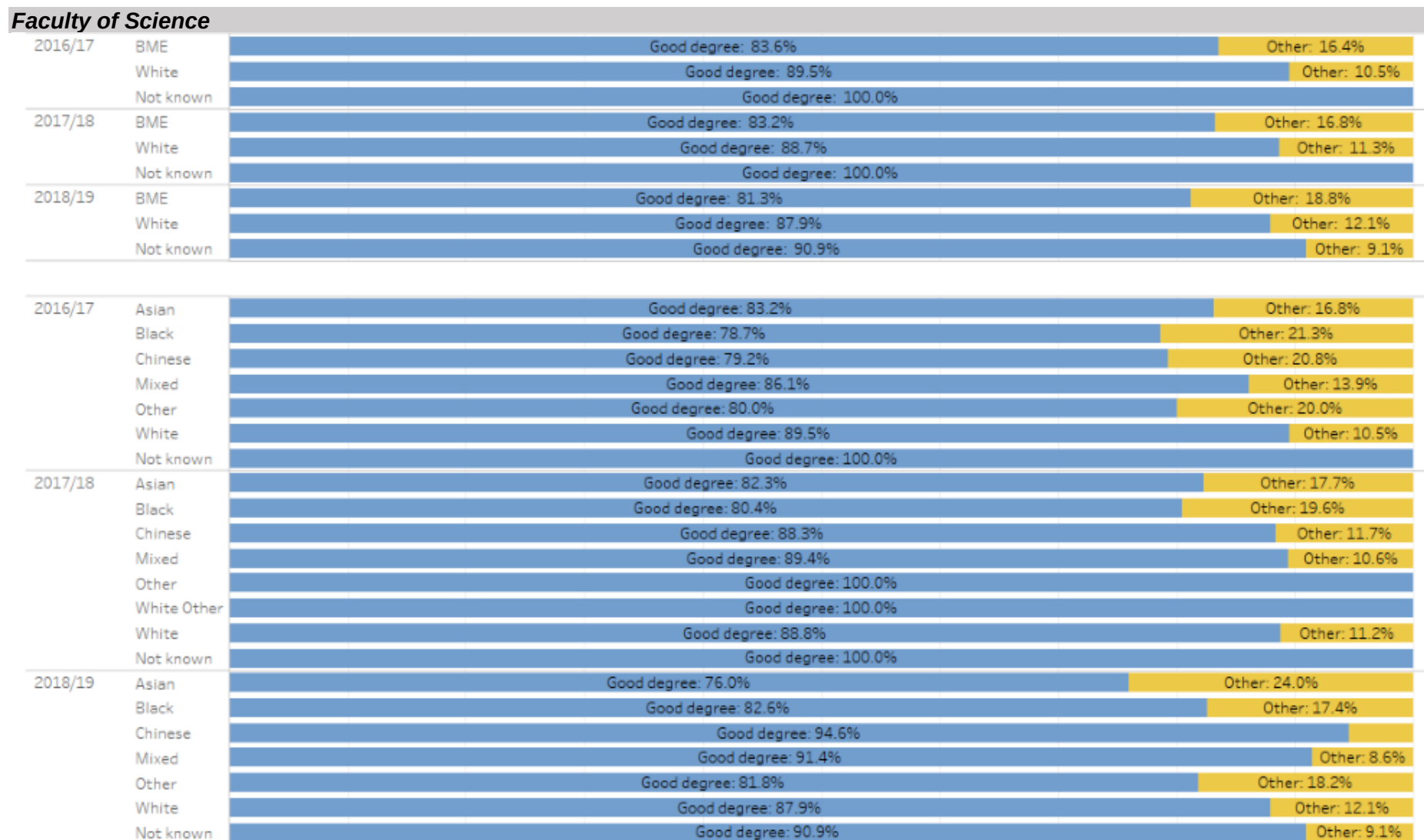


Figure 7d-9. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Science

Table 7d-9. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Science

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	0.4%	80.0%	1	0.7%	20.0%	1	0.2%	100%	1	0.0%	0.0%	1	0.3%	60.0%	1	1.1%	40.0%
Asian or Asian British - Bangladeshi	1	0.1%	100%	1	0.0%	0.0%	1	0.2%	66.7%	1	0.6%	33.3%	1	0.4%	62.5%	1	1.6%	37.5%
Asian or Asian British - Indian.	1	6.2%	84.8%	1	8.5%	15.2%	1	4.2%	77.6%	1	8.8%	22.4%	1	6.8%	77.9%	1	12.4%	22.1%
Asian or Asian British - Pakistani.	1	0.8%	75.0%	1	2.1%	25.0%	1	0.6%	87.5%	1	0.6%	12.5%	1	1.3%	76.2%	1	2.7%	23.8%
Asian other.	1	1.1%	85.7%	1	1.4%	14.3%	1	1.5%	90.5%	1	1.2%	9.5%	1	2.3%	77.1%	1	4.3%	22.9%
Black or Black British - African.	1	1.7%	78.3%	1	3.5%	21.7%	1	2.6%	76.2%	1	5.8%	23.8%	1	3.3%	79.6%	1	5.4%	20.4%
Black or Black British - Caribbean.	1	0.7%	80.0%	1	1.4%	20.0%	1	0.9%	100%	1	0.0%	0.0%	1	0.6%	87.5%	1	0.5%	12.5%
Black other.	1	0.5%	83.3%	1	0.7%	16.7%	1	0.1%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	1.9%	80.8%	■	3.5%	19.2%	■	1.8%	78.6%	■	3.5%	21.4%	■	1.6%	95.0%	■	0.5%	5.0%
Other mixed background	■	0.0%	0.0%	■	0.0%	0.0%	■	0.3%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
Other.	■	0.8%	90.0%	■	0.7%	10.0%	■	0.7%	100%	■	0.0%	0.0%	■	0.8%	81.8%	■	1.1%	18.2%
White and Asian	■	0.4%	80.0%	■	0.7%	20.0%	■	0.2%	100%	■	0.0%	0.0%	■	0.5%	100%	■	0.0%	0.0%
White and Black African	■	1.5%	88.9%	■	1.4%	11.1%	■	2.0%	92.3%	■	1.2%	7.7%	■	1.9%	95.8%	■	0.5%	4.2%
White and Black Caribbean	■	0.4%	100%	■	0.0%	0.0%	■	0.7%	90.0%	■	0.6%	10.0%	■	0.3%	100%	■	0.0%	0.0%
White.	■	0.5%	83.3%	■	0.7%	16.7%	■	1.0%	75.0%	■	2.3%	25.0%	■	0.8%	90.0%	■	0.5%	10.0%
Unknown	■	82.7%	89.5%	■	74.5%	10.5%	■	82.3%	88.7%	■	75.4%	11.3%	■	78.3%	87.9%	■	68.8%	12.1%

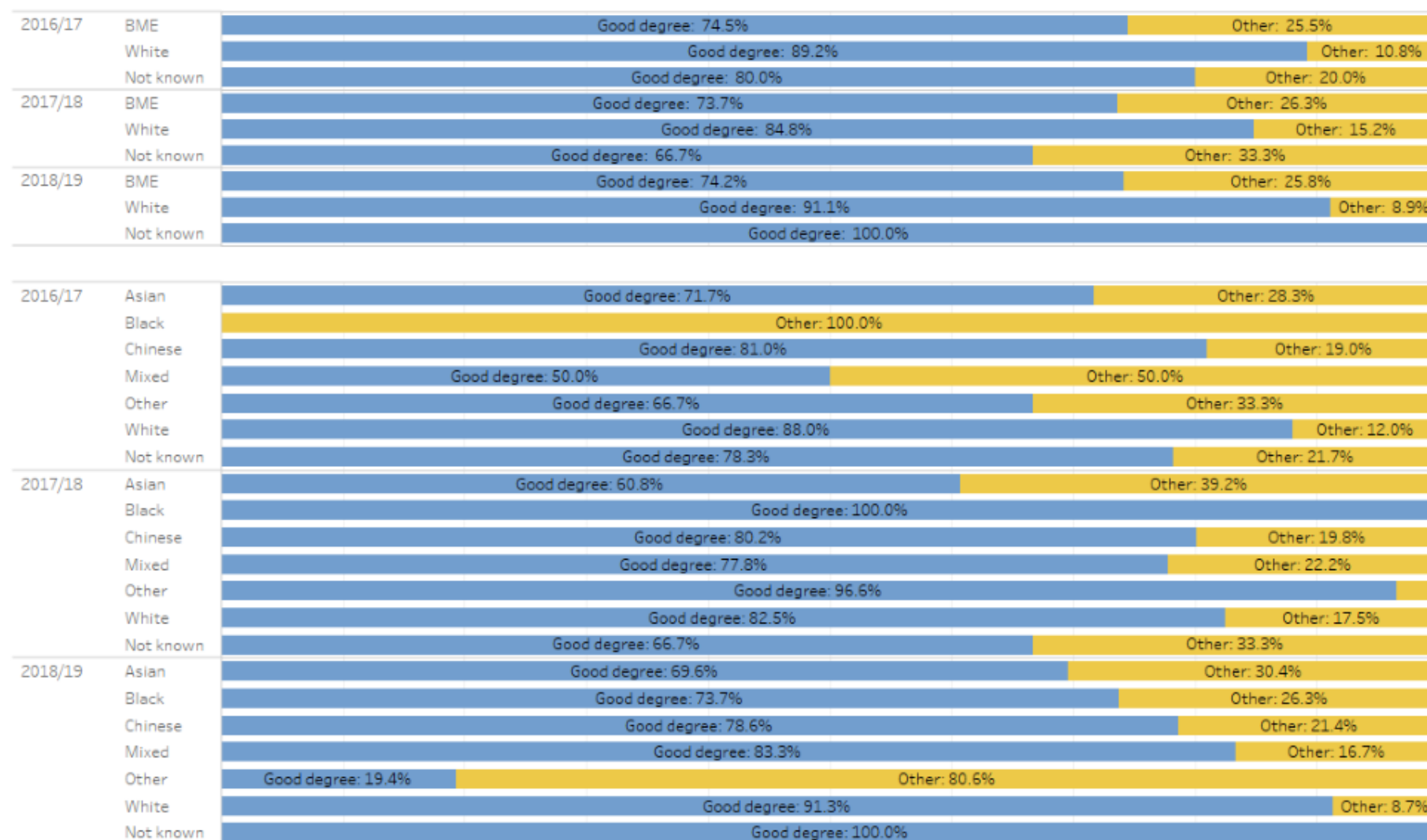


Figure 7d-10. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Science

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Table 7d-10. Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Science

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	2.3%	70.0%	1	3.3%	30.0%	1	1.5%	80.0%	1	1.2%	20.0%	1	0.3%	25.0%	1	3.4%	75.0%
Asian or Asian British - Bangladeshi.	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.7%	100%	1	0.0%	0.0%
Asian or Asian British - Indian.	1	3.2%	76.9%	1	3.3%	23.1%	1	1.9%	83.3%	1	1.2%	16.7%	1	2.9%	75.0%	1	3.4%	25.0%
Asian or Asian British - Pakistani.	1	1.0%	75.0%	1	1.1%	25.0%	1	0.4%	50.0%	1	1.2%	50.0%	1	0.0%	0.0%	1	0.0%	0.0%
Asian other.	1	16.9%	70.3%	1	24.4%	29.7%	1	16.9%	58.4%	1	37.2%	41.6%	1	9.8%	66.7%	1	17.0%	33.3%
Black or Black British - African.	1	0.0%	0.0%	1	2.2%	100%	1	0.4%	100%	1	0.0%	0.0%	1	1.3%	66.7%	1	2.3%	33.3%
Black or Black British - Caribbean.	1	0.0%	0.0%	1	1.1%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.7%	66.7%	1	1.1%	33.3%
Black other.	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.3%	100%	1	0.0%	0.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	50.3%	78.3%	■	47.8%	21.7%	■	54.3%	79.2%	■	44.2%	20.8%	■	58.0%	76.7%	■	61.4%	23.3%
Other mixed background	■	0.6%	66.7%	■	1.1%	33.3%	■	0.4%	100%	■	0.0%	0.0%	■	0.3%	50.0%	■	1.1%	50.0%
Other.	■	1.6%	62.5%	■	3.3%	37.5%	■	0.7%	100%	■	0.0%	0.0%	■	0.3%	33.3%	■	2.3%	66.7%
White and Asian	■	0.0%	0.0%	■	1.1%	100%	■	0.7%	66.7%	■	1.2%	33.3%	■	0.7%	100%	■	0.0%	0.0%
White and Black African	■	0.0%	0.0%	■	0.0%	0.0%	■	0.4%	100%	■	0.0%	0.0%	■	0.7%	100%	■	0.0%	0.0%
White and Black Caribbean	■	21.4%	89.2%	■	8.9%	10.8%	■	21.0%	84.8%	■	11.6%	15.2%	■	23.5%	91.1%	■	8.0%	8.9%
White.	■	2.6%	80.0%	■	2.2%	20.0%	■	1.5%	66.7%	■	2.3%	33.3%	■	0.7%	100%	■	0.0%	0.0%
Unknown	■	50.3%	78.3%	■	47.8%	21.7%	■	54.3%	79.2%	■	44.2%	20.8%	■	58.0%	76.7%	■	61.4%	23.3%

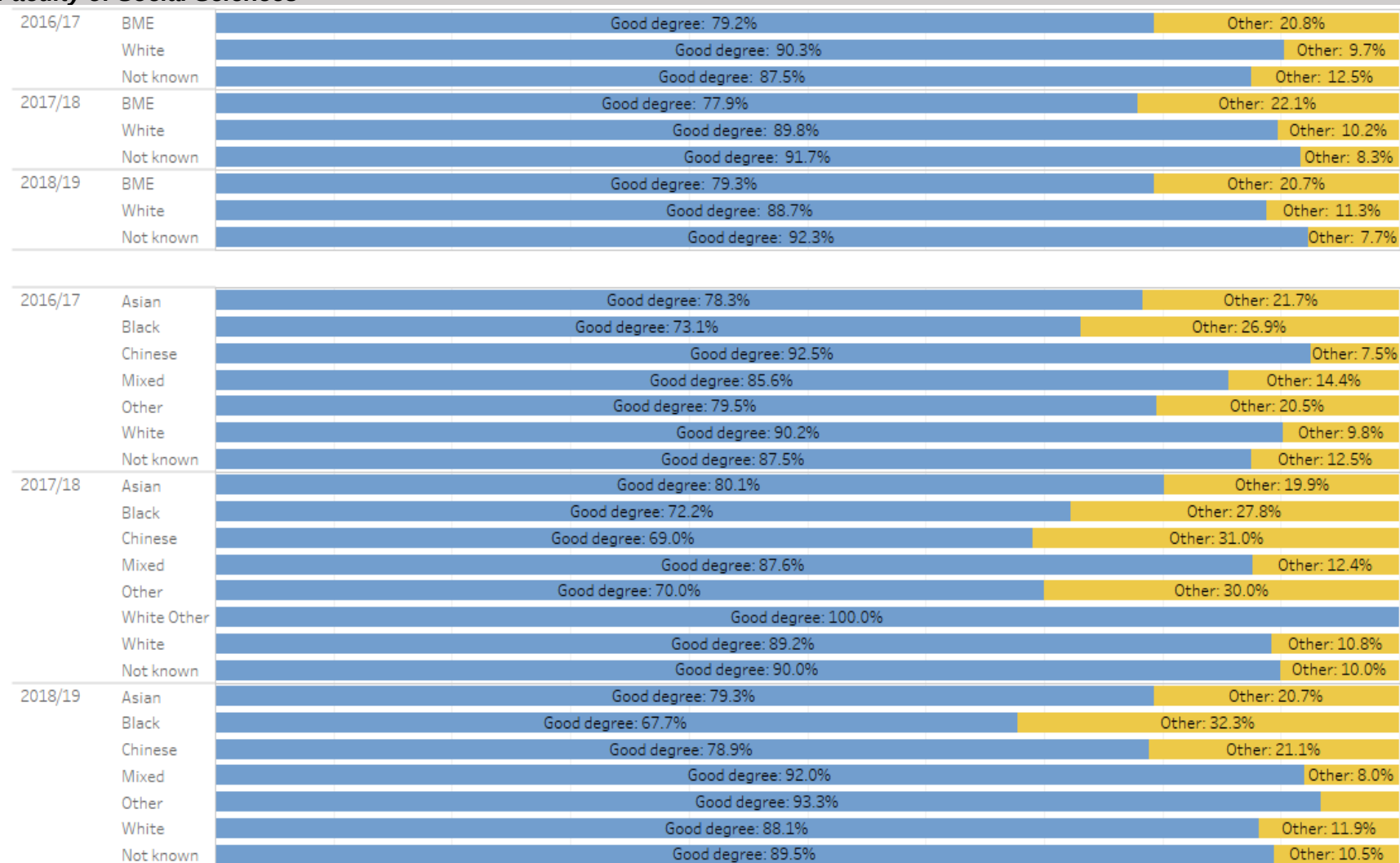
Faculty of Social Sciences

Figure 7d-11. Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Social Sciences

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Table 7d-11 Proportion of good degrees awarded to UK students by ethnicity and disaggregated ethnic groups in the Faculty of Social Sciences

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	■	0.4%	83.3%	■	0.6%	16.7%	■	0.1%	100%	■	0.0%	0.0%	■	0.2%	100%	■	0.0%	0.0%
Asian or Asian British - Bangladeshi.	■	0.7%	80.0%	■	1.2%	20.0%	■	0.7%	100%	■	0.0%	0.0%	■	0.6%	81.8%	■	0.9%	18.2%
Asian or Asian British - Indian.	■	8.9%	81.7%	■	13.5%	18.3%	■	9.2%	82.3%	■	12.8%	17.7%	■	8.9%	83.7%	■	10.8%	16.3%
Asian or Asian British - Pakistani.	■	1.0%	54.5%	■	5.8%	45.5%	■	1.9%	65.9%	■	6.4%	34.1%	■	1.5%	78.6%	■	2.6%	21.4%
Asian other.	■	1.8%	84.0%	■	2.3%	16.0%	■	1.5%	67.7%	■	4.6%	32.3%	■	1.5%	64.7%	■	5.2%	35.3%
Black or Black British - African.	■	4.2%	69.0%	■	12.9%	31.0%	■	3.7%	71.2%	■	9.6%	28.8%	■	4.9%	66.0%	■	15.5%	34.0%
Black or Black British - Caribbean.	■	1.2%	87.5%	■	1.2%	12.5%	■	1.1%	71.4%	■	2.7%	28.6%	■	1.1%	84.2%	■	1.3%	15.8%
Black other.	■	0.3%	80.0%	■	0.6%	20.0%	■	0.3%	100%	■	0.0%	0.0%	■	0.1%	50.0%	■	0.4%	50.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	1.5%	90.0%	■	1.2%	10.0%	■	0.9%	66.7%	■	2.7%	33.3%	■	1.3%	78.3%	■	2.2%	21.7%
	■	0.0%	0.0%	■	0.0%	0.0%	■	0.1%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
Other mixed background	■	0.9%	71.4%	■	2.3%	28.6%	■	1.1%	88.2%	■	0.9%	11.8%	■	1.4%	90.9%	■	0.9%	9.1%
Other.	■	0.9%	78.6%	■	1.8%	21.4%	■	0.6%	66.7%	■	1.8%	33.3%	■	0.8%	91.7%	■	0.4%	8.3%
White and Asian	■	1.5%	85.7%	■	1.8%	14.3%	■	2.0%	84.8%	■	2.3%	15.2%	■	1.9%	90.3%	■	1.3%	9.7%
White and Black African	■	0.6%	100%	■	0.0%	0.0%	■	0.4%	100%	■	0.0%	0.0%	■	0.7%	100%	■	0.0%	0.0%
White and Black Caribbean	■	1.2%	100%	■	0.0%	0.0%	■	1.1%	88.9%	■	0.9%	11.1%	■	1.2%	89.5%	■	0.9%	10.5%
White.	■	74.1%	90.3%	■	54.4%	9.7%	■	74.7%	89.8%	■	54.8%	10.2%	■	73.1%	88.7%	■	57.3%	11.3%
Unknown	■	0.6%	87.5%	■	0.6%	12.5%	■	0.8%	91.7%	■	0.5%	8.3%	■	0.8%	92.3%	■	0.4%	7.7%

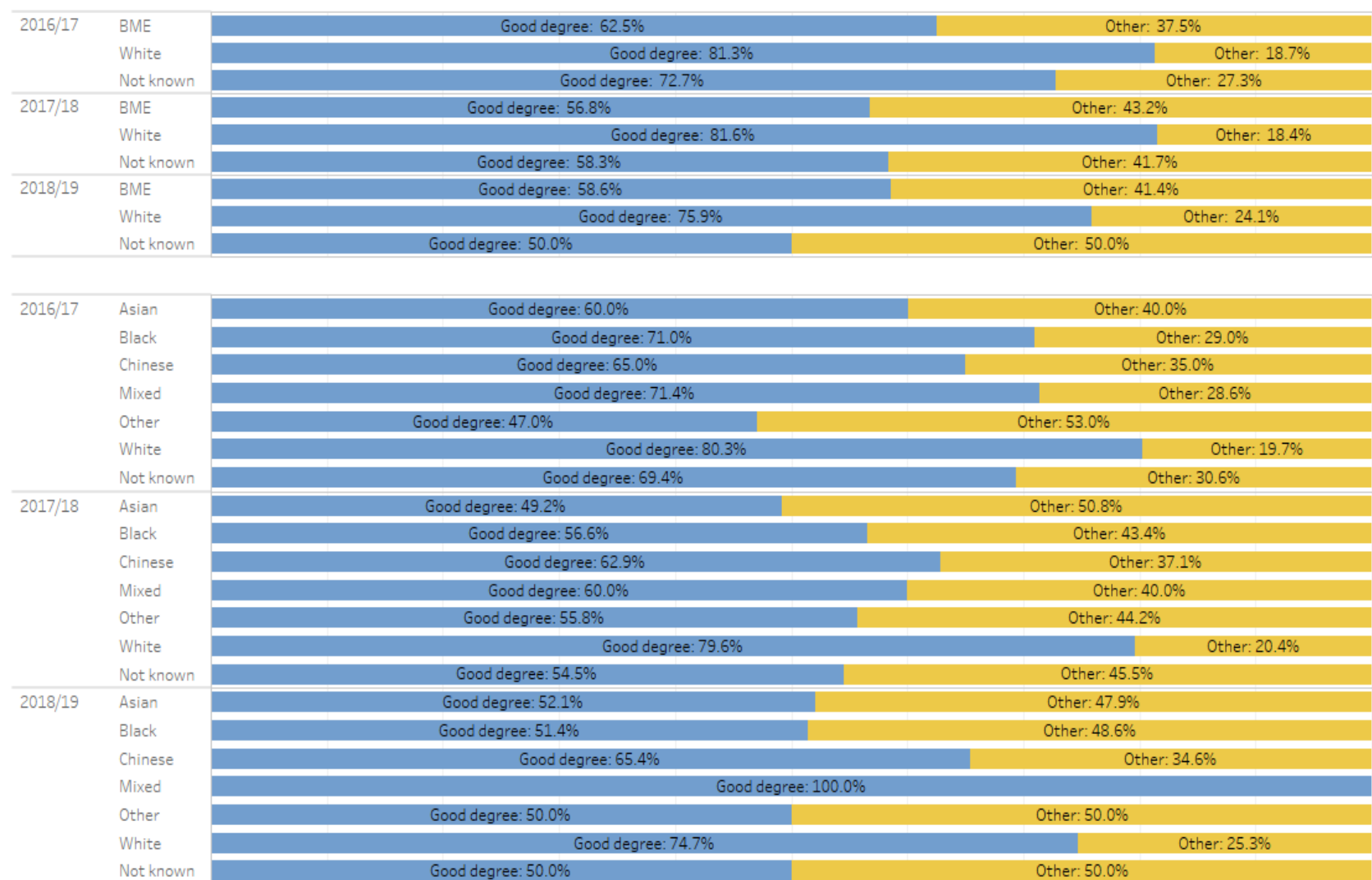


Figure 7d-12 Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Social Sciences

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Table 7d-12 Proportion of good degrees awarded to non-UK students by ethnicity and disaggregated ethnic groups in the Faculty of Social Sciences

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Arab	1	1.4%	44.4%	1	3.6%	55.6%	1	2.5%	75.0%	1	1.5%	25.0%	1	2.3%	35.7%	1	6.9%	64.3%
Asian or Asian British - Bangladeshi.	1	1.0%	100%	1	0.0%	0.0%	1	0.8%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.8%	100%
Asian or Asian British - Indian.	1	10.5%	56.6%	1	16.7%	43.4%	1	8.4%	41.7%	1	20.6%	58.3%	1	11.4%	49.0%	1	20.0%	51.0%
Asian or Asian British - Pakistani.	1	1.0%	37.5%	1	3.6%	62.5%	1	0.8%	66.7%	1	0.7%	33.3%	1	1.4%	60.0%	1	1.5%	40.0%
Asian other.	1	11.1%	65.3%	1	12.3%	34.7%	1	9.7%	53.5%	1	14.7%	46.5%	1	10.5%	56.1%	1	13.8%	43.9%
Black or Black British - African.	1	3.1%	64.3%	1	3.6%	35.7%	1	4.6%	57.9%	1	5.9%	42.1%	1	3.2%	46.7%	1	6.2%	53.3%
Black or Black British - Caribbean.	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.5%	50.0%	1	0.8%	50.0%
Black other.	1	0.7%	100%	1	0.0%	0.0%	1	0.0%	0.0%	1	0.7%	100%	1	0.5%	50.0%	1	0.8%	50.0%

	2016/17						2017/18						2018/19					
	Good degree			Other			Good degree			Other			Good degree			Other		
	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →	#	% ↓	% →
Chinese	■	33.4%	64.0%	■	39.1%	36.0%	■	32.4%	63.1%	■	33.1%	36.9%	■	33.3%	65.2%	■	30.0%	34.8%
Other mixed background	■	1.4%	57.1%	■	2.2%	42.9%	■	0.8%	66.7%	■	0.7%	33.3%	■	1.8%	100%	■	0.0%	0.0%
Other.	■	0.7%	50.0%	■	1.4%	50.0%	■	0.4%	25.0%	■	2.2%	75.0%	■	1.8%	80.0%	■	0.8%	20.0%
White and Asian	■	2.4%	87.5%	■	0.7%	12.5%	■	0.8%	40.0%	■	2.2%	60.0%	■	0.0%	0.0%	■	0.0%	0.0%
White and Black African	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%	■	1.8%	100%	■	0.0%	0.0%
White and Black Caribbean	■	0.0%	0.0%	■	0.0%	0.0%	■	0.4%	100%	■	0.0%	0.0%	■	0.0%	0.0%	■	0.0%	0.0%
White.	■	30.3%	81.3%	■	14.5%	18.7%	■	35.3%	81.6%	■	14.0%	18.4%	■	30.1%	75.9%	■	16.2%	24.1%
Unknown	■	2.8%	72.7%	■	2.2%	27.3%	■	2.9%	58.3%	■	3.7%	41.7%	■	1.4%	50.0%	■	2.3%	50.0%

The REC survey exposed a marked difference between BAME student attainment and their expectations. When asked what degree classification they thought they would be awarded, 90% of both BAME and White students said they expected to achieve a first or 2:1. A higher proportion of BAME respondents than White respondents felt they would get a first (35%, cf 28%), demonstrating that lack of ambition is not one of the contributing factors to the degree awarding gap.

We reject any assumption that the gap arises predominantly due to deficits in BAME students' skills, knowledge or experience. Most of our actions focus on identifying systemic biases in UoN structures which produce disparities in outcome, ensuring that we take responsibility for the existence of the awarding gap, and ownership of improving BAME student outcomes.

In 2018, an Attainment Gap Steering Group (AGSG) was established to oversee new initiatives aligned with the Closing the Gap 5 Steps to Success (AP1.7). These projects, which include activities to Decolonise Curricula, appointment of BAME student ambassadors, new data analyst roles, and inclusion of diverse student voices into periodic school review, are ongoing with formal evaluation in the pipeline (AP1.7).

**AP: 1.7, 2.4**

Objective 1.7: To reduce the overall UoN degree awarding gap and the degree awarding gaps in each individual School by 2023 and establish a timeline for eliminating the gap

Objective 2.4: To develop a governance structure which oversee and accounts for university-wide strategic efforts to eliminate the degree awarding gap.

Highlight Actions:

A 1.7.1 Appoint a University academic lead for eliminating the degree awarding gap at 0.2FTE

A 1.7.2 Re-constitute the Attainment Gap Working Group as the Degree Awarding Gap Working Group

A 2.4.3 Analyse degree awarding data at granular level (Schools>courses>modules/assessments)

A 2.4.5 Within the Academic Skills programme embed support session on assessment methods which have been identified as creating an attainment gap. Require schools to use anonymised marking.

7e Postgraduate pipeline

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK postgraduate student body, and separately non-UK postgraduate student body. Please make specific reference to taught master's programmes, research master's programmes and PhD programmes.

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

Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression. For example, are mentoring, coaching schemes or shadowing opportunities offered? How are students wishing to stay on for a PhD and those finishing a PhD supported?

Where you refer to generic initiatives, please comment specifically on take-up by ethnicity, and their impact on race equality.

7e Key Issues

- Decreasing representation of BAME PGR and PGR students leads to deficit in pipeline for future academic careers (AP4.14)

The last three years have seen a steady upward trend in BAME PGT students: 42%, 47.6% and 52.9% respectively; much higher than our UG population.

This increase applies across all Faculties apart from MHS. FoE, FoS and FoSS all increased their BAME PGT population by over 10%, with Science achieving a 13.2% increase over three years. As with the UG population, FoE have the highest proportion of BAME PGT students (76.6% in 2018/19).

Table 7e-1 shows that these increases are driven by international student recruitment. Of 2018/19 BAME PGT students, 84% were from overseas, cf 76% in 2016/17. When checked against UG data, there is a concerning leak in the pipeline for our UK BAME students (21% UG, 16% PGT) (AP4.4).

Table 7e-1. Ethnicity of aggregated UK and non-UK students on post-graduate taught (PGT) programmes by Faculty

		BAME		White		Not known		Grand Total	
2016/17	Arts	■	24.1%	■	70.5%	■	5.4%	535	100%
	Engineering	■	66.1%	■	31.0%	■	2.9%	425	100%
	MHS	■	32.6%	■	66.1%	■	1.4%	795	100%
	Science	■	39.7%	■	57.8%	■	2.5%	460	100%
	Social Sciences	■	44.6%	■	52.0%	■	3.4%	3150	100%
	Total	2255	42.0%	2940	54.8%	170	3.2%	5370	100%
2017/18	Arts	■	22.6%	■	72.8%	■	4.6%	550	100%
	Engineering	■	67.0%	■	29.6%	■	3.4%	445	100%
	MHS	■	32.0%	■	66.0%	■	2.0%	750	100%
	Science	■	42.7%	■	55.0%	■	2.3%	485	100%
	Social Sciences	■	52.9%	■	43.9%	■	3.2%	3660	100%
	Total	2805	47.6%	2900	49.3%	185	3.1%	5890	100%
2018/19	Arts	■	25.9%	■	69.9%	■	4.2%	505	100%
	Engineering	■	76.6%	■	19.8%	■	3.6%	540	100%
	MHS	■	32.3%	■	67.4%	■	0.4%	810	100%
	Science	■	52.9%	■	43.9%	■	3.2%	500	100%
	Social Sciences	■	57.4%	■	39.4%	■	3.2%	3860	100%
	Total	3290	52.9%	2745	44.2%	185	2.9%	6215	100%

Table 7e-2. Disaggregated ethnicity of UK and non-UK students on post-graduate taught programmes year on year

	UK/Ireland/CI*									non UK								
	2016/17			2017/18			2018/19			2016/17			2017/18			2018/19		
	#	+ or -	% Diff	#	+ or -	% Diff	#	+ or -	% Diff	#	+ or -	% Diff	#	+ or -	% Diff	#	+ or -	% Diff
Asian	■	■	16.9%	■	■	-2.3%	■	■	5.3%	■	■	5.9%	■	■	16.0%	■	■	-10.3%
Black	■	■	15.0%	■	■	-15.1%	■	■	-4.0%	■	■	-21.7%	■	■	1.8%	■	■	-11.3%
Chinese	■	■	-27.5%	■	■	17.2%	■	■	26.5%	■	■	29.4%	■	■	69.4%	■	■	48.9%
Mixed	■	■	21.6%	■	■	21.1%	■	■	-9.2%	■	■	-9.9%	■	■	12.1%	■	■	3.9%
Other	■	■	1.7%	■	■	-16.9%	■	■	6.1%	■	■	-4.2%	■	■	-1.2%	■	■	-5.3%
White Other	■	■	-100%	■	■	0.0%	■	■	0.0%	■	■		■	■	0.0%	■	■	-100%
White	■	■	10.7%	■	■	-2.5%	■	■	-6.0%	■	■	0.1%	■	■	1.3%	■	■	-4.0%
Not known	■	■	-10.4%	■	■	1.7%	■	■	-11.5%	■	■	15.6%	■	■	10.8%	■	■	4.9%

More than 1 in 3 PGR students are BAME, and 74% of BAME PGRs in 2018/2019 come from overseas (Table 7e-3). Just 9.9% of PGRs were UK BAME, showing a downward representation curve from UG (21% UG, 16% PGT, 9.9% PGR).

Table 7e-3 Ethnicity of aggregated UK and non-UK students on post-graduate research (PGR) programmes including EdD, MRes and PhD (full and part-time,)

		BAME		White		Not known		Grand Total	
2016/17	Arts	■	19.1%	■	75.7%	■	5.2%	290	100%
	Engineering	■	51.8%	■	45.3%	■	2.9%	520	100%
	MHS	■	40.9%	■	56.5%	■	2.6%	805	100%
	Science	■	31.0%	■	65.5%	■	3.5%	975	100%
	Social Sciences	■	41.8%	■	54.7%	■	3.5%	400	100%
	Total	1125	37.6%	1,765	59.1%	100	3.3%	2990	100%
2017/18	Arts	■	20.5%	■	75.3%	■	4.2%	285	100%
	Engineering	■	53.4%	■	43.0%	■	3.6%	525	100%
	MHS	■	41.1%	■	56.8%	■	2.2%	835	100%
	Science	■	28.8%	■	67.9%	■	3.3%	955	100%
	Social Sciences	■	40.5%	■	55.3%	■	4.2%	360	100%
	Total	1100	37.2%	1,760	59.5%	95	3.2%	2960	100%
2018/19	Arts	■	18.5%	■	76.7%	■	4.8%	270	100%
	Engineering	■	52.8%	■	43.2%	■	4.0%	525	100%
	MHS	■	40.8%	■	57.1%	■	2.1%	825	100%
	Science	■	28.8%	■	67.6%	■	3.6%	940	100%
	Social Sciences	■	43.9%	■	50.9%	■	5.2%	350	100%
	Total	1090	37.4%	1,720	59.1%	105	3.5%	2915	100%

Table 7e-4 Ethnicity of aggregated UK students on post-graduate research (PGR) programmes including EdD, MRes and PhD (full and part-time,)

		BAME		White		Not known		Grand Total	
2016/17	Arts	■	9.1%	■	86.8%	■	4.1%	200	100%
	Engineering	■	20.9%	■	76.4%	■	2.8%	180	100%
	MHS	■	22.3%	■	74.9%	■	2.9%	520	100%
	Science	■	14.1%	■	83.2%	■	2.8%	580	100%
	Social Sciences	■	16.5%	■	80.5%	■	3.0%	200	100%
	Total	285	17.0%	1340	80.0%	50	3.0%	1680	100%
2017/18	Arts	■	10.0%	■	86.0%	■	4.0%	200	100%
	Engineering	■	20.2%	■	74.8%	■	5.0%	180	100%
	MHS	■	21.1%	■	76.5%	■	2.4%	510	100%
	Science	■	12.6%	■	84.2%	■	3.1%	580	100%
	Social Sciences	■	17.8%	■	78.4%	■	3.8%	185	100%
	Total	270	16.3%	1330	80.4%	55	3.3%	1655	100%
2018/19	Arts	■	8.9%	■	85.8%	■	5.3%	190	100%
	Engineering	■	22.8%	■	73.0%	■	4.2%	190	100%
	MHS	■	21.6%	■	76.3%	■	2.1%	520	100%
	Science	■	13.1%	■	83.6%	■	3.2%	585	100%
	Social Sciences	■	21.3%	■	74.2%	■	4.5%	180	100%
	Total	285	17.3%	1320	79.3%	55	3.4%	1660	100%

Table 7e-5 Ethnicity of aggregated Non-UK students on post-graduate research (PGR) programmes including EdD, MRes and PhD (full and part-time,)

		BAME		White		Not known		Grand Total	
2016/17	Arts		41.0%		51.3%		7.7%	90	100%
	Engineering		68.3%		28.7%		2.9%	340	100%
	MHS		74.8%		23.1%		2.1%	285	100%
	Science		55.6%		39.9%		4.5%	400	100%
	Social Sciences		67.3%		28.6%		4.1%	200	100%
	Total	835	63.8%	425	32.4%	50	3.7%	1310	100%
2017/18	Arts		46.2%		49.0%		4.9%	80	100%
	Engineering		70.5%		26.6%		2.9%	345	100%
	MHS		72.3%		25.8%		1.8%	325	100%
	Science		53.5%		42.8%		3.7%	380	100%
	Social Sciences		64.4%		31.1%		4.6%	175	100%
	Total	830	63.7%	430	33.1%	40	3.2%	1305	100%
2018/19	Arts		41.3%		55.0%		3.8%	80	100%
	Engineering		69.7%		26.5%		3.9%	335	100%
	MHS		73.1%		25.0%		1.9%	310	100%
	Science		54.5%		41.3%		4.2%	355	100%
	Social Sciences		67.4%		26.7%		5.9%	170	100%
	Total	800	64.1%	405	32.2%	45	3.8%	1250	100%

Table 7e-6. Ethnicity of disaggregated UK and non-UK post-graduate research students including EdD, PhD, MRes

		UK/Ireland/CI*						non UK						Grand Total	
		2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	Total	Total
Asian	Asian or Asian British - Bangladeshi.	■	0.4%	■	0.4%	■	0.4%	■	1.5%	■	1.4%	■	1.0%	70	0.8%
Asian	Asian or Asian British - Indian.	■	3.4%	■	3.8%	■	3.5%	■	3.9%	■	3.7%	■	3.9%	325	3.7%
Asian	Asian or Asian British - Pakistani.	■	1.2%	■	1.1%	■	1.3%	■	1.6%	■	1.8%	■	2.3%	135	1.5%
Asian	Asian other.	■	1.4%	■	1.2%	■	1.2%	■	11.1%	■	9.3%	■	7.3%	420	4.8%
Black	Black or Black British - African.	■	2.0%	■	1.5%	■	2.6%	■	5.3%	■	5.7%	■	6.2%	320	3.6%
Black	Black or Black British - Caribbean.	■	0.5%	■	0.4%	■	0.5%	■	0.0%	■	0.2%	■	0.4%	30	0.4%
Black	Black other.	■	0.2%	■	0.4%	■	0.4%	■	1.8%	■	1.8%	■	1.4%	80	0.9%
Chinese	Chinese	■	1.4%	■	1.1%	■	1.7%	■	14.1%	■	14.8%	■	16.5%	655	7.4%
Mixed	Other mixed background	■	1.3%	■	1.6%	■	1.1%	■	2.1%	■	2.1%	■	2.2%	150	1.7%
Mixed	White and Asian	■	1.3%	■	1.5%	■	1.2%	■	0.8%	■	0.7%	■	0.8%	95	1.1%
Mixed	White and Black African	■	0.3%	■	0.5%	■	0.3%	■	0.7%	■	1.0%	■	0.8%	50	0.6%
Mixed	White and Black Caribbean	■	0.5%	■	0.7%	■	0.7%	■	0.1%	■	0.1%	■	0.0%	35	0.4%
Other	Arab	■	1.9%	■	1.1%	■	1.2%	■	16.9%	■	16.9%	■	17.1%	725	8.2%
Other	Other.	■	1.3%	■	1.2%	■	1.1%	■	4.1%	■	4.3%	■	4.1%	220	2.5%
White Other	Gypsy or Traveller	■	0.0%	■	0.0%	■	0.1%	■	0.0%	■	0.0%	■	0.1%	■	0.0%
White	White.	■	80.0%	■	80.4%	■	79.3%	■	32.4%	■	33.1%	■	32.2%	5250	59.2%
Not known	Unknown	■	3.0%	■	3.3%	■	3.4%	■	3.7%	■	3.2%	■	3.8%	300	3.4%
	Grand Total	1680	100%	1655	100%	1660	100%	1310	100%	1305	100%	1250	100%	8860	100%

Table 7e-7. Ethnicity of home UK post-graduate research students by Faculty

		BAME		White		Not known		Grand Total	
2016/17	Arts	■	9.1%	■	86.8%	■	4.1%	200	100%
	Engineering	■	20.9%	■	76.4%	■	2.8%	180	100%
	MHS	■	22.3%	■	74.9%	■	2.9%	520	100%
	Science	■	14.1%	■	83.2%	■	2.8%	580	100%
	Social Sciences	■	16.5%	■	80.5%	■	3.0%	200	100%
	Total	285	17.0%	1340	80.0%	50	3.0%	1680	100%
2017/18	Arts	■	10.0%	■	86.0%	■	4.0%	200	100%
	Engineering	■	20.2%	■	74.8%	■	5.0%	180	100%
	MHS	■	21.1%	■	76.5%	■	2.4%	510	100%
	Science	■	12.6%	■	84.2%	■	3.1%	580	100%
	Social Sciences	■	17.8%	■	78.4%	■	3.8%	185	100%
	Total	270	16.3%	1330	80.4%	55	3.3%	1655	100%
2018/19	Arts	■	8.9%	■	85.8%	■	5.3%	190	100%
	Engineering	■	22.8%	■	73.0%	■	4.2%	190	100%
	MHS	■	21.6%	■	76.3%	■	2.1%	520	100%
	Science	■	13.1%	■	83.6%	■	3.2%	585	100%
	Social Sciences	■	21.3%	■	74.2%	■	4.5%	180	100%
	Total	285	17.3%	1320	79.3%	55	3.4%	1660	100%

Table 7e-8. Ethnicity of International post-graduate research students by Faculty

		BAME		White		Not known		Grand Total	
2016/17	Arts	■	41.0%	■	51.3%	■	7.7%	90	100%
	Engineering	■	68.3%	■	28.7%	■	2.9%	340	100%
	MHS	■	74.8%	■	23.1%	■	2.1%	285	100%
	Science	■	55.6%	■	39.9%	■	4.5%	400	100%
	Social Sciences	■	67.3%	■	28.6%	■	4.1%	200	100%
	Total	835	63.8%	425	32.4%	50	3.7%	1310	100%
2017/18	Arts	■	46.2%	■	49.0%	■	4.9%	80	100%
	Engineering	■	70.5%	■	26.6%	■	2.9%	345	100%
	MHS	■	72.3%	■	25.8%	■	1.8%	325	100%
	Science	■	53.5%	■	42.8%	■	3.7%	380	100%
	Social Sciences	■	64.4%	■	31.1%	■	4.6%	175	100%
	Total	830	63.7%	430	33.1%	40	3.2%	1305	100%
2018/19	Arts	■	41.3%	■	55.0%	■	3.8%	80	100%
	Engineering	■	69.7%	■	26.5%	■	3.9%	335	100%
	MHS	■	73.1%	■	25.0%	■	1.9%	310	100%
	Science	■	54.5%	■	41.3%	■	4.2%	355	100%
	Social Sciences	■	67.4%	■	26.7%	■	5.9%	170	100%
	Total	800	64.1%	405	32.2%	45	3.8%	1250	100%

Table 7e-3 shows that our BAME PGR students are fewest in FoA and highest in FoE. The REC survey indicated similar interest in PG courses from BAME and White students (43%:46%). BAME students were equally likely to consider a career in academia (25%, cf 26% White students), which leads us to question why the UK BAME representation more than halves between UG (21%) and PGR (9.9%).

We are concerned about this trend, and measures to reverse this will form part of our actions. The University sees this as a pipeline to employment, reflecting the difficulty we have attracting and retaining BAME academic staff. The isolation of BAME PG students, due to a lack of opportunities to mix with other BAME Postgraduates, was a theme of the REC survey open comments. We will address this through work to understand barriers to BAME PG student inclusion (AP4.4, 4.14).

**AP 4.14****Objective 4.14 To reduce the leakiness of the BAME PGR student pipeline****Highlight actions:**

A 4.14.2 Review recruitment and marketing strategy for UK BAME PGT and PGR students.

A 4.14.3 Conduct listening exercise with BAME UGs to understand the barriers and enhancers to PG study at UoN from their perspective.

A 4.14.4 Establish a black scholar programme, providing a forum for students to share experiences, access mentorship, sponsorship and raise their profile.

A 4.14.5 Provide support for Schools and SU societies to explore options to improve the co-curricular opportunities for BAME PGs.

A 4.14.7 Set Faculty targets to improve BAME pipeline data through UG/PGT/PGR

A 4.14.8 Develop scheme for BAME students to shadow researchers and undertake research insight placements, at UoN and further afield through our Alumni network.

7f Post graduate employment

Please provide details of the ethnic profile, by specific ethnic group, of your graduates in employment six months after graduating and in graduate-level employment six months after graduating.

This is an opportunity to consider your institution's employability strategy from a race equality perspective and consider whether this strategy addresses the needs of minority ethnic students.

What are the employment outcomes of your minority ethnic graduates? Are they proportionate? What is the uptake and impact of any schemes currently in place? Do actions need to be devised to put in new or additional initiatives?

Where students are employed on campus, is there any occupational segregation? Some opportunities may enhance employability more than others (for example, working as a library assistant or student ambassador may be perceived differently to working in the students' union bar).

At Bronze level, we anticipate institutions to be starting their work in this area. Your analysis may be at the early stages, with actions beginning to be identified. At Silver level we anticipate a thorough interrogation of your employment support mechanisms to have been completed, with appropriate related actions already in place.

7f Key Issues

- Lower employment outcomes for BAME students, particularly non-UK (AP4.15)
- Outcomes vary by ethnicity, demonstrating the need for an anti-essentialist approach to analysis (AP4.15)

Table 7f-1 shows that UK and non-UK BAME graduates were more likely than White graduates to have a negative employment outcome when surveyed six months after graduation. Non-UK BAME graduates generally have the poorest outcomes overall. UK BAME graduates are on a positive upwards trend, almost halving their negative outcomes since 2014/15 to just 4.3% for 2016/17. For 2016/17 White UK UG students, 96.8% were employed in a graduate level job or in fulltime PG education.

Table 7f-1. Graduate destinations of all students 6 months post-graduation from 1st degree by ethnicity

			Graduate level study		Graduate level work		Non Graduate level study		Non Graduate level work		Starting job next month		Unemployed	
			#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
BAME	Asian	14/15	■	17.0%	■	69.6%	■	0.0%	■	4.5%	■	2.1%	■	6.9%
		15/16	■	14.9%	■	69.0%	■	0.5%	■	5.6%	■	2.3%	■	7.8%
		16/17	■	20.5%	■	69.5%	■	0.0%	■	3.4%	■	0.6%	■	6.0%
	Black	14/15	■	19.2%	■	61.6%	■	0.0%	■	7.6%	■	2.2%	■	9.4%
		15/16	■	18.9%	■	65.3%	■	0.5%	■	7.7%	■	0.9%	■	6.8%
		16/17	■	21.9%	■	63.0%	■	0.0%	■	9.4%	■	0.4%	■	5.3%
	Chinese	14/15	■	31.0%	■	57.4%	■	0.4%	■	2.3%	■	3.1%	■	5.8%
		15/16	■	32.8%	■	50.8%	■	0.4%	■	3.9%	■	3.5%	■	8.6%
		16/17	■	41.5%	■	50.2%	■	0.5%	■	2.1%	■	0.2%	■	5.5%
	Mixed	14/15	■	18.1%	■	60.4%	■	0.9%	■	11.9%	■	2.2%	■	6.6%
		15/16	■	19.0%	■	61.6%	■	0.5%	■	10.2%	■	1.9%	■	6.9%
		16/17	■	20.5%	■	63.6%	■	0.0%	■	10.8%	■	0.5%	■	4.6%
	Other	14/15	■	30.3%	■	56.3%	■	0.8%	■	6.7%	■	0.0%	■	5.9%
		15/16	■	34.4%	■	53.4%	■	1.5%	■	2.3%	■	3.1%	■	5.3%
		16/17	■	31.6%	■	60.1%	■	0.0%	■	1.6%	■	1.0%	■	5.7%
White		14/15	■	17.4%	■	65.4%	■	0.5%	■	11.5%	■	1.0%	■	4.3%
		15/16	■	19.9%	■	64.0%	■	0.2%	■	10.5%	■	0.9%	■	4.6%
		16/17	■	19.9%	■	67.3%	■	0.1%	■	9.2%	■	0.9%	■	2.6%

7f Positive Outcomes

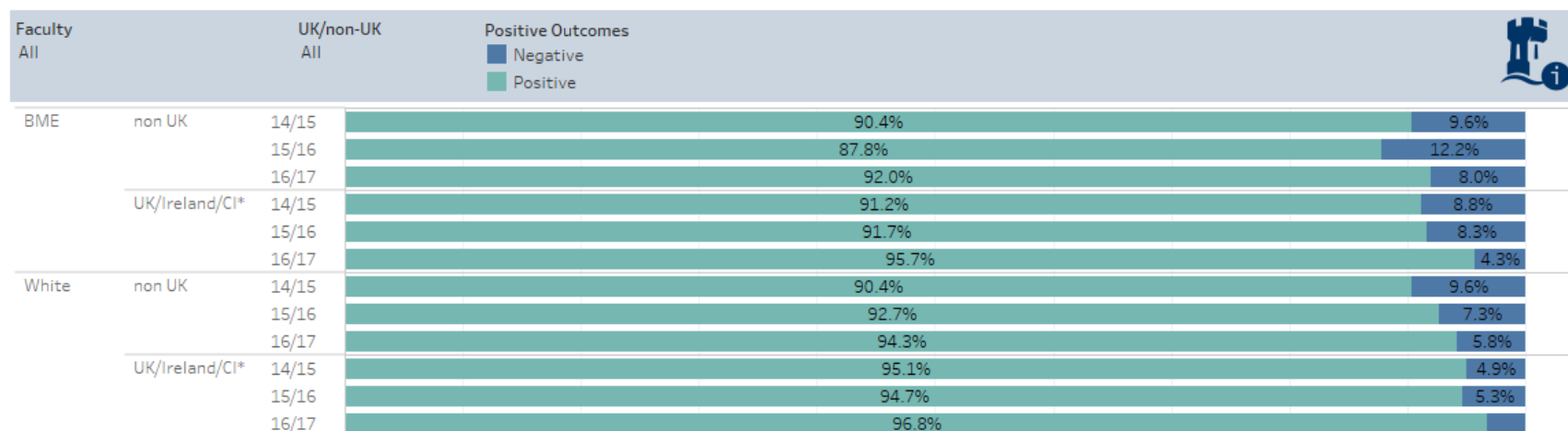


Figure 7f-1 Non-UK and UK data showing positive and negative graduate outcomes

Table 7f-2 shows the percentage of graduates moving into work or study, regardless of the level of work or study. BAME graduates perform worse than white graduates but as seen in Table 7f-3, BAME candidates perform better at moving into graduate level work or study.

Table 7f-2 Percentage of graduates moving into work or study

Percentage Entering Work or study Ethnic Group	Year		
	14/15	15/16	16/17
Asian	91.0%	89.9%	93.4%
Black	88.4%	92.3%	94.3%
Chinese	91.1%	87.9%	94.3%
Mixed	91.2%	91.2%	94.9%
Other	94.1%	91.6%	93.3%
<i>All BAME</i>	<i>91.2%</i>	<i>90.0%</i>	<i>94.1%</i>
White	94.7%	94.5%	96.5%

Table 7f-3 appears to show that Asian, Chinese and Other BAME graduates perform better than White graduates at entering graduate level work or study; Black and Mixed race graduates perform less well.

Table 7f-3 Percentage Entering Graduate Level Work or Study

Percentage Entering Graduate Level Work or Study Ethnic Group	Year		
	14/15	15/16	16/17
Asian	86.6%	83.9%	90.0%
Black	80.8%	84.2%	84.9%
Chinese	88.4%	83.6%	91.7%
Mixed	78.5%	80.6%	84.1%
Other	86.6%	87.8%	91.7%
<i>All BAME</i>	<i>84.5%</i>	<i>83.5%</i>	<i>88.1%</i>
White	82.8%	83.9%	87.2%

In the REC Survey, 39% of BAME respondents and a comparable 43% of White respondents stated that they had a good understanding of graduate level employment opportunities. We have an active Careers and Employability Service (CES) providing expert careers guidance and develop employability skills in a way that is accessible to all students throughout their time with us, in order to advance the graduate prospects and outcomes of our students and graduates.

In the REC survey, only 32% of BAME respondents and 40% of White respondents agree that the University had helped them develop the skills they needed to apply for graduate level jobs. Engagement with the CES by the 14/15, 15/16 and 16/17 graduating cohorts shows a minimal difference (around 1%) between BAME and White students. BAME students who attend at least 1 careers appointment benefit from an uplift in their graduate prospects scores of +2.1% when compared with BAME peers who do not attend any appointments. However, there are differences in levels of BAME student engagement between faculties and we will seek to gain a more in depth understanding of how services are perceived by BAME students (AP4.15).

We have noted that the CES landing page has no ethnic diversity, unlike their Services for Current Students page.

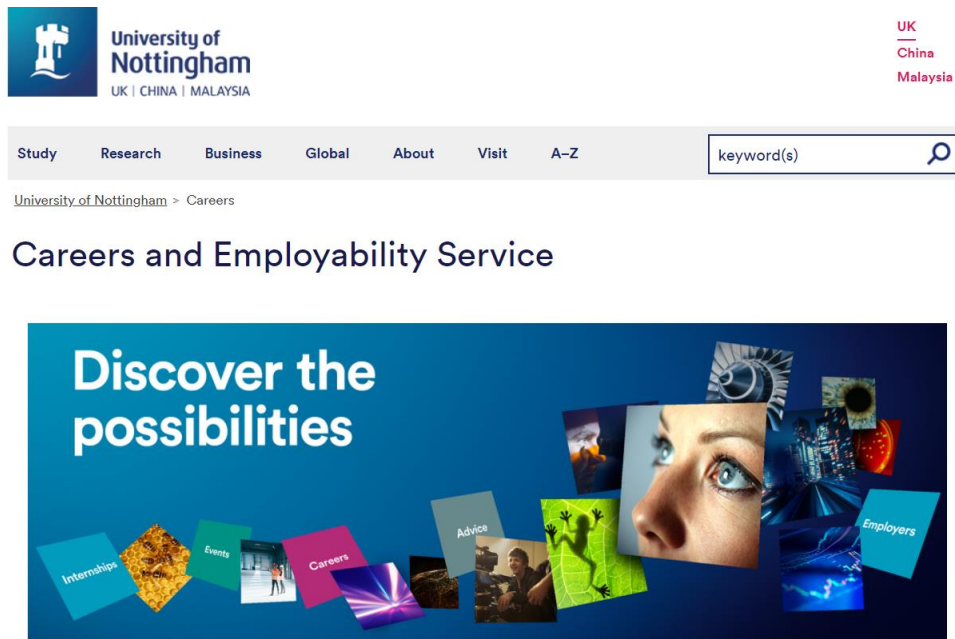


Figure 7f-2 Careers and Employability Service front page, top banner

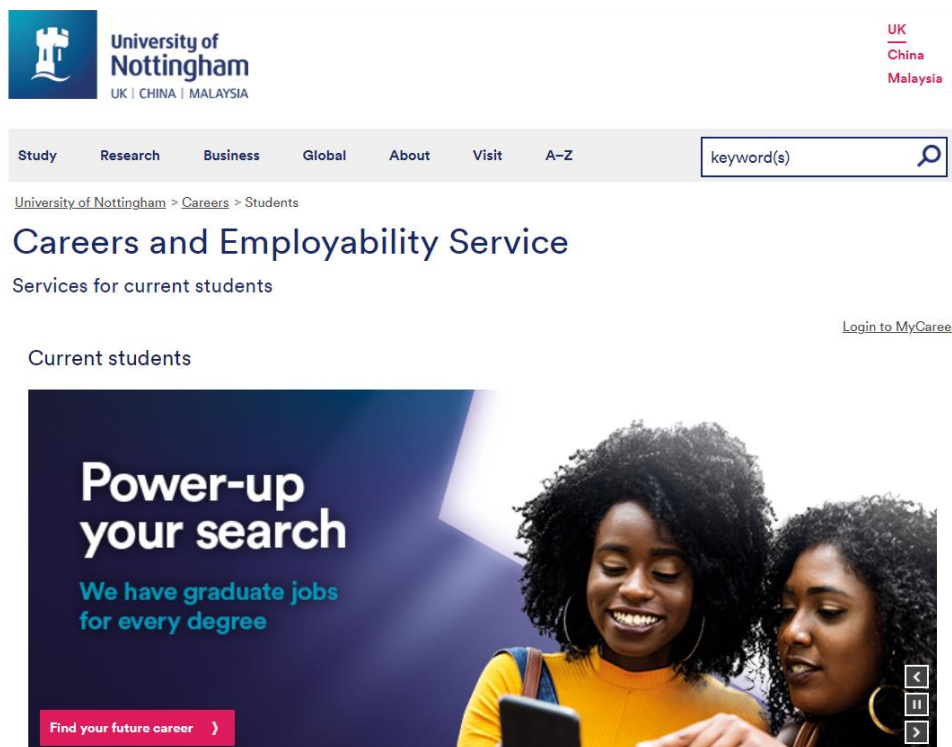


Figure 7f-3 Careers and Employability Service: Current Students landing page, top banner

**AP 4.15****Objective 4.15: To improve graduate outcomes for BAME students****Highlight actions:**

A 4.15.1 Routinely collect, analyse, interpret and use data on student participation in CES and employability initiatives by ethnicity.

A 4.15.2 Conduct qualitative research into the BAME student experience of CES and other employability initiatives

A 4.15.3 Require new course and programme proposals to evidence the incorporation of advice and feedback from employers, Careers and Employability Services and Libraries.

A 4.15.4 Require new course and programme proposals to evidence the incorporation of advice and feedback from BAME students and BAME alumni.

8 Teaching and Learning

8a Course Content/Syllabus

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

- = overall subject matter of courses
- = research and researchers cited within courses
- = case studies and other resources used

8a Key Issues

- Need for continuing focus and effort in decolonising curriculum and embedding anti-racist approach in routine ESE programme review (AP2.5)

The University's Teaching and Learning delivery plan has a strong focus on inclusive practice in classrooms, design of courses and resources, and environments. Currently there is no explicit requirement to include race equality principles in courses or programs, except for courses where the professional regulator standards requires content that prepares participants to meet the needs of ethnically-diverse populations.

In the REC survey, students of all ethnicities agreed there was inadequate coverage of race/ethnicity issues, and a lack of diversity of opinions in courses. Just 29% of BAME students and 35% of White students agreed that relevant issues of ethnicity/race were included in academic discussions. Similarly, a minority of BAME students (39%) and White students (44%) agreed that their course content reflected the opinions of a wide variety of people.

We recognise that we must do more to embed inclusive practices that focus on race equality within our teaching and research. In response to this urgent priority, we will develop a Nottingham variant of the Kingston/UCL Inclusive Curriculum Healthcheck. This will support course teams in reflecting on their curriculum as part of new course approval and existing course review. We will formally incorporate EDI into our EEAR cycle (A 2.5.2, A 2.5.3) and ensure that feedback relating to inclusion in the curriculum is overseen and informed by both the APP steering group and EDI Committee. This process will be supported by the learning generated from existing projects which are providing us with tested models and resources.

In 2019, Nottingham-Birmingham Education Collaboration Fund invested £70K in a two-year project based in the FoA (led by Philosophy) and FOSS (led by Politics and International Relations). 'All in! Regularising ethnic presence in the curriculum' aimed to develop a model for decolonising the curriculum and reviewing and amending curriculum through a race equality lens work that we will extend between 2021 and 2024 (A 1.8.2). In 2019, Nottingham joined Advance HE's collaborative project, 'Towards Embedding Equality, Diversity and Inclusion in the Curriculum'. These projects are developing resources and toolkits to support staff and students to have conversations about race and in practicing race equality in both teaching and learning.

**AP: 1.8, 2.5**

Objective 1.8: To develop and implement a University wide approach to, and make significant progresses toward, decolonising the UoN curriculum by 2024.

Objective 2.5: EDI to be a specified and explicit area of enquiry integrated into EEARs of Schools, i.e. a mandated quality standard for course design.

Highlight Actions:

A.1.8.2 Build on learning from the *All in!* project, to generate a UoN wide approach, framework and support for Schools to scope and decolonise their curricula and evaluate the impact of this

A 1.8.3 Require all five faculties to have made progress towards decolonising the curriculum by 2022-23.

A 2.5.1 Based on learning from the pilot project and evaluation, include a panellist with responsibility for EDI issues into all EEARs and ensure feedback to APP Steering Group and EDI Committee

A 2.5.2 Using feedback from the pilot, produce a comprehensive “EDI Lines of Enquiry Framework” for EEARs

A 2.5.3 Train all EEAR panel members in using the EDI Lines of Enquiry Framework for EEAR’s

8b Teaching and assessment methods

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

- = the outcome of different assessment methods, for example, anonymised marking, anonymised examinations compared with assessments directly by academics
- = how students respond to different teaching styles and methods, for example, lectures, seminars, group work, group discussions, and one-to-one tutorials
- = the learning environment and how this impacts specifically on minority ethnic students
- = how students participate and are encouraged to participate in group discussions
- = how students are encouraged to work in groups with those with whom they do not normally work

8b Key Issues

- Need to improve data analytics and evaluation of engagement to understand how practice influences student inclusion and degree awarding gap (AP 1.8)

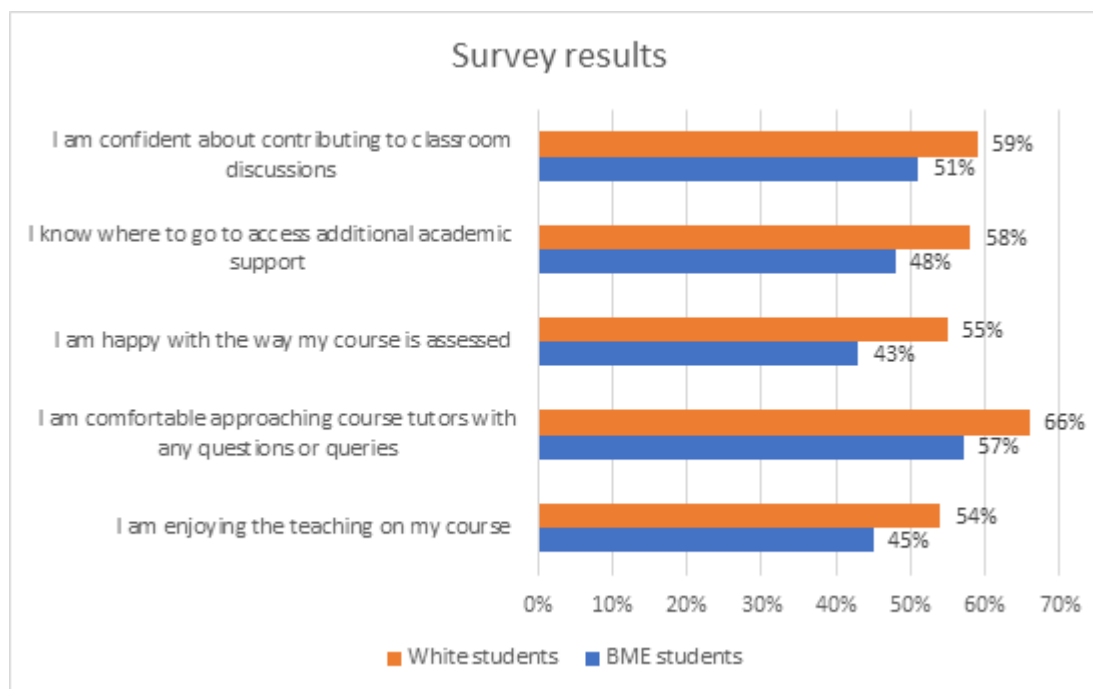


Figure 8b-1 Student survey responses to teaching and assessment methods indicated:

The survey results showed that BAME students were less likely than their white counterparts to agree on statements related to group discussions, teaching, assessment, and academic support. These responses clearly signify a need for us to examine how our teaching and assessment methods can better foster race equality.

Our current systems do not allow us to develop the learning analytics that could enable us to better design our programmes for BAME student success. We are committed to a long-term programme of work to improve our data analytics (AP1.8). We will refine these to prioritise professional practice which is inclusive and supports BAME students to develop their employability, and capability for lifelong learning. We include in our action plan a commitment appointing a 0.2 FTE academic lead for the degree awarding gap. (A 1.7.1)

**AP: 1.7, 4.5**

Objective 1.7: To reduce the overall UoN degree awarding gap and the degree awarding gaps in each individual School by 2023 and establish a timeline for eliminating the gap.

Objective 4.5: To build the commitment, confidence and competence of all staff in all job families to be antiracist, engage in challenging conversations about race/ethnicity and deliver an inclusive University environment for BAME staff and students.

Highlight Actions:

A 1.7.1 Appoint a University academic lead for eliminating the degree awarding gap at 0.2 FTE

A 1.7.2 Provide evidence driven support and a framework for Schools to monitor degree awarding gaps and generate actions to reduce them

A 4.5.1 Implement training in the PD/LMA provision to equip R&T staff to deliver teaching, assessment and support based on anti-racist pedagogical principles for an inclusive classroom and curriculum experience

A 4.5.2 Embed anti-racist pedagogy into PGCHE to increase pedagogical cultural competence of new academic staff

8c Academic Confidence

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

= How are academics incentivised and encouraged to consider race equality within their teaching and course design?

= What training is provided to academics in considering racial inequalities within their teaching and course design?

= How is good practice shared across faculties and the institution?

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take

8c Key Issues

- Need to embed inclusion in all students and staff at UoN (AP1.5, AP3.2)

The Lord Dearing Award scheme was established 20 years ago to acknowledge teaching excellence as nominated by students and staff. The Students' Union also has its own Staff Oscars, which recognise outstanding contributions to students' education. On reflection, these are missed opportunities. Neither award includes criteria that adequately emphasise and reward the value of inclusive and antiracist pedagogy. This has been identified as a priority area for action (AP2.6).

Inclusive, teaching practice is supported and developed through qualification and training. The Nottingham Recognition Scheme (NRS), an internal scheme accredited by Advance HE allows us to develop, assess and recognise the teaching practice of experienced academic and learning support staff based on evidence of engagement with the UK Professional Standards Framework (UKPSF). All newly-appointed staff in their first teaching post are required to take 40 credits of the University's Certificate in Higher Education (PGCHE). Two compulsory PGCHE modules aim to enhance new lecturers' ability to produce inclusive courses and materials through teaching observations.

Despite this, in the student survey only 29% of BAME students and 37% of White students agreed that lecturers were confident and competent in facilitating discussions around ethnicity and race in the classroom when relevant. One student suggested that what was needed was:

“Training for lecturers/academic staff (especially when and if they are new academics) on equality and diversity”

Students' views suggest that there is urgent need to include more content in the PGCHE that explicitly teaches skills to incorporate anti-racist and anti-discriminatory teaching in practice and to creatively produce de-colonised curricula. Similar provision for established academics is also needed.

Our Teaching and Learning Observation College (TLOC) includes peer and student observation schemes, providing an opportunity to identify and share effective examples of inclusive practice. We note that observation criteria do not explicitly reference inclusive pedagogy or anti-discriminatory practice. With refinement, the TLOC has the potential to be a powerful instrument in improving staff competence in anti-racist pedagogy alongside generic inclusive pedagogy.

The refresh of our Inclusive Pedagogy Training and Development programme is underpinned by a strategic intentional approach designed to overcome or minimise resistance to EDI. Our change management programme for developing academics' antiracist pedagogical competence is based on Dr Ian Kidd's framework for effective counter-resistance. The second strand of this is aimed at developing staffs' cultural humility and pedagogical cultural competence. This will be achieved through the ReMEDI Reverse Mentoring Project in which the University has invested £70K. (AP1.5).



AP: 1.5, 3.2, 4.5

Objective 1.5: To increase developmental opportunities for leaders and managers to foster cultural humility and improve cultural competence.

Objective 3.2 Deliver a coordinated campaign of intersectional EDI education and dialogue within the student body, defining UoN as actively antiracist with the clear expectation that members of the UoN community share these values.

Objective 4.5: To build the commitment, confidence and competence of all staff in all job families to be antiracist, engage in challenging conversations about race/ethnicity and deliver an inclusive University environment for BAME staff and students.

Highlight Actions:

A 1.5.2 Scale up the UoN funded reverse mentoring pilot scheme with senior leaders to be reverse mentored by BAME staff or students

A 3.2.1 Develop, pilot and evaluate a cultural on-boarding programme for new students

A 4.5.1 Implement training in the PD/LMA provision to equip R&T staff to deliver teaching, assessment and support based on anti-racist pedagogical principles for an inclusive classroom and curriculum experience

9 Any other information

10 Action plan

Please ensure that your action plan clearly indicates what the action is, who is undertaking the action, the timelines for completion and what the action will achieve.

Please also consider the following.

- = Cross-reference actions so that when a panellist reads the action plan the rationale for the action is clear.
- = Schedule actions across the three-year duration of the award.
- = Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound).
- = Include overarching objectives with actions underpinning their completion.
- = Order action plans logically with progression from the actions that need to come first in order start an initiative, followed by actions that build on the initiative and sustain progress over the course of the award.
- = Specify who is responsible for completing actions.
- = Specify the performance of individual faculties as well as measuring the institution's progress as a whole.
- = Include details of the monitoring or development of measures already in place.
- = Indicate how the success of an action will be measured

Overall Accountable Lead for Race Equality Charter Mark Delivery: Pro Vice Chancellor, Equality Diversity, Inclusion and People**Foundational Principles of the Action Plan**

- Rejecting the deficit model by focussing on interventions that place the responsibility and accountability for change on the organisation, its leaders, systems and processes and action designed
- A people development approach aimed at enhancing the cultural humility and cultural competence of leaders, staff and students
- Generation of innovative, targeted positive action interventions that create opportunities for BAME staff and students to gain ground relative to their white counterparts without problematising BAME staff and students
- Centreing intersectionality and a person-centred approach that emphasises that BAME staff, BAME students, the wider BAME community of Nottingham and Nottinghamshire and wider University community are people with complex identities that shape the way they experience the world. This includes close working with the UoN Athena Implementation SAT and all of the established networks for staff with protected characteristics
- Engagement and involvement of staff and students

Action Plan Generation Process

- Actions were generated from analysis of the institutional, survey and focus group data
- In response to evidence of the disproportionate impact of COVID-19 on BAME communities and the killing of George Floyd, some actions were revised, and additional actions were crowd-sourced from UoN activist letters and complaints received, a series of Town Hall meetings and engagement events
- Actions were then prioritised, and rationalised by the Working Groups and SAT
- Actions were further prioritised based on involvement from staff, student and subject expert reference groups during a series of engagement events

Five Steps to Success

The 2019 Closing the Gap (UUK 2019) report identified five steps to success for closing the degree awarding gap. The five steps to success identified were:

- strong leadership
- conversations about race and culture
- racially diverse, inclusive environments
- evidence and analysis
- what works

As priorities and actions emerged, the SAT concluded that these five steps could be applied beyond the attainment gap to the broader issues of BAME student and staff progression and success that we had identified and could help us at the stage we were at with our race equality journey. It was decided that it might be helpful to use these five steps to categorise the actions that had emerged from the data in the action plan to ensure that the proposed actions were supported by evidence. These categories have been called the University of Nottingham (UoN) Steps to Success and each has its own section in the action plan with actions aligned with appropriate sections of the submission.

A Typology of Actions

In addition, the SAT identified three types of objectives with distinct targets ensuring that overall, our objectives and related actions addressed people, systems and structures and culture. The type of objective is denoted at the end of the objective as P, S or C.

- Objectives targeted at developing individual people, key role holders, leaders and groups are denoted by (P)
- Objectives targeted at systems and structures are denoted by (S)
- Objectives targeted at culture i.e. shared organisational values and beliefs, rituals, behaviours and the artefacts we produce, are denoted by (C)

Some objectives fit into more than one category in the typology.

Beacon Actions

We have identified three Beacon Actions. These are initiatives that have been developed through dedicated high level UoN investment or which we believe to be particularly innovative or ambitious, perhaps even risky. The Beacon actions denoted by (*) in the action plan are

- Mass student on-boarding programme
- The ReMEDI Project: **R**everse **M**entoring for **E**quality **D**iversity and **I**nclusion
- PACT (Partnership, Access, Cultures and Trust) programme with civic partners

A total of £400K has been secured for delivery of the action plan.

- **Actions (A) are denoted as A with reference number e.g. A 1.1.1, A 4.2.3*

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University Accountable lead: PVC for EDI and People

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
1.1	2D	Through the REC process, the SAT identified a need for a high-level working group to oversee the process of delivering the REC's action plan across the collegiate University. We also recognised the need for a new joint process to promote an intersectional approach to addressing race equality. This group will be the new SAT for future REC submissions.	Objective 1.1: To establish clear governance and oversight for the delivery of the REC Action Plan. (S)				Robust reporting mechanisms are embedded into the REC governance structure. Progress against the REC Action Plan is reviewed, scrutinised and updated at each REC SAT Meeting. Where there is risk of not achieving an action or objective, this is captured in a REC Risk Register and escalated through the governance structure.
			A 1.1.1 Establish an intersectional steering group, which will report to the UoN EDI Committee each term, to oversee delivery of the Race Equality Charter Mark and Athena Swan action plans	EDI Senior Project Manager, Governance Team	March 2021	On-going to September 2024	
			A 1.1.2 Establish a Bronze REC Implementation Group	EDI Senior Project Manager, Governance Team	March 2021	September 2024	
			A 1.1.3 Establish agreed reporting routes within the REC/ University governance structure	EDI Senior Project Manager, Governance Team	March 2021	September 2021	

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1.2	3A	We recognise that to achieve race equality, our senior leaders should be engaged with key initiatives to achieve racial equality. The university also understands that prioritising relationships with the local community is key to understanding the needs of the community it serves.	Objective 1.2: To formalise Senior Leaders' accountability for systematising strategy, policy and processes for achieving race equality and increased engagement with the local BAME community (PACT Programme) (S).				Progress against institutional KPIs and targets for EDI are monitored annually at a local level for all units within UoN.
			A 1.2.1 All local units within UoN (Faculties/PS teams) to set targets for Staff and Student KPIs relating to race and ethnicity	FPVCs, CFO, Registrar, EDI Coordinators	January 2021	Annual Review	External BAME challenge Group launched and influencing UoN priorities and actions related to race equality (PACT Programme).
			A 1.2.2 Establish a BAME Challenge Group, chaired by the Chancellor, Baroness Lola Young, to deliver external challenge to on-going actions in support of race equality	PVC EDI and People	September 2021	July 2021	All programmes within Nottingham Recognition Months and the UoN Diversity Festival to feature BAME speakers, representative of the community and focused on the priority issues identified by them.

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			A 1.2.3 Review our current yearly programme of events to include more events that address the needs of BAME communities, topic representation and welcome subject-matter specialists (Partnership, Access, Cultures and Trust Programme (PACT) Programme) *BEACON ACTIVITY* with monitoring of impact	Sphere Programme Board Faculty EDI Coordinators	March 2021	September 2021	Increased engagement with BAME community and community groups. Understanding and acknowledgement of the links between UoN and historical slavery, with appropriate action to manage this agreed.
			A 1.2.4 Engage with local community groups and collaborate with the Nottingham Universities Historical Slavery Project to determine actions in response to the University's links to historical slavery	FPVC chairing Historical Slavery group	October 2021	June 2022	Members of the local BAME community will have accessed mentoring and shadowing opportunities with UoN students and staff as part of the PACT Programme.

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			A 1.2.5 Establish and launch a visible programme of activity for community partnership and engagement and a shadowing/mentorship scheme targeted at the local BAME community – the PACT Programme *BEACON ACTIVITY* with monitoring of impact	FPVC with responsibility for Civic Engagement	September 2021	August 2022	
1.3	4C	Lack of confidence from staff and students about how reports of racism are managed	Objective 1.3: To develop stronger, more visible leadership on reporting and managing concerns and complaints about racism (P).				Report on scoping Race Equality Guardian role complete and discussed at EDI Committee
			A 1.3.1 Conduct a scoping activity for the role of Race Equality Guardian to lead on monitoring and managing race-based complaints, micro-aggressions and other systemic issues and foster an inclusive culture. If scoping finds it is feasible, develop a role description and Business Case for the creation of this role at UoN.	Director of HR	January 2022	September 2022	Implement our new Dignity Policy process so that staff at UoN will be treated with dignity and respect, in line with policy & behaviour expectations.

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			A 1.3.2 As part of a committed review, merge the Dignity and Grievance Policies, implement Report and Support system to facilitate a new process for reporting hate crime and harassment and identify opportunities to introduce and embed principles of race awareness/race equality as part of the new policies to ensure behavioural expectations are clearly articulated.	Director of Campus Life and Director of HR	January 2021	September 2021	Increased use and reported confidence in the grievance reporting process.
			A 1.3.3 Continue to monitor and report on staff disciplinary and grievance data identifying any systemic bias	Director of HR	January 2021	Annually, ongoing with review September 2024	Increased understanding and awareness at EDI Committee and ISAT of the issues faced by UoN staff and how these are managed. Improved trust in and engagement with harassment reporting.

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			A 1.3.4 Ensure anti-racism training delivered to all those involved in grievance and disciplinary processes.	Director of HR PD Team	September 2021	September 2024	
			A 1.3.5 Evaluate impact of strengthened Dignity and Grievance Policies and Report and Support harassment reporting processes on trust and engagement	Director of HR Director of Campus Life	September 2022	January 2023	
			Objective 1.4: To increase the ethnic diversity of the UoN leadership, management and decision-making groups (S).				
1.4	4D	Our executive committees are not ethnically diverse and there are limited opportunities for BAME staff and students to systematically influence decision-making	A 1.4.1 Evaluate the impact of the open call for staff to be appointed to UEB	Vice Chancellor PVC EDI & People Governance Team	September 2021	Annual review: October	All UEB Committees will include at least one BAME member by July 2021. Overall BAME representation at UEB subcommittees will be at least 10% by 2023.

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			subcommittees and understand any additional action required to meet targets			2024	Overall BAME representation at other key UoN committees to be at least 10% by 2024.
			A 1.4.2 Use the lessons for the UEB pilot to continue and extend the programme of diversification of decision-making committees beyond sub committees of UEB and evaluate the impact	Vice Chancellor PVC EDI & People Governance Team	September 2021	September 2024	Increased proportion of BAME staff levels 6 and 7 to 15% by 2025. Increased ethnic diversity on University Council.
			A 1.4.3 Encourage increased level of ethnicity disclosure amongst staff	Director of HR	September 2021	September 2024	

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			A 1.4.4 Identify and deliver initiatives to increase the proportion of BAME staff at level 6 and 7 (for all job families) through innovative and positive action in recruitment, mentoring and promotion/re-grading and career workshops	Director of HR, Deputy VC & Provost	January 2022	September 2024	
			A1.4.5 University Council to revise processes of recruitment to increase diversity and address BAME under-representation	University Council	January 2022	January 2023	

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1.5	4D 8C	The UoN Leadership is predominantly white and, below UEB, male. Leaders and managers would benefit from improving their cultural competence, as well as their knowledge of how to integrate this into academic, pedagogical and student services processes.	Objective 1.5: To increase developmental opportunities for leaders and managers to foster cultural humility and improve cultural competence. (C)				Increased proportion of leaders and managers accessing developmental opportunities to build cultural humility and competence in antiracism.
			A 1.5.1 Launch the EDI Engagement campaign during academic year 2020/2021 and integrate inclusive leadership principles into all LMA programmes, and evaluate any additional activities which can be accessed by leaders, managers and key role holders	Leadership and Management Academy Director	July 2021	July 2023	An EDI self-assessment Maturity Matrix will be developed and embedded and staff will use the matrix to assess their development as inclusive leaders.
			A 1.5.2 *BEACON ACTION* Scale up the UoN funded reverse mentoring pilot scheme at institutional level with senior leaders to be reverse mentored by either a BAME member of staff or a BAME student using the RACE or pRAISE model developed as part of the on-going ReMEDI and STEM Change Projects.	REC Co-Chair and Leadership and Management Academy Director	September 2021	July 2024	Leaders, other staff and students will have increased understanding of the UoN values, approach and expectations as a multi-cultural, antiracist learning community. 100 staff and students will have completed the reverse mentoring

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							scheme by 2022 with additional cohorts beyond this. Insight and understanding of process and impact of reverse mentoring for inclusion with learning reported and shared across UoN and the wider HE community.
1.6	4E 5C 6C	We recognise that in order to achieve race equality, close the ethnicity pay gap and reward/recognition gaps, we need to review and update our structures to ensure accountability, transparency and trust and adopt an anti-essentialist perspective.	Objective 1.6: To embed inclusion into HR, management and reward structures and processes. (S)	Director of HR Ethnicity Pay Gap Group Chair	September 2021	September 2024	Reduction of the voluntarily published UoN ethnicity pay gap by 2024. Evidence from staff feedback that EDI is integrated into ADCs. Increased confidence of managers for including EDI and race equality in ADC conversations.
			A 1.6.1 Establish dedicated group with a clear process for monitoring and reviewing ethnicity pay gap data, voluntarily publishing this data in line with UoN gender pay gap reporting. Develop & implement recommendations for required interventions and action plan on reducing / eliminating the ethnicity pay gap by September 2024				

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							ADC training will include opportunities for appraisers/appraisees to explore sources of bias in the ADC and understand how to reduce these.
			A 1.6.2 Develop and include explicit criteria and objectives that incentivise EDI action from managers and key role holders in the ADC to ensure accountability and equip managers to have EDI and race equality conversations during ADC	Director of HR	September 2021	September 2023	No difference in satisfaction with the ADC process between BAME staff and their white counterparts indicated in staff feedback. Evidence of staff being rewarded through the NRS for contribution to race equality.
			A 1.6.3 Review and revise appraiser/appraisee training to identify and implement opportunities for addressing any bias which might negatively impact BAME staff outcome	HR BAME lead	September 2021	September 2023	No difference in awards via NRS by ethnicity within 5 years, by 2026.

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			and to formalise recognition and reward for BAME and other staff who contribute to race equality and other EDI leadership.				
			A 1.6.4 Monitor BAME staff experience of and BAME staff satisfaction with the ADC process	HR BAME lead	September 2021	September 2024	
			A 1.6.5 Promote opportunities through the Nottingham Reward Scheme (NRS) to reward BAME staff and others who contribute to race equality and other EDI work within their role and evaluate the outcomes of the NRS by ethnicity through qualitative and quantitative methods	Director of HR HR BAME lead	September 2021	September 2023	

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			A 1.6.7 Develop methods to estimate and monitor the impact of the ADC and NRS on P&S staff by ethnicity	Director of HR HR BAME lead	September 2022	September 2026	
1.7	7D	The Attainment Gap Working Group was integrated into the REC SAT Student Experience Working Group (2018). Consequently, work in this area is not as intense and focussed as it should be. Institutional data and staff/student feedback from the REC survey tell us that progress has not been fast enough. Renewed focus, strong	Objective 1.7: To reduce the overall UoN degree awarding gap and the degree awarding gaps in each individual School by 2023 and establish a timeline for eliminating the gap. (S)				A coordinated approach for monitoring local and institutional activities linked to the university's ambition to eliminate the degree-awarding gap will be established by 2021. The degree awarding gap will be reduced by 2023 and a timescale established for eliminating the gap.
			A 1.7.1 Appoint a University academic lead for eliminating the degree awarding gap at 0.2 FTE	APVC Teaching and Curriculum Leadership	May 2021	Review September 2023	

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		leadership and systematic action are required to provide guidance, ensure the sharing of best practice across Schools/Faculties in order to accelerate and intensify the work to eliminate the degree awarding gap.	A 1.7.2 Re-constitute the Attainment Gap Working Group as the Degree Awarding Gap Working Group	Academic Lead for Degree Awarding Gap APVC Teaching and Curriculum Leadership	July 2021	September 2023 with Annual Review	Degree Awarding Gap Working Group with representation from every faculty and clear terms of reference with reporting lines to the institutional EDI committee and ESE Committee re-established by September 2021.
			A 1.7.3 Provide evidence driven support and a framework for Schools to monitor degree awarding gaps and generate actions to reduce them	APVC Teaching and Curriculum Leadership Faculty EDI Directors	September 2021	September 2023	A coordinated approach for monitoring local/institutional degree awarding gap data and interventions/activities aimed at eliminating the degree awarding gap will be established by 2021. The degree awarding gap will be reduced by 2023 and a timescale and actions established for eliminating the gap.

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					Start	End	
1.8	7D	There is currently no overarching, UoN-wide approach to decolonising the curriculum. Decolonising work across Schools and other parts of the University is disconnected and not systematic. Staff and student feedback from the REC survey and other sources tell us that the University community does not feel that enough progress has been made. New governance structures and leadership are required to provide guidance and ensure the sharing of best practice across Schools/Faculties in order to accelerate and intensify the work to decolonise UoN curricula.	Objective 1.8: To develop and implement a University wide approach to and make significant progress towards, decolonising the UoN curriculum by 2024. (S, C)			Awareness of the <i>All in!</i> Project and its lessons will be raised across all Schools.	
			A 1.8.1 Disseminate UoN wide, the learning, process and findings of the <i>All in!</i> project a collaborative project between the University of Nottingham and the University of Birmingham, funded by the Education Partnership Fund which aimed to decolonise curricula in the disciplines of politics and philosophy	PVC Education and Student Experience	March 2021	September 2021	An established central resource hub for staff that provides guidance, support and toolkits to support staff with decolonising the curriculum in existence by 2023.
			A 1.8.2 Build on the learning from the <i>All in!</i> project to generate a University wide approach, framework and support for Schools to scope and decolonise their curricula and evaluate impact of this	PVC Education and Student Experience	September 2021	August 2022	Build and publicise diversified library collection that feeds into central hub and toolkit supporting the decolonisation of the curriculum.
			A 1.8.3 Require all five faculties to have made progress towards decolonising the curriculum by 2022-2023	PVC Education and Student Experience	September 2021	August 2023	Staff will report increased confidence and competence in taking the action required to review and decolonise curricula

1. Closing the Gap to Success: Strong Leadership

- University leaders and senior managers need to demonstrate a commitment to race equality and lead by example.
- **UoN Step to Success**
- UoN will demonstrate, support, and build strong, accountable leadership on race equality among all UoN leaders, senior managers, and key role holders by
 - investing in developing, and building capacity and capability for courageous, inclusive leadership
 - further developing its inclusive governance structure, to increase the diversity of those involved in senior roles and strategic decision making and to enhance accountability
 - devolve responsibility for progress on race equality to key leaders and role holders at Faculty and School level with strategic direction, oversight, and monitoring from the PVC for EDI and People, PVC for Student Experience, EDI Committee, and Race Equality Challenge Group.

University Accountable lead: PVC for EDI and People

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 1.8.4 Diversify and decolonise the UoN Libraries collection	Director of Libraries	September 2021	September 2023	Staff and student feedback will indicate that curricula feel more diversified and decolonised
1.9	2A, 8B	Our current data and information systems are not fully integrated, and we do not have a single set of 'ground truth' data which can be accessed and used efficiently by key stakeholders and leaders. Strong, strategic leadership will ensure staff have the information they need to act on EDI issues and monitor impact.	Objective 1.9: EDI Committee and Digital Strategy Committee to review overall EDI dataset requirements for staff and students to ensure that our systems and processes collect, record and can report on information to support the Race Equality Charter programme of work. (S)				Incremental reduction in reliance on data collection and cleansing workaround processes.
			A 1.9.1 Development of model to support data requirements for REC and EDI for key UoN information infrastructure programmes (e.g. Digital Core, Digital Engagement) including integration into procurement of information systems	Chief Digital Officer	September 2021	September 2022	Insight reports relevant to race equality, REC and EDI dashboards easily available for local use at Faculty and School level.

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University Accountable lead: PVC for EDI and People

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 1.9.2 Design and disseminate a documented process for generating REC insight reports and EDI dashboards	Chief Digital Officer	January 2021	September 2021	

2. Closing the Gap to Success: Getting the evidence and analysing the data

- The University needs to take a more proactive, systematic and scientific approach to tackling race inequality. Gathering and scrutinising data more comprehensively to inform discussions among university leaders, academics, practitioners and students.

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The University will develop systems that convert raw staff and student ethnicity data into meaningful information and make this readily available to key role holders. Key role holders will be responsible and accountable for using data, information and evidence to inform discussions and actions that improve structures and processes, and for monitoring outcomes for BAME staff and students.

University Accountable lead: PVC Education and Student Experience and Director of Human Resources

Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
2.1	7B, 7C	Our data flow is not smooth or strategic. More cohesive arrangements to get data and information to influencers key role holders and practitioners in the right format will enable us to build a clear understanding of the local race equality priorities and identify areas for improvement.	Objective 2.1: To ensure availability of accurate data to understand the BAME student experience and lifecycle. (S)			Student data dashboard made available annually at unit level to key role holders.	
			A 2.1.1 Deliver annual student ethnicity datasets to key role holders to inform understanding and identify issues relating to local representation, trends in representation of different ethnic groups, progression and attainment with monitoring and review by the EDI Committee, Education and Student Experience Committee and Race Equality ISAT	Head of Student Analytics and Statutory Student Returns	February 2021		

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					Start	End	
			A 2.1.2 Alongside student lifecycle data, provide attendance and engagement data to Schools analysed by ethnicity	Head of Student Analytics	September 2021	February 2021	
2.2	7B, 7C	More cohesive dataflow arrangements will enable us to build data intelligence into planning schedules, enabling evidence-based, targeted activity where it is needed.	Objective 2.2: To ensure accurate data is readily available to measure improvements in BAME student representation , attainment and progression as well as, progress against planned objectives. (S)				Student data dashboard made available annually to key stakeholders holders.
		Measurability and accountability must underpin actions based on data in order for them to have the necessary impact. Academic failure is the highest reason for BAME students	A 2.2.1 Deliver annual student datasets to key role holders (e.g. School leadership) to inform local planning relating to representation, progression and attainment issues, including baselines and progress measures. Annual reporting to routinely include student progression and	Head of Student Analytics and Statutory Student Returns	February 2021	Annual review: February 2023	Published annual reports will show progress against School action plans for equitable attainment and course progression. Findings and recommendations from evaluation of positive action initiatives made available internally and externally, to share evidence-based practice.

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
		withdrawing. We need to identify (missed) opportunities for early intervention.	attainment by ethnicity and for UK and International students				Incremental increase of BAME students accessing, engaging and reporting satisfaction with institutional initiatives designed to support BAME student progression and attainment like academic skills services.
			A 2.2.2 Require and provide support for all Schools to develop action plans in response to identified course progression and attainment issues, to be collated and monitored by the Access and Participation Steering Group.	Faculty APVCs ESE APVC Teaching and Curriculum Leadership	September 2021	August 2023	
			A 2.2.3 Monitor BAME student take-up and evaluate the impact of (a) positive action initiatives planned in response to data findings and (b) institutional initiatives to support student	Faculty EDI Coordinators and Faculty ESE Managers	September 2022	August 2024	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			progression and attainment in line with our access and participation plan.				
2.3	7C	Data shows an increase in percentage (sustained upward trend) of BAME leavers	Objective 2.3: Implement a planning cycle to improve BAME student academic engagement and retention (S)				Schools regularly review continuation data, put action plans in place to address issues identified and make progress against their action plans. Decrease in BAME student non-continuation gap. Incremental increase in non-UK students' engagement and satisfaction with academic support. All Directors of EDI in faculties and EDI Leads in Professional Services understand appropriate data-handling protocols.
			A 2.3.1 Develop a system that collates engagement/attendance data and provide attendance and engagement data to course leaders, personal tutors/senior tutors to enable early intervention and targeted support. Disaggregate ethnicity data to a granular level at the institutional, Faculty and School level	APVC for Teaching and Curriculum Leadership Academic Lead for Degree Awarding Gap	October 2021	Annual review: October 2022	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 2.3.2 Investigate the widening non-continuation gap between UK White and BAME students, in particular the impact on Black students	APVC for Teaching and Curriculum Leadership	January 2022	January 2023	
			A 2.3.3 Review and enhance academic support provision for non-UK students, with a focus on the needs of BAME students	Academic Lead for Degree Awarding Gap	September 2022	August 2023	
			A 2.3.4 Require faculties to explore and address reasons for specific ethnic groups' non-continuation	APVC for Teaching and Curriculum Leadership	January 2022	January 2023 and ongoing thereafter	
			A 2.3.5 Thoroughly investigate the ethnicity gap in satisfaction with course progression and respond with relevant actions	APVC for Teaching and Curriculum Leadership	January 2022	January 2024	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 2.3.6 Undertake a structured impact evaluation of progression support schemes	APVC for Teaching and Curriculum Leadership	January 2023	January 2024	
			A 2.3.7 Embed progression monitoring as part of Annual Monitoring and Evaluation	APVC for Teaching and Curriculum Leadership	September 2021	Ongoing annually, with review in August 2024	
2.4	7D	Lack of systems and frameworks for governance and accountability has hampered progress to address the awarding gap.	Objective 2.4: To develop a governance structure which oversees and accounts for university-wide strategic efforts to eliminate the degree awarding gap. (S, C)				Eliminate the degree-awarding gap by 2030, from a baseline of 18 percentage points to 9 percentage points (in line with APP target).
			A 2.4.1 Newly appointed 0.2 FTE University wide Academic Lead for Degree Awarding Gap will review governance structures needed to support work to eliminate the degree awarding gap	Academic Lead for Degree Awarding Gap	January 2022	July 2022	Improved governance structures that support elimination of the degree awarding gap. Schedule of reporting is planned into ESE meeting cycle achieving systematic monitoring

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 2.4.2 Designate the APP Steering Group as the route for reporting and monitoring	PVC Education and Student Experience	September 2021	August 2023	of progress towards reducing the degree awarding gap. Existence of a clear and monitored action plan to reduce the degree awarding gap by 2022.
			A 2.4.3 Analyse degree awarding data at a granular level (Schools > courses > modules > assessments)	Academic Lead for Degree Awarding Gap	September 2021	August 2022	All schools will have 100% anonymised marking by 2025 (except for where not possible e.g. presentations, dissertations). Where there is currently less than 75% of marking anonymised, Schools set local targets to increase by no less than 10% by 2025.
			A 2.4.4 Review impact of Degree Awarding Gap Working Group work and make recommendations for further actions to be delivered under oversight of APP Steering group	APVC for Teaching and Curriculum Leadership	September 2022	July 2023: annual review	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 2.4.5 Within the Academic Skills programme, embed support sessions on assessment methods, which have been identified as creating an attainment gap. Require Schools to use anonymised marking	Academic Lead for Degree Awarding Gap	September 2022	September 2024	
2.5	8A	EDI, race equality and antiracism are not currently a mandatory consideration in course design, quality enhancement and assurance.	Objective 2.5: EDI to be a specified and explicit area of enquiry integrated into Education Enhancement and Assurance Reviews (EEAR) of Schools, i.e. a mandated quality standard for course design. (S, C)				Race equality and EDI considerations highlighted and responded to in EEAR reviews.
			A 2.5.1 Based on learning from the pilot project in 2019-2020 and evaluation, include a panellist with responsibility for EDI issues (e.g. School/Faculty Director of EDI or equivalent) in all EEARs and ensure	APVC Teaching and Curriculum Leadership PVC EDI and People	September 2021	August 2024 on-going	EDI Lines of Enquiry Framework will help panellists identify problems and examples of antiracists and inclusive practice during School EEARs so that action can be taken. All EEAR Panel members express confidence in using the EDI Lines of Enquiry Framework and are able to use it to identify race equality

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			feedback to APP Steering Group and EDI Committee				issues and examples of antiracist/inclusive practice during School EEARs.
			A 2.5.2 Using feedback from the pilot, produce a comprehensive "EDI Lines of Enquiry Framework" for EEARs	APVC Teaching and Curriculum Leadership	January 2022	August 2022	
			A 2.5.3 Train all EEAR panel members in using the EDI Lines of Enquiry Framework for EEARs	APVC Teaching and Curriculum Leadership	September 2022	August 2024	

3. Closing the Gap to Success: Having conversations about race and changing culture

- Universities, staff and students need more opportunities to have open, meaningful and constructive conversations about race, racism, and the causes of racism and the solutions for addressing and eliminating racism.

UoN Steps to Success

- The University, in partnership with staff and students will:
- Create a range of opportunities for staff and students to engage in open, courageous and respectful conversations about race, racism and antiracism, what causes these and what solutions are available.
- Strengthen the university's relationship and dialogue with the Nottingham BAME community.
- Influence staff, student and public perceptions of people of colour, highlighting positive images of BAME communities.

University Accountable lead: PVC EDI and People, FPVC responsible for Civic and Regional Engagement

University of Nottingham - Local Engagement and Partnership Plan 2021-2025							
Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
3.1	3B	There is too much distance between “town and gown”, negatively impacting our relationship with Nottingham’s BAME community. This has implications for BAME residents’ perceptions of UoN as a destination for study/employment, as well as the potential impact UoN could have on the local BAME community.	Objective 3.1: To develop a more trusted relationship with the local BAME community, working in partnership (P).				Clear development plan for increasing and embedding relationships with BAME communities and groups.
			A 3.1.1 Identify opportunities to have shared conversations about ethnicity, race and race equality, demonstrate how the university values local BAME people, and shift perceptions of UoN as the “Island on the Hill” to “Nottingham’s University”	FPVC Civic and Regional Engagement	April 2021	April 2023	Investment in community projects and grassroots organisations e.g. Real Talk TV annual investment of £2000. Growth in number of mapped relationships and quality of engagements indicating growing positive perception of UoN as a place which

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
		There is an under-recruitment of BAME staff from the local Nottingham and Nottinghamshire community. Developing stronger relationships with BAME communities will help improve perceptions of the University as part of the same wider community	A 3.1.2 Map existing relationships BAME staff have with BAME communities and community groups in Nottingham to identify areas for focus and any gaps	Head of Public Affairs	April 2021	April 2021	values, and provides opportunities for local BAME residents. Delivery of PACT Shadowing programme to 20 participants over 2 years.
			A 3.1.3 Recognise, reward and capitalise on existing relationships between UoN BAME staff and local BAME communities	Head of Public Affairs	September 2021	August 2023	Incremental increase in community engagement and attendance of UoN Black History month events UoN. Increase in delivery of events in partnership with local BAME groups and the BAME community.
			A 3.1.4 Identify opportunities to further develop key relationships, positively promoting the UoN as an employer for those job families where BAME people are under-represented through dedicated shadowing scheme that promotes UoN as an employer to the local BAME community (Part of PACT programme)	FPVC Civic and Regional Engagement External Relations	September 2021	September 2023	REC and Inclusion Exhibit delivered at 2022 Wonder event with positive response. Incremental increase in BAME representation amongst honorary degree awards to reflect

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 3.1.5 Deliver more public events during Black History Month, which are specifically designed to support dialogue between the local BAME community and the University, its leaders, staff and students. Where possible, work in partnership with local groups in event delivery	EDI Coordinators Sphere Programme Chair	February 2021	October 2024: Annually	proportion of BAME population nationally by 2024.
			A 3.1.6 Design an interactive Race Equality Charter and Inclusion Exhibit at the annual family Wonder: Festival of Learning which open the University to the community	EDI Coordinators	September 2021	June 2022	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			A 3.1.7 Ensure local and national BAME role models are recognised and celebrated in UoN honorary degree awards and parallel schemes (e.g. Alumni Laureate awards)	Director of CARO Registrar	April 2021	September 2024: Annually	
3.2	7B, 7C 8C	We want all students to develop cultural humility, to understand the value of diversity and anti-racism at UoN, reduce separation of students across racial/ethnicity lines, and create a community where everyone feels they belong and can progress and thrive.	Objective 3.2: Deliver a co-ordinated campaign of intersectional EDI education and dialogue within the student body, defining UoN as actively anti-racist with the clear expectation that members of the UoN community share these values. (C)				Cultural on-boarding programme piloted September 2022 will increase students understanding of EDI and antiracism as indicated by students' reporting increased belongingness, decrease separation of students on racialised lines, reduction in harassment complaints.
			A 3.2.1 *BEACON ACTIVITY* Develop, pilot and evaluate a cultural on-boarding programme for new students, to be sponsored by the Vice Chancellor in the first 4 weeks of the academic year. This will build on the successful Nottingham Online Open	Student On-boarding Module Convenor	September 2021	November 2024	

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
			Course (NOOC): <i>My Nottingham</i> and the recently developed <i>Stronger Together</i> student EDI induction	Vice-Chancellor			By December 2022, the programme is evaluated, adapted and rolled out institution wide.
			A 3.2.2 *BEACON ACTIVITY* Scale up student-student leaders reverse mentoring using the ReMEDI approach and the RAISE model developed and piloted as part of the Nottingham-Birmingham Collaborative Fund Project	Co-chair REC	March 2021	September 2024	In 2021-22, 10 student-student leader reverse mentoring relationships commenced, increasing to 15 then 20 in subsequent years.

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Ref	Section Ref	Issues identifies and rationale for actions	Objectives and planned Actions	Person Responsible	Timeframe		Success Criteria	
					Start	End		
3.3	8A 8C	Overall, curricula across the UoN are colonised and Eurocentric. We want our students to understand decolonisation as well as experience it, not just as students but also as graduates and active global citizens.	Objective 3.3: Ensure curriculum content is shaped to support discipline-specific conversations about race. (C)			April 2021	July 2022	Academics across the University will report progress on decolonising subject specific curricula using the guidance on <i>Teaching Discipline-Specific Decolonisation</i> . Students will report more satisfaction with decolonised content, curricula in which ethnic presence is regularised, and theorists, writers and reading lists presented are more diverse.
			A 3.3.1 Establish a university-wide working group to decolonise the curricula across UoN building on the UoN funded pilot in the Schools of Politics and Philosophy. The group will produce and disseminate guidance on <i>Discipline-Specific Decolonisation</i> and share best practice with University of Nottingham, China and University of Nottingham, Malaysia	Academic Lead for Degree Awarding Gap APVC Teaching and Curriculum Leadership PVC Global Engagement				

4. Closing the Gap to Success: Developing racially diverse and inclusive environments

- We need a greater focus on ensuring that BAME students and staff have a good sense of belonging at UoN, and an understanding of how a poor sense of belonging might be contributing to low levels of engagement and progression to postgraduate study.
- **UoN Steps to Success**
 - Increase the racial diversity of UoN academic, research, professional and operations and facilities staff
 - Increase the racial diversity of UoN students along the pipeline from Foundation to Postgraduate level
 - Improve the inclusivity of the UoN learning environment and culture for BAME students: the formal and informal curriculum and campus life including social, extracurricular activity, sport and residential life

University leads: Director of HR, PVC Education and Student Experience

University Leads: Director of HR, UoN Education and Student Experience							
Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
4.1	7A, 7B	We recognise that anything from infrastructure to microaggressions include or exclude potential students and contribute to how welcoming they perceive UoN to be.	Objective 4.1: To understand what influences applicant decision-making, benchmarking against the UG diversity of our sector comparators. (S)			Incremental decrease in numbers of BAME applicants declining offers to study at UoN.	
		Relevant external datasets enable us to compare our success at diverse recruitment.	A 4.1.1 Research the reasons that BAME applicants decline an offer to study at UoN	Deputy Director of Student Recruitment (Widening Participation and Outreach) Head of Student Analytics	January 2022	January 2023	Research completed and conclusions / related actions agreed, and recommendations disseminated internally. Benchmarking study of UG population complete, with areas for improvement highlighted to relevant Faculty leadership.

4. Closing the Gap to Success: Developing racially diverse and inclusive environments

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University leads: Director of HR, PVC Education and Student Experience

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			A 4.1.2 Benchmark UG ethnic diversity at Faculty and School level against UK HEIs, the Russell Group and East-Midlands HEIs	Deputy Director of Student Recruitment (Widening Participation and Outreach)	January 2022	August 2022	Share results and recommendations from the scoping exercise and implement recommendations signed off at EDI committee.
			A 4.1.3 Conduct a scoping exercise that incorporates intersectionality to investigate declining offers from BAME groups from other under-represented groups	Deputy Director of Student Recruitment (Widening Participation and Outreach)	January 2022	January 2023	
4.2	7A, 7B	Poor understanding of how to attract and retain BAME applicants and potential	Objective 4.2: Improve application: offer conversion rates for UK BAME applicants. (P, S)				Incremental increase in number of BAME applicants accepting offers to study at UoN with attention to Faculties with low numbers of BAME student.

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		bias in the admissions process.	A 4.2.1 Build on existing EDI training of Admissions, Recruitment and Marketing teams to explicitly include antiracist principles, with support to embed these in their processes. Include training for academics making and supporting UG, PGT and PGR admissions decisions	Director of Student Recruitment	October 2022	September 2023	Bias hotspots will have been identified and mitigated in Marketing, Recruitment and Admissions processes. Improvement in application: offer conversion rates for UK BAME applicants detected through monitoring by APP Steering group and Race Equality ISAT.
			A 4.2.2 Establish systems that support equality monitoring to gather and evaluate feedback on our admission processes including Open Days and Offer Holder days to better understand the BAME student experience of these	Deputy Director of Student Recruitment (Widening Participation and Outreach)	October 2021	October 2022	Insight, understanding and learning from research into the applicant experience and factors influencing a 'decline' decision is used to shape future practices. Develop recommendations and actions from the feedback to improve the BAME student experience.

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			A 4.2.3 Use qualitative approaches to follow up with BAME applicants who decline early or after Offer Holder days and use the data to understand the factors that influence a decision not to come to UoN, develop recommendations and actions	Deputy Director of Student Recruitment (Widening Participation and Outreach)	April 2022	August 2022	Decrease in the number of BAME applicants declining their offer
			A 4.2.4 Review diversity of Student Ambassadors to identify and rectify gaps in representation	Deputy Director of Student Recruitment (Widening Participation and Outreach)	May 2021	December 2021	Increase the diversity of Student Ambassadors. Increased understanding of which courses have low BAME participation, and action plans which result in increased proportions of BAME student on those courses by 10% year on year up until 2024.

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			A 4.2.5 Identify courses which have under-representation of BAME students and develop proactive plans to increase representation	Deputy Director of Student Recruitment (Widening Participation and Outreach)	September 2021	August 2023	
4.3	7A	We want local young people to see that UoN is a trusted partner in their futures. Young people are active in digital spaces; we need to be too. BAME students can be a role model to young people of all ethnicities.	Objective 4.3: To demonstrate that UoN is a committed partner in the lives and futures of local BAME young people through outreach activities that showcase UoN as a welcoming place to study. (P, C)				Mentoring/Shadowing/reverse mentoring pilot for at least 20 BAME youth from the Nottingham community by UoN students with programme delivered and evaluated by 2022. An increase of 20% of UoN students mentoring local BAME pupils and UoN shadowing opportunities by 2023. Increase the number of BAME pupils participating in Springboard by 20% by 2023.
			A 4.3.1 Work with local youth organisations and schools to set up a mentoring/shadowing scheme between BAME secondary pupils and UoN students and staff with the scheme to be reviewed by the EDI Committee, REC ISAT and Civic and Regional Engagement Committee. (Part of the PACT programme)	FPVC Civic and Regional Engagement	January 2022	December 2023	

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			A 4.3.2 In partnership with the SU and supported by Widening Participation, scale up the Springboard Project (BAME students mentoring local BAME pupils)	UoN Students' Union	October 2021	October 2023	
			A 4.3.3 Undertake scoping activity to understand how we might initiate digital outreach initiatives. Understand the recommendations and deliver initiatives across Nottingham and Nottinghamshire. With relevant partners (e.g. SU Coalition of Black Student Societies; Students as Change Agents), develop digital outreach initiatives on social media platforms. Initial ideas include a monthly Career Corner for BAME students to share their career/course	Deputy Director of Student Recruitment (Widening Participation and Outreach) UoN Students' Union Students as Change Agents	October 2021	October 2023	

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			journey, acting as role models to local young people; an Advantage Award course, <i>Inspiring Young People</i> , for BAME young people in Nottingham				
4.4	7E	Our pipeline of BAME students from UG to PG is leaky with PGT Black British student numbers decreasing (especially in FoSS). The proportion/% of BAME students in the PG population is steady but driven by international intake. Proportion/% of BAME students lowest in Arts, highest in Engineering. The numbers of some ethnicities are particularly low and Black British	Objective 4.4: Increase the ethnic diversity of PGT students. (P)				1 percentage point increase per year in areas of low representation (<10%).
			A 4.4.1 Review recruitment and admissions processes to check for, and mitigate, bias hotspots	Faculty Marketing External Relations	September 2022	October 2023	In-reach workshops piloted, evaluated and rolled out. Increase in BAME PGT students from UoN UG students by 10% each year from 2022 to 2024.
			A 4.4.2 Develop an In-reach programme of workshops for UG Black British students: "considering PG study" and "preparing for PG study"	Deputy Director of Student Recruitment (Admissions and Enquiries)	January 2022	January 2023	Increase in BAME PGT students from Nottingham by 5% each year from 2022 to 2024.

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		Caribbean, British Pakistani, Bangladeshi are underrepresented compared to national population.	A 4.4.3 Provide scholarships that target PGT students from Nottingham City	Director of CARO	September 2022	August 2024	
4.5	8C	The REC staff survey data, focus groups and other engagement events with staff tell us that our staff are not as competent and confident as they could be in their understanding of anti-racism. It is clear from the REC student survey, focus groups engagement events and student activism e.g., SU Open Letter, that students perceive this deficit as well. We know this is critical to improving how students and	Objective 4.5: To build the commitment, confidence and competence of all staff in all job families to be antiracist, engage in challenging conversations about race/ethnicity and deliver an inclusive UoN environment for BAME staff and students. (P, C)				By 2024, in annual increments of 20%, 80% of current teaching staff will have received training in anti-racist pedagogy and anti-racism.
			A 4.5.1: Implement training in the PD/LMA provision to equip R&T staff to deliver teaching, assessment and support based on anti-racist pedagogical principles for an inclusive classroom and curriculum experience	HR BAME Lead Professional Development leads	March 2021	August 2024	By 2022, 100% of new academic staff on the PGCHE will receive anti-racist pedagogy tuition.
			A 4.5.2 Embed anti-racist pedagogy into PGCHE to increase pedagogical cultural competence of new academic staff	PGCHE Course Director	September 2021	August 2022	By 2024, in annual increments of 20%, 80% of current APM, O&F and TS staff will have received training in anti-racism. Incremental increase in staff engagement with the mentoring, reverse mentoring, coaching and peer support programmes.

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		staff experience all aspects of UoN, the development of the cultural competence of all students, BAME student and staff progression and success. We see this as foundational to increasing engagement and building trust among our BAME staff and students.	A 4.5.3 Implement anti-racism training for staff in the R&T, APM, O&F and TS job families for inclusive University services	LMA Director Deputy VC and Provost CFO, Registrar	September 2021	August 2023	Cascading learning and the opportunity to discuss race/racialisation and co-create anti-racist interventions with UoN community.
			A 4.5.4 Create opportunities and support for all students and staff to engage in challenging conversations about race, ethnicity and racism by implementing personal developmental opportunities including mentoring, reverse mentoring, coaching and peer support across the institution, to build credibility and trust that we are an anti-racist university	HR BAME Lead	March 2021	August 2024	Increased staff confidence and competence in antiracism and inclusive practice as indicated by training evaluation results alongside staff and student feedback in repeated REC survey in 2024.

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4.6	7C	A sense of belonging can positively impact student retention and progression; much of this takes place outside of the classroom and yet can impact a student's academic journey.	Objective 4.6: To build staff and student competence and confidence to deliver inclusive extra-curricular activities, services and spaces. (P, C)			100% SU officers and 50% of staff leads for extra-curricular activities to undertake reverse mentoring, anti-racism training or both by 2023. 80% of non-academic staff to participate in some form of cultural competence development for example through antiracism training or reverse mentoring by 2024.	
			A 4.6.1 SU officers and accountable leads for extra- curricular activities to undertake anti-racism training, professional development opportunities like reverse mentoring or both.	UoN Students' Union Professional Development leads	September 2021		July 2023
			A 4.6.2 Deliver cultural competence training/development to APM, Operations and Facilities staff, including in Halls of Residence.	Deputy Registrar Director of Campus Life	January 2022		September 2024
4.7	4A/4B	BAME staff representation is variable across the	Objective 4.7: To increase the ethnic diversity of staff in all job families and at all levels across the University. (P,S)			All Faculties and PS units will have local targets and action plans in place by 2022 for achieving the	

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		university, particularly for some ethnicities including black staff. It is very low in some job families and exceptionally low at senior level.					institutional target of 20:80 BAME: White representation within all teams by 2025.
			A 4.7.1 Set institutional EDI KPIs to have no less than 20:80, BAME: White staff representation within all teams by September 2025 and produce guidance for teams to support increasing BAME representation across the University	PVC EDI and People Director of HR	September 2020	September 2025	Faculties and PS units to demonstrate measurable progress towards targets for greater ethnic diversity year-on-year. By 2024, all Faculties and PS units will have made progress towards achieving the institutional target of 20:80 BAME: White representation within all teams by 2025.
			A 4.7.2 Require Faculties and PS teams to set local annual targets to support the institutional KPIs. (this action has been implemented from December 2020)	Faculty EDI Directors	December 2020	December 2024: annually	By 2025, all Faculties and PS units will have achieved the institutional target of 20:80 BAME: White representation within all teams.
			A 4.7.3 Explore reasons for differences in turnover and lower levels of part-time working for BAME academic staff	HR BAME Lead	September 2022	September 2023	Insight and understanding of barriers to part time working for BAME staff with recommendations.

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			A 4.7.4 EDI committee and REC ISAT to hold annual reviews of staff BAME proportions against targets to monitor progress	PVC EDI and People	June 2021	June 2024: annually	Annual review of progress towards achieving recruitment KPIs. Increase in BAME applicants and appointments as part of the Nottingham Research Fellowship programme
			A 4.7.5 Build on Nottingham Research Fellowship programme to specifically encourage applications from BAME applicants	PVC Research and Knowledge Exchange	September 2021	September 2023	
4.8	4A/4B 5D	There are also significant variations within the data set, and the ethnicity mix of home and international staff varies. The main issues of concern are a) under-representation of BAME staff in senior	Objective 4.8: To increase BAME representation in senior roles at UoN level 6 and 7. (P, S)				Achieve 15% BAME representation at levels 6 and 7 by 2025. Achieve a 7% increase of Black staff at level 6 and a 3% increase of black staff at level 7 by 2025.
			A 4.8.1 Set clear institutional and faculty EDI KPIs for increasing BAME representation at levels 6 and 7 and provide guidance and expectations for achievement of these KPIs	PVC EDI and People Director of HR FPVCs	September 2020	September 2025	

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		leadership roles, b) under-representation of BAME staff in specific business units and faculties and c) particularly low representation of Black staff <10 staff over all university in level 6 and level 7.	A 4.8.2 Set clear institutional EDI KPIs for the increase of representation specifically of Black staff at levels 6 and 7	PVC EDI and People Director of HR FPVCs	September 2020	September 2025	BAME staff engage and report satisfaction with positive action initiatives and support. Increase in the number of BAME staff participating in the VC mentoring scheme.
			A 4.8.3 Introduce targeted positive action to support, leadership development and mentorship for BAME staff (level 5 and above)	Vice Chancellor PVC EDI and People Director of HR	June 2021	August 2024	Measurable progress towards targets set for greater ethnic diversity at levels 6 & 7 is observed year-on-year. Progress toward achieving local specific targets ensuring that applicant numbers for level 6 and 7 roles reflect applicant pool of level below for academic staff (<i>promotions only apply to research and teaching staff</i>).
			A 4.8.4 Monitor impact of revised promotion processes on BAME application numbers and success	Deputy VC and Provost HR BAME Lead	September 2021	September 2025	

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			A 4.8.5 Require individual faculties to run re-grading and promotion workshops, provide mentorship and coaching for BAME staff who are preparing for re-grading or promotion and feedback for those who are unsuccessful	Faculty EDI Directors FPVCs	September 2021	September 2024: on-going	BAME staff engage and attend promotion workshops and report satisfaction with these. Increase current yearly promotion workshops run by the BAME Staff Network aimed at preparing BAME academic staff at levels 4 and 5 for promotion to levels 5 and 6 respectively, to two per year. Annual review by EDI Committee and reported to REC ISAT will indicate progress towards achieving recruitment and KPIs increased promotion of BAME staff.
			A 4.8.6 Continually improve promotion processes in collaboration with BAME staff to identify ways to increase applications from BAME staff and increase success rates	Deputy Vice Chancellor and Provost	September 2021	September 2025: on-going	

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4.9	4A	There is a need to recognise and support outstanding BAME researchers as they transition to academic posts. Current processes are not clear.	Objective 4.9: To develop interventions to support BAME research staff in transition to academic/permanent roles. (P,S)			Mapping exercise complete and recommendations shared within faculties by 2023 to improve support provided to research staff. Measurable progress towards greater ethnic diversity is observed year-on-year in line with the institutional goal of 20:80 BAME: White representation across the institution. Mapping exercise complete and recommendations shared within faculties by 2023 to improve support provided to research staff.	
			A 4.9.1 Conduct a mapping exercise to identify effective career development interventions for BAME research staff and collate best practice from other HEIs	APVC Researcher Academy Faculty APVCs RKE	January 2022		September 2022
			A 4.9.2 Develop and share information about best practice around supporting transition of research staff and how they can be implemented	APVC Researcher Academy Faculty APVCs RKE	September 2022		September 2023

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			A 4.9.3 Complete a scoping exercise to understand barriers to external funding success for BAME Staff and improve support for Level 4 BAME research staff to enable successful transition into Level 5 research and teaching posts	Head of Researcher Academy	January 2022	December 2022	The proportion of BAME staff in R&T posts level 5 and above will increase from 15% to 20% by 2025. Measurable progress towards greater ethnic diversity is observed year-on-year in line with the institutional goal of 20:80 BAME: White representation across the institution.
			A 4.9.4 Monitor and review balance of inclusion of BAME staff in 2021 REF return	PVC Research and Knowledge Exchange	June 2021	December 2021	
4.10	4A	Data suggests a high turnover rate for BAME academics and more	Objective 4.10: Retain BAME research and teaching staff especially BAME women with annual review at EDI Committee and REC ISAT. (P, S)				A support network for BAME academic staff in research and teaching will be established through

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		specifically female BAME academics	A 4.10.1 Introduce positive action scheme to attract more applications from BAME academics and provide support to increase the transition into permanent academic roles including through Nottingham Research Fellowship programme	Director of HR	September 2021	September 2025	the BAME Staff Network with engagement and satisfaction from BAME staff.
			A 4.10.2 Implement a retention scheme to reduce turnover among BAME women informed by evidence-based exemplar initiatives from across the sector	PVC for EDI and People	September 2023	September 2024	The proportion of female BAME staff retained in permanent academic posts will increase by 2025 in line with 4.8.
			A 4.10.3 Undertake an institutional review of fixed term & part time contracts by ethnicity.	Director of HR	September 2022	September 2023	Understanding the trends and patterns of precarious and part time working among BAME staff and generation of recommendations by 2023

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University leads: Director of HR, PVC Education and Student Experience

University leads: Director of HR, FVE Education and Student Experience							
Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
4.11	5A	Data shows decline in BAME applicants from application to offer in all job families	Objective 4.11: Increase BAME success in the staff recruitment process (P, S)				
			A 4.11.1 Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body for each academic division, UK/Ire vs. International, and ethnicity.	Director of HR	September 2021	September 2025	All business units are required to review race balance data by occupational group AND level (where N=10) and to set specific targets (minimum of 1% increase per year) where race imbalance is greater that 20:80 (BAME: White) Increased diversity of recruitment/interview panels. HR BAME lead recruited by September 2021.
			A 4.11.2 Explore the feasibility and operationalisation of offering interviews to all BAME candidates who meet essential criteria where the shortlisting issue is particularly pronounced	HR BAME lead and FPVCs	January 2022	September 2022	

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University leads: Director of HR, PVC Education and Student Experience

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			A 4.11.3 Require all recruitment panels for level 6 and 7 roles to be ethnically diverse	Director of HR	September 2021	September 2022	Publish report/recommendations drawing on findings and impact of pilot Diversity in Recruitment project on ethnicity.
			A 4.11.4 Appoint a HR specialist to lead initiatives in all aspects of HR policy and practice to support BAME staff recruitment, retention and progression	Director of HR	June 2021	September 2021	Increase proportion of international BAME staff in PS roles.
			A 4.11.5 Evaluate the impact of Diversity in Recruitment programme on the ethnic diversity of successful applicants	HR BAME lead	January 2022	September 2022	
			A 4.11.6 Analyse reasons for discrepancy between success of different UK/Ire vs. International ethnic groups in application for P&S roles	HR BAME lead PVC Global Engagement	March 2022	October 2022	

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			A 4.11.7 Extend the anonymised shortlisting pilot and learning from the STEMM Change, recruitment for diversity project to P&S roles.	HR BAME lead	September 2022	August 2023	
			A 4.11.8 Develop and pilot a positive action intervention offering additional application support and advice to prospective BAME applicants for PS roles and evaluate impact on application numbers and success rates from BAME communities	HR BAME lead	January 2022	January 2023	
4.12	5B, 5E 6A, 6B, 6D	Data shows that the uptake of LMA programmes by BAME staff is lower than the institutional population proportion.	Objective 4.12: To provide relevant and accessible professional development opportunities for existing BAME staff to improve career progression. (S)				Increase the numbers of BAME staff engaging in LMA programmes by 20% by 2023. Insight and understanding of patterns of BAME staff attendance and engagement used to refine training offer. A completed annual report presented to EDI committee on BAME attendance and an evaluation
			A 4.12.1 HR BAME lead to work with BAME staff network to identify interventions to increase engagement from BAME staff with all training programmes, with particular focus on those developing leadership	HR BAME lead Director of LMA	January 2022	September 2022	

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			A 4.12.2 Systematise the collection of attendance and evaluation data by ethnicity across all training and development delivered by the LMA and PD. Analyse BAME attendees' engagement and satisfaction with courses and use this insight to adapt and revise courses as appropriate	Director of Professional Development	January 2022	September 2022	of training delivered by the LMA and professional development. Increase number of BAME staff in PS roles. Increased contact and engagement with BAME staff e.g., at BAME Staff Network meetings to promote careers advisory service.
			A 4.12.3 LMA to provide support for managers to help identify and support staff being put forward for re-grading	Director of LMA	January 2022	January 2023	Increase in the number of BAME staff accessing the Careers Support Network by 20% by 2023. Increased number of inquiries from BAME people converted into submitted job applications.
			A 4.12.4 Proactively promote careers advisory service to BAME teaching research and PS staff	Director of Careers and Employability	September 2021	September 2022	

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			A 4.12.5 Formally capture and monitor EDI characteristics for participation in all career development and training	Director of Careers and Employability	September 2022	September 2023: on-going	
4.13	5G	We do not currently have a clear record of the extent to which our BAME staff and student community are represented in external and internal communications and events.	Objective 4.13: To increase the visibility and profile of BAME staff and students. (C)				Engagement of BAME staff in yearly media workshops. Incremental increase in BAME representation in internal and external communications.
			A 4.13.1 The External Relations team to work with the BAME Staff Network to run a yearly workshop to provide training and development for BAME staff on media and communication effectiveness	Director of External Relations	September 2021	September 2024: repeated annually	

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			A 4.13.2 The External Relations team to support BAME staff to register on the UoN Media Guide to Expertise	Director of External Relations	September 2021	September 2024; on-going	Insight and understanding of patterns of BAME representation in internal and external communications.
			A 4.13.3 The External Relations team to collect and monitor the ethnicity of staff registered on the Media Guide to Expertise	Director of External Relations	September 2021	September 2024: on-going	Incremental increase in BAME mention and appearances representation in internal and external communications.
			A 4.13.4 The External Relations team to monitor the ethnicity of staff and student media mentions and appearances alongside routine monitoring of media exposure of UoN students and staff	Director of External Relations	September 2021	September 2024 on-going	Insight and understanding of factors that contribute to the current predominance of white men representing UoN communications and in the media that can be used to take actions that incrementally increase numbers of BAME staff and students representing UoN in the media and communications.
			A 4.13.5 Capture and monitor internal selection processes that lead to media visibility of staff and identify and address systemic bias and make recommendations to reduce bias	Director of External Relations	September 2021	September 2023	

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					Start	End		
4.14	7E	There is a large decrease in BAME representation from UG to PGR level	Objective 4.14: To reduce the leakiness of the BAME PGR student pipeline. (S)			Incremental increase in BAME representation at PGR level Recommendations for a marketing approach aimed at attracting UK BAME students to PG study. Insight and understanding of the factors that influence BAME UG students’ choice to proceed to PG study at UoN . BAME PGR students will engage with the black scholars programme leading to BAME PG students reporting improved experience and success. Incremental increase in BAME PG student engagement with and attendance of extra curricula and informal events in schools and Faculties leading to BAME PG students reporting improved experience and success. Insight and understanding of BAME students’ experience and satisfaction with summer placements and the role of summer placements in		
			A 4.14.1 Investigate and develop actions to increase representation of BAME students at PGR level	APVC Researcher Academy	September 2021			August 2022
			A 4.14.2 Review recruitment and marketing strategy for UK BAME PGT and PGR students	APVC Researcher Academy	September 2021			August 2022
			A 4.14.3 Conduct listening exercise with BAME UGs to understand the barriers and enhancers to PG study at UoN from their perspective	Deputy Director of Student Recruitment (Admissions and Enquiries)	January 2022			August 2022
			A 4.14.4 Establish a black scholar programme, providing a forum for students to share experiences, access mentorship, sponsorship and raise their profile.	Director of Black Studies APVC Researcher Academy	September 2022			August 2023

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							BAME students' decision to proceed to PG study at UoN.
			A 4.14.5 Provide support for Schools and SU societies to explore options to improve the co-curricular opportunities for BAME PGs.	APVC Teaching and Curriculum Leadership SU	September 2021	August 2023	Targets will be set by December 2021 and all Faculties will achieve the targets set by September 2024.
			A 4.14.6 Explore BAME representation in summer placements and explore how they can be used to improve the PGR pipeline.	Director of Careers and Employability	September 2021	August 2023	By 2023, the scheme will be embedded so that in each academic year, 10% of our BAME student population will have a researcher shadowing or research insight placement experience.
			A 4.14.7 Set Faculty targets to improve BAME pipeline data through UG/PGT/PGR	Faculty Directors of EDI	September 2021	August 2024	
			A 4.14.8 Develop scheme for BAME students to shadow researchers and undertake research insight placements, at	APVC Researcher Academy CARO	September 2021	August 2023	

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			UoN and further afield through our Alumni network.				
4.15	7F	BAME students have worse post graduate employment prospects than their white counterparts	Objective 4.15: To improve graduate outcomes for BAME students. (S)				Incremental increase in graduate outcomes and graduate employment rates for BAME students by 2024.
			A 4.15.1 Routinely collect, analyse, interpret and use data on student participation in CES and employability initiatives by ethnicity	Director of Careers and Employability	January 2022	September 2024	Increased satisfaction with CES and engagement from BAME students accessing CES by 2024.
			A 4.15.2 Conduct qualitative research into the BAME student experience of CES and other employability initiatives	Director of Careers and Employability	January 2022	September 2024	100% of new courses and programme proposals will include evidence of incorporation of advice and feedback from employers, Careers and Employability Services and Libraries by 2024.
			A 4.15.3 Require new course and programme proposals to evidence the incorporation of advice and feedback from	APVC Teaching and Curriculum Leadership	January 2022	September 2024	100% of new courses and programme proposals will include evidence of incorporation of advice and feedback from BAME students and BAME alumni by 2024.

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			employers, Careers and Employability Services and Libraries				
			A 4.15.4 Require new course and programme proposals to evidence the incorporation of advice and feedback from BAME students and BAME alumni	APVC Teaching and Curriculum Leadership	January 2022	September 2024	

• **5. Closing the Gap to Success: Understanding what works**

- Collectively work to address gaps in the evidence base, using applied research to ensure evidence on 'what works' is high quality and easily accessible. As a first step, UUK is creating a case study library.

- UoN Steps to Success**

- The University will contribute to a robust and innovative body of knowledge and evidence about race equality in HE. We will share examples of what works for the UoN and learn from the best evidence nationally and internationally.

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University lead: PVC EDI and People

Ref	Section Ref	Issues identified and Rationale for Actions	Objectives and Planned Actions	Person Responsible	Timeframe		Success Criteria
					Start	End	
5.1	4,5,6,7,8	We want to target our resources towards developing practices and initiatives, which are most likely to positively impact race equality.	Objective 5.1: All race equality activity to be informed by, or contribute to, the evidence base, and underpinned by a commitment to continuous improvement and knowledge exchange. (C)			Diversity and Inclusion Research Hub launched by August 2021 fully up and running by August 2022.	
		We want to use the EDI expertise and knowledge staff within UoN to contribute to the body of race equality in HE knowledge	A 5.1.1 Establish a Diversity and Inclusion Research Hub, bringing together all relevant UoN research so it can be easily accessed to inform activity.	PVC EDI and People	August 2021	August 2022	Increase in the resources/ research findings published by August 2022.
		A 5.1.2 Identify, prioritise and visit exemplar organisations through information collated from event and conference attendance, case studies and publications.	APVC Teaching and Curriculum Leadership	August 2021	August 2022	Recommendations from organisational visits collated, disseminated and fed into relevant action plans by January 2023.	

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			A 5.1.3 Generate new evidence of innovative diversity and inclusion interventions and share with the wider HE community of EDI practice	Director of the Diversity Research Hub	January 2021	On-going with annual review	