



AdvanceHE

Race Equality Charter application



Name of Institution: University of Leicester

Level of award application: Bronze

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



Word count:

Glossary: 140

Section 1 1,621

Section 2 898

Section 3 1,320

Section 4 2,412

Section 5 2,962

Section 6 837

Section 7 2,391

Section 8 1,541

Section 9 375

TOTAL: 14,497 (Extra 500 words granted by Advance HE- see below)

Image redacted

Glossary of Abbreviations and Acronyms Used in Application

AP	Associate Professor
APP	Access and Participation Plan
BAME	Black, Asian and minority ethnic
BHM	Black History Month
BMA	British Medical Association
CEHR	Centre for Ethnic Health Research
CLS	College of Life Sciences
CS	Corporate Services Division
CSE	College of Science and Engineering
CSSAH	College of Social Sciences, Arts and Humanities
DC	Doctoral College
DICE	Unit for Diversity, Inclusion and Community Engagement
ECS	Estates and Campus Services
ECR	Early career researcher
EDI	Equality, diversity and inclusion
EDIC	EDI Committee
EIA	Equality impact assessment
FLP	Future Leaders' Programme
FPE	Full person equivalent
FT	Full-time
FTC	Fixed term contract
GTA	Graduate Teaching Assistant
HESA	Higher Education Statistical Agency
HR	Human Resources
HyPIR	History, Politics and International Relations
ITS	Information Technology Services
LA	Leicester Award
LACM	Leicester Academic Career Map
LGBT+	Lesbian, gay, bisexual, transgender+
LIHE	Leicester Institute for Inclusivity in Higher Education
LLI	Leicester Learning Institute
NSS	National Student Survey
OD	Organisational Development
OEC	Open ended contract
PDD	Performance Development Discussion
PG	Postgraduate
PGR	Postgraduate research student
PNTS	Prefer not to say
PS	Professional Services
PT	Part-time
REAG	Race Equality Action Group
REC	Race Equality Charter
REF	Research Excellence Framework
SAT	Self-Assessment Team
SLT	Senior Leadership Team
SU	Students' Union
TASO	Transforming Access and Students Outcomes in Higher Education (TASO)

UEB	University Executive Board
UG	Undergraduate
ULAS	University of Leicester Archaeological Services
ULSB	University of Leicester School of Business
UoL	University of Leicester
UUK	Universities UK
VC	Vice-Chancellor
VLP	Vital Leadership Programme
WLP	Women Leading with Purpose

Data Note

The staff data throughout this submission is based on:

- Full Person Equivalent (FPE) and looks at how much of the (whole) person's time is engaged in a particular activity – HESA Definition.
- Excludes data relating to non-disclosure, although non-disclosure rates are highlighted initially.
- The 3 years of data is based on the academic years 2018/2019, 2019/2020, 2020/2021, unless specified otherwise.
- Unless specified otherwise, figures relate to UK and non-UK staff groups.

Terminology Note

The University of Leicester has agreed race terminology and uses the term 'minority ethnic' when referring to ethnic groups other than white and uses the term 'Black, Asian and minority ethnic' (BAME) only for data and reporting purposes. To avoid confusion and for consistency, BAME has been used throughout this submission because of its heavy data component and all ethnic groups have been capitalised, including 'White'.



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1921-2021

Governing Board also sits on the Committee to ensure that race, and all other forms of equality, are understood and regularly discussed at the most senior levels of the University.

Demonstrating the effectiveness of our EDI governance, key actions we have taken to date to advance race equality led by the Race Equality Action Group, the EDI Team (4.94 FTE) and Student Education Equality, Diversity and Inclusion Team (3 FTE) include:

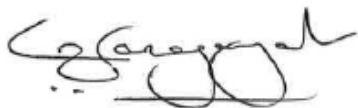
- The establishment in 2021 of the *Leicester Institute for Inclusion in Higher Education*, which will help ensure we become a leader in transformational higher education, underpinned by rigorous research and informed by best practices across the sector.
- Dedicated scholarships in place for minority ethnic students, including at Postgraduate Research level.
- Development of a very strong institutional 5-year Access and Participation Plan that has race equality at its heart.
- A comprehensive, external Advance HE led assessment of our recruitment processes and aligned Inclusive Recruitment Toolkit.

We recognise there is more to do, and we are determined to understand and address structural and institutional barriers to success experienced by members of our university community.

Through oversight and robust monitoring of progress against the objectives of the REC action plan, the Executive Board will ensure successful delivery of the actions via a number of mechanisms. First, progress against the REC Action Plan will be reported at each EDI Committee meeting (3 times a year) by the REAG Chair. Second, EDIC is chaired by the Vice-Chancellor and other Executive Board members include the PVC and Head of College for CSSAH (Deputy Chair), the PVC for Education and the Registrar and Secretary. Finally, both the PVC for Education and the Registrar and Secretary are also members of REAG as the REC SAT. In addition, the annual EDI Report to Council goes first to Executive Board and includes details of race equality progress and charter activity (**Action 2.2**).

I am committed to leading an inclusive University that enables all students and staff to thrive, is committed to addressing all barriers to race equality and is actively anti-racist. As one of the few vice-chancellors from the minority (ethnic) communities, I feel strongly that this should be one of my highest priorities. I have witnessed the transformative power of education to bring about change, and which is a mission for Leicester, being as true today as it was when we were founded a century ago.

Regards



Professor Nishan Canagarajah
President & Vice-Chancellor

actions identified for each individual School within the College and; (3) increase the ethnic diversity of College staff.

We are taking a long-term structural view to addressing racial disadvantage and advancing race equality. As part of this we are instigating a series of "Listening Events" across the College, based on a model successfully trialled by the School of Geography, Geology and Environment in the 2020/21 academic year. We are also reverse mentoring, to help build trust between our students and staff, and to inform the latter of contemporary challenges faced by students. Schools are actively engaging with the University of Leicester Institute for Inclusivity in HE, for example [REDACTED] is leading a dedicated half-day session for Engineering's Education Awayday directly addressing the awarding gap and improving the progression of minority ethnic students.

Schools within CSE are seeking to foster culture change through these top-down approaches and through bottom-up activities. There are a number of examples of bottom-up initiatives. In Computing and Mathematical Sciences, 'Assessment Unpacking' has been introduced by building on Advance HE's research, to increase inclusivity and outcomes of student assessment and reduce the students' anxiety. This initiative delivered an 8.5% increase in grades, a 50% reduction in queries from students and increased the clarity of marking criteria (as evidenced in student feedback) and was shared at a University Senior Leadership Team. Postgraduate-led student events in Physics and Astronomy were held to raise awareness around Black Lives Matter. These led to postgraduates in other Schools within the College using the format for similar events. An EDI seminar series was introduced by the Physics and Astronomy EDI team in 2021 and recently invited Mark Richards (ICL) to give a talk on "Representation in Physics: A black academic perspective". Invited speakers are paid in recognition of the demands on black colleagues' time.

We are actively working to increase the ethnic diversity of College staff. A working group drawn from the College's EDI Committee was created in 2022 and has considered how we can change our recruitment and assessment policy with a focus on barriers at the intersection of race and gender. The Group's initial 13 recommendations will be implemented during the 2022/23 academic year and include:

- A mandate that shortlisting and assessment panels will be diverse with respect to gender and race.
- The provision of guidance (including examples) on the completion of the application form and personal statement.
- Real-time tracking of gender and race profiles of the candidate pool at each stage of the recruitment process with action taken where the profile changes substantially.
- Key interview questions sent in advance to all candidates.
- Students, reflecting the diversity of student population, to be involved in assessment processes.

Our investment at College level in delivering against broader race equity work, includes the establishing of a new post at Grade 10 – Deputy Head of College who will lead the EDI portfolio across the College, including overseeing college specific actions in the REC action plan.

[REDACTED]

Pro-Vice-Chancellor, Head of the College of Social Sciences, Arts and Humanities (CSSAH)

I have a demonstrable personal commitment to EDI and a track-record of working strategically to initiate change and embed meaningful and measurable EDI actions. I am also Deputy Chair of the University's EDI Committee.

Since becoming Head of College in 2018, I have worked hard to embed race equality in to everything that we do across the College. A key strategic priority for us is to support emergent leading research talent and recognising current inequalities and barriers to progression in research careers. In Spring 2020 we initiated and launched a CSSAH BAME PGR scholarship scheme to begin to tackle the lack of ethnic diversity amongst the PGR community. The programme, an annual investment of £300,000, is unique in the sector as the scheme includes a pathway from Master's level scholarships for minority ethnic students followed by an employment opportunity on completion of the PhD with the ultimate aim of diversifying the staff base in a range of disciplines. We have also allocated £14,000 for a scoping research study into 'BAME students' access and transition into PGR studies: Experiences and insights from students and staff in CSSAH at the University of Leicester.

As a college, we are committed to the University's race equality priorities, outlined in the REC action plan and in the REAG's annual equality objectives, including closing the ethnicity awarding gap. In our College strategic planning, I have made all Heads of School accountable for the awarding gap in their school, requiring planning and reporting against these gaps. I also recently organised a full day event for CSSAH staff focused on the eliminating the awarding gap and focusing attention on the student experience for our minority ethnic students and we will hold further events such as this in the College.

The new Leicester Institute for Inclusivity in HE is based in and funded by CSSAH. The Institute's priorities over the next 2 years are to lead deep change across the University to eliminate the ethnicity awarding gap. The investment in this Institute includes a Grade 10, 0.6FTE Director and Grade 7, 0.2 Operations Manager and they are supported by the Student Education EDI Team (that sits in Student and Academic Services). This Team has a resource of Grade 9, 0.2FTE Head of Educations Services, Grade 8, 1FTE Student and Education Manager, Grade 7, 1FTE Project Manager and Grade 6, 1 FTE Adviser to support the Institute.

A £75,000 non-pay budget is also allocated to the Institute. The Director of the Institute is also leading on the University's decolonising the curriculum activity, and the decolonising toolkit and workshops will be rolled out across the University. Alongside this, our centre for Diversity, Inclusion and Community Engagement, will continue to facilitate links with local and national partners such as Sporting Equals and hold public engagement events inviting speakers such as [REDACTED] to raise awareness of issues relating to race equality.

Our commitment to delivering against the University's priorities in the REC action plan at College level, will be further supported by our College EDI Lead Grade 10, who chairs our College EDI Committee.

[REDACTED]

Deputy Vice-Chancellor (Professional Services)

As the newly appointed Deputy Vice-Chancellor (Professional Services), my remit includes providing strong institution-wide leadership for the delivery of the University's strategy and planning activities in relation to professional services staff. Within this, I see a responsibility

to ensure that the University is inclusive and fair in its employment, education and all other support services that it provides.

I am personally committed to delivering, and enabling the University to deliver, in line with the actions that we have identified in the REC Action Plan, and to redressing structures, processes and cultures that disadvantage minority ethnic members of our community.

There are a number of clear priority actions for the Professional Service divisions from the analysis and action plan completed for the University's REC submission. We will improve our information gathering to understand and respond to the changing experiences of minority ethnic staff, including through analysis of our all staff and REC surveys, improving processes for gathering information about staff exit, grievance and disciplinary processes, and improving the staff disclosure rates for ethnicity. A further clear priority for us is to ensure a more ethnically diverse staff body at the University, including through the embedding of the Inclusive Recruitment Toolkit and conducting a full trial of anonymous recruitment across all professional service areas.

To deliver our REC action plan will require commitment and action from all professional services divisions. Dedicated resource to support this work centrally will continue to come from the EDI Team based in the Division of HR, led by the Associate Director of EDI (Grade 10, 1 FTE) with 3 Grade 8 EDI Managers, including a Head of EDI Charters (2.4 FTE), 1 EDI Coordinator (Grade 6, 0.6FTE) and 1 EDI Administrator (Grade 5, 1 FTE). The Head of EDI Charters will project manage the REC plan and the Team have a non-pay budget of £55K. Further resource comes from the EDI Lead for PS Services, who chairs the PS EDI Committee, along with the Diversity Champions in each PS Division.

2 The Self-Assessment Process

2a Description of the Self-Assessment Team

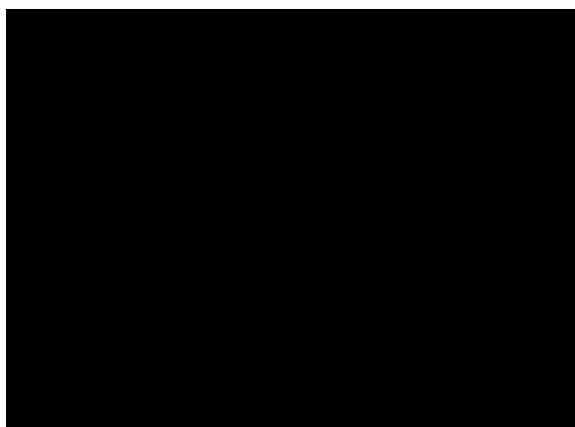
The description of the self-assessment team (SAT) should include:

- *team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity*
- *how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent*
- *how each faculty and relevant central departments are involved and included*

At the University of Leicester (UoL), the **Race Equality Action Group (REAG)**, leads on informing strategic priorities, and overseeing aligned activities, to advance race equality. As the membership of REAG is representative of key areas across the University, comprising those able to effect change, those with academic and operational expertise and is diverse in its intersectional characteristics, in 2018 it was considered effective to also function as the Race Equality Charter (REC) Self-Assessment Team (SAT).

The SAT comprises 14 members (8 BAME, 6 White) who range across disciplines, grades, working patterns, academic and professional service (PS) staff, protected characteristics and career stages (Table 2.1). It is chaired by [REDACTED], Director of the Leicester Institute for Inclusivity in Higher Education (LIHIE) and a leading academic in the field of racial inequalities in education, sport, and society. Further senior University leadership is represented on the SAT by the Pro Vice-Chancellor for Education and the Registrar and Secretary, both of whom are University Executive Board (UEB) members. 5 members of the SAT also sit on the University's Equality, Diversity and Inclusion Committee (EDIC), chaired by the Vice-Chancellor, giving a vital link to University Council.

Membership of the SAT was determined through a combination of targeted invitations and, an open invitation to interested staff and students. In 2018, the EDI Team attended the Fresher's Fayre to recruit student volunteers for the REC SAT (REAG) (see Figure 1). Since the formation of the SAT, there have been two student members, however at the time of submission those students were not members of the SAT due to graduating and so were not included in the SAT details. At least one Student Union representative has been on the SAT since its formation, however we recognise that we need to recruit and ensure student membership on the SAT and develop a clear succession plan to maintain diverse student and staff representation. (**Action 2.4**). We will also explore the possible use of Student Critical Friends Groups as an engagement and consultation tool for our REC work going forward to increase student involvement.



To expand the SAT's knowledge around race equality, anti-racism and the REC, SAT members undertook a number of race equality and REC training sessions provided by Advance HE, external consultants and local race equality community organisations.

Table 2.1 REC SAT Members

[REDACTED]	<p>[REDACTED]</p> <p>Associate Professor in Human Geography, Chair of the Race, Culture and Equality Working Group (RACE) of the Royal Geographical Society College of Science and Engineering (CSE)</p> <p>[REDACTED]</p>
[REDACTED]	<p>Lecturer in Sociology, Director of the Leicester Institute for Inclusivity in Higher Education, Chair of Race Equality Action Group (2021-2022) College of Social Sciences, Arts and Humanities (CSSAH)</p> <p>[REDACTED]</p>
[REDACTED]	<p>[REDACTED]</p> <p>Professor in Criminology, Director of the Centre for Hate Studies, Chair of the Race Equality Action Group (2019-2021) CSSAH</p> <p>[REDACTED]</p>
[REDACTED]	<p>Equality Charters & Data Officer Equality, Diversity and Inclusion Team, Corporate Services</p> <p>[REDACTED]</p>
[REDACTED]	<p>[REDACTED]</p> <p>Students' Union Liberation Officer (2021-2022) University of Leicester Students' Union</p> <p>[REDACTED]</p>
[REDACTED]	<p>Registrar and Secretary Corporate Services</p> <p>[REDACTED]</p>
[REDACTED]	<p>[REDACTED]</p> <p>Pro-Vice-Chancellor of Education, Associate Professor in French Studies Corporate Services</p> <p>[REDACTED]</p>

[REDACTED]
Head of Education Strategy Unit
Corporate Services

[REDACTED]
Senior Lecturer in Law
CSSAH

[REDACTED]
Departmental Manager of the Department of Genetics and Genome Biology,
Chair of the BAME Staff Forum
College of Life Sciences (CLS)

[REDACTED]
EDI Projects Manager
EDI Team, Corporate Services

[REDACTED]
Associate Director of Equality, Diversity and Inclusion
EDI Team, Corporate Services

[REDACTED]
Lecturer in Psychology
CLS

[REDACTED]
Recruitment Services Manager
Corporate Services

2b The Self-Assessment Process

This section should include:

- *how the team met and communicated*

- how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting
- how the team fits in with other existing committees and structures

We began working towards our submission to the Race Equality Charter in 2018. This has taken longer than expected due to the organisational and people impact of the Covid 19 pandemic, as well as our concern to ensure that we continued to prioritise advancing race equality, rather than simply developing an award submission.

Since April 2019, there have been 10 SAT meetings (Table 2.2) and Task and Finish Groups were also created to progress race equality relating to the submission. SAT meetings were used to consolidate the content of the report, discuss findings and make recommendations.

The EDI Team provided a range of expert and administrative support to the SAT and supported the development of a *Guide to Race-Related Terminology*, which has been central to facilitating and progressing dialogue around race, and communicating the University's approach to progressing race equality through the use of agreed terminology.

UoL has an agreed workload allocation tariff for chairing EDI related Groups, including the REC SAT. Beyond that, membership of the SAT is part of the citizenship activity that all staff engage in. The agreed workload allocation tariff for chairing EDI related Groups at UoL is 80 hours per year, including the REC SAT. Beyond that, membership of the SAT is part of the citizenship activity that all staff engage in and is discussed at annual performance development review (80 hours academic workload allocation). Figure 2 provides the section of the Academic Career Map which refers to EDI work for citizenship activity.

<p>Equality Diversity and Inclusion (EDI): Participate in the development and delivery of diversity and inclusion strategic objectives and contribute to initiatives such as Athena SWAN and the Race Equality Charter Mark, disability and LGBT+ agendas and demonstrate inclusive working practices.</p>

Figure 2 - Extract from Academic Career Map

Prior to the Covid pandemic, face to face meetings were held on campus, and then moved online. Meeting days/times were rotated to accommodate different working patterns. SAT members communicated by email, face-to-face meetings and through a dedicated MS Teams group. Members unable to attend were invited to contribute to the agenda and all members received full minutes.

Table 2.2 Full REC SAT Meeting Details.

**please note some members joined and left the University during the span of these meetings. The details of those who have left have not been included.*

Date	Agenda	Attendees	Outcomes
03/04/2019	Adoption of REC, formation of a dedicated SAT	██████████ ██████████ ████	Agreement on REC to be used as the foundation of forthcoming University priorities and action plans around race equality

Date	Agenda	Attendees	Outcomes
11/06/2019	Development of REC project plan, approval of REAG cohort recommendations for REC SAT, responsibility for the Charter submission.	██████████ ██████████	Formation of targeted REC SAT group to take on responsibility from REAG
22/11/2019	Analysis of staff and student surveys	██████████ ██████████ ██████████	Issues identified from the survey results, resulting in the formation of focus groups to investigate further
16/06/2020	Discussion of feedback to amended timeline for the Charter submission, targeted approach to be taken	██████████ ██████████ ██████████	REC SAT membership reviewed
09/09/2020	Discussion on REC institutional priority, submission deadlines	██████████ ██████████ ██████████	Group confirmation on continued institutional priority for the REC submission, agreement on implementing extension to Feb 2022 for application submission due to the impact of COVID-19
18/11/2020	Analysis of staff focus group results and outcomes	██████████ ██████████ ██████████ ██████████	Development of the implementation of the Positive Action in Recruitment (PAIR) project
04/03/2021	Update on REC SAT project plan, discussion on the impact of COVID on BAME staff and students and ensuing actions	██████████ ██████████ ██████████ ██████████	Due to impact and workload changes brought about by COVID, the Group reviewed and amended the REC SAT project plan and deadlines within the submission timeframe, Inclusive Recruitment Toolkit has now been developed is live
20/05/2021	Outline of overview of academic staff data by college, grade, contract, turnover, etc	██████████ ██████████ ██████████ ██████████	Further analysis to be undertaken around contract practices at the College level, alongside progression/advancement restrictions, and further breakdown on contract modes by ethnicity
30/06/2021	Analysis of professional services staff data and student pipeline	██████████ ██████████ ██████████	To analyse data relating to grades and contract type/mode by role clusters, noted the varying experiences of disadvantage faced by UK BAME groups compared with non-UK BAME groups, as data does not allow for aspects such as cultural capital to benchmarked
03/08/2021	Analysis of staff and student, alongside data around grievances, promotions, committee cohorts and PDDs, etc	██████████ ██████████ ██████████	Going forward ethnicity breakdown will be included and tracked for all appraisals and development reviews, review of promotion processes to highlight possible biases, i.e. on grounds of rejection, reapplications, and the absence of a clear promotion process for professional services staff
September 2021 to January 2022	Virtual consultation and contribution to draft REC submission	██████████	Submission reviewed and finalised

The governance structure for escalating issues to decision-making committees is detailed in Figure 2.1. The REC SAT reports directly to EDIC, which meets 3 times a year. The Athena Swan governance structure is very effective, so this approach will be mirrored for REC. In addition, an annual EDI Council Report includes details of REC and wider race equality progress.

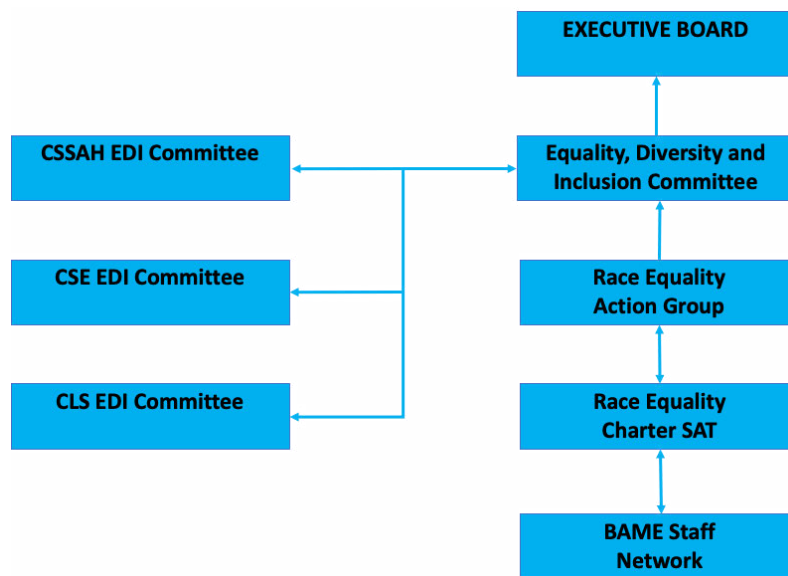


Figure 2.1 Race Equality Governance Structure

2c Involvement, Consultation and Communication

This section should include:

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

REC Survey Note

It was agreed with Advance HE 19/11/2020 that, after taking into consideration the amount of engagement that had taken place with students and staff on key race equality initiatives, we would not need to re-run the REC survey again until after our submission in 2022.

We began working towards our submission to the Race Equality Charter in 2018. This has taken longer than expected due to the organisational and people impact of the Covid 19 pandemic, as well as our concern to ensure that we continued to prioritise advancing race equality, rather than focussing primarily on developing an award submission. In 2019, we contacted Advance HE to ask if we could use the 2018 survey data if we submitted at a later date, this was agreed as long as some additional consultation took place.

In 2019/20, minority ethnic members of the REAG stated that there had been a lot of consultation with minority ethnic staff and students and that they were experiencing 'race survey and focus group fatigue' (from minutes of REC meeting 22/11/2019). The Students' Union representative at the meeting pointed out the trauma impact of reliving sensitive situations through surveys and focus groups. As a result, we decided to use the consultation that had taken place so far, along with the quantitative data, to inform our REC application. In order to enhance our future consultation, an all staff survey is being conducted between June-July 2022, the results of this survey will be analysed by ethnicity (**Action 2.6**). In addition, a REC survey will be launched in the Autumn of 2023, followed by a second survey in 2026 to enable us to identify any additional concerns and issues, take further action and monitor progress within the life of the action plan but since the last REC survey (**Action 2.7**).

Communications about the REC were disseminated to staff and students through a variety of methods. In person, the REC has been promoted at Fresher's fayres and EDI diverse community events, including during Black History Month and International Women's Day. Our staff and student newsletter (The Citizen) has featured information about the Charter, survey launch and results. Social media has also been used to communicate information about the REC (Figure 2.2) and our internal and external pages include up to date information of all race equality related information, including the REC (Figure 2.3).

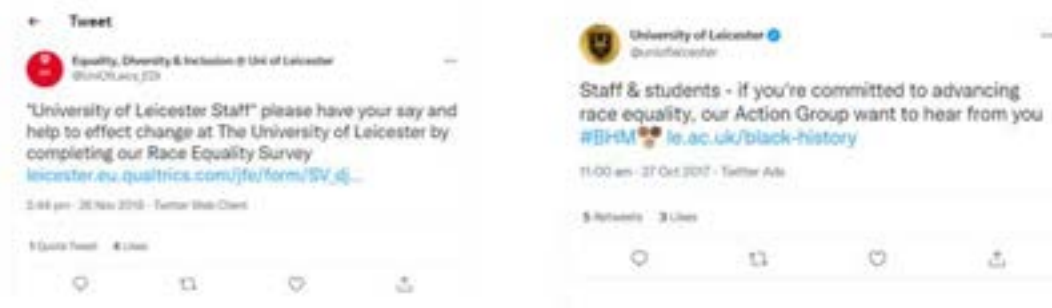


Figure 2.2 –Tweets about the REC Survey and REAG

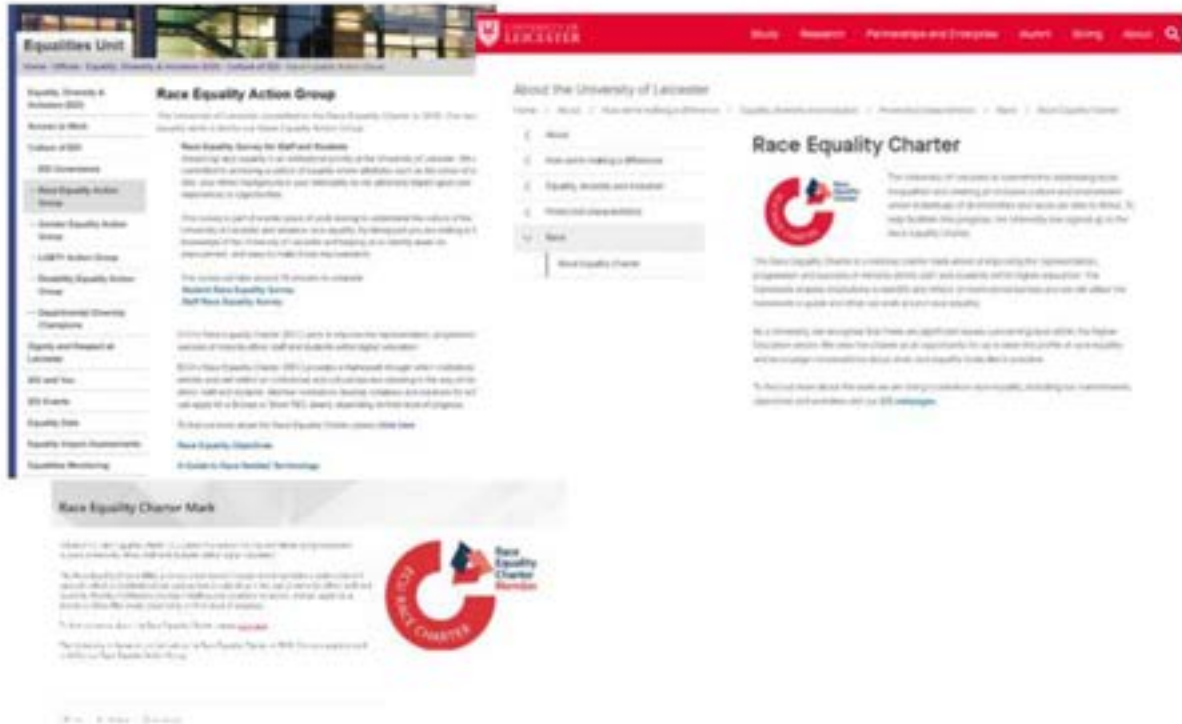


Figure 2.3 – Web Page Information about REC and REAG

Our REC staff and student surveys were open November 2018 - January 2019, and were promoted through internal communication channels, including staff/student news, staff announcements and social media. Emails were disseminated through Staff Diversity Champions, the Staff BAME Forum and the Students' Union. For staff without access to computers, confidential paper surveys were distributed and confidentially processed. The survey was administered and analysed collaboratively by the Business Insights and EDI Teams.

We received 688 responses (Table 2.3), 469 staff (19.8% BAME) and 219 students (50.2% BAME). Recognising the low response rates, focus groups were used to gather more detailed responses and views.

During 2018-2019, student focus groups were facilitated by paid student ambassadors through the Student BAME Experience Project. The facilitators were all minority ethnic UG, PGT or PGR students.

A pilot focus group was conducted on 11th December 2018, and 7 focus groups followed between 29 April 2019 and 7 June 2019. 51 students participated in the focus groups, Table 1 shows the ethnicity of all participants, Table 2 shows College representation and Table 3 shows the gender ratio.

Table 2.3 Ethnicity of Student Focus Group Participants

Ethnicity	No. of Students	%
Arab	1	2.0%
Asian or Asian British - Bangladeshi	5	9.8%
Asian or Asian British - Indian	4	7.8%
Asian or Asian British - Pakistani	3	5.9%

Black or Black British - African	█	51.0%
Black or Black British - Caribbean	█	3.9%
Chinese	█	7.8%
Mixed - White and Black Caribbean	█	5.9%
Other Asian background	█	5.9%
Grand Total	█	100.0%

Table 2.4 College Representation in Student Focus Group Participants

College	No.	%
College of Life Sciences	█	25.5%
College of Science & Engineering	█	11.8%
College of Social Sciences, Arts, and Humanities	█	62.7%
Grand Total	█	100.0%

Table 2.5 Gender of Student Focus Group Participants

Gender	No.	%
Female	█	68.6%
Male	█	31.4%
Grand Total	█	100.0%

The student focus groups each ran for 1 hour 30 minutes and followed the below format, all focus groups obtained ethical approval and a Participant Information Sheet was shared with participants which outlined the purpose of the research, confidentiality and what will happen with the results.

1. Introduction
2. Engagement questions
3. Exploration questions
4. Exit Questions
5. Conclusion



THE BAME EXPERIENCE PROJECT.

*(Identify as Black, Arab, Asian or Mixed)

A series of focus groups exploring your experiences to shape the future of education and racial equality at Leicester

Each participant receives a £5 food voucher and entered into a prize draw for one of three £200 Amazon Vouchers
Focus groups running from 14 October

LEICESTER STUDENTS' UNION
UNIVERSITY OF LEICESTER

Sign up at: leicesterunion.com/surveys/bamefocusgroup1920/

Figure 2.4 - Advert for BAME Student Focus Groups

In 2019, individual staff consultations were undertaken by a BAME member of the EDI Team, this included 3 focus groups and 5 interviews (see Table 2.6). Minority ethnic staff were invited to participate through our central staff communications email. ■ staff participated (■ academic and ■ Professional Services).

Table 2.6 Ethnicity of Staff Focus Groups Participants

Session Date	Total Attendees	Gender				Ethnicity									
		F		M		Asian or Asian British		Black or Black British		Other		Mixed		White	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
29-Oct-19	■	■	63%	■	38%	■	63%	■	0%	■	13%	■	25%	■	0%
08-Nov-19	■	■	100%	■	0%	■	33%	■	33%	■	0%	■	33%	■	0%
07-Nov-19	■	■	50%	■	50%	■	50%	■	0%	■	0%	■	50%	■	0%
11-Nov-19	■	■	100%	■	0%	■	100%	■	0%	■	0%	■	0%	■	0%
08-Nov-19	■	■	100%	■	0%	■	0%	■	0%	■	0%	■	100%	■	0%
31-Oct-19	■	■	100%	■	0%	■	0%	■	0%	■	0%	■	0%	■	100%
13-Nov-19	■	■	0%	■	100%	■	100%	■	0%	■	0%	■	0%	■	0%
23-Oct-19	■	■	0%	■	100%	■	100%	■	0%	■	0%	■	0%	■	0%
Total	■	■		■	33%	■		■		■		■		■	

The staff focus groups explored the experiences of minority ethnic staff, UoL culture, staff progression and staff retention. The transcripts were analysed by an external consultant in 2020, who provided a comprehensive analysis of focus group outcomes and emerging themes.

The SAT has always included active representation from senior members of the Unit for Diversity, Inclusion and Community Engagement (DICE), recognising their expertise and unique positioning in the University in terms of broader diversity, inclusion and community engagement. Upon its formation, [REDACTED] Co-Founder and Co-Director of DICE was a member of the SAT and more recently, the Chair of the SAT, as an academic member of the unit, represents DICE. The BAME staff forum Chair has been a member of the REAG since its formation and the forum has a standing agenda item at every REAG to where forum updates are fed back into the REAG. Having a standing item on the REAG agenda means that any issues which arise at the BAME Staff Forum can be reported back into the SAT for discussion and action, and SAT discussions and issues are fed back to the Forum for their consideration and feedback as a form of ongoing consultation.

All members of the REAG were involved in the development of the REC application, including the action plan. As detailed above in the additional information for C1, R2, membership of the SAT included staff, students and members of the Students' Union. The approach taken in developing the submission was for the EDI Project Manager to work closely with the relevant University team or area to reflect on the data (including the student and staff REC survey results and focus group feedback) to identify disparities of access, progress, outcome and experience for BAME students and staff. For example, for student admission data, the Student Admissions Team and for staff academic promotion, the Assistant HR Director (Academic) and their team. From this, possible actions were drafted to address disparities and barriers identified through the data analysis.

The SAT then considered the data, reflections and draft actions at a REAG meeting. This focussed reflection time on the different data sets and review of possible action, led to significant revision to the initial commentary and actions. Once the REC submission was in full draft, the SAT were then given full access to review the draft, with each SAT member being asked to particularly focus on specific sections. Once finalised, the actions were then re-shared and confirmed with the relevant team and lead, for ownership of actions going forward.

One barrier faced in relation to staff and students contributing to the development of the action plan, related to specific student contributions, beyond the SU, at the time of reviewing the full REC draft and action plan. As this was the point at which there were no student members of the SAT (beyond the SU) because of graduation and the submission deadline. We tried to recruit one further PG and one further UG students for this purpose only, but were unable to do so, given the short timeframe. We recognise that whilst the SU SAT members' contribution was strong and consistent, having a wider student membership of the SAT is key going forward (**Action 2.4**).

2d Future of the Self-Assessment Team

Please outline:

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

The REAG will continue to meet a minimum of three times per year, reporting to EDIC, and will be responsible for overseeing and driving forward the delivery of the action plan. Minutes of each meeting will be retained. **(Action 2.1)**. An annual update on REC progress will be submitted in the annual EDI report to University Council **(Action 2.2)** and a REC engagement campaign will be run **(Action 2.3)**.

A Terms of Reference was developed for the REAG (REC SAT) and these are reviewed annually. These terms state that *'The REAG chair shall typically serve for up to three years and shall be retired for at least one year before being eligible for re-appointment.'* Membership of the REAG will be reviewed annually and an open call for new members will be launched through staff and student communications, we will ensure there is diverse representation of staff and students, with student representation increasing from 2 to 4 **(Action 2.4)**.

The SAT also includes membership two members of staff who sit on the University Executive Board, the Registrar and Secretary and Pro-Vice-Chancellor of Education. In addition, the REC action plan includes named members of the University's Senior Leadership Team who are responsible for strategic actions.

<u>Actions</u>	
Action 2.1	Ensure that the REAG meets 3 times a year and maintain minutes of each meeting as a record of REC activity.
Action 2.2	A REC progress report is submitted to the EDI Committee (EDIC) termly (3 times a year), and to Executive Board and University Council annually, to review progress and revise as required.
Action 2.3	Run an annual engagement campaign, between 2022-2027, to ensure continued student and staff engagement in relation to identified REC actions and the race equality objectives of the University more widely.
Action 2.4	Membership of REAG will be reviewed annually to ensure effective succession planning and an open call for new members will be launched through staff and student communications, we will ensure there is diverse representation of staff and students, reflecting intersectional identities and varying work/life, study/life patterns. Student representation will be maintained on the SAT and the number of student representatives will increase from [REDACTED]

- | | |
|-------------------|---|
| Action 2.5 | Implement a risk management mechanism to highlight where action are not progressing as expected and escalate through governance where required. |
| Action 2.6 | Conduct REC student and staff surveys in 2023 and 2026, and analyse the results to understand the changing experience of minority ethnic students and staff at UoL, identify new actions to address emerging concerns and assess progress being made against the REC action plan. |
| Action 2.7 | Analyse the 2022 University staff survey (and all future surveys, including PULSE surveys) by ethnicity to understand the experience of minority ethnic staff and feed any key findings into REC action plan. |

3. Institution and Local Context

3a Overview of Your Institution

Please include:

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

Leicester is one of the most multicultural cities in the UK, with White British (51%) and Asian (36%) being the largest ethnic groups. The remainder of the population comprises a diverse mix of ethnic groups, including Chinese (1%), Black (6%), Mixed (4%) and Other (2%). There are 240 faith groups and over 70 languages spoken, with 16% of residents speaking Gujarati, making it the second most common language after English.

“Diverse in our makeup and united in ambition - we pursue excellence in knowledge and learning to transform our community, our world and beyond. We are Citizens of Change.”

Professor Nishan Canagarajah, Vice-Chancellor
University of Leicester, University Strategy 2021

Proud to be part of such a diverse community, we believe that race equality is integral to a successful place of work, study and research, where everyone has the opportunity to flourish in an inclusive environment. In our REC survey, over 70% of staff (70% BAME, 75% White) said they would recommend the University to a prospective employee.

During 2021/22, we celebrate our Centenary, with a programme of events and publications, including 100 nominations of memories of the University including contributions from minority ethnic, particularly Black, staff and students (Figure 3.1).



Explore how racial inequalities have been tackled through activism with a panel of special guests

Figure 3.1 University Centenary Event on Activism against Racism

Teaching at UoL is underpinned by world-class research, excellent facilities and close links with industry. **Ranked 30th** (a rise of 47 places from 2012) in the UK by **The Guardian University Guide 2022** and **27th in the UK in the Times Higher Education World University Rankings**, the University continues to grow. We are proud to be recognised as one of the leading Universities in the UK, Europe and the World (Table 3.1).

Table 3.1 University of Leicester Rankings 2021-2022

19 th	Times Higher Education Impact Ranking
27 th	The Times Higher Education
30 th	The Guardian University Guide 2022
31 st	QS World University Rankings (UK)
37 th	Times/Sunday Times Good University Guide 2021
38 th	The Complete University Guide 2022
76 th	Reuters Top 100 Most Innovative Universities in Europe
242 nd	QS World University Rankings

Structure and Specialisms

UoL has 3 academic Colleges and a central Corporate Services (CS) function made up of various divisions. (Figure 3.2).

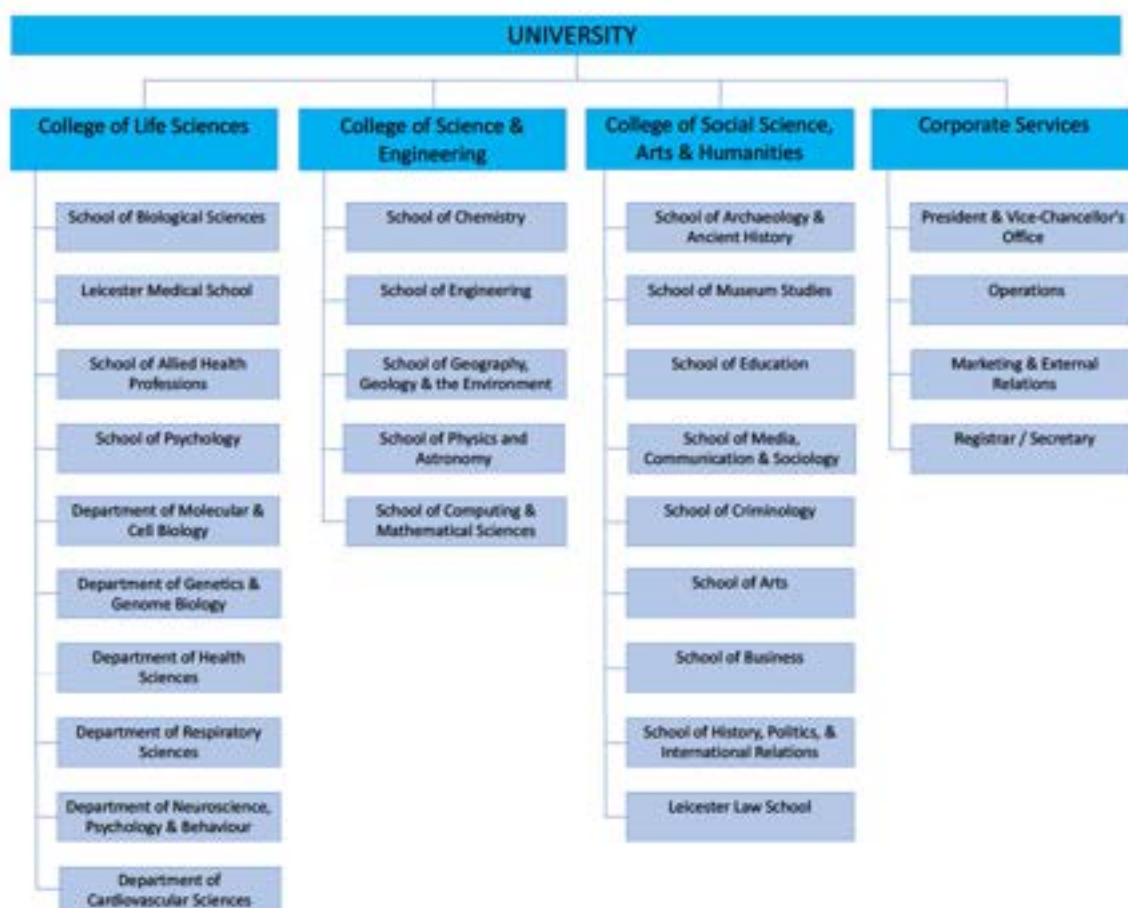


Figure 3.2 Colleges, Schools/Departments, Corporate Services and Divisions at the University of Leicester
 We have a diverse student body, including a large number of international students, particularly from China. In 2020/21, the University had 4,173 staff, of which 847 (20.3%) were BAME, compared with 18,655 students (12,655 UK, 6,000 Overseas students), of which 10,580 (56.7%) were BAME. In addition, there are 3,138 overseas students on campus in China (Leicester International Institute – The Dalian University of Technology). Recognising the disparity between the ethnicity diversity of our students and staff, we are committed to understanding and removing systemic barriers and disadvantages experienced by BAME staff and applicants. As part of this, in 2021 we launched an Inclusive Recruitment Initiative, specifically targeted at increasing the ethnic diversity of our staff (see Section 5a).

Table 3.2 Number of Students Active during Academic Year 2020/21

Student	BAME	White	Unknown/PNTS	% BAME	Grand Total
PGCE	68	157	■	29.7%	229
PGR	647	784	39	44.0%	1470
PGT	3,973	1580	65	70.7%	5618
UG	5,892	5039	407	52.0%	11338
Grand Total	10,580	7560	515	56.7%	18655

EDI and Race Equality

Our comprehensive EDI governance structure (Figure 3.3) ensures that diverse student and staff community voices inform strategic decisions and review progress. We take an intersectional approach to EDI, for focus, visibility and accountability, and the REAG is one of

4 Equality Action Groups. All key roles within the structure, including Chair of REAG and Chair of the BAME Staff Forum, have a workload planning allocation.

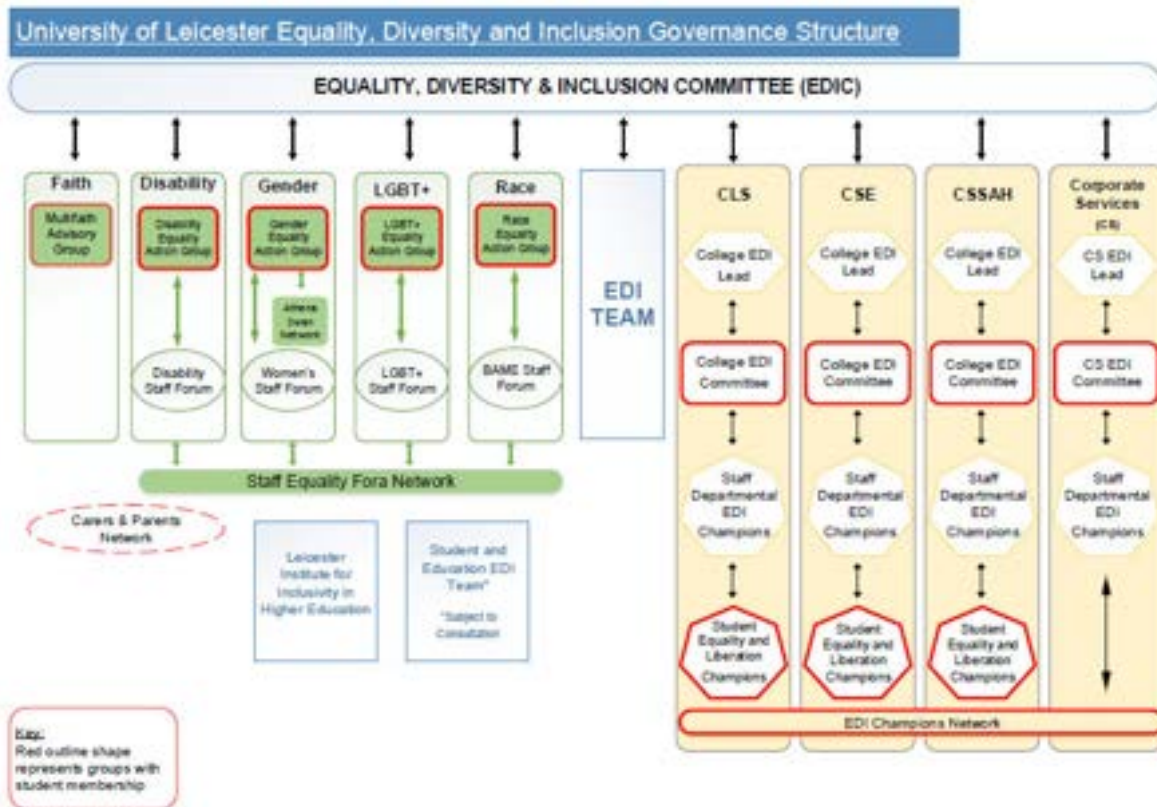


Figure 3.3 University of Leicester EDI Governance Structure

Inclusivity is at the heart of the University's commitments, with equality and diversity being one of the 4 guiding principles in the University's ten-year strategy, launched in 2021 (Figure 3.4).

UoL holds a **Silver Institutional Athena Swan** award (2018) and 8 departments hold Athena Swan awards, including 1 Silver College award held by the College of Life Sciences. The University is a **Disability Confident Employer** and a **Stonewall Champion**.



Figure 3.4 University of Leicester Strategy

Our commitment to advancing race equality extends well beyond engagement with the REC. Since joining the University in 2019, as the University's first minority ethnic Vice-Chancellor and President, Professor Nishan Canagarajah has been involved in national initiatives relating to race equality, including the UUK report on *Tackling Racial Harassment*. He has spoken publicly, both locally and nationally, including at the Advance HE EDI Conference (March 2021), where he declared his ambitions for the University to be sector leading in the area of race equality.

The University's **Centre for Hate Studies**, led by [REDACTED], is sector leading in research and engagement relating to hate and extremism. UoL is also recognised for its leading work

in the area of Colonial Countryside, by ██████████, and its work relating to addressing racial inequalities in HE curricular and assessment, led by ██████████, REC SAT Chair (Figure 3.5).

Inclusive Curriculum will Ensure “HE is fit for the 21stCentury”, says Leicester Academic 04 June 2021



Figure 3.5 Research by ██████████ on Racial Inequalities in Higher Education

The University launched the **Leicester Institute for Inclusivity in Higher Education** in 2021, an Interdisciplinary Research Institute that aims to become a leader in transformational higher education, addressing access, transition and support challenges and, in particular, student award gaps and outcome differences.

Since 2018, we have commissioned a series of externally facilitated race equality awareness sessions for staff and students, to raise confidence, understanding and engagement in advancing race equality.

There has been an increase in activity across the University relating to tackling racial inequalities, captured throughout this submission. This includes our Students’ Union (SU) led campaigns for **Decolonising the Curriculum** and **We are Black History**; a **Library Services’ initiative** to work with student ambassadors to diversify reading lists, and developing **PG Scholarships** for minority ethnic students.

This work is supported by annual events and activities for **Black History Month** (Figure 3.6), an **Anti-Harassment Campaign** launched in 2021, tailored **race equality training** for Schools/Departments and committing to the **British Medical Association (BMA) Charter** to tackle racial inequalities in the College of Life Sciences.

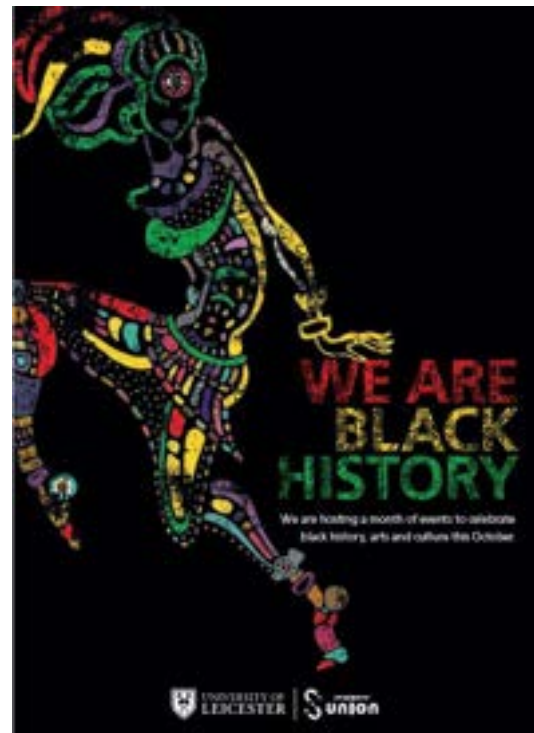


Figure 3.6 Black History Month Communication

We have an active **BAME Staff Forum**, with a diverse membership from across job families and pay grades, which meets termly and escalates any emerging issues to the REAG, as well as directly to EDIC. The SU also support a range of diverse student societies including African and Caribbean, BAME Women in Power, Asian Society, Palestine and West Indian societies.

UoL engages with the wider Leicester BAME community in projects and initiatives including health-related, sociological, historic and geographical research, along with events and activities as part of our diverse community celebrations, actively encouraging participation from BAME and all communities outside and within the University.

We also have an established **Centre for Ethnic Health Research (CEHR)** whose focus is ‘to reduce ethnic health inequalities’ by working with patients, the public, community and voluntary sectors, researchers, health and social care organisations (Figure 3.7).



Figure 3.7 The Centre for Ethnic Health Research Webpage

Within the School of Media, Communication and Sociology, the **Unit for Diversity, Inclusion and Community Engagement (DICE)** promotes diversity, inclusion and community engagement within the University and on a local and national level. DICE acts as a hub for debate, routinely connecting community members, practitioners and policy makers to leading academics and local and national media outlets, and holds annual lectures and events to engage the public and University community (Figure 3.8).



Figure 3.8 DICE Event in 2018, Baroness Warsi ‘A Tale of Muslim Britain’

3b 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*

In 2008, it was reported that, alongside English, around 70 languages and/or dialects were spoken in Leicester and the 2011 Census showed that 50.5% Leicester's population identified as White British (Table 3.3). In 2012, the Runnymede Trust reported that Leicester has 240 faith groups across 14 different faiths and beliefs.

The city is known for hosting annual celebrations relating to Diwali, Belgrave Mela and the Caribbean Carnival. UoL has had a presence at these celebrations, for example with the Recruitment Team and Leicester Student Ambassadors attending Belgrave Mela and, in 2021, the University sponsored the city's Diwali celebrations (Figure 3.9).



Figure 3.9 City Diwali Celebrations 2021 (Sponsored by UoL)

UoL is a **University of Sanctuary**, welcoming asylum seekers and refugees onto its courses and providing incentives and routes for involvement (Figure 3.10).



Figure 3.10 University of Sanctuary Project

UoL manages racial incidents in a structured way with support mechanisms in place, underpinned by the **Dignity and Respect at Leicester** framework (see Section 4c). In our REC survey, low levels of confidence were expressed by BAME staff and students that the University will take appropriate action in dealing with incidents of racial discrimination (46% of BAME students compared to 63% of White students and 52% of BAME staff compared to 67% of White staff).

In 2020, the University commissioned research by the Centre for Hate Studies into UoL students' experiences of harassment. The subsequent report, ***A Catalyst for Change: Recognising and Responding to Students' Experiences of Harassment***, detailed students' experiences of harassment, including racial harassment, reporting that 27% of respondents had been targeted on the basis of their race.

In response, in 2021/22 UoL launched its ***Together Against Harassment*** campaign (Figure 3.11) and a long-term commitment plan to raise awareness and promote confidence, trust and transparency in disclosing or reporting an incident of harassment and accessing support (**Action 3.1**).



Launch of Together Against Harassment campaign will help the University to create a truly inclusive environment for staff and students to thrive

[Find out more](#)

Figure 3.11 Communication Launching Together Against Harassment Campaign

Our Head of Security, in consultation with Leicestershire Police, reports no specific racial tensions in the city.

Actions

Action 3.1 Complete all actions associated with the *Together Against Harassment* campaign and the identified longer-term actions to tackle harassment and all forms of unacceptable behaviour and build confidence in University processes for disclosure, support and reporting of racially motivated unacceptable behaviours.

Table 3.3 Table Detailing City, County and Country Census Compared (ONS data from 2011 Census) with University Staff and Students

Group	City of Leicester Census Headcount % (2011)	Leicestershire Census Headcount % (2011)	England Census Headcount % (2011)	University Staff SAP FPE % (2020-21)	University Staff Distribution of Known Ethnic Origin % (2020/21)	UK Undergraduate Students Distribution of Known Ethnic Origin % (2019/20)
BAME	49.5%	8.6%	14.3%	19.9%	22.2%	53.5%
Asian or Asian British	35.8%	5.7%	7.0%	8.2%	9.0%	24.0%
<i>Bangladeshi</i>	1.1%	0.4%	0.8%	0.3%	0.3%	1.6%
<i>Indian</i>	28.3%	4.4%	2.6%	4.7%	5.2%	13.4%
<i>Pakistani</i>	2.4%	0.3%	2.1%	1.2%	1.3%	4.6%
<i>Any other Asian background</i>	4.0%	0.7%	1.5%	2.0%	2.2%	4.4%
Black or Black British	6.2%	0.6%	3.4%	2.4%	2.6%	14.8%
<i>African</i>	3.8%	0.3%	1.8%	1.7%	1.9%	11.7%
<i>Caribbean</i>	1.5%	0.2%	1.1%	0.5%	0.5%	2.4%
<i>Any other Black background</i>	1.0%	0.1%	0.5%	0.2%	0.2%	0.7%
Chinese	1.3%	0.5%	0.7%	4.4%	4.9%	7.4%
Mixed	3.5%	1.3%	2.2%	2.0%	2.4%	5.0%
<i>Asian and White</i>	1.0%	0.5%	0.6%	0.6%	0.7%	1.6%
<i>Black African and White</i>	0.4%	0.1%	0.3%	0.1%	0.1%	0.7%
<i>Black Caribbean and White</i>	1.4%	0.5%	0.8%	0.2%	0.3%	1.2%
<i>Any other Mixed background</i>	0.7%	0.2%	0.5%	1.1%	1.3%	1.5%
Other ethnic group	2.6%	0.4%	1.0%	2.9%	3.3%	2.3%
<i>Arab</i>	1.0%	0.1%	0.4%	1.1%	1.3%	1.4%
<i>Any other background</i>	1.6%	0.3%	0.6%	1.8%	2.0%	0.9%
White	50.5%	91.4%	85.5%	69.9%	77.9%	46.5%
<i>English/Welsh/Scottish/Northern Irish/British</i>	45.1%	88.9%	79.8%	Not applicable to our staff record system.		
<i>Gypsy or Irish Traveller</i>	0.1%	0.1%	0.1%			
<i>Irish</i>	0.8%	0.5%	1.0%			
<i>Other White</i>	4.6%	1.9%	4.6%			
BAME + White Total	100%	100%	100%	90%	100%	100%
Prefer not to say	<i>Not available from census results.</i>			10.2%	<i>N/A</i>	<i>N/A</i>
Total	100%	100%	100%	100%	100%	100%

4 Staff Profile

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

4a Academic staff

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

- the institution as a whole
- each academic faculty
- 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 note that the statements from the Heads of College are included in Section 1.

Institution

The ethnicity disclosure rate for academic staff has improved over the 3-year period and is currently 89.8% (Action 4.1). Of those who declared their ethnicity, the proportion of BAME academic staff has increased from 17.9% to 22.1% and is greater than the sector average of 16.8%. A similar pattern is observed for both UK and Non-UK staff (Figure 4.1).

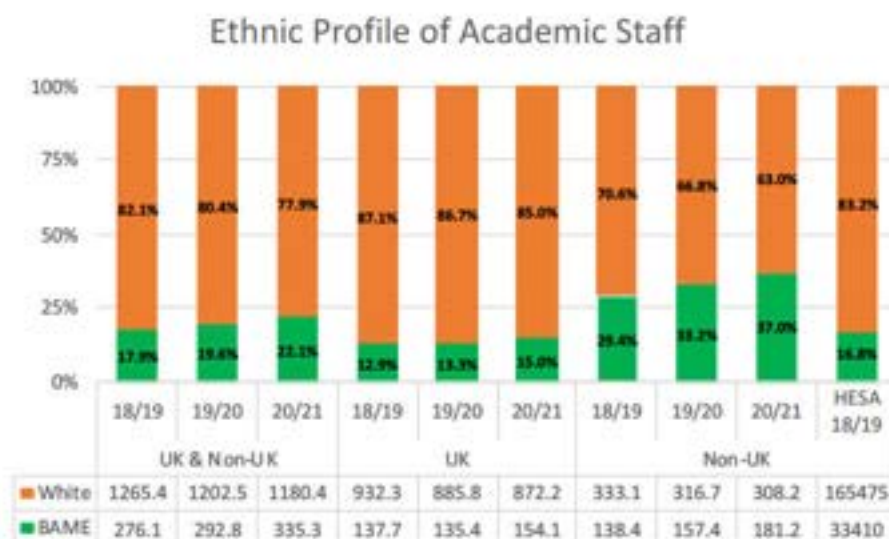


Figure 4.1. Ethnic Profile of Academic Staff 2018-2021

The ethnic profile of academic staff in 2020/21 shows that the most underrepresented of BAME groups was Mixed (2%) followed by Black and Other ethnic backgrounds (3%). Staff of Asian background (9.0%) were the largest BAME staff group (Figure 4.2).

Ethnic Profile of Academic Staff - 2020/21

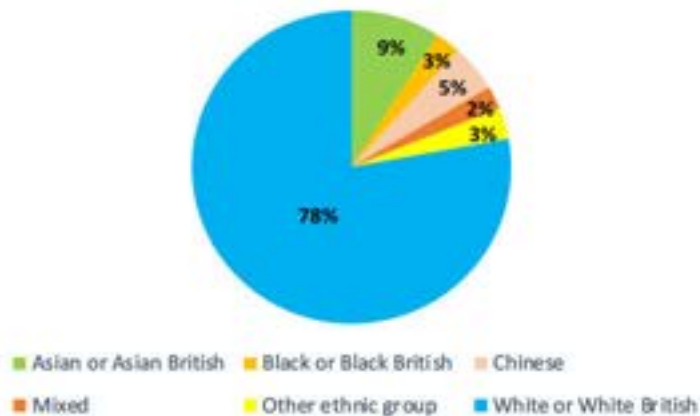


Figure 4.2. Ethnic Profile of Academic Staff in 2020/21

Colleges

The proportion of BAME academic staff across all 3 Colleges has increased from 18.7% to 22.9% over the 3 year period (Figure 4.3). A similar pattern is observed for both UK and Non-UK staff.

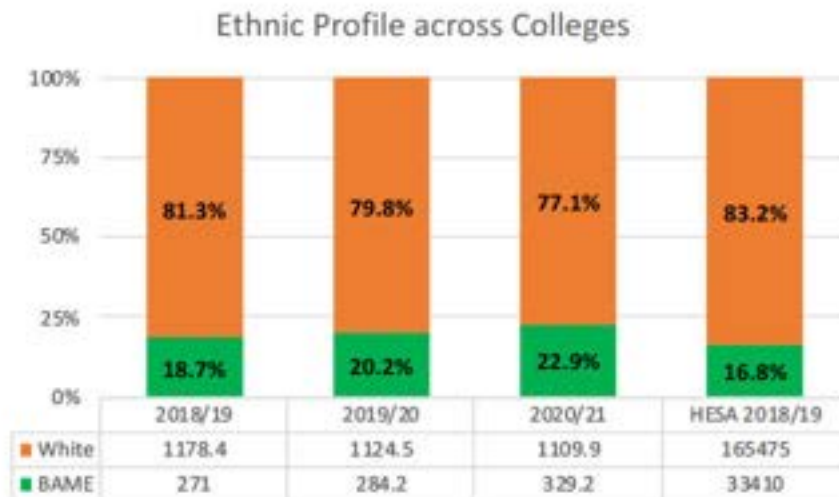


Figure 4.3. Ethnic Profile of Academic Staff across Colleges

In 2020/21, the proportion of BAME academic staff across the Colleges ranged from 19% to 26% (Figure 4.4). For UK staff, the proportion of BAME staff was 20% in CLS, 13% in CSE and 11% in CSSAH, however, for Non-UK staff, the proportion of BAME was much higher, 41% in CLS, 38% in CSE and 34% in CSSAH.

Ethnic Profile across Colleges - 2020/21



Figure 4.4. Ethnic Profile of Academic Staff within Colleges - 2020/21

Asian academic staff were the largest BAME group in CLS and CSE, at 13% and 10% respectively. In CSSAH there was no significantly higher BAME group represented, with all ranging between 4% and 5% apart from Mixed ethnic group, at 2% (Figure 4.5).

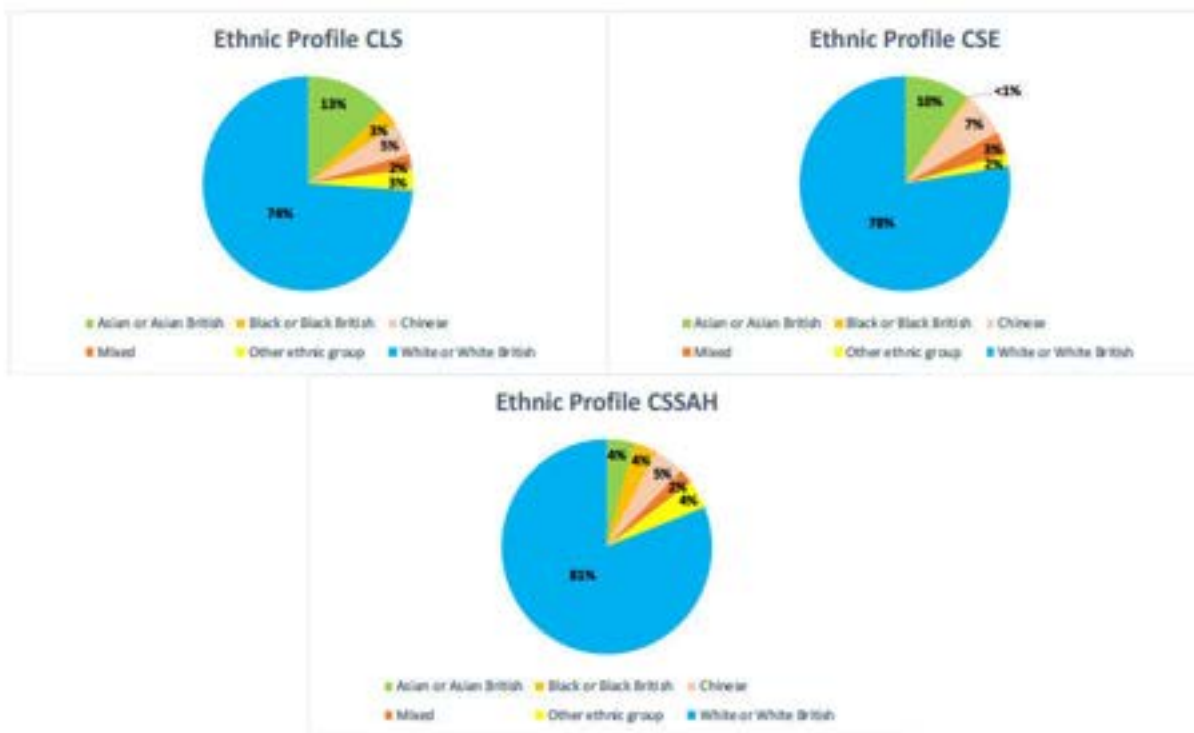


Figure 4.5. Ethnic Profile of Academic Staff within Colleges - 2020/21

Whilst the number of Black academic staff has increased from █ FPE to █ FPE across the Colleges, numbers remain very low. In 2020/21, the percentage of Black staff in CLS was 2.9%, CSE (0.4%) and CSSAH 3.6%. Full implementation of the Inclusive Recruitment Toolkit, underpinned by workshops attended by all School/Dept Heads in 2021, should now take place (Action 4.2), along with specific targeted action to increase the representation of Black academic staff, particularly in CSE (Action 4.3).

Grades

The percentage of BAME staff has increased across most grades over the 3-year period, improving the pipeline for BAME staff development to higher grades (Figure 4.6). The increase in BAME staff has been particularly noticeable at Grades 7 to 9, with a slight increase at Grade 10. For UK and Non-UK staff, there was a much higher increase in Non-UK BAME staff compared to UK BAME Staff.

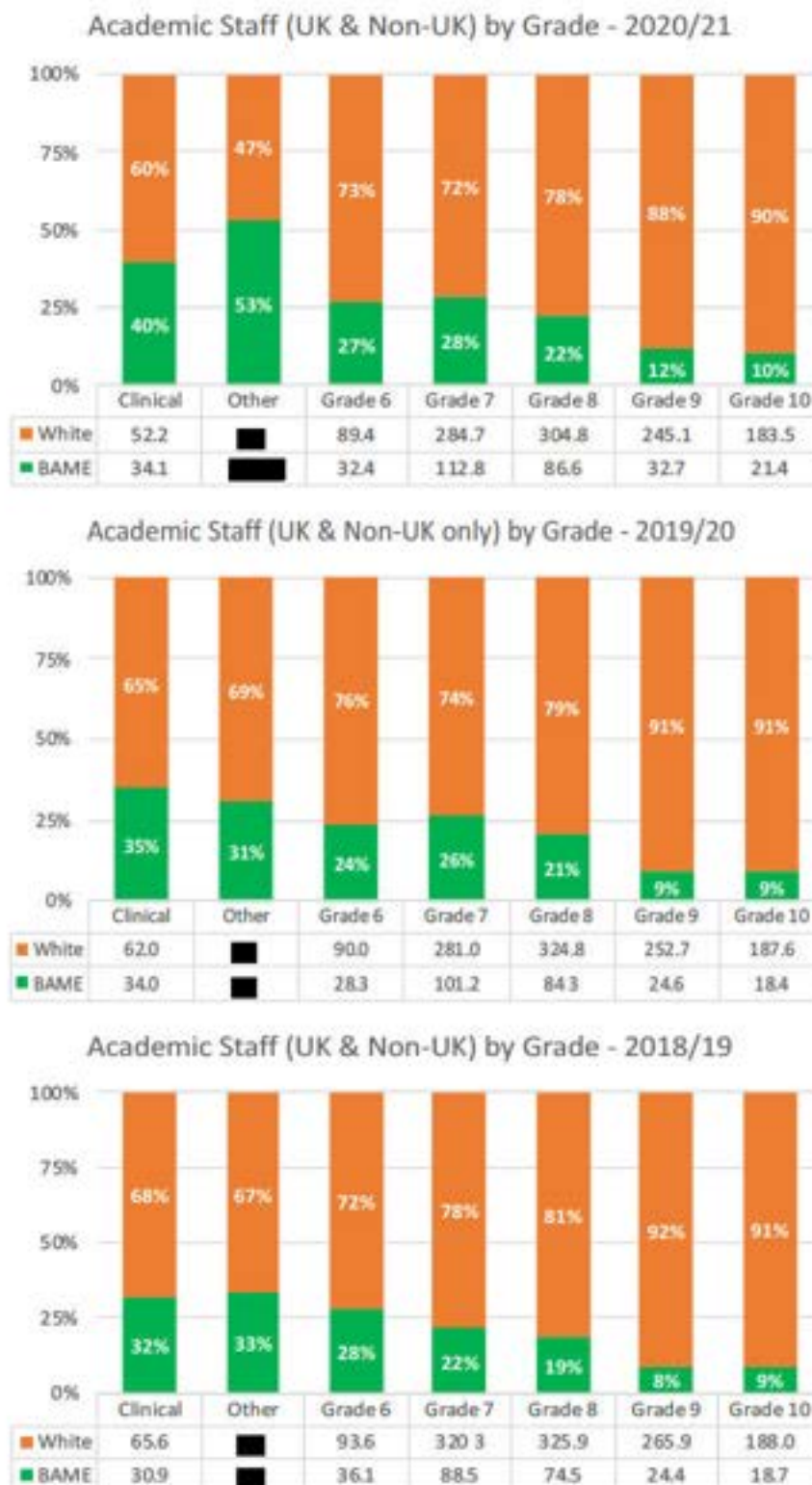


Figure 4.6. Academic Staff (UK and Non-UK) by Ethnicity and Grade

The representation of most ethnic groups decreases with higher grades, apart from Chinese staff (Figure 4.7). There is also very little or low representation of Black staff at higher grades (Grades 9 & 10).

There is a higher representation of non-UK academic staff at Grades 7 and 8 from Asian, Black and Chinese backgrounds.

Ethnicity of Academic Staff (UK & Non-UK) - 2020/21

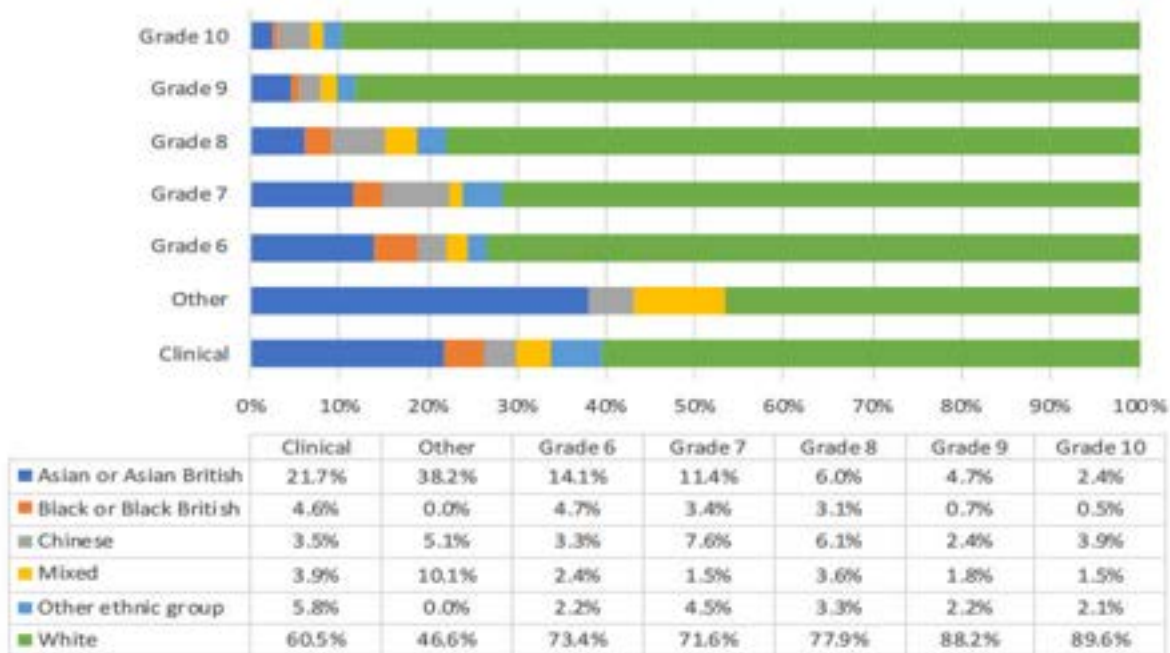


Figure 4.7. Percentage of Academic Staff (UK & Non-UK) by Specific Ethnic Group and Grade 2020/21

For Clinical staff, the percentage of BAME staff has also increased over the 3 years, from 32.0% in 2018/19 to 38.4% (Figure 4.8). The proportion of non-UK clinical BAME staff is low, representing only 16.8% of all clinical grades. 52.6% of BAME non-UK Clinical Staff Clinical Lecturers.

Ethnic Profile of Clinical Academic Staff



Figure 4.8. Ethnic Profile of Clinical Academic Staff over the last three years

In 2020/21, there was a higher proportion of BAME Clinical Professors (30.0%) compared to BAME Non-Clinical Professors (9%). In fact, there is a higher proportion of BAME staff across all clinical grades when compared to non-clinical grades (Figure 4.9) - Clinical Lecturer (53% BAME), Clinical Senior Lecturer (39% BAME) and Clinical Professor (30% BAME).

For Clinical staff, the percentage of BAME staff has also increased over the 3 years, from 32.0% in 2018/19 to 38.4% (Figure 4.89). The proportion of non-UK clinical BAME staff is low, representing only 16.8% of all clinical grades. 52.6% of BAME non-UK Clinical Staff Clinical Lecturers.

Ethnic Profile of Clinical Academic Staff



Figure 4.9. Ethnic Profile of Clinical Academic Staff over the last three years

In 2020/21, there was a higher proportion of BAME Clinical Professors (27.9%) compared to BAME non-Clinical Professors (9%). In fact, there is a higher proportion of BAME staff across all clinical grades when compared to non-clinical grades – Clinical Lecturer (40.1% BAME), Clinical Senior Lecturer (37.4% BAME) and Clinical Professor (27.9% BAME) (see Table 4.3). The proportion of BAME staff in Clinical Professor role, has increased from 22.6% in 2018/19 (Table 4.1), to 27.94% in 2020/21. The proportion of BAME staff in Clinical Junior Doctor role, has increased from 0% in 2018/19 (Table 4.1) to 22.2% in 2020/21 (Table 4.3).

Table 4.1 Clinical Academic Grades 2018-19

	Clinical Educator		Clinical Lecturer		Clinical Senior Lecturer		Clinical Professor		Junior Doctor	
	#	FPE % FPE	#	FPE % FPE	#	FPE % FPE	#	FPE % FPE	#	FPE % FPE
BAME		0.0%		27.2%		24.8%		22.6%		0.0%
Asian or Asian British		0.0%		27.2%		24.8%		27.6%		0.0%
Bangladeshi (C3)		0.0%		0.0%		1.4%		0.0%		0.0%
Chinese (E1)		0.0%		2.5%		0.0%		5.0%		0.0%
Indian (C1)		0.0%		17.3%		9.2%		10.0%		0.0%
Pakistani (C2)		0.0%		2.5%		0.0%		0.0%		0.0%
Any other Asian background (C4)		0.0%		5.0%		0.0%		2.0%		0.0%
Black or Black British		0.0%		2.5%		2.4%		2.6%		0.0%
African (D2)		0.0%		2.5%		1.4%		0.0%		0.0%
Caribbean (D1)		0.0%		0.0%		0.0%		2.0%		0.0%
Mixed		0.0%		0.0%		4.7%		2.6%		0.0%
Asian and White (B3)		0.0%		0.0%		3.6%		2.5%		0.0%
Any other mixed background (B5)		0.0%		0.0%		1.1%		0.0%		0.0%
Other ethnic group		0.0%		7.4%		0.0%		0.0%		0.0%
Arab (G1)		0.0%		5.0%		0.0%		0.0%		0.0%
Any other background (F1)		0.0%		2.5%		0.0%		0.0%		0.0%
White		86.3%		61.6%		64.8%		64.8%		30.0%
Prefer not to say		13.7%		21.3%		10.8%		12.6%		69.4%
Total FPE		100%		100%		100%		100%		100%

Table 4.2 Clinical Academic Grades 2019-20

NAME	Clinical Educator		Clinical Lecturer		Clinical Senior Lecturer		Clinical Professor		Junior Doctor	
	#	%	#	%	#	%	#	%	#	%
Asian or Asian British		35.2%		36.0%		34.2%		22.0%		25.0%
Bangladeshi (C)		0.4%		2.0%		20.8%		17.0%		10.5%
Chinese (E)		0.0%		0.0%		0.0%		0.0%		0.0%
Indian (C)		0.0%		5.0%		0.0%		5.2%		0.0%
Pakistani (C)		0.0%		11.2%		12.0%		10.2%		5.0%
Any other Asian background (C)		0.0%		2.0%		0.0%		0.0%		5.7%
Black or Black British		0.0%		2.0%		0.0%		2.0%		0.0%
African (D)		0.0%		2.0%		4.0%		0.0%		0.0%
Caribbean (D)		0.0%		0.0%		0.0%		2.0%		0.0%
Any other Black background (D)		0.0%		0.0%		0.0%		2.0%		5.7%
Mixed		15.0%		0.0%		5.2%		2.0%		0.0%
Asian and White (B)		1.0%		0.0%		4.0%		2.0%		0.0%
Any other mixed background (B)		14.0%		0.0%		1.2%		0.0%		0.0%
Other ethnic group		0.0%		12.0%		4.0%		0.0%		0.0%
Arab (G)		0.0%		8.0%		0.0%		0.0%		0.0%
Any other background (F)		0.0%		2.0%		4.0%		0.0%		0.0%
White		75.0%		38.0%		50.8%		66.0%		31.0%
Prefer not to say		12.0%		24.7%		17.0%		10.2%		12.0%
Total FPE		100%		100%		100%		100%		100%

Table 4.3 Clinical Academic Grades 2020-21

NAME	Clinical Educator		Clinical Lecturer		Clinical Senior Lecturer		Clinical Professor		JUNIOR DOCTOR	
	#	%	#	%	#	%	#	%	#	%
Asian or Asian British		37.3%		40.1%		37.4%		27.9%		22.2%
Bangladeshi (C)		0.6%		0.0%		0.0%		0.0%		0.0%
Chinese (E)		0.0%		3.0%		0.0%		5.6%		4.4%
Indian (C)		17.7%		10.2%		13.2%		14.0%		8.0%
Pakistani (C)		0.0%		3.0%		0.0%		0.0%		0.0%
Any other Asian background (C)		0.7%		6.0%		9.7%		2.0%		4.4%
Black or Black British		0.0%		6.0%		4.4%		2.0%		4.4%
African (D)		0.0%		3.0%		4.4%		0.0%		0.0%
Caribbean (D)		0.0%		0.0%		0.0%		2.0%		4.4%
Any other Black background (D)		0.0%		3.0%		0.0%		0.0%		0.0%
Mixed		38.8%		0.0%		5.7%		2.0%		0.0%
Asian and White (B)		1.6%		0.0%		4.4%		2.0%		0.0%
Any other mixed background (B)		17.0%		0.0%		1.3%		0.0%		0.0%
Other ethnic group		0.0%		12.0%		4.4%		0.0%		0.0%
Arab (G)		0.0%		9.0%		0.0%		0.0%		0.0%
Any other background (F)		0.0%		3.0%		4.4%		0.0%		0.0%
White or White British		54.4%		35.0%		58.1%		66.0%		46.7%
Prefer not to say		8.2%		24.0%		4.4%		5.6%		11.1%
Total FPE		100%		100%		100%		100%		100%

Contract Type

In 2020/21, 75% of academic staff were on open ended contracts (OECs), a slight reduction from previous years but above the sector average of 68% (Figure 4.10).

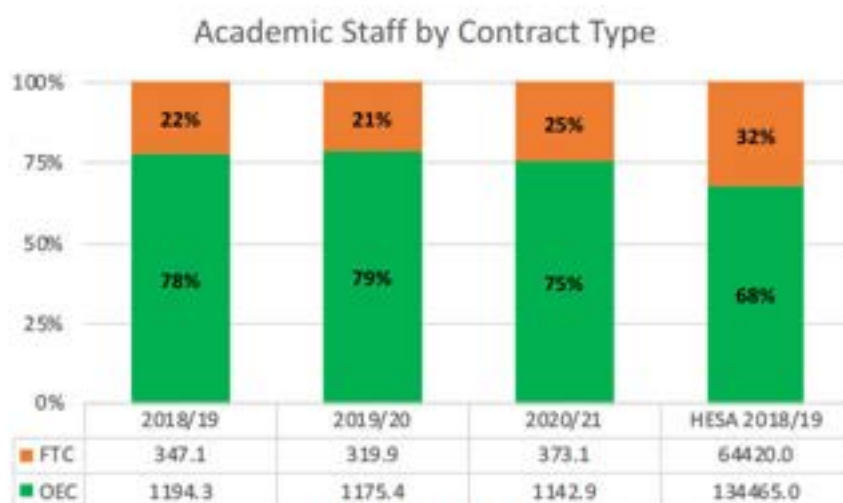


Figure 4.10. Academic Staff by Contract Type 2018-21 with HESA Benchmark

Of those who declared their ethnicity, more BAME staff were on fixed-term contracts (FTCs) (37%) compared to White staff (21%) (Figure 4.11). 71% of UK BAME staff are on OECs compared to 56% of Non-UK BAME staff.

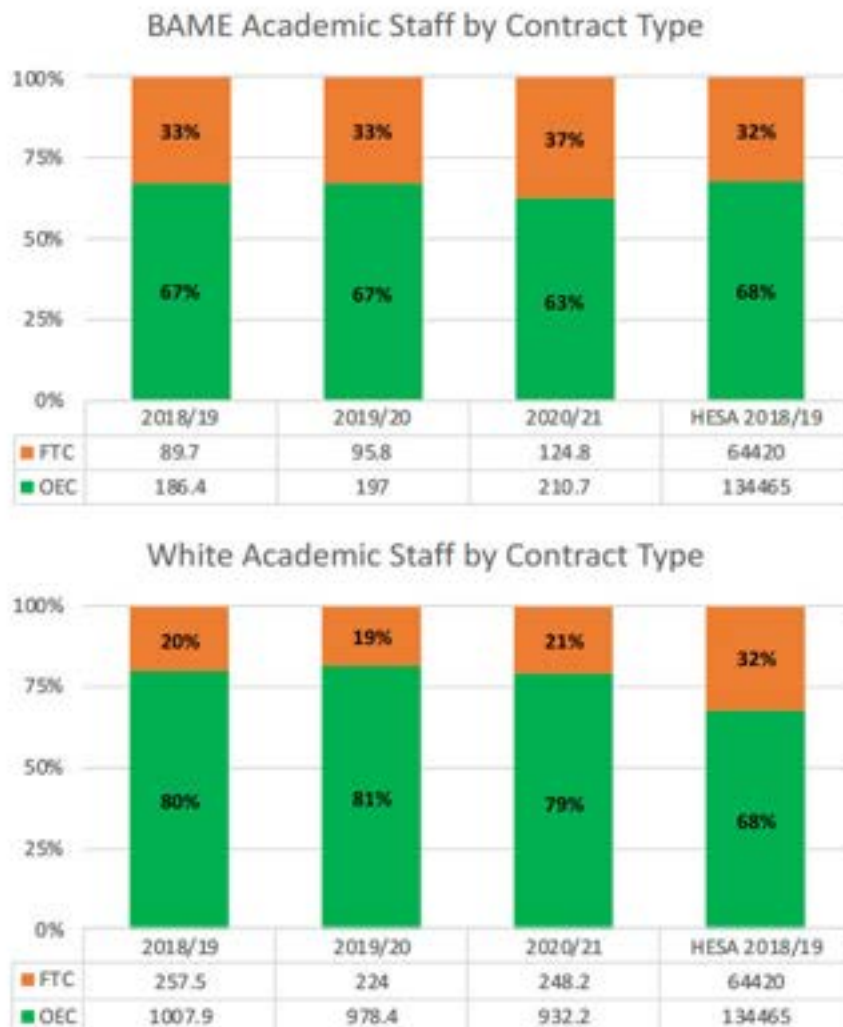


Figure 4.11. Academic Staff (White & BAME) by Contract Type 2018-21 with HESA Benchmark

Full-time (FT)/Part-time (PT) Contracts

In 2020/21, 89.6% of all academic staff were on FT contracts, 10.4% on PT contracts (Figure 4.12), higher than the sector average of 67.0%. Of those who disclosed their ethnicity, almost twice as many White staff (11.5%) worked PT compared to BAME staff (6.5%). (Figure 4.13). A similar observation is seen for UK and Non-UK staff.

Academic Staff - Full-Time vs Part-Time



Figure 4.12 Full-Time/Part-Time Academic Staff 2018-21 with HESA Benchmark

White Academic Staff - Full-Time vs Part-Time



BAME Academic Staff - Full-Time vs Part-Time



Figure 4.13 Academic Staff working Full-Time/Part-Time (White and BAME) 2018-21 with HESA Benchmark

Staff Turnover Rates

The overall turnover rate for all academic staff in 2020/21 was 14.7%: [REDACTED] FTE which includes 2.0% PNTS (Figure 4.14). The ethnic profile of all leavers is detailed in Figure 4.15, there was a slightly higher turnover rate for Non-UK staff (16.2%) compared to UK staff (14.0%).

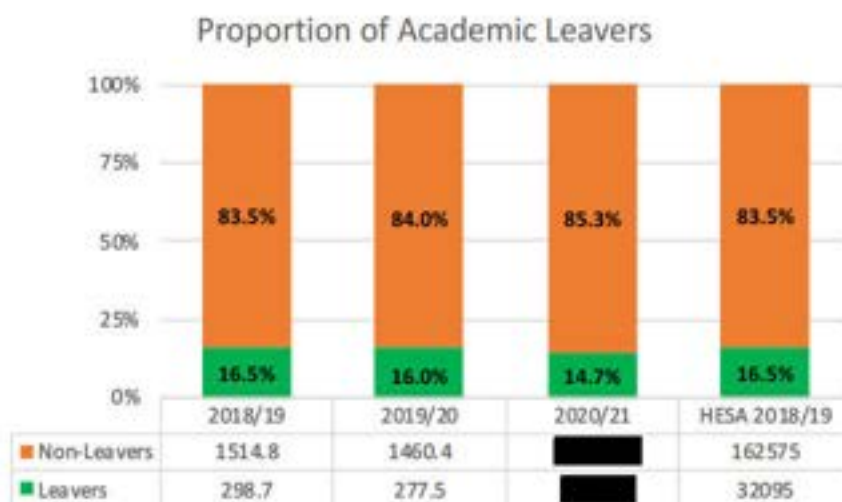


Figure 4.14 Proportion of Academic Leavers Over the Last Three Academic Years.

Ethnic Profile of Leavers

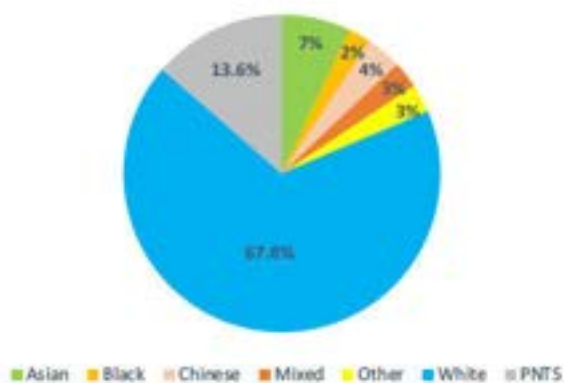


Figure 4.15 Ethnic Profile of Academic Leavers 2020/21

The University has both exit questionnaires and exit interviews, and information collected informs policy, procedure and practice developments. 32.2% of leavers resigned (Table 4.4), and the reasons were not always clear (Action 4.5).

Table 4.4 Academic Staff Reasons for Leaving

	White	BAME	PNTS
Voluntary Severance	25.7	█	█
Resignation	63.2	17.0	9.4
Redundancy	75.3	28.2	22.1
Retirement	█	█	█
Total	█	█	█

<u>Actions</u>	
Action 4.1	Improve ethnicity disclosure rates to develop a more accurate and comprehensive picture of the staff demographic through a targeted communication exercise.
Action 4.2	Full implementation of the recently developed Inclusive Recruitment Toolkit, to improve the ethnic diversity of academic staff.
Action 4.3	Identify targeted action interventions to increase the number of Black staff, particularly Black academic staff in CSE.
Action 4.4	Complete analysis to further disaggregation of academic clinical grades by ethnicity (completed as a result of further information requested).
Action 4.5	Improve completion rates for exit questionnaires and interviews through wider promotion throughout the staff lifecycle to better understand reasons for leaving by ethnicity.
Action 4.5.1	Once completion rates have improved (Feb 2025), analyse the reasons for staff leaving by ethnicity, and identify any areas of concern and aligned actions to address these and add to the REC action plan.

Table 4.5 Academic Staff (UK and non-UK) by Ethnicity 2018-21

	UK						Non-UK						All Academic staff						
	2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		
	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	
BAME	12.9%	13.3%	15.0%	28.3%	33.2%	37.0%	17.9%	18.6%	22.1%										
Asian or Asian British	6.3%	6.3%	7.2%	9.7%	10.5%	13.0%	7.3%	7.6%	9.0%										
Bangladeshi (C3)	0.2%	0.1%	0.1%	0.4%	0.4%	0.6%	0.1%	0.2%	0.3%										
Indian (C1)	4.8%	4.6%	4.8%	4.5%	5.1%	6.2%	4.7%	4.7%	5.2%										
Pakistani (C2)	0.7%	0.8%	1.0%	1.3%	1.1%	2.0%	0.8%	0.9%	1.3%										
Any other Asian background (C4)	0.6%	0.8%	1.3%	3.5%	3.9%	4.1%	1.5%	1.8%	2.2%										
Black or Black British	0.8%	1.2%	1.9%	2.1%	3.8%	4.1%	1.2%	2.0%	2.6%										
African (D2)	0.4%	0.7%	1.1%	1.9%	3.2%	3.4%	0.9%	1.5%	1.9%										
Caribbean (D1)	0.4%	0.5%	0.6%	0.2%	0.2%	0.2%	0.3%	0.4%	0.5%										
Any other Black background (D3)	0.0%	0.0%	0.1%	0.0%	0.4%	0.4%	0.0%	0.1%	0.2%										
Chinese (E1)	1.8%	1.8%	1.7%	10.0%	11.6%	11.7%	4.3%	4.9%	4.9%										
Mixed	2.2%	2.2%	2.4%	2.0%	1.8%	2.3%	2.1%	2.1%	2.4%										
Asian and White (B3)	1.0%	1.0%	0.9%	0.1%	0.5%	0.3%	0.7%	0.9%	0.7%										
Black African and White (B2)	0.2%	0.1%	0.1%	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%										
Black Caribbean and White (B1)	0.4%	0.3%	0.3%	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%										
Any other mixed background (B5)	0.7%	0.8%	1.1%	1.4%	0.9%	1.6%	0.9%	0.8%	1.3%										
Other	1.8%	1.8%	1.9%	5.5%	5.5%	6.0%	2.9%	3.0%	3.2%										
Arab (G1)	0.4%	0.5%	0.3%	2.4%	2.5%	3.3%	1.1%	1.1%	1.3%										
Any other background (F1)	1.4%	1.3%	1.6%	3.0%	2.9%	2.7%	1.9%	1.8%	2.0%										
White	87.1%	86.7%	85.0%	70.7%	66.8%	63.0%	82.1%	80.4%	77.9%										
White (A1)	87.1%	86.7%	85.0%	70.7%	66.8%	63.0%	82.1%	80.4%	77.9%										
Gypsy or Traveller (H1)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%										
Total BAME + White	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%										
Prefer not to say	13.7%	13.0%	10.1%	17.7%	100.0%	20.6%	15.0%	14.0%	10.2%										
Total																			

Table 4.6 Academic Staff (UK and non-UK) in each College by Ethnicity for 2018-21

		Life Sciences						Science and Engineering						Social Sciences, Arts and Humanities					
		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21	
		No.	↓N	No.	↓N	No.	↓N	No.	↓N	No.	↓N	No.	↓N	No.	↓N	No.	↓N	No.	↓N
UK & Non UK	BME	■	22.0%	■	23.0%	■	26.0%	■	17.0%	■	19.9%	■	22.4%	■	15.4%	■	16.9%	■	19.0%
	Asian	■	11.6%	■	11.5%	■	12.9%	■	6.6%	■	7.6%	■	10.1%	■	3.9%	■	4.0%	■	4.2%
	Black	■	1.2%	■	2.2%	■	2.9%	■	0.2%	■	0.4%	■	0.4%	■	1.9%	■	2.9%	■	1.6%
	Chinese	■	3.9%	■	4.7%	■	4.8%	■	5.8%	■	6.9%	■	6.6%	■	4.3%	■	4.4%	■	4.7%
	Mixed	■	2.2%	■	1.5%	■	2.2%	■	2.7%	■	2.2%	■	3.5%	■	1.9%	■	2.2%	■	2.2%
	Other	■	2.9%	■	3.1%	■	3.2%	■	2.4%	■	1.9%	■	1.8%	■	3.3%	■	3.4%	■	4.3%
	White	■	78.0%	■	77.0%	■	74.0%	■	82.1%	■	80.1%	■	77.6%	■	84.6%	■	83.1%	■	81.0%
	BAME + White Total	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%
	Prefer not to say	■	6.1%	■	9.0%	■	7.3%	■	11.8%	■	10.7%	■	8.3%	■	11.4%	■	9.1%	■	11.5%
	Total	■		■		■		■		■		■		■		■		■	
UK	BME	■	18.3%	■	18.0%	■	20.0%	■	11.5%	■	12.2%	■	12.6%	■	8.3%	■	8.6%	■	11.1%
	Asian	■	10.7%	■	10.5%	■	11.5%	■	5.7%	■	6.2%	■	6.5%	■	2.1%	■	1.9%	■	2.3%
	Black	■	0.8%	■	1.4%	■	2.0%	■	0.0%	■	0.0%	■	0.0%	■	1.5%	■	1.9%	■	2.8%
	Chinese	■	2.4%	■	2.4%	■	2.1%	■	1.8%	■	1.9%	■	1.5%	■	1.1%	■	1.0%	■	1.6%
	Mixed	■	2.5%	■	1.8%	■	2.4%	■	2.3%	■	2.5%	■	3.2%	■	2.4%	■	2.6%	■	2.3%
	Other	■	1.9%	■	2.0%	■	1.9%	■	1.8%	■	1.5%	■	1.5%	■	1.3%	■	1.2%	■	2.0%
	White	■	81.7%	■	82.0%	■	80.0%	■	88.5%	■	87.8%	■	87.4%	■	91.7%	■	91.4%	■	88.9%
	BAME + White Total	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%	■	100.0%
	Prefer not to say	■	11.7%	■	8.7%	■	6.9%	■	11.4%	■	10.0%	■	8.0%	■	11.2%	■	9.2%	■	9.9%
	Total	■		■		■		■		■		■		■		■		■	
Non UK	BME	■	31.8%	■	35.4%	■	40.5%	■	29.8%	■	32.9%	■	38.1%	■	28.6%	■	32.0%	■	33.6%
	Asian	■	14.1%	■	14.2%	■	16.3%	■	8.3%	■	9.8%	■	15.8%	■	7.2%	■	7.9%	■	7.7%
	Black	■	2.4%	■	4.1%	■	4.9%	■	1.0%	■	1.0%	■	1.1%	■	2.7%	■	4.6%	■	5.1%
	Chinese	■	7.9%	■	10.6%	■	11.2%	■	12.5%	■	15.2%	■	14.9%	■	10.2%	■	10.6%	■	10.3%
	Mixed	■	1.8%	■	0.6%	■	1.6%	■	3.5%	■	4.2%	■	3.9%	■	1.2%	■	1.5%	■	2.0%
	Other	■	5.5%	■	5.9%	■	6.5%	■	3.5%	■	2.6%	■	2.3%	■	7.2%	■	7.4%	■	8.5%
	White	■	68.2%	■	64.6%	■	59.5%	■	70.2%	■	67.1%	■	61.8%	■	71.4%	■	68.0%	■	66.4%
	BAME + White Total	■	100.0%	■	100.0%	■	100%	■	100%	■	100%	■	100%	■	100%	■	100%	■	100%
	Prefer not to say	■	14.2%	■	13.6%	■	45.3%	■	19.9%	■	14.0%	■	9.0%	■	18.4%	■	18.4%	■	
	Total	■		■		■		■		■		■		■		■		■	

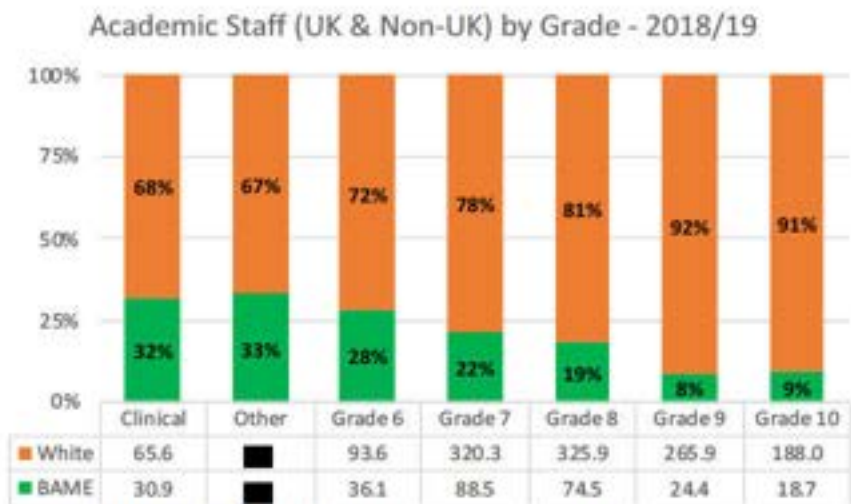
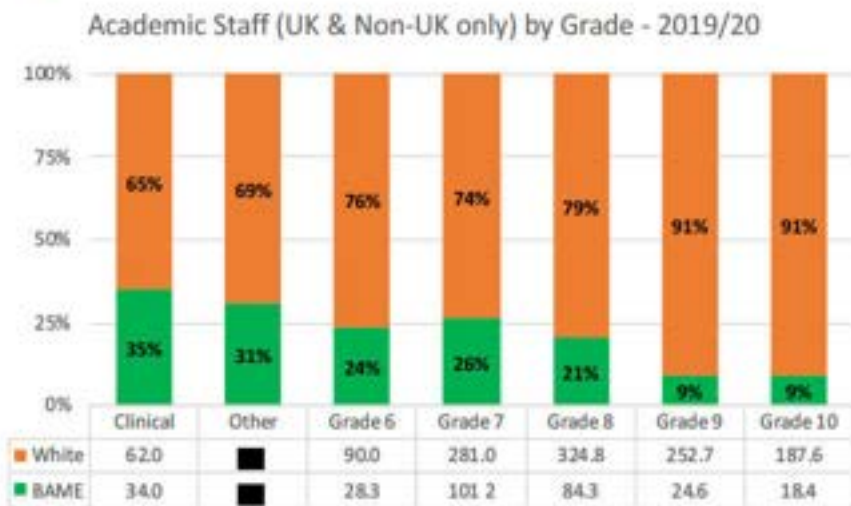
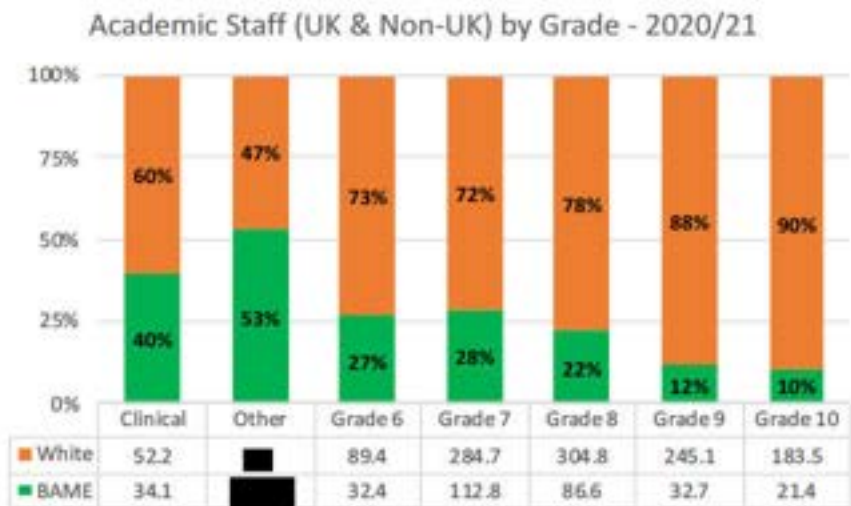
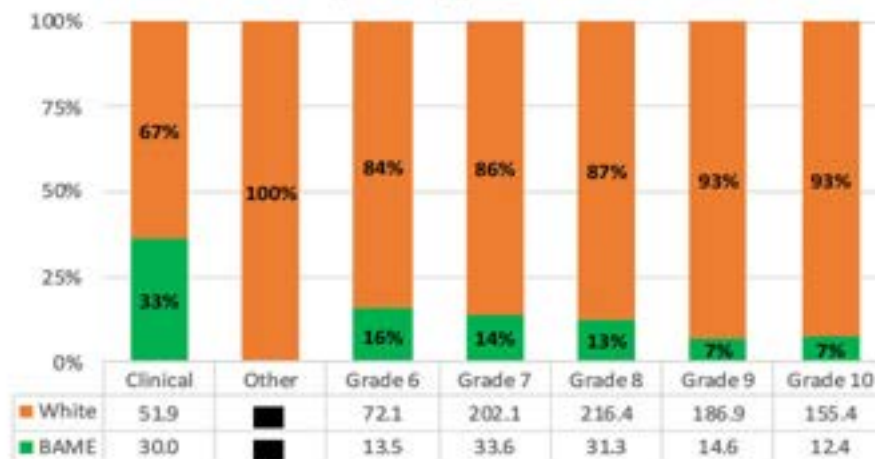


Figure 4.16 Academic Staff (UK and Non-UK) by Ethnicity and Grade for Three Years

Academic Staff (UK only) by Grade - 2020/21



Academic Staff (UK only) by Grade - 2019/20



Academic Staff (UK only) by Grade - 2018/19



Figure 4.17 Academic Staff (UK Only) by Ethnicity and Grade for Three Years

Academic Staff (Non-UK only) by Grade - 2020/21



Academic Staff (Non-UK only) by Grade - 2019/20



Academic Staff (Non-UK only) by Grade - 2018/19



Figure 4.18 Academic Staff (Non-UK Only) by Ethnicity and Grade for Three Years

Table 4.7 Academic Staff (UK and Non-UK) by Contract Type (OEC/FTC) and Ethnicity 2020/21

	UK Academic Staff - 2020/21						Non-UK Academic Staff - 2020/21						UK & Non-UK Academic Staff - 2020/21					
	Open Ended		Fixed Term		Total FPE	Total FPE%	Open Ended		Fixed Term		Total FPE	Total FPE%	Open Ended		Fixed Term		Total FPE	Total FPE%
	FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%		
BAME	█	13.6%	█	20.0%	█	15.0%	█	29.7%	█	54.1%	█	37.1%	█	18.4%	█	33.5%	█	22.1%
Asian or Asian British	█	5.9%	█	11.6%	█	7.2%	█	9.6%	█	20.7%	█	13.0%	█	7.0%	█	15.2%	█	9.0%
Bangladeshi (c3)		0.2%		0.0%		0.1%		0.0		2.0%		0.6%		0.1%		0.8%		0.3%
Indian (C1)		4.2%		6.9%		4.8%		15.0		10.5%		6.2%		4.2%		8.3%		5.2%
Pakistani (C2)		0.7%		1.8%		1.0%		4.0		4.1%		2.0%		0.9%		2.7%		1.3%
Any other Asian background (C4)		0.8%		3.0%		1.3%		14.0		4.1%		4.1%		1.8%		3.4%		2.2%
Black or Black British	█	1.2%	█	4.1%	█	1.9%	█	3.2%	█	6.1%	█	4.1%	█	1.8%	█	4.9%	█	2.6%
African (D2)		0.7%		2.5%		1.1%		2.3%		5.7%		3.4%		1.2%		3.8%		1.9%
Caribbean (D1)		0.5%		1.1%		0.6%		0.3%		0.4%		0.3%		0.4%		0.8%		0.5%
Any other Black background (D3)		0.0%		0.5%		0.1%		0.6%		0.0%		0.4%		0.2%		0.3%		0.2%
Chinese (E1)	█	2.0%	█	0.5%	█	1.7%	█	10.1%	█	15.5%	█	11.7%	█	4.4%	█	6.4%	█	4.9%
Mixed	█	2.4%	█	2.3%	█	2.4%	█	1.8%	█	3.7%	█	2.3%	█	2.2%	█	2.9%	█	2.4%
Asian and White (B3)		0.9%		1.0%		0.9%		0.0%		0.9%		0.3%		0.6%		1.0%		0.7%
Black African and White (B2)		0.0%		0.4%		0.1%		0.3%		0.0%		0.2%		0.1%		0.3%		0.1%
Black Caribbean and White (B1)		0.4%		0.0%		0.3%		0.3%		0.0%		0.2%		0.3%		0.0%		0.3%
Any other mixed background (B5)		1.2%		0.9%		1.1%		1.2%		2.7%		1.6%		1.2%		1.6%		1.3%
Other ethnic group	█	2.0%	█	1.4%	█	1.9%	█	5.0%	█	8.2%	█	6.0%	█	2.9%	█	4.1%	█	3.2%
Arab (G1)		0.4%		0.0%		0.3%		2.0%		6.1%		3.3%		0.9%		2.4%		1.3%
Any other background (F1)		1.7%		1.4%		1.6%		3.0%		2.0%		2.7%		2.1%		1.7%		2.0%
White	█	86.4%	█	80.0%	█	85.0%	█	70.3%	█	45.9%	█	62.9%	█	81.6%	█	66.5%	█	77.9%
BAME + White Total	█	100%	█	100%	█	100%	█	100.0%	█	100.0%	█	100.0%	█	100%	█	100%	█	100%
<i>Prefer not to say</i>																		
Total	█		█		█		█		█		█		█		█		█	

Table 4.8 Academic Staff (UK and Non-UK) by Contract Type (OEC/FTC) and Ethnicity 2019/20

	UK Academic Staff - 2019/20						Non-UK Academic Staff - 2019/20						UK & Non-UK Academic Staff - 2019/20					
	Open Ended		Fixed Term		Total FPE	Total FPE%	Open Ended		Fixed Term		Total FPE	Total FPE%	Open Ended		Fixed Term		Total FPE	Total FPE%
	FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%		
SAME	■	11.7%	■	19.5%	■	13.3%	■	28.2%	■	49.3%	■	33.2%	■	16.8%	■	30.0%	■	19.4%
Asian or Asian British	■	5.2%	■	10.9%	■	6.3%	■	9.3%	■	14.3%	■	10.5%	■	6.4%	■	12.1%	■	7.6%
Bangladeshi (c3)	■	0.2%	■	0.0%	■	0.1%	■	0.0%	■	1.8%	■	0.4%	■	0.1%	■	0.6%	■	0.2%
Indian (C1)	■	3.7%	■	8.2%	■	4.6%	■	4.0%	■	6.4%	■	5.1%	■	3.8%	■	8.2%	■	4.7%
Pakistani (C2)	■	0.6%	■	1.4%	■	0.8%	■	0.8%	■	1.8%	■	1.1%	■	0.7%	■	1.6%	■	0.9%
Any other Asian background (C4)	■	0.7%	■	1.3%	■	0.8%	■	4.4%	■	2.3%	■	3.9%	■	1.8%	■	1.7%	■	1.8%
Black or Black British	■	1.0%	■	2.1%	■	1.2%	■	3.3%	■	5.5%	■	3.8%	■	1.7%	■	3.3%	■	1.9%
African (D2)	■	0.5%	■	1.6%	■	0.7%	■	2.5%	■	5.5%	■	3.2%	■	1.1%	■	3.0%	■	1.5%
Caribbean (D1)	■	0.5%	■	0.5%	■	0.5%	■	0.3%	■	0.0%	■	0.2%	■	0.4%	■	0.3%	■	0.4%
Any other Black background (D3)	■	0.0%	■	0.0%	■	0.0%	■	0.6%	■	0.0%	■	0.4%	■	0.2%	■	0.0%	■	0.1%
Chinese (E1)	■	1.8%	■	1.5%	■	1.8%	■	10.6%	■	14.6%	■	11.6%	■	4.6%	■	6.1%	■	4.9%
Mixed	■	2.1%	■	2.5%	■	2.2%	■	1.4%	■	3.3%	■	1.8%	■	1.9%	■	2.8%	■	2.1%
Asian and White (B3)	■	1.0%	■	1.1%	■	1.0%	■	0.0%	■	2.1%	■	0.5%	■	0.7%	■	1.4%	■	0.9%
Black African and White (B2)	■	0.0%	■	0.5%	■	0.1%	■	0.0%	■	1.1%	■	0.3%	■	0.0%	■	0.7%	■	0.1%
Black Caribbean and White (B1)	■	0.4%	■	0.0%	■	0.2%	■	0.3%	■	0.0%	■	0.2%	■	0.3%	■	0.0%	■	0.3%
Any other mixed background (B5)	■	0.7%	■	1.0%	■	0.8%	■	1.1%	■	0.2%	■	0.9%	■	0.8%	■	0.7%	■	0.8%
Other ethnic group	■	1.6%	■	2.5%	■	1.8%	■	3.6%	■	11.5%	■	5.5%	■	2.2%	■	5.7%	■	3.0%
Arab (G1)	■	0.4%	■	1.0%	■	0.5%	■	1.7%	■	5.3%	■	2.5%	■	0.8%	■	2.5%	■	1.1%
Any other background (F1)	■	1.2%	■	1.5%	■	1.3%	■	1.9%	■	6.2%	■	2.9%	■	1.4%	■	3.2%	■	1.8%
White	■	88.8%	■	80.5%	■	86.7%	■	71.8%	■	50.7%	■	66.8%	■	83.2%	■	70.0%	■	80.4%
SAME + White Total	■	100%	■	100%	■	100%	■	100.0%	■	100.0%	■	100.0%	■	100%	■	100%	■	100%
Prefer not to say	■	10.2%	■	22.6%	■	13.0%	■	22.2%	■	25.8%	■	25.9%	■	12.9%	■	31.0%	■	17.7%
Total	■		■		■		■		■		■		■		■		■	

Table 4.9 Academic Staff (UK and Non-UK) by Contract Type (OEC/FTC) and Ethnicity 2018/19

	UK Academic Staff - 2018/19						Non-UK Academic Staff - 2018/19						UK & Non-UK Academic Staff - 2018/19					
	Open Ended		Fixed Term		Total FPE	Total FPEN	Open Ended		Fixed Term		Total FPE	Total FPEN	Open Ended		Fixed Term		Total FPE	Total FPEN
	FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN		
BAME	■	13.3%	■	18.3%	■	14.7%	■	25.6%	■	41.2%	■	29.3%	■	15.6%	■	25.8%	■	17.9%
Asian or Asian British	■	5.3%	■	9.7%	■	6.3%	■	8.0%	■	15.2%	■	9.7%	■	6.1%	■	11.5%	■	7.3%
Bangladeshi (C3)	■	0.2%	■	0.4%	■	0.2%	■	0.0%	■	1.8%	■	0.4%	■	0.1%	■	0.9%	■	0.3%
Indian (C1)	■	3.9%	■	7.9%	■	4.8%	■	3.5%	■	7.7%	■	4.5%	■	3.8%	■	7.8%	■	4.7%
Pakistani (C2)	■	0.6%	■	0.9%	■	0.7%	■	1.1%	■	1.8%	■	1.3%	■	0.8%	■	1.2%	■	0.8%
Any other Asian background (C4)	■	0.6%	■	0.5%	■	0.6%	■	3.4%	■	4.0%	■	3.5%	■	1.4%	■	1.7%	■	1.5%
Black or Black British	■	0.8%	■	0.8%	■	2.6%	■	1.7%	■	3.5%	■	2.1%	■	1.0%	■	1.7%	■	1.2%
African (D2)	■	0.4%	■	0.4%	■	0.4%	■	1.4%	■	3.5%	■	1.9%	■	0.7%	■	1.4%	■	0.9%
Caribbean (D1)	■	0.4%	■	0.3%	■	0.4%	■	0.3%	■	0.0%	■	0.2%	■	0.3%	■	0.2%	■	0.3%
Chinese (E1)	■	1.9%	■	1.5%	■	1.8%	■	10.3%	■	9.1%	■	10.0%	■	4.4%	■	4.0%	■	4.3%
Mixed	■	1.9%	■	3.2%	■	2.2%	■	1.4%	■	3.7%	■	2.0%	■	1.8%	■	3.4%	■	2.1%
Asian and White (B3)	■	1.0%	■	1.1%	■	1.0%	■	0.0%	■	0.3%	■	0.1%	■	0.7%	■	0.9%	■	0.7%
Black African and White (B2)	■	0.0%	■	0.9%	■	0.2%	■	0.0%	■	1.0%	■	0.3%	■	0.0%	■	0.9%	■	0.2%
Black Caribbean and White (B1)	■	0.4%	■	0.4%	■	0.4%	■	0.3%	■	0.0%	■	0.2%	■	0.3%	■	0.3%	■	0.3%
Any other mixed background (B5)	■	0.6%	■	0.8%	■	0.7%	■	1.1%	■	2.4%	■	1.4%	■	0.8%	■	1.3%	■	0.9%
Other ethnic group	■	1.4%	■	3.2%	■	1.8%	■	4.2%	■	9.6%	■	5.5%	■	2.3%	■	5.3%	■	2.9%
Arab (G1)	■	0.4%	■	0.7%	■	0.4%	■	2.0%	■	4.0%	■	2.4%	■	0.8%	■	1.8%	■	1.1%
Any other background (F1)	■	1.1%	■	2.4%	■	1.4%	■	2.2%	■	5.6%	■	3.0%	■	1.4%	■	3.5%	■	1.9%
White	■	88.7%	■	81.7%	■	87.1%	■	74.4%	■	58.8%	■	70.7%	■	84.4%	■	74.2%	■	82.1%
BAME + White Total	■	100%	■	100.0%	■	102%	■	100%	■	100%	■	100%	■	100%	■	100%	■	100%
Prefer not to say	■	9.6%	■	25.8%	■	13.7%	■	12.3%	■	31.0%	■	17.7%	■	12.3%	■	31.0%	■	17.7%
Total	■		■		■		■		■		■		■		■		■	

Table 4.10 Academic Staff (UK and Non-UK) by Contract Type (FT/PT) and Ethnicity 2020/21

	UK Academic Staff - 2020/21						Non-UK Academic Staff - 2020/21						UK & Non-UK Academic Staff - 2020/21					
	Full time		Part time		Total FPE	Total FPE%	Full time		Part time		Total FPE	Total FPE%	Full time		Part time		Total FPE	Total FPE%
	FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%		
BAME		15.7%		10.3%		15.0%		37.7%		25.9%		37.1%		23.2%		13.2%		22.1%
Asian or Asian British		7.3%		5.8%		7.2%		13.0%		12.1%		13.0%		9.3%		7.0%		9.0%
Bangladeshi (c3)		0.1%		0.4%		0.1%		0.7%		0.0%		0.6%		0.3%		0.3%		0.3%
Indian (C1)		4.9%		3.9%		4.8%		6.1%		8.4%		6.2%		5.3%		4.7%		5.2%
Pakistani (C2)		1.0%		0.6%		1.0%		2.0%		3.6%		2.0%		1.3%		1.2%		1.3%
Any other Asian background (C4)		1.3%		0.9%		1.3%		4.3%		0.0%		4.1%		2.4%		0.8%		2.2%
Black or Black British		2.0%		1.0%		1.9%		4.1%		3.4%		4.1%		2.7%		1.4%		2.6%
African (D2)		1.2%		0.5%		1.1%		3.5%		1.5%		3.4%		2.0%		0.7%		1.9%
Caribbean (D1)		0.7%		0.3%		0.6%		0.2%		1.9%		0.3%		0.5%		0.6%		0.5%
Any other Black background (D3)		0.1%		0.1%		0.0%		0.4%		0.0%		0.4%		0.2%		0.1%		0.2%
Chinese (E1)		1.8%		0.9%		1.7%		11.9%		8.3%		11.7%		5.2%		2.2%		4.9%
Mixed		2.6%		1.4%		2.4%		2.4%		1.3%		2.3%		2.5%		1.4%		2.4%
Asian and White (B3)		1.0%		0.3%		0.9%		0.2%		1.3%		0.3%		0.7%		0.5%		0.7%
Black African and White (B2)		0.1%		0.0%		0.1%		0.2%		0.0%		0.2%		0.1%		0.0%		0.1%
Black Caribbean and White (B1)		0.3%		0.0%		0.3%		0.2%		0.0%		0.2%		0.3%		0.0%		0.3%
Any other mixed background (B5)		1.1%		1.0%		1.1%		1.7%		0.0%		1.6%		1.3%		0.9%		1.3%
Other ethnic group		2.0%		1.3%		1.9%		6.3%		0.9%		6.0%		3.5%		1.2%		3.2%
Arab (G1)		0.3%		0.0%		0.3%		3.5%		0.0%		3.3%		1.4%		0.0%		1.3%
Any other background (F1)		1.7%		1.3%		1.6%		2.8%		0.9%		2.7%		2.1%		1.2%		2.0%
White		84.3%		89.7%		85.0%		62.3%		74.1%		62.9%		76.8%		86.8%		77.9%
BAME+ White Total		100.0%		100.0%		100.0%		100%		100%		100%		100.0%		100.0%		100%
<i>Prefer not to say</i>						13.7%								15.6%		45.7%		17.7%
Total																		

Table 4.11 Academic Staff (UK and Non-UK) by Contract Type (FT/PT) and Ethnicity 2020/21

	UK Academic Staff - 2020/21						Non-UK Academic Staff - 2020/21						UK & Non-UK Academic Staff - 2020/21					
	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN
	FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN		
BAME	■	15.7%	■	10.3%	■	15.0%	■	37.7%	■	25.9%	■	37.2%	■	25.2%	■	15.2%	■	22.1%
Asian or Asian British	■	7.3%	■	5.8%	■	7.2%	■	13.0%	■	12.1%	■	13.0%	■	9.3%	■	7.0%	■	9.0%
Bangladeshi (C1)	■	0.1%	■	0.4%	■	0.1%	■	0.7%	■	0.0%	■	0.6%	■	0.3%	■	0.3%	■	0.3%
Indian (C1)	■	4.9%	■	3.9%	■	4.8%	■	6.1%	■	8.4%	■	6.2%	■	5.3%	■	4.7%	■	5.2%
Pakistani (C2)	■	1.0%	■	0.6%	■	1.0%	■	2.0%	■	3.6%	■	2.0%	■	1.3%	■	1.2%	■	1.3%
Any other Asian background (C4)	■	1.3%	■	0.9%	■	1.3%	■	4.3%	■	0.0%	■	4.1%	■	2.4%	■	0.8%	■	2.2%
Black or Black British	■	2.0%	■	1.0%	■	1.9%	■	4.1%	■	3.4%	■	4.1%	■	2.7%	■	1.4%	■	2.6%
African (D2)	■	1.2%	■	0.5%	■	1.1%	■	3.5%	■	1.5%	■	3.4%	■	2.0%	■	0.7%	■	1.9%
Caribbean (D1)	■	0.7%	■	0.3%	■	0.6%	■	0.2%	■	1.9%	■	0.3%	■	0.5%	■	0.6%	■	0.5%
Any other Black background (D3)	■	0.1%	■	0.1%	■	0.0%	■	0.4%	■	0.0%	■	0.4%	■	0.2%	■	0.1%	■	0.2%
Chinese (E1)	■	1.8%	■	0.9%	■	1.7%	■	11.9%	■	8.3%	■	11.7%	■	5.2%	■	2.2%	■	4.9%
Mixed	■	2.6%	■	1.4%	■	2.4%	■	2.4%	■	1.3%	■	2.3%	■	2.5%	■	1.4%	■	2.4%
Asian and White (B5)	■	1.0%	■	0.3%	■	0.9%	■	0.2%	■	1.3%	■	0.2%	■	0.7%	■	0.5%	■	0.7%
Black African and White (B2)		0.1%		0.0%		0.1%		0.2%		0.0%		0.2%		0.1%		0.0%		0.1%
Black Caribbean and White (B3)		0.3%		0.0%		0.3%		0.2%		0.0%		0.2%		0.3%		0.0%		0.3%
Any other mixed background (B5)		1.1%		1.0%		1.1%		1.7%		0.0%		1.6%		1.3%		0.9%		1.3%
Other ethnic group		2.0%		1.3%		1.9%		6.3%		0.9%		6.0%		3.5%		1.2%		3.2%
Arab (G1)		0.3%		0.0%		0.3%		3.5%		0.0%		3.3%		1.4%		0.0%		1.3%
Any other background (F1)		1.7%		1.3%		1.6%		2.8%		0.9%		2.7%		2.1%		1.2%		2.0%
White		84.3%		89.7%		85.0%		62.3%		74.1%		62.8%		76.8%		84.8%		77.9%
BAME + White Total		100.0%		100.0%		100.0%		100%		100%		100%		100.0%		100.0%		100%
Prefer not to say						13.7%								15.6%		45.7%		17.7%
Total																		

Table 4.12 Academic Staff (UK and Non-UK) by Contract Type (FT/PT) and Ethnicity 2019/20

	UK Academic Staff - 2019/20						Non-UK Academic Staff - 2019/20						UK & Non-UK Academic Staff - 2019/20					
	Full-Time		Part-Time		Total FPE	Total FPE%	Full-Time		Part-Time		Total FPE	Total FPE%	Full-Time		Part-Time		Total FPE	Total FPE%
	FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%		
SAME	████	14.0%	████	8.3%	████	13.3%	████	34.0%	████	18.6%	████	33.2%	████	20.7%	████	10.0%	████	19.3%
Asian or Asian British	████	6.6%	████	4.4%	████	6.3%	████	10.7%	████	6.6%	████	10.5%	████	8.0%	████	4.7%	████	7.6%
Bangladeshi (C3)	██	0.1%	██	0.4%	██	0.1%	██	0.4%	██	0.0%	██	0.4%	██	0.2%	██	0.3%	██	0.2%
Indian (C1)	████	4.8%	████	3.2%	████	4.6%	████	5.2%	████	4.1%	████	5.2%	████	4.9%	████	3.3%	████	4.7%
Pakistani (C2)	██	0.9%	██	0.0%	██	0.8%	██	1.1%	██	0.0%	██	1.2%	██	1.0%	██	0.0%	██	0.9%
Any other Asian background (C4)	██	0.8%	██	0.9%	██	0.8%	████	4.0%	██	2.5%	████	3.9%	██	1.9%	██	1.1%	████	1.8%
Black or Black British	████	1.3%	████	0.3%	████	1.2%	████	4.0%	████	0.8%	████	3.8%	████	2.2%	████	0.4%	████	1.9%
African (D2)	██	0.8%	██	0.3%	██	0.7%	████	3.3%	██	0.8%	████	3.2%	████	1.6%	██	0.4%	████	1.5%
Caribbean (D1)	██	0.6%	██	0.0%	██	0.5%	██	0.2%	██	0.0%	██	0.2%	██	0.4%	██	0.0%	██	0.4%
Any other Black background (D3)	██	0.0%	██	0.0%	██	0.0%	██	0.4%	██	0.0%	██	0.4%	██	0.1%	██	0.0%	██	0.1%
Chinese (E1)	████	1.9%	████	0.9%	████	1.8%	████	12.0%	████	3.7%	████	11.6%	████	5.3%	████	1.3%	████	4.9%
Mixed	████	2.3%	████	1.0%	████	2.2%	██	1.8%	████	3.3%	██	1.8%	████	2.2%	████	1.3%	████	2.1%
Asian and White (B3)	████	1.1%	██	0.3%	████	1.0%	██	0.4%	██	1.7%	██	0.5%	████	0.9%	██	0.5%	████	0.9%
Black African and White (B2)	██	0.1%	██	0.0%	██	0.1%	██	0.2%	██	0.8%	██	0.3%	██	0.1%	██	0.1%	██	0.1%
Black Caribbean and White (B1)	██	0.3%	██	0.0%	██	0.2%	██	0.2%	██	0.0%	██	0.2%	██	0.3%	██	0.0%	██	0.3%
Any other mixed background (B5)	██	0.8%	██	0.6%	██	0.8%	██	0.9%	██	0.8%	██	0.9%	██	0.8%	██	0.7%	██	0.8%
Other ethnic group	████	1.8%	████	1.8%	████	1.8%	████	5.6%	████	4.1%	████	5.5%	████	3.0%	████	2.1%	████	3.0%
Arab (G1)	██	0.6%	██	0.0%	██	0.5%	████	2.7%	██	0.0%	████	2.5%	████	1.3%	██	0.0%	████	1.1%
Any other background (F1)	████	1.2%	██	1.8%	████	1.3%	████	2.9%	██	4.1%	████	2.9%	████	1.8%	██	2.1%	████	1.8%
White	████	86.0%	████	91.7%	████	86.7%	████	66.0%	████	81.4%	████	66.8%	████	79.3%	████	90.0%	████	80.4%
SAME + White Total	████	100%	████	100%	████	100%	████	100.0%	████	100.0%	████	100.0%	████	100%	████	100%	████	100%
Prefer not to say	████	10.2%	████	22.6%	████	13.0%	████	12.2%	████	25.8%	████	15.9%	████	12.3%	████	31.0%	████	17.7%
Total	████		████		████		████		████		████		████		████		████	

Table 4.13 Academic Staff (UK and Non-UK) by Contract Type (FT/PT) and Ethnicity 2018/19

	UK Academic Staff - 2018/19						Non-UK Academic Staff - 2018/19						UK & Non-UK Academic Staff - 2018/19					
	Full-Time		Part-Time		Total FPE	Total FPE%	Full-Time		Part-Time		Total FPE	Total FPE%	Full-Time		Part-Time		Total FPE	Total FPE%
	FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%			FPE	FPE%	FPE	FPE%		
SAME	████	13.2%	████	10.4%	████	14.7%	████	29.6%	████	24.5%	████	29.9%	████	18.5%	████	12.6%	████	17.9%
Asian or Asian British	████	6.5%	████	4.2%	████	6.3%	████	9.8%	████	8.2%	████	9.7%	████	7.6%	████	4.8%	████	7.3%
Bangladeshi (C3)	██	0.2%	██	0.3%	██	0.2%	██	0.4%	██	0.0%	██	0.4%	██	0.3%	██	0.3%	██	0.3%
Indian (C1)	████	5.0%	████	3.7%	████	4.6%	████	4.4%	████	5.5%	████	4.5%	████	4.8%	████	3.9%	████	4.7%
Pakistani (C2)	██	0.7%	██	0.0%	██	0.7%	██	1.3%	██	0.0%	██	1.3%	██	0.9%	██	0.0%	██	0.8%
Any other Asian background (C4)	██	0.6%	██	0.2%	██	0.6%	██	3.6%	██	2.7%	██	3.5%	██	1.6%	██	0.6%	██	1.5%
Black or Black British	██	0.7%	██	1.0%	████	2.6%	██	2.0%	██	4.5%	████	2.1%	██	1.1%	██	1.5%	████	1.2%
African (D2)	██	0.4%	██	0.3%	██	0.4%	██	1.8%	██	4.5%	██	1.9%	██	0.9%	██	1.0%	████	0.9%
Caribbean (D1)	██	0.2%	██	0.7%	██	0.4%	██	0.2%	██	0.0%	██	0.2%	██	0.3%	██	0.6%	██	0.3%
Chinese (E3)	████	1.9%	██	1.1%	████	1.8%	████	10.5%	██	1.8%	████	10.0%	████	4.7%	██	1.2%	████	4.3%
Mixed	████	2.3%	██	1.4%	████	2.2%	██	1.8%	██	5.9%	████	2.0%	████	2.1%	██	2.1%	████	2.1%
Asian and White (B3)	████	1.1%	██	0.5%	████	1.0%	██	0.0%	██	1.8%	██	0.1%	████	0.7%	██	0.7%	████	0.7%
Black African and White (B2)	██	0.2%	██	0.0%	██	0.2%	██	0.2%	██	0.9%	██	0.3%	██	0.2%	██	0.1%	██	0.2%
Black Caribbean and White (B1)	██	0.4%	██	0.0%	██	0.4%	██	0.2%	██	0.0%	██	0.2%	██	0.4%	██	0.0%	██	0.3%
Any other mixed background (B5)	██	0.6%	██	0.9%	██	0.7%	██	1.3%	██	3.2%	██	1.4%	████	0.9%	██	1.2%	████	0.9%
Other ethnic group	████	1.7%	██	2.8%	████	1.8%	████	5.6%	██	4.1%	████	5.5%	████	2.9%	██	3.0%	████	2.9%
Arab (G1)	██	0.4%	██	0.6%	██	0.4%	████	2.4%	██	2.3%	████	2.4%	████	1.1%	██	0.8%	████	1.1%
Any other background (F1)	████	1.3%	██	2.2%	████	1.4%	████	3.1%	██	1.8%	████	3.0%	████	1.9%	██	2.1%	████	1.9%
White	████	86.8%	████	89.4%	████	87.1%	████	70.4%	████	75.3%	████	70.7%	████	81.9%	████	87.4%	████	82.1%
SAME + White Total	████	100%	████	100.0%	████	102%	████	100%	████	100%	████	100%	████	100%	████	100%	████	100%
Prefer not to say	████	13.7%	██	13.7%	████	13.7%	██	12.9%	██	31.0%	████	17.7%	████	12.9%	██	31.0%	████	17.7%
Total	████		████		████		████		████		████		████		████		████	

Table 4.14 Academic Staff (UK and Non-UK) Leavers by Ethnicity 2020/21

	UK Academic Leavers - 2020/21				Non-UK Academic Leavers - 2020/21				UK & Non-UK Academic Leavers - 2020/21			
	Total Staff	Leavers	Turnover Rate (%)		Total Staff	Leavers	Turnover Rate (%)		Total Staff	Leavers	Turnover Rate (%)	
			Within Category	Against All Staff			Within Category	Against All Staff			Within Category	Against All Staff
BAME	■	■	11.2%	1.7%	■	■	15.9%	5.9%	■	■	13.8%	3.0%
Asian or Asian British	■	■	15.3%	1.1%	■	■	9.8%	1.3%	■	■	12.7%	1.1%
Bangladeshi (c3)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Indian (C1)	■	■	14.3%	0.7%	■	■	17.1%	1.1%	■	■	15.4%	0.8%
Pakistani (C2)	■	■	30.6%	0.3%	■	■	10.0%	0.2%	■	■	20.2%	0.3%
Any other Asian background (C4)	■	■	9.1%	0.1%	■	■	0.0%	0.0%	■	■	3.6%	0.1%
Black or Black British	■	■	13.0%	0.2%	■	■	16.3%	0.7%	■	■	14.7%	0.4%
African (D2)	■	■	12.8%	0.1%	■	■	19.8%	0.7%	■	■	16.9%	0.3%
Caribbean (D1)	■	■	15.7%	0.1%	■	■	0.0%	0.0%	■	■	12.6%	0.1%
Any other Black background (D3)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Chinese (E1)	■	■	0.0%	0.0%	■	■	15.7%	1.8%	■	■	12.1%	0.6%
Mixed	■	■	13.9%	0.3%	■	■	29.7%	0.7%	■	■	18.9%	0.4%
Asian and White (B3)	■	■	21.2%	0.2%	■	■	27.2%	0.1%	■	■	22.0%	0.2%
Black African and White (B2)	■	■	100.0%	0.1%	■	■	0.0%	0.0%	■	■	50.0%	0.1%
Black Caribbean and White (B1)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Any other mixed background (B5)	■	■	3.9%	0.0%	■	■	37.5%	0.6%	■	■	17.8%	0.2%
Other ethnic group	■	■	1.0%	0.0%	■	■	23.9%	1.4%	■	■	14.7%	0.5%
Arab (G1)	■	■	0.0%	0.0%	■	■	31.3%	1.0%	■	■	26.3%	0.3%
Any other background (F1)	■	■	1.2%	0.0%	■	■	15.1%	0.4%	■	■	7.4%	0.1%
White	■	■	13.8%	11.7%	■	■	15.6%	9.8%	■	■	14.3%	11.1%
BAME + White Total	■	■	13.4%	13.4%	■	■	15.7%	15.7%	■	■	14.2%	14.2%
Prefer not to say	■	■	19.1%	1.9%	■	■	20.3%	2.2%	■	■	19.5%	2.0%
Total	■	■	44.2%	14.0%	■	■	51.8%	16.2%	■	■	47.5%	14.7%

Table 4.15 Academic Staff (UK and Non-UK) Leavers by Ethnicity 2019/20

	UK Academic Leavers - 2019/20				Non-UK Academic Leavers - 2019/20				UK & Non-UK Academic Leavers - 2019/20			
	Total Staff	Leavers	Turnover Rate (%)		Total Staff	Leavers	Turnover Rate (%)		Total Staff	Leavers	Turnover Rate (%)	
			Within Category	Against All Staff			Within Category	Against All Staff			Within Category	Against All Staff
BAME	■	■	13.7%	2.1%	■	■	13.7%	4.5%	■	■	14.0%	2.9%
Asian or Asian British	■	■	15.0%	0.9%	■	■	11.3%	1.2%	■	■	13.4%	1.0%
Bangladeshi (c3)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Indian (C1)	■	■	16.4%	0.8%	■	■	12.5%	0.6%	■	■	15.1%	0.7%
Pakistani (C2)	■	■	12.5%	0.1%	■	■	0.0%	0.0%	■	■	7.7%	0.1%
Any other Asian background (C4)	■	■	12.3%	0.1%	■	■	14.0%	0.5%	■	■	13.5%	0.2%
Black or Black British	■	■	0.0%	0.0%	■	■	5.5%	0.2%	■	■	3.3%	0.1%
African (D2)	■	■	0.0%	0.0%	■	■	6.6%	0.2%	■	■	4.4%	0.1%
Caribbean (D1)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Any other Black background (D3)				0.0%	■	■	0.0%	0.0%	■	■		0.0%
Chinese (E1)	■	■	22.1%	0.4%	■	■	13.1%	1.5%	■	■	15.3%	0.7%
Mixed	■	■	18.0%	0.4%	■	■	38.6%	0.7%	■	■	23.8%	0.5%
Asian and White (B3)	■	■	19.3%	0.2%	■	■	42.1%	0.2%	■	■	23.5%	0.2%
Black African and White (B2)	■	■	0.0%	0.0%	■	■	100.0%	0.3%	■	■	54.3%	0.1%
Black Caribbean and White (B1)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Any other mixed background (B5)	■	■	25.6%	0.2%	■	■	28.3%	0.3%	■	■	26.6%	0.2%
Other ethnic group	■	■	19.7%	0.4%	■	■	16.8%	0.9%	■	■	18.0%	0.5%
Arab (G1)	■	■	22.8%	0.3%	■	■	8.3%	0.2%	■	■	15.9%	0.3%
Any other background (F1)	■	■	11.6%	0.1%	■	■	24.1%	0.7%	■	■	20.8%	0.3%
White	■	■	14.2%	12.3%	■	■	14.3%	9.5%	■	■	14.2%	11.4%
BAME + White Total	■	■	14.4%	14.4%	■	■	14.1%	14.1%	■	■	14.3%	14.3%
Prefer not to say	■	■	25.8%	3.4%	■	■	26.9%	4.3%	■	■	26.2%	3.7%
Total	■	■	55.8%	15.9%	■	■	54.9%	16.1%	■	■	55.1%	16.0%

Table 4.16 Academic Staff (UK and Non-UK) Leavers by Ethnicity 2018/19

	UK Academic Leavers - 2018/19				Non-UK Academic Leavers - 2018/19				UK & Non-UK Academic Leavers - 2018/19			
	Total Staff	Leavers	Turnover Rate (%)		Total Staff	Leavers	Turnover Rate (%)		Total Staff	Leavers	Turnover Rate (%)	
			Within Category	Against All Staff			Within Category	Against All Staff			Within Category	Against All Staff
BAME	■	■	15.3%	2.0%	■	■	16.1%	4.7%	■	■	15.7%	2.8%
Asian or Asian British	■	■	17.6%	1.1%	■	■	13.6%	1.3%	■	■	16.0%	1.2%
Bangladeshi (c3)	■	■	58.3%	0.1%	■	■	0.0%	0.0%	■	■	31.8%	0.1%
Indian (C1)	■	■	18.3%	0.9%	■	■	5.8%	0.3%	■	■	14.6%	0.7%
Pakistani (C2)	■	■	14.3%	0.1%	■	■	33.3%	0.4%	■	■	23.1%	0.2%
Any other Asian background (C4)	■	■	0.0%	0.0%	■	■	18.1%	0.6%	■	■	13.2%	0.2%
Black or Black British	■	■	0.0%	0.0%	■	■	8.2%	0.2%	■	■	4.5%	0.1%
African (D2)	■	■	0.0%	0.0%	■	■	9.1%	0.2%	■	■	6.1%	0.1%
Caribbean (D1)	■	■	0.0%	0.0%	■	■	0.0%	0.0%	■	■	0.0%	0.0%
Chinese (E1)	■	■	9.5%	0.2%	■	■	10.9%	1.1%	■	■	10.5%	0.5%
Mixed	■	■	14.4%	0.3%	■	■	48.7%	1.0%	■	■	24.0%	0.5%
Asian and White (B3)	■	■	3.8%	0.0%	■	■	0.0%	0.0%	■	■	3.6%	0.0%
Black African and White (B2)	■	■	50.0%	0.1%	■	■	84.3%	0.2%	■	■	62.8%	0.1%
Black Caribbean and White (B1)	■	■	25.0%	0.1%	■	■	0.0%	0.0%	■	■	20.0%	0.1%
Any other mixed background (B5)	■	■	14.1%	0.1%	■	■	52.3%	0.7%	■	■	32.6%	0.3%
Other ethnic group	■	■	21.2%	0.4%	■	■	21.3%	1.2%	■	■	21.3%	0.6%
Arab (G1)	■	■	36.5%	0.2%	■	■	21.9%	0.5%	■	■	26.1%	0.3%
Any other background (F1)	■	■	16.3%	0.2%	■	■	20.9%	0.6%	■	■	18.6%	0.3%
White	■	■	14.4%	12.6%	■	■	15.4%	10.9%	■	■	14.7%	12.0%
BAME + White Total	■	■	14.5%	12.5%	■	■	15.6%	15.6%	■	■	14.9%	14.9%
Prefer not to say	■	■	25.9%	3.6%	■	■	25.2%	4.5%	■	■	25.6%	3.8%
Total	■	■	55.6%	16.1%	■	■	56.7%	17.3%	■	■	56.0%	16.5%

Table 4.17 Reasons for Leaving - Academic Staff (UK and Non-UK) by Ethnicity 2020/21

Academic Leavers - 2020/21						
UK and Non-UK		Redundancy	Resignation	Retirement	Voluntary Severance	Total
		BAME	█	█	0.0	█
	Asian or Asian British	█	█	0.0	█	█
	Black or Black British	█	█	0.0	█	█
	Chinese (E1)	█	█	0.0	█	█
	Mixed	█	█	0.0	█	█
	Other ethnic group	█	█	0.0	█	█
	White	█	█	█	█	█
	BAME + White Total	█	█	█	█	█
	Prefer not to say	█	█	█	█	█
	Total	█	█	█	█	█
UK		Redundancy	Resignation	Retirement	Voluntary Severance	Total
	BAME	█	█	0.0	█	█
	Asian or Asian British	█	█	0.0	█	█
	Black or Black British	█	█	0.0	█	█
	Chinese (E1)	█	█	0.0	█	█
	Mixed	█	█	0.0	█	█
	Other ethnic group	█	█	0.0	█	█
	White	█	█	█	█	█
	BAME + White Total	█	█	█	█	█
	Prefer not to say	█	█	█	█	█
	Total	█	█	█	█	█
Non-UK	2019/20	Redundancy	Resignation	Retirement	Voluntary Severance	Total
	BAME	█	█	0.0	0.0	█
	Asian or Asian British	█	█	0.0	0.0	█
	Black or Black British	█	█	0.0	0.0	█
	Chinese (E1)	█	█	0.0	0.0	█
	Mixed	█	█	0.0	0.0	█
	Other ethnic group	█	█	0.0	0.0	█
	White	█	█	0.0	█	█
	BAME + White Total	█	█	0.0	█	█
	Prefer not to say	█	█	0.0	█	█
	Total	█	█	█	█	█

Table 4.18 Reasons for Leaving - Academic Staff (UK and Non-UK) by Ethnicity in 2019/20

Academic Leavers - 2019/20						
UK and Non-UK		Redundancy	Resignation	Retirement	Voluntary Severance	Total
		BAME	█	█	█	█
	Asian or Asian British	█	█	█	█	█
	Black or Black British	█	█	█	█	█
	Chinese (E1)	█	█	█	█	█
	Mixed	█	█	█	█	█
	Other ethnic group	█	█	█	█	█
	White	█	█	█	█	█
	BAME + White Total	█	█	█	█	█
	Prefer not to say	█	█	█	0.0	█
	Total	█	█	█	█	█
UK		Redundancy	Resignation	Retirement	Voluntary Severance	Total
	BAME	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█
	Black or Black British	█	█	█	█	█
	Chinese (E1)	█	█	█	█	█
	Mixed	█	█	█	█	█
	Other ethnic group	█	█	█	█	█
	White	█	█	█	█	█
	BAME + White Total	█	█	█	█	█
	Prefer not to say	█	█	█	0.0	█
	Total	█	█	█	█	█
Non-UK	2019/20	Redundancy	Resignation	Retirement	Voluntary Severance	Total
	BAME	█	█	0.0	0.0	█
	Asian or Asian British	█	█	█	█	█
	Black or Black British	█	█	█	█	█
	Chinese (E1)	█	█	█	█	█
	Mixed	█	█	█	█	█
	Other ethnic group	█	█	█	█	█
	White	█	█	█	0.0	█
	BAME + White Total	█	█	█	█	█
	Prefer not to say	█	█	0.0	0.0	█
	Total	█	█	█	█	█

Table 4.19 Reasons for Leaving - Academic Staff (UK and Non-UK) by Ethnicity 2018/19

		Academic Leavers - 2018/19				
		Redundancy	Resignation	Retirement	Voluntary Severance	Total
UK and Non-UK	BAME	■	■	■	■	■
	Asian or Asian British	■	■	■	■	■
	Black or Black British	■	■	■	■	■
	Chinese (E1)	■	■	■	■	■
	Mixed	■	■	■	■	■
	Other ethnic group	■	■	■	■	■
	White	■	■	■	■	■
	BAME + White Total	■	■	■	■	■
	Prefer not to say	■	■	■	■	■
	Total	■	■	■	■	■
UK		Redundancy	Resignation	Retirement	Voluntary Severance	Total
	BAME	■	■	■	■	■
	Asian or Asian British	■	■	■	■	■
	Black or Black British	■	■	■	■	■
	Chinese (E1)	■	■	■	■	■
	Mixed	■	■	■	■	■
	Other ethnic group	■	■	■	■	■
	White	■	■	■	■	■
	BAME + White Total	■	■	■	■	■
	Prefer not to say	■	■	■	■	■
Total	■	■	■	■	■	
Non-UK	2018/20	Redundancy	Resignation	Retirement	Voluntary Severance	Total
	BAME	■	■	■	■	■
	Asian or Asian British	■	■	■	■	■
	Black or Black British	■	■	■	■	■
	Chinese (E1)	■	■	■	■	■
	Mixed	■	■	■	■	■
	Other ethnic group	■	■	■	■	■
	White	■	■	■	■	■
	BAME + White Total	■	■	■	■	■
	Prefer not to say	■	■	■	■	■
Total	■	■	■	■	■	

4b Professional and Support Staff

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

- the institution as a whole
- each central department (and where relevant, each academic faculty)
- 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

The ethnicity disclosure rate for Professional Services (PS) staff has improved over the 3-year period and is currently 91.1% (Action 4.1). Of those who declared their ethnicity, the proportion of PS BAME staff across the University has increased from 20.8% to 22.8%, greater than the sector average of 12.7%. The proportion of UK BAME staff has also slightly increased, for non-UK BAME staff it has remained consistent around 38/39% (Figure 4.19).

Ethnic Profile of Professional Services Staff

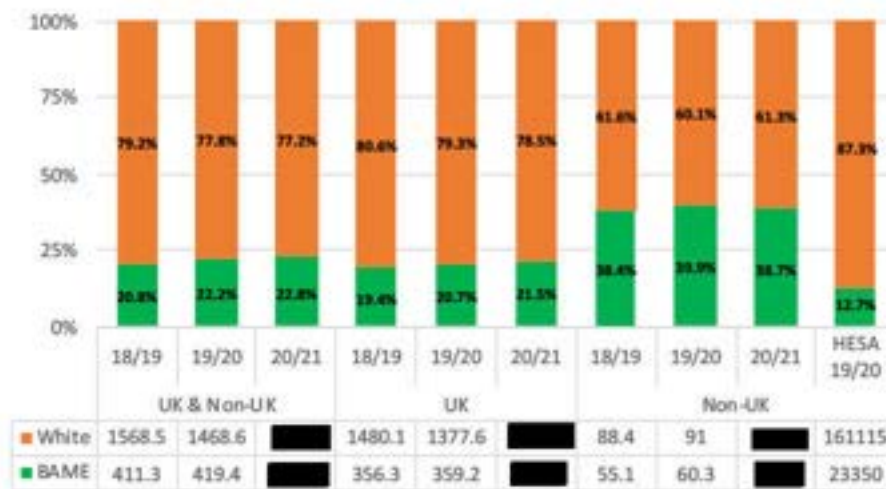


Figure 4.19 Ethnic Profile of Academic Staff 2018-21

The ethnic profile of PS staff in 2020/21 shows that the smallest BAME staff groups were Chinese (0.8%) and Other backgrounds (0.6%). Staff of Asian background (17.1%) were the largest BAME staff group (Figure 4.20) represented.

Ethnic Profile of PS Staff - 2020/21

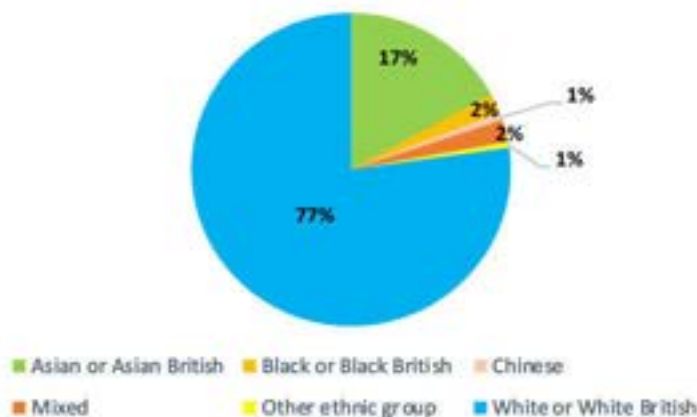


Figure 4.20 Ethnic Profile of Professional Services Staff in 2020/21

In 2020/21, 92.3% of PS staff came from the UK (Table 4.26). 88.2% (of which 39% come from the Leicester area) lived in the East Midlands, 4.6% lived in the West Midlands and 7.2% in areas outside of the Midlands.

Colleges/Corporate Services

The proportion of BAME PS staff within Colleges varies, 26.1% in CLS, 24.0% in CSE and 21.6% in CSSAH (Figure 4.21).

Ethnic Profile across Colleges



Figure 4.21 Ethnic Profile of Professional Services Staff across Colleges in 2020/21

In 2020/21, of those who declared their ethnicity, 21.8% of PS staff in CS were BAME (Table 4.28), slightly lower than that in the Colleges, 24.6% (Table 4.29). The specific minority ethnic breakdown of staff in CS was 16.1% Asian, 2.1% Black, 0.6% Chinese, 2.4% Mixed and 0.6% Other Ethnic Background.

Table 4.20 Ethnicity Profile of UK and non-UK Professional and Support Staff in Corporate Services 2018-21

	Corporate Services					
	2018-19		2019-20		2020-21	
	No.	↓%	No.	↓%	No.	↓%
BAME		20.2%		22.2%		21.8%
Asian		14.7%		15.7%		16.1%
Black		2.3%		2.4%		2.1%
Chinese		0.4%		0.6%		0.6%
Mixed		2.3%		2.9%		2.4%
Other		0.5%		0.6%		0.6%
White		79.8%		77.8%		78.2%
BAME + White Total		100.0%		100.0%		100.0%
Prefer not to say		12.9%		11.3%		9.1%
Total						

Ethnic diversity varies considerably across PS departments, with 34.9% (█ FPE), 12.1% (█ FPE) and 12.1% (█ FPE) of BAME staff in Estates and Campus Services (ECS), Student and Academic Services (SAS) and ITS, respectively (Table 4.30). Also, 69.8% of staff who have not declared their ethnicity are from these departments (Action 4.1).

PS Staff by Grade

The percentage of PS BAME staff has increased across most grades over the 3 years, improving the pipeline for BAME staff development to higher grades (Figure 4.22). The increase in BAME staff has been noticeable at higher grades, at Grade 10 in 2020/21, 10% of PS staff were BAME, whereas in 2018/19, there were no BAME staff at this grade. However, the numbers are still low and there is a high proportion of BAME staff concentrated in Grades 1-5. The career development and

retention of BAME staff should be supported to facilitate movement to higher grades through a minority ethnic staff leadership and development provision (Action 4.6).

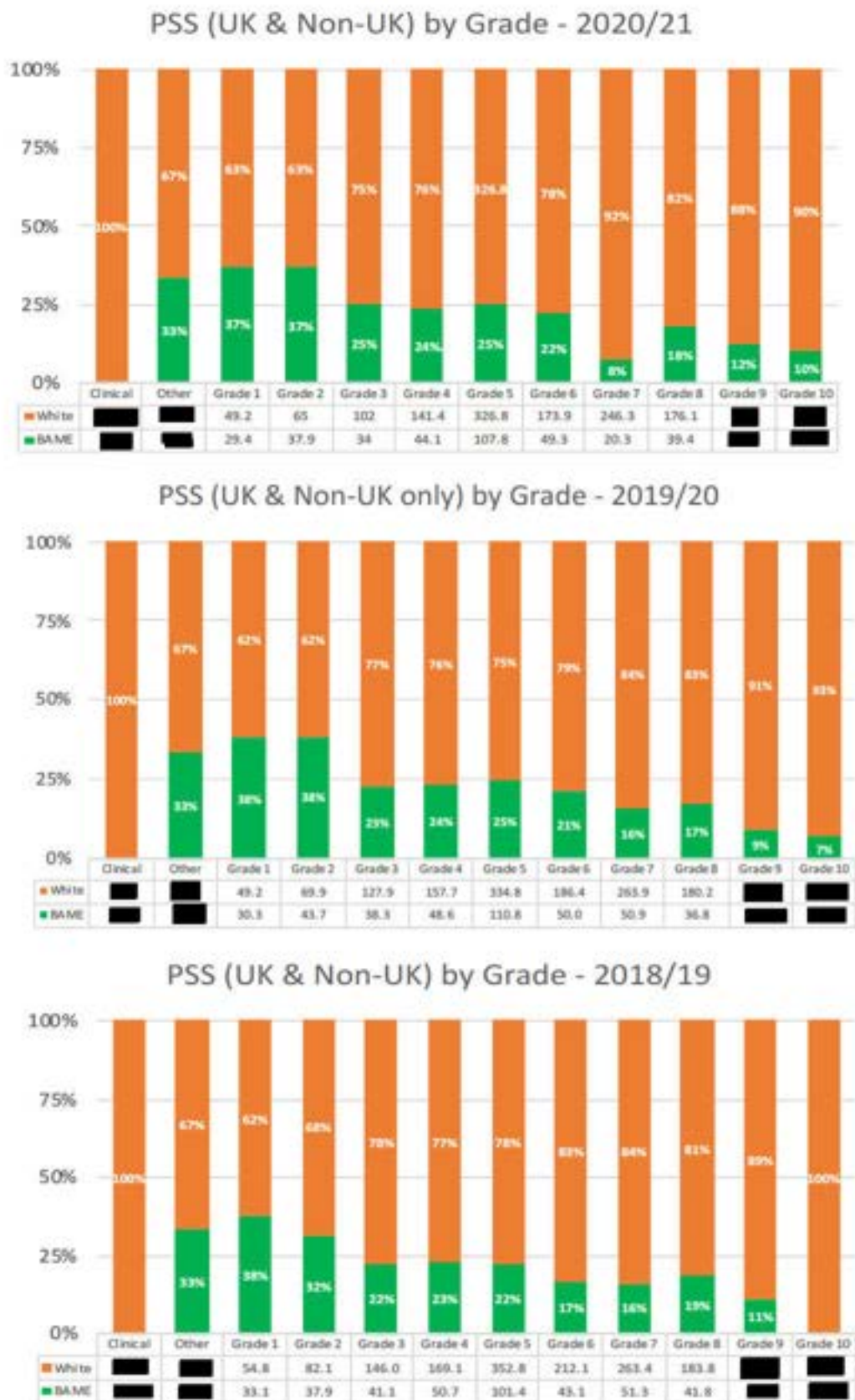


Figure 4.22 Percentage of PS Staff (UK and Non-UK) Grade and Ethnic Group 2020/21

In 2020/21, Asian staff were the highest represented BAME group, apart from at Grade 7, where it was staff of Mixed ethnic background. There is also very little or low representation of staff from Black, Mixed or Chinese backgrounds at higher grades. A full breakdown of ethnicity within each grade is detailed in Figure 4.23.

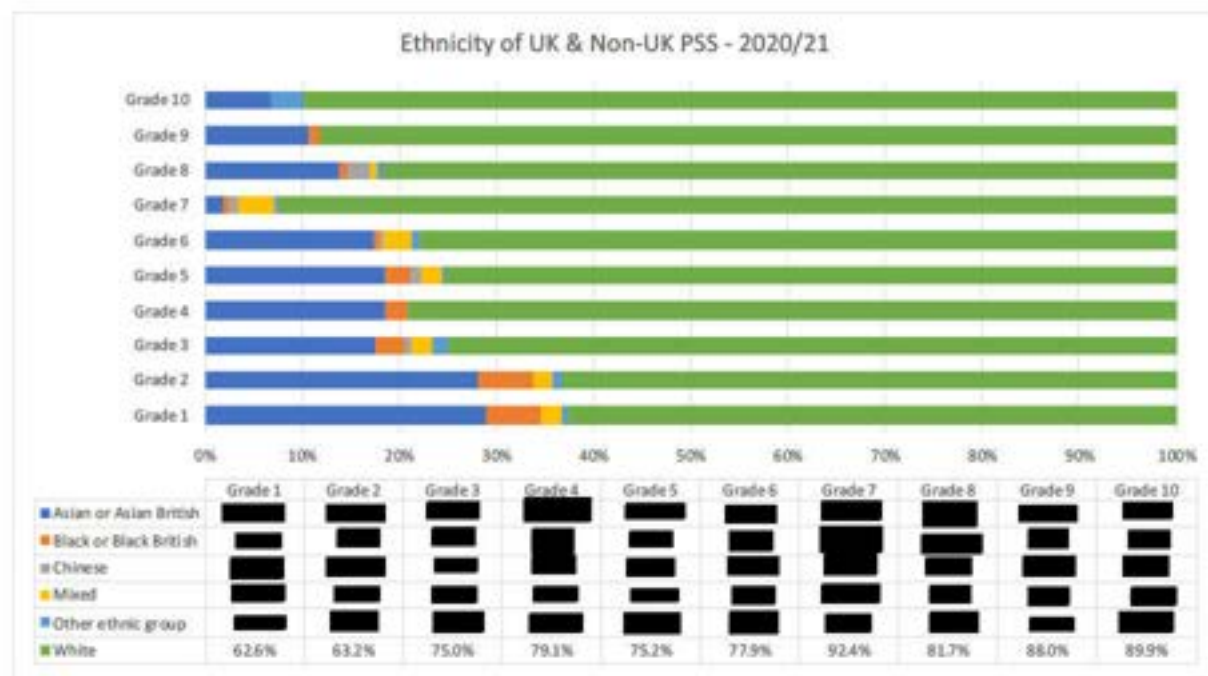


Figure 4.23 Percentage of PS Staff (UK & Non-UK) by Specific Ethnic Group and Grades 1-10 2020/21

Intersectionality

When considering the intersection of gender and ethnicity for PS staff, of BAME female PS staff, 71.4% are Grades 1-5, compared to 48.8% of BAME male PS staff and 46.7% of White female PS staff.

We will continue to ensure that we consider the intersection of gender and ethnicity of PS staff in our Athena Swan work (Action 4.7).

Contract Type

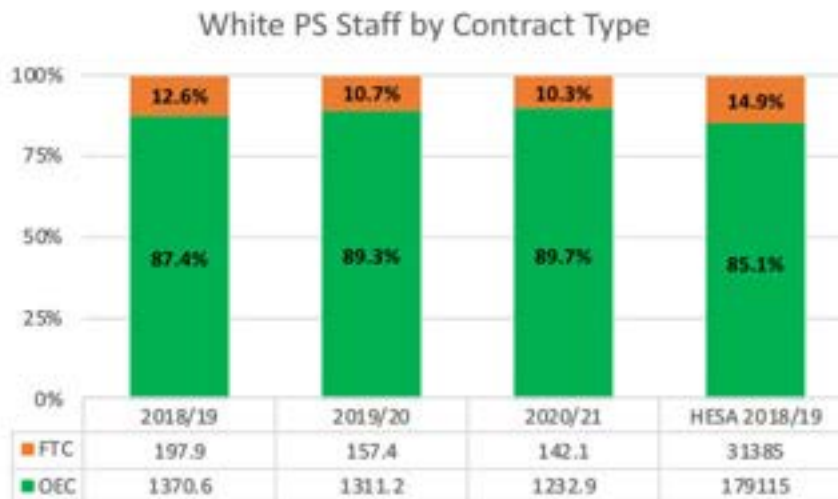
In 2020/21, 89.6% of all PS staff were on OECs, a slight increase from previous years (Table 4.23).



Figure 4.24 PS Staff by Contract Type 2018-21 with HESA Benchmark

Of those who declared their ethnicity, the percentage of BAME staff (10.3%) on FTC is similar to that of White staff (10.5%). For UK staff, a similar picture is observed with 9.1% of BAME staff being on FTC compared to 9.9% of White staff. However, for non-UK staff a higher percentage of staff are on FTC, 23.1% BAME and 17.2% White staff.

89.5% of BAME staff are on OECs (79.4% UK and 9.8% non-UK) and 10.5% on FTC (7.9% UK and 2.9% non-UK). 90.9% of UK BAME staff are on OECs, similar to that of UK White staff (90.1%) (Action 4.8).



BAME PS Staff by Contract Type



Figure 4.25 PS Staff (White a& BAME) by Contract Type 2018-21 with HESA Benchmark

Across the different colleges in 2020/21, in CLS 76% of BAME PS staff were on OEC, compared to 79% White staff, in CSE 81% of BAME PS staff were on OEC, compared to 85% of White staff and in CSSAH 97% of BAME staff were on OEC, compared to 95% of White staff. In Corporate Services, 93% of BAME staff are on OEC, compared to 88% of White staff (Table 4.23).

Table 4.21 Contract Type 2018-19

	BAME			White			Total FPE	Total FPE in Area	Total FPE →
	FPE	FPE in Area	FPE →	FPE	FPE in Area	FPE →			
College of Life Sciences		100%	22%		100%	78%		100%	100%
AC		60%	22%		61%	78%		61%	100%
Open Ended		34%	17%		47%	83%		44%	100%
Fixed Term		27%	36%		14%	64%		17%	100%
PS		40%	23%		39%	77%		39%	100%
Open Ended		28%	21%		30%	79%		29%	100%
Fixed Term		12%	27%		9%	73%		10%	100%
College of Science & Engineering		100%	18%		100%	82%		100%	100%
AC		70%	18%		73%	82%		73%	100%
Open Ended		50%	16%		59%	84%		57%	100%
Fixed Term		20%	24%		14%	76%		16%	100%
PS		30%	20%		27%	80%		27%	100%
Open Ended		22%	19%		22%	81%		22%	100%
Fixed Term		8%	27%		5%	73%		5%	100%
College of Social Sci, Arts & Humanities		100%	17%		100%	83%		100%	100%
AC		68%	15%		76%	85%		74%	100%
Open Ended		57%	14%		70%	86%		68%	100%
Fixed Term		10%	26%		6%	74%		7%	100%
PS		32%	21%		24%	79%		26%	100%
Open Ended		27%	20%		22%	80%		23%	100%
Fixed Term		5%	27%		3%	73%		3%	100%
Corporate Services		100%	19%		100%	81%		100%	100%
AC		2%	5%		8%	95%		7%	100%
Open Ended		1%	12%		2%	88%		2%	100%
Fixed Term		1%	3%		6%	97%		5%	100%
PS		98%	20%		92%	80%		93%	100%
Open Ended		87%	20%		84%	80%		84%	100%
Fixed Term		11%	24%		8%	76%		9%	100%
Total FPE			20%			80.5%			100%

Table 4.22 Contract Type 2019-20

	BAME			White			Total FPE	Total FPE% in Area	Total FPE%→
	FPE	FPE% in Area	FPE%→	FPE	FPE% in Area	FPE%→			
	College of Life Sciences	█	100%	23%	█	100%			
AC	█	62%	23%	█	63%	77%	█	63%	
Open Ended	█	33%	17%	█	50%	83%	█	46%	
Fixed Term	█	29%	40%	█	13%	60%	█	17%	
PS	█	38%	24%	█	37%	76%	█	37%	
Open Ended	█	28%	23%	█	29%	77%	█	28%	
Fixed Term	█	11%	28%	█	8%	72%	█	9%	
College of Science & Engineering	█	100%	20%	█	100%	80%	█	100%	
AC	█	69%	20%	█	71%	80%	█	71%	
Open Ended	█	51%	18%	█	58%	82%	█	57%	
Fixed Term	█	18%	26%	█	13%	74%	█	14%	
PS	█	31%	21%	█	29%	79%	█	29%	
Open Ended	█	25%	20%	█	26%	80%	█	26%	
Fixed Term	█	6%	34%	█	3%	66%	█	3%	
College of Social Sci, Arts & Humanities	█	100%	18%	█	100%	82%	█	100%	
AC	█	71%	17%	█	75%	83%	█	74%	
Open Ended	█	63%	16%	█	70%	84%	█	69%	
Fixed Term	█	8%	27%	█	5%	73%	█	5%	
PS	█	29%	20%	█	25%	80%	█	26%	
Open Ended	█	28%	20%	█	23%	80%	█	24%	
Fixed Term	█	1%	10%	█	2%	90%	█	2%	
Corporate Services	█	100%	21%	█	100%	79%	█	100%	
AC	█	3%	10%	█	8%	90%	█	7%	
Open Ended	█	1%	13%	█	2%	87%	█	2%	
Fixed Term	█	2%	9%	█	5%	91%	█	5%	
PS	█	97%	22%	█	92%	78%	█	93%	
Open Ended	█	87%	22%	█	85%	78%	█	85%	
Fixed Term	█	10%	27%	█	8%	73%	█	8%	
Total FPE	█		21%	█		79%	█	100%	

Table 4.23 Contract Type 2020-21

	BAME			White or White British			Total FPE	Total FPE% in Area	Total FPE%→
	FPE	FPE% in Area	FPE%→	FPE	FPE% in Area	FPE%→			
College of Life Sciences		100%	26%		100%	74%		100%	100%
AC		65%	26%		65%	74%		65%	100%
Open Ended		31%	18%		50%	82%		45%	100%
Fixed Term		34%	45%		15%	55%		20%	100%
PS		35%	26%		35%	74%		35%	100%
Open Ended		27%	25%		28%	75%		27%	100%
Fixed Term		9%	29%		7%	71%		8%	100%
College of Science & Engineering		100%	23%		100%	77%		100%	100%
AC		70%	22%		72%	78%		71%	100%
Open Ended		44%	19%		56%	81%		53%	100%
Fixed Term		26%	32%		16%	68%		18%	100%
PS		30%	24%		28%	76%		29%	100%
Open Ended		24%	23%		24%	77%		24%	100%
Fixed Term		6%	29%		4%	71%		5%	100%
College of Social Sci, Arts & Humanities		100%	20%		100%	80%		100%	100%
AC		73%	19%		76%	81%		76%	100%
Open Ended		66%	19%		69%	81%		69%	100%
Fixed Term		7%	19%		7%	81%		7%	100%
PS		27%	22%		24%	78%		24%	100%
Open Ended		26%	22%		22%	78%		23%	100%
Fixed Term		1%	14%		1%	86%		1%	100%
Corporate Services		100%	21%		100%	79%		100%	100%
AC		2%	8%		7%	92%		6%	100%
Open Ended		2%	17%		2%	83%		2%	100%
Fixed Term		1%	5%		5%	95%		4%	100%
PS		98%	22%		93%	78%		94%	100%
Open Ended		92%	22%		86%	78%		87%	100%
Fixed Term		6%	18%		7%	82%		7%	100%
Total FPE			22%			78%			100%

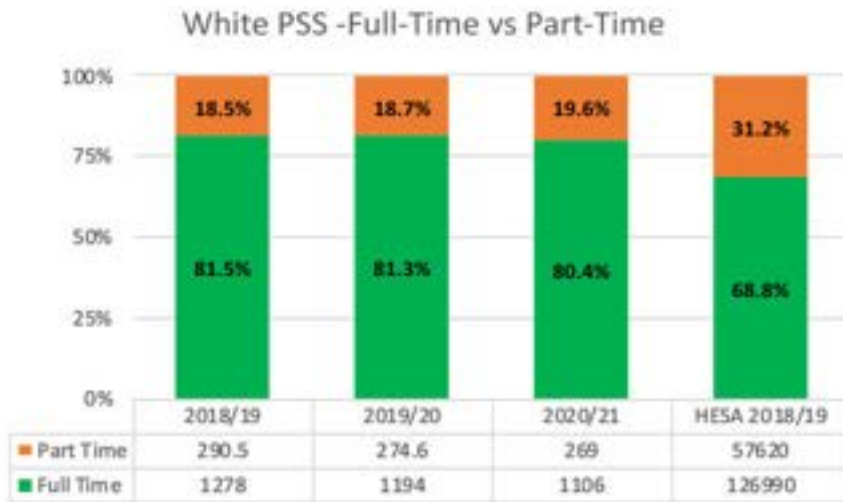
Full-time /Part-time Contracts

In 2020/21, 80.3% of all PS staff were on FT contracts (Figure 4.26), higher than the sector average of 68.8%. 79.9% of BAME staff and 80.4% of White staff work full-time (Figure 4.27). For UK staff, 20.3% of BAME staff and 19.8% of White staff work PT. For non-UK staff 18.4% of BAME staff and 15.4% of White staff work PT.

In our REC survey, 62% of staff (66% BAME) agree that they are confident that if they were to request for flexible working the University would give it careful consideration and, if possible, support the request. 74% of staff felt their manager was supportive of flexible working (73% BAME, 77% White).



Figure 4.26 Full-Time/Part-Time PS Staff 2018-21 with HESA Benchmark



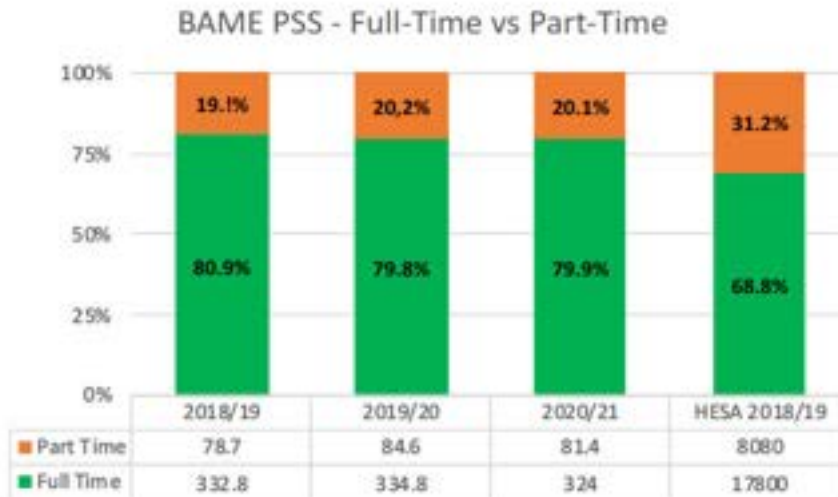


Figure 4.27 PS Staff working Full-Time/Part-Time (White and BAME) 2018-21 with HESA Benchmark

PS Staff Turnover Rates

The overall turnover rate for all PS staff in 2020/21 was 12.0%:234.8 FTE (includes 1.1%PNTS) (Table 4.43). The ethnic profile of all leavers, is detailed in Figure 4.28.

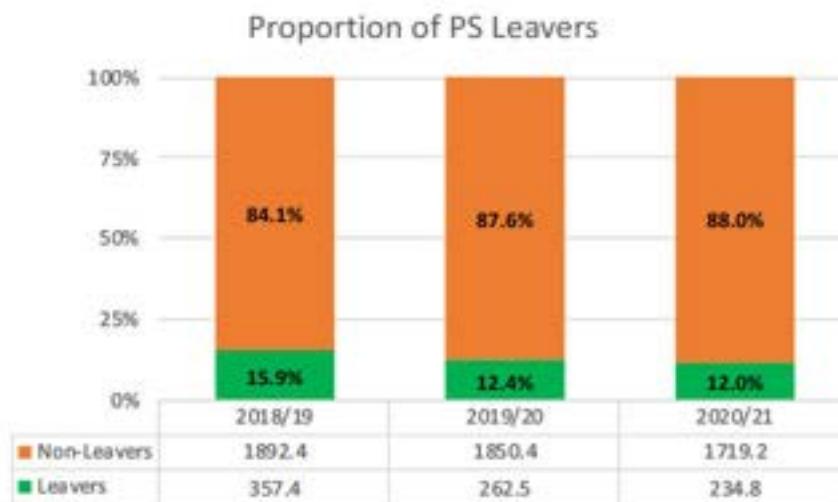


Figure 4.8 Proportion of PS Leavers over the last three academic years.

Ethnic Profile of Leavers

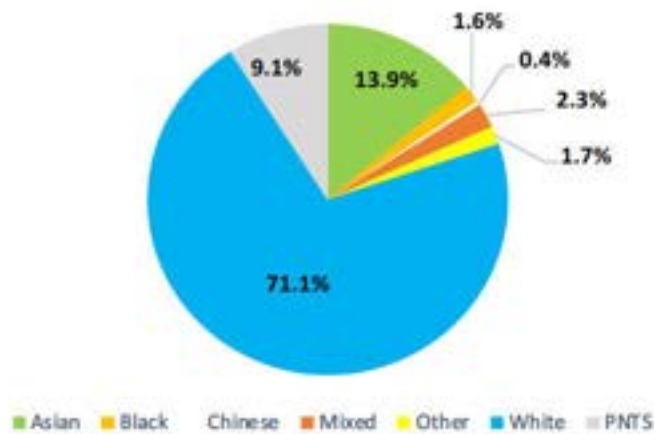


Figure 4.29 Ethnic Profile of PS Leavers in 2020/21

The reasons for leaving are detailed in Table 4.24. 52.6% of staff resigned and the reasons were unclear (Action 4.5).

Table 4.24 Professional Services Staff Reasons for Leaving by Ethnicity

	White	BAME	PNTS
Voluntary Severance	48.4		
Resignation	81.4	30.2	
Redundancy	26.3		
Retirement			
Other			
Total			

Actions

Action 4.6 Develop a leadership and development provision for BAME staff.

Action 4.7 Continue to ensure that full consideration of the intersection of gender and ethnicity of PS staff continues to be embedded in our Athena Swan work.

Action 4.8 Conduct further data analysis of the number of BAME staff compared to White staff on OECs to identify any patterns within specific job families. Action now completed under request for additional information.

Table 4.26 Demographic Data by Ethnicity

Group	City of Leicester Census Headcount % (2011)	Leicestershire Census Headcount % (2011)	England Census Headcount % (2011)	University Staff SAP FPE % (2020-21)	University Staff Distribution of Known Ethnic Origin % (2020-21)
Asian or Asian British	37.1%	6.3%	7.7%	14.5%	16.1%
<i>Bangladeshi</i>	1.1%	0.4%	0.8%	0.3%	0.3%
<i>Chinese</i>	1.3%	0.5%	0.7%	2.4%	2.7%
<i>Indian</i>	28.3%	4.4%	2.6%	9.1%	10.0%
<i>Pakistani</i>	2.4%	0.3%	2.1%	1.0%	1.1%
<i>Any other Asian background</i>	4.0%	0.7%	1.5%	1.8%	1.9%
Black or Black British	6.2%	0.6%	3.4%	2.1%	2.3%
<i>African</i>	3.8%	0.3%	1.8%	1.2%	1.4%
<i>Caribbean</i>	1.5%	0.2%	1.1%	0.6%	0.7%
<i>Any other Black background</i>	1.0%	0.1%	0.5%	0.2%	0.2%
White	50.5%	91.4%	85.5%	70.1%	77.5%
<i>English/Welsh/Scottish/Northern Irish/British</i>	45.1%	88.9%	79.8%	Not applicable to our staff record system.	
<i>Gypsy or Irish Traveller</i>	0.1%	0.1%	0.1%		
<i>Irish</i>	0.8%	0.5%	1.0%		
<i>Other White</i>	4.6%	1.9%	4.6%		
Mixed	3.5%	1.3%	2.2%	2.1%	2.3%
<i>Asian and White</i>	1.0%	0.5%	0.6%	0.5%	0.6%
<i>Black African and White</i>	0.4%	0.1%	0.3%	0.1%	0.2%
<i>Black Caribbean and White</i>	1.4%	0.5%	0.8%	0.3%	0.3%
<i>Any other Mixed background</i>	0.7%	0.2%	0.5%	1.1%	1.2%
Other ethnic group	2.6%	0.4%	1.0%	1.6%	1.8%
<i>Arab</i>	1.0%	0.1%	0.4%	0.5%	0.6%
<i>Any other background</i>	1.6%	0.3%	0.6%	1.1%	1.2%
Prefer not to say	<i>Not available from census results.</i>			9.5%	<i>N/A</i>

Table 4.28 Professional Services Staff Ethnicity Profile for Corporate Services 2018/19

Corporate Services Division	BAME			White			Prefer not to say			Total FPE	Total FPE%↓
	FPE	FPE%↓	FPE%→	FPE	FPE%↓	FPE%→	FPE	FPE%↓	FPE%→		
Estates & Campus Services		34.4%	19.6%		27.3%	61.3%		45.9%	19.2%		30.9%
EXT: Attenborough Arts Centre		0.2%	10.0%		0.3%	90.0%		0.0%	0.0%		0.3%
EXT: Centre Int'l Training & Education		0.6%	16.7%		0.7%	83.3%		0.0%	0.0%		0.6%
EXT: Future Students Office		2.3%	23.6%		1.8%	74.0%		0.3%	2.4%		1.7%
EXT: Marketing & Communications		0.8%	22.2%		0.7%	77.8%		0.0%	0.0%		0.6%
EXT: Philanthropy, Alumni & Community		0.0%	0.0%		0.5%	100.0%		0.0%	0.0%		0.3%
External Relations		7.8%	13.3%		10.9%	73.3%		10.8%	13.4%		10.4%
Finance, Division of		7.9%	29.7%		4.2%	62.4%		2.9%	7.9%		4.7%
Human Resources		6.0%	21.5%		4.9%	68.7%		3.8%	9.8%		5.0%
IT Services		14.0%	20.7%		11.2%	65.1%		13.1%	14.2%		11.9%
Library, Learning & Information Services		3.9%	11.5%		7.2%	83.7%		2.2%	4.8%		6.0%
Registrar's Office		0.0%	0.0%		0.7%	89.7%		0.4%	10.3%		0.5%
Research & Enterprise		8.3%	19.0%		7.8%	70.8%		6.1%	10.2%		7.7%
Strategic Planning & Performance		0.0%	0.0%		0.1%	100.0%		0.0%	0.0%		0.1%
Student & Academic Services		13.5%	12.7%		20.9%	77.2%		14.7%	10.1%		18.8%
VC President & VC's Office		0.4%	11.3%		0.8%	88.7%		0.0%	0.0%		0.6%
Total FPE		100%	17.6%		100%	0.7		100%	12.9%		100%

Table 4.29 Professional Services Staff Ethnicity Profile for Corporate Services 2019/20

Corporate Services Division	BAME			White			Prefer not to say			Total FPE	Total FPE%↓
	FPE	FPE%↓	FPE%→	FPE	FPE%↓	FPE%→	FPE	FPE%↓	FPE%→		
Corporate Services		0.4%	17.9%		0.4%	71.4%		0.4%	10.7%		0.4%
Estates & Campus Services		34.8%	22.4%		27.0%	61.0%		44.8%	16.6%		30.5%
EXT: Attenborough Arts Centre		0.5%	16.6%		0.7%	83.4%		0.0%	0.0%		0.6%
EXT: Centre Int'l Training & Education		0.6%	15.0%		0.8%	75.0%		0.6%	10.0%		0.7%
EXT: Future Students Office		3.8%	23.4%		3.3%	71.8%		1.3%	4.8%		3.2%
EXT: Marketing & Communications		1.5%	17.3%		1.8%	74.1%		1.3%	8.6%		1.7%
EXT: Philanthropy, Alumni & Community		0.4%	7.2%		1.2%	85.5%		0.6%	7.2%		1.0%
External Relations		4.9%	15.0%		6.9%	73.4%		6.6%	11.6%		6.5%
Finance, Division of		8.3%	32.0%		4.5%	61.6%		2.9%	6.4%		5.1%
Human Resources		5.0%	19.2%		5.3%	71.3%		4.3%	9.5%		5.1%
IT Services		13.0%	21.9%		11.1%	65.5%		13.0%	12.7%		11.7%
Legal Services		1.1%	44.1%		0.3%	44.1%		0.5%	11.8%		0.5%
Library, Learning & Information Services		2.6%	8.8%		7.1%	85.4%		3.0%	5.8%		5.8%
Registrar's Office		0.0%	0.0%		0.1%	100.0%		0.0%	0.0%		0.1%
Research & Enterprise		7.7%	17.9%		8.9%	72.7%		7.0%	9.3%		8.4%
Strategic Planning & Performance		1.0%	17.1%		0.9%	52.4%		3.2%	30.5%		1.2%
Student & Academic Services		13.9%	15.8%		19.4%	77.4%		10.5%	6.8%		17.3%
VC President & VC's Office		0.7%	40.0%		0.3%	60.0%		0.0%	0.0%		0.4%
Total FPE		100%	19.7%		100%	0.7		100%	11.3%		100%

Table 4.30 Professional Services Staff Ethnicity Profile for Corporate Services 2020/21

Corporate Services Division	BAME			White			Prefer not to say			Total FPE	Total FPE%↓
	FPE	FPE%↓	FPE%→	FPE	FPE%↓	FPE%→	FPE	FPE%↓	FPE%→		
Estates & Campus Services		34.9%	22.6%		27.6%	64.2%		44.3%	13.1%		30.6%
EXT: Attenborough Arts Centre		0.9%	13.5%		1.4%	78.1%		1.2%	8.4%		1.3%
EXT: Centre Int'l Training & Education		1.0%	14.8%		1.5%	79.2%		0.9%	5.9%		1.3%
EXT: Future Students Office		6.0%	21.4%		5.8%	74.2%		2.7%	4.4%		5.6%
EXT: Marketing & Communications		3.6%	18.0%		4.2%	76.0%		2.6%	6.0%		3.9%
EXT: Philanthropy, Alumni & Community		0.8%	11.9%		1.6%	88.1%		0.0%	0.0%		1.3%
External Relations		0.8%	26.0%		0.6%	74.0%		0.0%	0.0%		0.6%
Finance, Division of		8.3%	30.8%		4.8%	64.0%		3.0%	5.2%		5.3%
Human Resources		4.7%	18.1%		5.5%	75.9%		3.4%	6.0%		5.2%
IT Services		12.1%	21.9%		10.0%	65.1%		15.6%	13.0%		10.9%
Legal Services		1.2%	44.1%		0.3%	44.1%		0.7%	11.8%		0.5%
Library, Learning & Information Services		2.5%	9.0%		6.8%	86.0%		3.2%	5.1%		5.6%
Research & Enterprise		7.6%	18.7%		8.4%	73.9%		6.6%	7.4%		8.1%
Strategic Planning & Performance		1.1%	18.7%		0.9%	56.0%		3.3%	25.3%		1.2%
Space Park Leicester		0.8%	17.4%		0.8%	65.2%		1.7%	17.4%		0.9%
Student & Academic Services		12.6%	15.2%		18.4%	79.4%		9.9%	5.4%		16.5%
VC President & VC's Office		1.2%	34.9%		0.6%	65.1%		0.0%	0.0%		0.7%
Other		0.0%	0.0%		0.6%	83.3%		0.9%	16.7%		0.5%
Total FPE		100.0%			100.0%			100.0%			100.0%

PSS (UK & Non-UK) by Grade - 2020/21



PSS (UK only) by Grade - 2020/21



Figure 4.30 Percentage of PS Staff (UK Only) by Specific Ethnic Group 2020/21

PSS (Non-UK only) by Grade - 2020/21

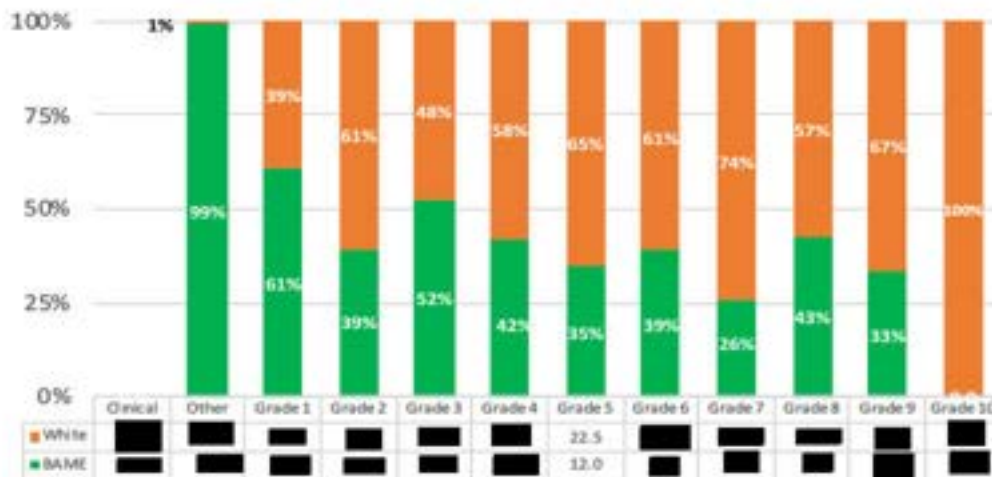


Figure 4.31 Percentage of PS Staff (Non-UK) by Grade and Broad Ethnic Group 2020/21

PSS (UK & Non-UK only) by Grade - 2019/20



Figure 4.32 Percentage of PS Staff (UK and Non-UK) by Ethnic Group 2019/20

PSS (UK only) by Grade - 2019/20



Figure 4.33 Percentage of PS Staff (UK Only) by Specific Ethnic Group 2019/20

PSS (Non-UK only) by Grade - 2019/20

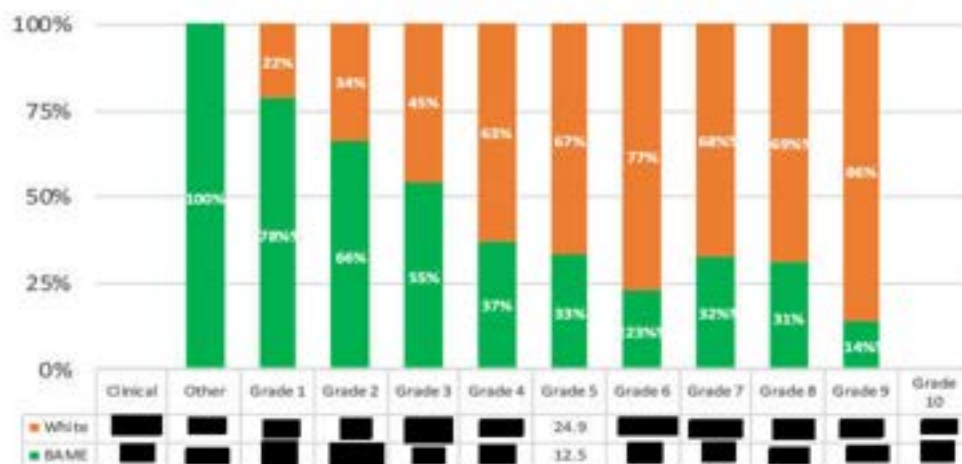


Figure 4.34 Percentage of PS (Non-UK) by Specific Ethnic Group 2019/20

PSS (UK & Non-UK) by Grade - 2018/19



Figure 4.35 Percentage of PS Staff (UK and Non-UK) by Grade and Broad Ethnic Group 2018/19

PSS (UK only) by Grade - 2018/19



Figure 4.36 Percentage of PS Staff (UK Only) by Broad Ethnic Group 2018/19

PSS (Non-UK only) by Grade - 2018/19

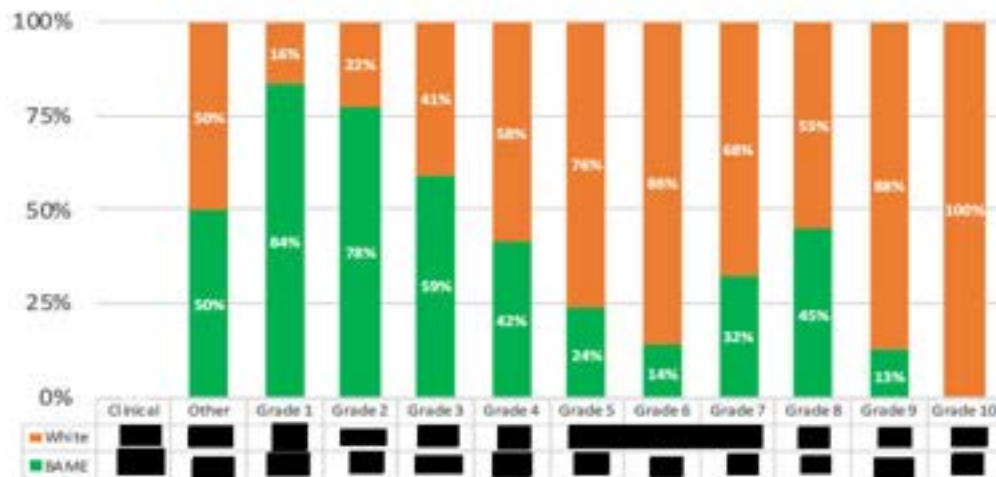


Figure 4.37 Percentage of PS Staff (Non-UK) by Broad Ethnic Group 2018/19

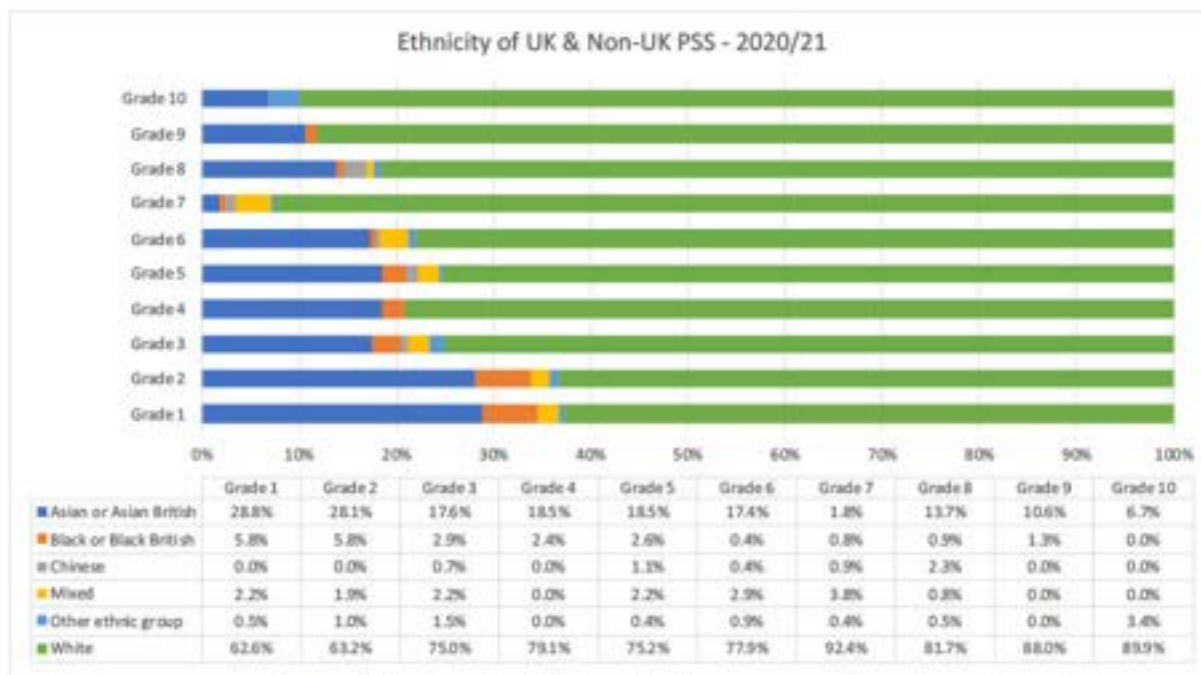


Figure 4.38 Percentage of PS Staff (UK & Non-UK) by Specific Ethnic Group and Grades 1-10 2020/21

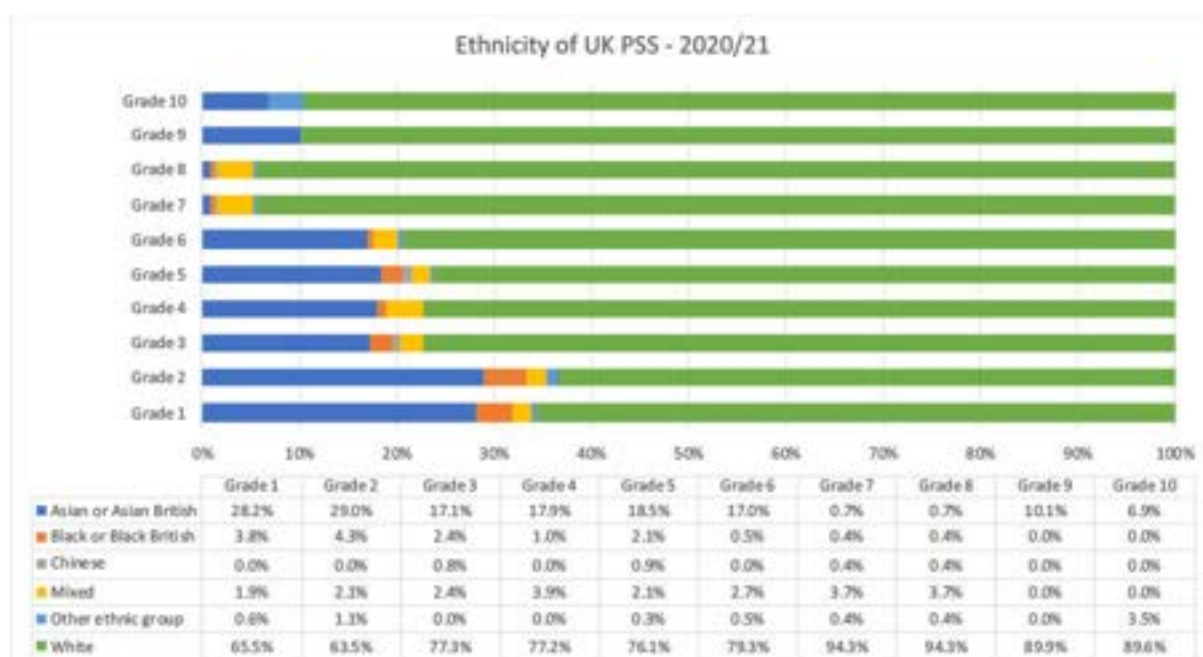


Figure 4.39 Percentage of PS Staff (UK only) by Specific Ethnic Group and Grades 1-10 2020/21

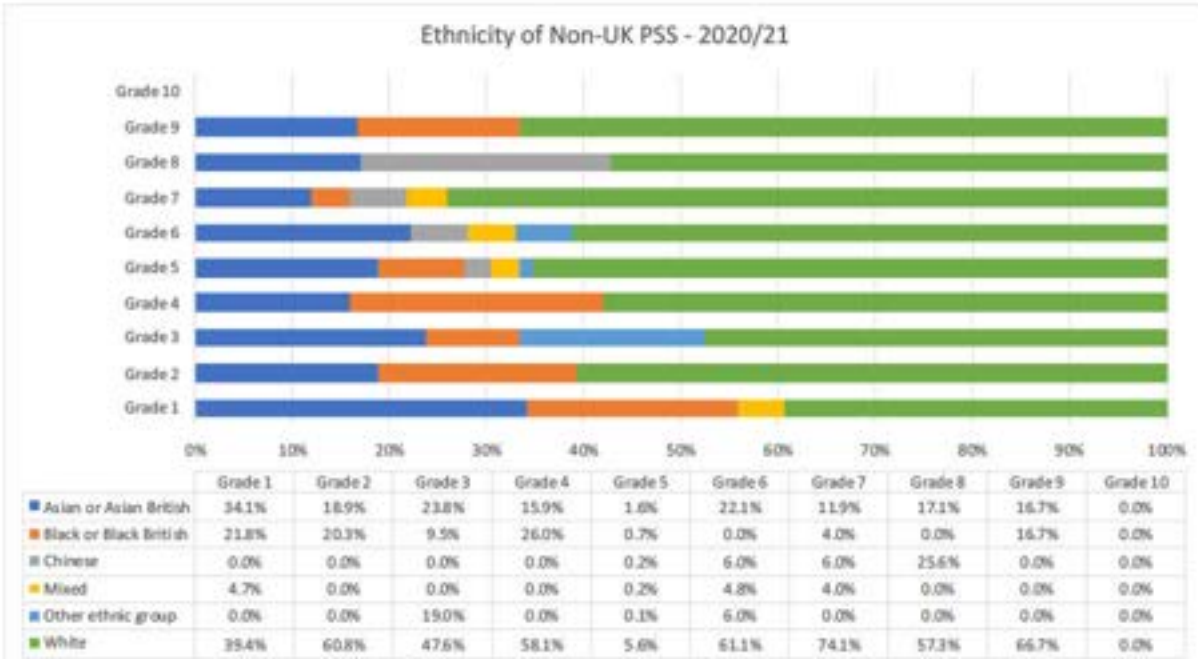


Figure 4.40 Percentage of PSS (Non-UK only) by Specific Ethnic Group and Grades 1-10 2020/21



Figure 4.41 Professional Services Staff by Contract Type 2018-21

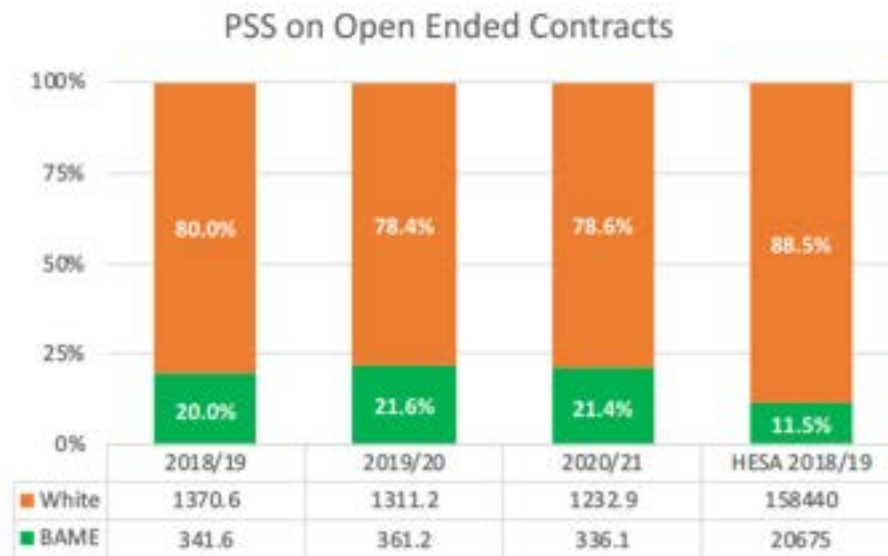


Figure 4.42 Professional Services Staff on Permanent Contracts 2018-21

PSS on Fixed Term Contracts



Figure 4.43 Professional Services Staff Fixed Term Contracts 2018-21

Table 4.34 Professional Services Staff (UK and Non-UK) by Ethnicity and Contract Type 2020/21

Contract made 2020/21	UK						Non-UK						UK & Non-UK					
	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN
	FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN		
SAME	████	21.6%	████	21.6%	████	28.2%	████	27.8%	████	42%	████	36.7%	████	22.7%	████	23.2%	████	22.8%
Asian or Asian British	████	16.4%	████	18.8%	████	15.1%	████	18.9%	████	23%	████	13.5%	████	16.6%	████	19.1%	████	17.1%
Bangladeshi (C1)	██	0.3%	██	0.4%	██	0.3%	██	0.0%	██	0%	██	0.0%	██	0.3%	██	0.4%	██	0.3%
Indian (C2)	████	13.7%	████	16.8%	████	12.9%	████	10.8%	████	15%	████	11.6%	████	13.3%	████	16.8%	████	14.1%
Pakistani (C2)	██	0.7%	██	0.5%	██	0.6%	██	4.5%	██	0%	██	3.8%	██	1.0%	██	0.5%	██	0.9%
Any other Asian background (C4)	████	1.7%	██	1.0%	████	1.4%	██	3.6%	██	7%	██	4.2%	████	1.8%	██	1.4%	████	1.7%
Black or Black British	████	1.6%	██	0.8%	████	1.3%	████	9.0%	██	10%	████	9.2%	████	2.2%	██	1.4%	████	2.0%
African (D1)	██	0.5%	██	0.1%	██	0.4%	██	7.2%	██	9%	██	7.4%	████	1.0%	██	0.7%	████	1.0%
Caribbean (D1)	████	0.9%	██	0.7%	████	0.8%	██	0.0%	██	0%	██	0.0%	████	0.8%	██	0.7%	████	0.8%
Any other Black background (D3)	██	0.2%	██	0.0%	██	0.1%	██	1.8%	██	2%	██	1.8%	██	0.3%	██	0.1%	██	0.2%
Chinese (E1)	██	0.8%	██	0.2%	██	0.4%	██	5.4%	██	2%	██	4.9%	████	0.9%	██	0.3%	████	0.8%
Mixed	████	2.4%	██	1.8%	████	2.1%	██	1.8%	██	5%	████	2.4%	████	2.4%	██	2.1%	████	2.3%
Asian and White (B1)	██	0.4%	██	0.8%	██	0.4%	██	0.0%	██	0%	██	0.0%	██	0.3%	██	0.7%	██	0.4%
Black African and White (B2)	██	0.2%	██	0.0%	██	0.2%	██	0.0%	██	2%	██	0.3%	██	0.2%	██	0.1%	██	0.2%
Black Caribbean and White (B1)	██	0.5%	██	0.5%	██	0.5%	██	0.0%	██	0%	██	0.0%	██	0.5%	██	0.5%	██	0.5%
Any other mixed background (B5)	████	1.3%	██	0.5%	████	1.0%	██	1.8%	██	4%	██	2.1%	████	1.8%	██	0.7%	████	1.2%
Other ethnic group	██	0.5%	██	0.2%	██	0.4%	██	2.7%	██	2%	██	2.6%	██	0.6%	██	0.4%	██	0.6%
Arab (G1)	██	0.0%	██	0.0%	██	0.0%	██	0.9%	██	0%	██	0.8%	██	0.1%	██	0.0%	██	0.1%
Any other background (F1)	██	0.5%	██	0.2%	██	0.4%	██	1.8%	██	2%	██	1.9%	██	0.6%	██	0.4%	██	0.5%
White	██████	78.6%	██████	78.1%	██████	76.4%	██████	62.2%	██████	87%	██████	61.3%	██████	77.3%	██████	78.8%	██████	77.2%
SAME + White Total	██████	100.0%	██████	100.0%	██████	89.7%	██████	100%	██████	100%	██████	100%	██████	100.0%	██████	100.0%	██████	100%
<i>Prefer not to say</i>	████	8.8%	████	8.2%	████	8.7%	████		████		████		████	15.6%	████	45.7%	████	17.7%
Total	██████		██████		██████		██████		██████		██████		██████		██████		██████	

Table 4.35 Professional Services Staff (UK and Non-UK) by Ethnicity and Contract Type 2019/20

Contract made 2019/20	UK						Non-UK						UK & Non-UK					
	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN
	FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN		
SAME	████	20.3%	████	21.2%	████	28.6%	████	27.7%	████	46.7%	████	39.8%	████	21.9%	████	23.8%	████	22.2%
Asian or Asian British	████	25.8%	████	17.3%	████	15.3%	████	15.6%	████	26.0%	████	17.6%	████	15.8%	████	16.2%	████	16.3%
Bangladeshi (C1)	██	0.4%	██	0.4%	██	0.3%	██	0.0%	██	0.0%	██	0.0%	██	0.3%	██	0.4%	██	0.3%
Indian (C2)	████	13.2%	████	15.6%	████	12.9%	████	9.0%	████	14.4%	████	10.1%	████	12.9%	████	15.5%	████	13.4%
Pakistani (C2)	██	0.4%	██	0.5%	██	0.4%	██	4.1%	██	2.9%	██	3.9%	████	0.7%	██	0.7%	████	0.7%
Any other Asian background (C4)	████	1.8%	██	1.0%	████	1.6%	████	2.5%	██	8.6%	████	3.7%	████	1.9%	██	1.6%	████	1.8%
Black or Black British	████	1.6%	██	1.3%	████	1.4%	████	10.7%	██	13.3%	████	11.2%	████	2.3%	██	2.3%	████	2.3%
African (D1)	██	0.5%	██	0.4%	██	0.5%	████	8.2%	██	10.4%	████	8.6%	████	1.1%	██	1.2%	████	1.1%
Caribbean (D1)	████	0.8%	██	0.0%	████	0.6%	██	0.0%	██	1.5%	██	0.3%	████	0.7%	██	0.1%	████	0.6%
Any other Black background (D3)	██	0.3%	██	1.0%	██	0.4%	████	2.5%	██	1.4%	██	2.3%	██	0.5%	██	1.0%	████	0.6%
Chinese (E1)	██	0.5%	██	0.2%	██	0.4%	██	4.9%	██	1.7%	██	4.3%	████	0.8%	██	0.3%	████	0.7%
Mixed	████	2.2%	██	2.0%	████	2.0%	██	3.3%	██	4.1%	████	3.4%	████	2.8%	██	2.2%	████	2.3%
Asian and White (B1)	██	0.4%	██	0.9%	██	0.5%	██	0.0%	██	0.0%	██	0.0%	██	0.4%	██	0.8%	██	0.5%
Black African and White (B2)	██	0.2%	██	0.4%	██	0.2%	██	0.8%	██	1.4%	██	0.9%	██	0.2%	██	0.5%	██	0.2%
Black Caribbean and White (B1)	██	0.5%	██	0.6%	██	0.5%	██	0.0%	██	0.0%	██	0.0%	██	0.5%	██	0.3%	██	0.5%
Any other mixed background (B5)	████	1.1%	██	0.1%	████	0.9%	██	2.5%	██	2.7%	████	2.5%	████	1.2%	██	0.3%	████	1.1%
Other ethnic group	██	0.4%	██	0.2%	██	0.4%	██	3.3%	██	3.7%	████	3.4%	████	0.7%	██	0.3%	████	0.6%
Arab (G1)	██	0.0%	██	0.0%	██	0.0%	██	0.8%	██	0.0%	██	0.7%	██	0.1%	██	0.0%	██	0.1%
Any other background (F1)	██	0.4%	██	0.2%	██	0.4%	████	2.5%	██	3.7%	████	2.7%	██	0.6%	██	0.5%	████	0.6%
White	██████	79.5%	██████	76.7%	██████	75.0%	██████	62.3%	██████	51.3%	██████	60.2%	██████	78.1%	██████	76.4%	██████	77.8%
SAME + White Total	██████	100.0%	██████	100.0%	██████	94.0%	██████	100.0%	██████	100.0%	██████	100%	██████	100%	██████	100.0%	██████	100%
<i>Prefer not to say</i>	████	13.7%	████	13.7%	████	13.7%	████	15.6%	████	45.7%	████	17.7%	████	15.6%	████	45.7%	████	17.7%
Total	████		████		████		████		████		████		████		████		████	

Table 4.36 Professional Services Staff (UK and Non-UK) by Ethnicity and Contract Type 2018/19

Contract made 2018/19	UK						Non-UK						UK & Non-UK					
	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN	Full time		Part time		Total FPE	Total FPEN
	FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN			FPE	FPEN	FPE	FPEN		
SAME	████	28.8%	████	83.4%	████	28.4%	████	25.3%	████	53.8%	████	50.4%	████	20.7%	████	23.8%	████	20.8%
Asian or Asian British	████	15.3%	████	15.9%	████	15.4%	████	16.0%	██	23.3%	████	16.9%	████	15.3%	████	16.3%	████	15.5%
Bangladeshi (C1)	██	0.2%	██	0.4%	██	0.2%	██	0.0%	██	0.0%	██	0.0%	██	0.2%	██	0.4%	██	0.2%
Indian (C2)	████	12.8%	████	14.1%	████	13.0%	████	8.4%	██	12.9%	████	9.2%	████	12.5%	████	14.0%	████	12.8%
Pakistani (C2)	██	0.6%	██	0.5%	████	0.6%	██	3.4%	██	0.0%	██	2.8%	████	0.8%	██	0.5%	████	0.7%
Any other Asian background (C4)	████	1.7%	██	1.0%	████	1.5%	██	4.2%	██	8.5%	██	4.9%	████	1.9%	██	1.5%	████	1.8%
Black or Black British	████	1.5%	██	1.6%	████	1.5%	████	8.4%	██	18.4%	████	10.3%	████	2.0%	████	2.8%	████	2.1%
African (D2)	██	0.6%	██	0.1%	██	0.5%	██	6.7%	██	16.0%	████	8.3%	████	1.1%	██	1.2%	████	1.1%
Caribbean (D1)	██		██	1.5%		0.0%	██		██	0.0%			██	0.6%	██	1.4%	████	0.7%
Any other Black background (D3)	██	0.3%	██	0.0%	██	0.2%	██	1.7%	██	3.4%	██	2.0%	██	0.4%	██	0.2%	██	0.3%
Chinese (E1)	██	0.4%	██	0.8%	██	0.3%	██	4.2%	██	2.0%	██	3.8%	████	0.7%	██	0.1%	████	0.6%
Mixed	████	2.0%	██	1.2%	████	1.9%	██	3.4%	██	4.9%	██	3.4%	████	2.1%	██	1.5%	████	2.0%
Asian and White (B1)	██	0.5%	██	0.5%	██	0.5%	██	0.0%	██	0.0%	██	0.0%	██	0.4%	██	0.5%	██	0.4%
Black African and White (B2)	██	0.2%	██	0.0%	██	0.2%	██	0.8%	██	1.7%	██	1.0%	██	0.2%	██	0.1%	██	0.2%
Black Caribbean and White (B1)	██	0.3%	██	0.5%	██	0.4%	██	0.0%	██	0.0%	██	0.0%	██	0.3%	██	0.3%	██	0.3%
Any other mixed background (B5)	████	1.0%	██	0.2%	████	0.8%	██	2.5%	██	2.3%	██	2.6%	████	1.1%	██	0.4%	████	1.0%
Other ethnic group	██	0.3%	██	0.2%	██	0.3%	██	3.4%	██	5.7%	██	3.8%	██	0.6%	██	0.6%	████	0.6%
Arab (G1)	██	0.0%	██	0.0%	██	0.0%	██	0.0%	██	0.0%	██	0.2%	██	0.0%	██	0.1%	██	0.0%
Any other background (F1)	██	0.3%	██	0.2%	██	0.3%	██	3.4%	██	4.8%	██	3.6%	██	0.6%	██	0.5%	████	0.6%
White	██████	80.5%	██████	81.0%	██████	80.6%	██████	64.7%	██████	46.4%	██████	61.6%	██████	79.3%	██████	78.7%	██████	79.2%
SAME + White Total	██████	100.0%	██████	100.0%	██████	100.0%	██████	100.0%	██████	100.0%	██████	100.0%	██████	100.0%	██████	100.0%	██████	100.0%
<i>Prefer not to say</i>	████	13.7%	████	13.7%	████	13.7%	████	15.6%	████	45.7%	████	17.7%	████	15.6%	████	45.7%	████	17.7%
Total	████		████		████		████		████		████		████		████		████	

PSS - Full-Time vs Part-Time



Figure 4.44 Professional Services Staff by Full-Time and Part-Time Contracts 2018-21

White PSS - Full-Time vs Part-Time



Figure 4.45 Professional Services Staff by Full-Time and Part-Time Contracts and White Ethnicity 2018-21

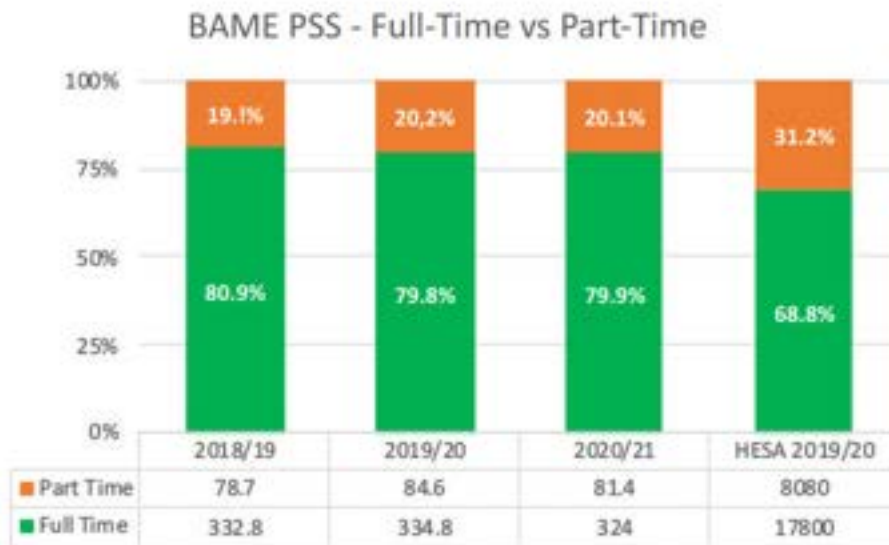


Figure 4.46 Professional Services Staff by Full-Time and Part-Time Contract and BAME Ethnicity 2018-21

4c Grievances and Disciplinaries

Please provide three years' data, and related analysis, commentary and actions, 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 disciplinaries are race-related

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

Our Dignity and Respect at Leicester Framework comprises policies and processes related to interpersonal behaviour and applies to all staff, students, third party contractors and visitors of the University.

Between 2018/19 to 2020/21, there were a total of [REDACTED]

Between 2018/19 to 2020/21, there were a total of [REDACTED]

(63% of EDI cases)

[REDACTED] (Tables 4.37 and 4.38).

The data shows that there is a higher proportion of White than BAME complainants for both grievances and disciplinaries related to equality (64% White compared with 14% BAME) (Action 4.9).

Results of our REC survey indicated that only 52% of BAME staff members felt confident that appropriate action would be taken as a result of reporting a race-related incident, compared to 67% of White staff (Action 4.10).

The system used to record all grievances and disciplinaries does not currently allow for the capture of the specific grounds of these, and so a separate database has been used to date (Action 4.11).

Table 4.37 Ethnicity of Complainants in all Grievances and Disciplinary Cases 2018-21

Ethnicity	Grievances	Disciplinaries
Asian	[REDACTED] 25%)	[REDACTED] 17%)
Black	[REDACTED] (0%)	[REDACTED] (0%)
Mixed	[REDACTED] (0%)	[REDACTED] (7%)
Other	[REDACTED] (0%)	[REDACTED] (3%)
White	[REDACTED] (69%)	[REDACTED] (60%)
PNTS	[REDACTED] (6%)	[REDACTED] (13%)
Total	[REDACTED]	[REDACTED]

Table 4.38 Ethnicity of Complainants in EDI related Grievances and Disciplinary Cases 2018-2021

Ethnicity	Grievances	Disciplinaries
Asian	8%	12%
Chinese	0%	0%
Mixed	0%	6%
Other	0%	0%
White	67%	63%
PNTS	8%	0%
Unknown	17%	19%
Total		

We have an online system, *Report and Support*, for both staff and students to make disclosures relating to unacceptable behaviours. There is also an internal network of trained Dignity and Respect Contacts, who provide an impartial, confidential listening and signposting service for staff. For students, there is a well-established Student Support Services Team and the aligned, nationally recognised, *Standing Together* initiative (Figure 4.47).

See Section 3 for details of the *Together Against Harassment* campaign.



Figure 4.47 Standing Together Video

Actions

- Action 4.9** Undertake a communications campaign to further promote staff understanding of the ways to disclose any form of unacceptable behaviour (now removed as covered by Action 3.1, which is in progress)
- Action 4.10** Undertake further analysis relating to the ethnicity of respondents, the nature of cases and outcomes for staff disciplinarys.
- Action 4.11** Improve recording systems relating to staff grievances and disciplinarys to ensure consistency in the collection and reporting of cases by ethnicity at various levels.

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

In the University's committee structure, Council is the most senior level committee (Figure 4.48).

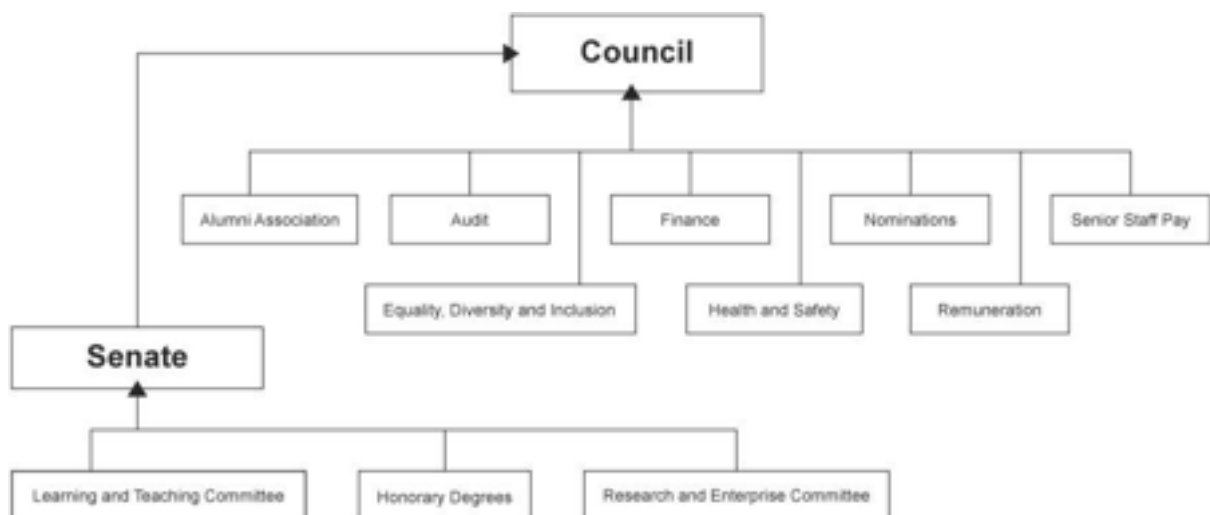


Figure 4.48 University Committee structure

The ethnicity of 23% of committee membership is either unknown (15%) or prefer not to say (8%) (Figure 4.49).

Ethnic Profile of Committees

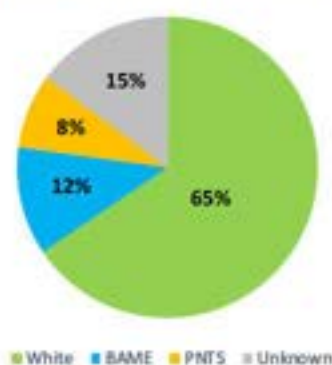


Figure 4.49 Ethnic Profile of Committee membership

Of known ethnicity, 15% of members are BAME, with 9% BAME member of the University Executive Board (UEB) and 16% BAME membership of the Senior Leadership Team (SLT).

The representation of BAME staff on College Leadership Committees is highest within CSE, although numbers are low across all Colleges (see Tables 4.42-4.44). In CLS, a 'Mirror College Leadership team' has been established to diversify the staff voices feeding into the leadership of the College.



An exciting opportunity has arisen for staff within the College to participate in a Mirror College Leadership Team.

The purpose of this Mirror CLT programme is to:

- promote diversity of thought
- offer fresh perspectives and ideas for the future of our college
- increase transparency and engagement
- provide career-development opportunities

Led by our Deputy Head of College, Professor Natalie Armstrong, members of the Mirror CLT will discuss real issues and challenges faced by our College Leadership Team and offer their solutions.

Figure 4.50 CLS Mirror College Leadership Team Communication

Ethnicity disclosure rates, including by Council members, need to be improved for an accurate understanding of the ethnicity demographic of committees (Action 4.1). Further work is needed to establish how members are appointed to key committees, to understand and remove barriers faced by BAME staff in this regard (Action 4.12).

Table 4.39 Membership of Decision-Making Boards and Committees by Ethnicity 2021

Committee	White	BAME	PNTS	Unknown	% BAME
Council	■	■	■	■	17%
Alumni Association	■	■	■	■	0%
Audit	■	■	■	■	9%
Equality, Diversity and Inclusion	■	■	■	■	24%
Finance	■	■	■	■	15%

Committee	White	BAME	PNTS	Unknown	% BAME
Health and Safety	■	■	■	■	10%
Nominations	■	■	■	■	11%
Remuneration	■	■	■	■	20%
Senior Staff Pay	■	■	■	■	10%
Senate	■	■	■	■	11%
Learning and Teaching Committee	■	■	■	■	5%
Honorary Degrees	■	■	■	■	22%
Research and Enterprise Committee	■	■	■	■	0%
Senior Leadership Team	■	■	■	■	16%
Executive Board	■	■	■	■	9%
Colleges Leadership Teams	■	■	■	■	13%
Colleges Learning and Teaching Committees	■	■	■	■	11%
Colleges Research Committees	■	■	■	■	7%
TOTAL	■ (65.5%)	■ (11.6%)	■ (8.0%)	■ (15.8%)	12%

Table 4.40 Membership of Leadership Teams at College Level by Ethnicity 2021

	White	BAME	PNTS	Unknown
CLS	■ (83%)	■ (11%)	■ (6%)	■ (0%)
CSE	■ (73%)	■ (27%)	■ (0%)	■ (0%)
CSSAH	■ (83%)	■ (6%)	■ (11%)	■ (0%)
Total	■ (81%)	■ (13%)	■ (6%)	■ (0%)

Table 4.41 Membership of College Level Learning and Teaching Committees by Ethnicity 2021

	White	BAME	PNTS	Unknown
CLS	■ (76%)	■ (5%)	■ (5%)	■ (14%)
CSE	■ (64%)	■ (36%)	■ (0%)	■ (0%)
CSSAH	■ (83%)	■ (4%)	■ (8%)	■ (4%)
Total	■ (88%)	■ (11%)	■ (5%)	■ (7%)

Table 4.42 Membership of College Level Research Committees by Ethnicity 2021

	White	BAME	PNTS	Unknown
CLS	80%	9%	9%	3%
CSE	75%	17%	8%	0%
CSSAH	95%	0%	5%	0%
Total	84%	7%	7%	1%

Actions

Action 4.12 Engage with senior committee leads to explore and identify interventions to improve the ethnic diversity of committee membership at both College and University level, including shadowing opportunities.

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.

The University undertook 5 equal pay audits between 2009 and 2020, with the most recent in 2020. The overall ethnicity pay gap (2020 audit) is 15.5% (in favour of White staff), with a PS ethnicity pay gap of 14.7% and academic ethnicity pay gap of 10.7%.

For PS staff, the ethnicity pay gap is less than 1.2% for the majority of grades, with some being in favour of BAME staff (Table 4.43). However, at the higher grades, Grades 9 and 10, the pay gap is much larger (low BAME staff numbers at Grades 9 and 10 could distort figures).

Table 4.43 Professional Services Staff Pay Gap by Ethnicity

GRADE – Professional Service Staff	PNTS	WHITE	BAME	White/BAME
	No.	No.	No.	PAY GAP
Grade 1				0.0%
Grade 2				0.6%
Grade 3				0.6%
Grade 4				-0.7%
Grade 5				1.2%
Grade 6				0.9%
Grade 7				0.8%
Grade 8				-0.2%
Grade 9				-3.8%
Grade 10				6.5%

For academic staff, the overall ethnicity pay gap is relatively low, with the pay gap for all grades being 3% or less (Table 4.44). At Professor level, the ethnicity pay gap is in favour of

BAME staff, however, the pay range at this level is very large and a few highly paid Professors have distorted the overall pay gap.

Table 4.44 Academic Staff Pay Gap by Ethnicity

GRADE – Academic Staff	PNTS	WHITE	BAME	White/BAME
	No.	No.	No.	PAY GAP
Grade 6	█	█	█	-0.5%
Grade 7	█	█	█	1.4%
Grade 8	█	█	█	2.5%
Grade 9	█	█	█	0.8%
Professor	█	█	█	-3.0%

For clinical staff, the ethnicity pay gap is less than 4% for all grades.

Further investigations should be completed to interrogate the ethnicity pay gaps and actions developed to close these gaps (Action 4.14).

Table 4.45 Clinical Staff Pay Gap by Ethnicity

GRADE	PNTS	WHITE	BAME	White/BAME
	No.	No.	No.	PAY GAP
Clinical Lecturer	█	█	█	-0.9%
Clinical Associate Professor	█	█	█	3.6%
Clinical Professor	█	█	█	3.3%
Clinical Educator	█	█	█	2.1%
Clinical Trainee 1	█	█	█	N/A
Clinical Trainee 2	█	█	█	N/A
Clinical Trainee 3	█	█	█	0.0%

Actions

Action 4.13 Further investigate ethnicity pay gaps with a focus on developing actions to close these gaps, particularly across grades where a greater than 5% pay gap has been identified.

5a Academic Recruitment

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

- *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 processes?*

Data Note

As the recruitment data for 2020/21 was not available in time for the submission deadline, we have incorporated recruitment data for 2017-2020.

The recruitment data for 2017/18 was based on a previous system which had limited capabilities for reporting. As a result we are only able to provide 2017/18 data for both UK and non-UK combined, and we do not have data at the shortlist stage or at College level.

For future submissions we will be able to provide all years of required data.

The University currently has a **disparity in terms of the ethnic diversity of students (52% BAME) compared with staff (October 2021, 21.6% BAME)**.

In 2019, a comprehensive external review of our recruitment practices was commissioned, led by Advance HE, with a focus on increasing the ethnic diversity of the workforce by identifying barriers experienced by BAME applicants applying for and being appointed to roles. From the findings of this review, an **Inclusive Recruitment Toolkit** was developed to address systemic disadvantage and is now being embedded in our recruitment processes and training for recruiting managers.

The toolkit includes guidance and good practice on inclusive practice for each stage of the recruitment cycle, including:

- Advertising and Job Summary Forms – the use of essential criteria, inclusive advertising, anonymous shortlisting.
- Shortlisting – bias awareness, transparency, making evidence-based decisions.
- Interview and Offer – mandatory training for panel members, consistency for all candidates, scoring systems.

Our Recruitment Team have increased their community engagement work, attending local job fayres and events, such as the Belgrave Mela (Figure 5.1).



Figure 5.1 Recruitment Team Promoting the University as an Employer at Belgrave Mela

The ethnicity disclosure rates for all job applications is high (92% UK and 95% non-UK) and the percentage of applications from BAME applicants has increased over the 3 years from 47% to 61% (Figure 5.2).

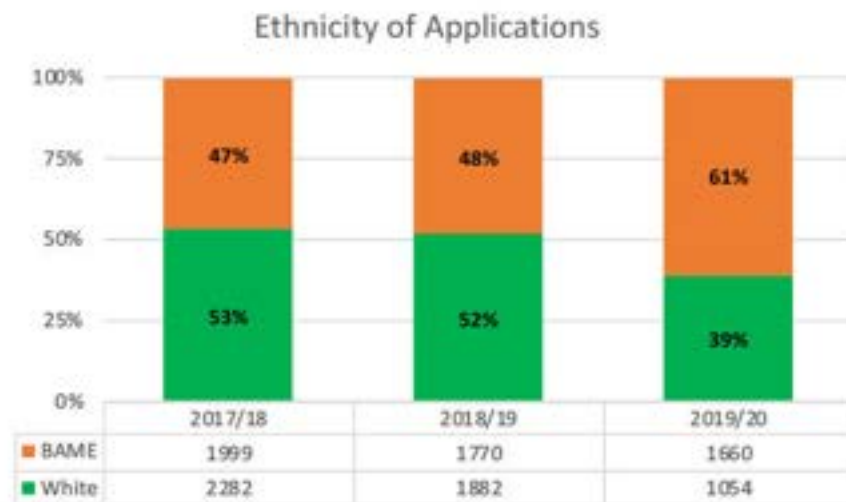


Figure 5.2 Ethnicity Profile of Applicants 2017-2020

Although BAME applicants made up 61% of all applications in 2020/21, White applicants were the largest ethnic group of all applications (Figure 5.3).

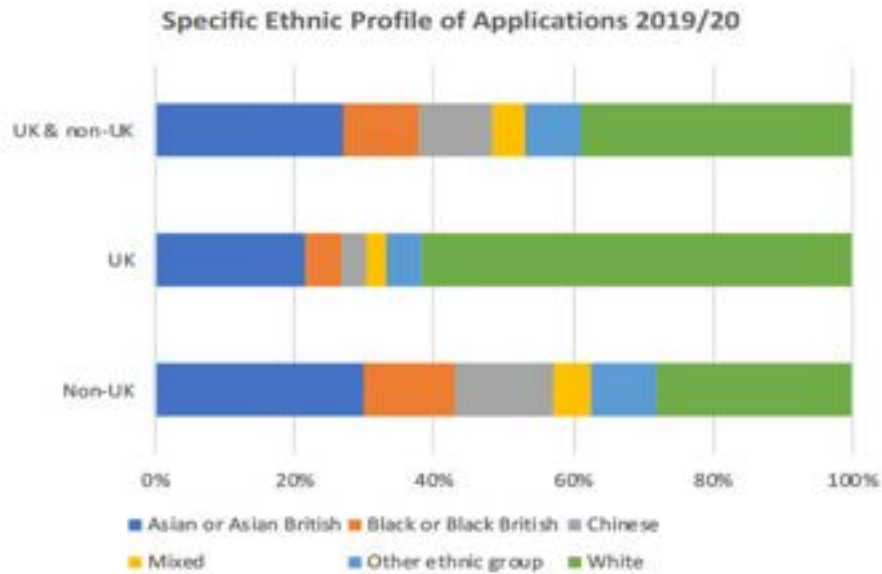


Figure 5.3 Specific Ethnic Group Breakdown of Applications to Academic Roles 2019/20

In 2019/20, 21% of applicants were shortlisted, of which 49% were BAME (Figure 5.4). When reflecting on the data at specific ethnic groups, White applicants (28%) are more likely to be shortlisted, and Black and Other ethnic background applicants, are least likely to be shortlisted (Figure 5.5).

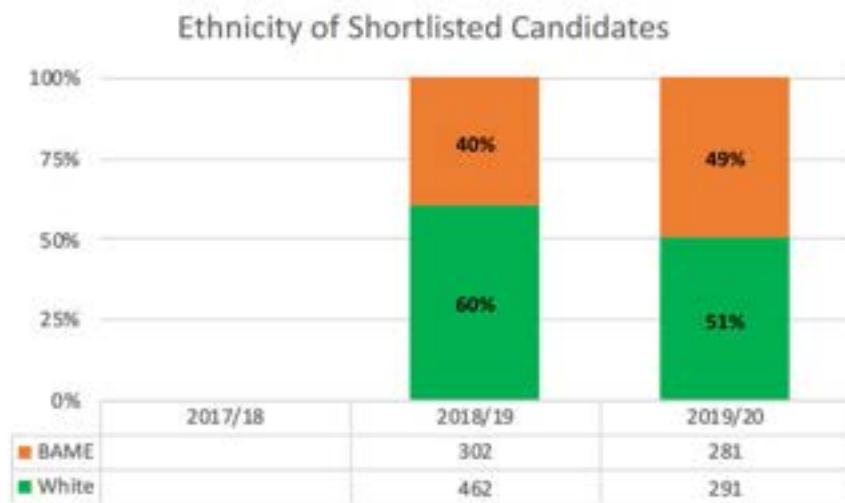


Figure 5.4 Ethnicity Profile of Shortlisted Applicants 2017-20

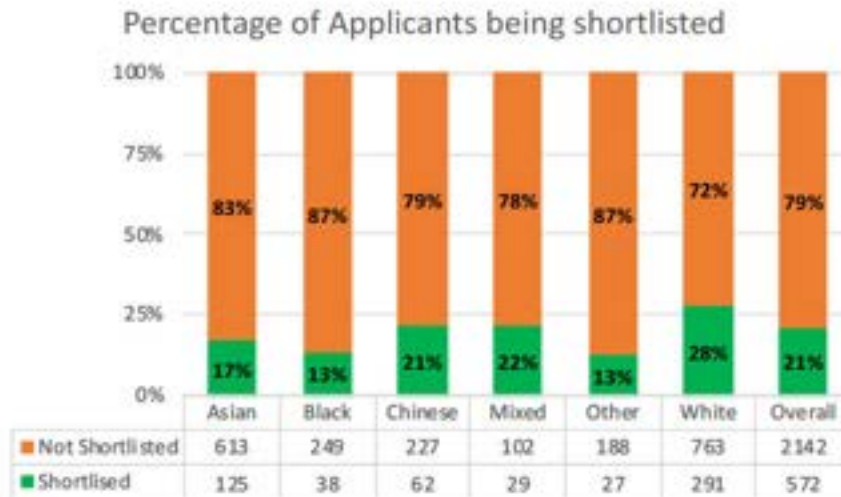


Figure 5.5 Ethnicity Profile of Shortlisted Applicants 2019/20

Although 49% of shortlisted applicants were BAME, only 38% of them were successful to appointment (Figure 5.6) (Action 4.2).

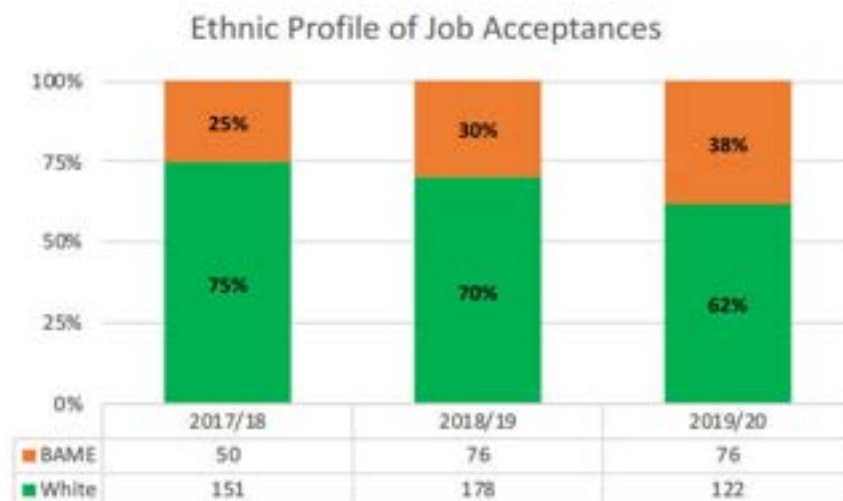


Figure 5.6 Ethnicity Profile of Job Acceptances 2017-20

The percentage of BAME applicants being offered and accepting a job has increased, from 3% to 5%, but it is still much lower than that for White applicants (12%). In 2019/20, the percentages of specific minority ethnic groups accepting a job are Asian (4%), Black (3%), Chinese (8%), Mixed (5%) and Other ethnic backgrounds (2%).

Analysis of College level recruitment data (Figure 5.7), showed that in 2019/20 CLS and CSE had approximately twice as many BAME applications compared to White applications, whereas for CSSAH, the percentage of BAME applications (51%) was similar to that of White applications (49%).

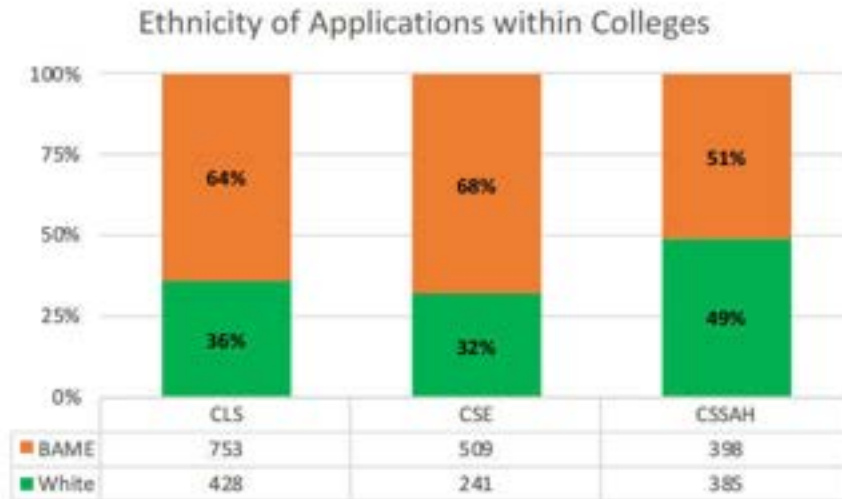
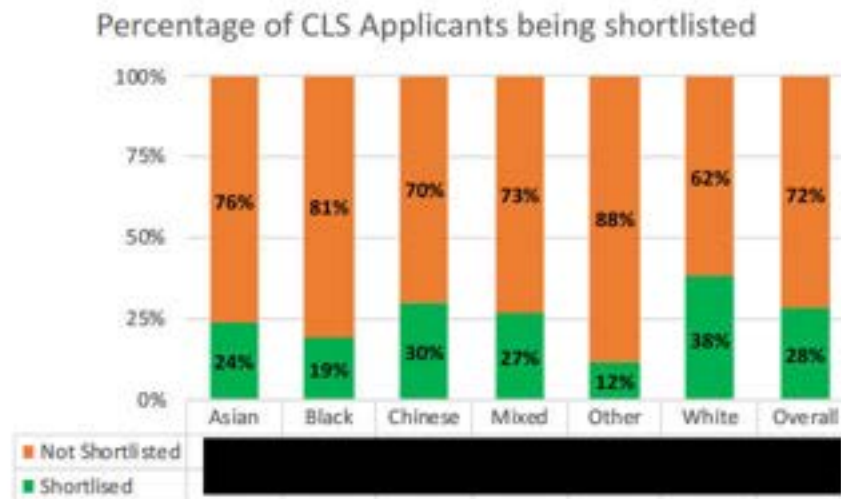


Figure 5.7 Ethnicity Profile of Job Applications within Colleges in 2019/20

In 2019/20, 28% of applicants were shortlisted in CLS, 15% in CSE and 16% in CSSAH (Figure 5.8).



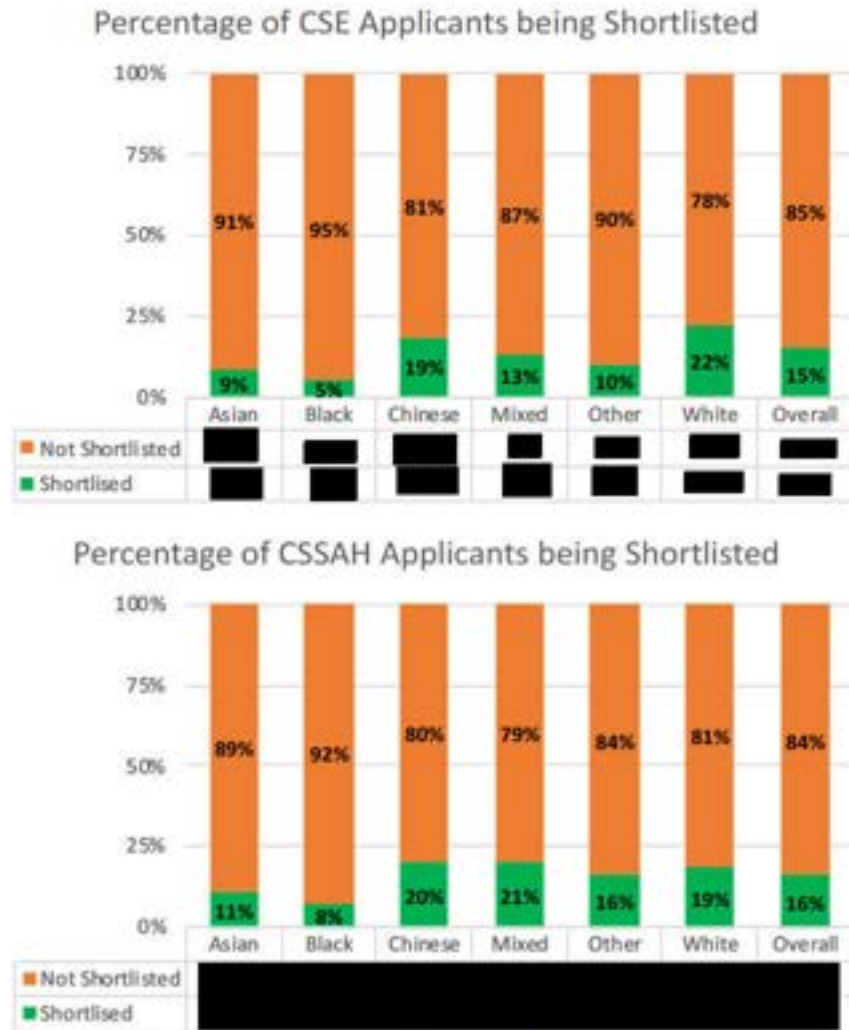


Figure 5.8 Ethnicity Profile of Applicants being shortlisted within Colleges in 2019/20

In CLS, the likelihood of a BAME applicant being shortlisted (22%) was much higher than in CSE (12%) and CSSAH (13%). Although 12% of BAME applicants were shortlisted in CSE, very few applicants of Black (5%), Asian (9%) and Other Ethnic Background (10%) were shortlisted. A similar picture is observed in CSSAH for applicants of Black (8%) and Asian (11%) backgrounds. The likelihood of a BAME applicant in CSE and CSSAH being offered a job was 3%, much lower than that for White applicants and almost half that of BAME applicants applying within CLS (Action 5.1).

Only 53% of BAME staff (74% White) feel that the recruitment and selection process is fair and, again, only 13% of Black staff feel this.

We need to ensure that all stages of the recruitment process are transparent and fair. The full embedding of the Inclusive Recruitment Toolkit will be a primary mechanism by which we do this (Action 4.2), along with the Recruitment Demographic Dashboards that are now shared annually with all Heads of Department (Action 5.2). Other key actions will be to complete a trial of anonymous shortlisting and assess for recruitment outcomes for BAME applicants (Action 5.3), and focus on academic recruitment (Action 5.4) and diversifying applicant pools at some grades (Action 5.5).

Actions

- Action 5.1** Review recruitment practices in CLS to see whether lessons can be learnt for other areas to increase the percentage of BAME applicants being shortlisted and offered jobs.
- Action 5.2** Continue to produce annual Recruitment Demographic Dashboards for all Heads of School/Department.
- Action 5.3** Trial anonymous shortlisting and undertake analysis to identify impact on recruitment outcomes for BAME applicants.
- Action 5.4** Explore how academic recruitment processes and practices at Grades 7-8 could be developed to support the career development of BAME staff.
- Action 5.5** Identify and utilise targeted external recruitment channels, including networks, to promote job opportunities to attract a more ethnically diverse candidate pool at certain grades.

Table 5.1 UK and Non-UK Academic Recruitment Data by Ethnicity 2017/18

2017/18	UK and non-UK Academic Staff		
	Application	Offer	App to Offer Success Rate
BAME	1999	50	3%
Asian or Asian British	█	█	2%
Black or Black British	█	█	1%
Chinese	█	█	4%
Mixed	█	█	4%
Other ethnic groups	█	█	3%
White	2282	151	7%
BAME + White	█	█	5%
Prefer not to say	█	█	2%
Not declared	119	38	32%
Total	4605	244	5%

Table 5.2 UK and Non-UK Academic Recruitment Data by Ethnicity 2018/19

2018/19	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	■	■	■	28%	10%	■	■	■	15%	3%	■	■	■	17%	4%
Asian or Asian British	■	■	■	30%	13%	■	■	■	14%	3%	■	■	■	18%	5%
Bangladeshi	■	■	■	13%	0%	■	■	■	23%	0%	■	■	■	21%	0%
Indian	■	■	■	36%	14%	■	■	■	13%	3%	■	■	■	19%	6%
Pakistani	■	■	■	16%	12%	■	■	■	22%	9%	■	■	■	20%	10%
Any other Asian background	■	■	■	24%	10%	■	■	■	12%	1%	■	■	■	14%	2%
Black or Black British	■	■	■	24%	10%	■	■	■	11%	2%	■	■	■	14%	4%
Black African	■	■	■	21%	9%	■	■	■	10%	2%	■	■	■	12%	3%
Black Caribbean	■	■	■	45%	18%	■	■	■	0%	0%	■	■	■	42%	17%
Any other Black background	■	■	■	0%	0%	■	■	■	23%	8%	■	■	■	18%	6%
Chinese	■	■	■	29%	3%	■	■	■	19%	5%	■	■	■	20%	4%
Mixed	■	■	■	27%	15%	■	■	■	12%	3%	■	■	■	14%	5%
Asian and White	■	■	■	38%	25%	■	■	■	8%	2%	■	■	■	12%	5%
Black African and White	■	■	■	20%	0%	■	■	■	33%	11%	■	■	■	29%	7%
Black Caribbean and White	■	■	■	0%	0%	■	■	■	0%	0%	■	■	■	0%	0%
Any other mixed background	■	■	■	27%	18%	■	■	■	12%	2%	■	■	■	15%	5%
Other ethnic groups	■	■	■	29%	3%	■	■	■	14%	2%	■	■	■	16%	2%
Arab	■	■	■	29%	5%	■	■	■	13%	2%	■	■	■	15%	2%
Any other background	■	■	■	30%	0%	■	■	■	14%	2%	■	■	■	16%	1%
White	■	■	■	33%	15%	■	■	■	19%	5%	■	■	■	25%	8%
White British	■	■	■	34%	16%	■	■	■	22%	13%	■	■	■	33%	16%
White Other	■	■	■	25%	6%	■	■	■	19%	5%	■	■	■	19%	5%
BAME + White	■	■	■	31%	14%	■	■	■	16%	4%	■	■	■	21%	7%
Prefer not to say	■	■	■	26%	10%	■	■	■	17%	7%	■	■	■	20%	9%
Not declared	■	■	■	100%	100%	■	■	■	92%	85%	■	■	■	98%	96%
Total	■	■	■	33%	16%	■	■	■	17%	4%	■	■	■	22%	8%

Table 5.3 UK and Non-UK Academic Recruitment Data by Ethnicity 2019/20

2019/20	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME				22%	9%				16%	3%				17%	5%
Asian or Asian British				23%	10%				15%	3%				17%	4%
Bangladeshi				29%	29%				18%	5%				21%	10%
Indian				27%	11%				14%	2%				18%	4%
Pakistani				6%	3%				17%	3%				14%	3%
Any other Asian background				26%	10%				14%	3%				16%	5%
Black or Black British				14%	7%				13%	2%				13%	3%
Black African				6%	3%				13%	2%				12%	2%
Black Caribbean				50%	17%				0%	0%				44%	11%
Any other Black background				50%	50%				17%	8%				21%	14%
Chinese				33%	13%				20%	7%				21%	8%
Mixed				30%	11%				20%	4%				22%	5%
Asian and White				67%	33%				9%	2%				13%	4%
Black African and White				0%	0%				57%	29%				40%	20%
Black Caribbean and White				25%	0%				0%	0%				11%	0%
Any other mixed background				29%	12%				28%	2%				28%	5%
Other ethnic groups				14%	2%				12%	2%				13%	2%
Arab				13%	0%				9%	2%				10%	2%
Any other background				20%	10%				28%	3%				26%	5%
White				35%	15%				20%	8%				28%	12%
White British				36%	16%				12%	6%				35%	16%
White Other				20%	8%				20%	8%				20%	8%
BAME + White				30%	13%				17%	5%				21%	7%
Prefer not to say				40%	16%				16%	6%				26%	10%
Not declared				100%	100%				100%	100%				100%	100%
Total				32%	15%				17%	5%				22%	8%

Table 5.4 UK and Non-UK Academic Recruitment Data for Colleges by Ethnicity 2018/19 - College of Life Sciences

College of Life Sciences															
2018/19	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME				38%	14%				21%	5%				25%	8%
Asian or Asian British				35%	16%				14%	3%				21%	7%
Bangladeshi				33%	0%				25%	0%				27%	0%
Indian				37%	15%				12%	4%				20%	7%
Pakistani				29%	21%				24%	7%				26%	12%
Any other Asian background				33%	22%				14%	0%				17%	4%
Black or Black British				42%	17%				24%	2%				38%	8%
Black African				47%	24%				24%	3%				31%	9%
Black Caribbean				40%	0%				0%	0%				40%	0%
Any other Black background				0%	0%				25%	0%				17%	0%
Chinese				47%	7%				33%	13%				36%	12%
Mixed				25%	0%				17%	3%				18%	3%
Asian and White				0%	0%				11%	0%				10%	0%
Black African and White				#DIV/0!	0%				50%	25%				50%	25%
Black Caribbean and White				#DIV/0!	0%				0%	0%				0%	0%
Any other mixed background				33%	0%				20%	0%				25%	0%
Other ethnic groups				50%	13%				34%	5%				37%	7%
Arab				75%	25%				31%	3%				36%	6%
Any other background				25%	0%				44%	11%				38%	8%
White				51%	27%				33%	13%				43%	21%
White British				51%	27%				56%	22%				51%	26%
White Other				57%	29%				32%	13%				33%	14%
BAME + White				46%	22%				25%	8%				34%	14%
Prefer not to say				42%	17%				25%	13%				32%	14%
Not declared				100%	100%				83%	83%				95%	95%
Total				48%	25%				25%	9%				35%	15%

Table 5.5 UK and Non-UK Academic Recruitment Data for Colleges by Ethnicity 2019/20 - College of Life Sciences

College of Life Sciences															
2019/20	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME				29%	12%				28%	5%				22%	7%
Asian or Asian British				31%	14%				20%	4%				24%	7%
Bangladeshi				67%	67%				44%	11%				50%	25%
Indian				34%	14%				16%	2%				23%	6%
Pakistani				6%	0%				32%	9%				24%	6%
Any other Asian background				38%	14%				18%	5%				23%	7%
Black or Black British				22%	13%				19%	3%				19%	5%
Black African				11%	6%				19%	4%				18%	4%
Black Caribbean				50%	25%				0%	0%				50%	17%
Any other Black background				100%	100%				17%	0%				29%	14%
Chinese				38%	15%				28%	16%				30%	16%
Mixed				27%	13%				27%	4%				27%	6%
Asian and White				67%	33%				11%	0%				18%	5%
Black African and White				0%	0%				60%	20%				43%	14%
Black Caribbean and White				0%	0%				0%	0%				0%	0%
Any other mixed background				22%	11%				36%	4%				32%	6%
Other ethnic groups				20%	3%				9%	1%				12%	2%
Arab				17%	0%				8%	2%				10%	1%
Any other background				29%	14%				20%	0%				25%	8%
White				44%	18%				36%	11%				38%	15%
White British				44%	18%				25%	25%				44%	19%
White Other				39%	17%				30%	10%				31%	11%
BAME + White				37%	16%				22%	6%				28%	10%
Prefer not to say				44%	16%				13%	6%				26%	11%
Not declared				100%	100%				100%	100%				100%	100%
Total				39%	18%				22%	6%				29%	11%

Table 5.6 UK and Non-UK Academic Recruitment Data by Ethnicity 2018/19 - College of Science and Engineering

College of Science and Engineering															
2018/19	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	■	■	■	29%	11%	■	■	■	13%	2%	■	■	■	15%	3%
Asian or Asian British	■	■	■	41%	21%	■	■	■	12%	2%	■	■	■	16%	5%
Bangladeshi	■	■	■	0%	0%	■	■	■	10%	0%	■	■	■	9%	0%
Indian	■	■	■	50%	25%	■	■	■	13%	2%	■	■	■	18%	5%
Pakistani	■	■	■	0%	0%	■	■	■	20%	10%	■	■	■	18%	9%
Any other Asian background	■	■	■	29%	14%	■	■	■	10%	2%	■	■	■	12%	4%
Black or Black British	■	■	■	25%	0%	■	■	■	6%	0%	■	■	■	8%	0%
Black African	■	■	■	25%	0%	■	■	■	4%	0%	■	■	■	0%	0%
Black Caribbean	■	■	■	#DIV/0!	#DIV/0!	■	■	■	0%	0%	■	■	■	#DIV/0!	#DIV/0!
Any other Black background	■	■	■	#DIV/0!	#DIV/0!	■	■	■	25%	0%	■	■	■	25%	0%
Chinese	■	■	■	25%	0%	■	■	■	18%	4%	■	■	■	19%	3%
Mixed	■	■	■	0%	0%	■	■	■	9%	3%	■	■	■	8%	3%
Asian and White	■	■	■	0%	0%	■	■	■	0%	0%	■	■	■	0%	0%
Black African and White	■	■	■	0%	0%	■	■	■	50%	0%	■	■	■	25%	0%
Black Caribbean and White	■	■	■	#DIV/0!	0%	■	■	■	0%	0%	■	■	■	0%	0%
Any other mixed background	■	■	■	0%	0%	■	■	■	20%	10%	■	■	■	18%	9%
Other ethnic groups	■	■	■	0%	0%	■	■	■	13%	2%	■	■	■	12%	1%
Arab	■	■	■	0%	0%	■	■	■	14%	2%	■	■	■	13%	2%
Any other background	■	■	■	0%	0%	■	■	■	10%	0%	■	■	■	10%	0%
White	■	■	■	28%	14%	■	■	■	28%	6%	■	■	■	23%	9%
White British	■	■	■	30%	16%	■	■	■	10%	10%	■	■	■	29%	15%
White Other	■	■	■	7%	0%	■	■	■	20%	5%	■	■	■	19%	5%
BAME + White	■	■	■	29%	14%	■	■	■	18%	4%	■	■	■	19%	4%
Prefer not to say	■	■	■	33%	22%	■	■	■	16%	7%	■	■	■	21%	11%
Not declared	■	■	■	100%	100%	■	■	■	100%	80%	■	■	■	100%	92%
Total	■	■	■	31%	17%	■	■	■	17%	4%	■	■	■	26%	7%

Table 5.7 UK and Non-UK Academic Recruitment Data by Ethnicity 2019/20 - College of Science and Engineering

College of Science and Engineering															
2019/20	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	█	█	█	11%	2%	█	█	█	12%	3%	█	█	█	12%	3%
Asian or Asian British	█	█	█	11%	4%	█	█	█	8%	2%	█	█	█	9%	2%
Bangladeshi	█	█	█	0%	0%	█	█	█	0%	0%	█	█	█	0%	0%
Indian	█	█	█	20%	0%	█	█	█	14%	3%	█	█	█	15%	3%
Pakistani	█	█	█	20%	20%	█	█	█	0%	0%	█	█	█	3%	3%
Any other Asian background	█	█	█	0%	0%	█	█	█	2%	0%	█	█	█	2%	0%
Black or Black British	█	█	█	0%	0%	█	█	█	6%	0%	█	█	█	5%	0%
Black African	█	█	█	0%	0%	█	█	█	7%	0%	█	█	█	5%	0%
Black Caribbean	█	█	█	#DIV/0!	#DIV/0!	█	█	█	0%	0%	█	█	█	#DIV/0!	#DIV/0!
Any other Black background	█	█	█	#DIV/0!	#DIV/0!	█	█	█	0%	0%	█	█	█	0%	0%
Chinese	█	█	█	22%	0%	█	█	█	18%	6%	█	█	█	19%	6%
Mixed	█	█	█	14%	0%	█	█	█	13%	4%	█	█	█	13%	3%
Asian and White	█	█	█	#DIV/0!	#DIV/0!	█	█	█	7%	0%	█	█	█	7%	0%
Black African and White	█	█	█	0%	0%	█	█	█	100%	100%	█	█	█	50%	50%
Black Caribbean and White	█	█	█	100%	0%	█	█	█	0%	0%	█	█	█	50%	0%
Any other mixed background	█	█	█	0%	0%	█	█	█	17%	0%	█	█	█	9%	0%
Other ethnic groups	█	█	█	0%	0%	█	█	█	11%	2%	█	█	█	16%	2%
Arab	█	█	█	0%	0%	█	█	█	8%	2%	█	█	█	7%	2%
Any other background	█	█	█	0%	0%	█	█	█	50%	0%	█	█	█	40%	0%
White	█	█	█	29%	17%	█	█	█	18%	6%	█	█	█	22%	10%
White British	█	█	█	31%	18%	█	█	█	17%	0%	█	█	█	30%	17%
White Other	█	█	█	0%	0%	█	█	█	18%	6%	█	█	█	18%	6%
BAME + White	█	█	█	22%	11%	█	█	█	14%	4%	█	█	█	15%	5%
Prefer not to say	█	█	█	46%	23%	█	█	█	9%	0%	█	█	█	20%	7%
Not declared	█	█	█	100%	100%	█	█	█	#DIV/0!	#DIV/0!	█	█	█	100%	100%
Total	█	█	█	26%	15%	█	█	█	13%	4%	█	█	█	16%	6%

Table 5.8 UK and Non-UK Academic Recruitment Data by Ethnicity 2018/19 - College of Social Sciences, Arts and Humanities

College of Social Sciences, Arts and Humanities															
2018/19	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	■	■	■	17%	8%	■	■	■	12%	2%	■	■	■	12%	3%
Asian or Asian British	■	■	■	11%	0%	■	■	■	16%	3%	■	■	■	15%	2%
Bangladeshi	■	■	■	0%	0%	■	■	■	27%	0%	■	■	■	23%	0%
Indian	■	■	■	18%	0%	■	■	■	15%	2%	■	■	■	15%	1%
Pakistani	■	■	■	0%	0%	■	■	■	20%	10%	■	■	■	15%	8%
Any other Asian background	■	■	■	15%	0%	■	■	■	13%	1%	■	■	■	13%	1%
Black or Black British	■	■	■	13%	8%	■	■	■	8%	2%	■	■	■	9%	4%
Black African	■	■	■	6%	3%	■	■	■	7%	2%	■	■	■	7%	2%
Black Caribbean	■	■	■	50%	33%	■	■	■	0%	0%	■	■	■	43%	29%
Any other Black background	■	■	■	0%	0%	■	■	■	20%	20%	■	■	■	14%	14%
Chinese	■	■	■	0%	0%	■	■	■	13%	1%	■	■	■	12%	1%
Mixed	■	■	■	33%	22%	■	■	■	10%	2%	■	■	■	16%	7%
Asian and White	■	■	■	50%	33%	■	■	■	14%	7%	■	■	■	25%	15%
Black African and White	■	■	■	33%	0%	■	■	■	0%	0%	■	■	■	17%	0%
Black Caribbean and White	■	■	■	0%	0%	■	■	■	■	■	■	■	■	0%	0%
Any other mixed background	■	■	■	29%	29%	■	■	■	9%	0%	■	■	■	12%	5%
Other ethnic groups	■	■	■	29%	0%	■	■	■	6%	1%	■	■	■	10%	1%
Arab	■	■	■	25%	0%	■	■	■	6%	1%	■	■	■	9%	1%
Any other background	■	■	■	40%	0%	■	■	■	7%	0%	■	■	■	12%	0%
White	■	■	■	21%	8%	■	■	■	14%	2%	■	■	■	17%	4%
White British	■	■	■	21%	9%	■	■	■	8%	8%	■	■	■	21%	9%
White Other	■	■	■	21%	2%	■	■	■	14%	2%	■	■	■	14%	2%
BAME + White	■	■	■	20%	7%	■	■	■	13%	2%	■	■	■	15%	4%
Prefer not to say	■	■	■	11%	0%	■	■	■	14%	5%	■	■	■	13%	3%
Not declared	■	■	■	100%	100%	■	■	■	100%	100%	■	■	■	100%	100%
Total	■	■	■	21%	8%	■	■	■	13%	2%	■	■	■	15%	4%

Table 5.9 UK and Non-UK Academic Recruitment Data by Ethnicity 2019/20 - College of Social Sciences, Arts and Humanities

College of Social Sciences, Arts and Humanities															
2019/20	UK Academic Staff					Non-UK Academic Staff					UK & Non-UK Academic Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	■	■	■	13%	6%	■	■	■	13%	2%	■	■	■	13%	3%
Asian or Asian British	■	■	■	5%	3%	■	■	■	14%	1%	■	■	■	11%	1%
Bangladeshi	■	■	■	0%	0%	■	■	■	0%	0%	■	■	■	0%	0%
Indian	■	■	■	0%	0%	■	■	■	7%	0%	■	■	■	5%	0%
Pakistani	■	■	■	0%	0%	■	■	■	17%	0%	■	■	■	13%	0%
Any other Asian background	■	■	■	25%	13%	■	■	■	20%	3%	■	■	■	21%	5%
Black or Black British	■	■	■	7%	0%	■	■	■	8%	2%	■	■	■	8%	2%
Black African	■	■	■	0%	0%	■	■	■	7%	1%	■	■	■	6%	1%
Black Caribbean	■	■	■	50%	0%	■	■	■	0%	0%	■	■	■	33%	0%
Any other Black background	■	■	■	0%	0%	■	■	■	20%	20%	■	■	■	17%	17%
Chinese	■	■	■	38%	25%	■	■	■	18%	2%	■	■	■	20%	5%
Mixed	■	■	■	60%	20%	■	■	■	14%	3%	■	■	■	21%	6%
Asian and White	■	■	■	#DIV/0!	#DIV/0!	■	■	■	9%	9%	■	■	■	9%	9%
Black African and White	■	■	■	#DIV/0!	0%	■	■	■	0%	0%	■	■	■	0%	0%
Black Caribbean and White	■	■	■	0%	0%	■	■	■	0%	0%	■	■	■	0%	0%
Any other mixed background	■	■	■	100%	33%	■	■	■	19%	0%	■	■	■	32%	5%
Other ethnic groups	■	■	■	0%	0%	■	■	■	18%	4%	■	■	■	16%	4%
Arab	■	■	■	0%	0%	■	■	■	13%	3%	■	■	■	12%	3%
Any other background	■	■	■	0%	0%	■	■	■	25%	5%	■	■	■	23%	5%
White	■	■	■	25%	10%	■	■	■	14%	6%	■	■	■	19%	8%
White British	■	■	■	27%	11%	■	■	■	0%	0%	■	■	■	25%	11%
White Other	■	■	■	6%	0%	■	■	■	14%	6%	■	■	■	14%	6%
BAME + White	■	■	■	21%	9%	■	■	■	14%	4%	■	■	■	16%	5%
Prefer not to say	■	■	■	32%	11%	■	■	■	30%	13%	■	■	■	31%	12%
Not declared	■	■	■	100%	100%	■	■	■	100%	100%	■	■	■	100%	100%
Total	■	■	■	23%	11%	■	■	■	14%	4%	■	■	■	17%	6%

5b Training

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

- *courses related to management, leadership, and/or other opportunities linked to career progression*
- *the uptake of courses by ethnicity*
- *how training is evaluated*

Staff have access to a wide provision of training and development, including:

- **Organisational Development (OD):** leadership and development for staff at all career stages.
- **Leicester Learning Institute (LLI):** supports teaching, scholarship, academic professional development, including HEA Fellowship (PEERS).
- **The Doctoral College (DC):** e.g. focussed academic, research staff, and postgraduate researchers, a range of professional and career management development.

All staff complete mandatory online training modules in EDI and in Challenging Unconscious Bias at induction (refreshed at specified intervals as part of the formal PDD process). Currently, it is not possible to analyse the completion rates of mandatory training by ethnicity but this will be possible from 2021/22, with the introduction of our new online PDD platform (**Action 5.6**).

Where we are able to analyse participation rates by ethnicity, there is a clearly **a lower uptake of leadership and development courses by BAME staff**, the REC survey showed 59% of staff (53% BAME, 66% White) felt there are opportunities for them to develop in their role.

Further development of OD monitoring systems is needed, to assess the uptake of leadership and development course by ethnicity and develop further initiatives and opportunities for BAME staff (**Action 5.7**).

Managers and prospective managers are encouraged to attend courses on leadership and management practice, mentoring and appraisal training. There is no in-house leadership programme for BAME staff (**Action 4.6**).

A range of face-to-face EDI training is offered including, in 2018/19 Race into Action, of which, 9% of participants were BAME (Figure 5.9).

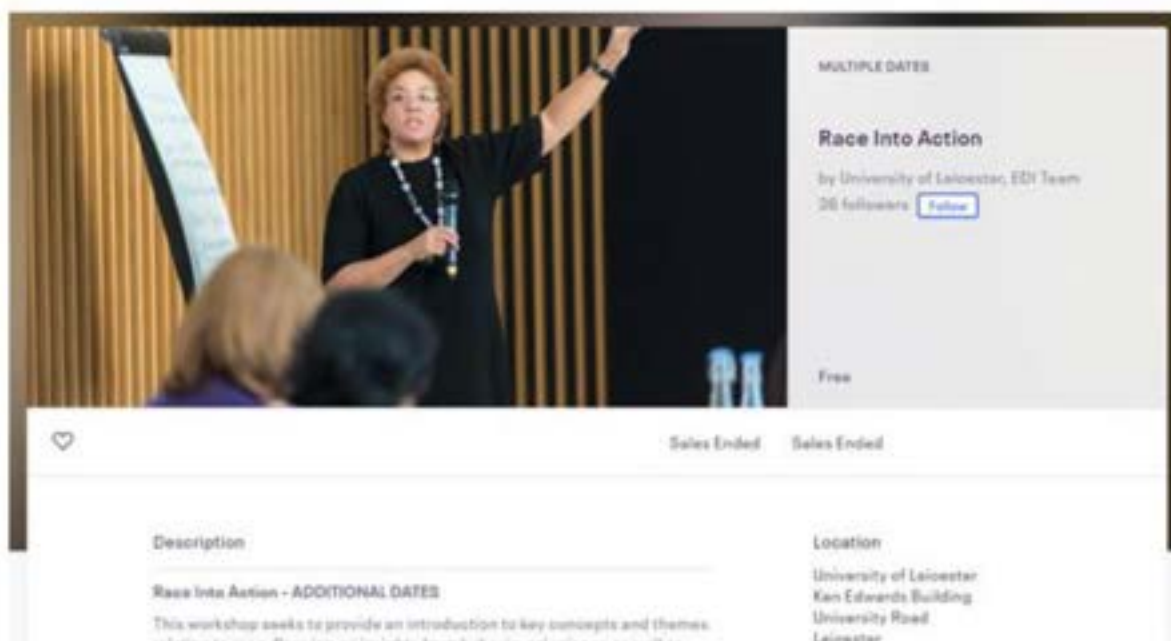


Figure 5.9 Race into Action Training

The EDI Team also deliver bespoke face-to-face training relating to advancing race equality, including developing awareness of racial harassment, white privilege and micro-aggressions.

Table 5.10 Leadership Courses Undertaken by Academic and Research Staff

Course Titles	Information	Academic Attendees
Women Leading with Purpose (WLP), an internal women only leadership programme	WLP runs over 8 weeks and is designed for staff Grade 6-8	2018: ■ (of known, 14% BAME) 2019/20 (WLP): ■ (25% BAME) 2020/21 (WLP) ■ (18% BAME)
Future Leaders' Programme (2017-onwards)	Designed for senior leaders, Associate Professors and Grade 9 in PS.	2018/19: ■ (of known, 23% BAME) 2019/2020 Programme not delivered 2021/21 Programme not delivered
VITAL Leadership Programme	VLP is designed for staff Grades 6-8.	2018/19: ■ (of known, 0% BAME) 2019/20: ■ (of known, 20% BAME) 2020/21: ■ (of known, 14.3% BAME)
Values in Action programme	VIA Leadership Programme for staff Grades 1-5.	2019/20 Pilot: ■ (of known 36% BAME) 2020/21: Programme not delivered

Course Titles	Information	Academic Attendees
Coaching & Mentoring	The University of Leicester Coaching and Mentoring Academy, made up of professionally qualified academic and PS staff.	■■■ coaches (of known, 20% are BAME)

Training is evaluated at level 1 and 2 (Kirkpatrick Evaluation Model), with focus primarily on reaction. A more comprehensive evaluation system, is planned over the next 2 years (Actions 5.8, 5.9).

<u>Actions</u>	
Action 5.6	Monitor the completion rates of mandatory training by ethnicity from 2021/22 through PDDManager.
Action 5.7	Introduce robust OD monitoring systems to understand engagement with training and development programmes by BAME staff and put actions in place to address any barriers identified to engagement and inclusion, including the visibility of opportunities and the role of line managers in promoting these.
Action 5.8	Develop comprehensive training evaluation systems to identify further provision development needed and any barriers to learning for BAME attendees.
Action 5.9	Ensure there is an ethnically diverse range of mentors available through the Mentoring Academy and widely promote mentoring as a development option to people at all levels, including through diverse cases studies around the benefits of mentoring.

Table 5.11 Academic Staff Attendance on OD Courses by Ethnicity 2018-21

	Career Progression			Leader/Manager			Other Development		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
BAME	■ 19.8%	■ 26.7%	■ 20.0%	■ 18.5%	■ 9.7%	■ 10.6%	■ 26.8%	■ 13.6%	■ 11.8%
Asian or Asian British	■ 7.0%	■ 10.0%	■ 0.0%	■ 4.1%	■ 5.2%	■ 2.8%	■ 9.5%	■ 4.5%	■ 0.0%
Bangladeshi	■ 1.2%	■ 1.7%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%
Indian	■ 4.7%	■ 6.7%	■ 0.0%	■ 4.1%	■ 3.7%	■ 2.8%	■ 7.8%	■ 4.5%	■ 0.0%
Pakistani	■ 1.2%	■ 1.7%	■ 0.0%	■ 0.0%	■ 0.7%	■ 0.0%	■ 0.5%	■ 0.0%	■ 0.0%
Any other Asian background	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.7%	■ 0.0%	■ 1.3%	■ 0.0%	■ 0.0%
Black or Black British	■ 3.5%	■ 3.3%	■ 0.0%	■ 0.0%	■ 0.7%	■ 2.3%	■ 2.8%	■ 2.3%	■ 0.0%
Black African	■ 2.3%	■ 3.3%	■ 0.0%	■ 0.0%	■ 0.7%	■ 0.5%	■ 2.8%	■ 2.3%	■ 0.0%
Black Caribbean	■ 1.2%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%
Any other Black background	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 1.8%	■ 0.0%	■ 0.0%	■ 0.0%
Chinese	■ 4.7%	■ 10.0%	■ 13.3%	■ 3.4%	■ 2.2%	■ 3.7%	■ 8.0%	■ 2.3%	■ 5.9%
Mixed	■ 1.2%	■ 1.7%	■ 0.0%	■ 6.8%	■ 0.0%	■ 0.5%	■ 1.5%	■ 2.3%	■ 5.9%
Asian and White	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.7%	■ 0.0%	■ 0.5%	■ 0.0%	■ 2.3%	■ 0.0%
Black African and White	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%
Black Caribbean and White	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.8%	■ 0.0%	■ 0.0%
Any other mixed background	■ 1.2%	■ 1.7%	■ 0.0%	■ 6.2%	■ 0.0%	■ 0.0%	■ 0.8%	■ 0.0%	■ 5.9%
Other ethnic groups	■ 3.5%	■ 1.7%	■ 6.7%	■ 4.1%	■ 1.5%	■ 1.4%	■ 5.0%	■ 2.3%	■ 0.0%
Arab	■ 2.3%	■ 0.0%	■ 6.7%	■ 0.7%	■ 0.0%	■ 0.0%	■ 1.8%	■ 0.0%	■ 0.0%
Any other background	■ 1.2%	■ 1.7%	■ 0.0%	■ 3.4%	■ 1.5%	■ 1.4%	■ 3.3%	■ 2.3%	■ 0.0%
White	■ 80.2%	■ 73.3%	■ 80.0%	■ 81.5%	■ 90.3%	■ 89.4%	■ 73.2%	■ 86.4%	■ 88.2%
White British	■ 80.2%	■ 73.3%	■ 66.7%	■ 81.5%	■ 90.3%	■ 87.6%	■ 15.3%	■ 86.4%	■ 88.2%
White Other	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 0.0%	■ 1.8%	■ 0.0%	■ 0.0%	■ 0.0%
Total BAME + White	■ 100.0%	■ 100.0%	■ 100.0%	■ 100.0%	■ 100.0%	■ 100.0%	■ 100.0%	■ 100.0%	■ 100.0%
Prefer not to say	■ 31.2%	■ 25.0%	■ 0.0%	■ 17.5%	■ 5.6%	■ 9.9%	■ 13.3%	■ 4.3%	■ 5.6%
Invalid Data	■	■	■	■	■	■	■	■	■
Total	■	■	■	■	■	■	■	■	■

5c Appraisal/Development Review

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

The Performance Development Discussion (PDD) is an annual process for all staff. We were unable to analyse completion rates data by ethnicity, as this was not captured on our systems. However, in September 2021 a new electronic PDD system, PDDManager was implemented. This will enable us to complete detailed and accurate analysis of completion rates by organisational areas, grades, job families and protected characteristic. Once this analysis is complete, we will implement targeted engagement and training initiatives to increase PDD rates where completion rates are low. (Action 5.10).

In 2019-2020, 63% of all staff completed their PDD, 14.5% less than in 2018-19 (Table 5.12). Whilst completion rates vary by School/Department/Division, the number of PDDs taking place (meeting has happened, but no senior sign off) has fallen to 79.5% (from 89.76% for 2018-19). This may be a reflection of the challenges faced in light of home working during the pandemic.

Table 5.12 Overall PDD Completion Rates (Academic and PS Staff) 2017-2020

	2017-18	2018-19	2019-20
Total number of PDDs due	3585	3673	3386
Total PDDs completed and signed off	2801 (78.1%)	2848 (77.6%)	2136 (63.1%)
Total PDDs completed, not signed off	331 (9.3%)	449 (12.2%)	556 (16.4%)
Total PDDs non-completed	453 (12.6%)	374 (10.2%)	694 (20.5%)

Despite the lower overall completion rate across the University, the completion rates within CSE and CSSAH have increased over the 3 year period (Table 5.13).

Table 5.13 PDD Completion Rates by College/Division 2017-2020

College area	2017-18	2018-19	2019-20
Corporate Services	85.4%	88.01% ↑	60.98% ↓
College of Life Sciences	71.8%	70.40% ↓	50.79% ↓
College of Science and Engineering	57.5%	70.15% ↑	76.16% ↑
College of Social Sciences, Arts and Humanities	87.4%	71.07% ↓	74.66% ↑
Total	78.1%	77.54% ↓	63.08% ↓

The majority of Schools/Departments/Divisions have high completion rates (Tables 5.14-16), with a few, such as Cancer Research Centre, Technical Services, HyPIR and Law, have lower rates. A key action will be to increase PDD completion rates and sign off rates across all areas (Action 5.11).

Table 5.14 PDD completion Rates of Academic Staff in Departments 2019/20 - College of Life Sciences

Division/School/Department	No. of reportable staff	Actual total completed signed off PDDs %	Completion %, if senior sign off had taken place
College IT		100%	100%
Core Bio-technology Services & Central Technical Services		90.91%	90.90%
Respiratory Sciences		23.26%	53.48%
Cardiovascular Sciences		71.63%	72.34%
Cancer Research Centre		27.71%	36.14%
Clinical Trials Unit		71.43%	78.57%
College Central		0.00%	88.88%
Diabetes Research Centre		79.41%	82.35%
Pre-clinical Research Facility		13.33%	100%
Genetics & Genome Biology		51.65%	54.94%
Health Sciences		93.88%	97.95%
Neuroscience, Psychology & Behaviour		83.58%	85.07%
Allied Health Professionals & Medical		0.00%	100%
Biological Sciences		0.00%	77.5%
Psychology		7.14%	92.85%
Molecular & Cell Biology		43.59%	44.87%
Leicester Precision Medicine Institute		0.00%	11.11%
TOTAL		50.79%	70.32%

Table 5.15 PDD completion Rates of Academic staff in Departments 2019/20 - College of Science and Engineering

Division/School/Department	No. of reportable staff	Actual total completed signed off PDDs %	Completion %, if senior sign off had taken place
Chemistry		42.55%	46.80%
Engineering		64.15%	77.35%
Geography, Geology & the Environment		63.77%	76.81%
Informatics		85.37%	85.36%
Mathematics		61.76%	73.52%
Physics and Astronomy		98.46%	100%
HoC Direct Reports		0.00%	0.00%
DoO Direct Reports		0.00%	0.00%
College IT		100%	100%
GGE cluster: Professional Services		100%	100%
GGE cluster: Technical Services		33.33%	33.33%

MEI cluster: Professional Services		100%	100%
MEI cluster: Technical Services		100%	100%
PC Cluster: Professional Services		100%	100%
PC Cluster: Technical Services		100%	100%
Total		76.16%	81.22%

Table 5.16 PDD Completion rates of Academic Staff in Departments 2019/20 - College of Social Sciences, Arts and Humanities.

Division/School/Department	No. of reportable staff	Actual total completed signed off PDDs %	Completion %, if senior sign off had taken place
Archaeology & Ancient History		63.89%	100%
Arts		80.33%	90.16%
Criminology		94.12%	94.11%
Education		82.93%	90.24%
History, Politics and International Relations (HyPIR)		51.52%	51.51%
Law		46.05%	60.52%
MCS		85.48%	95.16%
Museum Studies		25.93%	88.88%
University of Leicester School of Business (ULSB)		86.00%	88%
University of Leicester Archaeological Service (ULAS)		97.87%	97.87%
College (inc. College research team)		80%	100%
Total		74.66%	83.97%

The PDD process is the same for academic and PS staff (with an optional research and teaching component for academic staff). The PDD provides opportunity for discussion about career progression, promotion and aligned training needs.

Appraisers complete appraiser training and are encouraged to access online PDD materials on an ongoing basis. Appraisees are also encouraged to access training ahead of their PDD. Limitations in the data available about uptake of training, needs to be improved, and the data analysed and monitored annually, including by ethnicity (Action 5.12).

Actions

Action 5.10 Analysis of comprehensive data of PDD completion rates by ethnicity to take place annually from September 2022 using new PDDManager system to ensure that BAME staff have equitable access to the PDD process. Focussed PDD training and increased engagement initiatives to take place in those areas where the analysis is showing low PDD completion rates.

Action 5.11 Develop and implement a new PDD Policy to enable reviewing managers and staff to understand the need and importance of a PDD and the roles and responsibilities of all those involved in the process. Update training for appraisers and appraisees in line with policy.

Actions

- Action 5.12** Improve monitoring of PDD training take-up and analyse utilising the reporting outputs of the newly launched system to ensure that managers and staff are equipped to benefit from the PDD process.

5d Academic Promotion

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions. Please provide collated data by each academic grade (ie promotions from each grade to the next). Where possible, please provide the data for each academic faculty. This section should also include, with specific reference to ethnicity:

- *how candidates are identified, and how the process and criteria are communicated to staff*
- *how the criteria for promotion consider the full range of work-related activities (including administrative, pastoral and outreach work)*
- *details of any training, support or relevant opportunities including temporary promotions/interim positions*
- *staff perceptions of the promotions process, including whether it is transparent and fair*

Processes are in place for academic staff promotion to Associate Professor and Professor, underpinned by the **Leicester Academic Career Map (LACM)**. In promotion applications, staff have opportunity to declare special factors/circumstances which may have impacted their contribution and output. Bias awareness training is delivered to promotions panels, and promotions workshops are run to support minority ethnic staff applicants.

Promotion to Professor

There were ■ (■ BAME, ■ White and ■ PNTS) applications to Professor over the last three-years, of which ■ (■ White, ■ PNTS) were successful (Table 5.17), **no BAME applicants were successful**. Whilst caution is advised around the interpretation of these figures because the numbers are very small, the low levels of application and no successful promotion from the ■ BAME applicants, is of concern (**Action 5.13**). In 2016/17, of ■ applicants, ■ was BAME (Asian) and was successful. Most recently, in 2021/22, of ■ applicants, ■ were BAME and all were successful, ■ Asian (including ■ Asian female) and ■ Mixed ethnic background. There was no promotion round in 2020/21)

Over the three-year period, ■ of the ■ were non-UK staff (25.8%) and ■ of the ■ non-UK applicants were successful (Table 5.17).

There were also no applications from Black or Chinese staff over the three-year period (Action 5.14).

Analysing the data by College shows:

- In CLS, there were ■ applications (■ non-UK), ■ of the applications were from White staff and ■ PNTS. **There were no BAME applications from CLS, despite having the largest BAME representation of all three Colleges.** Of the applications, ■ were successful (■ non-UK), giving a success rate of 69.6% (Table 5.18).

- In CSE, there were 10 applications (5 non-UK), 6 applications were from White staff and 4 from a BAME member of staff. Of the applications, 6 were successful (5 non-UK, 1 White), giving a success rate of 58.8% (Table 5.19).
- In CSSAH, there were 10 applications (5 non-UK), the highest number of applications from a College and the largest number of non-UK applicants. Of the applications, 4 were successful (5 non-UK), giving a success rate of 44.4%, the lowest of all three colleges (Table 5.20).

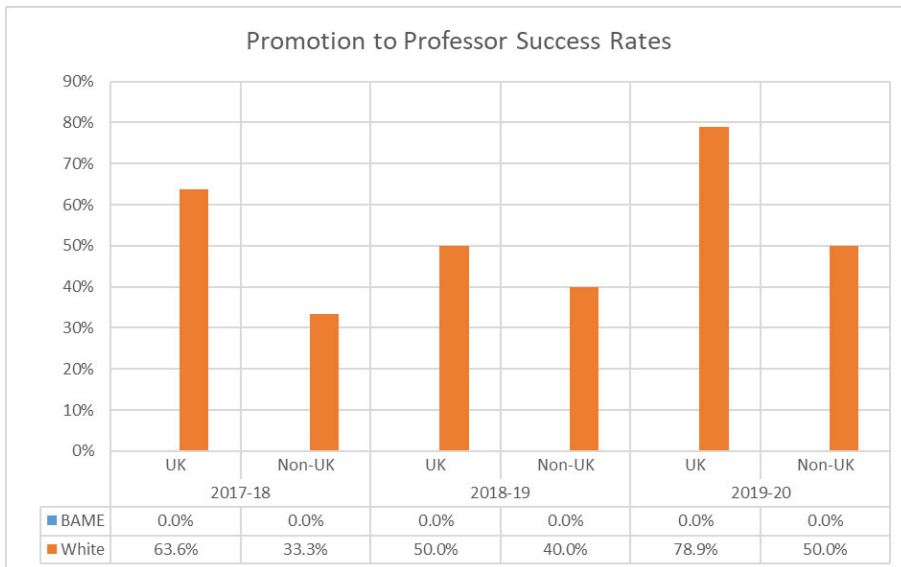


Figure 5.10 Promotion to Professor Application and Success Rates by Ethnicity 2017-20

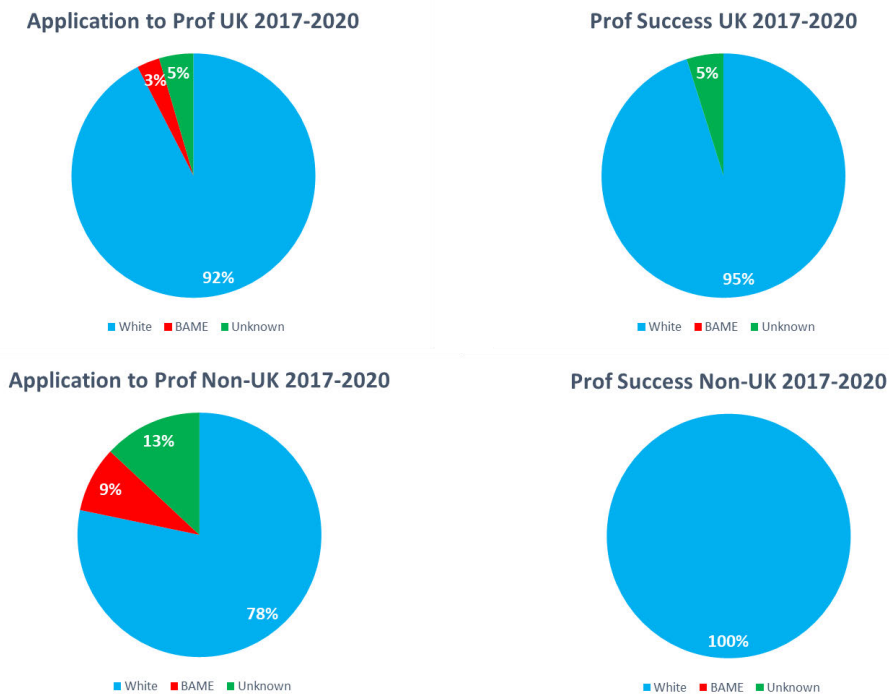


Figure 5.11 Ethnic Profile of BAME Applications and Success Rates for Promotion to Professor 2017-20

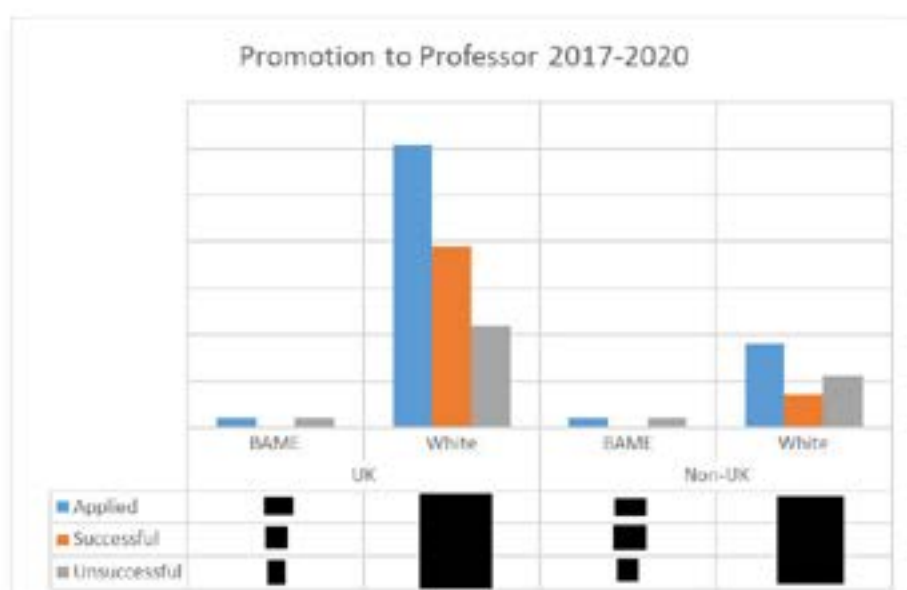


Figure 5.12 Promotion to Professor 2017-2020

Promotion to Associate Professor (AP)

Of declared ethnicity, there were 10 (4 BAME, 6 White and 0 PNTS) applications to Associate Professor over the last three-years (5 non-UK) of which 4 (1 BAME, 3 White and 0 PNTS) were successful (2 non-UK) (Figure 5.13) (Table 5.21).

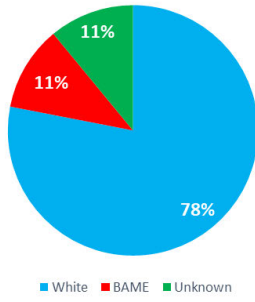
Of all BAME applications, 1 was from CLS (Table 5.22), 1 from CSE and 1 from CSSAH.

Analysing the data by College shows:

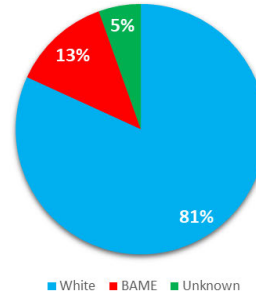
- In CLS, there were 1 applications (0 non-UK), 1 of the applications were from White staff, 1 BAME and 0 PNTS. Of the applications, 1 were successful (0 non-UK, 1 White), giving a success rate of 100% (Table 5.22).
- In CSE, there were 1 applications (0 non-UK), 1 applications were from White staff, 1 BAME and 0 PNTS. Of the applications, 1 were successful (0 non-UK, 1 White), giving a success rate of 100% (Table 5.23).
- In CSSAH, there were 8 applications (5 non-UK), the most from any College. 4 of the applications were from White staff, 1 BAME and 0 PNTS. Of the applications, 4 were successful (2 non-UK, 2 White), giving a success rate of 50% (Table 5.24), the lowest of the three Colleges.

There were no applications to AP from Black staff over the three-year period (Actions 5.13, 5.14). The ethnic profile of successful BAME applicants is 1 Asian; 1 Chinese; 1 Mixed Ethnic and 1 Other Ethnic staff.

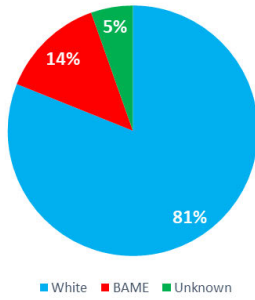
Applications to AP UK 2017-2020



AP Successes UK 2017-2020



Applications to AP Non-UK 2017-2020



AP Successes Non-UK 2017-2020

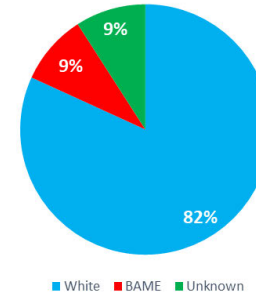


Figure 5.13 Ethnic Profile of BAME Applications and Success Rates for Promotion to Associate Professor 2017-20

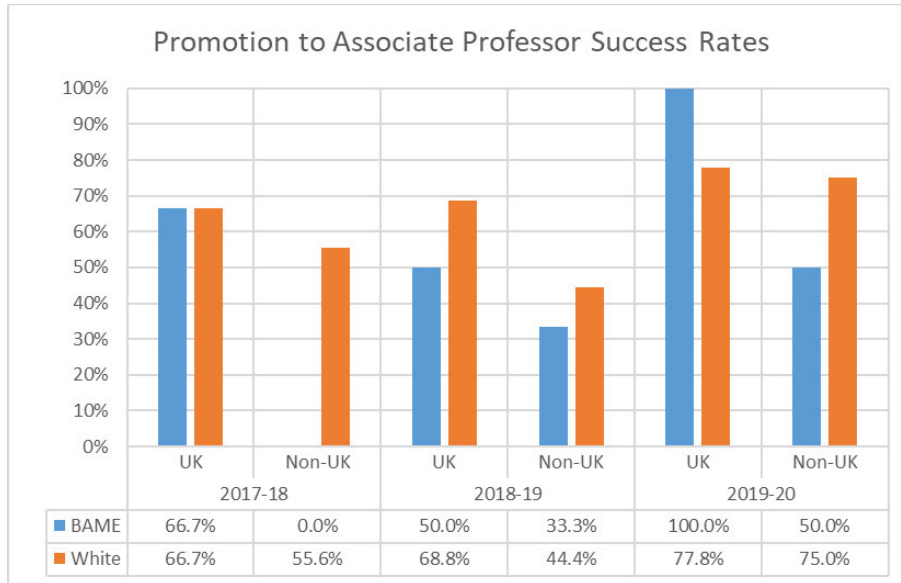


Figure 5.14 Promotion to Associate Professor Success Rates 2017-2020

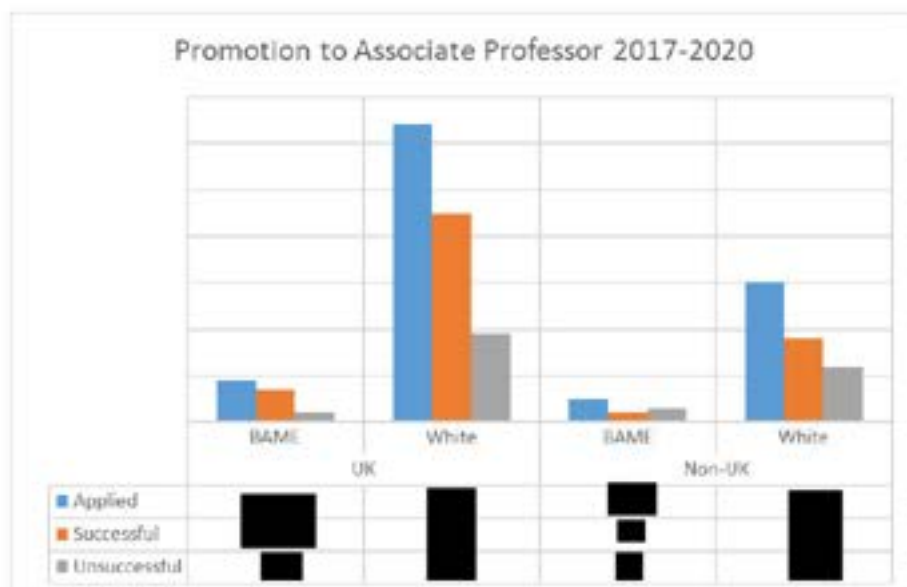


Figure 5.15 Promotion to Associate Professor 2017-2020

Overall, there is a higher success rate for applications to AP, compared with promotions to Professor and the number of applications from BAME staff to AP is more than double those for Professor, however the number of applications are still low.

From our REC survey, 34% of all staff (30% BAME: 36% White) agree they were encouraged to apply for academic promotion.

Participants from our REC focus groups, expressed views that the low BAME representation and role models at middle and senior management is impacting career progression. Participants also expressed views about the consistency of promotion decisions (Action 5.14).

Participants also expressed views concerning the availability of formal/informal support, and encouragement and guidance from Managers to progress (Actions 5.15, 5.16, 5.17, 5.18 and 5.19).

Actions

- Action 5.13** Following the conclusion of the 2022 review of Academic Promotions, led by the Deputy Vice-Chancellor (Academic), implement the revised process to remove barriers to successful application to academic promotion for BAME staff. The revised process will also embed recognition through a mitigating circumstances process for barriers at sector level that may impact successful promotion application for BAME staff, such as the differential outcomes for BAME applicants for research funding.
- Action 5.14** Ensure that case studies of successful academic promotions from BAME applicants, especially Black and Chinese applicants, are widely publicised and available on the Academic Promotions SharePoint page and continue to run Academic Promotion Workshops for BAME Applicants.
- Action 5.15** Review the Terms of Reference for College Promotion Committees to include, as a minimum, at least one BAME member and one member of the Committee with the role of bias observer.
- Action 5.16** Develop further clarification for both panellists and applicants regarding what should be included in the narrative section of applications, how this will be considered and assessed.
- Action 5.17** Develop specific guidance for panellists regarding awareness of sector wide issues facing BAME academics, including in relation to differential outcomes for BAME staff when applying for grants and other funding.
- Action 5.18** Update PDD training for reviewers and reviewees to incorporate the expectation that Heads of School/Department are discussing and agreeing appropriate objectives with their staff including those from BAME backgrounds, to place them in a stronger position to apply and be successful for academic promotion..
- Action 5.19** Actively encourage successful promotion applicants from BAME backgrounds to join the University's Coaching and Mentoring Academy through targeted communications and promote this provision to potential BAME applicants, to encourage further applications.

Promotion to Professor - All Colleges										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME					0%					
White or White British	■	■	■	■	66.7%	■	■	■	■	33.3%
Prefer not to say	■	■			100%					
% BAME App/Succ	0%	0%	7.7%	0%		0%	0%	0%	0%	
Total	■	■	■	■	65.2%	■	■	■	■	33.3%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME									0%
White or White British	■	■	■	■	47.4%	■	■	■		50%
Prefer not to say						■				0%
% BAME App/Succ	0%	0%	0%	0%		20%	0%	0%		
Total	■	■	■	■	47.4%	■	■	■	■	33.3%
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME			■		0%	■			
White or White British	■	■	■	■	77.8%	■		■	■	50%
Prefer not to say	■	■			50%	■				0%
% BAME App/Succ	0%	0%	11.1%	0%		20%		0%	0%	
Total	■	■	■	■	71.4%	■	■	■	■	28.6%

Table 5.17 Applications and Success Rates for Professor Promotions All Colleges by Ethnicity 2017-2020

Promotion to Professor - College of Life Sciences										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME										
White or White British			■	■	80%					
Prefer not to say	■	■			100%					
% BAME App/Succ	0%	0%	0%	0%						
Total	■	■	■	■	83.3%	0	0	0	0	
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME									
White or White British	■	■	■	■	55.6%					
Prefer not to say										
% BAME App/Succ	0%	0%	0%	0%						
Total	■	■	■	■	55.6%	0	0	0	0	
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME									
White or White British	■	■	■	■	85.7%	■				0%
Prefer not to say										
% BAME App/Succ	0%	0%	0.0%	0%		0%				
Total	■	■	■	■	85.7%	■	0	0	0	0%

Table 5.18 Applications and Outcomes by Gender and Ethnicity for Promotion to Professor in the College of Life Sciences 2017-2020

Promotion to Professor - College of Science & Engineering										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME										
White or White British	■	■			50%	■	■			66.7%
Prefer not to say										
% BAME App/Succ	0%	0%				0%	0%			
Total	■	■	0	0	50%	■	■	0	0	66.7%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME									
White or White British	■	■	■	■	50%	■	■			66.7%
Prefer not to say										
% BAME App/Succ	0%	0%	0%	0%		0%	0%			
Total	■	■	■	■	50%	■	■	0	0	66.7%
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME			■		0%				
White or White British	■	■			75%					
Prefer not to say										
% BAME App/Succ	0%	0%	100%							
Total	■	■	■	0	60%	0	0	0	0	

Table 5.19 Applications and Outcomes by Gender and Ethnicity for Promotion to Professor in the College of Science and Engineering 2017-2020

Promotion to Professor - College of Social Sciences, Arts and Humanities										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME			■		0%					
White or White British	■	■	■	■	64.3%	■		■	■	16.7%
Prefer not to say										
% BAME App/Succ	0%	0%	12.5%	0%		0%	0	0%	0%	
Total	■	■	■	■	60%	■	0	■	■	16.7%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME						■			
White or White British	■	■	■	■	33.3%			■		0%
Prefer not to say						■				0%
% BAME App/Succ	0%	0%	0%	0%		50%		0%		
Total	■	■	■	■	33.3%	■	0	■	0	0%
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME						■			
White or White British	■	■	■	■	71.4%	■		■	■	66.7%
Prefer not to say	■	■	■		50%	■				0%
% BAME App/Succ	0%	0%	0%	0%		25%		0%	0%	
Total	■	■	■	■	66.7%	■	0	■	■	33.3%

Table 5.20 Applications and Outcomes by Gender and Ethnicity for Promotion to Professor in the College of Social Sciences, Arts and Humanities 2017-2020

Promotion to Associate Professor - All Colleges										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME	■		■	■	33.3%					
White or White British	■	■	■	■	66.7%	■	■	■	■	66.6%
Prefer not to say	■		■	■	33.3%	■	■			100%
% BAME App/Succ	11.8%	0%	5.2%	7.1%		0%	0%	0%	0%	
Total	■	■	■	■	61.1%	■	■	■	■	60%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME	■	■	■	■	50%	■		■	■
White or White British	■	■	■	■	66.8%	■	■	■	■	44.4%
Prefer not to say	■	■	■	■	33.3%					
% BAME App/Succ	5.3%	10%	20%	0%		33.3%	0%	22.2%	25%	
Total	■	■	■	■	61.9%	■	■	■	■	41.7%
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME	■	■	■	■	100%	■	■		
White or White British	■	■	■	■	77.8%	■	■	■	■	75%
Prefer not to say	■	■	■	■	33.3%			■	■	100%
% BAME App/Succ	15.4%	22.2%	16.7%	20%		25%	16.7%	0%	0%	
Total	■	■	■	■	78%	■	■	■	■	73.3%

Table 5.21 Applications and Outcomes by Gender and Ethnicity for Promotion to Associate Professor across all Colleges 2017-2020

Promotion to Associate Professor - College of Life Sciences										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME										
White or White British	■	■	■	■	66.7%	■	■			33.3%
Prefer not to say										
% BAME App/Succ	0%	0%	0%	0%		0%	0%			
Total	■	■	■	■	66.7%	■	■	0	0	33.3%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME									
White or White British	■	■	■	■	100%					
Prefer not to say										
% BAME App/Succ	0%	0%	0%	0%						
Total	■	■	■	■	100%	0	0	0	0	
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME	■	■			100%				
White or White British	■	■	■	■	100%	■	■	■	■	80%
Prefer not to say			■	■	100%					
% BAME App/Succ	33.3%	33.3%	0%	0%		0%	0%	0%	0%	
Total	■	■	■	■	100%	■	■	■	■	80%

Table 5.22 Applications and Outcomes by Gender and Ethnicity for Promotion to Associate Professor for the College of Life Sciences 2017-2020

Promotion to Associate Professor - College of Science & Engineering										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME					66.7%					0%
White or White British	■	■	■	■		■	■			100%
Prefer not to say						■	■			
% BAME App/Succ	0%	0%	0%	0%		0%	0%			
Total	■	■	■	■	66.7%	■	■	0	0	50%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME							■		0%
White or White British	■	■	■	■	100%			■	■	100%
Prefer not to say	■				0%					
% BAME App/Succ	0%	0%	0%	0%				50%	0%	
Total	■	■	■	■	75%	0	0	■	■	50%
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME	■	■	■	■	100%	■			
White or White British	■	■	■	■	100%	■	■			50%
Prefer not to say	■				0%					
% BAME App/Succ	25%	33.3%	50%	50%		33.3%	0%			
Total	■	■	■	■	83.3%	■	■	0	0	33.3%

Table 5.23 Applications and Outcomes by Gender and Ethnicity for Promotion to Associate Professor for the College of Science and Engineering 2017-2020

Promotion to Associate Professor - College of Social Sciences, Arts and Humanities										
2017-18	UK					Non-UK				
	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
BAME	■		■	■	33.3%					
White or White British	■	■	■	■	66.7%	■	■	■	■	80%
Prefer not to say	■		■	■	33.3%					
% BAME App/Succ	28.6%	0%	9.1%	12.5%		0%	0%	0%	0%	
Total	■	■	■	■	55.6%	■	■	■	■	80%
2018-19	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME	■	■	■	■	50%	■	■	■	■
White or White British	■	■	■	■	37.5%	■	■	■	■	37.5%
Prefer not to say	■	■	■	■	50%					
% BAME App/Succ	11.1%	24%	33.3%	0%		33.3%	0%	14.3%	33.3%	
Total	■	■	■	■	41.7%	■	■	■	■	40%
2019-20	Male		Female		% Success	Male		Female		% Success
	Applied	Successful	Applied	Successful		Applied	Successful	Applied	Successful	
	BAME			■	■	100%	■	■		
White or White British	■	■	■	■	83.0%	■	■	■	■	80%
Prefer not to say	■				0%			■	■	100%
% BAME App/Succ	0%	0%	14.3%	20%		50%	50%	0%	0%	
Total	■	■	■	■	61.5%	■	■	■	■	85.7%

Table 5.24 Applications and Outcomes by Gender and Ethnicity for Promotion to Associate Professor for the College of Social Sciences, Arts and Humanities 2017-2020

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on: the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

Data Note

Whilst preparing data and analysis for this submission, a discrepancy was noted between the handbook guidance, compared to the criteria in the application form. The guidance omitted the need to include non-UK REF population. As this discrepancy was highlighted once our data had been produced and analysed, it has been agreed with Advance HE that the University is not required to submit non-UK data for this submission.

For REF 2021, 843 (69.4%) Teaching and Research (T&R) and Research-only (R-only) staff were submitted. Of the 843 staff submitted, 12.6% were BAME, 75.7% were White staff and 11.8% PNTS (Table 5.25).

Table 5.25 Staff Submitted to REF 2021 by Ethnicity

	Eligible Pool	Submitted
BAME	16.9%	12.6%
Asian	11.4%	7.6%
Black	2.0%	1.3%
Mixed	1.5%	1.8%
Other	2.0%	1.9%
White staff	70.9%	75.7%
PNTS	12.2%	11.8%
Total	69.4%	69.4%

An equality impact assessment (EIA) was undertaken to identify and address any potential or actual negative disproportionate impacts on staff equality groups.

Of the total eligible pool, Asian staff were most disproportionately represented in numbers submitted, 7.6% Asian or Asian British staff were submitted, compared to 11.4% Asian or Asian British eligible staff. 1.3% Black or Black British staff submitted, compared to 2.0% Black or Black British eligible staff. 1.8% staff from Mixed ethnic backgrounds submitted, compared to 1.5% of staff from Mixed ethnic backgrounds. 1.9% staff from Other ethnic group submitted, compared to 2.0% Other ethnic group eligible staff.

Although fewer women were submitted to REF 2021, compared to men, the percentage of White women submitted from the eligible pool was 3.2% higher than that of White men. BAME women were submitted at a lower rate (10.5%), compared to the eligible pool (16.5%).

The proportion of White males submitted was 4% higher than the eligible pool, compared with **BAME males, who were 3.5% less likely to be submitted compared to the eligible pool.**

In terms of the demographic of staff returned in the University's REF 2021 submission, staff in the age category 25-29, female staff, BAME staff, female part-time staff and BAME female staff had disproportionate returns (**Action 5.20**).

Actions

Action 5.20 Work with Research Leads and RED to identify the reasons why fewer BAME staff were included in the University's REF 2021 return, focussing especially on Asian staff and female BAME staff.

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.

- *Comment on open-ended/permanent opportunities and any differences by ethnicity.*

The Doctoral College (DC) supports research students, supervisors and researchers on grant-funded research posts or those holding their first academic post.

It provides support through tailored training events, skills development, support groups and a dedicated staff member providing career guidance. ECRs who engage with teaching have access to the same training and development opportunities as academic teaching staff (see section 5b).

Currently, the DC does not analyse the ECR cohort or monitor the take up of provision and support by ethnicity for ECR staff.

The Dean of Doctoral College has confirmed that there is no sector level agreed way of defining and identifying ECRs. Our Early Career Researcher and Research Staff Career Enhancement Sub-Committee reviewed sector approaches, with a view to establishing an institutional definition. However, following extensive discussions across all colleges, the Committee concluded that all existing definitions, would be exclusionary to particular groups. In accordance with our commitment to inclusion, which sits at the heart of our institutional strategy, we therefore ask colleagues to self-identify as ECRs and this is not recorded for monitoring purposes.

The University is a signatory to the **Revised Concordat to Support the Career Development of Researchers** and has retained the European Commission **HR Excellence in Research Award** since 2011 in recognition of its commitment to the successful implementation of the Concordat principles.

The University is also part of the British Academy's first regional Early Career Researcher Network – an inclusive, researcher-led pilot programme aimed at supporting UK-based postdoctoral researchers in the humanities and social sciences.

Training and Development for Research Staff and ECRs

ECR's have access to all training offered by the DC, Research Services and OD, together with workshops, one-to-ones, career symposia and networking events providing impartial support for research staff, through Researcher Development Training and the Mobile Online Professional Employment and Development resource.



Figure 5.16 Doctoral College Researcher Wellbeing Day

Mentor Connect, in CLS, is an initiative that began by supporting CLS ECRs and has now expanded to offer mentoring to all academic staff in CLS.

The existing Staff Mentoring Scheme should be developed to provide specific, tailored mentoring for BAME ECR staff (**Action 5.23**), as well as the DC to explore sector best practice initiatives to support BAME ECR staff (**Action 5.24**).

Actions

- Action 5.21** Analyse the ethnicity profile of ECRs to identify trends and disproportionalities in representation, including contract type.
- Action 5.22** Analyse the uptake of Doctoral College support and provision by ECRs by ethnicity.
- Action 5.23** Develop Staff Mentoring Scheme to provide specific, tailored support for BAME staff, including BAME ECR staff.
- Action 5.24** Doctoral College to explore sector wide best practice initiatives which provide tailored support and opportunities for BAME ECR staff.

5g Profile-Raising Opportunities

Please describe how your institution ensures profile raising opportunities are allocated transparently and without racial bias. This might include:

Where possible, for each of the sections below, please provide the data for each central department/academic faculty, depending on your structure and staff numbers. Please also provide a brief overview statement on section 6 as a whole from the head of each central department/academic faculty.

6a Professional and Support Staff Recruitment

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

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

With reference to any information already provided in section 5, please comment on:

- how minority ethnic individuals, where underrepresented, are encouraged to apply and accept offers
- what is done to try to identify and address biases within the processes

Recruitment to PS roles is conducted similarly to academic roles. Section 5a provides an overview of the University's inclusive recruitment practices.

The ethnicity disclosure rate, for both UK and non-UK applicants, is 99%+. The majority of applicants are from a UK background, although the total number of all applicants has dropped since 2018/19 (Table 6.1). The percentage of BAME applications increased by 18% in 2018/19 but dropped to 43% in 2019/20 (Figure 6.1).

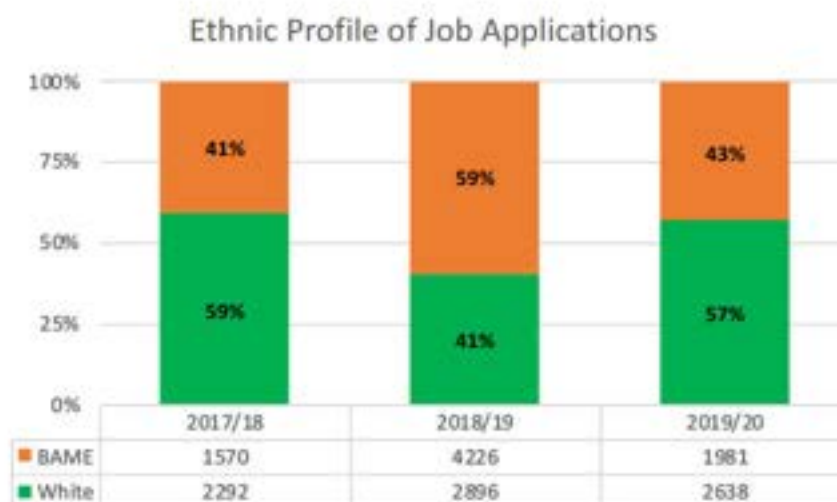


Figure 6.1 Ethnicity Profile of Job Acceptances 2017-20

In 2019/20, White applicants were the largest ethnic group followed by Asian applicants (Figure 6.2).

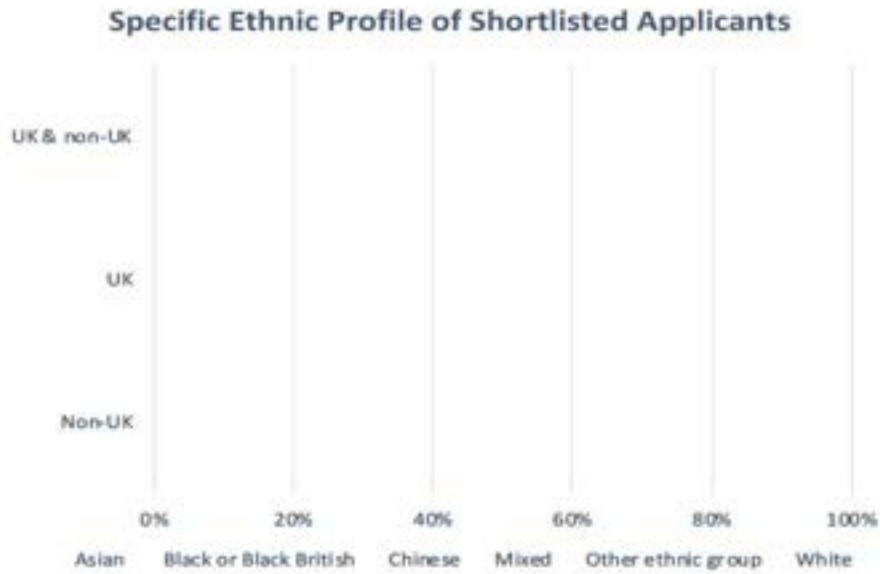


Figure 6.5 Professional Services Staff Shortlists by Specific Ethnic Group 2019/20

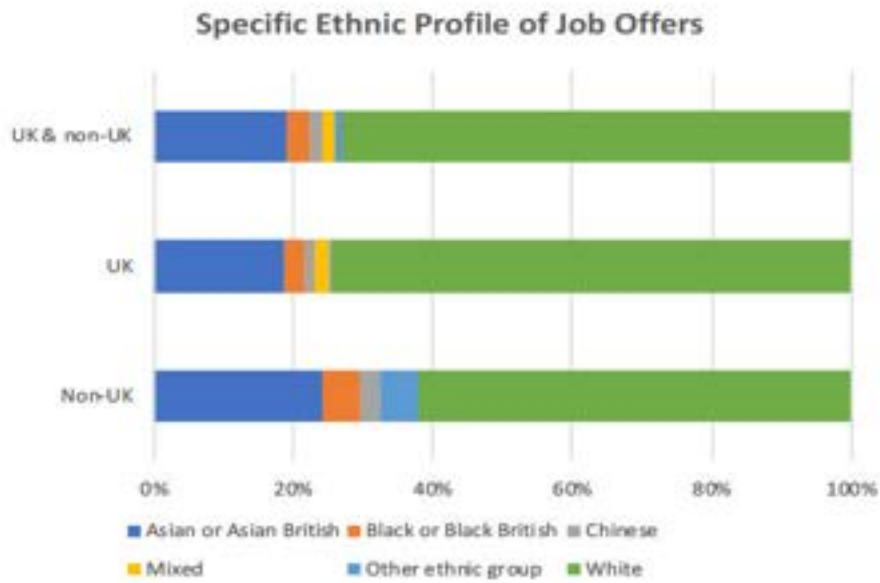


Figure 6.6 Professional Services Staff Job Offers by Specific Ethnic Group 2019/20

Table 6.1 UK and Non-UK Professional Services Staff Recruitment Data by Ethnicity – 2017/18

2017/18	UK and non-UK Professional Services Staff		
	Application	Offer	App to Offer Success Rate
BAME	■	■	3%
Asian or Asian British	■	■	3%
Black or Black British	■	■	2%
Chinese	■	■	2%
Mixed	■	■	11%
Other ethnic groups	■	■	2%
White	■	■	9%
BAME + White	■	■	7%
Prefer not to say	■	■	4%
Not declared	■	■	29%

Table 6.2 UK and Non-UK Professional Services Staff Recruitment Data by Ethnicity – 2018/19

2018/19	UK Professional Services Staff					Non-UK Professional Services Staff					UK & Non-UK Professional Services Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	■	■	■	23%	6%	■	■	■	18%	4%	■	■	■	22%	5%
Asian or Asian British	■	■	■	22%	5%	■	■	■	17%	3%	■	■	■	21%	4%
Bangladeshi	■	■	■	31%	5%	■	■	■	5%	0%	■	■	■	23%	4%
Indian	■	■	■	22%	5%	■	■	■	18%	3%	■	■	■	21%	5%
Pakistani	■	■	■	16%	2%	■	■	■	16%	4%	■	■	■	16%	2%
Any other Asian background	■	■	■	28%	6%	■	■	■	17%	4%	■	■	■	24%	5%
Black or Black British	■	■	■	30%	10%	■	■	■	22%	6%	■	■	■	28%	8%
Black African	■	■	■	28%	10%	■	■	■	23%	4%	■	■	■	25%	6%
Black Caribbean	■	■	■	38%	13%	■	■	■	0%	0%	■	■	■	36%	14%
Any other Black background	■	■	■	24%	6%	■	■	■	12%	12%	■	■	■	16%	9%
Chinese	■	■	■	8%	1%	■	■	■	11%	3%	■	■	■	10%	2%
Mixed	■	■	■	31%	11%	■	■	■	19%	3%	■	■	■	27%	9%
Asian and White	■	■	■	28%	7%	■	■	■	13%	4%	■	■	■	25%	7%
Black African and White	■	■	■	33%	0%	■	■	■	17%	0%	■	■	■	26%	7%
Black Caribbean and White	■	■	■	41%	0%	■	■	■	0%	0%	■	■	■	39%	18%
Any other mixed background	■	■	■	27%	11%	■	■	■	23%	3%	■	■	■	25%	7%
Other ethnic groups	■	■	■	18%	0%	■	■	■	13%	2%	■	■	■	15%	1%
Arab	■	■	■	8%	0%	■	■	■	9%	0%	■	■	■	9%	0%
Any other background	■	■	■	22%	0%	■	■	■	22%	6%	■	■	■	22%	2%
White	■	■	■	32%	10%	■	■	■	18%	5%	■	■	■	30%	9%
White British	■	■	■	32%	10%	■	■	■	23%	3%	■	■	■	32%	10%
White Other	■	■	■	34%	10%	■	■	■	18%	5%	■	■	■	20%	6%
BAME + White	■	■	■	29%	8%	■	■	■	18%	4%	■	■	■	26%	7%
Prefer not to say	■	■	■	26%	7%	■	■	■	21%	10%	■	■	■	25%	7%
Not declared	■	■	■	100%	100%	■	■	■	100%	80%	■	■	■	100%	96%
Total	■	■	■	29%	9%	■	■	■	18%	5%	■	■	■	27%	8%

Table 6.3 UK and Non-UK Professional Services Staff Recruitment Data by Ethnicity – 2019/20

2019/20	UK Professional Services Staff					Non-UK Professional Services Staff					UK & Non-UK Professional Services Staff				
	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate	Application	Shortlist	Offer	App to Shortlist Success Rate	App to Offer Success Rate
BAME	█	█	█	23%	5%	█	█	█	11%	2%	█	█	█	19%	4%
Asian or Asian British	█	█	█	23%	5%	█	█	█	11%	3%	█	█	█	20%	4%
Bangladeshi	█	█	█	16%	2%	█	█	█	0%	0%	█	█	█	15%	2%
Indian	█	█	█	22%	4%	█	█	█	11%	3%	█	█	█	20%	4%
Pakistani	█	█	█	27%	5%	█	█	█	15%	2%	█	█	█	22%	3%
Any other Asian background	█	█	█	24%	8%	█	█	█	11%	1%	█	█	█	20%	6%
Black or Black British	█	█	█	26%	7%	█	█	█	12%	2%	█	█	█	20%	4%
Black African	█	█	█	28%	6%	█	█	█	14%	2%	█	█	█	20%	4%
Black Caribbean	█	█	█	27%	8%	█	█	█	0%	0%	█	█	█	25%	8%
Any other Black background	█	█	█	14%	0%	█	█	█	5%	0%	█	█	█	7%	0%
Chinese	█	█	█	31%	8%	█	█	█	6%	1%	█	█	█	17%	4%
Mixed	█	█	█	18%	5%	█	█	█	15%	0%	█	█	█	17%	4%
Asian and White	█	█	█	8%	0%	█	█	█	0%	0%	█	█	█	5%	0%
Black African and White	█	█	█	0%	0%	█	█	█	25%	0%	█	█	█	8%	0%
Black Caribbean and White	█	█	█	10%	0%	█	█	█	50%	0%	█	█	█	12%	3%
Any other mixed background	█	█	█	32%	11%	█	█	█	21%	0%	█	█	█	28%	7%
Other ethnic groups	█	█	█	20%	3%	█	█	█	6%	3%	█	█	█	11%	3%
Arab	█	█	█	18%	0%	█	█	█	6%	4%	█	█	█	8%	3%
Any other background	█	█	█	21%	5%	█	█	█	8%	0%	█	█	█	16%	3%
White	█	█	█	29%	9%	█	█	█	19%	6%	█	█	█	28%	8%
White British	█	█	█	29%	9%	█	█	█	22%	6%	█	█	█	29%	9%
White Other	█	█	█	26%	5%	█	█	█	18%	6%	█	█	█	20%	6%
BAME + White	█	█	█	27%	7%	█	█	█	14%	4%	█	█	█	24%	7%
Prefer not to say	█	█	█	23%	5%	█	█	█	11%	0%	█	█	█	21%	4%
Not declared	█	█	█	96%	96%	█	█	█	100%	100%	█	█	█	97%	97%
Total	█	█	█	27%	8%	█	█	█	14%	4%	█	█	█	24%	7%

6b Training

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

- courses related to management, leadership, and/or other opportunities linked to career progression
- the uptake of courses by ethnicity
- how training is evaluated

A range of training and career development programmes for PS staff are communicated via targeted emails and our internal webpages, *Insider*, (which promote all current activities). Training needs are identified during annual PDD discussions, and learning and development opportunities are offered through OD. Some technical training is offered separately where relevant through Estates and Campus Services.

Our **Values in Action (VIA) Programme for Grade 1-5 Staff** was launched as a pilot in 2019 and, of the ■ members of staff who completed it, **36% were BAME**.

Staff have access to professional development through apprenticeship. One of the first universities to sign up to the *Technician's Commitment* we are completing a succession planning exercise with a focus on ethnic and gender diversity for new Technicians.

There is a lack of development focus for staff not in leadership or managerial roles, and all classroom-based training has been available by nomination onto a leadership programme (**Actions 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7**).

Section 5b provides a detailed overview of training opportunities offered to all staff, including how training is promoted and evaluated.

Actions

Action 6.2	Develop of a suite of workshops that are not tied to a 'programme', enabling all staff to access relevant training.
Action 6.3	Develop and deliver a series of workshops specifically for BAME colleagues, as a short term aim, that focus on personal development and career management.
Action 6.4	Develop a community of middle and senior manager BAME staff to become sponsors for aspiring BAME leaders in supervisory or first line manager roles.
Action 6.5	Promote the use of the University's Coaching and Mentoring Academy to BAME staff to support their development.
Action 6.6	Develop an internal early career leadership programme for BAME staff, in the longer term, supported by identified BAME sponsors within the University (and beyond if needed).
Action 6.7	Review the format in which professional development is made available in order to broaden access to all staff, with a specific focus on BAME staff.

Table 6.4 Professional Services Staff Attendance at Training Courses in 2018-21

	Career Progression			Leader/Manager			Other Development		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
BAME	16.8%	26.7%	34.1%	16.9%	16.8%	17.3%	24.5%	22.1%	60.0%
Asian or Asian British	10.8%	15.8%	25.0%	12.7%	13.5%	13.9%	17.7%	17.2%	60.0%
Bangladeshi	0.0%	0.0%	1.7%	0.4%	0.0%	0.0%	0.5%	0.7%	0.0%
Indian	9.7%	15.8%	19.8%	12.3%	13.5%	12.8%	15.5%	16.1%	40.0%
Pakistani	0.0%	0.0%	0.9%	0.0%	0.0%	0.9%	0.6%	0.0%	0.0%
Any other Asian background	1.1%	0.0%	2.6%	0.0%	0.0%	0.2%	1.1%	0.4%	20.0%
Black or Black British	1.6%	0.0%	1.7%	0.0%	0.4%	1.1%	2.9%	1.5%	0.0%
Black African	1.1%	0.0%	1.3%	0.0%	0.4%	1.1%	1.5%	1.1%	0.0%
Black Caribbean	0.5%	0.0%	0.4%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%
Any other Black background	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.4%	0.0%
Chinese	0.0%	0.0%	0.0%	0.2%	1.0%	1.1%	0.6%	0.7%	0.0%
Mixed	3.8%	10.9%	6.5%	3.2%	1.2%	1.1%	2.6%	1.5%	0.0%
Asian and White	0.0%	0.0%	0.0%	0.2%	0.8%	0.2%	0.5%	0.4%	0.0%
Black African and White	3.2%	10.9%	2.6%	1.9%	0.2%	0.7%	0.3%	0.0%	0.0%
Black Caribbean and White	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%
Any other mixed background	0.5%	0.0%	1.7%	1.1%	0.2%	0.2%	1.4%	1.1%	0.0%
Other ethnic groups	0.5%	0.0%	0.9%	0.8%	0.8%	0.0%	0.7%	1.1%	0.0%
Arab	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Any other background	0.5%	0.0%	0.9%	0.8%	0.8%	0.0%	0.7%	1.1%	0.0%
White	83.2%	73.3%	65.9%	83.1%	83.2%	82.7%	75.5%	77.9%	40.0%
White British	83.2%	73.3%	65.9%	83.1%	83.2%	82.7%	75.0%	77.5%	40.0%
White Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.4%	0.0%
Total BAME + White	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Prefer not to say	5.1%	1.0%	7.6%	6.2%	9.2%	11.0%	7.4%	11.3%	16.7%
Invalid Data									
Total									

*any training or mentoring offered around promotion and progression
comment on staff perceptions of development and progression*

There is no formalised promotion process for Professional Services (PS) staff, however, the University operates a Merit Award process which can reward high performance. PS staff can also submit for a regrade at any point in the academic year.

In 2019-20, 4.2% of BAME staff were considered for merit awards, compared to 7.0% of White staff (Table 6.6), with a BAME success rate of 63.0% (White success rate 36.1%). A high proportion of part-time staff who apply for awards are successful.

In the 2017 *University Staff Survey*, 72% of PS staff felt that the University acts fairly regardless of protected characteristic with regards to career progressions/awards.

Table 6.6 Merit Awards by Ethnicity for all Staff 2019-20

	Nominated	Successful	Total Staff	Application Rate	Success Rate
BAME				4.2%	63.0%
Asian or Asian British				4.3%	65.0%
Black or Black British				3.2%	100.0%
Other ethnic group				6.3%	66.7%
Mixed				2.9%	0.0%
White				7.0%	36.1%
Prefer not to say				4.5%	30.0%
Grand Total				6.2%	38.9%

Table 6.7 Merit Awards by Ethnicity 2018-19

	Applied	Successful	Total Staff	Application Rate	Success Rate
BAME				4.4%	57.1%
Asian or Asian British				5.1%	58.3%
Black or Black British				1.7%	0.0%
Other ethnic group				3.9%	100.0%
Mixed				1.7%	0.0%
White				6.0%	53.7%
Prefer not to say				3.8%	68.4%
Grand Total				5.5%	55.5%

Table 6.8 Merit Awards by Ethnicity 2017-18

	Applied	Successful	Total Staff	Application Rate	Success Rate
BAME				4.9%	60.0%
Asian or Asian British				5.0%	52.2%
Black or Black British				3.7%	100.0%
Other ethnic group				7.0%	100.0%
Mixed				3.2%	50.0%
White				6.3%	60.2%
Prefer not to say				2.8%	71.4%
Grand Total				5.6%	60.9%

7. Student Pipeline

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

7a Admissions

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

- highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university
- outline how racial biases are identified within the admissions process

As data on ethnicity is withheld by UCAS until after registration, we are reliant on collecting our own data at registration. As a consequence, our own data only includes applicants who have gone on to register. UCAS End of Cycle data provides analysis of the entire UG cohort and, therefore, provides a more complete picture of recruitment patterns.

Applications have fluctuated over the last 10 years, with a dip in 2012, following a steep rise in 2011, the year before tuition fees were increased to £9,000. An upward trend follows, peaking in 2017, before a step decline of 14% to 2020.

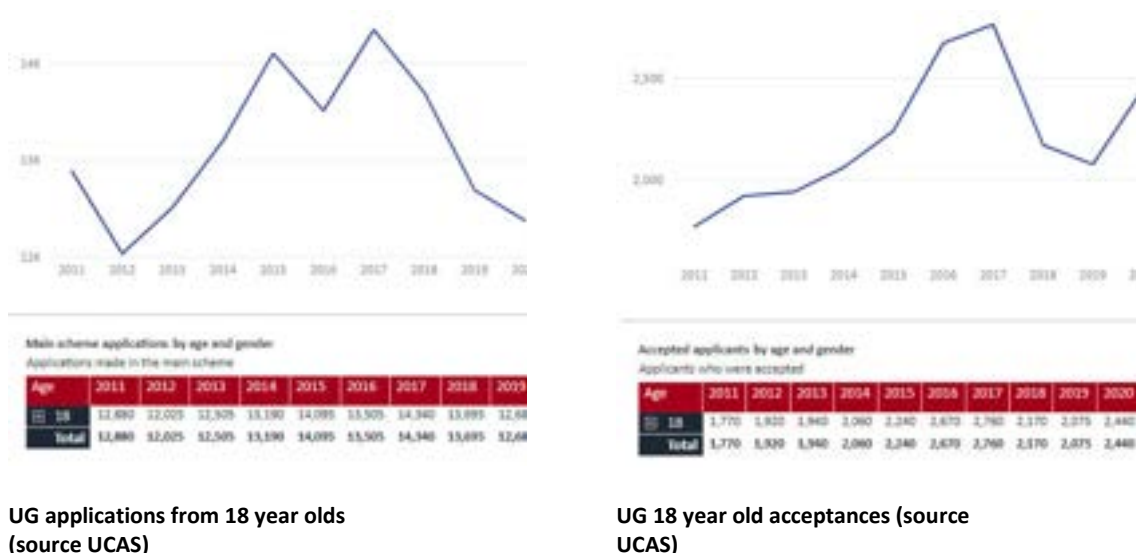


Figure 7.1 UoL Applications and Acceptances 2011-2019

'Acceptances' refer to applicants who go on to be accepted by the University following the confirmation of examination results.

June Deadline Applications from 18 year olds by Ethnic group

Figure 7.2 provides a 10-year overview of 18-year-old applicants by ethnic group. ‘June deadline’ signifies those applicants who applied in the main cycle.

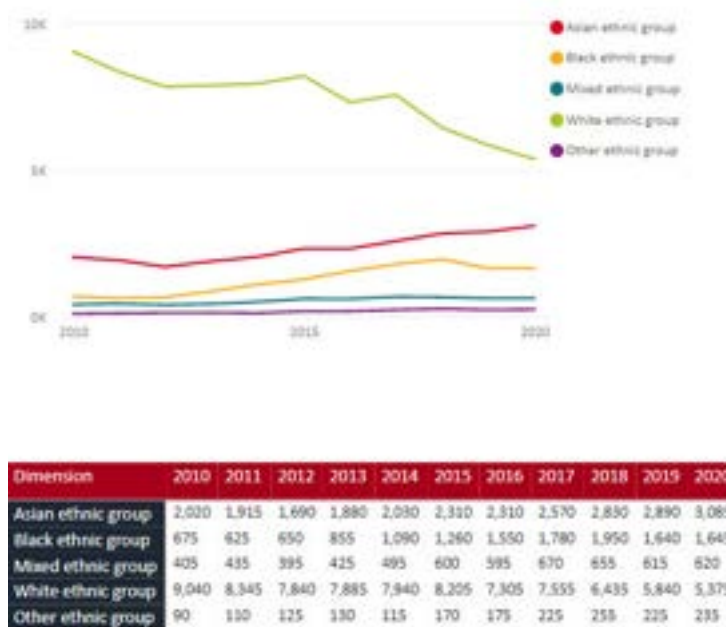


Figure 7.2 Applicants to UoL by Ethnic Group 2010-20

The number of White applicants has decreased significantly over the 10 years, from 74% in 2010, to 49% in 2020. BAME applicant groups did not see similar decreases, likely to be reflective of the increased popularity of UoL within the local area, and therefore more reflective of the population. Asian applications have consistently increased, rising from 17% in 2010 to 28% in 2020.

Offer Rate for 18 year olds by Ethnic Group

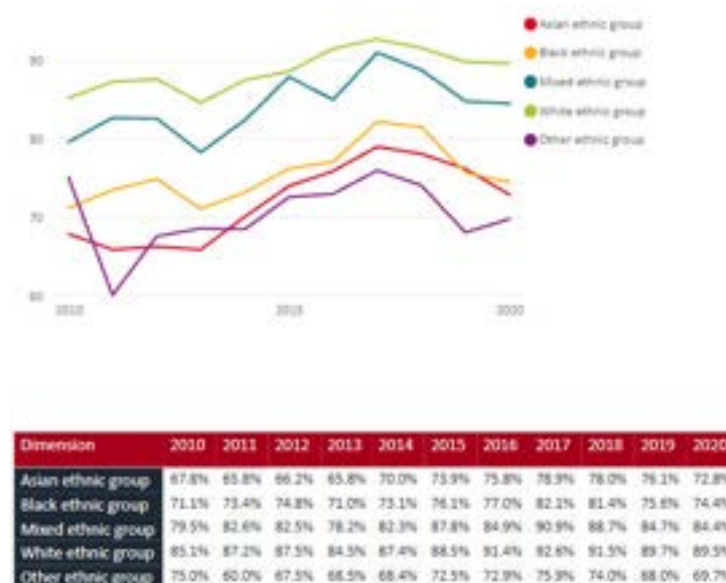
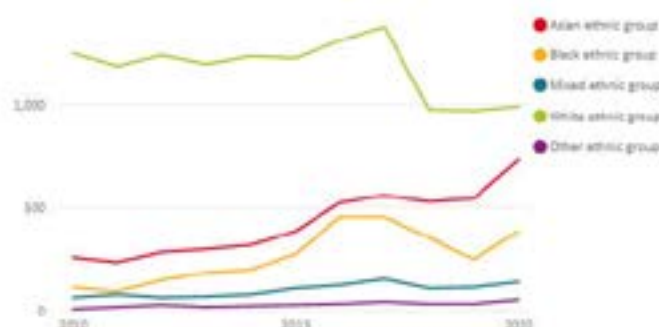


Figure 7.3 Offer Rates by Ethnic Group 2010-20

There is a marked difference in the offer rate for 18 year old main cycle applicants, with White applicants almost 90% likely to receive an offer to the Other ethnic group being almost 70% likely.

There are many factors which can impact the offer rate, including offer making strategy, qualification types and competitive programmes. Further analysis of subject area by ethnic group should take the above factors into consideration (Action 7.1).

All 18-year-old Placed Applicants by Ethnic Group



Dimension	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Asian ethnic group	255	290	280	295	315	380	520	555	525	540	725
Black ethnic group	110	90	145	180	195	270	430	450	350	245	380
Mixed ethnic group	80	75	80	95	75	105	120	130	105	110	135
White ethnic group	1,245	1,180	1,235	1,190	1,230	1,220	1,305	1,370	970	965	965
Other ethnic group	15	15	25	15	20	25	30	40	30	30	50

Figure 7.4 Placed Applicants by Ethnic Group 2010-20

'Placed' refers to applicants who have been made an unconditional offer which has been accepted. While the number of White placed students has dropped over the 10 year period (Figure 7.4), participation rates for all other ethnic groups has seen an increase, with the number of Asian and Black students significantly increased.

In 2010, White students made up 74% of the of the 18 year old new intake UG population, while Asian students made up 15% and Black students 7%. In 2020, White students made up 43% of the 18 year old new intake UG population, while Asian students made up 32% and Black students made up 17% (Action 7.2). The increase in placed applicants is not reflective of the drop in applications and is as a result of our clearing strategy. Further analysis of barriers to access should be explored using post registration data (Action 7.3).

Actions

- Action 7.1** Undertake a review of UoL's offer making strategy and associated processes, informed by application and conversion rates by ethnic group at University, College and School level, and work with School teams to implement initiatives to address areas of disparity.
- Action 7.2** To liaise with peers at other higher education institutions to explore good practice examples for improving conversion rates from offer to registration for BAME students.
- Action 7.3** Conduct a student survey, using the most up-to-date 2022 admissions data, to investigate barriers to access for ethnic groups, either by utilising UoL's own data post registration or by commissioning UCAS Media to undertake a survey on UoL's behalf. Analyse this survey and update the REC action plan with any identified actions to address barriers to access for BAME students.

7b Undergraduate Student Body

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

There has been a steady increase in the percentage of BAME UG students, both UK and non-UK over the 3 years (Figure 7.5) to 54% in 2019/20, with students of Asian and Black background being the largest represented minority ethnic groups (Figure 7.6). In 2019/20, the actual number of BAME students reduced by 47 compared to previous year but the percentage of BAME students still increased, with a 7% reduction in White students (419 students). In comparison, the BAME staff population, whilst increasing slowly, is still comparatively low (Action 4.2).

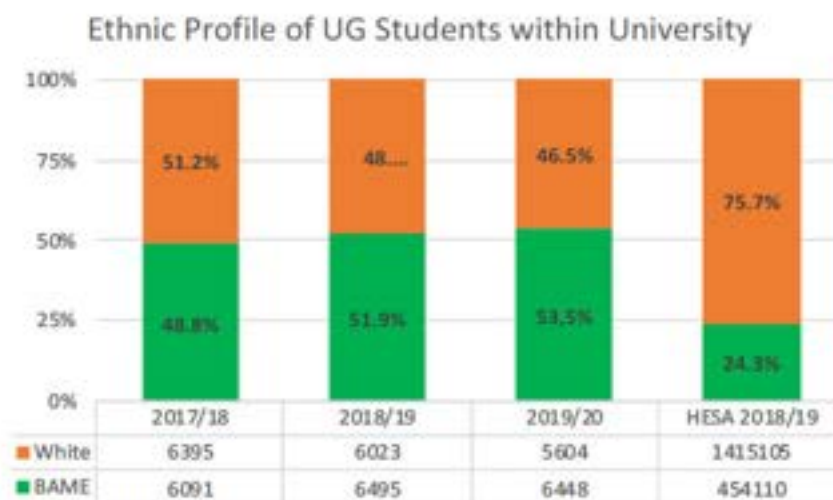


Figure 7.5 Ethnic Profile of UG Students across the University 2017-20

Ethnic Profile of UG Students

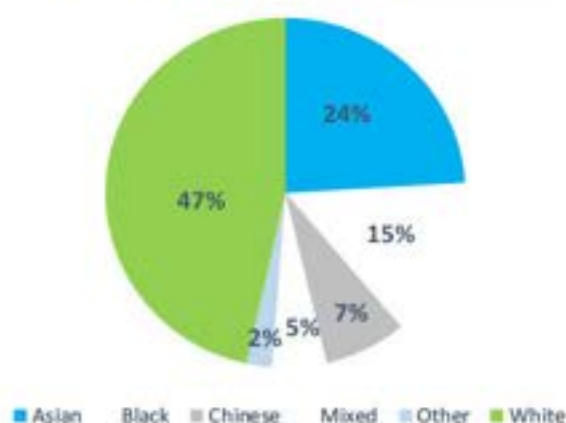


Figure 7.6 Profile of UG Students across the University by Ethnicity in 2019/20

The largest minority ethnic group within the UK UG student body is Asian students and for Non-UK UG students, Chinese (Table 7.1).

Table 7.1 Undergraduate Student Population by Ethnicity 2019/20

Ethnic Group	UK UG	Non-UK UG	All UG
BAME	49%	73%	54%
Asian	25%	18%	24%
Black	16%	9%	15%
Chinese	1%	37%	7%
Mixed	5%	3%	5%
Other	2%	6%	2%
White	51%	27%	46%

Of UG BAME students, the largest represented minority ethnic group is Asian (25%), and within the Asian category, Indian is the largest represented ethnic group at 56% (Figure 7.7). The second largest BAME UG UK population group is Black (16%), and within the Black UK UG population, the majority come from African ethnic backgrounds (70%). The largest non-UK BAME UG ethnic group, are Chinese students (37%).

Ethnic Profile of Asian UK UG Students

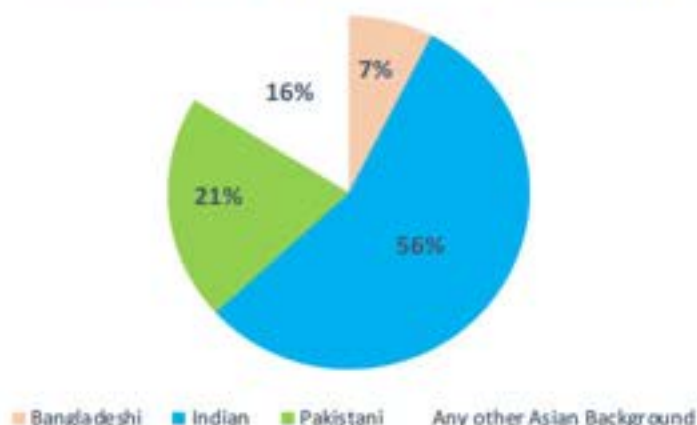


Figure 7.7. Ethnic Profile of Asian UK UG Students in 2019/20.

UG Student Profile by College

In 2019/20, the total UG BAME representation was 54.6% in CLS (UK 53.9%, non-UK 64.0%), 51.0% in CSE (UK 41.9%, non-UK 81.3%), and 54.1% in CSSAH (UK 50.2%, non-UK 69.3%), much higher than the sector average of 24.3% (Figure 7.8). The proportion of non-UK BAME students is higher than that for UK students.

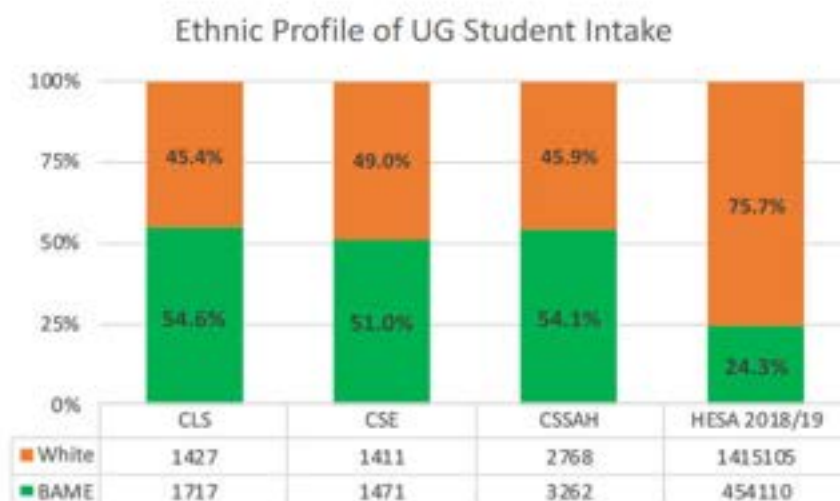


Figure 7.8 Ethnic Profile of UG students within Colleges in 2019/20.

The proportion of Non-UK BAME students is higher than that for UK students, particularly in CSE, where 81.3% of Non-UK students are BAME (Figure 7.9).

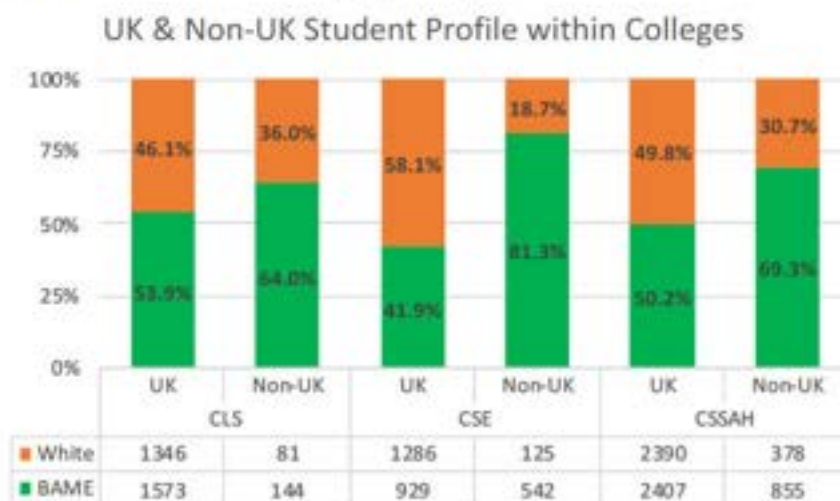


Figure 7.9 Ethnic Profile of UK & Non-UK UG students within Colleges in 2019/20.

For UK UG BAME students in 2019/20, Asian students were the largest minority ethnic group represented for both CLS (31.8%) (Table 7.3) and CSE (24.4%) (Table 7.4). For CSSAH, Asian (21.8%) and Black (20.6%) students are the largest UK UG BAME groups within the College (Table 7.5). The smallest UK minority ethnic group across all Colleges is Chinese students.

For non-UK BAME students, Asian (24.9%) and Chinese (20%) students are the largest represented minority ethnic groups in CLS (Table 7.3) and, in CSSAH, it is Chinese

(27.3%) and Asian (22.5%) students. In CSE, Chinese students make up 60.9% of all non-UK BAME students (Table 7.4).

Table 7.2 Undergraduate Students (UK and Non-UK) in the University by Ethnicity 2017-20

	UK UNDERGRADUATES						Non-UK UNDERGRADUATES						UK and Non-UK UNDERGRADUATES					
	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	4724	45.1%	4999	48.0%	4907	49.4%	1367	68.4%	1496	71.1%	1541	72.5%	6091	48.8%	6495	51.9%	6448	53.5%
Asian or Asian British	2225	21.2%	2456	23.6%	2512	25.3%	335	16.8%	345	16.4%	387	18.2%	2560	20.5%	2801	22.4%	2899	24.1%
Bangladeshi	█	1.5%	█	1.7%	█	1.9%	█	0.3%	█	0.2%	█	0.2%	█	1.3%	█	1.4%	█	1.6%
Indian	█	12.0%	█	13.3%	█	14.1%	█	7.5%	█	8.5%	█	10.2%	█	11.3%	█	12.5%	█	13.4%
Pakistani	█	4.4%	█	4.8%	█	5.2%	█	1.3%	█	1.6%	█	1.8%	█	3.9%	█	4.3%	█	4.6%
Any other Asian background	█	3.3%	█	3.9%	█	4.1%	█	7.8%	█	6.1%	█	6.0%	█	4.0%	█	4.2%	█	4.4%
Black or Black British	1674	16.0%	1722	16.5%	1597	16.1%	198	9.9%	188	8.9%	192	9.0%	1872	15.0%	1910	15.3%	1789	14.8%
Black African	█	12.8%	█	13.3%	█	12.9%	█	6.9%	█	6.4%	█	6.4%	█	11.8%	█	12.1%	█	11.7%
Black Caribbean	█	2.5%	█	2.7%	█	2.7%	█	1.4%	█	1.2%	█	1.3%	█	2.4%	█	2.5%	█	2.4%
Any other Black background	█	0.6%	█	0.5%	█	0.5%	█	1.6%	█	1.4%	█	1.4%	█	0.8%	█	0.7%	█	0.7%
Chinese	█	1.4%	█	1.2%	█	1.0%	█	33.2%	█	37.9%	█	37.1%	█	6.5%	█	7.4%	█	7.4%
Mixed	538	5.1%	561	5.4%	539	5.4%	67	3.4%	56	2.7%	54	2.5%	605	4.8%	617	4.9%	593	4.9%
Asian and White	█	1.8%	█	1.8%	█	1.8%	█	1.0%	█	0.8%	█	0.7%	█	1.6%	█	1.7%	█	1.6%
Black African and White	█	0.7%	█	0.7%	█	0.7%	█	0.3%	█	0.2%	█	0.3%	█	0.6%	█	0.6%	█	0.7%
Black Caribbean and White	█	1.2%	█	1.3%	█	1.3%	█	0.3%	█	0.3%	█	0.3%	█	1.0%	█	1.1%	█	1.2%
Any other mixed background	█	1.5%	█	1.5%	█	1.5%	█	1.8%	█	1.4%	█	1.2%	█	1.6%	█	1.5%	█	1.5%
Other ethnic groups	139	1.3%	136	1.3%	156	1.6%	103	5.2%	109	5.2%	120	5.6%	242	1.9%	245	2.0%	276	2.3%
Arab	█	0.6%	█	0.6%	█	0.6%	█	4.1%	█	4.3%	█	4.8%	█	1.2%	█	1.2%	█	1.4%
Any other background	█	0.7%	█	0.7%	█	0.9%	█	1.1%	█	0.9%	█	0.8%	█	0.8%	█	0.7%	█	0.9%
White	5762	54.9%	5415	52.0%	5020	50.6%	633	31.7%	608	28.9%	584	27.5%	6395	51.2%	6023	48.1%	5604	46.5%
BAME + White	10486	100%	10414	100%	9927	100%	2000	100%	2104	100%	2125	100%	12486	100%	12518	100%	12052	100%
Information Refused	█	1.2%	█	1.1%	█	1.0%	█	3.9%	█	3.6%	█	3.7%	█	1.7%	█	1.6%	█	1.5%
Not Known	█	0.0%	█	0.0%	█	0.0%	█	13.0%	█	8.9%	█	9.5%	█	2.4%	█	1.7%	█	1.9%
Total	10613		10531		10028		2409		2404		2449		13022		12935		12477	

Table 7.3 Undergraduate Students (UK and Non-UK) by Ethnicity 2017-20 - College of Life Sciences

College of Life Sciences	UK UG Students						Non-UK UG Students						UK and Non-UK UG Students					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%
BAME	1182	46.2%	1386	51.5%	1573	53.9%	132	61.4%	137	64.0%	144	64.0%	1314	47.4%	1523	52.4%	1717	54.6%
Asian or Asian British	682	26.7%	800	29.7%	927	31.8%	51	23.7%	55	25.7%	56	24.9%	733	26.4%	855	29.4%	983	31.3%
Bangladeshi (C3)	■	1.7%	■	2.0%	■	2.7%	■	0.0%	■	0.0%	■	0.4%	■	1.6%	■	1.9%	■	2.5%
Indian (C1)	■	14.1%	■	15.4%	■	16.2%	■	11.2%	■	13.6%	■	12.0%	■	13.9%	■	15.3%	■	15.9%
Pakistani (C2)	■	5.7%	■	6.4%	■	6.8%	■	1.9%	■	3.3%	■	2.2%	■	5.4%	■	6.1%	■	6.5%
Any other Asian background (C4)	■	5.1%	■	5.9%	■	6.1%	■	10.7%	■	8.9%	■	10.2%	■	5.5%	■	6.1%	■	6.4%
Black or Black British	283	11.1%	345	12.8%	385	13.2%	■	9.3%	■	9.3%	■	8.4%	303	10.9%	365	12.6%	404	12.8%
African (D2)	■	8.5%	■	10.3%	■	10.8%	■	6.0%	■	7.5%	■	6.2%	■	8.3%	■	10.1%	■	10.4%
Caribbean (D1)	■	2.0%	■	2.0%	■	1.9%	■	1.4%	■	0.9%	■	0.4%	■	1.9%	■	2.0%	■	1.8%
Any other Black background (D3)	■	0.6%	■	0.5%	■	0.5%	■	1.9%	■	0.9%	■	1.8%	■	0.7%	■	0.5%	■	0.6%
Chinese (E1)	■	1.6%	■	1.3%	■	1.1%	■	15.8%	■	15.0%	■	20.0%	■	2.7%	■	2.3%	■	2.5%
Mixed	133	5.2%	161	6.0%	167	5.7%	■	2.3%	■	2.8%	■	1.3%	138	5.0%	167	5.7%	170	5.4%
Other ethnic group	42	1.6%	44	1.6%	61	2.1%	■	10.2%	■	11.2%	■	9.3%	64	2.3%	68	2.3%	82	2.6%
White	1376	53.8%	1306	48.5%	1346	46.1%	83	38.6%	77	36.0%	81	36.0%	1459	52.6%	1383	47.6%	1427	45.4%
BAME + White Total	2558	100%	2692	100%	2919	100%	215	100%	214	100%	225	100%	2773	100%	2906	100%	3144	100%
Prefer not to say	■		■		■		■		■		■		■		■		■	
Total	2590		2719		2944		249		240		256		2839		2959		3200	

Table 7.4 Undergraduate Students (UK and Non-UK) by Ethnicity 2017-20 - College of Science and Engineering.

College of Science and Engineering	UK UG Students						Non-UK UG Students						UK and Non-UK UG Students					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%
BAME	973	37.4%	973	39.8%	929	41.9%	368	77.0%	547	81.8%	542	81.3%	1341	43.5%	1520	48.8%	1471	51.0%
Asian or Asian British	514	19.7%	551	22.5%	540	24.4%	52	10.9%	59	8.8%	53	7.9%	566	18.4%	610	19.6%	593	20.6%
<i>Bangladeshi (C3)</i>	■	1.4%	■	1.6%	■	1.6%	■	0.0%	■	0.0%	■	0.0%	■	1.2%	■	1.3%	■	1.2%
<i>Indian (C1)</i>	■	11.5%	■	13.5%	■	14.7%	■	4.2%	■	3.7%	■	4.0%	■	10.4%	■	11.4%	■	12.2%
<i>Pakistani (C2)</i>	■	3.5%	■	3.4%	■	3.8%	■	1.0%	■	1.0%	■	1.0%	■	3.1%	■	2.9%	■	3.2%
<i>Any other Asian background (C4)</i>	■	3.4%	■	4.1%	■	4.3%	■	5.6%	■	4.0%	■	2.8%	■	3.8%	■	4.0%	■	4.0%
Black or Black British	269	10.3%	253	10.4%	226	10.2%	46	9.6%	41	6.1%	40	6.0%	315	10.2%	294	9.4%	■	9.2%
<i>African (D2)</i>	■	8.3%	■	8.3%	■	8.2%	■	7.3%	■	4.8%	■	4.8%	■	8.1%	■	7.6%	■	7.4%
<i>Caribbean (D1)</i>	■	1.5%	■	1.7%	■	1.8%	■	0.6%	■	0.1%	■	0.3%	■	1.4%	■	1.4%	■	1.4%
<i>Any other Black background (D3)</i>	■	0.5%	■	0.3%	■	0.2%	■	1.7%	■	1.2%	■	0.9%	■	0.7%	■	0.5%	■	0.4%
Chinese (E1)	■	2.0%	■	1.9%	■	1.4%	■	50.2%	■	61.4%	■	60.9%	■	9.5%	■	14.7%	■	15.2%
Mixed	111	4.3%	91	3.7%	103	4.7%	■	2.5%	■	1.8%	■	1.6%	123	4.0%	103	3.3%	114	4.0%
Other ethnic group	27	1.0%	31	1.3%	29	1.3%	■	3.8%	24	3.6%	32	4.8%	45	1.5%	55	1.8%	61	2.1%
White	1631	62.6%	1471	60.2%	1286	58.1%	110	23.0%	122	18.2%	125	18.7%	1741	56.5%	1593	51.2%	1411	49.0%
BAME + White Total	2604	100%	2444	100%	2215	100%	478	100%	669	100%	667	100%	3082	100%	3113	100%	2882	100%
Prefer not to say	■		■				■		■		■		■		■		■	
Total	2626		2466		2215		552		714		717		3178		3180		2932	

Table 7.5 Undergraduate Students (UK and Non-UK) by Ethnicity 2017-20 - College of Social Science, Arts and Humanities

College of Social Sciences, Arts and Humanities	UK UG Students						Non-UK UG Students						UK and Non-UK UG Students					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%	No.	↓%
BAME	2573	48.3%	2641	50.0%	2407	50.2%	867	66.3%	812	66.4%	855	69.3%	3440	51.8%	3453	53.1%	3262	54.1%
Asian or Asian British	1031	19.3%	1105	20.9%	1046	21.8%	232	17.8%	231	18.9%	278	22.5%	1263	19.0%	1336	20.6%	1324	22.0%
<i>Bangladeshi (C3)</i>	■	1.4%	■	1.5%	■	1.6%	■	0.4%	■	0.3%	■	0.3%	■	1.2%	■	1.3%	■	1.3%
<i>Indian (C1)</i>	■	11.2%	■	12.1%	■	12.5%	■	8.0%	■	10.1%	■	13.1%	■	10.6%	■	11.7%	■	12.6%
<i>Pakistani (C2)</i>	■	4.2%	■	4.6%	■	4.9%	■	1.3%	■	1.6%	■	2.2%	■	3.7%	■	4.1%	■	4.3%
<i>Any other Asian background (C4)</i>	■	2.5%	■	2.7%	■	2.8%	■	8.0%	■	6.8%	■	6.9%	■	3.6%	■	3.5%	■	3.7%
Black or Black British	1124	21.1%	1125	21.3%	987	20.6%	132	10.1%	127	10.4%	133	10.8%	1256	18.9%	1252	19.3%	1120	18.6%
<i>African (D2)</i>	■	17.0%	■	17.1%	■	16.4%	■	6.9%	■	7.0%	■	7.2%	■	15.0%	987	15.2%	■	14.5%
<i>Caribbean (D1)</i>	■	3.4%	■	3.6%	■	3.6%	■	1.7%	■	1.8%	■	2.0%	■	3.0%	210	3.2%	■	3.3%
<i>Any other Black background (D3)</i>	■	0.7%	■	0.7%	■	0.6%	■	1.5%	■	1.6%	■	1.5%	■	0.9%	55	0.8%	■	0.8%
Chinese (E1)	■	1.0%	■	0.8%	■	0.8%	■	29.8%	■	29.1%	■	27.3%	■	6.7%	■	6.1%	■	6.2%
Mixed	294	5.5%	309	5.9%	269	5.6%	50	3.8%	38	3.1%	40	3.2%	344	5.2%	347	5.3%	309	5.1%
Other ethnic group	70	1.3%	61	1.2%	66	1.4%	63	4.8%	61	5.0%	67	5.4%	133	2.0%	122	1.9%	133	2.2%
White	2756	51.7%	2638	50.0%	2390	49.8%	440	33.7%	410	33.6%	378	30.7%	3196	48.2%	3048	46.9%	2768	45.9%
BAME + White Total	5329	100%	5279	100%	4797	100%	1307	100%	1222	100%	1233	100%	6636	100%	6501	100%	6030	100%
Prefer not to say	■		■		■		■		■				■		■		■	
Total	5399		5337		4845		1347		1261		1233		6746		6598		6078	

7c Course Progression

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

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

The following data is based on FT UG students, of known ethnicity, continuing from Year 1 to Year 2 of study.

The continuation rates of UG students has slightly improved over the 3-year period, increasing from 90% in 2016/17 to 93% in 2018/19 (Figure 7.10). In 2018/19, the ratio of UK and non-UK students continuing were the same, at 93% (Figure 7.11).

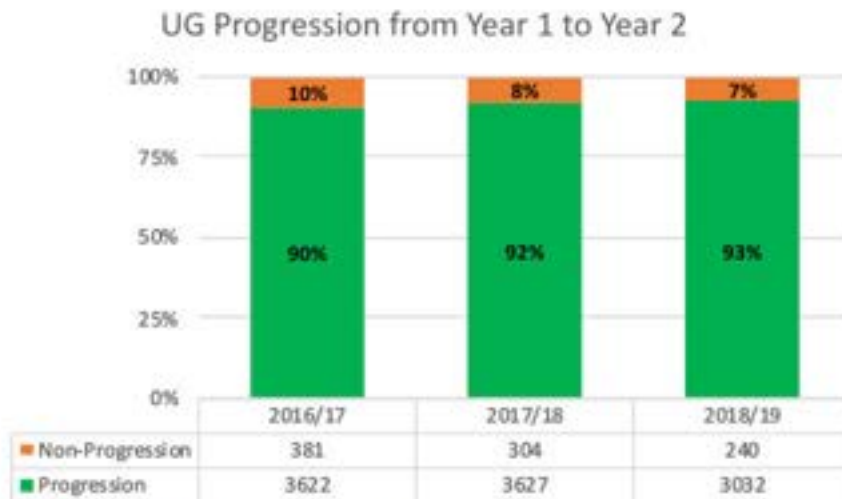


Figure 7.10 Progression Rates of UG Students 2016-2019

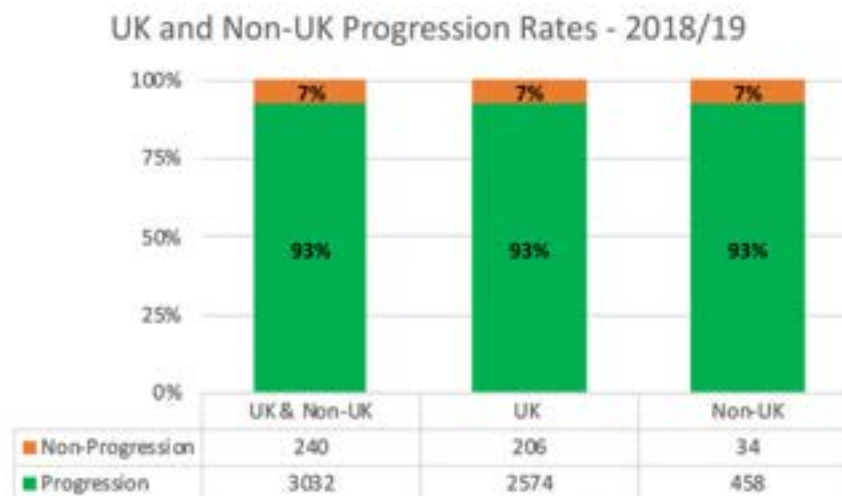


Figure 7.11 UK and Non-UK Progression Rates of UG Students in 2018/19

Although the continuation rates of BAME Students is similar to the overall continuation rates for UG students, fewer UK BAME than non-UK BAME students, continue (Figure 7.12) (Action 7.4).

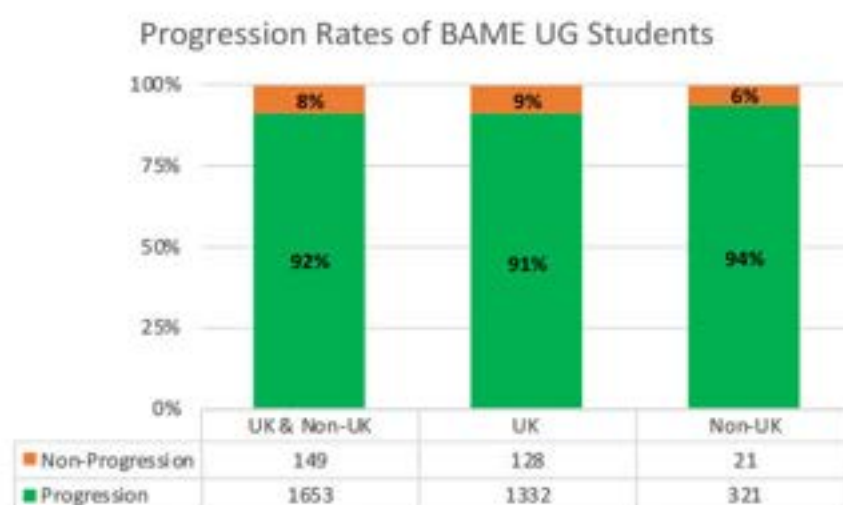


Figure 7.12. Progression rates of BAME UG students in 2018/19

Although the continuation rates of BAME Students is similar to the overall continuation rates for UG students, fewer UK BAME than non-UK BAME students, continue (Figure 7.12).

Students of Mixed, Black and Other ethnic backgrounds have the lowest continuation rates for minority ethnic student groups at 89% (Figure 7.13). Asian and Chinese students have the highest continuation rates at 94% and 93% respectively.

In 2018/19, the progression rate for UK BAME students was 91%, slightly lower than White students at 94%. Of UK BAME student groups, Asian students had the highest progression rate at 94% (the same as White students), followed by Black, Chinese and Mixed students, all at 89% (Figure 7.16) (Actions 7.4, Action 7.4.1, Action 7.4.2, Action 7.5).

The progression rate in 2018/19 for non-UK BAME students was 94%, higher than White students at 91%. Of non-UK BAME groups, as with UK students, Asian students had the highest progression rates at 96%, followed by Chinese students at 93% and Black students at 92% (Figure 7.18).

UG Progression Rates by Specific Ethnic Groups



Figure 7.13 Progression Rates of UG students by Specific Ethnic Group in 2018/19

The continuation rates for all UG students vary across Colleges, with CLS being the highest at 95% and CSE the lowest at 90% (Figure 7.14).

Progression Rates of UG Students within Colleges



Figure 7.14 Progression rates of UG Students within Colleges in 2018/19

At College level, continuation rates vary depending on specific ethnic groups (Figure 7.15). In CLS, the continuation rates for all ethnic groups are >90% apart from students of Other ethnic background-(Table 7.7). In CSE, only students of Asian and White background have a continuation rate >90%, with students from Mixed and Black backgrounds having a continuation rate of 79% and 80% respectively-(Table 7.8). CSSAH has the highest overall continuation rate for specific ethnic groups (including both UK and non-UK students), with all being 90% or more.

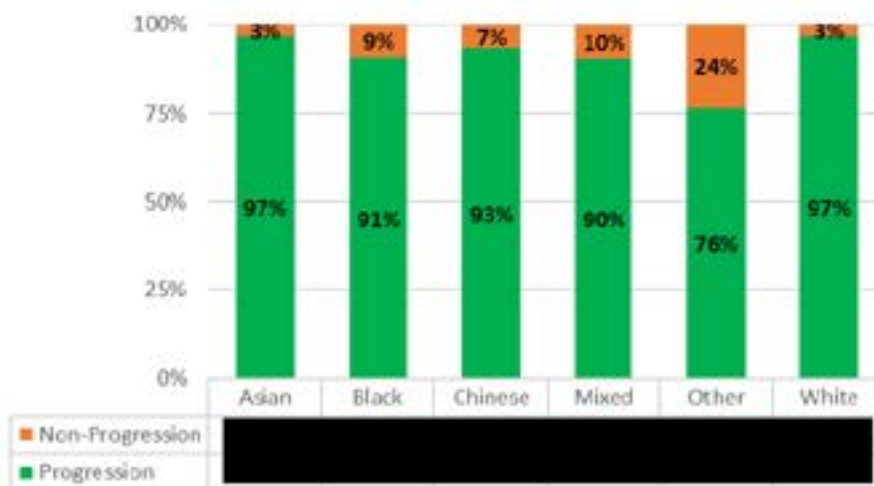
Of UK students in 2018/19, BAME students in CLS had the highest progression rate of all colleges, at 94.1%, compared to White students at 96.7%. Of BAME ethnic groups, Asian students in CLS had the highest progression rate at 97%, followed by the Mixed student group at 92.3% (Table 7.7). In

CSE, UK BAME students had a progression rate of 86.9%, compared to White students at 92.5%. Of BAME ethnic groups, Asian students had the highest progression rate (91.0% in 2018/19), followed by Chinese students at 90.0% and Mixed at 85.7% (Table 7.8). In CSSAH, UK BAME students had a progression rate of 91.2%, compared to 93.5% for White students. The Other student group had the highest progression rate of BAME students, at 95.7%, followed by Asian students at 92.5% (Table 7.9).

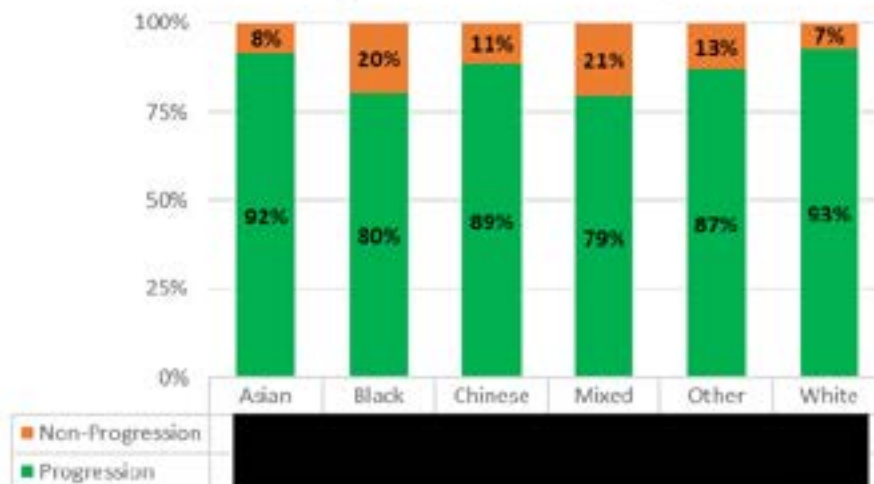
Of non-UK students in 2018/19, BAME students in in CSSAH had the highest progression rate at 95.9%, compared to White students at 87.6%. Of BAME ethnic groups, the Mixed student group had the highest progression rate at 100.0% (█ students), followed by Black students at 97.1% (Table 7.9). In CLS, the progression rate for BAME students was 90.6%, compared to 96.9% for White students. Chinese (█ students) and Other (█ student) student groups had the highest progression rate at 100% (Table 7.7). In CSE, the progression rate for BAME students was 88.1%, compared to 96.6% for White students. Asian students had the highest progression rate of BAME ethnic groups at 100.0%, followed by Chinese students at 88.0% (Table 7.8).

As the number of non-UK student numbers are relatively low, e.g. in CLS in 2018/19 there were █ non-UK students, caution should be exercised in drawing conclusions from this data.

CLS UG Progression Rates - 2018/19



CSE UG Progression Rates - 2018/19



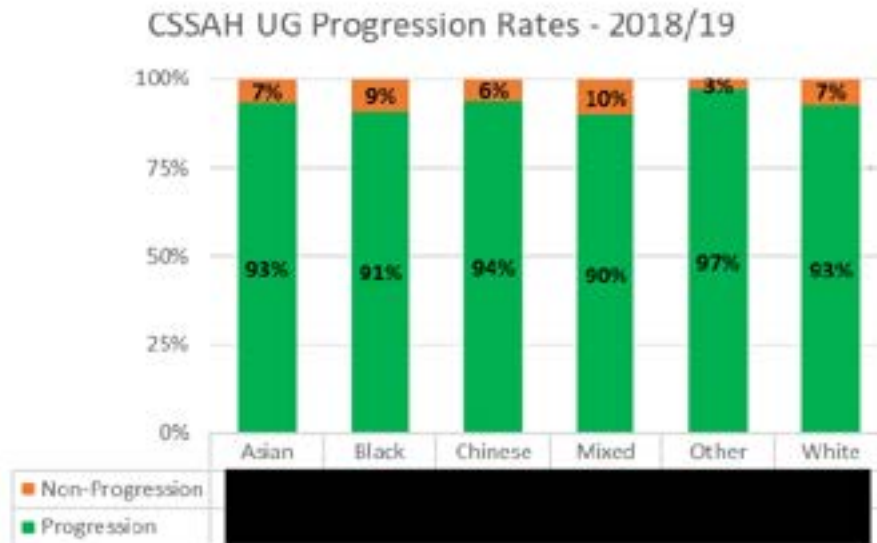


Figure 7.15 Progression rates of UG students within Colleges in 2018/19 by Ethnicity

Further analysis on progression by School, in 2018/19 for all UK and non-UK UG Full-time students showed that;

In CLS:

- The Medical School had the highest progression rate in the College (98.65%): 98.28% BAME students and 99.19% White students.
- ODP had the lowest progression rate in the College (79.41%): 76.47% BAME students and 82.35% White students.

In CSE:

- Physics and Astronomy had the highest progression rate in the College (95.74%): 88.89% for BAME students and 95.74% White students.
- Engineering has the lowest progression rate in the College (83.89%): 83.90% BAME students and 83.87% White students. BAME students had a higher progression rate.

In CSSAH:

- Leicester Law School had the highest progression rate in the College (96.88%): 96.36% BAME students and 97.81% White students.
- Archaeology and Ancient History had the lowest progression rate in the College (82.05%): 90% BAME students and 80.11% White students. In this year, BAME students had a higher progression rate than White students.

Further analysis (2018/19) by School for UK students within each College showed:

In CLS:

- The Medical School had the highest progression rate in the College (98.91%): 98.75% BAME students and 99.12% White students.
- ODP had the lowest progression rate in the College (79.41%): 76.47% BAME students and 82.35% White students.

In CSE:

- Physics and Astronomy had the highest progression rate in the College (95.40%): 88.46% BAME students and 98.36% White students.
- Engineering has the lowest progression rate in the College (82.1%): 81.93% BAME students and 83.64% White students.

In CSSAH:

- Leicester Law School had the highest progression rate in the College (96.72%): 95.14% for BAME students and 99% White students.
- Media and Communications had the lowest progression rate in the College (81.25%): 84.21% BAME students and 76.92% White students. In this year, BAME students had a higher progression rate than White students.

Analysis (2018/19) by School for non-UK students within each College showed:
(Please note numbers for non-UK UG students are lower than UK students within each School).

In CLS:

- The Medical School had the highest progression rate in the College (95.65%): 92.86% (■) BAME students and 100% (■) White students.
- Psychology had the lowest progression rate in the College (90/91%): 88.89% (■) BAME students and 92.31% of White students.

In CSE:

- Physics and Astronomy and Geology had the highest progression rates in the College
 - Physics and Astronomy (100%-■ students).
 - Geology (100%-■ students).
- Chemistry had the lowest progression rate in the College (80%): 50% (■) BAME students and 85.71% (■) White students.

In CSSAH:

- Modern Languages and Sociology had the highest progression rate in the College (100%) -■ students in total.
- History had the lowest progression rate in the College (50%) -■ students.

(Actions 7.6, 7.7, 7.8).

Actions

- Action 7.4** Increase the number of BAME students in the role of Peer Mentor within the SU Peer Mentoring Scheme, from 54% to population representative % by 2024/25.
- Action 7.4.1** Pilot the Study Well programme in at least three Academic Schools in 2022/23. Establish annual targets for potential roll out following 2022/23 pilot. This programme gives students the opportunity to develop leadership skills, and to lead student sessions about wellbeing and belonging as a way to reduce non-continuation.
- Action 7.4.2** One student Curriculum Consultant recommendation to be implemented by each participating academic school by 2023, and then repeated annually with each cohort of consultants. These will be monitored through the annual review process (APR) alongside progression data.
- Action 7.5** Increase the number of BAME students attending the HEADSTART online transition support programme so that it is in line with the incoming population % of BAME students.
- Action 7.6** Extend the Student Voice workshops (previously used within GGE) to other Academic Schools based within CSE. Use the outcomes of these workshops to identify suitable initiatives to improve progression rates.
- Action 7.7** Evaluate the MedRace model of student-led curriculum consultants with a view of employing in other academic schools. To capture the diverse student voice and inform practical ways in which academic schools can create a sense of belonging, thus improving progression rates.
- Action 7.8** Evaluate the impact of physical spaces within the academic school, specifically the Law School in CSSAH where students have an opportunity to voice who they are and why they have chosen Law at Leicester. If a positive impact is found on students' sense of belonging and progression, expand this module into other academic schools.

UK and non-UK Undergraduate Course Progression - University

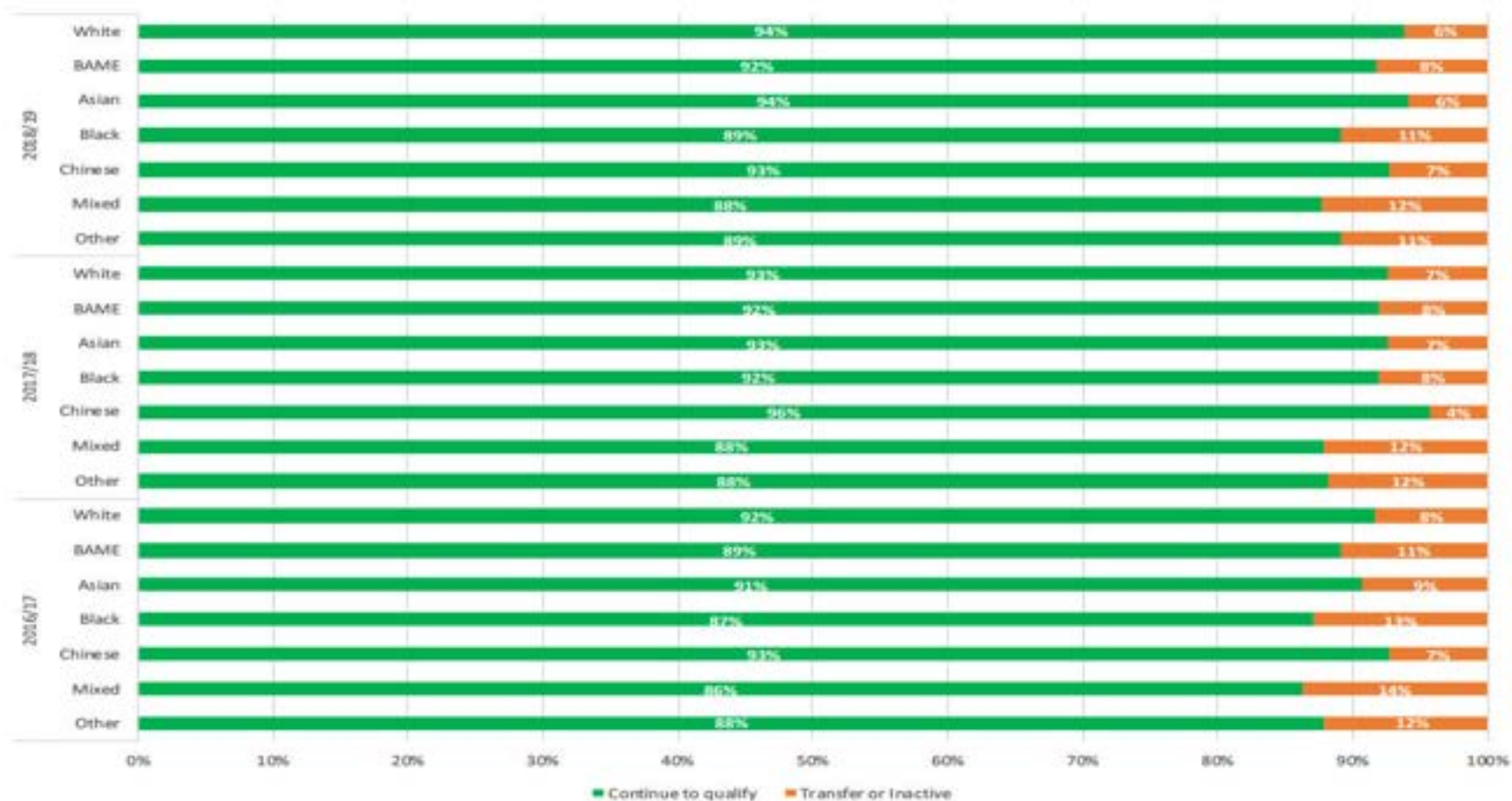


Figure 7.16 Undergraduate Course Progression (UK and non-UK) by Ethnicity 2016-19

UK Undergraduate Course Progression - University

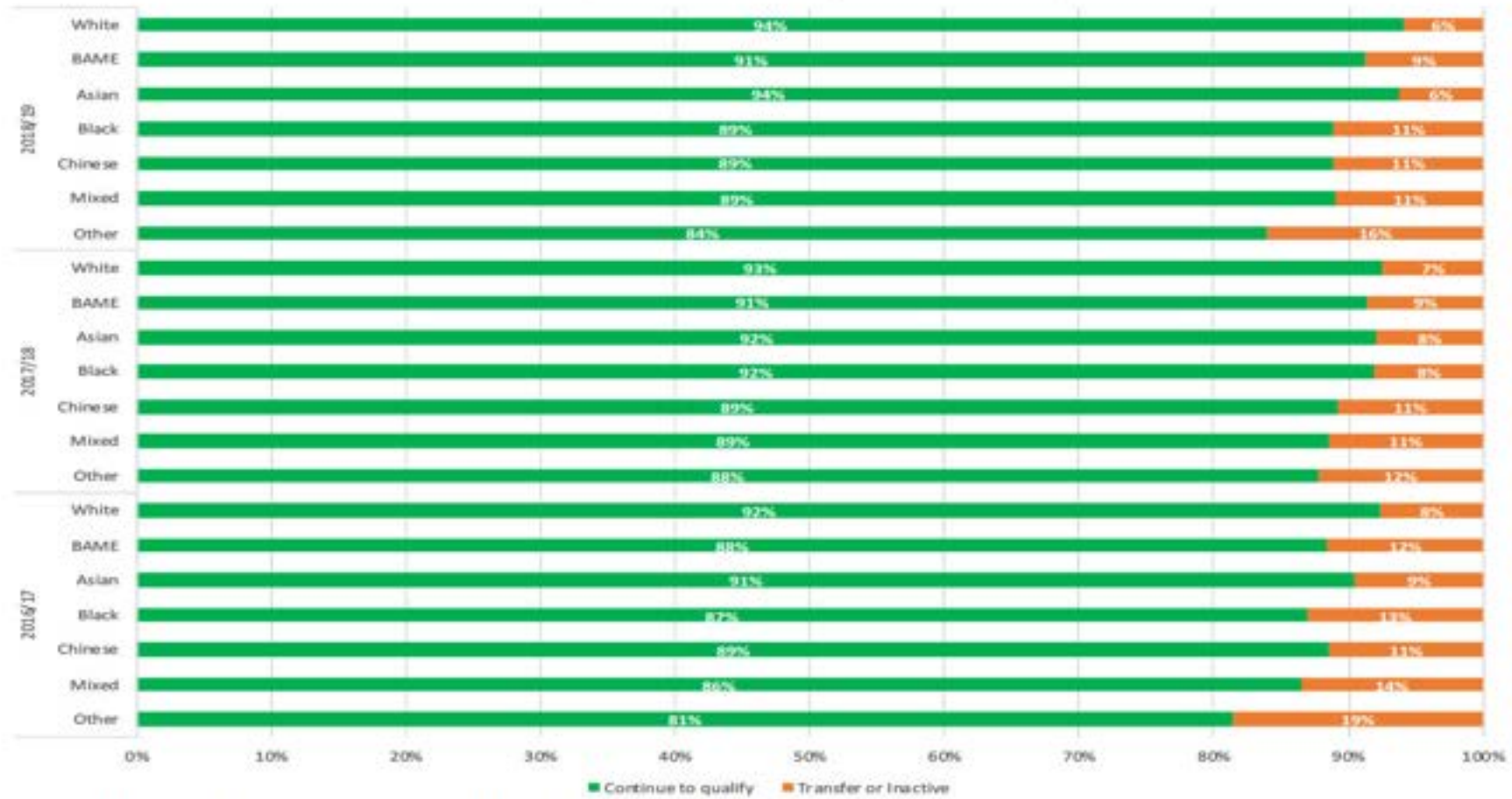


Figure 7.17 Undergraduate Course Progression (UK only) by Ethnicity over three years 2016-19

Non-UK Undergraduate Course Progression

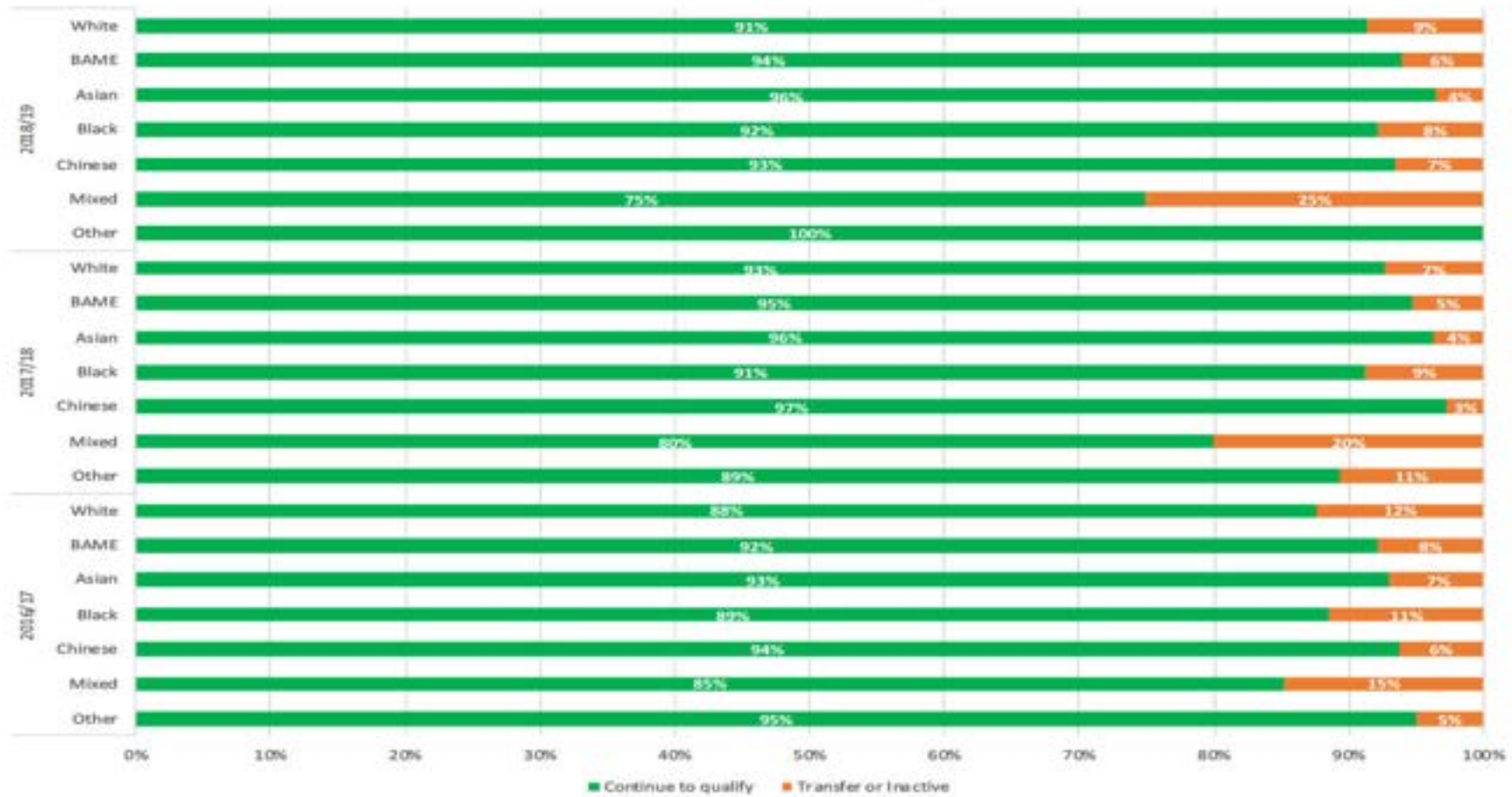


Figure 7.18 Undergraduate Course Progression (Non-UK only) by Ethnicity 2016-19

Table 7.6 Undergraduate Course Progression (UK and non-UK) by Ethnicity 2016-19

Undergraduate Course Progression (UK and Non-UK)		UK						Non-UK						UK and non-UK					
		Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2016/17	BAME	1,506	46.2%	88.4%	197	59.7%	11.6%	350	70%	92.1%	30	59%	7.9%	1,856	51%	89.1%	227	60%	10.9%
	Asian	■	22.5%	90.5%	■	22.7%	9.5%	■	19%	93.0%	■	14%	7.0%	■	22%	90.8%	■	22%	9.2%
	Black	■	18.3%	86.9%	■	26.1%	13.1%	■	12%	88.6%	■	16%	11.4%	■	18%	87.1%	■	25%	12.9%
	Chinese	■	1.0%	88.6%	■	1.2%	11.4%	■	27%	93.7%	■	18%	6.3%	■	5%	92.7%	■	3%	7.3%
	Mixed	■	4.9%	86.4%	■	7.3%	13.6%	■	5%	85.2%	■	8%	14.8%	■	5%	86.3%	■	7%	13.7%
	Other	■	1.1%	81.4%	■	2.4%	18.6%	■	8%	95.0%	■	4%	5.0%	■	2%	88.0%	■	3%	12.0%
	White	1,617	51.8%	92.4%	133	40.3%	7.6%	149	30%	87.6%	21	41%	12.4%	1,766	49%	92.0%	154	40%	8.0%
	Total BAME + White	3,123	100.0%		330	100.0%		499	100.0%		51	100.0%		3,622	100.0%		381	100.0%	
	Unknown	■	1.1%		■	2.1%		■	20%		■	24%		■	4%		■	6%	
	Total	3,157			337			620			67			3,777			404		
2017/18	BAME	1,545	49.3%	91.4%	145	53.1%	8.6%	339	69.2%	94.7%	19	61.3%	5.3%	1,884	51.9%	92.0%	164	53.9%	8.0%
	Asian	■	23.3%	92.1%	■	23.1%	7.9%	■	21.6%	96.4%	■	12.9%	3.6%	■	23.1%	92.6%	■	22.0%	7.4%
	Black	■	17.5%	92.0%	■	17.9%	8.0%	■	10.6%	91.2%	■	16.1%	8.8%	■	16.9%	91.9%	■	17.8%	8.1%
	Chinese	■	1.1%	89.2%	■	1.5%	10.8%	■	29.4%	97.3%	■	12.9%	2.7%	■	4.9%	95.7%	■	2.6%	4.3%
	Mixed	■	5.4%	88.5%	■	8.1%	11.5%	■	2.4%	80.0%	■	9.7%	20.0%	■	5.0%	87.9%	■	8.2%	12.1%
	Other	■	1.6%	87.7%	■	2.6%	12.3%	■	5.1%	89.3%	■	9.7%	10.7%	■	2.1%	88.2%	■	3.3%	11.8%
	White	1,592	50.7%	92.6%	128	46.9%	7.4%	151	30.8%	92.6%	■	38.7%	7.4%	1,743	48.1%	92.6%	140	46.1%	7.4%
	Total BAME + White	3,137	100.0%		273	100.0%		490	100.0%		31	100.0%		3,627	100.0%		304	100.0%	
	Unknown	■	0.8%		■	2.5%		■	24%		■	16%		■	5%		■	4%	
	Total	3,163			280			645			37			3,808			317		
2018/19	BAME	1,332	51.7%	91.2%	128	62.1%	8.8%	321	70.1%	93.9%	21	61.8%	6.1%	1,653	54.5%	91.7%	149	62.1%	8.3%
	Asian	■	27.0%	93.8%	■	22.3%	6.2%	■	24.0%	96.5%	■	11.8%	3.5%	■	26.5%	94.1%	■	20.8%	5.9%
	Black	■	17.1%	88.9%	■	26.7%	11.1%	■	10.3%	92.2%	■	11.8%	7.8%	■	16.1%	89.2%	■	24.6%	10.8%
	Chinese	■	0.9%	88.9%	■	1.5%	11.1%	■	27.9%	93.4%	■	26.5%	6.6%	■	5.0%	92.7%	■	5.0%	7.3%
	Mixed	■	5.1%	89.1%	■	7.8%	10.9%	■	2.6%	75.0%	■	11.8%	25.0%	■	4.7%	87.7%	■	8.3%	12.3%
	Other	■	1.6%	84.0%	■	3.9%	16.0%	■	5.2%	100.0%	■	0.0%	0.0%	■	2.2%	89.2%	■	3.3%	10.8%
	White	1,242	48.3%	94.1%	78	37.9%	5.9%	137	29.9%	91.3%	■	38.2%	8.7%	1,379	45.5%	93.8%	91	37.9%	6.2%
	Total BAME + White	2,574	100.0%		206	100.0%		458	100.0%		34	100.0%		3,032	100.0%		240	100.0%	
	Unknown	■	0.7%		■	1.0%		■	21%		■	19%		■	4%		■	4%	
	Total	2,591			208			577			42			3,168			250		

UK and non-UK Undergraduate Course Progression in CLS

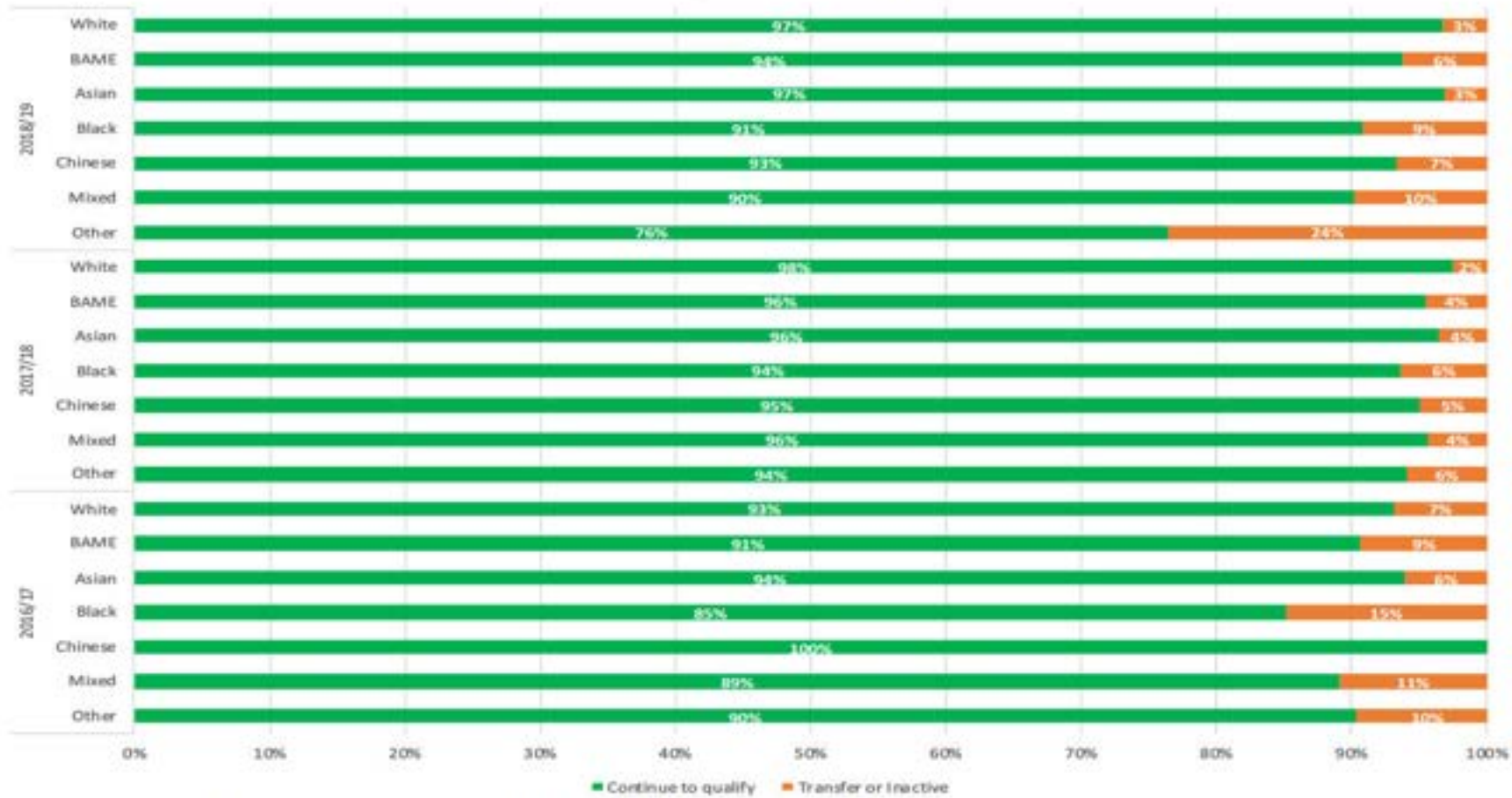


Figure 7.19 Undergraduate Course Progression in CLS (UK and non-UK) 2016-2019 by Ethnicity

UK Undergraduate Course Progression

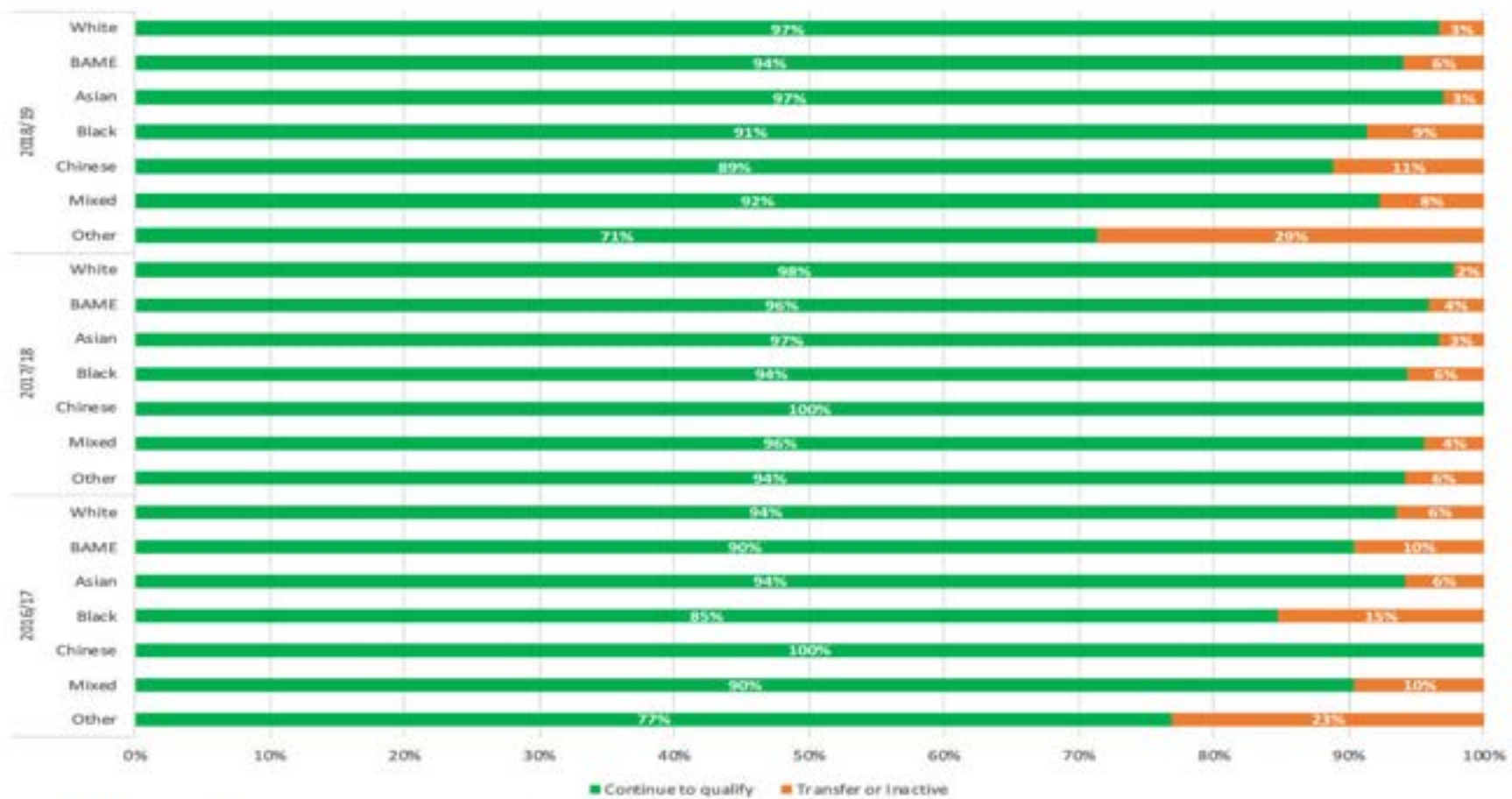


Figure 7.20 Undergraduate Course Progression in CLS (UK only) 2016-19 by Ethnicity

Non-UK Undergraduate Course Progression

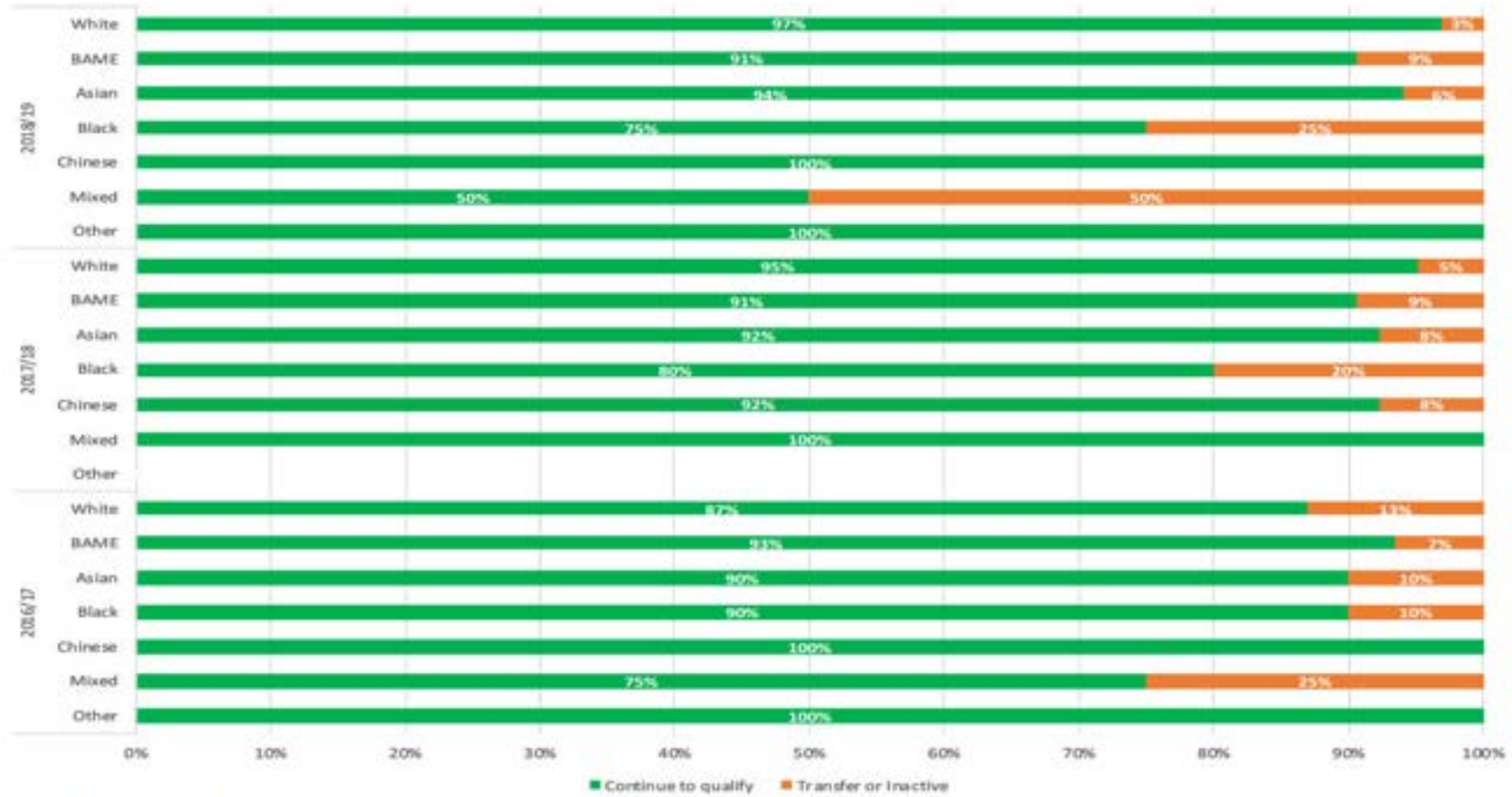


Figure 7.21 Undergraduate Course Progression in CLS (Non-UK only) 2016-19 by Ethnicity

Table 7.7 Undergraduate Course Progression 2016-19 College of Life Sciences

Undergraduate Course Progression (UK and Non-UK)		UK						Non-UK						UK and non-UK					
		Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2016/17	BAME	348	49.2%	90.4%	37	59.7%	9.6%	43	68.3%	93.5%	█	50.0%	6.5%	391	51%	90.7%	40	58.8%	9.3%
	Asian	█	27.3%	94.1%	█	19.4%	5.9%	█	14.3%	90.0%	█	16.7%	10.0%	█	26%	94.0%	█	19.1%	6.0%
	Black	█	14.1%	84.7%	█	29.0%	15.3%	█	14.3%	90.0%	█	16.7%	10.0%	█	14%	85.2%	█	27.9%	14.8%
	Chinese	█	1.0%	100.0%	█	0.0%	0.0%	█	6.3%	100.0%	█	0.0%	0.0%	█	1%	100.0%	█	0.0%	0.0%
	Mixed	█	5.4%	90.5%	█	6.5%	9.5%	█	4.8%	75.0%	█	16.7%	25.0%	█	5%	89.1%	█	7.4%	10.9%
	Other	█	1.4%	76.9%	█	4.8%	23.1%	█	28.6%	100.0%	█	0.0%	0.0%	█	4%	90.3%	█	4.4%	9.7%
	White	360	50.8%	93.3%	25	40.3%	6.5%	20	31.7%	87.0%	█	50.0%	13.0%	380	49%	93.1%	28	41.2%	6.9%
	Total BAME + White	708	100.0%		62	100.0%		63	100.0%		█	100.0%		771	100.0%		68	100.0%	
2017/18	BAME	396	53.5%	95.9%	17	68.0%	4.1%	29	59.2%	90.6%	█	75.0%	9.4%	425	53.9%	95.5%	20	69.0%	4.5%
	Asian	█	30.9%	96.6%	█	32.0%	3.4%	█	24.5%	92.3%	█	25.0%	7.7%	█	30.5%	96.4%	█	31.0%	3.6%
	Black	█	13.5%	94.3%	█	24.0%	5.7%	█	8.2%	80.0%	█	25.0%	20.0%	█	13.2%	93.7%	█	24.1%	6.3%
	Chinese	█	0.9%	100.0%	█	0.0%	0.0%	█	24.5%	92.3%	█	25.0%	7.7%	█	2.4%	95.0%	█	3.4%	5.0%
	Mixed	█	5.9%	95.7%	█	8.0%	4.3%	█	2.0%	100.0%	█	0.0%	0.0%	█	5.7%	95.7%	█	6.9%	4.3%
	Other	█	2.2%	94.1%	█	4.0%	5.9%	█	0.0%	0.0%	█	0.0%	0.0%	█	2.0%	94.1%	█	3.4%	5.9%
	White	344	46.5%	97.7%	█	32.0%	2.3%	20	40.8%	95.2%	█	25.0%	4.8%	364	46.1%	97.6%	█	31.0%	2.4%
	Total BAME + White	740	100.0%		25	100.0%		49	100.0%		█	100.0%		789	100.0%		29	100.0%	
2018/19	BAME	430	56.9%	94.1%	27	71.1%	5.9%	29	48.3%	90.6%	█	75.0%	9.4%	459	56.3%	93.9%	30	71.4%	6.1%
	Asian	█	34.5%	97.0%	█	21.1%	3.0%	█	26.7%	94.1%	█	25.0%	5.9%	█	33.9%	96.9%	█	21.4%	3.1%
	Black	█	15.2%	91.3%	█	28.9%	8.7%	█	5.0%	75.0%	█	25.0%	25.0%	█	14.5%	90.8%	█	28.6%	9.2%
	Chinese	█	1.1%	88.9%	█	2.0%	11.1%	█	10.0%	100.0%	█	0.0%	0.0%	█	1.7%	93.3%	█	2.4%	6.7%
	Mixed	█	4.8%	92.3%	█	7.9%	7.7%	█	1.7%	50.0%	█	25.0%	50.0%	█	4.5%	90.2%	█	9.5%	9.8%
	Other	█	1.3%	71.4%	█	10.5%	28.6%	█	5.0%	100.0%	█	0.0%	0.0%	█	1.6%	76.5%	█	9.5%	23.5%
	White	326	43.1%	96.7%	█	28.9%	3.3%	31	51.7%	96.9%	█	25.0%	3.1%	357	43.8%	96.7%	12	28.6%	3.3%
	Total BAME + White	756	100.0%		38	100.0%		60	100.0%		█	100.0%		816	100.0%		42	100.0%	

UK and non-UK Undergraduate Course Progression in CSE

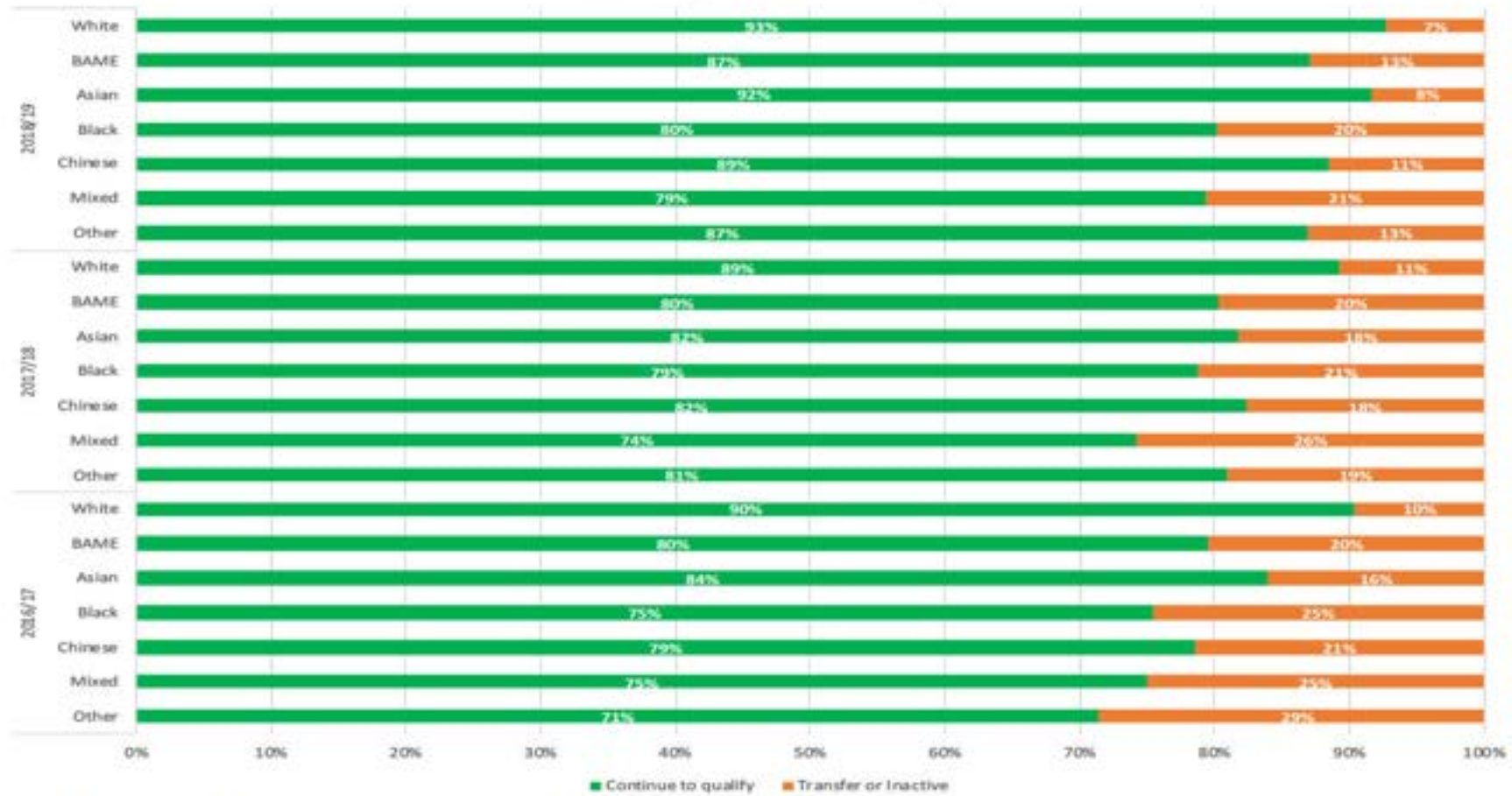


Figure 7.22 Undergraduate Course Progression in CSE (UK and non-UK) 2016-19 by Ethnicity

UK Undergraduate Course Progression in CSE



Figure 7.23 Undergraduate Course Progression in CSE (UK only) 2016-19 by Ethnicity

Non-UK Undergraduate Course Progression in CSE

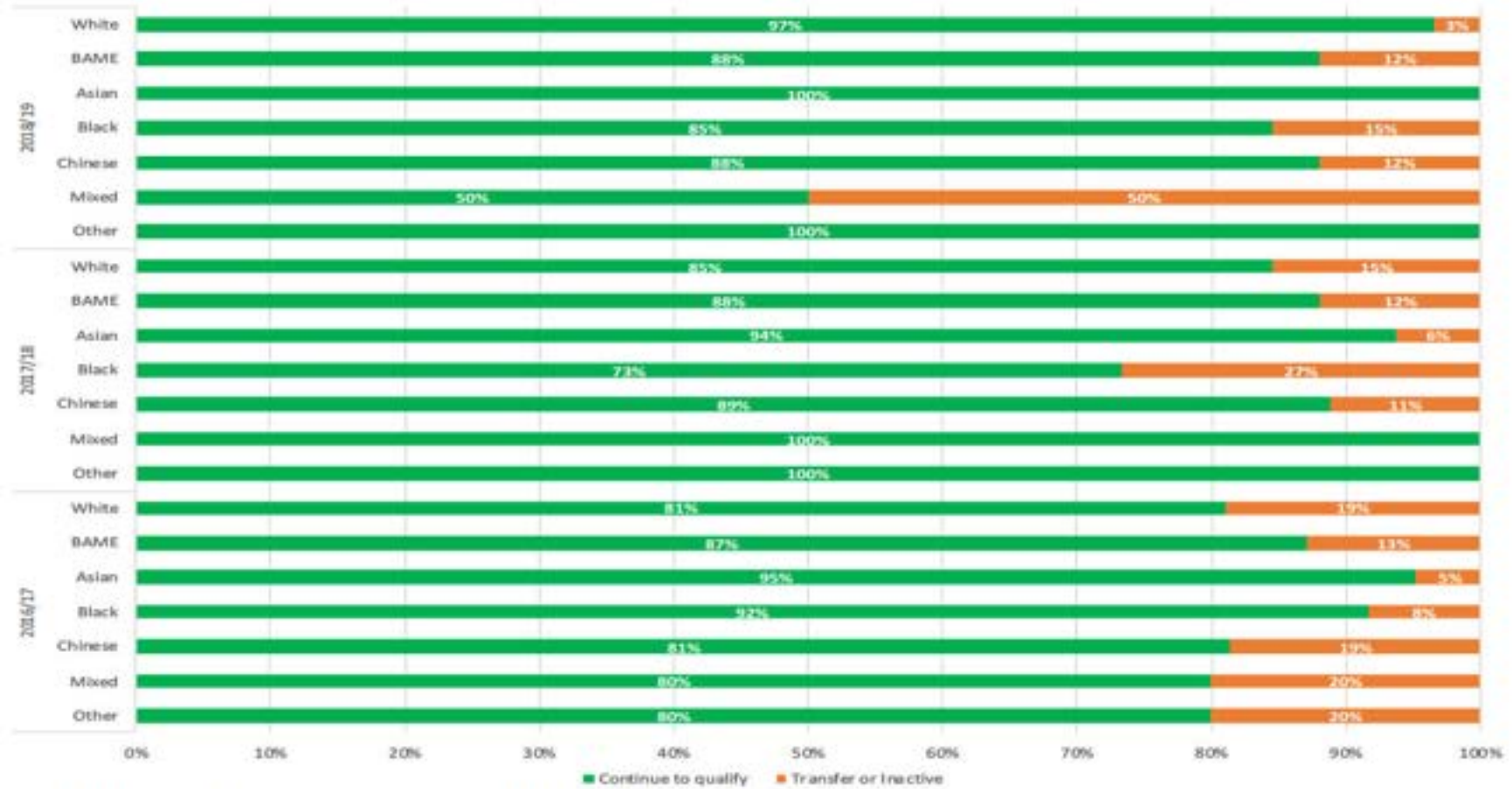


Figure 7.24 Undergraduate Course Progression in CSE (non-UK only) 2016-19 by Ethnicity

Table 7.8 Undergraduate Course Progression by Ethnicity 2016-19 - College of Science and Engineering

Undergraduate Course Progression (UK and Non-UK)		UK						Non-UK						UK and non-UK					
		Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2016/17	BAME	275	36.4%	78.1%	77	62.1%	21.9%	61	67.0%	87.1%	█	56.3%	12.9%	336	40%	79.6%	86	61.4%	20.4%
	Asian	█	19.6%	82.7%	█	25.0%	17.3%	█	22.0%	95.2%	█	6.3%	4.8%	█	20%	84.0%	█	22.9%	16.0%
	Black	█	10.7%	73.6%	█	23.4%	26.4%	█	12.1%	91.7%	█	6.3%	8.3%	█	11%	75.4%	█	21.4%	24.6%
	Chinese	█	1.5%	73.3%	█	3.2%	26.7%	█	24.2%	81.5%	█	31.3%	18.5%	█	4%	78.6%	█	6.4%	21.4%
	Mixed	█	3.8%	74.4%	█	8.1%	25.6%	█	4.4%	80.0%	█	6.3%	20.0%	█	4%	75.0%	█	7.9%	25.0%
	Other	█	0.8%	66.7%	█	2.4%	33.3%	█	4.4%	80.0%	█	6.3%	20.0%	█	1%	71.4%	█	2.9%	28.6%
	White	481	63.6%	91.1%	47	37.9%	8.9%	30	33.0%	81.1%	█	43.8%	18.9%	511	60%	90.4%	54	38.6%	9.6%
	Total BAME + White	756	100.0%		124	100.0%		91	100.0%		14	100.0%		847	100.0%		140	100.0%	
2017/18	BAME	249	36.2%	78.8%	67	56.8%	21.2%	52	61.2%	88.1%	█	53.8%	11.9%	301	38.9%	80.3%	74	56.5%	19.7%
	Asian	█	19.9%	80.6%	█	28.0%	19.4%	█	17.6%	93.8%	█	7.7%	6.3%	█	19.7%	81.7%	█	26.0%	18.3%
	Black	█	9.7%	79.8%	█	14.4%	20.2%	█	12.9%	73.3%	█	30.8%	26.7%	█	10.1%	78.8%	█	16.0%	21.2%
	Chinese	█	1.7%	75.0%	█	3.4%	25.0%	█	18.8%	88.9%	█	15.4%	11.1%	█	3.6%	82.4%	█	4.6%	17.6%
	Mixed	█	3.3%	71.9%	█	7.6%	28.1%	█	3.5%	100.0%	█	0.0%	0.0%	█	3.4%	74.3%	█	6.9%	25.7%
	Other	█	1.5%	71.4%	█	3.4%	28.6%	█	8.2%	0.0%	█	0.0%	0.0%	█	2.2%	81.0%	█	3.1%	19.0%
	White	439	63.8%	89.6%	51	43.2%	10.4%	33	38.8%	84.6%	█	46.2%	15.4%	472	61.1%	89.2%	57	43.5%	10.8%
	Total BAME + White	688	100.0%		118	100.0%		85	100.0%		13	100.0%		773	100.0%		131	100.0%	
2018/19	BAME	252	46.2%	86.9%	38	61.3%	13.1%	59	67.8%	88.1%	█	88.9%	11.9%	311	49.1%	87.1%	46	64.8%	12.9%
	Asian	█	27.7%	91.0%	█	24.2%	9.0%	█	14.9%	100.0%	█	0.0%	0.0%	█	25.9%	91.6%	█	21.1%	8.4%
	Black	█	10.6%	79.5%	█	24.2%	20.5%	█	12.6%	84.6%	█	22.2%	15.4%	█	10.9%	80.2%	█	23.9%	19.8%
	Chinese	█	1.6%	90.0%	█	1.6%	10.0%	█	25.3%	88.0%	█	33.3%	12.0%	█	4.9%	88.6%	█	5.6%	11.4%
	Mixed	█	4.4%	85.7%	█	6.5%	14.3%	█	3.4%	50.0%	█	33.3%	50.0%	█	4.3%	79.4%	█	9.9%	20.6%
	Other	█	1.8%	76.9%	█	4.8%	23.1%	█	11.5%	100.0%	█	0.0%	0.0%	█	3.2%	87.0%	█	4.2%	13.0%
	White	294	53.8%	92.5%	24	38.7%	7.5%	28	32.2%	96.6%	█	11.1%	3.4%	322	50.9%	92.8%	25	35.2%	7.2%
	Total BAME + White	546	100.0%		62	100.0%		87	100.0%		█	100.0%		633	100.0%		71	100.0%	

UK and non-UK Undergraduate Course Progression in CSSAH

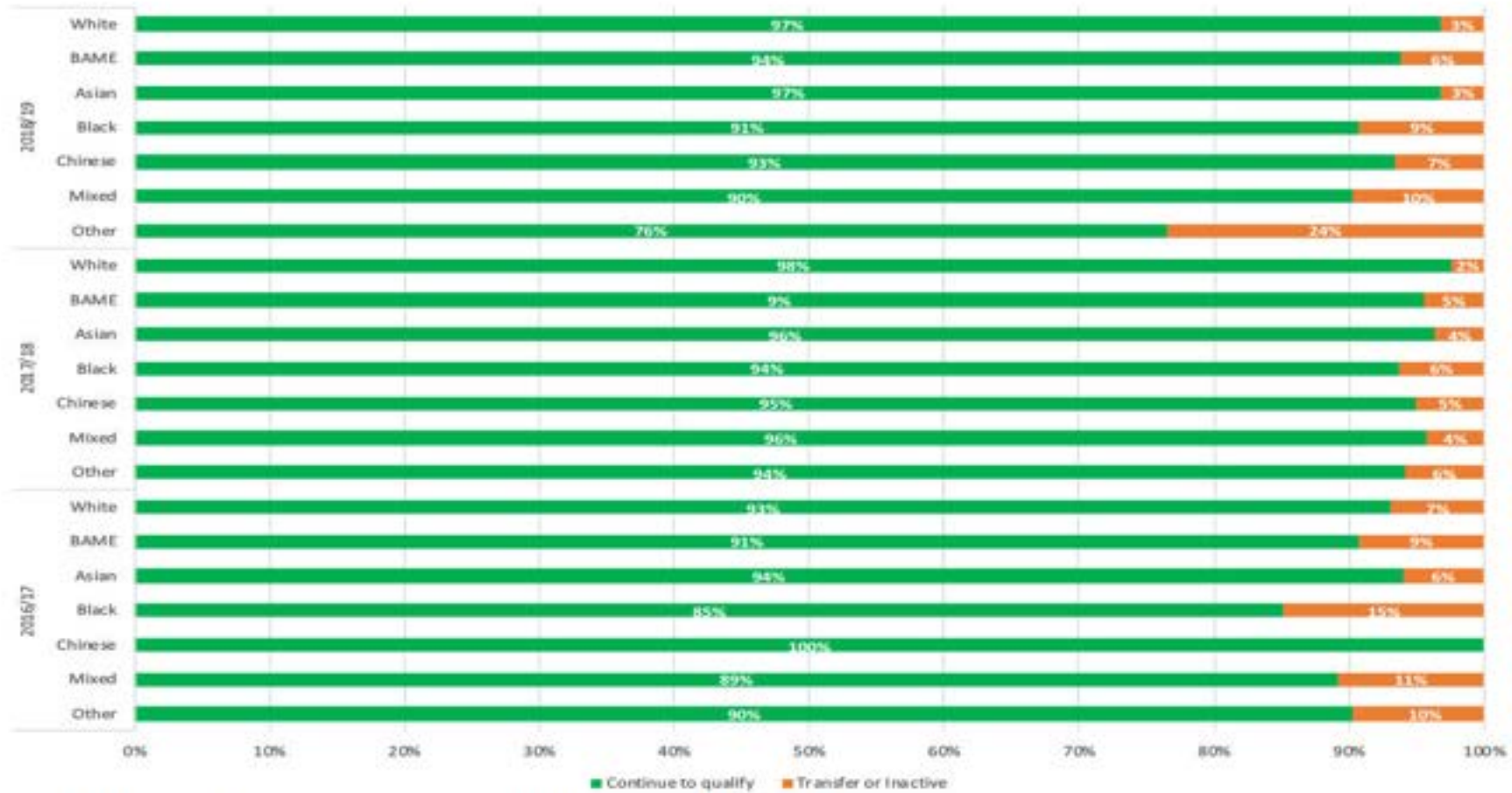


Figure 7.25 Undergraduate Course Progression in CSSAH (UK and non-UK) 2016-19 by Ethnicity

UK Undergraduate Course Progression in CSSAH

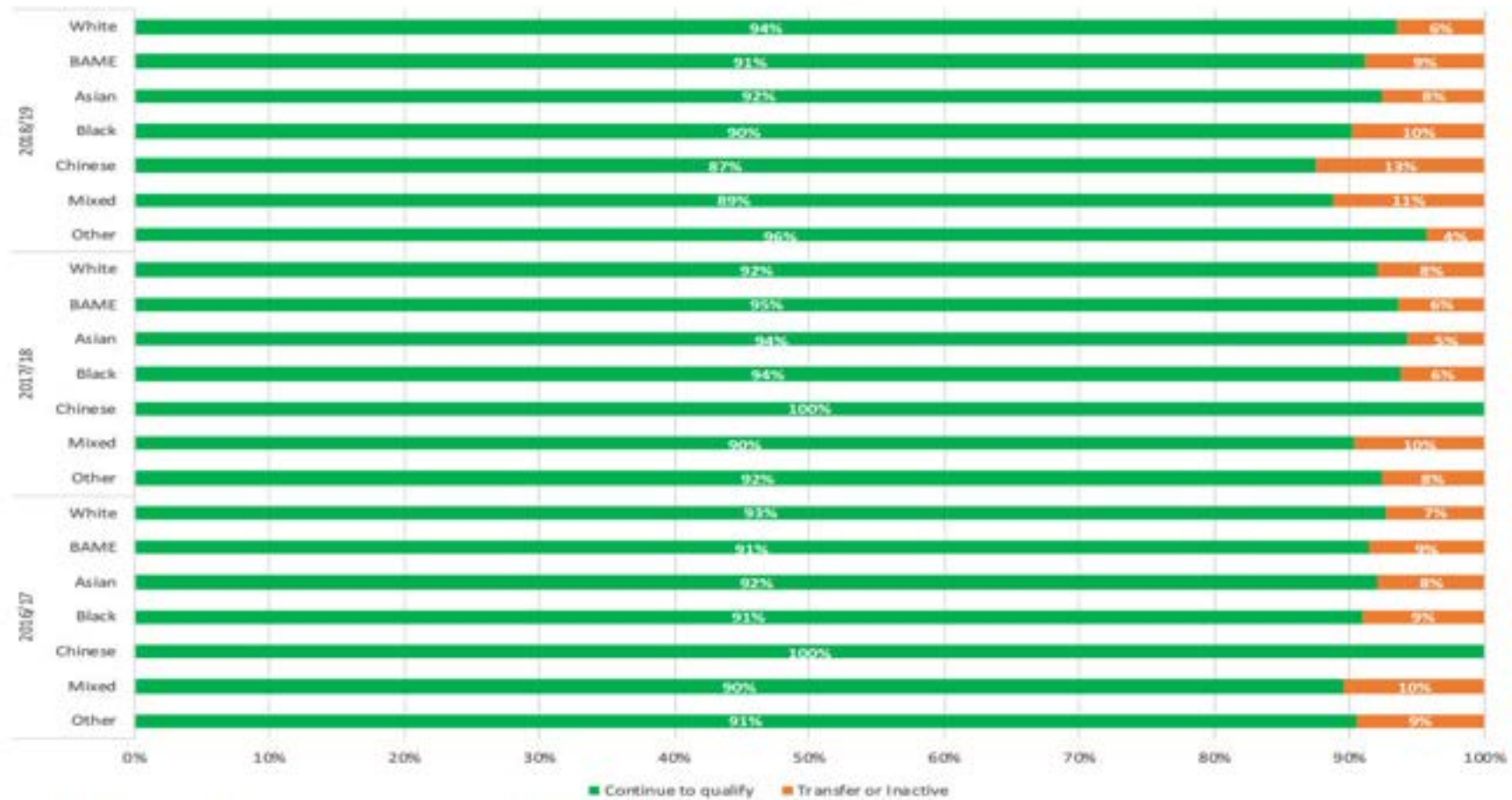


Figure 7.26 Undergraduate Course Progression in CSSAH (UK only) 2016-19 by Ethnicity

Non-UK Undergraduate Course Progression in CSSAH



Figure 7.27 Undergraduate Course Progression in CSSAH (non-UK only) 2016-19 by Ethnicity

Table 7.9 Undergraduate Course Progression by Ethnicity 2016 -16 - College of Social Science, Arts and Humanities

Undergraduate Course Progression (UK and Non-UK)		UK						Non-UK						UK and non-UK					
		Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive			Continue or qualify			Transfer or inactive		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2016/17	BAME	883	53.2%	91.4%	83	57.6%	8.6%	246	71.3%	93.2%	18	62.1%	6.8%	1,129	56%	91.8%	101	58.4%	8.2%
	Asian	■	22.5%	92.1%	■	22.2%	7.9%	■	18.6%	92.8%	■	17.2%	7.2%	■	22%	92.2%	■	21.4%	7.8%
	Black	■	23.6%	90.9%	■	27.1%	9.1%	■	12.2%	87.5%	■	20.7%	12.5%	■	22%	90.6%	■	26.0%	9.4%
	Chinese	■	0.8%	100.0%	■	0.0%	0.0%	■	31.3%	96.4%	■	13.8%	3.6%	■	6%	96.8%	■	2.3%	3.2%
	Mixed	■	5.2%	89.6%	■	6.9%	10.4%	■	4.6%	88.9%	■	6.9%	11.1%	■	5%	89.5%	■	6.9%	10.5%
	Other	■	1.1%	90.5%	■	1.4%	9.5%	■	4.6%	94.1%	■	3.4%	5.9%	■	2%	92.1%	■	1.7%	7.9%
	White	776	46.8%	92.7%	61	42.4%	7.3%	99	28.7%	90.0%	■	37.9%	10.0%	875	44%	92.4%	72	41.6%	7.6%
	Total BAME + White	1,659	100.0%		144	100.0%		345	100.0%		29	100.0%		2,004	100.0%		173	100.0%	
2017/18	BAME	900	52.7%	93.7%	61	46.9%	6.3%	244	71.3%	96.4%	■	64.3%	3.6%	1,144	55.8%	94.2%	70	48.6%	5.8%
	Asian	■	21.4%	94.3%	■	16.9%	5.7%	■	21.1%	97.5%	■	14.3%	2.5%	■	21.6%	94.9%	■	16.7%	5.1%
	Black	■	23.1%	93.8%	■	20.0%	6.2%	■	10.8%	100.0%	■	0.0%	0.0%	■	21.0%	94.3%	■	18.1%	5.7%
	Chinese	■	0.8%	100.0%	■	0.0%	0.0%	■	30.1%	99.0%	■	7.1%	1.0%	■	5.7%	99.2%	■	0.7%	0.8%
	Mixed	■	6.0%	90.4%	■	8.5%	9.6%	■	2.3%	72.7%	■	21.4%	27.3%	■	5.4%	88.8%	■	9.7%	11.2%
	Other	■	1.4%	92.3%	■	1.5%	7.7%	■	5.0%	0.0%	■	21.4%	0.0%	■	2.0%	89.1%	■	3.5%	10.9%
	White	809	47.3%	92.1%	69	53.1%	7.9%	98	28.7%	95.1%	■	35.7%	4.9%	907	44.2%	92.5%	74	51.4%	7.5%
	Total BAME + White	1,709	100.0%		130	100.0%		342	100.0%		14	100.0%		2,051	100.0%		144	100.0%	
2018/19	BAME	650	51.1%	91.2%	63	59.4%	8.8%	233	74.9%	95.9%	■	47.6%	4.1%	883	55.8%	92.4%	73	57.5%	7.6%
	Asian	■	22.2%	92.5%	■	21.7%	7.5%	■	26.0%	96.4%	■	14.3%	3.6%	■	22.9%	93.3%	■	20.5%	6.7%
	Black	■	21.1%	90.2%	■	27.4%	9.8%	■	10.6%	97.1%	■	4.8%	2.9%	■	19.0%	90.9%	■	23.6%	9.1%
	Chinese	■	0.6%	87.5%	■	0.9%	12.5%	■	32.2%	94.3%	■	28.6%	5.7%	■	6.8%	93.9%	■	5.5%	6.1%
	Mixed	■	5.6%	88.8%	■	8.5%	11.3%	■	2.6%	100.0%	■	0.0%	0.0%	■	5.0%	89.8%	■	7.1%	10.2%
	Other	■	1.7%	95.7%	■	0.9%	4.3%	■	3.5%	100.0%	■	0.0%	0.0%	■	2.1%	97.1%	■	0.8%	2.9%
	White	622	48.9%	93.5%	43	40.6%	6.5%	78	25.1%	87.6%	■	52.4%	12.4%	700	44.2%	92.8%	54	42.5%	7.2%
	Total BAME + White	1,272	100.0%		106	100.0%		311	100.0%		21	100.0%		1,583	100.0%		127	100.0%	

7d Attainment

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

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

- Provide data on differences, by ethnicity, of students awarded a first/2:1 (a 'good degree').
- Comment on any initiatives your institution has to address any attainment gaps (with reference to the Teaching and Learning section of your application).
- Where you have initiated work in this area, specify the impact of these initiatives.

Over the last three years, fewer BAME students were awarded a good degree compared to White students, however, the award gap has continually decreased over the period from 11.4% to 8.7% in 2019/20 (Figure 7.28). The award gap for non-UK students is 6.6%, slightly lower than the 7.8% for UK students (Figure 7.29).

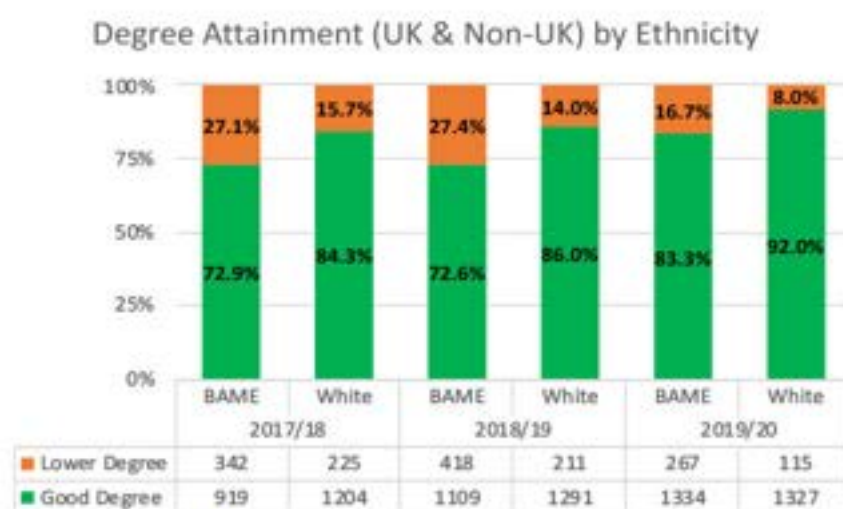


Figure 7.28 Degree Attainment (UK & Non-UK) by Ethnicity

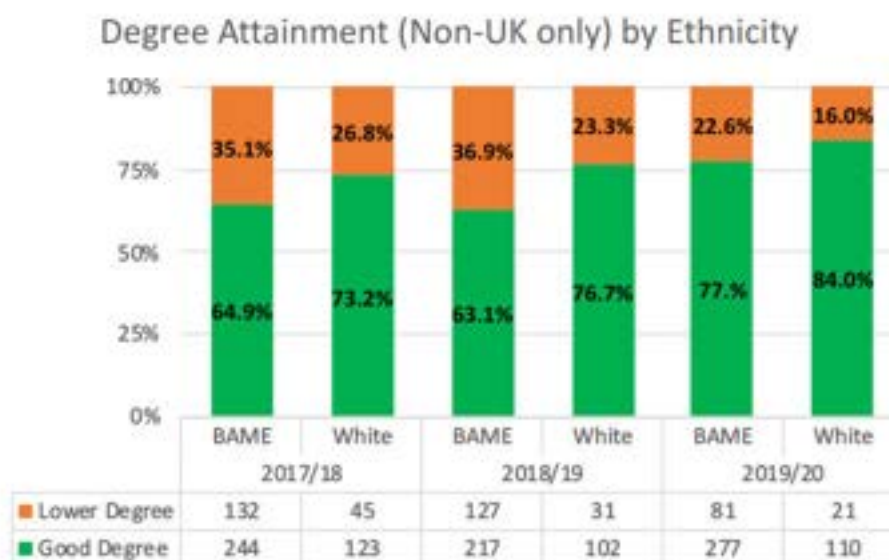
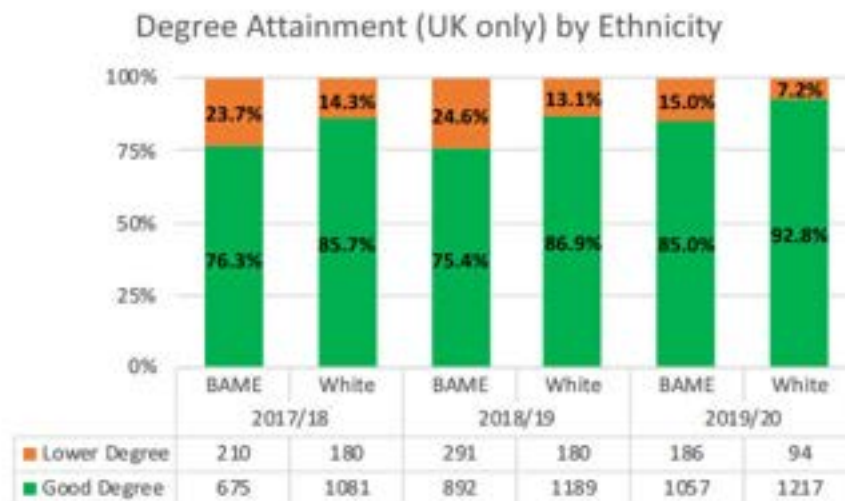
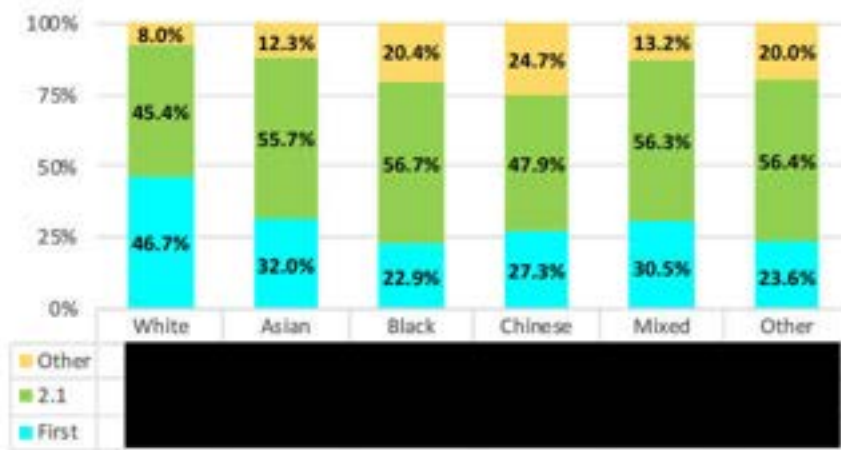


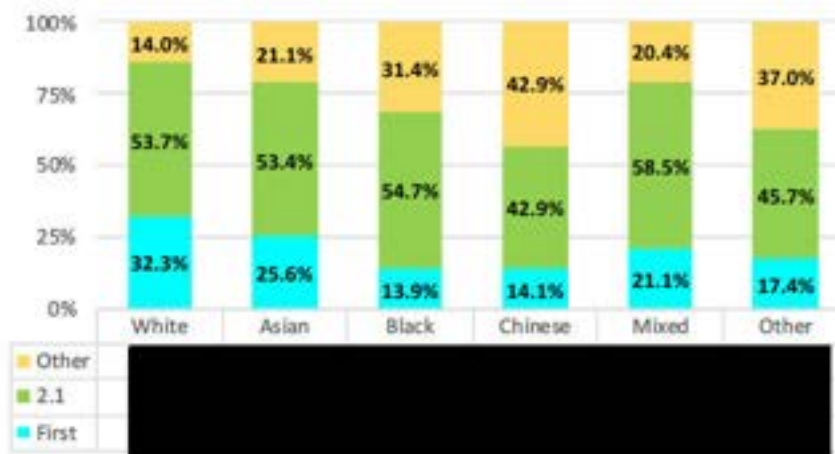
Figure 7.29 Degree Attainment (UK only and non-UK only) by Ethnicity

In 2017/18, Black and Chinese students were least likely to be awarded a good degree (Figure 7.30). However, in 2019/20, although Chinese students were still the least likely to be awarded a good degree, the percentage of students being awarded a good degree increased for each specific group over the three-year period.

Undergraduate Degree Outcomes 2019/20



Undergraduate Degree Outcomes 2018/19



Undergraduate Degree Outcomes 2017/18



Figure 7.30 Undergraduate Degree Outcomes by Grade and Specific Ethnicity 2017-20

The percentage of BAME students achieving a good degree has increased over the last three years in each of the Colleges, but is still less than that of White students. However, the percentage of White students achieving a good degree has also increased and, in 2019/20, 97.4% of White students in CLS, 89.9% in CSE and 91.5% in CSSAH achieve a good degree (Figure 7.31).

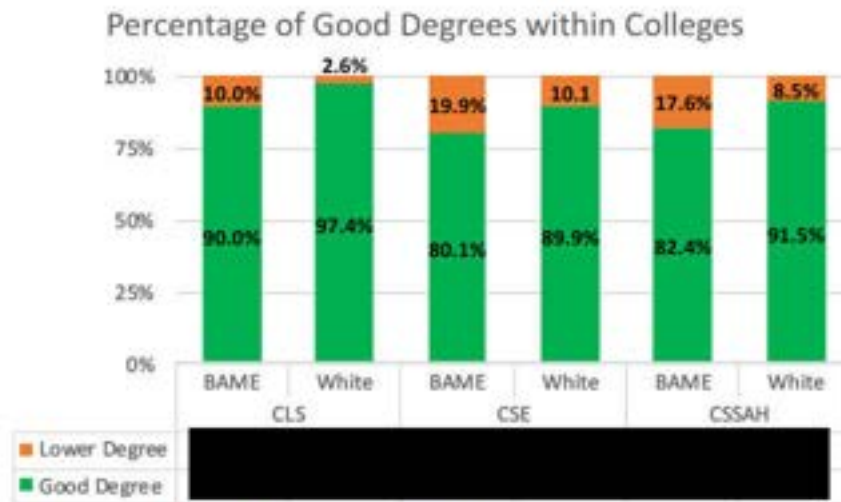
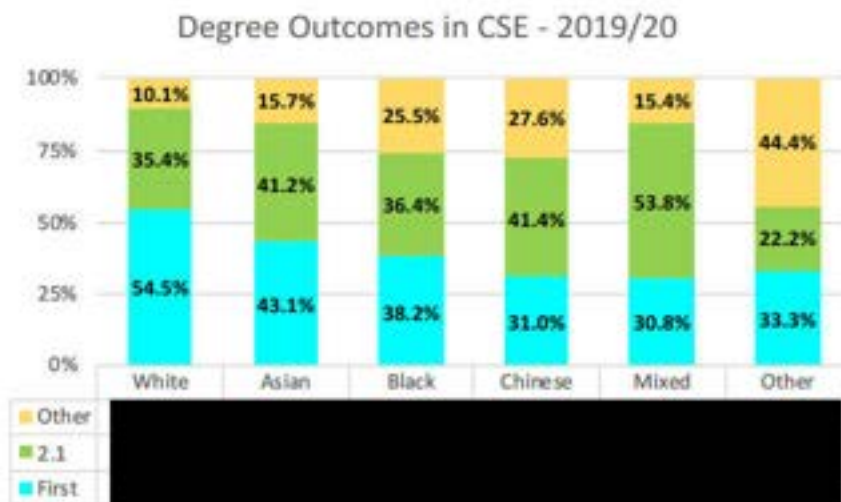
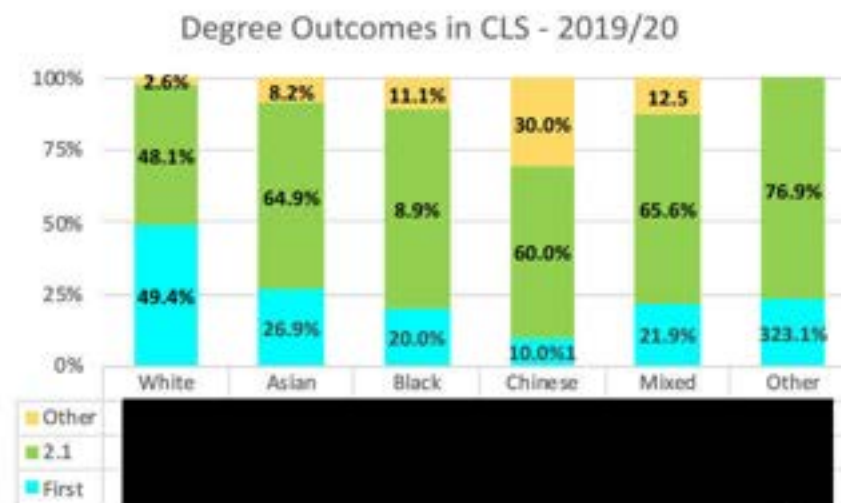


Figure 7.31 Good degree attainment within Colleges – 2019/20

The awarding gap within Colleges varies. In CSSAH it has decreased from 14.4% to 9.1% over the 3-year period, whereas it has increased by 1.6% in CLS (5.8% to 7.4%) and 3.4% CSE (6.4% to 9.8%). Chinese students are the least likely to achieve a good degree in CLS and CSSAH, whereas students from Other ethnic background are the least likely to achieve in good degree in CSE.



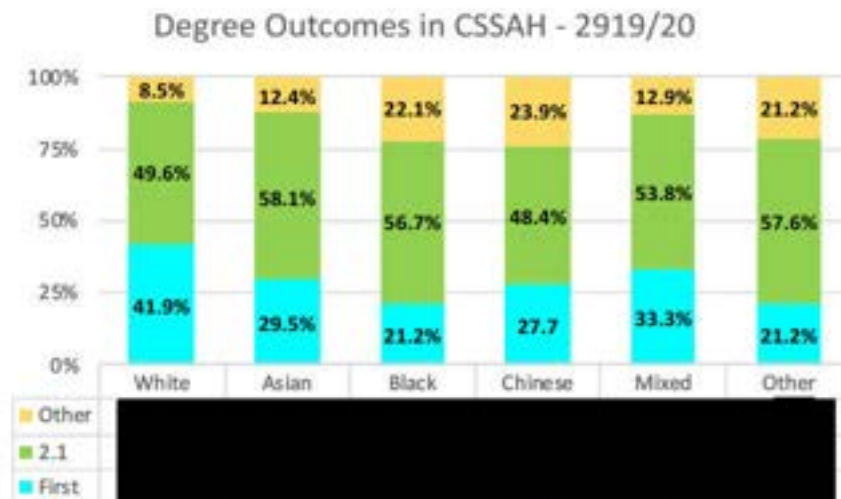


Figure 7.32 Degree Outcomes within Colleges by Specific Ethnic Group – 2019/20

Fewer non-UK students achieve a good degree than UK students across all Colleges but the number of non-UK students are fairly low compared to UK students.

As captured in our *Access and Participation Plan*, a lower number of Black students are awarded a good hours degree (2:1 or 1st) compared to their White peers and we are committed to improving both our policies and practices to contribute to the elimination of awarding gaps. Please see Section 8 for all current action taken and new action proposed to address our awarding gaps.

The proportion of BAME students (UK and non-UK) achieving a good degree has increased from 72.9% in 2017/18 to 83.3% in 2019/20, with the proportion of Firsts increasing from 19.7% in 2017/18 to 28.2% in 2019/20. The proportion of White students (UK and non-UK) achieving a good degree has also increased from 84.3% in 2017/18 to 92% in 2019/20 (Table 7.10).

For UK only students, in 2019/20, 85% of BAME students achieved a good degree, an increase from 76.3% in 2017/18 and 92.8% of White students achieved a good degree, an increase from 85.7% in 2017/18. 36.5% of Firsts were achieved by BAME students, with Asian students representing the majority of the 36.5% (20% Asian, 10.5% Black, 1.2% Chinese, 3.9% Mixed and 0.9% Other) and 62.8% were achieved by White students (0.7% unknown) (Table 7.11).

For non-UK only students, in 2019/20 77.4% of BAME students achieved a good degree, an increase from 64.9% in 2017/18, this is lower than the proportion of UK BAME students (85% in 2019/20), however numbers are smaller. A higher proportion of BAME students achieved Firsts than White students, [REDACTED] Firsts were awarded to BAME students (53.3%), 29.9% of Firsts were awarded to White students and 16.8% unknown) (Table 7.12).

CLS has the highest proportion of overall BAME students (90%) and White students (97.4%) achieving a good degree. For all Colleges, the proportion of UK BAME students achieving a good degree is higher than the proportion of non-UK BAME students.

In CLS for all students in 2019/20, 90% of BAME students achieved a good degree, compared to 97.4% of White students. Of BAME students, 100% of Other student group ([REDACTED] students) achieved a good degree, followed by 91.8% of Asian students, 88.9% of Black students, 87.5% of Mixed students and 70% of Chinese students (Table 7.13). Breaking this

down by UK and non-UK shows that 90.3% of UK BAME students achieved a good degree compared to 85% (■ students) of non-UK BAME students. 97.3% of UK White students achieved a good degree compared to 100% (■ students) of White non-UK students (Table 7.14 and Table 7.15)

In CSE in 2019/20, 80.1% of BAME students achieved a good degree, compared to 89.9% of White students (Table 7.16). Breaking this down by UK and non-UK shows that 81.8% of UK BAME students achieved a good degree compared to 72.5% of non-UK BAME students. 90.1% of UK White students and achieved a good degree, compared to 87.9% of non-UK White students (Table 7.17 and Table 7.18).

In CSSAH in 2019/20, 82.4% of BAME students achieved a good degree, compared to 91.5% of White students (Table 7.19). Of the BAME students, 87.6% of Asian students achieved a good degree, 87.1% of Mixed students, 78.8% of Other students, 77.9% of Black students and 76.1% of Chinese students. 84.1% of UK-only BAME students achieved a good degree in 2019/20, compared to 77.7% of non-UK BAME students. 92.9% of UK White students achieved a good degree, compared to 80% of non-UK White students (Table 7.20 and 7.21)

Actions

To avoid replication, all actions relating to attainment can be found in Section 8.

Table 7.10 Undergraduate Degree Outcomes (UK and Non-UK) by Grade and Ethnicity 2017-20

		UK and Non-UK Students											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	919	43.3%	72.9%	249	36.2%	19.7%	670	46.7%	53.1%	342	60.3%	27.1%
	Asian	█	18.0%	78.3%	█	18.6%	26.2%	█	17.7%	52.0%	█	18.7%	21.7%
	Black	█	11.4%	66.5%	█	7.1%	13.5%	█	13.4%	53.0%	█	21.5%	33.5%
	Chinese	█	7.5%	67.5%	█	6.0%	17.3%	█	8.3%	50.2%	█	13.6%	32.5%
	Mixed	█	4.6%	80.2%	█	3.5%	19.8%	█	5.1%	60.3%	█	4.2%	19.8%
	Other	█	1.8%	74.5%	█	1.0%	13.7%	█	2.2%	60.8%	█	2.3%	25.5%
	White	1,204	56.7%	84.3%	438	63.8%	30.7%	766	53.3%	53.6%	225	39.7%	15.7%
	Total BAME + White	2,123	100.0%		687	100.0%		1,436	100.0%		567	100.0%	
	Unknown	118	5.3%	72.4%	28	3.9%	17.2%	90	5.9%	55.2%	45	2.9%	27.6%
	Total	2,241			715			1,526			612		
2018/19	BAME	1,109	46.2%	72.6%	303	37.5%	19.8%	806	50.0%	52.8%	418	66.5%	27.4%
	Asian	█	22.0%	78.9%	█	21.7%	25.6%	█	22.1%	53.4%	█	22.4%	21.1%
	Black	█	13.8%	68.6%	█	8.5%	13.9%	█	16.3%	54.7%	█	24.0%	31.4%
	Chinese	█	4.4%	57.1%	█	3.3%	14.1%	█	4.9%	42.9%	█	12.6%	42.9%
	Mixed	█	4.9%	79.6%	█	3.9%	21.1%	█	5.3%	58.5%	█	4.8%	20.4%
	Other	█	1.2%	63.0%	█	1.0%	17.4%	█	1.3%	45.7%	█	2.7%	37.0%
	White	1,291	53.8%	86.0%	485	61.5%	32.3%	806	50.0%	53.7%	211	33.5%	14.0%
	Total BAME + White	2,400	100%		788	99%		1,612	100%		629	100%	
	Unknown	92	3.7%	79.3%	21	2.6%	18.1%	71	4.2%	61.2%	24	3.7%	20.7%
	Total	2,492			809			1,683			653		
2019/20	BAME	1,334	48.4%	83.3%	451	38.9%	28.2%	883	55.4%	55.2%	267	16.7%	16.7%
	Asian	█	22.5%	87.7%	█	19.5%	32.0%	█	24.7%	55.7%	█	5.5%	12.3%
	Black	█	14.3%	79.6%	█	9.7%	22.9%	█	17.6%	56.7%	█	6.3%	20.4%
	Chinese	█	5.3%	75.3%	█	4.6%	27.3%	█	5.8%	47.9%	█	3.0%	24.7%
	Mixed	█	4.8%	86.8%	█	4.0%	30.5%	█	5.3%	56.3%	█	1.3%	13.2%
	Other	█	1.6%	80.0%	█	1.1%	23.6%	█	1.9%	56.4%	█	0.7%	20.0%
	White	1,327	48.2%	92.0%	673	58.1%	46.7%	654	41.0%	45.4%	115	7.2%	8.0%
	Total BAME + White	2,661	97%		1,124	97%		1,537	96%		382	24%	
	Unknown	93	3.4%	79.5%	35	3.0%	29.9%	58	3.6%	49.6%	24	1.5%	20.5%
	Total	2,754			1,159			1,595			406		

Table 7.11 Undergraduate Degree Outcomes (UK only) by Grade and Ethnicity 2017-20

		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	675	38.4%	76.3%	188	32.0%	21.2%	487	41.7%	55.0%	210	53.8%	23.7%
	Asian	■	17.9%	81.8%	■	18.2%	27.9%	■	17.7%	53.9%	■	17.9%	18.2%
	Black	■	12.1%	67.1%	■	7.2%	13.3%	■	14.5%	53.8%	■	26.7%	32.9%
	Chinese	■	2.1%	75.5%	■	1.9%	22.4%	■	2.2%	53.1%	■	3.1%	24.5%
	Mixed	■	5.0%	82.1%	■	3.9%	21.7%	■	5.5%	60.4%	■	4.9%	17.9%
	Other	■	1.4%	83.3%	■	0.9%	16.7%	■	1.7%	66.7%	■	1.3%	16.7%
	White	1,081	61.6%	85.7%	399	68.0%	31.6%	682	58.3%	54.1%	180	46.2%	14.3%
	Total BAME + White	1,756	100.0%		587	100.0%		1,169	100.0%		390	100.0%	
	Unknown	15	0.8%	78.9%	■	0.5%	15.8%	12	1.0%	63.2%	■	0.3%	21.1%
	Total	1,771			590			1,181			394		
2018/19	BAME	892	42.9%	75.4%	262	36.8%	22.1%	630	45.8%	53.3%	291	61.8%	24.6%
	Asian	■	22.0%	80.6%	■	22.7%	28.2%	■	21.7%	52.5%	■	23.4%	19.4%
	Black	■	13.9%	67.8%	■	8.4%	13.8%	■	16.8%	54.0%	■	29.3%	32.2%
	Chinese	■	1.1%	66.7%	■	1.6%	33.3%	■	0.8%	33.3%	■	2.3%	33.3%
	Mixed	■	5.0%	80.6%	■	4.0%	21.7%	■	5.5%	58.9%	■	5.3%	19.4%
	Other	■	0.9%	72.0%	■	0.6%	16.0%	■	1.0%	56.0%	■	1.5%	28.0%
	White	1,189	57.1%	86.9%	443	62.8%	32.4%	746	54.2%	54.5%	180	38.2%	13.1%
	Total BAME + White	2,081	100%		705	100%		1,376	100%		471	100%	
	Unknown	18	0.9%	81.8%	■	1.0%	31.8%	■	0.8%	50.0%	■	0.8%	18.2%
	Total	2,099			712			1,387			475		
2019/20	BAME	1,057	46.2%	85.0%	362	36.5%	29.1%	695	53.6%	55.9%	186	14.3%	15.0%
	Asian	■	22.8%	87.8%	■	20.0%	33.2%	■	25.1%	54.5%	■	5.6%	12.2%
	Black	■	15.8%	80.6%	■	10.5%	23.2%	■	19.9%	57.5%	■	6.7%	19.4%
	Chinese	■	1.1%	89.7%	■	1.2%	41.4%	■	1.1%	48.3%	■	0.2%	10.3%
	Mixed	■	5.3%	87.1%	■	3.9%	28.1%	■	6.3%	59.0%	■	1.4%	12.9%
	Other	■	1.1%	83.3%	■	0.9%	30.0%	■	1.2%	53.3%	■	0.4%	16.7%
	White	1,217	53.2%	92.8%	623	62.8%	47.5%	594	45.8%	45.3%	94	7.2%	7.2%
	Total BAME + White	2,274	99%		985	99%		1,289	99%		280	22%	
	Unknown	15	0.7%	75.0%	■	0.7%	35.0%	■	0.6%	40.0%	■	0.4%	25.0%
	Total	2,289			992			1,297			285		

Table 7.12 Undergraduate Degree Outcomes (Non-UK only) by Grade and Ethnicity 2017-20

		Non-UK Only Students											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	244	66.5%	64.9%	61	61.0%	16.2%	183	68.5%	48.7%	132	74.6%	35.1%
	Asian	■	18.5%	65.4%	■	21.0%	20.2%	■	17.6%	45.2%	■	20.3%	34.6%
	Black	■	8.2%	62.5%	■	7.0%	14.6%	■	8.6%	47.9%	■	10.2%	37.5%
	Chinese	■	33.5%	65.4%	■	30.0%	16.0%	■	34.8%	49.5%	■	36.7%	34.6%
	Mixed	■	2.7%	66.7%	■	1.0%	6.7%	■	3.4%	60.0%	■	2.8%	33.3%
	Other	■	3.5%	61.9%	■	2.0%	9.5%	■	4.1%	52.4%	■	4.5%	38.1%
	White	123	33.5%	73.2%	39	39.0%	23.2%	84	31.5%	50.0%	45	25.4%	26.8%
	Total BAME + White	367	100.0%		100	100.0%		267	100.0%		177	100.0%	
	Unknown	103	21.9%	71.5%	25	20.0%	17.4%	78	22.6%	54.2%	41	11.9%	28.5%
	Total	470			125			345			218		
2018/19	BAME	217	68.0%	63.1%	44	44.0%	12.8%	173	74.2%	50.3%	127	80.4%	36.9%
	Asian	■	21.9%	69.3%	■	12.8%	10.9%	■	25.3%	58.4%	■	19.6%	30.7%
	Black	■	12.5%	75.5%	■	9.3%	15.1%	■	13.7%	60.4%	■	8.2%	24.5%
	Chinese	■	26.0%	55.0%	■	17.4%	9.9%	■	29.2%	45.0%	■	43.0%	45.0%
	Mixed	■	4.1%	72.2%	■	3.5%	16.7%	■	4.3%	55.6%	■	3.2%	27.8%
	Other	■	3.4%	52.4%	■	8.1%	33.3%	■	1.7%	19.0%	■	6.3%	47.6%
	White	102	32.0%	76.7%	42	48.8%	31.6%	60	25.8%	45.1%	31	19.6%	23.3%
	Total BAME + White	319	100%		86	93%		233	100%		158	100%	
	Unknown	74	18.8%	78.7%	14	14.0%	14.9%	60	20.5%	63.8%	20	11.2%	21.3%
	Total	393			100			293			178		
2019/20	BAME	277	59.6%	77.4%	89	53.3%	24.9%	188	63.1%	52.5%	81	27.2%	22.6%
	Asian	■	20.9%	87.4%	■	16.8%	25.2%	■	23.2%	62.2%	■	4.7%	12.6%
	Black	■	6.7%	68.9%	■	5.4%	20.0%	■	7.4%	48.9%	■	4.7%	31.1%
	Chinese	■	25.8%	72.7%	■	24.6%	24.8%	■	26.5%	47.9%	■	15.1%	27.3%
	Mixed	■	2.2%	83.3%	■	4.2%	58.3%	■	1.0%	25.0%	■	0.7%	16.7%
	Other	■	4.1%	76.0%	■	2.4%	16.0%	■	5.0%	60.0%	■	2.0%	24.0%
	White	110	23.7%	84.0%	50	29.9%	38.2%	60	20.1%	45.8%	21	7.0%	16.0%
	Total BAME + White	387	83%		139	83%		248	83%		102	34%	
	Unknown	78	16.8%	80.4%	28	16.8%	28.9%	50	16.8%	51.5%	19	6.4%	19.6%
	Total	465			167			298			121		

Table 7.13 Undergraduate Degree Outcomes (UK and Non-UK) in CLS by Grade and Ethnicity 2017-20

		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	138	40.1%	82.6%	35	32.4%	21.0%	103	43.6%	61.7%	29	51.8%	17.4%
	Asian	■	19.5%	85.9%	■	16.7%	23.1%	■	20.8%	62.8%	■	19.6%	14.1%
	Black	■	11.0%	73.1%	■	7.4%	15.4%	■	12.7%	57.7%	■	25.0%	26.9%
	Chinese	■	3.5%	80.0%	■	1.9%	13.3%	■	4.2%	66.7%	■	5.4%	20.0%
	Mixed	■	4.4%	93.8%	■	3.7%	25.0%	■	4.7%	68.8%	■	1.8%	6.3%
	Other	■	1.7%	100.0%	■	2.8%	50.0%	■	1.3%	50.0%	■	0.0%	0.0%
	White	206	59.9%	88.4%	73	67.6%	31.3%	133	56.4%	57.1%	27	48.2%	11.6%
	Total BAME + White	344	100.0%		108	100.0%		236	100.0%		56	100.0%	
	Unknown	■	0.0%	0.0%	■	0.9%	11.1%	■	2.1%	55.6%	■	1.2%	33.3%
	Total	344			109			241			59		
2018/19	BAME	177	47.5%	83.5%	36	33.3%	17.0%	141	52.8%	66.5%	35	58.3%	16.5%
	Asian	■	21.4%	80.8%	■	16.0%	17.2%	■	23.6%	63.6%	■	31.7%	19.2%
	Black	■	15.3%	82.6%	■	4.7%	7.2%	■	19.5%	75.4%	■	20.0%	17.4%
	Chinese	■	1.6%	66.7%	■	1.9%	22.2%	■	1.5%	44.4%	■	5.0%	33.3%
	Mixed	■	7.0%	96.3%	■	10.4%	40.7%	■	5.6%	55.6%	■	1.7%	3.7%
	Other	■	2.1%	100.0%	■	0.9%	12.5%	■	2.6%	87.5%	■	0.0%	0.0%
	White	196	52.5%	88.7%	70	66.0%	31.7%	126	47.2%	57.0%	25	41.7%	11.3%
	Total BAME + White	373	100%		106	99%		267	100%		60	100%	
	Unknown	■	0.0%	0.0%	■	1.9%	66.7%	■	0.4%	33.3%	■	0.0%	0.0%
	Total	373			108			268			60		
2019/20	BAME	251	52.5%	90.0%	65	36.1%	23.3%	186	61.4%	66.7%	28	9.2%	10.0%
	Asian	■	25.7%	91.8%	■	20.0%	26.9%	■	28.7%	64.9%	■	3.6%	8.2%
	Black	■	16.7%	88.9%	■	10.0%	20.0%	■	20.5%	68.9%	■	3.3%	11.1%
	Chinese	■	1.5%	70.0%	■	0.6%	10.0%	■	2.0%	60.0%	■	1.0%	30.0%
	Mixed	■	5.9%	87.5%	■	3.9%	21.9%	■	6.9%	65.6%	■	1.3%	12.5%
	Other	■	2.7%	100.0%	■	1.7%	23.1%	■	3.3%	76.9%	■	0.0%	0.0%
	White	227	47.5%	97.4%	115	63.9%	49.4%	112	37.0%	48.1%	■	2.0%	2.6%
	Total BAME + White	478	100%		180	100%		298	98%		34	11%	
	Unknown	■	0.0%	0.0%	■	0.0%	0.0%	■	1.7%	71.4%	■	0.7%	28.6%
	Total	478			180			303			36		

Table 7.14 Undergraduate Degree Outcomes (UK only) in CLS by Grade and Ethnicity 2017-20

		College of Life Sciences (UK Only)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	125	40.5%	85.6%	31	31.6%	21.2%	94	44.5%	64.4%	21	48.8%	14.4%
	Asian	█	19.7%	88.4%	█	16.3%	23.2%	█	21.3%	65.2%	█	18.6%	11.6%
	Black	█	11.3%	74.5%	█	7.1%	14.9%	█	13.3%	59.6%	█	27.9%	25.5%
	Chinese	█	2.9%	90.0%	█	2.0%	20.0%	█	3.3%	70.0%	█	2.3%	10.0%
	Mixed	█	4.9%	100.0%	█	4.1%	26.7%	█	5.2%	73.3%	█	0.0%	0.0%
	Other	█	1.6%	100.0%	█	2.0%	40.0%	█	1.4%	60.0%	█	0.0%	0.0%
	White	184	59.5%	89.3%	67	68.4%	32.5%	117	55.5%	56.8%	22	51.2%	10.7%
	Total BAME + White	309	100.0%		98	100.0%		211	100.0%		43	100.0%	
	Unknown	█	0.0%	0.0%	█	0.0%	0.0%	█	0.5%	100.0%	█	0.0%	0.0%
	Total	309			98			212			43		
2018/19	BAME	163	46.7%	84.0%	36	35.6%	18.6%	127	51.0%	65.5%	31	63.3%	16.0%
	Asian	█	22.1%	81.1%	█	17.0%	17.9%	█	24.1%	63.2%	█	36.7%	18.9%
	Black	█	14.9%	82.5%	█	5.0%	7.9%	█	18.9%	74.6%	█	22.4%	17.5%
	Chinese	█	1.1%	80.0%	█	2.0%	40.0%	█	0.8%	40.0%	█	2.0%	20.0%
	Mixed	█	7.2%	96.2%	█	11.0%	42.3%	█	5.6%	53.8%	█	2.0%	3.8%
	Other	█	1.4%	100.0%	█	1.0%	20.0%	█	1.6%	80.0%	█	0.0%	0.0%
	White	186	53.3%	91.2%	64	64.0%	31.4%	122	49.0%	59.8%	18	36.7%	8.8%
	Total BAME + White	349	100%		100	100%		249	100%		49	100%	
	Unknown	█	0.0%	0.0%	█	1.0%	100.0%	█	0.0%	0.0%	█	0.0%	0.0%
	Total	349			101			249			49		
2019/20	BAME	234	52.2%	90.3%	63	36.4%	24.3%	171	62.2%	66.0%	25	9.1%	9.7%
	Asian	█	26.1%	91.4%	█	20.8%	28.1%	█	29.5%	63.3%	█	4.0%	8.6%
	Black	█	16.7%	89.3%	█	9.8%	20.2%	█	21.1%	69.0%	█	3.3%	10.7%
	Chinese	█	0.7%	75.0%	█	0.6%	25.0%	█	0.7%	50.0%	█	0.4%	25.0%
	Mixed	█	6.3%	87.5%	█	4.0%	21.9%	█	7.6%	65.6%	█	1.5%	12.5%
	Other	█	2.5%	100.0%	█	1.2%	18.2%	█	3.3%	81.8%	█	0.0%	0.0%
	White	214	47.8%	97.3%	110	63.6%	50.0%	104	37.8%	47.3%	█	2.2%	2.7%
	Total BAME + White	448	100%		173	100%		275	100%		31	11%	
	Unknown	█	0.0%	0.0%	█	0.0%	0.0%	█	0.0%	0.0%	█	0.4%	100.0%
	Total	448			173			275			32		

Table 7.15 Undergraduate Degree Outcomes (Non-UK only) in CLS by Grade and Ethnicity 2017-20

		College of Life Sciences (Non-UK Only)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	13	37.1%	61.9%	█	40.0%	19.0%	█	36.0%	42.9%	█	61.5%	38.1%
	Asian	█	17.1%	66.7%	█	20.0%	22.2%	█	16.0%	44.4%	█	23.1%	33.3%
	Black	█	8.6%	60.0%	█	10.0%	20.0%	█	8.0%	40.0%	█	15.4%	40.0%
	Chinese	█	8.6%	60.0%	█	0.0%	0.0%	█	12.0%	60.0%	█	15.4%	40.0%
	Mixed	█	0.0%	0.0%	█	0.0%	0.0%	█	0.0%	0.0%	█	7.7%	100.0%
	Other	█	2.9%	100.0%	█	10.0%	100.0%	█	0.0%	0.0%	█	0.0%	0.0%
	White	22	62.9%	81.5%	█	60.0%	22.2%	16	64.0%	59.3%	█	38.5%	18.5%
	Total BAME + White	35	100.0%		10	100.0%		25	100.0%		13	100.0%	
	Unknown	█	0.0%	0.0%	█	9.1%	12.5%	█	13.8%	50.0%	█	10.3%	37.5%
Total	35			11			29			16			
2018/19	BAME	14	58.3%	77.8%	█	0.0%	0.0%	14	77.8%	77.8%	█	36.4%	22.2%
	Asian	█	12.5%	75.0%	█	0.0%	0.0%	█	16.7%	75.0%	█	9.1%	25.0%
	Black	█	20.8%	83.3%	█	0.0%	0.0%	█	27.8%	83.3%	█	9.1%	16.7%
	Chinese	█	8.3%	50.0%	█	0.0%	0.0%	█	11.1%	50.0%	█	18.2%	50.0%
	Mixed	█	4.2%	100.0%	█	0.0%	0.0%	█	5.6%	100.0%	█	0.0%	0.0%
	Other	█	12.5%	100.0%	█	0.0%	0.0%	█	16.7%	100.0%	█	0.0%	0.0%
	White	10	41.7%	58.8%	█	100.0%	35.3%	█	22.2%	23.5%	7	63.6%	41.2%
	Total BAME + White	24	100%		█	100%		18	100%		11	100%	
	Unknown	█	0.0%	0.0%	█	14.3%	50.0%	█	5.3%	50.0%	█	0.0%	0.0%
Total	24			7			19			11			
2019/20	BAME	17	56.7%	85.0%	█	28.6%	10.0%	15	53.6%	75.0%	█	10.7%	15.0%
	Asian	█	20.0%	100.0%	█	0.0%	0.0%	█	21.4%	100.0%	█	0.0%	0.0%
	Black	█	16.7%	83.3%	█	14.3%	16.7%	█	14.3%	66.7%	█	3.6%	16.7%
	Chinese	█	13.3%	66.7%	█	0.0%	0.0%	█	14.3%	66.7%	█	7.1%	33.3%
	Mixed	█	0.0%	#DIV/0!	█	0.0%	#DIV/0!	█	0.0%	#DIV/0!	█	0.0%	#DIV/0!
	Other	█	6.7%	100.0%	█	14.3%	50.0%	█	3.6%	50.0%	█	0.0%	0.0%
	White	13	43.3%	100.0%	█	71.4%	38.5%	8	28.6%	61.5%	█	0.0%	0.0%
	Total BAME + White	30	100%		7	100%		23	82%		11	100%	
	Unknown	█	0.0%	0.0%	█	0.0%	0.0%	█	17.9%	83.3%	█	3.6%	16.7%
Total	30			7			28			█			

Table 7.16 Undergraduate Degree Outcomes (UK and Non-UK) in CSE by Grade and Ethnicity 2017-20

		College of Science and Engineering (UK and Non-UK)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	214	37.5%	75.6%	92	33.8%	32.5%	122	40.9%	43.1%	69	46.9%	24.4%
	Asian	█	17.7%	81.5%	█	18.8%	41.1%	█	16.8%	40.3%	█	15.6%	18.5%
	Black	█	7.9%	70.3%	█	4.8%	20.3%	█	10.7%	50.0%	█	12.9%	29.7%
	Chinese	█	6.0%	69.4%	█	6.3%	34.7%	█	5.7%	34.7%	█	10.2%	30.6%
	Mixed	█	5.1%	80.6%	█	3.7%	27.8%	█	6.4%	52.8%	█	4.8%	19.4%
	Other	█	0.9%	50.0%	█	0.4%	10.0%	█	1.3%	40.0%	█	3.4%	50.0%
	White	356	62.5%	82.0%	180	66.2%	41.5%	176	59.1%	40.6%	78	53.1%	18.0%
	Total BAME + White	570	100.0%		272	100.0%		298	100.0%		147	100.0%	
	Unknown	18	3.1%	72.0%	█	3.2%	36.0%	█	2.9%	36.0%	█	2.3%	28.0%
	Total	588			281			307			154		
2018/19	BAME	210	35.8%	69.5%	105	37.2%	34.8%	105	34.1%	34.8%	92	50.0%	30.5%
	Asian	█	20.8%	79.7%	█	22.6%	41.2%	█	19.2%	38.6%	█	16.8%	20.3%
	Black	█	8.2%	60.8%	█	7.9%	27.8%	█	8.4%	32.9%	█	16.8%	39.2%
	Chinese	█	2.7%	45.7%	█	3.6%	28.6%	█	1.9%	17.1%	█	10.3%	54.3%
	Mixed	█	3.4%	80.0%	█	2.9%	32.0%	█	3.9%	48.0%	█	2.7%	20.0%
	Other	█	0.7%	40.0%	█	0.7%	20.0%	█	0.6%	20.0%	█	3.3%	60.0%
	White	377	64.2%	80.4%	174	62.4%	37.1%	203	65.9%	43.3%	92	50.0%	19.6%
	Total BAME + White	587	100%		279	100%		308	100%		184	100%	
	Unknown	█	1.5%	81.8%	█	1.1%	27.3%	█	1.9%	54.5%	█	1.1%	18.2%
	Total	596			282			314			186		
2019/20	BAME	218	36.1%	80.1%	107	31.5%	39.3%	111	42.0%	40.8%	54	20.5%	19.9%
	Asian	█	21.4%	84.3%	█	19.4%	43.1%	█	23.9%	41.2%	█	9.1%	15.7%
	Black	█	6.8%	74.5%	█	6.2%	38.2%	█	7.6%	36.4%	█	5.3%	25.5%
	Chinese	█	3.5%	72.4%	█	2.6%	31.0%	█	4.5%	41.4%	█	3.0%	27.6%
	Mixed	█	3.6%	84.6%	█	2.4%	30.8%	█	5.3%	53.8%	█	1.5%	15.4%
	Other	█	0.8%	55.6%	█	0.9%	33.3%	█	0.8%	22.2%	█	1.5%	44.4%
	White	366	60.6%	89.9%	222	65.3%	54.5%	144	54.5%	35.4%	41	15.5%	10.1%
	Total BAME + White	584	97%		329	97%		255	97%		95	36%	
	Unknown	20	3.3%	83.3%	11	3.2%	45.8%	█	3.4%	37.5%	█	1.5%	16.7%
	Total	604			340			264			99		

Table 7.17 Undergraduate Degree Outcomes (UK only) in CSE by Grade and Ethnicity 2017-20

		College of Science and Engineering (UK Only)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	174	33.8%	79.1%	74	30.0%	33.6%	100	37.3%	45.5%	46	39.0%	20.9%
	Asian	█	18.4%	83.3%	█	19.0%	41.2%	█	17.9%	42.1%	█	16.1%	16.7%
	Black	█	7.2%	68.5%	█	4.0%	18.5%	█	10.1%	50.0%	█	14.4%	31.5%
	Chinese	█	2.3%	75.0%	█	2.8%	43.8%	█	1.9%	31.3%	█	3.4%	25.0%
	Mixed	█	5.0%	83.9%	█	3.6%	29.0%	█	6.3%	54.8%	█	4.2%	16.1%
	Other	█	0.8%	80.0%	█	0.4%	20.0%	█	1.1%	60.0%	█	0.8%	20.0%
	White	341	66.2%	82.6%	173	70.0%	41.9%	168	62.7%	40.7%	72	61.0%	17.4%
	Total BAME + White	515	100.0%		247	100.0%		268	100.0%		118	100.0%	
	Unknown	█	0.4%	100.0%	█	0.4%	50.0%	█	0.4%	50.0%	█	0.0%	0.0%
	Total	517			248			269			118		
2018/19	BAME	178	33.4%	73.0%	91	36.0%	37.3%	87	30.9%	35.7%	66	42.6%	27.0%
	Asian	█	20.5%	81.3%	█	23.5%	44.0%	█	17.7%	37.3%	█	16.1%	18.7%
	Black	█	7.9%	62.7%	█	7.6%	28.4%	█	8.2%	34.3%	█	16.1%	37.3%
	Chinese	█	1.1%	40.0%	█	1.6%	26.7%	█	0.7%	13.3%	█	5.8%	60.0%
	Mixed	█	3.4%	81.8%	█	2.8%	31.8%	█	3.9%	50.0%	█	2.6%	18.2%
	Other	█	0.6%	50.0%	█	0.8%	33.3%	█	0.4%	16.7%	█	1.9%	50.0%
	White	355	66.6%	80.0%	160	63.7%	36.0%	195	69.1%	43.9%	89	57.4%	20.0%
	Total BAME + White	533	100%		251	100%		282	100%		155	100%	
	Unknown	█	0.7%	80.0%	█	0.8%	40.0%	█	0.7%	40.0%	█	0.6%	20.0%
	Total	537			253			284			156		
2019/20	BAME	181	34.5%	81.9%	89	30.2%	40.3%	92	40.2%	41.6%	40	17.5%	18.1%
	Asian	█	22.1%	85.9%	█	20.0%	43.7%	█	24.9%	42.2%	█	8.3%	14.1%
	Black	█	7.1%	74.0%	█	6.1%	36.0%	█	8.3%	38.0%	█	5.7%	26.0%
	Chinese	█	1.5%	80.0%	█	1.7%	50.0%	█	1.3%	30.0%	█	0.9%	20.0%
	Mixed	█	3.4%	81.8%	█	2.0%	27.3%	█	5.2%	54.5%	█	1.7%	18.2%
	Other	█	0.4%	50.0%	█	0.3%	25.0%	█	0.4%	25.0%	█	0.9%	50.0%
	White	337	64.3%	90.1%	202	68.5%	54.0%	135	59.0%	36.1%	37	16.2%	9.9%
	Total BAME + White	518	99%		291	99%		227	99%		77	34%	
	Unknown	█	1.1%	75.0%	█	1.4%	50.0%	█	0.9%	25.0%	█	0.9%	25.0%
	Total	524			295			229			79		

Table 7.18 Undergraduate Degree Outcomes (Non-UK only) in CSE by Grade and Ethnicity 2017-20

		College of Science and Engineering (Non-UK Only)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	40	72.7%	63.5%	18	72.0%	28.6%	22	73.3%	34.9%	23	79.3%	36.5%
	Asian	█	10.9%	60.0%	█	16.0%	40.0%	█	6.7%	20.0%	█	13.8%	40.0%
	Black	█	14.5%	80.0%	█	12.0%	30.0%	█	16.7%	50.0%	█	6.9%	20.0%
	Chinese	█	40.0%	66.7%	█	40.0%	30.3%	█	40.0%	36.4%	█	37.9%	33.3%
	Mixed	█	5.5%	60.0%	█	4.0%	20.0%	█	6.7%	40.0%	█	6.9%	40.0%
	Other	█	1.8%	20.0%	█	0.0%	0.0%	█	3.3%	20.0%	█	13.8%	80.0%
	White	15	27.3%	71.4%	7	28.0%	33.3%	8	26.7%	38.1%	6	20.7%	28.6%
	Total BAME + White	55	100.0%		25	100.0%		30	100.0%		29	100.0%	
	Unknown	16	22.5%	69.6%	8	24.2%	34.8%	8	21.1%	34.8%	7	18.4%	30.4%
	Total	71			33			38			36		
2018/19	BAME	32	59.3%	55.2%	14	48.3%	24.1%	18	69.2%	31.0%	26	89.7%	44.8%
	Asian	█	24.1%	68.4%	█	14.3%	21.1%	█	34.6%	47.4%	█	20.7%	31.6%
	Black	█	11.1%	50.0%	█	10.7%	25.0%	█	11.5%	25.0%	█	20.7%	50.0%
	Chinese	█	18.5%	50.0%	█	21.4%	30.0%	█	15.4%	20.0%	█	34.5%	50.0%
	Mixed	█	3.7%	66.7%	█	3.6%	33.3%	█	3.8%	33.3%	█	3.4%	33.3%
	Other	█	1.9%	25.0%	█	0.0%	0.0%	█	3.8%	25.0%	█	10.3%	75.0%
	White	22	40.7%	88.0%	14	50.0%	56.0%	8	30.8%	32.0%	█	10.3%	12.0%
	Total BAME + White	54	100%		28	98%		26	100%		29	100%	
	Unknown	█	8.5%	83.3%	█	3.4%	16.7%	█	13.3%	66.7%	█	3.3%	16.7%
	Total	59			29			30			30		
2019/20	BAME	37	46.3%	72.5%	18	40.0%	35.3%	19	54.3%	37.3%	14	40.0%	27.5%
	Asian	█	16.3%	72.2%	█	15.6%	38.9%	█	17.1%	33.3%	█	14.3%	27.8%
	Black	█	5.0%	80.0%	█	6.7%	60.0%	█	2.9%	20.0%	█	2.9%	20.0%
	Chinese	█	16.3%	68.4%	█	8.9%	21.1%	█	25.7%	47.4%	█	17.1%	31.6%
	Mixed	█	5.0%	100.0%	█	4.4%	50.0%	█	5.7%	50.0%	█	0.0%	0.0%
	Other	█	3.8%	60.0%	█	4.4%	40.0%	█	2.9%	20.0%	█	5.7%	40.0%
	White	29	36.3%	87.9%	20	44.4%	60.6%	9	25.7%	27.3%	█	11.4%	12.1%
	Total BAME + White	66	83%		38	84%		28	80%		18	51%	
	Unknown	14	17.5%	87.5%	█	15.6%	43.8%	7	20.0%	43.8%	█	5.7%	12.5%
	Total	80			45			35			20		

Table 7.19 Undergraduate Degree Outcomes (UK and Non-UK) in CSSAH by Grade and Ethnicity 2017-20

		College of Social Sciences, Arts and Humanities (UK and Non-UK)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	567	46.9%	69.9%	122	39.7%	15.0%	445	49.3%	54.9%	244	67.0%	30.1%
	Asian	■	17.7%	74.8%	■	19.2%	20.6%	■	17.2%	54.2%	■	19.8%	25.2%
	Black	■	13.2%	64.1%	■	9.1%	11.3%	■	14.5%	52.8%	■	24.5%	35.9%
	Chinese	■	9.4%	65.9%	■	7.2%	12.7%	■	10.2%	53.2%	■	16.2%	34.1%
	Mixed	■	4.4%	76.8%	■	3.3%	14.5%	■	4.8%	62.3%	■	4.4%	23.2%
	Other	■	2.2%	77.1%	■	1.0%	8.6%	■	2.7%	68.6%	■	2.2%	22.9%
	White	642	53.1%	84.3%	185	60.3%	24.3%	457	50.7%	60.0%	120	33.0%	15.7%
	Total BAME + White	1,209	100.0%		307	100.0%		902	100.0%		364	100.0%	
	Unknown	94	7.2%	%	18	5.5%	14.0%	76	7.8%	58.9%	35	3.6%	27.1%
	Total	1,303			325			978			399		
2018/19	BAME	722	50.1%	71.3%	162	38.7%	16.0%	560	54.0%	55.3%	291	75.6%	28.7%
	Asian	■	22.6%	78.2%	■	22.6%	21.8%	■	22.7%	56.4%	■	23.6%	21.8%
	Black	■	15.6%	67.6%	■	9.9%	12.0%	■	17.8%	55.6%	■	28.1%	32.4%
	Chinese	■	5.8%	59.3%	■	3.5%	10.0%	■	6.7%	49.3%	■	14.8%	40.7%
	Mixed	■	4.9%	74.7%	■	3.0%	12.6%	■	5.7%	62.1%	■	6.2%	25.3%
	Other	■	1.2%	60.7%	■	1.2%	17.9%	■	1.2%	42.9%	■	2.9%	39.3%
	White	718	49.9%	88.4%	241	59.8%	29.7%	477	46.0%	58.7%	94	24.4%	11.6%
	Total BAME + White	1,440	100%		403	98%		1,037	100%		385	100%	
	Unknown	80	5.3%	78.4%	16	3.8%	15.7%	64	5.8%	62.7%	22	5.4%	21.6%
	Total	1,520			419			1,101			407		
2019/20	BAME	865	51.9%	82.4%	279	43.7%	26.6%	586	57.0%	55.8%	185	18.0%	17.6%
	Asian	■	22.1%	87.6%	■	19.4%	29.5%	■	23.7%	58.1%	■	5.1%	12.4%
	Black	■	16.3%	77.9%	■	11.6%	21.2%	■	19.3%	56.7%	■	7.5%	22.1%
	Chinese	■	7.1%	76.1%	■	6.7%	27.7%	■	7.3%	48.4%	■	3.6%	23.9%
	Mixed	■	4.9%	87.1%	■	4.9%	33.3%	■	4.9%	53.8%	■	1.2%	12.9%
	Other	■	1.6%	78.8%	■	1.1%	21.2%	■	1.8%	57.6%	■	0.7%	21.2%
	White	734	44.0%	91.5%	336	52.6%	41.9%	398	38.7%	49.6%	68	6.6%	8.5%
	Total BAME + White	1,599	96%		615	96%		984	96%		253	25%	
	Unknown	68	4.1%	79.1%	24	3.8%	27.9%	44	4.3%	51.2%	18	1.8%	20.9%
	Total	1,667			639			1,028			271		

Table 7.20 Undergraduate Degree Outcomes (UK only) in CSSAH by Grade and Ethnicity 2017-20

		College of Social Sciences, Arts and Humanities (UK Only)											
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	376	40.3%	72.4%	83	34.3%	16.0%	293	42.5%	56.5%	143	62.4%	27.6%
	Asian	█	17.0%	78.6%	█	18.2%	21.9%	█	16.5%	56.7%	█	18.8%	21.4%
	Black	█	15.0%	65.1%	█	10.3%	11.6%	█	16.7%	53.5%	█	32.8%	34.9%
	Chinese	█	1.7%	69.6%	█	0.8%	8.7%	█	2.0%	60.9%	█	3.1%	30.4%
	Mixed	█	4.9%	76.7%	█	4.1%	16.7%	█	5.2%	60.0%	█	6.1%	23.3%
	Other	█	1.7%	80.0%	█	0.8%	10.0%	█	2.0%	70.0%	█	1.7%	20.0%
	White	556	59.7%	86.6%	159	65.7%	24.8%	397	57.5%	61.8%	86	37.6%	13.4%
	Total BAME + White	932	100.0%		242	100.0%		690	100.0%		229	100.0%	
	Unknown	12	1.3%	75.0%	█	0.8%	12.5%	10	1.4%	62.5%	█	0.6%	25.0%
	Total	944			244			700			233		
2018/19	BAME	551	46.0%	74.0%	135	37.7%	18.1%	416	49.2%	55.8%	194	72.7%	26.0%
	Asian	█	22.7%	80.2%	█	23.7%	24.8%	█	22.2%	55.5%	█	25.1%	19.8%
	Black	█	16.3%	65.8%	█	9.9%	11.7%	█	19.1%	54.0%	█	38.2%	34.2%
	Chinese	█	1.0%	92.3%	█	1.4%	38.5%	█	0.8%	53.8%	█	0.4%	7.7%
	Mixed	█	5.1%	75.3%	█	2.8%	12.3%	█	6.0%	63.0%	█	7.5%	24.7%
	Other	█	0.8%	71.4%	█	0.3%	7.1%	█	1.1%	64.3%	█	1.5%	28.6%
	White	648	54.0%	89.9%	219	61.9%	30.4%	429	50.8%	59.5%	73	27.3%	10.1%
	Total BAME + White	1,199	100%		354	100%		845	100%		267	100%	
	Unknown	13	1.1%	81.3%	█	1.1%	25.0%	█	1.1%	56.3%	█	1.1%	18.8%
	Total	1,212			358			854			270		
2019/20	BAME	642	48.7%	84.1%	210	40.1%	27.5%	432	54.5%	56.6%	121	15.3%	15.9%
	Asian	█	22.0%	87.1%	█	19.7%	30.9%	█	23.6%	56.2%	█	5.4%	12.9%
	Black	█	19.0%	79.4%	█	13.2%	21.9%	█	22.8%	57.5%	█	8.2%	20.6%
	Chinese	█	1.1%	100.0%	█	1.1%	40.0%	█	1.1%	60.0%	█	0.0%	0.0%
	Mixed	█	5.7%	88.2%	█	5.0%	30.6%	█	6.2%	57.6%	█	1.3%	11.8%
	Other	█	0.9%	80.0%	█	1.1%	40.0%	█	0.8%	40.0%	█	0.4%	20.0%
	White	666	50.6%	92.9%	311	59.4%	43.4%	355	44.8%	49.5%	51	6.4%	7.1%
	Total BAME + White	1,308	99%		521	99%		787	99%		172	22%	
	Unknown	█	0.7%	81.8%	█	0.6%	27.3%	█	0.8%	54.5%	█	0.3%	18.2%
	Total	1,317			524			793			174		

Table 7.21 Undergraduate Degree Outcomes (Non-UK only) in CSSAH by Grade and Ethnicity 2017-20

College of Social Sciences, Arts and Humanities (Non-UK Only)													
		Good Degree			First			Upper Second			Other Honours		
		No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→
2017/18	BAME	191	69.0%	65.4%	39	60.0%	13.4%	152	71.7%	52.1%	101	74.8%	34.6%
	Asian	■	20.2%	65.9%	■	23.1%	17.6%	■	19.3%	48.2%	■	21.5%	34.1%
	Black	■	6.9%	57.6%	■	4.6%	9.1%	■	7.5%	48.5%	■	10.4%	42.4%
	Chinese	■	35.4%	65.3%	■	30.8%	13.3%	■	36.8%	52.0%	■	38.5%	34.7%
	Mixed	■	2.5%	77.8%	■	0.0%	0.0%	■	3.3%	77.8%	■	1.5%	22.2%
	Other	■	4.0%	73.3%	■	1.5%	6.7%	■	4.7%	66.7%	■	3.0%	26.7%
	White	86	31.0%	71.7%	26	40.0%	21.7%	60	28.3%	50.0%	34	25.2%	28.3%
	Total BAME + White	277	100.0%		65	100.0%		212	100.0%		135	100.0%	
	Unknown	82	22.8%	72.6%	16	19.8%	14.2%	66	23.7%	58.4%	31	11.2%	27.4%
	Total	359			81			278			166		
2018/19	BAME	171	71.0%	63.8%	27	44.3%	10.1%	144	75.0%	53.7%	97	82.2%	36.2%
	Asian	■	22.4%	69.2%	■	14.3%	9.0%	■	24.5%	60.3%	■	20.3%	30.8%
	Black	■	12.0%	82.9%	■	10.2%	14.3%	■	12.5%	68.6%	■	5.1%	17.1%
	Chinese	■	29.5%	55.9%	■	18.4%	7.1%	■	32.3%	48.8%	■	47.5%	44.1%
	Mixed	■	4.1%	71.4%	■	4.1%	14.3%	■	4.2%	57.1%	■	3.4%	28.6%
	Other	■	2.9%	50.0%	■	8.2%	28.6%	■	1.6%	21.4%	■	5.9%	50.0%
	White	70	29.0%	76.9%	22	44.9%	24.2%	48	25.0%	52.7%	21	17.8%	23.1%
	Total BAME + White	241	100%		49	89%		192	100%		118	100%	
	Unknown	67	21.8%	77.9%	12	19.7%	14.0%	55	22.3%	64.0%	19	13.9%	22.1%
	Total	308			61			247			137		
2019/20	BAME	223	63.7%	77.7%	69	60.0%	24.0%	154	65.5%	53.7%	64	27.2%	22.3%
	Asian	■	22.3%	89.7%	■	18.3%	24.1%	■	24.3%	65.5%	■	3.8%	10.3%
	Black	■	6.3%	64.7%	■	4.3%	14.7%	■	7.2%	50.0%	■	5.1%	35.3%
	Chinese	■	29.4%	73.6%	■	32.2%	26.4%	■	28.1%	47.1%	■	15.7%	26.4%
	Mixed	■	1.7%	75.0%	■	4.3%	62.5%	■	0.4%	12.5%	■	0.9%	25.0%
	Other	■	4.0%	77.8%	■	0.9%	5.6%	■	5.5%	72.2%	■	1.7%	22.2%
	White	68	19.4%	80.0%	25	21.7%	29.4%	43	18.3%	50.6%	17	7.2%	20.0%
	Total BAME + White	291	83%		94	82%		197	84%		81	34%	
	Unknown	59	16.9%	78.7%	21	18.3%	28.0%	38	16.2%	50.7%	16	6.8%	21.3%
	Total	350			115			235			97		

7e Postgraduate Pipeline

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

- Provide details specifically on 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 generic initiatives, comment specifically on take up by ethnicity, and their impact on race equality.
-

The percentage of BAME students undertaking taught master's programmes has increased over the 3-year period, from 63% to 69%, much higher than the sector average of 23% (Figure 7.33). A similar increase is seen for both UK and non-UK students. Currently, we have not included PG data broken down by College (Action 7.9).

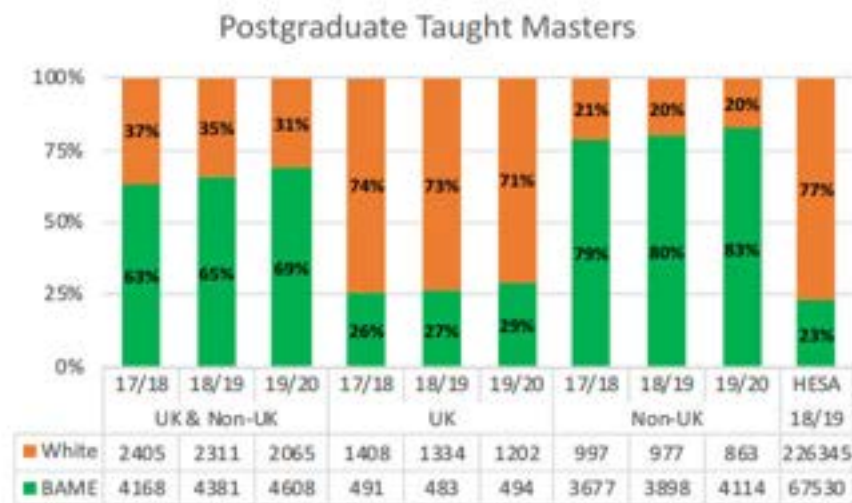


Figure 7.33 – Ethnic Profile of Postgraduates on Taught Masters Programmes.

In 2019/20, 69% of students on taught master's programmes were BAME. The ethnicity profile of students varies, with 29% of UK students and 83% of non-UK students being BAME (Figure 7.34). For non-UK, 52% of students were Chinese.

Taught Masters - UK and Non-UK

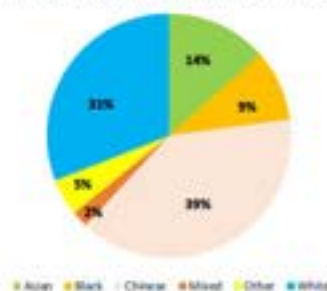




Figure 7.34 – Postgraduates on Taught Masters Programmes by Specific Ethnic Group – 2019/20.

For PhD programmes, the percentage of BAME students has remained stable over the 3-year period, averaging 47%, higher than the sector average of 23% (Figure 7.36).

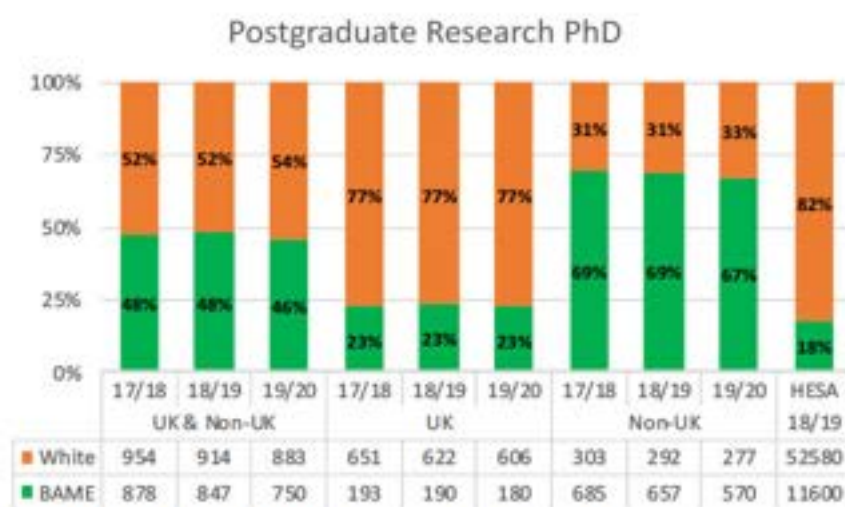


Figure 7.35 – Ethnic Profile of Postgraduates on Research PhD Programmes.

In 2019/20, 46% of students on Research PhD programmes were BAME, with students from Asian and Other ethnic backgrounds representing 13% and 14% respectively (Figure 7.36). For UK only, BAME representation was 23% and for non-UK 67%. The specific ethnic profile of non-UK BAME students was 15% Asian, 7% Black, 17% Chinese, 3% Mixed and 25% Other ethnic background.

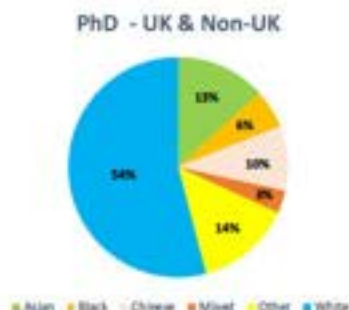




Figure 7.36 – Postgraduates on Research PhD Programmes by Specific Ethnic Group – 2019/20.

The University also offers postgraduate Research Master’s, Research Other and Taught Other programmes (Figure 7.37).

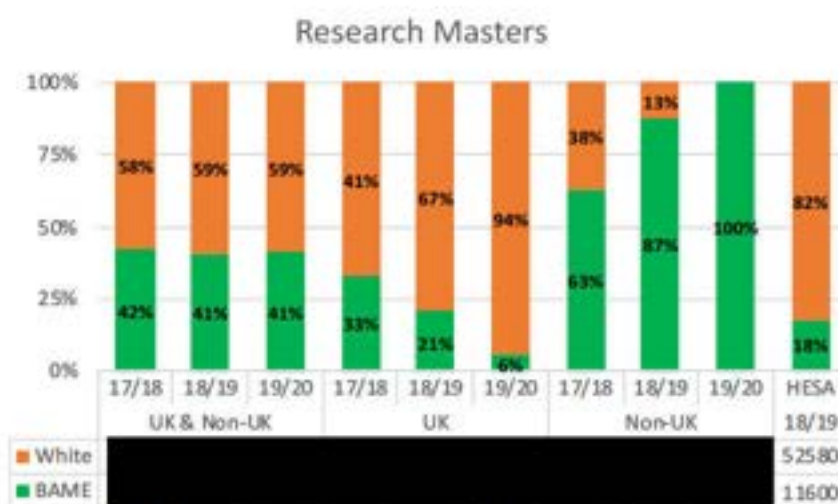


Figure 7.37 – Ethnic Profile of Postgraduates on Research PhD Programmes.

Our REC survey showed that 54% of BAME and 34% of White respondents stated that they would consider postgraduate study. A slightly lower proportion of BAME students (48%) and White students (42%), stated that they were likely to consider undertaking a PhD.

We are committed to increasing the participation of BAME students in our postgraduate cohorts and supporting BAME students to progress into academia as a career. This commitment is evidenced by BAME Graduate Teaching Assistant (GTA) Scholarships offered by CSSAH and the Diversity Scholarships offered by the School of Museum Studies. The CSSAH Scholarships award includes a full tuition fee waiver, and academic support and mentoring for the BAME GTA application programme, with the possibility of progressing to a 1 year Teaching Fellowship. For the 2021/22 year, 10 scholarships were awarded.

From 2021, we are also offering 3 UG scholarships per year for Black students, partnering with the Cowrie Scholarship Foundation.


← Search PhDs

BAME GTA - 3 x 4 Year Doctoral Graduate Teaching Assistant (GTA) Studentships

University of Leicester

This profile is no longer listed in the FindAPhD database and may not be available.

[Click here to search the FindAPhD database for PhD studentship opportunities](#)



› About the Programme

Figure 7.38 CSSAH BAME GTA Scholarships Advert

Actions

- Action 7.9** Complete further detailed analysis of the student PG pipeline at full University and College level to identify key attrition points or patterns.

Table 7.22 UK and Non-UK Postgraduate Study by Ethnicity 2017/18

UK and Non-UK postgraduate students - 2017/18										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	4168	63%	180	28%	11	42%	878	48%	60	37%
Asian	634	10%	80	12%	█	12%	274	15%	26	16%
Bangladeshi	█	0%	█	1%	█	4%	█	0%	█	2%
Indian	█	4%	█	8%	█	0%	█	5%	█	9%
Pakistani	█	1%	█	2%	█	0%	█	2%	█	1%
Other Asian background	█	4%	█	2%	█	8%	█	8%	█	4%
Black	824	13%	44	7%	█	15%	89	5%	10	6%
African	█	9%	█	5%	█	8%	█	4%	█	4%
Caribbean	█	2%	█	1%	█	4%	█	0%	█	2%
Other Black background	█	2%	█	1%	█	4%	█	0%	█	0%
Chinese	2091	32%	28	4%	█	8%	140	8%	█	4%
Mixed	207	3%	22	3%	█	0%	66	4%	█	4%
Asian/White	█	1%	█	1%	█	0%	█	1%	█	1%
Black African/White	█	0%	█	0%	█	0%	█	1%	█	1%
Black Caribbean/White	█	0%	█	1%	█	0%	█	0%	█	2%
Other mixed background	█	2%	█	1%	█	0%	█	2%	█	1%
Other	412	6%	█	1%	█	8%	309	17%	11	7%
Arab	█	5%	█	1%	█	8%	█	14%	█	6%
Other ethnic background	█	1%	█	0%	█	0%	█	2%	█	1%
White	2405	37%	470	72%	15	58%	954	52%	102	63%
Total (BAME + White)	6573	100%	650	100%	26	100%	1832	100%	162	100%
Information refused	125	2%	15	2%	█	10%	65	3%	█	5%
Not known	84	1%	█	1%	█	0%	12	1%	█	3%
Total	6782		675		29		1909		175	

Table 7.23 UK Postgraduate Study by Ethnicity 2017/18

UK postgraduate students - 2017/18										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PHD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	491	26%	103	20%	1	33%	193	23%	32	28%
Asian	215	11%	66	13%	1	11%	102	12%	18	16%
<i>Bangladeshi</i>	1	1%	1	1%	1	6%	1	1%	1	2%
<i>Indian</i>	7	7%	8	8%	0	0%	7	7%	11	11%
<i>Pakistani</i>	2	2%	3	3%	0	0%	2	2%	1	1%
<i>Other Asian background</i>	2	2%	1	1%	6	6%	3	3%	2	2%
Black	157	8%	19	4%	1	17%	28	3%	1	3%
<i>African</i>	7	7%	3	3%	11	11%	3	3%	0	0%
<i>Caribbean</i>	1	1%	1	1%	6	6%	0	0%	3	3%
<i>Other Black background</i>	0	0%	0	0%	0	0%	0	0%	0	0%
Chinese	20	1%	1	0%	1	0%	14	2%	1	2%
Mixed	65	3%	17	3%	1	0%	26	3%	1	3%
<i>Asian/White</i>	1	1%	2	2%	0	0%	1	1%	0	0%
<i>Black African/White</i>	0	0%	0	0%	0	0%	0	0%	0	0%
<i>Black Caribbean/White</i>	1	1%	1	1%	0	0%	0	0%	3	3%
<i>Other mixed background</i>	1	1%	1	1%	0	0%	2	2%	1	1%
Other	34	2%	1	0%	1	6%	23	3%	1	4%
<i>Arab</i>	1	1%	0	0%	6	6%	2	2%	3	3%
<i>Other ethnic background</i>	0	0%	0	0%	0	0%	1	1%	1	1%
White	1408	74%	423	80%	17	67%	651	77%	84	72%
Total (BAME + White)	1899	100%	526	100%	18	100%	844	100%	116	100%
Information refused	31	2%	11	2%	1	14%	30	3%	1	4%
Not known	1	0%	1	1%	1	0%	1	0%	1	4%
Total	1936		545		21		876		126	

Table 7.24 Non-UK Postgraduate Study 2017/18 by Ethnicity

Non-UK postgraduate students - 2017/18										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	3677	79%	77	62%	8	63%	685	69%	28	61%
Asian	419	9%	14	11%	1	13%	172	17%	1	17%
Bangladeshi	1	0%	1	0%	1	0%	1	0%	1	2%
Indian	1	3%	1	6%	1	0%	1	3%	1	4%
Pakistani	1	1%	1	2%	1	0%	1	2%	1	2%
Other Asian background	1	5%	1	4%	1	13%	1	12%	1	9%
Black	667	14%	25	20%	1	13%	61	6%	1	15%
African	1	9%	14	11%	1	0%	1	5%	1	13%
Caribbean	1	3%	1	2%	1	0%	1	1%	1	2%
Other Black background	1	2%	1	6%	1	13%	1	1%	1	0%
Chinese	2071	44%	28	23%	1	25%	126	13%	1	11%
Mixed	142	3%	1	4%	1	0%	40	4%	1	4%
Asian/White	1	1%	1	0%	1	0%	1	1%	1	2%
Black African/White	1	0%	1	1%	1	0%	1	1%	1	2%
Black Caribbean/White	1	0%	1	0%	1	0%	1	0%	1	0%
Other mixed background	1	2%	1	3%	1	0%	1	2%	1	0%
Other	378	8%	1	4%	1	13%	286	29%	1	13%
Arab	1	7%	1	3%	1	13%	1	25%	1	11%
Other ethnic background	1	1%	1	1%	1	0%	1	4%	1	2%
White	997	21%	47	38%	1	38%	303	31%	18	39%
Total (BAME + White)	4674	100%	124	100%	8	100%	988	100%	46	100%
Information refused	94	2%	1	3%	1	0%	35	3%	1	6%
Not known	78	2%	1	2%	1	0%	10	1%	1	0%
Total	4846		130		8		1033		49	

Table 7.25 UK and Non-UK Postgraduate Study 2018/19 by Ethnicity

UK and Non-UK postgraduate students - 2018/19										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	4381	65%	201	29%	11	41%	847	48%	59	39%
Asian	621	9%	113	16%	1	7%	251	14%	25	17%
Bangladeshi	1	0%	1	1%	1	4%	1	0%	1	1%
Indian	1	5%	1	9%	1	0%	1	5%	1	9%
Pakistani	1	1%	1	4%	1	0%	1	2%	1	2%
Other Asian background	1	3%	1	2%	1	4%	1	7%	1	5%
Black	738	11%	30	4%	1	7%	95	5%	11	7%
African	1	8%	1	3%	1	7%	1	4%	1	5%
Caribbean	1	2%	1	1%	1	0%	1	0%	1	3%
Other Black background	1	1%	1	1%	1	0%	1	1%	1	0%
Chinese	2458	37%	27	4%	1	15%	147	8%	1	4%
Mixed	191	3%	20	3%	1	4%	65	4%	1	3%
Asian/White	1	1%	1	1%	1	0%	1	1%	1	1%
Black African/White	1	0%	1	0%	1	0%	1	1%	1	1%
Black Caribbean/White	1	0%	1	1%	1	0%	1	1%	1	1%
Other mixed background	1	1%	1	1%	1	4%	1	2%	1	1%
Other	373	6%	11	2%	1	7%	289	16%	12	8%
Arab	1	5%	1	1%	1	7%	1	15%	1	7%
Other ethnic background	1	1%	1	1%	1	0%	1	2%	1	1%
White	2311	35%	494	71%	16	59%	914	52%	92	61%
Total (BAME + White)	6692	100%	695	100%	27	100%	1761	100%	151	100%
Information refused	134	2%	13	1%	1	0%	53	3%	1	2%
Not known	15	0%	19	2%	1	0%	36	0%	1	2%
Total	6841		727		28		1850		160	

Table 7.26 UK Postgraduate Study 2018/19 by Ethnicity

UK postgraduate students - 2018/19										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PHD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	483	27%	131	23%	1	21%	190	23%	30	28%
Asian	211	12%	92	16%	1	5%	102	13%	18	17%
<i>Bangladeshi</i>	█	1%	█	1%	█	5%	█	1%	█	2%
<i>Indian</i>	█	7%	█	9%	█	0%	█	7%	█	10%
<i>Pakistani</i>	█	2%	█	4%	█	0%	█	2%	█	2%
<i>Other Asian background</i>	█	1%	█	1%	█	0%	█	3%	█	3%
Black	151	8%	17	3%	1	11%	34	4%	1	4%
<i>African</i>	█	6%	█	2%	█	11%	█	3%	█	1%
<i>Caribbean</i>	█	1%	█	0%	█	0%	█	0%	█	3%
<i>Other Black background</i>	█	0%	█	0%	█	0%	█	0%	█	0%
Chinese	19	1%	1	0%	1	0%	13	2%	1	2%
Mixed	73	4%	18	3%	1	0%	23	3%	1	2%
<i>Asian/White</i>	█	2%	█	1%	█	0%	█	1%	█	0%
<i>Black African/White</i>	█	0%	█	0%	█	0%	█	0%	█	0%
<i>Black Caribbean/White</i>	█	1%	█	1%	█	0%	█	1%	█	1%
<i>Other mixed background</i>	█	1%	█	1%	█	0%	█	1%	█	1%
Other	29	2%	1	1%	1	5%	18	2%	1	4%
<i>Arab</i>	█	1%	█	0%	█	5%	█	2%	█	3%
<i>Other ethnic background</i>	█	0%	█	1%	█	0%	█	0%	█	1%
White	1334	73%	448	77%	15	79%	622	77%	78	72%
Total (BAME + White)	1817	100%	579	100%	19	100%	812	100%	108	100%
Information refused	32	2%	█	1%	█	5%	24	3%	█	3%
Not known	█	0%	16	3%	█	0%	33	4%	█	3%
Total	1853		604		20		869		115	

Table 7.27 Non-UK Postgraduate Study 2018/19 by Ethnicity

Non-UK postgraduate students - 2018/19										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	3898	80%	70	60%	1	88%	657	69%	29	67%
Asian	410	8%	21	18%	1	13%	149	16%	1	16%
Bangladeshi	1	0%	1	1%	1	0%	1	0%	1	0%
Indian	4	4%	4	11%	1	0%	3	3%	1	5%
Pakistani	1	1%	1	1%	1	0%	2	2%	1	2%
Other Asian background	4	4%	4	5%	1	13%	11	11%	1	9%
Black	587	12%	13	11%	1	0%	61	6%	1	16%
African	8	8%	5	5%	1	0%	5	5%	1	14%
Caribbean	2	2%	3	3%	1	0%	1	0%	1	2%
Other Black background	2	2%	3	3%	1	0%	1	1%	1	0%
Chinese	2439	50%	27	23%	1	50%	134	14%	1	9%
Mixed	118	2%	1	2%	1	13%	42	4%	1	7%
Asian/White	1	0%	2	2%	1	0%	1	1%	1	5%
Black African/White	1	0%	1	0%	1	0%	1	1%	1	2%
Black Caribbean/White	1	0%	1	0%	1	0%	1	0%	1	0%
Other mixed background	1	1%	1	0%	1	13%	2	2%	1	0%
Other	344	7%	1	6%	1	13%	271	29%	1	19%
Arab	6	6%	5	5%	1	13%	26	26%	1	16%
Other ethnic background	1	1%	1	1%	1	0%	3	3%	1	2%
White	977	20%	46	40%	1	13%	292	31%	14	33%
Total (BAME + White)	4875	100%	116	100%	1	100%	949	100%	43	100%
Information refused	106	2%	3	3%	1	0%	29	3%	1	4%
Not known	27	1%	2	2%	1	0%	1	0%	1	0%
Total	5008		123		1		981		45	

Table 7.28 UK and Non-UK Postgraduate Study 2019/20 by Ethnicity

	UK and Non-UK postgraduate students - 2019/20									
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	4608	69%	190	31%	12	41%	750	46%	45	38%
Asian	899	13%	104	17%	█	3%	216	13%	19	16%
Bangladeshi	█	0%	█	1%	█	0%	█	0%	█	2%
Indian	█	9%	█	12%	█	0%	█	5%	█	8%
Pakistani	█	1%	█	3%	█	0%	█	2%	█	1%
Other Asian background	█	3%	█	1%	█	3%	█	6%	█	6%
Black	628	9%	28	5%	█	3%	94	6%	10	8%
African	█	6%	█	3%	█	3%	█	4%	█	5%
Caribbean	█	2%	█	1%	█	0%	█	1%	█	3%
Other Black background	█	1%	█	0%	█	0%	█	1%	█	0%
Chinese	2609	39%	31	5%	█	28%	155	9%	█	3%
Mixed	144	2%	18	3%	█	3%	55	3%	█	3%
Asian/White	█	1%	█	1%	█	0%	█	1%	█	0%
Black African/White	█	0%	█	0%	█	0%	█	0%	█	0%
Black Caribbean/White	█	0%	█	0%	█	0%	█	1%	█	2%
Other mixed background	█	1%	█	1%	█	3%	█	2%	█	1%
Other	328	5%	█	1%	█	3%	230	14%	10	8%
Arab	█	4%	█	1%	█	3%	█	13%	█	6%
Other ethnic background	█	1%	█	0%	█	0%	█	1%	█	3%
White	2065	31%	426	69%	17	59%	883	54%	75	63%
Total (BAME + White)	6673	100%	616	100%	29	100%	1633	100%	120	100%
Information refused	134	2%	█	1%	█	0%	48	3%	█	2%
Not known	15	0%	10	2%	█	0%	█	0%	█	2%
Total	6822		634		29		1686		125	

Table 7.29 UK Postgraduate Study 2019/20 by Ethnicity

UK postgraduate students - 2019/20										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	494	29%	134	26%	1	6%	180	23%	24	26%
Asian	233	14%	90	17%	1	0%	90	11%	12	13%
<i>Bangladeshi</i>	1	1%	1	1%	1	0%	1	1%	1	1%
<i>Indian</i>	9	9%	12	12%	0	0%	7	7%	9	9%
<i>Pakistani</i>	3	3%	2	2%	0	0%	2	2%	0	0%
<i>Other Asian background</i>	2	2%	1	1%	0	0%	2	2%	3	3%
Black	168	10%	22	4%	1	6%	34	4%	1	4%
<i>African</i>	7	7%	3	3%	1	6%	3	3%	1	1%
<i>Caribbean</i>	2	2%	1	1%	0	0%	0	0%	3	3%
<i>Other Black background</i>	0	0%	0	0%	0	0%	1	1%	0	0%
Chinese	17	1%	1	1%	1	0%	15	2%	1	2%
Mixed	61	4%	15	3%	1	0%	26	3%	1	3%
<i>Asian/White</i>	2	2%	1	1%	0	0%	1	1%	0	0%
<i>Black African/White</i>	0	0%	0	0%	0	0%	0	0%	0	0%
<i>Black Caribbean/White</i>	1	1%	0	0%	0	0%	1	1%	2	2%
<i>Other mixed background</i>	1	1%	1	1%	0	0%	2	2%	1	1%
Other	15	1%	1	1%	1	0%	15	2%	1	3%
<i>Arab</i>	1	1%	1	1%	0	0%	2	2%	1	1%
<i>Other ethnic background</i>	0	0%	0	0%	0	0%	0	0%	2	2%
White	1202	71%	387	74%	17	94%	606	77%	67	74%
Total (BAME + White)	1696	100%	521	100%	18	100%	786	100%	91	100%
Information refused	33	2%	1	1%	0	0%	20	2%	1	1%
Not known	1	0%	10	2%	1	0%	1	0%	1	2%
Total	1730		535		18		809		94	

Table 7.30 Non-UK Postgraduate Study 2019/20 by Ethnicity

Non-UK postgraduate students - 2019/20										
	Taught - Masters		Taught - Other		Research - Masters		Research - Doctorate (PhD)		Research - Doctorate (Other)	
	No.	↓	No.	↓	No.	↓	No.	↓	No.	↓
BAME	4114	83%	56	59%	11	100%	570	67%	21	72%
Asian	666	13%	14	15%		9%	126	15%		24%
Bangladeshi		0%		0%		0%		0%		3%
Indian		9%		9%		0%		3%		3%
Pakistani		1%		3%		0%		2%		3%
Other Asian background		3%		2%		9%		10%		14%
Black	460	9%		6%		0%	60	7%		21%
African		6%		5%		0%		5%		17%
Caribbean		2%		1%		0%		1%		3%
Other Black background		1%		0%		0%		1%		0%
Chinese	2592	52%	28	29%		73%	140	17%		3%
Mixed	83	2%		3%		9%	29	3%		0%
Asian/White		0%		2%		0%		0%		0%
Black African/White		0%		0%		0%		1%		0%
Black Caribbean/White		0%		0%		0%		0%		0%
Other mixed background		1%		1%		9%		2%		0%
Other	313	6%		5%		9%	215	25%		24%
Arab		6%		4%		9%		23%		21%
Other ethnic background		1%		1%		0%		2%		3%
White	863	17%	39	41%		0%	277	33%		28%
Total (BAME + White)	4977	100%	95	100%	11	100%	847	100%	29	100%
Information refused	101	2%		4%		0%	28	3%		6%
Not known	14	0%		0%		0%		0%		0%
Total	5092		99		11		877		31	

7f Postgraduate Employment

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

- your graduates in non-professional employment (as defined by HESA) six months after graduating
- your graduates in professional level employment (as defined by HESA) six months after graduating.

Data Note

In 17/18 DLHE data on postgraduate employment was replaced by Graduate Outcomes which is now the sector standard. As the Graduate Outcomes survey is not conducted until 15 months after graduating there is a lag in data availability. The data available through Graduate Outcomes is not comparable to data through DHLE therefore to ensure 3 years of data is provided, DHLE data relating to 15/16, 16/17 and 17/18 has been used.

In 2017/18, 88% BAME and 91% White PGs were in employment. 11% BAME and 6% White PGs undertook additional studies and 4% BAME and 3% White PG's were unemployed (Table 7.31). A similar pattern is observed for UK and non-UK PG's.

The least likely ethnic group to be in professional level employment were Chinese (60%) and Black PGs (64%).

"More could be done to help students learn more about diverse range of careers not only traditional careers or office jobs." – Asian or Asian British - Indian

Our REC survey showed that 48% of BAME students agreed that UoL has helped them develop the skills they need to apply for graduate-level jobs compared with 55% of White students.

Lower numbers of BAME students from low participation neighbourhoods (LPN) progress to further study or highly skilled employment than their White peers and we have specific actions in our APP to address this.

The Leicester Award (LA) is a personal development programme that enables students to reflect on and articulate their motivations, strengths and skills and to identify development areas and what students enjoy so they can decide what activities to get involved with next. **The Leicester Award Gold** supports students to develop employability skills and experience through a professional experience such as a summer internship, year in industry or year abroad.

There are targets and aligned activities built into our APP to increase the BAME completion rates of the LA (**Actions 7.10, 7.11, 7.12**). Further specific actions to be taken to support postgraduate employment include embedding the LA in UG programmes (**Action 7.13**), developing a specific career event for BAME PGs (**Action 7.14**) and a wider consideration of how to reduce progression gaps between students from underrepresented groups and others (**Action 7.15**).

Actions

- Action 7.10** Provide BAME students with access to a careers coach with a similar lived experience.
- Action 7.11** Develop an offering of tailored work related experience for BAME students aimed to overcome barriers to access.
- Action 7.12** Develop a BAME Inspirational Speakers series to raise the aspirations of BAME students.
- Action 7.13** Develop a programme of work to embed the Leicester Award and Leicester Award Gold into all undergraduate degree programmes in order to widen access to, and participation in, activities that develop self-awareness, opportunity awareness, the skills needed to make effective applications.
- Action 7.14** Develop a specific annual career event focused on the needs of BAME PGRs.
- Action 7.15** Consider how best to reduce progression gaps between students from underrepresented groups and others, as part of a review of institutional employability strategy; including the role that targeted interventions can play in removing barriers to work experience in a professional environment, widening access to professional networks, and acquiring the skills and awareness needed to make a successful transition into graduate-level work or further study.

Table 7.31 Postgraduate Employment Profile (UK and Non-UK) by Ethnicity 2015/16

2015/16	Non-professional employment			Professional level employment			Additional studies			Unemployed			Total		
	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	%→	No.	%↓	
UK	BAME	107	33%	0.2	261	32%	48%	145	32%	0.3	34	41%	6%	547	33%
	Asian	█	12%	0.2	█	16%	55%	█	13%	0.2	█	14%	5%	█	15%
	Black	█	12%	0.3	█	8%	42%	█	9%	0.3	█	14%	8%	█	9%
	Chinese	█	1%	0.2	█	1%	44%	█	1%	0.3	█	1%	6%	█	1%
	Mixed	█	3%	0.2	█	2%	36%	█	3%	0.3	█	5%	9%	█	3%
	Other	█	6%	0.2	█	5%	43%	█	6%	0.3	█	6%	6%	█	5%
	White	211	65%	0.2	546	67%	49%	299	67%	0.3	48	58%	4%	1,104	66%
	White + BAME	318	98%	0.2	807	99%	49%	444	99%	0.3	82	99%	5%	1,651	99%
	Information refused	█	1%	0.1	█	1%	57%	█	1%	0.2	█	1%	7%	14	1%
	Not known	█	1%	0.8	█	0%	0%	█	0%	0.3	█	0%	0%	█	0%
	Total	323	100%	0.2	815	100%	49%	448	100%	0.3	83	100%	5%	1,669	100%
Non-UK	BAME	█	21%	5%	█	8%	11%	46	36%	84%	█	0%	0%	55	25%
	Asian	█	7%	13%	█	3%	25%	█	4%	63%	█	0%	0%	█	4%
	Black	█	0%	0%	█	0%	0%	█	2%	100%	█	0%	0%	█	1%
	Chinese	█	14%	6%	█	4%	8%	█	24%	86%	█	0%	0%	█	16%
	Mixed	█	0%	0%	█	0%	0%	█	0%	0%	█	0%	0%	█	0%
	Other	█	0%	0%	█	1%	13%	█	6%	88%	█	0%	0%	█	4%
	White	█	14%	8%	█	1%	4%	22	17%	85%	█	17%	4%	26	12%
	White + BAME	█	36%	6%	█	10%	9%	68	54%	84%	█	17%	1%	81	37%
	Information refused	█	0%	0%	█	8%	100%	█	0%	0%	█	0%	0%	█	3%
	Not known	█	64%	7%	59	82%	45%	59	46%	45%	█	83%	4%	132	60%
	Total	14	100%	6%	72	100%	33%	127	100%	58%	6	100%	3%	219	100%
Total	BAME	110	33%	18%	267	30%	44%	191	33%	32%	34	38%	6%	602	32%
	Asian	█	12%	16%	█	15%	54%	█	11%	25%	█	13%	5%	█	13%
	Black	█	12%	25%	█	7%	42%	█	7%	26%	█	13%	8%	█	8%
	Chinese	█	1%	10%	█	1%	19%	█	6%	69%	█	1%	2%	█	3%
	Mixed	█	3%	20%	█	2%	36%	█	3%	34%	█	4%	9%	█	2%
	Other	█	5%	19%	█	4%	41%	█	6%	35%	█	6%	5%	█	5%
	White	213	63%	19%	547	62%	48%	321	56%	28%	49	55%	4%	1,130	60%
	White + BAME	323	96%	19%	814	92%	47%	512	89%	30%	83	93%	5%	1,732	92%
	Information refused	█	1%	10%	14	2%	70%	█	1%	15%	█	1%	5%	20	1%
	Not known	█	4%	9%	59	7%	43%	60	10%	44%	█	6%	4%	136	7%
	Total	337	100%	18%	887	100%	47%	575	100%	30%	89	100%	5%	1,888	100%

8 Teaching and Learning

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

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

8a Course Content/Syllabus

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

We continually review course content to enhance our students' educational experience. In 2019/20 we developed and piloted a **Decolonising the Curriculum Toolkit** in selected modules, to develop more inclusive content (reading lists, case studies and imagery) making the curriculum more relevant to student's lived experiences. The **Centre for Transforming Access and Students Outcomes in Higher Education** awarded UoL over £46,000 to evaluate the impact and potential wider application of the toolkit. The toolkit has now been implemented in Sociology with plans for rollout University wide (**Action 8.1, 8.2**). Also an **Accessible Curriculum Design checklist** allows staff to reflect on how they have accommodated different learning styles, preferences, abilities and student needs.

In 2021 a Student and Educational EDI Team were created, to work with both staff and students to develop educational inclusivity with a particular emphasis on closing the award gap and student satisfaction. The Team also provides a route to implementation for the work of the Leicester Institute for Inclusivity in Higher Education (LIHE) (**Action 8.3**).

Students are at the heart of our work, as evidenced by our **Student Voice projects, SU and School-level Liberation Officers**, our **5-year commitments to our Access and Participation Plan**, our new **Research-Inspired Education Strategy Citizens of Change: Our Second Century**, and our **Inclusive Education objectives**.

In our REC survey, 72% of BAME respondents agreed that the content of their course matches their expectations, compared with 81% of White respondents. 71% of BAME respondents agreed that the content of their course reflects the opinions of a wide variety of people, compared with 75% of White respondents (**Action 8.4**).

We have a Programme Portfolio Development Group (PPDG) whose role is to oversee and sign off new programme proposals. Terms of Reference for PPDG are currently under review to ensure they take into account our New Education Strategy and how race equality content is embedded in new teaching programmes (**Actions 8.5, 8.6**).

Other initiatives which have allowed us to consider race equality within course content include:

- **Represent Campaign** - 318 recommendations of titles and authors.
- **Inclusive Collections Reading lists** - over 700 views in 2020/21 including a **Black History Month Collection** and an **Anti-Racism Collection** (**Action 8.7**).
- **Champions' Programme** - recruits students to develop a checklist, used by academics in decolonising or diversifying their teaching (**Action 8.8**).

- **Curriculum Consultancy Initiative** - a joint SU/University initiative that recruits students to work with academics in co-contributing to the development of a more inclusive curriculum (Action 8.9).
- **Embedding EDI in the Curriculum Advance HE Project:** to identify and tackle barriers to success for BAME students. Identified good practice included evidence building around our student and staff experience (through focus groups, surveys, data packs on awarding gaps), and the *Inclusivity Fortnight* which provided a catalyst for embedding racial equality work.
- **Awareness & Engagement events:**
 - **Black History Month** - annual programme of events.
 - **Inclusivity Fortnight** - events where local pledges were generated.
 - **Ideathon** - 70 attendees from across the University discuss how to build a more inclusive experience for students in curricula, teaching, engagement and support.
 - **Inspirational Chemists**, - encouraging students to challenge inequalities and improve their awareness of inclusivity in Chemistry.

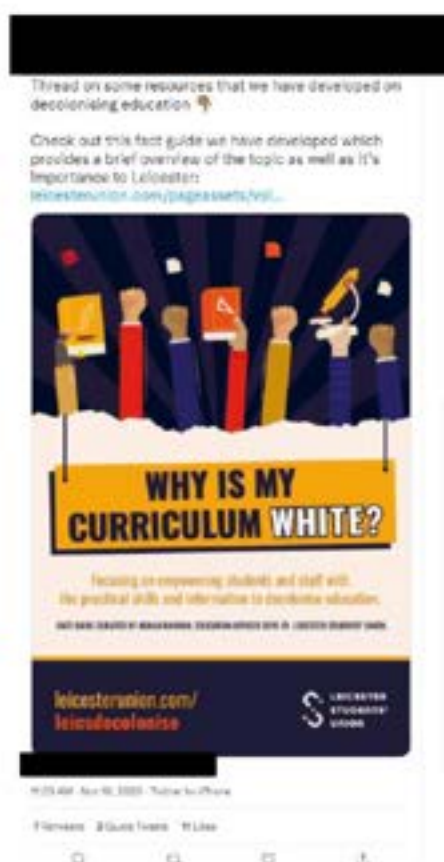


Figure 8.1 Leicester Student's Union Social Media Post on Decolonising Resources

Actions

- Action 8.1** Roll out the Decolonising the Curriculum Toolkit across the University.
- Action 8.2** Develop a clear vision for decolonisation for Leicester, that is context specific and with clear expectations.
- Action 8.3** Student and Education EDI Team to implement and measure the impact of initiatives to close the awarding gap between Black and White students.
- Action 8.4** Undertake a deep audit and develop an action plan for all departments to embed curriculum inclusivity, assessment practice, and student support measures which are appropriate to underrepresented groups, including BAME students.
- Action 8.5** Map the revised programme development, approval and review processes against the race equality elements of the new research-inspired Education Strategy.
- Action 8.6** Track, support and monitor new programme proposals to ensure race equality is embedded in these.
- Action 8.7** Continue to develop and promote the Library's Black History month and Anti-Racism collections.
- Action 8.8** Develop a checklist to be used by academics who are decolonising or diversifying their teaching.
- Action 8.9** Ensure that students continue to work with academics in co-contributing to the development of more inclusive curricula as part of the Curriculum Consultants Initiative.

We held a ***Closing the Gap*** event in 2020, jointly hosted by the SU Education Officer and PVC Education, built on conversations initiated by the data packs. It was attended by 100 staff and concluded with Schools **agreeing on clear, practical, short-medium and long term actions to close the award and satisfaction gaps.**

In addition there are increasing specific opportunities for students to influence University policy and practice. Examples includes:

- ***Criminology BAME Student Forum*** - supports the community voice within the School
- **Department of English *Learning Together Group***, - staff and student workshops aimed at developing a learning community whilst tackling study skills issues
- ***Black Students' Therapeutic Group*** hosted by our Student Support Services division
- **Leicester University Medical African Caribbean Society**
- **Student Liberation Officers** across our Schools.

In September 2021, recognising its impact on students, the University included **racial trauma as a self-certifying category in its Mitigating Circumstances** process.



Figure 8.3 Students' Union Social Media Post about Mitigating Circumstances for Racial Trauma September 2021

In our REC Student Survey, 68% of BAME respondents agreed that they are happy with the way their course is assessed, compared with 81% of White respondents and 64% of both BAME and White participants had confidence that would achieve a Good degree. There was also a lower level of satisfaction in terms of how courses are taught, with 62% of BAME respondents agreed that they enjoy the way their course is taught, compared with 83% of White respondents. Whilst we currently

have initiatives in place to consider race equality in teaching and assessment methods, we recognise we need to do more (**Action 8.11**).

Actions:

- Action 8.10** Implement the recommendations made in both the 'Tackling Racial Inequalities in Assessment in HE' report and the 'Decolonising the Curriculum' toolkit.
- Action 8.11** Conduct further, more detailed investigations into the satisfaction and awarding gaps at College and School level.

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.*

Academics are supported and developed through tailored training sessions, for example, academic leadership programmes which help to enable inclusive curriculum enhancements and improved outcomes for BAME students. The new **mandatory Online EDI module was also launched in 2021**, to be completed within 12 months (**Action 8.12**). We are also a registered organisation of the newly launched Open University/Santander online course, **Union Black: Britain's Black Cultures and Steps to Anti-Racism**, providing specific focus on active steps to anti-racism during 2021/22 (**Action 8.13**).



The establishment of Leicester Institute for Inclusivity in Higher Education, additionally supports academic colleagues in the design, development, improvement and delivery of inclusive academic programmes linked to the University's strategy and Education Services.

In our REC Survey, 45% of BAME participants agreed that, where relevant, their Course Tutors/Supervisors and Lecturers are confident and competent in facilitating discussions around ethnicity and race, compared with 57% of White respondents. Overall, however, **BAME students are less satisfied with the quality of teaching and learning within their course, particularly course content**, and a relatively low number of both White and BAME students agreeing that teaching staff have the confidence to talk about race.

NSS 2019 overall satisfaction score for the University as a whole was 84%, with the White Students more satisfied (88.6%) than BAME students (78.9%). **Black students are least satisfied with their UoL experience (72.9%), 15.7% lower than White students.**

Other supporting initiatives, include the development of **2 UG modules on Black History (Action 8.14)**, the use of **coursework-unpacking sessions** and supporting **academic leadership at a programme level** to enable inclusive curriculum enhancements (**Action 8.15**).

Actions

- | | |
|--------------------|--|
| Action 8.12 | Increase the proportion of staff and students taking the EDI awareness module to develop awareness and understanding of inclusivity. |
| Action 8.13 | Conduct a trial of the Open University/Santander Online module Union Black: Britain's Black Cultures and Steps to Anti-Racism to support staff in developing confidence and skills to consider race equality in their roles. |
| Action 8.14 | Develop and launch 2 undergraduate level modules focused on Black History. |
| Action 8.15 | Develop coursework-unpacking sessions in which students re-imagine coursework instructions into a variety of formats. |

9. Any other information

This section is an opportunity to provide details of any other actions or learning which are relevant to race equality, but which have not been included in previous sections.

This is an optional section, you are not obligated to include anything; you will not be disadvantaged for not including anything here, but anything you do include will be considered by the awards panels.

Covid-19 Pandemic

The University recognised the disproportionate impact of the Covid-19 pandemic on ethnic minority communities, highlighting the impact of both fundamental health inequalities, as well as Covid linked harassment that ethnic and religious communities may be subject to. Regular all staff and student communications were produced, to make clear that the University will not tolerate racial or religious based harassment, discrimination and hate incidents. These communications included details of how to disclose, report and seek support (both on and off-campus), if such incidents do take place, with a strong message about respecting each other during Covid-19.

During the pandemic, to understand the experiences of BAME staff and to provide support, the BAME Staff Forum facilitated discussions about feelings of isolation and vulnerability potentially faced during the lockdown, as well as keeping themselves and those within their multi-generational homes they lived in safe.

The University also completed a number of comprehensive equality impact assessments on the impact of changed ways of working and studying during Covid, which highlighted potential negative disproportionate impacts on minority ethnic groups in the University community. Actions and mitigations were put in place in response to this. A Virtual EDI Community webpage was created, which included links to internal and external support and resources, as well as Staff Health and Wellbeing online resources for BAME staff. Ethnicity is also included as a potential risk factor in the University's Covid Clinical Vulnerability Assessment.

Consultation with staff and students was undertaken during Covid, including with the Students' Union, staff equality groups and other groups within the University EDI governance structure and members of Student Academic Services. The consultation informed the equality analysis conducted on the University's changes ways of working and studying, with a number of key insights:

- recognising the importance of a sense of belonging, of local community and support structures
- Covid accentuated barriers for BAME students and staff such as access to reliable technology and space
- Covid highlighted that BAME students and staff are more likely to live in multi-generational households and/or have caring responsibilities and that this may have a direct impact of their work/study

Covid highlighted to the University pre-existent barriers and inequities that our BAME students and staff face, that were accentuated during the height of the pandemic. We implemented a range of initiatives and support and taking forward some of these initiatives as business as usual. For example, recognising the impact of multi-generational living on work and study from space availability, finance, caring responsibilities and 'belonging' perspectives. We have embedded changes in our mitigating circumstances process and, for staff, have made changes to our flexible working and other policies to recognise the impact of staff personal circumstances.

In recognition of the potential impact of Covid on the research output (and other key university activity) and working from home (Work Smart) for groups such as BAME and female staff, is being built into university processes.



Figure 9.1 Health and Wellbeing Online Resources for BAME Staff

Feedback from existing EU and/or BAME staff and students indicated concerns around a sense of exclusion in the UK related to Brexit. The University recognised the impact of anti-immigrant narratives that contributed to a hostile environment for BAME staff and students linked to Brexit. The University, REAG and the BAME Staff Forum and the SU provided support and guidance, disseminated information on UK Citizenship and the EU Settlement Scheme, and ensured safe spaces to hold conversations around these concerns. Line Managers were also informed through University-wide messaging around aiding BAME/EU staff and the local support mechanisms set up to facilitate this, whilst the Staff BAME Forum ensured the momentum in keeping helpful conversations going around both Brexit and Covid was maintained.

As throughout Covid, the University reminded staff and students of the Dignity and Respect framework drawing explicit attention to expectations around interpersonal behaviour, that racism of any kind will not be tolerated and what to do to seek support and options to disclose and report, if racial harassment or any other form of racially motivated unacceptable behaviour occurred.

Black Lives Matter

The University also recognised that the killing of George Floyd, and ongoing racial violence, had an impact on the wellbeing of members of its community. In response to this, and in support of the Black Lives Matters movement, a range of health and wellbeing resources were published for BAME students and staff, along with support options for anyone affected. In addition, a list of resources were compiled as a starting point for self-education, including how to be a white ally, anti-racism, white privilege and white fragility on both the EDI Team's and the Students' Union webpages. The Staff BAME Forum also held a conversation event to provide a safe space for staff to talk.

The screenshot shows a webpage with a dark header containing the title "Black Lives Matter - Support and Resources". The main content area is white and contains several paragraphs of text and lists of links. On the right side, there is a sidebar with the heading "On this page" and two sub-headings: "Support for Staff" and "Support for Students' Resources".

Black Lives Matter - Support and Resources

The Equality, Diversity and Inclusion Team stands in solidarity with our Black colleagues and students. The appalling killing of George Floyd brings us back to the issues on our own doorstep and strengthens our resolve to stamp out racism and racial injustice wherever we find it.

No institution is exempt from racism and we must work harder for change.

We recognise that these events will have had an impact on the wellbeing of members of our university community. A range of support is available to anyone who has been affected.

You can also see the statements of support from UoL, Staff BAME Forum, Vice-Chancellor and Leicester Students' Union:

- [UoL Staff BAME Forum and the BLM Movement Statement](#)
- [Vice-Chancellor Statement](#)
- [Leicester Students' Union Statement](#)

Support for Staff:

- You can contact the BAME Staff Forum [\[redacted\]](#)
- The [Dignity and Respect Contact Service](#) is a confidential service available to staff who feel they have been subjected to harassment or unacceptable behaviour
- Emotional Wellbeing resources can be found in the [Staff Wellbeing Toolkit](#)
- Resources and support of the [health and wellbeing for BAME colleagues](#)

Support for Students:

- Leicester Students' Union offer a range of support to Black students and staff <https://www.le.ac.uk/leu/leu/leu/blacklivesmatter/>
- We would urge that, if you require it, you [apply for mitigating circumstances](#) in this time – if you need help with this, you can email the [SU Executive Officer Team](#)
- Students experiencing unacceptable behavior can report it and seek support through

On this page

- Support for Staff
- Support for Students' Resources

Figure 9.2 Black Lives Matter Online Resources

Report & Support was publicised widely to promote how students can disclose any form of unacceptable behaviour and resources including podcasts about "Where do you draw the line?" which discussed topics such as microaggressions and racism, were published.

10. Action Plan

Please see next page.

University of Leicester

Race Equality Charter

Action Plan

Introduction

This action plan builds on the analysis found in Sections 2-9 of the experiences and barriers to equality faced by minority ethnic students and staff at the University of Leicester. It details how the University will respond in removing these barriers and addressing the challenges identified. As such, the action plan will underpin our strategy to drive forward change and progress race equality at the University of Leicester.

Each section of the action plan has an identified Executive Board lead, who will take overall responsibility for the actions in that section, supported by other senior leads who will be responsible for delivering the actions at an operational level.

Actions have been identified as either operational or strategic (indicated as 'O' or 'S' in the first column of the action plan) using the definitions provided by Advance HE:

- Strategic actions are those that can be considered specific and measurable (long term; a mission, a vision, and high-level goals for the period of the action plan);
- Operational actions are those that are specific, measurable and actionable (short term; possess a highly detailed outline of what the University will focus on for the near future, usually the upcoming year or so).

The University of Leicester's strategy, *Citizens of Change: Our Second Century*, has 3 strategic themes:

Research-inspired Education We will provide an inspirational and fulfilling education for all, in an empowering, supportive and exciting learning environment.

World-changing Research We will create an inclusive and enabling research environment, delivering world-leading research that transforms lives.

Our Citizens We will value, nurture and celebrate our people and relationships, ensuring they are inclusive, impactful, sustainable, and influence positive change in our world.

Where strategic actions in the REC action plan directly align with or support one of the strategic themes and the associated objectives of the University's strategy, this is also indicated in the first column, using the above colour coding.

**Please note that there are a small number of discrepancies between some action numbers within the submission and the action numbers within the action plan. This is a result of those actions being added, removed or renumbered as part of the requests for revisions process and the action plan being updated accordingly.*

Section 10: Action Plan

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person Responsible	Timeframe		Success Criteria
							Start	End	
The Self-Assessment Process									
Executive Board lead with overarching responsibility for actions in this section: Secretary and Registrar (who is a member of the SAT).									
S	2.1	2d	To advance race equality through effective delivery and monitoring of the REC action plan.	To deliver the REC action plan, appropriate governance and monitoring processes need to be in place, in particular to identify and address risks to delivery of actions and ensure continued involvement/engagement of staff and students	Ensure that the REAG, as the REC SAT, meets at least 3 times a year, for the period of the action plan, and maintain minutes of each meeting as a record of REC activity.	REAG Chair	Sep 2022	Annually and ongoing, until Feb 2027	An effective REC delivery governance structure is in place. Progress against the action plan is monitored and revised regularly, and identified risks to progress are raised and addressed through the governance structure, with escalation to Executive Board and Council, as needed. The REC action plan is delivered with appropriate engagement from students and staff.
S	2.2				A REC progress report is submitted to the EDI Committee (EDIC) termly (3 times a year), and to Executive Board and University Council annually, to review progress and revise as required.	REAG Chair and Associate Director of EDI	Mar 2022	Ongoing until Feb 2027	
S	2.3				Run an annual engagement campaign, between 2022- 2027, to ensure continued student and staff engagement in relation to identified REC actions and the race equality objectives of the University more widely.	REAG Chair and Associate Director of Communications	Sep 2022	Annually and ongoing, until Feb 2027	
S	2.4				Membership of REAG will be reviewed annually to ensure effective succession planning and an open call for new members will be launched through staff and student communications, we will ensure there is diverse representation of staff and students, reflecting intersectional identities and varying work/life, study/life patterns.	REAG Chair	September 2022	Annually and ongoing, until Feb 2027	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person Responsible	Timeframe		Success Criteria
							Start	End	
					Student representation will be maintained on the SAT and the number of student representatives will increase from 2 to 4.				
O	2.5				Implement a risk management mechanism to highlight where actions are not progressing as expected and escalate through governance where required.	REAG Chair	Sep 2022	Mar 2023	
O	2.6				Analyse the 2022 University staff survey (and all future surveys, including PULSE surveys) by ethnicity to understand the experience of minority ethnic staff, identify barriers faced by these staff and feed any key findings into the REC action plan.	Head of EDI Charters and REC SAT Chair	Sep 2022	May 2023	Robust process in place to capture and hear the experiences of minority ethnic students and staff, to monitor, evaluate and continuously inform the REC action plan.
O	2.7				Conduct REC student and staff surveys in 2023 and 2026, and analyse the results to understand the changing experience of minority ethnic students and staff at UoL, identify new actions to address emerging concerns and assess progress being made against the REC action plan.	REC SAT Chair and Head of EDI Charters	Mar 2023	Dec 2026	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
Institution and Local Context									
Executive Board lead with overarching responsibility for actions in this section: Deputy Vice-Chancellor (Professional Services)									
O	3.1	3b	To raise awareness and promote confidence, trust and transparency in disclosing or reporting an incident of harassment and accessing support.	<p>REC Survey indicates minority ethnic staff and students have lower levels of confidence that the University will take appropriate action in dealing with incidents of racial discrimination, compared to their White counterparts.:</p> <p>In 2020, the University commissioned research into UoL students' experiences of harassment, including racial harassment, reporting that 27% of respondents had been targeted on the basis of their race.</p>	Implement the <i>Together Against Harassment (TAH)</i> campaign and associated 3-year action plan to tackle harassment and other forms of unacceptable behaviours.	Associate Director of EDI and Chair of Together Against Harassment Implementation Group	Sep 2022	Aug 2025	<p>Next REC survey, 2023, reports >70% of minority ethnic and White students and staff are confident that the University will take appropriate action in dealing with incidents of racial discrimination, 2026 REC survey reports >75%.</p> <p>Staff surveys in 2022, and subsequent, will evidence an increase in confidence of minority ethnic staff that University takes appropriate action in dealing with bullying and harassment incidents. "I am satisfied with how bullying and harassment are addressed at the University".</p> <p>A mechanism is in place to (i) report trend analysis of student and staff complaints of racial harassment and other</p>
O	3.2				Undertake a review of the TAH action plan implementation and outcomes to identify successes and best practice, and further actions for improvement, specifically in relation to race. Feed any key findings into the REC Action Plan.	Associate Director of EDI and Head of Student Complaints, Conduct and Resolution	Sep 2025	Dec 2025	
S	3.3				Analyse and report on incidents of student and staff racial harassment (and other unacceptable behaviours on the grounds of race) to EDIC and Executive Board, on an annual basis.	Associate Director of EDI and Head of Student Complaints, Conduct and Resolution	Sep 2022	Annually and ongoing, until Feb 2027	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
O	3.4				Implement a communication plan to increase visibility within the University community of statistics for incidents of racial harassment, and other race related forms of unacceptable behaviour, reported and actions taken to address these.	Associate Director of Communications and EDI Project Manager	Jan 2023	Jan 2024	unacceptable behaviours to EDIC and Executive Board (ii) share key information about statistics of incidents and actions taken with the wider university community.

Staff Profile

Executive Board leads with overarching responsibility for actions in this section: Deputy VC (Academic) and Deputy VC (Professional Services)

S	4.1	4a	To obtain an accurate understanding of our staff demographic by ethnicity.	In order to take targeted action we need to ensure we fully understand our staff demographic. The ethnicity disclosure rate for academic staff has improved over the 3-year period and is currently 89.8%.	Further improve staff ethnicity disclosure rates through a targeted communication exercise, every two years, February 2023, February 2025, February 2027).	HR Director and Associate Director of Communications	Feb 2023	Feb 2027	Delivery of targeted communication exercise. An increase in staff ethnicity data disclosure rates - .by 2023 >91% of staff have disclosed their ethnicity, by 2025 >93%, by 2027 95%.
O	4.2	4a	To increase the number of minority ethnic, and particularly Black, academic staff.	In 2019/20, 21% of applicants were shortlisted, of which 49% were minority ethnic. White applicants (28%) are more likely to be shortlisted, and Black and Other ethnic background applicants, are least likely to be shortlisted. Although 49% of shortlisted applicants were minority ethnic, only 38% of them were successful to appointment.	Fully implement the recently developed Inclusive Recruitment Toolkit, to improve the ethnic diversity of academic staff.	HR Director, and College Directors of Operations	Sep 2022	Aug 2023	Inclusive Recruitment Toolkit implemented. Targeted inclusive recruitment interventions identified, implemented and reviewed.
O	4.3				Implement recruitment interventions of the CSE EDI Recruitment Working Group to increase the number of Black staff, particularly Black academic staff in CSE.	Head of College CSE and Assistant Director of HR (Academic)	Sep 2022	Aug 2024	By 2027: - >40% of all offers made are to minority ethnic applicants (by

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
				In 2020/21 the percentage of Black staff in CLS was 2.9%, CSE (0.4%) and CSSAH 3.6%.					<p>2023 >30%, by 2025 >35%)</p> <ul style="list-style-type: none"> - >30% of all staff are minority ethnic (by 2023 >25%, by 2025 >35%). - >25% of academic staff are minority ethnic (by 2023, >21%, by 2025, >23%) - >15% of all Professors are minority ethnic (by 2023, >12%, by 2025, >13%). <p>By 2027, CSE will have >4% Black staff, CLS >5% and CSSAH >6%.</p>
O	4.4		To increase our understanding of staff leavers by ethnicity.	The University has both exit questionnaires and exit interviews, and information collected informs policy, procedure and practice developments. 32.2% of leavers resigned, and the reasons were not always clear.	Improve completion rates for exit questionnaires and interviews through wider promotion throughout the staff lifecycle to better understand reasons for leaving by ethnicity.	HR Director and Senior HR Advisor with responsibility for staff exit process.	Apr 2023	Feb 2025	A >10% increase in exit questionnaire and interviews by 2025, >5% increase by 2024,
O	4.5				Once completion rates have improved (Feb 2025), analyse the reasons for staff leaving by ethnicity, and identify any areas of concern and aligned actions to address these and add to the REC action plan.		Mar 2025	July 2025	Analysis of staff exits reasons by ethnicity and actions identified and added to REC action plan.
O	4.6	4b	To support the career development	The increase in minority ethnic staff has been noticeable at higher	Run a communication campaign to promote leadership and development	Head of OD and Assistant	May 2023	Feb 2024	>5% increase in minority ethnic staff participating

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
			and retention of minority ethnic staff to facilitate movement to higher grades through a minority ethnic staff leadership and development provision.	grades, however, the numbers are still low and there is a high proportion of minority ethnic staff concentrated in Grades 1-5.	opportunities and promote successful minority ethnic staff role models, more widely, and specifically to staff in Grades 1-5.	Director of Communications			<p>in UoL leadership and development provision year on year.</p> <p>>7% increase in Grades 1-5 participating in UoL leadership and development provision year on year, with 20% increase in minority ethnic female participation.</p> <p>By 2027 >15% of Grade 10 professional services staff are minority ethnic (>10% by 2025).</p>
O	4.7			Of minority ethnic female PS staff, 71.4% are Grades 1-5, compared to 48.8% of minority ethnic male PS staff and 46.7% of White female PS staff.	Implement a mechanism to ensure that data and action planning for Athena Swan activity, analyses and considers the intersection of gender and ethnicity.	Head of EDI Charters in conjunction with Athena Swan SAT Chair	Nov 2022	Jan 2023	10>% increase of minority ethnic females PS staff in Grades 6-9 by 2027 (5% by 2025).
	4.8	4c	To develop a culture of trust, confidence and transparency in reporting staff grievances and disciplinarys and ensure there is a detailed and accurate	<p>The data shows that there is a higher proportion of White than minority ethnic complainants for both grievances and disciplinarys related to equality (64% White compared with 14% minority ethnic).</p> <p>REC survey: 52% of minority ethnic staff members felt confident that</p>	Include analysis of equality characteristics of staff complainants, respondents and outcomes of staff grievances and disciplinarys in the annual reporting to Council and Executive Board, referenced in Action 3.3.	Associate Director of EDI	Mar 2023	Sep 2023	Next REC survey, 2023, reports >70% of minority ethnic and White students and staff are confident that the University will take appropriate action in dealing with incidents of racial discrimination, 2026 REC survey reports >75%.

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
			understanding of the data.	appropriate action would be taken as a result of reporting a race-related incident, compared to 67% of White staff.					<p>Staff surveys in 2022, and subsequent, will evidence an increase in confidence of minority ethnic staff that University takes appropriate action in dealing with bullying and harassment incidents. "I am satisfied with how bullying and harassment are addressed at the University".</p> <p>Recording system for grievances and disciplinaries improved to enable accurate reporting by ethnicity.</p>
O	4.9				Improve the Employee Relations Interaction Centre recording system (used to record information about staff grievances and disciplinaries) to enable the collection and reporting of cases by ethnicity.	HR Director	Mar 2023	Feb 2024	<p>Next REC survey, 2023, reports >70% of minority ethnic and White students and staff are confident that the University will take appropriate action in dealing with incidents of racial discrimination, 2026 REC survey reports >75%.</p> <p>Staff surveys in 2022, and subsequent, will evidence an increase in confidence of minority ethnic staff that University takes</p>

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
									<p>appropriate action in dealing with bullying and harassment incidents. "I am satisfied with how bullying and harassment are addressed at the University".</p> <p>Recording system for grievances and disciplinaries improved to enable accurate reporting by ethnicity.</p> <p>Increase minority ethnic representation on senior committees by >10% by 2027 (increase by 5% by 2025).</p>
O	4.10	4d	To ensure diverse representation on decision-making boards and committees, reflecting our university community.	Of known ethnicity, 15% of members are minority ethnic, with 1 (9%) minority ethnic member of the University Executive Board (UEB) and 16% minority ethnic membership of the Senior Leadership Team (SLT). Further work is needed to establish how members are appointed to key committees, to understand and remove barriers faced by minority ethnic staff.	Complete a systematic review of the University's processes for recruiting to committees to identify any systemic barriers to the inclusion of minority ethnic staff within these processes and implement actions to address these.	Director of Planning and HR Director	Apr 2023	Dec 2023	Reduction in the University's mean ethnicity pay gap to 12% by 2027.

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
O	4.11	4e	To reduce the ethnicity pay gap.	The overall ethnicity pay gap (2020 audit) is 15.5% (in favour of White staff), with a PS ethnicity pay gap of 14.7% and academic ethnicity pay gap of 10.7%.	Implement a SMART action plan to reduce ethnicity pay gaps, particularly across grades where a greater than 5% pay gap has been identified.	HR Director	Apr 2023	Feb 2027	Reduction in the University's mean ethnicity pay gap to 12% by 2027.

Academic Staff: Recruitment, Progression and Development

Executive Board lead with overarching responsibility for actions in this section: Deputy Vice-Chancellor (Academic)

O	5.1	5a	To ensure all stages of the staff recruitment process are transparent, fair and inclusive.	The likelihood of a minority ethnic applicant in CSE and CSSAH being offered a job was 3%, which was much lower than that for White applicants and almost half that of minority ethnic applicants applying within CLS.	Drawing on the work of the CSE EDI Recruitment Working Group, implement a range of recruitment interventions to increase the likelihood of minority ethnic applicants receiving a job offer.	Assistant Director of HR (Academic) and Recruitment Manager	Jan 2023	Jul 2023	<p>>40% of all offers made are to minority ethnic applicants by 2027.</p> <p>2023 REC survey reports >60% of minority ethnic staff feel that the recruitment and selection process is fair, >65% by 2026.</p> <p>Recruitment dashboards are produced annually. Anonymous shortlisting trialled, impact reviewed and action agreed for going forward.</p>
S	5.2			REC survey: Only 53% of minority ethnic staff (74% White) feel that the recruitment and selection process is fair and, again, only 13% of Black staff feel this.	Continue to produce annual Recruitment Demographic Dashboards for all Heads of School/Department to use to inform their recruitment practices to address underrepresentation of minority ethnic staff.	Heads of School/Departments and Recruitment Manager	Feb 2023	Annually and ongoing, until Feb 2027	
O	5.3			Trial anonymous shortlisting and undertake analysis to identify the impact on recruitment outcomes for minority ethnic applicants.	HR Director and Assistant Director of HR	Sep 2022	Aug 2023		

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
						(Professional Services)			Investigation of academic recruitment processes undertaken and actions implemented for addressing any barriers identified.
O	5.4				Conduct a review of academic recruitment processes and practices at and implement actions to remove progression barriers for minority ethnic staff.	Assistant Director of HR (Academic)	Sep 2023	Aug 2025	
O	5.5				Identify and utilise targeted external recruitment channels, including networks, to promote job opportunities to attract a more ethnically diverse candidate pool review the effectiveness of these.	HR Director and Recruitment Manager	Sep 2023	Aug 2024	
O	5.6	5b	To provide inclusive training and development programmes for all staff, monitor uptake by ethnicity and increase minority ethnic staff uptake of leadership and development courses.	REC survey: 59% of staff (53% minority ethnic, 66% White) felt there are opportunities for them to develop in their role.	Introduce robust OD monitoring systems to understand engagement with training and development programmes by minority ethnic staff and put actions in place to address any barriers identified to engagement and inclusion, including the visibility of opportunities and the role of line managers in promoting these.	Assistant Director of OD and Head of OD	Jan 2023	May 2024	2026 REC survey reports >70% of staff feel there are opportunities for them to develop in their role (no significant difference by ethnicity).
O	5.7			Training is currently evaluated through level 1 and 2 (Kilpatrick's model of evaluation), with focus primarily on reaction and a more comprehensive evaluation system, across all levels, is planned over the next 2 years.	Develop comprehensive training evaluation systems to identify further provision development needed and any barriers to learning for minority ethnic attendees.	Assistant Director of OD and Head of OD	Jan 2023	Dec 2023	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
O	5.8			REC survey: 59% of staff (53% minority ethnic, 66% White) felt there are opportunities for them to develop in their role.	Ensure there is an ethnically diverse range of mentors available through the Mentoring Academy and widely promote mentoring as a development option to people at all levels, including through diverse cases studies around the benefits of mentoring.	Head of OD	Mar 2023	Feb 2024	Effective training evaluation system in place.
O	5.9				Analysis of comprehensive data of PDD completion rates by ethnicity to take place annually from September 2022 using the new PDDManager system to ensure that minority ethnic staff have equitable access to the PDD process. Focussed PDD training and increased engagement initiatives to take place in those areas where the analysis is showing low PDD completion rates.	Head of OD	Sept 2022	June 2023	An ethnically diverse Mentoring Academy with increased visibility across the University.
O	5.9	5c	To obtain an accurate understanding of PDD completion rates by ethnicity and increase PDD uptake and training.	We were unable to analyse completion rate data by ethnicity, as this was not captured on our systems. However, a new online PDD system (PDDManager) was implemented in September 2021, and will capture and analyse this data going forward.	Analysis of comprehensive data of PDD completion rates by ethnicity to take place annually from September 2022 using the new PDDManager system to ensure that minority ethnic staff have equitable access to the PDD process. Focussed PDD training and increased engagement initiatives to take place in those areas where the analysis is showing low PDD completion rates.	Head of OD	Sept 2022	June 2023	An ethnically diverse Mentoring Academy with increased visibility across the University.
O	5.10			A key objective will be to increase PDD completion rates and sign off rates across all areas.	Develop and implement a new PDD Policy to enable reviewing managers and staff to understand the need and importance of a PDD and the roles and responsibilities of all those involved in the process. Update training for	Head of OD College and Directors of Operations	April 2022	Feb 2023	By 2027 >90% of all staff have had a PDD within the annual cycle (currently 79.5%), >83% by 2024, >86% by 2025

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
					appraisers and appraisees in line with the Policy.				PDD Policy developed and embedded to support the use of PDDs.
O	5.11			There are limitations in the data available in relation to the uptake of training, which needs to be improved, and the data analysed and monitored annually, including by ethnicity.	Improve monitoring of PDD training take-up and analyse by ethnicity by utilising the reporting outputs of the newly launched system.	Head of OD	Oct 2022	Mar 2025	
O	5.12	5d	To ensure that the academic promotions' process is fair, transparent and supportive and increase the number of academic promotion applications from minority ethnic staff.	Although there were more minority ethnic (4) applications in 2019/20, it is significantly lower than white applications (25). There were also no applications from Black or Chinese staff over the three-year period.	Following the conclusion of the 2022 review of Academic Promotions, led by the Deputy Vice-Chancellor (Academic), implement the revised process to remove barriers to successful application to academic promotion for minority ethnic staff. The revised process will also embed recognition, through a mitigating circumstances process, for barriers at sector level that may impact successful promotion applications for minority ethnic staff, such as the differential outcomes for minority ethnic applicants for research funding.	Vice-Chancellor (Academic) and Assistant Director of HR (Academic)	March 2023	Dec 2023	By 2027: <ul style="list-style-type: none"> - >18% of all Professors are minority ethnic, >15% by 2025 (currently 12.1%). - Increase minority ethnic promotion applications by 20% (by 10% in 2024, 15% in 2026). - 2026 REC survey reports >50% of all staff (no significant difference by ethnicity) agree they were encouraged to apply for academic promotion. College promotion committees have at least 1 minority ethnic member. This will be audited and monitored each year after the
O	5.13			Participants from our REC focus groups, expressed views that the low minority ethnic representation and role models at middle and senior management is having an impact on career progression. Participants also expressed views relating to the consistency of promotion decisions. Participants also expressed views relating to the availability of formal	Ensure that case studies of successful academic promotions from minority ethnic applicants, especially Black and Chinese applicants, are widely publicised and available on the Academic Promotions SharePoint page and continue to run Academic Promotion Workshops for minority ethnic Applicants.	Assistant Director of HR (Academic)	July 2022	Jan 2023	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
				<p>or informal support, and encouragement and guidance from Managers to progress.</p> <p>REC survey: 34% of all staff (30% minority ethnic: 36% White) agree they were encouraged to apply for academic promotion.</p>					promotion round is complete, as part of the equality analysis conducted on the process by application and success rate and reported to Executive Board and Council.
O	5.14			Participants from our REC focus groups, expressed views that the low minority ethnic representation and role models at middle and senior management is having an impact on career progression. Participants also expressed views relating to the consistency of promotion decisions.	Review the Terms of Reference for College Promotion Committees to include, as a minimum, at least one minority ethnic member and one member of the Committee with the role of bias observer.	Vice-Chancellor (Academic) and Assistant Director of HR (Academic)	Oct 2022	May 2023	Guidance developed for panellists regarding awareness of sector wide issues facing minority ethnic academics.
O	5.15			Participants also expressed views relating to the availability of formal or informal support, and encouragement and guidance from Managers to progress.	Develop further clarification for both panellists and applicants, regarding what should be included in the narrative section of applications, how this will be considered and assessed.	Assistant Director of HR (Academic) and EDI Projects Manager	Oct 2022	May 2023	Case studies published on Staff SharePoint and promoted through other mechanisms from successful minority ethnic promotion applicants.
O	5.16			REC survey: 34% of all staff (30% minority ethnic: 36% White) agree they were encouraged to apply for academic promotion.	Develop specific guidance for panellists regarding awareness of sector wide issues facing minority ethnic academics, including in relation to differential outcomes for minority ethnic staff when applying for grants and other funding.	Assistant Director of HR (Academic) and EDI Projects Manager	Dec 2022	Nov 23	
O	5.17				Update PDD training for reviewers and reviewees to incorporate the expectation that Heads of School/Department are discussing and	Vice-Chancellor (Academic), HR Director	Nov 2022	Oct 2023	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
					agreeing appropriate objectives with their staff including those from minority ethnic backgrounds, to place them in a stronger position to apply and be successful for academic promotion.	and Heads of College			
O	5.18				Actively encourage successful promotion applicants from minority ethnic backgrounds to join the University's Coaching and Mentoring Academy through targeted communications and promote this provision to potential minority ethnic applicants, to encourage further applications.	Heads of College and Assistant Director of HR (Academic)	Sep 2022	Jan 2025	
S	5.19	5e	To include a diverse staff body that is representative of the academic staff in our next REF submission.	In terms of the demographic of staff returned in the University's REF 2021 submission, staff in the age category 25-29, female staff, minority ethnic staff, female part-time staff and minority ethnic female staff had disproportionate returns.	Implement the REF2021 EIA action plan to remove institutional barriers to inclusion in the University's future REF returns, focussing especially on Asian staff and female minority ethnic staff.	Head of REF Delivery	Jan 2023	Feb 2027	

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
Professional and support Staff Recruitment									
Executive Board lead with overarching responsibility for actions in this section: Vice-Chancellor (Professional Services)									
O	6.1	6a	To improve the recruitment success rate of minority ethnic PS staff applicants.	Professional Services job offers were made to approximately 4% of minority ethnic applicants, compared to 8% of White applicants.	Utilise analysis of recruitment stages of PS staff by ethnicity, division and grade, to identify the points within the recruitment cycle where disproportionate outcomes based on ethnicity exist and use this to identify and implement actions.	Assistant Director of HR (Professional Services) and Recruitment Services Manager	June 2023	Dec 2025	
O	6.2	6b	To enhance career development and support for minority ethnic Professional Services staff.	There is generally a lack of development focus for staff not in leadership or managerial roles, and all classroom-based training has been available by nomination onto a leadership programme.	Introduce a suite of standalone competency based and personal development and career management workshops for all staff.	Head of OD	Sep 2023	Aug 2024	By 2027, job offers are made to the same percentage of minority ethnic and White applicants. By 2025 the current gap will reduce by 50%.
O	6.3				Implement a self-nomination mechanism, to enable all staff to access career development opportunities.	Head of OD	Sep 2023	Aug 2024	The proportion of minority ethnic staff who undertake UoL career development opportunities is comparable to the proportion of White staff undertaking these opportunities.
O	6.4				Increase the visibility of all career development options (including programmes, mentoring and coaching) and promote via a range of communication channels.	Head of OD and Associate Director of Communications	Sep 2023	Aug 2024	A suite of standalone competency based and personal development are career management workshops are in place.

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
									A percentage increase in the number of staff who agree that “I have the right opportunities to learn and develop at the University” from the 2023 all staff survey and subsequent surveys, in particular for minority ethnic staff.

Student Pipeline
 Executive Board lead with overarching responsibility for actions in this section: PVC Education

O	7.1	7a	<p>To further understand the application and offer stages of the student lifecycle by ethnicity.</p> <p>Narrow the gap in the application and offer rate for minority ethnic students from Low Participation Neighbourhoods, particularly in STEM subjects- relevant Access and Participation Plan target</p>	There is a marked difference in the offer rate for 18 year old main cycle applicants, with White applicants almost 90% likely to receive an offer to the Other ethnic group being almost 70% likely.	Undertake a review of UoL’s offer making strategy and associated processes, informed by application and conversion rates by ethnic group at University, College and School level, and work with School teams to implement initiatives to address areas of disparity.	PVC Education, Head of Admissions and Heads of School	Oct 2022	Jun 2023	
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Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
			Narrow the gap in the application and offer rate for minority ethnic students from Low Participation Neighbourhoods, particularly in STEM subjects- relevant Access and Participation Plan target						
O	7.2			In 2020, White students made up 43% of the 18 year old new intake UG population, while Asian students made up 32% and Black students made up 17%.	To liaise with peers at other higher education institutions to identify good practice examples for improving conversion rates from offer to registration for minority ethnic students.	Head of Admissions	Feb 2023	Jan 2024	Increase in recruitment of minority ethnic LPN students (from 11.1 in 2019/20 to 16% in 2024/25)- <i>relevant Access and Participation Plan target.</i>
O	7.3				Conduct a student survey, using the most up-to-date 2022 admissions data, to investigate barriers to access for ethnic groups, either by utilising UoL's own data post registration or by commissioning UCAS Media to undertake the survey on UoL's behalf. Analyse this survey and update the REC action plan with any identified actions to address barriers to access for minority ethnic students.	Head of Future Students Office	Oct 2022	Mar 2023	Sector good practice identified and actions in place to improve minority ethnic student conversion rates.

Operational or Strategic Action and Alignment with University Strategic Themes	Action No	Section Ref	Objective	Issue/Rationale	Action	Person responsible	Timeframe		Success Criteria
							Start	End	
O	7.4	7c	To increase our understanding of student progression by ethnicity to inform targeted actions.	Although the progression rates of minority ethnic Students are similar to the overall progression rates for UG students, fewer UK minority ethnic than non-UK minority ethnic students, progress.	Increase the number of minority ethnic students in the role of Peer Mentor within the SU Peer Mentoring Scheme, from 54% to population representative % by 2024/25.	Head of Education Services, Students' Union and Heads of School.	Sep 2022	Aug 2025	Reduction in the continuation gap between Black and White students (from 4% in 2019/20 to 1.5% in 2024/25) (APP target). Reduced number of minority ethnic students withdrawing for non-academic reasons in their first year of study.to levels that are in line with the cohort average by 2024/25.
O	7.4.1	7c			Pilot the Study Well programme in at least three Academic Schools in 2022/23. Establish annual targets for potential roll out following 2022/23 pilot. This programme gives students the opportunity to develop leadership skills, and to lead student sessions about wellbeing and belonging as a way to reduce non-continuation.	Head of Education Services, Students' Union and Heads of School.	Oct 2022	June 2023	
O	7.4.2				One student Curriculum Consultant recommendation to be implemented by each participating academic school by 2023, and then repeated annually with each cohort of consultants. These will be monitored through the annual review process (APR) alongside progression data.	Head of Education Services and Heads of School.	Oct 2022	Aug 2024	
O	7.5				Students of Mixed, Black and Other ethnic backgrounds have the lowest progression rates for minority ethnic student groups at 89%.	Increase the number of minority ethnic students attending the HEADSTART online transition support programme so that it is in line with the incoming population % of minority ethnic students.	Head of Education Services Heads of College Head of Future	Sept 2022	

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						Students Office.			
O	7.6			The progression rates vary across Colleges, with CLS being the highest at 95% and CSE the lowest at 90%. In CSE, only students of Asian and White background have a progression rate >90%, with students from Mixed and Black backgrounds having a progression rate of 79% and 80% respectively. CSSAH has the best overall progression rate for specific ethnic groups, with all being 90% or more.	Extend the Student Voice workshops (previously used within GGE) to other Academic Schools based within CSE. Use the outcomes of these workshops to identify suitable initiatives to improve progression rates.	Head of Education Services	Sept 2022	Aug 2024	
O	7.7				Evaluate the MedRace model of student-led curriculum consultants to with a view to employing in other academic schools. To capture the diverse student voice and inform practical ways in which academic schools can create a sense of belonging, thus improving progression rates.	Head of Education Services and Heads of School	Feb 2023	Jan 2024	
O	7.8				Evaluate the impact of the physical spaces within academic schools, specifically the Law School in CSSAH where students have an opportunity to voice who they are and why they have chosen Law and Leicester. If a positive impact is found on students' sense of belonging and progression, expand this module into other academic schools.	Head of Education Services and Head of Law	Aug 2023	July 2024	

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O	7.9	7e	To understand postgraduate data by ethnicity at College and subject level.	The percentage of minority ethnic students undertaking taught master's programmes has increased over the 3-year period, from 63% to 69%, much higher than the sector average of 23%. A similar increase is seen for both UK and non-UK students. Currently, we have not included PG data broken down by College.	Monitor progression rates and if any reduction is identified, investigate further by College to identify attrition points and report through the Education Committee	Head of Education Services Heads of College Future Students Office.	September 2023	Aug 2026	Monitor progression rates and if any reduction is identified, investigate further by College to identify attrition points and report through the Education Committee
O	7.10	7f	To enhance support for PG minority ethnic students career development and employability skills.	Leicester Award completion rate for minority ethnic students was 76% in 19/20 and 77% in 20/21. Leicester Award Gold completion rate for minority ethnic students was 28% in 19/20 and 60% in 20/21. REC survey: 48% of minority ethnic students agreed that UoL has helped them develop the skills they need to apply for graduate-level jobs compared with 55% of White students.	Provide minority ethnic students with access to a careers coach with a similar lived experience.	Director of Career Development Service	Oct 2024	Sep 2025	Robust monitoring of progression rates of minority ethnic taught masters' programme through the Education Committee.
O	7.11				Develop an offering of tailored work related experience for minority ethnic students aimed to overcome barriers to access in employment.	Director of Career Development Service	Oct 2023	Sep 2024	>90% of minority ethnic students complete LA by 2024/25. >90% minority ethnic students complete LA Gold by 2024/25.
O	7.12				Develop an Inspirational Speakers series where >35% of speakers are minority ethnic and from diverse		Oct 2023	Sep 2024	

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					sectors, to promote visible role models and a range of routes to success.				The 2026 REC survey reports: >60% of minority ethnic students agreed that UoL has helped them develop the skills they need to apply for graduate-level jobs. Specific annual career event for minority ethnic PGR students.
O	7.13				Embed the Leicester Award and Leicester Award Gold into all undergraduate degree programmes in order to widen access to, and participation in, activities that develop self-awareness, opportunity awareness and the skills needed to make effective applications.		May 2023	Sep 2024	
O	7.14				Implement a specific annual career event focused on meeting the needs of minority ethnic PGRs.		Oct 2024	Sep 2025	
O	7.15				Consider how best to reduce progression gaps between students from underrepresented groups and others, as part of a review of institutional employability strategy; including the role that targeted interventions can play in removing barriers to work experience in a professional environment, widening access to professional networks, and acquiring the skills and awareness needed to make a successful transition into graduate-level work or further study.		Oct 2023	Sep 2024	

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Course Content/Syllabus									
Executive Board lead with overarching responsibility for actions in this section: PVC Education									
O	8.1	8a	To provide an inclusive and accessible education for all students.	<p>Over the last three years, fewer minority ethnic students were awarded a good degree compared to White students, the award gap in 2017/18 was 19%.</p> <p>REC survey: 72% of minority ethnic respondents agreed that the content of their course matches their expectations, compared with 81% of White respondents.</p> <p>71% of minority ethnic respondents agreed that the content of their course reflects the opinions of a wide variety of people, compared with 75% of White respondents.</p>	Develop a clear mission statement for ULIHE, along with objectives and KPI's to establish the institute as a lead centre for racial inclusivity, research informed best practice and measurable change across the sector.	Director of University of Leicester Institute for Inclusivity in Higher Education	Sept 2022	Aug 2023	<p>Reduction in the awarding gap between Black and White students from 19% in 2017/18, to 13% in 2022/23, to 8% in 2024</p> <p>2026 REC survey reports: - >87% of minority ethnic respondents agree that the content of their course matches</p>
O	8.2				Working with Heads of School, embed the Racial Inclusivity Toolkit in 30% of academic schools across the institution by Feb 2023, and 60% of schools by Feb 2024 as a measure to reduce the awarding gap and increase satisfaction of minority ethnic students (which will be a KPI of ULIHE).	Director of University of Leicester Institute for Inclusivity in Higher Education and Heads of School	Nov 2022	Aug 2024	
O	8.3				Student and Education EDI Team to implement and measure the impact of initiatives to close the awarding gap between Black and White students	Head of Education Services	Jan 2024	June 2025	

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					(including APP awarding gap initiatives).				their expectations (2023 survey reports >80%).
O	8.4				Support academic colleagues to create Racial Inclusivity Action Plans. These capture locally generated racially inclusive interventions focused on curriculum inclusivity, assessment practice and student support measures. These interventions will include recommendations made in both the Racial Inclusivity Toolkit and the 'Tackling Racial Inequalities in Assessment in HE' report. They will be agreed at a school level for short, medium and long term impact on the awarding gap and student satisfaction levels and the action plans will be reviewed annually as part of the APR process. 6 schools will create action plans in 2022, with a further 6 schools in 2023 and 7 in 2024.	Heads of School and Head of Education Services	Feb 2023	Aug 2024	- >80% of minority ethnic respondents agree that the content of their course reflects the opinions of a wide variety of people (2023 survey reports >75%). Racial Inclusivity Toolkit rolled out with 30% (2023) and 60% (2024) of academic schools embedding the Toolkit Academic schools to have implemented actions to embed curriculum inclusivity, assessment practice and student support measures, and detailed them in the APR documentation or Racial Equality Action Plan. 6 schools will create action plans in 2022, with a further 6 schools in 2023 and 7 schools in 2024.
O	8.5				Map the revised programme development, approval and review processes against the race equality elements of the new research-inspired Education Strategy.	PVC Education and Head of Education Services	Sept 2022	Aug 2024	
O	8.6				Track, support and monitor new programme proposals to ensure race equality is embedded throughout. For example, including multiple teaching and assessment techniques. This will be monitored through the Programme and Portfolio Development Group.	Head of Education Services	Mar 2023	Aug 2025	

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O	8.7				Continue to develop and promote the Library's Black History Month and Anti-Racism collections.	University Librarian and Director of Library and Learning Services	Oct 2022	Sep 2024	
O	8.8				Develop an inclusivity rubric to be used by academics who are diversifying their teaching to identify a minimum standard for inclusivity which will be monitored through the Annual Programme Review process and reviewed by Programme and Portfolio Development Group	Head of Education Services	Nov 2022	Apr 2023	
O	8.9				Review and refine the Curriculum Consultants Initiative (Summer 2022) and recruit cohort 2 in 2022/23 to ensure that students continue to work with academics in co-contributing to the development of more inclusive curricula as part of the Curriculum Consultants Initiative.	Head of Education Services and Heads of School	Sept 2022	Aug 2024	
O	8.10	8b	To ensure assessment methods are inclusive and reduce the awarding gap.	Over the last three years, fewer minority ethnic students were awarded a good degree compared to White students, however, the award gap in 2019/20 is 8.7%. REC Survey: 68% of minority ethnic respondents agreed that they are happy with the way their course is assessed, compared with 81% of White respondents.	Establish the ULIHE Management Committee (July 2022), the ULIHE External Advisory Board (Feb 2024) to oversee the work of ULIHE and APP Operations Group (July 2022) who will report into the Education Committee to oversee all Awarding gap initiatives and their impact.	Director of ULIHE (Paul Campbell) Head of Education Services and Heads of School	Sept 2022	Aug 2024	

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				<p>64% of both minority ethnic and White participants had confidence that they would achieve a Good degree.</p> <p>62% of minority ethnic respondents agreed that they enjoy the way their course is taught, compared with 87% of White respondents.</p>					
O	8.11			<p>Over the last three years, fewer minority ethnic students were awarded a good degree compared to White students, the award gap in 2019/20 is 8.7%.</p> <p>REC Survey: 68% of minority ethnic respondents agreed that they are happy with the way their course is assessed, compared with 81% of White respondents.</p> <p>64% of both minority ethnic and White participants had confidence that they would achieve a Good degree.</p>	<p>In order to increase the number of students who are happy with their course and are confident in achieving a good degree, we will conduct further, more detailed investigations into the causes of the satisfaction and awarding gaps at College and School level. This will enable us to target appropriate interventions to tackle the causes of dissatisfaction and lower levels of good degrees.</p>	<p>Head of Education Services Director of ULIHE</p>	Feb 2023	Sep 2023	<p>Reduction in the awarding gap between Black and White students from 19% in 2017/18, to 13% in 2022/23, to 8% in 2024.</p> <p>The 2026 REC survey reports:</p> <ul style="list-style-type: none"> - >80% of minority ethnic respondents agree that they are happy with the way their course is assessed. - >80% of both minority ethnic and White participants have confidence that they will achieve a Good degree. - >75% of minority ethnic respondents agree that they

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									enjoy the way their course is taught.
O	8.12		<p>To support and encourage academic staff to consider race equality in their teaching and course design.</p>	<p>REC Survey: 45% of minority ethnic participants agreed that, where relevant, their Course Tutors/Supervisors and Lecturers are confident and competent in facilitating discussions around ethnicity and race, compared with 57% of White respondents.</p> <p>minority ethnic students are less satisfied with the quality of teaching and learning within their course, particularly course content, and a relatively low number of both White and minority ethnic students agreeing that teaching staff have the confidence to talk about race.</p> <p>NSS 2019 overall satisfaction score for the University as a whole was 84%, with the White Students more satisfied (88.6%) than minority ethnic students (78.9%). Black students are least satisfied with their UoL experience (72.9%), 15.7% lower than White students.</p>	<p>Increase the proportion of staff completing the EDI online module to develop awareness and understanding of inclusivity.</p>	HR Director	Jan 2023	Aug 2026	<p>2026 REC survey reports >60 % of minority ethnic participants agree that where relevant, their Course Tutors/Supervisors and Lecturers are confident and competent in facilitating discussions around ethnicity and race.</p> <p>By 2026, minority ethnic student satisfaction score in NSS >90% (90% for all students), >83% by 2023.</p>
O	8.13				<p>Conduct a trial of the Open University/Santander Online module Union Black: Britain's Black Cultures and Steps to Anti-Racism to support staff in developing confidence and skills to consider race equality in their</p>	Associate Director of EDI and Head of Education Services	Sep 2022	August 2023	

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					roles and review with the intention of rolling out to academic teaching staff as a priority.				
O	8.14				Develop and launch 2 undergraduate level modules focused on Black History.	CSSAH Head of College and Student Education EDI Team	Sep 2023	Aug 2024	
O	8.15				Develop and facilitate coursework-unpacking sessions in which students re-imagine coursework instructions into a variety of formats.	University Librarian and Director of Library and Learning Services	Sep 2022	Aug 2024	