

Redacted version

Race Equality Charter Renewal application form and Action Plan



Applicant information

Name of university	University of Wolverhampton
Submission date	31 st March 2026
Level of previous award	Bronze
Conferral date	May 2026
Contact name	
Contact email	
Contact telephone	

Section	Words used
An overview of the university and its approach to race equality activity	3417
An evaluation of the university's progress	1554
An assessment of the university's race equality context	5554
Future action plan*	
Appendix 1: RAG-rated previous action plan	
Appendix 2: Survey and consultation data*	
Appendix 3: Data tables*	
Appendix 4: Glossary*	
Overall word count	10525

*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 11000 words

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Section 1: An overview of the university and its approach to race equality activity

In Section 1, applicants can evidence how they meet Criterion A:

Recommended word count for this section: 4500 words.

1. Letter of endorsement from the head of the university



19th March 2026

Letter of Endorsement from the Head of Institution

I fully support the University's application to renew its Race Equality Charter Bronze Award. Racial equity remains central to our mission as the University of Opportunity, and the REC continues to guide our strategic efforts.

Since receiving the Bronze Award, we have taken institution-wide actions, as highlighted in our submission. Race equality is embedded in our University '2035 Strategy: Creating Opportunity, Transforming Futures' as well as our People and Culture and Student Success sub strategies, and Access and Participation Plan. Our upcoming EDI strategy will further drive this work. A key focus remains developing people and advancing staff and student success through inclusion.

Inclusion is one of our the core values and is reflected in mandatory Inclusive Leadership training for all Line Managers and the Executive team, which includes Cultural competency. We have strengthened support structures, including the Global Majority staff network, REC delivery group, and EDI committees across faculties and services, with Executive sponsorship and planned funding to support the REC action plan.

As part of my personal commitment to race equality, I attended a Global Majority staff network meeting with the Chair of Governors, to listen to colleagues share their lived experiences. The insights gained will inform and enhance the implementation of the REC Action plan submitted. One of the other outcomes from my attendance at this meeting was an investment of over £100k over two years for an external consultancy to deliver REC actions targeted at Global Majority staff development and capacity building.

Over half our students identify as Global Majority. Staff diversity is improving, with notable leadership representation, the Chair of the board of Governors is from Global Majority background, 45% of the Board and 33% of the Vice Chancellor's advisory group (including myself) are Global Majority. However, further progress is needed below this level.

Key challenges remain:

- Degree Awarding Gap: Narrowing in some places, but ongoing; we continue to invest in inclusive teaching and support.

- Staff Representation: Underrepresentation in senior academic and professional services roles; we are revising recruitment and development.
- Cultural Change: Long-term work; we are embedding anti-racist values through training and accountability.

Race equality remains a strategic priority. Our REC action plan is transformational, not just procedural and fully aligned with University goals.

On behalf of the Executive Board, I reaffirm our commitment to the REC as a driver of lasting structural change and confirm the accuracy of the data and information presented.

Yours sincerely



Professor Ebrahim Adia Vice-Chancellor

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2. Supporting statements from heads of faculties and directorates

Chair, Race Equality Charter Self-Assessment Team and Pro-Vice Chancellor Research and Knowledge Exchange

Dear Advance HE,

As Chair of the Race Equality Charter Self-Assessment Team (REC SAT) and Executive Sponsor of the Global Majority Staff Network at the University of Wolverhampton, I have seen first-hand the increasing concern within our community about systemic racism in society and across higher education. Colleagues from all parts of the University have called for decisive, evidence-informed, and creative leadership to advance racial justice in a sustained and measurable way.

Through rigorous self-examination, robust data analysis and engagement with staff and students, the REC (SAT) self-assessment team has undertaken an honest appraisal of our structures, policies and culture. This reflective process grounded in research, lived experience, and sector best practice has informed the development of a bold and comprehensive Action Plan. The plan sets out targeted, research-led interventions designed to address structural inequities, close identified gaps and meaningfully improvement of the experiences, progression, and representation of our Global Majority staff at every level of the institution.

Our approach recognises that lasting change requires transparency, accountability, and continuous evaluation. We are embedding mechanisms to monitor impact, strengthen governance and ensure that actions are evidence-based and outcomes-focused. By

integrating race equity considerations into decision-making, leadership development, recruitment, promotion and organisational culture, we aim to create systemic and

sustainable transformation.

This work reflects our deep and ongoing commitment to equity, inclusion and institutional change. We are resolute in our determination to ensure that racism, discrimination and prejudice have no place at the University of Wolverhampton and that our community reflects the values of fairness, respect and opportunity for all.

Yours sincerely,

Professor Prashant Pillai, MBE
Chair, Race Equality Charter Self-Assessment Team and Pro-Vice Chancellor Research and Knowledge Exchange

Human Resources

Dear Advance HE,

Letter of Support – Race Equality Charter Bronze Award

I am pleased to offer my strong support for our application for the Race Equality Charter Bronze Award.

As Director of Human Resources, I am deeply committed to advancing race equality, addressing systemic inequalities and fostering an environment where every member of our community feels valued and able to succeed. In fulfilling my responsibilities for governance and institutional accountability, I will ensure that race equality is embedded as a central consideration within our strategic frameworks and decision-making processes.

The development of the People and Culture Sub-Strategy, informed by evidence including the Global Majority Staff Network, insights from the REC and AS staff cultural survey and the extensive consultation underpinning University Strategy 2035 reflects this commitment. The priorities and actions outlined in our REC Action Plan, such as improving recruitment and progression pathways for Global Majority employees, increasing representation at senior levels, addressing pay gaps, and strengthening our culture of inclusion and belonging are firmly embedded in the University's strategic direction.

I take responsibility for ensuring that these commitments are integrated within governance structures, regularly monitored and supported through strong engagement with staff networks, student voices and trade union partners. I am also committed to holding senior leaders accountable for delivery, ensuring that race equality remains a shared responsibility and a sustained priority at every level of the University.

Yours sincerely,

Clare Marshall
Director of Human Resources

DEANS OF FACULTIES:

Faculty of Arts, Business and Social Sciences

Dear Advance HE,

I am pleased to support the University's renewal submission for the Race Equality Charter (REC) Award. Since our initial 2020 submission, we have worked to make race equality a strategic priority and an embedded part of Faculty life. As Dean of the Faculty of Arts, Business and Social Sciences, I remain personally committed to this agenda, as illustrated by my membership of the REC SAT. Under my leadership, we have strengthened our approach structurally and culturally.

Building on our original submission, we have:

- Integrated the Faculty Equality, Diversity & Inclusivity Committee (FEDIC) into core governance, embedding EDI in academic and operational planning.
- Increased Global Majority staff representation from 14% to 27%, though still below our 57% student cohort.
- Decreased the awarding gap for Black and Global Majority students to 10% and 9% respectively.
- Prioritised inclusive curriculum design, piloting flexible formats and applying postcolonial and gender-conscious approaches, particularly in Law and Humanities.
- Relunched the faculty Global Majority Staff Network and amplified student and staff voices through Liberation Reps and network participation.
- Promoted year-round engagement with race and identity through Black History Month, inclusive pedagogy projects, and network-led events.

Challenges remain, notably in staff diversity, representation and student wellbeing. Recent initiatives such as increasing intersectional engagement and addressing structural workload demonstrate clear intent to drive cultural change. Key priorities include increasing Global Majority representation amongst all new hires and reducing awarding gaps further for Black and Global Majority students.

In my leadership role, I ensure equality work is sustained through action, not aspiration. I maintain EDI objectives in my appraisal, encourage Heads of School to escalate race equality priorities, support inclusive recruitment and actively participated in the REC SAT.

Embedding race equality is complex, ongoing work, but I am confident that the faculty and University are progressing with renewed clarity, collaboration and purpose. I fully endorse our REC submission and reaffirm my commitment to this vital agenda

Yours sincerely,

Professor Clare Schofield

Dean of Faculty of Arts, Business and Social Sciences

Faculty of Education, Health and Wellbeing

Dear Advance HE

In support of the University's submission to the Race Equality Charter, as the Dean of the Faculty of Education, Health and Wellbeing, I fully support, the university in the achievement of the race equality strategic objectives. Since the initial submission in 2020, the faculty has worked hard to embed equity and inclusion into all aspects of its function.

In addition to the University stated intent, the Faculty of Education, Health and Wellbeing has developed numerous focussed activities to embed and promote achievement of race equality. The faculty Equality and Diversity Committee reports into the Faculty Executive Board on a regular basis to provide an update on progress and feed into our People and Culture strategic objectives.

I have been fully committed to taking all appropriate action to build a culture of inclusivity in the faculty through intentional effort. Staff recruitment initiatives to increase the diversity of the Global Majority staff population to better reflect the student population have increased. I have developed an open and transparent culture through open staff meetings with the dean, ensuring inclusive language is used. I have also ensured staff access to development opportunities to educate themselves about diversity and inclusion topics, with individual training identified through the annual appraisal process. The faculty has been a key partner in the delivery of an Office for Students 'That's Me' project aimed at Global Majority postgraduates and has supported the implementation of a successful reverse mentoring scheme.

The schools within the faculty have also been focussed upon excellent student outcomes. Reducing the Global Majority student attainment gap in good honours and continuation has been a key feature of our academic portfolio design and delivery and we are committed to reducing and eliminating this gap in the future. The fact that the gap has increased is a challenge for us. All curriculum design involves co-creation with key stakeholders including academics, students, employers and for health professional programmes- service users, ensuring sufficient diversity is available within this process. We have also embedded inclusivity champions across all our programmes and within research centres, ensuring research proposals and projects are continuously engaging with key communities. Across the faculty we are working smarter with data to ensure that we can demonstrate impact in access and participation, evidencing equity and inclusion.

EDI has been embedded into all faculty governance committees and these objectives are reviewed and evaluated at key points throughout the academic year, evidencing full faculty commitment to ongoing race equality.

Yours sincerely

Professor Sharon Arkell
Interim Dean of Faculty of Education, Health and Wellbeing

Faculty of Science and Engineering

Dear Advance HE,

It is a privilege to write in support of the University's submission to the Race Equality Charter. As Dean of the Faculty of Science and Engineering, I am fully committed to advancing race equality and fostering an inclusive environment for both staff and students.

Our faculty has taken a strategic, practical, and evidence-based approach to closing student attainment gaps. This has resulted in a reduction of 9% from 2023/24 in the gap between White and Black students. We have embedded race equality considerations into curriculum review processes, including work to decolonise module content. We are actively reshaping assessments, promoting student engagement and attendance and introducing innovations such as video summaries and themed final-year projects designed to reflect diverse perspectives and increase accessibility. These interventions are already having a positive impact on inclusion and student success.

Staff wellbeing and development are also at the heart of our race equality strategy. We provide individualised support to colleagues and formal provision through schemes such as the Employee Assistance Programme. We encourage progression through annual promotion rounds and provide access to qualifications such as the PGCert, PhD programmes, and HEA fellowships. Our commitment to fair and inclusive recruitment is reflected in our use of blind shortlisting, diverse interview panels and the demographic composition of our faculty with over 45% of our establishment identifying as Global Majority and just two of the twelve members of my executive board are white men.

We have an active Faculty Equality, Diversity and Inclusion (EDI) Committee, with Inclusivity Leads embedded in each School to champion and coordinate local activity. Our annual Faculty EDI Week features high-profile external speakers and events focusing on areas such as race, intersectionality and neurodiversity. Furthermore, we are contributing to the wider knowledge base through research projects on race equality themes, including the mental health of Global Majority students in Engineering and the role of intersectionality in student success.

As Dean, I view race equality as a personal and professional imperative, as can be demonstrated by my membership of the REC SAT. I hold my leadership team accountable for EDI through annual objectives and I work to ensure that race equality is embedded in the fabric of our governance, operations, teaching and research. I am proud of the progress we have made and I am committed to driving this agenda further in partnership with colleagues across the University. However, as always there is still work to be done.

Yours sincerely,

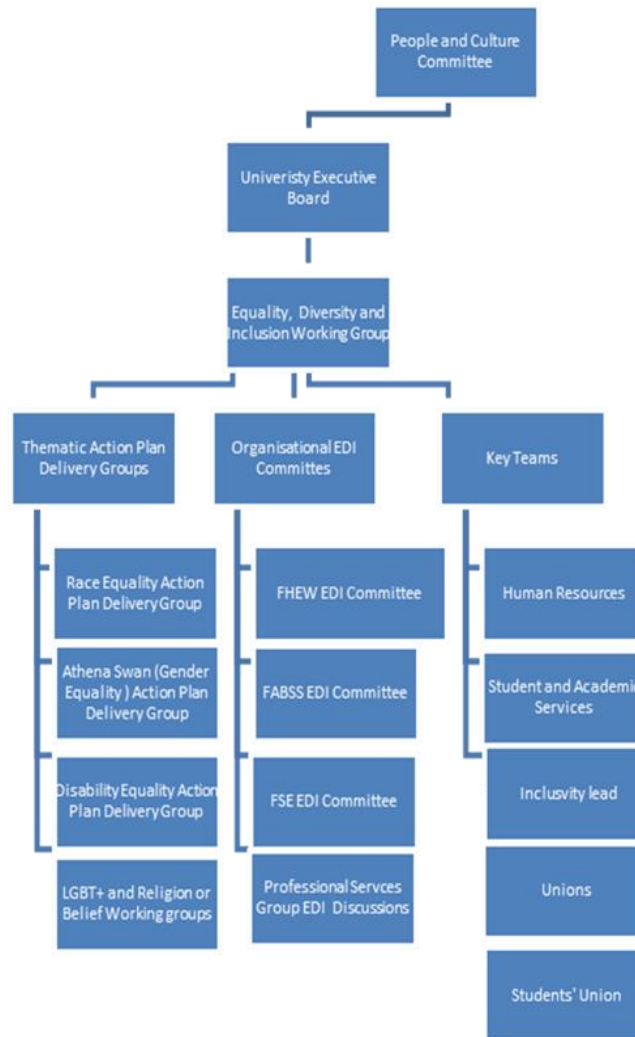
Andy Gibson

Dean of the Faculty of Science and Engineering

3. Local involvement and accountability

The University of Wolverhampton demonstrates a strong commitment to equality, diversity and inclusion (EDI), with race equality recognised as a central, cross-cutting priority. Our governance structure is collaborative, locally informed and accountable, ensuring all parts of the University actively contribute to an inclusive, fair and respectful community. This structure will be reviewed as part of the University’s overall governance review to ensure it remains effective and responsive.

Figure 1 – EDI Governance structure



With reference to the structure above, the People and Culture Committee (a sub-group of the Board of Governors) provides strategic oversight of EDI. Updates from the Associate Director of EDI are reviewed by the University Executive Board before scrutiny at Committee level, ensuring clear accountability and senior ownership.

The Equality, Diversity and Inclusion Working Group (EDI WG) leads coordinated delivery of institutional priorities, working with Action Plan Delivery Groups, faculty and professional services EDI Committees, and key teams to ensure activity is aligned, evidence-informed and impact-focused.

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Local accountability is embedded through faculty and professional services EDI Committees, chaired by Associate Deans and Directors. These committees develop and monitor context-specific action plans aligned to institutional objectives and lived experience, reporting to Faculty Executive Boards and the EDI WG. Dedicated time allocations support meaningful engagement and delivery.

EDI Champions and Inclusivity Leads provide operational support across teaching, research and professional services, linking local activity with institutional governance and strengthening ownership of inclusive practice.

Staff Networks, including the global majority network, shape policy and inform decision-making through structured engagement within governance processes. Dedicated time for network representatives ensures lived experience meaningfully influences strategy and culture.

Athena Swan and Race Equality Charter Action Plan Delivery Groups oversee implementation and monitoring of charter commitments, reporting to the EDI WG and driving continuous improvement. We also have developed an internal Disability equality action and working groups for LGBTQ+ and Religion or Belief.

Race equality is advanced through an explicitly intersectional approach. Pay gap analyses extend beyond gender to include race and disability, informing targeted interventions, while collaboration across staff networks strengthens inclusive leadership and representation.

Through these interconnected structures and clearly defined responsibilities, the University ensures that accountability for inclusion and race equality is shared, transparent and strategically embedded at every level.

Table 1: Group table and reporting template

Group/Role	Supports/Feeds Into	Reports To	Resource
EDI Committees	Local action plans, lived experience	Faculty Executive Boards, EDI Working Group	Time allocation to attend meetings
EDI Champions	EDI Committees, Delivery Groups	EDI Committees, EDI Working Group	100 hrs/year
Inclusivity Leads	Inclusive Curriculum, EDI Committees	EDI Committees, Delivery Groups	100 hrs/year
Staff Networks	Policy influence, lived experience	EDI Working Group	60 days/year (shared amongst office bearers for each network)
AS & REC action plan Delivery Groups	Institutional action plans	EDI Working Group	Time allocation to attend meetings

Equality, Diversity and Inclusion Working Group Report Template

What work related to EDI have you undertaken since the last meeting of the EDI Working Group. Please outline the positive impact of this work.

Have you encountered any challenges delivering EDI initiatives that you would like to bring to the attention of the EDI Working Group?

What work related to EDI are you planning to undertake before the next EDI Working Group meeting.

What other issues related to EDI that you would like to raise on behalf of your staff, service users or constituents?

Quote from staff survey: the University publicises its commitment to advancing gender and race equality loudly and that this diversity is increasingly visible in the appointments and promotions made. Policies are in place and training around diversity and inclusion are mandatory.

4. Race Equality Charter self-assessment process.

a) Description of the self-assessment team

The University's Race Equality Charter Self-Assessment Team (REC SAT) led the successful bronze submission in 2020. It was then dissolved and replaced by the Race Equality Charter Action Plan (RECAP) Delivery Group to monitor implementation, maintaining continuity through members from the original SAT and others responsible for delivery of actions in the REC action plan. In preparation for this submission, RECAP was dissolved and a new REC SAT established in March 2023.

Membership of the REC SAT was inclusive and intersectional, with staff drawn from global majority, disability, LGBTQ+, and women's staff networks, alongside student representation from liberation officers, the students' union, and academic coaches. The central EDI team reviewed membership to ensure gender, ethnicity, and working pattern balance, co-opting where needed. Representation is notably diverse, with 61% of members from global majority backgrounds compared to 29% University-wide. Academic staff received workload allocation, Professional Services colleagues access appraisal-linked development and all contributions are recognised. Care is taken to avoid the deficit model, that is overburdening global majority staff, ensuring shared responsibility across the wider University community.

Table 1.1: Membership of REC SAT:

SEX	JOB TITLE	FACULTY/ DEPARTMENT	RACE
M	Pro Vice Chancellor for Knowledge and Research	Offices of the Vice Chancellor	GM

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M	Head of Organisational Development	Human Resources	W
M	Associate Director of EDI	Human Resources	GM
F	Associate Dean of Inclusivity	Directorate of Students and Education	GM
M	Director of Diversity and Inclusion in Professional Practice	Library and Skills	GM
F	Associate Director of Performance and Insight	Directorate of Students and Education	W
F	Director of Operations	Offices of the Vice Chancellor	GM
F	Equality, Diversity and Inclusion Advisor	Human Resources	GM
F	Associate Dean Recruitment & International	Faculty of Business and Social Sciences	W
F	Project Manager – That’s Me	Research	GM
F	Dean of Faculty of Arts, Business, and Social Sciences	Faculty of Arts, Business, and Social Sciences	W
M	Dean of Students and Education	Directorate of students and education	W
M	HR Data Analyst Assistant	Human Resources	GM
F	Head of Nursing	Faculty of Health and Wellbeing	GM
M	Business and Process Improvement Analyst	Strategic Projects and Organisational Enhancement	GM
M	Senior Lecturer in Public Health	Faculty of Education, Health, and Wellbeing	GM
F	HR Director	Human Resources	W
F	Dean of FEHW	Faculty of Education, Health, and Wellbeing	W
M	Professor in Education for Social Justice and Inclusion	Faculty of Education, Health, and Wellbeing	GM
F	Principal Lecturer in Nursing Marketing & Outreach	School of Psychology	GM
F	Senior Lecturer in Public Health and Health Studies	Faculty of Education, Health, and Wellbeing	GM
F	L/SL in Physical Education	Faculty of Education, Health, and Wellbeing	W
M	Dean of FSE	Faculty of Science and Engineering	W
M	Evaluation Manager	Directorate of Students and Education	W
F	Partnership Records Administrator	Registry	GM
M	Junior Business Analyst	Digital Services	GM

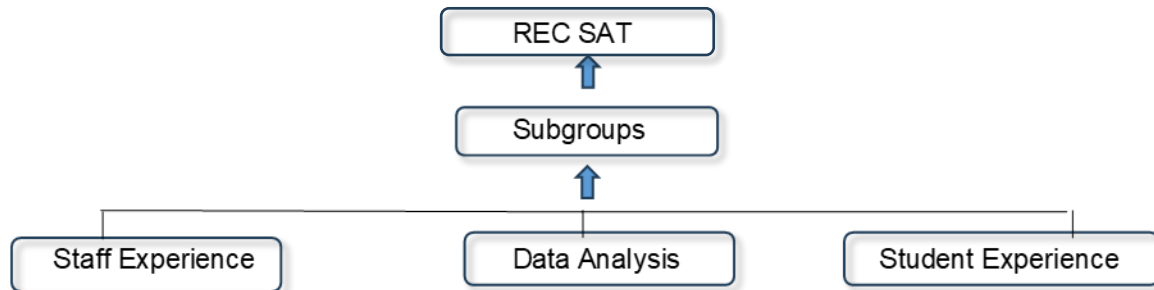
b) Account of the self-assessment process

The REC SAT met monthly since its formation, ensuring consistent progress towards the submission. A Microsoft Teams channel was established, by the central EDI team to house key resources, making them easily accessible to all members.

To support the REC SAT’s preparation, a presentation by the Associate Director of EDI and a workshop on developing action plans, based on Advance HE guidance, were delivered to enhance members’ understanding. For those unable to attend the workshop, the slides were made available via the Teams channel.

Sub-groups were formed to focus on specific areas of the submission. These groups met between the main SAT meetings and provided regular updates, helping to streamline efforts and ensure thorough attention to all aspects of the REC submission.

Figure 1.1: Subgroups



The REC Staff Experience Group was predominantly composed of global majority colleagues, with 16% representation from White staff (allies). This representation was vital in shaping the action plan and setting priorities that directly reflected lived experiences of race inequality. The student experience group played a similarly important role and further input was gathered through focus groups in partnership with the students' union, broadening the range of perspectives included in the self-assessment. The insights from these groups ensured that the proposed actions were relevant, targeted, and responsive to the realities faced by staff and students.

Recognising the risk of undue burden on global majority colleagues and to avoid the deficit model, we took active steps to support participation. This included providing workload allocation, formal recognition of contributions and ensuring that responsibility for progressing the work was shared across both global majority and white staff. This approach not only valued the expertise of lived experience but also created a more equitable process, reducing emotional labour and embedding collective ownership of the Race Equality agenda.

Involvement and Consultation

The University of Wolverhampton places staff and student consultation at the centre of its approach to identifying context-specific race equality issues. Input was gathered through REC SAT sub-groups (as highlighted above), focus groups, and aligned surveys.

To reduce survey fatigue, Athena Swan and REC core questions were combined into a single staff survey, achieving a 33% response rate and increasing global majority staff participation to 27% from the previous REC survey in 2019. For students, REC questions were embedded at

the end of the sense of belonging survey. A total of 1,198 students responded (420 white, 613 global majority, 165 unknown ethnicities; (see Appendix 2). Student involvement extended beyond surveys through focus groups, for example with international students, whose feedback directly informed the establishment of a University-wide working group on international students, co-led by the Associate Dean for Inclusivity.

Findings from surveys and focus groups were shared with the REC SAT and across governance structures (e.g. University Executive Board, EDI Committees, staff networks). This iterative consultation process ensured that staff and student voices candidly identified race equality issues, informed priority-setting and shaped the REC action plan.

c) Plans for the Future of the Self-Assessment Team

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The REC SAT will be replaced by the REC Steering Group (Action Plan: 5.0), reflecting the University's long-term strategic commitment to race equality. The Steering Group will provide strategic oversight, meeting each term, and will be supported by a REC working Group responsible for operational delivery, meeting monthly or bi-monthly, alongside dedicated staff and student experience sub-groups. Membership of the working Group will include those directly responsible for delivering actions in the REC action plan, alongside global majority staff, students, and white allies. The Steering Group will include all Faculty Deans and be chaired by the Pro Vice-Chancellor for Research and Knowledge Exchange who is also the executive lead for race equality, ensuring senior sponsorship and accountability.

The REC working Group will drive operational progress and address challenges, supported by a Microsoft teams' hub and secretariat from the central EDI team. A teams-based REC dashboard will allow action holders to update progress directly, ensuring visibility for all members. Both groups will report into the University's governance framework via the EDI working group and the people and culture committee to the board of governors, through the university executive board.

By embedding race equality in governance, aligning with executive leadership, and ensuring broad representation the REC steering and working groups will continue to drive delivery, address structural gaps and advance the University's strategic priorities.

Section 2: An evaluation of the university's progress

In Section 2, applicants can evidence how they meet Criterion D:

Progress against the action plan

Recommended word count: 2500 words.

1. Evaluating progress against the previous action plan

The University of Wolverhampton has turned its Race Equality Charter (REC) commitments into measurable progress. Since achieving bronze, 91% of actions have been completed, showing that race equality is now embedded across leadership, governance and daily practice.

A full review confirmed strong delivery and real impact. Using the RAG rating system, every action was assessed for effectiveness and alignment with strategic goals. The results demonstrate a University moving from plans to progress and from progress towards culture change.

Table 2.0 – Overview of RAG rated actions

Actions	Green	Amber	Red
99	90	4	5

The target set in the last REC submission was to increase GM staff representation by 6%, especially in senior roles and grades. Since 2019/20, global majority (GM) representation has risen by 8% in academia and 7% in professional services exceeding targets set.

Professional services grades showed major gains, with 7–13 percentage point increases across Grades UW8–UW11. Only professor and SPOT grade targets were not met and both are priorities in the refreshed action plan. The table below provides full details of progress against the previous plan's targets of a 6% increase.

Table 2.1:

Percentage of GM Staff	2019/20 Data	2023/24 Data	Increase
Professional Services	24%	31%	7%
Academic	21%	29%	8%
Academic Senior Job roles			
Principal Lecturer	18%	30%	12%
Reader	0%	28%	28%
Professor	24%	26%	2%
Professional Services Grades			
UW 8	20%	27%	7%
UW 9	17%	27%	9%
UW 10	5%	18%	13%
UW 11	7%	14%	7%
SPOT (spot salaries are applied to senior, specialist, or market-sensitive roles; however, these are not	16%	18%	2%

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published as part of the university's standard graded pay structure)			
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Race equality is now part of how the University operates, shaping recruitment, promotion, and leadership. Strong leadership, engaged staff networks and initiatives such as reverse mentoring have made inclusion a lived reality rather than a policy.

While resource, data and cultural challenges remain, these are being addressed through stronger accountability and improved systems. Building on this success, the University is now focused on achieving silver-level recognition in its next submission in 2031.

Despite pandemic and financial pressures, the University has remained true to its principles. With almost all actions delivered, it stands as a more inclusive and equitable community one that stives to and continues to advance opportunity, fairness, and representation across everything it does.

Enablers of Progress

- **Leadership commitment:** Senior leaders, including the executive lead for race and faculty deans, actively championed initiatives.
- **Effective communication:** Quarterly updates, annual REC report, governance reporting, and redesigned EDI webpages improved transparency and engagement.
- **Collaborative structures:** EDI committees, staff networks, and SAT sub-groups facilitated coordination and accountability.
- **Pilot projects:** Initiatives such as reverse mentoring provided insights for scalable practices.
- **External benchmarking:** Comparative data, including pay gaps guided targeted interventions.

Key Challenges

- **Resource constraints:** Financial pressures, staffing changes, and organisational restructuring affected some delivery capacity.
- **Data limitations:** Underdeveloped systems limited real-time impact monitoring.
- **Cultural resistance:** Inertia and risk aversion slowed progress in some areas.
- **Competing priorities:** COVID-19, recruitment freezes and wider sector pressures diverted focus.

Strategic Next Steps

Building on the positive progress already made, the next phase will focus on further embedding race equality and preparing the University for a silver REC submission. Key priorities include:

1. **Clarify accountability:** Assign clear action owners and strengthen oversight through dashboards.
2. **Secure resources:** Provide dedicated funding, staffing, and analytical capacity to sustain and accelerate progress.
3. **Enhance data systems:** Develop real-time dashboards and improve use of, for example exit/interview data for targeted interventions.
4. **Foster inclusive culture:** Address resistance through ongoing training, engagement and leadership role-modelling.
5. **Align strategies:** Embed race equality across University strategy, people & culture and student success sub-strategies by developing an aligned EDI sub-strategy.

6. **Enable continuous improvement:** Use feedback and a theory of change framework to keep learning and improving in a clear, organized way.

In summary, the bronze renewal confirms that the University has delivered substantial progress despite pandemic and financial pressures. With 91% of actions completed or embedded, staff diversity has increased across academic and professional roles. The refreshed action plan builds on these achievements, providing a strong platform for continued progress and a confident path towards a silver REC submission in 2031.

2. Progress by Priority Area

Priority 1: Embedding Race Equality & Strategic Communication (AP Refs 1.1–3.3)

Race equality was embedded in governance, communications and culture. Leadership support, strategic messaging and key initiatives have increased awareness and engagement. The REC Action Plan was integrated into governance, with improved transparency via new webpages and expanded participation (e.g. 500+ at the Inclusivity Conference). Mandatory EDI training completion reached 80–88%, with wider access through toolbox talks and Dignity and Respect sessions. Engagement, accessibility, and allyship have improved

Table 2.2: Overview of actions and Impact

Strategic Actions	Progress / Impact
REC Action Plan integrated into governance and communications.	Full integration across all relevant committees and reporting lines.
Annual Inclusivity Conference promotes allyship and amplifies student voices.	2025 conference attended by 500+ participants, highlighting authentic allyship.
Redesigned EDI webpages host REC submissions, action plans, and updates.	Public access and transparency improved, supporting engagement.
Mandatory EDI & Unconscious Bias training.	Completion rose from ~70% (2021) to 80–88% (2024).
Toolbox talks on EDI and bias.	Engaged 70%+ of staff with limited IT access.
Face-to-face Dignity & Respect training.	Reached 60% of staff.

Figure 2.0: The University's sixth annual Inclusivity Conference

The University's sixth annual Inclusivity Conference, held on Thursday 12 June 2025, marked a significant moment in the institution's commitment to inclusivity.

It was, in every sense, a brilliant day.

Focused on 'Authentic Allyship', the event united colleagues, students, alumni, and sector leaders, demonstrating that inclusivity is central to the University's Strategy 2035. Chair of the Board of Governors, Angela Spence, and Vice-Chancellor Professor Ebrahim Adia set the tone for discussion, challenge, and inspiration.

While speakers offered valuable insights, students and future students were the true highlight. The conference went beyond theory, evoking laughter and tears through artwork, poetry, and a live Afrobeats performance, all underscoring the profound impact of opportunity.

The University’s identity as the University of Opportunity was brought to life through student stories, which were both inspiring and transformational. As Professor Phil Gravestock noted in closing, sometimes the most impactful action is simply to listen.

Dr Ada Adeghe’s session, 'Putting the “Authentic” into Allyship', reminded attendees that good intentions require action. Being 'nice' is insufficient; true equity demands proactive engagement, especially from leaders.

Keynote speakers exemplified global change. Alumnus Pliny Soocoomanee shared his journey from first-generation student to LGBT+ refugee advocate. Professor Jason Arday offered sharp insights on collective courage, while alumna Abi Daré captivated with storytelling on voice, identity, and empowerment, drawing audiences eager for discussion and selfies.

A panel, 'Not Just Words: The Cost of True Allyship', brought Deans and senior leaders together to discuss structural change, from student support disparities to internationalisation challenges, acknowledging progress while confronting ongoing gaps between intent and implementation.

Additional highlights included a Students’ Union-led session on allyship and belonging, the launch of 'RIDE Higher' to support disabled staff, and a student-led discussion on international student experiences and aspirations for inclusivity.

Professor Gravestock concluded that strategy becomes culture only when lived, beginning with listening. The conference was both a celebration and a call to action, emphasizing that genuine inclusion is about people, not policies. The University thanks all participants and encourages continued commitment to authentic allyship.

Priority 2: Governance, Monitoring, and Reporting (AP Refs 4–5.2)

Race equality is embedded in governance, strengthening accountability and oversight (see Table 2.2). The RECAP Delivery Group met regularly with diverse membership, supported by a team’s hub for transparent tracking and reporting to senior committees. Increased visibility of the global majority staff network and structured monitoring supported gap identification and strategic alignment.

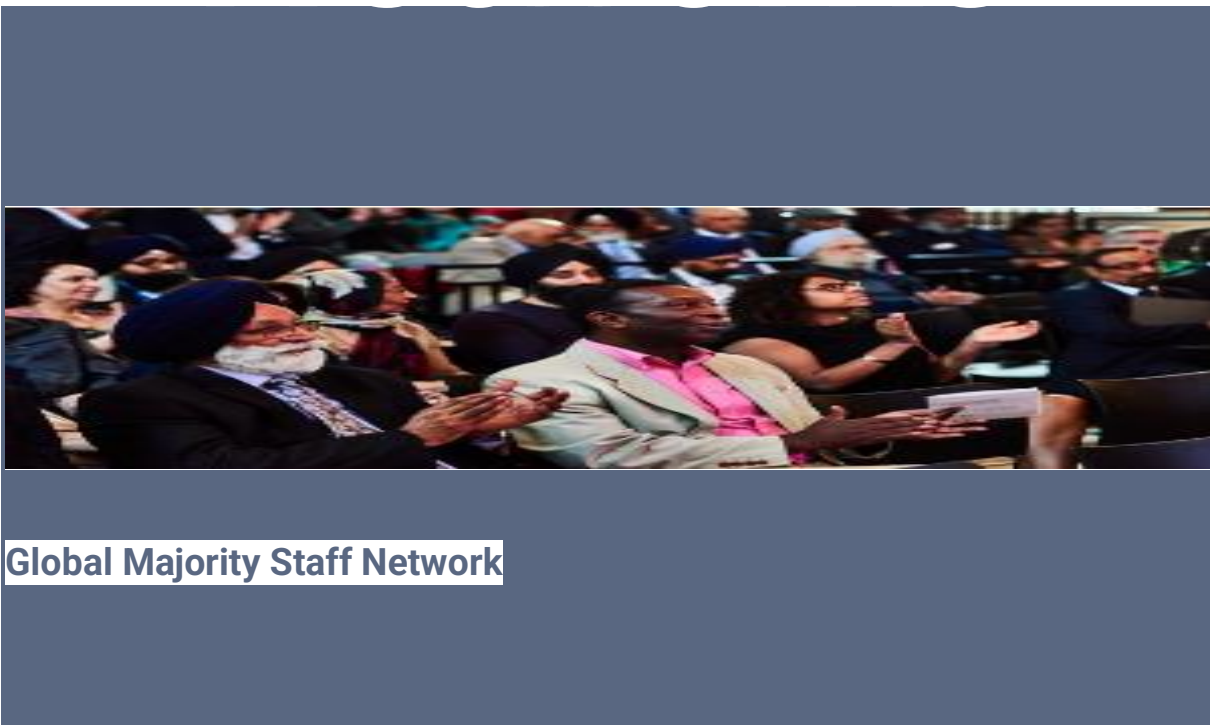
Table 2.2

Strategic Actions	Progress/Impact
REC SAT transitioned to a Race Equality Charter Action Plan (RECAP) Delivery Group	Meets at least three times per academic year, providing sustained oversight and delivery focus.
Inclusive membership of RECAP (global majority staff, students, allies, faculty deans)	Broad, representative membership ensures diverse perspectives inform decision-making.
Microsoft Teams hub for documentation and live action plan tracking	Centralised platform improves transparency, real-time monitoring and collaborative working.

Formal reporting via EDI working Group to people & culture committee	Race equality progress is scrutinised at senior level, embedding accountability within governance.
Strengthened global majority staff network visibility and engagement	Increased participation, clearer voice in governance, and enhanced peer support.
Structured monitoring framework	Systematic tracking of actions, identification of gaps, and alignment with strategic priorities.

Together, these measures demonstrate tangible progress in embedding race equality within governance, with clearer reporting lines, inclusive representation and structured mechanisms to monitor and drive progress.

Figure 2.1:GM Staff Network



Global Majority Staff Network

All Black, Asian and Minority Ethnic staff members of the university are welcome to participate in the Global Majority Staff Network Group.

The Global Majority Network at the University of Wolverhampton has been established for all staff employed by the University that identify themselves as Black, Asian and Minority Ethnic regardless of grade, job type or contract length. The network is guided in its action by the Terms of Reference that have been agreed by members previously and are updated on a regular basis.

Flexibility in our approach is key to ensure that all staff who wish to be actively involved have an opportunity to do so. This includes those colleagues who work shift patterns and colleagues based at different campuses of the University. For this purpose, meetings are held both at Walsall and City campus and at various times during the day.

Our aim as a group is to celebrate and increase awareness about ethnic and cultural diversity at the University of Wolverhampton and allow for a forward progression on the equality agenda by supporting the formulation and implementation of equality and diversity policies, in relation to race (including ethnic and national origin), religion and belief.

Recruitment data shows a 5% increase in Global Majority applications in 2021-22 compared to the previous year.

Priority 3: Staff Recruitment, Selection, and Retention (AP Refs 7–12)

Inclusive recruitment and retention have increased global majority (GM) representation and reduced pay gaps (see table below). GM applications reached 73% (academic) and 62.7% (professional services), with hires at 57% and 40.2%. Ethnicity pay gaps narrowed (mean 9%→5%; median 14%→11%), indicating more equitable outcomes.

Table 2.3

Strategic Actions	Progress/Impact
Positive action guidance, anonymous shortlisting, diverse panels, inclusive job statements.	Implemented across academic and professional services recruitment resulting in increased applications and representation of GM as below:
GM applications.	Rose to 73% academic, 62.7% professional services in 2023-24 (Appendix 3 pages 26 - Table 3 & page 54 – Table 7.1)
GM hires.	57% academic, 40.2% professional services appointments in 2023/24 (Appendix 3 pages 26 -Table 3 & page 54 – Table 7.1)
Pay gap analysis.	Mean ethnicity pay gap reduced 9% → 5%; median 14% → 11% (see below)

Table 2.4: Ethnicity Pay Gap

Ethnicity Pay Gaps	2021	2022	2024
Mean	9%	9%	5%
Median	14%	9%	11%
Intersectionality			
Mean:			
• Global Majority Females:	N/A	22%	18%
• White Females:		12%	9%
• Global Majority Males:		8%	-0.5%
Median:			
• Global Majority Females:	N/A	24%	24%
• White Females:		10%	12%
• Global Majority Males:		7%	7%

Intersectional analysis shows that pay disparities remain most pronounced for global majority female staff. The median pay gap is unchanged from 2022, but the mean gap has improved modestly, decreasing by 4%.

Table 2.5: Pay Quartiles

Quartiles	% Global Majority Staff (GM)	
	2023	2024
Upper	20.0%	23.6%
Upper Middle	26.8%	28.2%
Low Middle	27.4%	32.1%
Lower	29.4%	32.3%

The increase in the GM median pay gap is partly due to their overrepresentation in lower pay quartiles.

Priority 4: Progression and Promotion (AP Ref: 18–21).

Targeted promotion pathways and inclusive processes have improved leadership diversity (see table below). GM staff achieved up to 71.4% of Reader promotions, with professorships at 26% (above 16.7% benchmark). GM REF participation rose to 25%, reflecting stronger inclusion in research leadership.

Table 2.6:

Strategic Actions	Progress
Clear promotion pathways, bias training, positive action statements, EDI-led review panels.	Structured and fair progression process in place.
Reader promotions.	71.4% of promotions achieved by GM staff at its peak (appendix 3, page 33 -tables 4)
Professorships.	Professorships 26% in 2023–24. compared to 16.7% nationally (HESA)
REF submissions.	GM staff participation increased from 20% (2014) to 25% (2021).

Priority 5: Training and Staff Development (AP Ref: 3.6, 3.7)

Leadership and mentoring initiatives have advanced GM staff development, especially for women (see table below). Over 80% of mentors were GM women, Aurora participation rose (2 to 10 places), and WoW reached 27% GM female participation. Ongoing pathways and networks support continued progression.

Table 2.7

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Strategic Actions	Progress
Reverse mentoring (senior leaders paired with GM staff/students).	80%+ mentors were GM females (intersectionality); strengthened understanding and inclusion.
Aurora Women’s Leadership and Women of Wolves (WoW) programmes.	Aurora places increased from 2 → 10 (2020–2023) with equal GM and white representation; WoW 2023 had 27% GM female participants, exceeding workforce representation.
Alumni network.	Graduates progressed into further leadership opportunities and the Aurora Alumni network.

Quotes included in the evaluation report for the pilot mentoring programme:

<p>Mentor I promoted awareness of equality and diversity to my mentee by challenging, educating and sharing my lived experiences as a black woman, I believe.</p>	<p>Mentee To consider that my perspective on a situation is not the only one, and to think more carefully about how my actions may be interpreted and experienced by others.</p>
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Priority 6: Inclusive Decision Making (AP Refs: 34, 35, 38.1)

All committees and leadership bodies commit to diversity (see table below). Faculty diversity is monitored, 80% of line managers completed Inclusive Leadership Training, and a central EIA repository improves transparency, consistency, and shared learning.

Table 2.8:

Strategic Actions	Progress
Diverse academic committee membership requirement.	Representation across all faculties being monitored.
Inclusive Leadership Training.	80% of line managers completed, mandatory for new leaders.
Central repository for EIAs.	Transparency and shared learning improved.

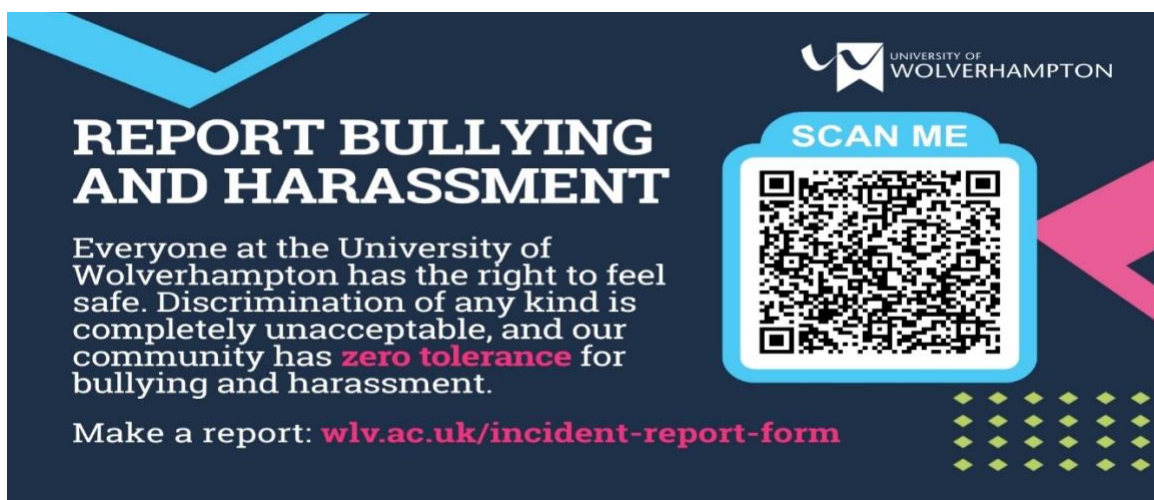
Priority 7: Addressing and reporting racial harassment (AP Ref: 43)

Improved reporting, oversight, and a zero-tolerance culture have strengthened confidence (see table below). The Incident Reporting Tool enables named and anonymous reporting. All 35 race-related cases and 80% of 140 total cases (2021–2025) were resolved. Awareness ranges from 59% to 81%, showing improvement.

Table 2.9:

Strategic Actions	Progress
Incident Reporting Tool.	Enables named and anonymous reporting.
Zero-tolerance culture monitoring.	Regular committee oversight ensures accountability.
Incident resolution.	35 race-related incidents (Apr 2021–Aug 2025) all resolved; total 140 incidents across all categories, 80% resolved.
Staff awareness.	59% Asian, 68% Black, 65% Mixed, 81% White staff aware of reporting mechanisms in REC survey (appendix 2)

Figure 2.2



Overall Strategic Impact for staff related actions:

The University has made substantial progress in embedding race equality across governance, recruitment, progression, leadership development and decision-making:

- GM representation in recruitment, promotions, and leadership development has significantly increased.
- Transparency, accountability and cultural engagement are embedded in all levels of University operations.
- Pay equity, inclusive processes and authentic allyship continue to drive measurable, positive change.

The University remains committed to consolidating gains, closing remaining gaps, and ensuring that opportunity, equity, and inclusion thrive as central pillars of University Strategy 2035.

Priority 8: Closing Gaps between Global Majority and Black compared to White Students in attainment and progression

While the University has met and in some areas, exceeded targets relating to access, continuation and progression, progress in closing awarding gaps has been less consistent. Delivery capacity was constrained by financial pressures, staffing changes, organisational

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restructuring and competing priorities, including COVID-19 recovery and recruitment freezes. Although some Faculties, notably FABSS and FSE (appendix 3: tables 18.2 & 18.4), achieved

meaningful reductions in awarding gaps through inclusive curriculum design, assessment reform and active engagement with race and identity, this progress was uneven across the institution. Implementation of inclusive pedagogies varied by discipline, and monitoring mechanisms were not sufficiently robust to ensure consistent practice. As a result, institutional impact was diluted despite strong localised success.

In addition, inclusivity was not always underpinned by explicit racial literacy or anti-racist practice, limiting the depth of curriculum transformation and the University’s ability to address structural contributors to differential outcomes. Early universal models of academic coaching distributed support evenly rather than targeting those facing structural barriers and global majority students remain over-represented in academic misconduct cases despite improved support (based on monitoring cases). Overall, the previous actions lacked consistent operationalisation, accountability and targeted intervention. The revised approach within the new action plan strengthens cross-faculty oversight, embeds racial literacy expectations into curriculum and validation processes, and introduces data-informed targeted support to ensure more equitable and measurable impact on awarding gaps.

Table 2.10:

Strategic Actions	Progress
Awarding gap monitoring embedded.	Institution-wide accountability in faculty/school planning. Gaps closed in some Faculties, but overall gaps increased.
Data-led analysis (ethnicity, IMD, entry qualifications).	Supported targeted interventions.
“What Works?” curriculum review.	Improved assessment clarity, feedback, and inclusivity.
Targeted student support.	Academic Coaches, AI Writing module, and integrity workshops implemented.
Outcomes.	Continuation gap (Black – White) reduced 5.9pp → 3.7pp (2017/18–2022/23); module pass gap narrowed –7.6% → –4.6% (2023/24). Awarding gaps have increased for Black students.
Ongoing review.	Independent study modules under scrutiny post-pandemic.

Please be aware when comparing to the APP targets that the OfS determines the final population and there may be some differences between internal data (Tables 18 appendices 3, page 86) and the final data confirmed by the OfS below.

Figure 2.3: APP Awarding gaps submitted to OfS:

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Awarding	Description	Baseline (& yr)	2020-21	2021-22	2022-23	2023-24	2024-25
	Percentage difference in degree awarding gap (1 st and 2:1) between full-time white and black UK students	26% (2017/18)	18.3%	24.7%	31.2%	28.5%	31.3%
	Percentage difference in degree awarding gap (1 st and 2:1) between full-time white and Global Majority UK students	18.7% (2017/18)	14.6%	16.0*%	19.8%	20.3%	20.5%

Priority 9: Sense of Belonging and Intersectionality

Community-building and inclusive practices have strengthened belonging for global majority students. Progress includes inclusive curriculum work, expanded societies, Chaplaincy, and events, plus intercultural training, coaching, and financial support. While 59% of GM students feel respected (student survey-appendix 2), belonging and confidence indicate further progress is needed.

Table 2.11:

Strategic Actions	Progress
Belonging Working Group and School Inclusivity Leads.	Developed inclusive curriculum initiatives.
SU societies, multi-faith Chaplaincy, cultural events.	Expanded community/capacity building opportunities.
Staff training and Academic Coaching.	Delivered intercultural training and financial support (Dennis Turner Fund).
Student outcomes.	59% of GM students feel respected; 34% report strong connection; 39.8% confident addressing racism (Student sense of belonging survey appendix 2)

Postgraduate Research Participation

The University led the ‘That’s Me! Project’, a UKRI/OfS funded partnership with Wolverhampton, Birmingham City and 14 regional partners, addressing barriers to Global Majority PGR participation. Outcomes informed REC Priorities 6 and 7, supporting inclusive recruitment, mentoring, and supervisor training.

Summary

While post-pandemic awarding gaps have widened, progress is evident in continuation, pass rates, and belonging. The University’s focus on assessment reform, targeted support, and structural accountability ensures sustained alignment with the REC Action Plan and OfS APP

commitments. We will also learn from areas where the awarding gap has reduced and how those actions can be replicated in areas where the gap has widened.

Section 3: An assessment of the university’s race equality context

Recommended word count for this section: 4000 words.

1. Description of the university and its context

With over 200 years of history, the University of Wolverhampton combines academic tradition with modern investment to support students, staff and communities locally and globally. Over £125 million has been invested in campus development, including £50 million at Walsall Campus, the award-winning Performance Hub, upgraded Student Unions, and state-of-the-art Learning Centres. The Science, Technology, and Prototyping Centre has earned both regional and national acclaim.

The University's impact is reflected in strong outcomes:

- **88%** of graduates in work or further study within 15 months (Graduate Outcomes Survey 2024)
- **No.1 in the UK** for teaching first-generation students (Daily Mail 2024, 2025)
- **87%** satisfaction with course teaching (NSS 2025)
- **55%** of research rated world-leading or internationally excellent (REF 2021)

The table below shows ethnic minority populations ranging from 17.6% in Dudley to 40% in Sandwell, with 39.4% in Wolverhampton and 28% in Walsall. The University’s global majority staff rose from 25% in 2021 to 28% in 2023/24, above the national average (18.3%).

Table 3.0: Benchmarking data:

Area	% Ethnic Minority Population
Sandwell	40%
Walsall	28%
Wolverhampton	39.4%
Dudley	17.6%
England & Wales	18.3%
University of Wolverhampton	28%

Organisational Structure

As shown in table 3.1, Schools within Faculties were streamlined from 14 to 7 to improve financial sustainability, efficiency, and collaboration, while supporting staff and student development. Equality Impact Assessments were undertaken for each merger, with particular

focus on race and ethnicity, ensuring risks were mitigated and equality, diversity, and inclusion remained central to the restructuring.

Table 3.1: Organisational structure

Faculty of Arts, Business and Social Sciences (FABSS)

- School of Social Science, Humanities & Creative Industries
- School of Business & Law

Faculty of Education, Health & Wellbeing (FEHW)

- School of Nursing and Midwifery
- School of Health and Wellbeing
- School of Education & Psychology

Faculty of Science & Engineering (FSE)

- School of Pharmacy & Life Sciences
- School of Architecture, Computing & Engineering

Professional service area

- Corporate Compliance
- Digital Services
- Estates and Facilities
- External Engagement
- Finance
- Human Resources
- Registry Services
- Legal
- Research and Enterprise
- Strategic Projects and Organisational Enhancement
- Students and Education

Strategy 2035 - Creating Opportunity, Transforming Futures

Figure 3.0



The University's 2035 Strategy puts inclusion at its core, with race equality embedded across all strategic pillars. The student success sub-strategy tackles awarding gaps between global majority, black, and white students, while the people and culture sub-strategy promotes inclusivity, ambition, accountability and resilience. Inclusive leadership training is mandatory for all leaders, ensuring equity shapes decisions and culture. An EDI strategy is also in development to embed equality, diversity, and inclusion across the University's vision and operations, not as standalone efforts, but as a driver of staff and student success.

2. Culture, inclusion and belonging.

Please describe the university's key race equality issues relating to their culture and practices supporting inclusion and belonging.

Quote from Staff Survey: Overall the University is committed to changing attitudes and improving the gender/race imbalance across the higher education platform.

Inclusive leadership training has been delivered to all line managers, with a revised creating Inclusive teams module rolled out across several schools and departments. The programme addresses race equality by raising awareness of discrimination, harassment, unconscious bias and microaggressions equipping staff to challenge inequities in line with the Equality Act 2010. It builds cultural competence and inclusive communication, encouraging reflection and valuing diverse lived experiences. At its core is inclusive leadership, defined by empathy, courage and self-awareness, which drives engagement, psychological safety, innovation and equitable opportunity. Expansion is underway to embed this culture University-wide.

Staff Cultural Survey Summary

The staff cultural survey, which incorporated the mandatory Core Athena Swan and REC questions (Appendix 2), received 652 responses; (33%) included 169 global majority staff (26%) an increase from the previous REC cycle. Results highlighted persistent race equity gaps, especially in inclusion, belonging, and career progression. Only 25% of black staff felt comfortable discussing race, and just 29% viewed promotion decisions as fair—compared to 56% and 61% of white staff. White staff reported the highest sense of belonging (avg. 65.9),

while those identifying as ‘other ethnic group’ or ‘Prefer not to say’ scored lowest (37.5). Intersectional analysis showed ethnicity more than gender drives disparities, with ethnic minority women, particularly asian, black, and mixed-race staff, facing the greatest challenges. These insights directly inform Priority 5 of the REC Action Plan: Creating an Empowering, Supportive, and Inclusive Culture for Race Equality.

Students Sense of Belonging Survey – Core REC Questions Summary

The University’s Sense of Belonging Survey (Appendix 2) explores student experience and inclusion. In 2024/25, Race Equality Charter (REC) questions were added to assess perceptions of race, inclusion, and institutional support. Of 1,198 respondents (420 white, 613 global majority, 165 unknown), GM students reported higher respect (59%) than white students (46.8%) but felt less connected (34%) and less confident in the University’s ability to address racism (39.8%). Comfort discussing race and challenging racism was moderate (35–44%). Cultural events were seen as inclusive, and reports of racial discomfort were low (7.5% GM; 2.6% White).

While the climate is broadly positive, the findings highlight the need to strengthen racial equity, deepen inclusion, and enhance belonging priorities reflected in Action Plan priority 7: Foster an inclusive and supportive study environment that enhances engagement, accessibility, belonging, and academic success.

The following analysis outlines the University’s race equality context for staff and students, with main findings and issues identified to inform priorities.

3. Staff context

Please describe the university’s key race equality findings relating to academic and professional, technical and operational staff.

Academic Staff

Analysis of staff demographics (Appendix 3, Tables 1–1.5) shows global majority representation rising from 21.4% to 28.7%, driven by growth in asian and black staff, particularly Indian and african subgroups. White staff fell to 68.3%, aligning with the national average (HESA).

UK staff remain largely white british, but international recruitment has boosted diversity—by 2023/24, 36.1% of Global Majority staff were Non-UK, including 44% of black staff.

Table 3.2: Benchmarking all Academic staff with 2023/24 HESA data:

Ethnicity	HESA	UoW
White	68%	68%
Total Global Majority	21.8%	29%
Unknown	10.2%	3%
Asian	12.8%	11.9%
Black	3.4%	10.4%

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Mixed	2.8%	3.2%
Other	2.7%	9.8%

Compared with HESA benchmarks, UoW exceeds national levels in Black (10.4% vs. 3.4%) and Other ethnic groups (9.8% vs. 2.7%) and has stronger ethnicity data (3% unknown vs. 10.2% nationally).

Key race equality issues include, increasing asian representation, sustaining black staff growth and leveraging international recruitment to diversify further. These actions are evidence-based and benchmarked against the sector.

Faculty Academic Staff

Analysis of staff demographics (Appendix 3, Tables 1.6–1.9) shows that global majority (GM) representation has increased in all faculties over the past five years. In FABSS, GM staff rose from 13.9% to 26.9%; in FEHW, from 17.0% to 23.9%; and in FSE, from 37.5% to 45.2%. FSE remains the most diverse faculty, with the highest proportions of asian (21.7%) and black (14.6%) staff in 2023/24.

Non-UK staff account for much of the GM growth in FSE (45.1%) and FABSS (44.9%), whereas FEHW’s diversity gains are mainly among UK-based staff. Notably, the number of black Non-UK staff in FABSS more than doubled, rising from 3 to 10.

Overall, diversity is improving across faculties, but progress is uneven. FABSS needs stronger growth in UK-based GM staff, FSE’s heavy reliance on Non-UK staff raises balance concerns, and FEHW shows more sustainable progress through UK-based inclusion.

The table below illustrates the percentage of global majority staff (2023-24 data) in each faculty in comparison to percentages of students.

Table 3.3

Faculty	Global Majority Staff %	Global Majority Student%
FABSS	27%	57%
FEHW	24%	50%
FSE	45%	73%

Intersectionality – Gender and Race

Analysis of Tables 1.10–1.12 in Appendix 3 shows rising global majority representation across genders, with female staff increasing from 19.0% to 24.2% and male staff from 23.9% to 34.2%. White staff declined over time, while the “Not Known” category grew slightly.

Ethnic breakdowns reveal growth in asian and black staff, especially males. Asian men rose from 9.9% to 14.0%, and black men from 7.0% to 12.3%. Female asian and black staff also increased, while mixed ethnicity remained stable and White staff declined.

Most global majority staff are UK-based, particularly women (75% in 2023–24), though Non-UK male representation rose to 45.6%. White staff remain largely UK-based, and “Not Known” shows no clear pattern.

These trends support intersectional race equality strategies, with progress in representation and scope for targeted action.

Academic Staff job roles and pay grades:

Analysis of Tables 1.13–1.14 and 1.15a–1.15b in Appendix 3 shows a consistent underrepresentation of global majority staff in senior grades and roles. Although they make up 29% of the overall academic workforce, their representation at higher grades (SPOT, UW12, UW11, UW10) remains below parity. In 2023–24, only 6.5% of professors were black, despite exceeding HESA benchmarks.

In contrast, representation at lecturer and senior lecturer levels is close to overall workforce proportions (29% and 28.7% respectively), suggesting a strong pipeline for progression to more senior roles.

Nationality data in Table 1.15b indicates that UK-national global majority staff are more likely to hold senior roles than their non-UK peers, but overall numbers remain low. For example, in 2023–24 there were 9 UK-national Global Majority professors compared with 23 white UK-national Professors.

These patterns as well as qualitative data, point to structural barriers to advancement and underscore the need for targeted action. This includes strengthening leadership development opportunities, ensuring equitable and transparent promotion pathways and implementing focused initiatives to support the progression of global majority staff into senior roles.

Academic Type:

The data (Tables 1.16–1.21, Appendix 3) shows progress in race equality, with global majority staff in permanent contracts rising from 20.5% in 2019–20 to 28.5% in 2023–24. However, some inequalities remain such as global majority staff are less represented in fixed-term roles (down from 50% in 2021–22 to 42.2% in 2023–24) and are more likely to hold insecure or part-time posts, often as non-UK nationals. These patterns, as well as comments made during global majority staff network meetings, suggest barriers to stable progression for both UK and international global majority staff.

The key priority is to improve pathways into permanent roles while addressing over-representation in insecure contracts. Support for progression, fair workload distribution, and stronger monitoring of ethnicity data are essential to ensure race equality gains are embedded across all employment types.

Academic Function

The data (Tables 2.0–2.3, Appendix 3) shows steady growth in global majority representation in teaching and research roles, increasing from 20.4% in 2019–20 to 28.5% in 2023–24, with gains driven by asian and black academics. However, in teaching-only and research-only contracts, representation is small in scale, with global majority staff often concentrated in less secure posts. At senior levels (e.g., professor, reader), global majority presence remains slightly low, despite gradual improvement. This suggests that while progress is evident in core academic pathways, leadership and specialist posts remain less accessible.

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The key priority is to ensure equitable progression across all contract functions, not only within teaching and research. This requires strengthening career pathways for global majority staff in teaching-only and research-only contracts, where representation is less stable, and addressing underrepresentation at senior levels. Supporting progression into leadership, alongside monitoring UK and non-UK staff distribution, will be essential to embedding race equality

Academic Recruitment

The staff survey, see below, shows that global majority staff perceive that appointments are not made fairly compared to white staff.

Table 3.4

Global filter (Sep 2024): Overall Results		Decisions about appointments are made fairly
Ethnicity (UK)	Mixed/Multiple ethnic groups	45%
	White	61%
	Asian	49%
	Black/African/Caribbean	40%
	Other ethnic group	20%

Between 2019–20 and 2023–24, the applicant pool shifted significantly, with global majority (GM) candidates becoming the clear majority of applicants. This growth in applications has translated into more GM candidates being hired. In 2019–20 they represented just over a third of hires, but by 2023–24 they accounted for more than half. This shows a strong progress toward representation.

However, when looking at conversion rates, the proportion of applicants who are shortlisted and eventually hired, a different picture emerges. White applicants have consistently been more likely to progress through each stage of the process. For example, in 2019–20, 6% of white applicants were hired compared with 3% of GM applicants. By 2023–24, conversion had fallen for both groups, but white applicants were still more than twice as likely to be hired (2.8% vs 1.3%).

This tells us that while GM candidates are increasingly present in the applicant pool and therefore make up a growing share of hires, they continue to face disadvantages in moving from application to shortlist and ultimately to hire. The progress has been in representation, but the challenge remains in equity of outcomes

Table 3.5: Shortlisting Rates for all staff -Overview for 2023-2024 (percentage shortlisted vs applied for each group)

Role Type	White Applicants Shortlisted (Interviewed)	GM Applicants Shortlisted	*GM Representation as Percentage of Total Shortlisted
Academic Roles	35%	15%	30%
Faculty			

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FABSS	34.2%	13.5%	28.3%
FEHW	46.8%	30.2%	39.2%
FSE	22.0%	12.8%	36.8%

Table 3.6: Hiring Rates for all staff - Overview for 2023-24

Role Type	White Applicants Hired	GM Applicants Hired	*GM Representation as Percentage of Total Hires
Academic Roles	2.84%	1.26%	30.7%
Faculty			
FABSS	5.13%	0.94%	15.5%
FEHW	0.92%	0.94%	50.5%
FSE	2.20%	1.51%	40.7%

* To better understand proportional representation, we calculated GM shortlisting/hires as a share of total shortlisting/hires (White + GM): These figures are calculated by dividing the GM shortlisting/hire rate by the combined GM and White shortlisting/hire rates—for example, $1.26 / (1.26 + 2.84) = 30.7\%$ in Academic roles

Academic Promotions

Analysis of conferment data for reader and professor titles (Table 4, Appendix 3) between 2019 and 2024–25 shows fluctuating but generally low numbers of global majority (GM) staff progressing to senior academic titles, with particularly limited progression for GM women. The data reflects the proportion of titles conferred each year rather than promotion success rates relative to applications.

GM staff accounted for 63.6% of reader conferment's in 2022–23 and 71.4% in 2023–24, although numbers remain small. GM women represented 27.3% and 42.9% of reader

conferment's in those years respectively. At professor level, representation remains lower with GM staff accounting for 30.4% of conferment's in 2022–23 but only 16.7% in 2023–24, with GM women making up a small proportion of these awards.

Overall, the analysis highlights continued underrepresentation of GM staff particularly GM women at the most senior academic levels. Actions and recommendations in the Race Equality and Athena Swan Action Plans focus on increasing applications from GM staff, with targeted support to improve promotion readiness, mentoring, and sponsorship, particularly for GM women, to strengthen progression to reader and professor roles.

Professional Support Services Staff

Between 2019/20 and 2023/24, Tables 5.1 to 5.3 in Appendix 3 show a steady increase in Global Majority PTO staff from 23.5% to 30.5%, while White staff declined from 75.6% to 67.1%. Asian and black staff saw growth, with black staff rising from 5.9% to 8.4%, though mixed and other groups remain small. Most global Majority staff are UK nationals, but the proportion of Non-UK staff nearly doubled, and the “not known” category also grew, indicating gaps in data collection.

A key issue is the continued underrepresentation of black staff despite some progress. A priority should be targeted recruitment and progression support for black staff, informed by improved data monitoring and inclusive practices.

Professional Support Services Staff – Directorates/Departments

Analysis of Table 5.3a in Appendix 3 shows that some departments continue to have low or declining representation of global majority staff, indicating persistent race equality challenges. These trends suggest barriers in recruitment, progression, or retention that need to be addressed to ensure fair and inclusive practices.

The priority is to focus targeted action on departments with consistently low representation, using staff consultation to understand lived experiences and identify specific barriers. Learning from areas that have shown improvement will help inform strategies that promote race equality more effectively across the institution.

Professional Support Services Staff - Pay Grades

Tables 5.4 to 5.6 in Appendix 3 show that global majority staff are more concentrated in lower pay grades (UW1–UW4), with representation reaching over 30% in some areas. However, their presence sharply declines at senior levels, such as executive and head level, which remain entirely white. Table 5.5 reveals that asian staff are the most represented global majority group across grades, while black, mixed, and other ethnic groups remain underrepresented, particularly in leadership roles. Table 5.6 adds further insight, showing that most global majority staff are UK nationals, though non-UK representation is increasing, especially in grades UW2–UW5 and UW7, suggesting a shift in recruitment patterns.

A key issue is the lack of global majority representation in senior roles, with leadership grades showing little to no ethnic diversity. A priority should be to create targeted progression and leadership development programmes for global majority staff, particularly black and mixed groups, supported by inclusive recruitment practices and robust monitoring of career advancement by ethnicity and nationality.

Professional Support Services Staff –Full/Part time and Permanent and Fixed Term contracts

Tables 5.7 to 5.14 in Appendix 3 show a steady rise in global majority representation across both full-time/part-time and permanent/fixed-term PTO contracts. By 2023/24, global majority staff made up 28.7% of full-time and 35.3% of part-time roles, and 28.9% of permanent and 53.1% of fixed-term contracts. Asian staff remain the largest global majority group, while black staff saw notable growth in part-time and fixed-term roles. The data also shows increasing Non-UK representation, particularly among global majority staff in part-time and fixed-term roles—rising to 35.4% and 57.7% respectively.

A key issue is the concentration of Global Majority staff in part-time and fixed-term roles, which may reflect unequal access to secure, full-time employment. A priority should be to support progression into permanent and full-time roles, especially for Non-UK global majority staff, through inclusive workforce planning, targeted development, and fair contract conversion practices.

Professional Support Services Staff – Job Families

Table 6.1 in Appendix 3 shows that global majority representation is strongest in operational and support roles, reaching over 35% in some areas. However, senior and executive roles remain predominantly white, with little change over time. Asian staff are the most represented global majority group, while black and mixed groups remain underrepresented, especially in leadership.

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A key issue is the lack of ethnic diversity in senior job families. A priority should be to strengthen leadership pathways for underrepresented groups through targeted development and inclusive recruitment practices.

Professional Support Services Staff – Recruitment

Analysis of the data presented in Tables 7 to 7.4 (Appendix 3) shows a significant race inequality issue within PTO recruitment. In 2023–24, GM candidates made up 62.7% of all applicants, yet only 1.74% were ultimately hired. In contrast, white applicants accounted for 34.9% of applications but achieved a much higher hire rate of 4.55%.

The table 3.7 reinforces this disparity at each stage of the process. While 27.8% of White applicants were shortlisted compared with 16.1% of GM applicants, GM candidates still represented 36.7% of the total shortlisted pool. However, this representation drops again at appointment stage, where GM candidates make up 27.7% of all hires.

These unequal outcomes are consistent across grades. At UW10–12, GM candidates had a 0% hire rate in both 2022–23 and 2023–24 despite applying, whereas white candidates were hired at 5.8% and 13.6%. A similar pattern is seen at SPOT grades, where GM applicants have not been hired in the past three years, while white candidates continued to be appointed.

Overall, the data highlights a persistent pattern of lower conversion rates for GM candidates from application through to hire. Addressing these disparities will require reviewing recruitment processes, auditing for potential bias, and embedding inclusive practice to ensure equitable outcomes across all grades.

Table 3.7: recruitment vs shortlisted vs hired rates overview

Category	White Applicants (%)	GM Applicants (%)	GM Representation (%)
Shortlisted (Interviewed)	27.8%	16.1%	36.7%
Hired	4.55%	1.74%	27.7%

Supporting Career Development

Survey analysis (Appendix 2) highlights disparities in career development feedback. Among UK staff, useful feedback was reported by 55% of White staff, compared with 50% Black/African/Caribbean, 54% Asian, 36% Mixed, and 19% Other ethnic groups; 38% of those not disclosing ethnicity also reported positive feedback.

Appendix 3, Tables 1.13–1.14 (Academic) and 5.4–5.5 (Professional Services) show a strong pipeline of Global Majority (GM) staff in lower grades with promotion potential, but survey data reveal concerns over performance management and access to development.

Main finding: GM staff, particularly at lower grades, report limited access to effective feedback and career development, highlighting the need for fair, transparent processes to support progression.

Decision Making Committee's and Line Managers

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Appendix 3, tables 9 & 10 (page 61) highlights disparities in ethnic representation across university leadership. While bodies like the Academic Board (60% White, 37% GM), Research Committee (68% White, 32% GM), and Independent Board of Governors (55% White, 45% GM) show moderate diversity, senior leadership roles are far less inclusive. The Office of the Vice-Chancellor is evenly split, but the University Executive Board is 82% White, Deans are entirely White, and PSS Directors are 92% White. These figures reveal a significant lack of Global Majority (GM) presence at the top.

Line manager data from 2023/24 shows similar trends. Among academic staff, 76.1% were White, 18.5% GM, and 5.4% unknown. GM managers had a balanced gender split, while White managers skewed female. In Professional Services, 78.8% were White, with strong female representation. GM managers made up 19.6%, but only 5.4% were male, highlighting a gender gap within GM leadership.

Table 3.8: Line managers

Total Academic Staff	GM		Total	White		Total
	Female	Male		Female	Male	
	8.7%	9.8%	18.50%	43.5%	32.60%	76.10%

Professional Services Staff	GM		Total	White		Total
	Female	Male		Female	Male	
	14.2%	5.4%	19.60%	46.7%	32.1%	78.80%

Overall, GM representation is limited in senior roles, especially among men in professional services, underscoring the need for more inclusive leadership.

Quote staff Survey:

There are gaps in equality across the University. There is a global majority shortage in senior positions across the Uni. This impacts our ability to support students from diverse communities throughout their programmes.

Intersectionality

Appendix 2 of the Staff Survey show that Global Majority (GM) women particularly Asian, Black, and Mixed-race experience the greatest challenges in belonging, inclusion, career development, wellbeing, and perceptions of equality.

Appendix (Tables 1.10–1.12) show that between 2019–20 and 2023–24, GM academic staff increased for women (19.0% → 24.2%) and men (23.9% → 34.2%), while White staff declined; most GM women are UK-based (75%), whereas nearly half of GM men are Non - UK (45.6%) compared with 11.5% of White men.

Data suggests (appendix 3) despite overall gains, GM and Non-UK staff, especially women face uneven progression to senior roles, highlighting persistent structural inequities. EDI dashboards and pay gap analyses support targeted interventions and ongoing monitoring to address these intersectional disparities.

4. Student context

Students at foundation, undergraduate, postgraduate taught and postgraduate research level

Data across foundation, undergraduate, and postgraduate levels show increasing diversity. Among UK undergraduates, global majority students now exceed white students by 8% (Appendix 3, Table 12.1), with consistent growth in asian and black representation across faculties (Appendix 3, Tables 12.3–12.4). Foundation-level cohorts also reflect rising diversity (Table 11).

At postgraduate taught (PGT) level, White UK students remain the majority despite a 4% rise in black students. Among non-UK PGT students, black representation surged 41%, while asian and white representation declined (Appendix 3, Tables 13.1–13.2). For postgraduate research (PGR), UK white students increased by 8%, while all global majority groups declined. Non-UK PGR students saw a 21% rise in asian students, with an 11% drop in white students (Tables 14.1–14.2).

In summary no systemic inequality exists between white and global majority students, but representation varies. Global Majority students dominate undergraduate cohorts, while white students remain overrepresented at postgraduate levels, especially PGR.

Benchmarking Against Sector Data

2022–23 data (Appendix 3) shows UoW has higher black student representation (23%) than the sector (8%) and post-92 institutions (11%). Asian representation (14%) aligns with sector averages (12%), while white students (62%) remain below the benchmark (73%). Mixed (4%) and Other (3%) groups are broadly consistent. At postgraduate level, UoW again reports higher black (19%) and Other (3%) representation, with white students (70%) below sector norms. Conclusion is that UoW demonstrates stronger ethnic diversity than national benchmarks.

Table 3.9

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University of Wolverhampton / Sector / Post 92 comparison: UK student enrolments (FPE%) by Ethnicity and Study Level

Level of study	Ethnicity	Academic Year														
		2019/20 FPE%			2020/21 FPE%			2021/22 FPE%			2022/23 FPE%			2023/24 FPE%		
		UoW	Sector	Post 92	UoW	Sector	Post 92	UoW	Sector	Post 92	UoW	Sector	Post 92	UoW	Sector	Post 92
First degree & Other undergraduate	Asian	21%	12%	12%	21%	12%	12%	21%	13%	12%	21%	13%	12%	23%	14%	13%
	Black	21%	8%	10%	21%	8%	10%	22%	8%	11%	23%	8%	11%	24%	9%	11%
	Mixed	6%	4%	4%	6%	5%	4%	5%	5%	4%	5%	5%	5%	5%	5%	5%
	Other	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	3%
	White	51%	74%	72%	51%	73%	71%	50%	72%	71%	49%	71%	70%	45%	70%	68%
Postgraduate (taught)	Asian	16%	11%	9%	14%	11%	9%	15%	11%	10%	14%	12%	11%	13%	13%	11%
	Black	16%	8%	10%	16%	8%	9%	16%	8%	9%	18%	8%	11%	23%	9%	11%
	Mixed	4%	4%	3%	4%	4%	3%	4%	4%	3%	4%	4%	4%	4%	4%	4%
	Other	1%	2%	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%	2%	2%	2%
	White	63%	76%	76%	64%	76%	77%	64%	76%	76%	62%	73%	73%	58%	72%	72%
Postgraduate (research)	Asian	13%	8%	7%	12%	9%	7%	11%	9%	7%	11%	9%	8%	9%	10%	8%
	Black	16%	4%	8%	20%	5%	9%	20%	5%	9%	19%	5%	9%	17%	5%	10%
	Mixed	4%	4%	3%	2%	4%	4%	4%	4%	4%	3%	4%	4%	4%	5%	4%
	Other	3%	2%	2%	4%	2%	2%	2%	3%	3%	3%	3%	3%	5%	3%	3%
	White	64%	81%	79%	63%	80%	78%	63%	79%	77%	63%	79%	77%	66%	78%	76%

Heidi Plus ethnicity data are applicable to UK domiciled students only
Excludes students whose ethnicity is unknown

Attribution and caveat

Heidi Plus: 'HE All Providers Student FPE' for years 2019/20 – 2023/24

©Jisc 19th November 2024 (data to 2022/23) and 17th September 2025 (2023/24 data)

Undergraduate continuation rates

Continuation rates show persistent ethnic disparities against the HESA benchmark (overall 88.9%; white students 91.5%). Among UK students (Table 16.1, Appendix 3), gaps are

Moderate, the white–asian gap widened to 5.4%, the white–black gap narrowed to 3.7%, and mixed students increased by 1%. Asian students have lost ground, while black students have improved slightly but remain behind.

For non-UK students (Table 16.2), inequities are sharper. The white–asian gap widened to 30.8%, reversing earlier trends, while black non-UK students face an 8.3% disadvantage.

Priority: Non-UK asian students have the most acute inequity; targeted support and tailored interventions should address this gap immediately.

Undergraduate completion rates

The data in Appendix 3 (Tables 17.1–17.4) shows persistent inequities in undergraduate completion. Among UK students, the gap between white and black students has widened from 6.5% to 9%, while the gap for asian students has narrowed from 5.1% to 3.8%. For non-UK students, completion rates vary by ethnic group, with some cohorts below HESA benchmarks, indicating barriers such as language or integration, as highlighted in focus groups with international students. Faculty-level data highlights that inequities are unevenly distributed across disciplines.

The priority is to reduce completion gaps across all groups, especially for black UK students, aligning outcomes with HESA sector norms. Targeted interventions, academic and pastoral support, and ongoing monitoring are essential to close these gaps.

Degree awarding:

Undergraduate Students

Appendix 3 (Table 18) shows widening awarding gaps since 2020/21. By 2024/25, the good honours gap for black students rose from 17.6% to 31.3%, and for global majority students from 13.7% to 20.5%. Faculty trends differ: Arts, Business & Social Sciences improved, while Education, Health & Wellbeing and Science & Engineering widened. Pandemic adjustments briefly reduced disparities, but their removal saw gaps return in line with national trends.

Context: Progress remains uneven across a diverse profile, with high proportions from both the most (IMD1) and least deprived (IMD5) areas. Students from IMD1–2 backgrounds—often Global Majority entrants with BTEC or non-A-level qualifications were most affected by the pandemic. To support these students targeted digital and academic support (e.g., laptop provision, online learning) helped mitigate this.

Independent study/project modules remain key risk areas due to inconsistent marking and limited support. In 2023/24, 18 Level 6 modules showed large gaps for Black students, rising to 42 with smaller cohorts. Appendix 3 (Tables 19.1–19.3) shows 2021/22 outcomes: 81% of white UK students achieved good honours, compared with 59% of black UK (a 22-point gap), 73% of asian UK, and 75% of Non-UK students.?????

These findings confirm the need for targeted action through the Access and Participation Plan (APP) and REC Action Plan Priority 6 to close awarding gaps

Foundation, Postgraduate Taught and Postgraduate Research Students

At foundation and PGR levels, outcomes are not yet monitored by OfS, though systems are being developed. At PGT level, Appendix 3 (Table 21) shows white students achieving the

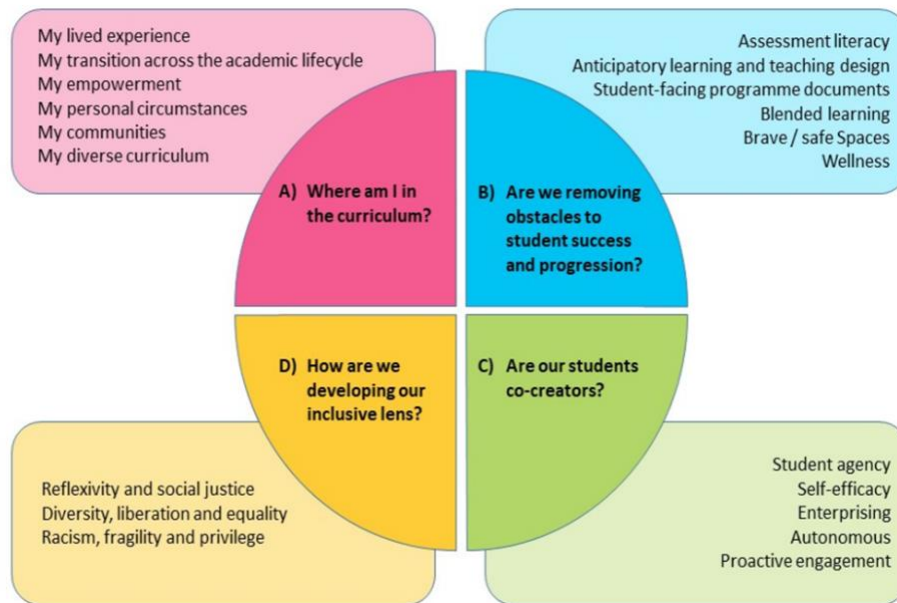
highest award rates (64–80% over five years). Black students improved from 40.7% in 2019/20 to 63.2% in 2023/24, while asian students fluctuated between 23.4% and 55.4%. Students identifying as other or mixed ethnicity fall between these ranges.

Persistent gaps for UK black PGT students indicate a need for targeted academic and pastoral support, while variable asian and non-UK outcomes warrant continued monitoring and investigation into why this is.

Students, teaching and learning

Since the last REC award, the University has embedded equity and belonging through the Inclusive Framework for Curriculum Design and Delivery (IFCDD) and wider Inclusive and Curriculum Frameworks, aligned with Strategy 2035 and APP goals. These drive inclusive pedagogy, curriculum decolonisation, and student co-creation.

Figure 3.1 Inclusive framework for Curriculum Design and Delivery



Teaching and assessment have been adapted to better support global majority and first-generation students, enhancing attainment and reducing misconduct. Student success coaches and targeted employability initiatives, particularly for global majority and international students, have improved retention, progression, and graduate outcomes.

The student voice remains central, informing initiatives such as the 2022 mental health and wellbeing strategy and the OfS-funded *That's Me!* project, highlighted earlier. Inclusivity is embedded through school Inclusivity leads and inclusive course design, ensuring equitable practice across disciplines. The Curriculum Framework is currently being updated and further developed.

Key priorities for future action

Our action plan priorities are informed by the analysis of mandatory data, as highlighted above, and by the issues (highlighted earlier) and trends identified through this analysis. These findings,

alongside staff and student consultations, policy evaluations, institutional culture reviews, and intersectional assessments of race equality, have directly shaped the priorities outlined below. Each priority is evidence-based, actionable, and designed to deliver measurable impact across the institution, in line with Criterion B.

Building on lessons from previous initiatives, the plan strengthens and expands successful actions—such as improving representation, promotions, and progression—while proactively addressing emerging challenges. Decentralised and locally accountable structures, outlined in Section 1, will embed race equality across faculty and directorate operations. Faculty and professional services EDI committees, supported by Inclusivity leads, EDI champions, and staff networks, will translate institutional priorities into practical, locally owned actions, shaping curriculum, practice, and staff development.

This integrated approach ensures that priorities, such as closing awarding gaps, improving representation and progression, and diversifying curricula are strategically aligned, evidence-driven, and clearly overseen, creating sustainable and meaningful impact across the institution.

The priorities, based on issues identified earlier) within our action plan are listed below.

Priority 1: Creating an Inclusive and Transparent Recruitment Process (AP: 1.1 – 1.8)

Data analysis shows that while progress has been made, global majority staff remain underrepresented across the University with persistent gaps, especially at senior levels. The data highlights disparities based on proportionality between applications, shortlisting, and appointments, with global majority candidates less likely to progress at each stage. For faculties, the benchmark for representation is the student population, while for all staff the benchmark is the overall proportion of global majority staff. Addressing these gaps requires targeted action to increase the percentage of global majority candidates shortlisted vs. applications and hired vs. applications, with a focus on underrepresented areas as identified within appendix 3 (data sets).

The action plan commits to:

- Evaluation and monitoring recruitment and selection policy, auditing candidate journeys, reviewing grading (HERA), and tracking stage-by-stage recruitment metrics against targets set.
- Recruitment panels – monitoring panel diversity, strengthening global majority volunteer participation, and providing structured training.
- Innovation – establishing a recruitment Innovation group to develop and trial new approaches to inclusive talent acquisition.

This approach ensures recruitment processes respond directly to the data, embedding equity, transparency, and stronger global majority representation across the workforce, especially in senior roles.

Priority 2: Advancing Equity Through Transparent and Inclusive Promotion Practices (AP: 2.0 – 2.8)

Data analysis shows that global majority staff remain underrepresented in promotions, especially at senior academic levels (reader and professor). Promotion pathways from lecturer to senior lecturer to principal lecturer are unclear, with limited data available.

Representation in leadership and governance is also uneven, with very low numbers of global majority staff in management. Disparities between applications and successful promotions remain.

The action plan responds by:

- Leadership pipeline – strengthening succession planning, prioritising global majority talent, and supporting flexible career pathways.
- Establish a transparent, quarterly reporting process to monitor internal, secondment, and acting-up appointments at grade 9 and above, disaggregated by ethnicity, to identify disparities and inform targeted interventions.
- Promotion frameworks –refining academic progression guidelines and aligning research roles with the researcher development concordat.
- Monitoring and response – reviewing academic promotion processes, reporting and addressing gaps.

This ensures promotion practices directly address the data, embedding equity, transparency, and stronger global majority representation across all career pathways.

Priority 3: Supporting Career Development (AP: 3.0 – 3.7)

Data analysis and the staff cultural survey show that global majority staff face clear disparities in career progression. They are overrepresented in insecure teaching- and research-only contracts, underrepresented in senior roles, and report limited access to feedback, mentoring, and performance development. Non-UK global majority staff face barriers to permanent roles, highlighting the need for inclusive workforce planning and tailored development opportunities.

The action plan responds by:

- Building confidence and skills – co-creating soft skills training, promoting work-shadowing, and tracking progress.
- Expanding mentorship and leadership development, promoting reverse mentoring, developing internal global majority leadership programmes, and supporting access to aurora and women in wolves schemes.
- Improving training access – monitoring participation in corporate programmes, apprenticeships, secondments, and fellowships.
- Inclusive performance management – evaluating appraisal effectiveness, monitoring uptake, and ensuring equitable access to goals and development.

This ensures career development responds to data and survey feedback, embedding fair, structured, and inclusive opportunities for global majority staff at all levels.

Priority 4: Embedding Racial Equality (AP: 4.0 – 4.7)

Data shows that faculty staff diversity remains misaligned with the ethnic diversity of student populations, with global majority staff underrepresented in senior governance and leadership. Structural inequities persist across recruitment, promotion, and career development. Sustaining growth in black staff representation, increasing asian representation and embedding race equality alongside intersectional considerations are central to long-term equity.

The action plan responds by:

- Data-driven equality planning – maintaining EDI dashboards, conducting localised analysis of gender and race disparities, and requiring faculties and directorates to develop aligned action plans.
- Embedding equality in culture and practices – integrating Athena Swan and Race Equality Charter objectives into policies, decision-making, and engagement programmes.
- Pay and recognition transparency – conducting annual gender and ethnicity pay gap analysis, sharing findings, and implementing inclusive rewards and recognition strategies.
- Fair workload and anti-racism initiatives – reviewing workload allocation, acting on survey feedback, auditing high-grade fixed-term contracts, promoting flexible working, and providing anti-racism training and campaigns.

This approach ensures race equality is embedded strategically and culturally, driving measurable, intersectional outcomes across recruitment, progression, and leadership pathways.

Priority 5: Creating an Empowering, Supportive, and Inclusive Culture for Race Equality (AP 5.0 – 5.11)

Data and the staff cultural survey show that global majority staff face structural and cultural barriers across everyday working life. Insecure contracts, limited access to development and feedback, and non-transparent performance management constrain progression. Underrepresentation in line management and reports of racial harassment and bullying—from both staff and students—highlight the need for an empowering, supportive, and inclusive culture.

The action plan responds by:

- Setting up a REC Steering group as well that will have responsibility for overseeing the implementation of the REC action plan as well as leading on the embedding of ‘race equality’ across the University. Along with a number of working groups.
- Reporting and monitoring –Implementation of the ‘Report and Support’ reporting system for staff and students, analysing trends in harassment and grievances, and implementing a comprehensive framework.
- Networks and engagement – supporting global majority staff network including facilitating meetings with key stakeholders and running focus groups to address disparities.
- Cultural competency – delivering training on inclusion, positive action initiatives, and leadership development.
- Belonging and well-being – organising cultural events, monitoring flexible working uptake, tracking return-to-work experiences, and reviewing family-friendly policies.

This ensures day-to-day experiences respond to data, surveys, and reporting, embedding race equality, empowerment, and inclusion across the University.

Priority 6: Reduce the gaps in awarding, retention, and completion rates (AP 6.1 – 6.8)

Reducing awarding gaps remains a central priority, with related actions also addressing non-completion. Post-pandemic analysis shows these gaps have widened (Appendix 3, Table 18): in 2021/22, the white–global majority gap stood at 15.7%, and the white–black gap at

24.6%. The Access and Participation Plan (APP) 2024–28 sets clear milestones to reduce these to 5.5% and 9.0% respectively by 2027/28.

Persistent disparities are particularly evident among global majority students from deprived (IMD1–2) backgrounds and non-A-level routes. The APP 2024–28 therefore prioritises courses and modules with high numbers of APP students and/or poor outcome data to ensure targeted, equitable intervention.

The action plan responds by:

- Dissertation supervision equity: Co-create cross-faculty supervision guide, run student focus groups, pilot “Equity in Supervision,” and embed in staff training.

- Targeted Student Success Coaching: Launch tailored coaching for APP/global majority students, deliver one-to-one and group support, and evaluate impact on retention and engagement.
- Inclusive assessment and curriculum: Analyse disaggregated misconduct and academic data, develop culturally responsive guidance, pilot in schools, and embed inclusivity via CMI.
- Equitable work-integrated learning: Embed micro-placement model and alternative work experiences, monitor participation and outcomes, and support faculty implementation

Implementation and Targeting

In 2023/24, significant black awarding gaps were identified in **18 Level 6 modules** (and **42** including smaller cohorts). The **APP Working Group**, in partnership with faculties and the students’ union, will lead targeted interventions based on this analysis.

This module- and course-level approach directs resources to the students most at risk, ensuring actions effectively tackle intersecting inequalities and contribute to the APP’s awarding gap reduction milestones.

Table 3.10 APP targets

Stage	Description	Baseline (& yr)	2025-26	2026-27	2027-28
Awarding	The data demonstrate a gap in attainment between Global Majority students and white students. The baseline data and milestones present the gap between these groups	15.69% (2021/22)	10.6%	8.0%	5.5%
	The data demonstrate a gap in attainment between Black students and white students. The baseline data and milestones present the gap between these groups	24.62% (2021/22)	17.0%	13.0%	9.0%

Priority 7: Foster an inclusive and supportive study environment that enhances student engagement, accessibility, sense of belonging, and academic success for Global Majority students (AP: 7.1–7.4)

Postgraduate underrepresentation and uneven sense of belonging remain key barriers to inclusion and engagement. Addressing these is a priority within the University’s Race Equality Action Plan.

The action plan responds by:

- Embedding Global Gathering and EDI events: Cross-functional planning, annual calendar, and delivery of 3 major intersectional events.

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-
- Developing anti-racist pedagogy guidance: Student focus groups, discipline-specific exemplars, and bespoke staff workshops to integrate principles into teaching and assessment.

These actions directly respond to identified race equality gaps through evidence-led, measurable interventions, demonstrating the University's commitment to Criterion B of the Race Equality Charter.

Section 4: Future action plan

In Section 4, applicants can evidence how they meet Criterion C:

A comprehensive, evidence-based SMART action plan to improve race equality.

1. Action plan

The new action plan builds on the previous one, ensuring continuity and progress. While significant strides have been made, the refreshed plan strengthens and expands efforts to sustain momentum and address emerging challenges. It incorporates key insights and strategic next steps outlined in the evaluation of the previous action plan on page 6.

Successful initiatives, such as those improving representation and promotions have been refined for greater impact, while lessons from past challenges have shaped a more focused approach. Several actions will be evaluated using the Theory of Change model.

Summary of the key quantitative targets for 2029. The REC Silver submission for 2031 will be prepared in 2030, meaning the most recent complete dataset available at that point will be for the 2029 reporting year. Current 2023/24 data is used as the baseline for comparison.”

- A 6% increase in the proportion of GM staff recruited into senior roles and grades by 2029.
- Increase in Global Majority staff in senior academic and leadership roles by 6% by 2029
- A 6% increase in the representation of Global Majority staff at the Reader and Professor levels by 2029
- Year-on-year reduction in the mean and median race/ethnicity pay gaps, using 2024 pay gap data as the baseline.
- Awarding gap between white and Global Majority students reduced from a baseline of 20.6% in 2024/5 to 5.5% in 2027/8 & White and Black students to reduce from 24.62% in 2021/22 baseline to 9.0% in 2027-28
- Progression for GM students to increase from a baseline of 67.5% in 2021/22 to 75.0% in 2027/28

Theory of Change for REC Action Plan

Priority 1: Inclusive & Transparent Recruitment

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> Recruitment & selection policies HR & EDI staff GM staff network Data dashboards 	<ul style="list-style-type: none"> Audit candidate journey Expand GM representation on interview panels Implement Inclusive Talent Acquisition Model Evaluate recruitment events 	<ul style="list-style-type: none"> Recruitment audit reports & action plans GM panel volunteer database Inclusive Talent Acquisition framework Recruitment events guidance & feedback 90% recruitment materials reviewed for inclusive language 	<ul style="list-style-type: none"> GM representation in senior roles +6% by 2029 Staff survey: fairness +5% 	<ul style="list-style-type: none"> Equitable recruitment processes Improved diversity, fairness & candidate experience Narrowed GM vs White hire gap (15–18%)

Priority 2: Transparent Promotion

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> Promotion/conferment data HR & EDI staff Leadership Succession planning resources 	<ul style="list-style-type: none"> Develop strategic succession plans for senior & critical roles Create flexible career pathways & internal recruitment opportunities Monitor interim, secondment & acting-up appointments Review academic promotion policies Track conferment process for GM staff 	<ul style="list-style-type: none"> Strategic succession plans Updated promotion policies & guidance Quarterly diversity reports on temporary & acting roles Baseline & annual progression/conferment data 	<ul style="list-style-type: none"> Staff survey: promotion fairness +5% 	<ul style="list-style-type: none"> Transparent, equitable career progression Inclusive senior leadership representation GM representation in senior academic & leadership roles +5% by 2029

Priority 3: Career Development

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> • GM staff network • HROD team • Internal & external training resources 	<ul style="list-style-type: none"> • Deliver soft skills training, mentoring & work-shadowing for GM staff • Run leadership programs & external opportunities • Evaluate appraisal systems for career progression • Encourage participation in professional fellowships 	<ul style="list-style-type: none"> • Delivered training & mentoring programs • Leadership program cohorts established • Reports on participation & progress 	<ul style="list-style-type: none"> • 80% positive feedback on training & mentoring • Year-on-year increase in GM participation • Improved readiness for promotion & internal mobility 	<ul style="list-style-type: none"> • Strong GM talent pipeline • Increased GM representation in leadership 6%

Priority 4: Embedding Racial Equality

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> • HR & EDI staff • Faculty/directorate leadership • REC framework • Data dashboards 	<ul style="list-style-type: none"> • Develop faculty/directorate action plans & SMART goals • Organize REC events • Implement inclusive rewards & recognition strategy • Conduct ethnicity pay gap analysis • Lead anti-racism campaigns • Review workload allocation 	<ul style="list-style-type: none"> • Dashboards & SMART action plans • REC event reports • Anti-racism campaign materials • Inclusive rewards & recognition strategy • Workload allocation reports 	<ul style="list-style-type: none"> • 10% increase in racial equality understanding by 2029 • Year-on-year reduction in ethnicity pay gaps • 5% improvement in workload fairness & recognition (staff survey) 	<ul style="list-style-type: none"> • Racial equality embedded in organisational culture • Inclusive policies, recognition & accountability

Priority 5: Supportive & Inclusive Culture

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> • GM staff network • HR & EDI staff • Incident reporting tools • Wellbeing programs • Communications resources 	<ul style="list-style-type: none"> • Promote 'Report and Support' reporting system • Maintain GM staff network • Conduct focus groups for GM female staff • Deliver inclusive leadership training • Host cultural & awareness events • Implement monthly wellbeing initiatives 	<ul style="list-style-type: none"> • Incident analysis reports & recommendations • Trained line managers • GM staff spotlight communications • Focus group feedback reports • Cultural & wellbeing event summaries 	<ul style="list-style-type: none"> • 5% increase in confidence in incident reporting by 2029 • 75% GM staff report sense of belonging • Positive feedback on cultural & wellbeing initiatives 	<ul style="list-style-type: none"> • Safe, supportive, and inclusive culture • Empowered GM staff & students • Reduced racial harassment & increased belonging

Priority 6: Reduce gaps in awarding, retention, and completion rates for Global Majority students compared to White students

Inputs	Activities	Outputs	Outcomes	Impact
Student Success Directorate; Faculties; Curriculum Framework; Student Success Coaches; Careers & Employability	Faculty supervision equity interventions; targeted coaching; misconduct disparity analysis; inclusive curriculum implementation; embed equitable placements & work-integrated learning	Supervision equity toolkit; coaching pilots; misconduct analysis reports; curriculum inclusivity evidence; placement models	Improved retention, progression & equity in academic conduct; increased participation in placements; reduced variation in L6 outcomes	Narrowed awarding gap (20.7% → 5.5% by 2030); equitable academic processes; improved employability outcomes for GM students

Priority 7: Foster an inclusive and supportive study environment that enhances student engagement, accessibility, sense of belonging, and academic success for Global Majority students

Inputs	Activities	Outputs	Outcomes	Impact
Student Success Team; SU; Inclusivity Leads; Curriculum & EDI Teams; comms teams	Deliver Global Gathering & intersectional EDI events; inclusive Canvas templates; anti-racist pedagogy guidance; focus groups with GM students; staff workshops	EDI events calendar; accessible templates; pedagogy guidance; workshop delivery; student focus group feedback	Increased belonging; improved accessibility & digital experience; improved staff confidence in inclusive practice	Inclusive and engaging learning environment; improved academic success & belonging for GM students; narrowing attainment gaps

RACE EQUALITY CHARTER ACTION PLAN SUBMISSION – MARCH 2026

The targeted actions in the new action plan build on the foundations of our previous REC action plan, ensuring continuity and progress. As highlighted earlier, significant strides have been made in key areas. However, to sustain momentum and tackle emerging challenges, the refreshed action plan strengthens and expands these efforts.

Successful initiatives, such as those improving representation and promotions, have been refined for greater impact. Lessons from past challenges have also informed strategic adjustments, ensuring a more effective and targeted approach. Actions timelines are up to 2029, as we will start the process for applying for a silver award at the start of 2030, allowing time for a March 2031 submission.

*- Similar actions also in Athena Swan Action Plan)

<u>Rationale</u>	<u>Action</u>	<u>Planned actions.</u>	<u>Key outputs/Milestones</u>	<u>Timeline (start date)</u>	<u>Team Lead</u>	<u>Success criteria</u>
Priority 1: Creating an Inclusive and Transparent Recruitment Process						
<p>Recent recruitment data shows that although more Global Majority candidates are applying than before, they are still proportionally less likely than White candidates to be shortlisted or appointed. Staff survey feedback reinforces this, with many Global Majority colleagues reporting that appointment decisions do not feel fair.</p> <p>Even with recent updates to the recruitment policy, these patterns suggest that parts of the selection process may still be creating unequal outcomes. Taken together, the data and staff experiences provide clear evidence that further investigation and actions are needed to ensure recruitment is fair and equitable for all candidates.</p>	*1.1	<p>Review and continually monitor the implementation of the Recruitment and Selection Policy (approved 29 October 2024) to ensure recruitment remains open, transparent and inclusive. This includes evaluating how the policy is applied across the candidate journey with focus on senior positions, shortlisting, and interviews across all roles.</p> <p>The review will also assess flexibility in job descriptions to support part-time and job-share roles, broaden vacancy advertising through targeted GM networks to reach underrepresented groups, and enhance equity and transparency across all internal recruitment and deployment processes.</p>	<ul style="list-style-type: none"> Terms of Reference for review and monitoring agreed Evaluation completed and findings integrated into recommendations paper Improvements implemented and embedded in recruitment systems and policies 	<p>August 2026.</p> <p>Jan 2027</p> <p>March 2027.</p>	<p>HR Recruitment Team</p> <p>REC Steering group</p> <p>HR Systems Team</p>	<ul style="list-style-type: none"> By 2029, success will be measured by reducing the gap in representation between Global Majority and White staff in Academic and Professional Services recruitment, including a 5% increase in Global Majority staff appointed to senior roles (grade 10+). Staff confidence in fair recruitment should also improve, shown through a 5% rise in positive responses to "Decisions about appointments are made fairly" from the 2024 baseline (Asian 49%, Black 40%, Mixed 45%).
	*1.2	<p>Explore and introduce innovative, inclusive hiring practices to reduce disproportionality between GM and White applicants and hires to enhance the overall recruitment process.</p>	<ul style="list-style-type: none"> Provide recommendations for improving inclusivity in recruitment. 	<p>March 2027</p>	<p>HR Recruitment Team</p>	<ul style="list-style-type: none"> The report's recommendations will be incorporated into the University's recruitment policy Success will be measured by an increase in positive responses to recruitment-related questions in the 2029 staff survey, reflecting improved perceptions of inclusivity and fairness.
	1.3	<p>Review of application of HERA process: (job grading, transparency), identifying and addressing any inconsistencies to strengthen fairness and transparency in processes</p>	<ul style="list-style-type: none"> Review carried out with recommendations for updated guidance Updated Guidance developed and communicated to all staff 	<p>June 2026</p> <p>July 2026</p>	<p>HR Recruitment and HR advisory Team</p>	<p>Clear and accessible guidance will ensure job grading is applied consistently, fairly, and transparently. Stronger governance and practical support for evaluators</p>

						will increase confidence in the process and promote clarity, equity, and accountability.
	*1.4	Explore the options of creating an Inclusive Talent Acquisition framework (for both internal and external), that is designed to attract, recruit, and hire a diverse range of candidates.	Options explored and paper with recommendations to UEB.	Jan - Sep 2027	OD, Talent & Culture Team	<ul style="list-style-type: none"> Success will be demonstrated by an increase in candidate diversity, at grades 10 upwards by 5% 2029)
	*1.5	Panel Diversity Monitoring: Ongoing monitoring of the composition of shortlisting and interview panels and evaluating impact.	To produce quarterly reports to the Race Equality Charter Steering Plan (RECAP) delivery group.	On-going	HR Recruitment Team	<ul style="list-style-type: none"> The target is for all recruitment panels to include at least one Global Majority member, reinforcing the University's commitment to inclusivity by 2029.
	1.6	GM Panel Volunteer Pool: Maintain a pool of GM staff volunteers (regular refreshing with new volunteers recruited) available to participate in interview panels as needed.	Pool of volunteers recruited and database set up.	Re-refresh October 2026	EDI Team & GM staff network	<ul style="list-style-type: none"> Minimum of 20 volunteers recruited and available.
	1.61	Structured Training: Deliver structured interview panel training to all panel members ensure consistency, fairness, and best practices in recruitment and power dynamics of panels, as chair of the panel will likely be a senior member of staff.	Training delivered to all volunteers.	Jan 2027	EDI, OD & HR Recruitment Teams	<ul style="list-style-type: none"> 100% of volunteers complete training within 6 weeks of joining the pool and attend 4 interview panels. As well as audit interview panels (dates of interviews received from HR Recruitment Team)
	1.62	Quarterly Development Sessions: Facilitate quarterly support and development meetings for recruitment panel volunteers, to provide a structured forum for sharing challenges, exchanging best practices, and offering ongoing guidance and feedback on Interviews as well as any further training needs.	Meetings held.	Jan 2027 onwards	EDI & HR Recruitment Teams	<ul style="list-style-type: none"> 80% attendance per meeting, with identified improvements/action points recorded and implemented.
	1.7	Monitoring and Evaluation Mechanisms: Develop tools and processes to monitor progress and measure the effectiveness of all recruitment initiatives in line with 'theory of change' framework developed.	Evaluation framework/model and OR EDI dashboard developed.	January 2027	RECAP Steering Group & HR Systems	<ul style="list-style-type: none"> Effective monitoring tools and processes are in place to track progress and evaluate whether recruitment initiatives are achieving their intended outcomes. Data is collected and reviewed regularly, aligned with the agreed theory of change framework, allowing the organisation to measure impact, identify gaps, and adjust actions based on evidence.

Priority 2: Advancing Equity Through Transparent and Inclusive Promotion Practices						
<p>Workforce data shows that a large proportion of Global Majority staff are concentrated in lower-grade roles (UW8 and below), with far fewer progressing into higher positions. Staff cultural survey results reinforce this concern, as less than half of Global Majority colleagues feel that promotion, progression, and staff development opportunities are fair. Together, this evidence highlights significant equity gaps in career development and progression, demonstrating the need for targeted action to ensure fair access to development and advancement opportunities.</p>	*2.0	Develop and implement a targeted succession planning strategy for senior and critical roles.	Set up TOR for this work.	July 2027	Faculty Deans, Professional service Directors, EDI & OD Teams	<ul style="list-style-type: none"> By 2029, a clear and targeted succession planning strategy will be in place across the organisation, ensuring future talent needs and potential successors for senior and critical roles are identified. This will be reflected in 80% of faculties and directorates having succession plans that strengthen a diverse leadership pipeline, improve readiness for key transitions, and reduce the risk of gaps in critical positions.
	*2.1	Introducing flexible career development pathways, including part-time roles, job-sharing, and remote working options, to better support staff with caregiving responsibilities.	Monitoring of Flexible working policy in relation to ethnicity of staff with EDI data reported in EDI update termly reports to VCAG & PCC	Jan 2028	EDI & HR Advisory Teams	<ul style="list-style-type: none"> Flexible career pathways—including part-time, job-sharing, and remote options—are available and used by staff with caregiving responsibilities, improving work-life balance and perceptions of career progression.
	2.2	Monitor internal, secondment, and acting-up appointments in roles grade 9 upwards through a transparent quarterly reporting process, disaggregated by protected characteristics, to identify disparities and inform targeted interventions.	Quarterly diversity report on temporary appointments produced and shared with VCAG.	Nov 2026	EDI & HR Systems Teams	<ul style="list-style-type: none"> Regular tracking and analysis will be conducted to monitor an increase Global Majority representation in leadership/senior academic roles.
	2.3	Line Managers to sign post to staff existing development support opportunities (also part of staff appraisals)	Development support program (e.g. training, mentoring) launched.	Sept 2026	All Line Mangers	<p>Increase Global Majority staff in senior academic and leadership roles/Grades (10 upwards) by 6% in underrepresented areas by 2029</p>
	*2.4	Communicate clear career pathway guidance for all roles within the University.	Guidelines reviewed and baseline data recorded.	TBC-with existing timelines for this broader work on Academic progression	OVC	<ul style="list-style-type: none"> 6% increase in Global Majority staff into senior grades (10+) after the implementation of the new policy by 2029.

						<ul style="list-style-type: none"> • Increase the percentage of positive responses to the promotion/progression fairness question in the staff survey by 5% by 2029, compared to the 2024 baseline. • Ensure 59% positive response to questions on promotion/progression (2029 Survey) up from 53% in 2024, as reported in the staff survey.
Data shows underrepresentation of Global Majority staff at the Reader and Professor levels, with a strong pipeline in Lecturer, Senior Lecturer, and Principal Lecturer roles	*2.5	Establish and maintain continuous monitoring, promotion, and oversight of the Academic promotions process	Increase in the number of GM staff applying for academic promotions and being successful in their applications. Annual promotions EDI data to be included in report to VCAG and People and Culture Committee (PCC).	Annual Academic promotions cycle	OD Team & Conferment Panel	<ul style="list-style-type: none"> • Achieve a 6% increase in the representation of Global Majority staff at the Reader and Professor levels by 2029, benchmarking against 2023/24 data.
Priority 3: Supporting Career development:						
Data shows a strong pipeline of staff with potential for progression, but current career development opportunities may not fully support their growth into senior or critical roles. Evidence suggests targeted development, mentoring, and flexible pathways are needed to convert potential into actual progression, ensuring a diverse and ready talent pipeline.	*3.0	Co-creation with the GM staff network, a soft skills training programme for Global majority staff in lower grades.	Developed successful training/workshop programme and delivered annually.	Jan 2027 First session of training March 2027	EDI & OD Teams & GM Staff network office bearers	<ul style="list-style-type: none"> • Success will be measured by enrolling 10 Global Majority staff in lower grades in the first year of the co-created soft skills programme, with 100% accessing at least one work-shadowing opportunity. Participants will complete pre- and post-programme surveys to assess improvements in confidence and skills, with a target of at least 80% positive feedback on effectiveness. Over time, the programme will contribute to a 6% increase in Global Majority staff in senior roles (grade 10+) by 2029, strengthening the organisation's diverse leadership pipeline.
	3.12	Explore feasibility of GM staff in senior roles to mentor GM staff in lower roles.	Feasibility completed and Mentors and Mentees identified.	Sept 2026	EDI Team & GM Staff Network	<ul style="list-style-type: none"> • A minimum of 10 Global Majority staff successfully participates in annual reverse mentoring programme, with tangible evidence of the benefits gained from their involvement, via feedback in annual evaluation reports.
	*3.1	To promote and encourage Global Majority staff to participate in the annual 'Reverse Mentoring' programmes, both as mentors and mentees. To include potential link to CMI/ILM qualification for participants	Increase in Global Majority staff participating in the programme.	Annually	EDI & OD Teams	

	*3.2	Promote and monitor participation of Global Majority staff in corporate training and development programmes	Quarterly reports produced for the Race Equality Charter action plan delivery groups.	First report Jan 2027	OD & EDI Teams and GM staff Network	<ul style="list-style-type: none"> Achieve a 3% annual increase in the number of Global Majority staff completing training, with the baseline for benchmarking set using data collected in September 2025.
	*3.3	Assess how effective the new appraisal system (My DPD) is in practice.	To produce a report that includes evaluation on implementation.	Jan 2028	OD Team	<ul style="list-style-type: none"> Success would be indicated by at least 70% of respondents in staff survey in 2029 feeling that the appraisal system is fair, transparent, and supportive of their professional development/career.
	*3.4	Assess, track, and report on the number of Global Majority staff (and those eligible) applying for and successfully securing professional fellowships through the KUDOS scheme.	To be reported annually to VCAG & PCC.	Jan 2027 then annually	Directorate of Academic Development & HR Systems Team	<ul style="list-style-type: none"> Increase in the percentage of Global Majority staff applying and those successfully securing professional fellowships year on year, with the baseline data to be collected by September 2026.
	*3.5	Actively encourage Global Majority females to participate in the Aurora development and Women in Wolves' training programmes, while monitoring their career progression.		Annual Aurora programme recruitment.	EDI & OD Team, GM, Staff Network	<ul style="list-style-type: none"> Ensuring a minimum of 30% participation from global majority female staff in these programmes. Using 2026 round as baseline.
	3.6	Scope and develop an internal Leadership programme for Global Majority staff.	Internal Programme delivered	October 2026	EDI & OD Teams	<ul style="list-style-type: none"> 20 GM staff completing the internal leadership and 5 the external programme annually with tangible evidence of the benefits gained from their involvement, via feedback in annual evaluation reports. As well as monitoring impact on their career progression.
	3.7	Explore and scope the feasibility of supporting GM staff in external leadership programmes for people working in Higher Education	External leadership programme identified	August 2026	EDI & OD Teams	
Priority 4: Embedding Racial equality.						
Integrating Racial equality into Faculties and Directorates to ensure a more inclusive and balanced organisational culture.	*4.0	Creation of EDI dashboards featuring standard HR reports, i.e. staff turnover etc.	EDI Data Dashboards created	November 2026	HR systems Team	<ul style="list-style-type: none"> Quarterly reports produced, analysed and appropriate actions implemented. At least 80% of Faculties and Directorates having completed their SMART action plans and incorporating REC aligned actions for Academic year 2026-27
	*4.1	Faculties and Directorates to create their own EDI action plans, aligned with University REC action plan, informed by localised data analysis	SMART action plan developed.	October 2026 and then annually	Faculty Deans & Directorate Directors	
Raising the Race Equality Charter profile to integrate race equality related issues into the University's core culture and practices.	*4.2	Organise a schedule of events branded as REC for both staff and students.	Minimum target of 3 events per academic year.	August - Sep 2026	RECAP EDI Team	<ul style="list-style-type: none"> Achieve a 10% increase in understanding and awareness of Racial equality, as evidenced by positive responses in the staff and student survey using the results
	*4.3	Produce an annual report detailing the progress of the REC action plan.		Jan 2027 and then annually.	EDI Team	

			Reports produced and communicated to all staff and students as well as being uploaded onto the EDI webpages.			from the 2024 survey results as baseline.
Transparency and accountability will be reinforced through Ethnicity Pay Gap reporting, providing valuable insights to drive meaningful change. The intersectionality between gender and race will form part of the report	*4.4	Undertake an annual Ethnicity pay analysis annually. This will measure impact of implementation of a number of actions in this plan in increasing % of GM staff into senior roles. Actions then can be reviewed if no progress.	To produce an annual Ethnicity, pay gap report (focus on intersectionality).	March 31 st Annually	EDI & HR systems Teams	<ul style="list-style-type: none"> Reduction in the mean and median race/ethnicity pay gaps, using 2024 pay gap data as the baseline by 4% in 2028
To create an inclusive rewards and recognition strategy that ensures all staff are acknowledged and valued for their contributions, fostering a diverse and equitable workplace.	*4.5	Develop a comprehensive strategy for inclusive rewards and recognition that not only values formal contributions but also acknowledges the voluntary efforts of staff advancing and supporting the EDI agenda, for example, those who dedicate time to initiatives such as serving on interview panels.	A fully implemented inclusive rewards and recognition strategy that acknowledges and celebrates the diverse contributions of all staff members.	December 2027	EDI & OD Teams	<ul style="list-style-type: none"> A fully implemented inclusive rewards and recognition strategy, with at least 80% Global Majority staff reporting satisfaction with the fairness and inclusivity of the system in the staff survey 2029, and a 5% increase in Global Majority staff being recognised for their contributions compared to baseline data after implementation of strategy.
In response to staff survey results, about workload allocations address any disparities identified in the survey feedback.	*4.6	To review workload allocations to ensure fairness, equity, Inclusivity, and transparency in relation to Racial equality.	A report produced for the Race Equality Charter Action plan Steering group to consider.	Sep - 2026	Faculty Deans	<ul style="list-style-type: none"> Achieve a 5% increase in the percentage of Global Majority staff expressing confidence and responding positively about workload allocation in the annual staff survey in 2029 as compared to staff survey in 2024.
	4.7	Deliver an Anti-Racism Campaign to promote a zero-tolerance culture, raise awareness, and drive positive behavioural change. The campaign will combine visible messaging, leadership commitment, and practical education with opportunities for open dialogue. Staff and students championing anti-racist practices will be recognised through the inclusive rewards and recognition strategy.	Working group with TOR Anti Racism campaign launched	Jan 2027 March 2027	EDI team & GM staff network	<ul style="list-style-type: none"> The campaign clearly raises awareness about racism and motivates people to take meaningful, inclusive action against it. At least 80% of the target audience report increased understanding of racism and ways to challenge it, based on pre- and post-campaign REC surveys.
Priority 5: Creating an empowering, supportive and Inclusive culture for Race Equality						
	5.0	Replace the REC SAT with refreshed REC Steering, working, staff and student experience groups with termly meetings.	Review and refresh REC Steering and other groups with clear terms of reference Termly meetings	June 2026 From Sept 2026	AD EDI	Inclusive REC Steering group, chaired by Executive lead for race, steers and leads on embedding race equality within University structures.

		Set up REC SAT for silver submission	REC SAT and associated subgroups set up and process for submission begins with meetings as agreed with REC SAT	Sept 2029	REC SAT	
	5.1	Submit for REC Silver award	Submission documents uploaded	March 2031	AD EDI	Successful silver REC award obtained.
There is a need to document, monitor, and provide support to staff and students in response to incidents of racial harassment to ensure a safe and inclusive work environment, address issues promptly, and provide necessary resources for affected individuals.	*5.2	To replace the Incident reporting tool with the 'Report and Support' reporting system.	Report and support' reporting system in place.	May 2026	EDI team	<ul style="list-style-type: none"> Achieve a 5% increase in the percentage of Global Majority staff and students expressing confidence and positivity towards the incident reporting tool in the REC survey by 2029, alongside an increase in its uptake. Achieve a measurable increase in the sense of belonging among Global Majority staff and students, as demonstrated by a higher percentage of staff responding positively to the sense of belonging question in the 2029 staff survey, compared to response rates in the 2024 staff survey. An annual analysis of Global Majority staff representation in departments with higher reported incidents of Racial harassment, identifying potential correlations, is completed with a focus on at least 70% of departments. Quarterly analysis of grievance cases involving GM staff is completed, with trends reported and shared with leadership, and any patterns (e.g., increase in cases by department, issue type, or demographic group) identified and acted upon within one month of reporting.
	5.3	Identify patterns or trends in reports from Global Majority staff. Cross-reference data linking the number of incident reports to departments with lower Global Majority staff representation, identifying potential correlations between staff demographics and reported incidents and take the appropriate action.	<ul style="list-style-type: none"> A report identifying patterns or trends in Racial I harassment reports from Global Majority staff, highlighting any recurring issues or specific areas of concern. An analysis of Global Majority staff representation in departments with a higher incidence of reported Racial harassment, including any departments with lower representation Global Majority staff. 	March 2027 -annually	EDI team	
	5.4	Monitor the Grievance policy and case load to identify any trends in relation to GM staff (linked to EDI dashboards) and take the appropriate action. As well as monitoring the composition of disciplinary panels to ensure they are inclusive.	<ul style="list-style-type: none"> Recommendations for targeted interventions or support based on the findings, aimed at improving the work environment in affected areas. EDI data on case's to be included in termly reports to VCAG & PCC. 	Nov 2026	HR Casework Team	
The Global majority Staff Is has proven to have a positive impact, and it is important to continue providing support to sustain its effectiveness.	5.5	The Central EDI team will maintain ongoing support for the Global Majority staff Network.	Consistent engagement and collaboration between the Central EDI team and the Global Majority staff Network, ensuring resources, guidance, provided to support the network's initiatives and growth.	On-going	EDI Team	<ul style="list-style-type: none"> A well-established and effective Global Majority staff Network, holding a minimum of three meetings annually and at least two conferences or events per year. With increase in membership annually.
	5.5.1			On -going		

Updated Race Equality Charter
Renewal Application Form

	5.5.2	The network will be involved in shaping issues and decisions that affect its members. Spotlight on GM staff in Comms, i.e. WLV inside, podcast to promote sense of belonging. Include in a comms plan	Consistent engagement of GM office bearers with key stakeholders. GM staff identified, Articles and podcasts started	January 2027	GM Staff Network GM Staff Network	<ul style="list-style-type: none"> Global Majority staff network office bearers engaged with key stakeholders to share 'good practice' and express views of their members. Minimum of spotlight on 6 GM staff annually.
Addressing disparities in staff and student survey response rates, especially in areas with low response rate from global majority female staff.	*5.6	Establish and conduct focus group meetings with Asian, Black, and Mixed female staff to gather insights and address specific concerns.	Regularly scheduled focus group sessions, with documented feedback and recommendations to inform future actions and policies. Paper to VCAG on outcome of focus groups.	Oct - 2026 Oct/Nov 2026	WSN & GM Staff Network	<ul style="list-style-type: none"> Achieve a 5% increase in positive response rates from Global Majority female staff in the 2029 staff survey, specifically in questions where their response rates were previously lower than those of other groups.
Building a shared understanding of race equity and inclusive practice will ensure staff can recognise and challenge bias, fostering respect and equitable behaviour across the University.	5.7	Explore options for developing a cultural competency framework.	Options paper developed with recommendations for VCAG.	Jan -July 2027	RECAP delivery group	<ul style="list-style-type: none"> Cultural competency framework is developed, approved, and launched. Increasing confidence of staff teaching a diverse student base from different cultures and backgrounds.
Raising awareness and confidence in applying Positive Action will help address underrepresentation. Sharing case studies will normalise its lawful and effective use in recruitment and development.	5.8 5.81	Campaign to promote Positive action Guidance and develop case studies. Monitor and evaluate impact of Positive action initiatives within the University.	WLV Insider articles and presentations to key stakeholder groups. Report produced	Aug 2026 First report 2027	RECAP delivery group and EDI team EDI team.	<ul style="list-style-type: none"> Positive Action Guidance campaign launched, with at least 3 case studies developed and shared across internal communications platforms, and 75% of surveyed staff indicating improved understanding of positive action principles. Impact report on Positive Action initiatives produced annually, including data analysis (e.g., recruitment, promotion, participation rates), with evidence of year-on-year improvement in representation of underrepresented groups and recommendations for further action.
Embedding inclusive leadership, respect, and dignity in management training will equip leaders to model inclusive behaviours and create psychologically safe, diverse teams.	5.9	Training on creating an Inclusive Culture (Inclusive leadership, teams, respect and dignity) for line managers.	Training sessions on inclusive leadership delivered within mandatory Line managers training.	On-going	EDI & OD Teams	<ul style="list-style-type: none"> At least 90% of participants complete the training, with 80% reporting improved understanding of inclusive workplace behaviours in post-training feedback.

Celebrations such as Black History Month and South Asian Heritage Month will raise awareness, promote understanding, and visibly value diverse cultures across the University.	5.10	To organise events like Black History month, South Asian Heritage Month, as well as cultural events, awareness raising, promotion of different cultures organised as lunchtime sessions.	A minimum of 4 cultural and awareness events across the year celebrating diversity and promoting inclusion.	On-going	EDI Team & GM Staff network	<ul style="list-style-type: none"> Achieve a minimum attendance of 100 across all events and 85% positive feedback on increased cultural awareness from post-event surveys/feedback.
Continuing well-being and community-building activities will foster belonging, mutual respect, and an inclusive, compassionate culture for all staff.	5.11	Continue well-being initiatives such as Compassionate Cuppas to strengthen community and inclusion	Host monthly “Compassionate Cuppa” sessions to promote inclusion and emotional well-being.	On-going	OD & Faculty EDI committees	<ul style="list-style-type: none"> Hold at least 10 sessions annually with an average satisfaction score of 4 out of 5 or higher from participants.

Priority 6: Reduce the gaps in awarding, retention, and completion rates for Global Majority students compared to White students.

Global Majority students report inconsistent experiences with Level 6 dissertation supervision—often described as the ‘supervisor lottery’. These inconsistencies contribute to awarding gaps, particularly in final-year assessments where academic support plays a critical role.	6.1	Co-create and implement faculty-level interventions to improve the consistency, transparency, and equity of dissertation supervision, informed directly by Global Majority student experiences.	<ul style="list-style-type: none"> Cross-faculty equitable supervision guide co-designed with students, including an agreed set of core supervision principles, guidance documents, practical checklists, and defined minimum contact times and expectations. Three faculty-specific student focus groups completed by July 2026, generating qualitative insights from Global Majority students on supervision experiences (one focus group per faculty). ‘Equity in Supervision’ pilot delivered and evaluated in each faculty, with documented implementation and outcomes. Supervision principles embedded into academic staff training and development, informed by pilot evaluation findings and student feedback. 	<ul style="list-style-type: none"> Supervision equity Guide developed (by April 2027) Three student focus groups completed across faculties (by Sept 2026) Faculty pilots completed and evaluated (September – December 2026) Evaluation report shared with REC Student Experience Group and APP Working Group (March 2027) 	AD for Inclusivity School Inclusivity Leads	<ul style="list-style-type: none"> At least one School per Faculty delivers and evaluates a supervision equity pilot by December 2026 Adoption and Reach: 80% of supervisors accessing/downloading the Supervision Guide via Canvas by July 2027 80% of courses officially incorporated Supervision guide into Supervision training/induction by September 2027 70% of participating students report improved clarity, equity and satisfaction with supervision (Feedback via Vevox within Canvas) 75% of Supervisors cite increased confidence and clarity of expectations as primary benefits of using the supervision guide in pulse survey.,
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				and development April – July 2027		
Student Success Coaches (formerly Academic Coaches) have already demonstrated a positive impact on retention and progression. However, current provision is broad and untargeted, delivered at scale across full cohorts. A more tailored approach could enhance effectiveness, particularly for Global Majority and APP group students where gaps in continuation remain.	6.2	Design and implement a tailored Student Success Coaching pilot, focusing on APP group students, where there is an over representation of Global Majority students and, with embedded evaluation to inform future scaling.	<ul style="list-style-type: none"> Tailored Student Success Coaching offer designed, in collaboration with the Dean of Students Journey Directorate and Heads of Student Success Coaches, aligned to APP priorities and REC objectives. Student Success Coaches embedded across Levels 4–7, with targeted one-to-one and group coaching provision delivered to identified students. Evaluation framework developed and implemented, using qualitative and quantitative measures to assess impact on student continuation, engagement, and sense of belonging. 	<ul style="list-style-type: none"> New structure as part of Student Success Directorate rolled out Tailored coaching pilot launched (Sept 2026) Coaches trained and briefed (Aug 2026) End of Year 1 evaluation complete (July 2027) Final evaluation report submitted to UEB and REC Student Experience Group (Dec 2026) 	Director of Student Success & AD Inclusivity	<ul style="list-style-type: none"> Improved retention and progression rates for Global Majority and APP group students in pilot cohorts (minimum 3% uplift compared to 2023/24 baselines). At least 75% of students engaging with tailored coaching report a positive impact on confidence, belonging, and academic progress (via survey/focus groups). Evaluation framework is already in place and outlined in the APP and will be used for REC actions linked to APP.
Internal data shows that Global Majority students are disproportionately represented in academic misconduct investigations and Fitness to Practise procedures. These disparities may reflect a combination of systemic bias, inconsistent expectations, and a lack of culturally responsive support.	6.3	Undertake detailed data analysis of Global Majority (UK and International on campus) students to identify patterns of overrepresentation and co-create proactive interventions that support students at risk of misconduct or exclusion, ensuring greater equity and transparency in academic conduct processes.	<ul style="list-style-type: none"> Disaggregated data on academic misconduct and Fitness to Practise cases collected, analysed, and key trends identified. Recommendations report produced to address patterns and inform interventions. Cross-functional working group established to co-develop preventative and culturally responsive guidance for staff and students. Global Majority students engaged to share experiences, barriers, and support needs, with insights used to inform guidance. 	<ul style="list-style-type: none"> Data analysis completed and report shared (September 2026) <p>Working group convened and co-development of Guide begins (October 2026 – April 2027)</p> <p>Two focus groups held with GM students who have experienced academic misconduct investigations</p>	<p>Complaints and Student Casework team</p> <p>Associate Dean, Inclusivity</p> <p>SU Vice President, Academic</p> <p>School Inclusivity Leads</p>	<ul style="list-style-type: none"> Disaggregated data analysis completed and used to inform institutional understanding of patterns and causes. Reduction in Global Majority student referrals for academic misconduct and Fitness to Practise (target: 10% decrease in pilot faculty cases in September 2028 vs. September 2026 baseline). 75% of academics in pilot Schools register and complete both bespoke support workshops to embed culturally responsive guide At least 70% of students engaging with the pilot report

			<ul style="list-style-type: none"> Culturally aware guidance piloted in selected Schools, evaluated, and refined for broader implementation. 	<p>(October -December 2026)</p> <p>Using developed guide, two bespoke workshops held for academics in pilot Schools to provide dedicated spaces to explore culturally responsive teaching strategies (April -July 2027)</p> <p>Culturally aware guidance piloted in selected Schools (September 2027 - June 2028)</p> <p>Evaluation completed and findings disseminated for wider adoption (September 2028)</p>		<p>improved understanding of Academic integrity and available support (Feedback via Vevox within Canvas)</p> <ul style="list-style-type: none"> At least 70% of academic staff involved in the pilot report improved confidence and capability in supporting Global Majority students to understand academic integrity expectations, demonstrated through a reflective pulse survey. A thematic report summarising lived-experience insights of GM students who have experienced academic misconduct produced and shared with REC governance group. Using lessons from pilot, culturally responsive guide embedded into university-wide support and conduct policies from 2028/29 academic year
<p>Previous efforts to close awarding and progression gaps through the Inclusivity Framework had limited systemic impact, as many staff retrofitted existing practice rather than embed inclusivity in initial design. To address this, the university has embedded inclusivity principles into the revised Curriculum Framework, supported by a comprehensive suite of resources and 'design sprints', allowing staff the opportunities to discuss and reflect on how inclusive principles can be meaningfully enacted in their subject disciplines.</p>	<p>6.4</p>	<p>Use the Continuous Monitoring and Improvement process (CMI) to regularly review implementation of the new curriculum framework, assess impact and use findings to inform continuous improvement.</p>	<p>Academic staff document how inclusivity principles have been incorporated into teaching via CMI.</p>	<p>September 2026-July 2030</p>	<p>Director of Student Success</p> <p>Associate Dean, Inclusivity</p> <p>Associate Director, curriculum enhancement</p>	<ul style="list-style-type: none"> 100% of new or revalidated courses from September 2026 onwards demonstrate explicit use of inclusivity principles at validation stage. <p>Year-on-year reduction in attainment disparities between Global Majority and White students.</p> <ul style="list-style-type: none"> Awarding gap between White and GM students to reduce from 20.7% in 2024/25 baseline to 5.5% in 2030.

<p>Global Majority students remain underrepresented in high-impact work experience opportunities such as placements, live projects, and internships. Previous efforts to address this lacked structural coherence, with fragmented approaches across courses and faculties. The recent Curriculum Framework Review and establishment of a dedicated Student Success Directorate with a Careers & Employability strand offer a chance to embed equity-driven work-integrated learning as standard.</p>	<p>6.5</p>	<p>Embed equitable, curriculum-linked work experience routes (including micro placements) into all undergraduate programmes, with structured monitoring of participation, feedback, and graduate outcomes by ethnicity.</p>	<ul style="list-style-type: none"> • University-wide micro-placement model finalized and embedded in the new Curriculum Framework. • Alternative work experience routes co-created for students unable to take traditional placements (flexible, remote, live briefs, employer-led simulations). • Data analysis identifies underrepresented groups in placement uptake and progression outcomes to inform targeted support. • Faculty-specific implementation plans developed, with staff supported through training, templates, and employer engagement toolkits. • Progress monitored through NSS skill development questions and ethnicity-disaggregated graduate outcomes. 	<ul style="list-style-type: none"> • Professional Development Placement model published (Nov 2026) • 100% of UG programmes embed a work-integrated learning element in 2027/28 validation/revalidation cycles • Disaggregated data dashboard developed for faculty teams (Jan 2027) • Student feedback and outcome data reviewed annually by Careers & Employability Board (from July 2027) 	<p>Associate Director for Careers & Employability Director of Student Success, ADs Education, Faculty Employability Leads</p>	<ul style="list-style-type: none"> • Participation in work-integrated learning increases by 10% among Global Majority students between 2025 and 2029. • 100% of UG courses include at least one embedded employability experience by 2028. • Graduate Outcomes data shows narrowing of progression gap between Global Majority and White students by 5% by 2029. • 80% of students engaging in micro placements report increased confidence in applying skills to future employment.
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Priority 7: Foster an inclusive and supportive study environment that enhances student engagement, accessibility, sense of belonging, and academic success for Global Majority students.

<p>The University has made considerable progress in celebrating Global Majority excellence and lived experience through events, campaigns and storytelling. Initiatives such as the Inclusivity Conference, <i>Believe, Belong & Achieve</i>, <i>A Story Retold</i> and Global Gathering have strengthened visibility, challenged cultural norms and supported belonging for students and staff. To maximise impact, there is a need to intentionally embed these activities</p>	<p>7.1</p>	<p>Strategic EDI events and campaigns embedded across the academic year:</p> <ul style="list-style-type: none"> • Establish a cross-functional planning group involving the Students' Union, Staff Networks and relevant delivery partners to coordinate EDI events and campaigns. • Co-create an annual, institution-wide calendar of EDI and cultural heritage events, explicitly including Global Gathering alongside conferences, campaigns and heritage month activity. • Apply an intersectional lens to the design and delivery of events, informed by student voice and lived experience. 	<ul style="list-style-type: none"> • Cross-functional planning group established. • Annual EDI events calendar published each academic year. • Global Gathering formally embedded within the institutional EDI events framework. • At least three major intersectional EDI events delivered annually with cross-institutional participation. 	<p>April 2026</p> <p>October 2026 (annually)</p> <p>August 2026</p> <p>Annually – each academic year</p>	<p>AD Inclusivity SU Diversity / Community Officers Staff Networks</p>	<p>Three or more identity-based or intersectional events delivered annually with cross-institutional engagement.</p> <ul style="list-style-type: none"> • At least 70% positive satisfaction rate in post-event feedback surveys. • Students report increased visibility, inclusion and belonging through institutional surveys and qualitative feedback. • Evidence of strategic alignment between Global Gathering and other institutional EDI activity.
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<p>within a strategically planned, intersectional programme across the academic year—ensuring that Global Gathering and other EDI events are coordinated, inclusive, informed by lived experience, and collectively contribute to fostering belonging for Global Majority and other underrepresented communities.</p>		<ul style="list-style-type: none"> • Coordinate promotion, delivery and evaluation of EDI events to maximise visibility, participation and institutional impact. 				
<p>The university has made considerable progress in promoting inclusive teaching, but there is still room to develop and embed a structured approach to racial literacy and anti-racist pedagogy that features staff development, curriculum guidance and discipline-specific exemplars.</p>	<p>7.2</p>	<p>Develop and embed curriculum guidance on anti-racist pedagogical principles</p> <p>Collect and share discipline-specific exemplars of anti-racist pedagogy across faculties.</p> <p>Hold focus groups with Global Majority students to gather authentic lived-experience insights to inform the design and development of guidance on anti-racist pedagogical principles.</p> <p>Hold bespoke workshops to give academic staff space to explore anti-racist principles in depth and apply them to their own teaching, assessments and student interactions.</p>	<p>Evidence from academic staff on how anti-racist pedagogical principles have been addressed in their teaching via the Continuous Monitoring and Improvement process.</p>	<ul style="list-style-type: none"> • Inclusivity task and finish group convened and development of guidance on pedagogical principles begins (October 2026 – April 2027) • Two focus groups held with GM students (October – December 2026) • Use June 2027 UoW Annual Inclusivity conference to host exhibition to share best practice in anti-racist pedagogy. • Using developed guidance, School Inclusivity Leads hold bespoke workshops for academics in their Schools (April-July 2027) • Guidance on anti-racist pedagogical principles embedded from September 2027 	<p>AD, Inclusivity</p> <p>School Inclusivity Leads</p>	<ul style="list-style-type: none"> • 75% of academics in Schools complete bespoke support workshops on embedding anti-racist pedagogical principles. • At least 75% of academic staff who attended the workshops report improved confidence and capability in applying anti-racist pedagogical practices via a reflective pulse survey. • Curriculum content evidence meaningful integration of anti-racist principles e.g. absence of bias such as invisibility and stereotyping in teaching content to ensure all students see themselves positively reflected. • GM students report an increased sense of belonging and confidence via UoW bi-annual Belonginess survey • Awarding gap between White and GM students to reduce from 20.7% in 2024/25 baseline to 5.5% in 2030.

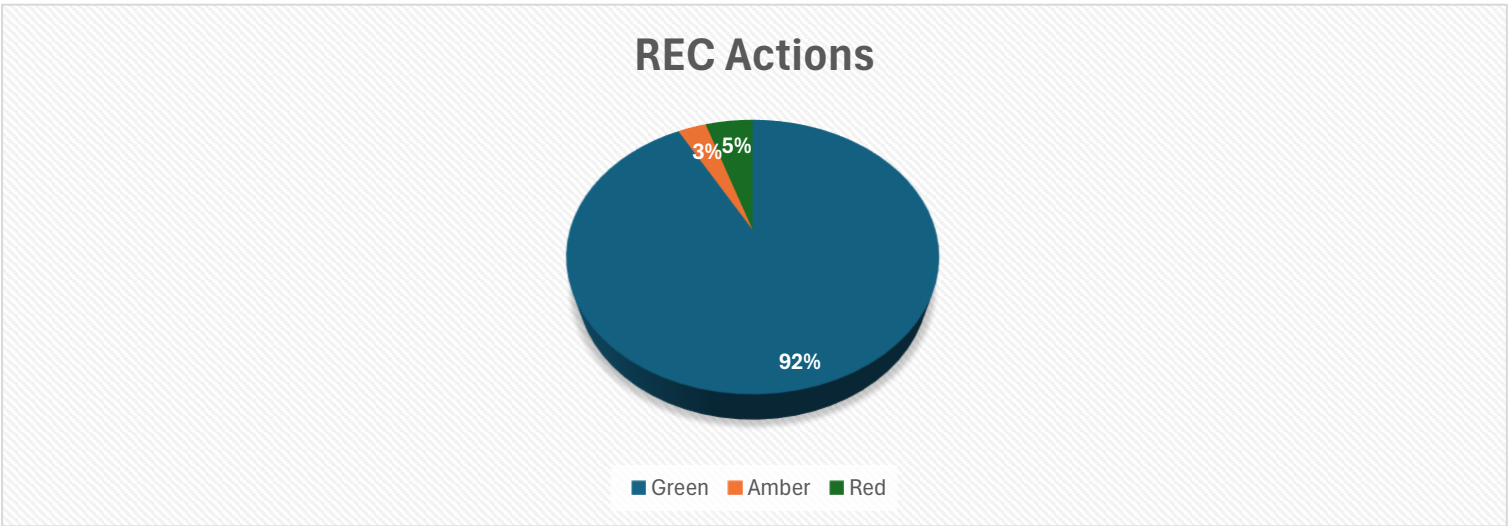
1: RAG-rated previous action plan

Summary

Our Bronze renewal reflects substantial structural changes at both the institutional level and within Faculties as explained earlier. While these transitions have introduced challenges in maintaining consistent momentum with REC initiatives and completing all planned actions, they also mark a pivotal period of growth and evolution.

Out of the 98 actions, 91 were Green, 3 Amber, 5 Red. The 3 Amber actions will be completed with updates included in the new action plan. The 5 red actions were dropped or modified due to restructures, the pandemic's impact, and feasibility issues.

Actions	Green/completed	Amber	Red
99	91	3	5



Explanation of RAG rated Amber and Red actions from REC action plan.

Ref and RAG Rating	Action	Status Explanation	Amended action and link to action within new REC action plan
Communication of REC action plan and embedding race equality			
3.3	Annual Equality and Diversity seminars to be held in all Faculties and Directorates thereby enabling staff members to actively recognise bias, avoid discrimination and support a culture of diversity in the workplace	Annual EDI seminars in Faculties and Directorates were paused due to the pandemic and restructuring.	A new annual Inclusivity Conference was introduced post-COVID. These annual conferences included breakout sessions for Faculties and Directorates to reflect on EDI progress and agree on future priorities, ensuring continued staff engagement and institutional learning.
Reporting, Governance and Monitoring of REC Action Plan			

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5,5.1,5.2	<p>Create data dashboards and management reports to inform Equality & Diversity Committees (Corporate Services Group, Faculties, Institutional) and Race Equality Action Plan Delivery Group. As well as providing training to staff on how to analysis and then evaluate the Dashboard.</p>	<p>Data dashboards were not developed due to technical, issues and resources. However, to mitigate, raw data was used to develop excel spreadsheets with this data and shared.</p>	<p>AP:4.0 -Creation of EDI dashboards featuring standard HR reports, i.e. staff turnover etc.</p> <p>AP:4.1 - Faculties and Directorates to create their own action plans, aligned with University REC action plan, informed by localised data analysis</p>
Staff Recruitment, Selection and Retention			
7	<p>The university needs to be an employer of choice for people of BAME background. To do this, it needs to raise its profile.</p>	<p>High turnover among Talent Attraction Managers delayed progress on developing an employer of choice strategy and engaging with national Global Majority networks.</p>	<p>Colleagues across the University enhanced engagement with local community groups—such as the Equality and Diversity Forum Wolverhampton—to strengthen our employer brand.</p>

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			<p>AP: 1.1 - The review will also consider expanding the advertisement of our vacancies to key GM networks.</p> <p>AP:1.5 - Evaluate the involvement and impact of recruitment fairs/events (both internal and external) in promoting/fostering inclusivity and racial equality and being an 'employer of choice'</p>
13	<p>Include a section on equality and diversity into the contracts and discourse we have with recruitment agencies. Further to this develop a partnership agreement/memorandum of understanding with recruitment agencies, on attracting a diverse range of applicants. This will be monitored to see how many BAME applicants are being referred for all posts and reported to the REC SAT.</p>	<p>Not all agencies monitor their candidate profiles.</p>	<p>There is already a requirement for external agencies to try and get a diverse pool of candidates.</p>
14	<p>To investigate/ explore the institutional barriers and reasons for differences in the number of BAME staff (including analysis at sub-groups level) on temporary contracts and working part-time compared to white staff and staff turnover. As part of the exploration, we</p>	<p>Action not completed due to lack of resources and other competing priorities.</p>	

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	will consider the perspectives of BAME staff by consulting with them.		
Training and Staff Development			
28	Sponsor BAME staff on external leadership programme OR develop an internal leadership programme for BAME staff	<p>Due to Financial constrains there was no option to sponsor GM staff on external programmes.</p> <p>Staff member leading on developing an internal leadership programme left and due to a lack of resources and other priorities this action was suspended.</p>	<p>AP:3.6 - Scope and develop an internal Leadership programme for Global Majority staff (like Women in Wolves)</p> <p>AP:3.7 - Explore external leadership programmes for Global majority staff working in Higher Education</p>

Appendix 2: Survey and consultation data*

The survey was open from 2nd to 20th September and was administered via the Great Place to Work platform, which ensured complete anonymity and confidentiality for participants.

A total of 39 statements were included in the survey; all rated on a 5-point scale ranging from “Never” to “Always.”

Staff were given the opportunity to answer an open question: “We would like to hear your thoughts on the Universities commitment to advancing gender/race equality in higher education. Specifically, what do you think the university is doing well/or what needs improving”

The survey was distributed to 2,004 staff members, and 652 responded (33%). Of these respondents, 169 (26%) identified as being from a Global Majority background. This group included 79 Asian staff (12%), 51 Black staff (8%), 23 staff of Mixed heritage (4%), and 16 staff from other ethnic groups (2%). An additional 40 respondents (6%) chose not to disclose their ethnicity. Responses from White staff accounted for 68% of the total.

The response rates closely mirrored the overall ethnic composition of staff within the university. This suggests that the survey avoided under-representation and achieved a proportionate sample across key demographics, providing a reliable picture of staff perceptions and experiences.

Demographic	Number responded
Mixed / multiple ethnic group	4%
White	68%
Asian	12%
Black/ African / Caribbean	8%
Other Ethnic group	2%
Prefer not to say	6%

Response rates by University area

Demographic	Participation rate
Corporate Compliance	47%
Digital Services	36%
Directorate of Students and Education	38%
Estates and Facilities	14%

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Faculty of Art, Business and Social Science	30%
Faculty of Education, Health and Wellbeing	32%
Faculty of Science and Engineering	27%
Finance	60%
Human Resources	81%
Marketing, Communication and Digital	55%
Offices of the university Secretary	67%
Offices of the Vice Chancellor	47%
Registry Services	43%
Research Services	72%
Strategy and Organisational Enhancement	65%
Student Recruitment	43%
Wolverhampton Science Park	23%

		Ethnicity (UK)					
% response		Mixed/Multiple ethnic groups	White	Asian	Black	Other ethnic group	Prefer not to say
Survey Items	Average of All Statements	51	62	51	49	38	39
	Belonging and Inclusion	57	64	52	51	39	35
	Bullying and Harassment	53	58	42	45	45	41
	Career Development	48	61	53	47	29	38
	Gender and Race Equality	49	65	52	46	41	39
	The University	40	49	46	46	35	30
	Wellbeing	51	63	54	53	33	42
	Work Life Balance	57	69	54	54	42	47
	I feel like I belong in my department	65	72	54	59	31	45
	I feel that people really care about me in my department	65	63	52	43	38	35
	My contributions are valued in my department	48	66	53	61	44	45
	I feel comfortable speaking up and expressing my opinions	48	66	52	57	44	35

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Departmental communications are clear and relevant to me and my role	43	53	46	45	44	20
I feel people at University show me respect? (e.g., staff, lecturers, supervisors, fellow students)	78	67	51	49	44	42
I feel connected to colleagues/staff at the university?	52	60	53	43	31	25
Departmental leadership actively supports gender equality	55	74	61	66	44	45
My department is committed to achieving gender balance in leadership positions	68	71	56	62	38	45
The rate people progress in my department is not affected by their gender	52	71	67	58	62	45
Equality, diversity and inclusion work is recognised when workload is allocated	45	63	47	44	38	41
Equality, diversity and inclusion work is recognised in applications for promotion/progression	50	62	44	28	44	34
I feel confident that colleagues at the University can have an open and honest conversation with each other about race?	41	56	39	25	38	30
My department enables flexible working	83	73	68	69	31	62
Workloads in my department are allocated fairly	48	53	43	47	38	35
My department provides staff with support around all types of caring responsibilities/ leave and takes departmental meetings/ events into consideration	61	71	53	58	44	39

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I think festivals and traditions from different cultures are acknowledged at the university	57	81	57	48	50	60
I often feel I get the opportunity to learn about people from different races, ethnicities and cultures while working here	39	67	47	48	50	40
I have experienced/witnessed bullying and/or harassment in my department in the past 12 months	30	15	20	24	50	38
I know how to report bullying and/or harassment	65	81	59	68	62	60
Departmental management is active in tackling bullying & harassment, and I am satisfied with how it is addressed in my department.	55	58	43	48	25	30
I feel comfortable calling out a person showing racist behaviours at the university? e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)	59	68	42	48	50	50
I feel confident I that leaders at the university will call out racially inappropriate behaviours	55	68	47	36	38	28
My line manager supports my career development	65	72	65	65	50	60
Decisions about appointments are made fairly	45	61	49	40	20	30
Decisions about promotion/progression are made fairly	45	56	43	34	25	26
I receive useful feedback on my career development through performance reviews	36	55	54	50	19	38

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My current workload is manageable	36	45	51	59	31	25
My mental health and/or wellbeing are supported in my department	41	60	47	53	25	38
I know where to seek support for mental health and/or wellbeing at work	77	78	63	60	38	60
I feel confident asking for mental health and/or wellbeing support at work	45	56	46	54	12	35
I feel comfortable in discussing race-related topics with colleagues within my department	50	64	46	38	31	35
I understand what the University is doing to tackle racial inequality impacting people who work and study here	35	56	48	38	25	30
I believe that social events/activities organised by the university are welcoming to everyone irrespective of race or ethnicity	55	78	73	57	62	62
I can be myself around here.	52	70	49	50	38	38
Leaders have a clear view of where the University of Wolverhampton is going and how to get there I can be myself around here	26	38	46	38	33	22
Leaders at the University of Wolverhampton keep people informed about what is happening	43	38	44	47	33	35
I would recommend the University of Wolverhampton as a great place to work.	39	51	46	49	38	25

Student Survey

The REC mandatory questions related to students were added to the Sense of belonging annual survey for students as below:

			% of Total Count of Result
17. How much respect do you feel people at the University of Wolverhampton show you? (e.g., staff, lecturers, supervisors, fellow students).	Global Majority	Not at all	1.0%
		Slightly/not that much	2.8%
		Somewhat	8.0%
		Quite a bit	29.1%
		Extremely/completely	59.0%
	White	Slightly/not that much	5.2%
		Somewhat	15.5%
		Quite a bit	32.6%
		Extremely/completely	46.8%
	Undisclosed	Slightly/not that much	3.9%
		Somewhat	7.4%
		Quite a bit	33.8%
		Extremely/completely	55.0%
18. How connected do you feel to colleagues/staff at the University of Wolverhampton?	Global Majority	Not at all	3.4%
		Slightly/not that much	10.8%
		Somewhat	19.1%
		Quite a bit	32.7%
		Extremely/completely	34.0%
	White	Not at all	7.4%
		Slightly/not that much	12.5%
		Somewhat	22.2%
		Quite a bit	31.8%
		Extremely/completely	26.0%
	Undisclosed	Not at all	6.9%
		Slightly/not that much	10.8%
		Somewhat	19.5%
		Quite a bit	33.8%
		Extremely/completely	29.0%
19. How comfortable would you feel calling out a person showing racist behaviours at the University of Wolverhampton? (e.g. challenging as and when someone makes an inappropriate or racist joke,	Global Majority	Not at all	14.7%
		Slightly/not that much	9.0%
		Somewhat	15.7%
		Quite a bit	21.1%
		Extremely/completely	39.6%
	White	Not at all	4.2%

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discriminates another person because of their race etc)		Slightly/not that much	8.7%	
		Somewhat	14.8%	
		Quite a bit	28.7%	
		Extremely/completely	43.5%	
	Undisclosed	Not at all	12.2%	
		Slightly/not that much	8.7%	
		Somewhat	15.7%	
		Quite a bit	31.7%	
		Extremely/completely	31.7%	
20. How confident do you feel that (leaders/tutors) at the University of Wolverhampton will call out racially inappropriate behaviours?	Global Majority	Not at all	13.9%	
		Slightly/not that much	6.9%	
		Somewhat	11.3%	
		Quite a bit	28.0%	
		Extremely/completely	39.8%	
	White	Not at all	2.3%	
		Slightly/not that much	2.6%	
		Somewhat	12.6%	
		Quite a bit	28.7%	
		Extremely/completely	53.9%	
	Undisclosed	Not at all	10.9%	
		Slightly/not that much	6.6%	
		Somewhat	14.8%	
		Quite a bit	23.6%	
		Extremely/completely	44.1%	
	21. How comfortable do you feel discussing race-related topics with (colleagues/students) within your department/your course?	Global Majority	Not at all	8.0%
			Slightly/not that much	9.6%
			Somewhat	16.1%
			Quite a bit	31.3%
			Extremely/completely	35.0%
White		Not at all	5.5%	
		Slightly/not that much	6.5%	
		Somewhat	20.0%	
		Quite a bit	31.6%	
		Extremely/completely	36.5%	
Undisclosed		Not at all	5.3%	
		Slightly/not that much	8.8%	
		Somewhat	19.8%	
		Quite a bit	36.1%	
		Extremely/completely	30.0%	
22. How confident are you that (colleagues/students) at the University of		Global Majority	Not at all	5.4%
			Slightly/not that much	8.3%

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Wolverhampton can have an open and honest conversation with each other about race?		Somewhat	19.6%	
		Quite a bit	30.2%	
		Extremely/completely	36.4%	
	White	Not at all	3.2%	
		Slightly/not that much	8.0%	
		Somewhat	20.6%	
		Quite a bit	32.2%	
		Extremely/completely	36.0%	
	Undisclosed	Not at all	5.3%	
		Slightly/not that much	6.6%	
		Somewhat	18.0%	
		Quite a bit	33.3%	
		Extremely/completely	36.8%	
	23. How much do you understand about what the University of Wolverhampton is doing to tackle racial inequality impacting people who work and study here?	Global Majority	Not at all	9.0%
			Slightly/not that much	14.0%
Somewhat			19.9%	
Quite a bit			29.2%	
Extremely/completely			27.9%	
White		Not at all	11.3%	
		Slightly/not that much	19.9%	
		Somewhat	26.7%	
		Quite a bit	26.0%	
		Extremely/completely	16.1%	
Undisclosed		Not at all	11.8%	
		Slightly/not that much	18.9%	
		Somewhat	17.5%	
		Quite a bit	31.6%	
		Extremely/completely	20.2%	
24. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?		Global Majority	Not at all	6.2%
			Slightly/not that much	14.5%
			Somewhat	15.3%
	Quite a bit		31.7%	
	Extremely/completely		32.2%	
	White	Not at all	8.7%	
		Slightly/not that much	15.2%	
		Somewhat	22.9%	
		Quite a bit	31.6%	
		Extremely/completely	21.6%	
	Undisclosed	Not at all	4.8%	
		Slightly/not that much	15.3%	
		Somewhat	22.7%	
		Quite a bit	32.8%	

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		Extremely/completely	24.5%
25. How well do you think festivals and traditions from different cultures are acknowledged at the University of Wolverhampton?	Global Majority	Not at all	5.2%
		Slightly/not that much	9.3%
		Somewhat	17.8%
		Quite a bit	32.8%
		Extremely/completely	34.9%
	White	Not at all	2.9%
		Slightly/not that much	11.3%
		Somewhat	30.6%
		Quite a bit	32.3%
		Extremely/completely	22.9%
	Undisclosed	Not at all	7.0%
		Slightly/not that much	8.7%
		Somewhat	24.5%
		Quite a bit	35.8%
		Extremely/completely	24.0%
26. Do you believe that social events/activities organised by the University of Wolverhampton are welcoming to everyone irrespective of race or ethnicity?	Global Majority	Yes	69.0%
		Somewhat	27.1%
		No	3.9%
	White	Yes	70.6%
		Somewhat	26.2%
		No	3.2%
	Undisclosed	Yes	69.0%
		Somewhat	25.8%
		No	5.2%
27. In the last 12 months, have you experienced or witnessed a situation at the University of Wolverhampton where you have felt uncomfortable because of race or ethnicity?	Global Majority	Yes	7.5%
		Somewhat	11.6%
		No	80.9%
	White	Yes	2.6%
		Somewhat	4.5%
		No	92.9%
	Undisclosed	Yes	2.6%
		Somewhat	4.8%
		No	92.6%

Appendix 3: Data tables

Table number	Dataset
1	Academic staff by contract type
2	Academic staff by contract function
3	Applications, shortlist and appointments made in recruitment to academic posts
4	Applications and success rates for academic promotion
5	Professional, technical and operational staff by contract type
6	Professional, technical and operational staff by job family
7	Applications, shortlist and appointments made in recruitment to professional, technical and operational posts
8	Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression)
9	Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Teams
10	Membership of key decision-making bodies and committees
11-14	Students at foundation, undergraduate, postgraduate taught and postgraduate research level
15	Undergraduate application success rates by tariff point
16	Undergraduate continuation rates
17	Undergraduate completion rates
18-21	Degree awarding for students at foundation, undergraduate, postgraduate taught and postgraduate research level

1. Academic Staff by Contract Type (fixed /Permanent & FT/PT)
Table 1 – Academic Staff population (Ethnicity Summary)

Ethnicity	Staff % of Total				
	2019-20	2020-21	2021-22	2022-23	2023-24
Global Majority	21.4%	23.4%	26.2%	26.4%	28.7%
White	77.2%	75.0%	71.9%	71.8%	68.3%
Not Known	1.4%	1.6%	1.9%	1.8%	3.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.1 – Academic Staff population (Ethnic Group)

	Staff % of Total				
	2019-20	2020-21	2021-22	2022-23	2023-24
Asian	9.5%	10.5%	11.1%	10.6%	11.9%
Black	6.1%	7.5%	8.5%	8.7%	10.3%
Mixed	1.4%	0.9%	0.9%	0.8%	0.6%
Other	2.6%	2.5%	2.8%	3.3%	3.2%
White	1.8%	2.1%	2.9%	3.0%	2.6%
Not Known	1.4%	1.6%	1.9%	1.8%	3.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.3 Academic Staff population (Ethnic Sub- Groups)

Ethnic (group)	Sub-Ethnic Group	Staff % of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Asian	Asian or Asian British - Bangladeshi	2.7%	4.7%	6.4%	6.2%	9.3%

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	Asian or Asian British - Indian	50.7%	49.4%	48.9%	49.4%	48.5%
	Asian or Asian British - Pakistani	24.7%	23.5%	24.5%	22.2%	24.7%
	Other Asian background	21.9%	22.4%	20.2%	22.2%	17.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Black	Black or Black British - African	53.2%	59.0%	61.1%	64.2%	66.7%
	Black or Black British - Caribbean	44.7%	39.3%	37.5%	34.3%	32.1%
	Other Black background	2.1%	1.6%	1.4%	1.5%	1.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mixed	Mixed - White and Asian	15.0%	15.0%	16.7%	12.0%	19.2%
	Mixed - White and Black African	10.0%	5.0%	8.3%	8.0%	
	Mixed - White and Black Caribbean	35.0%	35.0%	41.7%	48.0%	46.2%
	Other Mixed background	40.0%	45.0%	33.3%	32.0%	34.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Other	Arab	16.0%	25.0%	33.3%	37.9%	34.6%
	Chinese	44.0%	29.2%	24.2%	20.7%	19.2%
			3.0%			
	Other Ethnic background	40.0%	45.8%	39.4%	41.4%	46.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Unknown				7.1%		
	Not known	9.1%	7.7%	6.3%	7.1%	8.3%
	Prefer not to answer	90.9%	92.3%	93.8%	85.7%	79.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
White	Other White background	9.2%	9.2%	10.6%	10.5%	9.4%
	White - British	87.6%	88.0%	86.7%	86.7%	87.9%
	White - Irish	3.2%	2.8%	2.6%	2.7%	2.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Grand Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
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Table 1.4 Academic Staff population (UK/Non-UK split by Ethnicity Summary)

Ethnicity Summary	Staff % of Total				
	2019-20	2020-21	2021-22	2022-23	2023-24
Global Majority	64.2%	67.4%	65.9%	69.3%	63.9%
	35.8%	32.6%	34.1%	30.7%	36.1%
White	88.9%	89.3%	89.2%	89.5%	90.8%
	11.1%	10.7%	10.8%	10.5%	9.2%
Not Known	63.6%	61.5%	75.0%	78.6%	75.0%
	36.4%	38.5%	25.0%	21.4%	25.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.5 Academic Staff population (UK/Non-UK split by Ethnic Group)

		Staff % of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Asian	UK	69.9%	69.4%	68.1%	67.9%	68.0%
	Non-UK	30.1%	30.6%	31.9%	32.1%	32.0%
Black	UK	68.1%	68.9%	66.7%	68.7%	56.0%
	Non-UK	31.9%	31.1%	33.3%	31.3%	44.0%
Mixed	UK	55.0%	65.0%	75.0%	88.0%	88.5%
	Non-UK	45.0%	35.0%	25.0%	12.0%	11.5%
Other	UK	48.0%	58.3%	51.5%	58.6%	50.0%
	Non-UK	52.0%	41.7%	48.5%	41.4%	50.0%
White	UK	63.6%	61.5%	75.0%	78.6%	75.0%
	Non-UK	36.4%	38.5%	25.0%	21.4%	25.0%

Not Known	UK	88.9%	89.3%	89.2%	89.5%	90.8%
	Non-UK	11.1%	10.7%	10.8%	10.5%	9.2%
		100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.6 Academic Staff population (Faculty Ethnicity Summary)

Faculty		Staff % of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
FABSS	Global Majority	13.9%	17.1%	21.7%	22.6%	26.9%
	White	84.4%	81.3%	77.0%	76.9%	72.0%
	Not Known	1.7%	1.6%	1.2%	0.5%	1.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
FEHW	Global Majority	17.0%	18.0%	18.5%	21.4%	23.9%
	White	82.1%	81.4%	80.2%	76.6%	72.7%
	Not Known	0.9%	0.6%	1.3%	1.9%	3.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
FSE	Global Majority	37.5%	39.6%	44.6%	39.7%	45.2%
	White	60.5%	57.1%	51.8%	57.2%	51.0%
	Not Known	2.0%	3.3%	3.6%	3.1%	3.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.7 Academic Staff population (Faculty Ethnic Group)

Faculty		% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
FABSS	Asian	7.6%	8.5%	9.0%	9.1%	11.0%

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	Black	3.0%	4.5%	6.1%	6.7%	10.4%
	Mixed	1.7%	2.4%	3.7%	3.4%	2.2%
	Other	1.7%	1.6%	2.9%	3.4%	3.3%
	Not Known	1.7%	1.6%	1.2%	0.5%	1.1%
	White	84.4%	81.3%	77.0%	76.9%	72.0%
FEHW	Asian	6.6%	7.3%	7.0%	7.7%	9.1%
	Black	6.0%	7.3%	7.6%	8.5%	8.9%
	Mixed	2.1%	2.0%	2.1%	3.8%	4.2%
	Other	2.4%	1.4%	1.8%	1.4%	1.7%
	Not Known	0.9%	0.6%	1.3%	1.9%	3.4%
	White	82.1%	81.4%	80.2%	76.6%	72.7%
FSE	Asian	16.5%	17.9%	20.3%	17.5%	21.7%
	Black	10.0%	11.3%	12.6%	11.3%	14.6%
	Mixed	4.5%	3.3%	3.2%	2.1%	1.3%
	Other	6.5%	7.1%	8.6%	8.8%	7.6%
	Not Known	2.0%	3.3%	3.6%	3.1%	3.8%
	White	60.5%	57.1%	51.8%	57.2%	51.0%

Table 1.8 Academic Staff population Faculty (UK/Non-UK split by Ethnicity Summary)

		Staff % of Total					
Faculty			2019-20	2020-21	2021-22	2022-23	2023-24
FABSS	Global Majority	UK	57.6%	61.9%	58.5%	59.6%	55.1%

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	White	Non-UK	42.4%	38.1%	41.5%	40.4%	44.9%
		UK	86.0%	87.0%	86.7%	89.4%	92.4%
	Not Known	Non -UK	14.0%	13.0%	13.3%	10.6%	7.6%
		UK	25.0%	25.0%	33.3%		50.0%
		Non -UK	75.0%	75.0%	66.7%	100.0%	50.0%
FEHW	Global Majority	UK	82.5%	85.9%	84.5%	83.3%	73.5%
		Non-UK	17.5%	14.1%	15.5%	16.7%	26.5%
	White	UK	95.3%	95.8%	95.5%	95.0%	93.0%
		Non -UK	4.7%	4.2%	4.5%	5.0%	7.0%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	75.0%
		Non -UK					25.0%
FSE	Global Majority	UK	53.3%	56.0%	56.6%	61.0%	54.9%
		Non-UK	46.7%	44.0%	43.4%	39.0%	45.1%
	White	UK	79.3%	77.7%	76.5%	75.7%	78.8%
		Non -UK	20.7%	22.3%	23.5%	24.3%	21.3%
	Not Known	UK	75.0%	71.4%	75.0%	66.7%	83.3%
		Non -UK	25.0%	28.6%	25.0%	33.3%	16.7%

Table 1.9 Academic Staff population (UK/Non-UK split by Ethnic Groups)

Faculty			Staff % of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
FABSS	Asian	UK	66.7%	66.7%	63.6%	57.9%	70.0%
		Non-UK	33.3%	33.3%	36.4%	42.1%	30.0%

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	Black	UK	57.1%	63.6%	60.0%	71.4%	47.4%
		Non-UK	42.9%	36.4%	40.0%	28.6%	52.6%
	Mixed	UK	75.0%	83.3%	88.9%	85.7%	100.0%
		Non-UK	25.0%	16.7%	11.1%	14.3%	
	Other	UK				14.3%	
		Non-UK	100.0%	100.0%	100.0%	85.7%	100.0%
	Not Known	UK	25.0%	25.0%	33.3%		50.0%
		Non-UK	75.0%	75.0%	66.7%	100.0%	50.0%
	White	UK	86.0%	87.0%	86.7%	89.4%	92.4%
		Non-UK	14.0%	13.0%	13.3%	10.6%	7.6%
FEHW	Asian	UK	90.9%	88.5%	85.2%	82.1%	74.4%
		Non-UK	9.1%	11.5%	14.8%	17.9%	25.6%
	Black	UK	85.0%	84.6%	82.8%	77.4%	69.0%
		Non-UK	15.0%	15.4%	17.2%	22.6%	31.0%
	Mixed	UK	85.7%	100.0%	100.0%	100.0%	95.0%
		Non-UK	14.3%				5.0%
	Other	UK	50.0%	60.0%	71.4%	80.0%	37.5%
		Non-UK	50.0%	40.0%	28.6%	20.0%	62.5%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	75.0%
		NonUK					25.0%
	White	UK	95.3%	95.8%	95.5%	95.0%	93.0%
		Non-UK	4.7%	4.2%	4.5%	5.0%	7.0%
FSE	Asian	UK	57.6%	57.9%	60.0%	61.8%	58.8%
		Non-UK	42.4%	42.1%	40.0%	38.2%	41.2%

	Black	UK	55.0%	54.2%	53.6%	54.5%	39.1%
		Non-UK	45.0%	45.8%	46.4%	45.5%	60.9%
	Mixed	UK	22.2%	14.3%	28.6%	50.0%	
		Non-UK	77.8%	85.7%	71.4%	50.0%	100.0%
	Other	UK	61.5%	73.3%	63.2%	70.6%	83.3%
		Non-UK	38.5%	26.7%	36.8%	29.4%	16.7%
	Not Known	UK	75.0%	71.4%	75.0%	66.7%	83.3%
		Non-UK	25.0%	28.6%	25.0%	33.3%	16.7%
	White	UK	79.3%	77.7%	76.5%	75.7%	78.8%
		Non-UK	20.7%	22.3%	23.5%	24.3%	21.3%

Intersectionality Gender/Ethnicity

Table 1.10 Academic Staff population (Gender; Ethnicity Summary)

		% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Female	Global Majority	19.0%	20.1%	22.5%	22.9%	24.2%
	White	79.8%	78.7%	75.9%	75.4%	73.4%
	Not Known	1.3%	1.2%	1.5%	1.7%	2.5%
Male	Global Majority	23.9%	26.9%	30.5%	30.4%	34.2%
	White	74.5%	71.0%	67.3%	67.6%	62.2%
	Not Known	1.6%	2.1%	2.3%	2.0%	3.6%

Table 1.11 Academic Staff population (Gender; Ethnic Group)

		Staff % of Total				
		2020-21	2020-21	2021-22	2022-23	2023-24
Female	Asian	39	9.2%	10.2%	9.7%	10.3%
	Black	27	6.4%	6.8%	7.2%	8.7%
	Mixed	13	3.1%	3.3%	4.3%	3.8%
	Other	6	1.4%	2.2%	1.7%	1.3%
	Not Known	5	1.2%	1.5%	1.7%	2.5%
	White	333	78.7%	75.9%	75.4%	73.4%
Male	Asian	46	11.8%	12.1%	11.6%	14.0%
	Black	34	8.7%	10.3%	10.5%	12.3%
	Mixed	7	1.8%	2.3%	2.0%	2.5%
	Other	18	4.6%	5.8%	6.3%	5.5%
	Not Known	8	2.1%	2.3%	2.0%	3.6%
	White	277	71.0%	67.3%	67.6%	62.2%

Table 1.12 Academic Staff population (Gender; UK/Non-UK; Ethnicity Summary)

			% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Female	Global Majority	UK	68.40%	74.10%	74.50%	80.00%	75.00%
		Non-UK	31.60%	25.90%	25.50%	20.00%	25.00%
	White	UK	90.00%	90.70%	91.00%	91.30%	92.40%
		Non-UK	10.00%	9.30%	9.00%	8.70%	7.60%
	Not Known	UK	60.00%	60.00%	71.40%	85.70%	72.70%
		Non-UK	40.00%	40.00%	28.60%	14.30%	27.30%
Male	Global Majority	UK	60.70%	61.90%	58.70%	59.80%	54.40%

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		Non-UK	39.30%	38.10%	41.30%	40.20%	45.60%
	White	UK	87.70%	87.70%	86.90%	87.00%	88.50%
		Non-UK	12.30%	12.30%	13.10%	13.00%	11.50%
	Not Known	UK	66.70%	62.50%	77.80%	71.40%	76.90%
		Non-UK	33.30%	37.50%	22.20%	28.60%	23.10%

Table 1.13 Academic Staff population (Academic Grade; Ethnicity Summary - % as of total for each grade population)

Pay Grade	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
HEAD	Global Majority	100.00%	100.00%		50.00%	100.00%
	White				50.00%	
PROF	Global Majority	100.00%	100.00%	100.00%	100.00%	
SPOT	Global Majority	22.40%	24.10%	21.80%	23.00%	27.30%
	White	73.70%	70.90%	73.60%	68.90%	57.60%
	Not Known	3.90%	5.10%	4.60%	8.20%	15.20%
UW12	Global Majority					28.60%
	White					71.40%
UW11	Global Majority	14.60%	17.50%	23.80%	24.70%	28.80%
	White	84.40%	81.40%	75.20%	75.30%	65.90%
	Not Known	1.00%	1.00%	1.00%		5.40%
UW10	Global Majority	17.80%	19.80%	24.00%	24.60%	24.80%

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	White	81.20%	79.30%	74.70%	73.60%	73.30%
	Not Known	0.90%	0.90%	1.30%	1.80%	2.00%
UW9	Global Majority	30.60%	31.90%	30.90%	29.80%	39.00%
	White	67.30%	66.30%	66.90%	69.50%	61.00%
	Not Known	2.00%	1.90%	2.30%	0.70%	
UW8	Global Majority	75.00%	63.60%	70.60%	56.30%	50.00%
	White	25.00%	27.30%	23.50%	43.80%	50.00%
	Not Known		9.10%	5.90%		
UW7	Global Majority	60.00%	75.00%	50.00%	33.30%	
	White	40.00%	25.00%	50.00%	66.70%	100.00%
UW6	White	100.00%				

Table 1.14 Academic Staff population (Academic Grade; Ethnic Group - % as of total for each grade population)

Pay scale	Ethnic (group)	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
HEAD	Asian	100.0%	100.0%			
	Other				50.0%	100.0%
	White				50.0%	
PROF	Other	100.0%	100.0%	100.0%	100.0%	
SPOT	Asian	7.9%	10.1%	8.0%	9.8%	12.1%
	Black	3.9%	6.3%	4.6%	4.9%	9.1%
	Mixed	2.6%	1.3%	2.3%	3.3%	3.0%
	Other	7.9%	6.3%	6.9%	4.9%	3.0%
	Unknown	3.9%	5.1%	4.6%	8.2%	15.2%
	White	73.7%	70.9%	73.6%	68.9%	57.6%
UW12	Asian					14.3%

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		Other					14.3%
		White					71.4%
UW11		Asian	6.3%	8.2%	10.9%	10.8%	12.7%
		Black	4.2%	5.2%	6.9%	6.5%	8.8%
		Mixed	3.1%	2.1%	3.0%	4.3%	4.4%
		Other	1.0%	2.1%	3.0%	3.2%	2.9%
		Unknown	1.0%	1.0%	1.0%		5.4%
		White	84.4%	81.4%	75.2%	75.3%	65.9%
UW10		Asian	8.2%	8.7%	10.7%	11.2%	10.8%
		Black	6.6%	7.2%	8.1%	8.9%	8.8%
		Mixed	0.9%	2.0%	2.1%	2.1%	2.2%
		Other	2.1%	2.0%	3.0%	2.5%	2.9%
		Unknown	0.9%	0.9%	1.3%	1.8%	2.0%
		White	81.2%	79.3%	74.7%	73.6%	73.3%
UW9		Asian	13.6%	14.4%	12.0%	7.9%	13.0%
		Black	6.8%	10.0%	10.9%	10.6%	18.5%
		Mixed	5.4%	3.8%	4.0%	6.6%	4.8%
		Other	4.8%	3.8%	4.0%	4.6%	2.7%
		Unknown	2.0%	1.9%	2.3%	0.7%	
		White	67.3%	66.3%	66.9%	69.5%	61.0%
UW8		Asian	37.5%	27.3%	29.4%	25.0%	50.0%
		Black		9.1%	17.6%	12.5%	
		Mixed	37.5%	18.2%	11.8%		
		Other		9.1%	11.8%	18.8%	
		Unknown		9.1%	5.9%		
		White	25.0%	27.3%	23.5%	43.8%	50.0%
UW7		Asian	20.0%	50.0%			
		Black	20.0%	25.0%	50.0%	33.3%	
		Other	20.0%				
		White	40.0%	25.0%	50.0%	66.7%	100.0%

UW6		White	100.0%				
Grand Total		Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.15 Academic Staff population (Academic Job Profile; Ethnicity Summary - % as of total for each grade population

Job Profile	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Professor	Global Majority	24.0%	26.3%	22.0%	25.0%	26.1%
	White	73.3%	70.0%	74.4%	67.2%	63.0%
	Not Known	2.7%	3.8%	3.7%	7.8%	10.9%
Reader	Global Majority			16.7%	23.7%	21.2%
	White	100.0%	83.3%	76.3%	78.8%	71.9%
Associate Professor	Global Majority					40.0%
	White			100.0%	60.0%	100.0%
Academic (PL)	Global Majority	17.7%	16.7%	23.0%	25.5%	30.0%
	White	80.6%	81.7%	75.4%	74.5%	63.5%
	Not Known	1.6%	1.7%	1.6%		6.5%
Academic (SL)	Global Majority	18.7%	20.0%	24.2%	24.8%	28.7%
	White	80.6%	79.2%	74.7%	74.1%	70.4%
	Not Known	0.7%	0.9%	1.1%	1.1%	1.0%
Academic (L)	Global Majority	27.8%	32.7%	28.3%	28.2%	29.0%
	White	70.4%	65.4%	68.8%	69.5%	69.7%
	Not Known	1.8%	2.0%	2.9%	2.3%	1.3%

Researcher	Global Majority	36.7%	42.9%	57.5%	44.0%	26.7%
	White	56.7%	50.0%	37.5%	56.0%	60.0%
	Not Known	6.7%	7.1%	5.0%		13.3%

Table 1.15a Academic Staff population (Academic Job Profile; Ethnic Group - % as of total for each grade population)

Job Profile	Ethnic Background (group)	Staff % of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Professor	Asian	9.3%	12.5%	8.5%	9.4%	8.7%
	Black	4.0%	5.0%	3.7%	4.7%	6.5%
	Mixed	2.7%	1.3%	2.4%	3.1%	2.2%
	Other	8.0%	7.5%	7.3%	7.8%	8.7%
	Unknown	2.7%	3.8%	3.7%	7.8%	10.9%
	White	73.3%	70.0%	74.4%	67.2%	63.0%
Reader	Asian		5.6%	10.5%	9.1%	18.8%
	Black		2.8%	2.6%	3.0%	6.3%
	Mixed		2.8%	2.6%	3.0%	3.1%
	Other		5.6%	7.9%	6.1%	
	White	100.0%	83.3%	76.3%	78.8%	71.9%
Associate Professor	Asian				20.0%	
	Black				20.0%	
	White			100.0%	60.0%	100.0%
Academic (PL)	Asian	8.1%	8.3%	9.8%	10.9%	12.4%
	Black	6.5%	6.7%	9.8%	7.3%	9.4%
	Mixed	3.2%	1.7%	3.3%	5.5%	4.7%
	Other				1.8%	3.5%
	Unknown	1.6%	1.7%	1.6%		6.5%

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	White	80.6%	81.7%	75.4%	74.5%	63.5%
Academic (SL)	Asian	8.1%	8.8%	11.0%	11.3%	12.4%
	Black	6.9%	7.2%	8.1%	8.9%	10.7%
	Mixed	1.2%	2.0%	2.2%	1.9%	2.3%
	Other	2.4%	2.0%	2.9%	2.7%	3.3%
	Unknown	0.7%	0.9%	1.1%	1.1%	1.0%
	White	80.6%	79.2%	74.7%	74.1%	70.4%
Academic (L)	Asian	13.0%	14.4%	9.8%	8.5%	10.1%
	Black	5.9%	10.5%	11.0%	10.3%	12.6%
	Mixed	4.7%	3.9%	4.0%	5.6%	3.8%
	Other	4.1%	3.9%	3.5%	3.8%	2.5%
	Unknown	1.8%	2.0%	2.9%	2.3%	1.3%
	White	70.4%	65.4%	68.8%	69.5%	69.7%
Researcher	Asian	16.7%	21.4%	25.0%	20.0%	26.7%
	Black	3.3%	10.7%	15.0%	12.0%	
	Mixed	10.0%	7.1%	5.0%		
	Other	6.7%	3.6%	12.5%	12.0%	
	Unknown	6.7%	7.1%	5.0%		13.3%
	White	56.7%	50.0%	37.5%	56.0%	60.0%

Table 1.15b Academic Staff population (Academic Job Profile; UK/Non-UK; Ethnicity Summary)

Job Profile	Ethnicity Summary	Nationality	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Professor	Global Majority	UK	83.3%	85.7%	83.3%	75.0%	75.0%
	Global Majority	Non-UK	16.7%	14.3%	16.7%	25.0%	25.0%
	White	UK	83.6%	83.9%	82.0%	79.1%	79.3%
	White	Non-UK	16.4%	16.1%	18.0%	20.9%	20.7%

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	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
Reader	Global Majority	UK		50.0%	55.6%	71.4%	55.6%
	Global Majority	Non-UK		50.0%	44.4%	28.6%	44.4%
	White	UK	77.8%	76.7%	72.4%	69.2%	65.2%
	White	Non-UK	22.2%	23.3%	27.6%	30.8%	34.8%
Associate Professor	Global Majority	UK				100.0%	
	White	UK				66.7%	50.0%
	White	Non-UK			100.0%	33.3%	50.0%
Academic (PL)	Global Majority	UK	81.8%	90.0%	92.9%	85.7%	58.8%
	Global Majority	Non-UK	18.2%	10.0%	7.1%	14.3%	41.2%
	White	UK	96.0%	95.9%	95.7%	95.1%	91.7%
	White	Non-UK	4.0%	4.1%	4.3%	4.9%	8.3%
	Not Known	UK	100.0%	100.0%	100.0%		63.6%
	Not Known	Non-UK					36.4%
Academic (SL)	Global Majority	UK	69.2%	67.0%	63.6%	66.3%	67.0%
	Global Majority	Non-UK	30.8%	33.0%	36.4%	33.7%	33.0%
	White	UK	92.6%	91.1%	92.1%	93.5%	92.6%
	White	Non-UK	7.4%	8.9%	7.9%	6.5%	7.4%
	Not Known	UK	100.0%	50.0%	40.0%	75.0%	66.7%
	Not Known	Non-UK		50.0%	60.0%	25.0%	33.3%
Academic (L)	Global Majority	UK	55.3%	70.0%	75.5%	71.7%	60.9%
	Global Majority	Non-UK	44.7%	30.0%	24.5%	28.3%	39.1%
	White	UK	81.5%	87.0%	88.2%	88.5%	94.0%

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	White	Non-UK	18.5%	13.0%	11.8%	11.5%	6.0%
	Not Known	UK	33.3%	33.3%	100.0%	60.0%	66.7%
	Not Known	Non-UK	66.7%	66.7%		40.0%	33.3%
Researcher	Global Majority	UK	18.2%	16.7%	30.4%	45.5%	100.0%
	Global Majority	Non-UK	81.8%	83.3%	69.6%	54.5%	
	White	UK	76.5%	85.7%	80.0%	78.6%	100.0%
	White	Non-UK	23.5%	14.3%	20.0%	21.4%	
	Not Known	UK		50.0%	50.0%		100.0%
	Not Known	Non-UK	100.0%	50.0%	50.0%		

Table 1.16 Academic Staff population (Contract Type; Ethnicity Summary - % as of total for each contract type (FT/P))

Contract Type	Ethnicity	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Permanent	Global Majority	20.5%	22.4%	25.1%	25.7%	28.5%
	White	78.4%	76.4%	73.5%	72.6%	69.9%
	Not Known	1.1%	1.2%	1.5%	1.8%	1.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Fixed Term	Global Majority	40.6%	41.5%	50.0%	43.3%	30.4%
	White	50.0%	48.8%	40.0%	53.3%	57.8%
	Not Known	9.4%	9.8%	10.0%	3.3%	11.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Data for by Job profile numbers for fixed term are low except for at Lecturer and Researcher where they exceed more than 5

Table 1.17 Academic Staff population (Contract Type; Ethnic Group - % as of total for each contract type)

		% of Total				
Contract Type (FT/P)	Ethnic (group)	2019-20	2020-21	2021-22	2022-23	2023-24
Permanent	Asian	9.2%	10.0%	10.6%	10.1%	11.7%
	Black	6.4%	7.3%	8.3%	8.7%	10.7%
	Mixed	2.2%	2.2%	2.7%	3.4%	3.0%
	Other	2.8%	3.0%	3.5%	3.5%	3.1%
	Unknown	1.1%	1.2%	1.5%	1.8%	1.7%
	White	78.4%	76.4%	73.5%	72.6%	69.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Fixed Term	Asian	15.6%	19.5%	20.0%	23.3%	13.7%
	Black		12.2%	12.5%	10.0%	7.8%
	Mixed	12.5%	7.3%	5.0%		4.9%
	Other	12.5%	2.4%	12.5%	10.0%	3.9%
	Unknown	9.4%	9.8%	10.0%	3.3%	11.8%
	White	50.0%	48.8%	40.0%	53.3%	57.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Grand Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.18 Academic Staff population (Contract Type; Ethnicity Summary UK/Non-UK - % as of total for each contract type (FT/P))

		% of Total					
Contract Type (FT/P)	Ethnicity Summary	Nationality	2019-20	2020-21	2021-22	2022-23	2023-24
Permanent		UK	69.7%	71.1%	69.5%	70.9%	65.8%

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	Global Majority	Non-UK	30.3%	28.9%	30.5%	29.1%	34.2%
	White	UK	89.3%	89.5%	89.4%	90.1%	91.3%
		Non-UK	10.7%	10.5%	10.6%	9.9%	8.7%
	Not Known	UK	75.0%	66.7%	75.0%	76.9%	83.3%
		Non-UK	25.0%	33.3%	25.0%	23.1%	16.7%
Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%	
Fixed Term	Global Majority	UK		29.4%	30.0%	46.2%	51.6%
		Non-UK	100.0%	70.6%	70.0%	53.8%	48.4%
	White	UK	75.0%	85.0%	81.3%	68.8%	86.4%
		Non-UK	25.0%	15.0%	18.8%	31.3%	13.6%
	Not Known	UK	33.3%	50.0%	75.0%	100.0%	66.7%
		Non-UK	66.7%	50.0%	25.0%		33.3%
Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 1.19 Academic Staff population (Full Time/Part Time; Ethnicity Summary - % as of total for each contract type

Pt/Ft	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Global Majority	22.1%	24.5%	26.9%	27.2%	29.8%
	White	76.4%	74.1%	71.4%	71.1%	68.5%
	Not Known	1.5%	1.4%	1.8%	1.6%	1.7%
Part Time	Global Majority	17.0%	16.9%	22.0%	20.2%	25.7%
	White	82.1%	80.5%	75.2%	76.6%	67.9%
	Not Known	0.9%	2.5%	2.8%	3.2%	6.4%

Table 1.20 Academic Staff population (Full Time/Part Time; Ethnic Group - % as of total for each contract type

		% of Total				
Pt/Ft	Ethnic (group)	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Asian	9.5%	10.6%	10.9%	10.4%	12.0%
	Black	6.4%	7.8%	8.8%	8.9%	11.1%
	Mixed	2.6%	2.6%	2.7%	3.6%	3.2%
	Other	3.6%	3.5%	4.5%	4.3%	3.5%
	Unknown	1.5%	1.4%	1.8%	1.6%	1.7%
	White	76.4%	74.1%	71.4%	71.1%	68.5%
Part Time	Asian	8.9%	9.3%	11.9%	11.7%	11.9%
	Black	4.5%	5.9%	6.4%	7.4%	8.3%
	Mixed	2.7%	1.7%	3.7%	1.1%	3.2%
	Other	0.9%				2.3%
	Unknown	0.9%	2.5%	2.8%	3.2%	6.4%
	White	82.1%	80.5%	75.2%	76.6%	67.9%
Grand Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.21 Academic Staff population (Full Time/Part Time; UK/Non-UK; Ethnicity Summary - % as of total for each contract type

		% of Total					
Pt/Ft	Ethnicity Summary	Nationality	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Global Majority	UK	64.4%	65.9%	63.3%	66.7%	62.7%
		Non-UK	35.6%	34.1%	36.7%	33.3%	37.3%
	White	UK	88.1%	88.3%	88.8%	88.7%	89.7%
		Non-UK	11.9%	11.7%	11.2%	11.3%	10.3%
	Not Known	UK	60.0%	60.0%	69.2%	72.7%	80.0%
		Non-UK	40.0%	40.0%	30.8%	27.3%	20.0%

Part Time	Global Majority	UK	63.2%	80.0%	87.5%	94.7%	67.9%
		Non-UK	36.8%	20.0%	12.5%	5.3%	32.1%
	White	UK	93.5%	94.7%	91.5%	94.4%	93.9%
		Non-UK	6.5%	5.3%	8.5%	5.6%	6.1%
	Not Known	UK	100.0%	66.7%	100.0%	100.0%	71.4%
		Non-UK		33.3%			28.6%

2 Academic staff population by Contract Function:

Table 2 Academic staff population (Contract Function; Ethnicity Summary - % as of total for Contract Function population

Contract Function	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Teaching & Research	Global Majority	20.4%	22.6%	24.5%	25.2%	28.5%
	White	78.2%	75.9%	73.8%	72.8%	69.5%
	Not Known	1.4%	1.5%	1.7%	2.0%	2.0%
Teaching Only	Global Majority	25.0%	23.3%	57.1%	39.3%	29.8%
	White	75.0%	76.7%	42.9%	60.7%	62.9%
	Not Known					7.3%
Research Only	Global Majority	39.3%	44.4%	56.4%	42.9%	27.3%
	White	57.1%	48.1%	38.5%	57.1%	72.7%
	Not Known	3.6%	7.4%	5.1%		

Table 2.1 Academic staff population (Contract Function; Ethnic Group - % as of total for Contract Function population

Contract Function	Ethnic Background (group)	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Teaching & Research	Asian	9.3%	10.4%	10.3%	10.3%	11.5%
	Black	5.6%	6.9%	8.1%	8.0%	10.8%
	Mixed	2.4%	2.4%	2.7%	3.5%	3.1%
	Other	3.0%	3.0%	3.4%	3.4%	3.1%
	Unknown	1.4%	1.5%	1.7%	2.0%	2.0%
	White	78.2%	75.9%	73.8%	72.8%	69.5%
Teaching Only	Asian	6.3%	4.7%	28.6%	7.1%	12.6%
	Black	14.6%	16.3%	14.3%	25.0%	9.3%
	Mixed					4.0%
	Other	4.2%	2.3%	14.3%	7.1%	4.0%
	Unknown					7.3%
	White	75.0%	76.7%	42.9%	60.7%	62.9%
Research Only	Asian	17.9%	22.2%	23.1%	21.4%	27.3%
	Black	3.6%	11.1%	15.4%	10.7%	
	Mixed	10.7%	7.4%	5.1%		
	Other	7.1%	3.7%	12.8%	10.7%	
	Unknown	3.6%	7.4%	5.1%		
	White	57.1%	48.1%	38.5%	57.1%	72.7%
Grand Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2.3 Academic staff population (Contract Function; UK/Non-UK; Ethnicity Summary - % as of total for Contract Function population

Contract Function	Ethnicity Summary	Nationality	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Teaching & Research	Global Majority	UK	67.6%	71.4%	70.1%	71.5%	66.5%
		Non-UK	32.4%	28.6%	29.9%	28.5%	33.5%
	White	UK	88.8%	89.0%	89.4%	89.7%	90.7%
		Non-UK	11.2%	11.0%	10.6%	10.3%	9.3%
	Not Known	UK	70.0%	63.6%	78.6%	78.6%	84.6%
		Non-UK	30.0%	36.4%	21.4%	21.4%	15.4%
Teaching Only	Global Majority	UK	66.7%	60.0%	50.0%	63.6%	51.1%
		Non-UK	33.3%	40.0%	50.0%	36.4%	48.9%
	White	UK	97.2%	97.0%	100.0%	94.1%	90.5%
		Non-UK	2.8%	3.0%		5.9%	9.5%
	Not Known	UK					63.6%
		Non-UK					36.4%
Research Only	Global Majority	UK	18.2%	16.7%	31.8%	41.7%	100.0%
		Non-UK	81.8%	83.3%	68.2%	58.3%	
	White	UK	75.0%	84.6%	80.0%	75.0%	100.0%
		Non-UK	25.0%	15.4%	20.0%	25.0%	
		UK		50.0%	50.0%		
	Not Known	Non-UK	100.0%	50.0%	50.0%		

3 - Applications, shortlist and appointments made in recruitment to academic posts

3.0 Academic recruitment (Ethnicity Summary)

% of Total Count of HC					
Year	Ethnic Summary	Application	Interview	Offer	Hire
2019-20	GM	49.3%	41.2%	38.9%	34.4%
	White	47.2%	53.9%	55.8%	61.3%
	Unknown	3.6%	4.9%	5.3%	4.3%
2020-21	GM	45.1%	29.6%	16.2%	16.1%
	White	52.0%	68.7%	82.4%	82.1%
	Unknown	2.9%	1.7%	1.4%	1.8%
2021-22	GM	60.8%	47.9%	37.0%	26.5%
	White	37.3%	51.5%	63.0%	73.5%
	Unknown	1.9%	0.6%		
2022-23	GM	69.0%	51.6%	36.0%	34.4%
	White	28.1%	45.3%	62.8%	63.9%
	Unknown	2.9%	3.1%	1.2%	1.6%
2023-24	GM	73.3%	55.4%	60.7%	57.1%
	White	24.3%	43.0%	39.3%	42.9%
	Unknown	2.4%	1.6%		

3.1 Academic recruitment (UK/Non-UK; Ethnicity Summary)

% of Total Count of HC						
Year	Ethnic Summary	Nationality	Application	Interview	Offer	Hire
2019-20	GM	UK	31.5%	45.9%	50.0%	56.3%
	GM	Non-UK	68.5%	54.1%	50.0%	43.8%
	White	UK	65.7%	75.6%	84.1%	84.2%

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	White	Non-UK	34.3%	24.4%	15.9%	15.8%
	Unknown	UK	36.5%	52.2%	50.0%	50.0%
	Unknown	Non-UK	59.5%	43.5%	50.0%	50.0%
2020-21	GM	UK	38.9%	55.8%	50.0%	44.4%
	GM	Non-UK	61.1%	44.2%	50.0%	55.6%
	White	UK	68.8%	86.7%	95.1%	93.5%
	White	Non-UK	31.3%	13.3%	4.9%	6.5%
	Unknown	UK	56.4%	66.7%	100.0%	100.0%
	Unknown	Non-UK	43.6%	33.3%		
	2021-22	GM	UK	28.6%	50.0%	55.0%
GM		Non-UK	71.4%	50.0%	45.0%	22.2%
White		UK	67.9%	83.6%	82.4%	84.0%
White		Non-UK	32.1%	16.4%	17.6%	16.0%
Unknown		UK	47.6%	100.0%		
Unknown		Non-UK	52.4%			
2022-23	GM	UK	18.2%	34.3%	54.8%	42.9%
	GM	Non-UK	81.8%	65.7%	45.2%	57.1%
	White	UK	67.9%	82.8%	85.2%	87.2%
	White	Non-UK	32.1%	17.2%	14.8%	12.8%
	Unknown	UK	46.5%	66.7%	100.0%	100.0%
	Unknown	Non-UK	53.5%	33.3%		
2023-24	GM	UK	19.8%	39.9%	35.3%	50.0%
	GM	Non-UK	80.2%	60.1%	64.7%	50.0%
	White	UK	69.7%	86.5%	100.0%	100.0%
	White	Non-UK	30.3%	13.5%		
	Unknown	UK	41.9%	50.0%		
	Unknown	Non-UK	58.1%	50.0%		

3.2 Academic recruitment (Ethnic Group)

% of Total Count of HC					
Year	Ethnic Background	Application	Interview	Offer	Hire
2019-20	White	47.2%	53.9%	55.8%	61.3%
	Asian	20.6%	17.2%	20.4%	17.2%
	Black	13.8%	10.4%	8.0%	6.5%
	Others	11.3%	9.6%	5.3%	6.5%
	Mixed	3.6%	4.0%	5.3%	4.3%
	Unknown	3.6%	4.9%	5.3%	4.3%
2020-21	White	52.0%	68.7%	82.4%	82.1%
	Asian	19.6%	12.0%	6.8%	7.1%
	Black	12.2%	9.1%	4.1%	5.4%
	Others	9.8%	6.3%	2.7%	1.8%
	Mixed	3.4%	2.3%	2.7%	1.8%
	Unknown	2.9%	1.7%	1.4%	1.8%
2021-22	White	37.3%	51.5%	63.0%	73.5%
	Asian	27.7%	19.1%	13.0%	8.8%
	Black	19.4%	14.6%	11.1%	8.8%
	Others	10.7%	9.7%	9.3%	2.9%
	Mixed	2.9%	4.5%	3.7%	5.9%
	Unknown	1.9%	0.6%		
2022-23	Asian	30.7%	23.7%	19.8%	16.4%
	White	28.1%	45.3%	62.8%	63.9%
	Black	22.5%	17.4%	10.5%	13.1%
	Others	12.8%	8.1%	3.5%	3.3%
	Unknown	2.9%	3.1%	1.2%	1.6%
	Mixed	2.9%	2.3%	2.3%	1.6%
2023-24	Asian	38.9%	23.3%	14.3%	19.0%
	White	24.3%	43.0%	39.3%	42.9%

	Black	20.7%	21.7%	21.4%	23.8%
	Others	10.4%	7.4%	14.3%	4.8%
	Mixed	3.3%	3.1%	10.7%	9.5%
	Unknown	2.4%	1.6%		

3.3 Academic Recruitment (Faculty; Ethnicity Summary)

% of Total Count of HC							
Academic Faculties	Year	Ethnic Summary	Application	Interview	Offer	Hire	
FABSS	2019-20	GM	21.0%	22.6%	32.3%	32.0%	
	2020-21		19.1%	16.5%	9.7%	16.0%	
	2021-22		13.1%	14.9%	16.1%	4.0%	
	2022-23		28.4%	28.6%	29.0%	36.0%	
	2023-24		18.4%	17.3%	12.9%	12.0%	
	2019-20	White	41.3%	30.0%	29.1%	34.1%	
	2020-21		25.1%	27.8%	29.1%	31.8%	
	2021-22		12.0%	12.1%	10.9%	2.3%	
	2022-23		12.9%	17.3%	18.2%	18.2%	
	2023-24		8.7%	12.8%	12.7%	13.6%	
	2019-20	Unknown	42.4%	60.0%	80.0%	66.7%	
	2020-21		22.8%	15.0%			
	2021-22		10.9%	5.0%			
	2022-23		18.5%	20.0%	20.0%	33.3%	
	2023-24		5.4%				
	FEHW	2019-20	GM	18.7%	15.8%	21.2%	26.3%
		2020-21		22.8%	18.5%	15.2%	15.8%
		2021-22		26.3%	32.0%	24.2%	26.3%
		2022-23		18.9%	19.4%	39.4%	26.3%
2023-24		13.2%		14.4%		5.3%	

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	2019-20	White	23.0%	21.1%	23.1%	26.2%
	2020-21		31.7%	30.0%	32.1%	29.1%
	2021-22		16.7%	18.5%	16.4%	19.4%
	2022-23		17.8%	20.1%	27.6%	24.3%
	2023-24		10.7%	10.3%	0.7%	1.0%
	2019-20	Unknown	5.9%	12.5%	50.0%	50.0%
	2020-21		47.1%	25.0%	50.0%	50.0%
	2021-22		20.6%	12.5%		
	2022-23		14.7%	37.5%		
	2023-24		11.8%	12.5%		
FSE	2019-20	GM	29.3%	32.5%	45.0%	48.7%
	2020-21		4.8%	6.9%	6.7%	5.1%
	2021-22		14.2%	12.6%	11.7%	7.7%
	2022-23		21.4%	26.5%	15.0%	17.9%
	2023-24		30.3%	21.5%	21.7%	20.5%
	2019-20	White	41.7%	42.6%	47.1%	51.7%
	2020-21		6.4%	3.9%	5.9%	6.9%
	2021-22		19.4%	22.5%	17.6%	13.8%
	2022-23		13.0%	15.5%	20.6%	20.7%
	2023-24		19.4%	15.5%	8.8%	6.9%
	2019-20	Unknown	40.2%	52.6%	100.0%	100.0%
	2020-21		2.4%	5.3%		
	2021-22		4.9%			
	2022-23		25.6%	26.3%		
	2023-24		26.8%	15.8%		

3.4 Academic Recruitment (Grade; Ethnicity Summary)

% of Total Count of HC						
Year	Grades (group)	Ethnic Summary	Application	Interview	Offer	Hire
2019-20	SPOT	GM	46.2%	56.3%	66.7%	66.7%
		White	53.0%	37.5%	33.3%	33.3%
		Unknown	0.9%	6.3%		
	UW10-12	GM	40.5%	36.8%	34.1%	31.4%
		White	55.4%	60.8%	65.9%	68.6%
		Unknown	4.1%	2.3%		
	UW8-9	GM	53.1%	43.0%	40.9%	34.5%
		White	43.3%	50.7%	50.0%	58.2%
		Unknown	3.6%	6.3%	9.1%	7.3%
2020-21	UW10-12	GM	48.3%	31.3%	17.6%	25.0%
		White	48.8%	67.3%	82.4%	75.0%
		Unknown	2.9%	1.3%		
	UW8-9	GM	43.2%	28.4%	15.0%	9.4%
		White	53.8%	69.7%	82.5%	87.5%
		Unknown	3.0%	2.0%	2.5%	3.1%
2021-22	UW10-12	GM	52.0%	37.7%	25.9%	21.1%
		White	45.2%	61.4%	74.1%	78.9%
		Unknown	2.9%	0.9%		
	UW8-9	GM	63.1%	52.9%	48.1%	33.3%
		White	35.3%	46.6%	51.9%	66.7%
		Unknown	1.6%	0.5%		
	UW6-7	GM	80.6%	83.3%		
		White	19.4%	16.7%		

2022-23	UW10-12	GM	60.3%	55.9%	28.6%	25.0%
		White	37.3%	41.2%	71.4%	75.0%
		Unknown	2.5%	2.9%		
	UW8-9	GM	70.4%	50.6%	37.5%	36.7%
		White	26.6%	46.2%	61.1%	61.2%
		Unknown	3.0%	3.2%	1.4%	2.0%
2023-24	UW10-12	GM	65.4%	42.3%		
		White	31.4%	53.8%	100.0%	100.0%
		Unknown	3.1%	3.8%		
	UW8-9	GM	74.6%	56.1%	72.7%	73.3%
		White	23.2%	42.5%	27.3%	26.7%
		Unknown	2.3%	1.3%		
	UW6-7	GM	78.6%	100.0%	100.0%	100.0%
		White	21.4%			

Table 4 Applications and success rates for academic promotion

The only process for Academic Promotion is by Conferment to Associate Professor (figures too small) Reader and Professor as below:

% Percentage of total conferred							
		Global Majority Male	Global Majority Female	Total Global Majority	White Male	White Female	Total White
READER							
Conferred	2019	50%	0.00%	50%	50%	0.00%	50%
	2021	50%	0.00%	50%	0.00%	50%	50%
	2022-23	36.4%	27.3%	63.6%	27.3%	9.1%	36.4%
	2023-24	28.6%	42.9%	71.4%	28.6%	0.0%	28.6%

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	2024-25	100.00%	0.00%	100%	0.00%	0.00%	0.00%
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% Percentage of total conferred								
PROFESSOR		Global Majority Male	Global Majority Male	Global Majority Female	Total Global Majority	White Male	White Female	Total White
Conferred	2019	0	0.0%	0.0%	0.0%	25.0%	75.0%	100.0%
	2021	2	40.0%	0.0%	40.0%	40.0%	20.0%	60.0%
	2022-23	2	8.7%	21.7%	30.4%	34.8%	34.8%	69.6%
	2023-24	0	0.0%	16.7%	16.7%	50.0%	33.3%	83.3%
	2024-25	2	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%

5. Professional, technical and operational staff by contract type

Table 5.1 PTO Staff population (Ethnicity Summary)

% of Total Count of HC						
Ethnic Summary	2019/20	2019/20	2020/21	2021/22	2022/23	2023/24
Global Majority	397	23.50%	24.0%	25.2%	26.9%	30.5%
White	1,279	75.60%	74.9%	73.5%	71.4%	67.1%
Not Known	15	0.90%	1.1%	1.3%	1.7%	2.4%

Table 5.2 PTO Staff population (UK/Non-UK; Ethnicity Summary)

		% of Total				
Ethnicity Summary	Nationality	2019-20	2020-21	2021-22	2022-23	2023-24
Global Majority	UK	88.2%	88.0%	88.2%	87.5%	81.4%

	Non-UK	11.8%	12.0%	11.8%	12.5%	18.6%
White	UK	97.6%	97.4%	96.9%	97.1%	97.1%
	Non-UK	2.4%	2.6%	3.1%	2.9%	2.9%
Not Known	UK	100.0%	94.4%	95.0%	95.7%	97.1%
	Non-UK		5.6%	5.0%	4.3%	2.9%

Table 5.3 PTO Staff population (Ethnic Group)

% of Total Count of HC					
Ethnic Group	2019/20	2020/21	2021/22	2022/23	2023/24
Black	5.9%	6.0%	6.1%	7.2%	8.4%
Asian	14.7%	14.8%	15.6%	16.3%	17.9%
Mixed	2.2%	2.5%	2.6%	2.7%	3.2%
Other	0.8%	0.8%	0.9%	0.7%	1.0%
Not Known	0.9%	1.1%	1.3%	1.7%	2.4%
White	75.6%	74.9%	73.5%	71.4%	67.1%

Table 5.3a PTO Staff population (Departments/Directorates; Ethnicity Summary)

% of Total Staff						
Department/Directorate	Ethnic Summary	2019-20	2020-21	2021-22	2022-23	2023-24
Academic Development and Success	Global Majority	22.8%	20.5%	21.9%	20.7%	24.2%
	White	77.2%	79.5%	78.1%	78.6%	75.8%
	Not Known				0.7%	
Corporate Compliance	Global Majority				23.7%	
	White				75.0%	71.1%
	Not Known				25.0%	5.3%

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	White	73.2%	74.7%			
Digital Services	Global Majority	23.4%	23.8%	24.2%	21.3%	24.3%
	White	70.3%	71.4%	71.0%	73.8%	70.0%
	Not Known	6.3%	4.8%	4.8%	4.9%	5.7%
Estates and Facilities	Global Majority	25.1%	25.8%	28.0%	28.2%	30.4%
	White	74.0%	73.5%	70.8%	70.5%	68.3%
	Not Known	0.9%	0.7%	1.3%	1.3%	1.3%
External Engagement	Global Majority	18.2%	18.8%	26.7%		32.3%
	White	79.5%	77.1%	73.3%	100.0%	64.5%
	Not Known	2.3%	4.2%			3.2%
	Global Majority	18.7%	17.4%	20.0%	17.9%	27.8%
FABSS	White	81.3%	81.9%	79.3%	81.1%	72.2%
	Not Known		0.6%	0.7%	1.1%	
FEHW	Global Majority	21.5%	22.0%	21.3%	35.3%	35.5%
	White	78.5%	78.0%	77.5%	63.2%	63.9%
	Not Known			1.2%	1.5%	0.6%
FSE	Global Majority	31.1%	34.0%	30.2%	28.1%	41.2%
	White	67.6%	65.4%	68.6%	70.2%	55.7%
	Not Known	1.4%	0.7%	1.3%	1.8%	3.1%
Finance Department	Global Majority	26.7%	27.1%	28.4%	25.4%	30.4%
	White	71.7%	71.4%	70.1%	71.4%	63.0%
	Not Known	1.7%	1.4%	1.5%	3.2%	6.5%
Human Resources Department	Global Majority	20.7%	24.2%	33.3%	37.1%	31.6%
	White	79.3%	72.7%	66.7%	57.1%	55.3%
	Not Known		3.0%		5.7%	13.2%
Offices of the University Secretary	Global Majority	12.5%	40.0%	12.5%	30.0%	33.3%
	White	75.0%	40.0%	50.0%	50.0%	55.6%
	Not Known	12.5%	20.0%	37.5%	20.0%	11.1%

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Offices of the Vice Chancellor	Global Majority	15.0%	22.2%	38.1%	26.7%	18.8%
	White	85.0%	72.2%	57.1%	73.3%	62.5%
	Not Known		5.6%	4.8%		18.8%
Other Departments	Global Majority	27.0%	40.0%		21.4%	9.1%
	White	73.0%	60.0%	100.0%	78.6%	90.9%
Registry	Global Majority	21.4%	24.5%	23.8%	25.9%	23.7%
	White	77.6%	73.5%	75.2%	73.5%	73.7%
	Not Known	1.0%	2.0%	1.0%	0.7%	2.5%
Research Services	Global Majority	18.8%	12.5%	26.3%	43.3%	28.6%
	White	81.3%	87.5%	73.7%	56.7%	71.4%
Strategic Projects and Organisational Enhancement	Global Majority	17.6%	18.2%	7.1%	7.1%	40.0%
	White	82.4%	72.7%	85.7%	85.7%	60.0%
	Not Known		9.1%	7.1%	7.1%	
Student Recruitment	Global Majority			36.7%	42.3%	
	White				63.3%	54.6%
	Not Known					3.1%
Wolverhampton Science Park	Global Majority	19.5%	13.2%	14.3%	12.9%	14.7%
	White	80.5%	86.8%	85.7%	87.1%	85.3%

Table 5.4 PTO Staff population (Grade; Ethnicity Summary)

Pay Grade	Ethnic Summary	% of Total Count of HC				
		2019/20	2020/21	2021/22	2022/23	2023/24
EXEC	White	100.0%	100.0%	100.0%	100.0%	
HEAD	White	100.0%			100.0%	100.0%
	Not Known			100.0%		

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SPOT	Global Majority	15.8%	20.0%	20.5%	24.2%	17.8%
	White	81.6%	75.6%	76.9%	72.7%	73.3%
	Not Known	2.6%	4.4%	2.6%	3.0%	8.9%
UW12	Global Majority				22.2%	
	White					66.7%
	Not Known					11.1%
UW11	Global Majority	6.5%	10.0%	6.5%	6.7%	14.3%
	White	93.5%	90.0%	90.3%	93.3%	85.7%
	Not Known			3.2%		
UW10	Global Majority	4.8%	8.4%	11.5%	17.2%	18.1%
	White	94.0%	89.2%	86.5%	79.8%	79.8%
	Not Known	1.2%	2.4%	2.1%	3.0%	2.1%
UW9	Global Majority	17.3%	16.1%	21.5%	26.4%	26.9%
	White	80.9%	82.8%	76.3%	71.7%	70.4%
	Not Known	1.8%	1.1%	2.2%	1.9%	2.8%
UW8	Global Majority	19.8%	19.3%	19.5%	23.2%	26.8%
	White	78.6%	78.3%	78.7%	74.8%	71.0%
	Not Known	1.6%	2.4%	1.8%	1.9%	2.2%
UW7	Global Majority	23.8%	24.7%	23.7%	28.6%	37.3%
	White	76.2%	74.7%	75.8%	70.3%	60.4%
	Not Known		0.6%	0.5%	1.1%	2.4%
UW6	Global Majority	24.3%	22.6%	21.8%	19.8%	27.0%
	White	74.0%	74.8%	76.7%	79.3%	70.5%
	Not Known	1.7%	2.5%	1.5%	0.9%	2.5%
UW5	Global Majority	26.9%	27.9%	31.1%	28.0%	29.9%
	White	72.0%	71.5%	67.8%	70.1%	65.5%
	Not Known	1.1%	0.6%	1.1%	1.9%	4.6%
UW4	Global Majority	27.2%	28.6%	31.6%	29.8%	31.8%
	White	72.8%	71.4%	68.4%	69.0%	66.9%
UW4	Not Known				1.2%	1.3%

	Global Majority	26.7%	24.5%	29.7%	37.5%	43.7%
UW3	White	72.4%	74.5%	68.1%	60.2%	56.3%
	Not Known	0.9%	0.9%	2.2%	2.3%	
UW2	Global Majority	30.8%	32.9%	31.0%	32.8%	35.9%
	White	69.2%	67.1%	67.6%	65.6%	62.5%
	Not Known			1.4%	1.6%	1.6%
UW1	Global Majority	27.5%	28.2%	29.1%	31.8%	50.0%
	White	71.7%	71.0%	70.0%	66.5%	50.0%
	Not Known	0.8%	0.8%	1.0%	1.7%	

Table 5.5 PTO Staff population (Grade; Ethnic Group)

Pay Grade	Ethnic Group	% of Total Count of HC				
		2019/20	2020/21	2021/22	2022/23	2023/24
EXEC	White	100.0%	100.0%	100.0%	100.0%	
HEAD	Not Known			100.0%		
	White	100.0%			100.0%	100.0%
SPT	Black	2.6%	2.2%	2.6%	12.1%	4.4%
	Asian	7.9%	13.3%	10.3%	9.1%	11.1%
	Mixed	5.3%	4.4%	5.1%	3.0%	2.2%
	Other			2.6%		
	Not Known	2.6%	4.4%	2.6%	3.0%	8.9%
	White	81.6%	75.6%	76.9%	72.7%	73.3%
UW12	Asian					11.1%
	Mixed					11.1%
	Not Known					11.1%
	White					66.7%
UW11	Black		3.3%	3.2%	3.3%	4.1%
	Asian	6.5%	6.7%	3.2%	3.3%	10.2%

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	Not Known			3.2%		
	White	93.5%	90.0%	90.3%	93.3%	85.7%
UW10	Black	1.2%	1.2%	1.0%	5.1%	5.3%
	Asian	3.6%	3.6%	6.3%	7.1%	6.4%
	Mixed		3.6%	3.1%	3.0%	4.3%
	Other			1.0%	2.0%	2.1%
	Not Known	1.2%	2.4%	2.1%	3.0%	2.1%
	White	94.0%	89.2%	86.5%	79.8%	79.8%
UW9	Black	3.6%	2.2%	3.2%	4.7%	2.8%
	Asian	8.2%	9.7%	12.9%	14.2%	18.5%
	Mixed	1.8%	2.2%	3.2%	5.7%	3.7%
	Other	3.6%	2.2%	2.2%	1.9%	1.9%
	Not Known	1.8%	1.1%	2.2%	1.9%	2.8%
	White	80.9%	82.8%	76.3%	71.7%	70.4%
UW8	Black	6.0%	7.2%	7.9%	7.7%	8.7%
	Asian	12.1%	10.2%	9.1%	13.5%	15.9%
	Mixed	1.1%	1.2%	1.8%	1.9%	0.7%
	Other	0.5%	0.6%	0.6%		1.4%
	Not Known	1.6%	2.4%	1.8%	1.9%	2.2%
	White	78.6%	78.3%	78.7%	74.8%	71.0%
UW7	Black	2.9%	3.9%	2.7%	4.0%	9.9%
	Asian	16.9%	17.4%	16.7%	19.4%	22.6%
	Mixed	3.5%	2.8%	3.8%	5.1%	3.3%
	Other	0.6%	0.6%	0.5%		1.4%
	Not Known		0.6%	0.5%	1.1%	2.4%
	White	76.2%	74.7%	75.8%	70.3%	60.4%
UW6	Black	6.8%	4.4%	4.5%	5.4%	6.6%
	Asian	13.0%	13.2%	15.8%	13.5%	18.0%
	Mixed	4.0%	4.4%	0.8%	0.9%	2.5%
	Other	0.6%	0.6%	0.8%		

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	Not Known	1.7%	2.5%	1.5%	0.9%	2.5%
	White	74.0%	74.8%	76.7%	79.3%	70.5%
UW5	Black	6.6%	4.7%	5.1%	4.5%	6.3%
	Asian	15.4%	18.0%	20.3%	19.1%	16.1%
	Mixed	3.3%	3.5%	3.4%	2.5%	5.7%
	Other	1.6%	1.7%	2.3%	1.9%	1.7%
	Not Known	1.1%	0.6%	1.1%	1.9%	4.6%
	White	72.0%	71.5%	67.8%	70.1%	65.5%
UW4	Black	5.5%	5.6%	6.6%	5.8%	8.4%
	Asian	18.8%	18.5%	18.9%	19.3%	19.5%
	Mixed	2.2%	3.2%	4.8%	2.9%	3.2%
	Other	0.7%	1.2%	1.3%	1.8%	0.6%
	Not Known				1.2%	1.3%
	White	72.8%	71.4%	68.4%	69.0%	66.9%
UW3	Black	8.6%	11.3%	12.1%	18.2%	18.4%
	Asian	16.4%	11.3%	16.5%	15.9%	16.1%
	Mixed	1.7%	1.9%	1.1%	3.4%	8.0%
	Other					1.1%
	Not Known	0.9%	0.9%	2.2%	2.3%	
	White	72.4%	74.5%	68.1%	60.2%	56.3%
UW2	Black	17.9%	19.7%	19.7%	20.3%	11.2%
	Asian	11.5%	11.8%	9.9%	10.9%	22.7%
	Mixed	1.3%	1.3%	1.4%	1.6%	1.6%
	Other					0.4%
	Not Known			1.4%	1.6%	1.6%
	White	69.2%	67.1%	67.6%	65.6%	62.5%
UW1	Black	5.7%	6.3%	6.4%	6.9%	
	Asian	20.2%	20.6%	22.2%	24.3%	50.0%
	Mixed	1.2%	0.8%	0.5%	0.6%	
	Other	0.4%	0.4%			

	Not Known	0.8%	0.8%	1.0%	1.7%	
	White	71.7%	71.0%	70.0%	66.5%	50.0%

Table 5.6 PTO Staff population (Grade; UK/Non-UK; Ethnicity Summary)

Pay Grade	Ethnic Summary	Nationality	% of Total Count of HC				
			2019/20	2020/21	2021/22	2022/23	2023/24
EXEC	White	UK	100.0%	100.0%	100.0%	100.0%	
HEAD		UK	100.0%			100.0%	100.0%
	Not Known	UK			100.0%		
SPT	Global Majority	UK	66.7%	88.9%	100.0%	100.0%	87.5%
		Non-UK	33.3%	11.1%			12.5%
	White	UK	96.8%	94.1%	96.7%	95.8%	97.0%
		Non-UK	3.2%	5.9%	3.3%	4.2%	3.0%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
UW12	Global Majority	UK					100.0%
	White	UK					100.0%
	Not Known	UK					100.0%
UW11	Global Majority	UK	100.0%	100.0%	100.0%	100.0%	100.0%
	White	UK	93.1%	92.6%	92.9%	89.3%	95.2%
		Non-UK	6.9%	7.4%	7.1%	10.7%	4.8%
	Not Known	UK			100.0%		
UW10	Global Majority	UK	100.0%	100.0%	90.9%	76.5%	82.4%
		Non-UK			9.1%	23.5%	17.6%
	White	UK	98.7%	98.6%	95.2%	96.2%	98.7%
		Non-UK	1.3%	1.4%	4.8%	3.8%	1.3%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
UW9	Global Majority	UK	84.2%	100.0%	90.0%	85.7%	96.6%
		Non-UK	15.8%		10.0%	14.3%	3.4%

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	White	UK	96.6%	96.1%	98.6%	98.7%	97.4%
		Non-UK	3.4%	3.9%	1.4%	1.3%	2.6%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
UW8	Global Majority	UK	88.9%	87.5%	90.6%	94.4%	89.2%
		Non-UK	11.1%	12.5%	9.4%	5.6%	10.8%
	White	UK	98.6%	98.5%	98.4%	98.3%	98.0%
		Non-UK	1.4%	1.5%	1.6%	1.7%	2.0%
	Not Known	UK	100.0%	100.0%	66.7%	66.7%	100.0%
		Non-UK			33.3%	33.3%	
UW7	Global Majority	UK	97.6%	97.7%	95.5%	100.0%	73.4%
		Non-UK	2.4%	2.3%	4.5%		26.6%
	White	UK	98.5%	97.7%	97.9%	97.6%	96.9%
		Non-UK	1.5%	2.3%	2.1%	2.4%	3.1%
	Not Known	UK		100.0%	100.0%	100.0%	100.0%
UW6	Global Majority	UK	93.0%	91.7%	96.6%	90.9%	87.9%
		Non-UK	7.0%	8.3%	3.4%	9.1%	12.1%
	White	UK	98.5%	100.0%	99.0%	98.9%	97.7%
		Non-UK	1.5%		1.0%	1.1%	2.3%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
UW5	Global Majority	UK	93.9%	93.8%	92.7%	90.9%	88.5%
		Non-UK	6.1%	6.3%	7.3%	9.1%	11.5%
	White	UK	98.5%	97.6%	95.8%	95.5%	97.4%
		Non-UK	1.5%	2.4%	4.2%	4.5%	2.6%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
UW4	Global Majority	UK	93.2%	90.1%	90.3%	94.1%	85.7%
		Non-UK	6.8%	9.9%	9.7%	5.9%	14.3%
	White	UK	99.0%	98.9%	98.1%	98.3%	99.0%
		Non-UK	1.0%	1.1%	1.9%	1.7%	1.0%
	Not Known	UK				100.0%	50.0%
		Non-UK					50.0%

UW3	Global Majority	UK	93.5%	92.3%	88.9%	81.8%	76.3%
		Non-UK	6.5%	7.7%	11.1%	18.2%	23.7%
	White	UK	96.4%	96.2%	96.8%	98.1%	98.0%
		Non-UK	3.6%	3.8%	3.2%	1.9%	2.0%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	
UW2	Global Majority	UK	75.0%	76.0%	77.3%	76.2%	72.2%
		Non-UK	25.0%	24.0%	22.7%	23.8%	27.8%
	White	UK	96.3%	98.0%	97.9%	100.0%	94.3%
		Non-UK	3.7%	2.0%	2.1%		5.7%
	Not Known	UK			100.0%	100.0%	100.0%
UW1	Global Majority	UK	73.5%	71.6%	71.2%	70.9%	
		Non-UK	26.5%	28.4%	28.8%	29.1%	100.0%
	White	UK	94.9%	94.7%	93.7%	94.8%	100.0%
		Non-UK	5.1%	5.3%	6.3%	5.2%	
	Not Known	UK	100.0%	50.0%	100.0%	100.0%	
		Non-UK		50.0%			

Table 5.7 PTO Staff population (Full Time/Part Time; Ethnicity Summary - % as of total for each contract type

Pt/Ft	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Global Majority	23.0%	24.1%	24.3%	25.7%	28.7%
	White	75.9%	74.3%	74.0%	72.2%	68.6%
	Not Known	1.1%	1.6%	1.7%	2.1%	2.8%
Part Time	Global Majority	24.6%	23.8%	27.4%	30.3%	35.3%
	White	75.0%	76.0%	72.3%	69.2%	63.2%
	Not Known	0.4%	0.2%	0.2%	0.6%	1.5%

Table 5.8 PTO Staff population (Full Time/Part Time; Ethnic Group - % as of total for each contract type

Pt/Ft	Ethnic Group	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Black	6.1%	6.5%	6.4%	7.5%	7.9%
	Asian	13.6%	13.8%	14.1%	14.4%	16.4%
	Mixed	2.4%	2.8%	2.7%	2.8%	3.4%
	Other	0.9%	0.9%	1.1%	1.0%	1.0%
	Not Known	1.1%	1.6%	1.7%	2.1%	2.8%
	White	75.9%	74.3%	74.0%	72.2%	68.6%
Part Time	Black	5.4%	4.8%	5.2%	6.4%	9.6%
	Asian	17.0%	16.9%	19.4%	21.4%	21.6%
	Mixed	1.7%	1.8%	2.4%	2.5%	2.9%
	Other	0.6%	0.4%	0.5%		1.2%
	Not Known	0.4%	0.2%	0.2%	0.6%	1.5%
	White	75.0%	76.0%	72.3%	69.2%	63.2%

Table 5.9 PTO Staff population (Full Time/Part Time; UK/Non-UK; Ethnicity Summary - % as of total for each contract type

Pt/ft	Ethnicity Summary	Nationality	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Global Majority	UK	92.0%	92.0%	92.5%	91.5%	89.6%
		Non-UK	8.0%	8.0%	7.5%	8.5%	10.4%
	White	UK	97.9%	97.9%	97.4%	97.2%	97.9%
		Non-UK	2.1%	2.1%	2.6%	2.8%	2.1%
	Not Known	UK	100.0%	94.1%	94.7%	95.2%	96.6%
		Non-UK		5.9%	5.3%	4.8%	3.4%
Part Time	Global Majority	UK	80.5%	79.2%	78.4%	78.0%	64.6%
		Non-UK	19.5%	20.8%	21.6%	22.0%	35.4%
	White	UK	96.8%	96.3%	95.8%	96.8%	95.0%

		Non-UK	3.2%	3.7%	4.2%	3.2%	5.0%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5.10 PTO Staff population (Full Time/Part Time; UK/Non-UK; Ethnic Group - % as of total for each contract type

Pt/ft	Ethnic Group	Nationality	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	Black	UK	84.3%	83.1%	88.6%	88.0%	81.7%
		Non-UK	15.7%	16.9%	11.4%	12.0%	18.3%
	Asian	UK	96.8%	96.7%	96.1%	94.5%	94.7%
		Non-UK	3.2%	3.3%	3.9%	5.5%	5.3%
	Mixed	UK	96.4%	96.8%	96.6%	100.0%	97.1%
		Non-UK	3.6%	3.2%	3.4%		2.9%
	Other	UK	60.0%	70.0%	58.3%	50.0%	40.0%
		Non-UK	40.0%	30.0%	41.7%	50.0%	60.0%
	Not Known	UK	100.0%	94.1%	94.7%	95.2%	96.6%
		Non-UK		5.9%	5.3%	4.8%	3.4%
	White	UK	97.9%	97.9%	97.4%	97.2%	97.9%
		Non-UK	2.1%	2.1%	2.6%	2.8%	2.1%
Part Time	Black	UK	82.8%	83.3%	86.4%	82.6%	56.4%
		Non-UK	17.2%	16.7%	13.6%	17.4%	43.6%
	Asian	UK	80.4%	78.8%	76.8%	77.9%	69.3%
		Non-UK	19.6%	21.2%	23.2%	22.1%	30.7%
	Mixed	UK	88.9%	77.8%	90.0%	66.7%	58.3%
		Non-UK	11.1%	22.2%	10.0%	33.3%	41.7%
	Other	UK	33.3%	50.0%			60.0%
		Non-UK	66.7%	50.0%	100.0%		40.0%
	Not Known	UK	100.0%	100.0%	100.0%	100.0%	100.0%
		UK	96.8%	96.3%	95.8%	96.8%	95.0%
	White	Non-UK	3.2%	3.7%	4.2%	3.2%	5.0%

Table 5.11 PTO Staff population (Contract Type; Ethnicity Summary - % as of total for each contract type (FT/P)

Contract Type (FT/P)	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Permanent	Global Majority	23.2%	23.8%	25.1%	26.9%	28.9%
	White	75.9%	75.2%	73.7%	71.5%	69.0%
	Not Known	0.8%	1.0%	1.2%	1.6%	2.1%
Fixed Term	Global Majority	25.8%	26.5%	25.8%	26.6%	53.1%
	White	72.9%	71.6%	71.0%	69.6%	40.8%
	Not Known	1.3%	1.9%	3.2%	3.8%	6.1%

Table 5.12 PTO Staff population (Contract Type; Ethnic Group- % as of total for each contract type (FT/P)

Contract Type (FT/P)	Ethnicity Summary	% of Total				
		2019-20	2020-21	2021-22	2022-23	2023-24
Permanent	Black	5.5%	5.8%	6.3%	7.3%	7.6%
	Asian	14.7%	15.0%	15.8%	16.6%	17.4%
	Mixed	2.1%	2.2%	2.3%	2.4%	3.1%
	Other	0.8%	0.8%	0.7%	0.6%	0.7%
	Not Known	0.8%	1.0%	1.2%	1.6%	2.1%
Fixed Term	White	75.9%	75.2%	73.7%	71.5%	69.0%
	Black	9.0%	7.7%	3.2%	5.1%	18.4%
	Asian	14.2%	12.9%	13.7%	11.4%	24.5%
	Mixed	2.6%	5.2%	5.6%	7.6%	5.1%

	Other		0.6%	3.2%	2.5%	5.1%
	Not Known	1.3%	1.9%	3.2%	3.8%	6.1%
	White	72.9%	71.6%	71.0%	69.6%	40.8%

Table 5.13 PTO Staff population (Contract Type; UK/Non-UK; Ethnicity Summary - % as of total for each contract type (FT/P))

Contract Type (FT/P)	Ethnicity Summary	Nationality	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Permanent	Global Majority	UK	88.5%	89.5%	90.0%	89.0%	86.7%
		Non-UK	11.5%	10.5%	10.0%	11.0%	13.3%
	White	UK	97.8%	97.6%	97.4%	97.5%	97.2%
		Non-UK	2.2%	2.4%	2.6%	2.5%	2.8%
	Not Known	UK	100.0%	100.0%	93.8%	95.0%	100.0%
		Non-UK			6.3%	5.0%	
Fixed Term	Global Majority	UK	85.0%	75.6%	68.8%	61.9%	42.3%
		Non-UK	15.0%	24.4%	31.3%	38.1%	57.7%
	White	UK	95.6%	95.5%	92.0%	90.9%	95.0%
		Non-UK	4.4%	4.5%	8.0%	9.1%	5.0%
	Not Known	UK	100.0%	66.7%	100.0%	100.0%	83.3%
		Non-UK		33.3%			16.7%

Table 5.14 PTO Staff population (Contract Type; UK/Non-UK; Ethnic Group - % as of total for each contract type (FT/P))

Contract Type (FT/P)	Ethnic Group	Nationality	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
Permanent	Black	UK	85.9%	88.0%	88.6%	88.3%	82.5%
		Non-UK	14.1%	12.0%	11.4%	11.7%	17.5%
	Asian	UK	90.3%	90.3%	90.4%	90.1%	88.9%

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		Non-UK	9.7%	9.7%	9.6%	9.9%	11.1%
	Mixed	UK	97.0%	96.9%	100.0%	93.5%	90.5%
		Non-UK	3.0%	3.1%		6.5%	9.5%
	Other	UK	53.8%	63.6%	60.0%	50.0%	60.0%
		Non-UK	46.2%	36.4%	40.0%	50.0%	40.0%
	Not Known	UK	100.0%	100.0%	93.8%	95.0%	100.0%
		Non-UK			6.3%	5.0%	
	White	UK	97.8%	97.6%	97.4%	97.5%	97.2%
		Non-UK	2.2%	2.4%	2.6%	2.5%	2.8%
Fixed Term	Black	UK	71.4%	50.0%	75.0%	50.0%	22.2%
		Non-UK	28.6%	50.0%	25.0%	50.0%	77.8%
	Asian	UK	95.5%	90.0%	76.5%	55.6%	58.3%
		Non-UK	4.5%	10.0%	23.5%	44.4%	41.7%
	Mixed	UK	75.0%	75.0%	71.4%	83.3%	60.0%
		Non-UK	25.0%	25.0%	28.6%	16.7%	40.0%
	Other	UK		100.0%	25.0%	50.0%	20.0%
		Non-UK			75.0%	50.0%	80.0%
	Not Known	UK	100.0%	66.7%	100.0%	100.0%	83.3%
		Non-UK		33.3%			16.7%
	White	UK	95.6%	95.5%	92.0%	90.9%	95.0%
		Non-UK	4.4%	4.5%	8.0%	9.1%	5.0%

Table 6. Professional, technical and operational staff by job family

Table 6.1 PTO staff population (PTO; Role Type; Grade; Ethnicity Summary)

Figures for non-UK staff were very small less than 5.

Job Family	Pay Grade	Ethnicity Summary	% of Total				
			2019-20	2020-21	2021-22	2022-23	2023-24
(EXEC) - VC	EXEC	White	100.0%	100.0%	100.0%	100.0%	
Directors/Seniors	HEAD	White	100.0%			100.0%	
		Not Known			100.0%		
	SPOT	Global Majority	22.2%	21.9%	19.2%	17.4%	15.0%
		White	74.1%	71.9%	76.9%	78.3%	70.0%
		Not Known	3.7%	6.3%	3.8%	4.3%	15.0%
	UW11	White				100.0%	
	UW10	White		100.0%	100.0%	100.0%	
Higher Roles & Assistant/Deputy/Associate: Director	HEAD	White					100.0%
	SPOT	Global Majority	14.3%	25.0%	40.0%	20.0%	
		White	100.0%	85.7%	75.0%	60.0%	76.0%
		Not Known					4.0%
	UW12	Global Majority				22.2%	
		White					66.7%
		Not Known					11.1%
	UW11	Global Majority	9.1%	14.3%	10.0%	8.3%	22.2%
		White	90.9%	85.7%	90.0%	91.7%	77.8%
	UW10	Global Majority		33.3%	50.0%		
	White	100.0%	100.0%	66.7%	50.0%		

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Head of Dept	HEAD	White					100.0%
	SPOT	Global Majority	16.7%	20.0%	40.0%		
		White	100.0%	83.3%	80.0%	60.0%	
	UW11	Global Majority	7.7%	8.3%	6.7%	8.3%	12.5%
		White	92.3%	91.7%	93.3%	91.7%	87.5%
	UW10	Global Majority	6.7%	5.6%		4.5%	16.7%
		White	93.3%	94.4%	94.4%	90.9%	83.3%
		Not Known			5.6%	4.5%	
	UW9	Global Majority	40.0%	28.6%	22.2%		
		White	100.0%	60.0%	71.4%	77.8%	100.0%
Managers	UW11	White	100.0%	100.0%	83.3%	100.0%	100.0%
		Not Known			16.7%		
	UW10	Global Majority	7.5%	15.0%	18.4%	25.5%	21.6%
		White	92.5%	82.5%	81.6%	72.3%	75.7%
		Not Known		2.5%		2.1%	2.7%
	UW9	Global Majority	19.3%	9.8%	20.0%	23.4%	25.0%
		White	78.9%	87.8%	75.6%	74.5%	73.2%
		Not Known	1.8%	2.4%	4.4%	2.1%	1.8%
	UW8	Global Majority	17.3%	13.8%	11.9%	12.5%	16.7%
		White	82.7%	84.6%	86.4%	85.7%	80.0%
		Not Known		1.5%	1.7%	1.8%	3.3%
	UW7	Global Majority			16.7%	16.7%	
		White	100.0%	100.0%	100.0%	83.3%	83.3%

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	UW6	Global Majority	23.5%	31.6%	25.0%	13.3%	25.0%
		White	70.6%	63.2%	75.0%	86.7%	75.0%
		Not Known	5.9%	5.3%			
	UW5	Global Majority				33.3%	
		White					66.7%
		UW4	White	100.0%			
Higher/Senior: Admin/Officer/Advisor	UW10	Global Majority		4.0%	11.1%	15.2%	
		White	96.3%	95.5%	92.0%	85.2%	81.8%
		Not Known	3.7%	4.5%	4.0%	3.7%	3.0%
	UW9	Global Majority	15.7%	19.1%	22.0%	30.0%	30.0%
		White	82.4%	80.9%	78.0%	68.0%	66.0%
		Not Known	2.0%			2.0%	4.0%
	UW8	Global Majority	21.8%	22.8%	23.8%	29.3%	29.6%
		White	75.2%	74.3%	74.3%	68.7%	68.5%
		Not Known	3.0%	3.0%	1.9%	2.0%	1.9%
	UW7	Global Majority	24.4%	25.4%	24.3%	29.0%	38.5%
		White	75.6%	74.0%	75.1%	69.8%	59.0%
		Not Known		0.6%	0.6%	1.2%	2.5%
	UW6	Global Majority	24.4%	21.4%	21.4%	20.8%	27.5%
		White	74.4%	76.4%	76.9%	78.1%	69.6%
		Not Known	1.3%	2.1%	1.7%	1.0%	2.9%
	UW5	Global Majority	26.9%	27.9%	31.1%	28.0%	29.8%
		White	72.0%	71.5%	67.8%	70.1%	65.5%
		Not Known	1.1%	0.6%	1.1%	1.9%	4.7%

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Lower Grade: Admin/Officer/Advisor	UW4	Global Majority	28.9%	30.3%	33.2%	31.4%	35.4%
		White	71.1%	69.7%	66.8%	68.0%	63.0%
		Not Known				0.7%	1.6%
	UW3	Global Majority	29.7%	23.9%	25.0%	36.8%	44.3%
		White	68.9%	74.6%	71.7%	59.6%	55.7%
		Not Known	1.4%	1.4%	3.3%	3.5%	
	UW2	Global Majority	27.8%	29.4%	11.1%	20.0%	33.3%
		White	72.2%	70.6%	88.9%	80.0%	66.7%
	UW1	Global Majority	32.5%	31.7%	32.2%	35.2%	
		White	66.5%	67.2%	67.3%	63.4%	
		Not Known	1.0%	1.1%	0.6%	1.4%	
Admins: Cleaners, Caretakers, Catering, Security	UW4	Global Majority	13.8%	14.8%	15.0%	16.7%	14.8%
		White	86.2%	85.2%	85.0%	77.8%	85.2%
		Not Known				5.6%	
	UW3	Global Majority	21.4%	25.7%	38.7%	38.7%	42.3%
		White	78.6%	74.3%	61.3%	61.3%	57.7%
	UW2	Global Majority	31.7%	33.9%	33.9%	33.9%	35.9%
		White	68.3%	66.1%	64.5%	64.4%	62.5%
		Not Known			1.6%	1.7%	1.6%
	UW1	Global Majority	10.7%	14.3%	12.5%	14.3%	50.0%
		White	89.3%	85.7%	84.4%	82.1%	50.0%
	Not Known			3.1%	3.6%		

Table 7. Applications, shortlist and appointments made in recruitment to professional, technical and operational posts

7.1 PTO recruitment (Ethnicity Summary)

% of Total Count of HC					
Year	Ethnic Summary	Application	Interview	Offer	Hire
2019-20	GM	38.7%	32.8%	29.6%	26.8%
	White	58.9%	64.9%	67.9%	71.5%
	Unknown	2.4%	2.3%	2.5%	1.6%
2020-21	GM	37.0%	34.9%	32.7%	34.2%
	White	61.0%	62.7%	62.8%	60.8%
	Unknown	2.0%	2.4%	4.4%	5.1%
2021-22	GM	44.8%	37.8%	41.3%	42.4%
	White	52.6%	60.4%	57.2%	55.4%
	Unknown	2.5%	1.7%	1.4%	2.2%
2022-23	GM	50.7%	38.3%	30.3%	28.5%
	White	46.9%	58.8%	67.1%	69.3%
	Unknown	2.4%	2.9%	2.6%	2.2%
2023-24	GM	62.7%	49.9%	40.3%	40.2%
	White	34.9%	48.0%	58.8%	58.7%
	Unknown	2.5%	2.0%	0.8%	1.1%

7.2 PTO recruitment (UK/Non-UK; Ethnicity Summary)

% of Total Count of HC						
Year	Ethnic Summary	Nationality	Application	Interview	Offer	Hire
2019-20	GM	UK	70.8%	67.5%	78.7%	87.9%
	GM	Non-UK	29.2%	32.5%	21.3%	12.1%
	White	UK	90.9%	93.5%	94.4%	93.2%

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	White	Non-UK	9.1%	6.5%	5.6%	6.8%
	Unknown	UK	70.8%	85.7%	100.0%	100.0%
	Unknown	Non-UK	20.2%	14.3%		
	Unknown	Not Known	9.0%			
2020-21	GM	UK	73.5%	78.5%	83.8%	85.2%
	GM	Non-UK	26.5%	21.5%	16.2%	14.8%
	White	UK	89.8%	92.1%	93.0%	91.7%
	White	Non-UK	10.2%	7.9%	7.0%	8.3%
	Unknown	UK	66.7%	84.6%	100.0%	100.0%
	Unknown	Non-UK	16.7%	7.7%		
	Unknown	Not Known	16.7%	7.7%		
2021-22	GM	UK	58.3%	68.1%	78.9%	76.9%
	GM	Non-UK	41.7%	31.9%	21.1%	23.1%
	White	UK	88.5%	91.2%	92.4%	92.2%
	White	Non-UK	11.5%	8.8%	7.6%	7.8%
	Unknown	UK	73.1%	100.0%	100.0%	100.0%
	Unknown	Non-UK	23.1%			
	Unknown	Not Known	3.8%			
2022-23	GM	UK	50.4%	67.4%	89.4%	92.3%
	GM	Non-UK	49.6%	32.6%	10.6%	7.7%
	White	UK	90.5%	94.9%	94.2%	93.7%
	White	Non-UK	9.5%	5.1%	5.8%	6.3%
	Unknown	UK	65.2%	81.0%	100.0%	100.0%
	Unknown	Non-UK	29.0%	9.5%		
	Unknown	Not Known	5.8%	9.5%		
2023-24	GM	UK	40.2%	57.4%	66.7%	73.0%
	GM	Non-UK	59.8%	42.6%	33.3%	27.0%
	White	UK	88.5%	95.5%	92.9%	94.4%
	White	Non-UK	11.5%	4.5%	7.1%	5.6%
	Unknown	UK	61.2%	78.6%	100.0%	100.0%

	Unknown	Non-UK	38.8%	21.4%		
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7.3 PTO recruitment (Ethnic Group)

% of Total Count of HC				
Year	Ethnic Group	Interview	Offer	Hire
2019-20	White	64.9%	67.9%	71.5%
	Asian	18.1%	14.5%	13.0%
	Black	8.3%	5.7%	5.7%
	Mixed	4.2%	7.5%	6.5%
	Others	2.3%	1.9%	1.6%
	Unknown	2.3%	2.5%	1.6%
2020-21	White	62.7%	62.8%	60.8%
	Asian	20.8%	14.2%	15.2%
	Black	9.0%	9.7%	11.4%
	Mixed	2.9%	5.3%	5.1%
	Others	2.2%	3.5%	2.5%
	Unknown	2.4%	4.4%	5.1%
2021-22	White	60.4%	57.2%	55.4%
	Asian	20.1%	19.6%	20.7%
	Black	9.4%	13.0%	14.1%
	Others	4.2%	2.2%	3.3%
	Mixed	4.2%	6.5%	4.3%
	Unknown	1.7%	1.4%	2.2%
2022-23	White	58.8%	67.1%	69.3%
	Asian	19.3%	12.9%	13.1%
	Black	10.3%	7.7%	6.6%
	Mixed	5.4%	7.1%	6.6%
	Others	3.3%	2.6%	2.2%
	Unknown	2.9%	2.6%	2.2%

2023-24	White	48.0%	58.8%	58.7%
	Asian	24.5%	19.3%	17.4%
	Black	18.3%	12.6%	13.0%
	Others	2.9%	3.4%	3.3%
	Mixed	4.2%	5.0%	6.5%
	Unknown	2.0%	0.8%	1.1%

7.4 PTO Recruitment (Grade; Ethnicity Summary)

% of Total Count of HC						
Year	Grades (group)	Ethnic Summary	Application	Interview	Offer	Hire
2019-20	SPOT	GM	38.3%	38.9%	60.0%	60.0%
	SPOT	White	60.0%	61.1%	40.0%	40.0%
	SPOT	Unknown	1.7%			
	UW10-12	GM	29.3%	16.7%	10.0%	6.3%
	UW10-12	White	68.9%	81.0%	85.0%	93.8%
	UW10-12	Unknown	1.8%	2.4%	5.0%	
	UW8-9	GM	38.5%	41.8%	21.6%	18.5%
	UW8-9	White	59.7%	55.5%	73.0%	77.8%
	UW8-9	Unknown	1.8%	2.7%	5.4%	3.7%
	UW6-7	GM	40.5%	32.3%	34.7%	32.6%
	UW6-7	White	57.0%	65.8%	63.3%	65.1%
	UW6-7	Unknown	2.5%	1.9%	2.0%	2.3%
	UW1-5	GM	40.0%	33.0%	35.4%	31.3%
	UW1-5	White	57.2%	64.7%	64.6%	68.8%
	UW1-5	Unknown	2.8%	2.3%		
2020-21	SPOT	GM	25.0%			

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	SPOT	White	62.5%	50.0%		
	SPOT	Unknown	12.5%	50.0%	100.0%	
	UW10-12	GM	35.0%	31.8%	21.4%	22.2%
	UW10-12	White	63.8%	68.2%	78.6%	77.8%
	UW10-12	Unknown	1.2%			
	UW8-9	GM	36.0%	32.7%	28.6%	35.0%
	UW8-9	White	61.8%	65.3%	68.6%	60.0%
	UW8-9	Unknown	2.2%	2.0%	2.9%	5.0%
	UW6-7	GM	36.7%	40.4%	45.5%	38.9%
	UW6-7	White	61.5%	57.6%	45.5%	50.0%
	UW6-7	Unknown	1.8%	2.0%	9.1%	11.1%
	UW1-5	GM	37.8%	35.2%	34.1%	34.4%
	UW1-5	White	60.3%	61.8%	63.4%	62.5%
	UW1-5	Unknown	2.0%	3.0%	2.4%	3.1%
2021-22	UW10-12	GM	38.3%	24.5%	28.6%	28.6%
	UW10-12	White	60.0%	75.5%	71.4%	71.4%
	UW10-12	Unknown	1.7%			
	UW8-9	GM	46.8%	41.0%	50.0%	38.9%
	UW8-9	White	51.5%	59.0%	50.0%	61.1%
	UW8-9	Unknown	1.7%			
	UW6-7	GM	44.8%	39.9%	51.6%	57.1%
	UW6-7	White	51.9%	58.3%	45.2%	38.1%
	UW6-7	Unknown	3.4%	1.8%	3.2%	4.8%
	UW1-5	GM	44.8%	37.5%	32.8%	39.1%
	UW1-5	White	52.7%	59.9%	65.6%	58.7%

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	UW1-5	Unknown	2.5%	2.7%	1.6%	2.2%
2022-23	SPOT	GM	18.8%	10.0%		
	SPOT	White	71.9%	80.0%	100.0%	100.0%
	SPOT	Unknown	9.4%	10.0%		
	UW10-12	GM	45.9%	21.7%	25.0%	
	UW10-12	White	53.1%	78.3%	75.0%	100.0%
	UW10-12	Unknown	1.0%			
	UW8-9	GM	50.6%	37.5%	23.5%	20.0%
	UW8-9	White	47.5%	60.0%	70.6%	73.3%
	UW8-9	Unknown	1.9%	2.5%	5.9%	6.7%
	UW6-7	GM	54.2%	35.7%	48.6%	42.4%
	UW6-7	White	43.0%	62.3%	48.6%	54.5%
	UW6-7	Unknown	2.8%	1.9%	2.9%	3.0%
	UW1-5	GM	50.1%	40.7%	25.8%	26.2%
	UW1-5	White	47.7%	56.1%	72.2%	72.6%
	UW1-5	Unknown	2.2%	3.2%	2.1%	1.2%
2023-24	SPOT	GM	40.0%			
	SPOT	White	52.0%			100.0%
	SPOT	Unknown	8.0%			
	UW10-12	GM	21.4%			
	UW10-12	White	78.6%	100.0%	100.0%	100.0%
	UW8-9	GM	64.2%	52.4%	40.0%	53.3%
	UW8-9	White	33.6%	46.7%	60.0%	46.7%
	UW8-9	Unknown	2.3%	1.0%		
	UW6-7	GM	69.7%	56.1%	48.7%	44.0%
	UW6-7	White	26.7%	42.6%	51.3%	56.0%

	UW6-7	Unknown	3.5%	1.3%		
	UW1-5	GM	60.5%	48.1%	36.5%	37.5%
	UW1-5	White	37.4%	49.3%	61.9%	60.4%
	UW1-5	Unknown	2.1%	2.6%	1.6%	2.1%

Table 8 Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression) – N/A

Table 9 Membership of institutional and faculty/directorate Senior Leadership Teams (Current as of August 2025)

Table 9.1 Membership of board, institutional and faculty/directorate Senior Leadership Teams

Membership:	% White	% GM	Un -Known
<i>Senior/Executive leadership team</i>	50%	50%	
Faculty Executive Boards:			12.5%
FABSS	75%	12.5%	
FEHW	89%	11%	
FSE	66.7%	33.3%	
<i>Faculty Deans</i>	100%	0%	
<i>Professional Services Directors</i>	92%	8%	

Table 9.2 Line Managers

Staff population	Global Majority		Total	White		Total
	Female	Male		Female	Male	
Academic	8.7%	9.8%	18.50%	43.5%	32.60%	76.10%
Professional Services	14.2%	5.4%	19.60%	46.7%	32.1%	78.80%

Table 10 Membership of key decision-making bodies and committees (Current as of August 2025)

Committee	% White	% GM	Un -Known
Academic Board	60%	37%	3%
University Research Committee	68%	32%	
Independent Board of Governors	55%	45%	0

Table 11 Students at foundation

Table 11.1 Students at foundation (UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	26%	0.21	0.21	0.25	0.31
Black	32%	0.31	0.34	0.33	0.33
Mixed	8%	0.06	0.07	0.07	0.07
Other	3%	0.02	0.02	0.03	0.03
White	31%	0.40	0.36	0.31	0.27
Total	100%	1.00	1.00	1.00	1.00

Table 11.2 Students at foundation (non-UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	66%	45%	21%	37%	48%
Black	18%	44%	62%	53%	43%
Mixed		1%	3%		

Other	2%	3%	9%		
White	14%	6%	6%	11%	9%
Total	100%	100%	100%	100%	100%

Table 12- Students at undergraduate

Table 12.1- Students at undergraduate (UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	20%	21%	20%	21%	23%
Black	21%	21%	22%	23%	24%
Mixed	6%	6%	5%	5%	5%
Other	2%	2%	2%	2%	2%
White	51%	51%	51%	49%	46%
Total	100%	100%	100%	100%	100%

Table 12.2- Students at undergraduate (non-UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	72%	70%	69%	62%	69%
Black	16%	19%	21%	28%	26%
Mixed	0%	1%	1%	1%	1%
Other	4%	3%	3%	3%	2%
White	8%	8%	6%	5%	3%
Total	100%	100%	100%	100%	100%

Table 12.3- Students at undergraduate (Faculty of Arts Business and Social Sciences; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	21%	21%	21%	23%	25%
Black	19%	18%	18%	19%	19%
Mixed	7%	7%	7%	7%	7%
Other	2%	2%	2%	1%	2%
White	52%	52%	51%	50%	47%
Total	100%	100%	100%	100%	100%

Table 12.3.1- Students at undergraduate (Faculty of Arts Business and Social Sciences; Non-UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	84%	81%	82%	75%	83%
Black	9%	12%	12%	18%	12%
Mixed	0%	0%	0%	1%	1%
Other	2%	2%	2%	2%	1%
White	5%	5%	4%	4%	2%
Total	100%	100%	100%	100%	100%

Table 12.4- Students at undergraduate (Faculty of Education, Health & Wellbeing; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	14%	14%	14%	14%	15%
Black	25%	25%	26%	26%	28%

Mixed	6%	6%	5%	5%	6%
Other	1%	1%	1%	1%	1%
White	54%	54%	54%	54%	50%
Total	100%	100%	100%	100%	100%

Table 12.4.1- Students at undergraduate (Faculty of Education, Health & Wellbeing; Non - UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	24%	31%	35%	32%	29%
Black	48%	45%	51%	53%	63%
Mixed		1%	1%	1%	1%
Other	3%	3%	2%	3%	3%
White	25%	21%	11%	11%	5%
Total	100%	100%	100%	100%	100%

Table 12.5 - Students at undergraduate (Faculty of Science & Engineering; UK)

	2019/0	2019/0	2021/2	2022/3	2023/4
Ethnicity (group)	Numbers	%	%	%	%
Asian	1,120	32%	33%	35%	36%
Black	578	17%	16%	18%	19%
Mixed	151	4%	4%	3%	4%
Other	112	3%	3%	4%	4%
White	1,536	44%	43%	40%	37%
Total	3,497	100%	100%	100%	100%

Table 12.5.1 - Students at undergraduate (Faculty of Science & Engineering; Non - UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	48%	61%	52%	56%	69%
Black	31%	25%	31%	33%	25%
Mixed	1%	1%	2%	1%	1%
Other	10%	5%	6%	4%	2%
White	9%	8%	10%	5%	2%
Total	100%	100%	100%	100%	100%

Table 13- Students at postgraduate taught

Table 13.1- Students at postgraduate taught (UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	15%	14%	15%	14%	13%
Black	14%	14%	15%	18%	18%
Mixed	4%	4%	4%	4%	4%
Other	1%	1%	1%	2%	2%
White	66%	66%	65%	62%	62%
Total	100%	100%	100%	100%	100%

Table 13.2- Students at postgraduate taught (non-UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	46%	64%	45%	27%	30%

Black	22%	21%	41%	66%	63%
Mixed	4%	2%	3%	1%	2%
Other	4%	2%	2%	1%	1%
White	24%	10%	9%	5%	4%
Total	100%	100%	100%	100%	100%

Table 13.3- Students at postgraduate taught (Faculty of Arts Business and Social Sciences; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	14%	14%	11%	12%	13%
Black	13%	12%	13%	18%	20%
Mixed	4%	4%	4%	5%	5%
Other	1%	1%	1%	2%	2%
White	68%	69%	70%	65%	60%
Total	100%	100%	100%	100%	100%

Table 13.3.1- Students at postgraduate taught (Faculty of Arts Business and Social Sciences; Non- UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	59%	77%	55%	30%	39%
Black	17%	15%	36%	62%	53%
Mixed	1%	0%	1%	1%	2%
Other	3%	2%	1%	1%	1%
White	19%	6%	6%	6%	5%
Total	100%	100%	100%	100%	100%

Table 13.4- Students at postgraduate taught (Faculty of Education, Health & Wellbeing; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	11%	12%	12%	13%	12%
Black	15%	15%	16%	15%	15%
Mixed	4%	4%	4%	4%	4%
Other	1%	1%	1%	1%	1%
White	69%	68%	68%	68%	68%
Total	100%	100%	100%	100%	100%

Table 13.4.1- Students at postgraduate taught (Faculty of Education, Health & Wellbeing; Non - UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	38%	48%	36%	21%	17%
Black	33%	35%	48%	73%	76%
Mixed	4%	2%	3%	1%	1%
Other	7%	5%	3%	1%	1%
White	18%	11%	10%	3%	5%
Total	100%	100%	100%	100%	100%

Table 13.5 - Students at postgraduate taught (Faculty of Science & Engineering; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	42%	32%	45%	45%	31%
Black	14%	21%	18%	17%	24%
Mixed	2%	2%	2%	3%	4%

Other	4%	4%	4%	5%	8%
White	38%	40%	31%	30%	33%
Total	100%	100%	100%	100%	100%

Table 13.5.1 - Students at postgraduate taught (Faculty of Science & Engineering; Non - UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	35%	55%	39%	26%	29%
Black	21%	23%	44%	64%	64%
Mixed	6%	3%	4%	3%	3%
Other	5%	2%	2%	2%	1%
White	34%	17%	11%	5%	2%
Total	100%	100%	100%	100%	100%

Table 14- Students at postgraduate research

Table 14.1 Students at postgraduate research (UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	12%	11%	11%	9%	7%
Black	18%	19%	19%	20%	16%
Mixed	4%	2%	4%	2%	2%
Other	3%	3%	2%	3%	4%
White	63%	66%	65%	65%	71%
Total	100%	100%	100%	100%	100%

Table 14.2 Students at postgraduate research (non-UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	12%	11%	11%	9%	7%
Black	18%	19%	19%	20%	16%
Mixed	4%	2%	4%	2%	2%
Other	3%	3%	2%	3%	4%
White	63%	66%	65%	65%	71%
Total	100%	100%	100%	100%	100%

Table 14.3- Students at postgraduate research (Faculty of Arts Business and Social Sciences; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	6%	2%	5%	5%	6%
Black	15%	16%	16%	20%	14%
Mixed	5%	2%	1%		1%
Other					1%
White	74%	79%	79%	75%	78%
Total	100%	100%	100%	100%	100%

Table 14.3.1- Students at postgraduate research (Faculty of Arts Business and Social Sciences; Non -UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	22%	32%	35%	31%	41%
Black	48%	36%	31%	35%	36%
Other	4%	4%	4%	8%	5%
White	26%	29%	31%	27%	18%
Total	100%	100%	100%	100%	100%

Table 14.4 Students at postgraduate research (Faculty of Education, Health & Wellbeing; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	10%	9%	13%	15%	10%
Black	8%	13%	11%	11%	12%
Mixed	4%	2%	4%	2%	1%
Other	2%	2%	1%	2%	2%
White	76%	75%	71%	69%	75%
Total	100%	100%	100%	100%	100%

Table 14.4.1 Students at postgraduate research (Faculty of Education, Health & Wellbeing; Non - UK)

	2019/0	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%
Asian	25%	31%	36%	27%

Black		31%	36%	45%
Mixed	13%			
Other	13%			
White	50%	38%	29%	27%
Total	100%	100%	100%	100%

Table 14.5 - Students at postgraduate taught (Faculty of Science & Engineering; UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	21%	23%	18%	8%	7%
Black	32%	28%	34%	37%	30%
Mixed	4%	3%	8%	8%	7%
Other	7%	7%	8%	12%	13%
White	37%	39%	31%	35%	43%
Total	100%	100%	100%	100%	100%

Table 14.5.1 - Students at postgraduate taught (Faculty of Science & Engineering; Non - UK)

	2019/0	2020/1	2021/2	2022/3	2023/4
Ethnicity (group)	%	%	%	%	%
Asian	23%	30%	37%	40%	53%
Black	35%	43%	37%	37%	30%
Mixed	4%	2%	2%		
Other	21%	8%	7%	12%	13%
White	17%	17%	17%	12%	5%
Total	100%	100%	100%	100%	100%

Table 15: Undergraduate application success rates by tariff point

The data below is based on the number of applications we have from UCAS as well as direct entrants and percentage offers from them. I have then added data from enrolment numbers, which gives us a clearer picture of number of applications and number enrolled. We do not have or collect data by tariff point but is something we will consider. The data excludes Unknown/Not given, which is a proportionate number (important to note that ethnicity is not recorded for a significant proportion of applicants).

Table 15.1 Undergraduate application success rates (UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	2,053	2,047	568	202	4,693	9,563
	Offer %	94%	89%	90%	92%	92%	91%
	Enrolments	1,030	1,013	297	102	2,697	5,139
2020/1	Applications	1,661	1,724	415	163	4,421	8,384
	Offer %	91%	88%	90%	92%	92%	91%
	Enrolments	840	907	239	82	2,585	4,653
2021/2	Applications	1,789	1,820	534	148	4,357	8,648
	Offer %	95%	92%	92%	96%	93%	93%
	Enrolments	935	998	268	76	2,564	4,841
2022/3	Applications	1,871	1,725	444	150	3,530	7,720
	Offer %	90%	89%	83%	94%	90%	90%
	Enrolments	930	914	215	77	2,033	4,169
2023/4	Applications	1,960	1,627	450	163	2,891	7,091
	Offer %	86%	83%	80%	85%	87%	85%
	Enrolments	906	820	214	80	1,608	3,628

Table 15.2 Undergraduate application success rates (non-UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	2,775	633	36	118	119	3,681
	Offer %	74%	69%	67%	62%	81%	73%
	Enrolments	657	50	2	6	31	746

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2020/1	Applications	5,111	529	35	76	101	5,852
	Offer %	62%	73%	57%	71%	76%	63%
	Enrolments	321	77	4	13	37	452
2021/2	Applications	1,347	757	39	133	56	70%
	Offer %	66%	75%	64%	77%	77%	
	Enrolments	119	103	3	13	13	251
2022/3	Applications	3,336	1,386	84	124	32	4,962
	Offer %	52%	57%	62%	62%	53%	54%
	Enrolments	290	139	4	10	7	450
2023/4	Applications	5,004	1,280	80	187	32	6,584
	Offer %	79%	51%	74%	43%	50%	72%
	Enrolments	438	122	5	7	3	575

Table 15.3 Undergraduate application success rates (Faculty of Arts Business and Social Sciences; UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	533	469	157	61	1,226	2,446
	Offer %	95%	95%	92%	97%	92%	94%
	Enrolments	283	245	78	32	672	1,310
2020/1	Applications	400	282	113	48	1,024	1,867
	Offer %	95%	87%	95%	92%	96%	94%
	Enrolments	197	166	75	18	586	1,042
2021/2	Applications	428	282	148	36	834	1,728
	Offer %	96%	95%	95%	97%	95%	95%
	Enrolments	210	159	80	13	501	963
2022/3	Applications	401	280	117	23	735	1,556
	Offer %	93%	93%	87%	91%	92%	92%
	Enrolments	180	140	55	11	353	739
2023/4	Applications	416	248	106	34	639	1,443
	Offer %	91%	88%	88%	79%	94%	91%

	Enrolments	192	123	49	14	309	687
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Table 15.3.1 Undergraduate application success rates (Faculty of Arts Business and Social Sciences; Non-UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	2,264	315	19	56	65	2,719
	Offer %	74%	75%	79%	64%	82%	74%
	Enrolments	562	22	1	2	15	602
2020/1	Applications	3,770	257	19	25	47	4,118
	Offer %	61%	78%	63%	96%	79%	63%
	Enrolments	214	33	1	5	15	268
2021/2	Applications	681	315	11	60	30	1,097
	Offer %	64%	76%	82%	88%	80%	69%
	Enrolments	63	33	1	6	6	109
2022/3	Applications	1,967	491	37	40	12	2,547
	Offer %	52%	58%	76%	73%	33%	53%
	Enrolments	173	52	3	4		232
2023/4	Applications	3,202	383	32	59	13	3,690
	Offer %	79%	51%	88%	49%	54%	75%
	Enrolments	268	14	2	2	1	287

Table 15.4. Undergraduate application success rates (Faculty of Education, Health & Wellbeing; UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	742	1,226	302	64	2,568	4,902
	Offer %	92%	85%	88%	88%	89%	89%
	Enrolments	346	563	153	30	1,436	2,528
2020/1	Applications	715	1,168	247	72	2,645	4,847
	Offer %	89%	87%	86%	88%	89%	88%
	Enrolments	360	589	131	39	1,534	2,653

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2021/2	Applications	739	1,188	294	42	2,790	5,053
	Offer %	92%	91%	90%	90%	93%	92%
	Enrolments	387	640	138	22	1,611	2,798
2022/3	Applications	705	1,021	278	35	2,218	4,257
	Offer %	87%	86%	81%	94%	89%	87%
	Enrolments	328	545	135	18	1,348	2,374
2023/4	Applications	645	1,009	258	33	1,677	3,622
	Offer %	79%	78%	75%	85%	84%	81%
	Enrolments	299	506	116	21	957	1,899

Table 15.4.1 Undergraduate application success rates (Faculty of Education, Health & Wellbeing; Non- UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	71	190	8	20	21	310
	Offer %	82%	65%	63%	65%	67%	69%
	Enrolments	14	17			6	37
2020/1	Applications	172	143	10	9	30	364
	Offer %	63%	76%	50%	78%	70%	69%
	Enrolments	26	32	1	2	14	75
2021/2	Applications	87	152	4	5	16	264
	Offer %	67%	70%	75%	80%	81%	70%
	Enrolments	17	33	1	1	4	56
2022/3	Applications	153	398	14	14	10	589
	Offer %	61%	55%	57%	43%	70%	57%
	Enrolments	21	38		2	4	65
2023/4	Applications	225	411	15	11	7	669
	Offer %	74%	47%	53%	64%	71%	57%
	Enrolments	29	81	1	3	1	115

Table 15.5 Undergraduate application success rates (Faculty of Science & Engineering; UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	778	352	109	77	899	2,215
	Offer %	95%	95%	93%	92%	97%	96%
	Enrolments	401	205	66	40	589	1,301
2020/1	Applications	546	274	55	43	752	1,670
	Offer %	92%	92%	95%	100%	95%	94%
	Enrolments	283	152	33	25	465	958
2021/2	Applications	622	350	92	70	733	1,867
	Offer %	97%	94%	95%	99%	95%	95%
	Enrolments	338	199	50	41	452	1,080
2022/3	Applications	765	424	49	92	577	1,907
	Offer %	92%	93%	88%	95%	95%	93%
	Enrolments	422	229	25	48	332	1,056
2023/4	Applications	899	370	86	96	575	2,026
	Offer %	89%	91%	87%	88%	91%	90%
	Enrolments	415	191	49	45	342	1,042

Table 15.5.1 Undergraduate application success rates (Faculty of Science & Engineering; Non-UK)

	Ethnicity (group)	Asian	Black	Mixed	Other	White	Total
2019/0	Applications	440	128	9	42	33	1,099
	Offer %	74%	59%	44%	57%	88%	77%
	Enrolments	81	11	1	4	107	
2020/1	Applications	1,169	129	6	42	24	1,759
	Offer %	65%	60%	50%	55%	79%	69%
	Enrolments	81	12	2	6	109	
2021/2	Applications	579	290	24	68	10	1,327
	Offer %	69%	76%	54%	68%	60%	74%

	Enrolments	39	37	1	6	86	
2022/3	Applications	1,216	497	33	70	10	2,341
	Offer %	53%	57%	48%	60%	60%	56%
	Enrolments	96	49	1	4	153	
2023/4	Applications	1,577	486	33	117	12	2,820
	Offer %	79%	53%	70%	38%	33%	64%
	Enrolments	141	27	2	2	173	

16 Undergraduate continuation rates

Proportion of students that were observed to be continuing in the study of higher education qualification (or that have gained a qualification), one year and 15 days after they started their course (two years and 15 days for part-time students). In terms of timelines, for both this and completion data these are the most recent years from the OfS datasets.

(HESA -The continuation rate for full-time first-degree students entering higher education in 2020-21 was 88.9 per cent, a decrease from 91.1 per cent for students entering in the previous academic year)

16.1 Undergraduate continuation rates (UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2017/8	Population	866	979	278	90	2,090
	Continuation %	84.10%	80.60%	83.10%	83.30%	86.50%
2018/9	Population	847	877	266	72	2,046
	Continuation %	87.20%	81.50%	83.80%	75.00%	85.50%
2019/0	Population	868	819	224	91	1,693
	Continuation %	87.70%	86.00%	82.60%	87.90%	87.10%
2020/1	Population	769	859	211	92	1,873
	Continuation %	82.80%	83.70%	82.00%	77.20%	85.10%
2021/2	Population	782	889	227	67	1,764
	Continuation %	81.30%	83.00%	81.90%	83.60%	86.70%

16.2 Undergraduate continuation rates (non-UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2017/8	Population	57	27	2	28	43
	Continuation %	94.70%	77.80%	100.00%	71.40%	48.80%
2018/9	Population	60	46	1	3	9
	Continuation %	76.70%	93.50%		100.00%	66.70%
2019/0	Population	592	14	3	4	6
	Continuation %	48.60%	71.40%	100.00%	75.00%	50.00%
2020/1	Population	263	44	2	7	24
	Continuation %	52.50%	75.00%	100.00%	100.00%	83.30%
2021/2	Population					1
	Continuation %					100.00%

16.3 Undergraduate continuation rates (Faculty of Arts Business and Social Sciences; UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2017/8	Population	288	279	110	32	853
	Continuation %	81.60%	84.20%	80.90%	81.30%	86.30%
2018/9	Population	256	269	100	32	823
	Continuation %	85.20%	77.70%	89.00%	71.90%	83.80%
2019/0	Population	262	226	69	28	581
	Continuation %	88.20%	82.30%	91.30%	92.90%	85.90%
2020/1	Population	201	170	79	24	556
	Continuation %	84.10%	84.10%	86.10%	87.50%	85.80%
2021/2	Population	200	155	73	17	471
	Continuation %	82.50%	76.80%	79.50%	82.40%	87.30%

16.3.1 Undergraduate continuation rates (Faculty of Arts Business and Social Sciences; Non - UK)

	Ethnicity	Asian	Black	Mixed	Other	White
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2017/8	Population	37	10	2	12	32
	Continuation %	97.30%	90.00%	100.00%	41.70%	46.90%
2018/9	Population	40	21	1	1	5
	Continuation %	72.50%	90.50%		100.00%	40.00%
2019/0	Population	528	9	2	1	5
	Continuation %	49.20%	66.70%	100.00%		40.00%
2020/1	Population	182	31		2	11
	Continuation %	51.10%	67.70%		100.00%	72.70%
2021/2	Population					1
	Continuation %					100.00%

16.4 Undergraduate continuation rates (Faculty of Education, Health & Wellbeing; UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2017/8	Population	262	501	121	20	893
	Continuation %	83.60%	75.40%	82.60%	80.00%	85.30%
2018/9	Population	232	422	107	13	876
	Continuation %	88.80%	82.20%	83.20%	69.20%	85.40%
2019/0	Population	253	426	107	30	814
	Continuation %	85.80%	89.40%	79.40%	80.00%	88.10%
2020/1	Population	304	537	97	39	1,042
	Continuation %	83.90%	85.70%	74.20%	71.80%	85.00%
2021/2	Population	285	558	110	15	1,001
	Continuation %	87.70%	86.20%	84.50%	73.30%	86.70%

16.4.1 Undergraduate continuation rates (Faculty of Education, Health & Wellbeing; Non - UK)

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16.5 Undergraduate continuation rates (Faculty of Science & Engineering; UK)

	Ethnicity	Asian	Black	Mixed	Other	White
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2017/8	Population	316	199	47	38	344
	Continuation %	86.70%	88.40%	89.40%	86.80%	90.10%
2018/9	Population	359	186	59	27	347
	Continuation %	87.70%	85.50%	76.30%	81.50%	89.60%
2019/0	Population	353	167	48	33	298
	Continuation %	88.70%	82.00%	77.10%	90.90%	86.90%
2020/1	Population	264	152	35	29	275
	Continuation %	80.70%	76.30%	94.30%	75.90%	84.00%
2021/2	Population	297	176	44	35	292
	Continuation %	74.40%	78.40%	79.50%	88.60%	85.60%

16.5.1 Undergraduate continuation rates (Faculty of Science & Engineering; Non- UK)
Some data missing -2021/22

	Ethnicity	Asian	Black	Mixed	Other	White
2017/8	Population	17	13		15	7
	Continuation %	88.20%	69.20%		93.30%	42.90%
2018/9	Population	18	22		1	4
	Continuation %	88.90%	100.00%		100.00%	100.00%
2019/0	Population	62	4		3	1
	Continuation %	41.90%	100.00%		100.00%	100.00%
2020/1	Population	69	10	2	4	7
	Continuation %	53.60%	90.00%	100.00%	100.00%	100.00%

17 Undergraduate completion rates

17.1 Undergraduate completion rates (UK)

	Ethnicity	Asian	Black	Mixed	Other	White
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2014/5	Population	1,023	796	224	78	2,425
	Completion count	805	615	167	62	2,032
	Completion %	78.70%	77.30%	74.60%	79.50%	83.80%
2015/6	Population	996	976	273	81	2,346
	Completion count	781	740	204	53	1,952
	Completion %	78.40%	75.80%	74.70%	65.40%	83.20%
2016/7	Population	940	940	277	107	2,260
	Completion count	727	672	195	77	1,868
	Completion %	77.30%	71.50%	70.40%	72.00%	82.70%
2017/8	Population	833	920	261	87	2,040
	Completion count	648	692	192	60	1,680
	Completion %	77.80%	75.20%	73.60%	69.00%	82.40%
2018/9	Population	825	834	254	66	1,985
	Completion count	638	601	184	44	1,609
	Completion %	77.30%	72.10%	72.40%	66.70%	81.10%

17.2 Undergraduate completion rates (non-UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2014/5	Population	123.0	58.0	2.0	30.0	55.0
	Completion count	110.0	37.0	1.0	21.0	46.0
	Completion %	89.4%	63.8%	50.0%	70.0%	83.6%
2015/6	Population	102.0	45.0	2.0	76.0	51.0
	Completion count	95.0	33.0	2.0	70.0	37.0
	Completion %	93.1%	73.3%	100.0%	92.1%	72.5%
2016/7	Population	66.0	36.0	1.0	44.0	38.0
	Completion count	56.0	30.0	1.0	34.0	31.0
	Completion %	84.8%	83.3%	100.0%	77.3%	81.6%
2017/8	Population	56.0	26.0	2.0	26.0	41.0
	Completion count	50.0	15.0	1.0	21.0	16.0

	Completion %	89.3%	57.7%	50.0%	80.8%	39.0%
2018/9	Population	60.0	45.0	1.0	3.0	7.0
	Completion count	46.0	41.0		3.0	6.0
	Completion %	76.7%	91.1%		100.0%	85.7%

17.3 Undergraduate completion rates (Faculty of Arts Business and Social Sciences; UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2014/5	Population	403	276	86	29	995
	Completion count	293	216	65	21	816
	Completion %	72.70%	78.30%	75.60%	72.40%	82.00%
2015/6	Population	324	273	103	22	918
	Completion count	241	197	79	12	767
	Completion %	74.40%	72.20%	76.70%	54.50%	83.60%
2016/7	Population	324	273	107	27	898
	Completion count	231	164	72	19	728
	Completion %	71.30%	60.10%	67.30%	70.40%	81.10%
2017/8	Population	279	266	102	29	821
	Completion count	202	183	73	16	660
	Completion %	72.40%	68.80%	71.60%	55.20%	80.40%
2018/9	Population	253	256	96	30	802
	Completion count	170	161	76	18	629
	Completion %	67.20%	62.90%	79.20%	60.00%	78.40%

17.3.1 Undergraduate completion rates (Faculty of Arts Business and Social Sciences; Non - UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2014/5	Population	63	34	1	12	37
	Completion count	55	20	1	6	30

Updated Race Equality Charter
Renewal Application Form

	Completion %	87.30%	58.80%	100.00%	50.00%	81.10%
2015/6	Population	63	28	1	37	34
	Completion count	57	19	1	34	23
	Completion %	90.50%	67.90%	100.00%	91.90%	67.60%
2016/7	Population	45	19	1	25	29
	Completion count	38	17	1	15	25
	Completion %	84.40%	89.50%	100.00%	60.00%	86.20%
2017/8	Population	36	10	2	10	31
	Completion count	34	8	1	6	11
	Completion %	94.40%	80.00%	50.00%	60.00%	35.50%
2018/9	Population	40	20	1	1	3
	Completion count	28	18		1	2
	Completion %	70.00%	90.00%		100.00%	66.70%

17.4 Undergraduate completion rates (Faculty of Education, Health & Wellbeing; UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2014/5	Population	248	357	98	16	1,058
	Completion count	210	279	69	12	909
	Completion %	84.70%	78.20%	70.40%	75.00%	85.90%
2015/6	Population	313	457	136	19	1,037
	Completion count	264	363	101	16	871
	Completion %	84.30%	79.40%	74.30%	84.20%	84.00%
2016/7	Population	281	487	134	31	971
	Completion count	230	389	98	22	816
	Completion %	81.90%	79.90%	73.10%	71.00%	84.00%
2017/8	Population	248	471	115	20	878
	Completion count	203	376	82	14	730
	Completion %	81.90%	79.80%	71.30%	70.00%	83.10%
2018/9	Population	225	403	105	11	845

	Completion count	193	319	72	8	699
	Completion %	85.80%	79.20%	68.60%	72.70%	82.70%

17.4 Undergraduate completion rates (Faculty of Education, Health & Wellbeing; Non -UK)

Numbers less than 5 bar 1 for all ethnic groups

17.5 Undergraduate completion rates (Faculty of Science & Engineering; UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2014/5	Population	372	163	40	33	372
	Completion count	302	120	33	29	307
	Completion %	81.20%	73.60%	82.50%	87.90%	82.50%
2015/6	Population	359	246	34	40	391
	Completion count	276	180	24	25	314
	Completion %	76.90%	73.20%	70.60%	62.50%	80.30%
2016/7	Population	335	180	36	49	391
	Completion count	266	119	25	36	324
	Completion %	79.40%	66.10%	69.40%	73.50%	82.90%
2017/8	Population	306	183	44	38	341
	Completion count	243	133	37	30	290
	Completion %	79.40%	72.70%	84.10%	78.90%	85.00%
2018/9	Population	347	175	53	25	338
	Completion count	275	121	36	18	281
	Completion %	79.30%	69.10%	67.90%	72.00%	83.10%

17.5.1 Undergraduate completion rates (Faculty of Science & Engineering; Non-UK)

	Ethnicity	Asian	Black	Mixed	Other	White
2014/5	Population	55	22	1	18	15
	Completion count	50	16		15	13
	Completion %	90.90%	72.70%		83.30%	86.70%

2015/6	Population	35	13	1	18	10
	Completion count	34	10	1	15	9
	Completion %	97.10%	76.90%	100.00%	83.30%	90.00%
2016/7	Population	16	12		18	5
	Completion count	13	10		18	4
	Completion %	81.30%	83.30%		100.00%	80.00%
2017/8	Population	17	12		15	7
	Completion count	13	7		14	2
	Completion %	76.50%	58.30%		93.30%	28.60%
2018/9	Population	18	22		1	4
	Completion count	17	21		1	4
	Completion %	94.40%	95.50%		100.00%	100.00%

18-21 Degree awarding for students at foundation, undergraduate, postgraduate taught and postgraduate research level

There isn't any classification of awards at Foundation (as those passing foundation go onto a degree course) or Postgraduate research level, so there is no measure to be generated in those areas, as none of these are monitored by the OfS. We will investigate how we can monitor internally based on our systems for collating data.

Table 18 Degree awarding for students at undergraduate

Data tables are not produced at Faculty level for non-UK as the number of students are less than 5 in all.

Table 18 – Degree awarding all students at undergraduate

Award Classification (Student group)					
	Black	Global majority	White	Black Awarding Gap	Global majority Awarding Gap
Academic Year of Award	Good honours count			Good honours % Gap	
2024/5	241	678	842	31.3%	20.5%

2023/4	210	582	928	28.6%	20.4%
2022/3	214	626	928	31.5%	19.9%
2021/2	246	700	936	22.5%	14.8%
2020/1	301	746	1,076	17.6%	13.7%
Total	1,212	3,332	4,710	26.8%	18.2%

Table 18.1 for students (UK)

Award Classification (Student group)					
	Black	Global majority	White	Black Awarding Gap	Global majority Awarding Gap
Academic Year of Award	Good honours count			Good honours % Gap	
2024/5	240	673	841	31.3%	20.6%
2023/4	209	579	922	28.5%	20.3%
2022/3	211	619	914	31.5%	19.9%
2021/2	244	696	930	22.6%	15.0%
2020/1	298	742	1,063	17.7%	13.7%
Total	1,202	3,309	4,670	26.9%	18.2%

Table 18.3 Degree awarding for students at undergraduate (Faculty of Arts Business and Social Sciences; UK)

Award Classification (Student group)					
	Black	Global majority	White	Black Awarding Gap	Global majority Awarding Gap
Academic Year of Award	Good honours count			Good honours % Gap	
2024/5	65	192	178	10.4%	9.5%
2023/4	49	153	259	11.1%	15.8%
2022/3	50	163	304	33.5%	22.9%
2021/2	54	183	341	24.5%	17.3%
2020/1	75	224	399	17.8%	12.5%

Total	293	915	1,481	20.2%	16.0%
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Table 18.4 Degree awarding for students at undergraduate (Faculty of Education, Health & Wellbeing; UK)

Award Classification (Student group)					
	Black	Global majority	White	Black Awarding Gap	Global majority Awarding Gap
Academic Year of Award	Good honours count			Good honours % Gap	
2024/5	112	266	551	42.5%	32.1%
2023/4	121	266	530	33.0%	25.1%
2022/3	124	250	467	31.9%	24.6%
2021/2	133	268	420	24.7%	18.8%
2020/1	171	314	451	17.6%	14.7%
Total	661	1,364	2,419	30.7%	23.6%

Table 18.4 Degree awarding for students at undergraduate (Faculty of Science & Engineering; UK)

Award Classification (Student group)					
	Black	Global majority	White	Black Awarding Gap	Global majority Awarding Gap
Academic Year of Award	Good honours count			Good honours % Gap	
2024/5	63.00	215.00	112.00	16.1%	9.0%
2023/4	39.00	160.00	133.00	25.1%	17.8%
2022/3	37.00	206.00	143.00	18.5%	11.3%
2021/2	57.00	245.00	169.00	15.0%	9.3%
2020/1	52.00	204.00	213.00	17.0%	15.6%
Total	248.00	1,030.00	770.00	19.4%	13.3%

Table 19 Degree awarding for students at postgraduate taught level

Table 19.1 Degree awarding for all students at postgraduate taught level (UK)

	Ethnicity Grp	Asian	Black	Other (including mixed)	White
2020/1	Population	131.00	78.00	25.00	283.00
	Higher award %	34.4%	56.4%	76.0%	76.3%
2021/2	Population	76.00	114.00	25.00	312.00
	Higher award %	47.4%	36.0%	56.0%	79.8%
2022/3	Population	185.00	117.00	26.00	326.00
	Higher award %	21.1%	36.8%	42.3%	77.3%
2023/4	Population	123.00	114.00	62.00	492.00
	Higher award %	55.3%	48.2%	58.1%	71.5%
2024/5	Population	138.00	167.00	55.00	469.00
	Higher award %	46.4%	49.1%	63.6%	72.5%

Table 19.2 Degree awarding for students at postgraduate taught level (non-UK)

	Ethnicity Grp	Asian	Black	Other (including mixed)	White
2020/1	Population	66.00	25.00	15.00	49.00
	Higher award %	50.0%	72.0%	86.7%	81.6%
2021/2	Population	394.00	143.00	22.00	31.00
	Higher award %	18.8%	58.0%	63.6%	87.1%
2022/3	Population	134.00	379.00	34.00	34.00
	Higher award %	36.6%	59.6%	85.3%	88.2%

2023/4	Population	350.00	963.00	33.00	57.00
	Higher award %	55.4%	65.0%	69.7%	73.7%
2024/5	Population	364.00	491.00	49.00	58.00
	Higher award %	55.5%	71.5%	81.6%	81.0%

Table 19.3 Degree awarding for all students at postgraduate taught level (Faculty of Arts Business and Social Sciences; UK)

	Ethnicity	Asian	Black	Other (including mixed)	White
2020/1	Population	38	30	15	153
	Higher award %	63.2%	63.3%	73.3%	77.8%
2021/2	Population	30	27	12	173
	Higher award %	53.3%	63.0%	75.0%	86.1%
2022/3	Population	29	32	7	194
	Higher award %	72.4%	59.4%	42.9%	83.5%
2023/4	Population	73	52	41	359
	Higher award %	71.2%	61.5%	58.5%	76.3%
2024/5	Population	78	99	39	368
	Higher award %	55.1%	58.6%	61.5%	77.7%

Table 19.3.1 Degree awarding for all students at postgraduate taught level (Faculty of Arts Business and Social Sciences; Non - UK)

	Ethnicity	Asian	Black	Other (including mixed)	White
2020/1	Population	45.00	6.00	3.00	20.00
	Higher award %	42.2%	100.0%	100.0%	65.0%
2021/2	Population	301.00	74.00	9.00	14.00
	Higher award %	17.6%	60.8%	55.6%	85.7%

2022/3	Population	39.00	148.00	4.00	14.00
	Higher award %	35.9%	58.1%	25.0%	85.7%
2023/4	Population	207.00	420.00	24.00	42.00
	Higher award %	52.2%	65.7%	79.2%	73.8%
2024/5	Population	202.00	171.00	22.00	56.00
	Higher award %	46.0%	71.3%	72.7%	82.1%

Table 19.4 Degree awarding for all students at postgraduate taught level (Faculty of Education, Health & Wellbeing; UK)

	Ethnicity	Asian	Black	Other (including mixed)	White
2020/1	Population	25	39	6	85
	Higher award %	28.0%	51.3%	66.7%	68.2%
2021/2	Population	26	61	10	97
	Higher award %	38.5%	23.0%	30.0%	67.0%
2022/3	Population	18	61	9	86
	Higher award %	50.0%	27.9%	33.3%	66.3%
2023/4	Population	19	43	10	99
	Higher award %	31.6%	25.6%	40.0%	56.6%
2024/5	Population	29	50	10	88
	Higher award %	44.8%	26.0%	70.0%	48.9%

Table 19.4.1 Degree awarding for all students at postgraduate taught level (Faculty of Education, Health & Wellbeing; Non - UK)

	Ethnicity	Asian	Black	Other (including mixed)	White
2020/1	Population	75	10	3	4
	Higher award %		60.0%	33.3%	75.0%
2021/2	Population	21	9	3	
	Higher award %	9.5%	33.3%	66.7%	
2022/3	Population	15	73	6	
	Higher award %	26.7%	35.6%	66.7%	
2023/4	Population	42	222		
	Higher award %	33.3%	45.5%		
2024/5	Population	25	87	3	
	Higher award %	28.0%	56.3%	100.0%	

Table 19.4.1 Degree awarding for all students at postgraduate taught level (Faculty of Science & Engineering; UK)

	Ethnicity	Asian	Black	Other (including mixed)	White
2020/1	Population	68	9	4	45
	Higher award %	20.6%	55.6%	100.0%	86.7%
2021/2	Population	20	26	3	42
	Higher award %	50.0%	38.5%	66.7%	83.3%
2022/3	Population	138	24	10	46
	Higher award %	6.5%	29.2%	50.0%	71.7%

2023/4	Population	31	19	11	34
	Higher award %	32.3%	63.2%	72.7%	64.7%
2024/5	Population	31	18	6	13
	Higher award %	25.8%	61.1%	66.7%	84.6%

Table 19.4.1 Degree awarding for all students at postgraduate taught level (Faculty of Science & Engineering; Non - UK)

	Ethnicity	Asian	Black	Other (including mixed)	White
2020/1	Population	18.00	9.00	9.00	25.00
	Higher award %	72.2%	66.7%	100.0%	96.0%
2021/2	Population	72.00	60.00	10.00	17.00
	Higher award %	26.4%	58.3%	70.0%	88.2%
2022/3	Population	80.00	158.00	24.00	20.00
	Higher award %	38.8%	72.2%	100.0%	90.0%
2023/4	Population	101.00	321.00	5.00	15.00
	Higher award %	71.3%	77.6%	80.0%	73.3%
2024/5	Population	137.00	233.00	24.00	2.00
	Higher award %	74.5%	77.3%	87.5%	50.0%