Race Equality Charter Silver application form

Section	Words used
An overview of the university and its approach to race equality activity	4,569
An evaluation of the university's progress and impact	2,674
An assessment of the university's race equality context	7,242
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	14,485

Word counts for sections 1 – 3 include all text boxes and tables except the SAT and the regional census.

*These sections and appendices should not contain any commentary contributing to the overall word limit. Overall word limit: 14500 words

Contents

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

1. Letter of endorsement from the head of the university

Black, Asian and Minority Ethnic (BAME) terminology has been used within this submission, as that decided by Keele's BAME staff network. We recognise that all terminology, which groups people in this way, is problematic and to give a degree of parity we contrast BAME with non-BAME, rather than using BAME/White terminology. Note non-BAME does NOT include unknown / those who preferred not to say. We will continue to review use of terminology (FAP 75).

Due to the historical way data has been collated and, to accord with benchmarks, we do not include White minorities (e.g. travellers) within BAME staff and student data. However, we consider such groupings when analysing survey or complaints data etc.

Keele
UNIVERSITY
EST 1949

27 June 2024

Dear Race Equality Charter Panel,

As Vice-Chancellor and Co-Chair of RECSAT, I unequivocally endorse the University application for a Silver Race Equality Charter award. This application provides an honest assessment of the progress achieved, challenges and our unwavering commitment to being an anti-racist organisation.

I have Co-Chaired our RECSAT, together with ███████████, since December 2021. I prioritised the role realising that it required continued high-profile senior leadership, not only in University strategy but in embedding consciousness in everyday practice. For example, in celebrating our 75th year, it has been important to me that we reflect the diverse staff, students, alumni and honorary graduates who have enriched the Keele community, and not only reflect the history of Keele's founders. Through this period, I along with other senior colleagues, have developed a wider understanding of race from mentoring received as part of our Race Equality Mentoring Scheme.

Prior to work for our 2019 submission, we were aware of racial inequalities within Keele and within academia, and whilst action had been taken (within functions, as individuals, and through grass roots organisations) a single co-ordinated approach to supporting both staff and students was missing. The REC framework and associated action plan has enabled concerted work across the University and further consideration of intersectionality.

Since our 2019 submission, we have improved BAME representation meeting, and in some instances exceeded, targets for (i) governance (e.g. Council, UEC and Senate membership), (ii) academic and professional service staff groups, (iii) staff promotions and (iv) PGR student representation. We have also met initial undergraduate award gap targets, by ethnicity and nationality grouping. Overall, we have met targets against 13 of our 17 objectives and we have a better understanding and clear plan of where to focus efforts for the remaining objectives.

Progress has been aided by a mature Equity, Diversity and Inclusion (EDI) governance structure, informed by a diverse range of staff and student representatives by role and background, including by ethnicity, at all levels of the institution. This year, membership of University EDI Steering and Oversight Groups has been expanded to include direct involvement of three Pro Vice-Chancellors (PVC) (International, Research and Education) under a Co-Chairing arrangement of our Deputy Vice-Chancellor (DVC) and Chief People Officer.

Senior leaders are invested in, and responsible for integrating equity into the structures, behaviours, and culture of the University, encouraging individual responsibility and mainstreaming effective use of resources to deliver EDI improvements, within a long-term, sustainable approach, as we progress towards our four equality objectives:

- Inclusive leadership and decision-making at all levels of the organisation
- Inclusive student experience / student lifecycle
- Accessible and inclusive University
- Inclusive Colleague Experience

As part of our work we have developed institutional Key Performance Indicators in relation to (i) BAME staff representation and (ii) the ethnicity awarding gap, to ensure a clear focus on these important metrics, in routine University business in addition to our REC-focussed activities.

In my role as chair, and in developing this action plan I have seen the excellent work that has been ongoing in the University, alongside clear areas requiring continued support and focus. Through the EDI governance structure, reporting to Senate and Council, the Senior Leadership team, and I as Vice-Chancellor, are committed to driving forward this work.

Additional to our embedded endeavours to advance race equality, such as Decolonising the Curriculum (DTC) and strengthening our EDI governance, I have committed to setting targets against our priorities for our next 5-year period and we work to:

- reduce gaps in student attainment and progression[1], aligning with our Access and Participation Plan (APP) targets.

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[1] See OfS for definition of progression but this is the measure used to indicate whether, following graduation, students go into graduate employment or another "good outcome".

- increase senior Professional Service Staff (PSS) representation, continuing the trajectory envisaged in 2019, and aiming to reach regional population representation by 2026, across all PSS grades.
- achieve accelerated targets for senior academic representation (as we exceeded expectations in the last period).
- address faculty-level challenges in representation.

However, perhaps our most challenging objective relates to confidence in speaking up, which we consider to be closely related to trust and sense of belonging, for both staff and students. We are committed to address this by further developing our staff training, particularly for line managers and academic mentors, to increase confidence in talking about race and racism and providing supportive environments in which staff and students have several options for communicating concerns.

To help further develop capacity and assist in mainstreaming EDI work, I have committed to resourcing a senior race equality expert (Associate Director EDI) role, starting in September. The role holder will provide guidance to the University Senior Executive, the Heads of Schools and Professional Service Directors and help us take forward our action plan to 2029 and beyond.

Yours sincerely

VICE-CHANCELLOR

2. Supporting statements from heads of faculties and directorates

The Faculty of Humanities and Social Sciences (FHumSS) fully supports the principles underpinning the Race Equality Charter (REC) and has implemented actions to which we committed in 2019. We have increased BAME staff representation at all levels in the Faculty, introduced BAME staff promotion mentoring and developed a new structure to widen and democratise teaching and research leadership roles, providing staff with greater career development opportunities.

We audit research leave and grant processes to identify barriers to success for BAME staff, have designed PGR studentships to which BAME students have successfully applied, and have created partnerships with institutions in the non-Anglophone global South to further diversify our faculty. Our two research centres, the David Bruce Centre and the Keele Centre of Social Inclusion, have established diversity missions. Each includes BAME staff in the leadership teams and undertakes work on marginal communities and inequality in Stoke and across the globe.

We have embedded the Decolonising the Curriculum (DTC) agenda throughout our curricula and internal review process and student-centred pedagogical research has facilitated discussion and new initiatives to foster student inclusion. Looking ahead we have introduced modules in each of our programmes aimed at diversifying our UGT and PGT profile. Additionally, we have contributed to the University APP development.

Our main concern is one that afflicts the HE sector: the attainment gap of BAME students. It improved significantly in 2020-2022 but enlarged thereafter. We are resolved to significantly narrow this gap in the next five years.

Professor ███████ ████████,Pro-Vice-Chancellor & Executive Dean FHumSS

The Faculty of Medicine and Health Sciences (FMHS) values the importance of the Race Equality Charter (REC) self-assessment and endorses the identified actions and priorities. The FMHS EDI committee has welcomed the opportunity to scrutinise the faculty specific data and undertake critical self-assessment to reflect on achievements and areas for improvement.

We acknowledge the gap between BAME representation in our student demographic and that of our staff group. Progress in growth of BAME staff representation has been limited, to the most recent years, reflecting on the data has identified challenge areas including turnover from fixed term contracts and difficulties in attracting candidates from high clinical salaries. As part of RECSAT and Faculty EDI activities we recognised this as a priority area to address (Priority 6: FMHS academic staff representation). We commit to supporting these actions, working collaboratively with central service colleagues, and to ensuring targeted support for BAME colleague promotion and access to leadership roles.

The FMHS EDI committee has observed positive developments within school specific education actions, designed to influence outcomes for BAME students. Positive actions underpinned by DTC strategy have been embedded in programme design. Partnership working with the Race Equality in Medicine Midlands group has raised the need for a clear racism reporting procedure for students in clinical practice, a faulty wide approach to placement support and racism reporting will be taken for academic year 2025/26[2].

Professor ██████ ███████, PVC and Executive Dean, FNS

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[2] See FAP 23

As Executive Dean of the Faculty of Natural Sciences (FNS), I unequivocally support our REC submission. FNS is fully involved in Race Equality work, with Dr ██████ ████ acting as co-chair of the REC self-assessment team and lead for Decolonising the Curriculum (DTC). Embedded practice includes access and participation planning with the UG attainment gap remaining a faculty priority.

Following actions from our 2019 submission, we have seen increased BAME representation in FNS, which now aligns with sector benchmarks. This includes notable changes in the Schools of Computer Science & Mathematics and Life Sciences. We remain aware of BAME recruitment challenges in some subjects, in common with sector. Our new Vet School (joint with Harper Adams) is one example and has prioritised BAME representation from the outset in collaboration with ethnic minority vets.

Our "Faces of Science" installation has improved visibility of diverse scientists, and we are undertaking research funded by a £58k Royal Society of Chemistry Missing Elements grant to support actions improving the representation, progression and retention of chemical scientists from BAME backgrounds.

We are committed as a faculty to provide mentoring and promotion support for BAME staff, recognising the importance of leadership roles and career development not only on individuals but increasing the visibility and voice of BAME staff in faculty decision making.

Yours sincerely,

Professor ████████ ████████ , PVC and Executive Dean, FNS

As PVC for Internationalisation, since May 2023, and with my personal experience of having lived and worked on 6 different continents, I have an appreciation for, and willingness to work towards, the Race Equality Charter aims. To date, my work has included consultation with students, including through the International Student barometer survey, and contact with the International and BAME staff networks. Keele has made significant changes in recent years, including a visa payment and loan scheme for international staff[3], increased international staffing, improved support for international students and, in collaboration with Navitas, has founded Keele University International College. To achieve our ambitions, more work is required to internationalise Keele, including actions detailed in this submission, that are in support of international students and staff from pre-arrival support onwards.

Professor ███████ ████████ , PVC - Internationalisation

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[3] See PAP: 12

As **leaders of Education and Student Services** at the University of Keele, we give our full support for the University's participation in the Race Equality Charter. Analysis of student ethnicity data across the full student lifecycle has provided an opportunity for us to reflect and undertake further assessment of our areas of responsibility to identify opportunities for action.

Our recent Access and Participation Plan (APP) submission has highlighted key priorities and areas of focus, with a key area being reduction of the ethnicity attainment gap, and progress gap for Black students. Linked to this, we have sought to align work across the APP and REC, to enable consistent key messaging and to support proactive work across the university that aims to support our students by mitigating risks to equity of opportunity to succeed.

Through wider institutional work, we have identified additional opportunities to support our entire student population through the further development of our approach to inclusivity to support a Sense of Belonging for all.

Having discussed this matter at length, we welcome the practical steps outlined within the REC Action Plan, to underpin our approach to supporting our students.

Yours sincerely,

Professor █████
████

PVC - Education

██████ ████
Academic Registrar

████ ████
Director Student Services
& Success

As **leaders of the University Professional Support Services (PSS)**, we give our wholehearted support for the University's REC participation. Senior PSS leaders are actively involved in EDI strategy and operationalisation, with the Chief Operating Officer (COO), until spring 2024, and, now, the Chief People Officer (CPO) Co-chairing the University EDI Steering Group (EDISG).

Since our last submission, and despite financial constraints, which reduced external recruitment opportunities, we have met BAME PSS (and academic) recruitment targets, through a University-wide approach, led by HR (Human Resources) and reinforced throughout our senior leadership teams. As a result, BAME PSS representation has doubled from 3.0%, when we started REC work, to 6.1%, by 1/12/2023, but has not yet reached local representation (7.3%). The low representation of senior BAME PSS remains a particular concern, which we will address with targeted recruitment and career development actions.

To address high BAME PSS turnover, we will work with managers, EDI Leads (EDILs) and those with lived experience, to create an environment in which all staff feel valued, supported and enabled to speak up. Actions to date have included adoption of the real living wage, positively impacting those on lower paid roles, where BAME PSS representation is highest, a PSS conference dedicated to EDI, development of a PSS Values and Behaviours framework, and mandatory EDI modules for all staff.

In 2023/24, recipients of the race equality mentoring[4] included a number of us including the COO and the CPO. We are committed to driving forward this essential work together with our senior leadership teams.

Chief Operating Officer   Chief People Officer   Director of Legal, Governance & Compliance and Secretary to Council

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[4] PAP: 23

| Director Global Student Recruitment & Admissions | Chief of Staff | Director of Estate and Campus Services |
| Chief Financial Officer | Director of Strategic Communications and Brand | Chief Information Officer |

3. Governance and recognition of equality, diversity and inclusion work

Keele's governing body, Council, is ██% Asian and Minority Ethnic, with representation from lay members, elected staff and students, TABLE 57, excluding our governance "apprentices" (a collaborative action to further increase diversity on Boards). Council approves major policy decisions and corporate strategy and comprises:

- a Pro-Chancellor (Chair of Council), three deputies (one an EDI Specialist) an Honorary Treasurer and nine further lay members,

- four elected staff members (one per faculty and one PSS)

- two students representing Keele Students' Union (KeeleSU) and Keele Postgraduate Association (KPA)

- the VC, DVC & Provost are permanent members

- and the Director of Legal, Governance & Compliance & Secretary to Council is in attendance with several senior officers.

University Executive Committee (UEC) (Figure 1) makes high-level strategic decisions, including the setting the University's Strategic Vision and, at ██% BAME, is broadly representative of staff.

Council and UEC show increased BAME representation relative to our 2019 submission (Table 57, Table 58). However, despite Previous Action Plan (PAP), objectives 3 and 11, which aimed to increase senior BAME representation, executive committees, responsible for finances & budget, PSS oversight, student recruitment and health & safety have BAME representation below University staffing. Our Forward Action Plan (FAP) priority 7 remains focussed on BAME staff career development including to senior levels.

Senate, our academic governing body, has ex-officio and elected representatives. At 15% BAME (excluding EDI Observers, PAP: 22) it is below academic BAME representation (17%) but improved on ██% BAME reported in 2019. This follows positive action statements encouraging BAME staff nominations. An EDI Observer, rotating though the RECSAT Co-chair and Faculty EDI Leads (ca. ██% BAME), further increases diversity and EDI focus. Seven annually elected student representatives (UG and PG) included ██████████ ██████ [ethnically diverse] representation but largely through the postgraduate KPA representatives. KeeleSU elections have resulted in BAME representation below that of the student body, despite considerable action (PAP: 67, PAP: 68, PAP: 72, PAP: 76).

To elevate the BAME student voice, BAME and International student network representatives sit on Student Staff Voice Committees (SSVCs), now 20% BAME. There was ██ BAME representation at the time of our initial submission. The networks also function as a KeeleSU consultative body.
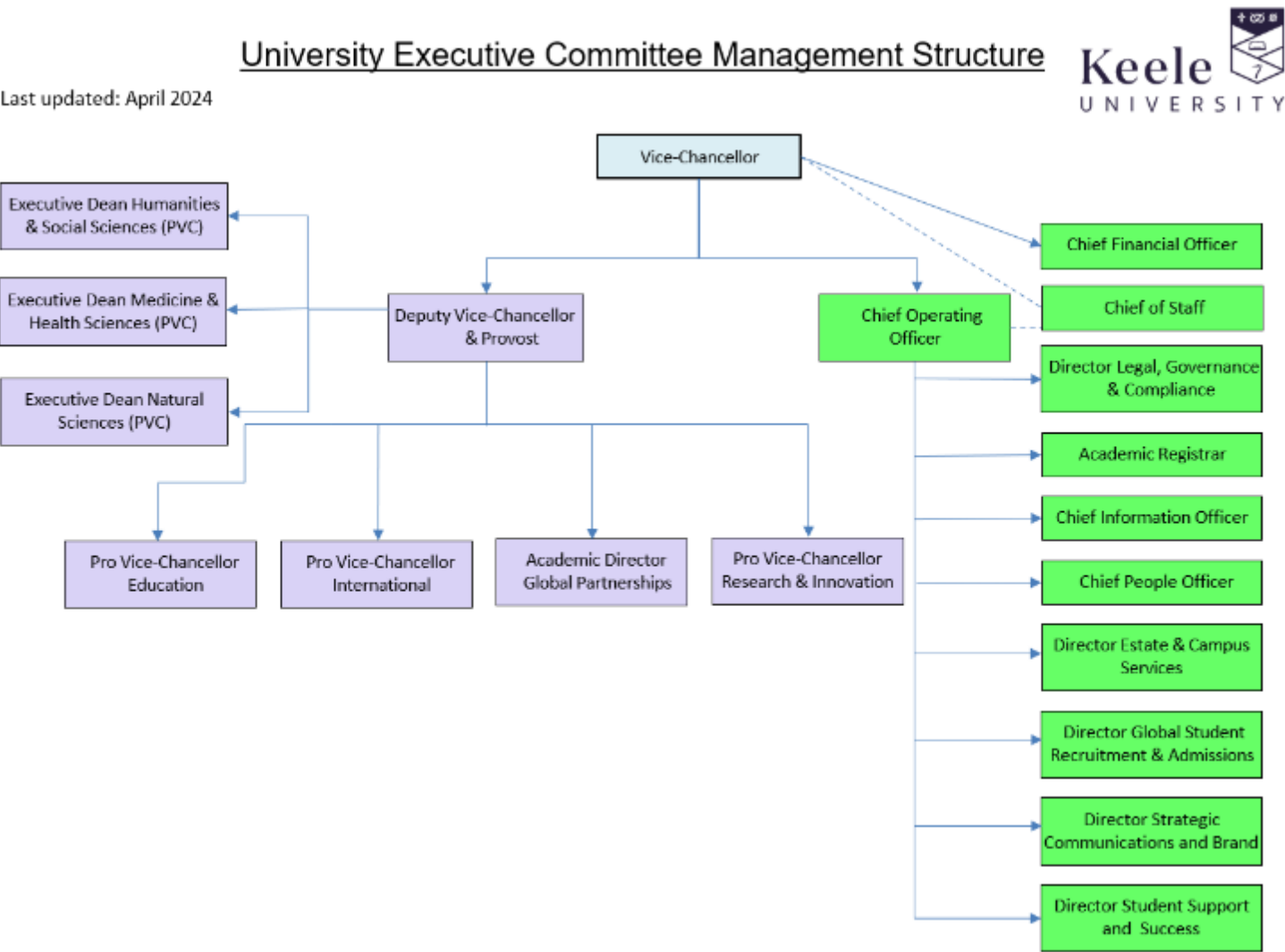
Figure 1: UEC Membership

The EDI Steering Group (EDISG) and Oversight Group (EDIOG) have BAME representation broadly matching staff (Table 59). Council oversight is through EDIOG; the DVC Chairs.

The DVC and CPO co-chair EDISG, ensuring institutional commitment from academic and PSS areas. EDISG is central to the EDI Committee structure (Figure 2 & Figure 4). Membership, revised for 2023/24, added all PVCs (Education, Research, International), all Chief staff, the Academic Registrar and four Directors to widen embedding and reporting of actions. The Deputy Director of HR, the Director of Student Support & Success (SS&S) and the three Faculty Dean roles are long-standing EDISG and EDIOG members.

Race Equality Charter Self-assessment team (RECSAT) senior leadership is from the VC Co-chairing, with ███ ████ ████ (Senior Lecturer (SL) in Human Geography), who is both RECSAT Co-chair and University DTC Lead, with workload allocation for these roles.

Keele, until recently, had two full-time Equality Officers [Race Equality (REO) and Athena Swan (ASO)] as well as Human Resource (HR) management, policy and data support. Keele has appointed an Associate Director of EDI (commencing autumn 2024) and the REO and ASO roles will be combined into a single holistic EDI role. Clear foci on race and gender will be maintained within the frameworks of Advance-HE charters and associated actions. Whilst managed within HR, these roles will have increased collaboration with SS&S enhancing Staff and Student EDI initiatives.

Additionally, Keele employs a full-time Race Equity Ambassador for Public Involvement in Research, within our Patient Involvement and Engagement Team, to improve representation, and consideration, of race within health-related research.

Academic Faculty and School EDILs have workload allocations. Managers enable PSS involvement in EDI work, and, for academics, this counts towards their Citizenship allocation. All except the smallest committees (i.e. Language Centre and Foundation Year) have BAME representation. When we commenced REC work BAME staff were underrepresented in School EDIGs and EDIL roles; now there is

over-representation leading to concern of BAME staff overburdening. Workload fairness and reward will be monitored and addressed (FAP 77, FAP 78).

Annual Staff Performance, Review and Enhancement (SPRE) guidance asks reviewers and reviewees to consider EDI contributions. Additionally, EDI is referenced within the PSS Values and Behaviours Framework (again referenced at SPRE).

EDI work is valued in academic promotion: 15 School or Faculty EDILs were promoted between 2017-2023 (13% of SL and █% of Reader promotions).

All staff can nominate colleagues for the Keele Excellence Award EDI category, which was most recently, awarded to a colleague who had secured Office for Students (OfS) funding for under-represented students including by ethnicity.

The PVC-Education & Academic Registrar are joint strategic leads for access & participation, governance of which reflects ambition for effective collaboration across Keele. The APP Strategy Group (APPSG) provides oversight, monitoring and evaluation with operational co-ordination through an APP Operations Group. APPSG formally reports into Education Committee and Senate with reporting to EDISG to ensure alignment with wider University EDI strategy. Students' outcomes (both Home and International) are overseen by the Education Performance Data Group (EPDG) which reports to the Education Committee. Wider issues relating to student journey are considered by UEC.
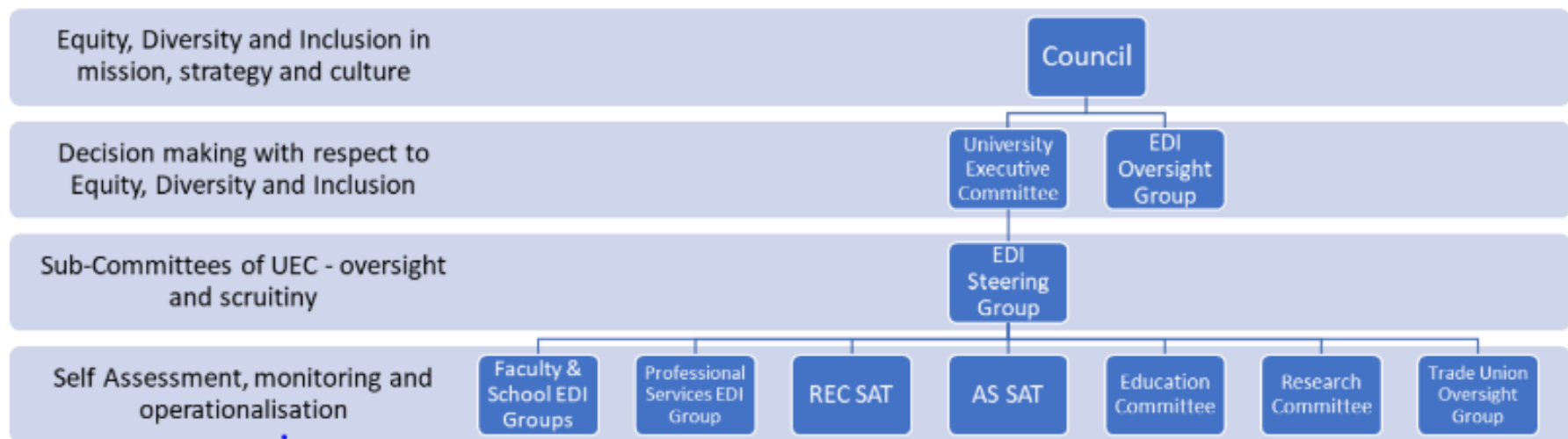
Figure 2: Top-level EDI Committee Structure
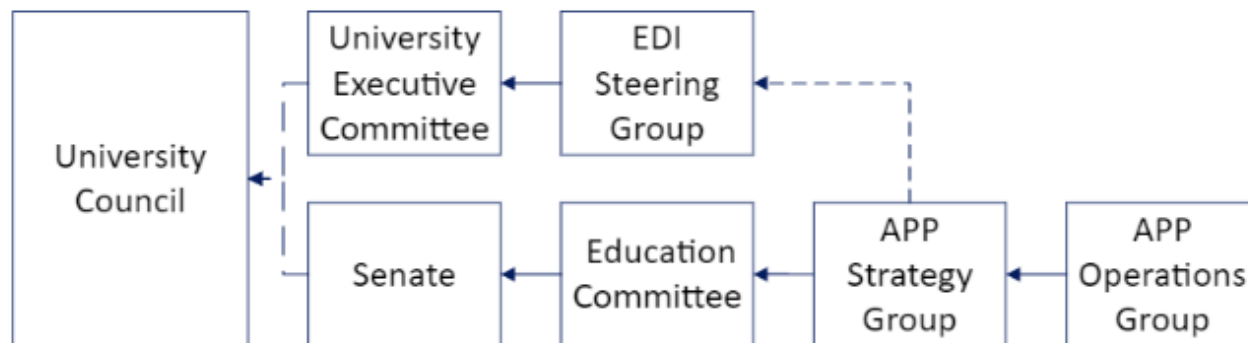
Figure 3: Access and Participation Plan Governance Structure

4. Local involvement and accountability

EDI Groups, established 2018, at Faculty level (FEDIGs), are co-chaired by Faculty Deans and Faculty EDI Leads (FEDILs), selected following a competitive process advertised to Faculty staff. Membership comprises School (or Centre) EDI Leads (SEDILs), who are, likewise, appointed following an advertised process. Faculty technical and administrative staff are also represented. FEDIG membership depends on Faculty, with some preferring routine attendance of student representatives and Education & Research directors, whilst others invite colleagues as required and conduct student consultation through SSVCs.

School EDIGs are integral to the workings of academic Schools and are (co-)chaired by SEDILs. Heads of Schools (HoS) are members, often in a Co-Chair capacity, and have overall responsibility for resourcing and approving action plans. All Schools, hold Athena Swan (AS) awards, except the joint Harper-Keele Vet School (HKVets) (currently ineligible) and all consider intersection with race/ethnicity within their self-assessment.

PSS EDIG, Co-chaired by our COO and Director of SS&S, has Directorate and Faculty PSS representation, covering relevant staff groups. Emails sent to all PSS and an intranet site encourage others to contact PSSEDIG members to discuss EDI concerns or suggestions. A decision to focus a PSS Conference (July 2024) on EDI, resulted from PSSEDIG discussions.

PSSEDIG and FEDIGs act as a conduit between departments, and the University EDISG and EDIOG's.

EDI committees typically meet termly and are required to be critical of their membership, aiming for representation of a breadth of protected characteristics, and to maintain action logs and minutes. All offer allyship to others (training is provided, as necessary) and are active in self-assessment to mark progress against equality objectives. Between them, they scrutinise:

- feedback from staff and students (including surveys)
- annual staff recruitment, progression, retention, and promotion data by protected characteristics

- annual pay gap data (gender, ethnicity and disability) at University and Faculty-level

- benchmarking data

- reports from learned societies and professional bodies, as they arise.

Detailed annual scrutiny of student data, across protected characteristics and other factors, is reviewed by School, Faculty and University Education Committees, the APPSG and the EPDG. Summaries inform EDI committees and reports.

The ethnicity award gap is an ongoing APP commitment, contained within Keele's current APP, submitted to the OfS in May 2019 (2020-2025), and is a key priority within the forthcoming APP 2025, and is reflected within University KPI's.

EDI scrutiny is also embedded in Promotions Review Group meetings (aggregated for anonymity and recorded in minutes).

PVC-Research & Innovation, the research committees, including Ethics committees, and the Director of Research Strategy Delivery, provide frameworks for research expectations, including in relation to EDI.

Keele Institute for Social Inclusion Challenge areas, include "Marginalisation, migration and diversity", with examples of intersectional research and publicly accessible articles and blogs. Our Strategic Communications team shares findings through all staff emails; examples noted in Appendix: 5. Despite clear outputs in research relating to EDI, School and Faculty EDI Leads considered that REC had made little difference to research inclusivity [SEDIL survey 2024]. We will continue efforts to ensure that race equality inclusivity in research is evidenced in committee representation (FAP 74), is communicated clearly to staff, particularly at the intersection of race and gender, with clarity of support availability. We will also build on the newly formed Research Culture Committee and Global Research: Development and Decolonisation Group. Equality Impact Assessments (EIAs) for Faculty internal funding will be conducted (FAP 79).
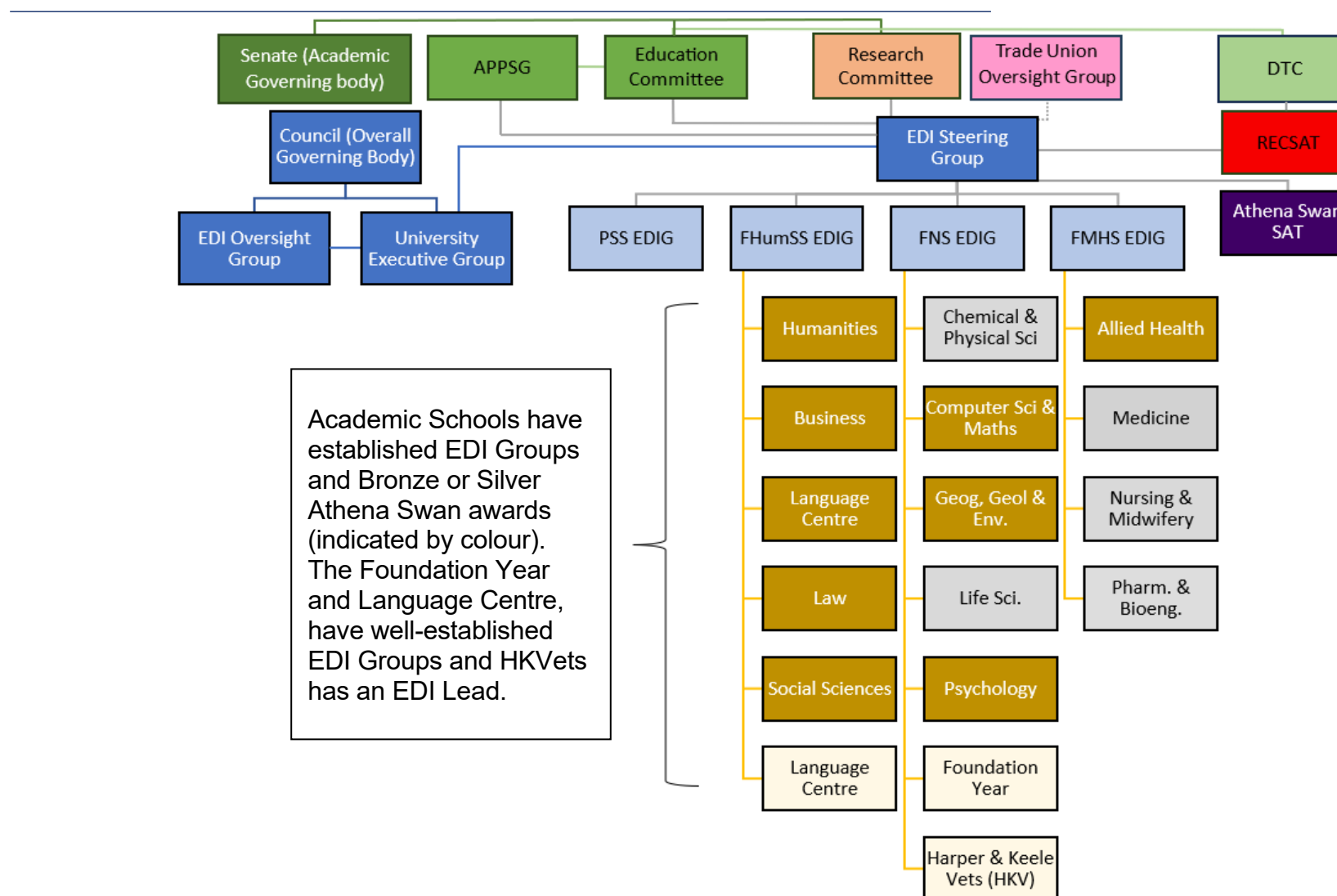
Figure 4: EDI Committees and linkage at departmental level. NB: Lines indicate formal reports between committees or shared membership by senior staff (e.g. PVCs or Directors). DTC is not a committee but represents a network of staff across academic schools led by our DTC Lead.

Academic Schools have established EDI Groups and Bronze or Silver Athena Swan awards (indicated by colour). The Foundation Year and Language Centre, have well-established EDI Groups and HKVets has an EDI Lead.

5. Race Equality Charter self-assessment process

RECSAT Membership	
Job Role	**Role on RECSAT**
[*][1]Senior Lecturer Human Geography	Co-Chair & DTC Lead. Academic expertise in race equity as well as input from lived experience.
Vice-Chancellor	Co-Chair
[#][1,2]Race Equality Officer	Project management; staff, student and community liaison; co-ordinates or links with others (student & staff groups, chaplains etc.) for events e.g. Black History Month (BHM), Refugee week, cultural celebrations
Head of Student Participation & Success	Educational success focus on UG Home students and our Access & Participation Plan (APP) lead.
[*][1]Deputy Director of HR	Focus on staff consultation and action and responsible for wider EDI Strategy & Reporting.
[1,4]Director of Student Support & Success	Strategic lead for student support & well-being. PSS consultation through Co-Chair of PSS EDIG (joint with COO)
[*][3]BAME Staff Network Lead & Senior Lecturer in Psychology	Liaison with network for wider representation and consultation.
[*][2,3]International Staff network Lead & Lecturer Biology	Liaison with network for wider representation and consultation.
[*][1,2,3]FHumSS EDI Lead & Senior Lecturer in History	Self-assessment, actions and dissemination with FHumSS focus as FEDIG Co-Chair with Dean. Academic race equality expertise.
[1,2,3]FMHS EDI Lead & Senior Lecturer in Nursing	Self-assessment, actions and dissemination with FMHS focus as FEDIG Co-Chair with Dean
[1,2,3]FNS EDI Lead & Senior Lecturer in Chemistry	Self-assessment, actions and dissemination with FNS focus as FEDIG Co-Chair with Dean
[1]PVC - International	Internationalisation agenda; representation of international staff and students.

[1]PVC - Research	Embedding race equality in research.
[1]PVC - Education	Educational attainment across all student groups
[1]Keele SU Representative	Student focus, in relation to overall experience, complaints and attainment
[1]KPA representative	PG student focus, in relation to overall experience, complaints and attainment
*Head of Corporate Information Services	Student quantitative data and National Student Surveys (NSS).
[1]HR Manager	Staff actions and policy; linkage to policy operationalisation and reporting.
[4]Senior Brand Marketing Officer	Communicating Keele support for race equality; EDI actions and routine embedding of EDI in staff and student communications
BAME Network members: 	Further scrutiny of proposed actions. Earlier work from current members has included: leading the Race Equality lecturer series; the Decolonise Keele Network; chairing the BAME network. Work from former members in this group also included PSS representation
[#]Since spring 2024 an interim arrangement is in place with cover from our ASO and additional HR Manager support. *Roles with fixed terms of office have, through the period, included staff over a range of ethnicities and in PSS (grade 5 to grade 7) and academic roles (grade 7 to grade 9). *Long-term members – have been present on RECSAT since 2017 inauguration. [1]Members are also on either, or both, EDISG and EDIOG. For Faculty EDI Leads membership at University EDISG since 2023/24, is by joint arrangement with their Dean. [2]Members are also on one or more Faculty EDI Groups [3]Members are also on School EDIGs [4]Members are on PSSEDIG	

Table 1 RECSAT membership 2023/24

RECSAT membership (TABLE 1), currently 1/3rd BAME, covers a range of ethnicities, lived experiences and protected characteristics, including several intersectional characteristics, which we do not detail to protect confidentiality. RECSAT currently has fewer junior staff than we would like, in part due to members' career progression, and, currently, there are no Black members due to staff changes. Greater input is enabled through a network of EDI committees (FIGURE 4) and our staff and student networks. We will complete an in-depth membership review (FAP 76).

RECSAT Co-chairs alternate chairing responsibilities, combining University seniority with lived experience of a BAME staff member, who was selected following an open call and interview. To date, post holders have included academics and a member of PSS, with workload buyout negotiated by Deputy Director HR. The decision to appoint the VC as a Co-Chair was made following the departure of the former Co-chair (then FHumSS Dean), to continue visible support at the highest level.

Formal terms of office exist for the Co-chair (3 years), Network Leads and elected student representatives (annual: by nature of their sabbatical arrangements). The Co-chair role is advertised on turnover or on term of office completion and the BAME & International staff networks manage membership representation. Both PSS and academics may, and have, held network chair roles.

RECSAT in addition to its 3 annual meetings has staff and student sub-groups for focussed self-assessment and action planning. The RECSAT Culture & Communications group was disestablished in November 2019. To ensure focus and address survey concerns *Culture* and *Communications* will become standing items on RECSAT meetings (FAP 80).

Staff consultation, as part of our self-assessment, is summarised below (TABLE 2).

Summary of Staff consultation	
Surveys	
BAME network survey May 2024 FIGURE 10 - FIGURE 12	Network led questions; summarised for self-assessment and discussed with members of UEC and wider team of senior leaders.
REC Nov 2023 FIGURE 9, TABLE 14 - TABLE 16	Mandatory REC questions plus others addressing PAP
Athena Swan Survey May 2023 TABLE 12 & TABLE 13	AS pilot "mandatory" questions and others. Intersectional analysis with sex and other characteristics.
Institutional Pulse Survey Jan 2024 TABLE 20 - TABLE 25	Better overall response rate (64%) than EDI surveys. Well-being theme and included questions on "my role", wellbeing & workload, leadership and engagement.
Institutional Engagement survey Jan 2019 TABLE 10	Broad-based engagement survey.
EDI Leads (School & faculty) Feb 2024	Survey sought information from these key colleagues and opinion on REC work for students, staff and in research. NB Survey not included but largely informed PAP RAG-rating.
COVID Pulse surveys FIGURE 8 & TABLE 11	Support for staff during lockdown and return to work.
Staff Consultation	
BAME Network	Chair-led discussions involving academics & PSS. Continual process.
International Network	Chair-led discussions involving academics & PSS. Continual process.
DTC groups & reports	Led by DTC Lead with annual opportunities and faculty level workshops over last three years for staff to meet from across the university to discuss curricula and advise on actions.
School EDI Lead consultation through FEDIGs	Led by FEDILs and Deans: ongoing self-assessment process with REC self-assessment items at FEDIG meetings prior to REC submission.
PSS	PSS EDI Conference had suggestion box for REC actions.

Table 2: Staff Consultation

REC staff survey response rates, TABLE 9, were low (9%), likely due to (i) survey overload (having directly followed an AS survey) and (ii) trust around anonymity when giving potentially identifiable information (work area and ethnicity). Therefore, we analysed data from several surveys including a BAME network-only survey, led by ███████ ██████ and developed by the network membership (35% of all BAME staff responded) and institutional surveys, which have the highest BAME response rate (41% in 2024). Going forward we will:

(1) better timetable and communicate EDI surveys (FAP 81 & FAP 82), their results and achievements against KPIs using a dedicated intranet site and email communications (FAP 39).

(2) analyse institutional 6-monthly pulse surveys, run by an external company, by ethnicity, and address priority areas where unequal response rates, i.e. Black survey responses from Estates (FAP 84).

Student Consultation (TABLE 3) was through race-specific and other surveys, as well as consultation with student representatives and staff in student support roles.

Few students (1% of BAME and 0.6% of non-BAME students, across all years and study levels) responded to the REC survey, despite being promoted by KeeleSU elected officers and the BAME student network. A higher return rate (29%) was found for the International Student Barometer Survey.

Student representation was a Keele requirement of APP work and DTC work, which together with SSVC actions has elevated the BAME student voice.

Further communications were held with REC action owners who were not RECSAT members.

The final draft of this submission was reviewed and approved via UEC.

Summary of Student Consultation	
Surveys	
REC Student Nov 2023 TABLE 27 - TABLE 30 & FIGURE 13	Mandatory questions plus small number of optional questions addressing issues raised in our 2019 submission.
NSS 2019 to 2023 TABLE 31- TABLE 32	Broader satisfaction (UK students, responses available by ethnicity)
International Student Barometer survey Nov-Dec 2022 and Nov-Dec 2023	International students at all study levels. Data analysed by International Student Experience Review Group and circulated to HoS's and Directors of Education. NB survey not included in appendices but informs international student actions.
Autumn 2022 institutional student survey	Informed Education actions; is included here in relation to curriculum and identity.
Student / Staff representatives Consultation	
KeeleSU Sabbatical Officers	Small group consultation outside of RECSAT meetings; explanation of BAME Student network role.
KeeleSU permanent staff	Small group consultation with REO and Head of Student Participation & Success.
KPA elected students	As part of RECSAT
APP Student Consultation	Consultation on type of race equality interventions for inclusion within APP with SU (students' union) Education Officer, SU Wellbeing Officer, SSVCs.
School activities	School EDIGs either have student members and/or consult via School SSVCs. DTC in Schools has been in conjunction with students.

Table 3: Student Consultation

Section 2: An evaluation of the university's progress and impact

1. Evaluating progress against the previous action plan

Following review with action-owners, 33 of 38 (87%) student and 35 of 54 (65%) staff actions were RAG-rated green.

The only red-rated action (PAP: 29) was ambitious and, noted at the outset, that it required external funding for a fellowship, for which we were unsuccessful. However, FHumSS has successful obtained other external funding e.g. PGR (postgraduate research) studentships in subjects including slavery and local anti-racist activism, which helps support the pipeline of BAME students into academia.

Amber-rated actions were conducted or partially conducted, but without yet meeting success measures (e.g. numeric targets). We acknowledge the pandemic delayed progress in some areas, including our recruitment anonymisation pilot (PAP: 46). We have also identified six other hurdles to progress (TABLE 4).

Amber actions: associated challenges	
Issue: Ambitious targets were set without mechanisms for enforcement.	
Actions:	Solutions
PAP: 5 Improved ethnicity declaration rates. The target was **initially met** but challenges from **agency recruitment** PAP: 30 have reduced ethnicity reporting of new staff. Academic "unknowns" have increased to 6% from 5% (FIGURE 19) and PSS increased to 3% from 2% (FIGURE 49). Nevertheless, our reporting rate remains better than UKHEI sector ▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮	FAP 88 proposes a method for data collation.
PAP: 67 100% of SU Society Chairs to have completed cultural awareness training. This was not mandated, is beyond university remit, and a record of completion was not available. The REO who delivered training reported high attendance.	We continue to work with SU Officers & colleagues to develop our training offer.

PAP: 70 <u>75% of all students to have completed Unconscious Bias training</u>. This has only been mandated in FMHS. An online version is available to all and was viewed by 74% of first year students but with varying levels of engagement.	We continue to revise our training and encourage uptake.
Issue: Burdensome actions for BAME staff and students and not scoped for appetite.	
PAP: 33 (academic) and PAP: 51 (PSS) BAME-specific staff leadership programmes such as Advance-HE's "Diversifying Leadership" had no uptake. However, BAME academic women have taken up the Aurora leadership programme with representation slightly above that of staff overall (TABLE 70).	FAP 69 – FAP 73 reinforce that activities are optional but increase promotion and diversify institutional support.
PAP: 76 25% of BAME students accessing BAME-specific support.	A diversified student assistance programme & resident advisor support is provided through PAP: 69 & PAP: 71
Issue: Unrealistic target given number of BAME Managerial & Specialists (M&S).	
PAP: 52 Shadowing opportunities for BAME PSS who have taken Aurora or BAME-specific leadership programmes.	FAP 65 Support is extended to lower grades and our target more realistic.
Issue: Lack of engagement (regardless of ethnicity) in uptake of surveys, forms and alumni mentoring.	
PAP: 15 Leavers' forms low engagement, which also impacted PAP: 11 (faculty analysis of leaving reasons)	FAP 86 details process improvements and gives greater emphasis on choice in leavers interviews.
PAP: 16 REC Staff Survey low engagement impacted evidence collation for PAP: 19 - PAP: 21 Nevertheless, given	FAP 81 & FAP 84 aim to streamline surveys and build confidence, with

consistency across most surveys we are confident in our priorities identified in section 4.	focussed activity in priority areas.
PAP: 74 Student survey low engagement may have impacted action development. Nevertheless, we think our self-assessment is sufficient to give confidence in our priorities.	FAP 82 engages student BAME network in survey process.
PAP: 85 Alumni mentoring has low uptake, regardless of student ethnicity, and has an ethnically diverse mentor pool.	We will continue to review how best to engage students.
Issue: Success measure reliant on data that is not centrally collated or more difficult to access.	
PAP: 34 Shadowing opportunities at Faculty level See also PAP: 30 (agency recruitment – above). Whilst now complete PAP: 35, PAP: 37 & PAP: 53 (School / Faculty / Directorate level leadership / committee role opportunities) were inefficient. PAP: 49 was not conducted as planned due to difficulty accessing recruitment data by internal / external status.	FAP 87 details specific process improvements.
Issue: Cost & risk.	
PAP: 42 Post graduation PGR provision of Keele email and IT access was found to have insufficient justification given associated costs and risk and is discontinued.	

Table 4: Barriers to actions.

Greater clarity of action responsibility has resulted from enhanced collaboration during the FAP design, and actions now have a single lead, supported by a project team. The EDI Team will reassign actions should roles change and will look to reduce staff time in data reporting with FAP 89 and FAP 90.

Facilitators

Faculty and Directorate-level actions were facilitated through our committee structure (FIGURE 4) with direct involvement of Faculty Deans and the COO in EDI action connections to other senior level staff as well as connections into school and PSS EDIGs. Centralised ownership of key actions, led from collaborative work between HR, Organisational Development, Student Services and Corporate Information Services,

has also enabled progress, and monitoring against targets. For example, whilst most training actions (PAP: 6, PAP: 7, PAP: 57 - PAP: 59, PAP: 66, PAP: 80) had initial work with priority groups, this has now been streamlined into mandatory training for all.

School EDI groups facilitated initial ownership of student actions but found data analysis time limited e.g. in identifying priority areas for award gap work, PAP: 73. This was eased on routine provision of detailed education datasets, by protected characteristics, to Schools (2019/20). School Education committees were then given a clearer remit for data-informed Annual Programme Reviews (APRs). Nevertheless, small student numbers on some programmes, is a barrier to using quantitative data analysis to inform efficacy of local actions. School level activity has therefore often been anticipatory and has helped both to drive and embed institutional actions. The identification of the ethnicity award gap as a priority in our 2020/21-2024/25 APP bolstered institutional action. Ownership of APP dataset analysis, by ethnicity and other factors, now lies with APPSG (FIGURE 3).

Engagement of all academic units in DTC activity (both staff and students) has been enabled through the DTC lead appointment, who together with the REO, mainstreamed activity originating from the dedicated efforts of a grassroots Decolonise Keele Network, with significant activity as evidenced in PAP: 88 - PAP: 92.

Strong links between SS&S, KeeleSU and the KPA has further enabled student inclusivity work (especially PAP: 63 [events], PAP: 67 [SU Society training], PAP: 68 [engagement of BAME students with the SU], PAP: 72 [involvement of BAME students in University committees]).

2. Evaluating impact against the university's key priorities

Our 2019 submission set 17 Priority Objectives (each associated with several PAP actions). 12 (71%) of these objectives have been met in accordance with top-level numeric targets or, for Objective 1, by satisfactorily completing all actions. Objectives 15 and 17 included faculty-level targets, which were also met.

We consider successful progress towards staff targets (TABLE 5) to have been particularly facilitated by:

- revised recruitment materials (PAP: 28) aimed at welcoming BAME candidates,
- informed recruitment and promotion panels (PAP: 26, PAP: 27, PAP: 38, PAP: 45) through unconscious bias briefing sheets, mandatory EDI, Bias Awareness and Recruitment & Selection training,
  and
- informed and supported colleagues, through workshops. Mentoring and increased transparency of opportunities (PAP: 41, PAP: 43, PAP: 44, PAP: 32)
- increased awareness including via messaging from senior leadership (e.g. around KPIs adopted for representation); School and Directorate level 2020 Black Lives Matter (BLM) pledges which helped set tone and urgency of action, continued high profile lectures (PAP: 54, TABLE 123), blogs and updates from students and senior leaders (TABLE 125) and recognition of related research (TABLE 124).

We do not take credit for all changes, recognising external factors (e.g. Brexit) also impact recruitment. However, targets, set to match UKHEI sector, by either 2028 (academic) or 2034 (PSS) were ambitious, given Keele's low baseline and challenges associated with being a comparatively small institution, in a semi-rural setting. Changes required strong recruitment (Objectives 8, academic, and 10 PSS), thought to be only achievable provided recruitment broadly matched applicant ethnic diversity. An overall discrepancy between applicant, shortlist and successful candidates remains, particularly for some roles and by international status (see

STAFF CONTEXT) but, following inclusion of statements to welcome BAME applicants, representation at application has increased (FIGURE 34).

Promotion success across all faculties is not separated into Black, Asian, Mixed and Other groups, in data provided here (TABLE 44 - TABLE 47) due to small numbers, but there has been success across all groups and by gender. Our promotions workshops (TABLE 48) remain popular. We have now developed specific actions for Black applicants (FAP 59) and professorial applicants (FAP 56 - FAP 58), where promotion proportions have been smaller.

**Staff objectives that met or exceeded targets**
No.	**Objective**	**Evidence**
1	Increase engagement with the development of the REC Action plan & future submissions. No target was set but all 4 actions completed. ✓	PAP: 1 - PAP: 4
2	Aim to increase academic staff BAME representation to a target of 22.7% (UK Higher Education (HE) Sector UK Student Average[5]) by 2028, with intermediate targets 2022: 13.2% & 2025: 17.3%, of which both have currently been met. ✓ **01/12/2022 measurement:** 16.9%BAME	FIGURE 19
3	Increase academic staff BAME representation at senior grades to match UK HE Sector UK Average by 2028, with intermediate targets Grade 9 (2022: 5.6%, 2025: 8.7%) & Grade 10 (2022: 8.4%, 2025: 10.1%) ✓ **01/12/2022 measurement:** G9 & Reader=11%; G10=13% **Note** G9 increase is largely due to internal promotion; G10 to recruitment.	FIGURE 23

[5] At time of submission

5	<u>Increase the professional and support staff BAME population</u> to 10.3% (HEI PSS Benchmark) by 2034, with intermediate targets (2022: 3.4%, 2025: 4.5%) ✓ **01/12/2022 measurement:** 5.5% BAME	FIGURE 49
7	<u>Increase BAME representation within the University Council</u> to a minimum 15% BAME by 2021.✓ **01/12/2021 measurement:** ▇% BAME (currently ▇% BAME)	TABLE 57
8	<u>Reduce inequalities in the proportion of Academic BAME candidates shortlisted and appointed</u>, with intermediate targets for shortlisting (2022: 24.1%, 2025: 28.4%) and successful (2022: 22.2% 2025: 25.2%). ✓ **21/22 measurement:** shortlist: 38% BAME; successful 28% BAME	FIGURE 34
9	<u>Increase BAME staff promotion to Senior Lecturer to align with non BAME</u>, with intermediate targets (2022: 2.1% & 2025: 2.9% **aiming for 5 promotions in a 3-year period by 2034**) ✓ **3-year measurement to 01/12/2022**: 10 BAME staff (to nearest 5) promoted (11% of pool). BAME applicant success rate equalled that of non-BAME (▇%).	TABLE 46 FIGURE 46 FIGURE 47
10	<u>Reduce inequalities in the proportion of PSS BAME candidates shortlisted and appointed</u> with intermediate targets for shortlisting (2022: 9.3%, 2025: 10.0%) and successful (2022: 6.4% 2025: 7.9%). ✓ **21/22 measurement:** shortlist: 12% BAME; successful 7% BAME	FIGURE 60

Table 5: Staff Objectives where targets were met or exceeded

The "successful" student objectives are summarised in TABLE 6.

Award gap reduction, both UK (Objective 15) and international (Objective 16), facilitators have included:

- revision of our student support with SESO roles, greater consistency in academic mentor support (PAP: 65), new skills teams (PAP: 79) and availability of tailored academic English support (PAP: 78)

- Revision of our Exceptional Circumstance process (to allow for automatic 7-day extension, three times per semester).
- DTC developments (PAP: 88 - PAP: 91), which have had wide engagement from staff and have led to further work on curriculum inclusivity (FAP 6),
- assessment changes, investigated by Schools, required by pandemic lockdowns and resulting in a new Code of Practice (PAP: 93).

Analysis of Keele's role in reducing the award gap has been complicated by COVID, especially in 2019/20 and 2020/21, when the gap dropped to just 2%pts when aggregated over FNS subjects, ~9%pts for FHumSS subjects and was marginally in favour of BAME students in FMHS. Hence, we have carried out longer time-averaged periods and compared with benchmarks to find that the decreased gap at Keele not only exceeded our targets but was underway before the pandemic and changes were greater than those for the UKHEI sector (TABLE 94 - TABLE 98). Nevertheless, increases in award gap have returned, despite some practices adopted during the pandemic being maintained. Hence, more work is required to understand the ongoing gap. An internal literature review has been developed and will be maintained to support evidence-informed interventions.

School-level UG representation targets (Objective 13 PAP: 8) were not set in the 2019 submission, given overall high representation, but were to be determined following investigation. Two Schools, School of Nursing & Midwifery (SNaM) (FIGURE 78) and School of Allied Health Professions (SAHP), then largely Physiotherapy: FIGURE 79, were initially found to have low BAME UG representation compared to population and sector (based on benchmarks available at the time) and, whilst, intake now meets or exceeds sector, greater detail by programme is being investigated (e.g. TABLE 78). We remain alert to continuing subject-level underrepresentation, relative to the nation and in Physics (FIGURE 81), Mathematics (FIGURE 80), and some subjects within Social Sciences (FIGURE 82), but overall numbers are low and/or fluctuating. Our strategic communications protocol requires diversity considerations and student images to reflect Keele (ca. 1/3rd BAME).

	Student Objectives that met targets	
No.	**Objective**	**Evidence**
13	Investigate (UG student) BAME representation at school level and identify specific actions ✓ Actions listed under PAP: 62	TABLE 77 & TABLE 78 FIGURE 74 - FIGURE 81
14	Increase BAME UK student progression (progression between years of study). Using the OfS continuation[6] measure, over the period 2017/18 – 2020/21 Keele has higher continuation amongst BAME students, with Asian and Black students having the highest continuation rates (94.9% and 94.8% respectively), with White at 92.9% and Mixed/Multiple ethnicities only marginally lower (92.2%). ✓	FIGURE 89, TABLE 86 - TABLE 89
15	Reduce University wide UK Student Attainment Gap to meet the OfS target to eliminate the Attainment Gap by 2039. ✓ With intermediate targets (2019-2022: 16.2%; 2022-2025: 15.4%) ✓ **2019-2022 gap measurement:** 7.1% See also tabulated faculty targets (and note the attainment gap at this point was low - attributed to changes made during COVID)	Overall: TABLE 94 & TABLE 95 FHumSS: TABLE 96 FNS: TABLE 98 FIGURE 92 - FIGURE 95
16	Reduce University International Student Attainment gap from 36.9% in 2014/2015 to 18.5% by 2020 ✓ **2019/20 gap measurement:** 20.9% (so a little above target) but this has since fallen further. So, we consider this as achieved.	TABLE 101, FIGURE 96
17	Increase the BAME representation of PGR students to align with UG BAME population, with three intermediate targets.	TABLE 81, TABLE 82,

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[6] See OfS for definition

• FHumSS UK-domiciled students intermediate targets (2019-2022: 13.0% 2022-2025: 14.5%). ✓ **2019-2022 measurement:** ██/██ (14.9%) • FHumSS International-domiciled students intermediate targets (2019-2022: 62.6%; 2022-2025: 64.3%) **2019-2022 measurement:** ██/██ (54%). So, not quite met but within error given number of long-standing students (i.e. part-time and those writing up). The period 2020-2023 has increased to 61%. • FNS 2019-2022: UK-domiciled students intermediate targets (2019-2022: 10.0% 2022-2025: 11.9%) ✓ **2019-2022 measurement:** ██/██ (14.0%)	FIGURE 85 & FIGURE 86

Table 6: Student Objectives where targets were met or exceeded

Objectives that were not met were two related to turnover (See: STAFF CONTEXT) and two others (Objective 11: senior PSS representation and Objective 12: addressing offer rates) where we were unable to confirm progress (TABLE 7).

We did not define "senior PSS" in our 2019 submission but take it to mean G9 and G10. By 1/12/2022 we had no measurable change on our baseline. We believe this was partly due to low diversity data reporting rates from those attracted through executive search agencies (FAP 88).

The Objective 12 measure may be unhelpful in our context, given wording on the UCAS webpages "*There is a tendency for BAME students to apply for more competitive subjects such as Medicine which can affect the overall likelihood of success*". At Keele only FMHS recruitment had an offer rate much below 100% (TABLE 85), we will maintain data scrutiny and outreach work in this area including the STEPs2Medicine programme to reduce disadvantage that applicants in lower TUNDRA quintiles might experience in preparing for the UCAT examination, in interviews and in evidencing relevant work experience.

No.	Objectives that were not met (pink ✖) or were partially met (amber)	Evidence
No.		**Evidence**
4	<u>Reduce Academic BAME staff turnover</u> to align with non-BAME staff by 2034. ✖ BAME academic staff turnover remains high as a greater proportion of BAME staff are on Fixed-Term Contracts (FTCs). 1/3 actions were RAG-rated green.	FIGURE 64 & FIGURE 65 TABLE 61 & TABLE 62
6	<u>Maintain P&S BAME staff turnover in line with Non BAME staff.</u> ✖ BAME PSS exceeds non-BAME. 2/7 actions were RAG-rated green.	FIGURE 64 & FIGURE 65 TABLE 63- TABLE 65
11	<u>Increase senior-graded PSS BAME representation</u> to 10.3% by 2034, with intermediate target of 3.1% by 2022. No change on baseline measured for G9 and G10. 3/7 actions RAG-rated green.	FIGURE 58 - FIGURE 59
12	<u>Undertake analysis of admissions data to support a reduction in the percentage point difference between the offer rate and the average offer rate for BAME students</u> to zero by 2039. Actions were completed. However, two small but statistically significant differences remain. (Asian applicant disadvantage in 2018 and Black applicant disadvantage in 2021, TABLE 84).	TABLE 84 - TABLE 85 FIGURE 88

Table 7: Objectives which were not met or partially met.

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

1. Description of the university and its context

Keele is a broad-based UK campus university, in rural Staffordshire but just, 5 miles from Stoke-on-Trent and has student (over 2,500 bedrooms) and staff accommodation, teaching buildings, offices, research laboratories and a science park. The nearby Royal Stoke University Hospital and the Robert Jones & Agnes Hunt Orthopaedic Hospital have additional facilities for clinical practice and research. In 2020, Keele opened a Veterinary School, on campus, jointly with Harper Adams University.

Keele has multiple partnerships for education, research, international student exchanges, work placements and knowledge exchange. Our Educational Partnerships Code of Practice details not only our EDI commitments and expectations but how we manage inherent risks and challenges. In 2022 we opened a new Keele University International College, in partnership with Navitas, to support our strategic ambitions as a high-quality choice for international students. Ongoing academic English language support is available to all international students through the Language Centre (LC). The LC has developed its own English language assessments for relevant international students to gauge language lesson requirements and in provision of training that considers and explains cultural differences in study and academic writing for both incoming and outgoing students, as well as supporting cultural events.

As noted in FIGURE 5, Keele has a predominance of non-BAME and mostly British, names in our buildings. Activities taken since 2019 have included installation of a permanent but evolving display in our new Central Science Laboratories to ensure a diversity of inspirational roles models to our community.

Keele's immediate area, Newcastle-under-Lyme, has a population that is 7.2% BAME, broadly reflecting population of the wider region (TABLE 8). Most PSS are recruited locally but do not yet match the diversity of the region. Academic staff are recruited both nationally and internationally but, despite this, (at 17%) remain below representation in England and Wales.
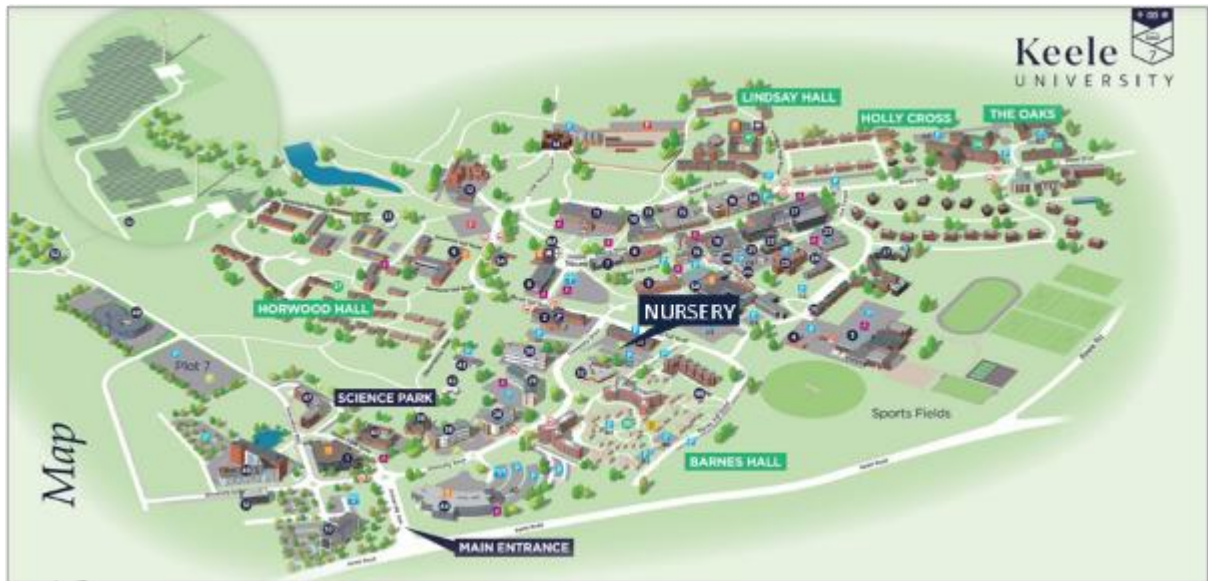
Figure 5: Campus accommodation (green labels) and Nursery (blue label). Keele has a predominance of White British men's names reflected in buildings, as illustrated on this map: Barnes, Horwood & Lindsay being Keele's founding fathers.

Ethnic Group from 2021 census (Percentage of Total)							
Area	Asian	Black	Mixed	Other	Roma & Irish Traveller	White	Racially Minoritised
Newcastle Under Lyme	3.8%	1.0%	1.6%	0.7%	0.1%	92.8%	7.2%
Stoke-on-Trent	9.9%	2.7%	2.3%	1.7%	0.3%	83.2%	16.8%
Staffordshire Moorlands	0.7%	0.2%	0.9%	0.2%	0.1%	97.9%	2.1%
Stafford	3.0%	1.1%	1.9%	0.7%	0.1%	93.2%	6.8%
Cheshire East	2.4%	0.6%	1.8%	0.8%	0.2%	94.2%	5.8%
Shropshire	2.4%	0.6%	1.8%	0.8%	0.2%	94.2%	5.8%
Sum of the Above	**3.7%**	**1.0%**	**1.7%**	**0.8%**	**0.2%**	**92.7%**	**7.3%**
England & Wales	9.3%	4.0%	2.9%	0.3%	2.1%	81.4%	18.6%
White includes White British, White Irish and White Other. Racially minoritised is the sum of the 5 left most columns. Calculations completed on raw data; sums may not total 100% etc., as displayed data are rounded.							

Table 8: Area Ethnicity according to 2021 Census

In our initial submission we noted the history of interethnic tensions in Stoke-on-Trent and surrounding area, with 1198 race and 57 religious hate crime reports. Race crime

40

reporting in Staffordshire has increased by 13% with 1359 race and 55 religious hate crime reports (2022-23 data). World events, most notably relating to Israel and Palestine, are reportedly driving higher incidences of religious hate crime nationally. Staff and student REC survey respondents (Nov 2023) also raised associated concerns. The University adopted, from 9th of October onwards, a weekly internal communications email reminder signposting all staff and students to the support services we have in place for those worried or affected by global events.

The BAME staff network survey also found local concerns with 43% of respondents not feeling psychologically safe and 13% not physically safe to be themselves (FIGURE 12) and BAME women report greater discomfort in relation to gender (AS Survey, TABLE 13). We point our community to support and appropriate means of reporting incidents, including anonymously (PAP: 17) through our webpages (internal and external), regular email and social media campaigns (#NeverOK) and encourage use of Keele's SafeZone App (from induction onwards) and will step up preventative work with cultural awareness training (FAP 7, FAP 25).

We recognise our relationship with the local area and wider region, particularly as Stoke-on-Trent and Staffordshire include some of the most economically deprived areas of the UK, with Keele contributing around an estimated £345M to the local economy. We have identified EDI as a key area for development within public & community engagement. Our Race Equality Ambassador for Public and Patient Involvement and Engagement (PPIE) has successfully enhanced engagement with underserved communities with Keele being highlighted as an NIHR case study. Membership of Keele's PPIE team has fundamentally changed, with 50% now from BAME communities.

ArtsKeele contributes to the area's cultural landscape (113 cultural outputs in 21/22). As part of the Keele Deal, diverse artists have been supported in the cultural regeneration of the Potteries, and in creating a more inclusive environment for Keele's community. Strong, British and Black, a collaboration with Staffordshire-based Kwanzaa Collective UK was the first of a series of cultural programmes, which over the last two years has seen 50% of concerts and 75% of exhibitions involving artists from under-represented backgrounds.

Examples of engagement with the local community include:

- Marking Refugee Week for our community, with Arts exhibitions, events for asylum seekers including English language assistance, engagement with local charity ASHA, and our 3rd annual *Refugee Football World Cup* will be held this July.

- Welcoming students who are asylum seekers or forced migrants with the Article 26 Sanctuary Scholarship programme, offering full tuition fee waivers, and a monthly payment for living cost alongside dedicated information, guidance and support. In 2022/23 this was extended to over £1m in financial support funding up to 10 students of any origin.

- Faith provision for wider community and visitors as well as students and staff, for individual and communal prayer, reflection and celebration in the Islamic Centre and Keele Chapel (which welcomes people from all faiths and none).

- Student societies also provide further religious and cultural support (currently 33 in this category). These are supported by the University e.g. the Sikh Society annual Langar (ca. 800 meals served, hosted in the Chapel, as covered by BBC Stoke) and Grand Iftar[7] (ca. 100 meals provided in the Chapel) and with events open to all regardless of religious background.

Keele's student body 2022/23, approximately 13,000 students, 70% UG and 30% PG are largely UK domiciled (90%). 39% of our UK intake is from the West Midlands, with 15.5% from Stoke-on-Trent and 14.2% from Staffordshire, a part of the country where progression rates from school to HE are exceptionally low. Stoke-on-Trent has the 12th highest level of deprivation in the Index of Multiple Deprivation (IMD), with approximately a third of postcodes within the top 10% most deprived neighbourhoods nationally. Only 15% of the Stoke-on-Trent population obtain Level 4 qualifications or above, significantly below the national average of 27%.

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[7] With further Iftars in the Islamic centre.

Keele's home domiciled UG students have a more even spread across the TUNDRA quintiles than sector (FIGURE 67), and a higher than sector BAME representation across Keele and in all Faculties FIGURE 71, TABLE 74.

Teaching and research are conducted within three Faculties: Humanities & Social Sciences (FHumSS), Medicine & Health Sciences (FMHS) and Natural Sciences (FNS).

Keele has high graduate employability (95%, HESA Graduate outcomes, 2019/20), has a Gold TEF status (2017 and 2023) and was in the top 10% in key areas of the Knowledge Exchange Framework – regeneration and research partnerships (2021).

Work prior to our 2019 submission identified a very concerning, 16.6%, BAME - non-BAME awarding gap in "Good degrees" (1st and 2.1). Keele has most factors identified by Advance-HE as increasing the likelihood of a gap (being an English, non-Russell group institution with 10-15K students, > 20% BAME representation and >15% lowest POLAR4 quintile representation). Advance-HE also noted a higher award gap in non-SET subjects, likewise, found at Keele (TABLE 96). However, our overall gap is, partially offset by BAME representation, in higher-performing SET subjects, most notably Pharmacy and Biomedical Science[8] and our UG students are largely full-time, which is associated with a lower award gap.

2. Development, evaluation and effectiveness of policies

Equality Impact Assessment (EIA), with associated guidance and training, has been integrated in our policy approval, renewal and governance, to ensure protected characteristics are considered in policy formation and decision making (PAP: 24). Policies are not approved without an EIA. Furthermore, there is a rigorous committee approvals process including, for staff, the Trades' Union Oversight Group and, for policies impacting students, the SSVC and other committees with KeeleSU and KPA representation. Cover sheets for University committees include a student consultation section.

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[8] Also, Medicine but Keele, like many in the sector, does not give degree classifications to Medicine students.

Staff and student policies and procedures are typically applied University-wide. However, some areas, notably within FHMS, have policies associated with the professions they serve, which may have added EDI challenges. For example, physiotherapy students are required to practice skills that require some level of undress: an explanation is provided to prospective students ([Physiotherapy - Keele University)](#) including mitigations to be more inclusive, for example, provision of screens and minimising undress.

EIAs are also routinely conducted for change management and other process, such as promotions.

Both AS and REC are committed to a range of aligned actions to ensure intersectional equality impact is maximised through our associated charter work.

Student representation by ethnicity and international status, in student complaints, academic misconduct, discipline, fitness to practice, grievances and appeals is monitored and reported annually to Education Committee, UEC & SSVC. Linked to trends in the 2022-23 report, a small qualitative study to better understand BAME student over-representation in the areas of discipline, appeals and academic misconduct was conducted by KeeleSU and is currently being further investigated through commissioned work undertaken by SUMS Consulting Ltd. Recommendations will be followed under Priority 1 (Section 6).

3. Culture, inclusion and belonging

Keele is committed to maintaining its mission in *"making a difference in society by providing innovative, high-quality education for students from all backgrounds and by undertaking world-leading research that transforms understanding and brings benefit to society, communities and individuals".* This is built on a belief in valuing and celebrating the rights, responsibilities, dignity, health and wellbeing of individuals through a living commitment to EDI. We strive for equal outcomes, and aim to provide resources, opportunities, and support equitably to members of our community.

Difference between BAME and non-BAME National Student Survey (NSS) responses suggests there is now higher BAME student satisfaction, relative to non-BAME (TABLE 31) over several questions. Lower BAME student satisfaction remains, for assessment, application of learning and interest. Despite having the largest mean award gap, Black student satisfaction is generally higher than others at Keele. Asian, Mixed and Other students show lower satisfaction, particularly around assessment. These patterns are repeated across the sector (TABLE 32).

Keele Curriculum Expectations & Graduate Attributes underpin programme design to ensure our offer equips students with knowledge and skills for a changing society. Graduate attributes include academic expertise, professional skills, personal effectiveness and ethical and social responsibility. Our curriculum expectations are divided into four key themes:

- Inclusivity,
- Digital capability,
- External engagement, and
- Active learning.

Our Assessment and Feedback CoP, developed following award gap reductions, observed in 2019/20 & 2020/21[9], states inclusivity expectations, including a

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[9] Notably pandemic impacted

requirement to objectively justify any time-restricted assessments (e.g. in examinations or in-class tests) to the relevant Faculty Education Dean.

An Inclusive Education Framework has been developed, building on DTC work and internally-funded Teaching Innovation Projects, and will be implemented from academic year 2024-25 (FAP 6). Internal funding mechanisms, now revised as Strategic Education Enhancement Developments and Innovation in Education Projects, have enabled development of tools for educators to:

- enhance BAME students' in-class participation,
- provide culturally appropriate resources for international education
- support underrepresented students' engagement with undergraduate research.

The extent of Keele's engagement in DTC is illustrated in the schedule shown in PAP: 88. Anecdotally, students have reported a sense of inclusion linked to DTC. This was reinforced in the REC2023 student survey "█████████████████████████ ██ ██████" [Black African / Black British African student]. Other Keele curriculum activities include embedding sustainability in all programmes, with the knowledge that climate change will, and is, disproportionately impacting BAME populations in global south countries.

Other REC-related projects included collaboration with an external consultant on academic and wider experiences of BAME students during pandemic lockdown (PAP: 75), and a small-scale project on Faith and Beliefs in the Curriculum. In our Autumn 2022 student survey, 85% of respondents agreed that they had experienced a curriculum that related to their own identity.

Our Race Equality Lecture series ran from October 2017 to May 2022. High profile lectures (TABLE 123) are now embedded in our public Global Challenge events, which are associated with our elective global pathways (that connect students with global and societal issues linked to the UN Sustainable Development Goals). Speaker suggestions have Steering Group input from BAME and International networks.

Holistic student support is provided through central Student Support & Services and embedded in academic Schools through our Student Experience and Support Team. We will conduct EIAs of student engagement with services (FAP 1).

Students primary academic contact is normally with Academic Mentors, who are supported by a Senior Academic Mentor, Disability Inclusion Tutors and Student Experience and Support Officers (SESO). Trained (EDI, Active Bystander, Consent, Hate Crime & Safety) student Resident Advisors (currently 40% BAME) and University-wide 24hr Student Services provide additional support.

In person Mental Health & Counselling are available together with 24-hour access to a Student Assistance Programme (Health Assured, PAP: 69) who provide a range of well-being services including financial advice and have diverse counsellors (87 of which self-identify as BAME), in over 250 languages or dialects. BAME student uptake (38% for Keele services; 42% for Health Assured) broadly match student representation. Mental health guides designed for Black students were developed through an OfS Start to Success project.

Student Services explicitly cover our diverse community (i.e. groups including parents and carers, BAME, international and LGBTIQ+ students) and student disabilities. EDI work is also embedded elsewhere e.g. Residence Life, Financial Support, and Careers, which has found equal access to their services (PAP: 84, TABLE 119).

#NeverOK campaigns tackle race equality directly and broader themes also acknowledge intersections e.g. for sexual violence, bullying & harassment and consent. We continue to develop and reflect on our campaigning in response to student and wider concerns (FAP 16). Positive messages are given under the theme #BeKind.

Staff well-being is supported through, line managers, Occupational Health, Counselling (including by self-referral), School & Departmental Health & Well-being Champions, Union representation and staff networks (FIGURE 6). Improvement to BAME and international staff inclusion are described in priority 4 (including FAP 31, supporting networks, and FAP 32, initial welcome and ongoing mentoring).

Charters, benchmarking exercises and pledges to which Keele subscribes, FIGURE 7, are important at the intersection of race with other factors. For example, AS institutional and school level work considers the intersection of race and gender; our Stonewall work includes visible BAME role models, a successful nomination of a BAME Stonewall role model (2020) and film screenings inclusive of BAME LGBTQ+ lead actors. Likewise, KeeleSU has enabled discussion of intersectionality e.g. in Disability History month events.

Figure 6: Staff networks

ECU GENDER CHARTER — Athena SWAN Bronze Award	ECU RACE CHARTER — Race Equality Charter Bronze Award
disability confident EMPLOYER	Stonewall LGBTQ+ INCLUSIVE EMPLOYER GOLD AWARD 2024
CAN'T BUY MY SILENCE New: Commitment to not use non-disclosure agreements in case of student complaints of sexual harassment, abuse or violence - Keele was amongst first 5 to sign.	Estrangement can relate to those do not follow family traditions e.g. around arranged marriage. Keele has a Care Leavers and Estranged Students Bursary and Keele University Guarantor Scheme. StandAlone Pledge — WE'RE SUPPORTING ESTRANGED STUDENTS
Association of LGBTQ+ Doctors and Dentists GLADD	hr HR EXCELLENCE IN RESEARCH

Figure 7: Charters, Awards and Pledges

A review of anti-bullying, harassment & victimisation (BH&V) procedure (PAP: 18), included consultation with the REC Communications & Culture Group (January 2020), staff networks, and trades unions and led to a reframing as a Dignity & Respect Policy and Procedure to Tackle BH&V and with focus on early intervention.

Staff Consultation

Unlike data presented in our 2019 submission, BAME staff are now (i) as aware of BH&V procedure as non-BAME staff (FIGURE 9) and (ii) report issues in person (TABLE 67) and through anonymous reports (see TABLE 68) and our AS survey found no significant difference to witnessing or being subject to BH&V (

TABLE 12), based on reported ethnicity. BAME respondents to our REC staff survey generally gave positive comments (TABLE 16) e.g.

███
███
████████████████ [REC Staff Survey 2023, Black respondent]

However, others, including those who did not declare an ethnicity, continued to witness and experience microaggressions where they felt unable or unsupported to speak up e.g.

███
███
██████████████████████████ [REC Staff Survey 2023, undisclosed ethnicity]

███
███
████████████████████ [REC Staff Survey 2023, non-BAME respondent]

The BAME network developed and ran a closed survey over concerns that some staff (half of network respondents, FIGURE 10) were concerned about disclosing their

ethnicity on surveys. Similarly, and in agreement with the REC 2023 survey, around half of respondents were concerned about speaking up (FIGURE 12 & TABLE 14).

Our institutional pulse survey 2024 (TABLE 20 - TABLE 25), for which senior leaders are responsible for addressing issues, has been analysed by ethnicity and results were widely communicated. For example, at our PSS EDI conference and in an associated email, our COO reported that BAME and international PSS were: "*less positive in their responses about line manager support for skills development and value and recognition for their work*" [Email to all PSS, July 2024, and reflecting results shown in TABLE 23], indicative for a need to build line manager relationships for BAME academic and PSS career support. Free text responses did not directly reveal issues relating to career support and line management but did indicate that inclusion could be problematic.

"██" [Institutional pulse staff survey 2024, Asian respondent].

BAME leavers also perceived lower fairness in career progression opportunities (TABLE 26, note low numbers). Actions to address BAME staff concerns around Speaking Up and Communicating (SU&C) and Sense of Belonging (SoB) are summarised in priority 4 and career support actions in priority 7.

Mixed and Other (also BAME - not detailed) survey respondents indicated lower staff satisfaction than Asian and Black respondents (TABLE 20 - TABLE 24). This is in common with Manchester's survey results (Silver submission) and is not exclusively due to job family (e.g. respondents in the Mixed group showed similar satisfaction with "My Role" regardless of job family (67% for PSS and 70% for academics) cf. 80% for Asian PSS and 85% for Asian academic respondents. FAP 85 investigates further.

BAME staff are now as aware as others regarding flexible working (PAP: 9) but International staff responses indicate some concern related to work/home life balance (TABLE 25); we address with FAP 27.

Student Consultation

BAME student survey respondents indicated lower connection to staff and doubted staff abilities to call out or address racism (TABLE 27), including when broken down by ethnic group (TABLE 28). International student respondents (TABLE 29) expressed greater positivity across the range of REC survey questions, except for confidence in calling out racist behaviours.

Sentiment analysis (TABLE 34), where positive, indicated that respondents hadn't experienced racism at Keele [Asian students] or were appreciative of Keele's REC and DTC work [Black students]. Most comments indicating lower satisfaction related to microaggressions, sense of belonging, lack of staff support, lack of BAME lecturers or distrust of Keele's motivations.

Lower satisfaction Responses:

███
██████████████████ [REC Student Survey 2023, Asian respondent]

███
████████████████████████ [REC Student Survey 2023, Asian respondent]

███
████████ [REC Student Survey 2023, undisclosed ethnicity, international respondent]

███
██ [REC Student Survey 2023, Black respondent]

Keele will further promote a supportive environment where students can speak up (priority 3). We provide several contacts, to encourage reporting of BH&V, and we

have specialist support available through SS&S, HR, Occupational Health and Counselling and Serious Case Officers for students.

Anonymous reports, surveys and formal BH&V reports (both staff and student) inform service improvements including through training and awareness raising (e.g. FAP 39, which indicates how feedback informs our Occupational Health offer).

Student knowledge of Keele's REC work was low [Likert 2.2 (BAME) and 2.9 (non-BAME], TABLE 27). FAP 22 works to increase awareness, celebrate REC achievements and offer students opportunities to raise awareness of identities (white-presenting mixed race and travellers were mentioned in student comments)

4. Staff context

Staff Profile

BAME staff have low representation at Keele, across all substantive staff groups, at 10.6% (17.7% of academics and 5.5% of PSS), in 2022/23, relative to UK 2021 census data (18.3%, in England and Wales) and the UK sector average (17.5%: 20% of academics and 14% of PSS[10]).

Academics

Since engaging in REC, and despite challenges in drawing people to the region we have seen increased representation, from 12% in 2017 to 18% most recently (FIGURE 19) i.e. an increase of 1%pt/yr, meeting representation targets identified in our 2019 submission but remaining below sector, and noting that sector benchmarks have also increased (TABLE 36).

Increased BAME representation was largely from non-European / European Economic Area (EU/EEA) international staff, increasing from 35% of our BAME academics (35 people) to 56% (95 people) in 2023. EU/EEA BAME academic headcount remained small (5 people) and UK BAME increased slightly from 55 to 70[11]. Hence, we act to

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[10] Advance-HE Staff statistical report 2023
[11] All headcount numbers to nearest 5.

attract academics domestically (e.g. targeting local NHS BAME networks in FMHS recruitment actions FAP 49 - FAP 53), whilst also continuing to internationalise.

FNS & FHumSS BAME academic representation has increased (FIGURE 20, FIGURE 22, TABLE 35) but largely stagnated within FMHS (FIGURE 21), see Priority 6.

Distribution by academic function shows that BAME staff have lower representation in teaching-only/Education & Scholarship (E&S) roles and higher representation on Research-only (R-only) and Education & Research (E&R) roles (FIGURE 30, TABLE 39), irrespective of sex (FIGURE 31) or Faculty (FIGURE 33) and showing an increase in BAME representation in all grade and main function groups (E&R, E&S and R-only, FIGURE 32). This contrasts with sector benchmarks where distribution by academic function shows lower BAME representation in E&R and greater representation in R-only (TABLE 39). FMHS recruitment actions (priority 6) should also strengthen E&S contract representation, as this contract type is most used in FMHS.

BAME academics had a higher return rate to REF2021 cf. non-BAME. At the intersection with gender, BAME women had the highest return rate (PAP: 39 & PAP: 40).

PSS

PSS BAME representation has doubled since 1/12/2017, from 3.0 to 6.1% by 1/12/2023, FIGURE 49. We consider this increase, mostly from UK nationals and across all groups except Other (FIGURE 48), to be significant given reduced recruitment in the period (as part of a financial sustainability plan). Nevertheless, PSS do not yet meet BAME representation of the area from which they are largely recruited (TABLE 8), 7.3% BAME: our new PSS target to be met by 1/12/2027.

PSS are in 4 job families (Administrative, Technical, M&S and Operational). Distribution of BAME PSS across job families is not equal with relative BAME over-representation in lower paid Operational roles and notable under-representation in higher paid (M&S) roles (FIGURE 56 - FIGURE 58). Unequal distribution across work areas (directorate / faculties, PAP: 13) is partly related to job family (FIGURE 50-FIGURE 54). BAME PSS are more likely to be employed part-time (FIGURE 63), due to

54

relative over-representation in domestic roles, which are largely advertised as part-time. We were unable to disaggregate survey data to judge satisfaction of employment mode or PSS job family (see FAP 84 consultation and FAP 66 - FAP 68 career development). Action continues to recruit into all PSS roles (priority 5) with additional action for senior M&S roles (e.g. FAP 40) and to provide development opportunities at all levels (Priority 7).

Annual Appraisal & Probation

Following PAP: 31, SPRE requires reviewers to raise discussion of career aspirations and progression opportunities. Actions FAP 55 - FAP 57 detail improvements, including, as suggested in the BAME staff network-led survey (FIGURE 11), use of promotion forms (or, for PSS, higher-graded role requirements) to guide discussion and support. To improve job security, we have reduced academic probation from 3 years to 9 months (PAP: 56), benefitting new staff (where BAME representation is higher).

Recruitment

Increase in BAME staffing has resulted from strong representation in recruitment (Academic: FIGURE 34 - FIGURE 45 and non-Operational PSS: FIGURE 60 & Operational: FIGURE 61). Nevertheless, a falloff in BAME representation from application to shortlist remains, for academics and non-Operational PSS, whether or not international applicants are included in analysis. There is also a further drop in BAME representation from shortlist to appointees, when international applicants are included, but not otherwise.

For grade 7 and 8 Lecturer (E&R) there is no falloff in BAME representation from shortlist to successful regardless of international applicant inclusion (FIGURE 43) unlike other grade/role combinations (summarised in TABLE 40). We do not fully understand differences and will investigate further prioritising FMHS (FAP 92 & FAP 94).

Operational staff recruitment shows no difference in success rate by BAME status and/ or inclusion of international applicants (FIGURE 61, TABLE 54 & TABLE 55).

Unlike other roles, applicants for administrative roles are generally below UK population (TABLE 51) and shortlisting for administrative, technical and M&S roles, leads to lower BAME representation (TABLE 52, including when only UK applicants are considered: TABLE 53). However, notable PSS internal-only recruitment (especially in 2021/22) has reduced opportunity for external recruitment and, hence, BAME staff shortlisting.

We will continue our PSS pilot project on anonymisation (FAP 42) should it increase BAME candidate shortlisting.

Academic recruitment is largely at grade 7 (early career lecturers, researchers and teaching fellows, shown combined with grade 8 in TABLE 40). Hence, increasing BAME representation at Keele is largely into these grades and is more likely to be fixed-term than higher graded roles. This maintains a discrepancy between BAME and non-BAME academic staff contract type (FIGURE 27 - FIGURE 29), especially in FMHS, which has the largest number of research-only staff, many of whom are on FTCs.

Whilst FTC PSS numbers are small (FIGURE 55), BAME PSS have marginally higher FTC relative representation (FIGURE 63). We note that FTCs, in some instances, can be a route into longer-term employment. We continue to scrutinise all FTC use; FAP 54 develops PAP: 14 into stronger policy on conversion to indefinite contracts for those with repeat FTCs.

New academic staff career development opportunities include the Keele Doctoral Academy (KDA) programme (for researchers, including PGR students, covering diverse topics including grant writing), Keele workshops on academic promotion through research-only, E&S and E&R routes, enrolment onto teaching qualifications and the HE Academy (for TFs, E&S and E&R colleagues). Academic leadership / administrative roles are advertised (PAP: 36). Organisational Development (OD) also offer a breadth of skills and leadership training for academics and PSS and link to external training including Aurora (TABLE 70). Further detail is in priority 7.

Pay and Grade

Equal Pay Audits conducted annually since 2020 (PAP: 24, grade-by-grade pay analysis) finds no discrepancies, by ethnicity, that cannot be explained, e.g. by length of service and associated incremental progression. We endeavour to make our reports informative to better understand needs and progress (FAP 93).

The distribution of BAME, relative to non-BAME, staff with more academic (higher paid) than PSS (lower paid) results in an absence of a mean ethnicity pay gap, (calculated annually since 2019) FIGURE 66 and is currently in favour of BAME staff when the median is used. The median shows annual variability depending on casual employment numbers in the pay gap period – usually students with higher BAME representation than other staff (TABLE 120-TABLE 122).

Pay gaps exist if academics and PSS are taken separately, as grade distribution shows inequalities for academics (FIGURE 23 - FIGURE 25) and PSS (FIGURE 58 & FIGURE 59). Despite having overall lower BAME representation in academic roles than sector, Keele matches sector representation at grades 9 and 10 (Senior lecturer and higher). The senior lecturer increase being due to in-house promotion.

At the intersection with gender, grade disparities are exacerbated (FIGURE 26[12]) but significantly improved on earlier periods. We do not currently break down BAME groups and grade due to small numbers but will look to do this for our next submission. Career progression action is priority 7 and includes intersectional actions. We have taken PAP: 55 to pay the living wage, mostly enhancing lowest paid operational staff, where BAME PSS representation is highest.

Turnover

BAME staff turnover is high regardless of national grouping or job family (FIGURE 64 & FIGURE 65). We commit to monitoring and reporting this, despite it not being required by REC (FAP 91).

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[12] Similar plot not shown for PSS due to small number per grade group.

For academics, excess turnover relates to FTC use only (TABLE 61 -TABLE 62). We note that for many this is a route into academia and take FAP 76 to ensure research-only staff representation on RECSAT to seek further views on our career support offer.

BAME PSS turnover, based on small numbers, is high in all PSS job families (TABLE 63 - TABLE 65). Leaver's questionnaire responses (TABLE 26) were few but included PSS career progression concerns (see Priority 7) and one PSS finding "████████ ███████████████████" (See Priority 4).

5. Student context

Representation

Overall, Keele's student body, in 2023/24, was 35.0% BAME for UK-domiciled students over all study levels. This contrasts with the English HEI sector of 30.6%BAME and UK HEI of 27%BAME[13]. The spread of students across ethnic groupings indicates that Keele has more students of Asian (Indian and Pakistani) backgrounds (FIGURE 68) than sector. BAME students have higher application and placement rates to Keele than non-BAME applicants (FIGURE 87, TABLE 83); intersectional analysis shows decreasing non-BAME male intake by number and percentage since 2016/17 (FIGURE 72), stagnation in numbers of male Asian and Black students (since 2018/19) and female Black students (since 2017/18). Overall BAME students are 62%Female; non-BAME 65%Female (FIGURE 69). School and institutional AS actions aim to attract male students (where under-represented). Higher Horizons, our local Uni Connect partnership, of which Keele is the lead institution, works with learners[14] in low participation areas. This has included some targeted activities to engage boys. In total 9000 learners who have been involved with Higher Horizons have now turned 18. 41% of those have progressed to HE (and higher for those with more sustained involvement).

Foundation Year BAME representation is higher than UG (FIGURE 70, TABLE 72 & TABLE 73) and further enhances diversity of our student entrants.

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[13] Advance-HE's Student statistical report 2023, note whilst dated 2023 this refers to data collated for 2021/22
[14] Since 2017, 74% White British; 50% Female; 47% Male using data monitoring forms.

UG BAME representation at subject-level is generally within UKHEI benchmarks (TABLE 76 - TABLE 77) but remains notably low relative to population in SoH, GGE and HKVets. These schools count amongst their staff our RECSAT Chair & institutional DTC Lead, ██████████, and our FEDIL for FHumSS, ██████████, who have been instrumental in driving and embedding DTC and inclusivity actions (PAP: 88 -PAP: 92). HKVets, currently in its third year of in-take, has set a target of 15% ethnic minority intake (UKHEI is 9.8%).

UK-domiciled PGT at 32% BAME remains above sector overall and increased representation in FHumSS now also meets sector representation (FIGURE 83, TABLE 79). Fluctuation in international numbers is heavily influenced by external factors (FIGURE 84, TABLE 80); we continue to promote a global Keele.

UK-domiciled PGR BAME representation (FIGURE 85, TABLE 81) has increased, with targets mostly met (section 2, TABLE 6); now broadly matching sector. We acknowledge international recruitment challenges (FIGURE 86, TABLE 82).

<u>Continuation, Completion, Attainment, and Progression into a "Good Outcome"</u>

UG continuation at Keele is highest for Asian and Black students (FIGURE 89) and lowest for Mixed and the White groups but, in all cases higher than our OfS benchmark (TABLE 87, TABLE 88). By subject, there are no notable areas of concern (TABLE 86). PGT Masters (TABLE 104, TABLE 105) have some variation in continuation for part-time students but numbers are small (Black students highest; Asian lowest).

UG completion FIGURE 90, is within 1% our OfS benchmark (TABLE 90, TABLE 91), except for Mixed students (4.5% above benchmark). PGT completion (TABLE 106), as with sector, indicate lower Black student PGT Masters completion. For PGR (TABLE 110), full-time UK students appear to have a lower completion rate then international, as with sector. Where BAME students do leave (UG: TABLE 92, PGR: TABLE 113 - TABLE 114) they more often cite academic reasons; Priority 1 (attainment) actions would also work to address these issues.

Our draft APP for 2025/26 – 2028/29 has two ethnicity-related priorities: the ethnicity award gap and Black student progression from HE to "positive outcomes". The latter

priority based on OfS data (TABLE 115), which indicates progression is lower for Black students and below our OfS benchmark. Analysis of career service usage and our own internal employment of students indicated no recent disadvantage by ethnicity (PAP: 86 & PAP: 87, TABLE 119 - TABLE 122). Further actions are under Priority 2.

Keele's UG **ethnicity award gap** is apparent when aggregated across all subjects (FIGURE 92) and across FHumSS and FNS (FIGURE 94) but not FMHS. Most individual programmes also have award gaps, although student numbers are often small at programme level (FIGURE 93). The international award gap is now much reduced (FIGURE 96, TABLE 100 & TABLE 101); we note falling numbers.

Data indicate no award gap for Asian or Black students entering with A-levels at BCC or higher but for lower A-level entry qualifications, BTECs, HE-level, Access or Foundation courses there is a significant attainment gap, especially for Black students, indicating that the University does not add value equally (FIGURE 97, TABLE 102). Additionally, BAME students are more likely to enter with lower A-level results or other qualifications (FIGURE 98, TABLE 103). School Athena Swan work also targets intersection with gender (TABLE 99).

Our first FAP priority success measure relates to home-domiciled undergraduate awarding, but most actions are applicable for all study levels.

Work with specialist HE consultants to understand BAME students' experience, across all study levels, within appeals, discipline and academic misconduct processes aims to identify actions to reduce incidence and increase success across measures (FAP 5).

For postgraduate students there is also some indication of lower completion (and, hence award) for some groups. Black PGT Masters students have lower completion at Keele and in our OfS benchmark (TABLE 106). BAME part-time PGR students were shown to have lower completion rates by our internal analysis (PAP: 82) also indicated with externally verified data (TABLE 110).

Leavers' data (TABLE 113 - TABLE 114), as with UG, indicate a slight over-representation of BAME PGR students indicating academic issues. For those who do

complete, there is no difference in time to completion of PhDs by BAME status (TABLE 111). We recognise that our future self-assessment would benefit from better understanding of support for PGR students from the KDA (FAP 83).

6. Key priorities for future action

Alongside our data analysis, for students, we follow new regulatory guidance for APP's from the OfS which includes an Equality of Opportunity Risk Register, (EORR) to identify risks to BAME student success (e.g. insufficient academic support, insufficient personal support and disadvantage in progression from HE to the workplace / further study). Keele's own EORR[15] considers national and local context from quantitative and qualitative data to assess risk and prioritise action. It was compiled to mitigate EDI risks at an institutional level and enhance the sector-wide evidence-base of 'what works'. Alongside the 12 risks highlighted by the OfS, Keele has added: Sense of Belonging (SoB), and Staff Knowledge and Training.

In relation to ethnicity predominant risks were found to be:

- Knowledge and Skills
- Information and Guidance
- Insufficient Academic Support
- Insufficient Personal Support
- Mental Health
- Cost pressures
- Progression from HE
- Sense of Belonging
- Staff Knowledge and Training

Our approach has been to identify the greatest risks to equity and target provision accordingly within the APP and REC. Details of interventions which are evidence-informed in approach, are captured within the REC Future Action Plan.

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[15] We use Equity rather than Equality.

Priority 1. Student award gaps.

Overall success criteria: to reduce the attainment gap for Home UG Black Students to 17.1p.p, for students of Mixed ethnicity to 7.1p.p, for Asian Students to 8.3p.p and for students from Other ethnicities to 12.5p.p by 2029, in accordance with our APP.

Identification of Problem:

Within subjects and across subjects at Keele there remains a gap in those students who receive a good degree (1sts or 2:1s) by ethnicity (for both UK-domiciled and international students). This is most notable for Black students and for students who enter university with non-A-level qualifications or lower A-level examination results.

Despite priority focus on UG home-domiciled students for our target several identified actions are expected to support the wider student population including international and PG students.

- Develop institutional data to identify students 'at risk', including detail on race equality (FAP 2) an intervention referral matrix (FAP 3), and Academic Mentor Training (FAP 4).

- Implement an Inclusive Education Framework, with associated Toolkits supporting increased accessibility and inclusivity of learning and teaching (FAP 6), including DTC. Aspects of decolonising the library are also relevant (FAP 95).

- Staff cultural awareness training (FAP 7).

- Develop staff knowledge and training surrounding supporting students with consideration of demographic / background, including race equality (FAP 8).

- Academic Skills support resources and workshops (FAP 9) including for reassessment (FAP 10).

- Develop a Student Support and Success Review Process with detail on race equality, to understand service use and underpin developments (FAP 1).

- Appeals, discipline and academic misconduct: implement recommendations from SUMS Consulting review aiming for reduced disparity of representation based on ethnicity (FAP 5)

Priority 2. Black student progress into employment or further study.
<u>Overall success criteria</u>: to reduce the progress gap for Home UG Black students to 3.6p.p by 2029, in accordance with our APP.
<u>Identification of Problem</u>: APP strategic priority based upon OfS data dashboard analysis.
- Introduction of Educational Gains project which supports Student self-efficacy in assessing their progress towards achievement of Keele Graduate Attributes (FAP 11).   - Targeted upReach programme for Black and IMD Q1 Students, for up to 20 UG Home Students per year, (FAP 12).   - Targeted progress support to students in three academic schools via the Keele Career Readiness Programme (FAP 13).   - Develop a package of progress support for asynchronous access by students via the Keele Future Recruitment Series (FAP 14).   - Develop a Student Futures Service review procedure to understand and conduct EIA on service use (FAP 15).

Priority 3: Sense of Belonging (SoB) and Speaking Up & Communicating (SU&C) - Students

Overall success criteria:

REC student survey Likert scores increase to questions 1, 3, and 13 increase by 10% and double REC Student Survey response rate.

Identification of Problem:

REC student survey (only 1% of BAME students) indicated a below neutral response to BAME student connection to staff (Qu1), confidence in tutors calling out racism (Qu3) and confidence in Keele taking appropriate actions with respect to race (TABLE 27), together with race-related anonymous reports (TABLE 118)

SoB is also highlighted as a risk based on qualitative and quantitative sources, assessed for the APP.

- Delivery of Pre-Arrival Induction Activities for students (FAP 17).

- Tackling BH&V through (FAP 16):

    o #NeverOK awareness raising campaigns and events.

    o Learning from annual Anonymous Report reviews.

    o Annual delivery of Active Bystander Training to Residence Advisers and Year 1 Students in 5 Schools.

    o Reviewed Keele Essentials Training for all Keele campus-based students at induction.

    o Developing standardised route for clinical practice incident reporting (FAP 23)

- Development and annual delivery of a Culture Day (FAP 18).

- University Religious and Cultural Festival celebrations and awareness raising communications (FAP 19), including those specific to race equality (FAP 22).

- Development and delivery of International Student Welcome programme (FAP 20) and ongoing campus activities for all students (FAP 21).

- Aspects of Athena Swan actions : decolonising the library (FAP 95) and maintaining connections with diverse alumni, whilst ensuring philanthropic funding helps address EDI needs (FAP 96) are also relevant.

Priority 4: Sense of Belonging & Speaking Up & Communicating - Staff
Overall success criteria: REC staff survey Likert scores increase to questions on Speaking Up (SU&C) and SoB to increase by 10%.
Evidence: Surveys (TABLE 12 -TABLE 16, FIGURE 9 - FIGURE 12), anonymous reports (TABLE 68) and formal grievances (TABLE 67)
Identification of Problem: Surveys (TABLE 12 -TABLE 16, FIGURE 9 - FIGURE 12), indicated issues related to SU&C and, to some extent, SoB. Anonymous reports (TABLE 68) indicate lack of confidence in SU&C and formal grievances (TABLE 67) indicated incidents related to race.   All REC-2023 Survey questions 3 to 6 on *Speaking Up & Communicating* had lower satisfaction from BAME respondents with most below the neutral point (3.0) of a 5-point Likert Scale. The optional question on reporting discrimination was also below the neutral point.   Intersectional issues were noted for women's comfort (AS Survey 2023).   BAME PSS have higher turnover from indefinite contracts than non-BAME.

Proposed solutions:
 	
 SU&C
 	
 • Recruitment an Associate Director of EDI with race equality expertise to better embed awareness across the University (FAP 24).
 	
 • Support line mangers to have conversation about race and systemic racism, with the aim of increasing BAME staff confidence in Speaking up, through:
 	
      o Cultural awareness training (FAP 25)
 	
      o Allies programme (FAP 26)
 	
      o Clear messaging and availability of information as to how staff can raise concerns (FAP 28), offering assistance with conflict resolution where appropriate (FAP 29) and reviewing anonymous reporting tool efficacy for staff (FAP 30).
 	
 • Routine Intranet updates on REC action plan progress (FAP 39).

- Elevated BAME staff voices by offering:

  - opportunities for group work (FAP 35) accounting for workload,

  - multiple routes for contributions to whole School and Directorate meetings e.g. posing questions before meetings, using Padlet or similar anonymous and immediate posting tools. (FAP 34)

  - meetings of network groups with senior University leaders (FAP 31).

SoB

- Support international and BAME staff to form connections through network events (FAP 31).

- Provide greater opportunity for new colleagues to form connections, through peer mentors, regardless of ethnicity but with the option of people to request those with particular experiences e.g. international staff (FAP 32). Addressing this if new staff indicate issues (FAP 33).

- Address prayer space in PSS areas (FAP 38).

- Working to ensure inclusivity of OD training (FAP 36) and OH support (FAP 37).

Priority 5. PSS Staff Representation and <u>Retention</u>

Overall success criteria: Meet 2021 census local region data (7.3% BAME) representation by 1/12/2027, review and revise targets thereafter.

Evidence: Staff representation data and turnover data.

Identification of Problem:

Under-representation relative to local population, especially in administrative and M&S roles.

Anecdotally low representation impacts SoB, potentially impacting turnover.

Proposed solutions:

We will continue recruitment actions from our 2019 submission and:

- Target advertising to more diverse areas/ networks for key roles (e.g. in student services or HR) (FAP 40)

- Use Executive search agencies for G9 and G10 PSS roles and G10 academics roles (FAP 45)

- Exploit agile working ethos to attract staff for relevant posts from a wider area (FAP 44).

- Attend recruitment events in Stoke (FAP 41).

- Review recruitment process to ensure clarity and accessibility (FAP 42) and that forms elicit clear responses from diverse applicants (FAP 43) (e.g. consideration of more direct questioning rather than addressing the job specification).

- Attract our own BAME students into graduate PSS roles with paid student ambassador projects e.g. to support BHM or other discrete projects. (FAP 46).

- Build on, PAP: 47 & PAP: 48, EDI aspects to PSS conferences to include BAME visibility in external speakers (FAP 47).

Priority 6. Academic Staff Representation in FMHS

Overall success criteria: Meet UKHEI-subject specific representation (18% BAME) by 2029

Identification of Problem:

- Below sector BAME representation in FMHS academic roles throughout the last period.

- Earlier progress seen in academic %BAME in other faculties was not seen in FMHS (at least not until most recently).

- BAME representation within Keele staff on NHS contracts (medics) fell from 20% to 16% (Dec 2017 to Oct 2023).

- 25.7% of NHS staff who have given an ethnicity are BAME (June 2022). And more locally the UHNM workforce is 23.5% BAME (and higher in clinical roles). So, a pipeline into FMHS academia is available.

- FMHS has the largest contrast between staff and student representation (higher BAME representation in student body than staff).

NB We continue to use positive action statements in **all** Keele recruitment adverts and note that some Schools in other faculties (and all PSS areas) have low representation.

We note that, within all faculties, increase in BAME representation is largely through recruitment of international staff. Given our student demographic, we should also be able to recruit UK BAME staff, including those who have studied vocational programmes.

Proposed solutions:

- Review reasons for fall-off in BAME representation in recruitment from application to shortlist and successful (FAP 48).

- Raise awareness of FMHS academic roles with our PGR students (FAP 49) and UG and PGT students in FMHS vocational subjects (FAP 50).

- Review clinical casual contracts, where BAME representation is higher, to see if any might be changed to part-time substantive posts (FAP 51).

- Develop links with UHNM BAME and International networks (FAP 52) and continue with Midlands Racial Equality in Medicine Network (FAP 53) to raise profile of Keele in this area and attract new staff.

Priority Area 7. Staff Progression

Overall success criteria:

BAME Grade-related representation targets:

- PSS M&S target of 5%

- PSS Equal Pay Report shows no disadvantage in BAME staff progression

- G9 & Reader target of 15%

- G10 target of 15%

are set to be reached by 1/12/2027 and then reviewed.

Identification of Problem: uneven distribution of BAME staff by grade. Leavers data (TABLE 66) and surveys with lower satisfaction from BAME respondents around fairness in promotion and progression (e.g. AS survey, TABLE 12).

Proposed solutions:

- Review FTC use (where BAME academics have higher representation) and ensure suitable support for career development (FAP 54).

- Improve SPRE experience (FAP 55), including by (i) consideration of promotion form drafts and PSS next job level criteria, (ii) offering supplementary SPRE with a HoS (FAP 56) and (iii) a meeting with HoS 12 months before promotion deadline for further targeted interventions (FAP 57).

- Promotion mentoring process is streamlined and more visible to all BAME staff (FAP 60); with targeted BAME staff promotion workshops (FAP 61) and review of promotion personal circumstances form to ensure inclusivity (FAP 62).

- Further "Promotions Ready" assessment offered by a senior member of the Academic Promotions committee offered to Black staff at all promotion levels (FAP 59) and BAME staff for promotion to Professor (FAP 58).

- Increase research inclusivity through committee changes, messaging and support e.g. through Decolonise Research Group (FAP 74).

- Focus on Operational staff careers to include accessible, relevant (e.g. IT skills) training (FAP 67) and marketing of opportunities, e.g. apprenticeships (FAP 66); ensuring OD training is visible to all (FAP 68).

- Keele leadership training offer with targeted invitation and marketing as well as advertising via BAME and International staff networks (FAP 73).

- Provide clarity and transparency of PSS job evaluation (FAP 63); develop targeted PSS career schemes including work shadowing, talent pools (FAP 64) and personal development opportunities (FAP 65).

- Offer access to external BAME and women's leadership programmes with Keele support and develop an internal BAME women's career network (FAP 69 - FAP 72).

Section 4: Future action plan

Note on success markers: Keele is currently developing an institutional evaluation framework, to be adopted for student activities outlined within the FAP. This will be underpinned by the OfS standards of evidence typology framework, enabling us to add to the internal and external evidence base of what works. Given the stage of our APP development, most student action success markers will be further developed with the FAP period.

A numeric target is provided for each priority. We consider success in each action will contribute to the overall success measure.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
Priority 1: Student Attainment (at all levels)							
Overall success criteria: the Home UG attainment gap is reduced, by 2029, as follows: Black Students to 17.1%pts, Students of Mixed ethnicity to 7.1%pts, Asian Students to 8.3%pts and Students from Other ethnicities to 12.5%pts.							
FAP 1	Insufficient Personal Support has been highlighted as a key risk to student attainment by Students with Black, Asian, Mixed and Other ethnicity type through an institutional Equity of Opportunity Risk Register (EORR) which was conducted as a part of APP planning. Relevant for all students regardless of level, or Home / International status.	1. Develop **Student Support and Success Review Process** with embedded detail on race equality by reviewing current processes and considering data sources available to inform continuous improvement. 2. Undertake annual service review of student support services utilising service use data. Annual data analysis to be conducted by Heads of Service within Student Services to understand service use data, where possible, by student demographic / characteristic identified within institutional APP and REC and Institutional KPIs (Student Satisfaction, Retention, Positive Graduate Destinations, Student Ethnicity Awarding Gap). 3. Produce an annual service plan based on annual service review data to develop / enhance support for all students regardless of level. Plans are to consider student groups highlighted within institutional APP, REC and KPI's, with consideration of strategic and operational developments which can be implemented within the following academic year to support student success.	Jul-24	Jul-29	Director Student Services and Success	Management Information Advisor, Director of Student Futures, Head of Student Wellbeing, Head of Residence Life, Head of Customer Services (Delivery), Head of Student Participation and Success, Head of Student Accessibility and Inclusion, Head of Careers and Employability, Head of Global Opportunities, Senior Placements & Projects Manager, Head of Student Discipline Investigations	**Output:** Development of a Service Review plan which considers race equality of service use. Annual completion of Service Review plan across Student Support and Success. **Success:** Equitable service use by students with reflection surrounding ethnicity and associated Equity of Opportunity Risk identified through EORR. Annual CI based upon data informed approach.
FAP 2	The following risks have been highlighted as risks to attainment, as a part of the institutional Equity of Opportunity Risk Register for Students with Black, Asian, Mixed or Other ethnicity types, which was conducted as a part of Access and Participation planning: Insufficient Academic Support Insufficient Personal Support Mental Health Relevant for all UG and PGT, international and home.	**Establish a data informed approach to identifying students at risk** of underachievement or withdrawal from their programme to support early intervention with support, through the Data and Retention Project. 1. Gather, catalogue, and review relevant data available to the University. 2. Identification of student groups and identify key risks which can impact students based on group. 3. Develop data model with algorithm. 4. Develop risk thresholds 5. Design and implement alert mechanisms to provide notification of appropriate support mechanisms 6. Production of risk register associated level of risk for students 7. Pilot project 8. Evaluate project to evaluate key outcome measures. Type 3 evaluation to be conducted with the aim of deriving causal impact of intervention. 9. Continual Improvement (CI) of project based on evaluation findings	Dec-24	Jul-29	PVC Education, Academic Registrar	Director of Foundation Year Centre, Head of Student Participation and Success, Access and Participation Plan Strategy Group membership, Head of Student Wellbeing	**Output:** Development of: Risk threshold algorithm and associated pilot project. **Success:** (1) Project enables identification of students at risk of underachievement or withdrawal. (2) Students highlighted as at Risk receive referral / signposting through FAP 3. (3) Type 3 evaluation for Home UG (to validate / invalidate causality) evidence for FAP 2 and FAP 3.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 3	As above	**Develop an intervention referral matrix which supports effective signposting of "at risk" students to relevant support services**. 1. Collation of support services / interventions available within the university 2. Identification of expected impact of intervention / support service 3. Mapping of risks (and groups) to relevant intervention / support service 4. Develop process / model which will support effective signposting and referrals by Academic Mentors to interventions / support services 5. Communication of Intervention Referral Matrix to Academic Mentors, and training. 6. Evaluate Intervention Referral Matrix key outcome measures. Type 3 evaluation to be conducted with the aim of deriving causal impact of intervention. 7. Continual development of project based on evaluation findings and review of interventions and support services available	Apr-25	Jul-29	PVC Education, Academic Registrar	Director of Foundation Year Centre, Head of Student Participation and Success, Access and Participation Plan Strategy Group membership, Head of Student Wellbeing	**Outputs:** Risk & service intervention matrix collated; Students at risk of low / no on-course success are identified. **Success:** (1) Appropriate signposting to support services (2) Type 3 evaluation for Home UG (to validate / invalidate causality) evidence for FAP 2 & FAP 3
FAP 4	As above	**Academic Mentor Training on how to interpret learning analytics data and log interventions**. 1. Production of training and support resources 2. Annual training delivery to Academic Mentors from academic year (AY) 25-26. 3. Evaluation of Academic Mentor Training for success markers. 4. CI of project based on evaluation findings and enhancements / developments of systems, processes and policies within the University	Jul-25	Jul-29	PVC Education, Academic Registrar	Head of Student Participation and Success, Head of Student Wellbeing, Organisational Development (OD) Manager, Head of Corporate Information Services, IDS, Academic Mentors (to receive training)	**Output:** Training & resources provided **Success:** Type 2, pre and post staff attitudinal responses demonstrate understanding of, and confidence, in learner analytics.
FAP 5	BAME students are currently disproportionately represented within appeals, discipline and academic misconduct procedures. Relevant for all UG, PGT & PGR, international and home.	**Commission project and review Keele's student conduct data** to understand why BAME students are disproportionately represented within appeals, discipline and academic misconduct procedures. 1. Commission external consultant to undertake review of institutional appeals, discipline, and academic misconduct with embedded detail on race equality. Provide relevant internal datasets and ensure staff from relevant areas engage with external consultants during review. 2. Review recommendations from external consultant, alongside institutional datasets. From recommendations, determine relevant process, policy or service review areas. 3. Implement changes based on external review findings and recommendations with the success markers integrated. 4. Continual review monitored through the Annual Student Casework Report data development of relevant process, policy or services in achieving key outcome measure.	Jun-24	Jul-29	PVC Education, Director of Student Services and Success, Academic Registrar	Head of Residence Life, Head of Student Discipline Investigations, Deputy Academic Registrar, Head of Appeals, Complaints and Conduct, Dean of Education (FHUMSS, FNS, FMHS), PVC Internationalisation	**Output:** Review of appeals, discipline and academic misconduct. Relevant process, policy or service updates. Annual monitoring of student casework. **Success:** Reduced disparity of representation based on ethnicity by 2029 in: appeals, discipline and academic misconduct.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 6	Institutionally we have a range of existing educational policies and practices, but there has been no overarching set of principles to establish baseline practice to support equity in education. This leads to lack of consistency in practice across the university, and differential student experience and success. Relevant for all taught students, international and home.	Development of an Inclusive Education Framework and aligned toolkits. 1. Ongoing development of an institutional Inclusive Education Framework which supports proactive identification and elimination of barriers to learning, which covers all aspects of learning and teaching, with aligned production of toolkits and reflection on learning design processes. 2. Gain relevant internal approvals for the Inclusive Education Framework, which ensures relevant scrutiny by internal Educational Professionals. 3. Communicate the Inclusive Education Framework internally to stakeholders. 4. Localised implementation of Inclusive Education Framework 5. Undertake relevant evaluation to review Inclusive Education Framework. 6. Through reflection on evaluation and wider institutional data sources, sector and global developments within Inclusive Education practices, continually develop the institutional approach and documentation surrounding Inclusive Education. Inclusive Education Framework captures Keele's DTC work ensuring all students feel a sense of belonging. To that end, the curricula design considers use of language and terminology - which must not exclude or other - uses case studies which are globally representative and not just Global North centric or British centric, and ensures assessments are also wide ranging to enable a range of abilities and skills to be displayed, not just the convention ones prioritised by a Western-centric knowledge system. In addition, staff teaching will make explicit the disciplinary framework which has colonial roots, underpinnings and structures, so that knowledge is not universalised, but located and specific.	Jan-24	Jul-29	PVC Education	Dean of Education (FNS), Director of Keele Institute for Innovation and Teaching Excellence, Senior Curriculum Designer, Head of Accessibility and Inclusion, Director of Student Services and Success, Disability Support Manager	**Output:** Inclusive Education Framework and toolkits in place. **Success:** Type 2 evaluation (empirical enquiry) reflecting on module feedback by students, and staff attitudinal evaluation indicates increased knowledge of: • Inclusivity in learning and teaching, • Cultural awareness, • Accessibility of learning and teaching and resulting in reduced need for individual reasonable adjustments.
FAP 7	Staff knowledge and training has been highlighted as a key risk to BAME student attainment through an institutional Equity of Opportunity Risk Register which was conducted as a part of APP planning.	1. **Arrange and deliver Cultural Awareness training** to Senior Leadership staff from AY 25-26. 2. Evaluate Cultural Awareness Training for Senior Leadership staff, gaining feedback surrounding any additional areas of consideration required for inclusion within training prior to wider institutional roll-out. 3. Continually arrange, deliver and evaluate cultural awareness training throughout this period, through feedback forms, ensuring that evaluative feedback gained is considered alongside global / sector updated approaches to cultural awareness training to provide continual development to information and training delivered.	Sept-24	Aug - 25	PVC International		**Output:** Cultural Awareness Training completion by 80% of Senior Leadership. **Success:** Participant feedback indicates greater confidence of line managers, not only in their own cultural awareness, but in having conversations with others.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 8	Staff knowledge and training has been highlighted as a key risk to student attainment by Students with Black, Asian, Mixed and Other ethnicity type through an institutional Equity of Opportunity Risk Register.\n\nRelevant for all UG, PGT & PGR, international and home.	1. **Undertake review of staff knowledge and training requirements** to provide effective support for students across the university and gain internal approval for a staff training package.\n2. Development of training materials with consideration of audience. Training materials will utilise a range of formats including online, asynchronous, and electronic resources utilising cloud-based platforms.\n3. Deliver training identified and developed from AY 25-26.\n4. Continually evaluate training to ensure that this meets the needs of staff.\n5. Continually develop training based upon evaluative feedback, data and global or sector developments within approaches to specific areas of work.	Jan-25	Jul-29	Academic Registrar	Head of Student Participation and Success, Organisational Development, Head of Student Wellbeing, Director of Keele Institute of Innovation and Teaching Excellence (KIITE), Senior Academic Developer	**Output:**\nReview of staff training requirements. Staff Training and Resources constructed for Academics and PSS with a focus on supporting our students.\n\n**Success:**\nTraining needs identified in line with University Evaluation Framework, which is expected to include both Type 1 (narrative) and Type 2 (empirical enquiry).\nEvaluation to measure:\n• Knowledge of inclusivity in learning and teaching\n• Cultural Awareness\n• Knowledge of support available to students to support effective signposting.
FAP 9	Insufficient Academic Support has been highlighted as a key risk to student attainment by Students with Black, Asian, Mixed and Other ethnicity type.	1. **Co-creation of toolkits** collating new and existing resources on academic, information and digital skills, utilising a scaffolded approach.\n2. Delivery of toolkits for student use.\n3. Evaluation of toolkits.\n4. Reflection on evaluation and continual development of toolkits.	Oct-24	Jul-29	Head of Library Academic Services	Academic and Digital Skills Tutor, Digital Skills and Training Manager	**Output:**\nProduction of academic and digital skills toolkits.\n\n**Success:**\nType 2 evaluation conducted to evaluate skills learnt through use of toolkits through a pre and post-test format to understand distance travelled for student learning in academic and digital skills.
FAP 10	As above	1. **Creation of asynchronous resources and synchronous workshops** to support students requiring reassessment.\n2. Delivery of resources and workshops for student use and participation.\n3. Evaluation of resources and workshops\n4. Reflection on evaluation and continual development of resources and workshops.	Oct-24	Jul-29	As above	As above	**Output:**\nAsynchronous resources\nSynchronous workshops\n\n**Success:**\nType 2 empirical pre and post attitudinal survey to determine increased understanding of assessment criteria, academic integrity and feedback literacy. With data triangulation of participating student outcomes data. Ongoing oversight of repeat referral rates with success denoted at a reduction in repeat referrals.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
Priority Area 2: Black Student Progress into a "Good Outcome"							
Overall success criteria: the progress gap for Home UG Black Students reduced to 3.6%pts by 2029							
FAP 11	IMD Q1 and Black Home UG Students are identified as having lower progress rates through to "good outcomes". Sector literature details the impact of Educational Gain on student progress from HE into "good outcomes". Educational Gain provides the understanding that shifting student career development early in their student journey through effective signposting to supportive resources and interventions have a strong positive correlation for students between distance travelled and achieving good outcomes. This establishes a need for integration of Educational Gain within the University.	1. Development of solutions that **enable students to self-assess their progress** against achievement of Keele's Graduate Attributes (academic expertise, professional skills, personal effectiveness, social & ethical responsibility), with self-assessment data used to sign-post students to co-curricular activity to support achievement of Keele's Graduate Attributes. 2. Embed Keele's Curriculum Expectations (inclusivity, digital capability, digital capability, external engagement) in the curricula to support student progress towards achieving Graduate Attributes. 3. Undertake relevant evaluation and review through use of internal datasets. 4. Use of evaluation and review findings to support continual development of Educational Gains.	Sep-25	Jul-29	PVC Education	Academic Registrar, Director of Student Futures, Reader, Dean of Academic Enhancement	**Output:** Self-assessment tool created with functionality to signpost students to co-curricular activity. Keele's Curriculum Expectations embedded within institutional curricula. **Success:** Type 2 empirical evaluation through use of collated self-assessment data which demonstrates: • Increased self-efficacy and meta-cognitive strategies. • Informed targeting and delivery of other services within the university (i.e. academic skills and careers support).

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 12	IMD Q1 and Black Students identified as having lower progress rates through to "good outcomes" in Home UG cohort. Establishing a need for intensive and targeted support.	**UpReach** 1. Partner with upReach to support up to 20 UG Home students per year. 2. Establish a communications plan to advertise the opportunity to students. 3. Work with Academic Schools to advertise locally within Schools with progress gaps for highlighted groups of students. 4. Students to be assigned a personal Programme Coordinator by upReach based upon their interests and will have the opportunity to gain: 1-to-1 coaching, CV & application reviews, mock interviews, industry mentoring, exclusive employer events, exclusive work experience. 5. Working in partnership with upReach, ensuring that evaluative reporting not only demonstrates impact of the programme for students taking part, but also considers equality analysis with a race equality lens.	Aug-24	Jul-29	Director of Student Futures	Head of Careers and Employability	**Output:** Up to 20 students per year receiving careers support via upReach, which will include: 1-to-1 coaching, CV and application reviews, industry mentoring and employer events. **Success:** 20 participating students per year. Type 2 empirical evaluation to be conducted through pre and post attitudinal survey, with success denoted as: • Increased understanding of industry of interest • Increased confidence in building professional networking • Increased careers related self-efficacy.
FAP 13	As Above	**Keele Career Readiness Programme** 1. Undertake literature review, internal data and evaluation analysis to devise a careers programme with the aim of supporting UG students to progress to "positive outcomes". Data analysis undertaken is to also determine the targeting for three Academic Schools who will receive this programme based upon progress gaps. 2. Arrange dates for programme delivery 3. Communicate programme details to students (and staff) in line with communications plan. 4. Deliver activity within three academic schools. 5. Continually evaluate activity via Type 2 evaluation. 6. Continually reflect on evaluative findings. 7. Continually develop programme in accordance with evaluation findings.	Oct-25	Jul-29	Director of Student Futures	Head of Careers and Employability	**Output:** Devise and commence implementation of a careers programme targeted to three academic Schools. **Success:** Type 2 evaluation, through use of pre and post attitudinal surveys, demonstrates: • Improved understanding of recruitment markets. • Increased confidence engaging with employers. • Increased understanding of industry of interest. • Increased engagement by highlighted Priority Groups (Black and IMD Q1 Students) with Careers and Employability Service.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 14	Progress gaps for IMD Q1 and Black Students have been identified as a part of institutional Access and Participation Plan work. Literature suggests that students from ethnically diverse backgrounds who took part in Information, Advice and Guidance sessions which provide more information about postgraduate options are more likely to progress to postgraduate education. This establishes a need to provide packaged support which can be accessed both synchronously and asynchronously by students.	**Future Recruitment Series** (available to all students, UG, PGT and PGR) 1. Undertake literature review, internal data and evaluation analysis to devise a careers programme with the aim of supporting UG students to progress to "good outcomes". 2. Design resources & activities, building Keele Future Recruitment Series 3. Work with Marketing to develop student communications plan 4. Communicate programme details to students (and staff) in line with communications plan. 5. Project delivery. 6. Continually develop programme in accordance with evaluation findings.	Oct-24	Jul-29	Director of Student Futures	KIITE (CDL), Head of Careers and Employability	**Output:** Develop and implement Future Recruitment Series. **Success:** Type 2 evaluation through use of pre and post attitudinal survey demonstrating: • Students engaged in the programme reporting higher careers readiness. • Increased understanding of post-HE options. • Development of recruitment linked skills.
FAP 15	Insufficient Personal Support has been highlighted as a key risk to student progress by Black Students through an institutional Equity of Opportunity Risk Register which was conducted as a part of Access and Participation Plan planning.	1. Develop Student Futures Review Process with embedded detail on race equality by reviewing current processes and considering data sources available to inform continuous improvement. 2. Annual Student Futures review of service use. Annual data analysis to be conducted by Heads of Service within Student Services to understand service use data, where possible, by student demographic / characteristic identified within institutional APP and REC and Institutional KPIs (Student Satisfaction, Retention, Positive Graduate Destinations, Student Ethnicity Awarding Gap). 3. Produce an annual service plan based on annual service review data to develop / enhance support for students. Plans are to consider student groups highlighted within institutional APP, REC and KPI's, with consideration of strategic and operational developments which can be implemented within the following academic year to support student success.	Sep-24	Jul-29	Director of Student Futures	Head of Careers and Employability, Head of Global Opportunities, Senior Placements & Projects Manager	**Output:** Development of a Service Review plan which considers race equality of service use. Annual completion of service review plan, to enhance student support, and success. **Success:** Equitable service use by students. Annual CI based upon data informed approach.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
Priority area 3: Speaking Up & Communicating (SU&C) and Sense of Belonging (SoB): Students							
Overall success criteria: (i) REC student survey BME respondent Likert scores increase to questions 1, 3, and 13 by 10% and (ii) we double the REC student survey response rate							
FAP 16	Speaking Up & Communicating (SU&C) Students confidence in racism being called out and reporting of racism being taken seriously was lower for BAME students: REC Student Survey 2023 Likert Score: 2.7 (BAME) and 4.1 (non-BAME), for *How confident do you feel that tutors at Keele will call out racially inappropriate behaviours?* REC Student Survey 2023 Likert Score: 2.4 (BAME) and 3.5 (non-BAME), for *If you reported discrimination, harassment or abuse on the basis of race or ethnicity, how confident are you that appropriate investigative and /or disciplinary action would be taken?)*	**#NeverOK** Delivery of #NeverOK which will include awareness raising campaigns and events surrounding the following themes: Anti-bullying week, Black History Month, Hate Crime Awareness Week, No More Week, World Autism Acceptance Week. As requested by student RECSAT representatives we will link #NeverOK posters to our anonymous reporting tool. *Please note that this campaign may be re-branded in line with freedom of expression requirements, nevertheless, work outlined will be undertaken, however may have a different title.	Oct-24	Jul-29	Head of Residence Life / Associate Director of EDI	Residence Life Managers, Events and Campaigns Group, SU Staff	**Output:** Annual delivery of #NeverOK campaigns. **Success**: Improvement of scores detailed in description of issue.
		Anonymous Reporting Tool Annual internal reporting of Anonymous Reporting Tool use, and considerations for improvements based upon user feedback.	Jan-25	Jul-29	Head of Residence Life / Associate Director of EDI	Head of Student Discipline Investigations, Residence Life Managers	**Output:** Annual reporting on anonymous reporting tool and developments to process. **Success:** Improvement of scores detailed in description of issue. CI of Anonymous Reporting Tool based upon feedback.
		Delivery of **Active Bystander Training** to all RA's during their training period, and to students in Year 1 of their studies in 5 Schools.	Aug-24	Aug-29	Head of Residence Life	Residence Life Managers, Student Experience and Support Managers, Student Experience and Support Officers	**Output:** 100% of RA's to receive Active Bystander Training. Students in Year 1 of their studies in 5 Schools to complete Active Bystander Training. **Success:** Improvement of scores detailed in description of issue.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	Also lower confidence in students' ability to have an open and honest conversation about race Student Survey 2023 Likert Score: 2.9 (BAME) and 3.4 (non-BAME).	Review of **Keele Essentials Training** 1. Review of Keele Essentials Training ensuring that appropriate guidance, signposting and reference to support is included in training which is available to all Keele Campus based Students as a part of their induction. 2. Implementation of training annually. 3. Annual review of training to ensure that recent developments to processes, procedures and support are updated and included in training each year.	Jul-25	Jul-29	Chief Information Officer and Librarian	Digital Skills and Training Manager, Head of Residence Life, SU	**Output:** Annual review and ongoing delivery of Keele Essentials Training. **Success:** Students have greater awareness of anonymous reporting tool and support available to them. Increased confidence measure and improved scores in REC survey.
FAP 17	Culture Climate questions in the REC 2023 student survey indicated slightly lower satisfaction from BAME students (Likert Score 3.0 BAME; 3.2 non-BAME, Table 27) to "How well do you think festivals and traditions from different cultures are acknowledged at Keele?", especially UK BAME students Likert Score 2.8 (Table 29).	**Pre-Arrival Events** 1. Annual delivery of Pre-Arrival events which support increased Sense of Belonging for Students. 2. Evaluation of Pre-Arrival events each year, via Type 2 evaluation 3. Reflection on evaluation outcomes, annual, and continual development and delivery of events based upon feedback.	Sep-24	Jul-29	Head of Student Wellbeing	Student Experience and Support Managers	**Output:** Annual delivery of Pre-Arrival events. Continual review and refinement of Pre-Arrival events to support increased SoB. **Success:** Type 2 evaluation through use of pre and post attitudinal survey to be conducted which shows: Increased understanding of university systems, structure and where to get support and advice. Development of peer networks. Improvements in satisfaction rates of BAME students to questions outlined in the description of issue
FAP 18	As above	Annual delivery of **Culture Day** 1. Annual delivery of Culture Day from Academic Year 2025, which supports increased Sense of Belonging for Students. 2. Reflection on participation, and internal reflection which has student voice as a key part of the stakeholder membership, annually, and CI of events based upon feedback.	Sep-25	Jul-29	Head of Residence Life	Residence Life Managers, Events and Campaigns Group, PVC International	**Output:** Culture Day delivered annually. **Success:** Annual internal review of Culture Day activities with reflection on participation levels. CI of Culture Day which is informed by student voice.
FAP 19	As above	**University Religious and Cultural Festival celebrations** and awareness raising communications. Annual delivery of University Religious and Cultural Festival celebrations and awareness raising communications such as: Ramadan (Grand Iftar), Lunar New Year, Diwali, International Week, Community Langar.	Oct-24	Jul-29	Chaplaincy	Events and Campaigns Group, Head of Residence Life, SCB Team, PVC International	**Output:** Annual delivery of events and awareness raising celebratory communications. **Success:** Student, staff and community participation in events.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
							Increased awareness of Religious and Cultural Festival celebrations across the University.
FAP 20	International Student Welcome has not been evaluated previously, so there is little feedback within the university surrounding student experience of this period. Sector literature highlights arrival and transition as a key period to establish and enhance sense of belonging for students, and so, International Student Welcome has been highlighted as a key area of consideration within the university.	Review of current International student welcome events, interventions and programme. 1. Undertake an internal evidence informed review of International Student welcome, including: events, interventions and programmes. Provide an overview of recommended activity to relevant internal institutional working group (inclusive of student voice) to gain confirmation of approach. 2. Based upon confirmed activities, arrange and deliver International Welcome Activities as a pilot for first entry within Academic Year 2024/25. 3. Undertake relevant evaluation to review International Student welcome activities during pilot, to support reflection and development for future intakes. 4. Continually evaluate and consider data sources surrounding International Student Welcome within the University. 5. Reflect on evaluation findings. 6. Continually develop activities based upon evaluation, data, sector and global approaches to supporting effective transition of International Students.	Apr-24	Jul-29	Head of Student Wellbeing, Head of Immigration, Compliance and Advice	Director Student Service and Success, International Welcome Group	**Output:** International Student Welcome programme. Increased understanding of university systems, structure and where to get support and advice. Development of peer networks. Positive responses to International Student Welcome. **Success:** Type 2 evaluation to be conducted which shows: • Increased understanding of university systems, structure and where to get support and advice. • Development of peer networks. • Increased SoB.
FAP 21	Student belonging can be a key driver for success. Literature demonstrates that sense of belonging is instilled by physical (increasingly important for campus-based institutions) and emotional connectiveness. In the REC Student Survey 2023, Students highlighted a lack of connectivity to staff (survey Likert Score 2.7 BAME & 3.5 non-BAME).	1. Develop a range of campus-based activities which centre on belonging, building peer-to-peer and staff-to-student connectivity through utilising the exploration of Keele's 600-acre campus as a theme. 2.Communicate opportunities via relevant communication channels to both staff and students (such as Internal Communications and social media). 3. Deliver a range of activities such as: sustainability walks, foraging, Walled Garden Gardening Project and Arboretum tours at key points within the student lifecycle which include International early arrival, Welcome and January Welcome.	Sep-24	Jul-29	Sustainability Engagement Officer	Head of Net Zero Delivery & Sustainability	**Output:** Annual delivery of sustainability events to support 'Reduced Inequalities' Sustainable Development Goal 10. **Success:** Increased Sense of Belonging Increased Likert scale responses in connectivity in REC Student Survey.
FAP 22	Students not aware of university REC work Likert Score 2.2 BAME & 2.9 non-BAME	Continue to develop and reflect on our social media coverage, EDI webpages and internal emails to complement #NeverOK and indicate to students what Keele does to become an anti-racist university.	Oct 24	Oct 29	Director SCB	Events and Campaigns Group, Head of Residence Life, Associate Director EDI, EDI Advisor, Student representatives.	**Output:** updated webpages, social media campaigns and internal communications.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	Students mentioned specific areas where they felt more knowledge was needed (traveller identities and White-presenting Mixed ethnicities).						**Success:** Student Likert Score to question on university REC work to increase by 10%.
FAP 23	Students report experiencing racism on clinical practice. We have no Faculty-wide baseline for these reports.	Building on existing practice, which has differed across FMHS but has included training for practice educators, and routes for reporting concerns we will develop a single FMHS reporting system for clinical practice with associated strategy for ensuring students are aware of its existence and action is taken because of reports. Implement tool and run annually thereafter. Institute an annual review of reporting tool use and assess efficacy of interventions taken.	Jan-25 Sep-25 Sep-26	Sep-25 Nov-26	Clinical Placement Co-ordinator	FMHS EDIL	**Output:** reporting system developed and communicated. **Success:** 1.Tool is used. 2.A faculty-wide **baseline** determines a starting point on which to measure future success. 3.Reports inform subsequent preventative actions, as evidenced by FMHS EDIL report to RECSAT.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By		Success Markers
Priority Area 4: Speaking Up & Communicating (SU&C) and Sense of Belonging (SoB) - Staff							
Overall success criteria: REC staff survey BAME respondent Likert scores increase to questions on Speaking Up (SU&C) – Questions 3 – 6 and optional questions 4 and 15 (TABLE 14) improve by at least 10% overall. 2023 BAME staff Likert Scores for Qu 3-6 were 2.9, 2.8, 3.1 and 2.8 respectively; non-BAME were 3.5,3.6,3.7 and 3.3 respectively. For optional Qu 4 and Qu 15, BAME responses were 2.7 and 2.8; non-BAME were 1.6 and 3.3.							
FAP 24	Difficulty attracting and retaining Race Equality Officer; feedback from previous incumbents and managers indicated a more senior post holder would be advantageous.	Recruitment of a senior EDI staff member (Associate Director of EDI) with race equality expertise to better embed consciousness across Keele. Clarity of support provided at the outset by line manager (Chief People Officer) and recognition of the emotional labour that can go into a role where the incumbent's identity may be closely aligned to the role.	Initiated May 2024	Sep-24	Chief People Officer		**Output:** appointment made. **Success:** support package identified; post-holder helps build institutional capability, as evidenced in completion of REC actions allocated to the role.
FAP 25	BAME staff survey revealed a lack of trust in institution, to show genuine support when bringing forward race issues and indicated greater confidence needed in (i) talking about race equality and (ii) addressing instances	Increase the awareness of and skills to address racism by providing training on cultural awareness in line management (see also SPRE actions), as part of Keele leadership training framework (see career progression). Engage with colleagues to understand reasons for lack of trust and to develop processes and build trust in reporting systems and case management. Evaluation through feedback forms.	Jan-25	Sep-25	Associate Director EDI	Organisational Development Manager, HR Manager (Employee Relations)	**Output:** Training developed or procured. Focus group with BAME network and others as needed. **Success:** 15% of all line managers trained each year, to reach 60% completion by end of 2028; 80% of feedback is positive.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	of unacceptable behaviour.						
FAP 26	BAME respondents to the 2023 REC survey reported low confidence in colleagues being able to speak about race and low confidence in being able to call out racist behaviours. Whilst we have had good feedback from the race equality mentoring scheme, and intend to maintain, if possible, we are concerned of overburdening BAME staff in sustaining longer-term race equality mentoring.	Develop resources to increase training and education on race, including an allies programme. BAME mentors who have taken part in our race equality mentoring scheme will be asked to reflect on the best use of their time and whether they wish to continue with the scheme, whether they would prefer to assist in developing the allies programme or whether they would prefer to seek input from elsewhere.	Mar-25	Aug-25	Associate Director EDI	Organisational Development Manager, BAME Network lead, International Network Lead	**Output:** Improved resources and training offer. **Success:** Target 30 allies trained; resources receive 200 views (ca. 10% of staff).
FAP 27	Some international staff report to HR that they find it difficult to obtain sufficiently long annual leave periods to visit their family and deal with their personal administration in their home country etc., when they have long and expensive journeys to make. This is also borne out in staff surveys e.g. Institutional pulse "I am able to strike the right balance between my work and home life", was lower for international staff by 14 %pts.	Look for areas of good practice, for example role sharing, which might facilitate longer absence periods, particularly for academic staff. Review and enhance line manager training around leave periods, emphasising consideration of people's needs (international, caring etc.) and requirement for prompt approvals, as well as balancing business needs. Ensure more experienced managers are also fully aware of leave policies, which have been more recently updated.	Feb-26	Apr-27	(i) Faculty EDI Leads (ii) OD Manager	HR Manager (Policy and Projects); HR Manager (Employee Relations)	**Output:** Report on areas which have good practice in facilitating longer leave periods to RECSAT. Revised line manager training and communications to more experienced managers. **Success**: Difference in response to "I am able to strike the right balance between my work and home life" between International and UK staff decreases by 1/3rd.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	We recognise there is rarely a quiet period in the year, with resits happening in the summer etc. One survey respondent also reported an incident where leave was only approved at the last minute.						
FAP 28	An ongoing need to address staff concerns over speaking up, as measured by surveys. Opt.15. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how <u>confident</u> are you that appropriate investigative and/or disciplinary action would be taken? BAME staff Likert Score 2.8 (non-BAME was 3.3)	To ensure clear messaging and availability of information as to how staff can raise concerns and how they will be supported and managed. To include clear and easily accessible resources on support available to BAME staff.	Nov-25	Jul-25	Associate Director EDI	Director Strategic Communications and Marketing.	**Output:** Updated information, on raising concerns, is on HR Intranet site by July 2025. **Success:** BAME staff responses in relation to Optional Question 15 increase by 10% by Oct 2028 and the difference between BAME and non-BAME respondents reduces by at least 1/3rd by 2028.
FAP 29	Responses to the REC survey indicated lower confidence in the University's ability to deal with race-related discrimination, harassment etc. As above	To promote conflict resolution actions where appropriate and to consider the colleague experience in raising concerns and ensuring individuals feel heard. To consider how policy, process and reporting mechanisms are communicated to ensure greater awareness amongst staff. Use responses from casework experience and enhanced exit questionnaire to inform subsequent actions.	25-Jan	25-Sep	Associate Director EDI	HR Manager (Employee Relations, HR Manager (Policy & Projects)	**Output:** Revised communications published on the HR internet site clearly directing staff members how to raise concerns and what subsequent steps will be taken. Informal resolutions are sought where appropriate to do so, ensuring that colleagues feel their concerns have been heard. **Success:** BAME staff responses in relation to Optional Question 15 increase by 10% by Oct 2028 and the difference between BAME and non-BAME respondents reduces by at least 1/3rd by 2028.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 30	Of the anonymous staff reports, 4 (44%) included 'ethnicity or race' as an aspect of the incident. For students, 51 (53% of reports) included 'ethnicity or race' as an aspect of the incident.	Conduct a review of the anonymous reporting tool, including the current presentation as a combined staff and student reporting tool. Implement resulting recommendations to promote, record and track reports made. Utilise information to develop proactive interventions to prevent incidents taking place.	Aug-24	Jul-25	Director Student Services and Deputy Director HR	Head of Residence Life, HR Manager (Policy and Projects)	**Output:** Complete review August 2024 and begin to implement revisions from September 2024. **Success:** Feedback, sought from student groups and BAME staff network, as to visibility of the tool, are 75% positive or further work conducted.
FAP 31	Sense of belonging in terms of connection to colleagues was broadly similar for BAME and non-BAME respondents in the REC 2023 survey but notably lower for those who chose not to give an ethnicity. Agile working may reduce chance meetings further increasing isolation.	Support international and BAME staff to form connections. This could be engaging in social events with the KPA or Staff Common Room or supporting an annual networking meeting. Ensure BAME staff network has access to discuss concerns with senior leaders (annual meeting).	Sep-25	Jul-26	Co-Chairs EDIG (COO & DVC)	BAME Network lead, International Network Lead, Head of Occupational Health	**Output:** (i) Delivery of at least one event per year and with feedback sought from participants relating to SoB. **Success:** (i) Feedback from event participants is at least 75% positive.
FAP 32	As above	Provide greater opportunity for colleagues to get to know one another, outside of their immediate colleague groups, including those who work from home, by provision of named **mentors**, for new starters regardless of ethnicity or job role. New starters can request a mentor who has specific experience that might be relevant to them (e.g. experience of being an international member of staff on a visa)	Sept 25	July 29	Organisational Development Manager	Directors and Deans	**Output:** Provision of mentoring. **Success:** BAME staff representation with a mentor matches that of staff pool. BAME and non-BAME staff report equal numbers of mentor meetings.
FAP 33	As above	To develop a survey (or similar) to gain feedback from new staff members (6 months into employment) on their experience of recruitment, induction and SoB to support SoB and retention. To also seek feedback on mandatory training and inclusion of broader cultural insights (see action re Organisational Training below). (self -assessment action). Monitor completion rates and analyse responses gathered every 6 months to inform any required actions.	Jul-25	First analysis Dec 25	HR Manager (Policy and Projects)	HR Managers	**Output:** Survey developed and launched autumn 2025. **Success:** A baseline satisfaction measure is established on which to gauge future success. Necessary actions are developed and implemented following feedback analysis.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 34	University governance is hierarchical, and given fewer senior BAME staff, structural inequalities exist [see Committee data], which lead to fewer BAME voices contributing to the conversation.	Enable a range of voices to be heard in large staff meetings by ensuring that on at least one occasion per year colleagues can make anonymous comments to the Dean/ Director/Senior leaders. This may be via an MS form which doesn't collate personal information, use of anonymous Padlet (or similar) or a physical suggestions box, provided before and after School / Directorate or similar large meetings. NB: this action is in addition to the staff pulse survey and allows for questions / comments chosen by staff themselves rather than decided by others. Evaluation will be through an additional survey question.	Aug-24	Ong oing	Chief People Officer	Deans/ Directors/ Heads of Schools and functions.	**Output:** An annual opportunity for staff feedback identified, with managers responding to the feedback provided. **Success:** Survey responses indicate staff have used feedback mechanisms with BAME representation equal to staff body.
FAP 35	University governance is hierarchical, and given few BAME PSS and very few senior BAME PSS, there are limited opportunities for BAME PSS voices to be heard in PSS decision-making processes.	Encourage themed cross directorate / faculty working groups to involve more junior staff, as well as leaders, to provide solutions to issues (i.e. continuous improvement projects or new Keele initiatives. (see also career progression). Guidance to be provided to working group leaders to support them in ensuring all group members work is recognised and that junior staff are encouraged to speak up and to be listened to. One opportunity, recently arisen, is for staff to join a Colleague Voice Group. Action will be taken to enable BAME colleagues to attend. Evaluation: develop and implement an MS form for Working Group membership, including chairs. NB We do not wish to identify people by ethnicity for this feedback as it would identify them but will consider degree of inclusivity based on qualitative feedback of all.	Sep-25	Aug-26	Chief Operatin g Officer	Deans / Directors. OD Manager (for employee voice group)	**Output:** Two cross directorate or faculty working groups per year, with BAME representation at least equal to that of the relevant staff body across all grades (not only that of senior staff). **Success:** Evaluation forms indicate good engagement across participants, with no qualitative comments, which would indicate minoritised groups are not heard.
FAP 36	Our OD team have already embedded some good practice in race equality. For example, in scrutinising imagery and screening for stereotypes. However, we are aware that content has largely been developed by non-BAME British staff and may lack broader cultural insights. For example, our Assertiveness training may not take account of what it means to communicate assertively in different cultures.	Continue to adapt and develop our suite of online training modules, ensuring Keele specificity is maintained (e.g. pointing to policies etc.) and following best practice on "what works". Identify priority modules for review (Jan 2025). Seek the support of the wider Keele community through a focus group to offer co-development opportunities for all relevant Organisational development training online packages, such that wider perspectives are included. (See also Action above). Update modules (2 modules per 6 months until complete) Training feedback forms have embedded questions relating to EDI and ongoing continuous review process formalises EDI considerations. Should issues arise in course feedback, a response will be provided within 7 working days. Where module revisions are required to address a minor point, they will be made promptly (with two months) for an online module or before the next in-person event, wherever possible.	Jan-25	Dec-28	Associat e Director EDI	Organisational Development Manager & training authors	**Output:** All relevant training packages have been reviewed and updated ensuring wider perspectives are included. **Success:** Race equality consideration is included in 100% of training package reviews. EDI feedback from staff indicates no issues relating to race equality or, where these arose, swift action was taken.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 37	FMHS EDIG raised concerns based on lived experience (e.g. visits to doctors) and professional knowledge that some BAME staff might have greater difficulty in approaching wellbeing support especially regarding mental health and that support provision may be culturally inappropriate. This was also pointed to in a leavers survey "*being told my 'cultural food' was good for my particular illness, was demeaning and problematic*."	Review occupational health and related support given to our staff with aim of ensuring it is (i) visible to all staff including those who are not office-based. (ii) inclusive of people from a range of ethnic, cultural and language backgrounds. (iii) that cultural awareness training is provided for in-house occupational health staff. (iv) Following a review of wellbeing support provided to staff an employee assistance programme is to be introduced by Health Assured to employees. This offer provides an extended range of services, resources, and diversity information amongst others. The service has a large and diverse set of counsellors and expertise in the links between inclusion and wellbeing. (v) Measure usage of EAP service with quarterly and annual reports on access to services provided by Health Assured and reported to RECSAT, should there be disproportionate usage by any group. (vi) To review stress related sickness by ethnicity alongside use of support services by ethnicity. To use data to inform any required communication and promotion plans.	Jun-24	Jun-25	Head of Occupational Health	Wider occupational health team with advice from Associate Director EDI. HR Manager (Policy & Projects)	**Outputs:** (i) In-house team service promotion campaign (iii) in-house team training and (ii), (iv) & (v) a tried and tested EAP service. (vi) routine stress related absence & support usage review. **Success:** services are used by BAME staff in proportion expected from staff body or, if this is not the case, reasons are understood, and further action taken.
FAP 38	There is an absence of space in Directorate areas for prayer. [Academic Schools, largely through Athena Swan involvement, have been proactive in enabling space for staff and students to carry out personal activities (e.g. prayer or breastfeeding/expressing).]	To use response from the Faiths and Beliefs survey and work with University Chaplain's to review multi-use room (including for prayer) in PSS areas (bookable room) and wider advertising of spaces in academic areas as being available to PSS.	Nov-24	Aug-28	Director of Estate & Campus Services	Chaplaincy	**Outputs:** (i) report on requirements, (ii) space provision in building IC1 (iii) provision of space in all areas by August 2028. **Success:** Faith and belief staff survey indicates that 65% of BAME respondents indicated that (i) provision is appropriate and (ii) staff feel enabled to be themselves.
FAP 39	BAME and non-BAME staff were only just above the neutral scores for knowledge of Keele's race equality work to Qu 7 (TABLE 14), [Likert scores, 3.2 and 3.1, respectively] Additionally, some (largely Black, Mixed	REC action plan achievement/ progress record to be available on the intranet so it is visible to staff. Action owners to provide updates to the plan and to be update at least once per year.	Dec-24	Jul-29	RECSAT Chairs	All action leads to provide period updates	**Output:** Intranet pages formed. **Success:** The published plan to be updated and receives at least 200 views (10% of our staff). An increase in Likert scores is seen across BAME and non-BAME survey respondents by at least 10% to Qu 7 (TABLE 14).

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	and Other) survey respondents had lower satisfaction than the White group about action taken on surveys and being listened to by senior leaders. [Institutional Pulse Survey 2024]						
Priority Area 5. PSS Staff Recruitment (see also priority 4 for actions to improve SoB with aim of reducing turnover)							
Overall success criteria: Meet 2021 census local region data (7.3% BAME) representation by 1/12/2027, review and revise targets thereafter, with focus on extending M&S representation work towards national representation.							
FAP 40	PSS BAME representation is below that of the local area (census data), from which most PSS are recruited. Anecdotally low representation impacts SoB and, potentially, turnover. So, may be self-sustaining.

Currently we only have a small number (<5) BAME grade 9 and 10 PSS

FIGURE 60 indicates that Except for 2021/22, the UK BAME applicant pool has been below 10% and the 4-year average was 9.7%. | Highlight key posts (e.g. those visible to others including students), for additional targeted advertising / promotion e.g. Student Support Staff or HR staff. For example, through university BAME networks (including those in more diverse areas).

Continue now established recruitment practice, which is correlated with accelerated BAME representation at application and in recruitment from 2019/20 onwards (when we introduced positive action statements, which have had good anecdotal feedback). | Sep-25 | Jul-29 | HR Manager (Resourcing & Talent Management) | | **Output:** Recruitment and Advertising strategy and procedure that highlights actions to be taken to market priority staff and student-facing PSS roles to a diverse pool of staff.

Success: Increase UK BAME PSS applicants to priority staff and student-facing PSS roles to match national representation (18%BAME) where recruited nationally, by 2027/2028. |

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 41	In most years applicants to administrative roles have the lowest representation (of the admin, tech and M&S job families). See TABLE 51.	Attend recruitment events in Stoke (which has higher ethnic representation than the immediate areas closest to Keele) and might be a good location to attract administrative staff to increase awareness of Keele as a nearby employer (a bus-ride away from the town centre). Review and update materials on working at Keele to promote our diversity and inclusivity work.	Sep-25	Aug-28	HR Manager (Resourcing & Talent Management)	Wider HR team.	**Outputs**: (i) Annual recruitment event attendance in Stoke and (ii) updated recruitment materials **Success:** Verbal reports from recruitment staff indicate that a range of people from different visible ethnic minorities attend events. Increased action correlates with an increase in the percentage of UK BAME applicants to PSS roles by 20% (averaged over 4 years).
FAP 42	There is a drop in BAME representation from application to shortlist for Administrative and M&S posts. In 2019/20 - 2022/23, 22 to 29% of BAME applicants were shortlisted compared with 38 to 49% of non-BAME applicants, with the difference ranging from 12 to 24%pts (the mean over this period was 20%pts).	Ensure that the recruitment process is fair for all applicants, identifying any potential barriers or challenges for particular groups at the application through to shortlisting stage. For example, whether phrases like "A-levels or equivalent" are sufficiently clear to applicants. To include a study of whether internal applicants are more commonly shortlisted (see self-assessment actions), which might reduce our chances of increasing ethnic diversity (but needs to be balanced against developing our own staff - see career progression section). Continue anonymisation pilot for PSS roles, with a focus on these groups.	May-24	Aug-28	HR Manager (Resourcing & Talent Management)	Management Information Advisor, HR Manager (HR Operations)	**Output:** Review of data collected at the end of the pilot presented to RECSAT. Review informs any required changes to process and findings are acted on. **Success:** Any differential in shortlist rates is understood and can be managed (i.e. a factor in decision about internal or external recruitment) and that actions result in a reduction in the differential in shortlisting rates by 20% averaged over 4 years to measure in late 2028 (recruitment data up to 2027/28).
FAP 43	HR staff have reported that internal PSS job applicants more often submit applications that clearly address the post criteria than external applicants and, hence, are more likely to shortlisted. It may be that others have less experience of Keele's style of job application form.	Review our application forms, to see if they can be worded differently to elicit clearer responses (e.g. moving to more direct questions rather than asking applicants to address the job specification criteria).	Aug-24	Aug-28	HR Manager (Resourcing & Talent Management)		**Output:** Review, which informs changes to application style. **Success:** Reduced differential in shortlisting rates by 20% averaged over 4 years to measure in late 2028 (recruitment data up to 2027/28).

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 44	Our M&S roles have low BAME representation, particularly considering some of these roles might have national reach (or further).	Utilise our agile working ethos to broaden the likely range over which M&S (and administrative) post-holders would apply for our roles. Review our vacancy adverts and modes of advertising to widen applicant reach. To review and increase the visibility of role models' from different backgrounds.	Aug-25	Mar-26	HR Manager (Resourcing & Talent Management)		**Output:** Review to inform further advertising and requirement strategy. **Success:** review leads to changes in advertising that widen applicant pool. BAME representation in applicants consistently stays at or around national representation (or above that if recruiting internationally).
FAP 45	Low representation of BAME staff in senior roles. Particularly PSS G9 and G10 (fewer than 5 staff).	Recruitment for senior roles to use executive search agencies (ESAs) and require ESAs provide diverse applicant long-lists. See also FAP 87 which addresses issues of data collection to ensure improved data monitoring.	Apr-24	Aug-24	HR Manager (Resourcing & Talent Management	Directors	**Output**: provision of standard text on our diversity requirements and ambitions to all ESAs. **Success:** UK BAME representation in the UK applicant pools should consistently stay at or around national representation.
FAP 46	Keele has high BAME representation in the student body but few of our students choose Keele as an employer. We recognise anecdotal reports that students do not want to stay in the area and that summer placements may not suit students wishing to return home in summer holidays. Note this action may have some overlap with priority 2 (Black student progression).	To attract our own BAME students we will: discuss barriers and enablers to employment at Keele with the BAME student network (i.e. a self-assessment action). use paid student placements in PSS graduate areas (GSRA, HR, DRIE, legal and governance), chosen specifically to attract students from schools with high BAME representation (e.g. KBS, Law) and at times of year / mode of employment best suited to BAME students.	Feb-27	Aug-29	Chief People Officer	HR Manager (Resourcing & Talent Management) with Associate Director EDI, FEDILS and HoSs	**Output:** To identify barriers and enablers to employment. **Initial success:** 3 student placements per year available for our students with BAME representation at least matching that of our students.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 47	Since developing the PSSEDIG there have been more opportunities for PSS involvement in EDI work but fuller involvement may offer greater opportunities and insights.	Continue to use PSS conferences and Technician's commitment events for networking opportunities; sessions on career progression; talks related to equalities; diverse speakers and staff who have progressed careers at Keele. An anonymous comments box will be provided specifically for those who prefer to write a quick note on race equality actions, as well as normal OD feedback online forms.	Jul-24	Oct-24	Organisational Development Manager	Professional Services Conference Team	**Output:** Delivery of annual PSS conference. **Success:** 80% of PSS conference feedback is positive on what they learnt; specific feedback informs further race equality actions.
Priority Area 6. Academic Staff Representation in FMHS (Note: whilst focus on FMHS as a priority due to slow progress it won't preclude ongoing actions in other areas, for example, in some FNS Schools where there is low BAME representation).								
Overall success criteria: Match **sector representation (18% BAME for our FMHS subjects)** by next submission								
FAP 48	There was below sector BAME representation in academic roles within FMHS throughout the last period and less change than in other faculties (although within the current academic year there does appear to have been some change). In some recent years (2020/21 and 2022/23) the percentage of UK applicants who were BAME dropped to around 12% i.e. notably below national BAME representation.	Review reasons from fall-off in BAME representation in recruitment from application to shortlist and successful. Extend promotional activities to focus on FMHS e.g. using FMHS networks for advertising, including to research-only staff and with appropriate use of social media. Analyse whether using FMHS staff own networks are effective in attracting a greater proportion of BAME applicants by analysing the proportion of staff who are attracted through LinkedIn. Continue now established recruitment practice, e.g. positive action statements, training and unconscious bias briefing sheet, across Keele vacancies.	Jul-24	Ongoing	HR Manager (Resourcing & Talent Management)	With FMHS EDI Lead, Network Leads and, Director of Strategic Communications and Marketing.	**Output:** Marketing strategy for FMHS academic roles (except for Research-only roles which have higher BAME representation). **Success:** UK applicant pool to match UK BAME representation in all years (for UK applicants), with plausible link from referral data that using FMHS networks (e.g. via LinkedIn) is effective.
FAP 49	BAME staff representation in FMHS notably contrasts with students.	Raise awareness of FMHS academic roles with our PGR students (including FNS PGRs in relevant subjects, such as Statistics, Biomedical Sciences or Psychology).	May-26	Ongoing until Aug 29	FMHS EDI Lead	KDA Manager	**Output:** Careers event held. **Initial success:** BAME representation broadly representative of student body. Success in terms of future representation changes are unlikely to be measurable but, nevertheless, we consider the action to be worthwhile in the longer term.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 50	As above	Raise awareness of FMHS academic roles with final year UG students and PGT students	May-26	Ongoing until Aug 29	FMHS EDI Lead	UG and PGT Programme leads	**Output:** Careers event held. **Initial success:** BAME representation broadly representative of student body. Success in terms of future representation changes are unlikely to be measurable but, nevertheless we consider the action to be worthwhile on the longer term.
FAP 51	BAME representation within Keele staff on NHS pay scales (medics) fell from 20% to 16% (Dec 2017 to Oct 2023).	Review clinical casual contracts, where BAME representation is higher, to see if part-time substantive posts might be appropriate.	May-27	Oct-27	HR Manager (Operations)	HR Manager (Employee Relations) and HoS of Medicine.	**Output:** Review of clinical casual contracts use. **Success:** BAME representation on clinical contracts (NHS pay scales) recovers to 2016 values (20%) or above, unless clear rationale (e.g. about use of this type of contract) provided.
FAP 52	Keele FMHS academic representation is below that of the local UHNM workforce (23.5% BAME and higher in clinical roles). Likewise, below BAME representation in the NHS nationally (25.7% of NHS staff who have given an ethnicity identify as BAME, June 2022).	Develop links with University Hospitals North Staffordshire (UHNM) International and BAME networks, with the aim of seeing where collaborative working might be useful e.g. sharing information on job or research opportunities.	Mar-26	Aug-29	FMHS EDI Lead	FMHS Placement Lead and Faculty School EDILS	**Output:** (i) meeting between FMHS staff and UHNM BAME / International networks, (ii) informal agreement to share relevant information between networks **Success:** Job vacancies shared with networks. Plausible link, from anecdotal reports of a good relationship between groups, that this feeds into overall priority success measure.
FAP 53	Keele School of Medicine (SoM) BAME academic representation is lower than sector. One way to address this might be continued strong networking with other more diverse universities in our region. SoM is developing strong links with others in the	Continue linkage with Midlands Racial Equality in Medicine Network to raise profile of Keele in this area and attract new staff.	Mar-26	Aug-29	FMHS EDI Lead	School of Medicine EDIL	**Output:** (i) continued annual engagement in Midlands Racial Equality in Medicine Network events (ii) agreement to share relevant information e.g. on relevant staff vacancies between networks. **Success:** Relevant Job vacancies shared with networks. Plausible link, from anecdotal reports of a good relationship between groups, that this feeds into overall priority success measure.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	Midlands area and, in particular, with regard to race equality in medicine, having held the regional Race Equality in Medicine workshop in May 2024.						

Priority Area 7. Staff Progression (all staff groups)
Overall rationale: BAME representation is lower at higher grades
Overall success criteria: BAME Grade-related representation targets:

- PSS M&S target of 5%

- PSS Equal Pay Report shows no disadvantage in BAME staff progression

- G9 & Reader target of 15%

- G10 target of 15%

are set to be reached by 1/12/2027 and then reviewed with further targets set in line with UK sector benchmarks.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 54	BAME academic staff are disproportionately represented on FTCs, especially international BAME staff. This may not be altogether negative (if it indicates increased participation in academic careers). However, BAME academic staff on FTCs also appear to have higher turnover than non-BAME peers (on FTCs). This may potentially relate to nationality, as BAME staff are more often international when compared to non-BAME staff. So, may be more likely to require more secure employment / their next contract for visa-related reasons.	Highlight discrepancy in FTC leavers in areas with higher usage (SoM and some areas of FNS) to raise awareness with managers. Review and adapt our Fixed-term Contract procedure to provide a stronger steer regarding usage (i.e. avoidance of repeat usage). Analyse FTC leaver destinations by ethnicity.	Apr-24	Jan-25	HR Manager (Employee Relations)	HR Manager (Resourcing & Talent Management). FMHS EDIL	**Output:** Report on use of FTC's by ethnicity and launch of revised guidance. **Success:** more equal representation between FTC and indefinite contracts, or we understand that discrepancy is expected from increasing BAME representation into academia and that BAME FTC staff receive useful career support at Keele and go into employment elsewhere.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 55	Surveys find that BAME staff consider a lack of fairness in promotion (e.g. AS 2023 survey "Decisions about promotion/progression are made fairly" BAME Likert 3.0; non-BAME 3.6) and whilst there is no indication of difference in SPRE experience based on AS survey and 2019 institutional survey, this is one annual focus point where line managers could enable career opportunities.	SPRE training modified to address feedback provided: (i) remind line managers of cultural competence training; (ii) remind reviewers and reviewees of potential to change reviewer when EDI concerns are raised; (iii) consider various ways in which staff can be supported with career development e.g. reviewing a draft promotion application for academic staff or looking at job criteria for the next job level for PSS – see FAP 63. [Note 74% of respondents to the BAME network survey were in favour of linking SPRE to the academic promotion forms – most respondents were academics]. Anonymised academic promotion data is shared annually in our EDI reports. We will ensure this gets greater coverage through FAP 39.	Nov-26	Jan-27	Chief People Officer	Organisational Development Manager	**Output:** Training and guidance updated. **Success:** A decrease in difference between BAME and non-BAME responses is found to the Athena Swan survey question on career promotion / progression fairness (2027), targeting a 15% improvement.
FAP 56	As above but with specific reference to academic promotion and in the knowledge that we still have low representation of staff in promoted roles (senior levels and above) and with promotion rates to Reader and Professor remaining low.	SPRE review to be offered by HoS (as opposed to regular line manager) for BAME academics approaching promotion, in series with regular line manager where necessary (e.g. in confirming objectives were met and setting objectives). In cases where potential promotion applicant or HoS feels that this is not achievable / relevant then an alternative to be provided e.g. a Head of a different Keele School.	Jan-27	Ongoing	Deans	FEDILs to send reminders	**Output:** SPRE meeting offered in line with criteria. **Success**: 80% of promotion applicants report that meetings followed procedure. Success rates, as a proportion of the available pool remain as at present (i.e. matching those of non-BAME) and improve at professorial level to double the number of Professorial / Reader applicants from 4 to 8 in a 5-year period.
FAP 57	As above.	Ensure meeting 12 months before promotion application deadline for additional targeted interventions from HoSs, as agreed at SPRE.	Jan-27	Ongoing	Deans	FEDILs to send reminders to HoSs.	**Output:** SPRE discussion considering promotion to be held 12 months before application deadline. **Success:** 80% of promotion applicants report that meetings followed procedure.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 58	To date we have had few BAME staff promotions to professor or reader.	A review of data has been completed and a pilot of a more targeted promotion support scheme has been developed. Staff meeting eligibility criteria, are asked if they wish to participate in a 'Promotions Ready Assessment'. This involves a senior member of the Academic Promotions committee reviewing information on their academic profile and aspirations in order to give tailored advice and support on promotion prospects. Feedback will be gathered from parties involved in the pilot to consider if successful. Where appropriate, the WHEN 100 Black female professors programme to be raised (FAP 72).	Summer 2024	Review Summer 2025 for consideration of ongoing actions	VC (Chair of Promotions Review Group)	Deputy Director HR	**Output:** Implementation of promotions ready assessment. **Success:** 80% positive feedback received from those involved in the pilot. The number of BAME staff coming forward for Professorial / Reader promotions doubles (from 4 to 8 over a 5-year period).
FAP 59	Black staff are notably under-represented in academia and there has been low staff number of Black staff coming forward with promotion applications.	To support an increase in the number of applications and success rates of Black staff applying for promotion a pilot of a targeted promotion support scheme has been developed. Black staff members, meeting eligibility criteria, will be asked if they wish to participate in a 'Promotions Ready Assessment' involving a senior member of the Academic Promotions committee reviewing information on their academic profile and aspirations and providing tailored advice and support on promotion prospects. Feedback will be gathered from parties involved in the pilot to consider if successful and if so, rolling out further cohorts and extending to the wider BAME group and other protected characteristics.	Summer 2024	Review Summer 2025 for consideration of ongoing actions	VC (Chair of Promotions Review Group)	Deputy Director HR	**Output:** Implementation of promotions ready assessment. **Success:** At least three people identified and enrolled on the pilot scheme. Evaluation finds it has been useful and it is then rolled out for others in future years.
FAP 60	Not all BAME staff reported awareness of our **academic promotion** mentoring offer. New mentoring platform (from external software provider) has been procured and is less open to bias for example, less subject to "those who ask loudest".	Set up promotion mentoring on new platform and review success with promotion applicants after first full year of operation. Advertise system widely and, in particular, through BAME and International networks.	Jun-25	Aug-29	Associate Director EDI	Organisational Development Manager	**Output:** Development of promotion mentoring on new platform. **Success:** BAME staff representation amongst those taking up the mentoring scheme equals representation in the likely promotion pool.
FAP 61	Low representation of BAME staff at higher grades.	Run University targeted promotions workshop biannually for academics and researchers from ethnic minority backgrounds with representatives from faculties to ensure faculty-specific advice and address concerns.	May-27	Aug-29	Deputy Director HR	Organisational Development Manager	**Output:** Delivery of targeted promotions workshops. **Success:** At least 10 BAME staff attend biannual workshops.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 62	The BAME staff network raised the issue that personal circumstances of BAME/international staff may differ from those of non-BAME UK staff.	Review personal circumstance question on promotions forms to determine whether the examples provided are inclusive of circumstances that BAME colleagues, and their families, may have encountered (e.g. for international colleagues are these inclusive of conflict or natural disaster in countries of origin)	Nov-26	Jul-27	Deputy Director HR	Staff Network Leads	**Output:** Review of personal circumstance processes. **Success:** Wording of personal circumstances form is agreed as inclusive by staff networks and RECSAT.
FAP 63	BAME PSS have low representation at higher grades.	Job Evaluation: Improve definitions of PSS job roles and create clear criteria for transferrable skills as well as the specific knowledge required for a role. Evaluation: an additional question is added to our Athena Swan survey on PSS careers to test knowledge of action.	Sep-25	Mar-26	HR Manager (Resourcing & Talent Management)		**Output:** Clear and transparent information provided. **Success:** New information is circulated by two university-wide routes plus via specific routes to BAME staff e.g. via internal email and pointed to in SPRE training and circulated via BAME staff network. We obtain baseline data of staff knowledge of job evaluation.
FAP 64	Some BAME PSS leavers form comments have raised concern about promotion potential at Keele.	To consider workforce planning approach and develop a new process for identifying experienced and skilled PSS colleagues to be supported for future opportunities. The process will be transparent and linked to SPREs.	Sep-25	Aug-26	HR Manager (Employee Relations)		**Output:** Process developed. **Success:** Talent pool in operation that includes BAME representation, at least as expected from pool of staff, with BAME staff experiencing career enhancing opportunities and/or being promoted as a result.
FAP 65	As above.	Develop targeted PSS career schemes including work shadowing, talent pools, personal development opportunities and secondment opportunities for staff wishing to progress to grade 5 and higher. Evaluation questions sent to those involved and line managers.	Sep-25	Aug-26	Associate Director EDI	Organisational Development Manager, PSS BAME network representative, HR Manager (Employee Relations) and HR Manager (Resourcing & Talent Management).	**Output:** Targeted schemes are in place. **Success:** Scheme includes BAME representation, at least as expected from pool of staff, with BAME staff experiencing career enhancing opportunities. Evaluation form confirms schemes are useful to all (or we revisit action).

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 66	BAME staff representation is higher in Operational roles than other PSS roles and few are in higher paid positions (e.g. supervisory positions). Turnover rates are high- see also Priority 4 actions.	Where possible, market Keele apprenticeships and any other appropriate learning opportunities to BAME applicants, including our own Operational staff.	Next cohort of opportunities	Ongoing	Director Estate and Campus Services	Organisational Development, Apprenticeships team, SCB	**Output:** Promotion of appropriate learning and development opportunities to BAME applicants. **Success:** Applications for formal learning opportunities for BAME staff is in line with staff representation for each staff group and number of successful and unsuccessful applications is proportionate.
FAP 67	As above.	Develop digital / IT skills offer for operational staff group, especially those with higher BAME representation (i.e. domestic staff), to be delivered at times suitable for uptake by this staff group	Jan-28	Jul-29	Director Estate & Campus Services	Chief Information Officer & Organisational Development Manager	**Output:** Courses delivered. **Success:** Course participation has BAME representation broadly reflective of pool.
FAP 68	Shift workers expressed concerns regarding access to training (Athena Swan survey 2023)	Advice to all staff on accessing Organisational Development training will be placed on the OD webpages, to include out-of-hours training provision Ensure dialogue concerning training needs of shift and part-time staff.	Nov-24	Apr-25	Organisational Development Manager	Estate & Campus Services and Director of Student Success management teams.	**Output:** Clear and transparent information provided to include provision for shift workers. **Success:** No discrepancy in access to OD training provision by shift pattern or part time working status.
FAP 69	There is lower representation of BAME staff in higher grades and so we wish to continue to offer development programmes targeted at BAME staff. We are mindful that not all participants have found such programmes helpful (███████████) and that participants sometimes report unhelpful pressure from line managers when on such programmes (anecdotal personal report).	Continue to offer BAME-specific leadership and development courses including Advance-HE's Diversifying Leadership programme but, additionally document guidance around expectations and commitments of both line manager and potential attendee. Evaluation – any member of staff taking a new programme will be asked for their feedback and recommendations.	Oct-25	Ongoing	Chief People Officer	Deans/ Directors and direct reports. Organisational Development Manager, PSS BAME network representative.	**Output:** There is institutional support and opportunities are made available through OD webpages and associated guidance documentation. **Success:** BAME staff are made aware of BAME-specific leadership training opportunities for those in Grade 8 + roles through the BAME staff network and general communications. Feedback from any staff member attending the programme is positive or we revisit our guidance. NB: We do not set targets for these programmes given concerns raised, and risk to overburdening BAME staff, but do wish to offer choice in leadership programmes.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 70	At intersection with gender and / or specific ethnic group, we recognise there may be different challenges and note majority positive feedback of women who have taken Aurora.	BAME women's career network (also may help with SoB)	Apr-25	Ongoing	FHumSS EDI Lead	Associate Director EDI	**Output:** BAME women's career network opportunity is available. **Success:** Either self-reported as useful by poll of members or action discontinued with alternative provision via mentors/ buddies.
FAP 71	Whilst we have measured participation on Aurora by ethnicity that broadly matches our staff body (TABLE 70); we recognise that further promotion may be beneficial as total numbers of BAME Aurorans are still small and in some years no BAME staff participate.	Develop Aurora marketing towards BAME women. To also consider further development and promotion of Springboard towards BAME women (we have not yet analysed Springboard participation data).	Apr-25	Ongoing	Organisational Development Manager	BAME/International Network Leads	**Output:** Emails via network leads. **Success:** BAME women continue to have representation at least matching representation in relevant staff pool (G8 & 9) and, as with others, contribute to Aurora mentoring for the next generation of Aurorans.
FAP 72	There is low representation of Black women professors at Keele and nation-wide.	Identify suitable offers, such as WHEN 100 Black women professors now, and market to Black women. As with FAP 69, we will develop guidance for any participant and their line manager to enable support.	Apr-25	Ongoing	Associate Director EDI & Organisational Development Manager	BAME/International Network Leads	**Output:** Black women professors programme is marketed to relevant staff, and, as part of FAP 58, where appropriate. **Success:** Feedback from any staff member attending the programme is positive or we revisit our guidance. NB: We do not set targets for this programme given small numbers, concerns raised, and risk to overburdening staff, but do wish to offer choice in leadership programmes.
FAP 73	BAME staff survey indicated greater career support was required from their line manager. We wish to offer leadership development skills to colleagues, ensuring they are equipped to support inclusive practice.	A leadership behaviour framework is in development along with the leadership academy to bring together resources to support leaders. This is an important element of how the University supports commitment to EDI by offering development that supports inclusive practice.	Summer 2024	Full implementation September 2024	Chief People Officer	Organisational Development Manager KIITE	**Output:** Leadership development supporting inclusive practice is available. **Success:** 80% of participant feedback is positive or we revisit materials.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 74	School EDI Leads generally reported lower impact of REC work on research (relative to impact on Education) (EDI Lead survey) and it was found that there are currently no Faculty Deans for Research or School Research Directors that self-identified as BAME (i.e. all are either White or have not shared information).	(i) Communicate expectations of inclusivity with emphasis on ethnicity and gender throughout research leadership structure within institution. (ii) Review research committee structure to increase representation of BAME colleagues, being mindful not to over-burden people who have been minoritised and to provide a positive experience. This may be achieved through a formal shadowing opportunity. (iii) Develop School Research Directors support programme to create a network across the institution and to include supporting those aspiring to become research leaders for the first time. (iv) Include inclusivity section in MyResearchSkills platform (induction and researcher skills tool) to encourage and empower colleagues to adopt inclusive practices as well as encouraging under-represented individuals to aspire for research leadership positions in the future and how to find support.	(i) Sep-25 (ii) commencing Sep-24 (iii) Sep-27 (iv) Jan-26	(ii) Sep 29 (to reach success measure).	Director of Research Strategy Delivery	PVC-Research & Innovation, Faculty Deans of Research, Heads of Schools, School Research Directors, BAME and International Network Leads (where academic, if not, then academic nominees)	**Output:** **(i)** Building on the creation of our newly formed Research Culture Committee and Global Research: Development and Decolonisation Group as sub-committees of URC a programme of change including action plans around increasing inclusivity within the institutional research culture is created. (ii) Terms of Reference updated to address representation in URC. (iii) School Research Directors support programme in place, regular SRDs meetings as a community with clear action plan around increasing BAME representation throughout the research leadership structure. (iv) Race equity section released on MyResearchSkills platform. **Success:** A research leadership structure that is representative of the wider institutional collective of colleagues. Membership of URC and sub-groups matches that of relevant pool of staff and members report having a voice (via feedback to a senior member of the BAME network or Associate Director EDI).

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
Under-pinning and Self-assessment activities							
FAP 75	The BAME staff network maintain the BAME terminology following informal member consultation, during 2023/24, but we are aware that not all our community find this terminology acceptable. For example, FMHS are removing "BAME" following advice from their Race Equality Ambassador and our AS officer has received four reports in approximately the last 6 months relating to use of "BAME".	Initial work should review website, training and other use of "BAME" to see where it can reasonably be expanded to "Black, Asian and Minority Ethnic". Consult all staff with relevant lived experience about what terminology they would like to see and in what context (reports, websites, network name etc.).	Jan 2025 Oct 2025	Jul 2025 Dec 2025	EDI officer Associate Director EDI	BAME and International Staff networks, Race Equality Ambassador for Public Involvement in Research, OD Officer.	**Outputs:** changes made to webpages; report on consultation heard by RECSAT. **Success:** Fewer reports received by EDI Team in relation to language used, aiming for less than 2 reports per year.
FAP 76	There are currently few junior academic and PSS voices heard on RECSAT (only 1 lecturer - all others are senior lecturer or higher and 1 PSS below grade 7). We have had little representation from research-only staff, in particular those on FTCs to understand whether our offer is helpful to them.	Full membership review, seeking network input on how best to ensure junior staff (PSS, ECR and others) representation is maintained. Develop role expectations for any RECSAT members who are not appointed specifically by role. Institute June quick membership review annually thereafter.	May 2025	June 2025	RECSAT Co-chairs	Associate Director EDI; Deputy Director HR. BAME and International Staff networks, PSS EDIG.	**Outputs:** Review complete and mini-review instituted; role expectations developed. **Success:** RECSAT has junior BAME PSS (below grade 7) and grade 7 academic membership, inclusive of FTC staff.
FAP 77	Whilst there has been a vast improvement in BAME representation on EDI committees (which evolved from our Athena Swan committees) overburdening of BAME staff in School-level	School EDIGs and PSS EDIG to ensure specific annual review of membership with regard to ethnicity (taking a common-sense approach rather than asking for personal data) and to routinely consult all members on issues of being overburdened and address with Heads of Schools / COO, particularly taking into account intersection with gender.	Sep-25	Ongoing	Associate Director EDI	PSSEDIG Chairs, FEDILs with SEDILs	**Output:** Annual membership review findings reported. **Success:** All Faculty and PSSEDIG committees have representation broadly matching the staff body (skewed to the academic representation in Faculties). School

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	self-assessment may now be a concern, given higher representation than university staff on School EDIGs.						EDIGs with 10 or more staff have BAME representation (unless very low within the School), in which case members must have BAME allyship training.
FAP 78	Staff report unequal application of the Workload Allocation Model (WAM) for staff network lead roles.	WAM to be applied equitably across EDI roles.	Sep-25	Jul-26	Associate Director EDI	Deans & Heads of Schools	**Output:** Clarity of workload allocation for EDI roles with report to EDISG. **Success Measure:** Staff report equitable treatment, as evidenced by WAM.
FAP 79	Only FHumSS has routinely analysed internal funding and research leave by ethnicity.	Carry out research funding and research leave equality analysis (self-assessment actions) in all faculties, ensuring scheme design is supportive of equitable representation.		full implementation 2026	Deans	Faculty Research Directors and HR (for staff data)	**Output:** Internal research funding EIA of each faculty. **Success:** Equality analysis indicates no BAME under-representation in internal funding.
FAP 80	Self-assessment to inform Priorities 3 and 4 (Sense of Belonging and Speaking Out) needs a more routine focus. Culture Climate responses were lower for non-BAME staff but also low for BAME students.	Culture and Communications will become two separate standing items on all RECSAT meetings, with routine annual communications plan reviewed in summer RECSAT meeting together with any reactive messaging or events. Give wider communications of EDI achievements against KPIs, including looking over longer time periods via (i) pointing to our annual EDI reports in internal communications and (ii) through senior management team communications, as well as continuing to ensure reports of our actions are heard at committees including Senate. See also FAP 39 on intranet reporting of REC activities.	Sep-24	Ongoing	Director Strategic Communications & Brand	RECSAT secretary and membership	**Output:** Routine schedule of communications and events agreed and are inclusive of University policy and links to assistance for staff and students, as well as highlighting celebrations, awareness days, individuals and race-related research. Reactive messaging to World events remains unbiased and helpful. **Success:** REC survey scores to Culture Climate questions increase by 10%, especially amongst non-BAME colleagues.
FAP 81	Staff consultation: REC staff surveys have had low response rates.	Race-specific surveys (at mid-point) and to inform our next submission to have (i) clearly identified comms route and (ii) to have input from BAME staff network on how they should be run, analysed (e.g. through an external provider or an appropriate network member with workload time allocated for this task) and how results are fed back to the network. (iii)timetabling that is broadly at the periods shown but will be adjusted depending on others scheduled.	Nov 2026 & Nov 2028	Dec 2026 & Dec 2028	Associate Director EDI	BAME and International Staff network Leads	**Output:** Several routes to feedback remain open (race-specific and other surveys, with options for feedback via networks). With REC-specific surveys as in start and end dates (unless these clash with others). **Success:** A doubling of responses to the REC staff survey.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 82	Student consultation: surveys, except for international student surveys, have had low response rates.	Race-specific surveys (at mid-point and to inform our next submission) to have (i) clearly identified comms route and (ii) to have input from BAME student network on how they should be run and fed back to the network, (iii)timetabling that is broadly at the periods shown but will be adjusted depending on others scheduled. Continue to analyse NSS by ethnicity (July annually) and other surveys where available, benchmarking to the national picture. Report of BAME student network concerns to be requested for second semester RECSAT meeting annually (via sabbatical officer) in addition to raising ad hoc concerns.	Nov 2026 & Nov 2028	Dec 2026 & Dec 2028	Director Student Services and Success	Associate Director EDI, KeeleSU, KPA	**Output:** Several routes to feedback remain open (race-specific and other surveys, with options for feedback via networks). With REC-specific surveys as in start and end dates (unless these clash with others). **Success:** A doubling of responses to the REC student survey.
FAP 83	RECSAT does not have a comprehensive overview of EDI issues and interventions related to postgraduate research students. PRES has not been analysed by ethnicity (in part due to some years without sufficient uptake for data to be returned to Keele).	Keele Doctoral Academy reports to RECSAT on PGR related EDI issues (i.e. emerging through surveys such as the Postgraduate Research Experience Survey and other student voice surveys)	Nov 2024	May 2025 (end of planning phase)	KDA Manager		**Output:** KDA reports reviewed as part of annual self-assessment schedule. **Success:** Interventions planned, scheduled, executed and evaluated.
FAP 84	Low response rate to REC staff surveys. Also, low response rates from Black respondents in Estates (too few to analyse; yet this should have been our largest single group of Black PSS) We have insufficient data to be able to identify any differences in satisfaction by part-time status.	Establish a routine analysis of 6-monthly pulse surveys by ethnicity and academic / PSS job family. Focus group with Estates staff to see how we can better enable survey completion, including to understand experiences of those largely in part-time domestic and catering roles.	Nov 24	Ongoing	Associate Director EDI	Organisational Development Manager; Deputy Director Campus Services	**Output:** (i) all institutional surveys analysed by ethnicity and reported on Intranet site, (ii) focus group held with Estates staff. **Success:** Sufficient survey results to analyse by Black ethnic group from Estates.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 85	Staff and Students in the Mixed grouping indicate lower satisfaction in institutional staff surveys (at Keele and as reported by Manchester) and NSS (at Keele and in the sector).	Seek external advice in relation to staff and student survey responses for the Mixed grouping using Advance-HE connect and other networks to seek collaborations about survey benchmarking and understanding. If progress is found, that can usefully inform REC actions, extend to other groupings that show differential responses (e.g. to understand why Black students on average show higher satisfaction in NSS).	Nov 24	Mar 25	REC Co-chair	Associate Director EDI	**Output:** conversation with experts in this area. **Success:** we have greater confidence in interpreting survey results and in putting forward future actions.
FAP 86	Leavers forms have captured less than 20% of leavers and response rate from some areas is very low (e.g. only 3 responses in total from Estates, where we know it may be trickier to get staff to complete online forms and we have greater BAME representation). Our exit interview offer also has low uptake. Hence, data (TABLE 66) is limited.	Repeated prompts to be sent to leaving employee at times related to their length of notice (this will be different depending on role e.g. a couple of week for operational staff to several months for academics and senior PSS). Regular prompts to remind leavers that exit interviews are available, valued by us, and can be held with a range of people including those with EDI expertise. Provision for help with online forms for those staff that might need this (more likely in Estates roles).	Started	June 25	HR Manager (Policy &, Projects)	Associate Director EDI; Deputy Director Campus Services	**Output:** improved procedure for reminding staff of leavers questionnaire and possibility for exit interviews. **Success:** an increase by 20% of staff responding to questionnaires.
FAP 87	Academic staff leadership roles have been time-consuming to collate. As above but for other administrative processes (i) Committee membership and (ii) research funding.	Provide standardisation in recording roles e.g. in an Excel template to ease equality analysis with full names separated by first name; surname. Standardise collation of: (i) committee membership and (ii) research funding allocations	Sep-25	Apr-26	EDI Officer	Faculty administration (i) Chief of Staff (ii) Faculty administration	**Output:** oral report to RECSAT on data collation methods. **Success:** a solution is found for efficiently recording and evaluating leadership roles, academic opportunities, and role shadowing.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	There is no central repository of applications to significant and career-enhancing leadership opportunities (except where role is integral to a formal vacancy e.g. HoS). Hence, equality analysis on this has been limited.	(iii) Formalise list of Academic Opportunities (e.g. Faculty Deans of Research / Education / Internationalisation / any rotational HoS School Directors of Education / Research etc.) for which HR should hold data for equality analysis to be conducted.				(iii) Deputy Director HR	
	As above – there is no central repository of shadowing or acting up opportunities (unless a formal change of role) for staff.	Investigate whether our new mentoring platform could be used for this purpose.				Organisational Development Officer	
FAP 88	Recruitment data provision from External agencies (e.g. where we recruit some senior or hard to fill posts using an Employment or Executive Search Agency) has been limited due to confidentiality / GDPR considerations. This impacts not only reliability of recruitment data but also ongoing ethnicity declaration rates (as our recruitment forms link to our employee database).	Pilot a study to see if applicants coming via Executive Search Agencies would also complete a minimal Keele application.	Dec-24	May-25	HR Manager (Resourcing & Talent Management		**Output:** oral report to RECSAT on ESA use and impact on our own ability to monitor data. **Success:** a solution is found to monitor diversity data of applicants, shortlists and successful candidates to roles advertised through ESAs.
FAP 89	Routine Staff EDI reporting is time consuming with limited resources to do this.	Extend routine public sector duty reporting to consistently include a minimum of 5 years, such that top level graphs can be incorporated straight into Charter submissions. Develop a greater number of standard reports which are more accessible to a greater number of senior leaders but are at a level that is appropriately anonymised.	Oct-24	Ongoing	HR Manager (Policy & Projects)	Management Information Advisor; EDI Officer	**Outputs:** Tableau report available by December 2024. Review impact via engagement and usage by Dec 2025. **Success:** REC submission authors report decreased duplication of work but with sufficiently flexibility to analyse detail.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 90	Routine Student EDI reporting is time consuming with limited resources to do this.	Extend routine public sector duty reporting to consistently include a minimum of 5 years, such that top level graphs can be incorporated straight into Charter submissions and are separated by Faculty for ease of FEDIG and FEG analysis and that REC and APP reporting requirements are streamlined.	Oct-24	Ong oing	Head of Corporat e Informati on Services	Head of Student Participation and Success	**Output:** Routine and automated student reports are available. **Success:** Feedback from REC submission authors report decreased duplication of work but with sufficiently flexibility to analyse detail.
FAP 91	Staff turnover has been identified as a concern especially for PSS but is not a mandatory requirement for REC.	Ensure monitoring of turnover remains for at least the next 5 years, as part of our statutory annual EDI reports, in addition to informing REC work and analysis is separated by contract status (fixed-term / indefinite) and national grouping.	Ong oing	Jul-29	HR Manager (Policy & Projects)	Management Information Advisor; EDI Officer; HR Manager (Employee Relations)	**Output:** Routine detailed turnover reports produced. **Success:** report findings inform further action (if not showing desired changes) to improve turnover.
FAP 92	Concerns that some of the drop-off in BAME representation from application to success may result from internal candidate recruitment for PSS. Lack of knowledge about internal recruitment was also raised in our 2019 submission (PAP: 49) but was not conducted favouring a quicker method of data analysis to see if BAME staff were under-represented in internal recruitment.	Complete recruitment data analysis by internal / external status and, if it is found that internal recruitment leads to reduced change in diversity, consider what if any actions would be appropriate to address issues, balancing internal career opportunities with increasing staff diversity.	Jan-26	Dec-27	HR Manager (Policy and Projects)	Management Information Advisor; EDI Officer; HR Manager (Resourcing & Talent Management)	**Output:** Recruitment data analysed by internal / external candidate status for discussion with recruitment & talent management team for consideration and, if required, further action. **Success:** recruitment methods and other measures lead to increase candidate diversity in application and to success.
FAP 93	Analysis in PAP: 49 has created a baseline of BAME representation in internal PSS progression by one or more grades over three "GPG" (Gender Pay Gap) years (4% from 2020/21, 2021/22 and 2022/23 GPG years).	Review annual pay gap reports to ensure they remain most useful and routinely include the BAME representation of PSS who progress through internal recruitment / job transfers or role regrades.	May-25	Apr-27	Deputy Director HR	Management Information Advisor; EDI Officer	**Output:** Analysis of reports, considering necessary actions to ensure BAME representation as outlined is adequately reported. **Success:** resulting recommendations are taken forward and enhanced reporting including BAME representation of PSS who progress is developed.

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
FAP 94	FMHS has a particularly notable gap by ethnicity for candidates from application to shortlist and from shortlist to successful for E&S, TF and Research-only roles. UK non-BAME staff appear to be disproportionately successful. Whilst we focus on FMHS we do not want to risk ignoring other priority areas.	Carry out a more in-depth study of recruitment into these roles (for example international qualifications). To determine (i) reasons for not shortlisting and (ii) reasons for not appointing. In addition to determining proportion internally recruited (FAP 92) Once FMHS in-depth study completed, review other recruitment areas for challenge (e.g. some schools in FNS are a little under sector representation)	Oct-26 Apr 27	Mar-27 Mar 28	Associate Director EDI	Management Information Advisor, Dean of FMHS, HR Manager (Resourcing & Talent Management)	**Output:** Review is reported to FMHSEDIG and RECSAT **Success:** recommendations are taken forward and actions show a plausible link to reducing the gap by ethnicity of candidates shortlisted and from shortlist to appointment by 20%.
Cross over activities from July 2023 Institutional Athena Swan action plan							
AS:6.2 *FAP 95*	Research literature is dominated by white, male, N. American and European publications. Decolonising the Libraries workshop (Apr 2023) was attended by 9 librarians; 2 subsequently presented at faculty workshops; another is developing library contacts in Global South countries. We recognise this will be a long-term plan with budgetary pressures. Nevertheless, we can acknowledge what we know and work to improve access to authors from diverse backgrounds e.g. female and gender minority authors especially from the Global South.	(i) Form a library working group on diversifying & decolonising our collection (DDC). (ii) Provide a statement on DDC and draft a Collection Development Framework (CDF), for Director approval (iii) Consult the Student Library Advisory group & gain feedback on our draft strategy and CDF; encourage participation in workshops to promote DDC understanding & knowledge. (iv) Promote existing & new resources through displays & Library events, including invited speakers; describe work to Keele community with a "Learn About" webinar. (v) Extend collections using demand driven acquisition & online reading collections, such as the leisure reading service Libby, to diversify fiction and non-fiction titles. (vi) Allocate a library budget towards DDC.	Apr 23	Apr 26	University Librarian	Head of Library Content & Collections and Head of Academic Library Services. Input from RECSAT and ASSAT.	**Outputs:** (ii) Statement, (iii) Consultation workshops & CDF and DDC Strategy, (iv) webinar, displays and speakers, (v) demand driven diverse collections, (vi) budget. **Success**: We have no baseline on which to gauge success and will judge this based on completion of the outputs, taking into account any feedback received from the Keele community

Ref.	Description of Issue	Actions	Start Date	End Date	Owned By	Project Team	Success Markers
	The libraries are also a space for raising awareness and have significant footfall especially from students. For example, the Health Library has a display for Pride month 2023.						
AS:6.7 **(Extract)** *FAP 96*	Learning from Community-Centric Fundraising (CCF) approaches, which challenge Donor-centric Fundraising. A core idea of CCF is that both philanthropy and fundraising can be inherently racially and economically unjust because of the power they afford to donors who are already powerful and privileged. The relevance to Keele occurs when we consider the destination of our philanthropic funding and how we identify the need within the institution.	Building on work which has successfully highlighted diverse alumni (e.g. as alumni mentors [37 BAME alumni mentors in June 2023]; and in student testimonials). We will ensure networking & fundraising events reflect a diverse range of alumni and supporters, working with colleagues in Vice-Chancellors Office and Conferencing where applicable. Ensure philanthropic funding plays a role in addressing EDI needs Develop Alumni Office Protocol to ensure diverse alumni are available as student role models and mentors.	Sept 23	Jun 27	Head of Alumni and Supporter Engagement	Colleagues in VCO and conferencing as required.	**Output:** Diverse role models remain visible to students **Success:** We continue to increase numbers of mentors for inclusivity support by 10% and work to adjust any gender imbalance. If any complaints are received by the Alumni Office in relation to lack of role models, these are rectified promptly.

Appendix 1: RAG-rated previous action plan

NB numbering of the PAP has been changed since the original submission, which had a small number of missing or duplicated numbers and a logical numbering system is required to use the cross-referencing capabilities of Word.

Objective 1: Increase engagement with the development of the REC Action plan and future submissions				
Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP : 1	Future actions to involve more senior manager and more BAME staff / students, and professional support staff in RECSAT	Increase diversity of the RECSAT and gain a more balanced representation from across the university	Invitation to join the RECSAT are sent, outlining particularly underrepresented group. UEC members to be invited directly.	Increase in senior leadership by 2 Executive level members and professional and support staff by 2 members. **Update:** RECSAT membership periodically reviewed to ensure membership is appropriate and adjusted as required, either by role or by open invite to BAME / International staff network members. Co-Chair role open advert across the University to all PSS and Academic staff. **Evidence of Success:** See section 1.5 (TABLE 1) However, further action will be taken to improve junior representation (especially PSS which has not been sustained FAP 76.
PAP : 2	Establish the role of the SAT going forward post submission	In order to deliver against this Action Plan, and to maintain the focus on race equality and continue work on the next REC submission	SAT terms of reference and membership agreed by EDISG and programme of SAT meetings agreed.	2 meetings held per year to review progress against the action plan. Increase frequency of meetings for February 2022 renewal, from February 2021. Successful 2022 submission made to timescale. **Update:** Increased RECSAT meetings to three per year. REC Culture and Communications subgroup retired in Jan 2022 after RECSAT consultation. Staff and Student subgroups (2 meetings per year) required for detailed self-assessment. Consider meeting frequency business as usual (BAU). **Evidence of Success:** Meeting revised submission date (July 2024), resulting from Advance HE's changes to the REC award validity period from 3 to 5 years.

| PAP: 3 | Faculty, Directorates and school level EDI groups are key in supporting the implementation of the REC action plan. BAME representation needs to be present at all levels. | BAME representation is present within key action plan delivery and communication groups | Analysis of faculty, Directorates and school EDI groups is undertaken and report to the EDISG | Faculty, School and Directorate EDI group membership is analysed by EDISG and actions in place to address any areas of underrepresentation compared to the University overall BAME population.

Update: The Directorates EDIG was set up as a PSSEDIG, ensuring inclusion of PSS in Faculties as well as central services areas. Data has been analysed. School EDILs and PSSEDIG Co-chairs are responsible for ensuring fair representation. This includes not over-burdening BAME staff in Schools with low representation.

Evidence of success: BAME representation is now in every group except very small units with low representation (Language Centre and Foundation Year). Summary data, April 2024, found that ██ (█%) of School /Faculty EDILs were from BAME groups; and ca. 30% of school membership was from BAME staff but this is, in part, biased by the large Medical School EDIG. |

Section 3: Institution & Local Context (single action - 4)

Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP : 4	Increase engagement with local networks	Increase Keele's connections with local ethnic communities (particularly to support PSS BAME recruitment)	Identify individuals who have community links through their roles Engagement with local BAME groups	At Least 3 links made with local ethnic minority community groups. Qualitative evidence indicates that job applicants have been put in touch with Keele University. Increase in number of BAME staff applying/successfully recruited (as per recruitment targets) **Update:** Links have been established with ASHA, North Road Academy (local Islamic School) & SABLE & Brookhouse amongst others, through REO, Muslim Chaplain, KeeleSU & Language Centre staff. Consider BAU. **Evidence of success:** There has been an increase in BAME applicants for PSS jobs & whilst we are not able to evidence a causal link, we consider that it is reasonable to assume that positive contact might likely affect change now or in the future.

Section 4 Staff Profile

Objective 2: The University aims to increase academic staff BAME representation to a target of 22.7% (UK HE Sector UK average) by 2028 (reviewed against 3 yearly targets). Current: 10.5%, 2022: 13.2%, 2025: 17.3%, 2028: 22.7%

Ref	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP : 5	Increase the number of staff disclosing their ethnicity.	Unknown ethnicity for 4.4% Academic & 2.1% Professional & Support Staff	Annual universal communication to encourage staff to disclose their personal data, specifically with regards to ethnicity for the work of the REC. Targeted communication to staff who have unknown or refused ethnicity and operational staff with limited access to computers	Reduced unknown status to 2.1% for academics in line with PSS (UK HE Benchmark is 6.5% for all staff). Reduce operational staff unknown status to 2.1% in line with other staff groups. Specific focus on Grade 9 FNS Staff which shows a 20.3% unknown, targeted request for ethnicity to improve data integrity, aim to reduce to 2.1% aligned to overall population unknown levels. **Update: An** annual data update request is made of all staff and those in areas of low declaration targeted. **Evidence of success:** The original specific areas of concern are now in line with others: operational, now 3% (████ staff on 1/12/23) remain unknown/prefer not to say and grade 9 FNS also 3% unknown/ prefer not to say (███ staff on 1/12/23). However, overall, unknown ethnicity has increased slightly. Academic "unknowns" have increased to 6% from 5% (FIGURE 19) and PSS increased to 3% from 2% (FIGURE 49) but as we remain better than sector (10% academic and 8% PSS), this action may have been over-ambitious. Further action will address under-reporting from those recruited via recruitment agencies (FAP 88).

| PAP: 6 | Develop unconscious bias (UB) managerial staff training to include examples of and strategies to address UB in decision making areas including: probation, career development, profile raising, grievance & disciplinaries, exit interviews appraisal, promotions, recruitment & day to day BAME staff lived experiences. | To achieve our ambitious targets for BAME staff representation we need to foster a culture of inclusivity to ensure a positive work environment and experience for BAME staff

(note: this action applies to both academic and professional & support staff equally) | Online training is developed

Online training is communicated from senior managers | 75% of all managerial staff have completed online module by Sep 2020
Aim for at least 75% of attendees to rate outcome of the training as effective in improving EDI consideration in their day-to-day actions and raising awareness of potential UB

Update:
Online training available prior to target data but not mandated until November 2021.
Other specific training made available as required (e.g. EDI training for REF decision makers and delivered in bespoke face to face or online sessions).

Evidence of success: completion rates of 90.2% for Equity in the Workplace and 77.2% for Bias Awareness (as measured on 17/10/2023). Trainee feedback is not mandated but has been positive, where given.

Training is **BAU** and revised periodically by OD in conjunction with EDI staff. Further work will take a deeper look at different cultures within the HE context. |
| --- | --- | --- | --- | --- |

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PAP: 7	Unconscious Bias & Cultural training to be provided to all staff	To achieve our ambitious targets for BAME staff representation we need to foster a culture of inclusivity to ensure a positive work environment and experience for BAME staff (note: this action applies to both academic and professional & support staff equally)	Online training is developed Online training is communicated from senior managers	75% of all staff have completed online module by Sep 2020. Aim for at least 75% of attendees to rate outcome of the training as effective in improving EDI consideration in their day-to-day actions and raising awareness of potential UB. **Update and Success**: see PAP: 6 above.

| PAP : 8 | Whilst overall, at institutional and at faculty level, Keele has a lower BAME representation than the UK HE Sector, it is felt that further scrutiny at school level may identify pockets of under-representation | Assessment at Faculty level may be inadequate to address representational issues at local school level | School level staff data by ethnicity is gathered and presented to EDI school groups for analysis and action Actions reported to FEDIGs | 100% of schools have analysed their data, identified any areas of under representation, and developed at least 3 actions to address the issues identified. **Update:** Actions with local ownership included School and Directorates race equity/BLM pledges and local actions taken by EDIG's to improve inclusivity and career support. Recruitment policy whilst driven centrally appears to have shown success in many areas. **Evidence of success:** (TABLE 35) shows increases in BAME staff representation, between AY 2017/18 and 2022/23, in 11 of our 15 academic units that were in existence at both time points, 2 showed no change and 2 had decreased BAME representation (losing a total of ▮ BAME staff). SLS, SC&M and KBS all had notable under-representation in 2017/18 relative to UKHEI sector (by 9%pts, 8%pts and 6%pts respectively); all are now notably above UKHEI representation. All Schools in FMHS had BAME staff under-representation in 2017/18. This remained the case in 2022/23 and has widened further in School of Medicine (SoM), School of Nursing and Midwifery (SNaM)and School of Pharmacy & Bioengineering (PhaB), from 3%pts, 2%pts & 7%pts respectively, to 8%pts, 7%pts (████████████████) and 12%pts. In SoM and PhaB this might be attributed to some restructuring and, broadening of subjects [Medicine now includes Paramedic Science, Counselling & Social Work and Pharmacy includes Bioengineering] together with concurrent reduction in some research areas. SAHP started from a very low point and has notably increased BAME representation. SCPS whilst having made some progress also has a little way to go to match UKHEI. HKVets, Geology, Geography & Environment (GGE) and School of Humanities (SoH) all have representation slightly below benchmark but ████████████████████████████████ ████████████████. All three Schools have areas of challenges in their subjects in attracting BAME staff and students (as nationally). **Future action:** FMHS BAME representation is a priority in our FAP (priority area 6). |

Objective 3: Increase the academic staff BAME representation at senior grades as a result of equality in recruitment ensuring that the proportion of BAME candidates at the application stage remains consistent at shortlisting and appointment stage (objective 8) and BAME promotions rates align with non BAME success rates (Objective 9) [Single action – 9]

Increase Grade 9 BAME population: Current: 4.7%, 2022: 5.6%, 2025: 7.4%, 2028: 10.1%, 2031: 13.7%, 2034: 18.2%.	Increase Grade 10 BAME population: Current: 7.6%, 2022: 8.4%, 2025: 10.1%, 2028: 12.6%, 2031: 15.9%, 2034: 20.1%.

Ref	Action	Rationale	Milestones	Success Criteria, Outcome & Update
PAP : 9	Increase awareness of the Flexible working policy.	Staff Survey reported lower levels of awareness of the flexible working policy.	Promote via internal communication channels. Embed flexible-working workshop in new manager induction.	Review results of the next REC staff survey in 2021. Aim to see no discrepancy between BAME and Non-BAME responses to flexible working related questions. **Update:** Keele has embraced changes to ways of working following the COVID pandemic, as a result there are greater opportunities for staff to work flexibly. Prior to that and continuing to date, flexible working is covered in the HR-led Manager's Toolkit course and covers the breadth of Keele roles. **Evidence of success** FIGURE 9 (REC Staff Survey 2024) shows that 79% of BAME respondents were aware of flexible working opportunities and 21% somewhat aware (marginally better than non-BAME respondent's awareness).

Objective 4: Reduce Academic BAME staff turnover to align with Non BAME staff by 2034. Current: 16.2%, <u>2022: 16.0%</u>, 2025: 15.5%, 2028: 14.8%, 2031: 13.9%, 2034: 12.8%.				
Ref	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP : 10	Institute an exit interview as standard.	Information regarding reasons for leaving Keele is insufficiently clear as current practice is confined to a questionnaire. We need a better exit procedure to allow leavers the opportunity specifically to raise issues they may have had.	Exit interview questionnaire to be updated to include cultural inclusivity questions. Exit interview procedure, to include choice of interviewer, to be devised, circulated to managers, advertised on the E&D blog, and operationalised.	100% of leavers to have been offered exit interviews. The exit interview includes questions regarding inclusive culture (generic questions for all, analysed by ethnicity) and to capture issues raised any qualitative REC data gathering and action is taken to address issues identified. **Update:** Action completed with an online form, analysis and interviews held. **Evidence of Success:** process is **BAU**. **Future action:** We consider greater uptake might be possible. FAP 86 explores mechanisms for greater participation.

PAP : 11	Analysis and reporting undertaken on data gathered by the exit interview and leavers questionnaire processes	BAME staff turnover is higher than non-BAME. This will provide data to identify underlying reasons	Data on reasons for leaving, where possible broken down by ethnicity and faculty, shared with EDI groups.	100% of Faculties have analysed their data and at least 3 specific actions developed, communicated and implemented.
				
				Update:
				
				More detailed analysis of leavers data found two main areas relating to high BAME staff turnover:
				  1. Fixed-term contract use for academics
				  2. Operational staff turnover for PSS
				
				Action: data collated from leavers forms and analysed by ethnicity (and other protected characteristics). The HR Employee Relations team is responsible for organizing interviews but offers a range of people to hold these within and outside of HR, and acts on individual issues raised in leavers forms. Should any concerns be raised in interviews these are expected to be addressed via the interviewer.
				
				Evidence of Success:
				Leaver's data analysis is shown (TABLE 66) but is limited due to poor uptake of leavers forms. Further success will only be seen over an extended period and with good form completion rates.
				
				Future action: will be taken as above (FAP 86).

PAP : 12	Additional support / mentoring made available to international staff at induction to understand Keele and wider British culture	Turnover is higher for Non-UK BAME staff	Additional support requirements of Non-UK staff are identified Additional support programmes / guidance is developed and communicated to 100% of international staff	50% of Non-UK staff take up the additional support, which they report as being useful. **Update:** **Action:** An International Staff Network was launched in March 2021, which all staff are signposted to at induction together with BAME Staff and other networks. A VISA fee reimbursement process was established, effective from September 2022, together with loans for the immigration health surcharge and loans to assist with employee dependent's visa costs and health surcharges. **Evidence of Success:** TABLE 71 52% of eligible international staff have taken advantage of VISA fee or loan reimbursement. There are 55 (to nearest 5) members of the international staff network (May 2024, membership remains confidential) amounting to ca. 21% of current international staff. The Network continues to support staff or where needed point them to other sources of support.

Objective 5: Increase the professional and support staff BAME population to 10.3% (current HEI PSS Benchmark) by 2034. Reviewed against 3 yearly targets of: Current: 3.1%, 2022: 3.5%, 2025: 4.5%, 2028: 5.9%, 2031: 7.9%, 2034: 10.3% (to match the current UK HEI staff representation and be above local population by 3%).

Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP : 13	Further scrutiny at individual Directorate level may identify specific areas of under representation that require targeted actions	Assessment of population, grade, recruitment, turnover and internal promotion	Directorate level staff data by ethnicity is gathered and presented to Directors for analysis and action	100% of directorates have analysed their data, identified any areas of under representation and developed at least 3 actions to address the issues identified. **Update:** Data analysis indicates low BAME representation in all directorates (FIGURE 50- FIGURE 54) relative to UK population but is as expected from local area in Estates and GRSA and approaching local area in IDS. **Action:** Overall Directorates action included: • Establishment of a PSS EDI group, March 2022, to drive forward all EDI initiatives across professional service teams to enable localized activities and PS-wide activities. Frequency 3 meetings per year. • Greater presence on University EDISG with COO Co-chairing from May 2023 and CPO from May 2024. • Visible promotion of PSSEDIG with dedicated Intranet page June 2024. • A PSS conference on the theme of Diversity and Inclusion, July 2024, open to all PSS, and suggestions box for REC actions. **Evidence of Success**: FIGURE 49 indicates that the 2025 success measure has already been met.

Continued from above	Continued from above	Continued from above	Specific actions included:
			Inclusivity and Speaking out • Promotion of an environment in which staff can raise EDI concerns (our COO becoming a visible LGBTQI+ role model; our HR Director's Blog on her experience of receiving BAME mentoring). • Improvement of routes to raising concerns through an anonymous reporting tool. • Regular pulse surveys analysed by ethnicity (and other characteristics), to listen to all staff and react with visible prompt action plans. **Executive & Corporate Governance** • Action to increase BAME representation on committees (e.g., BAME Council apprentices; marketing of vacancies through routes to attract diverse applicants); • Embedding EIA in policy development **Brand, reputation and communications** • Demonstrating ethnic diversity in our brand & comms ensuring this is not tokenistic (e.g. considering power relationships, placing of images etc., and reflecting our own students & staff) • Demonstration of positive role models (students, alumni, honorary graduates) • KeeleArts activities including Strong, British & Black exhibition & the Settling exhibition. **Estates, Services & local community** • Review of Estates strategy and approaches to be anti-racist • World Food days; Religious & cultural celebrations (e.g., Grand Iftar; Langar) • *Breaking the Mould* awards with the explicit objective of diversifying Keele's business community **HR services** • Interest free loan scheme for visas/health surcharge for staff & associated dependent applications and / reimbursement of visa fees for staff see PAP: 12. • Reduction in academic probation period (from 3 years down to 9 months) - increases security of new academic staff (where we have higher BAME representation FIGURE 32) and formal commitment for no zero hours contracts. • Payment of the living wage – increasing wages of lowest paid staff, largely domestic staff who have higher BAME representation than other occupational staff groups FIGURE 57).

PAP : 14	Take steps to make the number of BAME PSS staff appointed to FTC equitable to Non BAME PSS staff

Remove the disparity between non-UK non-BAME and non-UK BAME academic staff on FTCs | Currently 15.8% of BAME staff are on a FTC compared to 7.7% Non BAME staff

In 2016/17, 27.8% of non-UK BAME academic staff are on a FTC compared to 20.8% of non-UK non-BAME staff | Review of FTC processes to ensure adequate scrutiny of decisions to appoint to fixed term rather than substantive posts | The application of FTC is equitable between BAME & Non BAME

Action: Policy review found no inequity in the policy itself which requires that *'Fixed-term contracts will only be used for transparent and objective reasons where there is a genuine fixed-term need*…' and were confident the HR Talent Management & Resourcing Team challenge FTC use at the Post Approval Forms stage and ensure rationale is justified. Except for named grants & successive FTCs, the decision on FTC use is made before advert, so not open to bias at outset. Our policy also states that *Staffing Review Group will consider whether a transfer to an indefinite contract is appropriate* for staff where they have 4 years or more continuous service.

Update: whilst FTC use remains the University has formally committed to having no zero hours contracts.

Evidence of Success: Limited success found - see overview figures: Academic - Figure 29 and PSS Figure 55.
UK Academics: For UK BAME and UK non-BAME academics the gap in representation on FTCs appears to have narrowed. On 01/12/2022, 17.2% of BAME and 17.0% of non-BAME UK academics were on FTCs; dropping notably from the mean over the period (23% of BAME UK academics on FTCs cf. 17% of non-BAME academics) Table 37. However, numbers are small and may change, depending on subject.

International Academics: FTC use remains high within the International BAME academic staff group (21 – 30%) Table 38. For international non-BAME staff FTC use has dropped further – this is likely related to Brexit (the majority of non-BAME international staff were Europeans, regardless of contract type).

PSS: The difference in PSS BAME and non-BAME FTC use remains small (on average 1%pt) with 9% of BAME staff and 8% of non-BAME staff on FTCs since 1/12/2017. We remain better than sector. |

Objective 6: Maintain P&S BAME staff turnover in line with non BAME staff (noting the effect of fixed term contracts).				
Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP : 15	Analysis and reporting undertaken on data gathered by the exit interview and leavers questionnaire processes (for both leavers from the university and from the department following an internal move)	BAME staff turnover is higher than non-BAME. This will provide data to identify underlying reasons	See Academic exit interview development plans (PAP: 10) Data on reasons for leaving, where possible broken down by ethnicity and faculty, shared with EDI groups/Directors.	Exit interview data gathered for all Professional & support staff leaving the University or moving departments Department specific actions developed, communicated and implemented (specifically focusing on operational staff) **Update:** Actions taken were: • Exit interviews implementation for those leaving Keele, with a choice of interviewer. • Exit Interviews offered with a member of HR for all staff leaving due to VS. • Online leavers form implementation. Internal move data were not routinely collated and there is no mechanism to do so. However, staff are encouraged to report issues via formal, informal or anonymous reporting routes. **Evidence of Success**: Data analysis indicates turnover is high from all PSS groups especially the Operational staff group where PSS have higher representation. Leavers form data (TABLE 66) was informed by both academic and PSS but few PSS from Estates (where most Operational staff are managed).

PAP : 16	Staff surveys to be administered at the beginning and end of the reporting period to provide a baseline and measure success. Include a section on experience of raising concerns	A survey focussing on staff experiences and the university culture to gather baseline data, including a breakdown of staff by academic (including teaching focussed staff) /PSS to allow targeted interventions	Survey questions are developed Survey is communicated and completed, and participation from teaching focused staff and PSS is encouraged. Responses analysed	Survey is conducted with higher engagement than original REC survey (77, responses, ca. **62% BAME staff completion**, January 2018) and higher engagement from PSS staff. A targeted action plan is developed from the analysis. **Update:** Action taken included: Engagement survey January 2019: (TABLE 10) Little difference between BAME & White responses, except in relation to (i) BH&V and ability to deal with this and (ii) pay and benefits. #NeverOK campaign, anonymous reporting tool and REC mentoring developed and the latter has been addressed through visa costs action (benefitting largely academic BAME staff) and payment of the living wage (benefitting lower paid staff) COVID pulse surveys: May 2020 – Feb 2021 (FIGURE 8, TABLE 11). Areas where BAME staff were less satisfied were (i) clarity of senior management/COVID communications, (ii) regular contact with colleagues (although contact with line manager was OK) (iii) impact on work and well-being of childcare, home-schooling or other household caring roles. These areas were addressed with revised manager communications and FAQ's. Actions were formulated and taken because of the survey to address concerns raised. **Evidence of Success**: is limited, in part due to poor REC survey uptake. Quantifiable measures are limited, however, we can report that that, BAME and non-BAME survey respondents are now equally aware of how to report BH&V (FIGURE 9, TABLE 12).

PAP : 17	Implementation of an anonymous bullying & harassment online reporting tool to record trends. Applicable to both Staff and students (and will cover all protected characteristics)	To provide an institutional overview of racial B&H incidents, comparing anonymous reports to formal actual reporting, identifying themes of the types of issues being raised to guide work streams	Proposal to EDISG/UEC to gain support, in principal and for potential budgetary requirements

Survey platform is identified as system (with IT)

Questions agreed along with guidance notes

System is launched

Annual analysis of trends by EDISG | Close the gap by at least half, between perceptions of non-BAME and BAME staff to questions surrounding confidence in raising issues from staff in REC and staff surveys

Qualitative analysis of BAME experiences of racial B&H via focus groups, success measured by reduced perception of incidents and increased confirmed in reporting formally.

Annual analysis of anonymous report and staff feedback by the EDISG, identification of at least 3 actions per year to address issues identified.

Update: Action taken included:

#[NeverOK anonymous reporting tool implemented Spring 2021](#)
REO collation of informal feedback from BAME staff network
Issues arising through formal route addressed by HR staff.

Evidence of Success: tool is in use and those responsible, Head of Residence Life and HR Manager report action is taken on anonymous issues raised. Data is available (TABLE 68: Staff Anonymous Reports by BAME Status) indicating use in relation to race and staff do now raise issues formally (TABLE 67: Staff Grievance and Disciplinaries by BAME Status (nearest 5), which are addressed within HR. |

PAP : 18	Review of Bullying & Harassment procedure	Feedback from BAME staff via the qualitative data and consultation event suggested that there is a lack of confidence in incident reporting due a perception of inaction or lack of understanding	Consultation on proposed procedure undertaken with BAME staff network. Updated procedure approved by UEC New policy in place and communicated.	Measure of staff experiences as in action above. Reduction in difference between anonymous and formal reporting levels as a measure of increased confidence in reporting incidents of racial BH&V within the first 3 years (a rise in reporting is expected) In the long term to then see a reduction in both anonymous and formal reporting **Update**: Consultation held and the new policy launched, with staff-wide communication, June 2020 and Reviewed 2023: Dignity & Respect Policy and Procedure to deal with BH&V ; staff are pointed to it in EDI training including for new staff as part of the Keele Welcome programme. **Evidence of Success**: BAME and non-BAME staff equally aware of policy. There are increasing numbers of grievances being brought by BAME staff and disciplinary action taken in relation to race (TABLE 67: Staff Grievance and Disciplinaries by BAME Status (nearest 5). See also anonymous reporting action above.

PAP : 19	A focus on encouraging staff to have the confidence in the institution to raise issues.	Feedback from BAME staff via the qualitative data and consultation event suggested that there is a lack of confidence in incident reporting due a perception of inaction or lack of understanding. **Baseline:** In 2018 REC survey 38% of BAME respondents vs 58% of non-BAME respondents agreed / strongly agreed that *"If I reported a race-related incident to my institution, appropriate action would be taken"*	Extend the #neverok student led campaign to raise awareness of everyone's role in speaking out against harassment	Close the gap by at least half, between perceptions of non-BAME and BAME staff to questions surrounding confidence in raising issues from staff in REC and staff surveys. **Update** Action: <u>The #NeverOK campaign</u> was extended with a greater focus on race , including, but not limited to, (i) the anonymous reporting tool and (ii) #BLM. A #BLM blog written by Dean of FHumSS and pledges were signed by Deans and Directors and our training developed and implement as reported in PAP: 7 & PAP: 8) **Evidence of Success** is limited. All surveys conducted indicate ongoing dissatisfaction with handling of BH&V (but not necessarily experience of being bullied or witnessing bullying, as noted in the Athena Swan survey analysis by ethnicity). Jan 2019 Engagement survey (TABLE 10)*: I would feel able to report bullying/harassment without worrying it would have a negative impact on me"* BAME respondents were 46% positive vs 57% for White respondents (note positive is a disagreement to the statement). AS Survey 2023 (TABLE 12)*"I am satisfied how Bullying & Harassment are dealt with in my department"* Likert [3.0 BAME cf. 3.5 non-BAME]. REC2023 Survey (TABLE 14) *"If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that appropriate investigative and/or disciplinary action would be taken?"* BAME respondents 42% positive vs 46% for White respondents. Likert [2.8 BAME cf. 3.3 non-BAME], notably lower than a similar question asked in the REC2016 survey [3.4 BAME cf. 3.8 non-BAME]. However, unlike in the previous period, BAME staff are now more aware of policy & procedure (63% vs 48% for White staff, FIGURE 9) and, as noted in actions above, more likely to raise grievances than non-BAME peers (TABLE 67) and staff anonymous report incidents relating to

			race (TABLE 68).

PAP : 20	Training for managers on how to respond effectively to issues raised around race (and other protected characteristics).	Feedback from BAME staff via the qualitative data and consultation event suggested that there is a lack of confidence in incident reporting due a perception of inaction or lack of understanding	Training course developed. Training programme communicated to target group.	100% Heads of School and members of the University Leadership Group (ULG) group to have attended the training. Perceptions of racial B&H incidents and reporting improved in the REC staff survey to align BAME responses with Non BAME. Qualitative analysis of BAME experiences of racial B&H via focus groups, success measured by reduced perception of incidents and increased confirmed in reporting formally. **Update**: Action was taken to provide training information to ULG initially. The HR Toolkit for Managers details HR Process and Procedures and additionally the Equality and Diversity: Inclusive Leadership session is part of our New Leader's Programme. **However, Keele leadership training remains optional** unlike our mandatory online Equity in the Workplace training, which all are required to take (has 90.2% uptake) and directs staff to the procedure to deal with BH&V. **Evidence of success:** is limited. The gap in BAME and White perception of effective action being taken on reported BH&V incidents appears to have narrowed according to some surveys, but this is largely due to reduced confidence of White respondents, (11%pt difference in Jan2019 survey and 4% difference in REC2023 survey - for exact questions see PAP: 19) but in comparison of our REC2016 and REC 2023 surveys we actually see a widening of the gap in confidence when the question is specifically related to addressing racial discrimination, bullying or harassment (based on Likert scores). **Future action**: will focus on cultural awareness in line management (FAP 25).

PAP: 21	BAME staff network to provide support and empower staff to feel confident in raising issues	As above	BAME staff network involved in the promotion and dissemination of the #Neverok campaign	Close the gap by at least half, between perceptions of non-BAME and BAME staff to questions surrounding confidence in raising issues from staff in REC and staff surveys. **Update**: The BAME network are active, having more than 80 members (June 2024) and offer help with incidents relating to race for all in our community regardless of ethnicity. The REO was involved in promotion and dissemination of the #NeverOK campaign and worked closely with network. **Evidence of success:** the success measure as written was met (**see** PAP: 19 & PAP: 20 above), i.e. the gap has halved, but this was because of a reduction in confidence from non-BAME respondents rather than an increase in confidence of BAME respondents.

Objective 7: Increase BAME representation within the University Council to a <u>minimum of 15% BAME by 2021</u>.				
Ref	**Action**	**Rationale**	**Milestones**	**Success Criteria, Outcome & Update**
PAP : 22	Annual opportunity to apply to observe Senate and Council; preference to be given to BAME and/or female applicants if spaces are limited.	We want to persuade BAME staff to put themselves forward for election for these roles.	Invitations to observe Senate issued annually to all staff and will be sent directly to members of the BAME staff network. Expressions of interest to observe other high-level committees to be invited by Deans with a positive action statement encouraging BAME staff to apply	Target reflective of BAME staff population of 14.4% as Senate/ Council observers by 2022 (in line with Academic BAME population target). **Update** **Action**: Governance have: - offered and filled Senate EDI observer spaces (ca. 50% BAME over the period). - worked with external organizations to attract diverse applications to Council positions (recruited externally). - engaged Council "apprentices" to diversify the pool of people willing to take up future governing body positions at Keele and elsewhere. - included positive action statements in relation to vacancies (elected or lay member). **Evidence of success:** TABLE 57 & TABLE 58 (Senate now 15% BAME; Council ▮% BAME from baselines of ▮% and ▮% respectively).

| PAP : 23 | Senior managers to cascade learning from the race equality mentoring scheme | Share knowledge and learning from the scheme and promote the importance of race and raise awareness of racism within the workplace | Communications from senior leaders (including blogs)

Recommendation to extend the pilot scheme

Include a question within the next REC survey about the confidence in managers to deal with diversity issues | At least one blog per semester from a member of the senior leadership team to share their experiences of the mentoring scheme.

Evaluation following the Race Equality Mentoring pilot scheme to show at least 75% satisfaction and increased awareness of race issues.

Following the pilot scheme to embed the scheme as an ongoing program and extend to at least 2 further senior leaders and consider other protected characteristics.

REC survey - any difference in opinions of BAME and non-BAME staff is not statistically significant.

Update
1) Mentors and mentees were trained ahead of each cohort.
2) The BAME mentoring pilot was successful – initially mentored 4 UEC members including the most senior.
3) A blog was written by Director HR: Sharing her experiences of BAME mentoring (Oct 2019). Others were not completed but different communication made instead (TABLE 125).
4) In 2022/23, following a break due to COVID, BAME mentoring was extended to next tier of university management (Heads of Schools and members of professional Services Group) with 7 partnerships, one of which didn't complete.
5) In 2023/34 a further 8 partnerships were established from a call to senior members of the University (Deans, Directors, Heads of School) one of which is our Chief Operating Officer (the most senior PSS).
Evidence of success: Qualitative feedback from both mentees and mentors is positive, only 1 partnership didn't complete (due to workload of mentee).
Future action: We acknowledge that this action takes time and emotional labour of BAME staff and, whilst it is now embedded in annual routine, we will continue to review the costs and benefits it brings both mentors and mentees (FAP 26). |
|---|---|---|---|---|

PAP : 24	Enhance attention to E&D issues at policy development stage.	We have recently updated our EIA process, and training is being provided for all Academic and Central Service areas. Monitoring of compliance is required	Quarterly reporting to Deans and Heads of Service on EA completion provided.	100% policies have an EA before being sent for approval. Monitoring takes place within HR/Academic Services/EDI Groups **Update:** Action taken included 1) EA training provided to key staff 2) Online materials and associated electronic form updated. 3) EA process formalised within policy approval process **Evidence of success**: a policy or procedure will not be approved without development of an EA (i.e. now embedded in policy development and approval process).
PAP : 25	Conduct a BAME Equal Pay Audit annually in line with the Gender Equal Pay Audit	Whilst the overall BAME equal pay audit shows in favour of BAME staff, there are a significant number of grades/job groups that show a significant difference not in favour of BAME staff	Annual Equal pay audit and analysis is provided to the RECSAT	BAME Equal Pay Audit and analysis received by RECSAT and at least 3 new actions developed/existing actions revised to address areas of inequality as identified. **Update:** Equal pay audits by ethnicity (EPAE) and ethnicity pay gaps (EPG) are routinely conducted and are formally reported at EDIOG. **Evidence of success**: no equal pay gaps are found that cannot be explained and the EPG is small (2023: mean 2%) or in favour of BAME staff (2023: median -10%), due to the distribution of BAME staff across job groups (more BAME staff in the academic group, who are on averaged paid higher than the PSS group) and is published online for transparency (FIGURE 66). The EPAE is not published due to small staff numbers at some grades and in some roles (but is reported internally).

Section 5 Academic Staff: Recruitment, Progression and Development

Objective 8: Ensure that the proportion of Academic BAME candidates at the application stage remains consistent at shortlisting and appointment stages by 2028/2034 respectively.

Shortlisting stage reviewed against 3 yearly targets of:	Appointment stage target reviewed against 3 yearly targets of:
Current: 21.2%	Current: 19.2%
2022: 24.1%	2022: 22.2%
2025: 28.4%	2025: 25.2%
2028: 34.1%	2028: 28.1%
	2031: 31.1%
	2034: 34.1%

Ref	Action	Rationale	Milestones	Success Criteria, Outcome & Update

PAP : 26	Develop a pool of BAME staff members to diversify recruitment panels prioritised for grade 9+ recruitment. Pool may also include external members from Black Professors Network	Lower success rates of BAME candidates in both shortlisting and appointment stages.	Recruit a pool of BAME staff via the BAME network/other area. Develop links with potential external BAME panel members Embed processes to monitor and report on composition of interview panels	A pool of BAME staff is engaged and trained for inclusion on recruitment panels (both internal & external staff). Original targets: (i) 50% of Grade 9 and above academic posts have at least one BAME panel member (ii) contribution to your recruitment targets. **Update:** The action and success measure (i) were modified as the original action would overburden the small BAME pool of staff. **Modified action** was to review recruitment panel guidance which now includes requirement for the COO (who has responsibility for EDI oversight) to chair all PSS panels for G9 and above and Faculty Dean (with responsibility for EDI) to chair academic panels. Additionally, for professorial panels an EDI expert is required as part of the panel. **Modified success measure**: action complete and, anecdotally, contributes to overall target measures at grades 9 and 10, with increased recruitment at grade 9 (FIGURE 44) but little change at grade 10 (FIGURE 45). NB only academic data given due to small numbers of PSS at these levels.

PAP : 27	Train and equip recruiting managers to improve the diversity of panels	Lower success rates of BAME candidates in both shortlisting and appointment stages.	HR Policies & Procedures are reviewed to allow flexibility in panel membership to support diversity To ensure that each panel chair is required to take reasonable steps to ensure a diverse panel. Revise Recruitment & Selection training to reflect new requirements and resources Develop reporting in Keele People to be able to report on the composition of recruitment panels	All recruitment panels have taken reasonable steps to avoid being all non-BAME. Target has not been set as baseline needs to be assessed and target developed based on pool of BAME staff numbers. **Update:** Action was taken to change to panel composition guidance, which is monitored. Additionally, all panel members must have completed University training and briefing notes are provided to the panel chair, which include a reminder on UB and their role on the panel in reminding other members. **Modified success measure**: action complete and, data indicate this might be helpful in BAME staff recruitment (given increasing recruitment trend since commencing action). Note when looking at panel data by ethnicity (TABLE 43) there is some annual variability reflecting vacancy subject/type e.g. in one year, a senior BAME staff member chaired numerous panels, associated with a single research project. There is an indication that greater BAME representation on panels is linked to greater success by BAME candidates but we note that this may not be causative.

PAP : 28	Corporate communications & website to include images BAME individuals	Document on EDI for those who write web pages / marketing materials etc. has already been circulated across campus (September 2018). We want to embed the use of the document and ensure that our web pages are reflective of the Keele community	Review of source photographs that are generated to improve the bank of diverse photographs available for use by the Marketing & Communications team and across the University Annual review of webpages to be undertaken by each school and department against the EDI document.	Review of all marketing material as representative of the Keele population – at least 14.5% of staff images have BAME representation, based on current UK HE sector benchmark (to increase as the Keele BAME staff population increases). **Update**: Action was taken to embed SCB guidance. **Evidence of success**: (i) webpages are, in general, around 1/3rd BAME to reflect our students. (ii) Exceptions are staff profile pictures pages (normally 1 per School) and are directly reflective of School staff (most PSS no longer have external profile pictures, but some opt to have these on Intranet pages). (iii) SCB staff engage a range of staff in taking pictures / videos to reflect school teaching.
PAP : 29	Development of a fellowship scheme targeted at early career BAME academics (funding pending)	To support early career researchers in obtaining experience	External funding is obtained and scheme launched	Fellowship scheme is recruited to, and a BAME academic completes the scheme successfully. **Update:** Keele was not successful in receiving funding. Efforts have been put into development of the KDA to support development of all Keele PGR students and early career academics.

PAP : 30	When using head-hunters to appoint to senior roles ensure that diversity is a key consideration and that monitoring information is recorded and reviewed	Information other than gender not previously collected by head-hunters	Headhunters briefed to collect this information.	100% of applicants have data provided from the head-hunters. Head-hunters to provide a diverse candidate list otherwise additional candidates to be sourced Analysis conducted and at least 1 action identified as required **Update:** Action has been taken to ensure Executive Search Agencies (ESAs) are briefed with Keele's aspirations regarding diversity and asked to share data on applicants after the interview process. However, this has not always been achieved, in part due to issues with GDPR and data sharing. **Evidence of success:** we are not able to evidence success for this action. Most ESAs have not provided Keele with monitoring data (due to the additional regulatory burden). **Future action:** to see if we can provide an alternative solution to data recording (FAP 88)

Objective 9: Increase BAME staff success rate at Senior Lecturer (Grade 9) promotions to align with non BAME success rates. Reviewed against 3 yearly targets: Current: 1.3% (1 in 3 a year period)
2022: 2.1%
2025: 2.9%
2028: 3.6%
2031: 4.4%
2034: 5.2% (5 in 3 year period)

Ref	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP: 31	Develop an appraisal checklist (based on the UCL MRC Laboratory for Molecular Biology model) and incorporate it into appraisals training.	UCL MRC lab appraisals checklist puts the onus on managers to give concrete reasons to explain why someone is not yet ready for promotion.	Appraisals checklist created and communicated to all staff via blog post.	Linked to promotion targets - Objective. Increase number of BAME staff applying and being successful. **Update:** additional checklists and guidance were provided as part of the SPRE process now **BAU**. **Evidence of success:** BAME and non-BAME staff are equally satisfied with SPRE (TABLE 12: Athena Swan survey). Increasing BAME staff application to, and success in, promotions is evidenced (TABLE 44 - TABLE 47) at least for SL promotions.
PAP: 32	All BAME staff identified at appraisals as being within 2 years of promotion to be offered a mentor and/ or training to	To increase number of BAME staff applying for promotion and improve the number of successful applications from	Report to EDISG.	Linked to promotion targets - Objective. Increase number of BAME staff applying and being successful. **Update:** organization of promotion mentoring is an expectation of Heads of School for all BAME staff within 2 -3 years of promotion and should be BAU. However, anecdotally, not all staff are receiving this mentoring.

	BAME staff.		**Evidence of success:** whilst we know that not all staff have been enabled to access promotion mentoring others have and this has been a factor in the success seen in promotion at senior level (TABLE 44 - TABLE 47), as above. **Future action:** we have recently purchased a mentoring platform with the aim of increasing efficacy and reducing administrative burden for staff (FAP 60).
help them reach required standards.			
PAP: 33	Promotion of the Advance HE's 'Leadership Foundation programme for Future BAME Leaders'	We have promoted 'Aurora' for a number of years, have had very positive feedback and have seen increased female representation in higher academic grades during this period. We hope this programme could have a similar impact.	Programme promoted in Organisational Development marketing materials Programme marketed direct to HoSs before appraisals & request they share with appropriate school staff.	3 members of BAME staff enrolled onto programme. Feedback from participants reviewed to inform future promotion of the programme Success of attendees is measured over a 3 year period following the course completion to assess success of the intervention. **Update:** Advance-HE's programme was promoted via OD. Other ethnicity-specific development opportunities were also advertised within relevant faculties (e.g. opportunities to learn about EPSRC funding targeted at Black researchers was promoted via EDILs and FNS Faculty Research Dean). **Evidence of success:** No staff approached OD for further information on the Advance-HE or similar courses. Attendance at Aurora, with representation from BAME women, continues from Keele (TABLE 70) and we note success has been seen in promotion of both BAME women and men at Keele. **Future action** (FAP 69 - FAP 73): will continue to promote programmes and underline Keele support available.

PAP: 34	Offer shadowing/observation opportunities for BAME staff who attend leadership development programmes (Aurora or 'Future BAME Leaders')	To enable BAME staff to make informed decisions about possible leadership opportunities.	Ask all Heads of School to identify shadowing opportunities; secure agreement from Deans to allow observation at Faculty Executive Groups.	3 BAME staff members annually to participate. Qualitative feedback gained from participants to assess impact. **Update:** Limited action can be reported and includes staff opportunities for observing Senate (EDI Observers, TABLE 57). Other actions are arranged on an individual level and no central record kept. Aurora mentoring continues on a 1:1 basis as part of the Aurora programme and is organized centrally though OD. A Keele Aurora leadership network has been promoted to all Auroran's and others who are interested in women's leadership and this does include BAME membership. **Evidence of success:** EDI Observers on Senate reported this as being initially useful but since some of them are now full members and EDI is embedded in all policy considerations (through an EIA) their role may be less needed. Data collation at school level for this type of activity has been problematic: our FAP self-assessment section will determine whether there is a way to streamline this type of data collation.

PAP: 35	Ensure equitable BAME representation in school administrative roles	Additional administrative roles within schools, e.g. research leads, programme directors, etc. can contribute greatly to promotions success. Currently BAME representation is unknown	Gather data on ethnicity of current post holders	Data for 100% of administrative roles is gathered and analysed. Outcome of analysis to be reported to the EDISG and actions identified and embedded. **Update:** There are a wide range of administrative roles used in Schools. So, a more limited set, of those most commonly in use, have been analysed. See TABLE 60. Programme director roles are now broadly as expected from BAME academic representation of lecturer staff. **Evidence of success**: Actions taken to date have included those in relation to mentoring for promotion. Other actions which focus on research visibility and support for BAME staff are (FAP 74 & FAP 76) and more broadly support for career development (FAP 69 - FAP 73).
PAP: 36	Issue strong steer to all Schools to advertise leadership opportunities, with a positive action statement encouraging BAME applicants and to state terms of office.	To give all staff an equal opportunity to apply for career-enhancing positions in a transparent way. Currently BAME representation at application and appointment to such roles is unknown	All FEDIGs to offer example of email advertising leadership opportunities; all School EDI Groups to agenda advertisement and decide how monitoring can be undertaken	At least 75% of Schools to have internally advertised all key leadership positions, with terms of office, by 2022 and FEDIGs to monitor applicants and success rates by ethnicity. **Update:** Advertising academic leadership opportunities is now **BAU**. Data is not routinely collated on applicants and often there are very few. **Evidence of success:** School EDIL survey indicates that the 75% target was met in Schools.

| PAP: 37 | Gather and analyse recruitment data for both acting up and school administrative posts | To assess diversity of applicants and equality within the recruitment process | Applicant data is gathered at school level

Data is analysed by School EDI and reported to FEDIG | At least 75% of Schools to have gathered and assessed acting up/key leadership roles.

Update: As for action 34, these opportunities are advertised for academic staff within Schools

Evidence of success:
In terms of formal internal secondment, no success can be shown because these are rarely used. Only ▮ academics had an internal secondment over the last 5 years (TABLE 69). There was no ethnic diversity observed in these posts but given only ▮ this is not unsurprising.
In addition, we have had ▮ instances of HoS positions requiring interim arrangements and X Faculty EDIL. For ▮ of the interim HoS roles (i.e. ▮%) a BAME applicant was successful i.e. representation of ▮%, ███████████████████████.
Internal HoS appointments (non-interim) have shown no BAME successes (TABLE 60). |
| PAP: 38 | To encourage the Promotions Committee to seek input to the process from a more diverse range of external assessors e.g. Black Female Professors Network | Increase diversity of input to the promotions panel with the aim of reducing BAME candidate inequalities | Guidance to be presented to Promotions Review Committee. | Short-term outcome: more diverse range of expert assessors contacted.

Longer term outcome to reach targets as outlined in Promotions action1

Update: Promotion panel guidance was reviewed and updated. As well as aiming for greater diversity in reviewers for promotion to Professor and Reader, we have removed the need to approach reviewers in the case of promotion to SL (from 22/23) and thus reduce the chance of external bias.

Evidence of success: BAME staff application to, and success in, promotions is evidenced (TABLE 44 - TABLE 47, FIGURE 46, FIGURE 47), in particular at SL level. |

PA P: 39	Develop EDI statements as part of the Unit of Assessment environment statements – monitored on the UoA level.	Lower representation of BAME staff at both REF eligible and success stages Eligibility for REF 2014 was lower among BAME (43.3%) compared to non-BAME (66.9%) staff. Likewise, submissions were lower among BAME (27.8%) compared to non-BAME (38.8%) staff. Taken together, the percentage of eligible staff submitted was lower among BAME staff (51.3%) compared to non-BAME (58%) staff.	EDI statement requirement is raised within the relevant REF planning group	Reduction of difference in BAME/Non BAME submitted rates to be reduced by 50% in REF 2021. Equality of eligible and success stages by next REF 2028. **Update:** EDI statements covering REF environment were produced. **Evidence of success:** our final EIA for REF 2021 found that, as a proportion of our total academic staff, BAME staff were more likely to be submitted to REF than non-BAME staff. BAME women were most likely to be submitted, followed by non-BAME men, then by BAME men. There was a small difference in number of outputs (BAME 1.8 and non-BAME 2.0 on average). Data below are extracted from our REF 2021 EIA indicating significant responsibility for research (SRFR) – used to determine who was submitted to REF.

Row Labels	Female		Male		Grand Total
	BAME	Non-BAME	BAME	Non-BAME	
SRFR	82.1%	57.2%	72.7%	79.6%	71.3%
No SRFR	17.9%	42.8%	27.3%	20.4%	28.7%

PAP: 40	Embed EDI considerations within the REF Code of Practice	Lower representation of BAME staff at both REF eligible and success stages	EDI Training specifically tailored to REF is developed and delivered to all REF decision makers A protected characteristic analysis of eligible/submitted staff is undertaken	Reduction of difference in BAME/Non BAME submitted rates to be reduced by 50% in REF 2021. Equality of eligible and success stages by next REF 2028. **Update:** Actions taken included: i. EDI training provided for those responsible for REF, ii. Mock exercises for REF were carried out and impact on EDI reviewed, iii. An EDI statement and EIA were produced. **Evidence of success:** See action above.
PAP: 41	Develop Faculty-based Early-career workshops on career planning to augment the institutional workshops we already run on promotion to SL/STF and Chair.	We already provide promotion workshops to SL / STF & Reader/ Chair. A workshop on career planning at early stage could cover issues such as prioritising, time management, and other Early Career (EC) issues.	Annual workshop in each Faculty.	An average of 20% BAME attendees to sign up annually for each Career planning workshop; positive feedback from workshop evaluations. Long-term outcome: helps achieve future increase BAME staff applying for promotion to SL/STF/SRF **Update:** Faculty level action has been sporadic and, whilst attendees valued the Faculty-level approach, issues were also raised about consistency. Hence, most work has been centralized with: i. the development of the KDA ii. ongoing Keele Promotion workshops, with early career academics also encouraged to attend in order to receive advice on career building. **Evidence of success:** BAME staff application to, and success in, promotions is evidenced (TABLE 44 - TABLE 47, FIGURE 46, FIGURE 47), in particular at SL level. In the last two years University promotion workshop has been 1/3rd BAME (i.e. higher

			than academic staff representation) (TABLE 48). The FNS E&R early career workshop (2023) was ██% BAME again above that expected from cohort.
PA P: 42	Evaluate Humanities postdoctoral fellowship scheme	Evaluate scheme which provides access to key facilities of the University (e.g. library, email account) for postgraduates for up to 2 years after they graduate, assisting the transition from education to employment, allowing them to publish through Keele and build their networks.	Gather data on BAME participation and employment outcomes	Monitor scheme attendance to ensure BAME representation aligns with postgraduate BAME population.

Evaluate employment data for scheme participants to ensure BAME employment levels align to Non BAME

Where issues of under representation is evident, develop an action plan to achieve parity.

Update: The FHumSS postdoctoral scheme was available to all. Hence, aligning with the population. However, the cost of providing email addresses and IT support for these ex-students combined with concerns over additional security risk has meant this action had to be **discontinued**. |

PAP: 43	Provide career development opportunities for early career research (and teaching focused) staff	Ensure equitable support is offered to all BAME staff within research (and teaching) career pathways	Investigate further the experiences of BAME research (and teaching) focused staff by defining the role within the next REC staff survey. Analyse responses from research (and teaching) focused staff and develop targeted action plan	Action Plan is formulated to support career development of researchers (and teaching focused staff) **Update:** (i)The KDA was developed to support PGR students & ECRs. (ii)A career pathway was developed for staff who focus on scholarship, with most Teaching Fellows and some E&R lecturers translating to E&S Lecturers (iii)A question was formulated on career route (E&S cf E&R) within the AS survey. **Evidence of success:** Actions were formulated and executed as above. The KDA offers a range of career development workshops, and BAME representation is at least representative of PGR and research-active early career staff. In FHumSS EIAs have been completed and there is no indication of any under-representation of BAME staff in metrics such as internal grant application or funding or research leave. Our FAP brings other faculties into this activity. The AS survey found that there was no difference between BAME and White respondent satisfaction of equity in E&S and E&R careers with free text comments indicating that some respondents thought the E&S route was easier and others the reverse (or at least that it was easier to demonstrate E&R career success through metrics).

PAP: 44	It is acknowledged that opportunities prior to promotion, research leave, conference funding, etc. can have an impact on promotion readiness and success rates. Therefore, uptake of such activities should be monitored by ethnicity and action taken to ensure equality of access.	The University does not have systems in place to either formally promote and allocate such opportunities to ensure transparency and equitable opportunity for BAME staff	The school of midwifery and nursing (SNAM) have a system in place as part of their Athena SWAN, this system should be promoted within all schools, via EDI Champions, as an example of best practice	A system of monitoring of profile-raising opportunities undertaken by staff is shared with all schools that meets the need to monitor access to profile raising opportunities analysed by ethnicity. 50% of schools have implemented the suggested or similar system of monitoring. Where the analysis shows any inequality in access to profile raising opportunities at least 3 actions will be put in place to address the issues. **Update:** Good practice from SNAM was shared via EDILs to other Schools. **Evidence of success**: The initial target of 50% of schools having implemented similar practice to the SNAM was met (as evidenced by the SEDIL survey). However, Schools do not hold data on staff ethnicity (this is held in HR only) and sharing is problematic where numbers are small. Hence, quantitative equality analysis was not enabled.

Section 6				
Re f	Action	Rationale	Milestones	Success Criteria, Outcome & Updates

Objective 10: Ensure that the proportion of PSS BAME candidates at the application stage remains consistent at shortlisting and appointment stages by 2034

Shortlisting stage reviewed against 3 yearly targets of:

Current: 8.6%

2022: 9.3%

2025: 10.0%

2028: 10.8%

2031: 11.5%

2034: 12.3%

Appointment stage reviewed against 3 yearly targets of:

Current: 4.9%

2022: 6.4%

2025: 7.9%

2028: 9.3%

2031: 10.8%

2034: 12.3%

PAP: 45	Diversification of recruitment panels, however, given the small population of BAME PSS staff, involvement of academic staff or student officers (for student facing roles) will be considered. Prioritise for grade 8+ PSS roles and due to lowest BAME representation and greatest reduction in BAME representation throughout recruitment stages	Whilst Keele attracts a level of candidates in line with local demographics, the shortlisting and success rates for BAME candidates is low.	Amended panel ready reckoner Pool of BAME recruitment panel members being contacted Reporting on recruitment panels established	Reporting on recruitment panels presented annual to EDISG All BAME staff within the pool report that they are being contacted by recruitment managers to join panels 30% of panels have BAME representation, raising to 50% for grade 8+ job panels Shortlisting and appointment targets are achieved **Update:** This action was updated to: "Review recruitment panel guidance which includes requirement for the COO (who has responsibility for EDI oversight) to chair all PSS panels for G9 and above." As the initial action would have overburdened a very small number of staff. **Evidence of success:** Progress is seen in BAME PSS recruitment (TABLE 51 - TABLE 55, FIGURE 60 & FIGURE 61) There is also increasing BAME representation on recruitment panels by ethnicity (TABLE 56) with an indication that greater BAME panel representation is linked to greater success by BAME candidates. However, we note that this may not be causative and may just reflect that the two have both increased in recent years. BAME representation on panels is now broadly representative of PSS.

PAP: 46	Trial an anonymised application process in SAS and MAC for 1 year (identified as key departments with student facing, support and recruitment responsibilities).	Whilst Keele attracts a level of candidates in line with local demographics, the shortlisting and success rates for BAME candidates is low. We would like to review the impact of anonymised applications on the shortlisting rates	Keele People amended so that anonymised applications can be sent to SAS and MAC as part of the trial. Review data and impact of anonymised applications and report to EDISG	If the data analysis shows that there is an increase in shortlisting rates of BAME applicants, EDISG recommend the roll out of anonymised applications for all PSS roles. If this action does not yield the desired outcome, further actions will be devised **Update:** This action was delayed as issues were found in implementation of anonymization through our HR data management system and a more manual intervention was required, which in turn required obtaining internal funding to over additional staff costs. Hence, application anonymization has been conducted since Spring 2024 only. **Evidence of success**: not yet available due to delays in commencing action and insufficient data available.

Ref	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
Objective 11: Increase professional & Support staff BAME representation within senior grades to 10.3% (UK HE Sector BAME staff population) by 2034 Reviewed against 3 yearly targets: Current: 1.2% 2022: 1.8% 2025: 3.0% 2028: 4.8% 2031: 7.2% 2034: 10.3% **Action 47 - 48**: Professional & Support Staff by Grade; **Action 49:** Professional and support staff career development				
PAP: 47	Technicians commitment- ensure equality of access and participation	To ensure that BAME technicians are actively included in the agreed initiatives to support career development for Technical staff	Technicians Steering Group to consider how they can ensure that activities are fully inclusive.	REC and Inclusion to be an agenda item at a Technicians Steering Group meeting. Specific actions to enhance inclusivity agreed and feature in the Technician Commitment submission due June 2020 **Update**: EDI Team staff led EDI sessions at Technician's conferences and professional service conferences (July 2019 and later). **Evidence of success**: feedback was positive and has resulted in further engagement with EDI as noted below.

PAP: 48	PSS Network events, career development workshops, other events- ensure equality of access and participation	To ensure that BAME PSS are actively included in the initiatives to support career development for PSS	Network organising group to consider how they can ensure that activities are fully inclusive.	REC and Inclusion to be an agenda item at a Network Organising Group meeting. Specific actions to enhance inclusivity identified and agreed and feature in the next PSS conference.
				
				Update:
				i) ASO led a session on EDI (including race equality) at PSS network prior to routine twice annual PSS conferences.
				ii) PSS conferences, held since 2019, have had EDI-related talks
				   - Staff network members have spoken on EDI issues and individuals have shown themselves to be role-models.
				   - At least one invited guest covered the diversity business case in his talk (keynote from external consultancy)
				iii) PSS Conference 2023 led to agreed Keele PSS Values & Behaviours, which includes "*We insist on honesty, <u>inclusion and respect</u> for each other in all that we do…*"
				iv) The theme of the July 2024 PSS Conference is "Equity, Inclusion and Belonging.", with a range of internal and external speakers.
				
				Evidence of success: increasing engagement of PSS in EDI is evidenced as shown by actions and PSSEDIG is visible to all staff through a dedicated intranet page, advertised through internal communications email.

PAP: 49	Identify internal recruitment candidates and therefore be able to report on professional & support staff internal recruitment	To monitor internal promotions as a route for career development and analyse equality of BAME staff	Specify and implement amendments to the HR system. Report on PSS internal promotions to the EDISG	Annual reporting on internal PSS recruitment in place. Actions identified and documented based on analysis of data. Aim for BAME representation in line with initial application throughout internal recruitment stages. **Update:** Limited processing of internal candidates data has been conducted. Instead a focus on identifying progression, which for PSS is largely through internal reporting,

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			has been taken **Evidence of success**: analysis of the last three complete pay periods (2020 – 2021, 2021 – 2022 and 2022-2023, dates as governed by Gender Pay Gap reporting) for our Ethnicity Pay Gap and Ethnicity Equal Pay Audit, found that **4% of PSS who progressed (and had given an ethnicity) were BAME** (including any PSS in post on both census dates who progressed up one grade or more (from grades 2 to 9) or joined the spine from an operational role or was rezoned within a grade 10 role). Representation is broadly as expected from overall BAME PSS representation, considering increasing trend to representation and number of staff in lowest paid operational roles, who historically, infrequently progress to higher grades. **Future actions:** define clearer set of reports to add value to our pay gap reports and add career support actions for all PSS roles and grades.
PAP: 50	Analyse all temporary Acting-Up appointments and ensure these are internally advertised.	We have already issued guidance that temporary positions should normally be advertised; we wish to make sure this happens, so as to give all staff an equal opportunity to apply for career-enhancing positions in a transparent way.	Report annually how many Acting-up appointments have occurred, and what proportion have been advertised. Review application and uptake of BAME staff compared to Non BAME	At least 75% of Acting Up positions are internally advertised by 2019. Consistency of BAME representation throughout application, shortlisting and success rate is evident from the data. **Update:** HR scrutinise all roles which lead to contract variations. However, depending on role, PSS jobs may not be advertised outside of local area and, hence, we are not fully able to measure consistency of representation throughout the process. **Evidence of success**: cannot be shown - those PSS noted as being on internal secondment (TABLE 69) were all non-BAME.

PAP: 51	Promotion of the Advance HE's 'Leadership Foundation programme for Future BAME Leaders' and/or wider open leadership training	We have promoted 'Aurora' for a number of years, have had very positive feedback and have seen increased female representation in higher academic grades during this period. We hope this programme could have a similar impact.	Programme promoted in Organisation Development marketing materials Programme marketed direct to Heads of School and ULG before appraisals with a request that they share with appropriate staff in their school.	3 members of BAME staff enrolled onto programme Feedback from participants reviewed to inform future promotion of the programme Success of attendees is measured over a 3 year period following the course completion to assess success of the intervention **Update:** Advance-HE's programme was promoted via OD. Other ethnicity-specific development opportunities were also advertised within relevant faculties (e.g. opportunities to learn about EPSRC funding targeted at Black researchers was promoted via EDILs and Faculty Research Dean). **Evidence of success:** No staff approached OD for further information on the Advance-HE or similar courses. Attendance at Aurora, has had good representation from BAME women (TABLE 70). **Future action** (FAP 69 - FAP 73): will continue to promote programmes and underline Keele support available.
PAP: 52	Offer shadowing/observation opportunities for BAME staff who attend leadership development programmes (Aurora or Future BAME Leaders')	To enable BAME staff to make informed decisions about possible leadership opportunities.	Ask all Heads of School and Directors to identify shadowing opportunities; secure agreement from Deans to allow observation at Faculty Executive Groups.	2 BAME staff members annually to participate. Qualitative feedback gained to assess impact. **Update:** Limited action can be reported and includes staff opportunities for observing Senate (EDI Observers) [TABLE 57]. Other actions are arranged on an individual level and no central record kept. Aurora mentoring continues on a 1:1 basis as part of the Aurora programme and is organized centrally though OD. A Keele Aurora leadership network has been promoted to all Auroran's and others who are interested in women's leadership and this does include BAME membership.

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			Evidence of success: Only one of the EDI Observers on Senate was PSS (and had not completed Aurora or similar programme). One BAME Aurora PSS participant has successfully progressed her career at Keele receiving promotion through job application. Data collation at departmental and school level for this type of activity has been problematic: our FAP self-assessment section will determine whether there is a way to streamline data collation.
PAP: 53	Ensure equitable BAME representation in departmental committees	Attendance at committees can contribute to career development Currently BAME representation is unknown	All department committees to undertake assessment of their main committees and BAME representation Committee chairs are provided with guidance to consider equality issues when appointing members and to follow an open and transparent system of membership	School EDI Groups/ each directorate to identify relevant committees and monitor membership by ethnicity. Evaluate annually to monitor increase in BAME representation on committees to mirror BAME population (currently 3% and increasing in line with population targets). **Update** School and Faculty Committees Except for EDIGs, which follow clear guidance as part of their Terms of Reference, PSS involvement in School Committees is by role (note takers at administrative grades; as School Executive Team members for M&S staff and as members of Health & Safety Groups for technical staff). Directorates do not have committees beyond those at University level but have senior team meetings etc. **Evidence of success:** PSS EDIG membership across both schools and PSSEDIG at ca. ▮%, broadly represents BAME PSS staff representation. Other committee membership is by role and, so reflective of post-holders.

Section 9: Additional Information				
Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
PAP: 54	To continue the Race Equality lecture series in subsequent academic years and engage all faculties in the delivery of the series.	To continue to promote anti-racist dialogue	A lecture series programme is developed and communicated each year	To hold one headline lecture which will be of broad appeal to the general public, as well as staff and students at the University of Keele and one relevant event from each faculty per academic year **Update:** Action was taken to deliver a series of race equality lectures from October 2017 to May 2022. Followed by a move to embed race equality in our high-profile Global Challenges (GC) lectures series to ensure issues of race were not marginalized within a separate programme but brought a focus of our mainstream work (BAME, international and Equalities staff are on lecture series working group as is representation from all Faculties). **Evidence of success**: Some key lectures are highlighted in Appendix 5. We mark this as green but note that frequency and stipulation of 1 per Faculty was exceeded in earlier years but required frequency lessened more recently in favour of embedding into mainstream GC series.

PAP: 55	To support lower paid staff, where for PSS, BAME representation is highest (both for substantive staff and casuals – the latter often being student ambassadors)	We wish to pay all staff the voluntary living wage. This may in the long-term reduced turnover from domestic assistant roles.	Implement Voluntary living wage for all staff	**Update: NEW ACTION** Action was taken to pay the voluntary Living Wage for all employees from 1st January 2023. **Evidence of Success:** an uplift was seen in the lowest paid salaries, which was particularly impactful for our lowest paid staff (e.g. domestic assistants where BAME representation is highest). We have not yet seen a decrease in turnover but there is insufficient time since implementation to measure. Additional measures were also put in place to reduce financial burden caused by the **cost-of-living crisis** including subsidized bus fares and campus food and provision of financial advice.
PAP: 56	To increase sense of belonging and job security for new academic staff.	BAME staff are disproportionately in new academic staff roles	Reduce academic probation period from three years	**Update: NEW ACTION** **Action:** was successfully taken to reduce academic probation from three years to nine months. **Evidence of Success:** process has been implemented and, due to relative over-representation of BAME staff in earlier career roles, this has benefitted this staff group.

Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
Objective 12: Undertake further analysis of admissions data to support a reduction in the percentage point difference between the offer rate & the average offer rate for BAME students to zero by 2039 in line with attainment gap targets				
PAP: 57	Unconscious Bias in admissions training for all staff who have Level 1 decision making responsibility in the admissions process both centralised & within schools	To support best practice in the admissions process	Specific admissions training is developed (an existing online training course- admissions in pharmacy- exists which could be used as a foundation) Face-to-face training is developed or suitable external training package identified	Training programme in place & 100% of Level 1 admission decision makers have completed the training. Training feedback shows at least 75% of attendees feel more able to actively consider EDI issues & potential UB in admissions. **Update:** Initially a focus was on training these staff with bespoke and locally arranged training. Since Nov 2022 Bias *Awareness* module was mandated, by VC's email to all staff. **Evidence of Success:** 77.2% of all substantive staff have completed the Bias Awareness course. Feedback on training is optional but, where given, has been positive and met aim of supporting all involved in admissions process to actively consider EDI and potential impact of UB.

PAP: 58	Unconscious Bias in admissions guidance produced for all staff who have Level 2 occasional involvement in the admissions decision making both centralised & within schools	To support best practice in the admissions process	A guidance document & additional online training is developed for Level 2 admissions staff	Guidance document included in induction pack for 100% new staff
Level 1 Training made available for those who wish to develop awareness, aim for 25% of level 2 staff

Update: As action 55 (above) training mandated for all from Nov 2022.

Evidence of Success: 77.2% of all substantive staff have completed the Bias Awareness course. |

PAP: 59	Unconscious Bias in admissions guidance produced for all staff who have Level 3 wider admissions process involvement, e.g. clearing call centre operatives, open day / offer holder day ambassadors	To support best practice in the admissions process	Specific online training OR training/guidance to be included in existing clearing call centre/open day training	100% of staff involved in clearing & student ambassadors in open days have received this guidance. **Update:** Action completed and target met. **Evidence of Success:** Dedicated training slide and all student ambassadors must be trained, or they will not be allocated work.

| PAP: 60 | Investigate admissions data analysis UCAS tariff points vs Offer at Faculty level by ethnicity (and gender) | Identify differences in potential bias within the admission process & develop faculty specific actions | Students Admissions team to further analyse UCAS offer data at Faculty level | Report for each faculty produced & considered at Faculty Learning & Teaching Committees for specific action identification. 3 actions developed & embedded in each faculty

Update: UCAS data on a university level, indicated that the offer/applicant ratio is lower for BAME students, when taking predicted grades into account (but not interviews nor subject specific exams e.g. those for Medicine). The offer/applicant ratio was statistically significantly lower for Asian students in 2018 (1.8 %pts) & Black students (2/5%pts) in 2021 (FIGURE 88)

Evidence of Success:
No issues were found in FHumSS or FNS (TABLE 85), as expected from the standard offer process, which is based on predicted or actual grades for all subjects, except Veterinary Surgery, which is new but to date shows no issues in application to offer conversion for BAME applicants (not shown but 91% offer rate for BAME and 82% for non-BAME for the three years 2020/21 – 2022/23).

FMHS had a lower offer/applicant ratio for BAME applicants (TABLE 85). Despite this, on average subjects now have representation of BAME students above that expected from the population. Action taken included the staff Bias Awareness training and subject-specific actions including EDI information for applicants (in Physiotherapy), continued work with initiatives such as Steps2Medicine, which gives guidance on the UCAT examination & interviews and in Nursing & Midwifery opening up new routes to pre-registration nursing. |

Ref.	Planned Action / Objective	Rationale	Key Outputs & Milestones	Success Criteria & Outcome & Updates
PAP: 61	Investigate further the relationship between offer tariff & student progression & attainment	Gather data to support further work to reduce attainment gaps	Quantitative analysis of entry qualifications & their relationship to student progression & attainment conducted. Provide Red, Amber, Green ratings for each faculty to guide discussion	Report considered at Faculty Learning & Teaching Committees for specific action identification. **Update:** Data analysis found no first-degree award gap in terms of good degrees by ethnicity for those with higher A-level grades. Entrants with either lower A-level grades or other entry qualifications, e.g. Btecs, have an award gap by ethnicity (TABLE 102). Additionally, a greater proportion of BAME students enter Keele with lower A-level grades or other qualifications than non-BAME students (TABLE 103). Data has not been divided by Faculty as numbers are small when sub-divided by A-level grades and other qualifications on entry to University. However, overall attainment issues are known by faculty and School. **Evidence of Success:** A suite of student support actions has been taken to date and further are detailed in our FAP priority 1.

Objective 13: Investigate BAME representation at local level & identify specific actions

PAP: 62	The undergraduate student data shows a higher than sector benchmark BAME student population in all three Faculties, therefore further investigation at school level will be undertaken to assess potential local areas of underrepresentation	To ensure BAME representation across all schools	School level data is gathered & analysed by each school EDI committee School level actions are developed	Further information on BAME population at school level is gathered & 3 actions for each school with lower than UK HE sector benchmarks are identified & embedded. **Update:** In 2019, detailed education datasets were first routinely prepared by ethnicity & other factors, covering representation, continuation, completion, attainment (including by modules) and provided to Schools, with data contributing to Annual Programme Reviews. **Evidence of Success:** Areas which formerly had low BAME representation (Schools of Allied Health Professionals & Nursing & Midwifery) now have representation at, or above, age-adjusted population. Nursing has introduced a new pre-registration route (degree entry, which has high BAME representation) but even without this course BAME representation in pre-reg nursing has increased (FIGURE 78); SAHP has added new courses with Radiography having high BAME representation relative to population. Physiotherapy is now better benchmarked, is not below sector, and has increasing BAME representation (FIGURE 79). Some of this success is attributed to new clinical practice measures (related to undress/touch) and description of how the School works to address issues relating to this in applicant information. Student testimonial states "… *the continuously expanding diversity among staff and cohort members, has been empowering and conducive in creating an inclusive environment*" The new HK Vet School has acted at the outset to encourage BAME student representation (lower tariff score cf competitors; work with a BAME vets organisation), & whilst representation in their subject is below age-adjusted population representation, it is marginally above subject benchmark. Chemistry, at Keele, is not below sector (TABLE 76 - TABLE 77), but has a Royal Society of Chemistry funded "Missing Elements" project, "My Chemistry, My Culture" to identify racial and cultural barriers to academic chemistry, which, nationally, has below age-adjusted population representation of BAME students and academics.

Ref.	Planned Action / Objective	Rationale	Key Outputs & Milestones	Success Criteria & Outcome & Updates
PAP: 63	Continue to build on a calendar of events throughout the University to showcase & share awareness of other cultures. Monitoring event attendance	To celebrate the diversity of Keele, reduce potential racial tension	Annual diversity calendar is populated Events are widely communicated Establish baseline of attendance at key events. Review improvement in following year.	Continual revision & production of calendar, increasing awareness of cultural events. Increase percentage of students attending key events within BHM & other relevant race events. **Update:** Initially a print & electronic (PDF) diversity calendar was produced. Following staff feedback, in June 2021 this was embedded in an Outlook calendar for ease of sharing. The diversity calendar is used by Campaigns & Events group to inform activities – coordinated by the Residence Life Team, and can be accessed by all staff. **Evidence of Success:** Student attendance at BHM events (films, book clubs, invited speakers, cultural events) has remained relatively low following COVID. However, events are clearly communicated & there is strong & increasing online engagement. The BHM webpages in 2021 got 71 views, this increased to 359 in 2022 & 696 in 2023. On social media, & as in 2021 & 2022, the top performing posts were not event-related but linked to the student BHM blog, which was the highest performing student blog of the year (249 views). Diversity festival attendance increased from an estimated 200 in 2022 to 500 in 2023. Religion-related events include a Grand Iftar, new since 2022, & a Langar (see BBC article) (both with freely provided food & sold out annually) & a Holocaust memorial event (2023), which involved members of both religious communities & others.

Objective 14: Increase BAME UK student progression rate to align with Non-BAME students: Current: 89.5% BAME progression rate
2019-2022: 89.9%
2022-2025: 90.4%
2025-2028: 91.2%
2028-2031: 92.4% (Non-BAME progression rate target)
2031-2034: 93.8%

PAP: 64	Gather more detailed qualitative data, including reasons, for non - progression & analyse by ethnicity	Gain a deeper understanding of reasons for leaving the university	Exit interviews analysed by key groups (including ethnicity) & reasons for leaving analysed. Analyse uptake of face-to-face exit interview by ethnicity - update process to enable choice of interviewer (including students union representatives or ASK) Ensure exit interview questionnaires are designed to include questions regarding inclusivity & culture at Keele.	Assess the percentage of students leaving who engage in the exit interview process, comparing BAME & Non BAME populations. Aim to reach comparable percentage of BAME & non-BAME student participation. Develop a targeted approach for groups less likely to engage. **Update:** A student withdrawal report, by ethnicity & other factors, is generated annually & reported to Faculty Education Committees by the SESO team. Data (TABLE 92) indicates that, for UG students, reasons linked to academic issues are more significant amongst BAME leavers. 41% of BAME UG Home leavers cf. 26% of White peers, 2018/19 -2022/23 (who are more likely to leave for personal reasons) & this difference is largely unchanged on the preceding 5-year period. **Evidence of Success:** Student Services invite withdrawing students to a virtual meeting to understand leaving reasons & discuss options such as an LOA or course change. Proactive action is now taken (as a result of work on withdrawal) for students at risk of academic failure, with Pilot Interim Progress Review (() meetings with their School & support measures offered, to be assed in our FAP. BAME (including international) student over-representation in academic misconduct cases has led to (i) an SU-led study of international BAME student experiences (12 semi-structured interviews) & (ii) an externally commissioned review of issues (SUMS consulting). FAP 5 addresses recommendations.

| PAP: 65 | Ensure consistent support from personal tutors for all students to support attainment | BAME students, particularly international students, report uncertainty of personal tutor protocol & inconsistency in application | Ensure all personal tutors receive guidance each new semester. Reminder to all students to meet with personal tutors in first 4 weeks of each semester. Include issues of BAME student grading perceptions (Action 87) | 100% of personal tutors & students receive a guidance reminder an increase in BAME student satisfaction with support from personal tutors is evidenced in student survey & further qualitative focus groups in Sep 2020 75% of personal tutors receive cultural awareness training, 100% of feedback from the training shows feedback that staff are more informed & equipped to deal with potential unconscious bias.

Update:
Guidance reminder is sent annually. However, training given was Bias Awareness, which included microaggressions based on race (and other characteristics) rather than deeper "Cultural Awareness training" (see completion rates -).
In 2022, following a student and staff informed review, personal tutors roles were disestablished & replaced with, Academic Mentor (AM) roles with a clearer remit & oversight from Senior Academic Mentors (SAMs), who have enhanced training & responsibilities. Reminders about academic mentoring expectations, including requirements to meet, are formalised in policy & sent annually from Faculty Education Deans downwards. Additionally, new in the period, were Student Experience & Support Officers (SESOs) based in Schools but managed centrally in Student Services to create a robust & holistic approach to welfare support. AMs, SAMs & SESOs work together to support students.

Evidence of Success: NSS shows a recent (2023) slight improvement in Asian student satisfaction with teaching support (TABLE 32). NB: Black students give more positive responses at Keele, & elsewhere.

Future action: The My Keele Journey dashboard was available from 2022 to inform the Academic Mentor's support. Meetings uptake is logged, alongside other engagement measures, & reported through schools via SAMs & Faculty Education Committees & reported bi-annually to University Education Committee. EIA will now be enabled in our FAP. More in-depth cultural awareness training will be given. |
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PAP: 66	All student facing staff to receive training on cultural awareness, particularly in relation to BAME student experiences	To develop an inclusive culture & improved experiences for BAME students resulting in increases progression rates & attainment	Cultural awareness training is developed for all staff either online of face to face as identified through a full training needs analysis	75% of student-facing support staff receive cultural awareness training, 100% of feedback from the training shows that staff are more informed & equipped to deal with potential unconscious bias. **Update:** A focus on key support roles and those who provide onward training to academic staff was given with Student Support, Residents Life, KIITE & KeeleSU received race equality training all by May 2021, given by our Race Equality Officer. Ramadan awareness training sessions have also been delivered to our staff by Organisational Development and our Muslim Chaplain since 2020. **Evidence of Success:** Race equality training received in person and, additionally, 97.6% of Student Services staff have completed both Equity in the Workplace & Bias Awareness training as of 17/10/2023
PAP: 67	University to partner with Students Union/KPA to provide inclusivity training & cultural awareness for societies & clubs	Increase engagement of BAME students with societies	Training is developed in the form of face to face & online	100% of student society chairs (or named representative) have received relevant training. **Update**: Initially delivered by our REO, in Nov 2020 (Society Committees) & Dec 2020 (SU Officers) & August 2021 (on election of new SU Officers). An online student module was then developed & launched Sep 2021.The online module remains available & Society Committees are encouraged to take the training, but it is not mandated. Training for student committee members is also delivered in partnership with Support Staffordshire (hybrid training) with EDI included in the package, most recently sessions were delivered in 16/11/23 & 29/11/23. **Evidence of Success:** Given the training is not mandated we cannot say 100% of Chairs receive the training and do not have training data for the SU but consider that much work has gone in to engage SU Societies.

| PAP: 68 | Continued promotion & improvement of BAME student engagement with extracurricular activities, including social & support focussed | The student survey showed lower engagement levels with the SU for BAME students | RECSAT to receive annual reports of engagement for annual review | Develop action plan based on annual report

Proportion of BAME students' engagement with extra-curricular activities to align with non-BAME levels by 2034

Student survey shows improvement in BAME student satisfaction of experiences within SU events to align with Non BAME students by 2034

Update: KeeleSU & Student Services worked together on campaigns including #NeverOK (awareness of discrimination, harassment & unacceptable behaviour) & #BeKind, & continue to do so.

Evidence of Success:
- Latest SU data indicates BAME representation is above that in the student body in societies but slightly under in sports clubs (and further under in sports club committee membership):
  Society members 42% BAME, 53% White, 5% unknown
  Club members 27% BAME, 70% White,3% unknown
  Society committee members 42% BAME, 55% White, 3% unknown
  Club committee members 19% BAME, 80% White, 2% unknown
  Student Voice Reps 35% BAME, 58% White, 7% unknown.

- NSS results for question on SU representation in last two years is higher for BAME than non-BAME students [(Table 31) +3%pts in 2023 and +2%pts in 2024 (not shown in table)] |
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| PAP: 69 | Increase the ability to offer BAME counsellors within Student Services | Increase engagement of BAME students with the counselling service within Student services | a) Evaluate who is accessing counselling compared to population demographics including length of time of engagement & outcomes

b) Develop partnership agreements with Staff University & Further Education providers,

c) Develop a larger & more diverse counselling offer | • Annual Report & action plan developed
• A partnership agreement is developed to share staff time with local institutions
• Increase in staff diversity within service.

Update: Enhanced services include our Student Assistance Programme (Health Assured) providing access to a range of external services including 87 Counsellors with self-identified Ethnic Minority backgrounds (spring 2024) who are comfortable to be matched to students on the basis of ethnicity. Help is provided in over 250 different languages & dialects. Advice topics include Stress & anxiety, Counselling, Low mood, Family issues, Bereavement, Financial wellbeing, Childcare support, Relationship advice, Domestic abuse, Legal information, Medical information, Tenancy & housing concerns, Alcohol & drug issues, Consumer issues.

Evidence of Success:
BAME student service use is slightly above student population.
• Student assistance programme 42% of logged interactions are with BAME students (56% non-BAME, remainder unknown).
• Our Counselling & Mental Health team have 38% BAME service users (2022/23), 39% for 2023-24, up to March 2024.
• 2022/23 NSS question 26, (communication of mental wellbeing support), had 82.5% (Asian students) 82.6% (Black students) & 74% positivity (White students). Likewise, remaining higher for BAME students in 2023/24. NSS overview (TABLE 31- TABLE 32)

Keele Strategic Communications celebrated a student's success in address mental health provision for men from diverse ethnic backgrounds in Football.

Start 2 Success, an OfS funded project, including Staffs, Keele, & local FE & NHS providers culminated in 2022 and developed Guides around Black student mental health (for students and friends). |

PAP: 70	Unconscious bias, cultural awareness training for all students upon welcome (Wolverhampton video as an example)	Improve the culture of inclusivity at Keele	Develop an awareness raising programme (similar to the consent & sexual violence programme)	75% of students receive training. Reduction in BAME student experiences of racial harassment from 2.98 mean (REC survey 2019) by 50% in 2022. **Update:** An EDI Induction online module was created for all incoming students and rolled out Sept 2021 and, updated in 2023, as part of our Welcome material. Additionally, this includes **Active Bystander Training, Bias Awareness, Hate Crime Awareness, Consent Training & Environmental Sustainability**. **Evidence of Success**: <u>74% of first year students in 2023/24 engaged with the EDI module.</u> However, there are varying levels of engagement by students with the materials, with differing lengths of time spent viewing these (39% of those viewing the document spent only a short while viewing the material). In addition to the online learning **Active Bystander training** is available as an open session to all students & is <u>mandated for all first year UG students in FMHS (42% of our total first years in 2023/24).</u> See also mandated training of Resident Advisors (action below)
PAP: 71	Research into potential role of Intercultural Ambassadors to promote & facilitate diversity & inclusion	Improve the culture of inclusivity at Keele	Pilot system to be trialled	Pilot scheme is evaluated to determine positive effects on student experience & engagement. **Update**: Student services has developed a new Resident's Life Team with <u>mandated EDI, Active Bystander, Consent & Hate Crime Awareness training for Resident Advisors.</u> They have a remit to help promote a sense of belonging & community cohesion, offering activities including: film nights, gaming nights & crafting activities. <u>Peer supporters</u> are also trained to help others with issues related to well-being. Keele is sector leading on Drug & Alcohol harm reduction work (with input from BAME students): alcohol-free activities help increase inclusivity. **Evidence of Success**: availability & uptake of alcohol-free activities.

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| PAP: 72 | Increase opportunity for engagement of BAME or International student officers (SU/KPA) to be able to provide representation for BAME & International students | Improve the culture of inclusivity at Keele | Identify opportunities within committees & working groups to include the BAME/International officers | Involvement of BAME reps in 100% key institutional groups (to agreed level as practical).

Update: A decision was made to focus on Education Committees and SSVCs for BAME student representation, and, in the current year, the target has been met (TABLE 57). THE SU additionally ran a campaign "*Call me the Boss*" to increase BAME representation in students running for full-time sabbatical officer roles. Whilst successful in that this encouraged initial high interest from BAME students few advanced nominations (manifestos were not written).

Evidence of Success: All part-time officers (e.g. international officer, BAME officer etc.) attend SSVC. So, those groups always have BAME representation. In 2023/24, representation amongst all Student Voice Reps is 39% BAME (as reported by KeeleSU and marginally exceeding representation in the student body). The BAME student network also increased BAME student voice within KeeleSU; having 85 (to nearest 5) members (Dec 2023).

Other key student service committees such as the Welcome Working Group, Events & Campaigns Group, Drug & Alcohol Impact Group all have BAME student representation.

NSS: results largely indicate satisfaction with student union representation and action on student views TABLE 31- TABLE 32. |

Ref.	Planned Action / Objective	Rationale	Key Outputs & Milestones	Success Criteria & Outcome & Updates

Objective 15: University Wide UK Student Attainment Gap to meet the OfS target to eliminate the Attainment Gap by 2039
Note: FMHS does not show a significant attainment gap & therefore no action will be taken in this Faculty. However, we will continue to monitor annually.
Actions 71 – 75: Attainment

University UK Student Gap targets:	FHSS UK Student Gap targets:	FNS UK Student Gap targets:
Current: 16.6%	Current: 24.4%	Current: 14.2%
2019-2022: 16.2%	2019-2022: 24.1%	2019-2022: 13.5%
2022-2025: 15.4%	2022-2025: 21.6%	2022-2025: 12.1%

	2025-2028: 13.7% 2028-2031: 11.2% 2031-2034: 7.9% 2034-2037: 3.7% 2037-2039: 0%		2025-2028: 17.8% 2028-2031: 12.7% 2031-2034: 7.6% 2034-2037: 1.3% 2037-2039: 0%	2025-2028: 9.9% 2028-2031: 7.1% 2031-2034: 4.3% 2034-2037: 0.7% 2037-2039: 0%
PAP: 73	Identify three modules with large number of BAME students plus a significant attainment gap with the aim of focused evaluation of assessment & teaching & identifying interventions to reduce attainment gap	Attainment gap has been reported at Faculty level, however, module level actions are needed for further	All modules are analysed & three identified Student focus groups are held Evaluation is undertaken	The attainment gap within each 3 modules is reduced over a 3-year period in line with Faculty targets to reach a zero-attainment gap by 2039 Based on evaluation of pilot, all schools to measure attainment gaps & identify at least 3 actions within each school **Update**: School EDILs were initially provided with attainment gap information by subject with discussion at Faculty EDIGs. Schools of Life Sciences (as reported to Faculty Education Committee), KBS (as reported to School EDIG) & Computer Science & Mathematics (as reported to Student Access & Advancement Sub-Committee [SAASC]) looked across their subjects. Others e.g. School of Humanities & School of Applied Health, School of Medicine looked at specific modules or areas of practice, where there might have been specific equality risks (see PAP: 93). The School of Nursing & Midwifery focussed on a complete programme – the accelerated pre-registration MSc programme (which has the highest BAME representation) by recruiting a Practice Educator role specifically to support the cohort whilst in clinical practice. **Evidence of Success**: Wider University action has led on from School level work including those described in PAP: 75, PAP: 93, PAP: 65.

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PAP: 74	A student survey to be conducted for BAME students to measure race related issues/experiences as a baseline set of data to measure success of interventions	To gain a deeper understanding of current students experiences & satisfaction levels /understand why we have a high BAME population- Identify good practice & ensure retention & further promotion of actions	A bespoke BAME student surveys is developed & hosted within a suitable survey programme Survey is communicated to all students, including a promotions campaign, specifically targeting BAME students Survey is analysed & baseline data acquired	10% of BAME students have participated in the survey (note: REC student survey received 5% of BAME students 125/2691) Baseline data gathered **Update**: Original survey was cancelled due to COVID. Instead, the focus was on student experience pulse surveys in weeks 4 & 8, of semester 1 in 2020, informing emergency response to teaching students. School EDIGs led on considering impact on students by protected characteristics (beyond immediate health concerns), feeding issues through the committee system to Senate. Detailed interviews with BAME students were held in two separate studies (1) led by KIITE - ███████ ██████ (see action below on attainment) & (2) by the SU International Officer (paid role) with support from Deputy Director Keele SU. NSS data (TABLE 31, TABLE 32) was analysed by ethnicity and international students were surveyed with the & International Student Barometer (Nov 2022 and Nov 2023), as well as the Nov 2023 REC survey. **Evidence of Success**: was not found, as we did not increase student engagement with the REC student survey, which did not achieve required 10% (unlike for international students). FAP actions aim to increase engagement

PAP: 75	Gain a deeper understanding of issues affecting attainment beyond statistical analysis	To reduce the attainment gap between Non- BAME & BAME students	Qualitative investigation of students' experience of studying at Keele- to aid understanding of patterns in recruitment, progression & attainment, as well as their perceptions of & motivations for accessing support services & engaging with SU activities	Systematic & ongoing baseline monitoring, hold further qualitative investigation following the baseline student surveys based on Keele data (2019, 2021). Development of further interventions based on survey, improvement in feedback. **Update:** Qualitative work through KIITE funded Teaching Innovation Projects investigated BAME student inclusion as reported in 2020 in the THE (2020) promoted good teaching practice in addressing offensive language. BAME student pandemic experiences studied by KIITE with consultancy from Prof ▮▮▮▮ ▮▮▮ (reported to Ed Cttee in 2022) found assessment changes during COVID reduced the attainment gap (2019/20 & 2020/21). This led to a major revision of practice overseen by PVC Education, with a new CoP on Assessment & Feedback (2023), which limits usage of time restricted assessments (see also PAP: 93). The COVID lockdown KIITE study also found reduced incidences of BAME "code-switching" to fit into the majority White environment, a factor that acts against inclusion reported in the REC student Survey (TABLE 30). To raise awareness and promote good practice invited speakers have touched on this (e.g. ▮▮▮▮▮▮▮▮ ILAS talk; ▮▮▮▮▮▮▮▮▮ (UCL) keynote on differential awarding (SoM medical education conference). SEDILs and DTC Leads promote practice on inclusion e.g. *Box of Broadcasts* use to get students talking to one another in Physiotherapy. Students report DTC work (PAP: 88 - PAP: 92) increases Sense of Belonging.

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PAP: 76	Develop a BAME support group, by BAME staff & students, to support BAME students	To support & increase confidence of BAME students in academic & wider cultural issues to increase attainment (and progression)	Identify & recruit academic BAME staff & other BAME students (3rd year students, JSU & KPA Officers, BAME ambassadors, etc.) to volunteer to provide open BAME support group across whole student population.	25% of BAME students have accessed the support group Student survey shows an improvement of satisfaction of 50% in specific areas identified by 2022. **Update**: BAME staff network & BAME student networks are in existence. BAME staff network offers help to other, if requested, but this action, as written would have been unachievable in that it would have overburdened those involved. **Evidence of Success**: We did not meet either target: In terms of the first numeric target (25% of BAME students accessing BAME-specific support) we cannot evidence success. Other actions which have mainstreamed EDI considerations e.g. our student assistance programme having access to 85 BAME counselling staff (to nearest 5) and over 250 languages / dialects, and our Resident Life Advisors team (students) now being 40% BAME, have additionally enabled BAME student support in other ways. In terms of the second measure survey improvement in satisfaction by 50%, we cannot measure success, in part because we adopted the transformed REC survey (TABLE 27, FIGURE 9). Hence questions are not identical but also, where questions were nearly identical there was either no notable change (i.e. in relation to recommending Keele to others: a 0.5 gap in satisfaction remains - based on 5-point Likert scale means,) or there was a drop in satisfaction (i.e. with Keele's ability to handle racial discrimination, harassment or abuse, with the gap between BAME and non-BAME increasing from 0.4 to 1.1).

PAP: 77	Interventions which raise the profile of successful students, alumni & staff, key authors (decolonising) from non-traditional backgrounds will help to provide social role models for students from diverse backgrounds & will generally raise community awareness of diversity, creating a community which is celebrated, rather than problematized	To support BAME students & increase positive culture resulting in increased BAME student progression & attainment Ensure role models are integrated with other work streams to identify the aims/outcome s, e.g. BAME network, mentoring, etc.	A selection of video case studies which celebrate positive stories of BAME student experience & achievement.	Key Fund project (KIITE) to report progress to Education Committee **Update**: Work has been mainstreamed as part of Keele Strategic communications and within relevant functions (e.g. alumni office) and committees (e.g. honorary degree committee) **Evidence of Success**: Examples include: The 75 Faces of Keele exhibition also shows a breadth of diversity, whilst acknowledging the reality of Keele's earlier history & Keele Honorary degree holders. Whilst we have promoted positive images of our BAME students in many of our regular course videos. Our students have also been empowered to talk about ongoing issues of racism e.g. in this video recorded by Keele Medical students, with input and assistance from staff, which raises awareness of issues in clinical practice (as doctors & as patients) but also positive change in the Curriculum to promote anti-racist actions, dismantle system of power via DTC & find safe routes to reporting concerns. Also see PAP: 81 for course & student ambassador videos showcasing some of our students with a breadth of ethnicities.

Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
Objective 16: University International Student Attainment gap to reduce to from 36.9% in 2014/2015 to 18.5% by 2020 (target set by the Internationalisation Steering Group in 2016) Intermediate targets: 2014/15: 36.9%, 2015/16: 33.3% (Actual 30.5%), 2016/17: 29.7% (Actual 29.8%), 2017/18: 26.0%, 2018/19: 22.4% 2019/2020: 18.5% ACTIONS 76-77: International Attainment				

PAP: 78	Schools Internationalisation Directors to identify interventions & report periodically on progress to the Internationalisation Steering Group	Attainment gap between UK & international students exists at institutional level	School reports provided annually. Attainment gap reviewed annually	Target of 18.5% gap is achieved by 2020 & future targets are set considering any increase in the international student population. **Update:** School Internationalisation Directors established, promoting good practice in Schools & disseminating information to & from ISG (now defunct – see action below). Many actions were led by the <u>Language Centre including</u>: - Setting Keele University Diagnostic Assessments (KUDA) to advise recruitment (especially where KUDA & IELTS examinations were significantly different). - Listening & writing tests for incoming international students (non-English-speaking countries) also carried out shortly after arrival (not time-limited & in small rooms, giving a friendlier approach) to determine level of recommended language courses (if any). - Incoming students are offered British cultural studies (outgoing students are also offered cultural studies as part of their language programmes). - Referral from academic mentors is a further route into language support. - All LC support for international students is aimed at developing marks in their main subject. - Increased specification of English language support to "academic skills development" reduced any perceptions of unfairness & has increased attendance. Skills include cultural differences e.g. in academic writing (plagiarism, style etc.) or in assessment type e.g. group work & presentations. - Online teaching has remained for some especially off campus students. - Offering the "Link Space" to student language & international societies & supporting events. **Evidence of Success**: Attainment gap reduced to 20% by our 2019/2020 target year (i.e. met within 2%) & has further reduced to 9% in 2021/22 (FIGURE 96)

PAP: 79	Complete actions to address the international attainment gap as identified by the ISG	Attainment gap between UK & international students exists at institutional level	Clear focus on the attainment gap – agenda item on all SLTC meetings -Regular sharing of good practice & peer observations with colleagues from across the University (LPDC, Language Centre etc.) & use of Library & Student Learning staff to enhance Learning skills. Analysis of good degree outcome data by different indicators e.g. Gender, domicile, country, Foundation Year students etc. Student Learning Support Officer recruited who will focus on engaging hard to reach students & is currently auditing the skills that students should achieve through each of the UG programmes.	Target of 18.5% gap is achieved by 2020 **Update:** This action was partly superseded by new student learning support arrangements reported elsewhere e.g. under PAP: 65. In addition, monitoring of international attainment was governed differently to that in the action, being part of ISG until, 2022, when an Education Performance Data Group (Sub-group of Education Committee) was established to review key data across programmes and student groups with the remit to propose and develop interventions. An overview of international attainment was most recently reported at Education Committee in Spring 2024. The Library skills team and academic skills team from KIITE combined into a single Academic and Digital Skills team from 2023-24 onwards. A revised academic skills offer has been provided by the Library since. Some intersectional analysis has been conducted, finding larger gaps in attainment by male international BAME students. Actions specific to international students taken included those in PAP: 78 above and additionally included: - Regular review and update of international student pre-arrival information and welcome activities - Raising awareness through School EDISGs of specific issues faced by International students during COVID relating to study times - for those overseas & subsequent changes in practice e.g. asynchronous learning. An example, of sharing reflections & good practice is a publication within Keele's own Journal (JADE) "Reflections on student diversity: the overlooked case of "the Chinese learner" Moolna, Sep 2019. **New actions taken in the period included:**

				Founding of the [Keele University International College (KUIC)](#) – with first students in 2022/23 & offers Foundation, International Year One & Pre-Master's programmes designed to help students build the skills, confidence & support network needed to thrive in UG or PG degrees. Pre-sessional English courses are also available for students who need additional language support. Design of a new PVC-International role with an externally appointed recruit (May 2023). Internally, Faculty Deans of Internationalisation were appointed with buyout from normal roles. An Internationalisation framework is under development. **Evidence of Success**: As above attainment gap reduced to 20% by our 2019/2020 target year (i.e. met within 2%) & has further reduced to 9% in 2021/22 (FIGURE 96). **Future action:** Review of data considered **BAU** (within Education committee system) and further attainment actions taken under **FAP priority 1**.

Ref.	Action	Rationale	Milestones	Success Criteria & Outcome & Updates
Objective 17: Increase the BAME representation of postgraduate students to align with undergraduate BAME population The following areas have been identified as showing a significant difference in the undergraduate compared to postgraduate BAME representation and we aim to increase from current representation to match the relevant UG (UK or International) population. **ACTIONS 78 - 80** : Postgraduate pipeline ; **ACTIONS 81 -85** Postgraduate employment FHSS PGR UK BAME population: Current: 12.2% 2019-2022: 13.0% 2022-2025: 14.5% 2025-20280 16.7%: 2028-2031: 19.7% 2031-2034: 23.5% FHSS PGR Non-UK BAME population: Current: 61.7% 2019-2022: 62.6% 2022-2025: 64.3% 2025-20280 66.9%: 2028-2031: 70.4% 2031-2034: 74.8% FNS PGR UK BAME population: Current: 9.1% 2019-2022: 10.0% 2022-2025: 11.9% 2025-2028: 14.7%: 2028-2031: 18.5% 2031-2034: 23.2%				
PAP: 80	Include Unconscious Bias in admissions training & guidance to those involved in PGT & PGR recruitment	Reduce potential bias in the post graduate recruitment process & to increase UK BAME representation at PG level	Identify those involved (at varying levels) in PG admissions Develop suitable levels of training for each group (based on the UG content) Roll out to relevant staff	100% of staff involved in PG admission have received a suitable level of unconscious bias in admission training. Training feedback shows at least 75% of attendees feel more able to actively consider EDI issues and potential UB in admissions. **Update:** As reported elsewhere. The initial focus was on staff with particular roles but training is now a requirement for all staff. **Evidence of success:** completion rate: 77.2% for Bias Awareness (as measured on 17/10/2023). Trainee feedback is not mandated but has been positive, where given. Training is **BAU** and revised periodically by OD in conjunction with EDI staff

PAP: 81	Increase BAME representation within PGT Courses (it is recognised that PGT courses can act as a step to progression onto PG research)	We have a lower population of BAME PGT students compared to undergraduate population (30%)	Increase PGT visibility to BAME UGs: i) Information session co-delivered by PGT students & PDs ii) Twitter & Facebook with championing BAME students iii) Advertise on websites e.g. Findamasters.com & at discipline Careers Events iv) Promotional material represent UGs (ca. 30% BAME). v) Each Faculty (ideally school) has at least one BAME role model (staff or student)	i) 100% of schools have delivered a PGT information session ii) At least 4 social media posts are made per semester iii) Each school attends one relevant careers event per academic year & one advertisement per year iv) 100% of schools review their promotion material (including web pages), define current BAME representation within images & take steps to reach a minimum of 30% by 2022 v) Identify & actively profile at least one BAME role model per Faculty, & for each school where possible **Update:** Marketing work was initially carried out by Schools (as above) but has been since superseded with marketing now being centrally managed through GSRA. GSRA hold regular meetings to check appropriateness of marketing images etc. **Evidence of success:** Periodic visual inspection (conducted by School EDILs, coordinated by Faculty EDIGs) found representation to reflect our students (ca.1/3rd BAME). Use of surveys (e.g. Uniquest) also has not indicated any issues relating to content or images. In addition, GSRA have broadened advertising using FindMasters.com A new action taken included an agreement with the Aziz foundation for Muslim student Masters Scholarships, which was launched with 2-3 scholarships offered. Applications have been made none have been successful to date. Course & student ambassador videos showcasing some of our students with a breadth of ethnicities include: https://www.youtube.com/watch?v=Ct4ZsFZwlGk , https://www.youtube.com/watch?v=aXFDxpo-uMI&t=15s, https://www.youtube.com/watch?v=KYFosHdgJ94, https://www.youtube.com/watch?v=iqsAB_GgZ2g and in still images on subject webpages.

| PAP: 82 | Measure level of PG leavers by ethnicity (and time to complete) | Progression of PG courses is unknown; potential for inequality of BAME progression | Both quantitative data & reasons for leaving data is gathered & analysed at Faculty EDI level | Data is analysed & at least 3 actions identified & embedded per faculty

Update: PGR withdrawal data analysis did not show any notable disadvantage by ethnicity for full-time students starting in 2013/14 -2017/18, averaged across the university. Part-time BAME PGR students did have higher withdrawal rates, from that period, but numbers are small & percentage withdrawing is high for all part-time PGR. For those starting more recently, few have completed or withdrawn. International PGR completion is higher than UK.

By Faculty, FHumSS full-time international BAME students have, at least in the past, had higher withdrawal rates, with 44% of these students who started between 2013/14 - 2017/18 having withdrawn. Only 4% of this student group withdrew from FNS & FMHS. Overall BAME international PGR students in FHumSS are now small, just 19 started in the period 2018/19 - 2022/23, and those who started in 2018/19 have since completed.

PGR withdrawal reason analysis (TABLE 113 & TABLE 114) found that, the most common leaving reasons was given as "personal" regardless of ethnic grouping, followed by "financial". Withdrawal reasons related to academic difficulties - not progressing /engaging or academic failure involved small numbers but represented a slightly higher proportion of BAME students.

When adjusted for LOA, PhD students show no difference in time to completion based on ethnic grouping or international status (home BAME students, on average, took longer LOA but differences were due to a small number of students taking long LOA).

Evidence of success: Development of institutional actions included those in support of "Academic English"(PAP: 78 & PAP: 79), the development of the KDA and associated training provision. |

| PAP: 83 | Further data analysis to be carried out to investigate PG employment levels between ethnicities at school level | Identify & reduce potential differences in professional employment levels | School level data is analysed & communicated to each faculty | School targets are set to ensure BAME PG employment aligns with Non BAME where differences are identified

Update: Schools via Faculty EDILs were reminded of their role in bringing about employment equality for their BAME students. However, targets were not set given low numbers of PGR students in most schools and consequent annual variability.

Evidence of success:
PGR Student employment (TABLE 122) is based on small numbers but does not indicate any issues requiring further investigation.

Other student roles (largely UG students) identifiable in Pay Gap data (TABLE 120 & TABLE 121) indicate that BAME students are well represented in these roles (largely student ambassadors), although in earlier year there looks to have been less activity in the GPG period . Men have low representation in student ambassador roles regardless of ethnic group. |
| PAP: 84 | Monitor access of different student groups accessing the careers service | To ensure equality of access to the service | The careers service are planning to increase the personal data capturing activity to include ethnicity to report on access & activity | 95% of students accessing the careers services have provided their ethnicity data (in line with university wide ethnicity information obtained)

Target: 30% of students accessing the careers service are BAME (reflective of the overall population)

Update: Data collated.

Evidence of success: Data indicate students grouped as Asian, Black. Mixed and Other do consult the careers service in proportions matching representation at Keele (TABLE 119) |

PAP: 85	Provide mentoring from alumni & monitor BAME student uptake of this new provision to ensure equality of access	To develop professional employment opportunities	The careers & employability service are working with the Advancement team to develop an Alumni Mentoring programme.	A minimum of 30% of students accessing the alumni mentoring service are BAME students (in line with the overall student BAME population) **Update:** Keele Connect was launched in Feb 2021 and adapted to allow mentees to choose their mentors based on their race/ethnicity, with strong representation of BAME alumni mentors. Despite advertising Alumni Mentoring to students through the CareerHub's home page and dashboard and through linked Careers webpages via the University website take up has been low. **Evidence of success:** cannot be shown as whilst Alumni Mentoring has been provided as an opportunity, we have seen a low take up of Alumni Mentoring by students, regardless of ethnicity.

PAP: 86	Investigation into the recruitment process & applicant data of paid & volunteer roles on campus	Ensure equality of access to career enhancing employment opportunities on campus	Recruitment data monitoring systems are put into place for all relevant student paid/volunteer positions Data is analysed annually and remedial action identified to address inequalities	100% of student paid/volunteer roles are analysed through all recruitment stages. Recruitment & in-post data is analysed annually to ensure BAME representation remains in line with overall BAME student population of 30% Prioritise areas that are known to contribute to employability: Ambassadors, Student Voice Reps, Resident Advisors **Update:** This action was modified to focus on paid roles only: all student ambassador roles are paid & we have no central recording of any volunteer roles that students might take (see committee data for Student Voice Reps). HR are not able to distinguish students from other post holders, except where the job role denotes a student e.g. student ambassadors, digital ambassadors. So, we may miss students working in catering etc. Student ambassador recruitment follows standard annual process with main recruitment taking place in October/ November. There is no selection process beyond completion of training (including EDI) and responding to calls for work. All are offered opportunities equally (except in cases of last-minute substitutes when other have dropped out). **Evidence of success:** BAME representation in the most recent year was 39% of those giving an ethnicity, using data gathered for pay gap data (TABLE 120 & TABLE 121). Resident Advisors who have a very direct role with other students were 40% BAME in AY 2023/24.

PAP: 87	Increase representations of BAME students within Ambassadors roles (currently 19%) compared to the student population of 29.9% BAME	Ambassador experience contributes to PG employability. The role of Ambassadors is also key within student engagement & the visibility of BAME students	Targeted actions to engage with BAME students including engagement with societies, BAME mentoring groups Proactive profiling of minority groups on ambassador literature and website	BAME representation within ambassadors is reflective of overall BAME population of 30%. **Update:** GRSA manage recruitment & work allocation. Leaflets & videos (here & here) used to attract BAME student representation. Significant under-representation of men is also being addressed - see YouTube video. **Evidence of success:** BAME representation in the most recent year was 39% of those giving an ethnicity, using data gathered for pay gap data calculations (Table 120 & Table 121).

Ref.	Action	Rationale	Milestones	Success Criteria, Outcome & Updates
Section 8 Teaching & Learning **ACTIONS 86 - 90:** Course content/syllabus; **ACTIONS 91:** Teaching & Assessment Methods; **ACTIONS 92:** Academic confidence				

PAP: 88	DTC Network to work within all discipline areas to establish discipline working groups (students & staff) to identify ways to decolonise each discipline's curriculum.	To include DTC consideration into all taught modules	Each discipline area to call for staff & student volunteers to set up DTC groups looking at teaching in their area	100% of discipline areas to have a working group **Update:** Timeline of actions: July 20 – Uni-wide DTC session, over 100 participants with all schools represented Nov 20 – Staff-student working groups Dec 20 – Faculty DTC workshops Jan 21 – Faculty DTC Workshops Feb 21 – DTC Staff guide available on our Internet Feb 21 – initial action plans submitted by Schools May 21 – final AP's submitted June 21 – review by RECSAT Oct 21 – DTC Academic Lead appointed Summer 2022 – Faculty DTC meetings June & July 2023 – Faculty DTC meetings. **Evidence of success:** All Schools, except the new HKVets have DTC networks which consist of <u>staff & students</u>. HKVets has taken race equality action from the outset (having paired with ethnic minority vets, & formerly the ethnic minority vet representation group). All Schools have their own DTC plans for example in assessment methods, running cultural workshops & scrutinizing reading lists, diversifying case studies etc (FAP 06). - DTC networks (comprising students and staff) embedded in all 16 schools - Global Challenge Pathways all have DTC embedded from design stage onwards - Keele has a bespoke DTC module at L6 which is offered to all students of all schools for those wanting further DTC training - Many schools explicitly teach DTC in their modules - DTC has been part of schools Annual Review of Courses - DTC training at faculty level has been provided annual for the past 3 years - DTC training is provided to PSS staff also, and any and all staff who request it. KIITE

				has also had DTC embedded in their PG cert teaching. • Keele has led the way in UK HE where DTC work is concerned, with our manifesto and KIITE conferences and also our participation in many DTC Networks, nationally and internationally. • Keele has also had an international presence promoting DTC work to universities in Europe, Asia, North America, South Africa, Middle East, and even to institutions like the World Bank. This is also interdisciplinary, ranging right across the faculties and schools, from literature to dentistry and everything in between.

| PAP: 89 | DTC Network to provide recommendations to key decision making groups within Keele | To include DTC consideration into all taught modules | A public teach-in event to be held to present the results of each discipline working group | 100% of discipline areas to have a suggested recommendation

Update: As above. The Decolonising Keele Network, a grass roots organisation that founded DTC work at Keele, informed early work, including teach-ins & developed working groups in all academic areas from 2019. This foundation was built on with formal DTC recognition in all Schools (including the Language Centre & Foundation Year) & annual faculty-level DTC workshops attended by a rep from each school, & led by Keele's DTC Lead, ███████, an appointment made in October 2021 for the duration of three years.

Evidence of success: Annual events have since been held either as DTC-specific Faculty events or as part of Education Conferences. Events include:
2021: Faculty DTC Events
2022: Faculty DTC Events and KIITE Conference
2023: Faculty DTC Events
2024: KIITE Education Conference themed on Inclusivity, including DTC

As well as the publication of a staff guide (see above), several colleagues & students have also been invited to speak to other institutions about several publications have resulted (e.g.
Dowey, N., Barclay, J., Fernando, B. et al. (2021) A UK perspective on tackling the geoscience racial diversity crisis in the Global North; Maddy Thompson, Sarah Workman, & Lisa Lau (2023) Decolonising medical knowledge – The case of breast cancer & ethnicity in the UK; Mendes, A. & L. Lau (2022) "Wither the Plurality of Decolonising the Curriculum? Safe Spaces & Identitarian Politics in the Arts & Humanities Classroom." Arts & Humanities in Higher Education, 21 (3) 223-239.; Rogers, S. L., L. Lau, N. Dowey, H. Sheikh, & R. Williams (2022) "Geology uprooted! Decolonising the curriculum for geologists", Geoscience Communication, 5 (3): 189-204. |

| PAP: 90 | Keele Institute for Innovation & Teaching Excellence to embed DTC considerations into the development of new programmes through the Programme Design Consultancy | DTC should be an educational design issue, not just a reactive or remedial question: Programme leaders to address in their Programme proposals & as part of KIITE programme design consultancy | All new programmes to address question of Decolonisation in programme approval documentation, & Schools to report on progress in Annual Reviews | DTC is reported to the Education Committee twice yearly, using information offered by SLTDs & referring to programme design.QA documentation as a record of this process.

Update: Initially KIITE enabled activity in DTC through:

- Funding Teaching Innovation Projects
- hosting DTC examples on their webpages
- hosting a DTC event in March 2022, with invites sent nationally & internationally which included 44 attendees from Lebanon, Singapore, India, China, Germany, South Africa, and the USA, and many UK unis – Glasgow, Warwick, Durham social workers, education developers, PG students.
- including a focus on DTC in Education Conferences including that in May 2024, where invited speakers and Keele's DTC Lead spoke on DTC.

Action has, in part superseded through the actions of DTC Lead & REO, as in PAP: 88 & PAP: 89 above, & following on from the work of the Decolonise Keele Network.

Evidence of success: Decolonising became embedded in our curriculum development framework for inclusivity "*Our curriculum instils tolerance of diverse perspectives & encourages debate & growth within a community of respect. Inclusive learning also carries a promise to continue to decolonise the curriculum & to adapt our modes of delivery to support an increasingly diverse student body.*" And is now within our new draft Inclusive Education Framework (FAP 06). |

PAP: 91	Each School's EDI Group will be asked to consider the content of the curriculum on all of its programmes, & to liaise with Student Voice Groups on this process.	Embed issues of Race Equality within the curriculum	Guidance is provided to each School EDI group & Student Voice groups are consulted	100% of School EDI groups report this project to their Faculty EDI Committee. **Update:** This action was largely superseded by work led by Keele's DTC Lead, which helped develop DTC more widely in the Schools, with participation by a range of School staff, not limited to School EDIGs but inclusive of wider staff, in particular those with an education remit (e.g. staff within School Education Committees). **Evidence of success:** All Schools had some student involvement, either through SSVCs or specific DTC groups, but School EDILs reported varying successes in recruiting & maintaining student involvement in relation to DTC / REC work to Faculty EDIGs and within the School EDIL survey [2024]. Anecdotally, those who offered payment had greater success in maintaining involvement.
PAP: 92	Ensure that all Associate Deans of Teaching & Learning & Heads of Schools job descriptions include responsibility for EDI consideration, specifically to DTC (current JDs reference EDI, but they may need to be strengthened)	Embed issues of Race Equality within the curriculum	All JDs to have an EDI duty within their role HR to liaise with Deans to ensure compliance	EDI duty is included in updated JDs for 100% of identified roles. **Update**: All Education Dean's role descriptors include text related to EDI & explicitly reference REC & DTC. **Evidence of success:** Job descriptions archived in Team.

| PAP: 93 | Undertake data analysis to investigate potential bias in assessment where anonymity is not possible, e.g. group work, poster or oral presentations, projects or dissertations. | Reported perception that BAME students must work harder than white students for similar grades | Analysis is undertaken within the 3 schools with a large BAME population & significant attainment gap (as identified in Action 70) | Analysis is undertaken with 3 schools as identified. Results are received by School SLTDs & if bias is identified, at least 3 actions are put in place to reduce potential biases.

Update: Action was largely superseded by improved practice.
Schools that reflected on fairness of assessment (where not anonymised) included the:
1) School of Humanities who looked at assessment of in class contribution. However, they were hampered in their assessment by small numbers of racially minoritised students & intersection with other factors e.g. gender, on which they had done some work (J Kistler, 2019). Assessment through class participation is no longer used in the School and is not permissible within Keele's related CoP.
2) School of Allied Health scrutinised practice in physiotherapy practical sessions to ensure students were comfortable with expectations related to dress & touch, leading to (i) changes in practice (e.g. screens & minimising undress to that required) (ii) information for applicants & (iii) informing Faculty-wide policy and, specifically when it comes to assessment "*Students are surveyed prior to each assessment if there are body parts they cannot act as a model for in an examination* (for any reason) & *if there is a preferred time of day or specific day* (if assessing a module over several days).".
3) The School of Medicine founded a Differential awarding staff-student group to work on data collection methods having followed on from EDIG activities that considered areas where different student groups might be disadvantaged including placements, perceptions of differential student engagement (i.e. students engaging in different ways e.g. valuing listening as well as speaking), in class participation (i.e. were all groups enabled to speak up), group assignments & activities that involved students own perception of themselves / others.

However, School EDILs reported that focussed quantitative analysis has been limited by staff time, together with (i) uncertainty over responsibility of sharing information between Education & EDIL & (ii) complexity of data with small numbers of students on most of our modules & other co-factors (e.g. intersection with other protected characteristics). |

				In response to concerns ([TABLE 94](#)) and, work reported under action 72 relating to impact of COVID on the award gap, new practice has been developed: [Keele's Assessment & Feedback Code of Practice](#) & includes the following: "*Staff must avoid using assessment types that would be considered inequitable and/or would disadvantage some groups of students. For example, by assessing attendance or student oral contributions to discussions in class, unless explicitly required by a PSRB*" [Professional Statutory & Regulatory Body]. & "*To avoid conscious or unconscious bias & to increase students' trust in the fairness of the process, marking must be carried out anonymously unless it falls into one of the exempt categories or has been exempted from anonymous marking by the relevant Faculty Education Committee…* " & "*Assessment must be designed to be inclusive, with the learning needs & requirements of different groups of students in mind… ensure that the ways we assess do not exclude or unfairly disadvantage some students. Assessment design must consider opportunities for supporting flexibility & student autonomy… Staff are encouraged to engage a diverse range of students in the co-design of assessment, facilitating a sense of ownership in relation to the assessments they shape, & ensuring co-production is equitable for all learners*" In addition, action has been taken to raise awareness of, & start to address, bias within university-wide mandatory training (see training actions). **Evidence of success:** Improvements made to practice as outlined and development of Keele's Assessment & Feedback Code of Practice.

PAP: 94	There is research on the topic of module / programme evaluation feedback from students being influenced by unconscious bias when commenting on staff from a BAME background	Include information to students at the time of module evaluation to raise awareness of potential unconscious biases	Information is developed A process to include UB information is identified & built into the evaluation process	100% of schools have adopted the inclusion of UB awareness in their evaluation processes Analysis of evaluation responses are analysed at school level to assess potential differences by ethnicity & nationality. Data is collected from 2020 & compared to previous data prior to the UB intervention. Aim to see a reduction in evaluation differences between BAME & non-BAME, & international & UK academics. **Update:** Issue was raised at Education Committee and Deans of Education asked for feedback. From Autum 2023 we have introduced an institutional platform for module evaluation which enables Heads of Schools & others to have oversight of results for their staff, enabling analysis of bias. All staff expected to have completed mandatory bias awareness training. **Evidence of success:** Module evaluation is routinely conducted with oversight of issues by HoS. The EDIL feedback (survey) indicated that any issues arising which relate to inappropriate feedback are appropriately addressed within Schools.

Appendix 2: Survey and consultation data

Staff Surveys

Staff surveys analysed and response rates since REC 2019 submission						
		No. of BAME respondents			Percentage of group responding:	
Survey	Date	Academic	PSS	Total	BAME	All
Engagement survey	Jan 2019	-	-	57	40%	81%
COVID Pulse Surveys: (i) Initial needs	May 2020	15	5	20	13%	53%
(ii) Return to campus & agile working	Aug 2020	29	11	42	23%	49%
(iii) Ongoing support.	Feb 2021	13	6	21	12%	33%
Athena Swan survey	May 2023	41	13	56	26%	36%
REC staff survey (equivalent survey in 2016 had 77 BAME responses)*	Nov 2023	>15	<5	20	9%	9%
REC Student Survey (equivalent survey in 2016 had 174 BAME responses)	Nov 2023	N/A	N/A	47	1.3%	0.9%
Institutional Pulse Survey	Jan 2024	65	36	101	41%	64%
BAME Staff network survey*	May 2024	>45	<5	50	19%	N/A

Table 9: Surveys and Response Rate. Note the 2016 REC survey on which our 2019 submission was based achieved 77 responses (58% of staff). Note PSS and Academic responses do not sum to the total BAME responses, as some respondents do not give job type. Student percentage is calculated relative to all full-time students.* Some element of rounding has been applied.

Keele Engagement Survey Jan 2019

Overall, BAME employees had a slightly lower engagement score: 70% cf. 75% for non-BAME respondents.

Areas that indicated lower satisfaction from BAME respondents were (1) pay, benefits and working conditions questions 30 & 3, acting on student feedback question 35 and (3) equal opportunities questions 42-45.

There was no notable difference in response to "Speaking Up", Workload, line management or Fairness and Respect. However, those that did not give an ethnicity showed notably lower responses in all these areas (153 responses).

Note this external survey only allowed one split. So, it was not possible to split by ethnicity and job type etc.

No.	Question Text	Positive responses		BAME – non-BAME
		BAME	non-BAME	
	Overall Employee Engagement	**70%**	**75%**	**-5%**
1	I have enough information to do my job well	88%	80%	8%
2	I am clear about what I am expected to achieve in my job	88%	82%	6%
3	My work gives me a feeling of personal accomplishment	81%	75%	6%
4	I feel secure in my job	63%	57%	6%
5	There is good co-operation between teams I work with	65%	69%	-4%
6	I am sufficiently challenged and motivated in my work	75%	76%	-1%
7	Where I work we have the resources we need to complete our work effectively	57%	46%	11%
8	The people I work with are willing to help each other even if this means doing something outside their usual activities	75%	78%	-3%
9	My line manager recognises and acknowledges when I have done my job well	73%	74%	-1%
10	My line manager communicates effectively	70%	72%	-2%
11	I receive regular and constructive feedback on my performance	66%	59%	7%
12	I am confident that on important matters my feelings/thoughts are communicated upwards by my line manager	73%	64%	9%
13	My line manager treats me with respect	89%	86%	3%
14	My team is well managed	70%	69%	1%
15	There is a positive relationship between senior management and staff in Keele University	41%	47%	-6%
16	Senior managers are sufficiently visible in Keele University	50%	50%	0%
17	I believe the senior management team has a clear vision for the future of Keele University	52%	50%	2%
18	Senior management are open and honest in their communications with staff	43%	42%	1%
19	Communications I receive from the University are clear and easy to understand	72%	68%	4%
20	I feel I am informed about developments in the organisation in a timely manner	59%	51%	8%
21	I have the opportunity to contribute my views and have them considered before changes are made which affect my job	45%	43%	2%
22	I think it is safe to speak up and challenge the way things are done in Keele University	39%	40%	-1%
23	I am satisfied with the training I receive for my present job	68%	71%	-3%
24	The learning and development I have received is helping me to develop my career	70%	57%	13%
25	Opportunities for training and career development are discussed with my line manager	69%	72%	-3%

The table title is: **2019 Institutional Engagement Survey**

26	I feel the annual appraisal process (i.e. SPRE or PPRE) is effective/ useful	46%	44%	2%
27	I feel there are sufficient opportunities for my career to progress at the University	45%	38%	7%
28	I think that my performance is evaluated fairly	71%	66%	5%
29	Poor performance is dealt with effectively where I work	32%	30%	2%
30	Considering my duties and responsibilities, I feel my pay is fair	35%	57%	-22%
31	I am satisfied with the total benefits package (e.g. annual leave, pension scheme, childcare vouchers, on-site nursery and sports centre, etc)	51%	69%	-18%
32	I am satisfied with my physical working conditions	77%	73%	4%
33	In my opinion we, as an institution, are committed to student satisfaction	84%	87%	-3%
34	We listen to students rather than just telling them what they need	73%	77%	-4%
35	We act on the feedback we receive from students	61%	74%	-13%
36	I am able to strike the right balance between my work and home life	60%	61%	-1%
37	I have a manageable workload	58%	52%	6%
38	I can meet the requirements of my job without regularly working excessive hours	54%	51%	3%
39	I feel the level of stress in my job has a negative impact on my work	38%	44%	-6%
40	I am satisfied with the support available from the University for people who experience stress or pressure	32%	34%	-2%
41	I am treated with fairness and respect in Keele University	79%	77%	2%
42	I believe that Keele University is an equal opportunity employer	67%	82%	-15%
43	In the last year, whilst working for Keele University I have experienced bullying (note disagreement reported)	57%	78%	-21%
44	I would feel able to report bullying/harassment without worrying it would have a negative impact on me (note disagreement reported)	46%	57%	-11%
45	I think Keele University respects individual differences (eg cultures, working styles, backgrounds, ideas)	65%	78%	-13%
46	Keele University manages change effectively	41%	36%	5%
47	Health and Safety is taken seriously in Keele University	81%	78%	3%
48	I believe that Keele University is environmentally responsible	88%	83%	5%
49	Keele University does a good job of promoting health and wellbeing	65%	60%	5%
50	I am proud to work for Keele University	72%	80%	-8%
51	I would recommend Keele University as a great place to work	65%	70%	-5%
52	Morale is good where I work	49%	47%	2%
53	I would be happy to recommend the University to prospective students	86%	86%	0%
54	I feel a strong sense of belonging to Keele University	59%	66%	-7%
55	Working here makes me want to do the best work I can	70%	73%	-3%
56	I believe that action will be taken on problems identified in this survey	44%	42%	2%

Table 10: Employee engagement survey January 2019.

Only the key question, whether staff wished to return to full-time, have an agile approach or remain at home, is presented. There was little difference between the BAME and non-BAME groups.
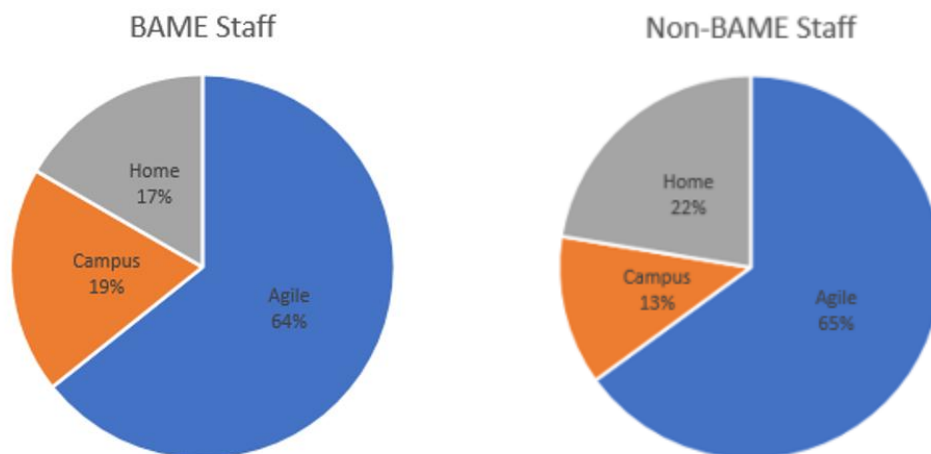
Figure 8: Differences in responses to return to work preferences following COVID lockdown periods, with a choice of remain at home, work on campus or work in an agile way spread across home and other locations

Covid Ongoing Satisfaction Pulse Staff Survey - Feb 2021

No.	Question	Strongly Agree / Agree		
		BAME	non-BAME	Lowest / next lowest~
	Feb 2021 Covid Pulse Survey: Group with least satisfaction is highlighted			
1	I found senior management communications (VC email, COVID 19 web pages) to be clear & easy to understand.	**60%**	85%	Acad-M: 69%
2	I am informed about developments in a timely manner.	64%	70%	Acad-M: 48%
3	The level of contact from my manager has been appropriate	71%	75%	Acad-F: 57%
4	I am in regular work contact with colleagues.	**71%**	88%	Acad-all: 81%
5	I have sufficient social contact (with work) through video / audio calls (and/or email)	54%	81%	Acad-M: 48%
6	I am aware of health and well-being suggestions from the University.	94%	91%	Acad-M: 75%
7	I have taken University advice in terms of health & well-being (e.g. consulted webpages or taken part in activities).	55%	40%	Acad-M: 20%
8#	I am aware of who I can contact if I need advice relating to my homework environment.	53%	74%	Acad-M: 47%
9*	Childcare, home-schooling or other caring roles within my household impact on my ability to do my work well.	**70%**	49%	Acad-F: 63%
10*	Childcare, home-schooling or other caring roles combined with work impact on my health & well-being.	**68%**	31%	Acad-M: 58%
11*	I struggle to separate home and work commitments.	69%	46%	Acad-M: 80%
12	I feel supported to work flexibly to best suit my personal situation.	52%	69%	Acad-M: 47%
13	I feel my workload is acceptable in view of current circumstances.	29%	55%	Acad-M: 26%
14	I am able to maintain some balance between my work and home life.	29%	59%	Acad-M: 25%
	The group that gave the lowest agreement, or where the BAME group was the lowest, the next lowest agreement from groups: academic (Acad-All), academic female (Acad-F), academic male (Acad-M), PSS all, all female and all male.			
#	Examples were given in the question: computing, ill-health, domestic abuse or family-related problems.			
*	In these cases, <u>the higher the agreement score, the lower the positivity</u>.			

Table 11: COVID Pulse Survey 2021

Athena Swan Survey Showing Statistically Significant Differences 2023

Belonging and Communication: Academic & PSS						
Question	BAME		non-BAME		Likert Difference	P
	Likert	No.	Likert	No.		
I feel like I belong in my department	3.49	35	4.09	455	0.61	**0.002**
I feel that people really care about me in my department.	3.31	35	4.01	446	0.70	**0.000**
Recruitment and Induction: Academic & PSS						
Question: For staff who have been in post less than 5 Years	BAME		non-BAME		Likert Difference	P
	Likert	No.	Likert	No.		
I was offered support to attend my interview(s) to manage caring responsibilities (e.g. on-line interview; nursery provision for the interview).	4.50	11	3.60	100	-0.90	**0.008**
Departmental Inclusivity: Academic & PSS						
Is your department inclusive of people by:	BAME		non-BAME		Likert Difference	P
	Likert	No.	Likert	No.		
race or ethnicity	3.68	31	4.42	396	0.74	**0.000**
religion or belief	4.08	26	4.53	372	0.45	**0.004**
marital and civil partnership status	4.29	28	4.57	382	0.28	**0.050**
pregnancy and maternity status	4.11	27	4.48	377	0.37	**0.039**
University Inclusivity: Academic & PSS						
Is the University inclusive of people by:	BAME		non-BAME		Likert Difference	P
	Likert	No.	Likert	No.		
race or ethnicity	3.57	28	4.35	378	0.78	**0.000**
sexual orientation	4.15	27	4.49	370	0.35	**0.018**
religion or belief	4.08	24	4.45	372	0.37	**0.026**
Gender and EDI work Recognition: Academic & PSS						
Question	BAME		non-BAME		Likert Difference	P
	Likert	No.	Likert	No.		
In the last 2 years at Keele, I have been in situations where others have made me feel uncomfortable because of my sex or gender.	2.18	28	1.67	414	0.51	**0.025**

Question	BAME Likert	No.	non-BAME Likert	No.	Likert Difference	P
Equality, diversity and inclusion work is recognised when workload is allocated.	3.33	45	3.72	465	0.38	**0.040**
Equality, diversity and inclusion work is recognised in applications for promotion/progression.	3.40	40	3.84	425	0.44	**0.015**

Race Equality: Academic & PSS

Question	BAME Likert	No.	non-BAME Likert	No.	Likert Difference	P
In the last 2 years at Keele, I have been in situations where others have made me feel uncomfortable in relation to my race or ethnicity.	2.87	30	1.31	411	1.56	**0.000**
I have experienced and/or witnessed racism in my department.	2.23	53	1.51	610	0.71	**0.000**
I am confident departmental management would deal with racism if I reported it.	3.76	49	4.32	602	0.57	**0.000**
Departmental leadership actively supports race equality.	3.78	51	4.25	554	0.46	**0.000**
The rate people progress in my department is not affected by their ethnicity.	3.51	45	4.21	468	0.69	**0.000**
My department is committed to improving representation of BAME staff in leadership positions.	3.48	46	3.97	461	0.50	**0.002**

Flexibility and Workload: Academic & PSS

Question	BAME Likert	No.	non-BAME Likert	No.	Likert Difference	P
My department provides staff with support around all types of caring leave.	3.67	45	4.04	491	0.37	**0.020**

Perceptions of COVID impact on working practices and interactions with others: Academic & PSS

Question	BAME Likert	No.	non-BAME Likert	No.	Likert Difference	P
Please describe your perceptions of the following contrasting now with pre-COVID pandemic (much worse to much better): Current working practices (flexibility & location)	3.81	27	4.31	381	0.50	**0.014**

Bullying and Harassment: Academic & PSS

Question	BAME Likert	No.	non-BAME Likert	No.	Likert Difference	P
Department management is active in tackling bullying and harassment.	2.66	29	3.68	313	1.02	**0.000**
I am satisfied with how bullying and harassment are addressed in my department.	3.12	43	3.65	452	0.54	**0.004**

Career Support, Appointment and Promotion Fairness and Annual Review: Academic & PSS						
Question	BAME		non-BAME		Likert Difference	P
	Likert	No.	Likert	No.		
Decisions about appointments are made fairly.	3.35	31	3.98	384	0.62	**0.008**
Decisions about promotion/progression are made fairly.	3.00	39	3.62	508	0.62	**0.003**

Table 12: Athena Swan Staff Survey – Showing Only Questions, where there was a significant difference between BAME and non-BAME responses. Mean Likert responses (on a 5-point scale), which are shaded green are on average positive, amber indicates an average position between neutral and positive and pink falls below the neutral position. **Notable questions where there was no significant difference included those related to experiencing or witnessing bullying & harassment, line manager support, mentoring, peer and senior staff support, satisfaction with SPRE (annual review), workload allocation & fairness, workload manageability and well-being, flexible working (except for all types of caring leave).**

Rating of staff discomfort relating to Sex/Gender (1 is the most positive response : 5 the least positive response) **Women Respondents Only Contrasting Relevant Groups**					
In the last 2 years at Keele, I have been in situations where others have made me feel uncomfortable because of my sex or gender:					
Groups compared:	Keele Minority Group		Keele Majority Group		Difference (Col2 - Col1)	P value
	Mean	No.	Mean	No.		
Ethnicity Status	2.33	18	1.73	306	-0.60	**0.036**
Disability Status	2.24	39	1.68	281	-0.56	**0.005**
LGBTQ+ Status	2.27	22	1.71	297	-0.56	**0.029**
Note both PSS and academic given here – both showed similar patterns but when taken alone only academic responses were statistically significant based on p value.					

Table 13: Athena Swan survey showing impact of intersectionality on women's comfort at work.

- Mandatory questions 1 – 9 are presented as a Likert Score out of 5 (TABLE 14 – for BAME cf. non-BAME) and (TABLE 15 - Unknown ethnicity cf. non-BAME). Optional REC survey questions, reported in these tables were:

    o Qu.4 (Sense of Belonging, [SoB]),

    o Qu.9 and Qu.15 (CC)

- The Questions to judge awareness of PAP actions were:

    o Are you aware of the formal flexible working polices and arrangements at Keele, for example, part time working or variable working patterns?

    o If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

    And are displayed with other questions that had yes / no responses in Figure 9.

- Mandatory CC Qu 12 – was an open text response and a sentiment analysis is given TABLE 16.

Data are not presented here by PSS/Academic status as there were too few responses from BAME PSS. There was no notable difference between White PSS and White academic responses for these questions.

16 respondents preferred not to give an ethnicity (8 academics; 2 PSS and 6 who preferred not to state their job role).

9 BAME respondents and 8 White respondents self-reported as international.

10 BAME respondents were women; 7 men; others preferred not to say.

Theme	Question (5 point Likert Scale)	BAME		non-BAME		Diff	P-value
		Likert	No.	Likert	No.		
Sense of Belonging	1. How much <u>respect</u> do you feel people at Keele show you? (e.g. staff)	3.8	19	4.1	153	-0.3	0.174
	2. How <u>connected</u> do you feel to colleagues at Keele?	3.4	19	3.6	153	-0.2	0.425
Speaking Up & Communicating (SU&C)	**3. How <u>comfortable</u> would you feel calling out a person showing racist behaviours at Keele?**	**2.9**	**19**	**3.5**	**153**	**-0.6**	**0.028**
	4. How <u>confident</u> do you feel that senior leaders at Keele will call out racially inappropriate behaviours?	**2.8**	**19**	**3.6**	**152**	**-0.8**	**0.009**
	5. How <u>comfortable</u> do you feel discussing race-related topics with colleagues within your department?	**3.1**	**19**	**3.7**	**152**	**-0.6**	**0.016**
	6. How <u>confident</u> are you that colleagues at Keele can have an open and honest conversation with each other about race?	**2.8**	**19**	**3.3**	**153**	**-0.6**	**0.035**
Culture Climate (CC)	7. How much do you <u>understand</u> about what Keele is doing to tackle racial inequality impacting people who work and study here?	3.2	19	3.1	151	0.1	0.701
	8. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?	3.6	19	3.1	153	0.4	0.053
	9. How <u>well</u> do you think festivals and traditions from different cultures are acknowledged at Keele?	3.5	19	3.4	152	0.1	0.459
Optional SoB	**Opt.4. How <u>often</u> do you feel you need to act differently because of your race or ethnicity while working at Keele?** **NB:** 1.0 is highest positivity; 5.0 is lowest positivity	**2.7**	**19**	**1.6**	**153**	**1.1**	**0.000**
Optional CC	Opt.9. How <u>often</u> do you feel that there are opportunities for you to develop within your role?	3.6	19	3.5	152	0.0	0.872
	Opt.15. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how <u>confident</u> are you that appropriate investigative and/or disciplinary action would be taken?	2.8 (3.4)	19	3.3 (3.8)	152	-0.5	0.071

Table 14: REC Staff Survey 2023: Questions with Likert response; BAME and White comparison, where P-value <0.05 (indicative of statistical significance) data are highlighted by bold text. Values in brackets are from the survey that informed our 2019 submission.

The me	Question (5 point Likert Scale)	Refused		Non-BAME		Diff	P-value
	REC Staff Survey 2023: **Comparison of responses from those who gave no ethnicity with those giving a Non-BAME ethnicity.**						
		Likert	No.	Likert	No.		
Sense of Belonging (SoB)	**1. How much <u>respect</u> do you feel people at Keele show you? (e.g. staff)**	**3.1**	**15**	**4.1**	**153**	**-1.0**	**0.000**
	2. How <u>connected</u> do you feel to colleagues at Keele?	**2.5**	**15**	**3.6**	**153**	**-1.1**	**0.000**
Speaking Up & Communicating (SU&C)	**3. How <u>comfortable</u> would you feel calling out a person showing racist behaviours at Keele?**	**2.8**	**15**	**3.5**	**153**	**-0.7**	**0.001**
	4. How <u>confident</u> do you feel that senior leaders at Keele will call out racially inappropriate behaviours?	**2.4**	**15**	**3.6**	**152**	**-1.2**	**0.001**
	5. How <u>comfortable</u> do you feel discussing race-related topics with colleagues within your department?	**2.9**	**15**	**3.7**	**152**	**-0.8**	**0.004**
	6. How <u>confident</u> are you that colleagues at Keele can have an open and honest conversation with each other about race?	**2.2**	**15**	**3.3**	**153**	**-1.1**	**0.000**
Culture Climate (CC)	7. How much do you <u>understand</u> about what Keele is doing to tackle racial inequality impacting people who work and study here?	2.9	15	3.1	151	-0.2	0.397
	8. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?	2.9	15	3.1	153	-0.3	0.317
	9. How <u>well</u> do you think festivals and traditions from different cultures are acknowledged at Keele?	**2.6**	**15**	**3.4**	**152**	**-0.8**	**0.000**
Optional SoB	**Opt.4. How <u>often</u> do you feel you need to act differently because of your race or ethnicity while working at Keele?** NB: 1.0 highest positivity; 5.0 is lowest positivity	**2.9**	**15**	**1.6**	**153**	**1.3**	**0.000**
Optional CC	**Opt.9. How <u>often</u> do you feel that there are opportunities for you to develop within your role?**	**2.7**	**15**	**3.5**	**152**	**-0.9**	**0.001**
	Opt.15. If you reported discrimination, harassment, or abuse by race or ethnicity, how <u>confident</u> are you that appropriate investigative /disciplinary action would be taken?	**2.5**	**15**	**3.3**	**152**	**-0.8**	**0.014**

Table 15: REC Staff Survey 2023: Questions with Likert response, where P-value <0.05 (indicative of statistical significance) data are highlighted in bold

<u>Non-Likert Questions</u>

Questions shown in plot below were:

Action Plan Qu 1: Are you aware of the formal flexible working polices and arrangements at Keele, for example, part time working or variable working patterns?

Action Plan Qu 2: If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

Mandatory Qu 10 (CC): Do you <u>believe</u> that [social events/activities] organised by [the institution] are welcoming to everyone irrespective of race or ethnicity?

Mandatory Qu 11 (CC): In the last 12 months, have you <u>experienced or witnessed</u> a situation at [institution] where you have felt uncomfortable because of race or ethnicity?
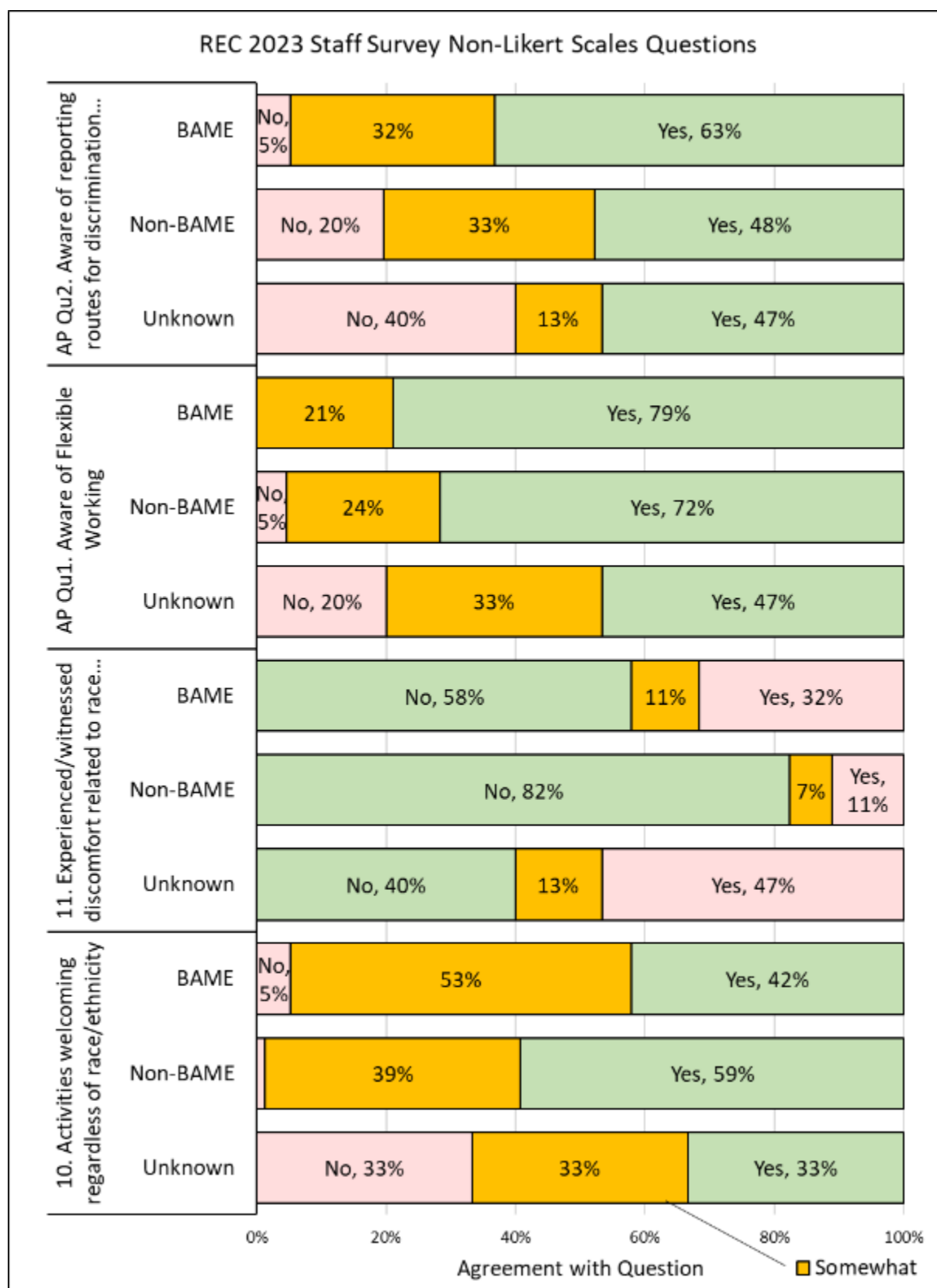
Figure 9: REC Staff Survey to questions with response options - Yes, Somewhat and No. Green indicates comfort or confidence; pink discomfort or lack of confidence; amber is neutral. For full question see text on preceding page.

Culture Climate Question 12 "We would like to hear your thoughts on [the institution's commitment to advancing race equality in higher education. Specifically, what do you think Keele is doing well and/or what do you think needs improving."

REC Staff Survey Comments - Sentiment Analysis by Ethnic Grouping					
Grouping	Total No.	Broadly negative	Broadly positive	Mixed (positives & negatives)	Specific topic
BAME	10	0	5	0	
Unknown	10	5		0	
White	35	10	5	15	5
Specific topics: included those asking for wider considerations beyond race and 1 commenting (negatively) about flexible working (but not in relation to race equality).					

Table 16: REC 2023 Staff Survey Sentiment Analysis: Rounded to nearest 5.

Keele Pulse Survey 2024

Four themes were investigated in the Keele January 2024 pulse survey:

- My Role
- Wellbeing & Balance
- Leadership
- Engagement

<u>Analysis by Ethnicity</u>

Summary tables are given by Academic (TABLE 17) and PSS (TABLE 18) status and show positivity ratings (the percentage giving the two most positive responses out of a possible 5 responses). Analysis is not shown here but PSS BAME satisfaction to "My role" questions increases to match non-BAME when Estates (largely operational) roles are removed (TABLE 20).

The difference in positivity ratings of detailed ethnic groups relative to the White British response are given in TABLE 20 - TABLE 24, which combines results from both academics and PSS. Not shown is this level of detail separated by job type, due to small numbers. However, for academics only it is worth noting that individual Asian groupings still show low satisfaction for "*My line manager takes time to support me and develop my skills*" (TABLE 23) but not for the Black or Black British – African grouping.

<u>Analysis by National Grouping</u>

Overall, 64% of staff responded to the survey. There were 118 international staff responses. So, **46%** of the 100 EU and 156 non-EU staff in post on 30th January. The difference in positivity ratings by international/UK status is given in TABLE 25, together with notes on those questions that had lower satisfaction from international staff.

Overview Satisfaction against four themes for Academic Staff						
Theme	Keele Academics					Benchmark
	Black, Asian & Minority Ethnic	White British	White Other	PNS/Unknown	Total	All HEI academics (from survey provider)
Engagement	74%	76%	66%	48%	71%	67%
My Role	77%	77%	75%	55%	74%	68%
Wellbeing & Balance	57%	54%	48%	33%	52%	47%
Leadership	51%	51%	45%	23%	47%	38%
Response No.	65	347	60	56	540	-
Response rate	38%	55%	71%	-	57%	-

Table 17 Pulse Survey Overview of Academic Respondents by BAME status.

Overview Satisfaction against four themes for PSS						
Theme	Keele PSS					Benchmark
	Black, Asian & Minority Ethnic	White British	White Other	PNS/Unknown	Total	All HEI academics (from survey provider)
Engagement	75%	84%	80%	46%	81%	70%
My Role	75%	78%	68%	55%	77%	67%
Wellbeing & Balance	67%	69%	74%	51%	68%	64%
Leadership	49%	56%	54%	28%	54%	38%
Response No.	36	748	23	41	864	N/A
Response rate	48%	68%	68%	-	68%	N/A

Table 18: Pulse Survey Overview of PSS Respondents by BAME status

NB: PNS = preferred not to say. It is difficult to analyse data in terms of race equality for these respondents. However, it is worth noting the only respondent to directly mention racism was from the PNS group but, at the same time, there were also free text comments from the PNS group saying Keele is too "WOKE", and too "left wing" etc.

BAME and White British Staff Responses Separated by whether staff are in our Estates Directorate (or not)				
Theme	BAME PSS not in Estates	White British not in Estates	BAME PSS in Estates	White British in Estates
Engagement	75%	84%	75%	84%
My Role	78%	80%	75%	78%
Wellbeing & Balance	74%	69%	67%	69%
Leadership	50%	57%	49%	56%

Table 19: Surveys responses of BAME and White British respondents separated by whether role is in Estates or otherwise.

Themes:	Asian or Asian British - Bangladeshi	Asian or Asian British - Indian	Asian or Asian British - Other Asian	Asian or Asian British - Pakistani	Arab	Black or Black British - African	Mixed - Black African and White	Mixed - Black Caribbean and White	Mixed background - Other	Other: any other ethnic group	Prefer not to detail but minority ethnicity	White: British	White: Other	Prefer not to say	Black, Asian and Minority Ethnic total
My Role		12%	2%	-3%		3%			-15%	-15%	-14%	0%	-5%	-24%	-2%
Wellbeing & Balance		15%	13%	2%		-1%			-8%	-39%	-33%	0%	-9%	-24%	-5%
Leadership		4%	4%	1%		11%			-11%	-24%	-38%	0%	-7%	-30%	-4%
Engagement		2%	-1%	-13%		7%			-21%	-28%	-25%	0%	-11%	-35%	-8%
Engagement 2019												0%		-24%	-5%
No. of Responses (2024) – rounded to nearest 5	5	15	10	10	5	10	5	5	10	10	10	1095	85	95	101

*Table 20: Keele Pulse Survey Jan 2024 overall theme summary by ethnic grouping. Showing differences in the percentage of those who gave a positive response, by ethnic group, relative to the White British response (positive is more satisfied). The engagement measure from our 2019 engagement survey is also included for reference but please note different questions were used. Note total BAME (101 responses) includes the sum of different groups shown **plus** those with ethnic minority groups where there were fewer than 5 respondents. Note exact numbers of respondents have been rounded to the nearest 5 (the platform for analysis did not allow for results from groups with fewer than 5 respondents to be analysed).*

Questions on theme "My Role"	Asian or Asian British - Bangladeshi	Asian or Asian British - Indian	Asian or Asian British - Other Asian	Asian or Asian British - Pakistani	Arab	Black or Black British - African	Mixed - Black African and White	Mixed - Black Caribbean and White	Mixed background - Other	Other: any other ethnic group	Prefer not to detail but minority ethnicity	White: British	White: Other	Prefer not to say	Black, Asian and Minority Ethnic total
I feel valued and recognised for the work that I do		29%	8%	-18%		7%			7%	7%	-34%	0%	-1%	-35%	6%
I find my work interesting and challenging		13%	4%	1%		1%			-24%	-37%	13%	0%	0%	-11%	0%
I understand how my role contributes to the success of Keele		2%	1%	10%		10%			-15%	-27%	-1%	0%	-2%	-22%	1%
People help and support each other here		6%	-6%	-4%		-4%			-29%	-4%	-35%	0%	-1%	-27%	-6%

Table 21: Pulse Survey January 2024. Questions on the "My role" theme with differences in the percentage who were positive relative to White British respondents (positive is more satisfied).

Questions on theme "Wellbeing & Understanding"	Asian or Asian British - Bangladeshi	Asian or Asian British - Indian	Asian or Asian British - Other Asian background	Asian or Asian British - Pakistani	Arab	Black or Black British - African	Mixed - Black African and White	Mixed - Black Caribbean and White	Mixed background - Other	Other: any other ethnic group	Prefer not to detail but minority ethnicity	White: British	White: Other	Prefer not to say	Black, Asian and Minority Ethnic total
As long as I get my work done, I have the flexibility to work in a way that suits me		21%	12%	9%		21%			-4%	-29%	-12%	0%	-3%	-14%	2%
I am able to strike the right balance between my work and home life		6%	-8%	12%		0%			-25%	-50%	-41%	0%	0%	-26%	-4%
I feel able to cope with the demands of my job without it affecting my work		15%	20%	1%		-24%			1%	-37%	-40%	0%	-8%	-33%	0%
My workload is reasonable		16%	29%	-15%		-3%			-3%	-40%	-42%	0%	-6%	-24%	-1%

Table 22: Pulse Survey January 2024. Questions on the "Wellbeing & Understanding" theme with differences in the percentage who were positive relative to White British respondents (positive is more satisfied).

Theme: Leadership	Asian or Asian British - Bangladeshi	Asian or Asian British - Indian	Asian or Asian British - Other Asian background	Asian or Asian British - Pakistani	Arab	Black or Black British - African	Mixed - Black African and White	Mixed - Black Caribbean and White	Mixed background - Other	Other: any other ethnic group	Prefer not to detail but minority ethnicity	White: British	White: Other	Prefer not to say	Black, Asian and Minority Ethnic total
I believe action will be taken as a result of this survey		16%	34%	8%		8%			-30%	-5%	-19%	0%	-3%	-25%	6%
I have confidence in the senior team to manage and lead Keele well		7%	8%	-9%		16%			-34%	-9%	-36%	0%	-16%	-38%	3%
My line manager communicates effectively		-14%	-3%	24%		-1%			12%	-38%	-43%	0%	-6%	-22%	-7%
My line manager takes time to support me and develop my skills		-17%	-16%	-21%		17%			-8%	-33%	-49%	0%	-5%	-29%	-10%
Senior leaders make the effort to listen to staff		30%	-2%	3%		16%			3%	-34%	-47%	0%	-5%	-36%	4%

Table 23: Pulse Survey January 2024. Questions on the "Leadership" theme with differences in the percentage who were positive relative to White British respondents (positive is more satisfied).

Theme: Engagement	Asian or Asian British - Bangladeshi	Asian or Asian British - Indian	Asian or Asian British - Other Asian background	Asian or Asian British - Pakistani	Arab	Black or Black British - African	Mixed - Black African and White	Mixed - Black Caribbean and White	Mixed background - Other	Other: any other ethnic group	Prefer not to detail but minority ethnicity	White: British	White: Other	Prefer not to say	Black, Asian and Minority Ethnic total
I am proud to say I work for Keele		9%	-10%	-8%		5%			-8%	-33%	-27%	0%	-11%	-42%	0%
I care about the future of Keele		7%	7%	-5%		7%			-18%	-18%	-15%	0%	-9%	-17%	0%
I would still like to be working at Keele in two years' time		0%	14%	-39%		-2%			-14%	-27%	-21%	0%	-10%	-35%	-2%
If asked, I would recommend to friends and family that Keele is a good place to work		-6%	-20%	-12%		13%			-50%	-25%	-42%	0%	-20%	-44%	-10%
Working here makes me want to do the best work I can		-2%	3%	-4%		9%			-16%	-41%	-23%	0%	-10%	-38%	-3%

Table 24: Pulse Survey January 2024. Questions on the "Engagement" theme with differences in the percentage who were positive relative to White British respondents (positive is more satisfied).

Pulse Survey by International Status:		
Themes:	International	UK
Engagement	-4%	0%
My Role	-1%	0%
Wellbeing & Balance	-5%	0%
Leadership	0%	0%
No. of Responses	118	1208

Table 25: Keele Pulse Survey Jan 2024 overall theme summary by International / UK / Other grouping. Showing differences in the percentage of those who gave a positive response, by international status, relative to those identified as having a UK nationality. Note some reported nationality status as "other" (there was not a prefer not to say option) and are not included here.

- There was little difference in overall ratings between UK and international respondents for most statements. Hence only the overall theme analysis is shared (TABLE 25). The exceptions were:

  - under the Well-being & Balance theme international respondents gave notably lower ratings (by 14 percentage points) to the statement "*I am able to strike the right balance between my work and home life*".

  - Other statements which gave lower response ratings (between 5 and 7 percentage points) were another on well-being "*I feel able to cope with the demands of my job without it affecting my work*" and three on engagement concerning (1) pride in working for Keele, (2) desire to still work at Keele in 2 years and (3) recommending Keele to friend and family.

BAME Network Survey

Survey developed by network. Led, run and analysed by Dr Masi Noor, BAME Staff network chair. Note all respondents self-identified as BAME.
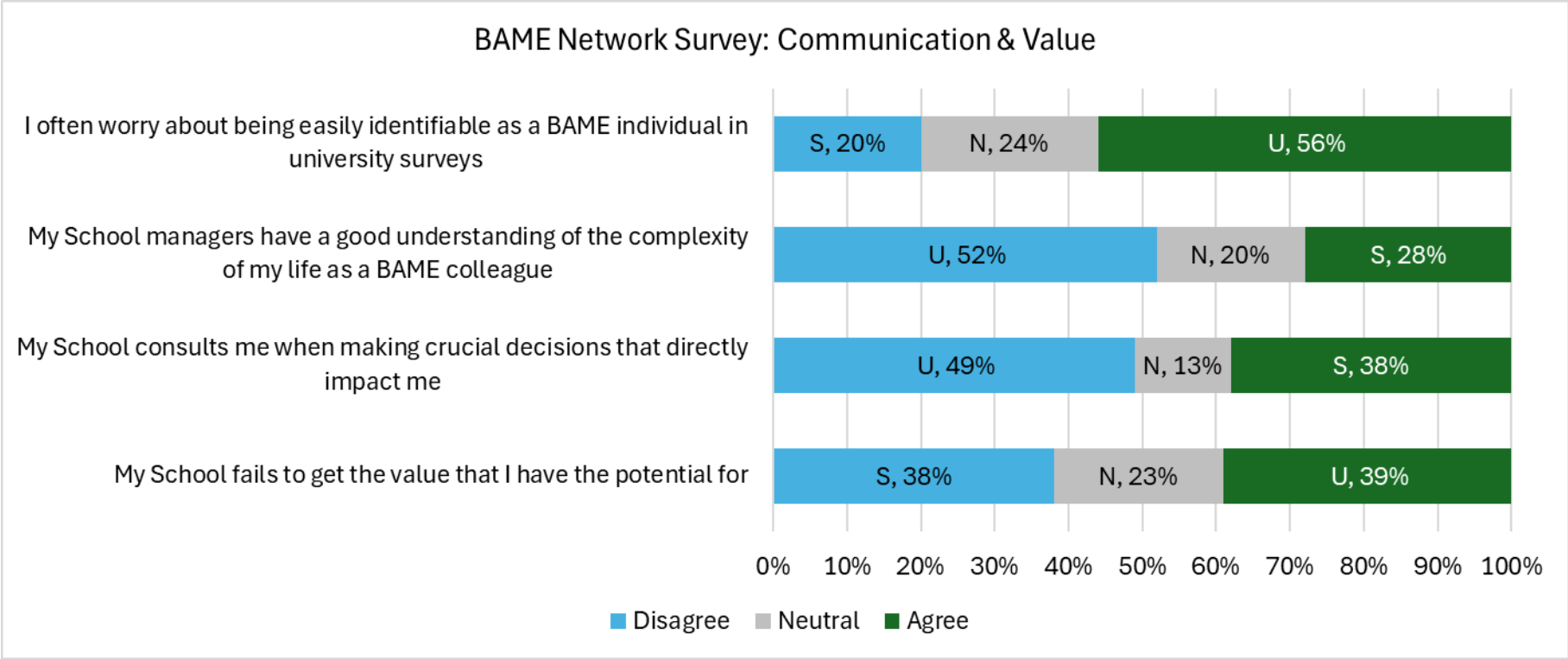
Figure 10: BAME Network Staff Survey: Communication and Value. Letters on labels indicate some degree of being U= unsatisfied; S=satisfied, N=neutral
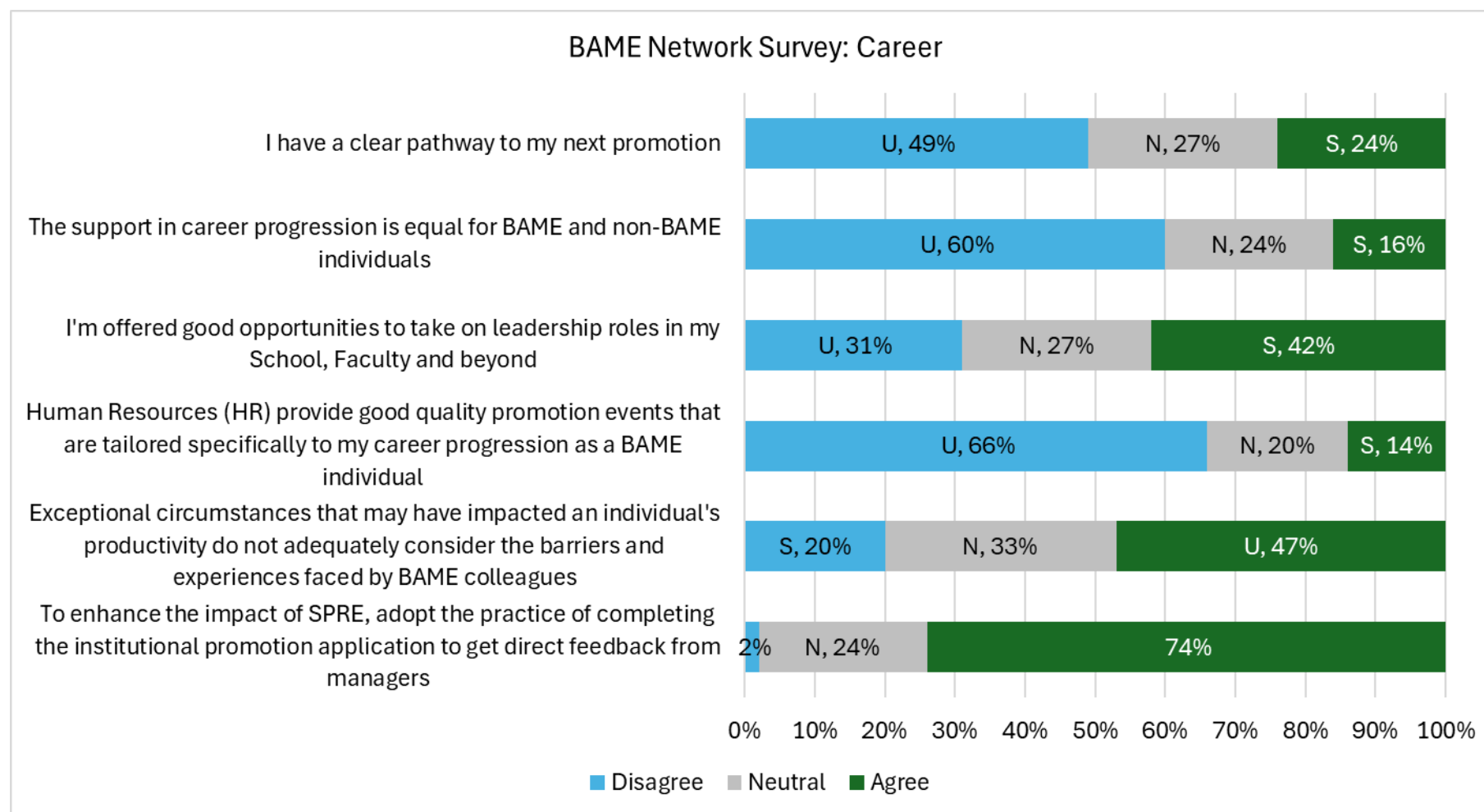
Figure 11: BAME Network Staff Survey: Career. U= unsatisfied; S=satisfied, N=neutral

BAME Network Survey: Safety and Identity

	Disagree	Neutral	Agree
At Keele, conflict between colleagues and management is resolved constructively	U, 49%	N, 31%	S, 20%
There is no stigma attached to approaching HR for support against bullying and discrimination	U, 47%	N, 42%	S, 11%
I have full confidence in HR's processes and procedures when reporting incidents of bullying and discrimination	U, 47%	N, 38%	S, 15%
I feel psychologically safe to be myself at Keele	U, 43%	N, 7%	S, 50%
I feel physically safe to be myself at Keele	U, 16%	N, 18%	S, 66%
I often feel 'othered' and ignored at work	S, 30%	N, 18%	U, 52%
I strongly identify with Keele as an institution	U, 25%	N, 29%	S, 46%

Figure 12: BAME Network Staff Survey: Safety & Identity. U= unsatisfied; S=satisfied, N=neutral

Staff Leavers Questionnaire

Leavers Questionnaire 2021/22 - 2023/24*					
Question	Likert Score (out of 5)				
	BAME	White British	White Other	PNS	BAME - WB
You received fair treatment from your line manager.	4.3	4.2	4.6	3.5	0.1
The morale in your team/department is generally good.	3.8	3.4	4.5	2.0	0.4
Working relationships in the team/department have always been professional.	3.7	4.0	4.8	4.5	-0.3
Your work/contributions were valued by your manager.	3.9	4.0	4.6	3.0	-0.1
You received appropriate support and guidance in terms of your learning and development.	3.5	3.7	4.1	3.0	-0.3
You feel access to career progression or promotion opportunities is fair and inclusive.	**2.8**	**3.4**	**3.5**	**3.5**	**-0.6**
You received sufficient training to be able to do your job effectively.	3.7	3.8	4.3	3.5	-0.1
You felt able to use your skill set to the best of your ability.	3.5	3.6	4.1	3.5	0.0
You feel the University provides adequate flexible working options.	3.9	4.1	4.4	4.0	-0.3
The quantity of work given to you generally felt manageable.	3.5	3.3	4.0	3.5	0.2
Your physical working environment was sufficient to be able to do your job.	3.8	4.0	4.0	3.5	-0.2
You felt well-informed about key projects and developments within your team.	3.8	3.9	4.3	4.5	-0.1
You felt clear about your work responsibilities and expectations of performance.	4.0	3.9	4.4	3.5	0.1
You felt able to speak up and challenge the way things are done at Keele University	3.3	3.4	4.3	4.5	-0.1
Percentage of total leavers	13%	80%	6%	1%	
*Up to 8th July 2024					

Table 26: Staff Leavers Questionnaire Response. The largest difference in response by ethnicity is highlighted.

REC Student Survey 2023

- Mandatory questions 1 – 9 are presented as a Likert Score out of 5

  - TABLE 27 – for BAME cf. Non-BAME,

  - TABLE 28 - Asian, Black and Mixed cf. Non-BAME and

  - TABLE 29 by international status – BAME respondents only.

- Optional REC survey questions, reported in these tables were are given at the bottom of these tables and relate to Sense of Belonging (SoB) and Culture Climate (CC).

- Other mandated questions Culture Climate (CC) 10 & 11, which were required to be asked with yes / no / somewhat responses, and our chosen questions to address previous action plan (PAP) items are given for BAME / Non-BAME / Unknown in FIGURE 13.

- Mandatory CC Qu 12 – was an open text response and a sentiment analysis is given TABLE 30.

Response Rate: Only 1.3% of BAME and 0.6% of Non-BAME students responded to the survey but, in absolute numbers there were more responses from BAME students than there were from BAME staff to the REC staff survey (45 vs 20, to nearest 5). Almost all students gave an ethnic group (<5 preferred not to say).

REC 2023 Student Survey		BAME		Non-BAME		BAME - Non	
Theme	Question	Likert	No.	Likert	No.	Diff	P-value
Sense of Belonging	**1. How much respect do you feel people at Keele show you? (e.g. lecturers, fellow students)**	3.8	50	4.2	32	-0.4	**0.043**
	2. How connected do you feel to staff at Keele?	2.7	50	3.5	32	-0.8	**0.001**
Speaking Up & Communicating (SU&C)	**3. How comfortable would you feel calling out a person showing racist behaviours at Keele?**	3.3	50	3.8	31	-0.5	**0.049**
	4. How confident do you feel that tutors at Keele will call out racially inappropriate behaviours?	2.7	50	4.1	32	-1.4	**0.000**
	5. How comfortable do you feel discussing race-related topics with students within your department?	3.1	50	3.4	32	-0.3	0.104
	6. How confident are you that students at Keele can have an open and honest conversation with each other about race?	2.9	49	3.4	32	-0.5	**0.041**
Culture Climate (CC)	**7. How much do you understand about what Keele is doing to tackle racial inequality impacting people who work and study here?**	2.2	49	2.9	32	-0.7	**0.009**
	8. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?	2.8	49	3.3	32	-0.5	**0.040**
	9. How well do you think festivals and traditions from different cultures are acknowledged at Keele?	3.0	49	3.2	32	-0.2	0.206
Optional SoB	**10. How often do you feel you need to act differently because of your race or ethnicity while studying at Keele? *** Note positivity reversed *****	2.7	49	1.3	32	1.3	**0.000**
	11. How likely are you to recommend Keele as a good place to study?	4.0 (4.1)	48	4.4 (4.6)	32	-0.5	**0.021**
Optional CC	12. How comfortable do you feel approaching academic mentors with questions or queries about the course?	3.7	49	4.0	32	-0.4	0.067
	13. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that appropriate investigative and/or disciplinary action would be taken?	2.4 (3.2)	49	3.5 (3.6)	32	-1.1	**0.005**

*Table 27: REC 2023 Student Survey Likert Responses. **Where an almost identical question was asked in the survey for our last submission the response is given in brackets.***
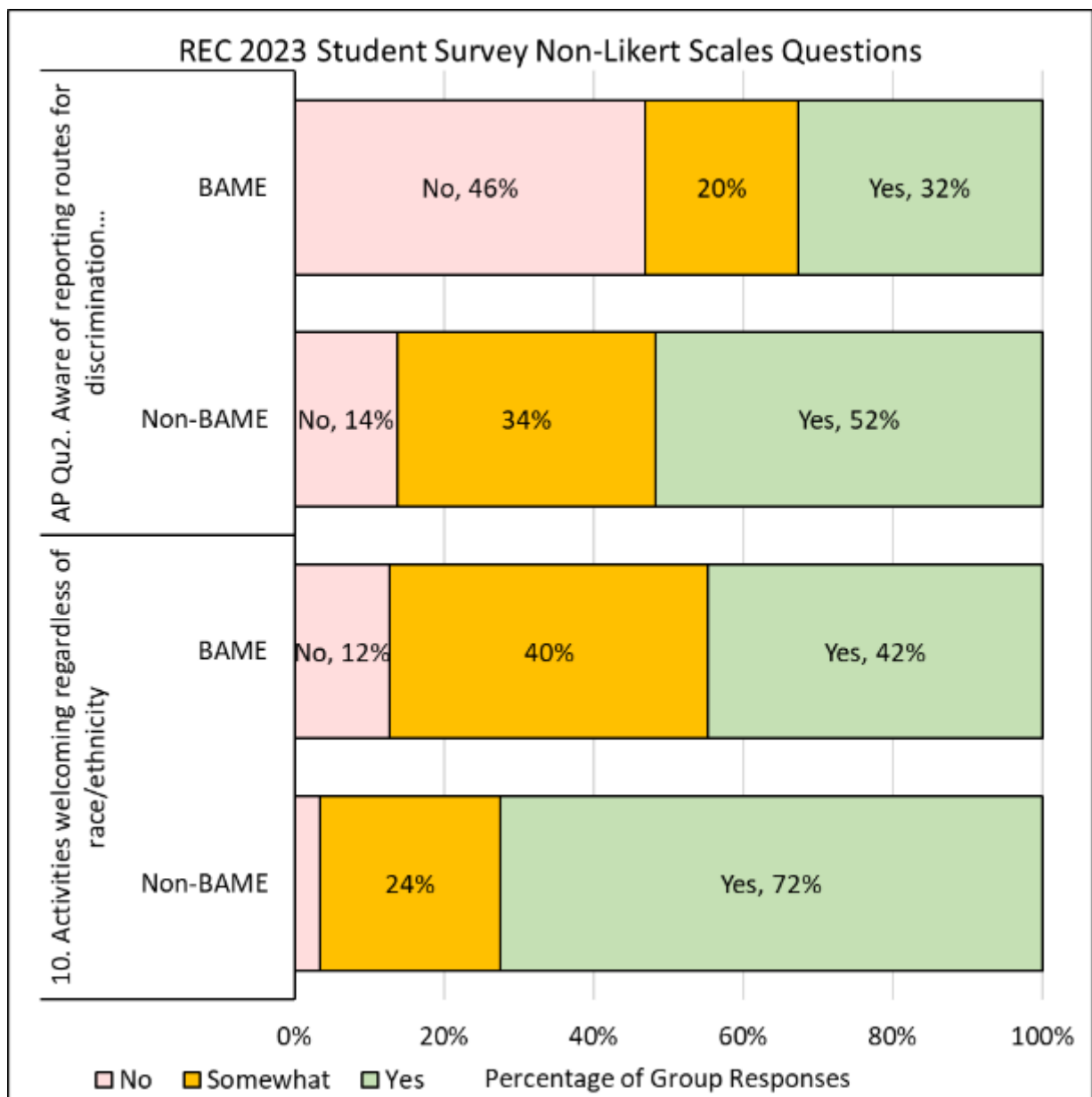
Figure 13: Student Responses to non-Likert questions (international and UK combined)

Question	Asian		Black		Multiple		Non-BAME		A - Non		B - Non		M - Non	
	Likert	No.	Likert	No.	Likert	No.	Likert	No.	Diff	P	Diff	P	Diff	P
How much respect do you feel people at Keele show you? (e.g. lecturers, fellow students)	3.7	18	3.9	23		6	4.2	32	-0.5	0.09	-0.3	0.26		
How connected do you feel to staff at Keele?	2.4	18	2.9	23		6	3.5	32	-1.1	**0.00**	-0.6	0.06		
How comfortable would you feel calling out a person showing racist behaviours at Keele?	3.4	18	3.1	23		6	3.8	31	-0.3	0.31	-0.7	**0.05**		
How confident do you feel that tutors at Keele will call out racially inappropriate behaviours?	2.7	18	2.8	23		6	4.1	32	-1.5	**0.00**	-1.3	**0.00**		
How comfortable do you feel discussing race-related topics with students within your department?	3.0	18	3.0	23		6	3.4	32	-0.4	0.26	-0.4	0.25		
How confident are you that students at Keele can have an open and honest conversation with each other about race?	3.0	17	2.7	23		6	3.4	32	-0.4	0.30	-0.7	**0.05**		
How much do you understand about what Keele is doing to tackle racial inequality impacting people who work and study here?	2.5	17	2.2	23		6	2.9	32	-0.5	0.16	-0.7	**0.02**		
How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?	2.9	17	2.8	23		6	3.3	32	-0.4	0.29	-0.5	0.11		
How well do you think festivals and traditions from different cultures are acknowledged at Keele?	2.9	17	3.1	23		6	3.2	32	-0.2	0.42	-0.1	0.68		
How often do you feel you need to act differently because of your race or ethnicity while studying at Keele? * Positivity reversed *****	2.9	17	2.9	23		6	1.3	32	1.5	**0.00**	1.2	**0.00**		
How likely are you to recommend Keele as a good place to study?	3.9	16	4.0	23		6	4.4	32	-0.5	0.08	-0.4	0.17		
How comfortable do you feel approaching academic mentors with questions or queries about the course?	3.4	17	3.9	23		6	4.0	32	-0.7	**0.03**	-0.2	0.59		
* If you reported discrimination, harassment, or abuse based on race or ethnicity, how confident are you that appropriate action would be taken?	2.2	17	2.6	23		6	3.5	32	-1.3	**0.00**	-1.0	**0.00**		

*Table 28: As table above but grouped by Asian, Black and Mixed group. * Note full wording used as in REC survey (page245)*

BAME Students Only by International/UK status						
Question	International		UK		Int - UK	
	Likert	No.	Likert	No.	Diff	P
How much respect do you feel people at Keele show you? (e.g. lecturers, fellow students)	4.1	14	3.6	34	0.5	**0.043**
How connected do you feel to staff at Keele?	3.3	14	2.5	34	0.8	**0.001**
How comfortable would you feel calling out a person showing racist behaviours at Keele?	3.1	14	3.5	34	-0.3	**0.049**
How confident do you feel that tutors at Keele will call out racially inappropriate behaviours?	3.2	14	2.6	34	0.6	**0.000**
How comfortable do you feel discussing race-related topics with students within your department?	3.5	14	2.9	34	0.6	0.104
How confident are you that students at Keele can have an open and honest conversation with each other about race?	3.1	14	2.9	33	0.2	**0.041**
How much do you understand about what Keele is doing to tackle racial inequality impacting people who work and study here?	2.5	14	2.2	33	0.3	**0.009**
How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?	3.0	14	2.6	33	0.4	**0.040**
How well do you think festivals and traditions from different cultures are acknowledged at Keele?	3.4	14	2.8	33	0.5	0.206
How often do you feel you need to act differently because of your race or ethnicity while studying at Keele? * Note positivity reversed *****	2.3	14	2.8	33	-0.5	**0.000**
How likely are you to recommend Keele as a good place to study?	4.1	14	4.0	32	0.1	**0.021**
How comfortable do you feel approaching academic mentors with questions or queries about the course?	3.8	14	3.6	33	0.2	0.067
If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that appropriate investigative and/or disciplinary action would be taken?	2.8	14	2.3	33	0.5	**0.005**

Table 29: REC 2023 Student Survey broken down by international status.

REC Student Survey comments

REC Student Survey Comments - Sentiment Analysis by Ethnic Grouping				
Grouping	Total No.	Broadly negative	Broadly positive	Mixed (positives & negatives)
Asian / Other /mixed	5	0	0	5
Black	10	5	5	0
Unknown	0	0		
White	10	0	5	0

Table 30: Student REC Survey Sentiment Analysis: to nearest 5

NSS Summary

Question Topic	BAME – non-BAME				
	2023	**2022**	**2021**	**2020**	**2019**
Good explanations	-1	-4	-0	-5	-3
Interesting	-4	-6	-7	-9	-6
Stimulating	-1	-1	-2	-4	0
Challenging	0	-2	-2	-3	1
In-depth	-2	-2	-4	-4	0
Assimilation of topics	2	-1	-1	-1	-2
Application of Learning	-3	-4	-0	-4	1
Directed & Independent learning	2				
Useful skills	2				
Assessment criteria	-7	-6	-8	-6	-5
Assessment fairness	-3	-8	-9	-4	-6
Assessment relevance	-3				
Timely assessment feedback	-4	2	0	-6	-5
Helpful assessment feedback	-4	-3	-3	-3	-3
Contactable Staff	-2	2	1	-3	-4
Supportive staff	2	-2	-1	-8	-3
Organised course	5	4	3	-4	-3
Effective communication	9	4	8	-3	-3
IT resources	1	1	1	-4	-2
Library resources	-0	1	-2	-4	-0
Course-specific resources	-3	0	1	-3	-2
Student feedback opportunities	0	-3	-1	-6	-1
Value of student views	1	-1	3	-3	1
Action on student feedback	3	6	4	-2	2
Student union representation	3	1	-2	-5	1
Mental health & Wellbeing support	6				
Freedom of expression	0				

Table 31: NSS difference in BAME and non-BAME question positivity (BAME positivity – non-BAME positivity), shown as %pt difference relative (BAME positivity – non-BAME positivity). For full questions see the Office for Students

Comparison of NSS at Keele and across England in 2023; showing difference between Ethnic groups relative to the White group.								
	England				Keele			
	A-W	B-W	M-W	O-W	A-W	B-W	M-W	O-W
Good explanations	-2	1	-1	-3	0	1	-10	-3
Interesting	-7	1	-3	-6	-7	6	-9	-8
Stimulating	-1	2	-2	-4	-0	1	-5	-10
Challenging	-1	2	-3	-3	1	1	-2	1
In-depth	-3	1	-2	-4	-3	3	-6	-6
Assimilation of topics	0	3	-2	-1	3	1	-1	5
Application of Learning	-1	2	-2	-1	-1	-3	-16	2
Directed & Independent learning	2	8	-2	3	3	8	-9	-13
Useful skills	0	5	-3	-2	6	2	-6	-13
Assessment criteria	-3	2	-3	-3	-7	-0	-19	-1
Assessment fairness	-5	-2	-2	-6	-4	1	-8	-4
Assessment relevance	-3	2	-2	-3	-2	-4	-7	-3
Timely assessment feedback	-4	2	-3	-4	-5	-0	-10	-1
Helpful assessment feedback	-2	6	-2	-2	-3	2	-14	-6
Contactable Staff	-2	-2	-2	-1	-4	5	-3	3
Supportive staff	-1	1	-3	-2	3	7	-12	2
Organised course	3	7	-1	2	8	1	-2	-0
Effective communication	3	6	-1	4	10	14	-2	5
IT resources	1	2	-2	-1	1	2	-1	-1
Library resources	-2	0	-1	-2	-1	2	2	1
Course-specific resources	-1	-1	-2	-1	-2	-5	-10	8
Student feedback opportunities	1	2	-2	0	-1	5	-1	-2
Value of student views	0	4	-2	0	-0	5	-7	7
Action on student feedback	6	9	-1	7	2	10	-7	4
Student union representation	5	6	-2	4	4	6	-11	8
Mental health & wellbeing support	4	4	-2	4	8	9	-3	-3
Freedom of expression	-2	-1	-1	-3	-0	2	-0	-4
For full questions see National Student Survey 2023 data: student characteristics data - Office for Students A= Asian, B = Black, M= Mixed, O= Other, W= White. Green squares indicate A,B,M or O group are more positive than W group by 2 %pt or higher Pink squares indicate A,B,M or O group are less positive than W group by 2 %pt or higher White squares that there is less than +2 or -2 %pts between groups.								

Table 32: NSS comparison between Keele and English HEI's differences by ethnicity relative to the White Group, shown as %pt difference. There were 1190 White, 380 Asian, 115 Black, 75 Mixed and 35 Other responses (to the nearest 5). For full questions see the National Student Survey - NSS - Office for Students

Appendix 3: Data tables

Benchmarking, Keele Staff Grades and Background Information

Unless marked otherwise, **Benchmarks** provided here are from HESA data, accessed through ©Jisc's Heidiplus, unless noted otherwise and follow HESA's data rounding strategy. **Data are provided for self-assessment only and are not for quoting or using elsewhere.** Neither Jisc nor Jisc Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by Jisc or Jisc Services Limited through HeidiPlus. Where data are broken into Faculty units, we do this according to subject codes for students e.g. Common Aggregation Hierarchy [CAH]) and subject cost centre codes that we submit to for staff. This is not a perfect system, given that:

    (i)   there is some cross-over in subjects between faculties especially at PGR level and,

    (ii)   some subjects have changed faculty over time (Social Work having moved from FHumSS to FMHS and Counselling from FNS to FMHS)

    (iii)   some subjects are recently new to Keele (e.g. Veterinary Science; expansion of Allied Health subjects)

    (iv)   the proportion of students in different subjects may be different to the sector proportion or that across the benchmarking group.

    (v)   Keele has only small numbers of PGR students registering annually (ca. 100) with subjects taken varying. So, some variation to benchmarks is expected.

    (vi)   Only subject cost codes for staff are used at faculty level.

    (vii)   There is a disconnect in student subject codes between 2018/19 and 2012/20 when the coding system was changed from JACS to CAH.

Keele's benchmarking group (BmkG) is a group of 12 similar, but aspirational, universities: Aberdeen, Dundee, East Anglia, Hull, Kent, Lancaster, Leicester, Reading, Stirling, Surrey, Sussex, Swansea. We have largely used this benchmark group to look at award gaps. Otherwise, we use national data.

HESA Code*	University Grade and Typical Academic Role
... Relationship between contract levels reported to HESA and Keele Grades	
A0	Vice-Chancellor
B0	Grade 10: DVC and PVC's
C1-C2	Grade 10: Director of a major function or area of the University.
D1-D3	Grade 10: Head of an area of the University (e.g. Head of School)
E1-F2	Grade 10: Professors, Heads of functions / subsets of areas.
I0	Grade 9: Senior Lecturer, Teaching or Research Fellow & Reader.
J0	Grade 8: Lecturer-B, Experienced Teaching or Research Fellow.
K0	Grade 7: Lecturer-A, Teaching Fellow; Research Fellow.
L0	Grade 6: Research Assistant, Demonstrator.

NB: HESA code F1 and upwards may be filled by academics without a professorial title. These would be staff normally on grade 9 but with appropriate allowances to pay.

*Details of the Grades and copyright description can be seen at: https://www.hesa.ac.uk/collection/c22025/combined_levels .

Table 33: Relationship between Keele Grades and HESA levels

Operational Staff Grade HESA job level Equivalence		
Grade Equivalence		Job Family
Keele level	**HESA level** *	**Operational**
020	P	Domestic assistants, catering and sports centre assistants
050 & 060	O	Apprentice trades, grounds people, assistant chefs, nursery nurses, senior catering assistants, stewards, cleaning supervisors (smaller areas)
075 & 110	N	Supervisors (cleaning, post room, catering) and security officers
080-120 (not 110)	M	Semi-skilled trades, assistant managers e.g. of cleaning services
128 - 170	L	Trades, Head Chef, Senior Team Leaders and Senior Nursery Room leaders, Fitness Instructors

Operational staff are not on the Keele Pay Spine but are paid set hourly rates without incremental progression. Our Keele levels do not correlate precisely with the HESA/UCEA levels

* See https://www.hesa.ac.uk/collection/c22025/combined_levels for copyright description.

Table 34: Operational Staff Grades and equivalence with HESA

Overview Staff Information
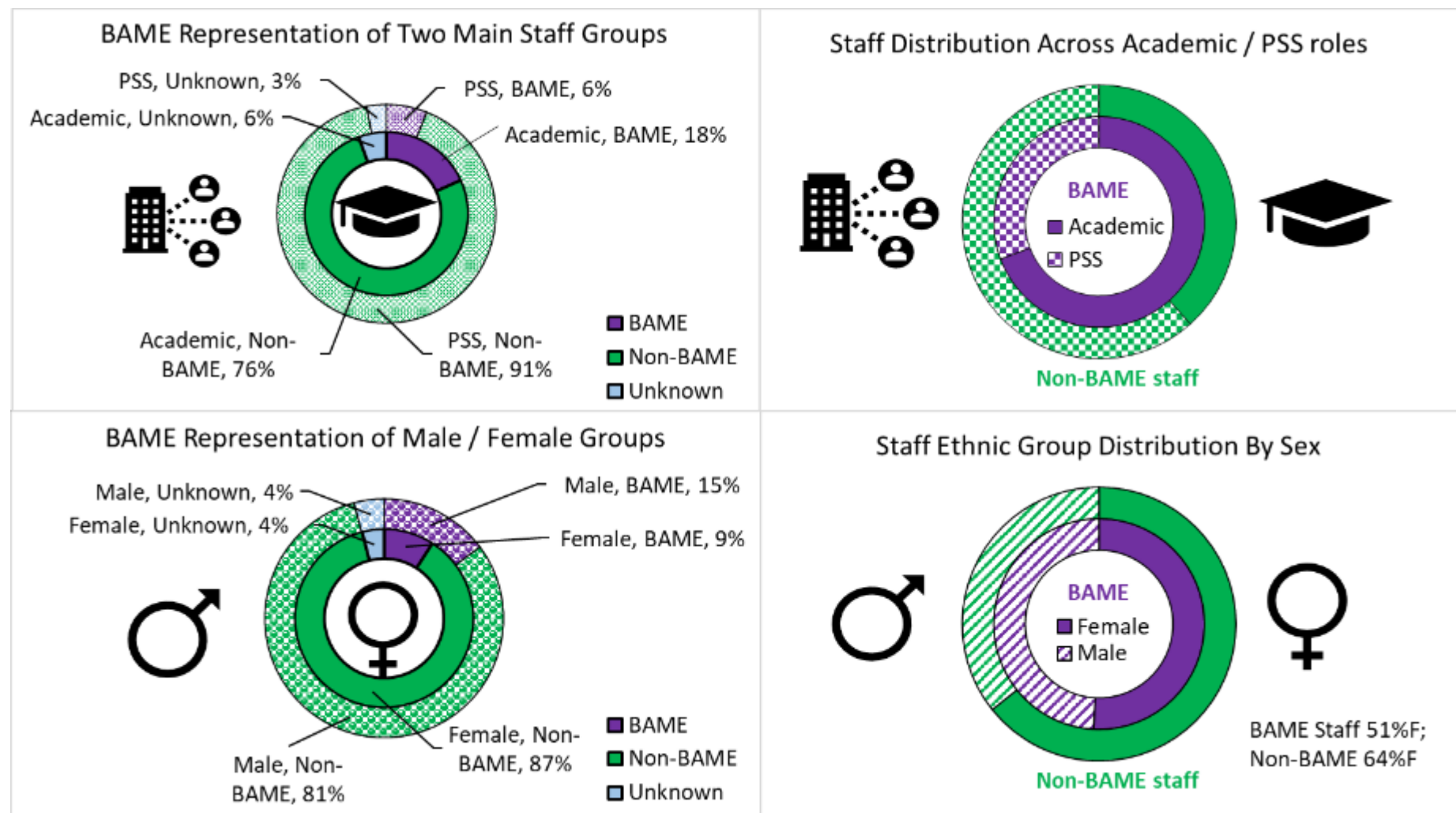
Figure 14: Current Staff BAME Status Overview (academic and PSS) by job category and sex.

Academic Staff by Ethnicity, Nationality and distribution over Faculties & Schools with change over time.

All Academics: BAME Staff National Grouping

Darkest shade (bottom of graph) indicates EU/EEA

BAME UK Staff, 44%

BAME International, 52%

All Academics: Broad Ethnic Grouping

Other, 10%

Mixed, 10%

Black, 14%

Asian, 65%
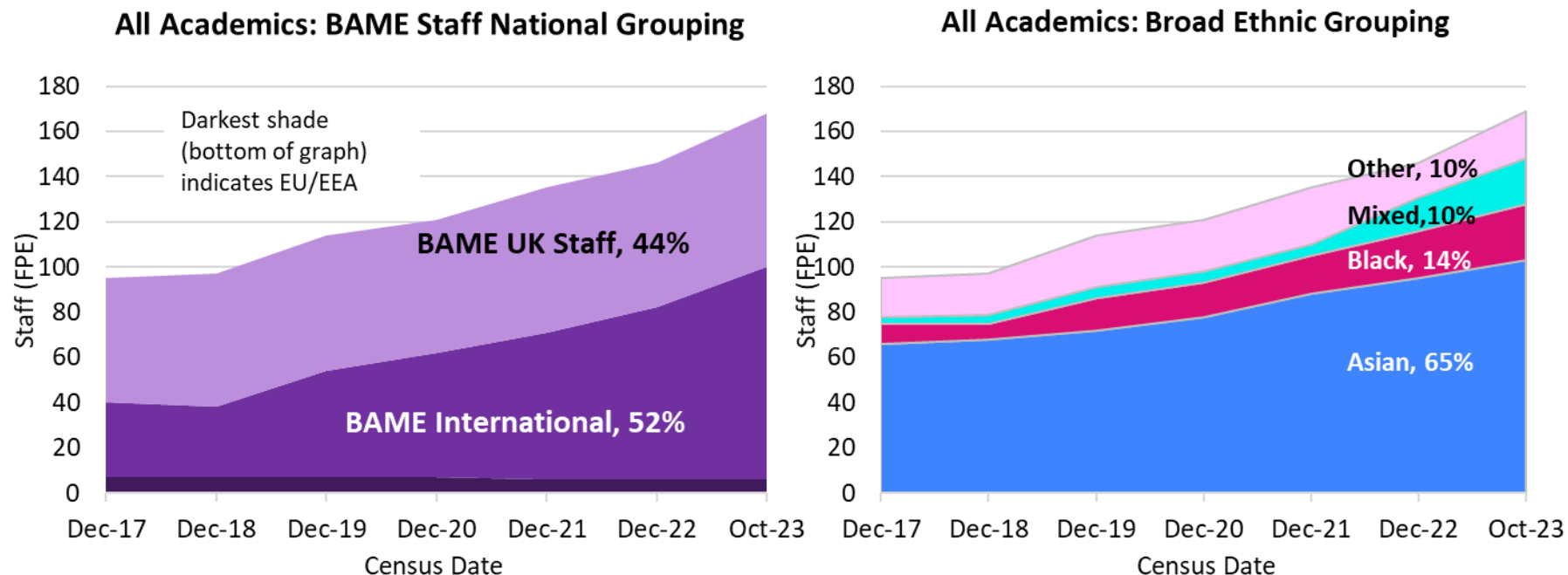
Figure 15: BAME Staff increasing number (FPE) by UK and International status (Left-hand panel) and by Asian, Back, Mixed and Other Groupings. Percentages given for December 2022; EU EEA is 4% of BAME Staff total. In Dec 2017 35% of our BAME staff were International and 58% UK. In Dec 2017 BAME staff were 61% Asian, increases in representation have been seen in all groups except "Other".
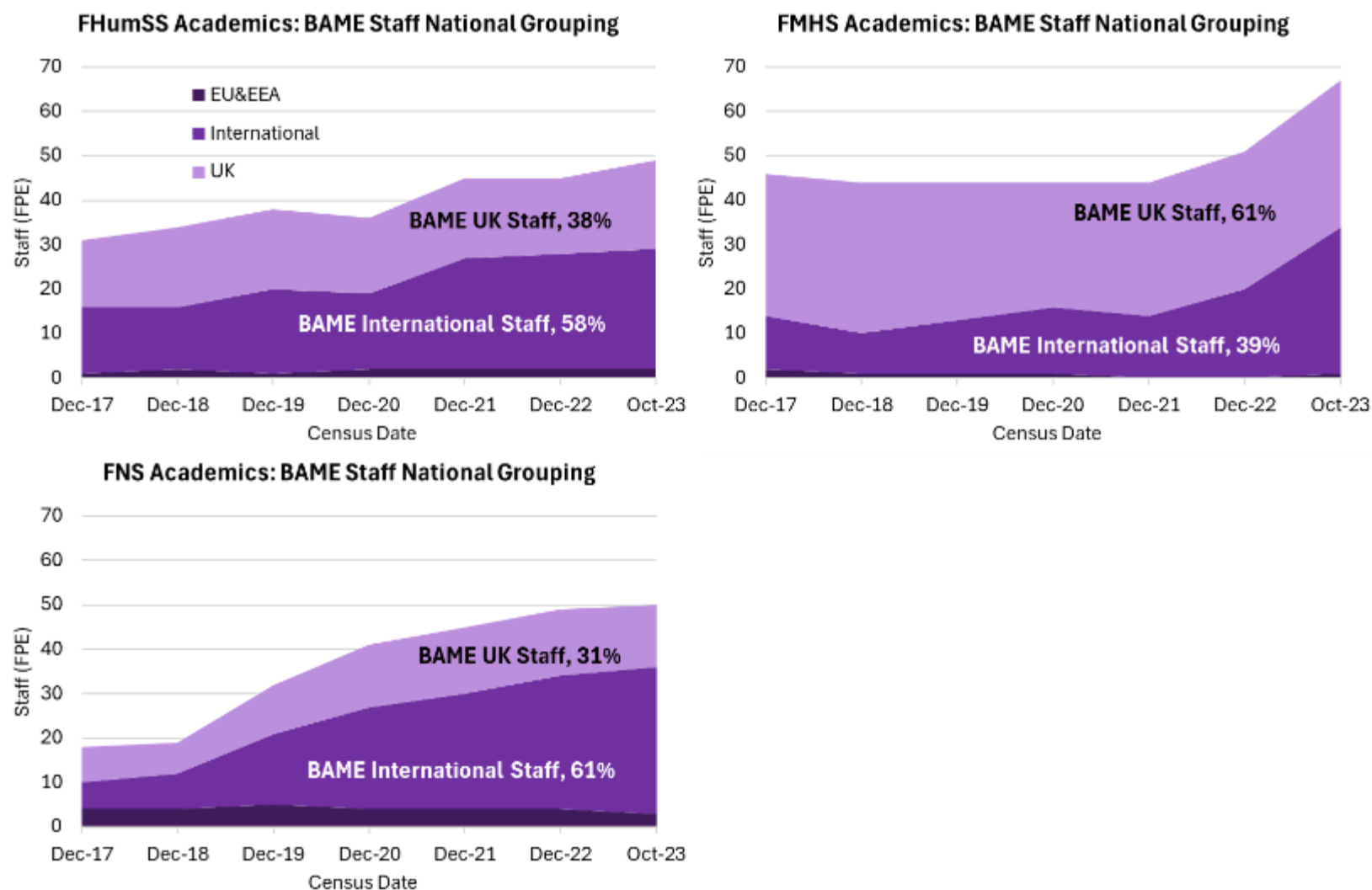
Figure 16: BAME staff by Faculty and UK / International Status
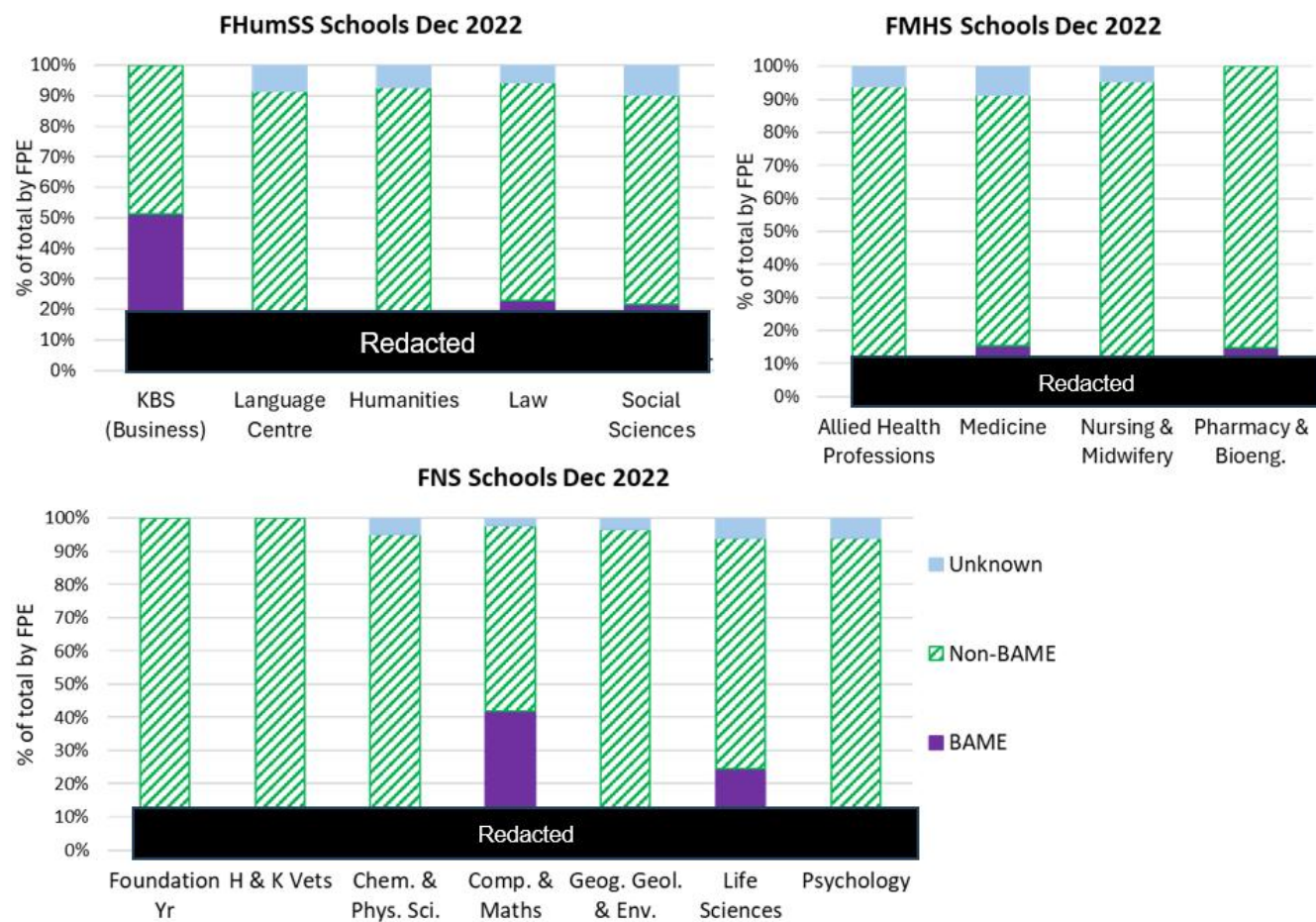
Figure 17: School Staff by BAME status. Note some additional redaction has been conducted (where BAME staff numbers were fewer than 5, even where percentages were based on more than 22.5 people, as staff could be quite easily identified at School level).

Keele Academic Staff Representation by Area						
	1/12/2017		1/12/2022		Keele %BAME increased since 2017?	Keele %BAME > sector (2022 data)
Academic Area	**Keele**	UKHEI	**Keele**	UKHEI		
Faculty of Humanities and Social Sciences						
KBS (Business)	**18%**	23%	**51%**	34%	✓	✓
Language Centre	███	███	███	███	✓	✗
Humanities	███	███	███	███	✗	✗
Law	**16%**	13%	**23%**	18%	✓	✓
Social Sciences	**11%**	9%	**22%**	14%	✓	✓
Faculty of Medicine and Health Sciences						
Allied Health Professions	███	15%	**10%**	17%	✓	✗
Medicine	**14%**	18%	**15%**	22%	✓	✗
Nursing & Midwifery	███	███	███	███	✗	✗
Pharmacy & Bioeng.	**15%**	22%	**15%**	27%	✗	✗
Faculty of Natural Sciences						
Foundation Year	███	███	███	███	✓	N/A
H & K Vets	███	███	███	███	N/A	✗
Chem. & Phys. Sci.	**9%**	15%	**13%**	19%	✓	✗
Comp. & Maths	**11%**	19%	**42%**	27%	✓	✓
Geog. Geol. & Env.	███	███	███	███	✓	✗
Life Sciences	███	14%	**24%**	18%	✓	✓
Psychology	███	███	███	███	✗	=

Table 35: School Academic Staff BAME Representation at 5-year interval and comparison with sector (UKHEI) from HESA Staff Full Person Equivalent (FPE) V1 2017/18 & 2022/23 © Jisc [23/04/2024]. Note some additional redaction has been conducted (where BAME staff numbers were fewer than 5, even where percentages were based on more than 22.5 people, as staff could be quite easily identified at School level).
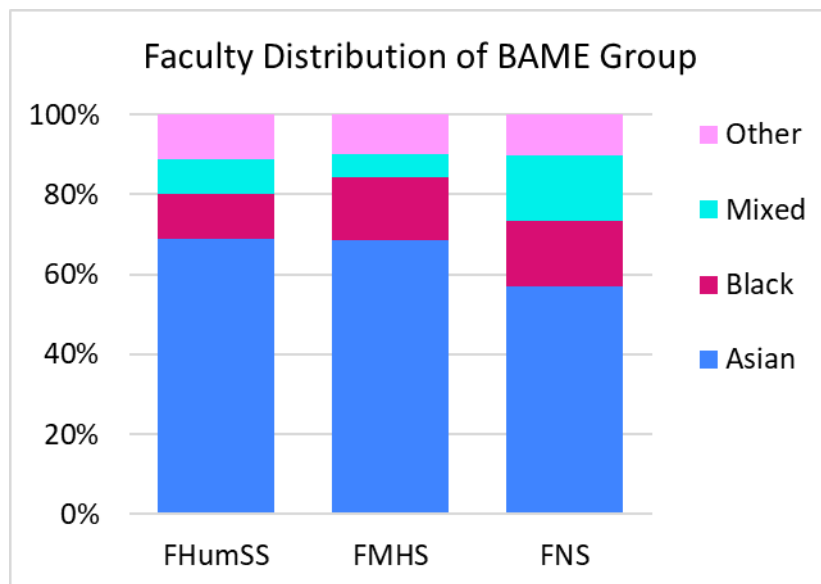
Figure 18: Distribution of BAME Staff across Asian, Black, Mixed and Other groupings by Faculty, data from December 2022. Change over time is not shown due by Faculty due to small numbers of staff in "Mixed" and "Other" groupings.
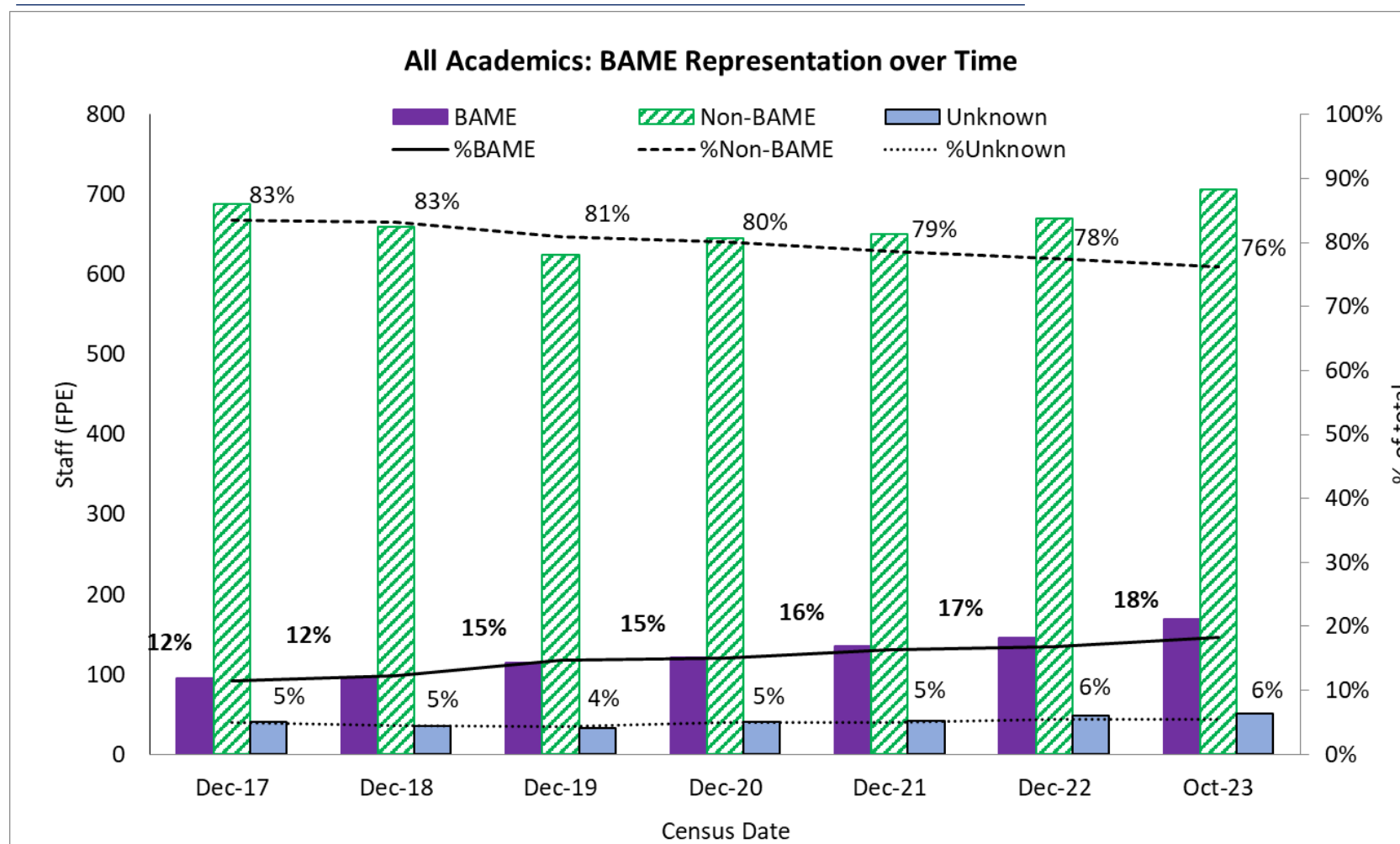
Figure 19: All academic staff representation by BAME status over time.
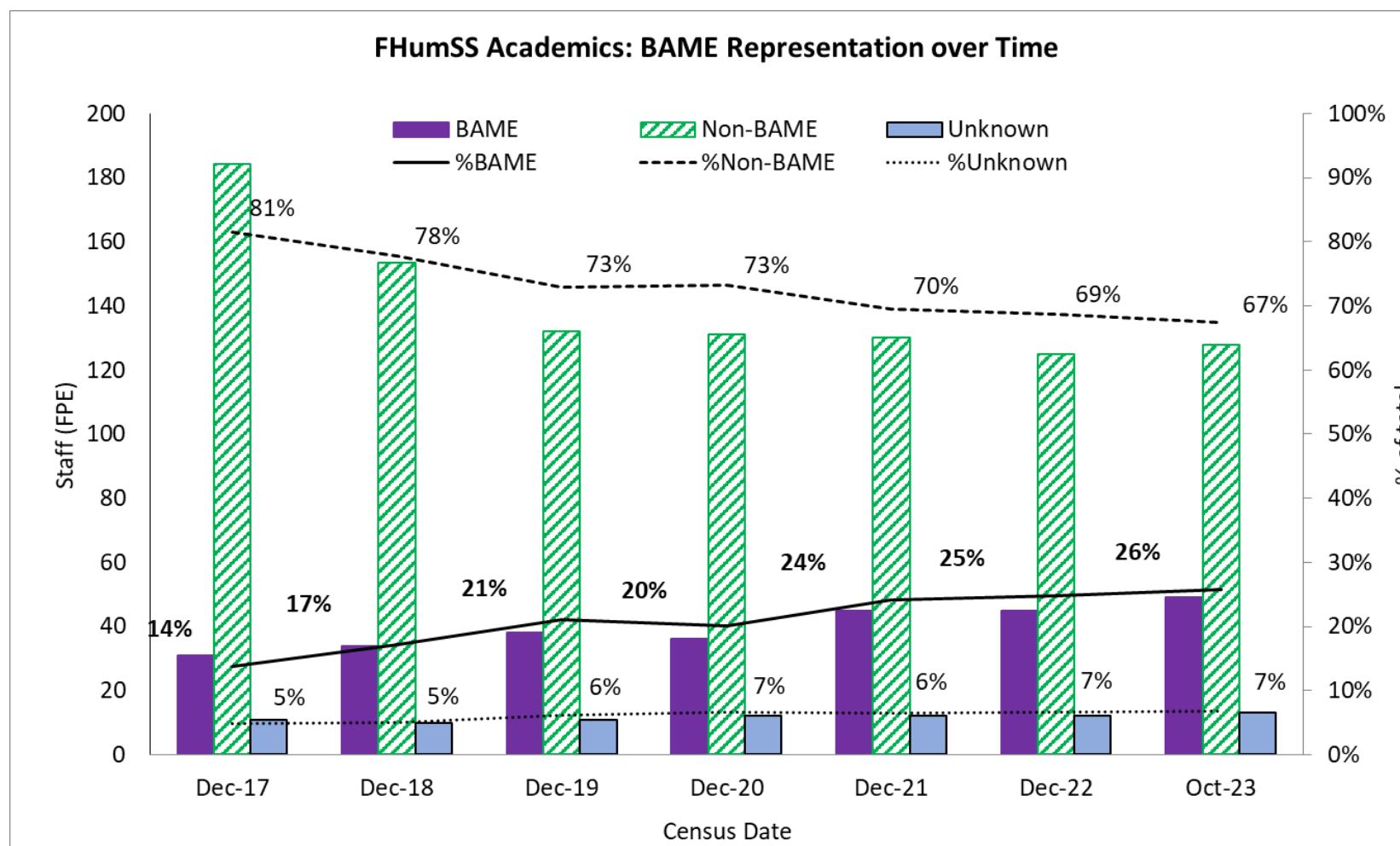
Figure 20: FHumSS academic staff representation by BAME status over time.
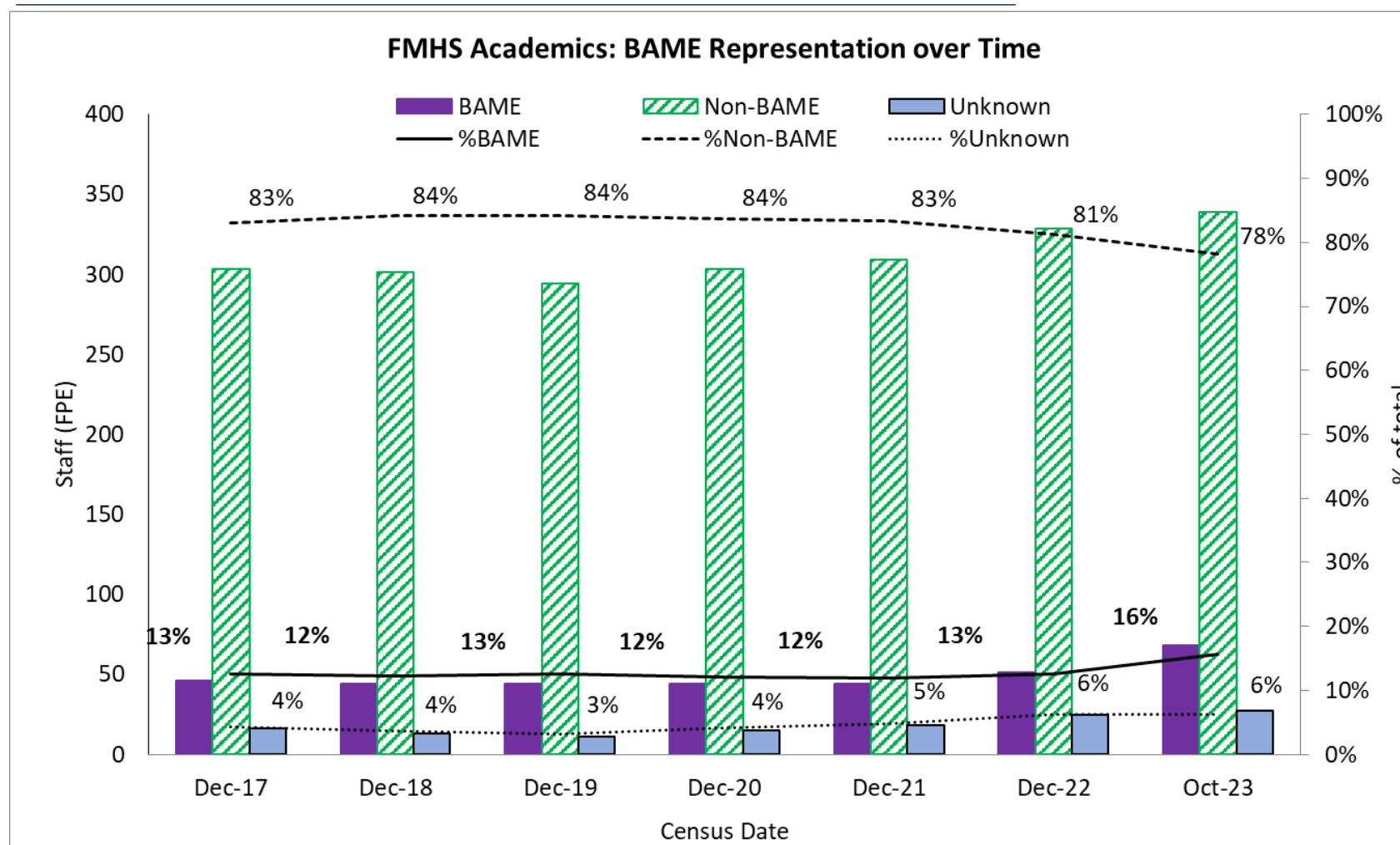
Figure 21: FMHS academic staff representation by BAME status over time.
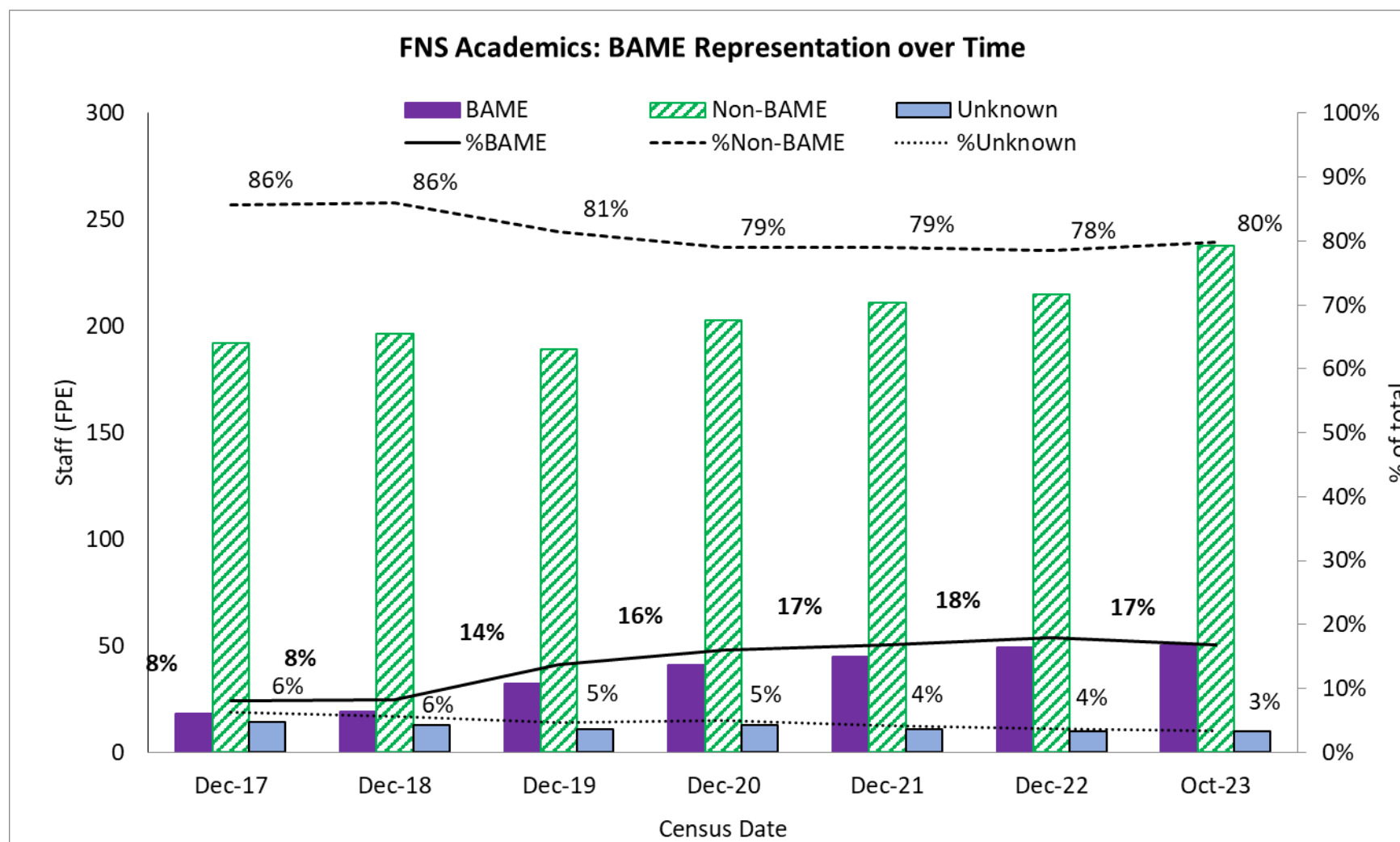
Figure 22: FNS academic staff representation by BAME status over time.

Comparison of BAME Academic Staff Representation at Keele and Keele's benchmark group and sector

	All Subjects			FHumSS			FMHS			FNS		
	%BAME Keele	%BAME UKHEI	%BAME BmkG	%BAME Keele	%BAME UKHEI	%BAME BmkG	%BAME Keele	%BAME UKHEI	%BAME BmkG	%BAME Keele	%BAME UKHEI	%BAME BmkG
Dec-17	12%	15%	15%	14%	15%	13%	13%	14%	12%	8%	14%	15%
Dec-18	12%	15%	16%	17%	15%	14%	12%	14%	12%	8%	15%	15%
Dec-19	15%	16%	16%	21%	16%	15%	13%	15%	13%	14%	16%	15%
Dec-20	15%	17%	18%	20%	17%	16%	12%	16%	14%	16%	17%	16%
Dec-21	16%	19%	19%	24%	19%	18%	12%	17%	15%	17%	18%	17%
Dec-22	17%	20%	20%	25%	21%	20%	13%	18%	16%	18%	19%	19%
Dec-23	18%			26%			16%			17%		

Table 36: Comparison of Academic Staff BAME Status with Sector. Where cells are shaded blue Keele has representation >2%pts below one or more benchmarks. Where cells are shaded yellow Keele has academic BAME staff representation >2%pts above one or more benchmarks. Benchmarks are UKHEI: all universities submitting to HESA and BmkG – Keele's own benchmarking group from HESA Staff Full Person Equivalent (FPE) V1 2017/18 - 2022/23 © Jisc [14/04/2024]. Note "All Subjects" includes subjects in sector and benchmark data which Keele does not teach.

Academic Staff by Grade over time including intersectional data
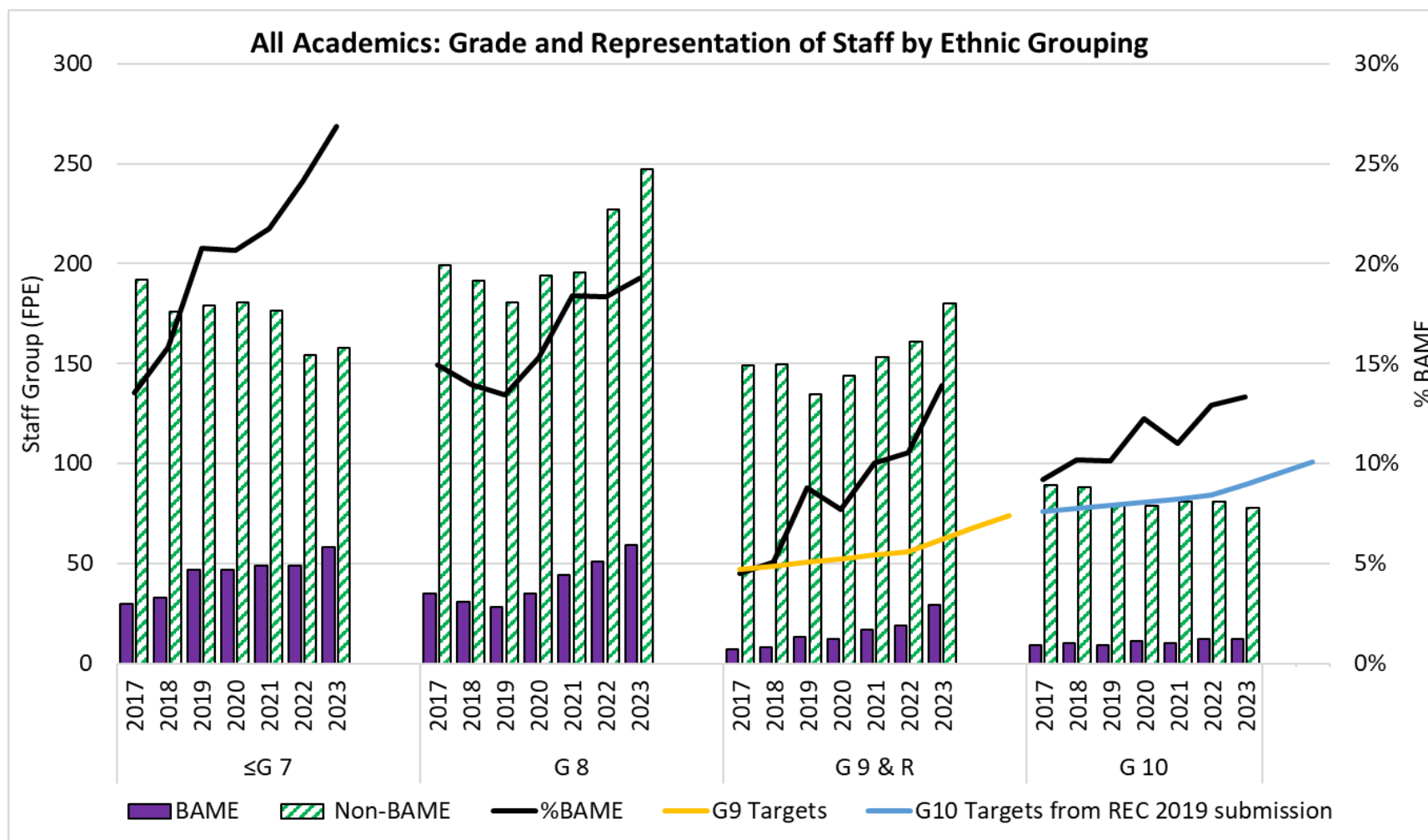
Figure 23: Academic BAME Staff by Grade. For Reference Advance-HE's staff statistical report (2023) found that HESA level I0 (equivalent to G9 / Reader) was 9.1% BAME in 2020/21, and according to HESA, 13% of professors with known ethnicity are BAME (2022/23).
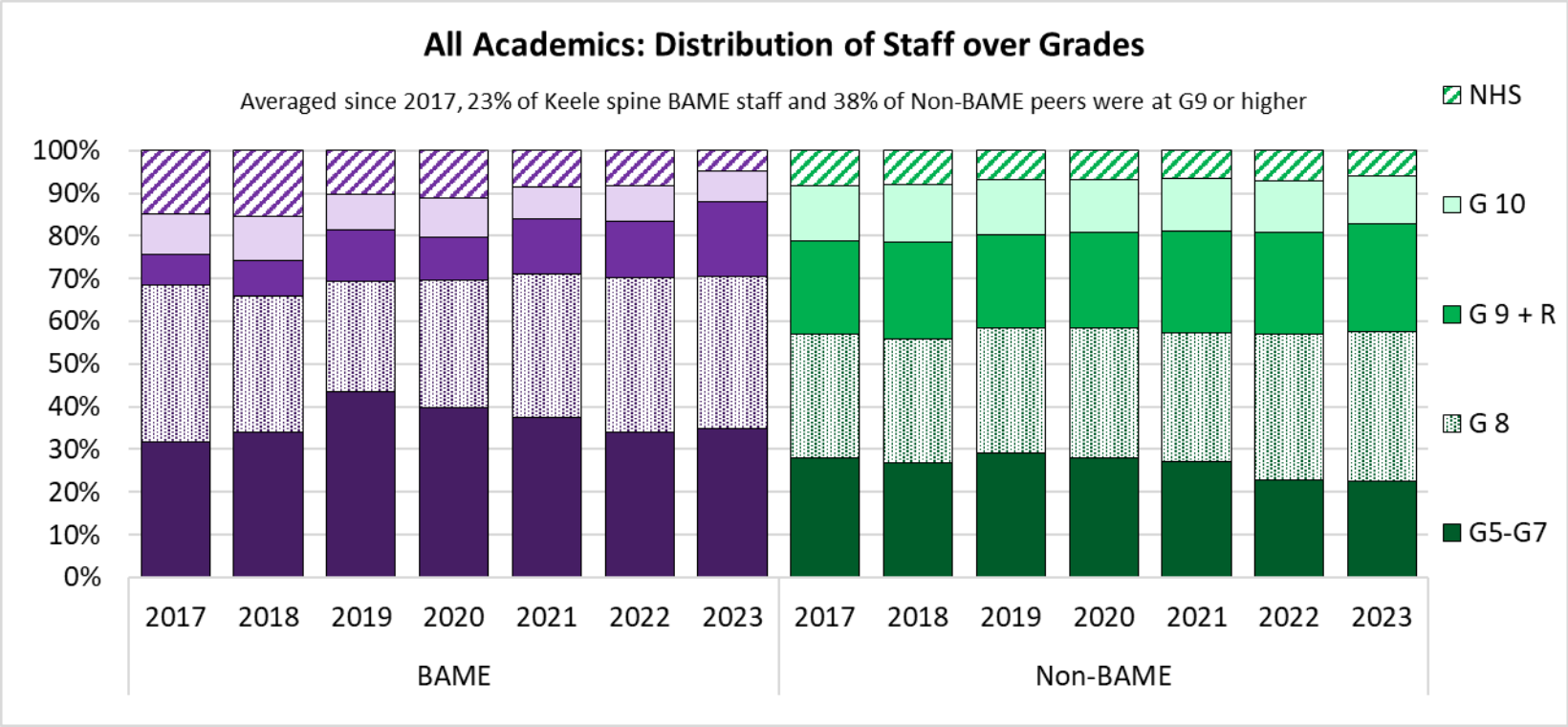
Figure 24: BAME (purple) and non-BAME (green) Academic Staff distribution over Keele Grades (and NHS Scales).
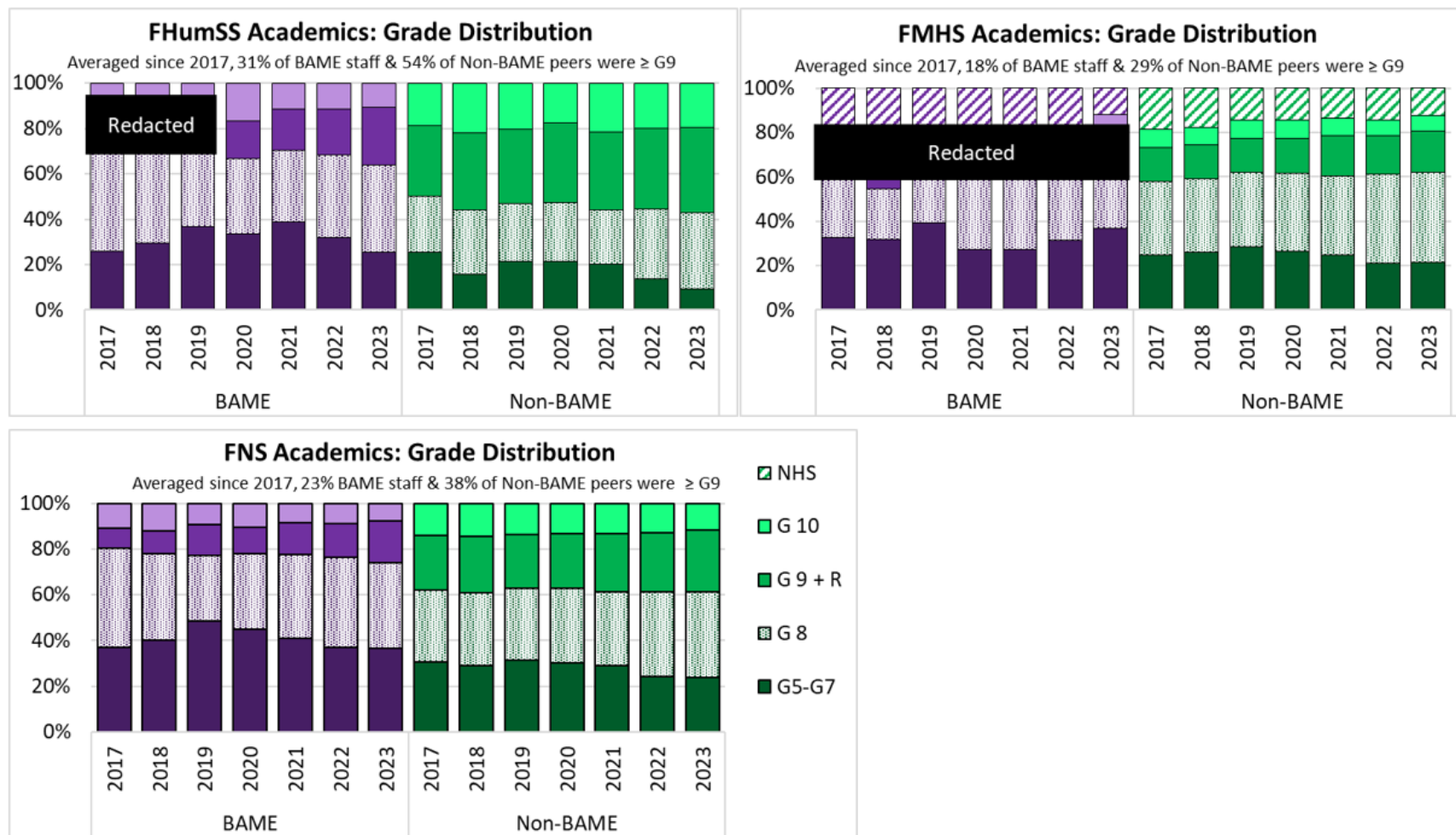
Figure 25: Academic Staff distribution over Keele Grades (and NHS Scales) by BAME Status and Faculty (FHumSS top left, FMHS top right and FNS bottom left)
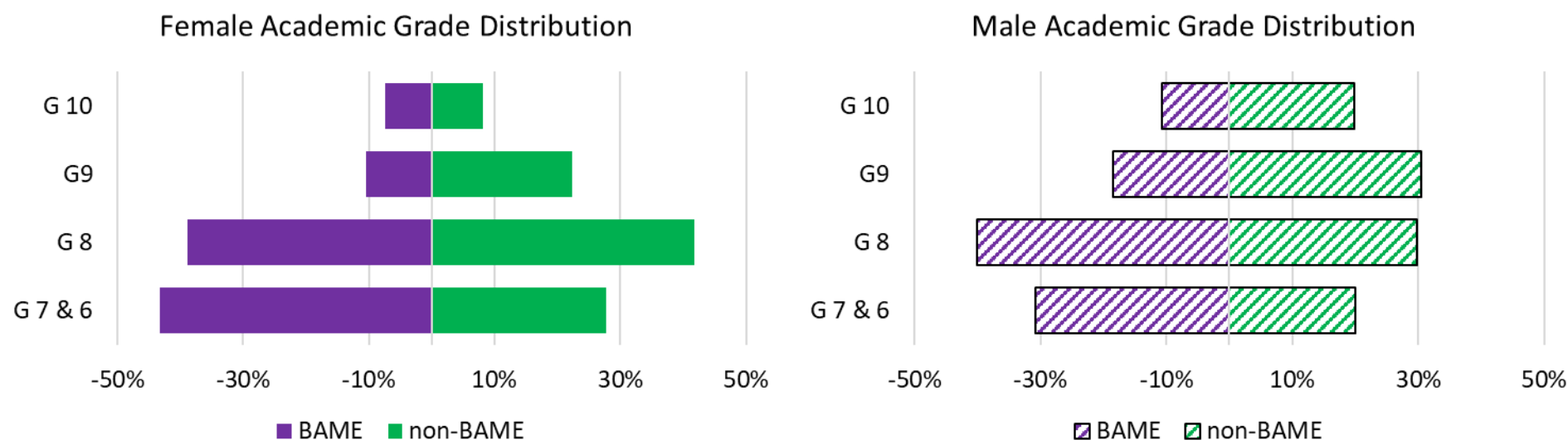
Figure 26: Academic Grade distribution by sex and ethnicity for 1/12/2022. Note that whilst there remains notably inequality, this is an improvement on our 2019 submission, when we would have felt uncomfortable display this data, as we would have had fewer than 5 BAME G10 female professors. NHS grades are not shown but have highest representation in White men and lowest in BAME women. We do not show our 2019 submission starting point, where we had fewer than 5 female BAME professors, so would have felt uncomfortable sharing.

Academic staff by contract type (including Faculty, grade and intersection with national grouping)
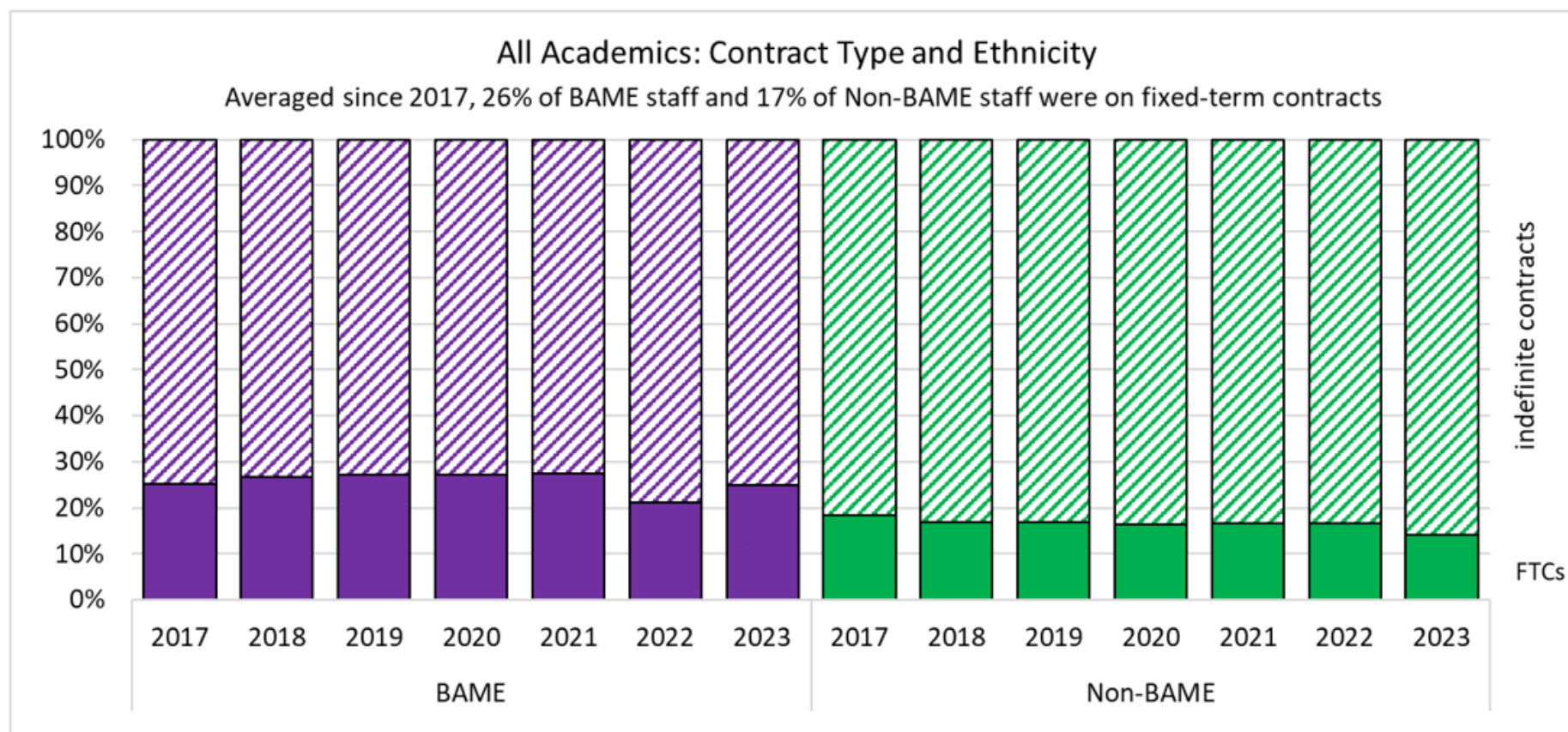
Figure 27: Academic staff distribution over contract type BAME (purple) and Non-BAME (green). Solid colours are Fixed-term contracts (FTCs) and patterned are indefinite (open-ended) contracts. Note much difference appears to relate to international status (see following tables).

UK Academics by Contract Type									
	BAME			non-BAME			Keele Gap in Contract Type	BmkG Gap in Contract Type	UKHEI Gap in Contract Type
	FTC	Indefinite	%FTC	FTC	Indefinite	%FTC			
Dec-17	15	40	24%	105	470	18%	6%	0%	4%
Dec-18	20	40	31%	95	470	17%	14%	0%	3%
Dec-19	15	45	25%	90	445	17%	8%	1%	4%
Dec-20	15	45	25%	90	460	17%	9%	1%	5%
Dec-21	15	50	25%	95	465	17%	8%	1%	6%
Dec-22	10	55	17%	100	490	17%	0%	4%	6%
Oct-23	10	55	18%	90	525	15%	3%		

Table 37: UK academics by BAME status and contract type. For reference, in the period 2017/18 – 2022/23, on aggregate, 31% of UKHEI BAME international staff and 27% of UKHEI Non-BAME international staff were on FTCs. Gap = BAME %FTC – Non-BAME %FTC Benchmarking from HESA Staff Full Person Equivalent (FPE) V1 2017/18 - 2022/23 © Jisc [14/04/2024]

International Academics by Contract Type	BAME			non-BAME			Keele Gap in Contract Type	BmkG Gap in Contract Type	UKHEI Gap in Contract Type
	FTC	Indefinite	%FTC	FTC	Indefinite	%FTC			
Dec-17	10	30	28%	25	95	20%	7%	10%	12%
Dec-18	10	30	21%	20	80	18%	3%	12%	13%
Dec-19	15	40	30%	15	75	19%	11%	13%	13%
Dec-20	20	45	29%	15	80	15%	14%	11%	13%
Dec-21	20	50	30%	10	75	14%	16%	13%	13%
Dec-22	20	60	24%	10	70	14%	11%	17%	15%
Oct-23	30	70	29%	10	70	12%	17%		
Overall yrs % from EU/EEA	10%	10%		81%	74%				

Table 38: International academics by BAME status and contract type. For reference, in the period 2017/18 – 2022/23, on aggregate, 49% of UKHEI BAME international staff and 36% of UKHEI Non-BAME international staff were on fixed term contracts (FTCs). Gap = BAME %FTC – Non-BAME %FTC. The bottom row shows the percentage of each group that was from the EU/EEA over the full period. Benchmarking from HESA Staff Full Person Equivalent (FPE) V1 2017/18 - 2022/23 © Jisc [14/04/2024]
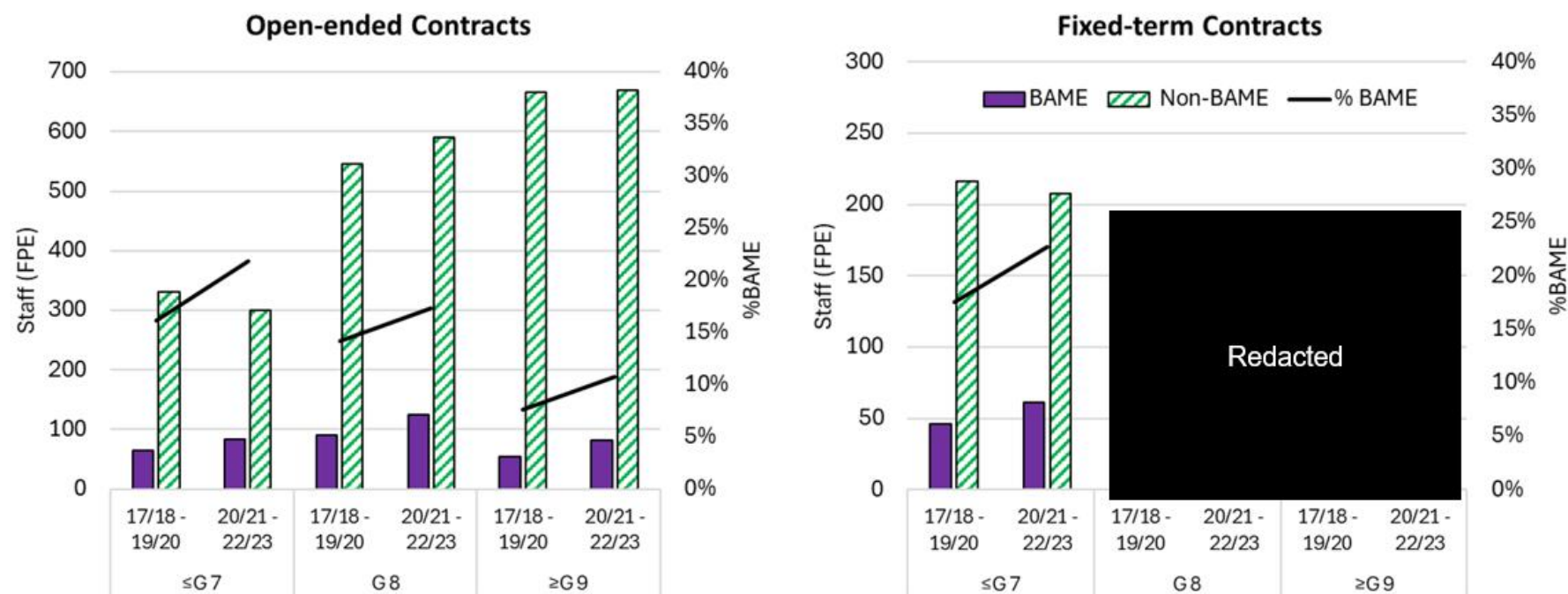
Figure 28: Academic Staff by contract type, BAME status and grade groups, over two time periods. Black lines are the percentage of the total who are BAME, read off the secondary vertical axis (right hand-side). Note appreciable numbers of non-BAME staff on FTCs at grade 9 and higher unlike BAME colleagues.
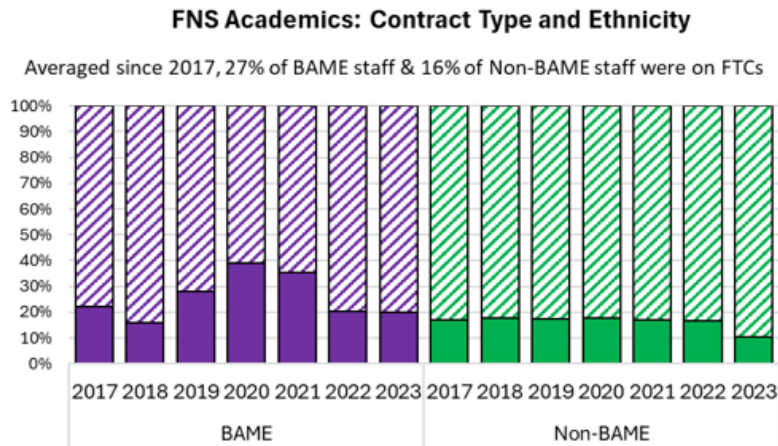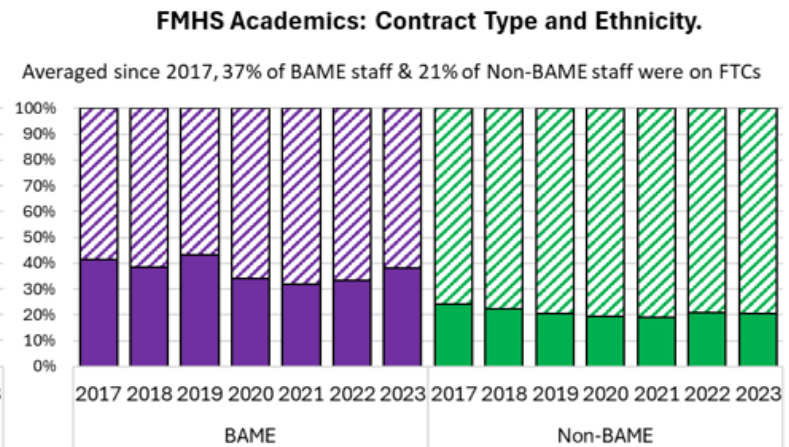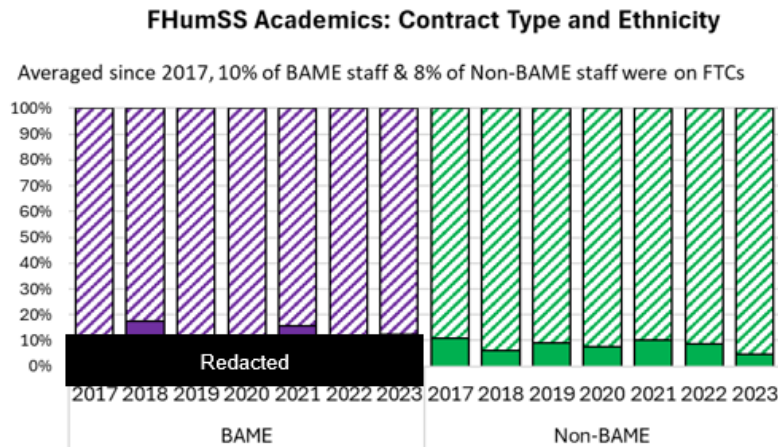
Figure 29: Academic Staff by contract type, BAME status and Faculty; FHumSS top left, FMHS top right and FNS bottom left. Solid colours are Fixed-term contracts (FTCs) and patterned are indefinite (open-ended) contracts; BAME (purple) and non-BAME (green)

Academic staff by contract function (including Faculty, Grade and Intersection with sex)
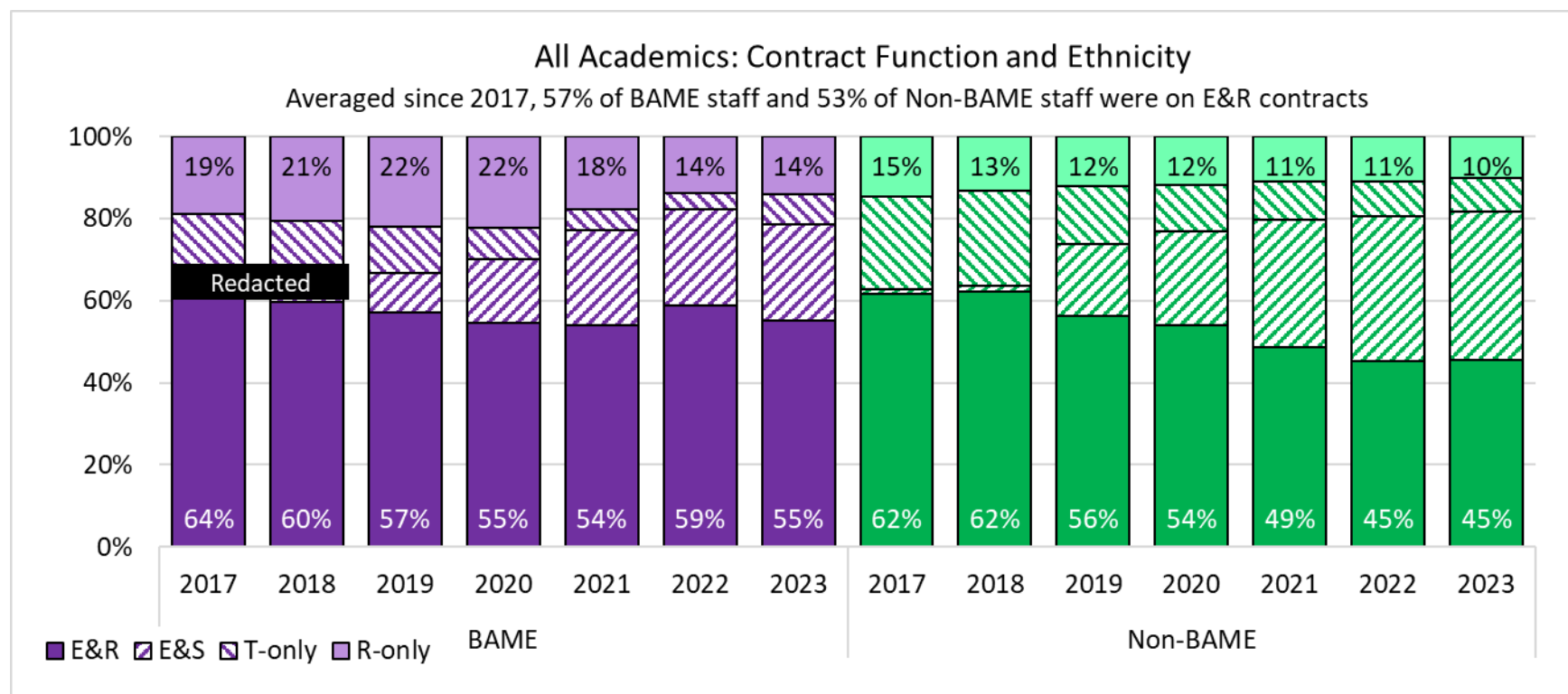
Figure 30: Academic Contract Function and BAME Status. For E&S and T-only contracts FPE see data table below. E&S was introduced in 2019, any staff marked as E&S prior to this were returned to HESA as T-only from Lecturer contracts.

Academic Function: All Academics											
Grouping	Year	FPE				Percentage of Group (Keele)				Percentage of Group (UKHEI)		
		E&R	E&S	T-only	R-only	E&R	E&S	T-only	R-only	E&R	T-only	R-only
BAME	2017	60		15	20	64%		17%	19%	42%	25%	33%
	2018	60		20	20	60%		20%	21%	40%	26%	33%
	2019	65	10	15	25	57%	10%	11%	22%	39%	28%	33%
	2020	65	20	10	25	55%	16%	7%	22%	40%	28%	32%
	2021	75	30	5	25	54%	23%	5%	18%	39%	31%	29%
	2022	85	35	5	20	59%	23%	4%	14%	39%	34%	27%
	2023	95	40	10	25	55%	24%	7%	14%			
non-BAME	2017	425	10	155	100	62%	1%	23%	15%	50%	29%	21%
	2018	410	10	150	90	62%	2%	23%	13%	48%	31%	21%
	2019	350	110	90	75	56%	17%	14%	12%	47%	32%	20%
	2020	350	150	75	75	54%	23%	11%	12%	47%	32%	20%
	2021	315	200	60	70	49%	31%	9%	11%	46%	34%	19%
	2022	305	235	55	75	45%	35%	9%	11%	46%	35%	18%
	2023	320	255	60	70	45%	36%	8%	10%			

Table 39: Academic Contract Function and BAME Status, with difference in distribution of BAME and non-BAME groups in the E&R function highlighted and compared with sector (UKHEI). The very small number of staff returned to HESA as T-only from lecturer contracts in 2017 and 2018 have been combined with TF to further anonymise. Benchmarking from HESA Staff Full Person Equivalent (FPE) V1 2017/18 - 2022/23 © Jisc [14/04/2024]
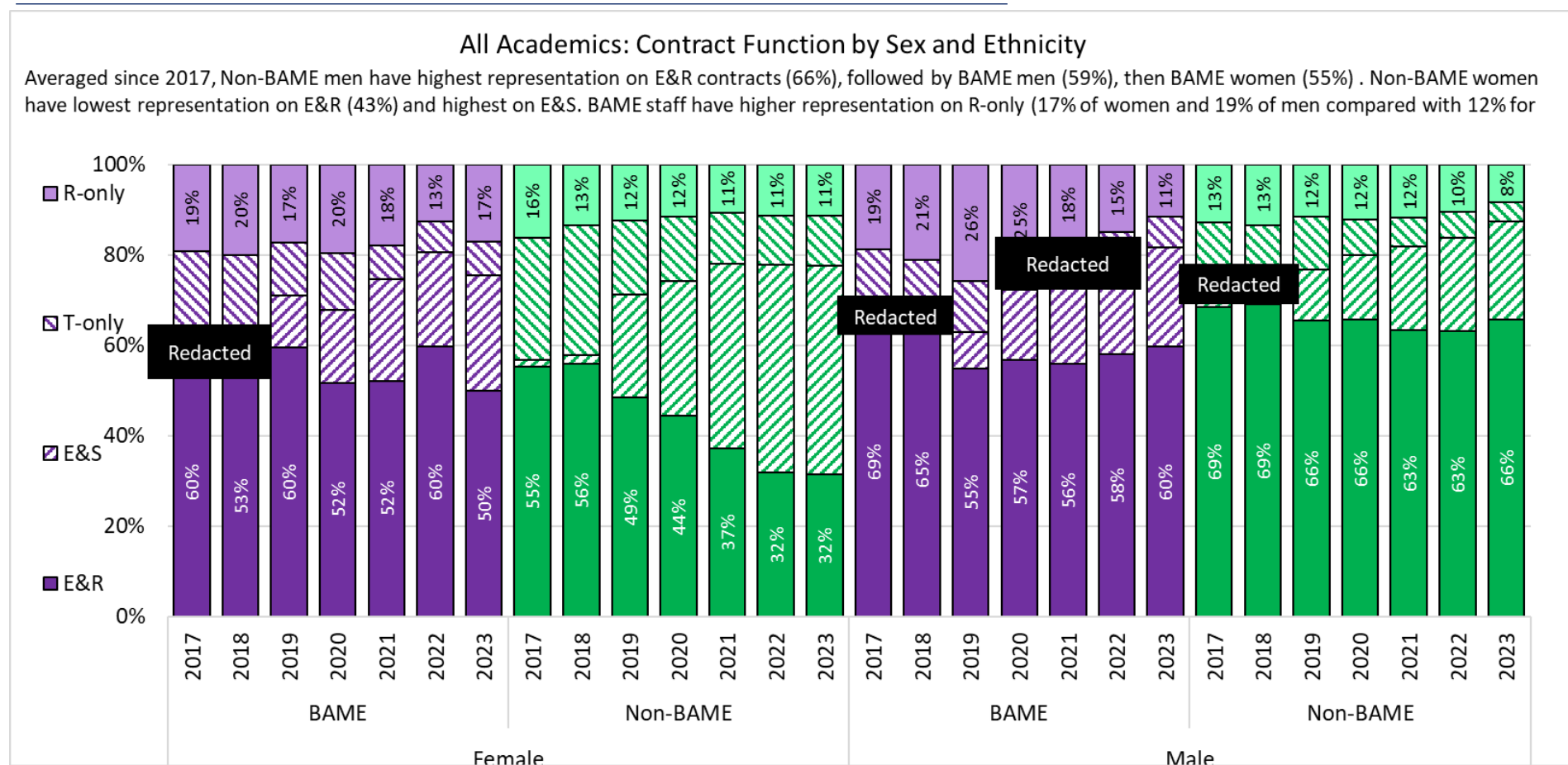
Figure 31: Academic Function with Sex and Ethnicity. Non-BAME women have the largest representation on E&S & TF contracts (diagonal stripes). NB REF 2021 EIA Intersectional analysis showed the likelihood of having significant responsibility for research from highest to lowest was in the order BAME women > non-BAME men > BAME men > non-BAME women.

Education & Research

Education & Scholarship

Research-only

Teaching Fellows (T-only)				
Grade & time period		BAME	Non-BAME	% BAME
≤ G7	2017/18 - 2022/23	45	355	11%
G8	2017/18 - 2022/23	15	150	10%
≥ G9	2017/18 - 2022/23	▮	65	▮

Note total instances are given for the time period, due to small numbers of BAME staff at higher grades in all academic functions other than E&R (i.e. this is not an average)
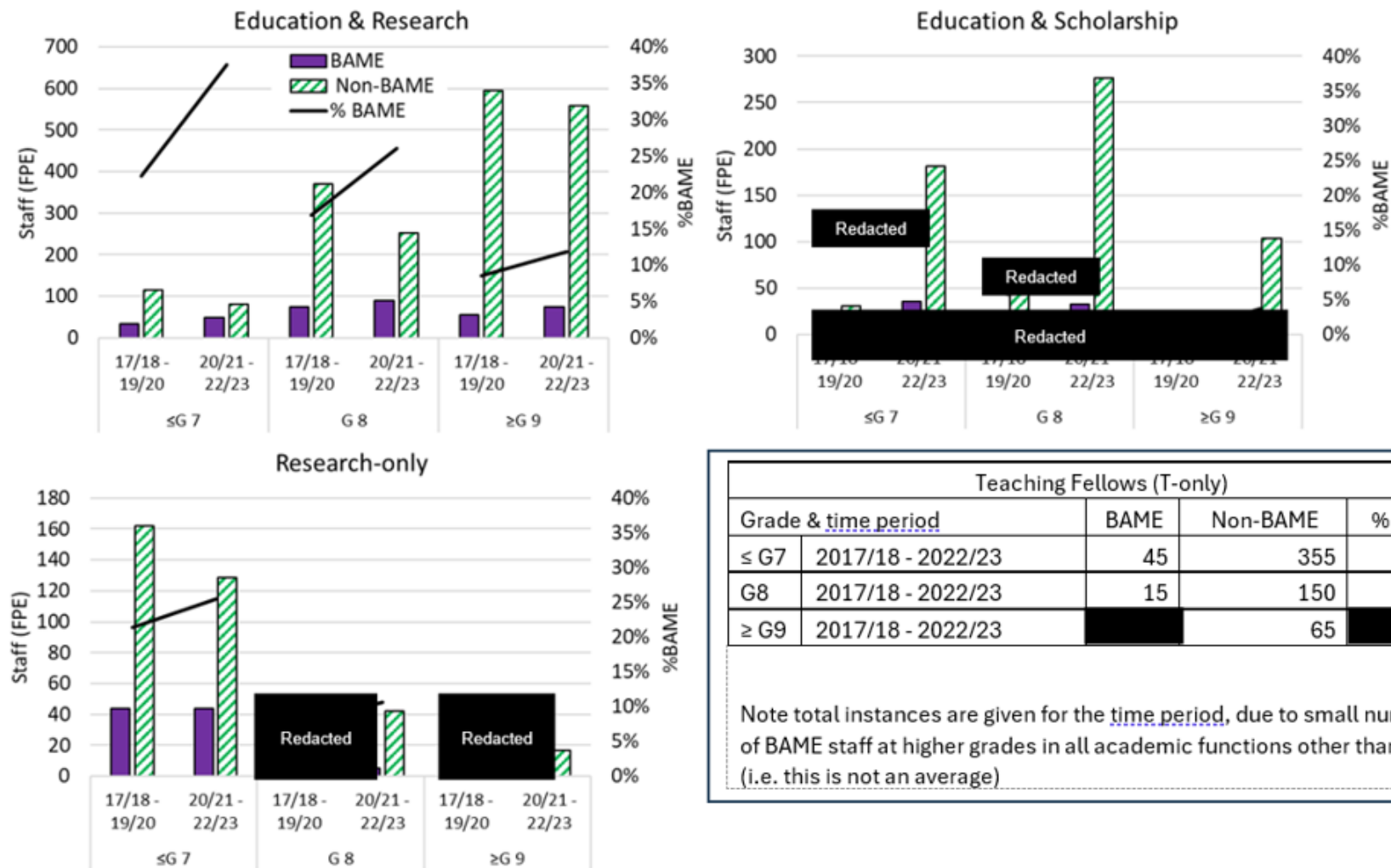
Figure 32: Academic Function, Grade & BAME Status with time. Top left E&R; top right E&S; bottom left R-only. TF data are tabulated (bottom right)

260
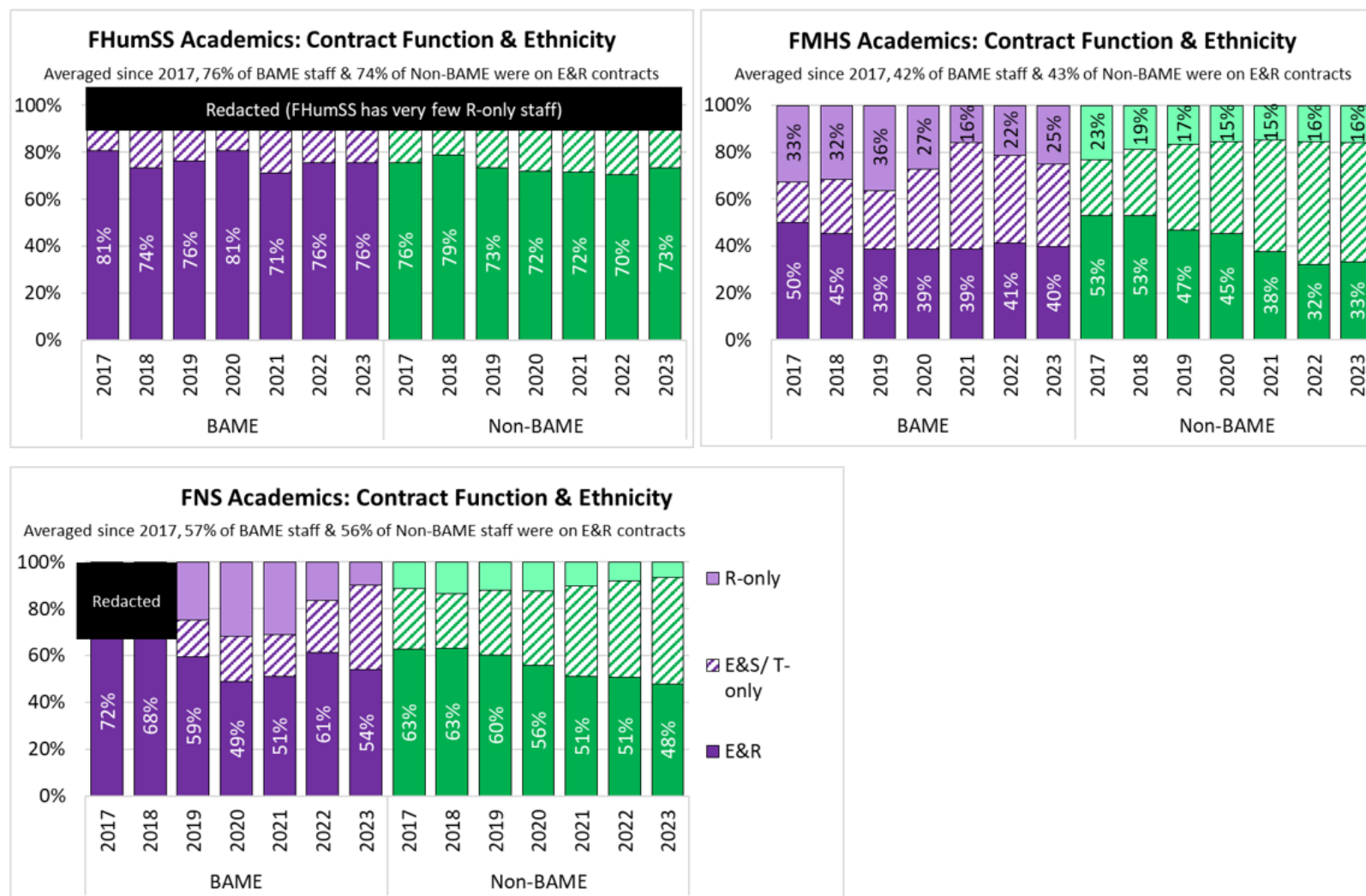
Figure 33: Academic Contract Function and BAME Status, by Faculty (FHumSS top left, FMHS top right and FNS bottom left).

Applications, shortlist and appointments made in recruitment to academic posts

Academic Recruitment Summary Data (2019/20 – 2021/22)						
Focus Area	Change in %BAME across recruitment stages				Headcount	
	UK & International		UK-only		BAME Recruits	
	Applicant → Shortlist	Shortlist → Appointee	Applicant → Shortlist	Shortlist → Appointee	Int	UK
All academic	↓ (17%)	↓ (8%)	↓ (11%)	~ (2%)	60	35
FHumSS	↓ (12%)	~ (2%)	↓ (9%)	= (0%)	15	10
FMHS	↓ (17%)	↓ (11%)	↓ (10%)	~ (5%)	15	20
FNS	↓ (19%)	~ (5%)	↓ (11%)	= (-1%)	30	10
G5 & 6	↓ (7%)	↓ (14%)	↓ (14%)	= (-1%)	■	■
G7 & 8 Res	↓ (16%)	↓ (6%)	↓ (20%)	= (0%)	20	■
G7 & 8 TF	↓ (23%)	↓ (7%)	↓ (9%)	~ (2%)	■	5
G7 & 8 E&S Lec	↓ (14%)	↓ (7%)	↓ (6%)	= (0%)	10	10
G7 & 8 E&R Lec	↓ (10%)	= (-1%)	↓ (9%)	= (-1%)	25	10
G9 academics	↓ (17%)	↓ (11%)	↓ (7%)	↓ (7%)	■	■
G10 & Reader & CA*	↓ (10%)	↓ (20%)	↓ (11%)	↓ (13%)	■	5
Note percentages are based on small numbers in many cases and are provided as an indicative measure of where to focus efforts and should be read with associated figures. CA = clinical academics (normally on NHS scales but would also include any on Reader or G10 salaries).						

Table 40: Summary of academic recruitment to highlight challenge areas. Note all unrounded headcount numbers less than 5 have been redacted in the final column.
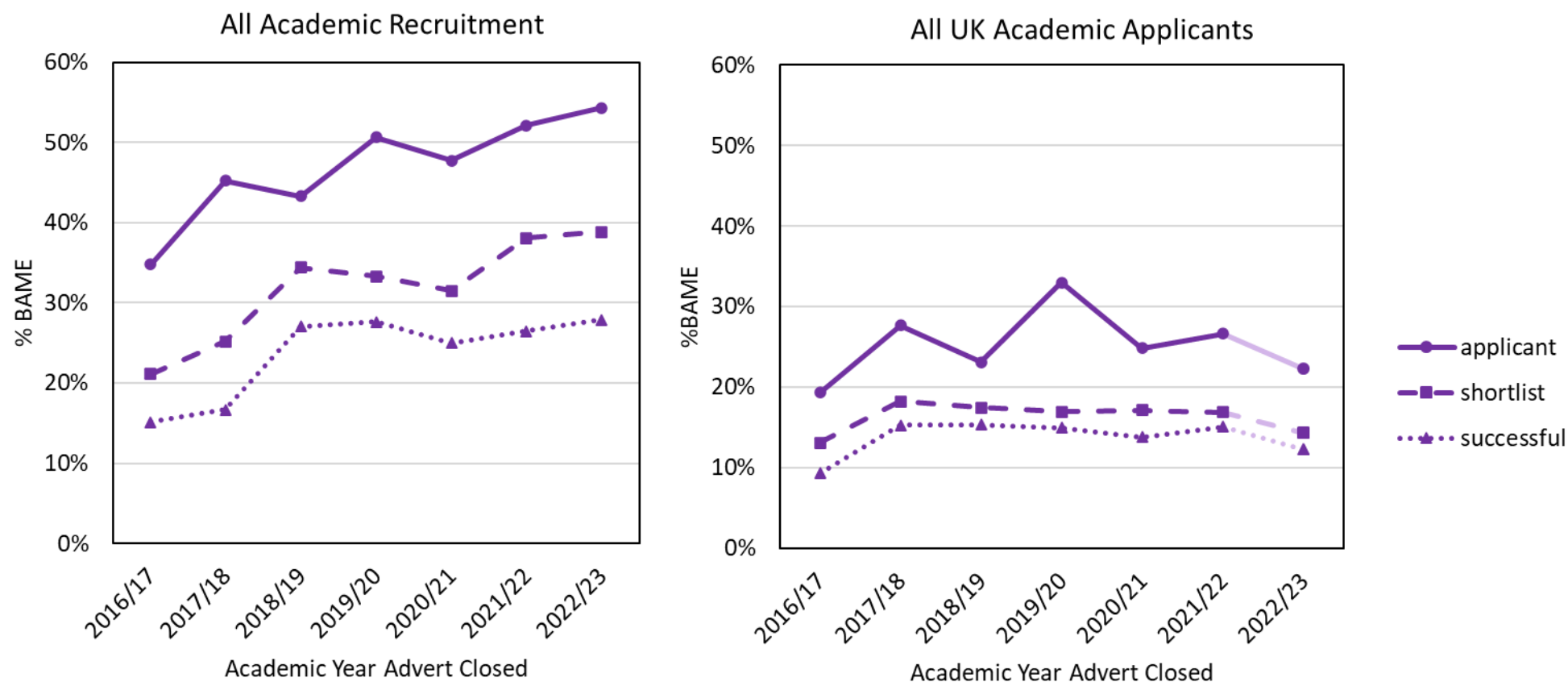
Figure 34: All academic recruitment (Left-hand panel) and UK nationals only academic recruitment (right-hand panel) both by percentage who are BAME. Solid line = applicants, dashed line = shortlist, dotted line = successful. Note incomplete nationality data capture of applicants in 2021/22 and 2022/23 due to software provider issue.

All Successful Academic Applicants by BAME Status						
Academic Year	Successful Candidates (Headcount)			Success rate (% of Applicants)			Comment
	BAME	Non-BAME	Unknown	BAME	Non-BAME	Unknown	
2016/17	20	105	5	2%	7%	5%	Years prior to REC work show 2% success rate.
2017/18	15	75	5	2%	10%	4%	
2018/19	35	85	5	5%	10%	4%	
2019/20	25	65	0	4%	12%	1%	
2020/21	30	80	5	4%	10%	6%	Subsequent years 4- 5% BAME success rate
2021/22	40	105	5	5%	17%	11%	
2022/23	55	135	5	5%	17%	4%	
8/23 -12/23	15	35	0	4%	13%	3%	Partial year, includes incomplete application processes
Total	235	685	35	4%	12%	5%	

Table 41: Academic staff recruitment data (successful only) by FPE and success "rate" relative to initial applicant pool by BAME status, which indicates those who did not give an ethnicity have broadly similar success to those who are BAME.

All Successful Academic Applicants by BAME and Nationality Status (where available)							
Academic Year	Successful Candidates (Headcount)				Success rate (% of Applicants who were successful)			
	International (includes EU & EEA)		UK		International (includes EU & EEA)		UK	
	BAME	non-BAME	BAME	non-BAME	BAME	Non-BAME	BAME	non-BAME
2016/17	10	25	10	80	2%	4%	4%	9%
2017/18	5	15	10	60	1%	5%	6%	13%
2018/19	20	15	10	65	4%	5%	8%	14%
2019/20	15	15	10	50	3%	6%	6%	16%
2020/21	20	5	10	75	3%	2%	8%	16%
2021/22 and 2022/23 not given as incomplete nationality data.								

Table 42: Successful academic applicant headcount and success rate relative to applicant pool by BAME status and UK/International grouping.

265
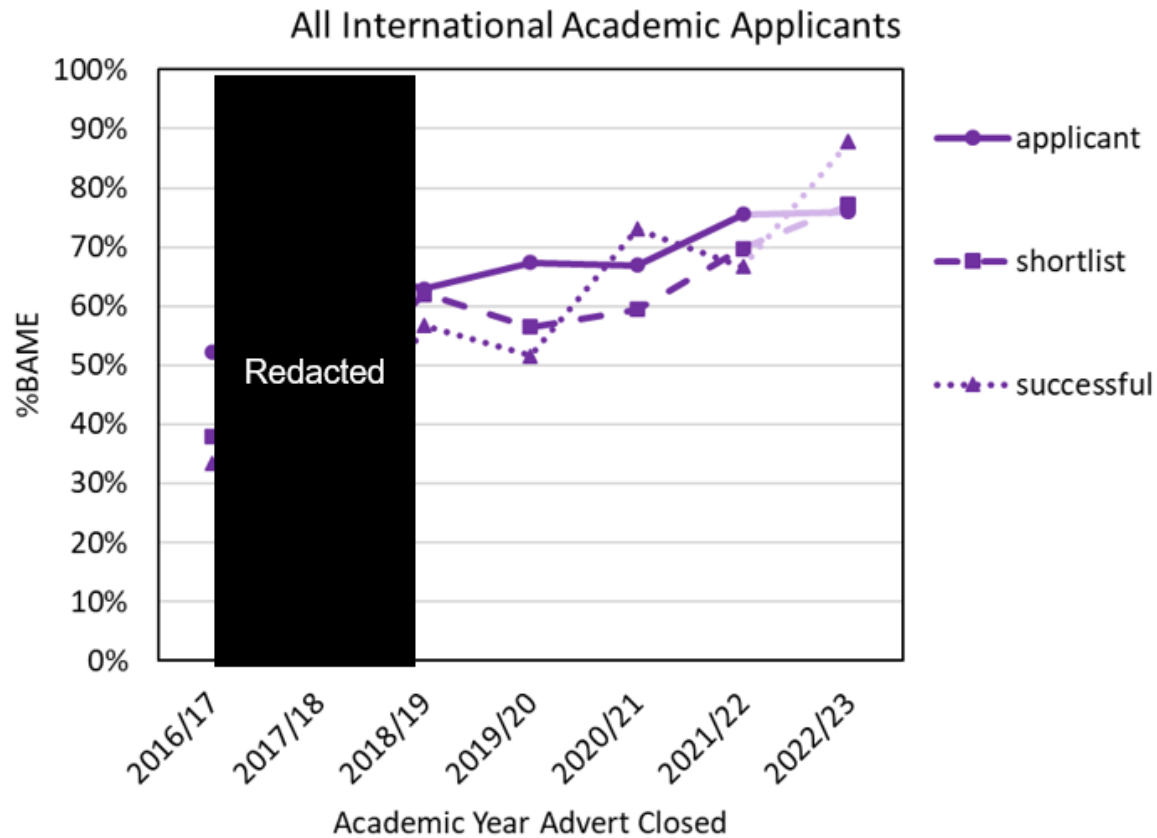
Figure 35: International academic recruitment by percentage who are BAME. Solid line = applicants, dashed line = shortlist, dotted line = successful. 2017/18 data redacted as it fell below a total of 22.5 successful staff.
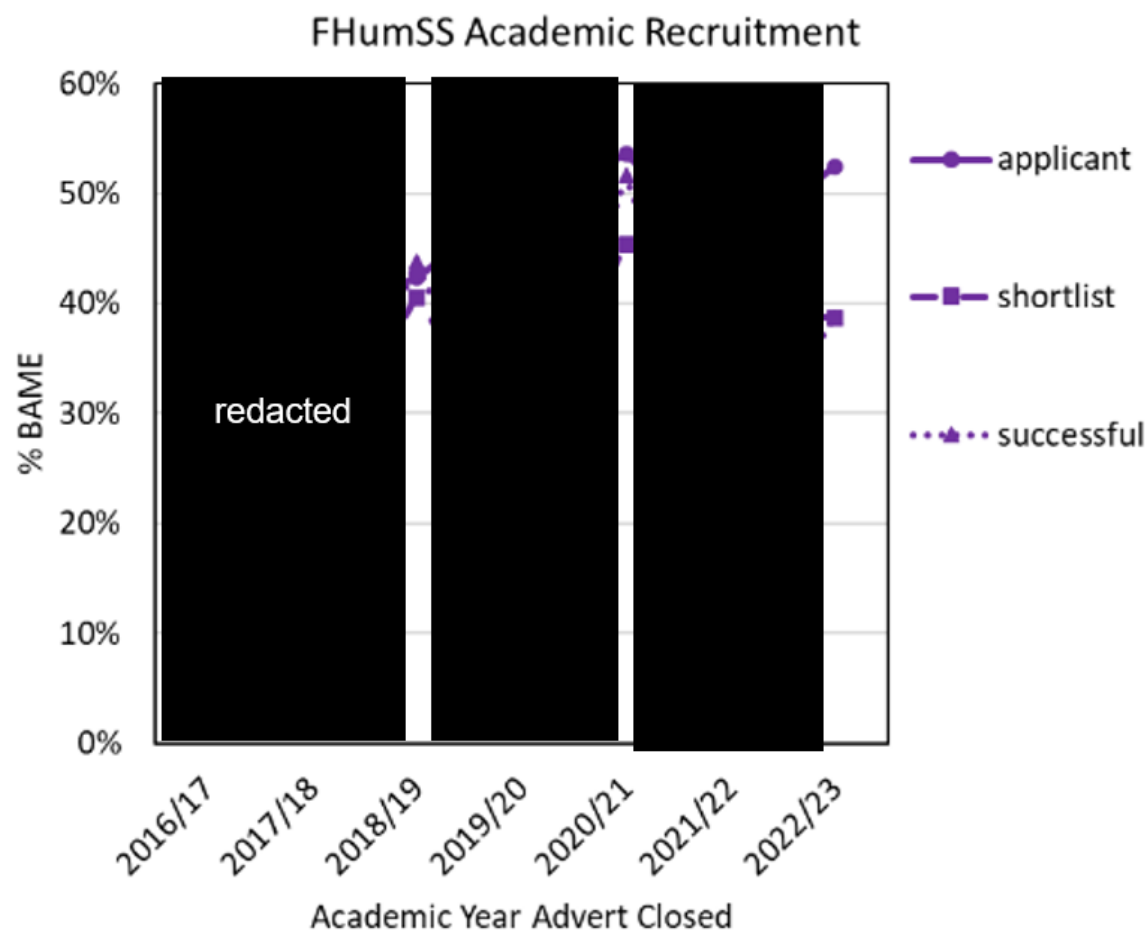
Figure 36: FHumSS academic recruitment by percentage who are BAME. Solid line = applicants, dashed line = shortlist, dotted line = successful. Data are variable on an annual basis with small numbers of recruits. Hence, data are not separated further into UK-only. Largely redacted due to fewer than 22.5 staff being successful in recruitment in 2016/17, 2017/18, 2019/20 and 2021/22.
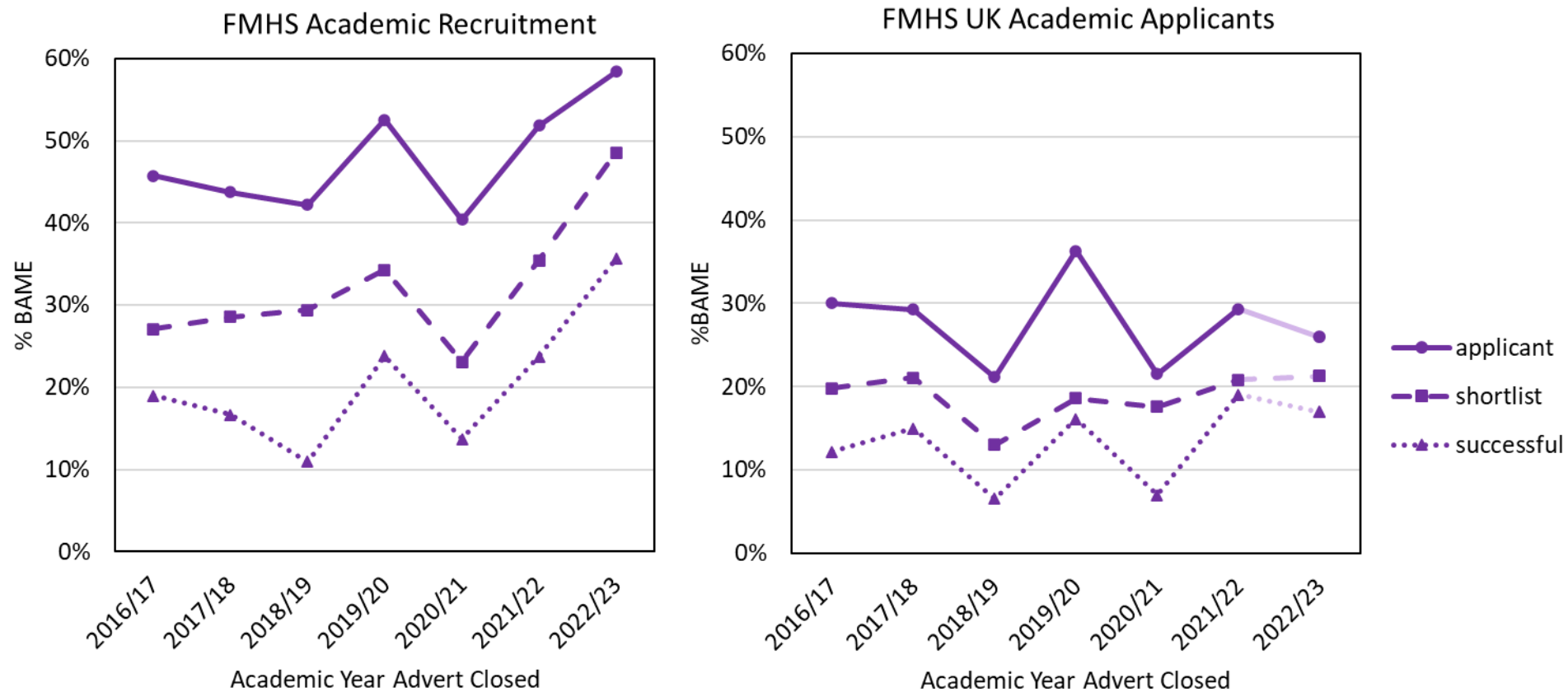
Figure 37: FMHS academic recruitment by percentage who are BAME (LHS = all applicants; RHS = UK-only nationals). Solid line = applicants, dashed line = shortlist, dotted line = successful. Note incomplete nationality data capture of applicants in 2021/22 and 2022/23 due to software provider.
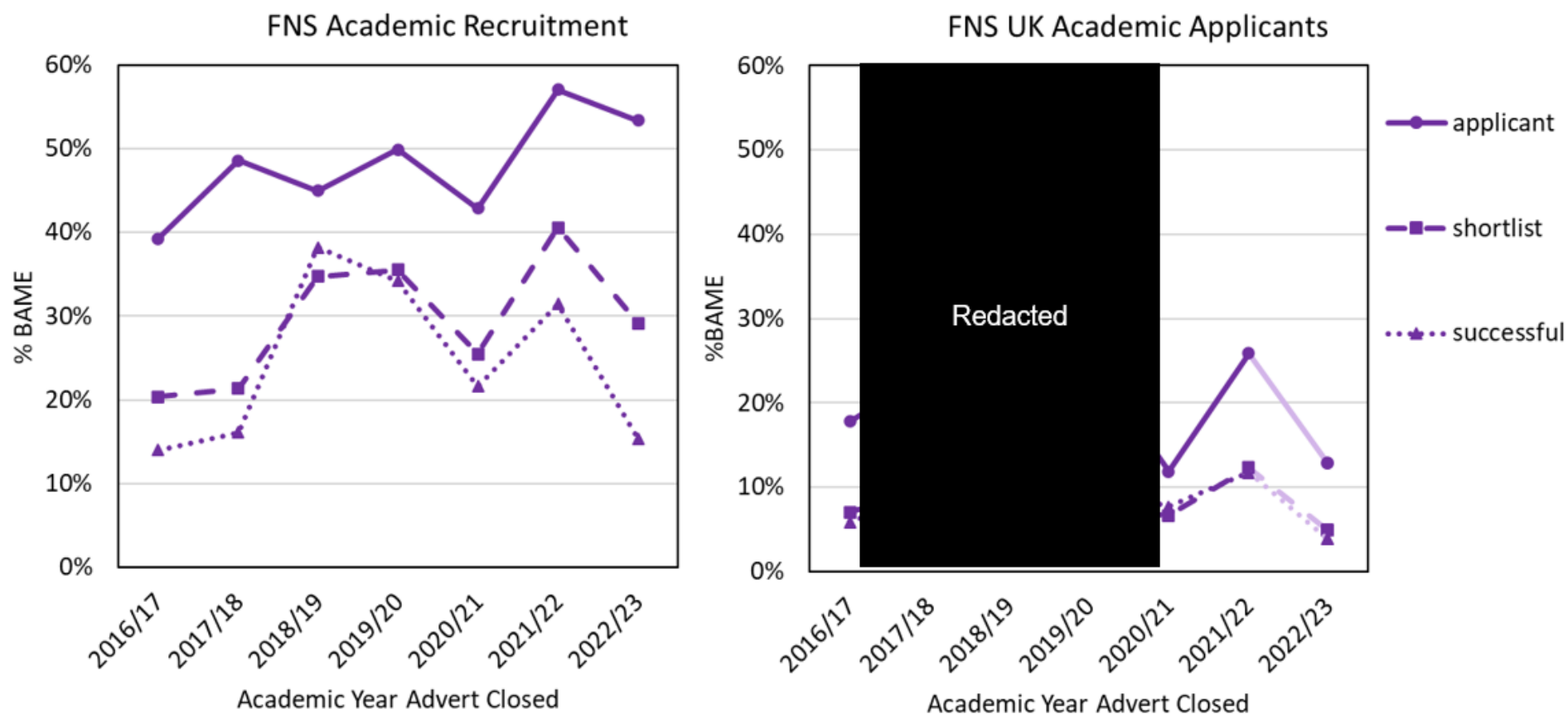
Figure 38: FNS academic recruitment by percentage who are BAME (LHS = all applicants; RHS = UK-only nationals). Solid line = applicants, dashed line = shortlist, dotted line = successful. Note incomplete nationality data capture of applicants in 2021/22 and 2022/23 due to software provider issue. UK-only data redacted as fewer than 22.5 total staff recruited in 2017/18-2019/20.
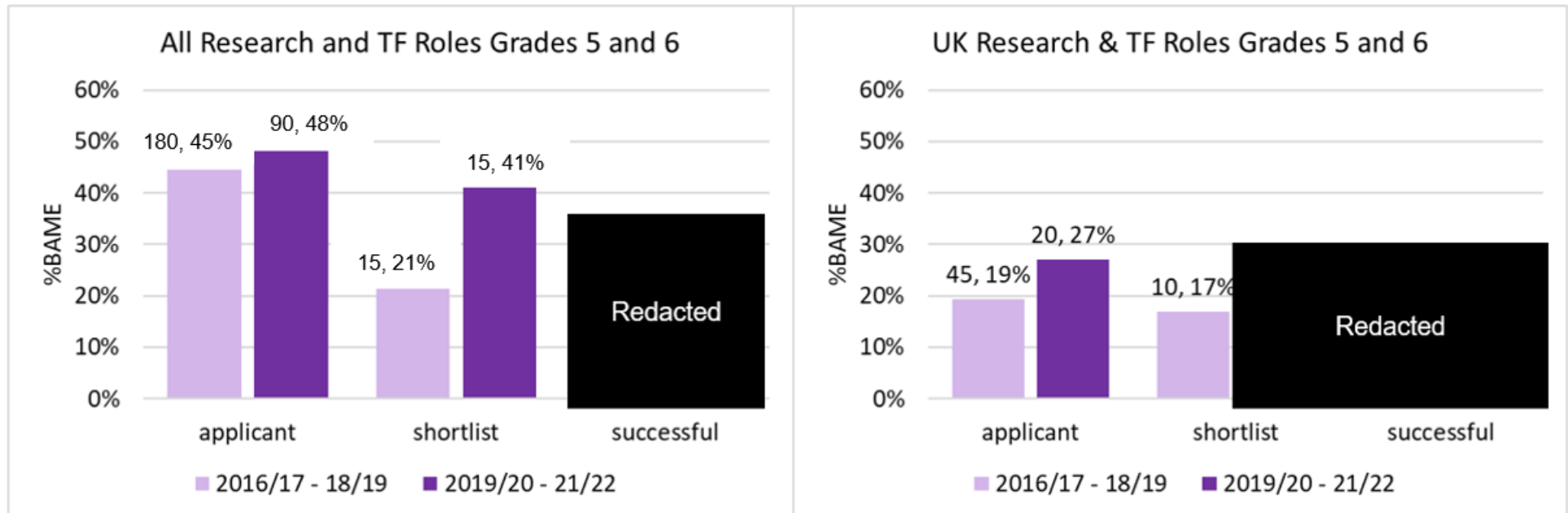
Figure 39: Academic Recruitment of Grade 5 & 6 academics showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by an issue in recording of nationality but less so than the following year).
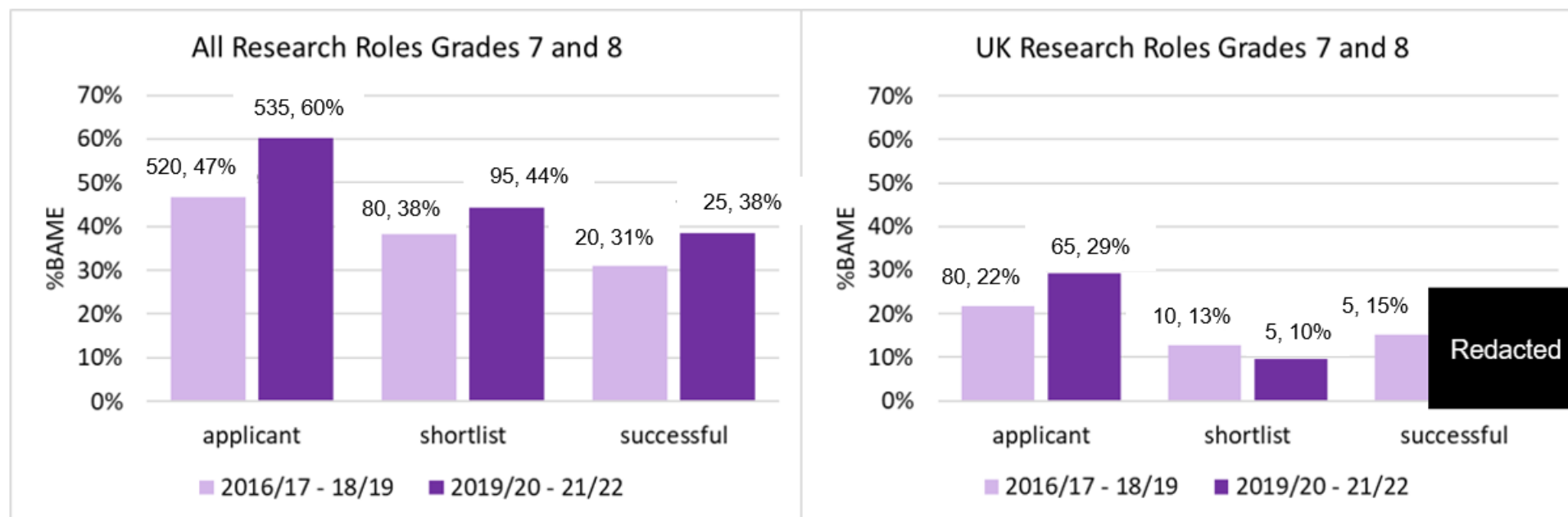
Figure 40: Academic Recruitment of Grade 7 & 8 Researchers showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by an issue in recording of nationality but less so than the following year).
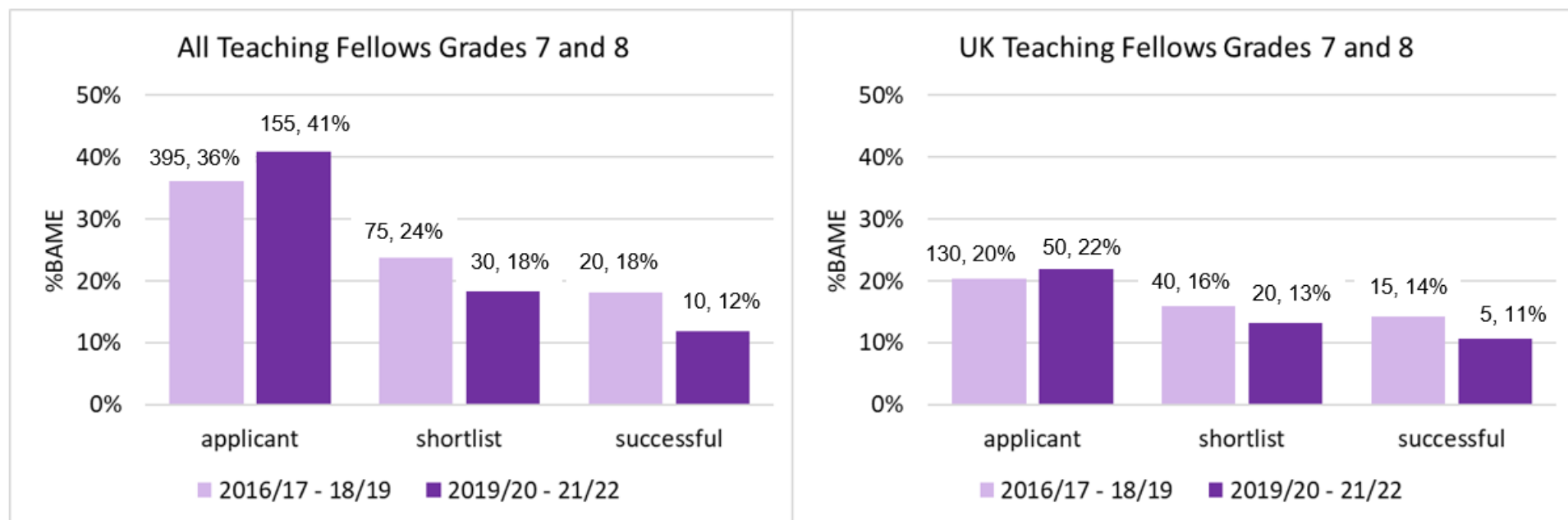
Figure 41: Academic Recruitment of Grade 7 & 8 Teaching Fellows (TFs) showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by an issue in recording of nationality but less so than the following year).
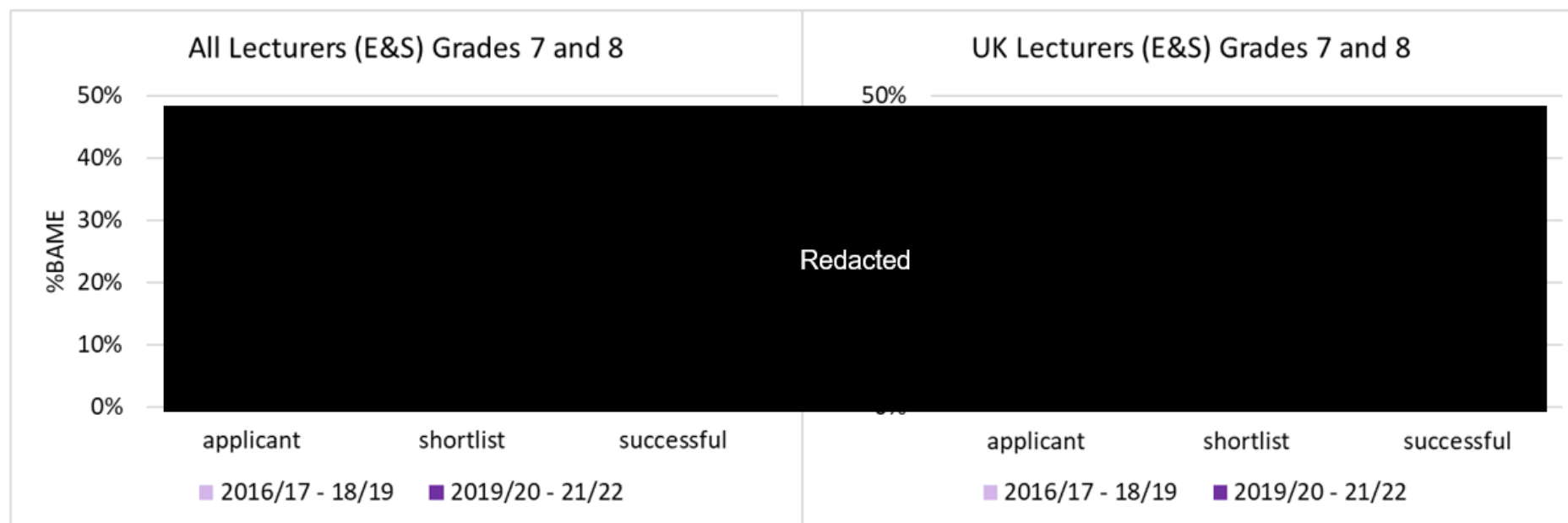
Figure 42: Academic Recruitment of Grade 7 & 8 Education & Research (E&S) Lecturers showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by an issue in recording of nationality but less so than the following year). No headcount figures are given in labels for E&S posts in the first time period as there were very few and, in most stages, there were fewer than 5 BAME people.
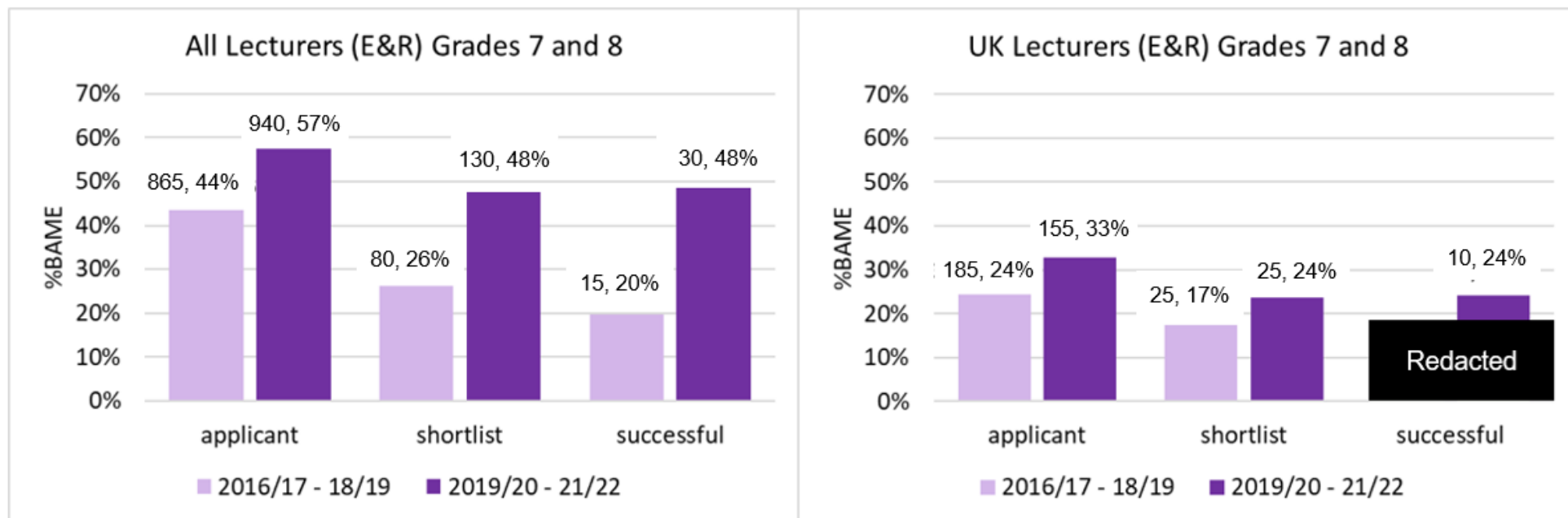
Figure 43: Academic Recruitment of Grade 7 & 8 Education & Research (E&R) Lecturers showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by an issue in recording of nationality but less so than the following year).
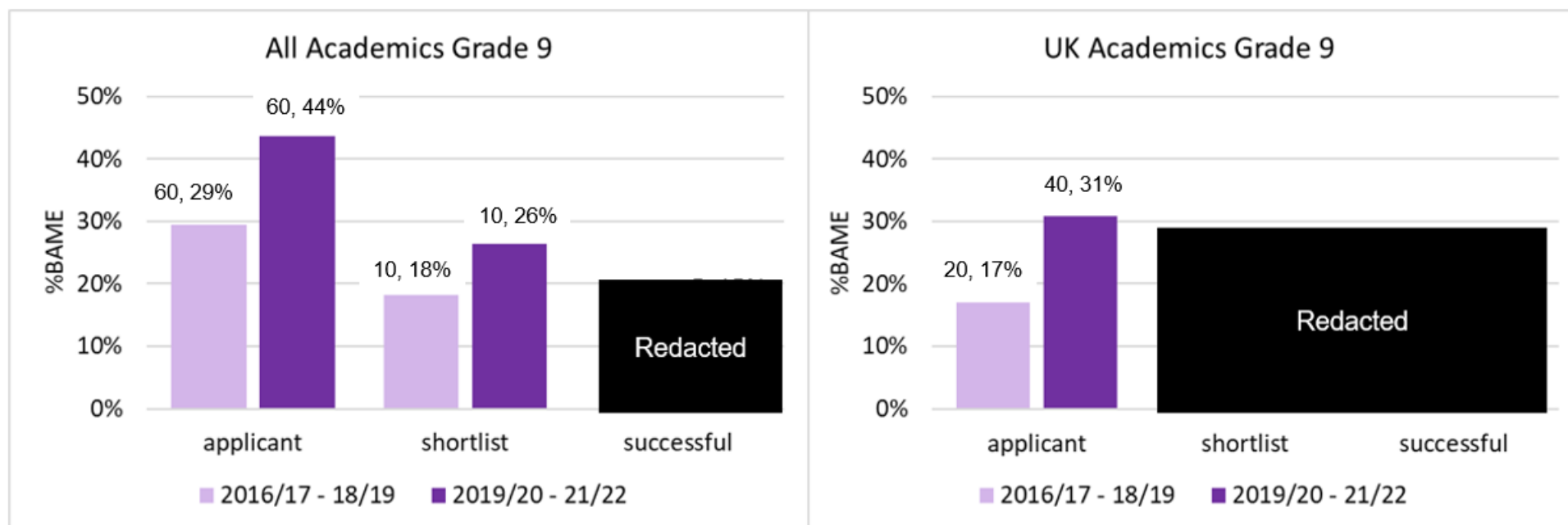
Figure 44: Academic Recruitment of Grade 9 academics showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by an issue in recording of nationality but less so than the following year).
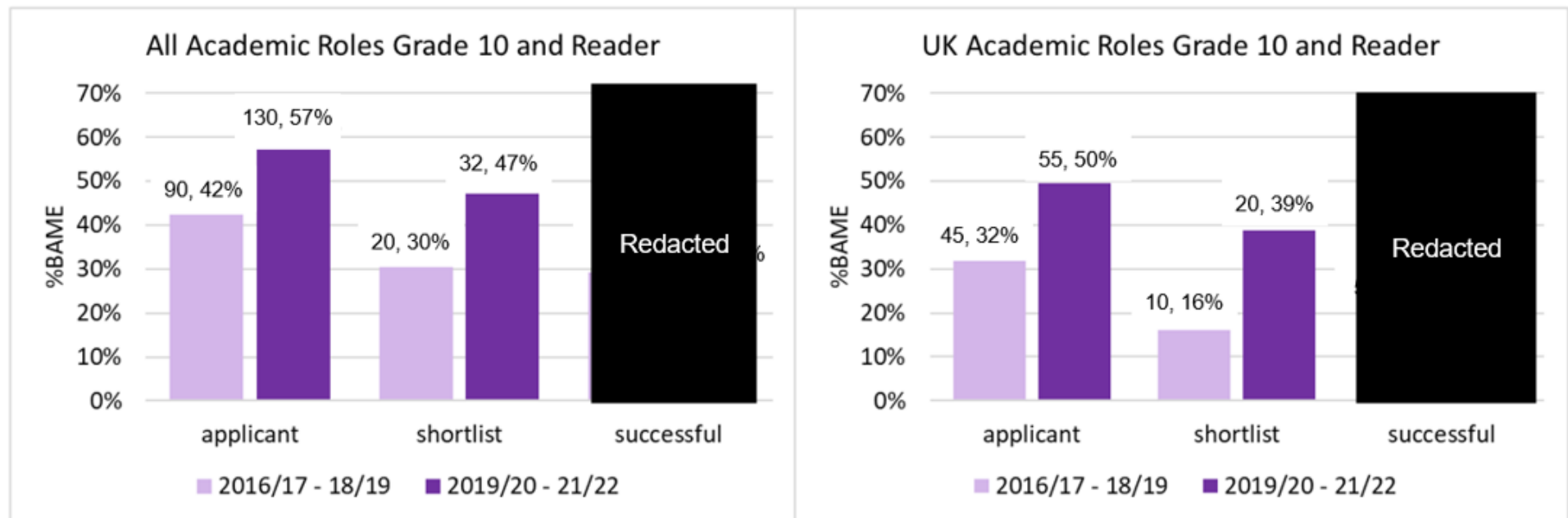
Figure 45: Academic Recruitment of Grade 10, Reader and senior clinical academics on NHS scales showing two time periods (pale colour = 2016/17 - 2018/19; dark colour = 2019/20 - 2021/22). LHS = All applicants; RHS = UK-only applicants (note that 2021/22 was somewhat impacted by recording of nationality but less so than the following year).

Academic Recruitment Panel Information						
Advert Year	No. of job vacancy panels with BAME representation	Total no. of job vacancy adverts	Adverts with missing panel data	% of all panels having BAME Representation	% of panels with BAME representation (where panel composition known)	% of panellists who are BAME (where panel composition known)
2017/18	30	105	15	28%	33%	10%
2018/19	20	115	5	18%	19%	5%
2019/20	10	85	20	11%	14%	4%
2020/21	20	115	55	16%	31%	9%
2021/22	40	150	30	26%	33%	8%
2022/23	65	180	10	37%	39%	11%
2023/24	15	60	0	25%	26%	7%
Of those panels with BAME representation, there were 77 adverts that resulted in one or more BAME candidates offered the position and 68 that did not have any successful BAME candidates but did recruit one or more non-BAME candidates.						
Of those panels without an identified BAME panellist (but at least 1 non-BAME panellist), there were 166 adverts that resulted in 1 or more successful BAME candidates and 215 that did not have any successful BAME candidates but did recruit one or more non-BAME candidates.						
Overall: BAME representation on panels appears to correlate with a greater number of offers to BAME candidates: 53% of those vacancies where we know panel data and there was a BAME panellist resulted in at least one BAME successful candidates cf. 44% for those panels where there was no BAME panel member.						

Table 43: Academic Recruitment BAME Representation on Interview Panels, data to nearest 5.

Applications and success rates for academic promotion

Professorial Promotion Applicants and Success Rate by Ethnic Grouping				
	BAME		Non-BAME	
Time Period	No. of Applicants	% Successful	No. of Applicants	% Successful
2009/10 - 2013/14			25	87%
2014/15 - 2018/19			35	71%
2019/20 - 2023/24			50	69%

Table 44: Professorial Promotion Applicant Headcount and percentage of those who are successful by BAME status. Data to nearest 5.

Professorial Promotion Applicants & Successful as Percentage of Promotion "Pool"			
Group	Time Period	Application	Successful
BAME	09/10 -13/14		
	14/15-18/19		
	19/20 -23/24		
Non-BAME	09/10 -13/14	4%	3%
	14/15-18/19	5%	3%
	19/20 -23/24	7%	5%

Table 45: Professorial Promotion Applicants and Successes as a percentage of the likely promotion pool (i.e. staff in post at time of application in Grade 9 [Senior Researcher, Senior Lecturer] and Readership posts).

Senior Lecturer Applicants and Success Rate by Ethnic Grouping				
	BAME		Non-BAME	
Time Period	No. of Applicants	% Successful	No. of Applicants	% Successful
2009/10 - 2013/14	■	■	55	81%
2014/15 - 2018/19	15	■	70	74%
2019/20 - 2023/24	25	70%	115	70%
In addition to SL promotions, there were staff promoted to Senior Research Fellow. These are not included in data above or plots below.				

Table 46: Senior Lecturer Promotion Applicant Headcount and percentage of those who are successful by BAME status. Data to nearest 5.
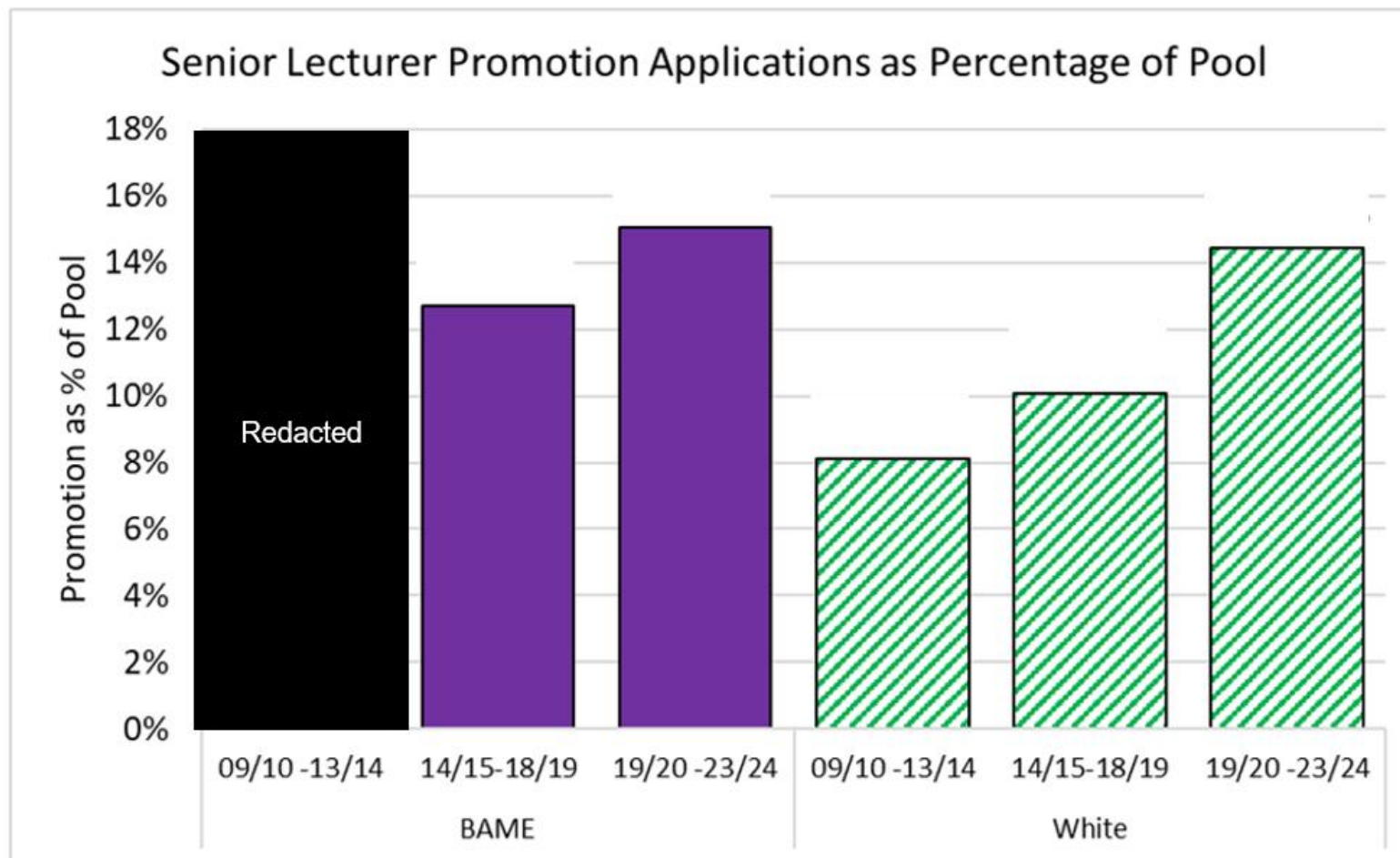
Figure 46: Senior Lecturer Promotion Applications as a percentage of the likely promotion pool (grade 8 lecturers & researchers). Note our PAP target measure was to be taken over 3 years rather than 5. However, we consider that given small and varying numbers 5-year average is more useful.
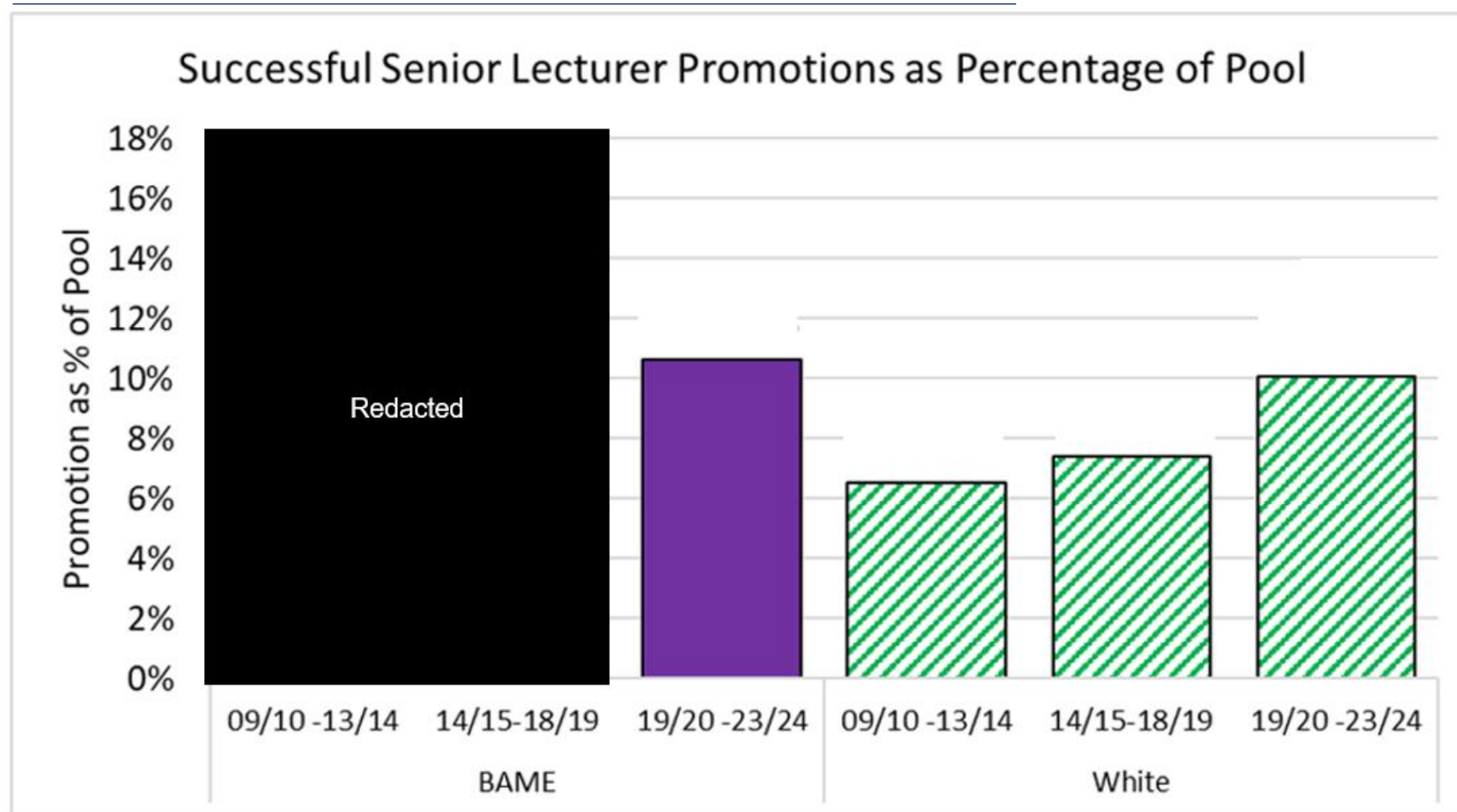
Figure 47: Senior Lecturer Promotion Successes as a percentage of the likely promotion pool (grade 8 lecturers & researchers). Note our PAP target measure was to be taken over 3 years rather than 5. However, we consider that given small and varying numbers 5-year average is more useful. For purposes of the target the three years up to 2021/22 had 11% of the BAME pool successful.

Successful Applicants by Faculty (2019/20 – 2023/24) across Senior Lecturer & Senior Researcher				
	No. Promoted		% of Pool Promoted	
Faculty	BAME	Non-BAME	BAME	Non-BAME
FHumSS	5	15	9%	10%
FMHS	5	35	13%	8%
FNS	5	35	12%	15%
Note, for reasons of time efficiency, pools were calculated according to previous HESA year but for overall values we have use data collated closer to the form submission date. This does result in a smaller pool (so slightly higher success relative to the pool). Senior researchers (5 [to nearest 5] were promoted in the 5 years) are included here as they are all from FMHS and are useful to include when comparing across faculties.				

Table 47: Successful promotion applicants by Faculty for Senior Lecturer and Senior Researcher promotions. Note our PAP target measure was to be taken over 3 years rather than 5. However, we consider that given small and varying numbers 5-year average is more useful. For purposes of the target the three years up to 2021/22 had 9 BAME staff promoted to senior lecturer (Data to nearest 5)

Promotion Workshop attendance and percentage of attendees who were BAME		
	BAME	
Time Period	Total No. attendees	% BAME
2019	35	9%
2020	65	6%
2021	55	21%
2022	20	■■■■■
2023	35	42%

Table 48: Promotion workshop attendance by BAME status.

Professional, technical and operational staff overview over time by nationality and work area
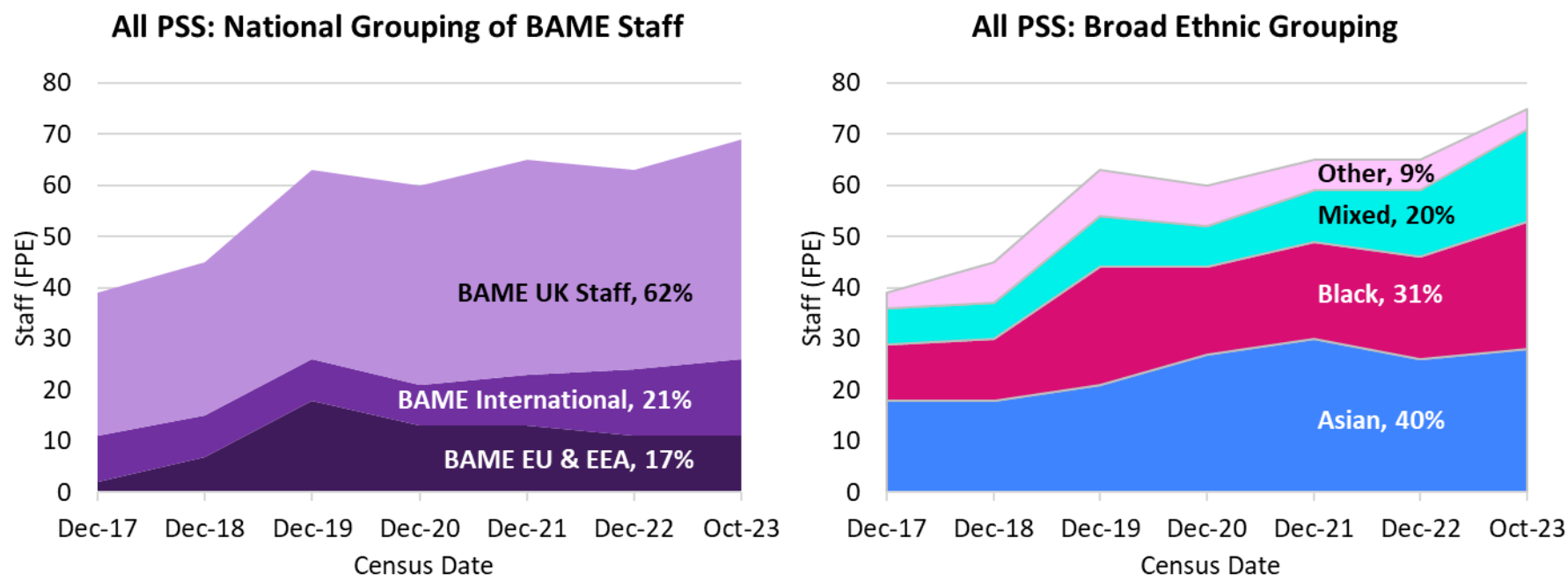
Figure 48: BAME PSS increasing number (FPE) by UK and International status (Left-hand panel) and by Asian, Back, Mixed and Other Groupings. Percentages given for December 2022. In Dec 2017 5% of our BAME PSS were EU/EEA, 23% other international and 72% UK. In Dec 2017 BAME PSS were 46 % Asian, increases in representation have been seen in all groups except "Other". More than half of Black PSS are international (including EU &EEA), and the "Other" group are split almost 50:50 between UK and international. Asian and Mixed PSS ethnic groups are largely UK nationals.
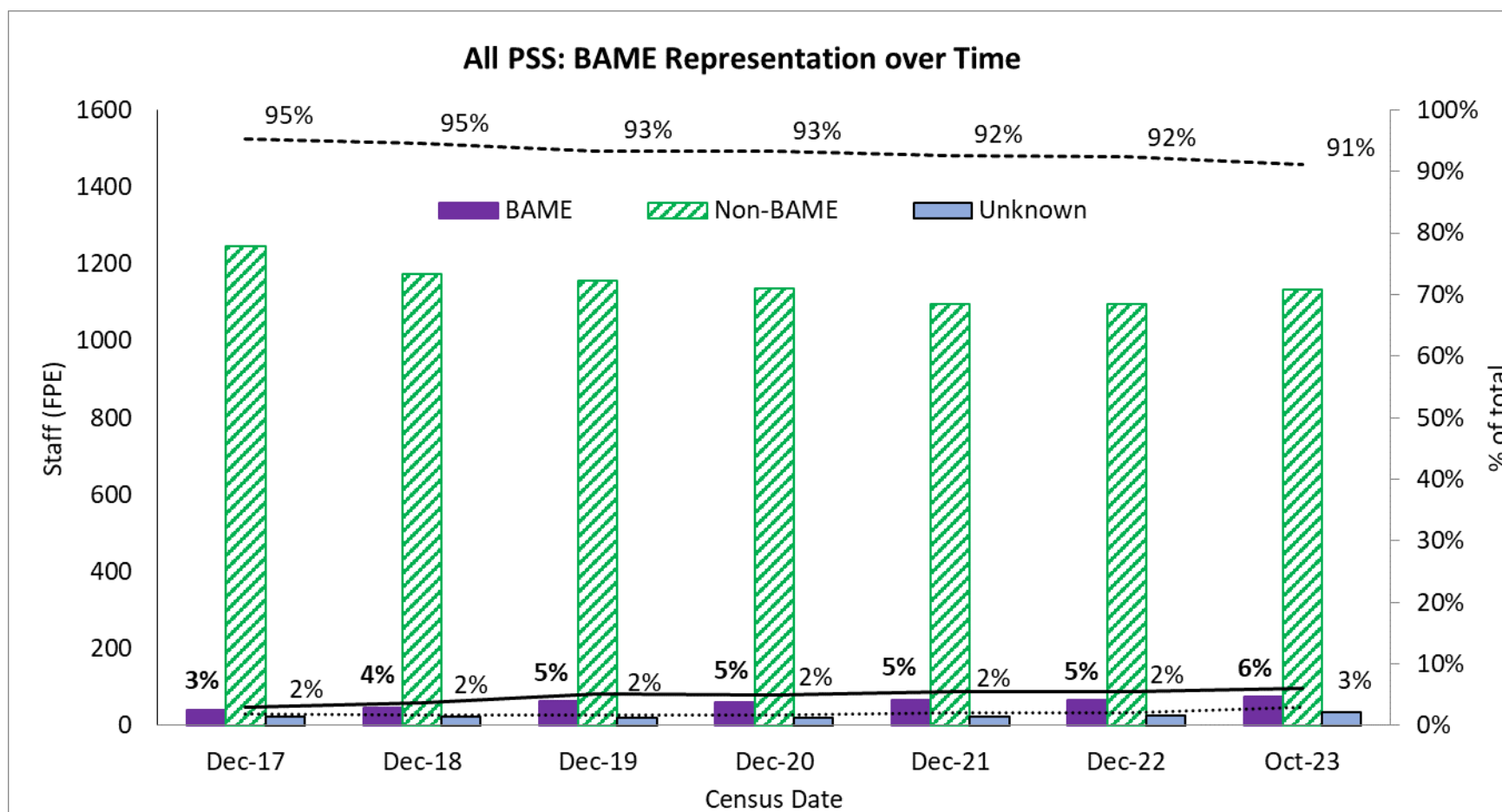
Figure 49: All PSS representation by BAME status over time.
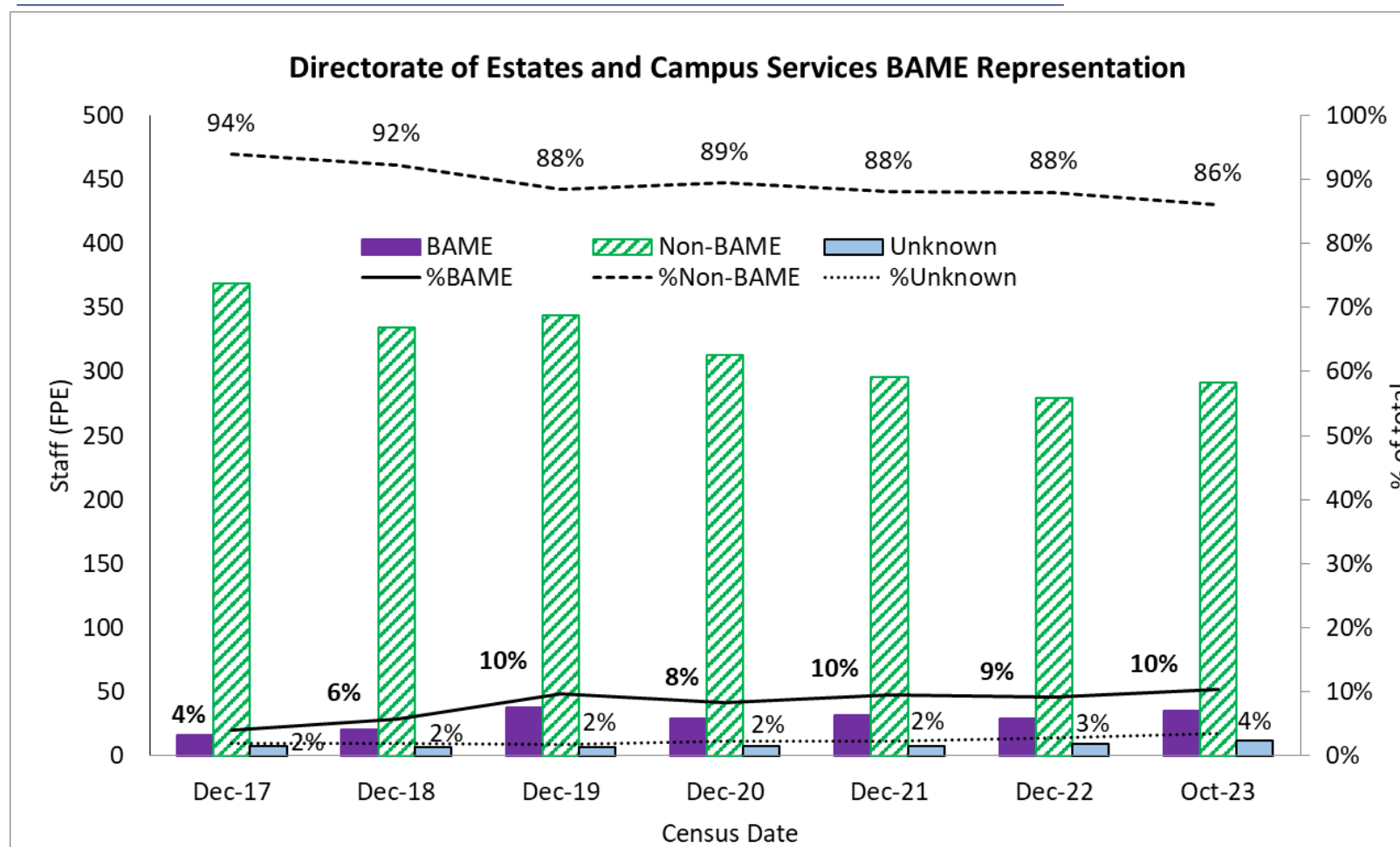
Figure 50: Directorate of Estates and Campus Services PSS representation by BAME status over time. This Directorates has the highest total FPE of BAME PSS.
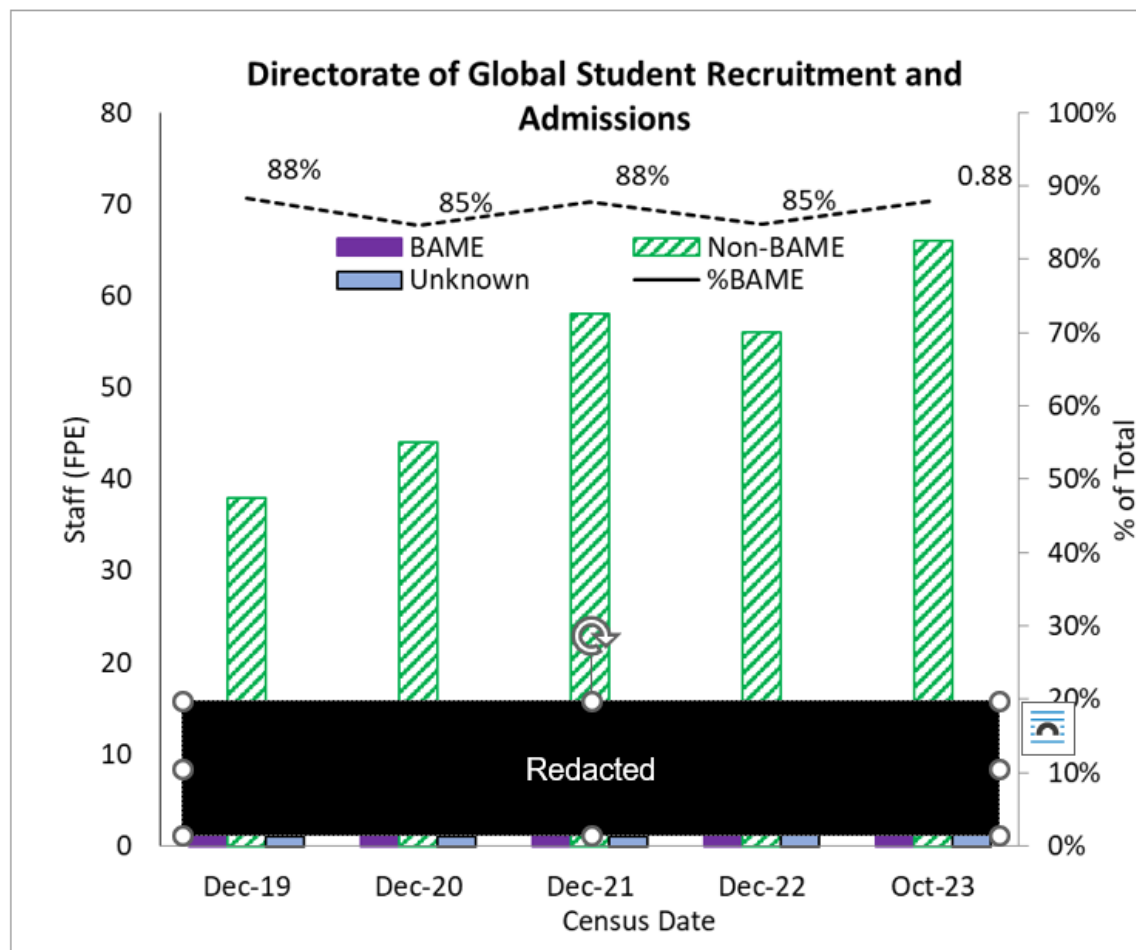
Figure 51: Directorate of Global Student Recruitment and Admissions PSS representation by BAME status over time. This Directorates was formed in 2019, its predecessor was combined with Strategic Communications & Brand and had a lower percentage of BAME staff.
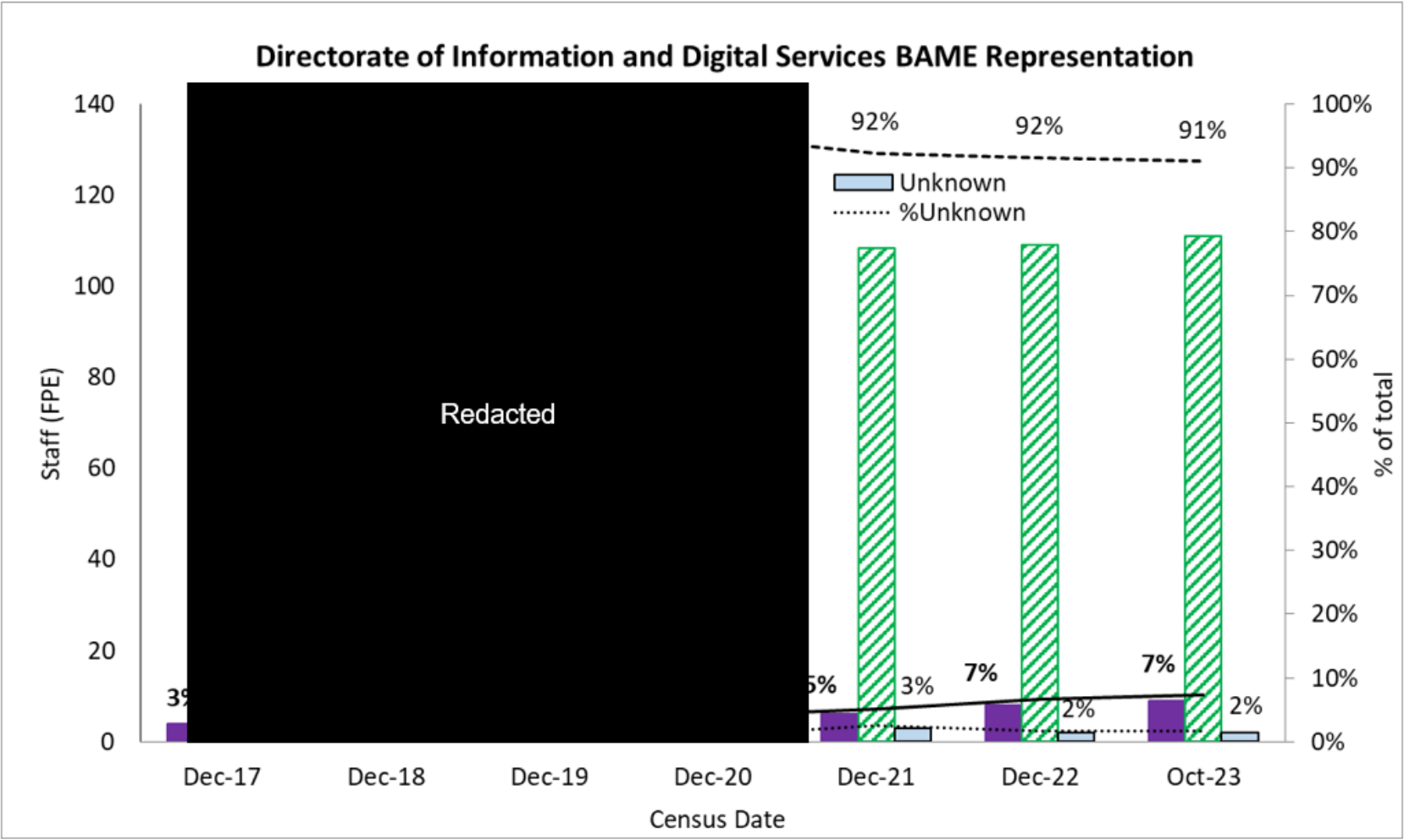
Figure 52: Directorate of Information and Digital Services PSS representation by BAME status over time.
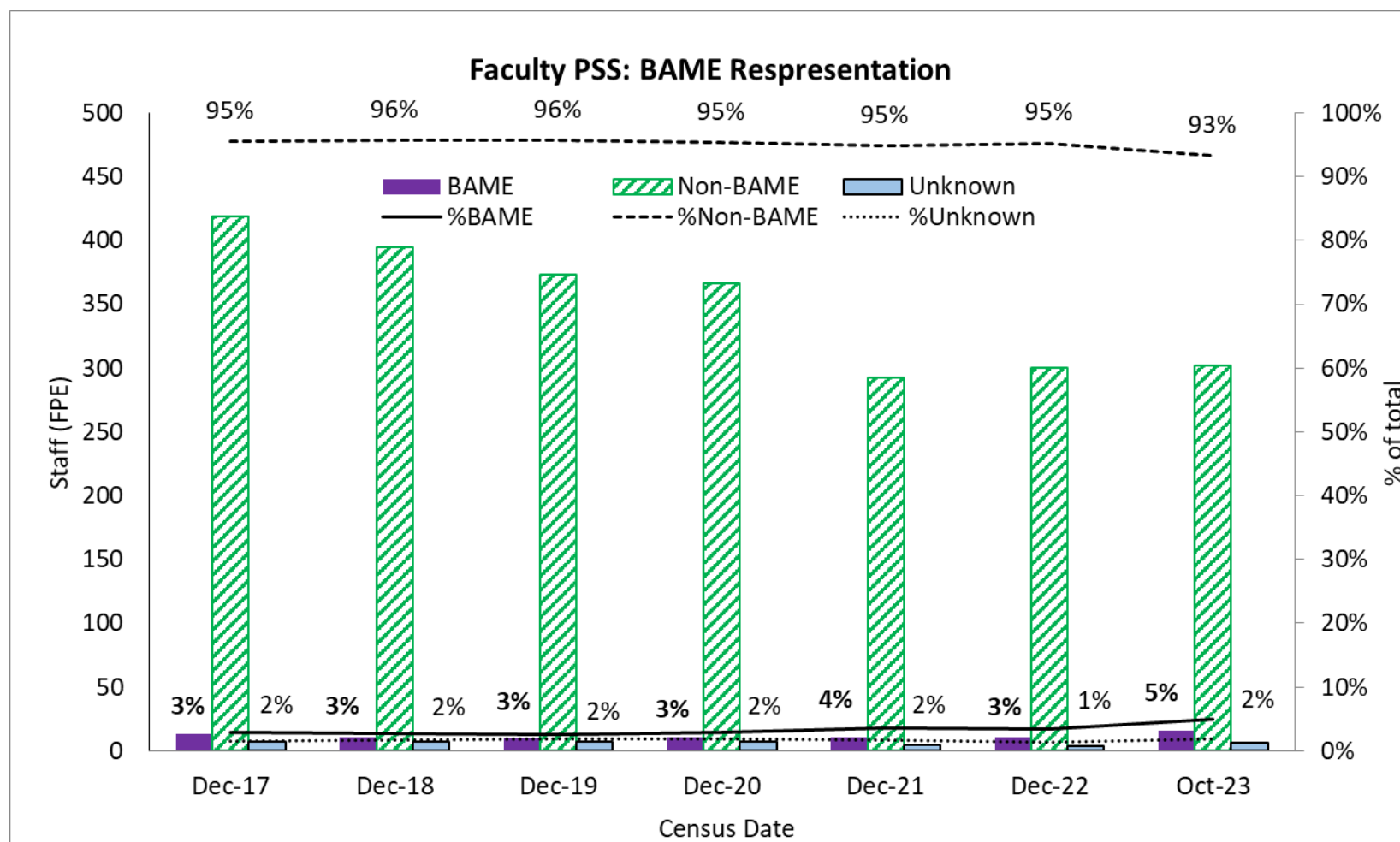
Figure 53: Faculty PSS BAME Representation. Note overall decline in PSS staffing in the Faculties followed a restructure to centralise some services.
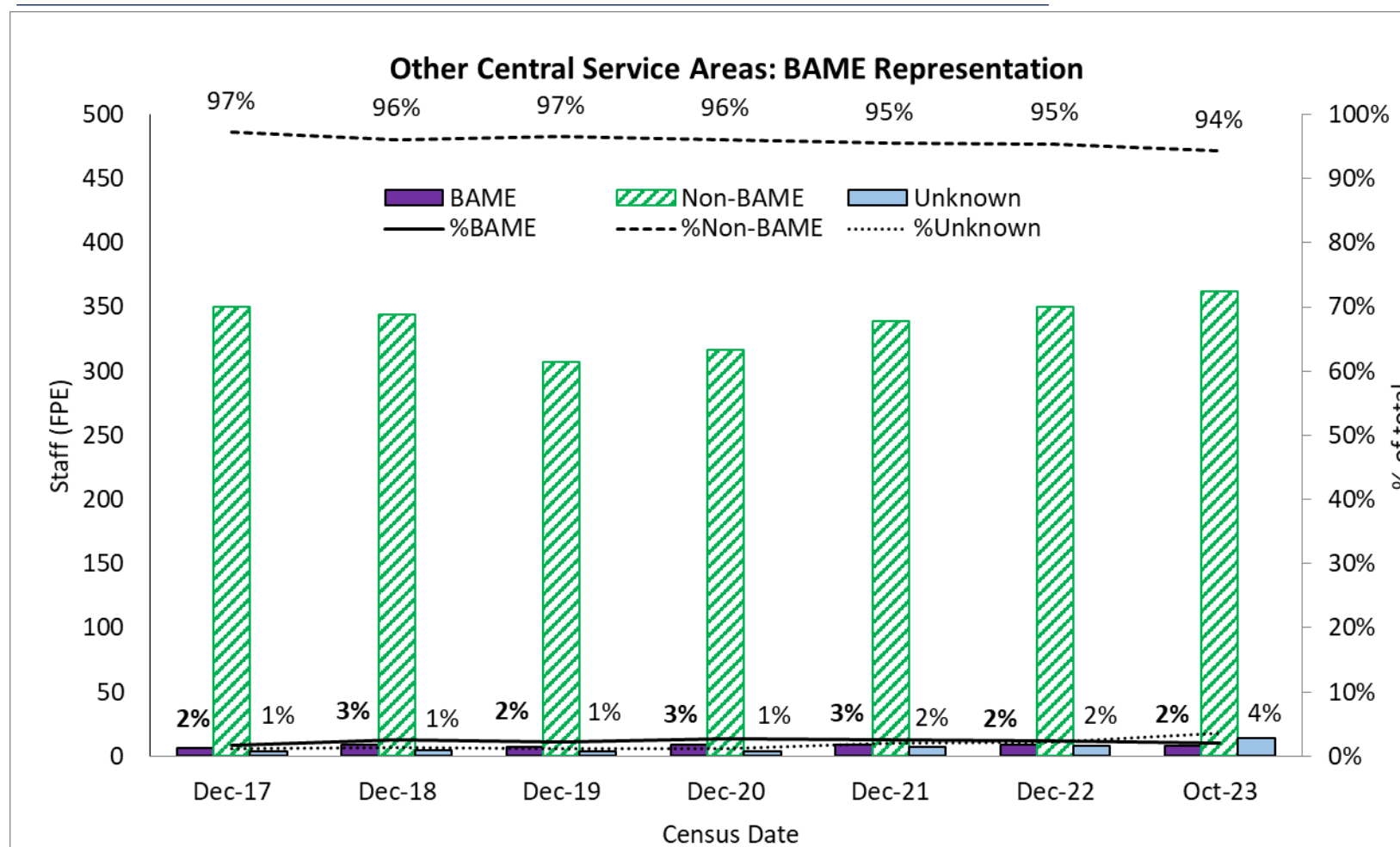
Figure 54: All other central service areas PSS BAME Representation.

Professional, technical and operational staff by contract type

All PSS: Contract Type and Ethnicity

Averaged since 2017, 9% of BAME staff & 8% of Non-BAME staff were on fixed-term contracts
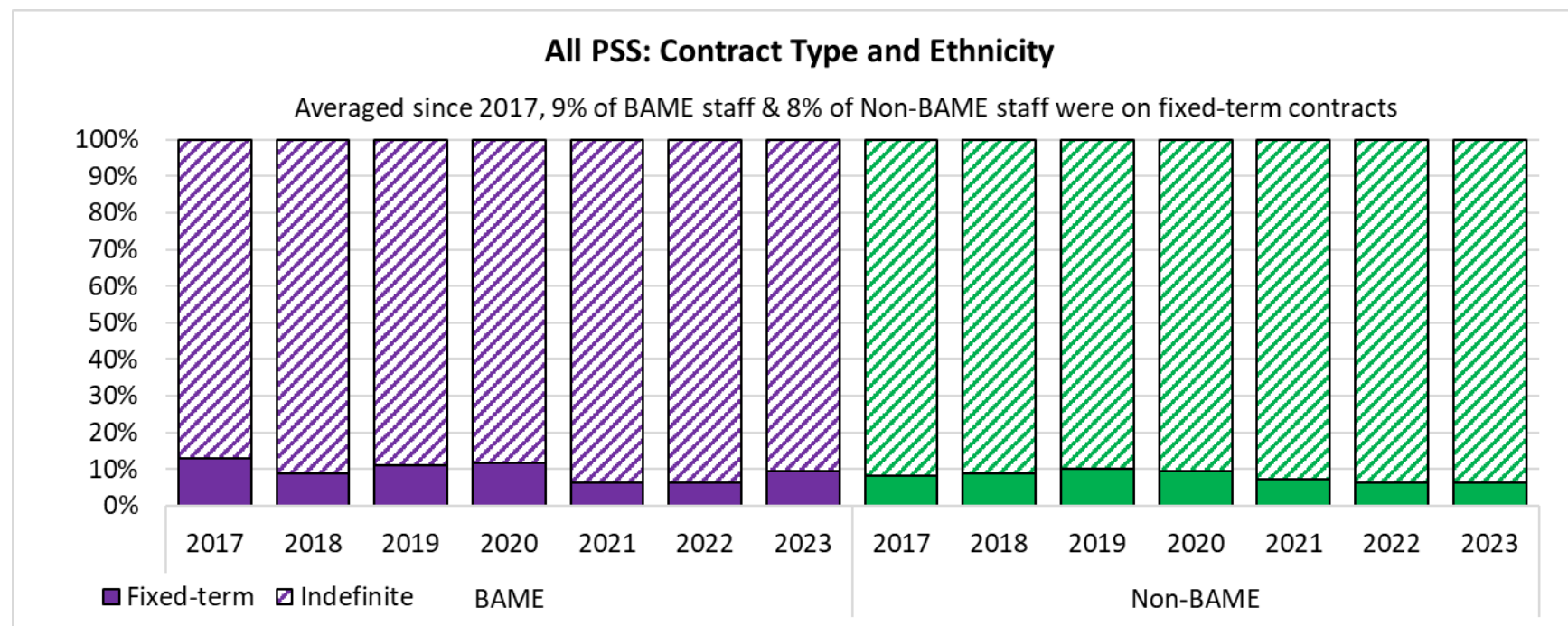
Figure 55: All PSS by Contract type (fixed-term contracts solid colour; indefinite contracts shaded).

Given we have so few BAME PSS (in absolute terms) on FTCs we do not detail by number, year or grade but note that: Most fixed-term PSS appointments were for Administrators or M&S staff regardless of ethnicity. Over the complete period there was an annual mean of ■ FPE BAME Administrators; ■ FPE M&S and ■ FPE technical and operational staff combined per year. Non-BAME FTC contract annual means were 45 Administrators, 35 M&S, 10 Technicians and ■ Operational Staff.

Professional, technical and operational staff by job family
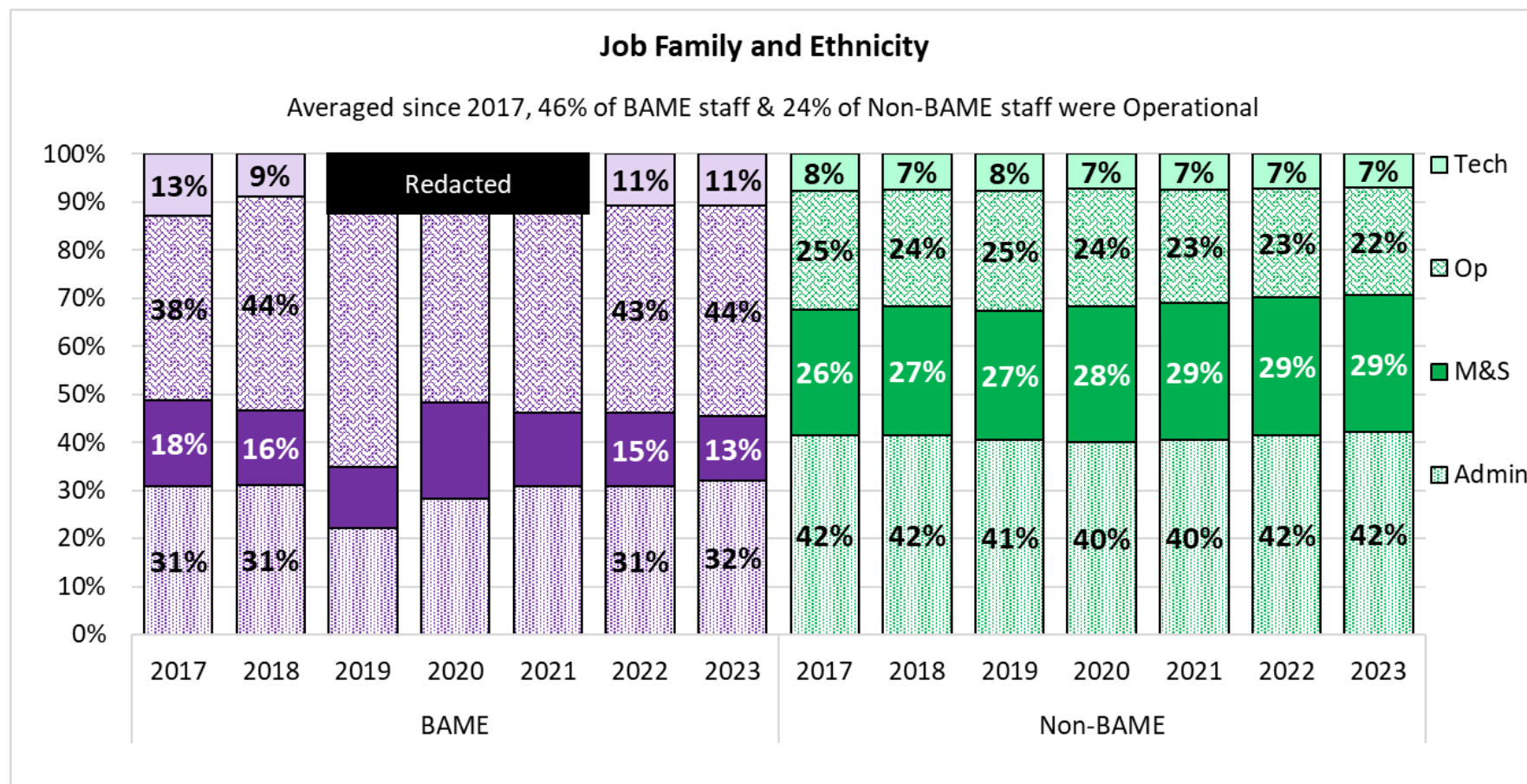
Figure 56: Distribution of PSS by job family for BAME and Non-BAME groups. 2019 had significant movement of BAME domestic assistants into the team following a new build (which originally involved a third partner). Data reflecting small numbers of BAME technical staff have been redacted).
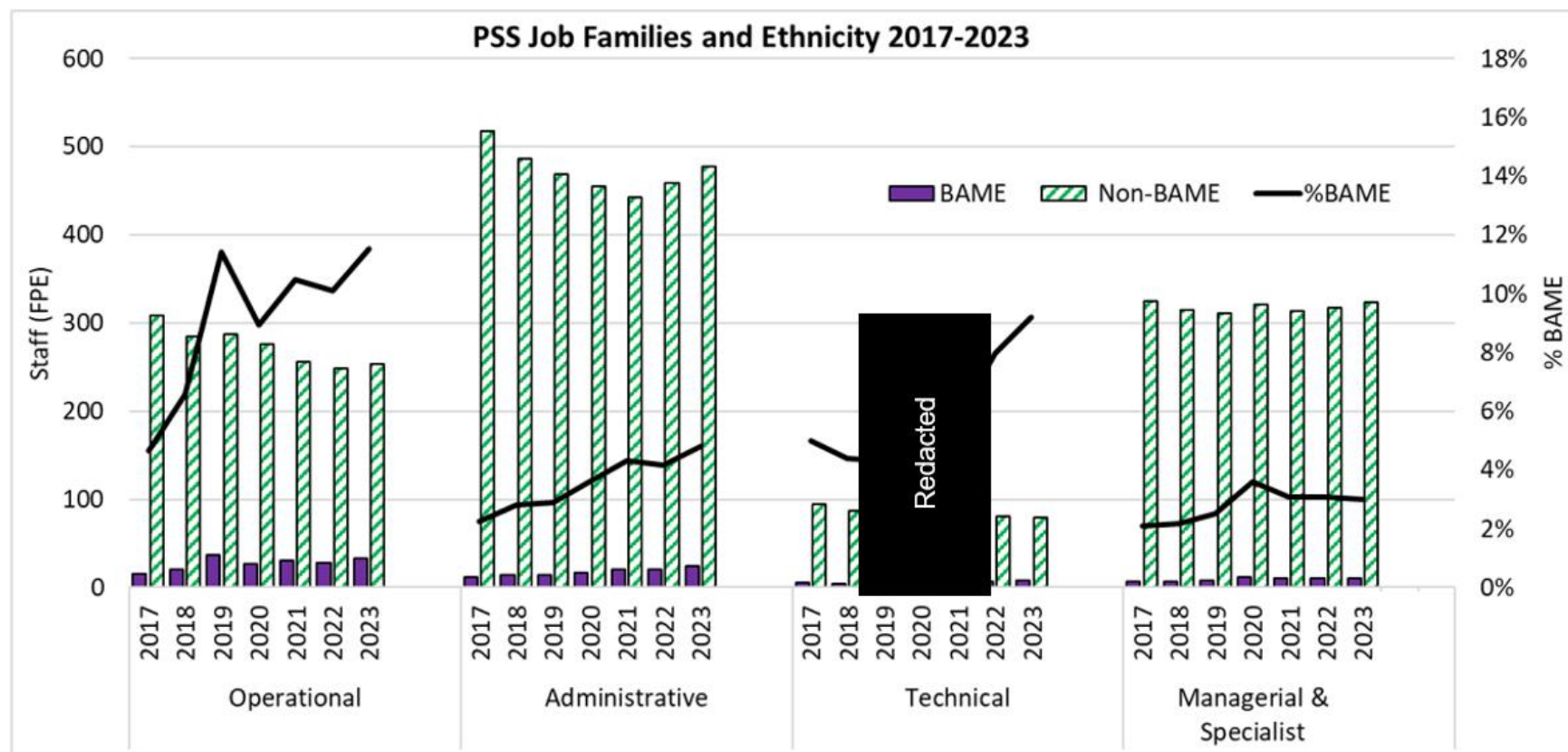
Figure 57: PSS by job family and time. Note the top of the scale on the secondary axis reflects the BAME representation of England and Wales. 2019 had significant movement of BAME domestic assistants into the team following a new build (which originally involved a third partner).

Professional, technical and operational staff by job family and national grouping

BAME PSS Job family and Nationality						
	Operational		Admin & Technical		Managerial & Specialist	
	International*	UK	International*	UK	International*	UK
2017	5	10	██████	15	██████	5
2018	10	10	██████	15	██████	5
2019	25	15	██████	15	██████	5
2020	20	10	██████	20	██████	10
2021	15	15	██████	20	██████	10
2022	15	10	5	20	██████	10
2023	15	10	10	25	██████	10
Mean	**15.4**	**10.7**	██████	**18.9**	██████	**7.3**

*International = EU, EEA and Other international combined

Over the complete period:

- ██████% of Admin, Technical and M&S BAME staff combined were international but only 1% of non-BAME staff

- 57% of BAME Operational staff were international but only 5% of non-BAME staff

There were 70 instances of BAME EU / EEA and 40 of other international staff , to nearest 5: 63% of non-UK BAME PSS were from the EU / EEA.

Table 49: BAME PSS Job Family and Nationality

Professional, technical and operational staff by Grade
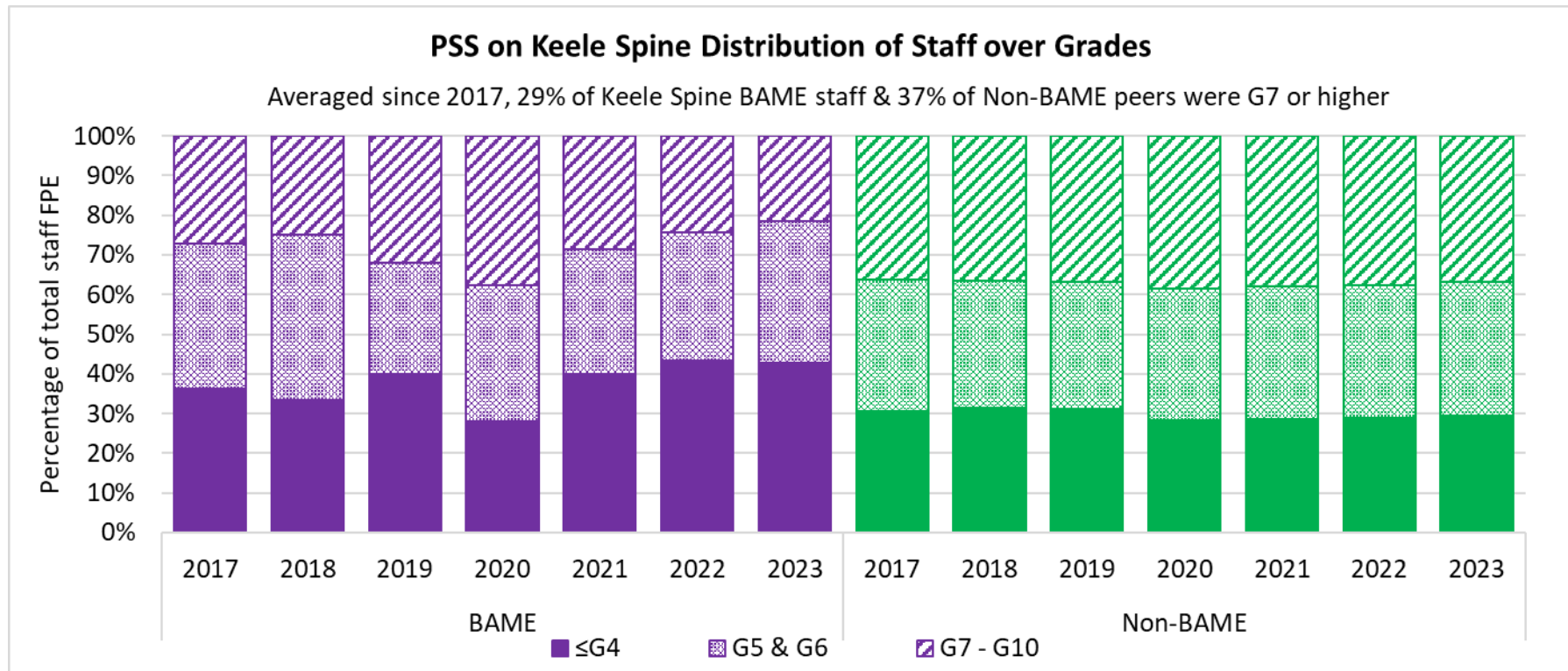
Figure 58: Distribution of PSS across Keele Grades for BAME and Non-BAME Groups.
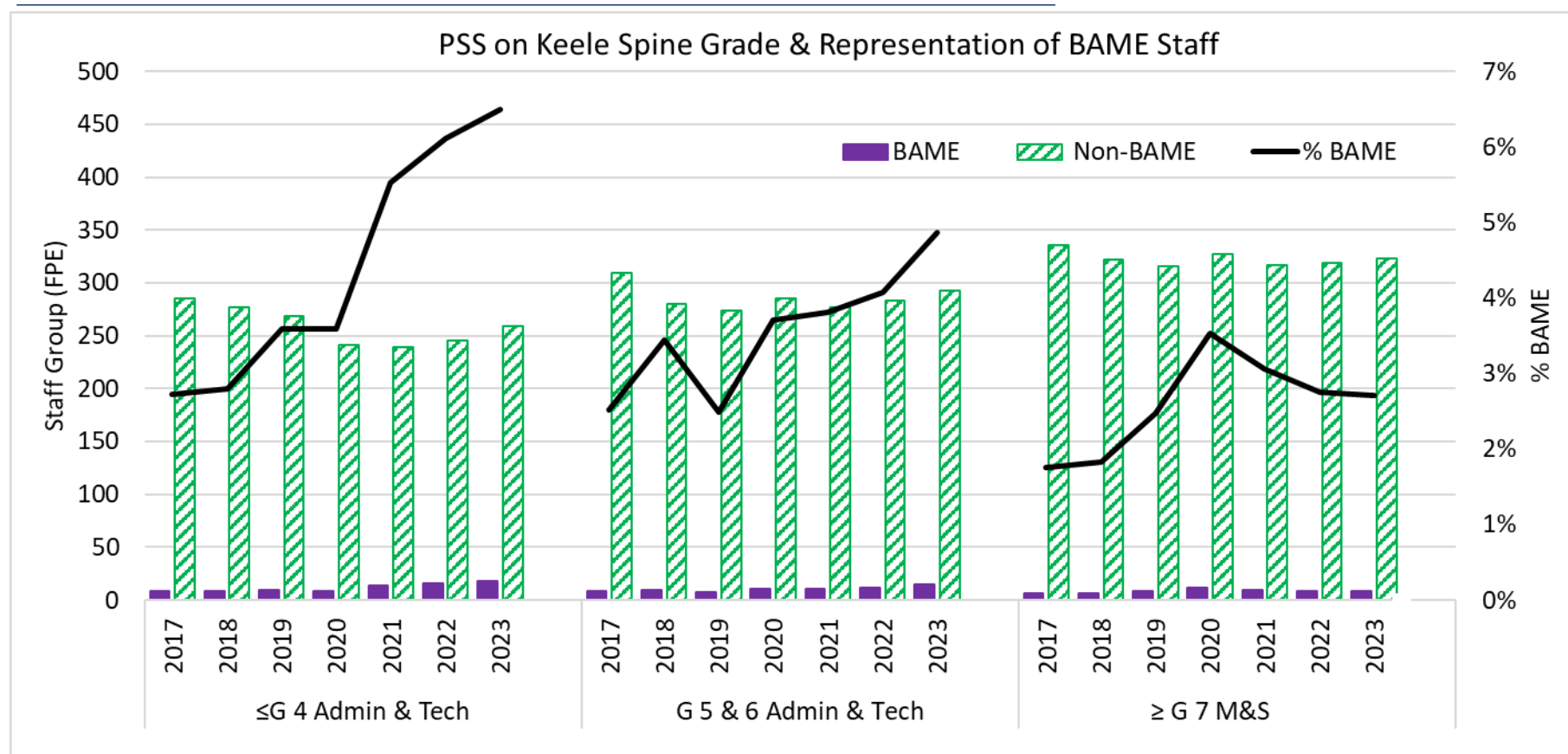
Figure 59: PSS FPE by Grade (left hand axis) and BAME representation by grade (right-hand axis) both over time. We do not separate grades further due to small numbers of BAME staff but note a continued absence of G10 staff self-reporting as Black, Asian or Minority Ethnic.

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Operational Staff by Ethnicity and Seniority (Data from March 2023 Equal Pay Audit)			
Hourly Rate & Role	BAME	Non-BAME	%BAME
OP0020 (domestic and retail assistants)	25	105	20%
OPOO50 onwards (Nursery nurses, Grounds, Receptionists, Security Officers, Supervisors, Trades, Chefs etc.)	5	140	5%
Operational Staff are not paid on the Keele Spine but on hourly rates data are summarised from most recent Equal Pay Audit, 2023, indicating that BAME Operational staff are largely in the lowest paid roles.			

Table 50: Distribution of Operational Staff by pay band.

Applications, shortlist and appointments made in recruitment to professional, technical and operational post
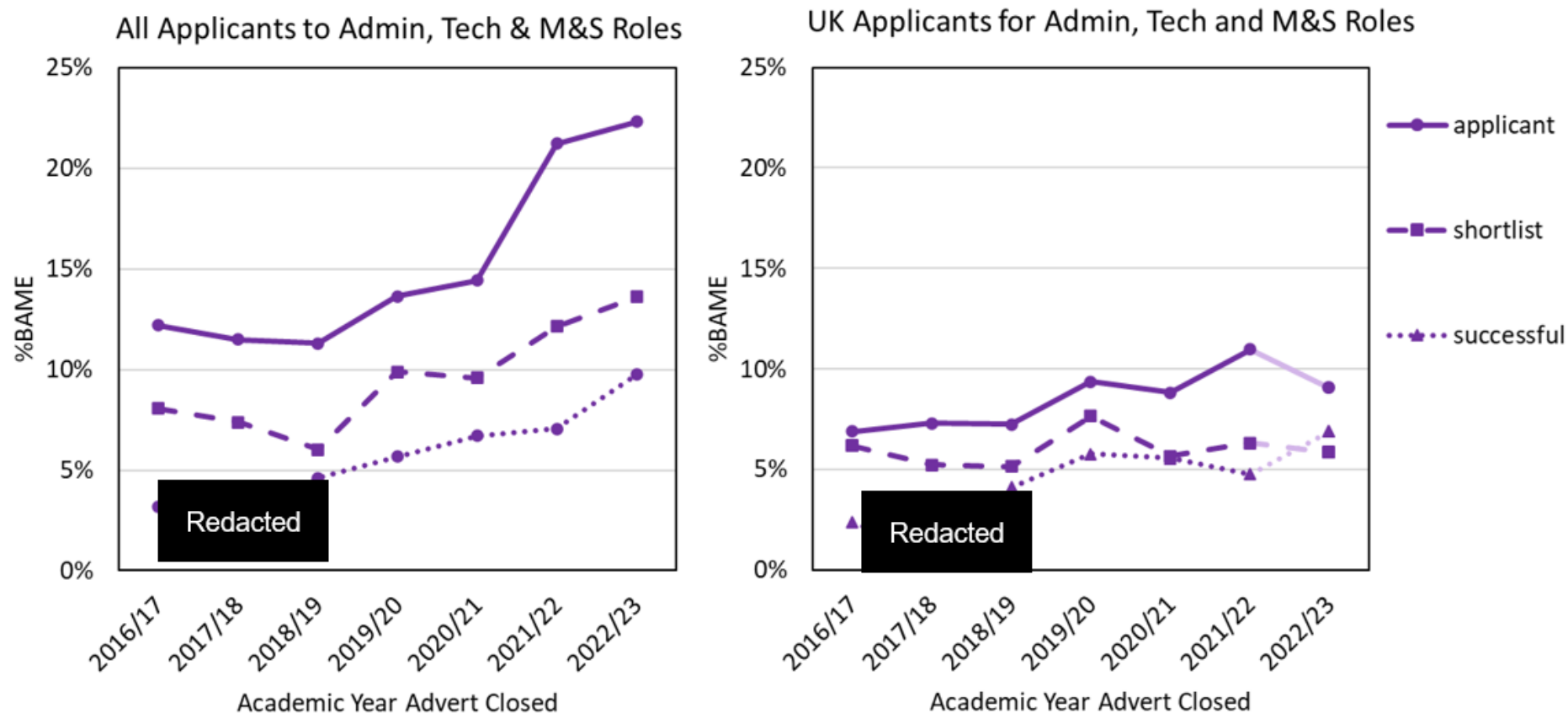
Figure 60: All Administrative, Technical and Managerial & Specialist role recruitment (left-hand panel) and UK nationals only (right-hand panel) both by percentage who are BAME. Solid line = applicants, dashed line = shortlist, dotted line = successful. Note incomplete nationality data in 2021/22 and 2022/23 due to software provider issue, means that nationality data in those years are incomplete. 2017/18 data redacted due to small number of successful BAME applicants.

Applicants by BAME Status and Job Type										
Academic Year	Administrative			Technical			Managerial & Specialist			Comment
	BAME	non-BAME	Undisclosed	BAME	non-BAME	Undisclosed	BAME	non-BAME	Undisclosed	
2016/17	7%	91%	2%	10%	90%	0%	22%	74%	5%	A small number of technical roles were entitled either Administrative or Technical and are counted within Administrative.
2017/18	10%	89%	2%	23%	76%	1%	15%	82%	3%	
2018/19	8%	90%	2%	19%	78%	3%	18%	80%	3%	
2019/20	9%	90%	1%	17%	76%	7%	14%	84%	2%	
2020/21	12%	85%	3%	18%	81%	2%	18%	81%	1%	
2021/22	11%	88%	1%	23%	73%	4%	17%	81%	2%	
2022/23	19%	78%	2%	30%	66%	4%	23%	73%	3%	

Table 51: Applications to Administrative, Technical and M&S separated by Job family and BAME status. Note data are not provided by job family for shortlists or successful by separated job families due to small numbers.

All Successful Administrative, Technical and Managerial and Specialist Applicants by BAME Status (regardless of UK/international status)										
Academic Year	Shortlist rate (% of Applicants shortlisted)			Success rate (% of Applicants who succeed)			No. of successful applicants			Comment
	BAME	non-BAME	Undisclosed	BAME	non-BAME	Undisclosed	BAME	non-BAME	Undisclosed	
2016/17	17%	26%	15%	2%	7%	6%	5	210	5	Prior to REC application work, BAME success rate 1 or 2%. 5 - 9% BAME success rate. A VS process was followed by reduced recruitment in 2019/20 and a subsequent restructure, resulting in many internal-only vacancies in 2021/22.
2017/18	19%	32%	27%	1%	10%	4%	■	105	0	
2018/19	18%	37%	20%	5%	14%	8%	10	165	0	
2019/20	26%	38%	39%	6%	15%	17%	5	95	5	
2020/21	29%	46%	36%	9%	20%	18%	10	125	0	
2021/22	25%	49%	33%	6%	20%	14%	15	205	5	
2022/23	22%	40%	38%	6%	15%	12%	20	175	5	

Table 52: All Successful Administrative, Technical and M&S Applicant Headcounts by BAME Status and the percentage successful (i.e. percentage relative to the number of applicants in each group). The average difference in shortlisting rates was 20%pts from 2019/20-2022/23 and for success rates was 12%pts. These measures are chosen in our FAP as a convenient period over which to compare changes before next submission. Headcount number less than 5 redacted.

Successful Administrative, Technical and Managerial and Specialist Applicants by BAME and Nationality Status (where available)								
Academic Year	Successful Candidates (Headcount)				Success rate (% of Applicants)			
	International (includes EU & EEA)		UK		International (includes EU & EEA)		UK	
	BAME	non-BAME	BAME	non-BAME	BAME	non-BAME	BAME	non-BAME
2016/17	[redacted]	5	5	205	[redacted]	2%	2%	7%
2017/18	[redacted]	[redacted]	[redacted]	105	[redacted]	[redacted]	[redacted]	10%
2018/19	[redacted]	[redacted]	5	160	[redacted]	[redacted]	8%	15%
2019/20	[redacted]	[redacted]	5	95	[redacted]	[redacted]	10%	16%
2020/21	[redacted]	5	5	120	[redacted]	15%	13%	21%
2021/22 and 2022/23 not given as incomplete nationality data.								

Table 53: Successful Administrative, Technical and Managerial and Specialist Applicants by BAME and Nationality Status (where available). Headcount numbers less than 5 redacted.
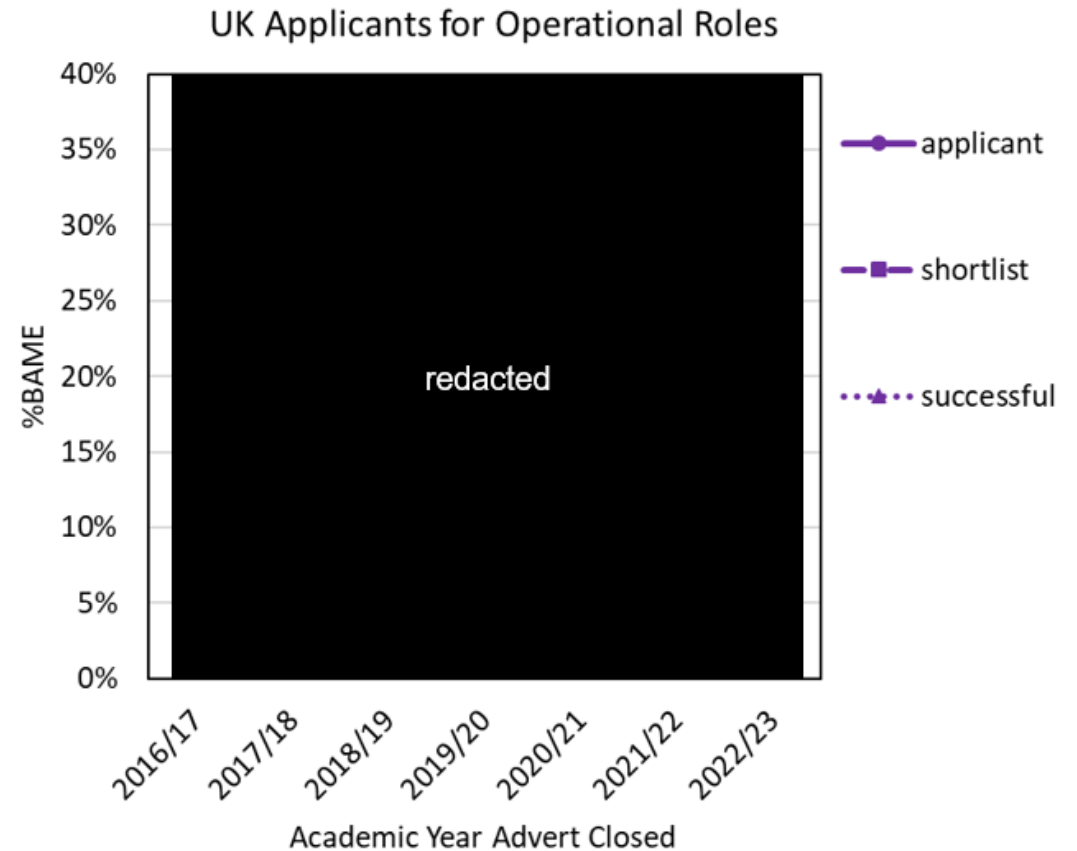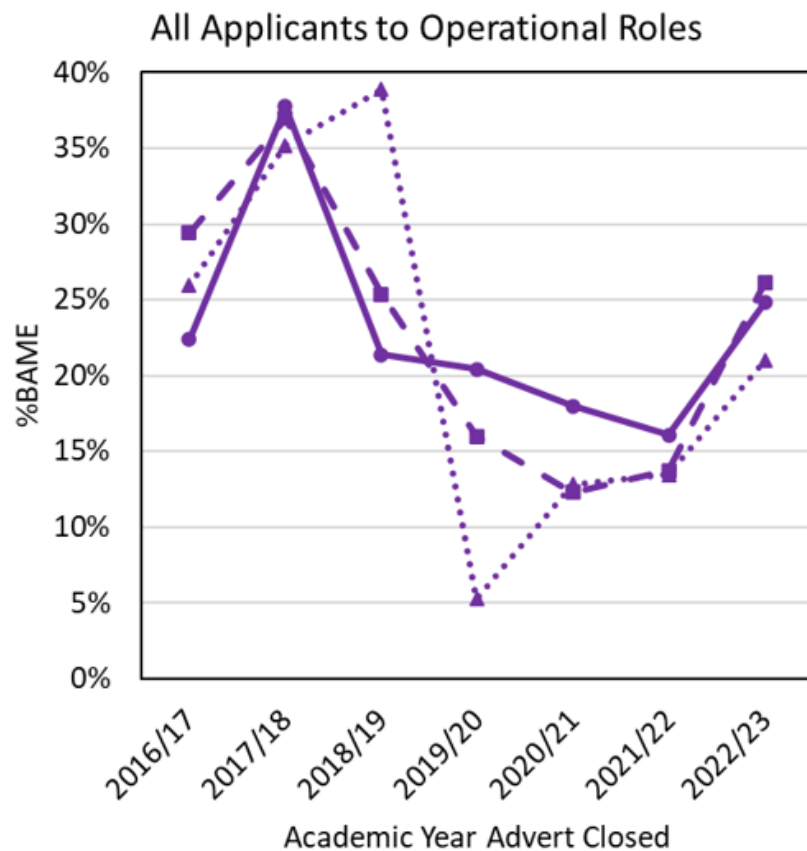
Figure 61: All Operational Staff Recruitment (left-hand panel) and UK nationals only (right-hand panel) both by percentage who are BAME. Solid line = applicants, dashed line = shortlist, dotted line = successful. Note incomplete nationality data in 2021/22 and 2022/23 due to software provider issue, means that nationality data in those years are incomplete. Although our rounding rules would permit us to show this data without redaction, we felt that some redaction was, nevertheless, warranted due to small number of successful candidates when separated by international status.

All Successful Operational Role Applicants by BAME Status						
Academic Year	Successful Candidates (Headcount)			Success rate (% of Applicants who succeed)			Comment
	BAME	non-BAME	Undisclosed	BAME	non-BAME	Undisclosed	
2016/17	15	40	0	20%	16%	18%	
2017/18	25	45	0	21%	24%	17%	Extra recruitment associated with new accommodation.
2018/19	30	40	0	53%	22%	50%	
2019/20	■	35	0	■	19%	20%	Low recruitment esp. BAME in first pandemic year.
2020/21	5	35	0	22%	33%	0%	
2021/22	5	45	0	23%	28%	33%	
2022/23	15	45	5	19%	23%	44%	
8/23 -12/23	■	15	0	■	7%	0%	Partial year, includes incomplete application processes
Total	100	320	10	20%	20%	26%	

Table 54: Successful Operational Role Applicant Headcounts by BAME Status and the percentage successful (i.e. percentage relative to the number of applicants in each group). BAME headcount number less than 5 redacted.

Successful Operational Role Applicants by BAME and Nationality Status (where available)								
Academic Year	Successful Candidates (Headcount)				Success rate (% of Applicants)			
	International (includes EU & EEA)		UK		International (includes EU & EEA)		UK	
	BAME	non-BAME	BAME	non-BAME	BAME	non-BAME	BAME	non-BAME
2016/17	5	■	10	35	13%	9%	31%	17%
2017/18	10	5	15	40	20%	24%	21%	24%
2018/19	25	10	■	35	60%	43%	27%	19%
2019/20	■	■	■	35	■	11%	■	19%
2020/21	■	■	■	30	15%	33%	30%	33%
2021/22 and 2022/23 not given as incomplete nationality data.								

Table 55: Successful Operational Role Applicants by BAME and Nationality Status (where available). Given very low number of successful BAME candidates in 2019 the success rate has also been redacted.

			PSS Recruitment Panel Information			
Advert Year	No. panels with BAME representation	total no. of job vacancy adverts	adverts with missing panel data	% of all panels having BAME Representation	% of panels with BAME representation (where panel known)	% of panellists who are BAME (where panel known)
2017/18	5	145	25	3%	3%	1%
2018/19	20	245	10	9%	9%	3%
2019/20	15	170	10	10%	11%	3%
2020/21	10	100	45	9%	17%	6%
2021/22	30	250	25	13%	14%	4%
2022/23	30	230	15	14%	15%	5%
2023/24	20	120	5	18%	18%	6%

Of those panels with BAME representation, there were 14 adverts that resulted in one or more BAME candidates offered the position and 86 that did not have any successful BAME candidates but did recruit 1 or more non-BAME candidates
Of those panels without an identified BAME panellist (but at least 1 non-BAME panellist), there were 41 adverts that resulted in 1 or more successful BAME candidates and 33 that did not have any successful BAME candidates but did recruit 1 or more non-BAME candidates.
Overall: BAME representation on panels appears to correlate with a greater number of offers to BAME candidates: 14% of those vacancies where we know panel data and there was a BAME panellist resulted in at least one BAME successful candidates cf. 11% for those panels where there was no BAME panel member.

Table 56: PSS Recruitment BAME Representation on Interview Panels

Applications and success rates for professional, technical and operational staff progression

There are no formal routes for progression of PSS at Keele.

Analysis completed at the time of our annual equal pay / pay gap reports over the three years up to the 31st of March 2023 (coinciding with 3 Gender/Ethnicity Pay Gap periods), found that 4% of those who had increased 1 grade or more (or been rezoned in grade 10) were BAME (10 staff, to nearest 5), i.e. approximately matching representation on the Keele spine.

Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Teams &

Membership of key decision-making bodies and committees

Body	BAME	Non-BAME	PNS	%BAME
Council	5	15	5	
NB: The two Council "apprentices" are excluded from data – but note this scheme does increase ethnic and other diversity.				
UEC	0	15	5	
Budget and Finance Group (did not sit 2020-21) - (previously Budget Strategy Group)	0	10	0	
Professional Services Group	0	15	0	
Student Recruitment and Admissions Group (formed 2021)	0	15	5	
University Health and Safety Committee (formed 2022)	0	15	5	
Senate	10	50	5	15%
University Education Committee	0	15	5	
FHumSS Education Committee	0	15	0	
FMHS Education Committee	0	10	0	
FNS Education Committee	0	15	0	
University Student Voice Committee*	10	30	10	20%
Research Committee	0	10	0	
NB: EDI Observers are excluded from Senate membership – but note the scheme has increased ethnic diversity and scrutiny of EDI matters. *KeeleSU quote Student Voice Reps are 40% BAME but we cannot evidence this as not all have given their ethnicity				
Only one of the committees in the Table above is chaired by a BAME staff member				

Table 57: 2024 Senior Committee Representation by BAME Status (nearest 5). See also Table 60

Total Committee membership for 2014-2017, as reported in our 2019 REC submission (unless marked)			
	BAME	Total	%BAME
Council	5	35	███
UEC	0	25	███
Occupational Health and Safety Oversight Group 2017 - 2022	0	10	███
Senate	5	60	███
University Education Committee (University Learning and Teaching Committee in 2017-18)	0	40	███
FHumSS Education Committee (2017 only as not reported in last submission)	0	15	███
FMHS Education Committee (2017 only as not reported in last submission)	0	15	███
FNS Education Committee (2017 only as not reported in last submission)	0	10	███
University Student Voice Committee	0	35	███
Research Committee	0	25	███

Table 58: 2014-2017 Senior Committee Representation by BAME status (nearest 5)

EDISG & EDIOG Membership						
	2017			2024		
	BAME	Non-BAME	%BAME	BAME	Non-BAME	%BAME
EDIOG	0	10	███	0	15	███
EDISG	0	10	███	5	20	███

Table 59: EDIOG and EDISG membership (nearest 5).

Additional Self-assessment Data: Staff

Academic Leadership Roles

Academic Leadership roles by BAME Status 2023/24			
	BAME	Total	%BAME
Faculty Leadership Team academics*	5	15	
Head of Schools / academic units	0	15	
School Directors of Education	0	15	
School Research Directors	0	15	
Programme Directors and PGR Leads	25	145	16%
School and Faculty EDILS	5	15	
* Not including FEDILs or HoSs			

Table 60: Academic Leadership Roles to Answer PAP: 35 (nearest 5)

Mode of Employment
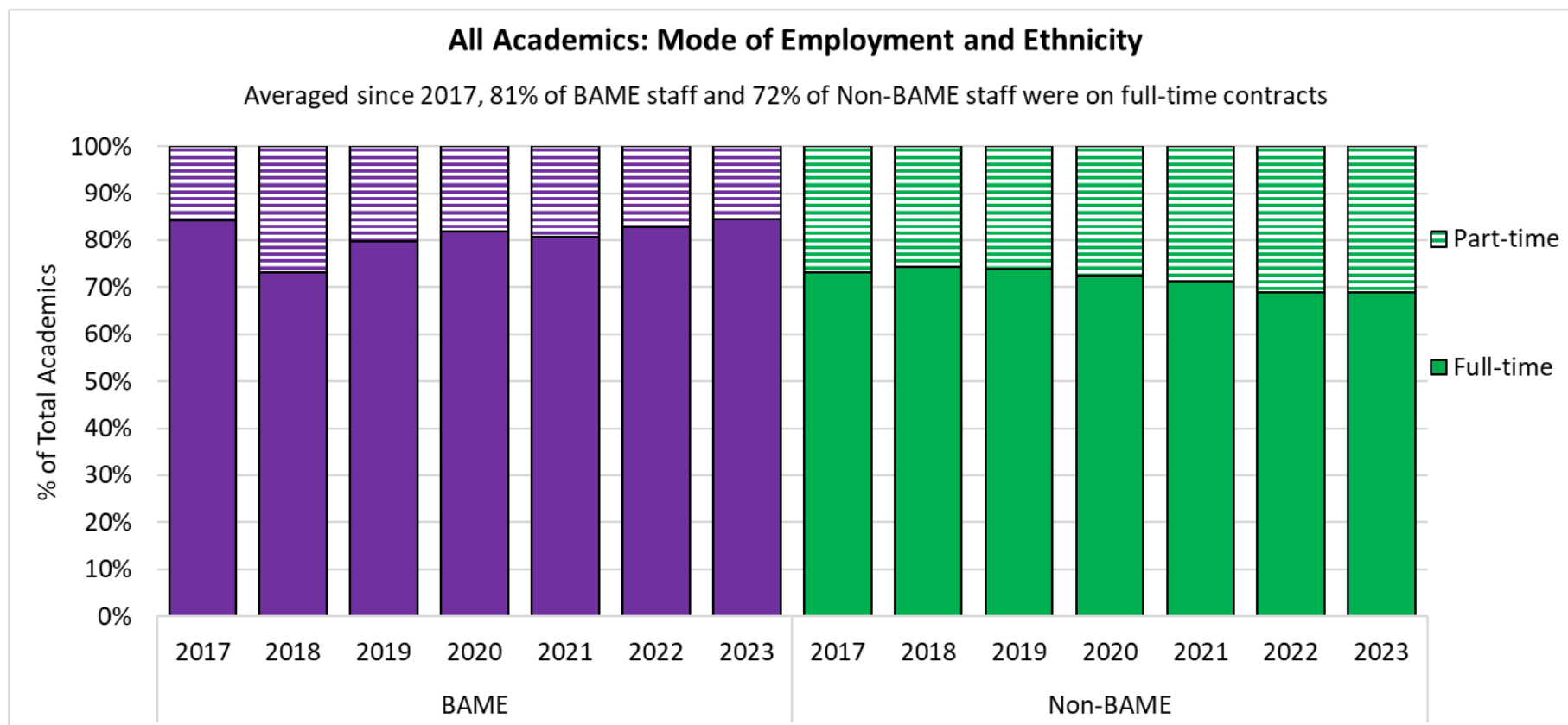
Figure 62: Academic staff mode of employment (full-time solid colour; part-time striped) by BAME Status.
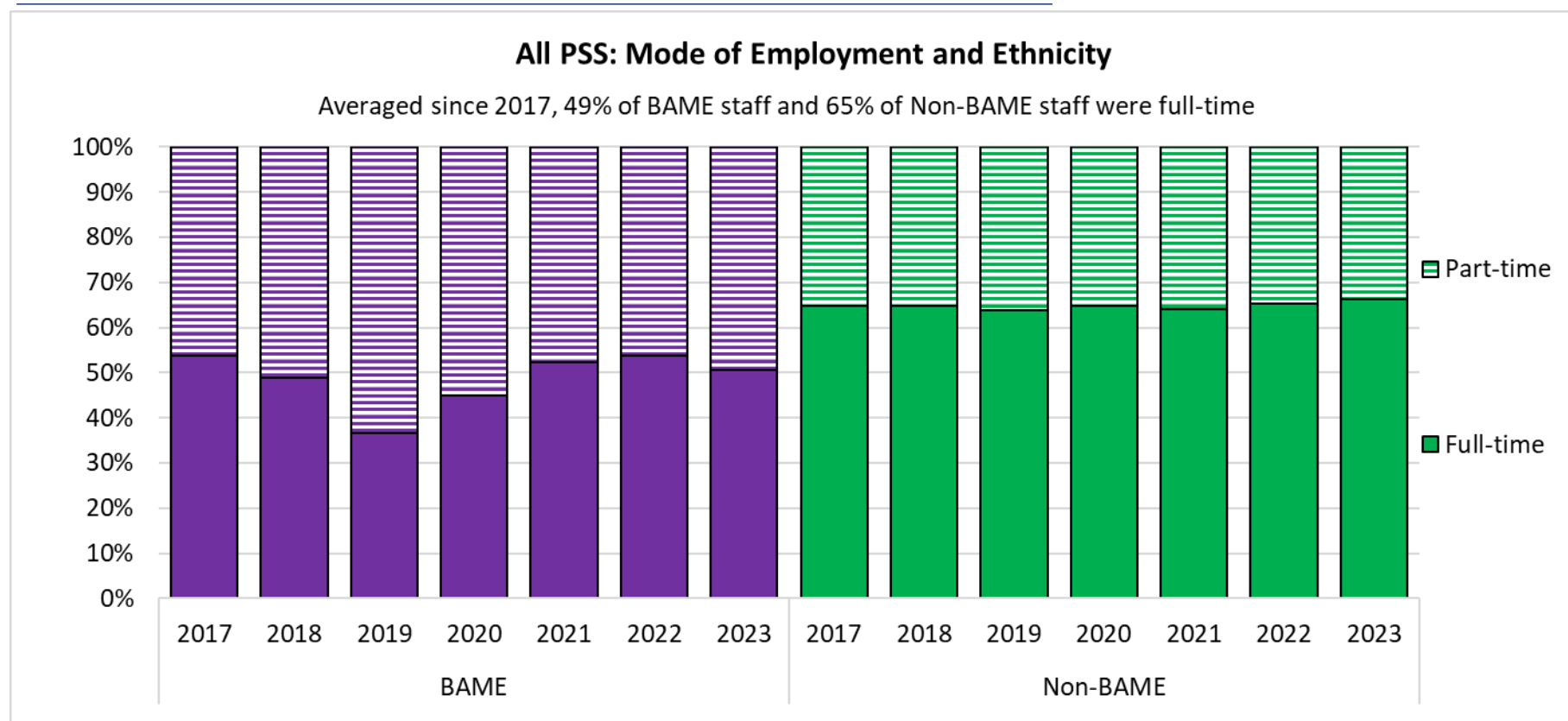
Figure 63: PSS mode of employment (full-time solid colour; part-time striped) by BAME Status.

Turnover

Figure 64: All Staff Leavers (left-hand axis) and Turnover (right-hand axis) by BAME Status.
Top panel All leavers, bottom left Academics; bottom right PSS. The plot was completed with
unrounded data. Hence, these BAME figures have been redacted despite being 5 or more.
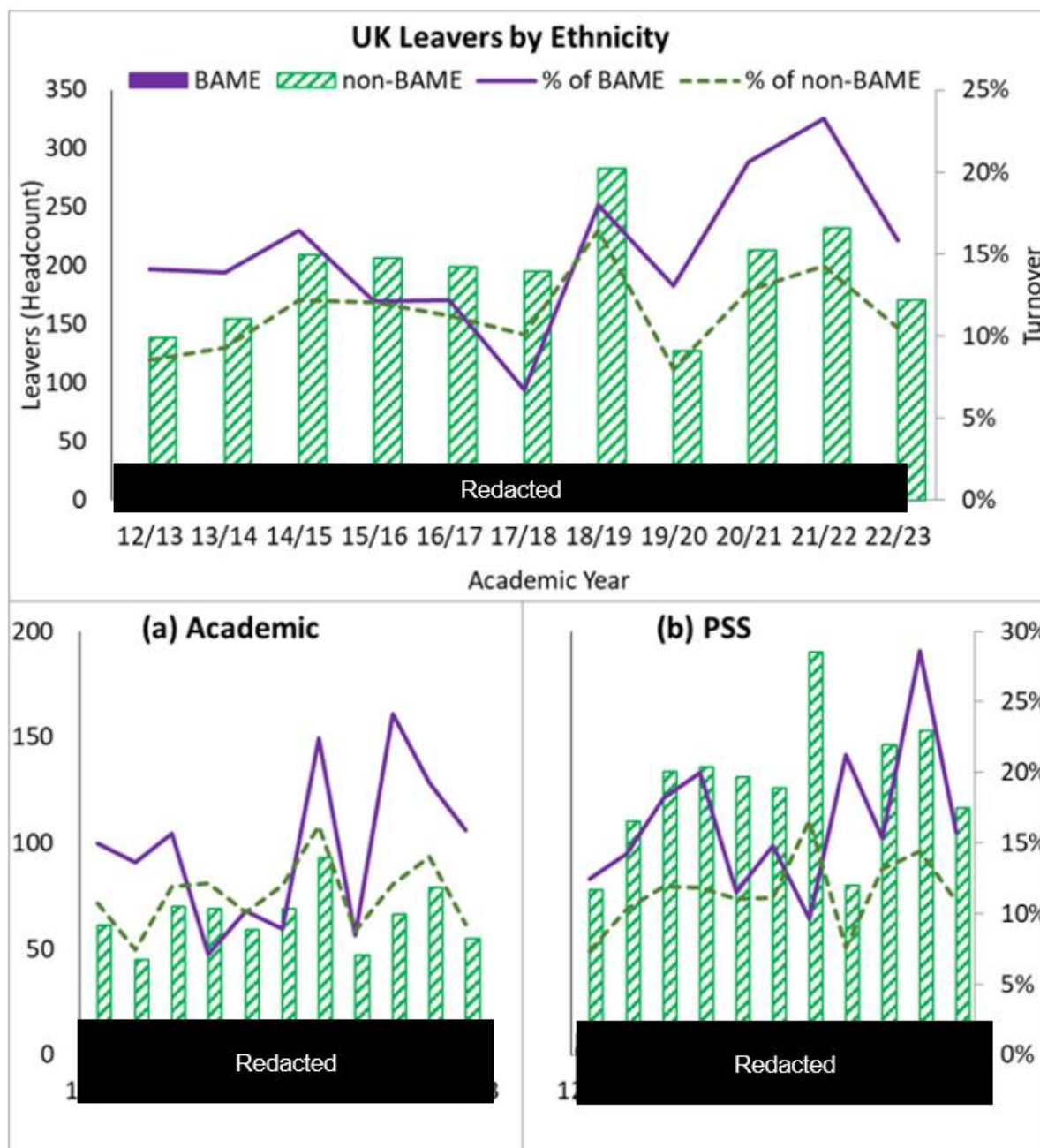
Figure 65: UK-only Staff Leavers (left-hand axis) and Turnover (right-hand axis) by BAME Status. Top panel All leavers, bottom left Academics; bottom right PSS. The plot was completed with unrounded data. Hence, these BAME figures have been redacted.

Percentage of Staff Leavers who left from Fixed-term Contracts				
Time Period	Academic		PSS	
	BAME	Non-BAME	BAME	Non-BAME
2013/14 - 2017/18	63%	63%	33%	17%
2018/19 - 2022/23	60%	46%	17%	13%

Table 61: Percentage of Leavers who left from a Fixed-term Contract (FTC) by job group and BAME status.

UK and International Turnover 5-year (2018/19 - 2022/23) Average by Contract Type				
Contract Type	Academic		PSS	
	BAME	Non-BAME	BAME	Non-BAME
Indefinite staff	9%	9%	20%	12%
Fixed-term staff	*39%*	*28%*	*42%*	*38%*
Total substantive	15%	12%	22%	13%

Table 62: Turnover from contract type, job group and BAME status.

PSS leaver Distribution Across Job Families						
	Operational		Admin & Tech		M&S	
Time Period	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME
2013/14 - 2017/18	39%	37%	45%	42%	15%	20%
2018/19 - 2022/23	54%	25%	32%	50%	15%	26%

Table 63: Percentage of Leavers by job family for the BAME and non-BAME groups.

PSS Turnover rate						
	Operational		Admin & Tech*		M&S	
Time Period	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME
2013/14 - 2017/18	22%	15%	19%	10%	■%	10%
2018/19 - 2022/23	25%	13%	19%	13%	21%	12%
*Administrative and Technical Staff considered together given small numbers of technical staff.						

Table 64: PSS Turnover by job family and BAME status. Earlier M&S figure redacted as turnover was of fewer than 8 individuals (i.e. in calculation of 5-year average turnover).

Focus on Operational Staff Turnover						
	Domestics assistants		Other Operational		Total Operational	
Time Period	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME
2013/14 - 2017/18	■%	16%	■%	15%	22%	15%
2018/19 - 2022/23	■%	13%	■%	13%	25%	13%
Leavers references to First of December FPE data for 5-year periods. <u>2019/20 was an anomalous year</u> - ██						

Table 65: Operational Staff turnover by role. Redacted as fewer than 8 individuals (over the 5-year period) when split by job type.

Leavers Questionnaire Responses

Leavers Questionnaire 2021/22 - 2023/24* Presented as Likert Scores based on a 5 point scale					
Question	BAME	White British	White Other	PNS	BAME-WB
You received fair treatment from your line manager.	4.3	4.2	4.6	3.5	0.1
The morale in your team/department is generally good.	3.8	3.4	4.5	2.0	0.4
Working relationships in the team/department have always been professional.	3.7	4.0	4.8	4.5	-0.3
Your work/contributions were valued by your manager.	3.9	4.0	4.6	3.0	-0.1
You received appropriate support and guidance in terms of your learning and development.	3.5	3.7	4.1	3.0	-0.3
You feel access to career progression or promotion opportunities is fair and inclusive.	2.8	3.4	3.5	3.5	-0.6
You received sufficient training to be able to do your job effectively.	3.7	3.8	4.3	3.5	-0.1
You felt able to use your skill set to the best of your ability.	3.5	3.6	4.1	3.5	0.0
You feel the University provides adequate flexible working options.	3.9	4.1	4.4	4.0	-0.3
The quantity of work given to you generally felt manageable.	3.5	3.3	4.0	3.5	0.2
Your physical working environment was sufficient to be able to do your job.	3.8	4.0	4.0	3.5	-0.2
You felt well-informed about key projects and developments within your team.	3.8	3.9	4.3	4.5	-0.1
You felt clear about your work responsibilities and expectations of performance.	4.0	3.9	4.4	3.5	0.1
You felt able to speak up and challenge the way things are done at Keele University	3.3	3.4	4.3	4.5	-0.1
Percentage of total **responses**	13%	80%	6%	1%	
Number of leavers responding (nearest 5)	15	105	10	0	
# Approximate % of total **leavers** completing form.	14%		18%		
*8th August 2021 to 8th July 2024; # total leavers data for 2023/24 not known, so estimated from preceding years.					

Table 66: Leaver's questionnaire responses

Grievance, Disciplinaries and Anonymous Reports

Staff Grievance and Disciplinaries by Ethnicity 2018/19 - 2022/23					
Ethnicity	**Staff group FPE 5-year total (1st Dec census data)**	**No. of grievances raised**	**Percentage of the ethnic group**	**No. of disciplinary procedures initiated**	**Percentage of the ethnic group**
Non-BAME	8900	10	0.1%	60	0.7%
BAME	910	███████	███████	15	1.5%
PNS/ Unknown	310	███████	███████	███████	███████
Grievance procedures - the ethnicity of the person raising the grievance is recorded					
Disciplinary procedures - the ethnicity of person against who action was taken is recorded					
One grievance was partially related to race/ethnicity					
Four disciplinary procedures were at least partially related to race / ethnicity					

Table 67: Staff Grievance and Disciplinaries by BAME Status (nearest 5 and additionally any numbers less than 5 redacted)

Anonymous Reports made by Staff (March 2021 - April 2024)				
Ethnicity	**Number of anonymous reports raised**	**Percentage of Anonymous Reports Raised**	**Staff group FPE 3- year total (1st Dec census data)**	**Percentage of the ethnic group**
Non-BAME	███████	███████	5530	███████
BAME	███████	███████	655	███████
PNS/Unknown	5	███████	220	███████
Total	███████	███████	**6410**	███████
NB the reporting party could be the victim/survivor or a witness				
Reporting parties can specify what they feel the incident was motivated by from a predefined list. Of the reports, █ (██%) included 'ethnicity or race'. Of these two were reported by the victim/survivor and 2 by a witness.				

Table 68: Staff Anonymous Reports by BAME Status (nearest 5 and additionally any numbers less than 5 redacted).

Internal Secondments

Staff on Internal Secondments (this would usually signify an "acting-up" position)			
Year	No. of Academics	No. of PSS*	Comment on Diversity
2018/19	0	15	All those formally marked as being on internal secondment over this period were White. The exception being 1 with unknown ethnicity, during 1 year only. The majority were female.
2019/20	0	10	
2020/21	0	5	
2021/22	0	0	
2022/23	0	10	
Year to 19th April 2024	0	10	
* All were Administrative or M&S roles			

Table 69: Secondment Opportunities

Aurora Participation

Advance-HE Aurora Participation by BAME Status			
	BAME	Non-BAME	%BAME
2013-2017	5	70	9%
2018-2022	10	40	26%

Table 70: Aurora Participation by BAME Status

Visa Loan & Reimbursement

Visa Loan and Reimbursement Scheme			
Scheme	Participation Numbers	Potential Numbers Eligible to Apply *	% of eligible pool using the scheme
Visa Loan Scheme	30#	115	25%
Visa Fee Reimbursement Scheme	60~	115	50%
Total number of individuals to claim via one or both schemes.	60	115	52%

54% new staff & 46% existing staff members
~ Some applicants had more than one application during the period; 67% were new staff members and 33% existing staff members

From September 2022 the two practices were introduced. The following provides a brief overview of the schemes but the associated policies should be read in full:

Visa Fee Reimbursement Scheme – provides for reimbursement of visa fees for Global Talent visas, Skilled Worker visas and indefinite leave to remain visas. Repayment is required where the employee resigns within 2 yrs (scaled according to service length).

Visa Loan Scheme – interest free loan to reduce financial burden of skilled worker visa, Global Talent visa or settlement application and/ or associated dependent applications (defined as spouse, civil partner, unmarried partner and dependent children age under 18). The loan can be used for costs associated with the employees' and employees' dependants visa application, health surcharge & legal fees. Maximum loan is £9,999 and can be repaid over a period of up to 24 months or duration of fixed term contract if shorter.

Table 71: Visa Loan and Reimbursement Scheme

Ethnicity split by pay quartile

Quartile 4	13%	87%
Quartile 3	16%	84%
Quartile 2	7%	93%
Quartile 1	17%	83%

Median EPG: comparison to sector

Median Pay Gap

Mean Pay Gap

Redacted

Keele, 2%

Redacted

Keele, -10%

Keele University EPG over time

— Mean EPG

-•- Median EPG

50%
40%
30%
20%
10%
0%
-10%
-20%

2019 2020 2021 2022 2023
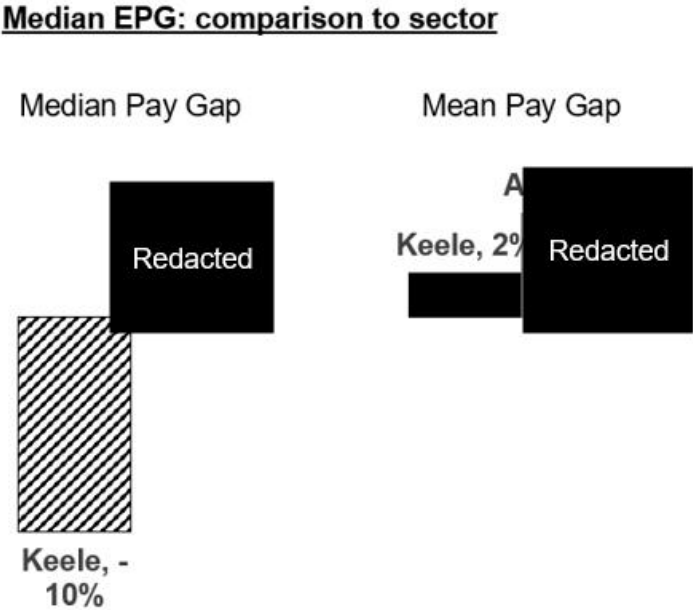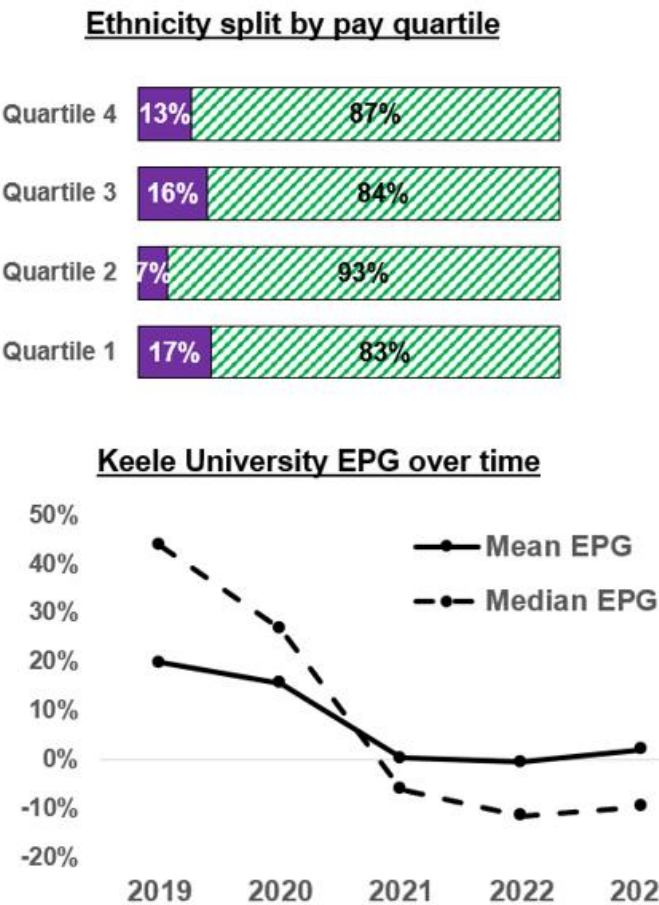
Figure 66: Ethnicity Pay Gap, with benchmarking for 2023 data (from UCEA – redacted as permission not sought for external publication)

Notes on Student Data Section:

The following section provides a breakdown of the Keele student population over six academic years (2017/8 to 2022/3) by ethnicity for student population type, Domicile and Faculty. Numbers displayed in the following student data tables represent a headcount of students (not FTE) and are for all years of study (not just new entrants). Students with unknown ethnicity are not included. Keele's data is separated by Asian, Black and Other ethnicity, as we did in 2019. Other includes Mixed and Other. Where data is from OfS dashboards, categories are as their display.

Unless marked as OfS (see description under Table 87), **Benchmarks** provided here are from HESA data, accessed through ©Jisc's Heidiplus, unless noted otherwise and follow HESA's data rounding strategy. **Data are provided for self-assessment only and are not for quoting or using elsewhere.** Neither Jisc nor Jisc Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by Jisc or Jisc Services Limited through HeidiPlus. Where data are broken into Faculty units, we do this according to subject codes for students e.g. Common Aggregation Hierarchy [CAH]) and subject cost centre codes that we submit to for staff. This is not a perfect system, given that:

(i)   there is some cross-over in subjects between faculties especially at PGR level and,

(ii)   some subjects have changed faculty over time (Social Work having moved from FHumSS to FMHS and Counselling from FNS to FMHS)

(iii)   some subjects are recently new to Keele (e.g. Veterinary Science; expansion of Allied Health subjects)

(iv)   the proportion of students in different subjects may be different to the sector proportion or that across the benchmarking group.

(v)   Keele has only small numbers of PGR students registering annually (ca. 100) with subjects taken varying. So, some variation to benchmarks is expected.

(vi)   Only subject cost codes for staff are used at faculty level.

(vii)   There is a disconnect in student subject codes between 2018/19 and 2012/20 when the coding system was changed from JACS to CAH.

Keele's benchmarking group (BmkG) is a group of 12 similar, but aspirational, universities: Aberdeen, Dundee, East Anglia, Hull, Kent, Lancaster, Leicester, Reading, Stirling, Surrey, Sussex, Swansea. We have largely used this benchmark group to look at award gaps. Otherwise, we use national data.

Figure 67: Left hand-side shows Keele student participation by Tundra Quintiles (TUNDRA is similar to POLAR but only includes students from mainstream state schools), for the lowest participation quintile Keele attracted 15% of its students; Right Hand-side data are plotted for all registered English HEIs; Office for Students Dashboard, retrieved 17/06/2023.
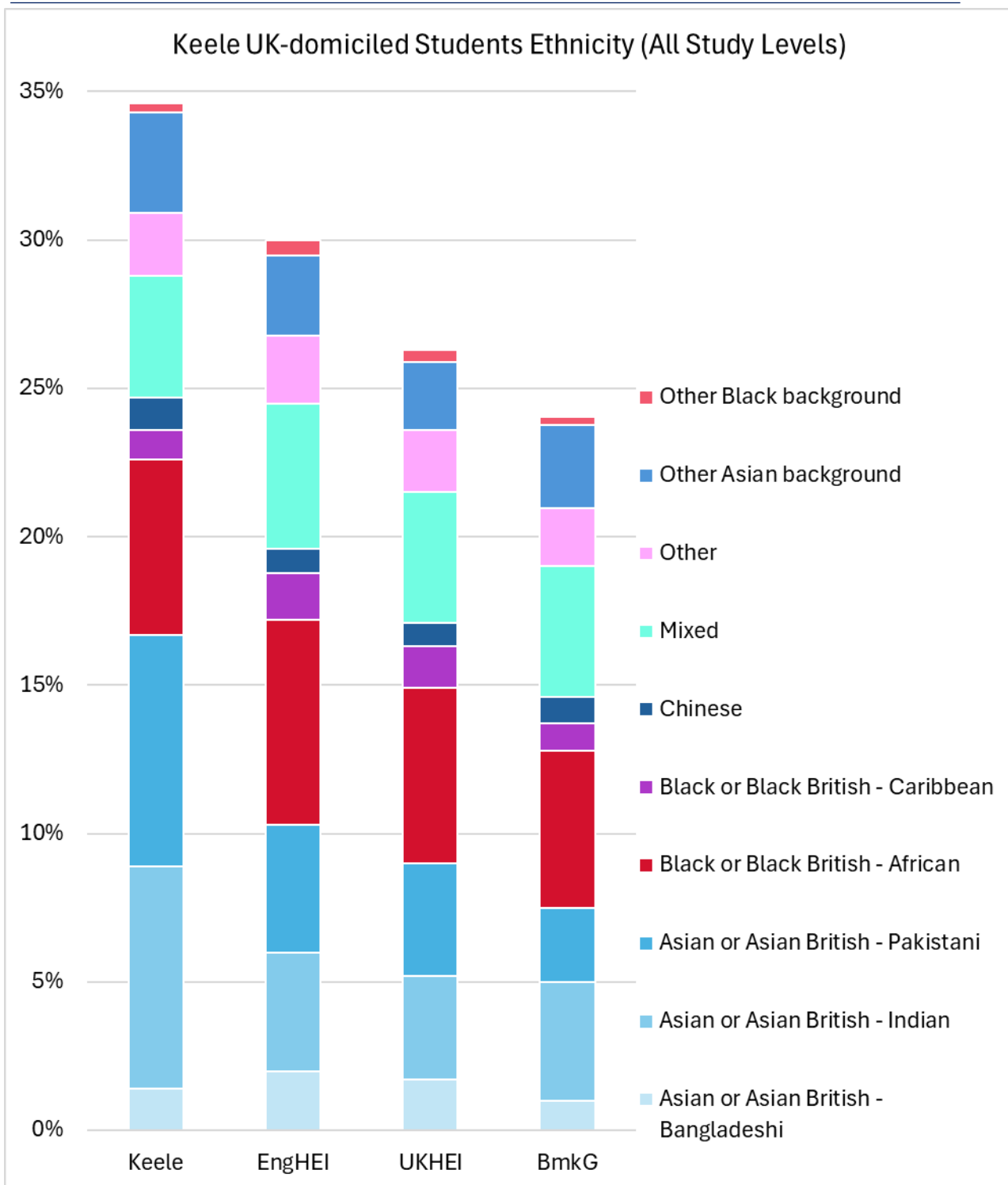
*Figure 68: UK Domiciled Student **(all levels; all years**) Ethnicity left most column Keele Students; next left HEI's in England (EngHEI) followed by UKHEI data and Keele benchmarking group (furthest right) Benchmarking from HESA Student Full Person Equivalent (FPE) V1 /2021/22 © Jisc [17/06/2023]*
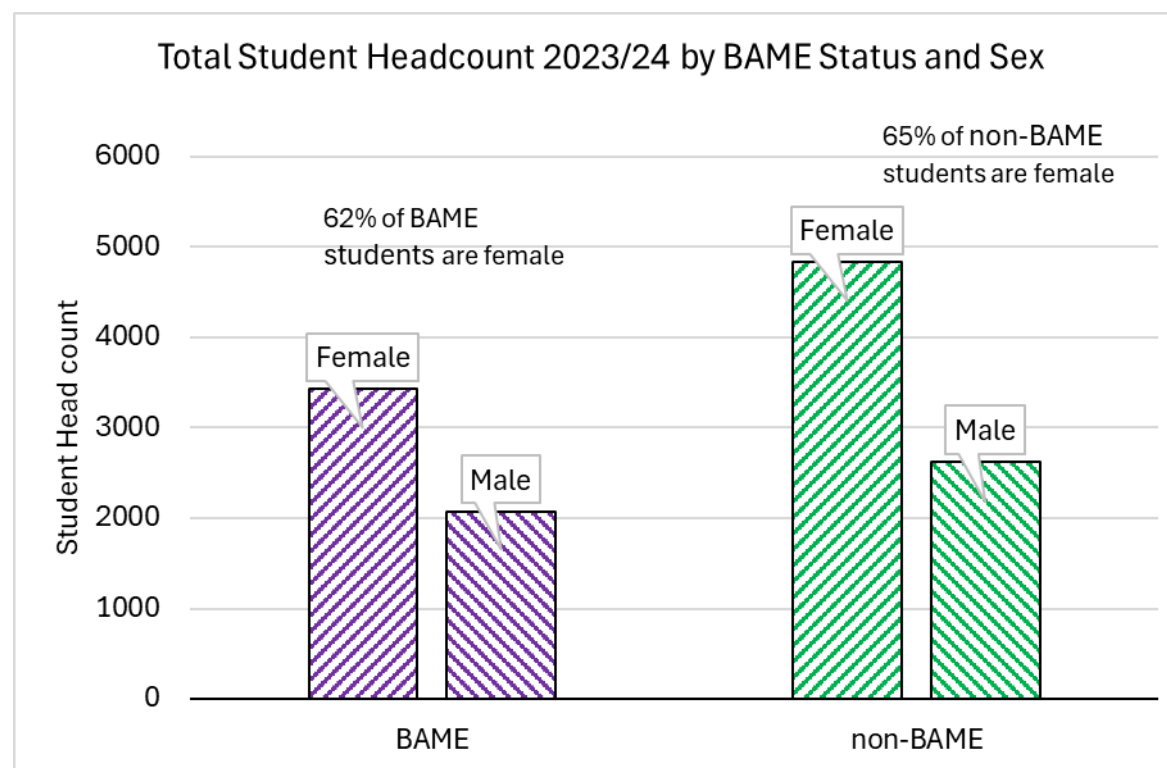
Figure 69: Keele Students (Source: Keele Internal data, retrieved June 2024) showing students show have given both a sex and ethnicity (all years of study, all study status, all study levels, all modes both UK and international domiciled) 2023/24 data, by Sex & Ethnicity.

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

Foundation Year

UK-domiciled Foundation Year (FY) Students											
Academic Session	**Asian**		**Black**		**Other**		**White**		**Total BAME**		**Total**
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2017/8	110	24%	45	10%	35	8%	270	59%	190	42%	**460**
2018/9	115	24%	45	10%	40	9%	265	57%	200	43%	**465**
2019/0	140	26%	45	9%	40	8%	310	57%	230	43%	**535**
2020/1	105	24%	55	13%	25	6%	245	57%	185	44%	**430**
2021/2	160	30%	70	13%	45	8%	255	48%	270	52%	**525**
2022/3	190	31%	90	14%	45	8%	290	47%	325	53%	**615**

Table 72: FY Student Population UK Domiciled
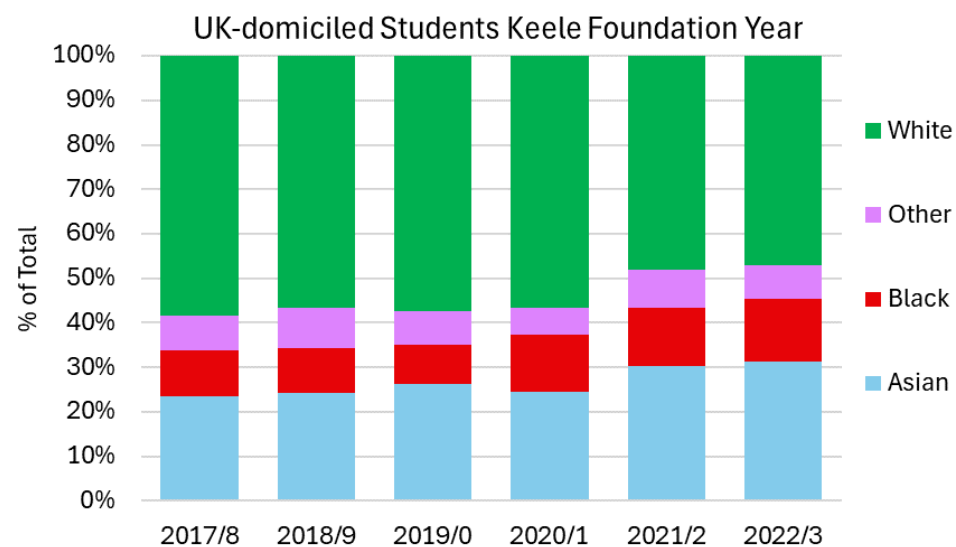
Figure 70: FY Student Population UK Domiciled

International-domiciled FY Students			
Academic Session	**BAME**	**White**	**%BAME**
2017/8	20	10	66%
2018/9	20	25	45%
2019/0	10	10	50%
2020/1	25	10	74%
2021/2	55	10	86%
2022/3	15	5	███%

Table 73: FY Student Population International Domiciled

Undergraduate Population

Area	Academic Session	Asian		Black		Mixed & Other		White		Total ABO		Total	Sector ABO
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	
FHumSS	2017/8	480	19%	165	7%	140	6%	1760	69.1%	785	**30.9%**	2545	**23.0%**
	2018/9	550	21%	180	7%	155	6%	1730	66.2%	885	**33.8%**	2615	**23.7%**
	2019/0	565	22%	155	6%	155	6%	1680	65.8%	875	**34.2%**	2555	**24.8%**
	2020/1	560	22%	150	6%	145	6%	1680	66.3%	855	**33.7%**	2535	**25.4%**
	2021/2	520	23%	145	6%	125	5%	1515	65.8%	785	**34.2%**	2300	**26.0%**
	2022/3	515	23%	135	6%	130	6%	1450	64.9%	785	**35.1%**	2235	
FMHS	2017/8	405	18%	175	8%	110	5%	1545	69.1%	690	**30.9%**	2235	**30.2%**
	2018/9	455	20%	205	9%	130	6%	1455	64.8%	790	**35.2%**	2245	**31.8%**
	2019/0	520	23%	210	9%	150	6%	1415	61.7%	880	**38.3%**	2295	**34.3%**
	2020/1	605	24%	235	9%	160	6%	1485	59.9%	995	**40.1%**	2485	**35.5%**
	2021/2	665	26%	230	9%	155	6%	1535	59.3%	1055	**40.7%**	2590	**36.7%**
	2022/3	780	28%	275	10%	160	6%	1605	56.9%	1215	**43.1%**	2820	
FNS	2017/8	385	16%	130	5%	135	6%	1790	73.4%	650	**26.6%**	2440	**22.6%**
	2018/9	455	18%	145	6%	150	6%	1785	70.4%	750	**29.6%**	2540	**23.2%**
	2019/0	455	18%	165	6%	155	6%	1810	70.1%	770	**29.9%**	2585	**23.5%**
	2020/1	490	17%	180	6%	180	6%	2030	70.6%	845	**29.4%**	2875	**24.2%**
	2021/2	510	17%	175	6%	190	6%	2115	70.8%	875	**29.2%**	2990	**25.0%**
	2022/3	525	17%	190	6%	200	7%	2155	70.1%	920	**29.9%**	3075	
Total	2017/8	1270	18%	470	7%	385	5%	5095	70.6%	2125	**29.4%**	7220	**24.0%**
	2018/9	1460	20%	530	7%	435	6%	4970	67.2%	2425	**32.8%**	7395	**24.8%**
	2019/0	1540	21%	530	7%	455	6%	4905	66.0%	2525	**34.0%**	7430	**25.9%**
	2020/1	1655	21%	565	7%	480	6%	5195	65.8%	2700	**34.2%**	7895	**26.7%**
	2021/2	1695	22%	545	7%	470	6%	5165	65.6%	2715	**34.4%**	7880	**27.6%**
	2022/3	1825	22%	600	7%	495	6%	5210	64.1%	2920	**35.9%**	8130	

Table 74: UG UK Population by Ethnic Group and Faculty. Number is FPE given to nearest whole number: sums may not total due to rounding. Benchmark from HESA Student Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [22/01/2024]
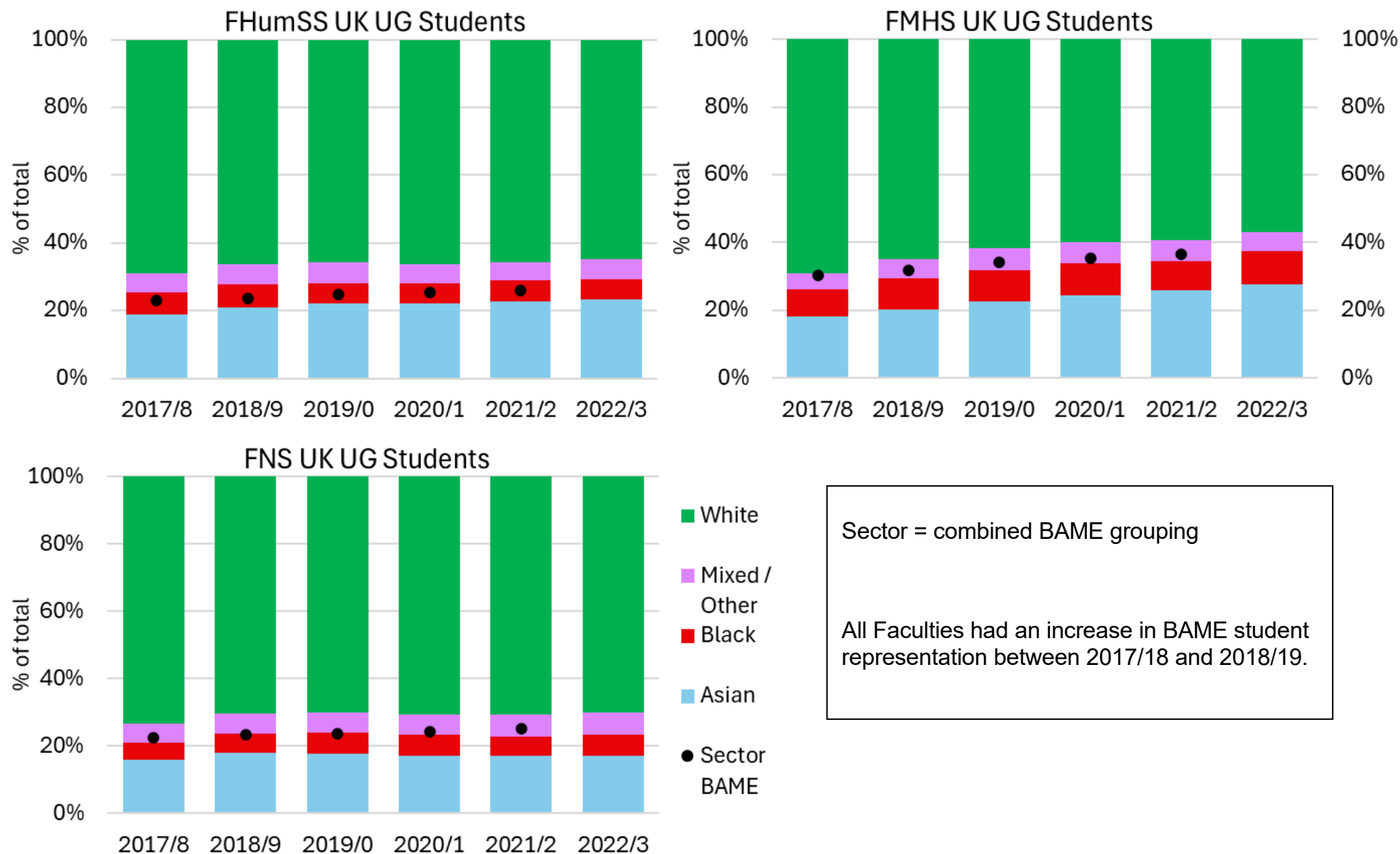
Figure 71: UG UK Population by Ethnic Group and Faculty Benchmark from HESA Student Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [22/01/2024]
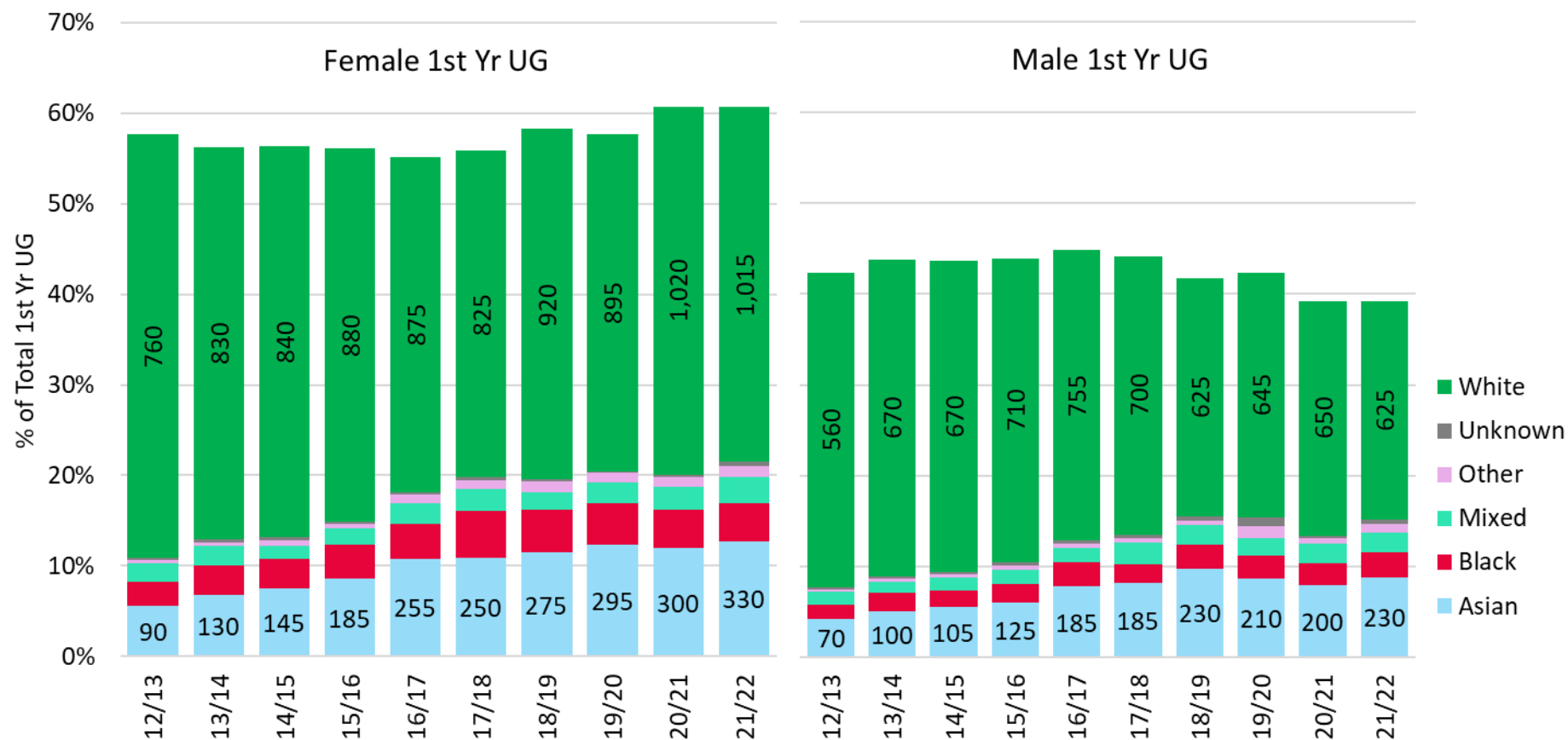
Figure 72: Change in first Year UK-domiciled UG representation by Sex and Ethnicity. Labels (on White non-BAME and Asian groups only) show FPE to nearest 5, data as submitted to HESA. Note male White FPE has dropped since 2016/17; Asian male and Black male broadly stagnated since 2018/19 and Black female FPE since 2017/18.

Figure 73: International UG Ethnic Grouping by Faculty

Area	Academic Session	Asian		Black		Other		White		Total BAME		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.
FHumSS	2017/8	235	60%	60	16%	30	8%	60	16%	325	**84%**	**385**
	2018/9	135	49%	55	20%	25	10%	55	21%	215	**79%**	**270**
	2019/0	100	45%	45	21%	25	10%	55	25%	170	**76%**	220
	2020/1	70	41%	35	20%	25	14%	45	25%	130	**75%**	175
	2021/2	75	50%	25	17%	15	10%	35	22%	120	**78%**	150
	2022/3	110	61%	20	12%	20	10%	30	17%	150	**83%**	180
FMHS	2017/8	85	64%	10	8%	10	8%	30	20%	110	**80%**	135
	2018/9	75	57%	15	10%	15	11%	30	22%	105	**78%**	135
	2019/0	80	57%	10	8%	20	13%	30	22%	110	**78%**	140
	2020/1	80	55%	15	9%	25	16%	30	20%	120	**80%**	150
	2021/2	85	59%	15	11%	15	12%	25	18%	115	**82%**	140
	2022/3	100	63%	20	11%	20	11%	25	15%	140	**85%**	160
FNS	2017/8	95	57%	15	8%	15	8%	45	27%	125	**73%**	170
	2018/9	60	41%	20	14%	15	11%	50	35%	95	**65%**	140
	2019/0	45	30%	20	14%	20	14%	65	42%	85	**58%**	150
	2020/1	45	25%	25	15%	20	12%	85	48%	90	**52%**	175
	2021/2	45	25%	25	15%	20	11%	85	49%	90	**51%**	175
	2022/3	35	24%	25	15%	15	9%	80	52%	75	**48%**	150
Total	2017/8	415	60%	85	13%	55	8%	135	20%	560	**81%**	695
	2018/9	265	49%	90	16%	55	10%	135	25%	410	**75%**	550
	2019/0	225	44%	75	15%	60	12%	150	29%	365	**71%**	510
	2020/1	195	40%	75	15%	70	14%	155	31%	340	**69%**	495
	2021/2	205	44%	65	14%	50	11%	145	31%	320	**69%**	465
	2022/3	330	55%	75	13%	50	9%	140	23%	460	**77%**	595

Table 75: UG Population International Domiciled.

UG population by UK Domicile and School – additional data to answer PAP: 62 and inform School-level action plans
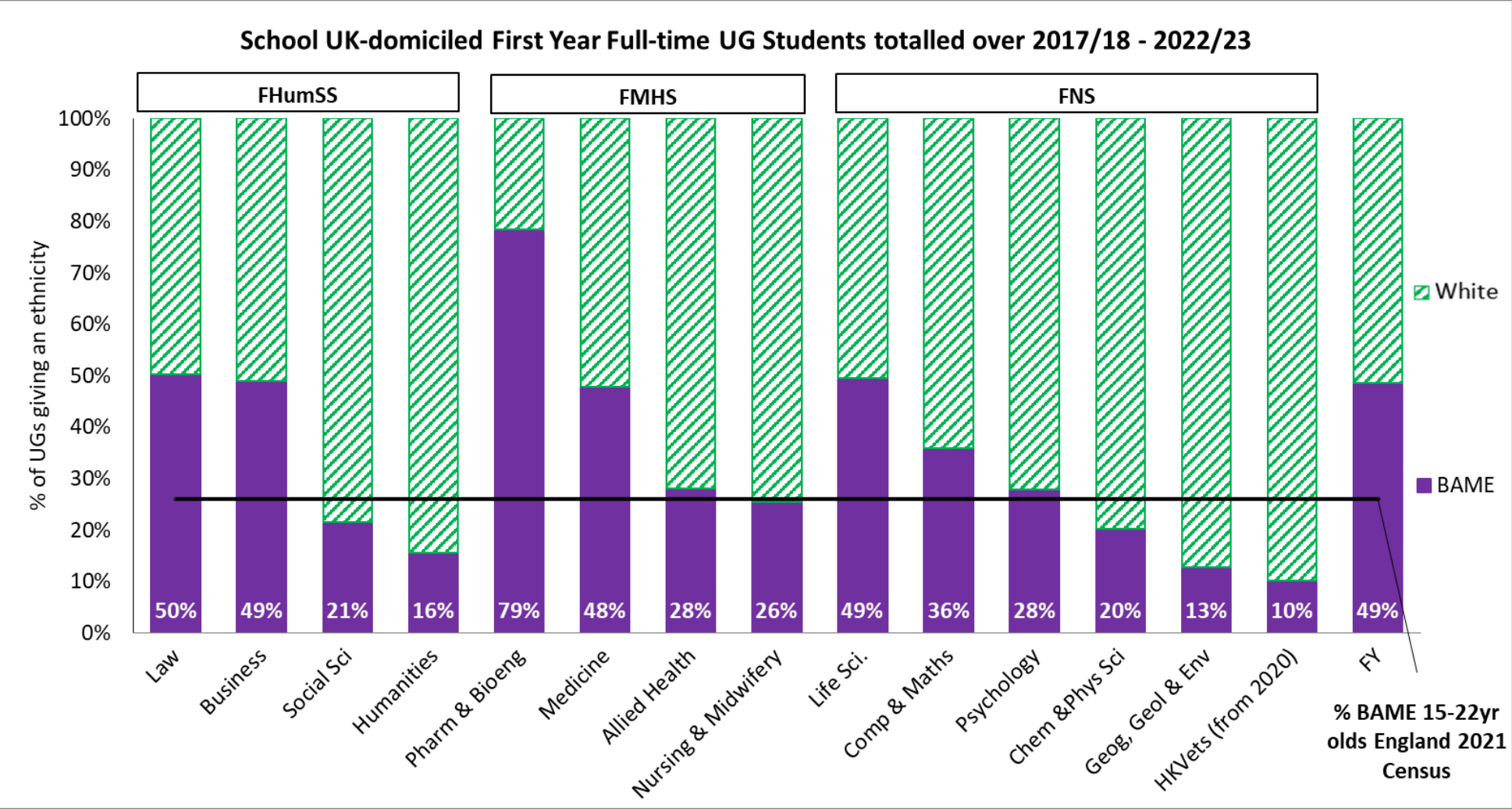
Figure 74: First Year Full-time UG UK Domiciled totals 2017/18 - 2022/23 by School. Faculty Affiliation is given above bars. The Foundation Year (FY) is part of FNS but is not marked as such given these students are over all subject areas (and note they are in year "0" of a degree). The solid black line represents the % of people, aged 15 – 22, in England at the 2021 census.
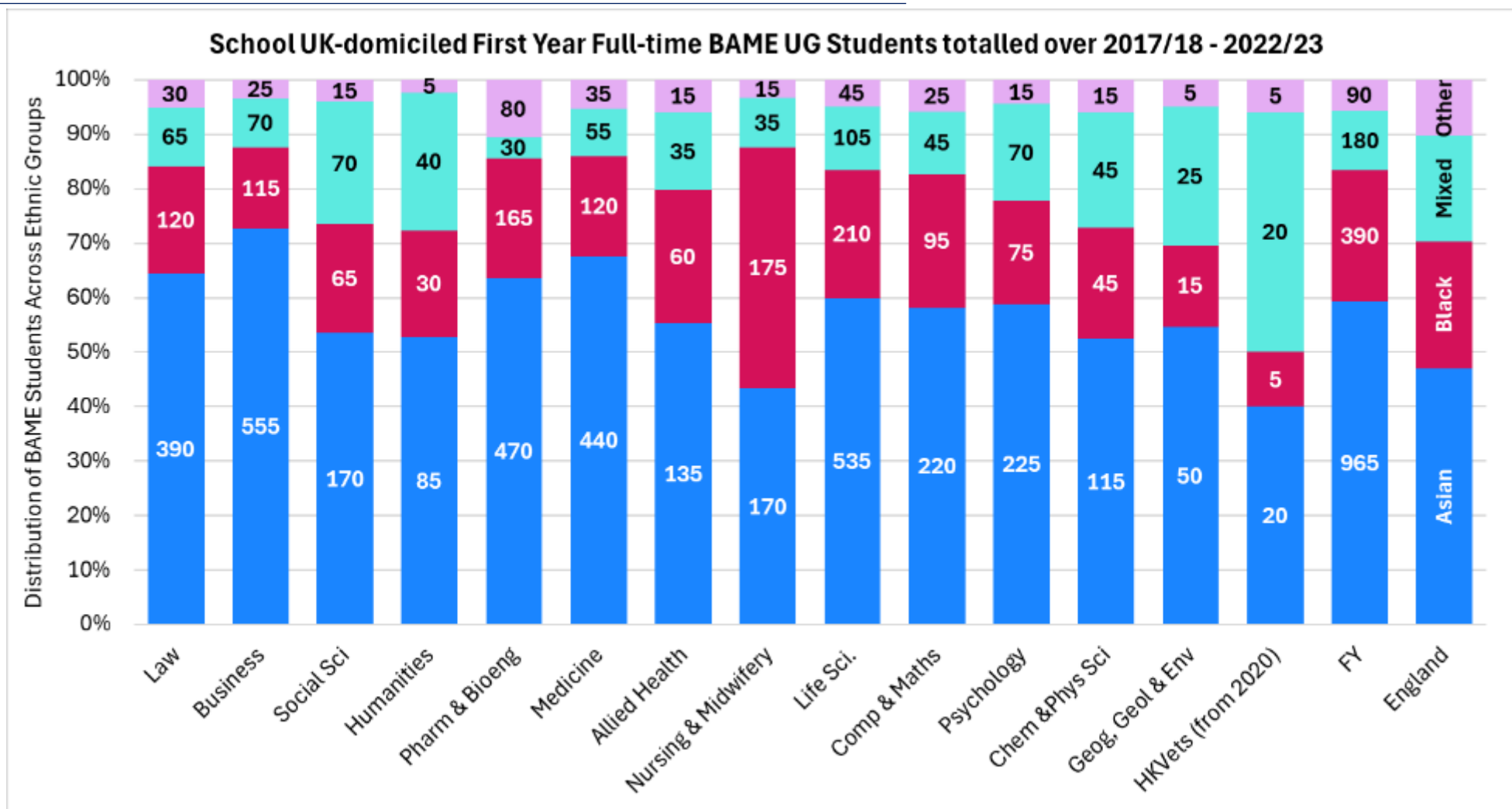
Figure 75: First Year Full-time UG UK Domiciled BAME Student totals 2017/18 - 2022/23 by School, to indicate those student groups where students are in a notable minority and show that Asian students have high representation amongst the BAME group in all Schools except Nursing & Midwifery and the (as yet new) Harper Keele Vet School. The final column represents the % of BAME people, aged 15 – 21, in England by ethnic group [at the 2021 census](#).

Students identified as BAME in Keele Schools contrasted with UKHEI benchmarks (1st yr Full-time First degree students in years 2019/20 - 2021/22)*			
Keele School	Keele % BAME	UKHEI % BAME	CAH subject codes that students are returned to and used for UKHEI benchmarks
Law	50.5%	37.1%	(16-01-01) Law
Business (KBS)	45.3%	39.9%	(15-02-01) Economics [Keele 44.4% vs UKHEI 43.0%], (17-01-01) Business and management (non-specific) [35.4% UKHEI – too few from Keele to report], (17-01-02) Business studies [Keele 50.1% vs UKHEI 38.1%], (17-01-03) Marketing [Keele 30.4% vs UKHEI 32.6%], (17-01-05) Human resource [Keele 32.7% vs UKHEI 41.2%], (17-01-07) Finance [Keele 54.5% vs UKHE 51.8%], management [Keele 38.5% vs UKHEI 31.1%], (17-01-08) Accounting [Keele 58.8% vs UKHE 52.5%]
Social Sciences	23.3%	26.1%	(15-01-02) Sociology [Keele 23.1% vs UKHEI 30.1%], (15-03-01) Politics [Keele 31.8% vs UKHEI 27.7%], (20-02-01) Philosophy [Keele 16.9% vs UKHEI 21.4%], (22-01-01) Education [Keele 28.1% vs UKHEI 29.4%]
Humanities	14.8%	16.4%	(19-01-03) Literature in English [Keele 20.9% vs UKHEI 16.8%], (19-01-05) Creative writing [Keele 11.9% vs UKHEI 15.0%], (20-01-01) History [Keele 10.5% vs UKHEI 14.0%], (24-01-05) Media studies [Keele 16.1% vs UKHEI 22.9%], (25-02-02) Music [Keele 19.8% vs UKHEI 13.7%].
Pharm & Bioengineering	80.5%	74.7%	(02-02-03) Pharmacy. Very few bioengineering students, so only Pharmacy code is used. Should Bioengineering numbers increase this would likely increase White representation [UKHEI is: 43.8%BAME]
Medicine (incl. Social Work & Paramed Sci.)	46.8%	36.3%	(01-01-02) Medicine (non-specific) [Keele 55.3% vs UKHEI 47.7%], (15-04-01) Social work [Keele31.8% vs UKHEI 30.1%] Counselling UGs were present but not as First degree. Both these subjects have higher representation than sector. (02-06-01) Health sciences (non-specific) – coding used for Paramedic Science [Keele 23.8% vs UKHEI 19.9%]
Allied Health	23.0%	32.3%	(02-06-05) Physiotherapy [Keele: 20.1% vs UKHEI: 19.1%], (02-05-01) Medical technology – coding used for Radiography [Keele 28.7% vs UKHEI: 48.9%]
Nursing & Midwifery	20.3%	31.0%	(02-04-02) Adult nursing, (02-04-04) Midwifery, (02-04-05) Children's nursing,

			(02-04-07) Mental health nursing, (02-04-08) Learning disabilities nursing,
Life Sciences	46.3%	44.6%	(02-05-03) Biomedical Sciences (non-specific) [Keele 54.2% vs UKHEI: 52.8%], (03-01-02) Biology (non-specific) [Keele 20.2% vs UKHEI 23.3%], (03-01-08) Molecular biology, biophys. & biochem. [Keele: 44.3% UKHEI: 42.3%], (03-01-10) Others in biosciences [Keele 23.1% vs UKHEI: 33.1%].
Comp & Maths	29.9%	36.4%	(11-01-01) Computer science [Keele 35.1% vs UKHE 41.2%], (09-01-01) Mathematics [Keele 20.7% vs UKHEI: 27.6%]
Psychology	27.6%	27.9%	(04-01-01) Psychology (non-specific)
Chemical & Physical Sci	19.6%	23.4%	(07-01-01) Physics [Keele 12.6% vs UKHEI 20.3%], (07-01-02) Astronomy [Keele 13.8% vs UKHEI 16.4%], (07-02-01) Chemistry [Keele 31.1%; UKHEI 30.6%], (07-04-02) Forensic and archaeological sciences [Keele 16.0% vs UKHEI 18.6%]
Geog, Geol & Env	11.7%	12.6%	(26-01-01) Geography (non-specific), (26-01-02) Physical geographical sciences, (26-01-03) Human geography, (26-01-04) Environmental sciences, (26-01-06) Earth sciences
HKVets	10.7%	9.8%	(05-01-01) Veterinary medicine and dentistry. Note first Keele in-take was in 2020/21.
Foundation Year	51.5%	54.0%	All CAH codes as above but FY only
*These are the only years with CAH coding available at time of data collation (23/04/2024). Note in the period we also had students returned to Liberal Arts, Natural Sciences and America and Australasian studies. However, due to the very small numbers they are not included in this table.			

Table 76: Percentage of first year students who identify as Black, Asian or Minority Ethnic compared to UKHEI. Shaded cells indicate the larger value (by more than 1 percentage point difference). Benchmarks from HESA Student Full Person Equivalent (FPE) V1 2019 20- 2021/22 © Jisc [23/04/2024]

Areas Identified for Greater Data Depth

Subjects where UK UG BAME representation was low compared with both age-adjusted population in England and UKHEI representation (1st yr Full-time First degree students in years 2019/20 - 2021/22)			
Keele Subjects	Keele % BAME	UKHEI % BAME	CAH subject codes
Social Sciences	23.3%	26.1%	(15-01-02) Sociology [Keele 23.1% vs UKHEI 30.1%], (15-03-01), Politics [Keele 31.8% vs UKHEI 27.7%], (20-02-01) Philosophy [Keele 16.9% vs UKHEI 21.4%], (22-01-01) Education [Keele 28.1% vs UKHEI 29.4%]
Humanities	14.8%	16.4%	(19-01-03) Literature in English [Keele 20.9% vs UKHEI 16.8%], (19-01-05) Creative writing [Keele 11.9% vs UKHEI 15.0%], (20-01-01) History [Keele 10.5% vs UKHEI 14.0%], (24-01-05) Media studies [Keele 16.1% vs UKHEI 22.9%], (25-02-02) Music [Keele 19.8% vs UKHEI 13.7%].
Allied Health	23.2%	26.0%	(02-06-05) Physiotherapy, (02-06-01) Health sciences (non-specific), (02-05-01) Medical technology
Nursing & Midwifery	20.3%	31.0%	(02-04-02) Adult nursing [Keele 22.9% vs UKHEI 30.9%], (02-04-04) Midwifery [Keele 12.8% vs UKHEI 20.9%], (02-04-05) Children's nursing [Keele 17.9% vs UKHEI 31.3%], (02-04-07) Mental health nursing [Keele 18.1% vs UKHEI 39.1%], (02-04-08) Learning disabilities nursing [Keele 25.7% vs UKHEI 29.7%].
Mathematics	20.7%	27.6%	(09-01-01) Mathematics [Keele 20.7% vs UKHEI: 27.6%]
Physics & Astrophysics	19.6%	13.4%	07-01-01) Physics [Keele 12.6% vs UKHEI 20.3%], (07-01-02) Astronomy [Keele 13.8% vs UKHEI 16.4%],
Forensic Science	16.0%	18.6%	(07-04-02) Forensic and archaeological sciences [Keele 16.0% vs UKHEI 18.6%]
HKVets and Geog, Geol & Env both have low representation relative to UK population but are within 1pp of UKHEI (HKVets above representation by 0.9pp and GGE below by 0.9pp).			

Table 77: Subject areas identified for further scrutiny around BAME representation. Benchmarks from HESA Student Full Person Equivalent (FPE) V1 2019 20- 2021/22 © Jisc [23/04/2024].

Subjects with low BAME Representation: change over time

BAME Representation UK UG School of Social Sciences

UKHEI, 25.1%

Keele, 21.6%

BAME student FPE varies over period from 25 to 75 and was 70 in 23/24.
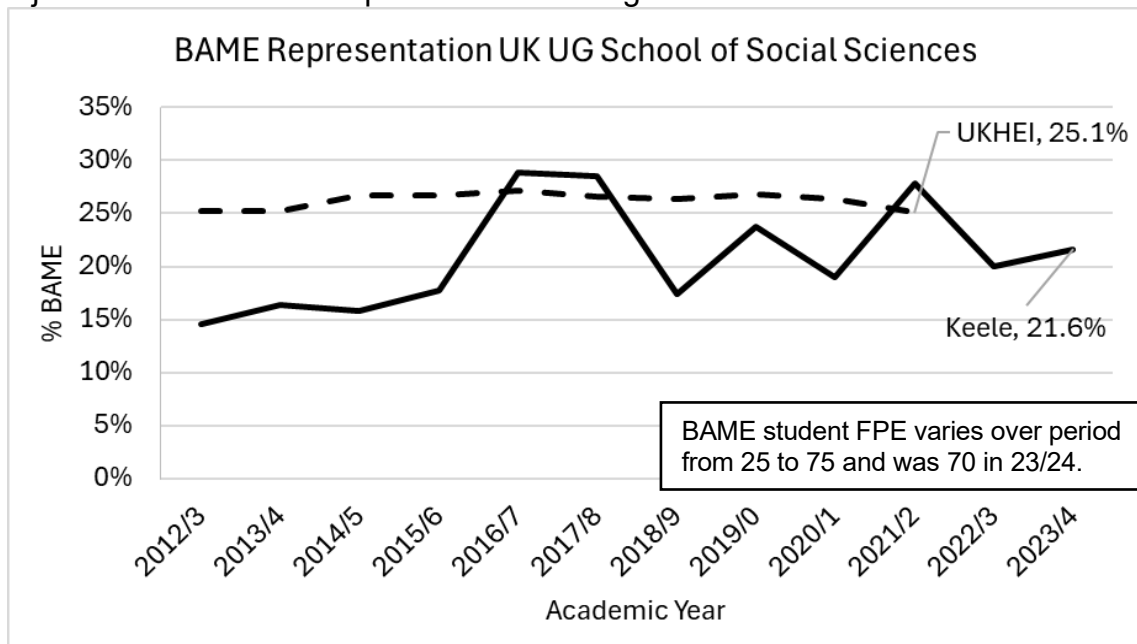
Figure 76: First Year full-time UG Students in Social Sciences by ethnicity (BAME as percentage of total). Showing UKHEI (L2, L3, L4,V5 & X3 JACs3.0 codes then the specific CAH codes that Keele submits to for full-time students (see table above). Benchmarks from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [26/04/2024] and Keele data (as submitted to HESA up to 2021/22 and then local data for 2022/23 and 2023/24 (from Keele Tableau display)

BAME Representation UK UG School of Humanities

UKHEI, 16.5%

Keele, 14.1%

BAME student intake was 25 FPE 23/24
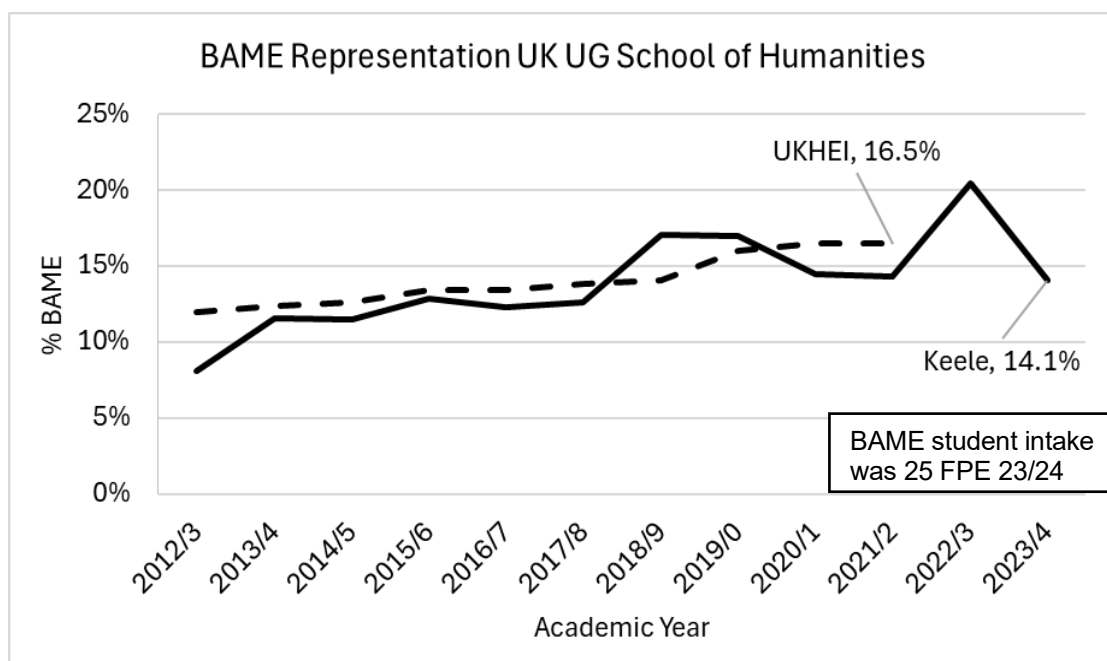
Figure 77: School of Humanities showing fluctuations around the UKHEI Benchmarks, obtained from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [24/04/2024] from 2012/13 – 1018/19 JACS 3.0 codes P3, Q3, V1 and W3 were used. Separate analysis by individual subject was carried out but very variable on an annual level due to small numbers.
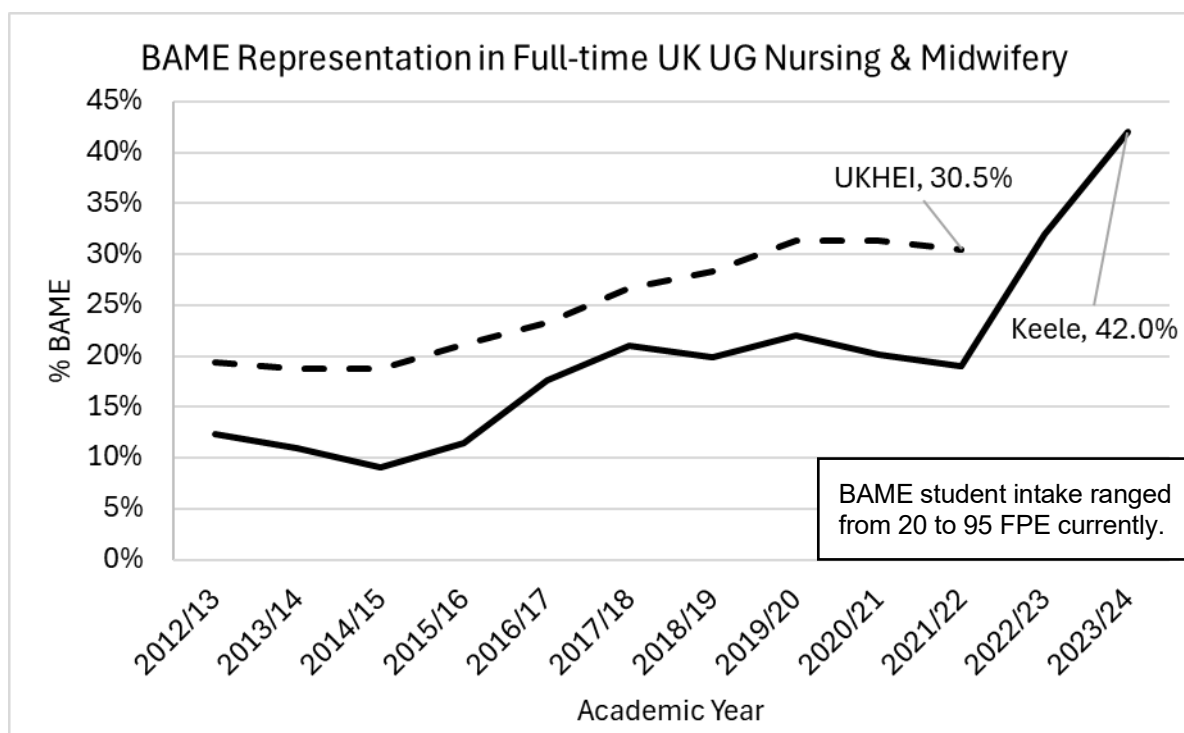
Figure 78: First Year full-time UG Nursing & Midwifery Students by ethnicity (BAME as percentage of total). Showing UKHEI (B7) Nursing and then the specific CAH codes that Keele submits to for full-time students (see table above) Benchmarks from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [24/04/2024] and Keele data, as submitted to HESA up to 2021/22, and then local data for 2022/23 and 2023/24 (from Keele Tableau display).

Distribution of Student intake by Ethnic grouping - last 5 years (2019/20 - 2023/24) to illustrate difference in Nursing Type by Ethnic Group.								
	Asian		Black		White		Mixed / Other/ Unknown	
	Keele	UKHEI	Keele	UKHEI	Keele	UKHEI	Keele	UKHEI
Midwifery	9%	6%	4%	11%	82%	79%	5%	5%
Adult Nursing	16%	9%	10%	18%	69%	68%	5%	5%
Children's Nursing	13%	13%	6%	14%	79%	68%	<5%	5%
Learning Disability Nursing	<5%	5%	21%	23%	72%	70%	<5%	3%
Mental Health Nursing	8%	4%	21%	32%	69%	60%	3%	4%
Note data totals (read horizontally) do not always sum to 100% due to rounding to nearest whole number. Mixed / Other and unknown have not been separated due to small overall numbers at Keele; likewise exact percentages are not given for Asian and Mixed/Other/Unknown for Keele as based on small numbers.								

Table 78: Student Intake in Nursing by Subject Specialism. Benchmarks from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [24/04/2024]
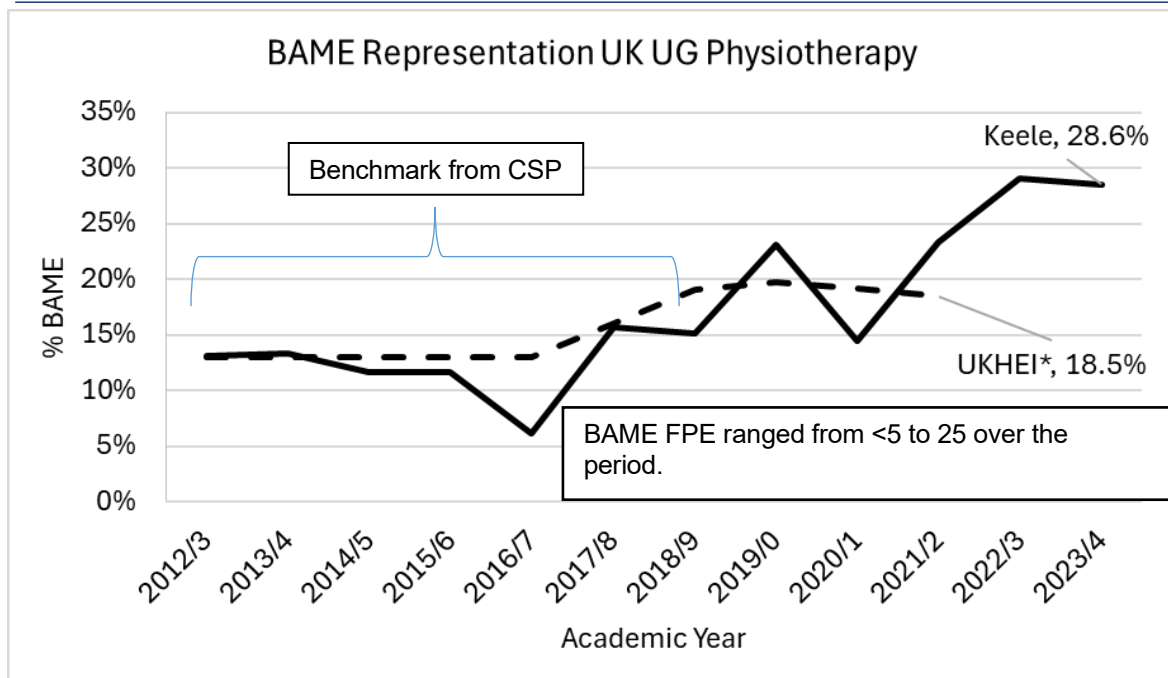
Figure 79: First year full-time UG Physiotherapy (BSc and integrated Masters) BAME Students as percentage of total. Solid line is Keele (internal) data. Benchmark 2012/13 – 2018/19 is from Chartered Society of Physiotherapists and, except for 2018/19, are read from a plot (so have some error); 2019/20 – 2021/22 benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [24/04/2024]. Early HESA data are not used as the JACS codes were not sufficiently detailed.
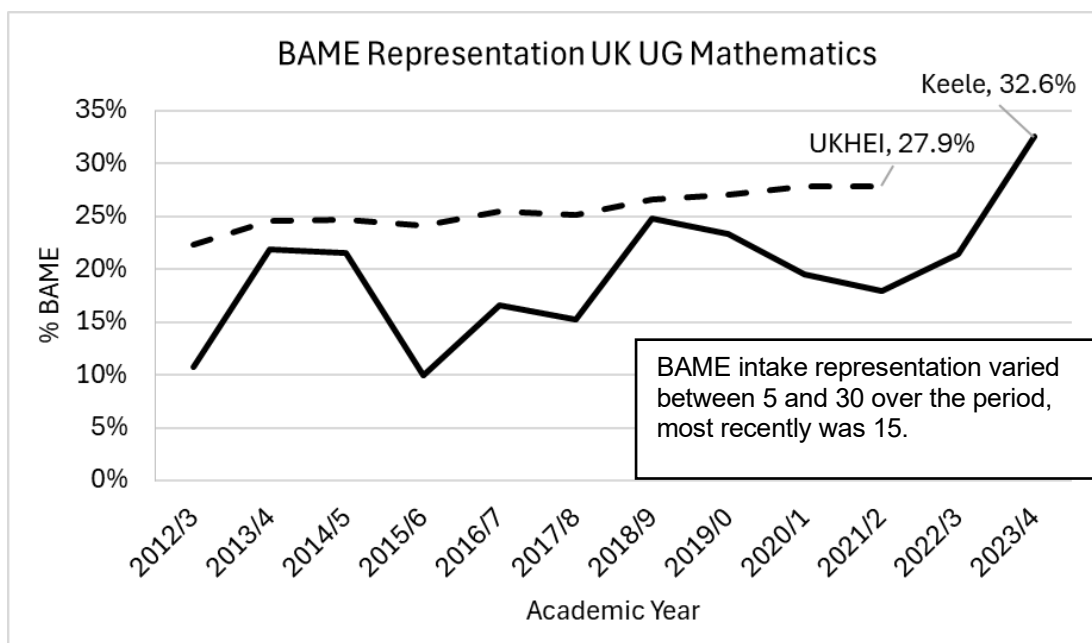
Figure 80: First Year full-time Mathematics Students by ethnicity (BAME as percentage of total). Showing JACS 3.0 G1 and CAH (09-01-01) Benchmarks from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [26/04/2024] Keele data are likely variable due to small numbers
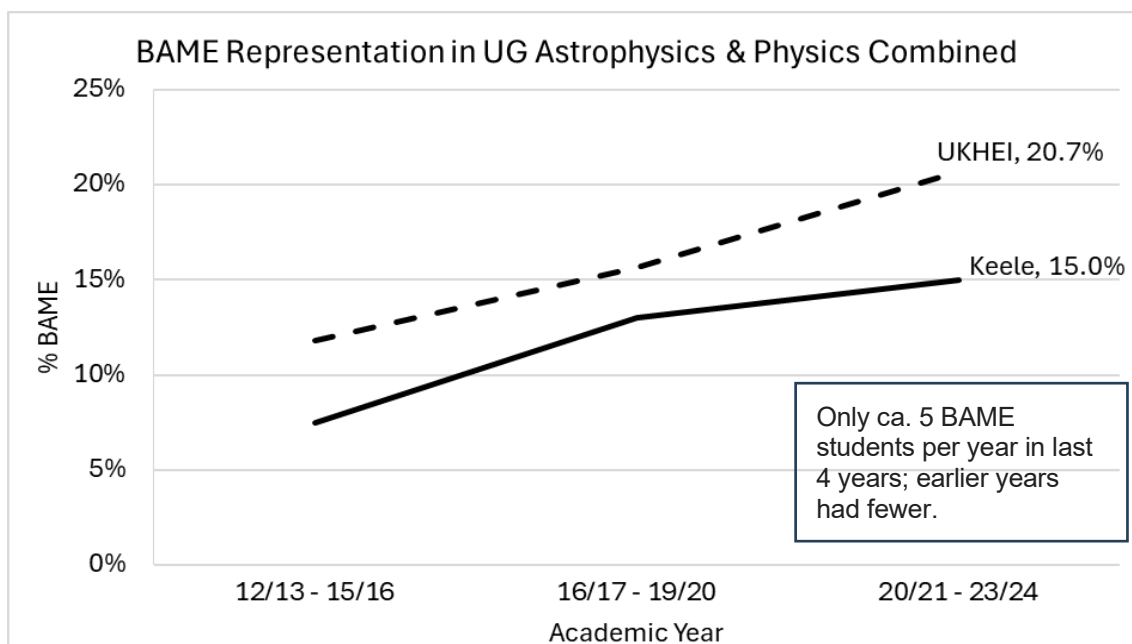
Figure 81: First Year full-time UG Physics and Astrophysics Students by ethnicity (BAME as percentage of total). Showing UKHEI (F3 and F5 combined) and the specific CAH codes that Keele submits to for full-time students (see table above) benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [24/04/2024]. 4-year means are plotted due to small numbers.
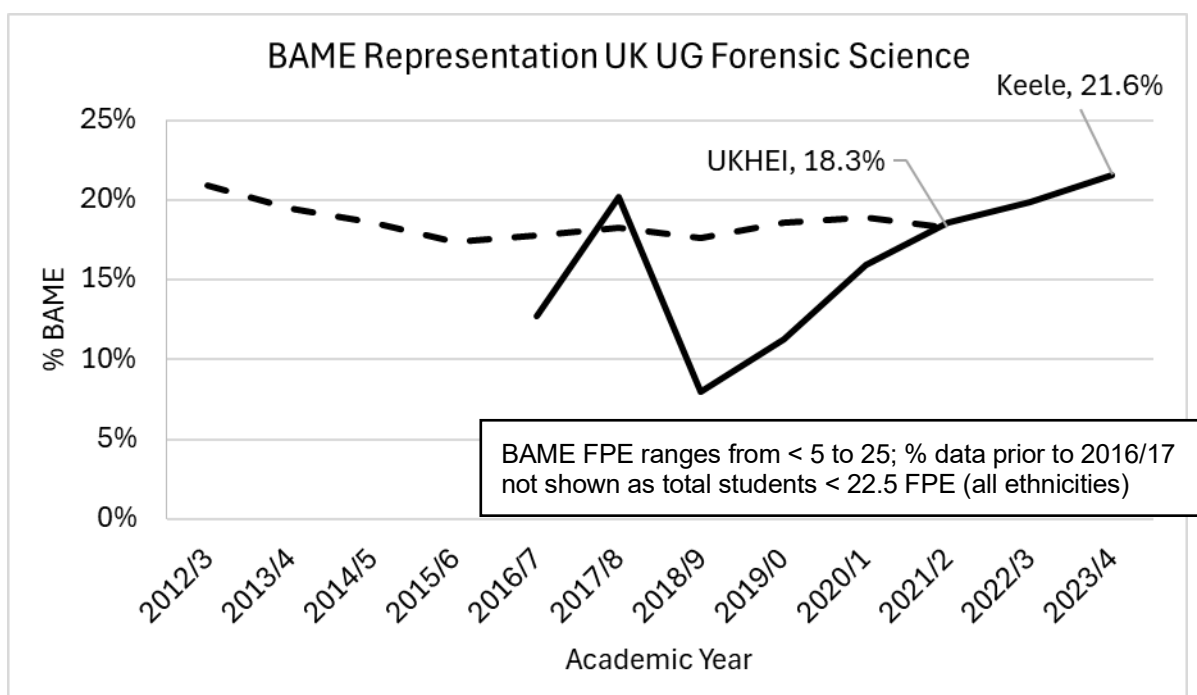
Figure 82: First Year full-time Forensic Science Students by ethnicity (BAME as percentage of total). Showing JACS 3.0 F4 and (07-04-02) Forensic and archaeological sciences UKHEI) benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2012/13 - 2021/22 © Jisc [26/04/2024]. Keele data are likely variable due to small numbers.

Postgraduate taught population

Area	Academic Session	Asian		Black		Other		White		Total BAME		Total	Sector
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%BAME
FHumSS	2017/8	10	5%	15	5%	10	5%	210	85%	35	15%	245	21.4%
	2018/9	20	9%	15	7%	10	4%	195	80%	50	20%	245	21.6%
	2019/0	25	10%	20	7%	15	5%	195	78%	55	22%	250	22.0%
	2020/1	35	8%	30	7%	15	4%	355	82%	80	18%	435	21.9%
	2021/2	60	9%	50	8%	25	4%	510	79%	140	22%	645	22.1%
	2022/3	70	11%	55	9%	25	4%	495	77%	150	23%	645	
FMHS	2017/8	310	26%	85	7%	50	4%	725	62%	445	38%	1175	26.4%
	2018/9	350	27%	110	9%	55	4%	775	60%	515	40%	1290	27.0%
	2019/0	420	30%	95	7%	60	5%	810	58%	575	42%	1385	28.7%
	2020/1	410	29%	115	8%	75	5%	835	58%	595	42%	1435	28.7%
	2021/2	425	25%	140	8%	90	5%	1025	61%	655	39%	1680	28.8%
	2022/3	350	23%	120	8%	65	4%	965	65%	535	36%	1500	
FNS	2017/8	10	9%	5	7%	5	6%	75	78%	20	22%	95	22.0%
	2018/9	15	13%	10	8%	5	6%	85	73%	30	27%	115	22.3%
	2019/0	10	10%	5	8%	5	6%	70	77%	20	23%	90	22.9%
	2020/1	25	13%	20	11%	5	4%	130	72%	50	28%	180	22.6%
	2021/2	30	14%	20	9%	10	4%	170	73%	60	27%	230	23.0%
	2022/3	40	15%	25	9%	15	5%	190	71%	80	29%	270	
Total	2017/8	330	21%	105	7%	75	5%	1065	67%	515	33%	1580	22.6%
	2018/9	390	23%	140	8%	75	4%	1080	64%	600	36%	1680	23.0%
	2019/0	450	26%	120	7%	80	5%	1080	62%	650	38%	1730	23.7%
	2020/1	465	23%	165	8%	100	5%	1325	65%	725	35%	2055	23.6%
	2021/2	520	20%	210	8%	125	5%	1705	67%	855	33%	2560	24.0%
	2022/3	460	19%	205	8%	100	4%	1650	68%	760	32%	2410	

Table 79: PGT student population – UK Domicile. Benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [22/01/2024]

Figure 83: PGT student population – UK Domicile benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [22/01/2024]

Area	Academic Session	Asian No.	Asian %	Black No.	Black %	Other No.	Other %	White No.	White %	Total ABO No.	Total ABO %	Total No.
FHumSS	2017/8 to 2019/0	50	41%	25	21%	20	17%	25	22%	95	78%	120
	2020/1	20	27%	15	21%	15	18%	25	35%	50	65%	80
	2021/2	100	35%	90	32%	30	11%	65	22%	220	78%	285
	2022/3	170	28%	265	45%	50	9%	105	18%	485	82%	590
FMHS	2017/8 to 2019/0	65	39%	10	7%	25	15%	65	39%	105	61%	170
	2020/1	35	46%	10	12%	10	14%	20	28%	55	72%	75
	2021/2	45	48%	20	20%	10	9%	20	24%	70	76%	90
	2022/3	90	54%	35	20%	15	8%	30	18%	135	82%	165
FNS	2017/8 to 2019/0									45	78%	55
	2020/1	15	31%	15	29%	10	24%	10	16%	40	84%	50
	2021/2	50	44%	35	32%	10	11%	15	14%	100	86%	115
	2022/3	55	26%	130	59%	15	7%	20	8%	200	92%	220
Total	2017/8	50	34%	15	12%	55	40%	20	14%	90	66%	140
	2018/9	35	32%	10	11%	45	40%	20	17%	75	68%	105
	2019/0	30	25%	20	18%	45	40%	20	18%	85	75%	115
	2020/1	55	28%	40	19%	70	35%	35	18%	145	72%	200
	2021/2	100	21%	145	30%	190	39%	50	11%	390	79%	490
	2022/3	155	15%	435	44%	335	33%	80	8%	850	85%	1005

International-domiciled PGT Student FPE

Table 80: PGT Population by International Domicile
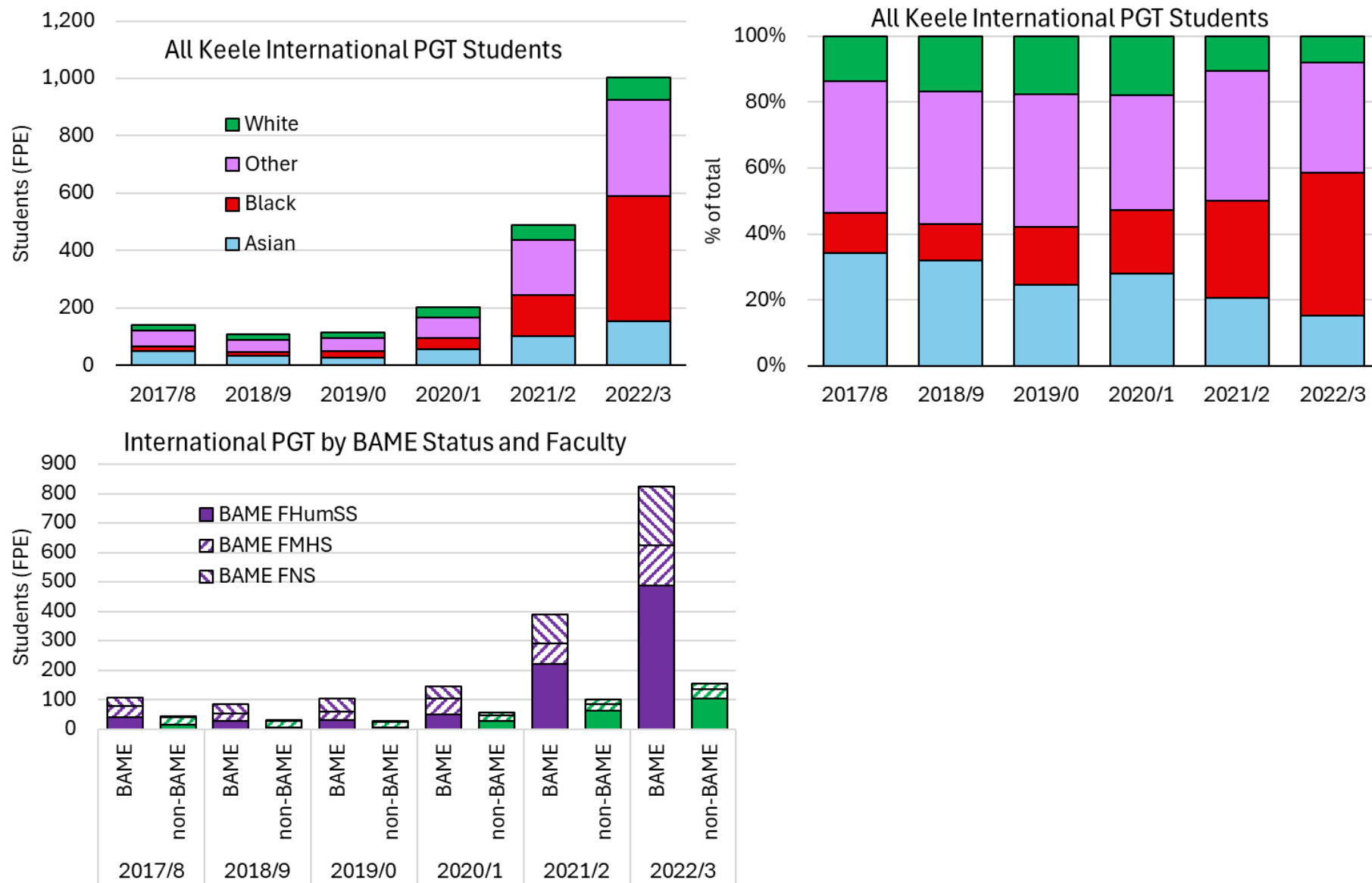
Figure 84: International PGT by Ethnic Grouping and Year (top) and, additionally by Faculty (BAME status only, bottom)

Postgraduate Research Population

Area	Academic Session	Asian No.	Asian %	Black No.	Black %	Other No.	Other %	White No.	White %	Total BAME No.	Total BAME %	Total No.	Sector BAME
							UK-domiciled PGR Student FPE						
FHumSS	2017/8	5	3%	15	7%	5	3%	175	88%	25	12%	**200**	**15.9%**
	2018/9							180	90%	20	10%	**200**	**17.6%**
	2019/0	10	4%	15	7%	5	4%	165	86%	30	14%	**195**	**18.4%**
	2020/1	10	6%	10	5%	5	3%	155	87%	25	13%	**180**	**19.7%**
	2021/2							140	83%	30	17%	**165**	**20.4%**
	2022/3							145	84%	30	16%	**170**	
FMHS	2017/8	25	18%	10	7%	5	5%	95	69%	40	31%	**136**	**23.7%**
	2018/9	25	16%	10	6%	10	7%	100	71%	40	29%	**140**	**23.6%**
	2019/0	25	17%	10	5%	10	7%	105	70%	45	30%	**151**	**24.7%**
	2020/1	25	17%	10	7%	10	7%	105	69%	45	31%	**151**	**25.9%**
	2021/2	25	17%	5	4%	10	6%	105	73%	40	27%	**144**	**26.0%**
	2022/3	25	15%	5	4%	10	6%	120	74%	40	26%	**164**	
FNS	2017/8							110	93%	10	7%	**120**	**15.8%**
	2018/9							125	93%	10	7%	**130**	**16.3%**
	2019/0							125	89%	15	12%	**140**	**16.9%**
	2020/1	10	8%					105	86%	15	14%	**120**	**18.0%**
	2021/2	10	9%					105	84%	20	17%	**125**	**18.9%**
	2022/3	10	9%					110	83%	25	17%	**135**	
Total	2017/8	35	7%	25	6%	15	3%	385	84%	75	16%	**460**	**17.2%**
	2018/9	35	7%	20	4%	15	4%	400	85%	70	15%	**470**	**18.1%**
	2019/0	45	9%	25	5%	20	4%	395	82%	90	18%	**485**	**18.6%**
	2020/1	45	10%	25	5%	20	4%	365	81%	90	20%	**450**	**19.9%**
	2021/2	50	12%	20	5%	15	4%	350	80%	90	20%	**440**	**20.6%**
	2022/3	55	11%	20	5%	20	4%	375	80%	95	20%	**470**	

Table 81: PGR Student Population UK Domiciled. Numbers under 5 are redacted, where the number could then be calculated from the total the next smallest number is also redacted. Benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [22/01/2024]

343
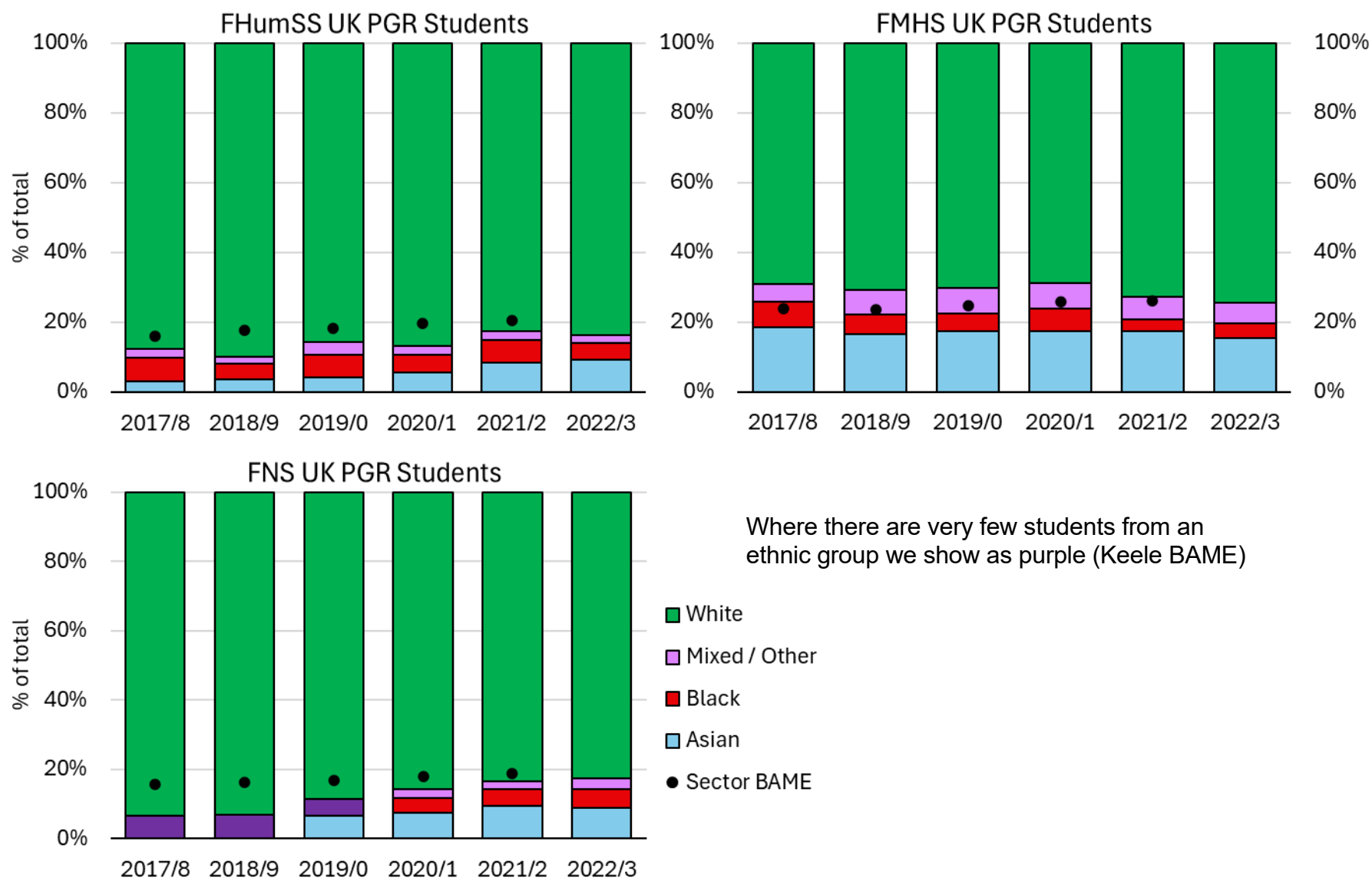
Figure 85: PGR Student Population UK Domiciled benchmarks are from HESA Student Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [22/01/2024]
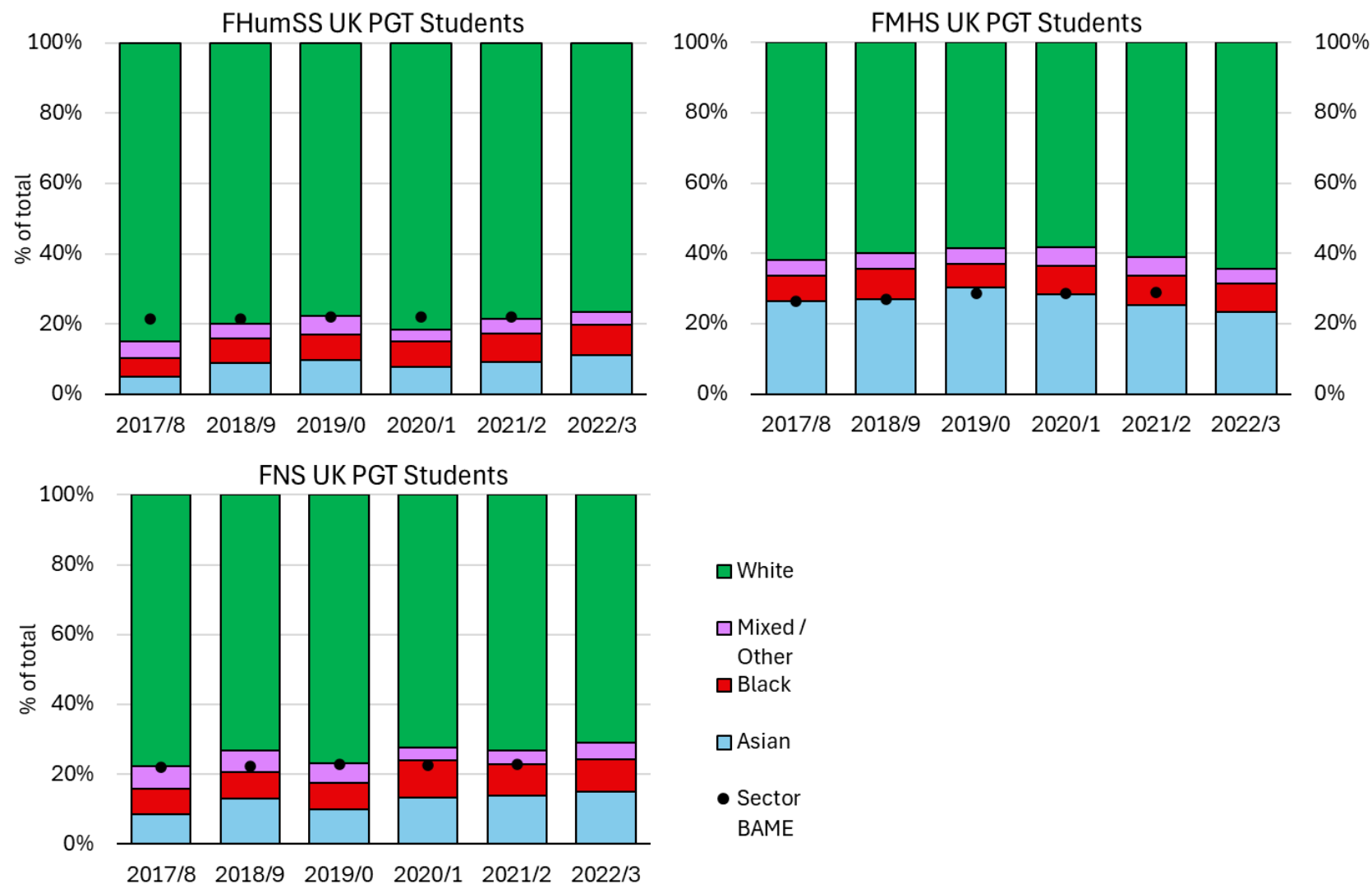
Area	Academic Session	Asian No.	Asian %	Black No.	Black %	Other No.	Other %	White No.	White %	Total ABO No.	Total ABO %	Total No.
International PGR Students by Ethnic Group												
FHumSS	2017/8	15	27%	5	10%	10	19%	25	44%	35	56%	60
	2018/9	15	30%	5	9%	10	19%	25	43%	30	57%	55
	2019/0	15	30%	0	5%	5	16%	20	49%	20	51%	45
	2020/1	10	29%	0	6%	5	19%	15	45%	15	55%	30
	2021/2	10	30%	0	7%	5	20%	15	43%	15	57%	30
	2022/3	15	39%	5	9%	5	21%	10	30%	25	70%	35
FMHS	2017/8	10	21%	5	8%	30	55%	10	17%	50	83%	60
	2018/9	10	24%	5	11%	25	52%	5	15%	40	85%	45
	2019/0	10	26%	5	14%	15	43%	5	17%	30	83%	35
	2020/1	10	35%	5	17%	10	35%	5	16%	25	84%	30
	2021/2	10	29%	5	17%	10	32%	10	29%	20	71%	30
	2022/3	10	34%	5	19%	10	25%	5	22%	25	78%	30
FNS	2017/8	10	14%	15	18%	30	43%	20	26%	55	74%	75
	2018/9	5	9%	10	17%	30	45%	20	29%	50	71%	70
	2019/0	10	13%	10	15%	20	34%	25	38%	40	62%	60
	2020/1	5	13%	15	24%	15	24%	20	40%	35	60%	55
	2021/2	5	16%	10	22%	5	9%	25	53%	20	47%	45
	2022/3	5	21%	10	29%	5	15%	10	35%	20	65%	35
Total	2017/8	40	20%	25	12%	75	39%	55	29%	140	71%	195
	2018/9	35	19%	20	12%	65	38%	50	30%	120	70%	170
	2019/0	30	22%	15	12%	45	31%	50	36%	90	64%	140
	2020/1	25	23%	20	16%	30	26%	40	35%	75	65%	115
	2021/2	25	24%	15	14%	20	19%	45	43%	60	57%	105
	2022/3	30	29%	20	18%	20	19%	40	35%	70	65%	110

Table 82: PGR Population International Domicile. Numbers are rounded to the nearest 5 and where values are very small (round to zero) the percentages are also redacted along with those from the next smallest number.
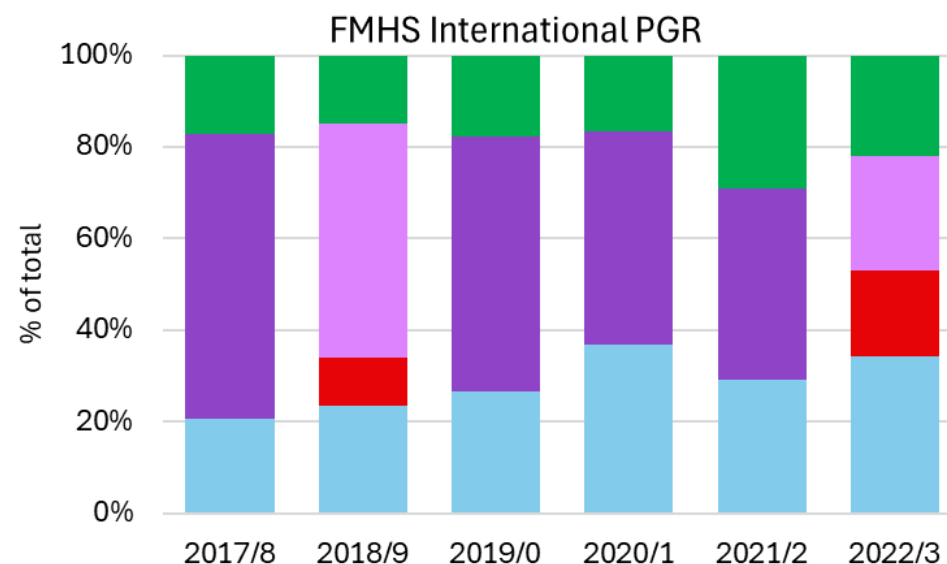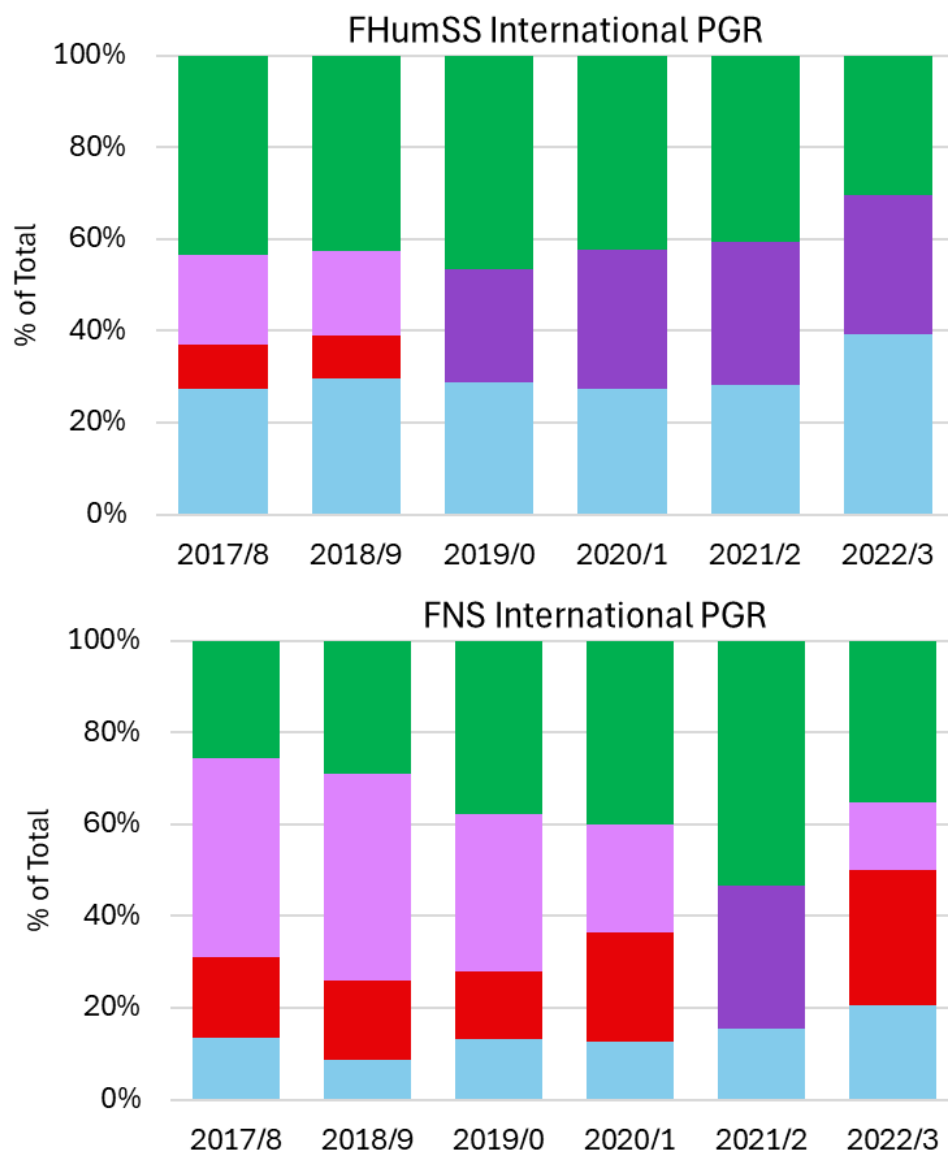
Where there are fewer than 5 students - from either the Black group (in FHMS and FHumss) or Other group (in FNS) - they have been combined (purple colour).

Legend:
- ■ White
- ■ Mixed / Other
- ■ Black
- ■ Asian

Figure 86: International PGR by ethnicity and faculty

Undergraduate application success rates by tariff point

Including additional detail on applications and placements

Statistic	Ethnic Group	Year of entry				
		2018	2019	2020	2021	2022
All placed applicants per 10,000 population	Asian	40	40	40	45	55
	Black	30	30	30	30	40
	Mixed	20	20	25	25	20
	Other	30	15	25	30	35
	White	20	20	20	20	20
June deadline applicants per 10,000 population	Asian	210	205	215	280	285
	Black	190	145	180	220	220
	Mixed	110	90	115	120	110
	Other	150	125	150	190	200
	White	105	90	95	105	100

Table 83: Placement and offer per 10,000 applicants by ethnicity, data provided by UCAS.
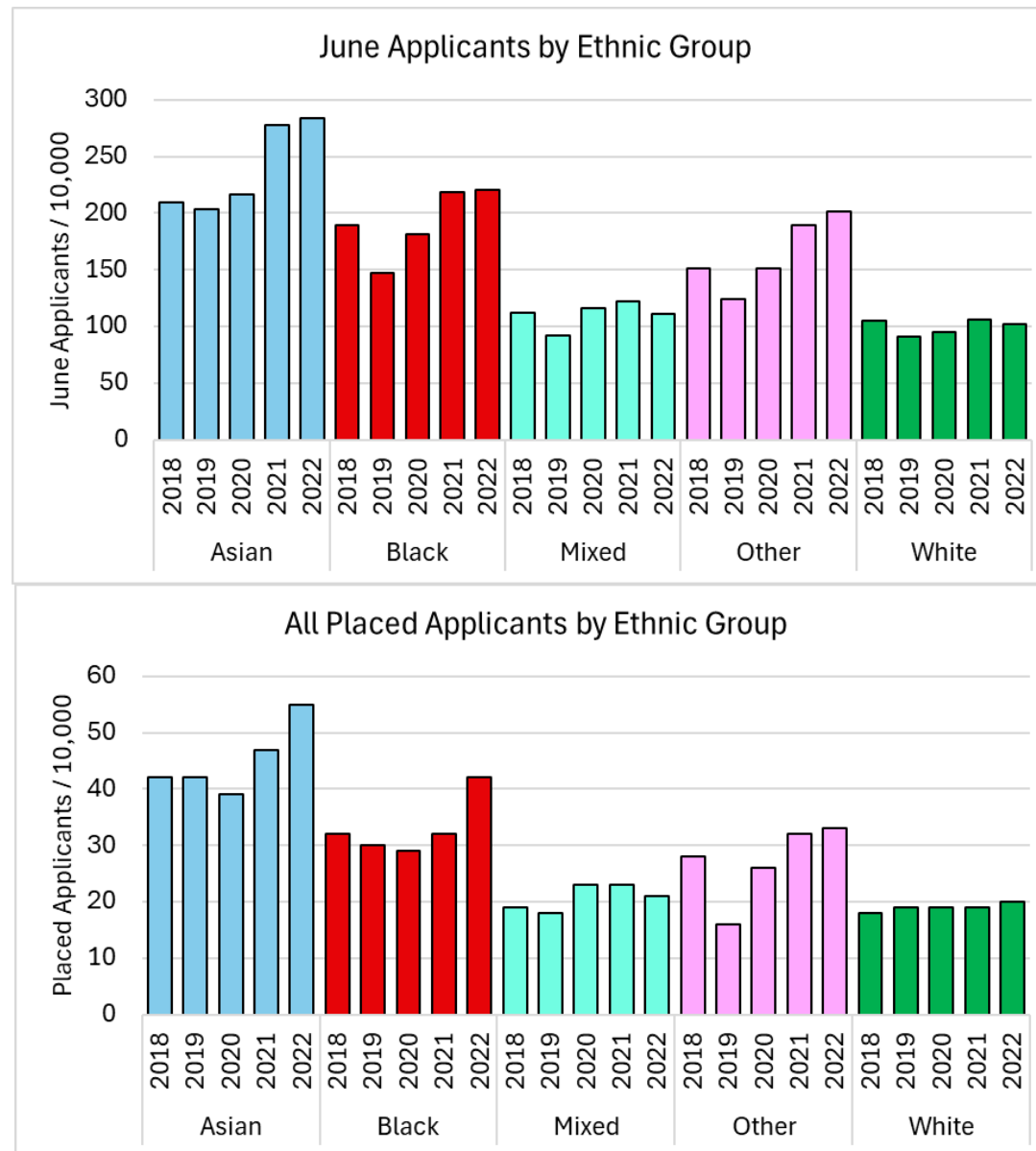
Figure 87: Offers per 10,000 applicants by ethnicity (top panel) and placement per 10,000 applicants by ethnicity (bottom panel) data provided by UCAS (data for 18-year-olds).

Percentage Point Difference Between Offer Rate and Average Offer Rate					
Ethnic Group	Year of entry				
	2018	2019	2020	2021	2022
Asian	-1.8	-0.8	-1.2	-1.2	0.0
Black	-2.5	-0.8	-3.1	-2.5	-1.9
Mixed	-0.3	-1.6	-1.0	-1.5	-0.4
Other	-2.1	-4.4	-3.7	1.7	-5.6
White	0.8	0.6	0.9	0.9	0.5

Table 84: Difference in offer rate vs average offer rate by ethnicity, based on predicted tariff (UCAS data and calculations). Data are restricted to 18-year-olds. Where numbers are positive applicants have a higher-than-expected offer rate compared to other applicants and vice versa. The shaded squares indicate instances where there is a statistically significant difference. UCAS's note. "The ethnicity of an applicant is not available or visible to staff when a decision is made on an application. There is also a tendency for <u>BAME students to apply for more competitive subjects such as Medicine</u> which can affect the overall likelihood of success". This measure does not take account of other entry requirements including the UCAT examination (required at Keele for Medicine), interviews or personal statements (required for FMHS courses).
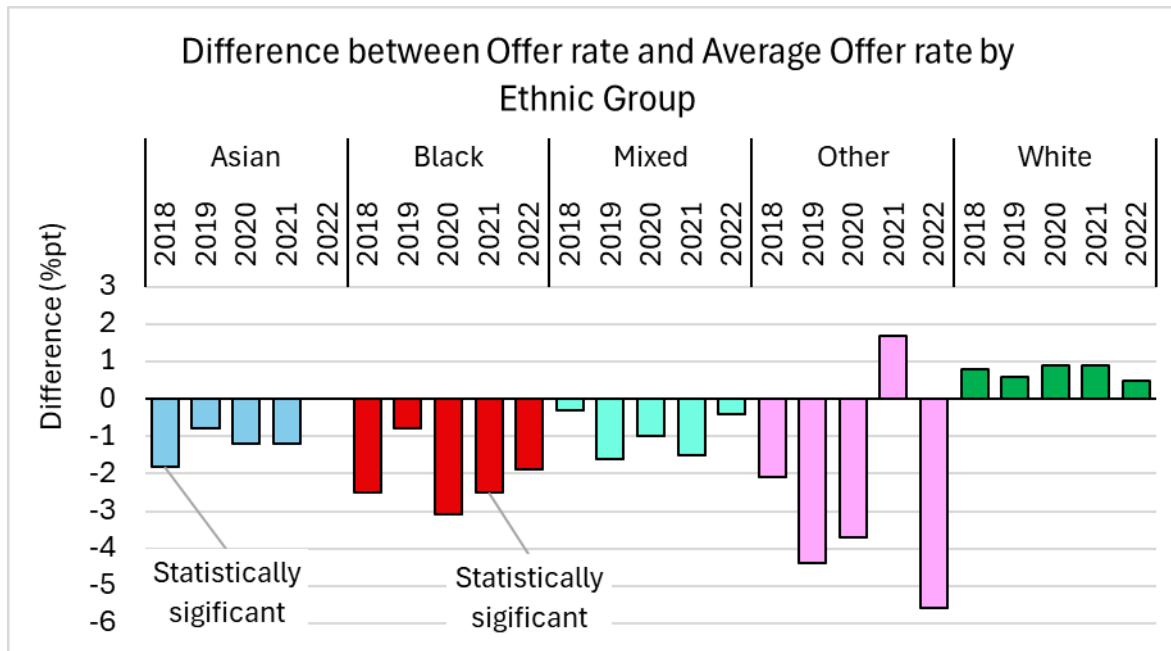
Figure 88: Difference in offer rate vs average offer rate by ethnicity, based on predicted tariff (UCAS data and calculations). See notes on the data and its limitations under TABLE 84.

Faculty	School or Subject	Applicant % BAME	Overall offer rate*	Difference in offer rate#
UG Home Student Offer rate by School / Subject (data averaged from 2017/18 - 2022/23) NB: Not adjusted for tariff or other entry requirements				
FHumSS	KBS	44%	98%	1%
	SoH	15%	99%	0%
	Law	43%	98%	1%
	SocSci	20%	99%	1%
FMHS	Medicine	56%	64%	12%
	Pre-reg Nursing & Midwifery	21%	82%	6%
	Physiotherapy	20%	86%	12%
	Pharmacy	76%	87%	1%
	Social Work	23%	87%	-3%
FNS	Life Sci	42%	99%	0%
	CPS	18%	98%	1%
	C&M	26%	99%	1%
	GGE	11%	100%	0%
	Psych	25%	99%	1%
* offer rate regardless of qualifications or ethnicity				
# Non-BAME offer rate - BAME offer rate regardless of qualifications				
Only established FMHS subjects shown (not more recent programmes or those with very small numbers)				

Table 85: UG Home Student Offer rate by School / Subject (data averaged from 2017/18 - 2022/23), evidence for PAP: 60. Subjects in FMHS are subject to both requirements related to tariff score and factors unrelated factors judged by interview and, in the case of medicine, by the UCAT examination.

Undergraduate Continuation Rates
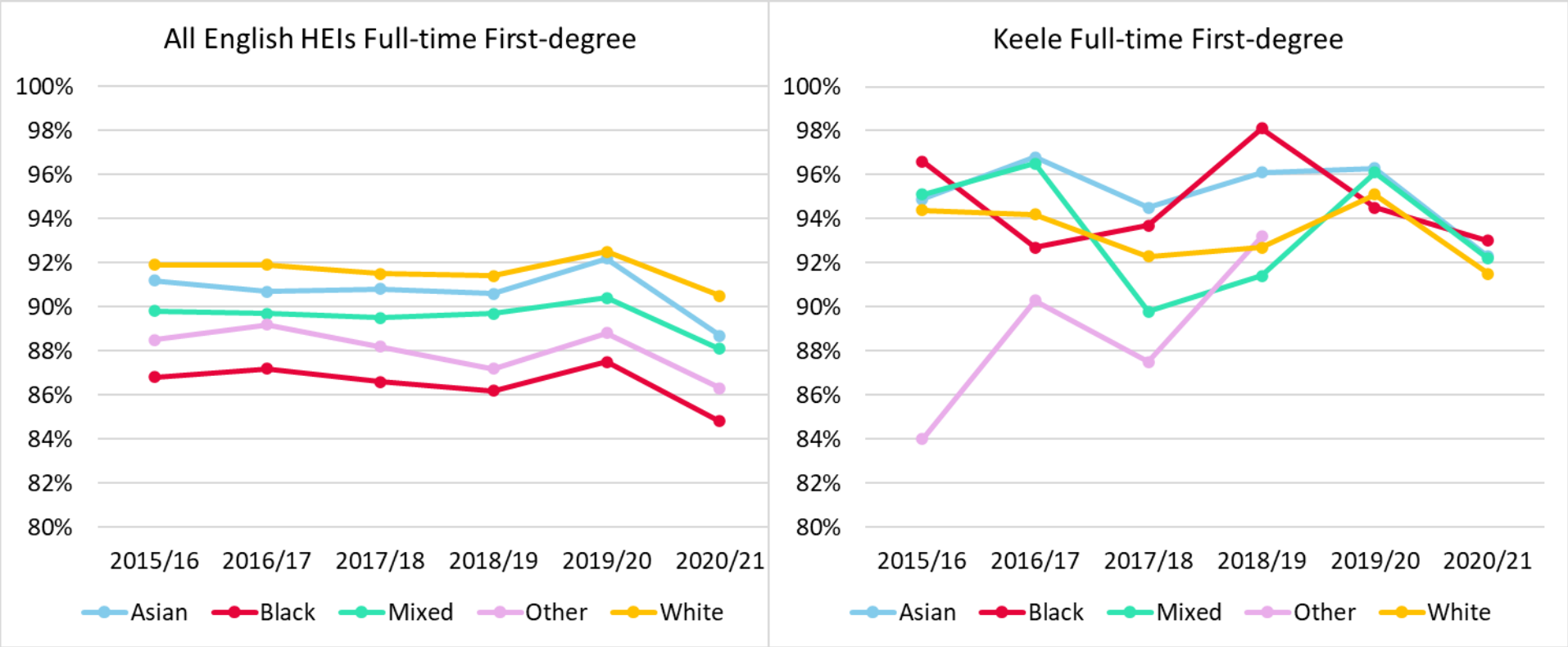
Figure 89: UG Full-time First-degree continuation 2015/16 – 2020/21 from OfS Access and Participation dashboard (retrieved 23/06/2024) – too few Keele "Other" students to show continuation rate in 2019/20 and 2020/21 but internal data indicate these were high (both above 97%). 4-year aggregate figures:

	4-Year aggregate (17/18 – 20/21)				
	Asian	Black	Mixed	Other	White
English HEIs	90.5%	86.2%	89.4%	87.6%	91.5%
Keele	94.9%	94.8%	92.2%	94.3%	92.9%

UG Continuation UK Domicile Gap for all Years split by Subject, Keele		
Broad Subject area where an ethnic group had lower continuation and total number of students over 6 years rounds to 15 or more	Area where continuation rate was identified as being below White Students	Detail
Business and Management	Mixed ethnicity students [total 6-yr cohort of 50] • 2.6% below White Students Other students [total 6-yr cohort of ▉] • ▉.▉ % below White students	At the detailed subject level students are split over several KBS subjects, reflect small student numbers and gaps are less apparent.
Natural and Mathematical Sciences	Other students [total 6-yr cohort of 35] • 12.1 % below White students	At the detailed subject level students are split over natural science subjects and within subject differences are small.
Natural & built environment	Mixed ethnicity students [total 6-yr cohort of ▉] • ▉.▉% below White Students	At the detailed subject level differences in continuation are not apparent: suggesting these students may have been on programmes with lower continuation.
Overall comment: "Other" student continuation is now high (see figure above) and Mixed student continuation is high in most instances.		

Table 86: UG Continuation analysis for UK-domiciled full-time, first-degree students by broad subject area. Note small sample sizes. Data is from Keele Access and Participation data provided to Keele by the Office for Students.

UG Full-time First Degree UK-domiciled Continuation compared to OfS benchmark for Keele				
	Student (FPE)	Continuation	Benchmark	
Asian	1680	94.9%	92.9%	
Black	620	94.8%	91.1%	
Mixed	360	92.2%	91.4%	
Other	160	94.3%	92.3%	
White	5680	92.9%	92.1%	
Data from OfS Student dashboard, obtained Feb 2024.				

Table 87: UG Full-time First-degree continuation 2017/18 – 2020/21 from Black student continuation is notably higher than benchmark (3.7%pts) Original webpage screenshot available on request. The OfS benchmark construction is described here: Description of student outcome and experience measures used in OfS regulation (officeforstudents.org.uk): it is not a subset of HEIs but "is calculated as a weighted sector average which represents the outcomes that would have been achieved by the provider if it retained its mix of students and courses,… It represents the performance of similar types of students on similar types of courses … a provider is not being compared with a pre-set group of providers, but rather the outcomes for a provider's students are compared with the outcomes of similar students across the entirety of the higher education sector.

UG Full-time First Degree (where degree also has a postgraduate component) UK-domiciled Continuation compared to OfS benchmark for Keele			
	Student (FPE)	Continuation	Benchmark
Asian	220	98.2%	98.1%
Black	60	DPH	98.4%
Mixed	40	DPH	96.4%
Other	low	low	low
White	490	96.5%	96.5%
Data from OfS Student dashboard, obtained Feb 2024.			

Table 88: UG Full-time First-degree continuation for degrees with 4 or more years (normally Masters), 2017/18 – 2020/21 from OfS Student Outcomes dashboard. For note on benchmark see above (Table 87). The Original webpage screenshot available on request. [DPH] and [low] is where numbers are too small to publish. Keele (98.2%) is just above the benchmark for Asian students (98.1%) and matches benchmark for White students (96.5%).

Year	Asian		Black		Mixed		Other		Total BAME		White	
	No.	Continuation	No.	Continuation	No.	Continuation	No.	Continuation	No.	Continuation	No.	Continuation
2015/6	115	91%	15	███	<5	███	<5	███	140	92%	35	86%
2016/7	130	94%	25	100%	5	███	5	███	170	95%	60	93%
2017/8	105	97%	25	100%	5	███	10	███	150	98%	40	90%
2018/9	65	98%	20	███	10	███	15	███	100	98%	55	95%
2019/0	65	97%	20	███	10	███	5	███	95	97%	40	93%
2020/1	55	84%	30	80%	10	███	10	███	105	85%	50	92%

UG Continuation International Domicile, Students

Table 89: International Student Continuation. For all academic sessions except 2020/21 (COVID Impacted year), the continuation rate of Asian, Black, Mixed and Other international students is higher than White international students.

Undergraduate Completion Rates
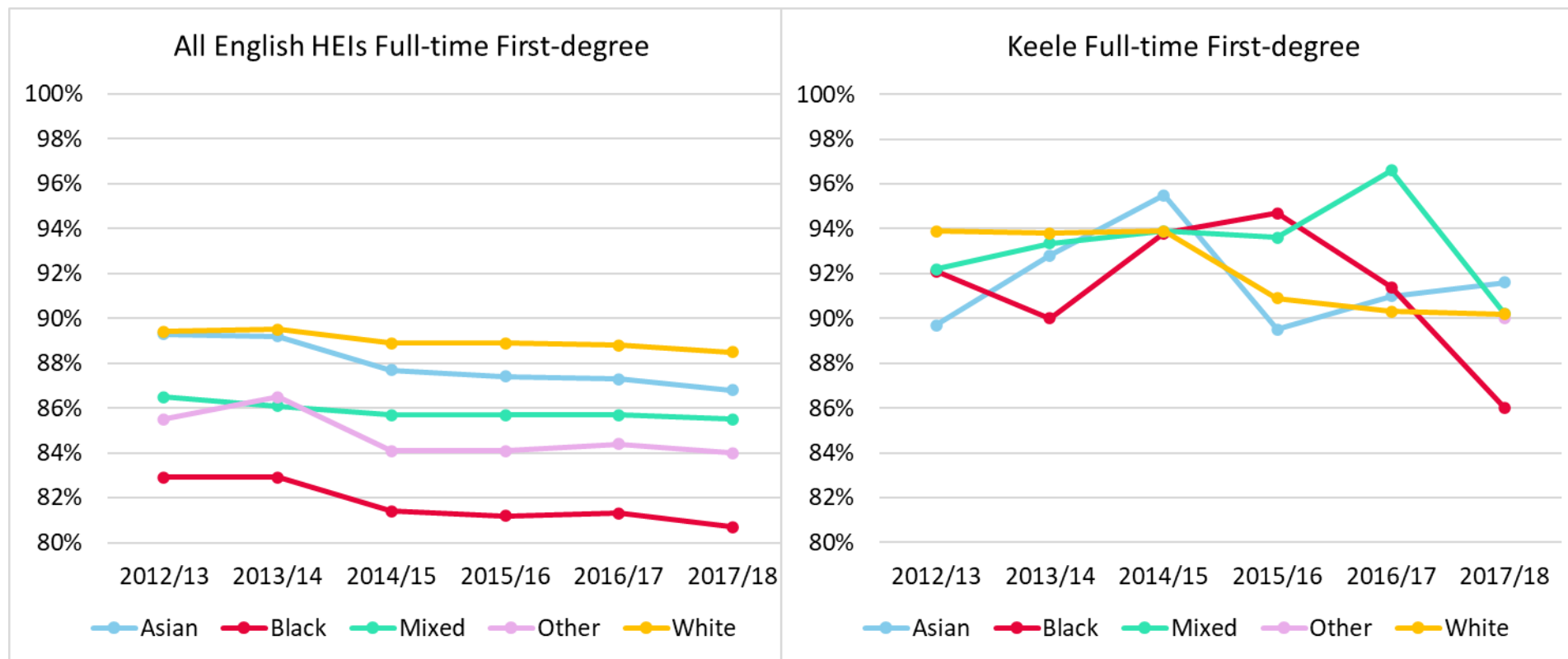
Figure 90: UG UK-domiciled Full-time Completion Comparison with all English HEI Providers from OfS Access and Participation dashboard (retrieved 23/06/2024) – too few Keele "Other" students to show completion rate from students starting 2012/13 to 2017/18. 4-year aggregate figures:

	4-Year aggregate				
	Asian	Black	Mixed	Other	White
English HEIs	88.2%	82.8%	86.3%	85.1%	89.7%
Keele	91.5%	90.9%	93.6%	89.2%	91.3%

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UG Full-time First Degree UK-domiciled Completion compared to OfS benchmark for Keele. (2014/15 – 2017/18 entrants)			
	Student (FPE)	Completion	Benchmark
Asian	1280	91.5%	92.2%
Black	510	90.9%	90.5%
Mixed	300	93.6%	89.1%
Other	90	89.2%	89.6%
White	5700	91.3%	91.0%
Data from OfS Student dashboard, obtained Feb 2024.			

Table 90: UG Full-time First-degree completion 2014/15 – 2017/18 entrants from OfS Student Outcomes dashboard. For note on benchmark see TABLE 87. Black and White student completion is marginally higher than benchmark and Mixed, at 4.5 %pts, notably so. Asian and Other <1%pt below benchmark. Original webpage screenshot available on request.

UG Completion UK Domicile, Keele compared to benchmark, Full-time Undergraduate with Postgraduate Components (2014/15 – 2017/18 entrants)			
	Student (FPE)	Completion	Benchmark
Asian	120	96.8%	97.5%
Black	30	89.3%	96.4%
Mixed	20	DPH	95.8%
Other	low	low	low
White	330	95.4%	95.8%
Data from OfS Student dashboard, obtained Feb 2024.			

Table 91: UG Full-time UG with PG components (normally 4-year Masters) completion, 2014/15 – 2017/18 entrants, from OfS Student Outcomes dashboard. For note on benchmark see TABLE 87. [DPH] and [low] is where numbers are too small to publish. Keele is below benchmark for all groups shown, most notably for Black students but population size is small (30).

Home UG Student: Leaving Reasons			
Period	Reason	BAME	White
2018/19 - 2022/23	Academic	41%	26%
	Lapse of time	9%	11%
	Personal	16%	30%
	Health	5%	10%
	Transfer	20%	12%
	Financial	4%	2%
	Other/unknown	6%	9%
	Total	100%	100%
2013/14 - 2017/18	Academic	40%	27%
	Lapse of time	6%	8%
	Personal	19%	28%
	Health	2%	9%
	Transfer	16%	13%
	Financial	5%	3%
	Other/unknown	12%	11%
	Total	100%	100%

Table 92: Home UG Leaving Reasons (Internal data)

International-domiciled UG Completion												
Year of starting	Asian		Black		Mixed		Other		Total BAME		White	
	No.	Completion	No.	Completion	No.	Completion	No.	Completion	No.	Completion	No.	Completion
2012/13	170	97%	20	■	10	■	0	■	200	96%	35	88%
2013/14	245	93%	25	92%	15	■	25	87%	305	93%	25	91%
2014/15	110	92%	15	■	0	■	0	■	130	92%	30	97%
2015/16	115	96%	15	■	0	■	0	■	140	96%	35	89%
2016/17	125	92%	25	96%	5	■	5	■	165	93%	60	93%
2017/18	105	95%	25	96%	5	■	10	■	145	96%	40	85%

Table 93: UG Completion International Students. For all academic sessions except 2014/15, the completion rate of Asian, Black, Mixed and Other students is higher than White students

Degree awarding

Foundation Level

Keele, as yet, has no foundation degree graduates (some courses have now started in Nursing).

Undergraduate level
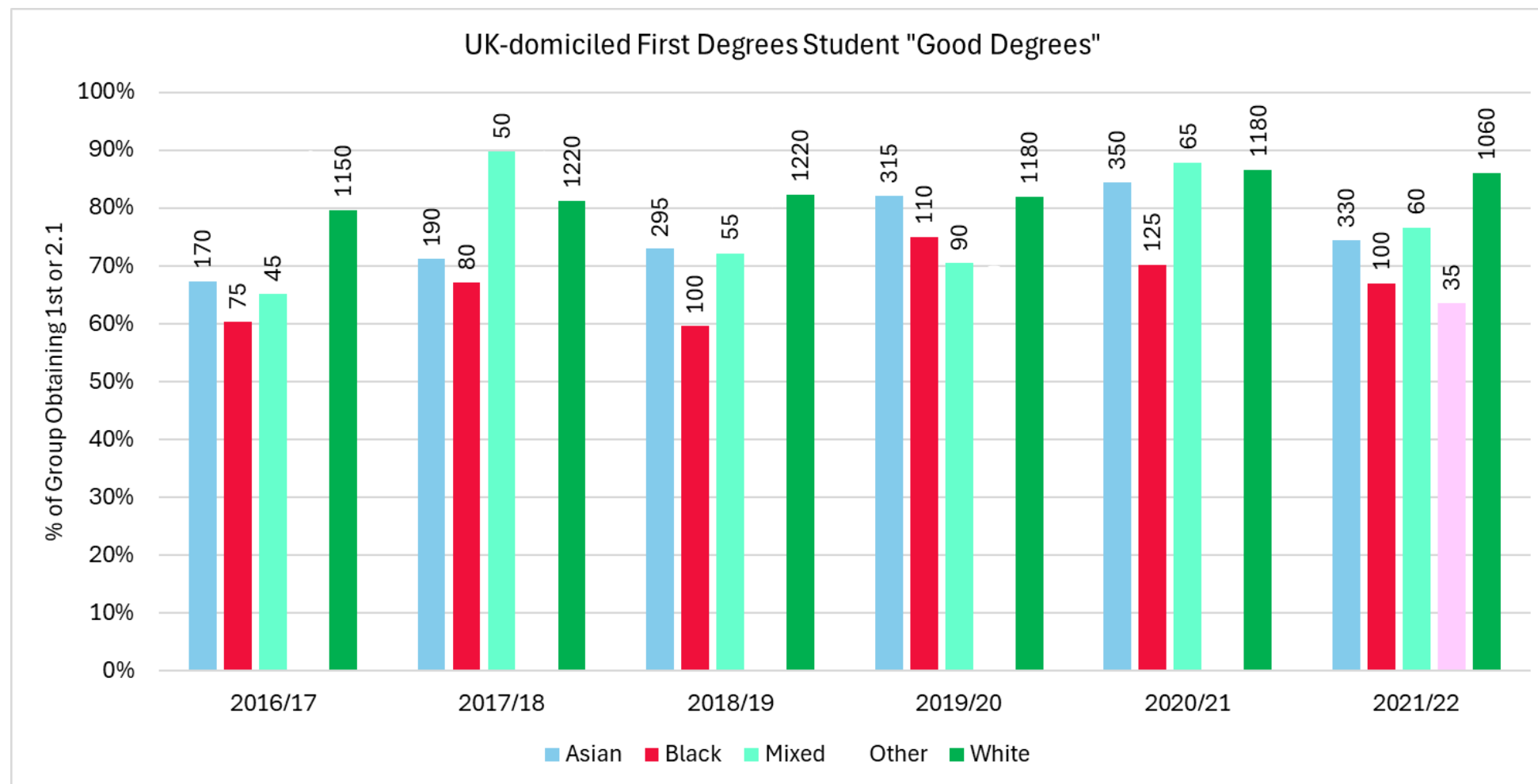
Figure 91: Keele UK UG Attainment trends by Black, Asian, Mixed and Other groups – longer term trends. Labels show total number of students obtaining a degree. "Other" data has been redacted from earlier years.

UG Attainment, UK Domicile comparison with all English higher education providers

All English HEIs All Full-time UG degrees

Keele All Full-time UG degrees

Legend: Asian, Black, Mixed, Other, White

Note: Keele Medicine students do not receive degree classifications (in line with much of the sector), so are not classed by this measure as having good degrees.
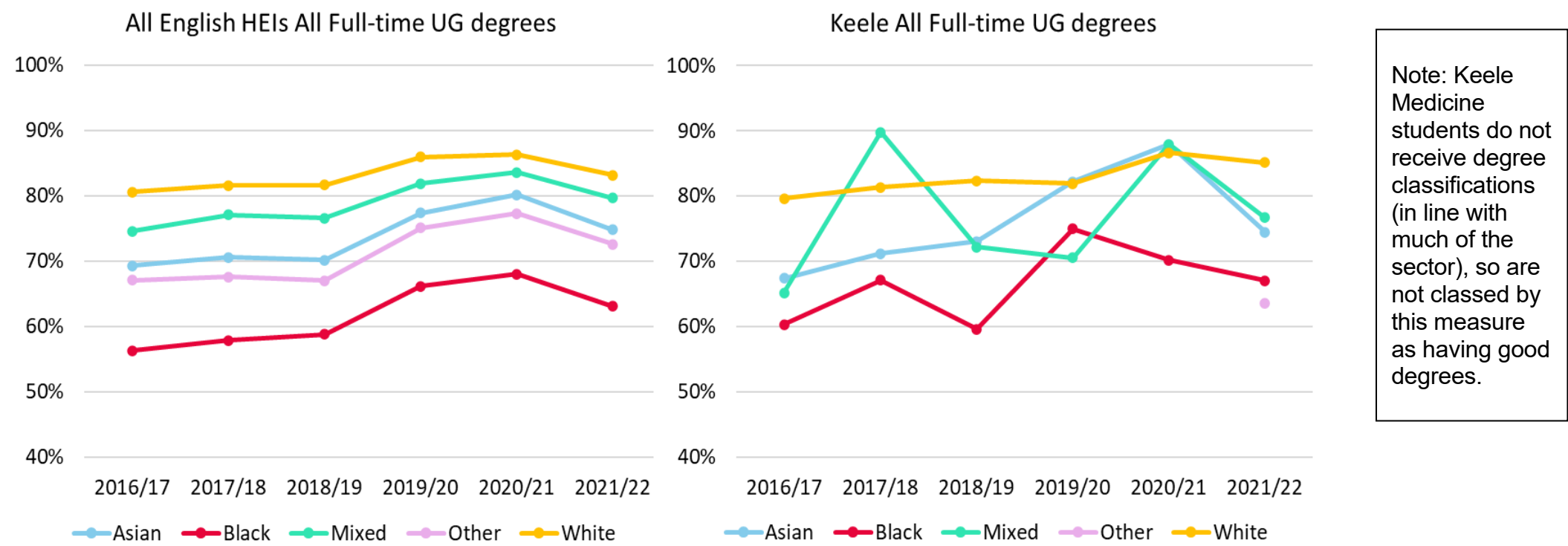
Figure 92: UG Attainment UK-domiciled Full-time graduates 16/17 – 21/22, comparison with All English HEI's from OfS Access and Participation dashboard (retrieved 23/06/2024) – too few Keele "Other" students to show. Table to right shows the 4-year aggregate with gap cf. White Students, who had 84.2% and 84.3% Good degrees (1st + 2.1) at Keele and English HEIs, respectively. The target set in PAP Objective 15 for attainment gap reduction (16.2% averaged over 2019/20 – 2021/22) has been exceeded.

		4-Year aggregate (2018/19 – 2021/22)				
		Asian	Black	Mixed	Other	BAME
English HEIs	% 1st+2.1	75.7%	64.1%	80.5%	73.2%	73.0%
	Gap cf. White	-8.6%pts	-20.2%pts	-3.8%pts	-11.1%pts	-11.3%pts
Keele	% 1st+2.1	78.8%	68.2%	76.5%	72.6%	75.2%
	Gap cf. White	-5.4%pts	-16.0%pts	-7.7%pts	-11.5%pts	-8.2%pts

Attainment, UK Domicile Gap for all Years split by Subject, Keele
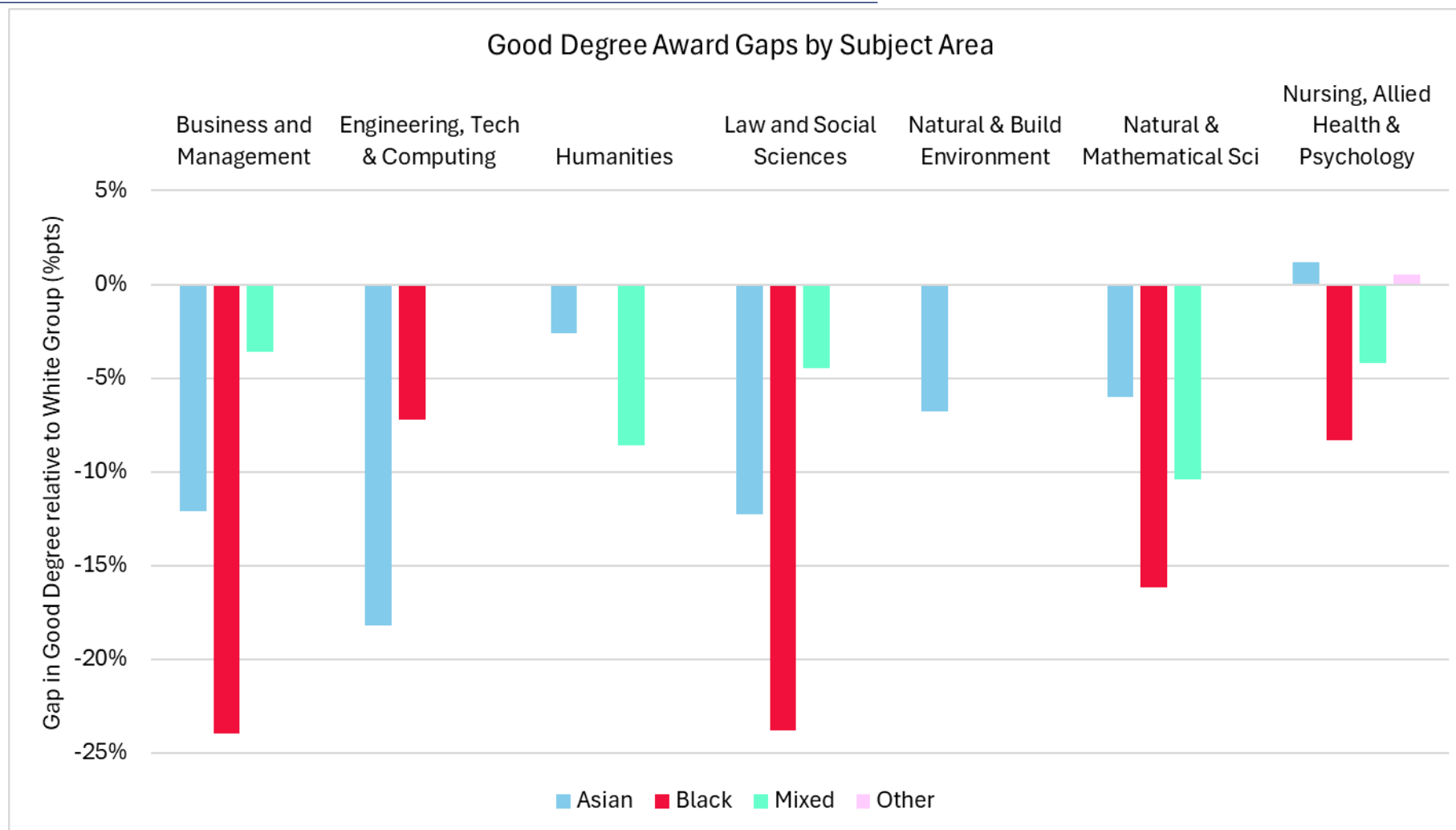
*Figure 93: The chart illustrates the difference in the percentage of good degrees by ethnic group and subject, aggregating data over 6 academic years (2016/17 – 2021/22), **only showing those subjects and groups where the total number of awards rounds to 25**. In nearly all subjects Asian, Black,*

Mixed and Other students have a lower percentage of good degrees than the White group. Note Medicine is not shown as they do not award by degree classification.

Gap in non-BAME - BAME Good Degrees (1st and 2.1) All Subjects except those that normally lead to an unclassified degree (at Keele this is Medicine only)			
	Keele	UKHEI	BMG
2019/20	4.0%pts	10.8%pts	7.6%pts
2020/21	4.5%pts	8.8%pts	6.8%pts
2021/22	13.1%pts	10.7%pts	7.1%pts
Total	**7.1%pts**	**10.2%pts**	**7.3%pts**

Table 94: Attainment Gaps to evidence that the target (16.6% averaged over 2019/20 – 2021/22) set in Objective 15 of our PAP has been met. The target being based on baseline data, averaged over the period 2014/15 – 2016/17, which indicated a 16.6% gap. Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [12/04/2024]

Gap in Good Degrees (1st and 2.1) by ethnic group All Subjects except those that normally lead to an unclassified degree (at Keele this is Medicine only)			
Gap	Keele	UKHEI	BMG
Non-BAME - Asian	4.2%pts	7.4%pts	5.6%pts
Non-BAME - Black	14.4%pts	19.5%pts	14.0%pts
Non-BAME - Mixed	7.2%pts	3.0%pts	1.8%pts
Non-BAME - Other	12.4%pts	9.9%pts	6.5%pts
Non-BAME - BAME	**7.1%pts**	**10.2%pts**	**7.3%pts**

Table 95: Attainment Gaps across all home UG for period 2019/20 – 2021/22 by different ethnic groups relative to the Non-BAME (White) group. Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [12/04/2024]

Attainment Gap by Faculty UK Students
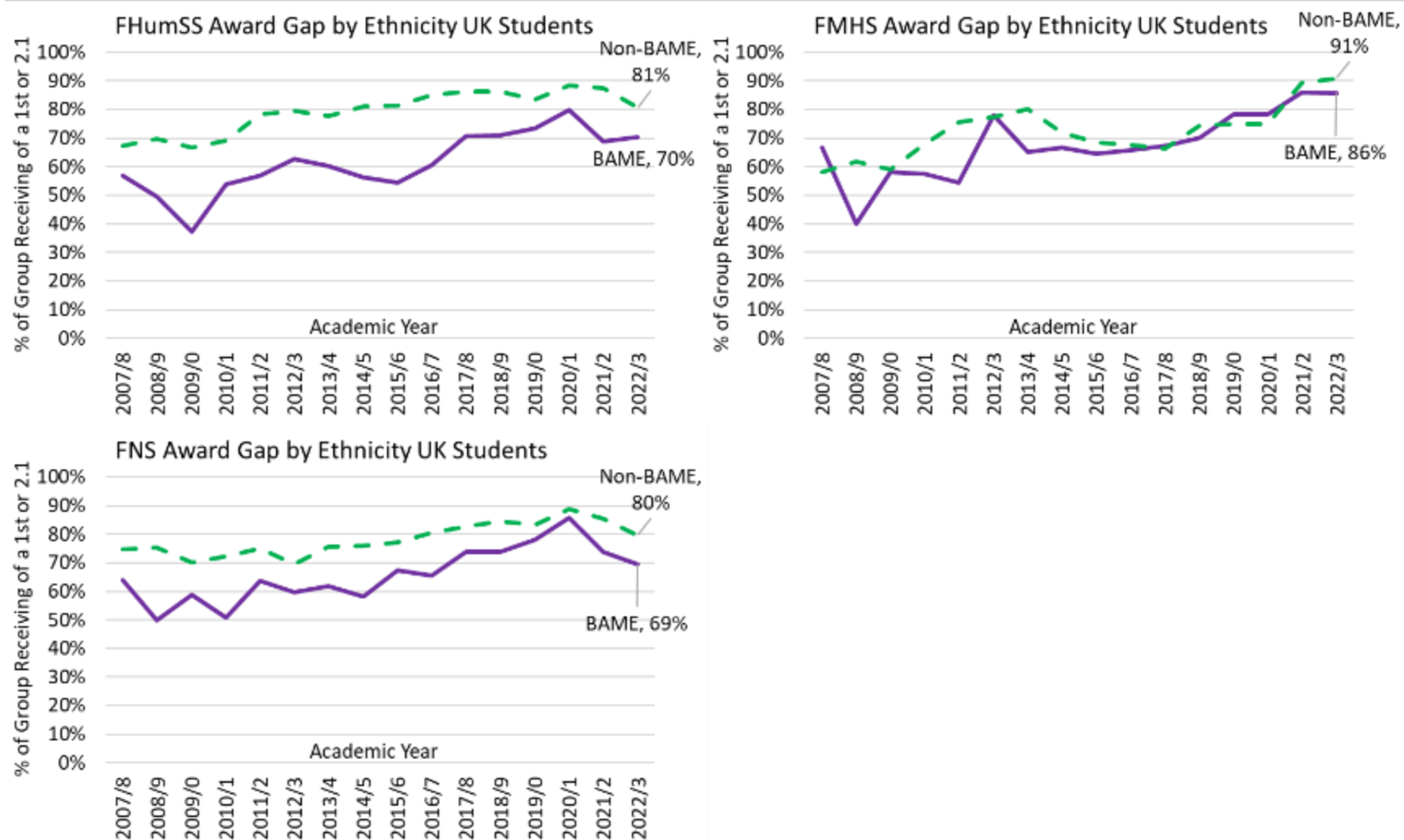
Figure 94: Award Gaps by faculty.

Attainment Gap by Faculty for Year Grouping as set out in PAP

Non-BAME - BAME Good Degrees FHumSS Subjects			
	Keele	UKHEI	BMG
2019/20	9.6%	11.5%	7.7%
2020/21	8.8%	9.7%	7.5%
2021/22	21.1%	11.5%	7.8%
Total	**12.7%**	**10.9%**	**7.7%**

Table 96: FHumSS Attainment Gaps to evidence that the target (24.1% averaged over 2019/20 – 2021/22) set in Objective 15 of our PAP has been met. The target being based on data, averaged over the period 2014/15 – 2016/17, which indicated a 25.4% gap. Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [12/04/2024]

Non-BAME - BAME Good Degrees FMHS Subjects			
	Keele	UKHEI	BMG
2019/20	-2.8%	11.0%	6.8%
2020/21	-1.6%	9.0%	2.7%
2021/22	0.7%	10.8%	1.6%
Total	**-1.9%**	**10.2%**	**3.7%**
NB Does not include Medicine where, as at Keele, it is not given a classification			

Table 97: FMHS Attainment Gap: No target was set in the 2019 submission, given the attainment aggregated across all FMHS was small (2.5%). Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [12/04/2024]

Non-BAME - BAME Good Degrees FNS Subjects			
	Keele	UKHEI	BMG
2019/20	2.2%	9.1%	8.6%
2020/21	2.2%	6.0%	6.4%
2021/22	14.3%	9.4%	6.7%
Total	**6.4%**	**8.2%**	**7.2%**

Table 98: FNS Attainment Gaps to evidence that the target (13.5% averaged over 2019/20 – 2021/22) set in Objective 15 of our PAP has been met. The target being based on data, averaged over the period 2014/15 – 2016/17, which indicated a 14.2% gap. Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [12/04/2024]
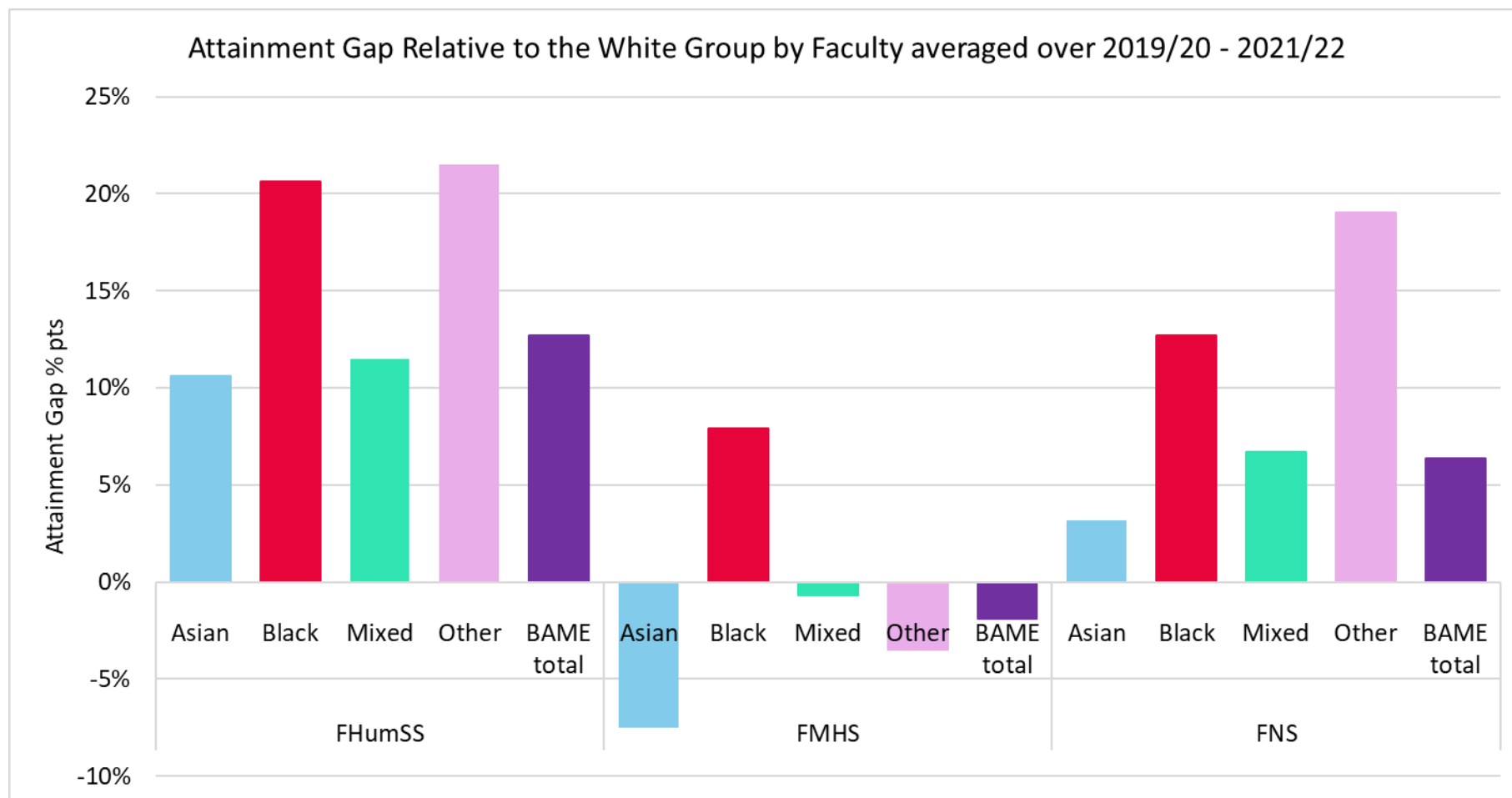
*Figure 95: Attainment Gap Relative to the White Group by Faculty Averaged over the Period 2019/20 - 2021/22. Note data relate to only 25 students in the "Other" group for FHumSS and FNS and only 30 in FMHS (all to the nearest 5). UK First degrees (including those such as MPharm that have some PG element), as reported to HESA. **Note:** Data for Medicine is not included as our graduates do not have classifications. This period includes that impacted by COVID.*

Attainment Gap at Intersection of Ethnic Group and Sex - Relative to the female non-BAME group													
2017/18 - 2021/22													
Measure		Female						Male					
		Asian	Black	Mixed	Other	BAME	White	Asian	Black	Mixed	Other	BAME	White
% 1st and 2.1	Keele	78.5%	70.9%	83.3%	73.2%	77.0%	84.2%	76.6%	60.0%	72.9%	76.3%	73.2%	82.1%
	UKHEI	76.3%	64.5%	81.8%	73.3%	73.4%	84.7%	73.4%	59.6%	77.6%	71.5%	70.6%	81.7%
	BmkG	83.3%	75.9%	87.3%	80.6%	81.6%	88.5%	77.2%	63.7%	81.2%	77.0%	74.6%	84.9%
Difference relative to non-BAME women	Keele	-5.7%	-13.3%	-0.9%	-11.0%	-7.2%	0.0%	-7.6%	-24.2%	-11.3%	-7.9%	-11.0%	-2.1%
	UKHEI	-8.4%	-20.2%	-2.9%	-11.4%	-11.3%	0.0%	-11.3%	-25.1%	-7.1%	-13.2%	-14.1%	-3.0%
	BmkG	-5.2%	-12.6%	-1.2%	-7.9%	-6.9%	0.0%	-11.3%	-24.8%	-7.3%	-11.5%	-13.9%	-3.6%
2021/22 - only													
Measure		Female						Male					
		Asian	Black	Mixed	Other	BAME	White	Asian	Black	Mixed	Other	BAME	White
% 1st and 2.1	Keele	75.2%	71.2%	75.8%		74.0%	88.2%	71.1%	73.8%	77.8%		71.1%	82.8%
	UKHEI	76.1%	64.9%	82.0%	74.7%	73.6%	84.3%	73.9%	59.8%	78.1%	70.4%	71.0%	81.6%
	BmkG	84.7%	76.0%	87.6%	83.6%	82.5%	88.4%	79.5%	66.1%	84.2%	78.0%	77.2%	85.5%
Difference relative to non-BAME women	Keele	-13.0%	-17.0%	-12.4%		-14.2%	0.0%	-17.1%	-14.4%	-10.4%		-17.1%	-5.4%
	UKHEI	-8.2%	-19.4%	-2.3%	-9.6%	-10.7%	0.0%	-10.4%	-24.5%	-6.2%	-13.9%	-13.3%	-2.7%
	BmkG	-3.7%	-12.4%	-0.8%	-4.8%	-5.9%	0.0%	-8.9%	-22.3%	-4.2%	-10.4%	-11.2%	-2.9%

Table 99: Attainment by Ethnic Group and Sex for UK-domiciled first degrees (including MPharm etc.) and differences relative to the female non-BAME group. Data exclude those subjects that give no degree classification (i.e. Medicine at Keele and in many Universities). If Medicine was included as a "Good degree" it would slightly reduce the award gap at Keele, due to high BAME student representation in Medicine. 2021/22 is shown separately for

information: it may be that this is an unusual year but Black male % Good degrees was higher than for Asian male peers (at this level of detail over one year only numbers are small). Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2017/18 - 2021/22 © Jisc [10/07/2024].

UG Attainment International Domicile, Keele													
	Asian		Black		Mixed		Other		Total BAME		White	
Year	No.	Good Degree	No.	Good Degree	No.	Good Degree	No.	Good Degree	No.	Good Degree	No.	Good Degree
2016/7	160	44%	35	53%	10		10		215	47%	35	79%
2017/8	205	43%	30	41%	<5		5		240	43%	40	78%
2018/9	105	51%	30	72%	10		10		160	53%	35	85%
2019/0	65	63%	15		<5		<5		90	63%	35	77%
2020/1	55	80%	20		5		15		95	75%	45	94%

Table 100: UG Attainment International-domiciled: Data from OfS, includes EU/EEA students.

International Students Comparison with UK-domiciled Students (regardless of ethnicity): Longer term Trends
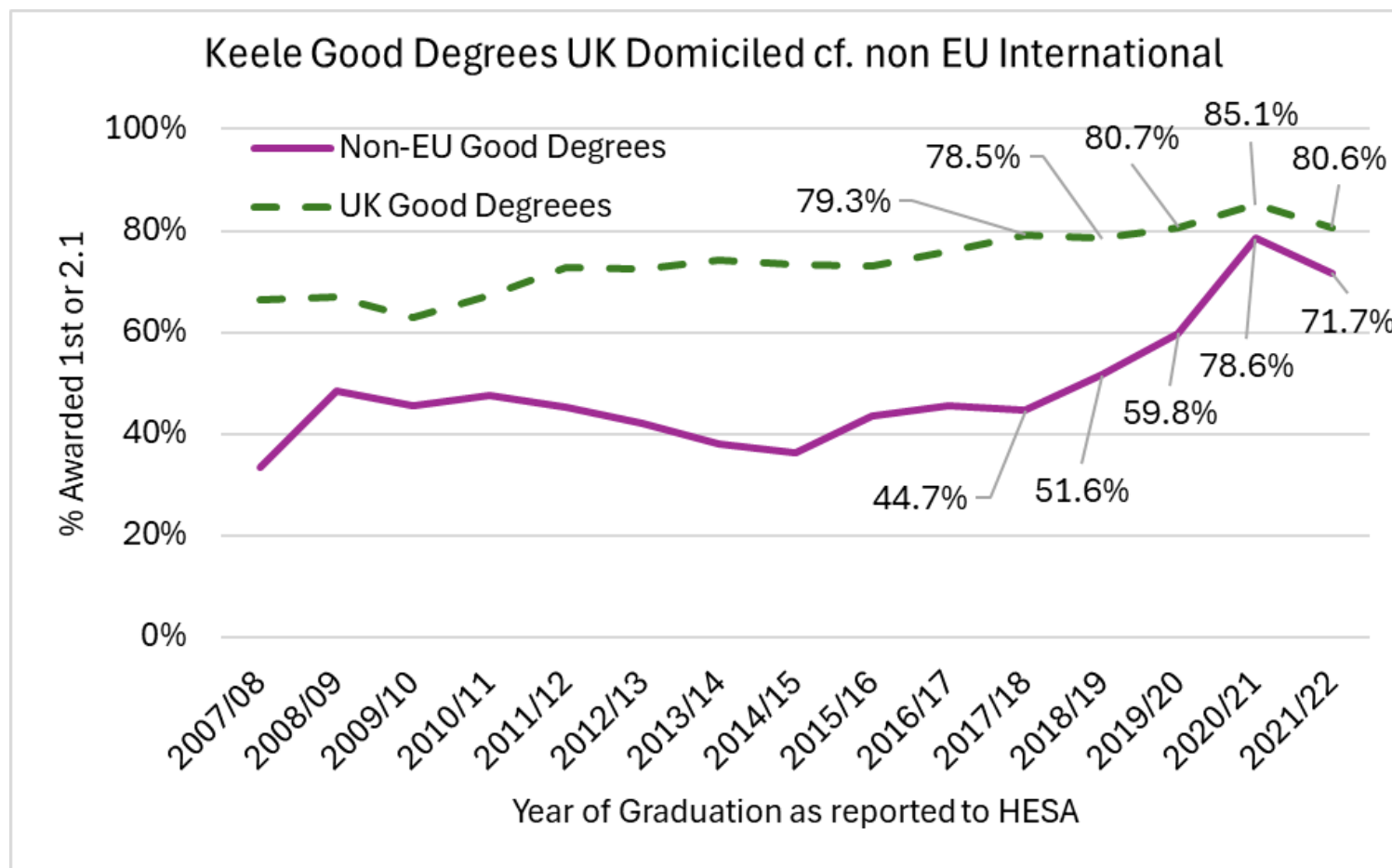
Figure 96: Longer term trend in "Good Degree" attainment by international status. Non-EU international student UG numbers graduating with a classified degree have (i) decreased from 275, in 2017/18, to 100 in 2021/22 (to nearest 5) (ii) have different geographical distribution (as the drop in numbers was largely from East Asia): In 2017/18, 79% of our non-EU international graduates were from East Asia. In 2021/22, this was 55%. EU students not included (as they have attainment similar to UK students).

Students Awarded 1st & 2.1 First Degrees by Broad Domicile – Last 5 yrs			
Academic Year of Award	Non-EU International	UK	Gap Non-EU Int - UK
	% of Group Receiving Good Degrees		
2017/18	44.7%	79.3%	-34.6%
2018/19	51.6%	78.5%	-26.9%
2019/20	59.8%	80.7%	-20.9%
2020/21	78.6%	85.1%	-6.6%
2021/22	71.7%	80.6%	-8.9%
	FPE Receiving Classified Degrees		% Non-EU (of all including EU)*
2017/18	275	1595	14.4%
2018/19	190	1730	9.6%
2019/20	105	1740	5.7%
2020/21	100	1775	5.1%
2021/22	100	1655	5.5%
Data are for students receiving classified degrees (excludes those graduating in Medicine) and as reported to HESA. * Note this is [Non-EU / (UK+ non-EU + EU)], so includes EU data which is not shown elsewhere in the table.			

Table 101: Attainment Gap between Non-EU International and UK-domiciled students regardless of ethnicity. Data as reported to HESA and regardless of ethnicity.

UG Awarding Relationship with Entry Qualifications

No. & Percentage of Students Awarded a "Good Degree" (1st and 2.1) by Ethnicity and Entry Qualification										
UG Degree, UK domiciled, aggregated over Academic Years 2019/20 – 2021/22										
Entry Qualification	Asian		Black		Other		White		Total ABO	
	No.	%	No.	%	No.	%	No.	%	No.	%
A-levels (≥ ABB)	35	97%	5		10		270	97%	55	96%
A-levels (≥ BCC) or international baccalaureate	195	92%	55	95%	60	85%	920	93%	310	91%
A-levels (≥ CDD)	240	84%	65	78%	50	72%	700	83%	355	81%
A-levels (≤ DDD) or other level 3 qual (tariff ≥105 points) or 2 A-levels and 1 Btec	110	72%	30	65%	35	79%	320	82%	175	72%
HE-level	15		20	70%	0		105	78%	35	67%
BTecs (≥ DDD) or 1 A-level and 2 BTecs	65	66%	15	53%	15	65%	185	70%	100	63%
BTecs (≤ DDM)	35	27%	10		10		95	67%	55	53%
Access or FY courses or other level 3 qual (≥ 65 tariff points)	40	76%	15	41%	15		150	72%	65	64%

Table 102: Good degree attainment by ethnic group and entry qualification, from OfS Student outcomes data, looking at the attainment (good degrees) metric in relation to ethnicity and entry qualification groupings. Due to small numbers in some breakdowns the entry qualification categories for A levels (AAA) and A

Figure 97: Good degree attainment by ethnic group and entry qualification, from OfS Student outcomes data, looking at the attainment (good degrees) metric in relation to ethnicity and entry qualification groupings. Due to small numbers in some breakdowns the entry qualification categories for A levels (AAA) and A levels (ABB) have been merged, and data has been aggregated over 3 years (2019/0, 2020/1 and 2021/2).

Number of students with different entry qualifications by ethnic group at point of degree qualification (all degree classifications)					
UG Degree, UK domiciled, aggregated over Academic Years 2019/20 – 2021/22					
Entry Qualification	Asian	Black	Other	White	Total ABO
Sum of top three categories listed above in Table 102 i.e. A-levels above, or equal to, CDD	530	150	155	2110	840
All categories in Table 102	915	310	270	3245	1495
Percentage within the top three A-level bands	**58%**	**49%**	**58%**	**65%**	**56%**

Table 103: Number and percentage of students with different entry qualification and grade by ethnic group. [Note table modified from original for simplicity and to avoid further redaction].
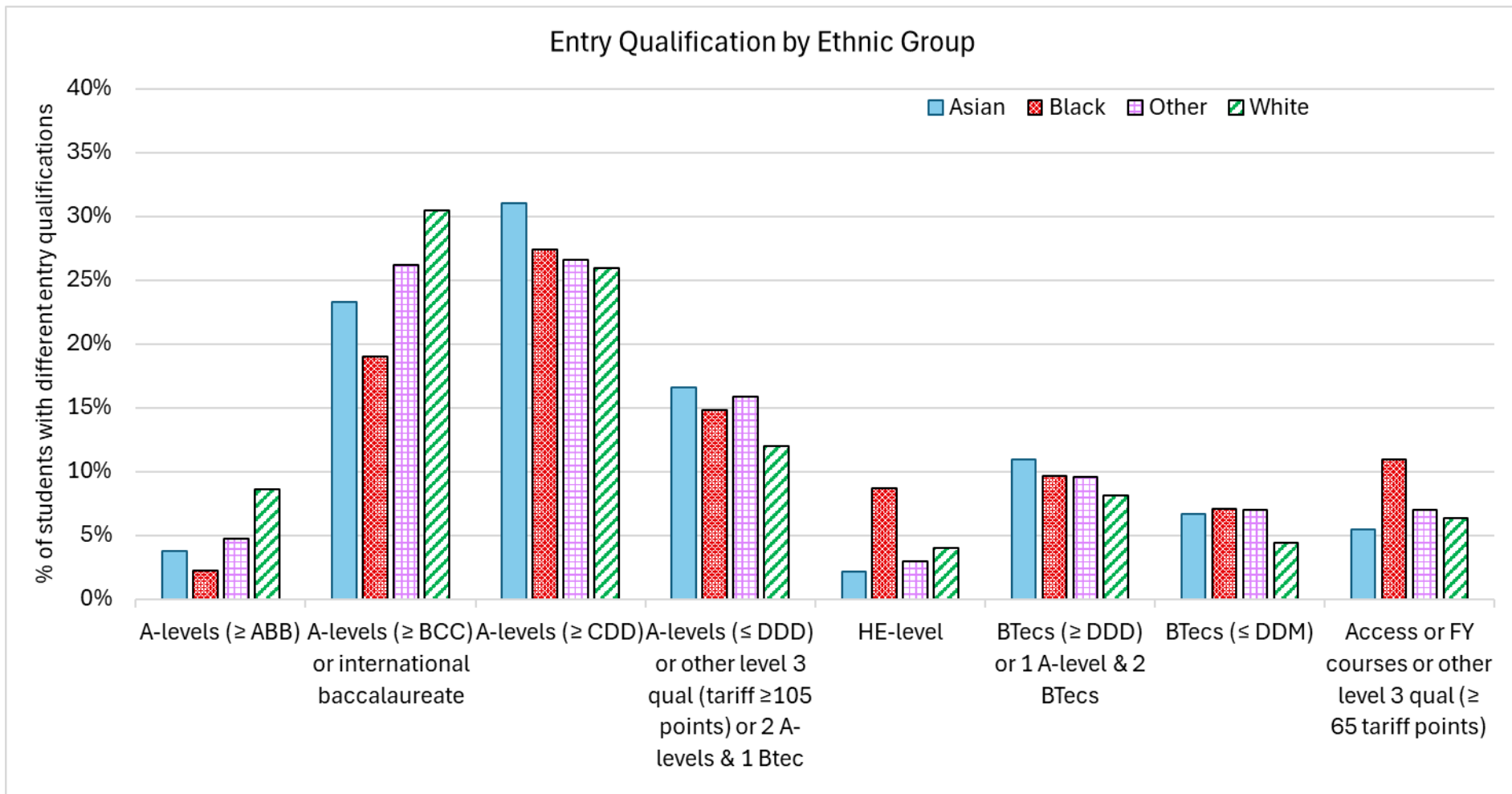
Figure 98: Percentage distribution of student ethnic group across different entry qualification and/or grade by ethnic group.

Postgraduate taught level Continuation, Completion and Awarding

PGT Masters Full-time Continuation (2017/18 – 2020/21 entrants)		
	Student (FPE)	Continuation
Asian	170	94.8%
Black	110	92.7%
Mixed	60	92.1%
Other	[low]	[low]
White	880	94.3%
Data from OfS Student dashboard, obtained Feb 2024.		
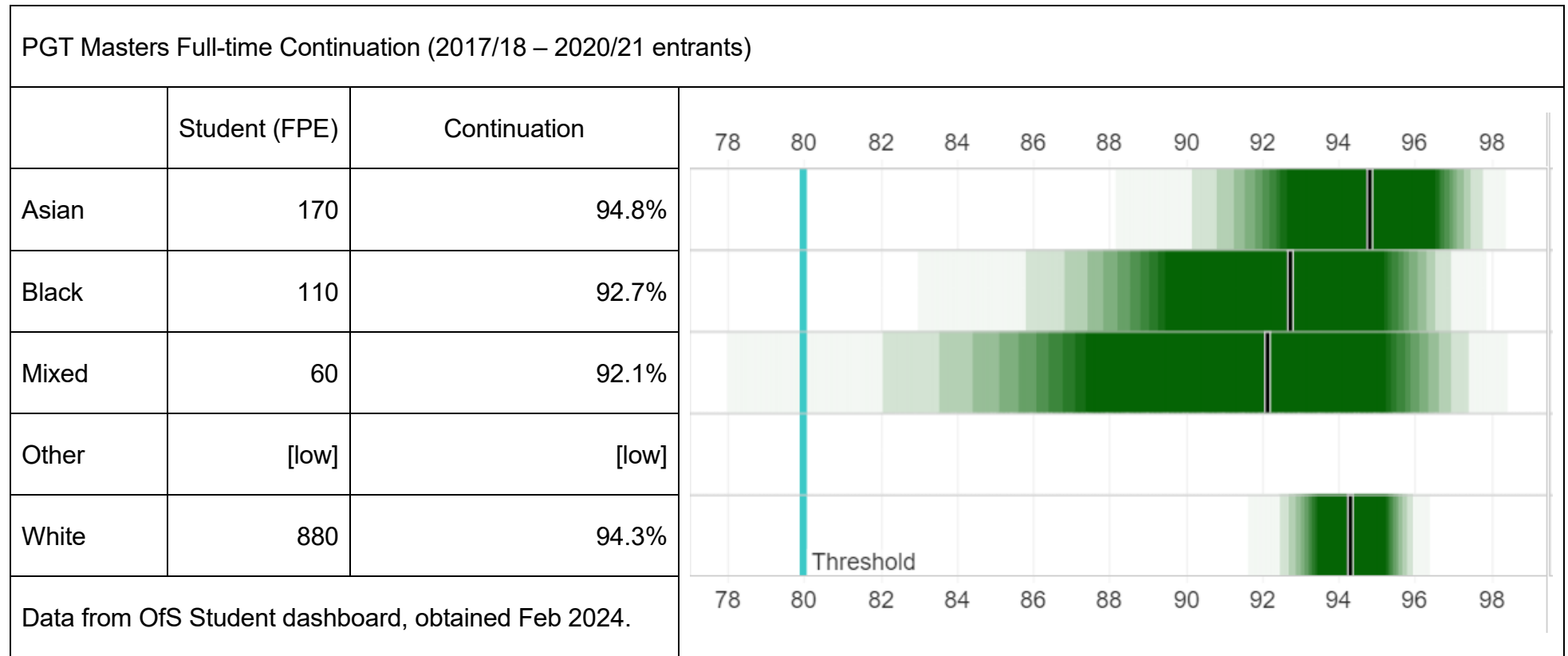
Table 104: PGT Masters (full-time) continuation for degrees starting 2017/18 – 2020/21 from OfS Student Outcomes dashboard. The Original webpage screenshot available on request. For description of the threshold marker see OfS (but where a provider falls below this it might be considered a reason for OfS action depending on context). Likewise, see OfS for descriptions of low and rounding strategy. Different shades of green indicate different confidence intervals.

PGT Masters Part-time Continuation (2016/17 – 2019/20 entrants)			
	Student (FPE)	Continuation	
Asian	50	73.9%	
Black	30	89.3%	
Mixed	[low]	[low]	
Other	[low]	[low]	
White	490	83.3%	
Data from OfS Student dashboard, Feb 2024.			
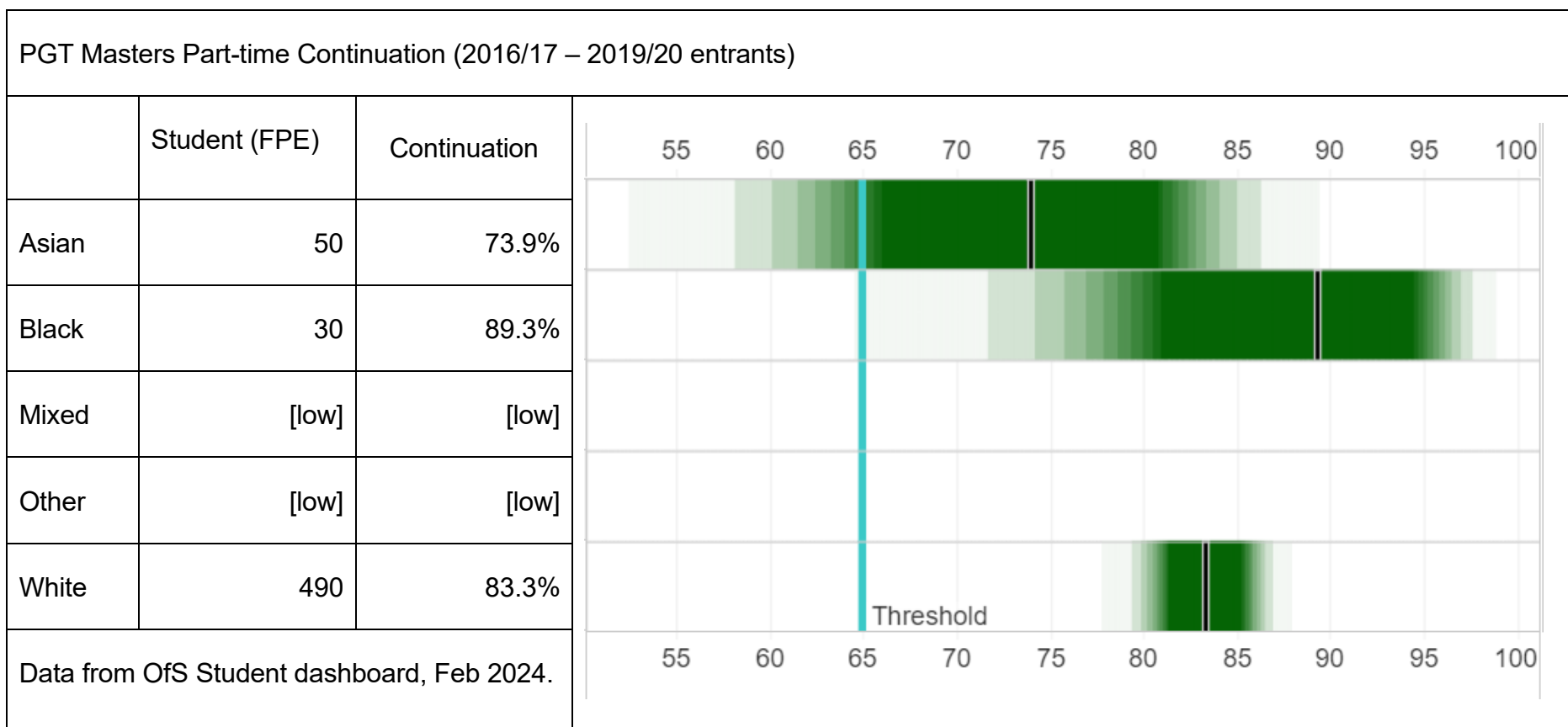
Table 105: PGT Masters (part-time) continuation for degrees starting 2016/17 – 2019/20 from OfS Student Outcomes dashboard. The Original webpage screenshot available on request. For description of the threshold marker see OfS (but where a provider falls below this it might be considered a reason for OfS action depending on context). Likewise, see OfS for descriptions of low and rounding strategy. Different shades of green indicate different confidence intervals.

PGT Masters Completion by Full and Part-time status and Ethnicity					
Year of Starting	Group	Student total No.	%Completion Keele	%Completion all OfS	
2014/15 - 2017/18	Full-time PGT masters				
	Asian	80	95.2%	91.2%	
	Black	90	90.9%	84.1%	
	White	680	94.8%	93.8%	
2012/13 - 2015/16	Part-time PGT Masters				
	Asian	80	75.6%	77.4%	
	Black	40	68.3%	73.6%	
	White	670	79.8%	77.0%	
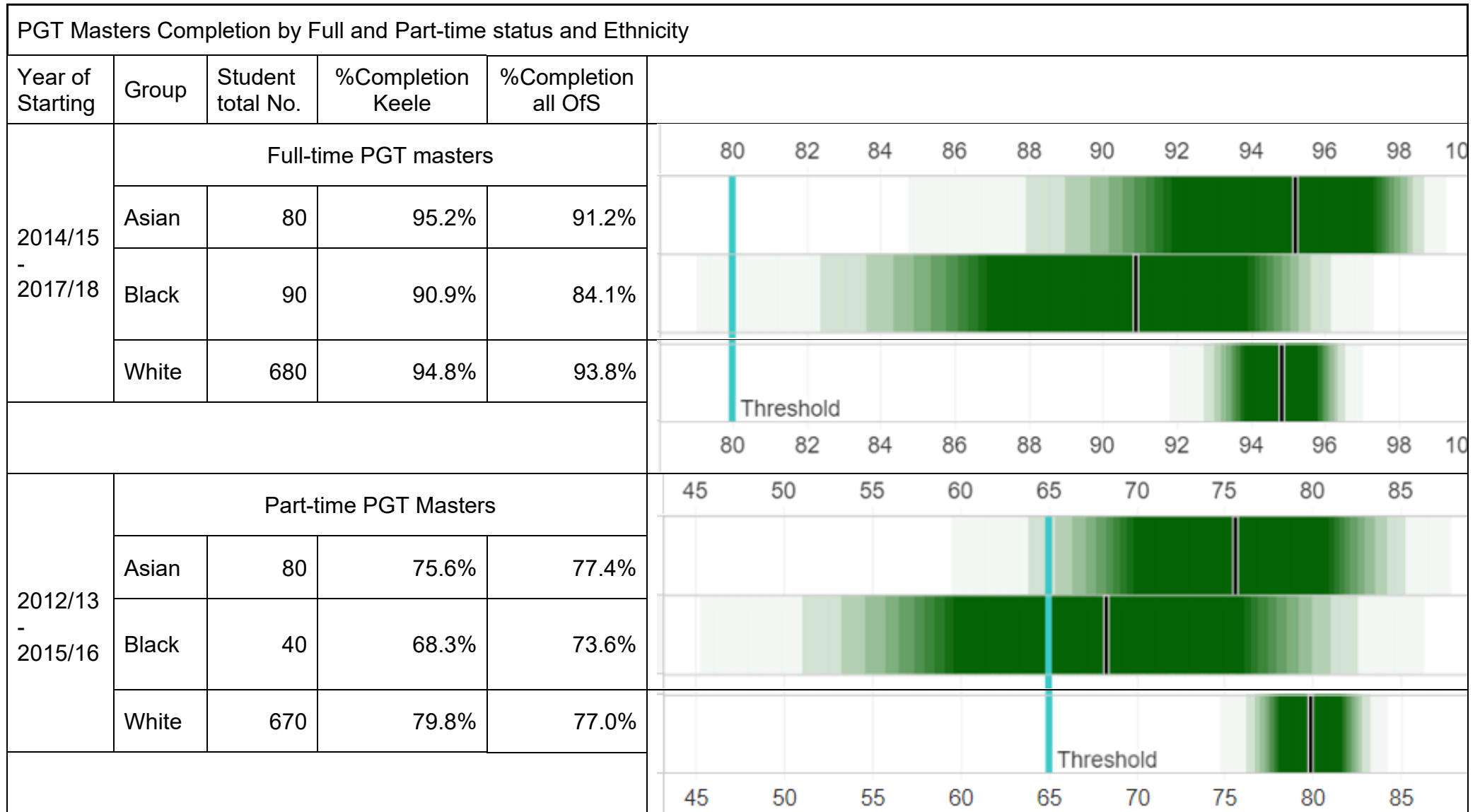
Table 106: PGT Masters completion OfS Student Outcomes dashboard. Original webpage screenshot available on request. OfS do not provide a benchmark for this level. Not shown above but international-domiciled students had marginally greater completion (94.0% vs 93.8%, 580 and 940 students respectively). For part-time completion was lower for international-domiciled students (30 students only) 69.7% vs 78.7% for UK (850 students). An improving trend to completion was seen across years for full and part-time.

Degree awarding for students at postgraduate taught level

Area	Academic Session	Asian		Black		Other		White		Total BAME		Total	Sector BAME
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	
FHumSS	2017/8	20	10%	15	7%	15	7%	165	77%	50	23%	215	19.9%
	2018/9	15	7%	10	6%	10	5%	155	82%	35	18%	190	20.4%
	2019/0	20	11%	10	6%	5	4%	135	80%	35	20%	170	21.3%
	2020/1	15	12%	15	10%	10	7%	100	72%	40	28%	135	21.1%
	2021/2	15	7%	15	6%	10	5%	180	82%	40	18%	220	21.2%
	2022/3	25	9%	15	6%	15	6%	210	79%	55	21%	270	
FMHS	2017/8	125	23%	35	6%	30	5%	365	66%	190	34%	555	25.8%
	2018/9	135	22%	35	5%	30	5%	425	68%	200	32%	625	26.8%
	2019/0	165	27%	55	9%	25	4%	360	60%	245	40%	605	28.3%
	2020/1	160	28%	35	6%	20	4%	345	62%	215	38%	565	29.2%
	2021/2	215	27%	50	6%	40	5%	475	61%	305	39%	775	28.6%
	2022/3	260	23%	85	8%	45	4%	740	66%	390	34%	1130	
FNS	2017/8	5	11%	5	■	0	■	55	89%	10	17%	70	21.4%
	2018/9	5	8%	5	■	5	■	65	85%	15	19%	80	21.5%
	2019/0	15	14%	5	6%	5	5%	70	75%	25	25%	95	22.9%
	2020/1	10	11%	5	8%	5	6%	60	75%	20	25%	80	22.1%
	2021/2	10	■	10	12%	0	■	70	76%	20	24%	90	23.1%
	2022/3	20	17%	10	7%	5	5%	90	71%	35	29%	130	
Total	2017/8	155	18%	55	6%	45	5%	610	71%	255	29%	865	21.1%
	2018/9	155	17%	50	5%	45	5%	660	73%	250	27%	915	21.6%
	2019/0	195	22%	70	8%	35	4%	590	66%	305	34%	895	22.7%
	2020/1	185	23%	55	7%	35	5%	515	65%	275	35%	790	22.6%
	2021/2	240	22%	75	7%	50	5%	730	67%	365	33%	1095	22.8%
	2022/3	305	20%	110	7%	65	4%	1045	68%	480	32%	1525	

Table 107: UK-domiciled PGT Awards. Where numbers are <5 percentages have been removed, where number could then be calculated from the total, the next smallest number is also removed. Benchmarking from HESA Student Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [01/02/2024]
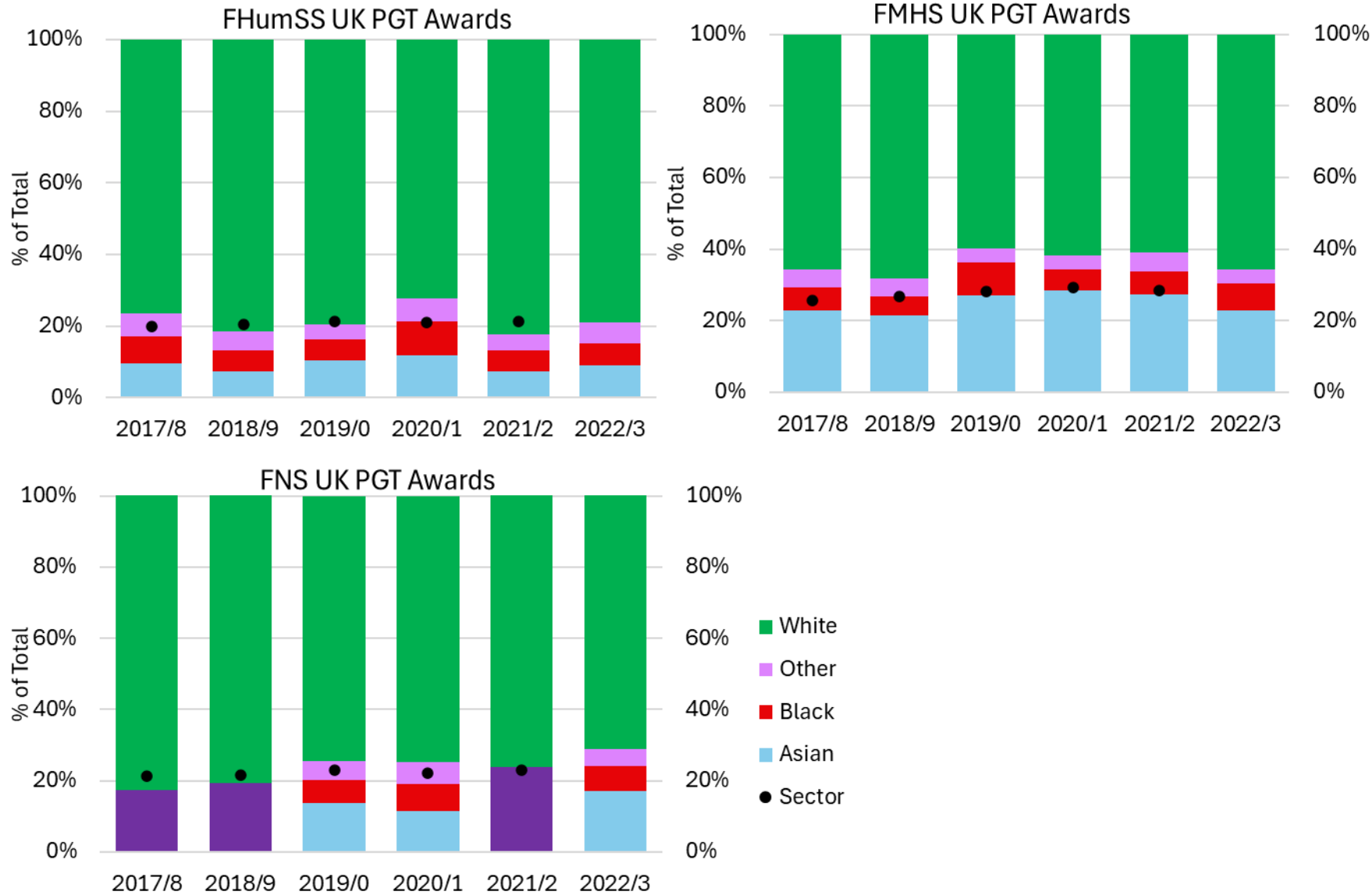
Figure 99: UK-domiciled PGT awards by faculty. Benchmarking from HESA Student Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [01/02/2024]
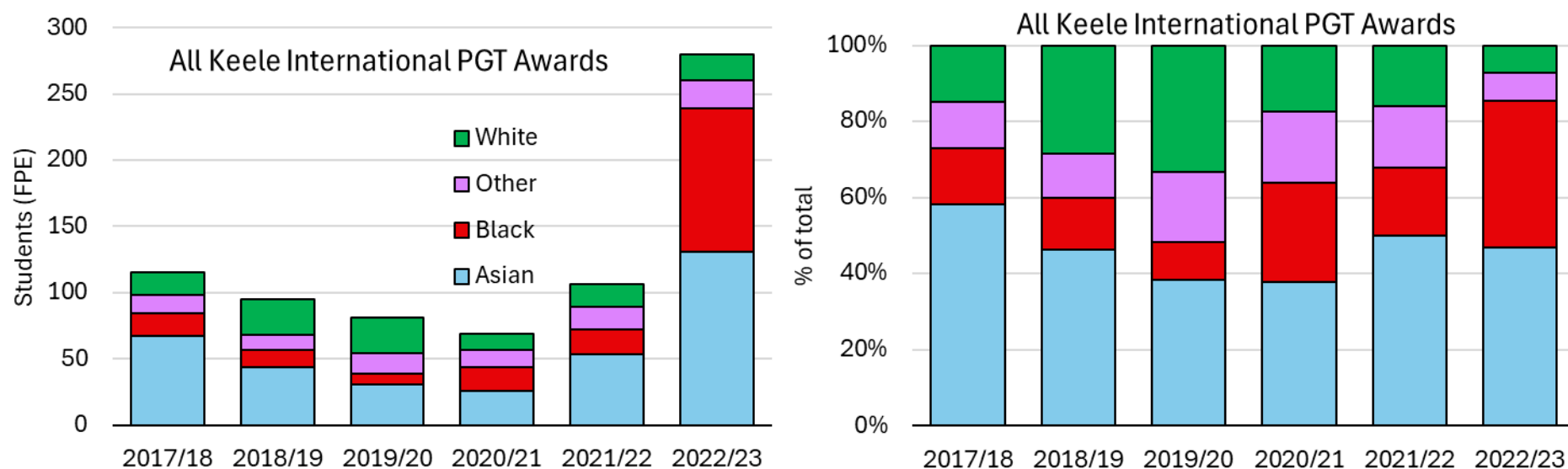
Figure 100: International-domiciled PGT awards

International-Domiciled PGT Awards											
Academic Year	Asian		Black		Other		White		Total BAME		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2017/18	65	58%	15	15%	15	12%	15	15%	100	85%	115
2018/19	45	46%	15	14%	10	12%	25	28%	70	72%	95
2019/20	30	38%	10	10%	15	19%	25	33%	55	67%	80
2020/21	25	38%	20	26%	15	19%	10	17%	55	83%	70
2021/22	55	50%	20	18%	15	16%	15	16%	90	84%	105
2022/23	130	47%	110	39%	20	8%	20	7%	260	93%	280

Table 108: International-domiciled PGT Awards

Postgraduate research level Continuation, Completion and Awarding

PGR Continuation by non-BAME cf. total and by UK / International- domicile Status						
Group	Full-time PGR (2018/19 – 2021/22 entrants)			Part-time PGR (2017/18 – 2020/21 entrants)		
	Student No.	% Continuation		Student No.	% Continuation	
	Keele	Keele	All OfS	Keele	Keele	All OfS
non-BAME	170	95.8%	96.2%	90	82.4%	84.3%
Total (BAME, non-BAME, unknown)	280	96.1%	96.6%	140	77.5%	84.5%
UK	220	95.4%	96.1%	130	77.7%	84.4%
International	60	[DPH]	97.1%	[low]		83.5%

Table 109: PGR Continuation - Keele and English HEI sector. Data have been updated from the OfS Data Dashboard to that most recently available on 26/07/2024 (initial self-assessment based on data obtained for one year earlier but the data were very similar). See OfS dashboard for notes on rounding, [low and, [DPH] (both of which relate to small numbers; removed to avoid identifying people).

PGR Completion by non-BAME cf. total and by UK / International-domicile Status						
Group	Full-time PGR (2015/16 – 2018/19 entrants)			Part-time PGR (2013/14 – 2016/17 entrants)		
	Student No.	% Completion		Student No.	% Completion	
	Keele	Keele	All OfS	Keele	Keele	All OfS
non-BAME	190	85.3%	91.4%	80	74.4%	74.0%
Total (BAME, non-BAME, unknown)	340	87.7%	91.4%*	120	66.1%	73.1%
UK	230	86.3%	90.8%	110	68.9%	73.5%
International	110	90.7%	91.9%	[low]	[low]	70.9%

* All ethnic groups other than White have lower completion on the OfS data dashboard (for all English HEI's s): full-time PGR: Asian 89.3%, Black 86.5%, Mixed 91.7%. Other 89.5%) but as they are not that different and make a small fraction of the total doing PGR degrees these figures are insufficient to change the overall percentage.

Table 110: PGR Student Completion – Keele and English HEI sector. Data have been updated from the OfS Data Dashboard to that most recently available on 26/07/2024 (initial self-assessment based on data obtained for one year earlier but the data were very similar)

Full-time Doctoral Students: time to Completion (for those completing in years 2018/19 to 2022/23)			
Group	Total years	Total years adjusted for Leave of Absence	No. (to nearest 5)
BAME Home	4.9	4.7	10
BAME International	4.7	4.7	95
White Home	4.8	4.7	135
White International	4.7	4.6	10

Table 111: Full-time Doctoral Students time to completion by BAME and International Status

PGR Student Awards by Ethnicity and International / UK Status aggregated from 2017/18 - 2022/23												
Domicile	Asian		Black		Other		White		Total BAME		Total	Sector BAME
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
Home	20	6%	10	3%	15	4%	295	87%	45	13%	340	16.1%
International	30	19%	20	11%	70	42%	50	28%	120	72%	170	
Total	55	10%	30	6%	85	17%	340	67%	165	33%	510	

Table 112: PGR Student Awards by Ethnicity and International / UK Status aggregated from 2017/18 - 2022/23, Benchmarking from HESA Student Qualifiers Full Person Equivalent (FPE) V1 2019/20 - 2021/22 © Jisc [01/02/2024]

All PGR student leavers reasons 2007/8 -2022/23 inclusive				
	Home		Overseas	
	BAME	non-BAME	BAME	non-BAME
Academic	11%	6%	13%	Reasons not given, as only 10 in total
Written off after lapse of time	12%	9%	10%	
Health	4%	9%	0%	
Financial	18%	18%	27%	
Transferred to another HEI or into employment	11%	11%	10%	
Unknown	3%	6%	8%	
Personal	32%	24%	21%	
Other including visa, exclusion and deferred	8%	13%	13%	
Gone into employment	1%	4%	0%	
Total	100%	100%	100%	
Total headcount to nearest 5	75	175	65	10

Table 113: PGR Leavers reasons - long term aggregate. The biggest difference between BAME international and other groups was the financial leaving reason. This appeared to relate to students within the period 08/09 – 12/13 and not to more recent student groups.

All PGR (Home and International) student leavers reasons 2018/19 -2022/23 inclusive						
Leaving Reason	BAME students (UK & Int.)			non-BAME Students (UK & Int)		
	08/09 - 12/13	13/14 - 17/18	18/19-22/23	08/09 - 12/13	13/14 - 17/18	18/19-22/23
Academic	9%	13%	12%	9%	8%	5%
Written off after lapse of time	9%	6%	24%	12%	10%	11%
Financial	25%	21%	15%	14%	31%	16%
personal, health or other	41%	45%	35%	39%	45%	45%
Transferred to another HEI or into employment	7%	13%	15%	14%	6%	22%
Unknown	9%	2%	0%	12%	0%	2%
Total	100%	100%	100%	100%	100%	100%
Note categories have been combined further, given smaller numbers. Even when aggregated over 5-year periods, some apparent differences in percentages relate to few students.						

Table 114: PGR Leavers reasons - over three 5-year periods.

UG Full-time Student Progression into a "Good Outcome"			
	Student (FPE)	Progression	Benchmark
Asian	740	75.1%	70.6%
Black	290	72.4%	75.2%
Mixed	160	75.3%	73.8%
Other	50	77.8%	70.8%
White	2950	74.8%	73.1%
Data from OfS Student dashboard, obtained June 2024.			

Table 115: UG Full-time First degree progression, 2017/18 – 2020/21 qualifiers, from OfS Student Outcomes dashboard. Black student progression is lower than other groups at Keele and is below the OfS benchmark for Keele. For note on benchmark see TABLE 87.
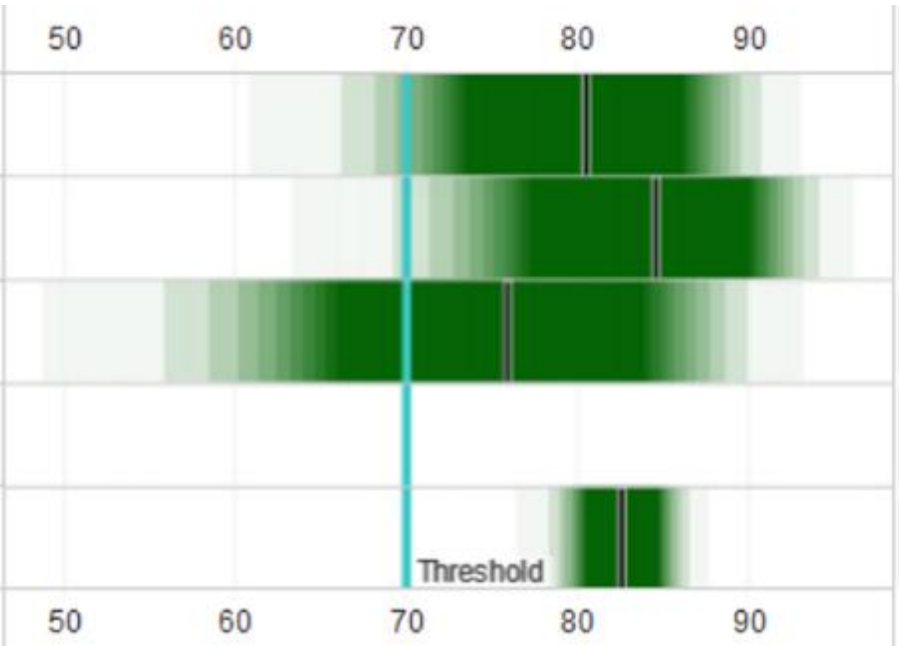
PGT Full-time Masters Student Progression into a "Good Outcome"

	Student (FPE)	Progression
Asian	50	80.4%
Black	40	84.5%
Mixed	30	75.9%
Other	[low]	[low]
White	440	82.5%
Data from OfS Student dashboard, obtained June 2024.		

Table 116: PGT Masters Full-time progression into a "Good outcome", 2017/18 – 2020/21 qualifiers, from OfS Student Outcomes dashboard. The OfS does not provide similar data for Keele part-time Master's students by ethnicity as there are too few in any group except White (which has a progression rate of 91.6%).

Other PGT Part-time Student Progression into a "Good Outcome"		
	Student (FPE)	Progression
Asian	200	96.8%
Black	40	86.1%
Mixed	[low]	[low]
Other	[low]	[low]
White	240	95.8%
Data from OfS Student dashboard, obtained June 2024.		

Table 117: Other PGT Progression into a good outcome.

PGR Progression: OfS does not provide this data for Keele by ethnicity due to small numbers. White students have a progression rate of 92.7% (full-time) and 92.5% (part-time).

Anonymous Reports

Anonymous Reports made by Students (March 2021 - April 2024)				
Ethnicity	**Number of anonymous reports raised**	**Percentage of Anonymous Reports Raised**	**Pool of students over 3 years (AY 21/22-23/24)**	**Percentage of the ethnic group**
Non-BAME	25	26%	22985	0.1%
BAME	55	55%	15760	0.3%
PNS/ Unknown	20*	20%	1650	1.2%
Total	**95**	**100%**	**40395**	
Reporting parties can specify what they feel the incident was motivated by from a predefined list. Of the 95 reports, **50 (53% of reports) included 'ethnicity or race'** as the or one of the options listed. Of these, to nearest 5, 20 were reported by a witness, 15 by friend/ colleague and 15 by victim/survivor.				
*In the worst-case scenario of all reports being from BAME students, then the BAME student 0.3% reporting rate would increase to 0.46% (using the BAME-only pool) or 0.41% (using the combined BAME and unknown pool).				

Table 118: Anonymous Reports made by Students

Career's and Employability Support Usage by Student Ethnic Group

Career's and Employability Support Usage* by Ethnic Grouping				
		Service Users		All Full-time Keele Students (%)
AY	Ethnic Grouping	Number	%	
2020/21	Asian	165	21%	22%
	Black	65	9%	8%
	Mixed	15	2%	4%
	Other	10	1%	3%
	White	350	46%	61%
	Not available	165	21%	3%
	Total	765	100%	100%
2021/22	Asian	215	26%	23%
	Black	105	13%	9%
	Mixed	25	3%	4%
	Other	15	2%	2%
	White	410	50%	59%
	Not available	45	5%	3%
	Total	815	100%	100%
2022/23	Asian	245	29%	25%
	Black	120	14%	10%
	Mixed	30	4%	4%
	Other	15	2%	2%
	White	365	44%	54%
	Not available	60	7%	3%
	Total	835	100%	100%
2023/24 (to June 2024)	Asian	205	27%	26%
	Black	105	14%	11%
	Mixed	25	4%	4%
	Other	10	1%	2%
	White	345	45%	53%
	Not available	70	9%	5%
	Total	765	100%	100%
* 1:1 appointments				

Table 119: Career's and Employability Usage by Student Ethnic Grouping indicates no under-representation of Asian or Black students and in most years, representation that broadly matches Mixed and "Other" ethnic groups as well. White students appear under-represented (but there is some error in most years as we do not have data for all students who took part in 1:1 sessions).

Students holding casual contracts and active in the Gender Pay Gap Period*						
Group	2021		2022		2023	
	No.	%	No.	%	No.	%
Non-BAME	40	68%	55	60%	80	56%
unknown	5	8%	10	12%	10	6%
BAME student contracts	15	24%	25	28%	55	39%
total student contracts	60	100%	90	100%	140	100%
*The data period for GPG reporting required under the Equality Act : Keele this is the period up to the snapshot date of 31st March. Most contracts are for Student Ambassadors; Students may hold other casual contracts e.g. in catering but **we would not be able to identify them as students**. The majority of student employees are female: between 76% and 92% female by ethnic group and year over the period above.						

Table 120: Students Identified as having casual contracts (typically UG student roles) and active in Gender Pay Gap Period* only

Contracts Identified as belonging to Students by Job Role (typically UG student roles).						
Group	2021		2022		2023	
	No.	%	No.	%	No.	%
Asian	70	17%	30	16%	40	17%
Black	40	10%	15	7%	25	10%
Mixed/Multiple	15	3%	5	3%	10	4%
Other	10	2%	10	5%	10	4%
White	250	63%	115	59%	140	55%
unknown	15	4%	20	11%	25	10%
total BAME student contracts	130	33%	60	30%	90	35%
total student contracts	395	100%	195	100%	250	100%
See other notes as in table above						

Table 121: Contracts Identified as belonging to Students by Job Role (typically UG student roles). Includes all contracts live at that time but not necessarily active in the GPG pay period. Men have low representation regardless of ethnic group (not shown) and this is being tackled in our institutional Athena Swan actions.

PGR Student Employment				
Group	PGR Student contracts			
	2021/22		2022/23	
Asian	10	8%	20	12%
Black	10	8%	15	9%
Mixed & Other	10	6%	10	7%
White	105	69%	95	61%
unknown/PNS	15	9%	20	12%
BAME total	35	22%	45	28%
Overall total	150	100%	155	100%

Table 122: PGR Student employment data (Mixed and Other merged to reduce identifiability).

Appendix 4: Glossary

APP   Access and Participation Plan

APPSG   Access and Participation Plan Steering Group

AS   Athena Swan

ASO   Athena Swan officer

AY   Academic year

BAME   Black, Asian and Minority Ethnic

BAU   Business as usual

BH&V   Bullying, harassment & victimisation

BHM   Black History Month

BLM   Black Lives Matter

BmkG   Benchmarking group

CC   Culture Climate

CI   Continuous Improvement

CPO   Chief People Officer

COO   Chief Operating Officer

DTC   Decolonising the curriculum

DVC   Deputy Vice-Chancellor

EDI   Formerly used for Equality, Diversity and Inclusion at Keele but moved to Equity, Diversity and Inclusion from autumn 2023

EDIL   EDI Lead

EDIOG   EDI Oversight Group

EDISG   EDI Steering Group

EPDG   Education Performance Data Group

E&R   Education and Research

E&S   Education and Scholarship

EIA   Equality Impact Assessment

EDIG   Equality, Diversity and Inclusion Group (Self-Assessment Team)

EORR   Equity/Equality of Opportunity Risk Register

ESA   Executive Search Agency

FAP   Forward action plan

FEDIG Faculty EDI Group

FEDIL Faculty EDI Lead

FHumSS Faculty of Humanities and Social Sciences

FMHS   Faculty of Medicine and Health Sciences

FNS   Faculty of Natural Sciences

FPE   Full Person Equivalent

FTC   Fixed-Term Contract

FY   Foundation Year

GC   Global Challenges

GPG   Gender pay gap

GSRA   Global Student Recruitment and Admissions

HE   Higher Education

HEI   Higher Education Institution

HESA   Higher Education Statistics Agency

HKVets Harper Keele Veterinary School

HoS   Head of School

HR   Human Resources

IDS   Information & Digital Skills Directorate

ILAS   Institute of Liberal Arts & Sciences

IMD   Index of multiple deprivation

KBS   Keele Business School

KDA   Keele Doctoral Academy

KeeleSU   Keele Students' Union

KIITE   Keele Institute of Innovation and Teaching Excellence

KPA   Keele Postgraduate Association

LC   Language Centre

M&S   Managerial & specialist

NSS   National Student Survey

OD   Organisational Development

OfS   Office for Students

PAP   Previous Action Plan

PG   Postgraduate

PGT   Postgraduate Taught Student

PGR   Postgraduate Research Student

PhaB   School of Pharmacy & Bioengineering

POLAR Participation of local regions

%pts   Percentage points

PSS EDIG   Professional Services EDI Group

PSG   Professional Services Group

PSS   Professional and Service/Support Staff

PPIE   Public and Patient Involvement and Engagement

PVC   Pro Vice-chancellor

R-only Research-only staff role

REC   Race Equality Charter

RECSAT   Race Equality Charter Self-Assessment Team

REF   Research Excellence Framework

REO   Race Equality Officer

SAT   Self-assessment team

SCB   Strategic Communications and Brand

SC&M   School of Computing and Maths

SEDIL   School EDI Lead

SESO   Student Experience and Support Office

SL/Lec (Senior)Lecturer

SLS   School of Life Sciences

SNAM   School of Nursing & Midwifery

SoB   Sense of Belonging

SoH   School of Humanities

SoM   School of Medicine

SPRE   Staff Performance Review and Enhancement

SS&S   Student Support & Success

SSVC   Student-Staff Voice Committee

SU   Students' Union

TF   Teaching Fellow

T-only teaching-only

TUNDRA   Tracking under-representation by area

UB   Unconscious bias

UCEA   University and Colleges Employers Association

UEC   University Executive Committee

UG   Undergraduate

UHNM University Hospitals North of Midland

UKHEI UK Higher Education Institution

ULG   University Leadership Group

VC   Vice-chancellor

WAM   Workload Allocation Model

Appendix 5: Relevant Talks, Research (shared with Keele staff), Blogs and Community Engagement

Selected Public Lectures on Race Equality			
Date	**Speaker**	**Title**	**Focus**
38/05/2019		The Postgenomic Condition: Ethics, Justice, Knowledge After the Genome - Can Genomics Be Anti-Racist?	Science and racism
20/01/2020		Eyes wide shut: does UK higher education care about racial justice	Black women in academia
22/04/2021		Competing inequalities: gender, race and white privilege in higher education	Race in HEI
25/11/2021		The Elimination of Violence against all Women	Gender-based violence: intersection with race and religion
16/02/2022		No labels - the limits of human categories	Race, including caste, and gender
02/02/2023		Lifting the barriers to Black academia – through positive action and decolonisation	Race in HEI
24/05/2023		Migration in the Mahgreb, an interdisciplinary approach: MADAR's motley	Race & migration including at intersection with gender
15/11/2023		Race, Inequality and the University: British and American Perspectives	Race in HEI
07/02/2024		Colonialism and Collecting	Ethics and practice of restitution

Table 123: Race Equality Talk Highlights, since our 2019 submission

Publicly Accessible Race-Related Research Shared through Keele Communications	
Aug 2019	Some heart-rate monitors give less reliable readings for people of colour
Nov 2019	"I risked my life in the back of a lorry to reach the UK from Iran"
July 2020	New study underway to improve mental health treatment in Pakistan
Dec 2021	Immigrant entrepreneurs: the barriers they face and how to remove them
Mar 2021	Racial disparities in treatment of heart patients during first wave of Covid-19
Sep 2021	Black How racist narrative about Muslims in the British press were reconfigured during the initial peak of COVD-19
Feb 2022	Common tool for predicting heart attack risk disadvantages ethnic minorities, researchers find
Feb 2022	COVID: how the pandemic could make poverty levels among ethnic minorities even worse
Mar 2022	Keele researchers studying impact of long Covid in ethnic minority communities
May 2022	Ethnic poverty: dividing and excluding people keeps them poor
Dec 2022	Mental healthcare services must adopt new models of care to reduce ethnic inequalities
Dec 2023	Potential causes of racial and ethnic disparities in the use of Taser - Keele University

Table 124: Examples of research shared with Keele staff and Students through Keele email and Internet Blog-style articles.

Student and Staff Blogs and Communications	
Oct 2019	[Reflections on the EHRC racial harassment inquiry](#)
Jun 2020	[The Reflections of Paul Olubayo](#)
Jun 2020	[Black Lives Matter](#)
Oct 2020	[Reflections on Black History Month](#)
Feb 2021	[Studying at Keele through an Article 26 Sanctuary Scholarship](#)
April 2021	Response to the Sewell Report
May 2021	[Reflections on the commission on race and ethnic disparities from our race equality self-assessment team](#)
Sep 2021	[Black How racist narrative about Muslims in the British press were reconfigured during the initial peak of COVD-19](#)
Oct 2021	[Black History Month at Keele 2021](#)
Jul 2022	An update stating commitment to equality charters and upholding Freedom of Expression (following letter from Minister for Higher and Further Education).
Oct 2023	[Black student entrepreneurs celebrating Black History Month](#)
Apr 2024	Chair of the British Forum for Ethnomusicology (BFE): colleague update noting importance of intersectional leadership.

Table 125: Race Equality Related Blogs or Intranet News Items