Name of institution	Keele University
Date of application	12th February 2019
Award Level	Bronze
Contact for application	Nicola Ratcliffe -Head of HR (Strategy & Policy)
Email	n.l.ratcliffe@keele.ac.uk
Telephone	01782 734376

TOTAL WORD COUNT: 13,424

1- Letters of Endorsement from the Vice Chancellor, Deans & Directors

Professor Trevor J McMillan PhD, MRCP(Hon), FRCR(Hon), FRSB
Vice-Chancellor

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Keele UNIVERSITY

12 February 2019

Letter of Support: Race Equality Charter

It gives me great pleasure to underline here my full support for Keele University's Race Equality Charter submission. We welcome wholeheartedly the opportunity that has been provided through this channel to raise awareness across the institution of race-based inequalities, as they are manifested in the university and beyond, and to advocate the transformation that is required to address and overcome them. This reflects our strong institutional commitment to the principles set out in the Charter, one that is embodied in our People Strategy which signals very clearly that a concern for equality, diversity and inclusion must be embedded in everything we do. I endorse this application, which gives an honest, accurate and true representation of the university and our self-assessment processes.

The work we have done in relation to the Charter has had a very significant impact on the institution. There have been a number of open, interactive events that have fed into the analysis and the action plans, with all of our schools represented by staff and students. We held a very positive and challenging workshop with our Council, where members pledged their personal and collective commitment to eliminating all traces of race-based inequality. There have also been several additional initiatives that have raised awareness of the key issues among staff and students. These have included: a very successful and high-profile Race Equality Lecture Series, which is supported by many of our Schools and Institutes; the establishment and support of an active BAME Staff Network; and the engagement of senior managers with the Students Union-led 'Decolonise the Curriculum' movement. Finally, a number of senior managers, including myself, have engaged in an innovative development programme, which has involved us receiving one to one mentoring from members of the BAME Staff Network. All of this work has cast light on aspects of race-based inequality and it has facilitated vibrant and self-critical reflection across campus.

We are conscious that we need to continue to deepen our understanding of the ways in which race-based inequalities play out in the everyday experiences of students and staff. If we succeed in this, then our action plans will facilitate progress in relation to the data we present here. We are acutely aware of the fact that we have a much higher proportion of BAME students than staff, that there are attainment gaps to address between BAME and non-BAME students and that BAME staff are particularly under-represented at more senior levels. We have carefully developed our action plans based on our analysis so that they can have maximal impact in the

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near future. We are not alone in facing challenging times but we are committed to making progress in this important agenda and have a dedicated EDI budget to support the delivery of the action plan and have taken steps to ensure that actions are mainstreamed into our core committee structures. In addition, three members of the Executive will continue to make a substantial time-commitment to following through on the action plans.

The importance of leadership in promoting equality is clear. Several senior managers have been involved in the work of the Self-Assessment Team, and others have supported events associated with race equality. We have had an Executive Blog on this work and we refer to it in many other communications from my office.

I hope this conveys the priority that I place on the Charter and the potential it has given us to achieve lasting and positive change in overcoming race-based inequalities at Keele.

Yours faithfully
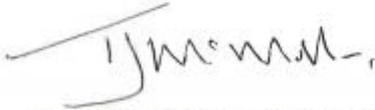
PROFESSOR TREVOR McMILLAN
VICE-CHANCELLOR

23 January 2019

Letter of Support: Race Equality Charter

The Faculty of Humanities and Social Sciences strongly endorses the principles that underpin the Race Equality Charter. We have embraced the opportunity to engage in critical self-assessment of the Faculty-specific data that has been generated through this work. The Equality, Diversity and Inclusion Groups in our schools have analysed the data and fed into the action plan.

We are conscious that there is a significant gap between the proportion of BAME students in the Faculty and staff, and we are committed to increasing the latter substantially. There is also work to do in relation to our promotions process so that BAME staff can be better represented at higher grades. We have a significant attainment gap to address with respect to our student outcomes. The institutional action plan that we are embracing in the Faculty will, we trust, help us to make significant progress in relation to these and other enduring challenges.

Yours faithfully

Professor Shane O'Neill
Pro Vice-Chancellor and Executive Dean of Humanities and Social Sciences

Faculty of Humanities and Social Sciences
Professor Shane O'Neill, Pro Vice-Chancellor & Executive Dean

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Professor Jonathan Wastling
Pro Vice-Chancellor and Executive Dean of Natural Sciences

Faculty of Natural Sciences: Race Equality Charter Submission

As Executive Dean of the Faculty of Natural Sciences I recognise the value and importance of the Race Equality Charter (REC) self-assessment and lend my full support to the exercise. Understanding our baseline position with the respect to the REC is a vital first step in making progress against its objectives.

The comprehensive analysis of the experiences and outcomes of BAME staff and students at Keele University conducted as part of the Race Equality Charter (REC) self-assessment has been scrutinised by the Equality, Diversity, and Inclusion (EDI) Committee of the Faculty of Natural Sciences. Our examination of the data pertaining specifically to the Faculty highlights worrying disparities with regard to the representation and progress of BAME staff and the attainment of BAME students. As a Faculty we are committed to addressing these areas as a matter of priority. The Faculty's EDI committee will therefore continue to work to ensure that the institutional Athena Swan(AS) and REC action plans are implemented and monitored effectively across all the academic areas within the Faculty of Natural Sciences.

Yours faithfully
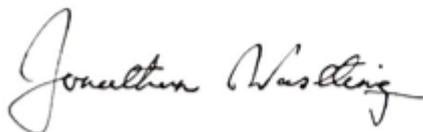
Professor Jonathan Wastling
Pro Vice-Chancellor & Executive Dean

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Professor Pauline Walsh
Pro Vice-Chancellor and Executive Dean of Natural Sciences

Keele
UNIVERSITY

Faculty of Medicine and Health Sciences: Race Equality Charter Submission

The faculty of Medicine and Health Sciences welcomes the opportunity to be involved in the university wide approach of the self-assessment and action plan implementation relating to the race equality charter. This has provided the faculty with an opportunity to examine our own profile of students and staff and ascertain areas for improvement. This has identified an underrepresentation of BAME students in a small number of programmes whilst the majority have higher than the UK benchmark. Despite this the data demonstrates that there is an achievement gap for BAME students. BAME staff are also underrepresented and in particular at the more senior academic or professional services levels.

The Faculty Equality, Diversity and Inclusion committee has ensured representation from the BAME community and is committed to delivering the university action plan to address gaps. We have started to examine our own data relating to race equality and have designated the next meeting to agree the actions required to address the issues.

Professor Pauline Walsh
Pro Vice Chancellor (Health and Wellbeing) Executive Dean Faculty of Medicine and Health Sciences

Faculty of Medicine and Health Sciences
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4 February 2019

Letter of Support: Race Equality Charter

As Leaders of the University Professional Services Directorates we give our full support for the University's participation in the REC. The analysis of staff ethnicity data has provided an opportunity for us to undertake a systematic assessment of our Directorates and to identify areas for action.

Our Professional and Support staff serve increasingly diverse student and academic communities. However, currently only 3.1% of these staff identify as Black, Asian or Minority Ethnic (BAME). The local labour force in North Staffordshire from which we attract a high proportion of professional services staff is at least 7% BAME.

With respect to staff recruitment, our data points to a situation where we are attracting high proportions of BAME applicants but they are less successful at shortlisting and appointment stages than non-BAME applicants.

The low proportion of BAME staff in senior Professional Services roles is a concern and improving representation at senior grades will be a key priority over the next three years.

We have discussed this matter at length at Executive level and welcome the practical steps detailed in the REC Action Plan to improve this situation.

Yours sincerely

Rachel Adams
Director of Human Resources

Dr Mark Bacon
Director of Research, Innovation & Engagement

Phil Butters
Director of Estates & Development

Dr Helen Galbraith
Academic Registrar & Director of Students & Academic Services

Lorraine Westwood
Director of Marketing & Communications
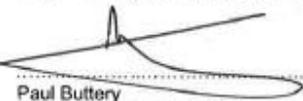
Paul Buttery
Interim Director of Finance

Daniel Perry
Chief Information Officer for Digital Strategy

Professor Raphael Hallett
Director of Keele Institute for Innovation and Teaching Excellence

Directorate of Human Resources
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Section 1 Word Count: 1,344

Glossary of Terms	
AS	Athena SWAN
BMG	Benchmarking Group
FHSS	Faculty of Humanities and Social Sciences
FMHS	Faculty of Medicine and Health Sciences
FNS	Faulty of Natural Sciences
FTC	Fixed-Term Contract
KeeleSU	Keele Student Union
KIITE	Keele Institute for Innovation and Teaching Excellence
KPA	Keele Postgraduate Association
KU	Keele University
OD	Organisational Development
PGR	Postgraduate Research
PGT	Postgraduate Taught
PS	Professional and Support
PSS	Professional and Support Staff
R&S	Recruitment & Selection
RECSAT	Race Equality Charter Self-Assessment Team
SL	Senior Lecturer
SL+	Senior Lecturer, Senior Teaching Fellow and Senior Research Fellow
SRF	Senior Research Fellow
STF	Senior Teaching Fellow
UB	Unconscious Bias
UEC	University Executive Committee
UKHEI	UK Higher Education Institutions
WG	Working Group

2a Description of the self-assessment team

Keele signed up to the REC in November 2016. Funding for the appointment of a 0.6 FTE Staff Equality Officer was allocated in line with ECU recommendations. An additional budget of £10,000 was allocated to fund the activities of the RECSAT. The co-chair was allocated 0.2 FTE workload.

RECSAT membership is presented in table 2ai (alphabetical order by surname), and is 46% BAME. An open invitation to join the RECSAT was circulated in January 2017 to all staff and students and further communications were extended during the various events organised by the RECSAT and via the BAME Staff Network. 36% of members volunteered to join, the rest were nominated as an expected part of their job role.

2b The self-assessment process

At the first RECSAT meeting on 27th March 2017, it was decided that three WGs would be established to streamline the assessment process:

Staff Data WG
1) review and analyse institutional staff data;
2) manage the administration of the REC staff survey;
3) organise interviews/focus groups with BAME staff;
4) facilitate the initiation and organisation of a BAME staff network.

Student Data WG
1) review and analyse student data;
2) manage the administration of the REC student survey;
3) organise interviews/focus groups with BAME students.

Communication and Culture WG
To manage communication aimed at creating institutional awareness of the REC, and topics/issues concerning race equality in HE and society more generally.

This structure enabled access to the resources required for undertaking the assessment without restriction and direct communication with UEC. Tables 2bi-iii outline the number of times that the RECSAT and WGs convened.

5 members of the RECSAT have accessed REC training from Advance HE or attended networking events and UEC received a session on the REC delivered by Advance HE in between 2016-2018.

The self-assessment process had two distinct phases. Phase one – from spring 2017 to spring 2018 – involved data retrieval, collection, review, and analysis. This period was initiated with an official university-wide REC launch event, and concluded with a university-wide consultation event. Phase two from autumn 2018 involved refining the action plan based on the findings.

Table 2bi :Race Equality Charter Self-Assessment Team (REC SAT) (Total Meetings: 10)			
Date	Agenda	Date	Agenda
27/03/17	▪ Action plan to increase membership across the university in the REC SAT ▪ Agreement of working groups structure/remits ▪ Timescale	20/06/18	Membership and meeting frequency review Action planning process Future of REC SAT
29/06/17	▪ Actions to increase membership in the REC SAT ▪ REC launch event agreed ▪ Working group updates	11/9/18	The final staff data was summarised and potential actions discussed
15/11/17	▪ REC budget update ▪ BAME Staff Network launch ▪ Videos to promote the work of the REC and experiences of BAME staff at Keele University ▪ Staff focus groups and interviews	8/10/18	The final student data was summarised and potential actions discussed
26/02/18	▪ REC SAT membership and plan agreed to increase membership ▪ Staff and student survey results ▪ BAME staff network update	27/11/18	Details of the action plan were discussed, with particular focus on student actions and professional 7 support staff actions
25/04/18	▪ Presentation of the new Keele University Equality, Diversity and structure. ▪ The Race Equality Expertise Directory, and strategies to increase participation in it ▪ Confirmation to postpone the REC application from July 2018 to February 2018	13/12/18	Details of the action plan were finalised, with particular focus on student outcome targets

Table 2bi: Data Analysis Working Groups				
Staff Data (Total Meetings: 7)			**Student Data** (Total Meetings: 7)	
<u>Date</u>	<u>Agenda</u>	<u>Date</u>	<u>Agenda</u>	
17/06/17	▪ Review of the staff equality and diversity report ▪ Agreement to launch a staff BAME network	18/07/17	▪ Student ethnicity and BAME attainment gaps ▪ Staff ethnicity in relation to teaching practice	
25/10/17	▪ Confirmation of launch event details ▪ BAME staff network launch ▪ External consultant to complete qualitative data gathering agreed ▪ Workforce data	05/10/17	▪ Data on the BAME attainment gap from the report on student progression and attainment task group ▪ Cultural awareness training for staff and students	
19/12/17	▪ Staff survey planning ▪ Staff data requirements ▪ Timescales	13/12/17	▪ Student survey planning ▪ Data requirements ▪ Timescales	
06/02/18	▪ Data gathering update ▪ Benchmarks ▪ Dates for staff focus groups and interviews ▪ The BAME staff network representative advocacy/update	06/02/18	▪ Student services and its perception among, and influence on BAME students ▪ Student data requirements and presentation ▪ NSS results ▪ Qualitative research on the lived experiences of BAME students	
7/03/18	▪ Pay analysis and staff recruitment by ethnicity data ▪ Data repository and presentation	13/03/18	▪ Admissions data ▪ Findings from the qualitative research on the lived experiences of BAME student	
17/04/18	▪ Promotions, training and REF2014 data ▪ Report from staff focus groups and interviews ▪ Summary of outstanding staff data	24/04/18	▪ Outstanding data ▪ Action planning document. ▪ Consultation event in June	
19/06/18	▪ Actions proposed at the REC consultation event	19/06/18	▪ The Curriculum Annual Review and Development ▪ Decolonising the Curriculum Network ▪ Actions proposed at the REC consultation event	

Table 2biii: Communication and Culture Working Group (Total Meetings: 8)			
Date	Agenda	Date	Agenda
20/06/17	▪ Communication channels for promoting the work of the REC ▪ Funding available for marketing/events	13/6/2018	▪ Observations of the REC consultation event ▪ Race equality lecture series review and evaluation ▪ Feedback from the consultation event ▪ Plans to embed Edi considerations into student induction plans
13/11/17	▪ Involvement of marketing and communications team ▪ Positive action statements in recruitment adverts agreed ▪ Interview panel compositions ▪ REC representation within the CARD review group ▪ Fellowship scheme for early career BAME researchers ▪ Race equality lecture series	19/09/18	▪ Attendee Feedback from the REC consultation event ▪ Plans for the 2018/19 Lecture Series ▪ Plans for the Decolonising the Curriculum Network
07/02/18	▪ Communications plan for REC activities by the marketing and communications team ▪ Group membership review	24/10/18	▪ Race Equality Lecture Series 2018/19 updates and ideas
18/04/18	▪ Directory of expertise in race equality ▪ Plans for the REC consultation event in June ▪ Development of REC promotional videos in relation to unconscious bias and integration into wider HR training ▪ Race equality lecture series review and evaluation	4/12/18	▪ Plans to engage schools in lecture Series ▪ Feedback from BAME Network ▪ Feedback from decolonising the curriculum network ▪ Update on BAME lived experiences video

Figure 2bii presents the EDI structure at Keele showing how the RECSAT fits within the decision making committees. The Chair and Co-chair are both members of the EDI Steering Group and the Chair is also a member of UEC and the EDI Oversight Group.
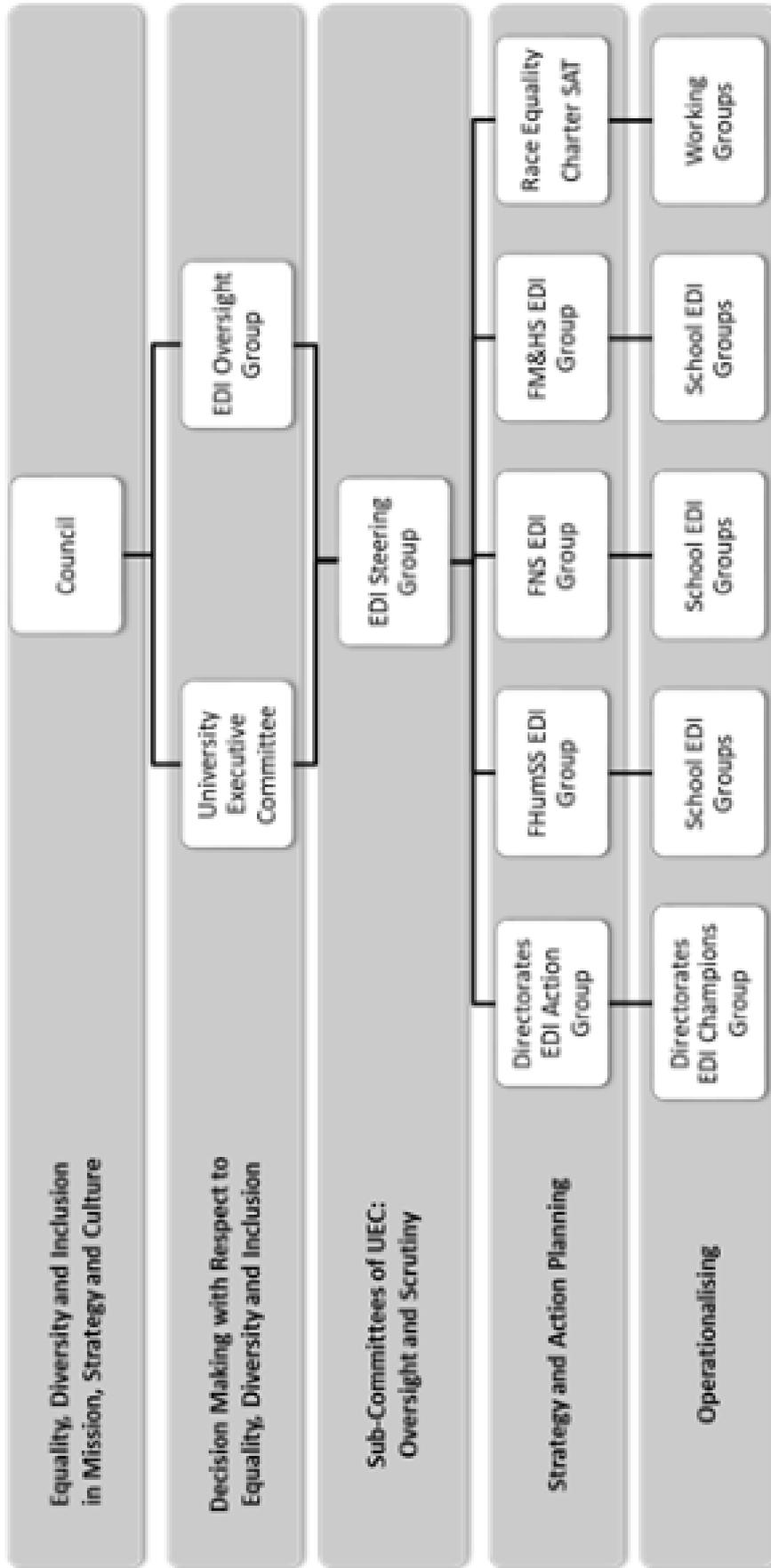
Figure 2bii Keele University EDI Committee/Group Structure

Equality, Diversity and Inclusion in Mission, Strategy and Culture
- Council

Decision Making with Respect to Equality, Diversity and Inclusion
- EDI Oversight Group
- University Executive Committee

Sub-Committees of UEC: Oversight and Scrutiny
- EDI Steering Group

Strategy and Action Planning
- Directorates EDI Action Group
- FHumSS EDI Group
- FNS EDI Group
- FM&HS EDI Group
- Race Equality Charter SAT

Operationalising
- Directorates EDI Champions Group
- School EDI Groups
- School EDI Groups
- School EDI Groups
- Working Groups

2c Involvement, consultation and communication

2c.1 Staff and Student Survey

The surveys were both launched on 22nd January 2018 and remained open until 16th February 2018 (4 weeks).

The staff survey was promoted by:
1) email to all staff by the Co-Chairs of the RECSAT;
2) notices on the announcement board on the Keele forum (*Announce*) and in *The Week at Keele* newsletter;
3) BAME staff network;
4) AS/EDI champions.

Survey completion rates are presented in Table 2ci.

2ci- Staff Survey responses	Non-BAME Respondents	% of Non BAME population	BAME Respondents	% of BAME population
All Staff	262	13.8	77	62.1
UK Only	238	13.5	49	66.2
Non-UK	18	14.0	21	42.0
Note: 13 respondents chose not to disclose their nationality, of which 6 identified as Non BAME and 7 BAME				

A good proportion of BAME staff completed the survey 62%. We will be running further surveys to gather baseline data and aim to increase participation (Action 15).

The student survey was promoted by:
1) email to all students by the Co-Chairs of the RECSAT;
2) announcements on the Keele Learning Environment (KLE; Blackboard),
3) Keele and KeeleSU social media pages;
4) KeeleSU newsletter;
5) email to KeeleSU clubs and societies with a high proportion of BAME students as members;
6) KeeleSU BAME student representative.

The completion rates are presented in Table 2cii.

2ci- Student Survey responses				
	Non-BAME Respondents	% of Non BAME population	BAME Respondents	% of BAME population
All Students	135	5.0	174	3.0
UK Only	103	5.0	151	2.7
Non-UK	27	4.3	19	13.1
Note: 9 respondents chose not to disclose their nationality, of which 4 identified as Non BAME and 5 BAME				

3% of the BAME student population completed the survey, we would have liked this to be higher.

A further BAME Student Survey and Focus Group will be conducted to provide baseline data of BAME student experiences to measure success of interventions. KU aims to increase BAME student participation by 100% (Actions 71-72)

2c.2 BAME staff and student further consultation

The initiation of a BAME staff network was supported by the RECSAT and it has played an active part in the REC assessment process. The network lead was a member of the RECSAT and the staff WG. The network has been consulted about a wide range of topics and issues emerging from various REC undertakings, and their input has been continuously fed back to the RECSAT.

Lived Experiences of BAME Staff
Flexible Work Solutions Limited was commissioned to conduct the qualitative research into the lived experiences of BAME staff in March 2018. The research focused on issues emerging from the institutional and survey data. Topics included the diversity and culture of the institution, recruitment, probation, professional development opportunities, and the experiences of ethnocentric attitudes and behaviours. The topic guide was developed within the Staff WG with input from the BAME staff network. Nine individual interviews and one focus group (5 participants) were conducted. Calls for participation in the research were made via email from HR to all BAME staff, the BAME staff network, the RECSAT, all staff email, *Announce* and in *The Week at Keele*.

Lived Experiences of BAME Students
The BAME student representative of the KeeleSU led the qualitative research into the lived experiences of BAME students. The research was organised as a World Café in March 2018 – with participants conversing about a range of different topics. The topics were informed by the institutional and survey data, and included the diversity and culture of the institution, progression and attainment rates, engagement with KeeleSU activities and student support services.

2c.3 External Interest Groups

> *"Working with migrant groups and BME populations in the local area is something Keele could do more of: there are relevant staff interests, and there are chances for outreach that positively include BAME groups. Involvement with refugee week is a good start and could develop further"- Staff Survey Comment*

KU recognises that this is a area in which we could do more, we plan to increase engagement with local ethnic minority community groups **(Action 4)**

2c.4 Communications to all Staff and Students

The REC Launch - 31st October 2017
The launch, open to all staff and students, was inaugurated by the DVC and included presentations from Professor Iyiola Solanke (Leeds), Dr Gurnham Singh (Coventry) and an introduction to the REC (illustrated with national data) followed by a workshop where attendees were given the opportunity to engage with, and reflect on, the meaning of race equality. The event was promoted across the university via: VC's email; *Announce*; *The Week at Keele*; University affiliated social media; KeeleSU newsletter. 52 members of staff and students attended. The recorded talks are [available on Keele's REC webpages](#).

Photos from the official Keele University REC launch on the 31st of October 2017

Student Services Consultation Event - 5th June 2018
This dedicated half-day professional development event, attended by all student services staff, consisted of a presentation of the Keele staff and student self-assessment, followed by an interactive workshop. Staff were asked to reflect on BAME student attainment and engagement with support services, helping inform actions.

University Wide Consultation Event - 6th June 2018
This event shared the work and findings of the RECSAT. Staff and students were asked for feedback and to suggest actions to address the areas of inequality.

36 staff and 4 students attended, with 37.5% BAME attendees, following promotion by:
1) email invitation to all staff and students from the REC SAT co-chairs;
2) *Announce*, *The Week at Keele* and KeeleSU newsletters;
3) BAME staff network;
4) AS champions.

The event was successful in gaining feedback from attendees and further promoting the topic of race:

Which topics would you like to see covered at future REC events? *"More about BAME lived experience, I really had my eyes opened but probably not enough"*- Consultation event feedback

Do you have any other suggestions or comments to help us improve our future events? *"Would love to explore practical ways to make a difference to student experience, also ways for non-BAME colleagues to make a difference for BAME colleagues"* Consultation event feedback

Photos from the REC consultation event held on the 6th of June 2018.

2d Future of the self-assessment team

The RECSAT will continue under the current Co-chairs and membership. However the group will aim to include more senior managers, more BAME staff/students, and PSS **(action 1)**. The group plans to meet twice per year, with more frequent meetings close to the next submission in 2022 **(action 2)**.

Overall responsibility for delivering the action plan and the next application will be with the RECSAT, supported by school and faculty EDI groups **(action 3)**. Action plan progress and success will be monitored by the EDI Steering Group and in turn UEC.

SECTION 2 WORD COUNT: 1,130

3   Institution and local context

3a Overview of your institution

"The Pursuit of Truth in the Company of Friends"
(Founding ethos of Keele University)

Keele occupies a 620-acre rural campus in the historic Staffordshire Potteries heartland. The university was founded as the University College of North Staffordshire in 1949 and received its charter as the University of Keele in 1962. At the 1st June 2017, Keele employed 2,085 staff: 813 academic (10.5% BAME); 1,272 PSS (3.1% BAME), across three Faculties and eight Directorates.

Figure 3ai: Keele Academic Structure

PROFESSIONAL SERVICES STRUCTURE – DIRECTORATES
August 2018

VICE-CHANCELLOR
Professor Trevor McMillan

DEPUTY VICE-CHANCELLOR
Professor Mark Ormerod

PRO VICE-CHANCELLOR FOR EDUCATION
Professor Helen O'Sullivan

Updated August 2018

MARKETING & COMMUNICATIONS
Lorraine Westwood (Director)

- Marketing
- Communications
- International recruitment & development
- Market Insights
- Student Recruitment and Outreach
- Widening Participation
- Brand and Reputation

STUDENT & ACADEMIC SERVICES
Dr Helen Galbraith (Academic Registrar and Director)

- Planning & Timetabling
- Admissions & Immigration Compliance
- Student Records & Examinations
- Governance
- Quality Assurance
- Student Appeals, Complaints & Conduct
- Student Services Centre
- Counselling & Mental Health Support
- Disability & Dyslexia Support
- Faith & Chaplaincy Services

HUMAN RESOURCES
Rachel Adams (Director)

- Human Resources
- Organisational Development
- Occupational Health & Safety
- Equality and Diversity
- Keele Day Nursery

RESEARCH, INNOVATION & ENGAGEMENT
Dr Mark Bacon (Director)

- Research and Innovation Support Enhancement (RaISE) Team
- Legal & Compliance
- Partnership Development
- Local Growth
- Keele University Science & Innovation Park
- Development & Supporter Engagement
- ArtsKeele

FINANCE
Paul Buttery (Interim Chief Finance Officer)

- Financial Reporting
- Payroll & Pensions
- Income Office
- Procurement
- Accounts Payable
- Treasury & Research Accounting

ESTATES & DEVELOPMENT
Phil Butters (Director)

- Master Planning, Policy & Strategy
- Accommodation & Residential Services
- Cleaning Services
- Events & Conferencing
- Energy Management
- Environmental Sustainability
- Retail & Catering
- Grounds Maintenance
- Portering & Post
- Capital Projects
- Site Security & Incident Planning
- Sport & Physical Activity
- Car Parking, Travel & Transport
- Waste Management & Recycling
- Facilities Management Services

INFORMATION SERVICES
Dan Perry (Chief Information Officer)

- Information Technology Services
- Management Information Services
- Telecommunications
- Audio Visual Services
- Campus Library
- CEC Health Library

KEELE INSTITUTE FOR INNOVATION AND TEACHING EXCELLENCE (KIITE)
Dr Rafe Hallett (Director)

- Careers & Employability
- KRISP
- Experiential Learning
- Academic Development
- Student Learning & Development
- Technology Enhanced Learning

Approximately 11,000 students (FPE) were registered at the end of 2016/17 academic year (nearly 9,500 FTE): 8,650 UG (31.2% BAME), 1,756 PGT (38.8% BAME), and 690 PGR (16.5% BAME).

Keele is research-led, with a reputation for high teaching quality (**Figure 3ai**). We offer Dual Honours, Single Honours, Masters, doctoral, and CPD provision, delivered through FMHS, FHSS, and FNS. With the exception of our medical and nursing & midwifery degrees, shared with the University Hospital of North Midlands Trust all provision takes place on our large, green campus, on which many staff and students live.

Figure 3ai: Keele is awarded Gold in the 2017 TEF

3b Overview of the local population and context

Keele is located in Newcastle-under-Lyme, which borders Stoke-on-Trent, Stafford, and the Staffordshire Moorlands. Local ethnicity profile (2011 census) is presented, Table 3bi. The total combined BAME population is 7%. Between 2014 and 2017, Keele recruited 75% of academic staff from within the UK – 18% from Staffordshire. 78% of all PSS were recruited from Staffordshire; only 2% were international appointments. The largest proportion of students (38%) were from the West Midlands, followed by international students (14%) and students from the North West (12%).

Table 3bi: Ethnicity Profile of Newcastle-under-Lyme, Stoke-on-Trent, Stafford, and the Staffordshire Moorlands

Local Authority	Total Population	Ethnicity		Nationality	
		White British	BAME	UK	Non-UK
Newcastle-under-Lyme	123,871	95%	5%	97%	3%
Stoke-on-Trent	249,008	88.6%	11.4%	95.1%	4.9%
Stafford	130,869	95%	5%	96.5%	3.5%
Staffordshire Moorlands	97,106	98.7%	1.3%	98.8%	1.2%
Local Area Combined	**600,854**	**93%**	**7%**	**98.1%**	**3.7%**
UK Overall	**63,182,178**	**87.1%**	**12.9%**	**87.3%**	**12.7%**

Table 3bii: Local Area Combined and National Census Data by Ethnicity

Ethnicity	Local Area	UK
English/Welsh/Scottish/Northern Irish/British/Other	93.0	87.1
Mixed/Multiple Ethnic Groups	1.4	1.0
Asian/Asian British	4.3	6.9
Black/African/Caribbean/Black British	1.0	3.0
Other Ethnic Group	0.4	2.0

There has been a 57% increase in the reporting of hate crime based on race and religion in Staffordshire between 2011 and 2018 *(www.gov.uk/government/statistics/hate-crime-england-and-wales-2017-to-2018)*. The nature of the interethnic tensions within Stoke-on-Trent, and their history and contemporary context, are examined in detail in a report published by the Institute of Race Relations in 2011: *New Geographies of Racism: Stoke-on-Trent*

In the EU Referendum, a high proportion of Stoke-on-Trent (69.4%) and Newcastle-under-Lyme (63.9%) voted to leave the EU, with Stoke-on-Trent referred to in national media as 'Brexit Capital'. Additionally, UKIP's former leader came second in Stoke-on-Trent's 2017 by-election.

> *"I have suffered acts of racism from being in around this community. The university should be raising awareness and should have a program to educate the locals about multiculturalism"- Student Survey Comment*

> *"Stoke seems to have gained a reputation as a 'Brexit' capital given the strength of the leave vote, and with this has brought unhelpful publicity that perhaps portrays Stoke (and potentially by implication Keele) as not being an inclusive community"- Staff Survey Comment*

KU plans to increase engagement with local ethnic minority community groups **(Action 4)** to promote inclusivity and support PSS BAME recruitment.

SECTION 3 WORD COUNT: 364

Section 4- Staff Profile

Notes on Keele Data

Unless otherwise stated all data relates to substantive University staff as at 31st July 2015, 2016 and 2017. The data is presented as Full Person Equivalent (FPE).

Survey data is disaggregated by academic or PSS in the appropriate sections.

Unknown Ethnicity

4ai Percentage of Staff with an unknown/undeclared ethnicity				
	All years	2014-15	2015-16	2016-17
All Academic Staff	6.2	8.1	5.3	4.4
FHSS	5.2	5.9	4.9	4.6
FMHS	6.6	10.2	5.2	3.6
FNS	5.9	6.1	5.9	5.7
Professional and Support Staff	3.0	3.7	3.4	2.1

We have made continued efforts to reduce the proportion of staff with an unknown or undeclared ethnicity. The introduction of a staff self-service facility to update personal records in 2015 and an online recruitment system in 2016 have improved disclosure rates.

Action 6 details how we will continue to work to reduce unknowns.

Staff with unknown ethnicity are not reported in further sections of this report, but are included within the calculated percentages *(i.e. %BAME = BAME/ (BAME + non-BAME + unknown ethnicity)).*

Data at an institutional level has been provided using the most detailed ethnicity available. However, once data for academic staff is analysed by faculty or grade it is aggregated to BAME and non-BAME to preserve anonymity.

Due to the very small numbers of BAME staff in the PSS group analysis will not be disaggregated where it may have the potential for individual identification.

Promotions data excludes Clinical staff (who are not paid on the Keele pay spines), is combined for the 3 years and analysis is not undertaken by nationality due to the small number of BAME candidates.

Benchmarking

In 2017, Keele agreed a BMG of Universities selected on the basis of shared or similar characteristics including; research intensity, curriculum base, size, age, and mission:

Aberdeen	Dundee	Hull	Kent
Lancaster	Leicester	Reading	Sussex

This BMG, will be used as the aspirational benchmark. The sector (UKHEI) will also be used for wider comparison. Benchmark data is taken from Heidiplus.

Benchmark data is quoted as the three year average unless otherwise stated.

4a Ethnicity Profile of Academic Staff

4a.1- Academic Staff Ethnicity across the institution as a whole

4a.1i -Academic Staff ethnic profile (all nationalities)									Local Area Benchmark	Keele BMG Average	UK HE Average
	All Years		2015		2016		2017				
Ethnicity	No.	%	No.	%	No.	%	No.	%	%	%	%
Non-BAME	2057	84.0	691	81.3	674	85.6	692	85.1	93.0	77.1	78.5
BAME *	246	10.0	90	10.6	71	9.0	85	10.5	7.0	14.0	13.3
Black	28	1.1	9	1.1	8	1.0	11	1.4	1.0	1.5	1.6
Asian	179	7.3	73	8.6	49	6.2	57	7.0	4.3	8.8	8.3
Other	39	1.6	8	0.9	14	1.8	17	2.1	1.8	3.7	3.5
TOTAL (BAME + non-BAME +unknown)	2450		850		787		813				
Unknown	147	6.0	69	8.1	42	5.3	36	4.4			

*BAME – combined summary of Asian, Black and Other ethnic groups
1-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three-year reporting period 2014-15, 2015-16 and 2016-17. The number above denotes the % of academic staff within each ethnic group
2- UK HE (Higher Education) Average benchmark refers to the average benchmark data over the three year reporting period 2014-15, 2015-16 and 2016-17. The number above denotes the % of academic staff within each ethnic group

4a.1ii University Wide Academic Staff Ethnicity- All Nationalities

	3 years	2014-15	2015-16	2016-17	Keele BMG Average	UK HE Average
■ % Non BAME	84.0%	85.1%	85.6%	81.3%	77.1%	78.5%
■ % BAME	10.0%	10.5%	9.0%	10.6%	14.0%	13.3%
☑ % Black	1.1%	1.4%	1.0%	1.1%	1.5%	1.6%
☐ % Asian	7.3%	7.0%	6.2%	8.6%	8.8%	8.3%
▥ % Other	1.6%	2.1%	1.8%	0.9%	3.7%	3.5%
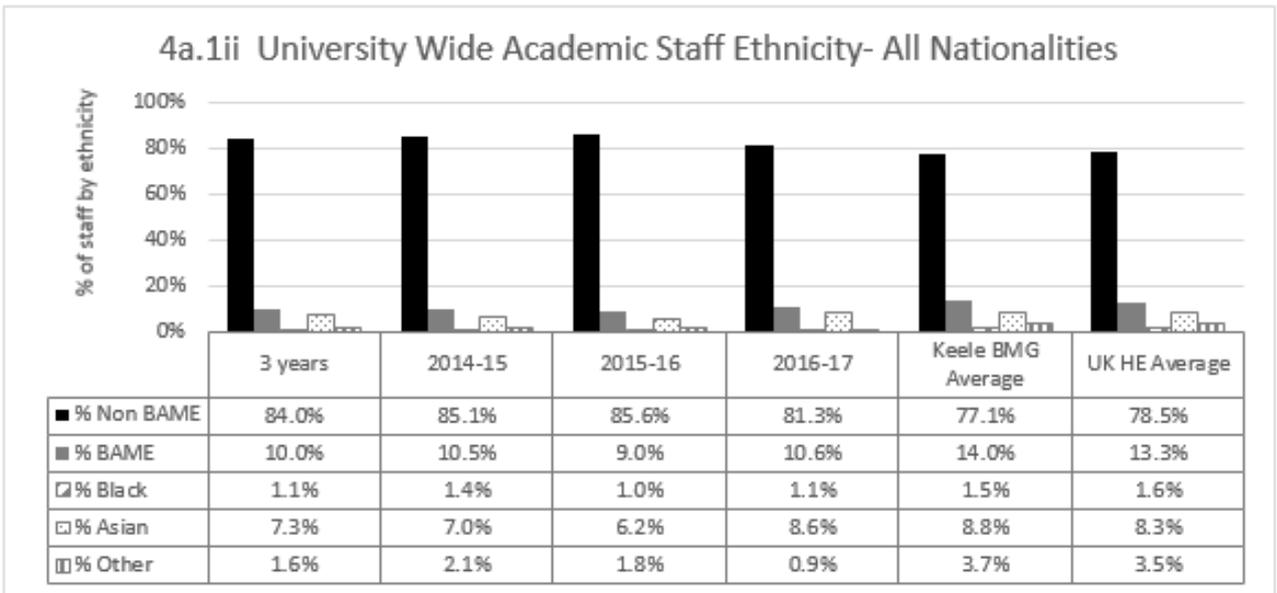
The average percentage of BAME academic staff at Keele is 10% – there has been marginal change over the last three years. The average percentage of BAME staff is lower compared to UKHEI's (-3.3%) and BMG (-4%). Within the BAME category, academic staff identifying as Asian comprise the highest percentage (7.3%), followed by staff identifying as Other (1.6%) and Black (1.1%) – these percentages are also lower compared to UKHEI's (by 1.0%, 1.9% and 0.5%, respectively) and BMG (by 1.5%, 2.1% and 0.4%, respectively).

"As a minority group I find it sad to see so few other colleagues from other groups as it feels almost 100% Caucasian. Staff are very friendly, however, there is limited understanding of different cultures"-Staff survey comment

4a.1iii -Academic Staff Ethnic profile-UK only

Ethnicity	All years		2015		2016		2017		Keele BMG Average	UK HE Average
	No.	%	No.	%	No.	%	%	%	%	%
Non-BAME	1739	87.3	586	84.7	567	89.4	586	88.0	85.3	85.1
BAME	130	6.5	51	7.4	31	4.9	48	7.2	7.5	8.5
Black	11	0.6	.	0.6		0.5	4	0.6	0.8	1.2
Asian	96	4.8	42	6.1	20	3.2	34	5.1	4.2	4.8
other	23	1.2	5	0.7	8	1.3	10	1.5	2.5	2.5
TOTAL (Non BAME + BAME +Unknown	1999		692		634		666			
Unknown	123	6.2	55	7.9	36	5.7	32	4.8		

1-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three year reporting period 2014-15, 2015-16 and 2016-17. The number above denotes the % of academic staff within each ethnic group

2- UK Higher Education (HE)Average benchmark refers to the average benchmark data over the three year reporting period 2014-15, 2015-16 and 2016-17. The number above denotes the % of academic staff within each ethnic group

4a.4iv FHSS Fixed Term Contracts by Ethnicity- All Nationalities

	All years	2014-15	2015-16	2016-17
Non BAME	68	21	25	23
BAME				
% Non BAME	12.2	11.0	13.0	12.6
% BAME	4.4	5.0	4.5	3.8

4a.1vi University Wide Academic Staff Ethnicity- Non-UK

	3 years	2014-15	2015-16	2016-17	Keele BMG Average	UK HE Average
■ % Non BAME	69.4%	66.5%	69.9%	72.1%	61.6%	63.2%
■ % BAME	25.3%	24.7%	26.1%	25.2%	26.2%	24.4%
⊡ % Black	3.7%	3.2%	3.3%	4.8%	2.8%	2.4%
⊟ % Asian	18.1%	19.6%	19.0%	15.6%	17.5%	16.3%
⊞ % Other	3.5%	1.9%	3.9%	4.8%	6.0%	5.7%
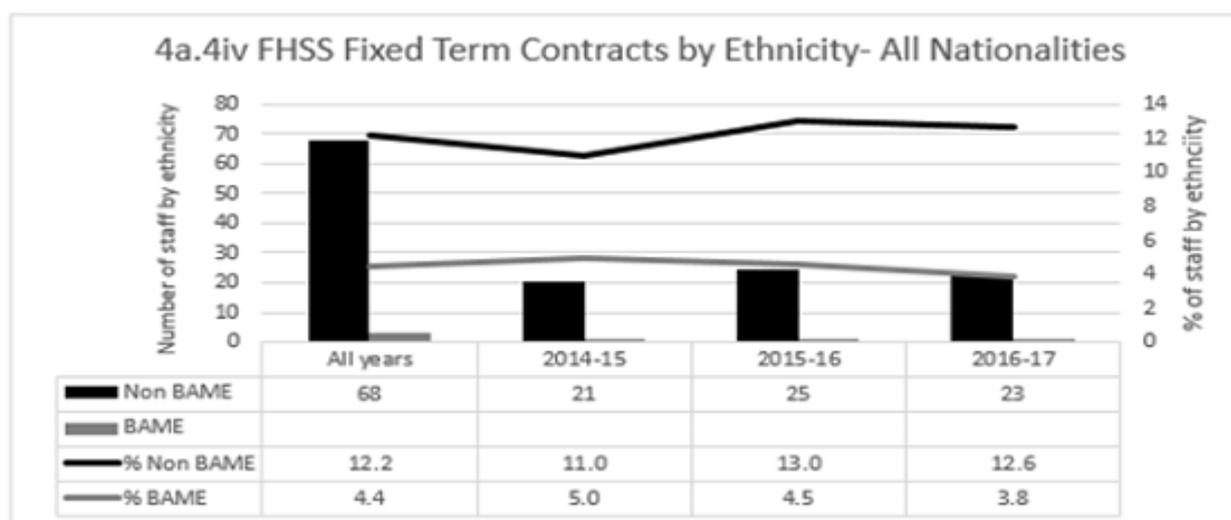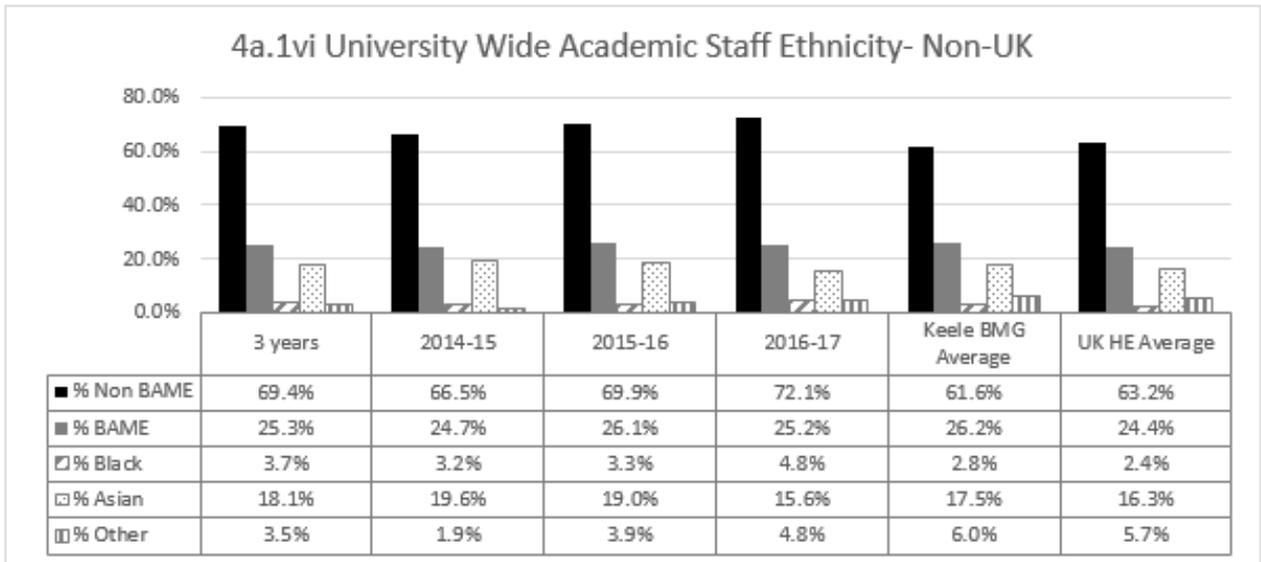
Almost half (47%) of Keele's BAME staff are international. Keele has lower 3-year average academic UK BAME staff representation compared to UKHEI's by 2% and BMG by 1%. Keele's non-UK BAME staff have higher representation than UKHEI's by 0.9% but lower than BMG by 0.9%.

In common with other Universities, Asian staff make up the largest proportion of Keele's UK and non-UK BAME staff, with UK Black staff showing the lowest representation.

Keele's UK Asian academic staff have representation identical to UKHEI's, at 18.1%, but are 0.6% lower than BMG. Keele's non-UK Asian academic staff have higher representation than UKHEI and BMG (by 1.8% and 0.6 % respectively).

The average percentages of Keele UK Black and Other academic staff are lower than benchmarks; Black staff by 0.2% (UKHEI) and 0.6% (BMG) and Other staff by 1.3% (both benchmarks).

Among non-UK academic staff, the average percentage identifying as Black is higher by 1.3% (UKHEI) and 0.9% (BMG); the average percentage identified as Other is lower by 2.2% (UKHEI) and 2.5% (BMG).

4a.1vii Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I considered the ethnic/racial diversity of Keele University before applying to work here.	4.4%	12.5%	yes
The ethnic/racial diversity of Keele University impacts on my sense of belonging.	19.3%	48.2%	yes
The ethnic/racial diversity of Keele University impacts on my desire to stay	21.5%	42.9%	yes
I believe I am treated equally by colleagues, irrespective of my ethnicity or race.	74.0%	51.8%	yes
I believe I am treated equally by students, irrespective of my ethnicity or race.	65.2%	60.7%	yes

Keele aims to increase BAME academic representation from below benchmarks to align to the UK BAME student population (22.7%) **Objective 2**. Recruitment and turnover will be key factors to achieve this objective **(Actions 9-11 and 24, 26-29)**. We acknowledge that this is an ambitious target, but feel that to aim to align to benchmarks would not recognise or address under-representation across the sector. The survey identified statistically significant differences in BAME and non-BAME responses to questions around the diversity of Keele (4a.1vii and comments below):

"Keele in my opinion is not diverse enough with the staff population and this may affect staff/student's sense of belonging"- Staff Survey Comment

"I am both invisible and hypervisible as a BAME person and as a BAME academic at Keele; at many meetings and events I am the only BAME person in the room and feel that I am particularly noticeable, though not particularly in a positive way"- Staff Focus Group Feedback

Of particular note is the feedback that BAME staff feel that they are not treated equally and that Keele needs to do more to educate and awareness raise:

"While I believe I am treated equally by colleagues and students, I still feel stereotyped because of my ethnicity. I think the University should do more to make people aware of issues related to ethnicity"- Staff Survey Comment

To achieve the ambitious increase to our BAME academic population, managers need to improve EDI consideration in their decision making and to be aware of the impact of unconscious bias. The University therefore plans to develop and implement unconscious bias training for all amagers **(Action 6)** which included the lived experiences of KU NAME members of staff.

Manager training will be supported further by wider unconscious bias training for all staff **(Action 7)** in order to promote a culture of inclusivity and to ensure a positive environment for BAME staff.

4a.2- Academic Staff Ethnicity by Faculty

4a.2i -Academic Staff Ethnicity by Faculty- All Nationalities						Black	Asian	other	Keele BMG Average	UK HE Average
		Non-BAME		BAME						
Faculty	Total	No.	%	No.	%	%	%	%	BAME %	BAME %
All years										
FHSS	659	557	84.5	68	10.3	0.5	8.5	1.4	12.5	10.8
FMHS	1140	922	80.9	143	12.5	2.1	9.2	1.2	15.1	15.4
FNS	643	557	86.6	48	7.5	0.6	4.4	2.5	15.1	15.4
2014-15										
FHSS	219	186	85.0	20	9.1	0.0	7.8	1.4	12.0	10.3
FMHS	432	328	75.9	60	13.9	2.3	10.9	0.7	14.6	14.8
FNS	195	171	87.7	12	6.1	0.5	4.6	1.0	14.6	14.8
2015-16										
FHSS	223	190	85.2	22	9.9	0.4	8.1	1.3	12.4	10.8
FMHS	346	285	82.4	43	12.4	2.0	8.9	1.4	15.2	15.5
FNS	222	191	86.0	18	8.1	0.9	4.5	2.7	15.2	15.5
2016-17										
FHSS	217	181	83.4	26	12.0	0.9	9.7	1.4	13.2	11.2
FMHS	362	309	85.3	40	11.1	1.9	7.5	1.7	15.6	16.0
FNS	226	195	86.3	18	8.0	0.4	4.0	3.5	15.6	16.0

Benchmark data is gathered using the populations of Science, Engineering and technology (SET) subjects and comparable to FNS and FMHS and Non-Set subjects comparable for FHSS.

1-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

2- UK Higher Education (HE) Average benchmark refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

## 4a.2 ii Academic Staff- By Faculty All Nationalties-All years

	University Wide	FHSS	FMHS	FNS
■ % Non BAME	83.5	84.5	80.9	86.6
■ % BAME	10.5	10.3	12.5	7.5
▨ % Black	1.3	0.5	2.1	0.6
▢ % Asian	7.7	8.5	9.2	4.4
▥ % Other	1.6	1.4	1.2	2.5
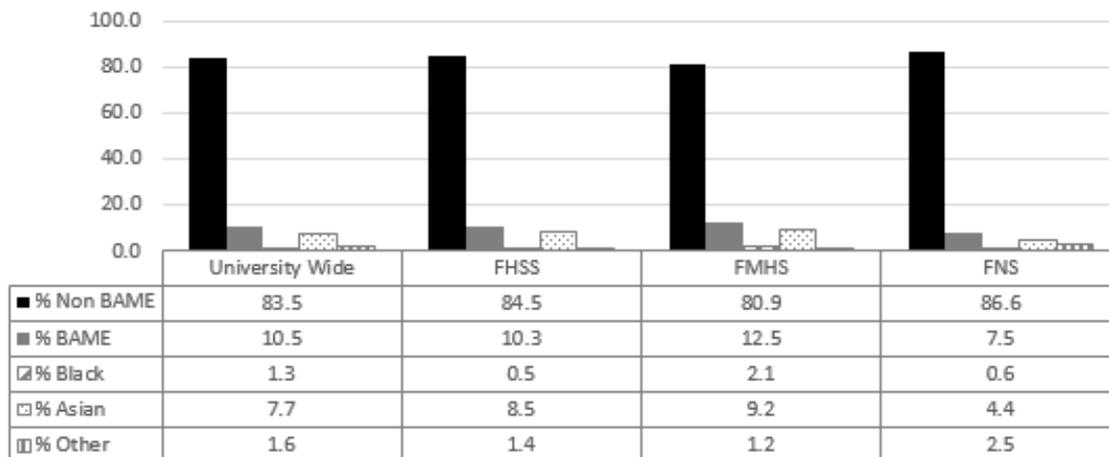
4a.2iii -Academic Staff Ethnicity by Faculty- UK Only								
	Non-BAME		BAME		Black	Asian	Other	Keele BMG Average	UK HE Average
	No.	%	No.	%	%	%	%	%	%
All years									
FHSS	397	88.2	31	6.9	0.0	5.1	1.8	7.0	7.1
FMHS	849	84.2	93	9.2	1.1	7.1	1.0	7.8	9.7
FNS	472	90.2	16	3.1	0.0	2.1	1.0	7.8	9.7
2014-15									
FHSS	132	89.2	9	6.1	0.0	4.7	1.4	6.6	6.7
FMHS	304	80.0	38	10.0	1.1	8.4	0.5	7.1	9.3
FNS	145	91.2		2.5	0.0	1.9	0.6	7.1	9.3
2015-16									
FHSS	137	88.9	10	6.5	0.0	4.6	2.0	7.0	7.2
FMHS	261	86.4	25	8.3	1.0	6.3	1.0	7.8	9.1
FNS	161	89.4	6	3.3	0.0	2.2	1.1	7.8	9.1
2016-17									
FHSS	128	86.5	12	8.1	0.0	6.1	2.0	7.5	7.5
FMHS	284	87.1	30	9.2	1.2	6.5	1.5	8.7	10.1
FNS	166	90.2	6	3.3	0.0	2.2	1.1	8.7	10.1

Benchmark data is gathered using the populations of Science, Engineering and technology (SET) subjects and comparable to FNS and FMHS and Non-Set subjects comparable for FHSS.

1-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

2- UK Higher Education (HE)Average benchmark refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

4a.2iv Academic Staff- By Faculty- UK Only- All years

	University	FHSS	FMHS	FNS
■ % Non BAME	86.9	88.2	84.2	90.2
■ % BAME	7.0	6.9	9.2	3.1
▨ % Black	0.5	0.0	1.1	0.0
□ % Asian	5.3	5.1	7.1	2.1
▥ % Other	1.1	1.8	1.0	1.0
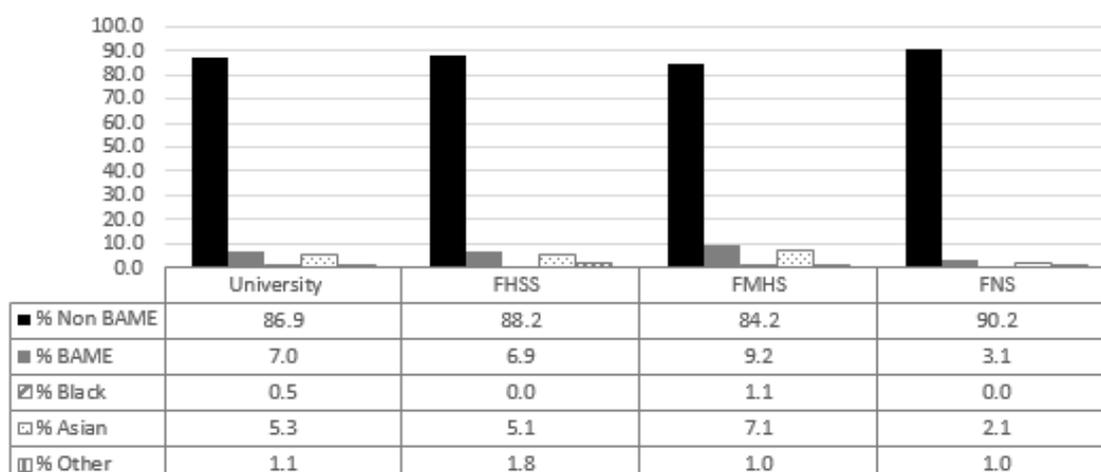
4a.2v Academic Staff Ethnicity by Faculty- Non UK Only								
	Non-BAME		BAME		Black	Asian	Other	Keele BMG Average	UK HE Average
	No.	%	No.	%	%	%	%	%	%
All years									
FHSS	160	76.5	37	17.7	1.4	15.8	0.5	22.7	20.8
FMHS	73	55.3	50	37.9	9.8	25.0	3.0	29.0	26.8
FNS	85	70.9	32	26.2	3.3	14.2	9.2	29.0	26.8
2014-15									
FHSS	54	76.2	11	15.4	0.0	14.0	1.4	22.5	20.4
FMHS	24	46.2	22	42.3	11.5	28.8	1.9	28.9	26.1
FNS	27	72.7	8	21.8	2.7	16.4	2.7	28.9	26.1
2015-16									
FHSS	53	76.9	12	17.3	1.4	15.9	0.0	22.7	20.6
FMHS	24	54.5	18	40.9	9.1	27.3	4.5	29.1	26.8
FNS	30	71.2	12	28.8	4.8	14.4	9.6	29.1	26.8
2016-17									
FHSS	52	76.6	14	20.5	2.9	17.6	0.0	23.5	21.4
FMHS	25	69.4	10	27.8	8.3	16.7	2.8	28.9	27.3
FNS	29	68.9	12	28.7	2.4	12.0	14.4	28.9	27.3

1-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

2- UK Higher Education (HE)Average benchmark refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

4a.2vi Academic Staff- By Faculty- Non UK- All years

	University	FHSS	FMHS	FNS
■ % Non BAME	65.2	76.5	55.3	70.9
■ % BAME	25.8	17.7	37.9	26.6
⊠ % Black	4.3	1.4	9.8	3.3
⊡ % Asian	18.0	15.8	25.0	14.2
▥ % Other	3.5	0.5	3.0	9.2
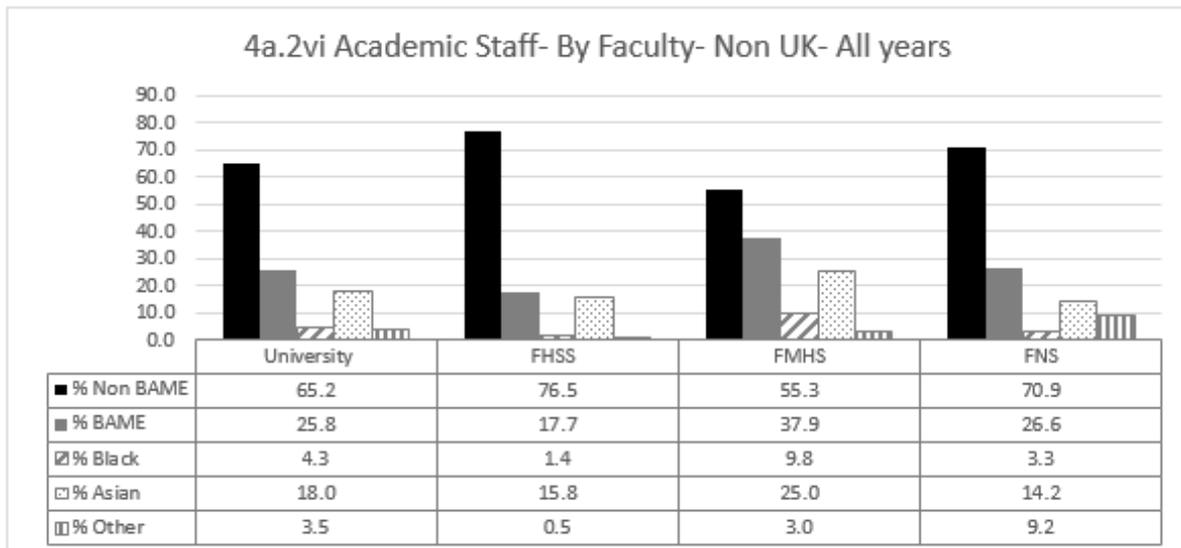
Across the three faculties, FMHS on average employs the highest percentage of BAME academic staff (12.5%), followed by FHSS (10.3%) and FNS (7.5%). The percentages of BAME staff are below UKHEI and BMG averages by Faculty.

FMHS (9.2%) employs the highest percentage of UK BAME academic staff, followed by FHSS (6.9%) and FNS (3.1%). FHMS also employs the highest percentage of non-UK BAME staff (37.9%), followed by FNS (26.2%) and FHSS (17.7%).

Remaining comparisons, by faculty and nationality, are below UKHEI and BMG average (differences are between -0.1% and -6.6%). Academic staff identifying as Asian on average comprise the highest percentage of UK and non-UK BAME staff in each faculty.

The analysis by Faculty has been helpful to identify trends against the sector, and there will be a focus on FNS going forward given it has lowest representation and is furthest from benchmarks. In addition scrutiny at school level may identify particular representational issues.

> **Action 8** has agreed in order to identify and address representation issues at the school level and develop targeted actions to address the particular issues.

4a.3- Academic Staff Ethnicity by Grade

Relationship between HESA Contract Level Codes HESA, their UCEA/XpertHR Code and Keele Grades.		
HESA Code	**UCEA / XpertHR Code**	**University Grade and Typical Academic Role**
A0	Vice Chancellor	Vice Chancellor
B0	UCEA level 2	Grade 10: DVC and PVC's
C1-C2	UCEA level 3	Grade 10: Director of a major function or area of the University.
D1-D3	UCEA level 3/4	Grade 10: Head of an area of the University (e.g. HoS)
E1-F2	UCEA level 4 and 5	Grade 10: Professors, Heads of functions / subsets of areas.
I0	XpertHR level I	Grade 9: Senior Lecturer, Teaching or Research Fellow and Reader.
J0	XpertHR level J	Grade 8: Lecturer-B, Experienced Teaching or Research Fellow.
K0	XpertHR level K	Grade 7: Lecturer-A, Teaching Fellow; Research Fellow.
L0	XpertHR level L	Grade 6: Research Assistant, Demonstrator.
NB: UCEA levels above 5B (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 can be seen at: https://www.hesa.ac.uk/collection/c16025/combined_levels		

4a.3i- Academic Staff Grade by Ethnicity- All Nationalities- 2014-2017 and benchmarks				
	Grade 7	**Grade 8**	**Grade 9**	**Grade 10**
Non BAME No.	748	533	434	290
% Non BAME	82.2%	81.0%	88.0%	85.0%
UK HE Non BAME %	84.8%	87.3%	89.7%	91.9%
BAME No.	113	89	23	26
% BAME	12.4%	13.5%	4.7%	7.6%
UK HE BAME %	15.2%	12.7%	10.3%	8.1%
Unknown Ethnicity	5.4%	5.5%	7.3%	7.3%

Note: UK Higher Education (HE)Average benchmark refers to the average benchmark data over the three year reporting period 2014-2017 (See section 4a) taken from the ECU Statistical Reports   The number above denotes the number and percentage of BAME academic staff within each ethnic group at each grade

Note: Keele Benchmark Group (BMG) Averages data is not available for grade comparisons.

4a.3ii Academic Staff Grade by Ethnicity- All Nationalities- 2014-2017 and benchmarks

|	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	748	533	434	290
BAME No.	113	89	23	26
% Non BAME	82.2	81.0	88.0	85.0
% BAME	12.4	13.5	4.7	7.6
UK HE Non BAME	84.8	87.3	89.7	91.9
UK HE BAME	15.2	12.7	10.3	8.1

Proportion of ethnicity across 5 main academic grades for the three year reporting period 2014-2017. Black lines represent the percentage of staff at grades who are non-BAME; grey lines the percentage who are BAME. The dotted black and grey lines represent the UK HE Sector average benchmarks (2014-2017) for Non-BAME and BAME staff respectively.
Note: Keele Benchmarking Group (BMG) is not available when comparing grades

BAME academic staff have highest representation in Grade 7 at 12.4% (2.8% lower than UKHEI) and Grade 8 at 13.5% (0.9% higher than UKHEI) BAME academic representation at Grade 9 is 4.7% (5.6% below UKHEI) and at Grade 10 is 7.6% (0.5% below UKHEI).

4a.3iii- Academic Staff Grade by Ethnicity- UK Only- 2014-2017 and benchmarks				
	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	622	449	370	252
% Non BAME	87.0%	85.0%	88.5%	87.8%
UK HE Non BAME %	91.2%	91.1%	92.0%	93.2%
BAME No.	54	47	18	14
% BAME	7.5%	8.9%	4.3%	4.9%
UK HE BAME %	8.8%	8.9%	8.0%	6.8%
Unknown Ethnicity	5.5%	6.1%	7.2%	7.3%

Note: UK Higher Education (HE)Average benchmark refers to the average benchmark data over the three year reporting period 2014-2017 (See section 4a) taken from the ECU Statistical Reports   The number above denotes the number and percentage of BAME academic staff within each ethnic group at each grade
Note: Keele Benchmark Group (BMG) Averages data is not available for grade comparisons

4a.3iv Academic Staff Grade by Ethnicity -UK Only- 2014-2017 and benchmarks

	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	622	449	370	252
BAME No.	54	47	18	14
% Non BAME	87.0	85.0	88.5	87.8
% BAME	7.5	8.9	4.3	4.9
UK HE Non BAME	91.2	91.1	92.0	93.2
UK HE BAME	8.8	8.9	8.0	6.8

Proportion of ethnicity across 5 main academic grades for the three year reporting period 2014-2017. Black lines represent the percentage of staff at grades who are non-BAME; grey lines the percentage who are BAME. The dotted black and grey lines represent the HE Sector average benchmarks (2014-2017) for Non-BAME and BAME staff respectively.
Note: Keele Benchmarking Group (BMG) is not available when comparing grades

The pattern for Keele's UK BAME academic staff is similar to the overall picture, with a fall-off between grades 8 and 9. The only difference is that representation does not increase notably from grade 9 to 10. Representation by grade is lower than UKHEI for all except grade 8.

4a.3v- Academic Staff Grade by Ethnicity- Non UK 2014-2017 and benchmarks				
	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	126	84	64	38
% Non BAME	64.6%	64.6%	85.3%	70.4%
UK HE Non BAME %	68.6%	74.1%	81.2%	85.8%
BAME No.	59	42	5	12
% BAME	30.3%	32.3%	6.7%	22.2%
UK HE BAME %	31.4%	25.9%	18.8%	14.2%
Unknown Ethnicity	5.1%	3.1%	8.0%	7.4%

Note: UK Higher Education (HE)Average benchmark refers to the average benchmark data over the three year reporting period 2014-2017 (See section 4a) taken from the ECU Statistical Reports   The number above denotes the number and percentage of BAME academic staff within each ethnic group at each grade

Note: Keele Benchmark Group (BMG) Averages data is not available for grade comparisons

4a.3vi Academic Staff Grade by Ethnicity -Non UK - 2014-2017 and Benchmarks	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	126	84	64	38
BAME No.	59	42	5	12
% Non BAME	64.6	64.6	85.3	70.4
% BAME	30.3	32.3	6.7	22.2
UK HE Non BAME	68.6	74.1	81.2	85.8
UK HE BAME	31.4	25.9	18.8	14.2

Proportion of ethnicity across 5 main academic grades for the three year reporting period 2014-2017. Black lines represent the percentage of staff at grades who are non-BAME; grey lines the percentage who are BAME. The dotted black and grey lines represent the HE Sector average benchmarks (2014-2017) for Non-BAME and BAME staff respectively.

Keele's non-UK BAME academic staff have similar or higher representation to UKHEI at grade 7 and 8 (30.3% and 32.3% of all non-UK staff). The fall-off in representation of BAME

staff at grade 9 is even more notable than in UK staff and representation is 12.1% below UKHEI. Representation partially recovers at grade 10 to be above UKHEI by 8.0%.

> *"There are not enough role models around to really endorse ethnic diversity"*- Staff Survey Comment

> *"At senior or strategic meetings, I feel invisible, as though being a BAME woman, my views are not important or worth listening to"*- Staff Focus Group Feedback

The falloff in BAME academic staff from grade 8 to 9 is evident across the above data and feedback from staff, through the survey and focus group, provided further evidence that senior BAME leadership is missing. Keele is committed to improve the low representation of BAME academic staff at more senior grades and has set aspirational targets to increase BAME representation at grade 9 to 18.2% **(Objective 3)** as a result of equality in recruitment ensuring that the proportion of BAME candidates at the application stage remains consistent at shortlisting and appointment stages **(Objective 8)** and BAME promotions rates align with Non-BAME success rates **(Objective 9)**.

> Actions to support the achievement of these targets and further analysis of this leaky pipeline are set out in under recruitment and promotions in section 5 **(Actions 26-37)**.

Academic Staff by Grade and Faculty
Note: Faculty level ethnicity by grade has been presented for all nationalities due to the small numbers of BAME staff, both UK and Non-UK, within FHSS and FNS which may potentially lead to the identification of individuals. Benchmark data is not available for grade at faculty level.

4a.3vii- FHSS Academic Staff by Grade- All Nationalities- All years 2014-2017	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	173	121	93	17
% Non BAME	83.6%	80.1%	87.7%	94.4%
BAME No.	26	22	9	x
% BAME	12.6%	14.6%	8.5%	5.6%
% Unknown	3.9	5.8	3.8	0%
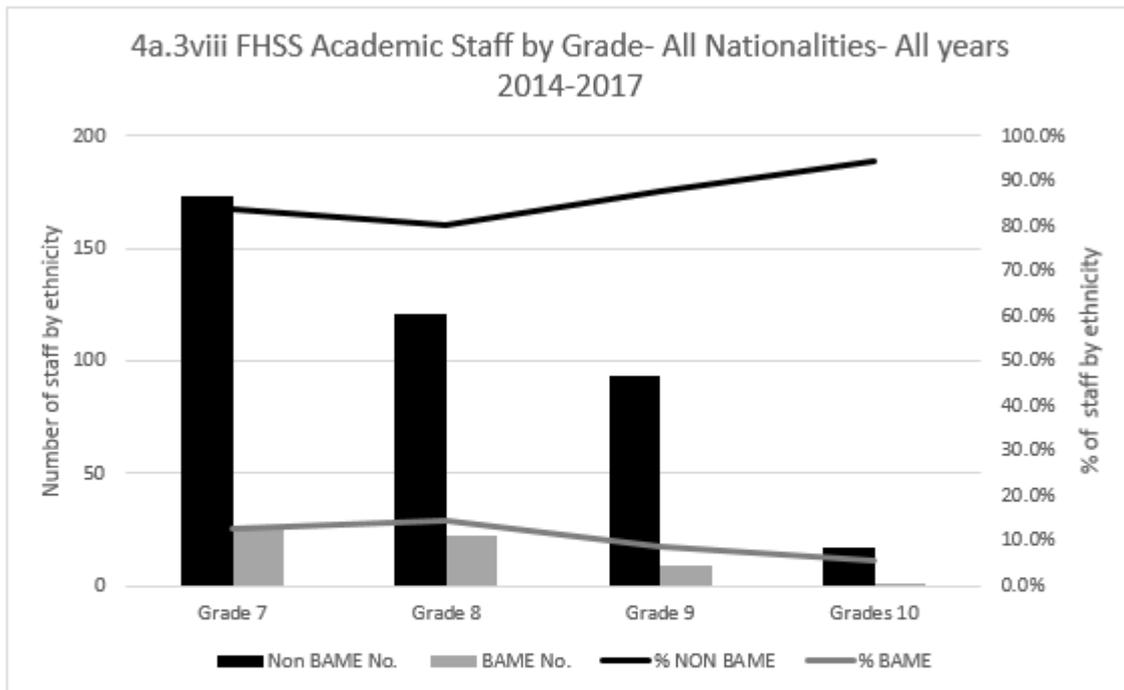
4a.3viii FHSS Academic Staff by Grade- All Nationalities- All years 2014-2017

Proportion of ethnicity across 5 main academic grades for the three year reporting period 2014-2017. Black lines represent the percentage of staff at grades who are non-BAME; grey lines the percentage who are BAME.
Note: Neither Keele Benchmarking Group (BMG) and UK HE Sector Average benchmarking data is not available when comparing grades at faulty level

4a.3ix- FMHS Academic Staff by Grade- All Nationalities- 2014-2017	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	354	282	81	16
% Non BAME	78.3%	80.4%	84.3%	94.3%
BAME No.	69	46	10	x
% BAME	15.3%	13.1%	10.5%	5.7%
% Unknown	6.4%	6.5%	5.2%	0%
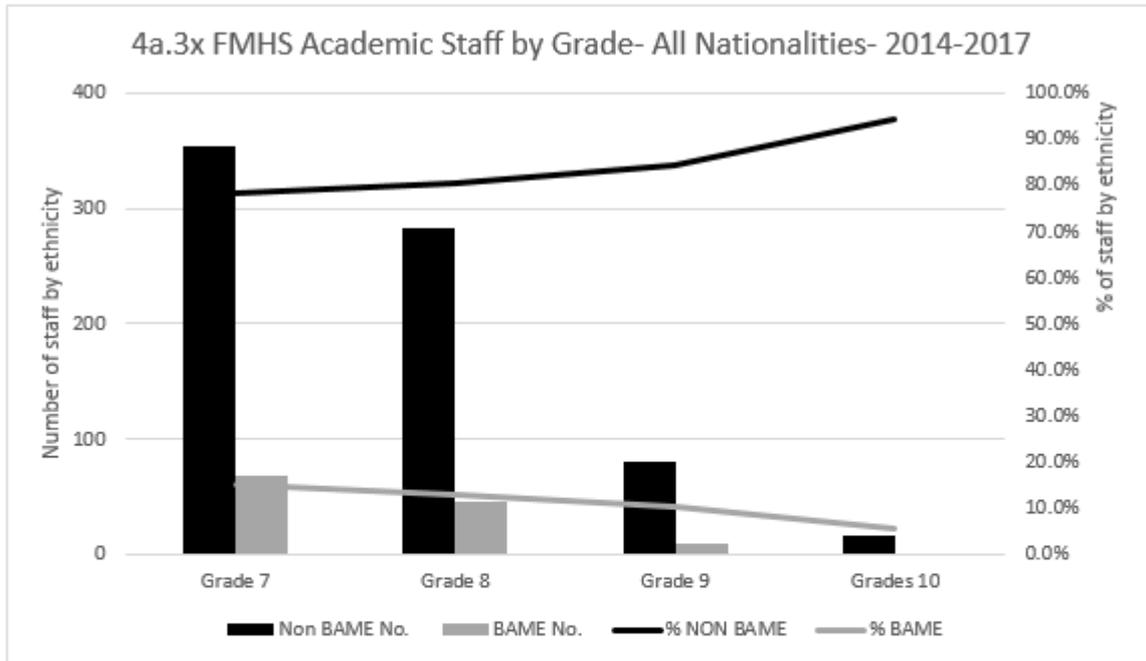
4a.3x FMHS Academic Staff by Grade- All Nationalities- 2014-2017

Proportion of ethnicity across 5 main academic grades for the three year reporting period 2014-2017. Black lines represent the percentage of staff at grades who are non-BAME; grey lines the percentage who are BAME.

Note: Neither Keele Benchmarking Group (BMG) and UK HE Sector Average benchmarking data is not available when comparing grades at faulty level

4a.3xi- FNS Academic Staff by Grade- All Nationalities- All years 2014-2017	Grade 7	Grade 8	Grade 9	Grade 10
Non BAME No.	213	127	58	35
% Non BAME	87.7%	83.0%	73.4%	83.3%
BAME No.	18	21	5	x
% BAME	7.4%	13.8%	6.3%	4.8%
% Unknown	4.9%	3.3%	20.3%	11.9%

4a.3xii FNS Academic Staff by Grade- All Nationalities- All years 2014-2017
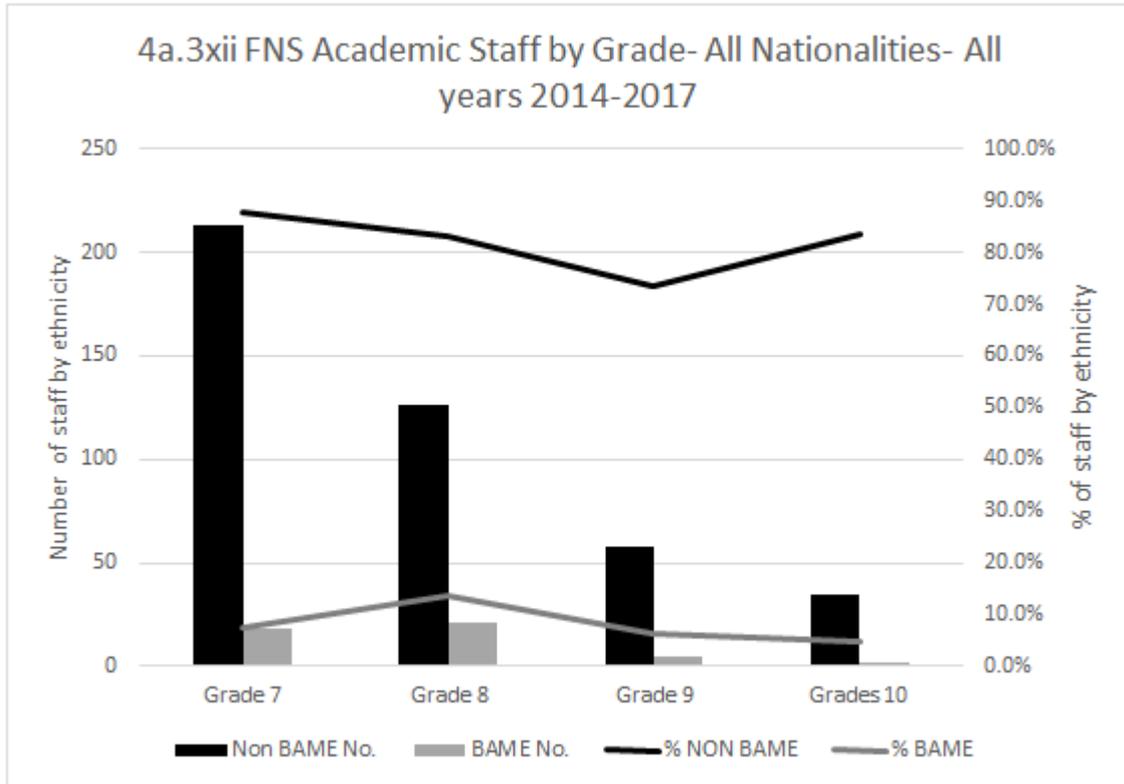
Faculty level data evidences the "leaky pipeline" between grades 8-9 but also identifies different priorities for each Faculty. FMHS has a lower fall off between grades 8-9, and a higher fall off between grade 9-10.   Generally, FMHS has higher numbers and proportions of BAME academics due to the employment of clinical academics from the NHS. FNS stands out as having low numbers and proportions of BAME academic staff, particularly in grades 7 and 9. The priority for FHSS is the transition between grades 8-9.

The RECSAT have agreed institutional targets to improve senior academic representation **(Objective 3)**. Each Faculty and School has a role in achieving these targets but will have different priorities.

> **Action 8** will involve School level analysis of promotions data to identify how each school can contribute to the representation targets. Actions will reported up to Faculty EDI Groups who will have responsibility for monitoring progress at the Faculty level.

4a.4- Academic Staff Ethnicity by Contract Type

4a.4i Academic Fixed Term Contracts by Ethnicity - All Nationalities

|	All years	2014-15	2015-16	2016-17
▬ Non BAME	474	178	143	153
▬ BAME	88	42	25	21
── % Non BAME	23.0	25.7	21.2	22.2
── % BAME	34.0	45.7	30.1	25.0
⋯ Keele BMG Non BAME	30.3	30.3	30.9	29.7
⋯ Keele BMG BAME	37.2	36.4	38.7	36.3
─ ─ UK HE Non BAME	31.8	32.8	31.8	30.8
─ ─ UK HE BAME	42.7	43.3	43.0	41.8
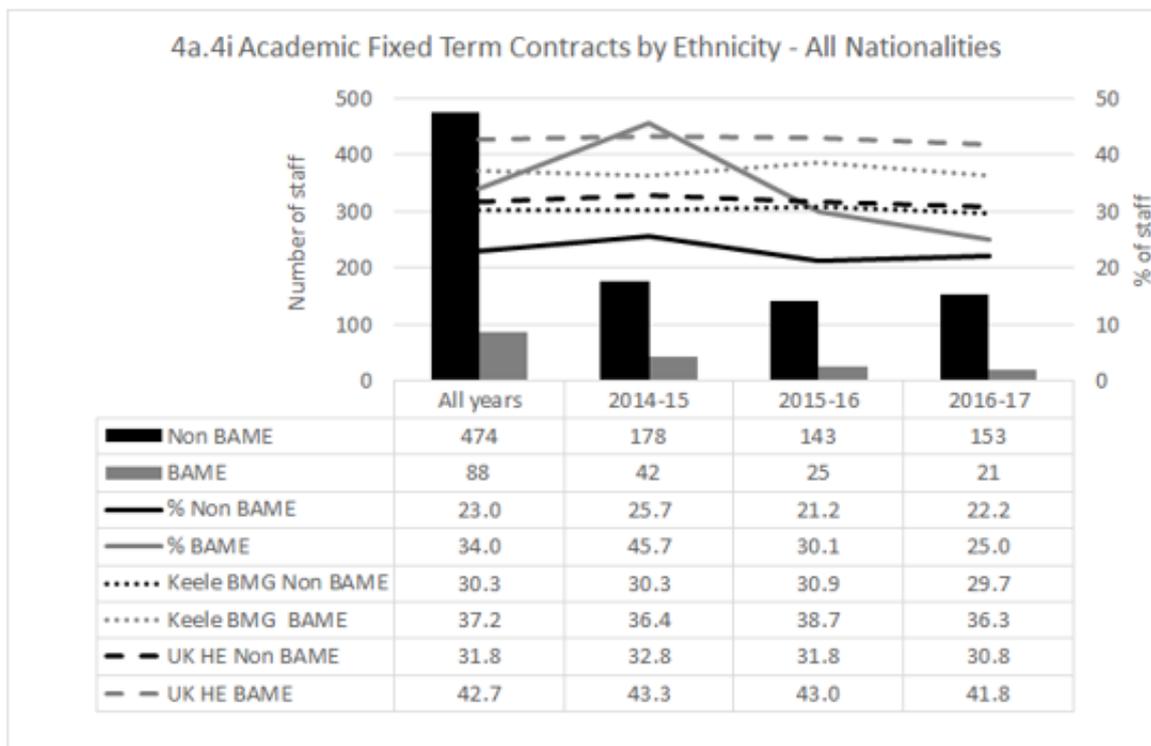
Figure 4a.4i: Academic Staff on Fixed-term contracts (all ethnicities). Percentages are relative to the total population of that ethnic grouping i.e. % BAME = 100* BAME_FTC / (BAME_FTC + BAME_OEC), where FTC = Fixed-Term Contract and OEC = Open-Ended Contract). Benchmark values are, likewise, expressed as percentages

A4a.4ii academic Fixed Term Contracts by Ethnicity - UK Only

|	All years	2014-15	2015-16	2016-17
▬ Non BAME	396	149	116	131
▬ BAME	46	25	10	11
── % Non BAME	22.8	25.3	20.4	22.5
── % BAME	32.9	49.0	24.4	22.9
⋯ Keele BMG Non BAME	28.7	28.6	29.4	28.2
⋯ Keele BMG BAME	27.8	26.1	28.7	28.3
─ ─ UK HE Non BAME	29.2	30.3	29.1	28.2
─ ─ UK HE BAME	33.4	34.4	33.7	32.2
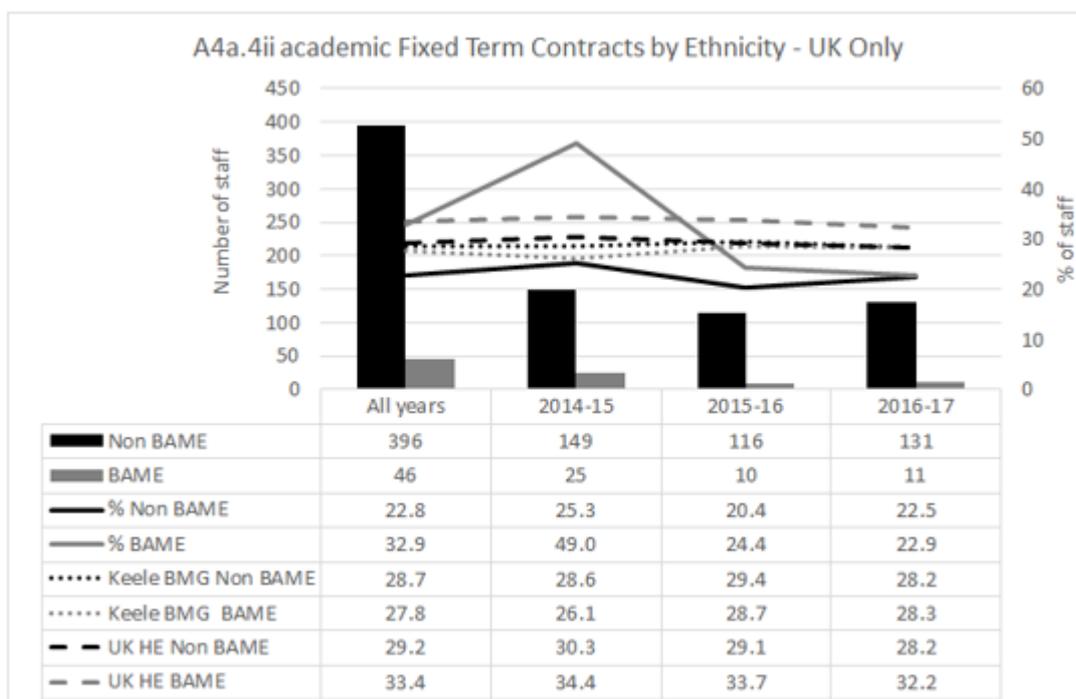
Figure 4a.4ii: Legend as for 4a.4i but for UK nationals only.

4a.4iii Academic Fixed Term Contracts by Ethnicity - Non-UK

|	All years	2014-15	2015-16	2016-17
Non BAME	78	29	27	22
BAME	42	17	15	10
% Non BAME	24.5	27.6	25.2	20.8
% BAME	35.3	41.5	35.7	27.8
Keele BMG Non BAME	34.4	34.9	34.8	33.6
Keele BMG BAME	42.6	42.3	44.0	41.4
UK HE Non BAME	39.9	41.0	40.1	38.7
UK HE BAME	50.2	50.7	49.5	50.5
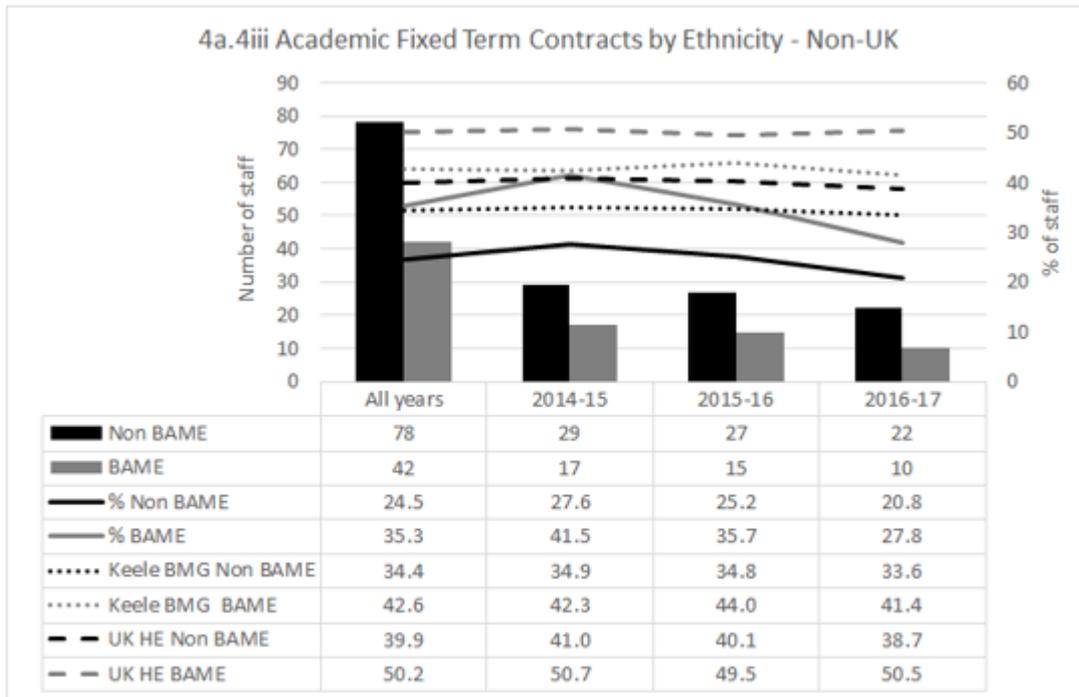
Figure 4a.4i: Legend as for 4a.4i but for International Staff only.

The percentage of BAME academic staff on FTCs has reduced substantially from 45.7% in 2014/15 to 25.0% in 2016/17. This figure is better than the BMG and UKHEI but it is slightly higher than the proportion of Keele's non-BAME academics on FTCs (22.2%).

Proportions of UK BAME academics on FTC's have reduced and, in 2016/17, reached parity with non-BAME staff.

There has also been a reduction (by 13.7%) in the proportion of non-UK BAME staff who are on FTCs over the period. However, at 27.8% in 2016/17, representation remained higher than that for non-UK non-BAME staff (20.8%) and, whilst Keele performs well in having lower proportions of non-UK staff on fixed-term contracts, the differential between BAME and non-BAME staff remains similar to benchmarks.

Contract Type by Faculty

4a.4iv FHSS Fixed Term Contracts by Ethnicity- All Nationalities

	All years	2014-15	2015-16	2016-17
■ Non BAME	68	21	25	23
■ BAME				
—% Non BAME	12.2	11.0	13.0	12.6
—% BAME	4.4	5.0	4.5	3.8

4a.4v FMHS Fixed Term Contracts by Ethnicity- All Nationalities

	All years	2014-15	2015-16	2016-17
■ Non BAME	283	123	73	87
■ BAME	70	38	18	14
—% Non BAME	30.7	37.4	25.7	28.2
—% BAME	49.0	63.3	41.9	35.0

4a.4vi FNS Fixed Term Contracts by Ethnicity- All Nationalities

	All years	2014-15	2015-16	2016-17
■ Non BAME	120	34	44	42
■ BAME	15		6	6
—% Non BAME	21.5	20.1	22.8	21.4
—% BAME	31.3	25.0	33.3	33.3

There has only been one BAME member of staff on a FTC over the period in FHSS. Within FMHS the proportion of BAME staff on FTCs has substantially reduced from 63.3% to 35%, remaining above non-BAME staff representation on FTC's at 28.2%. The drop in numbers from 2014/15 to 2015/16 in FMHS is pronounced for both BAME and non-BAME staff, this

was due to artificially high figures pre 2015 which included some NHS staff (their removal was required by HESA in 2015). FMHS still have the highest percentage of fixed-term staff out of the 3 Faculties, reflecting the nature of the Medical programmes delivered in partnership with the NHS. Conversely FNS has seen an increase in the proportion of BAME academics on FTCs (by 8.3%) to 33.3% in 2016/17 and remains above the representation of non-BAME staff on FTC's.

Given the overall reduction in use of FTCs over this 3 year period and that Keele data is below both benchmarks this area is not identified as a priority for action for the Institution. Nevertheless, use of FTCs will continue to be monitored as we increase the number of BAME academic staff.

> **Action 13;** we will undertake a review of our FTC processes to ensure adequate scrutiny of decisions to remove the disparity between non-UK non-BAME and non-UK BAME academic staff.

4a.5- Academic Staff Ethnicity by Full time/Part time

| 4a.5i Part time working by Ethnicity - University Wide - All nationalities	All years	2014-15	2015-16	2016-17
Non BAME	635	238	201	196
BAME	68	36	16	16
% Non BAME	30.9	34.4	29.8	28.3
% BAME	26.3	39.1	19.3	19.0
Keele BMG Non BAME	32.7	33.6	33.2	31.2
Keele BMG BAME	28.6	29.8	29.6	26.4
UK HE Non BAME	33.3	33.5	33.2	33.1
UK HE BAME	26.0	26.2	26.1	25.6
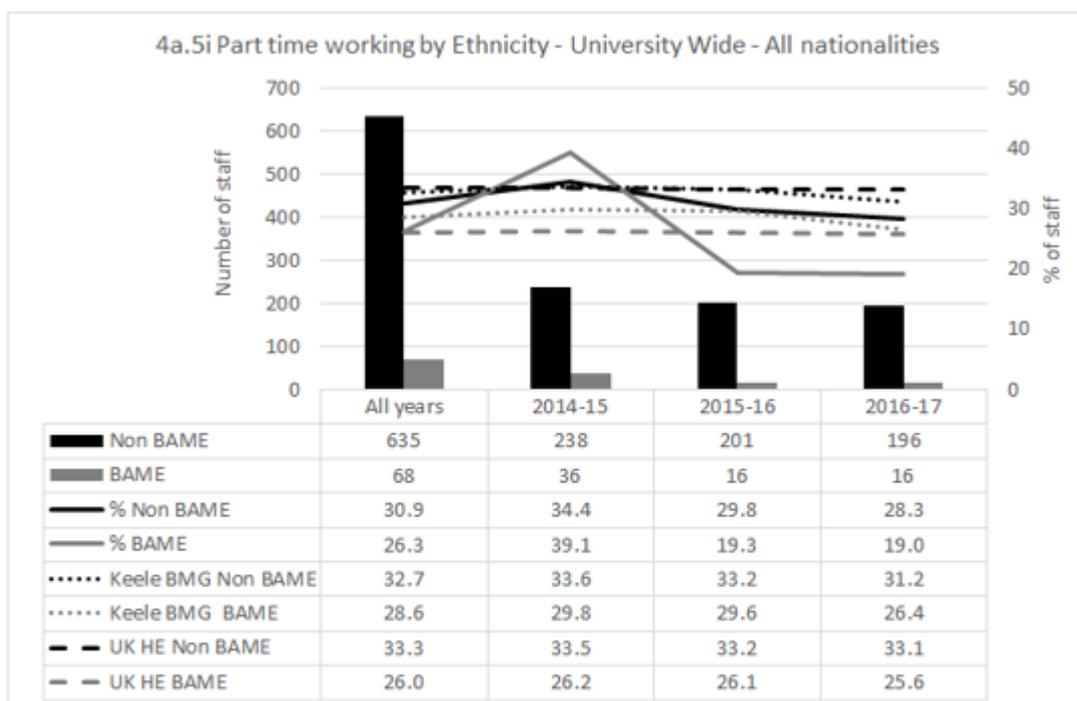
Figure 4a.5i: Academic Staff on part-time contracts (all ethnicities). Percentages are relative to the total population of that ethnic grouping i.e. % BAME = 100* BAME_PT / (BAME_PT+ BAME_FT), where PT = part-time and FT = full-time. Benchmark values are, likewise, expressed as percentages

4a.5ii Part time working by Ethnicity - University Wide - UK Only

|	All years	2014-15	2015-16	2016-17
Non BAME	591	219	185	186
BAME	56	26	14	16
% Non BAME	34.0	37.3	32.7	31.9
% BAME	40.0	51.0	34.1	33.3
Keele BMG Non BAME	35.6	36.2	36.2	34.5
Keele BMG BAME	28.2	28.5	28.1	28.0
UK HE Non BAME	36.5	36.5	36.5	36.5
UK HE BAME	31.1	30.7	31.5	31.1
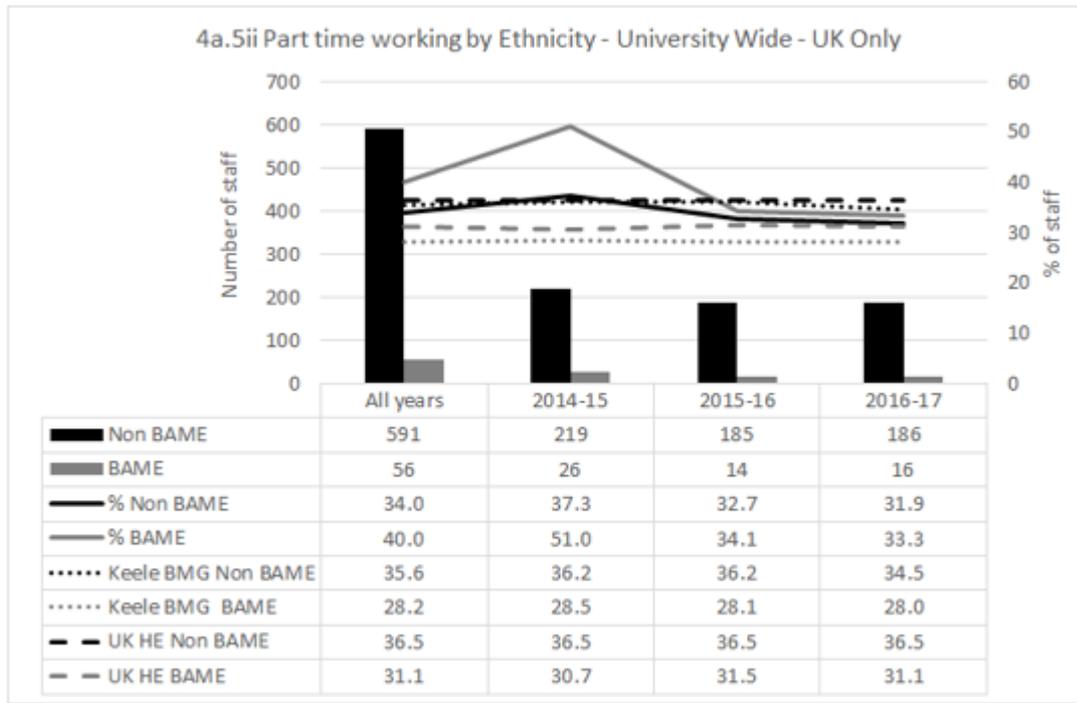
Figure 4a.5ii: Legend as for 4a.5i but for UK nationals only.

4a.5iii Part time working by Ethnicity - University Wide - Non UK

|	All years	2014-15	2015-16	2016-17
Non BAME	44	19	16	9
BAME	12	10		0
% Non BAME	13.9	18.1	15.0	8.7
% BAME	10.1	24.4	5.0	0.0
Keele BMG Non BAME	23.8	25.0	24.0	22.3
Keele BMG BAME	27.5	28.3	29.3	24.9
UK HE Non BAME	22.9	23.3	22.9	22.7
UK HE BAME	21.5	22.1	21.6	21.0
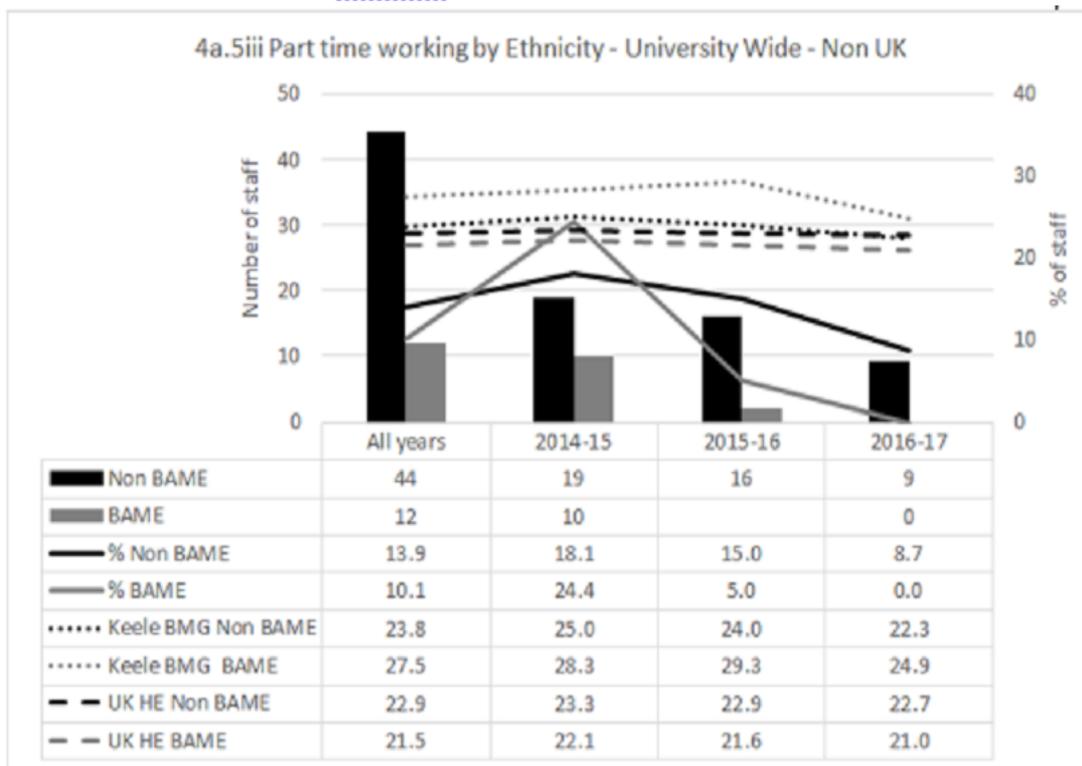
Figure 4a.5iii: Legend as for 4a.45i but for international staff only.

Over the three year period, the percentage of BAME and non-BAME part-time working has remained stable for both benchmarks. However, at Keele there has been a reduction in the numbers of both BAME and non-BAME staff working part-time. Overall the percentage of non-BAME staff working part-time has reduced (by 6.1%) to 28.3% and the percentage of BAME staff has reduced significantly (by 20.1%) to 19%. UK staff are more likely to work

part-time compared to non-UK, this is attributable to visa requirements, which restrict non-EEA migrants ability to work part-time.

The percentage of UK BAME and non-BAME staff working part-time in 2016/17 is now very similar (33.3% and 31.9% respectively); whereas both benchmarks have a larger differential between BAME and non-BAME staff part-time working.

Part time working by Faculty

4a.5iv FHSS Part time working by Ethnicity-All nationalities

	All years	2014-15	2015-16	2016-17
Non BAME	107	32	40	35
BAME	9			
% Non BAME	19.2	17.1	21.1	19.3
% BAME	13.2	15.0	13.6	11.5

4a.5v FMHS Part time working by Ethnicity-All nationalities

	All years	2014-15	2015-16	2016-17
Non BAME	383	155	112	116
BAME	59	33	13	13
% Non BAME	41.5	47.3	39.2	37.5
% BAME	41.3	55.0	30.2	32.5

4a.5vi FNS Part time working by Ethnicity-All nationalities

	All years	2014-15	2015-16	2016-17
Non BAME	142	50	48	44
BAME	0	0	0	0
% Non BAME	25.5	29.2	25.1	22.6
% BAME	0.0	0.0	0.0	0.0

FMHS employs the highest percentage of part-time academic staff, many staff have clinical roles (part-time in NHS jobs; part-time at Keele). Reductions in part-time work (9.8% fewer non-BAME and 22.5% fewer BAME staff) over the 3-year period are due to removal of some NHS staff in our reporting (required by HESA in 2015) [see also section 4a.4 FTCs].

FNS have not employed any part-time BAME academic staff in the 3-year reporting period.

FHSS has seen no change in number of part-time BAME academic staff across the 3-year period but new recruits to full-time posts have led to a small reduction in percentage of those working part-time. The percentage of part-time non-BAME academic staff has fluctuated over the period and is higher than the BAME population at 19.3% in 2016/17.

| 4a.5vii Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I am aware of the formal flexible working policies and arrangements at the institution, for example, part time working or condensed hours.	54.7%	48.2%	yes
If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible.	45.9%	48.2%	no
I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later.	71.3%	60.7%	no
My manager is supportive of flexible working.	69.6%	64.3%	no

Part-time and flexible working is seen as a benefit for some and enables partnership working with the NHS in FMHS. The data and survey findings show BAME staff in each faculty have slightly lower proportions working part-time together with lack of awareness of formal flexible working. Part-time working will continue to be monitored, particularly as we work towards increasing BAME academic representation.

KU will promote the Flexible Working policy to increase awareness within the BAME community **(Action 8a)** with the aim to reduce disparity in future staff survey responses

4a.6- Academic Staff Turnover Rates by Ethnicity
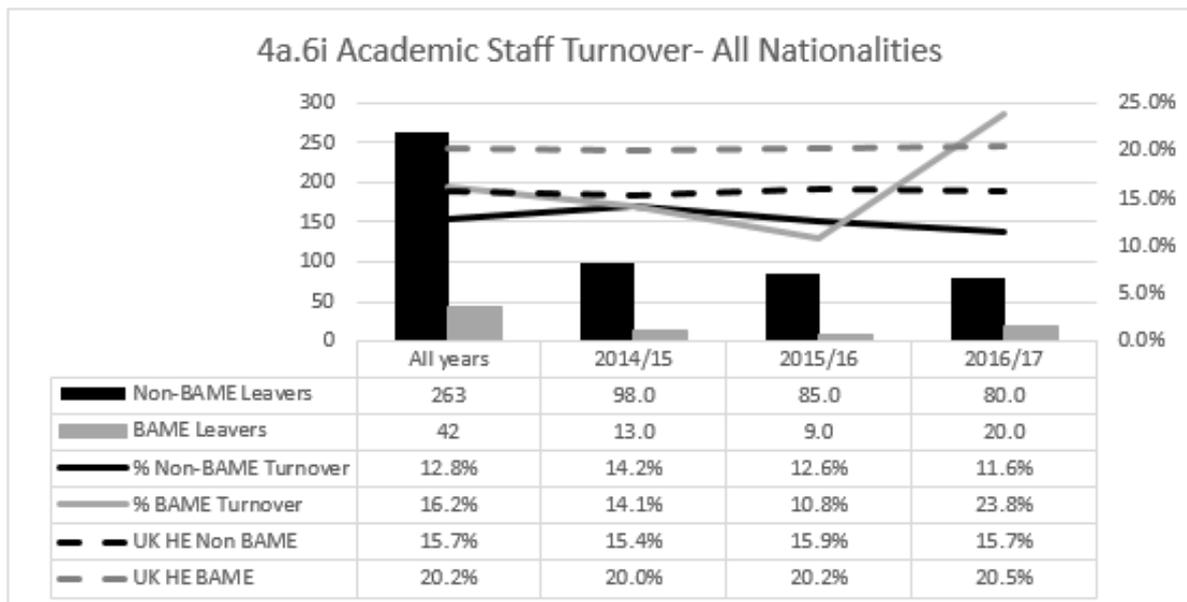
4a.6i Academic Staff Turnover- All Nationalities

|	All years	2014/15	2015/16	2016/17
Non-BAME Leavers	263	98.0	85.0	80.0
BAME Leavers	42	13.0	9.0	20.0
% Non-BAME Turnover	12.8%	14.2%	12.6%	11.6%
% BAME Turnover	16.2%	14.1%	10.8%	23.8%
UK HE Non BAME	15.7%	15.4%	15.9%	15.7%
UK HE BAME	20.2%	20.0%	20.2%	20.5%

1- UK HE (Higher Education) Average benchmark refers to the average benchmark data over the three-year reporting period 2014-15, 2015-16 and 2016-17. The number above denotes the % of academic staff within each ethnic group.   Note: Keele Benchmarking group data is not available for turnover

4a.6ii Academic Staff Turnover- UK Only
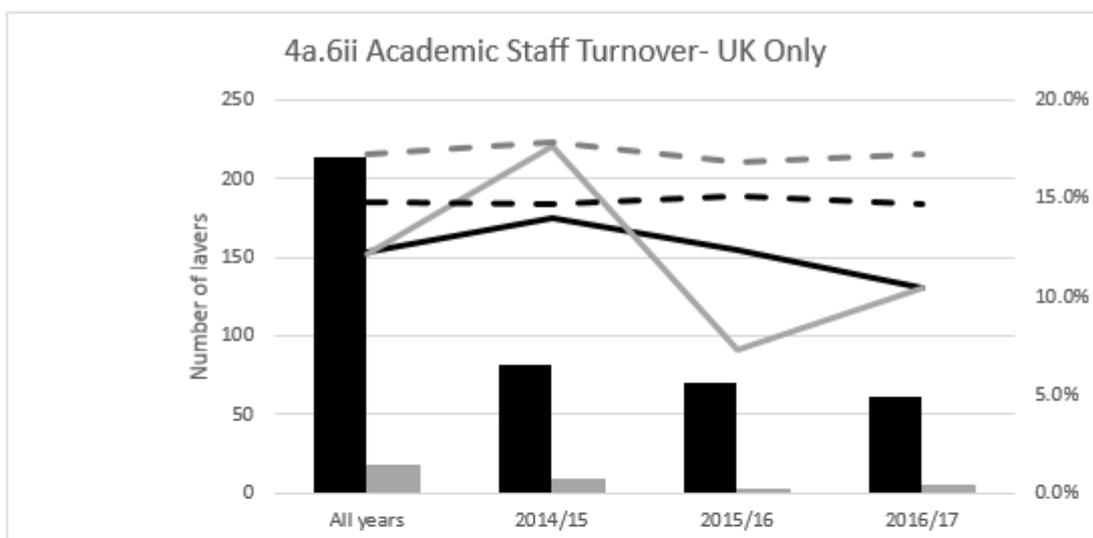
	All years	2014/15	2015/16	2016/17
Non-BAME Leavers	213	82	70	61
BAME Leavers	17	9	x	x
% Non-BAME Turnover	12.2%	14.0%	12.3%	10.4%
% BAME Turnover	12.1%	17.6%	7.3%	10.4%
UK HE Non-BAME	14.8%	14.7%	15.1%	14.7%
UK HE BAME	17.3%	17.8%	15.8%	17.2%

1- UK HE (Higher Education) Average benchmark refers to the average benchmark data over the three-year reporting period 2014-15, 2015-16 and 2016-17. The number above denotes the % of academic staff within each ethnic group. Note: Keele Benchmarking group data is not available for turnover

4a.6iii Academic Staff Turnover- Non-UK Only

	All years	2014/15	2015/16	2016/17
Non-BAME Leavers	50	16	15	19
BAME Leavers	25		6	15
% Non-BAME Turnover	15.7%	15.2%	14.0%	17.9%
% BAME Turnover	21.0%	9.8%	14.3%	41.7%
UK HE Non BAME	18.3%	17.7%	18.3%	18.8%
UK HE BAME	22.7%	21.9%	22.9%	23.2%
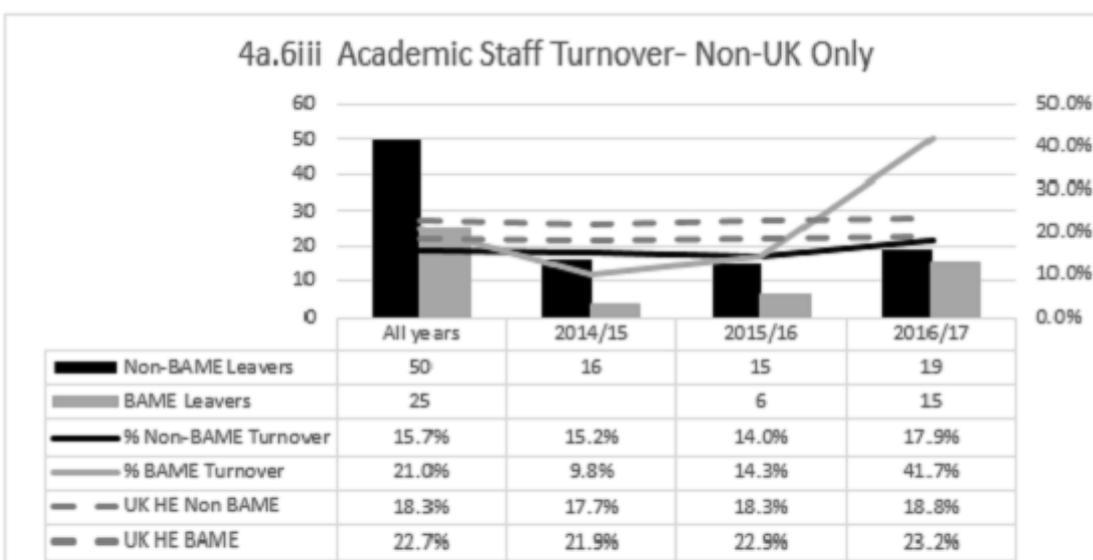
1- UK HE (Higher Education) Average benchmark refers to the average benchmark data over the three year reporting period 2014-15, 2015–16 and 2016-17. The number above denotes the % of academic staff within each ethnic group. Note: Keele Benchmarking group data is not available for turnover

Turnover at Faculty level will not be analysed due to the small numbers involved.

Table 4a.6vii: Reason for leaving by Ethnic and National Groupings						
Reason for Leaving	All Nationalities		UK		non-UK	
	BAME	non-BAME	BAME	non-BAME	BAME	non-BAME
End of Fixed-term contract	34.9%	36.4%	35.3%	35.1%	34.6%	42.3%
Other (e.g. redundancy, ill-health, dismissal)	4.7%	6.0%	0.0%	5.6%	7.7%	7.7%
Resignation	55.8%	48.8%	58.8%	48.9%	53.8%	48.1%
Retirement	4.7%	8.8%	5.9%	10.4%	3.8%	1.9%

4a.6viii Average length of Service upon leaving (years)		
	Non BAME	BAME
All Nationalities	9.2	6.6
UK Only	9.5	8.0
Non UK	8.0	5.2

Average turnover is higher among Keele's BAME academic staff at 16.2% versus 12.8% (non-BAME) but is lower than UKHEI's by 4%. There is marginal difference in the average turnover between UK BAME and non-BAME academic staff. The overall difference arises from the non-UK academic group, where BAME staff are more likely to leave than non-BAME staff (turnover is 4.3% higher). Length of service upon leaving is lower for all BAME nationalities. Keele's academic BAME staff turnover is lower than UKHEI's (by 5.1% (UK) and 1.7% (non-UK) respectively).

The average percentage of BAME versus non-BAME staff resigning is higher (55.8% versus 48.8%) – a trend is seen in both UK and non-UK staff. However, departure due to end of fixed-term employment is lower for non-UK BAME staff (34.6% versus 42.3%) – with only marginal difference among UK academic staff.

Action 15 aims to reduce the level of academic BAME staff turnover to align with Non BAME levels by 2034. The University will implement a revised exit interview process (Action 16) delivered by trained managers (Action 8) and analyse the results at Faculty level (action 17). Additional support at induction will be offered to international staff (action 18)

4b Professional and support staff (PSS)

4b.1- Professional and Support Staff Ethnicity across the institution as a whole

| 4b.1i - Professional and Support Staff ethnic profile (all nationalities)											
	All years		2015		2016		2017		Local Area Bench mark	Keele BMG	UK HE
Ethnicity	No.	%	No.	%	No.	%	No.	%	%	%	
Non-BAME	3530	94.3	1146	93.9	1178	94.1	1206	94.8	93.0	85.5	84.5
BAME*	101	2.7	30	2.5	32	2.6	39	3.1	7.0	7.8	10.3
Asian	51	1.4	16	1.3	17	1.4	18	1.4	4.3	1.4	2.8
Black	26	0.7	8	0.7	7	0.6	11	0.9	1.0	4.7	5.2
Other	24	0.6	6	0.5	8	0.6	10	0.8	1.8	1.7	2.2
TOTAL (Non BAME + BAME + Unknown)	3745		1221		1252		1272				
Unknown	114	3.0	45	3.7	42	3.4	27	2.1			

*BAME – combined summary of Asian, Black and Other(including mixed) ethnic groups
1- Local Area benchmark refers to the Census data 2011 populations from within the North Staffordshire area (see section 3b)
2-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three-year reporting period 2014-15, 2015-16 and 2016-17(See section 4a). The number above denotes the % of professional and support staff within each ethnic group
3- UK Higher Education (HE) Average benchmark refers to the average benchmark data over the three year reporting period 2014-15, 2015-16 and 2016-17 (See section 4a). The number above denotes the % of professional and support staff within each ethnic group

4b.1ii Professional & Support Staff Ethnicity- All Nationalities

	3 years	2014-15	2015-16	2016-17	Keele BMG Average	UK HE Average
■ % BAME	2.7%	2.5%	2.6%	3.1%	7.8%	10.3%
⊠ % Black	0.7%	0.7%	0.6%	0.9%	1.4%	2.8%
☐ % Asian	1.4%	1.3%	1.4%	1.4%	4.7%	5.3%
▥ % Other	0.6%	0.5%	0.6%	0.8%	1.7%	2.2%
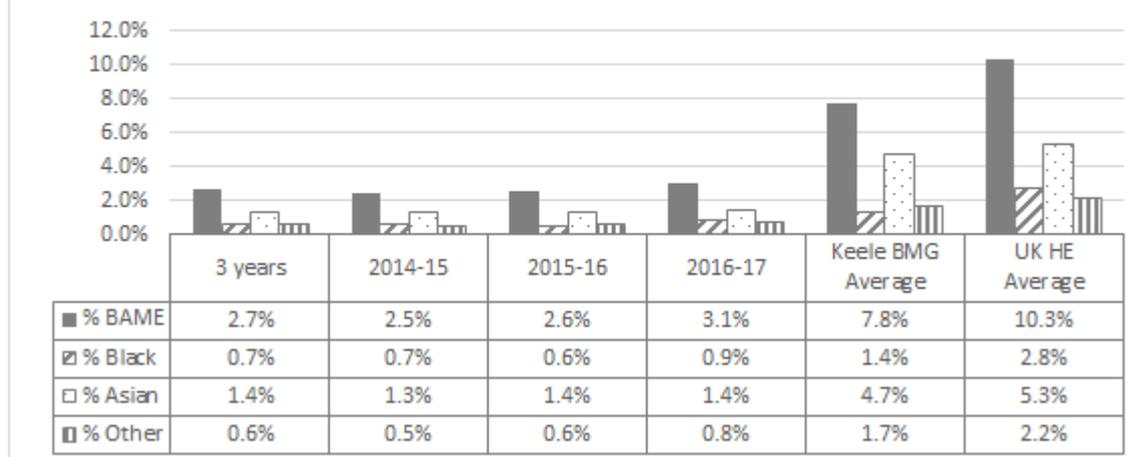
4b.1iii - Professional and Support Staff Nationality profile

	2015-2017		2014/2015		2015/2016		2016/2017		Local Area Benchmark	Keele BMG Average	UK HE Average
	No.	%	No.	%	No.	%	No.	%	%	%	%
UK	3633	97.0%	1183	96.9	1214	97.0	1236	97.2	98.1	89.9	93.8
NON UK	112	3.0%	38	3.1	38	3.0	36	2.8	3.7	10.1	6.2
TOTAL	3745		1221		1252		1272				

1- Local Area benchmark refers to the Census data 2011 populations from within the North Staffordshire area (see section 3b)

2-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three-year reporting period 2014-15, 2015-16 and 2016-17 (See section 4a). The number above denotes the % of professional and support staff within each ethnic group

3- UK Higher Education (HE) Average benchmark refers to the average benchmark data over the three year reporting period 2014-15, 2015-16 and 2016-17 (See section 4a). The number above denotes the % of professional and support staff within each ethnic group

BAME PSS representation (average 2.7%) is significantly lower than the local population (7.0%) and lower than UKHEI's (by 7.6%), and BMG (by 5.1%). Recent recruitment has led to a marginal increase from 2.5% to 3.1% in 2016/17.

Asian staff (1.4%) have highest representation, followed by Black (0.7%) and Other (0.6%) staff. The percentage of staff within all groups are lower than the local area, UKHEI's and BMG, with the exception of Asian PSS at BMG institutions (representation identical to Keele).

4b.1iv Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I considered the ethnic/racial diversity of Keele University before applying to work here.	2.5%	19.0%	yes
The ethnic/racial diversity of Keele University impacts on my sense of belonging	12.3%	42.9%	yes
The ethnic/racial diversity of Keele University impacts on my desire to stay	19.8%	47.6%	yes
I believe I am treated equally by colleagues, irrespective of my ethnicity or race.	74.1%	42.9%	no
I believe I am treated equally by students, irrespective of my ethnicity or race.	64.2%	61.9%	yes

The low representation of BAME PSS compared to all benchmarks is of concern and a key focus for Keele. In section 3b local ethnicity profiles were stated for 4 local authorities, Keele's BAME PSS representation is below all local areas, except Staffordshire Moorlands. Similarly Keele PSS have slightly lower international diversity at 3.0% non-UK (combined local area is 3.7% non-UK). This lack of diversity impacts on PSS staff (Table:4b.1iv), academic staff (Table:4a.1vii) and students:

"It is clear in from the staff here at Keele from lecturers to cleaners POC's are not hired here. It says to me as a student that you are happy to take money from POC's (i.e. student tuition - particularly international students tuition) but you do not want to ensure that the 'wealth' is redistributed in communities that provided that funding" Student Survey Comment

Keele aims to significantly increase BAME PSS representation to align to the sector (10.3%) - **Objective 5.** This is an ambitious target and is consequently set over a 15-year period. Recruitment and turnover will be key factors to achieve this objective **(Objectives 6 & 10).**

Previously references **Action 6,** unconscious bias training for managers and **Action 7,** wider unconscious bias training for all staff will equally apply to PSS and their managers.

KU will trial the use of anonymous shortlisting with the aim to reduce the loss of BAME PSS applicants at the shortlisting stage **(Action 45)**

4b.2- Professional and Support Staff Ethnicity by department/faculty

4b.2i -Professional and Support Staff Ethnicity by Faculty- All Nationalities					Keele BMG Average	UK HE Average
	Non-BAME		BAME		BAME	
Faculty	Number	%	Number	%	%	%
All years						
FHSS	224	96.6	5	2.2	7.9	10.4
FMHS	677	95.6	22	3.1	7.7	9.8
FNS	259	93.8	x	1.1	7.7	9.8
Directorates	2370	93.7	71	2.8	8.0	10.5
2014-15						
FHSS	78	97.5	x	1.3	7.7	10.0
FMHS	210	95.0	7	3.3	7.3	9.5
FNS	82	93.2	x	1.3	7.3	9.5
Directorates	775	93.3	21	2.5	7.8	10.1
2015-16						
FHSS	74	97.4	x	1.3	7.4	10.3
FMHS	222	95.7	7	3.0	7.5	9.7
FNS	88	93.6	x	1.1	7.5	9.7
Directorates	795	93.4	23	2.7	7.5	10.5
2016-17						
FHSS	72	94.7	x	3.9	8.5	10.9
FMHS	245	96.1	8	3.1	8.3	10.4
FNS	89	94.7	x	1.1	8.3	10.4
Directorates	800	94.5	27	3.2	8.6	11.0

1-Keele Benchmarking Group (BMG) Average refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

2- UK Higher Education (HE) Average benchmark refers to the average benchmark data over the three year reporting period 2014-17. The number above denotes the % of BAME academic staff within either a set/Non SET subject area

4b.2ii Academic Staff- By Faculty- UK Only- All years

|	University	FHSS	FMHS	FNS
% BAME	7.0	6.9	9.2	3.1
% Black	0.5	0.0	1.1	0.0
% Asian	5.3	5.1	7.1	2.1
% Other	1.1	1.8	1.0	1.0
% Unknown	6.1	4.9	6.5	6.7
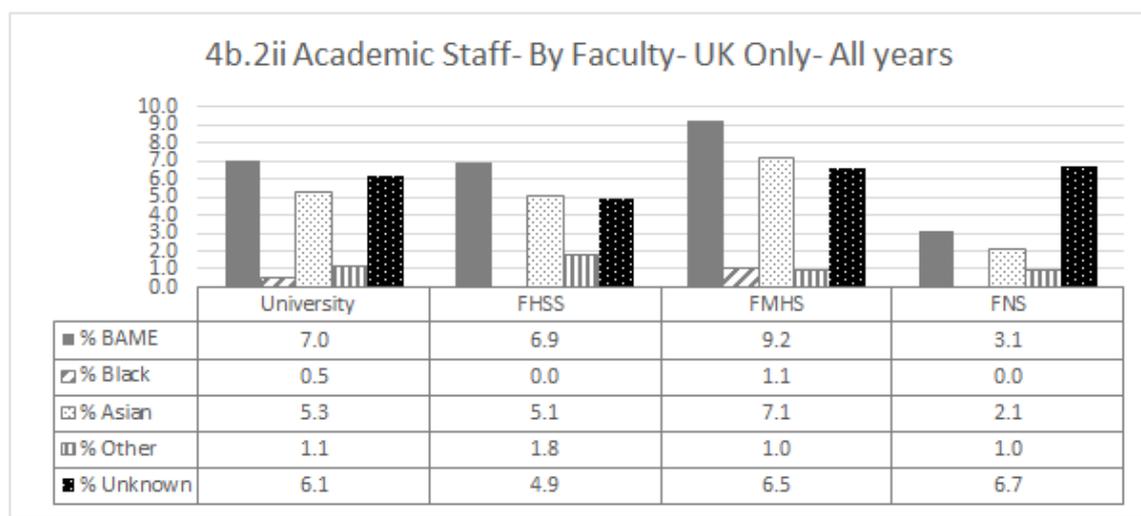
BAME PSS have highest representation in FMHS (3.1%), followed by the Directorates (2.8%), FHSS (2.2%), and FNS (1.1%). All are significantly below benchmarks.

We recognise that **Objective 5** targets will only be met by a combination of institutional focus **(Actions 6, 7 and 45)** and by local areas analysing their practices. Further analysis at individual Directorate level, along with Faculty level, will be undertaken to guide targeted actions and inform ongoing monitoring **(Action 12)**

4b.3- Professional and Support Staff Ethnicity by grade

Relationship between HESA Contract Level Codes HESA, their UCEA/XpertHR Code and Keele Grades.

HESA Code	UCEA / XpertHR Code	PSS Role
A0	Vice Chancellor	Vice Chancellor
B0	UCEA level 2	Grade 10: DVC and PVC's
C1-C2	UCEA level 3	Grade 10: Director of a major function or area
D1-D3	UCEA level 3/4	Grade 10: Head of an area of the University
E1-F2	UCEA level 4 and 5	Grade 10: Heads of functions
I0	XpertHR level I	Grade 9: non-academic staff section manager
J0	XpertHR level J	Grade 8: section/team leader (professional, technical, administrative),
K0	XpertHR level K	Grade 7: senior professional/technical staff
L0	XpertHR level L	Grade 6: professional/technical/senior administrative staff,
M0	XpertHR level M	Grade 5: assistant professional staff, administrative staff
N0	XpertHR level N	Grades 1-4: junior administrative staff, clerical staff, technician/craftsman, operative
O0	XpertHR level P	routine task provider Operational Staff
P0	XpertHR level P	simple task provider Operational Staff

4b.3i Professional & Support Grade by Ethnicity - All Nationalities -2014-2017 and Benchmarks
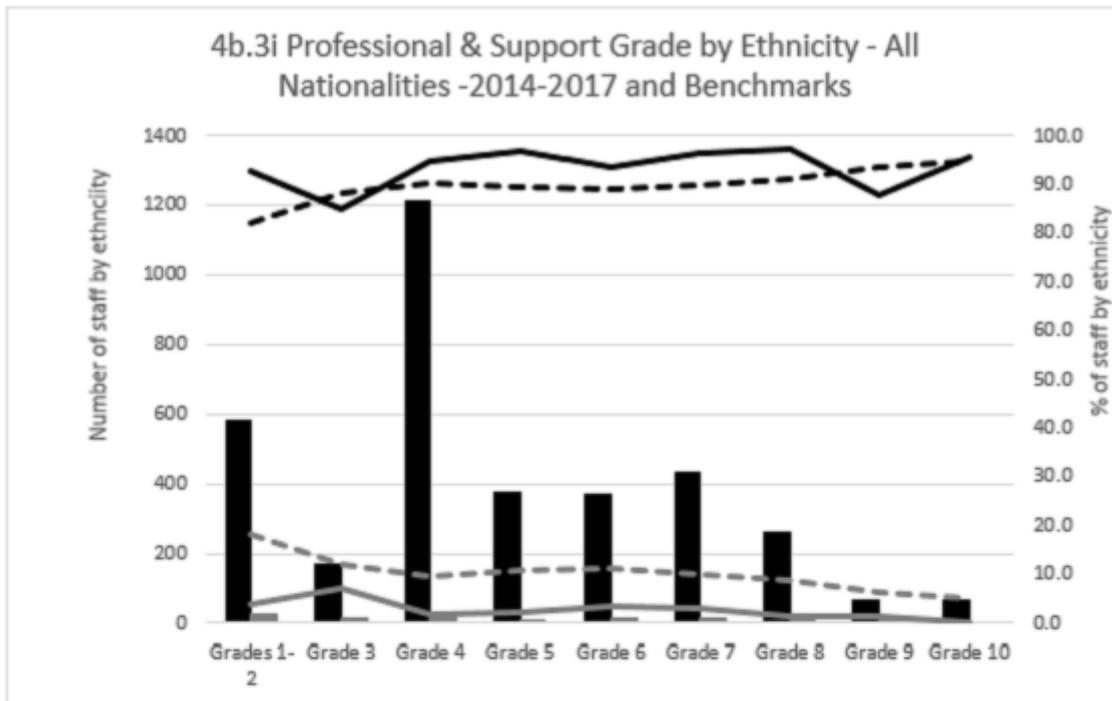
	Grade 1-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Non-BAME no.	582	169	1211	373	371	431	262	64	66
BAME no.	23	14	23	9	14	13			0
% Non BAME	92.7	84.9	94.8	96.9	93.7	96.2	97.4	87.7	95.7
% BAME	3.7	7.0	1.8	2.3	3.5	2.9	1.5	1.4	0
UK HE Non BAME	82.0	88.0	90.2	89.3	88.9	89.9	91.1	93.7	95.0
UK HE BAME	18.0	9.8	9.8	10.7	11.1	10.1	8.9	6.3	5.0
Unknown Ethnicity		*8.0*						*11.0*	

Note: Keele Benchmark Group (BMG) Averages data is not available for grade comparisons.
UK Higher Education (HE)Average benchmark refers to the average benchmark data averaged over the three year reporting period (See section 4a). The number above denotes the number and percentage of professional and support staff within each ethnic group at each grade

Grades 1-3 have highest BAME PSS representation; lowest representation is at Grades 8-10. Keele is below UKHEI representation at every grade, and follows the sector trend i.e. reduced representation at higher grades.

Operational Staff

Operational staff are not paid on the incremental single pay spine, roles are paid a set hourly rate, underpinned by a job evaluation system. The table below outlines the percentage of BAME staff within each pay group.

4b.3ii Keele operation staff pay groups by ethnicity				
Operational Pay Scale	Hourly rate	Non BAME Staff	BAME staff	% BAME Staff within Scale Point
Scale 1 (Catering/Domestic/Retail Assistant)	£7.34	156	12	7.7%
Scale 2 (Grounds/ Steward/Porter)	£8.01	41	0	0.0%
Scale 3 (Nursery Nurse/Receptionist/Senior Catering/Retail Assistant)	£8.57	48	x	2.1%
A Night Security Officer (library)	£8.87	x	0	0.0%
Scale 4 (Catering and Retail Supervisor/Chef/ Grounds Team Leader)	£9.18	25	x	4.0%
B Security Officer	£9.49	x	x	33.3%
C Semi-skilled tradesperson	£9.81	x	0	0.0%
D Painter and Decorator	£10.16	20	0	0.0%
Scale 5 (Fitness Instructor/ Sous Chef/ Stores Supervisor)	£10.20	13	0	0.0%
E Skilled Tradesperson (Bricklayer)	£11.17	x	0	0.0%
Scale 6 (Head Chef/Retail Manager/ Catering and Retail Team Leader)	£11.22	8	0	0.0%
F Skilled Tradesperson (Joiner)	£11.53	6	0	0.0%
G Skilled Tradesperson (Electrician/Plumber)	£12.63	9	0	0.0%
All Scales		334	15	4.5%

BAME staff have highest representation within the lowest pay group with small numbers in mid-levels, and none at the highest.

A BAME member of PSS has been an active and regular member of the RECSAT and has greatly assisted in the formulation of actions. However, we are aware that BAME PSS staff had low representation in the survey and focus groups. Thus more qualitative data is needed to further assist analysis.

> **Action 15;** further staff surveys will be undertaken to provide additional baseline data broken down by PSS and feedback from this group is targeted.

In addition data from Keele's Staff Engagement Survey (launched 4 February 2019) will supplement the REC surveys; this survey has been designed such that hard to reach groups should find it easier to respond.

Keele aims to increase BAME PSS representation, address lack of progression through the grades and increase senior PSS representation to align to the sector (Objective 11).

> Actions to support achievement against this target are set out in sections under recruitment and development **(Actions 44-52).**

**4b.4- Professional and Support Staff Ethnicity by Contract type**

4b.41 PSS Fixed Term Contracts by Ethnicity - All Nationalities

	All years	2014-15	2015-16	2016-17
Non BAME	272	90	98	85
BAME	16	6		7
% Non BAME	7.7	7.8	8.3	7.0
% BAME	15.8	20.0	9.4	17.9
Keele BMG Non BAME	12.9	14.2	12.2	12.4
Keele BMG BAME	20.4	25.1	16.9	19.2
UK HE Non BAME	13.5	13.9	13.2	13.4
UK HE BAME	19.6	20.6	19.1	19.3
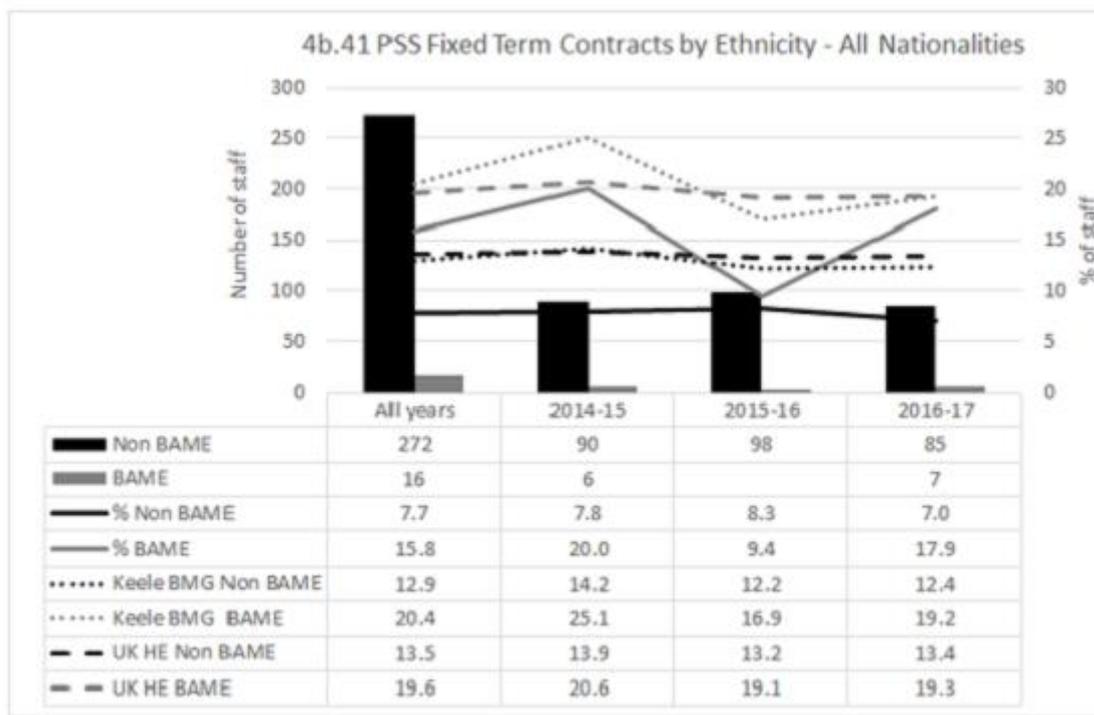
Figure 4b.4i: Legend as for 4a.4i but for PSS.

Keele has lower proportions of BAME PSS on FTCs compared to benchmarks (Figure:4b.4i). Nevertheless, BAME PSS have higher representation on FTCs (15.8%) than non-BAME (7.7%).

Action 13 aims to reduce this disparity by reviewing our processes to ensure adequate scrutiny of decisions.

## 4b.5- Professional and Support Staff Ethnicity Full time/part-time

4b.5i PSS Part time working by Ethnicity - University Wide - All nationalities

	All years	2014-15	2015-16	2016-17
Non BAME	1339	447	447	445
BAME	41	10	13	18
% Non BAME	38.0	39.1	38.0	36.9
% BAME	40.6	33.3	40.6	46.2
Keele BMG Non BAME	34.2	35.4	34.1	33.2
Keele BMG BAME	43.7	49.0	42.0	40.6
UK HE Non BAME	31.6	31.8	31.7	31.3
UK HE BAME	32.9	33.8	32.8	32.3
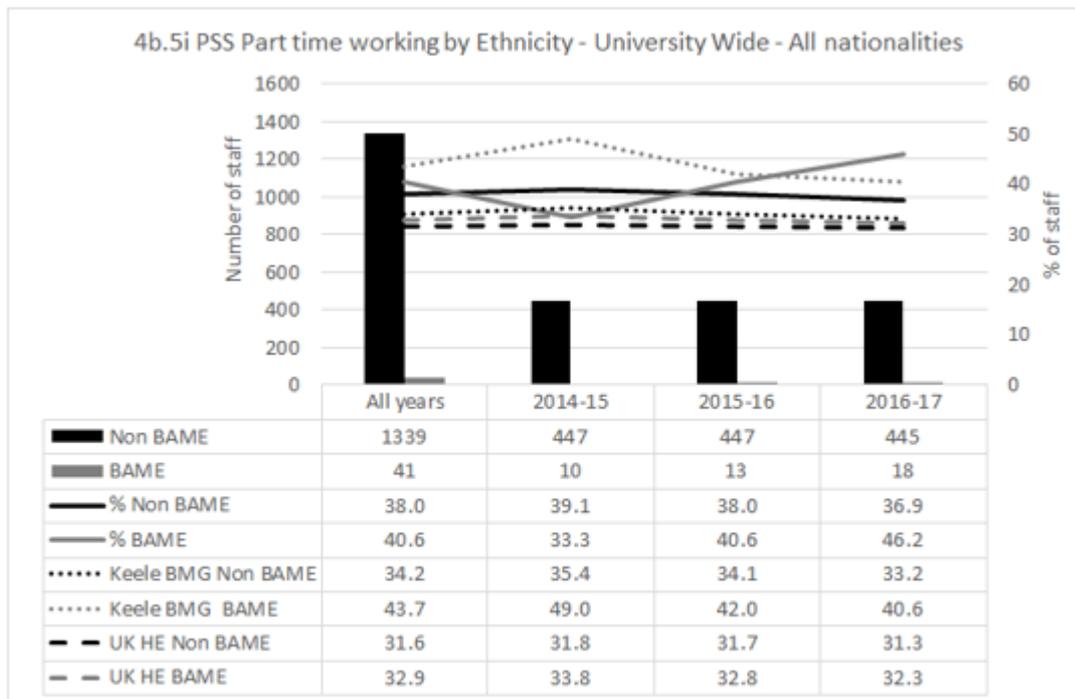
Figure 4b.5i: Legend as for 4a.5i but for PSS.

BAME representation (40.6%) is slightly higher than non-BAME (38%) PSS in part-time employment. Operational staff more commonly work part-time and account for 63% of BAME PSS and 43% of Non-BAME PSS. Non-BAME percentages have remained relatively stable over the 3-year period, whereas BAME percentages have increased (by 12.9%) to 46.2%. This increase being due to employment of more BAME domestic assistants (from 1 in 2014/15 to 7 in 2016/17).

Operational roles tend to have less flexibility and are driven by demand, i.e. cleaning out of office hours, catering demand is highest over lunchtime. Individuals undertaking these roles may feel they have no choice in working part-time. PSS part-time working at Keele is higher than UKHEI, possibly associated with high female representation (Keele PSS 68.3% female; UKHEI PSS 62.6% female); work to better understand intersection of gender & ethnicity is being carried out within our Athena SWAN work.

4b.4ii Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I am aware of the formal flexible working policies and arrangements at the institution, for example, part time working or condensed hours.	56.8%	42.9%	yes
If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible.	43.2%	28.6	no
I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later	56.8%	47.6%	no
My manager is supportive of flexible working.	60.5%	47.6%	no

Findings from the survey (4b.4ii) and the data do not highlight flexible working as a priority for action at this time, nevertheless, we will ensure that all staff have access to information on flexible working through ongoing policy communications **(Action 8a)**.   The increase in the percentage of BAME PSS working part-time will continue to be monitored as we work towards increasing BAME PSS representation.

4b.6- Professional and Support Staff turnover rates by ethnicity
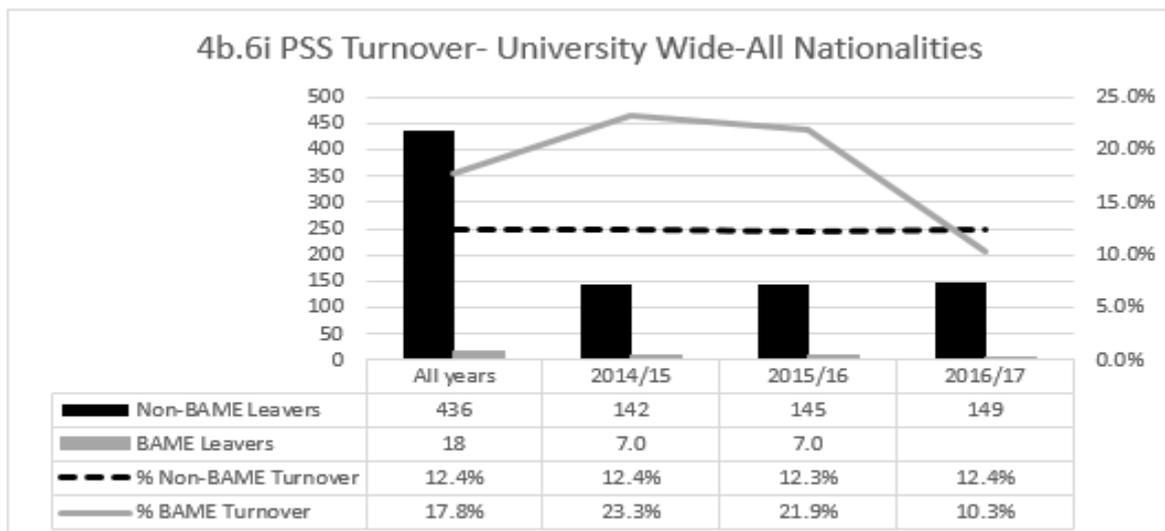
4b.6i PSS Turnover- University Wide-All Nationalities

	All years	2014/15	2015/16	2016/17
Non-BAME Leavers	436	142	145	149
BAME Leavers	18	7.0	7.0	
% Non-BAME Turnover	12.4%	12.4%	12.3%	12.4%
% BAME Turnover	17.8%	23.3%	21.9%	10.3%

Note: Benchmark turnover data is not available for PSS staff

4b.6ii P&S Staff: All nationalities-Reasons for Leaving 2014-2017

	END OF FIXED TERM	OTHER	RESIGNATION	RETIREMENT
——— % Non-BAME	5.8%	16.6%	64.3%	13.3%
——— % BAME	15.8%	26.3%	52.6%	5.3%
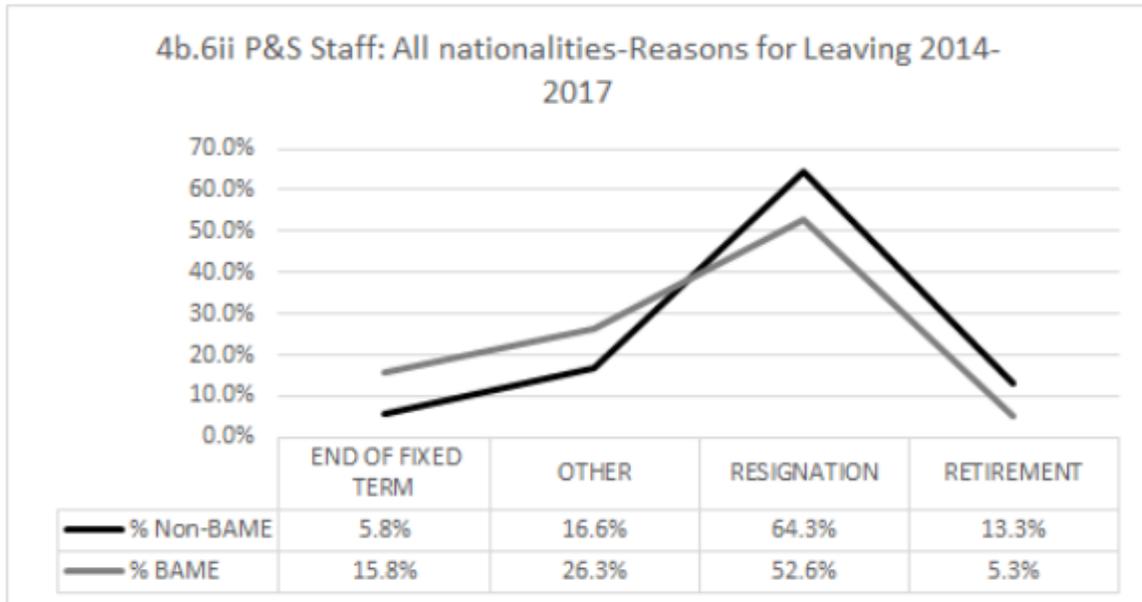
Note: Benchmark turnover data is not available for PSS

Turnover is higher among BAME (17.8%) versus non-BAME (12.4%) PSS staff but has decreased from 2014/15-2016/17 by 13% to drop below the non-BAME PSS turnover, which has remained stable.

The main reasons for leaving are resignation for both BAME and non-BAME PSS. As expected from representation on FTCs (section 4b.4) more BAME PSS (15.8%) leave from end of FTCs than non-BAME PSS (5.8%). Keele aims to keep BAME PSS turnover in line with Non-BAME turnover **(Objective 6).**

We will make improvements to our exit interview and questionnaire process to provide better data to identify reasons for voluntary turnover and develop actions from the feedback **(Action 14).**

4c Grievances and disciplinaries

Ethnicity	4ci- Grievance and Disciplinaries by Ethnicity 2014-2017				
	Average staff group over 3 years	Number of grievances raised	Percentage of the ethnic group	Number of disciplinary procedures initiated	Percentage of the ethnic group
Non-BAME	5587	8	0.1%	56	1.0%
BAME	347	0	0.0%	x	0.6%
Unknown Ethnicity	261	x	0.4%	7	2.7%

Note: Benchmarking data is not available with analysis by ethnicity.

No BAME staff have raised a grievance and only 0.6% of BAME staff have been involved in disciplinary processes. There are disproportionate percentages of staff with an unknown ethnicity whom have raised grievances (0.4%) or have had disciplinary procedures initiated against them (2.7%). These cases mainly emanate from Operational staff within the Directorate of Estates and Development where there is a larger proportion of 'unknowns' due to limited access to the online self-service system.

Over the three-year period, two initiations of disciplinary procedures were race/ethnicity related – no grievances raised were race/ethnicity related.

4cii Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I have witnessed or been the victim of racial discrimination on campus.	5.0%	24.7%	yes
If I reported a race-related incident to my institution, appropriate action would be taken	58.4%	37.7%	yes

"Recent student-centred campaigns such as 'Never Stand By' give me the impression that race-related incidents relating to students would be dealt with. There has however been less of a focus on the staff side (although I have no reason to think that incidents would not be dealt with if reported)"- Staff Survey Comment

Although there have been no race/ethnicity related grievances, survey data (4cii), the qualitative study and input from the BAME staff network has provided evidence that BAME staff have experienced discrimination and have less confidence that Keele would deal appropriately if it was reported.

The independent consultant commissioned to undertake the qualitative study provided valuable insight into the experiences of BAME staff which they did not want to provide to Keele directly:

> *"Some respondents noted that even when they experienced overt discrimination or disadvantage, it would be seriously detrimental to their career to make a formal complaint, so that was not a realistic option"* Flexible Work Solutions Limited

> *"BAME people believed that line managers did not always seem fully aware of the institutional racism that BAME staff experienced on a day to day basis and were sometimes themselves responsible for the micro inequalities that BAME staff felt were so damaging to their prospects, self-confidence and self-esteem."* Flexible Work Solutions Limited

We are committed to do more to promote an inclusive and supportive environment and culture for BAME staff.

The BAME Staff Network lead reported at both the RECSAT and Staff WG that the network was a safe space for BAME staff to meet, talk, share personal experiences and support each other. The Network leads have agreed to work with the RECSAT to incorporate some of the real lived experiences of KU BAME staff into unconscious bias training for managers **(Action 6)** and all staff **(Action 7)** to ensure it is relevant and impactful.

In addition 2 further staff experience survey will be conducted at the beginning and end of the reporting period, to gather baseline data to measure the effectiveness of future interventions **(Action 15).**

An anonymous bullying & harassment online reporting tool will be launched **(Action 16)** and feedback will be provided to the EDISG for identification of priority actions. A review and relaunch of Bullying & Harassment Procedure **(Actions 17-20)** supported by training for managers to deal with complains and an awareness raising campaign to promote to all staff involving the BAME staff Network.

4d Decision-making boards and committees

4di Membership of the key University committees and decision making groups during the period 2014-2017				
Committee	**Description**	**Total**	**BAME No.**	**BAME %**
Senate	academic governing body of the University, to direct academic policy in relation to teaching and research and to assure itself that the University's academic standards are properly observed.	59		5.1%
Council	supreme governing body of the University, collective responsibility to promote the University's well-being and, in particular, for the proper management and financial solvency of the institution. Major policy decisions and corporate strategy	37		8.1%
University Executive Committee (UEC)	Weekly meeting of the senior management team	23	0	0
Education Committee (Formerly known as the University Teaching & Learning Committee (UTLC)	All matters concerning the management of, and support for, the development and delivery of the University's educational programme.	39		5.1%
Research Committee	All matters concerning the management of, and support for, University research.	23	0	0
Staff and Student Voice Committee (SSVC)	Members of staff from key academic and service delivery areas meet with Student voice reps	37	0	0
Quality and Academic Standards Committee (QASC)	Oversight and enhancement of the quality and standards of the University's academic provision.	10	0	0
Equality, Diversity & Inclusion Oversight Group (EDIOG)	Oversight group to ensure the robustness of annual EDI report and subsequent action plans	9		11%
Equality, Diversity & Inclusion Steering Group (EDISG)	Strategic lead in EDI planning	13		7.6%

Note: benchmark data is not available for committee member's data as this information is not reported

With the exception of the EDIOG (11%), BAME representation on decision-making committees is lower than the staff population. There are no BAME staff members on UEC, University Research Committee, SSVC, and QASC.

All Council members have received unconscious bias training, it has lay members with expertise in EDI and in April 2018, 3 members of Council participated in an EDI Immersion Retreat ran by the Leadership Foundation for Higher Education. The Chair of Council met with members of the BAME Staff Network to more fully understand BAME staff experiences and priorities in November 2018. On 4 May 2018, as part of the joint Council and UEC away day, a session was held on the REC to raise awareness of the work the University has been undertaking and to ask members of these Committees to personally commit to actions in support of race equality:

STAFF TRAINING
-I will book an anti-racist training session for the team
-Need staff development- awareness of micro aggressions very low and staff need help to be brave

MENTORING
-Set up some reverse mentoring
-Have a conversation with my organisations' CSR Director, offer to join mentoring scheme and raise this with any other colleagues who identifies as a person of colour

BAME STAFF NETWORK
-I am going to support colleagues in engaging in the BAME Networks by recognising it in the workload model
-Raise the profile of the network and give my personal support to it.
-To ask the BAME staff network if I may attend part of their meeting as part of my induction. The purpose to ask 'How can council help address the issues and what can I do as the incoming Chair of Council?'

LECTURE SERIES
-Offer to host a lecture in the Lecture Series and link up the work on colonialism to the around programme design
-Attend at least 2 of the Race Equality Lectures
-View lectures via online to gain a greater understanding of what I can do to assist in helping the agenda from a Keele perspective

BAME REPRESENTATION
-Understand the lack of BAME staff representation in my own teams and contribute to action planning to address it
-Look at BAME composition of stakeholder and consultation groups
-Commission some work looking at BAME mix of our 'Skills Supply Pool' and match/compare against our appointment profile
-Discuss with my senior team how we more fully consider and achieve more BAME job applications to our roles

ACTIONS
- Go back to my work area and be explicit about race equality and make sure it's part of our conversation
- I commit to do all I can to ensure that our EDI group structure is effective at taking forward the race equality agenda at Keele
- As a white middle aged male: to have the courage to discuss diversity without fear of being branded a racist or anti-feminist
- Be blind: to colour, to sex, to religion, to class. Judge character
- Stop, Think. What will I ask? How will I ask? What effect will it have?
- I acknowledge that I am uncomfortable having these conversations- I want to become more informed and get comfortable in having uncomfortable conversations
- Make sure BAME students and student leaders have the resources and capacity to create change and representation, and ensure a long term commitment to decolonisation and race equality

Note: commitments are included in section word count

Council have agreed a target to increase BAME representation to 15% by 2021 (Objective 7).

4 members of the UEC have signed up to participate in a pilot Race Equality Mentoring Scheme, including the VC. The pilot participants will be asked to share their learning from the scheme across the institution via blogs to promote the importance of race and raise awareness of racism within KU **(Action 22)**

Keele's EDI Strategy 2018-22 includes the equality objective of '**Inclusive leadership and decision making at all levels of the organisation**' in support of this a new equality impact assessment process has been introduced and training is in the process of being delivered across the institution.

All policies that are sent to decision-making committees must have a completed assessment to enhance attention to EDI issues at policy development stage **(Action 23)** and monitoring will be undertaken and reported to Deans and Heads of Service.

4e Equal pay

The Equal Pay Audits in 2015-2017 (table 4ei) have not highlighted any potential areas of risk in our Grading Structure but further emphasise low BAME representation. Pay awards for grades 1-9 are incremental, based on length of service. A negative pay gap indicates a differential in favour of BAME staff. Where the number in the group is less than 3, the breakdown has been withheld to preclude identification of individuals.

Areas falling into any of the following were identified for further analysis:
1.   pay gaps of 4% or higher
2.   pay gaps which have increased by + 3% or -3% between 2016 and 2017

Grades meeting the above criteria have been reviewed by the Staff WG. Gaps were due to one or more of the following;
- low numbers of staff within a group;
- pay variations due to length of service and pay progression;
- turnover.

4ei Keele Race Equal Pay Analysis- academic and profession and support staff on the Keele pay scales								
	NON-BAME		BAME		Pay Gaps			Variance from 2016 to 2017
	Count	Average Pay	Count	Average Pay	2017	2016	2015	
Grade 01	X	£15,052	0	£0.00	N/A	N/A	N/A	N/A
Technical	X	£15,052	0	£0.00	N/A	N/A	N/A	N/A
Grade 02	x	£16,384	0	£0.00	N/A	2.7%	8.7%	N/A
Administrative	13	£16,339	0	£0.00	N/A	N/A	N/A	N/A
Technical	X	£16,961	0	£0.00	N/A	3.5%	0.0%	N/A
Grade 03	73	£17,527	x	£17,518	0.1%	-1.6%	1.0%	1.6%
Administrative	63	£17,545	x	£17,704	-0.9%	-3.3%	-1.3%	2.4%
Technical	10	£17,415	x	£16,961	2.6%	5.1%	5.3%	-2.5%
Grade 04	208	£20,389	7	£19,017	6.7%	6.1%	6.9%	0.6%
Administrative	195	£20,393	x	£19,076	6.5%	6.1%	6.9%	0.3%
Technical	13	£20,335	x	£18,940	6.9%	N/A	N/A	N/A
Grade 05	138	£23,603	x	£24,825	-5.2%	-3.4%	-1.5%	-1.8%
Administrative	109	£23,715	x	£24,588	-3.7%	-1.6%	0.9%	-2.1%
Technical	29	£23,183	x	£25,298	-9.1%	-7.6%	-7.5%	-1.5%
Grade 06	x	£28,853	7	£29,722	-3.0%	-4.0%	-0.9%	1.0%
Administrative	124	£28,368	x	£29,594	-4.3%	-6.9%	-2.2%	2.6%
Technical	25	£30,638	x	£29,301	4.4%	7.1%	9.0%	-2.7%
Teaching Fellow	x	£31,076	0	£0.00	N/A	0.0%	0.0%	N/A
Research Fellow	12	£29,963	x	£30,188	-0.8%	-0.2%	1.7%	-0.6%
Grade 07	354	£35,361	29	£34,757	1.7%	2.0%	0.5%	-0.3%
Technical	9	£35,606	x	£0.00	N/A	N/A	N/A	N/A
Mng and Spec*	151	£36,312	x	£34,810	4.1%	3.9%	0.1%	0.2%
Teaching Fellow	100	£34,086	5	£33,590	1.5%	1.0%	-1.7%	0.5%
Lecturer A	41	£35,970	8	£35,766	0.6%	1.6%	1.4%	-1.0%
Research Fellow	53	£34,543	12	£34,553	0.0%	-0.4%	-2.9%	0.4%
Grade 08	x	£45,352	34	£44,975	0.8%	0.9%	-0.9%	-0.1%
Technical	x	£48,327	0	£0.00	N/A	N/A	N/A	N/A
Mng and Spec	99	£45,410	x	£44,425	2.2%	2.3%	-5.6%	-0.1%
Teaching Fellow	43	£45,178	x	£44,326	1.9%	2.5%	-6.9%	-0.6%

Lecturer B	149	£45,351	26	£45,369	0.0%	0.3%	0.1%	-0.3%
Research Fellow	24	£45,305	x	£41,709.	7.9%	10.7%	N/A	-2.8%
Grade 09	189	£55,850	7	£54,734	2.0%	3.3%	1.1%	-1.3%
Mng and Spec	40	£55,012	0	£0.00	N/A	N/A	6.2%	N/A
Teaching Fellow	16	£55,956	0	£0.00	N/A	N/A	N/A	N/A
Research Fellow		£57,711	0	£0.00	N/A	N/A	N/A	N/A
Senior Lecturer	109	£55,588	x	£52,867	4.9%	6.6%	4.2%	-1.7%
Reader	20	£58,493	x	£59,400	-1.6%	-1.2%	-1.6%	-0.4%
Grade 10	114	£74,756	8	£65,759	12.0%	15.4%	15.6%	-3.4%
ZONE A	23	£60,887	x	£60,603	0.5%	-0.7%	1.0%	1.2%
ZONE B	46	£66,573	x	£63,027	5.3%	6.2%	6.5%	-0.9%
ZONE C	23	£79,264	x	£77,590	2.1%	6.8%	7.3%	-4.7%
ZONE D	7	£91,818	0	£0.00	N/A	N/A	N/A	N/A
£86K - £110K	10	£95,735	0	£0.00	N/A	N/A	N/A	N/A
£111K - £129K	x	£115,297	0	£0.00	N/A	N/A	N/A	N/A
£130K +	x	£135,213	0	£0.00	N/A	N/A	N/A	N/A
Grand Total	1569	£38,001	99	£39,718.00	-4.5%	-3.4%	-1.6%	-1.1%

*Mng and Spec abbreviation for Management and Specialist Grades.

BAME staff responses to survey question on fairness of pay show a statistically significant difference (4eii).

4eii Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I think I am paid the same as my colleagues who do the same job.	48.6%	28.6%	yes
Pay awards and increases are allocated fairly and transparently.	32.6%	26.8%	yes

Our priorities for action are:

- to continue to analyse equal pay data and investigate any potential areas of disparity identified **(Action 25)**.

- to increase the number of BAME staff in senior roles through recruitment and internal promotion process **(Actions 26-37 academic staff, 44-52 PSS staff).**

- to calculate and report the Ethnicity Pay Gap

SECTION 4 WORD COUNT: 3,841

5   Academic staff: recruitment, progression and development

Recruitment processes are devolved to units but must adhere to University procedures. All interview panellists must undertake mandatory (Recruitment and Selection) R&S training which incorporates unconscious bias (UB) and is refreshed every 2 years. Relevant logos (Athena SWAN, Disability Confident, REC, Stonewall) appear on all job advertisements and positive actions statements are included for gender (where there is under-representation) and ethnicity in all cases, in recognition of underrepresentation across the institution (approved May 2018). In 2018 the Chair of Council position was advertised in BAME-specific media and improved guidance on targeted advert placement to reach under-represented groups is now available.

Much work has been undertaken to improve gender representation on panels. New EDI Guidance for Chairs of Recruitment Panels was published in September 2018, which requires Chairs to consider the full diversity of recruitment panels and prompts consideration of inviting a member of the Black Female Professors Forum (BFPF) to sit on a panel (Keele established a link to BFPF through Professor Iyiola Solanke at REC Launch event). BAME representation on panels is not mandatory, to avoid overloading BAME staff and Grade 9 and above Academic and Grade 8 and above PSS posts will be prioritised

New Chair's briefing for panels was introduced in September 2018 requiring them to remind panellists at the outset of the process that BAME representation is low and acknowledging this at the outset can help prevent operation of UB. UB refresher document is given to every panel member.

Notes on the data:
Recruitment data is from the 1st of April 2015 to the 30th of July 2017 for closed posts (i.e. an individual has been appointed) and from a new recruitment system. Data from the previous HR system cannot be examined by nationality or by grade, so is not included. Additionally, data does not include recruitment through head-hunters/agencies (used for senior appointments) as ethnicity data was not recorded.

Action 24 - when using headhunters to appoint to senior roles, diversity monitoring information will be required and analysed.


5a Academic Staff Recruitment

5a.1 Academic Staff recruitment by Nationality

5a.1i Academic Staff Recruitment by Ethnicity All Nationalities 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
All Non-BAME	2279	508	172
All BAME	1178	137	41
% All Non-BAME	65.9	78.8	80.8
% All BAME	34.1	21.2	19.2
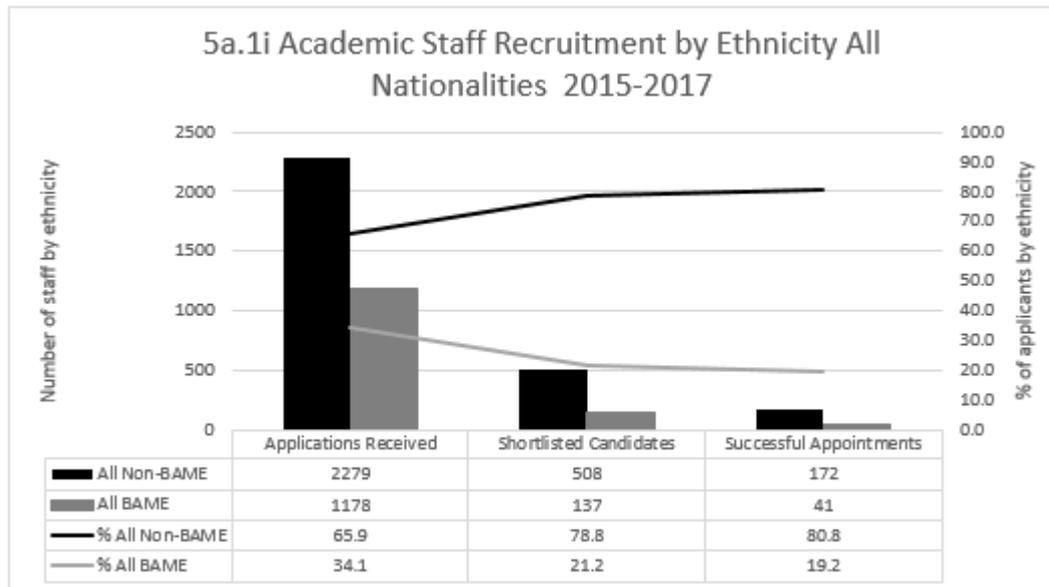
Note: Each line shows the percentage of candidates at each stage of the recruitment process

Only 3.5% of BAME applicants are appointed compared to 7.5% of non-BAME applicants. The % of BAME applicants reduces at each stage, significantly at shortlisting. Similar trends are seen when data is separated by national grouping with the drop off at shortlisting being particularly acute for non-UK BAME applicants.

5a.1ii Academic Staff Recruitment UK Only 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
UK Non BAME	1275	354	130
UK BAME	309	59	16
% UK Non BAME	80.5	85.7	89.0
% UK BAME	19.5	14.3	11.0

5a.1iii Academic Staff Recruitment Non-UK 2015-2017

|	Applications Received	Shortlisted Candidates	Successful Appointments
Non UK Non BAME	1004	154	42
Non-UK BAME	869	78	25
% Non UK Non BAME	53.6	66.4	62.7
% Non-UK BAME	46.4	33.6	37.3

5a.2 Recruitment by Grade

Note: a small number of academic staff are appointed at Grade 6, but have not been included in this analysis.

5a.2i Grade 7and8 Academic Staff Recruitment by Ethnicity 2015- 2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Grade 7-8 Non BAME	237	103	41
Grade 7-8 BAME	197	43	16
% Grade 7-8 Non BAME	54.6	70.5	71.9
% Grade 7-8 BAME	45.4	29.5	28.1

5a.2ii Grade 9 Academic Staff Recruitment by Ethnicity 2015- 2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Grade 9 Non BAME	76	29	15
Grade 9 BAME	91	12	
% Grade 9 Non BAME	45.5	70.7	78.9
% Grade 9 BAME	54.5	29.3	21.1

5a.2iii Grade 10 Academic Staff Recruitment by Ethnicity 2015- 2017

|	Applications Received	Shortlisted Candidates	Successful Appointments
Grade 10 Non BAME	102	30	7
Grade 10 BAME	66	10	
% Grade 10 Non BAME	60.7	75.0	63.6
% Grade 10 BAME	39.3	25	36.4

BAME applicants are less likely to be appointed across all academic grades, with the lowest success seen at grade 9 (BAME 4.4%; Non-BAME 19.7% successful). At Grade 10, there is only a marginal disparity in the success rates (BAME 6.1%; Non-BAME 6.9%) though there are small numbers recruited at this level.

5a.3 Academic Staff Recruitment by Faculty
Note: there are a small number of academic posts not assigned to a faculty and therefore the data from the three faculties may not add up to the total academic recruitment numbers.

5a.3i FHSS Academic Staff Recruitment by Ethnicity 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
FHSS Non BAME	1085	153	43
FHSS BAME	375	34	11
% FHSS Non BAME	74.3	81.8	79.6
% FHSS BAME	25.7	18.2	20.4
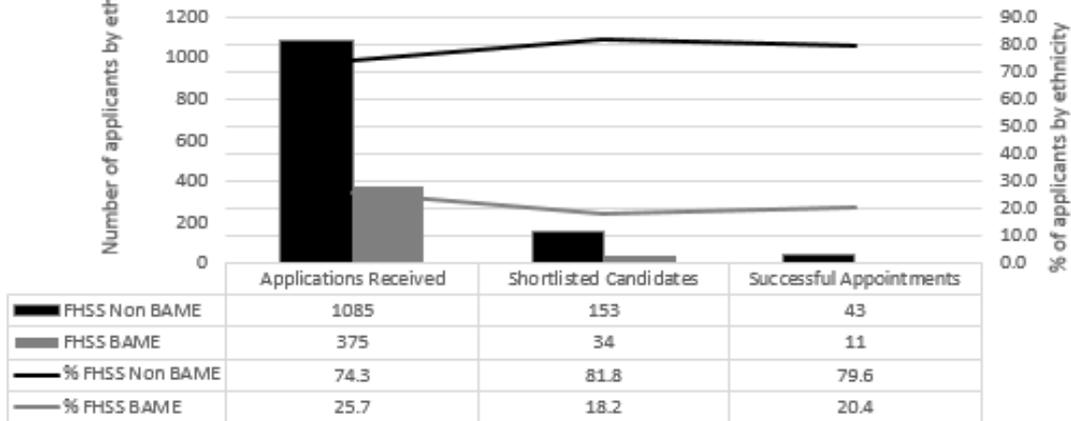
5a.3ii FMHS Academic Staff Recruitment by Ethnicity 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
FMHS Non BAME	371	171	68
FMHS Bame	311	68	22
% FMHS Non BAME	54.4	71.5	75.6
% FMHS Bame	45.6	28.5	24.4

5a.3iii FNS Academic Staff Recruitment by Ethnicity 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
FNS Non BAME	791	180	60
FNS BAME	488	35	8
% FNS Non BAME	61.8	83.7	88.2
% FNS BAME	38.2	16.3	11.8
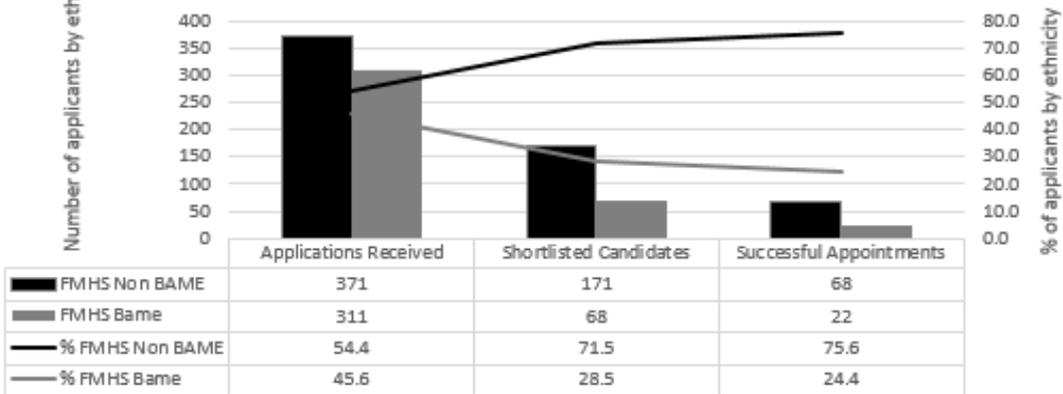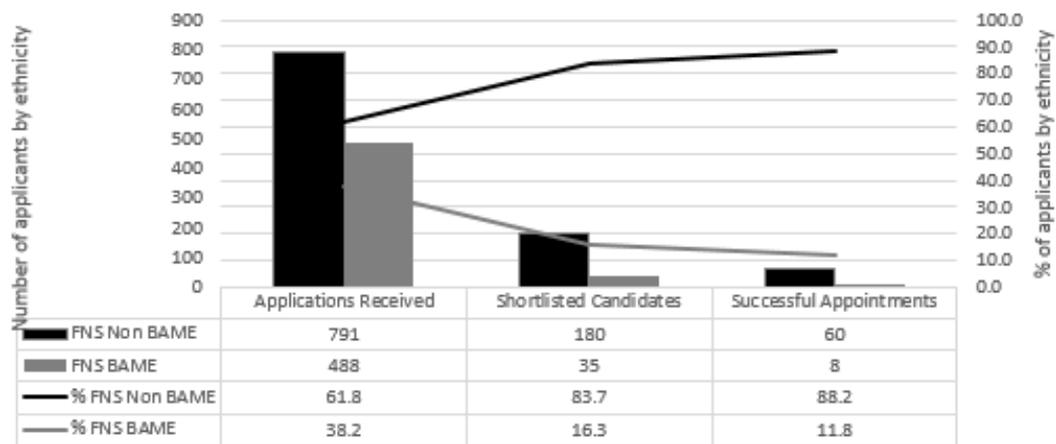
Similar disparities are observable in the three faculties; the highest disparity in the average percentage of successful appointments against applications received between BAME/non-BAME candidates is in FMHS (11.2%), followed by FNS (6%), and FHSS (1.1%).

Through the survey, BAME staff were much less likely to agree that R&S is undertaken fairly and noted that our corporate images are not diverse:

5a.4ii Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
From what I have seen, Keele University undertakes recruitment and selection fairly and transparently.	70.2%	46.2%	yes
Keele University's recruitment and selection policies lead to the best candidates being recruited.	51.4%	26.8%	yes

> "Looking at this week on the main Keele website, I don't particularly see that diverse population from areas featuring research, events, business gateway etc. I can understand why potential staff would steer clear because it's not visible."- Staff Survey Comment

Recruitment will be the key enabler to meet our aspirational increase to BAME representation and to support this we have set targets to ensure that the proportion of BAME staff at the application stage remains consistent at shortlisting and appointment **(Objective 8)**.

> To support achievement we will diversify recruitment panels, by developing a pool of (internal and external) BAME panellists **(Action 26)**. We have decided not to require all panels to have a BAME member, as this would burden BAME staff at KU. We will revisit this when the proportion of BAME staff at KU increases. Enhance training **(action 6)** and reporting on panel membership and will be implemented **(action 27)**. Corporate communications and marketing will also be reviewed to include more BAME staff images **(action 28)**

> "Grow your own academics in underrepresented areas by funding PhDs directly; provide other support funds to allow people to achieve seniority"-Staff Survey Comment

> We will seek to secure funding to support a fellowship scheme targeted at early career BAME academics **(Action 29)**.

5b Training

Courses related to management and leadership are delivered through OD and cover topics, such as:

- Supporting career development
- Mentoring
- Effective people management
- Effective communication
- Everyday coaching
- Effective project leaders
- Resilient leaders and teams

Courses are advertised via the website of the OD team and via weekly staff emails of upcoming events; bookings are made through self-service portal.

5b.1i Management and Leadership related course attendance by Ethnicity- three year period 1st September 2014- 31st July 2017		
	Number attending courses	% of attendees
Non-BAME Staff	115	89.8
BAME Staff	13	10.2

The uptake among BAME academic staff (10.2%) is nearly equivalent to the overall BAME population (10.5%). Although the OD team evaluates these courses, demographic information is not recorded on evaluation forms and it is therefore not possible to evaluate the specific feedback of BAME staff on these courses.

> To encourage more BAME staff to consider leadership roles at KU, we have set a target of 14.4% BAME staff as Senate/ Council observers by 2022 **(Action 38)**

See section 5d for promotion support.

5c Appraisal/development review

5c.1 SPRE Completion Rates

All staff (academic and PSS) should annually undergo Keele's appraisal process; SPRE or PPRE for professors/senior managers. Reviewers are required to undertake the training and training is optional for reviewees. In 2014 changes were made to SPRE documentation to require reviewers to ask about promotions plans. SPRE is a confidential discussion therefore outcomes from the process are held locally and not available to report on. PPRE links to the pay award process and analysis of PPRE outcomes is undertaken by gender and ethnicity and reported to SRC.

In 2017/18 we implemented a robust mechanism for recording SPRE discussions, data held before this date is incomplete and cannot be reported on by ethnicity. The survey did not

identify any significant difference between BAME and non-BAME staff responses to questions relating to appraisal.

5c.1i Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I have annual Staff Performance Review and Enhancement (SPRE) with my manager	75.1%	75.0%	no
My manager ensures my SPRE is evidence-based and transparent	63.0%	55.4%	no
I find the SPRE process useful.	42.5%	32.1%	yes

5c.2 SPRE Training for reviewers

5c.2 Academic SPRE Reviewer Training by Ethnicity, 2014-2017		
Faculty	BAME	Non BAME
FHSS	5 (10%)	45 (90%)
FMHS	X (5.6%)	51 (94.4%)
FNS	0	23 (100%)
All Faculties	8 (6.3%)	119 (93.7%)

-

Table 5c.2 shows that overall only 6.3% of academic reviewers are BAME compared to the overall BAME population of 10.0%. Actions to increase BAME representation at higher academic grades will contribute to an increase in the BAME SPRE reviewer population.

To improve the SPRE process, we will develop a checklist which puts the onus on managers to give concrete reasons to explain why someone is not yet ready for promotion (action 30) and require managers to think about promotions rather than the emphasis being on the BAME member of staff to raise this (links to promotions section 5d). Implement process to provide mentoring to all BAME staff identified through SPRE as being within 2 years of promotion (action 31).

5d Academic promotion

All staff are notified of the annual promotions process via email in June confirming submission deadlines and directing staff to up to date procedures, criteria and online application forms. Staff may apply for promotion with the support of their manager or Dean.

There are three routes to SL promotion: excellence in two categories (Teaching, Research and Professional, Organisational & Managerial Activities (POMA) and satisfactory in the third. These categories cover the full range of work-related activities; POMA includes administrative and outreach work. Promotion to STF requires excellence in Teaching and POMA and promotion to SRF requires excellence in Research and POMA.

There are four routes to Professor:
1. Research and Teaching
2. Research
3. Teaching
4. Professional practice

Each route requires evidence of contribution in leadership.

Annual promotions workshops are held where HR explain the process and recently promoted staff describe their experiences.

5di Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
There are opportunities for me to develop within my role	54.7%	33.9%	yes
My line manager makes time to discuss my personal development and progression.	57.5%	51.8%	yes
I have been encouraged to apply for promotion	19.3%	19.6%	no

> "I have experienced a lack of support and options for advancement, largely due to concentrating on pedagogical and administrative work. I feel that there is a higher proportion of minority ethnic and female staff in my position and that its lesser esteem is sustained by continuing historic discrimination"- Staff Survey Comment

> "BAME staff appear very much hostage to the whims and dictates of the Head of School, over and above institutional processes and policies. Their career progression can be very favourably or very detrimentally affected by who the Head of School is"- Staff Focus Group Feedback

BAME staff are less likely to agree that there is support and opportunities to develop (5di and comments).

> We will implement a more systematic approach to identifying promotion ready candidates through **action 30** and improve the success rate of BAME staff through **action 31** (link to appraisal section 5c).

We recognise that undertaking key School administrative roles are a promotion enabler, but we currently do not record the ethnicity of the post holders.

5d.1- Candidate Pool

The pool of potential promotion candidates is identified by grade. The number of candidates who apply for promotion and are successful at promotion are calculated as a proportion of the eligible pool:

5d.1i Promotion Candidate Pool by Ethnicity 2014-2017					
Promotional Grade	No. Staff in Total Pool	No. BAME Staff	% BAME Staff in pool	% Non BAME staff in pool	% Unknown Ethnicity in pool
Senior Lecturer, Teaching/ Research Fellow	699	75	10.7%	84.4%	4.4%
Readership	987	86	8.7%	86.3%	5.0%
Professorial	466	19	4.1%	89.9%	6.0%

5d.2- University Wide Promotions- All Nationalities 2014-2017

Similar proportions of BAME and non-BAME staff apply for promotion to SL+ but the success rate of BAME staff (1.3%) is significantly lower than non-BAME (5.2%). Only 1 BAME member of staff has been promoted in the 3 year period.

5d.2i- Senior Lecturer/Senior Teaching Fellow/Senior Research Fellow (Senior Lecturer+)					
	% staff in eligible pool by ethnicity	Applicants	Applicants as % of Pool	Successful Promotion	Success as % of Pool
Non BAME	84.4%	43	7.3%	31	5.2%
BAME	10.7%	6	8.0%		1.3%

Promotion to-Keele University Grade 9 (HESA Code I0)
Pool= all Lecturer B, Grade 8 teaching fellows, Grade 8 research fellows
In 2014-2015 the University introduced a new Learning and Teaching Reader role which led to an increase in applications at this level.
Note: 5.0% of the eligible pool have an unknown ethnicity status on record

No eligible BAME staff applicants have applied for promotion to Reader, it should be noted that promotion to Reader is not a prerequisite for promotion to Professor.

5d.2iii Professorial Promotions					
	% staff in eligible pool by ethnicity	Applicants	Applicants as % of Pool	Successful Promotion	Success as % of Pool
Non BAME	89.9%	19	4.5%	12	2.9%
BAME	4.1%		10.5%		10.5%

Promotion to Keele University Grade 10 (HESA Code A-F)
*Pool = Readers, Senior Lecturers, Senior Teaching Fellows and Senior Researchers*
Note: 6.0% of the eligible pool have an unknown ethnicity status on record

BAME candidates have 100% success rate for promotion to professor, though the numbers are very small; there were only 19 staff within the eligible pool.

5d.4 Promotions by Faculty- All nationalities- 2014/15 to 2016/17
Due to the small numbers involved at a Faculty level analysis, only percentages have been provided.

5d.4i Promotional Pools by Faculty			
% BAME Staff from within eligible pool	Faculty of Humanities and Social Sciences	Faculty of Medicine and Health Sciences	Faculty of Natural Sciences
Professorial	5.8%	3.8%	2.1%
Reader	10.8%	8.1%	7.5%
Senior Lecturer+	13.7%	8.6%	11.9%

5d.4ii FHSS Academic Promotions by Ethnicity (as % of eligible pool)

	Seniors	Reader	Professorial
■ Applicants Non BAME	11.8%	0.7%	4.3%
◪ Successful Non BAME	8.6%	0.7%	3.1%
■ Applicants BAME	7.7%	0.0%	0.0%
◪ Successful BAME	3.8%	0.0%	0.0%

5d.4iii FMHS Academic Promotions by Ethnicity (as % of eligible pool)

	Seniors	Reader	Professorial
■ Applicants Non BAME	5.2%	0.6%	7.6%
☐ Successful Non BAME	4.2%	0.6%	4.2%
■ Applicants BAME	0.0%	0.0%	40.0%
☐ Successful BAME	0.0%	0.0%	40.0%

5d.4iv FNS Academic Promotions by Ethnicity (as % of eligible pool)

	Seniors	Reader	Professorial
■ Applicants Non BAME	4.0%	0.0%	2.2%
▨ Successful Non BAME	4.0%	0.0%	1.5%
■ Applicants BAME	19.0%	0.0%	0.0%
⁒ Successful BAME	0.0%	0.0%	0.0%

FMHS is the only Faculty in which BAME staff have applied and been promoted to Professor. FHSS is the only Faculty in which BAME staff have been promoted to SL+. FMHS have had no applications for promotion to SL+. All BAME applicants from FNS were unsuccessful.

As identified in section 4a3 there is a leaky pipe from grade 8-9 and the promotions data show that while similar proportions of BAME and non-BAME staff apply for promotion to

grade 9, the success rate of BAME staff is substantially lower. Keele will increase BAME success rate at SL+ promotions to align with non-BAME success rates by 2034 **(Objective 9)**

The achievement of objective 9 will be supported by **actions 30,31,34,35 & 36**. In addition, promotion of Advance HE's 'Leadership Foundation programme for Future BAME Leaders' and Aurora **(Action 32)** and providing observation/shadowing opportunities for those who attend these leadership courses **(Action 33)**

Finally, we would like to encourage the Promotions Committees to seek input to the process from a more diverse range of external assessors e.g. Black Female Professors Network **(action 37)** with the aim of reducing BAME inequalities.

5e Research Excellence Framework (REF)

5e.1i Eligible and Submitted Staff for the REF2014- all nationalities								
	Eligible		Submitted		% Eligible Submitted		% Selected UK HE Sector Benchmark	
	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME
All Nationalities	462 (66.9%)	39 (43.3%)	268 (38.8%)	20 (27.8%)	58.0%	51.3%	60.2%	60.3%
UK Only	379 (64.7%)	15 (29.4%)	216 (36.9%)	12 (23.5%)	57.0%	80.0%	55.7%	56.5%
Non-UK	83 (79.0%)	24 (61.5%)	52 (49.5%)	8 (20.5%)	62.7%	33.3%	75.5%	63.9%

5e.1i shows the total number of eligible academics and submitted academics for the REF 2014. The percentages in brackets show the percentage of eligible/ submitted academics compared to the overall academic populations in 2014-2015. Benchmark data source: Higher Education Funding Council for England (HEFCE) Selection of staff for inclusion in the REF 2014 (2015)

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. However, among UK staff, the percentage of eligible BAME staff submitted was higher (80%) compared to non-BAME (57%) staff. Among non-UK staff, the percentage of eligible staff was lower among BAME (33.3%) compared to non-BAME staff (62.7%).

Overall Keele submitted fewer eligible BAME staff than the sector (by 9.0%) and slightly fewer non-BAME staff (by 2.2%) Keele submitted a notably lower percentage of non-UK BAME staff (by 30.6%) but a larger percentage of UK BAME staff (by 23.5%).

Keele University has set a target to reduce the difference in BAME/Non BAME submitted rates by 50% in REF 2021 and to achieve equality of eligible and success stages by next REF 2028 **(Actions 61 and 62)**

5f Support given to early career researchers

Analysis of the use of fixed term contracts is in section 4a.4 and showed minimal disparity between BAME and non-BAME staff.

KIITE delivers a range of courses to support early career researcher, such as:

- Presenting at conferences and larger venues
- Writing a book proposal
- Writing for publication
- Effective poster presentations
- Making impact: Exploring impact factors in your research
- The engaging researcher
- Exploring self confidence
- Blogging for researchers
- Supervisory masterclass
- Publishing your research
- Successfully managing your research award

5f.1- Attendance at courses to support early career researchers by ethnicity, three year period 2014-2017		
	Number attending courses	% of attendees
Non-BAME Staff	784	80.2
BAME staff	193	19.8

19.8% of participants are BAME staff. This percentage is higher compared to the percentage of early career research staff who identify as BAME (15.6%).

Keele received the HR Excellence in Research Award in 2013 after submitting a Concordat Implementation Action Plan and has completed successful reviews every 2 years. The award demonstrates that we are committed to supporting research careers.

As we seek to increase BAME academic staff numbers, we will provide further career support in this area through the development of Faculty-based Early-career workshops on career planning **(action 40)**. Humanities have recently set up a postdoctoral fellowship scheme targeted at Keele graduates, we will evaluate the scheme to ensure BAME participation **(action 41)**. Finally to ensure that the interventions we are planning meet the needs of early career staff, we will define research and teaching roles within the next REC survey so that we can analyse responses from these groups and develop further actions **(action 42)**.

5g Profile-raising opportunities

The University does not have systems in place to formally promote or allocate profile raising opportunities.

5gi Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.	32.6%	30.4%	no

The staff survey did not identify a statistical significant difference in responses to the question about profile-raising opportunities (5gi) but we acknowledge that such opportunities prior to promotion, e.g. research leave or conference funding, can impact promotion readiness and success. Uptake of such activities should be monitored by ethnicity and action taken to ensure equality of access.

> "The distribution of roles and the allocation of resources are often influenced by corridor politics – outside of the formal structures. If you are not part of the social circle, you are disadvantage."- Staff Focus Group Feedback

> We identified that the school of nursing and midwifery have a transparent system in place and we will promote this example of best practice via EDI Champions and aim to have at least 50% of schools implement a system (action 43). We will incorporate this type of decision making into the manager unconscious bias training (action 6).

SECTION 5 WORD COUNT: 1714

6 Professional and support staff: recruitment, progression and development

PSS recruitment follows the same processes as academic recruitment, using the same system, training and positive action statements etc. (see section 5). Panel composition requirements are set out for all posts; a minimum of 3 panellists are required for lower graded PS posts. Assessment mechanisms tend to vary by post and would likely include a presentation for more senior posts and a task based assessment for others.

Advertising for lower graded PS posts is targeted locally (Keele website, jobcentre, newspaper) and the majority is online. For more senior PS posts, jobs.ac or specialist websites are used. Some steps have been taken to advertise in BAME specific media using national websites, however, this did not attract any candidates

6a. Professional and support staff: recruitment

6a.1 Professional and Support Staff Recruitment by Nationality

6a.1i All Professional and Support Staff Recruitment by Ethnicity 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Non-BAME	3825	1058	308
BAME	535	99	16
% Non-BAME	87.7	91.4	95.1
% BAME	12.3	8.6	4.9

6a.1ii Professional and Support Staff Recruitment UK Only 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
UK Non BAME	3467	1002	298
UK BAME	254	63	8
% UK Non BAME	93.2	94.1	97.4
% UK BAME	6.8	5.9	2.6

6a.1iii Professional and Support Staff Recruitment Non UK 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Non-UK Non BAME	358	56	10
Non-UK BAME	281	36	8
% Non-UK Non BAME	56.0	60.9	56
% Non UK BAME	44.0	39.1	44.4

BAME candidate representation at 12.3% of total applicants exceeds local, BMG and UKHEI benchmarks. However, only 3% of BAME applicants are appointed compared to 8.5% of non-BAME applicants. The representation of BAME candidates reduces at each stage of the process. UK BAME application data mirrors this trend. Interestingly, there is no disparity in the proportion of applications versus appointments between non-UK applicants but it should be noted there are small numbers of non-UK staff appointed to PS roles.

We are attracting large numbers of BAME candidates but their success rate is significantly lower than non-BAME, our actions, outlined later in this section, are therefore targeted at the assessment stage of the process.

6a.2 Professional and Support Staff Recruitment by Grade

6a.2i Professional and Support Staff Recruitment Grades 1-7 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Grades 1-7 Non BAME	3499	676	274
Grades 1-7 BAME	477	79	15
%Grades 1-7 Non BAME	88.0	89.5	94.8
% Grades 1-7 BAME	12.0	10.5	5.2

6a.2ii Professional and Support Staff Recruitment Grades 8-10 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Grades 8-10 Non BAME	326	74	34
Grades 8-10 BAME	58		
%Grades 8-10 Non BAME	84.9	94.9	97.1
% Grades 8-10 BAME	15.1	5.1	2.9

For grades 1-7, only 3.1% of BAME applicants are successful in comparison to 7.9% of non-BAME, the success rate of BAME applicant's drops even further for the higher PS grades 8-10.

6a.3 Professional and Support Staff Recruitment by Location

6a.3i Professional and Support Staff Recruitment -Directorates 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Non BAME	1994	564	169
BAME	278	58	11
% Non BAME	87.8	90.7	93.9
% BAME	12.2	9.3	6.1

6a.3ii Professional and Support Staff Recruitment -FHSS 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Non BAME	197	53	16
BAME	40		0
% Non BAME	83.1	96.4	100.0
% BAME	16.9	3.6	0.0

6a.3iii Professional and Support Staff Recruitment -FMHS 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Non BAME	1201	338	97
BAME	139	30	5
% Non BAME	89.6	91.8	95.1
% BAME	10.4	8.2	4.9

6a.3iv Professional and Support Staff Recruitment -FNS 2015-2017

	Applications Received	Shortlisted Candidates	Successful Appointments
Non BAME	433	103	26
BAME	78	9	0
% Non BAME	84.7	92.0	100.0
% BAME	15.3	8.0	0.0

There have been no PSS BAME appointments in FHSS and FNS during the period, though there has been low numbers of appointments in both areas (16 positions in FHSS and 26 in FNS). FMHS has appointed to significantly more PSS roles (102) and the data shows that 3.6% of BAME applicants are successful in comparison to 8% of non-BAME. Across the Directorates, 4% of BAME applicants are successful in comparison to 8.5% of non-BAME.

6a.3v Relevant Findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
From what I have seen, Keele University undertakes recruitment and selection fairly and transparently	60.5%	66.7%	no
Keele University's recruitment and selection policies lead to the best candidates being recruited.	48.1%	42.9%	yes

> *"Including a more diverse profile on selection panels (not white and male) would be a good start, especially as Keele's senior management has actually become even more white and male over the last few years. Research on unconscious bias shows how crucial diversity within appointing panels can be"- Staff Survey Comment*

BAME PSS responses in the survey did not indicate a statistically significant difference in perceptions of fairness of the R&S process, but they were less likely to agree that they led to the best candidates being recruited.

Recruitment will be the key enabler to meet our aspirational increase to BAME representation and to support this we have set targets to ensure that the proportion of BAME staff at the application stage remains consistent at shortlisting and appointment **(Objective 10)**.

> To support achievement we will diversify recruitment panels, by developing a pool of (internal and external) BAME panellists **(Action 44)**. Due to the current small numbers of BAME PSS we will prioritise more senior PSS roles where BAME representation is lower. UB training **(action 6)** and improvements to corporate communications and marketing to include more BAME staff images **(action 28)** will contribute to increase the success rate of BAME applicants
>
> We will trial an anonymised application process for tow Directorates to test if this increases the success rate of BAME applicants at the shortlisting stage **(action 45)**

6b Training

Courses related to management and leadership delivered by OD cover topics, such as:

● Supporting career development
● Mentoring
● Effective people management
● Effective communication
● Everyday coaching
● Effective project leaders
● Resilient leaders and teams

Courses are advertised via the OD website and weekly bulletin; bookings are made through the self-service portal.

6b.1 Training course attendance by ethnicity, three year period 2014-2017		
	Number attending courses	% of attendees
Non-BAME Staff	330	96.8
BAME Staff	11	3.2

Data shows that training uptake among BAME PSS (3.2%) is in line with the overall BAME population (2.7%). Although the OD team evaluates these courses, demographic information is not recorded on evaluation forms and it is therefore not possible to evaluate the specific feedback of BAME staff on these courses.

Based on the data overall attendance on training courses is not identified as a priority. However, specific training to build managerial capacity is part of action 6.

6c Appraisal/development review

See section 5c.1.

The survey did not identify any statistically significant difference between BAME and non-BAME staff responses to questions relating to appraisal.

6c.2i Relevant findings from the staff self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I have annual Staff Performance Review and Enhancement (SPRE) with my manager	74.1%	71.4%	no
My manager ensures my SPRE is evidence-based and transparent	56.1%	57.1%	no
I find the SPRE a useful process	33.3%	42.9%	no

6c.2 SPRE Training for reviewers

6c.2ii Professional & Support Staff SPRE Reviewer training by ethnicity 2014-2014		
Faculty/Directorate	Non BAME	BAME
Directorates	178 (99.4%)	(06.%)
FHSS	14 (100%)	0
FMHS	76 (96.2%)	(3.8%)
FNS	13 (100%)	0
All P&S Staff	279 (98.6%)	(1.4%)

Table 6c.2 shows that only 1.4% of SPRE reviewers are BAME compared to the overall PSS BAME population of 2.7%. Actions to address the representation of BAME staff at higher grades through personal development will seek to address this disparity.

Based on the data we have not identified this area as a priority though we expect that the UB training (action 6) should have a positive impact on the appraisal experience.

6d Professional and support staff promotions

There is no formal promotions system in place for PSS. Keele operates a regrading processes, to review the grade of PS roles where they may have evolved over time, this is generally management led and is underpinned by the HAY job evaluation system. All regrades are reported to Senate.

Between 2014-2017, 61 PSS regrades were successful. When compared to the overall populations 5.1% of BAME PSS and 4.8% of non-BAME PSS were successfully regraded to a higher grade. The data does not indicate any disparity between the groups.

The survey did not identify any statistically significant difference between BAME and non-BAME staff responses to the question about regrading.

6di Relevant findings from the self-report survey (% agree)			
Question	Non BAME	BAME	Statistical significance
I have been encouraged to apply for jobs at a higher grade	42.0%	33.3%	yes
I have been encouraged to have my role regraded.	14.8%	23.8%	no

6d.2 Internal Recruitment
Internal recruitment data is currently unavailable within the HR system, but the staff-survey indicated that BAME PSS are less likely to be encouraged to apply for jobs at higher grades (table 6di).

We will develop a system to monitor internal recruitment to track these job moves by ethnicity and report outcomes to the EDISG and develop actions from the analysis **(Action 48)**

Acting -up opportunities are a promotion enabler for PSS, guidance states that these should be advertised but we do not currently monitor and report on this area. We will require areas to report on these opportunities to ensure they are internally advertised and then analyse applications and outcomes **(Action 49)**

6d.3: Training or Mentoring to support promotion and progression

Section 6b provides training attendance numbers by ethnicity.

We will promote Advance HE's 'Leadership Foundation programme for Future BAME Leaders' and the Aurora Women's' Leadership Programme **(Action 50)** and provide observation/shadowing opportunities for those who attend these courses **(Action 51)**.   PSS sit on faculty/departmental committees, as the number of BAME PSS increase we will ensure that there is equitable BAME representation on such committees **(Action 52)**

"Keele are not very good at recognising and acknowledging efforts that go over and beyond, particularly for professional services. There has been efforts with the recent excellence awards, but it felt focussed on the academics or left out key sections of Keele like business areas and professional services output"-Staff Survey Comment

The above survey comment reflects a broader issue at Keele, in how we recognise and support PSS more generally. We have taken some steps to address this in the last 2 years, which can be further developed and more specifically targeted at BAME PSS. In April 2017

we launched a major career development initiative for PSS. Nearly 200 PSS signed for the event (figure 6dii) which introduced the following:

- a university wide job swap and secondment scheme
- career-planning sessions (planning your next career move; interview techniques)
- Erasmus and international exchange opportunities for PSS
- online resources
- a PSS Network
- bite-sized briefing series ran by the Network

6dii Professional & Support Staff Launch Event April 2017

The first PSS conference ran in April 2018 and gathered the view of PSS on what values and behaviours Keele PSS should adopt (2% attendees identified as BAME). Unfortunately job swap and secondment scheme saw little take up, and no BAME PSS applied. The other initiatives have been well received and attended. The PSS Network, which is ran by PSS volunteers and supported by OD have held a number of learning and network events but attendance only started being recorded from July 2018.

> The PSS Network will take steps to ensure that BAME PSS are actively included in the initiatives (action 47) this will be important as numbers of BAME PSS increase.

In June 2017, Keele signed up to the Technician's commitment and submitted an action plan which received an award of submission in November 2018. We have pledged to take action against the key challenges affecting technical staff over five key areas including career development and have set up a Technical Services Network (figure 6diii) to support the technical community.

The Technical Services Network will also take steps to ensure that BAME technicians are actively included in the initiatives (action 46).
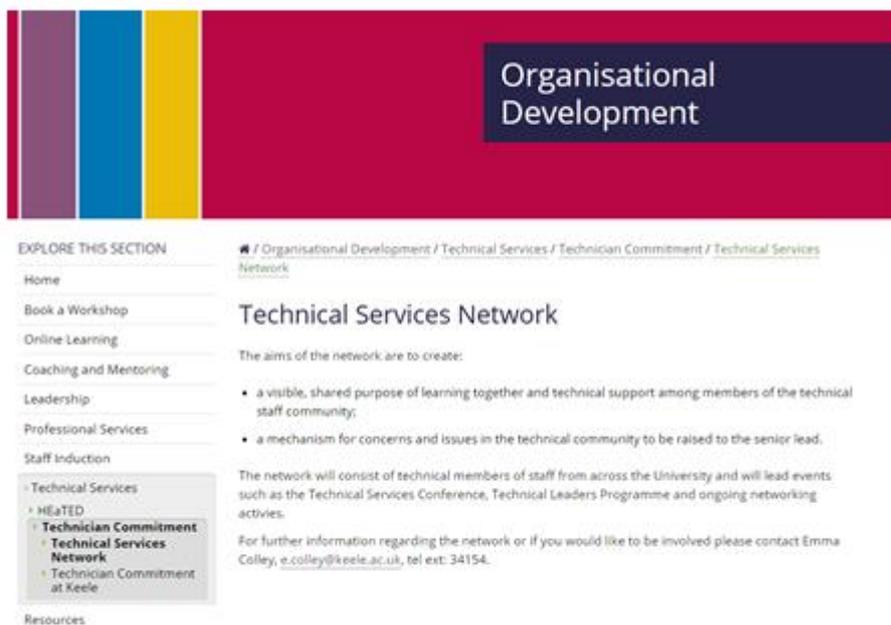
6diii Technical Services Network web page

SECTION 6 WORD COUNT: 1076

Section 7 Student pipeline

7a Admissions

Table 7ai- UCAS Application Data by Ethnic Group

	Ethnic Group	Keele			English Providers		
		2015	2016	2017	2015	2016	2017
Applications	Asian	1,465	1,705	1,440	135,565	143,075	151,530
	Black	565	590	505	63545	64825	65945
	Mixed	360	385	325	47760	50245	52990
	White	6,760	6,635	5,695	819,020	818,640	807,895
	Other	115	140	120	16075	17030	18885
Offer rate	Asian	63.0%	58.4%	76.3%	73.5%	74.0%	75.2%
	Black	63.6%	59.5%	66.3%	70.3%	70.5%	72.5%
	Mixed	78.5%	69.9%	82.5%	76.6%	77.3%	78.7%
	White	78.7%	77.1%	84.6%	78.9%	79.7%	80.9%
	Other	57.8%	50.4%	68.9%	71.9%	72.6%	74.0%
Average offer rate	Asian	64.5%	59.8%	76.7%	74.6%	74.9%	76.0%
	Black	65.1%	60.2%	69.6%	72.8%	73.3%	74.8%
	Mixed	77.6%	70.7%	82.4%	76.9%	77.5%	78.8%
	White	78.3%	76.5%	84.1%	78.4%	79.2%	80.5%
	Other	58.4%	52.8%	72.6%	73.9%	74.4%	75.8%
Percentage point difference between offer rate and average offer rate	Asian	-1.5	-1.4	-0.4	-1.0	-1.0	-0.7
	Black	-1.4	-0.7	-3.2	-2.5	-2.8	-2.4
	Mixed	0.8	-0.7	0.1	0.3	-0.2	0.1
	White	0.4	0.6	0.5	0.4	0.4	0.4
	Other	-0.7	-2.4	-3.7	-2.0	-1.8	-1.8

Table 7ai: UCAS data for 18-year-old UK domicile applications. The offer rate represents the rate of offer to all applicants applying to the same courses with the same predicted grades; it does not adjust for factors such as personal statements, teacher references, interviews or any other criteria that may be part of the admissions decisions. The average offer rate represents the rate of offer expected for a particular ethnic group (or grouping). The percentage point difference between the offer rate and the average offer rate indicates if the offer rate for particular group (or grouping) is different from the offer rate to all applicants who apply to the same courses with the same level of predicted grades.

There is a difference between the offer rate and average offer rate in favour of White applicants, with Asian, Black and Other applicants at a disadvantage. On average there is no disparity for Mixed applicants. The disparity has decreased over the last three years for Asian applicants; for Black applicants there is no clear trend and for Other applicants the disadvantage appears to have increased. On average, these disparities are consistent with other English HE providers, although disadvantage appears to be lower for Keele's Black applicants and higher for Keele's Other applicants. Keele has set a target to reduce racial differences in offers (Objective 12)

7b Undergraduate student body

Students with Unknown Ethnicity

During the three-year reporting period there has been a small percentage of students for whom ethnicity is not recorded (either by failing to declare or declining to provide this information); these students are included in the calculation of total population figures but are not accounted for in any other sections.

Benchmarking

As staff data (section 4), but can only be provided for UK domiciled students.

7b.1 Ethnicity Data- University Wide

7b.1i Undergraduate Student Population-University Wide All Nationalities												
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	16,390	67.3%	7283	29.9%	1490	6.1%	4671	19.2%	1122	4.6%	24,336
2014/15	5,120	68.5%	2152	28.8%	414	5.5%	1,419	19.0%	319	4.3%	7,476
2015/16	5,560	67.6%	2440	29.7%	501	6.1%	1,559	19.0%	380	4.6%	8,224
2016/17	5,710	66.1%	2691	31.2%	575	6.7%	1,693	19.6%	423	4.9%	8,636

7b.1ii UG Population-University Wide All Nationalities

	All years	2014/15	2015/16	2016/17
■ % Non-BAME	67.3%	68.5%	67.6%	66.1%
■ % BAME	29.9%	28.8%	29.7%	31.2%
% Black	6.1%	5.5%	6.1%	6.7%
% Asian	19.2%	19.0%	19.0%	19.6%
‖ % Other	4.6%	4.3%	4.6%	4.9%
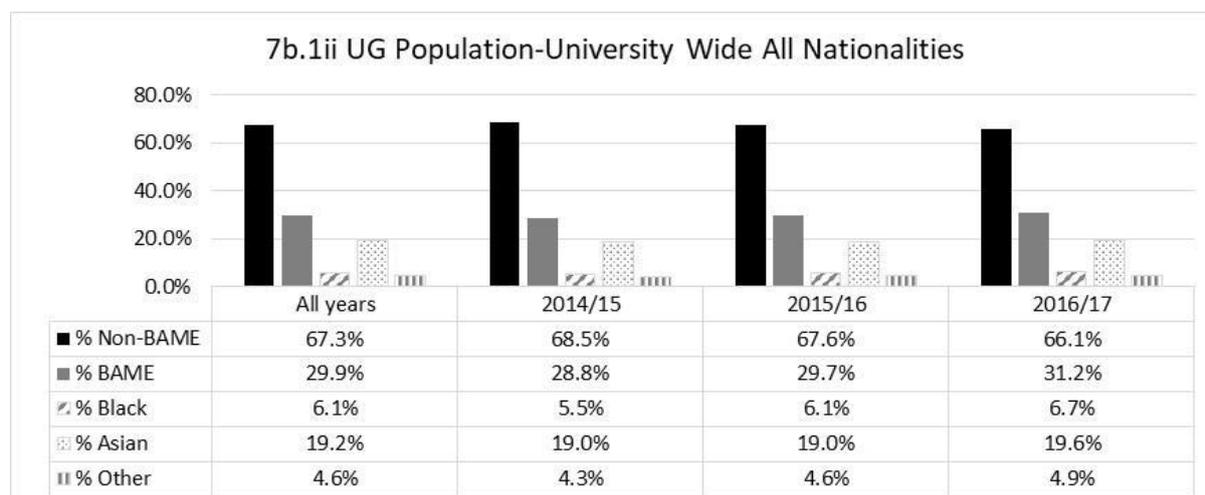
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	Non-BAME	% Non-BAME	BAME	% BAME	Black	% Black	Asian	% Asian	Other	% Other	No.
All years	15,985	75.1%	5082	23.9%	1167	5.5%	2992	14.1%	923	4.3%	21,275
2014/15	4,986	78.1%	1342	21.0%	310	4.9%	785	12.3%	247	3.9%	6,388
2015/16	5,434	75.7%	1679	23.4%	389	5.4%	979	13.6%	311	4.3%	7,183
2016/17	5,565	72.2%	2061	26.8%	468	6.1%	1,228	15.9%	365	4.7%	7,704
UK HE		85.2%		14.8%		3.6%		6.6%		4.9%	
Keele BMG		84.4%		15.6%		4.1%		6.8%		4.9%	

1-UK Higher Education Sector benchmark 2- Keele benchmarking Group as identified in section 4a

7b.1iv UG Population-University Wide UK Only

	All years	2014/15	2015/16	2016/17	UK HE Bm	Keele BMG
■ % Non-BAME	75.1%	78.1%	75.7%	72.2%	85.2%	84.4%
■ % BAME	23.9%	21.0%	23.4%	26.8%	14.8%	15.6%
◪ % Black	5.5%	4.9%	5.4%	6.1%	3.6%	4.1%
▨ % Asian	14.1%	12.3%	13.6%	15.9%	6.6%	6.8%
⫼ % Other	4.3%	3.9%	4.3%	4.7%	4.9%	4.9%
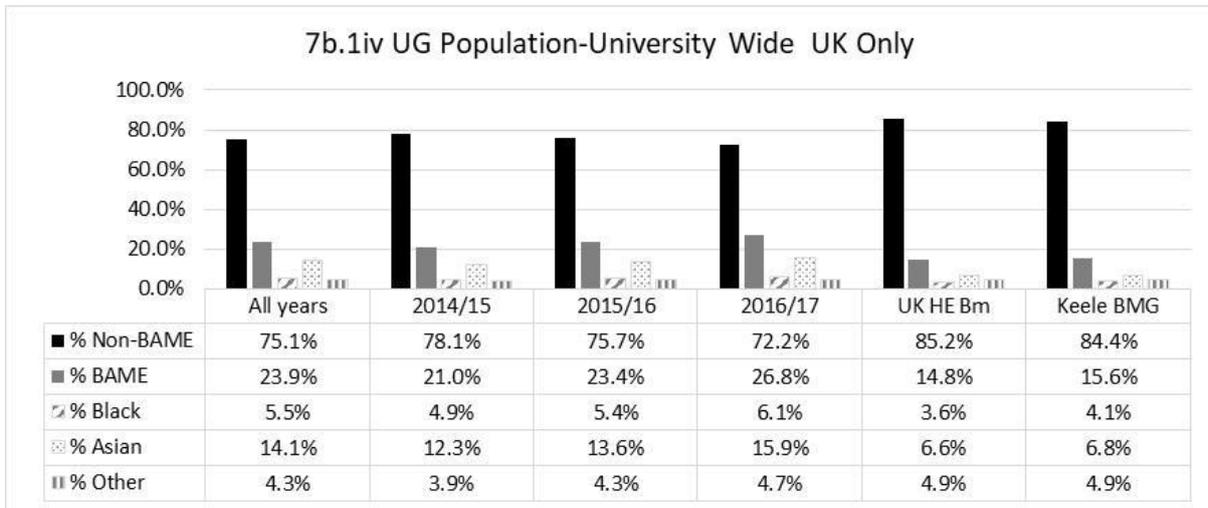
7b.1v Undergraduate Student Population-University Wide Non UK											
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	405	13.2%	2201	71.9%	323	10.6%	1679	54.9%	199	6.5%	3,061
2014/15	134	12.3%	810	74.4%	104	9.6%	634	58.3%	72	6.6%	1,088
2015/16	126	12.1%	761	73.1%	112	10.8%	580	55.7%	69	6.6%	1,041
2016/17	145	15.6%	630	67.6%	107	11.5%	465	49.9%	58	6.2%	932

7b.1v UG Population-University Wide Non UK

	All years	2014/15	2015/16	2016/17
■ % Non-BAME	13.2%	12.3%	12.1%	15.6%
■ % BAME	71.9%	74.4%	73.1%	67.6%
▨ % Black	10.6%	9.6%	10.8%	11.5%
▨ % Asian	54.9%	58.3%	55.7%	49.9%
⫼ % Other	6.5%	6.6%	6.6%	6.2%
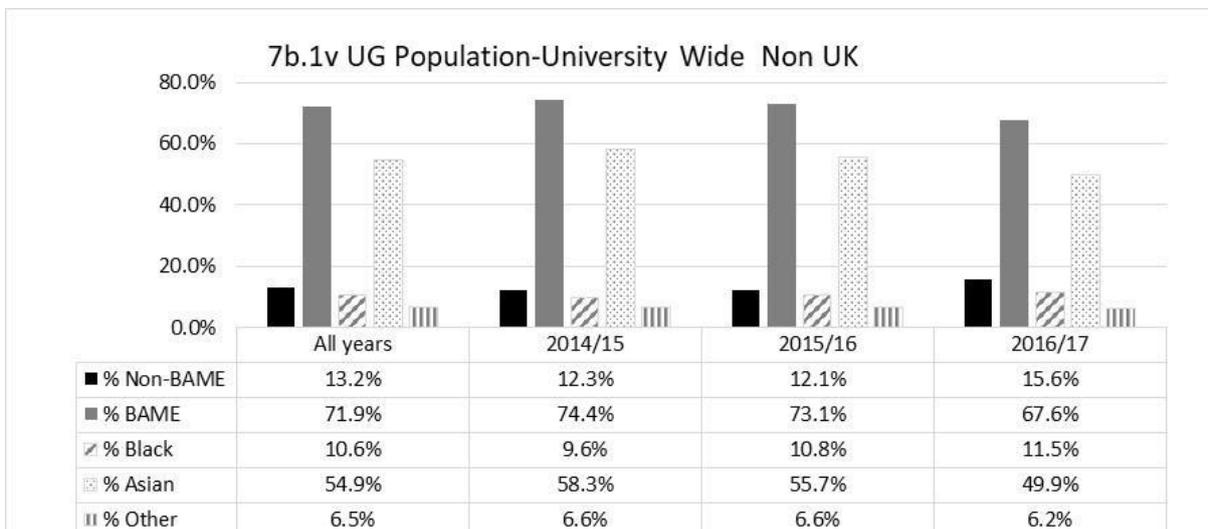
The overall undergraduate student population has seen gradual increases in the last three years (Table 7b.1i). Combined UK and non-UK BAME students represent around 30% of the total UG student body with an annual increase of around 1%. Within the UK student population representation averages 23.9% and shows greater annual increase (~3% per year). Numbers of non-UK students have been falling, slowing the overall increase in representation of BAME students.

Asian students on average comprise the highest percentage of BAME students (19.2% of all UG students), followed by Black (6.1%) and Other (4.6%) students. This trend is seen in UK and non-UK populations with around half of our non-UK students being Asian.

UK BAME undergraduate students at Keele have higher representation than benchmarks [UKHEI by 9.1% and BMG by 8.3%]. The representation of Asian students (14.1%) is higher than UKHEI's (by 6.6%) and BMG (by 6.8%); whereas representation of Black (5.5%) and Other (4.3%) students is comparable to the benchmarks.

> *"The diversity really hit me when I arrived as I'm from a very white, middle-class area and I loved it, I love being around so many different cultures and people"- Student Survey Comment*

7b.1viii Relevant Survey Findings

Question	Non BAME	BAME	Statistical Significance
I considered the ethnic/racial diversity of Keele University before applying to study here.	13.2%	28.1%	yes
The ethnic/racial diversity of Keele University impacts on my sense of belonging.	29.3%	48.9%	yes
The ethnic/racial diversity of Keele University impacts on my desire to stay.	22.4%	37.0%	yes

> *"I like the amount of diversity at the university but I would like the opportunity to learn more about other cultures"-Student Survey Comment*

7b.2 Undergraduate Student Population Ethnicity Data by Faculty

7b.2a FHSS

7b.2ai FHSS Undergraduate Body by year- All Nationalities

	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	5,587	61.8%	3,070	33.9%	624	6.9%	2,017	22.3%	430	4.7%	9,047
2014/15	1,806	62.0%	983	33.7%	190	6.5%	662	22.7%	131	4.5%	2,913
2015/16	1,905	62.0%	1031	33.6%	210	6.8%	671	21.8%	151	4.9%	3,071
2016/17	1,876	61.2%	1057	34.5%	225	7.3%	685	22.3%	148	4.8%	3,063

7b.2aii FHSS UG Population by Ethnicity- All Nationalities

	All years	2014/15	2015/16	2016/17
■ % Non-BAME	61.8%	62.0%	62.0%	61.2%
■ % BAME	33.9%	33.7%	33.6%	34.5%
▨ % Black	6.9%	6.5%	6.8%	7.3%
▥ % Asian	22.3%	22.7%	21.8%	22.3%
⫼ % Other	4.7%	4.5%	4.9%	4.8%
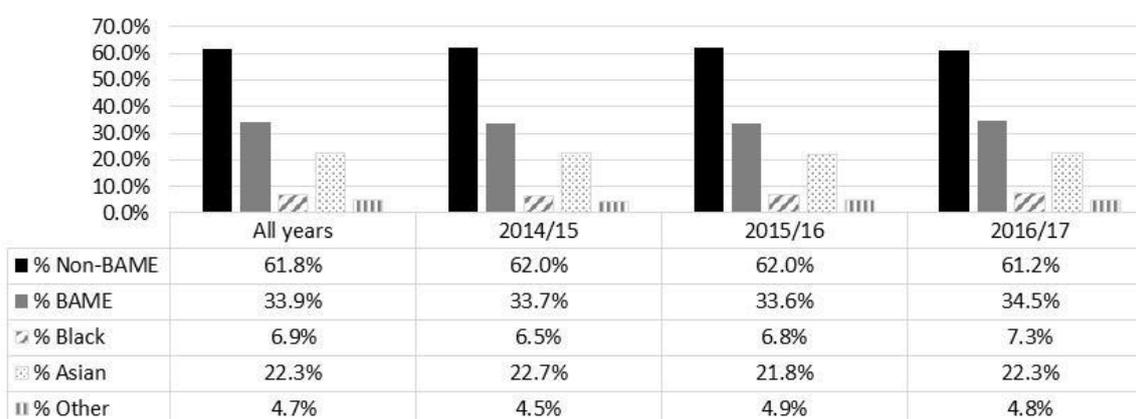
7b.2aiii FHSS Undergraduate Body by year- UK Only												
	Non-BAME		BAME		Black		Asian		Other		TOTAL	UK HE BAME
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All	5,414	75.2%	1,691	23.5%	408	5.7%	962	13.4%	321	4.5%	7,195	22.9%
2014/15	1,748	78.1%	464	20.7%	121	5.4%	249	11.1%	94	4.2%	2,238	22.2%
2015/16	1,851	75.8%	559	22.9%	137	5.6%	310	12.7%	113	4.6%	2,443	22.8%
2016/17	1,815	72.2%	669	26.6%	151	6.0%	403	16.0%	115	4.6%	2,515	23.7%

1 The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in undergraduate SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only


7b.2aiv FHSS UG Population by Ethnicity- UK Only

	All years	2014/15	2015/16	2016/17
■ % Non-BAME	75.2%	78.1%	75.8%	72.2%
■ % BAME	23.5%	20.7%	22.9%	26.6%
▨ % Black	5.7%	5.4%	5.6%	6.0%
▥ % Asian	13.4%	11.1%	12.7%	16.0%
⫼ % Other	4.5%	4.2%	4.6%	4.6%
≡ UK HE BAME %	22.9%	22.2%	22.8%	23.7%
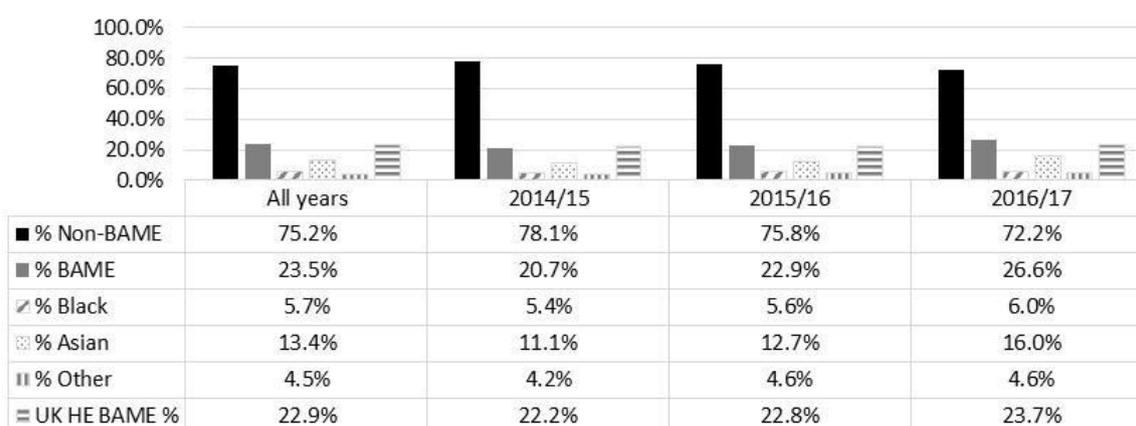
7b.2av FHSS Undergraduate Body by year- Non UK											
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All	173	9.3%	1,379	74.5%	216	11.7%	1,055	57.0%	109	5.9%	1,852
2014/15	58	8.6%	519	76.9%	70	10.3%	413	61.1%	37	5.5%	675
2015/16	54	8.6%	472	75.1%	73	11.6%	361	57.4%	38	6.1%	628
2016/17	61	11.0%	389	70.8%	74	13.4%	282	51.3%	34	6.1%	549

7b.2avi FHSS UG Population by Ethnicity- Non UK

	All years	2014/15	2015/16	2016/17
■ % Non-BAME	9.3%	8.6%	8.6%	11.0%
■ % BAME	74.5%	76.9%	75.1%	70.8%
◪ % Black	11.7%	10.3%	11.6%	13.4%
▨ % Asian	57.0%	61.1%	57.4%	51.3%
�III % Other	5.9%	5.5%	6.1%	6.1%
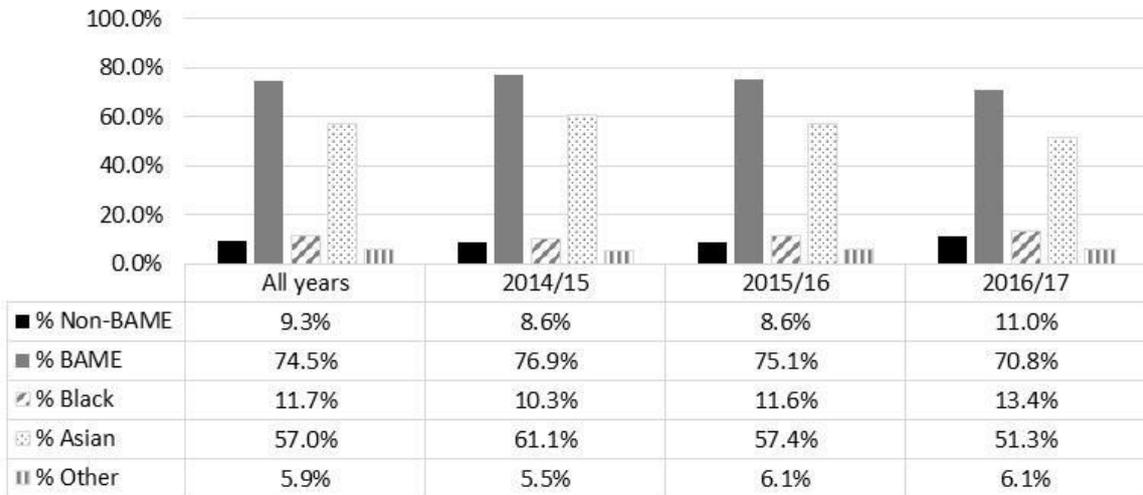
7b.2b FMHS

7b.2bi FMHS by year- All Nationalities											
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	5,123	70.2%	2,078	28.5%	416	5.7%	1,375	18.8%	287	3.9%	7,298
2014/15	1,654	71.4%	636	27.4%	112	4.8%	430	18.6%	94	4.1%	2,318
2015/16	1,752	70.6%	699	28.2%	143	5.8%	464	18.7%	92	3.7%	2,481
2016/17	1,717	68.7%	743	29.7%	161	6.4%	481	19.2%	101	4.0%	2,499

7b.2bii FMHS- All Nationalities by Year

	All years	2014/15	2015/16	2016/17
■ % Non-BAME	70.2%	71.4%	70.6%	68.7%
■ % BAME	28.5%	27.4%	28.2%	29.7%
◪ % Black	5.7%	4.8%	5.8%	6.4%
▨ % Asian	18.8%	18.6%	18.7%	19.2%
II % Other	3.9%	4.1%	3.7%	4.0%
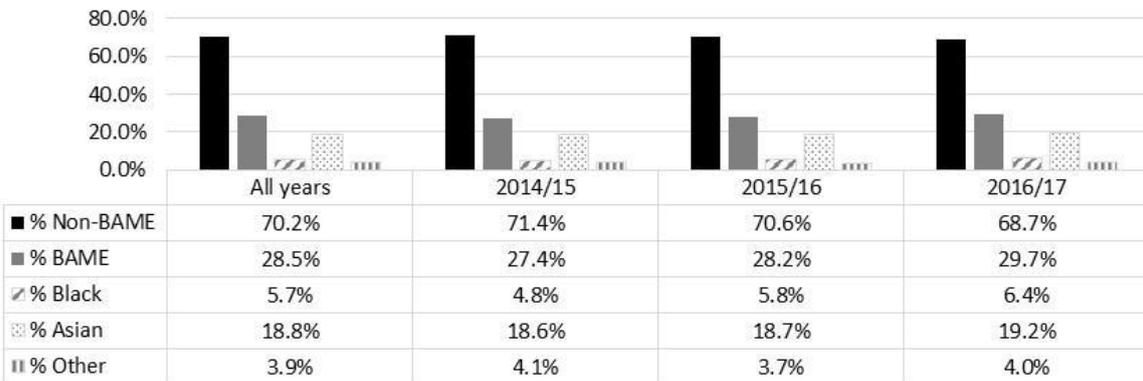
7b.2biii FMHS Undergraduate Body by year- UK Only

	Non-BAME		BAME		Black		Asian		Other		TOTAL	UK HE BAME
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All years	5,037	74.3%	1,698	25.0%	380	5.6%	1,054	15.5%	264	3.9%	6,783	20.9%
2014/15	1,619	75.7%	506	23.6%	103	4.8%	318	14.9%	85	4.0%	2,140	20.0%
2015/16	1,729	75.0%	564	24.5%	129	5.6%	350	15.2%	85	3.7%	2,306	20.9%
2016/17	1,689	72.3%	628	26.9%	148	6.3%	386	16.5%	94	4.0%	2,337	21.8%

1 The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in undergraduate SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only


7b.2biv FMHS UG Population by Ethnicity- UK Only

	All years	2014/15	2015/16	2016/17
% Non-BAME	74.3%	75.7%	75.0%	72.3%
% BAME	25.0%	23.6%	24.5%	26.9%
% Black	5.6%	4.8%	5.6%	6.3%
% Asian	15.5%	14.9%	15.2%	16.5%
% Other	3.9%	4.0%	3.7%	4.0%
UK HE BAME	20.9%	20.0%	20.9%	21.8%
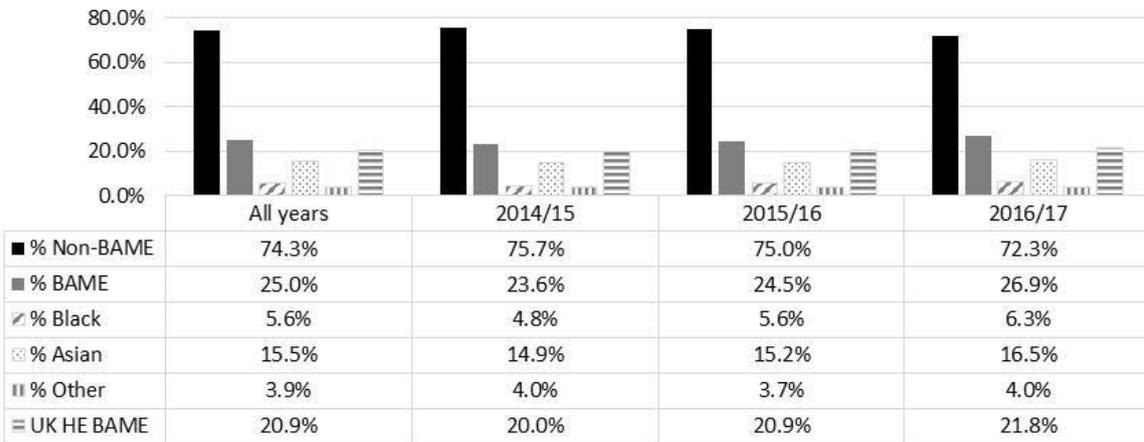
7b.2bv FMHS Undergraduate Body by year- Non UK

	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	86	16.7%	380	73.8%	36	7.0%	321	62.3%	23	4.5%	515
2014/15	35	19.7%	130	73.0%	9	5.1%	112	62.9%	9	5.1%	178
2015/16	23	13.1%	135	77.1%	14	8.0%	114	65.1%	7	4.0%	175
2016/17	28	17.3%	115	71.0%	13	8.0%	95	58.6%	7	4.3%	162

7b.2bvi FMHS UG Population by Ethnicity- Non UK

	All years	2014/15	2015/16	2016/17
% Non-BAME	16.7%	19.7%	13.1%	17.3%
% BAME	73.8%	73.0%	77.1%	71.0%
% Black	7.0%	5.1%	8.0%	8.0%
% Asian	62.3%	62.9%	65.1%	58.6%
% Other	4.5%	5.1%	4.0%	4.3%
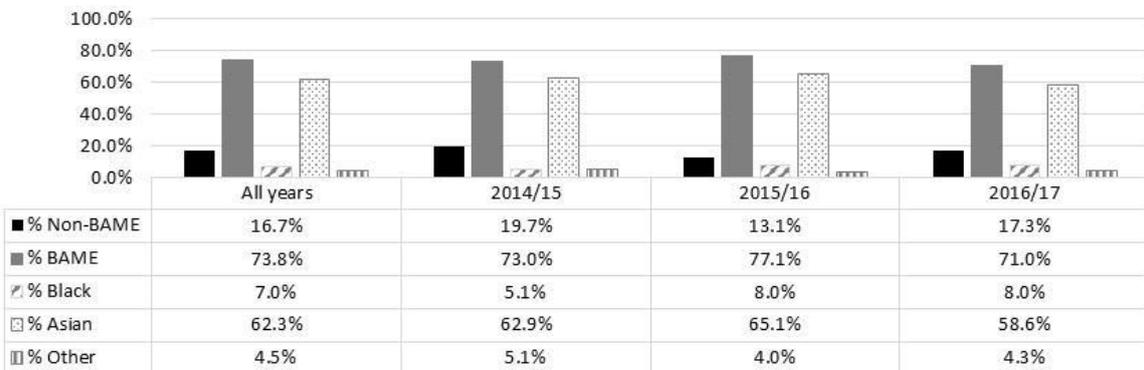
7b.2c FNS

7b.2ci FNS by year- All Nationalities

	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	5,681	71.1%	2,135	26.7%	450	5.6%	1,280	16.0%	406	5.1%	7,992
2014/15	1,660	73.9%	534	23.8%	112	5.0%	328	14.6%	94	4.2%	2,245
2015/16	1,903	71.2%	711	26.6%	149	5.6%	425	15.9%	138	5.1%	2,673
2016/17	2,118	68.9%	891	29.0%	190	6.2%	528	17.2%	174	5.7%	3,074

7b.2ii FNS- All Nationalities by Year

	All years	2014/15	2015/16	2016/17
% Non-BAME	71.1%	73.9%	71.2%	68.9%
% BAME	26.7%	23.8%	26.6%	29.0%
% Black	5.6%	5.0%	5.6%	6.2%
% Asian	16.0%	14.6%	15.9%	17.2%
% Other	5.1%	4.2%	5.1%	5.7%
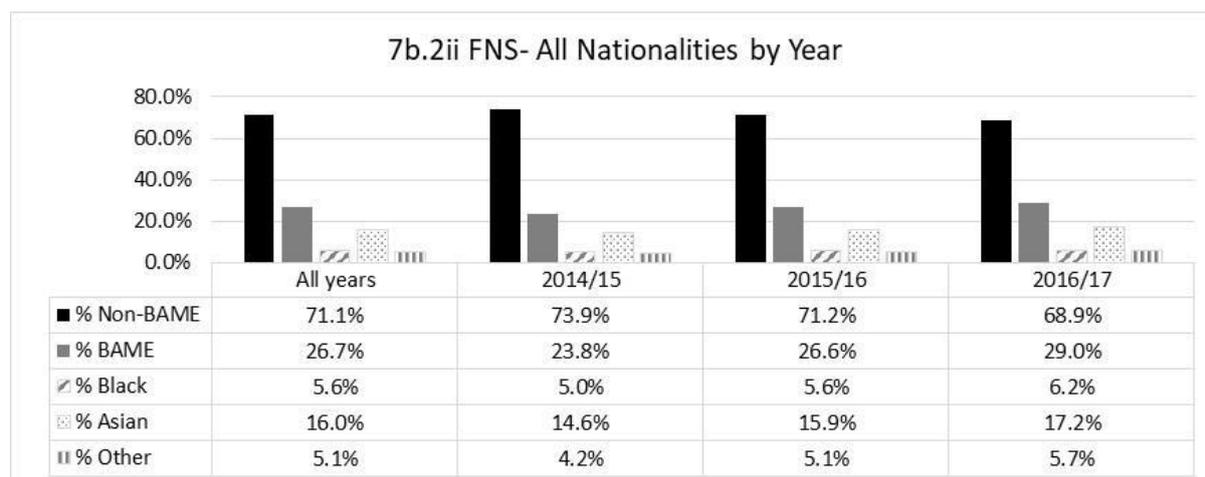
7b.2iii FNS Undergraduate Body by year- UK Only

	Non-BAME		BAME		Black		Asian		Other		TOTAL	UK HE BAME
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All years	5,534	75.8%	1,693	23.2%	379	5.2%	976	13.4%	338	4.6%	7,297	20.9%
2014/15	1,619	80.5%	373	18.5%	87	4.3%	218	10.8%	68	3.4%	2,010	20.0%
2015/16	1,854	76.2%	556	22.8%	124	5.1%	319	13.1%	114	4.7%	2,435	20.9%
2016/17	2,061	72.3%	765	26.8%	169	5.9%	439	15.4%	157	5.5%	2,853	21.8%

1 The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in undergraduate SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only

7b.2iv FNS UG Population by Ethnicity- UK Only

	All years	2014/15	2015/16	2016/17
% Non-BAME	75.8%	80.5%	76.2%	72.3%
% BAME	23.2%	18.5%	22.8%	26.8%
% Black	5.2%	4.3%	5.1%	5.9%
% Asian	13.4%	10.8%	13.1%	15.4%
% Other	4.6%	3.4%	4.7%	5.5%
UK HE BAME	20.9%	20.0%	20.9%	21.8%
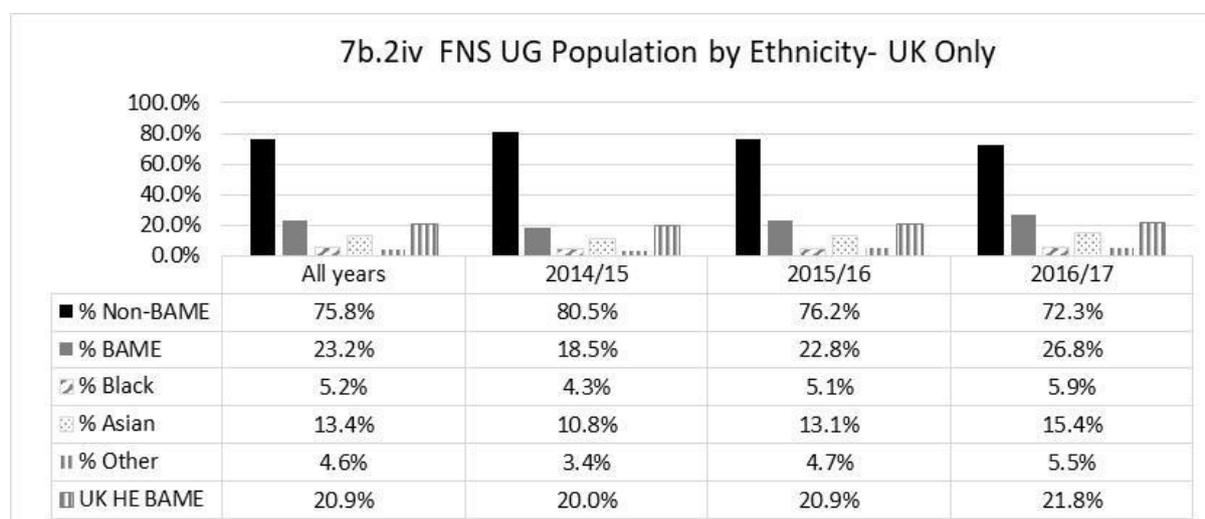
7b.2v FNS Undergraduate Body by year- Non UK											
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All	147	21.1%	442	63.6%	71	10.2%	304	43.7%	68	9.7%	695
2014/15	41	17.4%	161	68.5%	26	10.9%	110	46.6%	26	11.1%	235
2015/16	49	20.6%	155	64.9%	25	10.5%	106	44.3%	24	10.1%	238
2016/17	57	25.5%	127	57.1%	21	9.3%	89	40.0%	18	7.9%	222

7b.2vi FNS UG Population by Ethnicity- Non UK

	All years	2014/15	2015/16	2016/17
% Non-BAME	21.1%	17.4%	20.6%	25.5%
% BAME	63.6%	68.5%	64.9%	57.1%
% Black	10.2%	10.9%	10.5%	9.3%
% Asian	43.7%	46.6%	44.3%	40.0%
% Other	9.7%	11.1%	10.1%	7.9%
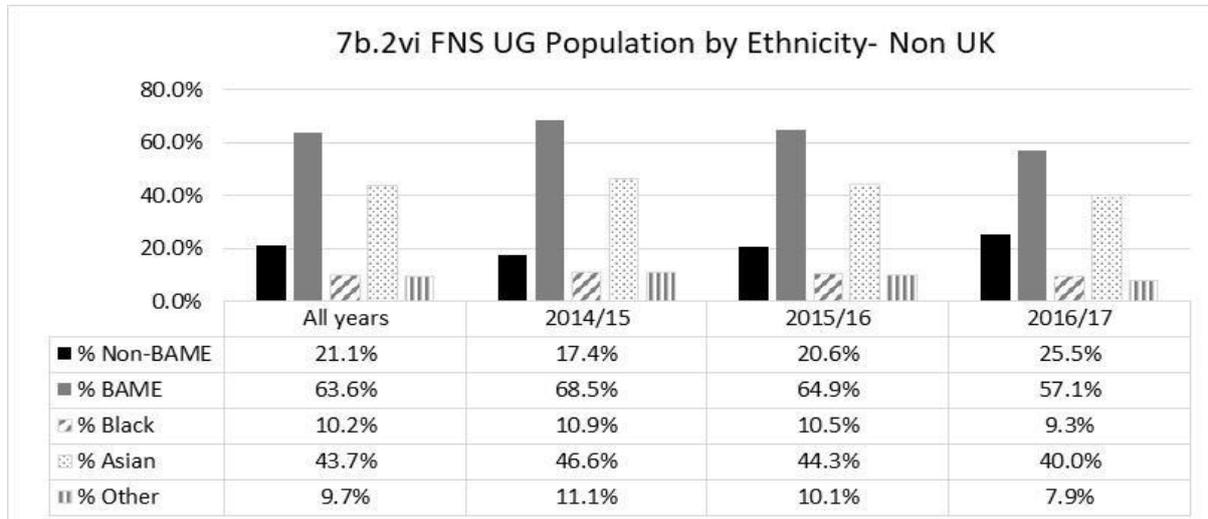
The UG student population data in the three faculties broadly reflects the ethnic diversity of the university-wide UG student population. However, FHSS has recruited the highest percentage of BAME students (33.9%), whereas FNS has recruited the lowest percentage (26.7%). Asian students comprise the highest percentage of BAME students within each faculty, followed by Black and Other students. The representation of Black and Other students only differs marginally between the three faculties (differences are < 1.4%), whereas the percentage of Asian students is somewhat higher in FHSS (22.3%) compared to FMHS (18.8%) and FNS (16%). BAME UG student representation is on average higher than benchmarks in all faculties. Actions to maintain a positive level of BAME student population will be taken.

BAME representation will be reported at school level to identify specific areas of under representation (compared to UK HE benchmark, to inform a targeted action plan (Action 59).   The annual EDI events calendar will continue to be delivered to celebrate Keele's diverse community and provide opportunities for inclusion and education (Action 60).

7c Course progression
7c.1 Course Progression University Wide

7c.1i Progression by Ethnicity-University Wide- All nationalities

	Non BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All years	13,231	88.9%	5,953	86.6%	1,199	86.1%	3,824	86.6%	930	87.2%
2014/2015	4,098	89.1%	1,770	86.7%	325	83.5%	1,174	87.2%	271	88.9%
2015/2016	4,479	88.7%	1,992	87.0%	396	87.0%	1,287	87.4%	309	85.4%
2016/2017	4,654	88.9%	2,191	86.1%	478	87.1%	1,363	85.4%	611	86.5%

7c.1ii Student Progression by Ethnicity- All University- All Nationalities

	All years	2014/2015	2015/2016	2016/2017
■ Non BAME	88.9%	89.1%	88.7%	88.9%
■ BAME	86.6%	86.7%	87.0%	86.1%
▨ Black	86.1%	83.5%	87.0%	87.1%
▥ Asian	86.6%	87.2%	87.4%	85.4%
▥ Other	87.2%	88.9%	85.4%	86.5%
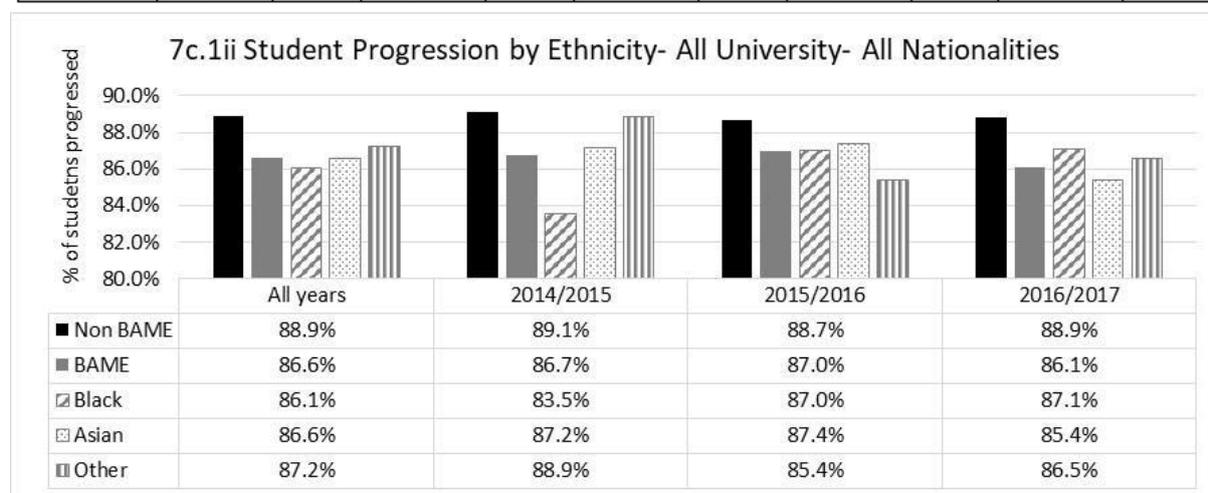
7c.1iii Progression by Ethnicity-University Wide- UK Only with benchmarks

	Non BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All years	12,920	88.9%	4,102	85.5%	925	85.1%	2,407	85.2%	770	87.0%
2014/2015	3,998	89.2%	1,093	86.4%	236	81.9%	643	87.0%	214	89.9%
2015/2016	4,387	88.8%	1,347	85.5%	305	86.9%	787	85.3%	255	84.7%
2016/2017	4,535	88.8%	1,662	85.0%	384	85.7%	977	84.1%	482	85.4%
UK HE*		91.4%		87.5%						

*The UK Higher Education sector benchmark is for *UK Domiciled students only, averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports continuation statistics.*

7c.1iv Student Progression by Ethnicity- All University- UK Only

	All years	2014/2015	2015/2016	2016/2017	UK HE (UK Only)
■ Non BAME	88.9%	89.2%	88.8%	88.8%	91.4%
■ BAME	85.5%	86.4%	85.5%	85.0%	87.5%
▨ Black	85.1%	81.9%	86.9%	85.7%	
▥ Asian	85.2%	87.0%	85.3%	84.1%	
▥ Other	87.0%	89.9%	84.7%	85.4%	
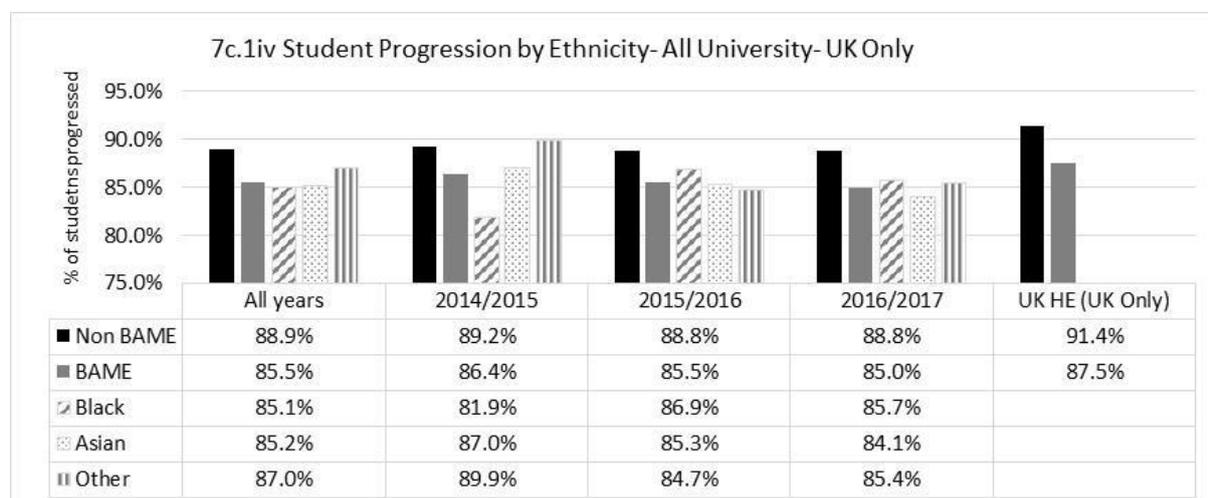
7c.1v Progression by Ethnicity-University Wide- Non UK with benchmarks										
	Non BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All years	311	86.1%	1,851	89.0%	274	89.5%	1,417	89.0%	160	88.4%
2014/2015	100	84.7%	677	87.2%	89	88.1%	531	87.3%	57	85.1%
2015/2016	92	82.1%	645	90.2%	91	87.5%	500	90.9%	54	88.5%
2016/2017	119	90.8%	529	90.0%	94	93.1%	386	88.9%	130	90.9%

7c.1vi Student Progression by Ethnicity- All University- Non UK

	All years	2014/2015	2015/2016	2016/2017
■ Non BAME	86.1%	84.7%	82.1%	90.8%
■ BAME	89.0%	87.2%	90.2%	90.0%
▨ Black	89.5%	88.1%	87.5%	93.1%
▧ Asian	89.0%	87.3%	90.9%	88.9%
‖ Other	88.4%	85.1%	88.5%	90.9%
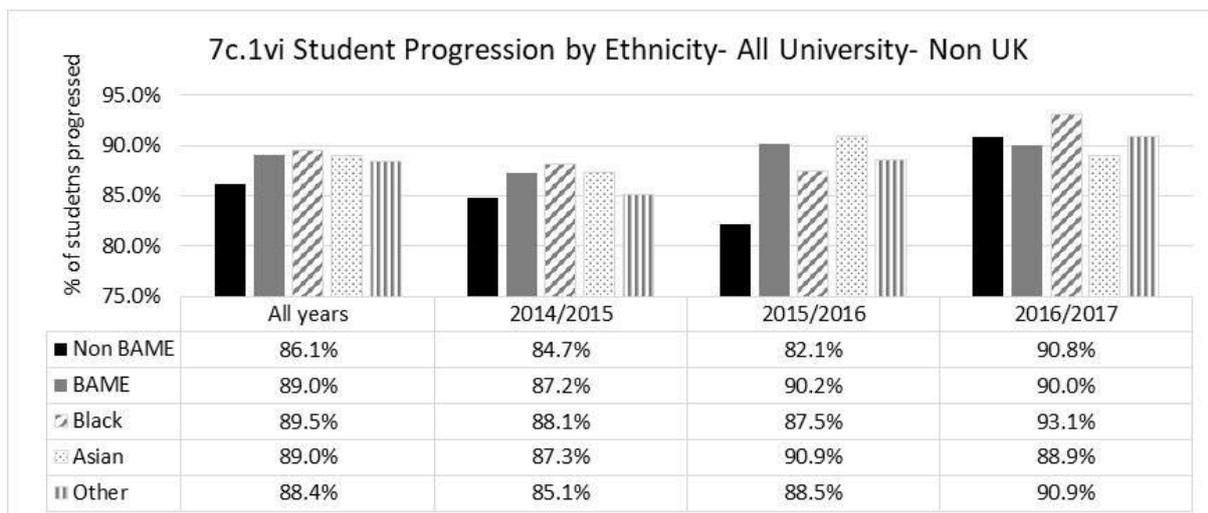
7c.2 Course Progression by Faculty

7c.2a FHSS

7c.2ai FHSS Student Progression- All Nationalities										
	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	4,599	88.5%	2,486	86.1%	497	86.1%	1,640	85.9%	349	87.3%
2014/2015	1,501	88.7%	813	85.9%	151	83.4%	551	86.2%	112	88.2%
2015/2016	1,559	88.3%	844	87.7%	160	86.7%	563	88.2%	122	86.8%
2016/2017	1,540	88.4%	829	84.8%	187	88.0%	527	83.3%	116	86.8%

7c.2aii FHSS Student Progression- All Nationalities by year

	All	2014/2015	2015/2016	2016/2017
■ Non BAME %	88.5%	88.7%	88.3%	88.4%
■ BAME %	86.1%	85.9%	87.7%	84.8%
▨ Black %	86.1%	83.4%	86.7%	88.0%
▧ Asian %	85.9%	86.2%	88.2%	83.3%
‖ Other %	87.3%	88.2%	86.8%	86.8%
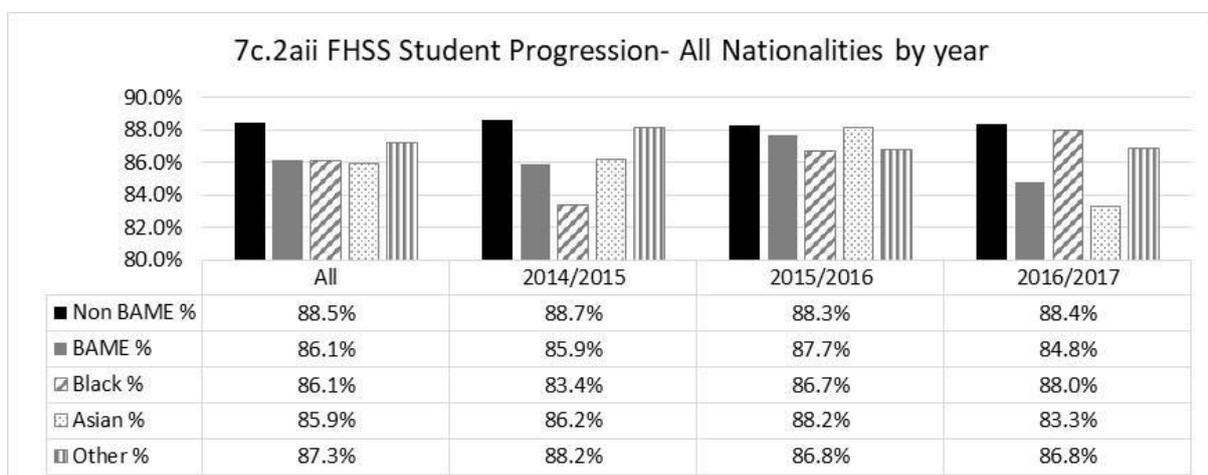
7c.2aii FHSS Student Progression- UK/Non UK										
	Non BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	4,599	88.5%	2,253	86.0%	497	86.1%	1,640	85.9%	349	87.3%
UK Only	4,713	85.9%	1,400	83.4%	309	82.4%	810	83.6%	282	84.2%
Non UK	121	84.6%	370	86.0%	53	79.1%	263	88.2%	55	83.2%

7c.2iv FHSS Student Progression- by Nationality 2014-2017

	All	UK Only	Non UK
Non BAME %	88.5%	85.9%	84.6%
BAME %	86.0%	83.4%	86.0%
Black %	86.1%	82.4%	79.1%
Asian %	85.9%	83.6%	88.2%
Other %	87.3%	84.2%	83.2%
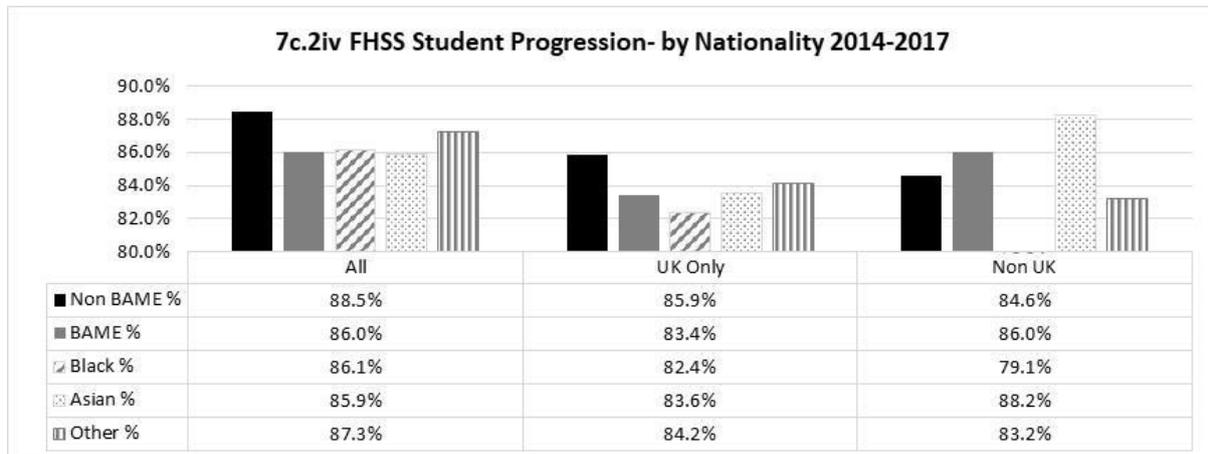
7c.2b FMHS

7c.2bi FMHS Wide- All nationalities- by year										
	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	3,799	93.6%	1,697	90.2%	340	90.9%	1,112	89.6%	245	92.1%
2014/2015	1,173	93.2%	522	91.7%	88	88.9%	355	92.4%	79	91.9%
2015/2016	1,306	93.4%	563	89.2%	119	93.7%	366	87.8%	78	89.7%
2016/2017	1,320	94.4%	612	89.9%	133	89.9%	391	88.9%	88	94.6%

7c.2bii FMHS Student Progression- All Nationalities by year

	All	2014/2015	2015/2016	2016/2017
Non BAME %	93.6%	93.2%	93.4%	94.4%
BAME %	90.2%	91.7%	89.2%	89.9%
Black %	90.9%	88.9%	93.7%	89.9%
Asian %	89.6%	92.4%	87.8%	88.9%
Other %	92.1%	91.9%	89.7%	94.6%
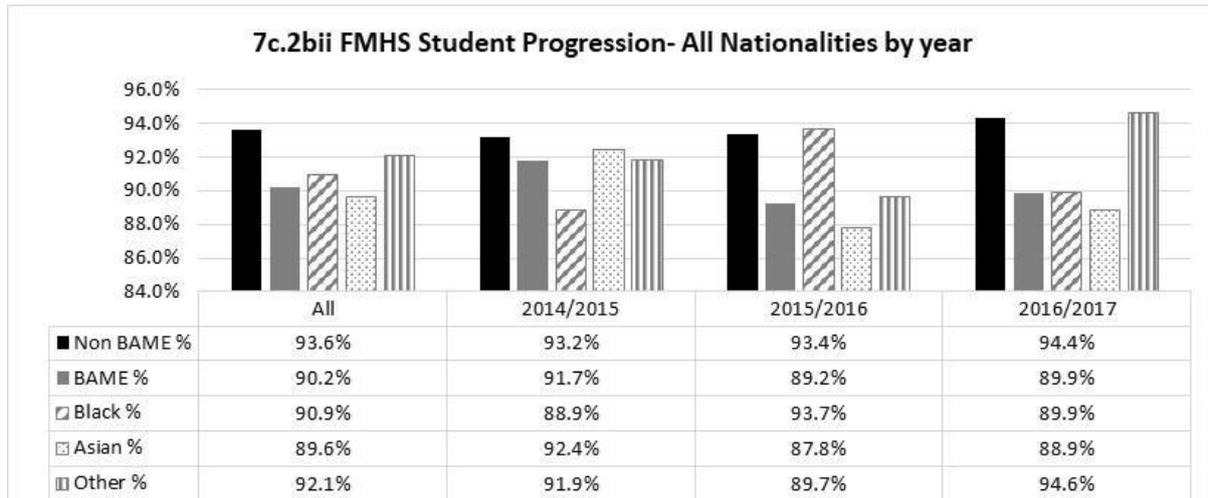
7c.2biii FMHS-by Nationality 2014-2017										
	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	3,799	93.6%	1,697	90.2%	340	90.9%	1,112	89.6%	245	92.1%
UK Only	3,727	93.8%	1,373	89.5%	306	90.3%	842	88.6%	225	91.8%
Non UK	72	87.8%	324	93.4%	34	97.1%	270	92.8%	20	95.2%

7c.2biv FMHS Student Progression- by Nationality 2014-2017
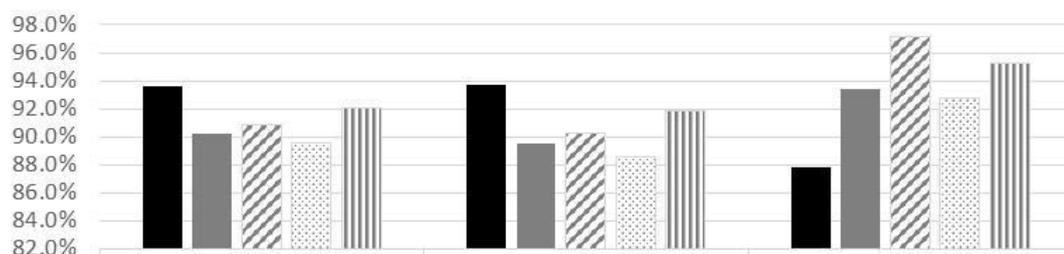
	All	UK Only	Non UK
■ Non BAME %	93.6%	93.8%	87.8%
■ BAME %	90.2%	89.5%	93.4%
▨ Black %	90.9%	90.3%	97.1%
▦ Asian %	89.6%	88.6%	92.8%
▥ Other %	92.1%	91.8%	95.2%

7c.2c FNS

7c.2ci FNS- All nationalities- by year

	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	4,833	85.8%	1,770	84.0%	362	81.9%	1,072	84.7%	336	84.0%
2014/2015	1,424	86.4%	435	82.7%	87	79.0%	269	82.7%	80	87.0%
2015/2016	1,615	85.6%	585	84.0%	118	81.6%	358	85.7%	110	81.1%
2016/2017	1,795	85.6%	750	84.7%	158	83.8%	446	85.0%	147	84.7%

7c.2ii FNS Student Progression- All Nationalities by year
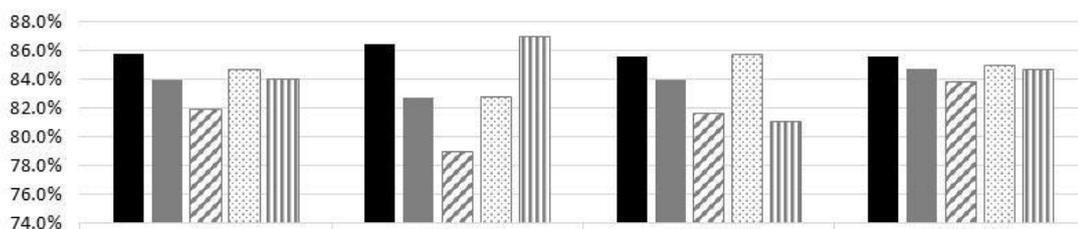
	All	2014/2015	2015/2016	2016/2017
■ Non BAME %	85.8%	86.4%	85.6%	85.6%
■ BAME %	84.0%	82.7%	84.0%	84.7%
▨ Black %	81.9%	79.0%	81.6%	83.8%
▦ Asian %	84.7%	82.7%	85.7%	85.0%
▥ Other %	84.0%	87.0%	81.1%	84.7%

7c.2ciii FNS-by Nationality 2014-2017

	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	4,833	85.8%	1,770	84.0%	362	81.9%	1,072	84.7%	336	84.0%
UK Only	4,713	85.9%	1,400	83.4%	309	82.4%	810	83.6%	282	84.2%
Non UK	121	84.6%	370	86.0%	53	79.1%	263	88.2%	55	83.2%

7c.2iv FNS Student Progression- by Nationality 2014-2017

	All	UK Only	Non UK
■ Non BAME %	85.8%	85.9%	84.6%
■ BAME %	84.0%	83.4%	86.0%
▨ Black %	81.9%	82.4%	79.1%
▨ Asian %	84.7%	83.6%	88.2%
▥ Other %	84.0%	84.2%	83.2%
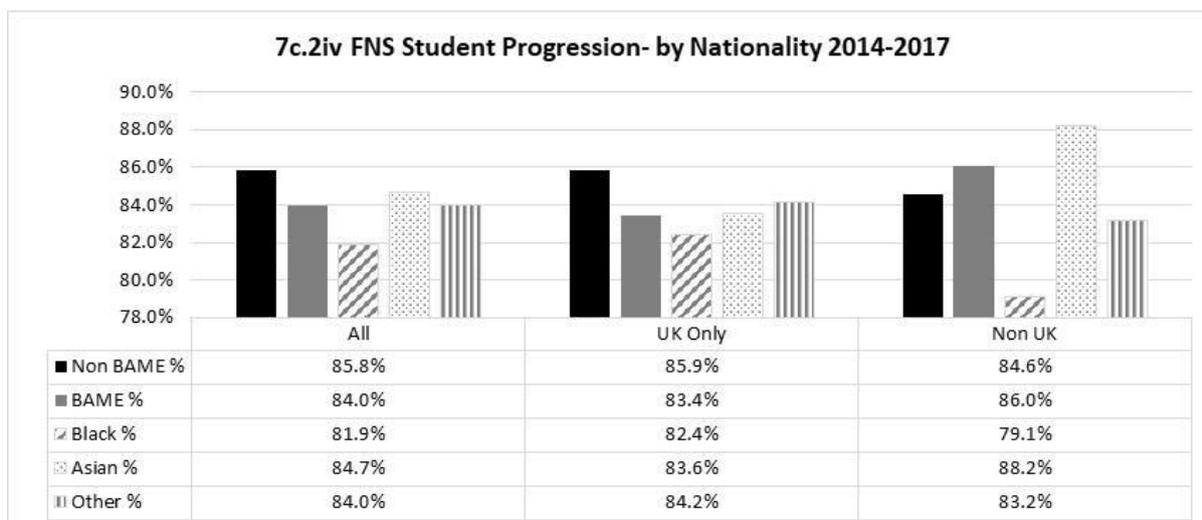
There is a small disparity in progression rates between BAME and non-BAME students across the University - overall 2.3% (7.c.1i) in favour of non-BAME students increasing to 3.4% amongst UK-only students which is similar to the benchmark progression gap of 3.9% for UKHEI UK-only students (7c.1iii). Within the three faculties the gap ranges from 0.5% in favour of BAME student in FHSS to 3.4% in favour of non-BAME students in FMHS. Amongst UK students, BAME student have lower progression rates in all Faculties (by 2.5 - 4.3%). However, among non-UK students BAME students have highest progression rates. There is little difference between groups but Black students are slightly less likely to progress in FNS and Asian students in FMHS. Keele has set a target to increase BAME student progression to align with non-BAME students (Objective 14)

7c.3- Reasons for Permanently Leaving the University

7c.3i Reasons for permanently leaving Keele University 2014-52017 UK Only Students	Non BAME		BAME	
	No.	%	No.	%
Academic Failure	72	0.45%	38	0.75%
Death		0.02%		0.02%
Financial Reasons	15	0.09%	12	0.24%
Gone into Employment	41	0.26%		0.08%
Health Reasons	63	0.39%	6	0.12%
Left in bad standing/not progress		0.01%		0.06%
Other	15	0.09%		0.08%
Other Personal Reasons and dropped out	273	1.71%	70	1.38%
Required to withdraw due to assessment non-engagement	75	0.47%	37	0.73%
Required to withdraw after final academic warning	8	0.05%		0.08%
Required to withdraw for outstanding debts	27	0.17%	25	0.49%
Transferred to another Institution	142	0.89%	57	1.12%
VISA Refusal or non-compliance with UKVI		0.01%		0.08%
Written off after lapse of time	26	0.16%	10	0.20%
Deferred	19	0.12%	8	0.16%
Course Completed - result unknown		0.02%	17	0.33%

The top two reasons for leaving university are the same for both BAME and non-BAME students: (1) personal reasons; and (2) transferring to another institution. The third reason

for BAME students is academic failure, whereas it is non-engagement with assessments for non-BAME students - essentially also academic failure.

7c.3ii Relevant Survey Findings			
Question	Non BAME	BAME	Statistical Significance
I am progressing well in my course	72.4%	62.2%	no

"Some are the first in their family to attend university and are unaware of the protocol of what to address their lecturer, or how to talk to them. [I] had never been around 'old white men' so did not know how to talk to this 'different' group of people "-Student Focus Group

"The mentor/mentee scheme (specific to school of Pharmacy) was very helpful, it would be nice to have a BAME mentor as they could engage with them on a personal level, but any feedback is useful, therefore a BAME mentor is not essential"- Student Focus Group Feedback

"It is a good idea to represent BAME in the counselling services, as it is a sensitive and personal choice to see a counsellor; it is a natural and valid expectation to want to be heard and understood, and even better if the person you were seeing could personally relate"- Student Focus Group

Qualitative analysis of leaver's data will be conducted to guide further actions (Action 61).

The personal tutor protocol will be communicated to both tutors and students each semester (Action 62) supported by cultural awareness training for all student facing staff (Action 63)

Student societies will be provided with cultural awareness training with the aim to increase their BAME membership (Action 64). Targets have been set to increase BAME engagement with Students Union activities including social events, volunteering and academic activities to align with Non-BAME levels of engagement by 20134 (Action 65). Improved engagement opportunities with institutional work streams will be provided for the BME/International student officers to increase their effectiveness as representatives of their relevant student groups (Action 69).

The student counselling service aims to increase the availability of BAME counsellors (Action 66)

To support an inclusive community at Keele, unconscious bias training will be provided to all students upon joining the university (Action 67)

Keele University and the Students Union will research into the potential role of Intercultural Ambassadors to promote and facilitate diversity and inclusion (Action 68)

7d Attainment

7d.Attainment - University Wide and by Faculties

7d.1i 'Good Degrees' and Attainment Gaps by Ethnicity- All University- All Nationalities															
	Non BAME		BAME			Black			Asian			Other			
	Total	%	Total	%	Gap	Total	%	Gap	Total	%	Gap	Total	%	Gap	
All years	2,736	77.8	812	53.1	24.7	153	55.2	22.5	521	49.8	28.0	138	66.7	11.1	
2014/15	903	77.0	231	48.3	28.7	32	46.4	30.6	165	46.3	30.6	34	64.2	12.8	
2015/16	880	76.8	279	54.0	22.8	56	58.3	18.5	168	49.3	27.5	55	68.8	8.0	
2016/17	953	79.5	302	56.4	23.0	65	58.0	21.4	188	53.9	25.6	49	66.2	13.3	

7d.1ii Attainment Gap for BAME Students-University Wide All nationalities

	All years	2014/15	2015/16	2016/17
BAME	24.7%	28.7%	22.8%	23.0%
Black	22.5%	30.6%	18.5%	21.4%
Asian	28.0%	30.6%	27.5%	25.6%
Other	11.1%	12.8%	8.0%	13.3%
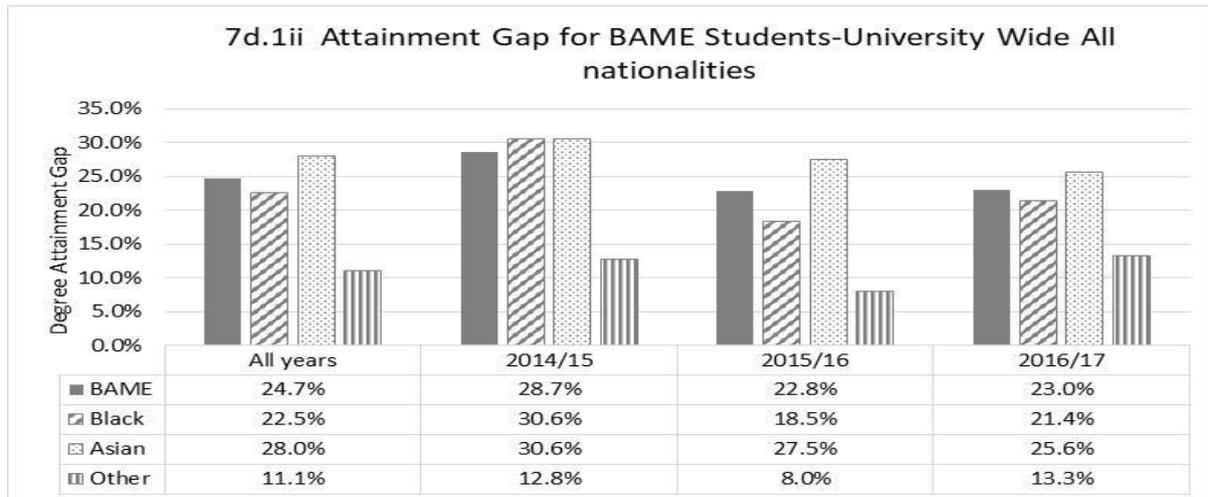
7d.1iii 'Good Degrees' and Attainment Gaps by Ethnicity- UK Only														
	Non BAME		BAME			Black			Asian			Other		
	Total	%	Total	%	Gap	Total	%	Total	%	Gap	Total	%	Total	%
All years	2,671	77.8	497	61.2	16.6	109	55.6	22.1	278	60.7	17.1	110	69.6	8.1
2014-15	880	77.0	136	59.4	17.6	23	48.9	28.1	85	59.4	17.5	28	71.8	5.2
2015-16	864	76.9	162	60.4	16.5	40	58.0	19.0	77	57.5	19.5	45	69.2	7.7
2016-17	927	79.3	199	63.2	16.1	46	57.5	21.8	116	64.1	15.2	37	68.5	10.8

7d.1iv Attainment Gap for BAME Students-University Wide -UK Only- with Benchmarks
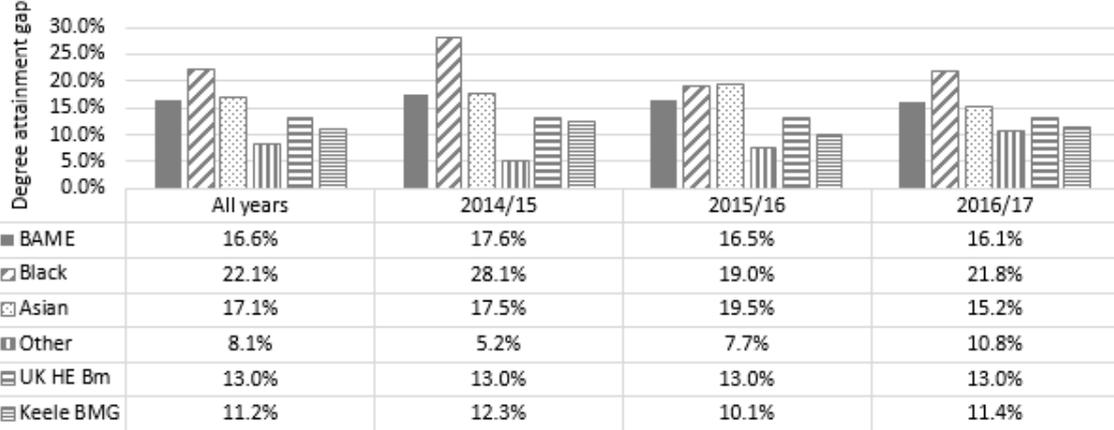
	All years	2014/15	2015/16	2016/17
BAME	16.6%	17.6%	16.5%	16.1%
Black	22.1%	28.1%	19.0%	21.8%
Asian	17.1%	17.5%	19.5%	15.2%
Other	8.1%	5.2%	7.7%	10.8%
UK HE Bm	13.0%	13.0%	13.0%	13.0%
Keele BMG	11.2%	12.3%	10.1%	11.4%

The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports.

7d.1v 'Good Degrees' and Attainment Gaps by Ethnicity- Non UK													
	Non BAME		BAME			Black			Asian			Other		
	Total	%	Total	%	Gap	Total	%	Gap	Total	%	Gap	Total	%	Gap
All years	65	78.3	315	43.9	34.4	44	54.3	24.0	243	41.3	37.0	28	57.1	21.2
2014-15	23	76.7	95	38.2	38.5	9	40.9	35.8	80	37.6	39.1	6	42.9	33.8
2015-16	16	69.6	117	47.0	22.6	16	59.3	10.3	91	44.0	25.6	10	66.7	2.9
2016-17	26	86.7	103	46.8	39.8	19	59.4	27.3	72	42.9	43.8	12	60.0	26.7

7d.1vi Attainment Gap for BAME Students-University Wide -Non UK

	All years	2014/15	2015/16	2016/17
BAME	34.4%	38.5%	22.6%	39.8%
Black	24.0%	35.8%	10.3%	27.3%
Asian	37.0%	39.1%	25.6%	43.8%
Other	21.2%	33.8%	2.9%	26.7%
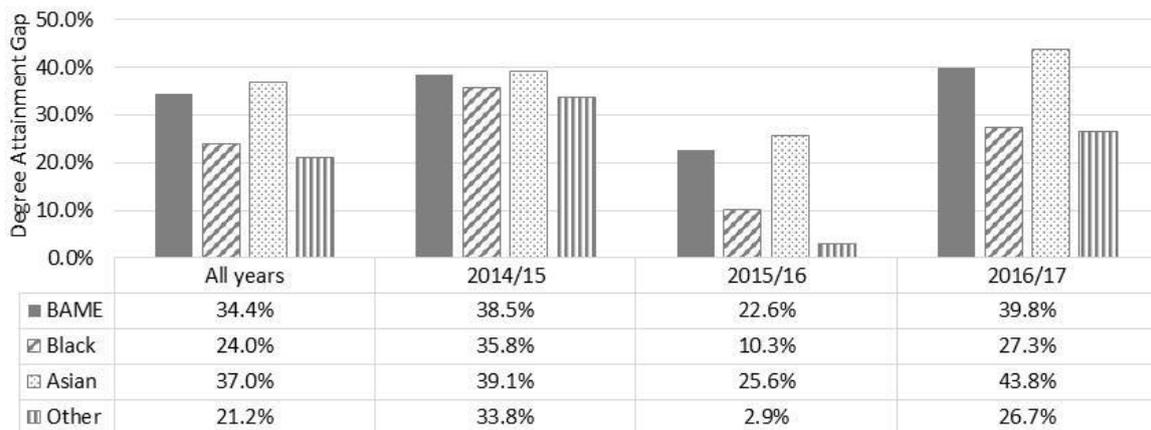
7d.2 'Good Degrees' and Attainment Gaps by Ethnicity- By Faculty

7d.2a FHSS

7d.2ai 'Good degrees' and Attainment Gap by Ethnicity –FHSS- By Nationality															
	Non BAME		BAME			Black			Asian			Other		
	No	%	No	%	Gap	No	%	Gap	No	%	Gap	No	%	Gap
All	1,219	82.2%	414	47.7%	34.5%	79	51.8%	30.4%	264	43.6%	38.6%	72	64.7%	17.5%
UK Only	1,189	82.4%	213	57.0%	25.4%	45	49.7%	32.6%	110	54.1%	28.3%	59	72.2%	10.1%
Non UK	30	75.9%	201	40.7%	35.3%	34	54.8%	21.1%	154	38.2%	37.7%	13	44.1%	31.9%

7d.2aii FHSS Attainment Gap -By Nationality 2014-2017

	All Nationalities	UK Only	Non UK
■ BAME	34.5%	25.4%	35.3%
▨ Black	30.4%	32.6%	21.1%
▨ Asian	38.6%	28.3%	37.7%
▥ Other	17.5%	10.1%	31.9%
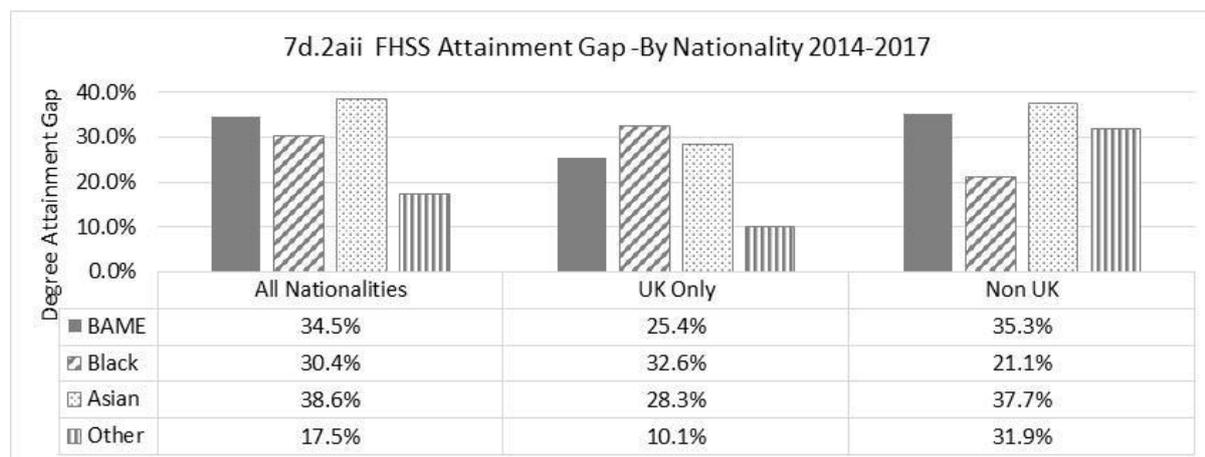
7d.2b FMHS

7d.2i 'Good degrees' and Attainment Gap by Ethnicity –FMHS- By Nationality														
	Non BAME		BAME			Black			Asian			Other		
	No	%	No	%	Gap	No	%	Gap	No	%	Gap	No	%	Gap
All	552	69.4%	173	68.7%	0.8%	34	63.0%	6.5%	115	69.7%	-0.3%	24	72.7%	-3.3%
UK Only	533	69.0%	119	66.5%	2.5%	30	62.5%	6.5%	68	67.3%	1.6%	21	70.0%	-1.0%
Non UK	19	86.4%	54	74.0%	12.4%		66.7%	19.7%	47	73.4%	12.9%		100.0%	13.6%

Note: FMHS does not include Medicine degrees as these are not awarded degree classifications

7d.2bii FMHS Attainment Gap- By Nationality 2014-2017

	All Nationalities	UK Only	Non UK
■ BAME	0.8%	2.5%	12.4%
▨ Black	6.5%	6.5%	19.7%
⊠ Asian	-0.3%	1.6%	12.9%
⊞ Other	-3.3%	-1.0%	-13.6%

7d.2c FNS

7d.2ci 'Good degrees' and Attainment Gap by Ethnicity –FHSS- By Nationality															
	Non BAME		BAME			Black			Asian			Other		
	No	%	No	%	Gap	No	%	Gap	No	%	Gap	No	%	Gap
All	966	77.8%	226	54.9%	23.0%	41	56.6%	21.2%	143	51.6%	26.2%	43	66.9%	10.9%
UK Only	950	77.9%	165	63.7%	14.2%	35	59.0%	18.9%	100	65.1%	12.7%	31	64.9%	13.0%
Non UK	16	74.4%	61	39.8%	34.6%	6	46.2%	28.3%	43	34.7%	39.7%	12	72.7%	1.7%

The degree attainment gap refers to the difference in the proportion of an ethnic category being awarded a first-class (1st) or second-class upper division (2:1) degree compared to another ethnic category.

7d.2cii FNS Attainment Gap -by Nationality 2014-2017

	All Nationalities	UK Only	Non UK
■ BAME	23.0%	14.2%	34.6%
▨ Black	21.2%	18.9%	28.3%
⊠ Asian	26.2%	12.7%	39.7%
⊞ Other	10.9%	13.0%	1.7%
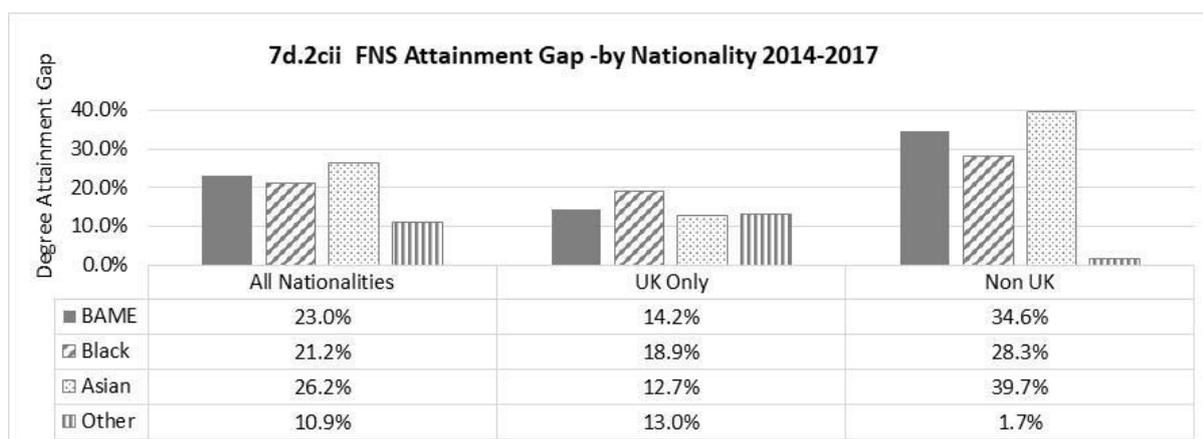
The overall University average attainment gap is 24.7% (7d.1i) in favour of non-BAME students. This gap is lower for UK (16.6%, 7d.1iii) compared to non-UK students (34.4%, 7d.1v). Among UK students, the average attainment gap is higher at Keele compared to UKHEI's (by 3.6%) and BMG (by 5.4%) (7d.1iv).

The highest average attainment gap is within FHSS (34.5%), followed by FNS (23%). FMHS has a low overall gap (0.8%).

The University-wide attainment gap is highest among Asian students (28%) compared to Black (22.5%) and Other (11.1%) students (7d.1ii). Within faculties there are some exceptions. In FMHS the attainment gap is on average higher for Black students (UK and non-UK); whereas Asian and Other students achieve more highly than non-BAME students (by 0.3% and 3.3%, respectively).

Findings from the self-report survey with students are reflective of the institutional data (7c.3ii).

7c.3ii Relevant Survey Findings			
Question	Non BAME	BAME	Statistical Significance
The content of my course matches my expectations and includes what I thought it would include.	68.4%	51.1%	yes
I enjoy the way my course is taught.	63.8%	56.3%	yes
I am happy with the way my course is assessed.	67.2%	51.9%	yes
I know where to go to get additional academic support if and when I need it.	74.1%	60.7%	yes

> "More is expected of BMEs and that they must work harder in order to get the same grades as their white counterparts"- Student Focus Group Feedback

> "I think international students specially first year in UK for study need more support, lecturers should be more open , they should realise that it can be a new education system for international students, but they treat us like local students and expect us to understand everything "-Student Survey Comment

In September 2016, the 'Reaching your potential: Summary report from the student progression and attainment task and finish group' was commissioned by the then PVC Education and Student Experience in response to the University Learning and Teaching Strategy. The findings were used to create a set of recommendations which were then identified to be taken forward via the REC work. Keele aims eliminate the race attainment gap to zero by 2030 **(Objective 15).** The university has also set targets to reduce the international student attainment gap to 18.5% by 2020 **(Objective 16)**

Attainment targets will be led by the Decolonising the Curriculum work about to begin at Keele **(Actions 83-86)**

Further reporting at school level will underpin and inform the launch of a pilot study within three modules with large attainment gaps to measure the impact of interventions **(Action 70)**

A further student survey **(Action 71)** followed by qualitative exploration **(Action 72)** will be conducted to gather information relating to BAME student experiences to inform future plans. A BAME staff and student support group will be launched **(Action 73)** along with increased profiling of BAME role models **(Action74)**

The Internationalisation Directors and Steering group will continue to implement their agreed action plan **(Actions 75-76).**

7e Postgraduate pipeline

7e.1a Postgraduate Taught- University Wide

7e.1a Post Graduate Taught Population- University Wide - All Study Modes -All Nationalities												
	Non-BAME		BAME		Black		Asian		Other		Unknown
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	2,844	58.1%	1,629	33.3%	299	6.1%	1,109	22.7%	221	4.5%	420
2014-15	929	59.5%	557	35.7%	98	6.3%	399	25.6%	60	3.8%	75
2015-16	890	56.1%	531	33.5%	97	6.1%	356	22.4%	78	4.9%	166
2016-17	915	57.4%	499	31.3%	93	5.8%	332	20.8%	74	4.6%	179

7e.1aii PGT All Study Modes- University Wide All nationalities 2014-2017

	All years	2014/2015	2015/2016	2016/2017
■ % Non-BAME	58.1%	59.5%	56.1%	57.4%
■ % BAME	33.3%	35.7%	33.5%	31.3%
⬚ % Black	6.1%	6.3%	6.1%	5.8%
⬚ % Asian	22.7%	25.6%	22.4%	20.8%
�III % Other	4.5%	3.8%	4.9%	4.6%
▪ % Unknown-	8.6%	4.8%	10.5%	11.2%
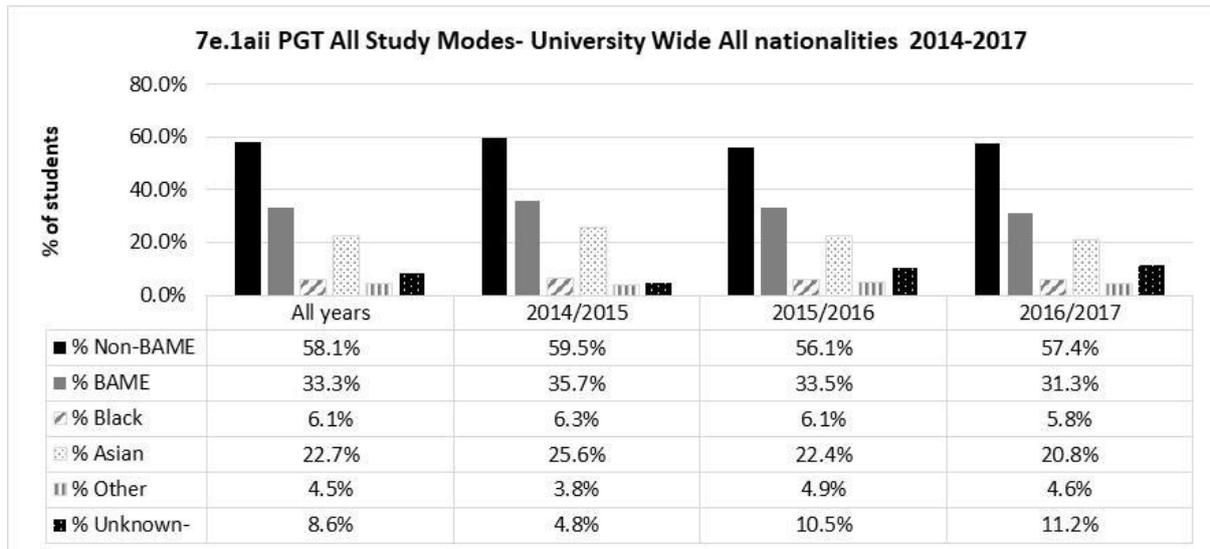
7e.1aiii Post Graduate Taught Population- University Wide - All Study Modes -UK Only											
	Non-BAME		BAME		Black		Asian		Other		Unknown
	Non-BAME	% Non-BAME	BAME	% BAME	Black	% Black	Asian	% Asian	Other	% Other	Unknown
All years	2,733	64.1%	1,167	27.4%	243	5.7%	767	18.0%	157	3.7%	366
2014/2015	886	68.0%	350	26.9%	81	6.2%	229	17.6%	40	3.1%	66
2015/2016	851	62.3%	376	27.5%	78	5.7%	249	18.2%	49	3.6%	138
2016/2017	887	60.5%	418	28.5%	76	5.2%	278	19.0%	64	4.4%	161

7e.1aiv PGT All Study Modes- University Wide UK Only 2014-2017
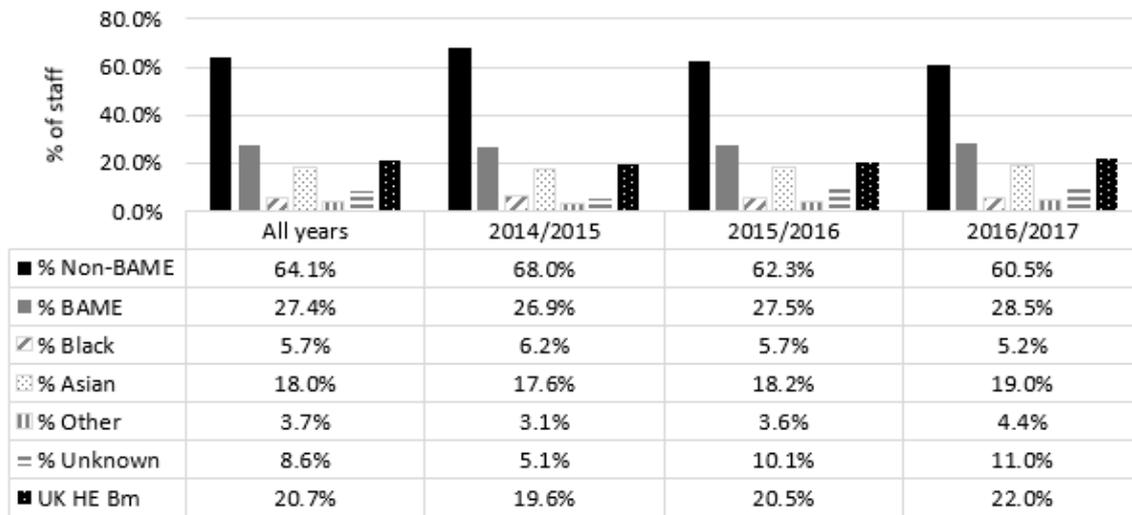
	All years	2014/2015	2015/2016	2016/2017
■ % Non-BAME	64.1%	68.0%	62.3%	60.5%
■ % BAME	27.4%	26.9%	27.5%	28.5%
◪ % Black	5.7%	6.2%	5.7%	5.2%
▨ % Asian	18.0%	17.6%	18.2%	19.0%
III % Other	3.7%	3.1%	3.6%	4.4%
= % Unknown	8.6%	5.1%	10.1%	11.0%
▪ UK HE Bm	20.7%	19.6%	20.5%	22.0%

Note: UK Higher Education Benchmark data taken from the ECU Statistic report is available for UK Domiciled students only.

7e.1av Post Graduate Taught Population- University Wide - All Study Modes -Non UK											Unknown
	Non-BAME		BAME		Black		Asian		Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All years	111	17.7%	462	73.7%	56	8.9%	342	54.5%	64	10.2%	54
2014/2015	43	16.6%	207	79.9%	17	6.6%	170	65.6%	20	7.7%	9
2015/2016	39	17.6%	155	69.8%	19	8.6%	107	48.2%	29	13.1%	28
2016/2017	28	22.0%	81	63.8%	17	13.4%	54	42.5%	10	7.9%	18

7e.1avi PGT All Study Modes- University Wide Non UK 2014-2017

	All years	2014/2015	2015/2016	2016/2017
■ % Non-BAME	17.7%	16.6%	17.6%	22.0%
■ % BAME	73.7%	79.9%	69.8%	63.8%
▨ % Black	8.9%	6.6%	8.6%	13.4%
▨ % Asian	54.5%	65.6%	48.2%	42.5%
II % Other	10.2%	7.7%	13.1%	7.9%
▪ % Unknown-	8.6%	3.5%	12.6%	14.2%
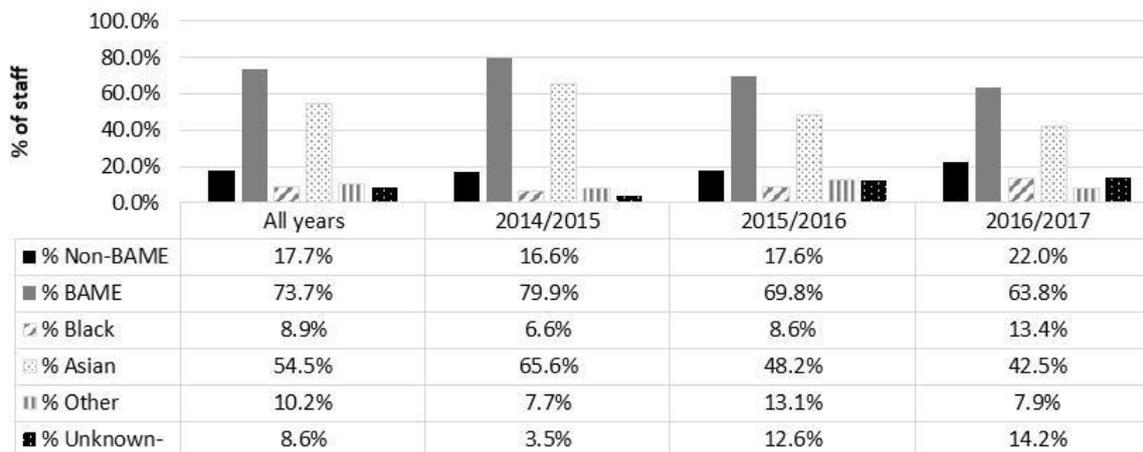
7e.1b Postgraduate Taught- By Faculty
FHSS

| 7e.1bi FHSS PGT by Nationalities (3 years)- All Study Modes													
	Non-BAME		BAME		Black		Asian		Other		Unknown		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.	%
All	891	57.5%	538	34.7%	109	7.0%	347	22.4%	82	5.3%	121	7.8%	1,550
UK Only	841	73.3%	224	19.5%	84	7.3%	95	8.3%	45	3.9%	82	7.1%	1,147
Non UK	50	12.4%	314	77.9%	25	6.2%	252	62.5%	37	9.2%	39	9.7%	403
UK HE		81.6%		18.4%									

1 The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in postgraduate research SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only

7e.1bii FHSS PGT All Study Modes: Ethnicity by Nationality 2014-2017

	All Nationalities	UK Only	Non UK	UK HE Bm
■ % Non-BAME	57.5%	73.3%	12.4%	81.6%
■ % BAME	34.7%	19.5%	77.9%	18.4%
⩘ % Black	7.0%	7.3%	6.2%	
⊡ % Asian	22.4%	8.3%	62.5%	
Ⅱ % Other	5.3%	3.9%	9.2%	
■ % Unknown	7.8%	7.1%	9.7%	
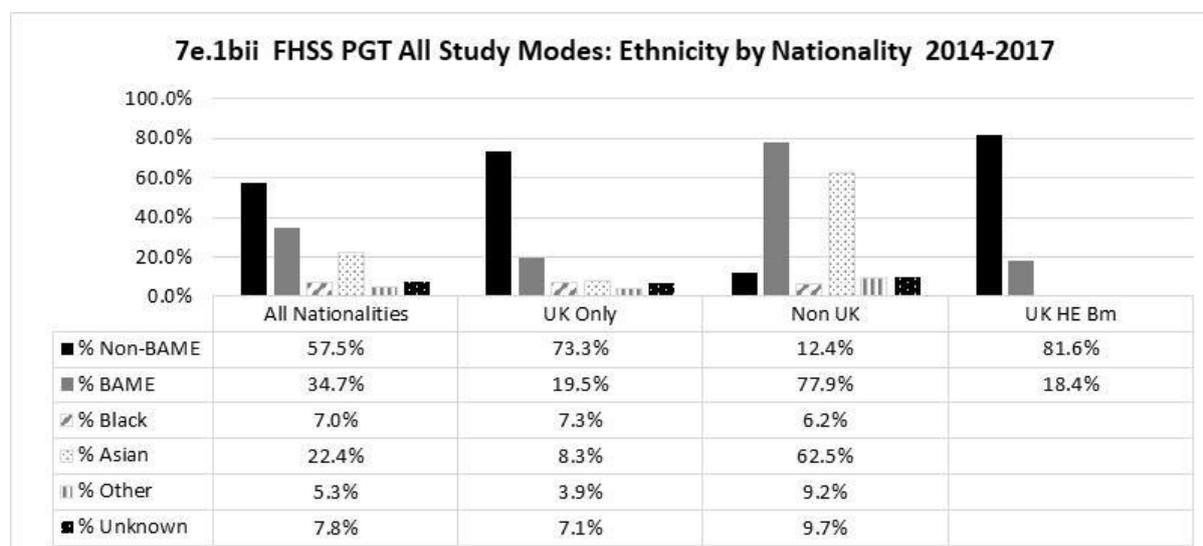
FMHS

7e.1biii FMHS PGT by Nationalities (3 years)- All Study Modes										
	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	1,558	56.3%	931	33.6%	156	5.6%	668	24.1%	107	3.9%
UK Only	1,505	57.1%	864	32.8%	141	5.4%	628	23.8%	95	3.6%
Non UK	53	40.2%	67	50.8%	15	11.4%	40	30.3%	12	9.1%
UK HE *		77.8%		22.2%						

*1 The UK Higher Education sector benchmark is for *UK Domiciled Only students and averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in postgraduate research SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only*

7e.1biv FHMS PGT All Study Modes: Ethnicity by Nationality 2014-2017

	All Nationalities	UK Only	Non UK	UK HE Bm
■ % Non-BAME	56.3%	57.1%	40.2%	77.8%
■ % BAME	33.6%	32.8%	50.8%	22.2%
▨ % Black	5.6%	5.4%	11.4%	
▨ % Asian	24.1%	23.8%	30.3%	
▥ % Other	3.9%	3.6%	9.1%	
■ % Unknown	10.0%	10.1%	9.1%	
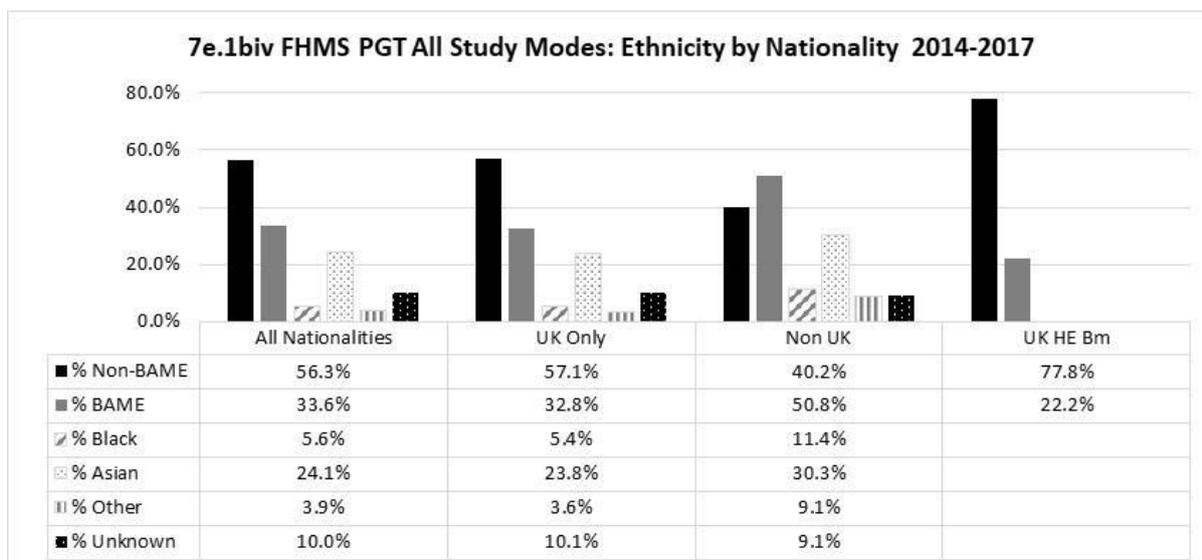
FNS

7e.1bv FNS PGT by Nationalities (3 years)- All Study Modes										
	Non-BAME		BAME		Black		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
All	395	68.6%	160	27.8%	34	5.9%	94	16.3%	32	5.6%
UK Only	387	80.0%	79	16.3%	18	3.7%	44	9.1%	17	3.5%
Non UK	8	8.7%	81	88.0%	16	17.4%	50	54.3%	15	16.3%
UK HE*		77.8%		22.2%						

1 The UK Higher Education sector benchmark is for *UK Domiciled students only averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in postgraduate research SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only

7e.1bvi FNS PGT All Study Modes: Ethnicity by Nationality 2014-2017

	All Nationalities	UK Only	Non UK	UK HE Bm
■ % Non-BAME	68.6%	80.0%	8.7%	77.8%
■ % BAME	27.8%	16.3%	88.0%	22.2%
▨ % Black	5.9%	3.7%	17.4%	
▨ % Asian	16.3%	9.1%	54.3%	
▥ % Other	5.6%	3.5%	16.3%	
■ % Unknown	3.6%	3.7%	3.3%	
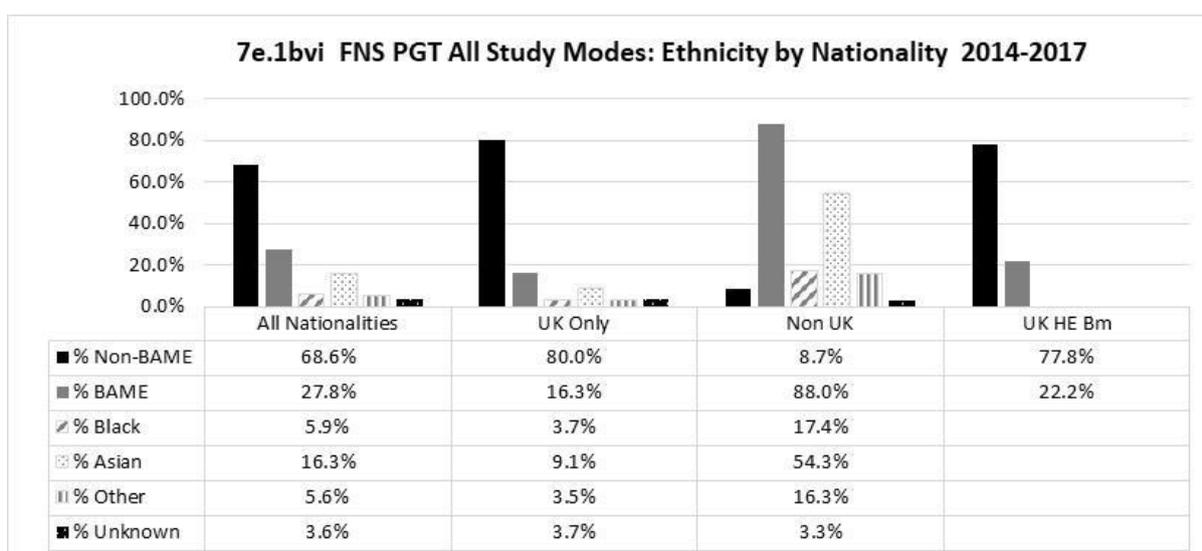
The University-wide PGT population has slightly greater BAME representation (overall average 33.3%, 7e.1a) than the UG population. Relative representation of different groups is similar to that at the UG level: Asian (22.2%), Black (6.1%) and Other (4.5%) students.

Amongst UK PGT students, 27.4% identify as BAME, higher (by 6.7%) than UKHEI (7e.1a.iii). The majority of the non-UK PGT population identify as BAME (73.7%, 7e.1a.v), 462 students over the three year period.

FMHS has the highest representation of PGT BAME students (33.6% overall; 32.8% UK-only), followed by FHSS (34.7%, 19.5% UK-only) and FNS (27.8%, 16.3% UK-only). Half of FNS and a quarter of FHSS BAME students are non-UK but only 7% of FMHS students are non-UK. Relative representation of different groups is similar across the faculties. FMHS (33.1%) has the highest representation of part-time BAME students, consistent with most of their students being UK nationals.

7e.1ci Relevant Survey Findings			
Question	Non BAME	BAME	Statistical Significance
Where relevant, I would consider a postgraduate course	60.9%	53.3%	no

7e.2a Postgraduate Research- University Wide

7e.2ai Post Graduate Research Population- University Wide - All Study Modes -All Nationalities											TOTAL
	Non-BAME		BAME		Black		Asian		Other		
	No	%	No	%	No	%	No	%	No	%	No
All years	1,348	52.0%	622	24.0%	149	5.7%	217	8.4%	256	9.9%	2,592
2014/2015	455	53.8%	195	23.1%	48	5.7%	70	8.3%	77	9.1%	845
2015/2016	450	51.4%	213	24.3%	53	6.1%	74	8.4%	86	9.8%	876
2016/2017	443	50.9%	214	24.6%	48	5.5%	73	8.4%	93	10.7%	871

7e.2aii PGR All Study Modes- University Wide All nationalities 2014-2017

	All years	2014/2015	2015/2016	2016/2017
■ % Non-BAME	66.1%	68.2%	65.5%	64.8%
■ % BAME	30.5%	29.2%	31.0%	31.3%
% Black	7.3%	7.2%	7.7%	7.0%
% Asian	10.6%	10.5%	10.8%	10.7%
‖ % Other	12.6%	11.5%	12.5%	13.6%
■ % Unknown	3.3%	2.5%	3.5%	3.9%

7e.2aiii Post Graduate Research Population- University Wide - All Study Modes –UK Only											
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No	%	No	%	No	%	No	%	No	%	No
All years	1,208	71.3%	243	14.3%	87	5.1%	91	5.4%	65	3.8%	1,694
2014/2015	413	70.6%	86	14.7%	31	5.3%	31	5.3%	24	4.1%	585
2015/2016	403	71.6%	80	14.2%	31	5.5%	28	5.0%	21	3.7%	563
2016/2017	392	71.8%	77	14.1%	25	4.6%	32	5.9%	20	3.7%	546
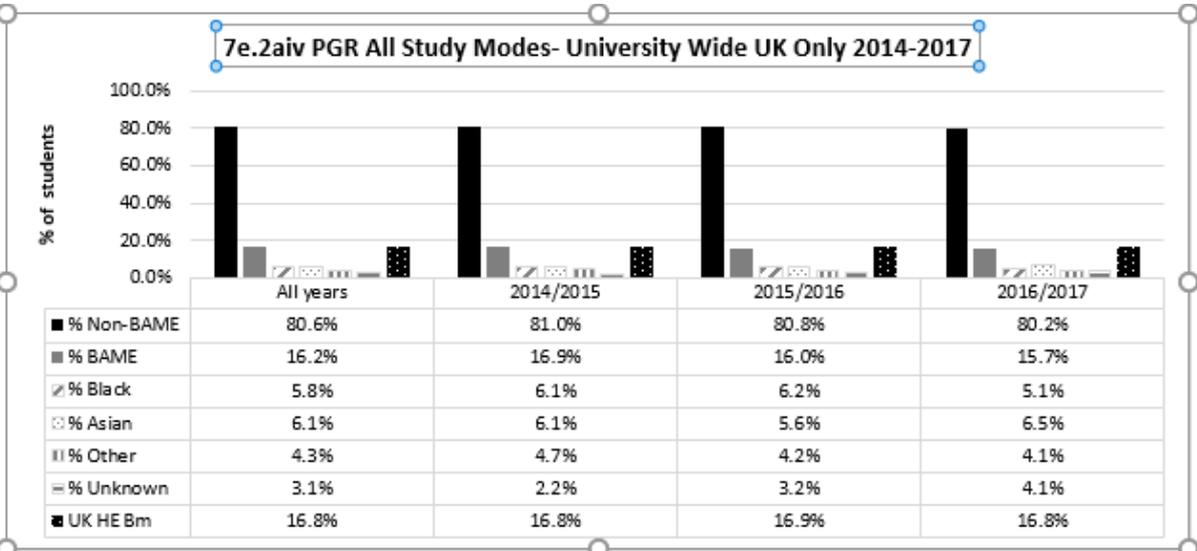
7e.2aiv PGR All Study Modes- University Wide UK Only 2014-2017

	All years	2014/2015	2015/2016	2016/2017
% Non-BAME	80.6%	81.0%	80.8%	80.2%
% BAME	16.2%	16.9%	16.0%	15.7%
% Black	5.8%	6.1%	6.2%	5.1%
% Asian	6.1%	6.1%	5.6%	6.5%
% Other	4.3%	4.7%	4.2%	4.1%
% Unknown	3.1%	2.2%	3.2%	4.1%
UK HE Bm	16.8%	16.8%	16.9%	16.8%

Note: UK Higher Education Benchmark data taken from the ECU Statistic report is available for UK Domiciled students only.

7e.2v Post Graduate Research Population- University Wide - All Study Modes –Non UK											
	Non-BAME		BAME		Black		Asian		Other		TOTAL
	No	%	No	%	No	%	No	%	No	%	No
All years	140	15.6%	379	42.2%	62	6.9%	126	14.0%	191	21.3%	898
2014/2015	42	16.2%	109	41.9%	17	6.5%	39	15.0%	53	20.4%	260
2015/2016	47	15.0%	133	42.5%	22	7.0%	46	14.7%	65	20.8%	313
2016/2017	51	15.7%	137	42.2%	23	7.1%	41	12.6%	73	22.5%	325

7e.2av PGR All Study Modes- University Wide Non UK 2014-2017

	All years	2014/2015	2015/2016	2016/2017
% Non-BAME	25.9%	26.8%	25.0%	26.2%
% BAME	70.2%	69.4%	70.7%	70.3%
% Black	11.5%	10.8%	11.7%	11.8%
% Asian	23.3%	24.8%	24.5%	21.0%
% Other	35.4%	33.8%	34.6%	37.4%
% Unknown	3.9%	3.8%	4.3%	3.6%
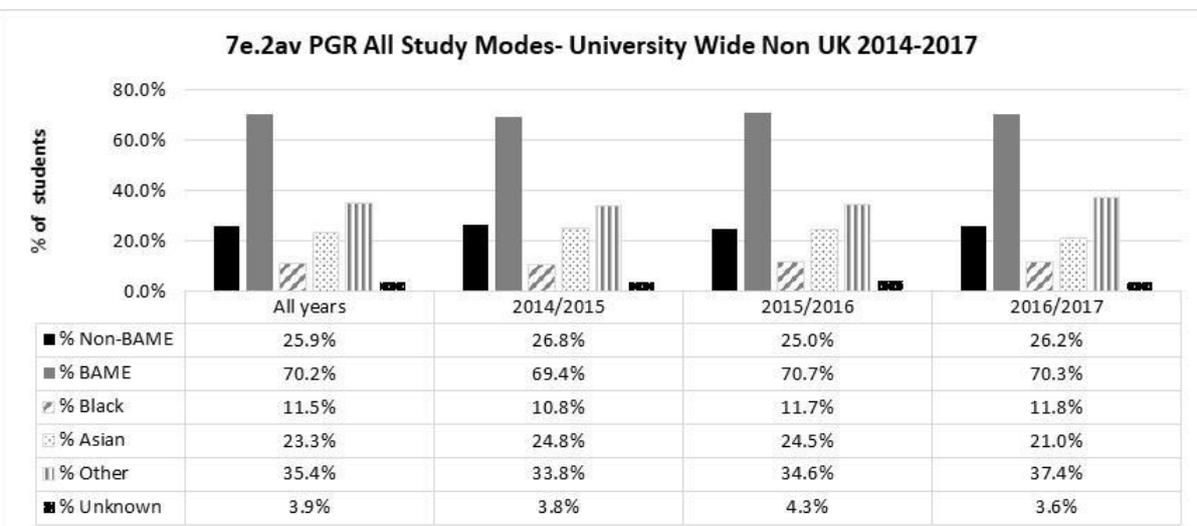
7e.2b Postgraduate Research- All Study Modes by Faculty

FHSS

7e.2bi FHSS PGR by Nationalities (3 years)- All Study Modes												
	Non-BAME		BAME		Black		Asian		Other		Unknown		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All	680	77.0%	203	23.0%	75	8.5%	78	8.8%	50	5.7%	42	4.8%	883
UK Only	606	87.8%	84	12.2%	48	7.0%	17	2.5%	19	2.8%	27	3.9%	690
Non UK	74	38.3%	119	61.7%	27	14.0%	61	31.6%	31	16.1%	15	7.8%	193
UK HE		85.1%		14.9%									

The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in postgraduate research SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only

7e.2bii FHSS PGR All Study Modes- by nationaliity 2014-2017

	All Nationalities	UK Only	Non UK	UK HE Bm
% Non-BAME	77.0%	87.8%	38.3%	85.1%
% BAME	23.0%	12.2%	61.7%	14.9%
% Black	8.5%	7.0%	14.0%	
% Asian	8.8%	2.5%	31.6%	
% Other	5.7%	2.8%	16.1%	
% Unknown	4.8%	3.9%	7.8%	
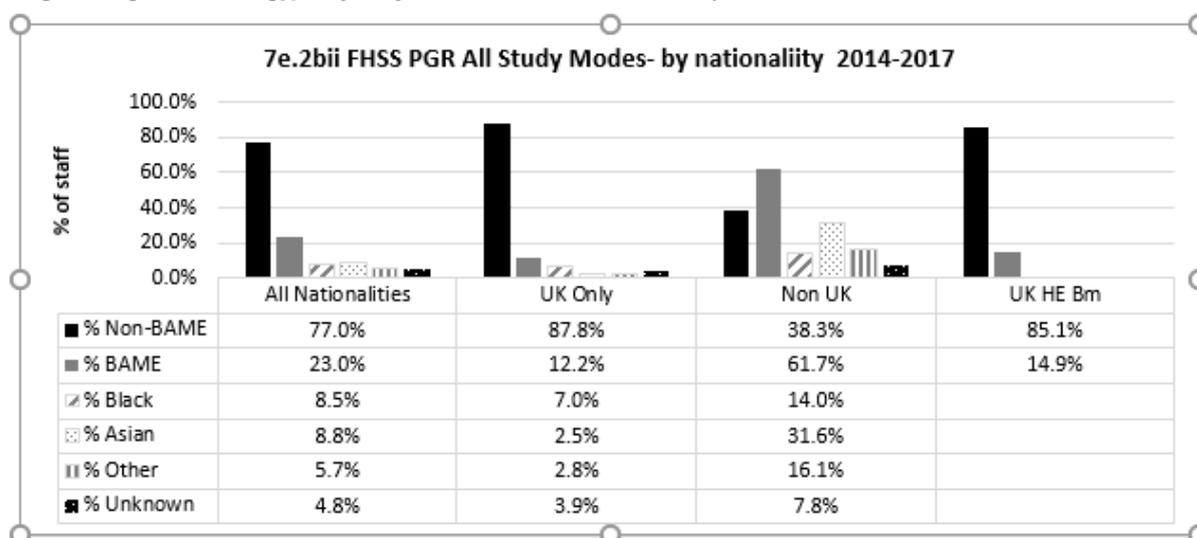
FMHS

7e.2biii FMHS PGR by Nationalities (3 years)- All Study Modes												
	Non-BAME		BAME		Black		Asian		Other		Unknown		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All	279	52.4%	253	47.6%	40	7.5%	95	17.9%	118	22.2%	12	2.3%	532
UK Only	253	67.1%	124	32.9%	32	8.5%	59	15.6%	33	8.8%	8	2.1%	377
Non UK	26	16.8%	129	83.2%	8	5.2%	36	23.2%	85	54.8%		2.6%	155
UK HE		81.9%		18.1%									

The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in postgraduate research SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only

7e.2biv FMHS PGR All Study Modes- by nationaliity 2014-2017

	All Nationalities	UK Only	Non UK	UK HE Bm
■ % Non-BAME	52.4%	67.1%	16.8%	81.9%
■ % BAME	47.6%	32.9%	83.2%	18.1%
% Black	7.5%	8.5%	5.2%	
% Asian	17.9%	15.6%	23.2%	
‖ % Other	22.2%	8.8%	54.8%	
▤ % Unknown	2.3%	2.1%	2.6%	
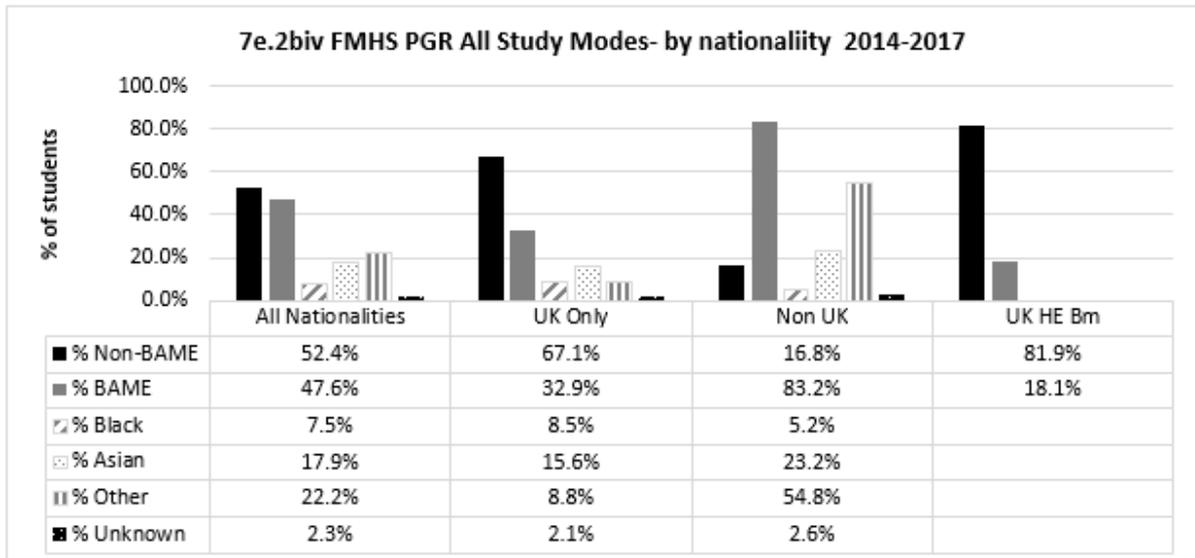
FNS

7e.2bv FNS PGR by Nationalities (3 years)- All Study Modes												
	Non-BAME		BAME		Black		Asian		Other		Unknown		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
All	389	70.1%	166	29.9%	34	6.1%	44	7.9%	88	15.9%	14	2.5%	555
UK Only	349	90.9%	35	9.1%	7	1.8%	15	3.9%	13	3.4%	12	3.1%	384
Non UK	40	23.4%	131	76.6%	27	15.8%	29	17.0%	75	43.9%	2	1.2%	171
UK HE		81.9%		18.1%									

The UK Higher Education sector benchmark is averaged over the 3 year period 2014-2017 taken from the ECU Statistical reports. The numbers represent ethnicity in postgraduate research SET/Non SET (Science, Engineering & Technology) subjects for UK Domiciled students only

7e.2bvi FNS PGR All Study Modes- by nationaliity 2014-2017

	All Nationalities	UK Only	Non UK	UK HE Bm
■ % Non-BAME	70.1%	90.9%	23.4%	81.9%
■ % BAME	29.9%	9.1%	76.6%	18.1%
% Black	6.1%	1.8%	15.8%	
% Asian	7.9%	3.9%	17.0%	
‖ % Other	15.9%	3.4%	43.9%	
▪ % Unknown	2.5%	3.1%	1.2%	
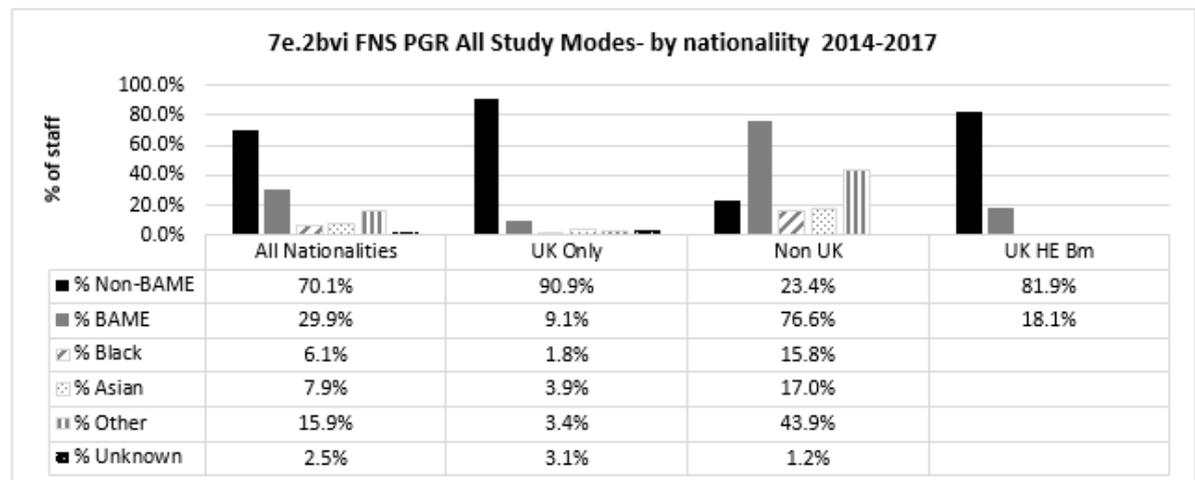
The percentage of BAME PGR students (24%) is lower than BAME PGT (33.3%) and UG (29.9%) student populations. The drop in representation is apparent in both UK (14.3% PGR; 27.4% PGT and 23.9% UG) and non-UK (42.2% PGR; 73.7% PGT and 71.9% UG) groups. Representation of UK BAME PGR students is slightly below UKHEI's (by 0.6%). The fall in representation, compared to UG and PGT, is primarily within the Asian grouping, with UK PGR representation being: Asian 5.4% , Black 5.1% and Other 3.8% and non-UK

representation being Asian: 14.0% , Black 6.9% and Other 21.3%. Keele aims to increase BAME representation in postgraduate study through actions 76a-78.

FMHS has the highest BAME representation (47.6% overall; 32.9% UK-only), followed by FNS (29.9%; 9.1% UK-only) and FHSS, which has the largest overall numbers of PGR student has lowest representation (23.0%; 12.2% UK-only). Representation in FMHS exceeds UKHEI (by 14.8%), but is below sector averages in FNS (by 9.0%) and FHSS (by 2.7%).

Within UK BAME PGR students, highest representation is in the Asian grouping in FMHS (15.6%) and FNS (3.9%) but in the Black grouping (7.0%) in FHSS. For non-UK students, Other students have highest representation in FMHS (54.8%) and FNS (43.9%) and Asian students (31.6%) in FHSS.

The findings from the self-report survey are not reflective of the institutional data (Figure 7e.1iii).

7e.1ciii Relevant Survey Findings			
Question	Non BAME	BAME	Statistical Significance
Where relevant, I would consider a PhD once I have completed my masters' degree.	36.2%	40.0%	no
I would consider a career in academia.	32.8%	25.2%	no

"My feeling is that when it comes to looking into postgraduate options, whatever they might be, I have had to do most of the work myself"-Student Survey Comment

"It is good that the university provides career advice but it would be more helpful to have career opportunities for international students as well especially at postgraduate level where relevant work experience is vital"- Student Survey Comment

Targets have been set to increase BAME representation in areas where the PG population does not reflect the UG body **(Objective 17)**

To support achievement of the targets, Unconscious Bias training will be provided to those with decision making responsibility in postgraduate recruitment **(Action 76a).** Postgraduate Taught courses will be promoted with a BAME focus **(Action 77).** Postgraduate leavers will be analysed by ethnicity and actions put in place in response to the data and leavers feedback **(Action 77a)**

7f Postgraduate employment

7f.1 Graduates in Non Professional Employment by year- UK Only											UK HE Sector	
	Non-BAME		BAME		Black		Asian		Other			
											Non BAME	BAME
	No.	%	No.	%	No.	%	No.	%	No.	%		
All years	543	17.7	98	14.5	19	14.1	60	14.6	19	14.8	10.1	9.4
2013/14	202	18.8	34	13.6	8	18.2	17	10.6	9	19.6	9.9	9.1
2014/15	173	17.6	27	13.8	5	13.2	17	14.0	5	13.9	9.9	9.1
2015/16	168	16.5	37	16.2	6	11.3	26	20.0	5	10.9	10.6	9.9

1 UK HE Sector Benchmark Average between 2013-2016 taken from the ECU Statistical Reports

7f.2 Graduates in Professional Employment by year- UK Only											UK HE Sector	
	Non-BAME		BAME		Black		Asian		Other			
											Non BAME	BAME
	No.	%	No.	%	No.	%	No.	%	No.	%		
All years	1,540	50.2	352	52.2	69	51.1	216	52.6	67	52.3	50.8	44.9
2013/14	548	51.1	134	53.6	23	52.3	89	55.6	22	47.8	51.6	45.5
2014/15	491	50.1	103	52.8	17	44.7	66	54.5	20	55.6	50.2	44.1
2015/16	501	49.3	115	50.2	29	54.7	61	46.9	25	54.3	50.6	45.1

UK HE Sector Benchmark Average between 2013-2016 taken from the ECU Statistical Reports

7f.3 Student Employment and Voluntary roles on campus 2014-2017	Non BAME		BAME	
Role	No. in post	% of population	No. in post	% of population
Graduate Teaching Assistant	57	81.4	13	18.6
Ambassador	442	86.2	109	19.8
Student Union Staff	98	79.7	25	20.3
Student Voice Reps (voluntary)	229	67.8	109	32.3
SU Volunteers	821	68.4	379	31.6

For employment in professional positions, there is a gap in favour of BAME students (+2%) and, at 52.2%, is higher than the sector (by 7.3%). For non-BAME students, Keele is slightly under the benchmark. The average percentage of postgraduate employment in professional positions is similar for ethnic groups but follows the order: Asian, Other, Black and then non-BAME.

Non-BAME students are more likely to be in non-professional occupations, by 3.2%, proportions of students in these occupations exceed UKHEI figures by 7.6% for non-BAME students and 5.1% for BAME students. The percentage of postgraduate employment in non-professional positions is nearly identical for Black, Asian, and Other students.

Disparities are observable in representation of BAME students in paid employment on campus as ambassadors (19.8%), and/or student union staff (20.3%), when compared to the UG (29.9%) and PGT (33.3%) populations. Also graduate teaching assistant representation is low at 18.6% compared with PGR representation (24%). BAME student representation in voluntary positions, such as student voice representatives (32.3%) and student union volunteers (31.6%), are comparable to the percentage of BAME students in the UG and PGT populations.

Findings from the survey partly support the institutional data (table 7e.1ciii)

7e.1ciii Relevant Survey Findings			
Question	Non BAME	BAME	Statistical Significance
I have a good understanding of the graduate-level employment opportunities available to me	37.9%	42.2%	no
Keele University has helped me develop the skills I need to apply for graduate-level jobs.	36.2%	33.3%	no

"A lot of companies wouldn't even consider foreigners because of the work permit and visa. [Keele Careers Service] do explain about visa process, but there's no aid on which companies around Keele will help in sponsoring a visa after graduating"- Student Survey Comment

Further analysis of school level employment data will be analysed to identify areas of racial inequality and guide action planning **(Action 78)**. Careers service access will be analysed by ethnicity to ensure equality of access to the service **(Action 79)**. A BAME Alumni mentoring scheme will be launched to support career development **(Action 80)**.

The recruitment of paid student roles on campus will be analysed to assess the BAME representation at application and shortlisting stages **(Action 81**) and relevant action plans will be developed to ensure equality. The University aims to increase the BAME representation within the Student Ambassador population to be reflective of the overall BAME student population of 30% through engagement with BAME mentoring groups and targeted recruitment **(Action 82)**.

SECTION 7 WORD COUNT: 1,565

Section 8 - Teaching and learning

8a Course content/syllabus

Each School's EDI Group will be asked to consider the content of the curriculum on all of its programmes, and to liaise with Student Voice Groups on this process **(Action 86)**.   We are intending to ensure that all internal quality audits, review and re-validation processes and new course approvals will have a clear focus on all EDI considerations, not least on our institutional commitment to race equality.

Course convenors will be expected to demonstrate how the topics to be covered on the course, including any case studies, have been designed to reflect the diversity of perspectives that might be taken on the subject with respect to race and other relevant differences. This will also extend to the reading material to be recommended and the assessment methods that are used on each of the modules that contribute to the course. Some examples of the ways this is already having an impact are set out below with reference to the work of the Curriculum Annual Review and Development review process, the work of KIITE and the Decolonising the Curriculum Network.

8a.1 Decolonising the Curriculum Network

The Decolonising the Curriculum Network is a grassroots network that seeks to challenge the Eurocentric Western-dominated systems of knowledge that are perpetuated in university curricula. Movements such as 'Rhodes must Fall' in Cape Town and Oxford influenced a number of students and staff at Keele to organise a series of events in 2018. Members of KeeleSU, Keele Postgraduate Association (KPA), and Keele University and College Union (KUCU) have organised teach-in events to generate discussion and interest in changing the Keele curriculum. Members of the RECSAT have been very active in this work and this has been beneficial as a means of providing institutional, and senior management, support for this initiative by aligning it to the commitments set out in 8a above.
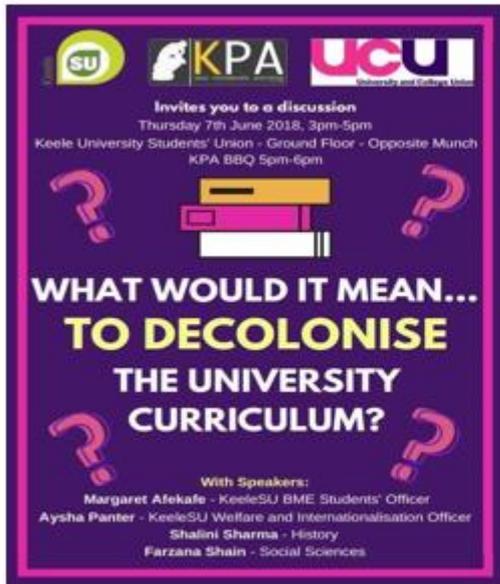
Figure 8ai : Posters from the Decolonising the Curriculum events organised by the UCU, KeeleSU and KPA

The Decolonising the Curriculum Network also launched a Keele University Manifesto for Decolonising the Curriculum and the KeeleSU created a Decolonising Keele video.

Student survey question regarding course content around issues of race and ethnicity, show statistically significant differences in responses between BAME and non-BAME students (Figure 8a.1i) Particularly of note is that <50% of all respondents, regardless of ethnicity, think that ethnicity/race issues are covered where relevant or that they are taught by confident staff in this area.

8a.1i Relevant Survey Responses			
Question	Non BAME	BAME	Statistical Significance
The content of my course reflects the opinions of a wide variety of people	55.2%	44.4%	yes
When relevant, issues of ethnicity and race are included in academic discussions.	48.3%	37.8%	yes
When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.	48.3%	37.8%	yes

Comments from the student survey provide more insight in the survey responses. However, it seems that further work to decolonise the curriculum in all disciplines will be required.

"Specialist courses are diverse and interesting and cover a wide array of cultures and topics (politics student), but core modules tend to be very Western-centric and white"- Student Survey Comment

> *"My lecturers and tutors are all white, if they are not knowledgeable on race issues I'm not surprised, I wish more of my course included books by ethnic authors. White people were not the only ones who contributed to science or education in general"- Student Survey Comment*

> *"Studying a science, learning about race and ethnicity is not what I am paying for and should be left to those whose degrees are more relevant to such issues"-Student Survey Comment*

> The Decolonising the Curriculum Network aims to develop discipline specific groups to embed the decolonisation programme throughout the curriculum **(Actions 83-84)**. Keele Institute for Innovation & Teaching Excellence (KIITE) seeks to embed decolonising the curriculum considerations into the development of new modules and programmes **(Action 85)**. School EDI Groups will play a key role in monitoring and reviewing progress **(Action 86)**.

8a.2 Curriculum Annual Review and Development (CARD) Review

The CARD is Keele's annual monitoring process for all taught programmes. The process underwent a university-wide review, taking into account views across the university with the aim of implementing an improved process for programmes delivered in the 2018/2019 academic year. The review group considered how the BAME attainment gap can be monitored, and possibly addressed, by embedding reflections about good practice with regard to the attainment gap, and how it may be narrowed. The CARD review survey, which was administered to academic staff across the university to gather views as to how the process may be improved, asked participants to respond to the question: "*What is the role of the CARD process in addressing the attainment gap of BAME students?*"

> Consideration of wider EDI issues will be embedded throughout the curriculum decision making structure by ensuring EDI responsibility within job descriptions for key decision makers **(Action 87)** and in the Terms of reference for Education Committees **(Action 88)**

8a.3 Faculty Level Analysis

Although the topic of race equality, or inequality, is not always an explicit focus in modules and assessments, it features already in many modules. Below we outline some examples from the two faculties with a higher than sector average attainment gap, followed by an outline of developments that have or are taking place within institution with regard to integrating topics of race equality into the curricula. We anticipate that the impact of the Decolonising the Curriculum Network and other processes identified here will accelerate the positive changes in this regard.

FHSS

Humanities

Hitherto marginalised voices and the histories and practices of discrimination are examined in, for example, modules on the histories of slavery and the struggle for civil rights in the US, *Eyes on the Prize: The Struggle for Civil Rights in America; Violence and Power in Civil War America,* the history of colonialism and decolonisation within European empires, *The Making of Contemporary Africa; Imperialism and Empire; Religion, Rebellion and the Raj; Negotiating Nationalisms and Partitions in South Asia* and modules that examine non-Western visual, *World Cinemas in the 21st Century; Race and Sexuality on Screen* sound, *World Musics; Indian Music;* and textual cultures, such as global cinemas, postcolonial literatures, *Postcolonial and World Literature in English* music ethnography, *Music Ethnography Methods* and refugee narratives.

Beyond the content and methodology of particular modules, it is notable that the *Department of History* dedicated their January 2019 Away Day to discussing 'Decolonising the Curriculum' and have set up a working group in relation to History and its learning and teaching conventions.

Law

There is an intellectual commitment in the School of Law to the concept of socio-legal scholarship in context, enabling staff to adapt subject teaching to engage students who do not necessarily start with a shared understanding of the English common law tradition.

The provision of 'critical' modules (e.g. *Law in Society*; *Law and Ethics*; *Law and Emotion*; *Citizens Advice Bureau Placement* module) all help non-traditional and international students to adapt to the learning of law. An EDI team (academic staff, both academic and professional services, and a student representative) audits and monitors reading lists for diversity.

Keele Management School

Diversity and inclusion issues are directly covered in *Managing Diversity* and *Contemporary Issues in Management* and will be developed further a new module on *Business Ethics.* Postcolonial theory, cross-cultural management practice and theory, and language and translation are considered in a number of modules, e.g., '*Introduction to International Business.* Generally, there is a heavy emphasis on engagement with international students on a regular basis to ensure any emerging difficulties of particular concern to international, or non-traditional, students are addressed. This indirectly assists in monitoring the performance of, and providing additional assistance to, students who may be from BAME backgrounds.

The School of Politics, Philosophy, International Relations and Environment (SPIRE)

The curricula in SPIRE recognise and offer the opportunity to explore a range of different group identities, such as a modules on *Gendering Global Politics* and the module on *Ancient Philosophy* in which half of the content is dedicated to Eastern traditions. Politics and

International Relations have a broad international focus and include modules on the Middle East, Africa, and the *Politics of Development*.

School of Social Science and Public Policy (SSPP)

Most students in the SSPP study the core principles and fact-base on inclusivity: equality/inequality, social inclusion, social justice, critical approaches to social problems and an overview of core empirical data on UK/European and global patterns of inclusion/exclusion in the core 'protected characteristics'. Modules directly examine social inclusion and the critical social issues that affect student experience – such as class, race, gender, sexuality, age, poverty, disability.

FNS

In FNS, it is only the School of Psychology that engages directly (and indirectly) with issues of race equality. For example, the School offers a module on *Culture and Psychology* that is compulsory for third year single honours BSc students. The module addresses how the predominance of theory and research emanating from Western, Educated, Industrialised, Rich, and Democratic (WEIRD) societies biases knowledge produced by the discipline, and also how cultural differences, similarities, and intersectionalities influence affect, cognition and behaviour. The module *Social Psychology in the Modern World*, which is compulsory for second year BSc students, considers how immigration influences affect, behaviour, and cognition. The newly introduced MSc programme in Applied Social and Political Psychology (ASPP) covers topics such as inter-ethnic relations, inclusion and wellbeing, and social justice for marginalised communities.

8b Teaching and assessment methods

Keele employs a method of anonymous marking wherever possible to avoid marking bias. In assessment methods where this is not possible, and aims to conduct further investigations **(Action 90)**

In **Action 90** we will undertake data analysis to investigate potential bias in assessment where anonymity is not possible. Analysis will be undertaken within the 3 schools with a large BAME population and significant attainment gap (as identified in Action 70) and the results will be received by School SLTDs to develop actions as required

Keele adopts and approach to learning, teaching and assessment that aims to ensure as diverse a range of assessments as possible are used across programmes and, similarly, different teaching methods particularly student-centred learning. Examples of best current practice are demonstrated below from one of our three faculties:

FMHS

The four schools within FMHS are mindful of the need for an accurate reflection of the diversity of local populations within their teaching and assessment materials. Students from

each school undertake placements and need to be prepared for the populations they will encounter on these placements.

Within the School of Medicine, a review of the patient cases used in problem-based learning is being undertaken (120 credit compulsory modules as part of the MBChB programme). The aim of this review is to develop cases that reflect accurately the ethnic diversity of the population without overly promoting ethnic medical stereotypes.

The School of Medicine also extensively uses simulated patients in their teaching and assessment and recognises that these individuals (usually actors) have not accurately reflected the diversity of the local population. The School is now using a different agency, based in Birmingham, who can provide actors to truly represent the local population diversity.

Within the School of Pharmacy, at undergraduate level, virtual patients are used within teaching (120 credit compulsory modules as part of the MPharm programme). The avatars that have been developed do, to some extent, reflect local diversity and this is something that is borne in mind when creating new patient avatars. Other, low fidelity, simulations are also designed with ethnic diversity at their centre.

The School of Health and Rehabilitation has developed a self-declaration form which allows students to document any concerns which may be health-related, or may be a cultural or religious issue. These are shared only with a student's personal tutor and are used to initiate conversations and signposting to meet individual needs.

> *"There needs to be increased transparency and improved feedback, so that differences in grades or treatment will not be perceived as race issues"- Student Focus Group Feedback*

8c Academic confidence

Institutional level Learning & Teaching Design

KIITE has, from 2018, set up a ***Programme Design Consultancy,*** which sets up expert teams of educational developers and learning technologists to work with course leaders as programmes of study are designed. This consultancy works through a series of core questions or themes that course leaders are obliged to address and respond to as they design content, learning spaces, learning activities and assessments.

Five of these Consultancy questions are directed at ensuring that race and ethnicity are considered in educational design:

1. **What does 'decolonising the curriculum' mean in relation to this programme?**
This question obliges course leaders to address the 'decolonising' question in a context and discipline specific way

2. **How will the programme reflect an appropriate spectrum of expertise, perspective and approach?**

This question forces course designers to think through the diversity of their content, and the diversity of perspectives raised in the debates and enquiry the course stimulates

3. How will you support your students to produce and showcase diverse outputs?
This question obliges course designers to think through assessment forms and outputs that are inclusive in relation to the talent, experience and potential of diverse students, and to be wary of reproducing academic and assessment conventions that might disadvantage or disengage BAME cohorts

4, In which ways will you allow your students to engage with peer, external, public audiences?
This question obliges course designers to consider how learning activities and outputs might be linked to, and be relevant to diverse ethnic audiences: audiences that are engaging and relevant to BAME students. This helps prevent students from being 'alienated' or intimidated by the presumed 'academy' / academic audience for their work, and helps them see the 'applied' impact of their work in relation to communities they belong to

5. How will you offer programme co-design opportunities for your students?
Importantly, this theme allows students not just to react to, or protest about, the limitations of the curriculum in relation to race and ethnicity: it obliges course designers to give space to student co-design and co-resourcing from the start. In this way, BAME students have the opportunity to decolonise (or liberate) the curriculum at the design stage, avoiding merely 'reactive' or confrontational approaches

Programme leaders to address the theme in their Programme proposals and as part of KIITE programme design consultancy and KIITE to report on issues of decolonising the curriculum to the Education Committee twice yearly (Action 85)

Teaching Innovation Projects Scheme (TIPS)

TIPS, managed by the Academic Development Team, awards funding up to a maximum of £5,000 per project to develop and evaluate teaching and learning innovations. In the 2017/2018 academic year, a targeted call was made for project proposals addressing the BAME attainment gap. The scheme awarded funding to one project that seeks to address the BAME attainment gap by developing a tool for educators to break down barriers to in-class engagement and empowered learning through creative engagement workshops.

SECTION 8 WORD COUNT: 2,092

9   Any other information

9a.1 Graduation Invocation

Keele's graduation ceremonies are held in the Chapel and at the outset a Chaplain read out an invocation which had strong Christian connotations. Feedback to the RECSAT was that the ritual was alienating because of its perceived religious undertones.

The co-chairs of the RECSAT worked with the Chaplain to replace the invocation with a secularised 'University Thanksgiving' for the Summer 2018 ceremonies onwards. It is now read at the end of the ceremony and gives thanks for the graduates, their families, and the university, as well as reflecting on the opportunities and possibilities open to the new graduates.

9a.2 Keele Excellence Awards

Colleagues from the Black and Minority Ethnic Staff Network/ Race Equality Charter Self-Assessment Team

Equality, Diversity and Inclusion

Advancing Race Equality is a key objective of the University, requiring staff and student engagement and support. A number of significant pieces of work are being undertaken across the University currently towards the achievement of this objective. Key groups contributing to this work are the Black and Minority Ethnic Staff Network and the Race Equality Charter self-assessment team.

In November 2017 the Keele Excellence Award scheme was expanded to include a number of new categories aligned to University key strategic themes. Colleagues from the BAME Staff Network and RECSAT won the EDI award sharing £1,000 and attended the Graduation Gala Dinner.

9a.3 Race Equality Charter Lecture Series

The Race Equality Charter Lecture Series was held in the 2017/18 academic year and promoted as part of RECSAT activities. The objectives of the lecture series were:

1.   To establish Keele University as an institution that generates anti-racist dialogue and knowledge.
2.   To engage and connect staff and students from across the University, particularly those who are involved in anti-racist work.
3.   To develop a bank of training materials by filming all lectures and uploading these lectures to the REC lecture series web space.

4.   To establish an approach whereby senior leaders are leading the work of anti-racism from the front.

A total of 17 speakers presented their work across 12 events – attended by over 700 people:

Event Date	Speaker	Event Title
06/12/2017	Professor Shane O'Neill University of Keele	*Global justice as decolonisation*
08/12/2017	Mark Blake, Black Training and Enterprise Group	*Race and the UK justice system: The Young Review, the Lammy Review and race Disparity Audit – will contemporary efforts to address long standing inequalities work?*
21/02/2018	Dr Steve Kirkwood, University of Edinburgh	*History in the service of politics: Constructing narratives of history during the European refugee crisis*
23/02/2018	-Dr Jenny Douglas,T he Open University -Dr Deborah Gabriel, Bournemouth University -Dr Josephine Kwalhi, Coventry University -Dr Marcia Wilson, University of East London -Professor Claudia Bernard, Goldsmiths	*Inside the ivory tower: Narratives of women of colour surviving and thriving inside British academia*
07/03/2018	Dr Aarti Iyer, University of Sheffield	*Group status shapes evaluations of solidarity action by high-status group leaders in social justice efforts*
21/03/2018	Professor Eyad Maher Dabbah, Queen Mary	*Race, religion and identity in the Middle-East*
21/03/2018	Professor David Gilborn, University of Birmingham	*The betrayal of white pupils*
16/04/2018	David Olusoga	*Black and British: A forgotten history*
18/04/2018	Professor Kiran Trehan, University of Birmingham	*"I still haven't found what I'm looking for": Understanding and working with race, equality, and diversity*
21/04/2018	Lola Olufemi, University Students' Union	*Decolonising the curriculum*
25/04/2018	Professor Kalwant Bhopal, University of Birmingham	*BME experiences in higher education: Social justice, inclusion and white privilege.*
14/05/2018	Dr Omar Khan, Runnymede Trust Dr Naomi Flynn, Reading University	*Race and racism in contemporary Britain: National issues, local solutions*
21/06/2018	Dr Muzammil Quraishi, University of Salford	*Researching racism: Aa look at methodology and undertaking research on discrimination within a prison setting*

We have committed to continuing the REC Lecture Series in the 2018/19 academic year and beyond to promote anti-racist dialogue across the Institution.

The series will draw on the initiatives and resources of units across the University and engage all faculties (Action 53).

Figure 9a.3i: David Olusoga presenting at Keele University as part of the race equality charter lecture series

SECTION 9 WORD COUNT: 298

Race Equality Charter- Self Assessment Team (RECSAT) Action Plan (Staff)

Whilst Keele University believes that all of the actions as outlined below are important to the attainment of race equality, the following actions have been highlighted as a priority in terms of timescale and resources:

1. **Action 7- Training for managers on unconscious bias in key decision making processes**
2. **Action 26- Diversification of recruitment panels to improve the success rate of BAME candidates at shortlisting and appointment stages**
3. **Action 45 Trial of anonymous applications to improve the success rate of BAME candidates in PS roles at shortlisting and appointment stages**
4. **Actions 17- 19 New bullying & harassment procedure supported by training and awareness raising campaign**
5. **Action 12 Analysis of data at local level and specific local actions developed**
6. **Actions 35-36 Advertising leadership roles internally and monitoring recruitment trends to support promotion readiness and success**

Section 2 The Self-Assessment Process							
Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
Objective 1: Increase engagement with development of the REC action plan and future submissions							
2c. Involvement, consultation, and communication Action 1	Future actions to involve more senior managers and more BAME staff/students, and professional support staff in RECSATS	Increase diversity of the RECSAT and gain a more balanced representation from across the university	Invitations to join the RECSAT are sent, outlining particularly underrepresented group. UEC members to be invited directly	Sept 2019	Feb 2022 ongoing	RECSAT Co-chairs	Increase in senior leadership by 2 Executive level members Increase in professional and support staff by 2 members

						Increase BAME representation, including at least one non-visible BAME member, to 50% overall
2d. Future of the self-assessment team Action 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 EDI Steering Group and programme of SAT meetings agreed.	Sept 19	Feb 2022	REC SAT Co-Chairs	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. |
| 2d. Future of the self-assessment team Action 3 | Faculty, Directorates and school level EDI groups are key in supporting the implementation of the race equality charter action plan. | 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 EDI Steering group | Feb 2019 | Sep 2019 | EDI Faculty Chairs, EDI Steering Group | Faculty, School and Directorate EDI group membership is analysed by EDISG and actions in place to address any areas of underrepresentati on compared to |

	BAME representation needs to be present at all levels					the university overall BAME population

Section 3 Institution and Local Context

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
3b. Overview of the local population and context Action 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	Feb 20	Feb 22	RIE/ Institute for Social Inclusion/ Muslim chaplain	At least 3 links made with local ethnic minority community groups Qualitative evidence indicates that job applicants have been put in touch with Keele. Increase in number of BAME staff applying/successfully recruited (as per recruitment targets)

Section 4 Staff Profile

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
Objective 2: The University aims to increase academic staff BAME representation to a target of 22.7% (UK HE Sector UK Student Average) by 2028. Reviewed against 3 yearly targets:							

Current: 10.5% 2022: 13.2% 2025: 17.3% 2028: 22.7%							
4a.1 Academic staff profile Action 5	Increase the number of staff disclosing their ethnicity.	Unknown ethnicity for 4.4% Academic and 2.1% Professional & Support Staff	Annual universal communication to encourage staff to disclosure their personal data, specifically with regards to ethnicity for the work of the REC.	July 19 (and annually there after)	Feb 2021	Head of HR (Strategy & Policy)	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
			Targeted communication to staff who have unknown or refused ethnicity and operational staff with	July 19	Sept 19	Head of HR (Strategy & Policy)	

			limited access to computers				
4a.1 Academic staff profile Action 6	Develop and implement unconscious bias (UB) training for all staff with management/staff decision making responsibilities which includes examples of and strategies to address UB in all key decision making areas including, probation, career development, profile raising opportunities, grievance and disciplinaries, exit interviews, appraisal, promotions, recruitment and day to day lived	To achieve our ambitious population targets changes need to made throughout all management process and that unconscious bias may be present within all key decision making stages (note: this action applies to both academic and professional & support staff equally)	Suitable UB training is sourced/developed via a full training needs analysis Line managers/key staff decision makers are identified	Feb 2019	Sep 2020	HR/OD/Deans & Directors	100% of identified line managers/key decision makers have completed the UB training by Sep 2020 Aim for at least 75% of attendees to rate outcome of the training as effective in improving EDI consideration in their decision making and raising awareness of potential UB

	experiences of BAME staff						
4a.1 Academic staff profile Action 7	Unconscious Bias & Cultural training (including white privilege and awareness of macroaggressions) 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	Feb 2019	Sep 2020	HR	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
4a.2 Academic Staff by Faculty Action 8	Whilst overall at institutional and at faculty level Keele has a lower BAME representation than the UK Higher Education Sector, it is felt	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	Sept 19	Jul 20	HR, School EDI groups, Faculty EDI Groups	100% of schools have analysed their data, identified any areas of under representation and developed at least 3 actions to address the issues identified.

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
	that further scrutiny at school level may identify pockets of under-representation		Actions reported to Faculty EDI Groups	Start	End		
				Start	**End**		

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 stages (Objective 8) and BAME promotions rates align with Non BAME success rates (Objective 9)

Increase the Grade 9 BAME population:
Current: 4.7%
2022: 5.6%
2025: 87.4%
2028: 10.1%
2031: 13.7%
2034: 18.2%

Increase the Grade 10 BAME population:
Current: 7.6%
2022: 8.4%
2025: 10.1%
2028: 12.6%
2031: 15.9%
2034: 20.1%

4a.6 Academic Part Time Working Action 8a	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	Sep 2019	Sep 2021	Dir. HR	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
Objective 4: Reduce Academic BAME staff turnover to align with Non BAME staff by 2034. Current : 16.2% 2022: 16.0% 2025: 15.5% 2028: 14.8% 2031: 13.9% 2034: 12.8% However, it should be recognised that BREXIT might be expected to have an effect on international staff turnover and as such we are mindful that this may affect the targets							
4a.6 Academic Turnover Action 9	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	Exit interview questionnaire to be updated to include cultural inclusivity questions.	Feb 2019	Feb 2022	Dir HR.	100% of leavers to have been offered exit interviews. This will be confirmed within a check box on the HR system. The exit interview includes questions regarding inclusive culture (generic questions for all, then analysed by ethnicity) and to capture issues raised

		procedure to allow leavers the opportunity specifically to raise issues they may have had.	Exit interview procedure, to include choice of interviewer, to be devised, circulated to managers, advertised on the E&D blog, and operationalised.			any qualitative REC data gathering and action is taken to address issues identified
4a.6 Academic Turnover Action 10	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.	Feb 20	Feb 22	Head of HR (Strategy & Policy)

Faculty EDI Committees | 100 % of Faculties have analysed their data and at least 3 specific actions developed, communicated and implemented. |

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
4a.6 Academic Turnover Action 11	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	Jan 20	Feb 22	HR	50% of Non-UK staff take up the additional support, which they report as being useful.

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
Objective 5: Increase the professional & 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%)							
4b.2 Professional & Support	Further scrutiny at individual Directorate level	Assessment of population, grade, recruitment,	Directorate level staff data by	Sept 19	Jul 20	HR, Directors,	100% of directorates have analysed their data, identified any areas of under representation and developed at least

Staff Profile by Faculty Action 12	may identify specific areas of under representation that require targeted actions	turnover and internal promotion at Faculty level	ethnicity is gathered and presented to Directors for analysis and action				3 actions to address the issues identified.
4b.4 Professional & Support Staff Fixed Term Contracts Action 13	Take steps to make the number of BAME PSS staff appointed to fixed term contract equitable to Non BAME PSS staff Remove the disparity between non-UK non-BAME and non-UK BAME academic staff on FTCs	Currently there are 15.8% of BAME staff working on a fixed term contract 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 fixed term contract processes to ensure adequate scrutiny of decisions to appoint to fixed term rather than substantive posts	Apr 20	Feb 21	Head of HR (Operations), Directors	The application of fixed term contracts is equitable between BAME & Non BAME
Objective 6: Maintain P&S BAME staff turnover in line with Non BAME staff (noting the effect of fixed term contracts)							
4b.6 Professional & Support Staff	Analysis and reporting undertaken on data gathered by the exit interview	BAME staff turnover is higher than non-BAME. This will provide	See Academic exit interview development plans	Apr 20	Feb 22	Head of HR (Operations), Directors	Exit interview data gathered for all Professional & support staff leaving the University or moving departments

Turnover Action 14	and leavers questionnaire processes (for both leavers from the university and from the department following an internal move)	data to identify underlying reasons	(Section 4a.6 Action 1) Data on reasons for leaving, where possible broken down by ethnicity and faculty, shared with EDI groups/Directors.				Department specific actions developed, communicated and implemented (specifically focussing on operational staff)
Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
4c. Grievances and disciplinaries Action 15	Staff surveys to be administered at the beginning and end of the reporting period to provide a baseline and measure success. Survey to include a specific section focussing on	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	Survey questions are developed Survey is communicated and completed, and participation from teaching	Sep 2019	Sep 2021	HR, RECSAT, EDI Steering Group	Survey is conducted with higher engagement than original REC survey (62% BAME staff completion) and higher engagement from PSS staff. A targeted action plan is developed from the analysis

	experience of raising concerns	targeted interventions	focused staff and PSS is encouraged. Responses analysed				
4c. Grievances and disciplinaries Action 16	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 EDI Steering Group/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	Sept 19	Jul 20	REC Co-Chairs, EDI Steering Group	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 EDI Steering Group, identification of at least 3 actions per year to address issues identified

			Annual analysis of trends by EDI Steering Group				
4c. Grievances and disciplinaries Action 17	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.\n\nUpdated procedure approved by UEC\n\nNew policy in place and communicated.	Feb 19	Jul 19	Head of HR (Strategy & Policy)	Measure of staff experiences as above in action 1.\n\nReduction in difference between anonymous and formal reporting levels as a measure of increased confidence in reporting incidents of racial B&H within the first 3 years (a rise in reporting is expected)\n\nIn the long term to then see a reduction in both anonymous and formal reporting
4c. Grievances and disciplinaries Action 18	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	Extend the #neverok student led campaign to raise awareness of everyone's	May 19	July 20	EDI Champions	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

		incident reporting due a perception of inaction or lack of understanding	role in speaking out against harassment				
4c. Grievances and disciplinaries Action 19	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.	May 19	July 20	OD Advisor and EDI team	100% Heads of School and members of the ULG group to have attended the training. Perceptions of racial B&H incidents and reporting in 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.
4c. Grievances and disciplinaries Action 20	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	May 19	July 20	BAME Staff Network	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
Objective 7: Increase BAME representation within the University Council to a minimum 15% BAME on by 2021.							

4d. Decision making boards and committees Action 21	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	Aug 19	Annually	DVC, Deans, Academic Registrar.	Target reflective of BAME staff population of 14.4% as Senate/ Council observers by 2022 (in line with Academic BAME population target)
4d. Decision-making boards and	Senior managers to cascade learning from the	Share knowledge and learning from the scheme and	Communications from senior	Sept 19	Jan 20	UEC members participatin	At least one blog per semester from a member of the senior leadership team

committees Action 22	race equality mentoring scheme	promote the importance of race and raise awareness of racism within the workplace	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			g in the Race Equality Mentoring Scheme	to share their experiences of the mentoring scheme Evaluation following the 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 programs 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
4d. Decision-making boards and committees Action 23	Enhance attention to E&D issues at policy development stage.	We have recently updated our Equality Impact Assessment process, and training is being provided for all Academic and Central Service areas. Monitoring	Quarterly reporting to Deans and Heads of Service on EA completion provided.	Apr 19	Feb 22	Head of HR Deans and Directors	100% policies have an EA before being sent for approval. Monitoring takes place within HR/Academic Services/EDI Groups

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Start	End	Person Responsible	Success Criteria and Outcome
		of compliance is required					
4e. Equal Pay Audit Action 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	Feb 2020	Annual Review	Head of HR (Strategy), 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

Section 5 Academic Staff: Recruitment, Progression and Development							
Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
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: Current: 21.2% 2022: 24.1% 2025: 28.4% 2028: 34.1%							

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

| 5a. Academic recruitment Action 26 | Develop a pool of BAME staff members to diversify recruitment panels prioritised for recruitment to grade 9 and above posts.

Pool may also include external panel members from the 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 | Feb 19 | July 19 and ongoing | HR/BAME Network leads | A pool of BAME staff is engaged and trained for inclusion on recruitment panels (both internal & external staff)

50% of Grade 9 and above academic posts have at least one BAME panel member

contribution to your recruitment targets |

			of interview panels				
5a. Academic recruitment Action 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	Jun 19	Feb 20	HR	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

			requirements and resources Develop reporting in Keele People to be able to report on the composition of recruitment panels				
5a. Academic recruitment Action 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	June 19	Annually thereafter	Head of Communications (MaC)	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)

			Annual review of webpages to be undertaken by each school and department against the EDI document.				
5a. Academic recruitment Action 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	Sept 21	Feb 22	RIE, KIITE, HR	Fellowship scheme is recruited to and a BAME academic completes the scheme successfully
4d. Decision making boards and committees Action 24	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	Head hunters briefed to collect this information.	Sept 19	Feb 22	HR Director	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
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)							
5c. Appraisal/development review Action 30	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.	Feb 2019	ongoing	Director of HR, ILGE, Deans.	Staff Surveys show more BAME staff encouraged to think about promotion trajectories in appraisals. Increase success rate of BAME staff at Senior Lecturer+ Promotions, and increase number of BAME staff applying at Reader & Professorial levels (see Section 5)
5c. Appraisal/development review Action 31	All BAME staff identified at appraisals as being within 2 years of promotion to be offered a mentor and/ or training to help them reach required standards.	To increase number of BAME staff applying for promotion and improve the number of successful applications from BAME staff.	Report to EDISG.	Feb 2019	ongoing	Faculty Deans (in conjunction with HoS's and OD)	Linked to promotion targets - Objective. Increase number of BAME staff applying and being successful.

5d. Academic promotion Action 32	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 Organisation Development marketing materials Programme marketed direct to Heads of School before appraisals with a request that they share with appropriate staff in their school.	Apr 19	Oct 19	OD Officer Heads of 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
5d. Academic promotion Action 33	Offer shadowing/observation opportunities for BAME staff who attend leadership development programmes (Aurora or	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	Oct 19	annually thereafter.	Faculty Deans and Heads of School.	3 BAME staff members annually to participate. Qualitative feedback gained from participants to assess impact

			observation at Faculty Executive Groups.				
5d. Academic promotion Action 34	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	Oct 2019	Sep 2020	Heads of School & Deans	Data for 100% of administrative roles is gathered and analysed Outcome of analysis to be reported to the EDI Steering group and actions identified and embedded
5d. Academic promotion Action 35	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	All Faculty EDI Groups to offer example of email advertising leadership opportunities; all School EDI Groups to agenda advertisemen	Feb 2019	ongoing	Deans, Faculty and School EDI Champions together with Heads of School	At least 75% of Schools to have internally advertised all key leadership positions, with terms of office, by 2022. Faculty EDI Groups to monitor applicants and success rates by ethnicity.

			such roles is unknown	t and decide how monitoring can be undertaken.			
5d. Academic promotion Action 36	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 Faculty EDI group	Feb 2019	ongoing	Deans, Faculty and School EDI Champions	At least 75% of Schools to have gathered an assessed acting up/key leadership roles
5d. Academic promotion Action 37	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.	May 2019	August 2019	DVC, Registrar.	Short-term outcome: more diverse range of expert assessors contacted Longer term outcome to reach targets as outlined in Promotions action1

5e. Research Excellence Framework (REF) Action 38	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	EDI statement requirement is raised within the relevant REF planning group	Feb 19	June 2019	REC Co-chair, REF Strategy Steering 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
5e. Research Excellence Framework (REF) Action 39	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	Sep 2019	Sep 2020	REF Strategy Steering 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
5f. Support given to early career researchers Action 40	Develop Faculty-based Early-career workshops on career planning to	We already provide workshops to colleagues on promotion to SL/ STF and Reader/	Annual workshop in each Faculty.	June 2019	annually	Faculty Champions and Associate Deans.	An average of 20% BAME attendees to sign up annually for each Career planning workshop; positive feedback from workshop evaluations.

	augment the institutional workshops we already run on promotion to SL/STF and Chair.	Chair. However, we think it would be more useful to target people at different stages of their careers. A workshop on career planning at early stage could cover issues such as prioritising, time management, and other Early Career (EC) issues.				Long-term outcome: helps achieve future increase BAME staff applying for promotion to SL/STF/SRF
5f. Support given to early career researchers Action 41	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	Gather data on BAME participation and employment outcomes	Jul 19	annually	Faculty research Office & Student Services	Monitor scheme attendance to ensure BAME representation aligns with post graduate 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 |

		publish through Keele and build their networks.					
5f. Support given to early career researchers Action 42	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	Sep 2019	Sep 2021	REC Co-Chairs	Action Plan is formulated to support career development of researchers (and teaching focused staff)
5g. Profile-raising opportunities Action 43	It is acknowledged that opportunities	The University does not have systems in place to either formally	The school of midwifery and nursing have a	Feb 20	Feb 2022	Deans & Heads of Schools	A system of monitoring of profile raising opportunities undertaken by staff is shared with all schools that meets the

	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.	promote and allocate such opportunities to ensure transparency and equitable opportunity for BAME staff	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				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.

Section 6 Professional and Support Staff: Recruitment, Progression, and Development							
Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
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%

| 6a. Professional and support staff recruitment Action 44 | 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 | 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 | Feb 19 | Jun 19 & ongoing | Head of HR

EDI Steering Group | Reporting on recruitment panels presented annual to EDI Steering Group

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 |
|---|---|---|---|---|---|---|---|

	representation and greatest reduction in BAME representation throughout recruitment stages						
6a. Professional and support staff recruitment Action 45	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 EDI Steering Group	Sept 19	Dec 20	HR Information & Systems Manager Director of MAC Director of SAS	If the data analysis shows that there is an increase in shortlisting rates of BAME applicants, EDI Steering Group 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

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
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%							
4b.3 Professional & Support Staff by Grade Action 46	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.	Feb 19	Feb 20	OD Officer	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
4b.3 Professional & Support Staff by Grade Action 47	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.	Apr 19	Feb 22	OD Officer	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

6d. Professional and support staff career development Action 48	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 EDI Steering group	June 20	June 21	HR MI & Systems Manager EDI Steering Group	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
6d. Professional and support staff career development Action 49	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	Report annually how many Acting-up appointments have occurred, and what proportion have been advertised. Review application and uptake of BAME staff	Apr 20	annually	DVC, Deans and Directors	At least 75% of Acting Up positions are internally advertised by 2019. Consistency of BAME representation throughout of application, shortlisting and success rate is evident from the data

		positions in a transparent way.	compared to Non BAME				
6d. Professional and support staff career development Action 50	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.	Apr 19	Oct 19	OD Officer Heads of School and Directors	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
6d. Professional and support staff career development Action 51	Offer shadowing/observation opportunities for BAME staff who attend	To enable BAME staff to make informed decisions about possible	Ask all Heads of School and Directors to identify shadowing opportunities;	Oct 2019	annually thereafter.	Faculty Deans, Directors and Heads of School	2 BAME staff members annually to participate. Qualitative feedback gained to assess impact.

	leadership development programmes (Aurora or Future BAME Leaders')	leadership opportunities.	secure agreement from Deans to allow observation at Faculty Executive Groups.				
6d. Professional and support staff career development Action 52	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	Sept 21	ongoing	Deans, Faculty and School EDI Champions	School EDI Groups/ each directorate to identify relevant committees and monitor membership by ethnicity. Evaluate annually to monitor increase in BAME representation to on committees to mirror BAME population (currently 3% and increasing in line with population targets)

			transparent system of membership				

Section 9: Additional Information

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
9 Additional Information Action 53	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	Sep 2019	Dec 2021	RECSAT, EDI Champions, UCU, Student Union, Keele Postgrad Associations	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 One relevant event from each faculty per academic year

Race Equality Charter- Self Assessment Team (RECSAT) Action Plan (Student)

Whilst Keele University believes that all of the actions as outlined below are important to the attainment of race equality, the following actions have been highlighted as a priority in terms of timescale and resources:

1. **Actions 83-85 To reduce the attainment gap through Decolonising the Curriculum Network project**
2. **Action 70 Identify 3 modules to conduct a pilot study to evaluate assessment and teaching and identifying interventions to reduce the attainment gap**
3. **Actions 71-72 Student Survey and Focus Group follow up to provide baseline data of BAME student experiences to measure success of interventions**
4. **Action 63 Cultural Awareness training for all student facing staff**
5. **Actions 76-77, to increase BAME student progression into postgraduate study**

Section 7 Student Pipeline							
Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
Objective 12: Undertake further 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 to zero by 2039 in line with attainment gap targets							
7a. Admissions Action 54	Unconscious Bias in admissions training for all staff who have Level 1 decision making responsibility in the admissions process both	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	Develop Feb 20	Launch ready for Jan 2021 intake	Admissions & OD	Training programme in place and 100% of Level 1 admission decision makers have completed the training

	centralised and within schools		used as a foundation) Face-to-face training is developed or suitable external training package identified				Training feedback shows at least 75% of attendees feel more able to actively consider EDI issues and potential UB in admissions
7a. Admissions Action 55	Unconscious Bias in admissions guidance produced for all staff who have Level 2 occasional involvement in the admissions decision making both centralised and within schools	To support best practice in the admissions process	A guidance document and additional online training is developed for Level 2 admissions staff	Develop Feb 20	Launch ready for Jan 2021 intake	Admissions & OD, disseminated by Directors of Learning & teaching	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
7a. Admissions Action 56	Unconscious Bias in admissions guidance produced for all staff who have Level 3 wider admissions process	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	Develop Feb 2021	Launch ready for August 2021 clearing	Admissions/MaC	100% of staff involved in clearing and student ambassadors in open days have received this guidance

	involvement, e.g. clearing call centre operatives, open day/offer holder day ambassadors						
7a. Admissions Action 57	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 and develop faculty specific actions	Students Admissions team to further analyse UCAS offer data at Faculty level	Sep 2019	Jan 2020	Student Admissions/ Information team/Faculty Learning & Teaching Committees	Report for each faculty produced and considered at Faculty Learning & Teaching Committees for specific action identification. 3 actions developed and embedded in each faculty
7a. Admissions Action 58	Investigate further the relationship between offer tariff and student progression and attainment	Gather data to support further work to reduce attainment gaps	Quantitative analysis of entry qualifications and their relationship to student progression and attainment conducted Provide Red, Amber, Green	Sep 2019	Jan 2020	Student Admissions/ Information team/Faculty Learning & Teaching Committees	Report considered at Faculty Learning & Teaching Committees for specific action identification

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes Start	Timeframes End	Person Responsible	Success Criteria and Outcome
			ratings for each faculty to guide discussion				
Objective 13: Investigate BAME representation at local level and identify specific actions							
7b. Undergraduate student body Action 59	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 and analysed by each school EDI committee School level actions are developed	June 2019	Sep 2019	Faculty Deans	Further information of BAME population at school level is gathered and 3 actions for each school with lower than UK HE sector benchmarks are identified and embedded
7b. Undergraduate student body Action 60	Continue to build on a calendar of events throughout the University to showcase and	To celebrate the diversity of Keele, reduce potential racial tension	Annual diversity calendar is populated Events are widely communicated	2019 (calendar published in January 2019)	Review annually	Student Service- Student Equality officer (Lead) supported by Students Union/Keele	Continual revision and production of calendar, increasing awareness of cultural events.

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes Start	End	Person Responsible	Success Criteria and Outcome
	Monitoring event attendance		Establish baseline of attendance at key events. Review improvement in following year	Sep 2020 Sep 2021	Annual review	Postgraduate Association	Increase percentage of students attending key events within Black History month and other race relevant events

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%

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes Start	End	Person Responsible	Success Criteria and Outcome
7c. Course progression Action 61	Gather more detailed qualitative data, including reasons, for non - progression and analyse by ethnicity	Gain a deeper understanding of reasons for leaving the university	Exit interviews analysed by key groups (including ethnicity) and reasons for leaving analysed. Analyse uptake of face to face exit interview by	April 2019	Annual Review	Planning & Analysis team (quantitative data), Student Services, SU/KPA	Assess the percentage of students leaving who engage in the exit interview process, comparing BAME and Non BAME populations

			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 and culture at Keele				Aim to reach comparable percentage of BAME and Non BAME student participation Develop a targeted approach for groups less likely to engage.
7c. Course progression Action 62	Ensure consistent support from personal tutors for all students to support attainment	BAME students, particularly international students, report uncertainty of personal tutor protocol and 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	Sep 2019	Annual review	Education Committee/ PVC Students	100% of personal tutors and students receive a guidance reminder An increase in BAME student satisfaction with support from

			Include issues of BAME student grading perceptions (Action 87)				personal tutors is evidenced in student survey and further qualitative focus groups by Sep 2020
7c. Course progression Action 63	All student facing staff to receive training on **cultural awareness**, particularly in relation to BAME student experiences	To develop an inclusive culture and improved experiences for BAME students resulting in increases progression rates and attainment	Cultural awareness training is developed for all staff either online of face to face as identified through a full training needs analysis	March 2019	Sep 2020	Led by Deans and Directors with support from KIITE, SU BME Officer, KPA EDI Officer, OD	75% of personal tutors receive cultural awareness training 100% of feedback from the training shows feedback that staff are more informed and equipped to deal with potential unconscious bias.
7c. Course progression Action 64	University to partner with Students Union/KPA to provide inclusivity training and cultural awareness for societies and clubs	Increase engagement of BAME students with societies	Training is developed in the form of face to face and online	September 2019	January 2020	Student Union/KPA/Student Services	100% of student society chairs (or named representative) have received relevant training

7c. Course progression Action 65	Continued promotion and improvement of BAME student engagement with extra-curricular activities, including social and 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	June 2019	June 2021	Students Services, Students' Union	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
7c. Course progression Action 66	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 and outcomes	Jan 2019 May 2019	Jun 2019 Dec 2021	Student Services and SU/KPA	a) Annual Report and action plan developed b) A partnership agreement is developed to share staff time with local institutions

| | | | b)Develop partnership agreements with Staffs University and Further Education providers,

c)Develop a larger and more diverse counselling offer | Feb 2019 | Feb 2024 | | c) Increase in staff diversity within service. |
|---|---|---|---|---|---|---|---|
| 7c. Course progression Action 67 | 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) | May 2019 | Delivered to students September 2019 | Student Services, KIITE (as part of academic induction), SU/KPA | 75% of student receive training.

Reduction in BAME student experiences of racial harassment from 2.98 mean (REC survey 2019) by 50% in 2022 |
| 7c. Course progression Action 68 | Research into potential role of Intercultural Ambassadors to promote and facilitate diversity and inclusion | Improve the culture of inclusivity at Keele | Pilot system to be trialled | Sep 2020 | Sep 2021 | Marketing & Communications in partnership with SU/KPA & SAS | Pilot scheme is evaluated to determine positive effects on student experience and engagement |

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes Start	Timeframes End	Person Responsible	Success Criteria and Outcome
7c. Course progression Action 69	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 and working groups to include the BAME/International officers	Sep 2019	Annual review	students' Union, Keele Communities Together and RECSAT	Involvement of BME/ reps in 100% key institutional groups (to agreed involvement level as practical)

Objective 15: University Wide UK Student Attainment Gap to meet the OfS target to eliminate the Attainment Gap by 2039
Current: 16.6%
2019-2022: 16.2%
2022-2025: 15.4%
2025-2028: 13.7%
2028-2031: 11.2%
2031-2034: 7.9%
2034-2037: 3.7%
2037-2039: 0%

FHSS UK Student Attainment Gap targets:
Current: 24.4%
2019-2022: 24.1%
2022-2025: 21.6%
2025-2028: 17.8%

2028-2031: 12.7%
2031-2034: 7.6%
2034-2037:1.3%
2037-2039:0%

FNS UK Student Attainment Gap targets:
Current: 14.2%
2019-2022: 13.5%
2022-2025: 12.1%
2025-2028: 9.9%
2028-2031: 7.1%
2031-2034: 4.3%
2034-2037: 0.7%
2037-2039: 0%

Note: FMHS does not show a significant attainment gap and therefore no action will be taken in this Faculty, however, we will continue to monitor annually.

7d. Attainment Action 70	Identify three modules with large number of BAME students plus a significant attainment gap with the aim of focused evaluation of assessment and teaching and identifying interventions to	Attainment gap has been reported at Faculty level, however, module level actions are needed for further analysis	All modules are analysed and three identified Student focus groups are held Evaluation is undertaken	Sep 2019	Jun 2020	School/Faculty Education committee/ School EDI group	The attainment gap within each 3 modules is reduced over a 3 year period in line with Faculty targets (Action 21) to reach a zero attainment gap by 2039 Based on evaluation of pilot, all schools to measure attainment

	reduce the attainment gap .						gaps and identify at least 3 actions within each school
7d. Attainment- Action 71	A student survey to be conducted for BAME students to measure race related issues/experienc es as a baseline set of data to measure success of interventions	To gain a deeper understanding of current students experiences and satisfaction levels /understand why we have a high BAME population- Identify good practice and ensure retention and further promotion of actions	A bespoke BAME student surveys is developed and hosted within a suitable survey programme Survey is communicated to all students, including a promotions campaign, specifically targeting BAME students Survey is analysed and baseline data acquired	Sep 2019	May 2020	REC Co-Chair, students' Union/KPA, Student Services	10% of BAME students have participated in the survey (note: REC student survey received 5% of BAME students 125/2691) Baseline data gathered
7d. Attainment Action 72	Gain a deeper understanding of issues affecting attainment	To reduce the attainment gap between Non-BAME and BAME students	Qualitative investigation of students' experience of studying at Keele-	May 2019	June 2019	RECSAT	Systematic and ongoing baseline monitoring, hold further qualitative investigation

	beyond statistical analysis		to aid understanding of patterns in recruitment, progression and attainment, as well as their perceptions of and motivations for accessing support services and engaging with the SU activities				following the baseline student surveys based on Keele data (2019, 2021) Development of further interventions based on the survey, improvement in feedback
7d. Attainment-Action 73	Develop a BAME support group, by BAME staff and students, to support BAME students	To support and increase confidence of BAME students in academic and wider cultural issues to increase attainment (and progression)	Identify and recruit academic BAME staff and other BAME students (3rd year students, SU and KPA Officers, BAME ambassadors, etc.) to volunteer to provide open BAME support group across whole student population.	Sep 2020	June 2022	BAME staff network, link with SU and KPA unions	25% of BAME students have accessed the support group Student survey shows an improvement of satisfaction of 50% in specific areas identified by 2022

| 7d. Attainment- Action 74 | Interventions which raise the profile of successful students, alumni and staff, key authors (decolonising) from non-traditional backgrounds will help to provide social role models for students from diverse backgrounds and will generally raise community awareness of diversity, creating a community which is celebrated, rather than problematized | To support BAME students and increase positive culture resulting in increased BAME student progression and attainment

Ensure role models are integrated with other work streams to identify the aims/outcomes, e.g. BAME network, mentoring, etc. | A selection of video case studies which celebrate positive stories of BAME student experience and achievement. | January 2019 | September 2019 | Marketing & Communication, Alumni Team, students' Union, KIITE | Key Fund project (KIITE) to report progress to Education Committee |
|---|---|---|---|---|---|---|---|
| **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)
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%			
7d. Attainment- Action 75	Schools Internationalisation Directors to identify interventions and report periodically on progress to the Internationalisation Steering Group	Attainment gap between UK and international students exists at institutional level	School reports provided annually. Attainment gap reviewed annually	2016 (work already underway)	June 2020	Internationalisation Steering Group (ISG)	Target of 18.5% gap is achieved by 2020 Future targets are set taking into account considerations of plans to increase the international student population
7d. Attainment- Action 76	Complete actions to address the international attainment gap as identified by the ISG	Attainment gap between UK and international students exists at institutional level	-Clear focus on the attainment gap – agenda item on all SLTC meetings -Regular sharing of good practice and peer observations with colleagues from across the University (LPDC, Language Centre etc.) and use of Library and	Feb 2018	June 2020	Internationalisation Steering Group	Target of 18.5% gap is achieved by 2020

			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 and is currently auditing the skills that students should achieve through each of the UG programmes -target interventions at key borderlines so as to ensure a				

Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes Start	End	Person Responsible	Success Criteria and Outcome
			narrowing of the attainment gap also produces a higher proportion of good degrees.				

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:

FHSS PGR UK BAME population aligns to UG 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 aligns to UG 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 aligns to UG UK BAME population
Current: 9.1%

2019-2022: 10.0%
2022-2025: 11.9%
2025-20280 14.7%:
2028-2031: 18.5%
2031-2034: 23.2%

7e. Postgraduate pipeline Action 76a	Include Unconscious Bias in admissions training and guidance to those involved in PGT and PGR recruitment	Reduce potential bias in the post graduate recruitment process and 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	Feb 2020	Launch Jan 2021	PCV for Postgraduate Study	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
7e. Postgraduate pipeline Action 77	Increase BAME representation within Postgraduate Taught Courses (it is recognised that PGT courses	We have a lower population of BAME PGT students compared to	Increase visibility of PGT programmes to BAME students by: i) PGT information session co-	Mar 2020	Dec 2021	i) Programme directors and relevant students	i) 100% of schools have delivered a PGT information session

can act as a step to progression onto PG research)	undergraduate population (30%)	delivered by the PGT students and PGT programme directors				
		ii)Active Twitter accounts and Facebook pages with BAME representation and championing BAME students			ii) Programme team with responsibilities for social media;	ii)At least 4 social media posts are made per semester
		iii) Advertise on websites such as 'www.findamaster s.com' and at discipline relevant Careers Events			iii) School Marketing Officers and programme teams;	iii) Each school attends one relevant careers event per academic year and one advertisement per year
		iv) Ensuring promotional material is representative of the BAME student undergraduate population of 30%			iv) Programme directors and EDISAT;	iv) 100% of schools review their promotion material (including web pages), define current BAME representation within images and take steps to reach a minimum of 30% by 2022

			v) Ensure each Faculty (ideally school) has at least one BAME role model such as a staff member or successful student			v) Programme team and HoS for strategic appointments;	v) Identify and actively profile at least one BAME role model per Faculty, and for each school where possible
7e. Postgraduate pipeline Action 78	Measure level of postgraduate leavers by ethnicity (and time to complete)	Progression of PG courses is unknown; potential for inequality of BAME progression	Both quantitative data and reasons for leaving data is gathered and analysed at Faculty EDI level	Sep 2020	Jan 2020	HR to provide data, Faculty EDI committees, KPA	Data is analysed and at least 3 actions identified and embedded per faculty
7f. Postgraduate employment Action 79	Further data analysis to be carried out to investigate postgraduate employment levels between ethnicities at school level	Identify and reduce potential differences in professional employment levels	School level data is analysed and communicated to each faculty	July 2019	Dec 2019	Academic Services	School targets are set to ensure BAME postgraduate employment aligns with Non BAME where differences are identified
7f. Postgraduate employment Action 80	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	Sep 2020	Sep 2021	Careers Services	95% of students accessing the careers services have provide their ethnicity data (in line with university

			to include ethnicity to report on access and activity			wide ethnicity information obtained) Target: 30% of students accessing the careers service are BAME (reflective of the overall population)
7f. Postgraduate employment Action 81	Provide mentoring from alumni and 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.	Sep 2020	Sep 2021	Careers Services and Engagement	A minimum of 30% of students accessing the alumni mentoring service are BAME students (in line with the overall student BAME population)
7f. Postgraduate employment Action 82	Investigation into the recruitment process and applicant data of paid and 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	Sep 2020	Dec 2020	Students' Union, MaC, student Services along with any other student recruiting areas, HR	100% of student paid/volunteer roles are analysed through all recruitment stages Recruitment and in-post data is analysed annually to ensure BAME representation remains in line with

			identified to address inequalities				overall BAME student population of 30% Prioritise areas that are known to contribute to employability: Ambassadors, Student Voice Reps, Resident Advisors
7f. Postgraduate employment Action 83	Increase representations of BAME students within Ambassadors roles (currently 19%) compared to the student population of 29.9% BAME	Ambassador experience contributes to postgraduate employability. The role of Ambassadors is also key within student engagement and 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	Sep 2019	Dec 2021	MaC, BAME Network, BAME mentoring programme, HR (data monitoring)	BAME representation within ambassadors is reflective of overall BAME population of 30%

Section 8 Teaching and Learning							
Action Reference	Planned Action / Objective	Rationale	Key Outputs and Milestones	Timeframes		Person Responsible	Success Criteria and Outcome
				Start	End		
8a. Course content/syllabus Action 83	Decolonising the Curriculum Network to work within all discipline areas to establish discipline working groups (students and staff) to identify ways to decolonise each discipline's curriculum.	To include decolonising the curriculum consideration into all taught modules	Each discipline area to call for staff and student volunteers to set up decolonising the curriculum groups looking at teaching in their area	Feb 2019	Feb 2022	Decolonising the Curriculum Network	100% of discipline areas to have a working group
8a. Course content/syllabus Action 84	Decolonising the Curriculum Network to provide recommendations to key decision making groups within Keele	To include decolonising the curriculum consideration into all taught modules	A public teach-in event to be held to present the results of each discipline working group	May 2019	Dec 2019	Decolonising the Curriculum Network	100% of discipline areas to have a suggested recommendations
8a. Course content/syllabus Action 85	Keele Institute for Innovation & Teaching	Decolonising the Curriculum should be an educational	All new programmes to address question	2019 onwards	Dec 2021 review	Programme Leaders, SLTDs, KIITE	KIITE to report on issues of decolonising the

	Excellence to embed decolonising the curriculum considerations into the development of new programmes through the *Programme Design Consultancy*	design issue, not just a reactive or remedial question: Programme leaders to address the theme in their Programme proposals and as part of KIITE programme design consultancy	of Decolonisation in programme approval documentation, and Schools to report on progress in Annual Reviews				curriculum to the Education Committee twice yearly, using information offered by SLTDs and referring to programme design. QA documentation as a record of this process
8a. Course content/syllabus Action 86	Each School's EDI Group will be asked to consider the content of the curriculum on all of its programmes, and 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	Sep 2019	June 2020 annual review	School EDI Groups, Student Voice groups	100% of School EDI groups report this project to their Faculty EDI Committee
8a. Course content/syllabus 87	Ensure that all Associate Deans of Teaching and Learning and Heads of Schools	Embed issues of Race Equality within the curriculum	All JDs to have an EDI duty within their role	Feb 2019	Feb 2019	HR, Deans	EDI duty is included in updated JDs for 100% of identified roles

	job descriptions include responsibility for EDI consideration, specifically to decolonising the curriculum (current JDs reference EDI, but they may need to be strengthened)		HR to liaise with Deans to ensure compliance				
8b. Teaching & Assessment Methods Action 89	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 and significant attainment gap (as identified in Action 70)	Sep 2020	annual review	School SLTDs, Student Services /KIITE	Analysis is undertaken with 3 schools as identified. results are received by School SLTDs and if bias is identified, at least 3 actions are put in place to reduce potential biases

8c. Academic confidence Action 90	There is a 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 and built into the evaluation process	Sep 2020	Sep 2022	Heads of School, School EDI Committees	100% of school 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 and nationality. Data is collected from 2020 and compared to previous data prior to the UB intervention. Aim to see a reduction in evaluation differences between BAME

							and Non BAME, and international and UK academics