Name of institution: Anglia Ruskin University

Level of award application: Bronze

Main contact for the application and contact details: Katie Potts, katie.potts@aru.ac.uk

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Glossary

AICF	Active and Inclusive Curriculum Framework
AHSS	Faculty of Arts, Humanities and Social Sciences
ALT	Anglia Learning and Teaching
APG	Access and Participation Group
APP	Access and Participation Plan
ARU	Anglia Ruskin University
AWBM	Academic Workload Balance Model
AY	Academic Year
B.A.ME.	Black, Asian and Minority Ethnic
BL	Faculty of Business and Law
CPD	Continuing Professional Development
DCC	Diversity and Cultural Change
DHoS	Deputy Head of School
D&I	Diversity and Inclusion
DSA	Disabled Students Allowance
ECRs	Early Career Researchers
EDI	Equality, Diversity and Inclusion
EDIG	Equality, Diversity and Inclusion Group
EFS	Estates and Facilities Services
EIA	Equality Impact Assessment
ES	Employability Service
FEC	Faculty Education Committees
FREL	Faculty Race Equality Lead
GaIA	Good and Inclusive Assessment
GRTSB	Gypsies, Roma, Travellers, Showmen, and Boaters
HE	Higher Education
HEMS	Faculty of Health, Education, Medicine and Social Care
HoS	Head of School
HRS	HR Services
ITS	IT Services

LDS	Learning and Development Service
OfS	Office for Students
PDT	Personal Development Tutoring
PGR	Postgraduate Researcher
PGT	Postgraduate Taught
PNTS	Prefer not to say
PP	Percentage Points
REAs	Race Equality Advocates
REC SAT	Race Equality Charter Self-Assessment Team
REEN	Race and Ethnic Equality Network
RES	Race Equality Strategy
RESG	Race Equality Steering Group
RIDO	Research and Innovation Development Office
SE	Faculty of Science and Engineering
SHOKE	Students at the Heart of Knowledge Exchange
SoM	School of Medicine
SLS	Student and Library Services
SPP	Strategic Planning and Performance
SRR	Significant Responsibility for Research
SSSG	Student Success Steering Group
SU	Students Union
SWEARN	Social Work Education Anti-Racist Network
TOR	Terms of Reference
UET	University Executive Team
UG	Undergraduate
VC	Vice Chancellor

1. Letters of endorsement

Professor Roderick Watkins
Vice Chancellor

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Dear Race Equality Charter Team

I am writing to express my strong support for ARU's application for the Race Equality Charter's Bronze Award.

Our mission – Transforming lives through innovative, inclusive and entrepreneurial education and research – has inclusion at its centre, and our work to eradicate racial injustice and promote racial equality are critical to our ability to achieve our ambitions as a university community.

I am committed to providing wholehearted, personal support for our newly developed Race Equality Strategy, ensuring constant attention to its wide-ranging initiatives in order to deliver the transformation in our culture that is required to achieve our aims within the review period. I speak and write about racial inequality frequently and am strongly supportive of the excellent team of academic and professional service staff, students and senior leaders working together to deliver on our ambitions. We have invested in the appointment of 4 members of academic staff as Race Equality Leads (one per Faculty), supported by 16 paid student Race Equality Advocates. I'll continue to promote a vigorous, ambitious anti-racist approach across our university, embracing our strategies, policies and procedures across learning and teaching, research, student and staff support, student and staff recruitment, and our wider operations.

Our submission shows very plainly that we have a considerable distance to travel to achieve equality of student and staff experience and outcomes. However, I am proud of the excellent work that has been undertaken, our success in promoting open, honest conversations about race and racism, and the shared sense of endeavour and commitment that has been achieved in recent years. ARU is a community absolutely focussed on delivering on the priorities outlined in our submission, promoting inclusion and social justice, and our confidence in identifying, and tackling racial inequality across our university is now hugely enhanced.

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My vision for ARU is a community where all students and staff are free of racial harassment, fully confident in their sense of belonging, and proud of our diversity; where we have closed all student award gaps; where ethnic minority staff are equally represented, and equally paid, across all levels; and where, through our education and research, we are a transformative force for promoting racial equality beyond the university, producing graduates and future professionals who are expert in, and committed to, promoting racial equality in their professions and working lives.

Even while acknowledging how far we have to travel to achieve these aims, ARU is embarked on a hugely exciting journey. I commend this submission to you and express my sincere gratitude to all my colleagues who have been involved in its preparation.

Sincerely,

Roderick Watkins

Vice Chancellor

Anglia Ruskin University

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Letter of Endorsement from PVC and Dean, Faculty of Arts Humanities and Social Sciences

As PVC and Dean for the Faculty of AHSS, I fully support the ambitions laid out in the university's Race Equality Strategy and Plan. AHSS is committed to realising its vision to be an inclusive community for all staff and students.

There are some improvements in the UG students' experience with positive outcomes for highly skilled employment for B.A.ME. students compared to white students, and in the gap for good honours over the past three years. However, there remain challenges in undergraduate continuation rates, with the gap between B.A.ME. and white students increasing by 16.7% over the past three years.

AHSS remains the least diverse faculty with only 8% of our staff coming from B.A.ME. backgrounds. Addressing this is a key priority in current academic and professional staff recruitment rounds, by the faculty leadership team, many of whom are recent appointments to ARU bringing a strong personal commitment to inclusivity.

The Race Equality Faculty Lead and Race Equality Advocates are working closely with the leadership team on interventions focusing on real change, including looking at appointment processes for permanent and part-time staff; role model lecture programmes; race awareness workshops and projects to decolonise the curriculum. The recent all staff faculty day focused on race equality, facilitating challenge to existing practices and identifying what collectively we can do make impactful changes.

Sally Wade

Professor Sally Wade

Pro-Vice Chancellor and Dean, Faculty of Arts Humanities and Social Sciences

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Race Equality Charter Support

On behalf of FBL I would like to express our commitment to upholding the principles and values of the Race Equality Charter.

We are a highly diverse Faculty, welcoming a students from different countries and backgrounds. Over the last three years we've seen significant growth in students from a B.A.ME. background. Our Faculty Strategic Plan includes specific actions to improve the student experience and sense of belonging for our B.A.ME. students, ensuring continuation and student satisfaction benchmarks are met. We have identified and are particularly concerned about the award gap between white and B.A.ME. students. Our Diversification of Curricula and Sense of Belonging projects, led by our FREL and Race Equality Advocates (REAs), aim to reduce this gap by enhancing our approach to learning, teaching and assessment, and promoting positive culture change across our academic community. We recently engaged an external consultant to further support this work by identifying interventions to help diversify the curriculum. This follows a research project undertaken by our REAs (June 2022), which involved interviewing course portfolio and module leaders to identify the opportunities and challenges of diversification. This work also identified key individuals who will become members of our new Equality Committee from September 2022.

We increased our proportion of B.A.ME. staff over the past three years, although we recognise there is more work to do to both recruit and develop B.A.ME. staff at more senior academic grades, and support and encourage these colleagues to secure leadership and management roles within the Faculty and beyond. We also held a series of 'belonging' events to provide support to all staff, listening to challenges as they arise and acting on them in a timely manner. In addition, our FREL and Advocates organised two major staff/student engagement events in Cambridge and Chelmsford (May 2022) which included a range of expert external and internal speakers and utilised The Guardian's 'Black Cop' film to further support our Sense of Belonging project.

Our Centre for Access to Justice and Inclusion regularly holds research seminars on race equality and recently hosted an international conference on access to justice, racial and digital inclusion.

We believe that the pursuit and achievement of race equality is vital for the progress, wellbeing and success of our community and wider society as a whole, and is why we are embedding it within our own Faculty Strategic Plan.

Prof Gary Packham
Pro Vice Chancellor and Dean
Faculty of Business & Law

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Letter of Endorsement from Pro Vice Chancellor and Dean

As Pro Vice Chancellor and Dean of HEMS, I am fully committed to lead our contribution to achieving the actions outlined in our Race Equality Charter submission, and to ensure we achieve racial equality in our Faculty.

Race equality is incorporated as an agenda item on Equality, Diversity and Inclusion in monthly Faculty Executive Team (FET) meetings and integrated in the faculty strategic plan.

We'll build on recent success in the appointment of several members of the FET faculty, professors and associate professors from a B.A.ME. background. The faculty STEER committee will continue to oversee achievements in student continuation rates, monitor outcomes for B.A.ME. students and ensure the implementation of interventions for improvement.

I support the dissemination of good practice accomplished in the School of Education and Social Work, in reducing the B.A.ME. award gap in social work, including embedding study skills and library skills within other undergraduate programmes. The faculty annual staff conference in 2022, scheduled to focus on Equality Diversity and Inclusion, including race equality, will engage staff from university networks, as well as external speakers, showcasing effective practice across the faculty to support the work of our FREL and Race Equality Advocates.

I am committed to continue engaging in monthly action planning meetings with the FREL and university Head of Diversity and Cultural Change, facilitating their engagement with members of the FET, monitoring action plans and interventions, such as the purchase of mannikins with difference skin tones, and diversification of the curriculum.

HEMS have engaged in a funded Health Education England project focused on reviewing B.A.ME. students experience in practice placements. Learning and recommendations of the project will be implemented and shared across the university.

N Harrison

Professor Nigel Harrison, PVC Dean.

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Race Equality Charter Submission

FSE commitment to Equality, Diversity and Inclusion is enshrined in our Strategic plan stating that 'We will champion wellbeing and community, ensuring consideration of equality, diversity and inclusion in all activities'. A suite of activities underpins this commitment, and reports on our race equality work feature regularly at our senior leadership meetings.

Our Race Equality data show that we have slightly increased our proportion of B.A.ME. students over the course of the last three years, and significantly reduced the good honours award gap between our white and B.A.ME. students. We also increased our relative proportion of B.A.ME. staff from 2018-2021, although we have more work to do in recruiting B.A.ME. candidates to Grade 6 and above posts.

We are immensely proud of the diversity of our student and staff body. We set up a Faculty Race Equality Committee in 2020 to spearhead positive action against racism in all its forms, establishing a faculty ethos that promotes inclusion, respect and dignity, to give a voice to the lived experience of our culturally diverse students and staff.

We are diversifying our curricula, piloting our approach in Autumn 2022. Our B.A.ME. community, and their lived experiences, are not visible enough to staff or students and we need to do more to foster a sense of belonging and broker honest conversations about race. We are committed to this challenge and, as part of our programme for the coming year, will be celebrating our inaugural Olaudah Equiano Annual Lecture on Race Justice in October 2022.

Yours sincerely,

Professor Laurie T Butler

Pro Vice Chancellor and Dean

Faculty of Science and Engineering

Letter of Support from Professional Services for the REC Submission

Our community is integral to the success of ARU. We pride ourselves on supporting everybody, staff and students alike, to achieve their full potential, making sure that our services have inclusivity at their heart. Our Student and Library Services provide a wide range of support including library, employability services, counselling and wellbeing support, information, advice and guidance, and academic skills and disability support. Our professional services shape our civic offer and deliver day to day services to our whole ARU community, visitors and partners as well as recruit students, administer academic standards and manage our internal and external communications and numerous relationships.

The close working relationships across academic and student services are reflected in our race equality work e.g., the working relationship between the DCC team and our FRELs. Our community has been involved in our thinking, and we are proud of the diversity of our workforce, however, we recognise the need for our professional staff body across all levels to reflect the diversity of our students and the wider communities within which we work across in Cambridge, Chelmsford and Peterborough.

Our Race Equality work has grown substantially over the last two years, with us reflecting on our commitment to tackling racism and approving a new Strategy, fundamental to achieving change at ARU. We know that we are only at the beginning of our journey. We continue to see award gaps in our data; we know that our students and staff experience racism. We are deeply saddened by this and determined to tackle racism in all its forms. We are working to increase diversity at senior levels, ensure pay gaps are closed, and deliver a range of initiatives that foster sense of belonging and embed racial literacy.

We are delighted to offer our full support to our REC submission; we are innovative, entrepreneurial and inclusive in our approach and look forward to working together to share in future successes and challenges as we move forward.

Yours sincerely

James Rolfe	**Janis Westley**	**Libby Homer**
Chief Operating Officer	**Director of HR Services**	**Director of Student & Library Services**

2. The self-assessment process

2a Description of the self-assessment team

The self-assessment team (SAT)

The SAT was established following a call for expressions of interest from all staff. Members were selected taking into consideration their applications, recommendations from Deans and Directors, ethnic diversity and intersectionality, and ensuring representation from each faculty, central service and the Students' Union. Our members bring a collective pool of experience and achievements in race equality matters to our work. Our DVC Education, who is our University Executive Team (UET) Race Equality Champion, Chairs the SAT team.

Note on terminology: B.A.ME.

We reflected extensively on the use of terminology in this report, and on alternatives, none of which are entirely satisfactory. We provide a granular breakdown of ethnic demographic information where possible. However, we agreed to continue to use the term B.A.ME. (Black, Asian, and minority ethnic) to report on our data and to refer to members of our community who are subject to structural racism, while acknowledging that it does not capture the full complexity of different ethnic minority perspectives. We acknowledge that international staff and students may not identify as members of ethnic minorities in their countries of origin, in our report we have provided data based on the same categories as standardly used for UK staff and students.

ACTION*:
F1.9 Review the use of B.A.ME. terminology at the end of academic year 2022/23

*Note: throughout the document actions referenced in the application are headlines with details provided in the action plan.

Purpose and Terms of Reference

The REC SAT led ARU's application for the Race Equality Charter, building on the work of the Race Equality Steering Group (RESG) (established January 2021), our Equality, Diversity and Inclusion Group (EDIG) (10 years+), Student Success Steering Group (SSSG) (4 years+)

and our SLS teams with responsibility for Equality and Diversity (see below). The SAT conducted a full evaluation of race equality across the institution and developed appropriate actions in partnership with the RESG. Specific areas of focus included:

- quantitative and qualitative data to identify racial inequalities in the representation, progression and success of B.A.ME. staff and students
- the impact of institutional policies and practices on B.A.ME. staff and students.

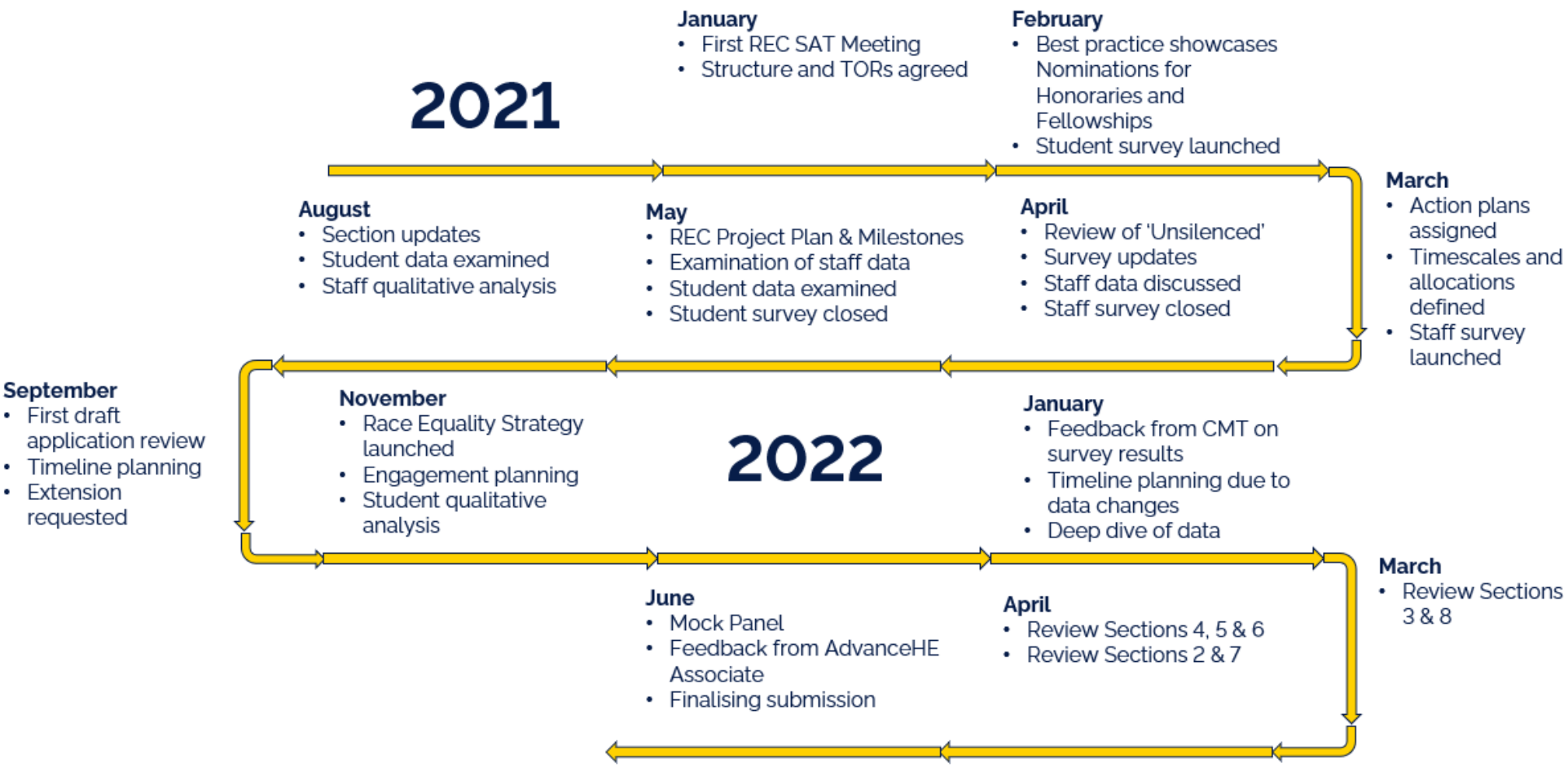
It also identified institutional priority areas and success criteria to inform an evidence-based action plan to underpin the institutional Race Equality Strategy (RES).

SAT membership [REDACTED]

2b The self-assessment process

The SAT met 12 times from January 2021 to April 2022. Race Equality Advocates (REAs) attended meetings. Seven working groups were formed to lead sections of the application; meeting frequently outside the formal meeting dates.

Table 2b.1 REC Timeline



2c Involvement, consultation, and communication

Surveys

The VC invited staff in his weekly email to complete the REC survey on March 15th, 2021, in the context of our commitment to address institutional and cultural barriers in the way of B.A.ME. staff and students' representation, progression, and success. Highlighted in our Staff Bulletin and followed up by an email from our HR Director, the survey was open between 15 March-15 April, and received 683 responses (27% of the staff population).

The student survey, conducted by our Student Survey team, was publicised through social media accounts, comms by REAs, and student news articles. Open from 16 February-31 May it received 872 responses (3% of the student population). As a result of this low response rate, survey data was not analysed by campus, and the results cannot be taken as representative or statistically significant. Focus groups were held with SLS Management team, FRELs, REAs and the SU Executive Committee, including officers and reps, to discuss headlines and identify actions. Broad themes identified from the data and focus groups are used throughout this application to inform the development of interventions.

The qualitative analysis was conducted by Obehi Sule supported by two paid graduate students. Quantitative analysis was carried out by SPP team.

2c.1 Staff and Student REC Survey Results by Ethnicity

Background	Staff (638 total)	Students (872 total)
Asian	3%	15%
Black	2%	19%
Mixed	2%	6%
White	87%	56%
Other	1%	2%
Prefer not to say	5%	2%

Governance: Diversity, and Inclusion Networks and Steering Group Our REC application work is supported by a pre-existing cross university governance structure, established EDI groups, and our Race Equality Strategy. All groups were consulted and received regular updates on our REC work.

We regularly report to the University Executive Team (UET), with responsibility for monitoring performance against our RE Strategy action plan, as well as our Board of Governors, who endorsed our Race Equality Strategy. Our Strategy is publicly available on our website.

2c.2 ARU Race Equality Governance Structure

The race equality lead for the institution is our DVC Education.

Under the guidance and oversight of the DVC (E), the Diversity and Cultural Change (DCC) team lead on delivery of race equality initiatives aimed at improving the student experience through cultural change, and works in partnership with the Equality, Diversity, and Inclusion (EDI) team, located within HR, on initiatives to progress race equality for our staff. Both teams work in partnership to tackle structural disadvantage at ARU with other key stakeholders, including the Students' Union, The Race and Ethnic Equality Staff Network (REEN), our 4 Faculty Race Equality Leads (FRELs), who are staff members (0.5 FTE each), and 16 paid student Race Equality Advocates (REAs).

Race equality expertise for actions that relate to the staff experience is provided by the EDI Manager and team. Race equality expertise for all other actions is provided by the Head of Diversity and Cultural Change and team.

However, we would expect delivery of the actions to be a collaborative undertaking where many of the action owners are consulted and included in the decision-making process.

Equality, Diversity, and Inclusion Steering Group (EDISG)

EDISG reports to the People and Culture Executive Group, which is a sub-group of the University Executive Team (UET). EDISG provides senior leadership to oversee the development and effective delivery of staff EDI action plans. It ensures local ownership of EDI actions, and monitors impact to avoid duplication. EDISG also visibly champions EDI matters across the institution. The membership includes the chairs of our staff inclusivity networks - Women's, Men's, Part-Time and Flexible Working, LGBTQ+, Disabled Staff, and Race and Ethnic Equality. EDISG fosters intersectional approaches across the networks. The UET and our Board receives regular updates from EDISG via the People and Culture Executive Group.

Student Success Steering Group (SSSG)

SSSG monitors and supports EDI matters that impact on the experience of students. The DVC Education and Head of Diversity and Cultural Change are members of both EDISG and SSSG to ensure good connections between our staff and student EDI initiatives. Performance on student EDI KPIs is also monitored by our Access and Participation Steering Group (APSG), and reported to Faculty Education Committees (FEC), Education Committee, Senate, UET and our Board.

Race and Ethnic Equality Network (REEN)

Founded as the BME network (June 2016), REEN promotes equality through active involvement and consultation on our university's strategy, policies and guidance on race equality, and engagement with communities beyond Anglia Ruskin. The network's research provided evidence that B.A.ME. interview and appointment rates were far below White applicants, were underrepresented in senior committees of the university, and were less satisfied with their employment experience. These insights were instrumental in deciding to work towards achieving a Race Equality Charter mark.

Race Equality Advocates (REAs)

Our student REAs (previously B.A.ME. Student Advocates), employed since 2018/9 to lead anti-racist activities, work with the Head of Diversity and Cultural Change in SLS, and ALT responsible for staff development and embedding inclusivity in education delivery. They raise awareness of racism and its impact, run educational activities, and support curriculum diversification to catalyse change across the institution.

Their Year 1 survey highlighted disparities between B.A.ME. and White respondents in confidence in the fairness of assessment processes, attaining good degrees, and in awareness of diverse role models across the university.

Their Year 2 post-box survey asked students and staff how they talk about race and about the impact of race on their experience at ARU, leading to an Advocate-led workshop on bias, stereotypes, micro-aggressions, privilege, and systemic racism. We are now embedding these into our staff CPD.

Year 3 focused on antiracist activities: developing resources for diversification of the curriculum; online events for students, blogs, podcasts, and social media content. Advocates were also involved in developing Ruskin Modules.

Students' Union comment: "*Initiatives such as the RE Advocates are really coming into their own now and having immediate and lasting impacts on B.A.ME. students.*"

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Thinking about anti-racism

Guest posts

Category: Student Blogs

31 July 2020

Student BAME advocate [Name redacted] discusses the meaning of Black Lives Matter and the actions students and staff can take to become anti-racist.

Lately we have been bombarded with news about international movements that are promoting racial justice and have the aim to stop, amongst other worrying things, police and structural violence on Black communities. While these movements started in the United States, following the brutal, inhumane murder of George Floyd by the police in Minnesota, the protests have now propagated themselves in the United Kingdom and the rest of Europe, reaching many countries in the Asian, African and Latin American continent as well. Protesters from all these countries, of many races, ethnicities, genders, sexualities and ages, are screaming, "Black lives matter".

But let's take a look at the origins of these slogans and what it really means to chant "Black lives matter". The BLM movement started six years ago, founded by three young black community activists who were overwhelmed and tired with the acquittal of George Zimmerman in the shooting death of African-American teen Trayvon Martin. The movement has since then gained attention in 2014 and 2015, but has been really influential in the 2016 US presidential elections and recently, after the murder of George Floyd.

What does this slogan mean? Does it mean that Black lives matter more, or that only Black lives matter? Contrary to popular belief, it definitely does not. While together with this hashtag and slogan, the "All lives matter" slogan was created, "Black lives matter" does not stand for supremacy of the black community. It simply wants to recognise that while all lives have an intrinsic, priceless value, Black lives are, all over the world, considered less worthy. I recently read a post that said "All lives cannot matter until Black lives matter" and this really opened my eyes to the meaning of the movement: the concept of life is in danger when Black lives aren't respected, when Black people are victims of overt racist incidents and less evident microaggressions on a daily basis.

I had the privilege to take part in one of the BLM protests in my city, in Southern Italy. This, as well as remembering the tragic deaths of many people around the world, commemorated the innocent Black lives lost in the Mediterranean, when they were literally swimming towards a better future.

That's where I really understood that "Black lives matter" means Black immigrant lives matter. It means Black trans and gay lives matter. It means Black children's lives matter. It means dismantling the mentality of a whole world and the pluri-centenarian systems that make sure that one race becomes richer and richer, healthier and healthier, and many others are always forgotten about.

While it has been encouraging to see a fair amount of shares, retweets and reposts across various social media, I believe that as a community, we should do more. We should start having conversations with our family and friends, our peers and professors at ARU. We need to start by changing ourselves and challenge the way we think. We need to put in place actual measures that encourage appreciation of diversity in our institutions. It is not enough to say you are supportive, if you actually do not put in place measures that show your support. It is not enough to say you are not racist, you need to be actively ANTI-RACIST.

More from Guest posts >

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Disclaimer

The views expressed here are those of the individual and do not necessarily represent the views of Anglia Ruskin University. If you've got any concerns please contact us.

Students' Union

We work in close partnership with our SU who organise a regular programme of cultural events; of the 93 student societies, 17 (18%) are related to specific cultures, or religions. The SU collaborates with the International Office (IO) to organise events for Global Week, and with student societies and the REAs to deliver events for Black History Month. They have representation on our REC SAT and RESG and are full partners in our anti-racism work.

External consultancy

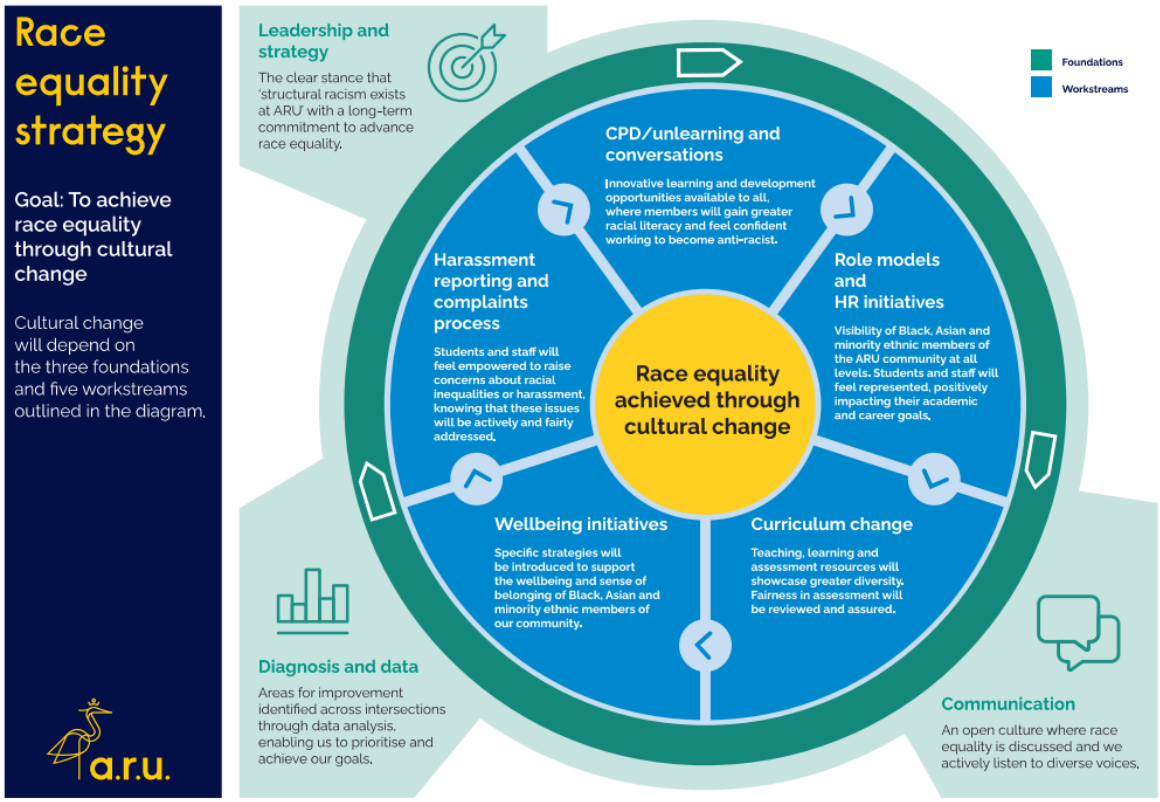
We engaged Prof Jason Arday in spring 2020 as an RE consultant; he reviewed our advocate programme, acted as a sounding board as we drafted the RES, spoke at university-wide Town Halls, and provided a keynote for our 2021 Learning and Teaching conference.

Race Equality Strategy (RES) and Action Plan

In early June 2020, following the murder of George Floyd, during the resurging Black Lives Matter movement, the VC published a statement on ARU's website to demonstrate our support for Black and B.A.ME. communities:

> *In all our planning and decision making we will hold racial justice and racial equality in the front of our minds. We will consult closely with our B.A.ME. students and staff, to better understand their experiences and priorities... [F]rom this listening and learning, we will identify and invest in concrete effective steps to promote racial justice for our community.*

Our RES seeks to deepen our race equality work through achieving cultural change. Challenging perceptions and ideas amongst staff and students, we aim to tackle the problem from its root cause, rather than making isolated interventions based on a deficit-model.



Supported by three interlinked foundations - Leadership & Strategy, Communication, and Diagnosis & Data – there are five workstreams to achieve race equality through culture change, focusing on CPD/unlearning and conversations, Role models & HR initiatives, Curriculum change, Wellbeing initiatives, and Harassment reporting and complaints processes. Through the REC process, we have identified a 6th Workstream on *Improvements to the Student Lifecycle* (added to the action plan, Section 10).

Approved in July 2021, we launched our RES in a university-wide Town Hall meeting. We are planning an external launch for autumn 2023, engaging with our local communities in learning from one another on race equality.

Faculty Race Equality Leads (FRELs)

We appointed four 0.5 FTE academics as FRELs (January 2022), supported by the DCC team from SLS, to lead work on diversification of curricula, developing race equality CPD for staff and awareness-raising for students. The FRELs are supported by 4 paid student REAs per faculty.

FRELs provide regular updates to Faculty Executive team meetings across all 4 faculties. All 4 faculties also have at least 1 equality-related steering group that FRELs also feed into. The Head of DCC and EDI Manager are also invited to report into and support discussions at equality steering group meetings as and when required.

Chaplaincy

Our multi-faith chaplaincy, assist staff and students with racial and cultural competency. We collaborate to improve the provision of faith facilities. In 2018, a small Cambridge Muslim prayer room was replaced by a refurbished larger room with integral wudu cubicles for men and women. In Chelmsford, the Chaplaincy has recently been renovated into a multi-faith and a new Muslim prayer space.

2d Future of the self-assessment team

Our race equality work is supported by a well-established network of groups. Post-application, the REC SAT will be absorbed into our RESG. Membership of the RESG will be reviewed at that point. The RESG will continue to oversee and drive our Race Equality initiatives. Operational responsibility for implementation of the RE Action Plan will sit with specific directorates (as indicated in the plan). Progress monitoring will be the responsibility of the RESG, reporting to EDIG, SSSG, UET and the Board on an annual basis.

At the time of the next application, we will reconvene a SAT, who will operate on a similar basis to the current SAT.

3. Institution and local context

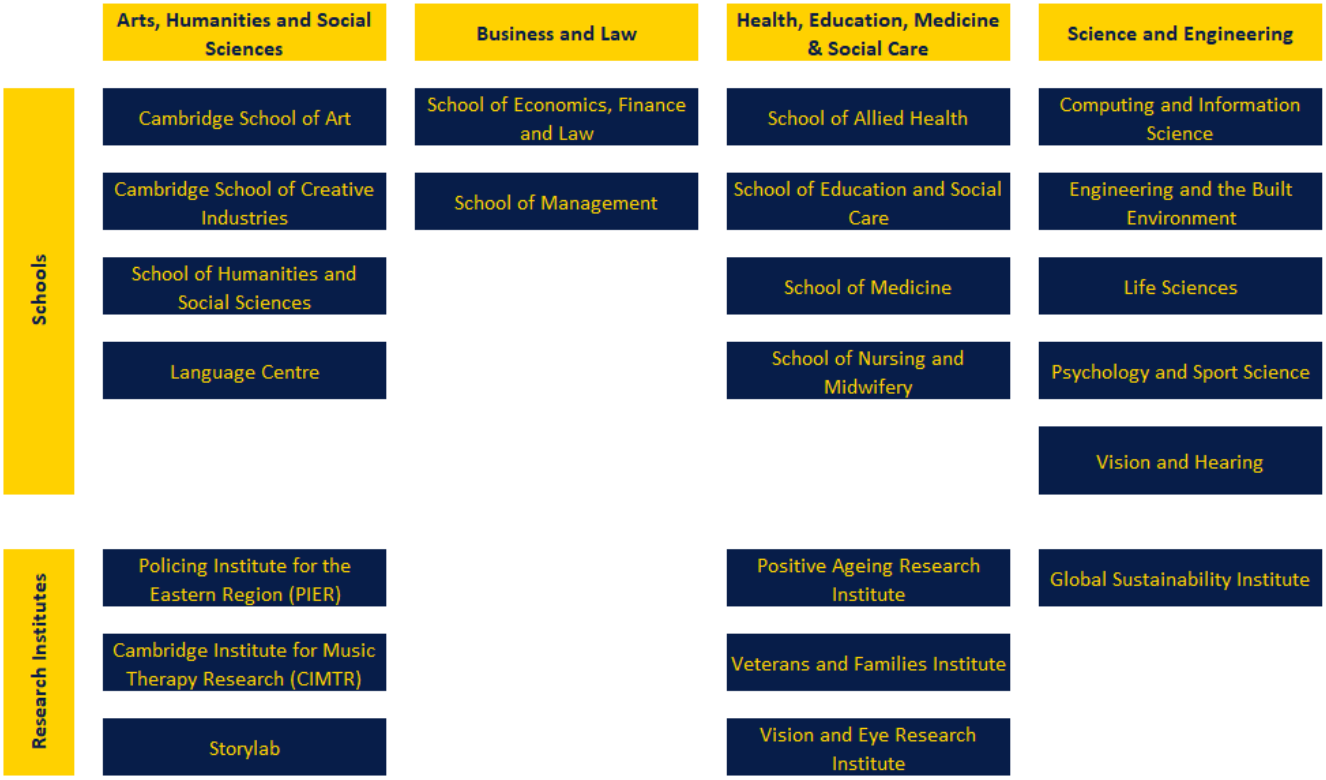
3a Overview of ARU

ARU is committed to transforming lives through innovative, inclusive, and entrepreneurial education and research. We are a diverse community of students and staff, and we find our strength in this diversity. With our origins in the Cambridge School of Art, and several East-Anglian colleges and institutes, we became Anglia Ruskin University in 2005. ARU has four campuses: Cambridge, Chelmsford, Peterborough, and London.

Figure 3a.1: ARU Campuses

Our faculties and research institutes deliver impactful research, tackling societal challenges, focusing on Sustainable Futures; Health, Performance, and Wellbeing; and Safe and Inclusive Communities.

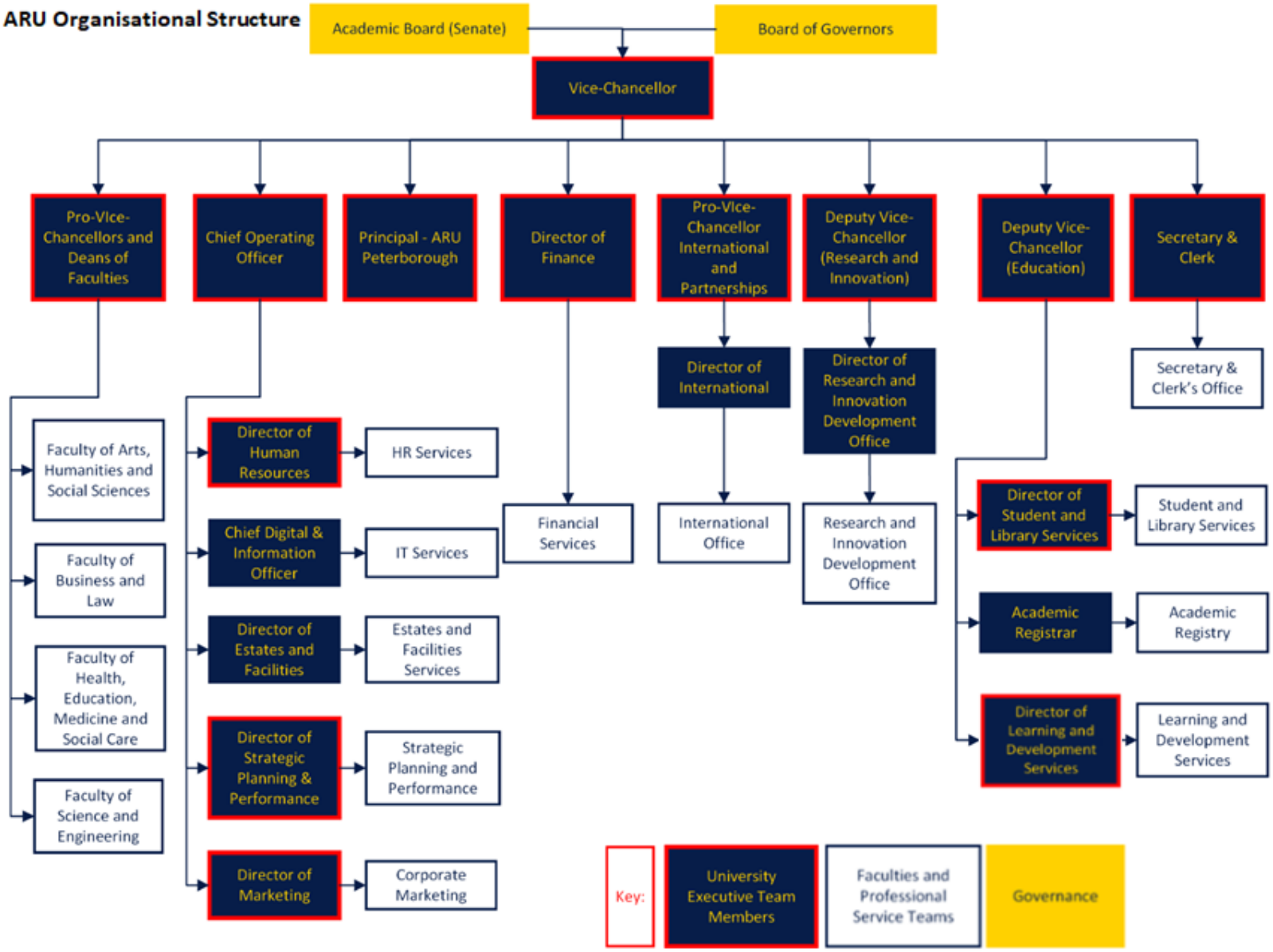
Figure 3a.2 ARU Faculty Structure



Organisation

ARU's organisational structure is outlined in Figure 3a.

Figure 3a.3: ARU Organisational Structure



ARU's staff and students: overview

Data note:

- Student and staff data covers three years (2018/9-20/21), the latest full year data available at the time of submission.
- Anglia Ruskin London (ARL) staff not included in data as not employed by ARU; ARL students are included.
- Students from UK regional partners - ARU College, College of West Anglia (CoWA), and London School of Osteopathy – included.
- ARU Peterborough: due to open September 2022

Staff

While most of our staff identify as white, we are proud that the proportion of B.A.ME. academic staff have increased over the three years and now is over double the proportion of B.A.ME. professional staff. We are keenly aware that we need to continue to increase the proportion of B.A.ME. staff (both academic and professional).

For a full discussion of staff recruitment and related actions, see Sections 4, 5 and 6 of this report. For further breakdown of staff ethnicity see 4a.1 and 4b.1

Figure 3a.4: ARU staff figures

	2018/19	2018/19	2018/19	3-year Change
Academic	890	850	880	-1.1%
Professional	1290	1215	1245	-3.6%
Total	**2180**	**2065**	**2125**	**-2.6%**

Figure 3a.5: Academic and Professional staff numbers 2018/19 – 2020/21

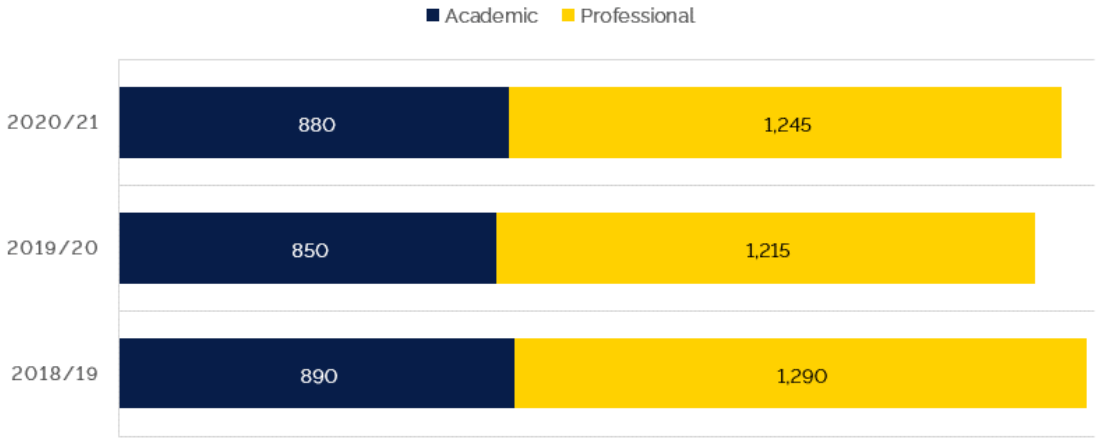


Figure 3a.6: Academic Staff Ethnicity Overview 2018/19 – 2020/21

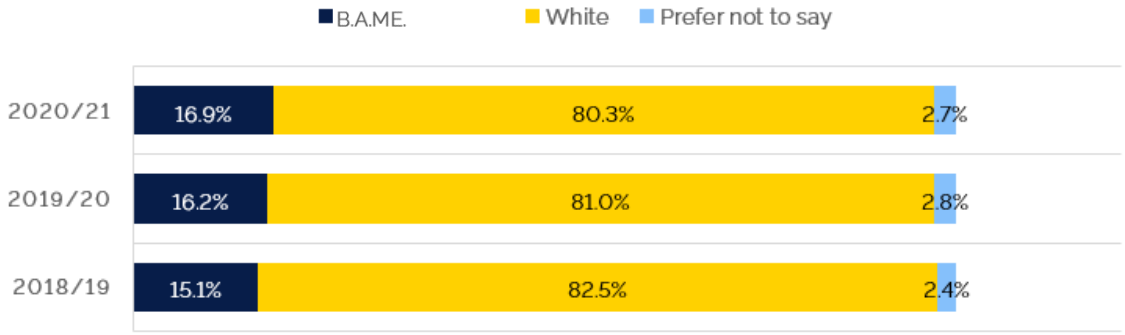
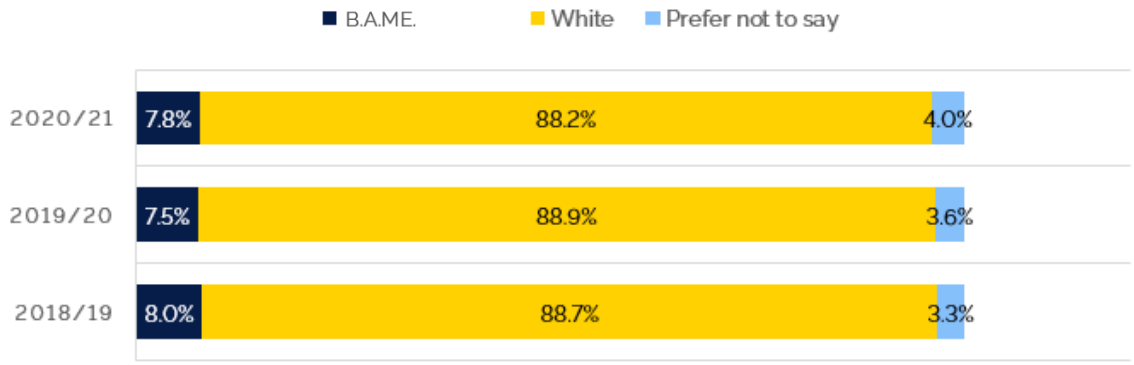


Figure 3a.7: Professional Staff Ethnicity Overview 2018/19 – 2020/21



Students

We have a complex student body, with 2 large intakes per year (September 55% and January 30%), and smaller May intakes, over three campuses (Cambridge 37%; Chelmsford 22.9%; ARL growing to 30.8% at time of writing). Most students are full-time (79.7%), UK domiciled (80.6%), and over 30 years of age (39%) in 2020/21. We have over 2000 degree apprentices.

Our UK B.A.ME. students form 34% of our student body.

Our proportion of international students increased by 5% over the 3 years. 67% of our international students are from groups defined as ethnic minorities in the UK and may thus be exposed to racial discrimination and harassment.

We are proud of the contribution of our B.A.ME. students to our race equality work. (See Sections 2 and 8.)

For a full analysis of student data and related actions, see section 7.

Figure 3a.8: Full time/part time student proportions 2018/19 – 2020/21

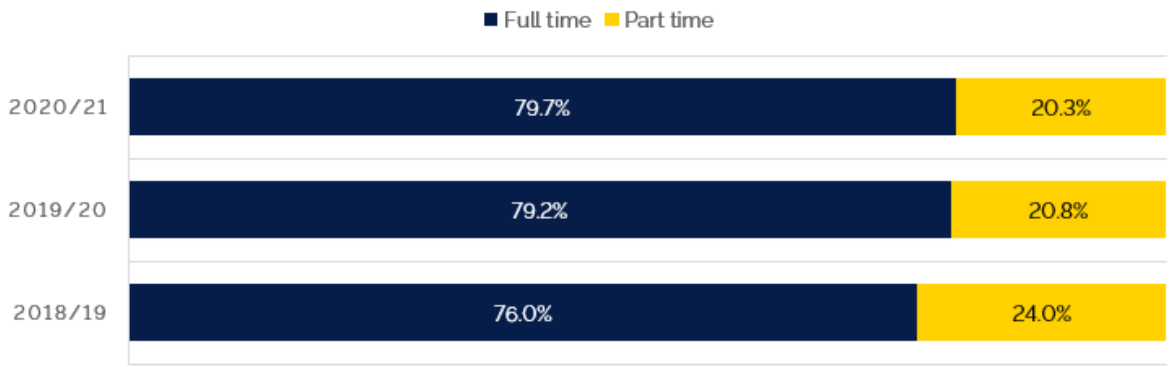


Figure 3a.9: UK and International student proportions 2018/19 – 2020/21

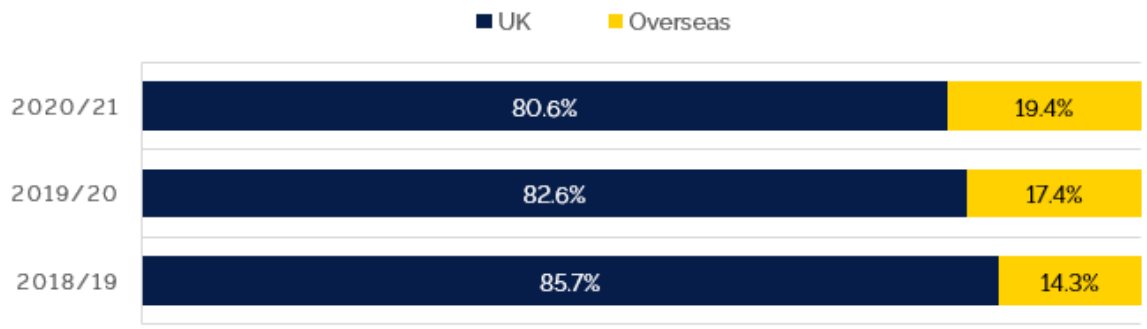


Figure 3a.10: Students by delivery location 2018/19 – 2020/21

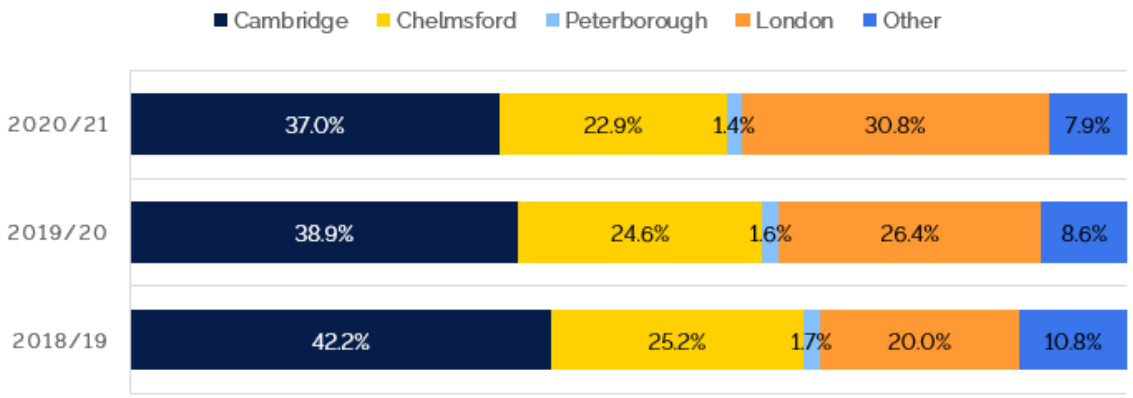


Figure 3a.11: Students by course delivery type

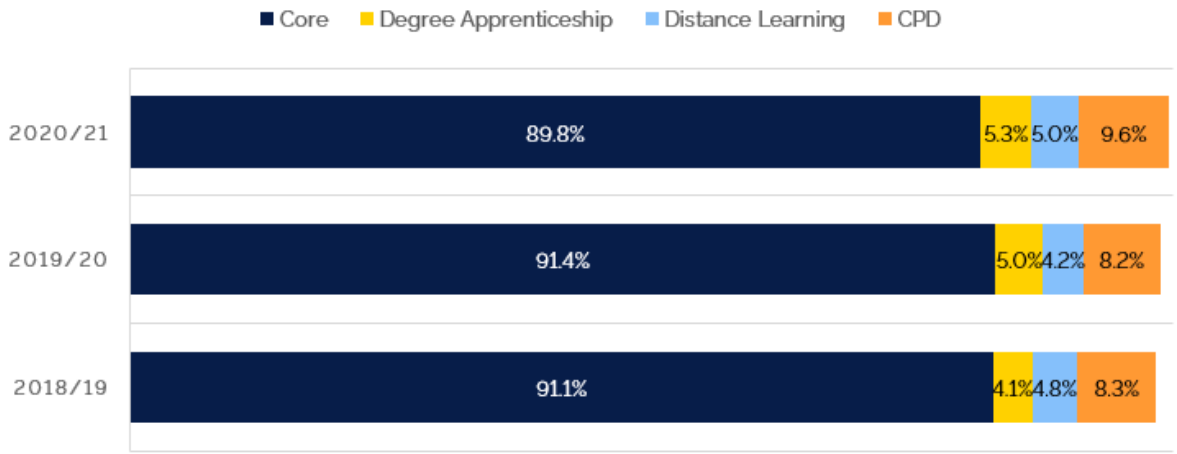


Figure 3a.12: Students by age bracket

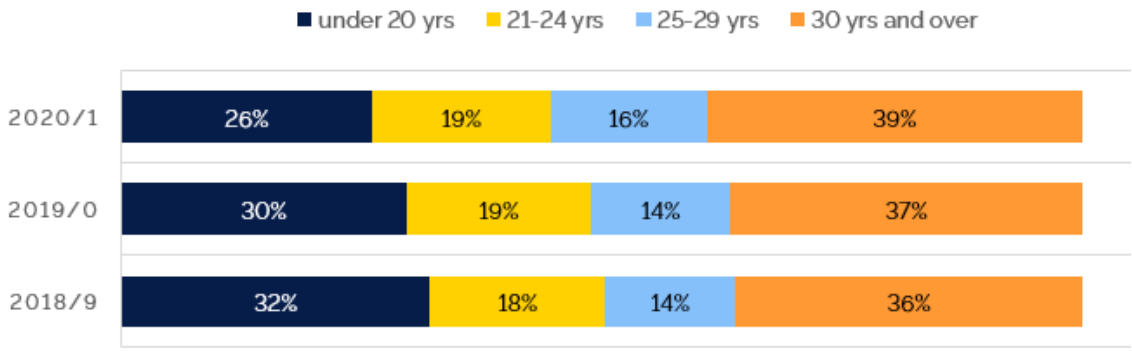


Figure 3a.13: Top twenty student registered domicile 2018/19 – 2020/21

Domicile	2018/19	2019/20	2020/21
India	9.8%	21.3%	30.7%
Portugal	14.8%	13.1%	12.3%
Romania	3.1%	5.9%	5.5%
Italy	4.8%	5.4%	4.6%
Nigeria	6.1%	5.3%	4.6%
Spain	5.0%	5.2%	5.0%
China	4.5%	3.9%	2.8%
United Arab Emirates	1.6%	2.1%	5.5%
Ireland	2.6%	1.9%	1.7%
United States	2.2%	1.4%	1.1%
Lithuania	1.2%	1.4%	1.1%
Bulgaria	1.0%	1.2%	0.9%
Greece	1.9%	1.2%	1.6%
France	1.9%	1.2%	0.9%
Zimbabwe	1.7%	1.2%	1.0%
Poland	1.3%	1.2%	1.3%
Hong Kong	1.6%	1.2%	0.9%
Germany	1.5%	1.0%	0.8%
Saudi Arabia	1.1%	0.6%	0.7%
Egypt	0.7%	0.6%	0.7%

Figure 3a.14: 2020/21 UK domiciled students from the East of England and London

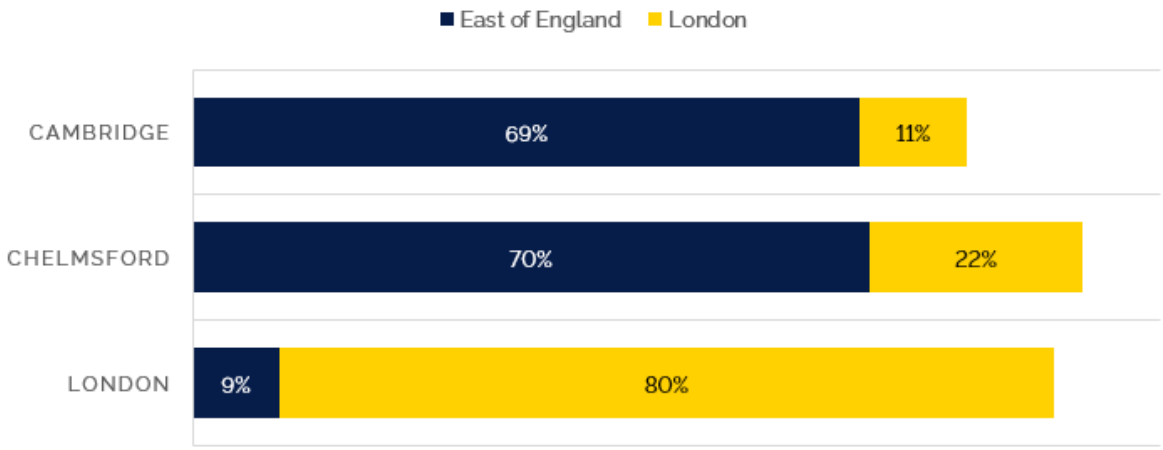


Figure 3a.15: Student ethnicity UK domicile 2018/19 – 2020/21

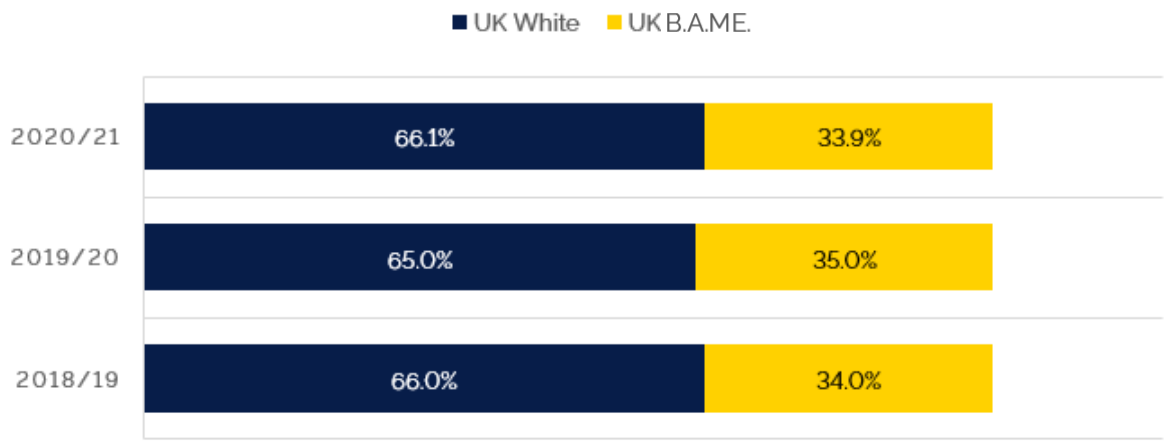


Figure 3a.16: Student ethnicity international domicile 2018/19 – 2020/21

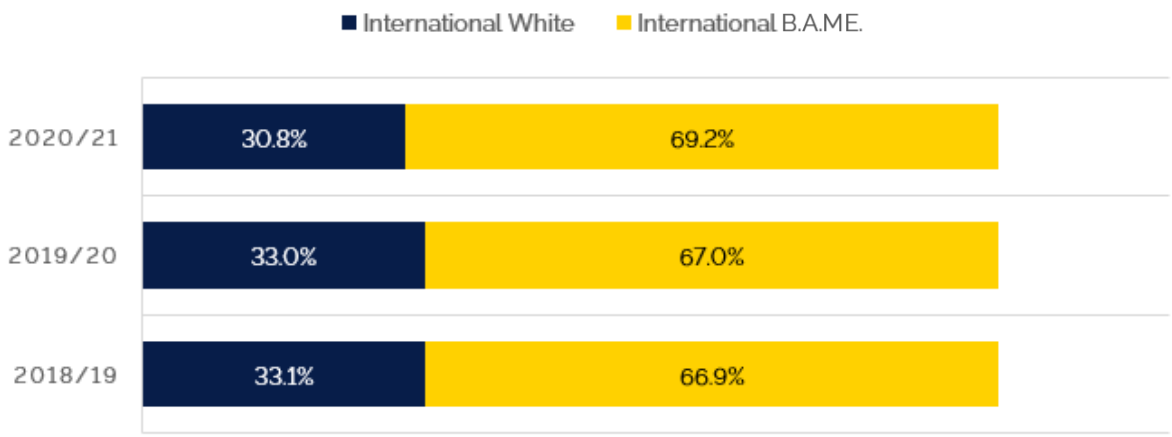
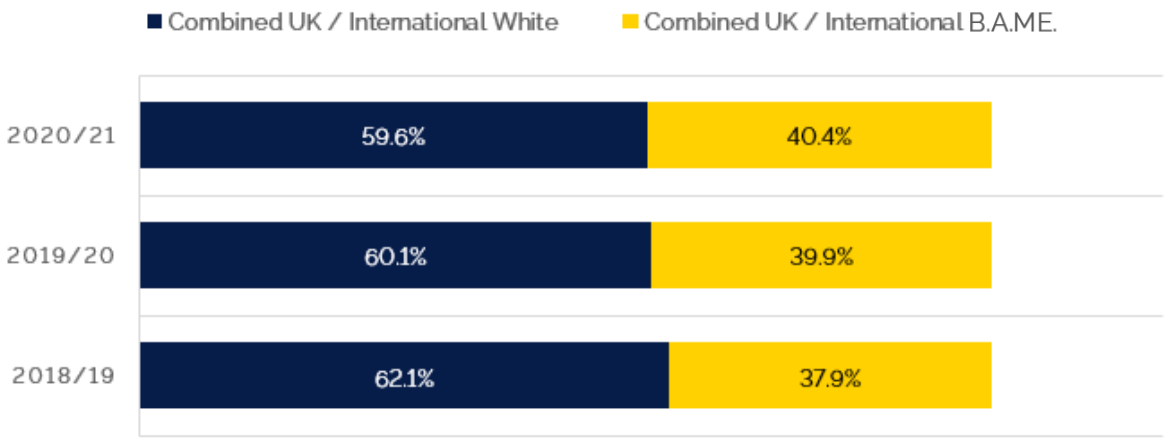


Figure 3a.17: Student ethnicity combined domiciles 2018/19 – 2020/21



3b Overview of ARU's local population

Local populations:

ARU Staff have a 'home base', which is either our campus in Cambridge, Chelmsford, or Peterborough. ARU-London staff are not included in this comparison nor throughout the application as they are not employed by ARU and are not included in our staff HESA return.

Compared to the latest available 2020/21 census data (3b.1), our B.A.ME. academic staff 2020/21 (16.9%) are under representative of Cambridge (22.5%) and Peterborough (24.6%) local populations. Additionally, our B.A.ME. professional services staff 2020/21 (7.8%) are under representative of Cambridge (22.5%), Chelmsford (11.6%), and Peterborough (25.5%) local populations.

However, while this data shows under representation more broadly, it should be noted that our academic and professional services communities are split across the three campuses. The comparison of staff to local populations needs to be explored further to understand whether the academic or professional services community at each specific campus is under representative of the local communities in which the campus exists. Therefore, our action remains to analyse staff ethnicity data by campus.

For further analysis and information on our aspirations and actions to improve staff diversity, see Sections 4, 5, and 6. We will incorporate any further staff ethnicity data by campus into the relevant actions in these sections.

Figure 3b.1: Ethnicity of student population in 2020/21 compared with local and national populations (from 2021 Census)

		Cambridge		Chelmsford		London		Peterborough		England and Wales	
		Census	ARU	Census	ARU	Census	ARU	Census	ARU	Census	ARU
Asian	Bangladeshi	2.0%	1.1%	0.5%	1.2%	3.7%	3.5%	0.2%	0.2%	1.1%	2.2%
	Chinese	4.4%	2.0%	0.6%	0.4%	1.7%	0.0%	0.5%	0.2%	0.7%	0.3%
	Indian	4.1%	13.2%	2.6%	11.6%	7.5%	0.7%	3.3%	3.1%	3.1%	2.3%
	Other Asian	3.4%	3.9%	1.0%	3.5%	4.6%	1.1%	2.4%	1.5%	1.6%	2.5%
	Pakistani	1.0%	1.8%	0.6%	1.7%	3.3%	1.3%	7.9%	1.5%	2.7%	1.9%
	Total	14.8%	22.1%	5.3%	18.4%	20.7%	6.6%	14.3%	6.5%	9.3%	9.1%
Black	Black or Black British - African	1.7%	7.9%	1.9%	18.6%	7.9%	20.8%	2.9%	12.0%	2.5%	15.5%
	Black or Black British - Caribbean	0.4%	0.9%	0.4%	1.0%	3.9%	3.0%	0.7%	1.5%	1.0%	2.0%
	Other Black background	0.3%	0.8%	0.3%	0.9%	1.7%	1.9%	0.5%	0.0%	0.5%	1.0%
	Total	2.4%	9.6%	2.6%	20.5%	13.5%	25.7%	4.1%	13.5%	4.0%	18.5%
Mixed	Other mixed background	1.6%	0.9%	0.7%	0.7%	1.9%	0.2%	0.9%	0.9%	0.8%	0.7%
	Mixed - White and Asian	2.1%	0.9%	0.8%	0.5%	1.4%	1.0%	0.9%	0.9%	0.8%	0.7%
	Mixed - White and Black African	0.7%	0.9%	0.4%	0.9%	0.9%	0.7%	0.8%	1.3%	0.4%	1.0%
	Mixed - White and Black Caribbean	0.8%	1.7%	0.7%	1.1%	1.5%	1.9%	0.9%	1.7%	0.9%	1.6%
	Total	5.1%	4.4%	2.6%	3.2%	5.7%	3.9%	3.5%	4.8%	2.9%	4.0%
Other	Other ethnic background	2.3%	3.5%	0.7%	3.0%	4.7%	0.7%	2.3%	0.4%	1.6%	0.6%
	Arab	0.8%	1.6%	0.2%	1.2%	1.6%	4.0%	0.4%	2.0%	0.6%	2.2%
	Total	3.1%	5.2%	0.9%	4.2%	6.3%	4.7%	2.7%	2.4%	2.1%	2.9%
White	White	74.5%	58.7%	88.4%	53.6%	53.7%	58.9%	75.1%	72.8%	81.6%	65.4%
	Gypsy or Irish Traveller	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.3%	0.0%	0.1%	0.1%
	Total	74.5%	58.7%	88.5%	53.7%	53.8%	59.0%	75.4%	72.8%	81.7%	65.5%

Sources: ONS, ARU

Representation of B.A.ME. ethnicities within the student body is comparable to, or greater than, local areas for most groups, with the only notable disparities on the London and Peterborough campuses which have low proportions of Asian students. Figure 3b.1 shows an underrepresentation of the broader Asian ethnic group and particularly of Indian students at ARUL. This is an unexpected finding that we will explore further.

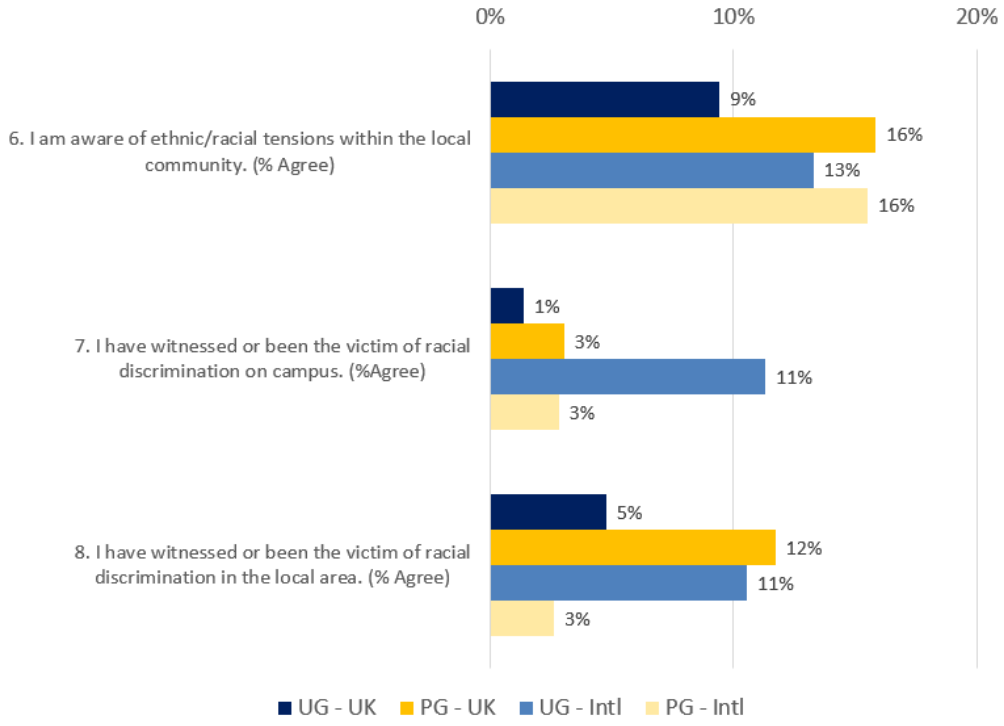
Known racial tensions either specifically within local communities or linked to the institution's staff and students There are no specific known racial tensions linked to ARU's staff and students, Nevertheless, as is evident from our staff and student REC surveys, B.A.ME. staff are exposed to discrimination and harassment in our local communities:

> *"I have witnessed my neighbour make racist statements."* (White, Academic Staff)

> *"I have experienced unwelcome behaviour from local population due to my ethnicity and have negative experience due to my accent and where I am come from. I don't belief that there was any point to raise it and I wouldn't know who to report it to."* (White, Professional staff)

B.A.ME. students from all groups were also more likely to report awareness of racial tensions in their local community.

> *"A friend has been subjected to racial verbal assault in the Chelmsford area on multiple occasions. Community events to raise awareness may be helpful to support ethnic minorities. No one should have to go through racial discrimination. We should support our local community."* (White, Professional staff)



"I experience verbal racial abuse during the start of Covid at a local supermarket."

(Asian, Cambridge Student)

"When me and my friends walk around a lot of white people look at us, it makes us feel like outsiders."

(Black, Chelmsford Student)

"I have also witnessed some racist sentiments written in graffiti throughout the city."

(Asian, Cambridge Student)

Cambridge

Cambridge City Council advised that Gypsy, Roma and Travellers experience more discrimination than other ethnic minorities. It is working to reduce disadvantage by improving access to public services. In March 2022 ARU signed the Improving Access & Participation in HE for Gypsies, Roma, Travellers, Showmen, and Boaters Pledge, to assist GRTSB students' access to HE. ARU has a strong record of research and engagement with GRTSB communities and have a specific focus on GRTSB students in our Access and Participation Plan.

Chelmsford

Historic racial tension relates to a local campaign following the Chelmsford Muslim Society's purchase of the Hampton's Sports and Leisure Club in 2017, for prayer and larger celebrations. ARU actively engages with faith communities in Chelmsford. The Essex Faith Covenant, launched in 2017, was the first county-wide Faith Covenant in the UK with over 30 religious and community organisations signatories.

Peterborough

Peterborough Racial Equality Council works to address issues raised by Black community leaders, by bringing these to the attention of city authorities; supporting community engagement. They also conduct research with young people from diverse ethnic backgrounds to promote their concerns to community leaders and city authorities. Community engagement is a critical element of establishing the new ARU Peterborough.

Hate crime

Figure 3b.2: Hate crime statistics 2018/19-2020/21

		Disability	Race	Religion	Sexual Orientation	Trans-gender identity
2018/19	Cambridgeshire	47	777	73	90	26
	Essex	436	2,048	222	380	89
	London	414	16,037	2,227	2,407	243
	England and Wales	8,250	78,906	8,559	14,472	2,329
2019/20	Cambridgeshire	75	1,052	92	143	19
	Essex	478	2,244	229	508	84
	London	488	17,596	2,199	3,051	292
	England and Wales	8,465	76,158	6,856	15,972	2,542
2020/21	Cambridgeshire	80	1,106	84	141	16
	Essex	521	2,675	167	516	88
	London	527	20,135	1,864	2,935	291
	England and Wales	9,943	92,052	6,377	18,596	2,799

Figure 3b.3: Racially and religiously motivated hate crime 2018/19-2020/21

		2018/19	2019/20	% Increase 2018/19 - 2019/20	2020/21	% Increase 2019/20 - 2020/21	% Increase over three years
Race	Cambridgeshire	777	1,052	35%	1,106	5%	42%
	Essex	2,048	2,244	10%	2,675	19%	31%
	London	16,037	17,596	10%	20,135	14%	26%
	England and Wales	78,906	76,158	-3%	92,052	21%	17%
Religion	Cambridgeshire	73	92	26%	84	-9%	15%
	Essex	222	229	3%	167	-27%	-25%
	London	2,227	2,199	-1%	1,864	-15%	-16%
	England and Wales	8,559	6,856	-20%	6,377	-7%	-25%

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

Public engagement

ARU leads events with other organisations on a wide range of topics, including engagement with multifaith communities in Cambridge and Chelmsford.

ARU has representation on:

- over 30 regional boards in Essex and Cambridgeshire including Cambridge Ahead, Success Essex, and Citizens UK in Essex and Peterborough
- 19 national boards and groups, including board roles on the ARC Universities Group, National Centre for Entrepreneurship in Education, and University Alliance.
- the Essex Equalities Network and East of England Regional EDI Network, which aim to enhance partnership working, and sharing best practice between public sector and key partner organisations to support a shared regional vision of diversity and inclusion.

ACTIONS:

F3.14 Analyse staff ethnicity data further by campus for both academic and professional services staff, taking into consideration proportions of staff across each campus, to understand under-representation further.

W6.4 Examine the reasons for lower representation of Asian students on the London campus.

F1.8 Share Race Equality Strategy externally, working with local and regional organisations to ensure collective learning in anti-racist work.

4. Staff profile

Analysis of our quantitative and qualitative data led us to clearly identify 4 priority areas for urgent action to address the impacts of structural racism on our staff, present in our university, as in our wider regional and national contexts. We have a long history of policies to ensure equality and inclusivity, but we acknowledge we have more work to do, particularly as staff from B.A.ME. communities do not experience our processes as fair, inclusive or promoting equality. The data show this to be the case particularly for:

- Recruitment
- Opportunities for Career development and Progression once appointed (Sections 5 & 6).

We also identified the priorities to address:

- CPD for staff and
- ensuring that staff feel fairly treated and have confidence in the reporting of discrimination and harassment.

These hold for academic and professional staff; the actions we have identified, are to be implemented to ensure progress for all staff.

4a Academic staff

Note on staff data

- Staff data covers three years (AYs 2018/19 - 2020/21)
- Data presented as Headcount.
- Where numbers are small data are only disaggregated to B.A.ME. level to avoid identification. All numbers are rounded to nearest 5, numbers between 0-4 have been supressed. Any percentages based on a group of less than 10 have been supressed. Only percentages have been provided for certain data to avoid identification.

Note on benchmarking

We have not yet benchmarked our staff data by ethnicity against other HEIs. We are consciously working so that our B.A.ME. staff can be more reflective of our local populations and our student communities. We have made some progress on the former, but we are a long way from reaching the latter. We are committed to set appropriate benchmarks to achieve a more diverse staff body.

ACTION:

F3.13 Set benchmarks as appropriate for staff in academic and professional roles.

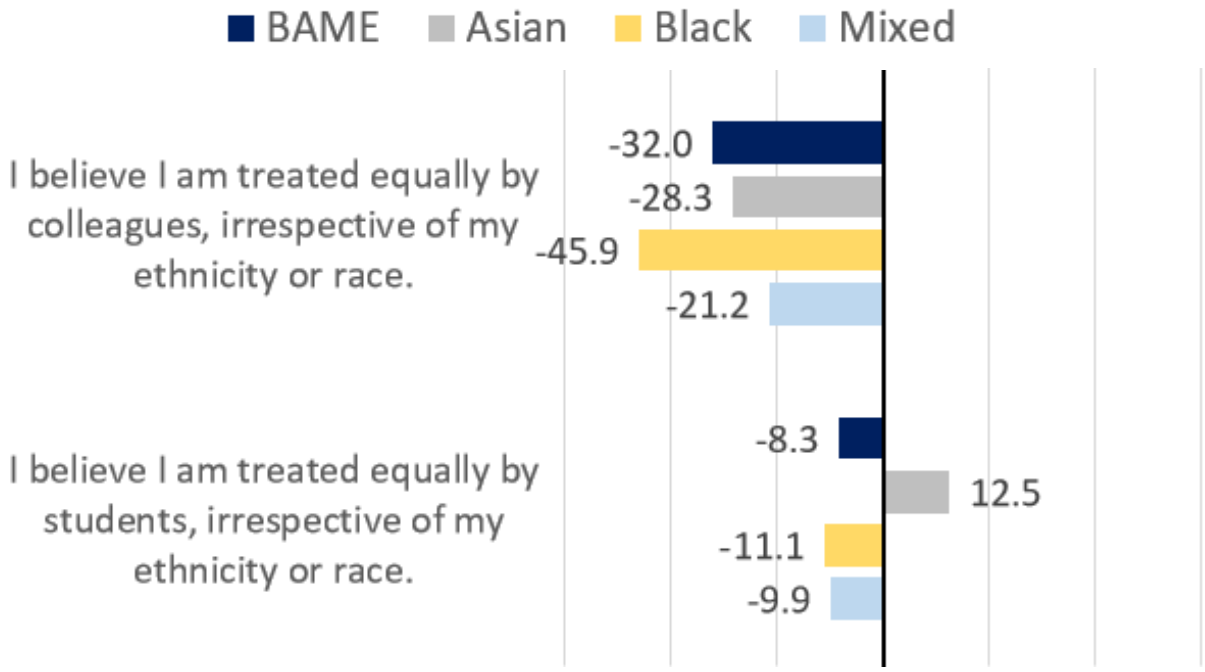
We are proud that the proportion of academic staff identifying as B.A.ME. has steadily increased each year, to 16.9% in 2020/21 (4A.1.i) but we're still below the sector (18% in 2019/20) (Equality in Higher Education: statistical reports 2021, Advance HE).

- Asian staff form the largest portion of our B.A.ME. academic staff (7.6% in 2020/21), with Mixed and Other ethnicities representing the smallest proportions of academic staff (4a.1i).
- International staff make up 24.7% of academic staff; of this staff, 30.9% are from communities designated in the UK as B.A.ME., compared to only 12.4% of our UK academic staff (4a.1iii).

Despite the improving picture in our academic staff diversity, the REC survey shows that staff rightly remain very concerned about the lack of staff diversity compared to the student population. For actions relating to staff recruitment to improve diversity, see Section 5.

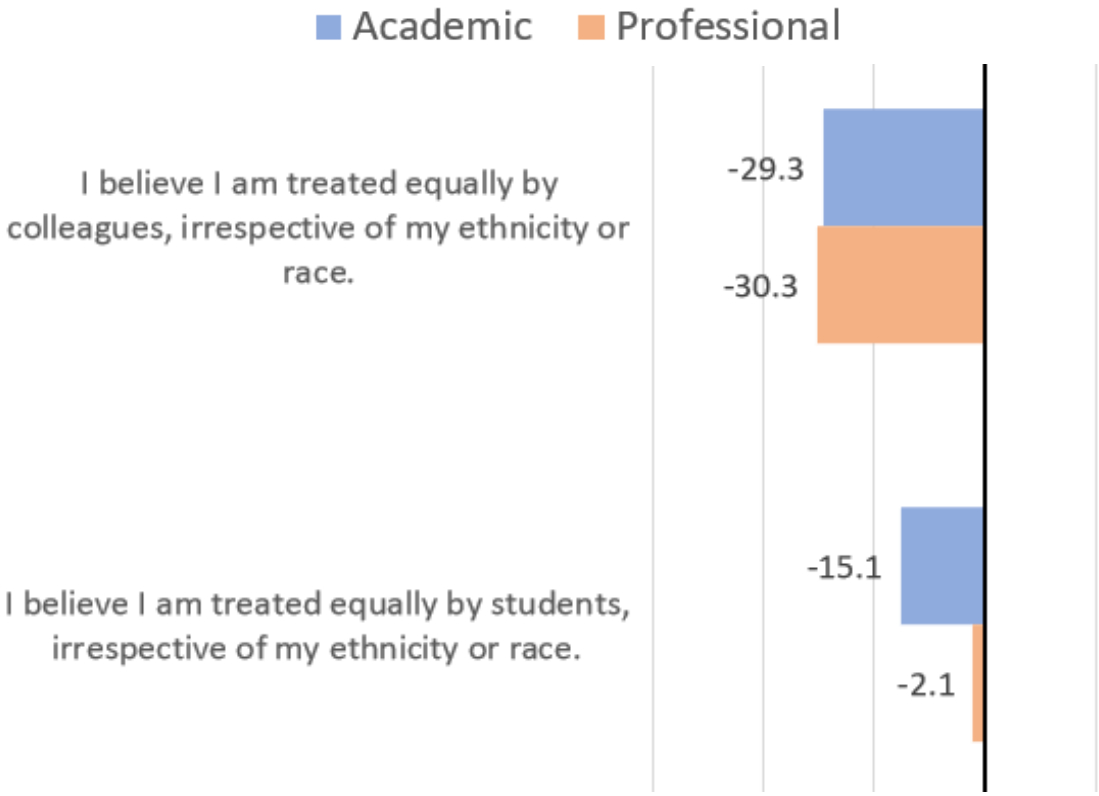
The REC survey also shows that staff from B.A.ME. backgrounds believe they are not treated equally by colleagues or students. These figures represent a small number of staff, but the significant gaps provide a clear message. The results

echo those in our whole staff Survey in 2020, which found that staff from B.A.ME. backgrounds did not feel fairly treated.



A positive gap means B.A.ME. staff had a higher percentage agree score.

A negative gap means White staff had a higher percentage agree score.



These charts show the gaps between percentage agree scores from B.A.ME. and White staff for institution as a whole, unless the key displays otherwise for international or UK nationality and academic or professional services.

ACTIONS:

W5.1 Ensure mechanisms for reporting racial discrimination and micro-aggressions are visible, and that staff are trained to address complaints to increase staff confidence in fair treatment.

W5.8 Hold facilitated workshops to understand the lived experience of B.A.ME. staff, unpack concerns over equal treatment and develop appropriate actions.

4a.1i: ARU academic staff ethnicity 18/19-20/21

Ethnicity	Detail of Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
B.A.ME.	Asian	80	80	85	6%	8.7%	9.4%	9.4%	0.7
	Black	25	30	35	38%	2.9%	3.4%	4.1%	1.2
	Mixed	20	15	15	-11%	2.0%	1.8%	1.8%	-0.2
	Other Ethnic Background	15	15	15	8%	1.5%	1.6%	1.6%	0.1
	Total	135	140	150	10%	15.1%	16.2%	16.9%	1.8
White	Total	735	690	705	-4%	82.5%	81.0%	80.3%	-2.2
PNTS	Total	20	25	25	14%	2.4%	2.8%	2.7%	0.4
Total		890	850	880	-1%				

4a.1ii: ARU academic staff ethnicity and nationality 18/19-20/21

Ethnicity	Nationality	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
B.A.ME.	International	65	70	65	2%	7.4%	8.1%	7.6%	0.2
	UK	70	70	80	19%	7.7%	8.1%	9.3%	1.6
	Total	135	140	150	10%	15.1%	16.2%	16.9%	1.8
White	International	155	135	140	-8%	17.3%	16.1%	16.1%	-1.1
	UK	580	550	565	-3%	65.2%	64.9%	64.2%	-1.0
	Total	735	690	705	-4%	82.5%	81.1%	80.3%	-2.2
PNTS	International	5	10	10	33%	0.7%	0.9%	0.9%	0.2
	UK	15	15	15	7%	1.7%	1.8%	1.8%	0.1
	Total	20	25	25	14%	2.4%	2.7%	2.7%	0.4
Total		890	850	880	-1%				

4a.1iii: ARU academic staff ethnicity and nationality 18/19-20/21

Nationality	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
International	B.A.ME.	65	70	65	2%	29.2%	32.2%	30.9%	1.7
	White	155	135	140	-8%	68.1%	64.0%	65.4%	-2.7
	PNTS	5	10	10	33%	2.7%	3.7%	3.7%	1.0
	Total	225	215	215	-4%	25.3%	25.2%	24.7%	-0.7
UK	B.A.ME.	70	70	80	19%	10.4%	10.8%	12.4%	2.0
	White	580	550	565	-3%	87.4%	86.8%	85.2%	-2.2
	PNTS	15	15	15	7%	2.3%	2.4%	2.4%	0.2
	Total	665	635	665	0%	74.7%	74.8%	75.3%	0.7
Total		890	850	880	-1%				

Academic staff by faculty

AHSS is our least diverse faculty, whilst BL is proportionally our most diverse faculty with 24.5% B.A.ME. staff, comparably higher than the institution level. The diversity of each faculty will be considered for the actions and initiatives being implemented, with AHSS a priority.

4a.2i: ARU academic staff faculty by ethnicity all nationalities 18/19-20/21

		Share			
Faculty	Ethnicity	2018/19	2019/20	2020/21	3 year change
AHSS	B.A.ME.	7.4%	7.8%	8.0%	0.6
	White	89.1%	88.9%	88.9%	-0.3
	PNTS	3.4%	3.3%	3.1%	-0.3
BL	B.A.ME.	22.2%	21.2%	24.5%	2.3
	White	75.0%	76.0%	71.7%	-3.3
	PNTS	2.8%	2.9%	3.8%	1.0
HEMS	B.A.ME.	16.5%	18.0%	18.7%	2.3
	White	81.7%	79.8%	79.5%	-2.2
	PNTS	1.8%	2.1%	1.8%	-0.1
SE	B.A.ME.	16.5%	18.0%	18.8%	2.3
	White	81.2%	78.7%	78.3%	-2.8
	PNTS	2.4%	3.3%	2.9%	0.6

4a.2ii: ARU academic staff faculty by ethnicity UK 18/19-20/21

Faculty	Ethnicity	Share			
		2018/19	2019/20	2020/21	3 year change
AHSS					
BL	B.A.ME.	13.8%	12.5%	17.5%	3.6
	White	81.5%	82.8%	79.4%	-2.2
	PNTS	4.6%	4.7%	3.2%	-1.4
HEMS	B.A.ME.	12.2%	13.3%	15.0%	2.9
	White	86.3%	85.2%	83.6%	-2.8
	PNTS	1.5%	1.5%	1.4%	-0.1
SE	B.A.ME.	10.7%	11.4%	13.1%	2.4
	White	87.1%	85.5%	83.9%	-3.2
	PNTS	2.2%	3.0%	3.0%	0.7

4a.2iii: ARU academic staff faculty by ethnicity international 18/19-20/21

Faculty	Ethnicity	Share 2018/19	2019/20	2020/21	3 year change
AHSS	B.A.ME.	13.0%	17.5%	16.3%	3.2
	White	82.6%	77.5%	79.1%	-3.5
	PNTS	4.3%	5.0%	4.7%	0.3
BL	B.A.ME.	34.9%	35.0%	34.9%	0.0
	White	65.1%	65.0%	60.5%	-4.7
	PNTS	0.0%	0.0%	4.7%	4.7
HEMS	B.A.ME.	36.8%	40.4%	37.5%	0.7
	White	59.6%	54.4%	58.9%	-0.7
	PNTS	3.5%	5.3%	3.6%	0.1
SE	B.A.ME.	29.9%	32.9%	31.9%	2.1
	White	67.5%	63.0%	65.3%	-2.3
	PNTS	2.6%	4.1%	2.8%	0.2

Academic grade

Grade 4: Research Assistant

Grade 5: Lecturer, Lecturer practitioner and Research fellows

Grade 6: Senior Lecturer, Senior Lecturer practitioner and Senior researchers

Grade 7: Associate Professor (Principal lecturer or Reader until August 2020)

Grade 8: Management grade

PRA1, 2, & 3: Professor A1, A2, A3

SPOT: Specific grades for senior roles

PROT: Protected grade

Our data show a very concerning picture of B.A.ME. staff being overrepresented in grades 4 & 5, growing over three years (4a.3.iv). This may be explained by the

increase in B.A.ME. staff appointments and will be investigated as part of the new data monitoring process.

B.A.ME. staff are also less likely to be in professorial grades (4a.3.iv), indicating a significant issue with B.A.ME. staff progressing to professorial grades. Particularly B.A.ME. UK staff with no representation in those grades (4a.3ii).

This highlights the importance of our priority of career development and progression resulting in the actions on promotions in section 5.

ACTION:

F3.15 Develop monitoring process for diversity data of staff by grade, faculty and contract type on a regular basis.

4a.3i: ARU academic staff grade by ethnicity all nationalities 18/19-20/21

		No.s				Share			
Grade	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
GR04 & 05	B.A.ME.	35	40	45	38%	18.1%	21.3%	20.9%	2.8
	White	155	135	175	15%	81.4%	77.0%	78.2%	-3.2
	PNTS	●	●	●		0.5%	1.7%	0.9%	0.4
	Total	190	180	225	20%	21.1%	21.0%	25.7%	4.6
GR06, 07 & 08	B.A.ME.	90	90	95	3%	15.3%	15.9%	16.8%	1.5
	White	490	465	450	-8%	81.6%	80.8%	79.8%	-1.7
	PNTS	20	20	20	0%	3.2%	3.3%	3.4%	0.2
	Total	600	580	565	-6%	67.6%	68.3%	64.5%	-3.1
PRA1,2 & 3									
	Total	40	40	35	-5%	4.3%	4.5%	4.1%	-0.2
PROT & SPOT									
	Total	60	50	50	-19%	7.0%	6.1%	5.7%	-1.3
Total		890	845	875	-2%				

4a.3ii: ARU academic staff grade by ethnicity UK 18/19-20/21

		No.s				Share			
Grade	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
GR04 & 05	B.A.ME.	15	15	25	47%	13.1%	13.6%	15.5%	2.5
	White	110	100	135	21%	86.2%	84.7%	83.9%	-2.3
	PNTS	●	●	●		0.8%	1.7%	0.6%	-0.1
	Total	130	120	160	24%	19.6%	18.7%	24.4%	4.9
GR06, 07 & 08	B.A.ME.	45	50	50	13%	10.2%	10.9%	12.1%	2.0
	White	395	380	365	-8%	87.0%	86.3%	85.0%	-1.9
	PNTS	15	10	10	-8%	2.9%	2.7%	2.8%	-0.1
	Total	455	440	430	-6%	68.2%	69.5%	64.9%	-3.3
PRA1,2 & 3	B.A.ME.	●	●	●		0.0%	0.0%	0.0%	0.0
	White	25	25	25	-4%	96.0%	96.2%	95.8%	-0.2
	PNTS	●	●	●		4.0%	3.8%	4.2%	0.2
	Total	25	25	25	-4%	3.8%	4.1%	3.6%	-0.1
PROT & SPOT									
Total		665	630	660	-1%				

4a.3iii: ARU academic staff grade by ethnicity international 18/19-20/21

		No.s				Share			
Grade	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
GR04 & 05	B.A.ME.	15	20	20	29%	29.3%	36.7%	34.4%	5.1
	White	40	35	40	0%	70.7%	61.7%	64.1%	-6.6
	PNTS	●	●	●		0.0%	1.7%	1.6%	1.6
	Total	60	60	65	10%	25.7%	28.0%	29.5%	3.8
GR06, 07 & 08	B.A.ME.	45	45	45	-7%	30.9%	31.7%	31.4%	0.5
	White	95	90	85	-10%	65.1%	63.3%	63.5%	-1.6
	PNTS	5	5	5	17%	4.0%	5.0%	5.1%	1.1
	Total	150	140	135	-8%	65.9%	65.0%	63.1%	-2.8
PRA1,2 & 3									
PROT & SPOT									
Total		225	215	215	-4%				

4a.3iv: ARU academic staff grade by ethnicity 18/19-20/21

		No.s					Share			
Year	Ethnicity	GR04 & 05	GR06, 07 & 08	PRA1, 2 &3	PROT & SPOT	Total	GR04 & 05	GR06, 07 & 08	PRA1, 2 &3	PROT & SPOT
2018/19	[redacted]						[redacted]			
2019/20										
2020/21										

ACTION:

Also identified in 4a.3 action F3.15

Academic Contract type

- Historically a higher proportion of B.A.ME. academic staff were on fixed term contracts compared to White staff. In 2020/21, this changed, with 11.4% of B.A.ME. staff on fixed term contracts compared to 12.4% of White staff (4a.4iii).

- When considering UK and international staff separately, both have a downward trend in the proportion of B.A.ME. staff on fixed term contracts. International staff overall are disproportionately represented on fixed term contracts (16.6%) (4a.4ii).

- We note the need to track and understand the changes in all our diversity data, resulting in the need to develop a data monitoring process and explore reasons for changes in representation (F3.15).

4a.4i: ARU academic staff contract type by ethnicity all nationalities

18/19-20/21

Contact type	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
Fixed term	B.A.ME.	15	25	15	**13%**	17.0%	25.8%	16.2%	-0.9
	White	70	65	90	**26%**	79.5%	71.0%	83.8%	4.3
	PNTS	●	●	●		3.4%	3.2%	0.0%	-3.4
	Total	90	95	105	**19%**	9.9%	10.9%	11.9%	
Permanent	B.A.ME.	120	115	130	**10%**	14.9%	15.1%	17.0%	2.1
	White	665	625	620	**-7%**	82.8%	82.3%	79.9%	-3.0
	PNTS	20	20	25	**33%**	2.2%	2.6%	3.1%	0.9
	Total	805	755	775	**-4%**	90.1%	89.1%	88.1%	
Total		890	850	880	**-1%**				

4a.4ii: ARU academic staff contract type by ethnicity and nationality

18/19-20/21

Nationality	Contract type	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
International	Fixed term	B.A.ME.	10	15	10	**-11%**	24.3%	34.1%	22.2%	-2.1
		White	30	25	30	**0%**	75.7%	63.4%	77.8%	2.1
		PNTS	●	●	●		0.0%	2.4%	0.0%	0.0
		Total	35	40	35	**-3%**	16.4%	19.2%	16.6%	0.2
	Permanent	B.A.ME.	55	55	60	**4%**	30.2%	31.8%	32.6%	2.4
		White	125	110	115	**-10%**	66.7%	64.2%	63.0%	-3.7
		PNTS	5	5	10	**33%**	3.2%	4.0%	4.4%	1.2
		Total	190	175	180	**-4%**	83.6%	80.8%	83.4%	-0.2
	Total	Total	225	215	215	**-4%**	25.3%	25.2%	24.7%	-0.7
UK	Fixed term	[redacted]					[redacted]			
	Permanent	B.A.ME.	65	60	75	**16%**	10.2%	10.1%	12.3%	2.0
		White	540	510	505	**-6%**	87.8%	87.7%	85.0%	-2.8
		PNTS	10	15	15	**33%**	2.0%	2.2%	2.7%	0.7
		Total	615	585	595	**-3%**	92.3%	91.8%	89.6%	-2.7
	Total	Total	665	635	665	**0%**	74.7%	74.8%	75.3%	0.7
	Total		890	850	880	**-1%**				

4a.4iii: ARU academic staff contract type by ethnicity 18/19-20/21

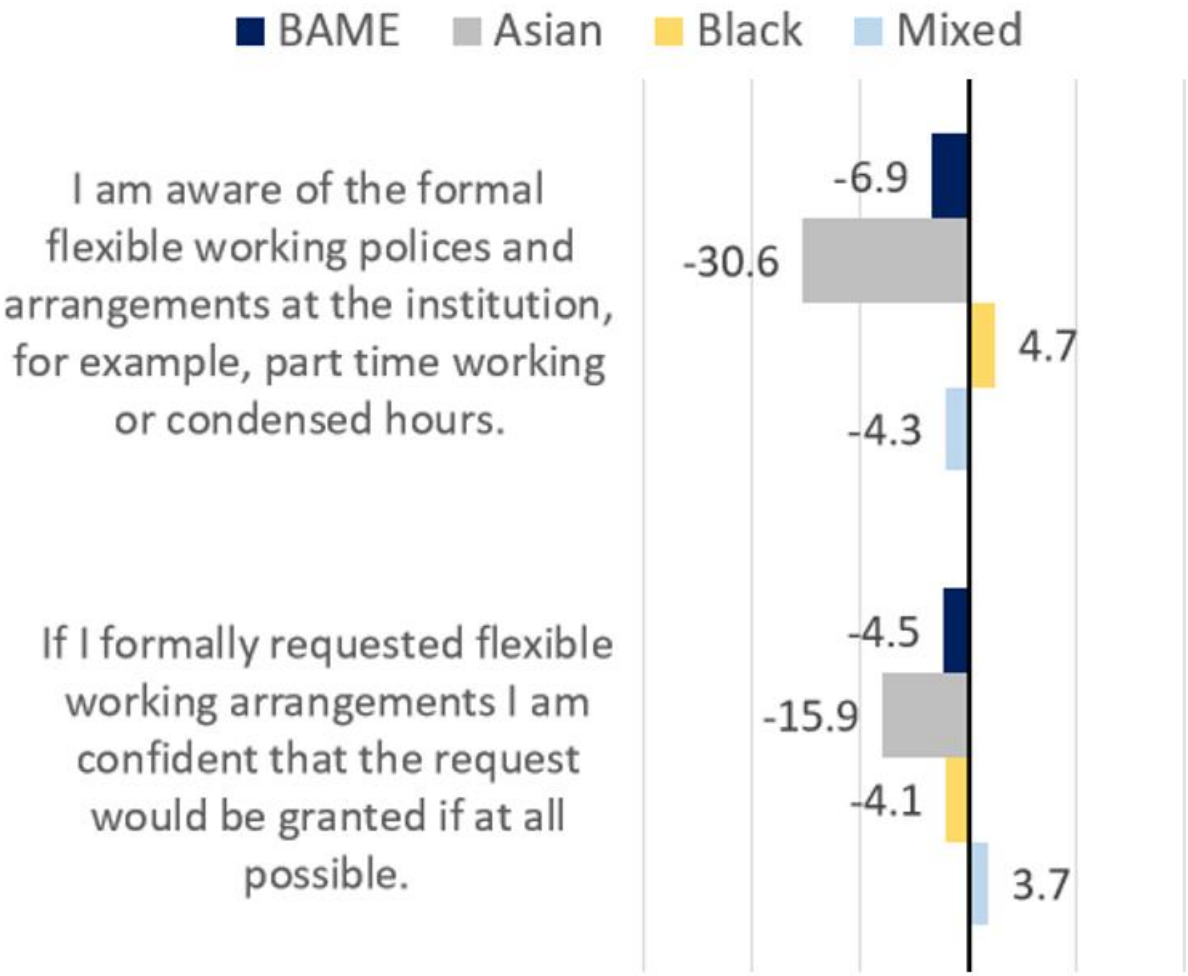
		No.s			Share	
Year	Ethnicity	Fixed term	Permanent	Total	Fixed term	Permanent
2018/19	B.A.ME.	15	120	135	11.1%	88.9%
	White	70	665	735	9.5%	90.5%
	PNTS	●	20	20	14.3%	85.7%
2019/20	B.A.ME.	25	115	140	17.4%	82.6%
	White	65	625	690	9.6%	90.4%
	PNTS	●	20	25	12.5%	87.5%
2020/21	B.A.ME.	15	130	150	11.4%	88.6%
	White	90	620	705	12.4%	87.6%
	PNTS	●	25	25	0.0%	100.0%

Academic full time/part-time contracts

ARU offer formal flexible working and agile working (from 2020/21) for all staff.

- Despite improvement over 3 years, the proportion of B.A.ME. staff (24.8%) in part-time positions remains lower than for White staff (32.1%) (4a.5iii). Our international part-time academic staff from a B.A.ME. background are in a similar position (4a.5ii).

- Our REC survey indicates that Asian staff are less likely than White staff to be aware of formal flexible working policies. Asian staff also reported less confidence that a flexible working request would be granted.



> *"I applied for flexible working and was denied but not based on any of the legal reasons allowed by law. So no, it was not dealt with fairly."* (B.A.ME., Academic staff)

- Part-time academic staff have a higher non-disclosure rate of 3.6% compared to all academic staff (2.7%) (4a.5i). International part-time academic staff non-disclosure rate is 7.8% compared to all international academic staff non-disclosure rate (3.7%) (4a.5iii).

Combined these data show that B.A.ME. staff are less likely to take up opportunities for flexible working, indicating either a lack of awareness and/or of confidence in the institutional management of work patterns. To develop our understanding the part time/ full time, diversity data will be included in our monitoring process, see action F3.15.

ACTIONS:

Also identified in 4a.3 action F3.15

W2.5 Provide training to all staff to ensure that staff are aware of ARU's flexible working policies and opportunities for amending working patterns.

F3.16 Increase non-disclosure rates for staff. Develop annual call out for staff to update their diversity data on BusinessWorld, to improve non-disclosure rates.

4a.5i: ARU academic staff full time/part-time by ethnicity all nationalities 18/19-20/21

		No.s				Share			
Contract mode	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
Full time	B.A.ME.	115	110	110	-3%	17.4%	18.0%	18.5%	1.1
	White	535	490	480	-10%	80.8%	79.9%	79.2%	-1.5
	PNTS	10	15	15	17%	1.8%	2.1%	2.3%	0.5
	Total	660	610	605	-8%	74.0%	71.8%	68.9%	-5.1
Part time	B.A.ME.	20	30	35	85%	8.6%	11.7%	13.5%	4.9
	White	205	200	225	12%	87.5%	83.8%	82.8%	-4.7
	PNTS	10	10	10	11%	3.9%	4.6%	3.6%	-0.2
	Total	230	240	275	18%	26.0%	28.2%	31.1%	5.1
Total		890	850	880	-1%				

4a.5ii: ARU academic staff full time/part-time by ethnicity and nationality 18/19-20/21

Nationality	Contract mode	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
International	Full time	B.A.ME.	60	60	55	-7%	32.1%	33.7%	33.1%	1.1
		White	120	110	105	-12%	65.8%	64.0%	64.5%	-1.3
		PNTS	●	●	●		2.2%	2.3%	2.4%	0.2
		Total	185	170	165	-10%	81.4%	80.4%	76.5%	-4.9
	Part time	[redacted]								
	Total									
UK	Full time	B.A.ME.	55	50	55	2%	11.8%	11.8%	13.0%	1.2
		White	410	380	375	-9%	86.6%	86.1%	84.8%	-1.8
		PNTS	10	10	10	25%	1.7%	2.1%	2.3%	0.6
		Total	475	440	440	-8%	53.4%	51.6%	50.0%	-3.4
	Part time	B.A.ME.	15	15	25	92%	6.8%	8.6%	11.2%	4.4
		White	170	175	190	13%	89.5%	88.3%	86.1%	-3.4
		PNTS	5	5	5	-14%	3.7%	3.0%	2.7%	-1.0
		Total	190	195	225	17%	21.3%	23.2%	25.3%	4.0
	Total	Total	665	635	665	0%	74.7%	74.8%	75.3%	0.7
	Total		890	850	880	-1%				

4a.5iii: ARU academic staff full time/part-time by ethnicity 18/19-20/21

Year	Ethnicity	No.s Full time	No.s Part time	No.s Total	Share Full time	Share Part time
2018/19	B.A.ME.	115	20	135	85.2%	14.8%
	White	535	205	735	72.4%	27.6%
	PNTS	10	10	20	57.1%	42.9%
2019/20	B.A.ME.	110	30	140	79.7%	20.3%
	White	490	200	690	70.9%	29.1%
	PNTS	15	10	25	54.2%	45.8%
2020/21	B.A.ME.	110	35	150	75.2%	24.8%
	White	480	225	705	67.9%	32.1%
	PNTS	15	10	25	58.3%	41.7%

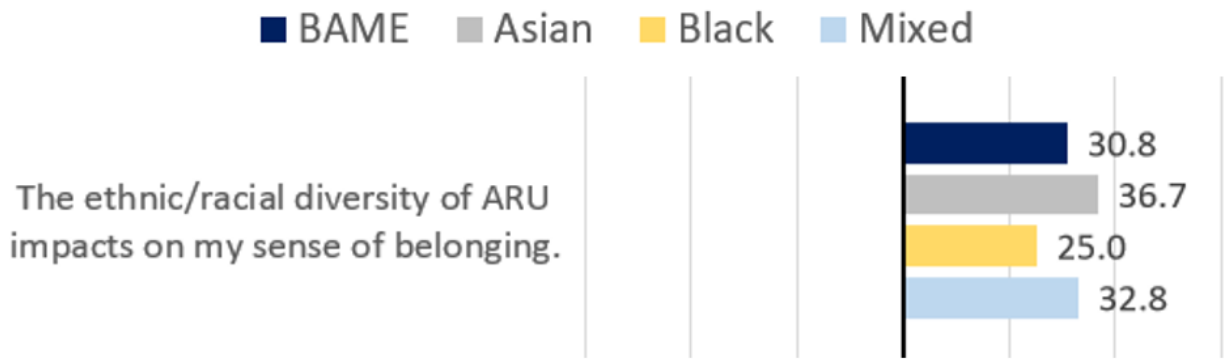
Academic Turnover

- In 2018/19 White staff and B.A.ME. staff left at equal levels; this significantly changed in 2019/20 where B.A.ME. staff were more likely to leave compared to White staff (4a.6i). This may be due to the impact of the pandemic.

- Turnover of international staff has remained higher than UK staff particularly in 2020/21 (4a.6ii). The impact of Brexit may relate to the consistently higher turnover for international staff for the past 3 years.

- Various reasons for leaving were cited in exit surveys conducted in academic year 2019/20. We need to understand these further to allow for directed action planning as part of our progression priority and our work towards culture change.

Our REC staff survey found that B.A.ME. staff were more likely to agree that the ethnic/racial diversity of ARU impacts their desire to stay. This was particularly evident for Black and Mixed staff. This causes great concern and reinforces our diverse recruitment priority.



"Invest to retain and retrain diverse staff, often they move to other universities because of lack of progress." (B.A.ME., Academic staff)

ACTIONS:

W5.9 Develop a quarterly reporting process to monitor exit survey data to understand whether reasons for leaving are race related.

4a.6i: ARU academic staff turnover by ethnicity all nationalities 18/19-20/21

Ethnicity	2018/19 Average Total	2018/19 Leavers	2018/19 Turnover	2019/20 Average Total	2019/20 Leavers	2019/20 Turnover	2020/21 Average Total	2020/21 Leavers	2020/21 Turnover	3 year change
B.A.ME.	115	10	10.5%	120	15	14.5%	125	20	14.7%	4%
White	640	70	10.7%	620	50	7.9%	615	70	11.5%	1%
PNTS	20		5.1%	20		16.2%	20		10.0%	5%
Total	775	80	10.6%	755	70	9.1%	760	90	12.0%	1%

4a.6ii: ARU academic staff turnover by ethnicity and nationality 18/19-20/21

Nationality	Ethnicity	2018/19 Average Total	2018/19 Leavers	2018/19 Turnover	2019/20 Average Total	2019/20 Leavers	2019/20 Turnover	2020/21 Average Total	2020/21 Leavers	2020/21 Turnover	3 year change
International					60	10	18.8%	55	10	15.9%	9%
					125	10	8.9%	125	20	16.3%	0%
					5			5			
					190	25	12.8%	185	30	16.2%	3%
UK	B.A.ME.	60	10	13.8%				65	10	13.6%	0%
	White	510	45	9.2%				495	50	10.3%	1%
	PNTS	15		6.9%				15		7.1%	0%
	Total	585	55	9.6%				575	60	10.6%	1%

4b Professional and support staff

We are concerned that we have a low proportion of B.A.ME. professional staff (7.8%) compared to 11.6% B.A.ME. staff across the institution (4b.1i), which is below the sector (15.4%). This may be reflective of local populations from which we recruit professional staff. We will work to increase the diversity of our professional services staff through the recruitment actions identified in section 6 as well as the actions identified below.

Our 2021 Pulse survey, focusing on wellbeing, found that Asian staff scored lowest across the survey, especially for job-related stress.

Our REC survey found B.A.ME. professional services staff showed higher levels of agreement for the question on diversity of ARU impacting sense of belonging compared to White professional staff.

> *"More work required to improve BAME representation at ARU. I can't say for sure if my voice is heard. We need more staff from a BAME background to reflect our student diversity..."* (B.A.ME., Professional staff)

ACTIONS:

F3.14 Analyse staff ethnicity data further by campus for both academic and professional services staff, taking into consideration proportions of staff across each campus, to understand under representation further.

W1.3 Define appropriate race equality and antiracist activity, function or role for professional services to address concerns around work experience and progress race equality for professional services staff.

W2.9 Review our talent attraction methods in order to diversify our talent pool, working with specialist agencies and job boards where appropriate.

4b.1i: ARU professional services staff ethnicity 18/19-20/21

		No.s				Share			
Ethnicity	Detail of Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
B.A.ME.	Asian	55	50	55	-4%	4.4%	4.1%	4.4%	0.0
	Black	20	20	25	14%	1.7%	1.6%	2.0%	0.3
	Mixed	20	20	10	-37%	1.5%	1.5%	1.0%	-0.5
	Other Ethnic Background	5	[illegible]	5	0%	0.4%	0.2%	0.4%	0.0
	Total	105	90	95	-6%	8.0%	7.5%	7.8%	-0.2
White	Total	1145	1080	1100	-4%	88.7%	88.9%	88.2%	-0.5
PNTS	Total	45	45	50	16%	3.3%	3.6%	4.0%	0.7
Total		1290	1215	1245	-4%				

4b.1ii: ARU professional services staff ethnicity and nationality 18/19-20/21

Ethnicity	Nationality	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
B.A.ME.	International	40	35	35	-5%	3.0%	2.8%	3.0%	0.0
	UK	65	55	60	-6%	5.0%	4.7%	4.8%	-0.1
	Total	105	90	95	-6%	8.0%	7.5%	7.8%	-0.2
White	International	100	95	105	3%	7.9%	7.8%	8.4%	0.5
	UK	1045	985	995	-5%	80.8%	81.1%	79.8%	-1.0
	Total	1145	1080	1100	-4%	88.7%	88.9%	88.2%	-0.5
PNTS	International	●	●	●		0.2%	0.2%	0.2%	-0.1
	UK	40	40	50	20%	3.1%	3.4%	3.9%	0.8
	Total	45	45	50	16%	3.3%	3.6%	4.0%	0.7
Total		1290	1215	1245	-4%				

4b.1iii: ARU professional services staff ethnicity and nationality 18/19-20/21

Nationality	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
International	B.A.ME.	40	35	35	-5%	27.1%	25.8%	25.7%	-1.4
	White	100	95	105	3%	70.8%	72.0%	72.9%	2.1
	PNTS	●	●	●		2.1%	2.3%	1.4%	-0.7
	Total	145	130	145	0%	11.1%	10.8%	11.6%	0.4
UK	B.A.ME.	65	55	60	-6%	5.6%	5.3%	5.4%	-0.1
	White	1045	985	995	-5%	90.9%	91.0%	90.2%	-0.8
	PNTS	40	40	50	20%	3.5%	3.8%	4.4%	0.9
	Total	1150	1085	1100	-4%	88.9%	89.2%	88.4%	-0.4
Total		1290	1215	1245	-4%				

Professional Directorates

There are wide discrepancies between the proportions of B.A.ME. staff in different professional directorates (e.g., no B.A.ME. staff in VCO and 32.4% in International Office. (4b.1i) While the latter is reflective of function, we need to increase the diversity of our professional staff.

Due to small numbers within professional services directorates, analysis by domicile has not been reported to prevent identification, we are reviewing these data internally.

We plan to address these issues through the actions outlined in 4b.1, linking heavily to our priority around recruitment, ensuring directorates are considered individually for appropriate interventions.

ACTIONS:

Also identified in 4b.1, actions W1.3 and W2.9

4b.2i: ARU professional services staff department by ethnicity all nationalities 18/19-20/21

Faculty / Department	Ethnicity	Share			
		2018/19	2019/20	2020/21	3 year change
Academic Registry	B.A.ME.	11.3%	7.4%	8.3%	-3.0
	White	85.5%	88.9%	87.5%	2.0
	PNTS	3.2%	3.7%	8.3%	5.1
AHSS	B.A.ME.	[redacted]			
	White				
	PNTS				
BL	B.A.ME.	7.7%	9.4%	[redacted]	
	White	92.3%	84.4%		
	PNTS	0.0%	6.3%		
Corporate Marketing	B.A.ME.	[redacted]			
	White				
	PNTS				
EFS	B.A.ME.	[redacted]			
	White				
	PNTS				
Financial Services	B.A.ME.	11.5%	9.1%	12.5%	1.0
	White	88.5%	90.9%	87.5%	-1.0
	PNTS	0.0%	0.0%	0.0%	0.0
HEMS	B.A.ME.	8.6%	9.3%	8.7%	0.0
	White	90.5%	90.7%	91.3%	0.8
	PNTS	0.9%	0.0%	0.0%	-0.9
HRS	B.A.ME.	16.7%	13.5%	16.3%	-0.3
	White	83.3%	86.5%	79.6%	-3.7
	PNTS	0.0%	0.0%	4.1%	4.1

International Office	B.A.ME.	36.1%	32.4%	32.4%	-3.7
	White	61.1%	64.9%	64.9%	3.8
	PNTS	2.8%	2.7%	2.7%	-0.1
ITS	B.A.ME.	10.3%	9.8%	11.4%	1.2
	White	83.6%	83.9%	82.1%	-1.4
	PNTS	6.2%	6.3%	6.4%	0.3
LDS	B.A.ME.				
	White				
	PNTS				
RIDO	B.A.ME.	8.5%	7.1%	7.1%	-1.3
	White	91.5%	92.9%	92.9%	1.3
	PNTS	0.0%	0.0%	0.0%	0.0
SE	B.A.ME.				
	White				
	PNTS				
SPP	B.A.ME.	21.1%	13.6%	18.2%	-2.9
	White	78.9%	86.4%	81.8%	2.9
	PNTS	0.0%	0.0%	0.0%	0.0
SLS	B.A.ME.				
	White				
	PNTS				
The Secretary´s Office	B.A.ME.				
	White				
	PNTS				
VC´s Office	B.A.ME.	0.0%	0.0%		0.0
	White	100.0%	100.0%		-100.0
	PNTS	0.0%	0.0%		

Professional staff by grade

- Our data shows a very concerning picture of B.A.ME. staff being overrepresented in grades 1, 2 & 3 (4b.3iv).

- Staff in PROT and SPOT grades have a high non-disclosure rate at 16% (4b.3iv), enforcing our action to develop an annual call out for EO data (F3.16).

- International B.A.ME. staff are overrepresented in grades 6, 7 & 8 (4b.3iii)

These data highlight the importance of our priority of Career Development and Progression resulting in the actions in sections 5 and 6 around regrading/promotion of B.A.ME. staff as well as the action identified below. Our data monitoring process (F3.15) will provide further insight into this data.

ACTIONS:

Also identified in 4a, actions F3.15 and F3.16

W2.12 Implement positive action initiatives where appropriate.

4b.3i: ARU professional services staff grade by ethnicity all nationalities 18/19-20/21

		No.s				Share			
Grade	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
GR01, 02 & 03	B.A.ME.	30	30	30	3%	8.4%	9.4%	9.2%	0.8
	White	300	275	280	-6%	87.5%	85.8%	86.5%	-1.0
	PNTS	15	15	15	0%	4.1%	4.7%	4.3%	0.2
	Total	345	320	325	-5%	26.6%	26.1%	26.2%	
GR04 & 05	B.A.ME.	50	45	45	-16%	7.6%	6.8%	6.8%	-0.9
	White	600	570	575	-5%	89.4%	89.9%	90.0%	0.5
	PNTS	20	20	20	5%	3.0%	3.3%	3.3%	0.3
	Total	670	635	635	-5%	51.9%	52.2%	51.2%	
GR06, 07 & 08	[redacted]								
PROT & SPOT									
Total		1290	1215	1245	-4%				

4b.3ii: ARU professional services staff grade by ethnicity UK 18/19-20/21

Grade	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
GR01, 02 & 03	B.A.ME.	20	20	20	0%	6.3%	7.5%	6.9%	0.5
	White	270	245	245	-9%	89.3%	87.5%	88.1%	-1.2
	PNTS	15	15	15	8%	4.3%	5.0%	5.1%	0.7
	Total	300	280	275	-8%	26.1%	25.8%	25.2%	
GR04 & 05	B.A.ME.	30	25	25	-10%	5.0%	4.6%	4.7%	-0.3
	White	555	525	525	-5%	92.0%	92.1%	92.0%	-0.1
	PNTS	20	20	20	6%	3.0%	3.3%	3.3%	0.3
	Total	600	570	575	-5%	52.4%	52.5%	52.0%	
[redacted]									
Total		1150	1085	1100	-4%				

4b.3iii: ARU professional services staff grade by ethnicity international 18/19-20/21

Grade	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
GR01, 02 & 03	B.A.ME.	10	10	10	10%	22.7%	23.7%	22.4%	-0.3
	White	35	30	40	15%	75.0%	73.7%	77.6%	2.6
	PNTS	●	●	●		2.3%	2.6%	0.0%	-2.3
	Total	45	40	50	11%	30.6%	28.8%	34.0%	
GR04 & 05	B.A.ME.	20	15	15	-24%	30.4%	26.2%	25.0%	-5.4
	White	45	45	45	0%	66.7%	70.8%	71.9%	5.2
	PNTS	●	●	●		2.9%	3.1%	3.1%	0.2
	Total	70	65	65	-7%	47.9%	49.2%	44.4%	
GR06, 07 & 08	[redacted]								
PROT & SPOT									
Total		145	130	145	0%				

4b.3iv: ARU professional services staff grade by ethnicity all nationalities 18/19-20/21

Year	Ethnicity	No.s					Share			
		GR01, 02 & 03	GR04 & 05	GR06, 07 & 08	PROT & SPOT	Total	GR01, 02 & 03	GR04 & 05	GR06, 07 & 08	PROT & SPOT
2018/19	B.A.ME.	30	50	20		105	28.2%	49.5%	19.4%	2.9%
	White	300	600	205	40	1145	26.3%	52.4%	17.8%	3.6%
	PNTS	15	20		5	45	32.6%	46.5%	7.0%	14.0%
2019/20	B.A.ME.	30	45	15		90	33.0%	47.3%	15.4%	4.4%
	White	275	570	205	35	1080	25.2%	52.8%	18.9%	3.1%
	PNTS	15	20			45	34.1%	47.7%	9.1%	9.1%
2020/21	B.A.ME.	30	45	20		95	30.9%	44.3%	21.6%	3.1%
	White	280	575	210	35	1100	25.7%	52.2%	19.0%	3.1%
	PNTS	15	20	5	10	50	28.0%	42.0%	14.0%	16.0%

Professional contract type

- Concerningly our data shows B.A.ME. staff are overrepresented on fixed term contracts compared to White staff (4b.4iii). With international B.A.ME. staff significantly more likely to be on fixed term contracts (4b.4ii).
- We recognise the importance of tracking and understanding the reasons behind this overrepresentation, resulting in our action to develop a data monitoring process F3.15 to understand these findings further.

The number of fixed term contracts is low, representing 10.2% of all professional services staff. The lack of representation in permanent roles will have an impact on staff sense of belonging. This will be addressed in our recruitment review (W2.7) ensuring more diverse recruitment in permanent roles.

> *"... If one was in a majority white office, those that are ethnically diverse will often feel they are treated differently just because of the makeup of the said office does not include enough diversity to feel comfortable within."* (B.A.ME., Professional staff)

ACTION:

W2.19 Explore practice around fixed term contracts to identify further actions to address issues.

4b.4i: ARU professional services staff contract type by ethnicity all nationalities 18/19-20/21

		No.s				Share			
Contract type	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
Fixed term	B.A.ME.	15	10	15	**13%**	16.5%	12.7%	13.4%	-3.1
	White	75	60	105	**45%**	80.2%	85.9%	83.5%	3.2
	PNTS					3.3%	1.4%	3.1%	-0.1
	Total	90	70	125	**40%**	7.0%	5.8%	10.2%	
Permanent	B.A.ME.	90	80	80	**-9%**	7.3%	7.2%	7.2%	-0.2
	White	1075	1020	990	**-8%**	89.3%	89.1%	88.7%	-0.6
	PNTS	40	45	45	**15%**	3.3%	3.8%	4.1%	0.8
	Total	1200	1145	1120	**-7%**	93.0%	94.2%	89.8%	-3.2
Total		1290	1215	1245	**-4%**				

4b.4ii: ARU professional services staff contract type by ethnicity and nationality 18/19-20/21

Nationality	Contract type	Ethnicity	No.s 2018/19	No.s 2019/20	No.s 2020/21	No.s 3 year change	Share 2018/19	Share 2019/20	Share 2020/21	Share 3 year change
International	Fixed term	B.A.ME.			10		28.6%		39.1%	10.6
		White	10	5	15	40%	71.4%		60.9%	-10.6
		PNTS					0.0%		0.0%	0.0
		Total	15	10	25	64%	9.7%	6.8%	16.0%	6.3
	Permanent	B.A.ME.	35	30	30	-20%	26.9%	26.0%	23.1%	-3.8
		White	90	90	90	-1%	70.8%	71.5%	75.2%	4.4
		PNTS					2.3%	2.4%	1.7%	-0.7
		Total	130	125	120	-7%	90.3%	93.2%	84.0%	-6.3
	Total	Total	145	130	145	0%	11.1%	10.8%	11.6%	0.4
UK										
	Permanent	B.A.ME.	55	50	50	-2%	4.9%	4.9%	5.2%	0.3
		White	980	935	900	-8%	91.6%	91.2%	90.4%	-1.2
		PNTS	35	40	45	19%	3.5%	3.9%	4.4%	1.0
		Total	1070	1025	995	-7%	93.3%	94.3%	90.6%	-2.7
	Total	Total	1150	1085	1100	-4%	88.9%	89.2%	88.4%	-0.4
	Total		1290	1215	1245					

4b.4iii: ARU professional services staff contract type by ethnicity 18/19-20/21

Year	Ethnicity	No.s Fixed term	No.s Permanent	No.s Total	Share Fixed term	Share Permanent
2018/19	B.A.ME.	15	90	105	14.6%	85.4%
	White	75	1075	1145	6.4%	93.6%
	PNTS		40	45	7.0%	93.0%
2019/20	B.A.ME.	10	80	90	9.9%	90.1%
	White	60	1020	1080	5.6%	94.4%
	PNTS		45	45	2.3%	97.7%
2020/21	B.A.ME.	15	80	95	17.5%	82.5%
	White	105	990	1100	9.7%	90.3%
	PNTS		45	50	8.0%	92.0%

Professional staff full time/part-time

- B.A.ME. staff are roughly equally represented in full time and part-time contracts, representing 8.4% of full-time contracts and 6.1% of part time contracts (4b.5i), while across professional services B.A.ME. staff represent 7.8%.

> *"... I broached condensing my hours with my line manager and he stated it would probably be rejected by the head of the department... I don't believe from my experience that ARU fully supports condensing of hours or reduction to part time as both... have been met with negativity."* (White, Professional staff)

As outlined in 4a, it is important to explore any possible bias in flexible working requests, to ensure all staff benefit from these opportunities. We are going to address this through providing line managers with training on flexible working patterns (W2.5) and monitoring the outcomes of this intervention (F3.15).

ACTIONS:

Also identified in 4a, actions F3.15 and W2.5

4b.5i: ARU professional services staff full time/part-time by ethnicity all nationalities 18/19-20/21

		No.s				Share			
Contract mode	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
Full time	B.A.ME.	75	65	75	0%	8.6%	7.8%	8.4%	-0.2
	White	775	745	785	1%	87.7%	88.4%	87.3%	-0.4
	PNTS	35	30	40	18%	3.7%	3.8%	4.3%	0.6
	Total	885	845	900	2%	68.6%	69.3%	72.4%	3.9
Part time	B.A.ME.	25	25	20	-22%	6.7%	6.7%	6.1%	-0.5
	White	370	335	310	-16%	90.9%	90.1%	90.7%	-0.2
	PNTS	10	10	10	10%	2.5%	3.2%	3.2%	0.7
	Total	405	375	345	-16%	31.4%	30.7%	27.6%	-3.9
Total		1290	1215	1245	-4%				

4b.5ii: ARU professional services staff full time/part-time by ethnicity and nationality 18/19-20/21

			No.s				Share			
Nationality	Contract mode	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	2020/21	3 year change
International	Full time	B.A.ME.	30	25	30	-3%	25.8%	24.3%	25.2%	-0.6
		White	85	80	85	1%	71.7%	72.9%	73.1%	1.4
		PNTS	●	●	●		2.5%	2.8%	1.7%	-0.8
		Total	120	105	120	-1%	83.3%	81.1%	82.6%	-0.7
	Part time									
	Total	Total	145	130	145	0%	11.1%	10.8%	11.6%	0.4
UK	Full time	B.A.ME.	45	40	45	2%	5.9%	5.4%	5.9%	0.0
		White	690	665	700	1%	90.2%	90.6%	89.4%	-0.8
		PNTS	30	30	35	23%	3.9%	3.9%	4.7%	0.8
		Total	765	735	785	2%	66.7%	67.8%	71.1%	4.4
	Part time	B.A.ME.	20	15	15	-26%	5.0%	4.9%	4.4%	-0.6
		White	355	320	295	-17%	92.4%	91.7%	92.1%	-0.3
		PNTS	10	10	10	10%	2.6%	3.4%	3.5%	0.8
		Total	380	350	320	-17%	33.3%	32.2%	28.9%	-4.4
	Total	Total	1150	1085	1100	-4%	88.9%	89.2%	88.4%	-0.4
	Total		1290	1215	1245	-4%				

4b.5iii ARU professional services staff full time/part-time by ethnicity 18/19-20/21

		No.s			Share	
Year	Ethnicity	Full time	Part time	Total	Full time	Part time
2018/19	B.A.ME.	75	25	105	73.8%	26.2%
	White	775	370	1145	67.8%	32.2%
	PNTS	35	10	45	76.7%	23.3%
2019/20	B.A.ME.	65	25	90	72.5%	27.5%
	White	745	335	1080	68.9%	31.1%
	PNTS	30	10	45	72.7%	27.3%
2020/21	B.A.ME.	75	20	95	78.4%	21.6%
	White	785	310	1100	71.7%	28.3%
	PNTS	40	10	50	78.0%	22.0%

Professional turnover

- Historically B.A.ME. staff turnover was higher compared to White staff. However, in 2020/21, White staff were slightly more likely to leave compared to B.A.ME. staff (4b.6i). The B.A.ME. turnover rate has consistently fallen over the 3 years.
- International staff turnover has consistently remained higher (4b.6ii).
- To understand the reason for the reduction in B.A.ME. staff turnover for professional staff and learn from good practice we will focus on the actions identified in 4a, W5.9 and W5.10.

Responses to the REC survey question 'the ethnic/racial diversity of ARU impacts my desire to stay' indicated B.A.ME. professional staff were more likely to agree.

> *"... There is a culture within my department and a history that certain groups (BAMES, age, nationality, pregnant ...) have been targeted their ability to work even though there is a clear evidence that they have been amazing colleagues who have sadly been 'pushed out'."*
> (Prefer not to say)

ACTIONS:

Also identified in 4a, actions W5.9 and W5.10

4b.6i ARU professional services staff turnover by ethnicity all nationalities 18/19-20/21

	2018/9			2019/20			2020/21			
Ethnicity	Average Total	Leavers	Turnover	Average Total	Leavers	Turnover	Average Total	Leavers	Turnover	3 year change
B.A.ME.	80	20	23.5%	75	10	14.7%	80			
White	985	115	11.9%	965	75	8.0%	980			
PNTS	40		7.6%	40		7.8%	45			
Total	1105	140	12.6%	1080	90	8.4%	1100			

4b.6ii ARU professional services staff turnover by ethnicity and nationality 18/19-20/21

		2018/9			2019/20			2020/21			
Nationality	Ethnicity	Average Total	Leavers	Turnover	Average Total	Leavers	Turnover	Average Total	Leavers	Turnover	3 year change
International	B.A.ME.	30	10	26.2%	[redacted]						
	White	85	10	14.5%							
	PNTS	●	●	●							
	Total	115	20	17.2%							
UK	B.A.ME.	50	10	21.8%							
	White	905	105	11.6%							
	PNTS	35	●	8.2%							
	Total	990	120	12.0%							

4c Grievances and disciplinaries

It is extremely concerning that B.A.ME. staff are proportionally more likely to be involved in disciplinary procedures than White staff, with B.A.ME. staff representing 57.1% of disciplinaries in 2020/21, increasing from 14.3% in 2019/20 and 9.1% in 2018/19.

[redacted]

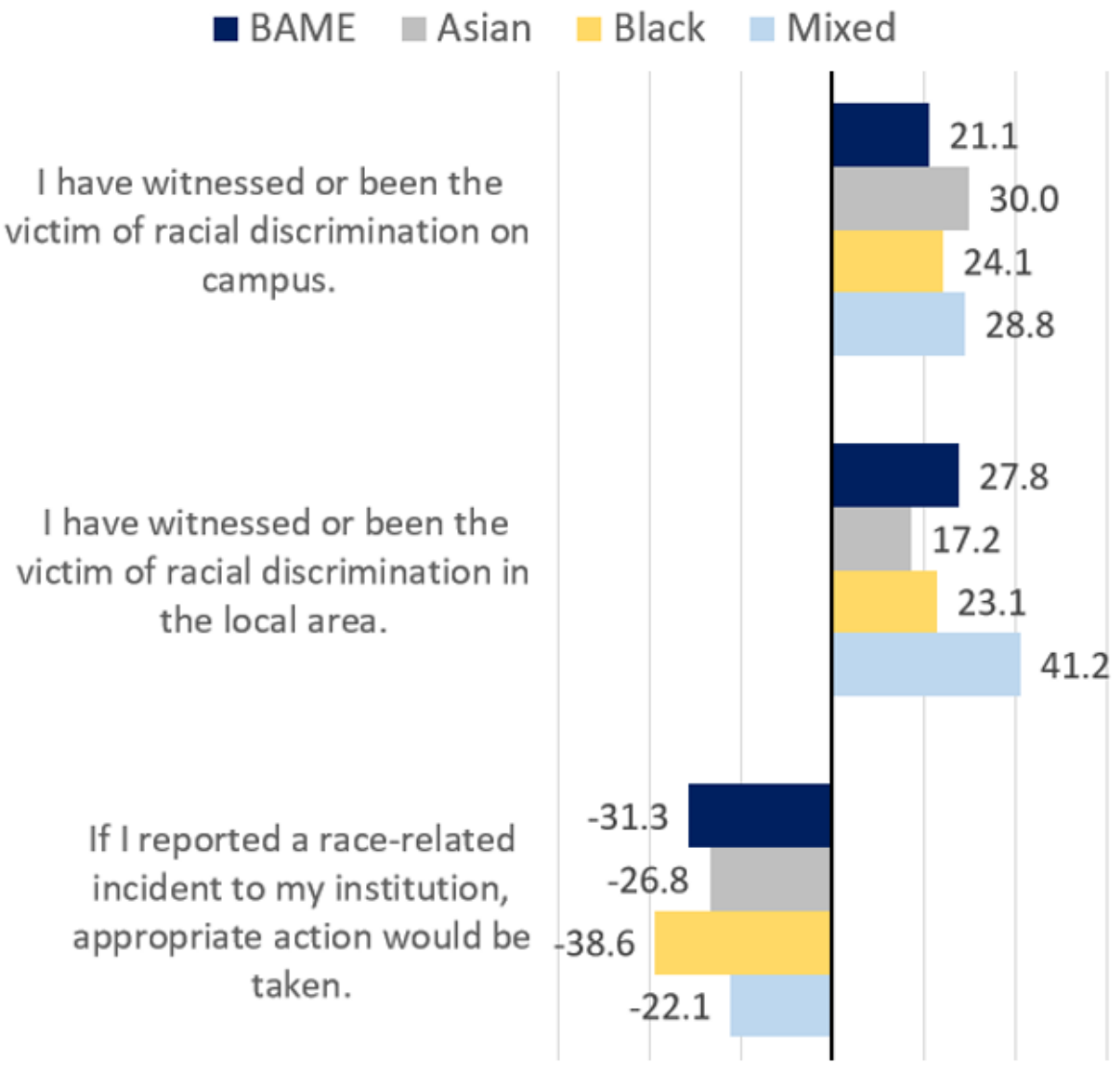
B.A.ME. staff are less likely to be involved in grievance procedures than White staff, representing 33.5% of grievances in 2020/21, 30% in 2019/20, and 8.3% in 2018/19.

[redacted]

The percentage of B.A.ME. staff involved in disciplinaries (57.1%), and grievances (33.5%) in 2020/21 is much higher than the percentage of B.A.ME. staff at ARU (16.9%) for 2021/21, which is a red flag that requires further investigation.

From our REC Survey, we are aware of a lack of trust in the reporting process from B.A.ME. staff, as B.A.ME. staff were much less likely to agree that if they reported a race-related incident, appropriate action would be taken.

Furthermore, our REC survey found 32.3% of B.A.ME. respondents agreed with the statement "I have witnessed or been the victim of racial discrimination on campus", which highlights that the above grievances and disciplinary data may not represent the lived experiences of our B.A.ME. staff.



"... make the mechanisms of discussion more open and agile. Less on 'prove it' to 'how can we address it' ... racial discrimination lays the burden of proof at the door of the 'victim', which has been demonstrated to be highly damaging in terms of mental health and work dignity..." (B.A.ME., academic staff)

"I have reported a case of racial discrimination to HR however as the perpetrator was a senior member of staff nothing was done and no support was offered..." (B.A.ME., professional staff)

The data and survey feedback identified a key priority for the institution of Harassment and Fairness, resulting in the below actions to address these concerns. Alongside our CPD and Unlearning priority, to improve staff understanding of race equality and racial literacy W1.4 identified in section 5.

4c.2i ARU Disciplinary Data by ethnicity and by academic/professional services for 18/19-20/21

Year	Department	Ethnicity	No.	%
[redacted]				

4c.1i ARU Grievances Data by ethnicity and by academic/professional services for 18/19-20/21

Year	Department	Ethnicity	No.	%
[redacted]				

ACTIONS:

Also identified in 4a and 5b, action W5.1 and W1.4

W5.11 Explore reasons for over-representation of B.A.ME. staff in disciplinaries and grievances procedures.

W5.2 Review procedures for handling staff racial harassment complaints to ensure fair, transparent, and equitable outcomes.

W5.4 Establish a data monitoring process to capture both formal and informal staff reports and complaints and ensure appropriate routes are identified to review through the university's committee structure.

W5.5 Identify and disseminate the forms of racial discrimination at ARU to encourage confidence in the university in dealing with such matters.

W5.6 Review the training and guidance regarding online safety at ARU and identify necessary improvements. Ensure clear and direct communication of expected behaviours.

4d Decision-making boards and committees

The senior management team annually review appraisals, pay gaps and promotions data.

Concerningly, B.A.ME. staff are underrepresented on most boards and decision-making committees.

[redacted]

Membership of key committees is linked to grade of staff, meaning low proportions of B.A.ME. staff in higher grades leads to low representation on decision making committees. This highlights the importance of our progression

priority, to ensure B.A.ME. staff are promoted/regraded to higher grades and therefore more likely to become members of decision-making committees.

Our REC survey asked 'what, if anything, would you like ARU to do in relation to race equality' resulting in several staff suggesting increasing representation in senior roles.

ACTIONS:

W2.16 Increase diversity on committees by inviting B.A.ME. staff and ensure terms of reference reflect diversity and inclusion responsibilities of committees.

W2.17 Introduce rotational positions on committees to increase diversity and develop staff for promotion.

W2.18 Increase honorary awards for B.A.ME. individuals to provide B.A.ME. role models at senior levels.

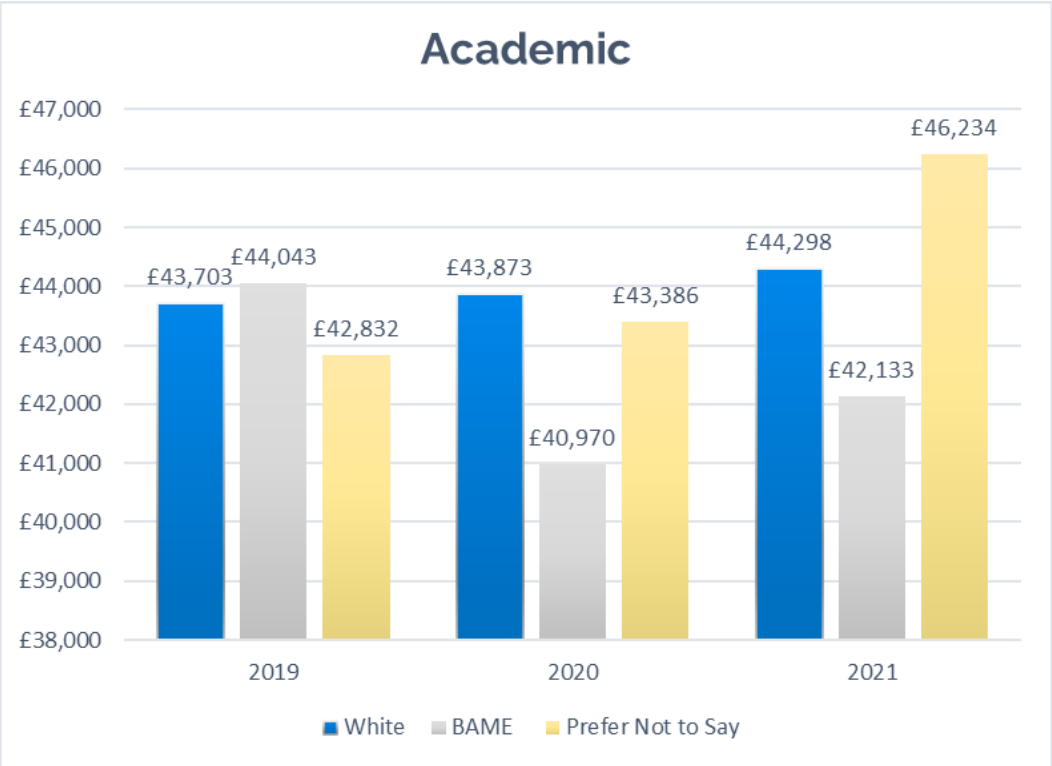
4d.1i ARU decision making boards and committees by ethnicity

	Share		
	BAME	White	PNTS
Board of Governors	Redacted		
Research and academic committees			
Senior Management tean (UET)			
Department decision making boards			

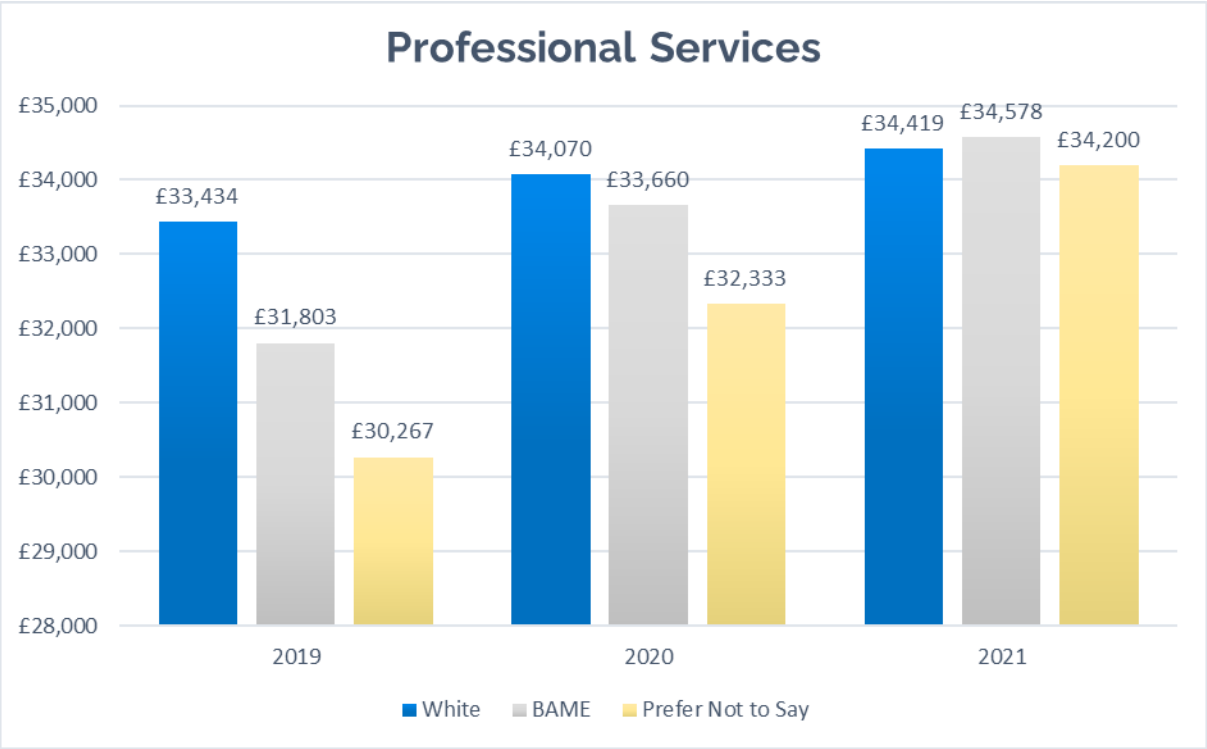
4e Equal pay

An Equal Pay Review was conducted for years 2018/19; 2019/20; and 2020/21 and broken down by Academic/Professional Services staff, as requested by the Panel for resubmission.

For Academic staff, there was an equal pay gap of 4.9% between White staff and B.A.ME. staff in 2020/21, with White staff earning on average £2165 more annually than B.A.ME. staff. This was a reduction from 6.6% in 2019/20 but both are an increase from 2018/19 where this equal pay gap was -0.8%. The equal pay gap between White and B.A.ME. Academic staff is to be investigated further to determine where this originates from.



In Professional Services, there was an equal pay gap of -0.5% between White staff and B.A.ME. staff in 2020/21, with B.A.M.E. staff earning on average £159 more annually than White staff. This was a reduction from 1.2% in 2019/20 and 4.9% in 2018/19.

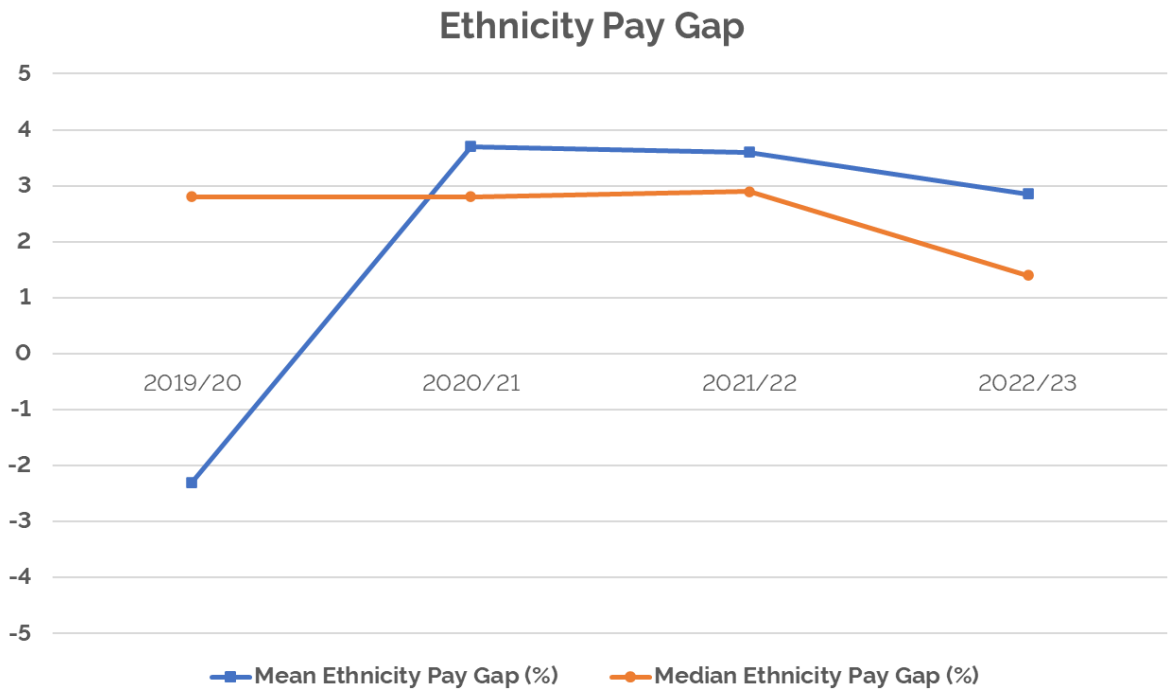


NEW ACTION: Conduct further analysis of equal pay data by grade for both Professional Services and Academic staff to determine where equal pay gaps originate from. Success Measure: Report outlining Equal Pay data of Academic and Professional Services by grade and suggest appropriate actions and interventions. Include in diversity data monitoring board to ensure we can track trends and patterns and spot any potential issues more regularly. Promote opportunities to reward BAME staff and others who contribute to race equality work and other EDI work within their role?

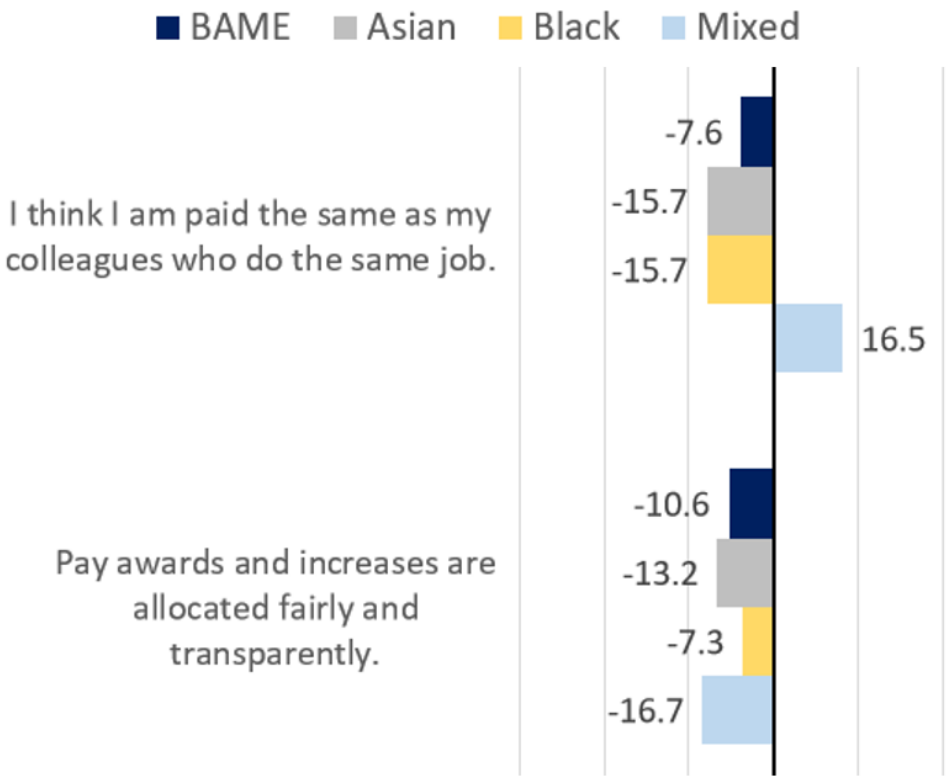
An equal pay audit carried out in March 2022 found that when comparing like work across the university 31% of staff were within 5% of the median of their cohort. However, 14% of B.A.ME. staff are more than 10% below the median compared to 8.6% of White staff. The majority of employees more than 10% below the median started on the lowest point in their pay scale, and staff who started on the bottom of their pay scale are expected to be below the median for their cohort. Furthermore, 55% started in this grade within the last 2 years, which may explain the above data.

We will be undertaking a detailed analysis to establish the reasons behind our B.A.ME. staff being 10% below the median. Because we use a Pay Spine Structure in which annual salaries increment annually, our analysis will consider at an individual level the salary level at commencement of employment and length of service.

Since 2019, we have committed to publishing our ethnicity pay gap annually alongside our gender pay gap and disability pay gap. We do not have pay gap data for 2018/19 however we have included our 2021/22 and 2022/23 ethnicity pay gap data to balance this for our resubmission. Our 2023 pay gap report found our mean ethnicity pay gap figure to be 2.9% in 2023, reduced from 3.6% in 2022, and the median ethnicity pay gap was 1.4% in 2023, reduced from 2.9% in 2022.



In the REC survey Asian and Black staff are less likely than White staff to believe they are 'paid the same as colleagues who do the same job'. Furthermore, B.A.ME. staff feel less confident that pay awards and increases are allocated fairly and transparently. Interestingly, B.A.ME. Professional Services staff are more likely to not agree that pay awards and increases are allocated fairly and transparently than B.A.ME. Academic staff, despite the equal pay gap between White and B.A.ME. Academic staff being larger than for White and B.A.ME. Professional Services staff.



That B.A.ME. staff feel they aren't paid the same as colleagues and the unfairness in pay awards may stem from the widely acknowledged perception for B.A.ME. staff that they must work harder and to a higher standard to achieve the same treatment as their White peers even though they are on the same pay grade.

It is concerning that our staff do not feel they are treated equally, we have identified the below actions to address this with regards to pay within our priority of Harassment and Fairness.

"I am not paid the same as my colleagues who do the same job. All are paid higher. I have asked HR to explore and rationalise this several times across three years and this has never been properly addressed" (B.A.ME., Academic staff)

"I am aware of several successful regrades that have eroded my relative position within (xxxx). Furthermore, others have been granted "acting up" allowances and I never have been, despite taking on significant additional responsibilities (where posts have left and not been replaced etc.)" (White, Professional staff)

Unfortunately, we were unable to benchmark our Equal Pay Data as there is no sector-wide benchmark.

We will include a new action (F3.13) in our Action Plan whereby we will work with University Alliance members to see if any would be willing to share their data to enable us to benchmark our Equal Pay data in absence of a sector-wide benchmarking tool. We will also utilize UCEA's new intersectional pay gap benchmark tool and will submit our pay gap data in the next collecting round (June 2023)

ACTIONS:

W2.14 Ensure transparency around pay data.

W2.15 Understand why there is a ethnicity pay gap of 2.9%.

5. Academic staff: recruitment, progression and development

5a Recruitment

Note on data

Our main recruitment data represents different academic years 2017/18 - 2018/19 (5a.1i and 5a.1ii). There is data that represents September 2018 to March 2020 (5a.1iii). *These data are for all University staff.* Due to a change of recruitment systems in March 2020 the data was stored to the level detailed in the tables *without possibility to analyse any further*. Our new recruitment system allows for more analysis. Data for academic year 2020/21 is for academic staff only (5a.1iv, 5a.1v and 5a.1vi).

ARU receive a high number of speculative applications; this will be reviewed in our recruitment review to ensure candidates are not excluded because of bias at shortlisting.

To ensure fairness in the recruitment process we use:

- standardised adverts, job descriptions and person specifications
- positive action statements encouraging applicants from all sections of the community
- statements of our commitment to being inclusive and open to flexible working
- directed adverts to fulfil specific roles, such as when hiring a B.A.ME. counsellor

We offer an extensive range of benefits including a generous holiday entitlement, occupational pension schemes, training and development opportunities, travel to work scheme and a competitive relocation package. Visit our **benefits** page for full details.

We value diversity at ARU and welcome applications from all sections of the community.

Committed to being inclusive and open to discuss flexible working.

We have a responsibility to ensure that all employees are eligible to live and work in the UK.

happy to talk flexible working

Guidance Notes:
For a list of key requirements, please download the Job Description and Person Specification above. To apply for this role please demonstrate how your skills and experience match the criteria in the person specification.

We:

- provide mandatory recruitment and selection training for staff participating in shortlisting and selection panels
- review our recruitment data annually by protected characteristics.

Despite these mechanisms, there are significant issues with our recruitment of B.A.ME. staff.

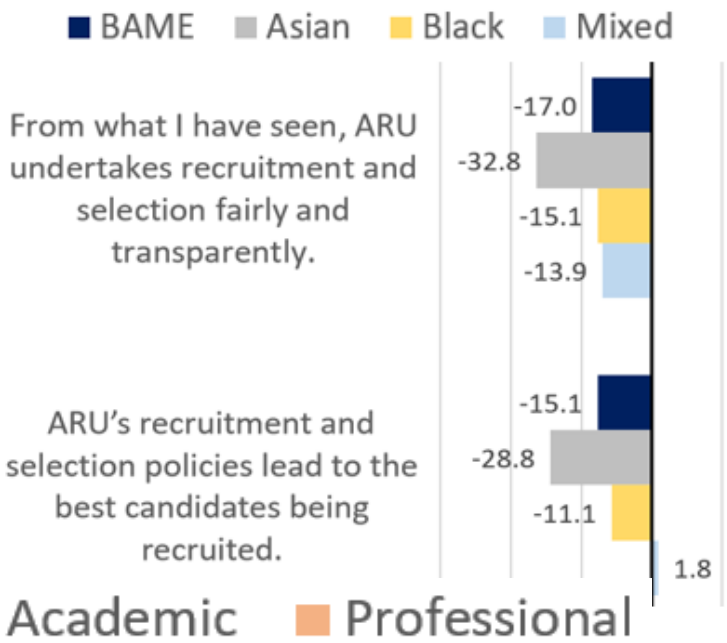
We are concerned about the widespread lack of confidence in the fairness and transparency of our recruitment processes, and that B.A.ME. staff are less likely to progress at every stage of the recruitment process. *This has led to the establishment of our Recruitment priority.*

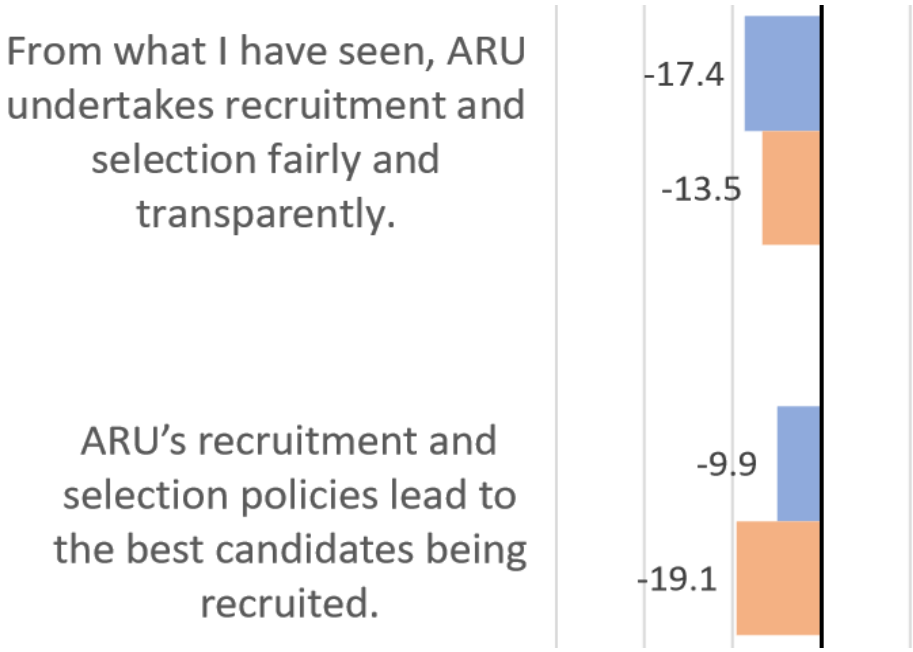
- In 2020/21 B.A.ME. academic applicants represent 55.1% of applications, declining to 37% at interview stage. This is also seen at interview to offer stage (5a.1iv).

- For international B.A.ME. academic applicants, B.AME. applicants represent 70.2% of all applications, but only 52.1% at interview stage (5a.1vi).

- The largest gap for international academic staff occurs from offered to hired stage, with B.A.ME. applicants representing 48.3% of those offered, down to 28.9% of individuals hired (5a.1vi).

REC survey responses show B.A.ME. colleagues are less likely to agree there is fairness and transparency in recruitment and selection, and that our policies lead to the best candidates being recruited. For academic staff a similar trend is seen.





"Sorry to say, but I have overheard conversation in the lifts, where the candidates have been selected just because he is a British." (B.A.ME., Academic staff)

"... There is a perception among ethnic minorities that either qualifications and experiences don't matter when it comes to them or they have to be twice more qualified to be considered. ... One way ARU would mitigate those shortcomings would to ensure racial balance or representation recruitment and selection..." (B.A.ME., Academic staff)

ACTIONS: W2.6 Review our recruitment advertising to increase diversity of staff.

W2.7 Carry out an end-to-end recruitment review to address inequalities that result from recruitment process.

5a.1i: ARU all staff recruitment by ethnicity 17/18-18/19

			Share		
Recruitment stage	Ethnicity	Detail of Ethnicity	2017/18	2018/19	2 year change

5a.1ii: ARU all staff recruitment by ethnicity 17/18-18/19

Year	Ethnicity	Detail of Ethnicity	Share				Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
			Applicants	Interviewed	Offered	Hired				
2017/18	B.A.ME.	[redacted]								
	White	Total	70.5%	77.6%	85.4%	85.8%	7.1	7.8	0.4	15.3
2018/19	B.A.ME.	[redacted]								
	White	Total	70.6%	79.2%	83.9%	84.8%	8.5	4.8	0.9	14.2

5a.1iii: ARU all staff recruitment by ethnicity September 2018-March 2020

Ethnicity	Detail of Ethnicity	No.s				Share				Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
		Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired				
B.A.ME.	Asian	1110	175	30	30	12.0%	8.5%	6.5%	7.3%	-3.5	-2.1	0.8	-4.7
	Black	750	115	25	15	8.1%	5.6%	4.8%	4.1%	-2.5	-0.8	-0.7	-4.0
	Chinese	200	25	[redacted]		2.2%	1.2%	[redacted]					
	Mixed	295	55			3.2%	2.6%						
	Other Ethnic Background	315	40			3.4%	2.0%						
	Total	2670	415			28.8%	20.0%	15.2%	15.3%	-8.9	-4.8	0.0	-13.6
White	Total	6355	1615	385	330	68.6%	78.1%	80.0%	80.1%	9.5	1.9	0.1	11.6
PNTS	Total	240	40	25	20	2.6%	1.9%	4.8%	4.6%	-0.7	2.9	-0.2	2.0
Total		9270	2070	480	415								

5a.1iv: ARU academic staff recruitment by ethnicity all nationalities 20/21

Ethnicity	No.s				Share				Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
	Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired				
B.A.ME.	1625	255	65	45	55.1%	37.0%	31.7%	28.8%	-18.1	-5.3	-2.9	-26.3
White	1230	410	135	105	41.7%	60.0%	64.4%	68.6%	18.4	4.4	4.2	26.9
PNTS	95	20	10	[redacted]	3.2%	2.9%	3.8%	2.6%	-0.3	0.9	-1.3	-0.7
Total	2950	685	210	155								

5a.1v: ARU academic staff recruitment by ethnicity UK 20/21

	No.s				Share							
Ethnicity	Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired	Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
B.A.ME.	410	120	35	35	34.3%	28.0%	26.1%	28.9%	-6.3	-1.9	2.9	-5.3
White	755	295	105	80	63.6%	69.9%	73.2%	70.2%	6.3	3.4	-3.1	6.6
PNTS	25	10			2.2%	2.1%	0.7%	0.9%	-0.1	-1.4	0.2	-1.3
Total	1190	425	140	115								

5a.1vi: ARU academic staff recruitment by ethnicity international 20/21

	No.s				Share							
Ethnicity	Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired	Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
B.A.ME.	1175	125	30	10	70.2%	52.1%	48.3%	28.9%	-18.1	-3.8	-19.3	-41.2
White	450	105	25	25	26.9%	44.1%	46.6%	71.1%	17.2	2.4	24.5	44.1
PNTS	50	10			2.9%	3.8%	5.2%	0.0%	0.9	1.4	-5.2	-2.9
Total	1675	240	60	40								

5b Training

We offer:

- 4 places on Advance HE Diversifying Leadership for B.A.ME. staff; 8 on Aurora Programme.
- Profile Xceed training to unsuccessful applicants of the Aurora programme. For 2021/22 we are offering places to unsuccessful female applicants of Diversifying Leadership to increase career progression opportunities to female B.A.ME. staff. The Profile Xceed course will be replaced and run-in house.
- Leadership training for Heads of School and sections previously done by Progress International, is no longer offered as we are reviewing our leadership development. We now offer an internal Deputy Head of School programme including bitesize sessions and cross HEI-mentoring.
- Coaching skills and Essential management skills training: 16 places for staff in managerial positions; if places available, they're offered to staff looking to progress.

We are developing a dashboard to evaluate our training courses (W1.5) and will conduct evaluations for impact following 2021/22 Aurora and Diversifying Leadership courses. All other training is currently evaluated on MS Forms by attendees.

Selection for training programmes:

- Leadership training opportunities: advertised via line managers and staff Bulletin.
- Aurora, and Diversifying Leadership programmes: targeted emails to eligible staff and advertised in staff Bulletin. Applications reviewed by a panel to select candidates for the number of places available. Shortlisted applications are reviewed by DVC for approval.
- Workshops e.g., 'Let's talk about Race' and 'Intersectionality': direct booking.
- All staff must complete mandatory training courses such as EDI, during induction.

B.A.ME. staff are underrepresented in attendance across most leadership courses provided. However, there has been an increase in B.A.ME. staff attendees across all courses in 2020/21 (5b.1ii)

As per Workstream 1 of our action plan, the new RE CPD portfolio, summarised below, will be launched with accompanying comms in AY 22/23:

CPD Stage	Developmental goal	Responsible for Delivery
1- Lightbulb moments	Awakening to the reality of structural racism.	External consultants contracted by the DCC Team
2- Contextualise	Understanding how structural racism works at ARU.	Head of Diversity and Cultural Change (DCC in SLS) and Academic Lead: Inclusive communities and partnerships.
3- Educate	Understanding the different forms racism takes, fostering a desire to catalyse change.	RE Advocates supported by their Faculty Leads and DCC Team.
4- Diversify	Developing skills and tools to diversify courses and delivery at ARU.	Academic Lead: Inclusive communities and partnerships with support from FRELs & DCC Team
5- Complement	Conscious Inclusion sessions and other opportunities on complementary themes that increase awareness of structural disadvantage e.g., Intercultural competence, Inclusivity network events and promotion of existing CPD offered by HRS.	Various delivered by internals and external session leaders

ACTIONS:

W1.4 Develop and improve staff understanding of race equality and racial literacy.

W1.5 Develop further understanding on training needs of staff, including EDI

5b.1i: ARU academic staff training programmes by ethnicity 18/19-20/21 combined

	No.s				Share		
Course Name	B.A.ME.	White	PNTS	Total	B.A.ME.	White	PNTS
[redacted]							

5b.1ii: ARU academic all staff training programmes by ethnicity 18/19-20/21

	No.s				Share			
Ethnicity	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total
[redacted]								

5c Appraisal/development review

Note on data

Appraisal data represents academic years 2017/18 and 2018/19 representing all staff due to storing of the data. Due to COVID-19 appraisals in 2019/20 were optional to reduce workload pressure, analysis wasn't conducted on that year's data due to low completion. Due to changing our appraisal process there was an interim process for 2020/21 with no data available for analysis, as a result there is no data available for this year.

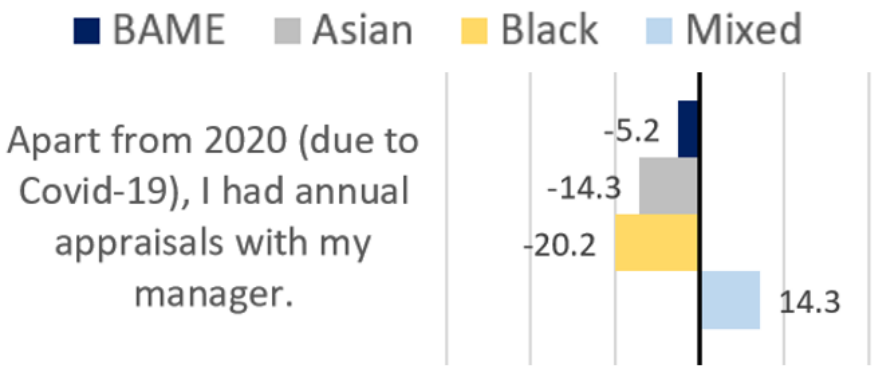
Formal appraisal covers all staff, except probationers and those on extended leave.

- The proportion of B.A.ME. staff completing appraisals dipped in 2018/19 (5c.1i).
- B.A.ME. staff were less likely to complete an appraisal with 52.1% of B.A.ME. staff completing an appraisal, compared to 59.8% of White staff (5c.1ii).

The appraisal process includes appraiser/appraisee ratings (scale of 1 (Unsatisfactory) - 5 (Exceptional)).

- In 2019 B.A.ME. staff were slightly more likely to rate themselves as Very good (4) or Exceptional (5) than White staff.
- Overall, 89% of appraisers for B.A.ME. staff agreed or gave them a higher rating. Of those who rated themselves as Exceptional, only 55 % of their appraisers agreed compared to 70% of appraisers for White staff.

Worryingly all staff have low levels of agreement for usefulness of the appraisal process in our REC survey. Black staff are less likely to agree that appraisals occur. The same is seen for B.A.ME. academic staff.



> *"Excelling in your performance appraisal isn't recognised … I would suggest that when considering promotions appraisal should be a key source of information on someone's suitability for the role. Again, an audit or document analysis of performance appraisal record for some ethnic minority employees may help validate this assertion."* (B.A.ME., Academic staff)

This data and feedback highlight the lack of career development support. *The priority of Career Development and Progression will address this issue*, focusing on continuous conversations throughout the year, and removing the ratings process.

ACTION:

W2.20 Develop and implement a new appraisal process.

5c.1i ARU all staff appraisal completion by ethnicity 17/18-18/19

		No.s			Share		
	Ethnicity	2017/18	2018/19	2 year change	2017/18	2018/19	2 year change
Completed	B.A.ME.	150	125	-20%	10.8%	9.9%	-0.9
	White	1230	1125	-9%	89.2%	90.1%	0.9
	Total	1380	1250	-10%			
All Staff	B.A.ME.	230	240	4%	10.7%	11.2%	0.6
	White	1920	1880	-2%	89.3%	88.8%	-0.6
	Total	2145	2120	-1%			

5c.1ii ARU all staff appraisal completion by ethnicity 17/18-18/19

		No.s			Share		
Ethnicity	Category	2017/18	2018/19	2 year change	2017/18	2018/19	2 year change
B.A.ME.	Completed	150	125	-20%	65.1%	52.1%	-13.0
	All Staff	230	240	4%			0.0
White	Completed	1230	1125	-9%	64.2%	59.8%	-4.4
	All Staff	1920	1880	-2%			0.0
Total	Completed	1380	1250	-10%	64.3%	59.0%	-5.4
	All Staff	2145	2120	-1%			0.0

5d Academic promotion

Note on Data

- Promotions data covers 2018/19 - 2020/21 (5d.1i, 5d.1ii and 5d.1iii).
- Promotion round data covers 2017/18, 2018/19 and 2020/21 (5d.1iv and 5d.1v), because the 2019/20 promotions round was cancelled due to the pandemic. This increased applications for the 2020/21 round.

Process

Academic promotions are considered by relevant promotion panels.

- Our annual call is disseminated through Deans, staff Bulletin, emails, and the intranet. We provide preparatory workshops, drop-in sessions for staff considering applying, and mentoring for those seeking promotion to Professor.

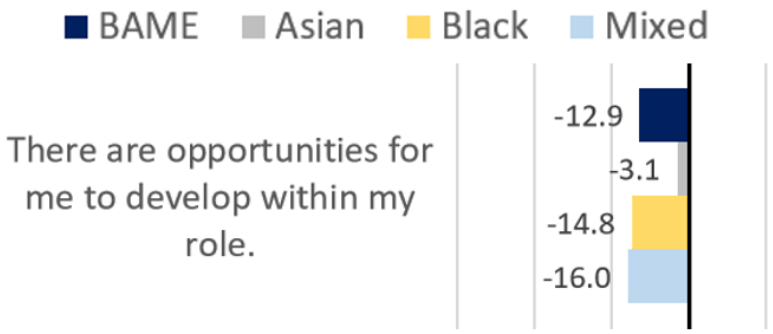
We recently undertook a complete review and restructure of our career framework, and associated promotions process for academic staff, resulting in introducing an Associate Professorship role to replace Principal Lecturer and Reader roles, underpinned by a review of promotion criteria to ensure parity of promotion opportunities for all academic staff, regardless of focus (education or research).

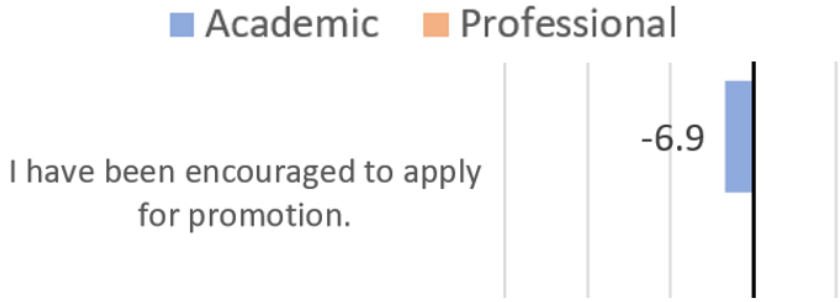
- Both International B.A.ME. (5d.1ii) and UK B.A.ME. staff (5d.1ii) are less likely to be promoted. See also 5d.1i

- Applications for promotion to Associate Professor shows a gap in the pipeline for B.A.ME. staff with only 14.6% of the eligible pool applying (5d.1iv).

- Success rates for B.A.ME. staff are lower than White staff across most grades. The success rate for B.A.ME. staff applying for promotion to associate professor is 16.7% compared to 47.1% for White staff (5d.1v).

REC survey shows B.A.ME. staff were less likely to agree there are opportunities to develop in their role. Academic staff were asked if they had been encouraged to apply for promotion, B.A.ME. staff were less likely to agree.





"Being encouraged to apply for promotion does not always translate to the actual promotion, hence it's sometimes perceived as tokenistic. The reality is that having higher qualifications and experience for ethnic minorities isn't a passport for promotion. For ethnic minorities, the glass ceiling is always lower." (B.A.ME., Academic staff)

We are very concerned about the lack of success in promotions for B.A.ME. academic staff across all grades and are determined to put in place the actions outlined below to rectify and improve promotion prospects as part of our Career Development and Progression priority.

Unfortunately, academic promotion data could not be benchmarked as there is no sector-wide benchmark data available on academic promotion. A new action (F3.13) will be incorporated into our Action Plan to work with University Alliance members to share data to enable us to benchmark.

ACTIONS:

Also identified in 4a, actions W2.12 and W2.14.

W2.10, W2.11 Increase in B.A.ME. Academic staff progressing.

W2.21 Monitor promotions and regrading data to identify impact following recent process changes.

5d.1i ARU academic staff promotion by ethnicity all nationalities 18/19-20/21

		No.s				Share			
	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	202/21	3 year change
Promoted	[redacted]								
All Staff	B.A.ME.	135	140	150	**9%**	15.1%	16.2%	16.9%	1.8
	White	735	690	705	**-4%**	82.5%	81.0%	80.3%	-2.2
	PNTS	20	25	25	**13%**	2.4%	2.8%	2.7%	0.4
	Total	890	850	880	**-1%**				

5d.1ii ARU academic staff promotion by ethnicity and nationality 18/19-20/21

		No.s				Share			
	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	202/21	3 year change
International	[redacted]					[redacted]			
UK									

5d.1iii ARU academic staff promotion by ethnicity all nationalities 18/19-20/21

		No.s				Share			
Ethnicity	Category	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	202/21	3 year change
[redacted]						[redacted]			

5d.1iv ARU academic staff promotions panel applications by ethnicity 17/18, 18/19 and 20/21

	Applications			Eligible Pool			Percentage of Eligible Pool		
Year	B.A.ME.	White	PNTS	B.A.ME.	White	PNTS	B.A.ME.	White	PNTS

5d.1v ARU academic staff promotions panel success rate by ethnicity 17/18, 18/19 and 20/21

	Success numbers			Success rate		
Year	B.A.ME.	White	PNTS	B.A.ME.	White	PNTS
[redacted]						

5e Research Excellence Framework (REF)

- B.A.ME. staff are less likely to carry Significant Responsibility for Research (SRR) (5e.1i) and therefore be submitted than White staff (5e.1ii). Analysis by nationality was not completed for the REF as it is not requested, this data has been pulled retrospectively.
- There was no bias in the selection of outputs with B.A.ME. staff more likely to be submitted with 1, 4 or 5 outputs.

The careers of B.A.ME. research staff is important to ARU. Actions identified below will support their development as part of the priority of Career Development and Progression.

ACTIONS:

F3.17 Review nationality for future REF equality analysis.

W2.22 Increase (both in absolute numbers and as % of staff population) number of B.A.ME. staff who carry SRR

5e.1i ARU academic staff REF submissions by ethnicity 2021

	no.s			Share		
	B.A.ME.	White	PNTS	B.A.ME.	White	PNTS
Returned	40	235	10	13.5%	83.0%	3.5%
Eligible Pool	100	520	20	16.0%	81.0%	3.0%

5e.1ii ARU academic staff REF submissions by ethnicity all nationalities 2021

	Returned	Eligible Pool	% of Eligible Pool Submitted
B.A.ME.	40	100	39.2%
White	235	520	45.7%
PNTS	10	20	52.6%
Total	285	640	44.7%

5e.1iii ARU academic staff REF submissions by ethnicity UK 2021

	Returned	Eligible Pool	% of Eligible Pool Submitted
B.A.ME.	15	45	36.2%
White	165	390	41.8%
PNTS	5	10	54.5%
Total	185	450	41.5%

5e.1iv ARU academic staff REF submissions by ethnicity International 2021

	Returned	Eligible Pool	% of Eligible Pool Submitted
B.A.ME.	20	45	42.2%
White	65	110	59.6%
PNTS	●	5	●
Total	85	160	54.7%

5f Early career researcher support

- In April 2022, B.A.ME. ECRs represent 25.9% of all ECRs. This is a higher proportion than the 16.9% of B.A.ME. staff across academic staff in 2020/21.
- We subscribe to the Concordat to Support the Career Development of Researchers, the Knowledge Exchange Concordat, and the HR Excellence in Research (EIR) Award, held since 2013.
- Our ECR Charter offers contracted time, financial support and mentoring for up to 5 years.
- ECRs have representation on relevant committees.
- We offer over 60 researcher development workshops, and online courses delivered by external expert facilitators and internal colleagues.
- We are evaluating a 6-month structured ECR mentoring pilot programme (2020/21), run focus groups to understand ECR development needs, and are developing an Aspiring Research Leaders course (summer 2022).
- Within HEMS an ECR network has been set up and meet regularly.

As part of increasing B.A.ME. staff in research-only roles at ARU we recognise the need to understand their journey from ECRs and the uptake of development opportunities as identified in W2.22.

ACTIONS:

Also identified in 5e, action W2.22.

W2.23 Implement monitoring of development needs of researchers through new PCDR process and identify take up by colleagues including monitoring by those with protected characteristics.

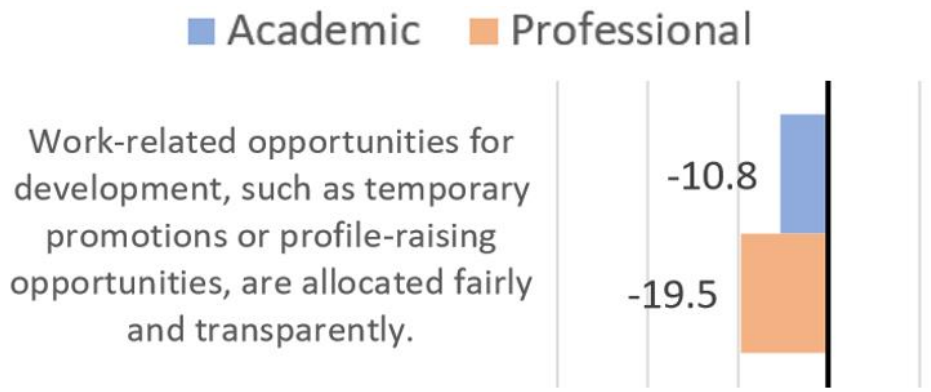
W2.24 Establish University wide ECR Network and use AHSS and HEMS ECR networks as models for other faculties.

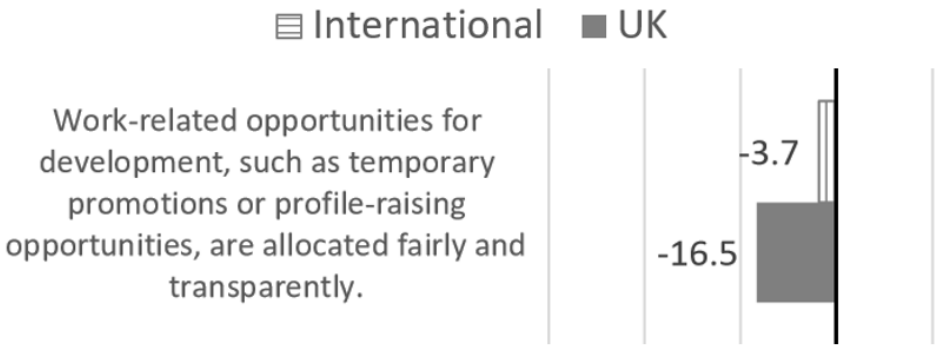
5g Profile-raising opportunities

We encourage staff attendance at conferences and provide support to attend when giving papers. Profile raising opportunities, (e.g., media opportunities), are often self-generated with direct requests to the staff member due to good publication records.

HoS may nominate staff for awards and draw attention to training courses or speaking at conferences to those they feel have relevant experience. Professional body memberships are supported for staff who teach or lead on relevant accredited programmes.

REC survey found B.A.ME. academic staff are less likely to agree that work-related opportunities for development, such as temporary promotions or profile-raising opportunities are allocated fairly and transparently. Across the University UK B.A.ME. staff had an agreement rate that was 16.5pp lower than their White colleagues. Highlighting the importance of developing staff understanding of race equality and racial literacy (W1.4) to help remove barriers to opportunities for B.A.ME. staff.


Academic
Professional
Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.
-10.8
-19.5


International
UK
Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.
-3.7
-16.5

"There are many good things in place but too frequently opportunities for working groups, leading strategic pieces of work etc. are still given rather than openly advertised as opportunities..." (White, Academic staff)

"... when I have taken temporary promotions, there is no backfill which relies on me giving "free" hours to continue some aspects of the role in my own time out of guilt that the existing team cannot cover everything without affecting their wellbeing. I see others doing exactly the same." (White, Academic staff)

ACTIONS:

Also identified in 4d, action W2.18.

W2.25 and W2.26 Ensure profile raising or career development opportunities are distributed equally.

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

6a Recruitment

Recruitment process for professional staff is the same as academic staff to ensure fairness as mentioned in 5a.

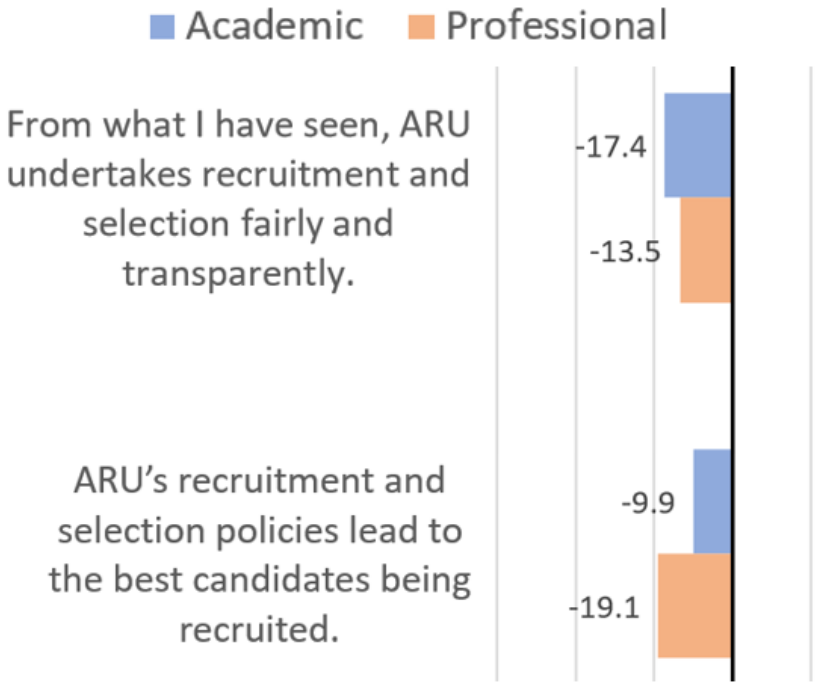
Note on data

- Data for 2018/19 and 2019/20 included in Section 5a.
- Data for professional staff in 2020/21 has been included below.

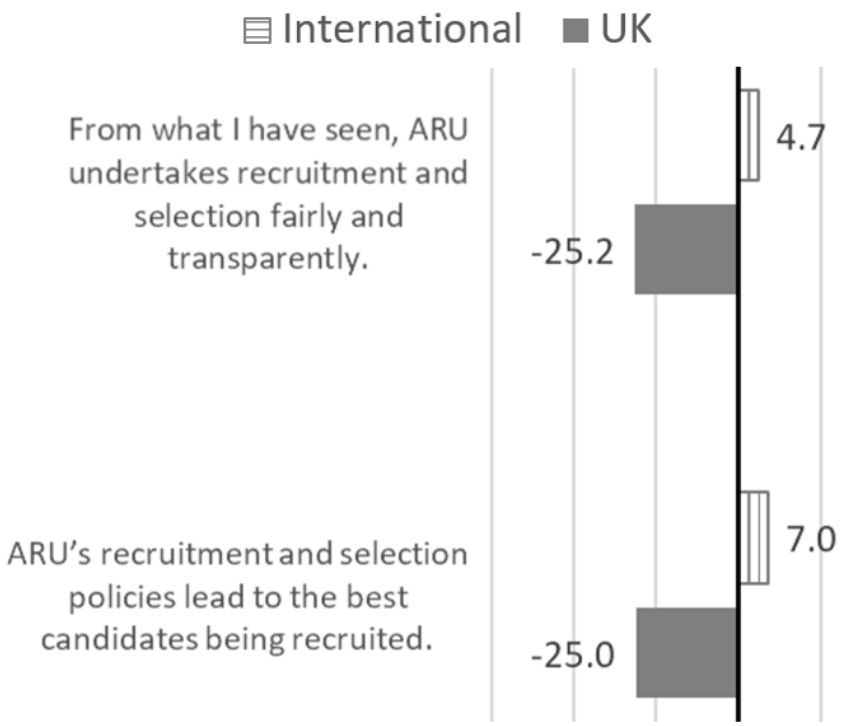
Similar to academic staff, there is widespread lack of confidence in the fairness and transparency of our recruitment processes, and lack of progress at every stage of the recruitment process for B.A.ME. candidates. This is a serious concern that *led to the establishment of the priority of Recruitment,* specifically undertaking a full end-to-end review of our recruitment processes.

- B.A.ME. professional staff less likely to progress at every stage of the recruitment process (6a.1i).
- Recruitment of international B.A.ME. staff displays a similar pattern (6a.1iii).
- Some evidence indicates we receive a high number of speculative applications from international applicants for professional services roles. This will be explored as part of the recruitment review to identify if there is bias in how international applicants are perceived.

In our REC survey B.A.ME. professional staff are less likely to agree that ARU undertakes recruitment and selection fairly and transparently and that policies lead to the best candidate being recruited.



UK B.A.ME. colleagues are less likely to agree that ARU is fair and transparent in recruitment and selection, and that policies lead to the best candidates being recruited. International B.A.ME. staff are more likely to agree with the statements than their international White colleagues and hold the highest agreement rates for the second statement.



Focus group feedback on changes required to recruitment processes to ensure fairness and recruiting the best people include:

- increasing diversity of where jobs are advertised
- increasing diversity of interview panels, while acknowledging workload implications
- anonymised application forms, shortlisting and interviews

Unfortunately, we are unable to benchmark recruitment data in Section 6a due to a lack of a sector-wide benchmarking tool. We have engaged with University Alliance – ARU's collection of comparator HEIs – and will seek to enquire with other HEIs to share recruitment data (Action F3.13).

"The last time I observed this process we were still displaying the names of candidates; to the selection panel." (B.A.ME., Professional staff)

"I have found on more than one occasion that our reluctance to employ those without a degree has negatively impacted our recruitment process." (White, Professional staff)

ACTIONS:

Also identified in 5a, actions W2.6 and W2.7.

W2.8 Explore the use of Anonymising applications/interviews for professional services staff.

6a.1i ARU professional services staff recruitment by ethnicity all nationalities 20/21

	No.s				Share							
Ethnicity	Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired	Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
B.A.ME.	1510	230	25	20	30.5%	21.2%	11.3%	11.8%	-9.3	-9.9	0.5	-18.8
White	3320	825	195	140	67.2%	77.0%	84.8%	82.9%	9.8	7.8	-1.8	15.7
PNTS	110	20	10	10	2.3%	1.8%	3.9%	5.3%	-0.5	2.1	1.4	3.0
Total	4940	1075	230	170								

6a.1ii ARU professional services staff recruitment by ethnicity UK 20/21

	No.s				Share							
Ethnicity	Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired	Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
B.A.ME.	580	135	15	10	18.6%	16.8%	9.4%	9.8%	-1.8	-7.4	0.4	-8.8
White	2500	665	150	110	79.9%	82.2%	89.4%	88.5%	2.2	7.2	-0.9	8.6
PNTS	45	10			1.5%	1.0%	1.2%	1.6%	-0.5	0.2	0.5	0.2
Total	3130	810	170	120								

6a.1iii ARU professional services staff recruitment by ethnicity international 20/21

	No.s				Share							
Ethnicity	Applicants	Interviewed	Offered	Hired	Applicants	Interviewed	Offered	Hired	Applicant to Interviewed change	Interviewed to Offered change	Offered to Hired change	Applicant to Hired change
B.A.ME.	905	85	10	10	54.6%	37.3%	21.7%	24.2%	-17.2	-15.6	2.5	-30.3
White	730	135	35	25	44.0%	60.9%	76.1%	75.8%	16.9	15.2	-0.3	31.8
PNTS	25				1.4%	1.8%	2.2%	0.0%	0.3	0.4	-2.2	-1.4
Total	1655	225	45	35								

6b Training

Training provided is available across the University unless otherwise specified (see 5b).

Historically there has been little diversity in professional services staff attending courses relating to leadership, management, and progression.

- 2020/21 saw an increase with B.A.ME. staff making up 12.1% of professional services staff attending training (6b.1ii).

Grade requirements for taking part in courses mean given low representation of B.A.ME. staff in higher grades, there may be less opportunity to take part in the training. Our action to review learning and development opportunities (W.15) includes increasing opportunities for those who are aspiring leaders.

> *"Look back on the statistics of those who are being selected for the training opportunities offered to women."* (B.A.ME., Professional staff)

We are concerned by the historic lack of diversity in uptake of training opportunities. Our actions identified from our priority of CPD/Unlearning will address issues for both academic and professional services staff, with initiatives tailored to each.

Unfortunately, training data could not be benchmarked as there are no direct comparators in the sector for us to benchmark our data against. We have, however, included a new action (F3.13) in our action plan to set benchmarks with our comparator group in future.

ACTIONS:

Also identified in 5b, actions W1.4 and W1.5.

6b.1i ARU professional services staff training programmes by ethnicity 18/19-20/21 combined

	No.s				Share		
Course Name	B.A.ME.	White	PNTS	Total	B.A.ME.	White	PNTS
[redacted]							

6b.1ii ARU professional services staff all training programmes by ethnicity 18/19-20/21

	No.s				Share			
Ethnicity	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total
[redacted]								

6c Appraisal/development review

For appraisal data see 5c including explanation for the combined academic and professional staff data.

Our REC survey found that, across ARU, although more B.A.ME. staff perceive the appraisal process as useful, when looking at the difference between %Agree scores, we see much higher levels of disagreement for B.A.ME. staff. We do not see agreement rates above 40% for any group. Professional services staff shared similar opinions.

Focus group feedback queried the effectiveness of appraisals, noting that outcomes depend on the relationship with the individual's line manager. Line management development programmes are in place to address this.

> *"Appraisal system has never been worth the paper it was written upon because time is not made to follow up on progression and career development is rarely pursued."*
> (B.A.ME., Professional staff)

> *"I would much prefer a 360-review style appraisal - being able to hear and comment on colleagues in my role, my manager and (where applicable) any people managed would be far more valuable than the top-down system we have now."*
> (White, Professional staff)

We are addressing the issues with our existing appraisal system, implementing a new system that allows for more meaningful conversations, and includes education for line managers on how to conduct these conversations. Alongside the CPD/Unlearning priority this will enable B.A.ME. staff to feel more confident in the appraisal process. The new system also allows for greater data analysis,

providing understanding of the specific issues faced by B.A.ME. academic and professional staff.

Regarding benchmarking, we only have appraisal data for 2018/19 and 2019/20 due to transitioning to a new appraisal system from 2020, so we are unable to benchmark 2020/21 data. We will, however, be able to benchmark and compare our appraisal data using our new system once implemented (Action F3.13).

ACTION:

Also identified in 5c, action W2.20.

6d Promotions and regrading

Professional staff promotions occur through application for grading review that is open throughout the year, or by application to a new role.

Note on data

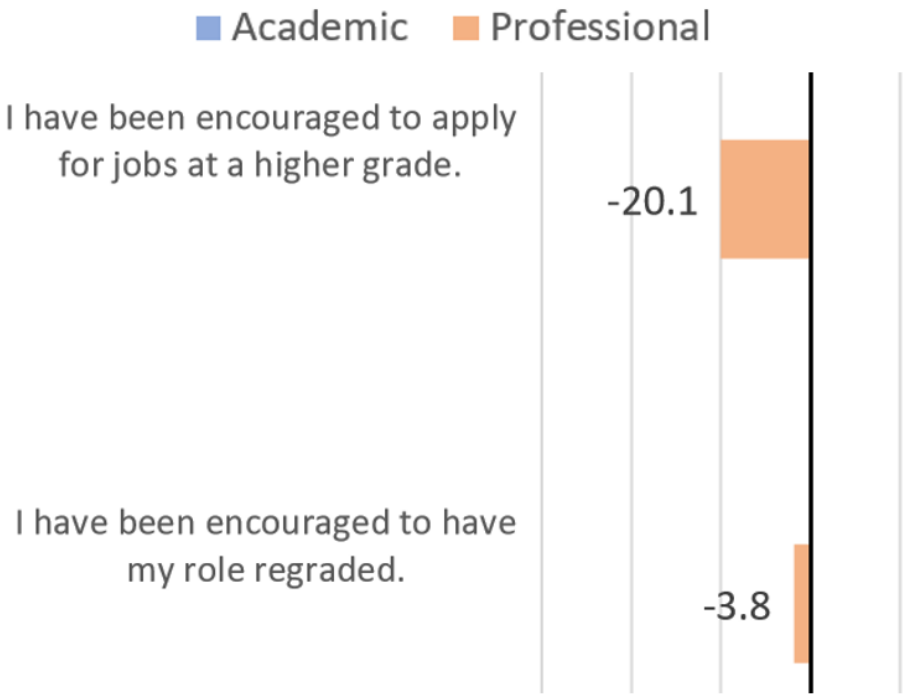
Professional staff promotions data represent the same years as our academic staff promotions data.

We are very concerned about the lack of success in promotions for B.A.ME. professional services staff across all grades, *leading to the priority of Career Development and Progression.* We are determined to rectify and improve promotion prospects as identified in 5d. These actions will be tailored to academic and professional services staff, but improvements are required across the university.

- B.A.ME. professional staff overall are slightly less likely to be promoted, making up only 5.3% of promotions but 7.8% of all professional services staff (6d.1i).

- B.A.ME. staff are slightly less likely to apply for grading review compared to White staff (6d.1iv). Due to small numbers, we cannot report the success rate for B.A.ME. staff however internal analysis is occurring to assess the fairness of the grading review process.

The REC survey found B.A.ME. professional staff are less likely to report being encouraged to apply for jobs at a higher grade or being encouraged to have their role regraded. No B.A.ME. international staff surveyed reported being encouraged to apply for a job at a higher grade or having their role regraded.



"I have been consistently working at up to 2 levels above my current pay grade for approximately 2+ years… and have not even once been approached to formally integrate this into my role. I have been fighting to open this conversation…" (Prefer not to say)

We are unable to benchmark Promotions and Regrading data due to a lack of a sector-wide benchmarking tool. We have engaged with University Alliance – ARU's collection of comparator HEIs – and included a new action (F3.13) for our

Action Plan to work with comparator organisations in UA to develop a process to regularly benchmark our data with HEIs who are willing to share this.

ACTIONS:

Also identified in 5d, actions W2.10, W2.11, W2.12, W2.14 and W2.21.

6d.1i ARU professional services staff promotion by ethnicity all nationalities 18/19-20/21

		No.s				Share			
	Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	202/21	3 year change
Promoted	[redacted]								
All Staff	B.A.ME.	105	90	95	-6%	8.0%	7.5%	7.8%	-0.2
	White	1145	1080	1100	-4%	88.7%	88.9%	88.2%	-0.5
	PNTS	45	45	50	14%	3.3%	3.6%	4.0%	0.7
	Total	1290	1215	1245	-4%				

6d.1ii ARU professional services staff promotion by ethnicity and nationality 18/19-20/21

	No.s				Share			
Ethnicity	2018/19	2019/20	2020/21	3 year change	2018/19	2019/20	202/21	3 year change
International	[redacted]							
UK								

6d.1iii ARU professional services staff promotion by ethnicity all nationalities 18/19-20/21

Ethnicity	Category	No.s 2018/19	No.s 2019/20	No.s 2020/21	3 year change	Share 2018/19	Share 2019/20	Share 202/21	Share 3 year change
B.A.ME.	Promoted					[redacted]			
	All Staff	105	90	95	-6%				
White	Promoted	65	55	55	-22%				
	All Staff	1145	1080	1100	-4%				
PNTS	Promoted								
	All Staff	45	45	50	14%				
Total	Promoted	70	55	55	-21%				
	All Staff	1290	1215	1245	-4%				

6d.1iv ARU professional services staff grading review applications by ethnicity 17/18, 18/19 & 20/21

Year	Applications B.A.ME.	Applications White	Applications PNTS	Eligible Pool B.A.ME.	Eligible Pool White	Eligible Pool PNTS	Percentage of Eligible Pool B.A.ME.	Percentage of Eligible Pool White	Percentage of Eligible Pool PNTS
2017/18		15		105	1170	50	[redacted]		
2018/19		25		105	1145	45			
2020/21		30		95	1100	50			

6d.1v ARU professional services staff grading review success rates by ethnicity 17/18, 18/19 & 20/21

Year	Success numbers B.A.ME.	Success numbers White	Success numbers PNTS	Success rate B.A.ME.	Success rate White	Success rate PNTS
2017/18		10			85.7%	0.0%
2018/19		10			52.2%	0.0%
2020/21		15			48.4%	0.0%

7. Student pipeline

Priorities:

Our examination of the student pipeline led us to identify three key priorities:

1. We are concerned that throughout the student lifecycle in offer-making and application processes, UG through PGR, attrition rates for B.A.ME. students are substantially higher than for their white counterparts, with Black students the most disadvantaged. Similarly, ARU's B.A.ME./white continuation and awarding gaps have increased in size over the last 3 years, the growth of the Black/white award gap has been significant. We have been monitoring these gaps for several years through our APP and had previously made great gains.

   We are committed to the cultural change approach outlined in the RES, which we believe will have a lasting impact on the gaps identified, but we have now added an extra workstream (6) to recognise the significance of the disadvantage faced by racially minoritised students through the entire lifecycle.

2. We note with concern the reluctance of our B.A.ME. students to seek support from tutors and university services. This is likely to impact upon continuation and awarding gaps, the student experience as a whole and confidence to achieve a 1st or 2:1. We are developing innovative actions in response (see Workstream 3).

3. A key theme identified through the REC survey, follow-up focus groups, as well as through the 2018/19 Advocates' survey, is a lack of confidence in the university to be able to deal with matters of race, racism and racial harassment. Our RES Action plan already identified actions to respond to this finding, including development of CPD/Unlearning/Conversations (Workstream 1), a full review of harassment and complaints processes (Workstream 5) and curriculum diversification (Workstream 3). We are

committed to taking these actions forward, as we believe that through largescale development of racial literacy, confidence in the institution to effectively tackle these issues will grow.

Data

All student pipeline data (except 7a) is based on HESA reported student population which includes sub-contractual arrangements at ARL, ARU College, College of West Anglia, and smaller partners (e.g., London School of Osteopathy). 7a excludes partners, restricted to students registered with and taught by ARU staff only.

7a Admissions

UK & International Offer Rates

We are concerned that we have a significant gap between white and Black offer rates. Black applicants form 19% of total but only 13% of offers and though their share of applications has grown 2.3%, offer rates only increased by 1.3%.

There is significant variation in offer rates to B.A.ME. applicants across all faculties with HEMS a particular area of concern, with a consistently low offer rate to Black students. Similarly, subjects allied to Medicine shows a 50% offer rate for B.A.ME. students and a declining proportion over the last 3 years.

Our Outreach Officers collaborate with partners to ensure we meet Access and Participation (APP) targets for 'underrepresented' groups. Courses with limited places, such as Medicine, prioritise applicants from these groups, increasing the likelihood of an offered place.

Each tariff band saw growth in overall offer rates. However, we are concerned that the differential offer rate is not driven by tariff difference and that the Black offer rate is significantly lower and white offer rate is consistently higher regardless of tariff band.

We are concerned about the decrease in offer rates to international students who identify as Black, and the gap between Black and other offer rates. Black

applicants form 20% of total international applications but only 10% of offers. Although Black ethnic groups' share of applications has grown 2.6%, share of offer has declined by 4.1%. Indeed, the share of the offer rate for White International students is growing while for all B.A.ME. groups, it is falling.

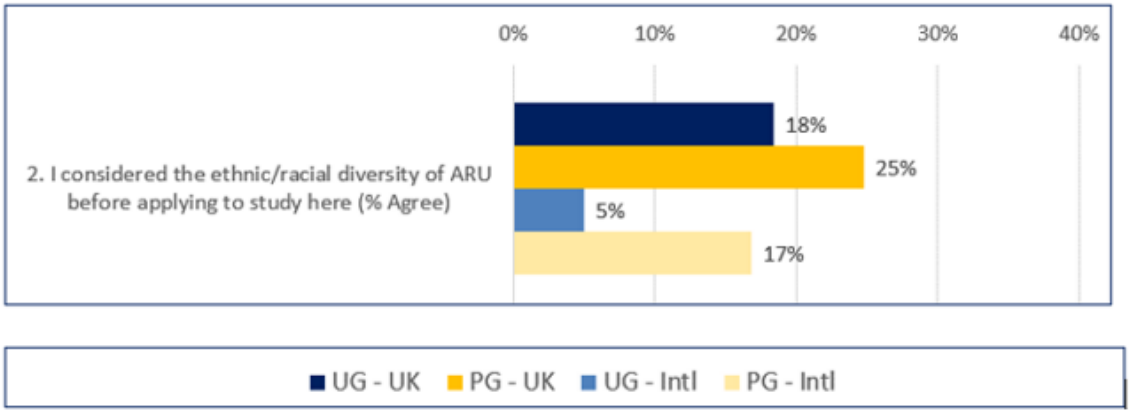
International Offer rates by Faculty

Offer rates decreased across ethnic groups across all Faculties, except in HEMS. Asian applicants have the largest share of offer in AHSS, BL and SE. HEMS have the largest percentage of offers to Black applicants but also had the largest offer rate drop for Asian students.

Pre-entry Ethnic Diversity Considerations

We know from our survey data and free text comments that prospective students from B.A.ME. backgrounds consider the ethnic and racial diversity of ARU to greater extent before applying than white peers.

7a.1: Consideration of ARU ethnic/racial diversity



(A positive gap in the REC student survey charts indicates B.A.ME. students had a higher %agree score. A negative gap indicates white students had a higher agree score.)

"There seem to be more White Euro students than Black students which at sometimes may feel overwhelming and a sense of lack of belonging."

(Black, ARUL Student)

"Before applying for ARU, I make a background search on the their stand on racism and that among other factors influenced my decision to choose ARU."

(Black, ARUL Student)

"I don't think my ethnic group and sex is properly (sic) represented in the pictures on the ARU website. There are lots of white males at ARU but there are hardly any pictures of white males on the website."

(White, Chelmsford Student)

ACTIONS:

W6.1 Representation and fair access in student recruitment and outreach activities:

- Ensure pre-entry marketing and communications materials showcase the breadth of diversity at ARU.
- Ensure Recruitment and Outreach activities are inclusive for prospective B.A.ME. students.

F3.3 Undertake a full review of the application process to ensure there is no bias in process of making offers:

- Benchmark subject specific shares of students and develop actions to improve faculty specific offers to B.A.ME. applicants.

- Undertake full review of offer-making process to eliminate bias against Black applicants.
    - Undertake full review of HEMS offer-making process to eliminate potential bias against Black applicants.
    - Undertake full review of international offer-making process to eliminate potential bias against B.A.ME. students.

7a.2 UK Offer Rates

Ethnicity	Detail of Ethnicity	Offer Rate 2019/0	2020/1	2021/2	3 year change (> +/-10)
Asian	Asian or Asian British - Bangladeshi	68%	70%	73%	4.5
	Asian or Asian British - Indian	66%	65%	71%	4.8
	Asian or Asian British - Pakistani	64%	66%	70%	5.9
	Chinese	70%	82%	78%	7.8
	Other Asian background	59%	67%	67%	8.2
	Total	64%	67%	70%	5.8
Black	Black or Black British - African	40%	46%	46%	5.6
	Black or Black British - Caribbean	56%	61%	72%	15.7
	Other Black background	48%	63%	68%	19.2
	Total	42%	48%	49%	6.7
Mixed	Mixed - White and Asian	68%	80%	77%	8.6
	Mixed - White and Black African	50%	56%	70%	19.9
	Mixed - White and Black Caribbean	60%	70%	75%	14.1
	Other mixed background	56%	65%	72%	15.4
	Total	59%	69%	73%	14.2
Other	Other ethnic background	63%	67%	64%	1.6
	Total	63%	67%	64%	1.6
White	White	64%	74%	79%	14.5
	Total	64%	74%	79%	14.5
Total		60%	68%	71%	11.1

7a.3 UK Share of offers

Ethnicity	Detail of Ethnicity	Share of Offer 2019	2020	2021	3 year change (> +/-3)	Share of Application 2019	2020	2021	3 year change (> +/-3)
Asian	Asian or Asian British - Bangladeshi	3%	2%	2%	-0.4	2%	2%	2%	-0.1
	Asian or Asian British - Indian	4%	3%	3%	-0.4	3%	3%	3%	0.0
	Asian or Asian British - Pakistani	4%	4%	4%	-0.6	4%	4%	4%	-0.3
	Chinese	0%	0%	0%	-0.1	0%	0%	0%	-0.1
	Other Asian background	3%	4%	3%	0.3	3%	4%	4%	0.5
	Total	14%	14%	13%	-1.2	14%	14%	14%	-0.1
Black	Black or Black British - African	9%	11%	11%	1.1	14%	17%	16%	2.3
	Black or Black British - Caribbean	2%	1%	2%	0.1	2%	1%	2%	0.0
	Other Black background	1%	1%	1%	0.1	1%	1%	1%	0.0
	Total	12%	13%	13%	1.3	17%	19%	19%	2.3
Mixed	Mixed - White and Asian	1%	2%	1%	0.2	1%	1%	1%	0.2
	Mixed - White and Black African	1%	1%	1%	0.4	1%	1%	1%	0.3
	Mixed - White and Black Caribbean	1%	1%	1%	0.0	1%	1%	1%	-0.1
	Other mixed background	1%	1%	1%	0.0	2%	1%	1%	-0.2
	Total	5%	5%	5%	0.5	5%	5%	5%	0.3
Other	Other ethnic background	2%	2%	2%	-0.5	2%	2%	2%	-0.2
	Total	2%	2%	2%	-0.5	2%	2%	2%	-0.2
White	White	67%	65%	67%	-0.1	63%	60%	61%	-2.3
	Total	67%	65%	67%	-0.1	63%	60%	61%	-2.3

7a.4 UK Offer rate by tariff band

Tariff Band Points Equivalent A-level Grades	Ethnicity	Offer Rate 2019/0	Offer Rate 2020/1	Offer Rate 2021/2	Offer Rate 3 year change (> +/-10)	Share of Tariff Band Offer 2019/0	Share of Tariff Band Offer 2020/1	Share of Tariff Band Offer 2021/2	Share of Tariff Band Offer 3 year change (> +/-3)
Null points	Asian	57%	66%	64%	7.2	9%	9%	8%	-1.0
	Black	37%	44%	44%	7.7	17%	21%	20%	2.4
	Mixed	52%	62%	69%	17.0	5%	5%	6%	0.5
	Other	61%	69%	59%	-2.1	3%	2%	2%	-0.6
	White	56%	67%	71%	15.3	66%	63%	65%	-1.3
	Total	51%	60%	63%	11.5				
Band A 1-56 EEE-DEE	Asian	84%	76%	81%	-2.3	19%	14%	14%	-4.9
	Black	66%	70%	73%	7.3	10%	11%	10%	-0.8
	Mixed	73%	78%	73%	0.2	5%	5%	5%	0.5
	Other	69%	84%	79%	9.1	2%	2%	2%	-0.7
	White	70%	77%	84%	13.7	63%	69%	69%	5.9
	Total	72%	76%	82%	9.6				
Band B 57-95 DDE-CCD	Asian	78%	74%	79%	0.7	16%	14%	16%	-0.9
	Black	62%	67%	64%	2.4	7%	8%	7%	0.1
	Mixed	77%	78%	82%	5.3	3%	6%	5%	1.6
	Other	67%	60%	81%	13.9	2%	1%	2%	-0.6
	White	77%	80%	86%	9.7	71%	71%	71%	-0.2
	Total	75%	77%	83%	7.4				
Band C 96-111 CCC-BBB	Asian	59%	66%	69%	10.1	19%	20%	18%	-1.1
	Black	50%	55%	65%	14.6	6%	6%	6%	0.1
	Mixed	61%	73%	80%	19.1	4%	5%	4%	-0.2
	Other	60%	61%	58%	-1.6	2%	2%	2%	-0.4
	White	69%	82%	87%	17.6	69%	67%	70%	1.6
	Total	65%	75%	80%	15.5				
Band D 112-144 BBB-AAA	Asian	47%	60%	68%	20.8	26%	29%	27%	0.9
	Black	39%	49%	58%	18.1	5%	4%	6%	1.1
	Mixed	58%	71%	79%	21.0	5%	5%	4%	-0.9
	Other	58%	65%	72%	14.3	6%	3%	3%	-2.1
	White	64%	82%	86%	22.5	59%	58%	60%	1.0
	Total	56%	71%	78%	21.2				

7a.5 UK B.A.ME. offer rate by subject

Subject (CAH1)	Offer Rate of B.A.ME. 2019/0	2020/1	2021/2	3 year change (> +/-10)	B.A.ME. Proportion of Subject Offer 2019/0	2020/1	2021/2	3 year change (> +/-3)
architecture, building and planning	84%	82%	85%	1.1	36%	38%	35%	-0.6
biological and sport sciences	87%	92%	90%	2.9	16%	17%	20%	3.8
business and management	81%	79%	88%	6.6	39%	38%	40%	1.1
computing	77%	78%	83%	6.7	25%	30%	29%	3.9
design, and creative and performing arts	31%	60%	76%	45.2	17%	21%	17%	0.1
education and teaching	64%	82%	78%	13.9	12%	12%	12%	0.8
engineering and technology	73%	92%	90%	17.4	43%	51%	47%	3.0
historical, philosophical and religious studies	73%	91%	83%	9.9	15%	19%	13%	-2.3
language and area studies	74%	81%	86%	12.7	14%	18%	22%	8.2
law	83%	93%	93%	10.2	37%	39%	47%	9.9
media, journalism and communications	88%	90%	90%	2.1	26%	25%	24%	-1.9
medicine and dentistry	23%	29%	23%	0.3	60%	64%	68%	8.8
physical sciences	85%	92%	94%	9.0	22%	18%	19%	-2.8
psychology	94%	88%	90%	-4.0	22%	23%	30%	7.8
social sciences	57%	58%	60%	3.0	29%	25%	26%	-2.5
subjects allied to medicine	49%	52%	50%	1.2	53%	51%	47%	-6.4
Total	53%	57%	59%	6.3	34%	36%	34%	0.1

International Admissions

Ethnicity information collected from international applications for 2019/20 to 2021/22.

7a.6 International Offer rate

Ethnicity	Offer Rate 2019/0	2020/1	2021/2	3 Year Change (> +/-10)
Asian	63%	63%	53%	-10.5
Black	48%	44%	22%	-26.5
Mixed	73%	75%	45%	-28.2
Other	66%	65%	41%	-24.6
White	71%	72%	49%	-21.6
Total	61%	61%	46%	-15.7

7a.7 International Share of offers

Ethnicity	Share of Offer				Share of Application			
	2019/0	2020/1	2021/2	3 Year Change (> +/-3)	2019/0	2020/1	2021/2	3 Year Change (> +/-3)
Asian	70%	76%	81%	10.7	68%	73%	70%	2.0
Black	14%	11%	10%	-4.1	17%	15%	20%	2.6
Mixed	3%	3%	1%	-2.3	3%	2%	1%	-1.7
Other	10%	7%	6%	-3.9	9%	6%	6%	-2.7
White	3%	4%	3%	-0.5	3%	4%	3%	-0.2

7a.8 International Offer rates by Faculty

Faculty	Ethnicity Group	Offer Rate				Share of Faculty Offer			
		2019/0	2020/1	2021/2	3 Year Change (> +/-10)	2019/0	2020/1	2021/2	3 Year Change (> +/-3)
AHSS	Asian	73%	64%	51%	-22.3	56%	63%	74%	18.1
	Black	38%	17%	15%	-23.8	10%	5%	5%	-4.8
	Mixed	91%	40%	80%	-10.9	7%	1%	4%	-2.5
	Other	57%	61%	33%	-23.8	11%	8%	9%	-2.2
	White	80%	78%	47%	-33.3	16%	23%	8%	-8.7
	Total	67%	57%	44%	-23.3				
BL	Asian	61%	66%	56%	-4.3	69%	79%	88%	18.4
	Black	60%	58%	20%	-40.3	15%	10%	6%	-9.6
	Mixed	85%	88%	35%	-50.0	4%	4%	1%	-3.8
	Other	74%	70%	51%	-23.3	9%	5%	5%	-4.1
	White	64%	82%	37%	-27.0	2%	2%	1%	-0.9
	Total	63%	66%	50%	-12.1				
HEMS	Asian	78%	46%	25%	-52.2	59%	58%	34%	-24.9
	Black	38%	33%	29%	-8.4	25%	23%	51%	25.8
	Mixed	33%	50%	83%	50.0	3%	2%	4%	1.6
	Other	70%	60%	16%	-54.2	12%	8%	3%	-8.6
	White	33%	60%	43%	9.5	1%	9%	8%	6.1
	Total	58%	44%	29%	-29.8				
SE	Asian	63%	65%	53%	-10.2	76%	77%	81%	5.7
	Black	42%	41%	20%	-22.8	9%	9%	8%	-1.4
	Mixed	68%	50%	33%	-34.3	2%	1%	1%	-1.2
	Other	59%	61%	42%	-17.2	9%	8%	6%	-3.0
	White	81%	70%	62%	-18.9	3%	5%	3%	-0.1
	Total	60%	61%	46%	-14.6				

Data notes for Sections 7b, c, d, e, f

- Students with no known ethnicity excluded from analysis.
- Numbers rounded to the nearest 5 as per HESA rounding methodology.
- Terminology: pp(s) = percentage point(s).

7b Undergraduate student body

- 3 academic years of data presented: 2018/19, 2019/20 and 2020/21.
- For an overview of the student population see section 2.

UK Undergraduate Population

Our White population has increased more than our B.A.ME. population, attributable to strong growth at ARL, where despite an increase of 39% in B.A.ME. students, their proportion fell from 52.3% to 38.6% (-13.7pp).

In comparison with the sector (England) (30.6%), ARU had a higher proportion of B.A.ME. students (33.3%) and double the proportion of Black students in 2020/21 (18%, sector = 9%.).

AHSS, BL and SE all have small proportions of Black students, at 6%, 11% and 8% respectively. Social Sciences, Business and Management, and Subjects Allied to Medicine have higher proportions of Black students, whereas Medicine and Dentistry have a higher proportion of Asian students.

There is great variance in ethnicity per faculty and subject area. This finding requires further investigation against appropriate benchmarks, to ensure that our student populations are in line with similar institutions and develop actions to diversify where appropriate.

International Enrolments

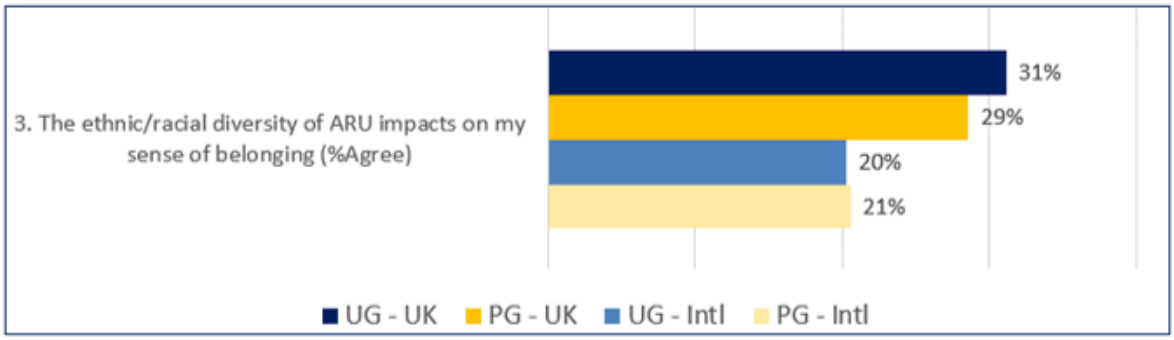
International B.A.ME. enrolments have grown 32% in 3 years driven by increases in HEMS and SE. However, the proportion of B.A.ME. enrolments has decreased to 46.9% from 59.9% due to a larger increase in our White population.

Business and Management, Engineering and Technology, Computing, and Subjects Allied to Medicine all attract more B.A.ME. International students than other subjects.

Ethnic Diversity and Sense of Belonging

Survey data and free text comments highlight that the ethnic diversity of the university impacts on the sense of belonging of B.A.ME. students to greater extent than their white peers.

7b.1 Ethnic Diversity and Sense of Belonging



The REC Student Survey highlighted recognition of diversity within the student body, but also courses and subjects which are less ethnically diverse:

> *"I knew from having studied my undergraduate degree in England many years ago that its universities seek to welcome a diverse study population.[...] I am happy to see that ARU is welcoming towards people from all walks of life. This becomes obvious, for instance, in knowing the diverse students I have lectures with."*
>
> (White, Distance Learning Student)

"I consider ARU to be strongly diverse and I like it that way. I feel a strong sense of inclusivity at ARU, partly because of its diversity."

(White, Cambridge Student)

"As a student I feel I belong within the university, but that I belong less on my course as it is not representative of ARU's ethnic diversity."

(Black, Chelmsford Student)

"I love to see many people from different part of the globe. But, still feel apart from people that have been born here. It is difficult to try to fit in if nobody give you an opportunity just because of how you speak English, how you look like, if you have disabilities that make more difficult to speak or understand."

(White, Cambridge Student)

However, respondents from a B.A.ME. UG international background were least likely to recommend ARU to a prospective student.

Ensuring a strong sense of belonging for B.A.ME. students is crucial. Workstreams 1-5 of the RES (blue segments below) are all designed to improve sense of belonging, representation and understanding of the lived experience of our B.A.ME. community members. Each workstream has a set of corresponding actions to support delivery as per the combined RES-REC action plan in Section 10.

7b.2 Race Equality Strategy diagram

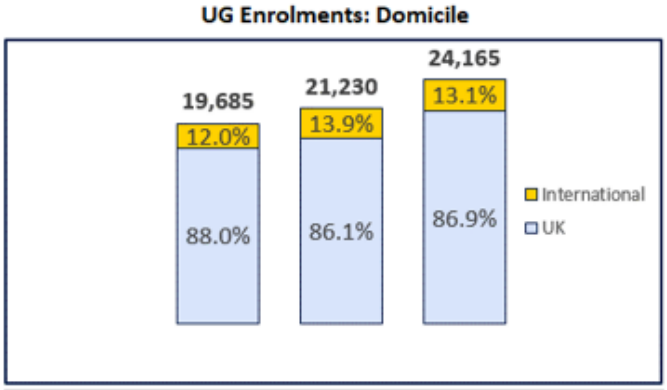
ACTIONS:

W6.2 Work with respective faculties to improve diversity of their student body using appropriate benchmarks, (consider low proportions of Black students, interaction with application data, offers and acceptances.)

W6.3 Review and ensure initiatives to promote transition into HE, belonging and success are tailored to subjects with higher numbers of B.A.ME. International students.

W6.4 Continue to implement the original RES Workstreams and AP to support improvement of sense of belonging and cultural change.

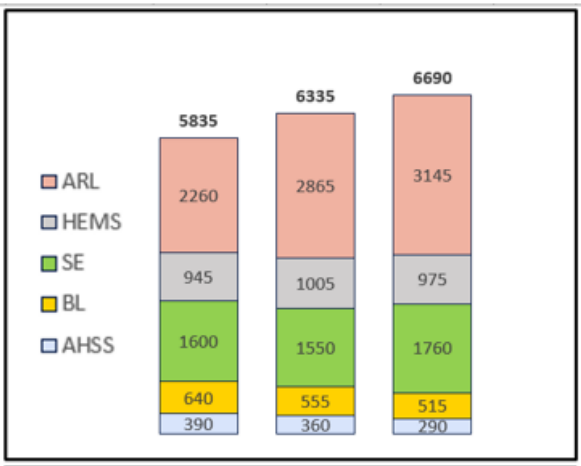
7b.3 Enrolments by Domicile

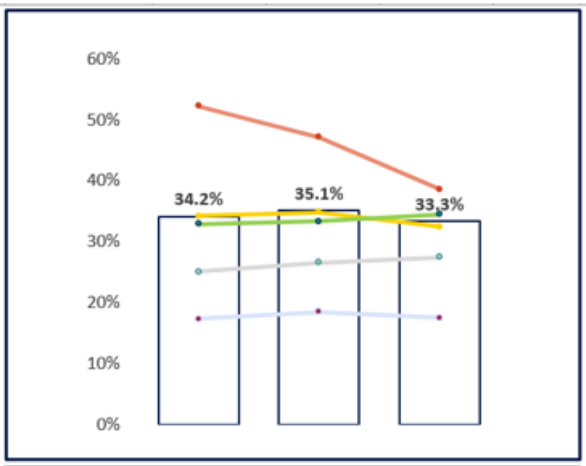


Domicile	2018/9	2019/0	2020/1	3yr change
UK	17,325	18,285	20,995	21%
International	2,360	2,945	3,165	34%
Total	**19,685**	**21,230**	**24,165**	**23%**

NB: Includes students with no known ethnicity.

7b.4 Ethnicity (UK, UG)





Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	390	360	290	-25%
BL	640	555	515	-19%
SE	1600	1550	1760	10%
HEMS	945	1005	975	3%
ARL	2260	2865	3145	39%
ARU Total	**5835**	**6335**	**6690**	**15%**

Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	17.4%	18.5%	17.5%	0.1
BL	34.2%	34.8%	32.5%	-1.7
SE	32.9%	33.3%	34.5%	1.6
HEMS	25.0%	26.5%	27.5%	2.4
ARL	52.3%	47.1%	38.6%	-13.7
ARU Total	**34.2%**	**35.1%**	**33.3%**	-0.8
Sector (England)	28.5%	29.8%	30.6%	
Diff. to sector	6%	5%	3%	

7b.5 Ethnicity detail (UK, UG)

		No.s				Share				Sector (England) 2020/1	
Ethnicity	Detail of Ethnicity	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change	Share	ARU Gap
					+/- 10%				(> +/-3)		
Asian	Asian or Asian British - Bangladeshi	230	330	500	120%	1%	2%	2%	1.1		
	Asian or Asian British - Indian	380	365	395	4%	2%	2%	2%	-0.3		
	Asian or Asian British - Pakistani	305	355	400	32%	2%	2%	2%	0.1		
	Chinese	45	50	45	-2%	0%	0%	0%	-0.1		
	Other Asian background	400	430	485	21%	2%	2%	2%	0.0		
	Total	1355	1525	1825	34%	8%	8%	9%	0.8	14%	-5%
Black	Black or Black British - African	2855	2955	3120	9%	17%	16%	15%	-1.7		
	Black or Black British - Caribbean	415	435	410	0%	2%	2%	2%	-0.4		
	Other Black background	160	190	240	50%	1%	1%	1%	0.2		
	Total	3430	3580	3775	10%	20%	20%	18%	-2.0	9%	9%
Mixed	Mixed - White and Asian	120	110	135	15%	1%	1%	1%	0.0		
	Mixed - White and Black African	130	150	165	23%	1%	1%	1%	0.0		
	Mixed - White and Black Caribbean	195	205	205	5%	1%	1%	1%	-0.2		
	Other mixed background	255	280	335	31%	1%	2%	2%	0.1		
	Total	700	750	835	20%	4%	4%	4%	-0.1	5%	-1%
Other	Arab	75	100	115	49%	0%	1%	1%	0.1		
	Other ethnic background	280	395	480	71%	2%	2%	2%	0.7		
	Total	360	495	595	66%	2%	3%	3%	0.8	2%	1%
B.A.ME.	Total	5845	6355	7030	20%	34%	35%	34%	-0.5	31%	3%
White	Gypsy or Traveller	0	10	15		0%	0%	0%			
	White	11270	11750	13840	23%	66%	65%	66%	0.4		
	Total	11270	11760	13855	23%	66%	65%	66%	0.5	69%	-3%
Total		17115	18115	20885	22%						

7b.6 UK Ethnic breakdown by Faculty

		No.s				Proportion			
Faculty	Ethnicity	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
					(> +/-10%)				(> +/-3)
AHSS	Asian	90	85	80	-15%	4%	4%	5%	0.5
	Black	135	120	95	-28%	6%	6%	6%	-0.3
	Mixed	130	120	100	-22%	6%	6%	6%	0.2
	Other	35	30	25	-33%	2%	2%	1%	-0.2
	White	1860	1580	1395	-25%	83%	82%	82%	-0.3
	Total	2250	1940	1690	-25%				
BL	Asian	250	235	215	-13%	13%	15%	13%	0.0
	Black	235	200	180	-23%	12%	12%	11%	-1.4
	Mixed	100	70	90	-10%	5%	4%	6%	0.2
	Other	60	55	40	-29%	3%	3%	3%	-0.6
	White	1235	1045	1105	-11%	66%	65%	68%	1.8
	Total	1875	1600	1630	-13%				
SE	Asian	430	470	480	11%	11%	12%	13%	2.0
	Black	280	285	275	-1%	7%	8%	8%	0.4
	Mixed	155	160	155	-1%	4%	4%	4%	0.2
	Other	80	90	85	7%	2%	2%	2%	0.3
	White	2835	2780	2575	-9%	75%	73%	72%	-2.9
	Total	3780	3790	3570	-6%				
HEMS	Asian	400	415	515	29%	8%	9%	10%	1.7
	Black	1005	920	1030	2%	21%	20%	20%	-0.9
	Mixed	150	160	170	12%	3%	3%	3%	0.1
	Other	50	60	80	50%	1%	1%	1%	0.4
	White	3275	3130	3435	5%	67%	67%	66%	-1.4
	Total	4880	4685	5225	7%				
ARL	Asian	190	320	540	185%	4%	5%	6%	1.8
	Black	1780	2060	2190	23%	41%	34%	25%	-16.1
	Mixed	160	240	320	100%	4%	4%	4%	0.0
	Other	130	260	365	178%	3%	4%	4%	1.1
	White	2065	3225	5350	159%	48%	53%	61%	13.3
	Total	4325	6105	8770	103%				

7b.7 Subject analysis: B.A.ME. students (UK, UG)

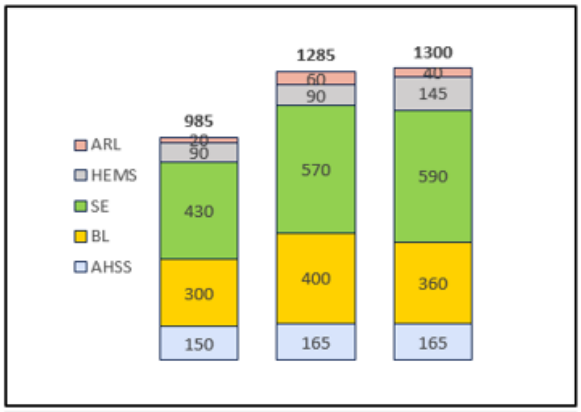
Subject (CAH1)	Numbers B.A.ME. 2018/9	2019/0	2020/1	3 year change	B.A.ME. Proportion of Subject 2018/9	2019/0	2020/1	3 year change
				+/- 10%				(> +/-3)
agriculture, food and related studies	0	5	5		0%	4%	7%	6.9
architecture, building and planning	100	100	105	4%	11%	11%	12%	0.3
biological and sport sciences	110	115	95	-15%	17%	19%	19%	1.3
business and management	1880	2085	2375	26%	40%	36%	29%	-10.7
computing	135	135	115	-12%	23%	26%	24%	0.7
design, and creative and performing arts	170	190	160	-6%	19%	23%	23%	4.2
education and teaching	60	40	40	-34%	14%	11%	9%	-4.3
engineering and technology	95	110	110	16%	28%	31%	32%	4.3
historical, philosophical and religious studies	20	15	15	-28%	11%	11%	12%	1.2
language and area studies	25	15	15	-30%	10%	10%	11%	0.8
law	235	215	225	-6%	44%	42%	41%	-2.4
media, journalism and communications	35	25	25	-32%	24%	22%	17%	-6.7
medicine and dentistry	65	140	225	238%	67%	70%	71%	3.4
physical sciences	65	55	50	-24%	23%	22%	20%	-3.1
psychology	90	75	85	-4%	21%	20%	22%	0.5
social sciences	1050	1360	1585	51%	49%	54%	55%	6.3
subjects allied to medicine	1705	1665	1805	6%	38%	38%	39%	1.0
veterinary sciences	10	5	10	0%	9%	9%	12%	3.0
Total	5845	6355	7030	20%	34%	35%	34%	-0.5

7b.8 UK B.A.ME. detail: selected subjects

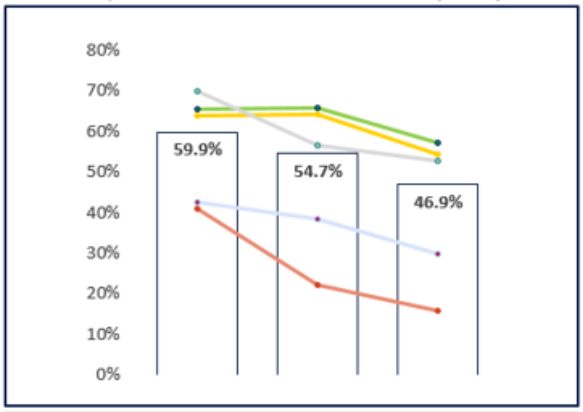
Faculty	Ethnicity	No.s 2018/9	2019/0	2020/1	3 year change	Proportion 2018/9	2019/0	2020/1	3 year change
									(> +/-3)
business and management	Asian	310	365	530	71%	7%	6%	7%	0.0
	Black	1250	1240	1190	-5%	27%	22%	15%	-12.0
	Mixed	170	230	320	87%	4%	4%	4%	0.3
	Other	145	250	330	129%	3%	4%	4%	1.0
	White	2795	3650	5680	103%	60%	64%	71%	10.7
	Total	4675	5740	8055	72%				
medicine and dentistry	Asian	40	90	160	281%	43%	47%	51%	7.9
	Black	10	20	25	125%	12%	11%	9%	-3.7
	Mixed	5	10	20			6%	6%	
	Other	5	10	15			6%	5%	
	White	30	60	90	188%	33%	30%	29%	-3.4
	Total	100	195	315	221%				
social sciences	Asian	105	140	185	71%	5%	6%	6%	1.4
	Black	795	1065	1225	54%	37%	42%	42%	5.6
	Mixed	100	100	110	9%	5%	4%	4%	-0.9
	Other	45	55	65	43%	2%	2%	2%	0.1
	White	1110	1160	1300	17%	51%	46%	45%	-6.3
	Total	2160	2520	2885	34%				
subjects allied to medicine	Asian	550	565	600	9%	12%	13%	13%	0.7
	Black	955	880	975	2%	21%	20%	21%	-0.1
	Mixed	140	150	150	7%	3%	3%	3%	0.1
	Other	65	70	80	25%	1%	2%	2%	0.3
	White	2780	2665	2810	1%	62%	62%	61%	-1.0
	Total	4485	4330	4610	3%				

7b.9 B.A.ME. International Enrolments

Number of B.A.ME. International UG Enrolments



Proportion of International UG Enrolments by faculty



Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	150	165	165	11%
BL	300	400	360	21%
SE	430	570	590	36%
HEMS	90	90	145	65%
ARL	20	60	40	117%
ARU Total	**985**	**1285**	**1300**	32%

Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	42.6%	38.5%	29.7%	-12.9
BL	63.9%	64.3%	54.4%	-9.5
SE	65.6%	65.9%	57.1%	-8.5
HEMS	70.1%	56.5%	52.7%	-17.4
ARL	40.9%	22.1%	16.0%	-24.9
ARU Total	**59.9%**	**54.7%**	**46.9%**	-13.0

7b.10 B.A.ME. International Students by Subject

	Numbers BAME				BAME Proportion of Subject			
Subject (CAH1)	**2018/9**	**2019/0**	**2020/1**	3 year change	**2018/9**	**2019/0**	**2020/1**	3 year change
				+/- 10%				(> +/-3)
agriculture, food and related studies	5	5	5		21%	16%	14%	-7.1
architecture, building and planning	50	60	45	-4%	74%	78%	75%	0.4
biological and sport sciences	20	25	35	70%	32%	31%	32%	0.0
business and management	245	385	340	37%	59%	49%	43%	-16.2
computing	85	155	160	89%	64%	66%	60%	-3.8
design, and creative and performing arts	90	100	95	4%	43%	39%	29%	-14.7
education and teaching	5	5	5		55%			
engineering and technology	150	170	145	-6%	94%	93%	84%	-10.3
historical, philosophical and religious studies	0	0	5					
language and area studies	10	10	5		33%	27%	19%	-14.4
law	60	55	50	-17%	81%	70%	62%	-19.4
media, journalism and communications	5	10	10		29%	32%	25%	-3.6
medicine and dentistry	0	0	0					
physical sciences	10	20	20		21%	37%	31%	9.5
psychology	30	35	55	86%	36%	35%	32%	-4.5
social sciences	25	40	45	81%	46%	42%	34%	-11.6
subjects allied to medicine	190	205	280	48%	75%	68%	62%	-13.1
veterinary sciences	0	0	0					
Total	985	1285	1300	**32%**	60%	55%	47%	**-13.0**

7c Course Continuation and Progression*

Methodology: Benchmark group

A benchmark list of 20 HEIs was chosen of English providers whose student populations are similar to ARU's in terms of size and shape, level of study, growth, proportion of B.A.ME students, and proportion of Black students.

The 20 universities included in the benchmark group are Birmingham City University, Buckinghamshire New University, Coventry University, De Montfort University, Kingston University, London South Bank University, Middlesex University, Roehampton University, The University of Bolton, The University of East London, The University of Essex, The University of Greenwich, The University of Kent, The University of Leicester, The University of Portsmouth, The University of Sunderland, The University of Wolverhampton, University of Bedfordshire, University of Derby, University of Hertfordshire.

Benchmark data included on Continuation and Completion (REC section entitled 'Progression') in revised section 7c and on Attainment in revised section 7d below use averages across the benchmark group as a comparator for ARU.

Notes on data

- *Section title adjusted to align with HESA terminology, OfS APP requirements and internal data monitoring.
- 'Continuation' refers to the advancement of students from their 1st to 2nd year of HE, including Levels 3 to 4, and 4 to 5, depending on entry point.
- Part-time continuation not included, per HESA 3e table.
- 3 AYs of data: 2017/18, 2018/19 and 2019/20.

Context

Analysis of student continuation, completion (REC title: 'progression') and awards is informed by experience and sector research, that links a positive sense of

belonging and good levels of engagement, with better educational outcomes for all students with protected characteristics. Outcomes for B.A.ME. students are additionally impacted by the experience of studying within a structurally racist system, which obviously impacts on sense of belonging. ARU was an early adopter of APP commitments to reduce ethnicity continuation and awarding gaps (2017). Similarly, we have a long track record of utilising principles of 'universal design' to ensure inclusivity in educational practice (see Section 8). More recently, we have also begun to focus more specifically, in the context of our race equality work, on the sense of belonging of students from B.A.ME backgrounds, and to tackle structural racism through a process cultural change using our RES.

We therefore start with actions already under way to support continuation, progression, and positive educational outcomes for all our students, domestic and international, across all subjects and faculties.

Our current APP commits us to reduce the B.A.ME./White continuation gap from 9.2% to 4.5% over 5 years, and to improve overall B.A.ME. UK student outcomes:

> *To further reduce the continuation, attainment and progression gaps between white and BAME students and/or specific groups of students within the BAME community, in a context of further predicted growth of BAME student numbers with low entry tariffs between 2021 and 2025.*

Existing initiatives:

Student Engagement Dashboard (2015/16 onwards) collecting attendance tap-ins and logins to e-facilities, e.g., library data, enabling provision of targeted support for students with low engagement.

Late Arrivals and Low Engagers' projects monitor data to identify risk of drop-out and appropriate support. During lockdowns, adapted to remote study, utilising text messages, follow-up phone calls and advice. These data have not

yet been analysed by ethnicity or other characteristics. We have an APP funded project to do so in 2022/3.

ARU Together A closed student Facebook group focussed on maintaining personal wellbeing and supporting others, led by Peer Wellbeing Mentors (employed students).

Active and Inclusive Learning and Diversification of Curricula Our commitment to accessibility and inclusivity arose from 2014 cuts to the Disabled Students' Allowances (DSA). Adopting a 'Universal Design for Learning' approach, we ensure our wider student body experience fully benefit from an inclusive environment (See Section 8).

Personal Development Tutoring (PDT) provide pastoral, academic and professional support to students, focussing on B.A.ME., low engaging, and mature students, building learning communities, peer-to-peer, and student-to-academic connections.

Hardship Fund

OfS funding for student hardship during the pandemic (AY 20/21) was used to support additional accommodation, living and remote learning costs.

- 65% of students who received funds were from B.A.ME. backgrounds.

7c.1 Hardship Fund

Characteristic		Hardship population	ARU population	Proportion of those receiving the hardship grant
Total Students		**1110**	**21493**	**5.2%**
Domicile	UK	584	15500	**3.8%**
	EU	134	2091	**6.4%**
	OS	392	3899	**10.1%**
Ethnicity	Asian	408	4128	**9.9%**
	Black	223	2840	**7.9%**
	Mixed	47	800	**5.9%**
	Other	27	972	**2.8%**
	White	381	12288	**3.1%**
Gender	Female	639	13060	**4.9%**
	Male	470	8411	**5.6%**
Household Income	25k or more	46	861	**5.3%**
	Under 25k	346	4153	**8.3%**
Faculty	AHSS	150	2909	**5.2%**
	BL	326	4419	**7.4%**
	HEMS	320	8363	**3.8%**
	SE	314	5802	**5.4%**

Key Findings

Those that received the hardship grant are more likely to be from Overseas, Asian, Black or Mixed ethnicity, Male, and have a lower household income than the ARU population. They were more likely to be studying in the BL or SE faculties.

UK Undergraduate Continuation

The continuation gap between B.A.ME./White students increased over the reporting period in all faculties apart from BL and HEMS. At ARL and in AHSS, the increase in gap is due to a larger rise in White student continuation compared to Black student continuation (0.3pp.)
Business and Management has the largest gap at 8.4pp (+4.6pp) against smaller gaps for Social Sciences (5.7pp: -1.2 decrease) and Subjects Allied to Medicine (4.4pp: 0.9 increase).

International Undergraduate Continuation

A 7.1pp fall in continuation in 2019/20 affected all ethnic groups, while the B.A.ME./White gap was just 0.4 in 2019/0.

Despite good overall continuation rates (around 90pp), the overall lower continuation rates for international students in 2019/20, accentuated for international students from B.A.ME. backgrounds, most likely associated with the pandemic.

Benchmarked Continuation data

Data note: New Methodology for Continuation data
When ARU submitted the Bronze application to Advance HE in August 2022, HESA methodology calculating continuation was applied, which has since been discontinued in place of methodology developed by the Office for Students (OfS).
This new measure counts students as continuing if they are recorded as qualified or actively studying for a HE Qualification after census date.

This is a slight adjustment on the Continuation data currently provided by HESA:

- All domiciles are included in the new measure, whereas HESA only included UK domicile.
- The OfS also separate out Apprenticeships and Full-time study, whereas HESA only identified full or part-time study.

Examining the new continuation data provided in table 7c.9 we note that ARU's UG (full-time) B.A.M.E. continuation gap 19/20 was 4.8% (based on new B3 methodology). In order to align ARU with the sector, we have committed to closing the gap from 4.8% to below 2.5% over the 4-year period of the Bronze award (Action F3.6).

Reluctance to seek support

As a result of the REC survey, we have a clearer picture of concerns of B.A.ME. students likely to affect their continuation. Quantitative data and free text comments, show that while B.A.ME. students are more likely to agree that their course meets expectations, they are more reluctant to seek support from tutors and/or support services.

> *"It affects my desire to stay because ARU creates an environment where people of different races and ethnicity can coexist and relate very well."*
>
> (Black, Chelmsford Student)

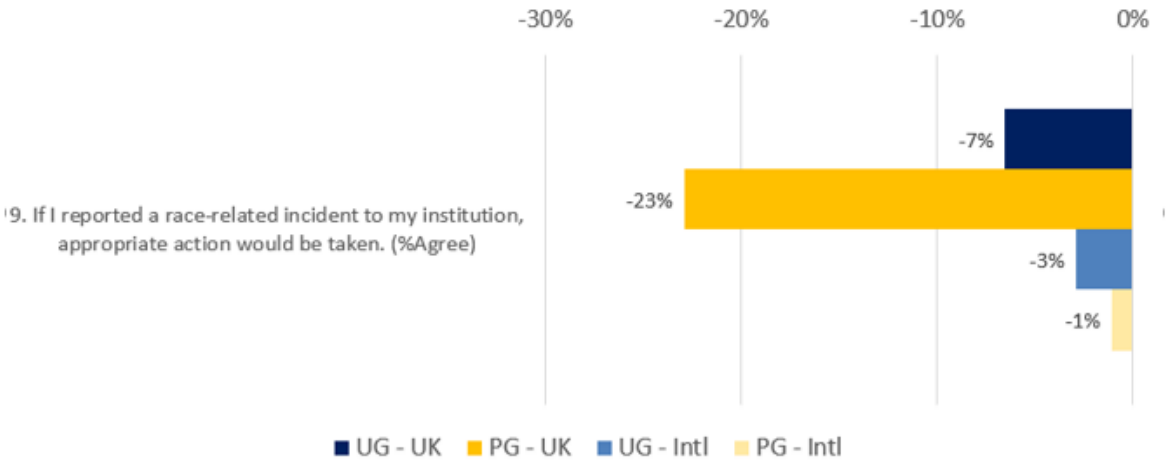
> *"A fellow black student who was struggling with her mental health enormously (to the extent we called the police for help and took her personally to the counselling service) ended up quitting her course because she was in such a bad [...] despite it being made obvious to Uni they did not do enough."*
>
> (White, Cambridge Student)

We have existing actions from the RES (see below) in place to tackle this issue, but we are also keen to pilot embedding support into course content.

Responding to racist incidents

A positive sense of belonging requires tackling racist incidents in university spaces and our communities, necessitating a review and improvement of our complaints processes, to ensure they are visible, addressing concerns from B.A.ME. students who are less confident that appropriate action would be taken when reporting incidents of racial harassment.

7c.2 Responding to racist incidents



(The negative gap indicates that White students had a higher %agree score.)

> *"I don't think any reports of racial harassment would be taken seriously which is why I don't report them as I am scared they will harm my progression and the perpetrators will not be punished (sic)"*
>
> (Black, Chelmsford Student)

Workstream 5 of our RES on *Harassment reporting and complaints processes* contains actions in progress to tackle these concerns, including a review of our *Unsilenced* tool, developed with HEFCE Catalyst funds (2017), to improve reporting of hateful, sexually violent, harassing, or discriminatory behaviours.

Worryingly, several free text comments specifically mention experiences of racism while on placement:

> *"I have raised concern regarding racism during my first placement in hospital place [...] this issues (sic) has not been looked into by my university and hospital trust [...] i feel let down by this system. This is a kind of issues we black people go through everyday. [...] nothing is being done about it. Fed up*
>
> (Black, Chelmsford Student)

"I don't feel like the school of medicine has prepared me well or supported me enough on placements as an African student." (Black, Chelmsford Student)	*"Maybe a special survey should be conducted regarding placements."* (Black, Chelmsford Student)

HEMS REAs and FREL are examining reports of racism on campus, including establishing a faculty student forum, but more work needs to be done to address the issues raised.

ACTIONS:

F3.4 Examine ARU data collected on student admissions, engagement, attainment and progression to view outcomes by different ethnicities and intersections.

F3.5 Analyse Hardship fund data annually. Design interventions, as necessary.

*F3.6 Review and revise existing continuation plans (University. School, subject and/or course level) as part of our annual review processes to ensure appropriate actions are in place to improve B.A.ME. continuation. Introduce targeted actions to support belonging of B.A.ME. students in subject areas with poor continuation, or growing gaps

W1.4 Develop and improve staff understanding of race equality and improve racial literacy.

W1.5 Develop further understanding on training needs of staff, including EDI.

W3.6 Comms campaign underlining where to seek support and advice.

W3.7 Pilot embedding study skills into course content in 2022/23. If outcomes positive, move to a more embedded model of Study Skills support.

W5.1-5.7 RES Workstream 5 on harassment reporting and complaints processes.

W6.6 Programme of work to better understand experiences of racism of our B.A.ME. students while on placement. Actions developed to tackle racism on placement.

7c.3 UK UG Full-time Continuation

		Entrants		% Continuation				Gap to White			
Ethnicity	Detail of Ethnicity	2019/0	Proportion	2017/8	2018/9	2019/0	3 year change	2017/8	2018/9	2019/0	3 year change
							(> +/-3)				(> +/-3)
Asian	Asian or Asian British - Bangladeshi	160	3%	78.3%	81.6%	72.2%	-6.0	7.9	5.9	16.6	8.7
	Asian or Asian British - Indian	145	2%	93.5%	84.0%	88.9%	-4.6	-7.4	3.5	-0.1	7.3
	Asian or Asian British - Pakistani	160	3%	81.3%	83.9%	85.4%	4.1	4.8	3.5	3.3	-1.4
	Chinese	15	0%	81.3%	100.0%	71.4%	-9.8	4.9	-12.5	17.4	12.5
	Other Asian background	155	2%	85.8%	86.6%	82.1%	-3.8	0.3	0.9	6.7	6.5
	Total	635	10%	85.0%	84.8%	81.7%	-3.3	1.1	2.7	7.1	6.0
Black	Black or Black British - African	990	16%	83.5%	83.2%	83.4%	-0.2	2.6	4.2	5.4	2.9
	Black or Black British - Caribbean	165	3%	69.1%	77.0%	77.6%	8.5	17.0	10.4	11.2	-5.8
	Other Black background	90	1%	71.2%	80.0%	86.4%	15.2	15.0	7.5	2.4	-12.5
	Total	1245	20%	81.3%	82.3%	82.8%	1.5	4.9	5.2	6.0	1.1
Mixed	Mixed - White and Asian	30	0%	86.8%	87.1%	96.8%	9.9	-0.7	0.4	-8.0	-7.3
	Mixed - White and Black African	60	1%	79.2%	88.1%	82.3%	3.1	6.9	-0.6	6.5	-0.4
	Mixed - White and Black Caribbean	80	1%	86.2%	77.6%	86.3%	0.0	-0.1	9.9	2.5	2.6
	Other mixed background	110	2%	83.0%	86.1%	85.5%	2.5	3.2	1.4	3.3	0.2
	Total	285	4%	83.6%	84.3%	86.2%	2.6	2.5	3.2	2.6	0.1
Other	Arab	40	1%	71.9%	69.0%	80.5%	8.6	14.2	18.5	8.3	-5.9
	Other ethnic background	195	3%	84.0%	81.1%	82.0%	-2.0	2.2	6.3	6.8	4.7
	Total	235	4%	80.5%	78.8%	81.7%	1.2	5.6	8.7	7.1	1.5
B.A.ME.	Total	2395	38%	82.3%	82.8%	82.8%	0.5	3.8	4.6	6.0	2.2
White	Gypsy or Traveller	5	0%								
	White	3890	62%	86.1%	87.5%	88.8%	2.7				
	Total	3900	62%	86.1%	87.5%	88.8%	2.7				
Total		6295	100%	84.7%	86.1%	86.5%	1.8				

7c.4 UK UG Full-time Continuation by Faculty

Faculty	Ethnicity	Entrants 2019/0	% Continuation 2017/8	% Continuation 2018/9	% Continuation 2019/0	% Continuation 3 year change (> +/-3)	Gap to White 2017/8	Gap to White 2018/9	Gap to White 2019/0	Gap to White 3 year change (> +/-3)
AHSS	Asian	25	82.5%	71.4%	69.2%	-13.3	2.6	14.1	19.3	16.7
	Black	35	75.8%	77.8%	74.3%	-1.5	9.3	7.8	14.2	5.0
	Mixed	45	93.2%	87.5%	95.3%	2.2	-8.1	-2.0	-6.8	1.3
	Other	10	75.0%				10.1			
	B.A.ME. total	115	81.8%	79.6%	80.5%	-1.2	3.3	5.9	8.0	4.7
	White	460	85.1%	85.5%	88.5%	3.4				
BL	Asian	90	85.9%	86.8%	85.6%	-0.3	1.4	1.8	0.3	-1.1
	Black	65	74.3%	75.0%	82.1%	7.8	12.9	13.5	3.8	-9.2
	Mixed	20	88.5%	76.9%	94.4%	6.0	-1.2	11.6	-8.6	-7.3
	Other	15	88.9%	87.5%	76.5%	-12.4	-1.7	1.0	9.4	11.1
	B.A.ME. total	190	82.6%	81.2%	84.4%	1.7	4.6	7.4	1.5	-3.1
	White	290	87.2%	88.5%	85.9%	-1.4				
SE	Asian	170	88.0%	90.2%	87.5%	-0.5	-6.5	-8.3	-0.4	6.1
	Black	95	74.5%	69.9%	76.3%	1.8	6.9	12.1	10.8	3.9
	Mixed	45	80.0%	89.5%	90.7%	10.7	1.5	-7.5	-3.6	-5.0
	Other	25	86.7%	83.3%	84.0%	-2.7	-5.2	-1.4	3.1	8.3
	B.A.ME. total	330	82.1%	83.5%	84.5%	2.4	-0.7	-1.5	2.6	3.3
	White	575	81.5%	82.0%	87.1%	5.7				
HEMS	Asian	170	91.8%	88.6%	88.3%	-3.5	0.2	3.1	4.0	3.8
	Black	320	89.1%	89.4%	91.6%	2.4	2.8	2.4	0.7	-2.1
	Mixed	60	85.7%	92.5%	87.9%	2.2	6.2	-0.7	4.4	-1.8
	Other	30	81.3%	86.7%	86.7%	5.4	10.7	5.1	5.7	-5.0
	B.A.ME. total	580	89.0%	89.4%	90.0%	1.0	3.0	2.3	2.3	-0.6
	White	1030	92.0%	91.7%	92.3%	0.4				
ARL	Asian	190	73.1%	71.2%	71.4%	-1.6	9.1	15.6	16.4	7.3
	Black	740	80.0%	81.7%	80.4%	0.4	2.2	5.1	7.4	5.3
	Mixed	125	76.2%	73.6%	80.0%	3.8	6.0	13.2	7.9	1.9
	Other	155	72.0%	74.7%	82.1%	10.1	10.2	12.1	5.8	-4.4
	B.A.ME. total	1210	78.9%	79.1%	79.2%	0.3	3.3	7.7	8.7	5.4
	White	1565	82.2%	86.8%	87.9%	5.7				

7c.5 UK UG Full-time Continuation: Subject analysis

Subject	Ethnicity	Entrants 2019/0	% Continuation 2017/8	% Continuation 2018/9	% Continuation 2019/0	% Continuation 3 year change (> +/-3)	Gap to White 2017/8	Gap to White 2018/9	Gap to White 2019/0	Gap to White 3 year change (> +/-3)
Business and Management	Asian	175	83.0%	78.0%	72.2%	-10.9	0.7	9.9	15.9	15.2
	Black	405	79.4%	80.9%	81.0%	1.7	4.4	7.0	7.0	2.6
	Mixed	120	77.4%	73.5%	84.3%	6.9	6.4	14.4	3.7	-2.6
	Other	145	82.4%	74.4%	81.1%	-1.2	1.4	13.6	6.9	5.5
	B.A.ME. total	845	80.0%	78.6%	79.7%	-0.3	3.7	9.4	8.4	4.6
	White	1605	83.7%	87.9%	88.0%	4.3				
Social Sciences	Asian	70	78.8%	71.1%	75.4%	-3.5	9.0	15.1	10.1	1.1
	Black	435	80.7%	82.4%	80.9%	0.1	7.1	3.8	4.6	-2.5
	Mixed	35	86.8%	77.8%	72.7%	-14.1	1.0	8.4	12.7	11.8
	Other	25	76.9%	77.3%	81.5%	4.6	10.9	8.9	4.0	-6.9
	B.A.ME. total	565	80.9%	80.5%	79.8%	-1.2	6.9	5.7	5.7	-1.2
	White	415	87.8%	86.2%	85.5%	-2.4				
Subjects allied to medicine	Asian	225	92.0%	87.5%	85.7%	-6.3	0.0	2.5	6.9	6.9
	Black	305	87.9%	88.0%	90.6%	2.7	4.1	2.0	2.0	-2.1
	Mixed	55	84.0%	91.3%	87.3%	3.3	8.0	-1.3	5.3	-2.7
	Other	30	82.6%	78.6%	84.4%	1.8	9.4	11.4	8.2	-1.2
	B.A.ME. total	615	88.5%	87.9%	88.2%	-0.3	3.5	2.1	4.4	0.9
	White	845	92.0%	90.0%	92.6%	0.6				

7c.6 International UG Full-time Continuation

	Entrants		% Continuation				Gap to White			
Ethnicity	2019/0	Proportion	2017/8	2018/9	2019/0	3 year change	2017/8	2018/9	2019/0	3 year change
						(> +/-3)				(> +/-3)
Asian	365	32%	96.3%	92.2%	81.5%	-14.8	-12.1	1.4	3.1	15.2
Black	110	10%	94.9%	95.1%	83.9%	-11.0	-10.6	-1.5	0.7	11.3
Mixed	65	6%	88.6%	97.8%	81.8%	-6.8	-4.4	-4.1	2.8	7.2
Other	70	6%	90.4%	96.7%	78.3%	-12.2	-6.1	-3.0	6.4	12.5
B.A.ME.	615	54%	94.2%	94.1%	81.6%	-12.6	-10.0	-0.4	3.0	13.0
White	535	46%	84.3%	93.7%	84.6%	0.4				
Total	1145		90.1%	93.9%	83.0%	-7.1				

7c.7 International UG Full-time Continuation by Faculty

			% Continuation				Gap to White			
Faculty	Ethnicity	Entrants 2019/0	2017/8	2018/9	2019/0	3 year change	2017/8	2018/9	2019/0	3 year change
						(> +/-3)				(> +/-3)
AHSS	B.A.ME.	70	91.8%	94.4%	77.8%	-14.0	-9.3	-1.2	5.6	14.9
	White	100	82.4%	93.3%	83.3%	0.9				
BL	B.A.ME.	210	95.0%	92.6%	82.5%	-12.6	-5.3	-1.8	-0.9	4.4
	White	105	89.7%	90.8%	81.6%	-8.1				
SE	B.A.ME.	245	96.0%	94.8%	84.4%	-11.6	-11.7	1.1	1.8	13.6
	White	100	84.3%	95.9%	86.3%	2.0				
HEMS	B.A.ME.	35	85.7%	95.1%	77.8%	-7.9	-27.4	0.3	10.8	38.2
	White	35	58.3%	95.5%	88.6%	30.2				
ARL	B.A.ME.	55			75.5%				13.1	
	White	200			85.4%					

7c.8 International UG Full-time Continuation by Subject

			% Continuation				Gap			
Subject	Ethnicity	Entrants 2019/0	2017/8	2018/9	2019/0	3 year change	2017/8	2018/9	2019/0	3 year change
						(> +/-3)				(> +/-3)
business and management	B.A.ME.	235	94.9%	91.2%	80.4%	-14.5	-4.5	-1.4	3.9	8.4
	White	275	90.4%	89.8%	84.3%	-6.1				
Computing	B.A.ME.	90	92.9%	98.3%	83.5%	-9.3	-1.6	-4.2	10.9	12.5
	White	35	91.3%	94.1%	94.4%	3.1				
Design, and creative and performing arts	B.A.ME.	35	94.1%	92.1%	68.6%	-25.5	-2.6	0.8	18.3	20.9
	White	60	91.5%	92.9%	86.9%	-4.6				
subjects allied to medicine	BAME	75	92.9%	93.8%	82.2%	-10.7	-13.9	2.9	5.0	18.9
	White	40	78.9%	96.8%	87.2%	8.2				

7c.9 UG Full-time, All domiciles with Benchmark Averages

HESA have ceased releasing Performance Indicator data such as continuation. Instead, the OfS now release data sets to accompany B3 and TEF and use a slightly different methodology to HESA. To aid future planning, we have recalculated our summary continuation measure using the OfS methodology and have provided benchmarks. (Only available for All domiciles. 5 way split only, B.A.ME not available).

		Entrants		% Continuation				Gap to White				Benchmark (4 year average)			
												ARU		Sector	
Ethnicity	Detail of Ethnicity	2019/0	Proportion	2017/8	2018/9	2019/0	3 year change	2017/8	2018/9	2019/0	3 year change	2019/0	Gap to White	2019/0	Gap to White
							(> +/-3)				(> +/-3)				
Asian	Asian or Asian British - Bangladeshi	175	2%	79.1%	80.8%	68.4%	-10.7	6.5	7.2	18.4	11.9				
	Asian or Asian British - Indian	345	5%	94.5%	86.9%	77.8%	-16.7	-8.9	1.0	9.0	17.9				
	Asian or Asian British - Pakistani	160	2%	81.5%	89.1%	89.3%	7.8	4.1	-1.1	-2.5	-6.6				
	Chinese	110	2%	96.7%	97.0%	92.7%	-3.9	-11.0	-9.0	-5.9	5.1				
	Other Asian background	190	3%	88.3%	90.8%	85.9%	-2.5	-2.7	-2.8	0.9	3.6				
	Total	980	13%	89.1%	89.2%	81.2%	-7.8	-3.4	-1.2	5.6	8.9	85.7%	-1.4	88.0%	-0.7
Black	Black or Black British - African	1060	14%	85.5%	87.5%	82.6%	-2.9	0.1	0.5	4.2	4.0				
	Black or Black British - Caribbean	170	2%	70.0%	78.3%	74.9%	4.9	15.7	9.7	11.9	-3.7				
	Other Black background	105	1%	75.0%	84.3%	87.7%	12.7	10.7	3.7	-0.9	-11.6				
	Total	1335	18%	83.3%	86.2%	82.0%	-1.2	2.4	1.7	4.7	2.3	83.8%	-3.3	86.6%	-2.1
Mixed	Mixed - White and Asian	40	1%	92.3%	91.2%	94.9%	2.6	-6.7	-3.2	-8.1	-1.4				
	Mixed - White and Black African	85	1%	86.2%	88.7%	85.7%	-0.5	-0.6	-0.7	1.1	1.6				
	Mixed - White and Black Caribbean	85	1%	91.1%	79.0%	88.2%	-2.8	-5.4	8.9	-1.4	4.0				
	Other mixed background	140	2%	82.5%	88.0%	80.6%	-1.9	3.1	0.0	6.2	3.1				
	Total	345	5%	86.7%	86.3%	85.3%	-1.4	-1.1	1.6	1.5	2.6	84.9%	-2.2	86.2%	-2.5
Other	Arab	80	1%	83.5%	86.9%	76.9%	-6.6	2.1	1.1	9.9	7.7				
	Other ethnic background	230	3%	84.6%	84.4%	81.4%	-3.2	1.0	3.6	5.4	4.4				
	Total	310	4%	84.1%	85.1%	80.3%	-3.8	1.6	2.8	6.5	5.0	80.8%	-6.3	86.0%	-2.7
B.A.ME.	Total	2975	41%	85.2%	87.1%	82.0%	-3.2	0.5	0.9	4.8	4.4				
White	Gypsy or Traveller	10	0%												
	White	4075	56%	85.6%	88.0%	86.8%									
	Total	4080	56%	85.7%	88.0%	86.8%									
Total		7320	100%	84.7%	86.1%	86.5%	1.8								

The benchmark gaps have been calculated by taking an average of the combined rates of each HEI.

The benchmarks are only available using a 4-year average, with the latest year being 2019/0.

Sources: OFS, TEF

Completion (Progression) Gap*

Notes on data

*The OfS have established a new completion metric covering both UK and international students. Using the new methodology, we are now able to provide ARU completion data against the benchmark group.

- The OfS do not provide data for the broader B.A.ME. grouping.

UK & International Completion

Using the new OfS metric to compare ARU completion data with our benchmark group, there is little variation from the sector. The only area of potential concern is for students identifying as 'Other', where our gap is slightly larger (1.7pp) than the benchmark group gap.

Regardless of this finding, we are still keen to understand in more detail the reasons for withdrawal as per figures 7c.10 and 7c.11 and the differences across ethnicities.

ACTION:

F3.7 Investigate the reasons for withdrawal/non-completion, paying particular attention to the top 3 reason categories (Academic failure/written off after lapse of time/other), develop actions.

7c.9 UK and International Completion

7c.9 Completion			4 year average			
	2016 internal ARU data		ARU		Benchmark Group	
Split	value	gap	value	gap	value	gap
Asian	not yet available		86.0	-0.4	85.5	-1.5
Black			82.7	-3.7	83.4	-3.7
Mixed			82.9	-3.5	82.1	-5.0
Other			81.0	-5.4	83.4	-3.7
White			86.4		87.1	

7c.10 Reasons for withdrawal – UK

Reason for ending	Asian	Black	Mixed	Other	White
Academic failure/left in bad standing/not permitted to progress	39%	36%	29%	32%	27%
Written off after lapse of time	28%	31%	22%	39%	23%
Other	8%	7%	11%	16%	14%
Transferred to another provider	11%	13%	13%		10%
Health reasons		1%	5%		6%
Gone into employment	1%	0%	4%		4%
Financial reasons	4%	4%	2%	3%	3%
Exclusion	1%		5%		1%
Unknown	0%	1%	2%		1%
Death	1%	0%	0%	0%	0%
Other personal reasons & dropped out	4%				

7c.11 Reasons for withdrawal – International

Reason for ending	Asian	Black	Mixed	Other	White
Written off after lapse of time	30%	27%	36%	25%	32%
Academic failure/left in bad standing/not permitted to progress	25%	18%	18%	38%	23%
Other	35%	36%	18%	19%	10%
Other personal reasons & dropped out	5%	18%	27%	13%	15%
Transferred to another provider					11%
Financial reasons				6%	4%
Health reasons	5%				3%
Gone into employment					3%

7d Attainment

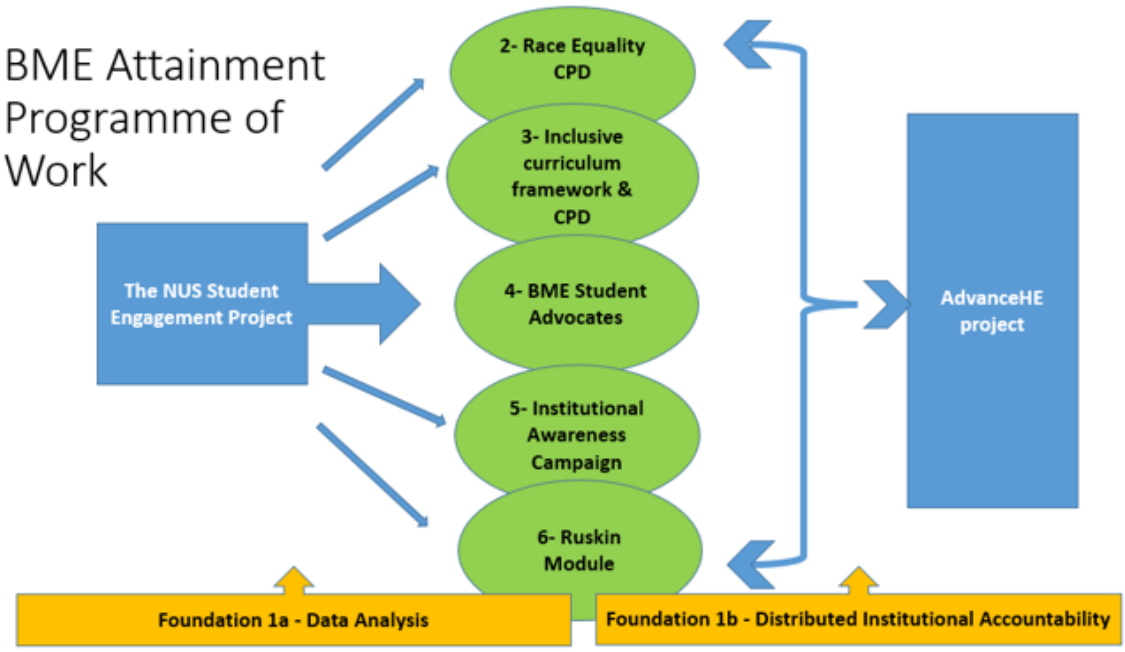
Context

ARU first introduced a formal target to reduce the B.A.ME./White attainment gap in 2017. Our current APP KPI focuses specifically on the Black/White gap, aiming to reduce it to 14.5% by 2024/25. Despite achieving significant reductions from 2016/17-2018/19, this has not been sustained throughout the pandemic, with the gap widening to 19.9% in 2019/20 and 25.3% in 2020/21.

To tackle award gaps, we have undertaken a large amount of cross-institutional work culminating in the development of our RES.

Our 2018/9 'BME Attainment Programme of Work' was an early precursor to the RES with foundation workstreams (lower yellow blocks) and 5 core projects (green ovals).

7d.1 BME Attainment Programme of Work



In 2018/19, we participated in two external projects to tackle award gaps (Advance HE's *Closing Attainment Gaps* and improve our understanding of B.A.ME. student experiences (NUS TSEP (The Student Engagement Partnership)). For the latter, the first cohort of REAs led the design of a survey and focus groups

to gain a greater insight into the experience of B.A.ME. students at ARU highlighting:

- Disparity in confidence to achieve a 1st/2:1 between B.A.ME. and white respondents.
- Disparity amongst B.A.ME. ad white students in the perceived presence of diverse role models across ARU.
- The need for courses to reflect broader cultural perspectives.
- Lack of confidence in the fairness of assessment processes, particularly amongst Black students.

Workstream 3 of the RES on Curriculum Change therefore focused on perceived un/fairness in assessment and diversification, with actions which are well underway:

7d.2 Workstream 3 of the original RES

Workstream 3 Curriculum Change (Assessment)	**W3 GOAL 1: Fairness in assessment assured and perceived unfairness addressed**	
	W3.1	Further embed the use of learning, teaching and assessment tools developed by ARU, like the Inclusive Curriculum Framework, the Inclusive Teaching checklist, the GaIA ('Good and Inclusive Assessment') tool (EAP 11.6)
	W3.2	Identify and address issues associated with the assessment of students' work that may contribute to differential outcomes for students from B.A.M.E. backgrounds. (EAP 11.5)
	W3.3	Embed the use of in-class activities to 'unpack' assessment criteria, therefore allowing ample opportunities for students to question, query and test their understanding of requirements.
	W3.4	Utilise responses to the REC student survey to identify further areas for improvement, particularly with a focus on the differences in perceptions of fairness between B.A.ME. and white students.
	W3.5	Utilise responses to the REC student survey to examine differences in perceptions of assessment that exist between B.A.ME. home and international students.
	W3.6	Identify and implement mechanisms which foster confidence of B.A.ME. students in the assessment process, including building self-belief, early on in their studies. Utilise the Advocates' expertise as appropriate.
	W3.7	Implement a student communications campaign underlining where to access support and advice on assessment such as Study Skills Plus, in a way that relates to individual assessment tasks and is not seen as 'remedial'. Utilise the Advocates' expertise as appropriate.

Workstream 3 Curriculum Change (Diversification)	**W3 GOAL 2: Greater racial and cultural diversity present within curricula and learning resources.**	
	W3.8	Design a new role to lead on race equality within each faculty. 1 role holder per faculty in place. (EAP 11.2)
	W3.9	ALT, Faculty RE Leads and Advocates lead in-faculty process of curricula diversification/decolonisation, encouraging teaching and co-creation that explore diverse cultural, national and ethnic perspectives, including case studies, classroom discussions, slides, lecture content that reflect our students' backgrounds and identities positively.
	W3.10	Establish feedback mechanisms for students to tell us where there are further opportunities to diversify/decolonise content, flag concerns and offer feedback on the diversification/decolonisation of their courses.
	W3.11	Develop appropriate actions to ensure the accessibility of our "Academic Culture" from our Inclusive Curriculum Framework. "This learning culture may be hard to penetrate for some students, requiring us to minimise disadvantages. First, we need to communicate our requirements with clarity, and support students to meet them. Second, we need to ensure that our scholarly framework does not impose standards that lack practical- or academic- validity, thereby unintentionally creating obstacles for some students." (Inclusive Curriculum Framework)

Good Honours

While the proportion of Good Honours awarded across all ethnic groups increased by 2pp, B.A.ME. Good Honours awards fell by 6pp, with Black students seeing a 10.5pp fall. We are concerned that both our B.A.ME./white and Black/white gap is larger than the benchmark group by 6.5pp and 7.5pp respectively. We anticipate that our RES work, particularly on belonging, diversification and Unlearning/CPD will lead to improvement in this area.

In the faculties, SE and AHSS have both achieved reductions in their B.A.ME./White Awarding gaps, while BL, HEMS and ARL reveal widening White/B.A.ME. gaps. Once again, Black students are most affected in ARL and HEMS with a gap of over 20pp and 16.5pp respectively.

Business Management and Social Sciences both see low B.A.ME. Good Honours award rates, to which ARL are a substantial contributor. Similarly, HEMS are a major contributor with Subjects Allied to Medicine seeing i a growing ethnicity awarding gap.

The overall gap between B.A.ME. and White International students reduced from 27.6pp to 9.9pp and at faculty level, the percentage of International B.A.ME. students achieving Good Honours improved in all.

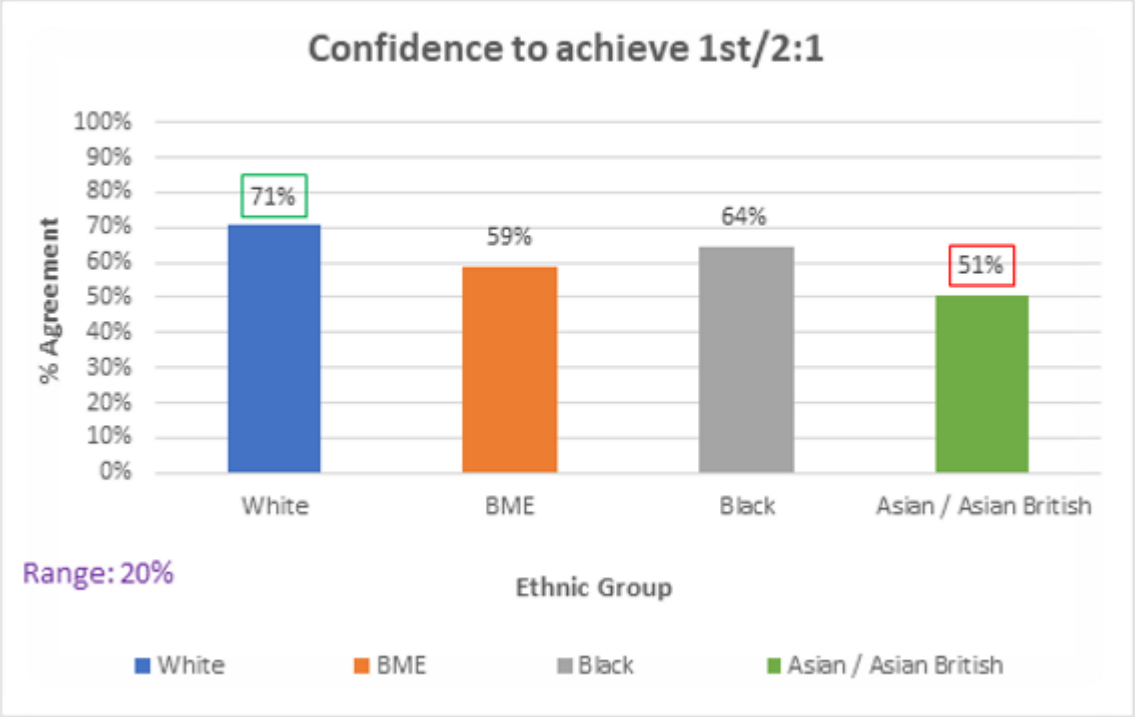
The REC SAT additionally identified gaps in data pertaining to the awarding of 1sts as a separate category to 'Good Honours'. This data will be explored more fully in the future.

The REC Student Survey highlighted that B.A.ME. students were less likely than their White counterparts to agree that they are progressing well in their course. However, both B.A.ME. UK and International undergraduates were more likely than their White peers to anticipate that they would receive a First or 2:1.

> *"I would like to graduate with a 2:1, but I believe my dyslexia, social class and race, are detrimental for me achieving such a grade. I did feel my previous University had some safeguarding in place for this."*
>
> (Mixed, Cambridge Student)

This was an unexpected finding which conflicts with the REA survey from 2018/19 when we found significant variance between student respondents from varying ethnicities.

7d.3 Confidence to achieve 1st/2:1



In focus groups following the 2018/19 REA survey, students and staff respondents suggested that accessing the university support services available to B.A.ME. students would be positive for confidence-building. For actions to tackle the reluctance of B.A.ME. students to ask for support see Section 7c and actions W4.3, W3.7.

ACTIONS:

W6.7 Investigate the reasons for our growing UK first-degree ethnicity awarding gaps between Black/white and B.A.ME./white.

- Design and implement appropriate responsive actions (University, faculty, subject and school levels). Identify actions to tackle Black/white and B.A.ME./white award gaps through learning from SE and AHSS.
- Arrange awarding gap vision visits with top 3 performers within our benchmark group on Black/white gap to understand their approach.
- Review and revision of actions as part of the annual performance monitoring processes within faculties and schools.

W6.8 Establish regular monitoring of the Firsts attainment gap between B.A.ME. and white students at course level.

7d.4 UK Good Honours with Benchmark group

		Population		% Good Honours				Gap to White				Benchmark Group	
Ethnicity	Detail of Ethnicity	latest year	Proportion	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change	Benchmark Gap	ARU-Benchmark
							(> +/-3)				(> +/-3)		
Asian	Asian or Asian British - Bangladeshi	45	1%	68.3%	76.9%	70.5%	2.2	13.0	6.5	13.3	0.3		
	Asian or Asian British - Indian	75	2%	77.5%	73.6%	74.7%	-2.8	3.8	9.8	9.1	5.3		
	Asian or Asian British - Pakistani	70	2%	57.9%	75.8%	69.4%	11.5	23.4	7.6	14.3	-9.1		
	Chinese	10	0%	63.6%	91.7%	80.0%	16.4	17.6	-8.3	3.7	-13.9		
	Other Asian background	85	3%	82.9%	75.7%	79.1%	-3.9	-1.7	7.7	4.7	6.3		
	Total	285	8%	72.6%	76.1%	74.2%	1.6	8.7	7.3	9.5	0.8	9.9	-0.4
Black	Black or Black British - African	630	19%	69.5%	64.0%	58.4%	-11.1	11.8	19.4	25.4	13.6		
	Black or Black British - Caribbean	80	2%	67.1%	61.0%	62.8%	-4.3	14.2	22.4	20.9	6.7		
	Other Black background	20	1%	65.1%	60.0%	45.5%	-19.7	16.2	23.4	38.3	22.1		
	Total	730	22%	69.0%	63.5%	58.5%	-10.5	12.3	19.9	25.3	13.0	17.8	7.5
Mixed	Mixed - White and Asian	25	1%	71.4%	68.0%	82.6%	11.2	9.8	15.4	1.1	-8.7		
	Mixed - White and Black African	30	1%	73.1%	75.0%	60.7%	-12.4	8.2	8.4	23.0	14.8		
	Mixed - White and Black Caribbean	30	1%	71.2%	72.5%	71.0%	-0.2	10.1	10.8	12.8	2.7		
	Other mixed background	60	2%	76.3%	66.7%	79.3%	3.0	5.0	16.7	4.4	-0.5		
	Total	140	4%	72.9%	70.4%	74.3%	1.4	8.4	13.0	9.5	1.1	6.2	3.3
Other	Arab	20	1%		66.7%	47.4%			16.7	36.4			
	Other ethnic background	45	1%	70.4%	60.4%	74.4%	4.0	10.9	23.0	9.3	-1.6		
	Total	60	2%	69.8%	62.2%	66.1%	-3.7	11.4	21.2	17.6	6.2	19.0	-1.4
B.A.ME.	Total	1220	36%	70.4%	67.1%	64.4%	-6.0	10.9	16.3	19.4	8.5	12.9	6.5
White	White	2520	74%	81.3%	83.4%	83.8%	2.5						
	Total	2520	74%	81.3%	83.4%	83.7%	2.5						
Total		3395	100%	75.7%	77.4%	77.7%	2.0						

7d.5 UK Good Honours – Faculty

		Population	% Good Honours				Gap to White			
Faculty	Ethnicity	latest year	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
						(> +/-3)				(> +/-3)
AHSS	B.A.ME	90	60.7%	73.5%	70.8%	10.1	19.5	12.7	16.7	-2.8
	White	435	80.2%	86.2%	87.5%	7.3				
BL	B.A.ME	135	66.1%	64.7%	65.0%	-1.2	18.8	13.8	18.9	0.1
	White	290	85.0%	78.5%	83.8%	-1.1				
SE	Asian	110	66.0%	81.6%	82.7%	16.7	11.3	0.5	3.5	-7.8
	B.A.ME	205	66.0%	67.9%	78.3%	12.2	11.3	14.2	8.0	-3.3
	White	575	77.3%	82.1%	86.3%	8.9				
HEMS	Black	215	82.3%	71.3%	67.1%	-15.2	1.9	15.8	18.4	16.5
	B.A.ME	320	81.0%	72.8%	69.6%	-11.4	3.2	14.3	16.0	12.8
	White	745	84.2%	87.1%	85.5%	1.4				
ARL	Black	390	63.9%	60.8%	52.6%	-11.4	13.5	17.1	21.8	8.3
	B.A.ME	465	64.7%	61.4%	53.2%	-11.5	12.7	16.6	21.2	8.4
	White	475	77.4%	77.9%	74.4%	-3.0				

7d.6 UK Good Honours: Subject analysis

Subject	Ethnicity	Population 2019/0	% GH 2018/9	% GH 2019/0	% GH 2020/1	% GH 3 year change (> +/-3)	Gap 2018/9	Gap 2019/0	Gap 2020/1	Gap 3 year change (> +/-3)
business and management	B.A.M.E	370	65.4%	67.8%	58.8%	-6.6	-17.5	-9.4	-20.5	-3.0
	White	660	82.9%	77.1%	79.3%	-3.6				
social sciences	B.A.M.E	260	61.9%	52.3%	53.1%	-8.8	-13.7	-33.7	-27.6	-13.9
	White	300	75.6%	85.9%	80.7%	5.1				
subjects allied to medicine	B.A.M.E	380	81.2%	75.0%	72.0%	-9.3	-3.4	-9.3	-14.0	-10.6
	White	545	84.7%	84.3%	86.0%	1.3				

7d.7 Good Honours - International

Ethnicity	Population latest year	Population Proportion	% Good Honours 2018/9	% Good Honours 2019/0	% Good Honours 2020/1	% Good Honours 3 year change (> +/-3)	Gap to White 2018/9	Gap to White 2019/0	Gap to White 2020/1	Gap to White 3 year change (> +/-3)
Asian	95	20%	57.1%	70.3%	66.7%	9.6	24.7	11.8	13.8	-10.9
Black	75	16%	50.0%	57.6%	67.5%	17.5	31.7	24.5	12.9	-18.8
Mixed	30	6%	60.0%	72.2%	82.8%	22.8	21.7	9.9	-2.3	-24.1
Other	45	10%	48.0%	63.3%	76.1%	28.1	33.7	18.8	4.3	-29.4
B.A.ME.	250	51%	54.1%	66.6%	70.6%	16.4	27.6	15.6	9.9	-17.8
White	235	49%	81.7%	82.1%	80.4%	-1.3				
Total	485	100%	62.2%	71.0%	75.4%	13.2				

7e Postgraduate pipeline

Areas of good practice with innovative approaches to tackle access to HE for B.A.ME. PG students include:

- The MA Children's Book Illustration Inclusivity Bursary to increase diversity of MA Children's Book Illustration and support UK students from underrepresented backgrounds.
- SE Athena Swan/Race Equality PhD Studentship from AY 2021/22
- GREAT Scholarship in partnership with the British Council for two scholarships, available to students from China and Turkey applying for full-time PGT courses.

Currently, there are no scholarships to specifically retain B.A.ME. UG students into PG level study however, this is acknowledged this in the Workstream 2, W2.1.

Data

Our PGT population overall has grown 57% with UK B.A.ME. enrolments growing 27%, driven by a 35% increase in HEMS and 46% increase at ARL. We have 36% share of UK B.A.ME. students against 26% in the sector and like our UG population, our share of Black students at 20% is significantly larger than the sector at 9%. Our Asian and Mixed UK PGT populations have grown the most at 46% and 44% respectively.

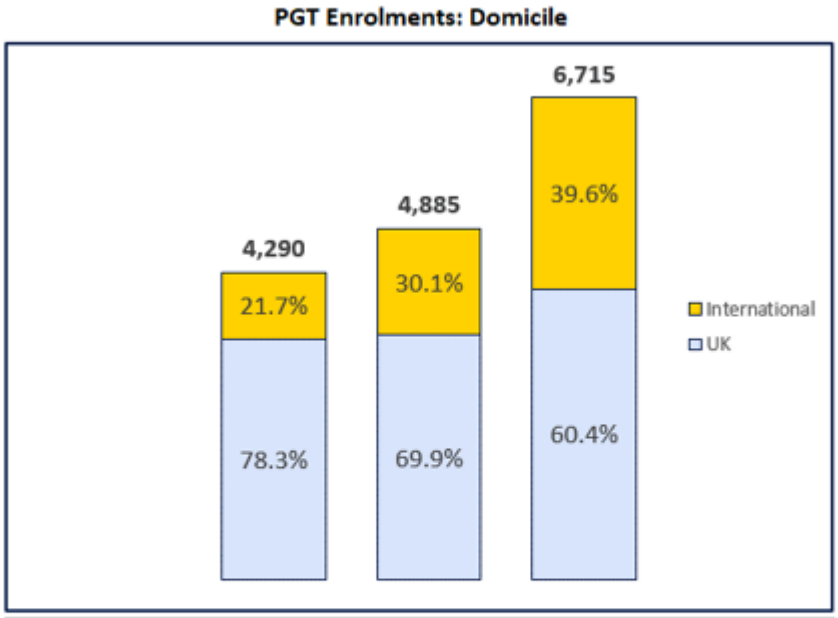
PGT Business and Management, Social Sciences and Subjects Allied to Medicine have more UK B.A.ME. students and/or a higher share of B.A.ME. students than all other subjects.

International B.A.ME. enrolments increased by 259%, driven by increases within FBL**.** The proportion of International B.A.ME. students increased from 78% to 91.6% over the reporting period. Increases in our international PGT B.A.ME. population are driven by a 685% increase in Asian/Asian British – Indian students, now forming a 58% share of our total population, up from 22%.

ACTION:

W6.8 Monitor PGT subjects with high numbers of B.A.ME. UK and International students to assess performance and experience.

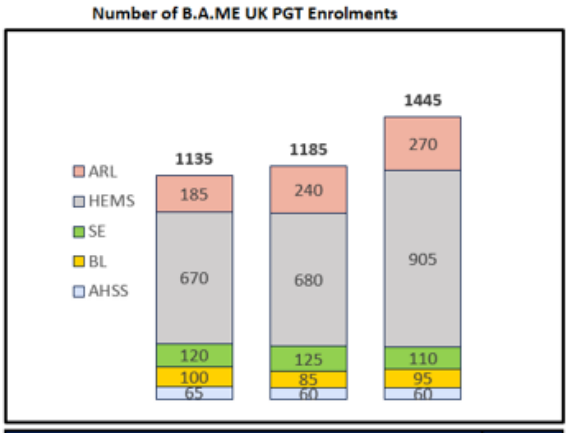
7e.1: PGT Enrolments Domicile*

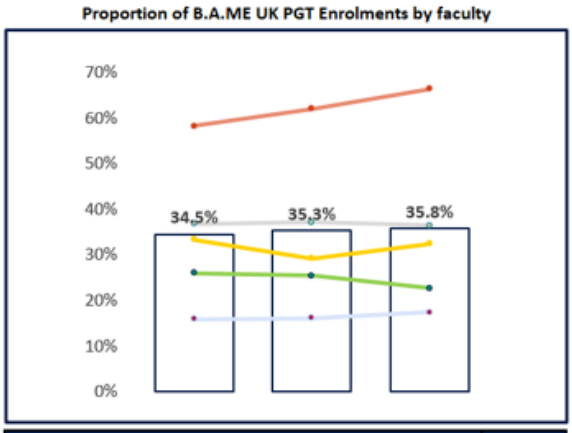


Domicile	2018/9	2019/0	2020/1	3yr change
UK	3,360	3,415	4,055	21%
International	930	1,470	2,660	186%
Total	**4,290**	**4,885**	**6,715**	**57%**

*Includes students with no known ethnicity

7e.2: B.A.ME. UK PGT Enrolments by faculty.





Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	65	60	60	-2%
BL	100	85	95	-1%
SE	120	125	110	-8%
HEMS	670	680	905	35%
ARL	185	240	270	46%
ARU Total	**1135**	**1185**	**1445**	**27%**

Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	16.0%	16.1%	17.4%	1.4
BL	33.3%	29.2%	32.4%	-0.9
SE	26.1%	25.5%	22.7%	-3.4
HEMS	36.8%	37.2%	36.5%	-0.3
ARL	58.3%	62.0%	66.3%	8.1
ARU Total	**34.5%**	**35.3%**	**35.8%**	1.3

7e.3: UK PGT: Ethnicity Detail

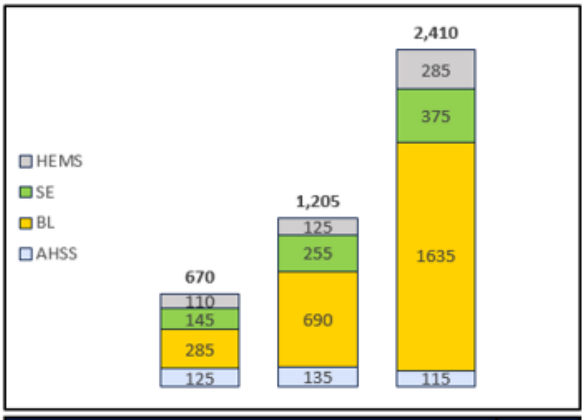
		No.s				Share				Sector (England) 2020/1	
Ethnicity	Detail of Ethnicity	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change	Share	ARU Gap
					+/- 10%				(> +/-3)		
Asian	Asian or Asian British - Bangladeshi	20	25	35	89%	1%	1%	1%	0.3		
	Asian or Asian British - Indian	125	145	175	41%	4%	4%	4%	0.6		
	Asian or Asian British - Pakistani	40	65	70	78%	1%	2%	2%	0.5		
	Chinese	10	10	20	100%	0%	0%	0%	0.2		
	Other Asian background	95	80	120	24%	3%	2%	3%	0.0		
	Total	290	325	420	46%	9%	10%	10%	1.6	12%	-1%
Black	Black or Black British - African	600	625	705	17%	18%	19%	17%	-0.9		
	Black or Black British - Caribbean	60	55	70	20%	2%	2%	2%	0.0		
	Other Black background	20	25	30	50%	1%	1%	1%	0.1		
	Total	680	705	805	18%	21%	21%	20%	-0.8	9%	11%
Mixed	Mixed - White and Asian	20	25	25	24%	1%	1%	1%	0.0		
	Mixed - White and Black African	10	15	25	92%	0%	1%	1%	0.2		
	Mixed - White and Black Caribbean	20	20	40	122%	1%	1%	1%	0.4		
	Other mixed background	45	35	50	9%	1%	1%	1%	-0.2		
	Total	95	100	140	44%	3%	3%	3%	0.5	4%	-1%
Other	Arab	30	20	35	23%	1%	1%	1%	0.0		
	Other ethnic background	40	30	45	13%	1%	1%	1%	-0.1		
	Total	70	55	80	18%	2%	2%	2%	-0.1	2%	0%
B.A.ME	Total	1135	1185	1445	27%	35%	35%	36%	1.3	26%	9%
White	Gypsy or Traveller	0	0	0		0%	0%	0%			
	White	2150	2170	2590	20%	65%	65%	64%	-1.3		
	Total	2150	2170	2590	20%	65%	65%	64%	-1.3	73%	-8%
Total		3285	3355	4035	23%						

7e.4: UK PGT B.A.ME. students by Subject

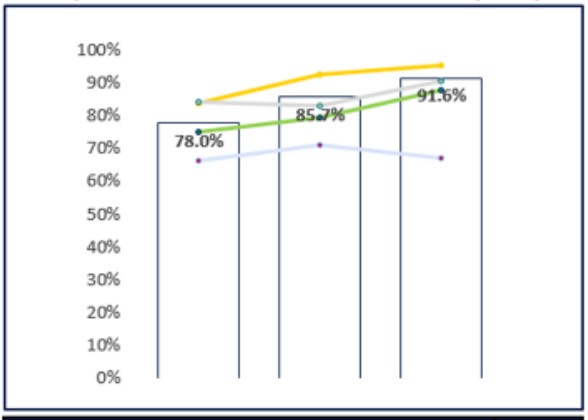
	Numbers B.A.ME				B.A.ME Proportion of Subject			
Subject (CAH1)	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
				+/- 10%				(> +/-3)
agriculture, food and related studies	0	0	0		18%			
architecture, building and planning	45	45	35	-16%	30%	29%	26%	-4.7
biological and sport sciences	15	10	10	-29%	18%	14%	15%	
business and management	265	300	340	27%	46%	48%	52%	5.2
computing	15	20	15	7%	33%	36%	35%	2.3
design, and creative and performing arts	20	20	20	-18%	15%	13%	12%	-2.5
education and teaching	40	50	35	-10%	23%	31%	31%	
engineering and technology	10	15	15	27%	37%	54%	58%	21.7
historical, philosophical and religious studies	0	5	5		17%	15%	18%	
language and area studies	20	20	15	-19%	18%	21%	23%	4.9
law	20	25	20	0%	42%	42%	39%	-2.9
media, journalism and communications	5	5	5		27%	20%	16%	
medicine and dentistry	5	5	0					
physical sciences	0	0	5			10%	40%	
psychology	20	25	25	19%	19%	20%	17%	-1.7
social sciences	135	155	250	85%	33%	33%	46%	13.3
subjects allied to medicine	510	490	645	26%	38%	37%	33%	-4.5
Total	1135	1185	1445	27%	35%	35%	36%	1.3

7e.5: B.A.ME. International PGT Enrolments by faculty

Number of B.A.ME International PGT Enrolments



Proportion of B.A.ME International PGT Enrolments by faculty



Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	125	135	115	-9%
BL	285	690	1635	470%
SE	145	255	375	156%
HEMS	110	125	285	156%
ARU Total	670	1,205	2,410	259%

Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	66.1%	71.1%	67.3%	1.1
BL	83.9%	92.5%	95.2%	11.3
SE	75.0%	79.6%	87.7%	12.7
HEMS	84.1%	83.2%	90.7%	6.6
ARU Total	78.0%	85.7%	91.6%	13.6

7e.6: International PGT: Ethnicity detail

		No.s				Share			
Ethnicity	Detail of Ethnicity	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
					+/- 10% ARU Total				(> +/-3)
Asian	Asian or Asian British - Bangladeshi	5	0	5		0%	0%	0%	-0.2
	Asian or Asian British - Indian	195	675	1515	685%	22%	48%	58%	35.2
	Asian or Asian British - Pakistani	0	10	20		0%	1%	1%	0.5
	Chinese	75	90	150	99%	9%	6%	6%	-3.0
	Other Asian background	125	115	80	-36%	15%	8%	3%	-11.7
	Total	400	890	1770	341%	47%	63%	67%	20.7
Black	Black or Black British - African	130	165	215	66%	15%	12%	8%	-6.9
	Black or Black British - Caribbean	0	5	5		0%	0%	0%	0.0
	Other Black background	20	25	35	83%	2%	2%	1%	-0.8
	Total	150	195	255	70%	17%	14%	10%	-7.7
Mixed	Mixed - White and Asian	5	5	5		0%	0%	0%	-0.3
	Mixed - White and Black African	0	5	10		0%	0%	0%	0.1
	Mixed - White and Black Caribbean	0	0	0		0%	0%	0%	-0.1
	Other mixed background	15	15	15	-13%	2%	1%	1%	-1.3
	Total	25	25	25	17%	3%	2%	1%	-1.6
Other	Arab	85	75	335	292%	10%	5%	13%	2.8
	Other ethnic background	15	15	30	100%	2%	1%	1%	-0.6
	Total	100	90	360	265%	11%	7%	14%	2.2
B.A.ME	Total	670	1205	2410	259%	78%	86%	92%	13.6
White	White	190	200	220	17%	22%	14%	8%	-13.6
	Total	190	200	220	17%	22%	14%	8%	-13.6
Total		860	1405	2635	205%				

7e.7: International PGT: Subject analysis

	Numbers B.A.ME				BAME Proportion of Subject			
Subject (CAH1)	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
				+/- 10%				(> +/-3)
agriculture, food and related studies	0	0	5					
architecture, building and planning	40	45	85	126%	95%	94%	96%	1.2
biological and sport sciences	10	20	25	100%	63%	71%	79%	
business and management	265	600	1380	418%	87%	93%	95%	7.3
computing	25	80	145	530%	79%	88%	95%	16.0
design, and creative and performing arts	60	75	65	6%	71%	74%	76%	4.6
education and teaching	15	20	25	86%	67%	73%	88%	
engineering and technology	35	110	290	706%	90%	97%	99%	9.0
historical, philosophical and religious studies	0	0				-		
language and area studies	25	25	20	-20%	58%	61%	67%	
law	20	25	25	20%	56%	69%	74%	18.7
media, journalism and communications	0	5	0					
medicine and dentistry	10	5	0					
physical sciences	10	15	15			78%	82%	
psychology	25	45	45	69%	46%	56%	55%	9.0
social sciences	30	30	30	-3%	79%	76%	73%	-6.2
subjects allied to medicine	95	105	255	166%	82%	83%	90%	7.7
Total	670	1205	2410	259%	78%	86%	91%	13.4

PGR Population

ARU's PGR population (MPhil, PhD, Prof Doc) and awards grew 13% over the reporting period, driven by our International PGR population that increased 37%, while the UK PGR population remained stable.

UK B.A.ME. PGR

UK B.A.ME. enrolments grew 8% in 3 years and the proportion of B.A.ME. students in our UK PGR population increased by 2pp. Our UK Black population grew by 30% against a 3% fall from our UK White population.

Our PhD student population has a significantly higher proportion of students from Black and Other backgrounds, is in line with national norms for Asian and Mixed backgrounds, and a much lower proportion of White students than national norms.

However, we are particularly concerned about the attrition of applicants to enrolments for UK B.A.ME. PhD students.

International B.A.ME. PGR

International B.A.ME. enrolments grew 44% driven by an increase within FBL probably due to the Doctorate in Business Administration (DBA). The overall proportion of B.A.ME. students has increased to 79.2%.

The increase in our International PGR B.A.ME. population was driven by a 126% increase of 'other' ethnicities. Our International PGR students may be struggling to self-identify within the UK's ethnicity categories.

Success at Application & Assessment

The outcome of the Application outcomes process for B.A.ME. students of different domiciles varies. There are marked differences in attrition rates for Asian, Black, and Mixed applicants from international domiciles compared to White students. In all groups except Other the proportion of UK-based students at each stage increases.

At research proposal stage, the success rate of Asian and Black students is slightly lower than that of White students, with those from Other backgrounds much lower.

At award (4 possible outcomes: recommend award, minor amends, major amends, resubmit), over the reporting period, no Black candidate received "recommend award" against 7% of Asian and 12% of White students – higher than the national average of 5%.

REC Survey

B.A.ME. International postgraduate students were most likely to recommend ARU to a prospective student (87%). International postgraduate students were more likely to be involved with the SU, with B.A.ME. students viewing inclusivity in the SU more positively.

Lower racial literacy was found amongst White students across all levels of study, but particularly in White male students.

"I am indifferent about ethnical (sic) or racial diversity in ARU."

(Prefer not to say, Chelmsford Student)

"Why should I understand that I am privileged because of my skin? I don't feel privileged - that's an idea that the internet invented."

(White, Cambridge Student)

"I understand the concepts listed above, and believe they are excuses to shift blame and responsibility for not being able to handle one's emotions onto another person or people based on race."

(White, Cambridge Student)

Workstreams 1 and 3 of ARU's RES identify actions to respond to these findings, including initiatives led by the REAs and FRELs to encourage students to (un)learn about racism and race equality.

ACTIONS:

W6.9 Identify and remove barriers to PGR entry for UK B.A.ME. applicants.

- Additional support to B.A.ME students at application and interview.

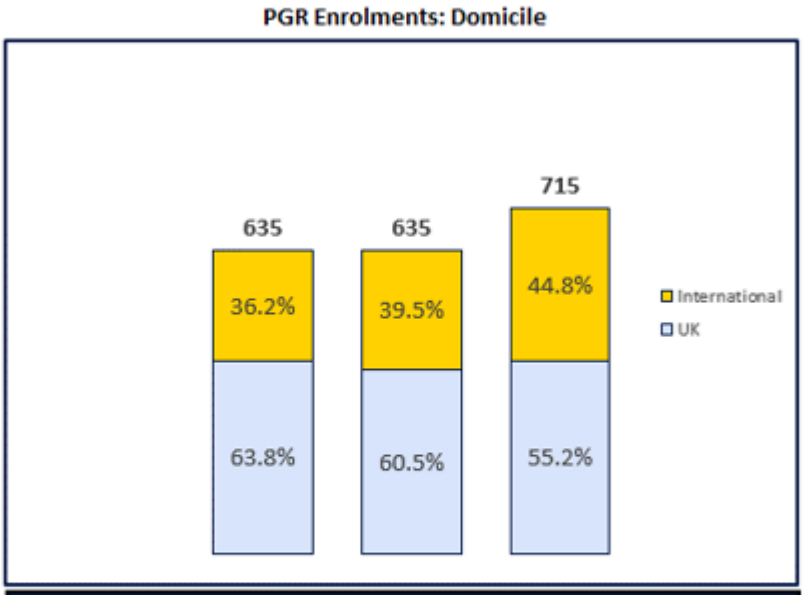
F3.10 Triangulate 'Other' declaration data with nationality data and design actions to improve data quality.

F3.11 Review domicile/ethnicity data to understand attrition rates for Asian, Black and Mixed International PGR applicants.

W1.1 Encourage all (especially White male) students to attend (un)learning events.

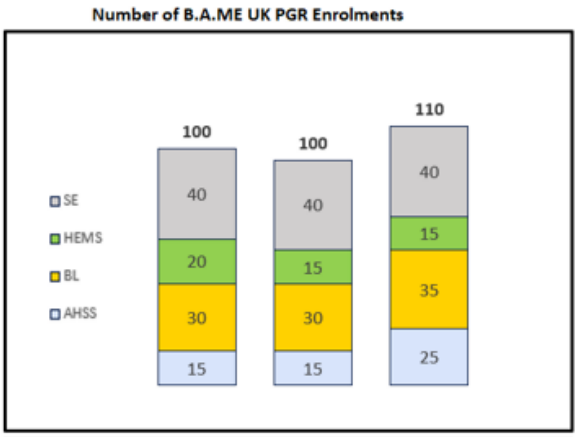
W1.4 ARU colleagues involved with PGR community to take Race Equality CPD.

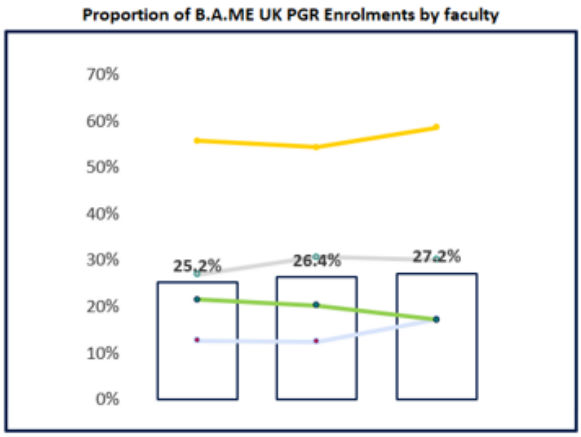
7e:8: PGR Enrolments: Domicile



Domicile	2018/9	2019/0	2020/1	3yr change
UK	405	385	405	0%
International	230	250	315	37%
Total	635	635	715	13%

7e.9: B.A.ME. UK PGR Enrolments by faculty





Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	15	15	25	67%
BL	30	30	35	17%
SE	20	15	15	-25%
HEMS	40	40	40	0%
ARU Total	100	100	110	8%

Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	12.7%	12.5%	17.3%	4.6
BL	55.8%	54.4%	58.6%	2.9
SE	21.5%	20.3%	17.2%	-4.3
HEMS	27.0%	30.7%	30.2%	3.2
ARU Total	25.2%	26.4%	27.2%	2.0

7e.10: UK PGR Ethnicity detail

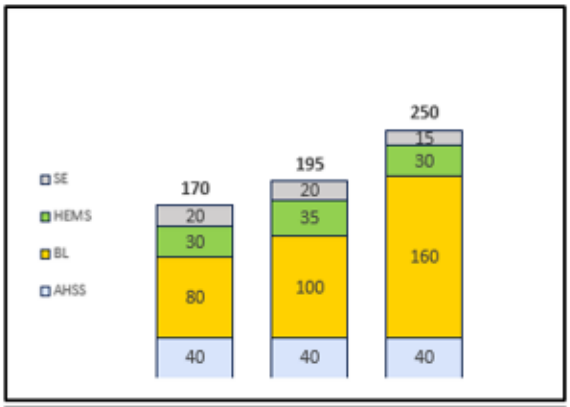
	No.s				Share			
Ethnicity	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
				+/- 10%				(> +/-3)
Asian	30	30	30	0%	8%	8%	8%	0.0
Black	35	40	50	30%	9%	11%	12%	2.7
Mixed	20	15	20	0%	4%	4%	4%	0.0
Other	15	15	15	-19%	4%	4%	3%	-0.7
B.A.ME	100	100	110	8%	25%	26%	27%	2.0
White	300	280	295	-3%	75%	74%	73%	-2.0
Total	405	385	405	0%				

7e.11: PhD students: Ethnicity

Ethnicity	ARU	National
Asian	8%	8%
Black	13%	4%
Mixed	4%	4%
Other	21%	2%
White	49%	81%

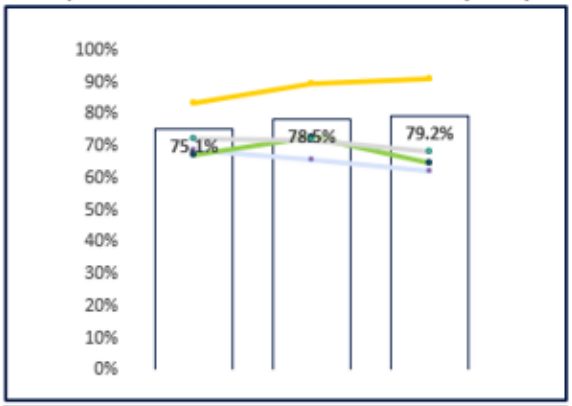
7e.12: B.A.ME. International PGR Enrolments by faculty

Number of B.A.ME International PGR Enrolments



Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	40	40	40	3%
BL	80	100	160	101%
SE	30	35	30	0%
HEMS	20	20	15	-29%
ARU Total	170	195	250	44%

Proportion of B.A.ME International PGR Enrolments by faculty



Faculty	2018/9	2019/0	2020/1	3yr change
AHSS	69.0%	65.6%	62.1%	-6.8
BL	83.3%	89.5%	91.0%	7.6
SE	67.4%	72.5%	64.6%	-2.8
HEMS	72.4%	72.0%	68.2%	-4.2
ARU Total	75.1%	78.5%	79.2%	4.1

7e.13: International PGR Ethnicity Detail

	No.s				Share			
Ethnicity	2018/9	2019/0	2020/1	3 year change	2018/9	2019/0	2020/1	3 year change
				+/- 10%				(> +/-3)
Asian	50	45	40	-14%	21%	19%	13%	-8.0
Black	50	55	50	2%	22%	22%	17%	-5.7
Mixed	5	10	5		3%	3%	2%	-0.8
Other	65	85	145	126%	28%	34%	47%	18.6
B.A.ME	170	195	250	44%	75%	78%	79%	4.1
White	55	55	65	14%	25%	22%	21%	-4.1
Total	230	250	315	37%				

7e.14: PGR Application Process Outcomes: UK and International

Ethnicity / Domicile	% Applicants	% Offers	% Registrations
Asian			
International	82.1	73.7	58.3
UK	17.9	26.3	41.7
Black			
International	78.1	86.2	57.1
UK	21.9	13.8	42.9
Mixed			
International	57.1	22.2	0.0
UK	42.9	77.8	100.0
Other			
International	92.1	100.0	100.0
UK	7.9	0.0	0.0
White			
International	33.7	28.7	25.9
UK	66.3	71.3	74.1

7f Graduate employment

Section renamed to 'Graduate employment', covering information on employment outcomes following completion of undergraduate, PGT and PGR programmes.

ARU takes focused action to reduce gaps in employment between different student groups. Over the last three years the ES supported 10,000 students, 45% B.A.ME., 48% White. Our current APP identifies two targets to reduce the White/B.A.ME. Graduate Outcomes gap.

The table below shows our target groups and performance against Graduate Outcomes data.

7f.1: Progression targets*

	Gap			
Progression targets	2017/8	2018/9	YOY change	
Reduce the progression gap between B.A.ME. And white students	4.8%	2.7%	-2.1	✓
Reduce the progression gap between B.A.ME. and white students from Polar4 quintiles 1&2	8.0%	8.0%	0.0	✓

*Progression = high-skilled employment (Standard Occupational Classification 1-3) and/or graduate-level further study.

Existing initiatives include:

The **ARU Shine** programme aims to improve social mobility and employment opportunities for B.A.ME. students.

> *"I think it was really good that ARU [...] acknowledged the fact that B.A.ME. Students tend to struggle more when graduating and trying to acquire graduate level jobs [...] when leaving and put us in touch with industry professionals who could guide us into our chosen career paths."*
>
> (Mixed, Cambridge Student)

Mentoring at ARU connects students to industry professionals. Open to all, but targeted at B.A.ME. students, care leavers and students from lower participation areas. We offer students a choice of preference when matching them to potential mentors based on sector/industry interest or similar background and offer both where possible. Of 404 mentors, 28% self-identify as B.A.ME.. 58% were matched with student mentees from B.A.ME. backgrounds.

Students at the Heart of Knowledge Exchange (SHOKE)' The project generated media interest from the BBC. SHoKE achieved higher engagement by students from B.A.ME. backgrounds (55%) compared to ARU overall (40%).

ARU Temps recruitment agency offers students the opportunity of paid work experience. ARU also funds internships for professional-level roles to students who fall within APP target groups. Since 2019, 41% of students who worked through ARU Temps were from B.A.ME. backgrounds.

> *"I was excited [but] nervous before the interview [...]. I prepared with the help of the career centre [...]. The internship helped me gain more practical knowledge on my course and gave me a glimpse of what working a job looks and feels like, it definitely improved my employability skills."*
>
> (Black, Chelmsford Student)

We work closely with employers to champion social mobility and improve EDI in the workplace, e.g., the Microsoft EDI Business Challenge.

UK UG Highly Skilled Graduates

The number of UK UG graduates in highly skilled work declined slightly to 73% (-2.3pp year-on-year). Both White (-2.2%) and Black (-5.2) B.A.ME. graduates saw a decline, reflecting the sector trend. However, we need to understand the barriers to Black and Mixed students who have seen the steepest declines.

HEMS and SE faculties have the highest proportion of UK B.A.ME. graduates in highly skilled work; BL and ARL have the largest difference by ethnicity in achievement of high skilled work, both faculties registering a gap of over 20pp.

We are pleased to see the proportion of B.A.ME. and White UK UG Subjects Allied to Medicine graduates in highly skilled work increased 7.6pp and 18.5pp respectively. However, we are concerned about a 22.4pp fall for UK UG Black Business and Management graduates in highly skilled work.

We have also noted that the proportion of B.A.ME. UK UG Social Sciences graduates in highly skilled work decreased to 50% with White graduates remaining stable at 71%, however low numbers mean trends could be misleading.

International UG proportion of skilled work comes under threshold for all ethnic groups so is excluded from this submission.

PGT + PGR graduates in Highly Skilled roles

The B.A.ME./White UK PG graduates' gap in highly skilled work favours B.A.ME. PG students by 8pp. Black UK PG students also saw an increase over the reporting period against a 2.9pp fall from UK Asian students.

Data for our International students tell a similar story with 91% of B.A.ME. International PG graduates in highly skilled work, compared with 83% of White International PG graduates.

Faculty or Subject breakdown for PGT + PGR highly skilled roles excluded given small numbers.

In the REC Student Survey, 70% of B.A.ME. UK undergraduates agreed that they had a good understanding of graduate-level employment opportunities alongside 59% of B.A.ME. UK postgraduates. 65% of

international students also agreed, with little difference between the ethnicities

More B.A.ME. UK undergraduate and B.A.ME. international PG students agreed that ARU helped them develop employment skills than their White counterparts.

"I had a careers meeting and they didn't understand my needs."

(White, Cambridge Student)

"I have a vague understanding of the employment opportunities available for me as an international student."

(Arab, Cambridge Student)

"I am happy with the employability sessions that ARU is proving and really encouraging students to take part in. I think it's a good practice in getting ourselves ready for joining the jobs market once we graduate. I am really happy and thankful about this."

(White, ARUL Student)

ACTIONS:

F3.12 Maintain annual monitoring on graduate outcomes and define actions where gaps are identified.

- Monitor attainment of highly skilled work for B.A.ME. UG UK students from Social Sciences subjects.

W6.10 Investigate why attainment of highly skilled work for B.A.ME. UG UK students is declining.

- Investigate reasons for the gap between B.A.ME. and White UG UK students in ARL and BL; develop targeted actions.

- Investigate the decline in Black UG UK graduates of Business and Management courses and design responsive actions.

7f.2: UK UG High Skilled Graduates

	No. responses			ARU % High Skilled			Sector (England) % High Skilled		
Ethnicity	2017/8	2018/9	YoY change	2017/8	2018/9	YoY change (> +/-3)	2017/8	2018/9	YoY change
Asian	155	120	-21%	68%	68%	0.8	72%	71%	-1.0
Black	240	290	21%	73%	68%	-5.2	66%	65%	-1.1
Mixed	55	55	2%	67%	71%	4.2	71%	71%	-0.3
Other	20	15	-11%				74%	70%	-4.2
B.A.ME.	465	485	4%	70%	68%	-2.2	70%	69%	-1.0
White	1235	1140	-8%	77%	75%	-2.2	75%	72%	-2.5
Total	1705	1620	-5%	75%	73%	-2.3	74%	71%	-2.2

7f.3: UK UG Graduate Outcomes by Ethnicity and Faculty

		No. responses			% High Skilled			% Medium Skilled			% Low Skilled		
Faculty	Ethnicity	2017/8	2018/9	YoY change	2017/8	2018/9	YoY change (> +/-3)	2017/8	2018/9	YoY change (> +/-3)	2017/8	2018/9	YoY change (> +/-3)
AHSS	B.A.ME.	30	40	41%	48%	56%	7.8	17%	24%	7.1	34%	20%	-15.0
	White	200	190	-5%	55%	48%	-6.6	24%	24%	0.2	21%	27%	6.4
BL	B.A.ME.	75	60	-23%	57%	50%	-7.3	31%	28%	-3.1	12%	22%	10.4
	White	160	135	-16%	71%	71%	-0.1	17%	22%	4.7	11%	7%	-4.6
SE	Asian	55	40	-32%	72%	79%	7.6	12%	3%	-9.7	16%	18%	2.2
	Black	25	20	-19%	58%			31%			12%		
	B.A.ME.	105	75	-26%	70%	75%	5.1	17%	13%	-4.3	13%	12%	-0.8
	White	300	280	-8%	75%	73%	-2.8	16%	15%	-0.9	9%	13%	3.6
HEMS	Asian	50	40	-22%	80%	88%	7.1	18%	10%	-7.6	2%	3%	0.5
	Black	135	165	25%	90%	89%	-1.7	8%	11%	2.6	2%	1%	-0.9
	B.A.ME.	200	230	14%	88%	88%	0.6	10%	10%	0.0	2%	1%	-0.7
	White	540	495	-8%	88%	91%	2.9	11%	8%	-2.6	1%	1%	-0.3
ARL	Black	40	65	69%	38%	20%	-18.8	46%	73%	26.6	15%	8%	-7.8
	B.A.ME.	50	80	50%	38%	19%	-19.2	46%	71%	24.4	15%	10%	-5.1
	White	20	35	62%		44%			41%			15%	

7f.4: UK UG Graduate Outcomes by ethnicity and subject

Subject	Ethnicity	No. responses 2017/8	No. responses 2018/9	No. responses YoY change	% High Skilled 2017/8	% High Skilled 2018/9	% High Skilled YoY change (> +/-3)	% Medium Skilled 2017/8	% Medium Skilled 2018/9	% Medium Skilled YoY change (> +/-3)	% Low Skilled 2017/8	% Low Skilled 2018/9	% Low Skilled YoY change (> +/-3)
Business and Mangement	Black	70	80	19%	47%	25%	-22.4	41%	63%	21.8	12%	12%	0.6
	B.A.ME.	110	115	4%	48%	56%	7.8	17%	24%	7.1	34%	20%	-15.0
	White	145	150	3%	55%	48%	-6.6	24%	24%	0.2	21%	27%	6.4
Social Sciences	B.A.ME.	40	30	-16%	57%	50%	-7.3	31%	28%	-3.1	12%	22%	10.4
	White	150	125	-15%	71%	71%	-0.1	17%	22%	4.7	11%	7%	-4.6
Subjects allied to medicine	Asian	75	60	-19%	92%	90%	-2.0	4%	2%	-2.4	4%	8%	4.4
	Black	120	155	27%	93%	94%	0.1	4%	6%	1.7	2%	1%	-1.8
	B.A.ME.	215	235	10%	72%	79%	7.6	12%	3%	-9.7	16%	18%	2.2
	White	475	420	-11%	58%	76%	18.5	31%	14%	-16.5	12%	10%	-2.0

7f.5: PGT+PGR UK Highly Skilled roles by ethnicity

Ethnicity	No. responses 2017/8	No. responses 2018/9	No. responses YoY change	% High Skilled 2017/8	% High Skilled 2018/9	% High Skilled YoY change (> +/-3)	% Medium Skilled 2017/8	% Medium Skilled 2018/9	% Medium Skilled YoY change (> +/-3)	% Low Skilled 2017/8	% Low Skilled 2018/9	% Low Skilled YoY change (> +/-3)
Asian	30	30	11%	96%	94%	-2.9	4%	-		-	6%	
Black	70	95	33%	88%	89%	1.0	8%	6%	-2.1	4%	5%	1.0
Mixed	10	10	-33%									
Other	5	5	75%									
B.A.ME.	115	140	22%	88%	91%	2.9	8%	4%	-3.5	4%	5%	0.6
White	290	355	23%	90%	83%	-5.2	9%	11%	1.4	1%	6%	4.9
Total	405	500	23%	89%	86%	-3.6	9%	9%	0.0	2%	6%	3.7

8. Teaching and Learning

Introduction

As discussed in Section 2.c, we take a connected approach to monitoring our inclusivity KPIs.

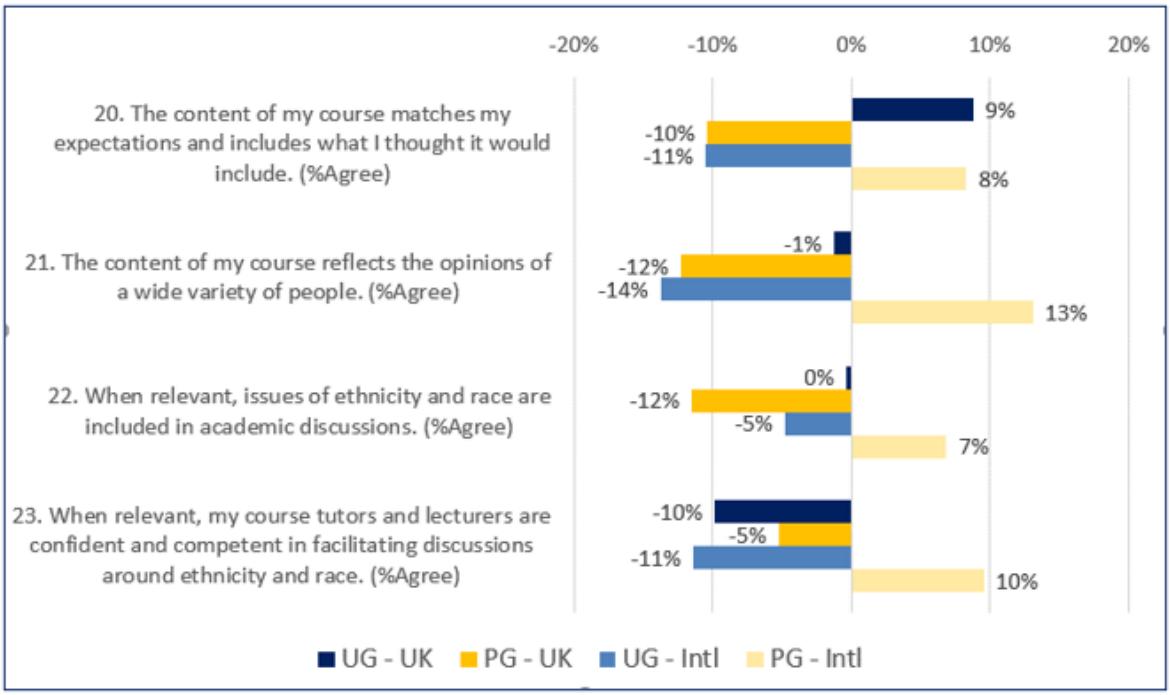
Our RE work fits into a longer trajectory of inclusive teaching practice, based on the development of our Universal Design for Learning approach. Our Active and Inclusive Curriculum Framework (AICF) (2018/19) identified six inclusivity focus areas, including inclusive assessment and curricula diversification embedded across our provision.

8a Course content/syllabus

Initiatives supporting the consideration of race equality in courses:

- University-wide Course Design Intensives (2019) enabled conversations about diversification at course level with over 450 people, including students and employers.
- The Course Leader Conference (2019) focused on diversification.
- Advocates presented their work on 'Social Inclusion and Race Equality' at the Senior Staff Away Day (November 2020).
- Advocates (2021) designed staff and student-facing anti-racist CPD (see Section 2).
- A RES action plan workstream dedicated to Curriculum Change, supported by FRELs and Advocates, ranging from modules dedicated to RE issues, to race-specific content within modules. Examples include environmental racism in a new interdisciplinary 'Ruskin Module' on Climate Justice and Social Inequality, and modules exploring issues for ethnic minorities in the labour market.

8a.1: Quantitative data for the course content question group (REC Student Survey)



(A positive gap in the REC student survey charts indicates B.A.ME. students had a higher %agree score. A negative gap indicates white students had a higher agree score.)

From the survey, B.A.ME. PG International students consistently show higher levels of agreement than White counterparts. For example, they expressed 13% greater agreement with question 21 on diversity in course content. By contrast, other student populations had a negative discrepancy, with UG international and PG UK students showing a negative gap.

UK UG from B.A.ME. backgrounds report greater approval of course content than White counterparts, with a 9% positive gap on question 20 re: course content expectations. However, they showed a 10% negative gap concerning tutor confidence in facilitating discussions around race.

Qualitative responses on course content depict a complex picture. Sixty-eight positive responses were identified, e.g.

"All races and religions are considered in my course."

(White, Chelmsford Student)

"My PG Degree considers the international aspect."

(White, ARUL Student)

Conversely 64 responses were recorded as negative. Some comments highlighted a lack of diversity in teaching staff, highlighting the importance of role models (ref. Section 5a (recruitment)):

"I would like more black lecturers especially black female lecturers"

(Black, Chelmsford Student)

A small number expressed significantly different perspectives:

"I would say there is too much 'focus' on so called 'diversity needs'."

(Mixed, Chelmsford Student)

Most frequent themes related to facilitating discussions of issues of race and ethnicity, underlining the need for the actions identified in Workstreams 1 and 3.

ACTIONS:

W3.10 Establish feedback mechanisms for students to tell us where there are further opportunities to diversify/decolonise.

W3.11 Develop appropriate actions to ensure the accessibility of our "Academic Culture"

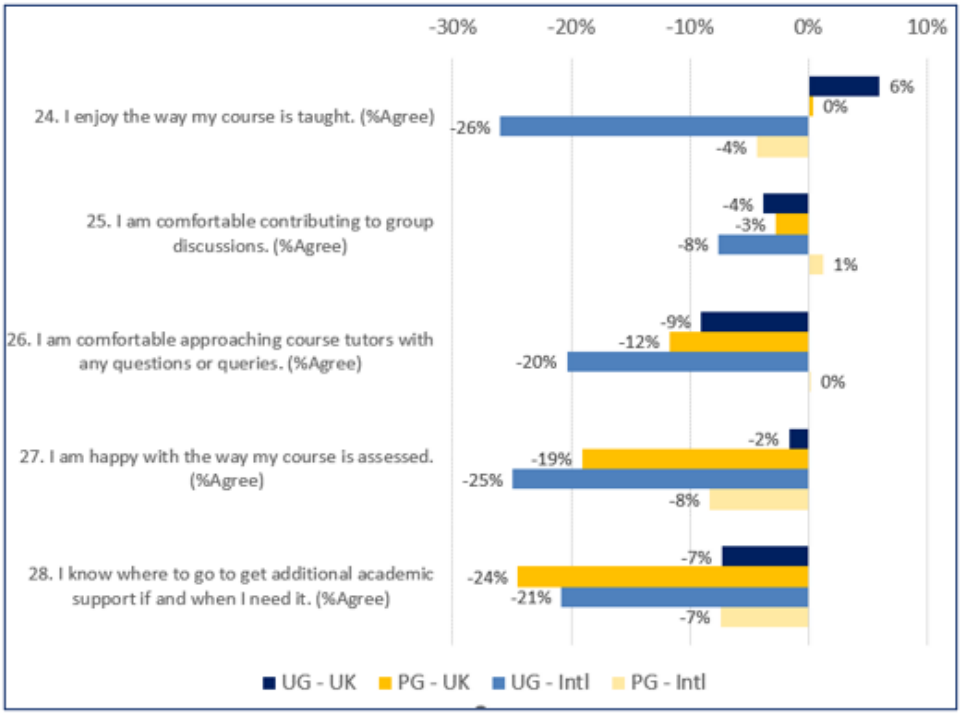
8b Teaching and assessment methods

Our resources and events to support Inclusive assessment, include:

- "Good and Inclusive Assessment" (GaIA) guidance to ensure constructive alignment and re-evaluate "the fairness and reliability of marking to remove any scope for inconsistency or bias."
- An OfS-funded study (2018) led by ALT researched Team-based Learning (TBL), concluding its positive impact on B.A.ME. student success, supported by student testimonials. In 2019 our "Mending the Gaps" workshops informed colleagues about this work, promoting diversification and inclusive assessment.
- Faculties offer a growing number of race equality initiatives in teaching, including role model guest speaker events, pedagogical strategies to address stereotyping, and research projects on belonging.

Faculty RE Leads ensure such initiatives are amplified in Faculties.

8b.1: Quantitative data for the question groups on Course Format, Assessment and Support.



UK undergraduate students from B.A.ME. backgrounds report 6% higher levels of course enjoyment than White peers. However, for other questions, students from B.A.ME backgrounds consistently reported lower levels of agreement than White peers.

Free-text responses to questions on course format expressed a range of viewpoints—46 positive and 56 negative responses. Positive comments, largely from white students, contrasted with more negative comments from B.A.ME. students:

"I enjoy the practical sessions where we can all get involved"

(White, Cambridge Student)

"Confident to approach lecturers and module leaders."

(White, ARUL Student)

The negative responses often reported anxiety or lack of confidence in contributing to class and group work and approaching tutors:

"Having anxiety issues, this makes me NOT want to ask questions whether that be in front of the class or one to one with the tutor."

(Black, ARUL Student)

"I feel judged by my peers when I contribute, whereas if I were white I don't think I would be judged as much"

(Black, Chelmsford Student)

In the free-text data on assessment and support, 37 positive and 35 negative comments were reported. B.A.ME. students reported less familiarity with support compared to white students:

"Additional academic support is widely available yes, however sometimes it is hard to find it. If it could be simplified that would be great."

(White, ARUL Student)

"There is lots of help and support to reach and achieve your academic goals."

(White, ARUL Student)

"Not sure if the academic support was there for me.[...]"

(Black, Chelmsford Student)

"I'm unfamiliar with places to get academic support outside of essay / language skills.[...]"

(Asian, Cambridge Student)

> *"There has been little to no signposting to students."*
>
> (Mixed, Cambridge Student)

Crucially, while examples of good practice are clear, this does not appear to be consistent across the student experience. This points to a need for enhanced access to study skills support for students, and a teaching culture that is more consistently accessible to students from B.A.ME. backgrounds.

ACTIONS:

W3.6 Implement a student communications campaign underlining where to access support and advice.

W3.7 Pilot embedding study skills support input into course content.

F3.2 Undertake an audit of Study Skills Plus data to examine the ethnic make-up of students accessing the services

W3.11 Develop appropriate actions to ensure the accessibility of our "Academic Culture".

W3.5 Foster B.A.ME. student confidence in the assessment process.

W3.2 Address issues associated with the assessment of students' work that may contribute to differential outcomes.

8c Academic confidence

RE initiatives include:

- PgCert HE: mandatory for new academic staff, discusses RE through inclusive curricula, assessment, and legislation.
- L&T in Practice course: compulsory for early-career lecturers, and New Staff Days highlight ARU RE Strategy and curriculum diversification aims.
- Workshops (since 2016) to embed effective inclusive practice.
- Resources and guidance to support our inclusive principles: "Diversifying the Curriculum" through Unconscious bias, Race/Intersectionality, Decolonising the curriculum and internationalising the curriculum. "Race Equality at ARU" shares resources developed by the DCC team and Advocates.
- Faculty resources include a SE online resource page, and AHSS EDI webpage. Faculty-level CPD opportunities include webinars on diversifying reading lists, unconscious bias training and access to external organisations such as SWEARN (Social Work Education Anti-Racist Network). FRELs consolidate and disseminate good practice.
- University Library inclusivity resources.
- External training (e.g., "Leading Race Equality in HE" AdvanceHE course, HERAG conferences and other race-specific workshops).
- Anticipating the RE Strategy launch, our annual L&T Engage Conference (June 2021) centred on race equality, featuring a keynote address by Prof Arday, and prominent contributions from RE advocates.
- Professor Arday further contributes external oversight as a consultant.
- In 2019/20 we replaced "Mending the Gaps" with a more welcoming series, "Let's talk about race equality", inspired by the Advocates' work.

ACTION:
F1.2 Establish expectation that all members of ARU community engage in anti-racist initiatives.

9. Any other information

1. **Action Plan**

Anglia Ruskin's final REC Action Plan is ambitious, containing more than 60 overarching actions broken down into over 100 sub-actions with individual success measures. In order to respond to this significant commitment, the university has made significant investment in our Race Equality work over the last 2 years:

- The DCC team has 3 current roles (Head, Manager and Engagement Officer). Further investment for 3x new posts has been requested.
- The EDI team currently holds 3 roles (Manager, 2x Advisors).
- FRELs have been in post for 15 months and deliver a range of activity in faculty.
- Action W1.3 commits ARU to exploring the introduction of an additional resource to progress antiracist activity in professional services.
- Investment largely comes from HRS and SLS budgets alongside Access and Participation Plan and Education funds.
- Faculty also invest in awareness-raising activity, student engagement staff, faculty/school committees and related working groups.

- EDI and OD teams deliver awareness-raising activity to line-managers and staff through the Line-Manager's Forums and All-Staff Forums e.g. Ramadan Awareness.
- OD colleagues run an annual staff survey to uncover the experiences of staff and facilitate discussions for cultural and system change. We will be running an EDI Pulse Survey in May 2023 (which will become an annual pulse survey) to help inform future action planning and enable us to monitor the experience of staff on an ongoing basis.
- Our Recruitment Team in OD is conducting an end-to-end recruitment review that will enable us to deliver on our positive action commitments.
- OD and EDI are jointly introducing a new programme of Conscious Inclusion mandatory staff training, which is workshop-style to increase awareness on topics such as anti-racism, microaggressions, privilege. This will form part of induction and onboarding for new staff, setting examples, increasing awareness and growing capacity for advancing EDI. This will promote inclusivity across the organisation helping staff understand their responsibilities in achieving our EDI aims, as we work towards justice.
- OD's new Professional Contribution and Development Review (PCDR) includes specific goals for advancing EDI with an expectation that all staff will be involved in some form of EDI activity, again, growing awareness and capacity across the organisation.

Action Plan Monitoring and Oversight:

The Equality, Diversity, and Inclusion Steering Group (EDISG) and Student Success Steering Group (SSSG) are the first line of university-wide committees to receive updates and support progress of the RE work and monitoring of the action plan. As appropriate the EDISG and SSSG refer items up to the University

Executive Team (UET) for discussion and approval. The UET and Board of Governors also receive annual updates on the progress of the RE action plan.

Communicating progress to senior leaders and the University community:

- The Head of DCC reports regularly into the Education Action plan group, SSSG, APSG and at least annually into the Student Experience Committee, and the University and Students' Union group, providing updates on relevant action plan items, consulting, and disseminating good practice. Progress on the Education Action Plan, which has a subsection containing some specific REC actions to improve the student experience, is provided to every meeting of Senate and the Education Committee.
- The EDI Manager reports regularly into EDISG and any other relevant committee to provide updates on all staff-facing action plan items.
- The EDI Manager communicates progress of staff-facing action plan items to line managers and all staff via our Line-Manager Forum and All Staff Forum.
- The Head of DCC and EDI Manager regularly feed into REEN meetings to share progress and request support/consultation.
- Staff Unlearning sessions engage staff and offer an overview of strategy and work underway.
- Advocates' events and activities engage students, share progress and highlight the work we are doing with students to both students and staff.
- Action F2.6 aims to offer a biannual student forum primarily to listen to students' input but will also allow communication of the progress of our work.
- Close partnership working with colleagues from the Students' Union is in place to share and communicate RE work and offer opportunities to get involved.

- FRELs provide regular updates to Faculty Executive team meetings.